

2026-2030 Strategic Plan

Building Momentum for Every Student's Future

Preparing DC Students for Tomorrow's Opportunities





Vision:

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.



Mission:

As DC's state education agency, we will set high standards, build educator and system capacity to meet those standards, expand educational opportunities for all learners with a focus on those underserved, and hold everyone—including ourselves—accountable for results.

OSSE's vision for the 2026-2030 Strategic Plan is that it can serve as a foundation for the [DC Graduate Profile](#), the collection of skills and attributes every DC learner will have.

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Message from the State Superintendent

The Office of the State Superintendent of Education (OSSE) plays a vital role in shaping the educational landscape of our capital city.

As the state education agency for the District, we oversee everything from early childhood programs to K–12 schools, adult learning, and college scholarships. Our mission is simple but ambitious: to ensure every learner in DC—regardless of background, neighborhood, or circumstance—has access to high-quality education and the opportunity to thrive. By setting high standards, providing resources, and championing equity, OSSE works every day to strengthen our schools and empower our students.

Over the past several years, the District has made meaningful progress for students, including stronger early childhood programs, gains in literacy rates, and expanded career pathways. These achievements reflect the dedication of educators, families, and partners across our city.

We have built systems, deepened partnerships, and sharpened our understanding of what works. Now we build on that foundation. We are also navigating a moment of significant change. Federal funding is shifting, and new technologies like artificial intelligence are reshaping how we work and learn. Workforce demands continue to evolve. This plan positions OSSE to move through these changes thoughtfully, while staying anchored in what matters most: more learning and increased opportunities for every student in the District.

This plan was built with the community, not just for it. Hundreds of stakeholders, including educators, school leaders, families, community organizations, and partner agencies, shaped our priorities across multiple rounds of engagement. Their input sharpened this plan in ways we couldn't have achieved alone.

None of this can be achieved alone. Success requires genuine partnership with local education agencies, child development facilities, community organizations, families, and colleagues across government. Our role is to set clear direction, align resources to our highest priorities, and hold ourselves accountable for results.

Onward,

A handwritten signature in black ink that reads "Antoinette S. Mitchell". The signature is fluid and cursive, with the first name being the most prominent.

Antoinette S. Mitchell, Ph.D.

About the Office of the State Superintendent of Education (OSSE)

67

Local Education Agencies
(LEAs)*

470+

Early Childhood
Providers*

250+

Schools*

*as of the 2025–26 school year

The Office of the State Superintendent of Education (OSSE) is the state education agency for Washington, DC. Created in 2007, OSSE sets statewide standards, administers federal and local education funding, oversees accountability, and collects and reports data across the District's entire education landscape, from birth through adulthood.

Unlike most state education agencies, OSSE also delivers certain direct services to students and families. This includes operating transportation for students with disabilities, administering child care subsidies, reimbursing non-public tuition for students with disabilities who need private placement, providing early intervention services for infants and toddlers with developmental delays, and running career and technical education (CTE) programs through the Advanced Technical Centers (ATCs). OSSE also provides professional development for teachers, delivers scholarships, and licenses postsecondary institutions and training programs. These responsibilities have shifted over time as the city's needs have evolved.

OSSE works across a uniquely complex education ecosystem. Washington, DC, is home to 67 LEAs, 470+ early childhood providers, and 250+ schools as of the 2025–26 school year. The Deputy Mayor for Education, State Board of Education, Public Charter School Board, and District of Columbia Public Schools are all critical partners in this work. We serve as the connective thread across this system, working to ensure that every learner has access to high-quality education regardless of which school they attend, which neighborhood they live in, or which pathway they choose.



The Levers That Advance Our Work

OSSE advances its mission through six key *levers*. These are the mechanisms we use to influence practice and outcomes across the system:



Core Values

Core Values:

We seek to accomplish this vision and mission by living our core values, which guide our work in service of DC residents. They speak to our belief in the potential of every DC student, our commitment to excellence and continuous improvement, and our dedication to building partnerships rooted in transparency and integrity.

Focus on students	We believe all DC learners, from infants to adults, can achieve at high levels, and we accelerate progress for those facing the greatest barriers to opportunity.
Organizational excellence	We hold ourselves to high standards, act with urgency, and build systems that sustain excellent work.
Determination	We chart a path forward every time, bringing creativity, skill, and agility to tackle every challenge.
Partnership	We know our stakeholders, lead with empathy and transparency, and earn trust through our integrity.
Teamwork and collaboration	We embrace diversity, inspire, support, and care for each other, and stay accountable to our shared mission.



