



## **The Office of the State Superintendent of Education OSSE (GD)**

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### **MISSION**

The mission of the Office of the State Superintendent of Education (OSSE) is to remove barriers and create pathways so District residents receive an excellent education and are prepared to achieve success in college, careers, and life.

### **SUMMARY OF SERVICES**

The Office of the State Superintendent of Education serves as the District of Columbia's State Education Agency (SEA). In this role, OSSE manages and distributes federal funding to education providers and exercises oversight responsibility over federal education programs and related grants administered in the District to ensure quality and compliance. OSSE also serves as the standard-bearer in education for the District of Columbia. OSSE develops state-level education policies and standards aligned with school, college, and workforce readiness expectations. OSSE further ensures that the District collects and reports accurate and reliable data. OSSE provides technical support to increase effectiveness among education providers, thereby improving outcomes for all students. OSSE also leads, Special Education Transportation (Agency Code GO0); Non-public Tuition (Agency Code GN0); and administers District of Columbia Public Charter Schools Payments (Agency Code GC0).

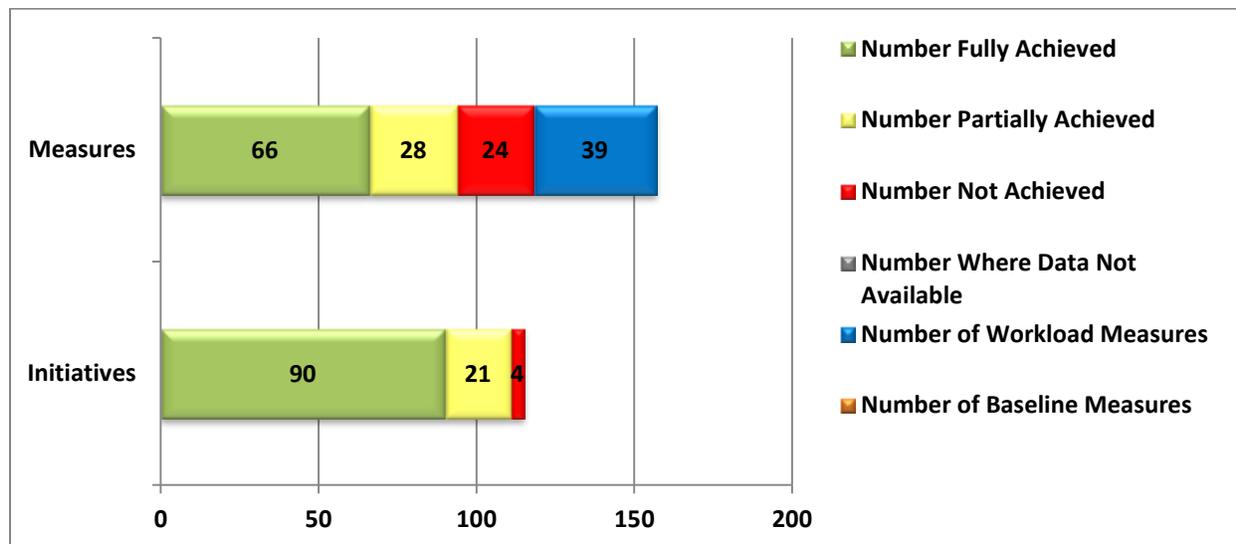
### **ACCOMPLISHMENTS**

- ✓ Terminated Petties vs DC litigation after 17 years of court supervision of special education transportation program and payments.
- ✓ Established nine career academies at DCPS and PCS.
- ✓ Launched free SAT testing for all juniors & seniors in DCPS and PCS.

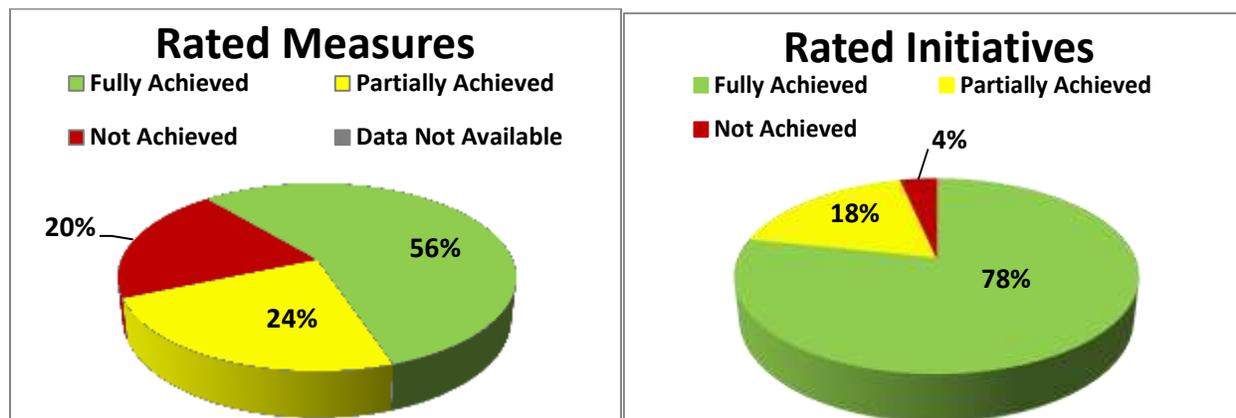


## OVERVIEW AGENCY PERFORMANCE

### TOTAL MEASURES AND INITIATIVES



### RATED MEASURES AND INITIATIVES



**Note:** Workload and Baseline Measurements are not included

Default KPI Rating:	
$\geq 100\%$	Fully Achieved
75 - 99.99%	Partially Achieved
$< 75\%$	Not Achieved



## Performance Initiatives – Assessment Details

### Performance Assessment Key:

 Fully achieved     Partially achieved     Not achieved     Data not reported

### Early Learning

**OBJECTIVE 1: Provide a high-quality, safe and healthy early care and education opportunity for children (including One City Action Plan Actions 2.1.3, 2.1.4 and Indicator 2B). (QUALITY EDUCATION)**

**INITIATIVE 1.1: Ensure Quality Rating Improvement System (QRIS) framework is directly linked to positive outcomes for children and families (One City Action Plan Action 2.1.3 and Indicator 2B).**

 **Partially Achieved** – (75% to 99%) With an eye toward school readiness, OSSE has continued to work to link early learning standards (what children need to know), practitioner standards (what providers/schools need to know to support young children), and program standards (what an organization needs to do to support young children and the practitioners who care for and instruct children) in the proposed QRIS. This trio of aligned standards is a firm foundation for school readiness. While OSSE will maintain the Three-Tiered DC Gold System, the fundamentals of the system are grounded in research proven to enhance teacher effectiveness, to improve children's learning outcomes around key domains of development necessary for early elementary school success. The proposed framework will also enable automatic data collection that will tie directly into targeted technical assistance, and will allow for the start of a longitudinal data collection system that will identify trends and patterns over time. The proposed QRIS has 4 components: CLASS- tool, Staff Qualification, Accreditation and Attendance. Based on research, each of the QRIS components has been proven to increase school readiness.

**INITIATIVE 1.2: Validate enhanced QRIS standards.**

 **Fully Achieved** – (100%): OSSE engaged in various activities to validate the enhanced QRIS standards Pulmonary Pilot: OSSE conducted a pulmonary pilot using CLASS data from 2010-2011. This process allowed OSSE to 1) adjust the business rule and 2) identify where most programs quality will fall under the proposed QRIS. Pilot Program: The annual implementation of early childhood measures of quality (CLASS – Classroom Assessment Scoring System) is currently being measured in selected sites by a third party. OSSE is also in the process of gathering teacher qualifications, attendance, and current accreditation status data to finalize the pilot. Stakeholder Awareness: The enhanced QRIS components have been and are currently being shared with stakeholders through various information sessions throughout the city. Stakeholders are being asked to provide feedback after each session.

**INITIATIVE 1.3: QRIS incentive system**

 **Fully Achieved** – (100%): OSSE has developed a draft incentive system that was sent to the Mayor for review and approval. OSSE is currently using the Going for the Gold system until the revised system, Gold for the Gold 2.0, is approved and implemented



#### **INITIATIVE 1.4: Enhance child care licensing.**

**Fully Achieved-** (100%): In order to support the District's efforts of ensuring that early childhood education services are provided to children and families that meet regulatory health and safety requirements; OSSE developed a monitoring plan that identifies commonly found areas of deficiencies and provides facilities with technical assistance. This will prevent site closures in areas where there are limited early education programs.

#### **INITIATIVE 1.5: Early Learning Standards (ELS).**

**Partially Achieved** – (75% to 99%) Cycle 2 began April 2013 and continued through October 2013 with Implementation and Awareness Building. During this time, Early Learning Standards overviews were provided for parents, teachers and administrators. These awareness opportunities were targeted to help programs and parents become more familiar with the Early Learning Standards. These trainings provided an introduction to the Common Core aligned Early Learning Standards. For families, OSSE developed content modules and written materials that were presented via webinars, videos and podcasts to increase access for parents and community members. Materials were translated into Spanish, Amharic, Vietnamese, Chinese, Korean, and French. For teachers, OSSE conducted a survey of professional development needs around practical application of new standards and Common Core to write content modules to train teaching staff via face-to-face training sessions and webinars. OSSE implemented a train-the-trainer model, where key OSSE staff trained groups of highly effective teachers who serve as a cohort of DC CCELS "Lead Teachers."

#### **INITIATIVE 1.6: Supports and services for infants, toddlers and their families.**

**Partially Achieved-** (75% to 99%) In order to support children and their families consistent with the individual with disability act (IDEA), OSSE is engaged in various activities: Early Stages: OSSE has been partnering with DCPS- Early Stages to provide training to providers in screening children for suspected developmental delays and referring them to the appropriate services. OSSE has a representative from Early Stages provide training on referring children for services and what the process looks like during provider meetings. Enhanced Subsidy Monitoring Tool: OSSE is enhancing the existing subsidy program monitoring tool to include coordination of support services for children with special needs. Those services include; screening all children within the first 45 days of entering school/ program, informing parents of the process, aiding parents in connecting with Early Stages or Strong Start for evaluation and helping children with the transition that may need different placements. The enhanced monitoring tool also include family engagement in a variety of ways: for instance it requires programs to involve parents in the decision making, hold regular parent/ teacher conference, and hold family events to encourage home school partnership.

