



# Colorado Department of Education Performance Plan 2017-18

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Updated June 30, 2017

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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.

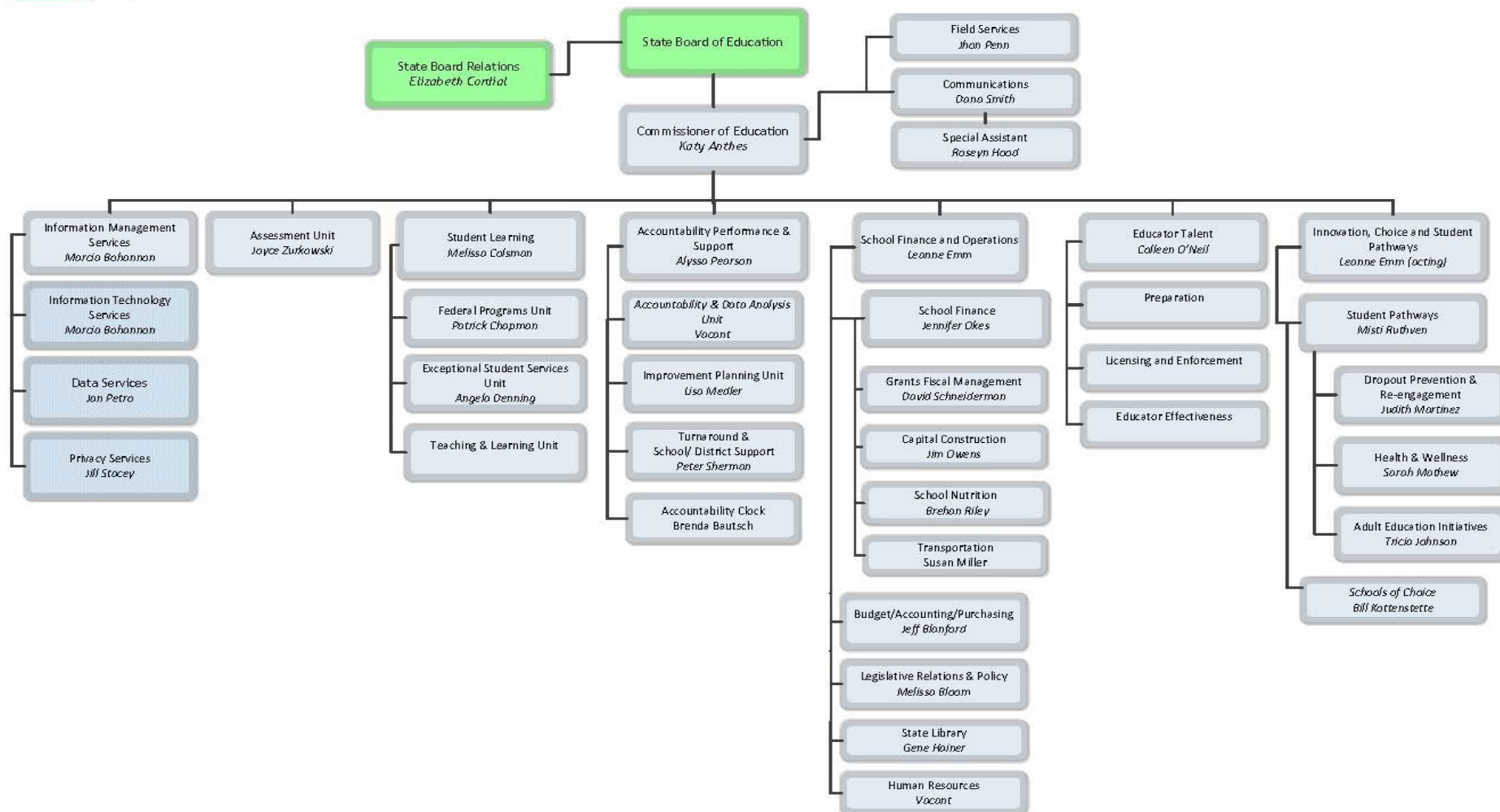
## Department Description

As a *dynamic service agency*, the Colorado Department of Education (CDE) provides leadership, resources, support, and accountability to the state’s 178 school districts, 1,854 schools, 53,567 teachers and 5,623 administrators to help them build capacity to meet the needs of the state’s 905,019 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 determined 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 and directives from the legislature. 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;
- collects, 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.



