

Office of the State Superintendent of Education FY2021

Agency Office of the State Superintendent of Education

Agency Code GDO

Fiscal Year 2021

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 GOO), Non-public Tuition (Agency Code GNO), and administers the District of Columbia Public Charter Schools Payments.

2021 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
<p>COVID-19 Response and Supports: OSSE's division of Health and Wellness (H&W) stood up from scratch systems, guidance, and substantial supports for LEAs in response to the COVID pandemic to help ensure that staff and students return to, and remain safe in, school.</p>	<p>None of the pandemic-response functions handled by OSSE's division of Health and Wellness (H&W) existed at OSSE before the onset of the COVID-19 pandemic. Our H&W team has undertaken an incredible lift to pivot their resources and build this infrastructure from scratch. It has been an impressive feat that has impacted everything that the agency does day to day. By helping establish the guidelines and path forward for the resumption of in-person activities, a host of OSSE services were able to return to more in-person interventions and supports as well.</p>	<p>OSSE's guidance and response to the COVID pandemic helped establish a clear path forward to enable schools and childcare providers to provide in-person activities until the outbreak is sufficiently contained. Expansion of health and safety activities included:</p> <ul style="list-style-type: none"> • COVID-19 vaccine promotion • Contact tracing supports • Expansion of asymptomatic and symptomatic testing • Establishment of a complaint process • A review of over 90 Health and Safety Plans • Publication of multiple health and safety guidance documents related to schools and childcare • Continuation of bi-weekly school and childcare technical assistance calls. <p>These activities have supported the implementation of DC Health Guidance in schools and ensured appropriate health and safety protocols are in place. The efforts contributed to the full re-opening of schools this fall and will continue to help ensure that staff and students remain safe at school.</p>
<p>Education Recovery and Continuous Education: OSSE allocated \$8,393,901 of ESSER II funds and \$12,720,811 of ESSER III funds for supports for re-entry and recovery in FY21, and was one of the first seven states in the nation to have their American Rescue Plan ESSER state plans reviewed and approved by the U.S. Department of Education. It published, on time and in compliance with Federal requirements, 70 District local education agency (LEA) continuous education plans outlining LEA plans for the re-opening of in-person school for the 2021-22 school year.</p>	<p>The review of every LEA's continuous education plan helped better position OSSE to respond to LEA needs. OSSE divisions that reviewed plans identified consistent themes and needs across LEAs prior to re-opening, and actively moved resources to support LEAs in meeting the needs of their students.</p> <p>Detailed analysis of LEA continuous education plans continues to be used by OSSE to inform policy and planning decisions.</p>	<p>The development and publication of all 70 District local education agency (LEA) continuous education plans had a two-fold impact:</p> <ol style="list-style-type: none"> 1. Empower parents, educators, and students with timely knowledge of expected steps their local school communities were taking to safely re-open schools, support student and staff wellbeing, and accelerate student learning in the 2021-22 school year. Such information enables community members to make informed decisions when advocating for students. 2. Allow LEAs to partner with OSSE to refine their plans for the coming school year, giving them the space and tools to create robust plans for continuous learning in the 2021-22 school year, and possibly improving the quality of education delivered by highlighting practices and areas of focus that may not have otherwise been considered. OSSE staff supported LEAs by identifying key areas of need in their plans and providing further guidance and support in response to that identified need. <p>The Federally-approved state plan outlined a robust approach for using the state set-aside funds to support our recovery priorities of safe re-entry, student and staff wellbeing, and accelerated learning. The distribution of funds and resources to LEAs directly impacted their ability to re-open their campuses for in-person learning, increasing the safety of our school buildings, while expanding access to mental health resources and high quality instructional materials.</p>

Accomplishment	Impact on Agency	Impact on Residents
<p>Stabilizing and Strengthening the Childcare Sector: OSSE distributed \$8.6 million to over 80 percent of providers through the D.C. Child Care Provider Relief Fund II, partnered with the Office of the Deputy Mayor for Planning and Economic Development and Wacif to distribute D.C. Child Care Provider Relief Funds to 90+% of child care facilities, and implemented the Public Health Emergency Rate, distributing Low Income Investment Fund Road to Recovery fund grants to 218 providers (263 facilities), and the implementation of the Enhanced Building & Sustaining Quality grant to expand Shared Services Business Alliance.</p>	<p>Best practices in supporting the District Childcare sector were learned and reinforced, enabling the agency to better prepare for future challenges to the sector. The success in the last fiscal year creates a road map for future success, enabling the agency to better support District students and families in the years to come.</p>	<p>These efforts helped ensure that families continued to have access to safe child care throughout the pandemic. Fewer child development facilities permanently closed in FY21 than in FY19. In September 2020, 241 child development facilities had an operating status of open. By September 2021, 443 facilities were open, representing more than 90 percent of licensed child development facilities in the District. Total licensed capacity has been largely stable, with a slight increase during the public health emergency to 27,047 in July 2021.</p> <p>Funds were used to keep child development centers open during the pandemic (keeping childcare professionals employed and students enrolled), provide deep cleaning services to child care, and enhance data on child care capacity and vacancies.</p>

