



Department of Education FY2018 Annual Performance Evaluation (October 2018)

Strategic Policy Initiatives

The Department of Education has identified several strategic policy initiatives for FY 2017-18 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 October 2018.

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. *The percent of third-grade students identified as having a significant reading deficiency remained stable in FY 2018.*

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. *The 2018 dropout rates for minority and foster care students will be available in January 2019.*

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. *Final data on school and district performance will be available in December 2018.*

Key Initiative 4: More Options. Expand high school options to ensure all students are 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. *New graduation and credential data will be available in January.*

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



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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. *Initial educator licenses decreased by 471 in 2018.*

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	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	Q1 FY18	Q2 FY18	Q3 FY18	Q4 FY18	FY 2018 Actual	1-Year Goal
Reduction in the percent third-grade students who are identified as having a significant reading deficiency.	17.4%	16.1%	17.2%	18.2%	N/A (Data only collected in Q4)	N/A (Data only collected in Q4)	N/A (Data only collected in Q4)	18.2%*	18.2%	17.5%

*These data are preliminary and may change with further data validation.

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	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	Q1 FY18	Q2 FY18	Q3 FY18	Q4 FY18	FY18 Actual	1-Year Goal
Dropout rate for minority students	3.5% (represents 6,659 dropouts)	3.6% (represents 7,127 dropouts)	3.3% (represents 6,859 dropouts)	3.2% (represents 6,748 dropout)	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)	N/A – (Data are reported annually on a lag)	3.2%
Dropout rate for students in foster care	5.4% (represents 185 dropouts)	6.8% (represents 239 dropouts)	9.3% (represents 372 dropouts)	8.4% (represents 284 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)	N/A – (Data are reported annually on a lag)	6.8%

*Data are aligned to End of Year data reporting cycle. For example, FY17 Actual data reflect outcomes from the 2016-17 school year, which were finalized in January 2018.



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Quality Schools: Prioritize and maximize support for schools and districts identified for academic improvements.

Strategic Activities: 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	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	Q1 FY18	Q2 FY18	Q3 FY18	Q4 FY18	FY18 Actual	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	N/A	N/A	51% (Data are reported annually when applications are due in Q2)	N/A	N/A	51%	60%
Percent Priority Improvement or Turnaround schools that improved enough to earn an Improvement or Performance rating in the subsequent year.*	38.9%	N/A (statutory accountability hold-no new data)	55.3%	54.7%	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)	N/A (Data are reported annually on a lag)	60.0%

*Data are aligned to the School and District Performance Framework year reporting cycle. For example, FY17 Actual data reflect outcomes from the 2017 Performance Frameworks, which were released in the fall of 2017 and approved in December 2017.

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

Strategic Activities: 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	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	Q1 FY18	Q2 FY18	Q3 FY18	Q4 FY18	FY18 Actual	1-Year Goal
Percent of students obtaining a high school credential within six years.	87%	87.5%	Available January 2019	Available January 2020	Available January 2021	Available January 2021	Available January 2021	Available January 2021	Available January 2021	90%
Percent of students that earn a postsecondary credential, degree, or certificate after high school.*	53% (Class of 2010)	53.5% (Class of 2011)	Available January 2019	Available January 2020	Available January 2021	Available January 2021	Available January 2021	Available January 2021	Available January 2021	58%
Percent of students earning college credit in high school.**	25%	28%	31%	32%	N/A	N/A	N/A	N/A	N/A	44%

*Data do not include industry credentials.

**Data are collected annually in the following Spring. For example, FY 2017 data became available in March of 2018.



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

Strategic Activities: 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	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	Q1 FY18	Q2 FY18	Q3 FY18	Q4 FY18	FY18 Actual	1-Year Goal
Increase in initial educator licenses issued by CDE.	7,412	6,997	7,578	7,193	2,240	953	1,361	2,168	6,722	7,516

*Data reflect teacher, specialized service professional, and alternative initial teacher licenses. FY 2018 quarterly figures have been updated based on final licensure data.

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	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	Q1 FY18	Q2 FY18	Q3 FY18	Q4 FY18	FY18 Actual	1-Year Goal
Percent of error-free grant distributions by line item, per cycle	99.8%	99.9%	99.9%	99.9%	100%	100%	99.9%	99.9%	99.9%	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%	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)	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	21	14	40.75	17.33	18.77	6.89	8.60	9.85	24.3	10.00
Staff compliance (full-time CDE employees) with annual cyber security training	N/A	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)	Data will be available in Q2 of FY 2019	100%

*Data are aligned to the School and District Performance Framework year reporting cycle. For example, FY17 Actual data reflect outcomes from the 2017 Performance Frameworks, which were released in the fall of 2017 and approved in December 2017.