## 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 so they may use them to achieve their goals. The reported data reflect the accuracy level of an average of around 3,800 payments every quarter. Because this is such a foundational function of CDE, we feel it is imperative these payments are made with accuracy and efficiency.

Measure	FY15 Actual	FY16 Actual	Q1 FY17	Q2 FY17	Q3 FY17	Q4 FY17	FY17 Actual	1-Year Goal	3-Year Goal
Percentage of error-free distribution, by line item, per cycle	99.9%	99.9%	99.8%	99.9%	100%	99.9%	99.9%	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 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, for prioritizing schools for support 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. Generally, preliminary reports are released in August/September and final reports are released in December/January. Due to the transition to new assessments, the availability of the 2016 results and the need to calculate growth on the new assessments

for the first time, the preliminary reports were sent to districts on October 4, 2016. Final reports were released in December 2016 and January 2017. One update was made to the frameworks after the preliminary release, concerning how duplicate records were treated (when a student has more than one record per assessment). For the final reports, duplicate records were removed to ensure that each student was only represented once in the participation calculations. These revisions impacted the calculations for 54 district reports and 155 school reports. However, the revised calculations only resulted in changed participation ratings for one district and five schools. The accountability data was 100 percent error-free in the final reports. For the final 2016 reports, CDE added information about awards the school or district received. A handful of high school reports misidentified schools as receiving awards; this error was quickly caught and updated within a few days. We have procedures in place now to ensure that this error does not happen in future years.

Measure	FY15 Actual	FY16 Actual	Q1 FY17	Q2 FY17	Q3 FY17	Q4 FY17	FY17 Actual	1-Year Goal	3-Year Goal
Percent of error-free District and School Performance Frameworks produced per annual cycle	Unavailable*	100%	Data gathered annually	Data gathered annually	Data gathered annually	Data gathered annually	Not yet available	100%	100%

\* Data for 2015 is not applicable due to a change in assessment systems and legislation requiring that CDE not assign accreditation ratings for school districts and the Charter School Institute in the 2015-16 school year.

## 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, including the Colorado Growth Model, Data Center, Data Lab and Data Pipeline, which efficiently reports 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. CDE consistently meets our goal of 100 percent of student growth reports being created and disseminated on time and error-free.

Measure	FY15 Actual	FY16 Actual	Q1 FY17	Q2 FY17	Q3 FY17	Q4 FY17	FY17 Actual	1-Year Goal	3-Year Goal
Percentage of error-free student growth reports produced per cycle	Unavailable	Unavailable*	Data gathered annually	Data gathered annually	Data gathered annually	Data gathered annually	Not yet available	100%	100%

\*Data for 2015 are not applicable. Due to a change in assessment systems, growth was not reported for 2015. Similarly, individual student reports weren’t released in 2016 due to report redesign work. Student level reports will be released again during fall 2017.

## Educator Talent

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. The FY16 increase in the number of days in the average cycle time resulted from changes to the electronic system which caused unanticipated downtimes and delays as bugs were worked out. We returned closer to our FY 15 average of 14 days by June 2017. Maintaining this two-week turnaround time will be the goal for 2018, and by 2020, we plan to streamline the process and reduce the cycle time to 7 days.

Measure	FY15 Actual	FY16 Actual	Q1 FY17	Q2 FY17	Q3 FY17	Q4 FY17	FY17 Actual	1-Year Goal	3-Year Goal
Average cycle time, in days, from receipt of complete application with cleared background checks to PDF credential sent via email	14	30.2	35	10	14	9.79	16.9	14	7

### Standards, Assessments, Learning Supports, Innovation and Choice

This major program area refers to instructional supports for students from preschool through 12th 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, Multi-Tiered System of Support including Response to Intervention and Positive Behavior Intervention Support services, and literacy initiatives, with special focus on implementation of the READ Act and the State Identified Measurable Result (SiMR) project.

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 project to reduce students identified as having a significant reading deficiency

This measure reflects the implementation of a State Board of Education approved interim reading assessment through the Early Literacy Assessment Tool in schools that opt into the project. As part of this project, CDE first set a goal of reducing the percent of students identified as having significant reading deficiencies from the start of the school year to the end of the school year by 15 percent.

