

# STRATEGIC PLAN

2017-2022



# Our Vision

All students graduate ready for college and careers, and prepared to be productive citizens of Colorado.

# Our Mission

Ensuring equity and opportunity for every student, every step of the way.

# Our Values

ALL STUDENTS

COLLABORATION

COMMUNICATION

CUSTOMER SERVICE

HONESTY

INNOVATION

INTEGRITY

RESPECT

TRANSPARENCY

TRUST



## CONTENT

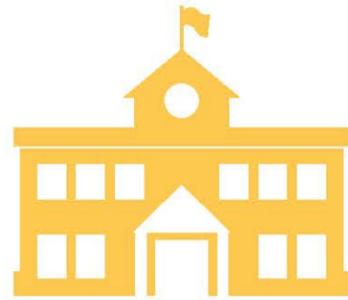
- Goals . . . . . 2
- Key Initiatives Overview . . . . . 3
- Strong Foundations . . . . . 4
- All Means All . . . . . 6
- Quality Schools . . . . . 8
- More Options . . . . . 10
- Educators Matter . . . . . 12
- Organizational Excellence . . . . . 14

# GOALS BY 2022



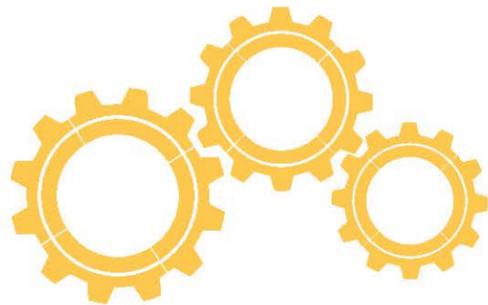
50%

of third graders will meet or exceed expectations in English language arts.



80%

of schools needing support and academic improvement will raise and maintain their performance.



66%

of students will earn a postsecondary credential, degree or certificate after high school.



20%

more historically underserved students will achieve academic expectations.

# KEY INITIATIVES



Support High Quality Early Learning and Literacy for All Students



Expand Access and Opportunity for Historically Underserved Students



Prioritize and Maximize Support for Schools and Districts Identified for Academic Improvements



Expand High School Options to Ensure All Students are Ready for College and/or Living-Wage Jobs



Develop a Strong Pipeline of High-Quality Teachers and Principals and Provide Deeper Support for School and District Leaders

## Guiding Principles

- Equity and Access for All Students
- Flexibility, Choice and Innovation
- Continuous Improvement of systems and structures
- Collaboration and Partnership



## ORGANIZATIONAL EXCELLENCE

Underpinning our success with each of our key initiatives will be our commitment to excellence with each of our core programs and operations. By holding ourselves to the highest degree of excellence in customer service and performance, we will effectively implement our key initiatives and accomplish our goals.



## 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.

### Strategic Activities

#### We will promote and develop high-quality, evidence-based early learning and literacy strategies.

- Support effective instruction and intervention for all students by providing research-based resources and training
- Increase quality preschool programming
- Coordinate CDE's improvement planning for preschool through third-grade programming and services
- Maximize and align local, state and federal funds to increase effectiveness and value

#### We will strengthen partnerships with state and local agencies, communities and libraries to support early learning and literacy in preschool through third grade.

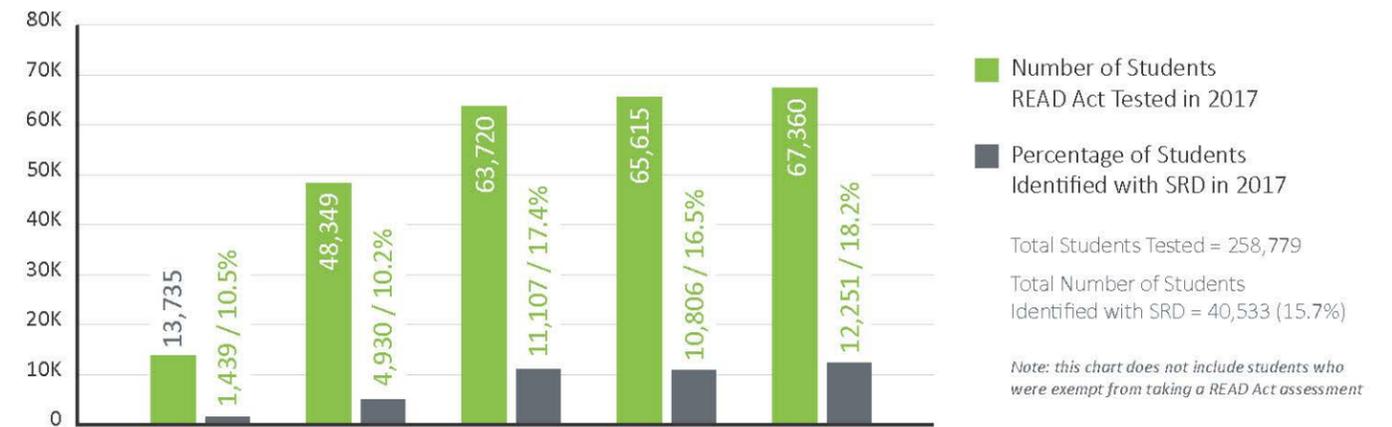
- Engage and maximize Family, School and Community Partnering program toward early literacy goals
- Partner with community and state resources to ensure needs are met among special populations, including students with disabilities, English learners, students who qualify for free and reduced lunch, migrant students and others

