Office of the State Superintendent of Education FY2017

▼ FY2017 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.

▼ FY17 Top Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
Start of School Initiative - a cross-agency effort to improve the way that OSSE supports LEAs at the start of a new school year.	This initiative brought teams from across the agency together to problem solve and coordinate through a monthly stats meeting format, prepare more coordinated and streamlined communications together, and organize our first ever Start of School Summit.	As a result of this initiative: 1) LEAs received information about newly enrolled special education students earlier than ever before and were able to plan more effectively for these new students. 2) LEAs had their student information system connected to OSSE's data systems sooner, enabling them to access more detailed information about their special education students as well as historical test scores and begin preparing for the audit, the basis on which they are funded. 3) LEAs received more streamlined and prioritized information about expectations and tasks needed for the start of school, enabling them to focus more of their time on direct preparations for their students
My Child Care DC (http://childcareconnections.osse.dc.gov/) - a new website to enable parents to find comprehensive information about their child care options, including quality indicators, in a single place.	The initiative brought together our early learning, technology and communications teams to collaborate on the development and marketing of this website.	The user-friendly website, which was launched at the end of September, helps parents and caregivers make informed choices about childcare. This website helps parents identify childcare providers who meet their needs and incentivizes providers to improve, since information about quality is now more transparent to parents.
Accountability System - a new statewide accountability system under the Every Student Succeeds Act, developed in partnership with DC Public Schools, Public Charter School Board, State Board of Education, and LEA Leaders and approved by the Department of Education.	A significant investment of time and resources by our agency leadership, data team, and programmatic leads has gone into the development of our new accountability system. We are now focused on its successful implementation and the creation of a user-friendly report card for parents and other stakeholders.	Currently DC has multiple models of accountability running in parallel and information on schools in multiple places. The result is confusion and inconsistent information for families and schools. A common accountability system for all schools in DC will enable accurate identification of low-performing schools across both sectors, thoughtful interventions to drive improvement, and more informed decision-making for families.

▼ 2017 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.**

▾ 2017 Key Performance Indicators

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY 2017	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	77.5%	Unmet	With the increased functionality of the OSSE Help Desk, we began tracking new issue types including non-technical program specific questions, ADT feed failures (pre-start of school), new user requests that required program authorization and others. These new additions, which were not taken into account when we set our target, have skewed the numbers to reflect a much lower 5 day resolution rate. If we took those specific requests out and compared them to last year's ticket types that numbers are much more in line with our targets. We are looking at ways to either report on these separately or remove them all together

Percent of all students graduating from high school in four years	Annually	78%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	72.4%	Nearly Met	While we did not meet the aggressive target of 78%, the graduation rate has increased from 65% to 72% in 2 years, representing significant progress that we will continue to build on.
Percent of all students at college and career ready level in reading on statewide assessment	Annually	30%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	31%	Met	
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	28%	Nearly Met	While we did not meet our ambitious target, we increased 3 points over last year.

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. (8 Measures)

Amount of Medicaid reimbursement collected	Annually	$3000000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	$3763557	Neutral Measure	
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	Annually	35%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Data Forthcoming		
Number of affordable infant and toddler slots at child development centers	Annually	7091	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6674	Nearly Met	Explanation forthcoming.
Percent of early childhood and development programs that meet Gold tier quality	Annually	50%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	49.5%	Nearly Met	At 49.5%, this target was met.
Number of adults who receive a State Diploma (inclusive of NEDP or GED)	Annually	400	Annual Measure	Annual Measure	Annual Measure	Annual Measure	350	Neutral Measure	

Number of disconnected youth that were re-enrolled in an educational program through the reengagement center	Quarterly	250	31	50	35	89	205	Unmet	Enrollment was lower than anticipated in Q1 and Q3, due in part to limited enrollment times.
Number of residents who enroll in an Adult and Family Education funded program	Annually	2950	Annual Measure	Annual Measure	Annual Measure	Annual Measure	3032	Met	
Percentage of enrolled residents who complete at least one functioning level	Annually	41%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	36.6%	Unmet	While we did not meet our target, we had a 3 point increase over last year.

