

**Dropout Prevention  
And Student Engagement**

**State Policy Report  
2010 -2011**

***OFFICE OF DROPOUT PREVENTION AND STUDENT ENGAGEMENT***

**cde** Improving  
Academic  
Achievement

**Colorado Department of Education**  
**Dropout Prevention and Student Engagement**  
**State Policy Report**

**Table of Contents**

<a href="#">Introduction</a>	3
<a href="#">Background</a>	3
Office of Dropout Prevention and Student Engagement	3
Definitions	3
<a href="#">Analysis of Overall Incidence, Factors and Impacts</a>	4
Overview of Colorado’s Graduation Rate	5
Why Students Dropout	9
<a href="#">Analysis of Dropout Rates Over Time</a>	9
<a href="#">Legislative Review</a>	15
Review of State Statutes	15
<a href="#">Leveraging Resource for Dropout Prevention</a>	18
Grants and Trainings	18
Programs and Initiatives	18
<a href="#">Considerations and Next Steps</a>	20
Student Re-Engagement Rate	20
Colorado Graduation Pathways	22
<a href="#">Appendix A: Definition of Terms and Calculation of Rates</a>	23
<a href="#">Appendix B: 6-Year Summary of Student Dropout Data</a>	
Collected by CDE from Local Education Providers	27
<a href="#">Appendix C: 4, 5, and 6 Year Graduation Rates</a>	28
<a href="#">Appendix D: Re-Engaging Dropouts in Colorado Summary</a>	30
<a href="#">Appendix E: Colorado Truancy Court Referrals for 2008 – 2010</a>	31
<a href="#">Appendix F: Table of Statutes and State Investments</a>	
Relevant to Student Dropout	34
<a href="#">Appendix G: Colorado Graduation Pathways Fact Sheet</a>	44

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*This report, regarding state policy findings and recommendations to reduce the student dropout rate and increase student graduation and completion rates, was prepared pursuant to §§ 22-14-105, 22-14-111, C.R.S.*

*The Office of Dropout Prevention and Student Engagement produced this report with support from American Recovery and Reinvestment Act/State Fiscal Stabilization Funds*

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## INTRODUCTION

This report provides an overview of issues tied to student dropout and graduation in Colorado. It was prepared in accordance with § 22-14-111, C.R.S. and features:

- Analysis of overall incidence, factors and impacts of dropping out
- Review of policies, practices and legislation related to school attendance, truancy, dropout and graduation
- State expenditures on dropout prevention and student engagement efforts

## BACKGROUND

### The Office of Dropout Prevention and Student Engagement

CDE's efforts to decrease the dropout rate were accelerated in 2009 with the passing of HB-09-1243. This legislation created the Office of Dropout Prevention and Student Engagement, which was expanded in July 2010 with the addition of several grant programs and initiatives (see page 18 for details). The office is dedicated to strengthening, coordinating and aligning resources to reduce the Colorado dropout rate and increase graduation and school completion. It supports student achievement in three ways:

- 1) Tracks state progress on indicators of student achievement, such as dropout rate, graduation and completion rate.
- 2) Provides training and technical assistance to support credit recovery, reduce course failure, improve achievement on assessments and increase college enrollment.
- 3) Advances student achievement for all students through effective allocation of resources in the areas of student engagement, dropout prevention and college and career readiness.

### Definitions

The following definitions are taken from Colorado revised statutes and the Colorado Code of Regulations and provide a context for issues and topics discussed in this report.

**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 (General Educational Development) 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.

The Colorado dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 that leave school during a single school year without subsequently attending another school or educational program. An at-a-glance overview on how rates are calculated is provided in the next section of this report.

**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 learning 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 school 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.

Additional definitions of terms and information on rate calculations can be found in *Appendix A: Definition of Terms and Calculating Rates*.

## **ANALYSIS OF OVERALL INCIDENCE, FACTORS, AND IMPACTS**

The stakes are high when it comes to ensuring that Colorado students complete their high school education. Several studies clearly measure the benefits of graduation and the high cost of dropping out.

### **Benefits of Graduation**

A 2010 study by the Alliance for Excellence in Education<sup>1</sup> outlines the economic benefits of high school graduation by state. Some select findings for Colorado:

- If Colorado's high schools graduated all students ready for college, the state would save almost \$52.1 million a year in community college remediation costs and lost earnings.
- Over a 45-year career, a high school graduate will earn an additional \$433,530. A bachelor's degree recipient will earn an additional \$1,591,740 more than a high school dropout.<sup>2</sup>

### **High Cost of Dropping Out**

Research shows there are significant fiscal and social impacts when a student drops out.

- Slightly less than 46 percent of the nation's young high school dropouts were employed on average during 2008, which represents an average joblessness rate of 54 percent for the nation for young high school dropouts.
- Because of their high levels of joblessness and low weekly earnings while employed, the mean annual earnings of the nation's young dropouts in 2007 were only \$8,358 - well below the average of \$15,149 for all young adults. Over the past few decades, the mean cumulative earnings of male high school dropouts over their working life from ages 18-64 have declined considerably, reducing their marriage rates, home ownership rates, and their fiscal contributions to federal, state and local governments.
- The incidence of institutionalization problems among young high school dropouts was 6.3 times higher than among young high school graduates. Nearly one of every 10 young male high school dropouts was institutionalized on a given day in 2006-2007.
- The lost lifetime earnings for the 2010 class of dropouts in Colorado alone could total nearly \$4.5 billion.<sup>3</sup>

For more information, see the video on cost of dropout to society - <http://www.cde.state.co.us/DropoutPrevention/DPSEVideo.htm>

## Overview of Colorado’s Graduation Rate for the Class of 2011

For the purpose of this report, graduation and dropout rates are examined to assess the overall incidence and discuss factors that influence a student's decision to leave school. In addition to graduation and dropout data, CDE collects the following student data from local school districts on an annual basis:

- Pupil membership
- Suspension/expulsion statistics
- Attendance information including truancy rates
- Student mobility

For more information on these statistics and rates, visit [http://www.cde.state.co.us/index\\_stats.htm](http://www.cde.state.co.us/index_stats.htm)

The 2009-10 academic year marked the introduction of the 4-year, “on-time” graduation rate calculation in Colorado. Under the previous calculation, Colorado students requiring more than four years to graduate high school were adjusted from one graduation cohort (group) to another. Under the new calculation, all students are assigned an *Anticipated Year of Graduation* (AYG) upon entering 9th grade. Students who take more than four years to graduate are no longer adjusted into a new cohort, but are reported as 5-, 6- or 7-year graduates from their originally assigned cohort.

The 4-year state-wide graduation rate for 2010-11 is 73.9 percent – an improvement of 1.5 percentage points compared to the 2009-10 rate of 72.4 percent. A total of 116 (64.1 percent) Colorado school districts achieved a four-year “on-time” graduation rate at or above the state’s expectation of at least 80 percent.

	<b>Class of 2011 On-Time Graduation Rate</b>	<b>Class of 2011 On-Time Completion Rate</b>	<b>Annual Dropout Rate</b>
<b>Time Period</b>	Students that began high school four years previous, in the 2007 – 2008 school year	Students that began high school four years previous, in the 2007 – 2008 school year	Annual (July 1 to June 30)
<b>Numerator</b>	Students graduating in four years with a high school diploma	# of students receiving a regular diploma, GED certificate, or designation of high school completion in four years	Number of reported dropouts and “age outs” during the past year
<b>Denominator</b>	# of first-time entering 9th graders four years earlier + transfers in – verified transfers out	# of first-time entering 9th graders four years earlier + transfers in – verified transfers out	# of 7th – 12th grade students that were in membership at any time during the past year
<b>Statewide 2010-11 rate (and count)</b>	73.9% - State Avg. (45,846 graduates)	76.8% - State Average (47,626 completers)	3.0% State Avg. (12,744 dropouts)
<b>Notes</b>	This was the second year the graduation rate was calculated as a 4-year (on-time) rate.	This was the second year the completion rate was calculated as a 4-year (on-time) rate.	Students transferring to a GED program are not counted as dropouts in the dropout rate.

Details on how rates are calculated and the background on moving to a 4-year graduation rate can be found in *Appendix A: Definition of Terms and Calculation of Rates*. See *Table 1* for an at-a-glance look at rate calculations.

The 2009-10 academic year marked the introduction of the 4-year, “on-time” graduation rate calculation in Colorado.

### **Non-Graduates**

To understand the graduation rate, it is important to be aware of how a student would be placed in the denominator but not the numerator for this calculation. For example, the 4-year graduation rate for 2009-10 (the class of 2010 or all students with an Anticipated Year of Graduation of 2010) was 72.4 percent. CDE research reveals that of the remaining 27.6 percent of the class of 2010 that did not graduate with their cohort:

- 11.8 percent dropped out
- 10.7 percent were still enrolled at the end of the 2009-10 year. Some of these students may graduate in a future year and be considered part of the 5-, 6-, or 7-year graduation rate for the class of 2010.
- 3.4 percent were non-graduating completers. Most of these students received a GED certificate, but recipients of other “non-diploma certificates” such as certificates of completion are also counted as completers
- 1.8 percent exited to a GED program without receiving a GED certificate

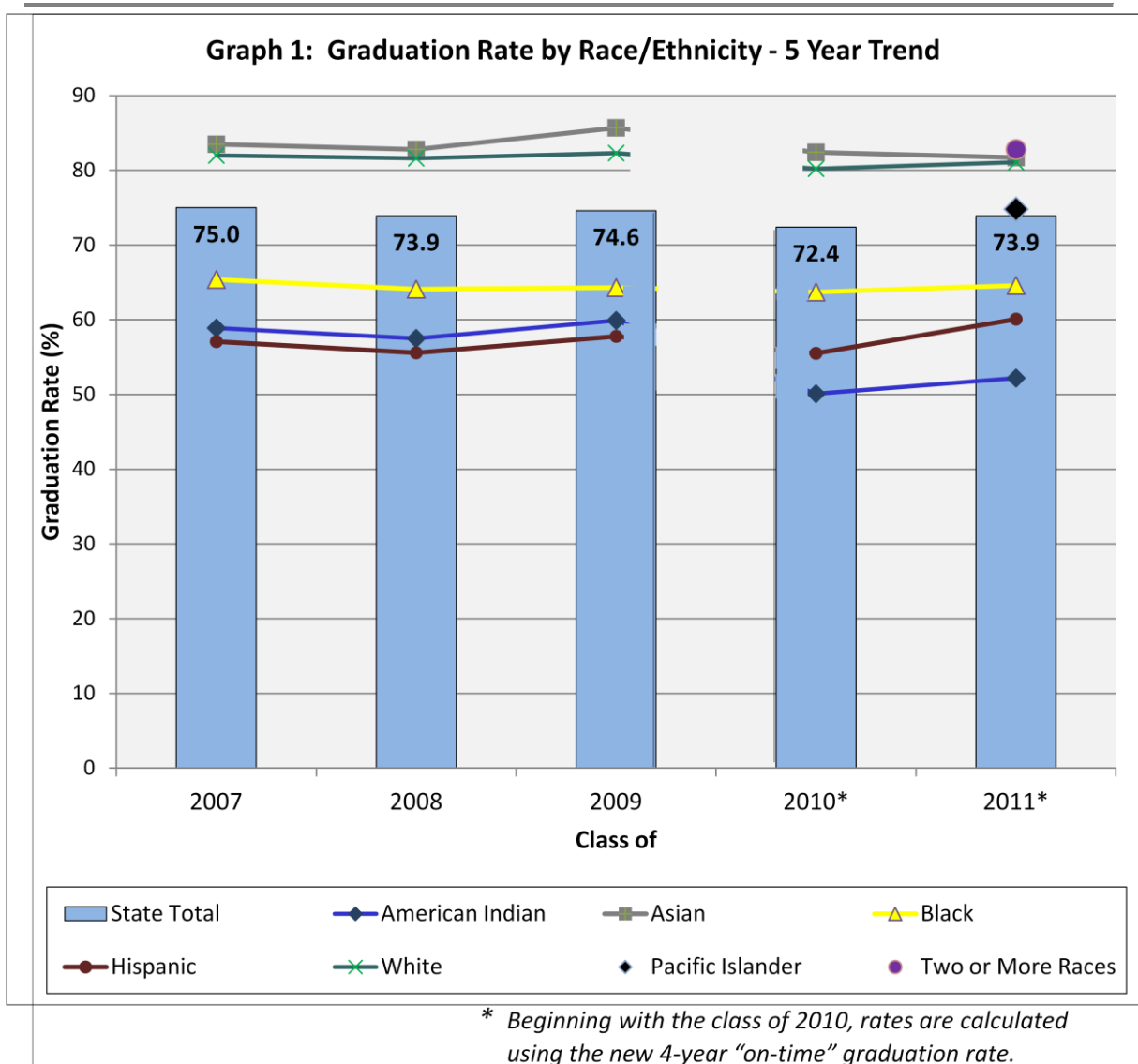
For more information, see the video titled, “What are the dropout statistics?”

- <http://www.cde.state.co.us/DropoutPrevention/DPSEVideo.htm>

### **Graduation Rate by Race/Ethnicity**

The “on-time” component to Colorado’s graduation rate calculation began in 2010, and resulted in a graduation rate decline for all ethnicities when comparing the rate to previous years. See *Graph 1 – Graduation Rate by Race/Ethnicity – 5 Year Trend*. Asian and White students continue to graduate in higher numbers than do Black, Hispanic and American Indian students. American Indian students experienced the greatest decline, 10 percent, in graduation rate from 2009 to 2010. However, in 2011, graduation rates for Hispanic students increased to 60.1 percent, which represents the highest rate when compared to previous years.

In 2010-11, CDE began collecting data on two new race/ethnicity categories: *Two or more races* and *Pacific-Islander*.

