



COLORADO
Department of Education

2014-15 State Policy Report

Dropout Prevention and Student Engagement

Submitted to:

Office of the Governor

Colorado State Board of Education

Colorado House Education Committee

Colorado Senate Education Committee

Prepared pursuant to C.R.S. 22-14-105 by:

The Office of Dropout Prevention and Student Re-engagement

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Introduction

The annual policy report on dropout prevention and student engagement includes:

- An analysis of dropout, high school graduation and completion rates;
- A review of the scope and status of unique student populations;
- An analysis of attendance, truancy and school mobility as indicators of student engagement; and
- A statutory review including state moneys spent on reducing the dropout rate.

Office of Dropout Prevention and Student Re-engagement

In 2009, state legislation passed declaring dropout prevention, student engagement and high school graduation as state priorities. The legislation (C.R.S. 22-14-101) established an imperative for the Colorado Department of Education to create an office dedicated to these priorities.

It is imperative that the department of education create an office to provide focus, coordination, research, and leadership to assist local education providers in implementing coordinated efforts to reduce the high school dropout rate and increase the high school graduation and completion rates and the levels of student engagement and re-engagement.

– Colorado Revised Statute 22-14-101

The authorizing legislation (C.R.S. 22-14-111) requires that on or before February 15 of each year, the Office of Dropout Prevention and Student Re-engagement shall submit to the State Board of Education, the Education Committees of the Senate and the House of Representatives, 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. This report was prepared in accordance with statute. See *Appendix A* for a complete copy of C.R.S.22-14-101 to 22-14-14-111.

It is widely accepted that completing high school is a significant milestone, as evident by the use of state and local graduation rates as a key indicator of postsecondary and workforce readiness. Studies have consistently shown that students who leave school without a diploma or high school credential struggle with higher rates of unemployment, poverty and delinquency than their peers who complete school.¹ The correlation between education attainment and earnings and wages is often cited in research. Census data records the economic disparities between those who drop out and those who complete school and further their education. The average earnings for someone who drops out of high school is \$21,698 per year, compared to \$29,867 for a high school graduate and \$48,544 for a college graduate with a bachelor's degree.²

¹ Sum, A.; Khatiwada, I.; and McLaughlin, J. (2009). "The Consequences of Dropping Out of High School: Joblessness and Jailing for High School Dropouts and the High Cost for Taxpayers". Center for Labor Market Studies Publications. Paper 23.

² U.S. Census Bureau. (2014). Median Earnings in the Past 12 Months by Educational Attainment for the Population 25 years and over with Earnings 2010-2014. American Community Survey 5-year Estimates.



Calculating Dropout, Graduation and Completion Rates

An overview of state calculations for the state’s 4-year graduation and completion rates and the annual dropout rate can be found in *Table 1*.

Dropout Rate: The dropout rate reflects the percentage of all students enrolled in grades 7 through 12 who leave school without transferring to another educational environment during a single school year. It is calculated by dividing the number of dropouts by a membership base, which includes all seventh-through 12th-grade students who were in membership any time during the year.

Graduation Rate: The 4-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.

Extended-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 4-year trajectory. 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 for a high school student 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). In other words, a student who graduates in four (or fewer) years is included in the numerator for the 4-year graduation rate. The students who graduate in the following year are then added to the numerator and the 5-year graduation rate is calculated. The students graduating two years or three years past their AYG are added to the numerator for the 6-year or 7-year graduation rate.

Table 1:
Overview of
Calculations

	Graduation Rate	Completion Rate	Dropout Rate
Time Period	4-year cohort (Class of...)	4-year cohort (Class of...)	Annual (July 1 to June 30)
Numerator	# of students receiving a diploma within 4 years of completing 8th grade	# of students receiving a diploma, GED certificate, or designation of high school completion within 4 years of completing 8th grade	Number of reported dropouts and “age outs” during the past year
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	# of students that were in membership in grade 7-12 at any time during the past year
Statewide 2014-15 rate (and count)	77.3% 47,486 graduates / 61,790 membership base	78.8% 48,701 completers / 61,790 membership base	2.5% 11,114 dropouts / 440,843 students in grade 7-12
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	Students transferring to a GED program are not counted as dropouts in the dropout rate

Source: Colorado Department of Education, Data Services



Completion Rate: The completion rate is also a cohort-based rate which reflects the number of students who graduate plus those who receive a high school equivalency certificate or a 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 4-year period (i.e., from grades nine to twelve) and could have graduated in the currently reported school year. 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.

A presentation of the graduation rates and dropout rates compared across time, gender, race and ethnicity, and unique populations are included in this report. Definitions of terms and descriptions of calculations are provided in *Appendix B* and include details on how these rates are collected and reported by the Data Services Unit at CDE.

Graduation and Completion Rates

The 4-year (on-time) graduation rate for the class of 2015 remained unchanged from 2014 at 77.3 percent. The completion rate is 78.8 percent, representing a 0.7 percentage point decline from the previous year. See *Table 1* for an overview of the calculations for graduation and completion.

Districts Improvements

Seventy-eight percent (144) of Colorado school districts achieved a 4-year graduation rate at or above the state's expectation of at least 80 percent. This is an improvement from the previous year. In 2014, 71 percent (126) of Colorado school districts achieved a rate of 80 percent or better. 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>.

Fifty-four percent (98) of districts maintained a 4-year graduation rate of 80 percent or better over the past three years. Six percent (11) improved to attain a graduation rate of 80 percent or better. Seven districts are making progress to approach the 90 percent graduation rate.

Four rural districts achieved a graduation of 100 percent for the third year in a row. This recognition goes to:

- Creede School District in Mineral County
- Liberty J-4 in Yuma County
- Pawnee RE-12 in Weld County
- Pritchett RE-3 in Baca County

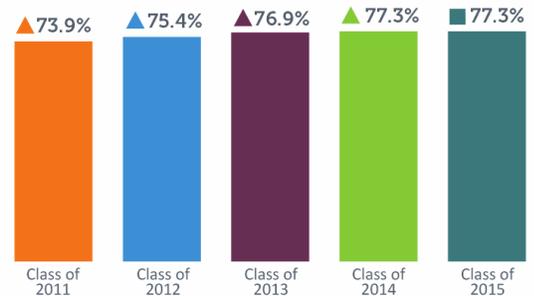
Four rural districts achieved a graduation of 100 percent for the third year in a row.

See *Appendix C* for a list of districts making these improvements. Interactive tools for analysis of individual district, school and statewide data are available at <http://www.cde.state.co.us/cdereval/gradcurrent.htm>.



AN INCREASING PERCENTAGE OF STUDENTS ARE GRADUATING ON-TIME EACH YEAR

Percent of students graduating within 4 years of finishing eighth-grade



Class of 2015

The future graduates of the Class of 2015 began their high school career in 2012. There are 61,790 students in this graduation cohort and 47,784 classmates graduated within four years of entering ninth-grade. Although their on-time graduation rate is holding steady with the Class of 2014 at 77.3 percent, there were 298 more graduates in the Class of 2015.

Statistics shows that since 2010, Colorado has been inching toward an 80 percent graduation rate. In the past four years, the rate has increased 3.4 percentage points. See *Appendix D* for a history of Colorado graduation rates disaggregated by gender, race/ethnicity and student group.

Completers

The completion rate combines all graduates with those completers who received a high school equivalency. The current completion rate rolled out the new GED test. The new test is aligned to rigorous standards to reflect a test taker's postsecondary and workforce readiness. In 2016, Colorado students may be 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/ged>.

Non-graduates

There were 14,006 students in the Class of 2015 who didn't graduate with their classmates. Of these non-graduates, more than half were still enrolled in school or attained a high school equivalency certificate.

Status of the Class of 2015 non-graduates:

- Still enrolled - 46.3 percent (6,487) 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.
- Unrecovered dropouts - 38.1 percent (5,340) of non-graduates dropped out of high school at some point and are classified as unrecovered dropouts.
- Completers - 6.5 percent (917) 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.



- Exited to prepare for high school equivalency - 6.2 percent (874) of non-graduates exited to a preparation program to attain a high school equivalency certificate, but had not done so by the end of the 2014-15 school year.
- Other - 2.8 percent (388) of students were “Others” (illness/injury, exited to detention center, expelled and didn’t return, transferred to a facility school or other program).

The number of non-graduates dropping out of their graduation cohort has increased in the past two years – see *Table 2*. The number of non-graduates exiting to attain a high school equivalency has also increased while the number of completers has dropped. In terms of those still enrolled, statistics show that more than half of these students will go on to graduate given more time. Extended-year graduation rates will be discussed in the next section.

“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
2015	6,487	5,340	917	874	388	14,006
2014	6,506	4,920	1,370	803	354	13,953
2013	6,468	4,931	1,594	793	235	14,021

Source: Colorado Department of Education, Data Services

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

Extended-Year Graduation Rates - Giving Students More Time

Statistics show that the state graduation rate rises above 80 percent when students are given more time to attain their high school diploma. Using the Class of 2010 as a baseline, the 5-year and 6-year graduation rates have progressively improved— see *Table 3*.

Graduating Class Cohort	4-Year (“on-time”)	5-Year	6-Year
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	Coming 2015-16
Class of 2015	77.3	Coming 2015-16	Coming 2016-17

Source: Colorado Department of Education, Data Services



The percentage point increase in the 6-year graduation rate compared to the 4-year rate in years 2011 to 2013, equates to approximately 11,016 more Colorado high school graduates. The 6-year graduation rate for the Class of 2011 was 6.2 percentage points higher than the 4-year rate, which represents 3,688 more graduates. The 6-year graduation for the Class of 2012 was 5.8 percentage points higher than the 4-year, which sums to 3,705 more students graduating. For the Class of 2013, the 6-year graduation rate is 5.6 percentage points higher than the 4-year, which means that 3,623 more students graduated given an additional two years of high school.

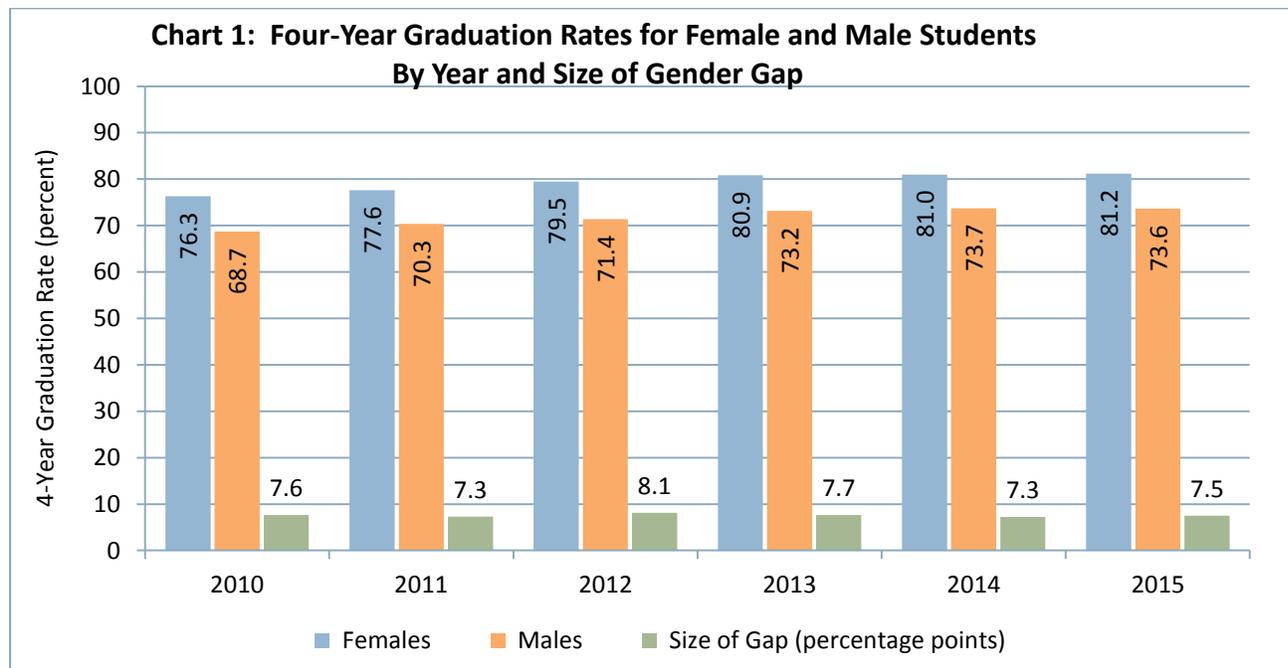
Over the course of three years, 11,016 more Colorado students graduated when given more time to attain their high school diploma.

Graduation Rate Trends

In this section, graduation rate trends are presented by gender, race/ethnicity and instructional program service type, including students in foster care. See *Appendix D* for a history of graduation rates.

Graduation Rate by Gender

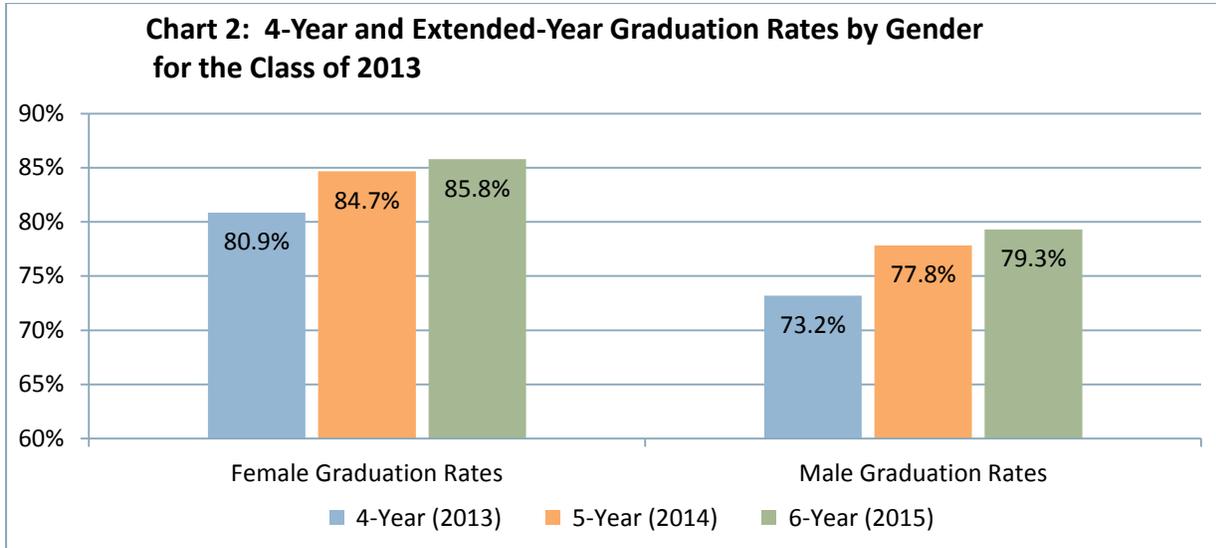
The 4-year, on-time, graduation rate for female students is 81.2, which exceeds state performance expectations for accreditation. The graduation rate for male students is 73.6. After narrowing slightly from 2012 to 2013 and again from 2013 to 2014, the gender gap in 4-year graduation rates for female and male students increased marginally during the most recent year. See *Chart 1*.



Source: Colorado Department of Education, Data Services

Male students tend to benefit more than their female peers from having one or two additional years to graduate. With two additional years of high school, the 6-year graduation rate for the Class of 2013

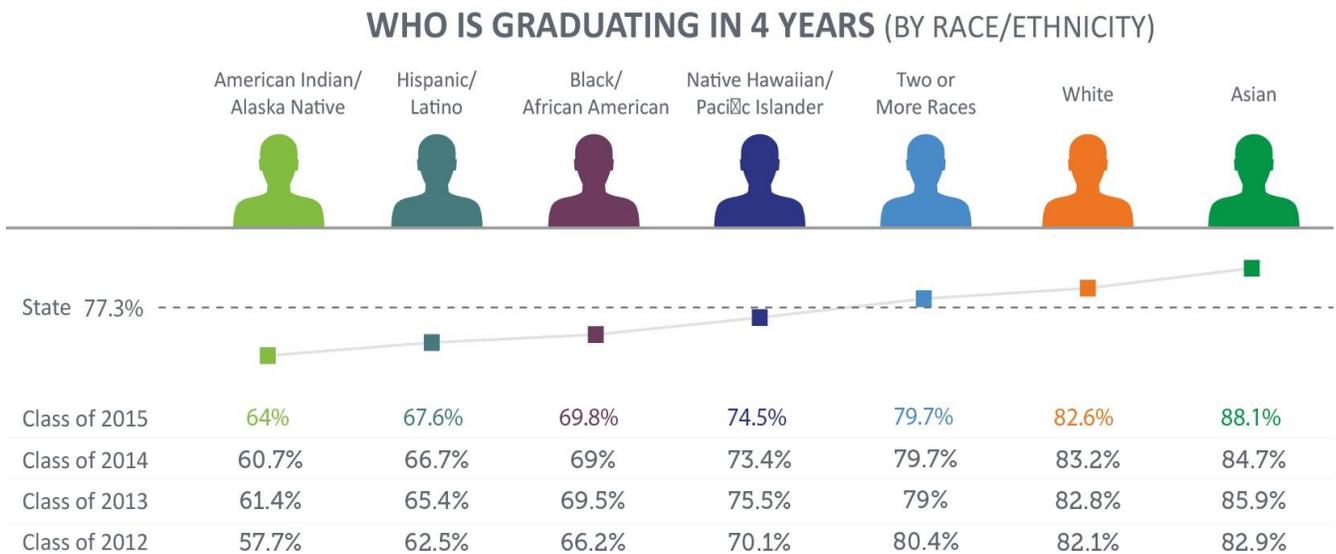
climbs to 79.3 percent for male students, representing a 6.1 percentage point increase from the 4-year rate. The 6-year graduation for female students is 85.8, which is 4.9 percentage points higher than the 4-year rate. The graduation rate gender gap, however, remains notable across the 4-, 5-, and 6-year graduation rates. See *Chart 2*.



