COLORADO
Department of Education

2013-2014 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

This report was prepared pursuant to C.R.S. 22-14-105 by:

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Introduction

The annual policy report on dropout prevention and student engagement examines the state's progress in reducing the dropout rate and increasing the graduation rate. The 2013-14 report was prepared in accordance with Colorado Revised Statue 22-14-111 and includes:

- An analysis of dropout, high school graduation and completion rates;
- A review of academic gains among unique student populations;
- *New this year* – An in-depth discussion on student engagement and close up look at disproportionality in discipline;
- An analysis of attendance, and truancy;
- A statutory review, including state moneys spent on reducing the dropout rate.

Dropout Prevention Imperative

The research is clear; young people who do not have a high school diploma experience higher rates of unemployment, delinquency, teen pregnancy and poverty than their peers who complete school.[1] It is estimated that the average high school dropout will cost taxpayers over $322,000 in lower tax revenues, public assistance transfers, unemployment payments, incarceration expenditures and additional healthcare costs.[2] Census data records the economic disparities between those who drop out and those who complete school and further their education. The average dropout earns $20,241 per year, compared to $30,627 for a high school graduate and $56,665 for someone with a bachelor's degree.[3]

In the newly released report by America's Promise Alliance titled "Don't Call Them Dropouts," young people in the study identified a cluster of factors that led to them leaving school. Common factors included a lack of connectedness to school, challenges at home, and chronic stressors such as homelessness, poor health and poverty.[4]

Office of Dropout Prevention and Student Re-engagement

In 2009, Governor Bill Ritter put forth a priority to tackle the dropout crisis in Colorado. That year 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 (see insert).

Since the creation of the office, Colorado has made progress in keeping students in school. In 2013-14, 4,920 of Colorado students' grades 7th to 12th-grade left school without or completing high schools, which translated to an annual dropout rate of 2.4 percent.

Title 22
Article 14
Excerpt from C.R.S. 22-14-101:

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.

See Appendix A for a complete copy of C.R.S.22-14-101.

The authorizing legislation requires the office to submit an annual report on dropout prevention and student engagement to the state board of education, the house and senate education committees, and the governor. See Appendix A for more details on the duties of the office.

Calculating Dropout, Graduation and Completion Rates

To provide background on the rates highlighted in this report, an overview of how the state calculates the 4-year graduation and completion rates and the annual dropout rates is provided in *Table 1*. The graduation and completion rates reflect the outcomes for a cohort of high school students with the same "Anticipated Year of Graduation." The dropout rate represents an annual rate of dropouts among 7th through 12th graders that attended a Colorado public school within a school year (July 1 to June 30). 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.

TABLE 1: Overview of Calculations

cde COLORADO DEPARTMENT of EDUCATION — Overview of the rate calculations for graduation, completion, and dropout

	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 2013-14 rate (and count)	77.3% 47,486 graduates / membership base of 61,440	79.5% 48,856 completers / membership base of 61,440	2.4% 10,546 dropouts / 432,983 students in membership in grades 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

Dropout Rate: 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. 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 this report, the dropout rates are compared across time, gender, race and ethnicity, and unique populations. District level improvements are also provided.

Graduation Rate: A 4-year, on-time graduation rate is reported for each graduating class (i.e., the Class of 2014). The 4-year formula defines "on time" as only those students who graduate from high school four years after entering 9th grade. The rate is calculated by dividing the number of students graduating within four years by the cohort base. Like the dropout rate, the graduation rate is compared across time, gender, race and ethnicity, and unique populations in this report. Extended graduations rates are also reviewed. See below for an explanation on extended graduation rates.

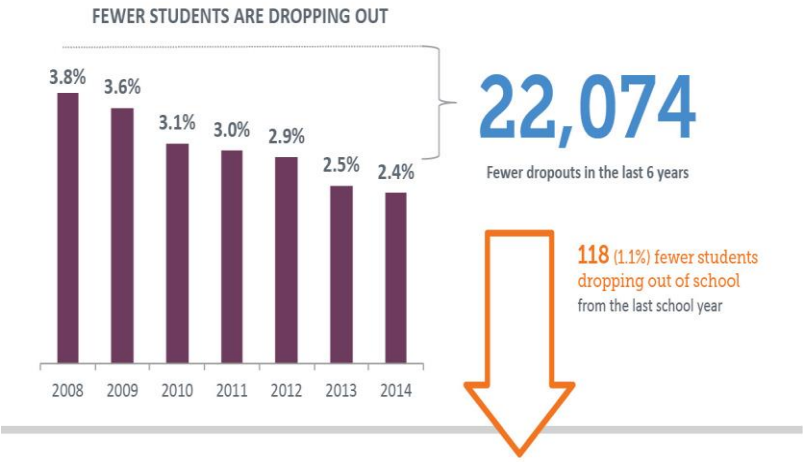
Extended Graduation Rate: When a student completes 8th grade, an Anticipated Year of Graduation (AYG) is assigned, giving the year the student should graduate if he/she follows a traditional 4-year trajectory. Students with the same AYG are treated as a self-contained cohort. Regardless of whether it 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.

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 GED (General Educational Development) 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 graduation rates, but the numerator includes regular diploma graduates, GED completers and students receiving other types of completion certificates.

Decline in State Dropout Rate

The dropout rate reflects the percentage of all students enrolled in grades seven through 12 who leave school without transferring to another educational environment during a single school year. For more information on dropout rate calculations see Table 1: Overview of Calculations.

CHART 1: Percentage of Students Dropping out -2008 to 2014



Data Trends: Dropout rate at lowest point since 2003

The statewide dropout rate for the 2013-2014 academic year is 2.4 percent. This is its lowest point, which has not been reached since 2003 when the rate was also 2.4 percent.

There has been a steady decline in the dropout rate over the past five years, which cumulatively equates to 22,074 fewer dropouts. For an at-a-glance look at dropout trends, please see the Dropout Rate Infographic at http://www.cde.state.co.us/dropoutprevention.

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 C.

The districts with notable improvement between 2012-13 and 2013-14 include:

Julesburg RE-1 – Dropout rate of 26.4 percent in 2013 decreased to 12.8 percent in 2014

Aguilar Reorganized 6 – Dropout rate of 6.8 percent in 2013 decreased to 0 percent in 2014

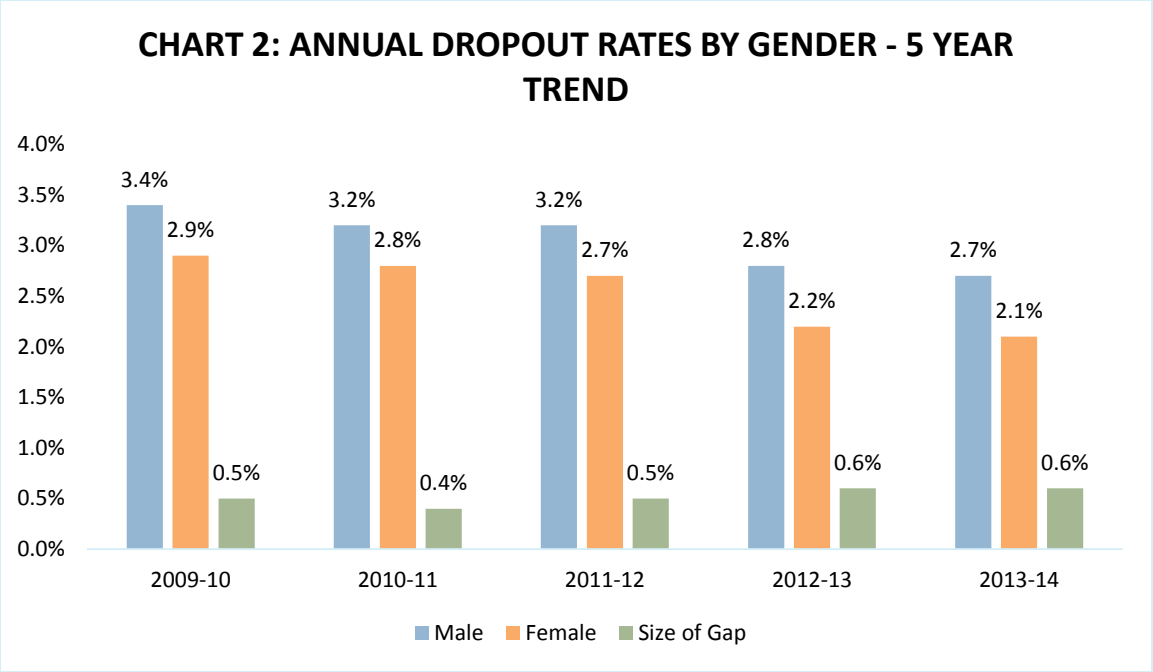
Moffat 2 – Dropout rate of 3.4 percent in 2013 decreased to 0 percent in 2014

Mapleton 1- Dropout rate of 7.8 percent in 2013 decreased to 4.5 percent in 2014

Annual Dropout Rates by Gender

As shown in Chart 2, male students drop out at a markedly higher rate than female students each year. While the annual dropout rate has gradually improved for both genders over the past six years, the size of the gap between the male and female dropout rate has remained the same in the past two years. To quantify the 0.6 percentage point difference in 2013-14, if males had the same 2.1 percent dropout rate as females (rather than the 2.7 percent actual male dropout rate) there would have been approximately 2,597 fewer males dropping out of school during the academic year.

The reason for the gap is unclear and requires further analysis. Similar gaps can also be found in the states disciplinary incidents and the report of unhealthy behavior found in the results from the Colorado Healthy Kids Survey conducted by the Colorado Department of Public Health and Environment. These are discussed in the student engagement portion of this report.



Annual Dropout Rates by Race and Ethnicity

Disaggregated dropout rates by race and ethnicity indicate that improvements have been made since 2009-10. The dropout rate for American Indian or Alaska Native students fell by 0.3 percentage points since 2009-10. In the same period, Asian students saw a decline of 0.3 percentage points; the rate for black or African American students was reduced by 0.9 percentage points and Hispanics students experienced a decline of 1.6 percentage points. The dropout rate of white students also improved, with a 0.4 percentage point decline.

Table 2 provides a snapshot of the rates over the past five years. See Appendix D for information on disaggregated rates from previous years.

TABLE 2: Dropout Rates by Race and Ethnicity

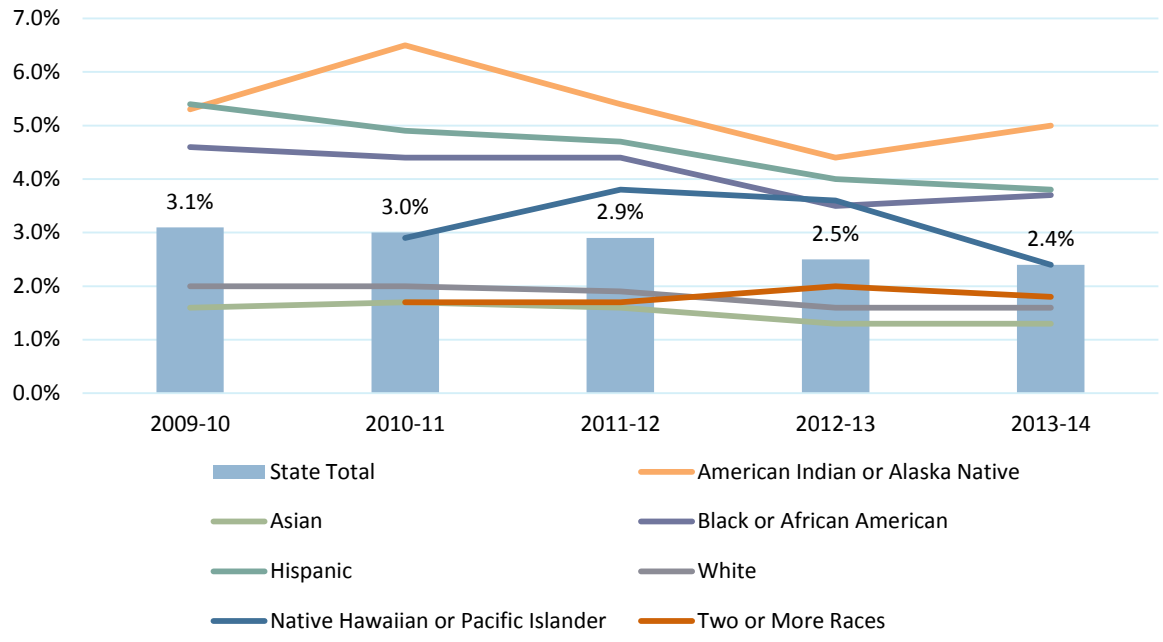
	2009-10	2010-11	2011-12	2012-13	2013-14
State Total	3.1%	3.0%	2.9%	2.5%	**2.4%**
American Indian or Alaska Native	5.3%	6.5%	5.4%	4.4%	5.0%
Asian	1.6%	1.7%	1.6%	1.3%	1.3%
Black or African American	4.6%	4.4%	4.4%	3.5%	3.7%
Hispanic	5.4%	4.9%	4.7%	4.0%	3.8%
White	2.0%	2.0%	1.9%	1.6%	1.6%
Native Hawaiian or Pacific Islander	n/a	2.9%	3.8%	3.6%	2.4%
Two or More Races	n/a	1.7%	1.7%	2.0%	1.8%

Source: Colorado Department of Education, Data Services

The Dropout Rate Gap

Despite steady improvements, a gap in dropout rates remains between white and non-white students. Dropout rates have remained the same for both white (1.6 percent) and Asian students (1.3 percent) for both the 2012-13 and 2013-14 school years. There has been a steady decline in dropout rates for students identifying as Hispanic, with a 0.2 percentage point decrease (improvement) from the 2012-13 school year, and for students identifying as Native Islander/ Pacific Islander, with a 1.2 percentage point decrease (improvement) from the 2012-13 school year. After two years of decline, the dropout rate for African American students increased by 0.2 percentage points to 3.7 percent. The dropout rates for students identifying as American Indian continue to fluctuate from year to year. The rate in 2013-14 showed a .60 percentage point increase over the 2012-13 rate. Chart 3 illustrates the trends over the past five years across race and ethnicity.

CHART 3: ANNUAL DROPOUT RATE BY RACE/ETHNICITY- 5 YEAR TREND



Graduation and Completion Trends: Steady Improvements

The on-time graduation rate reflects the percentage of students from a given graduation class who receive a diploma within four years of completing 8th grade. See Table 1 for an overview of the calculations for graduation and completion. For an at-a-glance look at graduation trends, please see the Graduation Rate Infographic at http://www.cde.state.co.us/cdereval/gradcurrent.

The statewide on-time graduation rate for 2013-14 rose to 77.3 percent. This is an increase of 0.4 percent over the Class of 2013. Colorado districts reported that 47,486 students graduated with the Class of 2014. This represents 730 more on-time graduates than in the class of 2013.

State reports show that there were 13,953 students in the membership base of the Class of 2014 that did not graduate with their class. Of those students that did not graduate most were still enrolled at the end of the 2013-14 school year or completed a GED. The following is the status of the non-graduates:

- 48.0 percent of students (6,757) were still enrolled at end of 2013-14 year and may potentially graduate or complete in 5, 6 or 7 years
- 35.0 percent of students (4,920) were unrecovered dropouts
- 9.8 percent of students (1,370) were, "Other On-Time Completers" (primarily GED recipients)
- 5.7 percent of students (803) exited to a GED preparation program without receiving a GED certificate
- 0.7 percent of students (103) were "Others" (exited to detention center, expelled and didn't return, …)

District Improvements

Seventy-one percent (126) of Colorado school districts achieved an on-time graduation rate at or above the state expectation of 80 percent or better. This remained consistent with the sixty-nine percent of school districts in 2013 that achieved an on-time graduation rate at or above the state expectation. In Colorado, local school boards set their own graduation requirements which means expectations for earning a diploma may differ from district to district.

Seventy-four districts demonstrated a steady rate of improvement over the past three years to attain a graduation rate of 65 percent or better. The following districts increased their on-time graduation rate by over 10 percentage points since 2012: Gilpin County RE-1, Lone Star 101, Hinsdale County RE-1, Park County RE-2, South Conejos RE-10, Wiggins RE-50 (J), Pritchett RE-3, Garfield RE-2, Elbert 200, Hi-Plains R-23, McClave RE-2, Sangre De Cristo RE-22J, Centennial R-1, Creede School District, Las Animas RE-1, Platte Canyon 1, Canon City RE-1. For a complete list of districts showing substantial improvement see Appendix E.

