cde

Colorado Department of Education

Expelled and At-Risk Student Services Grant
End of Year Report
2006-2007 School Year

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The Colorado Department of Education (CDE) provides funding opportunities for school districts, BOCES, charter schools, alternative schools and private non-parochial schools to provide services to expelled students and students at-risk of expulsion. This program is funded under the Expelled and At-Risk Student Services (EARSS) categorical program of Colorado's Amendment 23. These funds are used to support the development, implementation, and continuation of promising programs. The Colorado Department of Education Prevention Initiatives team manages the $6.2 million grant program and awards funding to programs that offer best practice strategies in re-claiming out of school youth. In compliance with state statute, the BOCES receives 1% of the appropriation for the purpose of assisting districts with submitting applications. In school year 2006-07 (SY06-07), two successful applicants received assistance from the BOCES, they were Durango 9-R and Adams 12.

Students who are at-risk of expulsion typically have difficulties in one or more of the following areas:
- Academic failure– failure to gain graduation credits, or failure in one or more subject area
- Attendance- chronic truancy or excessive unexcused absences in a short time period
- Behavioral issues– both school based, as well as community based, behavioral concerns that have resulted in expulsion and/or involvement with juvenile justice systems
- Social/emotional difficulties stemming from family dysfunction, psychological concerns, and/or other social stressors, which greatly impact school function

Expulsion and at-risk programs also provide academic services and effective strategies aimed at re-engaging potential dropouts. Program services frequently include:
- after-school programs for extended learning
- alternate class schedules with evening course options
- computer-based learning programs
- individualized learning plans
- opportunities to complete high school credits or earn a GED
- transition plans to help reintegrate the student back into the regular classroom setting
- extended time on homework assignments
- tutorial programs and one-to-one assistance with difficult subject areas
- work study programs to gain vocational skills transferable to the "real world"
- small group instruction and small class size to facilitate a higher degree of work completion and engagement with teachers and staff.

In general, EARSS programs are housed in facilities located apart from the traditional school setting, offer smaller teacher to student ratios, and offer more flexible curriculum and class structure, while still meeting district and state standards. This flexible format is supported in the literature (Lange & Sletton, 2002[1]) as an effective program structure for students at-risk of expulsion and academic failure. Often, these students do not do well in the typical school setting and need an alternative setting to blossom.

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[1] Lange, C. M, & Sletten, S. J. (2002). Alternative education: A brief history and research synthesis. Project FORUM, National Association of the State Directors of Special Education. Alexandria, VA. www.nasdese.org

EARSS grants are awarded based on recommendations from a peer review panel consisting of staff from previously funded programs. Each grant reflects a four-year funding period with a possibility of a fifth year for exemplary performance. This funding is contingent upon annual availability of state funds, continuing evidence of outcomes and submission of a continuation application. Grantees are also required to show significant local school district support for program sustainability once state grant funding is completed. All evaluation data were collected by program staff and reported using an online data collection system. These data have been collected for approximately seven years with minor changes in data reporting requirements.[2] For more details about the evaluation methods, see page 14.

FUNDED DISTRICTS

In SY06–07, CDE funded 60 EARSS programs situated in 33 of Colorado's 64 counties. These programs also represent 47 of the state's 178 school districts. Table 1 displays the county and school district along with the number of programs in that district and the total funds awarded. Thirty percent of the programs provided supports to students from multiple school districts in addition to their own district.

Table 1: Number of Programs by County, School District and Total Funds Awarded for 2006-2007

County	School District	# of EARSS Grantees within the district	Total District Funds Awarded
Adams	Adams 12 Five Star Schools*	3	$829,550.00
Adams	Adams 14	1	$90,000.00
Adams	Brighton 27J*	1	$144,431.00
Adams	Strasburg 31J	1	$7,150.00
Adams	Westminster 50	1	$183,385.00
Alamosa	Alamosa RE-11J	1	$78,720.00
Arapahoe	Englewood 1	1	$42,500.00
Arapahoe	Sheridan 2	1	$108,434.00
Arapahoe	Littleton 6	1	$110,260.00
Archuleta	Archuleta 50 JT*	1	$66,344.00
Boulder	St. Vrain Valley RE 1J	1	$44,000.00
Boulder	Boulder Valley RE 2*	2	$138,878.00
Clear Creek	Clear Creek RE-1	1	$98,026.00
Conejos	South Conejos RE-10*	2	$85,110.00
Costilla	Centennial R-1	1	$62,125.00
Delta	Delta 50J*	1	$59,500.00
Denver	Denver 1*	7	$875,092.00
	Escuela Tlatelolco ($80,000)		
Douglas	Douglas County RE-1	1	$299,680.00
Eagle	Eagle RE-50J	1	$46,481.00
El Paso	Colorado Springs 11*	1	$170,411.00
El Paso	Academy 20	1	$271,871.00

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[2] Historical data from previous school years can be found on the CDE website at http://www.cde.state.co.us/cdeprevention/pi_expelled_grant.htm.

County	School District	# of EARSS Grantees within the district	Total District Funds Awarded
El Paso	Fountain 8	1	$33,800.00
Fremont	Canon City RE-1*	1	$92,800.00
Grand	West Grand 1-JT	1	$40,000.00
Huerfano	Huerfano RE-1*	1	$58,765.00
Jefferson	Jefferson County R-1	1	$336,768.00
La Plata	Ignacio 11JT*	2	$156,200.00
La Plata	Durango 9-R	1	$61,955.00
Lake	Lake County R-1	1	$96,219.00
Larimer	Thompson R-2J	1	$23,461.00
Mesa	Mesa County Valley 51	1	$95,817.00
Moffat	Moffat RE 1	1	$120,000.00
Montezuma	Montezuma-Cortez RE-1*	2	$208,554.00
Park	Park County RE-2	1	$81,657.00
Pueblo	Pueblo City 60	1	$197,290.00
Pueblo	Pueblo Rural 70*	1	$41,250.00
Rio Grande	Del Norte C-7	1	$21,538.00
Rio Grande	Monte Vista C-8	1	$77,900.00
Routt	Steamboat Springs RE-2	1	$43,894.00
Teller	Cripple Creek Victor School District RE-1*	3	$81,000.00
	Eagle's Nest School for Boys ($24,000)		
Teller	Woodland Park RE-2	1	$150,000.00
Weld	Weld County RE-1*	1	$37,125.00
Weld	Weld County 6	1	$81,113.00
Yuma	Yuma School District 1	1	$19,415.00
Conejos and San Luis Valley*	Rocky Mountain Youth Academy	1	$116,000.00
El Paso and state*	Colorado School for the Deaf and Blind	1	$75,000.00
	Total	**60**	**$6,159,469.00**

* This District included students from multiple districts.

Table 2 lists the number of years each of these programs has received funding from CDE. The CDE website provides a detailed listing of the EARSS programs: http://www.cde.state.co.us/cdeprevention/pi_expelled_grant.htm.

Table 2: Number of Programs by Year of Funding for School Year 2006 – 2007

Years of Funding	Number of Programs (%)
1	15 (25%)
2	19 (32%)
3	11(18%)
4	12 (20%)
Exemplary Program Funding (Year 5)*	3 (5%)

* Programs are identified as exemplary if they demonstrate significant student outcomes in their first four years of funding and indicate on-going district support.

