



Colorado Department of Education Performance Plan 2013-14

Updated January 12, 2014

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Department Vision and Mission

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Mission

The mission of the Colorado Department of Education is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

Department Description

As a ***dynamic service agency***, the Colorado Department of Education (CDE) provides leadership, resources, support, and accountability to the state's 178 school districts, 1,818 schools, close to 50,000 teachers and over 2,800 administrators to help them build capacity to meet the needs of the state's approximately 860,000 public school students. CDE also provides services and support to boards of cooperative educational services (BOCES), early learning centers, state correctional schools, facility schools, the state's libraries, adult/family literacy centers, and General Education Development (GED) testing centers reaching learners of all ages. CDE operates the Colorado Talking Book Library which provides supports for people who have vision, print, and reading disabilities. In addition, CDE provides structural and administrative support to the Colorado School for the Deaf and the Blind and the Charter School Institute.

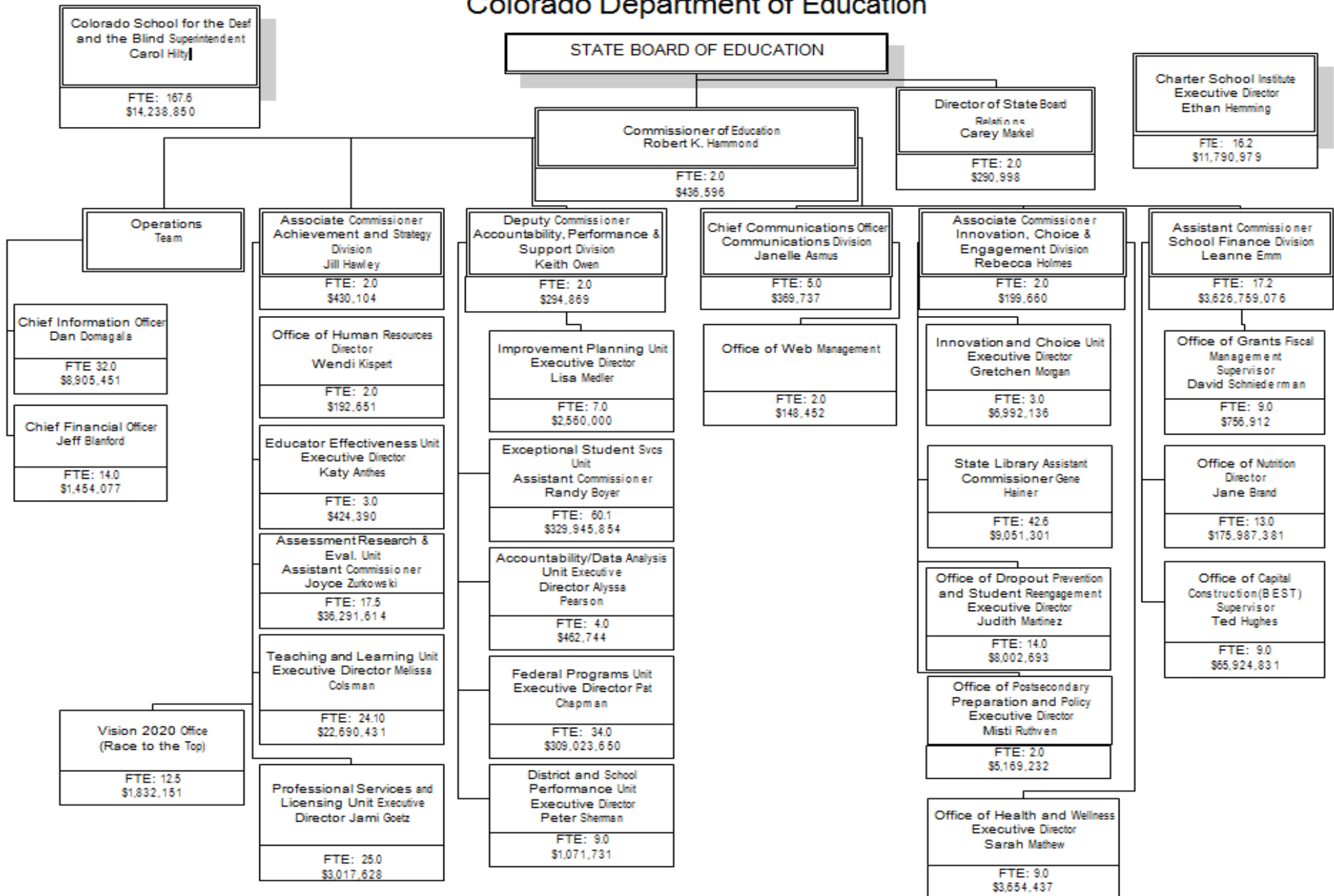
As the administrative arm of the State Board of Education, CDE is responsible for implementing state and federal education laws, disbursing state and federal funds, holding schools and districts accountable for performance, licensing all educators, and providing public transparency of performance and financial data. CDE serves students, parents, and the general public by protecting the public trust through ensuring adherence to laws, strong stewardship of public funds, and accountability for student performance.

As a ***learning organization***, CDE actively partners with districts, schools, educators, families, and community agencies to assess needs, foster innovation, identify promising practices, learn from each other, and disseminate successful strategies to increase student achievement and ensure college and career readiness.

As a ***change agent***, CDE seeks to continually advance and improve the state's education system to prepare all learners for success in a rapidly changing world. CDE sets a clear vision for increasing student and overall system performance and holds itself and the state's schools and districts accountable for results. CDE must be mindful of the rapid pace of change and be constantly working to push the system in ways that it anticipates and prepares students for the world in which they will live. As such, we're helping envision and provide models of what learning needs to look like in order to prepare students for the future.

Organizational Chart

Colorado Department of Education



Major Program Areas and Descriptions

The department has five major program areas. A description of our five program areas, the primary processes maintained in those program areas, and funding sources are provided below.

School Finance

This major program area includes allocating funds and monitoring costs of providing public education. The program area is responsible for implementation of the School Finance Act on an annual basis, including distributing the state share portion of total program funding and categorical funding. School district finances are monitored for compliance with state statute, and district pupil counts are collected to determine the state share allocations. Examples of sub-programs included in this program area are transportation, nutrition, grants management, capital construction, and auditing.

- Primary process:
 - Allocation and dissemination of state and federal education funds to districts
 - Allocation and dissemination of competitive grants
 - Annual audits
- Major funding sources:
 - The FY 2013-14 appropriations for the state share of total program funding equal approximately \$3.5 billion, of which 84% is from the General Fund and most of the remaining 16% is from the State Education Fund.
 - The FY 2013-14 appropriations for categorical programs equal approximately \$415 million, of which 40% is from federal funds, 34% is from the General Fund, and most of the remaining 26% is from the State Education Fund.
 - The FY 2013-14 appropriations for health and nutrition grants equal approximately \$160.8 million, of which 97% is from federal funds and most of the remaining 3% comes from the Public School Fund, with a small portion from the General Fund.
 - The FY 2013-14 appropriations for capital construction equals almost \$64 million, which is primarily from the Public School Capital Construction Assistance Fund.

Standards, Assessments, and Learning Supports

This major program area refers to instructional supports for students from preschool through twelfth grade, including design and implementation of the Colorado Academic Standards and Colorado English Language Proficiency Standards and the assessments aligned to those standards. This includes administration and oversight of the state's assessment system. This program area also encompasses school readiness initiatives, the Colorado Preschool Program, Response to Intervention and Positive Behavior Intervention Support services, and literacy initiatives, with special focus on implementation of the recently adopted READ Act.

- Primary processes:
 - Implementing and supporting the state's standards
 - Implementing the state's assessment system
 - Implementing and monitoring the early literacy assessment program
 - Implementing the early literacy grant program
 - Implementing and monitoring the Colorado Preschool Program
- Major funding sources:
 - The FY2013-14 appropriation in the Early Literacy Fund created by HB12-1238, the READ Act is \$20.5 million to implement the Early Literacy Program.

- The FY2013-14 appropriation for state assessments is approximately \$26.4 million, and federal assessment grants contribute an additional \$7.6 million.
- Finally for FY2013-14 the Department received \$10.2 million from the Early Childhood Challenge Grant awarded under the federal Race to the Top grant program.

Educator Effectiveness

This major program area comprises all sub-programs and projects connected to the regulation, support and development of educator quality. This area includes all activities related to educator licensure, educator preparation program approval, induction program review and approval, and the implementation of the state's educator evaluation system.

- Primary processes:
 - Issuing and renewing educator licenses
 - Approving educator preparation programs
 - Approving induction programs
 - Implementing disciplinary actions on licensed educators
 - Providing training and technical assistance for the implementation and continuation of educator evaluation and support structures
- Major funding sources:
 - Fee revenue for processing Licensure applications, which is credited to the Educator Licensure Fund are projected to be \$2.7 million for FY2013-14.
 - Funding available in the State Education Fund to implement for Educator Effectiveness is \$5.7 million, and there are also \$1.7 million in Federal Race to the Top grant funds for Educator Effectiveness in FY2013-14.

