



OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

FY 2023 PERFORMANCE ACCOUNTABILITY REPORT

JANUARY 16, 2024

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

2 2023 ACCOMPLISHMENTS

Accomplishment	Impact on Agency	Impact on Residents
<p>Advanced Technical Center (ATC)- In August 2023, OSSE opened the permanent home for the Advanced Technical Center (ATC) at the Penn Center. The ATC provides the opportunity for students from public and public charter high schools across the city to participate in a two-year career and technical education (CTE) dual-enrollment program of study. ATC students have access to coursework in high-demand fields and can earn college credits while attending.</p>	<p>Opening the permanent location of the ATC was a significant milestone for the dedicated staff in the division of Postsecondary and Career Education, in coordination with District partners at the Department of General Services (DGS) and Office of the Chief Technology Officer (OCTO) and institutions of higher education. This work is a key investment in OSSE's strategic priority to build futures by reimagining high school for our students as we pursue our vision to ensure DC learners of all ages and backgrounds are equipped with the knowledge and skills needed to pursue and thrive on the life path of their choice.</p>	<p>The ATC helps ensure that high school students entering 9th-11th grade in public and public charter schools across the District have access to career and technical education pathways that prepare them for high-wage, high-skill, and in-demand careers, such as nursing and cybersecurity. These programs give students a meaningful head start when it comes to pursuing their chosen career pathway, creating pathways to the middle class for all DC residents. During the 2022-23 school year, 96 students attending the ATC earned a total of 740 college credits - worth approximately \$625,000 in tuition - at no cost to students or their families.</p>

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Accomplishment	Impact on Agency	Impact on Residents
<p>High Impact Tutoring (HIT) Provision- In the 2022-23 school year OSSE-funded High-Impact Tutoring (HIT) occurred in 75 school and 15 community-based sites, with a focus on historically underserved student groups who have also been disproportionately impacted by the pandemic. OSSE is on track to exceed the goal of serving 10,000 students by the end of FY24, reaching more than 6,244 unique students from the start of the HIT grant programs in Jan. 2022 through June 30, 2023. We are awaiting a final FY23 count, but served 5,130 students through the end of June 2023 in a total of 73 schools and 19 community-based sites. Additionally, HIT programs funded by OSSE continue to reach the target students. From the start of the 2022-23 school year through March 31, 2023, 75% of students in OSSE HIT programs were considered economically disadvantaged, compared to 52% of all K-12 DC students. OSSE has also sought to address identified gaps in the landscape, including supporting the recruitment of tutors for SY23-24 by hosting a recruitment fair that resulted in filling 39 tutor or tutor-support staff vacancies. OSSE also funded the completion of a 3rd and 6th grade math tutoring curriculum in FY23 and has allocated funds to develop tutor curricula for grades 4, 5, 7 and 8 in FY24.</p>	<p>OSSE has a designated staff for HIT implementation who have been indispensable to the program's success. Their targeted, data-driven approach to program implementation is a model for distributing resources where they will have the most impact. Investments in student learning like HIT drive our strategic priority to achieve equitable outcomes for all students in the District.</p>	<p>High Impact Tutoring, when implemented with fidelity, is a research-backed academic intervention shown to increase student learning and is a keystone of OSSE's recovery investments to help move the District from recovery to restoration following the harmful effects of the pandemic on student learning. The more than 5,000 students that have received OSSE-funded HIT gained crucial math and reading supports. Because of the targeted approach of HIT implementation, the supports are going to the students disproportionately harmed by education inequities.</p>

