

2024 ANNUAL REPORT

Recovery to Renewal:
Accelerating Progress Together



Office of the State
Superintendent of Education



About the Artists:

Front cover art, *Brilliant Mind* by Atalanta Cash, grade 4, DC Bilingual Public Charter School

Back cover art, *I Love Math* by Kaidyn Turray, grade 3, Early Childhood Academy Public Charter School

2024 BY THE NUMBERS



99,770* students enrolled in DC public and charter schools, an increase of 1,121 students, or 1.1 percent from 2023-24**



More than **5,465 grants and scholarships** awarded to students pursuing higher education

Funded high-impact tutoring in 101 of DC's highest-need schools and at 10 community-based sites during the 2023-23 school year, reaching **7,681 public school students**.

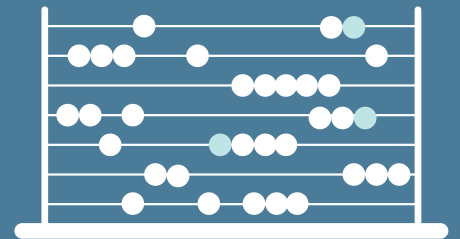


HIGH-IMPACT TUTORING



277 students from 22 high schools enrolled at the Advanced Technical Center (ATC) for year three. In the first two years, ATC students earned **2,316 college credits** while enrolled in high school, saving **\$1.6 million** in tuition costs

365 child development facilities received more than **\$67.3 million** to increase compensation for more than **3,600 early childhood educators**



Oversaw the distribution and expenditure of **97 percent** of nearly **\$1 billion** in federal stimulus funds to support recovery in the District***



Distributed more than **\$73.5 million** to **135 public charter schools** in the Public Charter School Teacher Compensation program

* Unaudited enrollment for the 2024-25 school year.

** Official audited results scheduled for release after the publication of this annual report.

*** The remaining funds will be spent through a liquidation extension process that extends through fiscal year 2026 (FY26).

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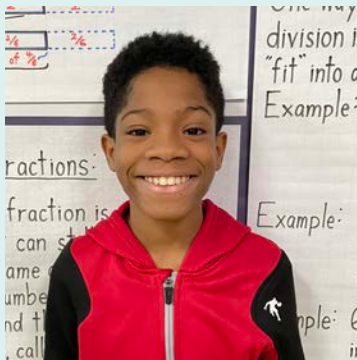
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LOOKING
AHEAD



VISION

What we are working toward

DC will close the achievement gap and ensure people of all ages and backgrounds are prepared to succeed in school and life.

MISSION

How we'll get there

As DC's state education agency, the Office of the State Superintendent of Education (OSSE) works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate and deepen progress for DC students.



INTEGRITY
CORE VALUE #1

RESPONSIBILITY
CORE VALUE #2

CONFIDENCE
CORE VALUE #3

CARE
CORE VALUE #4

COMMITMENT
CORE VALUE #5

PATIENCE
CORE VALUE #6

PERSISTENCE
CORE VALUE #7

RESPECT
CORE VALUE #8

#GOAL GEVER

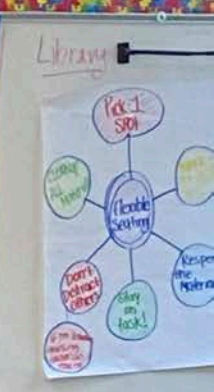
Classroom Goals

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MESSAGE FROM ACTING STATE SUPERINTENDENT

DR. ANTOINETTE S. MITCHELL

I am honored to present our 2024 Annual Report, *From Recovery to Renewal: Accelerating Progress Together*. As a native Washingtonian who grew up in the Mount Pleasant home where my mother still lives, I received an excellent education in our city's public schools and began my career as a teacher here in the District. Now, I am proud to serve as Acting Superintendent at the Office of the State Superintendent of Education (OSSE).

I served as a leader at OSSE for more than 11 years as the former Assistant Superintendent of Postsecondary and Career Education. The 2024-25 school year marks my first leading the agency. I stepped into this role in June 2024 after Superintendent Dr. Christina Grant, who spearheaded the return to full-time, in-person learning following the pandemic. Dr. Grant launched our 2023-2025 Road to Recovery Strategic Plan, directing federal stimulus and local funding through OSSE to our schools in support of academic restoration.

As the state education agency, we work closely with schools, partner agencies and the community to provide educators and students the resources and supports they need to continue to learn and grow. This year's annual report reflects the progress we have made together and is organized around **OSSE's seven strategic priority areas**, which guide our work and drive student success.

We know that a strong start sets the foundation for lifelong learning, which is why **Start Early** remains a key focus. Through expanded access to early childhood education and targeted supports for families, we are ensuring that our youngest learners are ready to thrive when they enter school.

As students progress, our commitment to **Advance Excellence** ensures they receive high-quality instruction, rigorous coursework, and the support they need to meet and exceed expectations. At the same time, we remain focused on how to **Achieve Equitable Outcomes for All Students** by closing opportunity gaps and expanding access to resources so every learner has the chance to succeed.

