

Agency Office of the State Superintendent of Education Agency Acronym OSSE Agency Code GDO Fiscal Year 2016

## 2016 Objectives

### FY16 Objectives

Objective Number	Objective Description
<b>Office of Early Childhood Education (4 Objectives)</b>	
1	Promote accountability and excellence; hold system accountable for results. Provide high-quality, safe, and healthy early care and education opportunities for children
2	Ensure Increased Readiness Rates in Children Entering Kindergarten
4	Inform parents, families and the community about early learning.
5	Provide effective and efficient operational support to promote organizational effectiveness and achieve programmatic goals.
<b>Office of Elementary and Secondary Education (4 Objectives)</b>	
1	Provide targeted professional development and technical assistance to increase educator effectiveness with students and families.
2	Ensure that all LEAs are equipped with rigorous learning standards to support student learning from grades K to 12 so all students graduate from high school ready for college, meaningful careers, and success in life.
3	Ensure all low-performing schools receive interventions and supports leading to increased college- and career-readiness in students. Ensure LEAs have the resources to support and sustain school improvement for all schools.
4	Expand the number of high-quality public charter school seats available to students.
<b>Office of Post-Secondary and Career Education (6 Objectives)</b>	
1	Increase The Percentage Of DC Youth and Adults Who Attain A College Degree Or Industry-Recognized License/Certification. Increase the percentage of District residents participating in college and career preparatory programs within six (6) months of high school graduation.
2	Promote accountability and continuous improvement across the District's education landscape.
3	Ensure opportunities for youth and adults to gain skills and re-engage in education and career programs.
4	Provide effective and efficient operational support services to achieve programmatic goals.
5	Provide adult literacy, occupational literacy, and postsecondary education training and digital literacy services to the residents of the District of Columbia.
6	Ensure educational excellence and consumer protection through the Higher Education Licensure Commission.
<b>Office of Special Education (5 Objectives)</b>	
1	Disseminate transparent, responsive, and high-quality information to empower all stakeholders to improve educational outcomes for children and families. Support accountability and continuous improvement across the District's education landscape.
2	Ensure all low-performing schools receive interventions and supports leading to increased college- and career-readiness in students.
3	Ensure that children with qualifying developmental delays or disabilities access and receive adequately funded, compliant, high quality services.
4	Provide targeted professional development and technical assistance to increase practitioner effectiveness with students and families.
5	Create internal systems and structures to ensure that ESSE communicates effectively to all stakeholders and is responsive to LEA and community based organization needs.
<b>Office of the Chief Information Officer (3 Objectives)</b>	
1	Develop high quality data and information systems to inform education decisions at all levels.
2	Provide effective and efficient operational support to promote organizational effectiveness and achieve programmatic goals.
3	Provide targeted professional development and technical assistance to increase educator effectiveness with students and families.
<b>Office of the Chief Operating Officer (3 Objectives)</b>	
1	Provide high-quality internal and external customer service.

2	Provide effective and efficient operational support to promote organizational effectiveness and achieve programmatic goals.
3	Provide a fair and equitable alternative dispute resolution process for OSSE programs.
<b>Office of the Director (7 Objectives)</b>	
1	Disseminate transparent, responsive, and high-quality data to empower all stakeholders to improve educational outcomes for children and families.
2	Continue to improve service delivery, ensuring the highest level of quality is displayed in all agency efforts and across the District's public education landscape while providing quality data on D.C. education to the public and other stakeholders. Develop high-quality data and information systems to inform education decisions at all levels.
3	Support and align agency personnel and resources to promote and achieve the agency's mission.
4	Provide targeted professional development and technical assistance to increase educator effectiveness with students and families.
5	Ensure all low-performing schools receive interventions and supports leading to increased college- and career-readiness in students.
6	Ensure a transparent and responsive communications system to improve public outreach, inform the public and internal stakeholders about OSSE services, and provide access to critical data.
7	Oversee the implementation of agency-wide priorities.
<b>Office of Wellness and Nutrition Services (3 Objectives)</b>	
1	Provide targeted professional development and technical assistance to increase educator effectiveness with students and families.
2	Disseminate transparent, responsive, high-quality information to empower all stakeholders to improve educational outcomes for children and families.
3	Increase access to and participation in programs—in and out of school--that promote academic, physical, and emotional health and well-being of students.

2016 Key Performance Indicators

Measure	Division	Frequency of Reporting	Current Fiscal Year Target	Q1FY2016	Q2FY2016	Q3FY2016	Q4FY2016	FY 2016	Was KPI Met?	Please explain any barriers to meeting your KPI Target?
<b>1 - Disseminate transparent, responsive, and high-quality data to empower all stakeholders to improve educational outcomes for children and families. (1 Measure)</b>										
Percent of all students graduating from high school in four years (four-year cohort graduation rate).		Annually	78					69.2%	Unmet	The target was not met but we made substantial progress for the second year in a row, increasing our graduation rate by 4% from last year.
<b>1 - Increase The Percentage Of DC Youth and Adults Who Attain A College Degree Or Industry-Recognized License/Certification. Increase the percentage of District residents participating in college and career preparatory programs within six (6) months of high school graduation. (2 Measures)</b>										
Percent of DC public and public charter school students completing a post-secondary degree or certificate within six years of college enrollment.		Annually	35					37%	Met	
Percent of DC TAG students who graduated from college (A.A. or B.A.) within 6 years of enrollment in DC TAG		Annually	52					Not available		Data unavailable at this time due to pending contract with National Student Clearinghouse
<b>1 - Promote accountability and excellence; hold system accountable for results. Provide high-quality, safe, and healthy early care and education opportunities for children (2 Measures)</b>										
Number of affordable infant and toddler slots at child development centers		Quarterly	6950	4,700	4,489	4481	4956	18626	Met	
Percent of childhood and development programs that meet Gold tier quality		Quarterly	60	50.36	46.15	46.01	47.97	47.6%	Unmet	We determined from a study completed this year that the cost model for gold tier status does not make financial sense. Programs must invest in more expensive

FY16 POH Q106 Attachment 1 - FY16 OSSE Performance Accountability Report

inputs in order to receive the accreditation necessary for Gold, but the higher rates they receive for being in the Gold tier do not fully cover these costs. We are moving toward a new model for quality now that is based on outcomes rather than inputs called the Enhanced QRIS which will be fully implemented in FY18.

<b>1 - Provide targeted professional development and technical assistance to increase educator effectiveness with students and families. (1 Measure)</b>										
Number of schools with school gardens [SDC Action FD 1.3]		Annually	112					126	Met	
<b>2 - Continue to improve service delivery, ensuring the highest level of quality is displayed in all agency efforts and across the District's public education landscape while providing quality data on D.C. education to the public and other stakeholders. Develop high-quality data and information systems to inform education decisions at all levels. (1 Measure)</b>										
Average number of days taken to complete reviews of educator licensure applications		Quarterly	15	35	23			37.7	Unmet	We switched in Q3 from an in-person, paper-based system to an online one. In the first iteration of the online system, however, we don't have the ability to differentiate between when an individual starts an application and when they submit it. As a result, the 55 days overestimates the actual time taken to process the applications because it includes the time the applicant spent working on the application before submitting it. We are working to address this issue moving forward.
<b>2 - Ensure that all LEAs are equipped with rigorous learning standards to support student learning from grades K to 12 so all students graduate from high school ready for college, meaningful careers, and success in life. (2 Measures)</b>										
Percent of all students proficient in reading on statewide assessment.		Annually	30					27%	Unmet	While we did not meet our goal, we increased the proficiency level by 2% from last year.
Percent of all students proficient in math on statewide assessment		Annually	20					25%	Met	
<b>2 - Provide effective and efficient operational support to promote organizational effectiveness and achieve programmatic goals. (1 Measure)</b>										
Percent of user requests via the services portal solved and closed within 5 days of receipt.		Quarterly	92	79.9	82.65	76.79	79.59	79.7%	Unmet	For requests that can only be addressed by our vendors, we have little control over the timeline it takes to complete the requests, particularly those that require system updates. This has become a growing percent of the total number of requests over the last 2 years. We are exploring new metrics to better capture the internal vs external rate of response to service requests for the future.
<b>2 - Provide effective and efficient operational support to promote organizational effectiveness and achieve programmatic goals. (2 Measures)</b>										
Percent of grant funds reimbursed within 30 days of receipt of approvable invoice		Quarterly	90	79.14	89.9	91.14	86.13	86.9%	Nearly Met	We changed the business rule for measuring this KPI to increase its rigor. Prior to this year, we started measuring the 30 days from the time the invoice was approved. We now begin measuring the 30 days

