



COLORADO
Department of Education

2015-16 State Policy Report: Dropout Prevention and Student Engagement

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By:
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Executive Summary

Overview

State law, C.R.S. 22-14-111, requires the Office of Dropout Prevention and Student Re-engagement to complete an annual report on dropout, high school graduation and completion, student engagement and state investment in these areas. A review of data, strategies and programs demonstrates that the state is making steady gains in reducing dropout and increasing high school completion.

Class of 2016

The four-year graduation rate for the Class of 2016 is 78.9 percent. Historical data show that Colorado is making progress in improving its high school graduation rate. The state's graduation rate has increased by 6.5 percentage points since 2010, when the rate was 72.4 percent. Sixty-nine percent (129) of Colorado school districts reached a four-year graduation rate at or above 80 percent.

There were 13,324 students in the Class of 2016 who did not graduate within four years of entering ninth grade. Of those, non-graduates, half were still enrolled in school and 6.5 percent received a high school equivalency (HSE) certificate.

- Still enrolled - Fifty percent (6,656) of the non-graduate students were still enrolled at the end of the school year and have the opportunity to graduate or complete in 5, 6 or 7 years from entering high school. Those who graduate will be counted in the extended-year graduation rate. Those who go on to attain a HSE will be counted in the extended-year completion rate.
- Completers – 6.5 percent (868) of non-graduates did not receive a high school diploma but attained a high school equivalency and are classified as a “completer” and counted in the completion rate. The four-year completion rate is 80.3 percent, which includes a count of both graduates and completers.

The annual dropout rate marks an all-time low at 2.3 percent.

The annual dropout rate is at a record low. Even with the state's growth in pupil membership, fewer numbers of students dropped out in 2015-16 than in any other recorded school year. The current dropout rate is 2.3 percent, which means there were 10,530 Colorado public school students in grades 7 to 12 who dropped out in 2015-16. This rate represents 584 fewer students dropping out in 2015-16 than in 2014-15. An analysis of the dropout data shows:

- Male students drop out of school at a higher rate (2.9 percent) than female students (2.2 percent.)
- Disaggregated dropout rates by race and ethnicity show a decrease (improvement) in all categories. The dropout rate for white students is at an all-time low at 1.5 percent. The dropout rate of American Indian or Alaska Native students is 4.4 percent, which demonstrates a decrease for the second year in a row and matches the rate in 2012-13.
- Fifty-two percent of students who drop out are in 12th grade. This is consistent with past years.
- Dropout rates improved for students classified as economically disadvantaged, English learners, gifted, migrant, and special education. The dropout rate for students experiencing homelessness remained at 6.1 percent from the previous year. The dropout rate for students in foster care jumped to 9.3 percent.
- The dropout recidivism rate increased from 10.3 percent in 2015 to 18.9 percent in 2016. This means that 18.9 percent of those who dropped out in 2016 also had an episode of dropping out in the previous school year. This suggests that district efforts and other factors may be preventing



more first time dropouts; however, out-of-school youth may need more attention to re-engage and persist in their education.

Student Engagement

“Student engagement” refers to a student’s sense of belonging, safety and involvement in school that leads to academic achievement, regular school attendance, and graduation. Indicators of engagement include attendance, course remediation, truancy, safety and discipline incidence and school mobility.

Overall, student engagement indicators show that progress is being made in decreasing habitual truancy, reducing incidence of expulsions and increasing access to academic opportunities. However, more work is needed to accelerate improvement in school attendance and expand transition services for highly mobile students and out-of-school youth who re-enroll.

In 2015-16, the number of disciplinary expulsions hit a record low.

Highlights

- The state absenteeism rate is 6.7 percent, which includes incidence of unexcused and excused absences. The truancy rate is 2.5 percent, which is only based on incidences of unexcused absences. This represents a slight increase (worsening) compared to the previous year.
- There were 106,362 habitually truant students in 2015-16, a decrease from the previous year. Students in high school accounted for 46.3 percent (49,269) of habitual truants, followed by elementary students, who represented 36.1 percent (38,425) of habitual truants.
- There has been a steady decrease in expulsion incidents since 2011-12, which is the year that HB12-1345 was signed into law to end “zero tolerance” mandates. There were 969 expulsions in 2015-16, which were mainly due to marijuana violation (195 incidents; 20.1%), detrimental behavior (172 incidents; 17.8%), and other code of conduct violations (171 incidents; 17.6%).

Program and Legislative Review

Efforts across the state that are proving to be successful and contributing to improvements in graduation dropout rates include:

- Analyzing and tracking student data (early warning systems on attendance, course failure and discipline)
- Creating educational environments that offer a blend of rigorous and relevant coursework guided by state standards (flexible scheduling, work-based learning, academic and career planning...)
- Implementing local policies to ensure that all students have the school environment and effective academic guidance needed to attain their goals (concurrent enrollment, revised graduation requirements, attendance plans, restorative discipline, dropout recovery and re-engagement...)

In FY 2015-16, CDE managed more than \$22 million in state funds to support dropout prevention and engagement. This includes new funding for two state grants:

- Colorado School Bullying Prevention and Education Grant Program, which provides funding to reduce the frequency of bullying incidents.
- Student Re-engagement Program, which assists local education providers in providing educational services and supports to students to maintain student engagement and support student re-engagement at the secondary level.



Introduction

State law requires the Office of Dropout Prevention and Student Re-engagement to complete an annual report on reducing the student dropout rate, increasing the high school graduation and completion rates and improving student engagement. This report was prepared in accordance with state statute, C.R.S. 22-14-111. *See Appendix A for a copy of the authorizing legislation.*

The 2015-16 state policy report includes:

- An analysis of the high school graduation and completion rates for the Class of 2016
- An examination of extended-year graduation rates
- An analysis of the annual dropout rate for students in grades seven through 12
- An analysis of rates by student groups (including foster care)
- Summary of attendance, truancy, discipline and school mobility as indicators of student engagement
- Overview of programs (including the new Colorado Student Re-engagement Grant)
- A statutory review of state moneys spent to reduce the dropout rate

Graduation and Completion Rate Trends

The four-year graduation rate for the Class of 2016 is 78.9 percent. Historical data show that Colorado is making steady progress in improving its high school graduation rate. The state's graduation rate has increased by 6.5 percentage points since 2010, when the rate was 72.4 percent. The 2009-10 rate serves as a baseline because it represents the start of national reporting on a four-year graduation rate. The four-year calculation yields a rate that cannot be directly compared with data prior to 2009-10. With the old system, students who took longer than four years to graduate were factored into the formula calculating a graduation rate.

The current four-year graduation rate is 1.6 percentage points higher than the 2014-15 rate of 77.3 percent. Extended-year rates for students taking five, six and seven years to graduate also showed improvement.

The four-year completion rate for the Class of 2016 is 80.3 percent, which is 1.5 percentage points higher than the 2014-15 rate of 78.8 percent. The completion rate includes all students who graduate with a regular diploma plus students who receive (complete) a high school equivalency certificate. Therefore, the completion counts and rates for any school or district will be greater than or equal to the graduation rate. Visit the Colorado [dashboard of graduation rates](http://www2.cde.state.co.us/cdereval/graduationdatamap.asp) website to view data by district, school and student group, <http://www2.cde.state.co.us/cdereval/graduationdatamap.asp>.

Calculating Rates

Rates associated with high school graduation include: 4-year graduation, completion and extended-year graduation rates. The state calculations for high school graduation and completion rates are outlined in *Table 1*. Definitions of terms and calculations are provided in *Appendix B*.



The reporting of extended-year graduation rates is unique to Colorado. The application of these rates was approved as part of the state’s flexibility waiver request to the US Department of Education related to the Elementary and Secondary Education Act (ESEA.). With the passing of the Every Student Succeeds Acts (ESSA), states have contacted CDE to learn more about how these rates are used and reported. An analysis of extended-year rates is discussed later in this report.

Extended-Year Graduation Rate: A student who graduates in four (or fewer) years is included in the numerator for the four-year graduation rate. The students who graduate in the following year are then added to the numerator and the five-year graduation rate is calculated. The students graduating two years or three years past their “Anticipated Year of Graduation” are added to the numerator for the six-year or seven-year graduation rate.

When a student completes eighth grade, an “Anticipated Year of Graduation” (AYG) is assigned, giving the year the student should graduate if the student follows a traditional four-year trajectory. High school students with the same AYG are treated as a self-contained cohort (graduating class). Regardless of whether it takes four years, or up to seven years to graduate, they are always included in the graduate base (the denominator) of their AYG cohort. Upon receiving a diploma, a student is counted in the graduates total (the numerator.)

TABLE 1: Overview of Calculations of the Graduation and Completion Rate (Based on Class of 2016)

	Graduation Rate	Completion Rate
Time Period	4-year cohort (Class of 2016)	4-year cohort (Class of 2016)
Numerator	# of students receiving a diploma within 4 years of completing 8th grade	# of students receiving a diploma, high school equivalency certificate, or other designation of completion within 4 years of completing 8th grade
Denominator	# of students completing 8th grade four years earlier + transfers in – verified transfers out	# of students completing 8th grade four years earlier + transfers in – verified transfers out
Statewide 2015-16 rate (and count)	78.9% 49,842 graduates / 63,166 membership base	80.3% 50,710 completers / 63,166 membership base
Notes	5-, 6-, and 7-year graduation rates are also calculated and posted for each cohort	5-, 6-, and 7-year completion rates are also calculated and posted for each cohort

Source: CDE Data Services

Class of 2016

The graduates of the Class of 2016 began their high school career during the 2012-2013 school year. There are 63,166 students in this graduation cohort and 49,842 classmates graduated within four years of completing eighth grade. This translates to a four-year graduation rate of 78.9 percent. In total, the Class of 2016 had 2,058 more graduates than the Class of 2015.

Students who receive a high school equivalency are not counted as graduates and are not included in the graduation rate. There were 868 students in the Class of 2016 that received a high school

equivalency or other certificate of completion. Adding these students to the number of graduates amounts to a four-year completion rate of 80.3 percent. With the addition of high school equivalency test options (HiSET and TASC) in 2016, there may be a shift in the number of non-graduates attaining a HSE or transferring from high school to prepare for a HSE test.

Non-graduates

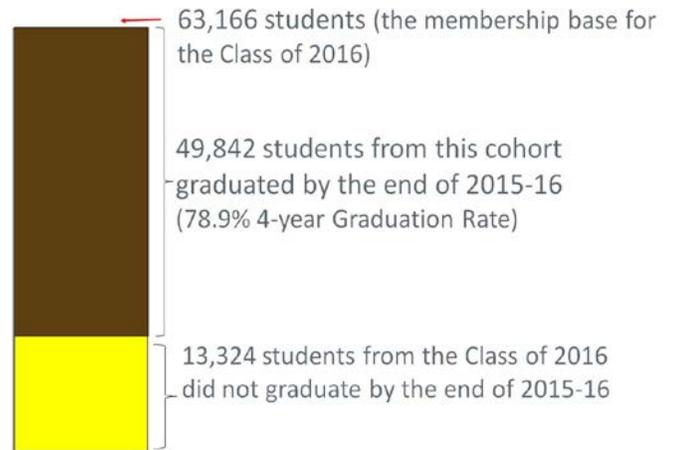
There were 13,324 students in the Class of 2016 who did not graduate during the 2015-16 school year. See illustration.

Of these non-graduates, half were still enrolled in school and 6.5 percent received a high school equivalency certificate.

Status of Non-graduates from the Class of 2016

- **Still enrolled:** Fifty percent (6,656) of the non-graduate students were still enrolled at the end of the school year and have the opportunity to graduate or complete in 5, 6 or 7 years from entering high school. Those who graduate will be counted in the extended-year graduation rate. Those who attain a HSE will be counted in the extended-year completion rate.
- **Unrecovered dropouts** - 35.6 percent (4,740) of non-graduates dropped out of high school at some point and are classified as unrecovered dropouts. The focus of dropout recovery programs is to outreach to out-of-school youth and re-engagement them in their education.
- **Completers** – 6.5 percent (868) of non-graduates did not receive a high school diploma but attained a high school equivalency and are classified as a “completer” and counted in the completion rate. See *Table 1* on graduation and completion calculation for details.
- **Exited to prepare for high school equivalency** – 5.3 percent (705) of non-graduates exited to a preparation program to attain a high school equivalency (HSE) certificate, but had not finished by the end of the 2015-16 school year. When these learners attain a HSE they will be counted in the extended-year completion rate.
- **Other** - 2.7 percent (355) of students were “Others” (illness/injury, exited to detention center, expelled and didn’t return, transferred to a facility school or other program).

The Class of 2016



The number of non-graduates dropping out of their graduation cohort decreased in 2015-16, compared to previous years - see *Table 2*. The number of non-graduates completing or exiting to attain a high school equivalency also decreased. This reduction may be attributed to the increase in the number of graduates and changes in the GED program. In 2014, GEDTS released a new GED test, which required transitions in test preparation. In terms of those still enrolled, the data show that more than half of these students will go on to graduate given more time.

**TABLE 2: Status of Non-Graduates by Class Cohort**

"Class of" Cohort	Number Non-Graduates Still Enrolled	Number Unrecovered Dropouts	Number Completers (High School Equivalency)	Number High School Equivalency Preparation	Number of "Others" Exits*	Total Number Non-Graduates
2013	6,468	4,931	1,594	793	235	14,021
2014	6,506	4,920	1,370	803	354	13,953
2015	6,487	5,340	917	874	388	14,006
2016	6,656	4,740	868	705	355	13,324

Source: CDE Data Services

*Other includes exited to detention center, facility school, expelled and didn't return, incarcerated...

Extended-Year Graduation Rates - Giving Students More Time

Using the Class of 2010 as a baseline, the state's five-year and six-year high school graduation rates are making progressive gains – see *Table 3*. The state graduation rate rises above 80 percent when Colorado students are given more time to attain their high school diploma.

The current five-year graduation rate is 83.3 percent and the six-year graduation rate is 84.3 percent. This represents an all-time high since extended-year rates were first calculated in 2010.

TABLE 3: Colorado Extended-Year Graduation Rates – 2010 to 2016

Graduating Class Cohort	4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate
Class of 2010	72.4	77.1	78.5
Class of 2011	73.9	78.7	80.1
Class of 2012	75.4	80.1	81.2
Class of 2013	76.9	81.2	82.5
Class of 2014	77.3	81.7	84.3
Class of 2015	77.3	83.3	Coming 2017-18
Class of 2016	78.9	Coming 2017-18	Coming 2018-19

Source: CDE Data Services

The five-year graduation rate for the Class of 2015 is 83.3 percent, which is six percentage points higher than the state's four-year rate for this class cohort. This sums to 3,171 more graduates. The notable jump between the four-year and five-year graduation rate is attributed to several factors:

- Students enrolled in a specialized concurrent enrollment program may attend a fifth year of high school while attending higher education courses. This provides an opportunity for them to receive both a high school diploma and postsecondary credential. For more information on concurrent enrollment, visit <http://www.cde.state.co.us/postsecondary/concurrentenrollment>.
- Students with disabilities and English learners are afforded more time by law to complete their academic program. The intent is to provide equitable access to grade level standards and ensure a well-rounded education.



- Students who fall behind are given more time to complete local graduation requirements. These students may have unique circumstances and lack adequate credit accrual due to disrupted enrollment in school and/or high school mobility.

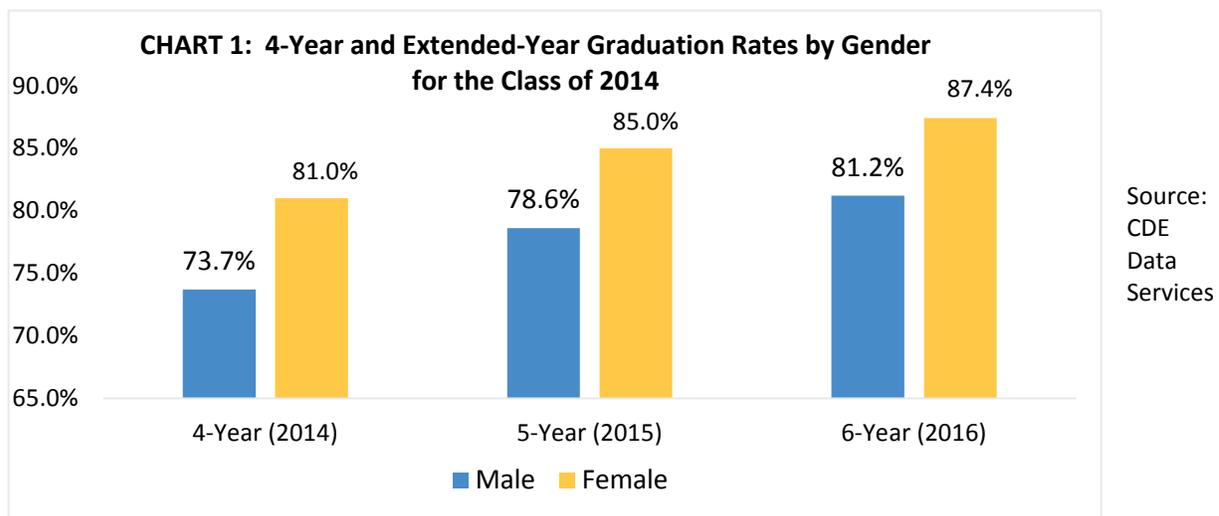
Trends

This section analyzes high school graduation trends by gender, race/ethnicity and student group, including students in foster care. See *Appendix C* for a historical overview of disaggregated graduation rates.

Graduation Rate by Gender

The four-year high school graduation rate for female students is 82.7 percent (25,562 graduates.) The graduation rate for male students is 75.3 percent (24,280.) The gender gap in four-year graduation rates for female and male students decreased marginally during the most recent year.

Male students, who did not graduate within four years of entering high school, benefit substantially when given more time to attain a high school diploma. With two additional years of high school, the 6-year graduation rate for males students in the Class of 2014 jumps to 81.2 percent, which represents a 7.5 percentage point increase from the four-year rate for males. This sums to 2,114 more males earning a high school diploma. The six-year graduation rate for female students is 87.4 percent, which is 6.4 percentage points higher than the four-year rate for females. This translates to 1,716 more females earning a high school diploma. See *Chart 1*.



Graduation Rate by Race and Ethnic Group

Among racial and ethnic groups, the four-year graduation rate for the 2015-2016 school year was 62 percent for American Indian; 86 percent for Asian students; 72 percent for black students; 70 percent for Hispanic students; 84 percent for white students; 74 percent for Native Hawaiian or Other Pacific Islander; and 79 percent for students reported as two or more races.

Most racial and ethnic groups improved or maintained their four-year graduation rate from 2015 to 2016. However, the four-year graduation rate for American Indian students declined two percentage



points from 64 percent to 62 percent. The four-year rate for Asian students also showed a decline from 88.1 percent to 86 percent.

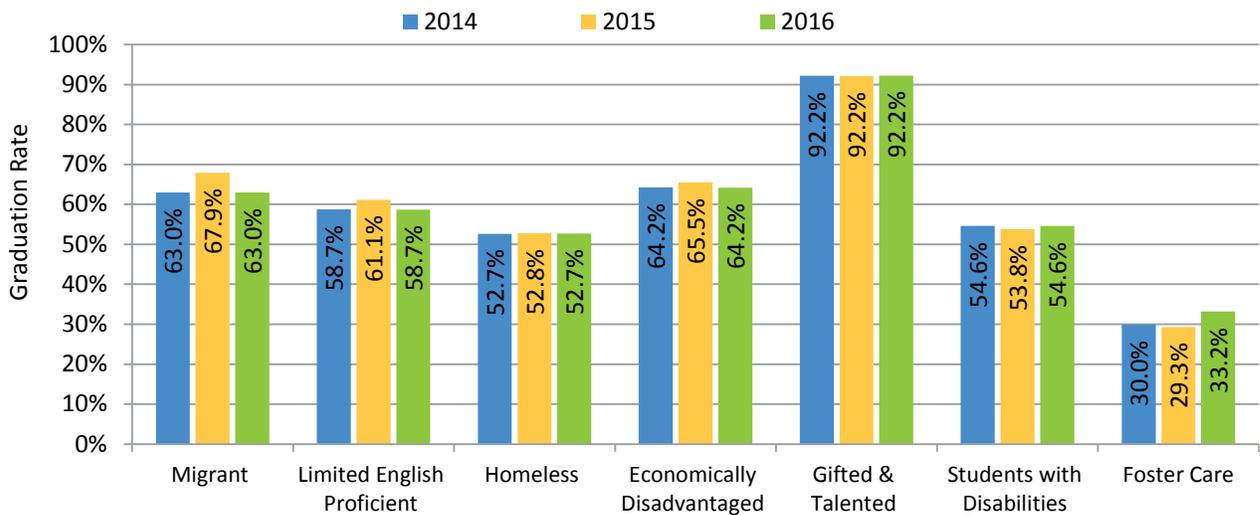
Hispanic/Latino and black students have seen substantial improvements in their four-year graduation rate over the past six years. Since 2010, the four-year graduation rate for Hispanic/Latino students increased by 14.4 percentage points and the rate for black students increased by 11.9 percentage points. However, more improvement is needed to meet state expectations, as the four-year graduation rate for several racial/ethnic groups remains below 85 percent. See *Appendix C: Historical Graduate Data*.

