Office of the State Superintendent of Education FY2018

▼ FY2018 Performance Accountability Report

The Performance Accountability Report (PAR) measures each agency's performance for the fiscal year against the agency's performance plan and includes major accomplishments, updates on initiatives, and key performance indicators (KPIs).

▼ 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.

▼ FY18 Top Accomplishments

What is the accomplishment that your agency wants to highlight?	How did this accomplishment impact residents of DC?	How did this accomplishment impact your agency?
Implement the new school accountability system	Steady and measurable progress on the smooth and effective transition and implementation of a new accountability system for all public schools in DC is an accomplishment that continues to advance the goal of improving the quality of education in our city. By providing parents, families, stakeholders, and schools with high-quality data, the new report card and STAR system, when launched in FY19 Q1, will clearly define quality, accelerate student achievement, and help struggling schools improve. Recently, the second phase of the multi-stage parent and community engagement process solicited input from the public on the design and development of the report card product. Through this work, OSSE received over 4,000 feedback contacts. This intensive effort, both in this phase and throughout the project as a whole, was recently recognized nationally as an exemplar for other states. Moving forward, OSSE will prepare for the upcoming launch of the system by continuing to engage with the public through ward-based stakeholder meetings and other events. Resources to support parents, educators, and the community related to the report card and STAR framework have been developed and many more are on track to be finalized by the launch date.	Overall, the implementation of the new school accountability system has, through a cross-agency push on this important goal, catalyzed internal shifts within OSSE, all in service of the goal of laying a solid foundation from which data and analysis can be done. OSSE has instituted sustainable technology processes within the agency to support the release of the tool and has become a national model for quality community engagement.

What is the accomplishment that your agency wants to highlight?	How did this accomplishment impact residents of DC?	How did this accomplishment impact your agency?
Maximize the impact of OSSE's grantmaking	By better leveraging internal grantmaking to LEAs and schools, OSSE aims to improve the quality and equity of the services available to students and provide responsive and consistent service to our stakeholders. Internally, this work has brought about internal tracking tools that demystify the grants development process for teams and divisions by displaying cross-agency workflow and creating backwards mapped plans for development. For external users, these improvements have empowered OSSE to better escalate and coordinate response to prevent issues and improved accountability and expediency. In addition to these new tools, external users have also greatly valued the grants forecasting tool, which enables grant recipients to proactively plan for anticipated grant funding.	Internally, OSSE looks forward to the launch of the Grant Manager Training Hub, a culmination of the long-term grantmaking work. The Grant Manager Training Hub, or Hub, will serve as a one-stop shop for tools and resources to support grants management at OSSE, and will include 60+ templates, process instructions, and strategic planning tools that span the five phases of grants management, as will serve as a starting place for brand new grants managers. While the Hub will continue to be improved over time, its initial launch and implementation motivated operational improvements that have already taken effect and surfaced additional opportunities for further streamlining moving forward. The Hub also elevates grants as a key part of OSSE's work and creates a foundation for additional strategic training. In addition, the work done to share data has yielded a 10 percentage point improvement in reimbursement request reviews based on implementing a cycle of sharing back information and soliciting ideas for improvement.

2018 Strategic Objectives

Objective Number	Strategic Objective
1	High quality and actionable data: OSSE will provide high-quality data and analysis that will empower LEAs, CBOs, and providers to meet the needs of all learners and allow education partners to make informed policy decisions.
2	Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need.
3	Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students.
4	Top notch talent: OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education.
5	Create and maintain a highly efficient, transparent and responsive District government.**

2018 Key Performance Indicators

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
1 - High quality and actionable data: OSSE will provide high-quality data and analysis that will empower LEAs, CBOs, and providers to meet the needs of all learners and allow education partners to make informed policy decisions. (4 Measures)									
Percent of user requests via the services portal solved and closed within five days of receipt	Annually	92%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	69.6%	Unmet	There is no single reason in particular that drove numbers down this year. That said, however, a number of factors did contribute to these results. For starters, staff turnover certainly contributed, as the Office of the Chief Information Officer (CIO) operated for most of the year with 3 techs instead of 4. In addition, CIO introduced a significant number of devices and new technologies as part of the move of OSSE headquarters from 850 First Street NE to 1050 First Street NE; these devices and technologies, in addition to requiring significant attention during the move, took time to learn for CIO staff to be able to support. Finally, the move to Office 365 forces CIO to rely on outside support for a number of things that it could previously manage internally.
Percent of all students at college and career ready level in reading on statewide assessment	Annually	32%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	29.4%	Nearly Met	Overall, OSSE has witnessed increases in scores across almost all grades and subjects, with improvement for all major groups of students. More specifically, recent results demonstrate especially strong improvement in middle grades in both ELA and mathematics. Since 2015, the District has increased the number of students who are on track for college and careers, as demonstrated by achievement at or above level 4 (2.8 percentage points in ELA), and reductions in the number of students in the lowest two levels. For ELA in particular, the percentage of students scoring at or above a level 4 statewide increased between the 2016-17 school year and 2017-18 school year by 3 percentage points in grades 3-8 and 2 percentage points in grades 9-12. Finally, statewide PARCC participation rates have maintained a strong percentage of tested students, surpassing the 95% participation

