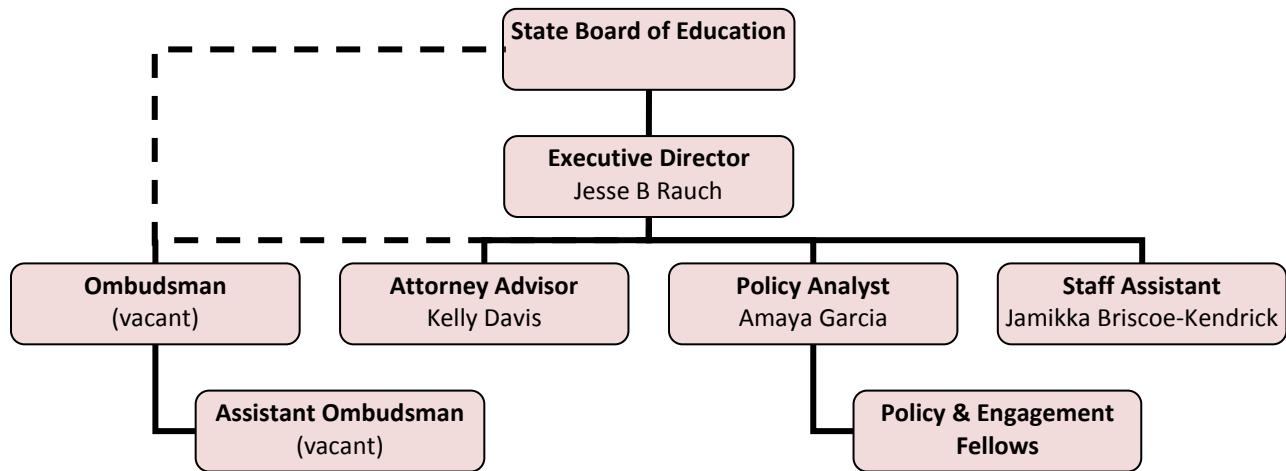


DC State Board of Education (SBOE) Fiscal Year 2013 Performance Oversight Questions

General Questions

Q1: Please provide a current organization chart for SBOE and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY13 or to date in FY14.



With the enactment of the “State Board of Education Personnel Authority Amendment Act of 2013,” the State Board of Education gained personnel and budget autonomy from the Office of the State Superintendent of Education (OSSE), necessitating adjustments in the office’s organizational chart, notably the addition of a Policy Analyst and an Attorney Advisor. The State Board currently is completing a search for an Ombudsman.

Q2: Please provide the agency’s performance plan for FY13. Did SBOE meet the objectives set forth in the FY13 performance plan? Please provide a narrative description of what actions the agency undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.

As a component of OSSE until April 1, 2013, the State Board did not have a distinct FY13 performance plan. However, the State Board identified strategic priorities that reflected its core values and aligned with its revised vision and mission statements. A draft list of programmatic goals and activities for FY13 and FY14 was included in the State Board’s submission of the State Board’s FY14 Budget Oversight Questions. The following broad goals should assist the Committee in measuring the State Board’s FY13 performance.

- **Goal 1: Build an effective State Board of Education**
- **Goal 2: Operate as an office of policy, research, and analysis.**
- **Goal 3: Operate as a convener of education stakeholders and the public.**
- **Goal 4: Operate as a public advocate.**

Goal 1: Build an effective State Board of Education

- **Establish an autonomous State Board of Education:** The State Board’s autonomy from OSSE brought new responsibilities, from the revision of its by-laws and strategic goal setting to a reworking of human resources, contracting and procurement, information technology, and

other support operations. The State Board has been subject to disruptions when other District agencies were not aware of the change, most notably in establishing an independent website.

- **Establish a multiyear planning process:** The State Board, in collaboration with OSSE, is finalizing a 15-month strategic plan. This will allow the State Board to develop and complete performance indicators for FY15.
- **Review and strengthen governance of the State Board of Education:** The State Board identified policy priorities that reflected shared concerns and core values, established committees to lead the work and develop recommendations, and adopted revised organizational by-laws to support an autonomous agency. The State Board was aided enormously by the National Association of State Boards of Education, which facilitated a day-long workshop on effective policymaking and board practices. As a part of this process, the State Board added non-voting Educator Representatives to the State Board and established operational guidelines for the Ombudsman for Public Education that will maintain the ombudsman's independence. The committee structure also helped the State Board focus intensely on the Next Generation Science Standards, which were adopted in December.
- **Review human capital needs:** The State Board developed a staffing plan for FY2013 through FY2016 that includes the strategic hiring, reclassifying, and deployment of staff. A classification and compensation analysis was completed for the Office of the Ombudsman for Public Education and the office has been established along these guidelines. In addition, the State Board has established a Policy Fellows program that brings in talented graduate students to conduct research, analyze local and national data, and assist the State Board in developing policy.

