GOVERNMENT OF THE DISTRICT OF COLUMBIA
Executive Office of Mayor Muriel Bowser

Office of the City Administrator

January 15, 2021

Fiscal Year (FY) 2020 was an unprecedented year for all DC residents, businesses and the District Government. In March 2020—the second quarter of the fiscal year—Mayor Bowser declared a public health emergency and District government quickly pivoted to respond to the COVID-19 global health pandemic. To align with recommended social distancing and public safety guidelines, in just one day, over 60 percent of District government employees transitioned to a telework posture. In addition, many District agencies limited or temporarily ceased most in-person activities and services.

The global health emergency required the District to significantly reallocate financial and personnel resources to respond to the pandemic. With the change in operations and a substantial decrease in revenues, the District's response required all agencies to determine how to best provide services to District residents, visitors and employees, while maintaining the necessary protocols to help slow the spread of COVID-19.

As such, the global health pandemic greatly impacted some agencies' abilities to meet their FY20 key performance indicators (KPIs) and strategic initiatives established prior to its onset as agencies shifted resources to respond to COVID-19. Therefore, outcomes for KPIs and strategic initiatives reflect a shift in District priorities and efforts during this crisis. While we continue to believe strongly in performance tracking to improve District services, the data for FY20 is not fully indicative of agencies' performance and should be reviewed factoring in the unprecedented challenges encountered in FY 2020.

Sincerely,

Kevin Donahue
Interim City Administrator

Office of the State Superintendent of Education FY2020

Agency Office of the State Superintendent of Education **Agency Code** GD0 **Fiscal Year** 2020

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.