The Context for This Plan

Building on Real Progress

OSSE's Recovery to Restoration 2023–25 strategic plan guided the District's education system through a critical period, and that work produced meaningful results. By the end of the 2024–25 school year:

What improved:

- **Literacy.** Rates of students meeting English Language Arts grade-level expectations rose across elementary and middle school grades by three percentage points, supported by new science of reading resources and a statewide high-quality instructional materials list.
- **Career pathways.** The ATC served more than 400 students who earned more than 4,600 early college credits. OSSE also launched the Advanced Internship Program to connect students with paid opportunities in high-demand fields.
- **Early childhood quality.** 83% of child care providers serving infants and toddlers were rated as "Quality" or "High-Quality" under the Capital Quality designation, and licensing regulations were updated to support diverse pathways into the profession.
- **School climate data.** OSSE launched DC Survey About Your School (SAYS), the District's first statewide school climate survey, giving educators and policymakers a new window into how students experience school.



Where challenges persist:

- Chronic absenteeism remains among the highest in the country.
- Students with disabilities continue to perform far below their peers.
- Math achievement has improved in recent years, but remains below pre-pandemic levels.
- The lowest-performing schools must continue to increase student achievement.

This plan carries forward the momentum from what worked, confronts the challenges that remain, and sharpens OSSE's focus for the next five years.

A Changing Landscape

The world DC students are preparing for looks different from the one they faced three years ago, and the systems that serve them face new pressures.

Federal funding uncertainty is reshaping the planning horizon. The potential for shifts in federal education policy and Title program funding requires OSSE to plan proactively and strategically around resource use.

Technology is transforming how people learn and work. Artificial intelligence and other emerging tools create new possibilities for instruction, data analysis, and operations, but they also raise questions about privacy, equity, and responsible use that DC must answer thoughtfully.

The labor market is evolving. Growing demand for technical skills, credential-based hiring, and alignment to high-growth sectors strengthens the case for

expanding career and technical education, dual enrollment, and adult education pathways.

This plan is built to navigate these shifts while staying anchored to what matters most: every DC learner getting what they need to succeed in whatever next step they take. Furthermore, this plan is intentionally aligned to our partners' priorities (see appendix for more information).

OSSE's previous strategic plan covered 2023 through 2025. As that plan concludes, the agency has a responsibility to take stock of what it accomplished, listen to the people it serves, and chart a clear course for the next five years. This plan extends the planning horizon from three years to five, reflecting a commitment to sustained focus and the understanding that the most important work in education takes time to produce results.

How the Plan Was Developed

This plan was developed in partnership with the DC community. We engaged stakeholders in two phases: first to understand where OSSE stands today and then to pressure-test our proposed direction.

Phase 1: Understanding the Landscape (Fall 2025)

- We started by analyzing our previous strategic plan performance and conducting research on other state education agencies. Alongside this internal review, we conducted extensive stakeholder engagement:
 - » 100+ stakeholders participated through one-on-one interviews and small-group focus groups.
 - » 131 survey responses added broader perspective.
- We heard from teachers, school leaders, parents and families, DCPS and charter LEA administrators, special education advocates, early childhood providers, college and career readiness leaders, nonprofit and community-based organizations, District government partners, and OSSE staff at every level.
- This input was synthesized into an organizational diagnostic covering OSSE's strengths and challenges across student outcomes, vision and role, standards and supports, stakeholder engagement, and operations.

Phase 2: Testing Our Direction (Spring 2026)

- Using findings from Phase 1, OSSE’s leadership team and internal working groups drafted priorities, outcome measures, and initiatives. We then took this draft back to the community for a second round of engagement:
 - » Nearly 200 survey responses provided feedback on every priority area and cross-cutting initiative.
 - » Respondents told us where the language was too vague, where populations should be highlighted, where the plan needed to be more specific about the “how,” and where it was hitting the mark.

This final document represents the evolution of our thinking in collaboration with our partners and will continue to evolve as we learn together in the coming years.