Graduation Rates by Gender

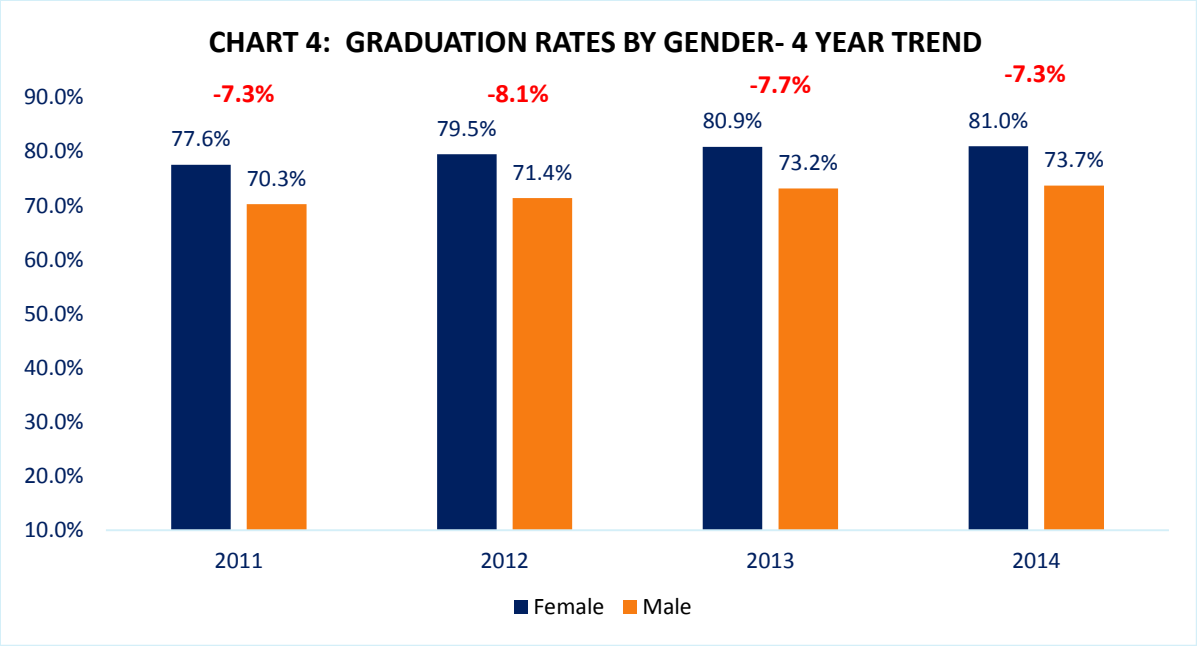
Statewide, the on-time graduation for females was 81 percent and the male graduation rate was 73.7 percent. Chart 4 displays four year trends in the on-time graduation rates for male and female students. As with the annual dropout rates, the graduation rate for both genders has gradually improved over recent years but a sizeable gap exists between the graduation rates for female and male students with females graduating at a rate seven to eight percentage points higher than males each year.

Female on-time graduation rate

81 percent

Male on-time graduation rate

73.7 percent



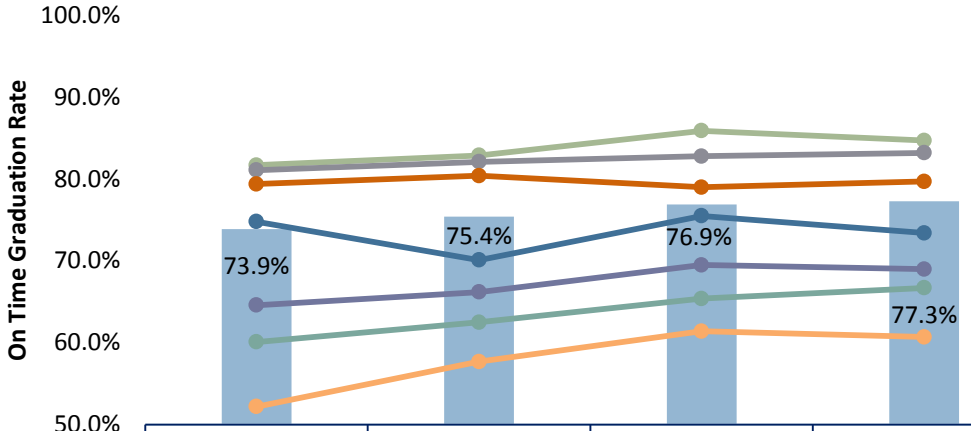
Special Note: For more information on graduation rate, see the FAQ on the CDE Data Services webpage, http://www.cde.state.co.us/cdereval/gradcurrentfaq.

Closing the Gap

The 2013-14 graduation rates for Hispanic students, white students and those reported as two or more races indicate gains are being made. The graduation rate for Hispanic students was 66.7 percent, 79.7 percent for students reported as two or more races and 83.2 percent for white students.

While the graduation rate increased for Latino students and at the state level, not all ethnic groups experienced gains. The 2013-14 on-time graduation rates were 60.7 percent for American Indian; 84.7 percent for Asian students; 69 percent for black students; and 73.4 percent for Native Hawaiian or Other Pacific Islander. These rates represent a decline from the previous year. The trend for the graduation rate by race and ethnicity over the past four years is illustrated in Chart 5.
See Appendix F for a list of graduation rates from previous years.

CHART 5: GRADUATION RATE BY RACE/ ETHNICITY- 4 YEAR TREND



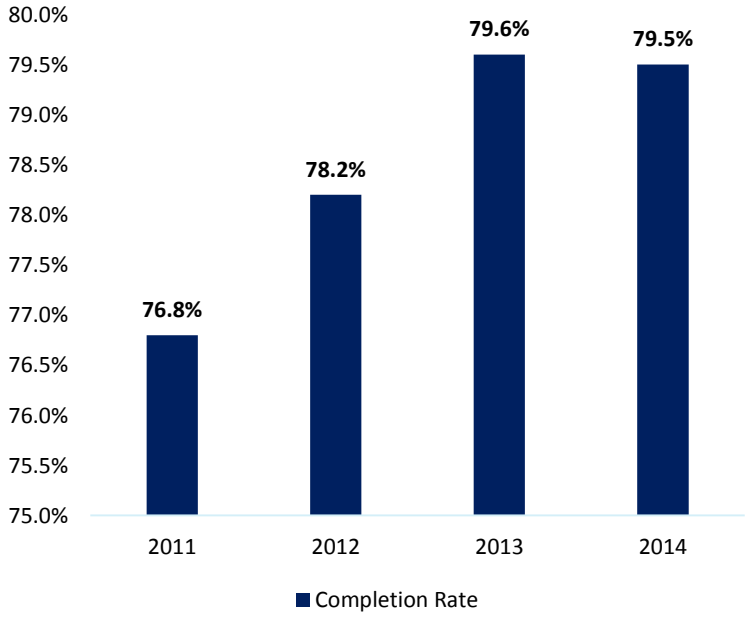
	2011	2012	2013	2014
State	73.9%	75.4%	76.9%	77.3%
American Indian/ Alaskan Native	52.2%	57.7%	61.4%	60.7%
Asian	81.7%	82.9%	85.9%	84.7%
Black/ African American	64.6%	66.2%	69.5%	69.0%
Hispanic/Latino	60.1%	62.5%	65.4%	66.7%
White	81.1%	82.1%	82.8%	83.2%
Native Hawaiian/Pacific Islander	74.8%	70.1%	75.5%	73.4%
Two or more races	79.4%	80.4%	79.0%	79.7%

Completion Rate

Combining all graduates with those completers who receive a certificate, a designation of high school completion or a GED certificate establishes the completion rate. This rate is a cohort-based rate which reflects the number of students who graduate as well as those who receive a GED (high school equivalency) certificate or a certificate or other designation of high school completion. For a copy of completion rates by district and previous years visit, http://www.cde.state.co.us/cdereval/gradcurrent.

The 2013-14 completion rate was 79.5 percent, 0.1 percentage points lower than

CHART 6: COMPLETION RATES- 4 YEAR TREND



the 2012-13 completion rate (79.6 percent). This slight decrease occurred in the same year as the overhaul of the GED test. The new GED test began on January 1, 2014. Prior to the launch of the new test, schools and communities supported public awareness campaigns aimed at encouraging GED testers to take or complete the test series in 2013, prior to the implementation of the new test. As such, it is too soon to assert that a drop in 2014 GED is due to a related decrease in test takers or due to a drop in passing scores.

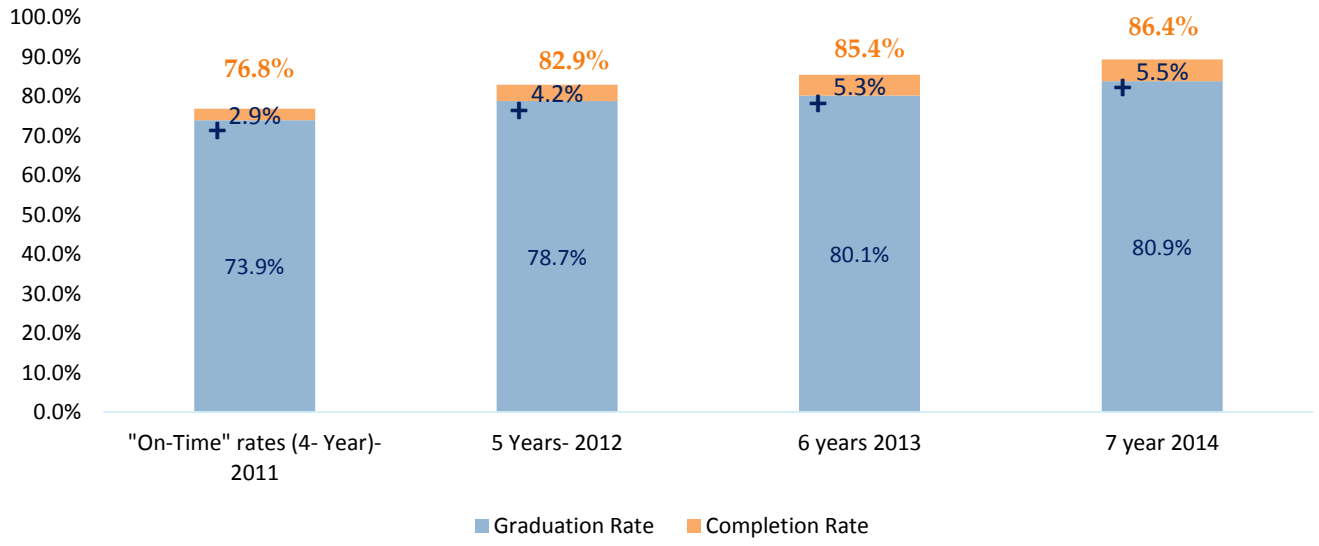
The new GED is comprised of four exams and is aligned to more rigorous standards, which are intended to reflect a test taker's readiness for postsecondary education and the workforce.
Learn more about the new GED at http://www.cde.state.co.us/postsecondary/ged_testtakers.

Giving Students More Time

Colorado statistics indicate that a high percent of students that do not graduate in 4-years remain in school. Those "still enrolled" students may finish the courses they need and go on to graduate or complete high school within seven years. This point is illustrated in Chart 7: Statewide Graduation and Completion Rates over Time for the Class of 2011.

In Chart 7 the graduation and completion rates for the Class of 2011 are tracked over four academic years from 2010-11 to 2013-14. Note the rather sizable improvement from the "on-time", 4-year graduation rate and the 5-year rate (an increase of 4.8 percentage points from 73. 9 percent to 78.7 percent). In contrast, the 6-year graduation rate for this cohort increases just 1.3 percentage points over the 5-year, and the 7-year rate increases only 0.8 percentage points over the 6-year. By including the percentage of students who received a GED or certificate of completion ("other completers"), this graph illustrates that a large majority of the non-completers who were still enrolled at the end of their fourth year of high school (2010-11 for the Class of 2011 in this case) do eventually receive a diploma or other certificate of completion before reaching 21, the maximum age for educational services.

CHART 7: STATEWIDE GRADUATION AND COMPLETION RATES OVER TIME FOR THE CLASS 2011



Note: All students that graduated are included in the calculation of the completion rate. The completion rate for each year is in orange. See Table 1 for an overview of the calculations for graduation and completion.

The Gender Gap Narrows with More Time

It is important to note that males typically "narrow" the gender gap when given additional years to graduate. Greater gains in closing the gap occur when non-diploma completers (primarily GED recipients) are considered. For example the difference between female and male 7-year graduation rates (from the class of 2011) is 5.2 percentage points compared to the 7.3 percentage point difference found at the 4-year "on-time" graduation rates, and the difference between the 7-year completion rates for the two groups is only 3.6 percentage points, as compared to the 6.5 percentage point difference found at the 4-year "on-time" completion rates.

Unique Populations: Need to Accelerate Progress

This section features an analysis of dropout, graduation, and completion rates by unique student populations, categorized by "Instructional Program Service Types" (IPST). The IPST groups include students with disabilities, English language learners, migrant students, Title I students, homeless students, students in foster care, and gifted and talented students.

A special review of progress is provided of students with disabilities, English language learners, homeless students. Featured are comparisons of dropout rates and a close-up look at extended-year graduation rates for the Class of 2011. Information on the progress of migrant, Title I, and gifted and talented students can be found in Appendix G. In addition, there is a separate section on students in foster care. This is the second year that dropout, graduation, completion and mobility data are available on students in foster care. These data are reported on a county level.

Note on the Rates by IPST: The dropout rate designation is based only on whether a student was reported in that IPST category during the most recently completed school year. The IPST graduation rate designation is based on the student receiving services for that IPST category at any point during 9th through 12th -grade. Unique populations of students may be classified in more than one IPST. For more information on IPST visit, http://www.cde.state.co.us/cdereval/gradcurrentdefinitions

Dropout Trends

The state dropout rates have steadily improved over the past four years. Table 3 shows an annual increase in the number of students enrolled in 7th to 12th grade but a decline in the number of students dropping out between 2009-10 through 2013-14. These results will be compared to the rates of unique student groups included in an IPST.

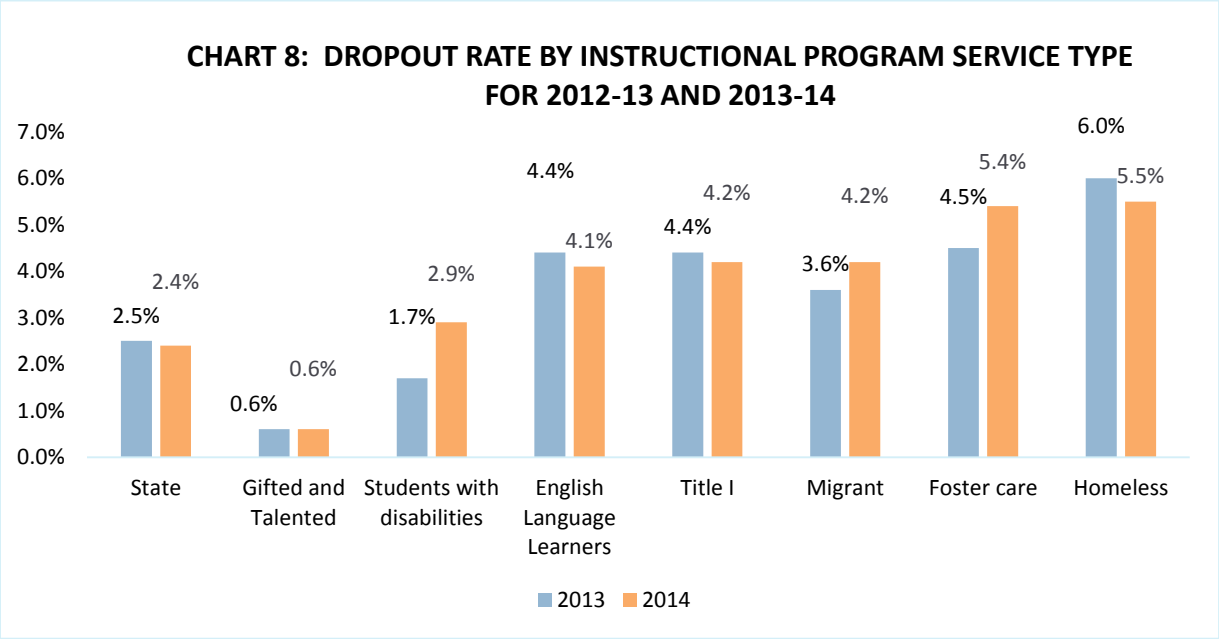
TABLE 3: State Dropout Rates from 2010 to 2014

School Year	Total Students In 7th to 12th Grade	Number of Dropouts	Dropout Rate
2013-14	**432,983**	**10,546**	**2.4%**
2012-13	425,226	10,664	2.5%
2011-12	420,677	12,256	2.9%

2010-11	421,490	12,744	3.0%
2009-10	419,680	13,147	3.1%

Source: Colorado Department of Education, Data Services

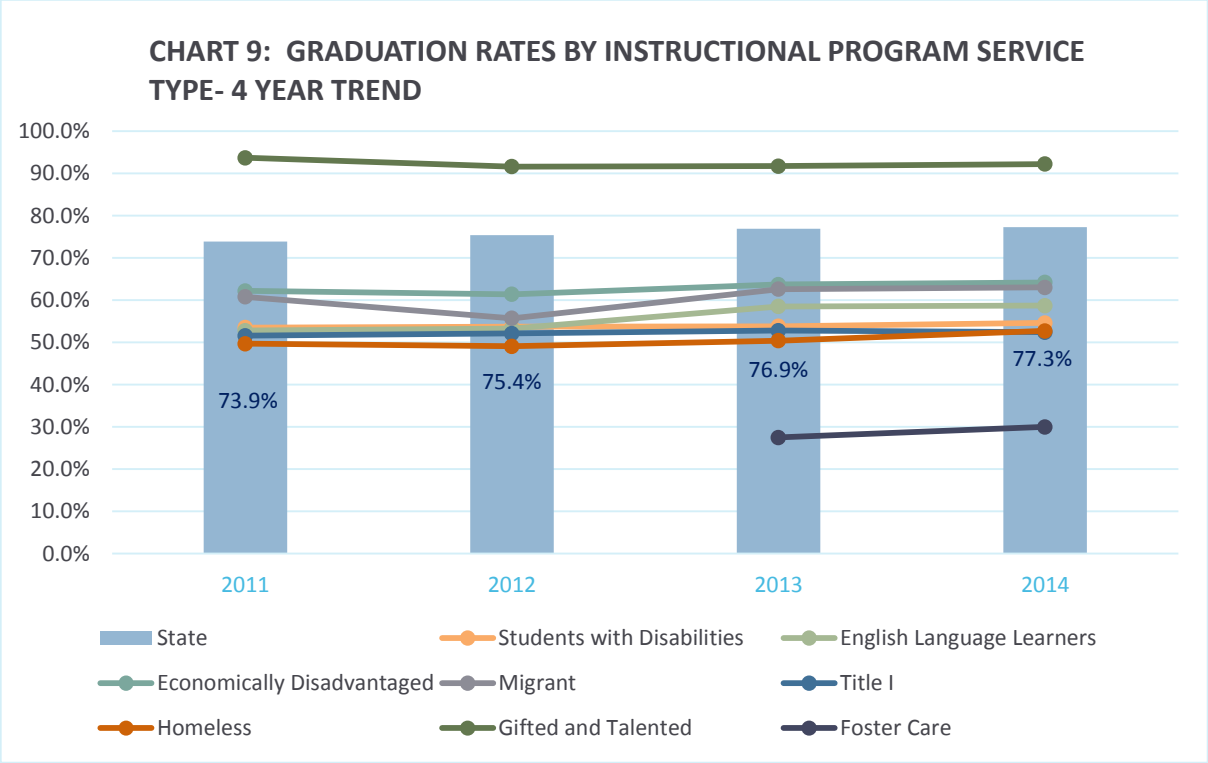
Chart 8 shows most of IPST students are dropping out of school at a rate considerably higher than the state rate of 2.4 percent. For most IPST student groups, the dropout rate decreased from 2012-13 to 2013-14 school years.



