



COLORADO DEPARTMENT *of* EDUCATION

2012-2013

State Policy Report

Dropout Prevention and Student Engagement

Submitted to:

Office of the Governor

Colorado State Board of Education

Colorado House Education Committee

Colorado Senate Education Committee

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Endnotes

This report was prepared pursuant to §§ 22-14-105, 22-14-111, C.R.S.

The purpose is to analyze trends, review state policies and discussion efforts to reduce the student dropout rate and increase student graduation and completion rates.

Introduction

The annual policy report on dropout prevention and student engagement examines the state's progress in reducing the dropout rate and increasing the graduation rate. The 2012-13 report was prepared in accordance with Colorado Revised Statute 22-14-111 and includes:

- An analysis of dropout, high school graduation and completion rates
- A review of academic gains among unique student populations
- *New this year* - Report on status of students in foster care
- An overview of student engagement based on rates of attendance, truancy and safety and disciplinary actions.
- Discussion of dropout prevention and student engagement strategies, practices and programs.
- A statutory review, including state moneys spent on reducing the dropout rate.

Dropout Prevention Imperative

Decades of research show that high school dropouts experience higher rates of unemployment, delinquency, teen pregnancy and poverty than their peers that complete school.¹ It is estimated that the average high school dropout will cost taxpayers over \$322,000 in lower tax revenues, public assistance transfers, unemployment payments, incarceration expenditures and additional healthcare costs.² Census data records the economic disparities between those who drop out and those who complete school and further their education. The average dropout earns \$20,241 per year, compared to \$30,627 for a high school graduate and \$56,665 for someone with a bachelor's degree.³

To tackle the negative consequences of dropping out of school, Governor Bill Ritter signed House Bill 09-1243 into law in May 2009. Now known as Article 14 under Title 22, this legislation declared dropout prevention, student engagement and high school graduation as state priorities and established an imperative for the Colorado Department of Education to create an office dedicated to these priorities (see insert).

The Office of Dropout Prevention and Student Engagement was launched in October 2009. The purpose of the office is to provide a focused and coordinated response to reduce the dropout rate, increase state rates of high school graduation and completion, and promote student engagement. The authorizing legislation requires that the office submit to the state board of education, the house and senate education committees, and the governor, an annual report on the state's progress in meeting Title 14 priorities and recommendations for improvements. See *Appendix A* for more details on the duties of the office.

Title 22 Article 14

Excerpt from C.R.S. 22-14-101: Legislative Declaration

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

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

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


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

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

Calculating Dropout, Graduation and Completion Rates

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

Table 1: Overview of Calculations

 Overview of the rate calculations for graduation, completion, and dropout			
	Graduation Rate	Completion Rate	Dropout Rate
Time period	4-year cohort (Class of...)	4-year cohort (Class of...)	Annual (July 1 to June 30)
Numerator	# of students receiving a diploma within 4 years of initially entering 9 th grade	# of students receiving a diploma, GED certificate, or designation of high school completion within 4 years of initially entering 9 th grade	Number of reported dropouts and “age outs” during the past year
Denominator	# of students entering 9 th grade four years earlier + transfers in – verified transfers out	# of students entering 9 th grade four years earlier + transfers in – verified transfers out	# of students that were in membership in grade 7-12 at any time during the past year
Statewide 2012-13 rate (and count)	76.9% 46,756 graduates / membership base of 60,777	79.6% 48,350 completers / membership base of 60,777	2.5% 10,664 dropouts / 425,226 students in membership in grades 7-12
Notes	5-, 6-, and 7-year graduation rates are also calculated and posted for each cohort	5-, 6-, and 7-year completion rates are also calculated and posted for each cohort	Students transferring to a GED program are not counted as dropouts in the dropout rate

Extended Graduation and Completion Rates

When a student enters 9th grade for the first time, an Anticipated Year of Graduation (AYG) is assigned, giving the year the student should graduate if he/she follows a traditional 4-year trajectory. Students with the same AYG are treated as a self-contained cohort. Regardless of whether it takes four years or up to seven years for a high school student to graduate, they are always included in the graduate base (the denominator) of their AYG cohort. Upon receiving a diploma, a student is counted in the graduates total (the numerator). In other words, a student who graduates in four (or fewer) years is included in the numerator for the 4-year graduation rate. The students who graduate in the following year are then added to the numerator and the 5-year graduation rate is calculated. The students graduating two years or three years past their AYG are added to the numerator for the 6-year or 7-year graduation rate. Extended year completion rates are also calculated following this same logic, but the numerator includes regular diploma graduates, GED completers and students receiving other types of completion certificates.

Definitions of terms and descriptions of calculations are provided in *Appendix B* and include details on how these rates are collected and reported by the Data Services Unit at CDE.

Decline in State Dropout Rate

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

Data Trends: Dropout rate at lowest point since 2003

The statewide dropout rate for the 2012-13 academic year is 2.5 percent. It fell to its lowest point since 2003 when the rate was 2.4 percent.

There has been a steady decline in the dropout rate over the past five years, which cumulatively equates to 16,167 fewer dropouts.

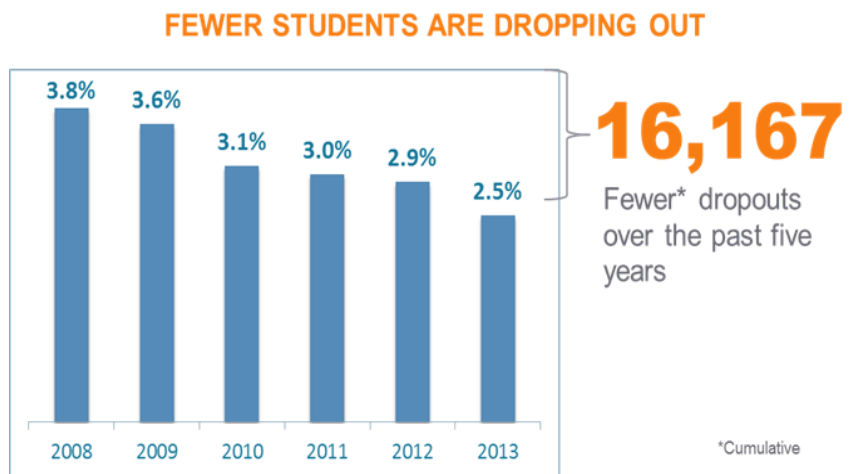


Chart 1: Statewide Dropout rate 2008 to 2013

District Improvements

Eighty-six of the state’s 183 districts and BOCES showed improvement in their annual dropout rate between 2011-12 and 2012-13. Forty-eight districts reported zero dropouts during the 2012-13 school year and 54 districts reported five or fewer dropouts. This means that 102 or 56 percent of all districts reported five or fewer dropouts. For a complete list of districts with substantial reductions in their dropout rates see *Appendix C*.

The districts with dropout rates lower than five percent and with notable improvement between 2010-11 and 2012-13 include:

Genoa-Hugo C113 – Dropout rate of 6.7 percent in 2011 decreased to 1.3 percent in 2013

Ignacio 11 JT – Dropout rate of 6.3 percent in 2011 decreased to 1.4 percent in 2013

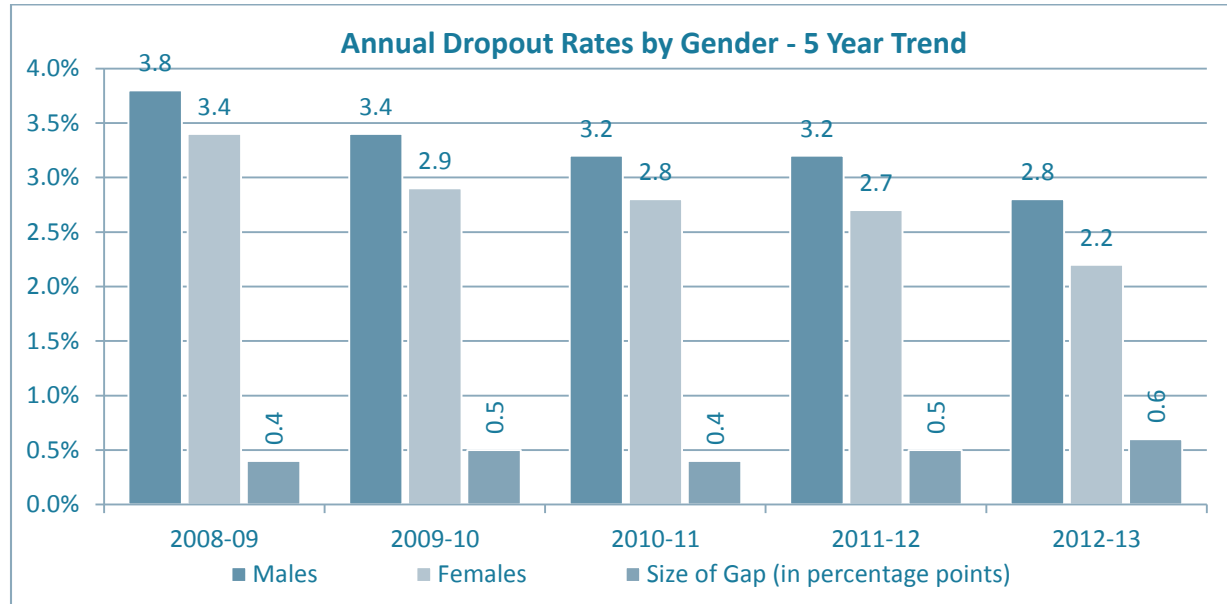
Harrison 2 – Dropout rate of 2.7 percent in 2011 decreased to 1.3 percent in 2013

Annual Dropout Rates by Gender

As shown in *Chart 2*, male students drop out at a markedly higher rate than female students each year. While the annual dropout rate has gradually improved for both genders over of the past six years, the size of the gap between the male and female dropout rate has increased in the past three years. To

quantify the 0.6 percentage point difference in 2012-13, if males had the same 2.2 percent dropout rate as females (rather than the 2.8 percent actual dropout rate) there would have been approximately 1,257 fewer male dropouts during that academic year.

Chart 2: Annual Dropout Rates by Gender- 5 year trend



Annual Dropout Rates by Race and Ethnicity

Disaggregated dropout rates by race and ethnicity indicate that substantial improvements have been made since 2008-09. The dropout rate for American Indian or Alaska Native students fell by 2.4 percentage points since 2008-09. In the same period, Asian students saw a decline of 0.9 percentage points; the rate for black or African American students was reduced by 1.5 percentage points and Hispanics students experienced a decline of 2.2 percentage points. The dropout rate of white students also improved, with a 0.7 percentage point decline. *Chart 3* illustrates the reduction in the state dropout rate by race and ethnicity.

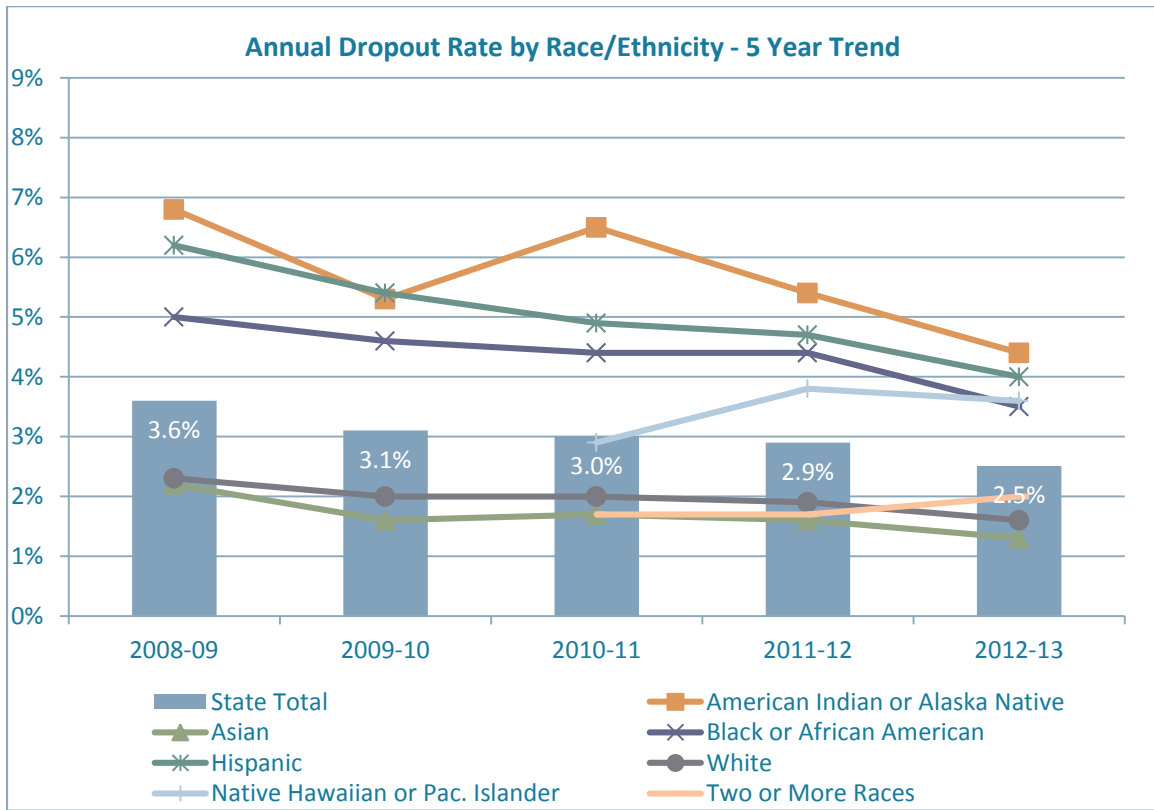
Table 2 provides a snapshot of the rates over the past five years. See *Appendix D* for information on disaggregated rates from previous years.

Table 2: Dropout Rates by Race and Ethnicity

	2008-09	2009-10	2010-11	2011-12	2012-13
State Total	3.6%	3.1%	3.0%	2.9%	2.5%
American Indian or Alaska Native	6.8%	5.3%	6.5%	5.4%	4.4%
Asian	2.2%	1.6%	1.7%	1.6%	1.3%
Black or African American	5.0%	4.6%	4.4%	4.4%	3.5%
Hispanic	6.2%	5.4%	4.9%	4.7%	4.0%
White	2.3%	2.0%	2.0%	1.9%	1.6%
Native Hawaiian or Pacific Islander	n/a	n/a	2.9%	3.8%	3.6%

Two or More Races	n/a	n/a	1.7%	1.7%	2.0%
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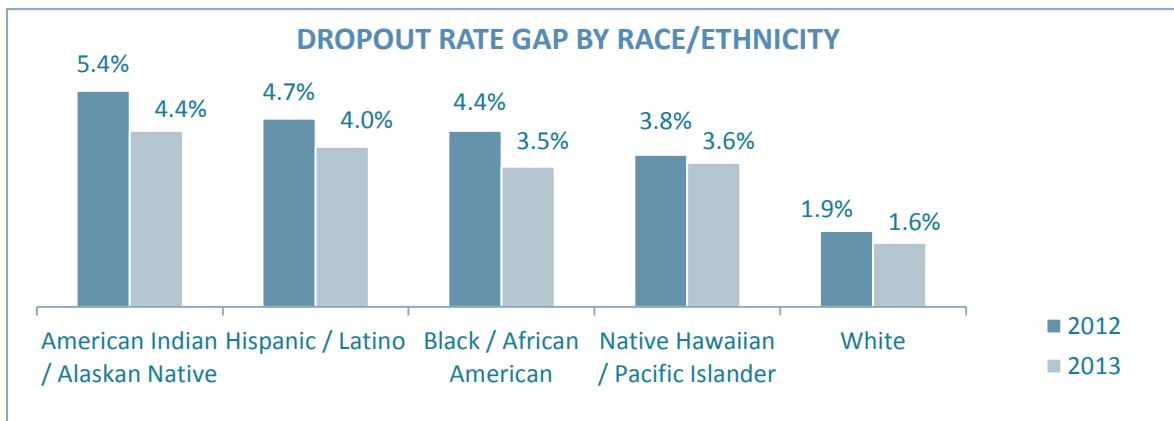
Chart 3: Annual Dropout Rate by Race/Ethnicity- 5 year Trend

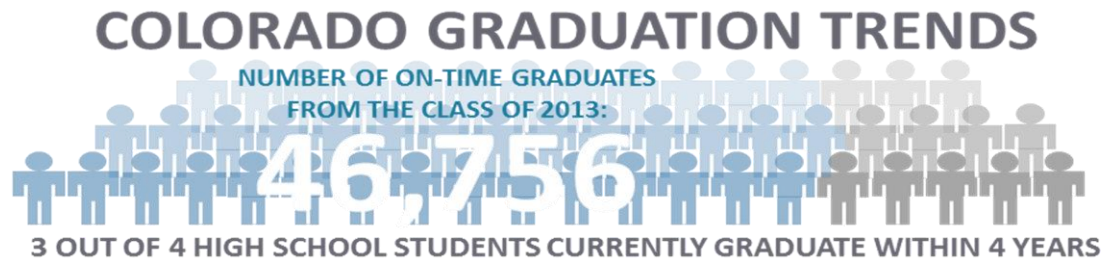


The Dropout Rate Gap

Despite steady improvements, a gap in dropout rates remains between white and non-white students. *Chart 4* illustrates the group of minority students that have a dropout rate more than two times higher than that of white students.

Chart 4: Dropout Rate Gap by Race/Ethnicity





Graduation and Completion Trends: Steady Improvements

The on-time graduation rate reflects the percentage of students from a given graduation class who receive a diploma within four years of entering 9th grade. See *Table 1* for an overview of the calculations for graduation and completion.

The statewide on-time graduation rate for 2012-13 rose to 76.9 percent. This marks the third year in a row that the graduation rate increased by 1.5 percentage points. Colorado districts reported that 46,756 students graduated with the Class of 2013. This represents 877 more on-time graduates than in the class of 2012.

