Strategic Policy Initiatives

The Department of Education has identified several strategic policy initiatives for FY 2018-19 and beyond. For this performance evaluation, the Department has updated progress on the initiatives identified in the FY2018 Performance Plan that capture the Department's strategic and operational priorities, and reflect the overall direction as identified by Department leadership. The updates reflect data as of July 1, 2019.

Additional detail for these, and other, strategic policy initiatives is available in the Department's Performance Plan, which may be accessed here.

Key Initiative 1: Strong Foundations. Support high quality early learning and literacy for all students.
Research shows that proficiency in reading by the end of third grade enables students to shift from learning how to read to using reading skills to master the more complex subjects in fourth grade and beyond. In fact, students who cannot read by the end of third grade are four times more likely to drop out of high school. By focusing on support for our youngest students and their educators, the department can ensure more students are reading at grade level by the end of third grade and build a strong foundation for continued success in school.

Key Initiative 2: All Means All. Expand access and opportunity for historically underserved students.
In Colorado, students from a number of historically underserved backgrounds – specifically those from economically challenged communities, racial minority groups and students with disabilities – continue to fall short of their academic potential and are missing the skill sets to compete with their peers. By concentrating on equity as a foundational construct of our work at CDE, we will empower schools and districts in their efforts to increase access and opportunity and ultimately reduce the pervasive influence that systemic inequities have on student outcomes.

Key Initiative 3: Quality Schools. Prioritize and maximize support for schools and districts identified for academic improvements.
Schools and districts that are identified for improvement through the state and federal accountability systems all have different needs, based on the context of their communities. By working with districts and schools to understand their needs and invest in strategies to be successful, we will help them progressively improve and maintain their improvement on the state performance frameworks.

Key Initiative 4: More Options. Expand high school options to ensure all students area ready for college and/or living-wage jobs.
Students who graduate and work in Colorado need in-demand skills that meet business, industry and higher education standards. By 2020, three out of four jobs in Colorado will require education or training beyond high school. That adds up to three million jobs. By increasing options for high school students and fostering expansion of successful high school models, we can ensure that at least 66 percent of the class of 2022 go on to earn a postsecondary credential, certificate or degree within five years. When we achieve this goal, we will fuel Colorado's economy with educated students who are prepared for a college education, good paying job or military service.

Key Initiative 5: Educators Matter. Develop a strong pipeline of high-quality teachers and principals and provide deeper support for school and district leaders
Research shows that teachers have a bigger impact on student performance than any other school-based factor. And the number one reason teachers leave is lack of support by a high-quality principal. We can learn from the workforce development approaches of public and private industries that focus on growing talent in a strategic and intentional

way by recruiting, developing and supporting their workforce. By developing, deploying and supporting talent management and human capital development strategies for districts and schools, we can ensure that every classroom has an effective educator and all students are prepared for college, career and life.

Operational Measures

Strong Foundations: Support high quality early learning and literacy for all students.

Strategic Activities: Promote and develop high-quality, evidence-based early learning and literacy strategies; expand professional training and ongoing development of preschool through third-grade educators; strengthen partnerships with state and local agencies, communities, and libraries to support early learning and literacy in preschool through third grade.

Measure	FY15 Actual	FY16 Actual	FY17 Actual	FY18 Actual	Q1 FY19	Q2 FY19	Q3 FY19	Q4 FY19	1-Year Goal
Students identified with SRD in kindergarten or first grade, who are no longer identified by third grade	N/A	N/A	60.5%	59.7%	N/A (Data reported annually on a lag)	N/A (Data reported annually on a lag)	N/A (Data reported annually on a lag)	N/A (Data reported annually on a lag)	2% point annual decrease

*These data represent the percentage of students no longer identified with an SRD in third grade when previously identified with an SRD at some time during their K-1 experience. Due to the nature of this analysis, students were required to have data at every time point for the specific cohort. Data are also reported annually on a lag, so FY 2019 data will be available in the fall of 2019.

All Means All: Expand access and opportunity for historically underserved students.

Strategic Activities: Establish a Strategic Equity Team within CDE to align data, projects, systems, practices, and programs to facilitate closing the opportunity and achievement gaps; identify and engage external partners that will work collaboratively with CDE and districts to address issues of equity, access, and opportunity.

Measure	FY15 Actual	FY16 Actual	FY17 Actual	FY18 Actual	Q1 FY19	Q2 FY19	Q3 FY19	Q4 FY19	1-Year Goal
Dropout rate for minority students (non-white students)	3.6% (represents 7,127 dropouts	3.3% (represents 6,859 dropouts	3.2% (represents 6,748 dropout)	3.1% (represents 6,743 dropouts	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	3.0%
Dropout rate for students in foster care	6.8% (represents 239 dropouts)	9.3% (represents 372 dropouts)	8.4% (represents 284 dropouts)	8.6% (represents 355 dropouts)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	7.0%

*Data are aligned to End of Year data reporting cycle. FY19 Actual data reflect outcomes from the 2018-19 school year, which will be finalized in January 2020.