A total of 7,743 students participated in the 60 funded programs in SY06-07. More than half of the students made academic, attendance, behavioral and/or social/emotional gains.

Figure 1: Student Outcomes for School Year 2006-2007

Improved Attendance	Reduced a Failing Grade	Improved Social and/or Emotional Functioning	Reduced Discipline Referrals
Student improves his/her attendance when comparing past attendance in school to current attendance in the program and/or in school. Uses student records; does not rely on anecdotal data provided by teachers, staff, students or family.	Student improves a failing grade in at least one subject to a passing grade. This is based on comparing past grades in school to current grades in school and/or in the program. Uses student records; does not rely on anecdotal data provided by teachers, staff, students or family.	Looks at the social emotional functioning of students. Anecdotal data from teachers, parents or the student is accepted for this category if the program does not use a mental health measurement.	Student reduces his/her in-school/ out of school suspensions, or office referrals since entering the program. Uses student records; does not rely on anecdotal data.

Chart values: Improved Attendance 4007 Students; Reduced At Least One Failing Grade 3796 Students; Improved Social/Emotional Functioning 4208 Students; Reduced Discipline Referrals 4032 Students.

In addition to these aggregate data about students, program staff report many inspiring success stories about the students and families. The stories of two of students are featured in this section. These success stories are common and help describe the struggle that these students experience after expulsion.

Greg's Story

Greg, a fourteen year old 7th grader in a metro area, was expelled from his middle school for bringing a handgun (BB pistol) on school grounds. He was admitted to a program (funded by the EARSS Grant) which was specifically designed to address the educational and social needs of expelled and at-risk students. This program offers standards-based

academics, self-paced learning, technology augmented course work, mental health support, counseling, family support and character education.

Previous reports indicated that Greg had some anger management issues and could be disruptive and defiant in the classroom. Greg had reported to program staff that in the past he was frequently truant, was disrespectful to teachers and disruptive in his classes. He also noted that he received both positive and negative influences from family members which contributed to problematic school history. Greg frequently blamed others for the consequences he received as a result of his actions. Through the counsel, encouragement, and support of program staff, Greg began to view his life with a different perspective. Due to Greg's expulsion, he started to realize his peers were leaving him behind. As a result, his motivations shifted and he wanted to be in a regular school with his classmates so this became his goal. He made a concerted effort to attend school everyday. He worked conscientiously to complete all his assignments and had enough tenacity to finish an on-line pre-algebra course. In Greg's own words, he learned a great deal while in the program. He notes, "From Gandhi I learned how to fight without using violence. I also learned how to write a paragraph. I learned how to write essays. I learned the history of Coca-Cola. I learned about global warming. I learned a little bit about Algebra. I learned how to draw a shoe. I also learned how to be a psychiatrist and how to listen to people."

Mary's Story

In a mountain region, Mary participated in an extended studies program which includes a social skills model, standard-based curriculum and family engagement supports such as, parenting classes. Mary explains how the program helped her. "I used to hate school and because I didn't like school, I started to fail...I was enrolled in Ms. Bell's class. I thought it would be dumb. My attitude was that it was going to be boring. When I got into the class, however, my attitude changed. This class was fun and interesting. My attitude was and is that Ms. Bell is awesome and helpful. She helped me change my attitude on school. Then I realized that no matter how hard I tried I could never pay her back for her kind heart. All I could do is pass on that kindness to people who are in need." Mary successfully completed the program and returned to regular classes with good grades.

PARENT OUTCOMES

In SY06-07, EARSS programs served 11,253 parents of students enrolled in a program. Of these parents, 74% (8,301) improved their ability to support their child's learning. For example, parents improved their parenting skills and family functioning, learned about substance abuse prevention, learned conflict management strategies and became more engaged with the school through communication, meetings and activities.

Strategies to involve parents are prevalent in approximately 75% of the EARSS programs. Listed below are examples of how programs measure parents' improved abilities with their children:

- attendance at Parent Empowerment Groups, Nurturing Parent Groups, Love and Logic or other parent-focused events; and
- observations and anecdotal data from program staff;

- use of measurement tools, such as FACES (Family Adaptability and Cohesion Evaluation Scales), Nurturing Parent Quiz, and pretest/posttest parent involvement surveys.

One program reported,

> *"We have significant anecdotal data to convince us that the families are becoming more able to support their children's learning at home and at school. Families became volunteers in their children's school as a result of their child's involvement in this program, families attended parenting classes in Love and Logic which are provided as part of the project, and family members attended 'Family Night' activities throughout the school year."*
> ~ Southern Colorado Program Staff

Further evidence of parent's improved abilities to support their children was captured in a series of parent focus groups performed statewide with five programs. One parent reported,

> *"I'm sort of looking for something... any way of dealing with teenagers because things are so different than when I was a child. I mean things weren't perfect then but I'm just saying they're dealing with so many different issues. The program has helped me with some signs to look at and some ways to deal with the issues and how to discipline. I really liked that. There were some things that have just really helped me."*
> ~ Western Colorado Program

GOALS MET

Program staff analyzed and reported their progress on their program objectives for SY06-07. This information is used by EARSS programs to make program adjustments, improvements and set goals for the subsequent funding years.

Examples of program goals include:
- To decrease the number of suspensions from the previous school year by 20%.
- To improve the attendance of at-risk students by 10%.
- To increase graduation rates as measured by number of students who earn their H.S diploma in 4 years.
- To provide support to 80% of our students' parents as measured by staff observation and parent surveys.

To evaluate the extent to which goals were met, program information from the reports was coded into four categories:
1) fully met goals – programs met each of their goals
2) partially met goals – of their goals, at least one goal was met
3) goals not met – none of the goals were met, although they may have exceeded the previous year's goals
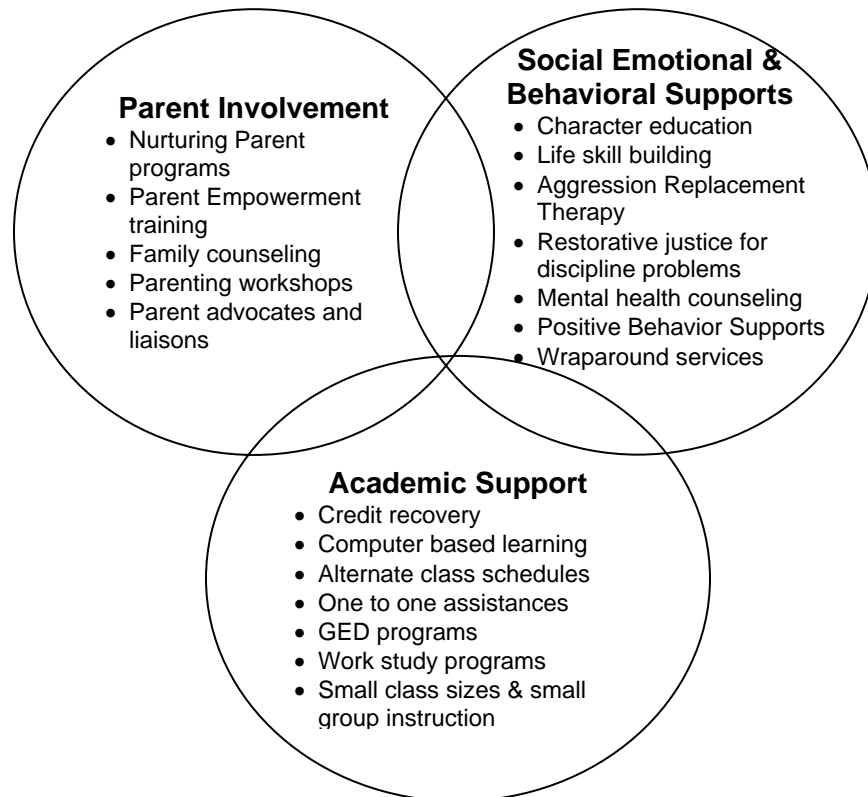4) unknown – no data to support whether or not a goal had been met.