Graduation Rate by Student Group

“Instructional Program Service Type” (IPST) is a category used by the Colorado Department of Education (CDE) to report data by distinct student group including, economically disadvantaged, English learners, gifted and talented, homeless, migrant, and students with disabilities. These data are based on reporting by school districts to CDE.

This report also includes students in foster care as a student group. Districts do not report data on students in foster care. This information is obtained through a data-sharing agreement between the Colorado Department of Human Services and CDE. CDE takes seriously its obligation to protect the privacy of student and Personally Identifiable Information (PII) collected, used, shared and stored. PII of students in foster care is collected, used, shared and stored in compliance with CDE’s privacy and security policies and procedures.

**CHART 2: 4-Year Graduation Rates by Instructional Program Service Type
Class of 2014 to Class of 2016**



Source: CDE Data Services

Notes: Students may be counted in more than one student group. Percentages reported by IPST group are not mutually exclusive. Limited English Proficient includes non-English proficient and limited English proficient students.



As demonstrated in *Chart 2*, the four-year graduation rate by student groups indicates that students in foster care and students with disabilities made gains and the rates for gifted, homeless and economically disadvantaged students remain constant.

Students in Foster Care - Class of 2016

The four-year graduation rate of students in foster care is 33.2 percent. This represents an increase of 3.9 percentage points from the previous year. The completion rate for students in foster care is 37.4 percent, which also represents an improvement from 2014-15. See *Table 4*. In addition, *Appendix F* provides a list of graduation and completion rates for students in foster care by county.

TABLE 4: 4-Year Graduation and Completion Rates of Students in Foster Care 2013 to 2016

Anticipated Year of Graduation	Total number of students in cohort base	Number of graduates	Graduation rate	Number of completers	Completer rate
2013	1,179	324	27.5%	487	41.3%
2014	1,242	372	30.0%	519	41.8%
2015	1,269	372	29.3%	455	35.9%
2016	1,313	436	33.2%	491	37.4%

Source: CDE Data Services and Colorado Department of Human Services

The extended-year graduation rate for students in foster care shows notable gains. The six-year rate for students in foster care, based on the Class of 2014 cohort, is 40.9 percent, which is a 10.9 percentage point jump above the four-year rate, which was 30.0 percent.

The extended-year completion rates move foster care students above 50 percent in attaining a high school credential. The six-year completion rate climbed to 53.3 percent, which is an increase of 11.5 percentage points compared to the four-year completion rate. See *Table 5*. This translates to 138 more students in foster care completing high school.

TABLE 5: 4-Year and Extended-Year Graduation and Completion Rates of Students in Foster Care for the Class of 2014

Class of 2014	Total number of students in cohort base	Number of graduates	Graduation rate	Number of completers	Completer rate
4-year	1,242	372	30.0%	519	41.8%
5-year	1,284	451	35.1%	602	46.9%
6-year	1,232	504	40.9%	657	53.3%

Source: CDE Data Services and Colorado Department of Human Services

Efforts are underway to further improve educational attainment of student in foster care. See the [CDE foster care webpage](http://www.cde.state.co.us/dropoutprevention/fostercare_index) for more information, http://www.cde.state.co.us/dropoutprevention/fostercare_index.



District Improvement

A three year review (2013-2014 thru 2015-2016) of four-year graduation rates was conducted. Reporting on district improvement in this area is based on a threshold of a graduation rate of 80 percent. See *Appendix D* for a list of districts making these improvements. Interactive tools for analysis of individual districts, schools and statewide data are available at <http://www.cde.state.co.us/cdereval/gradcurrent.htm>.

Summary of Improvement

- 69 percent (129) of Colorado school districts reached a four-year graduation rate at or above 80 percent. Of these districts, 72 had graduation rates of 90 percent or higher.
- 51 percent (95) of districts accomplished a four-year graduation rate of 80 percent or higher for the third year in a row.
- 41 percent (77) of school districts increased their four-year graduation rate in 2016, based on a multi-year comparison. Of these districts, 36 increased (improved) by five percentage points or greater.
- Three rural districts achieved a graduation rate of 100 percent for the third year in a row. This recognition goes to: Arickaree RE-2 School District in Washington County; Creede School District in Mineral County and Pawnee RE-12 in Weld County.
- 76 percent (142) of districts reached a five-year graduation rate of 80 percent or higher, with 29 rural districts reporting a graduation rate of 100 percent.
- 82 percent (152) of districts received a six-year graduation rate of 80 percent or better, including 44 rural districts reporting a graduation rate of 100 percent.

In Colorado, local school boards set their own graduation requirements which means expectations for earning a diploma may differ from district to district. Beginning with the Class of 2021, students will graduate under locally determined requirements that meet or exceed the Colorado Graduation Guidelines adopted by the state board of education. For more information visit the CDE website page on Graduation Guidelines, <http://www.cde.state.co.us/postsecondary/graduationguidelines>.

Dropout Rate Trends

The annual dropout rate marks an all-time low at 2.3 percent.

The annual dropout rate is at a record low. Even with the state's growth in pupil membership, fewer numbers of students dropped out in 2015-16 than in any other recorded school year. The current dropout rate is 2.3 percent. This means there were 10,530 Colorado public school students in grades 7 to 12 who dropped out in 2015-16. This rate represents 584 fewer students dropping out in 2015-16 than in 2014-15.

The annual dropout rate is based on the number of reported dropouts during the past year divided by the number of students that were in membership in grades 7-12 at any time during the past year. Students transferring to a high school equivalency program are not counted as dropouts in the dropout rate. See *Appendix E* for details on the calculations and a definition of dropout.



Summary of Dropout Data

- Male students drop out of school at a higher rate than female students. The 2015-16 gap is 0.8 percentage points, which matches a 10-year high reached in 2005-06.
- 52 percent of students (4,443) who drop out are in 12th grade. This is consistent with past school years.
- The 9th grade dropout rate is 1.1 percent, which indicates improvement as it is lower than both the 2014-15 rate of 1.3 percent and the 2013-14 rate of 1.5 percent.
- The current 11th grade dropout rate is 3.4 percent, which is 0.2 percentage points lower than the 2014-15 rate of 3.6 percent.
- The 12th-grade dropout rate at is 7.3 percent, which is 0.5 percentage points lower than the 2014-15 rate of 7.8 percent.
- The alternative school dropout rate is 18.6 percent, which marks an increase of 0.7 percentage points compared to the previous year.

Pupil membership in alternative schools represents approximately 5 percent of the student population for grades 7 to 12, but they account for 42 percent (4,443) of the students dropping out of school. In this context, alternative school status is self-reported by the districts. This is not the same as an AEC (Alternative Education Campus), which requires an application and state approval.

Alternative schools tend to provide out-of-school youth more educational pathways than traditional high schools, which may have influenced the increased dropout rate. In addition, there was an increase in dropout recidivism. The dropout recidivism rate increased from 10.3 percent in 2015 to 18.9 percent in 2016. This means that 18.9 percent of those who dropped out in 2016 also had an episode of dropping out in the previous school year. This suggests that district efforts and other factors may have contributed to preventing more first time dropouts, however, out-of-school youth who are re-enrolling in public school appear to need more attention to re-engage and persist in their education.

District Improvement

Fifty-six percent (104) of Colorado districts reported five or fewer dropouts, of which 43 rural districts reported zero dropouts. Forty-seven percent (87) of districts showed improvement in their annual dropout rate between 2013-14 and 2014-15. For details by district or school, visit the CDE Dropout Data Dashboard, <http://www.cde.state.co.us/cdereval/dropoutcurrent>.

TABLE 6: Dropout Rate Trends by Geographic Setting from 2012 to 2016

Setting	2012	2013	2014	2015	2016
Denver Metro	3.1%	2.6%	2.5%	2.5%	2.1%
Urban-Suburban	2.9%	2.5%	1.8%	1.9%	1.6%
Outlying City	3.0%	2.6%	2.7%	2.6%	2.5%
Outlying Town	2.7%	2.3%	1.9%	1.9%	1.7%
Remote	1.9%	1.5%	1.5%	1.7%	1.6%

Source: CDE, Data Services and Office of Dropout Prevention and Student Re-engagement



The dropout rate by geographic setting shows improvement (decrease) in all areas. See *Table 6*. Urban-Suburban and Remote areas recorded the lowest dropout rates in 2015-16 compared to other geographic settings.

Dropout Rate by Student Group

This section focuses on the dropout rate among these student groups: economically disadvantaged, English learners, gifted and talented, homeless, migrant, students with disabilities and students in foster care. Note: Students may be counted in more than one category. Rates reported by student group are not mutually exclusive.

Economically Disadvantaged

The current dropout rate for this student group is 2.9 percent, which represents a decrease from the previous year, but is 0.6 percentage points higher than the current state rate of 2.3 percent. See *Table 7*. The number of students in grades 7 to 12 categorized as economically disadvantaged increased by 3.65 percent from 2014-15 to 2015-16.

TABLE 7: Dropout Rates of Economically Disadvantaged Students from 2010 to 2016

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate and Percentage Point Difference
2010-2011	138,265	4,200	3.0	(3.0 state rate) No difference
2011-2012	147,527	4,760	3.2	(2.9 state rate) 0.3 higher
2012-2013	158,023	4,524	2.9	(2.5 state rate) 0.4 higher
2013-2014	141,681	3,852	2.7	(2.4 state rate) 0.3 higher
2014-2015	165,827	5,079	3.1	(2.5 state rate) 0.6 higher
2015-2016	171,884	5,063	2.9	(2.3 state rate) 0.6 higher

Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement

Economically disadvantaged students qualify for either the free or reduced cost lunch program. The Federal National School Lunch Act establishes eligibility for the *reduced price lunch program* for families with income up to 185 percent of the federal poverty level. Families with income up to 130 percent of the federal poverty level qualify for the free lunch program.

Currently, Title I funds that support at-risk students are primarily directed to elementary schools for early intervention. The newly re-authorized federal legislation, Every Student Succeeds Act (ESSA), provides options to prioritize high schools with poverty percentages down to 50 percent. It is anticipated that this change will allow more Colorado districts to serve their high schools with Title I funds. In addition, Title IV funding may expand options to support drug, alcohol and violence prevention, dropout prevention and dropout re-entry.

English Learners

The Office of Culturally and Linguistically Diverse Education supports the linguistic, social-emotional and academic needs of culturally and linguistically diverse learners by providing educational leadership for educators and families of CLD students in Colorado communities. Please visit

http://www.cde.state.co.us/cde_english_f



For purposes of reporting dropout, graduation, and completion rates, English learners (ELs) includes non-English proficient and limited English proficient students. *Table 8* shows that the number of EL students in grades 7 to 12 is steadily increasing in Colorado. The EL membership in grades 7 to 12 increased by 6.8 percent from 2014-15 to 2015-16.

TABLE 8: Dropout Rates of English Language Learners from 2010 to 2016

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate Percentage Point Difference
2010-2011	34,446	1,899	5.5	(3.0 state rate) 2.5 higher
2011-2012	41,380	2,098	5.1	(2.9 state rate) 2.2 higher
2012-2013	42,325	1,874	4.4	(2.5 state rate) 1.9 higher
2013-2014	46,248	1,883	4.1	(2.4 state rate) 1.7 higher
2014-2015	48,943	1,991	4.1	(2.5 state rate) 1.6 higher
2015-2016	52,283	2,090	4.0	(2.3 state rate) 1.7 higher

Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement

In addition, *Table 8* shows that the dropout rate among English Learners is decreasing (improving). It's at its lowest point since 2003-04, when CDE began reporting dropout rates for this student group. See *Appendix E*. However, the rate is 1.7 percentage points higher than the state rate of 2.3 percent.

Gifted Education

Gifted students have been identified with exceptional potential or abilities in general cognition, academic aptitude, talent aptitude, creativity, or leadership. They represent a state categorical student group. Programming and services are delivered in every administrative unit with special provisions for learning and performance. For more information, visit the webpage of the Office of Gifted Education, <http://www.cde.state.co.us/gt>.

TABLE 9: Dropout Rates of Gifted and Talented Students from 2010 to 2016

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate and Percentage Point Difference
2010-2011	42,301	185	0.4	(3.0 state rate) 2.6 lower
2011-2012	43,412	224	0.5	(2.9 state rate) 2.4 higher
2012-2013	45,168	263	0.6	(2.5 state rate) 1.9 lower
2013-2014	45,736	268	0.6	(2.4 state rate) 1.8 lower
2014-2015	47,014	258	0.5	(2.5 state rate) 2.0 lower
2015-2016	48,355	206	0.4	(2.3 state rate) 1.9 lower

Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement

Table 9 shows that the number of gifted students in grades 7 to 12 is on the rise. The low dropout rate among gifted and talented students slightly decreased (improved) in 2015-16, compared to the previous



year. The dropout rate for gifted students is 1.9 percentage points lower than the state dropout rate of 2.3 percent.

McKinney-Vento Homeless Education

“Homeless” is defined under the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.) as children and youth under the age of 21 who lack a fixed, regular, and adequate primary nighttime residence. During the 2015-16 school year, Colorado public schools identified and served 23,954 students experiencing homelessness in grades PK-12.

The number of students in grades 7 to 12 identified as McKinney-Vento eligible, or homeless, slightly increased in 2015-16 compared to 2014-15. The current dropout rate for this student group remained the same (6.1 percent) as the previous year. This rate is 3.8 percentage points higher than the state rate. See *Table 10*. For more information on McKinney-Vento Homeless Education visit, http://www.cde.state.co.us/dropoutprevention/homeless_index.

TABLE 10: Dropout Rates of Homeless Students from 2010 to 2016

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate and Percentage Point Difference
2010-2011	7,615	508	6.7	(3.0 state rate) 3.7 higher
2011-2012	8,429	720	8.5	(2.9 state rate) 5.6 higher
2012-2013	8,504	510	6.0	(2.5 state rate) 3.5 higher
2013-2014	9,793	537	5.5	(2.4 state rate) 3.1 higher
2014-2015	9,734	589	6.1	(2.5 state rate) 3.6 higher
2015-2016	9,937	611	6.1	(2.3 state rate) 3.8 higher

Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement

Migrant Students

In this context, migrant refers to students and youth who are eligible for supplemental services through regional service providers. A migrant student is an individual who is or whose parent(s)/spouse is a migratory agricultural worker, and who, in the preceding 36 months, in order to obtain, or accompany such parent/spouse to obtain, temporary or seasonal employment in agricultural work has moved from one school district to another.

Table 11 shows that the number of migrant students in grades 7 to 12 has remained constant for the past two years. The dropout rate among migrant students is 3.6 percent, which shows improvement compared to the previous two years and matches the 2012-13 rate.

Migrant children who have made a qualifying move within the previous one-year period and who are most at risk of failing to meet the challenging state academic standards, or have dropped out of school, are considered Priority for Services (PFS) and shall receive priority in receiving services that are migrant-funded. The Office of Migrant Education has invested in specialized training to support regional migrant staff in designating a student as PFS in order to advance their academic achievement.



To learn more about the criteria for PFS designation or to learn more about these activities, visit the Migrant Education webpage, <http://www.cde.state.co.us/migrant>.

TABLE 11: Dropout Rates of Migrant Students from 2010 to 2016

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate and Percentage Point Difference
2010-2011	1,394	58	4.2	(3.0 state rate) 1.2 higher
2011-2012	1,114	39	3.5	(2.9 state rate) 0.6 higher
2012-2013	1,084	39	3.6	(2.5 state rate) 1.1 higher
2013-2014	1,343	90	4.2	(2.4 state rate) 1.8 higher
2014-2015	1,564	64	4.1	(2.5 state rate) 1.6 higher
2015-2016	1,545	55	3.6	(2.3 state rate) 1.3 higher

Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement

Students with Disabilities

Students with disabilities refers to students who have been formally identified as having educational disabilities and are unable to receive reasonable benefit from general education without additional supports in the public schools because of specific disabling conditions. For more information on special education and students with disabilities, visit the Office of Special Education homepage, <http://www.cde.state.co.us/cdesped>.

The number of students with disabilities in grades 7 to 12 increased 22.7 percent from 2010-11 to 2015-16. In 2015-16, there were 45,684 students with disabilities in grades 7 to 12. The current dropout rate for students with disabilities is 2.8 percent, a decrease (improvement) from 2014-15, and 0.5 percentage points higher than the state dropout rate (2.3 percent).

TABLE 12: Dropout Rates of Students with Disabilities from 2010 to 2016

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate and Percentage Point Difference
2010-2011	37,229	803	2.2	(3.0 state rate) 0.8 lower
2011-2012	37,495	807	2.2	(2.9 state rate) 0.7 lower
2012-2013	38,085	654	1.7	(2.5 state rate) 0.8 lower
2013-2014	43,128	1,261	2.9	(2.4 state rate) 0.5 higher
2014-2015	43,916	1,296	3.0	(2.5 state rate) 0.5 higher
2015-2016	45,684	1,266	2.8	(2.3 state rate) 0.5 higher

Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement

A literature review indicates that the most common interventions associated with graduating from high school for students with disabilities involve mentoring, interventions targeted to specific disability-related needs (e.g., academic, interpersonal), and class setting and exit options.¹ The Exceptional



Student Services Unit (ESSU) at CDE currently collects student outcome data to identify trends that may inform policy and programmatic changes at both the state and local levels. Colorado is committed to supporting continuous improvement and increased high school completion.

This commitment is supported by the *NCSI Part B Convening: Graduation and Post School Outcomes Cross-State Learning Collaborative*. Face-to-face meetings of the *Learning Collaborative* with other states working on improving graduation and post school outcomes for youth with disabilities, engage in professional learning and growth in order to build capacity in the areas of data use, knowledge utilization, systems change and communication and collaboration. Colorado is a new member to the CSLC as of December 2016.

Students in Foster Care

The term “student in foster care” means that an individual has experienced an out-of-home placement and has been enrolled in a Colorado public school. In 2015-16, there were 4,018 foster students enrolled in seventh-grade to 12th-grade, which marks an increase compared to previous years - see *Table 13*. The dropout rate for students in foster care has been increasing at an alarming rate since the state began reporting rates for this student group in 2012-13. This year the dropout rate jumped to 9.3 percent, which marks a 2.5 percentage point increase. See *Appendix F* for a list of foster care dropout by county.

TABLE 13: Dropout Rates of Students in Foster Care from 2012 to 2016

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate and Percentage Point Difference
2012-2013	3,560	160	4.5	(2.5 state rate) 2.0 higher
2013-2014	3,436	185	5.4	(2.4 state rate) 3.0 higher
2014-2015	3,533	239	6.8	(2.5 state rate) 4.3 higher
2015-2016	4,018	372	9.3	(2.3 state rate) 7.0 higher

Source: CDE Data Services and Colorado Department of Human Services

It is unclear why the dropout count is escalating for students in foster care. Overall state dropout numbers decreased in 2016. This indicates that prevention efforts and other contributing factors that helped other groups of students haven’t been as effective or targeted in preventing dropout among students in foster care. The number of foster care dropouts increased across all grade levels, with the largest number exiting in 11th grade. See *Table 14*. This matches a comparison of foster care dropouts by age. In 2015-16, substantially more students were dropping out between ages 14 and 17 years of age than in 2014-15.

Another area to consider in reducing dropout among foster care students is to better re-engage students who re-enroll in public school after dropping out in a previous school year. In 2015-16, 16.4 percent (61) of students in foster care who dropped out also had dropped out in the previous year. This marks a notable increase compared to the 2014-15 dropout recidivism rate, which was 6.3 percent (15 foster care students).