Accountability, Improvement, Innovation, and Choice

The purpose of this program area is to: establish standards, expectations, and criteria for school and district performance; assess school and district performance against those standards; and utilize that information to identify and support schools and districts that are struggling to meet the state's student performance goals. The goal is to foster and implement the conditions and policies which will allow for quick and dramatic improvements in student learning and services. The program area advocates for all students in Colorado and especially directs resources and supports to students of poverty, students with disabilities, English language learners, minority students and those students performing below proficient levels. This program area provides universal supports to all districts and targeted supports to the state's lowest performing districts and schools.

Another major component of this program area focuses on charter schools, online schools, and innovation schools and on expanding learning opportunities beyond the typical school building, day, and calendar. This program area provides services to learners of all ages through the State Library, GED program, adult education and family literacy programs. Postsecondary readiness, dropout prevention, health and wellness efforts, and 21st century learning schools are included in this program area. Overall, this program area seeks to influence conditions to affect both immediate change of the current system and to lay the foundation for our education system of the future.

- Primary processes:
 - Creation of district and school performance frameworks
 - Creation of Unified Improvement Plans
- Major funding sources:
 - The Department will receive approximately \$10.2 million from the Federal Public Charter Schools Startup grants in FY2013-14.

- The appropriations for the Expelled and At-Risk grant program is \$5.8 million for FY2013-14 and the School Counselor Corps program appropriation is \$5 million.
- The Department will receive approximately \$2.5 million from the Federal Library Services and Technology Act (LSTA) grants.
- In FY2013-14 the Department will receive and expend over \$200 million from Federal No Child Left Behind (NCLB) grants including:
 - Title I-A, approximately \$140 million for FY2013-14
 - Title II-A, approximately \$25.5 million in FY2013-14
 - School Improvement, approximately \$5 million in FY2013-14
 - English Learner Education, approximately \$9.9 million
 - Migrant Student Education, approximately \$7.3 million
 - 21st Century Community Learning Centers, approximately \$10.6 million
- For FY2013-14, the Department will receive approximately \$160 million from the Federal Individuals with Disabilities Act (IDEA) to support students with disabilities

Information and Communication

This program area comprises all work related to collecting and providing data and information on the Colorado education system. The primary examples are SchoolView, which includes the Colorado Growth Model, Data Center, Data Lab and Data Pipeline, which efficiently captures source data from schools and districts. This program area also encompasses communications and communication supports to CDE units and to schools, districts, and the public regarding the state’s public education system.

- Primary processes:
 - Collection and validation of statewide education data
 - Dissemination and official reporting of student, school, district, and state education information
 - Communication of information, requirement, timelines and available assistance
- Major funding sources:
 - The Department has approximately \$1.9 million remaining in the final year of the Federal Race to the Top State Longitudinal Data Systems grant.
 - The General Fund appropriation for the Department’s Information Technology Unit is \$2.4 million for FY2014-15.

Geographic locations of the department

- Main Office: 201 East Colfax, Denver, CO 80203
- Educator effectiveness, information technology, BEST program, and nutrition: 1580 Logan St., Denver, CO 80203
- Special education and federal programs: 1560 Broadway, Suites 1175 and 1450, Denver, CO 80202
- Colorado Talking Book Library: 180 Sheridan Blvd, Denver, CO 80226
- Standards and instructional support: 1535 Grant Street, Denver, CO 80203
- Licensure: 6000 E Evans Ave, Building #2, Suite 100, Denver, CO 80222

Strategic Goals

The department's four strategic goals are based on the fundamental belief that the education system as a whole must support every student at every step of the way throughout his/her schooling. The goals are based on a theory of action that if we can help students start strong through quality early learning and school readiness, attain proficiency in reading by third grade, meet or exceed standards in the core content areas of literacy and mathematics throughout their schooling, and graduate from high school, then students will have the knowledge, skills, and dispositions they need to contribute to society and successfully participate in postsecondary education and the workforce.

1. Start strong: Every student starts strong with a solid foundation in grades preschool-3.

Increase the school readiness of our youngest learners by closing achievement gaps for children served by the Colorado Preschool Program by 3% by 2016 and an additional 5% by 2018 compared with the national norm.

2. Read by third grade: Every student reads by the end of third grade.

Ensure every student attains proficiency in reading by third grade by increasing proficiency on the state assessment from 73% in 2013 to 80% in 2016, with the goal of nearly 85% proficient by 2018.*

3. Meet or exceed standards: Every student meets or exceeds standards.

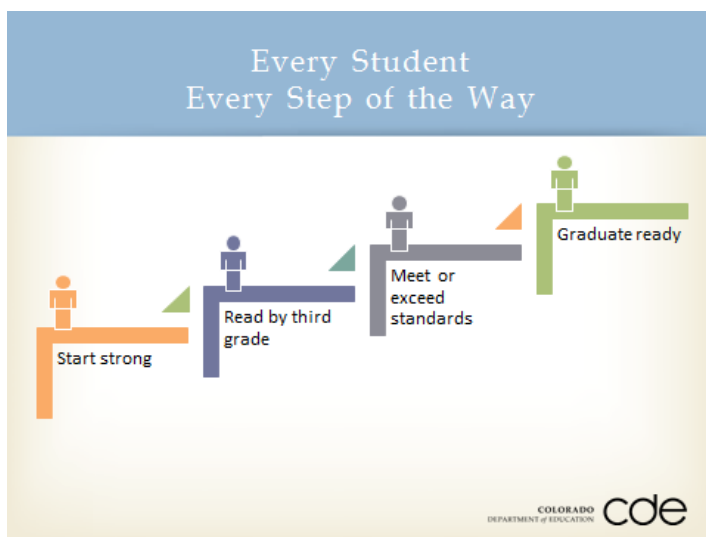
Ensure that all students make adequate growth in reading and math by increasing the percentage of students catching up to proficiency in all grades and student subgroups, with the goal of nearly doubling the percentage of students catching up by 2018. Additionally, maintain or improve the percentage of students keeping up with proficiency targets and moving up to advanced.

4. Graduate ready: Every student graduates ready for college and careers.

Ensure every student graduates college and career ready by increasing the graduation rate from 78.5% in 2012 to 86% in 2016, with the goal of 90% by 2018.**

**Note that the state will be administering new assessments in reading and mathematics in the spring of 2015. New baseline data and targets will need to be established at that time.*

***Six-year graduation rate*



These goals are supportive of the goals to which we hold our schools and districts accountable in their accountability performance frameworks. They are also aligned with the goals for which the U.S. Department of Education holds us accountable to monitor and meet. We believe strongly that if we are to have an aligned system, we need to be examining at the state level the same goals and related measures we monitor at the district and school level.

Turning the Goals into Action

Overarching Commitment to Equity and Maximizing Individual Potential

Each of our state goals begins with the same two words: “every student.” These words reflect the department’s commitment to equity and to maximizing the individual potential of each student. The state faces persistent and large gaps in achievement among student populations as well as an alarming number of students choosing to exit a system that isn’t meeting their needs. At the same time, the system faces a very real need to elevate expectations and raise performance for all students. The goals and accompanying strategies incorporate activities specifically designed to help the state tackle the challenge of helping all learners reach high standards and become active, contributing members of society. The goals and strategies also reflect a desire to create an education system that is responsive to students needs by providing choices and pathways that are relevant to students and help them accelerate and tailor their learning.

School Systems as the Unit of Change & Primary Partner/Customer of CDE

CDE serves a wide range of customers, including: students, families, school/district educators (including teachers, specialized service professionals, and administrators), boards of cooperative educational services (BOCES), taxpayers, communities, businesses, and policymakers. Our ultimate end-users are students and their families. While we serve a range of customers, our primary day-to-day clients for the majority of our services are district and BOCES leaders (for the purpose of this plan, we will use school systems to include districts and BOCES – this also includes facility, charter, and online schools and school systems). We also know from systems research and implementation science, that meaningful, sustained improvement comes only through whole system change. As a result, our strategic plan is predicated on the school system as the unit of change and focuses CDE’s role on partnering with and building the capacity of school systems to meet the ultimate goal of ensuring that all students graduate college and career ready. Universal and targeted strategies for building system capacity comprise the department’s action plans.

High Expectations

A critical role of the department is to set high expectations for what students should know and be able to do at each grade level. These expectations are articulated in the Colorado Academic Standards which provide the basis for teaching and learning across the state. The state’s assessment system measures students’ progress in mastering the standards. Helping districts effectively implement the standards and using assessment results to identify those districts needing extra support are key activities that undergird each of the state’s strategic goals.