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)

Average response time for complaints	Annually	48	Annual Measure	Annual Measure	Annual Measure	Annual Measure	72	Unmet	Meeting this target continues to be a challenge due to capacity constraints. However, we did see some improvement over last year.
Percent of timely Individuals with Disabilities Act (IDEA) due process hearing decisions	Quarterly	90%	100%	100%	95.1%	100%	98.3%	Met	
Percent of grant funds reimbursed within 30 days of receipt	Quarterly	90%	82.6%	91%	85.4%	76%	83.2%	Nearly Met	In Q4, a key team was short staffed and then had new staff, which resulted in a much longer processing time than the target of 10 days for this phase of the process. We will work closely with this team in FY18 to bring our processing rate back up to the target of 90%.

Number of A-133 audit findings	Annually	5	Annual Measure	Annual Measure	Annual Measure	Annual Measure	0	Met	
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period	Annually	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Data Forthcoming		
Average number of days taken to complete reviews of educator licensure applications	Quarterly	15	61	20	17	37	33.8	Unmet	OSSE experienced a staff shortage on this team for part of the year, which increased our response time in addition to a number of technical challenges with the new online application. OSSE worked quickly to resolve all technical issues with the online system, but these challenges did impact timelines when they occurred. OSSE is pleased to share that it is in the process of transitioning to a more comprehensive and reliable online application system during FY18 which is expected to alleviate future problems.
Percent of IEPs reviewed that comply with secondary transition requirements	Quarterly	55%	73%	85%	85%	92%	83.8%	Met	
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,

2017 Workload Measures

Measure	Freq	Q1	Q2	Q3	Q4	FY 2017
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	48665
Average number of students participating daily in the School Breakfast Prorgram	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	32290
Average number of daily participants in Child & Adult Care Food Program	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	23533
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	90061
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	48.2%
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	11151
Number of infant/toddlers receiving IDEA Part C early intervention services	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Data Forthcoming
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	Data Forthcoming
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	12811

2017 Strategic Initiatives

Title	Description	Complete to Date	Status Update	Explanation
ADULT AND FAMILY EDUCATION (2 Strategic initiatives)				

Strengthen CTE programs	Strengthen CTE programs of study that lead to certifications, credentials, or diplomas associated with the District's most promising occupations though creating documented and widely accessible pathways or programs (internships, dual enrollment programs, aligned curricular programs; certifications) with postsecondary institutions and high wage/high demand industries.	75-99%	We are currently providing technical assistance to support LEAs' work to create the programs of study.	All Perkins-funded CTE subgrantees developed at least 1 program of study connecting secondary schools to postsecondary programs. Full implementation of this standard by all subgrantees is expected prior to the next Perkins application (summer 2018). OSSE and UDC-CC are creating policies that enable CTE dual enrollment programs on LEA campuses with LEA teachers (initial course expected fall 2018).
Tuition Assistance Grant	Make postsecondary education more affordable by proposing policy changes to the Tuition Assistance Grant program including those that will expand opportunities for older students as well as increase the award amount for students attending community college to up $10,000 per year.	Complete	This initiative is complete	

CHIEF INFORMATION OFFICER (1 Strategic Initiative)

Consolidate help desks	Today OSSE has about a dozen or more mechanisms used to capture customer communications for assistance. None of these currently integrate with each other so it's very difficult to analyze the data to determine if we are doing a good job at supporting our customers or not. The new OSSE CRM tool will provide a single source "truth" about our customers calls and troubles. It will allow us to identify trends, provide strategic technical assistance to LEAs and CBOs, and report on trouble areas that need focus. All of these will improve the customer experience via thoughtful outreach, better communications and increased first call resolution to issues.	Complete	The work has been completed.	

