



The Office of the State Superintendent of Education OSSE (GDO)

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 the Special Education Transportation (Agency Code GO0), Non-public Tuition (Agency Code GN0), and administers the District of Columbia Public Charter Schools Payments.

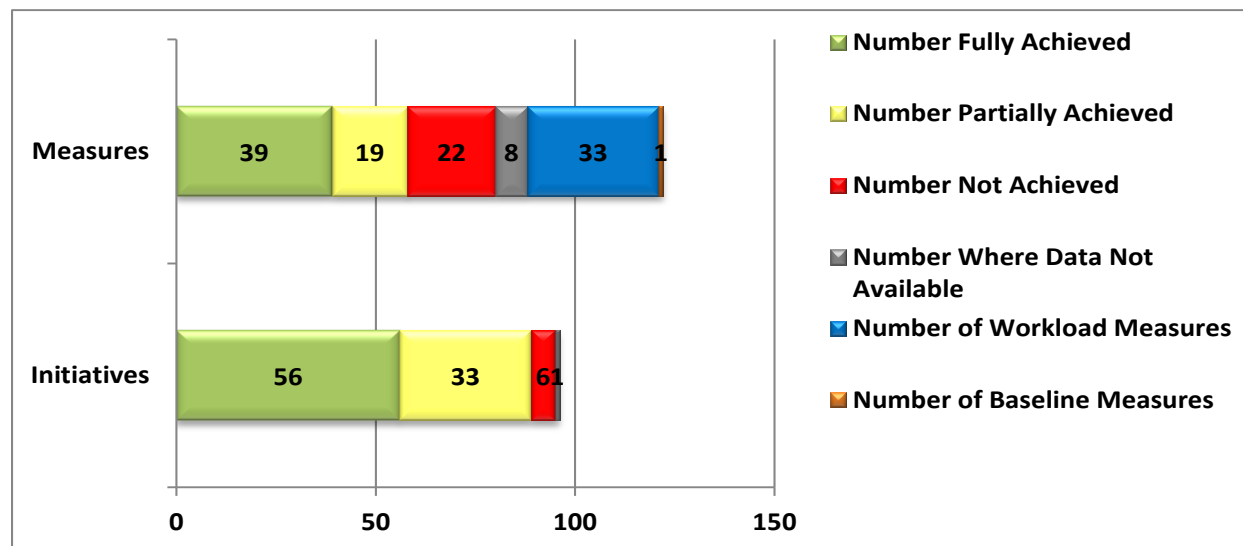
ACCOMPLISHMENTS

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

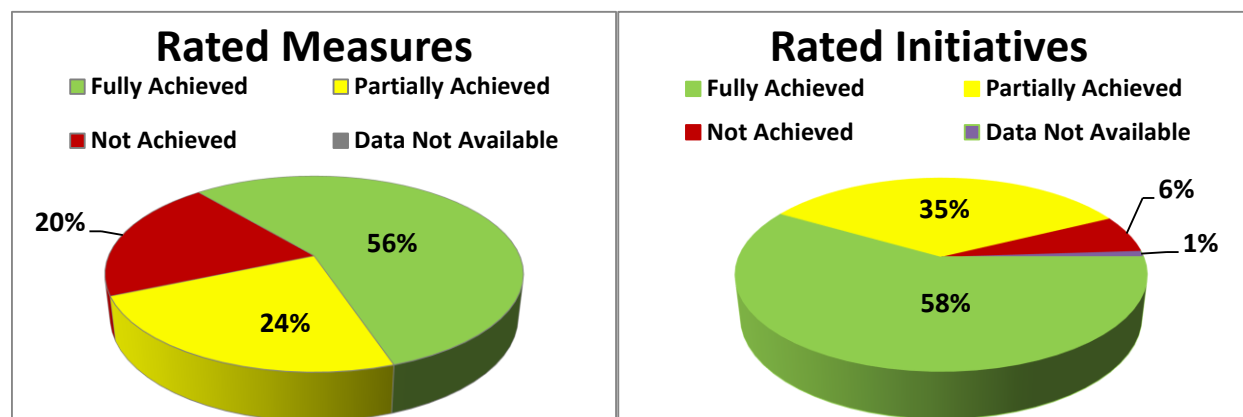


OVERVIEW AGENCY PERFORMANCE

TOTAL MEASURES AND INITIATIVES –PENDING FINAL REVIEW



RATED MEASURES AND INITIATIVES – PENDING FINAL REVIEW



Note: Workload and Baseline Measurements are not included

Default KPI Rating:	
>= 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

Office of the Director

OBJECTIVE 1: Ensure a transparent and responsive communications system to improve public outreach.

INITIATIVE 1.1: Increase the amount of OSSE exposure to stakeholders and enhance the quality/accessibility of current publications.

This initiative was **Fully Achieved**.

INITIATIVE 1.2: Host open-house events for parents.

Fully Achieved. OSSE held a number of events targeting parents. DC Children and Families Health Expo (DC Head Start State Collaboration Office (DC- HSSCO), in partnership with Fit Kids-DC, are collaborating to celebrate First Lady Michelle Obama's Let's Move!) in which the agency aimed to inspire children to eat healthy foods and have at least 60 minutes of physical activity per day, whether before, during, or after school. All 111 DC public schools agreed to participate in the program. OSSE also attended various community meetings in D.C. to speak with parents and community members about what information is important to them when making decisions about their children's future. Other examples include: FAFSA College Expo, Mar 15 Smart College & Career Choice Expo, Apr 12 Infant and Toddler Conference, Apr 14 Due Process: Parent Feedback Session, May 22 LearnDC Parent Focus Group, June 18

OBJECTIVE 2: Continue to improve service delivery, ensuring the highest level of quality is displayed in all agency efforts and across the District's public education landscape.

INITIATIVE 2.1: Implement an enterprise grants management system.

Partially Achieved: The Enterprise Grants Management System launched on June 2, 2014, with the Carl D. Perkins and 21st Century grants as pilot programs. OSSE has steadily increased the number of programs in the system throughout the year and is still collecting information necessary to implement continuation grants. The payment process has recently completed an entire cycle.

INITIATIVE 2.2: Continue and enhance the annual enrollment audit process.

Fully Achieved: The enrollment audit mirrored the process of FY13, which established consistent procedures for LEAs to follow. OSSE maintained consistency in auditor, process and timeframe. OSSE established the Office of Enrollment and Residency to manage all aspects of the enrollment audit, which provided more in depth training and technical assistance, and provided separate, targeted training for new LEAs. The training sessions received favorable evaluations from LEAs. OSSE conducted the child count of special needs students on the same timeline as the enrollment audit.

INITIATIVE 2.3: Improve the residency verification process.

Fully Achieved: OSSE established the Office of Enrollment and Residency to manage all aspects of residency verifications, which has developed an investigation protocol that is used as a guide for all residency investigations. OSSE has taken over all residency investigations regarding charter schools from PCSB. While DCPS has chosen to continue to conduct their own investigations, OSSE has provided training and technical assistance to all LEAs to establish consistency in processing. DCPS



will continue to report all investigations to OSSE for data collection purposes. OSSE developed and disseminated posters to be displayed at each LEA, informing staff and families of their rights and responsibilities with regard to residency verification. OSSE has taken over collection of all nonresident tuition.

INITIATIVE 2.4: Improve policy development and implementation.

- This initiative was **fully achieved**.

INITIATIVE 2.5: Exit federal high-risk status.

- **Fully Achieved:** On June 19, 2014, the U.S. Department of Education declared that the District of Columbia was no longer considered high risk due to implementation of stronger internal controls.

INITIATIVE 2.6: Implement the District's indirect cost plan.

- **Fully Achieved:** The U.S. Department of Education approved OSSE's cost claiming process, and requested that OSSE have its FY14 quarterly claims reviewed by auditors. OSSE submitted its 1st indirect cost claim in the 4th quarter of FY14, which will be reviewed by KPMG during their audit of the FY14 financial records. OSSE will begin regularly claiming indirect costs, starting the 1st quarter of FY15.

INITIATIVE 2.7: Centralize IT support and infrastructure.

- **Partially Achieved.** During fiscal year 2014 the agency began an initiative to collapse and consolidate all IT related functions into the Office of the CIO. While we had some success with procurement reviews and the creation of several Blanket Purchase Orders that supported the OSSE Enterprise we still have much work to do. Several Programs within the agency have their own IT staff members supporting the individual missions of those entities. During the start-up years these groups were key and really filled a void where a matrixed IT effort could not. By really being part of the team they came to understand the real day-to-day need for technology in their specific area. However, now that those programs are up and operational it is in the agencies best interest to consolidate where it makes sense and at the very least ensure that all tools are made available and shared among the technologists.

INITIATIVE 2.8: Develop a comprehensive IT handbook.

- **Fully Achieved.** During fiscal year 2014 the Office of the Chief Information Officer completed the creation of an IT Policy and Standards Handbook. This publication was made up of the following; Access Control Standard, Change Control Standard, Computer Use, Data Sensitivity Standard, Email Use, Internet Access and Usage Standards, Password Management, Project Initiation Standard, Remote Access Standard, Smart Device Use Standard, Software Release Standard, Software Versioning, Virus Protection and Wireless Communication Standards. These Standards and Guidelines were published and made available to the agency in June of this year and will undergo routine reviews and revisions as necessary.

INITIATIVE 2.9: Become a clearinghouse for best practices.

- **Partially achieved.** OSSE expanded research partnerships, identified a system for collection of intervention data and launched working groups to set common metrics

INITIATIVE 2.10: Consolidate unique data sets for improved data analytics.

- This initiative was **Fully Achieved**.



INITIATIVE 2.11: Improve the data collection process.

- **Partially Achieved.** A single point of contact was identified as part of the state system of support effort but the protocol is currently in the process of full implementation.