For those required to report their outcomes, 33% of the programs reported that they fully met their goals, 47% partially met their goals, less than 1% did not meet any of their goals, and 4%

were unknown. Fourth and fifth year programs did not report their outcomes in their year-end reports because they had completed their funding period.

EFFECTIVE STRATEGIES

Effective program strategies can be categorized into the following areas: parent involvement, academic support, and social-emotional and behavioral support.

Figure 2: Example of Effective Strategies of EARSS Programs

Parent Involvement
- Nurturing Parent programs
- Parent Empowerment training
- Family counseling
- Parenting workshops
- Parent advocates and liaisons

Social Emotional & Behavioral Supports
- Character education
- Life skill building
- Aggression Replacement Therapy
- Restorative justice for discipline problems
- Mental health counseling
- Positive Behavior Supports
- Wraparound services

Academic Support
- Credit recovery
- Computer based learning
- Alternate class schedules
- One to one assistances
- GED programs
- Work study programs
- Small class sizes & small group instruction

Of the EARSS programs that fully met their program objectives, the most commonly used effective strategies were skill building and character education models. For example, one program reported,

> *"A literacy journal is completed daily by each student. Journal entry questions are designed to elicit self-reflection and personal insight. Students study great leaders such as, Gandhi, Martin Luther King, John F. Kennedy, etc. The study of leadership and current social topics assist students in developing skills and strengthens character. Character building activities include the study of social issues through mediums such as, current events, literature, and documentary style videos. Social topics include: Active listening, anger management, civil rights, discrimination, domestic violence, drug and alcohol abuse, empathy, family emancipation, gangs, global warming, physical/sexual abuse, and team building. These help students relate their own personal beliefs and experiences to both micro and macro systems. Skill building and character education models used are instrumental in improving self-awareness and the development of empathy."*   ~ Denver Metro Area Program Staff

Other strategies reported were promoting a positive climate, providing wraparound services, tutoring, and online or computer-based programs. Additionally, programs reported effective mental health services options.

Program staff reported various mental health struggles faced by students in their programs. As one program person stated,

> *"Many of these students have experienced great losses. They have acted out their pain and misery by becoming destructive to themselves and others."*
>
> ~ Program Staff person from Adams County

Another program in an urban area reported,

> *"An estimated 50% of our students have mental health issues, including depression and personality disorders, though not all students have been diagnosed officially. About 25% of students have issues with substance abuse."*
>
> ~Staff person from an Urban Alternative School

All but one program addresses student mental health issues by providing in school support from social workers and school psychologists and/or referring to local community mental health centers. Approximately half of the programs reported that they actively screen for mental health issues when a student enrolls in their program. Five programs provide mental health services as a core element of the EARSS-funded program. A majority of programs try to provide mental health services using school staff first but also collaborate with community agencies to provide more intensive support. Collaboration and coordination is essential to provide a full range of mental health services for students. A program said that their work with the local mental health center was "*one of our stronger collaborations*." Coordinating with all key stakeholders was described by one program, who reported,

> *"This year we enhanced this process by having bimonthly case management meetings where all of the service providers gather to provide information and gather a better picture about a youth. For kids with multiple issues going on, it may take a couple of months to get a good understanding of what is happening… we need a teacher's perspective, therapist's perspective, school counselor's information and a parent's perspective to get the full picture."*   ~Southwest Colorado Program

DEMOGRAPHICS OF PARTICIPATING STUDENTS

The following demographics contrast the EARSS programs to statewide enrollment. Figure 3 (see next page) indicates that more boys than girls participated in these programs. Additionally, boys are over represented in the programs compared to the state student enrollment data. This is consistent with past years in that the ratio of boys to girls is typically 60-40.
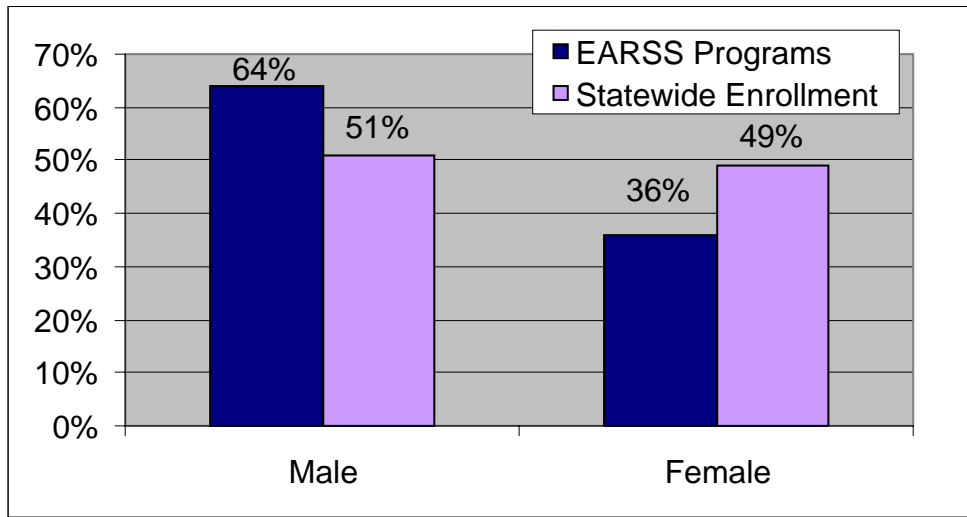
Figure 3: Gender for School Year 2006-2007