#### **INITIATIVE 1.7: Increase the number of affordable infant and toddler slots (One City Action Plan Action 2.1.4).**

**Partially Achieved-** (75% to 99%) In order to support children and their families consistent with the individual with disability act (IDEA), OSSE is engaged in various activities: Early Stages: OSSE has been partnering with DCPS- Early Stages to provide training to providers in screening children for suspected developmental delays and referring them to the appropriate services. OSSE has a representative from Early Stages provide training on referring children for services and what the process looks like during provider meetings. Enhanced Subsidy Monitoring Tool: OSSE is enhancing the existing subsidy program monitoring tool to include coordination of



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**OBJECTIVE 2: Support early care and education professionals with targeted and intentional professional development and technical assistance. (QUALITY EDUCATION)**

**INITIATIVE 2.1: Professional Development System.**

**Fully Achieved** – (100%): OSSE has created an internal system for professional development requests. These requests are made primarily by the Licensing Inspectors and Education Service Monitors based on their observations while out in the field. Based on observations while monitoring, a request for professional development will be filled with training created and delivered on site. In addition, based on assessment results from the ELLCO, ECERS-R, ITERS-R, FCCERS-R and CLASS conducted by Howard University, OSSE created need based training for child care facilities. OSSE also revised the Trainer Approval Process to enhance the renewal process, to include an expanded Sample Presentation Rubric, a more efficient scheduling process for trainers and providers, a module for trainers focused on providing concise and objective feedback for the trainer' future improvement, and an additional measure to document the professional experience of the provider.

**INITIATIVE 2.2: Licensing exempt child care providers.**

**Partially Achieved** – (75% to 99%): During routine monitoring inspections and on-site observations conducted by licensing staff, data was collected to determine, how the facilities are meeting and maintaining compliance with laws and rules. Data is being synthesized to determine strengths and weaknesses within these facilities. Once the deficiencies have been identified, OSSE will provide training for these providers.

**OBJECTIVE 3: Objective 3: Inform parents, families and the community about early learning. (QUALITY EDUCATION)**

**INITIATIVE 3.1: Quality matters campaign.**

**Not Achieved** – (Less than 75%): In an effort to inform parents of the importance of high quality early learning programs as well as the components of quality early care and education programs, OSSE is engaging in a variety of activities. First, a Family and Community Engagement Plan are being developed. OSSE has identified 8 proposed components to the Plan; Welcoming Every Family (Hospitality), Parent Academy/University, Volunteering/Service, Parent Advisory Committee (PAC), Communication, Staffing, Community Collaboration, and Student Health. OSSE is also developing a parent survey to receive feedback on parent's needs to ensure needs are met in the Family and Community Engagement Plan. Second, the Director of the DC Head Start State Collaborative Office in partnership with District of Columbia Pubic Schools (DCPS) and the DC Head Start Association (DC-HSA), are exploring the implementation of a school-level family engagement pilot project. This project will gather data on the impact of parent and family engagement on a child's school readiness. Results from the survey will help program staff identify those schools most in need of family-level support. The secondary goal is to collect data that draws a connection between parent and family engagement, health child development, and school readiness.



### **INITIATIVE 3.2: Collaborate with the community**

**Fully Achieved** – (100%): As the DC Common Core Early Learning Standards (DC CCELS) have been newly adopted, OSSE has held information sessions throughout the community, at local colleges, at local conferences and at family-center events to introduce the DC CCELS and the process of alignment of the Early Learning Standards to the Common Core State Standards. OSSE has collaborated with national agencies including, National Association for the Education of Young Children (NAEYC); American Psychological Association, National Park Service/ Rock Creek Park, Mid-Atlantic Comprehensive Center and other government agencies to provide data-driven course offerings for FY13. –

### **INITIATIVE 3.3: QRIS outreach**

**Fully Achieved** – (100%): OSSE conducted enhanced QRIS awareness sessions for community and parents in August 2013. OSSE established a 30 day comment window to allow stakeholders the opportunity to provide comments and feedback on the components of the enhanced QRIS. –

## **OBJECTIVE 4: Promote accountability and excellence; hold system accountable for results. (QUALITY EDUCATION)**

### **INITIATIVE 4.1: Licensing function**

**Not Achieved** – (less than 75%): The electronic licensing forms and an electronic licensing system have not been implemented. –

### **INITIATIVE 4.2: Transparent data.**

**Fully Achieved** – (100%): OSSE created a workflow that utilizes a number of tools for data collection, verification and analysis to ensure all data processes are conducted in an efficient and effective way. These reports include the monitoring tool, statistical report, pending eligibility review, reconciliation tool, and terminations report. OSSE completed phase one of the Early Learning Information Management System (EIMS). In this phase the Provider Management Fast Tract (PMFT) was implemented which houses all information regarding all licenses providers. –

## **OBJECTIVE 5: Ensure sub-grantee compliance with federal and local grant requirements**

**No Initiative for this Objective**

## **Elementary and Secondary Education**

### **OBJECTIVE 1: Prepare for full implementation of common core state standards and common assessments in reading/language arts and mathematics**

#### **INITIATIVE 1.1: Communicate and publicize key information on the transition to Common Core State Standards.**

**Partially Achieved** -(75%-99%). An updated communication plan is being formulated with the assistance of consultants. The interactive CCSS website is live and has been launched with targeted CCSS resources for educators, parents and students. –

#### **INITIATIVE 1.2: Provide professional development for school leaders, teachers, and preparation program for faculty on the common core state standards and common assessments in reading/language arts and mathematics.**

**Partially Achieved** -(75%-99%). 28 Professional Development sessions were delivered and several upcoming sessions have been posted on the OSSE website. OSSE is working to create a cross-divisional professional development calendar. Currently, upcoming PD opportunities are posted on the OSSE website. -



**OBJECTIVE 2: Make data more meaningful and useful in our work to increase student achievement. (QUALITY EDUCATION)**

**INITIATIVE 2.1: Implement a high-quality, meaningful differentiated accountability system based on multiple measures to replace the Adequate Yearly Progress (AYP) rules under the No Child Left Behind Act**

- **Fully Achieved** - (100%). The Office of the State Superintendent in accordance to the US Department of Education approved District of Columbia's ESEA Flexibility Waiver has achieved this goal. –

**INITIATIVE 2.2: Reframe and build on the differentiated system of interventions and support for schools.**

- **Partially Achieved** - (75%-99%). OSSE in collaboration with the Academic Development Institute (ADI) and the Mid-Atlantic Comprehensive Center (MACC) at WestEd held a two-day training in July, regarding the development of a system of Statewide Recognition, Accountability, and Support (SRAS). OSSE worked with the technical assistance providers to select the first “high-priority” indicator that the state will begin to develop as it implements its statewide system of support to LEAs and schools. However, OSSE has not launched / implemented its new statewide system of support as of October 2013. Iris Bond-Gill

**OBJECTIVE 3: Increase the number of effective educators in all public schools. (QUALITY EDUCATION)**

**INITIATIVE 3.1: Implement a teacher value added model that is utilized in teacher evaluations for English/ language arts and mathematics teachers in grades 4-8.**

- **Fully Achieved** - (100%). All RTTT participating LEAs have a student growth model in place. Two professional development sessions were dedicated to the understanding and application of the value added model. Additional sessions have been planned and budgeted for.

**INITIATIVE 3.2: Adopt guidelines for rigorous teacher and principal evaluation systems and ensure that Race To The Top participating LEAs and other LEAs have evaluation systems that meet the guidelines**

- **Fully Achieved.** - (100%). The Human Capital Taskforce reviewed and provided feedback on LEA's teacher and leader evaluation systems. Further, 14 technical assistance sessions were delivered to support and enhance evaluation systems. Dedicated webpages were created to guide and support evaluation systems on both the OSSE and LearnDC websites. Protocols have been established to provide ongoing review of the Teacher and Leader evaluation systems.

**INITIATIVE 3.3: Improve licensure processing time.**

- **Partially Achieved** - (75%-99%): While significant gains have been made with developing an automated system that will reduce the amount of time needed to process applications this objective was not completely realized. Due to an increase in the number of applications and staff turnover achieving this goal became a challenge. OSSE's roll-out of an automated licensure submission and processing system will significantly reduce overall processing times. The features of the automated system we drastically reduce processing time given the systems online functionality. This enhancement should decrease the number of office visits, phone calls and e-mail inquiries all of which we not serve on a daily basis. - Iris Bond-Gill



**OBJECTIVE 4: Increase the number of high quality schools available to students. (QUALITY EDUCATION)**

**INITIATIVE 4.1: Provide planning and implementation funding opportunities to new public charter schools. Ensure high-quality public charter schools have access to affordable facilities suitable for learning.**

- **Fully Achieved** - (100%). Through engagement with the Public Charter School Board (PCSB), OSSE funded planning and implementation for the only newly chartered school that meets the federal definition of a charter school. Through SOAR Act funds, all available competitive facility grant funding was awarded to deserving charter schools through the Public Facilities Grant, providing \$4,000,000 in funding to ten charter schools. Finally, multiple loan and credit enhancement transactions were awarded via approval from the Public Charter School Credit Enhancement Fund Committee as fully approvable transactions were presented by public charter schools.

**INITIATIVE 4.2: Monitor and support the implementation of rigorous school interventions in the persistently lowest-achieving schools identified by the new accountability system as focus or priority schools**

- **Fully achieved** - (100%): ELSEC misidentified “at least 54 schools” for intensive school turnaround support. This was most likely concluded because there were 41 Priority/Focus schools and 13 SIG schools. However, all SIG schools were also Priority schools, so the entire population of schools served for intensive improvement was only 41 and not 54. ELSEC supported all of the persistently lowest-achieving (PLA) schools through implementation of the ESEA waiver. There was a grand total of 26 eligible schools (PLAs defined as Priority schools), and all 41 schools were supported (26 Priority and 15 Focus schools). As of October 2013, ELSEC requests to report this metric as the percentage of Priority and Focus schools supported, because: • As the raw number of Priority and Focus schools fluctuates from year to year, and reporting on a fixed number of schools is not an accurate representation of the ELSEC support to PLAs, and • PLAs are presently defined as Priority schools, but ELSEC supports both Priority and Focus schools (Focus schools are the next lowest tier, and in some cases as low as Priority schools). An expanded definition of PLAs to include both Priority & Focus schools most accurately represents ELSEC’s support work, consistent with the ESEA waiver as of October 2013. This support (SY12-13) was provided through a variety of activities as delineated below: • Cross-Functional Team (CFT) review and feedback of DCPS and PCSB Focus school Plans • Indistar Trainings (Continuous school improvement tool) • IndiSquad Work sessions (targeted technical assistance to schools who requested specific support) • Guidance around the acceptable use of 20% set-aside • Webinars on the ESEA Waiver (Interventions and Differentiated Support) • Interventions Vender Compilation • SIG Schools (funding to implement 4 models)



## Office of the Chief of Staff

### OBJECTIVE 1: Create a transparent and responsive communications system at OSSE.

#### INITIATIVE 1.1: OSSE All-Staff meetings

- **Partially Achieved** -(75%-99%): During FY13, OSSE held one all-staff meeting to ensure that employees are kept abreast on key agency issues.