INITIATIVE 2.12: Improve data quality.

- This initiative was **Fully Achieved.**

INITIATIVE 2.13: Enhance LEA report cards.

- This initiative was **Fully Achieved.**

INITIATIVE 2.14: Program Evaluation.

- **Partially achieved.** The snapshot was completed but not released. The metrics for evaluation are under construction by OSSE's Disconnected Youth Change Network and Alternative Schools Working Group.

Division of Student Transportation

OBJECTIVE 1: Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students.

INITIATIVE 1.1: Develop a general inspection program

- **Fully Achieved:** The Fleet team has established a system that ensures that booster seats, specialized seat belts, and other equipment are maintained or are properly disposed. Fleet in collaboration and coordination with the Department of Motor Vehicles has established Mondays for the state inspection of all new buses. This has been at no cost to OSSE DOT. The Department of Motor Vehicles has assigned the state inspectors needed to inspect all of the new buses, which allows the new buses to go into service in a timely manner.

INITIATIVE 1.2: Comprehensive driver safety training curriculum

- **Partially Achieved:** OSSE DOT facilitates Defensive Driving Training that includes a review of up to date traffic laws and safe driving strategies. The course is held monthly and drivers are mandated to attend based on their involvement in a collision. OSSE DOT developed and implemented curriculums for driver safety and road rules refresher courses for staff that are returning from extended leave.

INITIATIVE 1.3: Student behavior policy

- **Fully Achieved:** Based on policy written by OSSE Department of Specialized Education, DOT has finalized transportation suspension criteria and is in the process of determining which staff members should attend IEP team meetings. DOT currently tracks student behavior issues through behavior incident forms filed by drivers and attendants on the bus. Repeated incidents trigger a request for an IEP team meeting. DOT has also acquired a new position for a Service Coordinator/Behavior Specialist role to participate in behavior intervention strategy meetings and coordinate student accommodations.

INITIATIVE 1.4: Route kit program

- **Partially Achieved:** Phase One has been completed for the Route Kit Program, which focuses on students with extraordinary or other support needs. In addition, all routes have been directed to establish seating plans to help with student management and maintain daily structure. Staff has been trained on the characteristics of each major disability and how they might impact the transportation experience, with plans to partner with school administration to ensure that staff is trained in regards to specific disabilities for escalated behavior. Phase Two is being developed to



expand the Route Kit program to all students. Bus Operations will partner with the Audit & Compliance Service Coordinator/Behavior Specialist to provide training and develop a blueprint for the contents of the Route Kits. This will include general instructions for working with students with disabilities such as building rapport, maintaining a routine, greeting students by name, as well as specific strategies for students with Emotional Disturbance, ADHD, and other emotional disabilities

OBJECTIVE 2: Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school.

INITIATIVE 2.1: Home pickups and drop-offs.

- **Not Achieved:** Business and technical requirements for the student ridership tracking solution have been produced and the solution has been developed. Additionally, the hardware installations have occurred across the DOT fleet. OSSE DOT is approaching the user training and pilot phases of the project in anticipation of achieving a full rollout during the winter of 2015.

INITIATIVE 2.2: Parts and labor tracking

- **Partially Achieved:** Fleet is in the process of working with the FASTER Vendor to upgrade the OSSE DOT FASTER system. The upgrade will allow the agency to perform the tracking necessary to maintain a comprehensive record system. Fleet in collaboration with Data & Technology has developed a temporary tracking system through Quickbase. This system has resulted in close examination of vendor estimates leading to better cost control. This system has helped Fleet reduce the use of individual spreadsheets used to track retired and/or auctioned buses and improve data integrity across the board.

OBJECTIVE 3: Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations.

INITIATIVE 3.1: Reduce number of routes

- **Partially Achieved:** A comparison of the total routes averaged weekly over the first four weeks of school reveals a 4.275% decrease between FY13 and FY14, with a 5.7% decrease when comparing only the first week of each school year. The route decrease was caused by improved student rider registration in the new Transportation Online Tool for Education (TOTE), eligibility changes due to the Special Education Transportation Policy, and ongoing routing and scheduling optimization. These numbers will continue to decrease with continual collaboration between terminals and the routing team and enhanced chronic absence procedures.

INITIATIVE 3.2: Data in OSSE data warehouse.

- **Partially Achieved:** OSSE DOT has launched a new transportation request and communication tool, Transportation Online Tool for Education (OSSE TOTE), which enables LEA administration and school staff to submit transportation requests online directly to OSSE DOT. Using TOTE DOT can then automatically communicate transportation request status as well as routing information back to school staff. This system was designed with specifications derived from the transportation services policy and has replaced the antiquated database for transportation request submission.
- Business logic has been added to the OSSE Special Education Data System (SEDS) to determine eligibility for student transportation services, which is exchanged with TOTE each day. TOTE has been integrated with the DOT routing and scheduling software for which it transfers transportation request data to and from which it retrieves student routing information. Additionally, school administration is now able to view real time student transportation rosters for their schools. Student transportation data has not yet been integrated with the larger enterprise data warehouse in OSSE. Coordination between OSSE DOT and the enterprise data group is necessary in order to source the transportation data to the larger warehouse.



INITIATIVE 3.3: Consolidated student management system.

- **Partially Achieved:** Prior to the start of the 2014-2015 school year OSSE DOT created a Quickbase application to consolidate complaints, incident, accidents, and other more minor functions of Audit & Compliance. The application is complimentary to the other transportation applications including route timing, student rosters, and school information. The application has been successful and facilitates better tracking of student issues as well as analyzing and reporting on trends. Migrating data from previous systems is in progress.

INITIATIVE 3.4: DC One Card

- **Partially Achieved:** OSSE DOT collaborated with DDOT and OCTO on the transition of DCPS students in the travel subsidy program from tokens and farecards to the DC One Card. This transition, along with OSSE DOT's ability to load students' DC One Cards electronically, would eliminate the need for school staff to physically visit OSSE DOT on a monthly basis to pick up metrofare. Currently, DDOT is coordinating an effort between OSSE and OCTO staff on the linkage of OSSE DOT student records with the DC One Card database, determination of the appropriate process whereby non-public OSSE DOT students can obtain a DC One Card, and the method of payment and uploading of transit passes onto the DC One Cards.

OBJECTIVE 4: Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions.

INITIATIVE 4.1: Increase communication with stakeholders

- **Not Achieved:** OSSE DOT has established the School Liaison group that is dedicated to providing immediate support to all schools serviced. Each school has a dedicated School Liaison that is responsible for assisting school staff with their transportation needs, including resolving all bus related issues. OSSE DOT also sends automated notifications of schedule changes to schools, via the new Transportation Online Tool for Education (TOTE). Further expansion of the OSSE DOT website is planned to communicate "real time" bus delays. After testing and finding inadequate one robocalling system, DOT is looking in a different direction for a better system to send mass messages to parents and schools regarding transportation updates.

INITIATIVE 4.2: Call resolution

- **Fully Achieved:** The OSSE DOT Customer Service Representatives completed a series of customer service training courses including Customer Service 101, Red Carpet Customer Care, Women in Communication and Customer Service, and How to Handle People with Tact. The Customer Service Representatives also completed an annual Call Handling and Systems refresher training to reinforce how to respond to customers with complete and accurate information.

Office of Early Childhood Education

OBJECTIVE 1: Provide a high-quality, safe and healthy early care and education opportunity for children.

INITIATIVE 1.1: Internal organization alignment.

- **Fully Achieved** Staff were realigned to improve internal and external communication and services to early learning programs. Throughout Q4, realigned staff received training on their designated duties and responsibilities to improve the quality of services in specific wards in order to increase the number of bronze to silver tier facilities. In Q4, DEL contracted with NARA to conduct needs assessments and develop policies and procedures for the licensing components. From this, it was determined that there was a great need to address licensing regulations, complaint compliance/ follow-up, communications, and electronic systems/ databases. DEL also contracted with Build to



complete a division assessment to ensure adequate capacity/ resources are available to support the ongoing quality improvement work. In FY15, the division will incorporate a Complaint and Unusual Incident Response Team in order to ensure compliance amongst licensed child care facilities. This additional unit will be responsible for the intake, follow- up and enforcement of complaints and unusual incidents made against child care facilities. The purpose of this unit is to reduce the workload of licensing specialists. In addition to the Complaint and Unusual Incident Response Team, DEL will also have an internal staff member to focus on communications. This individual will serve as POC for all internal and external communication projects and will work closely with the agency's communications team to ensure effective techniques are being used to execute parent & community engagement activities, materials and program functions.

INITIATIVE 1.2: Expand QRIS to include license exempt programs (public pre-K) and non-subsidy licensed programs to participate on a voluntary basis.

Fully achieved: Since the development of Going for the Gold, the District has expanded to a multi-sector service delivery system for early childhood which now includes not only child development centers, but also Head Start, Public Charter Schools and the District of Columbia Public Schools. With this expansion, the District needs a common approach to assessing program quality and communicating it to the public for children birth to school entry. The goal is to establish a singular system that rates all early learning programs across sectors. Research-based standards and high quality outcomes form the proposed quality rating protocol. It represents a balance of infrastructure and process inputs with outcomes. In addition, this protocol sets minimum standards aligned with the baseline requirements currently in place in each sector. This ensures that the protocol serves as a meaningful, relevant, and reliable source of guidance for quality improvement.

INITIATIVE 1.3: Ensure Quality Rating Improvement System (QRIS) framework is directly linked to positive outcomes for children and families in community based organizations and LEAs.

Partially Achieved: With an eye toward school readiness, OSSE has begun linking 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. The quality protocol is guided by the principle that quality early learning is a foundation for children's success and that investment in the early care and education of the District of Columbia's children is an investment in the future. The intent is to increase in the number of high quality early learning programs that meet the learning and developmental needs of children in comprehensive and enriching environments. As a result, in FY14, 40% of early childhood development programs met the highest quality standards.