FY16 POH Q106 Attachment 1 - FY16 OSSE Performance Accountability Report

										when the invoice is received. As a result, our rate declined slightly.	
Number of A133 Audit findings		Annually	5					1	Met		
<b>3 - Ensure all low-performing schools receive interventions and supports leading to increased college-and career-readiness in students. Ensure LEAs have the resources to support and sustain school improvement for all schools. (1 Measure)</b>											
Percent of low-performing schools that show overall growth in academic achievement.		Annually	100					44.4%	Unmet	We set a very ambitious target of 100% of low-performing schools showing improvement. While we did not meet this we did improve substantially over last year.	
<b>3 - Ensure opportunities for youth and adults to gains skills and re-engage in education and career programs. (1 Measure)</b>											
Number of disconnected youth that were re-enrolled in an educational program through the reengagement centers.		Quarterly	250	29	41	29	101	200	Unmet	Though we did not meet our FY2016 goal, we made substantial gains over last year, increasing the number of disconnected youth that were re-enrolled to 204.	
<b>3 - Ensure that children with qualifying developmental delays or disabilities access and receive adequately funded, compliant, high quality services. (4 Measures)</b>											
Percent of IEPs reviewed that comply with IDEA secondary transition requirements		Quarterly	55	64	67	58	55	61%	Met		
Percent of timely completion of state compliant investigations		Quarterly	100	100	100	100	100	100%	Met		
Percent of children eligible under Part B IDEA (aged 3-22) and whose parents consented to an evaluation, who were evaluated within the State established timeframe		Quarterly	100					Not available		Not yet available; this data is only reported annually and is finalized in April of the following year.	
Amount of Medicaid reimbursement collected		Annually	300000					1619078	Neutral Measure		
<b>3 - Increase access to and participation in programs—in and out of school--that promote academic, physical, and emotional health and well-being of students. (5 Measures)</b>											
Percent of students participating in the school lunch program		Quarterly	61	61.6	60.26	66.32	60.12	62.1%	Met		
Percent of students participating in the school breakfast program		Quarterly	45	41.75	38.74	44.36	40.45	41.3%	Nearly Met	Though we did not meet our FY16 target, we saw an increase over our performance last year.	
Percent of low income students participating in the Summer Food Program		Annually	75					76%	Met	Any of the meal program KPIs take an additional 90 days past the end of the month to be certified and approved.	
Average number of daily participants in Child &Adult Care Food Program (CACFP)		Annually	5400					Not available	Neutral Measure	Any of the meal program KPIs take an additional 90 days past the end of the month to be certified and approved	
Number of statewide athletic sports competitions		Annually	21					21	Met		
<b>3 - Provide a fair and equitable alternative dispute resolution process for OSSE programs. (1 Measure)</b>											
Percent of timely Individuals with Disabilities Education Act (IDEA) due process hearings		Quarterly	90	100	100	100	96.15	99.1%	Met		
<b>3 - Provide targeted professional development and technical assistance to increase educator effectiveness with students and families. (1 Measure)</b>											

PARCC Tech Readiness Indicator	Annually	90						88.2%	Nearly Met	99% of students took PARCC online, higher than last year and among the highest rate on online test-taking for PARCC in the country.
<b>3 - Support and align agency personnel and resources to promote and achieve the agency's mission. (2 Measures)</b>										
Percent employees on track with timely and complete performance plans	Quarterly	95	60.17	99.79	99.79	100	89.8%	Nearly Met		We met the target for Q2-4 but missed it for Q1 because we hired our new Talent Director during this timeframe, and he began the effort to ensure that all eligible staff had performance plans once he was on board.
Percent of positions filled and/or reclassified within 60 days	Quarterly	92	38.46	85.45	79.59	100	78.8%	Unmet		While we did not meet the target when we take the average rate of positions filled across all quarters, we did improve substantially on this metric over the course of the year, ending the year with 100% of positions filled and/or reclassified in 60 days.
<b>4 - Inform parents, families and the community about early learning. (1 Measure)</b>										
Number of parents using Resource and Referral	Quarterly	1300	142	139	228	333	842	Unmet		We realized that this was not the most effective mechanism for supporting parents so we have stopped proactively pushing this in favor of other tools.
<b>5 - Provide adult literacy, occupational literacy, and postsecondary education training and digital literacy services to the residents of the District of Columbia. (2 Measures)</b>										
Percent of enrolled adult learners who complete an educational literacy level	Quarterly	40	21.88	29.08	34.24	34.15	30.9%	Unmet		Though we fell short of our goal for FY2016, we increased 4% over our FY15 performance.
Number of adults who receive a GED	Quarterly	400	145	63	139	44	391	Nearly Met		They we fell just short of our FY16 goal, we more than doubled the number of GEDs granted from from 140 to 391.
<b>5 - Provide effective and efficient operational support to promote organizational effectiveness and achieve programmatic goals. (3 Measures)</b>										
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 45-day window	Annually	100						Not available	Neutral Measure	not available til following Aug due to federal reporting cycle.
Percent of Directors, Teachers & Teacher Assistants in Professional Development Registry	Quarterly	90	18.74	21.49	22.49	24.9	21.9%	Unmet		While we did not meet our overly ambitious target for this year, we did improve over last year.
Average response time for complaints (hours)	Quarterly	48	48	48	48	153.6	74.4	Unmet		The Licensing and Compliance Unit in the Division of Early Learning was understaffed most of FY16, in particular the last quarter of the year. We only had one person available to respond to all complaints for a two month period in the last quarter of FY16. A new investigator started 1/9/17. We anticipate similar issues for the first quarter of FY17.
<b>6 - Ensure a transparent and responsive communications system to improve public outreach, inform the public and internal stakeholders about OSSE services, and provide access to critical data. (2 Measures)</b>										

Percent of timely compliance of legislatively mandated guidelines, policies, and regulations.	Annually	75	100%	Met
Current guidance, policies, regulations, and laws listed on OSSE's website	Annually	100	100%	Met
<b>7 - Oversee the implementation of agency-wide priorities. (1 Measure)</b>				
Percent of LEAs visited	Annually	85	85.9%	Met

FY16 POH Q106 Attachment 1 - FY16 OSSE Performance Accountability Report

2016 Workload Measures

Measure	Frequency of Reporting	Q1FY2016	Q2FY2016	Q3FY2016	Q4FY2016	FY 2016
<b>Workload Measure (9 Measures)</b>						
Number of children subsidized by child development programs	Annually					10730
Number of infant/toddlers receiving IDEA Part C early intervention services	Annually					Not available
Number of PK-12 Local Education Agencies	Annually					64
Number of PK-12 students in public and public charter schools	Annually					87344
Number of students with Individual Education Plans (IEPs)	Annually					11388
Number of students participating in lunch programs	Annually					Not available
Number of students participating in breakfast programs	Annually					Not available
Number of schools in priority and focus school classifications (lowest performing schools requiring supports and interventions)	Annually					54
Percent of high school seniors completing a DC TAG application	Annually					43%

2016 Initiatives

Objective - Agency	Objective Number	Objective Title	Initiative Number	Initiative Title	Initiative Description	Update from:	Initiative Status Update	Status of Impact	Explanation of Impact	% Complete	If not 100%, please explain why this initiative wasn't completed in FY16:
<b>Office of Early Childhood Education - 1 (3 Initiatives)</b>											
Office of the State Superintendent of Education	1		1.1	Develop and pilot a Quality Rating Improvement System (QRIS) framework that is directly linked to positive outcomes for children and families in all early childhood settings.	In FY 16, OSSE will pilot a framework for measuring quality in community-based organizations, traditional public schools (DCPS), and charter schools. As a part of this initiative, OSSE will convene and collaborate with an expert and stakeholder	FY16Q4	DEL has presented the enhanced QRIS framework to over 200 stakeholders through several community engagement meetings. The pilot program officially launched with 25 pilot sites in April, which continues through March 2017. It	Incremental	DEL continues to track progress and impact throughout the pilot program to inform the full implementation of the enhanced QRIS program.	75-99%	DEL continues to refine the QRIS technical brief, meet regularly with the pilot sites about their Continuous Quality Improvement (CQI) Plan, develop a consumer information profile, and meet with stakeholders (e.g., DCPS leaders, national experts, SECDCC committee, etc.)