#### INITIATIVE 1.2: Stakeholder updates

- **Fully Achieved**- (100%): OSSE has FULLY ACHIEVED - (100%) this initiative. In FY13, the Office of the State Superintendent of Education updated stakeholders using a number of communication outlets. OSSE's activities in FY13 included sending out the weekly LEA Look Forward to stakeholders. This publication contains pertinent information for stakeholders. OSSE also worked with the U.S. Department of Education to develop a video that chronicles the efforts of some public school administrators in the District. Lastly, OSSE held several webinars on enrollment audit procedures and policies.-

#### INITIATIVE 1.3: Open-house for parents

- **Partially Achieved** -(75%-99%): OSSE held the 2nd Annual Parent & Family Engagement Conference in September FY13. Over 200 parents attended this event and senior staff members were present to discuss questions and concerns from stakeholders and parents. OSSE did not hold a second event. - Jose Alvarez

### OBJECTIVE 2: Support divisional and agency efforts to promote efficiency and accountability across the District's public education landscape. (QUALITY EDUCATION)

#### INITIATIVE 2.1: LEA Listening Tour

- **Fully Achieved** - (100%): OSSE staff members devised a plan to tour early childhood education centers. This plan was fully executed. During the tour, OSSE staff members spoke with early childhood education providers to gain an understanding of the challenges that they face in their efforts to provide quality education to young children. OSSE summarized these considerations and responded appropriately. One of the complaints that OSSE members noted is that early childhood education providers desired more information on leveraging finances. Recently, OSSE held a community-based organization grants conference which provided information about using finances to improve the early childhood education system.

#### INITIATIVE 2.2: Document retention protocol.

- **Fully Achieved** - (100%): In FY13, OSSE developed a Document Retention Policy. The primary purpose of this policy is to ensure the efficient management, confidentiality and secured storage of all records and information. Furthermore, the document retention protocol will enhance OSSE's auditing processes while enabling OSSE to have an audit trail to maintain a history for the agency.

#### INITIATIVE 2.3: Intra-agency coordination of grants.

- **Partially Achieved** -(75%-99%): OSSE has exerted a tremendous amount of effort on intra-agency coordination of grants. In FY13, OSSE began to internally coordinate the creation of a central grants management system. OSSE secured the vendor and the contract for this work. In FY13, OSSE also started with the implementation of phase I. This included holding 13 sessions with OSSE's internal divisions to gather programmatic information, which is necessary for the centralization of grants. In FY14, OSSE will complete the implementation of phase I with the piloting of 3-4 grants. At the end of FY14, phase II will be complete. -



#### **INITIATIVE 2.4: Annual enrollment audit**

**Fully Achieved** - (100%): In August FY13, OSSE published its first enrollment audit handbook which was distributed during a series of two training sessions. 136 LEA representatives attended these trainings and received the enrollment audit handbook. OSSE also convened an enrollment audit stakeholder meeting to ensure that OSSE's enrollment audit policies are transparent and clear. –

#### **INITIATIVE 2.5: Residency verification process.**

**Fully Achieved** - (100%): A residency hotline was implemented during FY13. –

### **OBJECTIVE 3: Continue to improve service delivery, ensuring the highest level of quality is displayed in all agency efforts**

#### **INITIATIVE 3.1: Policy process.**

**Fully Achieved** - (100%): In FY13, OSSE reorganized the latent Policy and Legislation Committee which had been inactive for a period of time. Since this revival, OSSE has had seven meetings in FY13. This group has established policies and procedures for all regulations and legislation. This ensures that decision makers receive both OSSE internal intra-agency feedback, along with external feedback. In FY13, the Policy and Legislation Committee approved three proposed rulemakings. –

#### **INITIATIVE 3.2: Ensure responsive customer service.**

**Fully Achieved** - (100%): In FY13, OSSE surveyed stakeholders to determine the rate of responsiveness while ensuring continuous improvement at various points throughout the fiscal year. Stakeholders were surveyed during the 2nd Annual Parent & Family Engagement Conference. Stakeholders were also surveyed during two Grants Management & Compliance conferences. Furthermore, stakeholders were surveyed during two separate Enrollment Audit Training sessions. OSSE also attended various Advisory Neighborhood Council (ANC) meetings to gather information from various stakeholders. –

#### **INITIATIVE 3.3: Exit federal high-risk status**

**Fully Achieved** - (100%): In FY13, OSSE submitted quarterly High-Risk Capacity reports to the U.S. Department of Education in an attempt to exit federal high-risk status. These reports contain comprehensive details on the different systems that OSSE has implemented to ensure proper fiscal management. OSSE has reduced the dollar amount of questioned costs. –

#### **INITIATIVE 3.4: Indirect Cost Plan rollout.**

**Partially Achieved** -(75%-99%): In FY13, OSSE worked with the US ED to approve the proposed LEA Indirect Cost Rates. In FY13, OSSE submitted the indirect cost claiming process to the U.S. Department of Education for final approval. OSSE now awaits a decision from the U.S. Department of Education. In FY14, OSSE will ensure that all departments are prepared to meet compliance. If the plan is approved, this will set precedence in the District. –



## Office of the Chief Operating Officer

**OBJECTIVE 1: Develop strategic alignment to align human capital strategy with OSSE's mission, goals and organizational objectives and integrate into strategic plans, performance plans and budgets.**

**INITIATIVE 1.1: Develop a workforce and planning model.**

**Fully Achieved** - (100%): This fiscal year, a workforce planning model was created and implemented to capture specific information for each division. The information captured in the report included the number of FTEs, new hires, resignations and terminations, inter-agency transfers, discipline issues, retirement eligible employees and employees on FMLA or workers compensation. The Human Resources department ensured that the report was sent out quarterly to all division heads.

**INITIATIVE 1.2: Employee Recognition**

**Fully Achieved** - (100%): This fiscal year, the Human Resources department implemented a quarterly Employee Recognition ceremony. This ceremony allowed managers from each department to recognize employees who had demonstrated excellence in the areas of consideration and are deserving of the OSSE "Spirit of Excellence" award. Employees were recognized during three quarters this fiscal year.

The areas of consideration were as follows: 1. IMPACT: Service, dedication, professionalism, and compassion in dealing with internal or external customers of the agency. Inspires an overall sense of belonging that leads to a welcoming work environment. 2. EFFECTIVENESS: Promotion of agency mission to remove barriers and create pathways for District residents to receive a great education and prepare them for success in college, careers, and life. 3. INNOVATION: Contribution toward more efficient or productive operations including money-saving ideas, exceptional fiscal responsibility, and improving service quality. 4. SIGNIFICANCE: Accomplishments through work assignments that contribute to the success of the agency in the community either directly or indirectly.

**OBJECTIVE 2: Provide leadership development via quarterly trainings for OSSE leaders and managers to drive continuous improvement in performance.**

**INITIATIVE 2.1: OSSE University**

**Fully Achieved** - (100%): OSSE University launched during the 3rd quarter this fiscal year. It provided 23 course offerings, five of which were Leadership courses. OSSE University will launch a Leadership Academy in FY14 for supervisors and managers to enhance leadership competencies and learn how to develop staff to their highest potential.-

**OBJECTIVE 3: Focus on closing most mission-critical skills, knowledge, and competency gaps/deficiencies by attracting talent for all vacancies.**

**INITIATIVE 3.1: Recruitment analysis**

**Fully Achieved** - (100%): This fiscal year, the Human Resources department targeted talent to fill vacant positions by implementing the 1st annual Recruitment Open House. This new annual initiative focused on the divisions that have the highest vacancies (Specialized Education, Elementary and Secondary Education, Office of Grants Management and Compliance) and positions that are hardest to fill. The purpose of the Open House is to provide information to potential candidates and interview time to a targeted audience as well as to provide internal staff the possibility to move within the organization.-



### **INITIATIVE 3.2: Tracking system**

- **Fully Achieved** - (100%): This fiscal year, the Human Resources department began tracking divisional vacancies occur via SharePoint. Reports are uploaded to SharePoint every Friday. Through this new tracking model, hiring has steadily maintained the 45 day criteria –

## **OBJECTIVE 4: Provide high-quality internal and external customer service.**

### **INITIATIVE 4.1: Develop a comprehensive OSSE Directory**

- **Fully Achieved** - (100%): This fiscal year, the OSSE Directory launched via SharePoint. Since its implementation the OSSE directory has made it easier for staff to find co-workers by name, phone, email, department, program and skills. In phase two, the OSSE directory was posted to the osse.dc.gov site for all OSSE sub-grantees, community based organizations and local education agencies to access.

### **INITIATIVE 4.2: Improve OSSE customer service (Voicemail & Email)**

- **Fully Achieved** - (100%): This fiscal year, the customer service team performed quality assurance tests on well over 250 employees. Reported tests, indicated OSSE maintained an 80% compliance rate on emails, voicemails and greetings that were tested.

### **INITIATIVE 4.3: EEO and Diversity Training**

- **Fully Achieved** - (100%): This fiscal year, the EEO and Diversity trainings transferred to the direct supervision of the Chief Operating Officer. The Office of Human Rights trained 12 employees on EEO. Those 12 employees have moved on to become official OSSE EEO counselors. The EEO coordinator will partner with OSSE U to facilitate on going EEO and Diversity training to agency staff beginning in FY 14.

## **OBJECTIVE 5: Provide effective and efficient operational support services to achieve program goals.**

### **INITIATIVE 5.1: Develop a payment tracking portal**

- **Fully Achieved** - (100%): The OCOO in collaboration with the OCFO successfully developed a payment tracking system that has effectively tracked the invoices and payments made this fiscal year. The 4th quarter ended with 87% of invoices received being paid within 30 days of receipt. –

### **INITIATIVE 5.2: Ensure that positions are filled and reclassified within 60 days.**

- **Fully Achieved** - (100%): This fiscal year, the Human Resources successfully filled and reclassified positions at a 92% rate within 60 days. The Open House and SharePoint tracking system assisted in maintaining that high success rate.

### **INITIATIVE 5.3: Complete or close all procurements within 90 days**

- **Fully Achieved** - (100%): The OSSE Procurement team successfully trained and recruited staff this fiscal year to increase and maintain high customer service for procurement completion and close-out. The fiscal year ended with 100% procurements being completed on time.