State reports show that there were 14,021 students in the membership base of the Class of 2013 that did not graduate with their class. Of those students that did not graduate most were still enrolled at the end of the 2012-13 school year or completed a GED. The following is the status of the non-graduates:

- 6,468 were still enrolled at end of 2012-13 year and may potentially graduate or complete in 5, 6 or 7 years
- 1,594 “Other On-Time Completers” (primarily GED recipients)
- 793 exited to a GED preparation program without receiving a GED certificate
- 235 “Others” (exited to detention center, expelled and didn’t return, ...)
- 4,931 unrecovered dropouts

District Improvements

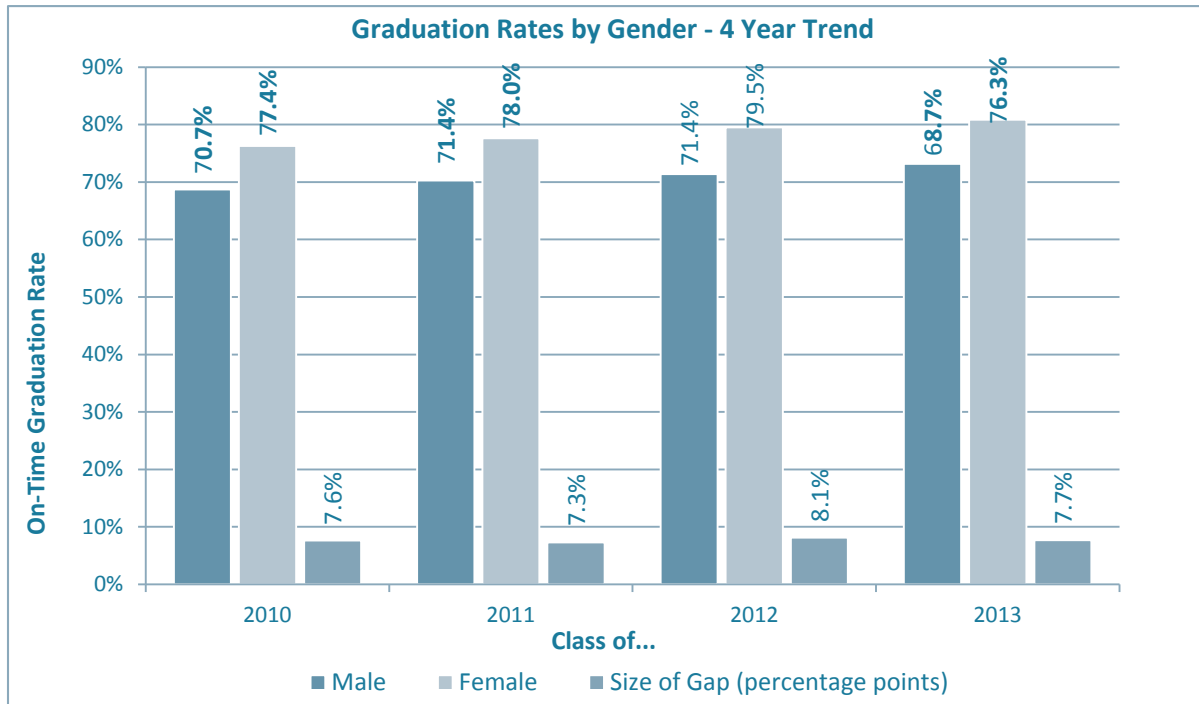
Sixty-nine percent (126) of Colorado school districts achieved an on-time graduation rate at or above the state expectation of 80 percent or better. This is an improvement over 2012, when 65.6 percent (120) of school districts met or exceeded the state expectation. In Colorado, local school boards set their own graduation requirements which means expectations for earning a diploma may differ from district to district.

Nine large or mid-sized districts, with 400 or more students in their graduation base, demonstrated a steady rate of improvement over the past three years to attain a graduation rate of 65 percent or better. The following districts increased their on-time graduation rate by over 10 percentage points since 2010: Adams 12; Calhan RJ-1; Fort Morgan RE-3; Greeley 6; Harrison 2; Hoehne RE-3; and Sangre De Cristo RE-22J. For a complete list of districts showing substantial improvement see *Appendix E*.

Graduation Rates by Gender

Statewide, the on-time graduation for females was 80.9 percent and the male graduation rate was 73.2 percent. *Chart 5* displays four year trends in the on-time graduation rates for male and female students. As with the annual dropout rates, the graduation rate for both genders has gradually improved over recent years but a sizeable gap exists between the graduation rates for female and male students with females graduating at a rate seven to eight percentage points higher than males each year.

Chart 5: Graduation Rates by Gender- 4 Year Trend



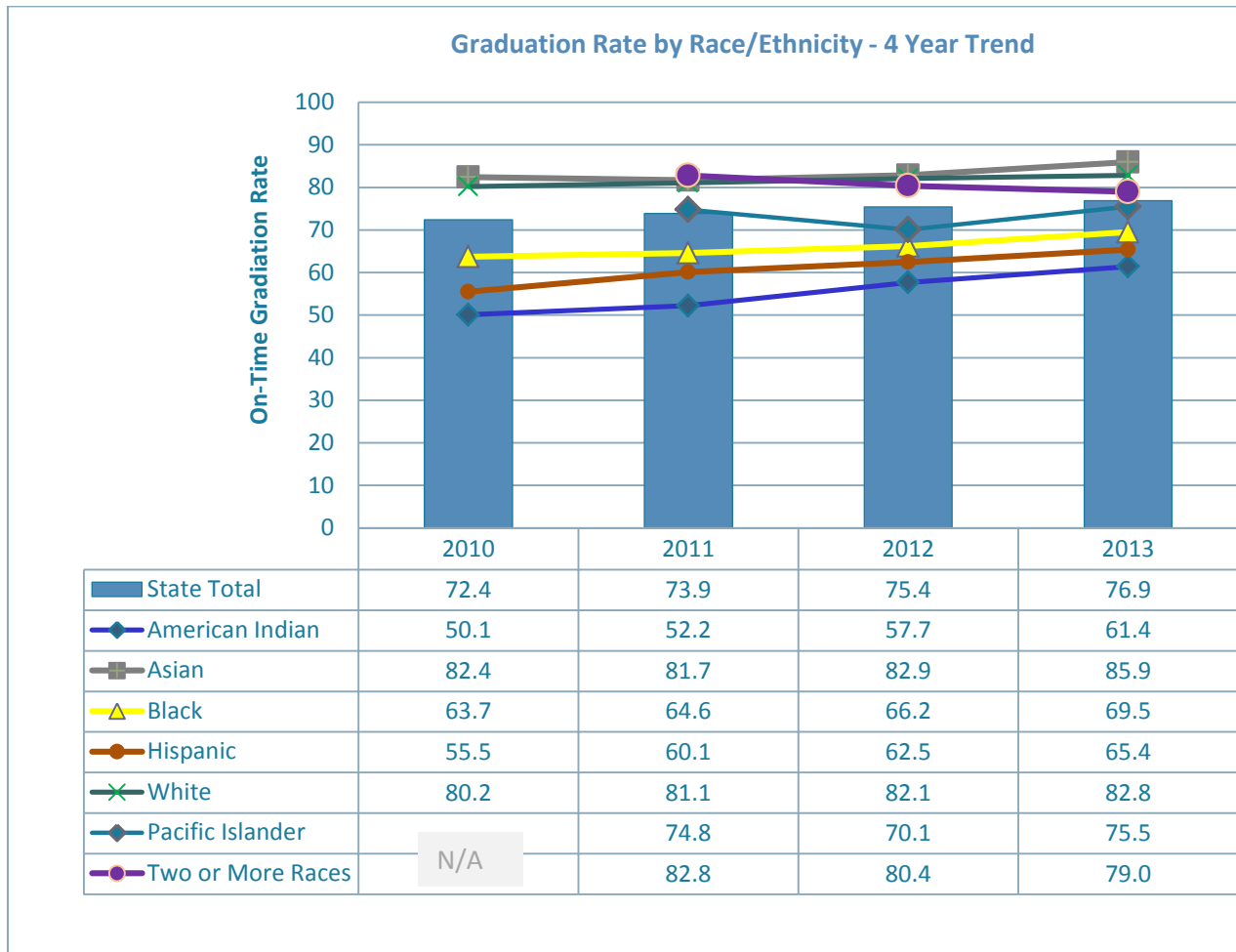
Special Note: The graduation charts included in this report reflect the period of 2010 to 2013 because in 2009-10 the graduation rate calculation changed to reflect an “on-time” cohort rate. Therefore, the “adjusted cohort” graduation rate calculations prior to the class of 2010 are not directly comparable. For more information, see the FAQ on the CDE Data Services webpage, <http://www.cde.state.co.us/cdereval/gradcurrentfaq>.

Closing the Gap

Graduation rate increases were seen across nearly all racial and ethnic groups. Statistics show that the rate for minority students increased at or faster than the rate of their white peers. The 2012-13 on-time graduation rate was 61.4 percent for American Indian; 85.9 percent for Asian students; 69.5 percent for black students; 65.4 percent for Hispanic students; 82.8 percent for white students; 75.5 percent for Native Hawaiian or Other Pacific Islander; and 79 percent for students reported as two or more races. See *Chart 6*.

See *Appendix F* for a list of graduation rates from previous years.

Chart 6 Graduation Rate by Race/ Ethnicity- 4 year Trend



Completion Rate

Combining all graduates with those completers who receive a certificate, a designation of high school completion or a GED certificate establishes the completion rate. The 2012-13 completion rate was 79.6 percent. The 2011-12 completion rate was 78.2 percent. For a copy of completion rates by district and previous year visit, <http://www.cde.state.co.us/cdereval/gradcurrent>.

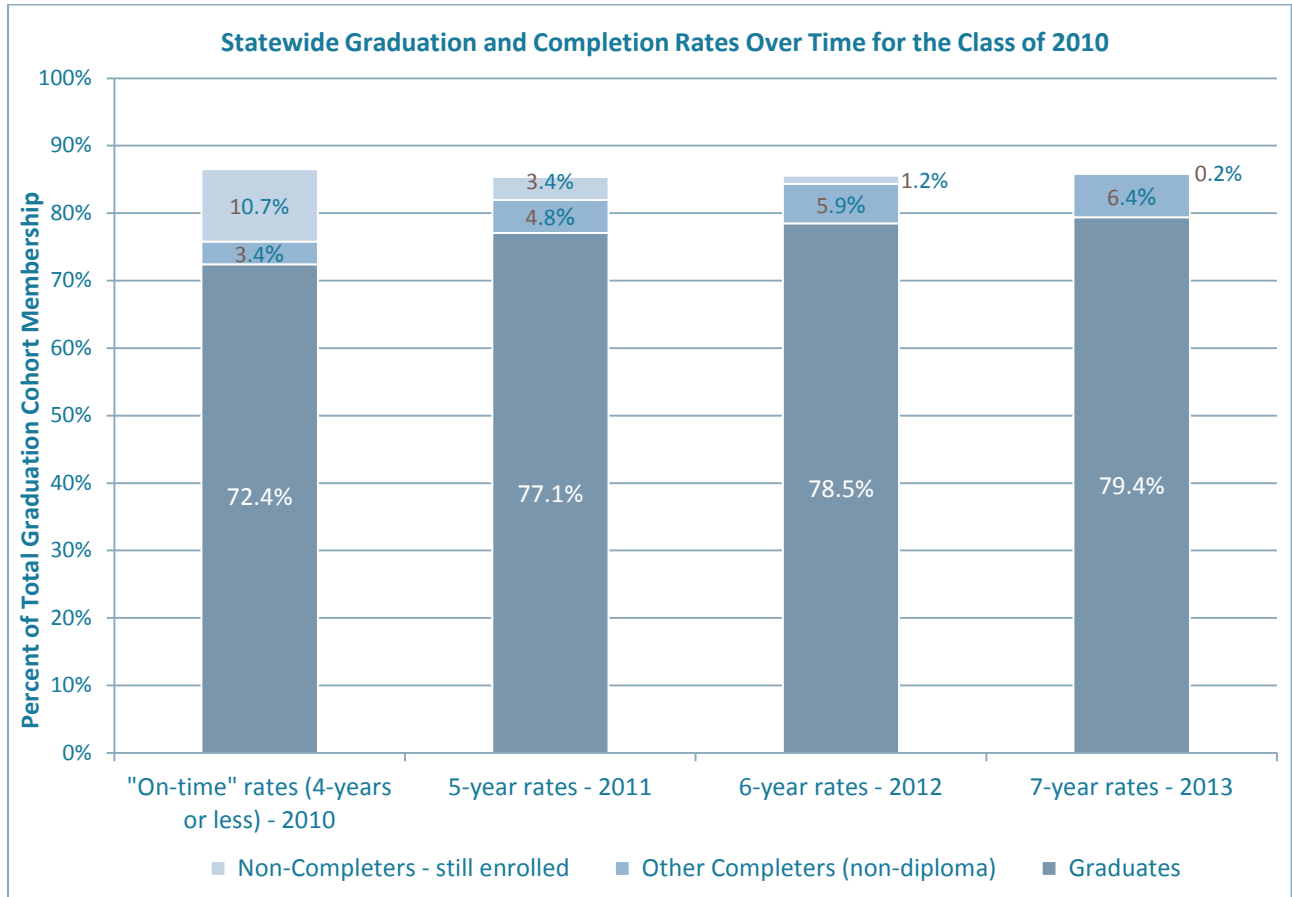
Giving Students More Time

Colorado statistics indicate that a high percent of the students that do not graduate in 4-years (but are still enrolled at the end of four years) go on to graduate or complete high school within seven years. This point is illustrated in *Chart 7: Statewide Graduation and Completion Rates over Time for the Class of 2010*.

In *Chart 7* the graduation and completion rates for the Class of 2010 are tracked over four academic years from 2009-10 to 2012-13. Note the rather sizable improvement from the “on-time”, 4-year graduation rate and the 5-year rate (an increase of 4.7 percentage points from 72.4 percent to 77.1 percent). In contrast, the 6-year graduation rate for this cohort increases just 1.4 percentage points over the 5-year, and the 7-year rate increases only 0.9 percentage points over the 6-year. By including the percentage of students

who received a GED or certificate of completion (“other completers”) and the percentage who had not graduated or completed but were still enrolled at the end of each school year in addition to the percentage who graduated, this graph illustrates that a large majority of the non-completers who were still enrolled at the end of their fourth year of high school (2009-10 for the Class of 2010 in this case) do eventually receive a diploma or other certificate of completion before reaching 21, the maximum age for educational services.

Chart 7: Statewide Graduation and Completion Rates Over Time for the Class 2010



The Gender Gap Narrows with More Time

It is important to note that males typically “narrow” the gender gap when given additional years to graduate. Greater gains in closing the gap occur when non-diploma completers (primarily GED recipients) are considered. For example the difference between female and male 7-year graduation rates (from the class of 2010) is 6.3 percentage points, and the difference between the 7-year completion rates for the two groups is only 3.9 percentage points.

Unique Populations: Need to Accelerate Progress

This section features an analysis of dropout, graduation, and completion rates by unique student populations, known as “Instructional Program Service Types” (IPST). The student groups classified by the IPST include: students with disabilities, English language learners, migrant students, Title I students, homeless students, and gifted and talented students.

A special review of progress is provided of students with disabilities, English language learners and homeless students. Featured are comparisons of dropout rates and a close-up look at extended-year graduation rates for the Class of 2010. Information on the progress of migrant, Title I, and gifted and talented students can be found in *Appendix G*.

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

Comparing Dropout Rates

The state dropout rates have steadily declined over the past four years. The trend shows that between 10,644 to 13,147 students dropped out of school each year from 2009-10 through 2012-13. *Table 3* lists the state dropout rates from 2010 to 2013. These results will be compared to the rates of unique student groups included in an IPST.

Table 3: State Dropout Rates from 2010 to 2013

School Year	Total Students In 7 th to 12 th Grade	Number of Dropouts	Dropout Rate
2012-13	425,226	10,664	2.5
2011-12	420,677	12,256	2.9
2010-11	421,490	12,744	3.0
2009-10	419,680	13,147	3.1

Chart 8 shows most of IPST students are dropping out of school at a rate considerably higher than the state rate. Homeless students have the highest rate of dropout (6.0 percent) and gifted and talented students have the lowest dropout rate (0.6 percent) among these student groups.

Comparing Graduation and Completion Rates

The state graduation rates have shown steady improvements as was discussed in the previous section. *Chart 9* provides an overview of the 4-year graduation rates by Instructional Program Service Type (IPST). However, some student populations may need more time to graduate. Federal law specifically allows for extra time for English learners and students with special education designations, if needed, to complete their high school education. Students who are highly mobile or homeless may also need more time in high school, as studies suggest that with each move a student loses three to six months of education.⁴ Also, life experiences, such as a loss of a loved one, becoming a parent and/or challenging

family circumstances can disrupt academic persistence causing students to need extra time in attaining their diploma.