FY16 POH Q106 Attachment 1 - FY16 OSSE Performance Accountability Report

				advisory group.			includes a representative sample of child development centers, child development homes, and DC Public Schools. OSSE has convened the pilot sites every month since the April launch. DEL also continues to work with the Public Charter School Board to align the enhanced QRIS to their performance management framework.				to inform the full implementation of the enhanced QRIS rollout, which is scheduled for 2017-18.
Office of the State Superintendent of Education	1		1.2	Continue implementation of a new community-based network approach to improving quality in early childhood education.	This initiative – the Quality Improvement Network (QIN) – will ensure more children and families benefit from early, continuous, intensive, and comprehensive child development and family support services. OSSE will establish competitive grants with hubs and child care partners participating in the network and comprehensive service grants to hubs to provide health, child nutrition, mental health, Child and Adult Care Food Program administration, eligibility intake, outreach/enrollment and maintain wait lists.	FY16Q4	The QIN implementation is ongoing and a mid-year system evaluation was conducted to identify the areas of strengths, initial challenges, and priorities moving forward. The baseline application was submitted in June. A start-up planner is working with OSSE and the Hubs, to work on the development of program service plans which will be completed in October 2016.	Incremental	This peer-to-peer support model enables some of the strongest providers to offer supports and best practices to other providers in the neighborhood. The goal is that this additional support will help the centers and family homes reach Early Head Start Standards.	25-49%	The QIN is a five-year federal grant. The grant period is September 1, 2016 – August 31, 2020. The grant application is completed on a yearly basis. OSSE continues to work on the QIN program goals, the corresponding long range goals, short-term objectives, expected outcomes, and progress monitoring to improve and expand the quality of infant and toddler care in DC.
Office of the State Superintendent of Education	1		1.3	Revise and implement new child care licensing regulations.	OSSE will promulgate and implement new child care licensing regulations in DC	FY16Q4	The licensing regulations have been approved by OAG for legal sufficiency and the Mayor's	Incremental	In the process of updating child care licensing regulations. \We received	75-99%	These regs were posted soon after the close of FY16, following the 30 day public comment period.

					to better link quality and effectiveness to child care licensing. OSSE will develop new guidance and implement new training modules to ensure all OSSE licensing staff understand new regulations.		office. The 30 day public comment period has closed and the final version of the regulations will be posted in the DC Register on or around November 18th.		considerable feedback from stakeholders – both positive and constructive – that is still being carefully reviewed by internal legal, policy, and licensing staff. Subsequent revisions are being made to the draft regulations to address public comments, when appropriate.	
--	--	--	--	--	--	--	--	--	--	--

**Office of Early Childhood Education - 2 (1 Initiative)**

Office of the State Superintendent of Education	2		2.1	Fully implement the Early Development Instrument in pre-K 4 classrooms across community-based organizations, DCPS, and public charter schools.	OSSE will work with UCLA to assess the nearly 7,000 pre-K 4 year olds. The actionable data will be shared publicly through neighborhood-based maps and tables and will be used to inform cross-sector dialogue to improve school readiness.	FY16Q4	The data is available and has been shared publicly with more than 100 stakeholders. The data showed that DC's young children are on par with national averages in 4 of the 5 domains that EDI evaluates.	Incremental	Maps of children's vulnerability by neighborhood cluster is now available being used to engage a broader stakeholder community about children's readiness for kindergarten.	Complete
---	---	--	-----	--	---	--------	--	-------------	---	----------

**Office of Early Childhood Education - 4 (1 Initiative)**

Office of the State Superintendent of Education	4		4.1	Resource, Referral & Child Find Expansion.	Expand resource and referral and consumer education activities that help families make informed decisions about programs that best meet their children's needs in every ward of the city.	FY16Q4	DEL selected the organization for the CCR&R and will introduce to various stakeholders in the upcoming months.	Incremental	DEL will continue to track progress and impact throughout the implementation phase.	Complete
---	---	--	-----	--	---	--------	--	-------------	---	----------

**Office of Early Childhood Education - 5 (3 Initiatives)**

Office of the State Superintendent of Education	5		5.1	Implement a web-based payment system to improve the subsidy payment process.	In FY 16, OSSE will continue to implement a web-based solution to make monthly time entry easier for community-based	FY16Q4	DEL took this project in a different direction to address the critical and systemic need for an overhaul of the child care	Incremental	It was decided that the OECD replacement project will be developed by a contractor, not internally. A request for information is	0-24%	The low percentage is due to the large scope of this project.
---	---	--	-----	--	--	--------	--	-------------	--	-------	---



					organizations and child development home providers. This system will pre-populate attendance and interface with OSSE's accounting system to ensure timely payments and reduce burdens for community-based and child development home providers.		subsidy case management and payment system that is 20 years old. The DEL Director of Operations and Management meets weekly with the CIO and daily with the newly hired business analyst. Currently, a Request for Information document is being drafted from the requirements, in preparation for the eventual request for proposal.		being drafted, and contract award is estimated for 6-9 months from now.		
Office of the State Superintendent of Education	5		5.2	Roll out the case management system for early intervention services.	In FY15, OSSE completed a pilot phase of the development of a new IDEA Part C case management system compliant with HIPPA and IDEA regulations and will roll out in FY16.	FY16Q4	Phase I of the System was launched Oct. 11	Incremental	This initiative will impact the IDEA Part C system as a whole, allowing for a more efficient, secured, and comprehensive case management and billing system for Early Intervention.	Complete	
Office of the State Superintendent of Education	5		5.3	Enhance Child care Licensing System.	DEL will create a system to support the automation of inspection visits, initial licensure and renewals. DEL will establish a system to identify and track unusual incidents and complaints.	FY16Q4	The DELLT system is online and is being used exclusively by licensing specialists to conduct inspections and monitoring visits. The reports are built and then the system is complete. The system is periodically review the system to implement changes as needed.	Incremental	The system has moved the licensing function for DEL from a static system that was almost completely paper-based to a reality that in the near future, there will be almost no paper in the process. Also, the data collection will be more robust than ever.	Complete	
<b>Office of Elementary and Secondary Education - 1 (2 Initiatives)</b>											
Office of the State	1		1.1	Disseminate best practices	In FY 16, OSSE will evaluate the	FY16Q4	OSSE completed an evaluation	Incremental	Publishing the evaluation	75-99%	OSSE completed the evaluation tool

Superintendent of Education				for rigorous teacher and principal evaluation systems and monitor LEAs for effective implementation of high-quality evaluation systems.	effectiveness of the model evaluation tool with participating LEAs and external third party partner. In FY15, OSSE worked with a cohort of LEAs to develop and pilot a model teacher evaluation system for the District that can be adopted for implementation by any District LEA.		and published results of the outcomes.		summary provides pro participants and other LEAs with important information about the strengths and weaknesses of the model and its "fit" for LEAs which ensures transparency and informs planning related to refinements. Of the model.		and published the results as committed, but we plan to do more to share the results further in FY17.
Office of the State Superintendent of Education	1		1.2	Develop guidance and training for LEAs to support effective implementation and accountability for compliance with the Attendance Accountability Amendment Act of 2013.	In FY16, OSSE will provide necessary technical assistance to support best practices regarding truancy interventions and compliance with reporting requirements. In FY15, OSSE streamlined data collection systems to reduce administrative burden.	FY16Q4	OSSE developed LEA and private school guidance and provided training but is currently updating its resource manual to reflect changes in the law.	Incremental	The provision of LEA training and guidance supports compliance with the requirements of the Act.	50-74%	OSSE needed to update its resource manual to reflect new changes in the law before it could move forward with additional technical assistance.
<b>Office of Elementary and Secondary Education - 2 (1 Initiative)</b>											
Office of the State Superintendent of Education	2		2.1	OSSE will create STEM, ELL, and SPED improvement plans anchored in professional learning communities and supported by master teachers.	OSSE will expand the tools, materials, and training opportunities available to assist LEAs with the implementation of CCSS. OSSE will expand the Learning Support Network to include enhanced support for Focus schools.	FY16Q4	OSSE created plans for each population and has been executing the majority of activities as outlined. The sped master teacher cadre has not been implemented due to procurement challenges. These projects are planned for Fy 17.	Incremental	The implementation of strategic plans addressing the needs of these special populations accelerates outcomes for struggling students and supports our District's overall performance.	50-74%	The sped master teacher cadre has not been implemented due to procurement challenges. These projects are planned for Fy 17.
<b>Office of Elementary and Secondary Education - 3 (1 Initiative)</b>											
Office of the State Superintendent of Education	3		3.1	Implement a high-quality differentiated system of support and	OSSE will implement a Statewide System of Support primarily	FY16Q4	OSSE has fully implemented the majority of universal trainings, three	Incremental	Providing targeted technical assistance to struggling	Complete	

				interventions for schools.	focused on improving performance in priority and focus schools. This system of interventions and supports will be anchored in the District's approved ESEA flexibility waiver and will ensure sustainability of reforms and improvements aligned to the District's Race to the Top grant.		LEA institutes, and the Learning Support Network, as planned.		schools identified under ESEA for state intervention, through a root cause analysis, action planning, a review of student data, and leadership coaching related to best practices, assists the District in accelerating improvement for students in these schools.	
--	--	--	--	----------------------------	---	--	---	--	--	--