### **INITIATIVE 5.4: Promote the development, economic growth and retention of District-based businesses by increasing the usage of DCLSDBE vendors by 5%.**

- **Fully Achieved** - (100%): OSSE Procurement staff continues to utilize the DC Supply Schedule (DCSS) and Small Business Enterprises (SBE's) first, before soliciting the open market. Procurement staff have also attended staff meetings of their prospective Programs to further promote this effort; especially encouraging them utilize the DCSS and CBEs when using their



purchase cards. OSSE Contracting Officer and Agency Compliance Officer attended a compliance training hosted by the DC Department of Small and Local Business Development. The training included CSBE Goal Setting and Agency Reporting Requirements. OSSE's Compliance Officer will attend the monthly ART meeting to enforce agency compliance when using p-cards. Training facilitators are also informing OSSE staff of the importance of the agency's requirements to use the DCSS and SBE's during the Procurement 101 trainings. –

**OBJECTIVE 6: Provide for fair and equitable Alternative Dispute Resolution.**

**INITIATIVE 6.1: Conduct timely IDEA due process hearings.**

- **Fully Achieved** - (100%): This fiscal year, the office continued to reiterate the message regarding penalties for late cases and provided strong technical assistance to the hearing officers. There were no untimely HOD's issued in the fourth quarter.

**INITIATIVE 6.2: Conduct mediations**

- **Fully Achieved** - (100%): This fiscal year, the number of Mediation started off strong but requests decreased. There was one mediation request for the fourth quarter. The SHO is seeking to aggressively address this decrease by working with DCPS, the LEA's, parent advocacy groups, and parents to increase public knowledge about the benefits of Mediation as well as the other services offered by the SHO.

**INITIATIVE 6.3: Facilitated IEP and resolution session meetings.**

- **Partially Achieved** (75%-99%): Requests for facilitated resolution meetings were low. To aggressively address this problem, this fiscal year, the SHO began developing a community outreach strategy to increase public knowledge around the benefits of both Facilitated Resolution and Mediation. The SHO also plans to re-brand itself highlighting ADR as a viable and more efficient means to resolving special education disputes. The SHO plans to invest additional resources into training and supporting its facilitators and mediators in their work with children and families.

**Office of the Deputy State Superintendent**

**OBJECTIVE 1: Increase participation in the child nutrition programs so that participants are ready to learn. (QUALITY EDUCATION)**

**INITIATIVE 1.1: Increase participation in school nutrition programs.**

- **Fully Achieved** - (100%) - In FY13, 63 LEAs participated in the school nutrition programs with 33 of those LEAs participating in the Community Eligibility Option. School lunch participation increased in FY13 to 60.58% of students from 58% in FY12.

**INITIATIVE 1.2: Increase participation in child and adult care food programs**

- **Fully Achieved** -(100%)- By providing outreach trainings and partnering with the OSSE Division of Early Childhood Education, the average number of daily meals served in the Child and Adult Care Food Program increased from 5501 meals in FY12 to 7871 meals in FY13, an increase of 43%.

**INITIATIVE 1.3: Quarterly trainings and technical assistance.**

- **Fully Achieved**-(100%)- Training were conducted on topics such as the Community Eligibility Option, Procurement of Local Produce, Healthy Schools Act Menu Compliance and Local Wellness Policy Compliance, Direct Certification and the State Longitudinal Education Database (SLED), Food Safety, Accountability Training: Claims and Point of Service and USDA Six Cents



Certification Process. During the over 100 technical assistance on-site visits to schools, at least one meal service, at least one physical and/or health education class and any other opportunities for physical activity (e.g. recess, before- and after-school programs) were observed, and it is confirmed that the lunch period is at least 30 minutes long. OSSE has worked with 56 schools on their application to be certified by USDA as Healthier US School Challenge schools and so far 43 schools have been certified by the USDA at the silver or gold level.

**INITIATIVE 1.4: Provide competitive grants to schools for physical activity and school garden programs.**

- **Fully Achieved**-(100%)- The DC Farm-to-School and Schools Gardens report, in which 93 active school gardens were identified, was submitted to the Mayor and City Council on June 30, 2013. Thirty-nine (39) applications were submitted for DC School Garden competitive grants of which 23 were funded for the 2013-2014 school year. Forty-one (41) schools applied for physical activity competitive grants with 24 of those schools receiving funding.

**INITIATIVE 1.5: Assist schools in receiving certification as U.S. Department of Education Green Ribbon Schools**

- **Fully Achieved** -(100%) - There are 20 active members from multiple DC organizations on the Green Ribbon Schools (GRS) working group. With support from the OSSE School Garden Specialist, three schools from the District were nominated for a US Department of Education Green Ribbon School award. All three schools, Wilson Senior High School, Mundo Verde Public Charter School and Washington Yu Ying Public Charter School, received the Green Ribbon Award. Education Secretary, Arne Duncan, announced the DC and other award winners at a ceremony at Mundo Verde Public Charter School in April 2013.

**OBJECTIVE 2: Ensure that schools are following the health education and physical education standards.**

**INITIATIVE 2.1: School Health Profiles**

- **Fully Achieved**-(100%) 96.7% of DC public and public charter schools completed the 2012-2013 Healthy Schools Act School Health Profile. On average, schools with grades K-5 reported 66 minutes of PE and 31 minutes of health education per week. Schools with grades 6-8 reported 100 minutes of PE and 45 minutes of health education per week. Schools reported that 92% of the PE time was actually devoted to physical activity. 92% of the schools followed OSSE's PE Standards and 85% followed OSSE's Health Education Standards.

**INITIATIVE 2.2: DC CAS Health**

- **Partially Achieved** - (75% to 99.99%) Over 11,500 District students from 5th Grade, 8th Grade and High School across 187 schools, 96% of the eligible schools, took the DC CAS for Health and Physical Education. Roughly 4% of 5th grade students and less than 1% of 8th grade and high school students opted out of the final test questions that focused on sexual health. While there was no significant change in the results from 2012, students in 5th and 8th grade answered an average of 64% of the questions correctly and students in high school answered 63% of the questions correctly in 2013.

- **INITIATIVE 2.3: Quarterly health-related professional development**



**Fully Achieved** -(100%) In FY13, OSSE conducted 22 health education professional development trainings and workshops for school personnel, parents, community based organizations and government agencies. The list of trainings and workshops are: Anti-bullying and Safe Schools (Eight (8) trainings hosted), LGBTQ and Allies (Four (4) trainings hosted), How to Use School Health Data (Four (4) trainings hosted), Importance of Fidelity and Adaptation when Implementing Evidence-Based Programs (Two (2) trainings hosted), Utilizing Reliable Health Information in the Classroom (One (1) training hosted), Parent Workshop: Engaging in Your Child's Health Education Experience (One (1) training hosted), Maternal and Child Health (One (1) training hosted), Common Core Standards Linkages to Facilitate Health Education (One (1) training hosted).

#### **INITIATIVE 2.4: Standards-based health education curricula**

**Partially Achieved** - (75% to 99.99%) The Coordinated Health Education Team's Advisory Board with representation from seventeen different organizations within the District of Columbia hosted four Health Education Curriculum Analysis Tool (HECAT) trainings for health educators and curricula review volunteers. In addition, they reviewed curricula for the Health Education Curricula Library in the following areas: Safety Skills (Eight (8) curricula), Physical Education (Eighteen (18) curricula), Mental and Emotional Health (Fifteen (15) curricula), Alcohol, Tobacco and other Drugs (Twelve (12) curricula), Nutrition (Three (3) additional curricula), and Sexual Health (Three (3) additional curricula). The list of recommended curricula is still being updated and will be shared with schools in FY14

#### **INITIATIVE 2.5: Collaborations with External Stakeholders**

**Fully Achieved**-(100%) In FY13, OSSE has built and maintained partnerships and collaborations with approximately 36 different external stakeholders and has conducted or participated in 16 community outreach and health education events.

### **OBJECTIVE 3: Enhance the District-wide athletic department.**

#### **INITIATIVE 3.1: Amend DCMR 5; Chapter 27**

**Fully Achieved** - (100%) In early FY14, OSSE drafts the amended DCMR 5; Chapter 27 to maintain uniformity among public schools to enhance eligibility, student safety, training standards, recruiting, and scholarship opportunities, for the immediate benefit of District high school athletes attending DCPS and public charter schools. The proposed rulemaking was published in the D.C. Register and the thirty (30) day public comment period commenced on April 5, 2013. An emergency and 2nd proposed rulemaking was published in the D.C. Register on August 9, 2013. No comments were received from the public in connection with this notice. The rules were approved on an emergency basis on July 31, 2013, and were effective for a period of 120 days as of the date.

#### **INITIATIVE 3.2: INITIATIVE 3.2: Expand the District-wide athletic competition for students from across LEAs/schools that include multiple sports, ages, and genders**

**Fully Achieved** - (100%) In FY13, OSSE conducted 13 statewide athletic championships in: football (boys), soccer (girls and boys), cross country (girls and boys), basketball (girls and boys), indoor track and field (girls and boys), outdoor track and field (girls and boys) softball (girls) and baseball (boys).



### **INITIATIVE 3.3: Establish a Sports Medicine Advisory Council**

- **Fully Achieved** - (100%) A Sports Medicine Advisory Committee has been established to provide recommendations on health and safety policies in interscholastic athletics.

### **INITIATIVE 3.4: Secure championship sponsors**

- **Fully Achieved** - (100%) Two sponsors, Modell's Sporting Goods and Spalding, were secured for statewide football championship tournament.

## **OBJECTIVE 4: Provide quality data on D.C. education to the public and other stakeholders.**

### **INITIATIVE 4.1: Performance Management**

- **Fully Achieved** - (100%): OSSE's data office has instituted an internal set of goals, weekly project management meetings, a project tracking system, and tracking of incoming data requests. In addition an internal clearance/QA process has been instituted for reports produced by performing data analysis. Additionally the OSSE data department is participating in performance management improvement activities for programs in other divisions like ESEA waiver monitoring and the special education communities of practice to support LEAs. –

### **INITIATIVE 4.2: Centralized unique data**

- **Fully Achieved** - (100%): OSSE has added the early childhood subsidy database and the staff data collection to the data sets that are matched to unique identifiers. Additionally OSSE received current and historical data from the university of the District of Columbia and from locally funded adult literacy and career programs. These postsecondary and workforce programs have also been run through the unique identifier matching process. This allows matching of individuals across data bases that span from infant child care to adult workforce training programs using the same unique identifier. –

### **INITIATIVE 4.3: Academic data**

- **Fully Achieved** - (100%): For the first time OSSE participated in the analysis pioneered by complete college America to provide an assessment as to the effectiveness of the public higher education institution. Additionally OSSE has produced postsecondary data matches for all high schools allowing tracking of college outcomes and high school students. A contract was implemented for an electronic transcript system, and preparation for capture is ongoing. Additionally OSSE funded the production of common core aligned standard and strand performance analysis tools and has disseminated them to all LEAs that participate in the DC CAS.