#### We will expand professional training and ongoing development of our preschool through third-grade educators.

- Support, provide and fund evidence-based, ongoing professional development
- Align higher education programming with teacher competencies and professional learning in schools and districts

## Prevalence of Significant Reading Deficiencies (SRD) in Colorado

Comparison of students identified as having an SRD by grade level as reported in the 2017 READ collection



What seems like the most basic step in a child's education – the ability to read – is actually the foundation of a child's success. Therefore, a student who struggles to read must have every opportunity to strengthen and gain essential skills in reading before entering fourth grade to better ensure a successful future.

### What Progress Looks Like in 2022

- 3% annual reduction in the number of kindergarten through third-grade students who are identified as having a Significant Reading Deficiency
- 10% increase annually in the number of early childhood settings rated as high quality by Colorado Shines Quality Rating Improvement System
- 3% increase annually in the number of students who are proficient in at least five of six areas measured by the Kindergarten Entry Assessment
- 3% increase annually in the number of 4-year-olds in the Colorado Preschool Program who meet expectations for literacy and math as measured by Results Matter assessments.
- 5% increase annually in number of children completing summer learning programs in public libraries as measured by end of session reports to the State Library
- 50% of all third grade students will meet or exceed expectations on the CMAS assessment in English Language Arts.



## 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 middle-class 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.

### Strategic Activities

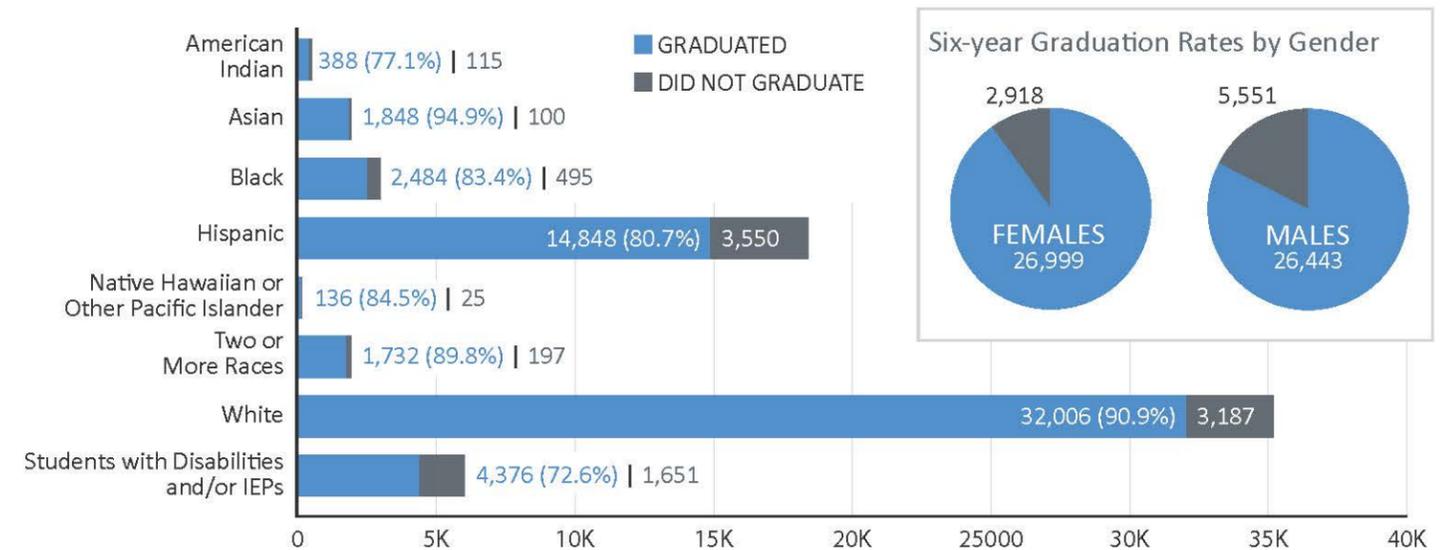
**We will establish a Strategic Equity Team within CDE to align data, projects, systems, practices and programs to facilitate closing the opportunity and achievement gaps across Colorado.**