Goal 2: Operate as an office of policy, research and analysis.

- **Build capacity for high-quality policy, research, and analysis:** The State Board has re-established a policy analyst position to ensure the State Board's capacity to produce high-quality policy, research, and analysis. The State Board also has benefited greatly from the Fellows program, particularly the robust research and recommendations in the area of parent and family engagement policies. The State Board also continues to build its policy, research, and analysis capacity through membership in National Association of State Boards of Education (NASBE) where Vice President Mary Lord serves as President-Elect and Ward 1 member Patrick Mara serves on the Government Affairs Committee.
- **Revise high school graduation requirements to ensure preparation for college and/or careers:** At the request of the then-State Superintendent, the State Board undertook a broad review of the District of Columbia's graduation requirements to ensure students left our schools prepared for success as scholars, workers, and citizens. Recommend revisions were crafted with input from educators, community groups, students, parents, and other stakeholders, and formally presented to OSSE in September 2013. The current acting State Superintendent has agreed to work with the State Board to finalize revisions to high school graduation requirements, as well as to consider a diploma of distinction and a career credential or certification. The State Board also is working with stakeholders, including district administrators, to incorporate support for competency- or performance-based learning into the final recommendation.
- **Monitor implementation the ESEA Waiver:** The State Board was instrumental in securing an Elementary and Secondary Education Act waiver from the U.S. Department of Education, and has monitored OSSE's implementation along multiple dimensions, including an analysis of the implementation of Common Core State Standards (CCSS) and DC CAS scores. With the impending release of the U.S. Department of Education's Part B monitoring report on the ESEA

Waiver, the State Board is poised to review the full implementation of the waiver and make recommendations for its renewal.

- **Monitor implementation of the Race to the Top (RTTT) grant:** The State Board currently is reviewing RTTT monitoring reports and will be making a final report available in early 2014.
- **Adopt the Next Generation Science Standards (NGSS):** The State Board, with the help and support of OSSE, intensely studied and engaged the public in discussions about new science standards, which were adopted in December 2013.
- **Review implementation of approved standards:** The State Board has initiated research into the District's implementation of the Common Core State Standards (CCSS) for literacy and math and readiness for the new online assessments. In addition, the State Board has identified three (3) sets of standards to review in 2014, including Health and Wellness, the Arts, and World Languages.
- **Establish parent and family involvement standards:** The State Board's Committee on Parent and Home Engagement has generated a research paper on best practices from other states and districts, and developed a comprehensive database of nonprofits, foundations, and government agencies whose work involves families, students, and schools. The Committee is developing a survey regarding parent and home engagement and is exploring opportunities for collaboration with OSSE on policy development.

Goal 3: Operate as a convener of education stakeholders.

- **Develop a comprehensive communications and community engagement strategy:** The State Board has established a Facebook page and Twitter presence. In 2014, the State Board will launch a newsletter as well as a new website.
- **Establish a platform for understanding education issues:** The State Board has convened stakeholders to solve critical issues, such as revised truancy rules and the selection of an Ombudsman. In 2013, the State Board utilized committees to propose by-law revisions, revise graduation requirements, and lead the NGSS adoption process. The committee model will help improve the State Board's effectiveness in 2014. The State Board also is considering the establishment of working groups around specific issues with OSSE.

Goal 4: Operate as a public advocate.

- **Provide leadership on improving student achievement and closing the achievement gap:** In 2013, the State Board initiated an implementation review and oversight process. Topics included test integrity, the need for an approved definition of "proficiency," Common Core State Standards implementation, the rollout of revised LEA report cards, and OSSE's NGSS implementation plans.
- **Strengthen working relationships with District decision makers:** The State Board has strong working relationships with District education leaders and intends to strengthen and expand those relationships through regular meetings with the Deputy Mayor for Education, State Superintendent for Education, members of the Council of the District of Columbia, Public Charter School Board chair, and other decision makers to better serve as advisor and advocate.
- **Operate an Office of the Ombudsman:** The State Board will hire an Ombudsman for Public Education in early 2014 and facilitate a public outreach and awareness campaign to ensure that the students, parents, and teachers know the Ombudsman is available to assist them.

Q3: Please provide the agency's performance plan for FY14. What steps has the agency taken to date in FY14 to meet the objectives set forth in the FY14 performance plan?

With the election of new leadership in January, the State Board intends to continue to improve its effectiveness, operations, oversight, and public engagement.

Goal 1: Build a Strong State Board of Education

- **Establish a multiyear planning process:** The State Board is in the process of developing a 15-month strategic plan to guide its work in FY14 and beyond.
- **Review governance of the State Board of Education:** The State Board will establish several new committees to focus on the work of the State Board. These committees may include: Governance Committee, Implementation & Oversight Committee, Communications & Outreach Committee, Green/Less Paper Committee, and Ad Hoc Committees for various subjects, such as Graduation Requirements and Parent and Home Engagement. Further, the State Board wishes to collaborate with the Council’s Committee on Education on the revision and potential enactment of the “Public Governance Performance and Accountability Act of 2013.”
- **Improve internal policy-making processes:** In FY14, the State Board intends to review how it offers policy recommendations and the policy approval process.