Figure 4 displays the ethnic breakdown of all students participating in EARSS compared to the state student population. Over representation of minority students in these programs was evident for Latino students who make up 28% of the Colorado student population in SY06-07, but represent 42% of the students in these funded programs. Caucasian students were under represented with 62% of the Colorado student population in SY06-07, but represent 46% of the students in these funded programs. African American Students were not over represented in these programs. The numbers of students are too close for Native Americans or Alaskan Natives and Asians to determine over or under representation.
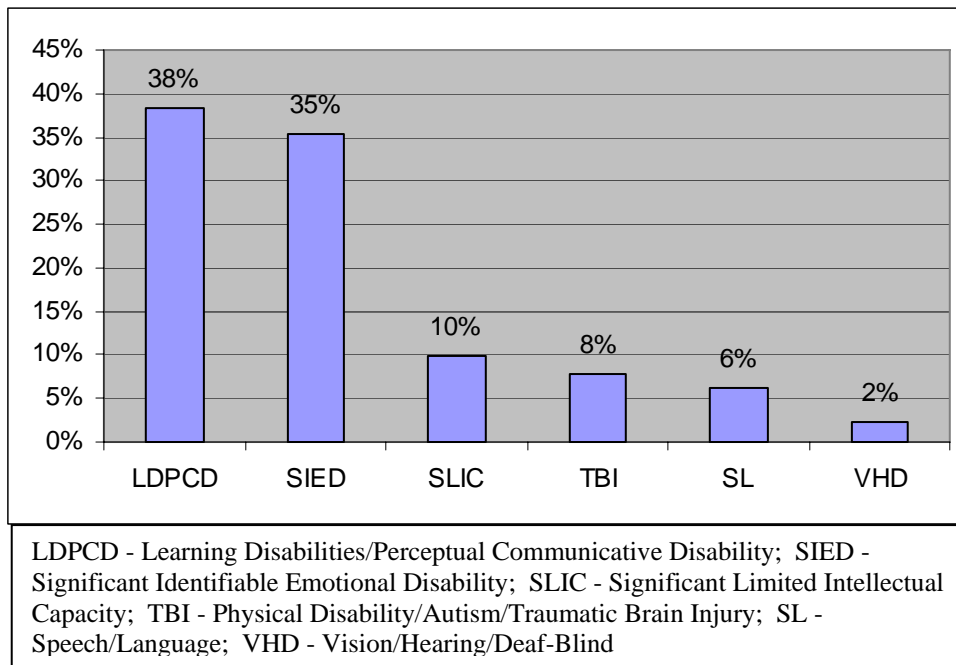
Figure 4: Ethnicity for School Year 2006-2007
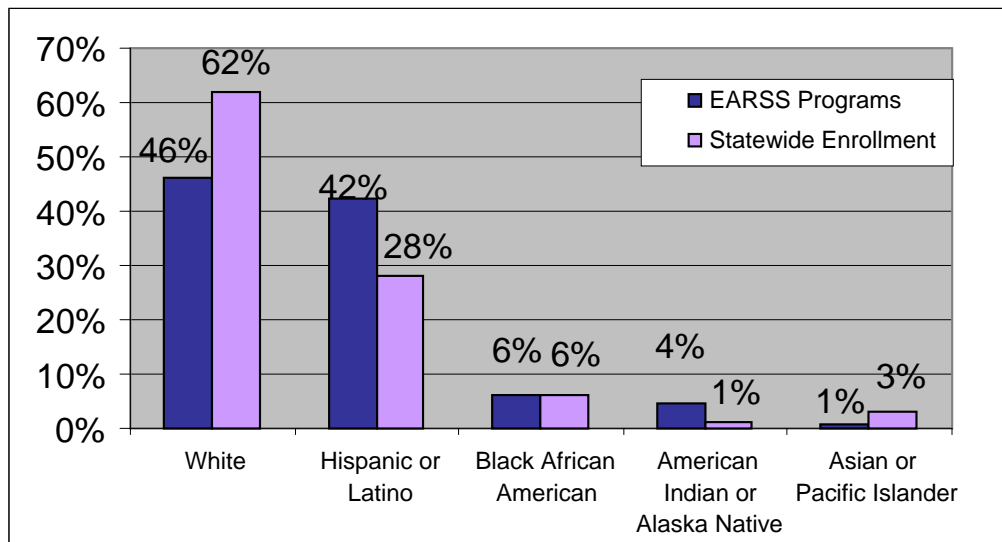
Thirteen percent of students' first means of communication is a language other than English. The percent of English Language Learner (ELL) students in the state was 12.6%. These data indicate that EARSS programs are serving similar proportions of English Language Learners as the total population in the state.

9

In SY06-07, 19% of students participating in the EARSS programs had an active Individual Educational Plan (IEP.) The percent of Special Education students in the state last year was 10.7%. Therefore, EARSS programs are serving a disproportionately higher number of students than the total population of students with Special Education needs. The primary designation of these students is displayed in Figure 5. Learning Disabilities Perceptual Communicative Disability (LDPCD) and Significant Identifiable Emotional Disability (SIED) were the most prevalent designations of students.

Figure 5: Special Education Designation of Students in School Year 2006-2007

LDPCD - Learning Disabilities/Perceptual Communicative Disability; SIED - Significant Identifiable Emotional Disability; SLIC - Significant Limited Intellectual Capacity; TBI - Physical Disability/Autism/Traumatic Brain Injury; SL - Speech/Language; VHD - Vision/Hearing/Deaf-Blind

REASON FOR STUDENT PARTICIPATION

The students that participated in EARSS programs were identified by program staff as either expelled or at-risk of expulsion (see Figure 6). Eighty-seven percent or 6,765 students were at-risk of expulsion, while 13% or 978 students were expelled. This at-risk to expelled ratio is consistent with past funding years, which have varied from a ratio of 80-20 to 90-10.

Figure 6:
Expelled vs. At-Risk of Expulsion Students for School Year 2006-2007

At-Risk 87%

Expelled 13%

N = 7,743
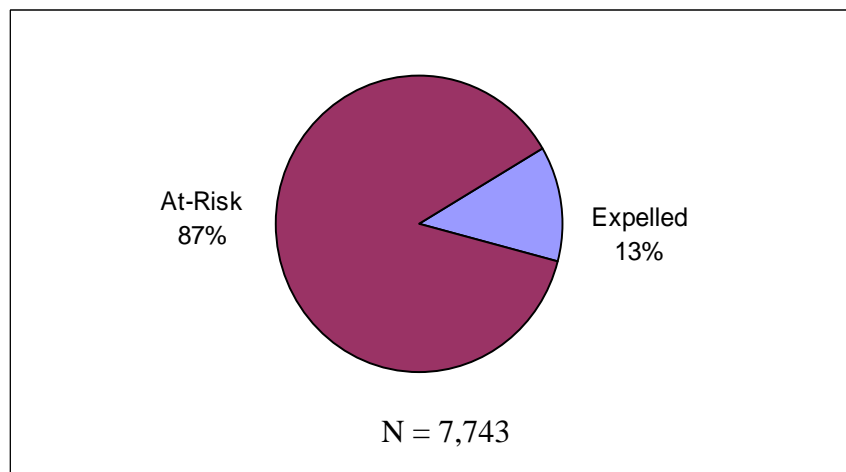
In Colorado, the state does not report an unduplicated count of students who were expelled. To capture the scope of expulsions, incidences are reported. For SY06-07, the state reports 2,381 expulsion incidents. This indicates at least 41% of expelled students in the state participated in EARSS programs. Additionally, the districts that are funded by EARSS had 1,421 expulsion incidents. This means of the districts receiving funding a minimum of 69% of expelled students participated in EARSS programs.

The total number of "At-Risk" students in Colorado is not tracked uniformly because each schools district determines what issues classify a student as at-risk. There is, however, a statewide "Safety and Discipline" indicator that serves as a proxy to estimate the number of "At-Risk" students. This indicator is based on the unduplicated number of students who received a discipline action, such as suspension, expulsion, referral to law enforcement and other actions. In SY06-07, 77,601 students were involved in disciplinary actions. This suggests that EARSS programs served 10% of "At-Risk" students. See Appendix A for more information on expulsion and discipline incidents for each school district in SY06-07.

