

State Board of Education Strategic Plan

Approved by the SBE May 5, 2016

Vision: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

Mission: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina.

GOAL 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship

Objective 1.1

Increase the cohort graduation rate

Measure 1.1.1

Percentage of graduates receiving a diploma within four (4) years

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	82.0%	84.5%	86.0%	87.5%	89.0%	90.5%
Actual Results	82.5%	83.9%	85.6%			

Measure 1.1.2

Percentage of graduates receiving a diploma within five (5) years

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	85.1%	86.6%	88.1%	89.6%	91.1%
Actual Results	83.1%	84.9%	86.3%			

Objective 1.2

Graduate students prepared for post-secondary education

Measure 1.2.1

Percentage of the junior class scoring at or above the minimum requirement score on the American College Test (ACT) for admission into the UNC System (composite score of 17)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	62.7%	66.9%	71.1%	75.3%	79.5%
Actual Results	58.5%	59.3%	59.7%			

Measure 1.2.2

Average American College Test (ACT) Composite Score for graduating class

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	18.5	18.6	18.8	18.9	19.0
Actual Results	18.4	18.6	18.7			

Measure 1.2.3

Percentage of Advanced Placement (AP) exams taken on which students scored 3 or above

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	64%	66%	68%	55%	55%	55%
Actual Results	59.2%	55.7%	50.9%			

Note: Numbers of exams taken were 94,198 for 2012-13, 105,469 for 2013-14 and 126,351 for 2014-15. The number of students who took at least one AP exam were 50,434 for 2012-13, 56,988 for 2013-14 and 67,850 for 2014-15



Objective 1.3

Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers

Measure 1.3.1

Percentage of graduates who are Career and Technical Education (CTE) Concentrators who earned a Silver or better on the ACT WorkKeys assessment

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	68.3%	69.3%	73.6%	75.1%	76.6%
Actual Results	67.3%	67.6%	72.1%			

Measure 1.3.2

Number of credentials earned by CTE students who complete industry certification programs

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	125,000	131,250	137,800	144,700	151,900
Actual Results	104,375	115,005	130,611			

Measure 1.3.3

Percentage of graduating students receiving a Career endorsement

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	23%	25%	27%
Actual Results	NA	NA	NA	Due Sept. 2016		

Based on Gen Assembly

Measure 1.3.4

Percentage of graduating students receiving a Career and College/UNC endorsement

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	NA	NA	NA
Actual Results	NA	NA	NA	Due Sept. 2016		

Based on Gen Assembly

Objective 1.4

Reduce the percentage of students needing remediation in post-secondary education

Measure 1.4.1

Percentage of graduates needing remediation in the University of North Carolina (UNC) System in their freshman year following graduation from high school (i.e. - taking remedial coursework)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	7.0%	6.0%	5.0%	4.0%	3.0%	2.0%
Actual Results	9.54%	8.12%	4.96%			

Measure 1.4.2

Percentage of graduates meeting the *new* remediation-free standards in the NC Community College System in their freshman year following graduation from high school and graduates not meeting the remediation-free standards but passing the placement exam(s)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	50%	52%	54%	56%
Actual Results	NA	NA	Due June 2016			

Measure 1.4.3

Percentage of graduating students receiving a College or College/UNC endorsement

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	62%	64%	66%
Actual Results	NA	NA	NA	Due Sept. 2016		

Based on Gen Assembly

Objective 1.5

Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Measure 1.5.1a

Percentage of students' test scores at or above the proficient level on the EOG and EOC assessments (Students scoring Levels 4 & above: College-and career-ready [CCR] standard)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	49.2%	51.7%	47.3%	47.7%	48.1%
Actual Results (CCR)	44.7%	46.2%	46.9%			

Measure 1.5.1b

Percentage of students' test scores at or above the proficient level on the EOG and EOC assessments (Students scoring Levels 3 & above: Grade Level Proficiency [GLP] standard)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	49.2%	51.7%	56.9%	57.2%	57.5%
Actual Results (GLP)	NA	56.3%	56.6%			

Measure 1.5.2

Percentage of schools meeting or exceeding annual academic growth

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	73%	75%	75%	75%	75%
Actual Results	71.3%	74.7%	72.3%			