Source: Colorado Department of Education, Data Services

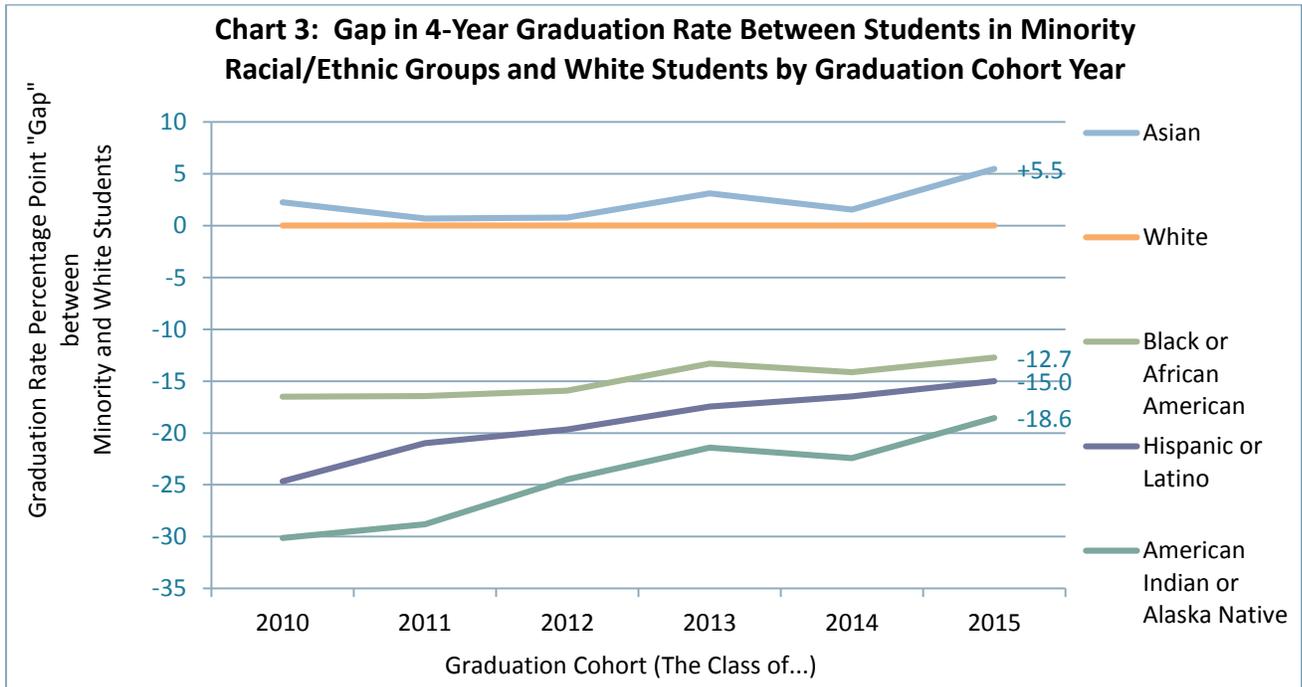
4-Year Graduation Rate by Race/Ethnicity

All racial/ethnic groups experienced an increase in the 4-year graduation rate from 2014 to 2015 except for white students and two or more race students. The graduation for white students declined 0.6 percentage points to 82.6 percent and the rate for two or more race remained the same. See graphic.





American Indian/Alaska Native, Hispanic/Latino and black students have seen substantial increases in their graduation rates since 2012. However, accelerated improvement is needed to meet state expectations, as the 4-year graduation rate for several racial/ethnic groups remains below 80 percent. In addition, a gap in 4-year graduation rates continues to persist between American Indian, Hispanic/Latino and black students and their white peers. The 5-year trend line in *Chart 3* shows that the graduation rate gap between American Indian/Alaska Native graduation rate (64 percent) and white graduation rate (82.6 percent) is -18.6 percentage points.

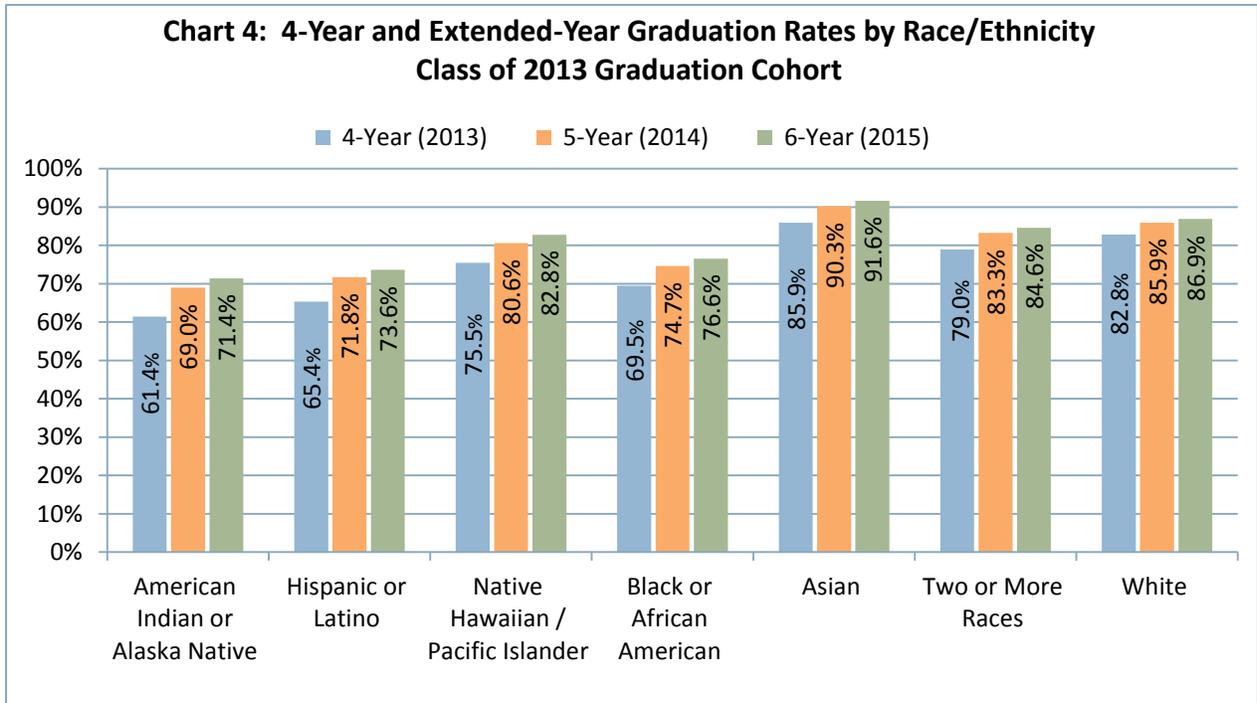


Source: Colorado Department of Education, Data Services

Extended-Year Graduation Rates by Race/Ethnicity

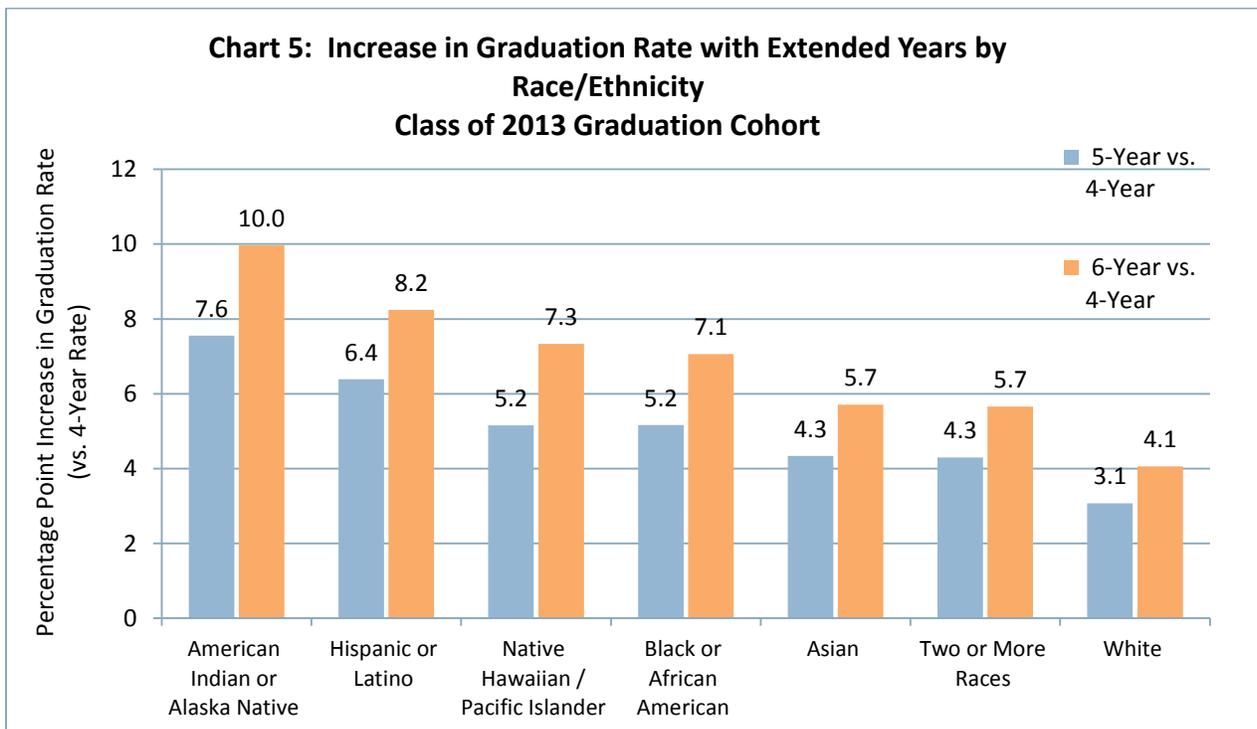
In examining extended-year graduation rates, students from minority racial/ethnic groups demonstrate higher gains in attaining a high school diploma than their white peers. Given more time to graduate, American Indian and Hispanic/Latino student groups show the largest percentage point increase in 5-year and 6-year graduation rates compared to their 4-year (“on-time”) graduation rates.

The 6-year graduation rate for American Indian students rose to 71.4 percent, which is 10 percentage points higher than the 4-year rate of 61.4 percent. The 6-year graduation rate for Hispanic/Latino is 73.6 percent, which is 8.2 percentage points higher than the 4-year rate. See *Chart 4: 4-year and Extended-Year Graduation Rates by Race/Ethnicity*, which disaggregates graduation rates by race/ethnicity for the Class of 2013.



Source: Colorado Department of Education, Data Services

Among racial/ethnic groups, the gains made between the 4-year and 5-year graduation rate range from 3.1 to 7.6 percentage points. The increase from the 4-year to the 6-year graduation range is 4.1 to 10 percentage points. See *Chart 5*.



Source: Colorado Department of Education, Data Services



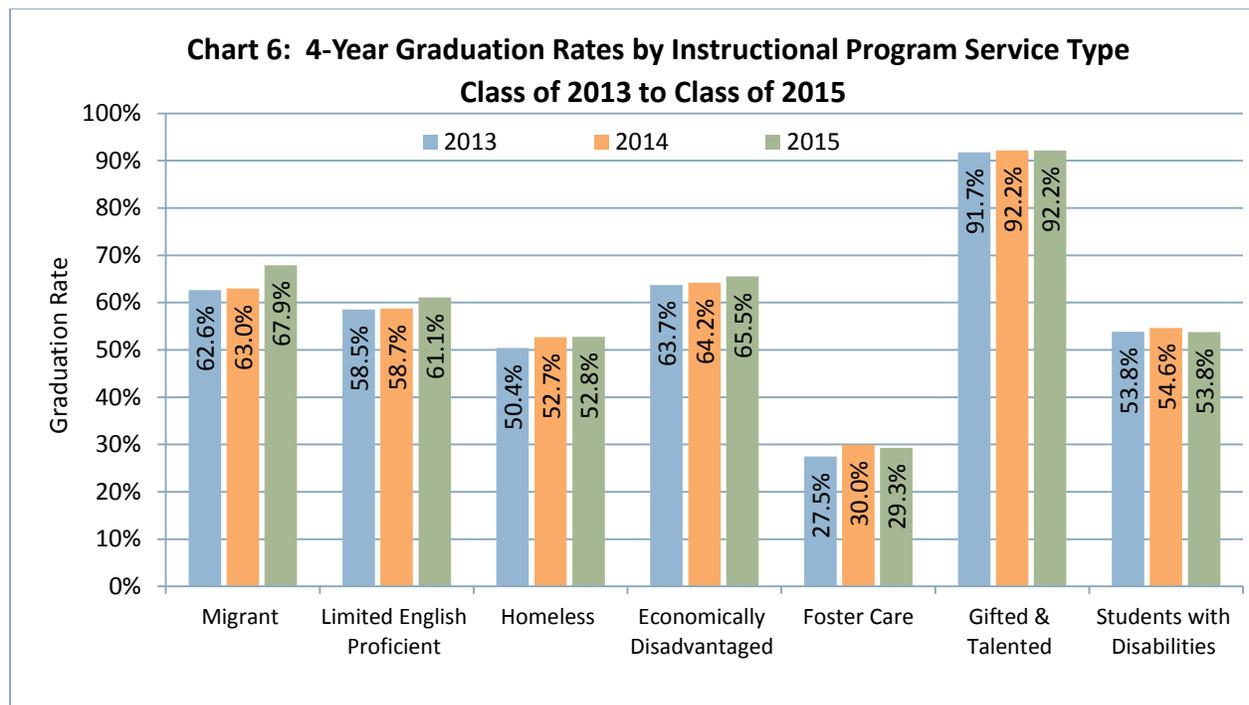
Graduation Rate by Instructional Program Service Type

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

These data are primarily based on school district reporting to CDE. This report also includes students in foster care. Although 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 is collected, used, shared and stored in compliance with CDE’s privacy and security policies and procedures. Note: Students may be counted in more than one IPST category. Percentages reported by IPST groups are not mutually exclusive.