- Develop an Internal Opportunity Plan to increase CDE staff’s understanding of and expertise in addressing equity by closing opportunity gaps
- Inform and engage the larger community about CDE’s Opportunity Plan
- Foster and incubate the development of community-based approaches for delivering services that will decrease opportunity gaps

**We will identify and engage external partners that will work collaboratively with CDE and districts to address issues of equity, access and opportunity.**

- Collaborate with key stakeholders to host, organize and execute special events, joint ventures and activities that increase awareness and promote action around reducing opportunity and achievement gaps throughout the state
- Help establish community-wide practices that address issues of equity in educational settings as well as other arenas that impact the experiences of all learners
- Establish a pilot program in two designated Colorado communities with local and state agencies, non-profits, libraries and other partners to align efforts to reduce the pervasive influence that systemic inequalities have on student outcomes

## Six-Year Graduation Rates for 2016-17



Although the graduation gap between minority students and white students has narrowed for six consecutive years, a startling disparity continues to exist. Similarly large and pervasive gaps can also be seen through state assessment scores for third through 11th-grade students. Despite focused efforts in the education community to improve outcomes for underserved students, the impact of poverty is still too prevalent. Working in partnership with communities and other state agencies may be the best bet for reducing the impact of poverty on student achievement.

### What Progress Looks Like in 2022

- 25% decrease in state-reported exclusionary disciplinary actions involving underserved students
- 35% of students with IEPs who spend the majority of their time in general education settings will show high growth on the state assessment
- 50% of underserved students will complete an AP course or obtain college credit while still in high school
- 10% decrease in the dropout rate for minority students and 50% decrease for students in foster care



## Prioritize and Maximize Support for Schools and Districts with Struggling Students

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 strategies to be successful, we will help them progressively improve and maintain their improvement on the state performance frameworks.

### Strategic Activities

**We will strategically allocate both human and financial resources to maximize impact for schools and districts needing improvement.**

- Continue to develop and implement the CDE Support Coordinator role, with one staff member assigned to individual districts to help streamline resources and supports from the department
- Continue to review CDE’s resources to determine how best to leverage existing resources and grants on behalf of identified schools and districts

**We will work across CDE to leverage our expertise and resources in support of schools and districts in the areas of leadership, talent, culture, instruction, including early literacy, services for English learners and students with disabilities, dropout prevention and wrap-around service models.**

- Develop processes and protocols for cross-department teams to coordinate support and increase coherence on behalf of districts through the Support Coordinator role.
- Deploy CDE cross-unit teams to schools and districts based on their articulated needs and focus areas
- Provide direct supports through initiatives such as the Turnaround Network and Connect for Success
- Help districts access and coordinate resources to meet the needs of their students

**We will develop and promote a single menu of all CDE supports and interventions for schools and districts needing improvement.**