### **INITIATIVE 4.4: Data quality improvement**

- **Partially Achieved** - (75% - 99%): A data collection handbook was developed and disseminated in draft form to all LEAs and it contains quality standards and code sets for each data element. However the data collection handbook has not yet been implemented due to the timeline needed for adjustments to LEA data collection. Every LEA has received access to daily error reports for quality improvement. –

### **INITIATIVE 4.5: Making data transparent**

- **Fully Achieved** - (100%): OSSE has produced additional data spreadsheets and published them on the OSSE website containing all elements mentioned above. Additionally OSSE has developed a new school report card system deployed on the website LearnDC.org. This site uses JSON files that can be used by other providers to have real-time access to all report card data on schools and LEAs. -



#### **INITIATIVE 4.6: Program Evaluation**

**Fully Achieved** - (100%): OSSE has collected outcome data on GED and career training programs for the first time which will allow the development of a quality assessment of alternative and adult education programs. Additionally OSSE has performance longitudinal matching across years to identify all students over the past decade that have participated in early learning programs so that quality assessment could occur using longitudinal outcome data. OSSE has collected the raw data from the bi-annual market rate survey of early childhood costs, the course participation and aspiration surveys that are included in SAT/ACT, and the raw data underlying the youth risk behavior survey (YRBS). –

#### **OBJECTIVE 5: Ensure the day-to-day technical availability and operability of OSSE systems.**

##### **INITIATIVE 5.1: Develop and execute a centralized IT support model**

**Partially Achieved** - (75%-99%) – OSSE completed the development of the standards and methodology for consolidating all IT initiatives. The processes that OSSE developed and tested ensured smooth transparent transitions between programs while mitigating any potential areas of concerns that the programs had. As of September 30, 2013 OSSE has successfully consolidated all but one (1) Programs technology contracts and resources into the CIO’s shop. OSSE will continue to consolidate the remaining staff and contracts in FY14-

##### **INITIATIVE 5.2: Formalize an enterprise architecture framework**

**Fully Achieved** – (100%) – OSSE CIO has created a comprehensive framework and repository which defines the current “AS-IS” and target “TO-BE” architectures. Identified the IT structure, processes and capabilities of the agency and has begun defining the management processes necessary for adopting new technologies in response to OSSE’s changing business needs. These efforts will increase OSSE’s ability to provide consistent services, accessible information, scalable infrastructure and flexible technology on demand. –

##### **INITIATIVE 5.3: Process quality improvement**

**Fully Achieved** – (100%) – OSSE CIO has developed 14 Technology Standards intended to define acceptable and intended use of Government Technology Assets by OSSE employees or contractors in carrying out their responsibilities. Proper use of a personal computer greatly increases the productivity of the user in fulfilling the mission of OSSE and District Government. Below is a list of Standards either created for or adopted by OSSE CIO. Password Management Data Sensitivity IT Acquisitions Severity Escalation Personal Computer Use Virus Protection Desktop Security Access Control Wireless Communications Remote Access iPad Use Email Usage Change Management Internet Access and Usage Project Initiation Enterprise Architecture.

##### **INITIATIVE 5.4: Standardize on common core technologies**

**Fully Achieved** – (100%) – OSSE CIO has added five (5) new technologies that effectively manage the standardization of OSSE core technologies. They are SSRS for enterprise reporting, EGMS which standardized and consolidates all agency grants management into a single platform, Telerik which enhances our ability to display and produce data quickly and efficiently via SharePoint and SLED, DNN as an alternative to Drupal for content management and Citrix Sharefile which is a web based easy to use secure file transfer tool used to collect adhoc data outside the normal prescribed data collection efforts that OSSE has identified and formalized.-  
Tom Fontenot



## Post-Secondary Education and Career

**OBJECTIVE 1: Increase the percentage of District residents participating in college and career preparatory programs.**

**INITIATIVE 1.1: Provide current and consistent information for postsecondary**

**Fully Achieved** - (100%): The HEFS outreach team visited all DCPS and DCPCS high schools in FY13 as part of its “High School Blitz” outreach program. Staff spoke to students about DCTAG, financial aid, selecting the right college and other pre-college topics. As part of the One City Action Plan 2.3.9, in March 2013, HEFS held a “Smart College Choice” EXPO at the Howard Theater which was attended by 375 students and parents. In FY13 HEFS staff continued to manage the College and Credential Completion Network (C3N) holding 11 monthly roundtable meetings, building network participation to over 100 member groups and aligning goals and programming with Raise DC. –

**INITIATIVE 1.2: Provide training for college access professionals and parents**

**Fully Achieved** - (100%): HEFS staff conducted the Postsecondary Conference (formerly known as the Financial Aid Conference) in January of 2013 for over 230 high school counselors and college access professionals at the George Washington University. In partnership with the Education Trust, OSSE conducted a pilot training program for high school counselors and college access professionals. Five DCPS and two Charter schools participated in the year-long training that included four full day workshops as well as in-school technical assistance in between the workshops. During FY13 HEFS staff conducted 24 evening pre-college workshops attended by 948 people as well as 12 weekend pre-college workshops attended by 3,342 people.

**INITIATIVE 1.3: Increase the number of high school students who participate in existing career and technical education programs funded by OSSE.**

**Fully Achieved** – (100%): The CTE office funded programs that implemented CTE programming that led or would lead to higher numbers of completers. Three programs that did not implement adequate CTE programming were de-funded and/or suspended. The CTE office also supported professional development in reading for CTE teachers. This professional development provided teachers with additional strategies to support student reading as they learned career-centered content and progressed through programs. In addition, the CTE office provided technical assistance to LEAs in content development, thus strengthening programming.

**INITIATIVE 1.4: Develop career and technical education programs that align secondary and postsecondary education courses.**

**Fully Achieved** - (100%): The CTE office finalized practices and procedures that provide guidance in the development of OSSE-approved CTE programs, articulation agreements, and monitoring protocols. Based on these new practices and procedures, the CTE office has identified LEAs and schools that will be monitored for compliance in fall 2013.

**INITIATIVE 1.5: Work collaboratively with stakeholders to increase student access to career preparation opportunities outside of school (internships, mentoring, job shadowing, etc.).**

**Fully Achieved** - (100%): The CTE office met with key stakeholders such as Microsoft and Department of Employment Services – Summer Youth Employment representatives, as well as the Raise DC Youth Employment network to facilitate relationships with LEAs and increase internship opportunities for students. The CTE office also funded two pilot programs to develop internships and mentoring for CTE students. As a result, over 40 students had internship and/or mentoring experiences in academic year 2012- 2013. -



**INITIATIVE 1.6: Establish IT Academies at high schools to increase students' digital literacy and to better prepare them for college and/or careers.**

**Fully Achieved** - (100%): The CTE office provided funding and oversight to an additional 10 local high schools, which offered at least one Microsoft IT course during the 2012-2013 academic year. As a result of this expansion, 200 students earned Microsoft certifications. These certifications and the process to achieve them provide students with college and career-ready skills and verify their digital literacy. –

**INITIATIVE 1.7: Convene and facilitate a Task Force to develop a city-wide strategic plan for CTE programs administered by secondary and postsecondary institutions receiving federal or local CTE funding**

**Fully Achieved** - (100%): The CTE office provided support and guidance to the CTE Task Force. The strategic plan was produced and key aspects are currently being implemented through the \$2.8M CTE Innovation Fund. Nine career academies will begin the National Academy Foundation Year of Planning in academic year 2013-2014.

**INITIATIVE 1.8: Increase outreach and college awareness initiatives.**

**Fully Achieved** - (100%): In partnership with the Latin American Youth Center, HEFS provided extensive outreach to the DC Latino community around college access, readiness and the DC-TAG program. HEFS, in partnership with Collegiate Explorers provided a college access and readiness program at Anacostia High School. HEFS also launched the Mayor's Scholars Program which provided tuition assistance for PELL eligible DC residents at local colleges.

**OBJECTIVE 2: Increase the DC TAG graduation rate. (QUALITY EDUCATION)**

**INITIATIVE 2.1: Publish Graduation Rates to assist DCTAG students in selecting postsecondary institutions where they are likely to earn a degree.**

**Fully Achieved** - (100%): As part of the One City Action Plan 2.3.9, HEFS staff published the list of Top 20 schools with the highest DCTAG graduation rates as well as the Top 20 schools with the highest DCTAG retention rates. Both lists were made into posters e-fliers and distributed to all high schools, counselors, parents and college access providers.

**INITIATIVE 2.2: Increase DCTAG students' knowledge of grant and options available once they begin school.**

**Fully Achieved** - (100%): HEFS staff conducted two "DCTAG Boot Camp" sessions in partnership with the DC College Access Program (DCCAP). The events were held at the Catholic University of America on two separate days in July. 1,250 students and parents attended the sessions that gave vital information to new TAG program participants. –

**INITIATIVE 2.3: Implement mentor based retention program at three selected institutions.**

**Fully Achieved** - (100%): HEFS launched a College Retention Initiative at three schools – Delaware State University, Morgan State University and North Carolina A&T. This program links incoming DC-TAG freshman with students in their junior year in order to provide mentoring and other services to help students navigate their first and second year on campus. 150 students were served in FY13. –



**INITIATIVE 2.4: Provide pre-college experience for students.**

- **Fully Achieved** - (100%): As part of the One City Action Plan 2.3.9, HEFS provided full scholarship and transportation assistance for 47 District public and charter high school students to attend summer academic enrichment programs at 13 Tier I colleges and universities around the country.

**OBJECTIVE 3: Provide educational and career advancement opportunities for adult learners with varying literacy levels. (QUALITY EDUCATION)**

**INITIATIVE 3.1: Gather high quality data on adult learners.**

- **Fully Achieved** - (100%): The Adult and Family Education office increased the number of District residents served. The Adult and Family Education office served 3355 adult learners in PY 13 which is 6.75% above the number of adults served in PY 12 (n= 3145). Of the 3355 adult learners served in PY 13, 34.16 % (n=1146) completed an educational functioning level which reflects a 1.16% increase above the percentage (%=33) of adult learners that completed a level in PY 12 (n= 1027).