Our Framework

To make progress toward our vision, we have articulated a set of levers, priorities, outcome measures, and initiatives that serve as the basis for the 2026–2030 Strategic Plan. Each of these is defined below:

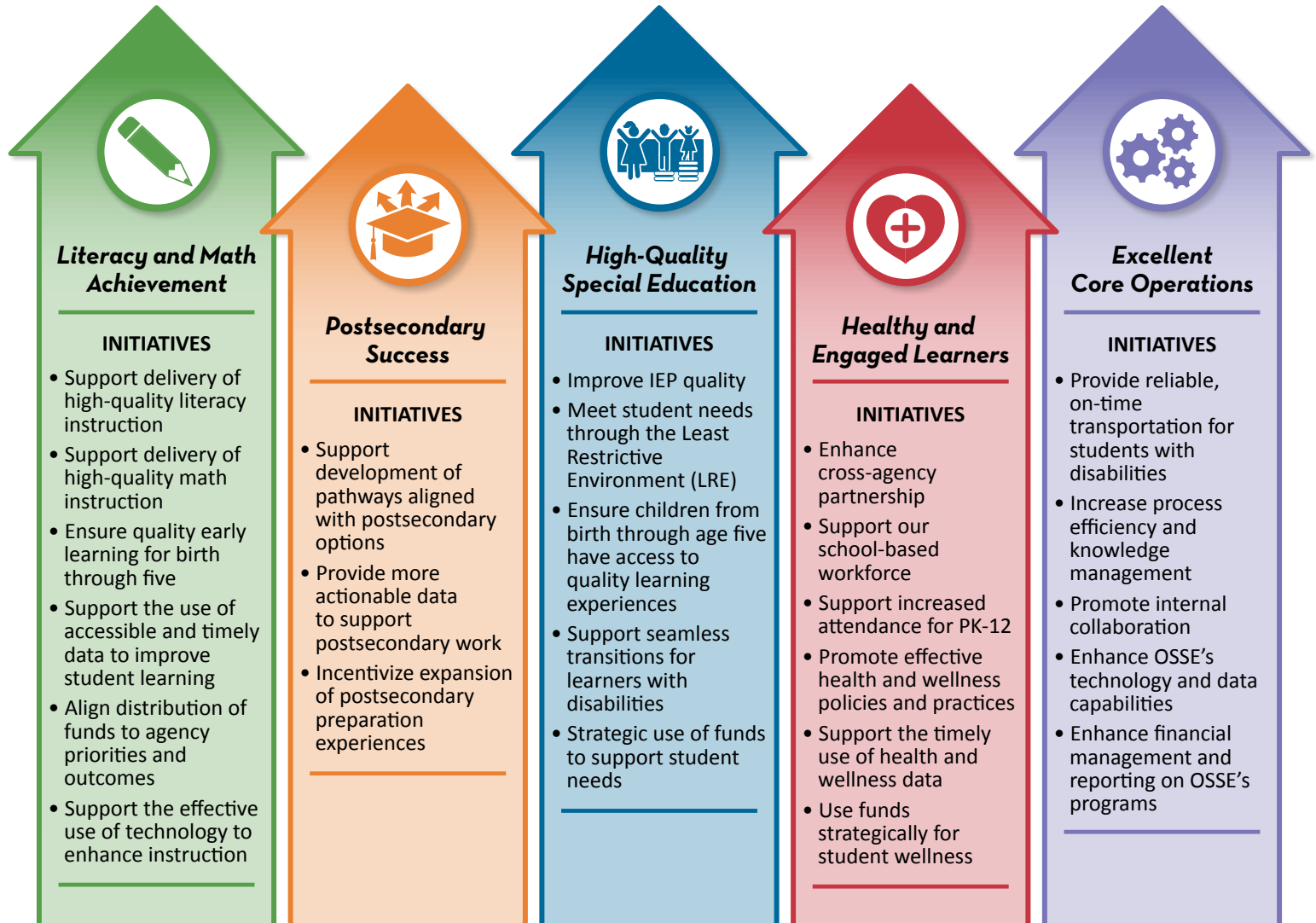
Priorities: *A small number of high-leverage focus areas where OSSE will concentrate time, attention, and resources over the life of the strategic plan to achieve the greatest impact.*

Outcome Measures: *A focused set of outcome indicators used to track whether OSSE is making meaningful progress toward each priority over time.*

Initiatives: *The specific strategies, actions, or bodies of work OSSE will undertake to advance a priority and move the outcome measures in the desired direction.*

Cross-Cutting Initiatives: *Shared efforts that span across priorities and divisions, helping ensure the work is coordinated, efficient, and aligned to common goals.*

Priorities and Initiatives



CROSS-CUTTING INITIATIVES

Shared efforts that span across priorities and divisions, helping ensure the work is coordinated, efficient, and aligned to common goals.



