



Colorado Department of Education Performance Plan 2015-16

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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 We recognize and maximize the power of communication to stimulate new ideas, challenge false or outdated assumptions, and advance the state's education system.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, 1,824 schools, 56,947 teachers and 5,092 administrators to help them build capacity to meet the needs of the state’s 889,006 public school students. Colorado is a "local control" state. This means that many pre-kindergarten through 12th-grade public education decisions - on issues such as curriculum, personnel, school calendars, graduation requirements, and classroom policy - are made by the school districts and their local school boards. However, the people of Colorado felt that some facets of education, such as educator licensing and district accreditation, required leadership at the state level. Therefore, the Colorado General Assembly established the existence of a State Board of Education to provide guidance on education issues, and the Colorado Department of Education (CDE) to administer education details for the Board. 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.

In compliance with Colorado legislation and State Board guidance, the Colorado Department of Education is tasked with a variety of activities and responsibilities. Among them, CDE:

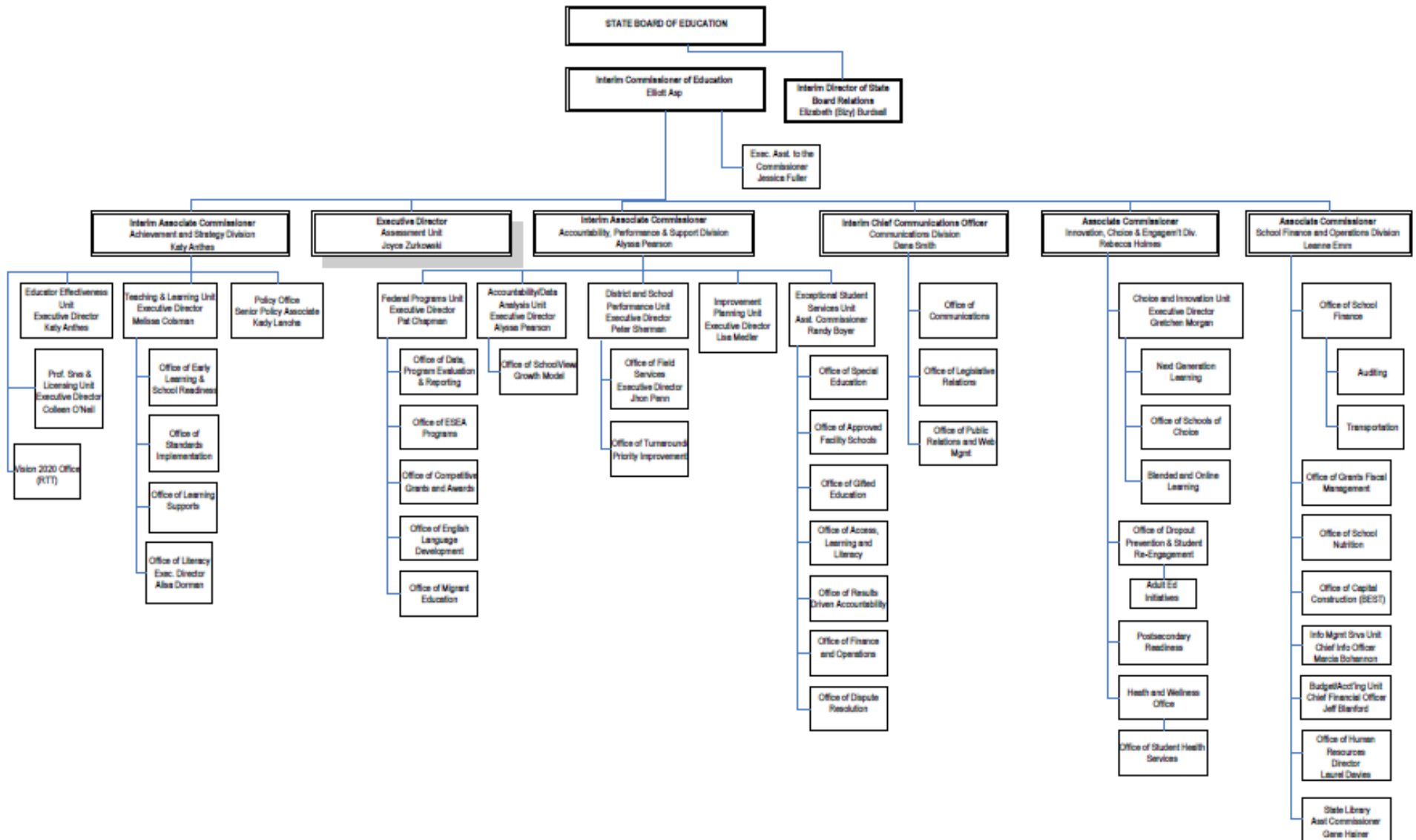
- supervises many aspects of school administration, including accreditation, teacher licensing, school transportation, school nutrition, special education, and early childhood education;
- administers and distributes funds for a number of federal and state educational programs, centering on issues such as student literacy, technology, school reform and the prevention of at-risk behavior;
- administers the state's library system, as well as all adult education efforts that don't fall under the supervision of Colorado's higher education system;
- oversees school finance and audits the distribution of education funds;
- accumulates, evaluates, and makes public Colorado education data and information;
- 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;
- operates the Colorado Talking Book Library which provides supports for people who have vision, print, and reading disabilities; and
- provides structural and administrative support to the Colorado School for the Deaf and the Blind and the Charter School Institute.