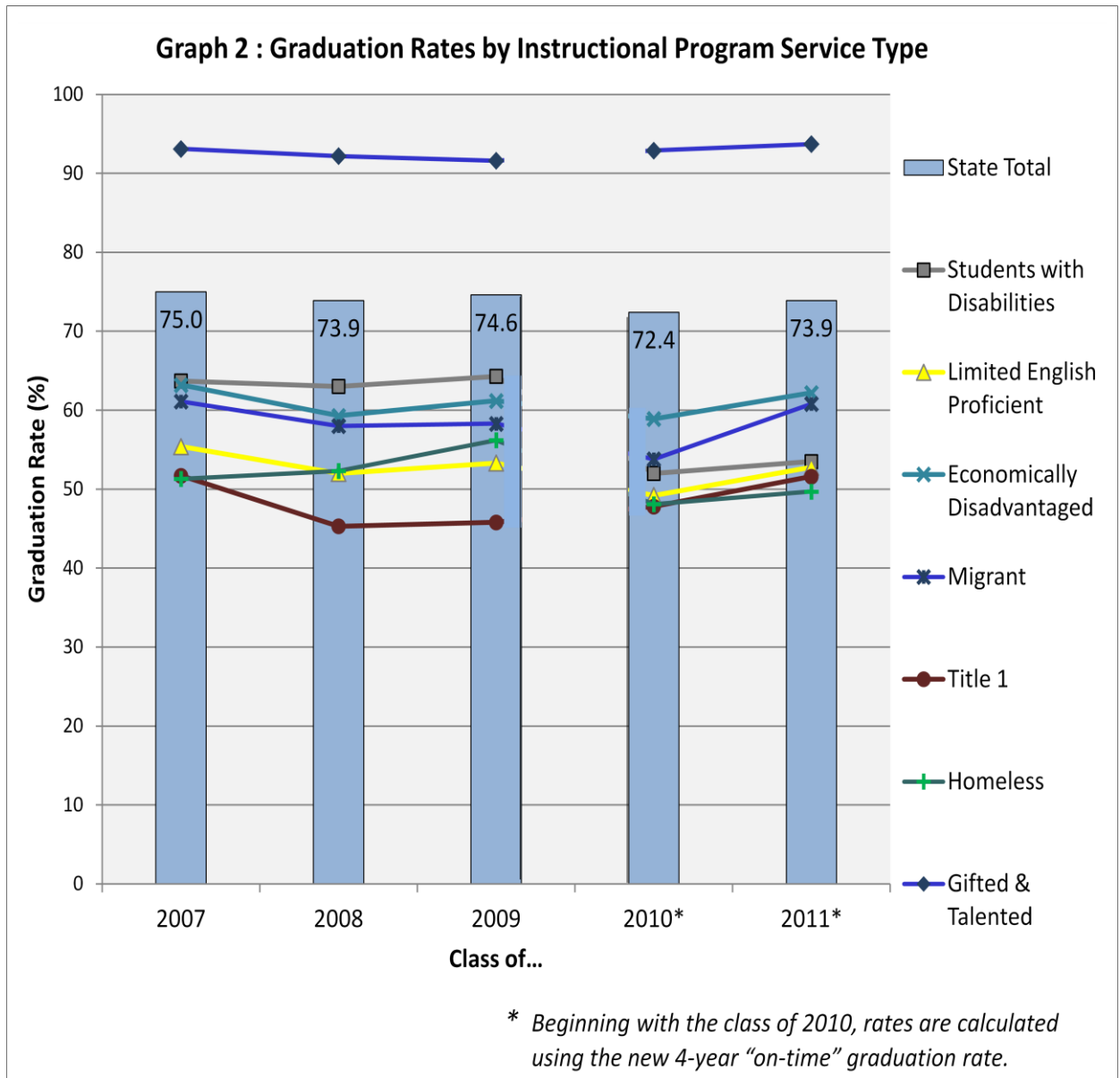


Note: In 2010-11, CDE began collecting data using seven ethnicity and race reporting fields, which includes two new categories, *Two or more races* and *Pacific-Islander*. For more detail on this report, visit <http://www.cde.state.co.us/cdereval/rvRace-Ethnicity.htm>.

### Graduation Rate by Instructional Program Service Type

In considering the 2010 graduation data from the perspective of the Instructional Program Service Type (IPST) designation, the adoption of the on-time, 4-year graduation rate calculation had a negative effect on the rates for Students with Disabilities (a 12.3 percentage point drop in the 2009-10 "on-time" graduation rate from the prior year's "adjusted-cohort" graduation rate) and Homeless Students (an 8.1 percentage point drop). Migrant Students and students designated as Limited English Proficient also experienced greater than average declines in graduation rate for the 2009-10 year – 4.5 percentage points and 4.1 percentage points,

respectively. However, in the 2011, these groups collectively experienced slight gains in the graduation rate. See *Graph 2 – Graduation Rates by Instructional Program Service Type*.



*Source: Colorado Department of Education/Data Services*

### Colorado Dropout Rates and Impacts

The annual statewide dropout rate for the 2009-10 academic year was 3.1 percent - an improvement of 0.5 percentage points compared to the 3.6 percent dropout rate for the 2008-09 year. In 2010-11, Colorado continued to see a decrease (improvement) in the dropout rate. This represents the state's sixth consecutive year for reducing the overall dropout rate. The 2010-11 rate was 3.0 percent – a reduction of one-third in the dropout rate since 2005-2006. This improvement in the dropout rate translates to over 6,200 fewer dropouts compared to the rate just six years ago.



However, the steady decline in the state's dropout rate not lead to a significant increase in the state's graduation rate. See *Graph 1 – Graduation Rate by Race/Ethnicity – 5 Year Trend*.

### ***Why Students Dropout***

CDE does not collect statewide data on *why* students dropout, however, there are state data available through the national GED testing service. In Colorado, GED test-takers are routinely surveyed on their reasons for not completing school.

CDE has access to the survey data through the state GED administrator and a report was created based on responses from students, ages 16 to 21 years old, who took the GED test in Colorado from July 2009 – June 2010. Students were asked in the survey to check all of the “reasons for not completing school.” It is worth noting that these findings are consistent with results from 2008-09. Top Responses:

- 42 percent - *Absent too many times*
- 41 percent - *Did not like school*
- 36 percent - *Weren't happy in school*
- 35 percent - *Were bored in school*
- 33 percent - *Poor study habits*
- 31 percent - *Had trouble with math*
- 30 percent - *Poor grades*

In the GED survey, the questions are organized in four areas: 1) family, 2) social, 3) academic environment, and 4) student performance.

In the “family” section, students reported “reasons for not completing high school” as: got a job (19 percent), needed money to help out at home (14 percent) and got pregnant or made someone pregnant (12 percent). These circumstances could also be described as “life events” that influence a student’s decision to leave school.

In the area of “social” a high percentage (36 percent) stated that they didn’t complete high school because they “weren’t happy in school.” The literature suggests it is likely these students lacked connection with someone (teacher or caring adult) or something (class or afterschool activity) to engage them in school. Similarly, under “academic environment” GED students stated that they left because they “did not like school” (41 percent) or “were bored” (35 percent). These reasons are examples of why some students “fade out” of school.

The reasons for not completing school under “student performance” included were absent too many times (42 percent) and had trouble with math (31 percent). These responses could be interpreted as either “fade outs” or “failing to succeed.”

## **ANALYSIS OF DROPOUT RATES OVER TIME**

Colorado dropout rates by race/ethnicity, instructional program service type, school type and setting, and grade level are examined to gain a better understanding of the scope of the problem, context and circumstances. See *Table 2: Colorado Dropout Rates by Race/Ethnicity, Gender and Instructional Program*. As shown in *Table 2*, most groups saw a decrease in their dropout rate. Groups that experienced an increase in dropout from 2009-10, include American Indian, Asian,

Title I and Migrant. During the 2010-11 school year, the greatest decline in dropout prevention was among American Indian students, with a 1.5 percent increase in dropouts.

<b>Table 2: Colorado Dropout Rates by Race/Ethnicity, Gender and Instructional Program</b>						Percentage Point Change 2009-10 to 2010-11 (negative indicates improvement)
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<b>2010-11</b>	
<b>State Total</b>	4.4%	3.8%	3.6%	3.1%	<b>3.0%</b>	-0.1
<b>American Indian</b>	7.1%	6.4%	6.8%	5.3%	<b>6.5%</b>	1.2
<b>Asian</b>	2.6%	2.3%	2.2%	1.6%	<b>1.7%</b>	0.1
<b>Black</b>	5.8%	5.5%	5.0%	4.6%	<b>4.4%</b>	-0.2
<b>Hispanic</b>	8.0%	6.6%	6.2%	5.4%	<b>4.9%</b>	-0.5
<b>White</b>	2.8%	2.4%	2.3%	2.0%	<b>2.0%</b>	0.0
<b>Pacific Islander</b>					<b>2.9%</b>	n/a
<b>Two or More Races</b>					<b>1.7%</b>	n/a
<b>Male</b>	4.7%	4.0%	3.8%	3.4%	<b>3.2%</b>	-0.2
<b>Female</b>	4.0%	3.5%	3.4%	2.9%	<b>2.8%</b>	-0.1
<b>Students with Disabilities</b>	3.5%	2.8%	2.4%	2.3%	<b>2.2%</b>	-0.1
<b>Limited English Proficient</b>	9.3%	6.8%	6.7%	6.0%	<b>5.5%</b>	-0.5
<b>Economically Disadvantaged</b>	5.2%	4.0%	4.1%	3.4%	<b>3.0%</b>	-0.4
<b>Migrant</b>	8.5%	4.7%	5.2%	4.1%	<b>4.2%</b>	0.1
<b>Title 1</b>	7.9%	4.9%	5.3%	4.9%	<b>5.2%</b>	0.3
<b>Homeless</b>	9.5%	7.9%	7.5%	7.2%	<b>6.7%</b>	-0.5
<b>Gifted &amp; Talented</b>	0.8%	0.8%	0.9%	0.7%	<b>0.4%</b>	-0.3

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 before the end of that school year. See *Table 1* for information on how dropout rates are calculated.

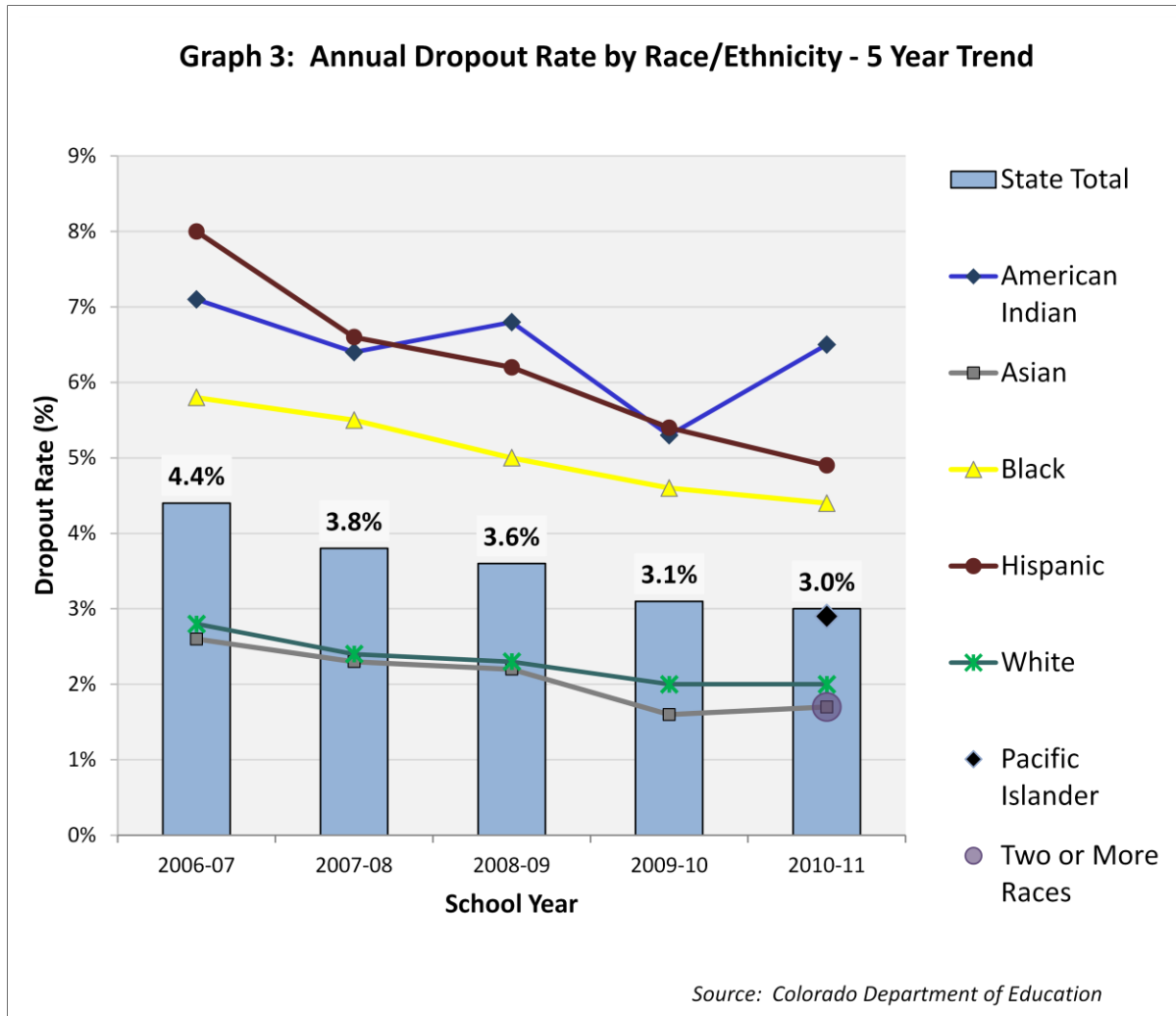
*Source: Colorado Department of Education/Data Services*

### [Analysis of Dropout Rates by Race/Ethnicity](#)

All racial/ethnic groups showed an improvement in dropout rates for 2009-10, (see *Graph 3: Annual Dropout Rate by Race/Ethnicity – 5 Year Trend*). In 2010-11, most racial/ethnic groups showed improvement. The greatest improvement was seen among Hispanic students.