Strategic use of federal and local funds



Modernization of data infrastructure



Responsible integration of Artificial Intelligence (AI)



Our Strategic Priorities (2026-2030)



Priority 1: Literacy and Math Achievement

Definition of Success

Every DC learner from birth through 12th grade receives strong literacy and math instruction from well-prepared educators using high-quality curricula. Students facing the greatest barriers to opportunity, defined as those who are economically disadvantaged, experiencing homelessness, and/or in the foster care system, receive targeted, intensive support to accelerate their progress.



Outcome Measures

- Percent of early learning classrooms meeting or exceeding the target on each domain in the standardized assessment.
- Percent of students in grades 3–8 and 9–12 performing on or above grade level on English Language Arts and math statewide standardized assessments.
- Percent of schools in any federally designated school improvement status that demonstrate sufficient improvement to exit their designation status during the school improvement cycle.

Initiatives

A.	Support delivery of high-quality literacy instruction	Set clear expectations for literacy instruction from birth through 12th grade and ensure educators have the training, curricula, and support to meet them. Align OSSE's literacy investments, including the Comprehensive State Literacy Development Grant, with these expectations so that resources reinforce a consistent approach across LEAs and child development facilities.
B.	Support delivery of high-quality math instruction	Set clear expectations for math instruction from birth through 12th grade and ensure educators have the training, curricula, and support to meet them. Expand access to evidence-based approaches to math acceleration, with attention to closing gaps for students who are furthest behind.
C.	Ensure quality early learning for birth through five	Raise the quality and consistency of early learning across all settings, including child development facilities, community-based programs, and public school pre-K, by setting shared expectations and improving how children's learning information follows them into elementary school.
D.	Support the use of accessible and timely data to improve student learning	 Help LEAs and child development facilities use timely student learning data to identify what's working, adjust instruction, and select effective curricula and tools.
E.	Align distribution of funds to agency priorities and outcomes	 Streamline grant management operations and other funding structures to increase staff capacity and better align grants and grantees' use of funds with agency priorities and intended outcomes.
F.	Support the effective use of technology to enhance instruction	 Help LEAs, child development facilities/community-based organizations (CBOs), and educators identify and use technology tools that improve literacy and math instruction, and ensure students build the skills to use technology responsibly as part of their learning.



Priority 2: Postsecondary Success

Definition of Success

All DC high school students and adult learners graduate with a clear postsecondary plan and the credentials, skills, and experiences they need to pursue it. Pathways to college, career, and workforce training are designed in partnership across sectors and aligned to current and emerging fields so that students have real choices.



Outcome Measures

- Percent of high school students and adult learners who have a postsecondary plan aligned to a career pathway that includes clear and achievable next steps and goals.
- Percent of high school students and adult learners who earn dual credit, participate in or complete an internship or apprenticeship, attain an industry-recognized credential (IRC), or successfully complete advanced coursework.
- Percent of students graduating in four or five years.
- Percent of graduates who enroll in, persist in, and complete degree programs at two- or four-year institutions; enroll in and complete workforce training, credential, or apprenticeship programs; and/or secure employment.

Initiatives

A. Support development of pathways aligned with postsecondary options	Develop clear pathways that connect high school and adult education programming to postsecondary options including college, workforce training, apprenticeships, and careers. Ensure students and families understand what's available and that LEAs have the guidance and support to implement these pathways effectively.
B. Provide more actionable data to support postsecondary work	 Build the data infrastructure needed to reliably track students' postsecondary plans, high school experiences (including dual enrollment, CTE, and work-based learning participation) and outcomes after graduation.
C. Incentivize expansion of postsecondary preparation experiences	 Use funding and incentives to expand student access to career and technical education, dual enrollment, advanced coursework, industry-recognized credentials, and work-based learning, with attention to ensuring equitable access for students who have historically been underrepresented in these programs.



Priority 3: High-Quality Special Education

Definition of Success

Learners with disabilities receive high-quality instruction in the least restrictive environment (LRE), leading to strong academic growth, increased independence, and preparation for postsecondary success. Families are genuine partners in their children's education, supported by transparent processes and clear information about available services and their rights.