EARSS staff reported the primary reason that each student was expelled. In Figure 7, the most common primary reasons for expulsions were drug violations. Dangerous weapons and disobedient behavior was a distant second. Figure 7 also compares the allocation of the reasons in the state. Students participating in EARSS are more likely to be expelled due to drug violations, disobedient/defiant behavior, and alcohol violations compared to all the expulsion incidents in the state. Conversely, EARSS students are less likely to have been expelled for dangerous weapons, detrimental behavior, and other code of conduct violations.

Figure 7: Reasons for Expulsion for School Year 2006-2007 EARSS Programs Compared to Statewide Expulsion Incidents
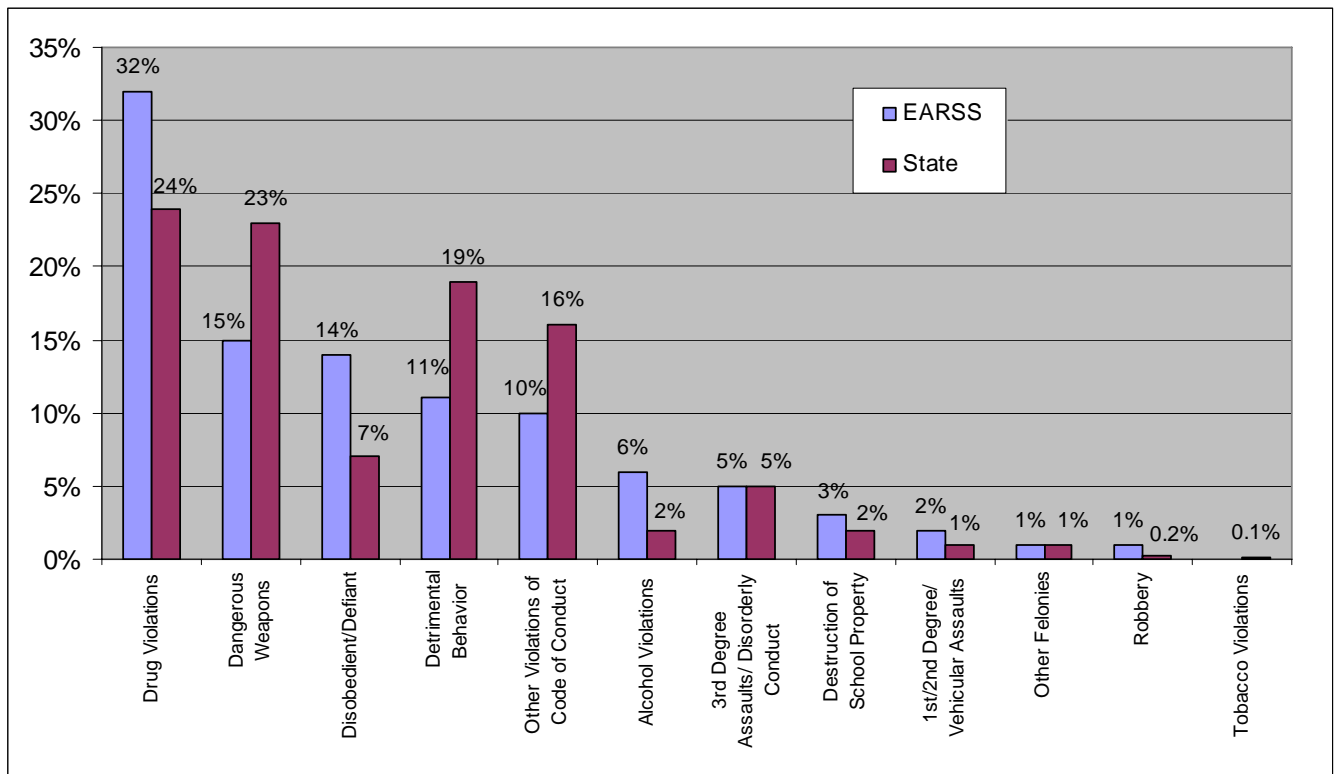
Figure 8: Reasons for At-Risk of Expulsion for School Year 2006-07
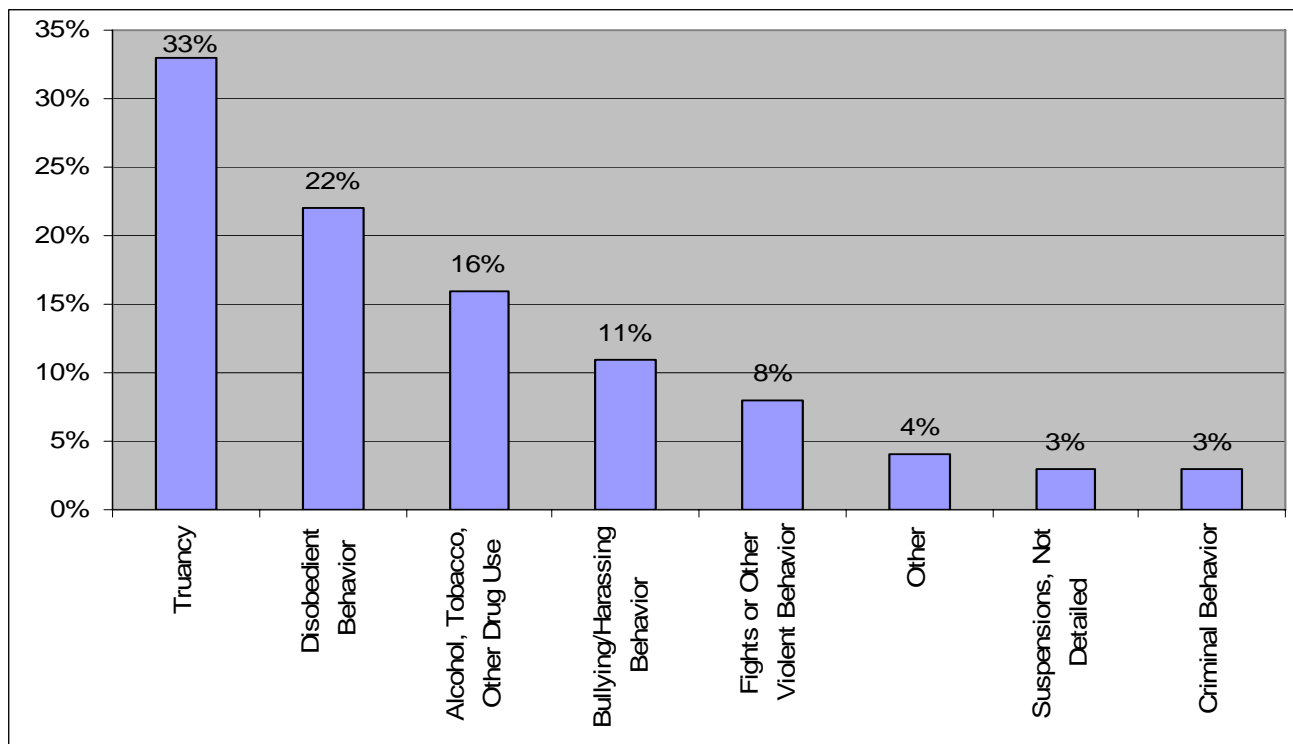
For at-risk students, the primary reason for participation was truancy followed by disobedient behavior (see Figure 8). Truancy is not an official reason in the state statute for expulsion, however; this is often considered disobedient or defiant behavior. Disobedient or defiant behavior was the second highest reason for at-risk student participation. Finally, other primary reasons included alcohol, tobacco or other drug uses, bullying/harassment, and fights or other violent behavior.

