



# Office of the Deputy Mayor for Education (DME) FY2016 Performance Accountability Report (PAR)

## **Introduction**

The Performance Accountability Report (PAR) measures each agency's performance for the fiscal year against the agency's performance plan and includes major accomplishments, updates on initiatives' progress and key performance indicators (KPIs).

## **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.

## Overview – Agency Performance

The following section provides a summary of DME performance in FY 2016 by listing DME’s top accomplishments, and a summary of its progress achieving its initiatives and progress on key performance indicators.

### Top Agency Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
Expand the Supply, Demand and Need Dataset for Public Schools	DME launched the data resource page and associated resources to provide greater information to agencies and to the public. The datasets, maps and other resources will support school- and citywide strategic planning; this resource also serves as the backbone for most of the DME’s cross-sector and facilities initiatives.	The impact on residents of the development and dissemination of Supply, Demand and Need data, is an improved ability of government and nongovernmental education partners to meet the needs of students. By creating accessible data and analysis, this project enables greater transparency and access to information to schools, parents and other community members, informing their decisions about his best to meet their students’ and children’s’ educational needs.
Establish the DC Cross-Sector Collaboration Task Force	The Task Force provides the DME the opportunity to align and engage cluster agencies and other DCPS and public charter school stakeholders, on important issues facing the community. The discussions help inform our policy efforts related to supporting such things as the common lottery process (My School DC) and changes to the LEA payment process.	The first priority that the Task Force is tackling is enrollment stability. This is important in that it will help schools, particularly those that receive high numbers of students throughout the year. This will also support the students transitions between schools.
Co-Chair and Provide Support to the Truancy Task Force	In FY16 the Taskforce was able to identify a common definition of both truancy and chronic absenteeism that allows for statewide reporting on Taskforce progress and city progress in this area. The Taskforce additionally published an agency-specific plan for reducing absenteeism, a two-year strategic plan, and the first annual report on absenteeism from OSSE.	The Taskforce collaborated with DC Council to pass legislation reducing the school to prison pipeline by raising the threshold for court referral for truancy. Additionally, the Taskforce hosted a citywide Every Student, Every Day design challenge that engaged youth on attendance solutions to be implemented in the current school year.

In FY 2016, DME had 5 Key Performance Indicators. Of those, 0 were neutral. Of the remaining measures, 60% (3 KPIs) were met, 0% (0 KPIs) were nearly met, and 40% (2 KPIs) were unmet. In FY 2016, DME had 12 Initiatives. Of those, 75% (9) were completed and 17% (2) were nearly completed, and 8% (1) were not completed. The next sections provide greater detail on the specific metrics and initiatives for DME in FY 2016.

## FY16 Objectives

Division	Objective
Agency Management	Increase coordination across government agencies to improve the delivery, effectiveness, and equity of services to schools and students.
Agency Management	Improve the coherence and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS) so that the District can increase transparency and information for families and communities and help decrease student mobility.
Agency Management	Enhancing equity of outcomes for all students with a particular emphasis on reengaging youth falling off track to graduation or who are currently disconnected.

## FY16 KPIs

Objective: Enhancing equity of outcomes for all students with a particular emphasis on reengaging youth falling off track to graduation or who are currently disconnected.

Measure	Target	Freq	Q1	Q2	Q3	Q4	Total	KPI Status	KPI Barriers
Percent of public school students who are chronically absent	20	A					26.3	Unmet	Our strategic plan in year 1 focused on identifying causes and characteristics of absenteeism but it will take this year (year 2) to begin changing the structure of our investments to reflect what we learned. For example, we learned about the dramatic increase in absenteeism in 9th grade and the ways in which school policies impact attendance in addition to barriers like transportation that we had previously focused on.
Number of seats in schools/programs serving "disconnected youth" population	300	A					200	Unmet	The FY16 total represents a doubling over the previous year, but additional support and capacity-building is needed to expand the number of seats in future years.