GRANTS MGMT AND PROGRAM COORDINATION (2 Strategic initiatives)

Risk based monitoring	Expand OSSE's new K-12 risk based monitoring approach to reduce administrative burden, give high performing LEAs flexibility to keep growing what works, and target resources wisely to LEAs that are struggling.	Complete	ESSE has completed all onsite and desktop monitoring activities for the 2016-17 school year according to schedule.	

Enterprise Grants Management	Increase the experience of the local education agencies, community-based organizations and other organizations who are the external end users of the Enterprise Grants Management System (EGMS) through better communication of the system's capabilities through training resources and guidance and technical assistance by knowledgeable grant managers.	Complete	OGMC has held EGMS 101 trainings for new external users/vendors this fiscal year and streamlined communications. Additionally we have guidance documents and training videos on the front page of EGMS, along with the help desk information as well as providing one-on-one training for site/user specific issues.	
HUMAN RESOURCES (3 Strategic initiatives)				
Streamline HR processes.	Accelerate and streamline HR processes. For example, streamline recruitment process and develop a common onboarding process. In FY17, we will be rolling out a new (and more comprehensive) onboarding process. In addition, we are looking to streamline the recruitment process by strengthening candidate outreach processes, clarifying roles, responsibilities, and expectations for all internal recruitment stakeholders, developing a recruitment manual for hiring managers, and adding extra capacity to the recruitment team.	75-99%	We've rolled out a new and more comprehensive onboarding process, recruitment manual for managers, and newsletter for managers, all of which has helped streamline the recruitment and onboarding processes.	This work took the backseat to other HR priorities but will be continued in FY2018 with a focus on discipline, compliance and leave.
Agency-wide HR mapping	Agency-wide mapping of all staff and vacancies, as well as current staff performance, professional development needs, potential career paths, and manager next steps. This will lead us to better systematically target and offer incentives, recognition, and professional development activities—for training, development, and retention purposes.	50-74%	We have rolled out ew trainings on 'managing up', 'the growth mindset' and 'how managers can facilitate PD' sessions . We also hired a new team member who will lead our people analytics function.	While we made improvements with our professional development this year, we want to focus more on our people analytics function in FY18, which will enable us to more effectively target and offer incentives, recognition and PD opportunities in the future.

| Professional growth | There is an agency-wide strategy and vision for professional growth, an agreed-upon bar of excellence for training, and employee clarity as to which trainings are required, optional, or not applicable. (e.g., develop and organize a series of trainings for Directors and Managers around best practices in procurement, ethics, and OGC SOPs for review of legal documents.) For FY17, we are looking to map all available trainings for staff—currently, notifications of trainings is not consolidated. In addition, we are also looking to facilitate more specific trainings (either by working with internal OSSE staff to develop and deliver trainings or coordinate the delivery of training by external entities). Finally, we are developing policies with regards to what is expected of employees and managers in terms of training. | Complete | We have mapped trainings for staff; we are launching a consolidated learning portal shortly that focuses on tools, resources, and information about trainng/PD. Finally, we have emphasized training/PD in our performance management trainings for managers and staff. | |

NUTRITION SERVICES (1 Strategic Initiative)

| Health standards | Implement new health education standards and health assessment in the 2016-2017 school year. This will raise the bar for health education in the District to ensure that students know more about their health and the health of their community. The health assessment allows OSSE to annually monitor student health knowledge that informs planning and programs. | Complete | The health education standards have informed OSSE presentations, webinars, and programs, and the team has conducted outreach via events and grantee site visits. The standards are utilized when developing new programs and plans. | |