Effective Teachers & Leaders

The single most important school-based factor that impacts student achievement is the effectiveness of the student’s teacher. Research consistently verifies the critical role of effective leaders in supporting teachers and achieving whole school and system improvement. As a result, each goal contains strategies focused on improving educators’ effectiveness. In addition, the state’s educator effectiveness unit maintains and implements specific strategies focused on supporting educators and specialized service professionals throughout their career, including strategies for recruitment, preparation, licensure, induction, professional development, evaluation, retention, and advancement.

Department Priority: Turning Around the State’s Lowest Performing School Systems

As the department employs strategies to meet the state’s goals, a priority is placed on providing comprehensive supports to the state’s lowest performing schools and districts. Every goal contains specific department-wide strategies aimed at turning around low performing schools and districts. In addition, the department’s district and school performance unit maintains an urgent plan of action detailing specific supports for each of the state’s priority improvement and turnaround districts. The department has created “coordinated support teams” which include representatives from relevant units at the department who combine their resources, expertise, and support to provide targeted assistance to these districts. The department-wide efforts and focused unit work are based on the following theory of action:

If we:

- Foster key conditions and research-based turnaround principles
- Diagnose systems issues and structure focused improvement planning
- Align, differentiate, and leverage the allocation of all funds to ensure equity and to maximize impact
- Use appropriate measures and indicators to track and monitor progress
- Actively support new and growing turnaround talent and development programs
- Pursue bold and urgent interventions and actions with schools and districts

Then:

- The percentage of **districts** with a district performance plan assignment of Priority Improvement or Turnaround (PITA) on the district performance framework will decrease by 20% each year from 2013 through 2015 AND these districts will maintain their improved rating. The percentage of **schools** with a school performance plan assignment of Priority Improvement or Turnaround on the school performance framework will decrease by 20% each year from 2013 through 2015.
- At least 50% of the schools, who move out of Priority Improvement or Turnaround will improve to a Performance plan assignment each year from 2013 through 2015.

Department Implementation Levers

CDE has key levers of change that are unique to its position as the state’s education agency. The levers differentiate CDE from districts, schools, and other education associations and organizations. If used well, these levers can help the department promote positive change and achieve its statewide goals. The levers are described below and are integrated in the action plans for each goal.

| Levers of Change | Description |
|--------------------|---|
| Leadership | CDE serves as the state’s education authority, providing leadership and expertise that help shape and advance the state’s education system. |
| Law and regulation | CDE shapes and administers the statutes, rules, and policies that set expectations and guide district, school, and educator behavior. CDE’s approach to policy leadership, monitoring and accountability focuses educators on the actions that produce sustainable improvement. |
| Communication | CDE has the ability to initiate two-way communication statewide. This statewide audience enables CDE to inform and elevate statewide conversations regarding the state’s education system and to solicit, receive, and disseminate information on needs and successful practices. |
| Support | CDE has the ability to provide support to educators across the state, convening educators and stakeholders, coordinating professional development, offering technical assistance, identifying and sharing best practices, and making available tools, resources, leadership, and guidance through a variety of delivery channels. |
| Funding | CDE disseminates state and federal funds to districts, BOCES, and schools; and, where allowable, has the ability to leverage and target resources toward those activities that yield the greatest return on investment. |
| Economies of scale | CDE can invest in and deliver solutions for districts and BOCES that would be cost prohibitive for a single district or BOCES to do alone (e.g., Colorado Growth Model, statewide longitudinal data system, cost-effective access to library resources, Statewide Assistive Technology Support, and the Colorado Instructional Materials Center). |

| Levers of Change | Description |
|------------------|---|
| Information | CDE is the definitive source of K-12 public education, GED, and library data for Colorado. CDE has the ability to collect, aggregate, analyze, and disseminate student, educator, school, and district data to examine trends, identify critical priorities, and support the effective use of data to inform practice, policy, and decision making. |
| Partnerships | CDE has the ability to collaborate and broker state-level partnerships with other state agencies, service providers, private organizations, foundations, businesses, other states, associations, higher education, etc. to advance educational opportunities for students across the state. |

Using the Levers

As CDE implements the strategic goals outlined in this document, employees should constantly ask: Are we maximizing our unique levers to achieve our goals? For example:

- **Leadership:** Are we effectively using our leadership role to advance our goals?
- **Law and regulation:** Are we effectively using our ability to monitor and hold schools/districts/BOCES accountable for meeting the needs of all students? Are we monitoring the things that matter most? Are we advancing new policies where needed?
- **Communication:** Are we using our statewide communication reach to effectively inform educators and the public about our goals and our progress towards them? What should we be talking about? Are we raising the right questions? Do we have strong feedback loops so that our work can be informed by the field?
- **Support:** Are we providing the right statewide supports that will have the greatest impact?
- **Funding:** Are we targeting our resources and assisting district/BOCES in focusing their resources on this work?
- **Economies of scale:** How can we maximize economies of scale and minimize duplicate investments of resources by districts and BOCES? Are there other state-wide resources we should be providing for districts/BOCES to accomplish this work?
- **Information:** What data should we be collecting to inform and advance the state’s goals? How can we use data to drive action? Are there early warning indicators that could help us act more quickly?
- **Partnerships:** How can we partner with others to accomplish our work more effectively and play to the strengths that others can bring to the table?

This line of questioning can be applied to every major project and body of work in which we engage.

Goal 1: Start Strong

Every student starts strong with a solid foundation in grades preschool-3.

Increase the school readiness of our youngest learners by closing achievement gaps for children served by the Colorado Preschool Program by 3% by 2016 and an additional 5% by 2018 compared with the national norm.

Theory of Action

Our work in this goal is guided by the following theory of action:

If we use a preschool through grade 3 approach as a school improvement strategy to:

- Increase access to high-quality preschool and full-day kindergarten for all eligible children;
- Ensure every child’s school experience is guided by a school readiness plan that addresses developmental as well as early academic needs;
- Establish baseline measures of school readiness and identify targets for improving readiness for all children;
- Engage families as active partners in early childhood education efforts; and
- Provide tools and training for early childhood educators aimed at helping them provide strong support of development and learning for all children

Then we will increase the school readiness of our youngest learners.

Metrics

School Readiness of At-Risk Learners

Measured by Achievement Gaps on Teaching Strategies Gold Assessment between Children Served by the Colorado Preschool Program and the National Norm, Spring Testing Results, Historical and Goal*

| Development Area | Actual | Goal | | | | | |
|------------------------------|---|-------|-------|------|------------------------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Mathematics | 11.9% | 11.2% | 10.4% | 9.7% | 8.9% | 6.4% | 3.9% |
| Literacy | 3.0% | 2.3% | 1.5% | 0.8% | 0% Maintain Closed Gap | | |
| Language Development | 2.7% | 2.0% | 1.4% | 0.7% | 0% Maintain Closed Gap | | |
| Social-Emotional Development | No achievement gap, maintain closed gap | | | | | | |
| Physical Development | No achievement gap, maintain closed gap | | | | | | |
| Cognitive Development | No achievement gap, maintain closed gap | | | | | | |

*2012 represents the first year data is available in this form; goals may be revised based on future results

CDE Activities to Build System Capacity

| Preschool through third grade system capacities | CDE Implementation Levers & Strategies to Build System Capacity (levers noted in italics) |
|---|--|
| <i>Universal strategies for all systems:</i> | |
| Increase access to high-quality preschool and full-day kindergarten for eligible children | <ul style="list-style-type: none"> • <i>Law:</i> Implement the Colorado Preschool Program (CPP) Act and the newly funded E-CARE amendment with a focus on addressing highest need children • <i>Leadership:</i> Engage with community providers and external partners to increase the number of options available for high-quality preschool and full day kindergarten as part of P-3 systems building |