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<u>Quality Schools</u>: **Prioritize and maximize support for schools and districts identified for academic improvements.**
<u>Strategic Activities</u>: **Strategically allocate both human and financial resources to maximize impact for schools and districts needing improvement; leverage expertise and resources in support of schools and districts in the areas of leadership, talent, culture, instruction, services for English learners and students with disabilities, dropout prevention and wrap-around service models; develop and promote a single menu of all CDE supports and interventions for districts and schools needing improvement; evaluate the effectiveness of support for districts and schools and make adjustments needed to increase students' academic performance.**

Measure	FY15 Actual	FY16 Actual	FY17 Actual	FY18 Actual	Q1 FY19	Q2 FY19	Q3 FY19	Q4 FY19	1-Year Goal
Percent of districts with eligible schools that apply for support and/or funding through the new single application.	N/A	N/A	N/A	51%	N/A	58%	N/A	N/A	80%
Percent Priority Improvement or Turnaround schools that improved enough to earn an Improvement or Performance rating in the subsequent year.*	N/A (statutory accountability hold-no new data)	55.3%	54.7%	57.7%	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	60%

*Data are aligned to the School and District Performance Framework year reporting cycle and exclude schools that received insufficient state data or closed. FY19 Actual data reflect outcomes from the 2019 Performance Frameworks, which will be released in the fall of 2019 and approved in December 2019.

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<u>More Options</u>: **Expand high school options to ensure all students area ready for college and/or living-wage jobs.**

<u>Strategic Activities</u>: **Increase awareness and availability of public school choice options designed to support students who are at risk of not graduating; help districts implement rigorous and useful Graduation Guidelines; foster expansion of innovative models and promising practices that are making a difference; promote Individual Career and Academic Plans as a tool to help students complete high school and plan for their futures; engage community partners as an effective resource for getting students to the finish line and planning for their futures.**

Measure	FY15 Actual	FY16 Actual	FY17 Actual	FY18 Actual	Q1 FY19	Q2 FY19	Q3 FY19	Q4 FY19	1-Year Goal
Percent of students obtaining a high school credential within six years.	86.0%	87.1%	87.5%	88.0%	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	88.25%
Percent of students that earn a postsecondary credential, degree, or certificate after high school.*	53.5% (Class of 2011)	56.2% (Class of 2012)	Available February 2020	Available February 2021	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	57%
Percent of students earning college credit in high school.**	28%	31%	32%	35%	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	N/A (Data are reported annually on a lag)	40%

*Data do not include industry credentials.

**Data are collected annually in the following spring. FY 2019 data will become available in March of 2020.

<u>Educators Matter</u>: **Develop a strong pipeline of high-quality teachers and principals and provide deeper support for school and district leaders.**

<u>Strategic Activities</u>: **Work in partnership to support high-quality educator preparation programs; improve support to future and current educators and expand educator pipelines; deepen our support for principals as they work to hire, develop, and retain high-quality teachers to provide the highest outcomes for students.**

Measure	FY15 Actual	FY16 Actual	FY17 Actual	FY18 Actual	Q1 FY19	Q2 FY19	Q3 FY19	Q4 FY19	1-Year Goal
Increase in initial educator licenses issued by CDE.	6,997	7,578	7,193	6,722	2,129	1,048	1,362	1,986	7,052

*Data reflect teacher, specialized service professional, and alternative initial teacher licenses.

Organizational Excellence:

By committing to excellence in our core programs and functions, we can support each of our key initiatives and ultimately accomplish our goals. Several teams within the department are responsible for essential programmatic and operational functions that allow the department to achieve our broader goals. These teams include School Finance, Human Resources, Accountability and Improvement, Standards and Assessments, Educator Talent, Communications and Information Management Services.

Measure	FY15 Actual	FY16 Actual	FY17 Actual	FY18 Actual	Q1 FY19	Q2 FY19	Q3 FY19	Q4 FY19	1-Year Goal
Percent of error-free grant distributions by line item, per cycle	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%	100%	100%
Percent of assessments fully developed and available for administration on the scheduled assessment date	100%	100%	100%	100%	N/A (testing occurs in Q4)	N/A (testing occurs in Q4)	N/A (testing occurs in Q4)	100%	100%
Percent of district and school performance frameworks produced error-free*	100%	100%	100%	100%	N/A (data collected annually on a lag)	N/A (data collected annually on a lag)	N/A (data collected annually on a lag)	N/A (data collected annually on a lag)	100%
Average licensure cycle time – from receipt of a completed application and cleared fingerprint report to a PDF license sent via email (in days)	14	40.75	17.33	13.38	24.3	7.0	6.78	5.33	10.0
Staff compliance (full-time CDE employees) with annual cyber security training**	100%	100%	100%	100%	N/A (data collected annually on a lag)	N/A (data collected annually on a lag)	N/A (data collected annually on a lag)	N/A (data collected annually on a lag)	100%

*Data are aligned to the School and District Performance Framework year reporting cycle. FY19 Actual data reflect outcomes from the 2019 Performance Frameworks, which will be released in the fall of 2019 and approved in December 2019.

**Data reflect full and part-time regular staff.