



OFFICE OF THE DISTRICT OF COLUMBIA AUDITOR

717 14TH STREET N.W., SUITE 900

WASHINGTON, D.C. 20005

TEL. 202-727-3600 • FAX: 202-724-8814

Deborah K. Nichols
District of Columbia Auditor
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**Auditor's Certification Review of the
Office of the State Superintendent of Education**

September 23, 2009

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EXECUTIVE SUMMARY

PURPOSE

Pursuant to D.C. Official Code § 1-614.13(c)¹, and in accordance with section 455 of Pub. L. No. 93-198², the Office of the District of Columbia Auditor (Auditor) conducted an audit of the Office of the State Superintendent of Education (OSSE). This audit presents the results of the Auditor's review of OSSE's FY 2008 Performance Accountability Report (PAR).

CONCLUSION

The Auditor's scope included an analysis of four OSSE FY 2008 Initiatives and all seven Key Performance Indicators (KPI). For the Initiatives and KPIs, the Auditor requested documentation and corroborating evidence to support the statements and data contained in the PAR.

For three of the four Initiatives reviewed, the Auditor agreed with the rating that the Office of the City Administrator (OCA) assigned and found that they were properly rated. One Initiative could not be verified because of a lack of documentary evidence.

The results of the KPI review were 57% certified, 14% certified with qualifications, and 29% not certified.

- Certified – 4
- Certified with qualifications – 1
- Not certified – 2

All seven of OSSE's KPIs involve data collected to meet various reporting requirements of the United States Department of Education.

¹ See the Government Managers Accountability Amendment Act of 1995, effective May 16, 1995 (D.C. Law 11-16; D.C. Code § 1-614.11 *et seq.* (2002)). Specifically, *see* D.C. Code § 1-614.14(c) which states that "the District of Columbia Auditor shall conduct an audit of selected performance measures each fiscal year presented in the performance reports of certain agencies each fiscal year."

² See section 455 (b) of the District of Columbia Home Rule Act, approved December 24, 1973 (Pub. L. No. 93-198, 87 Stat. 803); D.C. Code § 1-204.55 (b) (2001) which states: "The District of Columbia Auditor shall each year conduct a thorough audit of the accounts and operations of the government of the District in accordance with such principles and procedures and under such rules and regulations as he [she] may prescribe." *See also*, section 455 (c) of the District of Columbia Home Rule Act, as amended, approved December 24, 1973, (87 Stat. 803, D.C. Code § 1-204.55 (c) (2001) which states: "The District of Columbia Auditor shall have access to all books, accounts, records, reports, findings and all other papers, things, or property belonging to or in use by any department, agency, or other instrumentality of the District government and necessary to facilitate the audit."

For the KPIs not certified and the Initiative the Auditor could not verify, the reason was weak internal controls. OSSE must take steps to provide better training to those involved in collecting and reporting the KPIs. In some cases, written procedures are also necessary to improve the reliability of the reported data. OSSE must also improve its recordkeeping practices in order to make important information available upon request by managers or external stakeholders.

RECOMMENDATIONS

1. The State Superintendent should take steps to ensure that all those responsible for maintaining highly qualified teacher data entry are adequately trained.
2. The State Superintendent should develop a highly qualified teacher data collection instrument that captures all necessary information, including teacher license information, in one step. This instrument should include data entry restrictions or edit checks preventing illogical or inappropriate information from being entered or reported.
3. The State Superintendent should develop a written process for reviewing data used for the highly qualified teacher KPI and document the review process at every step.
4. The State Superintendent must take further steps to ensure that adult education grantee organizations are better able to provide reliable data.
5. OSSE should improve recordkeeping and communication practices across the agency to enable managers to quickly locate documents demonstrating important agency achievements.

PURPOSE

Pursuant to D.C. Official Code § 1-614.13(c),¹ and in accordance with section 455 of Pub. L. No. 93-198,² the Office of the District of Columbia Auditor (Auditor) conducted an audit of the Office of the State Superintendent of Education (OSSE). This audit presents the results of the Auditor's review of OSSE's Fiscal Year (FY) 2008 Performance Accountability Report (PAR).