Our work also extends beyond the classroom. To **Build Futures**, we are creating pathways that connect students to college and career opportunities, equipping them with the skills and experiences necessary for long-term success.

We are also committed to work that can **Foster Student and Staff Well-Being**, as we recognize that a supportive and inclusive school environment is essential for both academic achievement and personal growth.

Our ability to make progress in these areas depends on a strong internal team. Through **Cultivate Team**, we are strengthening our agency's culture, investing in our staff, and ensuring we operate effectively to serve students, families, and educators across DC.

Lastly, we must **Reimagine Systems** so that we have the best structures in place to support the DC education ecosystem.

I would like to thank Dr. Grant for all she did to help our young learners make a safe return to the classroom and begin the challenging journey toward full academic recovery. And I would like to thank Mayor Muriel Bowser for giving me the opportunity to continue this work and build on the strong foundation set by my predecessor.

I am proud of what we have accomplished together and grateful for the dedication of our educators, families, and community partners who make this progress possible. As we look ahead, we will continue to build on this momentum and accelerate progress.

Sincerely,

Antoinette S. Mitchell, Ph.D.
Acting State Superintendent
Office of the State Superintendent of Education

START EARLY

Ensure early learners have access to vibrant and quality early learning environments and are prepared for their K-12 education.



In fiscal year 2024 (FY24), we continued our progress toward increasing access, quality, and affordability of child care for all District families.



EARLY CHILDHOOD EDUCATOR PAY EQUITY FUND

INCREASING COMPENSATION FOR EARLY EDUCATORS

Through the Early Childhood Educator Pay Equity Fund, the District supports the ability of child care providers to increase compensation for the early childhood workforce. This support recognizes the high value we place on the educators who care for and educate our youngest children, and it maintains DC's role as a national leader in high-quality early learning.

In FY24, we distributed more than \$67 million to 365 child development facilities to raise wages for more than 3,600 early childhood educators. These funds have supported child care providers to recruit and retain child care staff and meet their staffing needs, helping to ensure services are available for families.



DC CHILD CARE SUBSIDY PROGRAM

SUPPORTING FAMILIES: EXPANDING ACCESS TO AFFORDABLE CHILD CARE

As the District's families and early learning programs continued to rebound from the impact of the COVID-19 pandemic, enrollment in the DC Child Care Subsidy Program rose by 15 percent in FY24 with more than 5,750 children served as of October 2024 – compared to 5,043 children in October 2023.



FOCUS ON CHILD CARE QUALITY

We updated Capital Quality designations for child care providers in April 2024, the first time since the pandemic. The percentage of child care providers with ratings of "Quality" or "High-Quality" went from 54 percent to 83 percent. This represents meaningful progress in improving the quality of child care available to District families.



ACCESS TO QUALITY CHILD CARE GRANT

EXPANDING CHILD CARE OPTIONS FOR CHILDREN WITH DISABILITIES

An important child care need in DC is serving children with disabilities. To meet this need, we launched for the first time the Access to Quality Child Care for Children with Disabilities grant program to expand the supply of quality, accessible and affordable child care for children with disabilities. We are supporting four grantees to provide services for up to 78 infants and toddlers in FY25.

ADVANCE EXCELLENCE

Ensure all DC students have the opportunity to excel by setting high standards, providing robust supports for educators and holding schools and school systems accountable.

BOLSTERING THE EDUCATOR WORKFORCE

We play a vital role in licensing DC teachers, creating multiple pathways for would-be educators to start a career in the classroom, and supporting educators in the role. Our work over the last year in those areas demonstrates our commitment to grow and equip the educator workforce. We are seeing the results: Over the last five school years, DC has consistently retained teachers in the city at rates of 80 percent or higher, demonstrating stability in the educator workforce.

NEW TEACHING CREDENTIAL – SPECIALIZED PERFORMING AND VISUAL ARTS

We finalized regulations for a new Specialized Performing and Visual Arts teaching credential to expand the opportunities for professionals with this specialized background to become teachers. The credential supports professionals with non-traditional teacher preparation experience to earn full state certification based on their professional training and demonstrated experience in the performing arts and visual arts disciplines.

STRENGTHENING EDUCATOR CREDENTIALING SYSTEMS

We successfully launched the new Educator Credentialing Information System (ECIS) application. ECIS is user-friendly, intuitive, and accessible. It features real-time notifications and alerts that automatically inform users of any status changes, including approvals and notification of items that require attention to resolve issues. As a result, ECIS has reduced the application submission times for external users, while internally we have improved processing times from the previous range of six to eight weeks down to fewer than five business days.

TEACHER RETENTION: ON THE RISE

We publish data annually about DC’s educator workforce. At the start of the 2024-25 school year, 84 percent of teachers were retained citywide, and 76 percent stayed in the same school—a 2 percentage-point increase from the previous year. Principal retention has also remained strong, with 83 percent of principals retained in DC schools in 2024-25, marking a 4 percentage-point increase from the previous year. Same-school principal retention held steady at 78 percent, demonstrating consistency in school leadership across the city. OSSE remains committed to publishing comprehensive educator workforce data each year to track these trends and inform future efforts.

