



# Colorado Department of Education Performance Plan 2014-15

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Updated October 28, 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 Values

### 1. Students

We work to ensure that all students attain the necessary literacy, numeracy, and life skills and knowledge needed to become successful and productive citizens. We attend to the needs of the whole child and seek to ensure equitable, high quality, safe, healthy, and positive learning environments that enable all students to reach their full potential.

### 2. Leadership

We set the vision for preK-12 education in Colorado, providing dynamic leadership at all levels of our organization to the students, schools, districts, policy makers, and communities we serve. Our leadership expands beyond our state, as we strive to be a model of excellence both nationally and internationally.

### 3. Results that Drive Action

We focus on student and system results. We hold ourselves, districts, and schools accountable for improving student and organizational performance. We are the definitive source of education data for Colorado and use data as the basis for action and ongoing improvement. We act with a sense of urgency, recognizing that students, parents, and the public rely on us to take informed action, remove barriers to excellence, and find innovative solutions to complex problems.

### 4. Service

We exist to lead and serve students, adult learners, families, schools, and districts across the state. We provide services that build the capacity of those we serve to both improve and sustain results. We protect the public trust by ensuring quality and accountability and by upholding laws that support and protect students and taxpayers. We commit to timely, responsive, respectful, efficient, and effective service. This spirit of service extends to our employees whom we treat as our most valuable resource.

### 5. Communication

We maintain open, honest, and transparent communication within CDE and with the public. We recognize and maximize the power of communication to stimulate new ideas, challenge false or outdated assumptions, and advance the state's education system.

### 6. Teamwork

We work as a team, effectively and efficiently developing, leveraging, and valuing the expertise, diversity, skills, and knowledge of our colleagues, districts, schools, families, and partners to

accomplish desired results. We break down barriers that impede teamwork, work across units, build strong relationships based on trust, and assume good intent in all interactions. We value diversity in our workforce. We seek to attract, develop, and retain the best talent for our organization. We develop and advance team members who exceed expectations, deliver results, demonstrate a “can-do” attitude, and foster collaboration and partnerships.

#### **7. Innovation**

We believe that innovation is critical to the transformation of the state’s education system and to the continuous improvement of operations at CDE. We promote effective innovation, experimentation, and continuous improvement efforts across all work and goals that lead to improved outcomes for student and system performance.

#### **8. Integrity**

We ensure the public trust by acting with integrity. We treat others with fairness and respect. We do what we say and we take responsibility for our actions.

### **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, 1,826 schools, 53,910 teachers and 4,961 administrators to help them build capacity to meet the needs of the state’s 876,999 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.

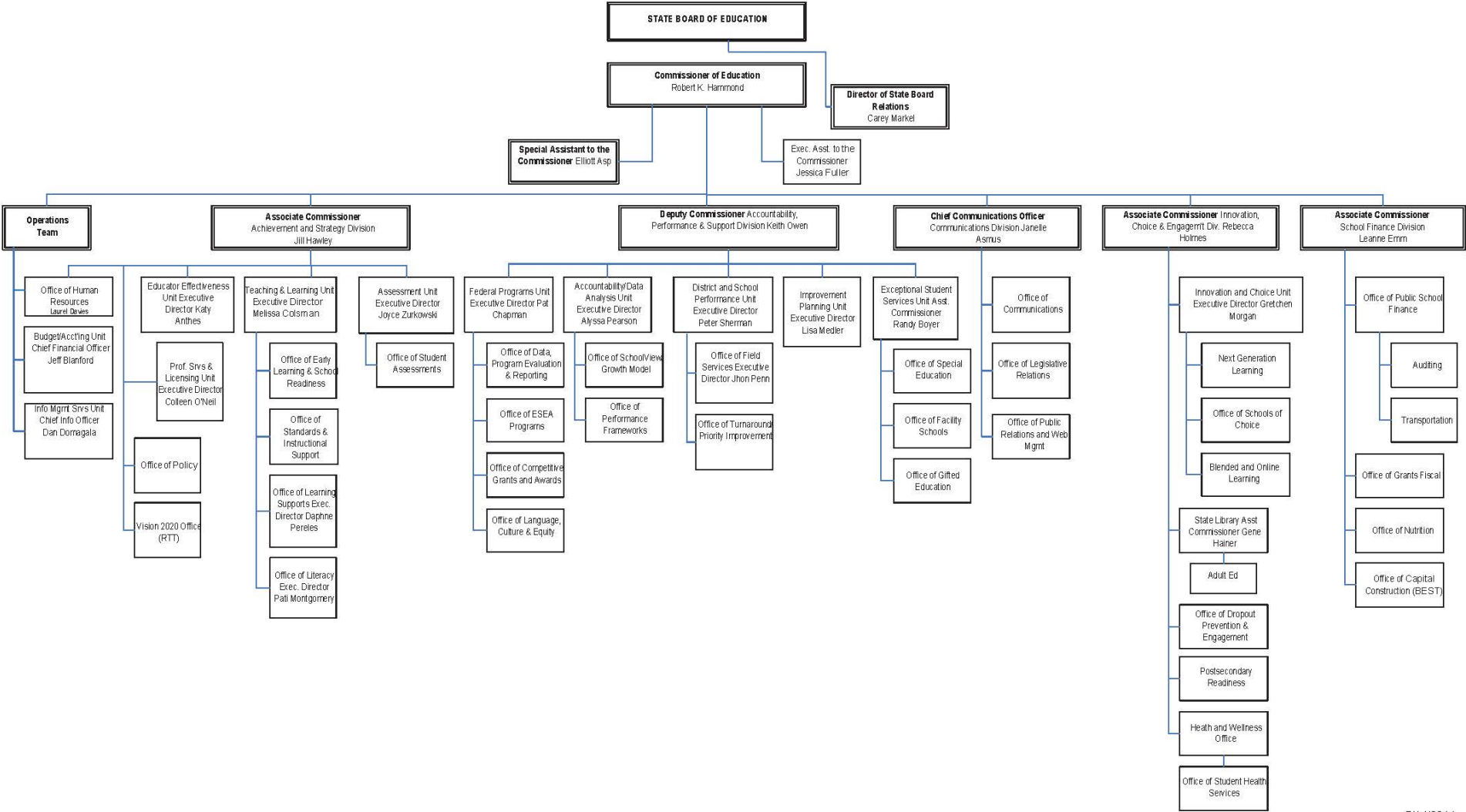
As the administrative arm of the State Board of Education, CDE is responsible for implementing state and federal education laws, disbursing state and federal funds, holding schools and districts accountable for performance, licensing all educators, and providing public transparency of performance and 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:
  - Federal grant fund distributions
- Inputs:
  - Requests from districts
  - FTE
  - Appropriations (amount available for drawdown)
- Output:
  - Percent of error-free distributions, by line item, per cycle

### 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:
  - Implementation of Early Literacy Assessment Tool Program to reduce students identified as having a significant reading deficiency.
- Inputs:
  - Application from interested schools
  - Allocation from school finance act
  - CDE FTE for TA and contract management
  - Vendor resources for training and support for districts, schools, and teachers
  - Trimester data from vendor
- Outputs:
  - Percent of students identified as having a significant reading deficiency at the beginning of the school year
  - Percent of students identified as having a significant reading deficiency at the end of the school year

## **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:
  - Licensure Approval
- Input:
  - Application
  - Cleared fingerprint report
  - FTE
  - Legislation
- Output:
  - Cycle time from receipt of application and cleared fingerprint report to PDF license is sent via email

## **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 21<sup>st</sup> 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 process:
  - Creation and dissemination of district and school performance frameworks
- Inputs:
  - State assessments- achievement and growth results
  - School and district performance framework calculation specifications
  - Graduation & Dropout rates
  - School and district performance framework report templates
  - Accreditation assurances
  - FTE
- Output:
  - Percent of error-free DPFs and SPFs produced per cycle

## **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 process:
  - Creation and dissemination of student growth reports
- Inputs:
  - State assessments- achievement and growth results
  - Student growth report templates
  - FTE
- Output:
  - Percent of error-free student growth reports produced per cycle

### **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 the end of third grade, meet or exceed the Colorado Academic standards 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 increasing the percentage of four-year-olds served by the Colorado Preschool Program meeting age expectations in literacy and math by 1.5% in 2015 and by 4% in 2017.