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 that reflect both programmatic and operational functions. The operational functions include those processes that are of foundational importance in meeting our mission and strategic goals. They include the dissemination of state and grant funds, the creation and dissemination of District and School Performance Reports, the creation and dissemination of student growth reports, and the processing and approval of educator licenses. These functions provide the funds, data and accountability that provide districts and schools with the resources they need to monitor and improve their performance. The programmatic functions include activities and processes related to specific initiatives or legislation. They are described below under Standards, Assessments, and Learning Supports.

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

Colorado districts receive money from multiple sources including federal grants. It is essential that these grant funds are distributed in an accurate and timely manner to districts to they may use them to achieve their goals. The updated data reflects the accuracy level of 4,129 payments between January 1, 2015 and March 31, 2015; there were only three issues. CDE is on track to meet our 1-year goal for this primary process. We continue to refine both our process and our monitoring of this process.

Measure	FY12 Actual	FY13 Actual	FY14 Actual	03/31/2015	1-Year Goal	3-Year Goal
Percentage of error-free distribution, by line item, per cycle	N/A	N/A	99.8%	99.2%	99.9%	100%

Accountability and Improvement

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.

Process – Creation and dissemination of District and School Performance Frameworks

The data in District and School Performance Frameworks are used by the state for district accreditation and by the districts and schools to evaluate their own performance and target areas for improvement. For this reason, it is essential these reports be error-free. Data is collected every August. CDE consistently meets our goal of 100% of District and School Performance Frameworks being created and disseminated on time and error-free.

Measure	FY12 Actual	FY13 Actual	FY14 Actual	03/31/2015	1-Year Goal	3-Year Goal
Percent of error-free District and School Performance Frameworks produced per annual cycle	N/A	100%	100%	Data collected annually	100%	100%

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.

Process – Creation and dissemination of student growth reports

As with the data in the District and School Performance Frameworks, student growth data are used by districts and schools to evaluate their own performance and target areas for improvement. For this reason, it is essential these reports be error-free. Data is collected every August. CDE consistently meets our goal of 100% of student growth reports being created and disseminated on time and error-free.

Measure	FY12 Actual	FY13 Actual	FY14 Actual	03/31/2015	1-Year Goal	3-Year Goal
Percentage of error-free student growth reports produced per cycle	100%	100%	100%	Data collected annually	100%	100%

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.

Process – Licensure approval

Colorado needs to have a pool of qualified, licensed professionals to work in our schools and support student achievement. It is essential that the process by which potential educators are licensed and available for hire into Colorado schools be efficient in order to make sure these educators are available to schools. CDE is already functioning at the goal cycle time of 14 days.