TABLE 14: Number of Students in Foster Care Dropping Out by Grade Level from 2014 to 2016

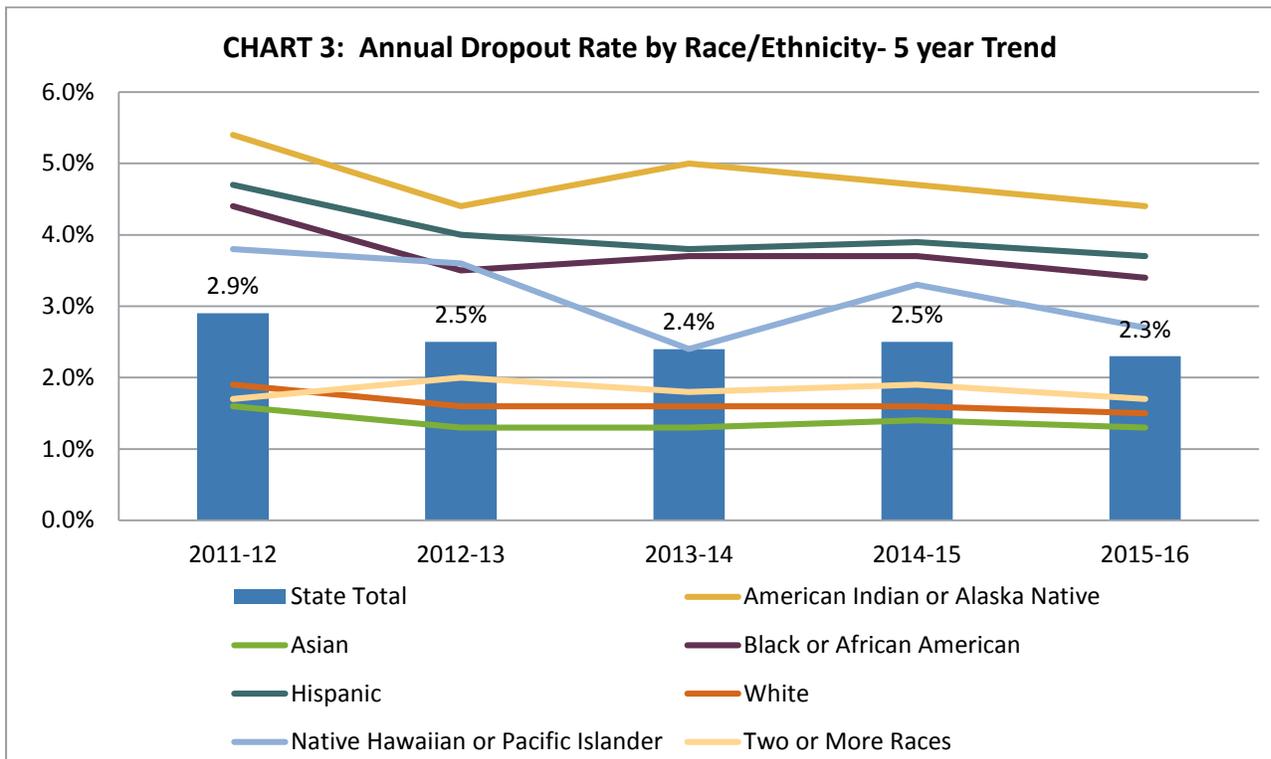
Grade Level	Dropout Count in 2014-15	Dropout Count in 2015-16
7	10	3
8	13	17
9	56	95
10	50	69
11	63	104
12	47	84

Source: CDE Data Services and Office of Dropout Prevention Student Re-engagement

Annual Dropout Rates by Race and Ethnicity

Disaggregated dropout rates by race and ethnicity show a decrease (improvement) in all categories. The dropout rate for white students is at an all-time low at 1.5 percent. The dropout rate of American Indian or Alaska Native students is 4.4 percent, which demonstrates a decrease for the second year in a row and matches the rate in 2012-13.

Chart 3 illustrates the past five years of dropout rates by race and ethnicity. A gap in dropout rates between white and non-white students remains constant, though there was a slight narrowing of the gap from 2014-15 and 2015-16. See Appendix E to compare disaggregated dropout rates from previous years.



Source: CDE Data Services



Student Engagement

In state statute, “student engagement” refers to a student’s sense of belonging, safety and involvement in school that leads to academic achievement, regular school attendance, and graduation. Indicators of engagement included in CDE’s school improvement planning include attendance, truancy, safety and discipline and school mobility. Local education agencies annually submit data on attendance, truancy and disciplinary actions to CDE. For the first time, information on educational engagement strategies such as, assistance to out-of-school youth and credit recovery programming is available.

Overall, state student engagement indicators show that progress is being made in decreasing habitual truancy, reducing incidence of expulsions and increasing access to academic opportunities. However, more work is needed to makes improvements in school attendance and expand transition services for highly mobile students and out-of-school youth who re-enroll. For definition of terms and information on calculations, see *Appendix B*.

Irregular attendance can be a better predictor of whether students will drop out before graduation than test scores.

- US Department of Education Report on Chronic Absenteeism in the Nation’s Schools

Attendance Data

The state school attendance rate for 2015-16 is 93.3 percent. The absenteeism rate is 6.7 percent, which includes incidence of unexcused and excused absences. The truancy rate is 2.5 percent, which is only based on incidences of unexcused absences. The 2015-16 attendance and truancy rates both increased by .01 percentage points compared to the 2013-14 rates. See *Table 15*.

These rates represent incidences and not students. More information on chronic absenteeism in Colorado is available through the U.S. Department of Education and the Office of Civil Rights, <https://www2.ed.gov/datastory/chronicabsenteeism.html>.

TABLE 15: School Attendance Rate – 2012 to 2016

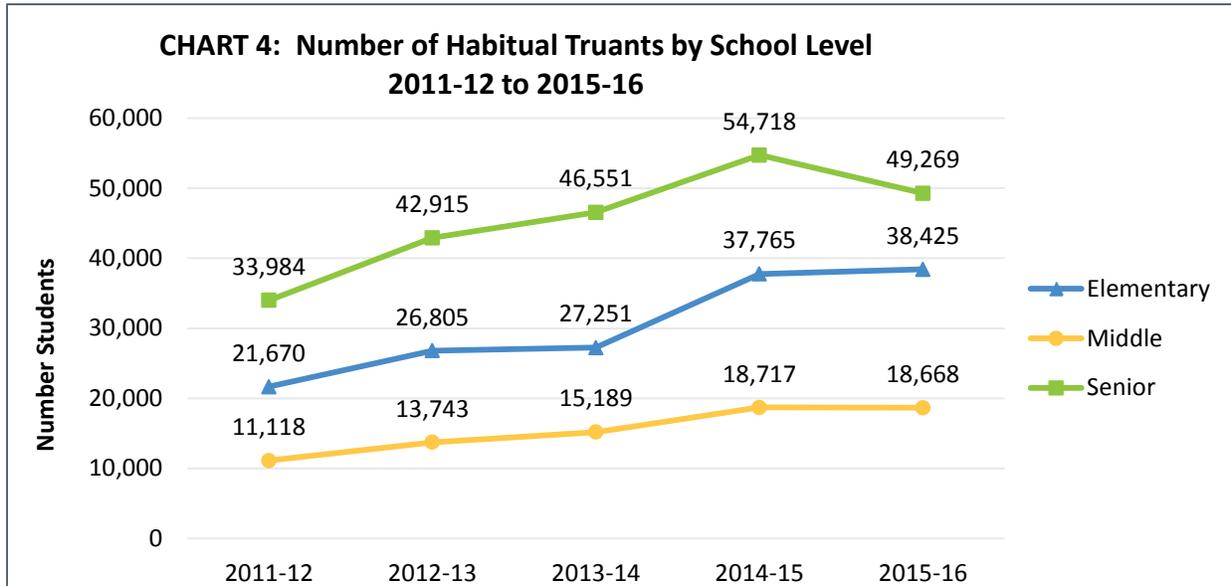
School Year	Attendance Rate	Absenteeism Rate	Truancy Rate
2012-13	93.8	6.2	2.1
2013-14	93.6	6.4	2.2
2014-15	93.2	6.8	2.4
2015-16	93.3	6.7	2.5

Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement

Habitual Truants

"Habitually truant" pertains to students of compulsory school attendance age (six through 16) who have had four unexcused absences in one month or 10 unexcused absences in one school year. The number of habitually truants in 2015-16 summed to 106,362 students. Students in high school account for 46.3 percent (49,269) of habitual truants, followed by elementary school students, who represent 36.1 percent (38,425) of habitual truants. Middle school students represent 17.6 percent (18,668) of habitual students. Overall the number of habitually truant students has substantially increased compared to 2011-12 – see *Chart 4*.

Districts have reported the increase in habitual truants may be influenced by district policy decisions related to compulsory attendance and disenrollment for non-attendance. Others note that issues of attendance are tied to family circumstances and peer influence. In some areas in the state, such as Adams County, school attendance campaigns are in place to create a culture that recognizes the importance of daily attendance. More details on interventions and supports are available on the CDE webpage, <http://www.cde.state.co.us/dropoutprevention>.



Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement

Student Mobility

In this context, a student is considered mobile if he or she has entered or exited a district in a manner that is not part of the normal educational progression during the school year. The stability rate refers to students that remained in the district without interruption throughout the school year.

Note: The student count of mobility includes duplicate counts. For example, a student who moves from district to district will be counted as a mobile student in each district and will appear twice in the total mobile student count (numerator.)

**TABLE 16: 2015-16 Mobility and Stability Rates by Student Group**

Student Population	Total Number of Students	Stable Student Count	Stability Rate	Total Mobile Student Count	Mobility Rate
Gifted and Talented	81,042	76,148	94.0	4,894	6.0
Students with Disabilities	107,153	89,552	83.6	17,601	16.4
English Learners	149,729	124,734	83.3	24,995	16.7
Economically Disadvantaged	412,456	339,903	82.4	72,553	17.6
Migrant	3,686	2,490	67.6	1,196	32.4
Homeless	23,873	14,363	60.2	9,510	39.8
Foster Care*	6,888	3,071	44.6	3,817	55.4

Source: Colorado Department of Education, Data Services

Tracking and monitoring school mobility can help guide planning and preparing for school transitions that disproportionately impact highly mobile students such as, children and youth experiencing homelessness, those in foster care and migrant students. Research shows that in some cases school moves can create barriers to successful progression through the K-12 systems.²

TABLE 17: Mobility and Stability Rates for Students in Foster Care in 2012 and 2016

School Year	Total Number of Students	Stable Student Count	Stability Rate	Total Mobile Student Count	Mobility Rate
2012-2013	6,574	3,641	55.4	2,815	42.8
2013-2014	6,450	3,688	57.2	2,762	42.8
2014-2015	6,774	3,119	46.0	3,655	54.0
2015-2016	6,888	3,071	44.6	3817	55.4

Source: Colorado Department of Education, Data Services and Colorado Department of Human Services

For more information on school mobility and students in foster care, see reports and research by the University of Northern Colorado, <http://www.unco.edu/cebs/foster-care-research/reports.aspx>.

Safety and Discipline

The Colorado legislature created a policy framework that has moved the state away from strict, mandatory punishment to supportive school discipline. This is based on the passage of a series of bills that led to the end of "zero tolerance." State policy now directs the use of alternatives to suspension and expulsion. For example, HB11-1032 codified a legislative declaration to encourage school districts to use restorative justice as a school's first consideration to remediate several types of offenses. The implementation of this policy framework coincides with a substantial reduction in expulsions and an overall decrease in disciplinary actions. See *Appendix G* for more information on legislation.

Repeated suspensions and expulsions can lead to decreased school bonding in students which is a predictor of dropping out of school.³



Summary of School Disciplined Incidents in 2015-16

The total number of incidents decreased compared to the previous year. See *Table 18* on totals of discipline incidents. The most commonly reported reasons for disciplinary actions were associated with these behaviors: Disobedient/defiant or repeated interference (30.7%); Detrimental behavior (28.4%); and Other code of conduct violation (25.3%).

Summary of Actions Taken for Incidents in 2015-16

The disciplinary actions taken as a consequence to discipline code violations include: classroom suspension, in-school suspension, out-of-school suspension, expulsion, referral to law enforcement, and other actions taken. The most frequent actions taken in 2015-16 were out-of-school suspension (53.9 percent) followed by in-school suspension (32.1 percent). For a 10-year trend review on state suspension and expulsion rates and reasons, visit <http://www.cde.state.co.us/cdereval/suspend-expelcurrent>.

TABLE 18: Colorado Disciplined Incident Comparison by Behavior Type from 2014 to 2016

Code of Conduct Behavior Disciplined	2014-15 Total Number of Incidents	2015-16 Total Number of Incidents	Change in number of incidents from 2014-15 to 2015-16
Disobedient/Defiant	27,680	27,864	184 increase
Detrimental Behavior	25,179	25,786	607 increase
Other Code of Conduct Violations	23,255	22,961	294 decrease
Drug Violation	6,185	2,047	N/A due to change in reporting marijuana violations
3rd Degree Assault	4,091	4,150	59 increase
Alcohol Violation	1,325	816	509 decrease
Tobacco Violation	1,635	1,378	257 decrease
Dangerous Weapon	873	927	54 increase
Destruction of School Property	863	806	57 decrease
1st, 2nd, or Vehicular Assault	172	96	76 decrease
Robbery	141	149	8 increase
Other Felony	133	130	3 decrease
Marijuana Violations	Not reported	3,704	N/A
Sexual Violence	Not reported	24	N/A
Total Incidents	91,532	90,838	694 decrease

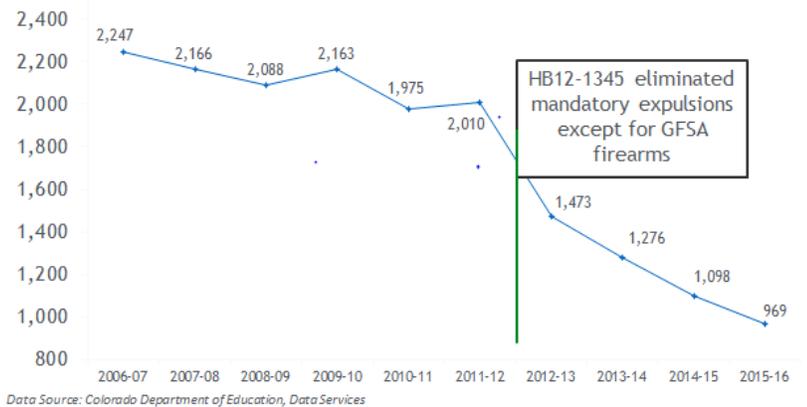
Source: Colorado Department of Education, Data Services



Expulsions

There were 969 expulsions in 2015-16, which marks a record low. The illustration depicts the steady decrease in expulsion incidents since 2011-12, which is the year that HB12-1345 was signed into law to end “zero tolerance” mandates. The school expulsions in 2015-16 were mainly due to marijuana violations (195 incidents; 20.1 percent), detrimental behavior (172 incidents; 17.8 percent), and other code of conduct violations (171 incidents; 17.6 percent).

Colorado’s Steady Decline in Expulsion



Most common behaviors: Marijuana violations, detrimental behaviors, and other code of conduct violations.

Educational Engagement Opportunities

For the first time, all school districts reported descriptors of activities and services directly linked to student re-engagement, which includes assistance to out-of-school-youth and credit recovery. The results show the availability of these resources at the secondary level and can be used to identify best practices and further explore strategies and programming around the state.

For example, the prevalence of providing assistance to out-of-school youth to re-enroll in school helped the non-profit organization, Colorado Youth for a Change, expand a re-engagement network of practitioners to share best practices and identify resources for struggling students. See *Table 19*. For an overview of the collection of this information, which is known as Report Card March, visit http://www.cde.state.co.us/datapipeline/per_report-march.

Table 19: Percent of Colorado Secondary Schools that Offer Educational Engagement Activities and Services

Activity/Service	Descriptor	Percent of Secondary Schools that offer the Activity/Service
Assistance of Out-of-School Youth to Re-Enroll	Includes approaches and systems to re-engage youth who are not enrolled in school and have not earned a high school credential. This includes retrieval of students who have dropped out within the current school year or those who have dropped out in previous years.	57 percent
Credit Recovery Programs	Includes a program implemented at the school and/or district level that enables struggling high school students who have fallen behind on graduation requirements or middle school students who have fallen behind in grade promotion and/or transition into high school to continue earning course credits and make progress toward graduation or grade promotion. Credit recovery may occur as a student is completing other courses or as an extension activity, such as summer school.	87 percent

Source: Colorado Department of Education and Colorado Youth for a Change

Strategies and Programs

A review of dropout, graduation and completion rates indicate the state is making gains in reducing dropout and increasing high school completion. There are concerted efforts across the state that have proven to be successful and are contributing to improvements in graduation dropout rates. They include:

- Analyzing and tracking student data (early warning systems on attendance, course failure and discipline and unified improvement planning)
- Creating educational environments that offer a blend of rigorous and relevant coursework guided by state standards (flexible scheduling, work-based learning, academic and career planning, coaching, tutoring...)
- Implementing local policies to ensure that all students have the school environment and effective academic guidance needed to attain their goals (concurrent enrollment, revised graduation requirements, attendance plans, restorative discipline, dropout recovery and re-engagement...)

Strategies and Practices that are creating more access and opportunities to help every student succeed focus on the following:

- Stepping up efforts to create multiple pathways to postsecondary and workforce readiness.
- Working with students to create individualized education plans that are tailored to meet their academic and career goals.
- Expanding options and early interventions when a student falls behind. Examples include tutoring to assist when a student is failing a class, providing classes and work-based learning to recover credits and develop competencies needed to graduate.

Note: Effective strategies and practices have been identified through research and evaluation of state and federal grant programs aimed at reducing dropout and increasing graduation rates.

State resources that contribute to dropout prevention and engagement include grant programs, data tools and training. CDE provides assistance to promote improvement in specific schools, but also offers universal supports. An example is the new data dashboard on graduation and dropout rates, <http://www.cde.state.co.us/cdereval/gradratecurrent>. This data tool was developed to make it easier for local districts and schools to identify trends and hot spots that need attention. In addition, strategies and approaches are highlighted in the best practice guide for dropout prevention, which is accessible through the CDE website, <http://www.cde.state.co.us/dropoutprevention>.

A key activity at the state level is the provision of professional development to support implementation of legislative mandates and promotion of effective strategies and practices. There are specialized trainings for educators, principals, school administrators, school counselors, homeless education liaisons, special education directors and other educational groups. CDE training opportunities are made available through special initiatives, community partnerships and grant programs. Examples include: the annual alternative education summit hosted by the Office of Dropout Prevention and Student Re-engagement, Equity and Excellence conference sponsored by the Exceptional Student Services Unit and the Federal Programs Unit, Multi-Tiered System of Supports (MTSS) trainings provided by the Office of Learning Supports, and the Turnaround Leadership Academy supported by the Office of Priority Improvement and Turnaround Support.



Summary of Grant Programs

In FY 2015-16, CDE managed more than \$22 million in state funds to support dropout prevention and engagement.

State grants

- Adult Workforce Partnership program, which was authorized in statute in 2014. This program supports regional partnerships established to enable adult learners to attain literacy and skills training in order to enter employment, <http://www.cde.state.co.us/cdeadult/adulteducationliteracyact>.
- *Colorado School Bullying Prevention and Education Grant Program is authorized by C.R.S. 22-93-101. This newly funded grant program provides funds to reduce the frequency of bullying incidents. This includes: implementing evidence-based bullying prevention practices with fidelity; family and community involvement in school bullying prevention strategies; and adopting specific policies concerning bullying education and prevention, <http://www.cde.state.co.us/mtss/bullying/bpeg>.
- Expelled and At Risk Student Services Grant Program (EARSS) – This four-year grant program provides educational services to expelled students and programs to prevent suspensions and expulsions and address truancy, http://www.cde.state.co.us/dropoutprevention/p_earss.
- School Counselor Corps Grant Program (SCCGP) - The purpose of this program is to increase the availability of effective school-based counseling within secondary schools, <http://www.cde.state.co.us/postsecondary/schoolcounselorcorps>.
- *Student Re-engagement Program – This newly funded grant program is authorized by C.R.S. 22-14-109 to assist local education providers in providing educational services and supports to maintain student engagement and support student re-engagement at the secondary level, http://www.cde.state.co.us/dropoutprevention/studentreengagement_request_for_proposals.

*Note: Per the [Joint Budget Committee's budget briefing](#), H.B. 15-1367 (Retail Marijuana Taxes) reserved General Funds in the Proposition AA Refund Account to fund specific programs if passed by Colorado voters. Proposition BB passed in November 2015, which authorized the funding of two new grant programs at CDE: the School Bullying Prevention and the Student Re-Engagement Program.

List of Federally Funded Programs and Initiatives

- 21st Century Community Learning Centers (21st CCLC) – A federally funded grant program that provides academic enrichment opportunities, with an emphasis on literacy, mathematics and science, to at-risk students in low-achieving schools, <http://www.cde.state.co.us/21stcclc>.
- Foster Care Education - This state program was launched in 2012 and is dedicated to helping students in foster care excel academically, complete courses and advance to the next grade, and continue on a path to postsecondary success. It provides assistance and training for key stakeholders including, Child Welfare Education Liaisons, special education directors, school administrators and county child welfare agencies. It also includes a data-sharing and research partnership with the Colorado Department of Human Services and University of Northern Colorado, http://www.cde.state.co.us/dropoutprevention/fostercare_index.
- McKinney-Vento Homeless Education Program – A federally funded program dedicated to ensuring access, stability and educational support for students experiencing homelessness. It provides training to homeless education liaisons and offers sub-grants to districts, http://www.cde.state.co.us/dropoutprevention/homeless_index.



2016 Legislative Review

There are 41 state statutes that impact or pertain to dropout prevention, student engagement and school completion. In FY 2015-16, \$25,803,661 in state funds were directed to 15 of the 41 statutes. The remaining are classified as unfunded, awaiting funds or do not require funding to implement. For a summary of statutes including, description, outcomes and state funds allocated see *Appendix G: Statutory Review and State Moneys Spent on Reducing the Dropout Rate*. This review was conducted in accordance with C.R.S. 22-14-111(1)(c). It includes identification of statutes related to reducing the dropout rate in Colorado public schools and includes effects of expenditures as applicable.

These 41 statutes are classified by category: 1) Grants and programs that address dropout prevention and student engagement; 2) Family-School-Community partnering; 3) Postsecondary and workforce readiness; 4) School safety and discipline; 5) Truancy and school attendance; and 6) Requirements, regulations and other.

There were five bills relevant to dropout prevention, student engagement and school completion that were passed during the 2015 legislative session. Two pertained to postsecondary and workforce readiness, the remaining are categorized under school safety and other. See *Table 20*.