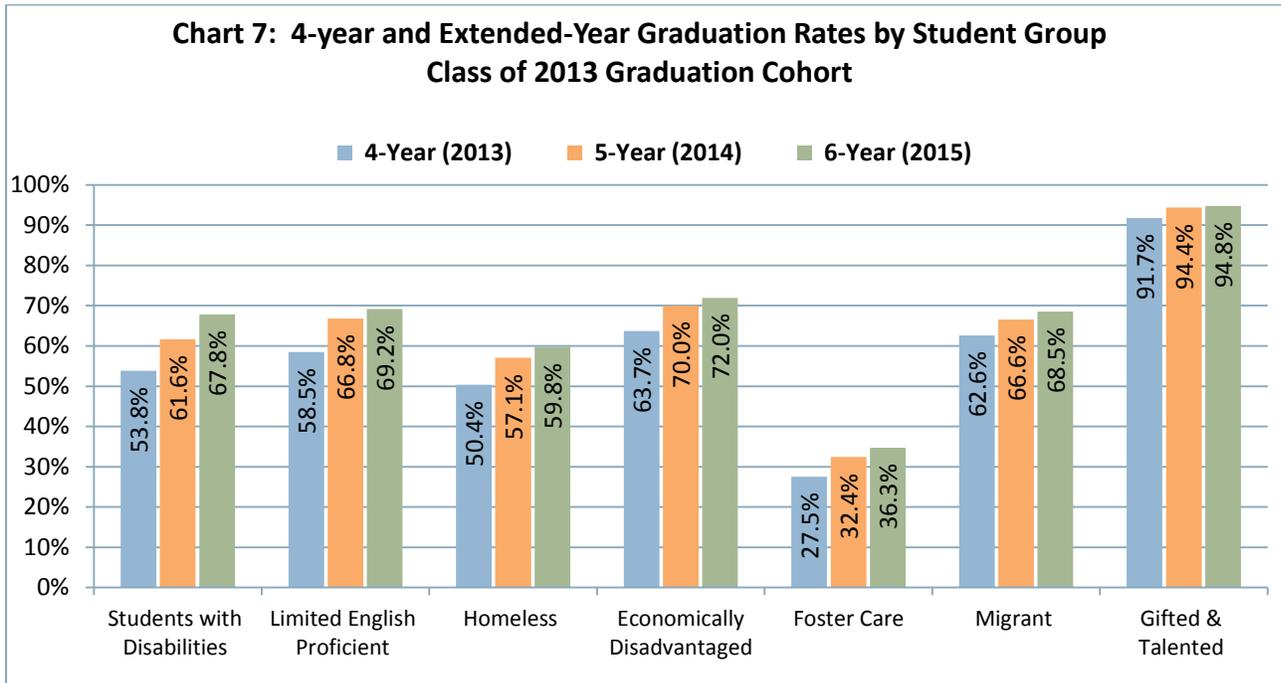
As demonstrated in the chart below, most student groups experienced slight gains in their 4-year graduation rate, with the exception of students in foster care and students with disabilities. *Chart 6* demonstrates that notable improvements have been made by migrant students in the on-time graduation rate with a 5.3 percentage point increase from 2013. Students categorized as Limited English Proficient (LEP), economically disadvantaged and homeless have also seen improvement in 4-year, on-time graduation rates since 2013.

The 4-year graduation rate for students in foster care is 29.3 percent, which is 0.7 percentage points lower than the previous year and maintains an alarming trend as illustrated in *Chart 6*. The 4-year graduation rate for students with disabilities fell to 53.8 percent compared to 54.6 percent in the previous year. Overall, the 4-year graduation rate for gifted and talented students and students with disabilities has been level for the past three years.



Source: Colorado Department of Education, Data Services

IPST student groups benefit from additional years to graduate. *Chart 7* shows the 4-year, 5-year and 6-year graduation rates for the Class of 2013. The 5-year graduation rate for LEP students is 66.8 percent, an 8.3 percentage point increase from their 4-year. Students with disabilities make the greatest gains given two more years to graduate, with a 6-year graduation rate of 67.8 percent, which is 14 percentage points higher than the 4-year rate. Homeless and economically disadvantaged makes gains of 9.4 and 8.3 percentage points respectively in their 6-year graduation rate compared to the 4-year.



Source: Colorado Department of Education, Data Services

State Dropout Rate

Slight rise in number of students dropping out

In 2014-15, the state saw a small increase in the dropout rate. This is the first increase in the rate after eight consecutive years of decreases. See *Appendix E* for a look at disaggregated dropout rates for the past 15 years.

The 2014-15 dropout rate is 2.5 percent, which represents an increase of 0.1 percentage points from the 2013-14 rates. This means that 568 more students dropped out in 2014-2015 than in 2013-2014. To better understand the factors influencing the increase an extensive data analysis was conducted.

Summary of Dropout Data Analysis

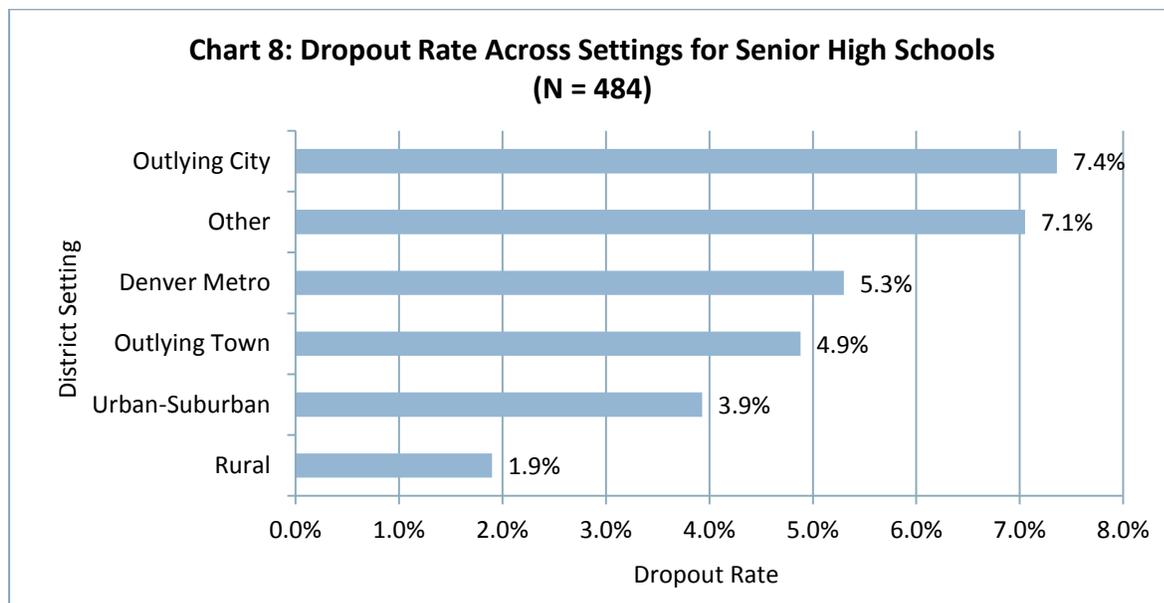
- Male students drop out of school at a higher rate than female students. In 2014-15, the size of the dropout gap between male and female students expanded to its highest in eight years. The 2014-15 gap is 0.7 percentage points.



- Seventy-six percent of students who dropped out in 2014-15 were between 17 to 21 years of age.
- More than half of the students who drop out are in the 12th- grade. This is consistent with past school years.
- Compared to the previous year, the dropout rate by grade level stayed relatively the same in 2014-15 for grades 7, 8, and 10. The 9th grade dropout rate declined to 1.3 percent, which is 0.2 percentage points lower than the 2013-14 school year.
- The current dropout rate in grades 11 and 12 increased, which equates to approximately 496 more students dropping out of school than in the previous year. The current dropout rate at 11th grade is 3.6 percent, which is 0.4 percentage points higher than in 2013-14. The current dropout rate at 12th-grade is 7.8 percent, which is 0.2 percentage points higher than in 2013-14. Male students accounted for 75.8 percent (376) of the increase in those dropping out in grades 11 and 12.
- The alternative school dropout rate for 2014-15 is 17.9 percent, which is 1.2 percentage points higher than the previous year. This means that approximately 175 more students dropped out of alternative education schools compared to 2013-14. Pupil membership in alternative schools represents approximately 5.4 percent of the student population for grades 7 to 12, but they account for 38.0 percent of the students dropping out of school. Note: Alternative school is designated by the districts. This is not the same as an AEC (Alternative Education Campus), which requires an application and state approval.

Additional Analyses

To further investigate whether other factors may be contributing to the dropout rate, additional statistical analyses (i.e., ANOVA, regression) were conducted on data available from 484 high schools. The first analysis investigated whether the dropout rate differed across district settings in Colorado. The results revealed that dropout rates statistically differed between rural settings (1.9%) and Denver Metro (5.3%). *Chart 8* depicts the dropout rate across all settings.



Source: Data Services, Colorado Department of Education and University of Denver



Note: “Other” in *Chart 8* refers to district settings including 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.

The second analysis investigated whether additional district characteristics could help predict dropout rates. The results of the analysis indicated the following:

- Schools with lower stability rate had a higher dropout rate.
- The two factors that contributed most to predicting dropout rates across the schools were stability rate and truancy rate.
- Schools with a higher migrant pupil rate, Title I pupil rate, homeless pupil rate, habitual truant rate, number of out of school suspensions, and truancy rate also had a higher dropout rate.
- Total pupil count, rates of limited English proficient pupils, students with disabilities, economically disadvantaged and gifted and talented students did not predict dropout rate.

In this study, only senior high schools which reported information for all included variables were considered. The final sample size included 484 senior high schools. See *Appendix G* for details on the statistical analyses conducted.

District Improvements

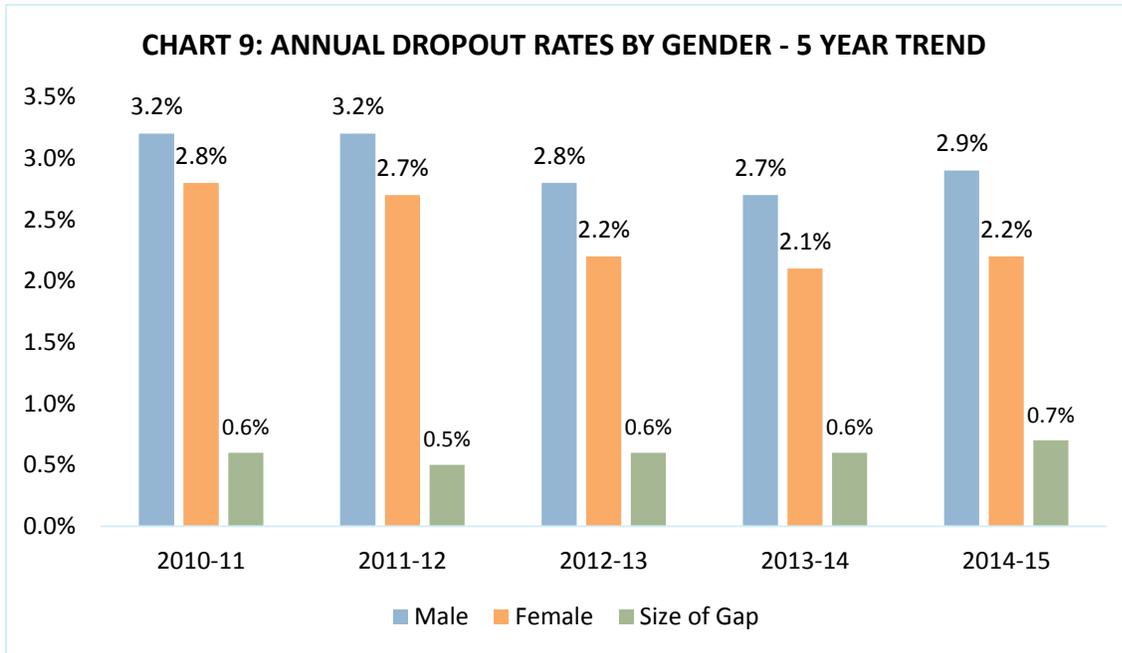
Sixty-eight of the state’s 183 districts and BOCES showed improvement in their annual dropout rate between 2012-13 and 2013-14. Twenty-five percent (45) of the districts reported zero dropouts during the 2013-14 school year and 34 percent (63) districts reported five or fewer dropouts. This means that 108 (58 percent) of all districts reported five or fewer dropouts. For a complete list of districts with substantial reductions in their dropout rates see *Appendix F*.

Annual Dropout Rates by Gender

The dropout rate for both female and male students increased in 2014-15. The dropout rate for females is 2.2 percent and the dropout rate for males is 2.9 percent. The dropout rate of male students has been persistently higher than female students as illustrated in *Chart 9: Annual Dropout Rates by Gender*.

The size of the dropout gap between male and female students expanded to its highest in eight years. The 2014-15 gap is 0.7 percentage points. To quantify this gap, if male students had the same dropout rate as female students, there would have been approximately 1,514 fewer males dropping out of school during the academic year. See *Appendix E* for 15 years of dropout rates by gender.

The gap, in part, can be found in disparity of dropout rates in 11th and 12th-grades. For example, the dropout rate of 11th grade female students is 3.0 percent, while the rate for males in 11th grade is 4.2 percent. This difference results in approximately 456 more male students dropping out than females. The dropout rate of female students in 12th-grade is 6.5 percent. The dropout rate for 12th-grade male students is 9.0 percent. This results in approximately 1,077 more male students dropping out than female students. The disparity of dropout rate by gender is not as widely spread at the 7th through 10th grade level.



Source: Colorado Department of Education, Data Services

Annual Dropout Rates by Race and Ethnicity

Disaggregated dropout rates by race and ethnicity indicate that the increase in dropout rates in 2014-15 affected student groups more or less equally. The exceptions are among black or African Americans and white students, both of which stayed the same (3.7 percent and 1.6 percent, respectively). The only dropout rate that declined between 2013-14 and 2014-15 was for American Indian or Alaska Native students which fell by 0.3 percentage points. During this same time period, the dropout rates for Asian students, Hispanic or Latino students, and students who identify as two or more races all rose at the same rate as the state average, 0.1 percentage points. The dropout rate of Native Hawaiian / Pacific Islander students saw the most dramatic increase of 0.9 percentage points from 2013-14 to 2014-15.

Table 4 provides a snapshot of the rates over the past five years. See Appendix E for information on disaggregated rates from previous years.

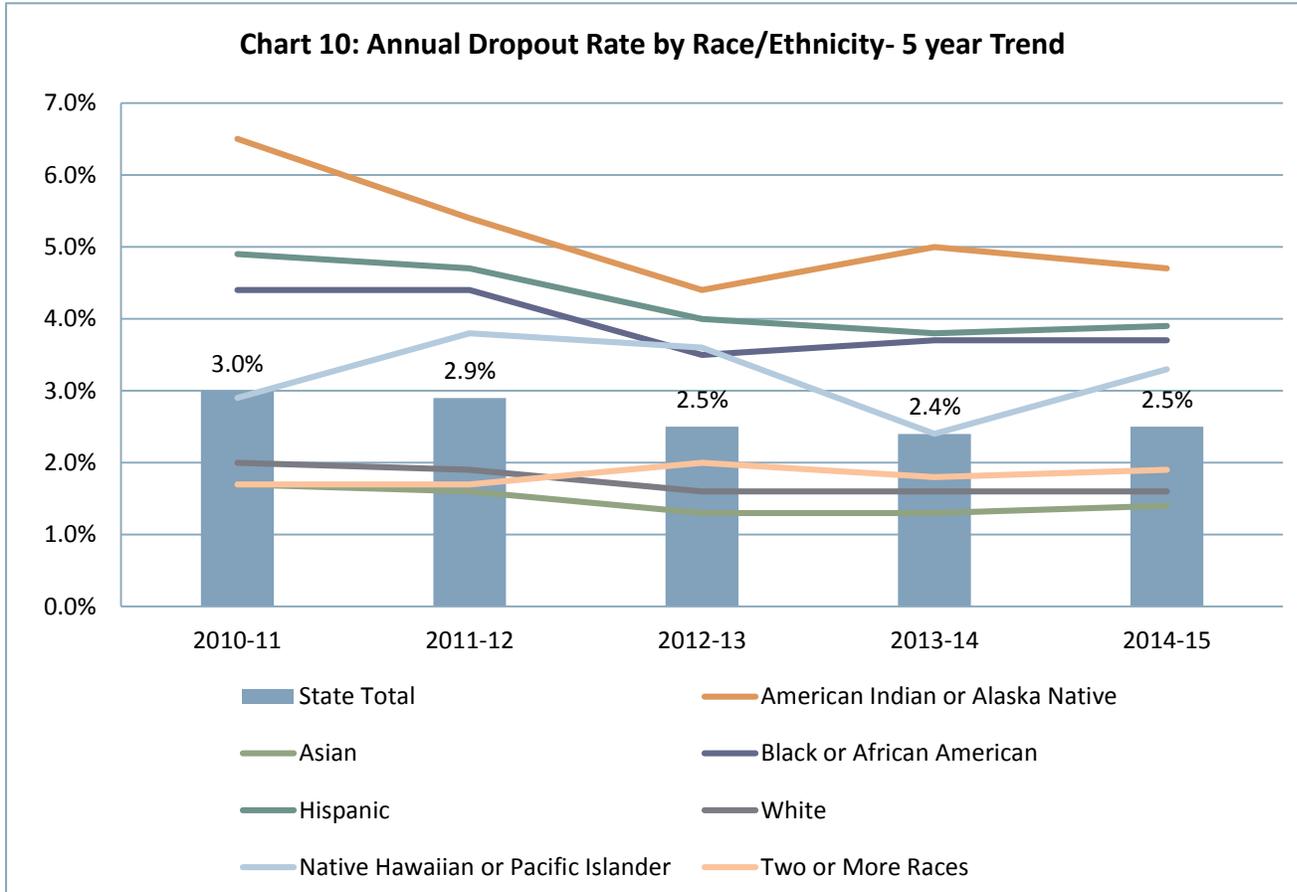
	2010-11	2011-12	2012-13	2013-14	2014-15
State Total	3.0%	2.9%	2.5%	2.4%	2.5%
American Indian or Alaska Native	6.5%	5.4%	4.4%	5.0%	4.7%
Asian	1.7%	1.6%	1.3%	1.3%	1.4%
Black or African American	4.4%	4.4%	3.5%	3.7%	3.7%
Hispanic	4.9%	4.7%	4.0%	3.8%	3.9%
White	2.0%	1.9%	1.6%	1.6%	1.6%
Native Hawaiian or Pacific Islander	2.9%	3.8%	3.6%	2.4%	3.3%
Two or More Races	1.7%	1.7%	2.0%	1.8%	1.9%

Source: Colorado Department of Education, Data Services



The Dropout Rate Gap

A gap in dropout rates still remains between white and non-white students, from 2013-14 and 2014-15 there was little change in the gap. Asian students, white students, and students who identify as two or more races all continue to have dropout rates lower than the state average. Although the dropout rates for American Indian / Alaska Native students is markedly above the state average at 4.7 percent, they have seen a continual decline in dropout rates since 2010-11, down 1.8 percentage points in that time period. *Chart 10: Annual Dropout Rate by Race/Ethnicity- 5 year Trend* illustrates the trends over the past five years across race and ethnicity.