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Accomplishment	Impact on Agency	Impact on Residents
<p>Advancing Excellence in Literacy - In 2023, OSSE focused on improving all elements of literacy instruction. OSSE has invested millions in federal and stimulus funds to scale literacy training and high-quality instructional materials grounded in the science of reading, ensuring that educators across the District deepen their capacity and understanding of how to teach all students to read. A key investment is the administration of the federal Comprehensive Literacy State Development (CLSD) grant program, a \$16 million investment over five years, to support LEAs and nonprofit organizations working to improve outcomes and strengthen literacy instruction for children and students, birth through grade 12.</p> <p>To build on OSSE's vital literacy work and to plot a course for the future, OSSE convened a DC Literacy Task Force to leverage collective expertise and perspectives and advance a new vision for high-quality literacy instruction and outcomes in the District. The task force recommended mandating competency in structured literacy instruction for select bands of teachers, requiring specialized structured literacy training for school-based administrators responsible for supporting L-5 teachers and instructional coaches, providing on-the-job support to educators in public elementary schools, and collecting and publishing local education agency English language arts instructional materials and a list of high-quality materials rooted in the science of reading. OSSE also implemented research-backed science of reading courses. Over 600 educators have enrolled in OSSE's Science of Reading course with more than 50 percent completing to date. Nearly 200 early childhood educators, K-5 educators and administrators are registered for OSSE's more specialized Lexia LETRS (Language Essentials for Teachers of Reading and Spelling) training.</p> <p>Implementing DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020, OSSE provided supports, guidance and requirement training for public school educators to identify and support learners with reading difficulties. More than 13,000 DC educators completed OSSE's Dyslexia training in 2023.</p>	<p>OSSE now has a comprehensive vision for advancing literacy instruction in the District of Columbia, covering educator support, development, and resourcing. The vision defines how OSSE seeks to ensure that all DC students have the opportunity to excel by setting high standards, providing robust supports for educators and holding schools and school systems accountable.</p>	<p>The Literacy Task Force's primary recommendations focus on providing educators and school administrators the tools they need to teach literacy to students. Adoption of these recommendations will positively influence all DC students, but especially those who experienced the greatest disruptions to learning in the pandemic. Educators equipped with science of reading training gained valuable theory and application for their teaching, increasing the effectiveness of their instruction. OSSE's Dyslexia training in 2023 helped ensure that all educators are equipped to support students with a variety of needs.</p>

3 2023 OBJECTIVES

Strategic Objective

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.

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.

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.

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.

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

4 2023 OPERATIONS

Operation Title	Operation Description
<p>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.</p>	
Key Education Issues: Key Project	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
Continuous Improvement: Daily Service	Support accountability and continuous improvement across the District's education landscape. Manage state accountability system. Provide transparency on key education data
Technical Assistance and Support to LEAs: Daily Service	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.
Reporting to the US Department of Education: Key Project	Collect, validate and aggregate data for federal reporting from LEAs.
Federal Meal Programs: Daily Service	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.
Administer Annual State Assessment Program: Key Project	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
<p>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.</p>	
Access to Programs: Daily Service	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.
Student Enrollment: Key Project	Manage annual student enrollment audit and ongoing student residency verification
Adult Literacy: Daily Service	Provide adult literacy, occupational literacy, and postsecondary education training to DC residents. Includes coordination with DOES and WIC.
Administer Grants: Daily Service	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.
<p>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.</p>	
Alternative Dispute Resolution Process: Daily Service	Provide a fair and equitable alternative dispute resolution process.

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Operation Title	Operation Description
Child Care Facilities: Daily Service	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.
Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs: Key Project	Administer DCTAG and Mayor's Scholars Programs to support college access for DC high school seniors.
Professional Development: Daily Service	Provide professional development to educators on a variety of topics that is high quality and responsive to the needs of LEAs.
Summer Food Service Program: Key Project	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.
Individuals with Disabilities Education Act: Daily Service	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.
Re-Engagement: Daily Service	Oversee the DC Re-Engagement Center and share learnings from its operations with other city agencies and nonprofits engaged in related work with youth.
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.	
Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees: Daily Service	Quality design and effective implementation of Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees.
Create and maintain a highly efficient, transparent, and responsive District government.	
Transparent and Responsive Communications: Daily Service	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
Implement Policy Agenda: Daily Service	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).

5 2023 STRATEGIC INITIATIVES

In FY 2023, Office of the State Superintendent of Education had 5 Strategic Initiatives and completed 40%.