Chart 8: 2012-2013 Dropout Rate by Instructional Program Service Type

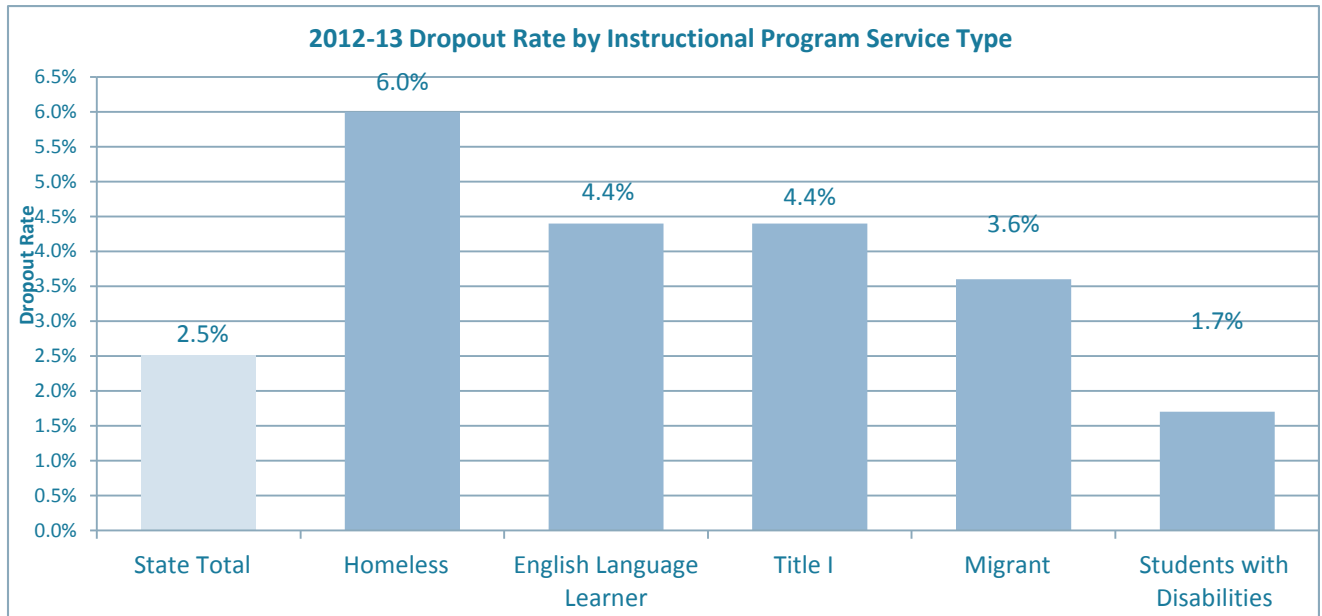
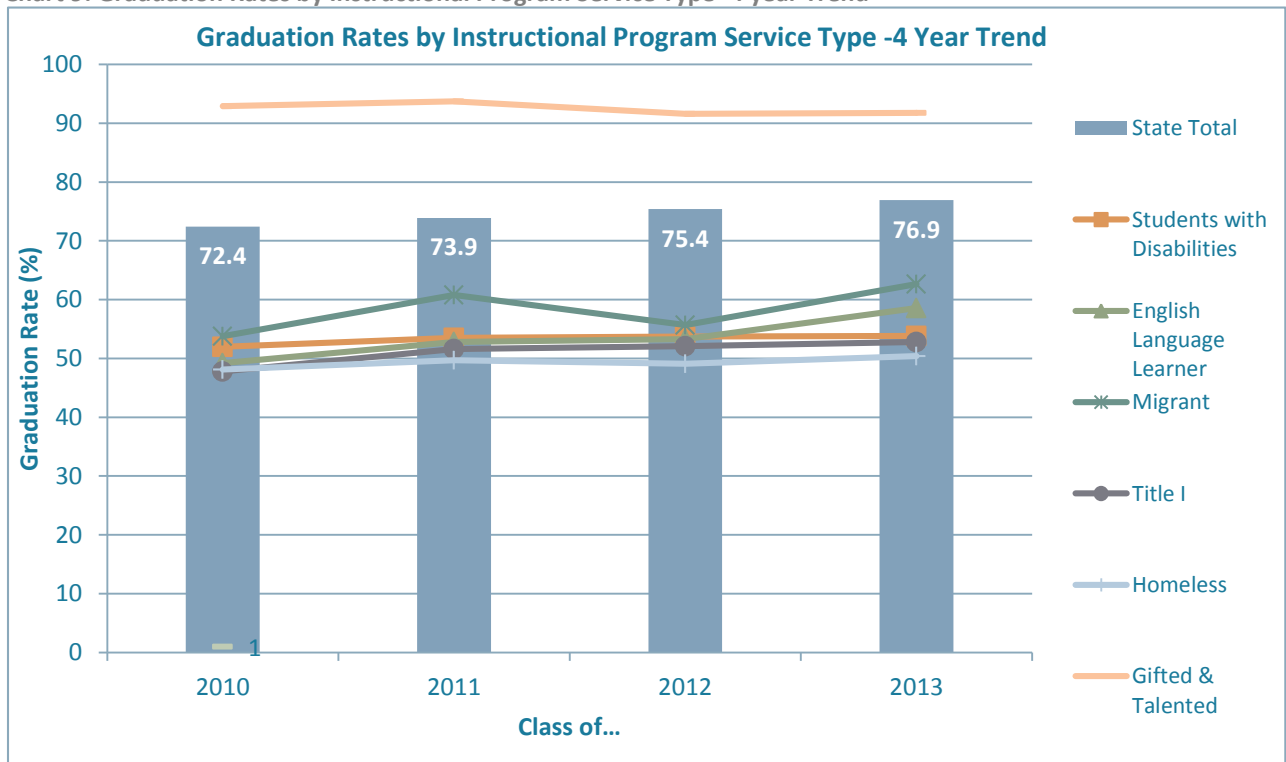


Chart 9: Graduation Rates by Instructional Program Service Type- 4 year Trend



Students with Disabilities Dropout and Graduation Rates

Students with disabilities refers to students who have been formally identified as having educational disabilities and are unable to receive reasonable benefit from general education without additional supports in the public schools because of specific disabling conditions.

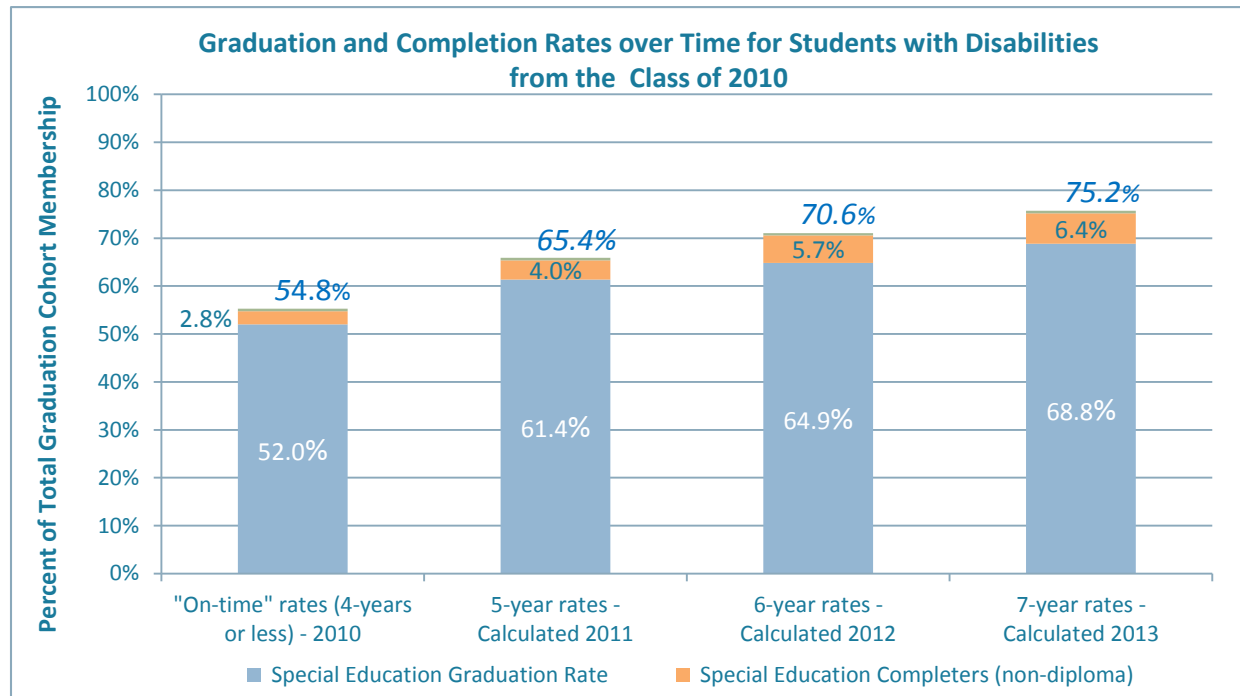
The dropout rate of students with disabilities has gradually improved over the past four years. This rate decreased by 0.6 percentage points between 2009-10 and 2012-13. The difference between the state rate and dropout rate for students with disabilities was 0.8 percentage points in 2012-13, which holds steady with two of the past three years. *See Table 4 for dropout rates of students with disabilities.*

Table 4: Dropout Rates of Students with Disabilities from 2010 to 2013

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

Chart 10 shows that it takes students with disabilities more than four years to graduate and to approach the state expectations of a graduation rate of at least 80 percent. The completion rate of students with disabilities also improves with more time. For the class of 2010, the 4-year completion rate was 54.8 percent and 7-year rate was 75.2 percent, representing a substantial improvement of 20.4 percentage points.

Chart 10: Graduation and Completion Rates over Time for Students with Disabilities from the Class of 2010



English Language Learners Dropout and Graduation Rates

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

The dropout rate of ELL students has steadily improved over the past four years. This rate decreased 1.6 percentage points between 2009-10 and 2012-13. In 2012-13, the dropout rate of ELL students was 1.9 percentage points higher than the state rate of 2.5 percent. *See Table 5 for dropout rates of ELL students.*

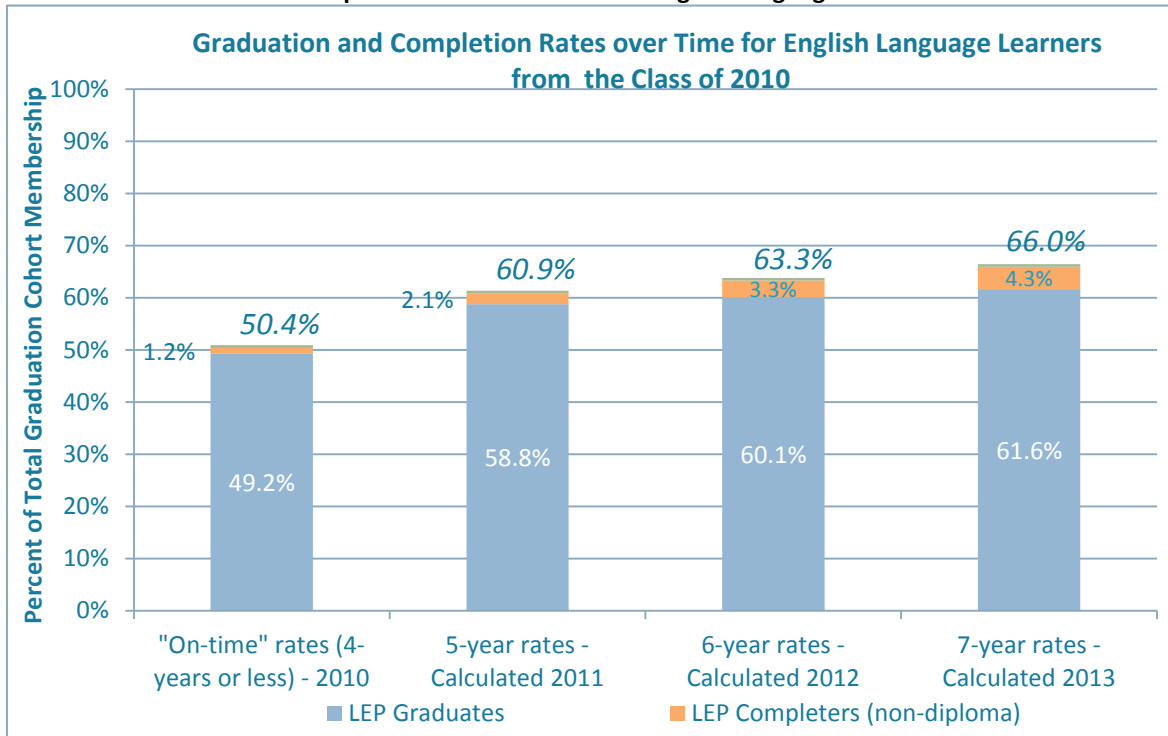
Table 5: Dropout Rates of English Language Learners from 2010 to 2013

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

Chart 11 shows that graduation rates for students who are English language learners considerably increase with a 5th year of high school. However, progress needs to be accelerated to meet state expectations of a graduation rate of at least 80 percent.

Supports to meet the needs of students whose dominant language is not English are provided through Title III of the Elementary and Secondary Education Act and the state’s English Language Proficiency Act Program. Title III is designed to improve the education of Limited English Proficient (LEP) students by helping them learn English and meet challenging state academic content and student academic achievement standards. The English Language Proficiency Act Program is a state funded program that provides financial and technical assistance to school districts implementing programs for bilingual education, English as a Second Language (ESL), and other methods of achieving English language proficiency. For information on ELL programs and services, visit www.cde.state.co.us/cde_english.

Chart 11: Graduation and Completion Rates over Time for English Language Learners from the Class of 2010



Students Experiencing Homelessness

The definition for students who are homeless is provided by federal law. According to the McKinney Act, a “homeless individual” lacks a fixed, regular and adequate nighttime residence.

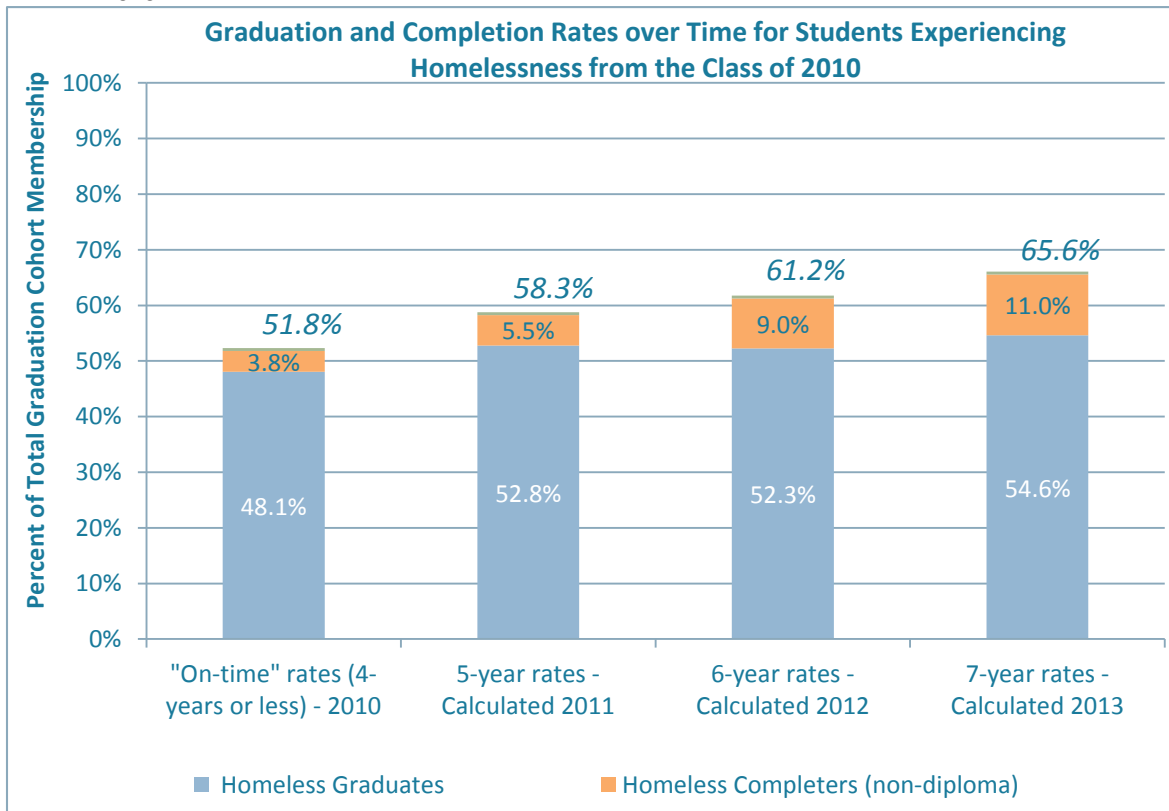
The dropout rate for homeless students spiked in 2011-12 and declined by 2.5 percentage points in 2012-13 to 6.0 percent. See Table 6 for dropout rates of homeless students.

Table 6: Dropout Rates of Homeless Students from 2010 to 2013

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

Chart 12 illustrates that school completion rates for students who experience homelessness improve incrementally with three extra years of high school to reach a rate of 65.6 percent. The graduation rate moderately improves with more time in high school, but not enough to approach state expectations of a graduation rate of at least 80 percent.

Chart 12: Graduation and Completion Rates over time for Students Experiencing Homelessness from the Class of 2010



There are efforts at the local level to improve educational outcomes by engaging homeless students in postsecondary planning. For example, Boulder Valley School District is taking action to ensure a college going culture for their McKinney-Vento eligible students. The district fills out verification templates for all their seniors who are classified as unaccompanied homeless youth under McKinney-Vento. They send the templates to the counselors and that way the students have the templates upfront, without having to request them. These templates serve as verification of their status to allow them to complete the FAFSA (Free Application for Federal Student Aid). Also, for those students who are not looking at higher education or think they can afford to go, it starts a proactive dialogue between the counselor and the student.

Students in Foster Care

National research shows that children in foster care are at high-risk of dropping out of school and are unlikely to attend and graduate from college. The rates of suicide, homelessness, unemployment and teen pregnancy are above average for foster care youth when compared to their peers. There is an urgent need for schools, child welfare agencies, communities and families to join together to provide the opportunities, specialized services and supports that students in foster care need to be safe, healthy, and educated.

It was with this sense of urgency that the Colorado Department of Education (CDE) launched the Foster Care Education Program to provide a framework and structure to support schools and districts in addressing barriers that impede the education of students in foster care and sets forth a course toward postsecondary success. A major step in this work involves establishing a baseline of how students in foster care are faring. This has been a challenge in the past because Colorado public schools do not report or disaggregate data on students in foster care.