| Preschool through third grade system capacities | CDE Implementation Levers & Strategies to Build System Capacity (levers noted in italics) |
|--|---|
| | <ul style="list-style-type: none"> • <i>Funding</i>: Identify and make available additional funding sources that could be targeted to increase access to high-quality preschool and full-day kindergarten |
| <p>Ensure every child’s school experience is guided by a school readiness plan that addressed developmental as well as early academic needs</p> | <ul style="list-style-type: none"> • <i>Support</i>: Support districts with implementation of the school readiness components of CAP4K in tandem with the READ Act • <i>Economies of scale and support</i>: Provide sample school readiness plans • <i>Support</i>: Provide training for teachers on how to develop and use instructionally relevant school readiness plans • <i>Support</i>: Assist districts in training teachers on use of formative assessment practices in support of school readiness assessments |
| <p>Establish baseline measures of school readiness and identify targets for improving readiness for all children</p> | <ul style="list-style-type: none"> • <i>Information</i>: Gather data from the districts implementing school readiness assessments in the 2014-15 school year and use the data to create baseline readiness metrics and indicators • <i>Information</i>: Analyze the data from both the academic and developmental domains to determine which indicators over time are most predictive of school success so that these indicators can be used to help students stay on track |
| <p>Engage families as active partners in early childhood education efforts</p> | <ul style="list-style-type: none"> • <i>Support</i>: Develop resources that inform families about school readiness efforts in our state • <i>Support</i>: Develop resources that families may access to extend school learning experiences • <i>Support</i>: Ensure that teachers have the tools needed to actively engage families in ongoing assessment and development of individualized readiness plans |
| <p>Educator effectiveness: Provide tools and training for early childhood educators aimed at helping them provide strong support of development and learning for all children</p> | <ul style="list-style-type: none"> • <i>Support and economies of scale</i>: Develop guidance on effective practices for early childhood educators to use in a variety of early learning settings • <i>Funding</i>: Dedicate staff time funded by CPP, Preschool Special Education (619), Response to Intervention (RtI), Title I, and literacy regional support teams to focus specifically on supporting early childhood educators with providing best instructional practices across the developmental and academic domains, targeting priority improvement and turnaround districts. • <i>Support</i>: Provide training on appropriate identification of children who may have exceptional needs to minimize over- and mis-identification and to ensure appropriate planning for children who have exceptional needs • <i>Support</i>: Provide training for teachers and administrators on the unique developmental and learning needs of our youngest learners. • <i>Funding</i>: Identify other funding sources or programs that could focus on support and interventions for ensuring that teachers have the skills they need to support our young learners • <i>Support</i>: Provide targeted and strategic training to districts on the state model educator evaluation system (as applicable) in order to ensure consistent professional development for early childhood |

| Preschool through third grade system capacities | CDE Implementation Levers & Strategies to Build System Capacity (levers noted in italics) |
|---|--|
| | educators who need it most. |
| <p>System supports: Help build the systems needed to support and sustain school readiness</p> | <ul style="list-style-type: none"> • <i>Support:</i> Work with schools/districts to build the needed system-wide supports for early learning and school readiness • <i>Support:</i> Assist schools/districts with embedding school readiness strategies into their unified improvement plans, as appropriate • <i>Leadership:</i> Work collaboratively with community partners to strengthen local early childhood systems • <i>Support:</i> Leverage Early Learning Challenge Fund Grant (RTTT) activities and interagency agreements to increase quality of early learning opportunities |
| | <i>Targeted strategies for the state’s lowest performing school systems and for P-grade three systems needing focused support</i> |
| <p>Support our lowest performing schools and districts by addressing access to quality early learning opportunities and ensuring high quality instructional practices for our young learners.</p> | <ul style="list-style-type: none"> • <i>Support:</i> Work with the state’s lowest performing school systems to assess the early learning needs of these systems and create effective improvement plans that identify the appropriate supports needed to improve students’ school readiness and early educators’ skills in addressing the needs of their young learners • <i>Support:</i> By coordinating supports across the department, provide ongoing assistance in implementing and adjusting identified strategies • <i>Information and support:</i> Foster the development of existing and new turnaround leadership and teacher development programs with coherent turnaround competencies • <i>Information and support:</i> Foster systemic transformation in human capital practices: recruitment, hiring, management, and evaluation |

Goal 2: Read by third grade Every student reads by the end of third grade.

Ensure that every student attains proficiency in reading by third grade by increasing proficiency on the state assessment from 73% in 2013 to 80% in 2016, with the goal of nearly 85% proficient by 2018.*

**Note that the state will be administering new assessments in reading and mathematics in the spring of 2015. New baseline data and targets will need to be established at that time.*

Theory of Action

Our work in this goal is guided by the following theory of action:

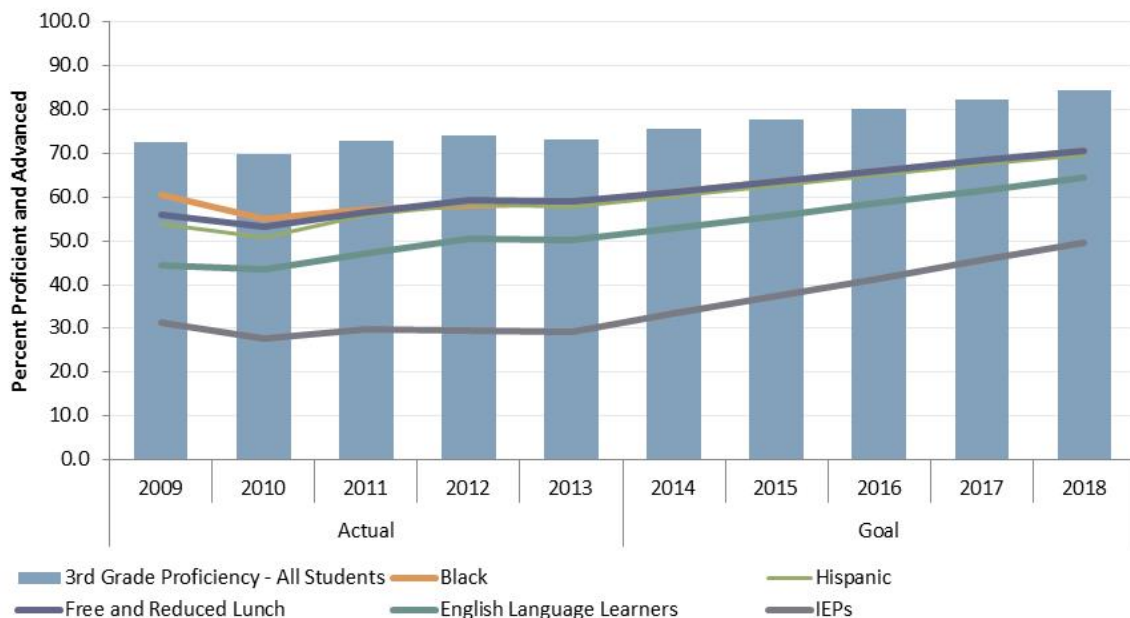
If we help build the capacity of school systems to:

- Provide educators with training and tools on research- and evidence-based practices to increase language and literacy development for every student;
- Support educators in identifying and responding to every student’s needs in language and literacy development as they enter and progress through school;
- Use data to identify and respond effectively to students’ needs in language and literacy development;
- Respond quickly when any student falls behind;
- Assist educators in partnering with families to increase students’ language and literacy development beyond the school day and school year;
- Engage and encourage communities and external partners to support students’ language and literacy development beyond the school day and school year

Then, we will increase third grade reading proficiency from 73% in 2013 to 80% in 2016, with the goal of nearly 85% proficient by 2018.

Metrics

Percent of 3rd Graders Proficient or Advanced, Historical and Projection



CDE Activities to Build System Capacity

| School System Capacities | CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics) |
|---|---|
| <i>Universal strategies for all school systems:</i> | |
| <p>Educator Effectiveness: Provide educators with training and tools on research and evidence-based practices to increase language and literacy development for all students</p> | <ul style="list-style-type: none"> • <i>Support:</i> Provide guidance and training on effective foundational literacy and language instruction and interventions • <i>Funding:</i> Develop guidance and align internal resources to support the literacy needs of English language learners, students with disabilities, and students from low-income families • <i>Support:</i> Provide focused training/support to educators in our districts/schools with the lowest reading performance |
| <p>Educator Effectiveness: Support educators in identifying and responding to every student’s needs in language and literacy development as they enter and progress through school</p> | <ul style="list-style-type: none"> • <i>Support and economies of scale:</i> Develop guidance or models on what best first instruction in language and literacy looks like, such that 80% of students’ needs are met at the universal tier • <i>Funding:</i> Target applicable funding sources and literacy regional support teams to focus specifically on supporting P-3 educators with providing effective first instruction in language and literacy development (these focused support teams may target initial work in our highest need districts) • <i>Support:</i> Provide training on appropriate identification of students who may have unique needs, such as English language learners and students with disabilities, to minimize over- and mis-identification of students and to quickly identify any reading needs that may need to be addressed • <i>Funding:</i> Identify other funding sources or programs that could focus on support and interventions for ensuring that teachers have the skills and supports they need to support our early learners with literacy |
| <p>Use data to identify and respond effectively to students’ needs in language and literacy development</p> | <ul style="list-style-type: none"> • <i>Information and support:</i> Provide guidance, models, and training on the appropriate use and interpretation of results of the early literacy assessments required by the READ Act • <i>Information:</i> Develop and report baseline measures and identify predictive indicators that will help educators ensure that students stay on track with their reading progress |
| <p>Respond quickly when any student falls behind</p> | <ul style="list-style-type: none"> • <i>Information and communication:</i> Highlight and share widely strong models for effective interventions that quickly get kids back on track • <i>Funding:</i> Identify resources, training, and funding across units at the department that can be targeted to help schools/districts quickly catch students up |
| <p>Assist educators in partnering with families to increase students’ language and literacy development beyond the school day and school year</p> | <ul style="list-style-type: none"> • <i>Support:</i> Provide districts with training, tools, and models to establish strong partnerships with families to support students’ language and literacy development |
| <p>Engage and encourage communities and external partners to support students’ language and literacy</p> | <ul style="list-style-type: none"> • <i>Funding:</i> Identify possible funding streams that could be focused on providing extended opportunities for students to advance and enhance their literacy skills |

| School System Capacities | CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics) |
|--|---|
| development beyond the school day and school year | |
| <p>System supports: Help school systems build the systems needed to support and sustain early literacy attainment</p> | <ul style="list-style-type: none"> • <i>Support:</i> Work with schools/districts to build the needed system-wide supports for literacy • <i>Support:</i> Assist schools/districts with data analysis and embedding literacy strategies into their unified improvement plans, as appropriate |
| | <p><i>Targeted strategies for the state’s lowest performing school systems and for school systems needing targeted support in this area</i></p> |
| Provide targeted technical assistance to the districts and schools with the lowest percent of students meeting reading targets | <ul style="list-style-type: none"> • <i>Information and support:</i> Identify key conditions for rapid success in lower performing districts and schools • <i>Support:</i> Support districts and schools in conducting diagnostic reviews and improvement planning to prioritize actions that quickly improve student learning • <i>Support:</i> By coordinating across the department, provide district-specific training and support to address the early literacy needs identified in the districts with the lowest reading performance |