Table 20: Summary of 2016 Bills

Category: Postsecondary and Workforce Readiness	
H.B. 16-1144 Concurrent enrollment programs - notice to students.	The act requires a public high school student's education provider to notify the student and his or her parent or legal guardian if the student enrolls in a postsecondary course that does not meet the statutory requirements for concurrent enrollment programs. The notice must inform the student that the course does not meet the requirements of the concurrent enrollment statute and that there are postsecondary courses available to the student at low or no cost that meet the concurrent enrollment requirements and that are credit-bearing and applicable toward earning a degree or certificate at an institution of higher education or, if approved for statewide transfer, at any institution of higher education. The institution of higher education offering the course shall inform the local education provider as to whether the postsecondary course meets the concurrent enrollment requirements.
H.B. 16-1289 Workforce development - career development success pilot program - appropriation	Creates the Career Success Pilot Program. The bill provides financial incentives for participating school districts and charter schools that encourage high school students (grades 9-12) to complete qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs, or qualified Advanced Placement courses. Participating districts or charter schools could receive up to \$1,000 for each student who successfully completes one of the qualified programs and will be distributed in tiered order. This pilot program is in effect through August 31, 2019. For more details visit, http://www.cde.state.co.us/postsecondary/hb16-1289



Category: Requirements, regulations and other	
H.B. 16-1100 In-state tuition - unaccompanied homeless youth - determination of domicile.	The act adds unaccompanied homeless youth to the list of persons who are qualified to determine their own domicile for the purpose of establishing in-state tuition at state institutions of higher education. The status of an "unaccompanied homeless youth", as defined in the act, must be verified by one of four verifiers listed in the act. In addition, the act amends the definition of "qualified person" in the statutory provisions relating to tuition status to include unaccompanied homeless youth.
H.B. 16-1429 Alternative education campus - criteria for designation - definition of high-risk student - appropriation.	A school that meets specified criteria may be designated as an alternative education campus, which makes the school subject to accountability standards that are different from those that apply to other public schools. Before passage of the act, one of the criteria was that at least 95% of the school's student population has an individual education plan or meets the criteria for identification as an at-risk student under the alternative education campus statute or that at least 95% of the school's student population meets a combination of these requirements. The act reduces the percentage to 90%. The act also expands some of the criteria for being identified as an at-risk student for purposes of the alternative education campus statute. The act directs the department of education to work with stakeholders and alternative education campuses to develop effective methods to accurately measure the qualitative aspects of an alternative education campus's performance. \$43,896 is appropriated to the department of education for the 2016-17 fiscal year for implementation of the act, which the department may use for college and career readiness.
Category: School Safety	
S.B. 16-193 Safe2tell program - free materials - all schools, boys & girls clubs, and 4-H extension offices - training - appropriation.	<p>Under current law, the Safe2Tell program provides awareness and education materials to all participating schools and school districts. The act requires Safe2tell to provide the materials to all preschool, elementary, and secondary schools in the state at no cost to the schools. The act also requires Safe2tell to provide the materials to the boys & girls clubs and 4-H extension offices in Colorado at no charge. The act requires Safe2tell to develop training curriculum and teaching materials for a train the trainer program and to annually organize, host, and conduct training in all geographic regions of the state and provide related materials to persons who attend the training at no charge.</p> <p>The act appropriates \$135,942 to the department of law to implement the act.</p>

Source: Colorado Office of Legislative Legal Services



Appendices

Appendix A: Title 22, Article 14: Dropout Prevention and Student Re-engagement

Appendix B: Definitions of Terms and Calculations

Appendix C: Historical Overview of Graduation by Race/Ethnicity, Gender and Student Group

Appendix D: District Improvement in Graduation Rate

Appendix E: Historical Overview of Dropout by Race/Ethnicity, Gender and Student Group

Appendix F: Foster Care Graduation, Dropout and Mobility Rates by County

Appendix G: Statutory Review and State Moneys to Reduce Dropout Rates



APPENDIX A: Title 22, Article 14: Dropout Prevention and Student Re-engagement (2016)

22-14-103. Office of dropout prevention and student re-engagement - created - purpose – duties

22-14-104. Report of effective policies and strategies - creation – use

22-14-105. Assessment of statewide student attendance data – report

22-14-109. Student re-engagement grant program - rules - application - grants - fund created - report

22-14-103. Office of dropout prevention and student re-engagement - created - purpose - duties

(1) (a) There is hereby created within the department of education the office of dropout prevention and student re-engagement. The head of the office shall be the director of the office of dropout prevention and student re-engagement and shall be appointed by the commissioner of education in accordance with [section 13 of article XII of the state constitution](#). The office of dropout prevention and student re-engagement shall consist of the director and an assistant director who shall be appointed by the director. The commissioner may assign or otherwise direct other personnel within the department to assist the director and assistant director in meeting the responsibilities of the office.

(b) The office of dropout prevention and student re-engagement and the director of the office shall exercise their powers and perform their duties and functions under the department of education, the commissioner of education, and the state board of education as if the same were transferred to the department of education by a type 2 transfer as defined in the "Administrative Organization Act of 1968", article 1 of title 24, C.R.S.

(c) The department is strongly encouraged to direct, to the extent possible, any increases in the amount of federal moneys received by the department for programs under Title I, part A of the "Elementary and Secondary Education Act of 1965", 20 U.S.C. sec. 6301 et seq., programs under the "Individuals with Disabilities Education Act", 20 U.S.C. sec. 1400, et seq., or other federal programs to assist in funding the activities of the office as specified in this article.

(d) The department shall seek and may accept and expend gifts, grants, and donations from public or private entities to fund the operations of the office, including the personnel for the office and execution of the duties and responsibilities specified in this article. Notwithstanding any provision of this article to the contrary, the department is not required to implement the provisions of this article until such time as the department has received an amount in gifts, grants, and donations from public or private entities that the department deems sufficient to adequately fund the operations of the office.

(2) The office shall collaborate with local education providers to reduce the statewide and local student dropout rates and to increase the statewide and local graduation and completion rates in accordance with the goals specified in [section 22-14-101](#). To accomplish this purpose, the office shall assist local education providers in:

(a) Analyzing student data pertaining to student dropout rates, graduation rates, completion rates, mobility rates, truancy rates, suspension and expulsion rates, safety or discipline incidences, and student academic growth data at the state and local levels; and

(b) Creating and evaluating student graduation and completion plans.

(3) To accomplish the purposes specified in subsection (2) of this section, the office shall also:

(a) Review state policies and assist local education providers in reviewing their policies pertaining to attendance, truancy, disciplinary actions under the local education provider's code of conduct, behavioral expectations, dropout prevention, and student engagement and re-engagement to identify effective strategies for and barriers to reducing the student dropout rates and increasing student engagement and re-engagement within the state;

(b) Identify and recommend, as provided in [section 22-14-104](#), best practices and effective strategies to reduce student dropout rates and increase student engagement and re-engagement;

(c) Develop interagency agreements and otherwise cooperate with other state and federal agencies and with private, nonprofit



agencies to collect and review student data and develop and recommend methods for reducing student dropout rates and increasing student engagement and re-engagement. The office shall, to the extent possible, collaborate with, at a minimum:

- (I) Career and technical education providers;
 - (II) General educational development service providers;
 - (III) The prevention services division in the department of public health and environment;
 - (IV) The division of youth corrections and other agencies within the juvenile justice system;
 - (V) The department of corrections;
 - (VI) The judicial department;
 - (VII) Institutions of higher education;
 - (VIII) Offices of workforce development;
 - (IX) Expanded learning opportunity and family education programs;
 - (X) Adult basic education and English-as-a-second-language programs;
 - (XI) Organizations that provide services for pregnant and parenting teens and students with special health and education needs;
 - (XII) Agencies and nonprofit organizations within the child welfare system;
 - (XIII) Private, nonprofit organizations that provide services for homeless families and youth; and
 - (XIV) Private nonprofit or for-profit community arts organizations that work in either visual arts or performing arts;
- (d) Solicit public and private gifts, grants, and donations to assist in the implementation of this article; and
- (e) Evaluate the effectiveness of local education providers' efforts in reducing the statewide student dropout rate and increasing the statewide graduation and completion rates and to report progress in implementing the provisions of this article.
- (4) (a) The office shall collaborate with other divisions within the department to identify annually through the accreditation process those local education providers that do not meet their established graduation and completion rate expectations. Of those local education providers identified, the office shall use criteria adopted by rule of the state board to determine:
- (I) Which local education providers are most in need of improvement and assistance and shall recognize said local education providers as high priority local education providers; and
 - (II) Which local education providers are in significant need of improvement and assistance and shall recognize said local education providers as priority local education providers.
- (b) The office shall provide technical assistance to each high priority local education provider and to priority local education providers as provided in this article.
- (5) In addition to the assistance specified in [sections 22-14-106 \(3\)](#) and [22-14-107 \(5\)](#), the office shall provide technical assistance in the areas of dropout prevention and student engagement and re-engagement to the high priority local education providers and, to the extent practicable within existing resources, to priority local education providers. Technical assistance may include, but need not be limited to:
- (a) Training in implementing identified, effective, research-based strategies for dropout prevention and student engagement and re-engagement;
 - (b) Assistance in estimating the cost of implementing the identified strategies in the schools operated or approved by the high



priority or priority local education provider and analyzing the cost-effectiveness of the strategies;

(c) Identification and recommendation of effective approaches applied by other Colorado local education providers that may be similarly situated to the high priority or priority local education provider.

22-14-104. Report of effective policies and strategies - creation - use

(1) On or before December 31, 2009, the office shall review the existing research and data from this state and other states and compile a report of effective dropout prevention and student engagement and re-engagement policies and strategies implemented by local education providers within this state and in other states. The office may use the findings and recommendations in the report to provide technical assistance to high priority and priority local education providers, to assist high priority and priority local education providers in creating student graduation and completion plans, and to recommend to the state board and the general assembly state policies concerning dropout prevention and student engagement and re-engagement. High priority and priority local education providers may use the report to review their policies, to formulate new policies and strategies, and to create and evaluate their student graduation and completion plans.

(2) In preparing the report of effective policies and strategies, the office, at a minimum, shall consult, share information, and coordinate efforts with:

(a) The governor's office;

(b) The P-20 education coordinating council appointed by the governor pursuant to executive order B 003 07;

(c) Local education providers within Colorado that have maintained low student dropout rates and high rates of student engagement and re-engagement in previous years;

(d) State and national experts in dropout rate reduction and student engagement and re-engagement strategies who are knowledgeable about successful policies and practices from other states and local governments in other states; and

(e) Federal government officials who administer dropout rate reduction and student engagement and re-engagement initiatives and programs.

(3) The office shall periodically review and revise the report of effective policies and strategies as necessary to maintain the report's relevance and applicability. The office shall post the initial report of effective strategies and subsequent revisions on the department's website.

22-14-105. Assessment of statewide student attendance data - report

Beginning in the 2009-10 academic year, the office, with assistance from other divisions within the department, shall annually analyze data collected by the department from local education providers throughout the state concerning student attendance and the implementation of school attendance policies and practices and shall assess the overall incidence, causes, and effects of student dropout, engagement, and re-engagement in Colorado. On or before February 15, 2010, and on or before February 15 each year thereafter, the office shall provide to local education providers, the state board, the education committees of the senate and the house of representatives, or any successor committees, and the governor's office the assessment and any recommended strategies to address student dropout, engagement, and re-engagement in Colorado. The office may combine this assessment and recommendation with the report required by section 22-14-111.

22-14-109. Student re-engagement grant program - rules - application - grants - fund created - report

(1) There is hereby created within the department the student re-engagement grant program to provide grant moneys to local education providers to use in providing educational services and supports to students to maintain student engagement and support student re-engagement in high school. Subject to available appropriations, the state board shall award student re-engagement grants to local education providers from moneys appropriated from the student re-engagement grant program fund created in subsection (4) of this section.

(2) The state board shall adopt rules pursuant to the "State Administrative Procedure Act", article 4 of title 24, C.R.S., for implementing the grant program. At a minimum, the rules shall include:

(a) Timelines and procedures by which a local education provider may apply for a grant;

(b) The information to be included on grant applications, including at a minimum:

(I) The local education provider's plan for providing educational services, including social and emotional support services;

(II) A description of the services to be provided;



- (III) The estimated cost of providing the services;
- (IV) The criteria the local education provider will apply to measure the effectiveness of the services provided; and
- (V) A description of the local education provider's policies and practices related to:
 - (A) Course completion and credit recovery;
 - (B) Attendance and behavior improvements;
 - (C) Alternative and flexible learning strategies;
 - (D) Safe and welcoming school environments;
 - (E) Student social and emotional supports;
 - (F) Family engagement and family support strategies;
 - (G) Staff development;
 - (H) Innovations to address barriers to school engagement and success;
 - (I) Transference of student records to and receipt of student records from other local education providers; and
 - (J) Student participation in and the availability of visual arts and performing arts education.

(3) Each local education provider that seeks to receive a grant pursuant to this section shall submit an application to the department in accordance with the rules adopted by the state board. The department shall review the grant applications received and recommend grant recipients and grant amounts to the state board. The state board shall annually award grants through the grant program based on the department's recommendations.

(4) (a) There is hereby created in the state treasury the student re-engagement grant program fund, referred to in this subsection (4) as the "fund", that shall consist of any moneys credited to the fund pursuant to paragraph (b) of this subsection

(4) and any additional moneys that the general assembly may appropriate to the fund, including moneys from the marijuana tax cash fund created in [section 39-28.8-501, C.R.S.](#), or the proposition AA refund account created in [section 39-28.8-604 \(1\), C.R.S.](#) The moneys in the fund shall be subject to annual appropriation by the general assembly to the department for the direct and indirect costs associated with the implementation of this section.

(b) The department is authorized to seek and accept gifts, grants, or donations from private or public sources for the purposes of this section; except that the department may not accept a gift, grant, or donation if it is subject to conditions that are inconsistent with this article or any other law of the state. The department shall transmit all private and public moneys received through gifts, grants, or donations to the state treasurer, who shall credit the same to the fund.

(c) The department may expend up to three percent of the moneys annually appropriated from the fund to offset the costs incurred in implementing this section and in evaluating and providing technical assistance to local education providers that receive grants pursuant to this section.

(d) Any moneys in the fund not expended for the purpose of this section may be invested by the state treasurer as provided by law. All interest and income derived from the investment and deposit of moneys in the fund shall be credited to the fund. Any unexpended and unencumbered moneys remaining in the fund at the end of a fiscal year shall remain in the fund and shall not be credited or transferred to the general fund or another fund.

(e) The department is encouraged to direct to the fund any federal moneys received by the department that may be used for the purposes specified in this section.

(5) (a) On or before February 15, 2011, and on or before February 15 each year thereafter, the department shall evaluate the student re-engagement services provided by each local education provider that received a grant pursuant to this section in the preceding fiscal year; except that the department need not provide an evaluation for any fiscal year in which grants were not awarded. At a minimum, the department shall review:

- (I) The outcomes and effectiveness of the services provided as measured by the demonstrated degree of student re-engagement;
- (II) The academic growth of students who received services as a result of the grant, to the extent the information is available;
- (III) The reduction in the dropout rate; and
- (IV) The increase in the graduation and completion rates for the grant recipients' schools.

(b) The department shall report the evaluation results to the education committees of the senate and the house of representatives, or any successor committees, in conjunction with the report submitted pursuant to [section 22-14-111](#).

22-14-111. Report to general assembly, state board, and governor - exception to three-year expiration

(1) On or before February 15, 2010, through February 15, 2016, and on or before March 15, 2017, and on or before March 15 each year thereafter, the office shall submit to the state board, to the education committees of the senate and the house of representatives, or any successor committees, and to the governor a report making state policy findings and recommendations to reduce the student dropout rate and increase the student graduation and completion rates. At a minimum, in preparing the



findings and recommendations, the office shall:

(a) Consider which state statutes and rules may be appropriately amended to provide incentives and support for and remove barriers to reducing the student dropout rate and increasing the student graduation and completion rates, including but not limited to statutes and rules pertaining to funding for local education providers' operating costs, funding for categorical programs, and truancy;

(b) Consider research-based dropout prevention and student engagement and re-engagement strategies;

(c) Determine the amount of state moneys spent on reducing the dropout rates in schools operated or approved by local education providers in the preceding fiscal year and determine the effects of those expenditures; and

(d) Consult with the persons specified in [section 22-14-104 \(2\)](#).

(2) Beginning with the report submitted pursuant to this section on February 15, 2012, the office shall add to the report a summary of the actions taken by local education providers statewide to reduce the student dropout rate and increase the graduation and completion rates and the progress made in achieving these goals. At a minimum, the summary shall include:

(a) A summary and evaluation of the student graduation and completion plans adopted by the local education providers;

(b) A list of the local education providers whose schools have experienced the greatest decrease in student dropout rates and the greatest increase in student graduation and completion rates in the state in the preceding academic year;

(c) Identification of local education providers and public schools that are achieving the goals and objectives specified in their student graduation and completion plans and those that are not achieving their goals and objectives;

(d) Explanation of the actions taken and strategies implemented by the local education providers with the highest student dropout rates to reduce those rates and by the local education providers with the lowest student graduation and completion rates to increase those rates;

(e) Identification of the local education providers that have demonstrated the greatest improvement in reducing their student dropout rates and increasing their student graduation and completion rates and descriptions of the actions taken and strategies implemented by the local education providers operating or approving these schools to achieve these improvements; and

(f) An evaluation of the overall progress across the state in meeting the goals specified in [section 22-14-101](#) for reducing the student dropout rate and increasing the student graduation and completion rates.

(3) Notwithstanding the provisions of [section 24-1-136 \(11\), C.R.S.](#), the reporting requirements specified in this article shall not expire but shall continue to be required until repealed by the general assembly.



APPENDIX B: Definitions of Terms and Calculations

The following definitions are taken from Colorado revised statutes, the Colorado Code of Regulations and the CDE data dictionary.

Dropout: In Colorado law, a dropout is defined as a person who leaves school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program. Students who reach the age of 21 before receiving a diploma or designation of completion (“age-outs”) are also counted as dropouts.

A student is not a dropout if he/she transfers to an educational program recognized by the district, completes a high school equivalency or registers in a program leading to a high school equivalency, is committed to an institution that maintains educational programs, or is so ill that he/she is unable to participate in a homebound or special therapy program. For more information visit, <http://www.cde.state.co.us/cdereval/dropoutcurrent.htm>.

Dropout Rate: The Colorado dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7 to 12 who leave school during a single school year without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students. For more information visit, <http://www.cde.state.co.us/cdereval/dropoutcurrent.htm>.

The Dropout Rate Calculation:

Number of dropouts during the 2015-16 school year

Total number of students that were part of the same membership base at any time during the 2015-16 school year

Graduation and Completion Rate: The four-year graduation rate reflects the percentage of students from a given graduation class who receive a diploma within four years of completing eighth-grade. The rate is calculated by dividing the number of students graduating within four years by the cohort base. The cohort base is derived from the number students entering 9th grade four years earlier (i.e., during the 2012-13 school year for the Class of 2016) and adjusted for students who have transferred into or out of the district during the years covering grades 9-12. For more information visit: <http://www.cde.state.co.us/cdereval/gradcurrent>.

The Graduation Rate Calculation:

Numerator: Number of students graduating within four years or prior with a high school diploma during the 2015-16 school year

Denominator: (Number of students beginning 9th grade in 2012-13) + (Number of transfers in) – (Number of verified transfers out)



Note: In the 2015-16 school year, the Colorado Department of Education (CDE) automated the process districts use to remove duplicate records, which improved the accuracy of graduation and completion rates. In prior years it was possible for students to remain in the graduation base of a school or district even though they had later enrolled elsewhere in Colorado. This enhancement prevented such duplications in the 2015-16 calculation.

Completion Rate (four-year and extended-year): The completion rate is also a cohort-based rate which includes the number of students who graduate plus those who receive a high school equivalency certificate or other designation of high school completion. Like the graduation rate, the completion rate is calculated as a percent of those who were in membership over the previous four-year period (i.e., from grades 9 to 12) and could have graduated or completed in the currently reported school year.

The Completion Rate Calculation:

Number of students receiving a regular diploma, high school equivalency certificate or designation of high school completion within four years or prior during the 2015-16 school year

(Number of students beginning 9th grade in 2012-13) + (Number of transfers in) –
(Number of verified transfers out)

Extended-year completion rates are also calculated following this same logic as extended-year graduation rates, but the numerator includes regular diploma graduates, high school equivalency completers and students receiving other types of completion certificates.

Beginning in 2016, Colorado students were able to choose from among three high equivalency examinations. This is based on direction by the state board of education to enter into contract negotiations with three vendors – GED, HiSET, and TASC. For up to date information on the high school equivalency exams in Colorado visit the postsecondary readiness webpage, <http://www.cde.state.co.us/postsecondary/hse>.

Expulsion Rate: The rate is defined as the number of students expelled during the year divided by the student enrollment as of October 1. It is calculated at the school, district, and state level as determined by the collection of the Department’s Automated Data Exchange system to obtain behavioral incidents and the actions taken. If a student was expelled multiple times, each time is included in the count.