OBJECTIVES, SCOPE AND METHODOLOGY

The objectives of the audit were to:

1. determine the accuracy and reliability of performance results presented in OSSE's FY 2008 PAR; and
2. evaluate the procedures and internal controls that are used in collecting, analyzing, and reporting performance data.

The scope of the audit was OSSE's FY 2008 PAR. The audit was focused on the accomplishments and measurable data elements contained in the PAR, notably the Initiatives and Key Performance Indicators (KPIs). Appendix A lists the Initiatives and KPIs from OSSE's 2008 PAR.

To accomplish the audit objectives, the Auditor interviewed officials from OSSE responsible for performance accountability matters. Because OSSE is such a new agency and has already seen a great deal of turnover in key positions, it was not possible to work directly with those who were responsible for putting together the 2008 PAR. Instead, the point of contact for this audit was the Director of Planning and Performance, who will be involved from this point forward in providing information to the Office of the City Administrator (OCA) for inclusion in the FY 2009 PAR. For clarification of certain matters for which OSSE had no

¹ See the Government Managers Accountability Amendment Act of 1995, effective May 16, 1995 (D.C. Law 11-16; D.C. Code § 1-614.11 *et seq.* (2002)). Specifically, see D.C. Code § 1-614.14(c) which states that "the District of Columbia Auditor shall conduct an audit of selected performance measures each fiscal year presented in the performance reports of certain agencies each fiscal year."

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institutional memory, the Auditor also interviewed staff at OCA. Data used to calculate the KPIs and other documentation provided to verify both the KPIs and the initiatives were examined and tested for accuracy and relevance. Where necessary, judgmental testing was used in place of reviewing an entire data set.

The audit was conducted in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. The Auditor believes that the evidence obtained provides a reasonable basis for our findings and conclusions based on the audit objectives.

As shown in Appendix A, OSSE reported on seven KPIs. The Auditor reviewed all seven KPIs to determine the accuracy and reliability of the data OSSE reported. Thus, for each KPI, we attempted to reconcile the performance indicator as it was reported in the OSSE FY 2008 PAR to the source documentation and records of original entry that OSSE provided. Additionally, we reviewed the internal control environment for each KPI to ensure that controls and processes associated with procedures for gathering and reporting data for each KPI were reliable. When controls were lacking, the Auditor made recommendations to strengthen them. Unless otherwise noted, the recommendations to improve controls were all derived from model standards developed by the Government Accountability Office and identified in their publication, Standards for Internal Control in the Federal Government, (GAO/AIMD-00-21.3.1).

BACKGROUND

As noted, the Auditor is required to conduct an audit of selected performance measures presented in the performance report of certain agencies each fiscal year. By doing so, the Auditor hopes to assist the District government to run more efficiently, effectively, and economically, while providing a higher quality of service to its residents. The Government Managers Accountability Amendment Act of 1995 (GMAA) took effect as D.C. Law 11-16 on May 16, 1995, and is now codified in § 1-614.11 through § 1-614.14 of the D.C. Official Code. The GMAA mandates that all District of Columbia agencies transmit to the Council a performance plan for the next fiscal year and a performance report for the prior fiscal year. In practice, it is the Office of the City Administrator (OCA) who collects these performance reports from each government agency and publishes them together in one document, called the Performance Accountability Report. Performance indicators are designed to:

- Yield information that is meaningful to internal and external stakeholders
- Return results that are actionable by agency management
- Provide the public and the Council a window into District operations and performance

Measurements exhibiting these elements play a vital role in the continuous improvement of District operations and accountability. Councilmembers, the Mayor, agency management, the United States Congress and others all need accurate information to make the right decisions necessary for these continuous improvements.

OSSE serves as the District's State Education Agency. As such, OSSE has oversight responsibility over all local education agencies (LEAs), including DCPS and all public charter schools. OSSE is charged with setting state academic standards, developing annual assessments that align to those standards, ensuring compliance with federal grant requirements, including No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA), and providing intervention and assistance to all LEAs in order to improve the level of instruction across the District.³ The mission of OSSE is to ensure educational excellence to all District residents through exceptional leadership and service.

