



**FY 2015 PERFORMANCE PLAN
Deputy Mayor for Education, Office of the**

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 SERVICES¹

The functions of the DME include overseeing a District-wide education strategy, managing interagency and cross-sector coordination targeted at supporting students and schools, and providing oversight or support for the following education agencies: Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), Public Charter School Board (PCSB), University of the District of Columbia (UDC), and DC Public Library (DCPL).

PERFORMANCE PLAN DIVISIONS

- Office of the Deputy Mayor for Education²

AGENCY WORKLOAD MEASURES

Metric	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual
DC Public School and Public Charter School Enrollment	76,753	80,231	82,958
Number of agencies in cluster	5	5	5

OBJECTIVE 1: Early Childhood. The DME will improve kindergarten readiness within the District by emphasizing service quality, coordination, and collaboration. (Sustainable DC Action ED1.2)

INITIATIVE 1.1: Implement a governance strategy to improve Early Childhood efforts in the District.

DME will continue to work with the Deputy Mayor for Health and Human Services to lead the Mayor’s Early Success Council. This work will involve ensuring accountability for making program, policy, financing, and implementation decisions across all early care and education services for children from birth to age five.

Completion Date: September, 2015 and ongoing.

OBJECTIVE 2: Joint Planning and School Quality. Increase coordination across public school sectors so that the District can achieve optimal allocation and leveraging of public education assets and resources, resulting in increased cross-sector equity, access, and school quality.



INITIATIVE 2.1: Coordinate the development of a centralized waitlist system for schools participating in the common lottery system, My School DC.

DME is leading this effort and is chairing the cross-sector Common Lottery Board that is the main decision making body. The centralized waitlist system will provide parents real-time access to their waitlist positions, and reduce waitlist shuffling by automatically updating waitlists as parents accept seats at schools. Participating schools in both sectors will be able to access data on which of their current students have accepted offers at other schools, allowing them to better plan for enrollment.

Completion Date: May, 2015.

INITIATIVE 2.2: Expand on the supply, demand, and need dataset for public schools.

DME is compiling school and neighborhood level data from multiple DC agencies, which will allow analysis of data related to public schools across multiple domains of information. For instance, 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 collection of enrollment, demographic, facilities, attendance, and discipline data. The second phase includes expanding types of data collected and updating the information for the most recent school year (2014-15).

Completion Date: September, 2015 and ongoing.

INITIATIVE 2.3: 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. As part of the student assignment and boundary implementation plan, the DME will bring together relevant stakeholders including representatives from a diverse sample of LEAs and schools, parents with students in DCPS and public charter schools, as well as residents and community leaders. Specifically, the taskforce will engage the community to gain input that will inform recommendations to the Mayor on the following:

- Methods and systems for information sharing across sectors;
- Structures for increased accountability and transparent decision-making on school openings, closings, co-locations, student assignment, student mobility, and capital investment across sectors; and
- Processes for securing and considering public input about school openings, closings, co-location, student assignment, student mobility, and capital investment across sectors.



As the first step, DME will appoint members and define the charge of the task force.
Completion Date: May, 2015 and ongoing¹.

INITIATIVE 2.4: Continue to manage the Request for Offer (RFO) process for excess DCPS facilities.

The DME seeks to utilize current data and community feedback to develop and execute RFO's that seek 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 at least 4 vacant buildings. **Completion Date: September, 2015.**

INITIATIVE 2.6: Create an annual Master Facilities Plan Supplement.

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.

Completion Date: February, 2015².

OBJECTIVE 3: 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 3.1: Continue to co-chair and provide support to the Truancy Task Force.

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 measureable;
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.

Completion Date: September, 2015 and ongoing.

¹ Changes in Strategic Plans/Vision. The Cross Sector Task Force will be a multi-year effort, and the launch date for this initiative was moved back to allow the new Administrations, The Deputy Mayor for Education and the Mayor, to confirm the vision and goals of the Task Force prior to its launch.

² Changes in Strategic Plans/Vision. Due to the report's long-term implications, the completion date for this initiative was moved back slightly in order to allow the newly appointed Deputy Mayor for Education to review the final report prior to its release.



INITIATIVE 3.2: Support the implementation of the Graduation Pathways Project.

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.

Completion Date: September 2015.

INITIATIVE 3.3: Support and evaluate the DC Re-Engagement Center. In support of the DC Re-Engagement Center, the DME will continue to facilitate the development of partnerships with key educational, workforce, and human services agencies and stakeholders to address critical barriers to reconnection for youth served by the Re-Engagement Center. In addition, 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.

Completion Date: September 2015.

INITIATIVE 3.4.: Coordinate continued District agency engagement in Raise DC.

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.

Completion Date: September 2015 and ongoing.



KEY PERFORMANCE INDICATORS

Measure ³	FY 2013 Actual	FY 2014 Target	FY 2014 Actual	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
Reduce nonpublic enrollment ⁴	1,153 students	1,100 students	1,005 students	Not Available	Not Available	Not Available
Percentage of Local Education Agencies that opt-in to the Common Lottery ⁵	Not Available	Baseline to be set in FY14	79%	85%	90%	95%
Number of applications to the Common Lottery ⁶ (in the first and second rounds)	Not Available	Baseline to be set in FY14	22,469	24,000	24,000	24,000
Number of seats in schools/programs ⁷ serving “disconnected youth” population	Not Available	Not Available	Baseline to be set in FY15	TBD	TBD	TBD

¹ In order to better reflect the agencies current “summary of services”, the language used in the FY15 Performance Plan has been updated from DME’s section in the budget book. This change is not reflected in the printed version of the FY 2015 Proposed Budget and Financial Plan.

² For the purposes of the FY 2015 Performance Plan, the “Department of Education” budget division is renamed the “Office of the Deputy Mayor for Education.” This change is not reflected in the printed version of the FY 2015 Proposed Budget and Financial Plan.

³ Several measures were consolidated and/or removed from the DME’s performance plan in FY14 and relocated to the performance plans for other agencies.

⁴ This measure tracks the administration’s goal to reduce non-public enrollment by 50%. The goal was achieved in FY14 and no new target has been set.

⁵ Historical data is not available because this was a new measure in FY14.

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⁷ Including alternative and adult DCPS and public charter schools, as well as community-based programs funded through OSSE’s Adult and Family Education division