Objective: Improve the coherence and collaboration across and among public schools (District of Columbia Public Schools (DCPS) and Public Charter Schools (PCS) so that the District can increase transparency and information for families and communities and help decrease student mobility.

Measure	Target	Freq	Q1	Q2	Q3	Q4	Total	KPI Status	KPI Barriers
Total public school enrollment	88,152	A					90,454	Met	
Number of applications to the Common Lottery	21,000	A					26,500	Met	
Percentage of Schools Serving PK3-12 that opt-in to the Common Lottery	90	A					96.3	Met	

## FY16 Initiatives

### **Title: Support the development and piloting of the Quality Rating Improvement System (QRIS).**

**Description:** Ensure that the QRIS is piloted across all service providers (public schools and CBOs). Identify the process by which results are shared with stakeholders and how the rating system will be used to inform program planning across the District.

**Complete to Date:** Complete

**Status Update:** Pilot has been launched

### **Title: Support Implementation of the Early Development Instrument**

**Description:** Work with DMHHS, OSSE and RaiseDC to ensure cross-sector implementation of EDI and use resulting data to help the SECDCC and relevant stakeholders build on community assets and address gaps.

**Complete to Date:** Complete

**Status Update:** Administered to PK4 students in 108 participant schools, representing 333 classrooms. Student data was analyzed and accompanying materials have been shared with community organizations, providers and other educational organizations through extensive engagement. There are plans for continued implementation and expansion in FY17

### **Title: Facilitate an inter-agency working group to address transportation issues.**

**Description:** DME will spearhead and facilitate a working group to support interagency and public school coordination to maximize and ensure safe and efficient travel to/from school by DCPS and public charter school students.

**Complete to Date:** Complete

**Status Update:** Complet

### **Title: Expand on the supply, demand, and need dataset for public schools.**

**Description:** DME is compiling student, school and neighborhood level data from DC agencies, which allows the DME to analyze public school students and schools across multiple domains of information. For instance, DME users can analyze data related to enrollment, demographics, academic quality, programs, facilities, neighborhood conditions, and expected population projections. DME intends to update the data system annually and the data system will be longitudinal (i.e., include historical data). The data system is being used by District officials as a planning tool to increase the number of high quality seats across public schools. DME will maintain the data system as an ongoing project. The first phase of the data system, which was completed in June 2014, included the basic collection of enrollment, demographics, facility, and population information. The second phase that concluded in September 2015 includes expanding the types of data collected such as student and school level academic measures (i.e., DC CAS and median growth percentile), and updating all of the basic information for the current school year (SY14-15). Phase Three involves updating all the baseline information for SY15-16, adding additional data metrics (possibly college readiness metrics), and developing fact sheets that describe the supply and demand for our public schools. These fact sheets and the associated data files will be posted for the public on our DME data resources website.

**Complete to Date:** 75-99%

**Status Update:** The data was published on our website in early December 2016; there will be a public announcement and further engagement with relevant community and education stakeholders, beginning in winter/early spring 2017

**If Incomplete, Explanation:** The data was published on our website in early December 2016; there will be a public announcement and further engagement with relevant community and education stakeholders, beginning in winter/early spring 2017.

**Title: Establish a task force of relevant stakeholders to review and make recommendations on methods, structures and processes that allow for better planning across education sectors.**

**Description:** The DC Cross-Sector Collaboration Task Force is charged with developing a report for the Mayor with clear and fair recommendations on how to improve the coherence of public education in DC for parents and increase the collaboration across and among public schools to improve effectiveness, efficiency, and student outcomes. The task force will focus its efforts on identifying key aspects of education that would benefit from cross-sector DCPS and public charter schools efforts. This includes developing a framework for coordinating processes on school openings, closings, and facilities planning. This is a two year initiative.

**Complete to Date:** Complete

**Status Update:** Complet

**Title: Continue to manage the Request for Offer (RFO) process for excess DCPS facilities.**

**Description:** The DME will build off of the data collected in FY15 to improve the RFO process in order to make strategic matches between vacant school buildings and charter school providers. The DME will also coordinate with the Department of General Services (DGS) and DCPS to explore other options for use of vacant buildings. The DME will complete the RFO process, and will assist DGS with the lease negotiation and final Council approval of vacant buildings.