Measure	FY12 Actual	FY13 Actual	FY14 Actual	03/31/2015	1-Year Goal	3-Year Goal
Average cycle time, in days, from receipt of application and cleared fingerprint report to PDF license is sent via email	97	42	21	5 14	14	14

Standards, Assessments, Learning Supports, Innovation and Choice

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.

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.

Process – Implementation of Early Literacy Assessment Tool program to reduce students identified as having a significant reading deficiency

This measure reflects the implementation of the Assessment Literacy Tool in select schools. As part of this program, CDE has set a goal of reducing the number of student identified as having significant reading deficiencies at the start of the school year by 15 percent when assessed at the end of the school year. CDE is on track to meet our one-year goal.

Measure	FY12 Actual	FY13 Actual	FY14 Actual	03/31/2015	1-Year Goal	3-Year Goal
Reduce the percentage of students scoring at the well below benchmark level (significant reading deficiency) by 15 percent from beginning of the year to end of the year	N/A	N/A	12.0%	Data collected annually	15.0%	15.0%

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 3% in 2016 and by 5% in 2018.

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 to 80% in 2016, with the goal of 85% proficient by 2018.*

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

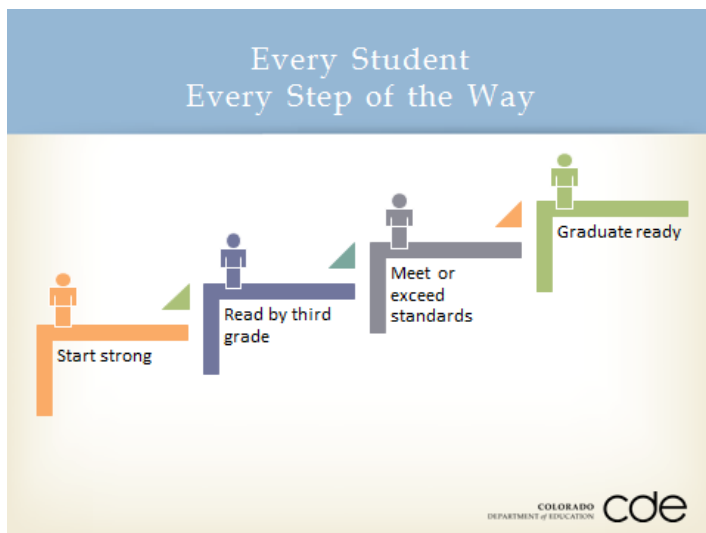
Ensure that all students are proficient or advanced in state summative assessments by increasing the percentage of students scoring at proficient or above in reading, writing, mathematics and science by one percent overall from 2014 to 2016 and five percent by 2018.*

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

Ensure every student graduates college and career ready by increasing the graduation rate to 86.6% in 2016, with the goal of 90.7% by 2018.**

**Note that the state will be administering new assessments in reading and mathematics in the 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.

Customer Service

The department serves a wide range of customers and stakeholders. We believe that the quality of our customer service has significant direct impact on the level of collaboration and trust we have with educators and communities across Colorado. And we further believe that if we build high levels of trust and collaboration that we will be more effective in supporting local communities in their effort to serve all of their students well. Therefore, a continued focus on improving customer service is a strategy that we believe supports the impact of all of the other strategies in this plan.

Strategic Imperatives

Like any organization, the department has very practical reasons why establishing and operating in line with priorities is important. As a public entity, much like the schools and districts we serve, the department is often stretched in terms of resources. And, also like the schools and districts we serve, we want to do everything possible to serve every customer with quality. Identifying and focusing on strategic imperatives is a way for us to concentrate our service and support efforts to maximize the impact in those areas. For the coming year, the department will focus on data privacy, further enhancing the quality and coordination of our support for low performing schools, and exploration of ideas for the future of school and district accountability.