OFFICE OF THE ENTERPRISE DATA MANAGEMENT (2 Strategic initiatives)

| Commonly requested data warehouse | Create an easily accessible warehouse of commonly requested data points and automate required annual reporting (EdFacts, SPED reporting, General Education reporting). Data will be available to different users (LEAs, public) depending on type of data and level of granularity. Includes new visualizations for LEAs in Qlik. | 75-99% | OSSE initiated its distribution of 30,000 tokens to our data visualization platform, Qlik, in order to expand access appropriately to more individuals in LEAs and in nonpublics who can use the data to inform their work. We also continue to improve our data infrastructure and have recently hired a consultant who will evaluate and make recommendations for further enhancements. | Procuring a consultant to analyze our data infrastructure needs has taken longer than anticipated. |
| Successfully administer the assessment portfolio (PARCC, NCSC, Science, Science Alt, ACCESS) providing clear guidance and documentation to LEAs prior to test administration, and real-time triage and comprehensive support to LEAs during test administration. | Successfully administer the assessment portfolio (PARCC, NCSC, Science, Science Alt, ACCESS) providing clear guidance and documentation to LEAs prior to test administration, and real-time triage and comprehensive support to LEAs during test administration. Provide meaningful distribution of results to the public, LEAs, schools, and families. | Complete | We completed the administration of all statewide assessments for the 2016-17 school year and released the results in August. | |

OFFICE OF THE STATE SUPERINTENDENT (5 Strategic initiatives)

DEL Website	Consolidate existing parent and community data portals and launch a new child care quality website that includes monitoring reports, complaints and quality ratings. (Child Care and Development Fund requirement)	Complete	My Child Care DC (childcareconnections.osse.dc.gov) launched on Sept 29. See PAR accomplishment for more detail.	
ESSA Accountability	Development of, in partnership with education cluster partners and other stakeholders, a new statewide accountability system under the Every Student Succeeds Act. DC is making tremendous progress, but our PARCC scores show us that we have a long way to go. Current reality is multiple models of accountability running in parallel: OSSE's ESEA Waiver PCSB Performance Management Framework DCPS 40/40 plan And information on schools in multiple places: My Schools DC Equity Reports LearnDC Report Cards PCSB LEA Reports The result is confusion for families and for schools. Where we want to go with accountability: Common model of school accountability for all schools in DC: -Accurate identification of low performing schools across both sectors -Thoughtful interventions to drive improvement -Integrated public reporting -Flexibility in consequences across roles of SEA, authorizer, LEA	Complete	Our state plan has been approved by the Department of Education. We also completed the development of business rules for the new system. We have now shifted into planning for the successful implementation of the new system.	
Healthy Schools Act Evaluation	Complete evaluation of the Healthy Schools Act implementation efforts for the past 5 years and use results to inform amendments to the Act and regulations development. The evaluation will be completed in October 2016, which will enable OSSE to work with the Healthy Youth and Schools Commission to draft amendments to the Healthy Schools Act to be proposed by June 2017.	Complete	The evaluation was completed through a contract. All deliverables were received by OSSE.	

Early childhood investment analysis	Analysis of investments in subsidy, child care, and early intervention to determine recommendation for potential future citywide investments. DEL is working to establish financial models that will support the agency in analyzing and projecting the investments needed for child care subsidy, quality enhancements, and early intervention based on policy and regulatory changes at the federal and local level. In particular, these financial models will allow OSSE to provide informed recommendations for potential subsidy rate increases, Quality Rating and Improvement System incentives, Pre-K Enhancement and Expansion slots, and expansion of eligibility for early intervention services.	Complete	Based on the cost analysis we conducted, we made recommendations to increase rates for infants and toddlers, which are the most expensive to serve due to the low caregiver to child ratio as well as for home-based providers, because this group had lagged behind in rate increases. The increases went into effect in October.	
Data privacy and security	Development of privacy, confidentiality, and data sharing policies that protect data while allowing for certification, analysis and reporting. Publicize business rules to provide transparency into calculations.	Complete	We completed our first-ever training of LEAs at our inaugural Start of School Summit and initiated a secound round of annual trainings for all staff at OSSE. We have also publicized the business rules for our new accountability system in order to provide transparency into the calculations.	
STUDENT ENROLLMENT AND RESIDENCY (1 Strategic Initiative)				
Revise residency regulations	Revise residency regulations, which will provide greater clarity to the public and local education agencies on proof of District residency during school enrollment and residency fraud investigation. These measures will help ensure that seats in District schools are appropriately available for District residents.	Complete	The regulations have been approved by Council.	