OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

FY 2022 PERFORMANCE AND ACCOUNTABILITY REPORT

JANUARY 15, 2023

GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

CONTENTS

1   OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

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.

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.

2   2022 ACCOMPLISHMENTS

Accomplishment	Impact on Agency	Impact on Residents
Education Recovery Fund Distribution and Transparency;Through the end of FY22, OSSE has distributed over $125 million in reimbursement requests to local education agencies (LEAs) as part of the 90 percent of Elementary and Secondary School Emergency Relief(ESSER) funds granted by OSSE to local education agencies via formula grants this distribution represents nearly a quarter of the $540 million ESSER funds granted by OSSE to LEAs. The funds have been used by LEAs for safe reopening, learning acceleration, and student and staff wellbeing. To date, LEAs report expending more than $90 million in ESSER grant monies distributed by OSSE for accelerated learning alone. In addition to the distribution of funds, OSSE has led the nation in transparently displaying the spenddown of ESSER recovery dollars, launching osse.dc.gov/recovery. On the site, District residents, LEAs and interested stakeholders can view the allocations and percent spent for every LEA in the ESSER dashboard (osse.dc.gov/page/lea-esser-dashboard), a comprehensive overview of state-led investments and how they tie to the District's recovery plan and more general information on recovery funding.	In addition to the substantial state-led investments in recovery and restoration, the timely and accurate allocation of the 90% LEA set-aside is crucial in partnering with OSSE in its efforts to accelerate student learning. OSSE investments in learning acceleration programs are less impactful without the substantial effort made by LEAs every day. When engaging with key stakeholders, transparency tools such as the recovery website lowers the barrier of entry for conversations, building a common language and understanding around recovery funds over time that allows for deeper conversations founded on mutual understanding. Knowing the rate of spending and how LEAs are spending their funds improves the agency's ability to ensure that dollars are being spent in a timely and effective manner.	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. The accelerated learning investments made by LEAs and funded by ESSER allocations from OSSE have gone toward a host of learning acceleration interventions, including: hiring additional staff, purchasing new curriculum and intervention materials, enlisting additional vendor supports, purchasing various learning supplies, training educators in new skillsets, facility maintenance and upgrades and more. These investments are designed to accelerate student learning and will in the long term help mitigate the effects of learning interruption caused by the COVID-19 pandemic. The transparent allocation of these funds allows for local accountability and a better-informed public, which leads to a more responsible stewardship of resources and data-led decision making.

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Accomplishment	Impact on Agency	Impact on Residents
Implementation of Pay Equity Program: OSSE established a new process to implement the Early Child Care Educator Pay Equity program. Under a tight timeline OSSE has made payments or is in the process of making payments to over 3000 people; this represents 90 percent of the eligible early childcare workforce. This program provides parity between the childcare workforce and comparable DCPS teachers.	The investment in early childhood workers will strengthen the workforce, impacting the contours of the challenges faced in the DC education system for years to come. OSSE is responsible for setting standards of excellence for all child care programs in the District, and evaluating the programs to protect and promote the interests of our youngest learners. The stronger the system, the more time and energy at the agency that can be focused on expanding the access to quality and affordable childcare.	The payments are designed to support pay parity for early childhood educators, with the amount the average educator can expect to receive ranging in most cases between $10,000 and $14,000. The distribution of funds to date makes the profession more financially stable for the dedicated educators already in the system, while also promoting long-term appeal for the roles by encouraging pay equity for years to come. Combined, the payments are designed to help keep great early childhood educators in the profession while increasing the desirability of the profession overall, subsequently increasing the quality and stability of the workforce more generally. Ensuring that families continue to have access to early child care is essential to a successful recovery from the COVID-19 pandemic. This cannot be accomplished without a stable, well-compensated early child care workforce. Additionally, strengthening the workforce will support the social-emotional and academic development of our youngest learners, setting them up for a lifetime of success.