**Office of Elementary and Secondary Education - 4 (2 Initiatives)**

Office of the State Superintendent of Education	4		4.1	Provide planning and implementation support to new public charter schools in order to provide sound foundations for sustainability and creation of additional high-quality public charter school seats.	OSSE will coordinate a joint technical assistance series with the Public Charter School Board (PCSB) to ensure high-quality support for charter founders and leaders. Will include topics such as managing federal funds; understanding legal obligations regarding students with disabilities; and navigating federal reporting requirements.	FY16Q4	OSSE fully executed this project in collaboration with PCSB in FY 16.	Incremental	Providing targeted technical assistance to dependent charter LEAs transition to fully overseeing special education programming and compliance assists the District in ensuring that students with disabilities are served well and in accelerating improvement for students in these schools.	Complete
Office of the State Superintendent of Education	4		4.2	Increase high-quality public charter schools' access to affordable facilities and grants to support continuous academic, programmatic, and operational improvement.	Through Scholarships for Opportunity and Results (SOAR) Act funding, OSSE provides support to public charter schools to assist in their academic, operational, and programmatic improvements specific to their school needs. In FY16, OSSE will make available grants to support the following:	FY16Q4	OSSE fully executed this project timely in FY 16.	Incremental	Implementing the requirements of this federal grant and distributing funding effectively and timely provides support to public charter schools to assist in their academic, operational, and programmatic improvements specific to their	Complete

					academic quality designed to have a direct and rapid impact on student achievement in charter schools; facilities improvements and upgrades—addressing an expressed need in the public charter school community across the District; capacity-building through third-party organizations; and replication and growth of proven public charter schools in the District.				school needs.	
--	--	--	--	--	--	--	--	--	---------------	--

**Office of Post-Secondary and Career Education - 1 (4 Initiatives)**

Office of the State Superintendent of Education	1		1.1	Develop a family engagement strategy to increase family involvement in postsecondary planning.	Studies show that parental involvement increases a student's likelihood of graduating from high school and continuing onto postsecondary education. In FY16, OSSE will conduct research on best practices to engage families in postsecondary planning and will collaborate with stakeholders to develop guidance for comprehensive family-engagement strategies.	FY16Q4	The strategy has been written and will be implemented in FY17.	None	The strategy has not yet had any impact because we have not yet implemented it. This will happen in FY17.	Complete
Office of the State Superintendent of Education	1		1.2	Expand and improve Dual Enrollment throughout the city.	In FY16, OSSE will expand and improve Dual Enrollment throughout the city by working with LEAs to award high school credit for courses taken on college campuses in the	FY16Q4	OSSE awarded funds to 3 institutions impacting 360 students compared to 307 students served in FY15. Students completed fall courses in December 2015.	Demonstrable	We enabled 360 students to take college-level course work on college campuses in the Washington metro area while ensuring that they received high school credit	Complete

				Washington metropolitan area and by providing financial assistance to students.		OSSE released the data for the SY 2016-2017 in early August.		for the courses taken and provide financial assistance to these students.			
Office of the State Superintendent of Education	1		1.3	Launch an SAT prep pilot program to better prepare all DC public school students to score competitively on the SAT.	OSSE will launch an SAT prep pilot program and continue to provide SAT test administration and fee payment for all public high school students.	FY16Q4	OSSE launched an SAT prep pilot program that ran from October 2015 through June 2016. For SY 2016-2017, OSSE awarded over \$365,000 to 23 schools, impacting over 3,000 students.	Incremental	We enabled 3000 students to increase their readiness for the SAT through this SAT prep program.	Complete	
Office of the State Superintendent of Education	1		1.4	Increase percentage of DC youth and adults who complete postsecondary education and career programs within 150% time of standard completion.	In FY16, OSSE will increase student and parent access to postsecondary education data in an effort to help inform Smart College Choices for DC students. This work includes the launch of the newest version of My College Fact Finder.	FY16Q4	OSSE launched a new, more robust version of My College Fact Finder, which has helped inform Smart College Choices for DC students.	Incremental	Access to this information helps inform Smart College Choices for DC students.	Complete	
<b>Office of Post-Secondary and Career Education - 2 (2 Initiatives)</b>											
Office of the State Superintendent of Education	2		2.1	Support IT Academies at high schools to increase students' digital literacy and to better prepare them for college and/or careers.	In FY15, OSSE expanded the Academy to two additional schools. In FY16, OSSE will continue to provide support and oversight to DCPS and public charter high schools as they deploy Academy curricula, resources, and learning strategies designed to increase the number of students gaining Microsoft certifications and demonstrating digital literacy.	FY16Q4	School Year 2015-2016 began in August and the IT Academies were launched in September. Schools met and exceeded last year's certification goals. As of September, 2016, 599 certifications were earned in comparison to 365 from last year.	Demonstrable	Students continued to earn Microsoft IT certifications that meet the demand for employers. Students learn important skills that support them to become successful in college and careers.	Complete	
Office of the State Superintendent	2		2.2	Develop and launch college readiness and	In FY16, OSSE will launch college readiness	FY16Q4	This work is still moving forward. OSSE will	Incremental	This work has helped OSSE finalize	25-49%	This work is still moving forward. We started by

of Education			career readiness indicators of success to share with the public via Learn DC website.	indicators on Learn DC. Additionally, OSSE will continue to work with stakeholders to begin reaching consensus on career readiness indicators of success. College readiness will to be posted publicly at the state and LEA levels on Learn DC in FY16. Career readiness indicators will be posted publicly at the same levels in FY17.		publish state level data through a series of reports housed on its website. LEAs will receive data for their schools and will have the option to publish data publicly. Report 1 has been released (see OSSE website). Report 2 is scheduled to be released at the end of Oct. Report 3 at the end of Nov. Reports 4 & 5 in early 2017.		authoritative business rules to be used for college readiness indicators, which will streamline processes moving forward.		publishing state-level data and then shared school-level data with LEAs, giving them the opportunity to choose whether or not they wanted to publish the data publicly. This work will be completed in early 2017.
--------------	--	--	---	---	--	---	--	---	--	--

**Office of Post-Secondary and Career Education - 3 (1 Initiative)**

Office of the State Superintendent of Education	3	3.1	Implement the newly established district-wide Youth Re-Engagement Center.	In FY14, the city established the District-wide youth Re-Engagement Center (REC) designed to reconnect 16 to 24 year-old, out-of-school youth to educational programs leading to high school diplomas or their equivalent. In FY16, OSSE will continue to implement this new initiative by performing a formative evaluation to identify areas for improvement and expansion. The REC will expand the number of reengaged youth supported to 250	FY16Q4	The REC implemented intake, evaluation, placement, and case management for youth. In FY16, the REC reenrolled 204 students, conducted a formative evaluation and offered wrap-around services to the 400 students reenrolled since the center's inception. REC developed a website to direct users to a range of alternative and adult-serving education programs throughout the District.	Demonstrable	The REC continues to gather meaningful data about our clients needs, the reasons why they dropped out of school, and the services that they are utilizing throughout the city. As indicated in the ReEngagement Center's annual report, youth "persist" in school at rates falling between 58% and 70%, depending on the time period considered.	75-99%	The Reengagement Center lost a Reengagement Specialist (case manager) and was unable to fill the role until February of 2016; however, once the new specialist was oriented he quickly began recruiting new clientele. Another challenge was the inability to place students in new enrollments from Nov-Jan, but we have since implemented new monitoring strategies to ensure that enrollment remains consistent throughout the fiscal year
---	---	-----	---	--	--------	--	--------------	--	--------	---