INITIATIVE 1.4: Ensure universal access to high quality early childhood education programs in community based organizations and family home providers.

Partially Achieved: In response to concerns from Home Providers, OSSE invested \$25,000 to assist Home Providers with the costs of the NAFCC accreditation process. In order to participate in the cohort, Home Providers were required to be a current NAFCC member and required to complete the NAFCC self-study. OSSE ensured Home Providers received the necessary materials to begin the accreditation process and Education Services Monitors were available to provide technical assistance as questions or concerns arose.



OBJECTIVE 2: Support early care and education professionals with targeted and intentional professional development and technical assistance.

INITIATIVE 2.1: Higher Education Linkages

- **Partially Achieved:** The Division of Early Learning is invited to the table as a leader in the District's collaboration with higher education institutions to discuss the development and use of the Common Core Early Learning Standards. Currently, the discussion is around the integration of the Early Learning Standards in the Infant and Toddler Program of Study used to prepare Infant and Toddler teachers. From the initial discussions, a 'Program of Study Crosswalk' was created which will be used as a guide for future

INITIATIVE 2.2: CTE Early Childhood Career Academy

- **Fully Achieved:** OSSEs Division of Early Learning and the Career Technology and Education Divisions are partnering to provide the Early Learning Jumpstart Initiative Early Childhood Program of Study for up to 60 high school students. The framework and application process for the program is completed and interviews with three DC high schools are scheduled to begin January 2015. The three LEAs are District high schools, IDEA Public Charter, Capital City Public Charter and Friendship Public Charter. These schools have been selected to begin the program which culminates in a completed Child Development Associate Certification. The program is completed during the high school tenure beginning in 10th grade and completing in 12th grade. The framework and application process for the program is complete and school interviews are scheduled with dates set to begin January 2015. The emphasis is on building capacity and specifically on the student's successful completion of the CDA followed by higher education and job placement. Student's successful completion of the CDA will create a credible pathway to employment and higher education opportunities.

OBJECTIVE 3: Inform parents, families and the community about early learning.

INITIATIVE 3.1: Resource & Referral Expansion.

- **Fully Achieved:** OSSE has expanded its Child Care Resource and Referral activities to include the opening of three additional CCR&R Centers in Wards 5, 6 and 8. Centers will be located within DHS service centers in Wards 5 and 8, and an additional 'full service' location will be located in Ward 6. These Centers will help families make informed decisions about programs that best meet their children's needs, as well as work with families to find out if they qualify for the child care subsidy program and immediately link them to child development programs in their community. Families also have the opportunity to explore the Learn DC website to locate child care programs and to access up to date research, resources and websites specific to parenting and other child growth and development topics. The Learn DC website provides a 'Child Care Finder' search page that refers families to a list of licensed child care providers in the District of Columbia that meet their specific criteria such as type of care, age of child, location, services needed and more. Families are also able to access the 'Early Learning' portion of the website to find helpful information on 'DC Programs and Services', 'Sing, Talk, and Read' literacy initiative and other 'Featured' resources.

OBJECTIVE 4: Promote accountability and excellence; hold system accountable for results.

INITIATIVE 4.1: Kindergarten Entrance Assessment (KEA)

- **Fully Achieved:** OSSE developed a pilot study that was conducted in the fall of 2013. A total of 742 children attending kindergarten in both DCPS and DCPCS participated in the pilot. The group represented all wards in the District, multicultural backgrounds and English language learners, native English speakers, and children with and without special needs and IEP's. Results of the Teaching Strategies GOLD® assessment data showed that the vast majority of children arrived to kindergarten unprepared in one or more of the six school readiness domains measured: literacy, social-emotional, physical, cognitive, mathematics and language. Literacy was the only domain in



which a majority of the children (58%) met or exceeded expectations. In the other 5 domains, 35% or fewer of the children met or exceeded expectations; with cognitive development being the lowest, with only 24% of the children meeting or exceeding expectations. Feedback from teachers regarding the Teaching Strategies GOLD® tool revealed that 92% of teachers felt that Teaching Strategies GOLD® is an appropriate tool to measure children's kindergarten readiness. The results from the KEA pilot will be used to inform professional development opportunities for teachers in targeted school readiness domains. Teachers are able to use the data to inform their instruction and plan appropriate intervention plans for each child based on his/her developmental level.

INITIATIVE 4.2: Early Development Instrument (EDI)

Partially Achieved: The Early Development Instrument (EDI) was initially launched in the spring of 2014. LEAs were surveyed to gauge their interest in participating in the project. The usefulness of the tool, as it relates to early childhood development and classroom planning were also posed. There were opportunities for LEAs to attend information and training sessions on the purpose and use of the instrument. EDI is still in progress and will be fully implemented with data obtained by the end of the 2014-15 SY. EDI is a population measure of how young children are developing in communities across the nation. The instrument is a teacher completed question checklist that assesses kindergarten readiness. This project is limited to pre-K 4 teachers only. The EDI data obtained will be used for informing policies, resource allocation, strategic planning, and community level strategies to improve kindergarten readiness specifically during the infant and toddler years (0-3). This data will provide the district with information related to kindergarten readiness at the neighbor cluster level. As well as, share data via a confidential school report regarding the strengths and weaknesses of the student body they are serving.

Office of Elementary and Secondary Education

OBJECTIVE 1: Ensure that all LEAs are equipped with rigorous learning standards to support student learning from grades K to 12.

INITIATIVE 1.1: Develop a complete set of Common Core State Standards (CCSS) documents for English Language Arts and Math that identify clear learning targets for students and how they should be assessed.

Fully Achieved. During FY14 OSSE expanded the tools, materials, and training opportunities available to assist LEAs with the implementation of CCSS. OSSE developed an online, interactive lesson plan tool consisting of a) deconstructed standards, b) principles of universal design for learning, c) learning targets, d) Bloom's taxonomy, and e) Webb's depth of knowledge. These resources will be available for LEAs to access online through LearnDC, OSSE's common core web hub. Additionally, OSSE developed the DC Lesson Plan Generator (LPG) to assist educators with implementation of curricula related to the common core state standards. This online, interactive tool will be hosted through OSSE's LearnDC website starting in FY15. During FY15, OSSE will continue to assist educators in utilizing the tools and resources we developed during FY14 to support common core state standards implementation.

INITIATIVE 1.2: Develop and implement a plan to communicate key information on the transition to CCSS to increase understanding and collaboration among stakeholders.

Partially Achieved. OSSE has begun work on the CCSS / PARCC communication plan. OSSE has started initial discussions with the Learndc.org vendor to further develop the website to include information on CCSS, guides, tools and resources for students, parents, educators and other community stakeholders. FY14 was year one of the communication planning and outreach and will continue on during FY15 where we hope the website will host expanded tools and resources that are easily accessible to the general public.



INITIATIVE 1.3: Define OSSE's and LEAs' role and responsibilities to support LEA implementation of CCSS in Reading, Language Arts and Mathematics and PARCC Assessments.

This initiative is **Partially Achieved**.

INITIATIVE 1.4: Develop a transition plan for CCSS and Partnership for Assessment of Readiness for College Careers (PARCC) readiness.

Fully Achieved. The Office of the State Superintendent of Education is working to transition LEAs to CCSS and PARCC. The agency has developed a PARCC executive team that meets weekly to discuss the PARCC transition, communication planning, parent and family engagement, technology readiness and support for educators and LEA leaders. In addition during FY14 the group developed the Next Generation Assessment Ambassadors Program and Communication Plan. The NGA Ambassador program pairs knowledgeable OSSE staff with LEAs as a one-stop technical assistance resource to assist in the transition to PARCC and NGA.

OBJECTIVE 2: Ensure that all LEAs have tools and resources to attract, monitor, and retain the most effective educators and leaders.

INITIATIVE 2.1: Disseminate best practices for rigorous teacher and principal evaluation systems and monitor LEAs for effective implementation of high-quality evaluation systems.

Fully Achieved. In the fall of 2014, OSSE launched the DC model teacher evaluation system development program collaborative. The collaborative is an initiative involving OSSE, Thurgood Marshall Academy, and representatives from 13 additional partner LEAs. The goal of the effort was to develop a model teacher evaluation system for opt-in use starting in SY 15-16. Over the course of SY 14-15, these stakeholders will convene as a planning committee, with monthly meetings consisting of professional development, language norming, and critical feedback regarding aspects of teacher evaluation. The collaborative began meeting in November 2014 and will meet monthly to design the model system through June 2015.

INITIATIVE 2.2: Increase efficiency by converting from a manual educator licensure process to an automated licensure process.

Partially Achieved. In the summer of 2014, the Educator Licensure Unit and Office of Information Technology began working with Teachers-Teachers.com to develop a comprehensive web-based application system capable of modernizing the process of applying for a license to teach, or to serve as a school leader or other school personnel in the District of Columbia. Teachers-Teachers.com is a subscription-based, online educator recruitment tool that OSSE has made available to DC LEAs for nearly a decade to assist with their staffing of teaching, leadership, and other school personnel positions. Because of OSSE's longstanding relationship with Teachers-Teachers.com, the organization is partnering with OSSE to develop this system at no additional cost to OSSE. The new system will streamline the processes of application submission and intake by Educator Licensure program staff, allow for online transmission of supporting documents, and greatly reduce application processing times along the way. Development of the automated licensure application system is moving steadily and the system is expected to go live in September 2015.

INITIATIVE 2.3: Pilot the Educator Preparation Program Profile.