This year marks the first time that CDE is able to report on graduation, completion and mobility rates for students in foster care. This was made possible through of a data use agreement between CDE and the Colorado Department of Human Service (CDHS).

Data Use Agreement

The reporting of educational rates of students in foster care was made possible through a data use agreement between CDE and the Colorado Department of Human Service (CDHS). CDHS provided basic data on children and youth, ages 5 to 18 that were in foster care over the past six years, to CDE for the purposes of matching their information to locate the State Assigned Student Identifiers (SASIDs). Producing a dataset with the SASIDs made it possible for CDE Data Services to pull the relevant data to determine graduation, completion and mobility rates for the students in foster care during the 2012-13 school year. These statistics represent student counts based on the school district that the student attended, however the data is not available by district or school because the identification of students in foster care occurred through the Colorado Department of Human Services and not the local education agencies. Records for 6,574 students were matched through the data use agreement and the counts are available by county.

Student in Foster Care: Graduation and Completion Rates

The 2013 graduation for foster care youth is 27.5 percent. This result indicates that 72.5 percent of Colorado students in foster care do not graduate in 4-years with their class. The national estimates are that about half of foster youth complete high school by age 18 compared to 70% of youth in the general population.

National Research on Foster Care

It is estimated that about half of foster youth complete high school by age 18 compared to 70% of youth in the general population and that GED completion rates for youth in foster care ranged between 5% and 29%.

-Taken from [Fostering Success in Education: National Factsheet on the Educational Outcomes of Children in Foster Care](#) (2014)

The 2013 completion rate for students in foster is 41.3 percent. The completion rate reflects the number of students who graduate as well as those who receive a GED (General Educational Development) certificate or a certificate or other designation of high school completion.

The state completion rate for youth in care is substantially higher than the national range, which indicates that five to 29 percent of youth in care receive a GED by the age of 18. This suggests that Colorado foster care students are over represented in obtaining a GED. See *Table 7* for list of rates.

Table 7: 4-Year Graduation and Completion Rates of Students in Foster Care in 2013

Anticipated Year of Graduation	Total number of students in cohort base	Number of graduates	Graduation rate	Number of completers	Completer rate
2013	1179	324	27.5%	487	41.3%

There were 692 students in foster care that did not graduate with their class in 2013. The state's "still enrolled" rate shows that 251 (21.4 percent) of these students were still enrolled in school at the end 2013.

Limited data for the Class of 2012 was calculated based on 2012- 2013 data. The statistics show that there were 1,230 students in foster care that were part of the Class of 2012 cohort. The 5-year graduation rate for these students was 31.2 percent. This indicates that with another year of high school the graduation rate increases for youth in foster care, but it remains alarmingly below the state's 5-year rate of 77.1 percent, see *Chart 7*. The 2012 and 2013 rates validate there is an urgency to accelerate improvement in the graduation rate of students in foster care. *Table 8* provides a snapshot of the 5-year rate of students in foster care that were part of the Class of 2012.

Table 8: 5-Year Graduation and Completion Rates of Students in Foster Care in 2012

Anticipated Year of Graduation	Total number of students in cohort base	Number of graduates	Graduation rate	Number of completers	Completer rate
2012	1230	384	31.2%	605	49.2%

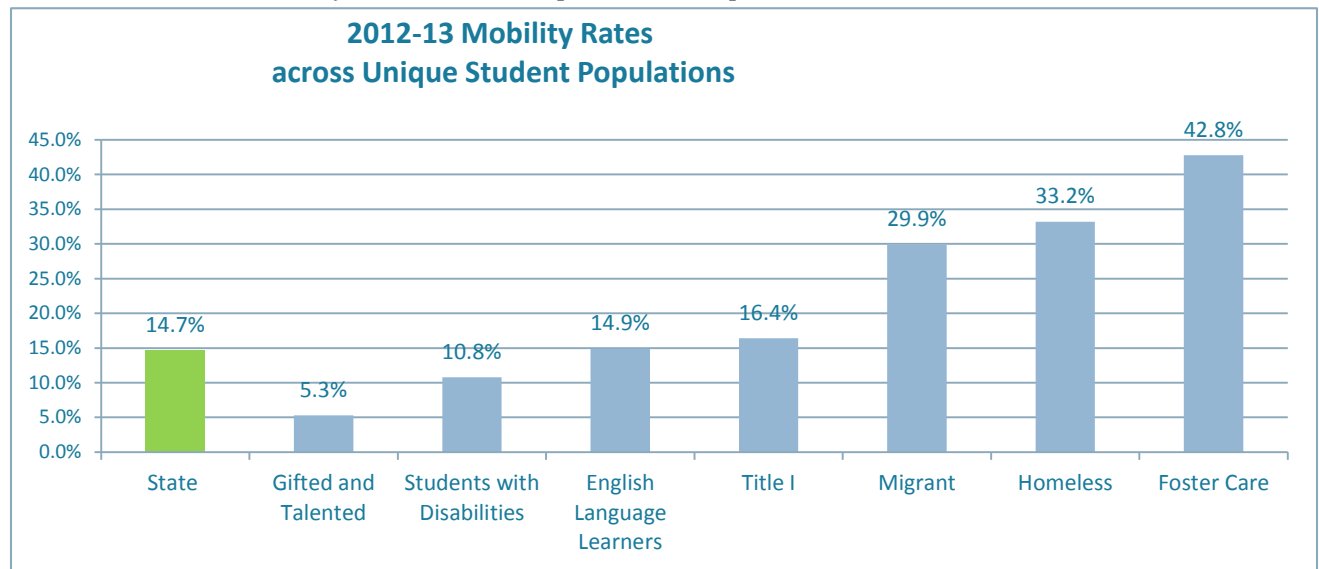
A factor that is linked to school failure is student mobility⁵. This marks the first year that mobility rates for students in foster care are available. A student is considered mobile any time he or she enters or exits a school or district in a manner that is not part of the normal educational progression. The mobility rate for students in foster care is 42.8 percent, which is the highest among the unique student populations listed in *Table 9*. *Chart 13* illustrates the differences in rates across unique student population.

Table 9: Mobility and Stability Rates for Unique Student Populations in 2012-13

Student Population	Total Number of Students	Stable Student Count	Stability Rate	Total Mobile Student Count	Mobility Rate
English Language	137,904	116,698	84.6%	20,540	14.9%

Learners					
Foster Care	6574	3641	55.4%	2815	42.8%
Gifted and Talented	76,905	72,734	94.6%	4,053	5.3%
Homeless	21,515	13,994	65.0%	7,139	33.2%
Migrant	2,694	1,872	69.5%	806	29.9%
Students with Disabilities	86,093	76,505	88.9%	9,267	10.8%
Title I	234,710	194,347	82.8%	38,553	16.4%
State	952,294	808,577	84.9%	140,381	14.7%

Chart 13: 2012-2013 Mobility Rates across Unique Student Populations



Student Counts by County

There were four counties that had zero students in foster care that were part of the CDE data management system, they included Hinsdale, Kit Carson, Mineral and San Juan.

There were five counties that had more than 500 foster care students attending a public school in their county during the 2012-13 school year. They included: El Paso (1095 students); Denver (942 students); Arapahoe (750 students); Jefferson (631 students) and Adams (518 students). See *Table 10* for the list of counties that had more than 15 students in foster care included in the educational statistics presented in this reported. *Table 11* provides a list of counties that had 15 or fewer foster care students attending public school within county boundaries.

Table 10: Total Number of Students in Foster Care by County with More than 15 Students

County name	Total Number of Students
ADAMS	518
ALAMOSA	21
ARAPAHOE	750
BOULDER	240
DELTA	62
DENVER	942
DOUGLAS	214
ELBERT	24
EL PASO	1095
FREMONT	107
GARFIELD	38
JEFFERSON	631
LA PLATA	36
LARIMER	243
LAS ANIMAS	30
LINCOLN	20
OGAN	26
MESA	244
MONTEZUMA	30
MONTROSE	72
MORGAN	62
OTERO	45
PARK	38
PUEBLO	391
RIO GRANDE	21
TELLER	43
WELD	343
Total	6286

Table 11: Aggregated Total of Students in Foster Care in Counties with 15 or fewer Students

Total Number of Students - 288
Counties Listed in Alphabetical Order
ARCHULETA; BACA; BENT CHAFFEE CHEYENNE; CLEAR CREEK; CONEJOS COSTILLA; CROWLEY; CUSTER; DOLORES EAGLE; GILPIN; GRAND; GUNNISON HUERFANO; JACKSON; KIOWA; LAKE MOFFAT; OURAY; PHILLIPS; PITKIN PROWERS; RIO BLANCO; ROUTT SAGUACHE; SAN MIGUEL; SEDGWICK SUMMIT; WASHINGTON; YUMA COLORADO BOCES; and includes 75 students that had no county identified

Note: The data set developed through data use agreement between CDE and CDHS will yield a 5-year trend study on dropout, graduation and completion rates of students in foster care. The study is being conducted by the University of Colorado and is due for release in March 2014 and will be posted on CDE's foster care education website, www.cde.state.co.us/dropoutprevention/fostercare_index.

Student Engagement

Why Students Dropout

The state does not collect data from districts or schools on why students drop out of high school. However, this information is available through the national GED testing service. In 2012-13, 4,966 students, ages 16 to 21 years old, who took the GED test in Colorado were surveyed on their “reasons for not completing school.”

The GED survey results are organized in four areas: 1) family, 2) social, 3) academic environment, and 4) student performance. The survey responses were not mutually exclusive.

In the “family” section, Colorado students reported that they did not finish school because they got a job (20.4 percent), needed money to help out at home (15 percent), were needed at home (12.7 percent) and/or were ill or there was a family illness (12.4 percent).

In the area of “social” a high percentage (41.3 percent) stated that they didn’t complete high school because they “weren’t happy in school” and others (25 percent) didn’t feel that they were part of the school. The literature suggests it is likely these students lacked connection with a teacher or caring adult or were not engaged in school or extracurricular activities. Similarly, under “academic environment” GED students identified that they left school because they didn’t like it (44.3 percent) or “were bored” (34.8 percent).

The reasons for not completing school under “student performance” included being absent too many times (44.1 percent) and having trouble with math (36.5 percent). In reviewing the results it suggests that more attention is needed to address attendance issues and engaging students in their learning and school community. In this section, data relevant to student engagement is reviewed.

Defining Student Engagement

In state statute, “student engagement” refers to a student’s sense of belonging, safety and involvement in school that leads to academic achievement, regular school attendance, and graduation. Indicators of engagement applied in CDE’s school improvement planning include attendance and truancy and safety and discipline incidence. To support tracking of these important indicators, local education agencies annually submit data on attendance, truancy and disciplinary actions to CDE.

School Attendance

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

In 2012-13, the state median school attendance rate held at 95 percent from the 2011-12 school year. The truancy rate was 0.72 percent, which is lower than the 2011-12 rate of 0.90 percent. These rates represent the number of students in pupil membership during a point in time during the school year, known as “October Count”. The rate calculations do not account for student mobility, which may result in under reporting of truancy and overestimating the rate of attendance. Habitual truancy data provides another look at public school attendance in Colorado.

Habitual Truants

A habitual truant refers to a child who has attained the age of six years on or before August 1 of the year in question and is under the age of seventeen years having four unexcused absences from public school in a month or ten unexcused absences from public school during any school year. *Table 12* provides the number of truant students by school level, based on reporting by districts to CDE Data Services. The number of truants increased in 2012-13 after two years of declines. This increase is concerning as research has shown that when 10 percent of days are missed, a student has less chance for success in high school.⁶

Table 12: Number of Habitually Truant Students in Colorado

School Level	School Year			
	2009-10	2010-11	2011-12	2012-13
Elementary	31,994	23,808	21,670	26,805
Middle	14,370	12,114	11,118	13,743
Senior	62,274	41,381	33,984	42,915
Total	108,637	77,303	66,772	83,463

Safety and Discipline

Behavior issues that lead to discipline actions and/or course failure are one of the strongest predictors of dropping out, along with attendance issues.⁷ School districts are required by Colorado Revised Statute 22-32-109 (2)(b) to annually report to CDE, on a school-by-school basis, the number of conduct and discipline code violations for a variety of behaviors. The disciplinary actions taken as a consequence to discipline code violations include: classroom suspension, in-school suspension, out-of-school suspension, expulsion, referral to law enforcement and other actions taken. There was a decline in the number of disciplinary actions taken in 2012-13, with 27 percent reduction in the number of expulsions. *Table 13* depicts scope of disciplinary action over a 5-year period.

The notable declines in each of the discipline categories coincides with the first year of implementation of HB12-1345, which authorized the end of “zero tolerance” in Colorado. The act included elimination of mandatory expulsions for drugs, weapons, assaults, and robbery, plus grounds for suspension and expulsions changed from “shall” be grounds to “may” be grounds.

For information on the legislation that ended zero-tolerance, visit

http://www.cde.state.co.us/DropoutPrevention/EARSS_PoliciesandStateStatutes.htm

Table 13: Colorado Disciplinary Actions Taken – 5-year Trend

Disciplinary Action	School Year				
	2008-09	2009-10	2010-11	2011-12	2012-13
EXPULSIONS	2,088	2,163	1,975	2,010	1,473
SUSPENSIONS	103,382	96,073	93,556	89,307	80,318

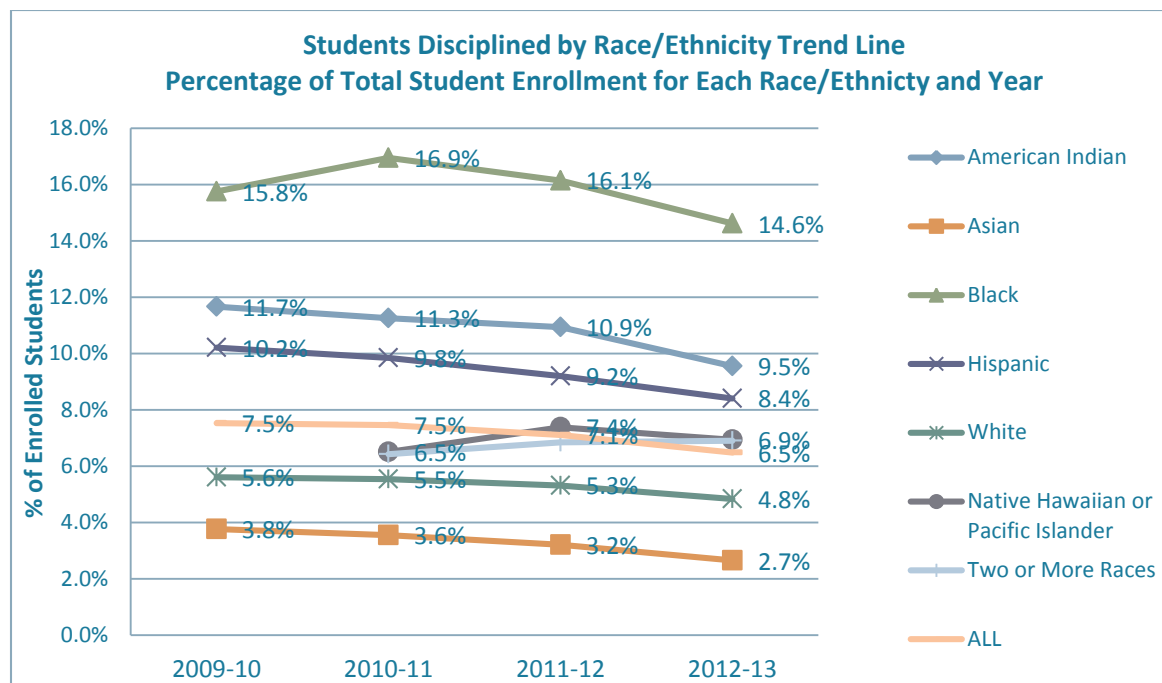
REFERRED TO LAW ENFORCEMENT*	7,564	7,584	6,988	6,333	5,631
OTHER ACTION TAKEN	3,747	4,833	7,205	6,869	5,055

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

Disciplinary Actions by Race and Ethnicity

Chart 14 depicts the percent of the student population by race and ethnicity that are disciplined. Though most groups have experienced declines in percentage points disciplined, 14.6 percent of Black students, 9.5 percent of American Indian students and 9.2 percent of the Hispanic students were disciplined, as compared to 4.8 percent of White student population, see Chart 13.

Chart 14: Students Disciplined by Race/ Ethnicity Trend Line

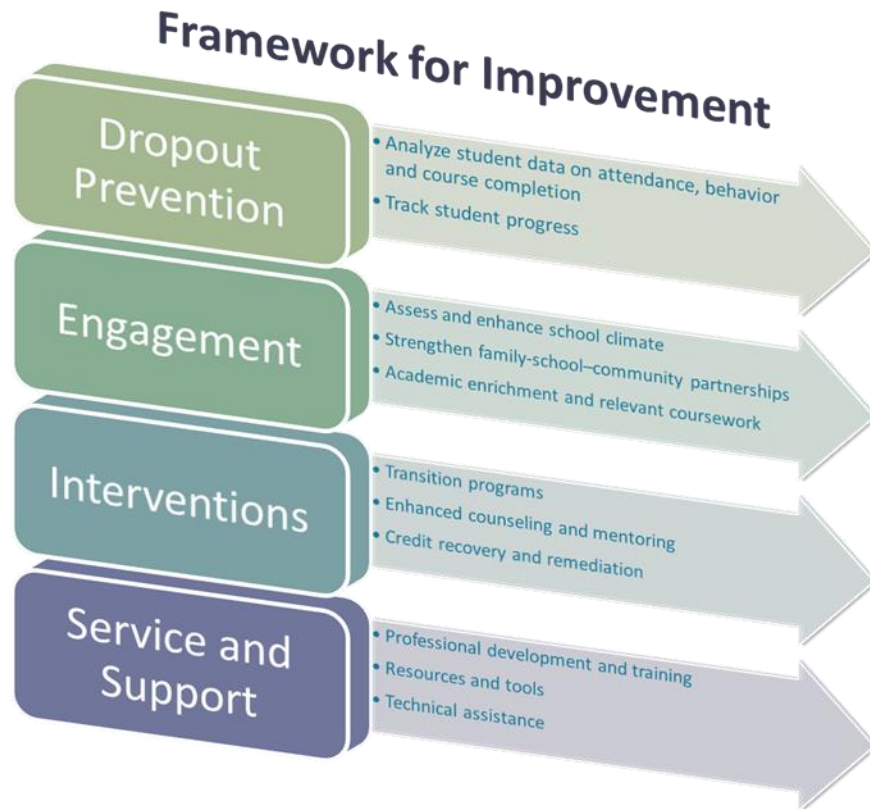


Strategies, Practices and Programs

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

The perception data offered by the GED survey of test takers gives further insight as to why student leave high school without attaining a diploma. Their reasons are clearly linked to a lack of connection to their school community and competing priorities at home and at work. The good news is that over the course of the past three year, we have developed a framework for improvement that is showing promise and reaching the students at-risk of dropping out and dis-engaging in their education.