Measure 1.5.3

Percentages of students scoring at or above proficient in grades 4 and 8 on the National Assessment of Educational Progress (NAEP) in Reading and Mathematics (NAEP administered in odd-number years)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
NAEP Gr.4 Read Target	NA	NA	35.5%	NA	40%	NA
NAEP Gr.4 Read Actual	35%	NA	38%	NA		NA
NAEP Gr.8 Read Target	NA	NA	33.5%	NA	32%	NA
NAEP Gr.8 Read Actual	33%	NA	30%	NA		NA
NAEP Gr.4 Math Target	NA	NA	45.5%	NA	46%	NA
NAEP Gr.4 Math Actual	45%	NA	44%	NA		NA
NAEP Gr.8 Math Target	NA	NA	36.5%	NA	35%	NA
NAEP Gr.8 Math Actual	36%	NA	33%	NA		NA

GOAL 2: Every student has a personalized education

Objective 2.1

Increase the number of students who graduate from high school with post secondary credit

Measure 2.1.1

Percentage of high school students who earn college credit prior to graduating from high school

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	TBD	47%	48%	49%
Actual Results	NA	NA	35%			

Measure 2.1.2

Number of high school students who earn an associate's degree prior to graduating from high school through the Cooperative Innovative High School Program

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	1,625	1,788	1,967
Actual Results	NA	1,166	1,477			

Measure 2.1.3

Number of students who participate in at least one Advanced Placement course

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	71,638	76,652	82,017	87,382	92,747
Actual Results	66,393	71,655	74,758			

Objective 2.2

Increase the number of teachers and students using online learning tools

Measure 2.2.1

Number of students successfully completing one or more online NC Virtual Public School courses

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	34,000	35,700	37,485	39,359
Actual Results	28,301	28,985	30,682			

Measure 2.2.2

Percentage of LEAs/Charters using a Learning Management System (LMS) for student instruction

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	NA	TBD	TBD
Actual Results	NA	NA	NA			

Note: Baseline data will be collected in 2015-16

Objective 2.3

Increase the number of schools designated as STEM- or Global Education-ready

Measure 2.3.1

Number of STEM- or Global Education-ready schools (Rubric for Global Education-ready schools was approved by the SBE at its January 2015 meeting.)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	17	20	25
Actual Results	NA	6	8			

NOTE: Baseline data will be collected in 2015-16; data for 2013-14 and 2014-15 are STEM-ready only

Measure 2.3.2

Number of teachers earning badges or microcredentials

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	NA			

NOTE: Baseline data will be collected in 2015-16

Objective 2.4

Increase the number of charter schools meeting academic, operational, and financial goals

Measure 2.4.1a

Percentage of charter schools at or above 60% on EOG and EOC assessments (Students scoring Levels 4 & above: College-and career-ready [CCR] standard)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	49.2%	51.7%	43.0%	45.0%	47.0%
Actual Results (CCR)	30.8%	32.0%	39.9%			

Measure 2.4.1b

Percentage of charter schools at or above 60% on EOG and EOC assessments (Students scoring Levels 3 & above: Grade Level Proficiency [GLP] standard)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	49.2%	51.7%	58.0%	60.0%	62.0%
Actual Results (GLP)	NA	54.4%	55.9%			

Measure 2.4.2

Percentage of charter schools meeting or exceeding expected annual academic growth

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	73%	75%	75%	75%	75%
Actual Results	82.7%	75.6%	73.4%			

Measure 2.4.3

Percentage of charter schools meeting or exceeding all financial and operational goals as measured by the Office of Charter School's performance framework

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	32.1%			

NOTE: The 32.1% excludes items that we anticipate removing or revising in 2015-16; with those items included, the 2014-15 total is 26%.



Objective 2.5

Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the State

Measure 2.5.1

Percentage of Low-Performing Schools using the new definition from the General Assembly (September 2015): Schools that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth." (Baseline is the 2014-15 school year)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	23.6%	22.6%	21.6%
Actual Results	NA	NA	24.6%			

Measure 2.5.2

Percentage of Low-Performing School Districts using the new definition from the General Assembly (September 2015): School Districts in which the majority of the schools in that district have been identified as Low-Performing Schools (Baseline is the 2014-15 school year)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	9.6%	5.2%	0.0%
Actual Results	NA	NA	13.0%			

Measure 2.5.3

Percentage of third grade students scoring proficient or higher (Levels 3 & above) on the reading beginning of grade, end of grade, portfolio, or alternative assessment

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	60%	80%	83%	86%
Actual Results	NA	79.2%	76%			