In 2010-11, CDE began collecting data using seven ethnicity and race reporting fields, which includes two new categories, *Two or more races* and *Pacific-Islander*. More analysis is needed to

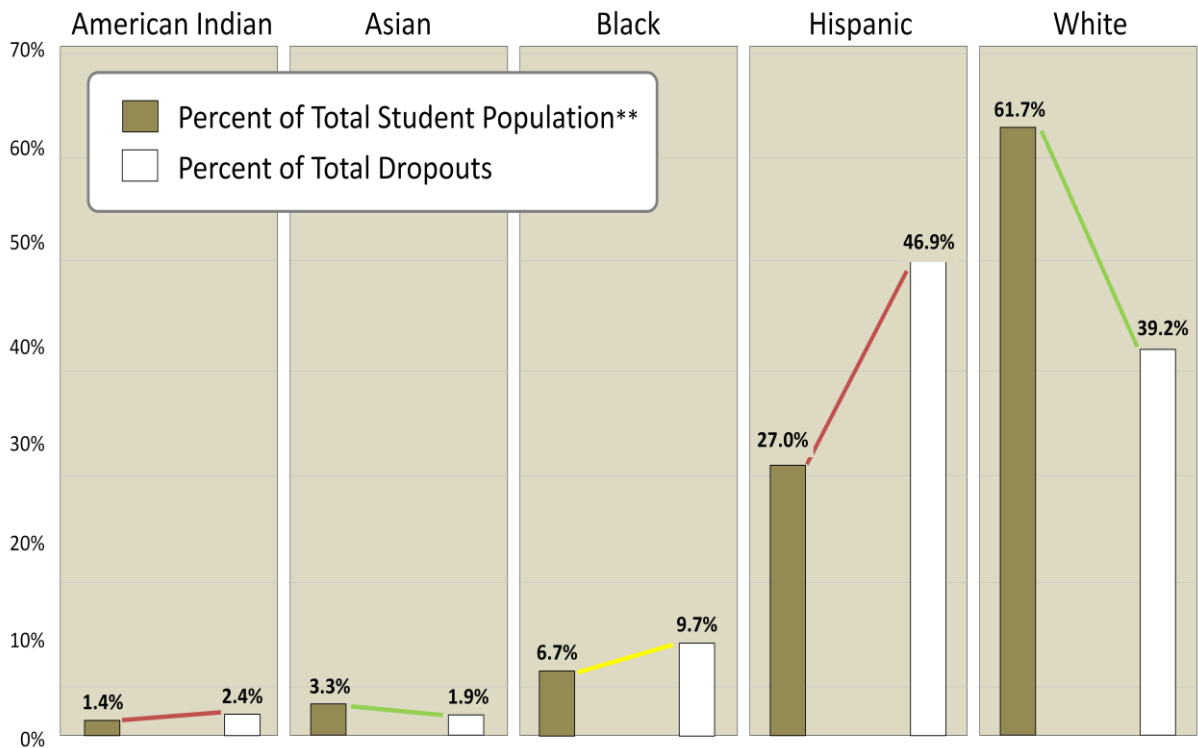
determine to what degree this impacts comparisons with previous years. For more details on the change in race/ethnicity reporting, visit <http://www.cde.state.co.us/cdereval/rvRace-Ethnicity.htm>.



Although there have been improvements in the state’s dropout rate, a significant “outcomes gap” exists between White students and American Indian, Black and Hispanic students. In 2009-10, Black students dropped out at a rate 2.3 times higher than White students. American Indian and Hispanic students dropped out at a rate 2.7 times higher than White students.

Another way to view this outcomes gap is to compare the percent of the total 9th–12th grade student membership constituted by each racial/ethnic group to the percent of total Colorado dropouts made up of students from that group. As seen in *Graph 4: Race/Ethnicity Outcomes Gap*, Hispanic/Latino students are greatly overrepresented as a percent of annual dropouts compared to the percent of total student membership. American Indian students, a small percentage of the overall student population, are also significantly overrepresented as a percent of annual dropouts.

**Graph 4: Race/Ethnicity Outcomes Gap**



\*\* Students attending a Colorado public school as a 9th, 10th, 11th or 12th grader. Numbers and rates are aggregated from 2007-08, 2008-09 and 2009-10 Academic Years.

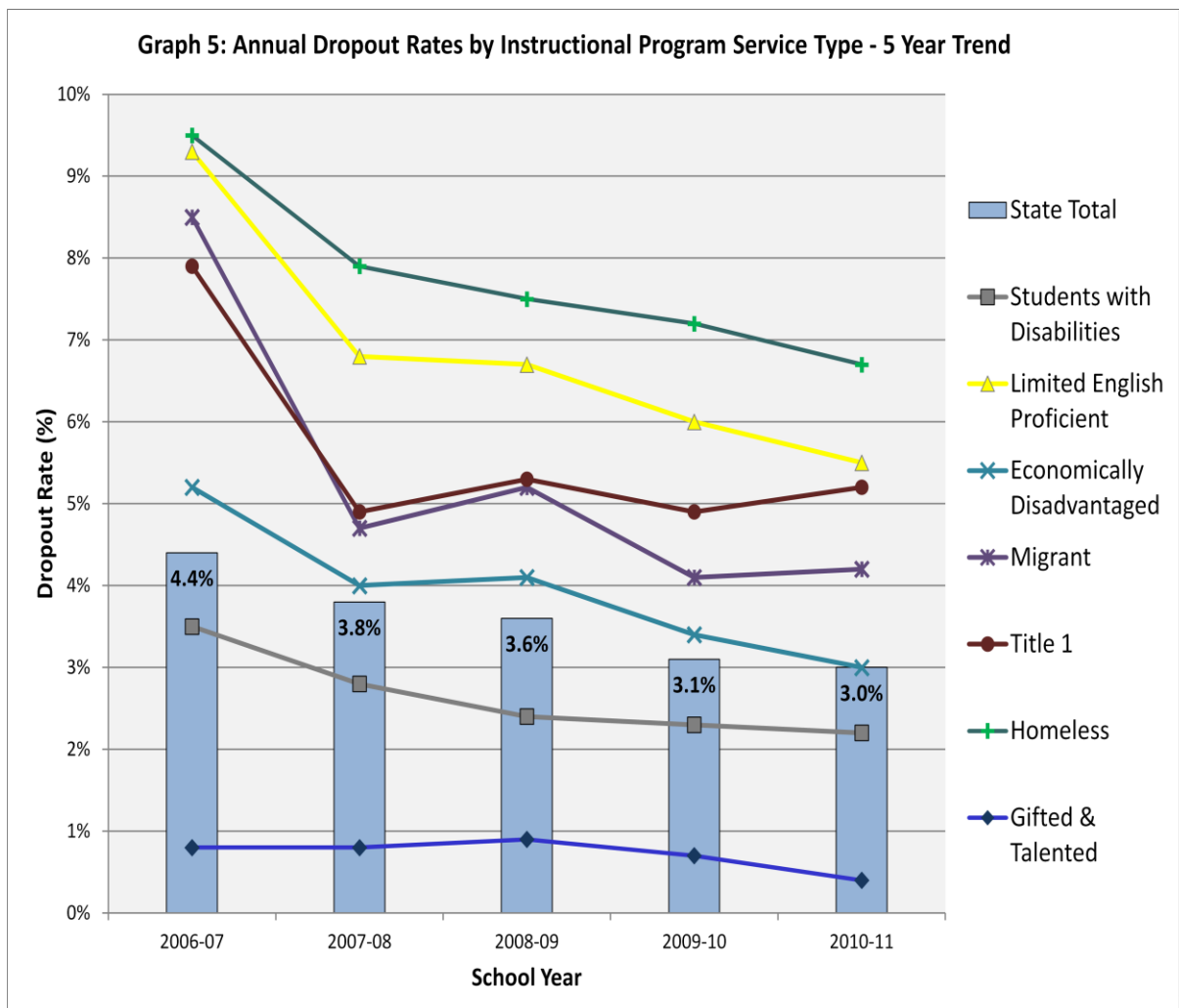
**Analysis of Rates by Instructional Program Service Type (IPST)**

This classification refers to students identified as belonging to one or more of the following categories and therefore receiving supplemental services provided by the school and/or district attended: Students with disabilities, limited English proficient, economically disadvantaged, migrant, title 1, homeless, and gifted and talented.

The IPST graduation rate designation is based on the student receiving services for that IPST category at any point during 9th–12th grade. The dropout rate designation is based only on whether a student was reported in that IPST category during the most recently completed school year. See *Graph 5: Annual Dropout Rates by IPST* below for snapshot.

Students in all *Instructional Program Service Type (IPST)* categories showed improvement in 2009-10 dropout rates, with Migrant Students, Economically Disadvantaged (Free or Reduced Lunch), and Limited English Proficient groups showing the greatest decrease (improvement) in dropout rate compared to 2008-09. This trend continued in most categories in 2011, with the exception of Title I and Migrant student groups which saw an increase in their dropout rate. The IPST groups with the highest rates of dropout remained the same as the past four years: Homeless, Limited English Proficient, and Title 1 designated.

Definitions for instructional program service types can be found in *Appendix A: Definition of Terms and Calculating Rates*.



### Analysis of Rates by School Type and Setting

The Denver Metro area is at the center of the state’s dropout problem . The most recent analysis is available for the 2009-10 school year. The Denver metro area represented 55.7 percent of the overall 7th to 12th grade membership in the 2009-10 school year, but accounted for 63.2 percent of all dropouts. See *Table 3: Dropout Data by School Type* for more detailed information.

Alternative Education Campuses (AECs), despite comprising only 5.4 percent of the total 7th to 12th grade membership, account for 30.3 percent of all dropouts. This can be attributed, however, to the fact that alternative schools enroll students that have already experienced a dropout event. An analysis of Colorado data shows that a high percent of re-engaged students will not complete school, see *Appendix C: 4,5 and 6 Year Graduation Rates*.

In legislation, AEC designations are based on a criteria that include schools that serve a population in which more than 95% of the students either have an individual education plan or meet the definition of a high-risk student. In this context, the definition of "high-risk student" includes a migrant child, a homeless child, and a child with a documented history of serious psychiatric or behavioral disorders. See page 42 for more details on statutory definition.

**Table 3: Dropout Data by School Type for the 2009-10 School Year**

	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	
	<b>Total 7th-12th Grade Pupil Membership</b>	<b>Total # of dropouts</b>	<b>Aggregated Dropout Rate for this School Type</b>	<b>Percent of All Dropouts</b>	<b>Percent of Total 7th - 12th Grade Membership</b>	
	Alternative Education Campuses (AEC)	24,743	3,986	16.1%	30.3%	5.4%
	Online Schools	13,091	1,565	12.0%	11.9%	2.8%
	Charter Schools	34,455	3,002	8.7%	22.8%	7.5%
Setting	Denver Metro	257,219	8,307	3.2%	63.2%	55.7%
	Urban Suburban	123,758	2,700	2.2%	20.5%	26.8%
	Outlying City	21,595	513	2.4%	3.9%	4.7%
	Outlying Town	36,660	884	2.4%	6.7%	7.9%
	Rural	18,367	397	2.2%	3.0%	4.0%
School Size*	Very Large (over 2000 students)	47,132	1,344	2.9%	17.8%	11.1%
	Large (1000 to 1999 students)	154,825	3,119	2.0%	41.3%	36.6%
	Medium (400 to 999 students)	125,809	1,352	1.1%	17.9%	29.7%
	Small (100 to 399 students)	81,159	1,424	1.8%	18.9%	19.2%
	Very Small (less than 100 students)	14,599	309	2.1%	4.1%	3.4%

Source: Colorado Department of Education 2009-10 Student End of Year Data Collection

Notes

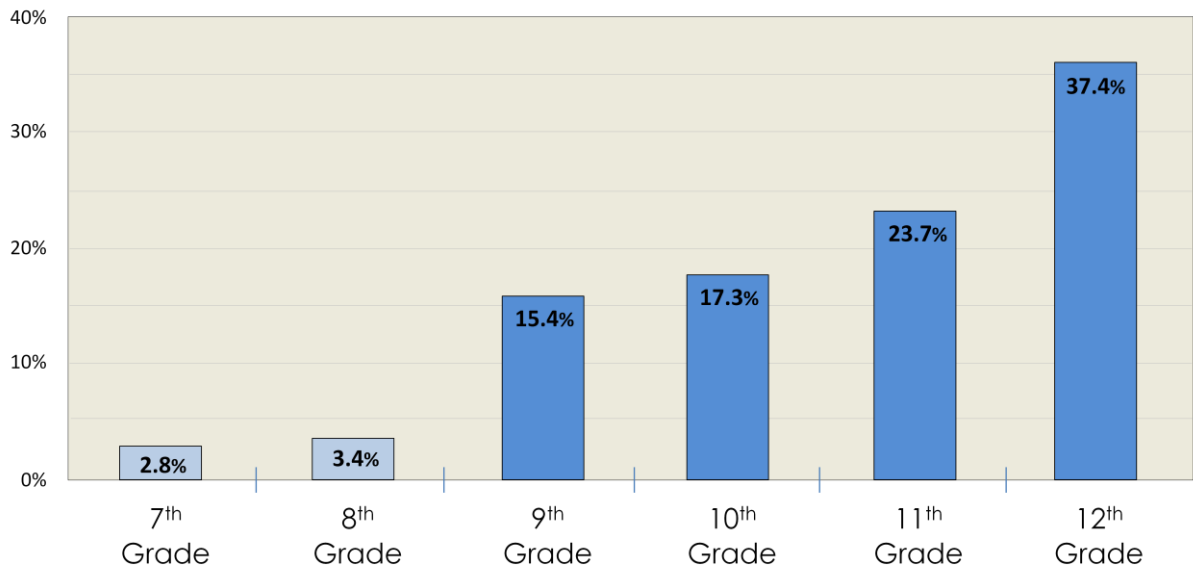
\* School Size: AECs and Online Schools were removed from the data set before performing the breakout by School Size because AECs were overrepresented in the Small/Very Small categories and Online Schools were overrepresented in the Large/Very Large categories.

- 1) AEC designation does not include Alternative Education Programs; data are from schools that self-identify as AECs.
- 2) AEC, Online, and Charter designations are not mutually exclusive.
- 3) Sum of setting categories and school size categories is less than 100% in columns D and E because a small number of schools are not designated under any of these categories.
- 4) See *Appendix B* for information on dropout rates for alternative and other types of schools.

## Analysis of Rates by Grade Level

As noted in *Graph 6 – Percent of Total Dropouts by Grade Level – Colorado Public Schools*, the vast majority of Colorado dropouts come from grades 9-12. However, school districts are directed to report students who stop attending school in 7th to 12th grade and do not enter another educational environment as dropouts – regardless of age. Slightly more than 6 percent of dropouts each year come from grades 7 and 8. The majority of students who dropout are reported as leaving in 12th grade, 37.4 percent. See *Appendix B* for more details on average age at times of dropping out.

**Graph 6: Percent of Total Dropouts by Grade Level – Colorado Public Schools**



Aggregated data from 2007-08, 2008-09 and 2009-10 academic years

## LEGISLATIVE REVIEW

Legislative guidance requires the Office of Dropout Prevention and Student Engagement to provide a review of current statewide statutes impacting graduation, dropout reduction and school success. This requirement is address in this section. In 2010-11, the Colorado Legislature passed legislation to provide leadership in creating and implementing policies that play a key role in reducing the dropout rate and creating multiple pathways to graduation.<sup>4,5</sup> Examples of recent legislation include but are not limited to:

- Expanded definitions of alternative education campuses and “high-risk student” (S.B. 10-154 and H.B. 11-1277)
- Initiation of court proceedings against a truant minor the last resort (H.B. 11-1053)
- Creation of an educational success task force to study intervention education services (S.B. 11-111)
- Creation a school discipline legislative task force (S.B. 11-133)
- Requiring school districts to provide education services to a juvenile while awaiting trial in jail (S.B. 10-54)
- Addition of vocational programs to Correctional Education Programs (H.B. 10-1112)

## **Review of State Statutes Relevant to Dropout Prevention and Student Engagement**

A review of Colorado statutes identified 29 statutes that pertain to student dropout prevention and intervention. In FY 2010-11, a total of \$17,142,086 in state funds was allocated in conjunction with six of these statutes. The remaining 23 statutes do not have state funds allocated. See *Appendix F: Table of Statutes and State Investments Relevant to Student Dropout* for a summary of statutes including, description, outcomes and state funds allocated.