Partially Achieved. In fall 2014, OSSE developed a set of profiles on each state-accredited educator preparation provider (EPP). A significant component of the initial expectation for the educator preparation profile was that there would be a linkage between EPPs program completers and those completers' effectiveness ratings in DC public and public charter schools. OSSE has experienced



significant difficulty in securing individual, teacher-level evaluation ratings from DC LEAs. Thus, the profiles developed in fall 2014 do not contain any information on the effectiveness of the programs. OSSE staff are hopeful that we will receive the necessary data in the short term so we may update the existing profiles with information that links educator preparation programs to their graduates' effectiveness when the profiles are published in spring 2015.

OBJECTIVE 3: Ensure LEAs have the resources to support and sustain school improvement for all schools.

INITIATIVE 3.1: Develop a high-quality differentiated system of support and interventions for schools based on their school improvement classifications.

- **Fully Achieved.** OSSE has implemented a Statewide System of Support (SSOS) for schools via key initiatives aimed at providing new and high-quality resources and supports for all schools, with a particular emphasis on low-achieving schools. The SSOS model incorporates four core strands: LEA Support Institutes, LEA Support Teams, the Learning Support Network, and the Best Practice Dissemination Grant Competition.

INITIATIVE 3.2: Develop a sustainability plan to ensure priority reforms are sustained beyond the life of the federal RTTT.



[No response provided]

INITIATIVE 3.3: Monitor and support the implementation of rigorous school interventions in the persistently lowest-achieving schools identified by the ESEA accountability system.

- **Partially Achieved.** OSSE has engaged in a tailored intervention for the lowest-achieving schools identified by the ESEA accountability system. The tailored intervention also known as the Learning Support Network (LSN) pairs schools/principals with experienced school leaders as coaches that help support and guide reforms in each school. Additionally, the LSN meets during each LEA Institute. At the institute principals are able to share current issues they are having in their schools while their peer principals weigh in with solutions. Additionally, each school in the Learning Support Network will receive a “line of credit” to support implementing a particular reform/ need in their school. The work of the Learning support network will continue into FY15.

OBJECTIVE 4: Expand the number of high quality public charter schools available to students.

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

- **Fully Achieved** Through Title V, Part B and the Scholarships for Opportunity and Results (SOAR) Act funding, OSSE provides support to public charter schools to assist in their academic, operational, and programmatic improvements specific to their school needs. In FY14, OSSE made grants available grants to support the following: academic quality designed to have a direct and rapid impact on student achievement in charter schools; facilities improvements and upgrades—addressing an expressed need in the public charter school community across the District; capacity-building through third-party organizations; and replication and growth of proven public charter schools in the District



OBJECTIVE 5: Increase participation in the child nutrition programs so that participants are fed and ready to learn

INITIATIVE 5.1: Implement program requirements related to all aspects of free and reduced price meal policies.

- **Partially Achieved.** During FY14, we've maintained the participation of 121 school sites, unfortunately, we lost 2 Public Charter Schools who participated in the this provision who are no longer in business.

INITIATIVE 5.2: Increase participation in child and adult care food programs (CACFP).

- **Partially Achieved.** More than a million meals were served; however, numerous school sponsors chose to participate in the extended NSLP and not through SFSP. Other factors contributing to partial achievement include a decrease of sponsors from 35 in FY 13 to 20 in FY 14, several charter schools losing their charter and a few sponsors losing their funding sources.

INITIATIVE 5.3: Increase participation in the DC free summer meals program.

- **Partially Achieved.** More than a million meals were served; however, numerous school sponsors chose to participate in the extended NSLP and not through SFSP. Other factors contributing to partial achievement include a decrease of sponsors from 35 in FY 13 to 20 in FY 14, several charter schools losing their charter and a few sponsors losing their funding sources.

INITIATIVE 5.4: Provide support for nutrition integrity and enhance technical business reviews.

- **Fully Achieved.** Five training programs conducted in collaboration with DCPS and DC Public Charter Schools via the National Food Service Management Institute

INITIATIVE 5.5: Provide best practice strategies (training, communication, outreach) on subject matters that consists of physical activity and school garden programs (Sustainable DC Plan Food Action 1.4).

- **Partially Achieved.** OSSE is in the process of putting the SY14 DCPAY and SGG grantees into the EGMS. The application process for the DCPAY and SGG will be in the EGMS for SY 15. We also initiated a Farm Field Trip Grant for SY15 which is currently being put into the EGMS. We submitted our Farm to School and School Gardens Report however the Health and Physical Education Report is pending (currently with Communications for formatting)

INITIATIVE 5.6: Install and maintain school gardens (Sustainable DC Plan Food Action 1.3).

- **Fully Achieved.** OSSE currently has school gardens at 107 schools which is 50% of the schools in the District. 22 new school gardens were established from July 1, 2013 – June 30, 2014. OSSE provides ongoing support for school gardens through training, technical assistance, and supplies. OSSE is also supported in this endeavor by DC Greens which provides an annual Growing Garden Teachers Training in which all of the OSSE supported School Garden Coordinators participate. OSSE was chosen as the host site for FoodCorps beginning with this school year so there are currently 13 FoodCorps Service Members working in 18 schools throughout the District assisting with school garden and farm to school education. A FoodCorps fellow is housed at OSSE and she works to coordinate the activities of the Service Members.

INITIATIVE 5.7: Assist schools in receiving certification as U.S. Department of Education Green Ribbon Schools.

- **Partially Achieved.** OSSE provided technical assistance to schools in applying for the Green Ribbon



Schools Award (GRS) in 2014, however no schools applied. We currently have 5 schools with GRS certification and there are no other schools that have all of the requirements necessary to achieve GRS status. The GRS process has been overseen in OSSE by the School Garden Coordinator however his time to spend on this endeavor is limited as the School Gardens Program in the District is hugely successful. OSSE is bringing on an Environmental Literacy Specialist (to begin in late 2014 or early 2015) and this person will take over the GRS application process. Schools need support in moving towards GRS status and this support will be provided by the Environmental Literacy Specialist and will augment the extensive support provided to schools through DGS. There are many environmental initiatives taking place regionally as part of the Chesapeake Bay Agreement and some of these will drive the work of moving more schools towards GRS certification.

OBJECTIVE 6: Ensure that schools are following the health education and physical education standards and requirements of the DC Healthy Schools Act.

INITIATIVE 6.1: Review and evaluate School Health Profiles Performance.

Fully Achieved. Both the CDC School Health Profiles and the HSA School Health Profiles (SHP) were provided to schools in SY 2014. The completion rate for the HSA SHP was 98%. Data from the HSA SHP will be released as part of the Health and Physical Education Report that is still pending. In addition, an HSA Fact Sheet will be released shortly thereafter. Data from the HSA SHP is utilized to inform technical assistance and training provided by OSSE staff. In addition, we have had several data requests for the HSA SHP data to be used to inform research efforts. American University continues to utilize the data to assess the relationship between HSA implementation and academic success and it will be utilized as part of the HSA Evaluation that will begin shortly. Each year we review the HSA SHP questions and questions have been added to assist other OSSE division and other DC government agencies in gathering valuable information about school health and wellness. A session on utilizing data (including, but not limited to, the HSA SHP data) to inform instruction/programming was given at our Teacher Wellness Symposium in August and was well received. Moving forward, we plan to deliver that presentation more widely to teachers and administrators.

INITIATIVE 6.2: School health improvements and technical assistance.

This initiative was **Fully Achieved**.

INITIATIVE 6.3: Tailored professional development trainings and/or workshops in selected health topics and curricula.

This initiative was **Fully Achieved**.

INITIATIVE 6.4: Engage external partners and leverage health education resources.

This initiative was **Fully Achieved**

OBJECTIVE 7: Enhance the District-wide athletic department that provides oversight and policy guidance to public, public charter and independent/private schools.

INITIATIVE 7.1: Join National Federation High School (NFHS) Network.

This initiative was **Fully Achieved**

INITIATIVE 7.2: Expand the District-wide athletic competition for students from across LEAs/schools that include multiple sports, ages, and genders.

Fully Achieved. Fifteen statewide athletic championships were conducted during school year 2013-2014.



- **INITIATIVE 7.3: Conduct coaches clinics.**
Fully Achieved. This is an ongoing process for District of Columbia coaches.

- **INITIATIVE 7.4: Establish an online payment platform.**
This initiative was **Fully Achieved**.

Office of Special Education

OBJECTIVE 1: Create internal systems and structures to ensure that DSE communicates effectively to all stakeholders.

- **INITIATIVE 1.1: DSE Performance Scorecard.**
Fully Achieved. During FY14, the Division of Specialized Education developed a performance scorecard with output and outcome measures for each of the Divisions key programs. Staff in the Divisions were responsible for providing data for their metrics on a quarterly basis along with support documentation to verify achievement of quarterly and annual goals.

- **INITIATIVE 1.2: DSE Stakeholder Surveys**
Not Achieved. The Division is in the process of developing monthly surveys. To date the division has completed surveys to parents and community based stakeholders through our Annual Parent Survey. We hope to increase the frequency with which we survey our stakeholders.

OBJECTIVE 2: Support accountability and continuous improvement across the District's education landscape.

- **INITIATIVE 2.1: DSE Reports Framework.**
Fully Achieved. In December 2014, OSSE launched Phase II of the Enterprise Reports Framework which can be accessed via the Statewide Longitudinal Educational Data System (SLED). Enterprise Reports Framework currently includes a total of 31 user-friendly reports in various categories including enrollment and attendance, special education status, and assessments. Phase III will of the project will expand current reporting as well as allow users to generate custom reports based on their individual needs.

- **INITIATIVE 2.2: DSE Cross- functional LEA Inquiry Teams.**
Fully Achieved. The DSE's LEA Inquiry Teams have expanded to become LEA Support Teams or LEA Cross-Functional Teams comprised of staff from the Division of Specialized Education, Elementary and Secondary Education, Office of Data Assessment and Research as well as the Office of Grants Management and Compliance. The teams have been engaged in the school improvement / support K-12 work under the ESEA waiver. To date, the teams have completed a SWOT analysis of each of the assigned LEAs, reviewed K-12 Equity reports data on learnDC.org and participated in the 20% set aside review for LEAs with priority or focus schools applying for Title I funding.