Title	Description	Update
High-Impact Tutoring (HIT) for COVID Recovery	OSSE will expand access to high-quality, high-impact tutoring in schools and non-school sites across the District to support students who were disproportionately impacted by COVID and have historically been furthest from opportunity in order to help them overcome the effects of interrupted instruction and accelerate their learning. The initiative focuses on starting, strengthening, or expanding high-impact tutoring in 76 schools where at least 70% or more of the student body has been identified as at-risk and will provide additional, intensive supports to the schools identified by OSSE's accountability system as in the greatest need of additional supports.	Completed to date: Complete In the 2022-23 school year OSSE-funded HIT occurred in 75 school and 15 community-based sites, with a focus on wards 7 & 8. OSSE is on track to exceed the goal of serving 10,000 students by the end of FY24, reaching more than 5,249 unique students from the start of the HIT grant programs in Jan. 2022 through March 31, 2023 (one OSSE-funded provider that reports reaching 700 students is not yet included in that figure). A unique student count for SY22-23 is still being finalized by OSSE, but providers self-reported that they reached 4,915 students by the end of June 2023. Additionally, HIT programs funded by OSSE continue to reach the target students. From the start of SY22-23 through March 31, 2023, 75% of students in OSSE HIT programs were considered economically disadvantaged, compared to 52% of all K-12 DC students. OSSE has also sought to address identified gaps in the landscape, including supporting the recruitment of tutors for SY23-24 by hosting a recruitment fair that resulted in filling 39 tutor or tutor-support staff vacancies. OSSE also funded the completion of a 3rd and 6th grade math tutoring curriculum in FY23, and has allocated funds to develop tutor curricula for grades 4, 5, 7 and 8 in FY24.
Data Vision	Continue our work to transform the OSSE data experience by simplifying and expanding access to key education data internally and externally, including reengineering critical business processes as well as standardizing and strengthening how OSSE ingests data and makes it publicly available. Due to the multi-year nature of OSSE's Data Vision Initiative, OSSE's FY23 goals include (non-exhaustive) making significant strides on our new Entity Management System, continuing BPRs (including enhanced reporting from our Homeschool application), and completing key milestones in our Course Data Collection.	Completed to date: 50-74% This is a multiple year initiative. The consolidation of data across disparate systems is continuing. We have completed 60% of the targeted BPRs while beginning work on key agency systems that impact the public: SLED 2.0 and Entity Management. Additional focus has been placed on a creating a sustainable pathway for student transportation data along with the release of the new special education data system, Special Programs. OSSE's data transformation work is a cycle of continuous improvement, and is a multiple-year initiative.

Increase postsecondary enrollment and retention

Support 1500 DC residents to access postsecondary enrollment opportunities through direct financial support and coaching via the DC Futures Program and sustain dual enrollment seat increases for high school students through the College Rising Initiative.

Completed to date: 75-99%

A total of 1488 residents are enrolled in the DC Futures Program for AY 2023-2024. For AY 2022-2023, 1327 participants received coaching and a monthly stipend and 1058 enrolled in universities. The emergency fund was expended as required in the IHE MOUs. The new Application for Postsecondary Studies was built and used to enroll participants. Participants were from low income backgrounds, largely female, predominantly African American and Hispanic, and from all Wards, particularly 7, 8 and 4. The evaluation for AY 2022-23 concluded in September 2023 resulting in a penultimate report that is current undergoing DEI and Data Governance PII review.

OSSE reports the initiative as "incomplete" because it fell short of serving 1500 students in DC Futures, and because DC Futures continues into FY2024. We met 99.2% of our goal of 1500, by enrolling 1488 residents in the program. Through marketing, recruitment, and IHE engagement efforts, we aim to increase enrollment in the DC Futures Program for AY 2024-25.

Increase Work-Based Learning Experiences

Increase opportunities for critical work-based learning experiences through school-year internships for eligible career and technical education (CTE) students, expansion of CTE programming to middle schools, and the fall 2022 opening of the Advanced Technical Center, which will serve as a regional hub of CTE programming and innovation.