The framework for improvement directs a four-pronged approach rooted in dropout prevention, engagement, interventions and services and supports. See diagram below.



Dropout Prevention

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

Engagement

Strategies and practices that focus on the learning environment and school culture provide the foundation for not only student engagement, but family-school partnering and community engagement. The legislative review in the next sections describes how efforts in partnering with families will be

strengthened by an infrastructure of policies, programs and trainings. Over the course of the last year, CDE has advanced professional development to build skills and capacity to partner with families and communities in a meaningful way. To learn more about courses that are available, visit <http://www.cde.state.co.us/rti/profdevelopmentrti>.

Interventions

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

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

Service and Support

Provision of training, technical assistance, and tools is occurring across the department to support local education agencies in implementing key education reforms including the Colorado academic standards, educator effectiveness and district and school improvement. To further efforts, specialized training is being developed to strengthen alternative education options and sharing best practices in truancy reduction and behavior management. In addition, competitive grants are available to resource dropout prevention, engagement and postsecondary readiness. The grant programs include:

1. **21st Century Community Learning Centers (21st CCLC)** – A federally-funded grant program that provides academic enrichment opportunities, with an emphasis on literacy, mathematics and science, to at-risk students in low-achieving schools. 2012-13 Award: 11,763,531. Contact: Tom Denning, denning_t@cde.state.co.us
 2. **Title X – McKinney-Vento Homeless Education Program** – A federally-funded program that ensures access, stability and educational support for students experiencing homelessness and provides training to homeless education liaisons and offers competitive, 3-year subgrants to districts. 2012-13 Award: \$654,048. Contact: Dana Scott, scott_d@cde.state.co.us
 3. **Colorado Graduation Pathways Project** – A 5-year, federally-funded project that provides technical and financial assistance to 31 schools to identify and serve students at greatest risk of dropping out and to reengage students who have dropped out. 2012-13 Award: \$2,641,191. Contact: Peter Fritz, fritz_p@cde.state.co.us
 4. **Expelled and At Risk Student Services Grant Program** – A 4-year, state-funded program that provides educational services to expelled students and programs to prevent suspensions and expulsions. 2012-13 Award: \$7,493,560. Contact: Janelle Kruger, krueger_j@cde.state.co.us
 5. **School Counselor Corps Program (SCCP)** – A 3-year, state-funded program established to increase the availability of school counselors in secondary schools and promote college going cultures in schools. 2012-13 Award: \$5,000,000. Contact: Misti Ruthven, Ruthven_m@cde.state.co.us
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Legislative Review

There are 40 statutes that pertain to student dropout prevention, student engagement and school completion. In FY 2010-11, \$18,733,581 in state funds was allocated in conjunction with six of these statutes. The remaining 34 are unfunded, are awaiting appropriation or do not require funding to implement. For a summary of statutes including, description, outcomes and state funds allocated see Appendix H: Statutory Review and State Moneys Spent on Reducing the Dropout Rate. These 40 statutes are classified into six categories: 1) Grants and programs that address dropout prevention and student engagement; 2) Family-School-Community partnering; 3) Postsecondary and workforce readiness; 4) Student safety and discipline; 5) Truancy and school attendance; and 6) Requirements and regulations.

2013 Legislative Session

Eight bills pertaining to dropout prevention, student engagement and school completion were passed during the 2013 legislative session. There are listed below by category.

1) Grants and programs that address dropout prevention and student engagement:

S.B. 13-31 Dropout recovery program - tuition. The act clarifies that a local education provider that operates a dropout recovery program must pay the student share of the tuition for each postsecondary course in which a student enrolls while participating in the program, not just for those courses that the student completes.

2) Family-School-Community Partnering:

S.B. 13-193 Parent engagement - school district accountability committees - school accountability committees - state advisory council for parent involvement in education - appropriation. The act requires the school accountability committees, in addition to their other duties, to hold public meetings to solicit input concerning the contents of school priority improvement plans and school turnaround plans before the plans are written.

The existing state advisory council for parent involvement in education (council), in addition to its other duties, will also provide training and other resources to help the district and school accountability committees increase parent engagement. The council must also work with the department of education (department) to provide training to the district and school accountability committees in leadership and in increasing parent engagement.

The council will identify key indicators of parent engagement in elementary, secondary, and postsecondary schools, and use the indicators to develop recommendations for methods by which the department and the department of higher education may measure and monitor the level of parent engagement with elementary and secondary public schools and institutions of higher education. The council will annually report to the state board of education, the Colorado commission on higher education, and the education committees of the general assembly, the council's progress in promoting parent engagement in the state and in fulfilling its duties.

C.R.S. 22-14-111: Report to general assembly, state board, and governor

Directs the Office of Dropout Prevention and Student Engagement to review state statutes and determine the amount of state moneys spent on reducing the dropout rates in preceding fiscal year and determine the effects of the expenditures.

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

Before passage of the act, a school district board of education was authorized to adopt a policy for parent engagement in the district. Under the act, each board of education is required to adopt a parent engagement policy and each board must work with the district accountability committee to create the policy. The policy may include training for personnel concerning working with parents.

Each school district and the state charter school institute (institute) shall identify, and submit to the department the name of, an employee to act as the point of contact for parent engagement training and resources. The person will also serve as the liaison between the district or institute, the district accountability committee if applicable, the council, and the department to facilitate the district's or institute's efforts to increase parent involvement.

Before passage of the act, a school district or the institute was required to hold a public hearing before adopting a school improvement plan, priority improvement plan, or turnaround plan. Under the act, a school district or the institute does not have to hold a public hearing before adopting a school improvement plan. The institute must hold the public hearing on a priority improvement plan or turnaround plan within the boundaries of the school district in which the institute charter school is located. Members of the school accountability committees are encouraged to attend the district's public hearings.

3) Postsecondary and Workforce Readiness:

S.B. 13-33 Tuition - in-state classification - Colorado high school graduates. The act requires an institution of higher education (institution) in Colorado to classify a student as an in-state student for tuition purposes if the student:

- Attends a public or private high school in Colorado for at least 3 years immediately preceding graduation or completion of a general equivalency diploma (GED) in Colorado; and
- Is admitted to a Colorado institution or attends an institution under a reciprocity agreement within 12 months after graduating or obtaining the GED.
- In addition to the above requirements, a student who does not have lawful immigration status must submit an affidavit stating that the student has applied for lawful presence or will apply as soon as he or she is able to do so. These students are not counted as resident students for any purpose other than tuition classification, but are eligible for the college opportunity fund stipend pursuant to the provisions of that program, and may be eligible for institutional or other financial aid.

The act creates an exception to the requirement of admission to an institution within 12 months after graduating or completing a GED for certain students who either graduated or completed a GED prior to a certain date and who have been continuously present in Colorado for a specified period of time prior to enrolling in an institution.

The act exempts persons from the requirement to provide documentation to prove lawful presence in the United States before receiving educational services or benefits from institutions of higher education.

H.B. 13-1005 Accelerated certificates program - adult education - skills training. The act authorizes the state board for community colleges and occupational education (state board) to collaborate with local district junior colleges, area vocational schools, the department of education, and local workforce development programs to design career and technical education certificate programs that combine basic

education in information and math literacy with career and technical education. Each certificate program must be designed to allow an eligible adult to complete the program within 12 months, and each course in a certificate program must combine information and math literacy with career and technical skills. The certificate programs will be available to underemployed or unemployed adults who have insufficient levels of information or math literacy. The board may enter into memorandums of understanding with local district junior colleges, area vocational schools, adult education programs provided by the department of education, local workforce development programs, and other local adult education providers to implement the accelerated certificate programs locally.

H.B. 13-1219 K-12 education statutes. The act makes several changes to existing statute concerning K-12 education, including: Removing obsolete reporting requirements for the accelerating students through concurrent enrollment (ASCENT) program; and requiring the department to designate only the number of ASCENT participants that the general assembly has approved for funding for the applicable budget year.

4) Student Safety and Discipline:

S.B. 13-138 Safety - school resource officers. The act defines "school resource officer" and "community partners" and expressly includes school resource officers as community partners for the purposes of school safety, readiness, and incident management. The school safety resource center is required to hire or contract for the services of an emergency response consultant with experience in law enforcement and school safety to provide guidance to school districts and schools for school building safety assessments and the use of best practices for school security, emergency preparedness and response, interoperable communications, and obtaining grants. The school safety resource center is also required to provide suggestions concerning training for school resource officers. The school safety resource center advisory board is increased from 13 to 14 members to reflect the addition of a school resource officer.

5) Truancy and School Attendance

H.B. 13-1021 Attendance - chronically absent - habitually truant - detention - GED - educational services in juvenile detention. The act encourages each school district to establish attendance procedures that will identify students who are chronically absent and implement best practices to improve the students' attendance.

Each school district's policies and procedures around attendance must include both elementary and secondary school attendance. Before passage of the act, a school district was required to adopt a plan to improve the attendance of each student who is habitually truant. The act encourages the school district to work with the local collaborative management group, juvenile support services group, or other local community services group in creating the plan.

If a student is habitually truant, a school district shall initiate court proceedings to enforce school attendance requirements but only if implementation of the student's plan to improve attendance is unsuccessful. If a school district initiates court proceedings, it must submit evidence of the student's attendance record, whether the student was identified as chronically absent, the efforts made to improve the student's attendance, and the student's plan and efforts to enforce the plan. If the court issues an order to compel attendance, the order must also require the parent and student to cooperate in implementing the plan. If the student and his or her parents do not cooperate with the plan, the court may order an

assessment for neglect. The law existing before passage of the act authorizes the court to sentence the student to detention if the student does not comply with the valid court order. The act limits the term of detention to no more than 5 days.

The act allows a student who is 16 years of age and who is under the jurisdiction of the juvenile court to take the GED if the judicial officer or administrative hearing officer finds it is in the student's best interest to do so.

The act clarifies that a school district that must provide educational services to a juvenile detention facility must provide services that are designed to assist each juvenile in meeting the statewide content standards for the student's grade level, and the school district and facility personnel must cooperate to ensure services are available for a number of hours that aligns with the compulsory school attendance requirements.

6) Requirements and regulations

H.B. 13-1023 School districts - academic acceleration procedures - review. The act requires each local education provider to review its academic acceleration procedures for students that allows students to progress through an education program at a rate faster or at ages younger the student's peers. The local education provider shall also consider procedures for academic acceleration listed in the act.

Source: Bill summaries were taken from the 2013 Digest of Bill, which is prepared each year by the Colorado Office of Legislative Legal Services

APPENDICES

[APPENDIX A:](#) Title 22, Article 14: Dropout Prevention and Student Re-Engagement

[APPENDIX B:](#) Definitions of Terms

[APPENDIX C:](#) Districts with Dropout Rates below 5 percent that reduced Their Dropout Rate over the Prior 2 Years

[APPENDIX D:](#) Colorado Dropout Rates by Race/Ethnicity, Gender and Instructional Program

[APPENDIX E:](#) Three Years of Improvement* by District

[APPENDIX F:](#) Colorado Graduation Rates by Race/Ethnicity, Gender, and Instructional Program

[APPENDIX G:](#) Dropout, Graduation, and Completion Rates of Unique Populations: Migrant, Title I, and Gifted and Talented

[APPENDIX H:](#) Statutory Review and State Moneys Spent Reducing the Dropout Rates

[APPENDIX A: Title 22, Article 14: Dropout Prevention and Student Re-Engagement](#)

[22-14-101. Legislative declaration](#)

[22-14-103. Office of dropout prevention and student re-engagement - created - purpose – duties](#)

[22-14-104. Report of effective policies and strategies - creation – use](#)

[22-14-105. Assessment of statewide student attendance data – report](#)

[22-14-111. Report to general assembly, state board, and governor - exception to three-year](#)

[22-14-101. Legislative declaration](#)

(1) The general assembly hereby finds that:

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

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

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

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

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

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

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

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

(2) The general assembly therefore concludes that:

(a) It is imperative that the department of education create an office of dropout prevention and student

re-engagement to provide focus, coordination, research, and leadership to assist local education providers in implementing coordinated efforts to reduce the high school dropout rate and increase the high school graduation and completion rates and the levels of student engagement and re-engagement;

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

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

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

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

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

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

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

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

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

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

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

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

(c) Develop interagency agreements and otherwise cooperate with other state and federal agencies and with private nonprofit agencies to collect and review student data and develop and recommend methods for reducing student dropout rates and increasing student engagement and re-engagement. The office shall, to the extent possible, collaborate with, at a minimum:

(I) Career and technical education providers;

(II) General educational development service providers;

(III) The prevention services division in the department of public health and environment;

(IV) The division of youth corrections and other agencies within the juvenile justice system;

(V) The department of corrections;

(VI) The judicial department;

(VII) Institutions of higher education;

(VIII) Offices of workforce development;

(IX) Expanded learning opportunity and family education programs;

(X) Adult basic education and English-as-a-second-language programs;

(XI) Organizations that provide services for pregnant and parenting teens and students with special health and education needs;

(XII) Agencies and nonprofit organizations within the child welfare system;

(XIII) Private nonprofit organizations that provide services for homeless families and youth;

(XIV) Private nonprofit or for-profit community arts organizations that work in either visual arts or performing arts.

(d) Solicit public and private gifts, grants, and donations to assist in the implementation of this article;

(e) Evaluate the effectiveness of local education providers' efforts in reducing the statewide student dropout rate and increasing the statewide graduation and completion rates and to report progress in implementing the provisions of this article.

(4) (a) The office shall collaborate with other divisions within the department to identify annually through the accreditation process those local education providers that do not meet their established graduation and completion rate expectations. Of those local education providers identified, the office shall use criteria adopted by rule of the state board to determine:

(I) Which local education providers are most in need of improvement and assistance and shall recognize said local education providers as high priority local education providers;

(II) Which local education providers are in significant need of improvement and assistance and shall recognize said local education providers as priority local education providers.

(b) The office shall provide technical assistance to each high priority local education provider and to

priority local education providers as provided in this article.

(5) In addition to the assistance specified in sections 22-14-106 (3) and 22-14-107 (5), the office shall provide technical assistance in the areas of dropout prevention and student engagement and re-engagement to the high priority local education providers and, to the extent practicable within existing resources, to priority local education providers. Technical assistance may include, but need not be limited to:

- (a) Training in implementing identified, effective, research-based strategies for dropout prevention and student engagement and re-engagement;
- (b) Assistance in estimating the cost of implementing the identified strategies in the schools operated or approved by the high priority or priority local education provider and analyzing the cost-effectiveness of the strategies;
- (c) Identification and recommendation of effective approaches applied by other Colorado local education providers that may be similarly situated to the high priority or priority local education provider.

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

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

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

- (a) The governor's office;
- (b) The P-20 education coordinating council appointed by the governor pursuant to executive order B 003 07;
- (c) Local education providers within Colorado that have maintained low student dropout rates and high rates of student engagement and re-engagement in previous years;
- (d) State and national experts in dropout rate reduction and student engagement and re-engagement strategies who are knowledgeable about successful policies and practices from other states and local governments in other states;
- (e) Federal government officials who administer dropout rate reduction and student engagement and re-engagement initiatives and programs.

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

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

Beginning in the 2009-10 academic year, the office, with assistance from other divisions within the department, shall annually analyze data collected by the department from local education providers throughout the state concerning student attendance and the implementation of school attendance policies and practices and shall assess the overall incidence, causes, and effects of student dropout, engagement,

and re-engagement in Colorado. On or before February 15, 2010, and on or before February 15 each year thereafter, the office shall provide to local education providers, the state board, the education committees of the senate and the house of representatives, or any successor committees, and the governor's office the assessment and any recommended strategies to address student dropout, engagement, and re-engagement in Colorado. The office may combine this assessment and recommendation with the report required by section 22-14-111.

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

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

- (a) Consider which state statutes and rules may be appropriately amended to provide incentives and support for and remove barriers to reducing the student dropout rate and increasing the student graduation and completion rates, including but not limited to statutes and rules pertaining to funding for local education providers' operating costs, funding for categorical programs, and truancy;
- (b) Consider research-based dropout prevention and student engagement and re-engagement strategies;
- (c) Determine the amount of state moneys spent on reducing the dropout rates in schools operated or approved by local education providers in the preceding fiscal year and determine the effects of those expenditures;
- (d) Consult with the persons specified in section 22-14-104 (2).