2020 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
Completed phase one of a multi-year process to overhaul and optimize agency data infrastructure	This year OSSE completed an inventory of data assets and launched an application that empowers data stewards across the agency to define critical assets and serve as a hub for users to learn about the data points they use in FY20. This work represented the beginning of a multi-year effort to transform how our data is stored, accessed, and used. While this effort is deeply behind the scenes, it is critically important to the efficient functioning of the agency, continued success of our programs, and ongoing improvements for students, parents, families, and stakeholders. Each year, OSSE collects more than 108 million data points, completes more than 700 pages of required reporting to Council, submits 200 plus reports to the U.S. Department of Education, fulfills hundreds of data requests, and executes nearly 100 external data sharing agreements. These impressive efforts are hampered by data management practices that have not kept pace with the agency's growth and which introduce the potential for errors and burden staff. This work will continue through the next several fiscal years and ultimately result in more modern, user-friendly, and efficient services.	Phase one of this multi-year effort established a critical foundation for strengthening and streamlining OSSE's data infrastructure. This effort laid important groundwork for the successful launch of the Research Practice Partnership, which relies on access to quality timely data from OSSE to provide residents, policymakers, and advocates with actionable research about how to strengthen our public schools. In addition to the Research Practice Partnership, this initiative has already begun to improve agency operations which, in turn, benefit District residents by ensuring that OSSE can fulfill data requests in a timely and accurate manner, conduct more efficient data analysis that contributes to ongoing improvements in student achievement, and provide transparent and timely access to information for stakeholders.
Developed and received approval on a new Perkins State Plan to strengthen career and technical education across the city	The process of updating DC's Perkins State Plan was an intensive process that occurred over the course of many months. In addition to meeting the requirements outlined by the U.S. Department of Education (USED), OSSE staff in the Division of Postsecondary and Career Education (PCE) cultivated relationships with leaders of some of the most in-demand industries in our region to ensure that students in CTE programs have access to the learning, training, and skill development that will position them for jobs post-completion. OSSE staff also embraced the agency's commitment to improving access to information for stakeholders by developing and executing on a robust public engagement process. Drafted in close collaboration with teachers and industry partners and informed by best practices from around the nation, the plan received public input throughout its development and was open for a months-long public comment period.	The submission and approval of a new Perkins Career and Technical Education (CTE) state plan for DC positively impacted District residents by providing a roadmap for the Office of the State Superintendent of Education to use in expanding access to high-quality CTE opportunities for learners throughout the city. The plan provides a framework for increasing engagement and achievement for students participating in CTE programs and prepares them to earn jobs in high-skilled, high-wage, and in-demand industries. In particular, the state plan transforms the student experience for participants in the District's forty-two CTE programs of study through updates to and strengthening of the required standards for 107 courses, increases to the availability and impact of work-based learning, and improved teacher education and development opportunities. In contrast to the previous state plan, the newest version intentionally fosters meaningful partnerships between the classroom and organizations in business and industry to enhance academic offerings and provide strong and meaningful opportunities for hands-on learning in the field. Moreover, the plan also aims to increase academic outcomes for CTE concentrators by setting goals around English and language arts (ELA) and math proficiency, as well as course completion. Finally, the plan intends to increase equity by establishing citywide Advanced Technical Centers that give more students access to CTE programs.
Created a three-year roadmap to improve outcomes for students with disabilities	Internally, this focus on students with disabilities has united staff from every one of our divisions; knowing the sheer scope of the work to be done, OSSE brought together a working group to conduct the landscape analysis and subsequent engagement. The many perspectives and areas of expertise possessed by this group were invaluable in ensuring that the full power and attention of the agency is being brought to bear on this issue. In particular, the many members of the Students with Disabilities Working Group each contributed to a landscape and data analysis that unpacked the root causes of the lingering disparities between SWDs and their peers, sought to identify best practices from large urban districts and states across the nation, and accurately stated the scope of these differences in the city during this initial research and outreach phase. The unified attention has reoriented many parts of the agency and made it possible to make progress. We will continue to build on this new level of cross-divisional collaboration as we begin to implement our roadmap in FY21.	As part of an agency-wide focus on improving outcomes for students with disabilities, OSSE conducted interviews, analyzed internal and external data sets, and performed research as part of an extensive landscape analysis aimed at better understanding the present realities of special education in the District. In full, the landscape analysis presents the most complete assessment of DC special education scope, scale, and challenges ever developed and includes key demographic findings, entry and exit data, best practices from other states and large urban districts, and initial recommendations for action. Following the stakeholder analysis, OSSE shared and unpacked these findings through engagement with educators, school staff, families, advocates, and partners at DCPS and PCSB to amplify public voice, forge key relationships, and create a shared understanding of the issues across the DC education sector. This effort culminated in the development a three-year roadmap for improving outcomes for students with disabilities, which focused on the following priorities: • Setting clear and high expectations, • Strengthening staff and leadership capacity, • Promoting appropriate identification and placement, • Expanding access to actionable information and data, • Enabling schoolwide systems of support, and • Addressing recovery needs. To date, this work has provided much-needed clarity and level-setting across the education landscape and empowers OSSE, peer agencies, and stakeholders to embark on the work of advancing outcomes for students with disabilities (SWDs) armed with the knowledge and planning required for success. Moving forward, this work will continue to yield great impact for District residents, particularly given the number of students with disabilities across the city (18% of students).

2020 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
1 - High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (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	77.5%	69.6%	87.8%	85%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	78.11%	Nearly Met	Due to budget constraints, the OSSE team responsible for this work lost a valuable team member mid-year. While the position was filled, the selected backfill was a staff member new to the LEA Liaison team who did not have the experience possessed by the veteran team member. Other contributing factors may have been due to the shift to remote work during the pandemic.
Percent of all students graduating from high school in four years	Annually	Waiting on Data	Waiting on Data	66%	79%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	
Percent of all students at college and career ready level in reading on statewide assessment	Annually	31%	29.4%	37%	34%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of all students at college and career ready level in mathematics on statewide assessment	Annually	28%	33.3%	31%	32%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
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. (5 Measures)												
Percent of childhood and development programs that meet "Quality" and "High-Quality" designations	Annually	49.5%	49.7%	42.9%	50%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	41.2%	Unmet	52% of facilities that received Capital Quality ratings in Fall 2019 were rated "Quality" or "High Quality." 21% of Capital Quality participating programs did not receive ratings in Fall 2019 because they did not yet have two years of observations. OSSE was unable to assign new Capital Quality ratings to programs in Fall 2020 because the effects of the public health emergency required cancellation of observations during Spring 2020.