**INITIATIVE 3.2: Coordinate the provision of adult literacy, ancillary services and/or workforce and/or post-secondary transition services to youth, adults and families residing in the city's priority areas**

- **Fully Achieved** - (100%): The Adult and Family Education office established a \$5.5M MOU with the Department of Employment Services to provide assessment and screening; adult basic education (vocational preparation and ESL); transition to postsecondary education; and digital literacy to DOES and Department of Human Services clients. The Adult and Family Education office also supported the newly-opened center for returning citizens (ex-offenders) and DCPS STAY programs with funding, program expertise, and National External Diploma/GED services.-

**OBJECTIVE 4: Measurably improve the operational quality of the Higher Education Licensure Commission**

**INITIATIVE 4.1: Update the Higher Education Licensure Commission's (HELC) regulations to reflect postsecondary industry best practices and to improve quality assurance.**

- **Partially Achieved** -(75%-99%): The Education Licensure Commission (ELC) updated regulations for degree-granting institutions, including updating the fee structure. Codification of ELC procedures is still in process. In FY13, the ELC proposed changes in the ELC legislation related to gaining jurisdiction for online learning and changing the name of the Commission to the Higher Education Learning Commission. These changes are in review by OPLA and are expected to be taken up by the City Council Education Committee in spring 2014.-

**INITIATIVE 4.2: Monitor DC postsecondary institutions for compliance with HELC regulations.**

- **Fully Achieved** - (100%): The Education Licensure Commission (ELC) continued to monitor postsecondary institutions for compliance with ELC regulations. During 2013, the Commission reviewed 123 initial and renewal applications; maintained relationships with other relevant District of Columbia boards and commissions (Board of Nursing, Board of Cosmetology) , and worked to make its consumer protection role more visible to district residents through printed materials sent to relevant stakeholders.-



**INITIATIVE 4.3: Support the development of the OSSE Enterprise-wide Licensing and Case Management System.**

- **Fully Achieved** - (100%): The Education Licensure Commission staff worked with OSSE-IT to develop an electronic application process. The software solution has been developed and is currently being tested by ELC staff. The system will provide a database that is inclusive of institutional statistical data and eliminate storage challenges faced by the Commission. –

**Special Education**

**OBJECTIVE 1: Increase the number of students with disabilities receiving a high quality, appropriate public education in the least restrictive environment (LRE) and are fully prepared for post-secondary transition**

**INITIATIVE 1.1: Ensure quality special education programming and assist LEAs with tracking program effectiveness**

- **Fully Achieved** – (100%): The Special education Quality Review (SEQR) tool is available to all LEAs and nonpublic programs, and 185 individuals have been trained on its use. DSE will continue to offer monthly trainings in FY 14. –

**INITIATIVE 1.2: Increase compliance in all Local Education Agencies (LEAs).**

- **Fully Achieved** – (100%): OSSE's Placement policy has been fully implemented. 45% of all student referrals for nonpublic placement have been maintained in public settings. –

**INITIATIVE 1.3: Increase compliance with secondary transition requirements**

- **Fully Achieved** – (100%): DSE completed quarterly monitoring as required by the USDE Office of Special Education programs and met all related reporting timelines. In addition, DSE issued all identified findings of noncompliance, and documented an increase in LEA compliance with requirements over FY12 rates.

**OBJECTIVE 2: Increase sub-grantee and provider compliance with federal and local grant and programmatic requirements. (QUALITY EDUCATION)**

**INITIATIVE 2.1: Increase compliance with Part B IDEA evaluation timelines.**

- **Fully Achieved** – (100%): DSE completed quarterly monitoring as required by the USDE Office of Special Education programs and met all related reporting timelines. In addition, DSE issued all identified findings of noncompliance, and documented an increase in LEA compliance with requirements over FY12 rates.

**INITIATIVE 2.2: Increase timely correction of noncompliance.**

- **Fully Achieved** – (100%): DSE successfully launched the DC Corrective Action Tracking System (DC CATS) in FY 13 and it is fully operational.



- **INITIATIVE 2.3: Increase compliance with Part C IDEA service delivery timelines.**  
**Fully Achieved** – (100%): DSE completed annual monitoring as required by the USDE Office of Special Education programs and met all related reporting timelines. In addition, DSE issued all identified findings of noncompliance, and documented an increase in Part C IDEA compliance with requirements over FY12 rates. –

**OBJECTIVE 3: Develop and issue high-quality regulations and policies to ensure that the District is well prepared to serve all students with disabilities. (QUALITY EDUCATION)**

**INITIATIVE 3.1: Ensure systematic alignments.**

- **Fully Achieved** – (100%): DSE successfully updated the State Special Education Data System (SEDS) to align with revised Part B IDEA policies, and provided comprehensive training to users

**INITIATIVE 3.2: Ensure full implementation of new policies.**

- **Fully Achieved** – (100%): DSE executed a comprehensive training and technical assistance plan and continued to receive high marks on content from users. –

**OBJECTIVE 4: Implement a strategic plan that creates a State level continuum of support for children birth -5 with developmental delays or disabilities. (QUALITY EDUCATION)**

**INITIATIVE 4.1: Ensure early childhood outcome evaluation**

- **Fully Achieved** – (100%): DSE began collecting LEA early childhood outcome data in DC CATS and executed a robust training series to support data collection and reporting.

**INITIATIVE 4.2: Intra- and interagency coordination**

- **Partially Achieved** – (75%-99%): DSE supported DEL during a period of leadership transition, including provision of training and technical assistance. –

**INITIATIVE 4.3: Ensure timely and effective Part C to Part B transition.**

- **Fully Achieved** – (100%): DSE completed annual monitoring as required by the USDE Office of Special Education programs and met all related reporting timelines. In addition, DSE issued all identified findings of noncompliance, and documented an increase in compliance with requirements over FY12 rates.

**OBJECTIVE 5: Ensure continued excellence in service delivery through valid data, sound fiscal management and quality customer service.**

**INITIATIVE 5.1: Expand Medicaid claiming.**

- **Fully Achieved** – (100%): DSE continued to expand its efforts related to accessing allowable reimbursements and significantly increased revenue over FY 12.

**INITIATIVE 5.2: Ensure timely nonpublic invoice payments.**

- **Fully Achieved** – (100%): DSE continued to maintain its payment timeliness rate of 99%.

**INITIATIVE 5.3: Ensure effective funds management**

- **Fully Achieved** – (100%): DSE created and maintained an internal tracking system for grant and local expenditures that allowed for continued compliance with the Quick Payment Act and effective management of all funding sources. –



## Special Education Transportation

### **OBJECTIVE 1: Support learning opportunities by providing the least restrictive, safe transportation options to eligible students**

#### **INITIATIVE 1.1: Promote all options for student transportation, including family reimbursement and travel training.**

- **Fully Achieved** – (100%) - OSSE-DOT continued to promote the fare card program to eligible students and exceed the FY13 goal of students using the program.

### **OBJECTIVE 2: Maintain a safe and reliable fleet of student transportation vehicles.**

#### **INITIATIVE 2.1: Right-size the student transportation fleet of vehicles and replace vehicles that are beyond their useful life**

- **Not Achieved** – (less than 50%): Although OSSE-DOT did procure 101 new vehicles in FY13, the delivery of the new vehicles did not begin until the end of the fiscal year. However, OSSE-DOT will be receiving approximately 200 brand new vehicles between the beginning of FY14 and January 2014. This will be on track at that time. –

#### **INITIATIVE 2.2: Maintain a 10% bench of vehicles to ensure reliable, timely transportation in the event a vehicle is out of service.**

- **Fully Achieved** – (100%): -- OSSE-DOT continued to maintain a sufficient (10%) bench of school buses to provide services for all routes. –

### **OBJECTIVE 3: Provide excellent customer service to stakeholders, especially schools and parents.**

#### **INITIATIVE 3.1: Improve response time and effectiveness.**

- **Fully Achieved** – (100%): OSSE-DOT significantly improved customer service compared to the previous year, answering 40% more phone calls during the beginning of the school year and decreasing wait time by more than 100%.

#### **INITIATIVE 3.2: Court order metrics.**

- **Fully Achieved** – (100%): OSSE-DOT achieved and maintained compliance with all 34 court mandated performance metrics, resulting in the complete dismissal of the class action Petties lawsuit. –

#### **INITIATIVE 3.3: Arrival time**

- **Partially Achieved** – (75% - 99%): OSSE-DOT continues to expand use of the GPS system to track arrivals at students' homes. Over the next FY, this system will be fully operational

#### **INITIATIVE 3.4: Electronic student ridership module.**

- **Not Achieved** – (less than 50%): OSSE-DOT has delayed rolling out this phase of the GPS solution. OSSE-DOT learned that the GPS vendor was releasing a new piece of hardware, which is superior to the older versions. For that reason, OSSE-DOT waited until the release of the hardware in August, 2013. This project will be implemented in FY14. –



**OBJECTIVE 4: Establish the underlying foundation and technical infrastructure required in order to ensure sustained operational efficiency and optimal performance within the Division.**

**INITIATIVE 4.1: Implement transportation policy.**

**Partially Achieved** – (75% -99%): In close collaboration with OSSE-DSE, OSSE-DOT developed and finalized the District’s transportation policy. Due to on-going public engagement, the policies implementation was delayed until November 2013.



**INITIATIVE 4.2: Create and implement a customer relationship management system.**

**Partially Achieved** – (75%-99%): OSSE-DOT enhanced the existing customer relationship management system, which contributed directly to the significantly improved performance of the Parent Resource Center. This project is ongoing in FY14 and the final phases (linking complaints to routes to investigations) will be completed during FY14.