Goal 2: Operate as an office of policy, research and analysis.

Engage in high-quality policy, research, and analysis: The State Board has identified the following policy issues for FY14 and FY15 which will require research and analysis capacity:

- Finalizing revised graduation requirements with additional diploma options;
- Establishing a foundation for competency-based learning;
- Approving standards for Career /Technical Education (CTE);
- Renewing the ESEA Waiver;
- Revising Residency Verification Rules;
- Defining “Proficiency” in the context of the DC CAS, new PARCC assessments, and competency-based learning;
- Establish parent and home engagement policies;
- Addressing truancy, tardiness, and other attendance issues;
- Reviewing and recommending changes to improve the teacher pipeline;
- Reviewing health and wellness standards; and
- Reviewing World Languages standards.

Goal 3: Operate as a convener of education stakeholders.

Develop a comprehensive communications and community engagement strategy: In FY14, the State Board has continued to advance a communication strategy. The launch of a new website along with a newsletter in 2014 will be an important step in improving public engagement and transparency, particularly in terms of access to testimony from the State Board’s monthly public meetings. The State Board will solicit feedback from stakeholders to improve quality, timeliness, and access to information.

Goal 4: Operate as a public advocate.

Provide leadership on improving student achievement and closing the achievement gap: The State Board is invested in examining systemic problems facing the District’s education system. With the completion of a report analyzing the links between poverty and education, undertaken in conjunction with the 50th anniversary of the War on Poverty, the State Board can help work to ensure all students have access to equally good schools. As part of this effort, the State Board has requested – and the Deputy Mayor for Education’s office has agreed to – involvement in revising school attendance boundaries and feeder patterns.

Operate an Office of the Ombudsman: The State Board is committed to supporting the Office of the Ombudsman for Public Education. By tracking trends and recurring concerns, the ombudsman fills a vital role not only in helping families and students, but also in highlighting the need for new policies or rules.

- Q4: Please provide the following budget information for SBOE, including the approved budget, revised budget, and expenditures, for FY13 and to date in FY14:**
- At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
 - At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
 - At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.

[NOTE: for electronic submission please submit raw data (i.e., CFO data dump)]

See attached.

- Q5: Please provide a complete accounting of all intra-district transfers received by or transferred from SBOE during FY13 and to date in FY14. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within SBOE the transfer affected.**

See attached.

- Q6: Please provide a complete accounting of all reprogrammings received by or transferred from the SBOE during FY13 and to date in FY14. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.**

There were no reprogrammings in FY13 or FY14.

- Q7: Please provide a list of all SBOE's fixed costs budget and actual dollars spent for FY13 and to date in FY14. Include the source of funding and the percentage of these costs assigned to each SBOE program. Please provide the percentage change between SBOE's fixed costs budget for these years and a narrative explanation for any changes.**

There were no fixed costs for FY13 or FY14.

- Q8: Please provide the capital budget for SBOE and all programs under its purview during FY13 and FY14, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY13 and FY14. Did any of the capital projects undertaken in FY13 or FY14 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.**

The State Board does not have a capital budget.

Q9: Please provide a current list of all properties supported by the SBOE budget. Please indicate whether the property is owned by the District or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric).

The State Board does not support any properties.

Q10: Please describe any spending pressures that existed in FY13. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

There were no spending pressures in FY13.

Q11: Please identify potential areas where spending pressures may exist in FY14? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY14 budget.

The State Board may be subject to FY14 spending pressures in two areas: personnel and facilities. On a personnel level, the State Board recognizes that the Ombudsman and one (1) assistant may be insufficient to handle the expected call volume and caseload. Each week, for example, the State Board receives at least 15 calls that would be routed to an Ombudsman. Given the Ombudsman’s required salary level, the State Board may have to reduce policy support to the State Board until additional personnel funds can be secured.

There also is a pressing need for office space to accommodate the Ombudsman and, in the future, a Student Advocate. This may require a small-to-moderate construction project within the State Board offices. In addition, the State Board has recognized a need to renovate and modernize the Old Council Chambers at 441 4th Street NW and is working with the Office of Cable Television to share the expense of modernizing this vital public amenity.

Q12: Please provide a list of all FY13 full-time equivalent positions for SBOE, broken down by program and activity. In addition, for each position please note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).