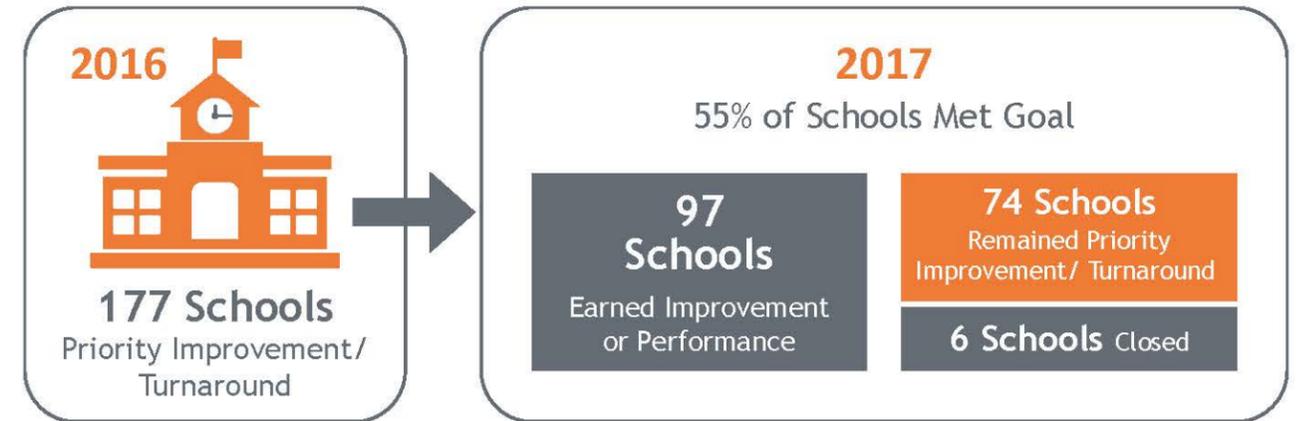
- Expand the “menu” of options of the support and services available through CDE based on identified needs in the state
- Continue to build and refine the single application (EASI) for districts to match unique local needs with state and federal resources and decrease the administrative burden on districts
- Continue to develop criteria around matching needs with supports



**We will evaluate the effectiveness of our support for schools and districts and make adjustments needed to increase students’ academic outcomes.**

- Research potential partners and opportunities for evaluation support to get a deeper understanding of the impact of different support strategies
- Monitor the impact of each support on student outcomes, as measured through the School Performance Frameworks
- Use evaluation results to drive the strategic allocation of school improvement resources

## 2016-2017 Schools Moving off of Priority Improvement or Turnaround



Each of the 170 schools in the Priority Improvement and Turnaround categories, the lowest two categories in the state’s accountability system, have different challenges to overcome to increase their students’ academic performance. Through grants and support programs, individual schools identified have made progress since 2010. Additional focus and clarity around support available for schools currently identified will increase the academic performance for 78,715 students.

### What Progress Looks Like in 2022

- 80% of the 170 schools with the lowest two ratings (Priority Improvement or Turnaround) on the state’s accountability system in 2017 will improve to earn a satisfactory rating or higher rating (Improvement or Performance) and will sustain that rating for at least three years
- 80% of districts with eligible schools will apply for support and/or funding through the new single application
- 100% of improvement plans for identified schools and districts will meet state planning expectations and identify evidence-based strategies after working with CDE



The Governor’s Office is committed to providing excellent customer service to all Coloradans. Each agency in the State of Colorado has set a goal in their FY19 performance plans aimed at improving the customer experience. To learn more about this effort, please visit <https://www.colorado.gov/performance/customer>.



## 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.

### Strategic Activities

**We will increase awareness and availability of public school choice options designed to support students who are at risk of not graduating.**

- Expand options for more Colorado students to attain a high school credential

**We will help school districts implement rigorous and useful Graduation Guidelines.**

- Support community implementation strategies and expansion of options, such as apprenticeships and industry credentials

**We will foster expansion of innovative models and promising practices that are making a difference.**

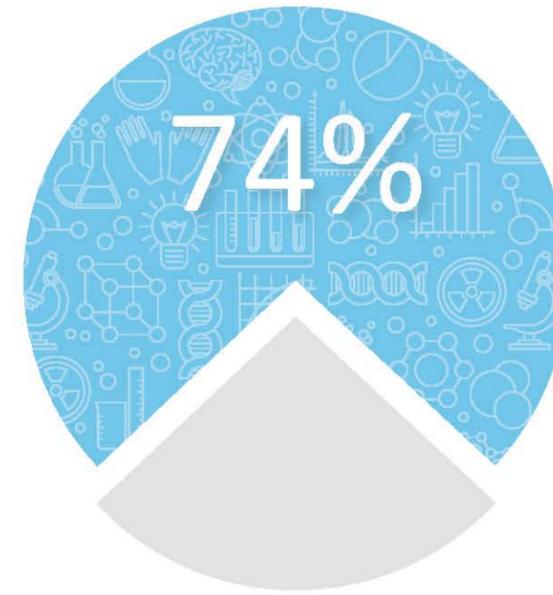
- Identify noteworthy gains in high school completion as well as college- and workforce-readiness outcomes for students
- Bring innovative practices to scale for the benefit of more students statewide through professional development and consultations