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
									requirement for both ELA in the 2017-18 school year.
Percent of all students graduating from high school in four years	Annually	79%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		
Percent of all students at college and career ready level in mathematics on statewide assessment	Annually	30%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	33.3%	Met	
2 - Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need. (9 Measures)									
Percent of early childhood and development programs that meet Gold tier quality	Annually	55%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	49.7%	Nearly Met	The percentage increased since FY2015 and there was a slight increase from FY2017. There was also an increased number of "quality" facilities and number of facilities overall accepting subsidy. DEL will continue track this measure criteria as we transition from Going for the Gold Quality Rating and Improvement System (QRIS) to Capital Quality QRIS.
Number of disconnected youth that were re-enrolled in an educational program through the reengagement center	Quarterly	250	22	36	70	117	245	Nearly Met	Numbers used in FY18 Q1, Q3 are not reflective of accurate totals for those periods of time; 23 and 75 students were reconnected and in Q1 and Q3, respectively. Thus, the total for FY18 is 251. Overall, te trend is moving up and the REC connected more students this fiscal year than any other. In FY19, the REC is expanding its client base to include chronically truant students who are not yet dropouts.
Number of adults who receive a State	Annually	425	Annual Measure	Annual Measure	Annual Measure	Annual Measure	388	Neutral Measure	

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
Diploma (inclusive of NEDP or GED)									
Number of slots for infant and toddlers at Gold tier or Early Head Start child care facilities that are affordable	Annually	7091	Annual Measure	Annual Measure	Annual Measure	Annual Measure	7421	Met	
Number of residents who enroll in an Adult and Family Education funded program	Annually	1000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1126	Met	
Percentage of residents enrolled in an adult and family education program who complete at least one functioning level	Annually	40%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	42.8%	Met	
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	Annually	37%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		
Amount of Medicaid reimbursement collected	Annually	$3,000,000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	$4,823,383	Neutral Measure	
Percent of low-performing schools that show overall growth in academic achievement	Annually	65%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		

3 - Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students. (8 Measures)

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
Percent of grant funds reimbursed within 30 days of receipt	Quarterly	90%	79.4%	77.4%	85%	95.3%	85.8%	Nearly Met	Typically, the first quarter is challenging to meet the 90% goal, as one fiscal year is being closed out, while another has started. In Q2 and Q3 issues related to vendor issues, as well as program taking longer than average to review and approve reimbursements.
Average number of days taken to complete reviews of educator licensure applications	Quarterly	35	15	15	9	28	16.75	Met	Number reflected for FY18 does not actually reflect the average of 16.75.
Number of A-133 audit findings	Annually	5	Annual Measure	Annual Measure	Annual Measure	Annual Measure	0	Met	
Percent of IEPs reviewed that comply with secondary transition requirements	Quarterly	60%	92%	92%	96%	40%	80%	Met	
Average response time for complaints filed against early child care facilities	Annually	48	Annual Measure	Annual Measure	Annual Measure	Annual Measure	36	Met	
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings	Quarterly	95%	97.7%	100%	96.8%	100%	98.5%	Met	
Percent of eligible infants	Annually	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period									
Percentage of timely completion of state complaint investigations	Annually	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	Met	

**We've revisited a project to standardize District wide measures for the Objective "Create and maintain a highly efficient, transparent and responsive District government." New measures will be tracked in FY18 and FY19 and published starting in the FY19 Performance Plan.