**2. Read at or above grade level by the end of third grade: Every student reads at or above grade level by the end of third grade.**

Ensure every student attains proficiency in reading by third grade by increasing proficiency on the state assessment from 72% in 2014 to 78% in 2015, with the goal of 82% proficient by 2017.\*

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

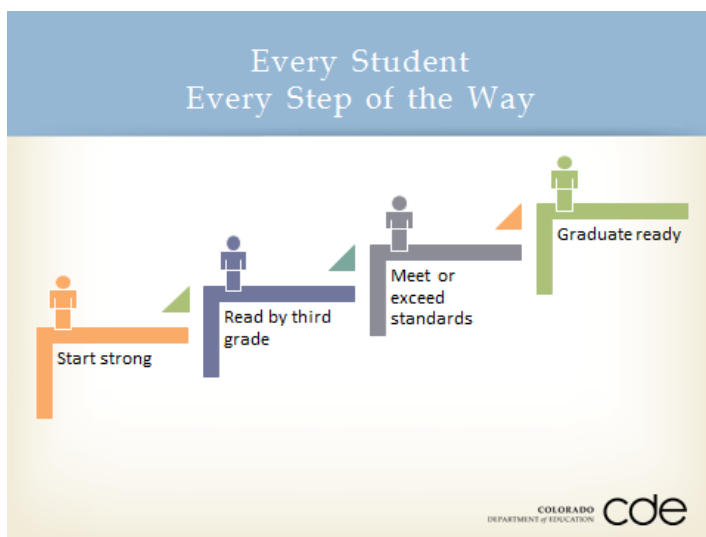
Ensure that all students make adequate growth in reading and math, by increasing the percentage of students catching up to proficiency from 20% in 2014 to 29% in 2015, with goal of 39% by 2017. Additionally, maintain or improve the percentage of students keeping up with proficiency targets and moving 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 80% in 2013 to 85% in 2015, with the goal of 89% by 2017.\*\*

*\*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 CDE 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, connecting districts to share what’s working, 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

Levers of Change	Description
	library resources, Statewide Assistive Technology Support, and the Colorado Instructional Materials Center).
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 increasing the percentage of four-year-olds served by the Colorado Preschool Program meeting age expectations in literacy and math by 1.5% in 2015 and by 4% in 2017.

#### 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

Beginning in 2014-15, CDE revised its metric to measure school readiness as the percentage of four-year-olds meeting age expectations in literacy and mathematics on the spring Teaching Strategies GOLD Assessment.

#### School Readiness of Four-Year-Olds

Measured by the Percentage of Colorado Preschool Program Four-Year-Olds who are Meeting Age Expectations in Literacy and Mathematics on the Spring Teaching Strategies GOLD Assessment, Historical and Goal

	Actual			Goal			
	2012	2013	2014	2015	2016	2017	2018
<b>Literacy</b>	82.16%	81.72%	79.78%	81.28%	82.78%	84.03%	85.03%
<b>Mathematics</b>	67.28%	67.38%	65.79%	67.29%	68.79%	70.29%	71.79%
<i>n-size</i>	~9,080	~12,000	~13,525				

Note: Age expectation is defined as a child meeting 80% or more of readiness indicators on the spring Teaching Strategies GOLD Assessment.

#### CDE Activities to Build System Capacity

Preschool through third grade system capacities	CDE Implementation Levers & Strategies to Build System Capacity (levers noted in italics)
	<b><i>Universal strategies for all systems:</i></b>
Increase access to high-quality preschool and full-day	<ul style="list-style-type: none"> <li>• <i>Leadership:</i> Engage with community providers and external partners to increase the number of options available for high-quality preschool</li> </ul>

Preschool through third grade system capacities	CDE Implementation Levers & Strategies to Build System Capacity (levers noted in italics)
kindergarten for eligible children	<p>and full day kindergarten as part of P-3 systems building</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• Coordinate CDE Goal 1 delivery plan to the CDHS Office of Early Childhood strategic plan</li> </ul>
Ensure every child’s school experience is guided by a school readiness plan that addressed developmental as well as early academic needs	<ul style="list-style-type: none"> <li>• <i>Support:</i> Provide necessary resource, training and direct technical assistance to districts and teachers for implementation of the school readiness components of CAP4K in tandem with the READ Act</li> </ul>
Establish baseline measures of school readiness and identify targets for improving readiness for all children	<ul style="list-style-type: none"> <li>• Determine appropriate metrics to provide quality and informative baseline data</li> <li>• Implement the data sharing agreement between CDE and CDHS</li> </ul>
Engage families as active partners in early childhood education efforts	<ul style="list-style-type: none"> <li>• <i>Support:</i> Develop resources that inform families about school readiness efforts and opportunities to extend learning in our state</li> <li>• <i>Support:</i> Develop resources that families and teachers may access to extend school learning experiences</li> </ul>
Provide tools and training for early childhood educators aimed at helping them provide strong support of development and learning for all children	<ul style="list-style-type: none"> <li>• <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.</li> <li>• <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</li> <li>• <i>Support:</i> Provide modeling and coaching to ensure consistent professional development for early childhood educators who need it most.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Target and coordinate TLU grants, technical assistance, and professional development to priority improvement and turnaround districts</li> <li>• Focus P – 3 systems support with interested Turnaround Network elementary schools</li> </ul>

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

Ensure every student attains proficiency in reading by third grade by increasing proficiency on the state assessment from 72% in 2014 to 78% in 2015, with the goal of 82% proficient by 2017.\*

\*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:

