# Deputy Mayor for Education
## DME *(GW)*

**MISSION**

The Office of the Deputy Mayor for Education (DME) is responsible for developing and implementing the Mayor's vision for academic excellence and supporting the education-related District Government agencies in creating and maintaining a high quality education continuum from birth to 24 (from early childhood to K-12 to post-secondary and the workforce).

**SUMMARY OF SERVICES**

The function of the DME is to plan, coordinate, and supervise all public education and education-related policies and activities under its jurisdiction. This includes developing and supporting policies to improve the delivery of educational services and opportunities from early childhood to the post-secondary education level; innovating and managing strategies for addressing the needs of children and families; and coordinating interagency initiatives targeted at supporting students and schools.
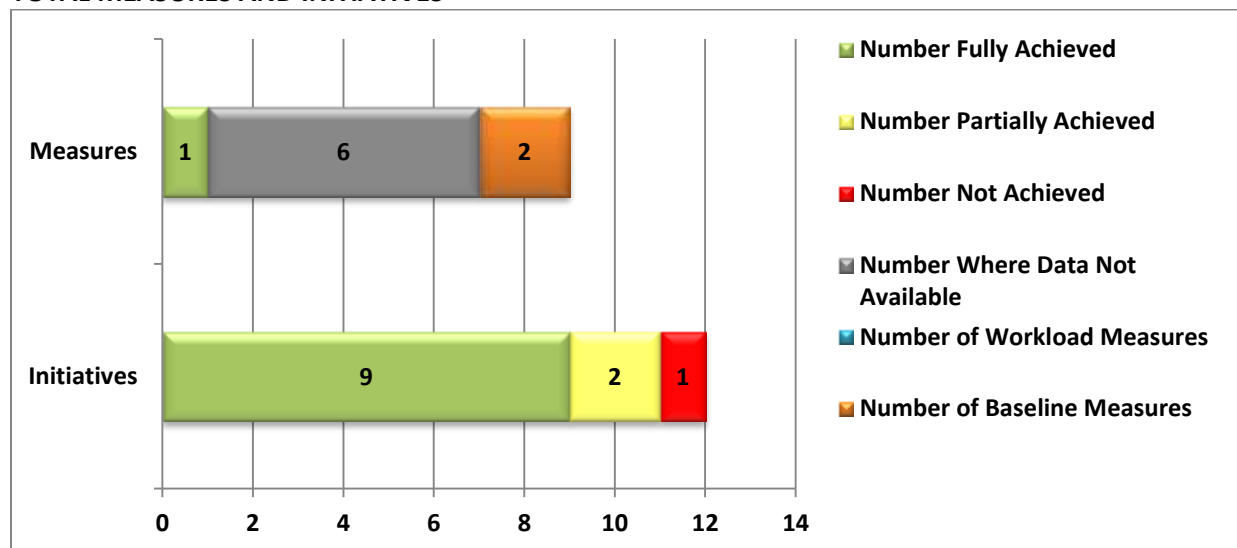
**ACCOMPLISHMENTS**

✓ Worked with the Department of General Services to award 4 surplus school buildings, and began the process of transferring one additional school building, to charter schools.

✓ Undertook the DC Education Adequacy Study to determine the costs of providing an "adequate" pre-K through 12 education to students in DC's traditional public schools and public charter schools. The study recommends changes to the structure and level of foundation funding in the Uniform Per Student Funding Formula as well as the weightings for students with identified learning needs that entail additional costs.