These 30 statutes can be characterized in five categories: 1) Grants and programs that address dropout prevention and student engagement; 2) Parent involvement; 3) Postsecondary and workforce readiness; 4) Student safety and discipline; 5) Truancy and school attendance; and 6) Requirements and regulations.

### ***Grant and Programs that Address Dropout Prevention and Student Engagement***

This category refers to state grants and programs that are designated to support students at-risk of dropping out, re-engage those who have dropped out, or provide extra assistance to ensure graduation and school completion.

There are seven state statutes that match this category. Of these, four were allocated \$16,958,862 in state funds in FY 2010-11. Three are unfunded and one statute is supported through federal dollars. Overall the funded grants and programs are showing positive gains and achieving the intended results.

### ***Parental Involvement***

In this context, parent involvement includes fostering the inclusion and participation of parents/guardians/primary caregivers in the education of children. Over 30 years of research shows that when parents are involved in the education of their children, students have better attendance, high rates of homework completion, high levels of academic achievement, and are less likely to drop out of school.

One statute establishes a grant program to support parent involvement in Colorado, however, it is unfunded to date. Three statutes specifically address parents by supporting participation in school events (§8-13.3-103, C.R.S), increasing parent leadership and voice in decision-making at the state and local level (§22-7-303, C.R.S.) and ensuring that parents are notified if their child drops out of school (§8-13.3-103, C.R.S.). Two of these statutes do not require oversight or reporting on effectiveness and state money is not allocated to support implementation. One statute is unfunded, but requires oversight by CDE and community leadership.

### ***Postsecondary and Workforce Readiness***

The definition adopted by the Colorado State Board of Education and the Colorado Commission on Higher Education states, "Postsecondary and workforce readiness describes the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy." The Colorado's Preschool to Postsecondary Alignment Act (S.B. 08-212, also known as "Colorado's Achievement Plan for Kids" or CAP4K), mandated a definition for post secondary and workforce readiness as a means to support alignment of P-20 education and support graduation and school success. In FY 2010-11, the total expenditure for this effort was \$158,620.

In addition to CAP4K, there are two statutes that address postsecondary and workforce readiness in conjunction with decreasing dropout rates and increasing graduation rates. Accelerating Students through Concurrent Enrollment (ASCENT) (§22-35-101, C.R.S), which



began in fall 2009, allows high school students to participate in a “fifth” year of high school while concurrently enrolled in an institution of higher education. The expenditure for this program in the 2010-11 year was \$24,604 based on a fixed amount of per-pupil revenue (PPR) for qualifying students. The last statute in this category is titled “Individual Career and Academic Plans,” (§22-32-109, C.R.S.) and there were no state funds allocated to address the mandates in this legislation.

### *Student Safety and Discipline*

In this context, student safety and discipline issues are those that relate to fostering a positive school environment and would aid in preventing a student from dropping out of school, possibly due to the “social” reasons listed on the GED data from earlier in this document. Some reasons include: did not feel safe at school; did not get along with other students/teachers; did not feel a part of the school. There are two statutes in this category addressing the school environment. An unfunded School Discipline Legislative Task Force will be convened in late 2011 to study and assess, most importantly, statutes concerning zero-tolerance practices in schools and the use of law enforcement sanctions for school-based behaviors. The task force must make recommendations to the legislative council by November 2011. The second statute creates an unfunded bullying prevention and education grant that would allow grantees to fund bullying prevention programs, provided that they report on the effectiveness of the programs.

### *Truancy and School Attendance*

This refers to unexcused absences and issues related to school attendance, such as setting the ages of compulsory school attendance, consequences for truancy and addressing barriers to attendance. There are eight statutes in this category and they primarily establish rules, guidance and structure to issues related to truancy. The statutes are not state-funded and do not require evaluation. The Colorado Division of Criminal Justice and CDE both track aspects of the laws, such as rates of truancy, number of referrals to truancy court and number of truant students sent to detention for violation of a court order to attend school. For more information on truancy court referrals, see *Appendix E: Colorado Truancy Court Referrals for 2008-2010*.

### *Requirements and Regulations*

Statutes categorized in this area refer to specific guidance in processes or application of rules. There are five statutes listed. One focuses on sharing information between state agencies when there are child welfare or juvenile justice issues being considered. Two outline steps in securing appropriate educational services for children in out-of-home placement and for juveniles held in jail, respectively. Three deal with definitions for dropouts and high-risk students, as well as rules for designating alternative education campuses. Most notably, the definition of an “at-risk” student was modified in multiple pieces of legislation to include: 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; a student who has been expelled from school or engaged in behavior that would justify expulsion; a migrant child; a homeless child; a child with a documented history of serious psychiatric or behavioral disorders; and students who are over traditional school age or lack adequate credit hours for his or her age.

*This statutory review involved analysis of legislative reports and a content search of Colorado legislation from 1995 to 2011. A “Digest of Bills” is prepared each year by the Colorado Office of Legislative Legal Services and was a primary source. Information on the allocation of funds was provided by the state agencies responsible for monitoring or implementing a specific statute.*

## LEVERAGING RESOURCES FOR DROPOUT PREVENTION

### Grants and Trainings

This fiscal year, \$33 million in funding was allocated to the programs within the Office of Dropout Prevention and Student Engagement. As a result, resources were distributed to 191 districts and 191 schools (these numbers are not mutually exclusive). Some districts received funds from multiple programs. See *Table 4: CDE Grant Funding and Distribution* for a detailed grant listing. Also, see *Map 1 Colorado Counties: Level of Dropout Prevention and Student Engagement Resources* to view level of investment by county.

From July to April 2011, the Dropout Prevention team provided close to 100 opportunities for training and professional development across the state. This included approximately 74 presentations to special groups and at conferences, seven webinars, four regional trainings, four professional development days and one statewide conference.

<b>Table 4: CDE Grant Funding and Distribution</b>				
<b>Type of Funding</b>	<b>Program</b>	<b>Grant Amount</b>	<b># of Local Education Agencies</b>	<b># of Schools</b>
Federal	21st Century Community Learning Centers	\$12,000,000	24	71
State	Expelled and At Risk Student Services Grant Program	\$7,343,560	59	N/A
State	School Counselor Corps Program	\$5,000,000	37	90
Federal	Colorado Graduation Pathways	\$3,000,000	17	30
State	Concurrent Enrollment Act	\$4,969,800*	32	
Federal	McKinney-Vento Homeless Education Grant Program	\$698,000	20	N/A
Federal	Workforce Investment Act: Youth Out of the Education Mainstream	\$261,276	2	N/A
	<b>Totals</b>	<b>\$ 33,272,636</b>	<b>191</b>	<b>191</b>

*\*This is an estimate of the amount of per pupil revenue for ASCENT students, based on 753 students.*

### Programs and Initiatives

The Office of Dropout Prevention and Student Engagement is comprised of seven programs and three initiatives. The programs include:

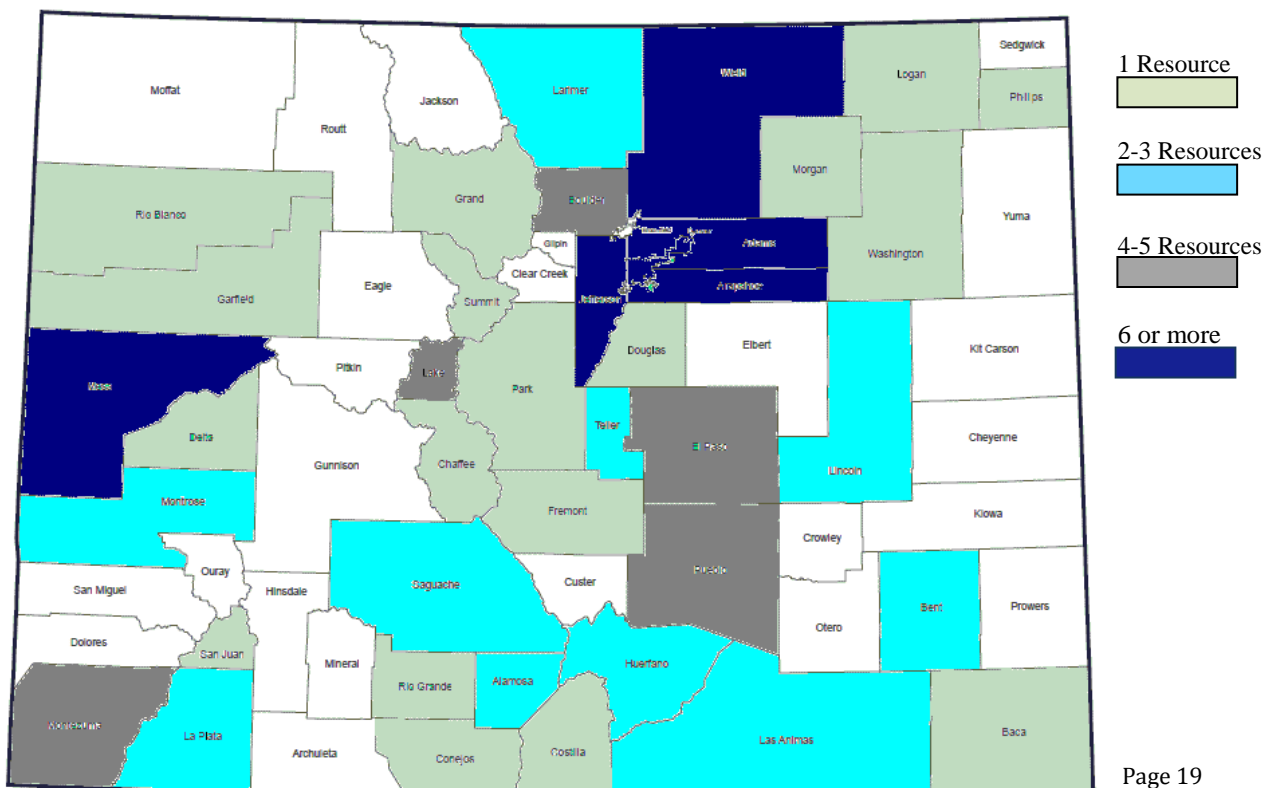
1. **21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)** – Provides academic enrichment opportunities, with an emphasis on literacy, mathematics and science, to at-risk students.
2. **Title X – McKinney-Vento Homeless Education Program** – Ensures access, stability and educational support for students experiencing homelessness.
3. **Colorado Graduation Pathways Project** – Provides technical and financial assistance to qualifying schools to identify and serve students at greatest risk of dropping out and to reengage students who have dropped out.
4. **Expelled and At Risk Student Services Grant Program** – Funds educational services to expelled students and funds programming to prevent suspensions and expulsions.

5. **School Counselor Corps Program (SCCP)** – Increases the availability of school counselors in secondary schools and promotes career and college-going cultures in schools.
6. **Career Pathways: “Youth Out of the Educational Mainstream”** – Increases postsecondary and workforce readiness for youth outside mainstream education.
7. **Concurrent Enrollment** – Broadens access to concurrent enrollment programs, improves coordination between institutions of secondary education and institutions of higher education, ensures financial transparency and accountability and creates the “5th year” ASCENT program for students retained by the high school for instruction beyond the senior year.

The initiatives include:

1. **Designated Graduation Districts** – Requires identification of “priority” and “high-priority” districts in need of increasing their graduation rate and decreasing their dropout rate. The initiative includes conducting a practices assessment and developing a student graduation and completion plan as part of the district’s Unified Improvement Plan (UIP).
2. **Secondary Initiatives** – Coordinates and facilitates cross-departmental collaboration in serving Colorado middle and high schools. Involves increasing communication to the field through online resources and professional development opportunities for CDE staff.
3. **Individual and Career Academic Plans (ICAPs)** - Assists students and their families in the following areas: exploration of postsecondary career and educational opportunities available, alignment of course work and curriculum, application to institutes of higher education, and access to financial aid.

**Map 1 - Colorado Counties:  
Level of Dropout Prevention and Student Engagement Resources**



## **CONSIDERATIONS AND NEXT STEPS**

In the year ahead, Colorado is well-positioned to advance dropout prevention and student engagement. This school year, Colorado was awarded a 5-year, High School Graduation Initiative grant through the U.S. Department of Education. Also, this year, CDE took additional steps to establish a student re-engagement rate. Both these efforts will play a role in moving forward to increase high school completion in the state.

### **Student Re-Engagement in Colorado: Study Results**

The National Governors Association Center for Best Practices funded a study titled, *Reengaging Dropouts in Colorado*,<sup>6</sup> as part of its *State Strategies to Achieve Graduation for All* initiative. The study, conducted by Johns Hopkins University, analyzed CDE dropout data from 2007 – 2009 to assess the the level of student re-engagement that is occurring in the state and outlines considerations in improving dropout recovery efforts in Colorado.