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. 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 and for select schools. 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 in districts and schools
- Diagnose system 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 leadership and development programs
- Pursue bold and urgent interventions and actions with schools and districts

Then:

- Districts will make bold systemic changes to support low-performing schools as measured by five identified district conditions;
- Schools receiving intensive CDE support will demonstrate significant growth and improvement as measured by identified leading indicators;
- The percentage of districts in Priority Improvement or Turnaround on the district performance framework will decrease by at least 20% each year from 2014 through 2017; and
- The percentage of schools in Priority Improvement or Turnaround on the school performance framework will decrease by at least 20% each year from 2014 through 2017.

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 (CPP) meeting age expectations in literacy and math by 3% in 2016 and by 5% in 2018.

Theory of Action

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

If we:

- Incentivize and support state-funded preschool sites to pursue a higher quality rating
- Support family engagement by providing professional development to state-funded preschool programs
- Provide professional development resources to early childhood educators to support high quality instruction

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				
	2012	2013	2014	2016	2018
Literacy	82.2%	81.7%	79.8%	82.8%	85.0%
Mathematics	67.3%	67.4%	65.8%	68.8%	71.8%

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

Results for 2015 were not yet released at the time of submission; CDE will update in Fall 2015 when data will be released.

Environmental Factors	Key Strategies	Primary Processes	Metrics
<ul style="list-style-type: none"> • Number of preschool sites • Number of preschool sites rated at below 3 on Colorado Shines • Amount of funding available to provide incentives • Number of early educators • FTE • Level of funding to CDE 	<ul style="list-style-type: none"> • Incentivize and support state-funded preschool sites to pursue a higher quality rating 	<ul style="list-style-type: none"> • Provide information on Colorado Shines • Provide incentive funds 	<ul style="list-style-type: none"> • Number of state-funded preschool sites rated as 3 or higher on Colorado Shines QRIS
	<ul style="list-style-type: none"> • Support family engagement by providing professional development to state-funded preschool programs 	<ul style="list-style-type: none"> • Provide professional development related to use of the family portal for the child assessment system 	<ul style="list-style-type: none"> • Number of users of the family portal for the child assessment system
	<ul style="list-style-type: none"> • Provide professional development resources to early childhood educators to support high quality instruction 	<ul style="list-style-type: none"> • Develop, pilot, and launch early literacy and mathematics workshops for classroom staff • Develop companion follow through documents on early literacy and mathematics teaching and learning for administrators • Provide intensive early literacy and mathematics follow up support for five districts per year (1 per CPP region) 	<ul style="list-style-type: none"> • Number of teachers engaging in in-service training on early literacy and mathematics teaching and learning

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 to 80% in 2016, with the goal of 85% 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:

- Provide resources and professional development to improve universal instruction by those who serve K-3 students
- Provide resources focused on students with disabilities

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.

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

	Actual			Goal	
	2012	2013	2014	2016	2018
3rd Grade Proficiency - All Students	73.9	73.3	71.6	80.0	84.5
Black	58.2	58.8	55.6	65.8	70.6
Hispanic	58.5	57.7	55.7	64.9	69.8
Free and Reduced Lunch	59.3	58.9	56.8	66.0	70.7
English Language Learners	50.4	50.1	48.5	58.6	64.3
IEPs	29.6	29.4	26.3	41.5	49.5

Note: 2015 data is not available, state is in the process of transitioning assessment

Environmental Factors	Key Strategies	Primary Processes	Metrics
<ul style="list-style-type: none"> • Number of sites serving K-3 students • Number of K-3 teachers • Number of K-3 administrators • Number of districts that serve K-3 students • Number of Administrative Units • Level of funding for literacy related legislation (e.g. READ Act) • Level of funding for literacy related grant programs • FTE • Level of funding to CDE 	<ul style="list-style-type: none"> • Provide resources and professional development to improve universal instruction by those who serve K-3 students by implementing all aspects of the READ Act • Administer <i>Increase Achievement</i> Literacy Grants focusing on students with disabilities 	<ul style="list-style-type: none"> • Provide professional development to teachers through the READING Foundations Academy (under the READ Act) • Provide funding through the Early Literacy Grant Program (under the READ Act) • Implement the Early Literacy Assessment Tool Project (funding provided through the 2012 School Finance Act) • Provide technical assistance to help systems District and AU leadership implement structures and processes to support early literacy attainment and ongoing literacy development 	<ul style="list-style-type: none"> • Number of annual goals met by schools receiving Early Literacy Grant • Number of students who are well-below grade level expectations in reading • Number of students reaching grade level expectations in reading.