Source: Colorado Department of Education, Data Services

The public school membership for grades 7 to 12 in 2014-15 totaled to 440, 843 students. The percent of the population by race/ethnicity is shown in *Table 5: Percent of Pupil Membership in Grades 7 to 12*. It provides a context for the rate of dropout illustrated in *Chart10*. American Indian/Alaska Native students represent 0.9 percent of the state’s pupil membership in grades 7 to 12. Asian students represent 3.1 percent of the seventh- to 12th-grade population, while students categorized as “two or more races” make up 3.4 percent of this population. Black/African American students represent 5.1 percent of the state’s student population in grades 7 to 12. White and Hispanic/Latino students account for 54.8 and 32.4 percent of the seventh- to 12th-grade population, respectively.



Table 5: Percent of Pupil Membership in Grades 7 to 12 by Racial/Ethnic Group

Grade	Percent American Indian or Alaska Native	Percent Asian	Percent Black Or African American	Percent Hispanic or Latino	Percent White	Percent Two or More Races	Total Pupil Count Grades 7 to 12
7	0.8%	3.2%	4.8%	33.1%	54.3%	3.6%	74,454
8	0.9%	3.0%	4.9%	32.7%	54.6%	3.7%	73,414
9	0.9%	3.1%	5.3%	33.2%	53.9%	3.3%	77,886
10	0.9%	2.9%	5.2%	32.3%	55.0%	3.3%	72,562
11	0.8%	3.2%	5.1%	31.1%	56.3%	3.2%	69,595
12	0.9%	3.2%	5.4%	32.1%	55.0%	3.1%	72,932
Total 7 to 12	0.9%	3.1%	5.1%	32.4%	54.8%	3.4%	440,843

Source: Colorado Department of Education, Data Services

Unique Student Populations

This section provides a close-up look at the scope and status of students included in “Instructional Program Service Types” (IPST). It expands on data analysis highlighted in previous sections of this report. The student groups discussed in this section include: 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 IPST category. Percentages reported by IPST groups are not mutually exclusive.

Economically Disadvantaged

The number of students in grades 7 to 12 categorized as economically disadvantaged increased by 15 percent from 2013-14 to 2014-15. In addition, the dropout rate for this student group increased by 0.4 percentage points to 3.1 percent. See *Table 6*.

Table 6: Dropout Rates of Economically Disadvantaged Students from 2011 to 2015

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

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement



Economically disadvantaged students qualify for either the free or reduced 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.

A challenge in reversing the increase in the dropout rate is providing the right intervention, at the right time, in the right amount at the secondary level. 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. For more information on services for economically disadvantaged and Title I students, contact Brad Bylsma, bylsma_b@cde.state.co.us.

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, families of CLD students in Colorado communities. Please visit http://www.cde.state.co.us/cde_english. For purposes of reporting dropout, graduation, and completion rates, English learners (EL) include all students identified as either “non-English proficient” or “limited English proficient.”

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate Percentage Point Difference
2010-11	34,446	1,899	5.5	2.5 higher
2011-12	41,380	2,098	5.1	2.2 higher
2012-13	42,325	1,874	4.4	1.9 higher
2013-14	46,248	1,883	4.1	1.7 higher
2014-15	48,943	1,991	4.1	1.6 higher

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement

Table 7 shows that the dropout rate among English Learners is holding steady at 4.1 percent and remains at its lowest point since 2003-04, when CDE began reporting dropout rates for this student group. However, the rate is 1.6 percentage points higher than the state rate of 2.5 percent. For information on CLDE programs contact, Morgan Cox, Title III State Coordinator, cox_m@cde.state.co.us or Rebekah Ottenbreit, ottenbriet_r@cde.state.co.us.



Gifted and Talented

Gifted students are a categorical student group of students who have been formally identified with exceptional potential or abilities in general cognition, academic aptitude, talent aptitude, creativity, or leadership. For more information, visit the webpage of the Office of Gifted Education, <http://www.cde.state.co.us/gt>.

The *Table 8* shows that the number of gifted students in grades 7 to 12 is on the rise. The dropout rate among gifted and talented students slightly improved in 2014-15, compared to the previous year. The dropout rate for this student group is notably better than the state rate. The dropout rate for gifted students is 2.0 percentage points lower than the state dropout rate of 2.5 percent.

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate Percentage Point Difference
2010-2011	42,301	185	0.4	2.6 lower
2011-2012	43,412	224	0.5	2.4 lower
2012-2013	45,168	263	0.6	1.9 lower
2013-2014	45,736	268	0.6	1.8 lower
2014-2015	47,014	258	0.5	2.0 lower

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement

McKinney-Vento Homeless Education

“Homeless” is defined under Title VII-B of 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 2014-15 school year, Colorado public schools identified and served 24,685 students experiencing homelessness in grades PK-12.

The number of students in grades 7 to 12 identified as McKinney-Vento eligible, or homeless, remained virtually the same in 2014-15 compared to 2013-14. The dropout rate for this student group is 6.1 percent, which is 3.6 percentage points higher than the state rate. See *Table 9*. For more information on McKinney-Vento Homeless Education visit, http://www.cde.state.co.us/dropoutprevention/homeless_index.

The dropout rate for students experiencing homelessness increased in 2014-15 after two years of improvement. The increase in the number of McKinney-Vento eligible students dropping out of school follows a reduction in resources at the state and local level. The reduction diminished the level of support available to district McKinney-Vento Homeless Education Liaisons. At the local level, the reduced resources had a negative impact on district capacity to provide tailored services and interventions for their most vulnerable students experiencing homelessness.



School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate Percentage Point Difference
2010-11	7,615	508	6.7	3.7 higher
2011-12	8,429	720	8.5	5.6 higher
2012-13	8,504	510	6.0	3.5 higher
2013-14	9,793	537	5.5	3.1 higher
2014-15	9,734	589	6.1	3.6 higher

Source: Colorado Department of Education, 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 a child 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 10 demonstrates that the number of migrant students in grades 7 to 12 is on the rise. The dropout rate among migrant students is 4.2 percent, which represents continual improvement for the past three years. However, more progress is needed to close the gap with the state rate. The dropout rate for migrant students is 1.6 percentage points higher than the state rate of 2.5 percent.

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate Percentage Point Difference
2010-2011	1,394	58	4.2	1.2 higher
2011-2012	1,114	39	3.5	0.6 higher
2012-2013	1,084	39	3.6	1.1 higher
2013-2014	1,343	90	4.2	1.8 higher
2014-2015	1,564	64	4.1	1.6 higher

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement

The Office of Migrant Education has invested in specialized training to support regional migrant directors in advancing academic achievement. In addition, professional development has been provided to the Migrant Education Graduation Advocates, known as MEGAs. To learn more about these activities, visit the CDE Migrant Education Homepage, <http://www.cde.state.co.us/migrant>.



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 pupil membership of students with disabilities in grades 7 to 12 increased 15.2 percent in 2014-15 using 2010-11 as a baseline. In 2014-15, there were 43,916 students with disabilities in grades 7 to 12. The current dropout rate for students with disabilities is 3.0 percent. For several years, the dropout rate for students with disabilities was lower than the state rate – see *Table 11*. The dropout rate, however, has increased in the past two year for this student group and is currently 0.5 percentage points higher than the state dropout rate (2.5 percent).

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate – Percentage Point Difference
2010-11	37,229	803	2.2	0.8 lower
2011-12	37,495	807	2.2	0.7 lower
2012-13	38,085	654	1.7	0.8 lower
2013-14	43,128	1,261	2.9	0.5 higher
2014-15	43,916	1,296	3.0	0.5 higher

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-

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.³ The Exceptional Student Services unit at CDE is currently collecting student outcome data to identify trends that may inform policy and programmatic changes at both the state and local level. There is a state commitment to support continuous improvement and increase high school completion. Contact Gloria Howell, Accountability Specialist/Secondary Transition and Student Outcomes, for more information on dropout prevention and improvement efforts for students with disabilities, howell_g@cde.state.co.us.

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. The number of students in foster care in grades 7 to 12 has stayed relatively stable for the past three years. In 2014-15, there were 3,533 foster students enrolled in seventh-grade to 12th-grade – see *Table 12*. However, the dropout rate for students in foster care is increasing at an alarming rate. It elevated 2.3 percentage points in two years. For a list of dropout rates for students in foster care by county, go to *Appendix H*.

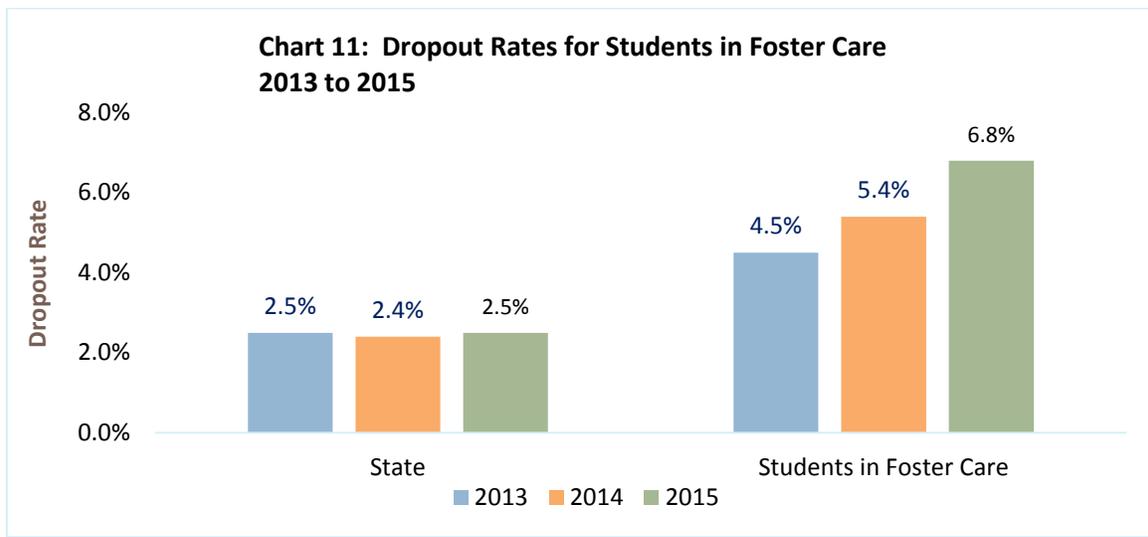
³ Wilkins, J., & Huckabee, S. (2014). A literature map of dropout prevention interventions for students with disabilities. Clemson, SC: National Dropout Prevention Center for Students with Disabilities, Clemson University.

Table 12: Dropout Rates of Students in Foster Care from 2012 to 2015

School Year	Total Students In 7th- to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate – Percentage Point Difference
2012-13	3,560	160	4.5	2.0 higher
2013-14	3,436	185	5.4	3.0 higher
2014-15	3,533	239	6.8	4.3 higher

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

Chart 11 illustrates the upward trend in dropout among students in foster care. It is possible that rising school mobility rates are contributing to the increase in dropout – see the next section of the report which features school mobility.



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

The 4-year graduation rate for students in foster care is 29.3, which is a decline of 0.7 percentage points from the previous year. It also represents a -48.0 percentage point gap compared to the state graduation rate of 77.3 percent. See *Chart 6* reviewed earlier in this report.

The completion rate for students in foster care is 35.9 percent, which also represents a decline from the previous year. See *Table 13: 4-Year Graduation and Completion Rates of Students in Foster Care in 2014 and 2015*. In addition, *Appendix H* provides a list of graduation and completion rates for students in foster care by county.

The extended-year graduation rate for students in foster care shows notable gains when students are given more time to finish high school. The 6-year graduation rate for students in foster care is 7.0 percentage points higher than the 4-year rate. However, the rate remains significantly below the state rate. The 6-year rate for students in foster care, based on the Class of 2013 cohort, is 36.3 percent. See 4-Year and extended-year graduation and completion rates for the Class of 2013 in *Table 14*.

Table 13: 4-Year Graduation and Completion Rates of Students in Foster Care in 2014 and 2015

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%

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

The extended-year completion rates moves students above 50 percent in attaining a high school credential. The 6-year completion rate climbs to 53.7 percent, which is a jump of 12.4 percentage points compared to the 4-year rate. See *Table 14*.

Table 14: 4-Year and Extended-Year Graduation and Completion Rates of Students in Foster Care for the Class of 2013

Class of 2013	Total number of students in cohort base	Number of graduates	Graduation rate	Number of completers	Completer rate
4-year	1,179	324	27.5%	487	41.3%
5-year	1,209	392	32.4%	598	49.5%
6-year	1217	442	36.3%	654	53.7%

Source: Colorado Department of Education, Data Services and Colorado Department of Human 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 applied in CDE’s school improvement planning include non-cognitive factors, attendance, truancy, and safety and discipline incidence. To support tracking of these indicators, local education agencies annually submit data on attendance, truancy and disciplinary actions to CDE.

In addition, Colorado has flagged issues tied to school mobility as influencing student engagement and academic progress. Students who change schools frequently tend to have gaps in their academic foundation, especially in math.⁴ Differences in graduation requirements, course offerings, and incomplete or delayed transfer of records are barriers to on-time high school graduation for mobile students.⁵ Each of these practical challenges associated with changing schools has been linked to disengagement from school, dropout events, and low educational attainment.⁶

⁴ Cutuli et al., (2013). Academic achievement trajectories of homeless and highly mobile students: Resilience in the context of chronic and acute risk. *Child Development*, 84, p. 841-857.

⁵ McMillen, C., Auslander, W., Elze, D., White, T., & Thompson, R. (2003). Educational experiences and aspirations of older youth in foster care. *Child Welfare*, 82(4), 475-495. National Working Group on Foster Care and Education.



School Attendance

Chronic absenteeism is a powerful predictor of dropout.⁷ Issues related to chronic absenteeism include lower academic performance, grade retention, and subsequent dropout.⁸ In this section attendance rates, habitual truancy, and student mobility will be reviewed as required by state law, C.R.S. 22-14-105. CDE is required by the federal Safe and Drug-Free Schools and Communities Act, which is Title IV-Part A of the No Child Left Behind Act, to collect and report truancy rates on a school-by-school basis. For a list of attendance and truancy rates by school, visit <http://www.cde.state.co.us/cdereval/truancystatistics>.

The state calculates school attendance rates by applying the following methods:

- Attendance Rate = Total Student Days Attended / Total Student Days Possible
- Truancy Rate = Total Student Days Unexcused / Total Student Days Possible

For the purposes of this report, the absenteeism rate is also calculated and is based on the “total student days excused and unexcused” divided by the “total student days possible.” All these attendance-related rates represent the number of students in pupil membership during a point in time during the school year, known as “October Count.” The rate calculations do not account for student mobility, which may result in under reporting of truancy and overestimating the rate of attendance.

The state school attendance rate for 2014-15 is 93.2 percent. The absenteeism rate is 6.8 percent and the truancy rate is 2.3. The attendance rate has slightly decreased in the past three years – see *Table 15*. The 2013-14 attendance rate dropped by 0.6 percentage points compared to the rate for 2012-13.

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%	2.3%

Source: Colorado Department of Education, Data Services

Habitual Truants

"Habitually truant" is defined by state statute. It pertains to students of compulsory school attendance age (6-through 16) who have had 4 unexcused absences in one month or 10 unexcused absences in one school year. State statute was amended in 2008 to require schools to report Habitual Truant counts to CDE, beginning with the 2009-10 school year.