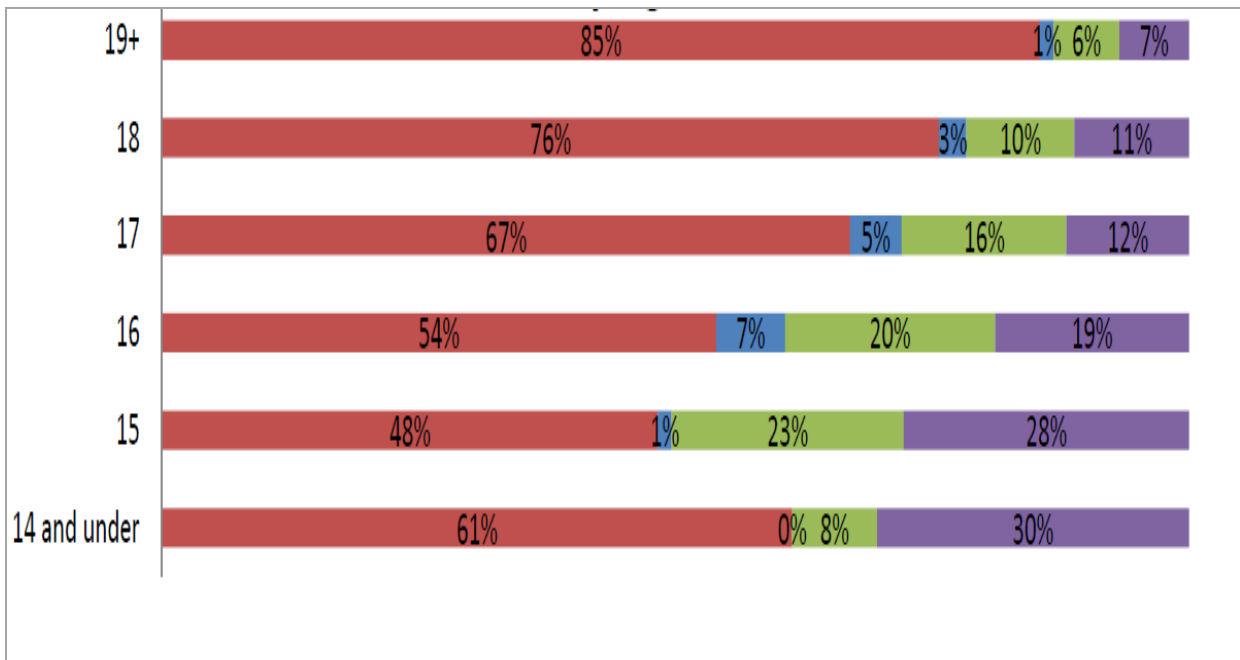
The findings show dropout recovery is a major problem and recommends next steps. Only a third of Colorado's 2007-08 dropouts actually re-enrolled in school or received a GED the year following the dropout event, and fewer than one in five remained enrolled or completed high school successfully. Those who were successful, generally had demographic characteristics similar to those of graduates more generally: on-age for grade with no prior dropout events, non-EL students, and higher proportions of females than males. The fact that special education students had a significantly higher rate of re-enrollment and re-engagement than others is a positive sign, and probably reflects intentional outreach to this group of students (who often have higher than average dropout rates in other states). Recovery rates for students past high school age (over 18) were significantly lower than for younger students. Though behavioral characteristics were not available for analysis, the researchers would predict that students with generally higher levels of attendance and previous course passing would be more likely than others to have higher rates of successful re-engagement.

Holding districts and schools accountable for re-engaging their dropouts is an important step for ensuring that all students complete high school. However, the study showed that rates of re-enrollment or re-engagement in the same school, district, or even Boards of Cooperative Educational Services (BOCES) may not be the most helpful measure of success. Because these rates are so influenced by number of dropouts, size of district, and type of school, it is important to report other measures, too. See *Appendix D: Re-Engaging Dropouts in Colorado Summary* for an analysis of re-engagement by type of school.

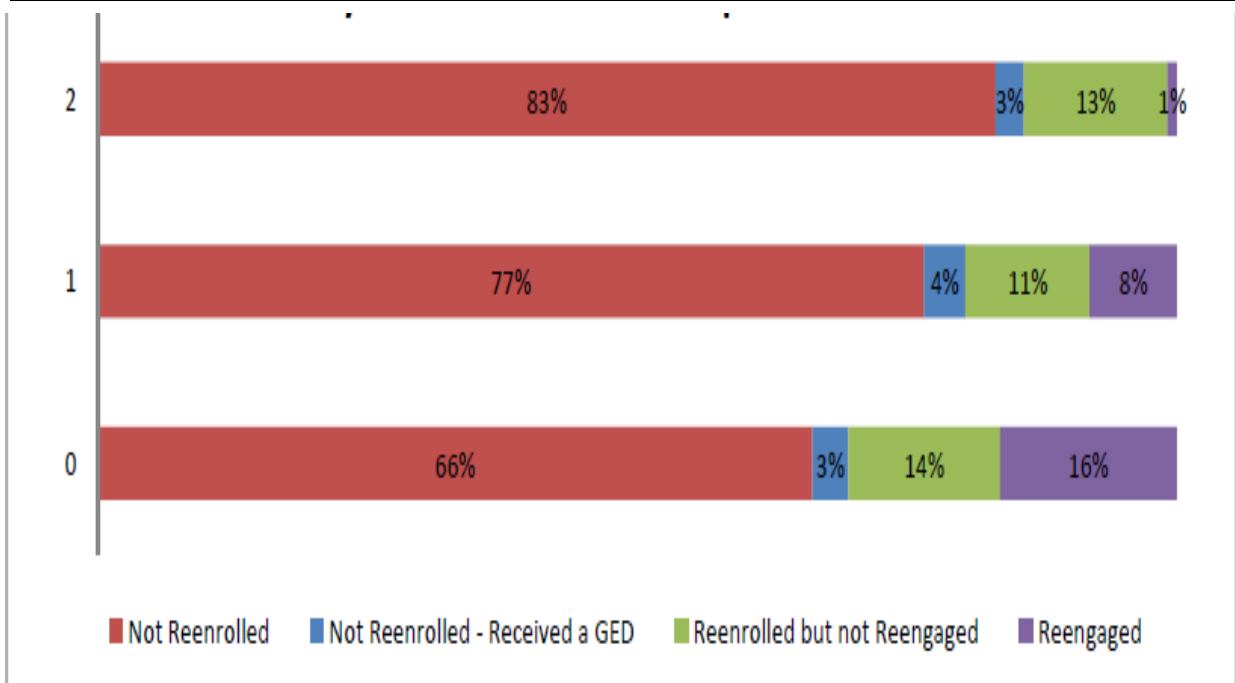
The study showed that the strongest single indicator of re-enrollment was age; visible on the next page in *Graph 7 – Reenrollment Outcomes 2008-09 by Age*, students who were younger than 18 were more than two and one-half times as likely to re-enroll as students 18 or older (2.59 vs. 1.0), without controlling for any other factors.

Special education students were more likely to re-enroll than regular education students by a factor of nearly 2 (1.85). This could be due to special outreach targeted at students with IEPs. By contrast, English Learner students were less likely than non-EL students to re-enroll (by a factor of 0.7). Similarly, students who were overage for grade (e.g., 15 when dropping out in 8th grade, 16 when dropping out in 9th grade, etc.) were also less likely to enroll than non-overage students, as were students who had a previous record of dropping out. See *Graph 8* below for a look at how the number of prior dropout events affected re-enrollment outcomes.

**Graph 7: Re-Enrollment Outcomes 2008-09 by Age**



**Graph 8: Re-enrollment Outcomes 2008-09 by Number of Prior Dropout Events**



For a copy of the full report on re-engagement, visit <http://www.cde.state.co.us/DropoutPrevention>.

## Colorado Graduation Pathways

Funded by the U.S. Department of Education's High School Graduation Initiative (HSGI), the Colorado Department of Education was awarded a five-year, \$14.1 million grant to implement the Colorado Graduation Pathways program. This program aims to reduce the Colorado dropout rate and increase the graduation rate by conducting data analysis, supporting school transitions, implementing a research-based dropout prevention framework and building the capacity of schools to provide support and instruction to students at-risk of dropping out or who seek to re-enter and complete school.

CDE projects that the Colorado Graduation Pathways program will help reduce the number of dropouts from the 31 targeted high schools by 6,544 over the course of the five-year grant period by keeping at-risk students in school, re-engaging out-of-school youth and moving all students toward academic success and graduation. This reduction translates to an estimated lifetime, net fiscal impact of \$2.1 billion. At the state level, this would mean \$207 returned for every \$1 invested. For a detailed analysis of projected outcomes, see Appendix G: *Colorado Graduation Pathways Fact Sheet*.

In working with partner schools and districts, CDE encourages the use of a set of proven tools and tactics, which are reflected in the state's framework for dropout prevention. In future reports, progress on this grant will be reported.

The framework for the Colorado Graduation Pathways Project includes:

### **Analysis and Assessment**

- Develop, implement, and effectively use Early Warning Systems
- Analyze current student supports and alternative pathways to graduation
- Assess and enhance school climate
- Review and revise school policies and practices to align with identified best practices
- Assess and increase family-school-community engagement
- Conduct gap assessments of community resources

### **Development and Implementation**

- Build effective transition systems for middle school to high school and high school to post-secondary options
- Implement effective interventions and strategies for outreach and re-engagement of out of school youth
- Develop, plan and implement professional development for leadership and teachers

### **Data Tracking and Evaluation**

- Develop systems for data collection, tracking of process and results, evaluation and use of evaluation findings to make adjustments and corrections as applicable.

## APPENDIX A: DEFINITION OF TERMS AND CALCULATION RATES

### Rates on Enrollment and School Attendance

**Student Enrollment:** The number of students enrolled and in attendance at a given school or district on October 1 of each school year.

**Student Mobility Rate:** In general, 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. Examples of normal progression include advancing grades between academic years, matriculating between elementary school and middle school or between middle school and high school, and exiting as a graduate or completer at the end of the twelfth grade. “Unanticipated” or “non-normal” movements – such as a mid-year grade advancement, entry into a school or district after October 1, or exit from a school or district before the end of the school year – are considered instances of student mobility.

#### ***The Student Mobility Rate Calculation:***

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

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

**Attendance Rate:** Total number of student days attended divided by total student days possible.

**Truancy Rate:** Total number of student days unexcused absent divided by total student days possible

### Race/Ethnicity

The identification of a student’s race and ethnicity is to be primarily made by the parent or guardian by completing a questionnaire. The questionnaire lists seven race/ethnicity categories: Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The parent or guardian may select more than one category.

### Instructional Program Service Type (IPST)

Services provided by schools and/or districts for students identified as belonging to one or more of the categories below:

- **Students with Disabilities:** Students who have been formally identified as having physical or health conditions that may have a significant impact on the student’s ability to learn and therefore warrant placing the student on an Individual Educational Program (IEP).

- **Limited English Proficient:** This designation encompasses all students identified as either non-English proficient or limited English proficient. Non-English proficient is defined as a student who speaks a language other than English and does not comprehend, speak, read, or write English. Limited English proficient is defined as a student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English. Districts must provide language services to all limited English proficient students.
- **Economically Disadvantaged:** Student qualifies for either the free or reduced lunch program. The Federal National School Lunch Act establishes eligibility for the reduced price lunch program for families with income up to 185 percent of the federal poverty level. Families with income up to 130 percent of the federal poverty level qualify for the free lunch program.
- **Migrant:** Students enrolled in a specially designed program for children who are, or whose parent or spouse is a migratory agricultural worker, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse in order to obtain, temporary or seasonal employment in agricultural work has moved from one school district to another.
- **Title 1:** Students that 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.
- **Homeless:** According to the McKinney Act, a “homeless individual”: lacks a fixed, regular, and adequate nighttime residence.
- **Gifted and Talented:** 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).

### **Graduation, Completion and Dropout Rates**

Dropout and graduation rates are frequently used to track and measure the success and effectiveness of our educational system; however, there tends to be confusion about what the rates represent. This section focuses on describing how CDE defines and calculates state rates, provides information on federal reporting of graduation rates and background on the move to a 4-year graduation rate for the class of 2010. The shift to the new fourth-year “on-time” graduation rate was made in order to comply with The No Child Left Behind Act of 2001. Under this act, the state of Colorado must move to an accountability system that measures and reports the “on-time” graduation rate. The formula and methodology is based on the National Governors Association (NGA) “Graduation Counts Compact.”

**Graduation Rate:** The new 4-year formula defines “on time” as only those students who graduate from high school four years after entering 9th grade. It is important to note that this new formula yields a rate that cannot be compared directly with prior years’ data. With the old system, students who took longer than four years to graduate were factored into the formula.

Under this new, 4-year “on-time” formula, a student is assigned a graduating class when they enter 9th grade. The graduating class is assigned by adding four years to the year the student enters 9th grade. As an example, a student beginning 9th grade in the fall of 2010 would be assigned an AYG of 2014 (the Class of 2014). If this student did not graduate until 2015, she/he would be counted in the 5-year graduation rate for the Class of 2014.



A 4-year, on-time graduation rate is reported for each graduating class (i.e., the class of 2010). 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 2006-07 year for the class of 2010) and adjusted for students who have transferred into or out of the district during the years covering grades 9-12.

***The Graduation Rate Calculation:***

Number of students graduating within four years or prior with a high school diploma during the 2009-10 school year

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(Number of students beginning 9th grade in 2006-07) + (Number of transfers in) - (Number of verified transfers out)

**Completion Rate:** This rate is also cohort-based rate which reflects the number of students who graduate *as well as* those who receive a GED 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-twelve) and could have graduated in the currently reported school year.

***The Completion Rate Calculation:***

Number of students receiving a regular diploma, GED certificate or designation of high school completion within four years or prior during the 2009-10 school year

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(Number of students beginning 9th grade in 2006-07) + (Number of transfers in) - (Number of verified transfers out)

**Dropout Rate:** 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. 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.

***The Dropout Rate Calculation:***

Number of dropouts during the 2009-10 school year

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Total number of students that were part of the same membership base at any time during the 2009 - 10 school year

The dropout rate is an annual rate (i.e. an indicator of the number of 7th -12th grade students who dropped out of school in that academic year only) while the graduation rate is a 4-year cohort based rate. It is not statistically valid to multiply the annual dropout rate by four to find out how many students dropped out during the four years of high school. Similarly, it is not

statistically valid to multiply the dropout rate by four and subtract this number from 100 to determine the graduation rate.

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### **Background on Calculating a 4-year Graduation Rate**

The movement to adopt a uniform and accurate definition of high school graduation rate was led by the **National Governors Association** and the **U.S. Department of Education**.

In 2005, under the leadership of the **National Governors Association**, all 50 governors signed the *Graduation Counts Compact*, which pledges states to:

- Implement a common method for states to calculate official high school graduation rates
- Improve state systems for collecting, analyzing and reporting data on all aspects of student achievement
- Keep the public informed about the progress of this work

The compact calls for states to calculate a 4-year graduation rate by counting all first-time entering 9th graders, then looking to see how many of them graduate four years later, with allowances made for the numbers of students who transfer into and out of the system.

The need for a uniform graduation rate was created by a lack of accurate and comparable reporting across the states. Many states have calculated their graduation rate in ways that make their numbers look better than they really are. For example, in some states, students are counted as graduates if they earn a GED, even if they stopped attending school in the 9th grade. In other states, students are not defined as dropouts until they formally notify their schools that they have withdrawn from school, an extra step that disaffected students are unlikely to take. In at least one state, the graduation rate has been defined as the percentage of 12th-graders who earn a diploma at the end of the year— a formula that fails to account for all of those students who left school *before* the 12th-grade.