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Accomplishment	Impact on Agency	Impact on Residents
Successful Administration of 2021-22 school year Assessments: For the first time since the 2018-19 school year, District students were assessed on the Partnership for Assessment of Readiness for College and Careers (PARCC) or Multi-State Alternate Assessment (MSAA) statewide assessments in the spring of 2022. Of all eligible participants, 94.84 percent of eligible students participated in the English Language Arts (ELA) PARCC exam and 94.48 percent of eligible students participated in the Math PARCC exam. The participation rates for both the MSAA ELA and MSAA math exam were 87.34 percent. These participation rates were similar to rates prior to the pandemic. After the assessment administration, OSSE released all results in September 2022, informing District residents and stakeholders of the academic achievement of DC learners.	Assessment results provide the most-accurate picture of the performance of all District students and education entities. Conversations around programming, supports and other policymaking decisions at the agency are saturated by conversations around data, and since the last assessment administration accurate, holistic information on student performance has been unavailable. The availability of assessment results once again, and the anticipated year-over-year data that the agency will be able to accumulate in subsequent assessment periods, is crucial for the long term operations and planning in the OSSE.	For roughly half of all students eligible to take the exam in the spring of 2022, this was the first time they had ever had to take a standardized assessment. The successful administration of the PARCC and MSAA assessments provides clear, actionable administration for all District residents. For District families, assessment results are an important tool for understanding where their children are academically. For District educators, assessment results are leveraged to inform instruction and personalized instruction for all students. For all District residents, assessment results provide an empirically accurate snapshot of one aspect of the education system, helping them better understand the performance of their schools and students and enabling them to make civically-engaged decisions. For the District government, assessment results are the authoritative source defining the academic status of our students, schools, and local education agencies (LEAs). Having reliable and accurate information related to student performance allows policymakers to make data-informed decisions for the betterment of all students.

3   2022 OBJECTIVES

Strategic Objective	Number of Measures	Number of Operations
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	6
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.	10	4
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	8
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.	0	1
Create and maintain a highly efficient, transparent, and responsive District government.	11	2

4 2022 OPERATIONS

Operation Title	Operation Description	Type of Operation
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.		
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 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
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.		
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

Operation Title	Operation Description	Type of Operation
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

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.

Operation Title	Operation Description	Type of Operation
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

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.

Operation Title	Operation Description	Type of Operation
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

Create and maintain a highly efficient, transparent, and responsive District government.

Operation Title	Operation Description	Type of Operation
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

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Operation Title	Operation Description	Type of Operation
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

5   2022 STRATEGIC INITIATIVES

In FY 2022, Office of the State Superintendent of Education had 6 Strategic Initiatives and completed 16.67%.

Title	Description	Completion to Date	Update	Explanation for Incomplete Initiative
Increase postsecondary enrollment and retention	Increase access to postsecondary enrollment opportunities through direct financial support and coaching via the DC Futures Program and expanded dual enrollment for high school students.	25-49%	FY22 is the first of 3 years of work on DC Futures and College Rising. Both began implementation,and ~66% of the program timeline remains. College Rising exceeded its Year 1 (three-year) target, and DC Futures had 304 pilot participants, a starting point to the 1500 participant FY23 target, the first fiscal year of full program implementation. The program has over 1,000 participants enrolled in the fall 2022 semester prior to the end of FY22.	As with most ARP-funded initiatives, this initiative is over a three year timeline. FY22 is the first of three years of work on DC Futures and College Rising.
Increase Work-Based Learning Experiences	Increase opportunities for critical work-based learning experiences through school-year internships for 12th grade students, expansion of work-based learning experiences in middle school, and the launch of an Advanced Technical Center, which will serve as a regional hub of CTE programming and innovation.	25-49%	All three initiative components launched successfully in FY22 (Note: work based learning funding provided to local education agencies is a 4th component, and is not included in the current initiative description). There are two remaining fiscal years in the program timeline.	This is year one of a three year initiative, as is the case with most ARP-related programs.

Stabilizing and Strengthening the Early Childhood Sector & Labor Force	Maintain and increase access to quality childcare for District children and families through expanded financial support via the child care subsidy program, PKEEP program, Access to Quality grant, and Back to Work grant, and continued guidance, and technical assistance to maintain the supply of high-quality seats and quality early childhood educators.	50-74%	All of the activities included in this initiative are intended to cover a multi-year period, starting in 2022 and running through 2023 or 2024. To date, OSSE has awarded grants to 4 intermediaries to administer the Childcare Stabilization Grants; 429 facilitates have completed the grant intake processes; $19.8 million in funds have been disbursed and remaining funds will be disbursed by the end of December 2022. OSSE has awarded two grants to an Intermediary, the Low Income Investment Fund, to administer the Access to Quality and Back to Work Child Care grant programs; LIIF has launched the application process for child development facilities; is currently reviewing applications, and will select grantees in FY23 and distribute funds through FY24 (as planned). OSSE has awarded three grants to intermediary organizations to operate the DC LEAD and CDA scholarship programs. The intermediary for the DC LEAD program has launched the application for the DC LEAD program and has received 614 scholarship applications and 1,066 incentive applications, and transitioned 92 former TEACH scholars to DC LEAD. These results created a high degree of confidence that DC LEAD and OSSE-funded CDA programs will meet or exceed targets for scholarships and incentives administered. All activities are on track to complete in the planned timeframe.	All of the activities included in this initiative are intended to cover a multi-year period, starting in 2022 and running through 2023 or 2024. All activities are on track to complete in the planned timeframe.
High-Impact Tutoring (HIT) for COVID Recovery	OSSE will design and launch a coordinated District-wide approach to HIT to support targeted student populations to overcome the effects of interrupted instruction.	Complete	OSSE successfully designed and launched a District-wide approach for expanding access to high-impact tutoring that targets schools with student populations that are 50% or more identified as at-risk. This initiative included launching an initial grant to scale the reach of high-quality tutoring providers for SY21-22 and then the distribution of nearly $20 million in a multi-year grant.	