FY13

Funding Source	Name	Title	Vac Stat	Total
Board Staff				
Local	Amaya Garcia	Policy Analyst	Filled	1.00
	Assistant Ombudsman	Assistant Ombudsman	Vacant	1.00
	Jamikka Briscoe-Kendrick	Staff Assistant	Filled	1.00
	Jesse B Rauch	Exec. Secretariat for the SBE	Filled	1.00
	Kelly Davis	Attorney Advisor	Filled	1.00
	Vacant	Ombudsman for Public Education	Vacant	1.00

Board Members				
Local	Anderson, Doris R	Board Member	Filled	1.00
	Jacobson, Jack	Board Member	Filled	1.00
	Jones, Mark A	Board Member	Filled	1.00
	Lord, Mary C	Board Member	Filled	1.00
	Mara, Patrick D	Board Member	Filled	1.00
	Slover, Laura M	Board Member	Filled	1.00
	Warren-Jones, Monica A	Board Member	Filled	1.00
	White, Trayon	Board Member	Filled	1.00
	Williams, Karen	Board Member	Filled	1.00
Total				15.00

Q13: How many vacancies were posted for SBOE during FY13? To date in FY14? Which positions? Why was the position vacated? In addition, please note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.

There were two (2) vacancies posted for the State Board in FY13. The positions included the Policy Analyst and Attorney Advisor. In FY14, the State Board advertised for the Ombudsman for Public Education position. All positions were newly created within the State Board within FY13 and FY14. All positions are supported by local funds.

Q14: How many employee performance evaluations were completed in FY13 and how was performance measured against position descriptions? To date in FY14? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

Performance evaluations were initiated in FY13 for all staff members; they will be completed in FY14. At this time, State Board staff are evaluated using the District’s performance management system, as provided by DCHR. In addition, several strategies have been deployed to improve employee performance, including:

- One-on-one feedback and consultation on areas of need;
- Attending professional development classes; and
- Use of 90-day improvement plans for underperforming employees.

Q15: Please provide the Committee with the following:

- **A list of all employees who receive cellphones, personal digital assistants, or similar communication devices at agency expense and the cost per each employee;**

Employee	Device	Cost
Kamili Anderson	Blackberry	Not applicable in FY13*
Laura Slover	Blackberry	Not applicable in FY13*
Mark Jones	Blackberry	Not applicable in FY13*
Mary Lord	Blackberry	Not applicable in FY13*
Monica Warren-Jones	Blackberry	Not applicable in FY13*
Patrick Mara	Blackberry	Not applicable in FY13*
Trayon White	iPhone	Not applicable in FY13*

*DC State Board of Education
FY13 Performance Oversight Questions*

The State Board will be responsible for paying its own cell phone bills in February 2014. However, each contract costs \$49.49 per month, with an annual cost of \$593.88 per person.

- **A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY13 and to date in FY14, and the amount;**

No employees have received bonuses, special pay, additional compensation, or hiring incentives.

- **A list of travel expenses for FY13 and to date in FY14, arranged by employee.**

Fiscal Year	Employee	Purpose	Cost
FY13	Dorothy Douglas	NASBE Conference	\$1,115.10
FY13	Kamili Anderson	NASBE Conference	\$1,115.10
FY13	Laura Slover	NASBE Conference	\$866.60
FY13	Mark Jones	NASBE Conference	\$1,115.10
FY13	Mary Lord	NASBE Conference	\$866.60
FY13	Monica Warren-Jones	NASBE Conference	\$973.10
FY13	Patrick Mara	NASBE Conference	\$1,115.10
FY13	Trayon White	NASBE Conference	\$866.60
		Total	\$8,033.30

The National Association of State Boards of Education’s annual conference provides vital professional development and networking opportunities that enhance the State Board’s effectiveness in numerous ways. The travel expenses listed above are for travel to NASBE’s October 2012 annual conference in Chicago. These costs include transportation, lodging, per diem, and baggage expenses. This does not include registration fees, which was \$595.00 per person.

Q16: Please provide the following information for all grants awarded to SBOE during FY13 and to date in FY14:

The State Board did not receive any grants in FY13 or FY14.

Q17: Please provide the following information for all grants/subgrants awarded by SBOE during FY13 and to date in FY14:

The State Board did not award any grants in FY13 or FY14.

Q18: Please provide the following information for all contracts awarded by SBOE during FY13 and to date in FY14:

See attached.

Q19: Please provide the following information for all contract modifications made by SBOE during FY13 and to date in FY14, broken down by SBOE program and activity:

The State Board did not make any contract modifications in FY13 or FY14.