- **INITIATIVE 2.3: DSE Nonpublic Program Profiles.**
Fully Achieved. The OSSE Nonpublic School Profiles, published by the Office of the State Superintendent of Education (OSSE) are annual snapshots that provide key programmatic and performance information regarding nonpublic schools (both day and residential programs) providing services to District of Columbia students with qualifying disabilities. Data sources include OSSE's Special Education Data System (SEDS), the Billing and Invoice Tracking System for Special Education (BITSSE), the System of Accounting and Reporting (SOAR), the Statewide Longitudinal Education Data System (SLED), Certificate of Approval (COA) application information, and other related State-level databases and nonpublic school-reported data. The profiles were published in



November 2014, and are listed here on the LearnDC website. The second edition of the profiles is scheduled to be completed by September 30, 2015.

OBJECTIVE 3: Ensure that children with qualifying developmental delays or disabilities access and receive adequately funded, compliant, high quality services.

INITIATIVE 3.1: Special Education Training and Technical Assistance.

- **Fully Achieved.** In FY14, DSE successfully implemented a focused monitoring secondary transition pilot which demonstrated a significant impact in improving compliance and results. The secondary transition focused monitoring pilot has concluded, and OSSE has analyzed the resulting data. Based on the results of the pilot, OSSE has decided to continue the secondary transition focused monitoring initiative. Potential LEA participants have been identified based on compliance data in the area of secondary transition. Each LEA will be contacted within the next month with information on participating in the secondary transition focused monitoring program.

INITIATIVE 3.2: Special Education Focused Monitoring.

- **Fully Achieved.** In FY14, DSE successfully implemented a focused monitoring secondary transition pilot which demonstrated a significant impact in improving compliance and results. The secondary transition focused monitoring pilot has concluded, and OSSE has analyzed the resulting data. Based on the results of the pilot, OSSE has decided to continue the secondary transition focused monitoring initiative. Potential LEA participants have been identified based on compliance data in the area of secondary transition. Each LEA will be contacted within the next month with information on participating in the secondary transition focused monitoring program.

INITIATIVE 3.3: Expansion of Medicaid Claiming.

- **Not Achieved.** OSSE continues to work with DHCF to finalize the State Plan Amendment (SPA) that will authorize the claiming for services performed in nonpublic programs. If the SPA is approved in FY 15, claiming in this area will commence. In the area of LEA training and technical assistance, the unit continues to provide support and guidance as needed.



Office of the Chief Operating Officer

OBJECTIVE 1: Support and align agency personnel and resources to promote and achieve the agency's mission.

● **INITIATIVE 1.1: Develop a Strategic Human Capital Plan.**

This initiative was **Partially Achieved**.

INITIATIVE 1.2: Develop a Labor-Management Partnership Council.

● **Partially achieved.** Two of four quarterly Develop a Labor-Management Partnership Council meetings were held. The first focused on hiring non-bargaining employees to fill positions vacated by bargaining unit employees and the second featured updates on the superintendent's realignment and agency strategic plan.

● **INITIATIVE 1.3: Expand course offerings for all OSSE employees to drive continuous improvement in performance.**

This initiative was **not achieved**.

● **INITIATIVE 1.4: Complete a recruitment analysis and develop a recruitment strategy to close mission critical skills, knowledge and competency gaps/deficiencies.**

This initiative was **partially achieved**.

OBJECTIVE 2: Provide high-quality internal and external customer service.

INITIATIVE 2.1: Improve the Freedom of Information Act (FOIA) process.

● **FULLY ACHIEVED:** OSSE integrated the internal FOIA process to include multiple divisions. This inclusion added internal review layers to ensure that the most complete and efficient responses are provided to all FOIA requests. Each response to a FOIA request must be reviewed by the FOIA Officer, division leadership with content expertise, legal counsel, and communications. A tracking system was developed and implemented to ensure compliance with this procedure. OSSE implemented the District-wide electronic FOIA system, FOIA Xpress, for the intake and processing of all FOIA requests. This system allows each FOIA to be processed completely through the system and will meet all FOIA reporting requirements. Training for specific FOIA points of contact in each division is being developed by the FOIA Officer and legal counsel.

INITIATIVE 2.2: Provide OSSE employees with Equal Employment Opportunity (EEO) and diversity training.

● **Partially achieved.** OSSE recruited and obtained 12 EEO Counselors. Each EEO Counselor received training from a representative from the Office of Human Rights. Each quarter EEO Counselors met with the EEO Officer to review EEO cases, receive refresher training and brainstorm to improve the internal EEO process. An EEO webpage was created on the OSSE intranet to include a listing of all EEO Counselors and frequently asked questions. Periodic messages were sent to all staff through OSSE's all staff bulletin (the OSSE Wire) with EEO information for employees.

OBJECTIVE 3: Provide a fair and equitable alternative dispute resolution process for OSSE programs.

INITIATIVE 3.1: Increase participation in due process mediations.

● **Partially achieved:** OSSE has worked to build the infrastructure of the mediation program, by hiring new hearing officers and holding extensive training sessions in September. OSSE worked with SchoolTalk DC to develop pilot programs to increase participation in mediation, which produced marketing materials that were sent to families throughout the year to inform them of the benefits



of mediation. While the number/percentage of mediations has not increased as desired, some of OSSE's external stakeholders, including DCPS and Children's Law Center, have expressed interest in the program in FY15.

INITIATIVE 3.2: Increase the number of Facilitated Resolution Meetings

- **Not achieved:** Much of OSSE's focus regarding alternative dispute resolution has been on developing and stabilizing the mediation program, which prevented full development of the Facilitated Resolution Meetings program. No requests were made for FRM services in FY14. OSSE has worked to build the infrastructure of the FRM program by hiring and training hearing officers. OSSE has also produced and disseminated marketing materials to families and LEAs to bring awareness to the FRM service and encourage participation. Upon full development of OSSE's mediation and FRM programs, OSSE will turn its focus to increasing the number/percentage of due process matter participation in Facilitated Resolution Meetings.

INITIATIVE 3.3: Develop and implement a strategic communications plan to engage Families and Local Education Agencies (LEAs).

- **Fully achieved:** OSSE worked with SchoolTalk DC to develop a plan to engage families, LEAs and stakeholders, to inform them of the wide range of alternative dispute resolution services made available at the agency. OSSE solicited feedback via parent survey, developed and disseminated marketing materials, and strengthened relationships with external stakeholders. OSSE renamed the Student Hearing Office to The Office of Dispute Resolution, which participated in parent meetings on a quarterly basis and created a more family-friendly environment where hearings would be conducted. While the Open House did not occur, it has been scheduled and postponed to a later date.

Post-Secondary Education and Workforce

OBJECTIVE 1: Increase the percentage of District residents participating in college and career preparatory programs within six (6) months of high school graduation.

INITIATIVE 1.1: Provide current and consistent information for postsecondary education planning.

- **Fully Achieved:** In FY14, the HEFS staff distributed print collateral to DCPS and DCPCS high school college access providers. The information included posters, DC TAG application deadline flyers, and a portable flash drive with a promotional video about applying for the DC Tuition Assistance Grant (DC TAG). The video was uploaded to the DC TAG YouTube channel, <http://www.youtube.com/watch?v=Yi8ZhycMZY4>. The initiative to develop a DC TAG mobile application to assist in applying for the grant is currently a part of the design process for the new DC OneApp. The project is scheduled to be completed in spring 2016.

INITIATIVE 1.2: Provide training for college access professionals.

- **Fully Achieved:** HEFS hosted seven professional development sessions for DCPS and charter school counseling and education staff. Topics included traditional and non-traditional standardized test preparation, the college application process, postsecondary planning for special education students, financial aid support, selective college admissions, and career programming for district students. Approximately 175 counselors and educators attended the professional development sessions. In addition, OSSE hosted a Postsecondary and Career Education Conference at the Newseum with a focus on Developing the District's Workforce. Three hundred education professionals attended. Counselors are also invited to participate in the College and Credential Completion Network (C3N) monthly roundtable meetings.



INITIATIVE 1.3: Increase the ability of Career and Technical Education (CTE) teachers to address student reading and math skills through targeted professional development.

Fully Achieved: In FY14, OSSE made steady progress to address academic attainment in reading/language arts, and mathematics CTE core indicators. CTE teachers at DCPS participated in training to build four key skills for integrating literacy instruction in CTE courses: 1) differentiating reading instruction, 2) analyzing text through text-dependent questioning, 3) academic vocabulary, and 4) cultivating evidence-based responses. The State Office of Career and Technical Education sponsored additional professional development opportunities for secondary CTE teachers in DC focused on embedding Common Core State Standards (CCSS) literacy skills into CTE courses using High Schools That Work (HSTW). The HSTW model assists CTE teachers in learning the elements and tools of a literacy framework aligned to the CCSS and is designed to provide a more systematic approach to planning and implementing secondary literacy instruction so that more students graduate college-and-career-ready and proficient in reading, writing and thinking skills.

INITIATIVE 1.4: Strengthen career and technical education programs through monitoring and technical assistance aligned with the CTE quality indicators.

Fully Achieved: In FY14 the Office of Career and Technical Education adopted the CTE Comprehensive Monitoring Tool. This instrument is used to measure the quality of CTE programs that are funded by the federal Carl D. Perkins program. All CTE programs that were scheduled to be monitored were visited. Programs that were found to be out of compliance were issued corrective action plans. All CTE programs continue to receive ongoing targeted technical assistance to improve the quality of programs and service delivery to adults and youth in the city.

INITIATIVE 1.5: Establish IT Academies at high schools to increase students' digital literacy and to better prepare them for college and/or careers.