Measure	FY15 Actual	FY16 Actual	Q1 FY17	Q2 FY17	Q3 FY17	Q4 FY17	FY17 Actual	1-Year Goal	3-Year Goal
Change in percentage of students scoring at the well below benchmark level (significant reading deficiency) from beginning of the year to end of the year	44%	44%	Data unavailable	Data unavailable	23%	41%	41%	25%	25%

This measure reflects the implementation of the Assessment Literacy Tool in select schools. As part of this program, CDE tracks the percentage of students identified as having significant reading deficiencies at the start of the school year compared to the percentage of students identified at the middle and end of the school year. Data is measured twice a year, based on the reduction from the beginning of the school year to the middle of the school year and again from the beginning of the school year to the end of the school year. Q3 data reflects the reduction from the beginning of the school year to the middle of the school year. Q4 data reflects the reduction from the beginning of the school year to the end of the school year.

### **Geographic locations of the department**

- Main Office: 201 East Colfax, Denver, CO 80203
- Information technology, BEST program, standards and instructional support, and nutrition: 1580 Logan St., Denver, CO 80203
- Special education and federal programs: 1560 Broadway, Suites 1100, Denver, CO 80202
- Colorado Talking Book Library: 180 Sheridan Blvd, Denver, CO 80226
- Educator Licensure and Effectiveness: 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.

CDE uses student performance data on statewide summative assessments to measure our goals. This reflects the fact that, while we work with and through district and school systems, the students are the ultimate beneficiaries of our efforts and the focus of our vision. In the 2015-16 school year, Colorado administered for the second time the Colorado Measures of Academic Success (CMAS) in English language arts and math. In some subjects, CMAS scores were not comparable to previous statewide assessments. In these cases, we do not report historical data in this Performance Plan because the current data represent a new baseline for student performance.

**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 2 percentage points in 2018 and by 4 percentage points by 2020.

**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 reaches benchmark in reading by third grade by increasing achievement on the state English Language Arts assessment; 40.9% of third graders reading at grade level by 2018 and 44.3% by 2020. <sup>1 2</sup>

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

Ensure that all students meet or exceed benchmarks in state summative assessments by increasing the percentage of students scoring at benchmark or above in English language arts, mathematics and science by 2 percent in 2018 and 5 percent by 2020. <sup>3</sup>

**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 87.3 percent in 2018, with the goal of 90.3 percent by 2020. <sup>4</sup>

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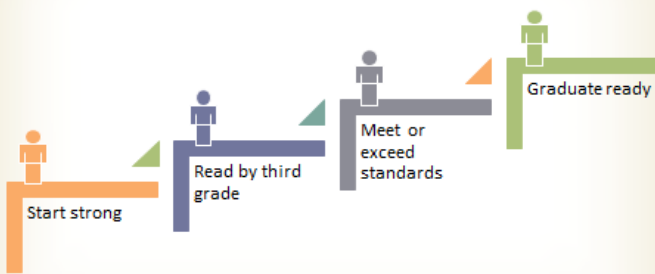
<sup>1</sup> Note that the state administered new assessments in English language arts and mathematics in 2015.

<sup>2</sup> Previous goal: Ensure every student attains proficiency in reading by third grade by increasing proficiency on the statewide assessment to 80% in 2016, with the goal of 85% proficient by 2018.

<sup>3</sup> Previous goal: 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, mathematics, and science by 1% overall from 2015 to 2016 and 5% by 2018.

<sup>4</sup> Reflects a six-year graduation rate. For more information on how this rate is calculated see Graduation Statistics webpage, <http://www.cde.state.co.us/cdereval/gradratecurrent>

## Every Student Every Step of the Way



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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. 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.

## 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 2 percentage points in 2018 and by 4 percentage points by 2020.

#### 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.

#### 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	
	2013	2014	2015	2016	2017	2018	2020
Literacy	81.7%	79.8%	79.7%	79.9%	TBD	82.0%	84.0%
Mathematics	67.4%	65.8%	65.5%	65.4%	TBD	67.3%	69.3%
n-size	~12,000	~13,525	~13,800	~12,700			