Goal 3: Meet or exceed standards **Every student meets or exceeds standards.**

Ensure that all students make adequate growth in reading and math by increasing the percentage of students catching up to proficiency in all grades and student subgroups, with the goal of nearly doubling the percentage of students catching up by 2018. Additionally, maintain or improve the percentage of students keeping up with proficiency targets and moving up to advanced.

The Colorado Academic Standards outline what students should know and be able to do in ten content areas. As a state, we have emphasized the importance of all standards for all students, noting the richness, breadth, and depth of learning they provide for students. This goal focuses attention on the content areas of reading and math, as they provide strong predictive indicators of students' overall college and career readiness and provide the foundation from which students can access and excel in other content areas. In addition, while equity and maximizing the potential of all students are embedded across all goals, this goal places a special focus on addressing the needs of those students who fall behind, while maintaining support and advancing those students who are on or above grade level expectations. A spotlight is placed on addressing achievement gaps for students from low income families, minority students, students with learning disabilities, and English language learners by ensuring that students receive the supports they need to graduate ready for college and careers.

Theory of Action

Our work in this goal is guided by the following theory of action:

If we build the capacity of school systems to:

- Provide all students, including students from low-income households, minority students, students with disabilities, and students learning English, with the opportunity to access and learn engaging, grade-level and accelerated content;
- Use a comprehensive data and assessment system to identify and diagnose root causes of achievement gaps;
- Use research-based instructional strategies to help those students who start and/or fall behind to catch up;
- Strategically engage families, community organizations, and business partners to provide supports to students who are behind and who have been traditionally under-served;
- Provide current and new educators with the training and support to meet the needs of traditionally under-served students and help students catch up and keep up; and
- Ensure that our struggling students have equitable access to effective educators

Then we will reach our goal of helping all students stay on track in reading and math and dramatically decrease achievement gaps by student subpopulations over time.

Note: CDE plans to use the 2013-14 school year to work with selected districts interested in partnering with us to tackle achievement gaps in their districts. We will use the year to test the theory of action noted above, as well as to learn more about how the state can partner with districts in a meaningful way to give them both the support and flexibility they need to make substantial improvements in student performance.

CDE also plans to focus its energies during the 2013-14 school year on the strategies related to data analysis/use, community engagement, and equitable access to effective teachers. These are highlighted in bold in the strategies listed following the metrics.

Metrics

Percent of Students Making Catch-Up Growth in Math by Student Subgroup, Historical and Projection

| | | Actual | | | Goal | | | | |
|------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| Elementary | All Students | 25.3 | 23.0 | 23.0 | 24.0 | 29.1 | 34.3 | 39.4 | 44.5 |
| | FRL | 22.9 | 20.5 | 20.6 | 21.6 | 26.9 | 32.2 | 37.5 | 42.8 |
| | Hispanic | 23.9 | 20.5 | 20.9 | 21.9 | 27.2 | 32.4 | 37.7 | 43.0 |
| | Black | 18.5 | 18.8 | 18.9 | 19.9 | 25.3 | 30.8 | 36.2 | 41.6 |
| | ELL | 25.0 | 21.5 | 22.2 | 23.2 | 28.4 | 33.6 | 38.8 | 43.9 |
| | IEP | 12.3 | 10.7 | 10.8 | 11.8 | 17.8 | 23.7 | 29.6 | 35.6 |
| Middle | All Students | 14.8 | 12.4 | 13.0 | 14.0 | 18.4 | 22.7 | 27.1 | 31.4 |
| | FRL | 11.8 | 10.0 | 11.0 | 12.0 | 16.4 | 20.9 | 25.3 | 29.8 |
| | Hispanic | 12.0 | 9.7 | 10.8 | 11.8 | 16.2 | 20.7 | 25.1 | 29.6 |
| | Black | 10.8 | 9.2 | 11.0 | 12.0 | 16.4 | 20.9 | 25.3 | 29.8 |
| | ELL | 12.6 | 10.0 | 11.8 | 12.8 | 17.2 | 21.6 | 26.0 | 30.4 |
| | IEP | 6.0 | 5.2 | 4.8 | 5.8 | 10.5 | 15.3 | 20.1 | 24.8 |
| High | All Students | 3.9 | 4.4 | 4.9 | 5.9 | 9.7 | 13.5 | 17.3 | 21.1 |
| | FRL | 2.6 | 2.7 | 3.0 | 4.0 | 7.9 | 11.8 | 15.7 | 19.6 |
| | Hispanic | 2.3 | 2.4 | 2.8 | 3.8 | 7.7 | 11.6 | 15.5 | 19.4 |
| | Black | 2.2 | 2.5 | 3.2 | 4.2 | 8.1 | 12.0 | 15.8 | 19.7 |
| | ELL | 2.4 | 2.7 | 3.0 | 4.0 | 7.9 | 11.8 | 15.6 | 19.5 |
| | IEP | 1.3 | 1.3 | 1.5 | 2.5 | 6.4 | 10.3 | 14.3 | 18.2 |

FRL: Free and reduced lunch – students who are eligible to receive free or reduced-priced lunch

ELL: English Language Learners

IEP: Individualized Education Program – these are students with disabilities

For Charts, see Appendix A

Percent of Students Making Catch-Up Growth in Reading by Student Subgroup, Historical and Projection

| | | Actual | | | Goal | | | | |
|------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| Elementary | All Students | 36.4 | 37.6 | 37.8 | 38.8 | 43.0 | 47.1 | 51.3 | 55.4 |
| | FRL | 31.8 | 33.9 | 34.2 | 35.2 | 39.6 | 44.0 | 48.4 | 52.8 |
| | Hispanic | 32.1 | 34.0 | 34.6 | 35.6 | 40.0 | 44.4 | 48.7 | 53.1 |
| | Black | 28.7 | 32.4 | 30.9 | 31.9 | 36.5 | 41.1 | 45.7 | 50.3 |
| | ELL | 32.2 | 34.2 | 34.5 | 35.5 | 39.8 | 44.2 | 48.6 | 53.0 |
| | IEP | 20.5 | 21.0 | 20.6 | 21.6 | 26.9 | 32.2 | 37.5 | 42.8 |
| Middle | All Students | 29.1 | 32.7 | 31.3 | 32.3 | 35.7 | 39.2 | 42.6 | 46.0 |
| | FRL | 25.7 | 29.0 | 28.6 | 29.6 | 33.1 | 36.7 | 40.3 | 43.9 |
| | Hispanic | 25.6 | 28.1 | 28.7 | 29.7 | 33.2 | 36.8 | 40.4 | 43.9 |
| | Black | 22.4 | 32.0 | 28.0 | 29.0 | 32.6 | 36.2 | 39.8 | 43.4 |
| | ELL | 26.8 | 26.6 | 29.3 | 30.3 | 33.9 | 37.4 | 40.9 | 44.5 |
| | IEP | 16.2 | 18.8 | 17.4 | 18.4 | 22.5 | 26.6 | 30.8 | 34.9 |
| High | All Students | 20.1 | 26.7 | 26.6 | 27.6 | 30.5 | 33.4 | 36.4 | 39.3 |
| | FRL | 16.7 | 22.6 | 23.6 | 24.6 | 27.7 | 30.7 | 33.8 | 36.8 |
| | Hispanic | 16.4 | 22.2 | 24.0 | 25.0 | 28.0 | 31.0 | 34.1 | 37.1 |
| | Black | 15.3 | 22.5 | 24.5 | 25.5 | 28.5 | 31.5 | 34.5 | 37.6 |
| | ELL | 15.5 | 19.7 | 23.6 | 24.6 | 27.6 | 30.7 | 33.8 | 36.8 |
| | IEP | 8.0 | 11.7 | 9.4 | 10.4 | 14.0 | 17.6 | 21.3 | 24.9 |