GOAL 3: Every student, every day has excellent educators

Objective 3.1

Develop and support highly effective teachers

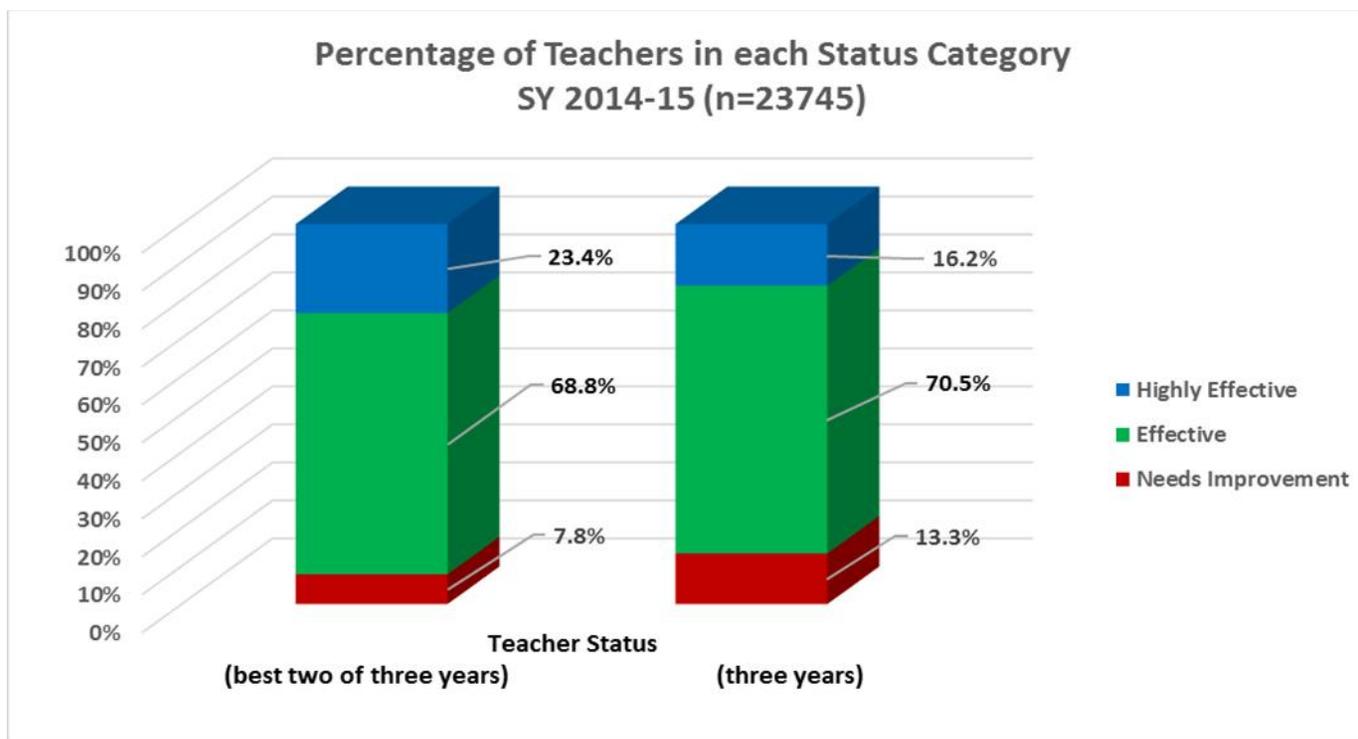
Measure 3.1.1

Percentage of teachers moving from "in need of improvement" or "effective" to a higher status on the educator evaluation system

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	NA			

For this measure, DPI reports the number and percentage of teachers in each of the status rating categories for the 2014-15 school year. This will serve as the basis for calculating the percentage of teachers who move from “in need of improvement” or “effective” status to a higher status at the end of the 2015-16 school year.

Below is a chart showing the status of teachers in the 2014-15 school year. The column on the left shows the official status of the teacher given the “best two of three years” policy. The column on the right shows the status of teachers were this policy not implemented. NCDPI recommends that the SBE use the right column for these analyses so that the comparison in teachers’ growth scores from 2014-15 to 2015-16 is comparable across years.