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

- (a) A summary and evaluation of the student graduation and completion plans adopted by the local education providers;
- (b) A list of the local education providers whose schools have experienced the greatest decrease in student dropout rates and the greatest increase in student graduation and completion rates in the state in the preceding academic year;
- (c) Identification of local education providers and public schools that are achieving the goals and objectives specified in their student graduation and completion plans and those that are not achieving their goals and objectives;
- (d) Explanation of the actions taken and strategies implemented by the local education providers with the highest student dropout rates to reduce those rates and by the local education providers with the lowest student graduation and completion rates to increase those rates;
- (e) Identification of the local education providers that have demonstrated the greatest improvement in reducing their student dropout rates and increasing their student graduation and completion rates and descriptions of the actions taken and strategies implemented by the local education providers operating or approving these schools to achieve these improvements;
- (f) An evaluation of the overall progress across the state in meeting the goals specified in section 22-14-101 for reducing the student dropout rate and increasing the student graduation and completion rates.

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

APPENDIX B: Definitions of Terms and Calculations

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

Completion Rate: This rate is also a cohort-based rate which reflects the number of students who graduate as well as those who receive a GED (General Educational Development) certificate or a certificate or other designation of high school completion. Like the graduation rate, the completion rate is calculated as a percent of those who were in membership over the previous 4-year period (i.e., from grades nine to twelve) and could have graduated in the currently reported school year.

The Completion Rate Calculation:

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

Dropout: In Colorado law, a dropout is defined as a person who leaves school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program. Students who reach the age of 21 before receiving a diploma or designation of completion (“age-outs”) are also counted as dropouts. A student is not a dropout if he/she transfers to an educational program recognized by the district, completes a GED or registers in a program leading to a GED, is committed to an institution that maintains educational programs, or is so ill that he/she is unable to participate in a homebound or special therapy program. For more information visit, <http://www.cde.state.co.us/cdereval/dropoutcurrent.htm>.

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

The Dropout Rate Calculation:

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

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

Graduation Rate: The 4-year formula defines “on time” as only those students who graduate from high school four years after entering 9th grade. A 4-year, on-time graduation rate is reported for each graduating class (i.e., the Class of 2013). The rate is calculated by dividing the number of students graduating within four years by the cohort base. The cohort base is derived from the number students entering 9th grade four years earlier (i.e., during the 2009-10 school year for the Class of 2013) and adjusted for students who have transferred into or out of the district during the years covering grades 9-12. For more information visit: <http://www.cde.state.co.us/cdereval/gradcurrent>

The Graduation Rate Calculation:

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

Extended Graduation and Completion Rate

When a student enters 9th grade for the first time, an Anticipated Year of Graduation (AYG) is assigned; giving the year the student should graduate if they follow a traditional four year trajectory. Students with the same AYG are treated as a self-contained cohort. Regardless of whether it takes four years or up to seven years for a high school student to graduate, they are always included in the graduate base (the denominator) of their AYG cohort. Upon receiving a diploma, a student is counted in the graduates total (the numerator). In other words, a student who graduates in four (or fewer) years is included in the numerator for the 4-year graduation rate. The students who graduate in the following year are then added to the numerator and the 5-year graduation rate is calculated. The students graduating two years or three years past their AYG are added to the numerator for the 6-year or 7-year graduation rate. Extended year completion rates are also calculated following this same logic, but the numerator includes regular diploma graduates, GED completers and students receiving other completion certificates

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

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

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

The Student Mobility Rate Calculation:

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

Total number of students that were part of the same membership base at any time during Year X
<p>The Student Stability Rate Calculation:</p> <p style="text-align: center;">Unduplicated count of grade K-12 students who remained in the school or district in Year X</p> <hr/> <p style="text-align: center;">Total number of students that were part of the same membership base at any time during Year X</p>

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

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

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

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

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

APPENDIX C: Districts with Dropout Rates below 5 percent that Reduced Their Dropout Rate Over the Prior 2 Years

Organization Name	2010-11			2011-12			2012-13			Net Change in Reducing Dropout Rate from 2011 to 2013
	Total 7th-12th Grade Pupil Count	Total Dropouts	Total Dropout Rate	Total 7th-12th Grade Pupil Count	Total Dropouts	Total Dropout Rate	Total 7th-12th Grade Pupil Count	Total Dropouts	Total Dropout Rate	
Small Districts										
GENOA-HUGO C113	90	6	6.7	81	6	7.4	79	1	1.3	-5.4
MOUNTAIN VALLEY RE 1	59	3	5.1	52	1	1.9	52	0	0.0	-5.1
EDISON 54 JT	220	8	3.6	145	1	0.7	127	0	0.0	-3.6
OURAY R-1	125	4	3.2	110	3	2.7	102	0	0.0	-3.2
HANOVER 28	157	5	3.2	125	3	2.4	131	0	0.0	-3.2
OTIS R-3	100	3	3	94	1	1.1	88	0	0.0	-3.0
HI-PLAINS R-23	72	2	2.8	71	1	1.4	77	0	0.0	-2.8
GILPIN COUNTY RE-1	160	7	4.4	152	3	2	165	3	1.8	-2.6
SPRINGFIELD RE-4	164	4	2.4	149	1	0.7	145	0	0.0	-2.4
NORTH PARK R-1	90	2	2.2	100	0	0	96	0	0.0	-2.2
MIAMI/YODER 60 JT	184	4	2.2	181	7	3.9	171	0	0.0	-2.2
Mid-Sized Districts										
IGNACIO 11 JT	412	26	6.3	392	3	0.8	425	6	1.4	-4.9
GARFIELD RE-2	2618	136	5.2	2334	82	3.5	2,246	25	1.1	-4.1
CANON CITY RE-1	2034	88	4.3	1973	68	3.4	1,926	43	2.2	-2.1
Large Districts										
HARRISON 2	5145	140	2.7	4943	152	3.1	5,015	66	1.3	-1.4
DURANGO 9-R	2395	91	3.8	2296	77	3.4	2,154	53	2.5	-1.3
EAGLE COUNTY RE 50	2775	104	3.7	2835	87	3.1	2,952	75	2.5	-1.2
ST VRAIN VALLEY RE 1J	12786	365	2.9	12772	313	2.5	13,285	224	1.7	-1.2
ADAMS-ARAPAHOE 28J	18661	1192	6.4	18823	1068	5.7	19,377	925	4.8	-1.6
STATE TOTALS	421490	12744	3.0	420677	12256	2.9	425,226	10,664	2.5	-0.5

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

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

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
State Total	3.0%	2.9%	2.6%	2.4%	3.8%	4.2%	4.5%	4.4%	3.8%	3.6%	3.1%	3.0%	2.9%	2.5%
Race and Ethnicity														
American Indian	5.2%	4.9%	5.0%	3.8%	6.5%	6.7%	6.8%	7.1%	6.4%	6.8%	5.3%	6.5%	5.4%	4.4%
Asian	2.3%	2.1%	1.5%	1.5%	3.1%	2.9%	3.1%	2.6%	2.3%	2.2%	1.6%	1.7%	1.6%	1.3%
Black	3.7%	3.6%	3.0%	3.0%	4.3%	5.4%	6.6%	5.8%	5.5%	5.0%	4.6%	4.4%	4.4%	3.5%
Hispanic	5.5%	5.1%	4.6%	4.2%	6.3%	7.5%	8.2%	8.0%	6.6%	6.2%	5.4%	4.9%	4.7%	4.0%
White	2.3%	2.2%	2.0%	1.7%	2.9%	2.9%	2.8%	2.8%	2.4%	2.3%	2.0%	2.0%	1.9%	1.6%
Native Hawaiian / Pac. Islander	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	2.9%	3.8%	3.6%
Two or More Races	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	1.7%	1.7%	2.0%
Gender														
Male	3.3%	3.2%	2.9%	2.6%	4.2%	4.6%	4.8%	4.7%	4.0%	3.8%	3.4%	3.2%	3.2%	2.8%
Female	2.7%	2.6%	2.3%	2.1%	3.4%	3.8%	4.0%	4.0%	3.5%	3.4%	2.9%	2.8%	2.7%	2.2%
Instructional Program Service Type														
Students with Disabilities	n/r	n/r	n/r	n/r	4.8%	4.4%	5.6%	3.5%	2.8%	2.4%	2.3%	2.2%	2.2%	1.7%
Limited English Proficient	n/r	n/r	n/r	n/r	5.3%	7.1%	7.7%	9.3%	6.8%	6.7%	6.0%	5.5%	5.1%	4.4%
Economically Disadvantaged	n/r	n/r	n/r	n/r	4.3%	4.4%	5.0%	5.2%	4.0%	4.1%	3.4%	3.0%	3.2%	2.9%
Migrant	n/r	n/r	n/r	n/r	4.1%	4.8%	6.1%	8.5%	4.7%	5.2%	4.1%	4.2%	3.5%	3.6%
Title 1	n/r	n/r	n/r	n/r	4.5%	5.8%	8.9%	7.9%	4.9%	5.3%	4.9%	5.2%	5.7%	4.4%
Homeless	n/r	n/r	n/r	n/r	9.0%	7.5%	8.7%	9.5%	7.9%	7.5%	7.2%	6.7%	8.5%	6.0%
Gifted & Talented	n/r	n/r	n/r	n/r	0.8%	0.9%	0.8%	0.8%	0.8%	0.9%	0.7%	0.4%	0.5%	0.6%
Students in Foster Care	(New Category add 2012-13)													4.5%

APPENDIX E: Three Years of Improvement* by District

*Based on attainment of a 2013 Graduation Rate of 65% or higher.

Org Code	Organization Name	2010 All Students Graduation Rate	2011 All Students Graduation Rate	2012 All Students Graduation Rate	2013 All Students Graduation Rate	% point increase from 2010 to 2011	% point increase from 2011 to 2012	% point increase from 2012 to 2013	All Students Final Grad Base 2013	All Students Graduates Total 2013
0140	LITTLETON 6	87.2%	89.2%	90.2%	92.1%	2.0%	1.0%	1.9%	1,362	1,255
0480	BOULDER VALLEY RE 2	84.7%	88.3%	89.7%	90.9%	3.6%	1.4%	1.2%	2,279	2,072
0900	DOUGLAS COUNTY RE 1	83.1%	84.2%	87.4%	88.8%	1.1%	3.2%	1.4%	4,308	3,825
0470	ST VRAIN VALLEY RE 1J	76.5%	78.8%	81.6%	82.9%	2.3%	2.8%	1.3%	1,781	1,477
2700	PUEBLO COUNTY 70	73.8%	79.2%	82.3%	82.8%	5.4%	3.1%	0.5%	669	554
3120	GREELEY 6	64.2%	71.8%	78.8%	79.9%	7.6%	7.0%	1.1%	1,289	1,030
0980	HARRISON 2	67.0%	72.4%	74.1%	77.5%	5.4%	1.7%	3.4%	476	369
0020	ADAMS 12 FIVE STAR SCHOOLS	61.7%	65.3%	69.9%	73.7%	3.6%	4.6%	3.8%	2,974	2,192
2690	PUEBLO CITY 60	60.5%	62.9%	64.2%	70.1%	2.4%	1.3%	5.9%	1,126	789
1600	HOEHNE REORGANIZED 3	86.4%	87.5%	95.2%	100.0%	1.1%	7.7%	4.8%	34	34
0970	CALHAN RJ-1	85.4%	89.1%	95.2%	97.7%	3.7%	6.1%	2.5%	44	43
0110	SANGRE DE CRISTO RE-22J	66.7%	84.2%	87.5%	95.2%	17.5%	3.3%	7.7%	21	20
3130	PLATTE VALLEY RE-7	84.0%	86.7%	90.0%	92.6%	2.7%	3.3%	2.6%	81	75
1828	VALLEY RE-1	71.3%	75.5%	76.3%	77.8%	4.2%	0.8%	1.5%	176	137
2405	FORT MORGAN RE-3	60.4%	66.8%	67.3%	72.7%	6.4%	0.5%	5.4%	227	165
9999	STATE TOTALS	72.4%	73.9%	75.4%	76.9%	1.5%	1.5%	1.5%	60,777	46,756

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

	2001	2002	2003	2004	2005	2006	2007	2008	2009		2010	2011	2012	2013	Percentage Point Change 2010 to 2013
State Total (all students)	80.5	81.8	83.6	82.5	80.1	74.1	75.0	73.9	74.6		72.4	73.9	75.4	76.9	4.5
American Indian	55.3	58.3	65.8	66.9	62.6	56.9	58.9	57.5	55.9		50.1	52.2	57.7	61.4	11.3
Asian	82.7	86.2	87.0	87.1	86.1	82.5	83.5	82.8	85.7		82.4	81.7	82.9	85.9	3.5
Black	69.2	73.7	76.8	76.5	74.0	62.7	65.4	64.1	64.3		63.7	64.6	66.2	69.5	5.8
Hispanic	64.3	65.5	69.6	69.0	63.7	56.7	57.1	55.6	57.8		55.5	60.1	62.5	65.4	9.9
White	85.3	86.4	87.5	86.6	85.5	80.8	82.0	81.6	82.3		80.2	81.1	82.1	82.8	2.6
Hawaiian / Pac. Islander												74.8	70.1	75.5	n/a
Two or More Races												82.8	80.4	79.0	n/a
Male	77.4	78.5	80.3	79.3	77.5	70.3	71.5	70.7	71.4		68.7	70.3	71.4	73.2	4.5
Female	83.6	85.2	87.0	85.8	82.7	78.0	78.6	77.4	78.0		76.3	77.6	79.5	80.9	4.6
Students with Disabilities	n/r	n/r	n/r	86.6	76.5	68.5	63.7	63.0	64.3		52.0	53.5	53.7	53.8	1.8
Limited English Proficient	n/r	n/r	n/r	88.6	79.7	65.9	55.4	52.0	53.3		49.2	52.8	53.3	58.5	9.3
Economically Disadvantaged	n/r	n/r	n/r	87.8	81.6	69.7	63.2	59.3	61.2		58.9	62.2	61.4	63.7	4.8
Migrant	n/r	n/r	n/r	92.4	82.7	70.5	61.1	58.0	58.3		53.8	60.8	55.7	62.6	8.8
Title 1	n/r	n/r	n/r	89.6	84.0	60.8	51.7	45.3	44.1		47.8	51.6	52.1	52.8	5.0
Homeless	n/r	n/r	n/r	73.4	66.0	57.4	51.3	52.3	56.2		48.1	49.7	49.1	50.4	2.3
Gifted & Talented	n/r	n/r	n/r	98.2	97.6	94.1	93.1	92.2	91.6		92.9	93.7	91.6	91.7	-1.2
Students in Foster Care														27.5	n/a

NOTE: The graduation rate is a cumulative or longitudinal rate which calculates the number of students who actually graduate as a percent of those who were in membership over a four year period (i.e., from Grades 9-12) and could have graduated with the current graduating class. In 2009-10, the graduation rate changed to reflect an “on-time” cohort rate. Thus, the graduation rates prior to 2009-10 are not directly comparable to those from 2009-10 and after.

APPENDIX G: Dropout, Graduation, and Completion Rates of Unique Populations: Migrant, Title I, and Gifted and Talented

Table A lists the state dropout rates from 2010 to 2013. These results are provided as a source of comparison to the progress being made by unique student groups that are part of CDE's Instructional Program Service Type (IPST). Results for migrant, Title I and gifted and talented student groups are included in the appendix.

Table A: State Dropout Rates from 2010 to 2013

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

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

Table B: State Graduation and Completion Rates by Cohort from 2010 to 2013

Anticipated year of Graduation	Years in Cohort	Graduation Rate	Completion Rate
2013	4-year	76.9	79.6
2012	4-year	75.4	78.2
	5-year	80.1	84.2
2011	4-year	73.9	84.2
	5-year	78.7	82.9
	6-year	80.1	84.2
2010	4-year	72.4	75.8
	5-year	77.1	81.9
	6-year	78.5	84.3
	7-year	79.4	85.8

Migrant Student Rates

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

The dropout rate of migrant students has steadily improved over the past four years. This rate decreased 0.5 percentage points between 2009-10 and 2012-13. In 2012-13, the dropout rate of migrant students was 1.1 percentage points above the state rate of 2.5 percent. *See Table C for dropout rates of migrant students.*

Table C: Dropout Rates of Migrant Students from 2010 to 2013

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

The 4-year graduation rate for migrant students anticipated to graduate with the Class of 2013 was 62.6 percent. This rate reflects an 8.8 percentage point increase compared to the 4-year rate for the Class of 2010. Overall, these data show that migrant students' graduation rates are improving but continue to be lower than state expectations of 80 percent.

The 4-year completion rate for migrant students in 2013 cohort was 65.8 percent; an 11.4 percent increase from the 4-year rate of 2010. Compared to the graduation rate, the completion rate was 3.2 percent higher for the 4-year rate of 2013. *See Table D for graduation and completion rates of migrant students.* For a definition of the extended graduation and completion rates see Appendix B.

Table D: Graduation and Completion Rates of Migrant Students by Cohort from 2010 to 2013

Anticipated year of Graduation	Years in Cohort	Graduation Rate	Completion Rate
2013	4-year	62.6	65.8
2012	4-year	55.7	58.1
	5-year	63.4	67.0
2011	4-year	60.8	61.8
	5-year	63.6	66.9
	6-year	66.2	70.1
2010	4-year	53.8	54.4
	5-year	62.7	64.5
	6-year	62.8	65.6
	7-year	64.8	68.1

Title I Student Rates

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

The dropout rate of Title I students has fluctuated over the past four years with the biggest decrease between 2011-12 and 2012-13. This rate slightly decreased 0.5 percentage points between 2009-10 and 2012-13. In 2012-13, the dropout rate of Title I students was 1.9 percentage points below the state rate of 2.5 percent. *See Table E for dropout rates of Title I Students.*

Table E: Dropout Rates of Title 1 Students from 2010 to 2013

School Year	Total Students In 7 th to 12 th Grade	Number of Dropouts	Dropout Rate	Comparison to State Rate – Percentage Point Difference
2012-2013	48,172	2,134	4.4	1.9 higher
2011-2012	44,164	2,497	5.7	2.8 higher
2010-2011	44,159	2,299	5.2	2.2 higher
2009-2010	41,980	2,057	4.9	1.8 higher

The 4-year graduation rate for Title I students anticipated to graduate with the Class of 2013 was 52.8 percent. This rate reflects a 5 percentage point increase compared to the 4-year rate for the Class of 2010. Overall, these data show that the graduation rates of Title 1 students are gradually improving, but continue to be lower than state expectations of 80 percent...