2021 Key Performance Indicators

Measure	Frequency	FY 2019 Actual	FY 2020 Actual	FY 2021 Target	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual	Was 2021 KPI Met?	Explanation For Unmet KPI
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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	87.8%	78.1%	85%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	78.39%	Nearly Met	The FY21 target was missed by 6 points due to longer timeframes for resolution while in a remote posture.
Percent of all students graduating from high school in four years	Annually	66%	68%	72%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	71%	Nearly Met	While OSSE does not have the granularity of data to say conclusively the cause of missing the FY21 target by 1 point, it can be posited that the ongoing public health emergency, where the vast majority of the District's students continued to learn in a remote posture for the entire fiscal year, was a significant barrier in meeting the FY21 target.
Percent of all students at college and career ready level in reading on statewide assessment	Annually	37%	Not Available	41%	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	31%	Not Available	38%	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)

Measure	Frequency	FY 2019 Actual	FY 2020 Actual	FY 2021 Target	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual	Was 2021 KPI Met?	Explanation For Unmet KPI
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	Annually	Waiting on Data	32.7%	36%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	22%	Unmet	Declines in post-secondary degree attainment mirror a national decline, which is attributed to the public health emergency. Factors that may have affected meeting the 2021 KPI target include the rising number of cases, unknown health issues on college campuses, financial concerns (job loss of family members, redirection of financial resources), learning modalities (virtual is not a comfortable learning style for some students) and mental health concerns (anxiety, depression) brought on by the pandemic.
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	Annually	47.6%	41.8%	45%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	55.64%	Met	
Total number of childhood development programs meeting "Quality" and "High-Quality" designations	Annually	New in 2020	89	100	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of childhood and development programs that meet "Quality" and "High-Quality" designations	Annually	42.9%	41.2%	50%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of low-performing schools that show overall growth in academic achievement	Annually	80%	Not Available	80%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available	Neutral Measure	
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	3	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	

Measure	Frequency	FY 2019 Actual	FY 2020 Actual	FY 2021 Target	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual	Was 2021 KPI Met?	Explanation For Unmet KPI
Average number of days taken to complete reviews of educator licensure applications	Quarterly	24.7	20.5	25	35	25	32	43	33.8	Unmet	Due to a significant increase in the overall volume of new application requests received during FY21 vs. FY20, we experienced an uptick in the total number of days to process applications. For reference, in FY20 there were a total of 2,756 new application requests. In FY21, there were 4,995 new application requests.
Percent of IEPs reviewed that comply with secondary transition requirements	Annually	77.5%	Waiting on Data	70%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	65%	Nearly Met	In the third quarter OSSE saw significant impacts of the public emergency on the ability of LEAs to conduct transition planning. These impacts included access to students, availability of secondary transition activities, and technical assistance delivery.
Average response time for complaints filed against early child care facilities	Annually	37	48	48	Annual Measure	Annual Measure	Annual Measure	Annual Measure	48	Met	
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings	Quarterly	95.4%	98.9%	97%	94.1%	94.4%	92.9%	100%	95%	Nearly Met	Please note that IHO's issued all decisions timely. The fact that continuances (timeline extensions) were granted for motions filed by the parties untimely, this led to said cases being reported untimely. Note: IDEA requires motions for timeline extensions to be granted by the HOD due date.
Percent of grant funds reimbursed within 30 days of receipt	Quarterly	95.6%	94.8%	92%	97.5%	97.7%	98.5%	97.3%	97.8%	Met	

Measure	Frequency	FY 2019 Actual	FY 2020 Actual	FY 2021 Target	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual	Was 2021 KPI Met?	Explanation For Unmet KPI
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	98%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	
Percent of timely completion of state complaint investigations	Annually	100%	100%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	Met	

2021 Workload Measures

Measure	FY 2019 Actual	FY 2020 Actual	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual
1 - Federal Meal Programs (2 Measures)							
Total number of meals served for the Child and Adult Care Food Program (CACFP)	4,854,964	2,603,986	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Ratio of free and reduced price breakfast meals per 100 school lunches served	Waiting on Data	68.4	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	1062	809	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1086
Number of adults who receive a State Diploma (inclusive of National External Diploma Program or General Education Development)	329	161	Annual Measure	Annual Measure	Annual Measure	Annual Measure	181
2 - Student Enrollment (1 Measure)							
Number of PK-12 students in public and public charter schools	93,016	94,555	Annual Measure	Annual Measure	Annual Measure	Annual Measure	93,832
3 - Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs (1 Measure)							
Percent of high school seniors completing a DC TAG application	57.3%	40.6%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	43.68%
3 - Child Care Facilities (3 Measures)							
Number of children subsidized by child development programs	Waiting on Data	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	1056	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	989
Number of affordable infant and toddler slots at child development centers	7201	11,048	Annual Measure	Annual Measure	Annual Measure	Annual Measure	11,238
3 - Individuals with Disabilities Education Act (2 Measures)							
Number of students with Individualized Education Programs (IEPs)	13,319	14,149	Annual Measure	Annual Measure	Annual Measure	Annual Measure	14,158
Amount of Medicaid reimbursement collected	\$7,731,612.2	\$7,001,646	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
3 - Re-Engagement (1 Measure)							
Number of disconnected youth that were re-enrolled in an educational program through the reengagement center	209	79	7	19	8	37	71

