



Department of Education - FY 2024-25 Annual Performance Report (November 2025)

Wildly Important Goals

The Department of Education has identified several wildly important goals (WIGs) for FY 2023-24 and beyond. For this performance evaluation, the Department has updated progress on the initiatives identified in the FY2024 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 November 1, 2025.

Additional detail for these, and other, strategic policy initiatives is available in the [Department's Performance Plan](#).

Performance Measures

WIG 1 - Increasing Student Engagement

Colorado students learn best when they stay engaged in safe and supportive learning environments. A wealth of evidence demonstrates that student success is powerfully linked to school connectedness and a positive school climate, which in turn drives up attendance rates. In fact, studies have shown that regular attendance directly improves achievement across all grade levels¹. Providing schools with resources to support students' physical, mental, and social well-being directly leads to improved attendance, a reduction in chronic absenteeism, and better academic outcomes.

1. Gottfried, Michael A. "Chronic absenteeism and its effects on students' academic and socioemotional outcomes." *Journal of Education for Students Placed at Risk (JESPAR)* 19.2 (2014): 53-75.

Major Strategy 1: Build CDE staff and Colorado community capacity to improve attendance at all grade levels by: 1) integrating and elevating family and community partnerships to increase student engagement, 2) developing and expanding the availability of resources and supports for school climate improvement strategies to increase student and staff wellbeing and belonging, and 3) building the capacity of local instructional leaders to provide engaging and innovative instructional practices.



Major Strategy 2: Develop and expand the availability of resources and technical assistance for the coordination and integration of comprehensive physical, mental and behavioral health support within and outside of schools to increase student engagement, attendance, and academic success.

Measure	FY 23-24 Actual	FY 24-25 Actual	FY 27-28 Goal
WIG: Reduce K-12 student chronic absenteeism by more than 50% from its pandemic high of 35.5% in 2021-22 to 15% in 2027-28.	27.7%	28.4%	15%
By 2028, students participating in CDE Out of School Time grant-funded programs for at least 75 hours per school year will either increase their school-day attendance by five percentage points as compared to their 2023-24 attendance rate, or, will maintain an attendance rate of 90% or higher, as measured by end-of-year school district attendance data.	*	**	100%
At least 75% of districts participating in CDE-led learning cohorts improve chronic absenteeism in the year after their participation.	*	41.7%	75%

*Implementation of this strategy began in FY24-25 so no FY23-24 data are available

**2024-25 Data will be available with the completion of state attendance data collection in January 2026

WIG 2 - Accelerating Student Outcomes: 3rd Grade literacy

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 other subjects¹. In fact, students who cannot read by the end of third grade are four times more likely to drop out of high school². 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.

1. Stanovich, Keith E. "Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy." Journal of education 189.1-2 (2009): 23-55.



2. Hernandez, D. J. "How third-grade reading skills and poverty influence high school graduation, Annie E." *Casey Foundation* (2011).

Major Strategy 1: Develop an annual process to analyze state-level data and identify districts that could benefit from additional supports across outcome metrics related to student academics, student engagement and educator workforce. Align CDE activities as a menu of supports provided as a tiered continuum to identified districts.

Major Strategy 2: Build the capacity of local instructional leaders to provide evidence-based practices in best first instruction, particularly for historically underrepresented or underserved students



Measure		FY 23-24 Actual	FY 24-25 Actual	FY 27-28 Goal
WIG: Increase the percentage of third graders meeting or exceeding expectations on ELA CMAS (English) from 42.1% in 2024 to 60% by 2028		42.1%	42.0%	60%
By 2028, 100% of districts recommended to receive Academic Supports by CDEs Tiered Support System are participating in targeted professional learning		65.4%	84.6%	100%
By 2028, 25% of all districts and 50% of districts recommended to receive Academic Supports by CDEs Tiered Support System attend professional learning opportunities aligned to CDE's vision of Best First Instruction	All districts:	14.0%	23.6%	25%
	Identified Districts:	61.5%	80.8%	50%