**We will promote Individual Career and Academic Plans (ICAP) as a tool to help students complete high school and plan for their futures.**

- Leverage the ICAP process to increase students’ awareness of seamless pathways and opportunities beyond high school
- Equip all educators to have meaningful career conversations with students

**We will engage community partners as an effective resource for getting students to the finish line and planning for their futures.**

- Expand work-based learning opportunities to help students prepare for living-wage, in-demand jobs
- Assist educators in building effective partnerships with business, based on existing infrastructures
- Collaborate with other state agencies, libraries, area workforce development boards and community partners to meet students’ needs, including participating in Two-Generation programs that meet the workforce training needs of students and their caregivers simultaneously



In 2020, 74% of all jobs in Colorado  
**3 MILLION JOBS**  
 WILL REQUIRE  
**EDUCATION BEYOND HIGH SCHOOL**

There are many pathways to a successful career, with colleges and employers both demanding the same knowledge and skills from their incoming students and workers. Apprenticeships, internships and concurrent enrollment classes are examples of ways to earn college credit or obtain a postsecondary credential while still in high school. These programs bridge the gap between education and career, increase the relevancy of high school and open a wide variety of options after high school, including meaningful careers and college.

### What Progress Looks Like in 2022

- 90% of all students will complete a high school credential within six years
- 95% of all students will be making progress toward a high school credential
- 100% increase in the number of high school students attaining an industry credential by 2022
- 100% of school districts will have at least three pathways or options for students by 2022
- 50% of all students will earn college credit in high school



## 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.

## Strategic Activities

### We will work in partnership to create high-quality educator preparation programs.

- Conduct a strategic analysis of educator preparation program rules, support and business practices involving educators in hard-to-fill content areas
- Complete necessary improvements in rules and support for educator preparation programs and the CDE licensing unit

### We will improve support to future and current educators and expand quality educator pipelines.

- Align the CDE Educator Talent division to focus on educator recruitment, development and career counseling within districts, communities, businesses and educator preparation entities
- Reposition licensing evaluators and call center representatives to improve customer service to educators through one-on-one licensing consultations and more proactive outreach

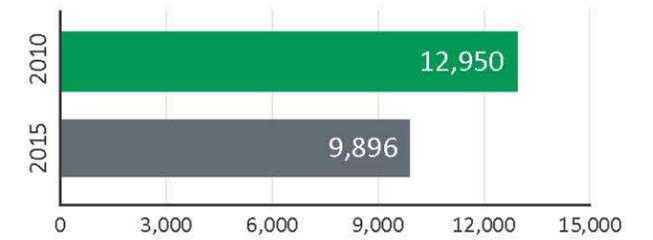
### We will deepen our support for principals as they work to hire, develop and retain high-quality teachers to provide the highest outcomes for students.

- Facilitate collaboration with teacher-leaders, principals and principal-managers to focus on support for teachers, solutions for school improvement and professional development for principals
- Support principals' efforts to support their workforce through implementation of educator effectiveness laws and human capital strategic systems

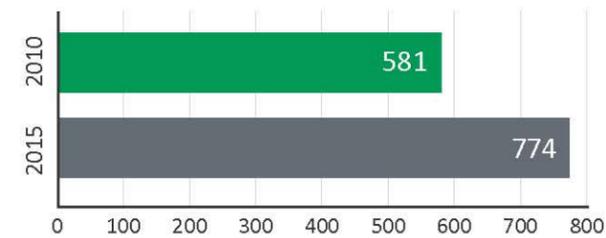
Number of individuals who completed an educator preparation program at an institute of higher education in Colorado



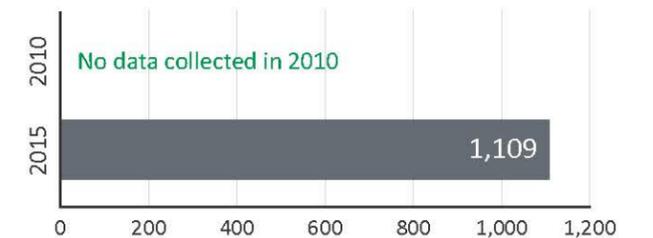
Number of individuals who enrolled in an institute of higher education, educator preparation program in Colorado



Number of individuals who completed an alternative licensing program in Colorado



Number of individuals who enrolled in an alternative licensing program in Colorado



Colorado has approximately 3,000 to 3,500 annual openings across districts; normally, these positions are filled by teachers changing districts and students graduating from educator preparation programs at colleges and universities or professionals who have completed an alternative license program. With the 22.7 percent decline in individuals completing an educator preparation program in Colorado since 2015, some of these open positions – especially in rural areas – end up going completely unfilled during the year.

