Strategic Policy Initiatives

The Department of Education has identified several strategic policy initiatives for FY 2021-22 and beyond. For this performance evaluation, the Department has updated progress on the initiatives identified in the FY2021 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 1, 2022. 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 make the shift from learning how to read to using reading skills to master more complex subjects. 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. *44.9% of students identified with a significant reading deficiency (SRD) in kindergarten or first grade were still identified in third grade in FY2022, a 22.9 percentage point decrease from FY2021.*

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, highly mobile families, racial minority groups, English Learners and students with disabilities — continue to fall short of their academic potential and are missing the skills and knowledge they need to succeed in today's economy and thrive in our communities. 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. *58% of state-reported suspensions and expulsions involved underserved students in FY2022, an 11 percentage point increase from FY2021, but consistent with pre-pandemic levels.*

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 systems all have different needs based on the context of their communities. By working with each district and school to understand their needs and invest in evidence-based strategies to be successful, we will help them progressively improve and maintain their academic performance. *The percent of districts with eligible schools that applied for support and/or funding through the new single application (EASI) decreased from 64% in FY 2021 to 44% in FY 2022. This decrease is mostly because there were fewer districts in the cohort that had not yet applied for funds.*

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. Three out of four jobs in Colorado (three million jobs currently) require education or training beyond high school. 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 will 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, a good paying job or military service. *In FY 2021, 89.0% (up slightly from 88.8%) of students obtained a high school credential within six years, and 48% (up from 39.5%) of students earned college credit in high school (data are lagged one year). FY 2022 data on postsecondary credentials, degrees, and certificates will be available in February 2025.*

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. _In FY 2022, CDE issued 5,958 initial licenses, representing a 22% increase over the prior year, but not yet back to the peak in FY 2019 of 6,995._

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; strengthen partnerships with CDHS and other state and local agencies, communities and libraries to support early learning and literacy in preschool through third grade; support districts in implementing full-day kindergarten programs.**

Measure	FY18 Actual	FY19 Actual	FY20 Actual	FY21 Actual	Q1 FY22	Q2 FY22	Q3 FY22	Q4 FY22	FY22 Actual	1-Year Goal
Students identified with SRD in kindergarten or first grade and are still identified in 3rd grade.*	59.8%	60.7%	N/A	67.8%	Data reported annually	Data reported annually	Data reported annually	Data reported annually	44.9%	2% point annual decrease
State-funded programs rated as high quality by Colorado Shines Quality Rating Improvement System	N/A	50%	49%	62.5%	Data reported annually	Data reported annually	Data reported annually	Data reported annually	59.51%	60%
Third grade students meeting or exceeding expectations on the CMAS assessment in English Language Arts**	40.4%	41.3%	N/A	39.1%	Data reported annually	Data reported annually	Data reported annually	Data reported annually	40.7%	50% by 2022

*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-2 experience. Due to the nature of this analysis, students were required to have data at every time point for the specific cohort. FY20 data are not available as the READ Act data collection was suspended in Spring 2020 due to the suspension of in-person instruction. FY21 data reflect students who were still identified in FY20-21 and spent most of their 2nd grade year potentially in remote learning settings.
**Due to the suspension of in-person instruction in Spring 2020, CMAS assessments were not administered in FY20.

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

Strategic Activities: **Develop the capacity to expand access, opportunities and a sense of belonging for students to close equity gaps; expand engagement with districts and other external partners to address issues of equity, access, and opportunity through our grant programs; support school and district efforts to develop school climates that create a sense of belonging; implement and evaluate the impact of department programs that deploy resources and supports aimed at increasing equity for different disaggregated groups of historically underserved students.**

Measure	FY18 Actual	FY19 Actual	FY20 Actual	FY 21 Actual	Q1 FY22	Q2 FY22	Q3 FY22	Q4 FY22	FY 22 Actual	1-Year Goal
State-reported suspensions and expulsions involving underserved students (unduplicated count)	57% (47% of population)	58% (47% of population)	58% (47% of population)	49% (48% of population)	Data reported annually	Data reported annually	Data reported annually	Data reported annually	58% (48% of population)	58%

Underserved students who complete an AP course or obtain college credit while still in high school	40,000	45,000	45,000	39,000	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	40,000

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; 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 outcomes.