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	Annually	Waiting on Data	Waiting on Data	Waiting on Data	37%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	
Percent of low-performing schools that show overall growth in academic achievement	Annually	Waiting on Data	Waiting on Data	80%	80%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	Annually	36.6%	42.8%	47.6%	45%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	41.78%	Nearly Met	FY20 target was to have been set at 40%.
Total number of childhood development programs meeting "Quality" and "High-Quality" designations	Annually	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure	Annual Measure	Annual Measure	Annual Measure	89	New in 2020	
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)												
Number of A-133 audit findings	Annually	0	0	0	5	Annual Measure	Annual Measure	Annual Measure	Annual Measure	0	Met	
Average number of days taken to complete reviews of educator licensure applications	Quarterly	135	16.8	24.7	30	31	23	10	18	82	Unmet	Calculation is incorrect - system appears to have added the number of days for each quarter together, rather than calculating the average, which is 20.5 and meets the FY20 target.
Percent of IEPs reviewed that comply with secondary transition requirements	Quarterly	Waiting on Data	80%	77.5%	70%	64%	74%	74%	Waiting on Data	Waiting on Data	Waiting on Data	
Average response time for complaints filed against early child care facilities	Annually	72	36	37	48	Annual Measure	Annual Measure	Annual Measure	Annual Measure	48	Met	
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings	Quarterly	98.3%	98.5%	95.4%	95%	100%	100%	100%	96%	98.9%	Met	
Percent of grant funds reimbursed within 30 days of receipt	Quarterly	83.2%	85.8%	95.6%	90%	85.4%	96.4%	99.3%	99%	94.8%	Met	

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
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	Waiting on Data	Waiting on Data	Waiting on Data	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	98%	Nearly Met	Of 360 children eligible for an IFSP, seven were not completed within 45 days, although the IFSP was completed. Six delays were due to service coordinator scheduling and one to evaluation scheduling.
Percent of timely completion of state complaint investigations	Annually	100%	100%	100%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	Met	

2020 Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
1 - Federal Meal Programs (2 Measures)							
Ratio of free and reduced price breakfast meals per 100 school lunches served	New in 2020	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Total number of meals served for the Child and Adult Care Food Program (CACFP)	New in 2020	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
2 - Adult Literacy (2 Measures)							
Number of residents who enroll in an Adult and Family Education funded program	1126	1062	Annual Measure	Annual Measure	Annual Measure	Annual Measure	809
Number of adults who receive a State Diploma (inclusive of National External Diploma Program or General Education Development)	388	329	Annual Measure	Annual Measure	Annual Measure	Annual Measure	161
2 - Student Enrollment (1 Measure)							
Number of PK-12 students in public and public charter schools	92,245	93,016	Annual Measure	Annual Measure	Annual Measure	Annual Measure	94,555
3 - Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs (1 Measure)							
Percent of high school seniors completing a DC TAG application	49%	57.3%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	40.59%
3 - Child Care Facilities (3 Measures)							
Number of affordable infant and toddler slots at child development centers	7421	7201	Annual Measure	Annual Measure	Annual Measure	Annual Measure	11,048
Number of children subsidized by child development programs	11,294	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Number of infant/toddlers receiving IDEA Part C early intervention services	823	1056	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
3 - Individuals with Disabilities Education Act (2 Measures)							
Amount of Medicaid reimbursement collected	$4,823,383	$7,731,612.2	Annual Measure	Annual Measure	Annual Measure	Annual Measure	$7,001,646
Number of students with Individualized Education Programs (IEPs)	12,596	13,319	Annual Measure	Annual Measure	Annual Measure	Annual Measure	14,149
3 - Re-Engagement (1 Measure)							
Number of disconnected youth that were re-enrolled in an educational program through the reengagement center	245	209	31	32	0	16	79
3 - Summer Food Service Program (1 Measure)							
Total number of summer meals served through the entire summer	Waiting on Data	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data