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

Table F: Graduation and Completion Rates of Title I Students by Cohort from 2010 to 2013

Anticipated year of Graduation	Years in Cohort	Graduation Rate	Completion Rate
2013	4-year	52.8	56.5
2012	4-year	52.1	55.8
	5-year	59.0	65.5
2011	4-year	51.6	55.3
	5-year	55.8	62.1
	6-year	58.4	67.4
2010	4-year	47.8	52.4
	5-year	54.6	62.2
	6-year	53.8	63.7
	7-year	55.4	67.2

Gifted and Talented Student Rates

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

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

Table G: Dropout Rates of Gifted and Talented Students from 2010 to 2013

School Year	Total Students In 7 th to 12 th Grade	Number of Dropouts	Dropout Rate	Comparison to State Rate – Percentage Point Difference
2012-2013	45,168	263	0.6	1.9 lower
2011-2012	43,412	224	0.5	2.4 lower
2010-2011	42,301	185	0.4	2.6 lower
2009-2010	40,240	283	0.7	2.4 lower

The 4-year graduation rate for gifted and talented students anticipated to graduate with the Class of 2013 was 91.7 percent. This rate reflects a 1.2 percentage point decrease compared to the 4-year rate for the Class of 2010. The graduation data show that gifted and talented students graduate at a rate that exceeds state expectations of a graduation rate of at least 80 percent.

Compared to the graduation rate, the completion rate for gifted and talented students was 1.5 percent higher for the 4-year rate of 2013. *See Table H for graduation and completion rates of gifted and talented students.* For a definition of the extended graduation and completion rates see Appendix B.

Table H: Graduation and Completion Rates of Gifted and Talented Students by Cohort from 2010 to 2013

Anticipated year of Graduation	Years in Cohort	Graduation Rate	Completion Rate
2013	4-year	91.7	93.2
2012	4-year	91.7	93.2
	5-year	93.8	96.0
2011	4-year	93.7	94.8
	5-year	94.1	96.4
	6-year	94.3	97.0
2010	4-year	92.9	94.4
	5-year	94.8	97.1
	6-year	93.7	96.8
	7-year	93.8	97.2

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

There are 40 Colorado statutes that pertain to student dropout prevention and intervention. In FY 2012-13, a total of \$18,733,581 in state funds was allocated to dropout prevention and intervention in conjunction with five of the 40 statutes.

Category: Grants and Programs that Address Dropout Prevention and Student-Engagement			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2012-2013
<p>1. Program for Teen Pregnancy and Dropout Prevention</p> <p>(§ 25.5-603, C.R.S., Effective May 1995) Repeal date: September 1, 2016</p>	<ul style="list-style-type: none"> • Creates a statewide program for teen pregnancy and dropout prevention to serve teenagers who are Medicaid recipients. • Any interested Medicaid provider may apply to the program. An approved local provider must raise 10 percent of the funding from the community, either private or local government sources, in order to draw down the remaining 90 percent in federal funds. • A sunset review was conducted by the Colorado Department of Regulatory Agencies and the findings were reported in October 2010. The report stated that the program successfully fulfilled its intent to prevent teen pregnancies and, consequently, school dropouts. • The program is financed with federal funds, local contributions, and any grants or donations from private entities. No general fund moneys shall be used to finance the program; except that the general assembly may appropriate any moneys necessary for the internal administrative costs of the department for providing expanded program promotion and oversight. • The 2011 appropriation totaled \$386,665, of which, \$38,666 came from local funds and \$347,999 represented federal funds. 	<p>Colorado Department of Health Care Policy and Financing</p>	<p>\$ 0</p>

<p>2. Expulsion Prevention Programs, Part 2 of the School Attendance Law – of 1963</p> <p>(§22-33-201 to 205, C.R.S., Effective April 1996)</p> <p>(§22-54-105, C.R.S., Approved May 2009)</p>	<ul style="list-style-type: none"> • Creates the Expelled and At-Risk Student Services (EARSS) grant program to assist in providing educational services to expelled students and at-risk of expulsion students. • Reports annually to the house and senate education committees. • 2012-2013 evaluation results shows that the program is meeting its intended results: <ul style="list-style-type: none"> ○ 85.6 percent of at-risk students and 82.4 percent of expelled students in an EARSS program experienced positive outcomes. ○ Expelled 7-12 grade students in an EARSS program had a lower dropout rate (4.7 percent) when compared to the state rate for alternative schools (20.8 percent). ○ 54 grantees located in 25 counties served 9,440 students and 5,802 parents/guardians • An estimated \$7.3 million in PPR was retained by EARSS programs for re-investment in the 2013-14 school year • For more information, visit: http://www.cde.state.co.us/dropoutprevention/earss_evaluation 	<p>Colorado Department of Education</p>	<p>\$ 7,493,560</p>
<p>3. Colorado Student Dropout Prevention and Intervention Program - Tony Grampsas Youth Service Program</p> <p>(§ 25-20.5-201 through 205 C.R.S., Effective May 2000)</p>	<ul style="list-style-type: none"> • Creates a grant program that supports six funding areas, including early childhood, student dropout prevention, youth mentoring, before- and after-school, restorative justice and violence prevention programs. • An evaluation by the Colorado State University shows that the grant program is meeting its intended results to strengthen and foster these factors among participating youth. The evaluation results indicate that participating youth experienced gains in positive attitudes, school performance, resilience, self-esteem, and perceived social support. • Reports to 11-member board. • In fiscal year 2012-2013, the program funded 105 programs, of which 21 percent represented student dropout prevention programs. The amount directed to these programs totaled \$655,127. • Funds are appropriated from the Master Tobacco Settlement in the Long Bill. In FY 2012-2013, funding decreased from the previous year by \$37,285. • For more information on evaluation and services, visit: www.tgys.org 	<p>Colorado Department of Public Health and Environment and Child, Adolescent and School Health Unit</p>	<p>\$3,575,764</p>
<p>4. School Counselor Corps Grant</p>	<ul style="list-style-type: none"> • Grant goals: Increase the availability of effective school-based counseling within secondary schools; Raise the graduation rate; Increase the percentage of students who 	<p>Colorado Department of Education</p>	<p>\$5,000,000</p>

<p>Program (§22-91-01, C.R.S., Effective May 2008)</p>	<p>appropriately prepare for and apply to postsecondary education; Elevate the number of students who continue into postsecondary education</p> <ul style="list-style-type: none"> • Evaluation shows that the grant program is meeting its intended results. The 2012-2013 evaluation report showed that grant-funded schools (when compared to comparable, non-grant recipient schools) experienced higher graduation rates and lower dropout rates. Over the course of the three-year grant period, the cohort of grantees schools experienced lower student-to-counselor ratios and increased the number of college and scholarship applications among their students. • Reports annually to the state legislature and Colorado State Board of Education. • For more information visit: http://www.cde.state.co.us/postsecondary/schoolcounselorcorps 		
<p>5. Dropout Prevention and Student Engagement (§22-14-101, C.R.S., Approved May 21, 2009)</p>	<ul style="list-style-type: none"> • Creates Office of Dropout Prevention and Student Re-engagement. • Requires identification and assistance to local education providers designated as “Priority Graduation Districts.” • In §22-14-109, C.R.S., creates “Student re-engagement grant program.” • Authorizes CDE to seek gifts, grants and donations to fund activities and grant program. • Requires annual report of dropout prevention and student engagement to Colorado State Board of Education, Governor and the House and Senate Education Committees 	<p>Colorado Department of Education</p>	<p>\$0 Grant Program Unfunded</p>
<p>6. Healthy Choices Dropout Prevention Pilot Program (§ 22-82.3-102, C.R.S., Approved May 21, 2009)</p>	<ul style="list-style-type: none"> • Creates a pilot out-of-school program to enhance academic achievement and physical and mental health of adolescent students to encourage healthy choices and reduce dropout rates. • The objective is to enhance the academic achievement and physical and mental health of adolescent students and thereby improve student attendance and reduce the number of students who fail to graduate from high school. • Authorizes CDE to seek and accept gifts, grants and donations from private or public sources for the program. • After implementation requires report to the Education and the Health and Human Services Committees of the General Assembly concerning the activities carried out under the program and the effectiveness of the program. 	<p>Colorado Department of Education</p>	<p>Unfunded</p>
<p>7. Educational</p>	<ul style="list-style-type: none"> • Creates the educational success task force that will 	<p>Facilitated by</p>	<p>Unfunded</p>

<p>Success Task Force</p> <p>(§ 22-7-1103, C.R.S., Approved May 23, 2011)</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. • 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. • The task force is repealed, effective July 1, 2013, specified in §22-7-1105, C.R.S. 	<p>the Legislative Council</p>	
<p>Category: Family-School Partnering</p>			
<p>Titles/Statutes</p>	<p>Description (Purpose, Reporting and Outcomes)</p>	<p>State Agencies Responsible</p>	<p>State Funds Allocated 2012-2013</p>
<p>8. Parent involvement in education grant program</p> <p>(§ 22-7-305, C.R.S., Effective August 5, 2009)</p>	<ul style="list-style-type: none"> • Creates the parent involvement in education grant program (program) to provide moneys to public schools to increase parent involvement in public education and authorizes CDE to seek and accept gifts, grants and donations from private or public sources for the program. • To be eligible to receive a grant, a public school shall meet one or more conditions, including but not limited to, "The dropout rate for the public school for each of the three academic years immediately preceding application exceeded the state average dropout rate for each respective year." • After implementation, requires annual report to the Colorado State Advisory Council for Parent Involvement in Education. 	<p>Colorado Department of Education</p>	<p>Unfunded</p>
<p>9. Notice to parent of dropout status</p>	<ul style="list-style-type: none"> • Requires local education providers to adopt and implement policies and procedures to notify a student's parent if the student drops out of school, even if the student is not subject to the compulsory attendance 	<p>No specific oversight charged to Colorado</p>	<p>\$0</p>

<p>(§ 22-14-108, C.R.S., Approved May 21, 2009)</p>	<p>requirement.</p> <ul style="list-style-type: none"> • The intent is to convey the long-term ramifications of dropping out of school to encourage student re-engagement. • Repealed parental notice of dropout status (§ 22-33-107.1, C.R.S.) which only required notification if the student was subject to the compulsory attendance requirement specified in § 22-33-104, C.R.S. 	<p>Department of Education</p>	
<p>10. Parental Involvement in K-12 Education Act</p> <p>(§ 8-13.3-103, C.R.S., Approved June 1, 2009)</p>	<ul style="list-style-type: none"> • Statute is in Chapter 340, Labor and Industry, and does not include reporting requirements. • Allows leave for involvement in academic activities if certain requirements are met: <ul style="list-style-type: none"> ○ An employee is entitled to take leave, not to exceed six hours in any one-month period and not to exceed 18 hours in any academic year, for the purpose of attending an academic activity for or with the employee's child. ○ In the alternative, an employer and employee may agree to an arrangement allowing the employee to take paid leave to attend an academic activity and to work the amount of hours of paid leave taken within the same work week. 	<p>No specific oversight charged</p>	<p>\$0</p>
<p>11. Concerning Increasing Parent Engagement in Public Schools</p> <p>(§ 22-32-142), C.R.S., Approved May 28, 2103)</p>	<ul style="list-style-type: none"> • SB-13-193 - Before passage of the act, a school district board of education was authorized to adopt a policy for parent engagement in the district. Under the act, each board of education is required to adopt a parent engagement policy and each board must work with the district accountability committee to create the policy. The policy may include training for personnel concerning working with parents. • Each school district and the state charter school institute (institute) shall identify, and submit to the department the name of, an employee to act as the point of contact for parent engagement training and resources. The person will also serve as the liaison between the district or institute, the district accountability committee if applicable, the council, and the department to facilitate the district's or institute's efforts to increase parent involvement. • For the 2013-14 fiscal year, the act appropriates \$150,093 and 1.0 FTE to the department of education for implementation of the act. 		
<p>12. Colorado State Advisory Council for Parent Involvement in Education</p>	<ul style="list-style-type: none"> • Creates the state advisory council for parent involvement in education at CDE. • The council shall assist CDE in implementing the parent involvement grant program and provide advice to recipient schools, per §22-7-305, C.R.S. • Makes changes to school district accountability committees and seeks to increase parent representation 	<p>Colorado Department of Education</p>	<p>\$0</p>

<p>(§ 22-7-303, C.R.S., Effective August 5, 2009 Amended Effective May 24, 2012 Amended Effective May 28, 2013)</p>	<p>on decision-making boards and school district accountability committees.</p> <ul style="list-style-type: none"> • SB-12-160 passed to amend provisions concerning the membership of the council appointed by the state board of education. • SB 13-193 passed to amend the existing duties of the state advisory council for parent involvement in education (council), to also provide training and other resources to help the district and school accountability committees increase parent engagement. A member of the council may be reimbursed for expenses incurred in completing the council's duties, including expenses incurred in providing training. • The council will identify key indicators of parent engagement in elementary, secondary, and postsecondary schools, and use the indicators to develop recommendations for methods by which the department and the department of higher education may measure and monitor the level of parent engagement with elementary and secondary public schools and institutions of higher education. • The council will annually report to the state board of education, the Colorado commission on higher education, and the education committees of the general assembly, the council's progress in promoting parent engagement in the state and in fulfilling its duties. 		
<p>13. Concerning Intervention for Middle Grade Students</p> <p>(§ 22-32-118.5 and 22-30,5-523 C.R.S., Effective August 8, 2012)</p>	<ul style="list-style-type: none"> • HB 12-1013 directs school districts and Institute of charter schools to consider adopting procedures by which the public schools of the school district use available data to identify and provide intervention services to students in grades 6 through 9 who are exhibiting behaviors that indicate the students are at increased risk of dropping out of school. • If the school district or institute charter school that adopts the procedures identifies a student who is at increased risk of dropping out of school, it must notify the student's parent and explain the interventions it intends to implement. The parent may approve or reject the interventions, and, following approval, may direct the school district or institute charter school to terminate the interventions at any time. A parent may contact a school district or institute charter school and request interventions for his or her child 	<p>No specific oversight charged to Colorado Department of Education</p>	<p>\$0</p>
<p>Category: Postsecondary and Workforce Readiness</p>			
<p>Titles/Statutes</p>	<p>Description</p>	<p>State</p>	<p>State</p>

	(Purpose, Reporting and Outcomes)	Agencies Responsible	Funds Allocated 2012-2013
<p>14. Preschool to Post-secondary Education Alignment Act</p> <p>S.B. 08-212</p>	<ul style="list-style-type: none"> • 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 • It requires various state education agencies to collaborate to create a seamless system of public education standards, expectations and assessments. 	<p>Colorado Department of Education</p>	
<p>15. Individual Career and Academic Plans</p> <p>(§22-32-109; §22-2-136(1); 22-30.5-525, C.R.S. Effective May 2009. Amended by HB 12-1043, effective August 8, 2012 and HB 12-1345, effective)</p>	<ul style="list-style-type: none"> • Ensures that each public school shall assist each student and his or her parent or guardian to develop and maintain the student’s individual career and education plans (ICAP) no later than the beginning of 9th grade, but may assist prior to the 9th grade. • A plan shall be designed to assist a student in exploring the postsecondary career and educational opportunities available, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid, and ultimately entering the workforce. • HB 12-1043 - Under the act, each public school and Institute of charter school, in developing an individual career and academic plan for each student, will inform the student and the student's parent or legal guardian concerning concurrent enrollment and, at the student's or parent's or legal guardian's request, assist the student in course planning to enable him or her to concurrently enroll. • HB 12-1345 mandates that each public school, including each charter school, must assist each student and his or her parent in creating and maintaining an individual career and academic plan (ICAP) by ninth grade. The school will work with the student to use the ICAP to guide course selections and performance expectations with the goal of ensuring that the student demonstrates postsecondary and workforce readiness upon graduation at a level that enables the student to progress toward his or her postsecondary goals, as identified in the ICAP, without needing remedial educational services. • If the school district or charter school that the student attends chooses to administer the basic skills tests, each student's ICAP will include the student's scores on the basic skills tests and the student's intervention plan, if any. 	<p>Colorado Department of Education</p>	<p>\$0</p>

<p>16. Accelerating Students through Concurrent Enrollment (§22-35-101, C.R.S. et seq., Added 2009) Amended by HB-13-1219, effective</p>	<ul style="list-style-type: none"> • The accelerating students through concurrent enrollment (ASCENT) program permits eligible students to participate in a “fifth year” of high school while concurrently enrolled in college. • Funded by per pupil revenue (2012-13 - \$5,912 PPR). • Amended to remove obsolete reporting requirements • Requires the department of education to designate only the number of ASCENT participants that the general assembly has approved for funding for the applicable budget year 	<p>Colorado Department of Education</p>	<p>\$1,664,257</p>
<p>17. Community colleges – dropout recovery programs (§22-32-109.5, C.R.S. et seq., Effective May 17, 2012) Amended by SB-13-031, effective March 15, 2013</p>	<ul style="list-style-type: none"> • HB 12-1146 authorizes a community college, including a junior district college, to agree with a local education provider to create a dropout recovery program through which a student who has dropped out of high school or who is at risk of dropping out of high school can concurrently enroll in the community college and the local education provider to complete his or her high school graduation requirements. The student attends classes exclusively at the community college, and all of the credits he or she earns count toward high school graduation. The dropout recovery program differs from the usual concurrent enrollment program with regard to the student’s age and the number and type of course credits authorized. • The community college and the local education provider enter into an agreement that specifies many aspects of the dropout recovery program, including the tuition rate the local education provider will pay on the student’s behalf, which rate cannot exceed the student’s share of tuition at a community college. The local education provider will include the student in its pupil enrollment, and the community college, and the local education provider may include additional financial provisions in the agreement. • Local Education Providers (LEPs) that operate dropout recovery programs must pay the student share of the tuition for each postsecondary course in which a student enrolls while participating in the program, not just for those courses that the student completes. 	<p>No specific oversight charged to Colorado Department of Education</p>	
<p>18. Basic skills placement or assessment tests – intervention plans (§22-20.5-117</p>	<ul style="list-style-type: none"> • HB 12-1345 - Assessment tests for students in grades 9 through 12. The general assembly recognizes the federal high school testing requirements; recognizes that most states have adopted the common core state standards in mathematics and English language arts; and states its intent and expectation that ACT, Inc., will reconfigure the ACT to align with the common core state standards and 	<p>Colorado Department of Education</p>	<p>\$1,000,000</p>