Note: The percent of students in each category is not mutually exclusive. A student may be counted in more than one Instruction Program Service Type.

Graduation and Completion Trends

Chart 9 provides a snapshot of the 4-year (on-time) graduation rates by Instructional Program Service Type. It illustrates that most IPST student groups graduate at a lower rate than the general student population. Some student groups may need more time to graduate. Federal law specifically allows for extra time for English learners and students with special education designations, if needed, to complete their high school education. Students who are highly mobile or homeless may also need more time in high school, as studies suggest that with each move a student loses three to six months of education.[5] Also, life experiences, such as a loss of a loved one, becoming a parent and/or challenging family circumstances can disrupt academic persistence causing students to need extra time in attaining their diploma.



Students with Disabilities Dropout and Graduation Rates

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.

The dropout rate of students with disabilities is the highest it has been in the last five years. There has been a considerable increase (1.2 percentage points) in the amount of students with disabilities dropping out since last year. See Table 4 for dropout rates of students with disabilities.

TABLE 4: Dropout Rates of Students with Disabilities from 2010 to 2014

School Year	Total Students In 7th to 12th Grade	Number of Dropouts	Dropout Rate	Comparison to State Rate – Percentage Point Difference
2013-14	**43,128**	**1,261**	**2.9**	**0.5 higher**
2012-13	38,085	654	1.7	0.8 lower
2011-12	37,495	807	2.2	0.7 lower
2010-11	37,229	803	2.2	0.8 lower
2009-10	37,063	850	2.3	0.8 lower

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

Note: All students that graduated plus those that received a certificate of completion or GED are included in the calculation of the completion rate.

CHART 10: GRADUATION AND COMPLETION RATES OVER TIME FOR STUDENTS WITH DISABILITIES FROM THE CLASS OF 2011

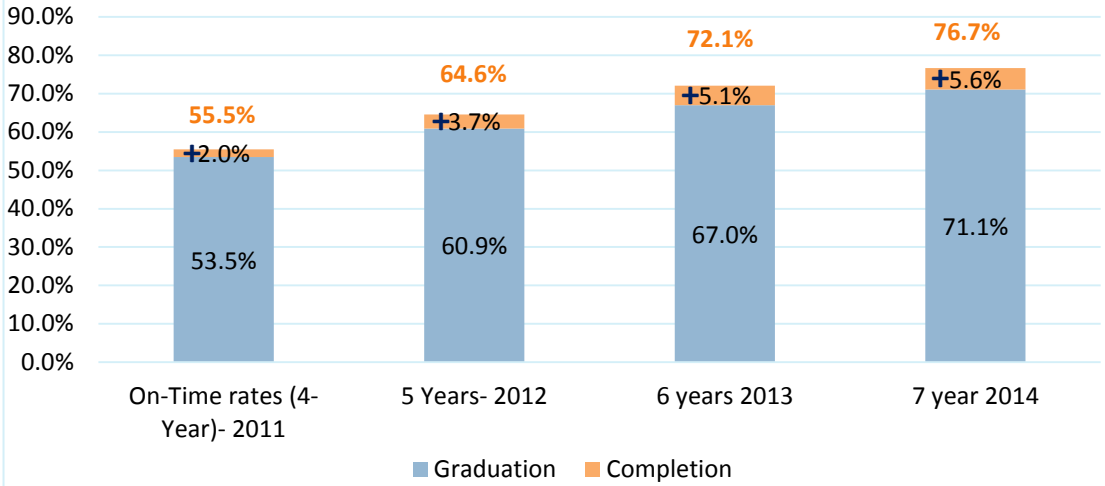


Chart 10 shows that it takes students with disabilities more than four years to graduate and progress toward the state expectation of a graduation rate of at least 80 percent. The completion rate of students with disabilities also improves with more time. For the class of 2011, the 4-year completion rate was 53.5 percent and 7-year rate was 75.2 percent, representing a substantial improvement of 20.4 percentage points.

English Language Learners Dropout and Graduation Rates

For purposes of reporting dropout, graduation, and completion rates, English Language Learners (ELL) includes all students identified as either "non-English proficient" or "limited English proficient." Non-English proficient is defined as a student who speaks a language other than English and does not comprehend, speak, read, or write English. Limited English proficient is defined as a student who comprehends, speaks, reads or writes some English, but whose predominant comprehension or speech is in a language other than English.

The dropout rate of ELL students has steadily improved over the past four years. This rate decreased 1.9 percentage points between 2009-10 and 2013-14. In 2013-14, the dropout rate of ELL students was 1.7 percentage points higher than the state rate of 2.4 percent. See Table 5 for dropout rates of ELL students.

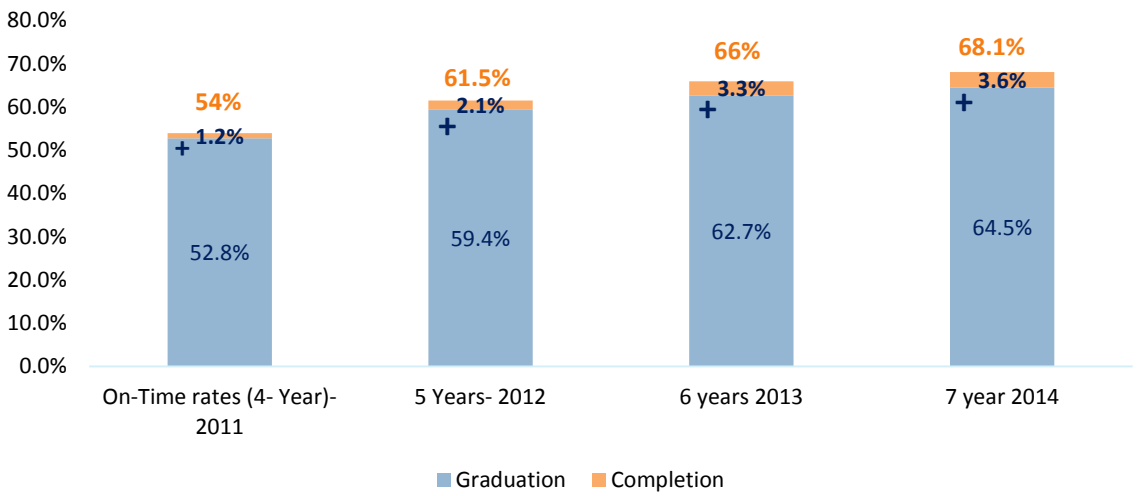
TABLE 5: Dropout Rates of English Language Learners from 2010 to 2014

School Year	Total Students In 7th to 12th- Grade	Number of Dropouts	Dropout Rate	Comparison to State Rate – Percentage Point Difference
2013-14	**46,248**	**1,883**	**4.1**	**1.7 higher**
2012-13	42,325	1,874	4.4	1.9 higher
2011-12	41,380	2,098	5.1	2.2 higher
2010-11	34,446	1,899	5.5	2.5 higher
2009-10	33,355	2016	6.0	2.9 higher

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

Note: All students that graduated plus those that received a certificate of completion or GED are included in the calculation of the completion rate.

Chart 11: Graduation and Completion Rates over Time for English Learners from the Class of 2011



The Office of English Language Development supports all English Learners Supports, linguistically, socially and academically, by providing educational leadership for teachers, parents/guardians, students and Colorado communities. The programming is support through Title III of the Elementary and Secondary Education Act and the state's English Language Proficiency Act Program. For information on EL programs and services, visit www.cde.state.co.us/cde_english.

Students Experiencing Homelessness

The definition for students who are homeless is provided by federal law. According to the McKinney-Vento Act, a "homeless individual" lacks a fixed, regular and adequate nighttime residence. The dropout rate for homeless students spiked in 2011-12 and has declined in the past two years to 5.5 percent in 2013-14. See Table 6 for dropout rates of homeless students.

TABLE 6: Dropout Rates of Homeless Students from 2010 to 2014

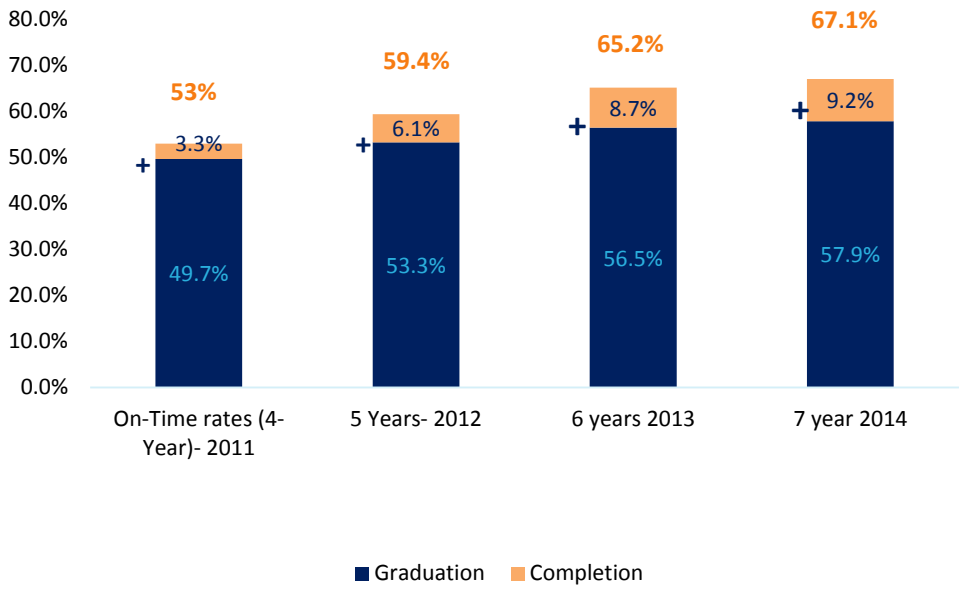
School Year	Total Students In 7th to 12th-Grade	Number of Dropouts	Dropout Rate	Comparison to State Rate – Percentage Point Difference
2013-14	**9,793**	**537**	**5.5**	**3.1 higher**
2012-13	8,504	510	6.0	3.5 higher
2011-12	8,429	720	8.5	5.6 higher
2010-11	7,615	508	6.7	3.7 higher

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

Chart 12 illustrates that school completion rates for students who experience homelessness improve incrementally with three extra years of high school to reach a rate of 65.6 percent.

The graduation rate moderately improves with more time in high school, but not enough to approach state expectations of a graduation rate of at least 80 percent.

CHART 12: GRADUATION AND COMPLETION RATES OVER TIME FOR STUDENTS EXPERIENCING HOMELESSNESS FROM THE CLASS OF 2011



Students in Foster Care

Children are considered to be in foster care when they have been removed from their primary caregivers because of child safety concerns, are in the legal custody of the state, and have been placed in a state certified foster home. These include kinship or relatives homes, family foster homes, treatment foster homes, or group or residential care. For more information on students in foster care, please visit http://www.cde.state.co.us/dropoutprevention/fostercare_index.

The reporting of educational rates of students in foster care was made possible through a data use agreement between CDE and the Colorado Department of Human Service (CDHS). These statistics represent the number of students in foster care at any point in time in a school year. The data are available by county but not by district or school. This is because the identification of students in foster care occurred through the Colorado Department of Human Services and not by the local districts.

Student in Foster Care: Dropout Rates

The dropout rate for students in foster care for the 2013-14 school year is 5.4 percent. This represents an increase of 0.9 percentage points from the 2012-13 school year. The dropout rate for students in foster care is 3.0 percentage points higher than the statewide dropout rate.

TABLE 7: Dropout Rates of Foster Care Students from 2013 to 2014

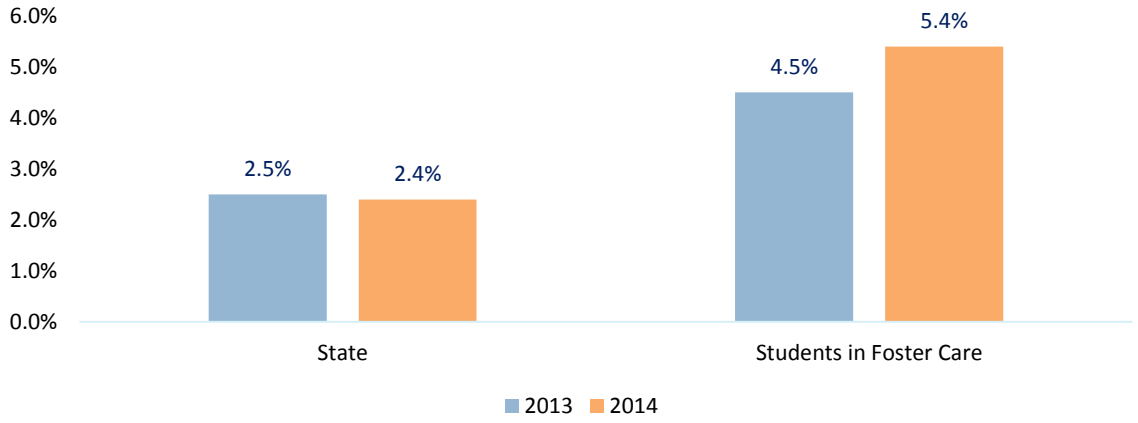
School Year	Total Students In 7th to 12th Grade	Number of Dropouts	Dropout Rate	Comparison to State Rate – Percentage

				Point Difference
2013-14	**3,436**	**185**	**5.4**	**3.0 higher**
2012-13	3,560	160	4.5	2.0 higher

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

For students in foster care, there is an even disbursement of dropouts across the different grade levels. For the general student population, 50 percent of students tend to drop out in 12th-grade. For a list of dropout rates of students in foster care by county in 2014 see Appendix H.

CHART 13: DROPOUT RATES FOR STUDENTS IN FOSTER CARE FROM THE 2012-13 AND 2013-14 SCHOOL YEAR



Student in Foster Care: Graduation and Completion Rates

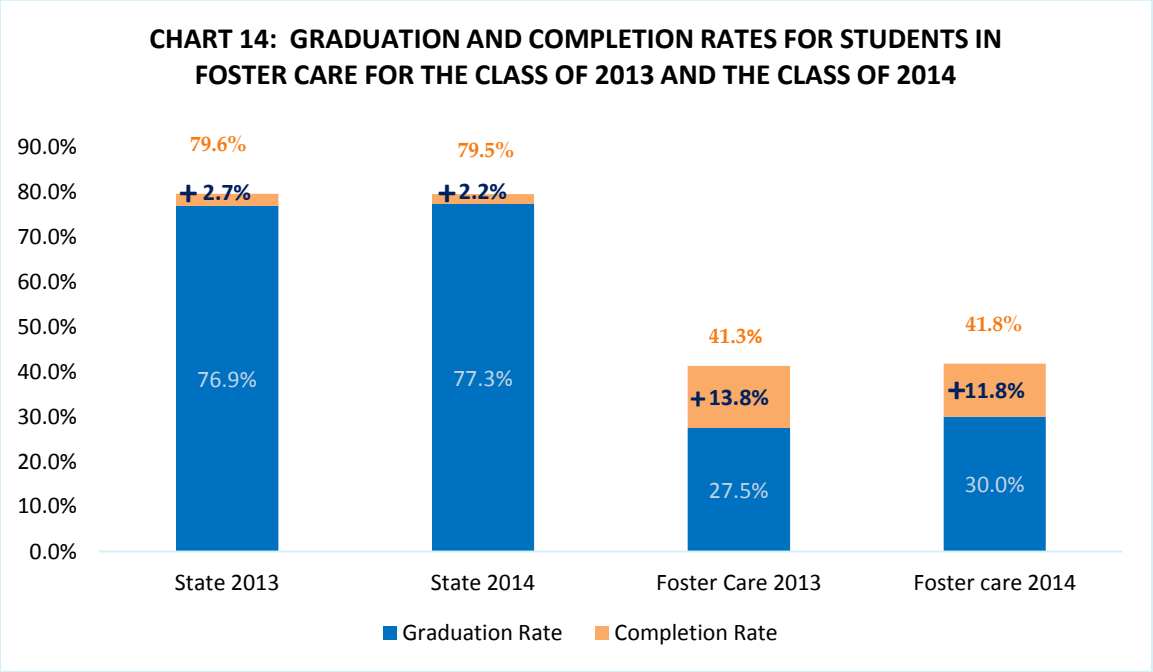
While there was an increase in the dropout rate for students in foster care, there was improvement from last year in graduation and completion rates for students in foster care. The 2014 graduation rate for foster care youth is 30 percent. This is 2.5 percentage points higher than the Class of 2013.