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

Environmental Factors	Key Strategies	Primary Processes	Metrics
<ul style="list-style-type: none"> <li>• Number of preschool sites</li> <li>• Number of preschool sites rated at below 3 on Colorado Shines</li> <li>• Amount of funding available to provide incentives</li> <li>• Number of early educators</li> <li>• FTE</li> <li>• Level of funding to CDE</li> </ul>	<ul style="list-style-type: none"> <li>• Incentivize and support state-funded preschool sites to pursue a higher quality rating</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information on Colorado Shines</li> <li>• Provide incentive funds</li> </ul>	<ul style="list-style-type: none"> <li>• Number of state-funded preschool sites rated as 3 or higher on Colorado Shines QRIS</li> </ul>
	<ul style="list-style-type: none"> <li>• Support family engagement by providing professional development to state-funded preschool programs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development related to use of the family portal for the child assessment system</li> </ul>	<ul style="list-style-type: none"> <li>• Number of users of the family portal for the child assessment system</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide professional development resources to early childhood educators to support high quality instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, pilot, and launch early literacy and mathematics workshops for classroom staff</li> <li>• Develop companion follow through documents on early literacy and mathematics teaching and learning for administrators</li> <li>• Provide intensive early literacy and mathematics follow up support for five districts per year (1 per CPP region)</li> </ul>	<ul style="list-style-type: none"> <li>• Number of teachers engaging in in-service training on early literacy and mathematics teaching and learning</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 reaches benchmark in reading by third grade by increasing achievement on the state English Language Arts assessment; 40.9% of third graders reading at grade level by 2018 and 44.3% by 2020.

### 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

Previously, the Department set a goal to increase third grade reading proficiency on TCAP from 74% in 2013 to 80% in 2016, with the goal of nearly 85% proficient by 2018. With the new state assessment, the goals were revised based on 2016 actual data.

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

	Actual			Previous Goals		
	2013	2014	2015	2016	2017	2018
<b>3rd Grade Proficiency - All Students</b>	73.9	71.6	NA	80.0	82.2	84.5
<b>Black</b>	58.2	55.6	NA	65.8	68.2	70.6
<b>Hispanic</b>	58.5	55.7	NA	64.9	67.4	69.8
<b>Free and Reduced Lunch</b>	59.3	56.8	NA	66.0	68.3	70.7
<b>English Language Learners</b>	50.4	48.5	NA	58.6	61.5	64.3
<b>IEPs</b>	29.6	26.3	NA	41.5	45.5	49.5

2015 data is shared in the table below.

Due to the standards and assessment transition the 2014 results are not comparable to the 2015 results.



## 2015 and 2016 CMAS Results for English Language Arts (ELA) Grade 3\*

ELA 03	Actual					Goal**	
	2015		2016		2017	2018	2020
	Participation Rate	Percent at Benchmark	Participation Rate	Percent at Benchmark	Results not released	Percent at Benchmark	Percent at Benchmark
ALL STUDENTS	95%	38.2%	96%	37.4%		40.9%	44.3%
ENGLISH LEARNER	97%	18.6%	98%	18.4%		22.4%	26.4%
FRL ELIGIBLE	96%	21.3%	97%	21.4%		25.4%	29.4%
MINORITY	96%	25.7%	97%	26.2%		30.2%	34.2%
SPECIAL EDUCATION	92%	8.4%	91%	7.8%		11.8%	15.8%

\*FRL is abbreviated for free and reduced lunch; Minority is defined as all students who identify as non-white; English Language Learners is defined as all students who are non-English proficient (NEP), limited English proficient (LEP), and fluent English proficient (FEP); the assessment results exclude alternate tests; and the participation rates are the proportion of students who took the state assessment expressed in a percentage (the rate includes parent excusals).

\*\*Goals may change in the spring of 2017 to align with assessment performance targets set under State Plan required under the Every Student Succeeds Act.

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

### **Goal 3: Meet or exceed standards**

#### **Every student meets or exceeds standards.**

Ensure that all students meet or exceed benchmarks in state summative assessments by increasing the percentage of students scoring at benchmark or above in English language arts, mathematics and science by 2% in 2018 and 6% by 2020.

The Colorado Academic Standards outline what students should know and be able to do in 10 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 at Benchmark

Colorado revised standards in 2009 and 2010 and accordingly updated our state assessments in 2014 (science and social studies) and 2015 (English language arts and math). The standards, and thus assessments, reflect increased expectations for students, to ensure college and career readiness. The Department has established appropriately ambitious and attainable CMASS PARCC goals based on the 2016 assessment results. Please note the participation rates when reviewing the data.