FRL: Free and reduced lunch – students who are eligible to receive free or reduced-priced lunch

ELL: English Language Learners

IEP: Individualized Education Program – these are students with disabilities

For Charts, see Appendix B

CDE Activities to Build System Capacity

CDE plans to focus its energies during the 2013-14 school year on partnering with a few districts to determine the most effective strategies/supports for addressing achievement gaps. In addition, CDE plans to focus on the strategies related to data analysis/use, community engagement, and equitable access to effective teachers. These are highlighted in bold in the strategies listed below.

| School System Capacities | CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in <i>italics</i>) |
|--|--|
| <i>Universal strategies for all school systems:</i> | |
| <p>Provide all students, including students from low-income households, minority students, students with disabilities, and students learning English, with the opportunity to access and learn engaging, grade-level and accelerated content</p> | <ul style="list-style-type: none"> • <i>Communication and support:</i> Establish shared understanding of the expectations for our students by providing anchor assignments and samples of quality student work at all grade levels in all content areas (e.g., sample curriculum, NAEP writing project) • <i>Support:</i> Conduct “curriculum benchmarking” audits for all districts in priority improvement and turnaround status • <i>Support and economies of scale:</i> Provide models of rigorous programs of study at the high school level that students, schools, and districts can use • <i>Information:</i> Provide detail on course-taking patterns of students and how these link to success post high school |
| <p>Use a comprehensive data and assessment system to identify and diagnose root causes of achievement gaps</p> | <ul style="list-style-type: none"> • <i>Information and communication:</i> Refine and share state level data analysis around gaps with data at the district, and to the extent possible, school level • <i>Information:</i> Develop “Opportunity to Learn” score cards for districts to show gaps in opportunities for different subgroups – to the degree possible, get this at the school level • <i>Support:</i> Provide statewide trainings on how districts and schools can use state and local data to analyze local trends and create effective improvement plans |
| <p>Use research-based instructional strategies to help those students who start and/or fall behind to catch up</p> | <ul style="list-style-type: none"> • <i>Funding:</i> Identify resources, training, and funding across units at the department that can be targeted to help schools/districts quickly catch students up • <i>Communication:</i> Highlight and share widely strong models for effective interventions that quickly catch students up • <i>Funding:</i> Focus grant opportunities on implementing effective strategies for catching kids up • <i>Funding:</i> Identify appropriate funding streams that could be redirected and focused on providing extended opportunities for students to catch up |
| <p>Strategically engage families, community organizations, and business partners to target supports to students who are behind and who have been traditionally under-served</p> | <ul style="list-style-type: none"> • <i>Partnerships:</i> Work with partner districts to support them in engaging their families and community in discussions about closing the achievement gap; capture the lessons learned from this work to share more broadly with other districts • <i>Partnerships:</i> Identify community and business partners willing to support districts/schools with helping students |

| School System Capacities | CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics) |
|---|--|
| | <p>who fall behind</p> <ul style="list-style-type: none"> • <i>Funding</i>: Examine ways to leverage the supplemental education service providers required by the Elementary and Secondary Education Act to provide a more coordinated and coherent network of support for districts to help meet the needs of students who fall behind • <i>Funding</i>: Identify and leverage appropriate funding sources to focus on engaging partners to support struggling learners after school hours and over the summer |
| <p>Educator Effectiveness: Provide current and new educators with the training and supports to meet the needs of traditionally under-served students and help students catch up and keep up</p> | <ul style="list-style-type: none"> • <i>Support</i>: Work with higher education and other professional learning providers to focus training and resources on the needs of: <ul style="list-style-type: none"> ○ English language learners ○ Low income students ○ Minority students ○ Students with special needs • <i>Support and economies of scale</i>: Provide examples of high quality instruction and instructional resources (leverage My Learning Plan videos and other resources) that build cultural competencies and that demonstrate strong instruction and effective catch-up strategies |
| <p>Educator Equity Gap: Ensure that our struggling students have equitable access to effective educators</p> | <ul style="list-style-type: none"> • <i>Communication</i>: Make more transparent and share more broadly the educator equity tools already available on the SchoolView Data Center. • <i>Information</i>: Conduct longitudinal analysis on the educator evaluation system, report data on who is serving our struggling students, and assist districts in effectively responding to the data • <i>Support</i>: Work with educator preparation programs and professional development providers to ensure that educators have the resources and tools needed to support struggling learners |
| <p>System supports: Partner with selected districts to explore what strategies are most effective and to learn what is needed in terms of support and flexibility to substantially reduce and sustain reductions in achievement gaps</p> | <ul style="list-style-type: none"> • <i>Partnerships</i>: Partner with selected school systems to test out the theory of action and identify the best way the state can assist districts in reducing achievement gaps. Use the information learned to refine the theory of action and strategies in this plan. • <i>Support</i>: Develop a “self-audit” tool that outlines best practices in reducing achievement gaps that districts/schools can use to gauge how they are performing |
| | <p><i>Targeted strategies for the state’s lowest performing school systems and for school systems needing targeted support in this area</i></p> |
| <p>Provide targeted technical assistance to districts with the</p> | <ul style="list-style-type: none"> • <i>Support</i>: By coordinating supports across the department, provide district-specific training and support to address |

| School System Capacities | CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics) |
|-------------------------------------|---|
| largest achievement and growth gaps | <p>achievement and growth gaps in our districts facing the largest gaps</p> <ul style="list-style-type: none"> • <i>Support</i>: Broker partnerships with outside organizations to support multi-pronged approaches and pathways to achieve dramatic improvements in districts • <i>Law and regulation</i>: Articulate improvement strategies and legal pathways available to the Commissioner, CDE staff, and the State Board of Education as districts and schools progress along accountability timeline • <i>Resources</i>: Align and leverage allocation of state and federal funds and grants to support improvement in key conditions for success • <i>Communication and Support</i>: Develop and promote online resources to support dramatic improvements in districts and schools • <i>Communication</i>: Develop strong and consistent messaging on turnaround work to strengthen alignment of resources and support across CDE and the State |

Goal 4: Graduate Ready

Every student graduates ready for college and careers.

Ensure every student graduates college and career ready by increasing the graduation rate from 78.5% in 2012 to 86% in 2016, with the goal of 90% by 2018.*

*Six-year graduation rate

Theory of Action

Our work in this goal is guided by the following theory of action:

If we build the capacity of school systems to:

- Understand and identify root causes of students not successfully graduating from high school;
- Identify relevant leading indicators for ongoing monitoring of students' college and career readiness
- Build and use early warning systems;
- Engage all students in meaningful, relevant, and rigorous secondary programs of study that prepare students for college and careers;
- Develop personalized pathways, supported by ICAPs, that attend to a full range of learner outcomes, tied to time-bound competency plans;
- Design and implement strong Career and Technical Education/STEM programs and well-planned concurrent enrollment offerings; and

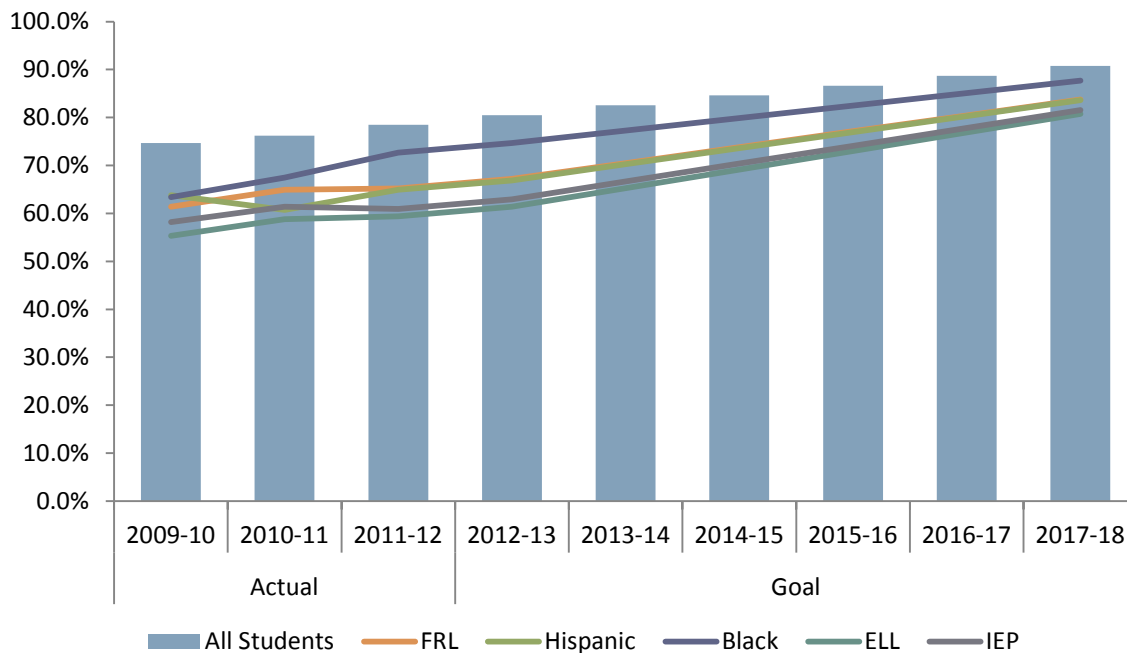
If CDE:

- Identifies and promotes next generation learning approaches that actively engage students in relevant work; and
- Makes data about leading indicators and student outcomes transparent;

Then we will increase the graduation rate from 78.5% in 2012 to 86% in 2016, with the goal of 90% by 2018.