Outcome Measures

- Percent of learners with disabilities completing all requirements to transition from early intervention to school-based services.
- Percent of learners with disabilities demonstrating proficiency on English Language Arts and math statewide assessments.
- Percent of learners with disabilities graduating from high school in four or five years.
- Percent of learners with disabilities enrolling, persisting, and completing degree programs in two- or four-year institutions; enrolling and completing workforce training, credential, or apprenticeship programs; and/or securing employment.

Initiatives

A. Improve IEP quality	 Improve the quality, timeliness, and implementation of Individualized Education Programs by strengthening how educators access and use student data to write effective IEPs and monitor progress toward IEP goals.
B. Meet student needs through the Least Restrictive Environment (LRE)	Build LEA capacity to serve more students with disabilities in general education settings by expanding access to training, specialized staffing support, and technical assistance. Track progress through LRE placement data and ensure that the push toward inclusion does not result in inappropriate placements for students whose needs require more intensive settings.
C. Ensure children from birth through age five have access to quality learning experiences	Expand the capacity of early childhood settings, including child development facilities and community-based programs, to support children with disabilities and developmental delays from birth through age five. This includes improving access to specialized services, strengthening partnerships with families and health providers, and helping families navigate the early intervention system.
D. Support seamless transitions for learners with disabilities	Strengthen transitions at key points in a student's education—from early intervention to school-based services, from elementary to secondary, and from high school to postsecondary life—through better coordination between families, LEAs, child development facilities, and DC agencies.
E. Strategic use of funds to support student needs	 Leverage federal and local funding to advance quality, accountability, and innovation in special education.



Priority 4: Healthy and Engaged Learners

Definition of Success

Each student consistently attends a school characterized by a safe, supportive environment and policies and practices that promote physical, mental, and social-emotional well-being. The health and well-being needs of each student are adequately met so that they can engage in learning each day.



Outcome Measures

- Percent of students who are chronically absent.
- Percent of students who are chronically truant.
- Student well-being as measured by the domains of supportive relationships, school safety, and belonging on student DC SAYS.
- Percent of schools and child development facilities that fully participate in child nutrition programs.
- Immunization rate of students in all grades, with an emphasis on key grades (pre-K-3, kindergarten, 7, and 11).

Initiatives

A. Enhance cross-agency partnership	Partner with DC government agencies, including DC Health, the Department of Behavioral Health, the Child and Family Services Administration, the Department of Human Services, and the Department of Youth Rehabilitation Services to address the root causes of chronic absenteeism and coordinate the delivery of health, behavioral health, and nutrition services to students.
B. Support our school-based workforce	Invest in the school-based workforce that supports student well-being, including counselors, social workers, nurses, and family liaisons. Expand professional development focused on mental, behavioral, and emotional health and ensure school-based staff are adequately trained to meet all students' needs.
C. Support increased attendance for PK-12	Develop and implement a coordinated approach to improving attendance across PK-12 by setting clear expectations for LEAs, providing actionable attendance data, and supporting schools in identifying and addressing the barriers that keep students from attending consistently. Focus intensive support on the schools and student populations with the highest chronic absence rates.
D. Promote effective health and wellness policies and practices	Define what effective health, safety, and school climate policies and practices look like and support LEAs and child development facilities in implementing them. This includes promoting positive school climate strategies, strengthening school meal programs, and supporting schools in meeting public health requirements.
E. Support the timely use of health and wellness data	 Improve the timeliness and usability of attendance, school climate, discipline, and health data so that LEAs, schools, and OSSE can identify problems early and target support to the students and schools that need it most.
F. Use funds strategically for student wellness	 Help LEAs blend and coordinate funding streams—including grants, Medicaid, and community partnerships—to expand student wellness programs and sustain them beyond individual grant cycles.



Priority 5: Excellent Core Operations

Definition of Success

OSSE staff and those we work with experience our programs and services as accessible and reliable. All OSSE stakeholders have a seamless user experience, contributing to strengthened relationships within and outside the agency.



Outcome Measures

- Student transportation on-time school arrival.
- Percentage of LEA and other partners reporting an improved experience with OSSE.
- Staff-reported understanding of agency processes.
- Staff-reported opportunities for cross-division collaboration.

