



Deputy Mayor for Education DME (GWO)

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.

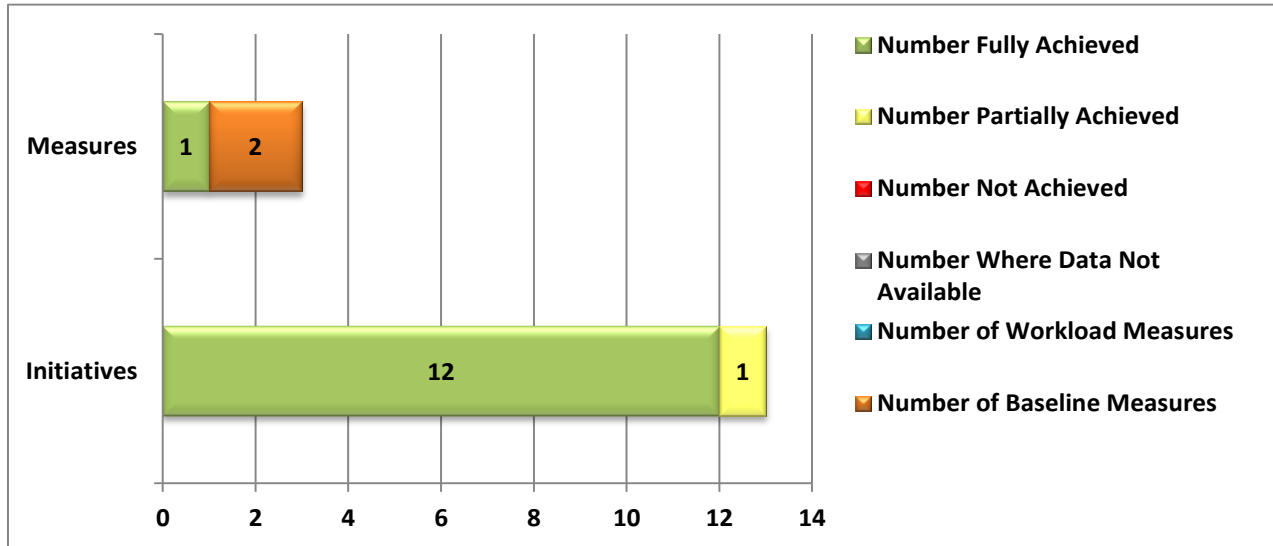
ACCOMPLISHMENTS

- ✓ Designed and launched My School DC, a common application and lottery system for all public schools of choice.
- ✓ Completed the DC Education Adequacy Study and utilized its findings in the development of the Fiscal Year 2015 education budget including an updated Uniform per Student Funding Formula, a new weight for students at risk of academic failure, and over \$100 million in increased funding.
- ✓ Launched the Re-Engagement Center serving District youth ages 16 to 24 who have dropped out of high school.

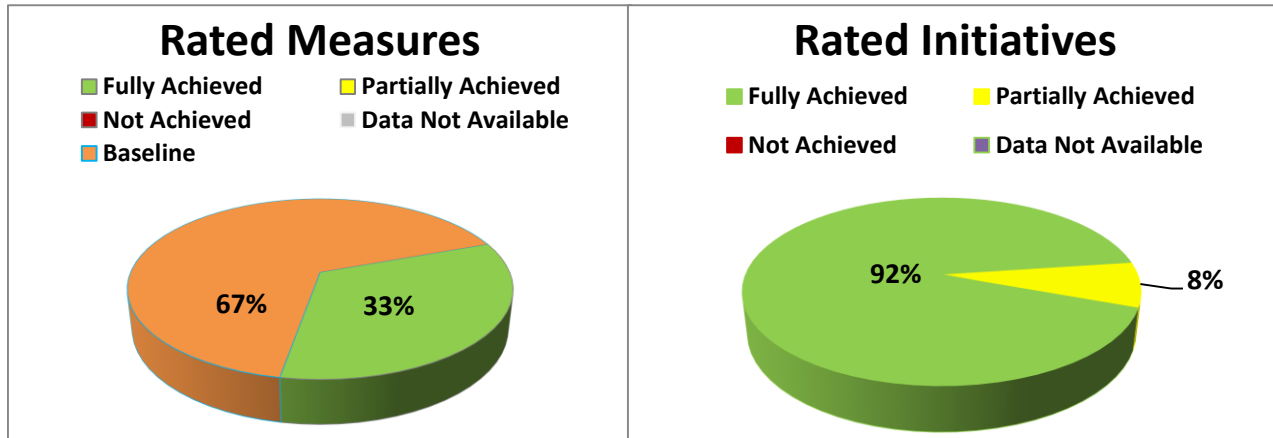


OVERVIEW AGENCY PERFORMANCE

TOTAL MEASURES AND INITIATIVES



RATED MEASURES AND INITIATIVES



Note: Workload and Baseline Measurements are not included

Default KPI Rating:	
$\geq 100\%$	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 provide oversight and coordinate resolution of inter-District impediments to providing high-quality, special education service delivery in the District and charter sectors.