## What Progress Looks Like in 2022

- 18% increase in initial educator licenses, including:
  - 6% increase in diverse educators
  - 15% increase in educators endorsed in high-need content areas
- 2% decrease in the turnover rate of teachers statewide



## 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.

## Key Services

### Distribute Funding to School Districts

Districts rely on CDE to allocate funds as part of its implementation of the School Finance Act and various other state and federal programs. Because district budgets depend on these funds, it is imperative these allocations are made with accuracy and efficiency. As such, the distribution of funding to school districts is a foundational function of CDE and helps to ensure that the department can achieve its key initiatives and broader goals.

#### Strategic Operation

We will accurately and efficiently distribute state and federal funds to Colorado districts.

#### Metric

- 100% of the distributions by line item, per cycle will be error-free by 2022. This metric reflects over 4,000 payments made each quarter.

### Recruit and Retain Quality Employees

Human Resources is a strategic partner within CDE that works to develop, implement and support programs and processes that add value for CDE employees. The services and supports provided by HR are designed to optimize employee empowerment, mutual trust, growth, learning, retention, diversity and accountability and create an overall great place to work! To recruit and retain quality employees, HR must provide appropriate systems and structures, talent engagement, talent lifecycle management, and support and growth for CDE employees. In turn, this will enable quality customer service and support for school districts.

#### Strategic Operation

We will connect CDE employees and our work to CDE's values, creating a mission driven and values based culture.

#### Metrics

- CDE will monitor and measure both retention and turnover rates
- CDE will reduce the unfavorable turnover rate by 5% annually, with high-performer retention rate to be achieved and sustained at 90% or more

## Successfully Administer State Assessments to Measure Mastery of Colorado Academic Standards

The Standards and Instructional Supports team helps districts implement the Colorado Academic Standards for preschool through 12th grade. Colorado's state assessments provide critical data and feedback to determine whether educational goals are being met. CDE is responsible for administering these assessments and any subsequent changes approved by the legislature and State Board of Education.

#### Strategic Operation

We will successfully administer the Colorado Measures of Academic Success (CMAS) and the SAT suite of assessments to Colorado students in a timely manner.

- Implement a new assessment contract required by state law due to the expiration of the state's science and social studies assessment contract in 2018
- Implement assessments for math and English Language Arts (ELA) that result in reduced operational testing time for students and turnaround of individual student results within 30 days of receipt of all assessments at the direction of the State Board of Education
- Review all of the CMAS assessments following the adoption of the revised standards in summer 2018

#### Metric

- 100% of state assessments will be fully developed and available for administration on the scheduled assessment date

## Create and Disseminate Academic Performance Reports

CDE serves a unique role securely collecting, storing and publicly reporting key education data. While most of these data are already currently reported publicly, making the reporting more accessible and transparent for the public, while ensuring data privacy is upheld, is a priority. In the last few years, CDE has focused on creating and disseminating academic performance reports, including the growth summary reports and the school and district performance framework reports, which are fundamental components of providing public transparency around academic outcomes and identification of schools and districts most in need of support. These existing reports are more appropriate for school and district staff than the general public. Moving forward, CDE intends to expand this goal to include the design, development and production of public friendly reporting that could include demographics, assessment, accountability and post-secondary workforce readiness data.

#### Strategic Operations

CDE will provide meaningful performance data to schools, districts and the public.