2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions. (6 Activities)			
OFFICE OF THE STATE SUPERINTENDENT	Key Education Issues	Conduct research and data analysis for key education issues for the District e.g., Student Mobility Report, Equity Reports, evaluations of key programs/projects, next generation assessment results, and fulfillment of additional data requests	Key Project
OFFICE OF THE STATE SUPERINTENDENT	Continuous Improvement	Support accountability and continuous improvement across the District's education landscape. Manage state accountability system. Provide transparency on key education data	Daily Service
ELEM & SECOND ASST SUPERINTENDENT'S OFF	Technical Assistance and Support to LEAs	Provide technical assistance, oversight, and support to improve performance of low-performing schools and boost college- and career-readiness of students and equitable access to effective educators.	Daily Service
OFFICE OF THE ENTERPRISE DATA MANAGEMENT	Reporting to the US Department of Education	Collect, validate and aggregate data for federal reporting from LEAs.	Key Project
NUTRITION SERVICES	Federal Meal Programs	Administer national school breakfast, national school lunch, and child and adult food care programs and federal meal programs designed to provide nutritious meals throughout the day, particularly for low income child and students.	Daily Service
OFFICE OF THE ENTERPRISE DATA MANAGEMENT	Administer Annual State Assessment Program	Successfully administer the assessment portfolio (Partnership for Assessment of Readiness for College and Career (PARCC), National Center and State Collaborative (NCSC), Science, Science Alt, Assessing Comprehension and Communication in English State to State (ACCESS)) providing clear guidance and documentation to LEAs prior to test administration, and realtime triage and comprehensive support to LEAs during test administration. Provide meaningful distribution of results to the public, LEAs, schools, and families. www.osse.dc.gov/parcc	Key Project
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. (4 Activities)			
NUTRITION SERVICES	Access to Programs	Support increased access to and participation in programs that promote academic, physical, and emotional health and well-being of students. Activities range from implementation of the Healthy Schools Act programs including school gardens to implementation of the DC State Athletics Association.	Daily Service
STUDENT ENROLLMENT AND RESIDENCY	Student Enrollment	Manage annual student enrollment audit and ongoing student residency verification	Key Project
ADULT AND FAMILY EDUCATION	Adult Literacy	Provide adult literacy, occupational literacy, and postsecondary education training to DC residents. Includes coordination with DOES and WIC.	Daily Service
GRANTS MGMT AND PROGRAM COORDINATION	Adminster Grants	Administer federal and local grants to LEAs, CBOs, and other organizations on a variety of topics e.g., Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Perkins, Community Schools, environmental literacy, school gardens, McKinneyVento.	Daily Service
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 Activities)			
DC REENGAGEMENT CENTER	Re-Engagement	Provide a fair and equitable alternative dispute resolution process. Oversee the DC Re-Engagement Center and share learnings from its operations with other city agencies and nonprofits engaged in related work with youth.	Daily Service
STUDENT HEARING OFFICE	Alternative Dispute Resolution Process	Provide a fair and equitable alternative dispute resolution process.	Daily Service
CHIEF INFORMATION OFFICER	Operate Schools Technology Fund	Distribute small grants to LEAs to support technology in schools.	Key Project
ECE CHILD CARE SUBSIDY PROGRAM	Child Care Facilities	License child care facilities and administer child care subsidies. Promote accountability and excellence; hold system accountable for results; provide high-quality, safe, and healthy early care and education opportunities for children.	Daily Service
HIGHER EDUC FINANCIAL SVCS & PREP PRGMS	Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs	Administer DCTAG and Mayor's Scholars Programs to support college access for DC high school seniors.	Key Project
ELEM & SECOND ASST SUPERINTENDENT'S OFF	Professional Development	Provide professional development to educators on a variety of topics that is high quality and responsive to the needs of LEAs.	Daily Service
NUTRITION SERVICES	Summer Food Service Program	Oversee the Summer Food Service Program: federal meal program operated during summer months when school is out and ensures youth have access to nutritious meals all year round.	Key Project
SPECIAL EDUCATION ASST SUPERINDENTENT'S	Individuals with Disabilities Education Act	Provide oversight and support to LEAs with implementation of the Individuals with Disabilities Education Act. Ensure that children with qualifying developmental disabilities access and receive timely and high-quality services.	Daily Service
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. (1 Activity)			
HUMAN RESOURCES	Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees	Quality design and effective implementation of Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees.	Daily Service
5 - Create and maintain a highly efficient, transparent, and responsive District government. (2 Activities)			