The 2014 completion rate for students in foster is 41.8 percent, 0.5 percentage point higher than the Class of 2013. See Table 8 for list of rates. See Chart 14 for the comparison of students in foster care to the state graduation and completion rates for 2013-14 school year. For a list of graduation and completion rates for students in foster care by district, see Appendix H.

TABLE 8: 4-Year Graduation and Completion Rates of Students in Foster Care in 2013 and 2014

Anticipated Year of Graduation	Total number of students in cohort base	Number of graduates	Graduation rate	Number of completers	Completer rate
2014	**1,242**	**372**	**30.0%**	**519**	**41.8%**
2013	**1,179**	**324**	**27.5%**	**487**	**41.3%**

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



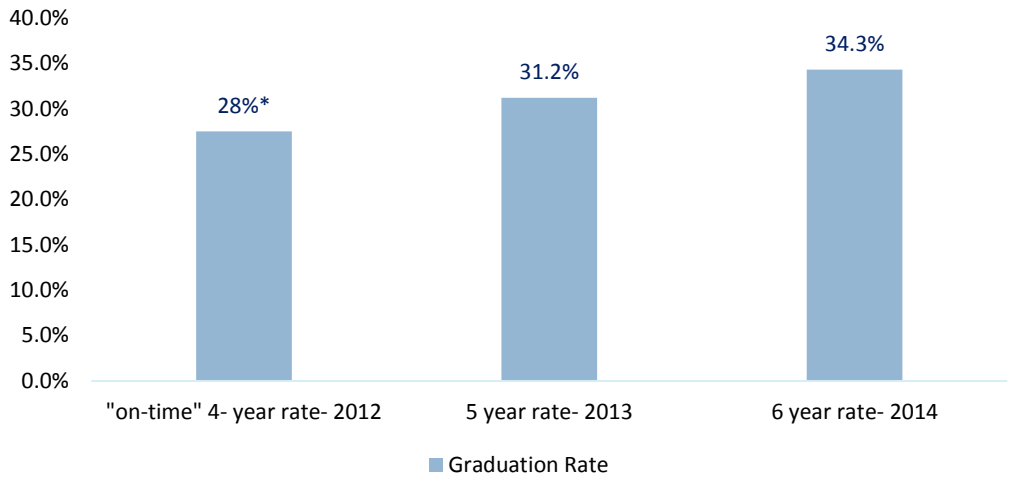
Note: All students that graduated plus those that received a certificate of completion or GED are included in the calculation of the completion rate.

Students in Foster Care Need More Time

58 percent (723) of students in foster care did not graduate with their class in 2014. The state's "still enrolled" rate shows that 262 (21.1 percent) of these students were still enrolled in school at the end 2014. This is consistent with the "still enrolled" rate for this student group in 2012-13 (21.4 percent). The increase in the graduation rate and completion rate may be explained by students need for more time. Chart 15 provides a snapshot of the graduation rate over time for students in foster care that were part of the Class of 2012.

The graduation rate for students in foster care for the Class of 2012 is 28 percent.[6] The 5-year graduation rate for these students showed an increase of 3.7 percentage points, to 31.2 percent, and the 6-year graduation rate for these students increased by 3.1 percentage points. This indicates that with more time, graduation rate increases for youth in foster care.

CHART 15: GRADUATION RATES OVER TIME FOR STUDENTS IN FOSTER CARE FROM THE CLASS OF 2012



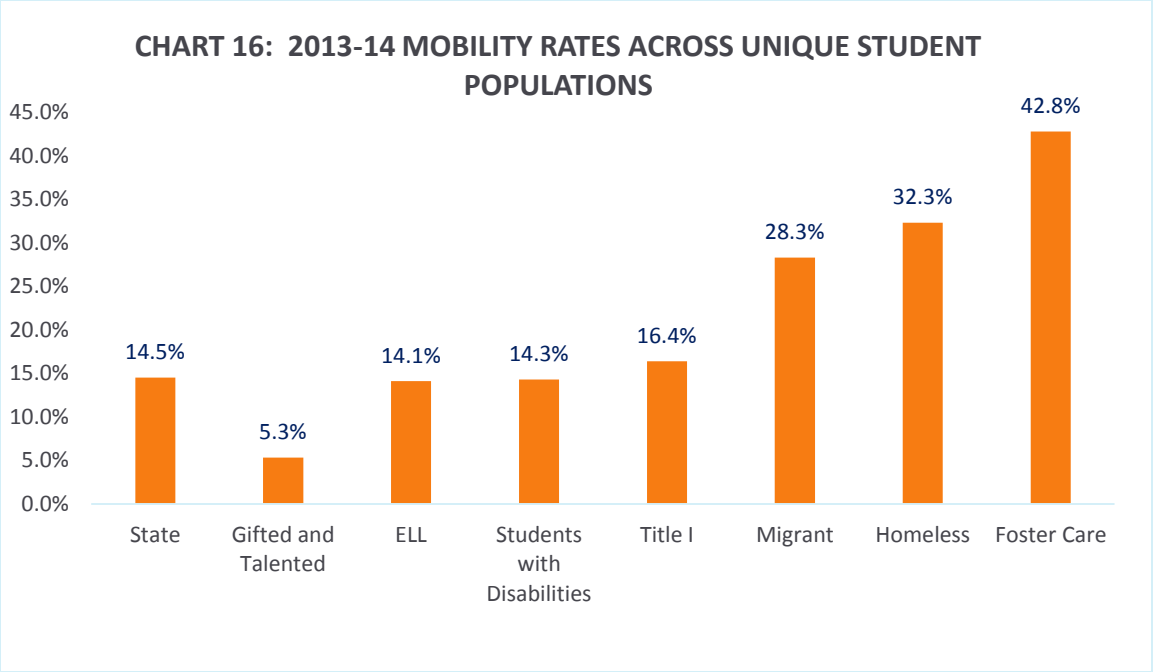
Source: Colorado Department of Education Data Services. *Dropping out and into sight: Graduation and dropout rates for Colorado students in foster care: 5-year trend analysis (2007-08 to 2011-12)

Student Mobility: A factor that is linked to school failure and dropout is student mobility.[7] 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. The mobility rate for students in foster care has remained consistent at 42.8 percent, which is significantly higher than the state rate of 14.5 percent. See Table 9.

TABLE 9: Mobility and Stability Rates for Unique Student Populations in 2013-14

Student Population	Total Number of Students	Stable Student Count	Stability Rate	Total Mobile Student Count	Mobility Rate
Gifted and Talented	76,973	72,927	94.7%	4,046	5.3%
ELL	143,717	123,455	85.9%	20,262	14.1%
Students with Disabilities	102,723	87,984	85.7%	14,739	14.3%
Title I	237,981	198,956	83.6%	39,025	16.4%
Migrant	3,055	2,191	71.7%	864	28.3%
Homeless	24,017	16,250	67.7%	7,767	32.3%
Foster Care	6,450	3,688	57.2%	2,762	42.8%
State	963,469	824,244	85.5%	139,225	14.5%

Source: Colorado Department of Education, Data Services



Student Engagement

Defining 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 important indicators, local education agencies annually submit data on attendance, truancy and disciplinary actions to CDE.

Non-Cognitive Factors

In 2014, the Colorado Department of Education commissioned a literature review of best practices for dropout prevention.[8] The following is an excerpt from that literature review that demonstrates the need for schools to focus on the non-cognitive factors that influence student engagement in the learning environment to prevent students from dropping out. For the complete review, please visit the CDE website: http://www.cde.state.co.us/dropoutprevention.

Within the realm of education and counseling research, "social norms" are defined as the *culture* of the school, whereas the school climate is defined as the *shared perceptions* of the students within a school environment.[9] School climate has been determined by some as the primary influence on students' involvement in negative behaviors, such as bullying, relational aggression, cheating, and school failure.[10]

Students' perceptions of their "school climate" are positively correlated to their academic achievement, issues of adjustment, and social and personal attitudes toward others.[11] Social relationships play an encompassing role in the lives of high school students, especially those between students and teachers, students and their peers, in addition to their overall feelings about their school's social environment.[12] Moreover, students tend to have better grades and have fewer social problems if they feel there is a caring adult who supports them at school.[13] Educational attainment may be influenced by the school

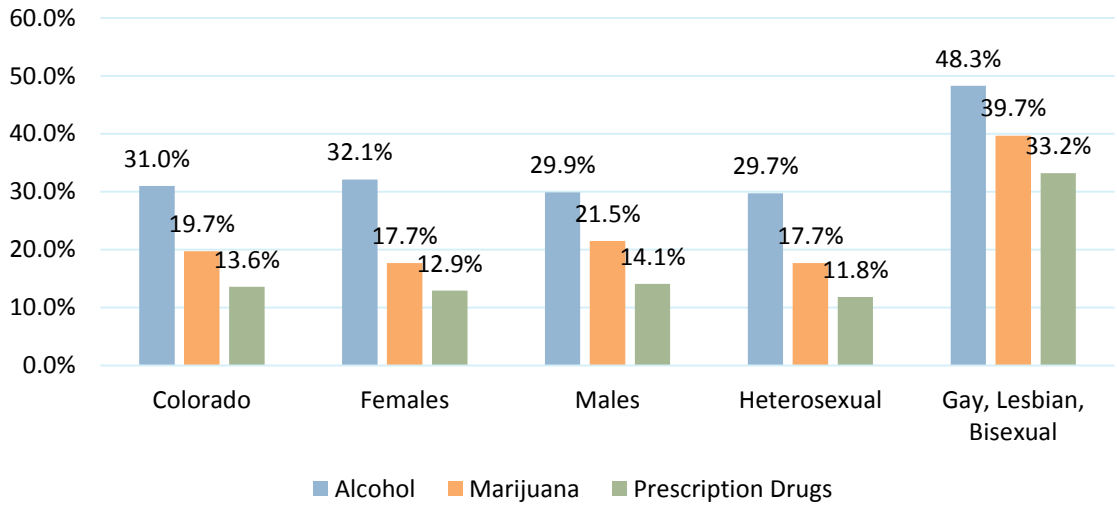
climate as well as the cultural or social norms of the student groups within the school.[14] By identifying climate and culture norms as a part of the system, educators will be better able to meet students where they are, instead of vice versa.

Students who have a negative perception of school, due to the high transient rate of fellow students, or high turnover of teachers, will most likely have a poor perception of the school's climate.[15] The climate of a school can influence the academic achievement of students, and thus impact students' perceptions of graduation.[16] Students that perceive the school to be in a constant state of disruption, often report not feeling very valued, respected, or safe and experience difficulties in academic and/or social development. In situations where students reported feeling valued they were less likely to engage in at-risk behaviors.[17] Social variables such as these are indicators that the school climate influences the behavior of students, either negatively or positively, depending on the students' collective perceptions.

Data related to non-cognitive factors impacting school engagement, such as drug use, exposure to bullying, feelings about school, and belief in teachers that care is available through the Colorado Healthy Kids Survey. In 2013, The Colorado Health department launched a comprehensive survey system to measure youth health behaviors in Colorado. The data is made available to support effective strategies to protect the health and promote academic achievement of Colorado youth. For more information from the Colorado Healthy Kids survey, please visit:
http://www.chd.dphe.state.co.us/topics.aspx?q=Adolescent_Health_Data

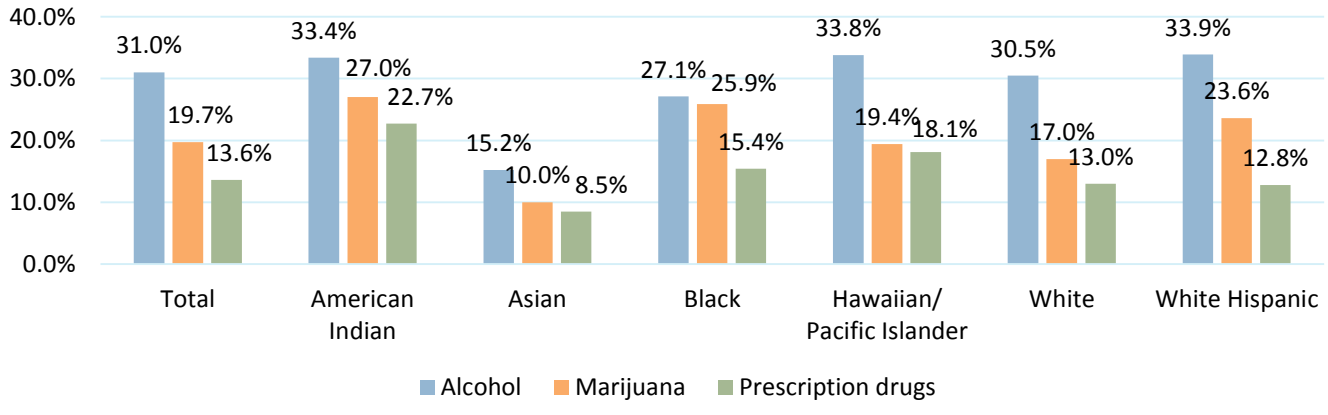
Researchers found that teen drug and alcohol use directly and indirectly predict high school dropout.[18] According to a survey completed by students prior to taking the GED, 2.2 percent indicated they dropped out of school due to alcohol problems, and 3.6 percent indicated they dropped out due to drug problems. In 2013, the Colorado state average for students who indicated they drank alcohol in the past 30 days was 31 percent, those who smoked marijuana is 19.7 percent, and those who used prescription drugs with a prescription is 13.6 percent. Those students who identify as Gay, Lesbian or Bisexual (GLB) had a significantly higher percentage of alcohol use (48.3 percent), marijuana use (39.7 percent) and prescription drug use without a prescription (33.2 percent). More female students indicated they drank alcohol (32.1 percent) than males (29.9 percent), and more male students indicated they smoked marijuana (21.5 percent), and used prescription drugs without a prescription (14.1 percent) than females (17.7 percent, 12.9 percent). See Chart 17.

CHART 17: PERCENT OF STUDENTS WHO DRANK ALCOHOL/ SMOKED MARIJUANA/ USED PERSCRIPTION DRUGS WITHOUT A PRESCRIPTION BY GENDER AND SEXUAL ORIENTATION



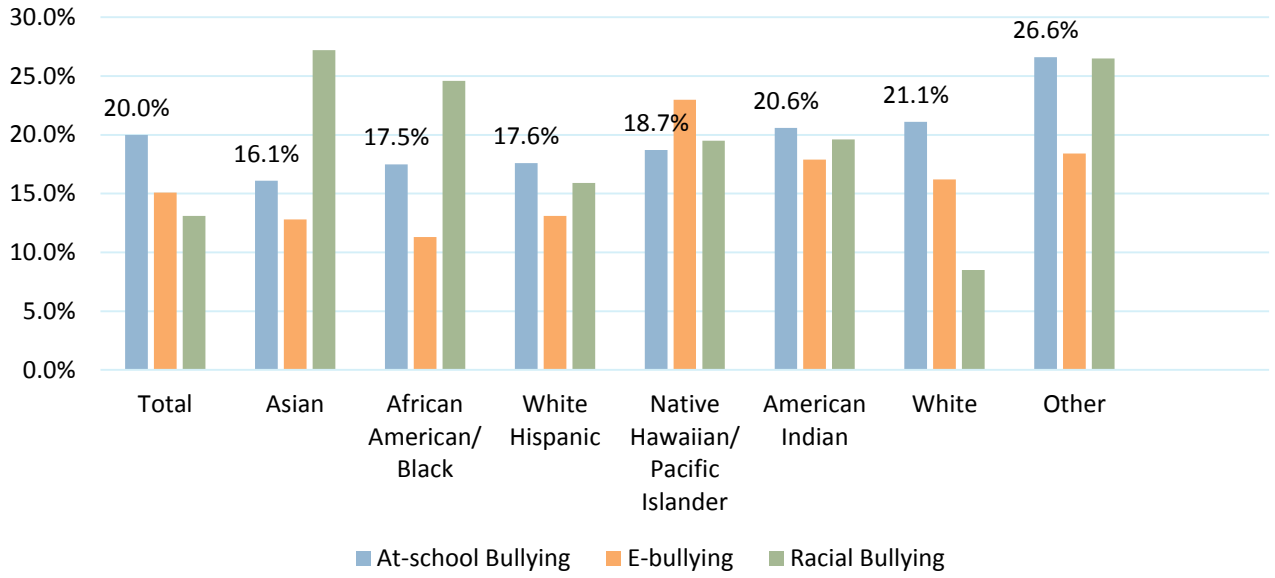
The averages for alcohol, marijuana, and prescription drug use were also compared across race and ethnicity. Among all students surveyed, they indicated using alcohol more often than marijuana or prescription drugs. Students who identified as White Hispanic indicated the most alcohol use (33.9 percent), followed closely by students who identified as Hawaiian/ other Pacific Islander (33.8 percent) and students who identified as American Indian (33.4 percent). Students who identified as American Indian were the highest to report using marijuana (27 percent), and the highest to report taking prescription drugs with a prescription (22.7 percent). Students who identified as Asian were the lowest for alcohol (15.2 percent), marijuana (10 percent) and non- prescribed prescription drug use (8.5 percent). See Chart 18.