(2014, January). Fostering success in education: National factsheet on the educational outcomes of children in foster care. Retrieved from <http://www.fostercareandeducation.org/NationalWorkGroup.aspx>.

⁶ Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, S95-S120.

⁷ Balfanz, R., & Byrnes, V. (2012). *The Importance of Being in School: A Report on Absenteeism in the Nation’s Public Schools*. Baltimore: Johns Hopkins University Center for Social Organization of Schools.

⁸ Allensworth, E., & Easton, J. (2007). *What matters for staying on-track indicator and graduating in Chicago public high schools*. Chicago: Consortium on Chicago School Research.



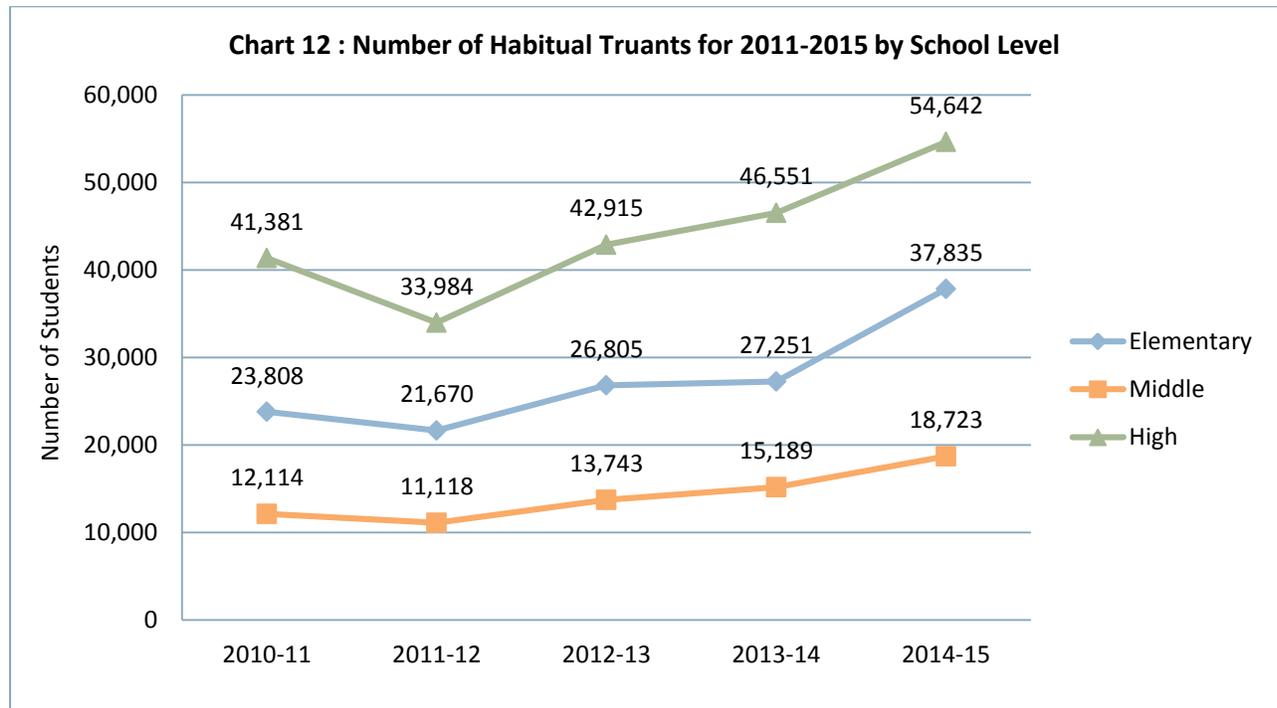
The number of habitual truants spiked to an all-time high in 2014-15, with a total of 111,200 counted under this category. Using 2011-12 as the baseline, the number of habitually truant students increased by 40.0 percent in the past three years. Comparatively, the pupil membership in the state has increased by 3.9 percent in the same time period. See *Table 16*.

School Level	School Year					Change from 12/13 to 13/14	Change from 13/14 to 13/15
	2010-11	2011-12	2012-13	2013-14	2014-15		
Elementary	23,808	21,670	26,805	27,251	37,835	446	10,584
Middle	12,114	11,118	13,743	15,189	18,723	1,446	3,534
High	41,381	33,984	42,915	46,551	54,642	3,636	8,091
Total	77,303	66,772	83,463	88,991	111,200	5,528	22,209

*180 Schools did not report for either 2014 or 2015 and are excluded from these counts.

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement

This continual growth in the number of habitual truants is concerning as research indicates that when 10 percent of days are missed, student have less chance for success in high school.⁹ *Chart 12* demonstrates the rise in the number of habitual students at all school levels between 2010-11 and 2014-15.



Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement

⁹ Balfanz, R., & Byrnes, V. (2012). *Chronic Absenteeism: Summarizing What We Know From Nationally Available Data*. Baltimore: Johns Hopkins University Center for Social Organization of Schools.



Truancy is a complicated issue. It is an early warning indicator that a student may be facing barriers and challenge in engaging in school. If not addressed effectively, truancy and chronic absenteeism can result in a student dropping out of school. In 2015, the US Departments of Education, Health and Human Services, Housing and Urban Development and Justice launched an initiative to support states and local communities in addressing and eliminating barriers to daily school attendance. A special resource titled, *Community Toolkit to Address and Eliminate Chronic Absenteeism*, was released in conjunction with the initiative. It is available online, at <http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html>.

Student Mobility

A student is considered mobile any time he or she enters or exits a school or district in a manner that is not part of the normal educational progression. See *Table 17* for a mobility type by student groups. Gifted and talented student have the lowest mobility rate among instructional program service types.

Student Population	Total Number of Students	Stable Student Count	Stability Rate	Total Mobile Student Count	Mobility Rate
Gifted and Talented	79,678	74,838	93.9%	4,840	6.1%
Students with Disabilities	104,125	86,716	83.3%	17,409	16.7%
English Learners	148,042	123,106	83.2%	24,936	16.8%
Economically Disadvantaged	403,535	332,935	82.5%	70,600	17.5%
Migrant	3,791	2,392	63.1%	1,399	36.9%
Homeless	23,708	14,265	60.2%	9,443	39.8%
Foster Care	6,774	3,119	46.0%	3,655	54.0%
State	978,193	816,421	83.5%	161,772	16.5%

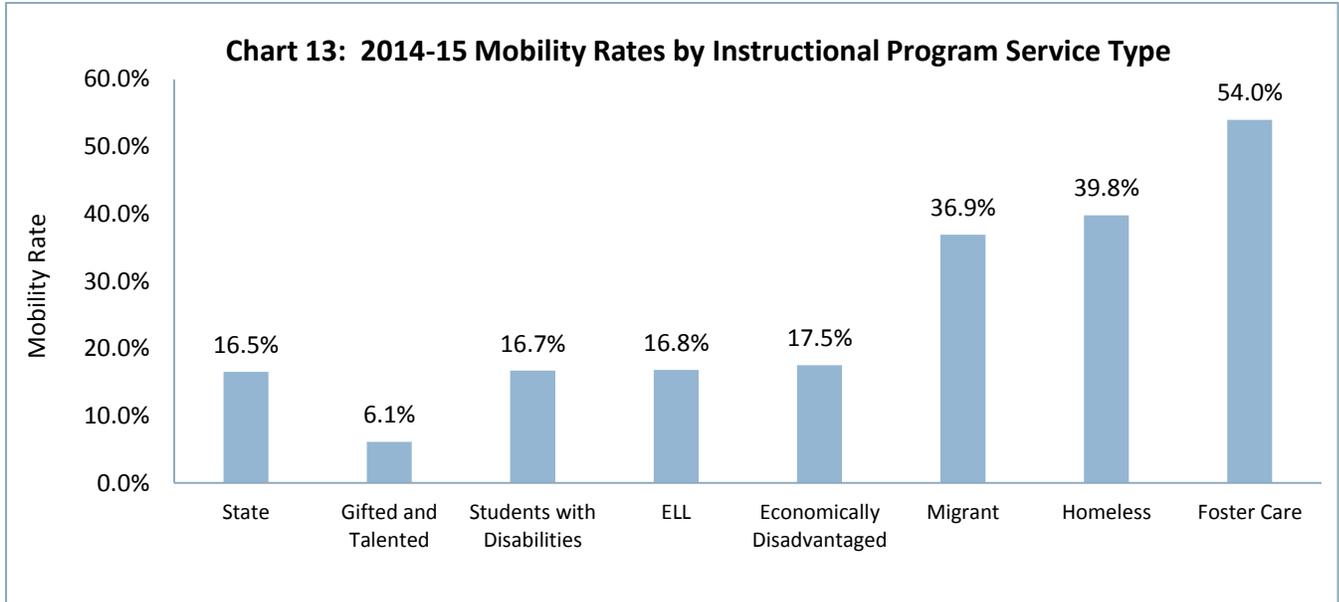
Source: Colorado Department of Education, Data Services

School stability may be particularly important for students in times of stress and challenges such as residential or child welfare placement changes.¹⁰ This is reflected in legislation provisions for students who experience homelessness¹¹ or in foster care¹² to remain in their school of origin, if that is in their best interest. The mobility rate for students in foster care indicates that more than half of the students in this group will change schools during the course of the year – see *Chart 13*.

¹⁰ Legal Center for Foster Care & Education (2014). *Blueprint for Change: Education Success for Children in Foster Care*. Washington, DC: Author.

¹¹ Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.), (McKinney-Vento Act).

¹² H.R. 6893 (110th): *Fostering Connections to Success and Increasing Adoptions Act of 2008*; *The Every Student Succeeds Act of 2015*, 20 U.S.C. § 6312.



Source: Colorado Department of Education, Data Services

The mobility rate for students in foster care dramatically increased in one year. The mobility rate for this student group jumped by 11.2 percentage points from the previous year to a mobility rate of 54.0 percent. See *Table 18*. Part of the increase is attributed to a correction in the calculation from the 2013-14 school year. For a list of mobility rates for students in foster care by county, see *Appendix H*.

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%	3,655	54.0%

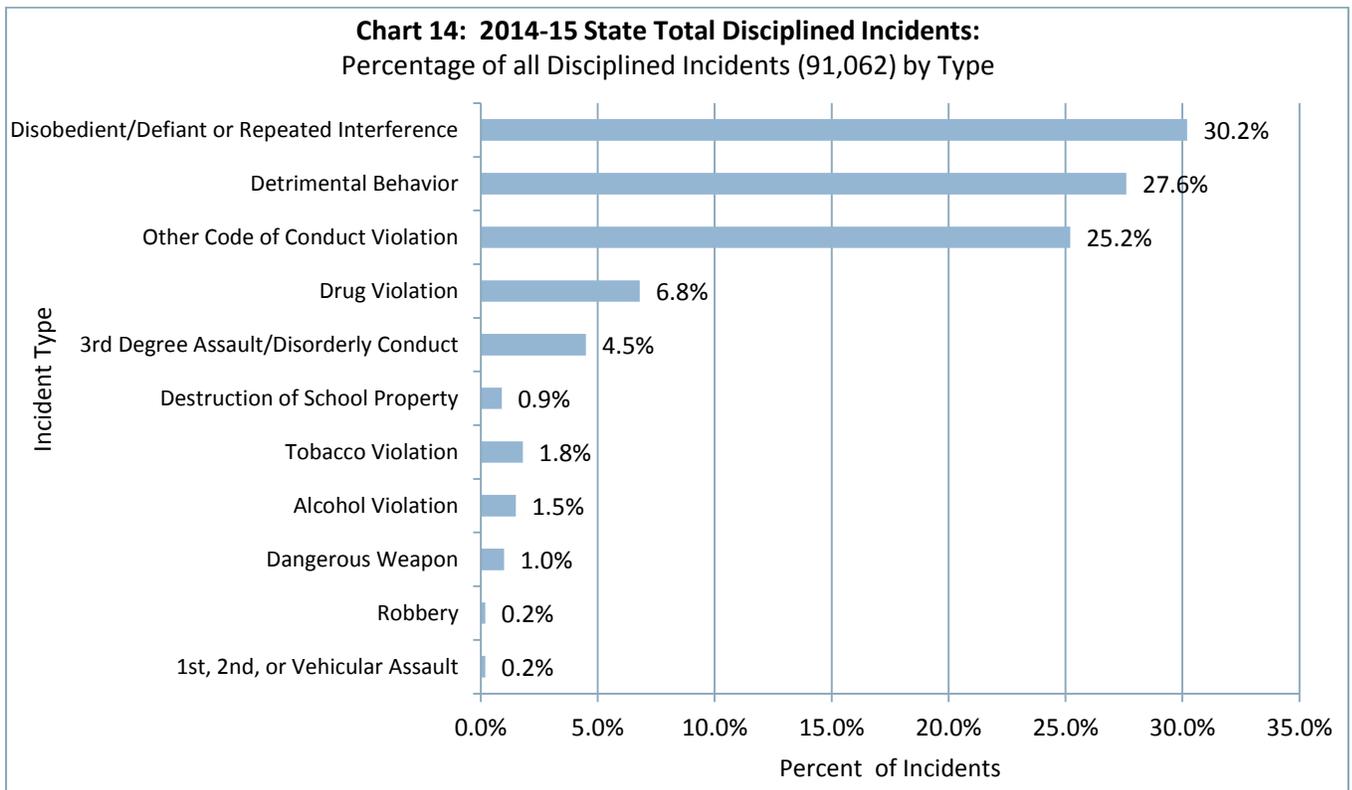
Source: Colorado Department of Education, Data Services and Colorado Department of Human Services

Safety and Discipline

Colorado school districts annually report the number of incidents and disciplinary actions taken for certain types of behaviors to CDE in accordance with the Safe School Act enacted in 2000. This section contains a brief summary of the report findings for the 2014-15 disciplinary data as well as additional analysis of discipline data collected since 2011-12, prior to the passage of House Bill 12-1345. For detailed results from the school safety and discipline data, please visit <http://www.cde.state.co.us/dropoutprevention/studentdisciplineanalysis>.

School Disciplined Incidents in 2014-15

In 2014-15, the most commonly reported reasons for disciplinary actions were associated with these behaviors: disobedient/defiant or repeated interference (30.2%), detrimental behavior (27.6%), and other code of conduct violation (25.2%). See *Chart 14: 2014-15 State Total Disciplined Incidents*.



Source: Colorado Department of Education, Data Services

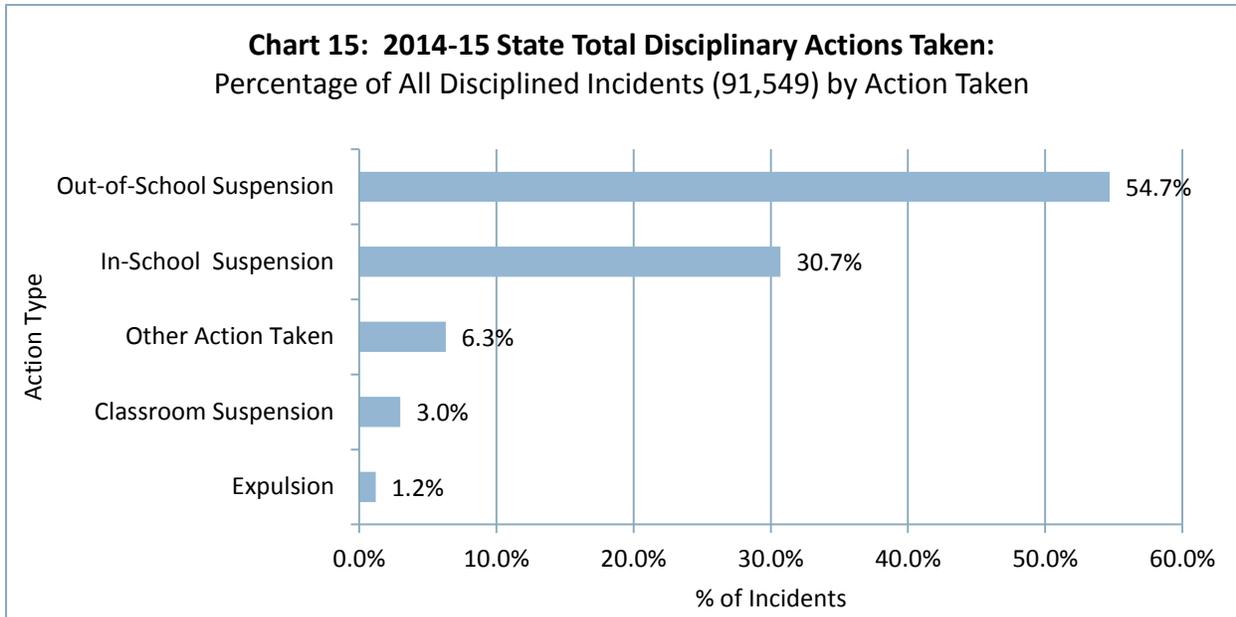
Actions Taken for Incidents in 2014-15

The disciplinary actions taken as a consequence to discipline code violations reported include: classroom suspension, in-school suspension, out-of-school suspension, expulsion, referral to law enforcement, and other actions taken. *Chart 15* depicts the scope of disciplinary action in the 2014-15 school years. The most frequent actions taken in 2014-15 were out-of-school suspension (54.7%) followed by in-school suspension (30.7%). Expulsion was the least common form of disciplinary action taken (1.2%).