Extended-Year Graduation Rates: A student who graduates in four (or fewer) years is included in the numerator for the four-year graduation rate. The students who graduate in the following year are then added to the numerator and the five-year graduation rate is calculated. The students graduating two years or three years past their AYG are added to the numerator for the six-year or seven-year graduation rate.

When a student completes eighth-grade, an Anticipated Year of Graduation (AYG) is assigned; giving the year the student should graduate if the student follows a traditional four-year trajectory. High school students with the same AYG are treated as a self-contained cohort (graduating class). Regardless of whether it takes four years or up to seven years to graduate, they are always included in the graduate base (the denominator) of their AYG cohort. Upon receiving a diploma, a student is counted in the



graduates total (the numerator). Extended-year completion rates are also calculated following this same logic, but the numerator includes regular diploma graduates, high school equivalency completers and students receiving other completion certificates.

Discipline Incidents: The total number of incidents (not students) that are reported by local education agencies to CDE. Examples include, but not limited to: classroom suspension/teacher removal, in school suspension, out of school suspension, and expulsion. Only includes "referred to law enforcement" if no other action is being reported for a specific behavior. For more information visit the CDE webpage on suspension and expulsion, <http://www.cde.state.co.us/cdereval/suspend-expelcurrent>.

- **Classroom Removal Incidents** – Reporting includes the total number of incidents (not students) in which the most severe action taken was the student(s) being suspended from the classroom or removed by the teacher. Includes only those incidents where the teacher removal process provided by C.R.S. 22-32-109.1(2) (a) (II) was followed (including contacting the parent or guardian, having a student-parent-teacher conference and if the second removal, developing a behavior plan).
- **In-School Suspension Incidents** – Reporting includes the total number of incidents (not students) in which the most severe action taken was the student(s) being suspended in school. Student suspended from classroom to another location in the school in accordance with Local Board Policy.
- **Out of School Suspension Incidents** – Reporting includes total number of incidents (not students) in which the most severe action taken was the student(s) being suspended out of school. Student suspended from school grounds in accordance with Local Board Policy.
- **Expulsion Incidents** – Reporting includes the total number of incidents (not students) in which the most severe action was the student(s) being expelled. Student expelled in accordance with Local Board Policy. Expelled students who are on abeyance are included because the most serious action taken is expulsion.

District Setting – The following are the categories based on population size.

Denver Metro: Districts located within the Denver-Boulder standard metropolitan statistical area which compete economically for the same staff pool and reflect the regional economy of the area.

- **Urban-Suburban:** Districts which comprise the state's major population centers outside of the Denver metropolitan area and their immediate surrounding suburbs.
- **Outlying City:** Districts in which most pupils live in population centers of seven thousand persons but less than thirty thousand persons.
- **Outlying Town:** Districts in which most pupils live in population centers in excess of one thousand persons but less than seven thousand persons.
- **Rural: Districts** with no population centers in excess of one thousand persons and characterized by sparse widespread populations.
- **Other** – Includes Centennial BOCES, Charter School Institute, Colorado School for the Deaf and Blind, Expeditionary BOCES, San Juan BOCES, and Mountain BOCES, as these local education agencies serve multiple settings and regions.



Habitually Truant: Per C.R.S. 22-33-107, a child who is “habitually truant” means a child who has attained the age of six years on or before August 1 of the year in question and is under the age of seventeen years having four unexcused absences from public school in any one month, or ten unexcused absences from public school during any school year.

Limited English Proficient: This designation encompasses all students identified as either non-English proficient or limited English proficient. Non-English proficient is defined as a student who speaks a language other than English and does not comprehend, speak, read, or write English. Limited English proficient is defined as a student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English. Districts must provide language services to all limited English proficient students.

Local Education Agencies (aka Local Education Provider): These terms mean a school district, a board of cooperative services created pursuant to article 5 of title 22, or the state Charter School Institute created pursuant to § 22-30.5-503, C.R.S.

Mobility Rate and Stability Rate: The student mobility rate measures the unduplicated count of the number of students who have moved into or out of a particular education setting as defined and calculated in CCR 301-1 (Rules for the Administration of Statewide Accountability Measures). The stability rate represents the number and percent of students who remained at a school/district without interruption throughout the school year.

The Student Mobility Rate Calculation:

Unduplicated count of grade K-12 students who moved into or out of the school or district in Year X

Total number of students that were part of the same membership base at any time during Year X

The Student Stability Rate Calculation:

Unduplicated count of grade K-12 students who remained in the school or district in Year X

Total number of students that were part of the same membership base at any time during Year X

Student engagement: This refers to a student’s sense of belonging, safety and involvement in school that leads to academic achievement, regular school attendance, and graduation. Elements of promoting student engagement include providing rigorous and relevant instruction, creating positive relationships with teachers and counselors, providing social and emotional support services for students and their families, creating partnerships with community organizations and families that foster learning outside of the classroom, and cultivating regular school attendance.



Student re-engagement: This means that a student re-enrolls in school after dropping out prior to completion. Student re-engagement can be facilitated through a local education provider’s use of evidence- or research-based strategies to reach out to students who have dropped out of school and to assist them in transitioning back into school and obtaining a high school diploma or certificate of completion.

Truancy: School district policy provides details on what types of absences are considered excused or unexcused. In general, truancy refers to a student who is absent without excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, it will be considered to be an unexcused absence and the student shall be considered truant.

Truancy rate: The rate indicates the percent of full or partial days possible to attend that students were absent without an excuse. It is calculated by dividing the total days unexcused absent by the number of total days possible to attend. The “total days possible” is the sum of Total Days Attended, Total Days *Excused* Absent, and the Total Days *Unexcused* Absent. Spreadsheets of annual school-by-school truancy rates can be found at: <http://www.cde.state.co.us/cdereval/truancystatistics.htm>.



APPENDIX C: Colorado Graduation Rates by Race/Ethnicity, Gender and Student Group

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Percentage Point Change 2010 to 2016
State Total (all students)	83.6	82.5	80.1	74.1	75.0	73.9	74.6	72.4	73.9	75.4	76.9	77.3	77.3	78.9	6.5
American Indian	65.8	66.9	62.6	56.9	58.9	57.5	55.9	50.1	52.2	57.7	61.4	60.7	64.0	62.0	11.9
Asian	87.0	87.1	86.1	82.5	83.5	82.8	85.7	82.4	81.7	82.9	85.9	84.7	88.1	86.0	3.6
Black	76.8	76.5	74.0	62.7	65.4	64.1	64.3	63.7	64.6	66.2	69.5	69	69.8	71.8	8.1
Hispanic	69.6	69.0	63.7	56.7	57.1	55.6	57.8	55.5	60.1	62.5	65.4	66.7	67.6	69.9	14.4
White	87.5	86.6	85.5	80.8	82.0	81.6	82.3	80.2	81.1	82.1	82.8	83.2	82.6	84.4	4.2
Hawaiian / Pac. Islander	n/r	74.8	70.1	75.5	73.4	74.5	74.4	n/a							
Two or More Races	n/r	82.8	80.4	79.0	79.7	79.7	79.1	n/a							
n/r = not reported															
Male	80.3	79.3	77.5	70.3	71.5	70.7	71.4	68.7	70.3	71.4	73.2	73.7	73.6	75.3	6.6
Female	87.0	85.8	82.7	78.0	78.6	77.4	78.0	76.3	77.6	79.5	80.9	81	81.2	82.7	6.4
Students with Disabilities	n/r	86.6	76.5	68.5	63.7	63.0	64.3	52.0	53.5	53.7	53.8	54.6	53.8	54.6	2.6
Limited English Proficient	n/r	88.6	79.7	65.9	55.4	52.0	53.3	49.2	52.8	53.3	58.5	58.7	61.1	58.7	9.5
Economically Disadvantaged	n/r	87.8	81.6	69.7	63.2	59.3	61.2	58.9	62.2	61.4	63.7	64.2	65.5	64.2	5.3
Migrant	n/r	92.4	82.7	70.5	61.1	58.0	58.3	53.8	60.8	55.7	62.6	63	67.9	63.0	9.2
Title I	n/r	89.6	84.0	60.8	51.7	45.3	44.1	47.8	51.6	52.1	52.8	52.4	51.2	52.4	4.6
Homeless	n/r	73.4	66.0	57.4	51.3	52.3	56.2	48.1	49.7	49.1	50.4	52.7	52.8	52.7	4.6
Gifted & Talented	n/r	98.2	97.6	94.1	93.1	92.2	91.6	92.9	93.7	91.6	91.7	92.2	92.2	92.2	-0.7
Students in Foster Care	n/r	27.5	30.0	29.3	33.2	n/a									



APPENDIX D: Three-Year District Improvement in 4-year Graduation Rate Listed by County

County Name	Org. Code	Organization Name	2013 4-Year Graduation Rate	2014 4-Year Graduation Rate	2015 4-Year Graduation Rate	Rate at or above 80% 2013 - 2015	Rate increased from <80% to >80% 2013 - 2015	Rate increased from <65% to >65% 2013 to 2015
STATE TOTALS			76.9%	77.3%	77.3%			
ADAMS	0060	STRASBURG 31J	81.5%	85.0%	87.0%	X		
ALAMOSA	0110	SANGRE DE CRISTO RE-22J	95.2%	100.0%	95.7%	X		
ARAPAHOE	0123	SHERIDAN 2	40.2%	60.2%	75.9%			X
ARAPAHOE	0140	LITTLETON 6	92.1%	90.7%	87.5%	X		
ARAPAHOE	0130	CHERRY CREEK 5	87.4%	86.6%	87.2%	X		
ARAPAHOE	0170	DEER TRAIL 26J	87.5%	100.0%	100.0%	X		
ARCHULETA	0220	ARCHULETA COUNTY 50 JT	83.3%	86.3%	92.0%	X		
BACA	0250	SPRINGFIELD RE-4	96.0%	91.7%	89.7%	X		
BACA	0240	PRITCHETT RE-3	100.0%	100.0%	100.0%	X		
BACA	0270	CAMPO RE-6	100.0%	100.0%	85.7%	X		
BACA	0230	WALSH RE-1	100.0%	93.8%	91.7%	X		
BENT	0310	MC CLAVE RE-2	87.5%	100.0%	100.0%	X		
BENT	0290	LAS ANIMAS RE-1	85.7%	87.5%	86.1%	X		
BOULDER	0480	BOULDER VALLEY RE 2	90.9%	91.8%	92.3%	X		
BOULDER	0470	ST VRAIN VALLEY RE 1J	82.9%	83.0%	81.8%	X		
CHEYENNE	0510	KIT CARSON R-1	100.0%	83.3%	80.0%	X		
CHEYENNE	0520	CHEYENNE COUNTY RE-5	100.0%	83.3%	84.6%	X		



County Name	Org. Code	Organization Name	2013 4-Year Graduation Rate	2014 4-Year Graduation Rate	2015 4-Year Graduation Rate	Rate at or above 80% 2013 - 2015	Rate increased from <80% to >80% 2013 - 2015	Rate increased from <65% to >65% 2013 to 2015
COLORADO BOCS	9130	EXPEDITIONARY BOCES	88.0%	88.9%	83.3%	X		
CONEJOS	0560	SANFORD 6J	86.7%	94.7%	100.0%	X		
CONEJOS	0550	NORTH CONEJOS RE-1J	94.2%	85.2%	83.3%	X		
CONEJOS	0580	SOUTH CONEJOS RE-10	92.3%	100.0%	88.9%	X		
COSTILLA	0740	SIERRA GRANDE R-30	100.0%	90.0%	94.1%	X		
DELTA	0870	DELTA COUNTY 50(J)	84.0%	81.6%	82.5%	X		
DOLORES	0890	DOLORES COUNTY RE NO.2	86.7%	82.1%	81.3%	X		
DOUGLAS	0900	DOUGLAS COUNTY RE 1	88.8%	88.9%	90.0%	X		
EAGLE	0910	EAGLE COUNTY RE 50	72.0%	81.6%	81.5%		X	
EL PASO	1080	LEWIS-PALMER 38	91.7%	96.0%	95.7%	X		
EL PASO	0980	HARRISON 2	77.5%	77.6%	80.8%		X	
EL PASO	0970	CALHAN RJ-1	97.7%	83.3%	84.8%	X		
EL PASO	1020	CHEYENNE MOUNTAIN 12	95.4%	95.9%	95.7%	X		
EL PASO	1030	MANITOU SPRINGS 14	93.6%	89.5%	84.3%	X		
EL PASO	1060	PEYTON 23 JT	92.7%	96.2%	86.4%	X		
EL PASO	1040	ACADEMY 20	91.4%	89.8%	90.2%	X		
EL PASO	1050	ELLCOTT 22	90.6%	80.4%	89.5%	X		
EL PASO	1000	FOUNTAIN 8	80.0%	82.3%	81.9%	X		
EL PASO	1070	HANOVER 28	87.5%	85.7%	83.3%	X		
ELBERT	0950	ELBERT 200	94.4%	100.0%	91.3%	X		
ELBERT	0930	KIOWA C-2	93.9%	88.9%	96.3%	X		
ELBERT	0920	ELIZABETH C-1	86.5%	91.8%	87.6%	X		
ELBERT	0940	BIG SANDY 100J	81.8%	90.5%	80.0%	X		



County Name	Org. Code	Organization Name	2013 4-Year Graduation Rate	2014 4-Year Graduation Rate	2015 4-Year Graduation Rate	Rate at or above 80% 2013 - 2015	Rate increased from <80% to >80% 2013 - 2015	Rate increased from <65% to >65% 2013 to 2015
GARFIELD	1195	GARFIELD RE-2	79.3%	80.5%	83.0%		X	
GARFIELD	1180	ROARING FORK RE-1	78.6%	83.1%	82.2%		X	
GILPIN	1330	GILPIN COUNTY RE-1	88.2%	94.7%	83.3%	X		
GRAND	1350	EAST GRAND 2	82.5%	85.5%	89.5%	X		
GRAND	1340	WEST GRAND 1-JT	82.6%	91.7%	83.3%	X		
GUNNISON	1360	GUNNISON WATERSHED RE1J	83.2%	87.1%	89.9%	X		
HUERFANO	1390	HUERFANO RE-1	75.0%	74.1%	87.0%		X	
HUERFANO	1400	LA VETA RE-2	87.5%	90.9%	100.0%	X		
JACKSON	1410	NORTH PARK R-1	90.0%	85.7%	100.0%	X		
JEFFERSON	1420	JEFFERSON COUNTY R-1	81.5%	82.9%	82.9%	X		
KIOWA	1440	PLAINVIEW RE-2	80.0%	60.0%	100.0%		X	
KIOWA	1430	EADS RE-1	90.0%	100.0%	100.0%	X		
KIT CARSON	1500	BURLINGTON RE-6J	92.2%	82.5%	82.5%	X		
KIT CARSON	1480	STRATTON R-4	85.7%	100.0%	85.7%	X		
KIT CARSON	1460	HI-PLAINS R-23	100.0%	100.0%	88.9%	X		
KIT CARSON	1490	BETHUNE R-5	88.9%	89.5%	100.0%	X		
KIT CARSON	1450	ARRIBA-FLAGLER C-20	100.0%	100.0%	80.0%	X		
LA PLATA	1540	IGNACIO 11 JT	62.7%	80.0%	69.8%			X
LARIMER	1570	ESTES PARK R-3	79.3%	88.6%	90.2%		X	
LAS ANIMAS	1750	BRANSON REORGANIZED 82	59.2%	62.5%	70.6%			X
LAS ANIMAS	1600	HOEHNE REORGANIZED 3	100.0%	86.1%	88.9%	X		
LAS ANIMAS	1760	KIM REORGANIZED 88	100.0%	50.0%	100.0%		X	
LAS ANIMAS	1590	PRIMERO REORGANIZED 2	88.9%	92.3%	87.5%	X		



County Name	Org. Code	Organization Name	2013 4-Year Graduation Rate	2014 4-Year Graduation Rate	2015 4-Year Graduation Rate	Rate at or above 80% 2013 - 2015	Rate increased from <80% to >80% 2013 - 2015	Rate increased from <65% to >65% 2013 to 2015
LINCOLN	1790	LIMON RE-4J	97.0%	91.2%	90.6%	X		
LOGAN	1850	FRENCHMAN RE-3	100.0%	100.0%	94.4%	X		
LOGAN	1870	PLATEAU RE-5	100.0%	100.0%	93.8%	X		
MINERAL	2010	CREEDE SCHOOL DISTRICT	100.0%	100.0%	100.0%	X		
MOFFAT	2020	MOFFAT COUNTY RE:NO 1	86.8%	84.6%	81.1%	X		
MONTEZUMA	2035	MONTEZUMA-CORTEZ RE-1	52.2%	54.9%	67.5%			X
MONTEZUMA	2070	MANCOS RE-6	88.0%	85.2%	88.5%	X		
MORGAN	2395	BRUSH RE-2(J)	84.0%	85.0%	87.4%	X		
MORGAN	2515	WIGGINS RE-50(J)	88.5%	97.1%	86.2%	X		
MORGAN	2405	FORT MORGAN RE-3	72.7%	70.7%	67.8%			
MORGAN	2505	WELDON VALLEY RE-20(J)	93.8%	91.7%	100.0%	X		
OTERO	2530	ROCKY FORD R-2	63.0%	78.4%	71.4%			X
OTERO	2570	SWINK 33	95.7%	96.2%	100.0%	X		
OTERO	2540	FOWLER R-4J	85.7%	90.9%	90.9%	X		
OTERO	2535	MANZANOLA 3J	75.0%	94.4%	91.7%		X	
OTERO	2560	CHERAW 31	100.0%	88.9%	100.0%	X		
OURAY	2590	RIDGWAY R-2	100.0%	80.0%	89.7%	X		
OURAY	2580	OURAY R-1	70.0%	93.8%	80.0%		X	
PARK	2610	PARK COUNTY RE-2	88.2%	88.9%	88.2%	X		
PHILLIPS	2620	HOLYOKE RE-1J	84.1%	82.9%	88.9%	X		
PHILLIPS	2630	HAXTUN RE-2J	100.0%	92.3%	96.6%	X		
PITKIN	2640	ASPEN 1	96.7%	99.3%	95.6%	X		
PROWERS	2670	HOLLY RE-3	88.2%	89.5%	94.4%	X		
PROWERS	2650	GRANADA RE-1	82.6%	84.6%	85.7%	X		



County Name	Org. Code	Organization Name	2013 4-Year Graduation Rate	2014 4-Year Graduation Rate	2015 4-Year Graduation Rate	Rate at or above 80% 2013 - 2015	Rate increased from <80% to >80% 2013 - 2015	Rate increased from <65% to >65% 2013 to 2015
PROWERS	2680	WILEY RE-13 JT	88.0%	61.5%	73.3%			X
PUEBLO	2700	PUEBLO COUNTY 70	82.8%	83.3%	82.1%	X		
RIO BLANCO	2710	MEEKER RE1	97.8%	94.8%	88.1%	X		
RIO BLANCO	2720	RANGELY RE-4	91.4%	92.6%	84.8%	X		
RIO GRANDE	2750	SARGENT RE-33J	95.7%	100.0%	90.0%	X		
ROUTT	2780	SOUTH ROUTT RE 3	100.0%	81.8%	86.2%	X		
ROUTT	2760	HAYDEN RE-1	96.9%	96.4%	93.9%	X		
ROUTT	2770	STEAMBOAT SPRINGS RE-2	87.3%	91.1%	89.5%	X		
SAGUACHE	2800	MOFFAT 2	68.4%	90.9%	78.6%			X
SAN MIGUEL	2840	NORWOOD R-2J	100.0%	92.9%	95.8%	X		
SAN MIGUEL	2830	TELLURIDE R-1	92.3%	93.8%	86.8%	X		
SEDGWICK	2865	REVERE SCHOOL DISTRICT	100.0%	83.3%	100.0%	X		
SUMMIT	3000	SUMMIT RE-1	87.6%	89.6%	94.1%	X		
WASHINGTON	3030	AKRON R-1	86.7%	95.8%	96.0%	X		
WASHINGTON	3040	ARICKAREE R-2	87.5%	100.0%	100.0%	X		
WASHINGTON	3050	OTIS R-3	92.9%	81.3%	80.0%	X		
WELD	3085	EATON RE-2	89.1%	90.6%	95.7%	X		
WELD	3145	AULT-HIGHLAND RE-9	82.3%	92.5%	85.7%	X		
WELD	3130	PLATTE VALLEY RE-7	92.6%	91.7%	94.5%	X		
WELD	3100	WINDSOR RE-4	92.1%	91.7%	89.4%	X		
WELD	3090	WELD COUNTY RE-3J	84.5%	82.1%	81.3%	X		
WELD	3080	WELD COUNTY RE-1	83.0%	88.0%	84.0%	X		
WELD	3148	PAWNEE RE-12	100.0%	100.0%	100.0%	X		
WELD	3146	BRIGGSDALE RE-10	100.0%	100.0%	92.3%	X		



County Name	Org. Code	Organization Name	2013 4-Year Graduation Rate	2014 4-Year Graduation Rate	2015 4-Year Graduation Rate	Rate at or above 80% 2013 - 2015	Rate increased from <80% to >80% 2013 - 2015	Rate increased from <65% to >65% 2013 to 2015
WELD	3147	PRAIRIE RE-11	100.0%	92.3%	100.0%	X		
YUMA	3200	YUMA 1	88.3%	91.0%	88.1%	X		
YUMA	3210	WRAY RD-2	83.1%	89.1%	82.4%	X		
YUMA	3230	LIBERTY J-4	100.0%	100.0%	100.0%	X		
YUMA	3220	IDALIA RJ-3	100.0%	100.0%	85.7%	X		

Notes:

- Data for this table is available at <http://www.cde.state.co.us/cdereval/gradcurrent>. Rates for 2013-14, 2014-15 and 2015-16 were compared.
- The 4-year graduation rate reflects the percentage of students from a given graduation class (cohort) who receive a diploma within four years of entering ninth-grade. In 2009-10, the graduation rate changed to reflect an “on-time” cohort rate. Therefore, the graduation rates prior to 2009-10 are not directly comparable to those from 2009-10 and after.
- The cut points applied to determine improvement were taken from the state’s district performance framework under the category of “Postsecondary and Workforce Readiness.” The cut points for 2010 through 2014 were used, which included at or above 80 percent graduation rate and at or above 65 percent but below 80 percent graduation rate. For details on state performance framework ratings for districts visit the Accountability, Performance and Support webpage, www.cde.state.co.us/accountability/performanceframeworksresources.