CHART 18: PERCENT OF STUDENTS WHO DRANK ALCOHOL/ SMOKED MARIJUANA/ USED PERSCRIPTION DRUGS WITHOUT A PRESCRIPTION BY RACE/ETHNICITY



Another factor that is linked with dropout is student's negative perception of their school environment and their sense of belonging in the school community.[19] In the state of Colorado, 20 percent of students indicated they were bullied at school, 15.1 percent of students indicated they experienced bullying over the internet, and 13.1 percent of students indicated experiencing bullying due to their race. Among the highest to report bullying at school were those students who indicated "other" as to their racial identity (26.6 percent), these students were also among the highest to report bullying due to their race (26.5 percent). White students indicated the least amount of bullying due to race (8.5 percent), and 27.2 percent of Asian students reported bullying due to race. In Chart 19, comparisons in the experiences of bullying can be seen across race and ethnicity.

CHART 19: INCIDENTS OF BULLYING BY RACE/ETHNICITY AND BULLYING TYPE



MacNeil, Prater, and Busch (2009) found students with negative perceptions of school were more likely to drop out of school. Zaff and colleagues (2014) found unhealthy enviornments and the lack of connection to caring adults contributed to disruption in school enrollment. According to the Colorado Healthy Kids Survey:

- 60 percent of students believe their teachers care for them.
- 45.1 percent of students indicated what they are learning in school is important for life
- 32.6 percent of students indicated they hated school often or almost always
- 31.2 percent of students indicated their courses were interesting and stimulating
- 20.4 percent of students indicated getting in a fight on school property.

The perception data offered by the GED survey of test takers gives further insight as to why students leave high school without attaining a diploma. Their reasons are linked to a lack of connection to their school community and competing priorities at home and at work.

- 14.2 percent of students indicated they were not happy in school
- 11.3 percent of students indicated they needed money to help out at home

- 9.5 percent did not feel part of the school
- 7.8 percent indicated they were needed to care for family members
- 2.1 percent of students indicated they did not have enough money to go to school.

School Attendance

School attendance and chronic absenteeism is a predictor of school dropout.[20] Issues related to chronic absenteeism include lower academic performance, grade retention, and subsequent dropout.[21] In this section attendance rates, habitual truancy, and student perceptions on attendance will be reviewed.

The school attendance rates are determined by the "total student days attended" divided by the "total student days possible." The truancy rate is based on the "total student days unexcused" divided by the "total student days possible."
For a list of attendance and truancy rates by school, visit www.cde.state.co.us/cdereval/truancystatistics.

In 2013-14, the state median school attendance rate dropped to 93.6 percent, 1.4 percentage points lower than the 2012-13 school year. The truancy rate was 2.21 percent, significantly higher than the 0.72 percent from the year before. These 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. Habitual truancy data provides another look at public school attendance in Colorado.

Title 22
Article 14
Excerpt from C.R.S. 22-14-105.
Assessment of statewide student attendance data - report

...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.

See Appendix A for a complete copy of C.R.S.22-14-105.

Habitual Truants

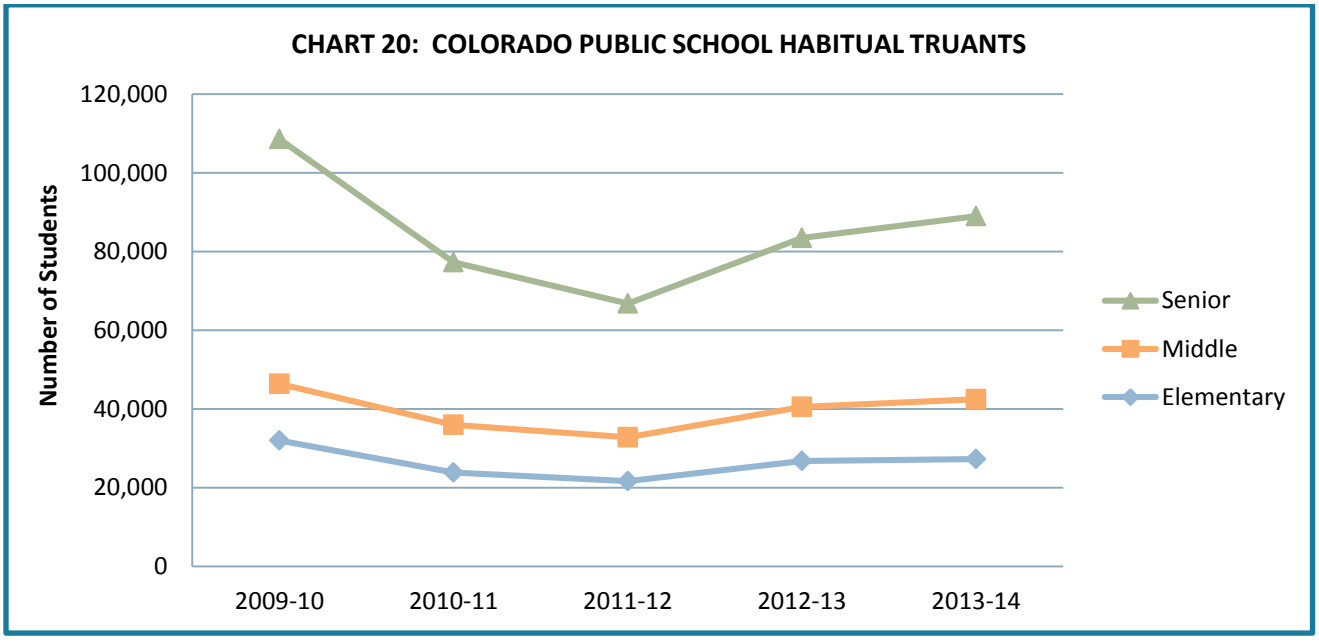
Truancy is a complicated issue. It is a symptom or outcome of various conditions and circumstances that eventually lead to a student not attending school. It is one of the earliest indicators of students needing help and if not addressed effectively, can result in a student eventually dropping out of school. Working with each truant student as soon as attendance issues become known is one of the earliest opportunities to identify and address a student's learning and social and emotional needs with the goal of the student becoming more engaged in the learning process and on a path toward academic success. - See more at: http://www.cde.state.co.us/cdereval/truancystatistics#sthash.QOP3VJIl.dpuf.

A habitual truant refers to 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 a month or ten unexcused absences from public school during any school year. Table 10 provides the number of truant students by school level, based on reporting by districts to CDE Data Services. The number of truants continued to increase for the 2013-14 school year (See Table 10). This increase is concerning as research has shown that when 10 percent of days are missed, a student has less chance for success in high school.[22] Chart 20 shows the trend of habitual students since 2009-10.

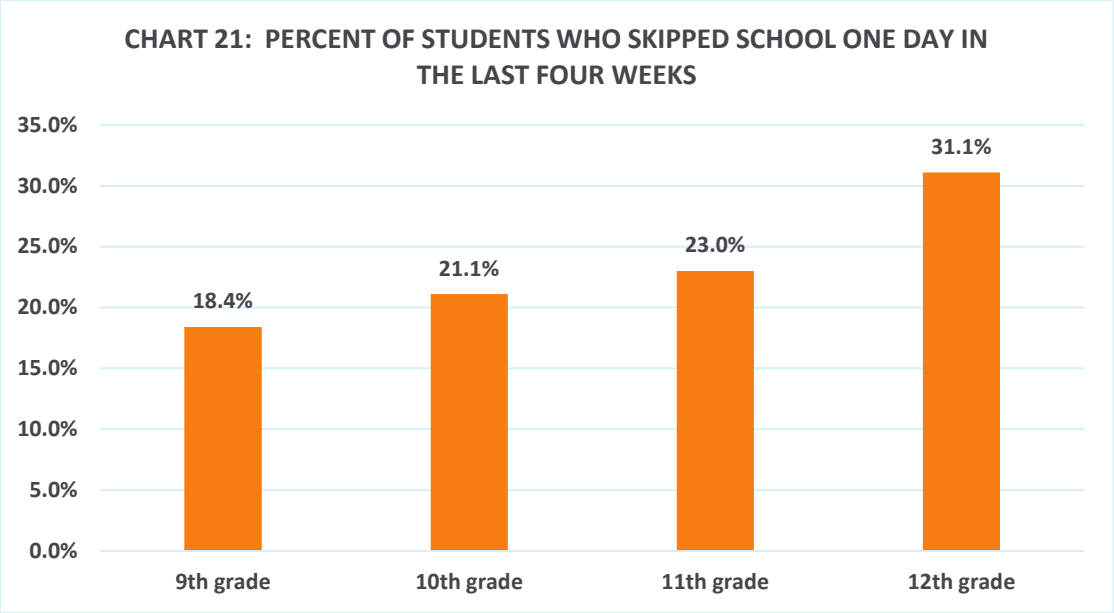
Table 10: Number of Habitually Truant Students in Colorado

School Level	School Year 2009-10	2010-11	2011-12	2012-13	2013-14	*Change from 11/12 to 12/13*	*Change from 12/13 to 13/14*
Elementary	31,994	23,808	21,670	26,805	27,251	*5,135*	446
Middle	14,370	12,114	11,118	13,743	15,189	*2,625*	1,446
Senior	62,274	41,381	33,984	42,915	46,551	*8,931*	3,636
Total	**108,638**	**77,303**	**66,772**	**83,463**	**88,991**	**16,691**	**5,528**

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



In order to get a closer look at the students choosing not to attend school, data from the Colorado Healthy Kids Survey is used. 23.3 percent of students indicated they skipped school in the last month. The percent of students skipping school increases from grade to grade. 18.4 percent of 9th graders indicated skipping school in the last four weeks. The percent of student in their final year of high school that indicated skipping school in the last month is 12.7 percentage points higher than 9th graders (31.1 percent). The comparison across the grades can be seen in Chart 21.



Safety and Discipline

Behavior issues that lead to discipline actions and/or course failure are one of the strongest predictors of dropping out. School districts are required by Colorado Revised Statute 22-32-109 (2)(b) to annually report to CDE, on a school-by-school basis, the number of conduct and discipline code violations for a variety of behaviors. The disciplinary actions taken as a consequence to discipline code violations include: classroom suspension, in-school suspension, out-of-school suspension, expulsion, referral to law enforcement and other actions taken. There was a decline in the number of disciplinary actions taken in in 2013-14, with 13 percent reduction in the number of expulsions. Table 11 depicts scope of disciplinary action over a 5-year period.

The notable declines in most of the discipline categories coincide with the implementation of HB12-1345, which authorized the end of "zero tolerance" in Colorado. The act included elimination of mandatory expulsions for drugs, weapons, assaults, and robbery, plus grounds for suspension and expulsions changed from "shall" be grounds to "may" be grounds. For information on the legislation that ended zero-tolerance, visit
http://www.cde.state.co.us/DropoutPrevention/EARSS_PoliciesandStateStatutes.htm

TABLE 11: Colorado Disciplinary Actions Taken-5 year Trend

Disciplinary Actions	School Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
EXPULSIONS	2,163	1,975	2,010	1,473	1,276
SUSPENSIONS	96,073	93,556	89,307	80,318	73,632
REFERRED TO LAW ENFORCEMENT*	7,584	6,988	6,333	5,631	4,906
OTHER ACTION TAKEN	4,833	7,205	6,869	5,055	5,492

*Referred to Law Enforcement may or may not have been in addition to another reported action taken (suspension, expulsion, or other)

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

Disciplinary Actions by Race and Ethnicity

Chart 22 depicts the percent of the student population by race and ethnicity that are disciplined. Though most groups have experienced declines in percentage points disciplined, 13.9 percent of Black students, 9.4 percent of American Indian students and 8.1 percent of the Hispanic students were disciplined, as compared to 4.7 percent of White student population. Chart 22 depicts the percentage of all discipline incidents by action taken. Most students received out of school suspension (53 percent) and In-School suspension (31 percent). Only 2 percent of students being disciplined were expelled.

CHART 22: STUDENTS DISCIPLINED BY RACE/ETHNICITY TREND LINE

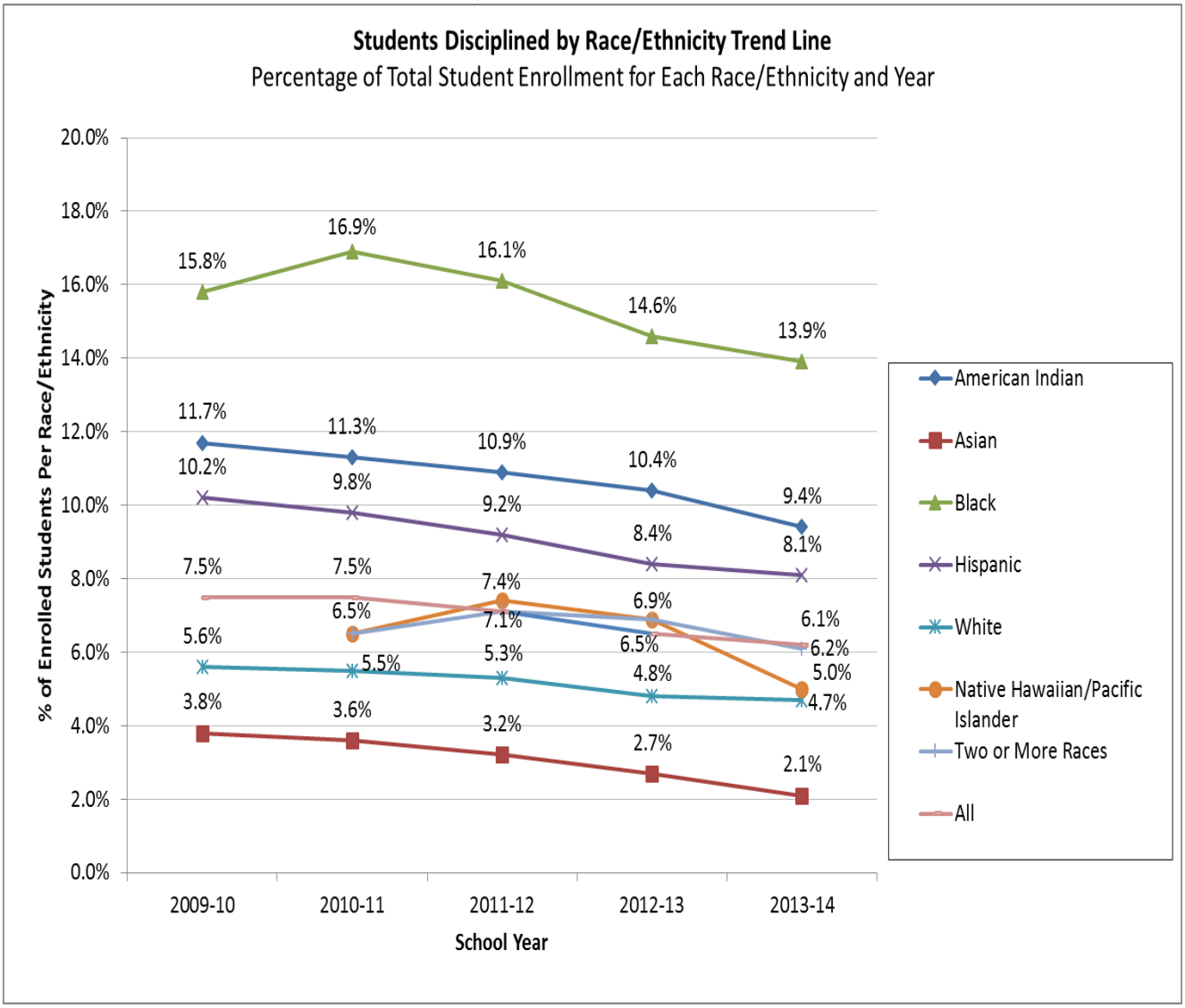
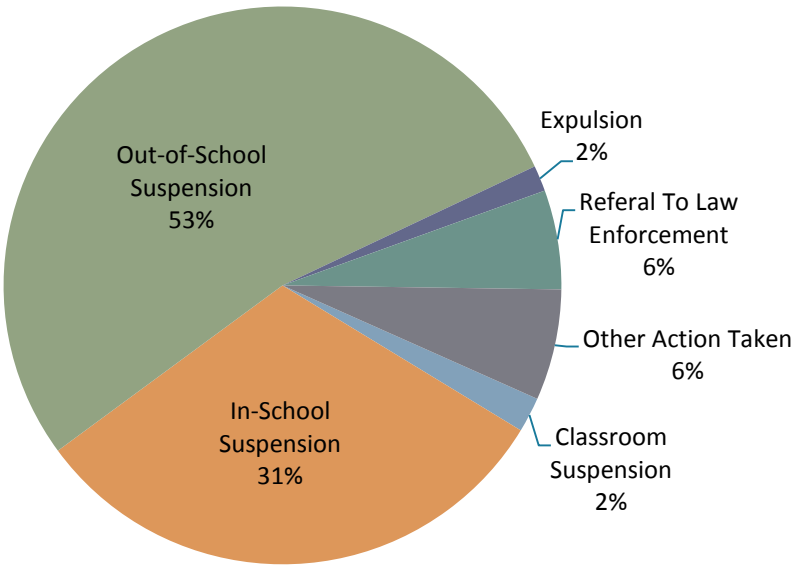


CHART 23: 2013-14 STATE TOTAL SCHOOL ACTION TAKEN: PERCENTAGE OF ALL DISCIPLINE INCIDENTS (85,306) BY ACTION TAKEN



Strategies, Practices and Programs

The review of the dropout, graduation and completion rates in the previous sections indicate that progress is being made, but more needs to be done. The rates show that unique populations are not making gains at the rate needed to meet expectations of 80 percent graduations and there are trends related to truancy that need to be reversed to ensure that students re-engage in their learning and not lose ground on their educational trajectory to postsecondary and workforce readiness. The gap linked to race and ethnicity is also improving, but there continues to be disconcerting trends in the rates of dropout and 4-year graduation rates. Discipline trends need to be more closely monitored to determine direct connections to the achievement gap.