Fully Achieved: The Office of Career and Technical Education continues to support the successful IT academies in high schools. The initiative responds to the need for providing high school students and adult learners in DC with technical skills to facilitate entry into the workforce. OSSE built the pilot on a proven model of technical education, MSIT, which incorporates digital literacy for those starting out while providing a continuum of learning opportunities for earning stackable certificates in Microsoft applications. OSSE expanded the IT Academies to 20 high schools in the District of Columbia, of which 18 are currently operating. In FY14, over 250 students earned certifications.

INITIATIVE 1.6: Work collaboratively with stakeholders to increase student access to college and career preparation opportunities outside of school.

Fully Achieved: In FY 2014, OSSE served 230 students through the Dual Enrollment Fund and Dual Enrollment Program. This program includes 25 high schools and 9 postsecondary institutions. In order to incorporate additional Dual Enrollment partnerships, OSSE expanded participating postsecondary institutions to include members of the Consortium of Universities of the Washington Metropolitan Area. OSSE has been working closely with existing LEA partners to help support their move from dual enrollment to dual credit (an LEA function). OSSE also supports the dual enrollment program offered through LAYC's Career Academy which is tailored to non-traditional students and strengthens the connection between dual enrollment coursework and career paths.



INITIATIVE 1.7: Implement a city-wide strategic plan for Career and Technical Education (CTE) programs administered by secondary and postsecondary institutions receiving federal or local CTE funding.

Fully Achieved: In July 2014, nine academies completed a year of planning and were deemed “qualified career academies” by the National Academy Foundation. These academies opened for student enrollment in August 2014 and serve a total of 570 students. The respective schools and academies are: 1. Cardozo Education Campus (DCPS) – Academy of Information Technology 2. Columbia Heights Education Campus (DCPS) – Academy of Hospitality & Tourism 3. Paul Laurence Dunbar High School (DCPS) – Academy of Engineering 4. McKinley Technology High School (DCPS) – Academy of Information Technology 5. McKinley Technology High School (DCPS) – Academy of Engineering 6. Phelps ACE High School (DCPS) – Academy of Engineering 7. Woodrow Wilson High School (DCPS) – Academy of Hospitality & Tourism 8. Friendship Collegiate Academy (PCS) – Academy of Information Technology 9. Friendship Tech Prep High School (PCS) – Academy of Engineering Additionally, through a grant award entitled “the CTE Certification Program”, OSSE funded testing costs of certification exams for 35 high schools and UDC-CC. Lastly, OSSE awarded UDC-CC \$500,000 to improve its Hospitality and Tourism program through the development of curriculum within the university’s Division of Workforce Development and Lifelong Learning.

INITIATIVE 1.8: Increase college awareness initiatives.

Fully achieved: In FY14, HEFS staff interviewed school counselors, student support professionals, and administrators at 37 public charter and DC Public Schools serving middle grades. Further, HEFS staff interviewed educators at two of the largest community-based organizations serving middle grades. Questions in the needs assessments covered exposure to college and career pathways, guidance for students and families around high school transition, and data and strategic planning for continuous improvement. The results from the needs assessment survey led to creation of professional development for middle grades educators on best practices in early college and career awareness, building college exposure partnerships with nonprofits, and supporting families in stronger transition to high school. The needs assessment results also informed development with DCPS of DC Meets Washington, an innovative summer program pilot that served students at Browne Education Campus and Cardozo Education Campus in summer 2014. Students learned hands-on about high growth career areas in the District and received interactive STEM and literacy focused interventions provided by community-based organization partners. The Office of Postsecondary and Career Education is currently evaluating student and school outcomes from the DC Meets Washington pilot. Initial recommendations for future programming include opening programming opportunities to LEAs with middle grades schools districtwide, providing support for robust family and student outreach, and ensuring attendance throughout the program by opening “anchor” sites to both enrolled and neighborhood families.

INITIATIVE 1.9: Support organizations that offer DC students resources to obtain a college degree or industry recognized credential.

Fully Achieved: In FY14, C3N made great strides in its work to provide resources and best practices to District organizations that empower students to obtain a college degree or postsecondary credential. The HEFS staff organized ten roundtable meetings, four leadership team meetings, and an annual networking event. Each roundtable explored a pertinent issue, including constructing an alumni program, better serving students with disabilities, how best to assist undocumented students, and effective strategies for engaging corporate partners. Each roundtable devoted time to networking activities, which increased and strengthened connections among network member organizations. Resources, strategies, and best practices were shared with the network members at



each roundtable through panel discussions, presentations, small group activities, and distribution of key materials. These meetings have led to a greater understanding of the challenges facing our students and the most effective approaches for dealing with them. The C3N Data Sharing Initiative has continued to develop successfully under HEFS management. Student level data was collected from approximately 20 college access programs and similar organizations in November of 2013 and June of 2014. The analytical reports generated for the participating organizations have allowed them to better understand the impact they have on their students, through access to DC-CAS, PSAT, and SAT scores as well as postsecondary information from the National Student Clearinghouse.

OBJECTIVE 2: Increase the DC TAG graduation rate.

INITIATIVE 2.1: Expand mentor based retention program at selected institutions.

Fully Achieved. HEFS expanded its mentor-based retention program to five institutions of higher education. HEFS staff successfully trained college juniors and seniors to mentor other college students to provide guidance on financial aid, navigation of support services, tutoring strategies, writing, and navigating academic life. In addition, mentors reported regularly to OSSE on the progress of each student to identify and address students' successes and challenges.

INITIATIVE 2.2: Provide pre-college experience for students.

Fully Achieved: OSSE accepted sixty students into the OSSE Scholars Program, and fifty-five enrolled. All students attended a student information session addressing expectations for the summer, as well as general expectations of an OSSE Scholar and a college student. Additionally, Scholars had opportunities to engage OSSE Scholar alumni to discuss program and college specific details. Parents and guardians attended an orientation focused on addressing their questions and concerns about college life. Fifteen of the students participated in an SAT preparation pilot program. Participants saw a nearly 200 point score increase [on a 2400 point score range] from taking 24 collective hours of instruction from Bell Curves, a test preparation vendor. Students gained entrance and participated in summer programs at one of the following schools: Stanford University, Boston University, University of Pennsylvania, Carnegie Mellon, Northwestern University, Cornell University, Syracuse University, Harvard University, Columbia University, Barnard College, Emory University, Duke University, Smith College, and MIT. Upon returning from summer experiences, OSSE Scholars met with staff to debrief and begin the process of selecting and applying to colleges.

OBJECTIVE 3: Provide adult literacy, occupational literacy, postsecondary education training and digital literacy services to the residents of the District of Columbia.

INITIATIVE 3.1: Collaborate with other governmental agencies to increase literacy services.

FULLY ACHIEVED: On August 14, 2013, the Office of Adult and Family Education (AFE) and the Department of Employment Services (DOES) entered into a Memorandum of Understanding (MOU) in the amount of \$5.5M for FY 13 and FY 14 to meet the adult literacy, occupational literacy, digital literacy, and postsecondary education and workforce transition needs of District residents. While AFE had initially received \$5,537,250 for the FY 2013/2014 initiative, the funding was reduced by \$2,000,000 in August 2014 due to the reduction in DOES's FY14 budget pursuant to Title IX of the Fiscal Year 2015 Budget Support Act of 2014. Thus, the FY 2013/2014 DOES/OSSE AFE MOU was modified to reflect the reduction in funding and the number of District residents to be served. Additionally, the modification extended the timeline for reporting student performance. The final budget of \$3,537,250 is enabling DOES and OSSE to work together to achieve the following objectives: •Assessment: District residents seeking core, intensive, and/or training services through American Job Centers (AJCs) have their educational needs assessed and are referred to the



appropriate providers for services. •Screening: District residents are adequately screened for learning disabilities and proper educational, training, and/or work accommodations ensuring that these customers are successful in their educational, training, and work endeavors. • Post-Secondary Education & Training: District residents are provided services enhancing their occupational and digital literacy, numeracy, and workforce skills so that they can earn a high school diploma or GED and transition to job training, postsecondary education, and/or employment.

INITIATIVE 3.2: Provide accelerated learning opportunities to District residents with low literacy skills.

Fully Achieved: In FY 2014, AFE awarded funding to eight adult literacy providers in the District of Columbia to offer Accelerated Learning: GED, NEDP and Pathways to Work or Postsecondary Education services to District residents. The Accelerated Learning initiative provided District residents reading at intermediate/grades 6-8 and secondary/grades 9-12 with an opportunity to increase their literacy skills, earn a GED or high school diploma, and enter a postsecondary education or training program that prepared them for employment in a high wage/high demand field. Eighty-two students (82) earned a GED or NEDP diploma. Ninety-three, (93) students transitioned to postsecondary education, training, and/or employment.

INITIATIVE 3.3: Provide information about literacy services to disconnected youth.

Partially Achieved: AFE worked in collaboration with the OSSE SLED Team, Deputy Mayor for Education, Department of Employment Services and other key stakeholders to 1) establish a reengagement center (REC), 2) determine the scope of services to be provided and 3) identify potential providers/partners that could offer educational options to youth and adults. The Office of Adult and Family Education presented at the OSSE Parent Engagement Conference, the Mayor's Summer Target Outreach Forums for Youth and Parents, CSOSA Community Resource Days, and CSOSA Outreach Job Fair in FY14 to share education options for DC residents.

OBJECTIVE 4: Ensure educational excellence and consumer protection through 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: During FY 14, the process to update and revamp the ELC regulations for the degree granting and non-degree granting education programs began. Working closely with legal counsel, a process grid has been created to guide the discussion during bi-monthly rulemaking sessions. Each session focuses on 1-2 sections of the regulations. The ELC plans to emerge from the process with one set of regulations for the ELC (opposed to separate regulations for degree granting/non-degree granting institutions). The revised document will also encompass regulation pertaining to distance/online education. The legislation which would give the ELC jurisdiction to regulate distance education is still pending City Council approval. The ELC has begun to codify operating procedures.