OSSE chose to report on eight Key Performance Indicators (KPIs) in their fiscal year 2008 Performance Accountability Report. These indicators were intended to reflect progress under four objectives:

1. Objective 1: Concretely evaluate and measure educational programs for effectiveness to provide educators and policymakers with the information they need to improve the District's schools.
2. Objective 2: Help learners prepare for and meet the demands of postsecondary education and the labor market.
3. Objective 3: Improve literacy levels to break the illiteracy cycle.
4. Objective 4: Re-engineer special education to improve service delivery mechanisms and remediate actions that have resulted in poor service delivery and IDEA "high-risk" designation by the U.S. Department of Education.

Because of the diversity in these objectives, several offices within OSSE were involved in collecting the information needed to calculate these various performance indicators. Many of the KPIs involved gathering information already being reported annually to the U.S. Department of Education. Managers in each of the relevant offices simply had to pass along the same information already being reported elsewhere. In some cases, additional calculations were required, but these were all very minor. Once the responsible managers had prepared the data, it was passed to the Office of the Superintendent for delivery to OCA where the actual report was compiled.

³ FY 2008 Performance Accountability Report. Office of the City Administrator, Government of the District of Columbia. Page 281.

OSSE also reported efforts made to implement eight performance initiatives in fiscal year 2008. The initiatives were designed to help OSSE achieve the same four objectives listed above.

Results of Audit

A. Initiatives

Overview

The District of Columbia's Office of the City Administrator defines initiatives as specific activities that are expected to occur over the next one to three fiscal years. Ideally, implementation of initiatives would have quantifiable results reflected in performance measures.

Details

As shown in Appendix A, OSSE reported on eight initiatives. One initiative was reported as fully achieved, six were reported partially achieved and one was reported as not achieved. In keeping with the objectives of this audit, the Auditor reviewed four of the eight initiatives, one for each of OSSE's objectives.

Table I provides a brief explanation regarding our analysis of the four OSSE initiatives reviewed and the corresponding achievement level for each of the initiatives.

Table I

OSSE Initiatives

Initiative Title	Rating Assigned by OCA	Auditor Comments
1.1 Design and develop a statewide longitudinal data (SLED) warehouse that will make it possible to track student progress from preschool through postsecondary education and beyond	Partially Achieved	Agree. OSSE was able to provide documentary evidence supporting the statements made in the PAR. OSSE provided the contract awarding development of the SLED warehouse. The SLED is a major development in OSSE operations and has received media attention over the last two years as it has been developed.
2.3 Meet the U.S. Department of Education's expectations for the number of high-quality teachers in the District of Columbia by establishing guidance on how educators are selected, prepared, assigned and professionally developed.	Partially Achieved	Agree. OSSE was able to provide documentary evidence supporting the statements made in the PAR. Because the new standards required State Board of Education approval, minutes of the Board meeting when the changes were approved were provided.
3.1 Launch a citywide program to promote reading for young children and families.	Fully Achieved	Disagree. At the time of the audit, OSSE was unable to provide documentary evidence supporting the statements made in the PAR. In addition, the Initiative calls for the launching of a program and the PAR refers to programs that have been ongoing for many years.
4.2 Ensure compliance with the Individuals with Disabilities Education Act (IDEA) performance and reporting requirements.	Partially Achieved	Agree. OSSE was able to provide documentary evidence supporting the statements made in the PAR. The improvements made were done partially to comply with a court order. Reports filed with the court were provided as evidence of their progress.

Summary

In three out of the four initiatives reviewed, documentation was sufficient to support the statements made in the PAR. For one of the initiatives, Initiative 3.1, OSSE was unable to provide the documentary evidence needed to independently verify that the activities reported actually took place. Despite inquiries at several different levels within OSSE, no one in that agency was able to locate and produce evidence supporting their claim to have spent \$8.6 million in FY 2008 on three specific literacy and adult education programs. This reflects poor recordkeeping and sharing of information among managers. Lack of accurately reported performance data may hinder management's decision-making ability and prohibit District stakeholders from monitoring OSSE's actual performance. OSSE should take steps to ensure that important recordkeeping responsibilities are properly institutionalized into their operating plan.