Q20: Please provide the following information for all purchase card transactions during FY13 and to date in FY14:

- **Employee that made the transaction;**
- **Transaction amount; and,**
- **Transaction purpose.**

Fiscal Year	Employee	Vendor	Cost	Purpose
FY13	Jamikka Briscoe-Kendrick	North Capitol Partners	\$150.00	Moving Services
FY13	Jamikka Briscoe-Kendrick	Metropolitan Office Products	\$1,438.96	Office Supplies
FY13	Jamikka Briscoe-Kendrick	Metropolitan Office Products	\$84.78	Award Frames
FY13	Jamikka Briscoe-Kendrick	Staples	\$28.14	Office Supplies
FY13	Jamikka Briscoe-Kendrick	US Facilities, Inc.	\$2,310.00	Painting/Wall Repair
FY13	Jamikka Briscoe-Kendrick	Premier Office Supplies	\$680.25	Business Cards
		Subtotal	\$4,692.13	
FY14	Jamikka Briscoe-Kendrick	Capital Reporting Company	\$1,986.02	Transcription
FY14	Jamikka Briscoe-Kendrick	Staples	\$48.07	Office Supplies
FY14	Jamikka Briscoe-Kendrick	Amazon	\$25.70	Reference Book
FY14	Jamikka Briscoe-Kendrick	Capital Reporting Company	\$1,846.74	Transcription
FY14	Jamikka Briscoe-Kendrick	Education Week	\$39.00	Subscription
FY14	Jamikka Briscoe-Kendrick	Capital Reporting Company	\$1,090.32	Transcription
		Subtotal	\$5,035.85	

Q21: Please provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within SBOE during FY13 and to date in FY14. This includes any reports of the DC Auditor or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

Not applicable.

Q22: Please provide a citation of all regulations that were reviewed and/or revised in FY13 and FY14 to date.

Not applicable.

Personnel

Q23: Please provide an update regarding the Board’s transition to personnel authority.

On April 1, 2013, the State Board received personnel and budget autonomy as a result of the “State Board of Education Personnel Authority Amendment Act of 2012.” To ensure that the transition occurred without difficulty, State Board’s staff worked with the appropriate District agencies to complete the transition. The transition is complete with the establishment of a memorandum of understanding between DCHR and the State Board.

Q24: Please list all employees detailed to or from your agency, if any. Please provide the reason for the detail, the detailed employee’s date of detail, and the detailed employee’s projected date of return.

Not applicable.

Q25: Please list SBOE's committees and subcommittees and also which members serve on each one.

Below is a list of the State Board's committees for the current year:

- **Governance and By-Laws Committee**
 - Jack Jacobson
 - Karen Williams
 - Laura Slover
 - Mark Jones, Chair
- **Parent & Home Engagement Committee**
 - Jack Jacobson
 - Kamili Anderson
 - Mary Lord
 - Monica Warren-Jones, Chair
 - Trayon White
- **Next Generation Science Standards Committee**
 - Mary Lord, Chair
 - Patrick Mara
- **Graduation Requirements/Competency-Based Learning Committee**
 - Jack Jacobson
 - Laura Slover, Chair
 - Mary Lord
 - Monica Warren-Jones
 - Patrick Mara
- **Ombudsman Selection Committee**
 - Kamili Anderson
 - Karen Williams
 - Mary Lord
 - Monica Warren-Jones
 - Trayon White

In FY14, the following committees will be established or continued:

- **Parent & Home Engagement Committee**
- **Next Generation Science Standards Committee**
- **Graduation Requirements/Competency-Based Learning Committee**
- **Governance Committee**
- **Implementation & Oversight Committee**
- **Communications & Outreach Committee**
- **Green/Less Paper Committee**
- **CCSS Implementation Committee**

Program Operations and Community Engagement

Q26: What were the major accomplishments of the SBOE in FY13 and in FY14 to date? Please include the following:

– **Specific efforts to engage with the community and other jurisdictions;**

In FY13 and FY14, the State Board engaged in several strategies to engage with the community and other jurisdictions, including:

- Launching a new Facebook page, establishing a Twitter handle, drafting a monthly newsletter, and sharing information with the public via the GovDelivery email system;
- Presenting revised LEA Report Cards at community meetings;
- Hosting presentations on the Next Generation Science Standards at community meetings, in collaboration with OSSE;
- Attending community meetings and activities as well as helping to launch or strengthen Ward-based education councils; and
- Participating in institutes (on Common Core implementation and Next Generation Science Standards), study groups, and committees of the National Association of State Boards of Education, as well as attending the annual conference

– **Improvements to the process for student discipline;**

In FY13, the State Board did not address student discipline as it is not directly within the authority of the State Board. However, through the State Board’s authority on attendance rules, the Board will continue to address some of the root causes of student misbehavior. In the coming year, the State Board will investigate policies related to tardiness as this seems to be affecting student attendance. Further, the State Board’s Committee on Parent & Home Engagement will be investigating issues correlated with student discipline issues, such as education, health, and other deficits that affect student behavior.

Finally, it is expected that the Ombudsman for Public Education will receive complaints from parents and students related to student discipline. As the Ombudsman finds trends in student discipline issues, the State Board will have an opportunity to advocate on this issue.