Initiatives

A.	Provide reliable, on-time transportation for students with disabilities	Improve the reliability, safety, and timeliness of OSSE DOT transportation services for students with disabilities. This includes implementing real-time bus tracking for families, improving training for drivers and attendants serving students, and establishing clear processes for responding to complaints and measuring service quality.
B.	Increase process efficiency and knowledge management	Create efficiency in OSSE's core internal processes, including document routing and approvals. Improve knowledge management so that staff across divisions can quickly and easily access policies, procedures, and institutional knowledge.
C.	Promote internal collaboration	Create regular, structured opportunities for staff across divisions to collaborate on shared priorities and learn about each other's work. Reduce duplication of effort and ensure that divisions working on related issues are coordinating rather than operating independently.
D.	Enhance OSSE's technology and data capabilities	 Modernize OSSE's internal technology and data management systems to allow for more coordinated and efficient workflows. Ensure staff members have access to the data and tools they need to do their jobs without navigating unnecessary barriers between divisions.
E.	Enhance financial management and reporting on OSSE's programs	 Improve how OSSE tracks, reports on, and communicates about programmatic spending in order to better analyze how funds are used and the outcomes that are produced.

Cross-Cutting Initiatives

Cross-cutting initiatives are shared efforts that span across priorities and divisions, helping ensure the work is coordinated, efficient, and aligned to common goals.

Modernization of data infrastructure



Improve and integrate OSSE's data systems to deliver timely, actionable information to educators, school leaders, families, and the public. This includes modernizing how data is collected, linked, and shared across OSSE divisions and with external partners so that data informs accountability, program evaluation, and continuous improvement in service of student outcomes.

Responsible integration of Artificial Intelligence (AI)



Develop clear policies and safeguards for how OSSE and the DC education community use artificial intelligence. This starts with an agency-wide governance framework addressing student data privacy, equitable and ethical use, and transparency. OSSE will invest in its staff's ability to leverage AI tools, assess where AI can meaningfully improve operations and where it should not be used, and provide guidance to LEAs on responsible AI use in education.

Strategic use of federal and local funds



Maximize OSSE's funding to advance strategies that align with agency priorities and improve learner outcomes. This includes strengthening the design and implementation of funding programs to increase LEA, child development center, and CBO accountability for results. This also includes strengthening OSSE's internal use of funds and program management to reduce administrative burden, build capacity to tie spending to student outcomes, and engage in continuous improvement.

Looking Ahead – Working Together for DC’s Students

A Shared Responsibility

OSSE sets direction, aligns resources, and holds the system accountable. But the work of educating DC’s students happens in child development facilities, classrooms, after-school programs, and homes across the city. LEAs design and deliver instruction. Educators build relationships with students every day. Families support learning at home and advocate for their children. Community organizations fill gaps and create opportunities. Partner agencies address the health, safety, and well-being needs that affect whether students can learn. We look forward to working together over the coming years on this ambitious plan for our community, our stakeholders, and our students.

Stay Engaged

This plan is meant to be an ongoing, evolving commitment to what’s next for our students and our community. We will report publicly on progress against our outcome measures. We will continue to engage stakeholders as we move from planning to implementation. And we will hold ourselves to the standard we set for the rest of the system.



Acknowledgments

This plan reflects the contributions of hundreds of people who care deeply about DC's students. We are grateful to everyone who shared their time, perspectives, and honest feedback throughout the planning process.

Thank you to the teachers, school leaders, and LEA administrators across DCPS and the public charter sector who helped us understand what's working in classrooms and what needs to change. To the parents, families, and students who shared their experiences and their hopes for the future. To the early childhood providers, special education advocates, college and career readiness leaders, and community-based organizations who pushed us to think more carefully about the populations we serve. To our partners across DC government, including the Deputy Mayor for Education, the State Board of Education, the Public Charter School Board, and the many sister agencies whose work intersects with ours. And to OSSE's staff, whose insight, expertise, and willingness to speak candidly shaped every part of this plan.

Special thanks to the members of our Steering Committee and OSSE working groups, whose guidance helped move this work from listening to action.



Appendix

OSSE considered the strategic planning priorities of the Deputy Mayor for Education, DC Public Charter School Board, and District of Columbia Public Schools as we developed our 2026-2030 Strategic Plan. OSSE identified shared priorities in the areas of accelerating K-12 learning, enhancing relevant and meaningful postsecondary pathways, and strengthening partnerships across DC educational ecosystems.

Aligned Partner Priorities



Recovery Roadmap Priorities:

- Stabilize and strengthen early childhood education.
- Accelerate K–12 learning.
- Drive an inclusive jobs recovery for residents.