Once a student is suspended or expelled, it increases the probability of repetitive expulsions and suspensions in the future.¹³ Repeated suspensions and expulsions can lead to decreased school bonding in students which is a predictor of dropping out of school¹⁴

¹³ Osher, D., Bear, G., Sprague, J., & Doyle, W. (2010). How can we improve school discipline? Available in the *Educational Researcher*, Volume 39, Pages 48-58

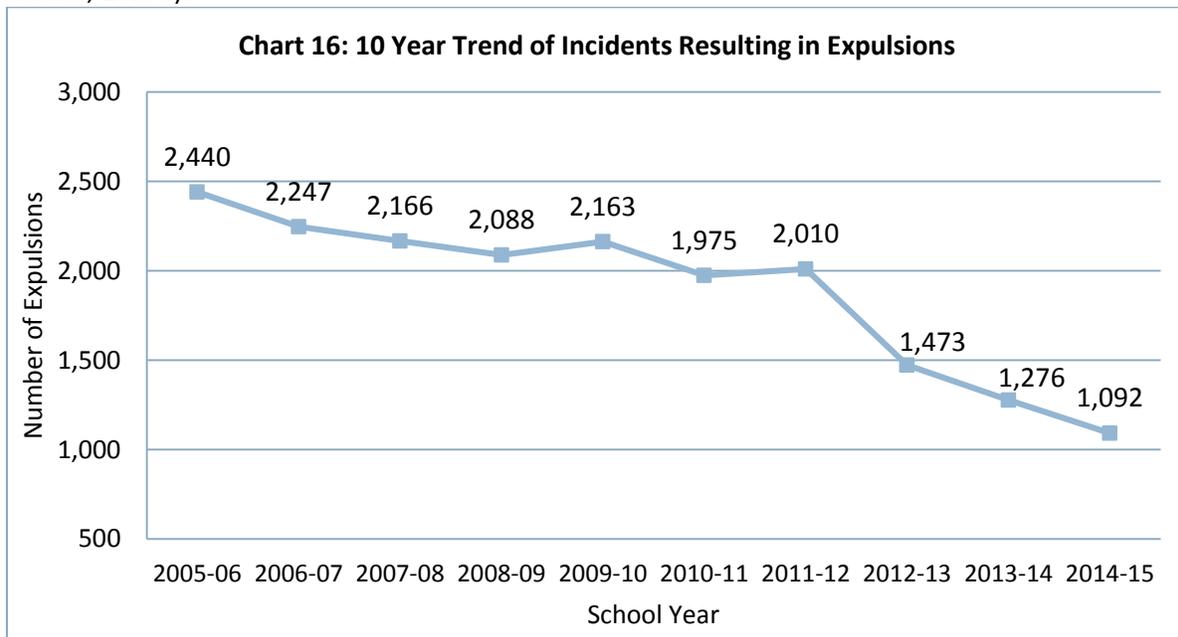
¹⁴ Gregory, R., Skiba, R., & Noguera, P. (2010). The achievement gap and the discipline gap: Two sides of the same coin. Available in the *Educational Researcher*, Volume 39, Pages 59-68.



Source: Colorado Department of Education, Data Services

Focus on Expulsions

A notable decline in expulsion incidents occurred from 2011-12 to 2014-15. *Chart 16* depicts the expulsion incidents in the last 10 years. Expulsions in 2014-15 were mainly due to drug violation (446 incidents; 40.9%), detrimental behavior (161 incidents; 14.8%), and other code of conduct violation (158 incidents; 14.5%).



Source: Colorado Department of Education, Data Services



In 2012, the passage of House Bill 12-1345 eliminated mandatory expulsion for certain behaviors related to assaults, weapons, robbery, and drugs. *Table 19* compares the number of expulsion incidents for each of these behaviors from prior to the passage of the bill in 2011-12 to 2014-15. A decrease from 2011-12 has occurred in expulsions related to all four of these previously mandated behaviors, especially with drug violations (272 incident decrease) and dangerous weapons incidents (248 incident decrease).

Type of Incident	2011-12	2012-13	2013-14	2014-15
Drug Violations	718 incidents	614 incidents	535 incidents	446 incidents
Dangerous Weapon	374 incidents	189 incidents	141 incidents	126 incidents
1st, 2nd, or Vehicular Assault	23 incidents	15 incidents	10 incidents	15 incidents
Robbery	10 incidents	2 incidents	1 incidents	5 incidents

Source: Colorado Department of Education, Data Services

Disproportionate Disciplinary Practices

Past research has repeatedly indicated that minority students are disciplined at higher rates than their White peers¹⁵. Colorado safety and discipline data collected from schools in 2014-15 show that a disproportionate number of minority students, especially Black, Hispanic, and Native Indian or Alaska Native were disciplined. Evidence of a disciplinary gap is present if students across populations are not disciplined at the same rate within their population. Compared to 5 percent of the White student population disciplined in 2014-15 (out of 484,305 students):

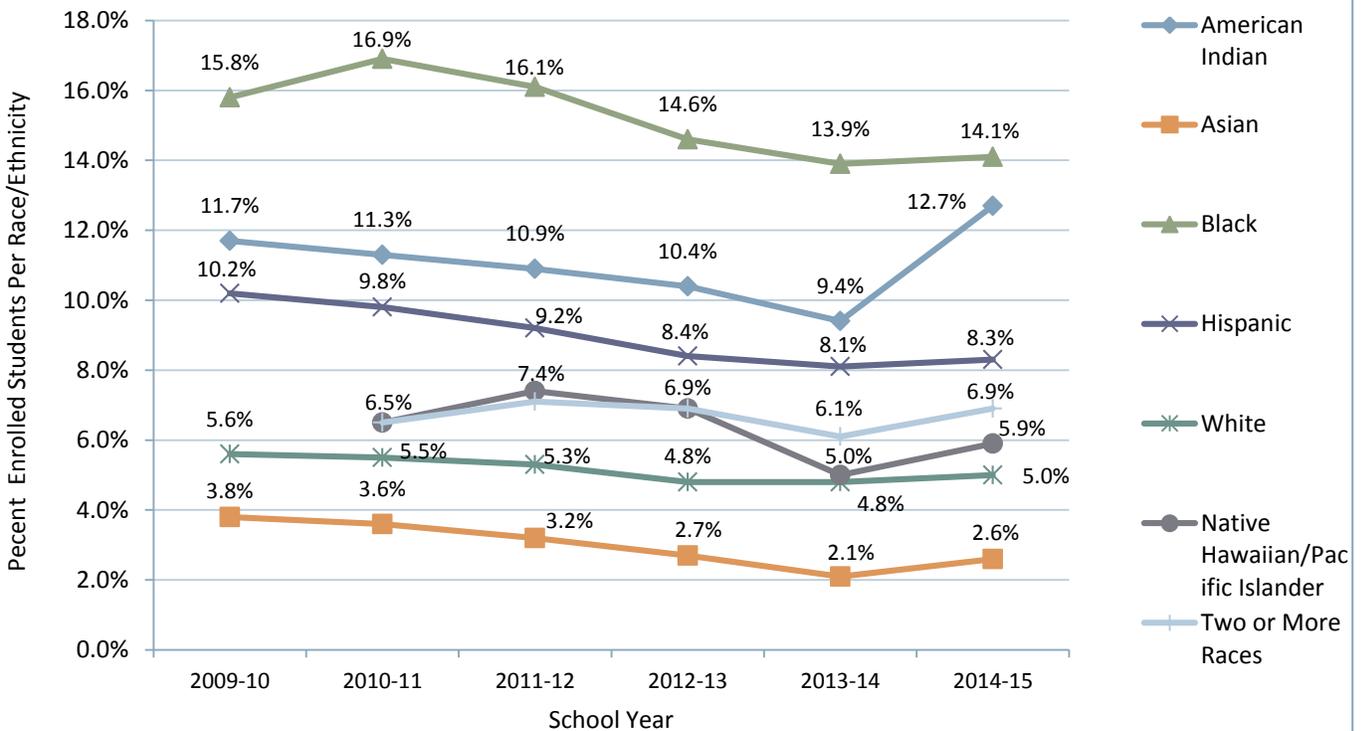
- 14.1 percent of the Black student population were disciplined (out of 41,660 students)
- 12.7 percent of the American Indian or Alaska Native population were disciplined (out of 6,537 students)
- 8.3 percent of the Hispanic student population were disciplined (out of 294,435 students)

Chart 17 depicts the percent of the student population by race and ethnicity that were disciplined since 2009-10. Black and Hispanic students continue to be disproportionately disciplined when compared to White students, but the gap has been slowly narrowing since 2009-10. A notable 3.3 percentage points increase in the percentage of American Indian or Alaska Native students disciplined occurred from the 2013-14 to the 2014-15 school year.

A brief summary report which highlights recommendations on ways to help decrease Colorado’s disciplinary gaps based on gender, race, and discipline can be found on the dropout prevention webpage, <http://www.cde.state.co.us/dropoutprevention/resources>

¹⁵ Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. (2002). *The color of discipline: Sources of racial and gender disproportionality in school punishment*. Available in *Urban Review*, Volume 34, Pages 317–342.

Chart 17: Students Disciplined by Race/Ethnicity Trend Line
 Percentage of Total Student Enrollment for Each Race/Ethnicity and Year



Strategies, Practices and Programs

The review of dropout, graduation and completion rates suggests that state progress has reached a plateau. To facilitate and accelerate progress, the data supports attention in two key areas:

- 1) **Early Interventions:** This involves supporting annual progress to reduce the need for credit recovery and course remediation. The dropout data analysis indicates that the majority of students dropping out are in 11th- and 12th-grade. The pipeline to dropping out must be stemmed earlier in the K-12 system. Supporting eighth-grade to ninth-grade transition is a proven practice to help students in being prepared for high school. Taking action to improve school attendance at all school levels is essential to the provision of robust instruction.
- 2) **Alternative and Innovate Options:** Viable opportunities are needed, especially for Colorado youth 17 to 20 years old who are not engaged in school. The data on non-graduates highlights that more than eight percent of students in a graduation cohort leaving without completing high school. This demonstrates an unmet need to promote innovations and creative pathways to support postsecondary and workforce readiness and credential attainment.

More discussion of options, strategies and resources is offered in the next section.



Dropout Prevention Framework

The Office of Dropout Prevention and Student Re-engagement at the Colorado Department of Education (CDE) is dedicated to strengthening, coordinating and aligning resources to reduce the Colorado dropout rate and increase graduation and school completion. This section review effective strategies and practices and concludes with a summary of programs and supports managed by the office.

Colorado's Dropout Prevention Framework is research- and evidence-based and is designed to create an ecosystem for institutional change. This framework promotes a blend of rigorous and relevant coursework guided by the state standards to ensure that all students have educational opportunities and effective academic guidance to attain their educational goal.

Strategies and Tactics

At the foundation of the dropout prevention framework are strategies and practices focused on analyzing data on attendance, behavior and course completion and tracking trends on dropout, graduation and completion. The interventions are data-informed and contextualized to meet the need of the students. The methods and tactics include:

Data Analysis

- Early Warning Systems
- Identification of Out-of-School Youth
- Evaluate School Climate and Cultural Proficiency

Enhanced Counseling and Mentoring

- On-going use of Data Systems to track indicators of school climate
- Teacher and Staff Leadership and Support
- Family-School Partnering
- Community Engagement

Re-engagement of Out-of-School Youth

- Systems of support – identification, outreach, re-enrollment and re-engagement

Transition Programs

- 8th to 9th Grade Transitions
- School Re-entry
- Mid-year School Entry
- 12th-grade to Postsecondary Transitions
- District to District Transfers and Transitions

Pathways Development

- Multiple Pathways to Graduation
- Course Completion Interventions and Supports
- Robust options to obtain credit and life skills



Enhanced Counseling and Mentoring

- Expanded ICAP (Individual Career Academic Plan)
- Comprehensive School Counseling Model

For more details on strategies and tactics and list of resources, visit CDE's online Best Practice Guide for Dropout Prevention (BPG), <http://www.cde.state.co.us/dropoutprevention/bpguide>

Summary of Grant Program

In FY 2014-15, CDE is charged with managing \$28.8 million in state, federal and private funds to support dropout prevention and student engagement. Description of DPSR Grants and Supports:

- 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.
- Adult Education - There are two grants program that support adult education and alternative education for adult learners, which include those 16 years of age and older. The federally-funded Adult Education and Family Literacy Act program is designed to support local adult education programs to provide English basic skills and literacy training for Colorado adults. The newest program is the state-funded, Adult Workforce Partnership program, which was codified in statute in 2014. This program supports regional partnerships established to enable low-functioning Colorado adults to attain literacy and skills training in order to enter employment.
- Expelled and At Risk Student Services Grant Program (EARSS) – This four-year, state-funded program provides educational services to expelled students and programs to prevent suspensions and expulsions and address truancy.
- 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.
- Colorado Graduation Pathways Project (CGP) – A five-year, federally-funded project that provides technical and financial assistance to qualifying schools to identify and serve students at greatest risk of dropping out and to reengage students who have dropped out.
- Foster Care Education - Provides technical assistance trainings for Child Welfare Education Liaison, county child welfare agencies. It was launched with support from Mile High United Way, Morgridge Foundation and the Colorado Department of Human Services.

Legislative Review

There are 40 statutes that impact or pertain to dropout prevention, student engagement and school completion. In FY 2014-15, \$26,498,975 in state allocations were made for eight of the 40 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 I: Statutory Review and State Moneys Spent on Reducing the Dropout Rate*.



These 40 statutes are classified by categories: 1) Grants and programs that address dropout prevention and student engagement; 2) Family-School-Community partnering; 3) Postsecondary and workforce readiness; 4) Student safety and discipline; 5) Truancy and school attendance; and 6) Requirements, regulations and other.

2015 Legislative Session

There were seven bills pertaining to dropout prevention, student engagement and school completion that were passed during the 2015 legislative session. Four pertained to postsecondary and workforce readiness and the remaining were related to truancy, school attendance and other. See *Table 20*.

Table 20: Summary of 2015 Bills	
Category: Postsecondary and Workforce Readiness	
<p>/HB15-1170 Increasing Postsecondary and Workforce Readiness</p>	<p>Under current law, the postsecondary and workforce readiness (PWR) indicator is included in the accountability system for schools and districts. CDE calculates PWR based on the achievement level of eleventh grade students taking the statewide college entrance test and graduation and dropout rates. 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. Create the position of Postsecondary and Workforce Readiness Coordinator.</p>
<p>HB15-1270 Pathways in Technology Early College Schools</p>	<p>This bill 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 this bill 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.</p>
<p>HB15-1274 Creation of Career Pathways for Students</p>	<p>This bill 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</p>



<p>HB15-1275 Career & Tech Ed in Concurrent Enrollment</p>	<p>This bill 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.</p>
<p>Category: Student Safety and Discipline</p>	
<p>HB15-1273 Comprehensive School Discipline Reporting</p>	<p>This bill 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 to the list of items that must be included in the existing safe school report. It 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>
<p>Category: Truancy and school attendance</p>	
<p>SB15-184 No Detention for Failure to Attend School</p>	<p>This bill 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 bill specifies stakeholders that may be included in the process, including parents, school districts, county departments of human services, guardians ad liter, court-appointed special advocates, juvenile court judges, law enforcement agencies, and CDE representatives. 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>
<p>Category: Requirements, Regulations and Other</p>	
<p>HB15-1350 Review Performance Rules Alternative Education Campuses</p>	<p>The bill 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. CDE is required to convene stakeholder meetings and prepare recommendations to State Board rules and statutes relating to the accreditation of AEC's.</p>



APPENDICES

APPENDIX A: Title 22, Article 14: Dropout Prevention and Student Re-Engagement

APPENDIX B: Definitions of Terms and Calculations

APPENDIX C: Three-Years of District Improvement in 4-year Graduation Rates

APPENDIX D: Colorado Graduation Rates by Race/Ethnicity, Gender, and Instructional Program

APPENDIX E: Colorado Dropout Rates by Race/Ethnicity, Gender and Instructional Program

APPENDIX F: Three-Year District Improvement of Dropout Rates

APPENDIX G: Dropout Rate Methods of Statistical Analysis

APPENDIX H: County Level Dropout, Graduation, Completion and Mobility Rates for Students in Foster Care

APPENDIX I: Statutory Review and State Moneys Spent Reducing the Dropout Rates



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

22-14-101. Legislative declaration

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

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

22-14-101. Legislative declaration

(1) The general assembly hereby finds that:

(a) The state of Colorado has placed a high priority on reducing the number of student dropouts in Colorado, including establishing the goal of decreasing the high school dropout rate by half by the 2017-18 academic year;

(b) The Colorado department of education reports that the statewide graduation rate for Colorado high schools for the 2006-07 school year was seventy-five percent, an improvement of nine-tenths of a percentage point over the previous school year;

(c) Although the overall graduation rate may have improved, serious gaps continue to exist in the graduation rates among ethnic and economic groups and, overall, twenty-five percent of the high school students in Colorado are not graduating from high school within four years;

(d) Students with disabilities also continue to achieve a significantly lower graduation rate than other student groups. The graduation rate for Colorado students with disabilities is sixty-three and seven-tenths percent, compared with a statewide graduation rate of seventy-five percent;

(e) According to the 2007 Colorado youth risk behavior survey, approximately one out of ten students did not go to school one or more days in a thirty-day period because they felt unsafe at school or in traveling to or from school. This statistic indicates that, to improve student attendance and graduation rates, schools and school districts must address school safety issues as well as student learning and engagement issues;

(f) Studies clearly show that a student's level of education attainment will directly influence the student's level of achievement and success throughout the rest of his or her life;

(g) The national center for education statistics reports that, in comparing employment rates and levels of education attainment across the country, in 2005, the unemployment rate for persons who dropped out of high school was seven and six-tenths percent, compared to an overall average unemployment rate for all education levels of four percent;

(h) Studies further show that students who drop out of school are more likely to be involved in crime or delinquency and to lose lifelong opportunities for personal achievement, resulting in economic and social costs to the state.