Goal 3: Meet or exceed standards

Every student meets or exceeds standards.

Ensure that all students are proficient or advanced in state summative assessments by increasing the percentage of students scoring at proficient or above in reading, writing, mathematics and science by one percent overall from 2014 to 2016 and five percent by 2018.*

*2014 scores are used as baseline due to timing of release of 2015 scores.

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.

Theory of Action

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

If we:

- Ensure all technical assistance, outreach and other support offered through CDE includes a focus on the importance of demonstrating high expectations for all students, and provide examples and resources of how this expectation would manifest in schools and classrooms;
- Provide resources and technical assistance to advance teacher knowledge and skills in standards-based instruction;
- Provide resources and technical assistance to advance teacher knowledge and skills in using student data;
- Provide resources and technical assistance to advance principal knowledge and skills in advancing quality instructional practice; and
- Provide targeted technical assistance to Priority Improvement and Turnaround Schools

Then, student academic performance will improve

Percent of Students Proficient or Advanced

	Actual			Goal	
	2012	2013	2014	2016	2018
Reading					
All Students	69.3%	69.5%	69.0%	70.0%	74.0%
Minority	55.2%	56.3%	55.6%	56.6%	60.6%
FRL	52.2%	53.1%	52.2%	53.2%	57.2%
ELL	43.5%	45.7%	45.2%	46.2%	50.2%
Special Education	21.8%	21.5%	21.1%	22.1%	26.1%
Writing					
All Students	54.0%	55.0%	54.4%	55.4%	59.4%
Minority	40.5%	41.7%	41.6%	42.6%	46.6%
FRL	35.9%	37.1%	36.7%	37.7%	41.7%
ELL	32.1%	33.2%	34.2%	35.2%	39.2%
Special Education	11.3%	11.7%	11.3%	12.3%	16.3%
Mathematics					
All Students	55.8%	56.7%	56.3%	57.3%	61.3%
Minority	42.4%	43.7%	43.1%	44.1%	48.1%
FRL	39.5%	40.7%	40.1%	41.1%	45.1%
ELL	36.9%	38.6%	38.0%	39.0%	43.0%
Special Education	18.1%	17.9%	17.4%	18.4%	22.4%
Science					
All Students	48.9%	50.4%		51.40%	55.40%
Minority	31.6%	33.7%		34.70%	38.70%
FRL	28.2%	30.1%		31.10%	35.10%
ELL	22.1%	24.5%		25.50%	29.50%
Special Education	11.9%	12.2%		13.20%	17.20%

Note: 2015 data is not available, state is in the process of transitioning assessment
 TCAP Science assessment was not administered in 2014

Environmental Factors	Key Strategies	Primary Processes	Metrics
<ul style="list-style-type: none"> • Number of districts identified as in Priority Improvement or Turnaround status • Number of districts and schools receiving Title funds • Amount of Title funds • FTE • Level of funding for CDE • Number of teachers in at-risk districts and schools • Number of principals in at-risk districts and schools 	<ul style="list-style-type: none"> • Ensure all technical assistance, outreach and other support offered through CDE includes a focus on the importance of demonstrating high expectations for all students, and provide examples and resources of how this expectation would manifest in schools and classrooms 	<ul style="list-style-type: none"> • Use common rubric to assess demonstration of high expectations • Provide resources illustrating examples of high expectations in instruction, student work, etc. 	<ul style="list-style-type: none"> • District and school scores on rubric measuring demonstration of expectations
	<ul style="list-style-type: none"> • Provide resources and technical assistance to advance teacher knowledge and skills in standards-based instruction 	<ul style="list-style-type: none"> • Co-create standards-based instruction resources with educators in the field 	<ul style="list-style-type: none"> • Educator evaluation scores
	<ul style="list-style-type: none"> • Provide resources and technical assistance to advance teacher knowledge and skills in using student data 	<ul style="list-style-type: none"> • Implement Assessment Literacy Project training modules 	<ul style="list-style-type: none"> • Rate of participation in online training modules • Educator evaluation scores
	<ul style="list-style-type: none"> • Provide resources and technical assistance to advance principal knowledge and skills in advancing quality instructional practice 	<ul style="list-style-type: none"> • Implement Educator Effectiveness Liaison Network 	<ul style="list-style-type: none"> • Principal evaluation scores
	<ul style="list-style-type: none"> • Provide targeted technical assistance to lowest performing districts and schools 	<ul style="list-style-type: none"> • Implement Turnaround Network • Unified Improvement Process • Target Title program requirements and oversight 	<ul style="list-style-type: none"> • Number of schools/districts in Turnaround Network • Number of districts and schools identified as in Priority Improvement or Turnaround status • Scores on student growth and achievement among students in Title I schools