- FULLY ACHIEVED:** DME continues to work with OSSE and DCPS to track nonpublic enrollment data, trends and costs. In addition, DME helped to resolve issues related to HCF, DCPS, and OSSE's work to improve the Medicaid claiming process to maximize Medicaid revenue for school based health services. DME also played a key role in coordinating agencies around plans for Options Public Charter School, which was placed under court receivership last year, and supported DMPED's work to advance the disposition of the Steven School, which will house a partnership between Ivymount (a non-public provider focused on Autism Spectrum Disorders) and DCPS.

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

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

- FULLY ACHIEVED:** OSSE is serving as the representative for the District as a member of a ten state consortium, led by North Carolina, which has successfully been awarded a \$6.1 million Enhanced Assessment grant from the U.S. Department of Education to develop a K-3 grade formative assessment that includes an embedded kindergarten entry assessment (KEA). This vision for this newly created assessment is that it will be useful for multiple purposes -- drive policy and program improvements for the birth to five system in the District, while also informing instruction at the classroom level, and providing families with information about their children's progress. In this past year, OSSE and DME, along with a working group of key stakeholders, participated in the design of the assessment system in order to ensure that the assessment is available for implementation for the 2016-17 school year.

INITIATIVE 2.2: Prepare and submit an application for the competitive, federal Race to Top – Early Learning Challenge program.

- FULLY ACHIEVED:** The District submitted an Early Learning Challenge application in October 2013 that outlined strategies and activities in 6 priority areas. Each of these areas has a particular focus on ensuring that the adults in young children's lives -- teachers,



parents, and families members -- have the supports they need to promote children's healthy development and learning. The Early Learning Challenge is a highly competitive grants program with over 30 states applying for less than 6 awards. Unfortunately, the District's application was not funded by the Department of Education. However, the District has made progress on numerous goals and strategies outlined in its strategic plan.

INITIATIVE 2.3: Develop and implement a governance strategy to improve Early Childhood efforts in the District.

FULLY ACHIEVED: The DME and DMHHS constituted and chair the Early Success Council which meets quarterly. The Council coordinates and collaborates decision-making at the

- Director level on critical early childhood systems issues, such as budget development, strategic planning, and data coordination. Additionally, the DME and DMHHS collaborated on reconstitution of the SECDCC which is a requirement of District and federal laws and regulations. The SECDCC and its subcommittees meet on a bi-monthly basis and are an integral part of implementation of the District's early learning strategic plan.

OBJECTIVE 3: Joint Planning and School Quality.

INITIATIVE 3.1: Coordinate the development of a common lottery system for all public schools of choice, including charters, DCPS out-of-boundary, DCPS specialized high schools, and DCPS PreK.

- **FULLY ACHIEVED:** DME worked with DCPS, PCSB and participating charter schools to design and build a common application and lottery system, called My School DC. The application launched on December 16, 2013 with approximately 200 participating schools. The first round of the lottery collected approximately 17,300 applications, and matched 71% with a school placement. Of applicants who were matched, 85% received one of their top three choices.

INITIATIVE 3.2: Develop a supply, demand, and need dataset for public schools.

- **FULLY ACHIEVED:** DME successfully collected a wide variety of student, school, and neighborhood-level data from SY2012-13, SY2013-14, and SY2014-15, such as enrollment, facility locations, utilization, boundary participation, academic performance, discipline and in seat attendance, and intra-year mobility data. DME used these data to inform the school boundary and student assignment revision process, Request for Offer process for excess DCPS buildings, enrollment projections, and the new at risk of academic failure weight and associated funding. Development of the dataset is an ongoing project, and DME continues to collect new data over time.



INITIATIVE 3.3: Release the DC Education Adequacy Study and utilize its findings in the development of the FY15 budget.

- **FULLY ACHIEVED:** DME released the DC Education Adequacy Study's findings and preliminary recommendations for stakeholder review and feedback in October, 2013. The final report was released in January, 2014. The study's findings guided development of the Mayor's FY15 education budget which included a new Uniform Per Student Funding Formula, a new weight for students at risk for academic failure and over \$100 million in increased funding.