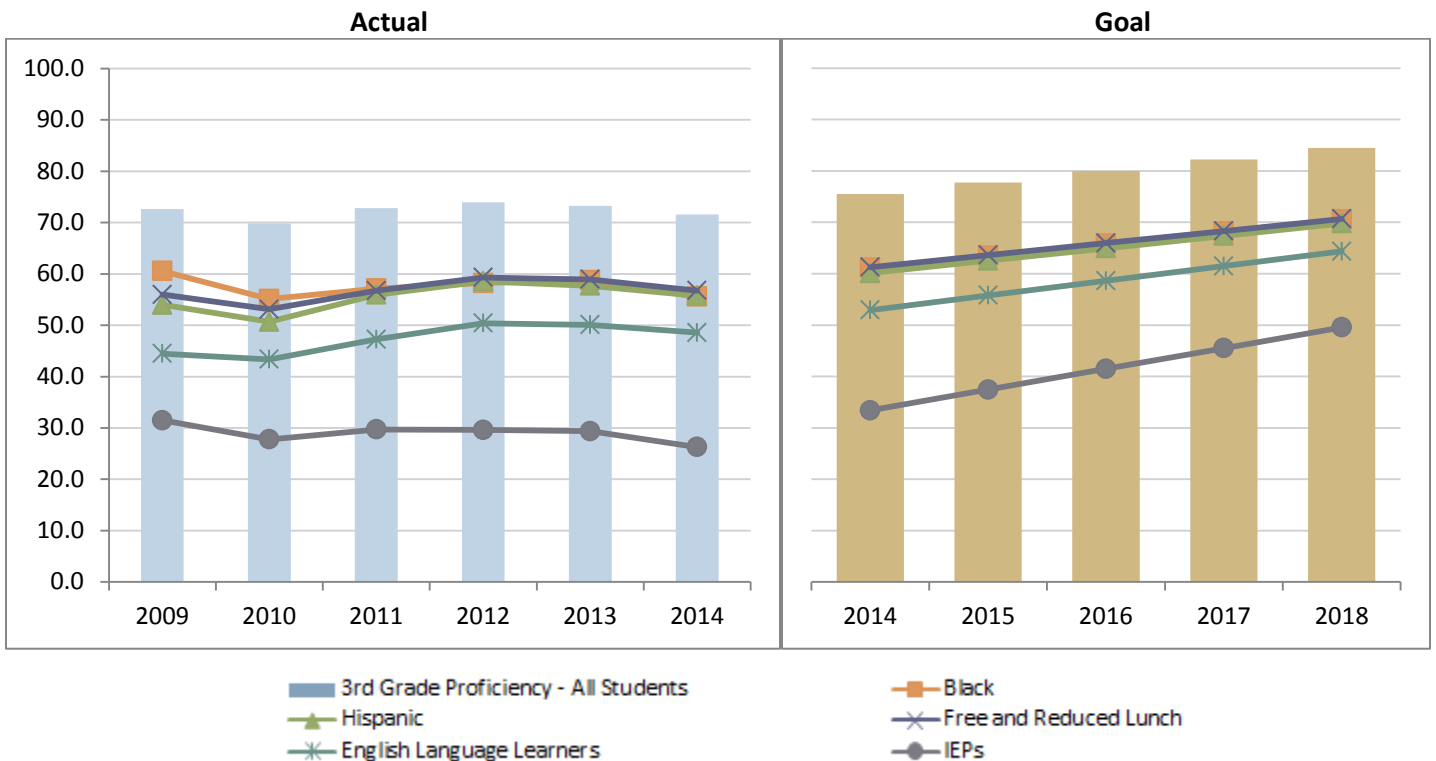
If we help build the capacity of school systems to:

- Provide educators with training and tools on research and evidence-based practices to increase language and literacy development for all students;
- Support educators in identifying and responding to every student’s needs in language and literacy development in English Support educators in identifying and responding to every student’s needs in language and literacy development in English; and
- Help school systems build the structures needed to support and sustain early literacy attainment and ongoing literacy development with an emphasis on the states lowest performing school districts, providing targeted technical assistance to the districts and schools with the lowest percent of students meeting reading targets

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 3<sup>rd</sup> Graders Proficient or Advanced, Historical and Projection**





**Goal Review:**

For 2014, the percentage of third grade students scored proficient or advanced declined for all students compared to 2013, including results for all student subgroups. The state did not meet goal targets for 2014.

**CDE Activities to Build System Capacity**

School System Capacities	CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics)
<b><i>Universal strategies for all school systems:</i></b>	
<p><b>Area 1: Educator Effectiveness</b> 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"> <li>• <i>Support:</i> Provide guidance, models, and training in standards- and research based-instruction in language and literacy, at the universal tier to every student, including those with unique needs and those below or above grade expectations</li> <li>• <i>Support and funding:</i> Develop guidance and align internal resources to support the literacy needs of all learners, including English language learners, students with disabilities, advanced learners, and students from low-income families</li> </ul>
<p><b>Area 2: Educator Effectiveness</b> Support educators in identifying and responding to every student’s needs in language and literacy development in English</p>	<ul style="list-style-type: none"> <li>• <i>Support:</i> Provide guidance, models, and training on appropriate use of data to diagnose and respond quickly and effectively to students’ literacy needs, targeting the needs of English language learners and students with disabilities, to minimize over and misidentification of deficiencies or disability</li> <li>• <i>Information and communication:</i> Highlight and share widely, strong models for effective interventions that quickly get kids back on track</li> <li>• <i>Support:</i> By coordinating across the department, provide district-specific training and support for teachers to address the early literacy needs identified in the districts with the lowest reading performance</li> </ul>
<p><b>Area 3: System supports</b> Help school systems build the structures needed to support and sustain early literacy attainment and ongoing literacy development with an emphasis on the states lowest performing school districts</p> <p>Provide targeted technical assistance to the districts and schools with the lowest percent of students meeting reading targets</p>	<ul style="list-style-type: none"> <li>• <i>Support:</i> Work with schools/districts to build the needed system-wide supports for literacy including leadership, instruction, assessment and progress monitoring, professional development, effective literacy programs, and diagnostic reviews and improvement planning</li> <li>• <i>Support:</i> Support districts and schools in conducting diagnostic literacy reviews and improvement planning to prioritize actions that quickly improve student learning</li> <li>• <i>Funding:</i> Engage cross-office support (literacy technical assistants, early learning and school readiness, implementation consultants, Office of Community Partnerships, Ed Effectiveness, ESSU AU partners and standards team) to support P-3 educators in providing effective first instruction in language and literacy development initially targeting highest need districts.</li> </ul>

**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 from 20% in 2014 to 29% in 2015, with goal of 39% by 2017. 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. The metrics for 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 at 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 succeed throughout their schooling and 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;
- Train and support current and new educators to provide engaging and relevant instruction that helps each student achieve strong command of the Colorado Academic Standards;
- Ensure that our struggling students have equitable access to effective educators; and
- Strategically engage families, community organizations, and business partners to help students stay on track and to help them catch up if they fall behind;

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.

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	2013-14	2014-15	2015-16	2016-17	2017-18
Elementary	All Students	25.3	23.0	23.0	20.2	24.0	29.1	34.3	39.4	44.5
	FRL	22.9	20.5	20.6	17.5	21.6	26.9	32.2	37.5	42.8
	Hispanic	23.9	20.5	20.9	17.5	21.9	27.2	32.4	37.7	43.0
	Black	18.5	18.8	18.9	15.7	19.9	25.3	30.8	36.2	41.6
	ELL	25.0	21.5	22.2	17.9	23.2	28.4	33.6	38.8	43.9
	IEP	12.3	10.7	10.8	9.6	11.8	17.8	23.7	29.6	35.6
Middle	All Students	14.8	12.4	13.0	12.3	14.0	18.4	22.7	27.1	31.4
	FRL	11.8	10.0	11.0	9.7	12.0	16.4	20.9	25.3	29.8
	Hispanic	12.0	9.7	10.8	9.1	11.8	16.2	20.7	25.1	29.6
	Black	10.8	9.2	11.0	9.2	12.0	16.4	20.9	25.3	29.8
	ELL	12.6	10.0	11.8	9.4	12.8	17.2	21.6	26.0	30.4
	IEP	6.0	5.2	4.8	5.1	5.8	10.5	15.3	20.1	24.8
High	All Students	3.9	4.4	4.9	4.3	5.9	9.7	13.5	17.3	21.1
	FRL	2.6	2.7	3.0	2.8	4.0	7.9	11.8	15.7	19.6
	Hispanic	2.3	2.4	2.8	2.6	3.8	7.7	11.6	15.5	19.4
	Black	2.2	2.5	3.2	3.1	4.2	8.1	12.0	15.8	19.7
	ELL	2.4	2.7	3.0	2.8	4.0	7.9	11.8	15.6	19.5
	IEP	1.3	1.3	1.5	1.3	2.5	6.4	10.3	14.3	18.2