Metrics

Percent of Students Graduating within Six Years by Subgroup, Historical and Projection



| | Actual | | | Goal | | | | | |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| All Students | 74.7% | 76.2% | 78.5% | 80.5% | 82.5% | 84.6% | 86.6% | 88.7% | 90.7% |
| FRL | 61.4% | 64.9% | 65.2% | 67.2% | 70.5% | 73.8% | 77.1% | 80.4% | 83.8% |
| Hispanic | 63.8% | 60.7% | 64.9% | 66.9% | 70.2% | 73.6% | 76.9% | 80.3% | 83.6% |
| Black | 63.4% | 67.5% | 72.7% | 74.7% | 77.3% | 79.9% | 82.5% | 85.1% | 87.7% |
| ELL | 55.3% | 58.8% | 59.4% | 61.4% | 65.3% | 69.1% | 73.0% | 76.9% | 80.7% |
| IEP | 58.2% | 61.4% | 60.9% | 62.9% | 66.7% | 70.4% | 74.1% | 77.8% | 81.5% |

FRL: Free and reduced lunch – students who are eligible to receive free or reduced-priced lunch

ELL: English Language Learners

IEP: Individualized Education Program – these are students with disabilities

CDE Activities to Build System Capacity

| School System Capacities | CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in <i>italics</i>) |
|---|---|
| | <i>Universal strategies for all school systems:</i> |
| Identify root causes of students not successfully graduating from high school, identify leading indicators of students' college and career readiness, and develop early warning systems | <ul style="list-style-type: none"> • <i>Information:</i> Review the research and existing data to determine early warning indicators most correlated with later likelihood to drop out of school • <i>Information:</i> Examine early warning systems that have been implemented in other states and in districts to determine if similar systems could be implemented at the state level in Colorado or strengthened at the district level • <i>Leadership:</i> Consider policy/funding priority to establish an early warning system for the state • <i>Support and economies of scale:</i> Provide/share models of early warning systems that districts may have in place that could be replicated • <i>Information and Communication:</i> Identify districts/schools that have been successful in improving student attendance and share their practices with others • <i>Support:</i> Make available research and effective strategies for improving attendance, including those related to physical and mental health • <i>Support:</i> Provide trainings and hands-on support for schools and districts that helps them collect and synthesize their own post-secondary and workforce readiness data to identify local trends and create effective improvement plans |
| Engage all students in meaningful, relevant, and rigorous high school programs of study that prepare students for college and careers | <ul style="list-style-type: none"> • <i>Support and economies of scale:</i> Provide models of high school programs of study that support students in attaining college and career readiness • <i>Communication:</i> Highlight districts that are engaging in career pathways work • <i>Support:</i> Foster partnerships between community colleges, colleges, and universities to offer concurrent enrollment and other learning opportunities for students |

| School System Capacities | CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics) |
|---|--|
| Develop personalized pathways, supported by ICAPs, that attend to a full range of learner outcomes, tied to time-bound competency plans | <ul style="list-style-type: none"> • <i>Law and regulation:</i> Implement the new graduation guidelines by refining the academic competencies, clarifying the industry certificates, refining the models/examples of 21st Century skills, and defining the district capstone experiences • <i>Support:</i> Support districts in their communication to students and families about the new guidelines • <i>Law and regulation:</i> Work with the Department of Higher Education to implement the endorsed diploma which provides an additional pathway for students • <i>Support:</i> Provide guidance and technical assistance on the development of sustainable ICAP practices • <i>Funding:</i> Use 21st Century grant program to drive better alignment and common language in schools and in the out-of-school-time community on 21st Century skills and multiple student competencies • <i>Leadership:</i> Provide thought-leadership to advance thinking in the state on competency and mastery-based systems and on the inclusion of 21st Century skills; related to this, advance work that highlights a 6-12 rather than a 9-12 continuum of secondary services and supports |
| Design and implement strong Career and Technical Education/STEM programs and well-planned concurrent enrollment offerings | <ul style="list-style-type: none"> • <i>Information and communication:</i> Identify and help spread successful strategies for helping high school students get back on track quickly • <i>Funding:</i> Leverage supplemental education service provider funding and other related funds seed and scale these successful strategies • <i>Support:</i> Partner with community organizations, businesses, community colleges, and other potential providers to support these students outside of school and over the summer • <i>Support:</i> Provide guidance and technical assistance on the ongoing support of compliant and successful concurrent enrollment programs • <i>Leadership:</i> Strengthen partnerships with higher education institutions and workforce/industry groups in order to advance inclusion of new models in high schools with a focus on robust career and technical education programs as an engagement strategy and a statewide investment in STEM skills that serve all students (e.g. experimentation and iteration, problem-solving) |
| CDE: Identify and promote next generation learning approaches that actively engage students in relevant work | <ul style="list-style-type: none"> • <i>Support:</i> Support districts and schools with successful implementation of individual career and academic planning by providing models, guidance, and tools • <i>Support:</i> Support training for counselors on the effective use of individual career and academic plans |

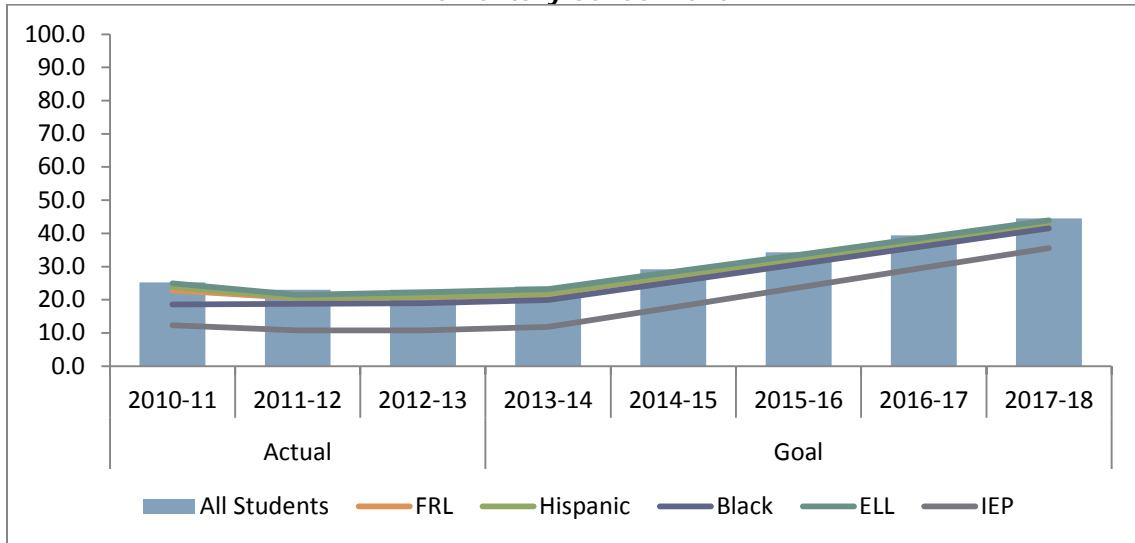
| School System Capacities | CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics) |
|---|--|
| | <ul style="list-style-type: none"> • <i>Support:</i> Support districts in providing outreach to students and families on the value of career and academic planning • <i>Leadership:</i> Initiate dialogue on the role culture, climate, and student engagement play in advancing graduation rates at the high school level |
| CDE: Make data about leading indicators and student outcomes transparent | <ul style="list-style-type: none"> • <i>Support:</i> Provide guidance to schools on middle school and high school data analysis, stressing consistency within districts and school-level tracking • <i>Communication:</i> Lead a communication campaign with districts and the public to draw attention to metrics and measures that are predictive of dropout/non-graduation. This may include 9th grade failure rates, percentage of students more than two years behind in 9th grade, and high school attendance rates |
| <p>Educator effectiveness: Provide educators with the training, support, and tools needed to help their students graduate college and career ready</p> | <ul style="list-style-type: none"> • <i>Support:</i> Provide educators with training and support on the role and value of individual career and academic planning (ICAPs) and how the ICAPs can be used to help tailor instruction and supports to students' college and career aspirations • <i>Support:</i> Foster partnerships and networks of educators, higher education faculty, and industry sector professionals to build more seamless connections between the preschool-12 system, postsecondary education, and work • <i>Support:</i> Provide tools/guidance to help educators identify early warning signals that students may not be on track to graduate and models of successful strategies for supporting students in getting back on track |
| <p>School system supports: Help school systems build the systems to support the college and career readiness of their students</p> | <ul style="list-style-type: none"> • <i>Support:</i> Work with schools/districts to build the needed system-wide supports to help students graduate from high school • <i>Support:</i> Assist schools/districts with embedding strategies into their unified improvement plans to increase graduation rates • <i>Law and Regulation:</i> Support the implementation of graduation guidelines |
| | <p><i>Targeted strategies for the state's lowest performing school systems and for school systems needing targeted support in this area</i></p> |
| Provide focused support to districts to meet the needs of struggling students | <ul style="list-style-type: none"> • <i>Support:</i> Provide support and leadership to districts on their programs related to opportunity youth and opportunity schools, focused specifically on foster and homeless students, students who are significantly overage and under credit, and on alternative education campuses and facility schools |
| Provide targeted technical assistance to those districts with the | <ul style="list-style-type: none"> • <i>Support:</i> By coordinating supports across the department, identify those districts with the lowest graduation rates as |