Measure	FY 2019 Actual	FY 2020 Actual	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual
3 - Summer Food Service Program (1 Measure)							
Total number of summer meals served through the entire summer	Waiting on Data	742,380	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data

2021 Operations

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)		
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
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
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
Reporting to the US Department of Education	Collect, validate and aggregate data for federal reporting from LEAs.	Key Project
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
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 AIt, Assessing Comprehension and Communication in English State to State (ACCESS) providing clear guidance and documentation to LEAs prior to test administration, and real-time triage and comprehensive support to LEAs during test administration. Provide meaningful distribution of results to the public, LEAs, schools, and families. 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)		
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	Manage annual student enrollment audit and ongoing student residency verification	Key Project
Adult Literacy	Provide adult literacy, occupational literacy, and postsecondary education training to DC residents. Includes coordination with DOES and WIC.	Daily Service
Administer 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)		
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
Alternative Dispute Resolution Process	Provide a fair and equitable alternative dispute resolution process.	Daily Service
Operate Schools Technology Fund	Distribute small grants to LEAs to support technology in schools.	Key Project
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
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
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
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
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

Operations Title	Operations Description	Type of Operations
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)		
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)		
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
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

2021 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Access to Programs (1 Strategic Initiative)				
Strong Start	Increase the number of families in Wards 7 and 8 who are receiving early intervention services by opening a new Strong Start office in Ward 7 and establishing a place where parents can meet with service coordinators and evaluate for eligibility determination as needed, organize Strong Start community playgroups for Ward 7 and 8, and attend workshops on different topics of interest.	25-49%	Strong Start continues to serve families across all eight Wards and returned to in-person service delivery in July. The Ward 7 Strong Start office opened and OSSE staff began working there in July, but it has not officially opened to the public due to health precautions. Community playgroups are also on hold.	Strong Start did not begin delivering in-person services until July 2021 due to the ongoing pandemic. The Ward 7 Strong Start office opened and OSSE staff began working there in July, but it has not officially opened to the public due to health precautions. Community playgroups are also on hold. Additionally, health precautions and family hesitancy to participate in in-person events have limited our ability to take full advantage of the Ward 7 office in FY21. This initiative ongoing without a set completion date. No new initiative for the incomplete work has been created in the FY2022 plan, but it remains an OSSE priority.
Child Care Facilities (1 Strategic Initiative)				
Early Child Care	Increase access to quality child care for District children and families through continued financial support, guidance, and technical assistance to maintain the supply of high-quality seats.	Complete	OSSE provided health & safety guidance and TA to child care providers throughout FY21, implemented a Public Health Emergency rate to stabilize revenues for subsidy providers, and distributed over \$20 million in relief grants to child care providers, funded from both local and federal emergency funds. As a result, the number of licensed slots in the District increased over FY21.	
Individuals with Disabilities Education Act (1 Strategic Initiative)				
Strengthen academic outcomes	Strengthen academic outcomes for students with disabilities by implementing year one of OSSE's special education roadmap and establishing a shared set of commitments with the education cluster agencies while enhancing internal coordination to sustain this work in the long run.	50-74%	<ul style="list-style-type: none"> - Launched a hub for the families of students with disabilities in August to help them know what to expect this school year. - Developed our first micro-credential, Special Education Foundations, and are piloting it with 75 educators and leaders this fall - Procured a new vendor to redesign and integrate our Part C and Part B special education data systems - Developed an initial framework for our special education performance 	This is a multiple year initiative.
Key Education Issues (2 Strategic initiatives)				

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
COVID Re-Entry and Recovery	Support local education agencies (LEAs), schools, educators, and families in navigating distance learning by requiring continuous education plans from all LEAs, publishing them on OSSE's website, and providing guidance and resources to help address gaps.	Complete	OSSE has collected continuous education plans from 100% of LEAs for SY21-22. The OSSE and PCSB teams reviewed all of the plans for clarity, compliance, and completeness and shared feedback with LEAs who updated and resubmitted the plans as needed. All plans are now publicly available on OSSE's website.	
Data Infrastructure	Continue improvements to OSSE's data infrastructure by building a foundation that supports the transformation from the current state to a seamless and user-friendly process that improves responsiveness to stakeholders, drives program, policy and practice improvements, and enables the agency to more fully realize its mission and goals.	25-49%	Progress has been made on the following: - Development of the agency-wide Self-Service Portal - Development of the Integrated Data Submission Tool Delayed start due to issues hiring via Pipeline contract.	Start was delayed due to hiring issues in the Pipeline contract. This is also a multiple year initiative whose end date was not planned for FY21.