2018 Workload Measures

Measure	Freq	Q1	Q2	Q3	Q4	FY 2018
1 - Administer national school breakfast, national school lunch, and child and adult food care programs (3 Measures)						
Average number of students participating daily in the National School Lunch Program	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Average number of meals served in Child & Adult Care Food Program	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Average number of students participating daily in the School Breakfast Prorgram	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
2 - Manage annual student enrollment audit and ongoing student residency verification (1 Measure)						
Number of PK-12 students in public and public charter schools	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	92,245
3 - Administer DCTAG and Mayor's Scholars Programs (1 Measure)						
Percent of high school seniors completing a DC TAG application	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	49%

Measure	Freq	Q1	Q2	Q3	Q4	FY 2018
3 - License child care facilities and administer child care subsidies (2 Measures)						
Number of children subsidized by child development programs	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	11,257
Number of infant/toddlers receiving IDEA Part C early intervention services	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
3 - Oversee the Summer Food Service Program (1 Measure)						
Percent of low income students participating in the Summer Food Service Program	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
3 - Provide oversight and support to LEAs with implementation of the Individuals with Disabilities Education Act (1 Measure)						
Number of students with Individualized Education Programs (IEPs)	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	12,596

▾ 2018 Strategic Initiatives

Title	Description	Complete to Date	Status Update	Explanation
ADULT AND FAMILY EDUCATION (2 Strategic initiatives)				
Career Pathway Development	Support the development and implementation of a career pathways system as required by WIOA to improve outcomes for adult learners and disconnected youth. Implement integrated adult and career education models through new AFE grant requirements and supported by the citywide adult literacy community of practice.	Complete	A new cohort of sub-grantees has been selected through the successful administration of a competitive RFP. The grants will provide three full years of funding. The FY18 continuation grant was released in EGMS on 12/29/17. Continued support through PD, technical assistance, resource allocation, and monitoring will be provided throughout the 3-year grant period.	
Adult Learners Transportation Subsidy	Provide enrollment data for adult-serving LEAs and OSSE Adult & Family Education (AFE) sub-grantees to WMATA/DDOT to support their implementation of the Adult Learners Transportation Subsidy program.	Complete	This initiative was implemented in a way that eliminated the need for OSSE's role in verifying the enrollment data.	
ECE CHILD CARE SUBSIDY PROGRAM (2 Strategic initiatives)				
Early Childhood Workforce	Provide job-embedded training, technical assistance, and scholarships for the early childhood workforce in FY18 in partnership with higher education institutions and partner	Complete	There were 180 TEACH scholars in FY18, ~250 attendees to college fair in FY18, ~400 CDA candidates via grant in FY18,	

Title	Description	Complete to Date	Status Update	Explanation
	agencies to support them in obtaining the required advanced certification.		~6,000 Quorum users in FY that completed over 100,000 hours of instruction.	
Expand access to infant and toddler seats	Through the District's investment, OSSE will incentivize child development providers to improve the supply of child care services for infants and toddlers throughout the District by providing grants to 1) establish new or expand existing child development facilities serving infants and toddlers including in district government facilities and 2) provide technical assistance and training to child development facility operators to support compliance with the licensure process for efficient and effective operations.	25-49%	As of Sept. 30, 2018, OSSE and LIIF approved 11 sub-grants, totaling $1.5M to create 250 new slots in Wards 1, 3, 4, 7 and 8. OSSE continues to receive applications from child development centers and will be opening the sub-grant application process to child development homes in FY 2019.	This is a 3-year initiative and is one-third complete. The first year was extremely successful, and there are two more years of the initiative to accomplish the goal of 1,000 new infant and toddler child care slots. OSSE is on track to meet this goal.

ELEM & SECOND ASST SUPERINTENDENT'S OFF (1 Strategic Initiative)

Title	Description	Complete to Date	Status Update	Explanation
ESSA Funding & Support	Ensure that LEAs and other subgrantees are supported with effective implementation of ESSA requirements in the 2017-2018 SY. Issue key ESSA guidance related to transfer and consolidation of funds to LEAs and provide foundational training and individualized technical assistance on an as-needed basis, including a focus on key supports identified in the new ESSA accountability system.	Complete	We met all internal deadlines this reporting quarter, for edits to the Phase I and Phase II applications to ensure the Assurances/Phase I and Phase II applications are released according to the timeline, utilizing the dates set in the OSSE Grants Tracker.	