Operations Header	Operations Title	Operations Description	Type of Operations
OFFICE OF THE CHIEF OF STAFF	Transparent and Responsive Communications	Maintain transparent and responsive communications system to improve public outreach, inform the public and internal stakeholders about OSSE services, and provide access to critical data. osse.dc.gov learndc.org results.osse.dc.gov mcff.osse.dc.gov	Daily Service
OFFICE OF THE CHIEF OF STAFF	Implement Policy Agenda	Implement policy agenda,including coordinating with program offices to draft regulations and required reports. OSSE engages with LEAs and the public regarding proposed regulations through outreach and discussion with major stakeholder groups through means such as working groups, meetings, and public hearings. In addition, OSSE informs LEAs of new or updated regulations or policies through existing partner lists and coalitions or consortia, as well as through OSSE's weekly newsletter, the LEA Look Forward. OSSE provides a formal public comment period for proposed regulations (generally 30 days).	Daily Service

2020 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs (1 Strategic Initiative)				
Improve access to information for families	Improve the accessibility and usability of key OSSE resources for families through a multi-strategy approach that strengthens family engagement practices and communications, establishes a shared vision and resources for family engagement across OSSE, focuses on three high-impact signature campaigns, and identifies metrics for assessing the impact of our family engagement efforts.	50-74%	Since the pandemic began, OSSE has continued improving access to information by focusing on two main areas: early childhood education and students with disabilities. In Q4, OSSE launched the inaugural Special Education Resource Hub to help families of SWDs understand policies, procedures, and rights for SY20-21. This work will continue when a new deputy communications director is hired.	
Adult Literacy (1 Strategic Initiative)				
Expand career and technical education	In collaboration with local and regional business, industry, and education partners, OSSE will develop a new Perkins Career and Technical Education (CTE) State Plan that outlines an ambitious and strategic roadmap for expanding access to high quality CTE across the District.	Complete	The DC CTE State Plan was signed by Mayor Bowser on April 7, 2020. The plan was submitted to the US Department of Education on the same day.	
Child Care Facilities (1 Strategic Initiative)				
Increase access to quality child care	Increase access to quality child care for District children and families by completing the three-year project to add 1,000 new infant and toddler slots across the city, providing a robust set of quality supports to help providers improve the quality of care and learning, and facilitating home visits for Head Start families.	Complete	As of Oct. 2020, the A2Q Child Care Expansion Grant has awarded the full $8.1M, which will create 1,244 infant and toddler slots. In summer 2020, the balance of funds were deployed to A2Q grantees for emergency COVID relief. In addition, 14 family engagement specialists in the Quality Improvement Network (QIN) facilitated home visits for Early Head Start families participating in the QIN.	
Key Education Issues (1 Strategic Initiative)				
Strengthen the agency's data infrastructure	Improve and streamline OSSE's data infrastructure by completing an inventory of the current state, designing the new data system and processes, and beginning to work on their implementation.	50-74%	In FY20, OSSE's CIO, DAR, and Operations divisions developed and began to execute a comprehensive workplan. To start, an initial data asset inventory application was launched. While the initiative will be fully complete in FY24, it is on track to transform the way OSSE collects, secures, and reports on the District's education data.	Part of multi-year initiative.