### 2015 and 2016 CMAS Results for Grades 3-9 English Language Arts and Math, and Elementary and Middle School Science\*

	Actual					Goal	
	2015		2016		2017	2018	2020
	Participation Rate	Percent at Benchmark	Participation Rate	Percent at Benchmark	Results not released	Percent at Benchmark	Percent at Benchmark
<b>ENGLISH LANGUAGE ARTS</b>							
ALL STUDENTS	88.9%	40.0%	88.9%	40.1%	TBD	43.7%	47.2%
ELL	95.5%	20.9%	95.2%	22.8%	TBD	26.8%	30.8%
FRL ELIGIBLE	92.0%	22.9%	92.5%	23.6%	TBD	27.6%	31.6%
SPECIAL EDUCATION	87.9%	6.8%	86.8%	6.3%	TBD	10.3%	14.3%
MINORITY	92.1%	27.7%	92.6%	28.7%	TBD	32.7%	36.7%
<b>MATH</b>							
ALL STUDENTS	88.7%	31.0%	88.9%	32.7%	TBD	36.2%	39.6%
ELL	95.4%	16.4%	95.8%	17.5%	TBD	21.5%	25.5%
FRL ELIGIBLE	91.9%	15.6%	92.7%	16.7%	TBD	20.7%	24.7%
SPECIAL EDUCATION	87.9%	6.2%	87.4%	6.2%	TBD	10.2%	14.2%
MINORITY	92.0%	20.1%	92.8%	21.6%	TBD	25.6%	29.6%
<b>SCIENCE</b>							
ALL STUDENTS	93.7%	32.1%	79.3%	30.3%	TBD	33.8%	37.3%
ELL	97.7%	12.3%	90.2%	12.5%	TBD	16.5%	20.5%
FRL ELIGIBLE	95.5%	14.6%	86.1%	13.9%	TBD	17.9%	21.9%
SPECIAL EDUCATION	92.7%	6.3%	80.7%	5.5%	TBD	9.5%	13.5%
MINORITY	95.9%	18.4%	84.8%	17.8%	TBD	21.8%	25.8%

\*FRL is abbreviated for free and reduced lunch; Minority is defined as all students who identify as non-white; English Language Learners is defined as all students who are non-English proficient (NEP), limited English proficient (LEP), and fluent English proficient (FEP); the assessment results exclude alternative tests; and the participation rates are the proportion of students who took the state assessment expressed in a percentage (the rate includes parent excusals). Assessment results for English language arts and math include students in grades 3 through 9. Assessment results for science include students in grades 5 and 8.

Environmental Factors	Key Strategies	Primary Processes	Metrics
<ul style="list-style-type: none"> <li>• Number of districts identified with Priority Improvement or Turnaround plans</li> <li>• Number of districts and schools receiving Title funds</li> <li>• Amount of Title funds</li> <li>• FTE</li> <li>• Level of funding for CDE</li> <li>• Number of teachers in at-risk districts and schools</li> <li>• Number of principals in at-risk districts and schools</li> </ul>	<ul style="list-style-type: none"> <li>• Provide resources and technical assistance to advance teacher knowledge and skills in standards-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Co-create standards-based instruction resources with educators in the field</li> </ul>	<ul style="list-style-type: none"> <li>• Educator evaluation scores</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide resources and technical assistance to advance teacher knowledge and skills in using student data</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Assessment Literacy Project training modules</li> </ul>	<ul style="list-style-type: none"> <li>• Rate of participation in online training modules</li> <li>• Educator evaluation scores</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide resources and technical assistance to advance principal knowledge and skills in advancing quality instructional practice</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Educator Effectiveness Liaison Network</li> </ul>	<ul style="list-style-type: none"> <li>• Principal evaluation scores</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide targeted technical assistance to lowest performing districts and schools</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Turnaround Network</li> <li>• Unified Improvement Process</li> <li>• Target Title program requirements and oversight</li> </ul>	<ul style="list-style-type: none"> <li>• Number of schools/districts in Turnaround Network</li> <li>• Number of districts and schools identified as in Priority Improvement or Turnaround status</li> <li>• Scores on student growth and achievement among students in Title I schools</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 to 87.3 percent in 2018 with the goal of 90.3 percent in 2020.\*

\*Reflects a 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 Alternative Education Campus (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 Individual Career and Academic Plans (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	
	2013-14	2014-15	2015-16	2017-18	2019-20
All Students	81.2	82.5	84.3	87.3	90.3
FRL	70.2	72	74.1	78.4	82.3
Hispanic	71.4	73.6	76.8	83.2	87.2
Black	73.3	76.6	79.3	84.8	88.8
EL	65.5	69.2	72	77.5	84.3
IEP	68.3	67.8	70.1	74.7	77.1

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