**Office of Post-Secondary and Career Education - 4 (3 Initiatives)**

Office of the State Superintendent of Education	4	4.1	Build new DC ONE APP system to reduce administrative and applicant burdens.	In FY15, OSSE began to build a new platform to better serve students who apply to the D.C. TAG scholarship program. The	FY16Q4	The new DC OneApp launched in February 2016, and DCTAG has received positive feedback on the	Incremental	The new DC OneApp is accessible on all mobile devices and computers, unlike the previous	75-99%	We are updating the student-facing and then institution-facing models incrementally and have completed the former. The
---	---	-----	---	---	--------	--	-------------	--	--------	--

					new DC ONE APP will not only be easier than the current system for students to use, but it will also reduce administrative burdens on program staff and participating institutions of higher education.		system. Student facing modules are complete and institution facing modules will be completed in FY17.		version of the DC OneApp. This has made it easier for students to apply. We expect to be able to report data on application completion by the end of the application cycle.		latter will be done in FY17.
Office of the State Superintendent of Education	4		4.2	Build data dashboards to inform work	In FY16, OSSE again will build data dashboards for Postsecondary and Career Education programs. These dashboards will highlight pertinent data so that program and administrative teams are better able to improve programs and operations.	FY16Q4	Data dashboards have been created and data approved by the Division of Data and Accountability. We are in the process of preparing files for graphic design work.	Incremental	Data quality and accuracy via integrated business rules to getting student test data in the hands of teachers. Each system provides a level of maturity and sophistication not available in the previous version.	Complete	
Office of the State Superintendent of Education	4		4.3	Streamline the licensure application process for postsecondary institutions.	OSSE will continue work on the development of an automated application system to better serve institutional applicants, Education Licensure Commission (ELC) commissioners and staff. The system will streamline application processing, provide a database inclusive of institutional statistical data, reduce paper collection, and diminish the storage challenges of the ELC.	FY16Q4	This initiative has a planned two year implementation. Progress this reporting period halted due to shifting OCIO priorities. Additionally, the funds reprogramming took from June until the middle of September to complete. The delay in the approval of the re-programming resulted in the inability to expend the funds, further delaying the work on this initiative.	None	The progress made this reporting period didn't directly impact the agency or its customers.	25-49%	This initiative has a planned two year implementation. Progress this reporting period halted due to shifting OCIO priorities. Additionally, the funds reprogramming took from June until the middle of September to complete. The delay in the approval of the re-programming resulted in the inability to expend the funds, further delaying the work on this initiative.
<b>Office of Post-Secondary and Career Education - 5 (1 Initiative)</b>											
Office of the State Superintendent of Education	5		5.1	Support adults enrolled in and matriculating through	In FY15, OSSE continued to collaborate with DOES and DHS	FY16Q4	OSSE has a Programmatic MOU with DOES, Data Sharing	Incremental	District residents are better able to obtain	75-99%	We are working through a few final issue to complete the

				<p>programs designed to increase their literacy levels.</p>	<p>to create MOUs to integrate services for district residents to support their attainment of secondary credentials and/or enrollment into postsecondary training. During this time, OSSE began implementing the first phase of this work. In FY16, OSSE will continue the implementation of this integrated approach to streamline access to adult literacy, vocational literacy, employment services, and social services for Adult and Family Education clients.</p>		<p>MOA with DOES, and Programmatic MOA with DDS/RSA. Additionally, OSSE has a Pending Programmatic MOA with DHS and Pending Data Sharing MOA with DOES, DHS and DDS/RSA.</p>	<p>information about and gain access to services offered by OSSE and DOES as a result of the partnership. Expansion plans include DDS/RSA and DHS. Data are not currently available.</p>		<p>Programmatic MOA with Dept and the Data Sharing MOA with DOES, DHS and DDS/RSA.</p>
--	--	--	--	---	---	--	--	--	--	--

**Office of Post-Secondary and Career Education - 6 (1 Initiative)**

Office of the State Superintendent of Education	6		6.1	<p>Update Education Licensure Commission's (ELC) regulations to reflect postsecondary industry best practices to improve quality assurance, and to expand its jurisdiction to include distance learning.</p>	<p>In FY14 and FY15, the Mayor, on behalf of the ELC introduced legislation related to the regulation of distance learning programs. In FY16, the ELC will finalize updates to regulations for degree and non-degree granting institutions, as well as distance learning programs, and codify ELC operating procedures. Updating the regulations and codifying operating procedures will clarify and improve the standards used to evaluate institutions and standardize the</p>	FY16Q4	<p>The regulations to govern distance education were published as final in August 2016. The HELC staff completed a first draft of the revised regulation which govern on-the-ground non-degree and degree institutions. The draft has been circulated internally to relevant stakeholders to begin review and comment. The next step is a 2nd revision to incorporate any changes from these reviews.</p>	None	<p>Once the revised application process is completed to synchronize with the new regulatory authority we anticipate some impact to our customers, namely, institutions will have to produce more robust documentation to support their ability to offer quality postsecondary education via distance education.</p>	75-99%	See status update.
---	---	--	-----	--	--	--------	---	------	---	--------	--------------------



					Commission's procedures. The work will ensure that the Commission is operating based on best practices and will eliminate unnecessary ambiguity in the Commission's work.						
<b>Office of Special Education - 1 (1 Initiative)</b>											
Office of the State Superintendent of Education	1		1.1	Share nonpublic program profiles to inform stakeholders about special education programming for private placements..	OSSE will publish nonpublic program profiles which will provide stakeholders with key program information to inform decision-making regarding all nonpublic programs approved to serve DC students.	FY16Q4	OSSE did not update its nonpublic profiles in FY 16. This work is planned for FY 17.	None	Publishing externally facing nonpublic program profiles provides parents and other education stakeholders with key information related to the performance of these schools.	0-24%	This project was delayed to FY17 due to competing priorities.
<b>Office of Special Education - 2 (1 Initiative)</b>											
Office of the State Superintendent of Education	2		2.1	Improve targeted intervention planning to LEAs through Learning Support Networks	OSSE will continue implementation of the Learning Support Network, including regularly reviewing performance data to inform targeted intervention planning and delivery to LEAs in the LSN.	FY16Q4	OSSE fully executed is Learning Support Network model for FY 16.	Incremental	Providing targeted technical assistance to struggling schools indentified under ESEA for state intervention, through a root cause analysis, action planning, a review of student data, and leadership coaching related to best practices, assists the District in accelerating improvement for students in these schools.	Complete	
<b>Office of Special Education - 3 (2 Initiatives)</b>											
Office of the State Superintendent of Education	3		3.1	Ensure high quality special education through focused monitoring.	OSSE successfully implemented a focused monitoring secondary	FY16Q4	OSSE fully executed its focused monitoring plan for FY 16.	Incremental	Providing focused monitoring, which includes a "deep dive" into student	Complete	

					transition pilot initiative which demonstrated a significant impact in improving compliance and results. As a result, OSSE will continue this focused monitoring initiative in FY16.				data and coaching related to best practices, assists the District in accelerating improvement in remaining areas of sped noncompliance.		
Office of the State Superintendent of Education	3		3.2	Expansion of Medicaid Claiming.	In FY16, OSSE will initiate collection of Medicaid reimbursements for allowable services provided to children with qualifying disabilities via OSSE's Part C Program and Non-Public Tuition Payment Unit, and ensure LEAs, Part C providers, and nonpublic programs have access to training and technical assistance that will allow for full claiming and appropriate use of reimbursements.	FY16Q4	OSSE did not begin claiming for Part C or nonpublic reimbursement due to the timeline by which the DHCF SPA was finalized, which required review by federal Medicaid office and approval by council. The SPA has recently been finalized and OSSE is working collaboratively with DHCF to initiate claiming in FY 17.	None	Initiating claiming for these programs will increase available education dollars to the District and maximize the District's ROI, allowing for sound and effective use of funds.	0-24%	See status update.