– **Changes made to regulations regarding student attendance, improving content standards, educator quality, and preparing students for post-secondary success; and**

In FY13, the State Board will have approved the following items which will impact these areas:

- **Student Attendance:** In FY13, the State Board approved revised compulsory attendance rules to comply with the South Capitol Street Tragedy Memorial Amendment Act of 2012 and Attendance Accountability Act of 2013. In partnership with OSSE, the State Board is investigating the implementation of these rules in addition to initiating work related to tardiness.
- **Content Standards:** In FY13, the State Board approved revised Early Learning Standards as well as the Next Generation Science Standards. In the next year, the State Board will be considering new CTE standards while reviewing the implementation of previously approved standards, including Health and Wellness standards, Arts standards, and World Language standards.
- **Educator Quality:** The State Board has identified teacher quality, including human capital strategies, as a major initiative. The State Board is also interested in looking at the standards for teacher accreditation programs, an area where the State Board has approval authority.
- **Preparing Students of Post-Secondary Success:** The State Board proposed revised high school graduation requirements that will include the first steps in a transition from traditional time-in-seat as a measure of learning to measuring what students actually know to ensure their competency. The graduation requirements, if met by any particular student, would prepare

them to excel in the college or career of their choice. In addition, with the inclusion of multiple diploma options, students will have new opportunities for post-secondary success.

– **Studies, analyses, and research papers conducted by the Board; and**

- A Review of CCSS Implementation
- Update on the ESEA Waiver Renewal Process
- A State Survey of Competency-Based Learning Language
- A Review of CTE Standards
- The Role of Cut Scores in Defining Proficiency
- Graduation Pathways: Options for Consideration
- A National Review of the Roles and Responsibilities of State Boards of Education
- How to “Go Green” and Reduce Paper by the State Board of Education
- An Briefing of the Next Generation Science Standards
- A National Review of “Best Practices” and Other Guidelines for the Purpose of Establishing an Office of the Ombudsman for Public Education
- A National Review of “Best Practices” for Parent and Home Engagement
- An Environmental Scan of Parent and Home Engagement Activities in the District of Columbia
- A Review of Race to the Top Implementation (pending)
- An Implementation Review of the ESEA Flexibility Waiver (pending)
- Poverty and Its Effects on Education (pending)

– **Reports published by the Board.**

In FY13, the State Board published an annual report for 2012. By March 2014, the State Board will complete and publish online an Annual Report for 2013. The Ombudsman will also publish a report within 90 days of the end of the academic year in 2014.

Q27: Please identify all legislative requirements (both local and federal) that the agency lacks sufficient resources to properly implement.

There are two (2) areas in which the State Board may have insufficient resources: for the Office of the Ombudsman and the Office of the Student Advocate. In the case of the Ombudsman, if the caseload for the Ombudsman is as high as project, and given that the State Board only has sufficient funds for an Ombudsman and one (1) assistant ombudsman, there will likely be a need for increased staff within the Office of the Ombudsman. Second, with the enactment of the Parent and Student Empowerment Act of 2013, the Office of the Student Advocate is currently unfunded.

Q28: Please identify any statutory or regulatory impediments to your agency’s operations.

The Public Education Reform Amendment Act of 2007 (PERAA) provided the State Board with both advisory and approval roles. However, PERAA also stated that the State Board may only “consider matters for policy approval upon submission of a request for policy action by the State Superintendent of Education within a review period requested by the Office of the State Superintendent of Education.”

While the State Board will gain independent personnel and budget authority, the State Board’s ability to formulate and recommend policy options to encourage increased academic performance is hampered.

The State Board needs affirmative action by the DC City Council to allow the State Board to initiate policy discussions. This action may require the State Board to have rulemaking authority as well.

In addition, the current State Board roles and responsibilities are outdated, especially those that refer to the “No Child Left Behind Act of 2001.” The State Board’s roles and responsibilities are in need of revision so that District law can exist independently of Federal law. Further, given the role of the State Board, it is necessary for the State Board’s roles and responsibilities be aligned with those of other state boards around the country.

Q29: What interagency or intra-agency efforts have been made to improve SBOE functions?

- **How does the board work with DCPS, PCSB, OSSE, and the DME?**

State Board members and staff regularly communicate with officials from each of the above-mentioned agencies. The State Board has worked closely with both DCPS and public charter schools, including the PCSB to review proposed graduation requirements and address concerns over compulsory attendance rules. In addition, the State Board is currently a member of Raise DC, where there is regular interaction between the State Board and other District agencies. In addition, the State Board is working with the Deputy Mayor for Education to ensure that the State Board is well informed about potential changes to boundary and feeder pattern and will be hosting the Deputy Mayor’s office at several upcoming working sessions and public meetings to discuss the topic. The State Board works most closely with the Office of the State Superintendent of Education as many policy initiatives before the State Board emerge from OSSE.

There are still opportunities to work closer with these agencies and the State Board looks forward to doing so in the upcoming year.