Recommendation:

OSSE should improve recordkeeping and communication practices across the agency to enable managers to quickly locate documents demonstrating important agency achievements.

B. Key Performance Indicators (KPIs)

Overview

The Auditor examined seven Key Performance Indicators and concluded that the OSSE data collection procedures are reliable and key results are accurately reported for four of the seven. One KPI was reported accurately but had serious internal control weaknesses that call into doubt the reliability of the data. One KPI was not certifiable because of extreme deficiencies in the data and serious internal control weaknesses in calculating the measure. One KPI will remain uncertified because of a failure to report data in FY 2008.

The Key Performance Indicators (KPIs) were analyzed and assigned a certification rating depending on their accuracy and reliability. KPIs meeting the requirements are deemed “Certified” by the Auditor, meaning that the Council and other stakeholders can be assured that these KPIs have been reported accurately and reliably. The ratings and their definitions are contained in the following table:⁴

Certification Ratings	
Certified	The reported performance indicator is accurate (+/- 5%) and, adequate procedures are in place for collecting and reporting performance data.
Certified with Qualifications	The reported performance indicator is accurate (+/- 5%) but, adequate procedures are not in place for collecting and reporting performance data.
Not Certified	a. Actual performance is not within 5% of reported indicator or, b. Actual data for the performance indicator could not be verified due to inadequate procedures, insufficient documentation, or because no data was reported by the agency.

Details

1) KPI 1.1: No Indicator reported for this objective (see Appendix A).

⁴ This rating system is based on others in use by auditing agencies around the country, specifically the Texas State Auditor’s Office and the Maricopa County (AZ) Internal Audit Department.

OSSE originally planned to report the following KPI:

- Implement longitudinal data warehouse.

However, according to OSSE officials, it quickly became apparent that there was no way to meaningfully quantify progress toward construction of a database. There were other flaws in this KPI. First, building the database was scheduled to only take one or two years and so this KPI would not have any long-term utility to OSSE or its stakeholders. Second, the existence of the database itself does not directly impact the constituents that OSSE serves. For these reasons, it was decided to not include this KPI in the PAR. Progress toward construction of the statewide longitudinal data (SLED) warehouse is included in the narrative reporting for Initiative 1.1.

2) KPI 2.1: Percent of core courses taught by highly qualified teachers.

Certification Discussion: **Not Certified**

The data provided by OSSE to support this KPI was riddled with formatting errors. In order to calculate this KPI, OSSE requires that all schools report data for every class taught. Since most teachers teach more than one class, this means that their names should appear multiple times on the spreadsheets used to compile the information. However, the data provided by OSSE for the Auditor's review had only one entry per teacher. This meant that it was impossible to verify the reported data at the school level. In another major error, many teachers in high schools were listed as having elementary level teacher's licenses, raising doubts about the validity of the data. This problem was especially prevalent in the DCPS data. Of the nine public schools judgmentally selected for testing, only one had data that could adequately be tested. The entire sample size was fourteen schools. Of these fourteen schools, only two that reported on percent of core courses taught by highly qualified teachers could be verified from the supporting data. As a result, it was impossible to make any meaningful calculations, let alone reproduce the results reported for this KPI.

Internal Control Discussion: The United States Government Accountability Office recommends that strong internal controls should include adequate training for those involved in data collection, defined and documented processes for reviewing data, and adequate protections in any data management process to insure that logic or reasonableness errors are not introduced. OSSE is lacking in all these areas as they relate to this KPI. This is as a result of poorly designed and missing management controls. Lack of accurately reported performance data may hinder management's decision-making ability and prohibit District stakeholders from monitoring OSSE's actual performance.