**Office of Special Education - 4 (1 Initiative)**

Office of the State Superintendent of Education	4		4.1	Special Education Training and Technical Assistance.	In FY 16, OSSE DSE will expand LEAs' resources available to support implementation of Common Core standards, with an emphasis on special populations. (See objective 2.1 in Division of Elementary and Secondary)	FY16Q4	OSSE fully executed all components of its technical assistance plan with the exception of creation of a master teacher cadre for special educators. This project was delayed due to procurement challenges.	Incremental	Providing evidence-based technical assistance helps LEAs improve instruction and accelerate outcomes for students with disabilities.	75-99%	OSSE fully executed all components of its technical assistance plan with the exception of creation of a master teacher cadre for special educators. This project was delayed due to procurement challenges.
---	---	--	-----	--	---	--------	---	-------------	--	--------	---

**Office of Special Education - 5 (1 Initiative)**

Office of the State Superintendent of Education	5		5.1	ESSE Reports Framework.	OSSE will expand the Special Education Reports	FY16Q4	OSSE has fully executed this initiative; the special education	Incremental	Creating easy to use, accessible reports related	Complete	
---	---	--	-----	-------------------------	--	--------	--	-------------	--	----------	--

					Framework. The Reports Framework is a special education interface within SLED designed to provide LEAs real-time data access to key special education performance and compliance metrics, supporting enhanced management of special education requirements and ensuring timely service delivery.		reporting framework has been integrated into SLED.		to special education performance helps LEAs proactively manage to, and meet, multiple compliance deadlines.		
--	--	--	--	--	--	--	--	--	---	--	--

**Office of the Chief Information Officer - 1 (2 Initiatives)**

Office of the State Superintendent of Education	1		1.1	Develop OSSE Executive Dashboards	In FY16, OSSE will develop a series of applications that supports multi-program initiatives. This coordinated effort will support strategic and tactical planning to ensure delivery of high quality technology solutions.	FY16Q4	OSSE has developed and delivered no less than 15 applications this year that support this objective however we continue to uncover new and additional ways to support the LEAs and CBOs so this effort is not over.	Incremental	Data quality and accuracy via integrated business rules to getting student test data in the hands of teachers. Each system provides a level of maturity and sophistication not available in the previous version.	75-99%	OSSE has developed and delivered no less than 15 applications this year that support this objective however we continue to uncover new and additional ways to support the LEAs and CBOs so this effort is not over.
---	---	--	-----	-----------------------------------	--	--------	---	-------------	---	--------	---

Office of the State Superintendent of Education	1		1.2	Modernize the Wellness and Nutrition Services System.	In FY16, OSSE will roll out two new modules for the WNS modernization effort. Claims processing and applications will be made available online for the first time.	FY16Q4	The WNS and IT teams successfully rolled out several new modules to enhance the existing NSCAPS systems. These include, ORCHARD framework, security, online applications, and ratified contract mods. The first online claims will occur in November for the meals served in October.	Incremental	The user community was excited that they could complete the application portion of this years	Complete	
---	---	--	-----	---	--	--------	---	-------------	---	----------	--

**Office of the Chief Information Officer - 2 (1 Initiative)**

Office of the State	2		2.1	Centralize information	In FY16, OSSE will centralize all	FY16Q4	Currently we are working on	Incremental	Once implemented	0-24%	This project was put on hold due to
---------------------	---	--	-----	------------------------	-----------------------------------	--------	-----------------------------	-------------	------------------	-------	-------------------------------------

Superintendent of Education				technology support and infrastructure.	IT initiatives and staff within the Office of the Chief Information Officer (CIO). The intent is to leverage all technical assets across the agency to provide a unified and uniform approach to technical deliverables. As part of this effort, OSSE will formalize an enterprise architecture framework and standardize the purchase of common technologies using the standards adopted by the CIO for hardware, software, and equipment.		phase one which is the OSSE DOT consolidation with an expected completion of Q2 FY17. This deliverable date is to ensure that all systems and processes are documented and understood before making any changes. Phase two which would potentially include DAR resources was put on hold until a new Assistant Sup was hired this month.		this will save money and speed delivery of IT initiatives		other internal priorities and while waiting for the new Assistant Sup for DAR to be hired.
-----------------------------	--	--	--	--	---	--	--	--	---	--	--

**Office of the Chief Information Officer - 3 (1 Initiative)**

Office of the State Superintendent of Education	3		3.1	Continue to support schools to ensure readiness for PARCC and other computer-based Next Generation Assessments.	In FY15, OSSE conducted technology-readiness assessments at each school and provide customized recommendations for each school based on its current level of readiness and needs as compared to the PARCC Guidelines for computing and technology. OSSE will ensure schools continue to be supported in computer-based administration of next generation assessments.	FY16Q4	PARCC testing for SY15-16 had more than 95 percent of the schools testing online.	Incremental	We are entering into the 3rd year of online assessments and all schools will be required to administer the tests on line.	75-99%	See status update.
---	---	--	-----	---	---	--------	---	-------------	---	--------	--------------------

**Office of the Chief Operating Officer - 1 (2 Initiatives)**

Office of the State Superintendent of Education	1		1.1	Improve the Freedom of Information Act (FOIA) process.	In FY16, OSSE will streamline the FOIA system, develop external	FY16Q4	Fulfillment process significantly streamlined,	Incremental	FOIA is an ongoing agency process that contributes to	75-99%	We still need to complete internal training around FOIA.
---	---	--	-----	--	---	--------	--	-------------	---	--------	--

				constituent expectations, and increase internal FOIA communication. OSSE will enhancing the internal FOIA process to increase transparency, communication, timeliness, and security.		kicking off additional division-level training		providing transparency		
Office of the State Superintendent of Education	1		1.2	Enhance and expand functionality of the agency enterprise grants management system.  In FY15, OSSE implemented phase one of an electronic enterprise grants management systems for public use. In FY16, OSSE will implement a user interface modernization to enhance the end user of EGMS experience. Phase two of the enterprise grants management system, included activities such as enhanced upload capabilities to reduce burdens on end-users, lapsing funds strategy coding into the system hierarchy, and a monitoring and compliance repository. Every phase of the grants management lifecycle will be electronically managed, monitored, and accessed through the web portal.	FY16Q4	The user interface modernization is complete. Enhanced upload capabilities is complete with the implementation of a budget upload option and a reimbursement request upload option. The lapsing funds strategy coding is also complete as we have set up the payment system to pay from the oldest funds first. Lastly, some grant programs have monitoring and a compliance repository in EGMS, but not all to date. We are continuing development work in FY17.	Incremental	EGMS is the tool that provides grants management from application, to payments to monitoring to closeout. It contributes to the agency's goal to reduce the burden on our LEA's by consolidating the grant application and payment system. It also provides transparency for all users.	Complete	
<b>Office of the Chief Operating Officer - 2 (1 Initiative)</b>										
Office of the State Superintendent of Education	2		2.1	Streamline existing systems to provide more efficient internal and external customer service.  As part of its strategic planning process, OSSE identified redundancies in routines (e.g., help desks) and procedures (e.g., travel requests, conference room	FY16Q4	Agency has reviewed and received feedback support from OCA on new processes. Agency is considering additional	Incremental	With new or additional supports, the agency's procedures will be more efficient with its operations.	50-74%	We created the OSSE Help Desk (OHD) in order to consolidate the over 2 dozen tools/methods used across the agency for tracking customer service issues.

					booking) that could be streamlined. In FY16, OSSE will further analyze the scope of redundancies and develop strategies to mitigate confusion and promote efficiency and effective operations.		methods to help streamline procedures.				Due to the number of systems that need to be integrated into the new tool, the process has taken longer than expected. OHD was piloted in August 2016 and rolled out in September 2016. At this time we have consolidated all but a handful of those standalone systems and are actively working on those last few.
<b>Office of the Chief Operating Officer - 3 (1 Initiative)</b>											
Office of the State Superintendent of Education	3		3.1	Implement residency verification across DC and ensure that all families have access to due process resolutions.	In FY16, OSSE will continue to implement residency verification process and provide training and resources to LEAs on the enrollment verification process and reporting potential instances of residency fraud. The Office of Dispute Resolution (ODR) will continue to include hearings on residency disputes.	FY16Q4	Enrollment audit training is complete including a webinar in March. This webinar was designed for LEAs to review new residency verification forms as well as new business rules. LEAs continue to use the enrollment audit inbox for questions regarding the enrollment audit.	Incremental	The work impacts the entire city as the residency verification process touches both DCPS as well as charters. All LEAs must follow the same guidance regarding acceptable residency documents.	75-99%	New developments around residency fraud in FY16 led us to expand our efforts in this area and extended the timeline.
<b>Office of the Director - 1 (2 Initiatives)</b>											
Office of the State Superintendent of Education	1		1.1	Support ongoing transition to new assessments aligned to Common Core State Standards.	OSSE will continue to implement a multi-year plan for transitioning to new CCSS-aligned assessments with measurable goals, action steps, and timelines to support local implementation.	FY16Q4	Completed spring 2016 PARCC and MSAA test administration and release of test results in August 2016. OSSE has also been hosting additional workshops for LEAs and educators to support use of PARCC assessment results in supporting CCSS instruction.	Incremental	Transition to college- and career-ready assessments puts the city on a trajectory to have more meaningful information about student progress to be able to take action and provide supports.	75-99%	We conducted multiple workshops and TA sessions for LEAs but there is still more that can do to complete the transition.