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	2013-14	2014-15	2015-16	2016-17	2017-18
Elementary	All Students	36.4	37.6	37.8	34.9	38.8	43.0	47.1	51.3	55.4
	FRL	31.8	33.9	34.2	30.4	35.2	39.6	44.0	48.4	52.8
	Hispanic	32.1	34.0	34.6	30.5	35.6	40.0	44.4	48.7	53.1
	Black	28.7	32.4	30.9	29.6	31.9	36.5	41.1	45.7	50.3
	ELL	32.2	34.2	34.5	31.3	35.5	39.8	44.2	48.6	53.0
	IEP	20.5	21.0	20.6	18.6	21.6	26.9	32.2	37.5	42.8
Middle	All Students	29.1	32.7	31.3	31.3	32.3	35.7	39.2	42.6	46.0
	FRL	25.7	29.0	28.6	27.6	29.6	33.1	36.7	40.3	43.9
	Hispanic	25.6	28.1	28.7	27.1	29.7	33.2	36.8	40.4	43.9
	Black	22.4	32.0	28.0	27.0	29.0	32.6	36.2	39.8	43.4
	ELL	26.8	26.6	29.3	26.8	30.3	33.9	37.4	40.9	44.5
	IEP	16.2	18.8	17.4	19.1	18.4	22.5	26.6	30.8	34.9
High	All Students	20.1	26.7	26.6	25.9	27.6	30.5	33.4	36.4	39.3
	FRL	16.7	22.6	23.6	22.5	24.6	27.7	30.7	33.8	36.8
	Hispanic	16.4	22.2	24.0	22.4	25.0	28.0	31.0	34.1	37.1
	Black	15.3	22.5	24.5	24.8	25.5	28.5	31.5	34.5	37.6
	ELL	15.5	19.7	23.6	21.0	24.6	27.6	30.7	33.8	36.8
	IEP	8.0	11.7	9.4	10.9	10.4	14.0	17.6	21.3	24.9

For Charts, see Appendix B

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

Red text: Result represents a decline from previous year

Green Cell: Result meets or exceeds goal

**Goal Review**

The percentage of students making catch-up growth declined or stayed the same for 2014 for all students and subgroups in both mathematics and reading; however, the percentage of students with disabilities making catch-up growth increased at the middle school level in both mathematics and reading and at the high school level in reading. Targets for students with disabilities were met only in reading at the middle and high school levels. CDE missed targets for all other subgroups in both reading and mathematics.

**Note:** CDE plans to use the 2014-15 school year to work with selected BOCES/districts interested in partnering with us to tackle achievement gaps in their districts/BOCES. 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/BOCES in a meaningful way to give them both the support and flexibility they need to make substantial improvements in student performance. This is identified below as an overarching strategy to support the work.

School System Capacities	CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics)
	<b><i>Universal strategies for all school systems:</i></b>
	<ul style="list-style-type: none"> <li>• <i>Overarching Support Strategy:</i> Create, launch, and manage the Student Achievement Collaborative comprised of selected districts and BOCES willing to share, test out, and learn with the state more about effective strategies for closing achievement gaps.               <ul style="list-style-type: none"> <li>○ Involve rural districts/BOCES in the collaborative and leverage the Broad Prize work on rural achievement gaps.</li> <li>○ Complement and leverage learnings from the Turnaround Network.</li> <li>○ Capture and disseminate the lessons learned from this collaborative work across the state and use the lessons to refine the strategies outlined in this goal plan.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>Information and Communication:</i> Identify districts and schools that have developed strong systems, course sequences, schedules, advising programs, acceleration strategies, etc. that have yielded greater percentages of students achieving grade level and accelerated content; capture the case studies/examples; disseminate across the state</li> <li>• <i>Support:</i> Disseminate and provide training on the district sample curriculum work, with a specific focus on how the samples address the instructional shifts inherent in the standards and how they embed differentiation strategies to meet the needs of all learners</li> </ul>
Use a comprehensive data and assessment system to identify and diagnose root causes of achievement gaps	<ul style="list-style-type: none"> <li>• <i>Information and Communication:</i> Develop, disseminate, and support the use of “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</li> <li>• <i>Information and Support:</i> Develop and launch course</li> </ul>

School System Capacities	CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics)
	<p>placement and proficiency reports as required by state statute; support districts in interpreting and using the reports</p> <ul style="list-style-type: none"> <li>• <i>Leadership and Information:</i> Implement the early warning system grant to learn how the state can support districts in using data to identify and intervene when students start to fall off track</li> </ul>
<p>Train and support current and new educators to provide engaging and relevant instruction that helps each student achieve strong command of the Colorado Academic Standards;</p>	<ul style="list-style-type: none"> <li>• <i>Support:</i> 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</li> <li>• <i>Support:</i> Provide resources and training to districts, teachers, and education prep to understand and support implementation of the instructional shifts inherent in the Colorado Academic Standards and Colorado English Language Proficiency standards; leverage the district sample curriculum work, Content Collaborative performance assessments, and Literacy Design Collaborative tools to demonstrate the instructional shifts and engage all learners at high levels</li> <li>• <i>Information and Communication:</i> Identify, capture, and disseminate innovative, promising, and/or research-based practices for accelerating student progress when students fall behind</li> </ul>
<p>Ensure that our struggling students have equitable access to effective educators</p>	<ul style="list-style-type: none"> <li>• <i>Communication and Support:</i> Make more transparent, share more broadly, and support districts' use of the educator equity tools available on the SchoolView Data Center.</li> <li>• <i>Leadership:</i> Strengthen and update the state's educator equity plan per new federal guidance and support districts in ensuring that traditionally under-served populations have equitable access to effective teachers</li> <li>• <i>Communication and Support:</i> Identify and disseminate effective strategies for improving educator equity</li> <li>• <i>Leadership and Support:</i> Implement the Turnaround Leadership Academy to create a pipeline of quality leaders in highly impacted schools/districts</li> <li>• <i>Information and Communication:</i> Launch and support the Minority Teacher Recruitment Study; disseminate results; use results to inform the state's educator equity plan and overarching teacher recruitment strategies</li> </ul>
<p>Strategically engage families, community organizations, and business partners to help students stay on track and to help them catch up if they fall behind</p>	<ul style="list-style-type: none"> <li>• <i>Support:</i> Learn through the Student Achievement Collaborative more about effective strategies and what the best state role might be in supporting districts/BOCES with this work</li> </ul>

**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 80% in 2013 to 85% in 2015, with the goal of 89% by 2017.\*

\*Six-year graduation rate

**Theory of Action**

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

**1. Graduate**

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 early warning systems (EWS) and ongoing monitoring of students' college and career readiness;
- And at CDE we identify, document and share strong models of Colorado Graduation Guidelines implementation from districts across the state; and
- We track and utilize data about leading indicators for engagement and broader student outcomes;

Then we will increase the graduation rate from 80% in 2013 to 85% in 2015, with the goal of 89% by 2017.