- **Additionally please describe efforts to collaborate with other boards and agencies to engage in District education initiatives.**

The State Board works with other boards and agencies on an as-needed basis. However, as the State Board looks at accountability systems and other mechanisms for supporting student learning from a state-level, the State Board hopes to look into other methods of connecting with any and all agencies that support children, youth and their families. For example, the State Board may consider convening relevant interagency stakeholders to help align the entire education and youth development system.

Q30: Please provide an update on the new Ombudsman for Public Education, including a biography, implementation plan and operational guidelines.

The State Board has identified a candidate to be the Ombudsman but has not yet transmitted an offer letter to the individual. When this occurs, the Committee will be promptly informed.

The State Board has laid out a basic set of implementation and operation guidelines with both a charter and a draft standard operating procedures manual, but they are subject to change once the Ombudsman begins her work and as the Ombudsman adopts and refines a case management and tracking system. Nonetheless, the Ombudsman will be engaging in numerous public engagement activities. Drafts of these documents will be sent separately.

Q31: Please provide an update on the Board’s work to update graduation requirements. Please detail any changes including new requirements for special education students.

On September 25, 2013, the State Board submitted proposed revisions of the graduation requirements to OSSE. In January 2014, OSSE committed to working with the State Board to finalize revised graduation requirements. Along with revisions to the standard diploma, the State Board proposed additional diploma options for considering, including a diploma of distinction, a career credential (aligned with CTE standards) and an “achievement diploma.”

At this time, no specific changes are being made for special education students. Research shows that students with special needs should first be expected to meet the same expectations as the general population, with accommodations. For students with severe cognitive disabilities, the State Board is considering a recommendation to replace the District’s “certificate of completion” with an “achievement diploma.” The change, recommended by research and special education advocates, would create more opportunities for students with disabilities applying for jobs that require a high school diploma.

Q32: Please provide an update on SBOE’s monitoring of the implementation of the ESEA Flexibility Waiver and monitoring of the implementation of the Race to the Top including how the Board will collaborate with OSSE on these matters?

The State Board is actively monitoring the implementation of the ESEA Waiver. In 2014, the State Board began receiving updates on the renewal process from OSSE and it is anticipated that the State Board will receive a copy of the U.S. Department of Education’s Part B monitoring report soon. While the monitoring report will include suggested modifications to the waiver, State Board staff have created a dashboard to inventory each implementation goal included within the waiver. Prior to considering a revised waiver, the State Board will ask OSSE to update the dashboard.

Simultaneously, with the tapering of Race to the Top (RTTT) funds, State Board staff are reviewing the U.S. Department of Education’s annual monitoring reports. With the Year 3 monitoring report due in February, the State Board will connect with OSSE to ascertain the status of current initiatives as well as the plans for these initiatives when RTTT funds are no longer available.

Q33: Please provide an update on the Board’s plan to establish parent involvement standards for LEAs, including how you will work with the various LEAs on this effort.

The State Board’s Parent & Home Engagement Committee has been meeting on a regular basis. So far, the committee has surveyed academic research and case studies to produce a report on “best practices” and options for producing parent involvement standards. To better understand what was already occurring in the District, the committee commissioned an “environmental scan” of the dozens of education, nonprofit, private, and government entities to determine what programs and funding streams currently serve our students, families, and schools. The resulting database is searchable by Ward, population served, and school. The committee also commissioned a parent survey as well as a teacher survey to ascertain the knowledge and needs of these two stakeholder groups as it pertains to parent and home engagement.

*DC State Board of Education
FY13 Performance Oversight Questions*

In January, the State Board and OSSE agreed that parent and family engagement policies were a top priority and to share ideas and resources with the goal of producing and endorsing strategies that support parent and home engagement.

During this process, the State Board will be working closely with LEAs, as well as parents and other school leaders, to ensure that they are an important part of the policy formulation process. It is the goal of the Committee to keep this work ongoing and in partnership with all relevant stakeholder groups.

D.C. State Board of Education - Performance Hearing Questions

Q7. FY2013 -- Agency's Approved Budget, Expenditures by Program, Activity, and CSG.

Please provide the following budget information for OSSE, including the amount budgeted and actually spent, for FY13 and to date in FY14. In addition, please describe any variance between the amount budgeted and actually spent for FY13 and to date FY14:

- At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.

- At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.

- At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.