INITIATIVE 4.2: Support the development of the OSSE Enterprise-wide Licensing and Case Management System.

Partially Achieved: During user acceptability testing and upon conducting an analysis of its effectiveness, the Office of Postsecondary and Career Education found flaws in the proposed system and determined it would not meet the needs of the ELC. OSSE's Office of the Chief Technology Officer (OCIO) terminated the relationship with the chosen vendor. The ELC is currently in the process of working with the OCIO's office to identify a solution that will better serve the needs of the ELC.



Performance Initiatives – Assessment Details

Performance Assessment Key:

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

	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
Office of the Director								
●	1.1	Number of monthly electronic updates to key stakeholders.	5	10		110	1,110%	OFFICE OF THE DIRECTOR
●	1.2	Number of Open House events for parents	2	3		3	100%	OFFICE OF THE DIRECTOR
●	2.1	Percent of LEAs visited.	90%	85%		34.68%	40.80%	OFFICE OF THE DIRECTOR
●	2.2	Percent of OSSE program areas with assigned USIs and USEIs in all data sets	60%	85%		87.50%	102.94%	OFFICE OF THE DIRECTOR
●	2.3	Percent of Help Desk calls answered within SLA	95%	96%		93.03%	96.91%	OFFICE OF THE DIRECTOR
●	2.4	Percent uptime of OSSE servers against the SLA	100%	100%		99.83%	99.83%	OFFICE OF THE DIRECTOR
●	2.5	Percent of user requests via the services portal solved and closed within 5 days of receipt.	93%	95%		82.33%	86.66%	OFFICE OF THE DIRECTOR
●	2.6	Percent of funds reimbursed within 30 days of receipt of invoice.	93%	100%		43.38%	43.38%	OFFICE OF THE DIRECTOR



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
Office of the Chief Operating Officer								
●	1.1	OSSE's employee retention rate.	97	88		No data reported	Not Rated	OFFICE OF THE CHIEF OPERATION OFFICER
●	2.1	Increase in customer service approval rating over prior year	4	4.5		No data reported	Not Rated	OFFICE OF THE CHIEF OPERATION OFFICER
●	2.2	Percent of OSSE employees trained in the procurement process.	44%	80%		No data reported	Not Rated	OFFICE OF THE CHIEF OPERATION OFFICER
●	2.3	Percent of positions filled and or reclassified within 60 days	91%	85%		No data reported	Not Rated	OFFICE OF THE CHIEF OPERATION OFFICER
●	2.4	Percent of procurements less than 25K completed within 10 days.	76%	90%		69.51%	77.24%	OFFICE OF THE CHIEF OPERATION OFFICER
●	3.1	Percent of timely IDEA due process hearings	73%	80%		99.46%	124.33%	OFFICE OF THE CHIEF OPERATION OFFICER
●	3.2	Percent of complaints referred to mediation	3%	20%		0.85%	4.23%	OFFICE OF THE CHIEF OPERATION OFFICER
●	3.3	Percent of complaints referred to Facilitated Resolution Meetings	0%	30%		0%	0%	OFFICE OF THE CHIEF OPERATION OFFICER



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
Early Childhood Education								
●	1.1	Number of affordable infant and toddler slots at child development centers. (One City Action Plan Action2.1.4)	6,457	Target Not Required		13,389	Not Rated Workload Measure	EARLY CHILDHOOD EDUCATION
●	1.2	Percent of gold level QRIS programs [One City Action Plan Action 2.1.3 and Indicator 2B	38%	50%		37.95%	75.90%	EARLY CHILDHOOD EDUCATION
●	1.3	Percent of silver level QRIS programs	10%	10%		8.11%	81.15%	ELEMENTARY & SECONDARY EDUCATION
●	1.4	Percent of bronze level QRIS programs.	52%	45%		53.93%	83.43%	EARLY CHILDHOOD EDUCATION
●	1.5	Number of child care facilities.	497	Target Not Required		482	Not Rated Workload Measure	EARLY CHILDHOOD EDUCATION
●	1.6	Number of child care professionals working in child care facilities.	2,685	Target Not Required		2,700	Not Rated Workload Measure	EARLY CHILDHOOD EDUCATION
●	1.7	Number of infants and toddlers served.	6,457	Target Not Required		3,438	Not Rated Workload Measure	EARLY CHILDHOOD EDUCATION
●	1.8	Number of children served by child development centers [One City Action Plan Action 2.1.4]	12,000	Target Not Required		12,500	Not Rated Workload Measure	EARLY CHILDHOOD EDUCATION
●	1.9	Number of students participating PK3 & PK4 programs.	13,182	Target Not Required		14,042	Not Rated Workload Measure	EARLY CHILDHOOD EDUCATION



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
●	2.1	Percent of Directors, Teachers and Teacher Assistants in Professional Development Registry	22%	50%		32.06%	64.12%	EARLY CHILDHOOD EDUCATION
●	2.2	Percent of teachers in early childhood programs who hold a Bachelor's degree in early childhood related field.	21%	100%		26.33%	26.33%	EARLY CHILDHOOD EDUCATION
●	2.3	Percent of teachers in early childhood programs who hold an Associate Degree in early childhood or related field.	29%	100%		19.38%	19.38%	EARLY CHILDHOOD EDUCATION
●	2.4	Percent of teachers in early childhood programs who hold a Child Development Associate Credential	33%	45%		20.85%	46.33%	EARLY CHILDHOOD EDUCATION
●	3.1	Number of parents using Resource and Referral	330	1,000		514	51.40%	EARLY CHILDHOOD EDUCATION
●	3.2	Percent of parents receiving information on and placement of children in QRIS rated programs.	5%	10%		100%	1000%	EARLY CHILDHOOD EDUCATION
●	4.1	Percent of timely licensing complaint inspections.	90%	98%		83.14%	117.87%	EARLY CHILDHOOD EDUCATION



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
●	4.2	Average response time (hrs) for complaints.	72	48		>48	<75%	EARLY CHILDHOOD EDUCATION
Elementary and Secondary Education								
●	1.1	Percent of under-performing schools that show overall growth in academic achievement.	100%	80%		61.82%	77.27%	ELEMENTARY & SECONDARY EDUCATION
●	1.2	Average number of days taken to complete reviews of educator licensure applications.	44	25		34	73.53%	ELEMENTARY & SECONDARY EDUCATION
●	1.3	Number of PK - 12 Local Education Agencies	59	Target Not Required		62	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.4	Number of PK - 12 schools.	226	Target Not Required		208	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.5	Number of PK - 12 Teachers	5,949	Target Not Required		6,407	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.6	Number of PK-12 students (including adults)	80,291	Target Not Required		83,011	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.7	Percent of PK-12 students qualified for free and reduced lunch.	76.4%	Target Not Required		61,711	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
●	1.8	Number of PK-12 female students.	40,523	Target Not Required		41,836	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.9	Number of PK-12 male students.	39,768	Target Not Required		41,175	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.10	Number of PK-12 American Indian students.	84	Target Not Required		89	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.11	Number of PK-12 African American students.	56,804	Target Not Required		59,977	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.12	Number of PK-12 Hispanic students.	10,590	Target Not Required		13,412	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.13	Number of PK-12 white students.	6,370	Target Not Required		6,969	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.14	Number of PK-12 English Language Learners	6,207	Target Not Required		7,331	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.15	Number of identified English Learners, homeless, home school, neglected, and delinquent students (combined).	10,376	Target Not Required		11,958	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION
●	1.16	Number of high school graduates.	3,929	Target Not Required		3,959	Not Rated Workload Measure	ELEMENTARY & SECONDARY EDUCATION



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
●	2.1	Percent of LEAs (RTTT & nonRTTT) implementing teacher and leader evaluation systems to determine effectiveness.	100%	95%		100%	105.26%	ELEMENTARY & SECONDARY EDUCATION
●	3.1	Percent of public charter school's timely interest and principal payments.	96%	95%		95.89%	100.94%	ELEMENTARY & SECONDARY EDUCATION
●	5.1	Percent of students participating in the school breakfast program	42%	43%		43.34%	100.79%	ELEMENTARY & SECONDARY EDUCATION
●	5.2	LEAs participating in the breakfast and lunch programs.	63	66		133	201.52%	ELEMENTARY & SECONDARY EDUCATION
●	5.3	Percent of children eligible for free or reduced priced meals.	76%	75%		76.24%	101.66%	ELEMENTARY & SECONDARY EDUCATION
●	5.4	Percent of low income students participating in the Summer Food Program	76%	78%		78%	100%	ELEMENTARY & SECONDARY EDUCATION
●	5.5	Number of schools with school gardens.	93	90		214	237.78%	ELEMENTARY & SECONDARY EDUCATION
●	5.6	Number of green ribbon schools.	3	2		Data not reported	Not Rated	ELEMENTARY & SECONDARY EDUCATION
●	5.7	Percent of students participating in the school lunch program	61%	61%		59.78%	98%	ELEMENTARY & SECONDARY EDUCATION
●	5.8	Child and Adult Care Food Program	7,871	5,650		11,976	211.96%	ELEMENTARY & SECONDARY