APPENDIX E: Colorado Dropout Rates by Race/Ethnicity, Gender and Student Group

School Year	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
State Total	2.4	3.8	4.2	4.5	4.4	3.8	3.6	3.1	3.0	2.9	2.5	2.4	2.5	2.3
American Indian	3.8	6.5	6.7	6.8	7.1	6.4	6.8	5.3	6.5	5.4	4.4	5.0	4.7	4.4
Asian	1.5	3.1	2.9	3.1	2.6	2.3	2.2	1.6	1.7	1.6	1.3	1.3	1.4	1.3
Black	3.0	4.3	5.4	6.6	5.8	5.5	5.0	4.6	4.4	4.4	3.5	3.7	3.7	3.4
Hispanic	4.2	6.3	7.5	8.2	8.0	6.6	6.2	5.4	4.9	4.7	4.0	3.8	3.9	3.7
White	1.7	2.9	2.9	2.8	2.8	2.4	2.3	2.0	2.0	1.9	1.6	1.6	1.6	1.5
Native Hawaiian / Pac. Islander	n/r	2.9	3.8	3.6	2.4	3.3	2.7							
Two or More Races	n/r	1.7	1.7	2.0	1.8	1.9	1.7							
n/r = not reported														
Male	2.6	4.2	4.6	4.8	4.7	4.0	3.8	3.4	3.2	3.2	2.8	2.7	2.9	2.7
Female	2.1	3.4	3.8	4.0	4.0	3.5	3.4	2.9	2.8	2.7	2.2	2.1	2.2	1.9
Students with Disabilities	n/r	4.8	4.4	5.6	3.5	2.8	2.4	2.3	2.2	2.2	1.7	2.9	3.0	2.8
Limited English Proficient	n/r	5.3	7.1	7.7	9.3	6.8	6.7	6.0	5.5	5.1	4.4	4.1	4.1	4.0
Economically Disadvantaged	n/r	4.3	4.4	5.0	5.2	4.0	4.1	3.4	3.0	3.2	2.9	2.7	3.1	2.9
Migrant	n/r	4.1	4.8	6.1	8.5	4.7	5.2	4.1	4.2	3.5	3.6	4.2	4.1	3.6
Title I	n/r	4.5	5.8	8.9	7.9	4.9	5.3	4.9	5.2	5.7	4.4	4.2	4.5	5.2
Homeless	n/r	9.0	7.5	8.7	9.5	7.9	7.5	7.2	6.7	8.5	6.0	5.5	6.1	6.1
Gifted & Talented	n/r	0.8	0.9	0.8	0.8	0.8	0.9	0.7	0.4	0.5	0.6	0.6	0.5	0.4
Students in Foster Care	n/r	4.5	5.4	6.8	9.3									

NOTES: The dropout rate calculation excludes expelled students. Beginning in 2005, state rules required Colorado’s school districts to obtain adequate documentation of transfer for all students who transferred from the district to attend a school outside the state or country, a private school, or a home-based education program. If documentation is not obtained, the student is reported as a dropout. Visit the CDE website for definitions and more details, www.cde.state.co.us/cdereval/dropoutcurrent.



APPENDIX F: Student in Foster Care: Dropout, Graduation, Completion and Mobility Rates

The rates reported for students in foster care listed by county. These data are reported in compliance with CDE's privacy and security policies.

2015-16 Dropout Rates for Students in Foster Care

Table A includes the counties that served more than 16 students in foster care in grades 7 to 12 during the 2015-16 school year and those that had more than one to 16 foster care students dropping out.

TABLE A: 2015-16 Foster Care Dropout Rate and Count by County

Includes breakouts including and excluding alternative schools

Not included: Counties with no students in foster care, or those with one or less than 16 dropouts.

County Name	Total Category (Note: Alternative schools is not the same as AECs)	Total number of 7-12 grade students	Total number of dropouts	Dropout rate
ADAMS	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	294	28	9.5
ALAMOSA	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	Less than 16	0	0.0
ALAMOSA	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
ALAMOSA	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	19	0	0.0
ARAPAHOE	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	394	28	7.1
ARAPAHOE	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	408	30	7.4
ARCHULETA	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
ARCHULETA	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
BENT	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
BENT	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
CHAFFEE	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	Less than 16	0	0.0
CHAFFEE	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
CHAFFEE	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
CLEAR CREEK	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0



County Name	Total Category (Note: Alternative schools is not the same as AECs)	Total number of 7-12 grade students	Total number of dropouts	Dropout rate
CLEAR CREEK	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
CONEJOS	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	Less than 16	0	0.0
CONEJOS	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
CONEJOS	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
COSTILLA	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
COSTILLA	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
CROWLEY	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
CROWLEY	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
CUSTER	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
CUSTER	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
DELTA	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	Less than 16	0	0.0
DENVER	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	424	120	28.3
DENVER	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	445	47	10.6
DENVER	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	869	167	19.2
DOLORES	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
DOLORES	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
EAGLE	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
ELBERT	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	Less than 16	0	0.0
ELBERT	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
ELBERT	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
EL PASO	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	173	26	15.0



County Name	Total Category (Note: Alternative schools is not the same as AECs)	Total number of 7-12 grade students	Total number of dropouts	Dropout rate
EL PASO	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	535	20	3.7
EL PASO	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	708	46	6.5
GRAND	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
GRAND	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
JEFFERSON	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	321	17	5.3
KIOWA	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
KIOWA	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
KIT CARSON	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
KIT CARSON	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
LAKE	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
LAKE	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
LA PLATA	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	Less than 16	0	0.0
LA PLATA	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	17	0	0.0
LA PLATA	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	19	0	0.0
LARIMER	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	16	0	0.0
LAS ANIMAS	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less Than 16	0	0.0
LAS ANIMAS	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
LINCOLN	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
LINCOLN	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
MOFFAT	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
MOFFAT	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0



County Name	Total Category (Note: Alternative schools is not the same as AECs)	Total number of 7-12 grade students	Total number of dropouts	Dropout rate
OURAY	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
OURAY	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
PHILLIPS	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	Less than 16	0	0.0
PHILLIPS	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
PHILLIPS	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
PITKIN	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
PITKIN	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
RIO BLANCO	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
RIO BLANCO	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
RIO GRANDE	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	Less than 16	0	0.0
RIO GRANDE	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
RIO GRANDE	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
ROUTT	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
ROUTT	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
SAGUACHE	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
SAGUACHE	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
SAN MIGUEL	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
SAN MIGUEL	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
SEDGWICK	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
SUMMIT	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	Less than 16	0	0.0
SUMMIT	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0



County Name	Total Category (Note: Alternative schools is not the same as AECs)	Total number of 7-12 grade students	Total number of dropouts	Dropout rate
SUMMIT	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
TELLER	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
TELLER	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
WASHINGTON	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
WASHINGTON	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
YUMA	2DISTRICT TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
YUMA	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	Less than 16	0	0.0
COLORADO BOCES	3DISTRICT TOTALS (ALTERNATIVE SCHOOLS ONLY)	Less than 16	0	0.0
	3STATE TOTALS (ALTERNATIVE SCHOOLS ONLY)	880	196	22.3
	2STATE TOTALS (EXCLUDING ALTERNATIVE SCHOOLS)	3138	176	5.6
	1STATE TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	4018	372	9.3

Graduation and Completion Rates for Students in Foster Care

4-Year Rate

Graduation and completion rates of student in foster care are listed by county. *Table B* represents the foster care cohort that graduated and/or completed in four years after entering ninth grade.

The following 14 counties did not have students in foster care and therefore are not included: Archuleta, Cheyenne, Crowley, Custer, Dolores, Gilpin, Hinsdale, Las Animas, Mineral, Pitkin, Prowers, Saguache, San Juan, and San Miguel.

Colorado BOCES and the following 23 counties had more than one but less than 16 students in foster care graduating or completing in the four-year cohort and are not included: Alamosa, Delta, Douglas, Elbert, Fremont, Garfield, Huerfano, Kiowa, Kit Carson, La Plata, Lake, Lincoln, Logan, Montrose, Morgan, Otero, Ouray, Rio Blanco, Rio Grande, Routt, Sedgwick, Teller, and Washington. However, it includes the seven counties with a 100 percent graduation rate or those with no graduates or completers.

**TABLE B: Class of 2016 4-Year Graduation Rate for Students in Foster Care by County**

County Name	Total number of high school students in cohort base	Number of graduates	Graduation rate	Number of completers	Completer rate
ADAMS	91	25	27.5	27	29.7
ARAPAHOE	141	42	29.8	46	32.6
BACA	Less than 16	0	0.0	0	0.0
BENT	Less than 16	Less than 16	100.0	Less than 16	100.0
BOULDER	49	21	42.9	21	42.9
CHAFFEE	Less than 16	0	0.0	0	0.0
CLEAR CREEK	Less than 16	Less than 16	100.0	Less than 16	100.0
CONEJOS	Less than 16	Less than 16	100.0	Less than 16	100.0
COSTILLA	Less than 16	Less than 16	100.0	Less than 16	100.0
DENVER	270	47	17.4	62	23.0
EAGLE	Less than 16	0	0.0	0	0.0
EL PASO	247	87	35.2	94	38.1
GRAND	Less than 16	0	0.0	0	0.0
GUNNISON	Less than 16	Less than 16	100.0	Less than 16	100.0
JACKSON	Less than 16	0	0.0	0	0.0
JEFFERSON	106	47	44.3	51	48.1
LARIMER	45	18	40.0	20	44.4
MESA	61	23	37.7	26	42.6
MOFFAT	Less than 16	0	0.0	0	0.0
MONTEZUMA	Less than 16	0	0.0	0	0.0
PARK	Less than 16	0	0.0	0	0.0
PHILLIPS	Less than 16	Less than 16	100.0	Less than 16	100.0
PUEBLO	51	20	39.2	22	43.1
SUMMIT	Less than 16	0	0.0	0	0.0
WELD	57	38	66.7	40	70.2
YUMA	Less than 16	Less than 16	100.0	Less than 16	100.0
STATE TOTALS	1313	436	33.2	491	37.4

Note: Class of 2016 = Number of students in foster care that graduated four years after entering ninth grade.

5-Year Rate

Graduation and completion rates are listed by county. *Table C* represents the foster care cohort that graduated and/or completed in five years after entering ninth grade.

The following 17 counties did not have students in foster care and therefore are not included: Bent, Cheyenne, Costilla, Crowley, Custer, Dolores, Gilpin, Grand, Hinsdale, Jackson, Kit Carson, Lake, Mineral, Pitkin, Saguache, San Juan, and Washington.

Colorado BOCES and the following 21 counties had more than one but less than 16 students in foster care graduating or completing in the five-year cohort and are not included: Alamosa, Baca, Chaffee, Delta, Eagle,



Elbert, Garfield, La Plata, Las Animas, Logan, Moffat, Montezuma, Montrose, Morgan, Otero, Park, Phillips, Rio Grande, Routt, Summit, and Yuma. However, it includes the five counties with a 100 percent graduation rate or those with no graduates or completers.

TABLE C: Class of 2015 5-Year Graduation Rate for Students in Foster Care by County

County Name	Total number of high school students in cohort base	Number of graduates	Graduation rate	Number of completers	Completer rate
ADAMS	76	36	47.4	40	52.6
ARAPAHOE	114	44	38.6	51	44.7
ARCHULETA	Less than 16	Less than 16	100.0	Less than 16	100.0
BOULDER	41	25	61.0	28	68.3
CLEAR CREEK	Less than	0	0.0	0	0.0
CONEJOS	Less than	0	0.0	0	0.0
DENVER	251	62	24.7	102	40.6
DOUGLAS	27	13	48.1	16	59.3
EL PASO	229	104	45.4	118	51.5
FREMONT	21	8	38.1	12	57.1
GUNNISON	Less than 16	Less than 16	100.0	Less than 16	100.0
HUERFANO	Less than 16	Less than 16	100.0	Less than 16	100.0
JEFFERSON	97	37	38.1	48	49.5
KIOWA	Less than 16	Less than 16	100.0	Less than 16	100.0
LARIMER	54	12	22.2	16	29.6
LINCOLN	Less than	0	0.0	0	0.0
MESA	63	24	38.1	28	44.4
OURAY	Less than	0	0.0	0	0.0
PROWERS	Less than	0	0.0	0	0.0
PUEBLO	61	26	42.6	31	50.8
RIO BLANCO	Less than 16	Less than 16	100.0	Less than 16	100.0
SAN MIGUEL	Less than	0	0.0	0	0.0
SEDGWICK	Less than	0	0.0	0	0.0
TELLER	Less than	0	0.0	0	0.0
WELD	50	25	50.0	32	64.0
STATE TOTALS	1234	464	37.6	579	46.9

Note: Class of 2015 = Number of students in foster care that graduated five years after entering ninth grade.

6-Year Rate

Graduation and completion rates are listed by county. *Table D* represents the foster care cohort that graduated and/or completed in six years after entering ninth grade.

The following 14 counties did not have students in foster care and therefore are not included: Archuleta, Bent, Cheyenne, Clear Creek, Crowley, Dolores, Hinsdale, Jackson, Mineral, Ouray, Pitkin, San Juan, San Miguel, and Washington.



Colorado BOCES and the following 23 counties had more than one but less than 16 students in foster care graduating or completing in the six-year cohort and are not included: Alamosa, Conejos, Delta, Eagle, Fremont, Garfield, Gilpin, Gunnison, Huerfano, La Plata, Las Animas, Logan, Moffat, Montezuma, Montrose, Morgan, Otero, Phillips, Prowers, Rio Grande, Saguache, Sedgwick, and Teller. However, it includes the 11 counties with a 100 percent graduation rate or those with no graduates or completers.

TABLE D: Class of 2014 6-Year Graduation Rate for Students in Foster Care by County

County Name	Total number of foster high school students in cohort base	Number of graduates	Graduation rate	Number of completers	Completer rate
ADAMS	61	28	45.9	32	52.5
ARAPAHOE	110	45	40.9	59	53.6
BACA	Less than 16	Less than 16	100.0	Less than 16	100.0
BOULDER	52	26	50.0	31	59.6
CHAFFEE	Less than 16	0	0.0	0	0.0
COSTILLA	Less than 16	Less than 16	100.0	Less than 16	100.0
CUSTER	Less than 16	Less than 16	100.0	Less than 16	100.0
DENVER	264	61	23.1	122	46.2
DOUGLAS	26	19	73.1	22	84.6
ELBERT	Less than 16	Less than 16	100.0	Less than 16	100.0
EL PASO	233	108	46.4	122	52.4
GRAND	Less than 16	0	0.0	0	0.0
JEFFERSON	95	45	47.4	56	58.9
KIOWA	Less than 16	Less than 16	100.0	Less than 16	100.0
KIT CARSON	Less than 16	Less than 16	100.0	Less than 16	100.0
LAKE	Less than 16	Less than 16	100.0	Less than 16	100.0
LARIMER	49	23	46.9	32	65.3
LINCOLN	Less than 16	Less than 16	100.0	Less than 16	100.0
MESA	49	25	51.0	30	61.2
PARK	Less than 16	0	0.0	0	0.0
PUEBLO	60	22	36.7	27	45.0
RIO BLANCO	Less than 16	0	0.0	0	0.0
ROUTT	Less than 16	Less than 16	100.0	Less than 16	100.0
SUMMIT	Less than 16	Less than 16	100.0	Less than 16	100.0
WELD	49	27	55.1	35	71.4
YUMA	Less than 16	Less than 16	100.0	Less than 16	100.0
STATE TOTALS	1232	504	40.9	657	53.3

Note: Class of 2014 = Number of students in foster care that graduated six years after entering ninth grade.

Rates are provided for counties that had more than 16 students in foster care in all categories.

*"None" reflects the number of students that did not have a county of record.



The stability rate for two counties, Grand and Kit Carson, is 100 percent. The number of students served by these counties was less than 16; therefore they are not listed in the above table.

The following counties reported less than 16 students in one of the student counts and therefore are not listed in this section: Alamosa, Archuleta, Baca, Bent, Chaffee, Cheyenne, Clear Creek, Conejos, Costilla, Crowley, Custer, Dolores, Eagle, Elbert, Gilpin, Gunnison, Hinsdale, Huerfano, Jackson, Kiowa, Lake, Las Animas, Lincoln, Logan, Mineral, Moffat, Montezuma, Ouray, Park, Phillips, Pitkin, Prowers, Rio Blanco, Rio Grande, Routt, Saguache, San Juan, San Miguel, Sedgwick, Summit, Teller, Washington, Yuma, Colorado BOCES.

TABLE E: 2015-16 Stability and Mobility Rate of Students in Foster Care by County

County name	Total category (Note: Alternative school is not the same as AEC)	Total number of students	Total stable student count	Stability rate	Total mobile student count	Mobility rate
ADAMS	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	534	268	50.2	266	49.8
ALAMOSA	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	45	24	53.3	21	46.7
ARAPAHOE	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	689	279	40.5	410	59.5
BOULDER	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	259	112	43.2	147	56.8
DELTA	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	52	16	30.8	36	69.2
DENVER	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	1199	417	34.8	782	65.2
DOUGLAS	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	189	65	34.4	124	65.6
EL PASO	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	1192	524	44.0	668	56.0
FREMONT	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	123	72	58.5	51	41.5
GARFIELD	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	42	26	61.9	16	38.1
JEFFERSON	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	590	317	53.7	273	46.3



County name	Total category (Note: Alternative school is not the same as AEC)	Total number of students	Total stable student count	Stability rate	Total mobile student count	Mobility rate
LA PLATA	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	33	17	51.5	16	48.5
LARIMER	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	212	109	51.4	103	48.6
LOGAN	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	51	24	47.1	27	52.9
MESA	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	279	154	55.2	125	44.8
MONTROSE	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	72	40	55.6	32	44.4
MORGAN	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	62	29	46.8	33	53.2
OTERO	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	78	46	59.0	32	41.0
PUEBLO	DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	397	200	50.4	197	49.6
WELD	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	305	123	40.3	182	59.7
NONE	1DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)	56	20	35.7	36	64.3



APPENDIX G: Statutory Review and State Moneys Spent on Reducing the Dropout Rate

There are 41 state statutes that impact or pertain to dropout prevention, student engagement and school completion. In FY 2015-16, \$25,803,661 in state funds were directed to 15 of the 41 statutes. The remaining are classified as unfunded, awaiting funds or do not require funding to implement. For a summary of statutes including, description, outcomes and state funds allocated see *Appendix G Statutory Review and State Moneys Spent on Reducing the Dropout Rate*. This review was conducted in accordance with C.R.S. 22-14-111(1)(c). It includes identification of statutes related to reducing the dropout rate in Colorado public schools and includes effects of expenditures as applicable.

These 41 statutes are classified by category: 1) Grants and programs that address dropout prevention and student engagement; 2) Family-School-Community partnering; 3) Postsecondary and workforce readiness; 4) School safety and discipline; 5) Truancy and school attendance; and 6) Requirements, regulations and other.