Data Vision & Account-ability	Continue our work to transform the OSSE data experience by simplifying and expanding access to key education data internally and externally, including improving our Accountability system and fulfilling the commitments made for the system under ESSA.	50-74%	OSSE continues to deliver on its multi-year capital investment to enhance our data systems. We have completed the initial launch of our new data ingestion tool and have continued to use our internal self-service portal with access to various data. Additionally, we have concluded some critical Business Process Reengineering projects and are continuing to make progress on others.	This is a multi-year initiative.
Diversity, Equity & Inclusion	Develop and launch a clear vision for the values of diversity, equity, and inclusion show up at OSSE and inform our culture, policies, systems, and work for students and families.	75-99%	This is an ongoing initiative which is informed by several internal and external decisions makers and bodies. The vision is drafted, with several iterations done, and few remaining. The next major step is to communicate and align people resources to execute the vision.	This is an ongoing initiative which is informed by several internal and external decisions makers and bodies. The vision is drafted, with several iterations done, and few remaining. The next major step is to communi-cate and align people resources to execute the vision.

6   2022 KEY PERFORMANCE INDICATORS AND WORKLOAD MEASURES

Key Performance Indicators

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
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.											
Percent of user requests via the services portal solved and closed within five days of receipt	Up is Better	78.1%	78.4%	85%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	72%	Unmet	Because of the pandemic and the changing of several processes, requests and issues stayed open, taking longer to solve.
Percent of all students graduating from high school in four years	Up is Better	68%	71%	72.6%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		
Percent of all students at college and career ready level in reading on statewide assessment	Up is Better	Not Available	Not Available	43.2%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	31%	Unmet	The FY22 target was created prior to the COVID-19 pandemic, and is not consistent with the updated ESSER amendment targets which were approved by the State Board of Education in the summer of 2022. The reduction in reading score proficiency is consistent with reductions seem nationwide due to the lingering effects of remote instruction brought on by the COVID-19 pandemic that began in earnest in March of 2020.

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
Percent of all students at college and career ready level in mathematics on statewide assessment	Up is Better	Not Available	Not Available	40.1%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	19%	Unmet	The FY22 target was created prior to the COVID-19 pandemic, and is not consistent with the updated ESSER amendment targets which were approved by the State Board of Education in the summer of 2022. The reduction in math score proficiency is consistent with reductions seem nationwide due to the lingering effects of remote instruction brought on by the COVID-19 pandemic that began in earnest in March of 2020.

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.

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	Up is Better	32.7%	22%	36%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	Up is Better	41.8%	55.6%	45%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		
Percent of childhood and development programs that meet "Quality" and "High-Quality" designations	Up is Better	41.2%	Not Available	50%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of low-performing schools that show overall growth in academic achievement	Up is Better	Not Available	Not Available	-	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available	-	

Key Performance Indicators *(continued)*

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
Total number of childhood development programs meeting "Quality" and "High-Quality" designations	Up is Better	89	Not Available	100	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Number of students receiving HIT in OSSE-funded programs.	Up is Better	New in 2022	New in 2022	2200	Annual Measure	Annual Measure	Annual Measure	Annual Measure	2109	-	We reached 96% of our target number of students served. Several of our grantees experienced operational challenges in launching their tutoring programming in January-February 2022. Because of this, some grantees were not able to serve the maximum number of projected students.
Percentage of target schools engaging with OSSE on HIT.	Up is Better	New in 2022	New in 2022	39.7%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	67.11%	-	