These increases parallel historic investments in teacher preparation and development and retention, including: new teacher coaching, the OSSE Apprenticeship in Teaching program, charter teacher pay supplements and expanded professional development.

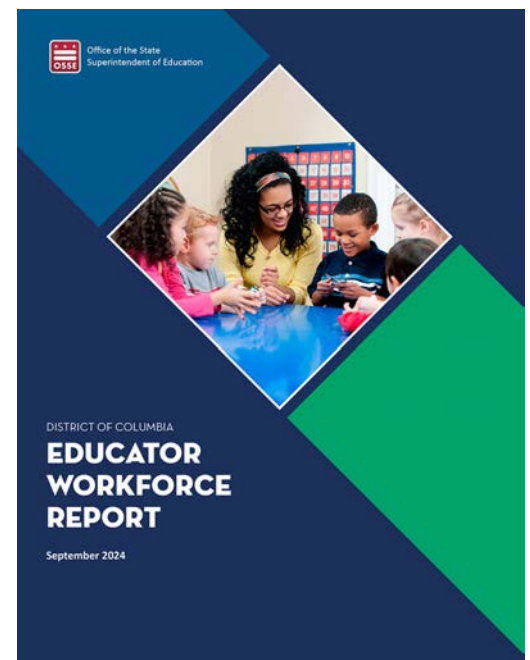
INVESTING IN NEW TEACHERS:

For the fourth year, OSSE partnered with an external vendor to provide personalized 1:1 coaching for DC educators. In FY24, we expanded our partnership to support 75 new teachers who recently graduated from a DC educator preparation provider (EPP) to provide coaching focused on personal and professional growth.



APPRENTICESHIP IN TEACHING

To help grow pathways into the education profession, we launched the first citywide registered apprenticeship for aspiring teachers. The OSSE Apprenticeship in Teaching program provides cost-free pathways for District paraprofessionals and District high school graduates to earn a bachelor’s degree and become certified teachers in DC’s high-demand subject areas, including early childhood, elementary, and special education.



RAISING THE QUALITY OF STANDARDS AND INSTRUCTION

FINANCIAL LITERACY STANDARDS



We adopted new financial literacy standards in March following a unanimous vote of approval by the State Board of Education. These standards, which are intended to be implemented as a standalone course for students in grades 9-12, include important financial knowledge and skills, and will help ensure that students understand how individual financial circumstances are influenced by personal decisions and systemic factors.

DC STEM FAIR

In March, we hosted more than 200 students and families from across the District at the 2024 DC STEM Fair. Held at Dunbar High School, students at the fair presented nearly 70 projects across science, technology, engineering and math topics. The longest-running science fair in the District, the DC STEM Fair brought together students to showcase their ideas, talents and innovation. It included an elementary exhibition for students in grades K-5 and a competitive fair for secondary students in grades 6-12.



ENHANCING SCHOOL CULTURE AND CLIMATE – SOCIAL AND EMOTIONAL LEARNING (SEL)

We continued our commitment to supporting schools in cultivating learning environments where students are emotionally healthy and thriving academically.

NEW SEL STANDARDS

We adopted new SEL standards in May 2024 following a unanimous vote by the State Board of Education. The standards include essential social and emotional knowledge and skills, like how to manage emotions and achieve goals. We reestablished a 12-member SEL Advisory Committee including educators and mental and behavioral health clinicians to support community implementation. We also published the SEL standards and SEL competency wheel in seven languages.

SOCIAL EMOTIONAL SYMPOSIUM

In June 2024, OSSE held an SEL Symposium to bring together educators and stakeholders for skill-building workshops and networking opportunities to share best practices. The symposium had 163 participants from more than 20 LEAs and a variety of partner community organizations attended this conference.

CONNECTING SEL TO RESTORATIVE JUSTICE

In alignment with SEL principles, OSSE has also provided restorative justice training and technical assistance to LEAs. Restorative justice is an approach that promotes school safety and stability, and enables positive culture shifts within schools while supporting the behavioral needs of students.

Restorative practices are dialogue-driven processes that focus on fostering equitable, inclusive relationships rooted in trust, understanding, and collaboration within a community. This trauma-informed and healing-centered approach includes techniques such as community-building circles with opportunities for students and staff to practice SEL skills while reinforcing mental wellness for students, school staff, and families. In partnership with the nonprofit Restorative DC, we provided more than 2,100 hours of technical assistance to schools and 192 hours of in-person and virtual professional development to 38 DC schools representing 21 LEAs.

An example of SEL in action at the middle and high school level is the program Our School Our Voice (OSOV). It gives students in grades 6-12 a safe, student-led space where they can seek community with peers, and elevate their voices around the issues most important to them. OSOV held weekly restorative circles at five schools to train students to design and lead their own circles.