Category: Grants and Programs that Address Dropout Prevention and Student-Engagement			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2014-2015
<p>1. Program for Teen Pregnancy and Dropout Prevention</p> <p>(§25.5-603, C.R.S., Effective May 1995) Repeal date: September 1, 2016</p>	<ul style="list-style-type: none"> Creates a statewide program for teen pregnancy and dropout prevention to serve teenagers who are Medicaid recipients. Any interested Medicaid provider may apply to the program. An approved local provider must raise 10 percent of the funding from the community, either private or local government sources, in order to draw down the remaining 90 percent in federal funds. A sunset review was conducted by the Colorado Department of Regulatory Agencies in 2010 and found that the program successfully fulfilled its intent to prevent teen pregnancies and, consequently, school dropouts. The program is financed with federal funds, local contributions, and any grants or donations from private entities. No general fund moneys shall be used to finance the program; except that the general assembly may appropriate any moneys necessary for the internal administrative costs of the department for providing expanded program promotion and oversight. 	Colorado Department of Health Care Policy and Financing	\$ 0



<p>2. Expulsion Prevention Programs, Part 2 of the School Attendance Law – of 1963</p> <p>(§22-33-201 to 205, C.R.S., Effective April 1996)</p>	<ul style="list-style-type: none"> • Creates the Expelled and At-Risk Student Services (EARSS) grant program to assist in providing educational services to expelled students, students at risk of expulsion, and students at risk of being declared habitually truant. • Reports annually to the house and senate education committees. • In 2015-2016, \$7,113,286 was distributed to grantees. • The 44 grantees located in 20 counties served 9,094 students. Grantees served 5,484 parents/guardians of EARSS students. • For a copy of the 2015-16 evaluation report visit: http://www.cde.state.co.us/dropoutprevention/earss_evaluation 	<p>Colorado Department of Education</p>	<p>\$ 7,216,825</p>
<p>3. Colorado Student Dropout Prevention and Intervention Program - Tony Grampsas Youth Service Program</p> <p>(Amended by SB 14-215. §26-6.8-101 through 106. Effective July 1, 2014)</p>	<ul style="list-style-type: none"> • The Tony Grampsas youth services program transferred to the state department. All program grants in existence as of July 1, 2013, shall continue to be valid through June 30, 2014. • Established to provide state funding for the following purposes: <ul style="list-style-type: none"> (I) For community-based programs that target youth and their families for intervention services in an effort to reduce incidents of youth crime and violence; (II) To promote prevention and education programs that are designed to reduce the occurrence and reoccurrence of child abuse and neglect and to reduce the need for state intervention in child abuse and neglect prevention and education; and (III) For community-based programs specifically related to the prevention and intervention of adolescent and youth marijuana use. • TGYS operates on a three-year grant cycle. The current grant cycle started on July 1, 2014 and goes through June 30, 2017. TGYS expects the next Request for Applications to be released in the fall of 2016. • TGYS's 15-16 Appropriation with Prop BB (MCTF) funds totaled \$9,160,780. Of the total amount of funding, \$2,099,938 was specifically awarded to Student Dropout Prevention Programs. • SFY15-16 Annual Report for TGYS is available online and includes evaluation results, https://sites.google.com/a/state.co.us/cdhs-dcw/home/programs/TGYS 	<p>Colorado Department of Human Services</p>	<p>\$2,099,938</p>



<p>4. School Counselor Corps Grant Program</p> <p>(§22-91-101, C.R.S., Effective May 2008)</p> <p>(SB14-150 Amended Effective July 1, 2014)</p>	<ul style="list-style-type: none"> • Grant goals: Increase the availability of effective school-based counseling within secondary schools; Raise the graduation rate; Increase the percentage of students who appropriately prepare for and apply to postsecondary education; Elevate the number of students who continue into postsecondary education. • SB14-150 fully appropriates the program bringing the total program budget to \$10 million. Amendments include for the 2015-16 school year: <ul style="list-style-type: none"> ○ Extending the eligibility to all middle and high schools (grades 6-12). ○ Extending the length of the grant cycle from three to four years. ○ Requiring priority when awarding grants to schools with higher-than-average remediation rates, numbers of first-generation students applying to postsecondary schools, numbers of at-risk students at the school, and dropout rates; in underserved geographic locations; and with higher-than-average counselor-to-school ratios. ○ Requiring CDE to establish guidelines for the school counselor corps advisory board's duties, membership, and responsibilities. 	<p>Colorado Department of Education</p>	<p>\$10,000,000</p>
<p>5. Dropout Prevention and Student Re-Engagement</p> <p>(§22-14-101, C.R.S., Approved May 21, 2009)</p> <p>(Amended by HB16-1130, Effective August 10, 2016)</p>	<ul style="list-style-type: none"> • Creates Office of Dropout Prevention and Student Re-engagement. • Requires identification and assistance to local education providers designated as “Priority Graduation Districts.” • In §22-14-109, C.R.S., creates “Student re-engagement grant program.” • Authorizes CDE to seek, accept and expend gifts, grants and donations from marijuana revenue, public and private sources to fund the program. • Requires annual report of dropout prevention and student engagement to Colorado State Board of Education, Governor and the House and Senate Education Committees. • HB16-1130 changes from February 15 to March 15, the date by which the department of education (department) must submit the report concerning policy recommendations for reducing student dropout rates and increasing student graduation and completion rates. 	<p>Colorado Department of Education</p>	<p>\$2,000,000</p>



<p>6. Healthy Choices Dropout Prevention Pilot Program</p> <p>(§22-82.3-102, C.R.S., Approved May 21, 2009)</p>	<ul style="list-style-type: none"> • Creates a pilot out-of-school program to enhance academic achievement and physical and mental health of adolescent students to encourage healthy choices and reduce dropout rates. • The objective is to enhance the academic achievement and physical and mental health of adolescent students and thereby improve student attendance and reduce the number of students who fail to graduate from high school. • Authorizes CDE to seek and accept gifts, grants and donations from private or public sources for the program. • After implementation, requires a report to the Education and the Health and Human Services Committees of the General Assembly concerning the activities carried out under the program and the effectiveness of the program. 	<p>Colorado Department of Education</p>	<p>Unfunded</p>
<p>7. Bullying Prevention and Education Grant Program</p> <p>(§22-93-102 through 22-93-105, and 22-30.5-106, C.R.S., Effective May 13, 2011)</p>	<ul style="list-style-type: none"> • Creates the school bullying prevention and education grant program in the department of education to allow a public school, a facility school or a collaborative group of public schools or facility schools to apply for grants to fund programs to reduce the frequency of bullying incidents. • The department shall solicit and review applications from public schools and facility schools for grants. Applying certain minimum criteria, the department may award grants for periods of one to three years. • Each grant recipient shall report to the department concerning the effectiveness of the programs that are funded by grants from the program. • The state board shall promulgate rules for the administration of the program. • The school bullying prevention and education cash fund is established in the state treasury. The department may seek, accept and expend gifts, grants and donations from marijuana revenue, public and private sources to fund the program. • Requires district charter schools and institute charter schools to adopt and implement policies concerning bullying prevention and education. 	<p>Colorado Department of Education</p>	<p>\$2,000,000</p>



<p>8. Adult Education and Literacy Grant Program (§22-10-101 through §22-10-106 Approved June 5, 2014) SB15-108 Effective March 13, 2015</p>	<ul style="list-style-type: none"> • The office of the Adult Education at the Colorado Department of Education will administer the grant program to provide state moneys to adult education and literacy programs that provide basic literacy and numeracy skills programs and that are members of workforce development partnerships that provide additional education to enable students to achieve a postsecondary credential and employment. • A local education provider, which includes public education providers, postsecondary institutions, and local, nonprofit workforce development providers, may apply for a grant by submitting an application to the office. • The office will review each application and recommend grant recipients to the state board. Based on the recommendations, the state board will award grants. The office must annually evaluate the effectiveness of the programs that receive grants and submit a report concerning the grant program to the governor, the state board, and the general assembly. The report must include an analysis of student outcomes and of the continuing unmet need for adult education in the state. • The act creates the adult education and literacy grant fund, to consist of any gifts, grants, or donations the department may receive for adult education and literacy and any state moneys the general assembly may appropriate to the fund. The department is not required to implement any portion of the act if the general assembly does not appropriate sufficient state moneys to offset the implementation costs. • The act repeals the family literacy education grant program, effective July 1, 2014. • For the 2014-15 fiscal year, the act appropriates \$960,000 from the general fund to the department and 1.0 FTE for implementing the act. 	<p>Colorado Department of Education</p>	<p>\$960,000</p>
<p>Category: Family-School Partnering</p>			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2014-2015
<p>9. Parent involvement in education grant program (§22-7-305, C.R.S., Effective August 5, 2009)</p>	<ul style="list-style-type: none"> • Creates the parent involvement in education grant program (program) to provide moneys to public schools to increase parent involvement in public education and authorizes CDE to seek and accept gifts, grants and donations from private or public sources for the program. • To be eligible to receive a grant, a public school shall meet one or more conditions including, but not limited to, "The dropout rate for the public school for each of 	<p>Colorado Department of Education</p>	<p>Unfunded</p>



	<p>the three academic years immediately preceding application exceeded the state average dropout rate for each respective year.”</p> <ul style="list-style-type: none"> • After implementation, requires annual report to the Colorado State Advisory Council for Parent Involvement in Education. 		
<p>10. Notice to parent of dropout status</p> <p>(§22-14-108, C.R.S., Approved May 21, 2009)</p>	<ul style="list-style-type: none"> • Requires local education providers to adopt and implement policies and procedures to notify a student’s parent if the student drops out of school, even if the student is not subject to the compulsory attendance requirement. • The intent is to convey the long-term ramifications of dropping out of school to encourage student re-engagement. • Repealed parental notice of dropout status (§22-33-107.1, C.R.S.) which only required notification if the student was subject to the compulsory attendance requirement specified in §22-33-104, C.R.S. 	No specific oversight charged to Colorado Department of Education	\$0
<p>11. Parental Involvement in K-12 Education Act</p> <p>(§8-13.3-103, C.R.S., Approved June 1, 2009)</p>	<ul style="list-style-type: none"> • Statute is in Chapter 340, Labor and Industry, and does not include reporting requirements. • Allows leave for involvement in academic activities if certain requirements are met: <ul style="list-style-type: none"> ○ An employee is entitled to take leave, not to exceed six hours in any one-month period and not to exceed 18 hours in any academic year, for the purpose of attending an academic activity for or with the employee's child. ○ In the alternative, an employer and employee may agree to an arrangement allowing the employee to take paid leave to attend an academic activity and to work the amount of hours of paid leave taken within the same work week. 	No specific oversight charged	\$0
<p>12. Concerning Increasing Parent Engagement in Public Schools</p> <p>(§22-32-142, C.R.S., Approved May 28, 2013)</p>	<ul style="list-style-type: none"> • SB-13-193 - Before passage of the act, a school district board of education was authorized to adopt a policy for parent engagement in the district. Under the act, each board of education is required to adopt a parent engagement policy and each board must work with the district accountability committee to create the policy. The policy may include training for personnel concerning working with parents. • Each school district and the state charter school institute (institute) shall identify, and submit to the department the name of, an employee to act as the point of contact for parent engagement training and resources. The person will also serve as the liaison between the district or institute, the district accountability committee if applicable, the council, and the department to facilitate the district's or institute's efforts to increase parent 	Colorado Department of Education	\$150,093



	<p>involvement.</p> <ul style="list-style-type: none"> Allows 1.0 FTE to the Colorado Department of Education for the implementation of the act. 		
<p>13. Colorado State Advisory Council for Parent Involvement in Education</p> <p>(§22-7-303, C.R.S., Effective August 5, 2009 Amended Effective May 24, 2012 Amended Effective May 28, 2013)</p>	<ul style="list-style-type: none"> Creates the state advisory council for parent involvement in education at CDE. The council shall assist CDE in implementing the parent involvement grant program and provide advice to recipient schools, per §22-7-305, C.R.S. Makes changes to school district accountability committees and seeks to increase parent representation on decision-making boards and school district accountability committees. SB-12-160 amended provisions concerning the membership of the council appointed by the state board of education. SB 13-193 passed to amend the existing duties of the state advisory council for parent involvement in education (council), to also provide training and other resources to help the district and school accountability committees increase parent engagement. A member of the council may be reimbursed for expenses incurred in completing the council's duties, including expenses incurred in providing training. The council will identify key indicators of parent engagement in elementary, secondary, and postsecondary schools, and use the indicators to develop recommendations for methods by which the department and the department of higher education may measure and monitor the level of parent engagement with elementary and secondary public schools and institutions of higher education. The council will annually report to the state board of education, the Colorado commission on higher education, and the education committees of the general assembly, the council's progress in promoting parent engagement in the state and in fulfilling its duties. 	<p>Colorado Department of Education</p>	<p>\$0</p>
<p>14. Concerning Intervention for Middle Grade Students</p> <p>(§22-32-118.5 and 22-30.5-523 C.R.S., Effective August 8, 2012)</p>	<ul style="list-style-type: none"> HB 12-1013 directs school districts and Institute of charter schools to consider adopting procedures by which the public schools of the school district use available data to identify and provide intervention services to students in grades 6 through 9 who are exhibiting behaviors that indicate the students are at increased risk of dropping out of school. If the school district or institute charter school that adopts the procedures identifies a student who is at increased risk of dropping out of school, it must notify the student's parent and explain the interventions it intends to implement. The parent may approve or reject 	<p>No specific oversight charged to Colorado Department of Education</p>	<p>\$0</p>



	the interventions, and, following approval, may direct the school district or institute charter school to terminate the interventions at any time. A parent may contact a school district or institute charter school and request interventions for his or her child.		
Category: Postsecondary and Workforce Readiness			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2014-2015
<p>15. Individual Career and Academic Plans</p> <p>(§22-2-136(1); 22-30.5-525, C.R.S., Effective May 2009. Amended by HB 12-1043, Effective August 8, 2012</p> <p>Amended by HB 12-1345.</p>	<ul style="list-style-type: none"> • Ensures that each public school shall assist each student and his or her parent or guardian to develop and maintain the student’s individual career and education plans (ICAP) no later than the beginning of 9th grade, but may assist prior to the 9th grade. • A plan shall be designed to assist a student in exploring the postsecondary career and educational opportunities available, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid, and ultimately entering the workforce. • HB 12-1043 - Under the act, each public school and Institute of charter school, in developing an individual career and academic plan for each student, will inform the student and the student's parent or legal guardian concerning concurrent enrollment and, at the student's or parent's or legal guardian's request, assist the student in course planning to enable him or her to concurrently enroll. • HB 12-1345 mandates that each public school, including each charter school, must assist each student and his or her parent in creating and maintaining an individual career and academic plan (ICAP) by ninth grade. The school will work with the student to use the ICAP to guide course selections and performance expectations with the goal of ensuring that the student demonstrates postsecondary and workforce readiness upon graduation at a level that enables the student to progress toward his or her postsecondary goals, as identified in the ICAP, without needing remedial educational services. • If the school district or charter school that the student attends chooses to administer the basic skills tests, each student's ICAP will include the student's scores on the basic skills tests and the student's intervention plan, if any. 	Colorado Department of Education	\$0



<p>16. Accelerating Students through Concurrent Enrollment</p> <p>(§22-35-101, C.R.S. et seq., Added 2009) (Amended by HB-13-1219, effective August 7, 2013) (Amended by H.B. 16-1253 School finance, effective March 9, 2016)</p>	<ul style="list-style-type: none"> • The accelerating students through concurrent enrollment (ASCENT) program permits eligible students to participate in a “fifth year” of high school while concurrently enrolled in college. • Amended to remove obsolete reporting requirements. • Requires the department of education to designate only the number of ASCENT participants that the general assembly has approved for funding for the applicable budget year. • H.B. 16-1253 adjusts the Long Bill footnote detailing funding for the ASCENT program in FY 2015-16 to increase ASCENT per pupil funding by \$23 and increase total funding dedicated to the program by \$12,826 based on the increased per pupil funding. 	<p>Colorado Department of Education</p>	<p>\$12, 826</p>
<p>17. Community colleges – dropout recovery programs</p> <p>(§22-35-109.5, C.R.S. et seq., Effective May 17, 2012)</p> <p>(Amended by SB-13-031, effective March 15, 2013)</p>	<ul style="list-style-type: none"> • HB 12-1146 authorizes a community college, including a junior district college, to agree with a local education provider to create a dropout recovery program through which a student who has dropped out of high school or who is at risk of dropping out of high school can concurrently enroll in the community college and the local education provider to complete his or her high school graduation requirements. The student attends classes exclusively at the community college, and all of the credits he or she earns count toward high school graduation. The dropout recovery program differs from the usual concurrent enrollment program with regard to the student's age and the number and type of course credits authorized. • The community college and the local education provider enter into an agreement that specifies many aspects of the dropout recovery program, including the tuition rate the local education provider will pay on the student's behalf, which rate cannot exceed the student's share of tuition at a community college. The local education provider will include the student in its pupil enrollment, and the community college, and the local education provider may include additional financial provisions in the agreement. • Local Education Providers (LEPs) that operate dropout recovery programs must pay the student share of the tuition for each postsecondary course in which a student enrolls while participating in the program, not just for those courses that the student completes. 	<p>No specific oversight charged to Colorado Department of Education</p>	<p>-0-</p>



<p>18. Basic skills placement or assessment tests – intervention plans</p> <p>(§22-32-109.5, C.R.S. et seq., Effective June 3, 2012)</p>	<ul style="list-style-type: none">• HB 12-1345 - Assessment tests for students in grades 9 through 12. The general assembly recognizes the federal high school testing requirements; recognizes that most states have adopted the common core state standards in mathematics and English language arts; and states its intent and expectation that ACT, Inc., will reconfigure the ACT to align with the common core state standards and thereby enable the states to administer the ACT as the statewide high school assessment that meets the federal high school testing requirements.• Starting in the 2012-13 school year, each school district and each charter school that includes grades 9 through 12 may administer to students in those grades the basic skills placement or assessment tests (basic skills tests) that the community colleges use for first-time freshman students. The school district or charter school will receive state funding to reimburse the district or charter school for one administration per student of all of the basic skills test units. If indicated by a student's scores, the school will create an intervention plan for the student to ensure that the student receives the classes and other educational services necessary for the student to demonstrate postsecondary and workforce readiness at graduation at a level that allows the student to advance toward his or her identified postsecondary goals without needing remedial educational services. The school, the student and the student's parent may agree to concurrently enroll the student in basic skills courses at an institution of higher education if the student is in twelfth grade.• When adopting the criteria for endorsed high school diplomas, the state board will establish the criteria for demonstrating postsecondary and workforce readiness at various levels that reflect the postsecondary education options available to students. The beginning date on which schools and school districts will be held accountable for the number of students who receive endorsed high school diplomas is changed because the criteria for issuing endorsed high school diplomas are not yet adopted.• Subject to available appropriations, the department will allocate moneys to school districts and charter schools to reimburse them for the costs of administering the basic skills tests.	<p>Colorado Department of Education</p>	<p>\$50,000</p>
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<p>19. Accelerated certificates program - adult education - skills training</p> <p>(§23-60-901 and 23-60-902, C.R.S., Approved May 28, 2013)</p>	<ul style="list-style-type: none"> • HB 13-1005– The act authorizes the state board for community colleges and occupational education (state board) to collaborate with local district junior colleges, area vocational schools, the department of education, and local workforce development programs to design career and technical education certificate programs that combine basic education in information and math literacy with career and technical education. • Each certificate program must be designed to allow an eligible adult to complete the program within 12 months, and each course in a certificate program must combine information and math literacy with career and technical skills. The certificate programs will be available to underemployed or unemployed adults who have insufficient levels of information or math literacy. • A community college, a local district junior college, or an area vocational school may choose to offer the accelerated certificate programs. 		
<p>20. Increasing Postsecondary and Workforce Readiness</p> <p>(§22-11-204, 22-11-401, 22-2-132, and 24-46.3-301 through 24-46.3-303, C.R.S., Approved May 26, 2015)</p>	<ul style="list-style-type: none"> • HB15-1170 - Create the position of Postsecondary and Workforce Readiness Statewide Coordinator. • Beginning in 2016-17 this bill requires the CDE to calculate PWR by including the percent of high school graduates who enroll in a postsecondary education program in the school year immediately following graduation. • Consistent with the other measures of performance, CDE must disaggregate the additional data collected by student group. • This bill also updates the process for issuing a career and technical education authorization. • For the 2015-16 state fiscal year, \$118,969 is appropriated to the department of labor and employment. 	<p>Colorado Department of Education and the Colorado Workforce Development Council</p>	<p>\$118,969</p>
<p>21. Pathways in Technology Early college Schools</p> <p>(§22-35.3-101 through 22-35.3-105, C.R.S., Approved May 18, 2015)</p>	<ul style="list-style-type: none"> • HB15-1270 -Creates Pathways in Technology Early College High Schools (P-Tech school). A P-Tech school is a public school that includes grades 9 through 14 and is designed to prepare students for careers in industry by enabling students to graduate with both a high school diploma and an associate degree. • P-Tech schools must be jointly approved by CDE and DHE, and outlines requirements for approval as well as requiring CDE and DHE to work together to develop timelines and procedures for local education providers to apply for approval to become a P-Tech school, which is estimated to take 200 hours for each department. • Authorizes 0.2 FTE. 	<p>Colorado Department of Education and Department of Higher Education</p>	<p>\$14,463</p>