OBJECTIVE 4: Reconnecting Youth. Increase collaboration across agencies and key stakeholders to develop strategies to re-engage youth who are falling off track to graduation and who are currently disconnected.

INITIATIVE 4.1: Continue to co-chair and provide support to the Truancy Task Force.

- **FULLY ACHIEVED:** DME and DMHHS continues to lead the Truancy Taskforce. Work included the collection and analysis of baseline data and Attendance Accountability Amendment Act data from OAG, CSSD, DCPS, PCSB, and CFSA for school year 2013-2014. In addition, the Taskforce worked to ensure that effective programs, such as the Parent and Adolescent Support Services (PASS) program and the "Show up, Stand Out" program facilitated by the Justice Grants Administration (JGA) were properly funded and supported. Over the past several years, we have seen a decline in the District's truancy rate both for students who attend the District of Columbia Public Schools (DCPS) and the Public Charter Schools (PCS) and an increase the In-Seat Attendance (ISA) rates. However, the data for new policies and programs reveals both strengths and challenges in both truancy data collection and truancy reporting. The Taskforce will continue to work on improving these issues to ensure that the District continues to see a decline in its truancy rates and an increase in ISA.

INITIATIVE 4.2: Manage the Graduation Pathways Project.

- **PARTIALLY ACHIEVED:** The Graduation Pathways report was released in September 2014 to a targeted audience of nearly 150 educational leaders, schools and partners. The project team is now engaging a wide range of stakeholders to develop and implement strategies that will improve 4, 5 and 6-year graduation rates as well as expand opportunities to re-engage students who have dropped out of school.

INITIATIVE 4.3: Oversee the development of a youth re-engagement mechanism.

- **FULLY ACHIEVED:** The Re-Engagement Center officially launched and is serving former dropouts who are seeking to reconnect back to educational pathways. The Re-Engagement Center is staffed by a Director and three inaugural re-engagement specialists; has developed partnerships with DCPS, charter schools and community based organizations offering high school diploma and/or GED pathways; and has established partnerships with key government agencies, including DOES, DHS, DBH, and DDOT, to address critical barriers to reconnection.



OBJECTIVE 5: Facilities Planning. Support strategic use of school buildings for high quality instruction.

INITIATIVE 5.1: Support DGS' release of Requests for Offers (RFO) for vacant school facilities.

- **FULLY ACHIEVED:** DME collaborated with the Department of General Services (DGS) to solicit six of the twelve long-term use school buildings. Of those six buildings four were awarded and subsequently leased to charter schools. Also in collaboration with DGS, the DME awarded and developed a short term license agreement for one of the four short term use school buildings. Throughout this process, the DME provided vital support in every aspect of community outreach, solicitation, evaluation, award, lease negotiation and finally obtaining all Council approvals.

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

- **FULLY ACHIEVED:** DME collaborated with DGS and DCPS to update the inventory of school facilities. DME worked closely with DGS to ensure each DCPS school facility is assigned to the correct agency for budgeting purposes. Additionally an up-to-date inventory of vacant DCPS school facilities was posted on the DME website on August 25, 2014.

OBJECTIVE 6: Raise DC. Support the continued development of the Raise DC partnership.

INITIATIVE 6.1: Coordinate continued District agency engagement in Raise DC.

- **FULLY ACHIEVED:** Key youth-serving agencies continue to remain engaged in Raise DC's Leadership Council and relevant Change Networks and DME continues to facilitate the alignment of citywide efforts to improve outcomes for youth across the cradle-to-career continuum.



Key Performance Indicators – Details

Performance Assessment Key:

● Fully achieved
 ● Partially achieved
 ● Not achieved
 ● Data not reported
 ● Baseline Measure

	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program
●	1.1	Nonpublic enrollment	1,153	1,100		1,005	109.45%	DEPARTMENT OF EDUCATION
●	3.1	Percentage of Local Education Agencies that opt-in to the Common Lottery ¹	NA	80%		78.57%	Baseline Measure Not Rated	DEPARTMENT OF EDUCATION
●	3.2	Number of applications to the Common Lottery ²	NA	NA		22,469 ³	Baseline Measure Not Rated	DEPARTMENT OF EDUCATION

¹ Historical data is not available because this is a new baseline measure in FY14

² These are the total applicants in the first and second rounds of the lottery.

³ Historical data is not available because this is a new baseline measure in FY14.