LITERACY EDUCATION TASK FORCE

IMPROVING LITERACY INSTRUCTION

We provided high-quality, evidence-based training such as Language Essentials for Teachers of Reading and Spelling (LETRS), and the Science of Reading. We did this through our online Learning Management System (LMS), available to educators on demand. These trainings built educator knowledge and skills, which infused classrooms throughout the District with strengthened literacy instruction. To date, 876 educators have enrolled in OSSE’s Science of Reading course with a total of 588 educators who have completed coursework. A total of 179 educators have completed LETRS and an additional 138 educators are slated to complete their LETRS coursework in July 2025.

We also made progress in providing educators with evidence-based resources, a recommendation of the DC Early Literacy Task Force. We developed and released the Structured Literacy Recommended Training List for LEAs so they could select the option that best meets the needs of their educators and students. We also supported school-based personnel with observing and improving literacy instruction through our development and release of the grades K-5 Structured Literacy Walkthrough Tool, including guidance for its implementation.

EDUCATOR CONVENINGS FOR MULTILINGUAL LEARNERS AND SPECIAL EDUCATION

In August, we engaged hundreds of DC educators during two convenings: OSSE’s annual Multilingual Learner Institute, “Advancing Literacy, Culture and Multilinguals,” and our inaugural Special Education Institute, “Building Capacity for a Brighter Future.” The events enabled DC educators to engage with colleagues across the District, and grow their professional knowledge and skills in advance of the 2024-25 school year.

LAUNCHING THE MATH TASK FORCE

In October, we kicked off the DC Math Task Force, a group of 18 stakeholders from across the District, including DC government personnel, DC school leaders and educators, and community organization leaders. Meeting monthly, the task force is slated to release comprehensive recommendations in 2025 for all DC students to achieve proficiency in math skills and concepts, setting them up for success as critical thinkers and problem-solvers in subsequent grade levels and life. The recommendations are slated to include:

- A baseline for math instruction to include professional learning, high-quality instructional materials, on-the-job support and family engagement
- Requirements that drive shifts to evidence-based math practices for all DC schools
- Resources and programming to support effective math instruction through professional learning



IMPROVING MATH INSTRUCTION – MATH BOOTCAMPS

We continued to invest in intensive professional development via Math Bootcamps, which have served approximately 400 teachers from all eight wards. These professional learning opportunities helped K-12 math educators deepen their knowledge of the content in order to improve their instructional practices – thereby increasing their ability to reach all learners. Additionally, educators in grades 6-12 grew their understanding of how to approach math teaching and learning with a growth mindset, because ALL people are math people.

ACHIEVE EQUITABLE OUTCOMES FOR ALL STUDENTS

Allocate resources to ensure all students have access to a high-quality education every day in order to remedy historical inequities in student experience and outcomes.

SUPPORTING STUDENTS WITH DISABILITIES

Our professional learning series launched in February and the spring 2024 cohort centered on key knowledge and skills needed to serve students with disabilities. These cohort programs include asynchronous online coursework hosted on OSSE's LMS platform.

- 63 educators representing 11 LEAs enrolled in Early Childhood cohort
- 42 educators representing 12 LEAs enrolled in Support Staff cohort
- 25 educators, representing five LEAs enrolled in the Special Education Endorsement Recovery Initiative (SEERI) cohort

Through a \$1.5 million investment over three years, we support the DC Special Education Hub through plain-language, multilingual resources and 1:1 assistance for students with disabilities. The Hub launched a six-video Family Empowerment Series to help clarify special education and create an accessible bridge for caregivers, families, educators, and students with disabilities. An overwhelming majority of families – 97 percent – who received 1:1 support or training from the Hub reported increased skills, knowledge and confidence to resolve their issue.

HIGH-IMPACT TUTORING (HIT)



In March, we welcomed an audience of more than 200 people, and special guest Mayor Muriel E. Bowser to the Catholic University of America for the first-ever DC High-Impact

Tutoring Summit. Held in partnership with CityTutor DC, the summit included a plenary discussing the value of HIT for DC schools and students, and break-out sessions led by DC's coalition of tutoring providers, local universities, community-based organizations, and educators. The in-person summit provided an opportunity to celebrate the progress of HIT in the District and discuss efforts to support its sustainability.

A large body of research demonstrates that HIT is the most effective intervention to accelerate student learning, especially for those who are furthest from opportunity. During our two full years of scaling and continuously improving HIT programs, we see early indications that students in the District are also benefiting from this time-tested, evidence-based support.

ACADEMIC ACHIEVEMENT

Students who receive HIT are demonstrating academic progress. A formal study of OSSE-funded HIT programs, led by Stanford University's National Student Support Accelerator (NSSA), showed that participating students reduced the academic performance gap between themselves and their peers over the course of the school year on most of the analyzed standardized interim assessments. Our internal analysis of DC CAPE statewide assessment scores indicated that economically disadvantaged students who participated in HIT outpaced the growth of their non-tutored peers in both math and English language arts.