*Note: These are not practices that apply to Colorado. CDE is leading efforts to improve state data collection, strengthen reporting and analysis and link data systems from preschool education through postsecondary education.*

**APPENDIX B – 6-YEAR SUMMARY OF STUDENT DROPOUT DATA**  
**COLLECTED BY CDE FROM LOCAL EDUCATION PROVIDERS**

School Year	Total Dropouts Reported	Average Age at Dropout (years)	Percent of Dropouts under 17 years old	State Dropout Rate	State Dropout Rate for Non-Alternative Education Schools	State Dropout Rate for Alternative Education Schools	Percent of 7-12th Grade Students Attending Alternative Education Schools
2005-06	18,031	17.09	46%	4.5%	3.3%	26.2%	4.9%
2006-07	18,027	17.06	46%	4.4%	3.4%	24.1%	4.8%
2007-08	15,524	17.39	34%	3.8%	2.9%	22.3%	4.6%
2008-09	14,975	17.48	32%	3.6%	2.7%	20.5%	4.9%
2009-10	13,147	17.68	28.1%	3.1%	2.3%	18.8%	5.1%
2010-11	12,744	Not available at time of printing	Not available at time of printing	3.0%	2.1%	22.1%	4.5%

- Note that the lowest dropout rates are for the most recent, 2010-11, school year.
- In July 2007, the compulsory school attendance age in Colorado increased to 17 and the percent of dropouts under 17 years of age began to decrease that school year. Also in that year, the percent of students dropping out from grade 12 began to increase, see page 14, *Graph 6: Percent of Dropout by Grade Level*.
- The percent of 7th–12<sup>th</sup> grade students attending alternative education schools declined in 2010-11.
- The National Governors Association reports that most states include 7th-12th grade students in their calculation of annual dropout rates.

## **APPENDIX C: 4, 5, AND 6 YEAR GRADUATION RATES**

The new 4-year formula defines “on time” as only those students who graduate from high school within four years after initially entering 9th grade. When a student enters 9th grade for the first time, an Anticipated Year of Graduation (AYG) is calculated, 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. However long it actually takes students to graduate, they are always included in the graduate base (the denominator). 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. Finally, the students graduating two years past the expected year are added to the numerator for the 6-year graduation rate calculation.

Four, 5, and 6-year completion rates are also available, following the same logic described above, but the numerator includes regular diploma graduates, GED completers, and students receiving other completion certificates.

CDE will publish all the available graduation (and completion) rates for the three most recent cohorts. This means that up to six graduation rates could be published and used for accountability:

- The four year graduation rate for the 2010 cohort
- The four year and five year graduation rate for the 2009 cohort
- The four year, five year and six year graduation rate for the 2008 cohort

The following figures show the four, five and six year graduation and completion rates for the cohort of students expected to graduate in 2008. Because Alternative Education Campuses (AECs) serve 95 percent high risk students—including dropouts, over-age and under-credited students, expelled students, pregnant and parenting teens, and adjudicated youth—the graduation and completion results are not directly comparable to students with traditional grade progression patterns in regular secondary settings. For this reason, students attending AECs are analyzed separately from students attending traditional schools.

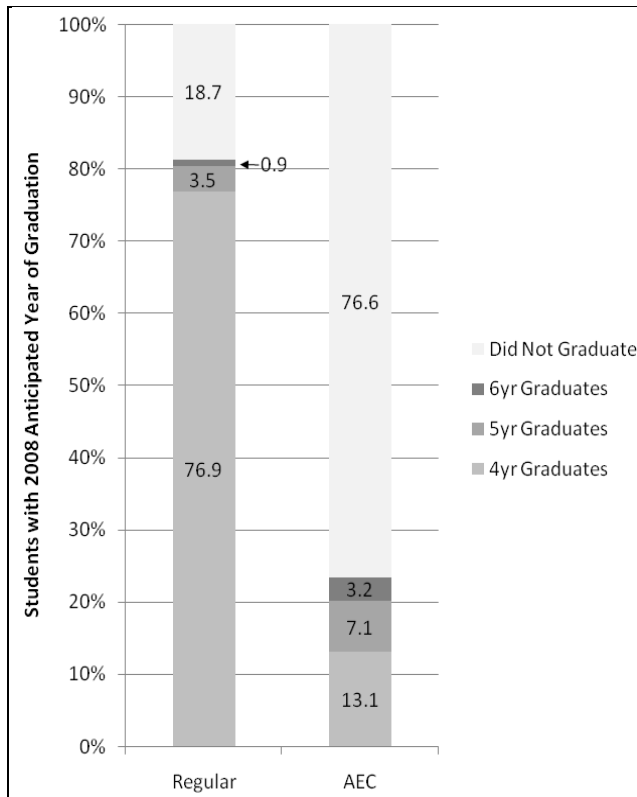
The figures on the next page are not double counted. If a student graduated on-time they are included in the 4-year graduate rate, the additional students graduating in their fifth year are given their own 5-year rate, as are the students graduating in their sixth year. The remainder of the AYG cohort is lumped together into a non-graduating outcome. Graduation rates for the 2008 AYG cohort are presented in *Graph A* and parallel results for completion rate in *Graph A*.

It is readily visible from these graphs that the majority of students graduate or complete their studies in four years. Of the students not finishing within the traditional time frame, most never receive a diploma (18.7 percent). Some do, however, with 3.5 percent graduating in year five and 0.9 percent graduating in year six. On the more-inclusive completion metric, 79.6 percent of students finish in four years, an additional 4.1 percent finish in five years, and 2.3 percent finish in six years. This leaves 14.1 percent of Colorado students neither graduating nor receiving any kind of GED or completion certificate. Most of these students are dropouts, though some are undocumented transfers, expulsions or students who reach 21, becoming ineligible for services.

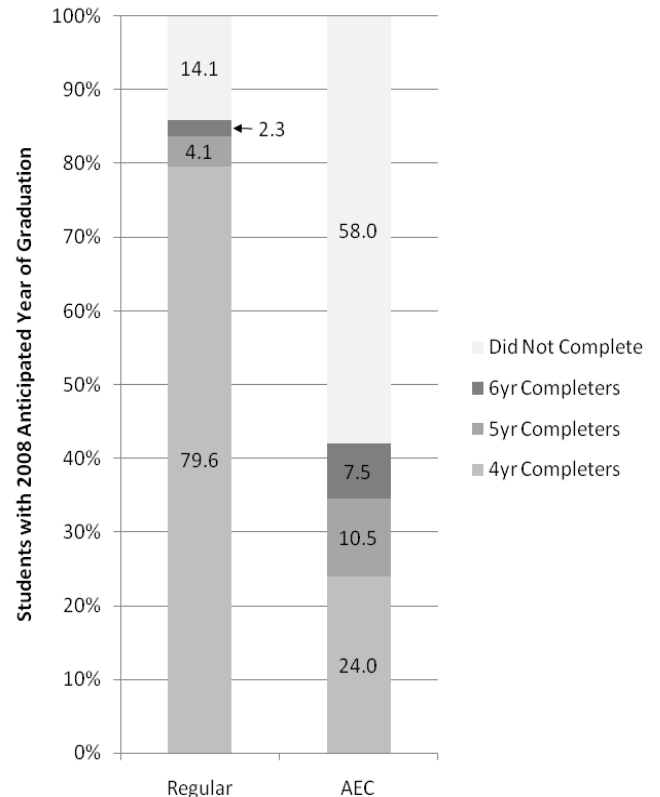
The stark differences between outcomes for Alternative Education Campus (AEC) students as compared to their regular school counterparts are difficult to ignore in the figures on the next page. Only 13.1 percent of students attending an AEC during their final year of school are expected to receive a diploma in four years. The gains among AECs for five year graduates are nearly double those seen for regular schools (7.1 percent), and more than three times as many AEC students graduate during their sixth year as compared to students in traditional schools. Completion rate

data for AECs show even stronger gains. As many AEC programs are specifically designed to culminate in GEDs or other certificates of completion, the completion rates are all noticeably higher than the graduation rates. Twenty-four percent of AEC students complete a program of study in their fourth year, 10.5 percent finish in their fifth year, and 7.5 percent finish in their sixth year. It is important to note that 76.6 percent of students attending an AEC do not receive a diploma and 58 percent never receive any credential.

**Graph A – 2008 AYG Student Graduation**



**Graph B – 2008 AYG Student Completion**



The stark differences between outcomes for AEC students as compared to their regular school counterparts are difficult to ignore in the figures above. Only 13.1 percent of students attending an AEC during their final year of school are expected to receive a diploma in four years. The gains among AECs for five year graduates are nearly double those seen for regular schools (7.1 percent), and more than three times as many AEC students graduate during their sixth year as compared to students in traditional schools. Completion rate data for AECs show even stronger gains. As many AEC programs are specifically designed to culminate in GEDs or other certificates of completion, the completion rates are all noticeably higher than the graduation rates. 24 percent of AEC students complete a program of study in their fourth year, 10.5 percent finish in their fifth year, and 7.5 percent finish in their sixth year. Unfortunately, 76.6 percent of students attending an AEC do not receive a diploma and 58 percent never receive any credential.

The 2010 cohort has shown an increase of more than 1 percent in both graduation and completion rates as compared to the two previous cohort's "on time" rates. Although not included in the table, the four year graduation for students enrolled in AECs has increased to 16.1 percent in 2010. The four year completion rate for AECs has also increased to 26.5 percent. In both cases, the 2010 cohort of AEC students have shown gains of more than 1 percent over the previous cohorts.

*Appendix C represents an excerpt of a report prepared by: Marie Huchton, Senior Statistical Consultant, CDE Research and Evaluation*

## **APPENDIX D: RE-ENGAGING DROPOUTS IN COLORADO SUMMARY**

Taken from *Reengaging Dropouts in Colorado* by M. MacIver and A. Wang

Various efforts are being employed by Colorado school districts to re-enroll students after they have dropped out. The following overview highlights regular, online and rural school re-engagement.

A total of 1,100 dropouts (7 percent of the total number) came from 10 online schools in 2007-08. The majority of these came from one school, Hope Online Academy, with 681 dropouts. Dropouts from online schools tended to be younger and less disadvantaged than dropouts more generally (significantly lower rates of Free and Reduced Lunch, English as a Second Language minority status, and special education students). They were more likely than other dropouts to have a previous dropout event (16.1 percent vs. 11.9 percent). Overall, students who dropped out from online schools had lower rates of re-enrollment (22.4 percent vs. 33.3 percent) and successful re-engagement (10.8 percent vs. 15.7 percent) than students from regular schools. Very few (1 percent, 12 students) re-enrolled in the same school the following year (5 students remained successfully reengaged until year's end).

When we focus on the schools that re-enrolled dropouts from anywhere in Colorado the previous year in 2008-09, a total of 14 online schools (the 10 with dropouts in 2007-08<sup>1</sup>, plus four additional schools) re-enrolled a total of 386 students, with 189 successfully reengaged until the end of the year (an overall successful re-engagement ratio of 189/1,100, or 0.17). In comparison, regular schools re-enrolled a total of 4,152 dropouts (from anywhere in Colorado), with 2,243 successfully reengaged (a successful re-engagement ratio of 2,243/14,126<sup>2</sup>, or 0.16). By this measure, online schools were performing equally well to regular schools in successfully engaging dropouts from the prior year.

A total of 1,294 dropouts in 2007-08 (8.4 percent of the total dropout population) came from districts designated by the state as rural. Of these, a total of 312 (24.1 percent) had some type of re-enrollment, and two-thirds of those were successfully reengaged. About one in five of these (68 students) received a GED from a non-district program, and nearly half (139 students) completed or remained enrolled until the end of the 2008-09 year. A total of 53 rural dropouts re-enrolled in an online school in 2008-09. The largest concentrations of re-enrolled dropouts from rural districts were in Denver County (43), Douglas County (17), Jefferson County (16) and Adams 12 (15).

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<sup>1</sup> Hope Online Academy, which changed districts between 2007-08 and 2008-09, is included in this group of 10, and rates of reengagement in the same school include students who reengaged in the school after its district change.

<sup>2</sup> The 161 dropouts without a school code in 2007-08 were excluded from this calculation.

## APPENDIX E: COLORADO TRUANCY COURT REFERRALS FOR 2008 – 2010

Over the past three years there has been a significant reduction in the amount of truancy court referrals, from 3,209 in 2008 to 2,714 in 2010, which is a 15 percent decrease (495 less referrals in 2010 than in 2008). Out of 72 districts that have referred students to truancy court in the past three years, 47 percent (34 districts) of these districts experienced a decrease in the number of referrals from 2008 to 2010. Some of these referral decreases were modest, but 21 districts had a 50 percent or higher reduction in referrals from 2008 to 2010. With the approval of legislation (§22-33-108, C.R.S.) in March 2011 that makes court proceedings against a truant minor the last possible resort for schools in addressing truancy, the 2011 referral numbers are expected to decrease even more significantly.