Measure 3.1.2

Percentage of teachers with a status of effective or highly effective on the educator evaluation system

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	86.7%			

Measure 3.1.3

Percentage of teachers who respond, "agree" to follow-up survey item, "DPI-sponsored professional development activities have increased my understanding of instructional best practices"

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	92%	93%	94%	95%	96%
Actual Results	91%	93%	92%			

Objective 3.2

Develop and support highly effective principals

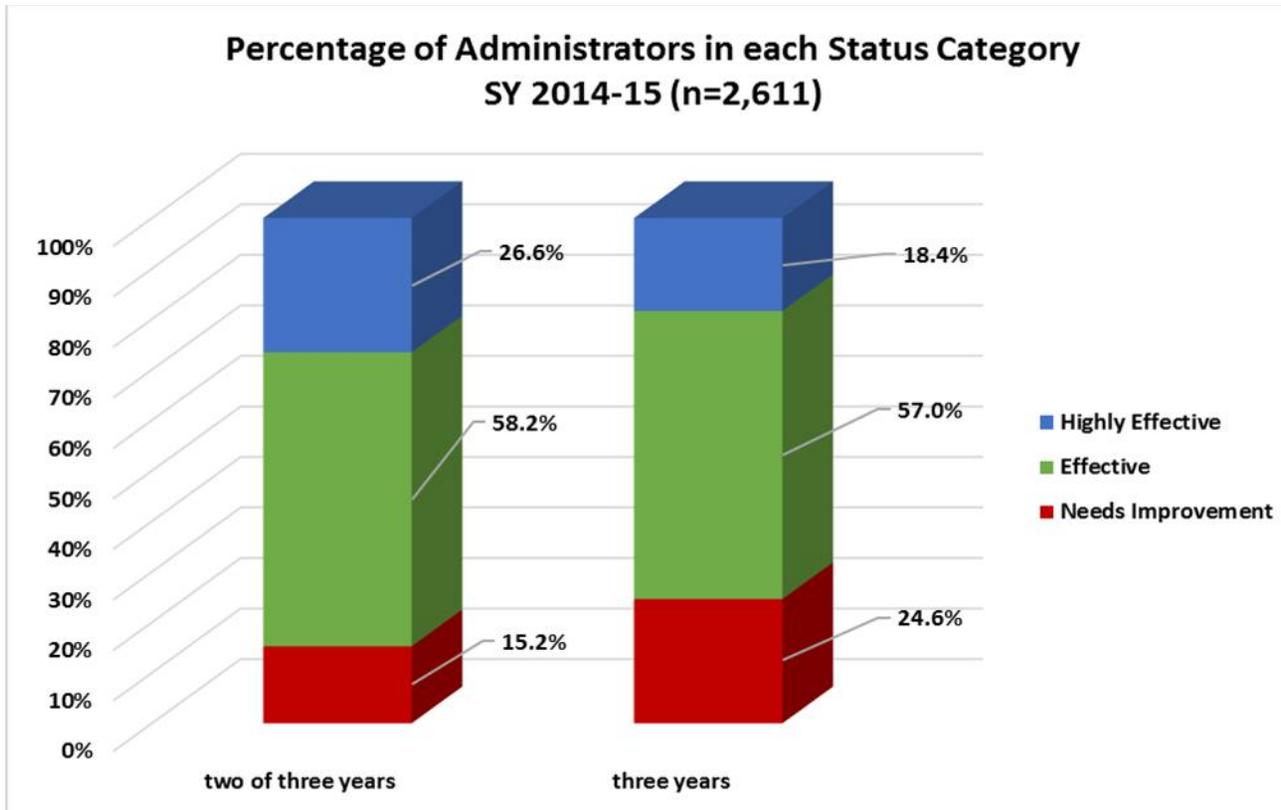
Measure 3.2.1

Percentage of principals moving from "in need of improvement" or "effective" to a higher status on the school executive evaluation system

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA				

For this measure, DPI reports the number and percentage of administrators in each of the status rating categories for the 2014-15 school year. This will serve as the basis for calculating the percentage of teachers who move from "in need of improvement" or "effective" status to a higher status at the end of the 2015-16 school year.

Below is a chart showing the status of administrators in the 2014-15 school year. The column on the left shows the official status of the administrator given the "best two of three years" policy. The column on the right shows the status of administrators were this policy not implemented. NCDPI recommends that the SBE use the right column for these analyses so that the comparison in administrators' growth scores from 2014-15 to 2015-16 is comparable across years.



Measure 3.2.2

Percentage of principals (school leadership) for whom teachers answer "yes" to the question "The school leadership consistently supports teachers." on the Teacher Working Conditions Initiative (administered in even-number years; question 7.1d.) [Response Rates for TWC Survey are also listed.]