**Complete to Date:** 75-99%

**Status Update:** 1 RFO awarded, 1 in process; improvements to RFO process complet

**If Incomplete, Explanation:** DGS is currently working on the Letter of Intent for DC Bilingual (the completed RFO awardee), and the PR Harris building RFO process is set to be concluded in early 2017.

**Title: Create an annual Master Facilities Plan Supplement.**

**Description:** DME will spearhead a team that includes DGS, DCPS and the Public Charter School Board (PCSB) to compile and release the annual supplement to the Master Facilities Plan (MFP). The MFP supplement will seek to adhere to all statutory requirements.

**Complete to Date:** Complete

**Status Update:** Pursuant to DC Code Section 38-2803 the Office of the Deputy Mayor for Education is required to prepare an annual supplement to the Master Facilities Plan. The 2015 Annual Supplement to the Master Facilities Plan includes all Local Education Agencies in the District of Columbia; in both DCPS and DC public charter school sectors. <http://dme.dc.gov/service/public-education-facility-planning>

**Title: Continue to co-chair and provide support to the Truancy Task Force.**

**Description:** Working with the Truancy Task Force, DME will continue to support a coordinated effort across government agencies and community stakeholders to reduce truancy by: 1. Leveraging existing programs, resources, and structures to ensure that they are employing truancy reduction strategies that are measurable; 2. Tracking data and providing guidance on the implementation of truancy related programs and services; and, 3. Assessing program impact and effectiveness and making real-time adjustments as necessary.

**Complete to Date:** Complete

**Status Update:** Complet

**Title: Support the implementation of the Graduation Pathways Project, including alternative education mapping.**

**Description:** Building on the findings from the 2014 Graduation Pathways report, and in partnership with Raise DC, the DME will support efforts to develop and implement a pathways approach to graduation that is tailored to meet the needs of students who are off-track. This will include securing technical assistance to

support a professional learning community of DCPS and public charter schools that are seeking to continuously improve practices aimed at increasing high school graduation outcomes.

**Complete to Date:** Complete

**Status Update:** The DME has supported Raise DC in taking full ownership of this initiative; Raise DC, along with DME and other public and private partners, hosted a second annual graduation summit, which brought together hundreds of educators, higher education representatives, practitioners, community organizations, and government representatives to identify opportunities for further collaboration in FY17

**Title: Support and evaluate the DC Re-Engagement Center.**

**Description:** The DME will ensure the execution of an external formative evaluation of the Re-Engagement Center to assess first year operations and to provide recommendations for improvement and expansion. DME will monitor the Re-Engagement Center's progress throughout the year and offer support as needed.

**Complete to Date:** Complete

**Status Update:** DME supports all of the work that OSSE does, including the re-engagement center. This work is completely owned and supported by OSSE and progress updates will be provided by OSSE going forward.

**Title: Coordinate continued District agency engagement in Raise DC.**

**Description:** Raise DC is a public-private partnership that seeks to align citywide efforts around shared outcomes so that District youth can achieve success from cradle to career (more information can be found at <http://raisedc.net/>).The DME will ensure participation of key youth serving agencies on the Raise DC Leadership Council and Change Networks (working groups) to drive alignment of citywide efforts towards improving outcomes for young people at each stage of the cradle-to-career continuum. This work is ongoing.

**Complete to Date:** Complete

**Status Update:** DME is committed to work in collaboration with Raise DC and though it was originally managed by DME, Raise DC is now an independent organization and is not under the authority of DME.

**Title: Support the expansion of adult education.**

**Description:** The DME will explore the adult education landscape to identify offered services and service gaps across the District. DME will partner with and leverage adult education organizations to better meet the educational needs of adult residents.

**Complete to Date:** 25-49%

**Status Update:** In proces

**If Incomplete, Explanation:** The priority has been to support Pre-K 12 education and this initiative will be prioritized in future year.