GRANTS MGMT AND PROGRAM COORDINATION (2 Strategic initiatives)

Title	Description	Complete to Date	Status Update	Explanation
Maximize the impact of OSSE's grantmaking	Leverage our grantmaking to advance OSSE's strategic plan, especially focused on Quality and Equity as well as Responsive and Consistent Service. This will include developing a methodology to determine which grants are best as competitive and which are best as per-pupil allocation and streamlining the process for all grants to reduce the burden on grantees and applicants.	Complete	Major milestones in Q4 include final prep for launch of Grant Manager Training Hub, progress on a shared vision for grants as a quality/equity lever, establishing of FY20 "Big Bets," FY19 planning, and naming of division grants leads.FY18 Q4 also saw a 10 percentage point improvement in reimbursement request reviews following implementation of a feedback and improvement cycle. Grantmaking continues to be an area of focus for the agency across fiscal years; priority continues to improve internal and external outcomes. Work is to continue into FY19.	Grantmaking continues to be an area of focus for the agency across fiscal years; priority continues to improve internal and external outcomes. Work is to continue into FY19.
Risk-Based Monitoring	Implement year 3 of risk-based monitoring across subgrantees in order to relieve of them unnecessary administrative burden.	Complete	We have completed all of our desktop and on-site monitoring visits for the year. After each monitoring visit, all 13 LEAs	

Title	Description	Complete to Date	Status Update	Explanation
	High performing subgrantees are given the flexibility to keep growing what works, and resources are wisely targeted to subgrantees that are struggling. Successful implementation will be evaluated using LEA survey feedback and a review of rate of year over year change in risk status from prior FFY.		reported feeling prepared to participate in monitoring following our pre-site monitoring activities.	

HUMAN RESOURCES (1 Strategic Initiative)

Title	Description	Complete to Date	Status Update	Explanation
Strengthen Recruitment	Strengthen OSSE's pipeline of talent and reduce the agency's vacancy rate by rolling out a recruitment tracking system, with success metrics and recruitment training for managers and targeting a 15 person candidate pipeline for all common vacancy types.	75-99%	The Recruitment Team, in partnership with the Strategy and Development Team, has developed and rolled out a Recruitment Tracker and an Employee Re-Assignment application within the newly developed HR Portal. The Recruitment Team has started piloting the 15-person candidate pipeline with higher level positions to better determine if this is an appropriate pipeline size for recruitments.	We have not finalized the 15-person pipeline for ALL vacancy types because we want to pilot method to gather baseline data, and have not developed the recruitment training for managers because the team did not have the capacity to complete it this FY.

OFFICE OF THE CHIEF OF STAFF (1 Strategic Initiative)

Title	Description	Complete to Date	Status Update	Explanation
Start of School	Build on the momentum of FY17 to create a frictionless start of school for the 2018-19 school year for LEAs in their partnership with OSSE through earlier access to information, strengthened systems and stable transitions. By streamlining services and requests, OSSE will enable LEAs to spend more time on what matters most: building relationships with students and families.	Complete	Work reoccurs each fiscal year; level of completion as of 09.30.18 was on track. Campaign for SY18-19 has concluded (save for enrollment audit) and planning for SY19-20 has begun.	

OFFICE OF THE STATE SUPERINTENDENT (2 Strategic initiatives)

Title	Description	Complete to Date	Status Update	Explanation
Accountability System & School Report Card	Develop the accountability report card and website with strong community engagement in the process so that these tools become the go-to resource for families to inform their decision-making about school options starting in the SY18-19 lottery. Oversee a smooth and effective transition to a new accountability system for all public schools beginning in fall 2018.	75-99%	Accountability system and report card continue to be on track, relative to the goals set for FY18 Q4. The final product will launch in FY19 Q1 and work continues to progress to that goal.	Initiative bridges two fiscal years (FY18, FY19) and, as such will be completed in the previously determined timeline (i.e., FY19 Q1).

SPECIAL EDUCATION ASST SUPERINDENTENT'S (1 Strategic Initiative)

Title	Description	Complete to Date	Status Update	Explanation
Supporting students with disabilities with transitions from high school	Implement a new system of LEA secondary transition monitoring which reasonably measures compliance with requirements, incorporates secondary ST monitoring into nonpublic monitoring protocol for 2017-2018, and monitor performance through monthly cross-functional secondary transition (ST) data and practice reviews.	Complete	We have provided in-person training to all LEAs regarding secondary transition requirements in partnership with the TAL division. The monitoring team has also completed on-site support sessions for LEAs that were monitored in year 1.	
STUDENT ENROLLMENT AND RESIDENCY (1 Strategic Initiative)				
Streamline Residency Verification & Enrollment Processes	Partner across MySchoolDC and the enrollment and residency teams to create more streamlined, online residency verification and enrollment processes.	Complete	OSSE has completed its residency verification and MSDC trainings. We have strengthed our communications to LEAs, enhanced our EACC application, and updated several key policies. MSDC also communicates with LEAs weekly during enrollment season and includes reminders of residency rules and links to the OER training deck	