3) KPI 2.2, 2.3, 2.4, and 2.5: Student Proficiency

- Percent of students (Elementary) scoring proficient and above for English Language Arts.
- Percent of students (Elementary) scoring proficient and above for Mathematics.
- Percent of students (Secondary) scoring proficient and above for English Language Arts.
- Percent of students (Secondary) scoring proficient and above for Mathematics.

Certification Discussion: **Certified**

OSSE provided access to student level (with identities obscured) data for seventeen schools, judgmentally chosen by the Auditor for testing out of a total school population of 220. All seventeen schools matched the school level reports used to calculate the KPI.

Internal Control Discussion: OSSE's internal controls for gathering and reporting this data appear strong. OSSE works closely with all LEAs to make sure that every school has a well-trained testing supervisor. McGraw-Hill has been chosen to provide the testing materials, which are delivered to every school by OSSE. Once the tests have been administered, McGraw-Hill scores them and makes the results available to OSSE, which then completes a documented final procedure for ensuring that the individual student scores are properly recorded. McGraw-Hill's internal controls, in particular, appear very strong – an important consideration for this KPI since the scoring of the exams is central to its calculation.

4) KPI 3.1: Percent of adult learners served by community-based organizations who were both pre- and post-tested, and received the requisite minimum 12 hours of instruction that advanced at a minimum one functional literacy level.

Certification Discussion: **Certified, with qualifications**

OSSE uses data reported to it by grantee organizations to calculate this KPI. The Auditor reviewed every organization's records and determined that the KPI was reported accurately to within 5% of the figure published in the PAR. This was possible despite the fact that the wording of the KPI does not appear to correspond to the way it is calculated. The KPI is calculated by dividing the number of students who completed a level and advanced one or more levels by the number who completed a level. However, there is no direct connection between having completed a level and receiving 12 hours of instruction. This discrepancy does not appear to dramatically change the intent of the KPI. Nonetheless, the wording of the KPI, if used again, should be adjusted to reflect the actual means of its calculation.

Internal Control Discussion: OSSE's internal controls for this process are lacking. OSSE must rely on data gathered by organizations outside its direct control. To OSSE's credit, it has a vigorous and appropriate process in place for conducting regular reviews of these organizations' operations. However, these reviews have turned up serious deficiencies in data management on the part of some organizations. Each grantee organization is given two end of year reviews – one required each for both federal and local grant money sources. Using the organization's best score from these two reviews, the overall average score for data management was only 80 out of 100. However 8 of 27 organizations received scores of 69 or less, indicating serious deficiencies in their data management. Typical comments in the monitoring reports of those with data management deficiencies include this one, taken from the Friendship House report:

“A data management plan was available. However, it does not specify responsible persons and does not identify a system to check and resolve errors.”

OSSE continued to use the data provided by these organizations when calculating and reporting this KPI. This calls into doubt the reliability of the data and thus the KPI. Lack of accurately reported performance data may hinder management's decision-making ability and prohibit District stakeholders from monitoring OSSE's actual performance.

5) KPI 4.1: Percentage of districts wherein children with disabilities are meeting the state's AYP targets.

Certification Discussion: **Not certified**

OSSE did not report data for this KPI. The Assistant Superintendent for Special Education at OSSE claims that the data was collected and calculated but cannot explain why it did not make its way into the report. Neither can officials at OCA. As a result, the Auditor could not conduct tests to determine the accuracy of this KPI and did not conduct any review of the internal controls for the collection and reporting of the KPI. Lack of accurately reported performance data may hinder management's decision-making ability and prohibit District stakeholders from monitoring OSSE's actual performance.

Summary and Recommendations

The following is a summary of the Auditor's certification rating for each KPI, followed by recommendations to improve internal controls where necessary.