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 to 86.6% in 2016, with the goal of 90.7% by 2018.**

**Six-year graduation rate

Theory of Action

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

If we:

- Graduate
 - Create a framework that defines characteristics of effective AEC systems
 - Increase use of effective Early Warning Systems (EWS) in secondary schools (6-12)
 - Increase use of effective interventions in non-AEC secondary (6-12) schools
- Graduate Ready
 - Increase number of districts that have diploma policies relevant in terms of 21st century skills, postsecondary and workforce readiness
 - Ensure ICAPs are being used effectively
 - Provide tools to help districts evaluate their programs against their diploma policies

Then more Colorado students will graduate ready to succeed

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

	Actual			Goal	
	2011-12	2012-13	2013-14	2015-16	2017-18
All Students	78.5%	80.1%	81.2%	86.6%	90.7%
FRL	65.2%	68.6%	70.2%	77.1%	83.8%
Hispanic	64.9%	69.2%	71.4%	76.9%	83.6%
Black	72.7%	72.5%	73.3%	82.5%	87.7%
ELL	59.4%	62.7%	65.5%	73.0%	80.7%
IEP	60.9%	67.0%	68.3%	74.1%	81.5%

Environmental Factors	Key Strategies	Primary Processes	Metrics
<ul style="list-style-type: none"> • Number of AECs • Number of high schools • Number of schools serving 6-12 grade students • Grant funding for EWS related efforts • Number of 6-12 grade students • FTE • Level of funding for CDE • Legislature and State Board decisions related to graduation policies 	<ul style="list-style-type: none"> • Create a framework that defines characteristics of effective AEC systems 	<ul style="list-style-type: none"> • Provide resources on effective AEC systems 	<ul style="list-style-type: none"> • AEC graduation rate
	<ul style="list-style-type: none"> • Increase use of effective Early Warning Systems (EWS) in secondary schools (6-12) 	<ul style="list-style-type: none"> • Provide resources and technical assistance on effective EWS 	<ul style="list-style-type: none"> • Percent of districts with EWS • Quality of EWS • School drop-out rate • Graduation rate at schools with EWS
	<ul style="list-style-type: none"> • Increase use of effective interventions in non-AEC secondary (6-12) schools 	<ul style="list-style-type: none"> • Provide resources and technical assistance on effective interventions 	<ul style="list-style-type: none"> • School drop-out rate • Graduation rate at non-AEC schools
	<ul style="list-style-type: none"> • Increase number of districts that have diploma policies relevant in terms of 21st century skills, postsecondary and workforce readiness 	<ul style="list-style-type: none"> • Provide resources on relevant diploma policies • Provide training/support on implementing relevant diploma policies 	<ul style="list-style-type: none"> • Pending
	<ul style="list-style-type: none"> • Ensure ICAPs are being used effectively 	<ul style="list-style-type: none"> • Provide resources on effective use of ICAPs 	<ul style="list-style-type: none"> • Pending
	<ul style="list-style-type: none"> • Provide tools to help districts evaluate their programs against their diploma policies 	<ul style="list-style-type: none"> • Provide resources on evaluating diploma policies 	<ul style="list-style-type: none"> • Pending