Key Performance Indicators *(continued)*

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
Number of DC residents receiving postsecondary support by DC Futures.	Up is Better	New in 2022	New in 2022	1500	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1248	-	The target set prior to the start of FY22 was set without the full implementation rollout in mind. In FY22, the DC Futures program was not fully implemented until the fall 2022 school semester. In the spring of 2022, the program was a pilot. For the pilot period, applicants completed the application between Oct. 6, 2021 and Jan. 7, 2022, and if awarded, scholarship funds and support are provided in spring and/or summer 2022 semesters. In the pilot, far fewer than 1,500 residents were enrolled by design. For the 2022-23 period, applicants completed the application between Feb. 1 and Aug. 19, 2022 [with an extension to Aug. 26, 2022], and if awarded, scholarship funds and support are provided in fall 2022 and spring and/or summer 2023 semesters. The final count reported in FY22 represents the full, unduplicated number of approved applicants.

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
Number of new dual enrollment seats filled by high school students through the College Rising Initiative.	Up is Better	New in 2022	New in 2022	250	Annual Measure	Annual Measure	Annual Measure	Annual Measure	251	-	
Number of students placed in an internship through OSSE's CTE Advanced Internship Program.	Up is Better	New in 2022	New in 2022	200	Annual Measure	Annual Measure	Annual Measure	Annual Measure	110	-	The Advanced Internship Program Pilot from Feb. 7, 2022 to May 27, 2022. This metric is intended to be fall, spring, summer, but this FY only included the pilot (spring and summer).

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.

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
Number of A-133 audit findings	Down is Better	0	Not Available	3	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Average number of days taken to complete reviews of educator licensure applications	Down is Better	20.5	33.8	30	32	18	25	30	26.3	Met	
Percent of IEPs reviewed that comply with secondary transition requirements	Up is Better	Not Available	65%	70%	No data available	No data available	No data available	No data available	65%	Nearly Met	In the second and third quarters of the FFY, OSSE continued to see the impacts of the public emergency on the ability of LEAs to conduct transition planning. Namely, LEAs continue to process special education backlogs in student evaluation and services as a result of the pandemic. These impacts included access to students, availability of secondary transition activities, and technical assistance delivery.

Key Performance Indicators *(continued)*

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
Average response time for complaints filed against early child care facilities	Down is Better	48	48	48	Annual Measure	Annual Measure	Annual Measure	Annual Measure	48	Met	
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings	Up is Better	98.9%	95%	97%	100%	100%	92.9%	100%	98.2%	Met	
Percent of grant funds reimbursed within 30 days of receipt	Up is Better	94.8%	97.8%	92%	98.5%	94.9%	96.7%	91.7%	95.5%	Met	
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period	Up is Better	98%	97.8%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		
Percent of timely completion of state complaint investigations	Up is Better	100%	100%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	Met	

Workload Measures

Measure	FY 2020	FY 2021	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022
Federal Meal Programs							
Total number of meals served for the Child and Adult Care Food Program (CACFP)	2,603,986	2,271,279	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Ratio of free and reduced price breakfast meals per 100 school lunches served	68.4	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available
Adult Literacy							
Number of residents who enroll in an Adult and Family Education funded program	809	1086	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Number of adults who receive a State Diploma (inclusive of National External Diploma Program or General Education Development)	161	181	Annual Measure	Annual Measure	Annual Measure	Annual Measure	175
Student Enrollment							
Number of PK-12 students in public and public charter schools	94,555	93,832	Annual Measure	Annual Measure	Annual Measure	Annual Measure	93,934
Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs							
Percent of high school seniors completing a DC TAG application	40.6%	43.7%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	30.96%
Child Care Facilities							
Number of children subsidized by child development programs	Not Available	9207	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Number of infant/toddlers receiving IDEA Part C early intervention services	Not Available	989	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Number of affordable infant and toddler slots at child development centers	11,048	22,476	Annual Measure	Annual Measure	Annual Measure	Annual Measure	11,853
Individuals with Disabilities Education Act							
Number of students with Individualized Education Programs (IEPs)	14,149	14,158	Annual Measure	Annual Measure	Annual Measure	Annual Measure	13,643
Amount of Medicaid reimbursement collected	$7,001,646	$1,752,461.4	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Re-Engagement							
Number of disconnected youth that were re-enrolled in an educational program through the reengagement center	79	71	10	29	8	12	59

Workload Measures *(continued)*

Measure	FY 2020	FY 2021	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022
Summer Food Service Program							
Total number of summer meals served through the entire summer	742,380	1,400,064	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data