- Publicly provide accurate and timely school and district performance frameworks
- Publicly provide accurate and timely student growth reports
- Design, develop and/or make available the reporting system intended for the general public

#### Metrics

- 100% of district and school performance frameworks will be produced error-free annually
- 100% of student growth reports will be produced error-free annually
- Obtain leadership approval on cross department project charter for designing, developing and producing public friendly school and district performance data reporting-end of FY19
- Execute charter, through project planning, risk management, budget management and stakeholder management. Intermediate and final deadlines to be determined once project plan is agreed to, post charter
- New/improved public reporting system will be made available as of 2021

## Key Services Cont.

### Efficiently Process Educator License Applications

The Educator Talent Unit is responsible for the regulation, support, and development of educator quality and talent, including activities related to educator licensure. For the department to meet its key initiatives and broader goals, Colorado must have a strong pool of qualified, licensed professional educators to work in our schools and support student achievement. The licensing process must be efficient to make sure these educators are available to schools in a timely manner. With this in mind, the Educator Talent Unit strives to continually decrease the amount of time it takes to process educator licenses.

#### Strategic Operation

- We will decrease the average cycle time between receiving an educator’s completed application and issuing their license

#### Metric

- Decrease the average cycle time – from receipt of a completed application and cleared fingerprint report to a PDF license sent via email – from 17.33 business days to 10 business days

### Provide Secure Technology, Applications and Information to CDE Staff and School District Employees

CDE’s Information Management Services Unit (IMS) supports the department and Colorado school districts through multiple services, including: providing network and Help Desk services; overseeing data collection, management and reporting; delivering project management; and ensuring information privacy and security. It is essential that the IMS teams provide secure tools for everyday use across CDE, while at the same time ensuring that technology can be used in a manner that reduces burden on school and district personnel.

#### Strategic Operation

We will support internal and external customer data needs and technology tools, while protecting state systems and sensitive information.

- We will enable secure data transfer across Colorado districts
- We will implement two-factor authentication for CDE supported applications
- We will complete an evaluation of the feasibility, pros and cons of implementing a state-wide student information system
- We will maintain industry-established baseline security procedures

#### Metric

- 100% implementation SharePoint 365 by the end of FY 2019.
- Move primary technology infrastructure to E-fort by the end of FY 2019.
- All districts that choose to participate will have the capability to securely send electronic data to one another.
- Results of the SIS evaluation will be presented to the commissioner by the end of FY 2019.

### Support Implementation of Existing and New Legislation, Rules and Regulations

Staff across the department are responsible for implementing new and existing legislation effectively and efficiently. In carrying out our duties prescribed by federal and state laws, the department collaborates across units to address challenges proactively and in a manner that does not create unnecessary burden for districts, teachers or other stakeholders. We work to meet the intent of the legislation and strive to optimize resources.

#### Strategic Operation

We will build awareness and understanding of the requirements of the law among district staff and educators.

- Implement comprehensive strategies for communicating about the law to district staff, educators and other key stakeholders
- Provide support to help districts implement laws, including training and templates as well as ideas for maximizing the intended outcomes of the law while decreasing burden of implementation

#### Metric

- Hold five staff trainings per year related to effective communication
- In the yearly commissioner evaluation, 85% of superintendents will rate CDE as effective in assisting with implementation of law



## Department of Education Q3 FY2018 Performance Evaluation (April 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 January 1, 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.

#### **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 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.

#### **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



**Department of Education**  
**Q3 FY2018 Performance Evaluation (April 2018)**

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	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	Q1 FY18	Q2 FY18	Q3 FY18	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)	17.5%

**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	1-Year Goal
Decrease in the 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 percent (represents 6,748 dropout)	N/A – data collected at End of Year	N/A – data collected at End of Year	N/A – data collected at End of Year	3.2%
Decrease in the 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 collected at End of Year	N/A – data collected at End of Year	N/A – data collected at End of Year	6.8%



**Department of Education**  
**Q3 FY2018 Performance Evaluation (April 2018)**

**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	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	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)	N/A (Data are reported annually)	N/A (Data are reported annually)	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	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	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	58%
Percent of students earning college credit in high school.**	25%	28%	31%	32%	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.



**Department of Education**  
**Q3 FY2018 Performance Evaluation (April 2018)**

**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	1-Year Goal
Increase in initial educator licenses issued by CDE.	7,412	6,997	7,578	7,193	2,249	952	1,336	7,516

\*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	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	Q1 FY18	Q2 FY18	Q3 FY18	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%	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%
Percent of district and school performance frameworks produced error-free*	100%	100%	100%	100%	N/A (data collected annually)	N/A (data collected annually)	N/A (data collected annually)	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	10.00
Staff compliance (full-time CDE employees) with annual cyber security training	N/A	100%	100%	100%	N/A (data collected annually)	N/A (data collected annually)	N/A (data collected annually)	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.