(2) The general assembly therefore concludes that:

(a) It is imperative that the department of education create an office of dropout prevention and student re-engagement to provide focus, coordination, research, and leadership to assist local education providers in implementing coordinated efforts to reduce the high school dropout rate and increase the high school graduation and completion rates and the levels of student engagement and re-engagement;



(b) To significantly reduce the statewide dropout rate and increase the rates of student engagement and re-engagement, the office of dropout prevention and student re-engagement must also provide leadership in creating and facilitating systemic approaches that involve intersystem collaboration between local education providers and the foster care and child welfare systems, the juvenile justice system, the division of youth services in the department of human services, institutions of higher education, career and technical education providers, adult basic education, general educational development certificate, and English-as-a-second-language programs, offices of workforce development, school-based student support personnel, expanded learning opportunity and family education programs, general educational development programs, and facility schools.

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;

(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;
 - (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;
- (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;
 - (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;
- (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 web site.

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.

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

(1) On or before February 15, 2010, and on or before February 15 each year thereafter, the office shall submit to the state board, 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;
- (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;
 - (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:

$$\frac{\text{Number of dropouts during the 2012-2013 school year}}{\text{Total number of students that were part of the same membership base at any time during the 2012-2013 school year}}$$

Graduation Rate: The 4-year formula defines “on time” as only those students who graduate from high school four years after entering 9th grade. A 4-year, on-time graduation rate is reported for each graduating class (i.e., the Class of 2013). 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 2009-10 school year for the Class of 2013) 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:

$$\frac{\text{Numerator: Number of students graduating within four years or prior with a high school diploma during the 2012-13 school year}}{\text{Denominator: (Number of students beginning 9th grade in 2009-10) + (Number of transfers in) - (Number of verified transfers out)}}$$

Completion Rate: This rate is also a cohort-based rate which reflects the number of students who graduate as well as those who receive a high school equivalency certificate or a 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 4-year period (i.e., from grades nine to twelve) and could have graduated 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 2012-2013 school year

$$\frac{\text{Number of students receiving a regular diploma, high school equivalency certificate or designation of high school completion within four years or prior during the 2012-2013 school year}}{(\text{Number of students beginning 9th grade in 2009-2010}) + (\text{Number of transfers in}) - (\text{Number of verified transfers out})}$$

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 and Completion Rate: When a student enters 9th grade for the first time, an Anticipated Year of Graduation (AYG) is assigned; giving the year the student should graduate if they follow a traditional four year trajectory. Students with the same AYG are treated as a self-contained cohort. Regardless of whether it takes four years or up to seven years for a high school student 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). In other words, a student who graduates in four (or fewer) years is included in the numerator for the 4-year graduation rate. The students who graduate in the following year are then added to the numerator and the 5-year graduation rate is calculated. The students graduating two years or three years past their AYG are added to the numerator for the 6-year or 7-year graduation rate. 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

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.

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.

Suspension Rate: The rate is defined as the number of students suspended (may include in-school suspensions, out of school suspensions, and classroom suspensions) 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 suspended multiple times within the school year, each time is included in the count.

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: 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			9999	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				
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		
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		
LINCOLN	1790	LIMON RE-4J	97.0%	91.2%	90.6%	X		
LINCOLN	1780	GENOA-HUGO C113	87.5%	63.6%	81.8%		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		
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		
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		

Note: Data for this table is available at <http://www.cde.state.co.us/cdereval/gradcurrent>. Data from 2012-13, 2013-14 and 2014-15 were compared.

* 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 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 D: Colorado Graduation Rates by Race/Ethnicity, Gender and Student Group

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Percentage Point Change 2010 to 2015
State Total (all students)	81.8	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	4.9
American Indian	58.3	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	13.9
Asian	86.2	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	5.7
Black	73.7	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	6.1
Hispanic	65.5	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	12.1
White	86.4	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	2.4
Hawaiian / Pac. Islander	n/r	74.8	70.1	75.5	73.4	74.5									
Two or More Races	n/r	82.8	80.4	79.0	79.7	79.7									
Male	78.5	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	4.9
Female	85.2	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	4.9
Students with Disabilities	n/r	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	1.8
Limited English Proficient	n/r	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	11.9
Economically Disadvantaged	n/r	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	6.6
Migrant	n/r	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	14.1
Title I	n/r	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	3.4
Homeless	n/r	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	4.7
Gifted & Talented	n/r	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	-0.7
Students in Foster Care	n/r	27.5	30	29.3%											

NOTE: The 4-year graduation rate reflects the percentage of students from a given graduation class who receive a diploma within four years of completing eighth-grade. In 2009-10, the graduation rate changed to reflect an “on-time” cohort rate. Thus, the graduation rates prior to 2009-10 are not directly comparable to those from 2009-10 and after.



APPENDIX E: Colorado Dropout Rates by Race/Ethnicity, Gender and Instructional Program Service Type

School Year	2000-2001	2001-2002	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
State Total	2.9%	2.6%	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%
American Indian	4.9%	5.0%	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%
Asian	2.1%	1.5%	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%
Black	3.6%	3.0%	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%
Hispanic	5.1%	4.6%	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%
White	2.2%	2.0%	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%
Native Hawaiian / Pac. Islander	n/r	2.9%	3.8%	3.6%	2.4%	3.3%									
Two or More Races	n/r	1.7%	1.7%	2.0%	1.8%	1.9%									
Male	3.2%	2.9%	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%
Female	2.6%	2.3%	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%
Students with Disabilities	n/r	n/r	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%
Limited English Proficient	n/r	n/r	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%
Economically Disadvantaged	n/r	n/r	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%
Migrant	n/r	n/r	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%
Title I	n/r	n/r	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%
Homeless	n/r	n/r	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%
Gifted & Talented	n/r	n/r	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%
Students in Foster Care	n/r	4.5%	5.4%	6.8%											

NOTE: The Colorado dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school during a single school year without subsequently attending another school or educational program. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students.



APPENDIX F: Three-Year District Improvement in Dropout Rate by District Settings

District Settings and Name	2012-13			2013-14			2014-15			Net Change in Reducing Dropout Rate from 2011 to 2014
	Total 7th-12th-Grade Pupil Count	Total Dropouts	Total Dropout Rate	Total 7th-12th-Grade Pupil Count	Total Dropouts	Total Dropout Rate	Total 7th-12th-Grade Pupil Count	Total Dropouts	Total Dropout Rate	
Rural										
CALHAN RJ-1	292	4	1.4	285	3	1.1	287	3	1.0	-0.4
CENTENNIAL R-1	109	2	1.8	99	1	1.0	112	1	0.9	-0.9
DE BEQUE 49JT	60	2	3.3	63	1	1.6	68	0	0.0	-3.3
SANGRE DE CRISTO RE-22J	152	1	0.7	157	1	0.6	175	0	0.0	-0.7
SARGENT RE-33J	215	1	0.5	228	1	0.4	227	0	0.0	-0.5
Outlying City/ Town										
EAGLE COUNTY RE 50	2,952	75	2.5	3,002	71	2.4	3,131	72	2.3	-0.2
EAST GRAND 2	600	14	2.3	603	4	0.7	631	0	0.0	-2.3
ESTES PARK R-3	601	10	1.7	585	5	0.9	551	3	0.5	-1.2
GUNNISON WATERSHED RE1J	819	16	2.0	868	10	1.2	888	8	0.9	-1.1
LAMAR RE-2	766	26	3.4	749	15	2.0	746	7	0.9	-2.5
SUMMIT RE-1	1,340	16	1.2	1,404	16	1.1	1,433	2	0.1	-1.1
TRINIDAD 1	630	6	1.0	530	2	0.4	529	0	0.0	-1.0
WEST GRAND 1-JT	223	6	2.7	230	4	1.7	223	2	0.9	-1.8
YUMA 1	400	9	2.3	393	8	2.0	366	4	1.1	-1.2
Denver Metro										
MAPLETON 1	4,834	375	7.8	5,245	235	4.5	5,430	163	3.0	-4.8
Urban/ Suburban										
FOUNTAIN 8	3,823	47	1.2	3,801	38	1.0	3,838	15	0.4	-0.8
PUEBLO COUNTY 70	4,953	101	2.0	4,929	82	1.7	4,961	65	1.3	-0.7
Other										
CHARTER SCHOOL INSTITUTE	8,454	873	10.3	627	8,454	8.1	8,206	538	6.6	-3.7
STATE TOTALS	425,226	10,664	2.5	432,983	10,546	2.4	440,843	11,114	2.5	NC

Note: Data for this table was found at <http://www.cde.state.co.us/cdereval/dropoutcurrent> , data from 2012-13, 2013-14 and 2014-15 were compared.

Districts included in the review had three years of data. Secondary schools that closed in 2014-15 were not included in the review.

APPENDIX G: Dropout Rate Methods of Statistical Analyses

The analysis outlined in Appendix G was conducted by Maximilian Popiel through the Research and Statistics program at the Morgridge College of Education, University of Denver.

Analysis of Variance between District Setting and Total Dropout Rate

A one-way Analysis of Variance (ANOVA) was run to determine whether dropout rate differed by setting. Highlights of the test are below, along with statistical details. Only high schools which reported total dropout rate for 2014-15 were included, the final sample size was 484 schools.

- Pairwise comparisonsⁱ indicate a significant difference between Denver Metro and Rural schools, with Rural schools having a lower dropout rate.

Note: " 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.

Omnibus ANOVA (Brown-Forsytheⁱⁱ.)

District Setting	Mean Dropout Rate	Std. Deviation	N
Denver Metro	5.3%	8.64%	180
Other	7.05%	10.81%	23
Outlying City	7.36%	10.11%	28
Outlying Town	4.88%	9.32%	71
Rural	1.90%	5.09%	97
Urban-Suburban	3.93%	5.78%	85
Total	4.52%	8.04%	484

	Statistic	df1	df2	P value
F	3.16	5	140.52	.010

ⁱ Games-Howell post hoc test

ⁱⁱ Most of the variables were exponentially (Laplace) distributed; Levene’s test for homogeneity of variance was significant.

Multiple Comparisons

Dependent Variable: Total Dropout Rate

Games-Howell

(I) District Setting	(J) District Setting	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Denver Metro	Other	-1.748%	2.3434%	.974	-8.954%	5.458%
	Outlying City	-2.053%	2.0157%	.908	-8.143%	4.037%
	Outlying Town	0.430%	1.2796%	.999	-3.276%	4.136%
	Rural	3.408%*	0.8252%	.001	1.039%	5.776%
	Urban-Suburban	1.379%	0.8987%	.643	-1.204%	3.961%
Other	Denver Metro	1.748%	2.3434%	.974	-5.458%	8.954%
	Outlying City	-0.305%	2.9540%	1.000	-9.090%	8.480%
	Outlying Town	2.178%	2.5100%	.952	-5.408%	9.763%
	Rural	5.155%	2.3117%	.261	-1.984%	12.294%
	Urban-Suburban	3.126%	2.3389%	.762	-4.071%	10.323%
Outlying City	Denver Metro	2.053%	2.0157%	.908	-4.037%	8.143%
	Other	0.305%	2.9540%	1.000	-8.480%	9.090%
	Outlying Town	2.482%	2.2073%	.869	-4.079%	9.044%
	Rural	5.460%	1.9788%	.092	-0.545%	11.466%
	Urban-Suburban	3.431%	2.0105%	.537	-2.647%	9.510%
Outlying Town	Denver Metro	-0.430%	1.2796%	.999	-4.136%	3.276%
	Other	-2.178%	2.5100%	.952	-9.763%	5.408%
	Outlying City	-2.482%	2.2073%	.869	-9.044%	4.079%
	Rural	2.978%	1.2206%	.153	-0.569%	6.524%
	Urban-Suburban	0.949%	1.2714%	.976	-2.738%	4.635%
Rural	Denver Metro	-3.408%*	0.8252%	.001	-5.776%	-1.039%
	Other	-5.155%	2.3117%	.261	-12.294%	1.984%
	Outlying City	-5.460%	1.9788%	.092	-11.466%	0.545%
	Outlying Town	-2.978%	1.2206%	.153	-6.524%	0.569%
	Urban-Suburban	-2.029%	0.8124%	.131	-4.371%	0.313%
Urban-Suburban	Denver Metro	-1.379%	0.8987%	.643	-3.961%	1.204%
	Other	-3.126%	2.3389%	.762	-10.323%	4.071%
	Outlying City	-3.431%	2.0105%	.537	-9.510%	2.647%
	Outlying Town	-0.949%	1.2714%	.976	-4.635%	2.738%
	Rural	2.029%	0.8124%	.131	-0.313%	4.371%

Based on observed means.

The error term is Mean Square(Error) = 62.856.

*. The mean difference is significant at $p < .05$



Regression on Dropout Rates

To help determine what was associated with the increase in dropout rates for 2014-15, a regressionⁱⁱⁱ was run using total pupil count, and instructional program services type: students with disabilities, limited English learners, economically disadvantaged, migrant, Title 1, homeless Gifted & Talented, and rates of habitual truancy^{iv}, expulsion, out of school suspension, student stability, and truancy. Highlights of the analysis, followed by statistical details, are below. Only high schools which reported information for all included variables were considered, final sample size was 484 schools.

- The final model was able to predict 59.5% of the variance in dropout rates; ($F(8, 475) = 87.26, p < .001, R^2 = .595, R^2_{Adjusted} = .588$).
- Student stability contributed the most to this model^v, followed by truancy rate. Low stability and high truancy is considered as 2 standard deviations below and above the mean. For stability that would be below 42 percent and truancy above 12.38 percent. Out of all schools, there are 59 above that cut off for stability, and 41 below it for truancy.
- None of the following contributed significantly: total pupil count, rates of limited English proficient, students with disabilities, economically disadvantaged students, nor rates of gifted & talented students
- Expulsion rate is not a significant predictor by itself, however is significant within the context of the entire model. Both expulsion and suspension rates are the weakest predictors in the model^{vi}. For the purpose of this study expulsion and out of school suspension rates were calculated by dividing the number of out of school suspension and expulsion incidents by the total pupil count used in the state dropout rate calculation.

R Square	Adjusted R Square	Std. Error of the Estimate	Regression Model Details				
			F	df1	df2	P value	Durbin-Watson ^{vii}
.595	.588	.0516000	87.266	8	475	<.001	1.828

Predictor	β	t	P value	Zero-order (r)	Partial (r)	Part (r)
Migrant Pupil Rate	.085	2.728	.007	.168	.124	.080
Title 1 Pupil Rate	-.073	-2.428	.016	.089	-.111	-.071
Homeless Pupil Rate	.157	4.617	.000	.435	.207	.135
Habitual Truant Rate	-.159	-4.766	.000	.135	-.214	-.139
Out of School Suspension Rate	-.063	-2.042	.042	.029	-.093	-.060
Expulsion Rate	-.058	-1.887	.060	-.012	-.086	-.055
Truancy Rate	.262	6.996	.000	.499	.306	.204
Total Stability Rate	-.584	-16.835	.000	-.703	-.611	-.492

Note: Significance for all analyses was set to $p < .05$

ⁱⁱⁱ Backwards regression method

^{iv} Variable transformed

^v As determined by part and partial correlations

^{vi} As determined by part and partial correlations

^{vii} Although the Durbin Watson test is inconclusive, the variance inflation factors (VIF) are acceptable.