Fund #	Fund Title	Comp Source Group	Budget	Revised Budget	Expenditures	Variance	Comments
100	LOCAL FUND	11		59,477	78,423	(18,946)	
		12		73,586	52,775	20,811	
		14		26,512	21,198	5,314	
		PS Total	-	159,575	152,396	7,179	
		20		2,500	-	2,500	
		40		130,563	4,692	125,871	See note below.
		41			-	-	
		50		2,000	1,950	50	
		70		1,000	-	1,000	
		NPS Total	-	136,063	6,642	129,421	
	LOCAL FUND Total			295,639	159,038	136,601	
Grand Total			-	295,639	159,038	136,601	

Office of the State Superintendent of Education (State Board Division Prior to Independent Agency)							
Fund #	Fund Title	Comp Source Group	Budget	Revised Budget	Expenditures	Variance	Comments
100	LOCAL	11	87,000	45,725	51,925	(6,200)	
		12	171,049	97,462	86,440	11,023	
		13		-	(779)	779	
		14	55,754	33,392	26,980	6,412	
	PS Total		313,803	176,579	164,565	12,014	
		20	1,000	4,300	4,300	-	
		40	187,205	50,842	50,694	148	
		50	2,000	-	-	-	
		70	1,000	-	-	-	
	NPS Total		191,205	55,142	54,994	148	
	LOCAL Total		505,008	231,721	219,559	12,162	
			505,008	231,721	219,559	12,162	
			505,008	231,721	219,559	12,162	

D.C. State Board of Education - Performance Hearing Questions							
Q7. FY2014 -- Agency's Approved Budget, Expenditures by Program, Activity, and CSG.							
Please provide the following budget information for OSSE, including the amount budgeted and actually spent, for FY13 and to date in FY14. In addition, please describe any variance between the amount budgeted and actually spent for FY13 and to date FY14:							
- At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.							
- At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.							
- At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.							
Fund #	Fund Title	Comp Source Group	Budget	Revised Budget	Q1 Expenditures	Q1 Encumbrances	Available Budget
100	LOCAL FUND	11	371,584	371,584	67,687	-	303,897
		12	153,033	153,033	38,203	-	114,830
		14	122,546	122,546	25,060	-	97,486
		PS Total	647,163	647,163	130,950	-	516,213
		20	4,000	4,000	-	-	4,000
		40	206,214	206,214	5,036	10,000	191,178
		50	2,000	2,000	-	-	2,000
		70	7,098	7,098	-	-	7,098
		NPS Total	219,312	219,312	5,036	-	204,276
	LOCAL FUND Total		866,475	866,475	135,986	-	720,489
Grand Total			866,475	866,475	135,986	-	720,489

In FY13, the State Board experienced \$125,871 in unspent funds. These unexpended funds are the result of several factors, including the State Board's lack of an Executive Director for approximately six (6) months, that one (1) of the State Board's employees was detailed to the State Board and therefore was not funded by the State Board's budget, and that other projects, such as the modernization of the Old Council Chambers at 441 4th Street NW could not be initiated before the end of the fiscal year. As the State Board was not autonomous, State Board staff had difficulty expending funds until recently.

**OSSE PERFORMANCE OVERSIGHT QUESTIONS:
QUESTION 8: ACCOUNTING FOR ALL INTRA-DISTRICTS
GEO - STATE BOARD OF EDUCATION**

Question 8: Please provide a complete accounting of all intra-district transfers received by or transferred from OSSE during FY13 and to date in FY14. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within OSSE the transfer affected.

TRANSFERRED FROM STATE BOARD

Fund	Project Title	Program	Activity	Seller Agency Name	FY13 Advance Amount	FY14 YTD Advance Amount	Narrative
Local	PURCHASE CARD/TRAVEL CARD	STATE BOARD OF EDUCATION	STATE BOARD OF EDUCATION	OFFICE OF FINANCE & RESOURCE MGMT	\$4,692	\$4,692	P-Card Transactions
Total					\$4,692	\$4,692	

TRANSFERRED TO BOARD

Fund	Project Title	Program	Activity	Seller Agency Name	FY13 Advance Amount	FY14 YTD Advance Amount	Narrative
Total					\$0	\$0	

Q18: Please provide the following information for all contracts awarded by SBOE during FY13 and to date in FY14:

FY	Contract Number	Approved Budget Authority	Funding Source	Competitive?	Expenditures	Purpose	Vendor	Deliverables	Outcomes	Corrective Action	Responsible Employee
FY13	PO485685	\$10,000	Local	Yes.	\$9,852.20	Transcription services.	Capital Reporting Company	Transcription services.	Delivered.	No.	Jamikka Briscoe-Kendrick
FY13	RQ795586	\$4,300	Local	Yes.	\$4,300	Business cards.	Laser Art, Inc.	Office supplies	Delivered.	No.	Jamikka Briscoe-Kendrick
FY13	PO466358	\$1,810.00	Local	Yes.	\$1,810.00	Toner Supplies	Metropolitan Office Products	Toner Supplies	Delivered.	No.	Jamikka Briscoe-Kendrick
FY13	PO480846	\$3,218.00	Local	Sole Sourced.	\$3,218.00	HP Finisher, Warranty	Hewlett Packard	HP Finisher, Warranty	Delivered.	No.	Jamikka Briscoe-Kendrick
FY14	PO485685	\$10,000.00	Local	Sole Sourced.	\$1,504.06	Transcription services.	Capital Reporting Company	Transcription services.	Delivered.	No.	Jamikka Briscoe-Kendrick