MONEY LEVERAGED – OVER $26 MILLION

Program staff reported the number of students retrieved by their program, such as those who would have been expelled or encouraged to leave and were therefore re-engaged in school by the program. By multiplying the number of retrieved students by the district's Per Pupil Operating Revenue (PPOR), it can be calculated how much district funding will be recaptured in the following school year by re-engaging these students. Using this formula, these programs recaptured a total of $26,418,631.42 in school district funds. Many programs use this formula to approach their school boards for sustained funding of effective strategies. For example, one program staff reported,

> *"The program will continue to provide the same level of services in 2007-08, even though our funding will decrease by 25%. In addition to increasing our in-kind matching funds by 25%, we are making a commitment to re-invest 18% of the recaptured Per Pupil Operating Revenue in the program. The program recaptured $329,831 for our district by retaining 50 high-risk students who, otherwise, would have fallen through the cracks and dropped out of school. We will re-invest a total of $59,370 in the program."*
> ~ Denver Metro Area Program Staff

EARSS programs are generating more funds for school districts to recapture and educate the most at-risk students. A number of programs reported information about retrieving students from dropping out.

DROPOUT STRATEGIES

A query of data about dropout strategies was reviewed to determine if this evaluation could contribute to the statewide conversation on reducing the dropout rate. A total of 19 programs described "dropout" in four ways. First, many student successes were described as preventing dropout or retrieving students who had left school. Second, some programs described reducing the school or school district's dropout rate as a goal of their program. Third, a few programs described the recapturing of dropouts as a method for getting future funding and thereby sustaining the program beyond EARSS. Finally, many programs described their most effective strategies as providing credit recovery or retrieval for dropouts, offering information or workshops about school dropout, and collaborating with other staff dedicated to dropout prevention. Clearly, dropout prevention strategies are a critical piece of working with students who are at-risk of expulsion.

A program staff person illustrates the importance of recapturing dropouts and the sustainability of their program,

> *"Because of our non-traditional approach to re-engage at-risk youth and recapture youth that have dropped out, we anticipate an increase in PPOR funding as these youth return to public education. Staff will continue to collaborate with area agencies to provide at no cost, support services including life skill electives and job training opportunities. We expect to attract additional students outside our district that have dropped out or been expelled or suspended from their home district, which will increase our program dollars.*
>
> ~ Southern Colorado Program

Another program staff person specifically describes how programming is a prevention strategy,

> *"Online classes are provided for each student. If the online class is not appropriate, then an alternative is arranged. Many of the students come to us behind in their high school credits. Online classes that work as self-paced are crucial in allowing credit recovery. Without this, many students would dropout, feeling it's a waste of time to do school work if they won't ever catch up."*
>
> ~ Central Colorado Program

CONCLUSION AND RECOMMENDATIONS

By providing academic support, encouraging parent involvement, and working on social emotional and behavioral issues, the EARSS programs have made important gains in SY06-07. The students enrolled in EARSS programs made improvements in their academics, attendance, discipline referrals, and social-emotional functioning. Additionally, many programs have helped parents support their child's learning and improve their parenting skills.

Currently, the state funds EARSS programs in 47 of Colorado's 178 school districts and approximately half of the state's counties. However, each year CDE receives more requests

from across the state than they are able to fund. According to the peer review panel, almost all of the applications for SY 06-07 could have been funded if adequate resources were available. In school year 2006-2007, school districts, charter schools, alternative schools, and private non-parochial schools from across the state requested more than $10 million in program funds, of which approximately $6.15 million was awarded.

Increased resources for the Expelled and At-Risk Student Services Program would be a wise investment when we consider the gains made by these students with the most challenging behaviors and the need indicated by the many viable requests received.

It is recommended that the findings of this evaluation be shared with statewide efforts to reduce the dropout rate and close the achievement gap. EARSS programs have identify effective strategies that are re-capturing students and are working on improve school climate and foster academic success of students in transition due to expulsion, suspension or other behavioral issues.

FINAL NOTES

The results reported in this document reflect data that were collected the end of the 2006-2007 school year from all of the Expelled and At-Risk Student Services (EARSS) funded programs via a web-based data collection system. All data are entered by program staff.

This report is based on the end of year data from SY06-07. Throughout the reporting period, EARSS program coordinators were in regular contact with the evaluators and CDE staff to ensure that they are counting and coding their data correctly. Additionally, at the annual grantee orientation held in October, new staff were given an intensive session on how to complete their end of year report. Program coordinators also complete a mid year report for accountability and to ensure that staff are tabulating their data correctly. Finally, the online system includes mathematical checks and balances to ensure correct tabulation. These strategies ensure that the end of year data is as accurate as possible.

APPENDIX A: Safety and Discipline Table by County and School Districts
http://www.cde.state.co.us/cdereval/rv2007sdiincidents.htm

County	School District	Classroom Suspension/ Teacher Removal	In School Suspension	Out of School Suspension	Expulsion	Referred to Law Enforcement	Other Action Taken	Habitually Disruptive	Unduplicated Total Count of Students**	Duplicated Total Count of Students***
ADAMS	MAPLETON 1	3	137	926	31	131	0	0	677	1,228
	*ADAMS 12 FIVE STAR	0	2,453	5,130	179	1,436	0	32	4,110	9,230
	*ADAMS COUNTY 14	1	890	1,384	35	204	192	3	1,215	2,709
	*BRIGHTON 27J	0	610	1,212	40	142	23	0	1,166	2,027
	BENNETT 29J	0	4	29	0	0	8	0	40	41
	*STRASBURG 31J	0	50	62	0	0	117	0	122	229
	*WESTMINSTER 50	6	2,404	1,439	45	47	395	21	1,922	4,357
ALAMOSA	*ALAMOSA RE-11J	0	92	73	9	38	0	2	149	214
	SANGRE DE CRISTO RE-22J	0	22	18	0	0	3	0	25	43
ARAPAHOE	*ENGLEWOOD 1	0	56	313	10	84	0	6	264	469
	*SHERIDAN 2	0	10	339	16	88	0	0	204	453
	CHERRY CREEK 5	0	2,244	5,835	124	1,096	185	0	4,383	9,484
	*LITTLETON 6	4	58	1,010	28	221	0	0	784	1,321
	DEER TRAIL 26J	0	12	13	0	0	0	0	22	25
	ADAMS-ARAPAHOE 28J	5	4,439	5,440	152	421	134	0	5,074	10,591
	BYERS 32J	0	10	50	8	0	0	0	44	68
ARCHULETA	*ARCHULETA COUNTY 50 JT	856	70	135	8	7	0	2	464	1,078
BACA	WALSH RE-1	0	7	1	0	0	0	0	8	8
	PRITCHETT RE-3	0	2	7	0	0	3	0	12	12
	SPRINGFIELD RE-4	12	7	7	0	0	0	0	19	26
	VILAS RE-5	1	4	11	0	0	0	0	15	16
	CAMPO RE-6	1	0	4	0	0	0	0	5	5
BENT	LAS ANIMAS RE-1	10	40	75	1	2	0	0	56	128
	MC CLAVE RE-2	25	9	12	0	0	0	0	46	46
BOULDER	*ST VRAIN VALLEY RE 1J	0	288	1,267	43	181	0	5	1,129	1,784
	*BOULDER VALLEY RE 2	0	472	1,151	7	117	0	1	1,137	1,748
CHAFFEE	BUENA VISTA R-31	11	13	43	1	1	0	0	48	69
	SALIDA R-32	3	30	60	0	0	36	0	87	129
CHEYENNE	KIT CARSON R-1	0	1	2	0	0	0	0	3	3
	CHEYENNE COUNTY RE-5	0	6	3	0	0	31	0	27	40
CLEAR CREEK	*CLEAR CREEK RE-1	0	106	44	6	2	15	0	102	173
CONEJOS	NORTH CONEJOS RE-1J	0	20	112	2	2	72	0	208	208
	SANFORD 6J	31	6	20	0	0	5	0	30	62