<b>County</b>	<b>District Code</b>	<b>District</b>	<b>Total Referred 2008</b>	<b>Total Referred 2009</b>	<b>Total Referred 2010</b>
<b>Adams</b>	0010	Adams 1, Mapleton	9	11	3
	0020	Adams 12, Northglenn-Thornton	146	72	60
	0030	Adams 14, Commerce City	42	57	51
	0040	Adams 27J, Brighton	19	32	37
	0070	Adams 50, Westminster	48	8	14
<b>Adams Arapahoe</b>	0180	Adams-Arapahoe 28J, Aurora	108	146	176
<b>Arapahoe</b>	0120	Englewood 1	0	0	24
	0123	Arapahoe 2, Sheridan	14	30	12
	0130	Arapahoe 5, Cherry Creek	80	49	62
	0140	Arapahoe 6, Littleton	36	38	63
<b>Alamosa</b>	0100	Alamosa RE-11J-Alamosa	7	22	0
<b>Bent</b>	0290	Las Animas RE-1	0	0	8
<b>Boulder</b>	0470	Boulder RE1J, St. Vrain Valley	119	116	111
	0480	Boulder RE2, Boulder Valley	112	143	114
<b>Conejos</b>	0580	Conejos RE 10, Antonito	3	5	11
<b>Crowley</b>	0770	Crowley County RE-1-J	0	0	1
<b>Denver</b>	0880	Denver 1, Denver	541	342	334
<b>Douglas</b>	0900	Douglas RE 1, Castle Rock	6	12	9
<b>Elbert</b>	0920	Elbert C-1, Elizabeth	1	1	0
	0940	Big Sandy 100J	0	0	1
<b>El Paso</b>	1040	El Paso 20, Academy	3	9	9
	1050	Ellicott 22	0	0	3
	1020	El Paso 12, Cheyenne Mountain	4	4	2
	1010	El Paso 11, Colorado Springs	271	338	317
	1080	Lewis-Palmer 38	0	0	1
	1110	El Paso 49, Falcon	21	12	6
	1000	El Paso 8, Fountain	10	7	41
	0980	El Paso 2, Harrison	104	61	44

<b>County</b>	<b>District Code</b>	<b>District</b>	<b>Total Referred 2008</b>	<b>Total Referred 2009</b>	<b>Total Referred 2010</b>
	1030	El Paso, Manitou Springs	0	1	3
	0990	El Paso 3, Widefield	0	2	0
<b>Fremont</b>	1140	Fremont RE-1, Canon City	38	20	15
<b>Garfield</b>	1180	Garfield RE-1, Roaring Fork	8	11	3
	1195	Garfield RE-2, Rifle	8	4	4
	1220	Garfield 16	0	0	1
<b>Huerfano</b>	1390	Huerfano RE-1, Walsenburg	0	9	1
<b>Jefferson</b>	1420	Jefferson R-1, Lakewood	468	497	338
<b>Kit Carson</b>	1500	Kit Carson RE-6J, Burlington	0	3	0
<b>Lake</b>	1510	Lake R-1, Leadville	4	1	1
<b>La Plata</b>	1520	La Plata 9-R, Durango	0	11	13
<b>Larimer</b>	1550	Larimer R-1, Poudre	16	1	3
	1560	Larimer R-2J, Thompson	29	26	0
	1570	Larimer R-3, Park	1	0	0
	5060	Thompson School District R-2J	0	0	11
<b>Las Animas</b>	1580	Las Animas 1, Trinidad	2	10	11
	1590	Las Animas 2, Weston	1	2	0
<b>Lincoln</b>	1780	Genoa-Hugo C113	0	0	1
<b>Logan</b>	1828	Logan RE-1, Valley Mesa(Sterling)	18	4	12
<b>Mesa</b>	2000	Mesa51, Grand Junction	92	83	81
<b>Moffat</b>	2020	Moffat RE1, Craig	0	1	0
<b>Montezuma</b>	2035	Montezuma RE1, Cortez	11	9	6
	2070	Montezuma RE-6, Mancos	0	4	0
<b>Montrose</b>	2180	Montrose RE-1J, Montrose	73	24	4
<b>Morgan</b>	2395	Morgan RE-2 (J), Brush	7	8	4
	2405	Morgan RE-3, Fort Morgan	20	28	36
<b>Mountain BOCES</b>	9030	Mountain BOCES	8	3	1
<b>Otero</b>	2520	Otero R 1, La Junta	3	9	11
	2530	Otero R 2, Rocky Ford	4	9	5
	2535	Otero 3J, Manzanola	1	0	0
<b>Prowers</b>	2650	Granada RE-1	0	0	11
	2660	Prowers RE-2, Lamar	6	16	0
<b>Pueblo</b>	2690	Pueblo 60, Urban	306	187	219
	2700	Pueblo 70, Rural	23	29	17
<b>Rio Grande</b>	2740	Monte Vista C-8	0	0	1
<b>Teller</b>	3010	Teller RE-1, Cripple Creek	3	0	2
	3020	Teller RE-2, Woodland Park	3	0	6
<b>Washington</b>	3040	Arickaree R-2	0	0	15



<i>County</i>	<i>District Code</i>	<i>District</i>	<i>Total Referred 2008</i>	<i>Total Referred 2009</i>	<i>Total Referred 2010</i>
<b><i>Weld</i></b>	3085	<i>Weld RE-2, Eaton</i>	1	0	0
	3080	<i>Weld County RE-1</i>	0	0	2
	3140	<i>Weld RE-8, Fort Lupton</i>	0	15	50
	3120	<i>Weld 6, Greeley</i>	346	325	302
	3100	<i>Weld RE-4, Windsor</i>	5	13	5
<b><i>Other</i></b>	Other	<i>Other</i>	0	0	5
<b>Total number of referrals by year</b>			<b>3209</b>	<b>2880</b>	<b>2714</b>

*Source: Colorado Judicial Branch / Division of Planning and Analysis*

## APPENDIX F: TABLE OF STATUTES AND STATE INVESTMENTS RELEVANT TO STUDENT DROPOUT

Table lists Colorado Revised Statutes (C.R.S.) by Category and Effective Date

Category: Grants and Programs that Address Dropout Prevention and Student-Engagement			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2010-11
<p><b>1. Teen Pregnancy and Dropout Prevention</b></p> <p>(§ 25.5-60, C.R.S., Effective May 1995) Senate Bill 11-177 extended the repeal date to September 1, 2016</p>	<ul style="list-style-type: none"> <li>• The purpose of the Program is to reduce the incidence of teen pregnancies and school dropouts by providing support to at-risk teens and teen parents.</li> <li>• 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.</li> <li>• A report documenting the program's effectiveness was completed in October 2010 - <a href="http://www.dora.state.co.us/opr/archive/2010TeenPregnancyPrevention.pdf">http://www.dora.state.co.us/opr/archive/2010TeenPregnancyPrevention.pdf</a>.</li> <li>• In fiscal year 08-09, the total federal expenditures for the Program were \$260,707.</li> </ul>	<p>Colorado Department of Health Care Policy and Financing</p>	<p style="text-align: center;">\$0</p> <p style="text-align: center;">federally funded through Medicaid</p>
<p><b>2. Expulsion Prevention Programs, Part 2 of the School Attendance Law – of 1963</b></p> <p>(§22-33-201 to 205, C.R.S., Effective April 1996)</p> <p>(§22-54-105, C.R.S., Approved May 2009)</p>	<ul style="list-style-type: none"> <li>• Evaluation shows that the Expelled and At-Risk Student Services grant program is meeting its intended results.</li> <li>• Reports annually to the house and senate education committees and the 2009-10 evaluation showed:               <ul style="list-style-type: none"> <li>○ 10,185 students participated in 58 funded programs.</li> <li>○ 6,448 parents/guardians of the EARSS students received services.</li> <li>○ The dropout rate of at-risk students in an EARSS program was 2.9 percent, which is below the most current state rate of 3.6 percent.</li> <li>○ An estimated \$18.1 million of per pupil revenue (PPR) was recaptured by EARSS programs for the following school year.</li> </ul> </li> <li>• Legislative update: S.B. 09-256 requires the state board to award at least half of any increase in the appropriation for the expelled and at-risk student services grant program for the 2009-10 fiscal year to grant applicants that provide services and supports that are designed to reduce the number of truancy cases requiring court involvement and that also reflect the best interests of the students and families. The state board authorizes and encourages the department to retain up to an additional 2% of any moneys appropriated to the expelled and at-risk student program to partner with organizations or agencies that provide services and supports that are designed to reduce the number of truancy cases requiring court involvement and that also reflect the best interests of students and families.</li> <li>• For more information, visit: <a href="http://www.cde.state.co.us/cdeprevention/pi_expelled_grant.htm">http://www.cde.state.co.us/cdeprevention/pi_expelled_grant.htm</a></li> </ul>	<p>Colorado Department of Education</p>	<p style="text-align: center;">\$ 7,343,560</p>

<p><b>3. Colorado Student Dropout Prevention and Intervention Program - Tony Grampas Youth Service Program</b></p> <p>(§ 25-20.5-204, C.R.S., Effective May 2000)</p>	<ul style="list-style-type: none"> <li>• Evaluation shows that the grant program is meeting its intended results.</li> <li>• Reports to program board.</li> <li>• Grant program provides services to at-risk students and their families to reduce the dropout rate. Twenty percent of the appropriated funds must support student dropout prevention programs and in FY 2009-10, 22 percent of funds supported services to 10,679 students.</li> <li>• Funding note: For FY 2010 - 2011 the TGYS Program received a \$1,000,000 reduction in General Funds. This equates to a \$200,000 funding reduction for student dropout prevention.</li> <li>• For more information on evaluation and services, visit: <a href="http://www.tgys.org">www.tgys.org</a></li> </ul>	<p>Colorado Department of Public Health and Environment and Child, Adolescent and School Health Unit</p>	<p>\$4,465,130</p>
<p><b>4. School Counselor Corps Grant Program</b></p> <p>(§22-91-01, C.R.S., Effective May 2008)</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Evaluation shows that the grant program is meeting its intended results.</li> <li>• Reports annually to the state legislature. The 2011 report shows that in comparison with non-funded School Counselor Corps schools, the schools receiving School Counselor Corps grant funds: decreased (improved) their cumulative dropout rate from 5.2 percent to 4.6 percent from 2008-09 to 2009-10 while non-funded schools with similar dropout rates and free and reduced lunch rates increased their dropout rate from 10.6 percent to 10.9 percent points over this same period.</li> <li>• Approved May 5, 2001 in §22-30.7-103, C.R.S., the statutory cap on administrative expenses for the program was increased from 2% to 3%.</li> <li>• In §22-91-105, C.R.S., (approved June 9, 2011), the reporting deadline was changed from April to May.</li> </ul> <p>For more information visit:  <a href="http://www.cde.state.co.us/SecondaryInitiatives/SchoolCounselor_home.htm">http://www.cde.state.co.us/SecondaryInitiatives/SchoolCounselor_home.htm</a></p>	<p>Colorado Department of Education</p>	<p>\$5,000,000</p>
<p><b>5. Dropout Prevention and Student Engagement</b></p> <p>(§22-14-101, C.R.S., Approved May 21, 2009)</p>	<ul style="list-style-type: none"> <li>• Creates Office of Dropout Prevention and Student Engagement.</li> <li>• Requires reports on best practices, policies, evaluation of graduation and completion plans and grant program, as appropriate, to Colorado State Board of Education, Governor and the House and Senate Education Committees to be completed by Feb. 15.</li> <li>• Requires identification and assistance to local education providers designated as "Priority Graduation Districts."</li> <li>• In §22-14-109, C.R.S., creates "Student re-engagement grant program."</li> <li>• Authorizes CDE to seek gifts, grants and donations to fund activities and grant program.</li> </ul>	<p>Colorado Department of Education</p>	<p>\$150,172</p> <p>State Fiscal Stabilization Funds</p> <p>Grant Program Unfunded</p>

<p><b>6. Healthy Choices Dropout Prevention Pilot Program</b></p> <p>(§ 22-82.3-102, C.R.S., Approved May 21, 2009)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Authorizes CDE to seek and accept gifts, grants and donations from private or public sources for the program.</li> <li>• 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.</li> </ul>	<p>Colorado Department of Education</p>	<p>Unfunded</p>
<p><b>7. Educational Success Task Force</b></p> <p>(§ 22-7-1103, C.R.S., Approved May 23, 2011)</p>	<ul style="list-style-type: none"> <li>• Creates the educational success task force that will include legislative members appointed by leadership in the Senate and the House of Representatives and members from the education sector appointed jointly by the state board of education and the Colorado commission on higher education.</li> <li>• Will review the junctures within a student's academic career at which intervention education services are critical to the student's success; best practices and strategies for providing intervention education services at the elementary and secondary education levels and remedial education at the postsecondary level; the use of the individual career and academic plans; alternative strategies to social promotion; and potential changes to rules, guidelines, and statutes to improve the use of intervention education services at the elementary and secondary levels and remedial education at the postsecondary level, as per § 22-7-1104, C.R.S.</li> <li>• Will submit a first report of its findings and recommendations to the state board and the commission by July 1, 2012, and may submit a second report prior to July 1, 2013.</li> <li>• The task force is repealed, effective July 1, 2013, specified in §22-7-1105, C.R.S.</li> </ul>	<p>Facilitated by the Legislative Council</p>	<p>Unfunded</p>
<b>Category: Parental Involvement</b>			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2010-11
<p><b>8. Parent involvement in education grant program</b></p> <p>(§ 22-7-305, C.R.S., Effective August 5, 2009)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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."</li> <li>• After implementation, requires annual report to the Colorado State Advisory Council for Parent Involvement in Education.</li> </ul>	<p>Colorado Department of Education</p>	<p>Unfunded</p>

<p><b>9. Notice to parent of dropout status</b></p> <p>(§ 22-14-108, C.R.S., Approved May 21, 2009)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The intent is to convey the long-term ramifications of dropping out of school to encourage student re-engagement.</li> <li>• Not evaluated for effectiveness and no reporting required.</li> <li>• 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.</li> </ul>	<p>No specific oversight charged to Colorado Department of Education</p>	<p>\$0</p>
<p><b>10. Parental Involvement in K-12 Education Act</b></p> <p>(§ 8-13.3-103, C.R.S., Approved June 1, 2009)</p>	<ul style="list-style-type: none"> <li>• Statute is in Chapter 340, Labor and Industry, and does not include reporting requirements.</li> <li>• Allows leave for involvement in academic activities if certain requirements are met: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> </ul> </li> </ul>	<p>No specific oversight charged</p>	<p>\$0</p>
<p><b>11. Colorado State Advisory Council for Parent Involvement in Education</b></p> <p>(§ 22-7-303, C.R.S., Effective August 5, 2009)</p>	<ul style="list-style-type: none"> <li>• Creates the state advisory council for parent involvement in education at CDE.</li> <li>• 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.</li> <li>• Makes changes to school district accountability committees and seeks to increase parent representation on decision-making boards and school district accountability committees.</li> <li>• Reporting requirement tied to grant program.</li> </ul>	<p>Colorado Department of Education</p>	<p>\$0</p>
<b>Category: Postsecondary and Workforce Readiness</b>			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2010-11
<p><b>12. Preschool to Post-secondary Education Alignment Act</b></p> <p>S.B. 08-212</p>	<ul style="list-style-type: none"> <li>• Ensuring that a student who enters school ready to succeed and achieves the required level of proficiency on standards as he or she progresses through elementary and secondary education will have achieved postsecondary and workforce readiness upon graduation from high school</li> <li>• It requires various state education agencies to collaborate to create a seamless system of public education standards, expectations and assessments.</li> </ul>	<p>Colorado Department of Education</p>	<p>\$158,620 (expenditures only)</p>

<b>13. Individual Career and Academic Plans</b>  (§ 22-32-109 C.R.S., Effective May 2009)	<ul style="list-style-type: none"> <li>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 no later than the 9th grade, but may assist prior to the 9th grade.</li> <li>On or before Feb. 1, 2010, the state shall promulgate rules to establish standards for individual career and academic plans for students in public schools. 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.</li> </ul>	Colorado Department of Education	\$0
<b>14. Accelerating Students through Concurrent Enrollment (ASCENT)</b>  (§22-35-101, C.R.S. et seq., Added 2009)	New legislation: Not yet evaluated for effectiveness. <ul style="list-style-type: none"> <li>The ASCENT program permits eligible students to participate in a "fifth year" of high school while enrolled concurrently.</li> <li>In fall 2009, and each fall thereafter, submit to CDE a list of current 12th-graders who will be eligible for the ASCENT program during the upcoming school year, i.e. current seniors (2009-10 school year) who plan to remain enrolled at the high school in order to participate in a dual degree or fifth year program (in the 2010-11 school year).</li> </ul>	Colorado Department of Education	\$24,604 (expenditures only)
<b>Category: Student Safety and Discipline</b>			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2010-11
<b>15. Bullying Prevention and Education Grant Program</b>  (§22-93-102, C.R.S., Effective May 13, 2011)	<ul style="list-style-type: none"> <li>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.</li> <li>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.)</li> <li>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.)</li> <li>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.)</li> <li>The state board shall promulgate rules for the administration of the program. (§ 22-93-104, C.R.S.)</li> <li>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.)</li> <li>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.)</li> </ul>	Colorado Department of Education	Unfunded