✓ Began developing an interactive database that will be used by District officials as a planning tool to increase the number of high quality seats across the two public school sectors.
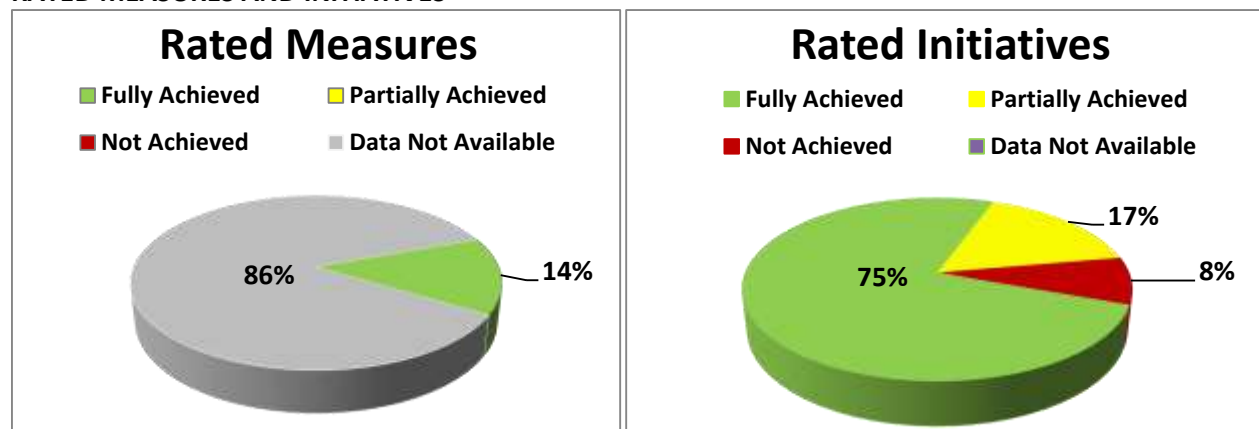
## OVERVIEW  AGENCY PERFORMANCE

**TOTAL MEASURES AND INITIATIVES**



Legend:
- Number Fully Achieved
- Number Partially Achieved
- Number Not Achieved
- Number Where Data Not Available
- Number of Workload Measures
- Number of Baseline Measures

Measures: 1, 6, 2
Initiatives: 9, 2, 1

**RATED MEASURES AND INITIATIVES**

### Rated Measures

- Fully Achieved
- Partially Achieved
- Not Achieved
- Data Not Available

86%    14%

### Rated Initiatives

- Fully Achieved
- Partially Achieved
- Not Achieved
- Data Not Available

17%
75%    8%

**Note:**  Workload and Baseline Measurements are not included

| Default KPI Rating: | |
|---|---|
| >= 100% | Fully Achieved |
| 75 - 99.99% | Partially Achieved |
| < 75% | Not Achieved |

## Performance Initiatives – Assessment Details

**Performance Assessment Key:**

⬤ Fully achieved     ⬤ Partially achieved     ⬤ Not achieved     ⬤ Data not reported

### Agency Management

**OBJECTIVE 1: Special Education. Reduce nonpublic enrollment and associated budget.**

**INITIATIVE 1.1: DME will continue to identify impediments to providing high-quality, special education service delivery in the traditional and charter public school sectors and will address barriers in collaboration with the Office of the State Superintendent of Education (OSSSE), the Public Charter School Board (PCSB) , and the charter community.**

⬤ **FULLY ACHIEVED:** The American Institutes for Research (AIR) report was issued. Based on recommendations in the report, OSSE has piloted a quality improvement tool for Local Education Agencies (LEAs) that helps schools identify quality gaps in special education programming and offers technical assistance to support schools in using the tool. OSSE also piloted a consortium of high quality related service providers available to all Local Education Agencies (LEAs). The pilot will be expanded in FY14. Ivymount opened an autism classroom in school year 2013-2014 at School Within a School. DCPS and Ivymount have also memorialized their planned partnership at Stevens School in a Memorandum of Understanding that will be part of the lease agreement for the Stevens site. Finally, DME continues to track non-public enrollment data, trends and costs on a monthly basis.

**OBJECTIVE 2: Early Childhood. DME will improve kindergarten readiness in the District by emphasizing service quality, coordination and collaboration.**

**INITIATIVE 2.1: Assess all young children's academic, social, and emotional functioning at kindergarten entry.**

⬤ **PARTIALLY ACHIEVED:** DME worked with OSSE to develop and begin implementation of a Kindergarten Entrance Assessment (KEA) strategy. This included development of a pilot of a KEA which will be used this fall as well as the development of a plan to measure kindergarten readiness at the end of pre-K in all classrooms this spring. Finally, the District joined a consortium of states that received $6.1 million to develop a kindergarten entry assessment that will be available to the District for free beginning in 2016 and will be aligned to the District's early learning and development standards.