| School System Capacities | CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics) |
|--------------------------|---|
| lowest graduation rates | well as those districts facing large gaps in graduation rates between student subgroups. Work with those districts to identify root causes, create effective improvement plans and provided targeted supports to help address those root causes |

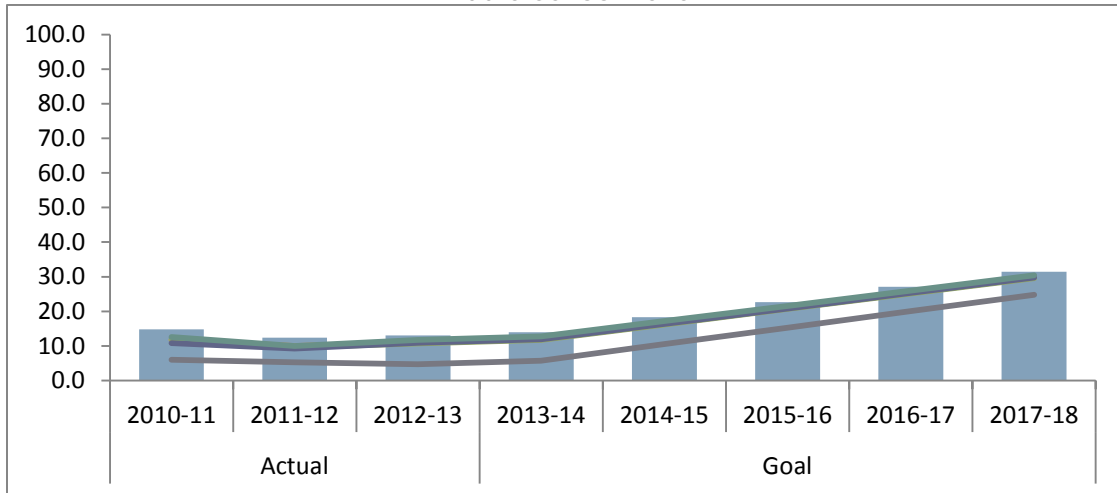
APPENDIX A:

Charts of Percent of Students Making Catch-Up Growth in Math by Student Subgroup, Historical and Projection

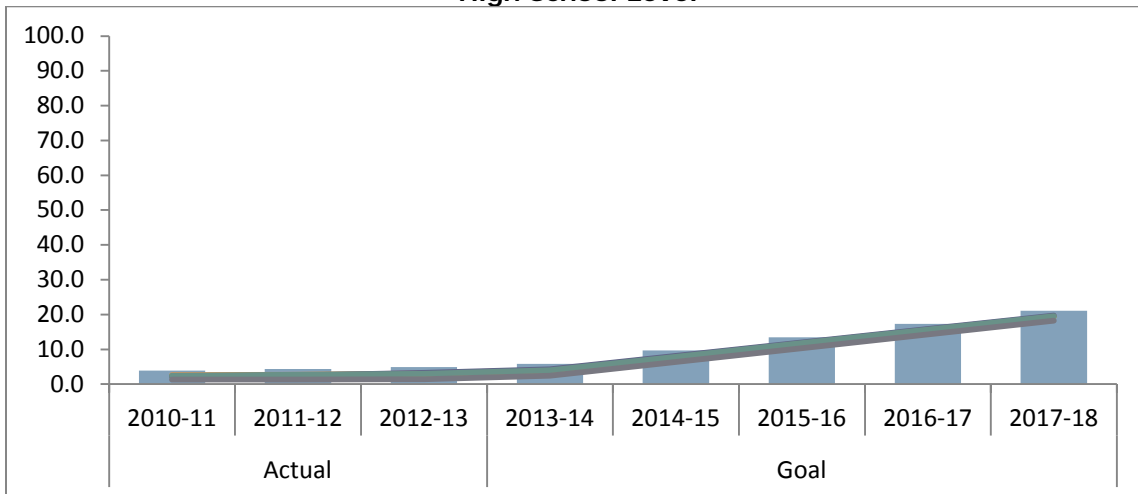
Elementary School Level



Middle School Level

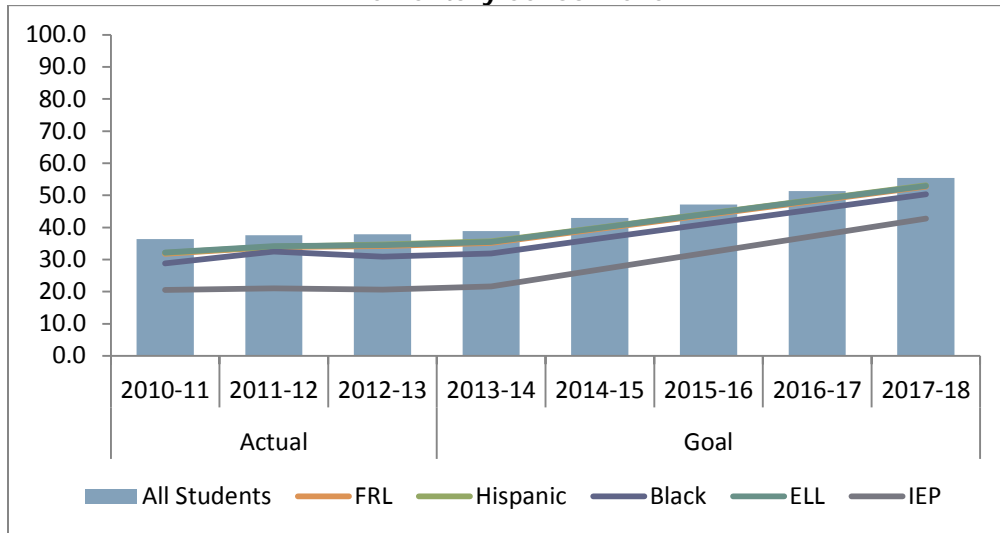


High School Level

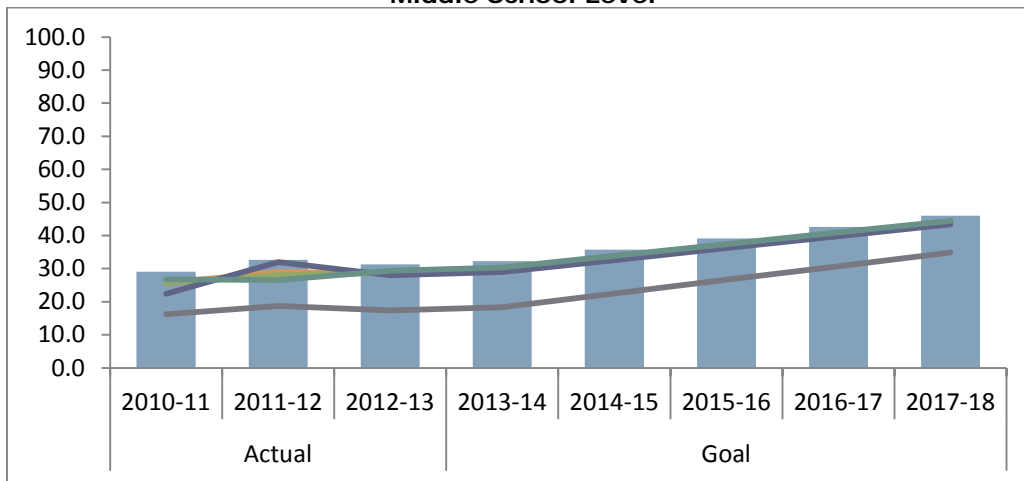


**APPENDIX B:
Charts of Percent of Students Making Catch-Up Growth in Reading by Student Subgroup,
Historical and Projection**

Elementary School Level



Middle School Level



High School Level