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CONEJOS	*SOUTH CONEJOS RE-10	12	7	46	0	22	0	0	56	87
COSTILLA	*CENTENNIAL R-1	0	13	1	0	0	0	0	10	14
	SIERRA GRANDE R-30	40	18	22	1	1	27	0	51	109
CROWLEY	CROWLEY COUNTY RE-1-J	0	51	29	1	2	1	0	79	84
CUSTER	CUSTER COUNTY C-1	0	25	16	0	6	0	0	28	47
DELTA	*DELTA COUNTY 50(J)	15	162	354	15	24	0	1	342	571
DENVER	*DENVER COUNTY 1	0	5,983	11,465	167	504	0	1	9,083	18,120
DOLORES	DOLORES COUNTY RE NO.2	0	9	18	0	0	0	0	21	27
DOUGLAS	*DOUGLAS COUNTY RE 1	12	599	1,562	61	117	15,680	0	6,984	18,031
EAGLE	*EAGLE COUNTY RE 50	0	337	328	9	39	640	0	735	1,353
ELBERT	ELIZABETH C-1	49	203	182	2	19	824	0	259	1,279
	KIOWA C-2	0	6	21	0	2	0	0	27	29
	BIG SANDY 100J	0	13	7	2	2	0	0	12	24
	ELBERT 200	0	3	6	0	0	0	0	8	9
	AGATE 300	0	4	10	0	0	0	0	10	14
EL PASO	CALHAN RJ-1	0	14	33	0	2	14	0	46	63
	HARRISON 2	0	1,482	1,626	61	100	19	7	1,731	3,295
	WIDEFIELD 3	0	44	915	21	130	2	0	634	1,112
	*FOUNTAIN 8	1	60	221	25	0	37	0	256	344
	*COLORADO SPRINGS 11	0	1,744	2,713	68	3	498	0	4,516	5,026
	CHEYENNE MOUNTAIN 12	0	11	167	6	12	10	0	129	206
	MANITOU SPRINGS 14	32	81	96	3	12	0	3	156	227
	*ACADEMY 20	4	1,101	855	53	12	9	0	1,170	2,034
	ELLICOTT 22	0	229	101	9	23	352	0	392	714
	PEYTON 23 JT	6	14	8	0	1	37	0	40	66
	HANOVER 28	55	25	40	0	0	79	0	79	199
	LEWIS-PALMER 38	1	69	252	27	31	0	0	262	380
	FALCON 49	7	1,152	781	15	89	288	0	1,333	2,332
	EDISON 54 JT	0	6	9	0	1	21	0	30	37
	MIAMI/YODER 60 JT	59	51	29	0	2	0	0	50	141
FREMONT	*CANON CITY RE-1	0	8	88	17	7	3	0	90	123
	FLORENCE RE-2	10	209	556	11	42	6	3	789	837
	COTOPAXI RE-3	0	0	19	9	13	0	0	20	41
GARFIELD	ROARING FORK RE-1	1	246	244	24	27	18	4	339	564

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GARFIELD	GARFIELD RE-2	0	581	348	32	0	0	0	427	961
	GARFIELD 16	0	176	142	1	2	0	0	213	321
GILPIN	GILPIN COUNTY RE-1	10	18	7	0	0	26	0	44	61
GRAND	*WEST GRAND 1-JT.	0	19	41	0	2	0	0	46	62
	EAST GRAND 2	57	144	32	1	12	136	0	96	382
GUNNISON	GUNNISON WATERSHED RE1J	4	55	55	1	4	143	0	152	262
HINSDALE	HINSDALE COUNTY RE 1	0	0	1	0	0	0	0	1	1
HUERFANO	*HUERFANO RE-1	101	12	96	0	5	0	0	103	214
	LA VETA RE-2	0	15	20	1	0	3	0	32	39
JACKSON	NORTH PARK R-1	0	16	8	2	2	10	0	22	38
JEFFERSON	*JEFFERSON COUNTY R-1	0	2,957	6,920	328	1,810	0	14	6,256	12,029
KIOWA	EADS RE-1	0	9	0	0	0	0	0	7	9
	PLAINVIEW RE-2	0	0	0	0	0	0	0	0	0
KIT CARSON	ARRIBA-FLAGLER C-20	0	7	5	0	0	0	0	10	12
	HI-PLAINS R-23	1	1	0	0	0	2	0	4	4
	STRATTON R-4	95	9	4	1	1	50	1	58	161
	BETHUNE R-5	0	17	0	0	1	0	0	16	18
	BURLINGTON RE-6J	25	30	17	0	0	14	0	21	86
LAKE	*LAKE COUNTY R-1	0	259	168	3	19	18	1	216	468
LA PLATA	*DURANGO 9-R	0	187	95	4	38	100	0	348	424
	BAYFIELD 10 JT-R	2	46	67	0	0	43	0	83	158
	*IGNACIO 11 JT	1	53	110	4	0	9	0	97	177
LARIMER	POUDRE R-1	518	1,064	1,336	46	108	0	4	1,614	3,076
	*THOMPSON R-2J	28	857	1,112	56	310	0	1	1,131	2,364
	PARK (ESTES PARK) R-3	0	122	58	6	15	51	0	111	252
LAS ANIMAS	TRINIDAD 1	0	246	178	0	18	0	0	198	442
	PRIMERO REORGANIZED 2	0	47	0	1	1	0	0	33	49
	HOEHNE REORGANIZED 3	2	10	32	0	0	159	0	171	203
	AGUILAR REORGANIZED 6	34	28	30	4	8	8	0	16	112
	BRANSON REORGANIZED 82	17	3	0	0	0	0	0	7	20
	KIM REORGANIZED 88	0	0	0	0	0	0	0	0	0
LINCOLN	GENOA-HUGO C113	21	17	5	0	3	1	0	27	47
	LIMON RE-4J	0	1	18	0	0	0	0	18	19
	KARVAL RE-23	3	0	0	0	0	2	0	5	5