**INITIATIVE 2.2: Support the work of the State Early Childhood Development Coordinating Council (SECDCC).**

⬤ **FULLY ACHIEVED:** DME and the Office of the Deputy Mayor for Health and Human Services (DMHHS) worked with the SECDCC to develop policy recommendations and to support the implementation of a comprehensive early childhood system. This included meeting all federally mandated deliverables, launching a public awareness campaign and co-sponsoring the Universal School Readiness Conference.

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**INITIATIVE 2.3: Increase collaboration across agencies to improve Early Childhood efforts in the District.**

**PARTIALLY ACHIEVED:** DME coordinated DC agencies' early childhood efforts through participation in the SECDCC. The DME and DMHHS coordinated the preparation of a Race to the Top Early Learning Challenge application that included a comprehensive strategy for building an early childhood data system. In addition, the application lead to the creation of an early success council which will be an inter-governmental coordinating body shared by DME and DMHHS for the purpose of aligning agencies in the support of early learning goals and the implementation of the Mayor's Early Success Framework.

**OBJECTIVE 3: School Quality. Empower families to access high quality school options.**

**INITIATIVE 3.1: Determine feasibility of creating a unified school quality data system to help city residents make effective use of education data.**

**FULLY ACHIEVED:** DME provided oversight and support to OSSE during their process to develop and launch the first state-wide school report cards and profiles on LearnDC.org. These report cards and profiles allow parents to measure school quality across sectors, and the upcoming common lottery system will explicitly link to these report cards and profiles to help inform parents when they are choosing schools. With DME oversight and assistance, OSSE worked closely with DCPS, PCSB, charter LEA representatives, and the State Board of Education to identify metrics to be included in the school report cards and profiles. OSSE also conducted significant outreach to families to solicit their feedback about the information provided in the report cards and profiles through citywide events, an on-line survey, and focus groups. The report cards and profiles will be updated quarterly.

**OBJECTIVE 4: Disconnected Youth. Reconnect disconnected youth (ages 16-24) and expand the number of alternative options available to over-age, under credited in-school youth.**

**INITIATIVE 4.1: Review funding streams.**

**FULLY ACHIEVED:** The information collected through this project informed the development of the Raise DC Disconnected Youth Change Network action plan and the Children's Budget.

**INITIATIVE 4.2: Collaborate with the DC Department of Human Resources (DCHR) and the Department of Employment Services (DOES) to convene agencies and non-government partners to implement mentoring and hiring pipelines that connect youth to entry-level job opportunities.**

**NOT ACHIEVED:** This initiative was removed from the scope of work due to capacity constraints.

**INITIATIVE 4.3: Develop and implement a city-wide action plan for reconnecting disconnected youth to education.**

**FULLY ACHIEVED:** The Raise DC Change Network has developed an action plan around strategies to reconnect youth without a high school diploma/GED back to educational programs.

**OBJECTIVE 5: Facilities Planning. Manage development of a master facilities plan, which will guide school facilitates modernization and improvements.**

**INITIATIVE 5.1: Develop a reliable and comprehensive set of school facilities-related data.**

**FULLY ACHIEVED:** DME completed and delivered the 2013 Master Facilities Plan in March 2013. Council approved the plan as part of the 2014 Budget Support Act. The plan is grounded in a comprehensive set of school facilities-related data including, for the first time, charter school facilities data. The DME also owns the database that is the foundation of the Master Facilities Plan.

**INITIATIVE 5.2: Re-establish a consolidated and up-to-date inventory of school facility assets.**

**FULLY ACHIEVED:** DME worked closely with the Department of General Services (DGS) to develop and consolidate new facilities conditions assessments for all DCPS school facilities. DGS contractors completed the conditions assessments during the summer of 2013. As of September 30th, DGS' facilities inventory, iPlan, contains all of the new conditions information. DCPS and DCPEP are using this information along with the 2013 Master Facilities Plan to update the DCPS Capital Improvement Plan (CIP).