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	80.0%	NA	84.0%	NA	86.0%
Actual Results	NA	79.0%	NA		NA	
TWC Response Rates		89%				

Objective 3.3

Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

Measure 3.3.1

Percentage of teachers passing required licensure exams

Measure Values		2014-15	2015-16	2016-17	2017-18
Proposed Target	Foundations of Reading	NA	77%	80%	82%
Actual Results	Foundations of Reading	74%			
Proposed Target	Gen. Curriculum Multi-Subjects	NA	81%	83%	85%
Actual Results	Gen. Curriculum Multi-Subjects	79%			
Proposed Target	Gen. Curriculum Math	NA	69%	73%	78%
Actual Results	Gen. Curriculum Math	66%			

Measure 3.3.2

Percentage of first year teachers who graduated from a NC teacher of education program responding favorably to the quality of their preparation on the common graduate survey.

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	75%	75%	75%
Actual Results	NA	71%	73%			

Measure 3.3.3

Percentage of second, third and fourth year teachers for whom higher ratings on Standards 3 and 4 are associated with higher levels of yearly student growth outcomes.

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	TBD	TBD	TBD	TBD
Actual Results	NA	NA	31.8%			

Note: NCDPI recommends identifying second, third, and fourth year teachers in Measure 3.3.3 as first year teachers do not have a comparison year. In the 2014-15 school year, there were 4,706 beginning teachers who had evaluation data (including student growth) in both the 2013-14 and 2014-15 school years. Of these teachers, 1,498 (31.8%) showed an increase in evaluation ratings on either Standard 3 or 4 and an increase in student growth from the 2013-14 to the 2014-15 school years.

Objective 3.4

Increase the number of principals graduating from quality traditional and alternative educator preparation programs

Measure 3.4.1

Percentage of first year school administrators who graduated from a NC principal education program responding favorably to the quality of their preparation on the common graduate survey.

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	NA	TBD	TBD
Actual Results	NA	NA	NA			

NOTE: The common graduate survey for principals will be updated and administered during the 2015-16 academic year.

Measure 3.4.2

Percentage of second and third year school administrators for whom higher ratings on Standards 2, 4, and 5 are associated with higher levels of school-level student growth.

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	TBD	TBD	TBD	TBD
Actual Results	NA	NA	46.4%			

Note: NCDPI recommends identifying second and third year administrators in Measure 3.4.2 as first year administrators do not have a comparison year. In the 2014-15 school year, there were 207 second or third year administrators who showed an increase in the Standard 2, 4, or 5 rating. Of these administrators, 96 (46.4%) also showed a positive difference in their school-growth (educator effectiveness) rating from the 2013-14 to the 2014-15 school year.

Objective 3.5

Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

Measure 3.5.1

The equity gap in the percentage of highly effective teachers serving low-poverty versus high-poverty schools. (Measured in percentage point difference.)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	8.11%	6.61%	5.11%
Actual Results	NA	NA	9.61%			

Measure 3.5.2

The equity gap in the percentage of highly effective teachers serving low-minority versus high-minority schools. (Measured in percentage point difference.)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	5.39%	4.39%	3.39%
Actual Results	NA	NA	6.39%			

Measure 3.5.3

The percentage of effective or highly effective teachers leaving high-poverty schools due to teacher mobility (teachers transfer within the state).

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	45.1%			

Note: There were 16,761 teachers in the 2013-14 school year for whom we were able to generate a teacher status (observational data and 3 years of student growth data). Of those teachers, 13,198 (78.7%) received an evaluation status in the 2014-15 school year. There were 3,563 teachers with a status in 2013-14 who did not receive an evaluation status in the 2014-15 school year. The vast majority of teachers who had an evaluation status in both years worked in the same school for the 2013-14 and 2014-15 school years (12,600, or 95.5%). Of the 598 teachers with an evaluation status in both years and moved schools for the 2014-15 school year, 474 received a status of effective or highly effective (EHE).

In the 2013-14 school year, there were 244 EHE teachers serving schools with high economically disadvantaged student (EDS) populations (greater than 54.5%) who transferred to another school in the 2014-15 school year. Of these 244 teachers, 110 teachers (45.1%) transferred to schools with low EDS populations. By contrast, of the 230 EHE teachers who served in low EDS schools and transferred in the 2014-15 school year, only 53 (23.0%) moved to schools with high EDS populations.

Measure 3.5.4

The percentage of effective or highly effective teachers leaving high-minority schools due to teacher mobility (teachers transfer within the state).