APPENDIX H: Students in Foster Care - Dropout, Graduation, Completion and Mobility Rates

The rates reported on students in foster care are listed by county. These data are reported in compliance with CDE's privacy and security policies and procedures. This means in cases where there are less than 16 students in the count, the information or rate will be excluded.

Dropout Rates for Students in Foster Care

Table A includes the dropout rate for counties that attained a dropout rate of 0%. *Table A* also includes counties with more than 16 students in foster care that dropped out in the 2014-15 school year.

The following counties served less than 16 students in foster care in grades 7 to 12 and had a count of one or more dropouts: Alamosa, Chaffee, Cheyenne, Elbert, Lake, Moffat, Montezuma, San Juan, San Miguel, Washington and Colorado BOCES. 2014-15 dropout data are not reported for these counties.

Table A: DROPOUT RATE OF STUDENTS IN FOSTER CARE BY COUNTY			
County Name	Total number of students in Foster Care	Total number of dropouts	Dropout rate
ARAPAHOE	400	41	10.3%
ARCHULETA	Less than 16	0	0.0%
BACA	Less than 16	0	0.0%
BENT	Less than 16	0	0.0%
CLEAR CREEK	Less than 16	0	0.0%
CONEJOS	Less than 16	0	0.0%
COSTILLA	Less than 16	0	0.0%
CROWLEY	Less than 16	0	0.0%
CUSTER	Less than 16	0	0.0%
DENVER	635	76	12.0%
DOLORES	Less than 16	0	0.0%
EAGLE	Less than 16	0	0.0%
EL PASO	632	34	5.4%
GILPIN	Less than 16	0	0.0%
GRAND	Less than 16	0	0.0%
GUNNISON	Less than 16	0	0.0%
HINSDALE	Less than 16	0	0.0%
HUERFANO	Less than 16	0	0.0%
JACKSON	Less than 16	0	0.0%
KIOWA	Less than 16	0	0.0%
KIT CARSON	Less than 16	0	0.0%
LAS ANIMAS	Less than 16	0	0.0%
LINCOLN	Less than 16	0	0.0%



LOGAN	16	0	0.0%
MINERAL	Less than 16	0	0.0%
OTERO	26	0	0.0%
OURAY	Less than 16	0	0.0%
PHILLIPS	Less than 16	0	0.0%
PITKIN	Less than 16	0	0.0%
PROWERS	Less than 16	0	0.0%
RIO BLANCO	Less than 16	0	0.0%
RIO GRANDE	Less than 16	0	0.0%
ROUTT	Less than 16	0	0.0%
SAGUACHE	Less than 16	0	0.0%
SEDGWICK	Less than 16	0	0.0%
SUMMIT	Less than 16	0	0.0%
TELLER	16	0	0.0%
YUMA	Less than 16	0	0.0%
STATE TOTAL	3533	239	6.8%

Table B includes the counties that served more than 16 students in foster care in grades 7 to 12 during the 2014-15 school year. Of the students served, less than 16 dropped out of school.

Table B: DROPOUT NUMBER LESS THAN 16 STUDENTS IN FOSTER CARE BY COUNTY		
County Name	Total number of students in Foster Care	Total number of dropouts
ADAMS	300	Less than 16
BOULDER	144	Less than 16
DELTA	28	Less than 16
DOUGLAS	102	Less than 16
FREMONT	42	Less than 16
GARFIELD	18	Less than 16
JEFFERSON	289	Less than 16
LA PLATA	17	Less than 16
LARIMER	112	Less than 16
MESA	133	Less than 16
MONTROSE	42	Less than 16
MORGAN	31	Less than 16
PARK	26	Less than 16
PUEBLO	170	Less than 16
WELD	132	Less than 16
NONE*	29	Less than 16

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



Graduation and Completion Rates for Students in Foster Care

The graduation and completion rates are listed by county. *Table D* includes counties that had more than 16 students in foster care graduating or completing in the 2014-15 school year. It also includes the counties that had 100 percent graduation and completion rate for the Class of 2015 cohort.

The following counties had more than one, but less than 16 students in foster care in the graduating cohort and are not included in this section: Alamosa, Baca, Chaffee, Cheyenne, Clear Creek, Conejos, Custer, Delta, Eagle, Elbert, Garfield, La Plata, Las Animas, Lincoln, Logan, Moffat, Montezuma, Montrose, Morgan, Otero, Ouray, Park, Phillips, Prowers, Rio Grande, Routt, Saguache, San Juan, San Miguel, Sedgwick, Summit, Teller, Yuma and Colorado BOCES.

The following 15 counties did not have students in foster care that were part of the Class of 2015 cohort and therefore are not included: Bent, Cheyenne, Costilla, Crowley, Dolores, Gilpin, Grand, Hinsdale, Jackson, Kit Carson, Lake, Mineral, Pitkin, San Juan, and Washington.

Table D: GRADUATION AND COMPLETION RATES OF STUDENTS IN FOSTER CARE BY COUNTY					
County Name	Total number of students in foster care in cohort base	Number of graduates	4-year Graduation rate	Number of completers	4-year Completion rate
ADAMS	86	33	38.4%	34	39.5%
ARCHULETA	Less than 16	Less than 16	100.0%	Less than 16	100.0%
ARAPAHOE	126	40	31.7%	45	35.7%
BOULDER	44	22	50.0%	25	56.8%
DENVER	240	39	16.3%	61	25.4%
EL PASO	221	74	33.5%	85	38.5%
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	92	31	33.7%	37	40.2%
KIOWA	Less than 16	Less than 16	100.0%	Less than 16	100.0%
MESA	67	22	32.8%	26	38.8%
PUEBLO	64	21	32.8%	25	39.1%
WELD	51	24	47.1%	29	56.9%
RIO BLANCO	Less than 16	Less than 16	100.0%	Less than 16	100.0%
STATE TOTALS	1269	372	29.3%	455	35.9%



Stability and Mobility Rates for Students in Foster Care

The stability and mobility rates are listed by county. *Table E* includes counties that had more than 16 students in foster care .

Table E: STABILITY AND MOBILITY RATE OF STUDENTS IN FOSTER CARE BY COUNTY					
County name	Total Number of Students in Foster Care	Total Stable Student Count	Stability Rate	Total Mobile Student Count	Mobility Rate
ADAMS	664	307	46.2%	357	53.8%
ARAPAHOE	714	305	42.7%	409	57.3%
BOULDER	246	112	45.5%	134	54.5%
DELTA	57	23	40.4%	34	59.6%
DENVER	1023	417	40.8%	606	59.2%
DOUGLAS	174	65	37.4%	109	62.6%
EL PASO	1143	500	43.7%	643	56.3%
FREMONT	88	40	45.5%	48	54.5%
GARFIELD	40	20	50.0%	20	50.0%
JEFFERSON	593	316	53.3%	277	46.7%
LA PLATA	35	17	48.6%	18	51.4%
LARIMER	211	94	44.5%	117	55.5%
MESA	283	176	62.2%	107	37.8%
MONTROSE	77	29	37.7%	48	62.3%
MORGAN	61	29	47.5%	32	52.5%
OTERO	66	33	50.0%	33	50.0%
PUEBLO	430	251	58.4%	179	41.6%
WELD	290	109	37.6%	181	62.4%
NONE*	47	25	53.2%	22	46.8%
STATE	6774	3119	46.0%	3655	54.0%

*"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.



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

There are 40 statutes that impact or pertain to dropout prevention, student engagement and school completion. In FY 2014-15, \$26,498,975 in state funds were allocated for eight of the 40 statutes. The remaining statutes are classified as unfunded, awaiting funds or do not require funding to implement.

These 40 statutes are classified by categories: 1) Grants and programs that address dropout prevention and student engagement; 2) Family-School-Community partnering; 3) Postsecondary and workforce readiness; 4) Student 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 2014-2015, \$7,216,825 was distributed to 44 grantees that provided services in 23 counties, serving 9,897 students and 7,196 parents/guardians of the EARSS students. For a copy of the 2014-15 evaluation report visit: http://www.cde.state.co.us/dropoutprevention/earss_evaluation 	Colorado Department of Education	\$ 7,216,825



<p>3. Colorado Student Dropout Prevention and Intervention Program - Tony Grampas 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 Grampas 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. • For more information on evaluation and services, visit: https://sites.google.com/a/state.co.us/cdhs-dcw/for-professionals/programs/TGYS • DHS is appropriated \$2,000,000 to the Division of Child Welfare for enhancement of the Tony Grampas Youth Services Program for FY 2014-15. 	<p>Colorado Department of Human Services</p>	<p>\$7,060,499</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>\$8,000,000</p>



<p>5. Dropout Prevention and Student Re-Engagement</p> <p>(§22-14-101, C.R.S., Approved May 21, 2009)</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. 	<p>Colorado Department of Education</p>	<p>Awaiting Funds</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 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>\$0 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>Awaiting Funds</p>



<p>8. Adult Education and Literacy Grant Program</p> <p>(§22-10-101 through §22-10-106 Approved June 5, 2014)</p> <p>Bill that repealed fund in 2015? 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>
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Category: Family-School Partnering

Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2014-2015
<p>9. Parent involvement in education grant program</p> <p>(§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 the three academic years immediately preceding application exceeded the state average dropout rate for each respective year.” • After implementation, requires annual report to the Colorado State Advisory Council for Parent Involvement in Education. 	<p>Colorado Department of Education</p>	<p>\$0 Unfunded</p>
<p>10. Notice to parent of dropout status</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. 	<p>No specific oversight charged to Colorado</p>	<p>\$0</p>



<p>(§22-14-108, C.R.S., Approved May 21, 2009)</p>	<ul style="list-style-type: none"> • 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. 	<p>Department of Education</p>	
<p>11. Parental Involvement in K-12 Education Act (§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. 	<p>No specific oversight charged</p>	<p>\$0</p>
<p>12. Concerning Increasing Parent Engagement in Public Schools (§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 involvement. • Allows 1.0 FTE to the Colorado Department of Education for the implementation of the act. 	<p>Colorado Department of Education</p>	<p>\$150,093</p>



<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 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 	<p>No specific oversight charged to Colorado Department of Education</p>	<p>\$0</p>
<p>Category: Postsecondary and Workforce Readiness</p>			
<p>Titles/Statutes</p>	<p>Description (Purpose, Reporting and Outcomes)</p>	<p>State Agencies Responsible</p>	<p>State Funds Allocated 2014-2015</p>
<p>15. Individual Career and</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 	<p>Colorado Department of</p>	<p>\$0</p>



<p>Academic Plans (§22-2-136(1); 22-30.5-525, C.R.S. Effective May 2009. Amended by HB 12-1043, Effective August 8, 2012 and HB 12-1345, effective)</p>	<p>student’s individual career and education plans (ICAP) no later than the beginning of 9th grade, but may assist prior to the 9th grade.</p> <ul style="list-style-type: none"> • 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. 	<p>Education</p>	
<p>16. Accelerating Students through Concurrent Enrollment (§22-35-101, C.R.S. et seq., Added 2009) (Amended by HB-13-1219, effective August 7, 2013)</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. • Funded by per pupil revenue (2014-15 - \$6,423.90 PPR). • 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. • Development of allocation model for ASCENT funding 	<p>Colorado Department of Education</p>	<p>\$2,726,946</p>
<p>17. Community colleges – dropout recovery programs (§22-35-109.5, C.R.S. et seq., Effective May 17,</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 	<p>No specific oversight charged to Colorado Department of Education</p>	<p>Awaiting Funds</p>



<p>2012) (Amended by SB-13-031, effective March 15, 2013)</p>	<p>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.</p> <ul style="list-style-type: none"> • 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>18. Basic skills placement or assessment tests – intervention plans (§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 	<p>Colorado Department of Education</p>	<p>\$320,917</p>



	<p>who receive endorsed high school diplomas is changed because the criteria for issuing endorsed high school diplomas are not yet adopted.</p> <ul style="list-style-type: none"> • 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. • Funded at \$50,000 for 2015-16 		
<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>Awaiting Funds</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 • For the state fiscal year, \$14,463 appropriated to be split evenly between CDE and DHE 	<p>Colorado Department of Education and Department of Higher Education</p>	<p>Awaiting Funds</p>
<p>22. 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, \$485,043 is 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>Awaiting Funds</p>
<p>23. 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>	<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, \$450,000 is appropriated to the department of higher education. This appropriation is from the general fund. 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. 	<p>Colorado Department of Education, Department of Higher Education, Department of Labor and Employment and Colorado Workforce Development Council</p>	<p>Awaiting Funds</p>



Category: Student Safety and Discipline			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2014-2015
<p>24. 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. 	Colorado Department of Education	\$0 Unfunded
<p>25. 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.O.S.T Board	\$0
<p>26. Reporting of criminal proceedings involving public school students</p> <p>(§20-1-113, C.R.S., Approved May 19, 2012)</p> <p>(Amended by HB15-1273. Approved 6/5/2015)</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 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. • 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 	Division of Criminal Justice	Awaiting Funds



	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>27. 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. • For FY 2014-15, this bill requires an appropriation of \$63,695 and 1.0 FTE, to the Department of Public Safety, from the General Fund. • 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 and appropriation of \$86,637 and 1 FTE. 	Colorado School Safety Resource Center	\$63,695
Category: Truancy and School Attendance			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2014-2015
<p>28. 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." 	Colorado Judicial Branch Division of Planning and Analysis tracks referrals to Truancy Court	\$0
<p>29. Truancy Court Sanctions</p> <p>(§22-33-108(7)(a-b), C.R.S.,</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. 	No specific oversight designated but monitored by Colorado	\$0 However, impacts annual court costs



<p>Effective April 12, 2002) (Amended May 28, 2013 HB 13-1021)</p>	<ul style="list-style-type: none"> • 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>Divisions of Juvenile Justice</p>	<p>and expense of detention</p>
<p>30. Truancy proceedings and Truancy Detention Reduction Policy (§13-1-127, C.R.S., Effective March 22, 2007) (§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>31. Truancy enforcement (§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>32. School Attendance Act – Compulsory School Attendance (§22-33-104, C.R.S., Effective July 1, 2008) Amended May 28, 2013 (HB 13-1021)</p>	<ul style="list-style-type: none"> • Require 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>33. Standardizing Truancy Reporting and Expanding the Resources (§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>34. Initiating Court Proceedings to Compel a Minor to Attend School (§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>
Category: Requirements, Regulations and Other			
<p>Titles/Statutes</p>	<p>Description (Purpose, Reporting and Outcomes)</p>	<p>State Agencies Responsible</p>	<p>State Funds Allocated 2014-2015</p>
<p>35. Dropout Rate Data Reporting Requirements (§22-2-114.1, C.R.S., Approved June 1, 1999)</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 	<p>Colorado State Board of Education</p>	<p>\$0</p>



<p>(§22-2-114.1, C.R.S., Approved June 10, 2010)</p>	<p>school year shall not be reported as dropouts by the school district to the department.</p> <ul style="list-style-type: none"> • 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." • 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>36. Exchange of Information Concerning Children – (Criminal Justice Agencies, Schools and School Districts, Assessment Centers for Children)</p> <p>(§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>37. Definition High Risk – Alternative Campus</p> <p>(§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 ways: <ul style="list-style-type: none"> ○ Postsecondary and Workforce Readiness performance 	<p>Colorado Department of Education</p>	<p>\$0</p>



<p>(Amended May 2009 April 2010, June 2011)</p>	<p>measures (including dropout rate) included in district accreditation.</p> <ul style="list-style-type: none"> ○ 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. ● 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 H.B. 11-1277 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. 		
<p>38. Successful Transitions Back to the Public School System for Students in Out-of-Home Placement Who Have Demonstrated Detrimental Behavior. (§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 	<p>Colorado Department of Human Services and Colorado Department of Education</p>	<p>\$0</p>



	assessment teams.		
39. Educational Services for Juveniles Held in Jail (§22-32-141, C.R.S., Effective May 25, 2010)	<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. 	Colorado Department of Education	\$0
40. Review Performance Rules Alternative Education Campuses (§22-11-210, C.R.S., Effective June 5, 2015)	<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. 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. 	Colorado Department of Education	\$0

Sources:

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

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