Completed to date: 75-99%

In FY 23 we placed 253 students in the Advanced Internship Program (AIP); 198 of which participated in internships and 141 of which completed their internships. The ATC completed its first year at Trinity enrolling 96 students of which 72 students completed and passed their ATC courses and cumulatively earned 740 college credits. Also, construction on the ATC building was mostly completed and we launched the second year of ATC courses in the new building with 191 students enrolled (58 of which were returning students from year one). Middle school and Work-based learning programming was supported by the provision of grant funding; In SY22/23 OSSE awarded middle school CTE expansion grants to 17 middle schools in February 2023,

This is a multiple year initiative funded by federal recovery dollars. There is a new initiative created in FY24 to reflect the continued work.

Strengthening the Early Childhood Sector & Labor Force

Maintain and increase access to quality childcare for District children and families, sustaining the supply of high-quality seats and quality early childhood educators. This will be accomplished through continued OSSE guidance and technical assistance, as well as expanded financial support via the distribution of the Early Childhood Educator Pay Equity Fund to at least 3,000 early childhood educators in fiscal year 2023.

Completed to date: Complete
In FY23, OSSE distributed over \$41 million in payments to more than 4,030 early educators. Over 70% of eligible child development facilities have opted into the Early Childhood Educator Pay Equity Fund for FY24 and will begin receiving payments for FY24 in December. 90 child development employers participate in HealthCare4ChildCare covering 800 lives, 52% newly ensured. 350 early educators were awarded DC LEAD scholars, with 208 enrolled for the fall semester. Over 300 early childhood educators completed child development associate (CDA) credential programs. OSSE completed distribution of funds for the Back to Work child care grants, Access to Quality and Child Care Stabilization grants through the Low Income Investment Fund. All funds were successfully distributed.

6 2023 KEY PERFORMANCE INDICATORS AND WORKLOAD MEASURES

Key Performance Indicators

Measure	Directionality	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023	FY 2023 Target	Was 2023 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	78.4%	72%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	51.4%	85%	Unmet	Due to the increase in ticket submissions by LEAs, staffing capacity on the External Engagement team, and additional time needed to investigate solutions to submissions, the target was not met for FY 23.
Percent of all students graduating from high school in four years	Up is Better	71%	74.9%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	79.7%	73.6%	Met	
Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment	Up is Better	Not Available	30%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	33.7%	39.9%	Unmet	Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement.
Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment	Up is Better	Not Available	22%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	24.9%	37.5%	Unmet	Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement.

Key Performance Indicators (continued)

Measure	Directionality	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023	FY 2023 Target	Was 2023 KPI Met?	Explanation of Unmet KPI
Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment	Up is Better	Not Available	33%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	33.6%	40%	Unmet	Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement.
Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment	Up is Better	Not Available	11%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	10.8%	27.9%	Unmet	Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement.
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.											
Percent of DC public and public charter school graduates completing a post-secondary degree within six years of high school graduation	Up is Better	22%	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	23%	36%	Unmet	The decrease in post-secondary degree completion is consistent with national trends seen post-pandemic.
Percentage of enrolled students in OSSE AFE Integrated Education & Training (IE&T) programs who achieve a Measurable Skill Gain (MSG).	Up is Better	55.6%	58.5%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	54.7%	50%	Met	
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	70%	-	-	Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement.
Number of students receiving HIT in OSSE-funded programs.	Up is Better	New in 2022	2,109	2,464	4,124	4,915	Waiting on Data	Waiting on Data	4,800		

Key Performance Indicators (continued)