Performance Indicators	Certified	Certified with Qualifications	Not Certified
2.1 Percent of core courses taught by highly qualified teachers			X
2.2 Percent of students (Elementary) scoring proficient and above for English Language Arts	X		
2.3 Percent of students (Elementary) scoring proficient and above for Mathematics	X		
2.4 Percent of students (Secondary) scoring proficient and above for English Language Arts	X		
2.5 Percent of students (Secondary) scoring proficient and above for Mathematics	X		
3.1 Percent of adult learners served by community-based organizations who were both pre- and post-tested, and received the requisite minimum 12 hours of instruction that advanced at a minimum one functional literacy level		X	
4.1 Percentage of districts wherein children with disabilities are meeting the state's AYP targets			X

Recommendations:

1. The State Superintendent should take steps to ensure that all those responsible for highly qualified teacher data entry are adequately trained.
2. The State Superintendent should develop a highly qualified teacher data collection instrument that captures all necessary information, including teacher license information, in one step. This instrument should include data entry restrictions or edit checks preventing illogical or inappropriate information from being entered or reported.
3. The State Superintendent should develop a written process for reviewing data used for the highly qualified teacher KPI and document the review process at every step.
4. The State Superintendent must take further steps to ensure that adult education grantee organizations are better able to provide reliable data.

CONCLUSION

The Auditor's scope included an analysis of four OSSE FY 2008 Initiatives and all seven Key Performance Indicators (KPI). For the Initiatives and KPIs, the Auditor requested documentation and corroborating evidence to support the statements and data contained in the PAR.

For three of the four Initiatives reviewed, the Auditor agreed with the rating that the Office of the City Administrator (OCA) assigned and found that they were properly rated. One Initiative could not be verified because of a lack of documentary evidence.

The results of the KPI review were 57% certified, 14% certified with qualifications, and 29% not certified.

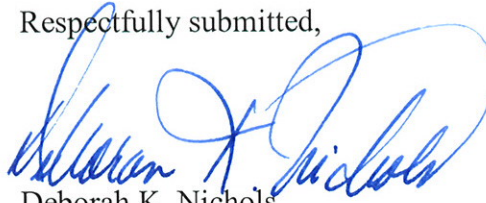
- Certified – 4
- Certified with qualifications – 1
- Not certified – 2

All seven of OSSE's KPIs involve data collected to meet various reporting requirements of the United States Department of Education.

For the KPIs not certified and the Initiative the Auditor could not verify, the reason was weak internal controls. OSSE must take steps to provide better training to those involved in reporting and calculating the KPIs. In some cases, written procedures are also necessary to

improve the reliability of the reported data. OSSE must also improve its recordkeeping practices in order to make important information available upon request by managers or external stakeholders.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Deborah K. Nichols", with a large, stylized flourish at the end.

Deborah K. Nichols
District of Columbia Auditor

APPENDIX

Appendix A



Office of the State Superintendent of Education

OSSE (GD)

MISSION

The Office of the State Superintendent of Education ensures educational excellence to all District residents through exceptional leadership and service.

SUMMARY OF SERVICES

The Office of the State Superintendent of Education (OSSE) serves as the District's State Education Agency. As such, OSSE has oversight responsibility over all local education agencies (LEAs), including DCPS and all public charter schools. OSSE is charged with setting state academic standards, developing annual assessments that align to those standards, ensuring compliance with federal grant requirements, including No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA), and providing intervention and assistance to all LEAs in order to improve the level of instruction across the District.

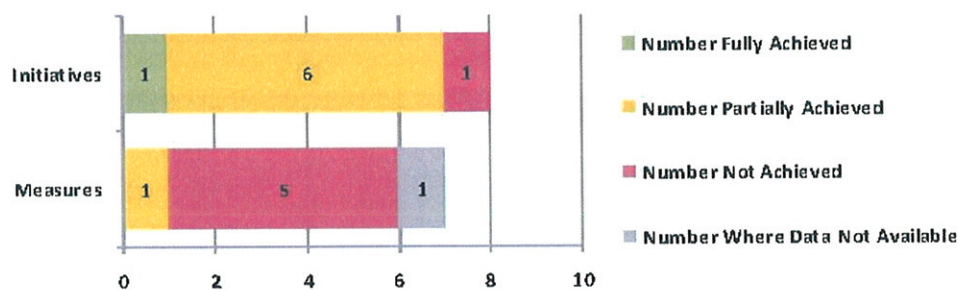
AGENCY OBJECTIVES

1. Concretely evaluate and measure educational programs for effectiveness to provide educators and policymakers with the information they need to improve the District's schools.
2. Help learners prepare for and meet the demands of postsecondary education and the labor market.
3. Improve literacy levels to break the illiteracy cycle.
4. Re-engineer special education to improve service delivery mechanisms and remediate actions that have resulted in poor service delivery and IDEA "high-risk" designation by the U. S. Department of Education.