**2. Graduate Ready**

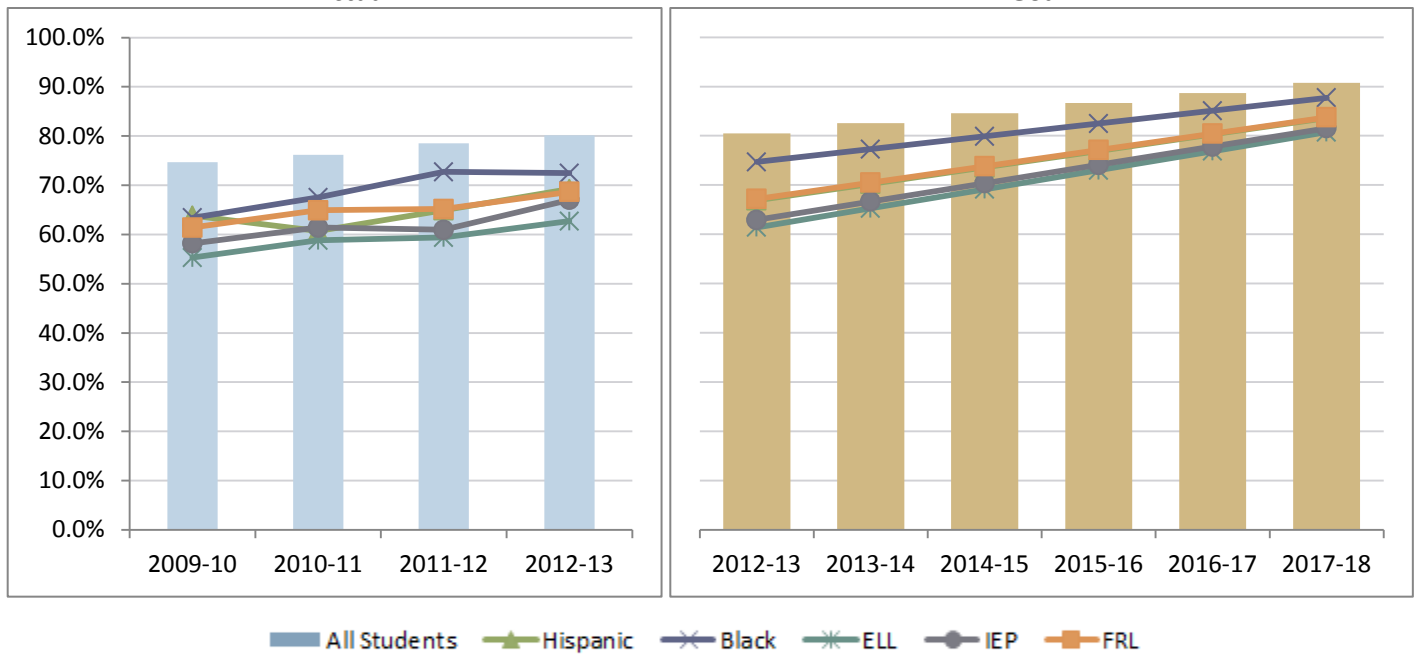
If we build the capacity of school systems to:

- Engage all students in meaningful, relevant, and rigorous programs of study that help students develop the academic, professional and entrepreneurial competencies they need to be prepared for college and careers, including mastery of 21<sup>st</sup> Century skills;
- Develop and implement personalized pathways, supported by Individual Career and Academic Plans (ICAPs), that attend to a full range of learner outcomes, tied to rigorous competency plans; and include Career and Technical Education (CTE)/Science, Technology, Engineering, and Mathematics (STEM) programs and -concurrent enrollment offerings aligned/integrated into students' personalized pathways;
- And at CDE we identify and promote approaches to learning that actively engage students in relevant work such as: personal and personalized, competency-based, and co-created learning environments; and
- We identify better measures of postsecondary and workforce readiness;

Then students will graduate ready for success in college, career, and life.

**Metrics**

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



	Actual				Goal					
	2009-10	2010-11	2011-12	2012-13	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>All Students</b>	74.7%	76.2%	78.5%	80.1%	80.5%	82.5%	84.6%	86.6%	88.7%	90.7%
<b>FRL</b>	61.4%	64.9%	65.2%	68.6%	67.2%	70.5%	73.8%	77.1%	80.4%	83.8%
<b>Hispanic</b>	63.8%	60.7%	64.9%	69.2%	66.9%	70.2%	73.6%	76.9%	80.3%	83.6%
<b>Black</b>	63.4%	67.5%	72.7%	72.5%	74.7%	77.3%	79.9%	82.5%	85.1%	87.7%
<b>ELL</b>	55.3%	58.8%	59.4%	62.7%	61.4%	65.3%	69.1%	73.0%	76.9%	80.7%
<b>IEP</b>	58.2%	61.4%	60.9%	67.0%	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  
 Red text: Result represents a decline from previous year

**Goal Review**

For school year 2012-13, Colorado continues to see an increase in the percentage of students graduating within six years or less, and in some cases, results are the highest they have ever been. As seen in the above table, Colorado tracks targets for six student groups. CDE met targets for four of the six student categories.

**CDE Activities to Build System Capacity**

School System Capacities	CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics)
	<b><i>Universal strategies for all school systems:</i></b>
Identify root causes of students not successfully graduating from high school, identify leading indicators of	<ul style="list-style-type: none"> <li><b><i>Information and Communication:</i></b> Review the research and existing data to determine early warning indicators most correlated with later likelihood to drop out of school and highlight this information in the CDE Best Practice Guide for Dropout Prevention.</li> </ul>