STUDENT ATTENDANCE

Students must be in school to receive the full benefits of their education. In an effort to provide greater levels of transparency for our families and the community, we publish validated attendance data three times a year. Our midyear attendance brief showed that from July 10, 2023 – March 1, 2024 that chronic absenteeism decreased by 4.3 percent and chronic truancy decreased by 5.2 percent, compared to the same timeframe last school year.

HIT is one intervention that has had a demonstrated impact on student in-school attendance. The NSSA's analysis of HIT programs in the District during the 2022-23 and 2023-24 school years concluded that elementary and middle school students were more likely to attend school on days that they had a tutoring session scheduled. The effects were greatest for students who attended tutoring that was scheduled during the school day, rather than after school.

- Elementary school students were 1.2 percent more likely to attend school on days that HIT sessions were scheduled in SY2022-23 and 1 percent more likely to attend school in SY2023-24.
- Middle school students were 1.8 percent more likely to attend school on days that HIT sessions were scheduled in SY2022-23 and 0.5 percent more likely to attend school in SY2023-24.

BUILD FUTURES

Ensure DC learners have access to robust and sustainable pathways to a fulfilling career and life by reimagining high school and providing relevant and accessible postsecondary programming.

We are reimagining the high school experience, providing new pathways to college and career and increasing access to a wider variety of learning opportunities.

ADVANCED TECHNICAL CENTER (ATC)



The ATC is an initiative offering dual-credit Career and Technical Education (CTE) courses in high-demand industries to students citywide. In 2024, the ATC served nearly 200 students from across the city, representing 15 high schools. In addition to doubling its enrollment, the ATC has also seen significant increase in year-over-year persistence, going from 61 percent of year one students returning to the ATC in the 2022-23 school year to 83 percent returning in the 2023-24 school year. ATC students earned a combined 1,576 college credits in the 2023-24 school year worth roughly \$1.1 million in tuition.

We also received a \$4.1 million Career Connected High School federal grant to expand access to the ATC, and a \$9.4 million grant from Bloomberg Philanthropies to launch a new ATC in Ward 8 aligned to in-demand healthcare pathways, including the forthcoming Cedar Hill Hospital.

DUAL ENROLLMENT

Students who participate in dual enrollment programming can earn college credits while still in high school. Students gain valuable experience completing college-level course work, working with professors, and in many instances, participating in campus activities.

During the 2023-24 school year, 458 students participated in our Dual Enrollment Consortium. In FY24, students participating in the consortium filled 690 seats in dual enrollment courses (students can take more than one dual enrollment class). This is a 12.5 percent increase in seats filled from FY23 (613 seats) to FY24 (690 seats).

DC TUITION ASSISTANCE GRANT (DCTAG)



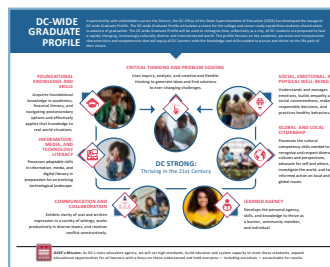
DCTAG provides grants of up to \$10,000, or \$2,500 per year for DC residents attending public, private, or HBCU colleges and universities

in the US or DC metro area. In SY2023-24 we provided DCTAG awards to 3,888 students and in SY2024-25 DCTAG deemed 4,631 DC residents eligible for DCTAG. These are the highest numbers in the last five years.

ADULT AND FAMILY EDUCATION

We support learners of all ages, including adults interested in taking the next step on their career and learning journey. In FY24, 1,192 adult learners participated in integrated education and training programs that included adult literacy and numeracy, along with workforce preparation. Of that number, about 64 percent of participants achieved a measurable skills gain, and 481 participants earned 731 industry-recognized credentials aligned to the Workforce Investment Council's high-demand industries. Also, 371 participants completed paid, work-based learning opportunities (e.g., internships, externships, or pre-apprenticeships).

REIMAGINING HIGH SCHOOL – DC GRADUATE PROFILE



We collected feedback from a diverse range of stakeholders through more than 30 listening sessions and surveys of administrators and former students on the city's current high school graduation requirements and the

development of a new DC Graduate Profile. The feedback will help shape the development and implementation of revised high school graduation requirements that support innovative approaches to preparing young people for life after graduation.

CAREER AND TECHNICAL EDUCATION (CTE) INTERNSHIP PROGRAMS

We invested more than \$3 million in internship opportunities aligned to high-demand careers for our high school students enrolled in CTE programs. Rising juniors and seniors are eligible for the Career Ready Internship (CRI), a summer program that lasts six weeks. CTE students who are at the fourth-level course in their program of study could apply for The Advanced Internship Program (AIP) – a school year internship up to 27 weeks that gives students academic credit. Both internships are paid (\$17 per hour) and aligned to student CTE coursework in high-demand career fields such as engineering, information technology and health science.

Participation in the AIP and CRI programs has rapidly increased over the last few years going from 110 AIP placements in SY2021-22 to 364 AIP placements in SY2024-25 and 618 CRI placements in the summer 2022 to 825 placements in the summer 2024.