**OBJECTIVE 6: Cradle-to-Career Partnership. Manage the continued development of the Raise DC partnership to drive alignment of citywide efforts towards improving outcomes for young people at each stage of the cradle-to-career continuum.**

**INITIATIVE 6.1: Publish the RAISE DC Baseline Report Card.**

**FULLY ACHIEVED:** The Baseline Report Card was published in February 2013.

**INITIATIVE 6.2: Develop and implement a city-wide action plan for increasing the number of youth who engage in a work experience.**

**FULLY ACHIEVED:** The Youth Employment Change Network has developed and is beginning to implement its action plan. This work is now being led by the WIC.

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## Key Performance Indicators – Details

| | KPI | Measure Name | FY 2012 YE Actual | FY 2013 YE Target | FY 2013 YE Revised Target | FY 2013 YE Actual | FY 2013 YE Rating | Budget Program |
|---|---|---|---|---|---|---|---|---|
| 🟢 | 1.1 | Reduce non-public enrollment One City Action Plan Action 2.2.3 | 1,446 | 1,350 | | 1,153 | 117.09% | DEPARTMENT OF EDUCATION |
| 🟠 | 2.1 | Percentage of kindergarten aged-children meeting the District's Kindergarten Readiness Assessment (One City Action Plan Action 2.1.2 and Indicator 2A).(new in FY13) | Data Not required | Baseline No Target Provided | | No data at time of report[1] | Baseline Measure Not Rated | DEPARTMENT OF EDUCATION |
| ⚪ | 6.1 | % of enrolled DC students who complete an Associate's degree within 3 years of HS graduation (One City Action Plan Action 2.3.9 and Indicator 2E) (new in FY13) [2] | Data Not required | No Target Provided | | Data not required | Data Not required | Not Applicable |
| ⚪ | 6.2 | % of enrolled students who complete a Bachelor's degree within 6 years of HS graduation (One City Action Plan Action 2.3.9 and Indicator 2E) (new in FY13) [3] | Data Not required | No Target Provided | | Data not required | Data Not required | Not Applicable |

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[1] OSSE completed a pilot of a kindergarten entry assessment in 15 schools (80% charter and 20% DCPS). The purpose of the pilot was to inform future implementation needs for a similar type of kindergarten readiness measure. OSSE is in process of conducting a survey with the teachers and schools that participated in the pilot.

[2] These measures will no longer be retained as a Key Performance Indicators. The measures that had been added in FY13 and are no longer retained are either tracked by another DC agency or can't be measured on an annual basis as defined. .

[3] IBID.

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| | KPI | Measure Name | FY 2012 YE Actual | FY 2013 YE Target | FY 2013 YE Revised Target | FY 2013 YE Actual | FY 2013 YE Rating | Budget Program |
|---|---|---|---|---|---|---|---|---|
| ⚪ | 6.3 | % of UDC-CC students age 24 or younger who complete a certificate program within 2 years (One City Action Plan Action 2.3.9 and Indicator 2E) (new in FY13) [4] | 56% | 57% | | Data Not required | Data Not Reported Not Rated | Not Applicable |
| ⚪ | N/A | Reduce number of disconnected youth (One City Action Plan Indicator 2F). (new in FY13) [5] | 10,000 | 9,500 | | Data Not required | Data Not required | Not Applicable |
| 🟡 | N/A | Number of formerly out-of-school youth ages 16-24 enrolled in high school, GED preparation, or adult basic education programs [6] (new in FY13) | 3,049 | Baseline No Target Provided | | No data at time of report | Baseline Measure Not Rated | DEPARTMENT OF EDUCATION |
| ⚪ | N/A | Reduce the number of long-term vacant properties [7] | 4 long-term vacant properties | Data Not required | | Data Not required | Data Not required | Not Applicable |
| ⚪ | N/A | Percentage of LEAs attending or engaging in meetings hosted by DME [8] | Data Not Reported | Data Not required | | Data Not required | Data Not required | Not Applicable |

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[4] IBID

[5] IBID

[6] Key Performance Indicator added in June, 2013. Adult basic education programs only include those that are funded by OSSE's Adult and Family Education Office.

[7] These measures will no longer be retained as a Key Performance Indicators. The measures that had been added in FY13 and are no longer retained are either tracked by another DC agency or can't be measured on an annual basis as defined.

[8] IBID

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