WIG 3 - Accelerating Student Outcomes: Postsecondary Workforce Readiness

To create universal economic mobility for current K-12 students, the state is establishing a focus on "The Big Three" postsecondary outcomes (i.e., college credit, industry-recognized credentials, and quality work-based learning). Supported through SB 25-315, this systemic overhaul redirects resources and performance incentives to ensure every student, regardless of geographic location or background, builds market-valued experience before high school graduation. This plan ensures K-12 education provides not just a diploma, but a documented portfolio of competencies and professional connections necessary to succeed immediately in postsecondary education or high-demand careers, fundamentally advancing equity across the state.



To demonstrate progress, CDE is currently developing the infrastructure and communications plans to implement district-level data collections to identify “Big Three” outcomes. Once established, the WIG for this strategy will be updated to reflect benchmark data and targeted future goals.

Major Strategy 1: Develop processes to collect and use desired outcome information for students tied to the “Big Three” postsecondary outcomes: 1) Earned a quality, in-demand non-degree credential, 2) Earned 12 college credits that count toward a postsecondary credential, or 3) Participated in one high-quality work-based learning opportunity

Major Strategy 2: Provide guidance and training to Colorado school districts supporting the implementation and evaluation of programming related to the Big Three postsecondary outcomes.

Measure		FY 23-24 Actual	FY 24-25 Actual	FY 27-28 Goal
WIG: In the 2027-2028 school year Colorado’s four-year graduation rate will increase to 90% and seven year graduation rate will increase to 95%	4-year rate	84.2%	**	90%
	7-year rate	87.1%	**	95%
Between September 2025 and August 2028, complete 100% (11 out of 11) of the implementation milestones from the WIG reporting development plan		*	2 of 11	11 of 11
By June 2027, 70% of all Colorado districts attend a Postsecondary Workforce Readiness regional training to build capacity to implement the Big Three outcomes systems.		52%	65%	70%

*Implementation of this strategy began in FY24-25 so no FY23-24 data are available

**2024-25 Graduation data will be available with the release of the End-of-Year collection in January 2026.



WIG 4 - Strengthening the Educator Workforce

Research shows that teachers have a bigger impact on student performance than any other school-based factor¹. Lack of support by a high-quality principal is often the top turnover driver for educators when considering school factors². By supporting districts and schools in investing in their talent management and human capital systems, we can ensure that every classroom has an effective educator and all students are prepared for college, career, and life.

1. Rivkin, Steven G., Eric A. Hanushek, and John F. Kain. "Teachers, schools, and academic achievement." *Econometrica* 73.2 (2005): 417-458.
2. Ingersoll, Richard M. "Teacher turnover and teacher shortages: An organizational analysis." *American educational research journal* 38.3 (2001): 499-534.

Major Strategy 1: Increase the number of qualified candidates entering Colorado’s education workforce by: 1) increasing participation in pathways to preparation and licensure by aspiring educators, and 2) increasing the excitement to become or remain an educator by promoting the profession.

Major Strategy 2: Reduce turnover for existing Colorado educators by: 1) strengthening state-level supports and resources for educator recruitment and retention, and 2) improving educator working conditions by strengthening leadership development programs and supports

Measure	FY 23-24 Actual	FY 24-25 Actual	FY 27-28 Goal
By 2027-28, 98% of teacher positions are filled with educators who either (1) hold a professional teaching license or (2) are in a teacher preparation program, have demonstrated content knowledge in their teaching endorsement, and are supported by a trained mentor, an increase from 94.2% in 2023-24.	94.86%	94.43%	98%
By the 2027-28 school year, increase the initial teacher credentials awarded by 10% from 2,966 in 23-24 to 3,263 in 27-28.	2,966	3,130	3,263
By the 2027-28 school year, increase the 3-year teacher retention rate of	75.59%	76.13%	78%



COLORADO

Measure	FY 23-24 Actual	FY 24-25 Actual	FY 27-28 Goal
the most recent cohort to 78% teachers staying in Colorado public schools.			