FOSTER STUDENT AND STAFF WELL-BEING

Support the physical, mental and social-emotional health of students and staff by promoting safe, welcoming, healthy and joyful learning environments.

A safe and welcoming environment is fundamental to educational success, and we support LEAs and schools in implementing comprehensive programs designed to foster healthy, joyful learning spaces. This commitment is evident in our robust health and wellness initiatives, which include providing nutritious meals, promoting physical activity and ensuring access to mental health resources.



NEW SUMMER NUTRITION PROGRAM - SUN BUCKS

We know that healthy bodies are critical for academic success. We also know that learners cannot focus on academics when they are hungry and during summer break, one of their most vital needs, nutritious meals, can more easily go unmet. One solution, summer grocery benefits, reduces child hunger by 33 percent, according to the US Department of Agriculture.

DC was one of the first 10 states approved to operate SUN Bucks, also known as Summer Electronic Benefit Transfer (EBT), a new program to help families with students buy food. Each eligible student received \$120 pre-loaded on a card that could be used to buy food at grocery stores, farmers markets, online retailers, and other places that accept Supplemental Nutrition Assistance Program (SNAP) EBT benefits. OSSE partnered with the DC Department of Human Services to administer this program and more than 58,000 students received the SUN Bucks EBT cards. In addition to SUN Bucks, OSSE partnered with more than 100 sites from June through August to serve more than 384,000 free meals to youth ages 18 and younger through the Summer Food Service Program (known locally as the DC Youth Meals Program).



SUPPORTING SCHOOL MENTAL HEALTH

Advancing the Recruitment and Retention of Our Workforce (ARROW), an initiative funded by the US Department of Education, is an opportunity for the District of Columbia to launch recruitment and retention activities that build knowledge, skills, professional opportunities and job satisfaction for school-based behavioral health professionals to enter and remain in the workforce through collaboration with LEAs, District colleges and universities and school behavioral health organizations and partners.

More than 600 eligible and credentialed school-based behavioral health providers received a \$1,000 stipend for their continued service following the pandemic. The ARROW Learning Community trained 170 providers in evidence-based programs that support the mental and emotional wellbeing of students. The first-year cadre gave 25 school-based behavioral health providers, such as school social workers, school psychologists and counselors, in their first year working in a school-based setting, an opportunity to build foundational skills necessary to be successful in a school environment. Participants who successfully completed the cadre also received a \$1,000 stipend.



SURVEY ON SCHOOL CLIMATE

We partnered with 16 LEAs to run a successful pilot of the first citywide school climate survey. This advisory cohort surveyed students in grades 3-12, school-based staff and caregivers – gathering important feedback from schools. A statewide survey administration is scheduled for FY25.

CULTIVATE TEAM

Build a thriving team by ensuring staff feel welcome and connected, are able to grow continuously, and act as stewards of OSSE's vision and mission.

Our work is possible only because of the people who work at OSSE. We focused on building a stronger, more connected team by investing in professional growth and prioritizing well-being. We also hosted guest speakers who brought fresh perspectives, reinforcing our commitment to an inclusive workplace. By strengthening our team, we ensure we can do our best work for DC’s students, families and schools.



We held the second OSSE Awards highlighting exceptional staff members and teams who have made significant contributions.



We grew efforts to embed belonging in our work with hybrid events including a special session welcoming Mr. Steven Johnson’s Advanced Placement (AP) African American History class from BASIS Public Charter School and Ms. Jeannette Brown Carson (Cardozo High School Class of 1950).