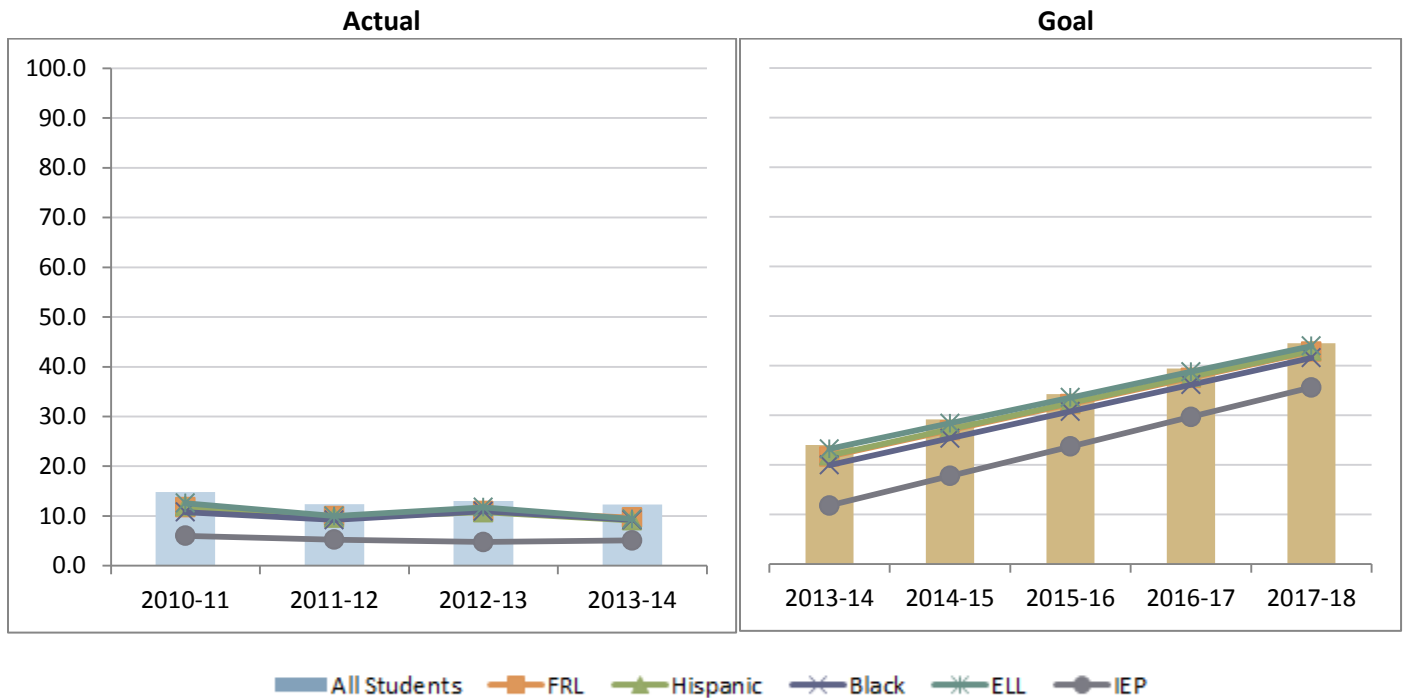
School System Capacities	CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics)
students' college and career readiness, and develop early warning systems	<ul style="list-style-type: none"> <li>• <i>Law and regulation and communication:</i> Examine state statutes and other documentation to review the state's dropout prevention efforts and develop a brief on challenges and recommendations of implementing EWS and dropout prevention work in Colorado.</li> <li>• <i>Leadership:</i> Develop a coordinated state action plan for Early Warning Systems in Colorado, to include convening of a leadership team, reviewing what other states are doing to inform what could be implemented at the state level or strengthened at the district level and identifying policy and funding priorities.</li> <li>• <i>Information and Communication:</i> Make available research and effective strategies for improving student behavior and attendance, including those related to physical and mental health and lack of intrinsic motivation and engagement.</li> <li>• <i>Partnership and Communication:</i> Participate in national and statewide networks to improve student attendance and disseminate funding opportunities, research and policy development information through the CDE Attendance Community of Practices and Scoop.</li> <li>• <i>Support and Communication:</i> Provide guidance and tools to schools/districts on middle school and high school data analysis to ensure transparency and accuracy in district and school level tracking and effective use of data in the Unified Improvement Planning (UIP) process.</li> <li>• <i>Funding:</i> Utilize the Expelled and At Risk Student Services Grant Program (EARSS) to provide educational services for students who have been expelled and prevent suspensions and expulsions and Utilize the High School Graduation Initiatives funding to implement effective strategies and best practices to increase school district performance in postsecondary and workforce readiness.</li> <li>• <i>Partnership and Leadership:</i> Advance research on indicators and student outcomes through partnerships with local organizations and state and federal agencies, to include analysis of dropout and school completion of students in foster care and those impacted by student discipline policies</li> </ul>
Support and share strong models of Graduation Guidelines implementation plans	<ul style="list-style-type: none"> <li>• <i>Leadership and Support:</i> Facilitate and gather learning from Graduation Guidelines Work Groups</li> <li>• <i>Information and Communication:</i> Partner with Colorado Association of School Executives (CASE) and Colorado Association of School Boards (CASB) to create and disseminate ongoing information about Graduation Guidelines</li> <li>• <i>Leadership:</i> Initiate and lead a statewide learning initiative on competency-based learning systems, educating district leaders and policymakers</li> <li>• <i>Support and Economies of Scale:</i> Identify and provide support to early adopter districts while leveraging a network strategy to encourage district to district peer learning and expert-facilitated</li> </ul>



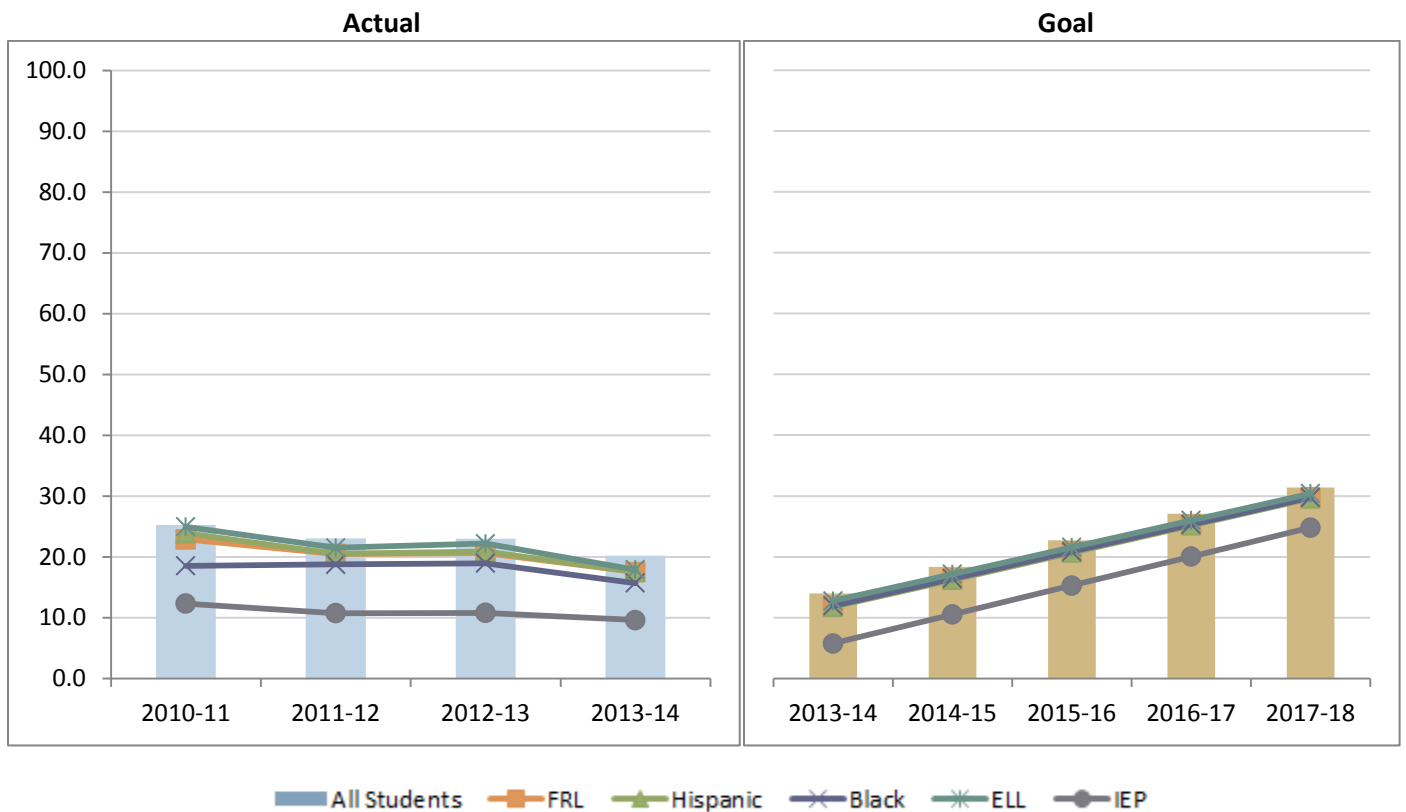
School System Capacities	CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics)
	<p>network learning</p> <ul style="list-style-type: none"> <li>• <i>Communication</i>: Provide tools and resources to districts that effectively outline expectations associated with graduation guidelines</li> </ul>
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"> <li>• <i>Support</i>: Highlight examples of high school programs of study that support students in attaining college and career readiness</li> <li>• <i>Support</i>: identify and promote national and international examples of next generation learning secondary schools.</li> <li>• <i>Support</i>: Assist districts in establishing and individualizing an ICAP process to benefit all students</li> <li>• <i>Leadership</i>: Through partnerships between CDE, Community College System, Department of Higher Education, Department of Human Services, CWDC, and Department of Labor and Employment build more seamless connections between the PreK-12 system, postsecondary education, and work. Leverage the NGA grant and COSI scholarship as opportunities for alignment</li> <li>• <i>Support</i>: Provide technical assistance on student engagement</li> </ul>
Develop personalized pathways, supported by ICAPs, that attend to a full range of learner outcomes, tied to rigorous competency plans	<ul style="list-style-type: none"> <li>• <i>Law and regulation</i>: Implement the new graduation guidelines by refining the academic competencies, clarifying the industry certificates, refining the models/examples of 21<sup>st</sup> Century skills, and defining the district capstone experiences</li> <li>• <i>Support</i>: Support districts in their communication to students and families about the new guidelines</li> <li>• <i>Communication</i>: In partnership with CTE (Career and Technical Education) and the Community College System provide best practices and examples of effective ICAP implementation</li> <li>• <i>Support</i>: Provide guidance and technical assistance on the development of sustainable ICAP practices</li> <li>• <i>Funding</i>: Use 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant program to drive better alignment and common language in schools and in the out-of-school time (OST) community on 21<sup>st</sup> Century skills and multiple student competencies</li> <li>• <i>Leadership</i>: Provide thought-leadership to advance thinking in the state on competency and mastery-based systems and on the inclusion of 21<sup>st</sup> Century skills; related to this, advance work that highlights a 6-12 rather than a 9-12 continuum of secondary services and supports. Also, encourage understanding of the linkages between effective K-12 learning and successful next steps beyond high school.</li> </ul>
Design and implement strong Career and Technical Education/STEM programs and concurrent enrollment offerings aligned/integrated into students' personalized pathways	<ul style="list-style-type: none"> <li>• <i>Information and communication</i>: Identify and help spread successful strategies using CTE and concurrent enrollment (CE) opportunities for engagement, acceleration, PWR readiness, and helping high school students get back on track quickly</li> <li>• <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 by offering</li> </ul>