<p><b>16. School Discipline Legislative Task Force</b></p> <p>(§22-33-11, C.R.S., Approved May 23, 2011)</p>	<ul style="list-style-type: none"> <li>• Creates a legislative task force that consists of 6 legislative members and up to 10 additional members who have knowledge and experience in the areas of school discipline and juvenile justice and who represent various constituencies.</li> <li>• The task force will study and assess: current school discipline practices and statutes concerning zero-tolerance practices in schools; the use of law enforcement sanctions for school-based behaviors in elementary and secondary public schools; and the interaction of school discipline practices with the juvenile justice system.</li> <li>• The task force will review available, non-identifying data collected by the department of education, school districts or law enforcement agencies and may solicit information from national policy and research organizations.</li> <li>• The task force will hold at least 4 public meetings during the 2011 legislative interim.</li> <li>• The task force will report its findings and recommendations for legislation to the legislative council by November 15, 2011.</li> <li>• The task force is repealed, effective July 1, 2012.</li> </ul>	<p>No specific oversight designated</p>	<p>\$0</p>
<b>Category: Truancy and School Attendance</b>			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2010-11
<p><b>17. School Attendance Law of 1963 - Truancy Court</b></p> <p>(§19-1-104, C.R.S., Effective June 1, 2001)</p>	<ul style="list-style-type: none"> <li>• Not evaluated for effectiveness.</li> <li>• 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.</li> <li>• Clarifies the juvenile court has enforcement power for violations of any orders it makes under the "School Attendance Law of 1963."</li> </ul>	<p>Colorado Judicial Branch   Division of Planning and Analysis tracks referrals to Truancy Court</p>	<p>\$0</p>
<p><b>18. Truancy Court Sanctions</b></p> <p>(§22-33-108(7)(a-b), C.R.S., Effective April 12, 2002)</p>	<ul style="list-style-type: none"> <li>• Not evaluated for effectiveness.</li> <li>• 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.</li> </ul>	<p>No specific oversight designated but monitored by Colorado Divisions of Juvenile Justice</p>	<p>\$0</p> <p>However, impacts annual court costs and expense of detention</p>

<p><b>19. Truancy Court</b> (§22-33-108(7)(a-b), C.R.S., Effective March 31, 2006)</p>	<ul style="list-style-type: none"> <li>• Not evaluated for effectiveness.</li> <li>• Requires conforming changes to federal law.</li> <li>• Removes the phrase “physically secure” from the definition of “temporary holding facility.”</li> <li>• Defines “status offense” as it is defined in federal law.</li> <li>• Clarifies that juveniles held in adult facilities shall be segregated by sight and sound.</li> <li>• Creates a civil penalty for a jailer who violates the sight and sound provisions.</li> <li>• 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.</li> <li>• Prohibits a juvenile alleged to have committed a status offense or convicted of status offense from being held in a secure setting.</li> <li>• 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.</li> </ul>	<p>No specific oversight designated</p> <p>Compliance with C.R.J.P. rule 3.8 monitored by Colorado Divisions of Juvenile Justice</p>	<p>\$0</p> <p>However, helps secure funding from Office of Juvenile Justice and Delinquency Prevention</p>
<p><b>20. Truancy proceedings</b> (§13-1-127, C.R.S., Effective March 22, 2007)</p>	<ul style="list-style-type: none"> <li>• Not evaluated for effectiveness.</li> <li>• Allows authorization of employees of the school district to represent the district in truancy proceedings, even though the employee is not an attorney.</li> <li>• No reporting required.</li> </ul>	<p>No specific state oversight designated</p>	<p>\$0</p>
<p><b>21. Truancy enforcement</b> (§22-33-107, C.R.S., Updated 2007)</p>	<ul style="list-style-type: none"> <li>• Not evaluated for effectiveness.</li> <li>• Requires school district to have policy for a truancy plan with the goal of assisting the child to remain in school.</li> <li>• No reporting required.</li> </ul>	<p>No specific state oversight designated</p>	<p>\$0</p>
<p><b>22. School Attendance Act - Compulsory School Attendance</b> (§22-33-104, C.R.S., Effective July 1, 2008)</p>	<ul style="list-style-type: none"> <li>• Amends compulsory school attendance law and requires that each child between the ages of six and 17 shall attend public school unless otherwise excused.</li> <li>• 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.</li> </ul>	<p>No specific state oversight designated</p>	<p>\$0</p>



<p><b>23. Standardizing Truancy Reporting and Expanding the Resources</b></p> <p>(§ 22-33-104, C.R.S., Effective August 2008)</p>	<ul style="list-style-type: none"> <li>• Adds requirement for reporting of unexcused absences - services for truant students.</li> <li>• Requires the Colorado State Board of Education to adopt guidelines for the standardized calculation of unexcused absences of students from school.</li> <li>• Requires a school district to report annually to the department of education concerning the number of students who are habitually truant.</li> <li>• Requires the department to post this information on the internet.</li> <li>• Effectiveness not yet assessed.</li> </ul>	<p>Colorado Department of Education</p>	<p>\$0</p>
<p><b>24. Initiating Court Proceedings to Compel a Minor to Attend School</b></p> <p>(§22-33-108, C.R.S., Approved March 25, 2011)</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>No specific state oversight designated</p>	<p>\$0</p>
<p><b>Category: Requirements and Regulations</b></p>			
<p><b>Titles/Statutes</b></p>	<p><b>Description (Purpose, Reporting and Outcomes)</b></p>	<p><b>State Agencies Responsible</b></p>	<p><b>State Funds Allocated 2010-11</b></p>
<p><b>25. Dropout Rate Data Reporting Requirements</b></p> <p>(§22-2-114.1, C.R.S., Approved June 1, 1999)</p> <p>(§22-2-114.1, C.R.S., Approved June 10, 2010)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Repeals the requirement that the state board calculates the number of students who obtain a high school diploma after reaching 21 years of age.</li> <li>• Repeals the specific definition of "dropout."</li> <li>• 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.</li> <li>• §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; and data from the pilot schools for expelled students.</li> </ul>	<p>Colorado State Board of Education</p>	<p>\$0</p>

<p><b>26. Exchange of Information Concerning Children – (Criminal Justice Agencies, Schools and School Districts, Assessment Centers for Children)</b></p> <p>(§19-1-302, C.R.S., Effective April 7, 2000)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>No specific state oversight designated</p>	<p>\$0</p>
<p><b>27. Definition High Risk – Alternative Campus</b></p> <p>(§22-7-604.5, C.R.S., Effective April 20, 2004)</p> <p>(§22-11-204, C.R.S. and §22-7-604.5, C.R.S., Approved May 2009)</p> <p>(§22-7-604.5 (1) (a) (VI) and §22-7-604.5 (1.5) (i), C.R.S., Approved April 2010)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Amended in May 2009 by SB 09-163 in the following ways: <ul style="list-style-type: none"> <li>○ Postsecondary and Workforce Readiness performance measures (including dropout rate) included in district accreditation.</li> <li>○ Established alternative accountability measures for alternative education campuses (levels of attainment on the performance indicators).</li> <li>○ School must communicate alternative education campus performance to parents and the public.</li> </ul> </li> <li>• Amended in April 2010 by S.B. 10-154 in the following ways: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> </ul> </li> </ul>	<p>Colorado Department of Education</p>	<p>\$0</p>

<p>(§22-7-604.5 (1.5) (n) and §22-7-604.5 (2) (a), C.R.S., Approved June 2011)</p>	<ul style="list-style-type: none"> <li>• Amended in June 2011 by H.B. 11-1277 in the following ways: <ul style="list-style-type: none"> <li>○ Removes references to specific dates for the application process for a school to apply to be designated as an alternative education campus.</li> <li>○ 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.</li> </ul> </li> </ul>		
<p><b>28. Successful Transitions Back to the Public School System for Students in Out-of-Home Placement Who Have Demonstrated Detrimental Behavior.</b></p> <p>(§22-2-139, C.R.S., Approved May 25, 2010)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Colorado Department of Human Services and Colorado Department of Education</p>	<p>\$0</p>
<p><b>29. Educational Services for Juveniles Held in Jail</b></p> <p>(§22-32-141, C.R.S., Effective May 25, 2010)</p>	<ul style="list-style-type: none"> <li>• Requires a school district to provide educational services for up to 4 hours per week during the school year to a juvenile who is held, pending trial as an adult, in a jail located within the school district.</li> <li>• Outlines parameters for when a school district does have to provide the services.</li> <li>• 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 2010-11 fiscal year are appropriated from the read-to-achieve fund, per §19-2-508, C.R.S.</li> </ul>	<p>Colorado Department of Education</p>	<p>\$0</p>

## **APPENDIX G: COLORADO GRADUATION PATHWAYS FACT SHEET**

### **Scope**

Thirty-one high schools and 12 middle schools in 17 school districts are scheduled to receive funds through the Colorado Graduation Pathways program. The High School Graduation Initiative (HSGI) funding also allows CDE to provide professional development and training to 25 additional high schools with event dropout rates above the state average. It is projected that over 60,000 Colorado students will be served during the 5-year grant period from 2010 to 2015.

Participating high schools were selected based on an event dropout rate above the state average, a minimum enrollment of 400 students and demonstration of need and commitment to dropout prevention. The allocation of district funds is outlined below by Congressional District. Over the course of the federal grant, \$10 million will go directly to schools and \$2.3 million in training and technical assistance provided. Additional grant funds will be applied to support effective grant management and staffing.

<b>Distribution of Resources Under the HSGI Grant</b>				
<b>Congressional District</b>	<b>District</b>	<b>Number of Funded High Schools by District</b>	<b>5-year Grant (2010-2015) Maximum Amount of Funds to be Distributed by District</b>	<b>Total by Congressional District</b>
1	DENVER COUNTY 1	2	\$ 646,000	
	ENGLEWOOD	1	\$ 471,000	\$ 1,117,000
2	ADAMS 1 (Mapleton)	3	\$ 896,000	
	ADAMS 12	4	\$ 1,292,000	
	ADAMS 50 (Westminster)	1	\$ 175,000	\$ 2,363,000
3	MESA 51	1	\$ 175,000	
	MESA 50	1	\$ 175,000	
	MONTEZUMA 1	1	\$ 471,000	
	PUEBLO 60	1	\$ 546,000	\$ 1,367,000
4	VILAS RE-5	1	\$ 140,000	
	WELD 6 (Greeley)	2	\$ 350,000	
	WELD 8	1	\$ 175,000	\$ 665,000
5	EL PASO 11	1	\$ 471,000	\$ 471,000
6	ADAMS-ARAPAHOE 28J	1	\$ 471,000	\$ 471,000
7	ADAMS 14	1	\$ 471,000	
	ADAMS 50 (Westminster)	1	\$ 175,000	
	ADAMS-ARAPAHOE 28J	4	\$ 1,663,000	
	CHERRY CREEK	1	\$ 175,000	
	JEFFERSON COUNTY R-1	3	\$ 1,117,000	\$ 3,601,000
<b>Total Funds Provided Directly to Schools</b>				<b>\$ 10,055,000</b>

## Projected Economic Benefit of the \$14.1 Million Federal High School Graduation Initiative 5-Year Grant Awarded to Colorado

Congressional District	Number of High Schools Served	Projected 5-Year Number of Students to be served	Projected 5-year Cumulative Reduction in # of Dropouts	Impact of Dropout Reduction	Estimated Lifetime Increase in federal, state and local tax payments*	Estimated lifetime cost savings in in-kind transfer and incarceration expenditures *	Estimated lifetime cost savings in public health care costs **	Estimated Lifetime Net Fiscal Impact (combination of Savings and Revenue)
1st	3	6,912	473		\$83,790,058	\$58,823,226	\$7,611,043	\$150,224,327
2nd	8	12,712	1,258		\$222,849,668	\$156,447,396	\$20,242,478	\$399,539,542
3rd	4	4,922	410		\$72,629,860	\$50,988,420	\$6,597,310	\$130,215,590
4th	4	4,841	355		\$62,886,830	\$44,148,510	\$5,712,305	\$112,747,645
5th	1	2,861	91		\$16,120,286	\$11,316,942	\$1,464,281	\$28,901,509
6th	1	4,664	161		\$28,520,506	\$20,022,282	\$2,590,651	\$51,133,439
7th	10	23,399	1,889		\$334,628,794	\$234,919,818	\$30,395,899	\$599,944,511
<b>State Totals</b>	<b>31</b>	<b>60,311</b>	<b>6,544</b>		<b>\$1,159,243,424</b>	<b>\$813,824,928</b>	<b>\$105,299,504</b>	<b>\$2,078,367,856</b>

\* Source: "The Consequences of Dropping Out of High School" by The Center for Labor Market Studies at Northeastern University - October 2009. Dropouts cost, on average, \$124,362 more than a high school graduate in lifetime in-kind transfer costs and incarceration costs. Dropouts contribute, on average, \$177,146 less in lifetime federal, state, and local tax payments.

\*\* Source: "Potential Economic Impacts of Improved Education on Colorado" by the Alliance for Excellent Education - October 2009. Each dropout is estimated to cost \$16,091 in additional healthcare expenditures over his or her lifetime vs. a high school graduate.

## Endnotes

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<sup>1</sup> Alliance for Excellent Education, (2010). *Colorado High Schools* (State Card). Washington, DC: Alliance for Excellent Education.

<sup>2</sup>US Bureau of the Census. (2006)

<sup>3</sup> Alliance for Excellent Education, (2010). *Colorado High Schools* (State Card). Washington, DC: Alliance for Excellent Education.

<sup>4</sup> D. Princiotta, R. R. (2009). *Achieving Graduation for All : A Governor's Guide to Dropout Prevention and Recovery*. Washington, DC: National Governors Association Center for Best Practices.

<sup>5</sup> S. Deyé, (2009). *Making a Difference: Eight policy recommendations that could improve America's high schools in a new report*. National Conference of State Legislatures. Denver, CO.

<sup>6</sup> Mac Iver, M., Wang, A. (2011). *Reengaging Dropouts in Colorado*. Baltimore, Maryland: The Everyone Graduates Center.