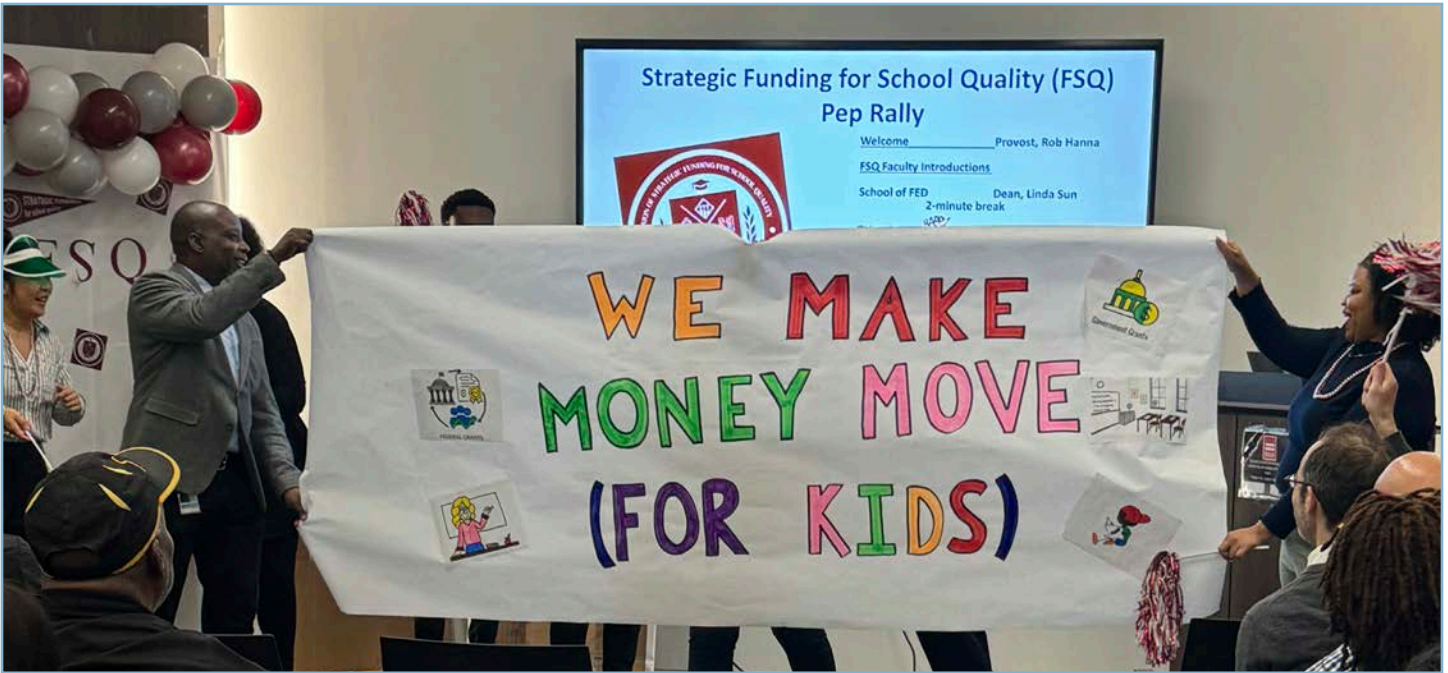
We introduced Spring Break at OSSE during the week of April 8–12 where staff attended a variety of wellness activities.



We held OSSE’s first internal pre-hiring fair and networking event in advance of DCHR’s Spring into New Careers hiring fair.

REIMAGINE SYSTEMS

Improve internal systems and processes so that OSSE staff are equipped and ready to provide high-quality services to students, families, educators and schools.



NEW DIVISION NAME, SAME MISSION

The division formerly known as Systems and Supports, K12 implements federal and local supports for LEAs and schools to advance educational equity, such as Title I grants and state-level oversight and supports related to the Individuals with Disabilities Education Act (IDEA). To better align the division’s name with the unique and critical role it plays within OSSE’s larger portfolio of elementary and secondary school supports, the division changed its name to the division of **Strategic Funding for School Quality (FSQ)**.

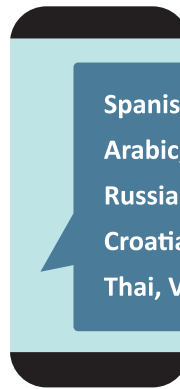
EXPANSION OF THE OSSE-DOT PARENT STIPEND PROGRAM



OSSE’s Division of Student Transportation (OSSE-DOT) provides safe, reliable transportation daily for nearly 4,000 eligible DC students with disabilities. As part of that work, OSSE-DOT developed the Parent Stipend Program as one of the most cost-efficient methods to address OSSE’s growing student ridership and

staffing challenges. The program offers \$400 a month to eligible families who self-transport their students to school as a cost-efficient way to reduce student ridership demand during the nationwide bus driver shortage. OSSE-DOT has significantly expanded the volume of program participants in the Parent Stipend Program. By June 2024, 165 families received parent stipend payments and as of Dec. 31, 2024, the program had served 356 families. The program has enabled guardians to transport their students at one-tenth the cost per student of OSSE-DOT’s traditional yellow bus services, which has reduced the demand for services of our existing fleet.

PARENT COMMUNICATION IN MORE LANGUAGES



Spanish, Amharic, French, Arabic, Tigrinya, Chinese, Russian, Igbo, Yoruba, Croatian, Persian, Bulgarian, Thai, Vietnamese, Turkish

The OSSE-DOT Parent Resource Center (PRC) uses text notifications to inform parents and schools about any changes or delays in a student’s transportation status.

In 2024, our Chief Information Office built the capacity to send parent notifications in the language of the parent’s choice at the time they enrolled in their LEA. That expanded the text message languages from six to 16. Since Oct. 1, we have sent more than 110,000 messages, ensuring that important information regarding a student’s transportation status is accessible to all families.*

(*number as of March 1)

RECOGNITIONS

GREEN RIBBON SCHOOLS

As the state education agency, we are the nominating body for the federal Green Ribbon Schools program, which is open to early learning centers, DC public and private schools, and colleges and universities. The program honors institutions for their innovative efforts to reduce environmental impact and utility costs, improve health and wellness, and ensure effective sustainability education. **DC had three awardees in 2024:**



Marie Reed Elementary School

Marie Reed Elementary School is an arts-focused school with a history of community activities and environmental stewardship. In 2016, the school established a dedicated “Green Team” of teachers to help with recycling and environmental projects. Marie Reed partners with organizations to ensure students at every grade level receive meaningful environmental education experiences in class and on campus. The school has 10,000 cubic feet of on-site stormwater retention, including a green roof that is visible from many classrooms. The school has a garden with operational rain barrel, various outdoor classroom spaces, and a fully functional teaching kitchen.