School System Capacities	CDE Implementation Levers & Strategies to Build School System Capacity (levers noted in italics)
	<p>CTE/STEM and concurrent enrollment opportunities; leverage 21<sup>st</sup> Century grants in this capacity as well</p> <ul style="list-style-type: none"> <li>• <i>Support</i>: Identify best practices and examples of effective concurrent enrollment implementation</li> <li>• <i>Support</i>: Provide guidance and technical assistance on the ongoing support and development/expansion of compliant and successful concurrent enrollment programs <i>Communication</i>: In partnership with the Community College System provide guidance to districts on integration of CTE opportunities within secondary programs and concurrent enrollment pathways</li> <li>• <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)</li> </ul>
Identify and promote next generation learning approaches	<ul style="list-style-type: none"> <li>• <i>Support</i>: Support districts and schools with successful implementation of individual career and academic planning by providing models, guidance, and tools</li> <li>• <i>Support</i>: in collaboration with CEI, deliver training in specific topics related to next generation learning using the facilitated network approach.</li> <li>• <i>Support</i>: in collaboration with CEI, provide educators in Colorado with access to Colorado ConnectED, where they can access next generation learning models, join networks and utilize design tools.</li> <li>• <i>Research and Communication</i>: We identify and promote examples of time, talent, resources, and technology being used as powerful enablers of next generation learning approaches; and</li> <li>• <i>Communication and Collaboration</i>: Build NGL understanding inside CDE and partner with the accountability team on accountability 3.0 and with the standards team to align the 21<sup>st</sup> century skills to an updated PWR definition</li> </ul>
Leading Indicators and Better Measures	<ul style="list-style-type: none"> <li>• <i>Research</i>: Track and utilize data about leading indicators for student engagement and broader student outcomes</li> <li>• <i>Research and Collaboration</i>: Partner with the accountability team to identify more robust PWR measures while also leading the statewide discussion to refine the PWR definition</li> </ul>

**APPENDIX A:**  
**Charts of Percent of Students Making Catch-Up Growth in Math by Student Subgroup, Historical and Projection**  
**Elementary School Level**