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LOGAN	VALLEY RE-1	0	57	160	8	4	19	0	179	248
	FRENCHMAN RE-3	0	8	9	0	0	41	0	27	58
	BUFFALO RE-4	1	3	3	0	0	0	0	3	7
	PLATEAU RE-5	1	5	3	0	0	0	0	8	9
MESA	DE BEQUE 49JT	0	39	28	5	5	0	1	35	78
MESA	PLATEAU VALLEY 50	34	7	77	1	10	195	0	47	324
	*MESA COUNTY VALLEY 51	0	1,187	2,267	110	644	0	8	1,980	4,216
MINERAL	CREEDE CONSOLIDATED 1	0	11	5	0	0	0	0	16	16
MOFFAT	*MOFFAT COUNTY RE1	3	167	117	3	76	0	0	207	366
MONTEZUMA	*MONTEZUMA-CORTEZ RE-1	0	0	337	17	26	0	0	225	380
	DOLORES RE-4A	0	7	47	2	7	0	0	56	63
	MANCOS RE-6	14	54	27	6	14	18	0	75	133
MONTROSE	MONTROSE COUNTY RE-1J	1	44	114	8	5	4	0	137	176
	WEST END RE-2	31	61	55	1	3	44	0	62	195
MORGAN	BRUSH RE-2(J)	0	132	118	3	8	173	2	225	436
	FORT MORGAN RE-3	0	9	21	1	3	0	0	33	34
	WELDON VALLEY RE-20(J)	0	15	9	0	1	1	0	18	26
	WIGGINS RE-50(J)	71	7	36	2	16	51	0	65	183
OTERO	EAST OTERO R-1	1	1	132	0	0	137	0	154	271
	ROCKY FORD R-2	5	33	75	3	0	0	0	98	116
	MANZANOLA 3J	9	21	10	0	0	0	0	29	40
	FOWLER R-4J	0	8	28	0	12	251	0	86	299
	CHERAW 31	0	0	7	0	0	7	0	7	14
	SWINK 33	0	7	1	0	1	0	0	6	9
OURAY	OURAY R-1	0	6	8	0	0	41	0	30	55
	RIDGWAY R-2	27	14	7	0	4	9	0	37	61
PARK	PLATTE CANYON 1	41	225	89	1	19	3	0	150	378
	*PARK COUNTY RE-2	52	57	42	0	4	128	0	117	283
PHILLIPS	HOLYOKE RE-1J	0	21	8	0	0	0	0	25	29
	HAXTUN RE-2J	10	12	7	0	2	72	0	45	103
PITKIN	ASPEN 1	2	10	26	1	0	0	0	33	39
PROWERS	GRANADA RE-1	0	8	16	0	1	0	0	19	25
	LAMAR RE-2	6	73	9	2	2	19	0	93	111
	HOLLY RE-3	0	14	3	0	0	0	0	14	17
	WILEY RE-13 JT	1	5	1	0	0	2	0	5	9
PUEBLO	*PUEBLO CITY 60	0	774	2,669	37	552	0	3	2,135	4,035
	*PUEBLO COUNTY RURAL 70	80	198	608	60	63	0	3	661	1,012
RIO BLANCO	MEEKER RE1	0	11	15	0	11	0	0	28	37

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RIO BLANCO	RANGELY RE-4	0	19	12	0	6	6	0	25	43
RIO GRANDE	*DEL NORTE C-7	11	150	63	1	1	0	0	219	226
	*MONTE VISTA C-8	6	88	99	4	0	11	0	124	208
	SARGENT RE-33J	1	0	13	0	0	70	0	33	84
ROUTT	HAYDEN RE-1	87	27	19	0	6	0	0	80	139
ROUTT	*STEAMBOAT SPRINGS RE-2	4	25	58	4	24	33	0	75	148
	SOUTH ROUTT RE 3	0	10	10	0	0	0	0	17	20
SAGUACHE	MOUNTAIN VALLEY RE 1	0	8	9	0	0	0	0	15	17
SAGUACHE	MOFFAT 2	2	9	2	0	0	0	0	8	13
	CENTER 26 JT	0	205	58	2	2	0	0	132	267
SAN JUAN	SILVERTON 1	0	3	1	0	0	0	0	4	4
SAN MIGUEL	TELLURIDE R-1	0	16	25	0	0	0	0	33	41
	NORWOOD R-2J	31	8	20	1	3	0	0	60	63
SEDGWICK	JULESBURG RE-1	0	15	16	1	0	0	0	20	32
	PLATTE VALLEY RE-3	0	18	4	0	0	0	0	12	22
SUMMIT	SUMMIT RE-1	3	112	239	8	50	4	5	211	421
TELLER	*CRIPPLE CREEK-VICTOR RE-1	0	52	33	0	2	0	0	56	87
	*WOODLAND PARK RE-2	0	136	81	27	9	0	0	43	253
WASHINGTON	AKRON R-1	0	29	17	0	0	0	0	30	46
	ARICKAREE R-2	2	2	0	2	0	0	0	6	6
	OTIS R-3	0	23	21	0	0	0	0	44	44
	LONE STAR 101	0	6	0	1	0	14	0	17	21
	WOODLIN R-104	10	5	7	0	0	0	0	15	22
WELD	*WELD COUNTY RE-1	61	286	119	11	13	12	0	259	502
	EATON RE-2	13	28	39	2	3	5	0	77	90
	KEENESBURG RE-3(J)	2	424	299	7	0	111	0	415	843
	WINDSOR RE-4	50	0	171	10	0	0	0	144	231
	JOHNSTOWN-MILLIKEN RE-5J	67	190	155	8	8	3	4	262	435
	*GREELEY 6	0	2,223	2,435	163	73	0	2	2,252	4,896
	PLATTE VALLEY RE-7	0	5	82	0	1	0	0	63	88
	WELD COUNTY S/D RE-8	0	2	45	12	0	0	0	49	59
	AULT-HIGHLAND RE-9	0	57	100	0	14	0	0	99	171
	BRIGGSDALE RE-10	0	1	5	0	0	0	0	4	6
	PRAIRIE RE-11	0	0	0	0	0	0	0	0	0
	PAWNEE RE-12	9	7	2	0	0	0	0	4	18

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YUMA	*YUMA 1	0	72	91	0	1	59	0	109	223
	WRAY RD-2	0	72	18	0	3	0	0	52	93
	IDALIA RJ-3	0	3	1	0	0	0	0	4	4
	LIBERTY J-4	0	0	0	0	0	0	0	0	0
COLORADO BOCES	MOUNTAIN BOCES	14	24	31	0	17	0	0	27	86
	CENTENNIAL BOCES	0	1	60	0	0	16	0	57	77
	NORTHWEST COLO BOCES	0	0	10	0	1	0	0	9	11
	EXPEDITIONARY BOCES	0	1	7	0	0	7	0	15	15
	CHARTER SCHOOL INSTITUTE	81	178	203	3	9	19	1	304	494
STATE TOTALS		3,036	43,408	71,826	2,381	9,563	22,144	141	77,601	152,499

* Received EARSS funds in 2006-07

** *Unduplicated Total Count* is a count of students involved in incidents reported on both the Safety and Discipline tables. In this column, the student appears only once regardless of how many times the same student appears in the Action Taken columns.
Note this number of students is a proxy indicator to estimate the number of Colorado students "At-Risk" of expulsion.

*** *Duplicated Total Count of Students* is a count of students involved in each of the Action Taken columns. In this column, the same student may appear in multiple Action Taken columns.