Measure	Directionality	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023	FY 2023 Target	Was 2023 KPI Met?	Explanation of Unmet KPI
Percentage of target schools engaging with OSSE on HIT.	Up is Better	New in 2022	53.9%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	69.7%		
Number of DC residents receiving postsecondary support by DC Futures.	Up is Better	New in 2022	1,248	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1488	1,500	Nearly Met	We met 99.2% of our goal of 1500, by enrolling 1488 residents in the program. Through marketing, recruitment, and IHE engagement efforts, we aim to increase enrollment in the DC Futures Program for AY 2024-25.
Number of dual enrollment seats filled by high school students through the College Rising Initiative.	Up is Better	New in 2022	251	Annual Measure	Annual Measure	Annual Measure	Annual Measure	347	250	Met	
Number of students placed in an internship through OSSE's CTE Advanced Internship Program.	Up is Better	New in 2022	110	Annual Measure	Annual Measure	Annual Measure	Annual Measure	253	200	Met	
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.											
Number of Single Audit audit findings	Down is Better	Not Available	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	0	0	Met	
Percent of timely Individuals with Disabilities Act (IDEA) due process hearing decisions.	Up is Better	95%	98.2%	94.7%	100%	100%	100%	98.5%	97%	Met	
Percent of grant funds reimbursed within 30 days of receipt of approvable invoice	Up is Better	97.8%	95.5%	71.3%	96%	96%	93.4%	88.2%	92%	Nearly Met	OSSE did not meet it's target in Q1 only. Q1 target was not met due to the SOAR to DIFS transitions. There were big delays in processing payments in the appropriate time due to that transition.
Average number of business days from when OSSE receives an educator licensure application to when OSSE renders a decision.	Down is Better	33.8	26.3	17	11	11	12	12.8	30	Met	

Key Performance Indicators (continued)

Measure	Directionality	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023	FY 2023 Target	Was 2023 KPI Met?	Explanation of Unmet KPI
Percent of IEPs reviewed that comply with secondary transition requirements	Up is Better	65%	65%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	57.5%	70%	Unmet	OSSE attributes the drop in the compliance rate and not meeting the target to the following: 1) the challenges LEAs continue to navigate in relation to the circumstances related to the public emergency, and 2) shift in methodology from cohort monitoring to weighted data pull based on an LEA's secondary transition aged special education students.
Average response time for complaints filed against licensed child development facilities	Down is Better	48	48	Annual Measure	Annual Measure	Annual Measure	Annual Measure	48	48	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	97.8%	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	100%		
Percent of timely completion of state complaint investigations	Up is Better	100%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	100%	Met	

Workload Measures

Measure	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023
Federal Meal Programs							
Total number of meals served for the Child and Adult Care Food Program (CACFP)	2,271,279	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	3,662,307
Access to Programs							
Total number of meals served during the school year through the School Nutrition Programs.	New in 2023	New in 2023	Annual Measure	Annual Measure	Annual Measure	Annual Measure	14,623,168
Adult Literacy							
Number of enrolled students (fundable under the National Reporting System (NRS) for Adult Education) in OSSE AFE IE&T programs.	1,086	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1226
Number of adults who receive a State Diploma (inclusive of National External Diploma Program or General Education Development)	181	175	Annual Measure	Annual Measure	Annual Measure	Annual Measure	245
Student Enrollment							
Number of PK-12 students in public and public charter schools	93,832	93,934	Annual Measure	Annual Measure	Annual Measure	Annual Measure	96,523
Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs							
Percent of high school seniors completing a DC TAG application	43.7%	31%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	30.1%
Child Care Facilities							
Number of children subsidized in licensed child development facilities	9,207	7,381	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6699
Number of infant and toddler slots at licensed child development facilities	11,238	11,853	Annual Measure	Annual Measure	Annual Measure	Annual Measure	11,765
Number of infant/toddlers receiving IDEA Part C early intervention services	989	1,095	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1381
Individuals with Disabilities Education Act							
Number of students with Individualized Education Programs (IEPs)	14,158	13,643	Annual Measure	Annual Measure	Annual Measure	Annual Measure	14,444
Amount of Medicaid reimbursement collected	\$1,752,461.43	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Re-Engagement							

Workload Measures (continued)

Measure	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023
Number of disconnected youth that were re-enrolled in an educational program through the reengagement center	71	59	6	35	11	54	106
Summer Food Service Program							
Total number of summer meals served through the entire summer	1,400,064	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1,110,223