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	26.9%			

Note: There were 260 EHE teachers serving in schools with high minority populations (greater than 42.5%) who transferred schools in the 2014-15 school year. Of these 260 teachers, 70 EHE teachers (26.9%) went to schools with low minority student populations. By contrast, of the 214 EHE teachers who were serving in schools with low minority populations, 40 teachers (18.7%) transferred to schools with high minority populations in the 2014-15 school year.

GOAL 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

Objective 4.1

Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives

Measure 4.1.1

Percentage of schools with a sufficient level of wireless coverage to implement 1:1 programs campus wide

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	25%	50%	60%	70%	80%
Actual Results	20%	Not Available	50%			

NOTE: Results in future should increase dramatically with infusion of new money for this initiative

Measure 4.1.2

Percentage of schools implementing 1:1 or Bring Your Own Device (BYOD) programs for students

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	25%	30%	40%	50%
Actual Results	NA	NA	27.5%			

Measure 4.1.3

Percentage of teachers reporting sufficient access to instructional technology

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	60%	75%	80%	90%
Actual Results	NA	NA	78.7%			



Objective 4.2

Use Home Base as an essential resource for instructional delivery and communications with parents and students

Measure 4.2.1

Percentage of school districts using the Instructional Improvement System (Schoolnet) within Home Base

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	100%	100%	100%
Actual Results	NA	NA	100%			

Measure 4.2.2

Percentage of schools using the Power School parent portal to allow parents to access information online regarding their children

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	100%	100%	100%
Actual Results	NA	NA	95.5%			

Objective 4.3

Use all State and federal funding according to State and federal laws and State Board of Education policies

Measure 4.3.1

Percentage of recipients maintaining their funds in systems in compliance with the Uniform Education Reporting System

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	100%	100%	100%	100%	100%	100%
Actual Results	100%	100%	100%			

Measure 4.3.2

Percentage of recipients having outstanding salary audit exceptions as of September 30 of each year.

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	24%	19%	17%	15%	13%
Actual Results	29%	21%	30%			

GOAL 5: Every student is healthy, safe, and responsible

Objective 5.1

Create and maintain safe and respectful school environments

Measure 5.1.1

Percentage of schools implementing a Multi-Tiered System of Support (MTSS)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	30%	40%	50%
Actual Results	NA	NA	NA			

NOTE: Baseline data will be collected in 2015-16 and reported in August 2016

Measure 5.1.2

Percentage of high school students who agreed or strongly agreed that their teachers really care about them and give them a lot of encouragement as measured by the Youth Risk Behavior Survey (YRBS) administered in the spring of odd number years

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	70%	NA	65%	NA	67%	NA
Actual Results	58.8%	NA	55.4%	NA		NA

Measure 5.1.3

Percentage of students who have been bullied on school property during the past 12 months as measured by the YRBS

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	15%	NA	15%	NA	14%	NA
Actual Results	19.2%	NA	15.6%	NA		NA

Objective 5.2

Promote healthy, active lifestyles for students

Measure 5.2.1

Percentage of local school districts reporting implementation of each component of the Healthy Active Children Policy (local school health advisory council, physical education, recess/physical activity, and coordinated school health program)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	100%	100%	100%	100%
Actual Results	NA	NA	90%			

Measure 5.2.2

Percentage of high school students who are overweight or obese as reported on the YRBS administered in the spring of odd number years

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	26%	NA	22%	NA	20%	NA
Actual Results	27.7%	NA	32.3%	NA		NA

Measure 5.2.3

Number of schools participating in the innovative school breakfast program

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	240	340	675	700	725
Actual Results	205	338	641			

Objective 5.3

Decrease the number of students who are chronically absent, dropout, or suspended out of school

Measure 5.3.1

Percentage of students with 10 or more absences annually

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	27%	25%	23%
Actual Results	NA	27.6%	30.5%			

Measure 5.3.2

Annual 9-12 dropout rate

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	2.8%	2.2%	2.1%	2.0%	2.0%
Actual Results	2.45%	2.28%	2.39%			

Measure 5.3.3

Number (percentage) of K-12 students suspended out of school short-term (10 days or less)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	131,000	126,000	121,000	109,000	104,000	99,000
Actual Results (#)	130,444	109,018	113,974			
Actual Results (%)	8.84%	7.31%	7.59%			

Objective 5.4

Decrease school violence and crime in schools

Measure 5.4.1

Number of reportable acts of school violence and crime per 1,000 K-12 students

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	7.3	7.0	6.7	6.4	6.1	5.8
Actual Results	7.20	6.79	6.89			