**INITIATIVE 4.3: Improve data quality and reliability.**

**Fully Achieved** – (100%): During FY14, OSSE-DOT developed an on-line transportation request system that is used by LEAs. This system automatically exchanges information between SEDS and routing and scheduling. -





## Key Performance Indicators – Details

### Performance Assessment Key:

● Fully achieved  
 ● Partially achieved  
 ● Not achieved  
 ● Data not reported  
 ● Workload Measure

	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
<b>Office of the Chief of Staff</b>								
	1.1	Number of City Council Briefings	5	5		30	600%	Office of the Director
	1.2	Number of Electronic Broadcasts to LEAs	10	10		109	1090%	Office of the Director
	1.3	Number of Open House Events for Parents	1	2		1	50%	Office of the Director
	2.1	Percent of LEAs visited	71%	100%		86.21%	86.21%	Office of the Director
	2.2	Number of A133 Audit findings	5	4		16	25%	Office of the Director
	2.3	Dollar Amount of Question Cost	0	0		\$3,616	0%	Office of the Director
<b>Office of the Chief Operating Officer</b>								
	1.1	Percent of employees with performance plans	90%	100%		89.33%	89.33%	Office of the Chief Operation Officer
	1.2	Number of OSSE employees	2,130	Target Not Required		1,907	Workload Not Rated	Office of the Chief Operation Officer
	2.1	Number of trainings for leadership development	4	4		11	275%	Office of the Chief Operation Officer
	2.2	Number of trainings at OSSE University	8	8		42	525%	Office of the Chief Operation Officer



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
●	3.1	Average number of qualified applicants identified per position within 45 days	3	3		2.5	83.33%	Office of the Chief Operation Officer
●	3.2	OSSE employee retention rate	87	87		97.82%	112.43%	Office of the Chief Operation Officer
●	4.1	Increase in customer service approval rating over prior year	6	4		5.61	140.25%	Office of the Chief Operation Officer
●	5.1	Percent of OSSE employees trained in procurement process	2%	50%		97.98%	195.96%	Office of the Chief Operation Officer
●	5.2	Percent of positions filled and or reclassified within 60 days	91%	92%		81.56%	88.65%	Office of the Chief Operation Officer
●	5.3	Percent of procurements less than \$25K completed within 10 days	67%	80%		80.86%	101.08%	Office of the Chief Operation Officer
●	6.1	Percent of timely IDEA due process hearings	100%	100%		75.64%	75.64%	Office of the Chief Operation Officer
●	6.2	Number of mediation requests	40	45		30	66.67%	Office of the Chief Operation Officer
●	6.3	Percent of payments made to vendors within 30 days of receipt of an approved invoice	95%	95%		88.60%	93.27%	Office of the Chief Operation Officer
<b>Office of the Deputy State Superintendent</b>								
●	1.1	Percent of Students participating in the school lunch program	58%	60%		61.32%	102.21%	Elementary & Secondary Education



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
●	1.2	Percent of students participating in the school breakfast program.	41%	42%		42.58%	101.38%	Elementary & Secondary Education
●	1.3	LEAs participating in the breakfast and lunch programs	62	65		63	96.92%	Elementary & Secondary Education
●	1.4	Percent of children eligible for free or reduced price meals.	72%	71%		76.40%	107.61%	Elementary & Secondary Education
●	1.5	Percent of low income students participating in the Summer Food Program	74%	76%		76.04%	100.05%	Elementary & Secondary Education
●	1.6	Child & Adult Care Food Program (CACFP) daily average participants	5,501	5,600		7,871	140.55%	Elementary & Secondary Education
●	1.7	Number of schools with school gardens	80	85		93	109.41%	Elementary & Secondary Education
●	1.8	Number of Green Ribbon schools.	2	2		3	150%	Elementary & Secondary Education
●	2.1	Percent of schools completing school health profiles.	96%	96%		96.67%	100.69%	Elementary & Secondary Education
●	2.2	Grades K-5 average minutes of physical education per week.	60	75		66	88%	Elementary & Secondary Education
●	2.3	Grades 6-8 average minutes of physical education per wk.	106	150		100	66.67%	Elementary & Secondary Education
●	2.4	Grades K-5 average minutes of health education per week	30	55		31	56.36%	Elementary & Secondary Education
●	2.5	Grades 6-8 average minutes of health education per week.	48	65		45	69.23%	Elementary & Secondary Education



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
●	2.6	Percent of schools completing DC CAS Health	100%	100%		95.90%	95.90%	Elementary & Secondary Education
●	2.7	Number of in-person professional development sessions on health education.	4	12		22	183.33%	Elementary & Secondary Education
●	2.8	Number of health education events conducted in the community	6	7		16	228.57%	Elementary & Secondary Education
●	3.1	Number of Statewide athletic sports competitions	1	12		13	108.33%	Elementary & Secondary Education
●	3.2	Number of sponsors for statewide athletic championships	0	1		4	400%	Elementary & Secondary Education
●	4.1	Number of Performance Management Support Sessions	1	2		2	100%	Office of the Director
●	4.2	Percent of OSSE program areas with assigned USIs and UESIs in all data sets	0%	60%		84.38%	140.63%	Office of the Director
●	4.3	Number of SLED page views	0	1,000		8,406	840.60%	Office of the Director
●	4.4	Number of page views of public data	0	100		7,106	7106%	Office of the Director
●	4.5	Number of evaluations produced of OSSE programs	0	1		1	100%	Office of the Director
●	5.1	Percent of helpdesk calls answered within SLA.	95%	95%		96.27%	101.34%	Office of the Chief Information Officer



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
●	5.2	Percent of uptime of OSSE servers against SLA	100%	100%		99.73%	99.73%	Office of the Chief Information Officer
●	5.3	Percent of user request via the services portal solved and closed within 5 days of receipt.	84%	95%		91.67%	96.50%	Office of the Chief Information Officer
●	5.4	Percent of new IT initiatives reviewed via the Project Initiation Process	83%	93%		98.55%	105.97%	Office of the Chief Information Officer
●	5.5	Number of new common core technologies standardized.	12	5		5	100%	Office of the Chief Information Officer
●	5.6	Percent of funds reimbursed within 30 days of receipt of invoice.	92%	93%		95.19%	102.35%	Elementary & Secondary Education
<b>Early Learning</b>								
●	1.1	Number of affordable infant and toddler slots at child development centers [One City Action Plan Action 2.1.4]	5,080	Target Not Required		6,457	Workload Not Rated	Early Childhood Education
●	1.2	Number of training sessions in Early Learning Guidelines	0	12		27	225%	Early Childhood Education
●	1.3	Percent of gold level QRIS programs	35%	45%		34.53%	76.73%	Early Childhood Education
●	1.4	Percent of silver level QRIS programs	15%	15%		11.39%	75.93%	Early Childhood Education
●	1.5	Percent of bronze level QRIS programs	48%	40%		53.90%	74.21%	Early Childhood Education



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
	● 1.6	Number of training sessions on Core Knowledge for Early Learning	0	12		99	825%	Early Childhood Education
	● 1.7	Number of child care facilities	500	Target Not Required		497	Workload Not Rated	Early Childhood Education
	● 1.8	Number of child care professionals working in child care facilities.	2,332	Target Not Required		2,685	Workload Not Rated	Early Childhood Education
	● 1.9	Number of infants and toddlers served.	5,080	Target Not Required		6,457	Workload Not Rated	Early Childhood Education
	● 1.10	Number of students participating in PK3 & PK4 programs	12,857	Target Not Required		13,182	Workload Not Rated	Early Childhood Education
	● 1.11	Number of children served by child development centers [One City Action Plan Action 2.1.4]	13,393	13,393		12,000	89.60%	Early Childhood Education
	● 2.1	Percent of Directors, Teachers & Teacher Assistants in Professional Development Registry	3%	35%		15.53%	44.36%	Early Childhood Education
	● 2.2	Percent of teachers in early childhood programs who hold a Bachelor's degree in early childhood or related field	50%	50%		26.26%	52.53%	Early Childhood Education
	● 2.3	Percent of teachers in early childhood programs who hold at an Associate Degree in early childhood education or a closely related field	45%	50%		31.34%	62.69%	Early Childhood Education



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program	
	●	2.4	Percent of teachers in early childhood programs who hold a Child Development Associate (CDA) Credential.	60%	75%		33.39%	44.52%	Early Childhood Education
	●	3.1	Number of parents using Resource and Referral	1,268	1,300		1,087	83.62%	Early Childhood Education
	●	3.2	Percent of parents receiving information on and placement of children in QRIS rated programs.	0	25%		4.22%	16.87%	Early Childhood Education
	●	3.3	Number of parent events hosted by DEL	0	2		11	550%	Early Childhood Education
	●	3.4	Number of community outreach activities	0	2		4	200%	Early Childhood Education
	●	4.1	Percent of licenses renewed within two months of expiration	0%	80%		72.19%	90.23%	Early Childhood Education
	●	4.2	Percent of licensing complaint inspections within a 24 hour period	90%	96%		87.12%	90.75%	Early Childhood Education
	●	4.3	Average response time for complaints	0	72		72	100%	Early Childhood Education
	●	5.1	Percent of sub-grantees that were "desktop" monitored semi-annually	97%	100%		100%	100%	Early Childhood Education
	●	5.2	Percent of funds reimbursed to vendors within 30 days of receipt of an approved invoice	95%	95%		96.34%	101.41%	Early Childhood Education



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
<b>Elementary &amp; Secondary Education</b>								
●	1.1	Number of professional development sessions on common core state standards, school improvement and teacher effectiveness offered.	38	20		3	Workload Not Rated	Elementary & Secondary Education
●	1.2	Number of events hosted specifically for parents and community members to learn about common core, accountability, and teacher effectiveness.	16	10		24	240%	Elementary & Secondary Education
●	1.3	Number of individuals participating in common core events.	2,500	3,200		197	6.16%	Elementary & Secondary Education
●	2.1	Percent of underperforming schools supported	44%	60%		100%	166.67%	Elementary & Secondary Education
●	2.2	Number of PK-12 Local Education Agencies	54	54		59	Workload Not Rated	Elementary & Secondary Education
●	2.3	Number of PK-12 Schools	220	Target Not Required		226	Workload Not Rated	Elementary & Secondary Education
●	2.4	Number of PK-12 students (including adults)	76,753	Target Not Required		80,291	Workload Not Rated	Elementary & Secondary Education
●	2.5	Percent of students qualified for free and reduced lunch	72%	Target Not Required		76.40%	Workload Not Rated	Elementary & Secondary Education