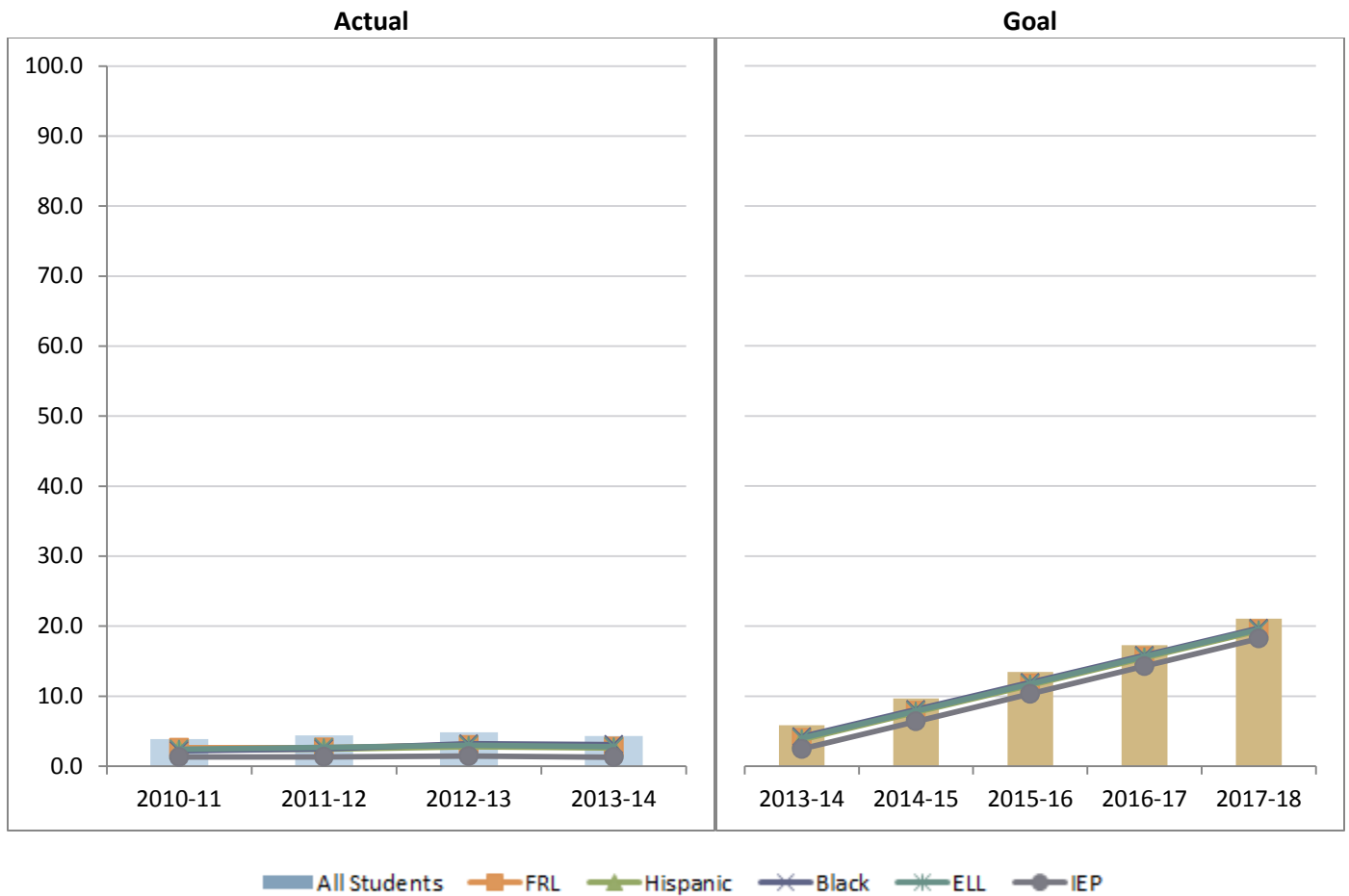


**Middle School Level**



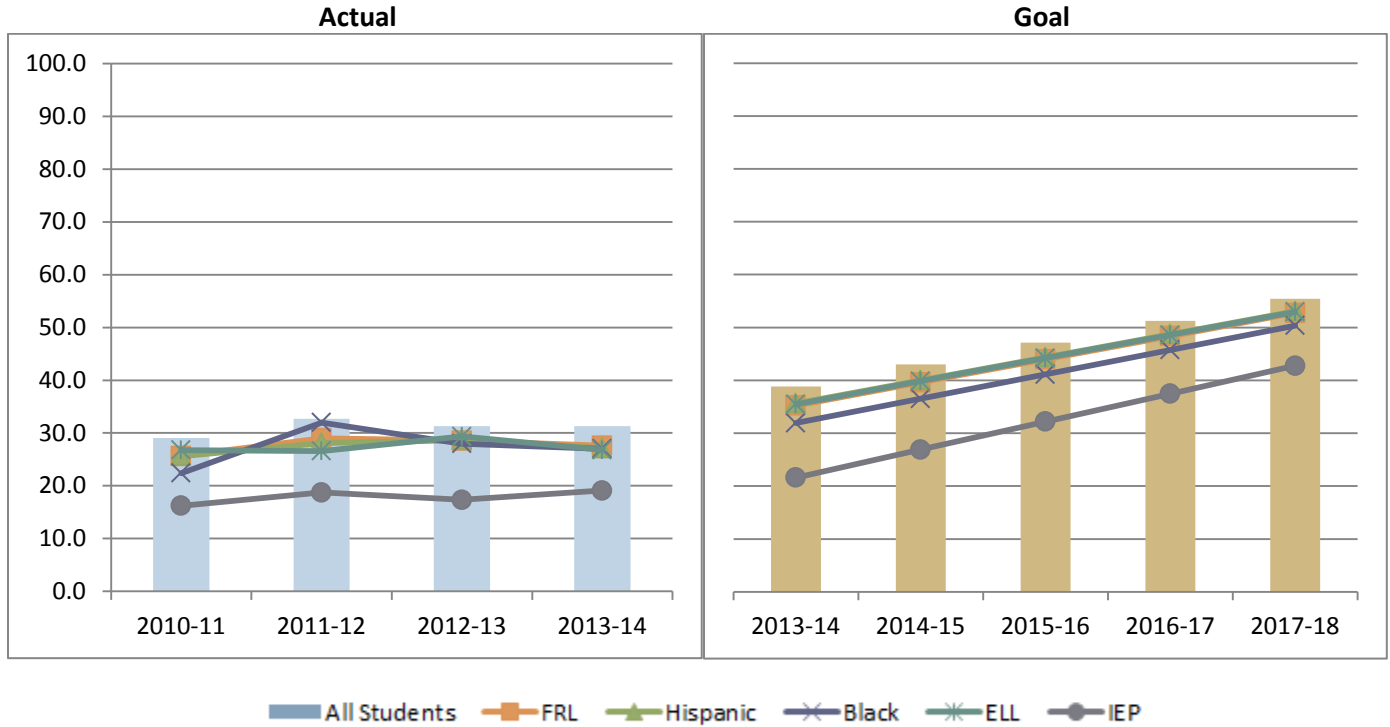
Charts of Percent of Students Making Catch-Up Growth in Math by Student Subgroup, Historical and Projection  
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High School Level

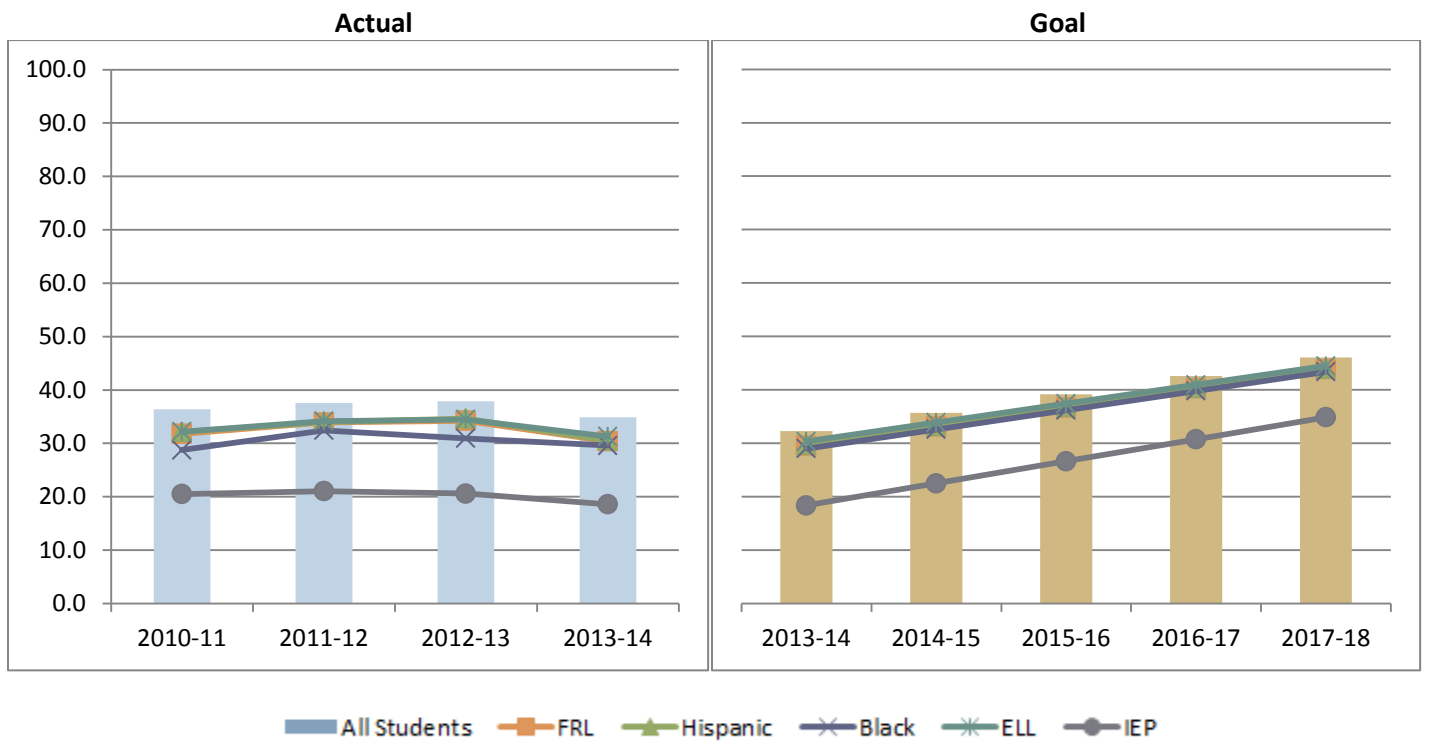


**APPENDIX B:  
Charts of Percent of Students Making Catch-Up Growth in Reading by Student Subgroup,  
Historical and Projection**

**Elementary School Level**



**Middle School Level**



Charts of Percent of Students Making Catch-Up Growth in Reading by Student Subgroup,  
Historical and Projection – continued from prior page

High School Level