The Office of Dropout Prevention and Student Re-engagement is dedicated to strengthening, coordinating and aligning resources to reduce the Colorado dropout rate and ensure graduation and school completion and will advance efforts across the state to support planning and implementation of effective practices at the local level. The office includes programs and initiatives and in 2014-15 represents over $28.8 million in funding to support communities, local education agencies, and schools. See more at: http://www.cde.state.co.us/dropoutprevention#sthash.gFps034c.dpuf

The Colorado Department of Education has set clear expectations to support students through every step of their schooling. The state has set a performance goal to increase high school graduation rates to 90% by 2018. This will be achieved in partnerships with Colorado students, teachers, parents, and community members.

Dropout Prevention

The dropout prevention activities build on the state's dropout prevention framework, which provides a guide to systemic-change to provide a blend of rigorous and relevant coursework guided by the state standards with learning supports that ensure that all students have educational opportunities and effective academic guidance to attain their educational goal. At the foundation of the strategies and practices is analyzing data on attendance, behavior and course completion and tracking trends on dropout, graduation and completion. For more information on the dropout prevention framework, visit www.cde.state.co.us/dropoutprevention/cgp_framework.

Interventions

Statewide efforts are underway to promote, intervene, and address educational barriers. Examples include:

- Technical assistance to support implementation of effective credit recovery systems and programs.
- District to district transition planning that ensures that when students transfer from one district to another, they have what they need to be appropriately placed in the right course and receive credit for work they completed along the way.
- Early warning systems assessment to determine how best to support school and districts in early identification of students who are off track with their progression through the K-12 systems.

Legislative Review

There are 38 statutes that pertain to dropout prevention, student engagement and school completion. In FY 2013-14, $21,859,892 in state funds was allocated to state agencies for eight of these statutes. The remaining are unfunded, are awaiting appropriation 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 38 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 and regulations.

2014 Legislative Session

There were three bills pertaining to dropout prevention, student engagement and school completion that were passed during the 2014 legislative session. They are outlined in Table 12.

TABLE 12: Summary of Bills

Category	Bill/Title
Grant Programs	**S.B. 14-150 School counselors - grant program - appropriation.** The act makes several changes to the existing school counselor corps grant program and increases the appropriation.
Grant Program and Postsecondary and workforce readiness	**H.B. 14-1085 Adult education and literacy grant program - appropriation.** The act creates the "Adult Education and Literacy Act of 2014." Under this new act, the office within the department of education (department) that is responsible for adult education (office) will administer the adult education and literacy 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.
Requirements and regulations	**S.B. 14-58 High school equivalency examinations.** The act changes the term "general equivalency diploma" or "GED" to "high school equivalency examination" throughout statute.

Source: Colorado Office of Legislative Legal Services

APPENDICES

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

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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

(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 GED or registers in a program leading to a GED, 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:

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

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 GED (General Educational Development) 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:

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

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 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, GED completers and students receiving other completion certificates

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:

$$\frac{\textbf{Unduplicated} \text{ count of grade K-12 students who moved into or out of the school or district in Year X}}{\text{Total number of students that were part of the same membership base at any time during Year X}}$$

The Student Stability Rate Calculation:

$$\frac{\textbf{Unduplicated} \text{ count of grade K-12 students who remained in the school or district in Year X}}{\text{Total number of students that were part of the same membership base at any time during Year X}}$$

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: Districts with Dropout Rates Below 5 Percent

Organization Name	2011-12			2012-13			2013-14			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	
Remote										
AGUILAR REORGANIZED	57	6	10.5	44	3	6.8	48	0	0	-10.5
BRANSON REORGANIZED	372	31	8.3	338	8	2.4	323	4	1.2	-7.1
CENTENNIAL R-1	124	5	4	109	2	1.8	99	1	1.0	-3.0
CUSTER COUNTY SCHOOL DISTRICT C-1	264	5	1.9	257	3	1.2	245	1	0.4	-1.5
GENOA-HUGO C113	81	6	7.4	79	1	1.3	72	1	1.4	-6.0
GILPIN COUNTY RE-1	152	3	2	165	3	1.8	168	1	0.6	-1.4
MIAMI/YODER 60 JT	181	7	3.9	171	0	0.0	166	4	2.4	-1.5
MOUNTAIN VALLEY RE-1	52	1	1.9	52	0	0.0	66	0	0.0	-1.9
MOFFAT 2	123	3	2.4	119	4	3.4	110	0	0.0	-2.4
OURAY R-1	110	3	2.7	102	0	0.0	111	0	0.0	-2.7
PARK COUNTY RE-2	230	6	2.6	239	4	1.7	240	1	0.4	-2.2
SOUTH CONEJOS RE-10	131	5	3.8	127	0	0	128	0	0.0	-3.8
Outlying City/ Town										
ALAMOSA RE-11J	1049	45	4.3	1,022	33	3.2	1,024	23	2.2	-2.1
EAST GRAND 2	613	14	2.3	600	14	2.3	603	4	0.7	-1.6
GARFIELD RE-2	2,334	82	3.5	2,246	25	1.1	2,280	30	1.3	-2.2
HOLYOKE RE-1J	279	8	2.9	278	1	0.4	285	1	0.4	-2.5
IDALIA RJ-3	53	1	1.9	57	0	0.0	61	0	0.0	-1.9
KEENESBURG RE-3(J)	1111	21	1.9	1,107	13	1.2	1,079	7	0.6	-1.3
SUMMIT RE-1	1361	34	2.5	1,340	16	1.2	1,404	16	1.1	-1.4

TRINIDAD 1	667	11	1.6	630	6	1.0	530	2	0.4	-1.2
WELD COUNTY S/D RE-8	1090	36	3.3	1,069	30	2.8	1,073	22	2.1	-1.2
Denver Metro										
Mapleton 1	4,351	338	7.8	4,834	375	7.8	5,245	235	4.5	-3.3
ADAMS 12 FIVE STAR SCHOOLS	22,299	941	4.2	22,151	755	3.4	21,297	539	2.5	-1.7
SCHOOL DISTRICT 27J	6,781	180	2.7	7,212	131	1.8	7,479	118	1.6	-1.1
Urban/ Suburban										
HARRISON 2	4,943	152	3.1	5,015	66	1.3	5,270	87	1.7	-1.4
STATE TOTALS	420,677	12,256	2.9	425,226	10,664	2.5	432,983	10,546	2.4	-0.5

Note: Data for this table was found at http://www.cde.state.co.us/cdereval/dropoutcurrent , data from 2011-12, 2012-13 and 2013-14 were compared. Only those districts with a dropout rate below 5%, and showed a decrease over the past two years were included in this table.

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

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.

	1999-2000	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**
State Total	3.0%	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%**
Race and Ethnicity															
American Indian	5.2%	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%**
Asian	2.3%	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%**
Black	3.7%	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%**
Hispanic	5.5%	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%**
White	2.3%	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%**
Native Hawaiian / Pac. Islander	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	2.9%	3.8%	3.6%	**2.4%**
Two or More Races	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	1.7%	1.7%	2.0%	**1.8%**
Gender															
Male	3.3%	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%**
Female	2.7%	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%**
Instructional Program Service Type															
Students with Disabilities	n/r	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%**
Limited English Proficient	n/r	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%**
Economically Disadvantaged	n/r	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%**
Migrant	n/r	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%**
Title I	n/r	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%**
Homeless	n/r	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%**
Gifted & Talented	n/r	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%**
Students in Foster Care	(New Category add 2012-13)													4.5%	**5.4%**

APPENDIX E: Three Years of Improvement by District

County	Organization Name	2012 All Students Graduation Rate	2013 All Students Graduation Rate	2014 All Students Graduation Rate	% point increase from 2012 to 2013	% point increase from 2013 to 2014	All Students Final Grad Base 2014	All Students Graduates Total 2014
Adams	ADAMS COUNTY 14	63.40%	59.40%	65.90%	-4	6.5	504	332
Alamosa	SANGRE DE CRISTO RE-22J	87.50%	95.20%	100.00%	7.7	4.8	19	19
Arapahoe	DEER TRAIL 26J	90.50%	87.50%	100.00%	-3	12.5	Less than 15	Less than 15
Archuleta	ARCHULETA COUNTY 50 JT	78.30%	83.30%	86.30%	5	3	95	82
Bent	MC CLAVE RE-2	87.00%	87.50%	100.00%	0.5	12.5	23	23
Conejos	SOUTH CONEJOS RE-10	81.80%	92.30%	100.00%	10.5	7.7	Less than 15	Less than 15
Conejos	SANFORD 6J	86.40%	86.70%	94.70%	0.3	8	19	18
Costilla	CENTENNIAL R-1	88.20%	86.40%	100.00%	-1.8	13.6	Less than 15	Less than 15
Eagle	EAGLE COUNTY RE-50	75.30%	72.00%	81.60%	-3.3	9.6	435	355
El Paso	LEWIS-PALMER 38	91.90%	91.70%	96.00%	-0.2	4.3	522	501
El Paso	COLORADO SPRINGS 11	67.00%	66.00%	68.20%	-1	2.2	2,201	1,500
Elbert	ELIZABETH C-1	87.10%	86.50%	91.80%	-0.6	5.3	220	202
Elbert	ELBERT 200	84.60%	94.40%	100.00%	9.8	5.6	Less than 15	Less than 15
Fremont	CANON CITY RE-1	67.50%	71.20%	77.60%	3.7	6.4	281	218
Garfield	GARFIELD 16	72.50%	73.00%	75.00%	0.5	2	84	63
Garfield	GARFIELD RE-2	64.40%	79.30%	80.50%	14.9	1.2	297	239
Gilpin	GILPIN COUNTY RE-1	68.20%	88.20%	94.70%	20	6.5	19	18
Grand	EAST GRAND 2	77.10%	82.50%	85.50%	5.4	3	76	65

County	Organization Name	2012 All Students Graduation Rate	2013 All Students Graduation Rate	2014 All Students Graduation Rate	% point increase from 2012 to 2013	% point increase from 2013 to 2014	All Students Final Grad Base 2014	All Students Graduates Total 2014
Kiowa	EADS RE-1	93.30%	90.00%	100.00%	-3.3	10	Less than 15	Less than 15
Kit Carson	STRATTON R-4	92.90%	85.70%	100.00%	-7.2	14.3	Less than 15	Less than 15
La Plata	DURANGO 9-R	76.60%	71.80%	81.80%	-4.8	10	302	247
La Plata	IGNACIO 11 JT	70.30%	62.70%	80.00%	-7.6	17.3	50	40
Las Animas	PRIMERO REORGANIZED 2	85.70%	88.90%	92.30%	3.2	3.4	Less than 15	Less than 15
Las Animas	LAS ANIMAS RE-1	77.10%	85.70%	87.50%	8.6	1.8	24	21
Logan	VALLEY RE-1	76.30%	77.80%	83.30%	1.5	5.5	150	125
Morgan	WIGGINS RE-50(J)	79.10%	88.50%	97.10%	9.4	8.6	35	34
Morgan	BRUSH RE-2(J)	77.70%	84.00%	85.00%	6.3	1	107	91
Otero	MANZANOLA 3J	92.30%	75.00%	94.40%	-17.3	19.4	18	17
Otero	OURAY R-1	84.00%	70.00%	93.80%	-14	23.8	16	15
Park	PARK (ESTES PARK) R-3	85.60%	79.30%	88.60%	-6.3	9.3	105	93
Park	PLATTE CANYON 1	76.20%	75.00%	86.30%	-1.2	11.3	73	63
Pitkin	ASPEN 1	95.30%	96.70%	99.30%	1.4	2.6	148	147
Pueblo	PUEBLO COUNTY 70	82.30%	82.80%	83.30%	0.5	0.5	647	539
Pueblo	PUEBLO CITY 60	64.20%	70.10%	71.90%	5.9	1.8	1,145	823
Rio Grande	MONTE VISTA C-8	66.70%	66.00%	76.20%	-0.7	10.2	105	80
Rio Grande	SARGENT RE-33J	92.60%	95.70%	100.00%	3.1	4.3	21	21
Routt	STEAMBOAT SPRINGS RE-2	86.10%	87.30%	91.10%	1.2	3.8	179	163

County	Organization Name	2012 All Students Graduation Rate	2013 All Students Graduation Rate	2014 All Students Graduation Rate	% point increase from 2012 to 2013	% point increase from 2013 to 2014	All Students Final Grad Base 2014	All Students Graduates Total 2014
Saguache	MOFFAT 2	89.50%	68.40%	90.90%	-21.1	22.5	Less than 15	Less than 15
San Miguel	TELLURIDE R-1	86.00%	92.30%	93.80%	6.3	1.5	64	60
Summit	SUMMIT RE-1	83.40%	87.60%	89.60%	4.2	2	193	173
Weld	WELD COUNTY S/D RE-8	75.20%	74.50%	79.30%	-0.7	4.8	140	111
Weld	EATON RE-2	89.20%	89.10%	90.60%	-0.1	1.5	106	96
Weld	WELD COUNTY RE-1	79.30%	83.00%	88.00%	3.7	5	100	88
Yuma	YUMA 1	85.50%	88.30%	91.00%	2.8	2.7	46	41

Note: Data for this table was found at http://www.cde.state.co.us/cdereval/gradcurrent , data from 2011-12, 2012-13 and 2013-14 were compared. Only those districts with a Graduation Rate of 65% or higher in 2014 was included in this table

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

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Percentage Point Change 2010 to 2014
State Total (all students)	80.5	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	4.9
American Indian	55.3	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	10.6
Asian	82.7	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	2.3
Black	69.2	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	5.3
Hispanic	64.3	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	11.2
White	85.3	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	3
Hawaiian / Pac. Islander											74.8	70.1	75.5	73.4	
Two or More Races											82.8	80.4	79.0	79.7	
Male	77.4	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	5
Female	83.6	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	4.7
Students with Disabilities	n/r	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	2.6
Limited English Proficient	n/r	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	9.5
Economically Disadvantaged	n/r	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	5.3
Migrant	n/r	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	9.2
Title I	n/r	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	4.6
Homeless	n/r	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	4.6
Gifted & Talented	n/r	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	-0.7
Students in Foster Care													27.5	30	

NOTE: The graduation rate is a cumulative or longitudinal rate which calculates the number of students who actually graduate as a percent of those who were in membership over a four year period (i.e., from Grades 9-12) and could have graduated with the current graduating class. 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 G: Dropout, Graduation, and Completion Rates of Unique Populations: Migrant, Title I, and Gifted and Talented

Table A lists the state dropout rates from 2010 to 2014. These results are provided as a source of comparison to the progress being made by unique student groups that are part of CDE's Instructional Program Service Type (IPST). Results for migrant, Title I and gifted and talented student groups are included below.

TABLE A: State Dropout Rates from 2010 to 2014

School Year	Total Students In 7th to 12th Grade	Number of Dropouts	Dropout Rate
2013-2014	**432,983**	**10,546**	**2.4**
2012-2013	425,226	10,664	2.5
2011-2012	420,677	12,256	2.9
2010-2011	421,490	12,744	3.0
2009-2010	419,680	13,147	3.1

Source: Colorado Department of Education, Data Services

The table below provides a snapshot of the state graduation rates from the past four years as a point of comparison to the rate of unique student groups included in the Instructional Program Service Types (IPST).

TABLE B: State Graduation and Completion Rates by Cohort from 2011 to 2014

Anticipated year of Graduation	Years in Cohort	Graduation Rate	Completion Rate
2014	4 year	77.3	79.5
2013	4-year	76.9	79.6
	5-year	81.2	84.6
2012	4-year	75.4	78.2
	5-year	80.1	84.2
	6- year	81.2	85.8
2011	4-year	73.9	84.2
	5-year	78.7	82.9
	6-year	80.1	84.2
	7-year	80.9	86.4

Source: Colorado Department of Education, Data Services

Migrant Student Rates

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.

In 2013-14, the dropout rate of migrant students was 1.8 percentage points above the state rate of 2.4 percent. See Table C for dropout rates of migrant students.

TABLE C: Dropout Rates of Migrant Students from 2010 to 2014

School Year	Total Students In 7th to 12th Grade	Number of Dropouts	Dropout Rate	Comparison to State Rate – Percentage Point Difference
2013-2014	**1,343**	**90**	**4.2**	**1.8 higher**
2012-2013	1,084	39	3.6	1.1 higher
2011-2012	1,114	39	3.5	1.3 higher
2010-2011	1,394	58	4.2	0.6 higher
2009-2010	1,552	6	4.1	1.0 higher

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

The 4-year graduation rate for migrant students anticipated to graduate with the Class of 2014 was 63.0 percent. This rate reflects a 2.2 percentage point increase compared to the 4-year rate for the Class of 2011. Overall, these data show that migrant students' graduation rates are improving but continue to be lower than state expectations of 80 percent.

TABLE D: Graduation and Completion Rates of Migrant Students by Cohort from 2011 to 2014

Anticipated year of Graduation	Years in Cohort	Graduation Rate	Completion Rate
2014	4-year	**63.0**	**64.9**
2013	4-year	62.6	65.8
	5-year	66.6	69.9
2012	4-year	55.7	58.1
	5-year	63.4	67.0
	6-year	65.9	70.5
2011	4-year	60.8	61.8
	5-year	63.6	66.9
	6-year	66.2	70.1
	7-year	67.4	71.2

Source: Colorado Department of Education, Data Services

Title I Student Rates

The Title I designation refers to students who are identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school.