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
●	2.5	Number of PK-12 female students	38,791	Target Not Required		40,523	Workload Not Rated	Elementary & Secondary Education
●	2.7	Number of PK-12 male students	37,947	Target Not Required		39,768	Workload Not Rated	Elementary & Secondary Education
●	2.8	Number of PK-12 American Indian students	64	Target Not Required		84	Workload Not Rated	Elementary & Secondary Education
●	2.9	Number of PK-12 African American students	57,404	Target Not Required		56,804	Workload Not Rated	Elementary & Secondary Education
●	2.10	Number of PK-12 Hispanic students	11,304	Target Not Required		10,590	Workload Not Rated	Elementary & Secondary Education
●	2.11	Number of PK-12 White students	5,702	Target Not Required		6,370	Workload Not Rated	Elementary & Secondary Education
●	2.12	Percent of students performing at proficiency	47.4%	Target Not Required		51.24%	Workload Not Rated	Elementary & Secondary Education
●	2.13	Percent of students performing at proficiency in math	49.3%	Target Not Required		53.02%	Workload Not Rated	Elementary & Secondary Education
●	2.14	Percent of students performing at proficiency in reading	45.6%	Target Not Required		49.47%	Workload Not Rated	Elementary & Secondary Education
●	2.15	Percent of students performing at proficiency in science	40.9%	Target Not Required		42.35%	Workload Not Rated	Elementary & Secondary Education
●	2.16	Number of PK-12 English Language Learners	6,891	Target Not Required		6,207	Workload Not Rated	Elementary & Secondary Education



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
●	2.17	Number of identified English learners, homeless, home school, neglected, and delinquent students (combined)	9,045	Target Not Required		10,376	Workload Not Rated	Elementary & Secondary Education
●	2.18	Number of high performing schools	25	Target Not Required		31	Workload Not Rated	Elementary & Secondary Education
●	2.19	Number of schools needing intervention	44	Target Not Required		64	Workload Not Rated	Elementary & Secondary Education
●	2.20	Number of high school graduates	3,777	Target Not Required		3,929	Workload Not Rated	Elementary & Secondary Education
●	2.21	Percent of high school freshman graduating in four (4) years	61%	Target Not Required		63.68%	Workload Not Rated	Elementary & Secondary Education
●	3.1	Average number of days taken to complete evaluations of educator licensure applications.	27	25		36	69.44%	Elementary & Secondary Education
●	3.2	Percent of LEAs (RTTT& nonRTTT) implementing teacher and leader evaluation systems to determine effectiveness	53%	85%		66.38%	78.09%	Elementary & Secondary Education
●	3.3	Number of PK-12 Teachers	6,059	Target Not Required		5,949	Workload Not Rated	Elementary & Secondary Education
●	4.1	Number of charter schools receiving federal planning and implementation funding.	3	5		11	220%	Elementary & Secondary Education
●	4.2	Percent of available facility grant funding committed during the FY	100%	100%		100%	100%	Elementary & Secondary Education



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
●	4.3	Rate of public charter school's timely interest and principal repayments.	93%	95%		100%	105.26%	Elementary & Secondary Education Readiness
●	4.4	Percent of funds reimbursed to vendors within 30 days of receipt of an approved invoice.	75	95		100%	105.26%	Elementary & Secondary Education
<b>Post -Secondary Education &amp; Career Readiness</b>								
●	1.1	Percent of public high school graduates enrolling in higher education institutions within 6 months of graduation with DCTAG	25.4	27		86.63%	320.85%	Post-Secondary Education & Workforce Readiness
●	1.2	Number of participants attending the annual conference	232	250		230	92%	Post-Secondary Education & Workforce Readiness
●	1.3	Number of participants attending the counselor training.	0	63		41	65.08%	Post-Secondary Education & Workforce Readiness
●	1.4	The number of students who complete two or more courses as part of a CTE sequence of courses.	7215	Target Not Required		10644	Workload Not Rated	Post-Secondary Education & Workforce Readiness
●	1.5	The number of programs of study offered in OSSE-funded CTE programs	45	Target Not Required		56	Workload Not Rated	Post-Secondary Education & Workforce Readiness
●	1.6	Number of high schools offering the IT Academy	1	10		10	100%	Post-Secondary Education & Workforce Readiness



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
●	1.7	Number of students gaining certification	22	150		200	133.33%	Post-Secondary Education & Workforce Readiness
●	1.8	Number of Latino students completing an OSSE-funded college readiness & awareness program	Not Available	300		300	100%	Post-Secondary Education & Workforce Readiness
●	1.9	Number of 7th-9th graders in Wards 7&8 completing an OSSE-funded college readiness & awareness program.	Not Available	730		599	82.05%	Post-Secondary Education & Workforce Readiness
●	1.1	Percent of youth who attain a college degree or industry-recognized license/certification	0	23%		23.05%	100.20%	Post-Secondary Education & Workforce Readiness
●	1.1	Number of high school graduates enrolling in college within 1 year of graduation.	1,115	1,175		1,535	130.64%	Post-Secondary Education & Workforce Readiness
●	2.1	Percent of public high school seniors who complete a DCTAG application by April 15th.	39%	40%		22.05%	55.14%	Post-Secondary Education & Workforce Readiness
●	2.2	Percent of public high school seniors who complete a DCTAG application by June 30 <sup>th</sup>	51%	52%		38.39%	73.83%	Post-Secondary Education & Workforce Readiness
●	2.3	Number of DCTAG students enrolled in college	5,158	5,200		5,258	101.12%	Post-Secondary Education & Workforce Readiness



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
	● 2.4	Number of postsecondary institutions with DCTAG applicants	299	280		299	93.65%	Post-Secondary Education & Workforce Readiness
	● 2.5	Percent of public high school graduates enrolling in higher education institutions within one year of graduation	48%	50%		90.11%	Baseline/or Workload Not Rated	Post-Secondary Education & Workforce Readiness
	● 2.6	Percentage of (DCTAG) graduates enrolled in college within one year of graduation that continue to second year (retention rate)	65%	75%		80.40%	107.19%	Post-Secondary Education & Workforce Readiness
	● 2.7	Percent of public high school graduates enrolling in higher education institutions within two years of graduation	55%	59%		41.65%	70.59%	Post-Secondary Education & Workforce Readiness
	● 2.8	Number of students participating in an OSSE mentor program at institutions of higher learning	143	150		150	100%	Post-Secondary Education & Workforce Readiness
	● 2.9	Percent of high school seniors completing a DC TAG application	51%	Target Not Required		47.72%	Workload Not Rated	Post-Secondary Education & Workforce Readiness
	● 2.10	Number of students awarded DC TAG scholarship	5,258	Target Not Required		87.12%	Workload Not Rated	Post-Secondary Education & Workforce Readiness
	● 2.11	Number of students testing for GED	587	Target Not Required		72	Workload Not Rated	Post-Secondary Education & Workforce Readiness



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
	● 3.1	Number of adult learners served annually in OSSE-funded literacy programs completing a valid pre-test and 16+ hours of instruction	3,404	3,500		4,127	117.91%	Post-Secondary Education & Workforce Readiness
	● 3.2	Percent of enrolled adult learners who complete an educational literacy level	25%	30%		27.07%	90.22%	Post-Secondary Education & Workforce Readiness
	● 3.3	Number of students attending OSSE college prep summer bridge (BR)/boot camp (BC) programs or high achievers (HA) programs	1,597	1,600		1,334	83.38%	Post-Secondary Education & Workforce Readiness
	● 3.4	Number of adults who receive a GED	569	621		660	106.28%	Post-Secondary Education & Workforce Readiness
	● 3.5	Number of government/private community-based partnerships within Adult and Family Education	22	23		23	100%	Post-Secondary Education & Workforce Readiness
	● 3.6	Number of adults participating in literacy programs	3,798	Target Not Required		3,355	Workload Not Rated	Post-Secondary Education & Workforce Readiness
	● 3.7	Number of licensed postsecondary programs.	103	Target Not Required		101	Workload Not Rated	Post-Secondary Education & Workforce Readiness
	● 4.1	Percentage of Education Licensure applications processed and presented to the Education Licensure Commission within 60 days of receipt	99%	99%		100%	101.01%	Post-Secondary Education & Workforce Readiness



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
	● 4.2	Percent of new completed applications processed on time	84%	95%		96.30%	101.36%	Post-Secondary Education & Workforce Readiness
	● 4.3	Percentage of post-secondary institutions monitored annually	73%	78%		35.96%	46.10%	Post-Secondary Education & Workforce Readiness
	● 4.4	Percentage of grant funds reimbursed to sub-grantees within 30 days	95%	95%		76.02%	80.02%	Post-Secondary Education & Workforce Readiness
<b>Special Education</b>								
	● 1.1	Number of individuals trained on quality special education rating system.	46	50		185	370%	Special Education
	● 1.2	Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.	29%	20%		20.43%	97.92%	Special Education
	● 1.3	Percent of IEPs reviewed that comply with IDEA secondary transition requirements	28%	95%		40.67%	42.81%	Special Education
	● 1.4	Number of students with IEPs	12,552	12,000		10,644	Baseline/or Workload Not Rated	Post-Secondary Education & Workforce Readiness
	● 1.5	Number of students with IEPs served in public placements	10,726	Target Not Required		10,796	Workload Not Rated	Special Education
	● 1.6	Number of students with IEPs attending in non-public placements	1,822	Target Not Required		1179	Workload Not Rated	Special Education



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
	● 2.1	Percent of timely completion of State complaint investigations	55.6%	100%		100%	100%	Special Education
	● 2.2	Percent of LEA findings of non-compliance identified and resolved within one year (IDEA Part B)	94%	100%		60.88%	60.88%	Special Education
	● 2.3	Percent of children eligible under Part B IDEA (aged 3-22) and whose parents consented to an evaluation, who were evaluated within the State established time-frame.	95%	100%		93.98%	93.98%	Special Education
	● 2.4	Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part 45-day timeline.	97%	100%		98.87%	98.87%	Special Education
	● 3.1	Percent of sub-grantee respondents reporting that technical assistance significantly improved their content knowledge	96%	100%		97.77%	97.77%	Special Education
	● 3.2	Percentage of children who transition timely from Part C to Part B services at age 3	62%	95%		95.83%	100.88%	Special Education
	● 4.1	Amount of Medicaid reimbursements collected.	\$664,292	0		\$1,063,722	0%	Special Education
	● 4.2	Percent of payments made to vendors within 30 days of receipt of an approved invoice	95%	95%		99.15%	104.37%	Special Education



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
<b>Special Education Transportation</b>								
●	1.1	Number of students participating in the Metro farecard program.	750	790		1216	153.92%	Special Education
●	1.2	Number of parents receiving reimbursement.	60	70		74	105.71%	Special Education
●	2.1	Average age of vehicles in fleet in years.	6	5		7.9	63.29%	Special Education
●	2.2	Average maintenance and fuel costs per vehicle.	\$10,000	\$9,500		\$1,876.07	506.38%	Special Education
●	3.1	Number of daily telephone calls received by the Parent Resource Center	0	500		350	142.86%	Special Education
●	3.2	Percent of court ordered metrics met.	70%	100%		100%	100%	Special Education
●	3.3	Percent of daily drop-offs before bell time.	96%	96%		96.56%	100.58%	Special Education