Current Initiatives:

- Compact 2043
- Dual Language Feasibility Study (2025)
- Office of Education Through Employment Pathways
- Every Day Counts!
- Kids Ride Free
- Learn24
- Military Interstate Children's Compact Commission
- Office for Students in the Care of DC
- Public Education Facility Planning
- Safe Passage to School
- School Safety Enhancement Committee

Source: DME Recovery Roadmap



Excellent Schools - Ensure DC PCSB decision-making responds to citywide need and results in improved outcomes for all DC students.

Enduring Partnerships - Strengthen dialogue between families, school communities, and residents to build shared understanding, solicit feedback, and develop new partnerships across DC.

Effective Organization - Align internal structure, processes, and culture with the strategic plan to create the conditions for student success in DC.

Key Focus Areas:

- Implement the ASPIRE system.
- Enhance the effectiveness and holistic impact of DC PCSB's oversight practices.
- Advance transparent, data-informed decision-making.
- Cultivate a talented and engaged workforce.
- Engage a diverse group of relevant stakeholders.

Source: 2025–2028 Strategic Roadmap (PCSB)



Succeeding Academically - To ensure students are succeeding academically, DCPS will engage students in more hands-on learning experiences, real-world inquiry, and knowledge-building opportunities that strengthen math, reading, and writing skills.

- DCPS students are mathematically strong.
- DCPS students are reading and writing across all subjects.

Connected to School - To ensure students are connected to school, DCPS will continue to provide safe, supportive, and culturally affirming learning spaces while prioritizing meaningful relationships among students, families, educators, and the broader community.

- DCPS students are safe and have a sense of belonging.
- DCPS students have equitable access to opportunities.

Prepared for What's Next - To ensure students are prepared for what's next at every stage, DCPS will guide students through their entire PreK–12 experience.

- DCPS students graduate on time.
- DCPS graduates participate in a postsecondary pathway.

Source: DCPS "A Capital Commitment" Strategic Plan (2023–2028)

Glossary of Key Terms

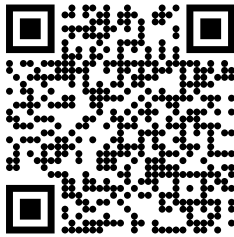
These words are used throughout the plan and have specific meanings. Please reference these descriptions for detailed explanations of their meanings.

Term	Description
Birth Through Five (0–5)	The developmental period from birth to age five, during which early learning experiences lay the foundation for future academic success.
Career and Technical Education (CTE)	Programs that align academic instruction with high-quality, real-world learning experiences, meeting the changing needs of students while helping industries close critical skills gaps.
Child Development Facility	A licensed early care and education setting serving children from birth through school age.
Chronic Absence	A student is chronically absent when they miss 10 percent or more of the school days they are enrolled, for any reason.
Chronic Truancy	A student is chronically truant when they have 10 or more unexcused full- or partial-day absences during the school year.
CLASS (Classroom Assessment Scoring System)	An observational tool used to assess the quality of teacher-child interactions in early learning settings.
Community-Based Organization (CBO)	A nonprofit or locally operated organization that provides educational, social, or health services.
DC SAYS	A survey that measures school climate, including safety, relationships, and belonging.
Dual Enrollment	Programs allowing high school students to take college-level courses and earn college credit.
Dual Credit	Coursework through which students earn both high school and college credit.
Early Intervention	Services provided to eligible learners, from birth through age five, with disabilities and developmental delays.
High-Quality Instructional Materials (HQIM)	Curricula aligned to standards and evidence-based practices.
Individualized Education Program (IEP)	A legally required document outlining educational goals, services, and supports for students with disabilities.
Industry-Recognized Credential (IRC)	A certification validating a student’s skills in a specific industry.
Learners	Learners represents learners from birth through adulthood; Students refers to the PreK through 12th grade population.
Least Restrictive Environment (LRE)	A requirement that students with disabilities are educated alongside non-disabled peers to the greatest extent appropriate.
School Improvement Cycle	A process for identifying and supporting schools not meeting performance expectations.
Students Facing the Greatest Barriers to Opportunity	Students who qualify for Temporary Assistance for Needy Families (TANF), the Supplemental Nutrition Assistance Program (SNAP), have been identified as homeless during the academic year and/or are under the care of the Child and Family Services Agency (CFSA or “foster care”).
Work-Based Learning (WBL)	Experiences that connect classroom learning to real-world work environments.

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Scan the QR code or visit osse.dc.gov/strategicplan to access the digital 2026-2030 strategic plan.



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