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
		(CACFP) daily average participants						EDUCATION
●	6.1	Percent of schools completing school health profiles.	97%	98%		98.08%	100.08%	ELEMENTARY & SECONDARY EDUCATION
●	6.2	Grades K-5 average minutes of physical education per week.	66	100		59	59%	ELEMENTARY & SECONDARY EDUCATION
●	6.3	Grades 6-8 average minutes of physical education per week.	100	175		89	50.86%	ELEMENTARY & SECONDARY EDUCATION
●	6.4	Grades K-5 average minutes of health education per week.	31	65		31	47.69%	ELEMENTARY & SECONDARY EDUCATION
●	6.5	Grades 6-8 average minutes of health education per week.	45	70		48	68.57%	ELEMENTARY & SECONDARY EDUCATION
●	6.6	Percent of schools completing DC CAS Health	96%	98%		95.75%	97.71%	ELEMENTARY & SECONDARY EDUCATION
●	7.1	Number of statewide athletic sports competitions	13	14		30	214.29%	ELEMENTARY & SECONDARY EDUCATION
Post-Secondary Education & Workforce								
●	1.1	Percent of public high school graduates enrolling in higher education institutions within six months of graduation with DCTAG	27%	28%		28.52%	101.85%	POST SEC EDUC AND WORKFORCE READINESS



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
●	1.2	The number of students who complete two or more courses as part of a CTE sequence of courses.	7,709	7,700		8,200	Not Rated (Baseline)	POST SEC EDUC AND WORKFORCE READINESS
●	1.3	Percent of CTE programs that are scheduled for monitoring that receive a compliance visit.	0	100%		100%	100%	POST SEC EDUC AND WORKFORCE READINESS
●	1.4	Number of high schools offering the IT Academy	10	15		18	120%	POST SEC EDUC AND WORKFORCE READINESS
●	1.5	Number of students gaining certification.	200	200		267	133.50%	POST SEC EDUC AND WORKFORCE READINESS
●	1.6	Number of Latino students completing an OSSE funded college readiness and awareness program.	300	400		395	98.75%	POST SEC EDUC AND WORKFORCE READINESS
●	1.7	Number of 7th and 8th graders in Wards 7 & 8 completing an OSSE funded college readiness & awareness program.	599	625		100	16%	POST SEC EDUC AND WORKFORCE READINESS
●	1.8	Percent of youth who attain a college degree or industry-recognized license/certification (One City action Plan Action2.3.9 and Indicator 2E)	23%	25%		35.39%	141.58%	POST SEC EDUC AND WORKFORCE READINESS



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
●	1.9	Number of high school graduated enrolling in college within 1 year of graduation.	1,535	Target Not Required		1,575	Not Rated Workload Measure	POST SEC EDUC AND WORKFORCE READINESS
●	1.10	Number of students who complete two or more courses as part of a CTE sequence of courses.	10,644	Target Not Required		8,200	Not Rated Workload Measure	POST SEC EDUC AND WORKFORCE READINESS
●	1.11	The number of programs of study offered in OSSE funded CTE programs.	56	Target Not Required		60	Not Rated Workload Measure	POST SEC EDUC AND WORKFORCE READINESS
●	1.12	Percent of high school seniors completing a DCTAG application.	47.72%	Target Not Required		46.54%	Not Rated Workload Measure	POST SEC EDUC AND WORKFORCE READINESS
●	1.13	Number of students awarded DC TAG scholarship	5,258	Target Not Required		6,090	Not Rated Workload Measure	POST SEC EDUC AND WORKFORCE READINESS
●	1.14	Number of students testing for GED.	0	Target Not Required		2,306	Not Rated Workload Measure	POST SEC EDUC AND WORKFORCE READINESS
●	1.15	Number of adults participating in literacy programs.	3355	Target Not Required		4,133	Not Rated Workload Measure	POST SEC EDUC AND WORKFORCE READINESS
●	1.16	Number of licensed postsecondary programs.	101	Target Not Required		105	Not Rated Workload Measure	POST SEC EDUC AND WORKFORCE READINESS
●	2.1	Percent of high school seniors who complete a DCTAG application by June 30.	52	53		46.54%	87.82%	POST SEC EDUC AND WORKFORCE READINESS



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
●	2.2	Number of DCTAG students enrolled in college.	5,258	5259		10,168	193.34%	POST SEC EDUC AND WORKFORCE READINESS
●	2.3	Number of postsecondary institutions with DCTAG applicants.	299	300		594	50.51%	POST SEC EDUC AND WORKFORCE READINESS
●	2.4	Percent of public high school graduates enrolling in higher education institutions, with DCTAG, within one year of graduation.	50%	51%		31.58%	61.93%	POST SEC EDUC AND WORKFORCE READINESS
●	2.5	Percentage of DCTAG students enrolled in college within one year of high school graduation, with DCTAG, that continue to second year (retention rate).	62%	63%		160.94%	255.46%	POST SEC EDUC AND WORKFORCE READINESS
●	2.6	Percent of public high school graduates enrolling in higher education institutions, with DCTAG, within two years of high school graduation.	59%	59%		169.63%	287.51%	POST SEC EDUC AND WORKFORCE READINESS
●	2.7	Number of students participating in an OSSE mentor program at institutions of higher learning.	150	200		245	122.50%	POST SEC EDUC AND WORKFORCE READINESS



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
●	3.1	Number of adult learners served annually in OSSE-funded literacy programs completing a valid pre-test and 12+ hours of instruction.	3,355	3,467		3,242	93.51%	POST SEC EDUC AND WORKFORCE READINESS
●	3.2	Percent of enrolled adult learners who complete an educational literacy level.	34%	35%		26.08%	74.52%	POST SEC EDUC AND WORKFORCE READINESS
●	3.3	Number of students attending OSSE college prep summer bridge (BR) boot camp (BC) programs or high achievers (HA) programs.	1,334	1,467		1,385	94.41%	POST SEC EDUC AND WORKFORCE READINESS
●	3.4	Number of adults who receive a GED	660	550		460	83.64%	POST SEC EDUC AND WORKFORCE READINESS
●	3.5	Number of government/private/community based partnerships within Adult and Family Education	23	24		Data not reported	Not Rated	POST SEC EDUC AND WORKFORCE READINESS
●	4.1	Percentage of Education Licensure applications processed and presented to the Education Licensure Commission within 60 days of receipt.	10%0	100%		50%	50%	POST SEC EDUC AND WORKFORCE READINESS



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
	4.2	Percent of new provisional applications processed within 60 business days.	100%	95%		75%	78.95%	POST SEC EDUC AND WORKFORCE READINESS
	4.3	Percentage of grant funds reimbursed to sub-grantees within 30 days.	95%	96%		61.25%	63.81%	POST SEC EDUC AND WORKFORCE READINESS
	4.4	Percentage of postsecondary institutions monitored annually.	36%	83%		Data not reported	Not Rated	POST SEC EDUC AND WORKFORCE READINESS
Office of Special Education								
	1.1	Percent of DSE initiatives on track to meet quarterly targets on DSE scorecard.	0	95%		54.55%	57.42%	SPECIAL EDUCATION
	1.2	Percent of stakeholders (LEA and parents/community) satisfied with DSE's performance.	0	95%		99%	104.21%	SPECIAL EDUCATION
	1.3	Number of students with IEPs	10,644	Target Not Required		11,774	Not Rated Workload Measure	POST SEC EDUC AND WORKFORCE READINESS
	1.4	Number of students with IEPs served in public placements.	1,179	Target Not Required		10,731	Not Rated Workload Measure	SPECIAL EDUCATION
	1.5	Number of students with IEPs attending in non-public placements.	1,179	Target Not Required		1,054	Not Rated Workload Measure	SPECIAL EDUCATION
	2.1	Percent of students who receive initial evaluations within 120 calendar days.	89%	95%		94.90%	99.89%	POST SEC EDUC AND WORKFORCE READINESS



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
●	3.1	Percent of student records reviewed that are in compliance with secondary transition requirements.	95%	95%		52%	54.74%	SPECIAL EDUCATION
●	3.2	Percent of children who are appropriately transitioned from Part C to Part B by age 3 (Q).	89%	95%		99.04%	104.25%	SPECIAL EDUCATION
●	3.3	Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities or homebound/hospital placements.	20%	15%		11.76%	127.55%	SPECIAL EDUCATION
●	3.4	Percent of timely completion of State complaint investigations.	100%	100%		100%	100%	SPECIAL EDUCATION
●	3.5	Amount of medicaid reimbursements collected (Q.)	\$2,000,000	\$2,500,000		Data not reported	Not Rated	SPECIAL EDUCATION
●	3.6	Percent of trainings (LEA and parent) rated as effective by participants (Q).	93%	95%		98.14%	103.31%	SPECIAL EDUCATION
Division on Transportation								
●	1.1	Number of students participating in the Metro fare card program.	755	Target Not Required		501	Not Rated Workload Measure	SPECIAL EDUCATION
●	1.2	Number of parents receiving reimbursement	13	Target Not Required		16	Not Rated Workload Measure	SPECIAL EDUCATION



	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
●	1.3	Average age of vehicles in fleet (in years)	7.9	5		6.7	74.63%	SPECIAL EDUCATION
●	2.1	Average maintenance and fuel costs per vehicle	0	1600		1,678.71	95.31%	SPECIAL EDUCATION
●	2.2	Percent spare, in-service bus fleet	5	10		4.45%	44.49%	SPECIAL EDUCATION
●	3.1	Percent of court-ordered metrics met (out of 34)	100%	100%		100%	100%	SPECIAL EDUCATION
●	3.2	Percent of daily drop offs before bell time.	96.5%	97%		96.72%	99.71%	SPECIAL EDUCATION
●	3.3	Preventable accidents per 100,000 miles	0	1.25		1.39	89.73%	SPECIAL EDUCATION
●	3.4	Percent of drivers and attendants available for work.	0	90%		89.38%	99.31%	SPECIAL EDUCATION
●	4.1	Average time to answer calls	70	60		115.99	51.73%	SPECIAL EDUCATION
●	4.2	Percent of calls answered	83.13%	95%		81.58%	85.88%	SPECIAL EDUCATION
●	4.3	Complaints per 1,000 student trips.	0	2		2.76	72.40%	SPECIAL EDUCATION