	<ul style="list-style-type: none"> • For the state fiscal year, \$14,463 appropriated to be split evenly between CDE and DHE. 		
<p>22. Career development success pilot program - created - funding - report - definitions - repeal.</p> <p>(22-54-138, effective May 27, 2016. This act was passed without a safety clause.)</p>	<ul style="list-style-type: none"> • HB16-1289 creates the career development success pilot program to provide financial incentives for school districts and charter schools to encourage pupils enrolled in grades 9 through 12 to enroll in and successfully complete identified industry-credential, internship, residency, or construction industry pre-apprenticeship or apprenticeship programs related to jobs identified in the Colorado talent pipeline report or jobs in other high-demand industries and computer science advanced placement (AP) courses. • The state work force development council, in collaboration with the departments of education, higher education, and labor and employment and the office of economic development, must annually identify the level of regional and state demand for various jobs and those industry-credential programs and qualifying internship, residency, and construction industry pre-apprenticeship and apprenticeship programs that are related to the identified jobs. • Starting June 30, 2017, each school district that chooses to participate, each nonparticipating school district on behalf of its charter schools that choose to participate, and the state charter school institute (institute) on behalf of institute charter schools that choose to participate, must annually report to the department of education (department) the number of students who successfully earned an industry certificate by completing an identified industry-credential program or successfully completed an internship, residency, or construction industry pre-apprenticeship or apprenticeship program or qualified to receive college credit for completing a computer science AP course for that school year. • Beginning in the 2017-18 budget year and in each budget year thereafter, the general assembly shall appropriate at least \$1,000,000 for the career development success pilot program. • Beginning in 2017, the department must provide to the joint education committee of the general assembly a report on the implementation and impact of the career development success pilot program. • The career development success pilot program is repealed in 2019. 	<p>Colorado Department of Education, Department of Higher Education, Department of Labor and Employment and Office of Economic Development</p>	<p>Awaiting Funding</p>



<p>23. Creation of Career Pathways for Students</p> <p>(§24-46.3-104 and 23-60-109, C.R.S., Approved May 18, 2015)</p>	<ul style="list-style-type: none"> • HB15-1274 requires that the State Board for Community Colleges collaborate with the Department of Higher Education, the Department of Labor and Employment and CDE to design integrated career pathways within identified growth industries having critical occupations, and where no clearly articulated career pathways are available. • For the 2015-16 state fiscal year, funds are appropriated to the department of labor and employment for use by the division of employment and training. This appropriation is from the general fund and is based on an assumption that the division will require an additional 2.5 FTE. To implement this act, the division may use this appropriation for the workforce development council. 	<p>Colorado Department of Education, Department of Higher Education, Department of Labor and Employment and State Board for Community College</p>	<p>\$572,003</p>
<p>24. Career and Technical Education in Concurrent Enrollment</p> <p>(§22-35-104, 22-35-107, 23-3.3-1101, C.R.S., Approved May 18, 2015)</p> <p>(Amended by HB16-1144, Approved March 31, 2016)</p>	<ul style="list-style-type: none"> • HB15-1275 clarifies that career and technical course work related to apprenticeship programs and internship programs may be used for concurrent enrollment, and directs the Concurrent Enrollment Advisory Board to collaborate with CDE, the Colorado Department of Labor and Employment, the Colorado Workforce Development Council, area vocational schools, and two-year institutions of higher education to create recommendations to assist local education providers to create cooperative agreements that include apprenticeship programs and internship programs in concurrent enrollment programs. • Establishes tuition assistance for career and technical education certificate programs through the Colorado Department of Higher Education. • For the 2015-16 state fiscal year, funds are appropriated to implement this act, the department may use this appropriation for the Colorado commission on higher education's tuition assistance for career and technical education certificate programs. • HB16-1144 requires a public high school student's education provider to notify the student and his or her parent or legal guardian if the student enrolls in a postsecondary course that does not meet the statutory requirements for concurrent enrollment programs. • The institution of higher education offering the course shall inform the local education provider as to whether the postsecondary course meets the concurrent enrollment requirements. 	<p>Colorado Department of Education, Department of Higher Education, Department of Labor and Employment and Colorado Workforce Development Council</p>	<p>\$450,000</p>



Category: School Safety and Discipline			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2014-2015
<p>25. Safe school plan – conduct and discipline code – safe school reporting requirements</p> <p>(§22-32-109.1, C.R.S., Approved May 19, 2012)</p> <p>(Amended by HB15-1273. Effective 6/5/2015)</p>	<ul style="list-style-type: none"> • HB 12-1345, section on school discipline amends the statutory grounds for suspension or expulsion of a student to increase the discretion of school administrators and school district boards of education (local boards). The only circumstances under which expulsion remains mandatory are those that involve a student who is found to have brought a firearm to school or possessed a firearm at school. Each school district is encouraged to consider each of many specific factors before suspending or expelling a student, including the student's age, the student's disciplinary history, whether the student has a disability, the seriousness of the student's violation, whether the student's violation threatened the safety of any student or staff member, and whether a lesser intervention would properly address the student's violation. • HB 15-1273 adds sexual assaults and the unlawful use, possession, or sale of marijuana on school grounds, in a school vehicle, or at a school activity or sanctioned event (referred to herein as school property) to the list of items that must be included in the existing safe school report. 	<p>Colorado Department of Education</p>	<p>\$0 Unfunded</p>
<p>26. School Resources Officer Training</p> <p>(§24-31-312, C.R.S., Approved May 19, 2012)</p>	<ul style="list-style-type: none"> • Per HB 12-1345 - On or before January 1, 2014, the peace officer standards and training (P.O.S.T.) board shall identify a training curriculum to prepare peace officers to serve as school resource officers (SROs). To the extent practicable, the training curriculum must incorporate the suggestions of relevant stakeholders. The training curriculum must include a means of recognizing and identifying peace officers who successfully complete the training curriculum. 	<p>P.O.S.T Board</p>	<p>\$0</p>
<p>27. Reporting of criminal proceedings involving public school students</p> <p>(§20-1-113, C.R.S., Approved May 19, 2012)</p>	<ul style="list-style-type: none"> • Per HB 12-1345 - On or before August 1, 2013, and on or before each August 1 thereafter, the district attorney of each judicial district, or his or her designee, shall report to the division of criminal justice certain information about offenses alleged to have been committed by a student that have occurred on school grounds within the judicial district during the preceding 12 months. • The division shall receive the information reported to the division by law enforcement agencies and by district attorneys and provide the information, as submitted to the division, to any member of the public upon request in a manner that does not include any identifying 	<p>Division of Criminal Justice</p>	<p>\$73,457</p>



<p>(Amended by HB15-1273. Approved 6/5/2015)</p>	<p>information regarding any student. If the division provides the information to a member of the public, the division may charge a fee to the person.</p> <ul style="list-style-type: none"> • HB15-1273 directs reporting of law enforcement in reporting of criminal proceedings involving public school students. • For the 2015-16 state fiscal year, \$73,457 is appropriated to the department of public safety for use by the division of criminal justice. This appropriation is from the general fund and is based on an assumption that the division will require an additional 1.0 FTE. To implement this act, the division may use this appropriation for DCJ administrative services. 		
<p>28. School Resources Officer Programs in Public Schools</p> <p>(§24-33.5-1801; 24-33.5-1803; 24-33.5-1804, C.R.S., Approved May 23, 2013)</p> <p>(§24-33.5-1809; C.R.S., Approved)</p>	<ul style="list-style-type: none"> • SB 13-138 - The act defines "school resource officer" and "community partners" and expressly includes school resource officers as community partners for the purposes of school safety, readiness, and incident management. • The school safety resource center is required to hire or contract for the services of an emergency response consultant with experience in law enforcement and school safety to provide guidance to school districts and schools for school building safety assessments and the use of best practices for school security, emergency preparedness and response, interoperable communications, and obtaining grants. • The school safety resource center is also required to provide suggestions concerning training for school resource officers. The school safety resource center advisory board is increased from 13 to 14 members to reflect the addition of a school resource officer. • Required to collect and provide materials and to provide training to school personnel, parents, and students regarding preventing child sexual abuse and assault, including materials and training that are specific to preventing sexual abuse and assault of children with developmental disabilities. • For fiscal year 2015-16, this bill requires an appropriation of \$85,087 and .9 FTE. • For fiscal year 2016-17, this bill requires an appropriation of \$86,637 and 1 FTE. 	<p>Colorado School Safety Resource Center</p>	<p>\$85,087</p>



Category: Truancy and School Attendance			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2014-2015
<p>29. School Attendance Law of 1963 - Truancy Court</p> <p>(§19-1-104, C.R.S., Effective June 1, 2001)</p>	<ul style="list-style-type: none"> • Not evaluated for effectiveness. • Allows a criminal justice agency investigating a matter under the "School Attendance Law of 1963" to seek, prior to adjudication, disciplinary and truancy information from the juvenile's school. • Clarifies the juvenile court has enforcement power for violations of any orders it makes under the "School Attendance Law of 1963." 	<p>Colorado Judicial Branch Division of Planning and Analysis tracks referrals to Truancy Court</p>	<p>\$0</p>
<p>30. Truancy Court Sanctions</p> <p>(§22-33-108(7)(a-b), C.R.S., Effective April 12, 2002)</p> <p>(Amended May 28, 2013 HB 13-1021)</p>	<ul style="list-style-type: none"> • Not evaluated for effectiveness. • Allows the court to impose juvenile incarceration in a juvenile detention facility for violating a valid court order under the "School Attendance Law of 1963" pursuant to any rules promulgated by the Colorado Supreme Court. • If a student is habitually truant, a school district shall initiate court proceedings to enforce school attendance requirements but only if implementation of the student's plan to improve attendance is unsuccessful. • If a school district initiates court proceedings, it must submit evidence of the student's attendance record, whether the student was identified as chronically absent, the efforts made to improve the student's attendance, and the student's plan and efforts to enforce the plan. • If the court issues an order to compel attendance, the order must also require the parent and student to cooperate in implementing the plan. • If the student and his or her parents do not cooperate with the plan, the court may order an assessment for neglect. The law existing before passage of the act authorizes the court to sentence the student to detention if the student does not comply with the valid court order. The act limits the term of detention to no more than 5 days. 	<p>No specific oversight designated but monitored by Colorado Divisions of Juvenile Justice</p>	<p>\$0</p> <p>However, impacts annual court costs and expense of detention</p>



<p>31. Truancy proceedings and Truancy Detention Reduction Policy</p> <p>(§13-1-127, C.R.S., Effective March 22, 2007)</p> <p>(§13-5-145 C.R.S., Amended June 5, 2015)</p>	<ul style="list-style-type: none"> • Not evaluated for effectiveness. • Allows authorization of employees of the school district to represent the district in truancy proceedings, even though the employee is not an attorney. • No reporting required. • SB15-184 requires the chief judge in each judicial district to convene a meeting of community stakeholders to create a policy for addressing truancy cases in ways other than the use of detention as a sanction. • The policy for addressing truancy, which must be in place by March 15, 2016, should consider best practices used in other judicial districts and other states, evidence-based practices for addressing and reducing truancy, the use of reasonable incentives and sanctions, and limiting detention only as a last resort after exhausting other alternatives. 	<p>Judicial Districts</p>	<p>\$0</p>
<p>32. Truancy enforcement</p> <p>(§22-33-107, C.R.S., Updated 2007)</p>	<ul style="list-style-type: none"> • Not evaluated for effectiveness. • Requires school district to have policy for a truancy plan with the goal of assisting the child to remain in school. • No reporting required. 	<p>No specific state oversight designated</p>	<p>\$0</p>
<p>33. School Attendance Act – Compulsory School Attendance</p> <p>(§22-33-104, C.R.S., Effective July 1, 2008)</p> <p>Amended May 28, 2013 (HB 13-1021)</p>	<ul style="list-style-type: none"> • Requires that each child between the ages of six and 17 shall attend public school unless otherwise excused. • It is the obligation of every parent to ensure that every child under the parent’s care and supervision between the ages of six and 17 be in compliance with this statute. • Encourages each school district to establish attendance procedures that will identify students who are chronically absent and implement best practices to improve the students' attendance. • Each school district's policies and procedures around attendance must include both elementary and secondary school attendance. The act encourages the school district to work with the local collaborative management group, juvenile support services group, or other local community services group in creating the a plan for each student who is habitually truant. 	<p>No specific state oversight designated</p>	<p>\$0</p>



<p>34. Standardizing Truancy Reporting and Expanding the Resources</p> <p>(§22-33-104, C.R.S., Effective August 2008)</p>	<ul style="list-style-type: none"> • Adds requirement for reporting of unexcused absences - services for truant students. • Requires the Colorado State Board of Education to adopt guidelines for the standardized calculation of unexcused absences of students from school. • Requires a school district to report annually to the department of education concerning the number of students who are habitually truant. • Requires the department to post this information on the internet. • Effectiveness not yet assessed. 	<p>Colorado Department of Education</p>	<p>\$0</p>
<p>35. Initiating Court Proceedings to Compel a Minor to Attend School</p> <p>(§22-33-108, C.R.S., approved March 25, 2011)</p>	<ul style="list-style-type: none"> • The initiation of court proceedings against a truant minor to compel compliance with the compulsory attendance statute shall be initiated by a school district as a last-resort approach, to be used only after the school district has attempted other options for addressing truancy that employ best practices and research-based strategies to minimize the need for court action and the risk of detention orders against a child or parent. 	<p>No specific state oversight designated</p>	<p>\$0</p>
<p>Category: Requirements, Regulations and Other</p>			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2014-2015
<p>36. Dropout Rate Data Reporting Requirements</p> <p>(§22-2-114.1, C.R.S., Approved June 1, 1999)</p> <p>(§22-2-114.1, C.R.S., Approved June 10, 2010)</p>	<ul style="list-style-type: none"> • For the purposes of school district record keeping, a "dropout" means a person who leaves is the subject of notification to a school or school district that such person has left or will leave school for any reason, or such person has been absent from class for six consecutive weeks or more in any one school year, except for reasons of expulsion, excused long term illness, or death, before completion of a high school diploma or its equivalent and who does not transfer to another public or private school or enroll in an approved home study program or in an on-line program pursuant to §22-33-104.6. Students who are in attendance in an educational program at the end of such school year shall not be reported as dropouts by the school district to the department. • Repeals the requirement that the state board calculates the number of students who obtain a high school diploma after reaching 21 years of age. • Repeals the specific definition of "dropout." 	<p>Colorado State Board of Education</p>	<p>\$0</p>



	<ul style="list-style-type: none"> • Clarifies the circumstances under which the education data advisory committee may identify a data reporting request as mandatory, required to receive a benefit, or voluntary. The EDAC will review the processes and timing for collecting student demographic data and recommend to the state board procedures for efficiently updating the data as necessary. • §22-2-304, C.R.S., repeals several data reporting requirements (§22-32-110 (1) (bb), §22-37-106, and §22-38-110, C.R.S.), including data from the in-home or in-school suspension grant program. 		
<p>37. Exchange of Information Concerning Children – (Criminal Justice Agencies, Schools and School Districts, Assessment Centers for Children) (§19-1-302, C.R.S., Effective April 7, 2000)</p>	<ul style="list-style-type: none"> • Authorizes an exchange of information among schools and school districts and law enforcement agencies. Allows any criminal justice agency or assessment center for children to share any information or records, that rise to the level of a public safety concern except mental health or medical records, that the agency or center may have concerning a specific child with the principal of the school at which the child is or will be enrolled as a student and the superintendent of such school district, or with such person's designee. • Allows a criminal justice agency or assessment center for children to share with a principal or superintendent any records, except mental health or medical records, of incidents that do not rise to the level of a public safety concern but that relate to the adjudication or conviction of a child for a municipal ordinance violation or that relate to the charging, adjudication, deferred prosecution, deferred judgment, or diversion of a child for an act that, if committed by an adult, would have constituted misdemeanor or a felony. • Requires the information provided to be kept confidential. Directs the principal of a school, or such person's designee, to provide disciplinary and truancy information concerning a child who is or will be enrolled as a student at the school to a criminal justice agency investigating a criminal matter that involves the child. Requires the criminal justice agency to maintain the confidentiality of the information received. 	<p>No specific state oversight designated</p>	<p>\$0</p>
<p>38. Definition High Risk – Alternative Campus (§22-7-604.5, C.R.S., Effective April 20, 2004)</p>	<ul style="list-style-type: none"> • The legislation defines the criteria for identifying “high risk student” when applying to be designated an alternative campus. Includes, but not limited to, a student enrolled in a secondary school that has dropped out of school or has not been continuously enrolled and regularly attending school for at least one semester prior to enrolling in his or her current school. Also may include a student who has been expelled from school or engaged in behavior that would justify expulsion. • Amended in May 2009 by SB 09-163 in the following 	<p>Colorado Department of Education</p>	<p>Awaiting Funding</p>



<p>(Amended May 2009, April 2010, June 2011)</p> <p>(Amended by HB16-1429, approved June 8, 2016)</p>	<p>ways:</p> <ul style="list-style-type: none">○ Postsecondary and Workforce Readiness performance measures (including dropout rate) included in district accreditation.○ Established alternative accountability measures for alternative education campuses (levels of attainment on the performance indicators).○ School must communicate alternative education campus performance to parents and the public. <ul style="list-style-type: none">● Amended in April 2010 by S.B. 10-154 in the following ways:<ul style="list-style-type: none">○ The criteria that a public school must meet to be designated as an alternative education campus will now include schools that serve a population in which more than 95 of the students have either an individual education plan or meet the definition of a high-risk student.○ Expanded the definition of "high-risk student" to include a migrant child, a homeless child, and a child with a documented history of serious psychiatric or behavioral disorders.● Amended in June 2011 by HB11-1277 in the following ways:<ul style="list-style-type: none">○ Removes references to specific dates for the application process for a school to apply to be designated as an alternative education campus.○ Expanded the definition of "high-risk student" to include those students who are over traditional school age or lack adequate credit hours for his or her age.● Amended by HB16-1429. Before passage of the act, one of the criteria was that at least 95 of the school's student population has an individual education plan or meets the criteria for identification as an at-risk student under the alternative education campus statute or that at least 95 of the school's student population meets a combination of these requirements. The act reduces the percentage to 90. The act also expands some of the criteria for being identified as an at-risk student for purposes of the alternative education campus statute. The act directs the department of education to collaboratively develop methods to measure the qualitative aspects of an alternative education campus's performance.● \$43,896 is appropriated to the department of education for the 2016-17 fiscal year for implementation of the act.		
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<p>39. Successful Transitions Back to the Public School System for Students in Out-of-Home Placement Who Have Demonstrated Detrimental Behavior.</p> <p>(§22-2-139, C.R.S., Approved May 25, 2010)</p>	<ul style="list-style-type: none"> • Requires the Department of Human services to provide written notification to the child welfare education liaison of the applicable school district or institute charter school 10 calendar days prior to enrollment of a student who is transferring from a state-licensed day treatment facility, facility school, or hospital and has been determined by one of those entities or the court to present a risk to himself or herself or the community within the previous 12 months. • The Department of Human Services and the Department of Education are required to enter into a memorandum of understanding that includes, but is not limited to: a consistent and uniform approach to sharing medical, mental health, sociological, and scholastic achievement data about students between a school district, charter school, or institute charter school and the county department of social services; a plan for utilizing existing state and federal data and any existing information-sharing activities; a plan for determining accountability and collecting data concerning the implementation of notifications and invitations, the sharing of information, and the number of emergency placements that occur; a process for determining information sharing and collaboration for placement of students. • Per §22-32-138 (2) (a), C.R.S., the child welfare education liaison for each school district and the state charter school institute is given the additional responsibility of being included in and participating with any interagency collaboration teams or threat assessment teams. 	<p>Colorado Department of Human Services and Colorado Department of Education</p>	<p>\$0</p>
<p>40. Educational Services for Juveniles Held in Jail</p> <p>(§22-32-141, C.R.S., Effective May 25, 2010)</p>	<ul style="list-style-type: none"> • Requires a school district to provide educational services for up to four hours per week during the school year to a juvenile who is held, pending trial as an adult, in a jail located within the school district. • Outlines parameters for when a school district does have to provide the services. • Moneys to pay the per pupil amount for juveniles who are not included in pupil enrollment and to pay the daily-rate reimbursement for the 2010-2011 fiscal year are appropriated from the read-to-achieve fund, per §19-2-508, C.R.S. 	<p>Colorado Department of Education</p>	<p>\$0</p>
<p>41. Review Performance Rules Alternative Education Campuses</p> <p>(§22-11-210,</p>	<ul style="list-style-type: none"> • Requires the Colorado Department of Education to convene stakeholder meetings to review state statutes and State Board of Education rules relating to the performance indicators for alternative education campuses (AEC). An AEC is a public school with greater than ninety-five percent of its students meeting high-risk criteria. 	<p>Colorado Department of Education</p>	<p>\$0</p>



C.R.S., Effective June 5, 2015)	<ul style="list-style-type: none">• No later than December 1, 2015, the CDE must prepare recommendations for revisions to SBE rules and state statutes relating to the performance indicators as components of the school performance framework for AECs, and submit these to the commissioner of education and the meeting participants.		
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Sources:

Bill summaries were prepared by the Colorado Department of Education and Colorado Office of Legislative Legal Services, unless otherwise noted.

Funding allocations are based on state appropriations. The results of expenditures were provided by the state agencies responsible for monitoring or implementing a specific statute.

End Notes

¹ Wilkins, J., & Huckabee, S. (2014). A literature map of dropout prevention interventions for students with disabilities. Clemson, SC: National Dropout Prevention Center for Students with Disabilities, Clemson University.

² Clemens, E. (2016). *Summary of Transportation-Relevant Foster Care School Mobility*. Greeley, CO: University of Northern Colorado.

³ Gregory, R., Skiba, R., & Noguera, P. (2010). The achievement gap and the discipline gap: Two sides of the same coin. Available in the *Educational Researcher*, Volume 39, Pages 59-68.