St. Patrick’s Episcopal Day School

St. Patrick’s Episcopal Day School serves students in nursery school through grade 8. The school recognizes environmental sustainability as a core principle and founded a sustainability program in 2017. Through cafeteria composting, the school reduced lunch trash to less than 20 gallons a day for the 600-member community. The school’s science, technology, engineering and math (STEM)-based curriculum and hands-on experiences increases sustainability practices through its science classrooms and labs, science class grow towers, a 3,750-square-foot garden and outdoor learning space consisting of nine raised garden beds, five large movable beds, two large outdoor classrooms, and an upcoming pollinator garden, wetland, and wooded areas.



The Catholic University of America

The Catholic University of America has a legacy of committed and active leadership in sustainability at the local, national and international levels. With 677 kilowatts of installed rooftop and parking lot solar capacity and the current construction of a 7.5-megawatt DC ground-mounted solar array opening in 2024, the university is a leader in renewable energy development in the Washington, DC region.

Catholic University also supports student- and staff-led zero waste initiatives and universal recycling and composting at two buildings on campus. The university’s investments in the school’s environment and sustainability enable use of the campus as a living lab for project- and place-based learning as well as sustainability tours catered to individual faculty members’ courses.

CELEBRATING EDUCATORS

We held the eighth-annual OSSE Educator Awards ceremony at the Kellogg Conference Hotel on the campus of Gallaudet University to recognize excellent educators and affirm the impact they have on students. The honorees included the 2024 DC Teacher of the Year, 2023 DC History Teacher of the Year, 2023 Milken Educator Awardee, 2024 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) state finalists and 2023 Blue Ribbon Schools. We recognized the Teacher Advisory Council and Principals Advisory Council for their outstanding service.



DC Educator Awardees

- **Beth Barkley**, 2024 DC Teacher of the Year, Cardozo Education Campus
- **Kena Allison**, 2024 DC Teacher of the Year Finalist, Washington Latin Public Charter School
- **Chad Harris**, 2024 DC Teacher of the Year Finalist, Seaton Elementary School
- **Rabiah Harris**, 2024 DC Teacher of the Year Finalist, Ida B. Wells Middle School
- **Aneesah Blount**, 2024 DC Teacher of the Year Finalist, Van Ness Elementary School
- **Kelly Maranchuck**, 2023 Milken Educator Awardee, BASIS DC Public Charter School
- **Rodger Perkins**, 2023 DC History Teacher of the Year, Sojourner Truth School Public Charter School

2024 Presidential Award for Excellence in Math and Science Teaching (PAEMST) State Finalists

- **Katie Soffer**, Inspired Teaching Demonstration School
- **Samiyyah Blanford**, C.W. Harris Elementary School
- **Angelica Pozo**, DC Prep Public Charter Schools - Anacostia Elementary Campus
- **Kerel Thompson**, Whittier Elementary School

National Blue Ribbon Schools

- **Benjamin Banneker Academic High School**
- **Our Lady of Victory High School**
- **Roots Public Charter School**
- **Washington Global Public Charter School**

LOOKING AHEAD

MOVING FORWARD IN 2025

Recovery to Renewal: Accelerating Progress Together

To prepare for the end of the COVID-19 stimulus funding period on Sept. 30, 2024, as part of our Reimagine Systems strategic plan priority we did internal financial planning and prioritization to ensure the long-term viability and sustainability of our most effective recovery investments to support educators and accelerate and support student learning and wellness. We evaluated the need, reach and impact of each recovery investment to identify ones to sustain in FY25 and beyond, determined new and existing funding sources, prioritized and ranked those investments according to a set of guiding principles, and then aligned and integrated prioritized investments into our FY25 budget formulation process.

As a result, our approved FY25 budget enables us to sustain several of our most effective state-led recovery programs into the future. Some budget highlights include:

\$17 million

to expand the ATC at the Penn Center in Ward 5, and \$581,000 to help launch an additional ATC site in Ward 8

\$14 million

over four years to enable currently enrolled DC Futures participants to complete their studies

\$4.8 million

for HIT

\$4.3 million

for CTE programming including the AIP

\$2.9 million

over four years for structured literacy and \$2 million for high-quality literacy instructional materials for LEAs

\$1.8 million

to continue our course code collection system

\$700,000

for expanded dual enrollment

In addition, we are supporting LEAs to help them to manage a smooth and strategic transition after the Elementary and Secondary School Emergency Relief (ESSER) fund. Our focus is on continuing to accelerate learning and addressing the effects of the COVID-19 pandemic.





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