Office of the State Superintendent of Education	1	1.2	Add performance metrics for schools to enhance and improve state report cards LEARN DC.	Improve the quality and transparency of the state report cards and ensure parents and the public have improved access to information around new common core assessments and college and career readiness to aid in decision-making and understanding of schools.	FY16Q4	OSSE is working closely with DME, DCPS, PCSB, the SBOE, and other stakeholders to develop a new state accountability system under ESSA that will be in place for the 2017-18 school year. We will be considering this initiative as part of the design of our state report card under ESSA once the accountability system is established.	Incremental	A new report card will provide parents and community members with the opportunity to evaluate schools across the city from both the charter sector and within the DC Public School System. This will improve their ability to make informed school choices.	0-24%	We have incorporated this initiative into the development of a new accountability system for DC. As a result, the timeline has been pushed out a year.
<b>Office of the Director - 2 (1 Initiative)</b>										
Office of the State Superintendent of Education	2	2.1	Implement a flexible reporting solution for LEAs and CBOs to access data from SLED and other systems.	In FY16, OSSE will implement Qlik to provide LEAs and CBOs with a flexible reporting solution to access data from SLED and other systems.	FY16Q4	Implementation is complete.	Incremental	We are using Qlik to put data that OSSE collects back into the hands of LEAs in a format that they can use to easily analyze the data and gain insights. We have also developed custom reports that save them time, help identify errors in the data, and deliver new analyses with the click of a button.	Complete	
<b>Office of the Director - 3 (2 Initiatives)</b>										
Office of the State Superintendent of Education	3	3.1	Implement an outcomes-based learning management system.	Develop and implement a plan to ensure each employee has a tailored professional development plan aligned with the core competencies, required job knowledge, agency mission, career trajectory and individual	FY16Q4	We have pushed for strong discussion between managers and staff during the upcoming performance management season. In addition, we have developed guidance with regards to PD for managers	Incremental	PD ranks high on our staff survey in terms of employee needs and wants. More intentional PD offerings will help with morale and retention.	25-49%	Due to competing priorities and hiring for critical positions, this priority was delayed until after the next round of performance and PD plans-- in October/November 2016.

FY16 POH Q106 Attachment 1 - FY16 OSSE Performance Accountability Report

					performance goals.		and staff that includes training PD at OSSE and mapping out readily available PD from DCHR, internal OSSE stakeholders, other DC government Agencies, and SkillPort.				
Office of the State Superintendent of Education	3		3.2	Provide OSSE employees with Equal Employment Opportunity (EEO) and diversity training.	OSSE will partner with the Office of Human Rights & the Office of Human Resources to provide trainings, workshops and implement awareness campaigns of compliance with local and federal antidiscrimination laws to all agency employees. Trainings will include in-depth training for EEO Counselors and Management Liaison Specialists (HR) handling employee relations matters.	FY16Q4	We have worked to ensure those interested in becoming EEO counselors have access to DCHR trainings. However, there were some scheduling difficulties. We have also been drafting a more comprehensive EEO strategy for the upcoming fiscal year.	Incremental	This will continue to bolster our EEO program and ensure that all staff are aware of their rights and know the process for addressing any issues.	50-74%	See status update. We will continue this work in FY17.

**Office of the Director - 4 (1 Initiative)**

Office of the State Superintendent of Education	4		4.1	Launch a comprehensive training program to support data use in schools.	In FY16, OSSE will continue to work with LEAs to ensure all data produced by OSSE is clearly communicated and train school and LEA staff on the use of this data for data-based decision-making. In addition, OSSE will hold a summit to showcase strong practices.	FY16Q4	We held a data summit in July of this year to share best practices. Following the release of PARCC results, we held workshops with LEAs and educators to support the use of PARCC data in strengthening common-core aligned instruction.	Incremental	By offering trainings helping share best practices, we are strengthening data-driven decisionmaking in schools across DC.	75-99%	We continued to make incremental progress in this area with the data summit, professional development workshops, and additional trainings to schools around the effective use of data shared through our online portal, Qlik. However, we plan to continue building on this foundation in the coming year by expanding these efforts so do not consider it fully complete.
---	---	--	-----	---	---	--------	--	-------------	---	--------	--



FY16 POH Q106 Attachment 1 - FY16 OSSE Performance Accountability Report

Office of the Director - 5 (1 Initiative)											
Office of the State Superintendent of Education	5		5.1	Support LEA implementation of teacher equity strategies.	In FY16 OSSE will support LEA efforts to implement a state plan to ensure that poor and minority students get access to as many great teachers as their more advantaged peers.	FY16Q4	OSSE has fully executed all but one planned strategic priority mapped out for year one of the plan. Plans to strengthen implementation of the remaining strategy in year two are in place and work is underway.	Incremental	OSSE continues to work with LEAs on additional strategies with LEAs related to evaluation leader effectiveness to inform strategic recruitment.	75-99%	We acknowledged that the final strategy in our state plan could be strengthened further before implementation.
Office of the Director - 6 (1 Initiative)											
Office of the State Superintendent of Education	6		6.1	Launch comprehensive communications strategy.	OSSE will employ a targeted and comprehensive communications strategy to convey critical OSSE news, activities, educational initiatives and significant reports to the public with the goal of meeting the needs of diverse audiences.	FY16Q4	OSSE developed a set of guiding principles that set a clear and high bar for excellence in our communications. We then implemented a structured review process to make sure we held ourselves to this standard. We also revamped our weekly e-newsletter for local education agencies to be more user-friendly while developing new templates and brand guidelines for our staff. We are about to release our first annual report too.	Incremental	External stakeholders are more informed of OSSE's work and impact. Staff are better equipped to communicate with external stakeholders.	75-99%	We developed and implemented a comprehensive communications strategy but continue to find new ways that we can improve our communications to LEA. We will continue to work on this initiative in FY17.
Office of the Director - 7 (1 Initiative)											
Office of the State Superintendent of Education	7		7.1	OSSE strategic plan .	OSSE will complete development of a strategic plan designed to guide the work of the agency for several years. OSSE will communicate the vision and key workstreams included in the strategic plan to internal and external	FY16Q4	We completed development of the plan and are aligning internal resources to support its implementation. Nearly a year into the plan, we have completed more than one-third of the activities we laid out and are about to publish our first ever	Incremental	Implementation will continue over the next two years.	Complete	

				stakeholders and begin aligning resources to implementation of the plan during FY16.		annual report that communicates some of our key accomplishments from the last year that align with the strategic plan.				
--	--	--	--	--	--	--	--	--	--	--

**Office of Wellness and Nutrition Services - 1 (1 Initiative)**

Office of the State Superintendent of Education	1		1.1	Deliver tailored professional development trainings and/or workshops in selected health topics and curricula.	Create at least five online or in-person professional development trainings and/or workshops in selected health topics about how educators can select and implement appropriate school-based health and physical education curricula. The results of each training and/or workshop will help identify instructional strategies that improve teaching and student learning, ensure a complete, thorough and consistent review of health education curricula, and provide students and families with essential health skills necessary to adopt, practice and maintain health enhancing behaviors.	FY16Q4	The OSSE'S Division of Health and Wellness has a menu of diverse professional developments, services and technical assistance on a variety of health topics. Some of these include the Healthy Schools Act Health Profile Informational Webinar, The Youth Risk Behavior Surveillance Survey (YRBSS) 101, Healthy Youth Resource Guide and Online Referral Tracking System Training, CPR, Concussion training and much more.	Incremental	This professional development menu has allowed educators to choose from a variety of health topics which has and will enhance and improve both teaching and student learning. According to the Whole School, Whole Community, Whole Child Model students with quality health and physical education and support is a collaborative effort, as it requires coordination between school administrative staff, teachers, parents, and other supportive adults.	75-99%	See status update.
---	---	--	-----	---	--	--------	--	-------------	---	--------	--------------------