Measure	FY17 Actual	FY18 Actual	FY19 Actual	FY20 Actual	FY21 Actual	Q1 FY22	Q2 FY22	Q3 FY22	Q4 FY22	FY22 Actual	1-Year Goal
Percent of districts with eligible schools that apply for support and/or funding through the new single application.*	N/A	51%	58%	54%	64%	Data reported annually in Q3)	Data reported annually in Q3)	34%	Data reported annually in Q3	34%	80% by 2022
Number of 2017 Priority Improvement or Turnaround schools (169 total) that improved enough to earn and sustained an Improvement or Performance rating.**	N/A	98	109	N/A	N/A	N/A	N/A	N/A	N/A	Not available until Dec. 2022	136 by 2022

*The percentage of districts applying each year is not cumulative as funding is available and awarded on a cohort basis. The FY22 data do not reflect the total number of districts receiving support. Those data reflect districts in the 5th cohort who were eligible and had not applied for/received funding in the previous two years of their eligibility cohort.

**Data are aligned to the School and District Performance Framework year reporting cycle and exclude schools that received insufficient state data or closed. FY22 actual data reflect outcomes from the 2022 Performance Frameworks, which will be released in the fall of 2022 and approved in December 2022. Due to the suspension of in-person instruction in the Spring of 2020, the state's accountability system was paused for 2020 and 2021.

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

Strategic Activities: Help school districts implement rigorous and useful Graduation Guidelines to expand options to support student engagement; foster expansion of innovative models and promising practices that are making a difference; promote Individual Career and Academic Planning (ICAP) as a tool to help students complete high school, gain work experience and plan for their futures; engage community partners as an effective resource for getting students planning and ready for their futures.

Measure	FY18 Actual	FY19 Actual	FY20 Actual	FY21 Actual	Q1 FY22	Q2 FY22	Q3 FY22	Q4 FY22	FY22 Actual	1-Year Goal
Percent of students obtaining a high school credential within six years.	88.25%	88.3%	88.8%	89.0%	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	90% by 2022
Percent of students that earn a postsecondary credential, degree, or certificate after high school.*	56.6% (Class of 2014)	58.9% (Class of 2015)	Available February 2023	Available February 2024	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	60.3%
Percent of students earning college credit in high school.**	35%	38%	39.5%	48%	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	50%

| Number of school districts offering at least three pathways or options for students | 150 | 172 | 172 | 172 | Data reported annually on a lag | Data reported annually on a lag | Data reported annually on a lag | Data reported annually on a lag | Data reported annually on a lag | 178 by 2022 |

*Data do not include industry credentials.

**Data are collected annually in the following spring. FY 2022 data will become available in March of 2023.

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	FY18 Actual	FY19 Actual	FY20 Actual	FY21 Actual	Q1 FY22	Q2 FY22	Q3 FY22	Q4 FY22	FY22 Actual	1-Year Goal
Increase in initial educator licenses issued by CDE.*	6,722	6,995	6,341	4,620**	1,714	771	2,332	1,141	5,958	4% increase from FY19 (7,275)
Decrease in statewide teacher turnover rate.	15.99%	16.39%	15.78%	17.10%	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	Data reported annually on a lag	15.50% in 2022

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

**Data are lower due to validation issues and the transition to the new e-Licensing system.

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	FY18 Actual	FY19 Actual	FY20 Actual	FY21 Actual	Q1 FY22	Q2 FY22	Q3 FY22	Q4 FY22	FY22 Actual	1-Year Goal
Percent of error-free grant distributions by line item, per cycle	99.9%	99.9%	100%	99.9%	100%	99.8%	100%	99.8%	99.9%	100%
Percent of district and school performance frameworks produced error-free*	100%	100%	N/A	N/A	N/A	N/A	N/A	N/A	Data available in Dec.	100%
Average licensure cycle time — from receipt of a completed application and cleared fingerprint report to a PDF license sent via email (in days)	13.38	12.23	7.72	26.5***	49	14	7	7	19	10.0
Staff compliance (full-time CDE employees) with annual cyber security training**	100%	100%	100%	100%	Data collected annually	Data collected annually	Data collected annually	Data collected annually	100%	100%

*Data are aligned to the School and District Performance Framework year reporting cycle. FY22 Actual data reflect outcomes from the 2022 Performance Frameworks, which will not be released until the fall of 2022 and approved in December 2022. Due to the suspension of in-person instruction in the Spring of 2020, the state's accountability system was paused for 2020 and 2021.

**Data reflect all full and part-time staff working in CDE systems and are reported for the fiscal year.

***Data are significantly higher due to the transition to the new e-Licensing system.