In 2013-14, the dropout rate of Title I students was 4.2, which is an all-time low since rates have been calculated by Instruction Program Service type. The 2013-14 rate is 1.8 percentage points below the state rate of 2.4 percent. See Table E for dropout rates of Title I Students.

TABLE E: Dropout Rates of Title I Students from 2010 to 2014

School Year	Total Students In 7th to 12th Grade	Number of Dropouts	Dropout Rate	Comparison to State Rate – Percentage Point Difference
2013-2014	**50,874**	**2,124**	**4.2**	**1.8 higher**
2012-2013	48,172	2,134	4.4	1.9 higher
2011-2012	44,164	2,497	5.7	2.8 higher

2010-2011	44,159	2,299	5.2	2.2 higher
2009-2010	41,980	2,057	4.9	1.8 higher

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

The 4-year graduation rate for Title I students anticipated to graduate with the Class of 2013 was 52.8 percent. This rate reflects a 5 percentage point increase compared to the 4-year rate for the Class of 2010. Overall, these data show that the graduation rates of Title I students are gradually improving, but continue to be lower than state expectations of 80 percent...

Compared to the graduation rate, the completion rate was 3.7 percent higher for the 4-year rate of 2013. See Table F for graduation and completion rates for Title I students. For a definition of the extended graduation and completion rates see Appendix B.

Table F: Graduation and Completion Rates of Title I Students by Cohort from 2011 to 2014

Anticipated year of Graduation	Years in Cohort	Graduation Rate	Completion Rate
2014	4-year	52.4	56.1
2013	4-year	52.8	56.5
	5-year	59.4	64.8
2012	4-year	52.1	55.8
	5-year	59.0	65.5
	6-year	60.8	68.1
2011	4-year	51.6	55.3
	5-year	55.8	62.1
	6-year	58.4	67.4
	7-year	59.7	69.2

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

Gifted and Talented Student Rates

Gifted and talented students are defined as students who have been formally identified, using district-wide procedures aligned with CDE guidelines, as being endowed with a high degree of exceptionality or potential in mental ability, academics, creativity, or talents (visual, performing, musical arts, or leadership).

The overall trend of dropouts in the reported gifted and talented student population slightly increased in 2013 after a two-year period of declines in 2010-11 and 2011-12. When comparing the dropout rate of gifted and talented student to the state average, it is much lower. The difference between the state rate and dropout rate narrowed by 1.9 percentage points in 2012-13. See Table G the dropout rates of gifted and talented students.

Table G: Dropout Rates of Gifted and Talented Students from 2010 to 2014

School Year	Total Students In 7th to 12th Grade	Number of Dropouts	Dropout Rate	Comparison to State Rate – Percentage Point Difference
2013-2014	**45,736**	**268**	**0.6**	1.8 lower
2012-2013	45,168	263	0.6	1.9 lower
2011-2012	43,412	224	0.5	2.4 lower

2010-2011	42,301	185	0.4	2.6 lower
2009-2010	40,240	283	0.7	2.4 lower

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

The 4-year graduation rate for gifted and talented students anticipated to graduate with the Class of 2014 was 92.2 percent. The graduation data show that gifted and talented students graduate at a rate that exceeds state expectations of a graduation rate of at least 80 percent. See Table H for graduation and completion rates of gifted and talented students. For a definition of the extended graduation and completion rates see Appendix B.

TABLE H: Graduation and Completion Rates of Gifted and Talented Students by Cohort from 2010 to 2014

Anticipated year of Graduation	Years in Cohort	Graduation Rate	Completion Rate
2014	4-year	92.2	93.8
2013	4-year	91.7	93.2
	5-year	94.4	96.4
2012	4-year	91.7	93.2
	5-year	93.8	96.0
	6-year	94.1	96.5
2011	4-year	93.7	94.8
	5-year	94.1	96.4
	6-yea	94.3	97.0
	7-year	94.5	97.2

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

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

Dropout Rate for Students in Foster Care by County (the following counties did not have any students in foster care, and are not included in the table below: Baca, Cheyenne, Dolores, Hinsdale, Jackson, Mineral, San Juan)

County Name	Total number of students	Number of dropouts	Dropout rate
ADAMS	264	16	6.1%
ALAMOSA	Less than 15	0	0.0%
ARAPAHOE	420	23	5.5%
ARCHULETA	Less than 15	0	0.0%
BENT	Less than 15	0	0.0%
BOULDER	148	Less Than 15	
CHAFFEE	Less than 15	Less Than 15	
CLEAR CREEK	Less than 15	0	0.0%
CONEJOS	Less than 15	0	0.0%
COSTILLA	Less than 15	0	0.0%
CROWLEY	Less Than 15	0	0.0%
CUSTER	Less Than 15	0	0.0%
DELTA	24	0	0.0%
DENVER	551	49	8.9%
DOUGLAS	103	Less Than 15	
EAGLE	Less than 15	Less Than 15	
ELBERT	Less than 15	0	0.0%
EL PASO	644	32	5.0%
FREMONT	41	Less Than 15	
GARFIELD	17	0	0.0%
GILPIN	Less than 15	0	0.0%
GRAND	Less than 15	0	0.0%
GUNNISON	Less than 15	Less Than 15	
HUERFANO	Less than 15	0	0.0%
JEFFERSON	247	Less than 15	
KIOWA	Less than 15	0	0.0%
KIT CARSON	Less than 15	0	0.0%
LAKE	Less than 15	0	0.0%
LA PLATA	16	0	0.0%
LARIMER	102	Less than 15	
LAS ANIMAS	Less than 15	0	0.0%
LINCOLN	Less than 15	0	0.0%
LOGAN	Less than 15	0	0.0%
MESA	149	Less than 15	
MOFFAT	Less than 15	0	0.0%

County Name	Total number of students	Number of dropouts	Dropout rate
MONTEZUMA	Less than 15	Less Than 15	
MONTROSE	33	0	0.0%
MORGAN	31	0	0.0%
OTERO	23	0	0.0%
OURAY	Less than 15	0	0.0%
PARK	23	0	0.0%
PHILLIPS	Less than 15	0	0.0%
PITKIN	Less than 15	0	0.0%
PROWERS	Less than 15	Less Than 15	
PUEBLO	210	Less than 15	
RIO BLANCO	Less than 15	0	0.0%
RIO GRANDE	Less than 15	Less Than 15	
ROUTT	Less than 15	0	0.0%
SAGUACHE	Less than 15	Less Than 15	
SAN MIGUEL	Less than 15	0	0.0%
SEDGWICK	Less than 15	Less Than 15	
SUMMIT	Less than 15	0	0.0%
TELLER	Less than 15	0	0.0%
WASHINGTON	Less than 15	0	0.0%
WELD	169	Less than 15	
YUMA	Less than 15	0	0.0%
COLORADO BOCES	Less than 15	0	0.0%
NONE*	32	Less than 15	

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

Graduation and Completion Rates for Students in Foster Care by County

(The following counties did not have any students in foster care graduate or complete in 2014 and are not included in the table below: Archuleta, Bent, Cheyenne, Clear Creek, Crowley, Hinsdale, Jackson, Mineral, Ouray, Pitkin, San Juan, San Miguel, and Washington)

County Name	Total number of students in cohort base	Number of graduates	Graduation rate	Number of completers	Completer rate
ADAMS	69	23	33.3%	28	40.6%
ALAMOSA	Less Than 15	0	0.0%	Less than 15	
ARAPAHOE	118	35	29.7%	49	41.5%
BACA	Less Than 15	0	0.0%	0	0.0%
BOULDER	52	21	40.4%	26	50.0%
CHAFFEE	Less Than 15	0	0.0%	0	0.0%
CONEJOS	Less Than 15	Less Than 15		Less Than 15	
COSTILLA	Less Than 15	Less Than 15	100.0%	Less Than 15	100.0%
CUSTER	Less Than 15	Less Than 15		Less Than 15	
DELTA	Less Than 15	Less Than 15		Less Than 15	
DENVER	256	43	16.8%	95	37.1%
DOLORES	Less Than 15	0	0.0%	0	0.0%
DOUGLAS	28	Less Than 15		15	53.6%
EAGLE	Less Than 15	0	0.0%	0	0.0%
ELBERT	Less Than 15	Less Than 15		Less Than 15	
EL PASO	207	65	31.4%	79	38.2%
FREMONT	16	Less Than 15		Less Than 15	
GARFIELD	Less Than 15	Less Than 15		Less Than 15	
GILPIN	Less Than 15	0	0.0%	0	0.0%
GRAND	Less Than 15	0	0.0%	0	0.0%
GUNNISON	Less Than 15	Less Than 15		Less Than 15	
HUERFANO	Less Than 15	Less Than 15		Less Than 15	
JEFFERSON	94	39	41.5%	54	57.4%
KIOWA	Less Than 15	Less Than 15	100.0%	Less Than 15	100.0%
KIT CARSON	Less Than 15	Less Than 15		Less Than 15	
LAKE	Less Than 15	Less Than 15	100.0%	Less Than 15	100.0%
LA PLATA	Less Than 15	Less Than 15		Less Than 15	
LARIMER	50	20	40.0%	28	56.0%
LAS ANIMAS	Less Than 15	Less Than 15		Less Than 15	
LINCOLN	Less Than 15	Less Than 15	100.0%	Less Than 15	100.0%
LOGAN	Less Than 15	0	0.0%	Less Than 15	
MESA	51	21	41.2%	26	51.0%
MOFFAT	Less Than 15	Less Than 15		Less Than 15	
MONTEZUMA	Less Than 15	0	0.0%	Less Than 15	
MONTROSE	Less Than 15	Less Than 15		Less Than 15	
MORGAN	Less Than 15	Less Than 15		Less Than 15	
OTERO	Less Than 15	Less Than 15		Less Than 15	

PARK	Less Than 15	0	0.0%	0	0.0%
PHILLIPS	Less Than 15	Less Than 15		Less Than 15	
PROWERS	Less Than 15	Less Than 15		Less Than 15	
PUEBLO	72	16	22.2%	20	27.8%
RIO BLANCO	Less Than 15	0	0.0%	0	0.0%
RIO GRANDE	Less Than 15	0	0.0%	Less Than 15	
ROUTT	Less Than 15	Less Than 15		Less Than 15	
SAGUACHE	Less Than 15	Less Than 15		Less Than 15	
SEDGWICK	Less Than 15	0	0.0%	Less Than 15	20.0%
SUMMIT	Less Than 15	Less Than 15		Less Than 15	
TELLER	Less Than 15	Less Than 15	25.0%	Less Than 15	
WELD	51	18	35.3%	27	52.9%
YUMA	Less Than 15	Less Than 15	50.0%	Less Than 15	50.0%
COLORADO BOCES	Less Than 15	Less Than 15		Less Than 15	
NONE*	28	Less Than 15		Less Than 15	
STATE TOTALS	**1242**	**372**	**30.0%**	**519**	**41.8%**

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

2013-14 Foster Student Mobility Rates by County (The following counties did not have any students in foster care for the 2013-14 school year and were not included in the table below: Dolores, Hinsdale, Mineral, and San Juan).

County name	Total Number of Students	Total Stable Student Count	Stability Rate	Total Mobile Student Count	Mobility Rate
ADAMS	539	344	63.8%	195	36.2%
ALAMOSA	28	18	64.3%	Less than 15	
ARAPAHOE	710	391	55.1%	319	44.9%
ARCHULETA	Less than 15	Less than 15		Less than 15	
BACA	Less than 15	Less than 15		Less than 15	
BENT	Less than 15	Less than 15		Less than 15	
BOULDER	243	138	56.8%	105	43.2%
CHAFFEE	18	Less than 15		Less than 15	
CHEYENNE	Less than 15	Less than 15	100.0%	Less than 15	0.0%
CLEAR CREEK	Less than 15	Less than 15		Less than 15	
CONEJOS	Less than 15	Less than 15		Less than 15	
COSTILLA	Less than 15	Less than 15		Less than 15	
CROWLEY	15	Less than 15		Less than 15	
CUSTER	Less than 15	Less than 15		Less than 15	
DELTA	56	32	57.1%	24	42.9%
DENVER	890	459	51.6%	431	48.4%
DOUGLAS	163	97	59.5%	66	40.5%
EAGLE	Less than 15	Less than 15		Less than 15	
ELBERT	25	20	80.0%	Less than 15	
EL PASO	1195	690	57.7%	505	42.3%
FREMONT	114	72	63.2%	42	36.8%
GARFIELD	37	22	59.5%	Less than 15	
GILPIN	Less than 15	Less than 15		Less than 15	
GRAND	Less than 15	Less than 15		Less than 15	
GUNNISON	Less than 15	Less than 15		Less than 15	
HUERFANO	Less than 15	Less than 15		Less than 15	
JACKSON	Less than 15	Less than 15		Less than 15	
JEFFERSON	508	303		205	
KIOWA	Less than 15	Less than 15		Less than 15	
KIT CARSON	Less than 15	Less than 15		Less than 15	
LAKE	Less than 15	Less than 15		Less than 15	
LA PLATA	34	18	52.9%	Less than 15	
LARIMER	210	119	56.7%	91	43.3%
LAS ANIMAS	31	19	61.3%	Less than 15	38.7%
LINCOLN	17	Less than 15		Less than 15	
LOGAN	30	16	53.3%	Less than 15	
MESA	295	175	59.3%	120	40.7%

County name	Total Number of Students	Total Stable Student Count	Stability Rate	Total Mobile Student Count	Mobility Rate
MOFFAT	Less than 15	Less than 15	55.6%	Less than 15	44.4%
MONTEZUMA	19	Less than 15		Less than 15	
MONTROSE	73	33	45.2%	40	54.8%
MORGAN	64	28	43.8%	36	56.3%
OTERO	58	39	67.2%	19	32.8%
OURAY	Less than 15	Less than 15	100.0%	0	0.0%
PARK	39	25	64.1%	Less than 15	
PHILLIPS	Less than 15	Less than 15		Less than 15	
PITKIN	Less than 15	Less than 15	0.0%	Less than 15	100.0%
PROWERS	Less than 15	Less than 15		Less than 15	
PUEBLO	421	245	58.2%	176	41.8%
RIO BLANCO	Less than 15	Less than 15		Less than 15	
RIO GRANDE	Less than 15	Less than 15		Less than 15	
ROUTT	Less than 15	Less than 15		Less than 15	
SAGUACHE	Less than 15	Less than 15		Less than 15	
SAN MIGUEL	Less than 15	Less than 15		Less than 15	
SEDGWICK	Less than 15	Less than 15		Less than 15	
SUMMIT	Less than 15	Less than 15		Less than 15	
TELLER	30	16	53.3%	Less than 15	
WASHINGTON	Less than 15	Less than 15		Less than 15	
WELD	306	163	53.3%	143	
YUMA	Less than 15	Less than 15		Less than 15	
COLORADO BOCES	Less than 15	Less than 15		Less than 15	
NONE*	43	27	62.8%	16	37.2%
State Total	**6450**	**3688**	**57.2%**	**2762**	**42.8%**

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

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

There are 38 Colorado statutes that pertain to student dropout prevention and intervention. In FY 2013-14, $21,859,892 in state funds was allocated to state agencies in connection with eight of these statutes.