**Office of Wellness and Nutrition Services - 2 (2 Initiatives)**

Office of the State Superintendent of Education	2		2.1	Reporting Achievement on Health and Physical Education Standards.	OSSE will collect and report on achievement against health and physical education standards across schools, supporting LEAs in innovative and flexible ways of assessing student	FY16Q4	District public and public charter schools successfully administered the Health and Physical Education Assessment in grades 5, 8, and high school health during	Demonstrable	Through results of the Health and Physical Education Assessment, OSSE is able to assess student knowledge as it pertains to the District's Health and Physical Education	Complete	
---	---	--	-----	---	--	--------	---	--------------	--	----------	--

				understanding of the standards		the spring of 2016. OSSE will maximize flexibility, OSSE offered LEAs the option to: (1) administer an OSSE's generated, online assessment or (2) develop and administer an individualized assessment, both of which aligned to the District's Health and Physical Education Standards.		Standards. These findings provide both OSSE and LEAs with awareness to gaps in health and physical education and inform policy and programming.		
Office of the State Superintendent of Education	2	2.2	Evaluation of DC Healthy Schools Act.	In FY 15, OSSE awarded a contract to begin a three year longitudinal evaluation of the DC Healthy Schools Act beginning in FY16. In FY16, OSSE will establish the research questions and baseline data from at least six schools in year one of the evaluation.	FY16Q4	We are on target and final report from vendor is expected 10.31.16.	Incremental	The full evaluation will be complete by October 31 2016.	75-99%	The full evaluation will be complete by October 31 2016.
<b>Office of Wellness and Nutrition Services - 3 (5 Initiatives)</b>										
Office of the State Superintendent of Education	3	3.1	Implement The DC Healthy Tots Emergency Act of 2014.	In FY16, OSSE will finalize regulations for the DC Healthy Tots Emergency Act of 2014. OSSE will conduct outreach trainings to child development facilities on these regulations and the US Department of Agriculture Child and Adult Care Food Program and provide onsite technical assistance.	FY16Q4	Regulations were finalized In early FY16 and implemented by the CACFP team. Trainings were conducted in coordination with DEL around CACFP and the Healthy Tots Act.	Incremental	The Healthy Tots Act expands access to meals by increasing the number of CACFP participating centers.	Complete	
Office of the State Superintendent	3	3.2	Partner with community-based	In FY16, OSSE will partner with community-	FY16Q4	OSSE worked with many organizations to	Incremental	For many children in DC, meals provided	Complete	

of Education				organizations to increase participation in all child nutrition programs.	based organizations to increase the quality of the food served and the number of children participating in the child nutrition programs including the Child and Adult Care Food Program, the After School Snack and Supper Programs, the Free Summer Meals Program and the DC Healthy Schools and Healthy Tots Programs. Outreach materials will be updated and will be widely distributed throughout the city and in partnership with District government agencies and the Mayor's One City Youth Initiative.		promote access to free meals, whether it be summer, after school meals or breakfast in the classroom.		in schools, summer programs and child care centers may be their only meal that day. Ensuring as many families know about these programs in crucial		
Office of the State Superintendent of Education	3		3.3	Continue district wide athletic competition for students from across LEAs/schools	In FY16, OSSE expects to support 20 athletic competitions.	FY16Q4	We oversaw 21 athletic competitions	Incremental	Statewide athletic competitions has increased each year since the inception of the DCSAA.	Complete	
Office of the State Superintendent of Education	3		3.4	Increase access to sustainability programs related to nutrition and health.	In FY16, OSSE will continue to build new and maintain existing school gardens and orchards. This will include building three outdoor classrooms in coordination with DGS for nutrition and health education related to fresh, healthy food. OSSE will ensure that all facilities have maintenance plans and related educational	FY16Q4	Health and Wellness continues to provide local funds to grow and sustain school gardens. While now outdoor classes have been built yet, construction plans and contractors have been selected.	Incremental	School gardens provide a fun, hands on way of learning, which can relate to almost any subject matter.	Complete	

Office of the State Superintendent of Education	3	3.5	Develop environmental literacy program.	In accordance with the Sustainable DC Omnibus Amendment Act of 2013, an amendment to the DC Healthy Schools Act, incorporate environmental literacy and sustainability jobs training education into curricula through an environmental literacy program.	FY16Q4	Established the Environmental Literacy Leadership Cadre and grant programs. Environmental literacy is being aligned with science curriculum.	Demonstrable	Increase in environmental literacy activities in 16 schools - every student in every elementary grade receiving science instruction related to the environment. Better coordinated environmental experiences across grade levels.	Complete
---	---	-----	---	--	--------	--	--------------	---	----------

2016 Accomplishments

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?
<p>Sharing insights and saving time for local education agencies OSSE introduced a new tool called Qlik Sense at the start of last school year that pushes data collected by OSSE from each local education agency (LEA) back to the respective LEA. Qlik Sense displays the data in a graphic and excel-based format that is easy to analyze and manage. The tool now includes attendance, demographic and standardized test data. LEAs can build reports that incorporate their own internal data as well. To save LEAs time and avoid unnecessary duplication of work, OSSE has shared standard reports such as a student attendance tracker that LEAs will otherwise create themselves. Through Qlik Sense, OSSE can also automatically notify LEAs of errors in their data and the expected source so LEAs can quickly resolve the issue. As a result of the new system released in August 2016, we have already seen the number of errors decrease 71% in just two months.</p>	<p>Qlik has made it easier for schools to analyze student data and also provided them will useful reports on a regular basis, such as the attendance report. In the words of an LEA leader, "We've used Qlik to analyze attendance, behavior and academic data, to identify areas of need at the student, class and school level, and to set and track goals." Access to such actionable data informs thoughtful decisionmaking by schools, enabling them to serve their students more effectively.</p>	<p>This accomplishment is aligned with our strategic plan, specifically to our focus on providing high-quality and actionable data to LEAs to help them meet the needs of all learners. Qlik also reduces the workload burden on our end by automatically identifying errors in LEAs data submissions and guiding them to identify the source of the problem.</p>
<p>Sharing standardized test results with tools tailored for families, teachers and community members OSSE oversaw the successful and timely release of test results for PARCC, a set of rigorous year-end assessments for English language arts and math that replaced DC CAS two years ago. Working closely with partners, we sought to provide high quality and actionable data to our parents, educators and policymakers through a variety of formats. We simplified our individual student score reports for families, while streamlining the ways in which schools received these reports to send home. To help translate the results into actionable learnings for educators, we led professional development workshops for school teams. We also made significant updates to our public-facing website, results.osse.dc.gov, to make the data more usable for community members and leaders.</p>	<p>Timely access to end-of-grade test score results is critical to helping families and students understand the students' academic areas of strength and weaknesses so they can address the latter and build on the former. In addition, the aggregated results can inform decisionmaking within schools around how to strengthen their curricula or its delivery in subjects or grades where they are not seeing student growth.</p>	<p>This accomplishment is aligned to our strategic plan, specifically our focus on providing high-quality and actionable data to families and practitioners. Completing this work also enabled us to fulfill one of our core responsibilities as DC's state education agency: administering high quality, end-of-grade standardized tests that assess students' readiness for college and career and sharing the results back with families and schools in a digestible and actionable format.</p>
<p>Understanding the developmental needs of the District's preschoolers To deepen our understanding of what supports the District's three and four-year olds need to prepare for success in school, OSSE worked in partnership with child care centers and schools to create a snapshot of children's health and school readiness by neighborhood. This Early Development Instrument (EDI) evaluates the physical, social, and emotional health of children as well as their language and cognitive development, highlighting where in the district children are vulnerable in each domain. This work revealed that DC's children are on par in their development with national averages in 4 of the 5 domains. We want to celebrate this finding while also working to address areas of vulnerability in local communities and the resources needed to address them. OSSE is now sharing these</p>	<p>This research highlights where DC's children are on par in their development with national averages and where we have room for significant growth. This information lays a critical foundation for OSSE and other early childhood stakeholders to build on. By highlighting both the types of development where DC is behind as well as the neighborhoods that are at highest risk, the early childhood community can more effectively target</p>	<p>This accomplishment is aligned to our strategic plan, particularly the focus on quality and equity. By undertaking this research, we are now better prepared to use all of the levers at our disposal to help accelerate the development of those children most in need because we have a clearer understanding of where the greatest needs exist.</p>

results with early childhood stakeholders and facilitating collaboration to tackle common issues.

its resources to address these challenges

FY16 POH Q106 Attachment 1 - FY16 OSSE Performance Accountability Report