ACCOMPLISHMENTS

- ✓ Successful merger of state functions into the OSSE
- ✓ Advancing administrator and teacher licensure regulations and redefining Highly Qualified Teacher status
- ✓ Streamlining Application for NCLB Programs

OVERVIEW OF AGENCY PERFORMANCE





Performance Initiatives – Assessment Details

Performance Assessment Key:

- Fully achieved Partially achieved Not achieved Data not reported

OBJECTIVE 1: Concretely evaluate and measure educational programs for effectiveness to provide educators and policymakers with the information they need to improve the District's schools.

- INITIATIVE 1.1: Design and develop a statewide longitudinal data (SLED) warehouse that will make it possible to track student progress from preschool through postsecondary education and beyond.**
Partially Achieved. The OSSE successfully chose a vendor, garnered contract approval from Council, and began the project planning process. Additionally, the OSSE built the technical infrastructure for the Unique Student Identifier 1.0 and the Direct Meal Certification 1.0 functions.
- INITIATIVE 1.2: Institutionalize EdStat to accurately measure and improve the performance of programs newly integrated into the OSSE.**
Partially Achieved. The EdStat process was implemented in FY08 and supported the OSSE's Higher Education Finance and Support team's efforts to process a record number of DC One Applications. In February, EdStat was halted in order to focus on the agency's strategic planning exercise in order to ensure that all OSSE staff have clear expectations.

OBJECTIVE 2: Help learners prepare for and meet the demands of postsecondary education and the labor market.

- INITIATIVE 2.1: Implement a statewide system of support to local education agencies and schools to increase the number of students that meet state academic standards.**
Partially Achieved. The OSSE has been working with the US Department of Education to revamp our Statewide System of Support and Intervention.
- INITIATIVE 2.2: Align learning and knowledge standards with formative and summative assessment expectations.**
Not Achieved. OSSE altered its course of action and opted not to pursue this initiative in order to allow the DCCAS to mature for a third year. This provided practitioners with additional year to familiarize themselves with the assessment, which may be reflected in this year's increases scores.
- INITIATIVE 2.3: Meet the U. S. Department of Education's expectations for the number of high-quality teachers in the District of Columbia by establishing guidance on how educators are selected, prepared, assigned and professionally developed.**
Partially Achieved. While OSSE did not meet the US Department of Education's expectations for the number of highly qualified teachers in DC, it did develop and garner approval from the State Board of Education on new definitions for educator licensure and highly qualified teacher status, which are in line with best practice and research and will enable DC to meet the US Department of Education's standards in future years.



OBJECTIVE 3: Improve literacy levels to break the illiteracy cycle.

● INITIATIVE 3.1: Launch a citywide program to promote reading for young children and families.

Fully Achieved. In order to promote and improve literacy in DC, OSSE sub-granted \$8,624,522 to LEAs and adult literacy providers through its Reading First, Even Start, and Adult Literacy federal grants.

OBJECTIVE 4: Re-engineer special education to improve service delivery mechanisms and remediate actions that have resulted in poor service delivery and IDEA "high-risk" designation by the U. S. Department of Education.

● INITIATIVE 4.1: Build capacity to support and empower each LEA to improve services that identify and build upon the unique strengths of every special education student.

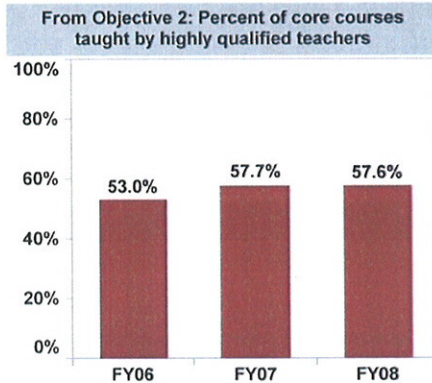
Partially Achieved. The OSSE held the first ever statewide conference on inclusion, which included training sessions by national leaders. All District special education LEAs participated in the conference.