Category: Grants and Programs that Address Dropout Prevention and Student-Engagement			
Titles/Statutes	**Description (Purpose, Reporting and Outcomes)**	**State Agencies Responsible**	**State Funds Allocated 2012-2013**
1. Program for Teen Pregnancy and Dropout Prevention (§ 25.5-603, C.R.S., Effective May 1995) Repeal date: September 1, 2016	• 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
2. Expulsion Prevention Programs, Part 2 of the School Attendance Law – of 1963 (§22-33-201 to 205, C.R.S., Effective April 1996) (§22-54-105, C.R.S., Approved May 2009)	• Creates the Expelled and At-Risk Student Services (EARSS) grant program to assist in providing educational services to expelled students and at-risk of expulsion students. • Reports annually to the house and senate education committees. • In 2013-2014, funds were distributed to 45 grantees located in 22 counties. As a result 8,635 students and 6,099 parents/guardians of EARSS students received services. • For a copy of the 2013-14 evaluation report visit: http://www.cde.state.co.us/dropoutprevention/earss_evaluation	Colorado Department of Education	$ 7,493,560

3. Colorado Student Dropout Prevention and Intervention Program - Tony Grampsas Youth Service Program (Amended by SB 14-215. §26-6.8-101 through 106. Effective July 1, 2014)	• The Tony Grampsas youth services program transferred to the state department. All program grants in existence as of July 1, 2013, shall continue to be valid through June 30, 2014. • Established to provide state funding for the following purposes: (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	Colorado Department of Human Services	$5,060,499
4. School Counselor Corps Grant Program (§22-91-01, C.R.S., Effective May 2008) SB14-150 Amended Effective May 2014	• 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 appropriates an additional $3 million bringing the total program budget to $8 million. Amendments include: • Extending the eligibility to all middle and high schools. • 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.	Colorado Department of Education	$5,000,000
5. Dropout Prevention and Student Engagement (§22-14-101, C.R.S., Approved May 21, 2009)	• 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 gifts, grants and donations to fund activities and grant program.	Colorado Department of Education	$0 Grant Program Unfunded

	• Requires annual report of dropout prevention and student engagement to Colorado State Board of Education, Governor and the House and Senate Education Committees.		
6. Healthy Choices Dropout Prevention Pilot Program (§ 22-82.3-102, C.R.S., Approved May 21, 2009)	• 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.	Colorado Department of Education	$0 Unfunded
7. Adult Education and Literacy Grant Program (§22-10-101 through §22-10-107 Approved June 5, 2014)	• 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.	Colorado Department of Education	$0 Funding to begin 2014-15

Category: Family-School Partnering			
Titles/Statutes	**Description (Purpose, Reporting and Outcomes)**	**State Agencies Responsible**	**State Funds Allocated 2012-2013**
8. Parent involvement in education grant program (§ 22-7-305, C.R.S., Effective August 5, 2009)	• 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.	Colorado Department of Education	$0 Unfunded
9. Notice to parent of dropout status (§ 22-14-108, C.R.S., Approved May 21, 2009)	• Requires local education providers to adopt and implement policies and procedures to notify a student's parent if the student drops out of school, even if the student is not subject to the compulsory attendance requirement. • The intent is to convey the long-term ramifications of dropping out of school to encourage student re-engagement. • Repealed parental notice of dropout status (*§* 22-33-107.1, C.R.S.) which only required notification if the student was subject to the compulsory attendance requirement specified in § 22-33-104, C.R.S.	No specific oversight charged to Colorado Department of Education	$0
10. Parental Involvement in K-12 Education Act (§ 8-13.3-103, C.R.S., Approved June 1, 2009)	• 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: ○ An employee is entitled to take leave, not to exceed six hours in any one-month period and not to exceed 18 hours in any academic year, for the purpose of attending an academic activity for or with the employee's child. ○ In the alternative, an employer and employee may agree to an arrangement allowing the employee to take paid leave to attend an academic activity and to work the amount of hours of paid leave taken within the same work week.	No specific oversight charged	$0

11. Concerning Increasing Parent Engagement in Public Schools (§ 22-32-142), C.R.S., Approved May 28, 2013)	• 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.	Colorado Department of Education	$150,093
12. Colorado State Advisory Council for Parent Involvement in Education (§ 22-7-303, C.R.S., Effective August 5, 2009 Amended Effective May 24, 2012 Amended Effective May 28, 2013)	• 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 passed to amend 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.	Colorado Department of Education	$0
13. Concerning Intervention for Middle Grade Students	• 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	No specific oversight charged to Colorado	$0

(§ 22-32-118.5 and 22-30,5-523 C.R.S., Effective August 8, 2012	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	Department of Education	
Category: Postsecondary and Workforce Readiness			
Titles/Statutes	**Description (Purpose, Reporting and Outcomes)**	**State Agencies Responsible**	**State Funds Allocated 2012-2013**
14. Individual Career and Academic Plans (§22-32-109; §22-2-136(1); 22-30.5-525, C.RS. Effective May 2009. Amended by HB 12-1043, effective August 8, 2012 and HB 12-1345, effective)	• Ensures that each public school shall assist each student and his or her parent or guardian to develop and maintain the student's individual career and education plans (ICAP) no later than the beginning of 9th grade, but may assist prior to the 9th grade. • A plan shall be designed to assist a student in exploring the postsecondary career and educational opportunities available, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid, and ultimately entering the workforce. • HB 12-1043 - Under the act, each public school and Institute of charter school, in developing an individual career and academic plan for each student, will inform the student and the student's parent or legal guardian concerning concurrent enrollment and, at the student's or parent's or legal guardian's request, assist the student in course planning to enable him or her to concurrently enroll. • HB 12-1345 mandates that each public school, including each charter school, must assist each student and his or her parent in creating and maintaining an individual career and academic plan (ICAP) by ninth grade. The school will work with the student to use the ICAP to guide course selections and performance expectations with the goal of ensuring that the student demonstrates postsecondary and workforce readiness upon graduation at a level that enables the student to progress toward his or her postsecondary goals, as identified in the ICAP, without needing remedial educational services. • If the school district or charter school that the student attends chooses to administer the basic skills tests, each student's ICAP will include the student's scores on the basic skills tests and the student's intervention plan, if any.	Colorado Department of Education	$0
15. Accelerating Students through	• The accelerating students through concurrent enrollment (ASCENT) program permits eligible students to participate in a "fifth year" of high school while concurrently enrolled in	Colorado Department of Education	$2,371,425

Concurrent Enrollment (§22-35-101, C.R.S. et seq., Added 2009) Amended by HB-13-1219, effective	college. • Funded by per pupil revenue (2013-14 - $6,073 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.		
16. Community colleges – dropout recovery programs (§22-32-109.5, C.R.S. et seq., Effective May 17, 2012) Amended by SB-13-031, effective March 15, 2013	• HB 12-1146 authorizes a community college, including a junior district college, to agree with a local education provider to create a dropout recovery program through which a student who has dropped out of high school or who is at risk of dropping out of high school can concurrently enroll in the community college and the local education provider to complete his or her high school graduation requirements. The student attends classes exclusively at the community college, and all of the credits he or she earns count toward high school graduation. The dropout recovery program differs from the usual concurrent enrollment program with regard to the student's age and the number and type of course credits authorized. • The community college and the local education provider enter into an agreement that specifies many aspects of the dropout recovery program, including the tuition rate the local education provider will pay on the student's behalf, which rate cannot exceed the student's share of tuition at a community college. The local education provider will include the student in its pupil enrollment, and the community college, and the local education provider may include additional financial provisions in the agreement. • Local Education Providers (LEPs) that operate dropout recovery programs must pay the student share of the tuition for each postsecondary course in which a student enrolls while participating in the program, not just for those courses that the student completes.	No specific oversight charged to Colorado Department of Education	$0
17. Basic skills placement or assessment tests – intervention plans (§22-20.5-117 C.R.S. et seq., Effective May 17, 2012)	• 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	Colorado Department of Education	$320,917

	per student of all of the basic skills test units. If indicated by a student's scores, the school will create an intervention plan for the student to ensure that the student receives the classes and other educational services necessary for the student to demonstrate postsecondary and workforce readiness at graduation at a level that allows the student to advance toward his or her identified postsecondary goals without needing remedial educational services. The school, the student and the student's parent may agree to concurrently enroll the student in basic skills courses at an institution of higher education if the student is in twelfth grade. • When adopting the criteria for endorsed high school diplomas, the state board will establish the criteria for demonstrating postsecondary and workforce readiness at various levels that reflect the postsecondary education options available to students. The beginning date on which schools and school districts will be held accountable for the number of students who receive endorsed high school diplomas is changed because the criteria for issuing endorsed high school diplomas are not yet adopted. • Subject to available appropriations, the department will allocate moneys to school districts and charter schools to reimburse them for the costs of administering the basic skills tests.		
18. Accelerated certificates program - adult education - skills training (§23-60-901 and 23-60-902, C.R.S. Approved May 28, 2013)	• 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.		
19. Tuition classification of students who complete high school in Colorado (§23-7-110., Effective April 29,	• SB 13-033 – The act requires an institution of higher education (institution) in Colorado to classify a student as an in-state student for tuition purposes if the student: • Attends a public or private high school in Colorado for at least 3 years immediately preceding graduation or completion of a general equivalency diploma (GED) in Colorado; and • Is admitted to a Colorado institution or attends an institution under a reciprocity agreement within 12 months after graduating or obtaining the GED.	College Opportunity Fund	$1,395,000

2013	• In addition to the above requirements, a student who does not have lawful immigration status must submit an affidavit stating that the student has applied for lawful presence or will apply as soon as he or she is able to do so. These students are not counted as resident students for any purpose other than tuition classification, but are eligible for the college opportunity fund stipend pursuant to the provisions of that program, and may be eligible for institutional or other financial aid. • The act creates an exception to the requirement of admission to an institution within 12 months after graduating or completing a GED for certain students who either graduated or completed a GED prior to a certain date and who have been continuously present in Colorado for a specified period of time prior to enrolling in an institution. • The act exempts persons from the requirement to provide documentation to prove lawful presence in the United States before receiving educational services or benefits from institutions of higher education. • Fiscal Impact: General Fund appropriation to the College Opportunity Fund of $930,000 in FY 2013-14 and $1,395,000 in FY 2014-15.		
Category: Student Safety and Discipline			
Titles/Statutes	**Description (Purpose, Reporting and Outcomes)**	**State Agencies Responsible**	**State Funds Allocated 2012-2013**
20. Bullying Prevention and Education Grant Program (§22-93-102, C.R.S., Effective May 13, 2011)	• 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 (§ 22-93-103, C.R.S.) • The department shall submit annually to the state board of education and to the Education Committees of the Senate and House of Representatives, or any successor committees, a list of program statistics (the data being gathered from the reports grantee schools are required to submit to the department of education.) • Each grant recipient shall report to the department concerning the effectiveness of the programs that are funded by grants from the program. (§ 22-93-103, C.R.S.) • The state board shall promulgate rules for the administration of the program. (§ 22-93-104, C.R.S.) • 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 public and private sources to fund the program. (§ 22-93-105, C.R.S.)	Colorado Department of Education	$0 Unfunded

	• Requires district charter schools and institute charter schools to adopt and implement policies concerning bullying prevention and education. (§ 22-30.5-116, C.R.S.)		
21. Safe school plan – conduct and discipline code – safe school reporting requirements (§22-32-109.1, C.R.S., Approved May 19, 2012)	• 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.	No specific oversight charged to Colorado Department of Education	$0 Unfunded
22. School Resources Officer Training (§24-31-312, C.R.S., Approved May 19, 2012)	• 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
23. Reporting of criminal proceedings involving public school students (§20-1-113, C.R.S., Approved May 19, 2012)	• 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. The fee shall not exceed the direct and indirect costs incurred by the division in providing the information.	Division of Criminal Justice	$0 Unfunded
24. School Resources Officer Programs in Public Schools (§ 24-33.5-1801;	• 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	Colorado School Safety Resource Center	$68,398

24-33.5-1803; 24-33.5-1804, C.R.S. Approved May 23, 3013)	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 2013-14, this bill requires an appropriation of $68,398 and 1.0 FTE, to the Department of Public Safety, from the General Fund.		
Category: Truancy and School Attendance			
Titles/Statutes	**Description (Purpose, Reporting and Outcomes)**	**State Agencies Responsible**	**State Funds Allocated 2012-2013**
25. School Attendance Law of 1963 - Truancy Court (§19-1-104, C.R.S., Effective June 1, 2001)	• 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
26. Truancy Court Sanctions (§22-33-108(7)(a-b), C.R.S., Effective April 12, 2002) Amended May 28, 2013 (HB 13-1021)	• Not evaluated for effectiveness. • Allows the court to impose juvenile incarceration in a juvenile detention facility for violating a valid court order under the "School Attendance Law of 1963" pursuant to any rules promulgated by the Colorado Supreme Court. • If a student is habitually truant, a school district shall initiate court proceedings to enforce school attendance requirements but only if implementation of the student's plan to improve attendance is unsuccessful. • If a school district initiates court proceedings, it must submit evidence of the student's attendance record, whether the student was identified as chronically absent, the efforts made to improve the student's attendance, and the student's plan and efforts to enforce the plan. • If the court issues an order to compel attendance, the order must also require the parent and student to cooperate in implementing the plan. • If the student and his or her parents do not cooperate with the plan, the court may order an assessment for neglect. The law existing before passage of the act authorizes the court to sentence the student to detention if the student does not comply with the valid court order. The act limits the term of detention to no more than 5 days.	No specific oversight designated but monitored by Colorado Divisions of Juvenile Justice	$0 However, impacts annual court costs and expense of detention
27. Truancy Court	• Not evaluated for effectiveness. • Requires conforming changes to federal law.	No specific oversight	$0 However,

(§22-33-108(7)(a-b), C.R.S., Effective March 31, 2006)	• Removes the phrase "physically secure" from the definition of "temporary holding facility." • Defines "status offense" as it is defined in federal law. • Clarifies that juveniles held in adult facilities shall be segregated by sight and sound. • Creates a civil penalty for a jailer who violates the sight and sound provisions. • Prohibits a juvenile court from ordering a juvenile to enter an adult facility as a disposition for an offense or as a means of modifying the juvenile offender's behavior. • Prohibits a juvenile alleged to have committed a status offense or convicted of status offense from being held in a secure setting. • Requires a juvenile court to follow C.R.J.P. rule 3.8 in truancy cases. Rule 3.8. Status Offenders - Juveniles alleged to have committed offenses which would not be a crime if committed by an adult (i.e., status offenses), shall not be detained for more than 24 hours excluding non-judicial days unless there has been a detention hearing and judicial determination that there is probable cause to believe the juvenile has violated a valid court order. A juvenile in detention alleged to be a status offender and in violation of a valid court order shall be adjudicated within 72 hours exclusive of non-judicial days of the time detained. A juvenile adjudicated of being a status offender in violation of a valid court order may not be disposed to a secure detention or correctional placement unless the court has first reviewed a written report prepared by a public agency which is not a court or law enforcement agency. Nothing herein shall prohibit the court from ordering the placement of juveniles in shelter care where appropriate, and such placement shall not be considered detention within the meaning of this rule.	Compliance with C.R.J.P. rule 3.8 monitored by Colorado Divisions of Juvenile Justice	helps secure funding from Office of Juvenile Justice and Delin-quency Prevent-ion
28. Truancy proceedings (§13-1-127, C.R.S., Effective March 22, 2007	• 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.	No specific state oversight designated	$0
29. Truancy enforcement (§22-33-107, C.R.S , Updated 2007)	• 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.	No specific state oversight designated	$0
30. School Attendance Act – Compulsory School Attendance (§22-33-104,	• 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'	No specific state oversight designated	$0

C.R.S., Effective July 1, 2008) Amended May 28, 2013 (HB 13-1021)	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.		
31. Standardizing Truancy Reporting and Expanding the Resources (§ 22-33-104, C.R.S., Effective August 2008)	• 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.	Colorado Department of Education	$0
32. Initiating Court Proceedings to Compel a Minor to Attend School (§22-33-108, C.R.S., approved March 25, 2011)	• 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.	No specific state oversight designated	$0
Category: Requirements and Regulations			
Titles/Statutes	**Description (Purpose, Reporting and Outcomes)**	**State Agencies Responsible**	**State Funds Allocated 2012-2013**
33. Dropout Rate Data Reporting Require-ments (§22-2-114.1, C.R.S., Approved June 1, 1999) (§22-2-114.1,	• For the purposes of school district record keeping, a "dropout" means a person who leaves is the subject of notification to a school or school district that such person has left or will leave school for any reason, or such person has been absent from class for six consecutive weeks or more in any one school year, except for reasons of expulsion, excused long term illness, or death, before completion of a high school diploma or its equivalent and who does not transfer to another public or private school or enroll in an approved home study program or in an on-line program pursuant to §22-33-104.6. Students who are in attendance in an educational program at the end of such school year shall not be reported as dropouts by the school district to the department. • Repeals the requirement that the state board calculates the number of students who obtain a high school diploma after	Colorado State Board of Education	$0

C.R.S., Approved June 10, 2010)	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.		
34. Exchange of Information Concerning Children – (Criminal Justice Agencies, Schools and School Districts, Assessment Centers for Children) (§19-1-302, C.R.S., Effective April 7, 2000)	• 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.	No specific state oversight designated	$0
35. Definition High Risk – Alternative Campus (§22-7-604.5, C.R.S., Effective April 20, 2004) (§22-11-204, C.R.S. and §22-7-604.5, C.R.S.,	• 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: ○ Postsecondary and Workforce Readiness performance measures (including dropout rate) included in district accreditation. ○ Established alternative accountability measures for	Colorado Department of Education	$0

Approved May 2009) (§22-7-604.5 (1) (a) (VI) and §22-7-604.5 (1.5) (i), C.R.S., Approved April 2010) (§22-7-604.5 (1.5) (n) and §22-7-604.5 (2) (a), C.R.S., Approved June 2011)	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: ○ 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: ○ 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.		
36. Successful Transitions Back to the Public School System for Students in Out-of-Home Placement Who Have Demon-strated Detrimental Behavior. (§22-2-139, C.R.S., Approved May 25, 2010)	• Requires the Department of Human services to provide written notification to the child welfare education liaison of the applicable school district or institute charter school 10 calendar days prior to enrollment of a student who is transferring from a state-licensed day treatment facility, facility school, or hospital and has been determined by one of those entities or the court to present a risk to himself or herself or the community within the previous 12 months. • The Department of Human Services and the Department of Education are required to enter into a memorandum of understanding that includes but is not limited to: a consistent and uniform approach to sharing medical, mental health, sociological, and scholastic achievement data about students between a school district, charter school, or institute charter school and the county department of social services; a plan for utilizing existing state and federal data and any existing information-sharing activities; a plan for determining accountability and collecting data concerning the implementation of notifications and invitations, the sharing of information, and the number of emergency placements that occur; a process for determining information sharing and collaboration for placement of students. • Per §22-32-138 (2) (a), C.R.S., the child welfare education liaison for each school district and the state charter school institute is given the additional responsibility of being included in and participating with any interagency collaboration teams or threat assessment teams.	Colorado Department of Human Services and Colorado Department of Education	$0
37. Educational Services for Juveniles Held	• 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	Colorado Department of Education	$0

in Jail (§22-32-141, C.R.S., Effective May 25, 2010)	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.		
38. Academic Acceleration School District Policy (§22-7-1013, C.R.S., Effective March 22, 2013)	• HB 13-1023, requires each local education provider to review its academic acceleration procedures for students that allows students to progress through an education program at a rate faster or at ages younger the student's peers. • The local education provider shall also consider procedures for academic acceleration listed in the act.		$0

Sources:

Bill summaries were taken from the digest of bill, which is prepared each year by the Colorado Office of Legislative Legal Services.

Funding allocations and results of expenditures were provided by the state agencies responsible for monitoring or implementing a specific statute.

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