● INITIATIVE 4.2: Ensure compliance with IDEA performance and reporting requirements.

Partially Achieved. OSSE built the first phase of the Special Education Data System, which will significantly improve OSSE and its LEA's ability to obtain accurate and reliable data on students with special needs in the District. Additional phases will be rolled out in FY09.



Key Performance Indicators – Highlights



Graph not available at the time of publication for:
Percent of appropriately licensed teachers

NOT ACHIEVED

NOT RATED

More About These Indicators:

How did the agency's actions affect this indicator?

The State Board of Education approved a new definition of Highly Qualified Teacher (HQT), which will take effect in the 08-09 school year. This new definition will significantly increase the number of HQTs in public schools. It is also more closely aligned with the No Child Left Behind Act.

The new definition:

- Ensures that candidates have subject matter knowledge, strong academic backgrounds, and relevant pedagogical trainings and
- Provides LEAs with maximum flexibility in selecting and placing candidates once competency is demonstrated

What external factors influenced this indicator?

- Teachers who pursued and took the tests to demonstrate subject-matter and pedagogical competency
- The availability of tests offered by ETS, the company that administers the tests
- The availability of teacher training and development programs by local providers
- Efforts on the part of LEAs to appropriately assign teachers to courses in which they are licensed to teach

How did the agency's actions affect this indicator?

- OSSE proposed regulatory changes, which would take effect in the 08-09 school year. These regulatory changes will increase the number of appropriately licensed teachers by increasing opportunities to become eligible for licensure to candidates who demonstrate subject-matter and pedagogical expertise.

What external factors influenced this indicator?

- Teachers who pursued and took the tests to demonstrate subject-matter and pedagogical competency
- The availability of tests offered by ETS, the company that administers the tests
- The availability of teacher training and development programs by local providers



Key Performance Indicators – Details

Performance Assessment Key:

Fully achieved
 Partially achieved
 Not achieved
 Data not reported

	FY06 Actual	FY07 Actual	FY08 Target	FY08 Actual	FY09 Projection
OBJECTIVE 1: Concretely evaluate and measure educational programs for effectiveness to provide educators and policymakers with the information they need to improve the District's schools.					
<i>None reported for this objective</i>					
OBJECTIVE 2: Help learners prepare for and meet the demands of postsecondary education and the labor market.					
Percent of core courses taught by highly qualified teachers.	53.0%	57.7%	100%	57.6%	100%
Percent of students (Elementary) scoring proficient and above for English Language Arts.	36.8%	37.7%	60.5%	45.2%	60.5%
Percent of students (Elementary) scoring proficient and above for Mathematics.	26.4%	30.0%	55.2%	40.4%	55.2%
Percent of students (Secondary) scoring proficient and above for English Language Arts.	31.7%	33.9%	57.6%	41.8%	57.6%
Percent of students (Secondary) scoring proficient and above for Mathematics.	25.6%	32.0%	55.4%	40.6%	55.4%
OBJECTIVE 3: Improve literacy levels to break the illiteracy cycle.					
Percent of adult learners served by community-based organizations who were both pre- and post-tested, and received the requisite minimum 12 hours of instruction that advanced at a minimum one functional literacy level.	79.4%	78.7%	82.0%	81.9%	85.0%
OBJECTIVE 4: Re-engineer special education to improve service delivery mechanisms and remediate actions that have resulted in poor service delivery and IDEA "high-risk" designation by the U. S. Department of Education.					
Percentage of districts wherein children with disabilities are meeting the state's AYP targets.	N/A	16.0%	27.0%	N/A	38.0%

AGENCY COMMENTS

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On September 3, 2009, the Office of the District of Columbia Auditor submitted this report in draft for review and comment to the State Superintendent of Education. No written comments were received from the State Superintendent by the September 17, 2009 requested due date.