<p>C.R.S. et seq., Effective May 17, 2012)</p>	<p>thereby enable the states to administer the ACT as the statewide high school assessment that meets the federal high school testing requirements.</p> <ul style="list-style-type: none"> Starting in the 2012-13 school year, each school district and each charter school that includes grades 9 through 12 may administer to students in those grades the basic skills placement or assessment tests (basic skills tests) that the community colleges use for first-time freshman students. The school district or charter school will receive state funding to reimburse the district or charter school for one administration per student of all of the basic skills test units. If indicated by a student's scores, the school will create an intervention plan for the student to ensure that the student receives the classes and other educational services necessary for the student to demonstrate postsecondary and workforce readiness at graduation at a level that allows the student to advance toward his or her identified postsecondary goals without needing remedial educational services. The school, the student and the student's parent may agree to concurrently enroll the student in basic skills courses at an institution of higher education if the student is in twelfth grade. When adopting the criteria for endorsed high school diplomas, the state board will establish the criteria for demonstrating postsecondary and workforce readiness at various levels that reflect the postsecondary education options available to students. The beginning date on which schools and school districts will be held accountable for the number of students who receive endorsed high school diplomas is changed because the criteria for issuing endorsed high school diplomas are not yet adopted. Subject to available appropriations, the department will allocate moneys to school districts and charter schools to reimburse them for the costs of administering the basic skills tests. 		
<p>19. Accelerated certificates program - adult education - skills training</p> <p>(§23-60-901 and 23-60-902, C.R.S. Approved May</p>	<ul style="list-style-type: none"> HB 13-1005– The act authorizes the state board for community colleges and occupational education (state board) to collaborate with local district junior colleges, area vocational schools, the department of education, and local workforce development programs to design career and technical education certificate programs that combine basic education in information and math literacy with career and technical education. Each certificate program must be designed to allow an eligible adult to complete the program within 12 months, and each course in a certificate program must combine 		

28, 2013)	<p>information and math literacy with career and technical skills. The certificate programs will be available to underemployed or unemployed adults who have insufficient levels of information or math literacy.</p> <ul style="list-style-type: none"> • A community college, a local district junior college, or an area vocational school may choose to offer the accelerated certificate programs. 		
<p>20. Tuition classification of students who complete high school in Colorado</p> <p>(§23-7-110., Effective April 29, 2013</p>	<ul style="list-style-type: none"> • SB 13-033 – The act requires an institution of higher education (institution) in Colorado to classify a student as an in-state student for tuition purposes if the student: • Attends a public or private high school in Colorado for at least 3 years immediately preceding graduation or completion of a general equivalency diploma (GED) in Colorado; and • Is admitted to a Colorado institution or attends an institution under a reciprocity agreement within 12 months after graduating or obtaining the GED. • In addition to the above requirements, a student who does not have lawful immigration status must submit an affidavit stating that the student has applied for lawful presence or will apply as soon as he or she is able to do so. These students are not counted as resident students for any purpose other than tuition classification, but are eligible for the college opportunity fund stipend pursuant to the provisions of that program, and may be eligible for institutional or other financial aid. • The act creates an exception to the requirement of admission to an institution within 12 months after graduating or completing a GED for certain students who either graduated or completed a GED prior to a certain date and who have been continuously present in Colorado for a specified period of time prior to enrolling in an institution. • The act exempts persons from the requirement to provide documentation to prove lawful presence in the United States before receiving educational services or benefits from institutions of higher education. • Fiscal Impact: General Fund appropriation to the College Opportunity Fund of \$930,000 in FY 2013-14 and \$1,395,000 in FY 2014-15 		
Category: Student Safety and Discipline			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2012-2013
21. Bullying Prevention	<ul style="list-style-type: none"> • Creates the school bullying prevention and education grant program in the department of education to allow a 	Colorado Department	Unfunded

<p>and Education Grant Program</p> <p>(§22-93-102, C.R.S., Effective May 13, 2011)</p>	<p>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.</p> <ul style="list-style-type: none"> • The department shall solicit and review applications from public schools and facility schools for grants. Applying certain minimum criteria, the department may award grants for periods of one to three years (§ 22-93-103, C.R.S.) • The department shall submit annually to the state board of education and to the Education Committees of the Senate and House of Representatives, or any successor committees, a list of program statistics (the data being gathered from the reports grantee schools are required to submit to the department of education.) • Each grant recipient shall report to the department concerning the effectiveness of the programs that are funded by grants from the program. (§ 22-93-103, C.R.S.) • The state board shall promulgate rules for the administration of the program. (§ 22-93-104, C.R.S.) • The school bullying prevention and education cash fund is established in the state treasury. The department may seek, accept and expend gifts, grants and donations from public and private sources to fund the program. (§ 22-93-105, C.R.S.) • 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.) 	<p>of Education</p>	
<p>22. School Discipline Legislative Task Force</p> <p>(§22-33-11, C.R.S., Approved May 23, 2011)</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • The task force will hold at least 4 public meetings during the 2011 legislative interim. • The task force will report its findings and recommendations for legislation to the legislative council 	<p>No specific oversight designated</p>	<p>\$0</p>

	<p>by November 15, 2011.</p> <ul style="list-style-type: none"> The task force is repealed, effective July 1, 2012. 		
<p>23. Safe school plan – conduct and discipline code – safe school reporting requirements</p> <p>(§22-32-109.1, C.R.S., Approved May 19, 2012)</p>	<ul style="list-style-type: none"> HB 12-1345, section on school discipline amends the statutory grounds for suspension or expulsion of a student to increase the discretion of school administrators and school district boards of education (local boards). The only circumstances under which expulsion remains mandatory are those that involve a student who is found to have brought a firearm to school or possessed a firearm at school. Each school district is encouraged to consider each of many specific factors before suspending or expelling a student, including the student's age, the student's disciplinary history, whether the student has a disability, the seriousness of the student's violation, whether the student's violation threatened the safety of any student or staff member, and whether a lesser intervention would properly address the student's violation. 	<p>Colorado Department of Education</p>	
<p>24. School Resources Officer Training</p> <p>(§24-31-312, C.R.S., Approved May 19, 2012)</p>	<ul style="list-style-type: none"> Per HB 12-1345 - On or before January 1, 2014, the peace officer standards and training (P.O.S.T.) board shall identify a training curriculum to prepare peace officers to serve as school resource officers (SROs). To the extent practicable, the training curriculum must incorporate the suggestions of relevant stakeholders. The training curriculum must include a means of recognizing and identifying peace officers who successfully complete the training curriculum. 	<p>P.O.S.T Board</p>	
<p>25. Reporting of criminal proceedings involving public school students</p> <p>(§20-1-113, C.R.S., Approved May 19, 2012)</p>	<ul style="list-style-type: none"> Per HB 12-1345 - On or before August 1, 2013, and on or before each August 1 thereafter, the district attorney of each judicial district, or his or her designee, shall report to the division of criminal justice certain information about offenses alleged to have been committed by a student that have occurred on school grounds within the judicial district during the preceding 12 months. The division shall receive the information reported to the division by law enforcement agencies and by district attorneys and provide the information, as submitted to the division, to any member of the public upon request in a manner that does not include any identifying information regarding any student. If the division provides the information to a member of the public, the division may charge a fee to the person. The fee shall not exceed the direct and indirect costs incurred by the division in providing the information. 	<p>Division of Criminal Justice</p>	

<p>26. School Resources Officer Programs in Public Schools</p> <p>(§ 24-33.5-1801; 24-33.5-1803; 24-33.5-1804, C.R.S. Approved May 23, 2013)</p>	<ul style="list-style-type: none"> • SB 13-138 - The act defines "school resource officer" and "community partners" and expressly includes school resource officers as community partners for the purposes of school safety, readiness, and incident management. • The school safety resource center is required to hire or contract for the services of an emergency response consultant with experience in law enforcement and school safety to provide guidance to school districts and schools for school building safety assessments and the use of best practices for school security, emergency preparedness and response, interoperable communications, and obtaining grants. • The school safety resource center is also required to provide suggestions concerning training for school resource officers. The school safety resource center advisory board is increased from 13 to 14 members to reflect the addition of a school resource officer. • For FY 2013-14, this bill requires an appropriation of \$68,398 and 1.0 FTE, to the Department of Public Safety, from the General Fund. 		
Category: Truancy and School Attendance			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2012-2013
<p>27. School Attendance Law of 1963 - Truancy Court</p> <p>(§19-1-104, C.R.S., Effective June 1, 2001)</p>	<ul style="list-style-type: none"> • Not evaluated for effectiveness. • Allows a criminal justice agency investigating a matter under the "School Attendance Law of 1963" to seek, prior to adjudication, disciplinary and truancy information from the juvenile's school. • Clarifies the juvenile court has enforcement power for violations of any orders it makes under the "School Attendance Law of 1963." 	<p>Colorado Judicial Branch Division of Planning and Analysis tracks referrals to Truancy Court</p>	<p>\$0</p>
<p>28. Truancy Court Sanctions</p> <p>(§22-33-108(7)(a-b), C.R.S., Effective April 12, 2002)</p> <p>Amended May 28, 2013 (HB 13-1021)</p>	<ul style="list-style-type: none"> • Not evaluated for effectiveness. • Allows the court to impose juvenile incarceration in a juvenile detention facility for violating a valid court order under the "School Attendance Law of 1963" pursuant to any rules promulgated by the Colorado Supreme Court. • If a student is habitually truant, a school district shall initiate court proceedings to enforce school attendance requirements but only if implementation of the student's plan to improve attendance is unsuccessful. • If a school district initiates court proceedings, it must submit evidence of the student's attendance record, whether the student was identified as chronically absent, 	<p>No specific oversight designated but monitored by Colorado Divisions of Juvenile Justice</p>	<p>\$0 However, impacts annual court costs and expense of detention</p>

	<p>the efforts made to improve the student's attendance, and the student's plan and efforts to enforce the plan.</p> <ul style="list-style-type: none"> • If the court issues an order to compel attendance, the order must also require the parent and student to cooperate in implementing the plan. • If the student and his or her parents do not cooperate with the plan, the court may order an assessment for neglect. The law existing before passage of the act authorizes the court to sentence the student to detention if the student does not comply with the valid court order. The act limits the term of detention to no more than 5 days. 		
<p>29. Truancy Court (§22-33-108(7)(a-b), C.R.S., Effective March 31, 2006)</p>	<ul style="list-style-type: none"> • Not evaluated for effectiveness. • Requires conforming changes to federal law. • Removes the phrase "physically secure" from the definition of "temporary holding facility." • Defines "status offense" as it is defined in federal law. • Clarifies that juveniles held in adult facilities shall be segregated by sight and sound. • Creates a civil penalty for a jailer who violates the sight and sound provisions. • Prohibits a juvenile court from ordering a juvenile to enter an adult facility as a disposition for an offense or as a means of modifying the juvenile offender's behavior. • Prohibits a juvenile alleged to have committed a status offense or convicted of status offense from being held in a secure setting. • Requires a juvenile court to follow C.R.J.P. rule 3.8 in truancy cases. Rule 3.8. Status Offenders - Juveniles alleged to have committed offenses which would not be a crime if committed by an adult (i.e., status offenses), shall not be detained for more than 24 hours excluding non-judicial days unless there has been a detention hearing and judicial determination that there is probable cause to believe the juvenile has violated a valid court order. A juvenile in detention alleged to be a status offender and in violation of a valid court order shall be adjudicated within 72 hours exclusive of non-judicial days of the time detained. A juvenile adjudicated of being a status offender in violation of a valid court order may not be disposed to a secure detention or correctional placement unless the court has first reviewed a written report prepared by a public agency which is not a court or law enforcement agency. Nothing herein shall prohibit the court from ordering the placement of juveniles in shelter care where appropriate, and such placement shall not be considered detention 	<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>

	within the meaning of this rule.		
30. Truancy proceedings (§13-1-127, C.R.S., Effective March 22, 2007)	<ul style="list-style-type: none"> • Not evaluated for effectiveness. • Allows authorization of employees of the school district to represent the district in truancy proceedings, even though the employee is not an attorney. • No reporting required. 	No specific state oversight designated	\$0
31. Truancy enforcement (§22-33-107, C.R.S, Updated 2007)	<ul style="list-style-type: none"> • Not evaluated for effectiveness. • Requires school district to have policy for a truancy plan with the goal of assisting the child to remain in school. • No reporting required. 	No specific state oversight designated	\$0
32. School Attendance Act – Compulsory School Attendance (§22-33-104, C.R.S., Effective July 1, 2008) Amended May 28, 2013 (HB 13-1021)	<ul style="list-style-type: none"> • Compulsory school attendance law requires that each child between the ages of six and 17 shall attend public school unless otherwise excused. • It is the obligation of every parent to ensure that every child under the parent’s care and supervision between the ages of six and 17 be in compliance with this statute. • Encourages each school district to establish attendance procedures that will identify students who are chronically absent and implement best practices to improve the students' attendance. • Each school district's policies and procedures around attendance must include both elementary and secondary school attendance. The act encourages the school district to work with the local collaborative management group, juvenile support services group, or other local community services group in creating the a plan for each student who is habitually truant. 	No specific state oversight designated	\$0
33. Standardizing Truancy Reporting and Expanding the Resources (§ 22-33-104, C.R.S., Effective August 2008)	<ul style="list-style-type: none"> • Adds requirement for reporting of unexcused absences - services for truant students. • Requires the Colorado State Board of Education to adopt guidelines for the standardized calculation of unexcused absences of students from school. • Requires a school district to report annually to the department of education concerning the number of students who are habitually truant. • Requires the department to post this information on the internet. • Effectiveness not yet assessed. 	Colorado Department of Education	\$0

<p>34. Initiating Court Proceedings to Compel a Minor to Attend School (§22-33-108, C.R.S., approved March 25, 2011)</p>	<ul style="list-style-type: none"> The initiation of court proceedings against a truant minor to compel compliance with the compulsory attendance statute shall be initiated by a school district as a last-resort approach, to be used only after the school district has attempted other options for addressing truancy that employ best practices and research-based strategies to minimize the need for court action and the risk of detention orders against a child or parent. 	<p>No specific state oversight designated</p>	<p>\$0</p>
<p>Category: Requirements and Regulations</p>			
<p>Titles/Statutes</p>	<p>Description (Purpose, Reporting and Outcomes)</p>	<p>State Agencies Responsible</p>	<p>State Funds Allocated 2012-2013</p>
<p>35. Dropout Rate Data Reporting Requirements (§22-2-114.1, C.R.S., Approved June 1, 1999) (§22-2-114.1, C.R.S., Approved June 10, 2010)</p>	<ul style="list-style-type: none"> For the purposes of school district record keeping, a "dropout" means a person who leaves is the subject of notification to a school or school district that such person has left or will leave school for any reason, or such person has been absent from class for six consecutive weeks or more in any one school year, except for reasons of expulsion, excused long term illness, or death, before completion of a high school diploma or its equivalent and who does not transfer to another public or private school or enroll in an approved home study program or in an on-line program pursuant to §22-33-104.6. Students who are in attendance in an educational program at the end of such school year shall not be reported as dropouts by the school district to the department. Repeals the requirement that the state board calculates the number of students who obtain a high school diploma after reaching 21 years of age. Repeals the specific definition of "dropout." Clarifies the circumstances under which the education data advisory committee may identify a data reporting request as mandatory, required to receive a benefit, or voluntary. The EDAC will review the processes and timing for collecting student demographic data and recommend to the state board procedures for efficiently updating the data as necessary. §22-2-304, C.R.S., repeals several data reporting requirements (§22-32-110 (1) (bb), §22-37-106, and §22-38-110, C.R.S.), including data from the in-home or in-school suspension grant program 	<p>Colorado State Board of Education</p>	<p>\$0</p>
<p>36. Exchange of</p>	<ul style="list-style-type: none"> Authorizes an exchange of information among schools and 	<p>No specific</p>	<p>\$0</p>

<p>Information Concerning Children – (Criminal Justice Agencies, Schools and School Districts, Assessment Centers for Children)</p> <p>(§19-1-302, C.R.S., Effective April 7, 2000)</p>	<p>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.</p> <ul style="list-style-type: none"> • Allows a criminal justice agency or assessment center for children to share with a principal or superintendent any records, except mental health or medical records, of incidents that do not rise to the level of a public safety concern but that relate to the adjudication or conviction of a child for a municipal ordinance violation or that relate to the charging, adjudication, deferred prosecution, deferred judgment, or diversion of a child for an act that, if committed by an adult, would have constituted misdemeanor or a felony. • Requires the information provided to be kept confidential. Directs the principal of a school, or such person's designee, to provide disciplinary and truancy information concerning a child who is or will be enrolled as a student at the school to a criminal justice agency investigating a criminal matter that involves the child. Requires the criminal justice agency to maintain the confidentiality of the information received. 	<p>state oversight designated</p>	
<p>37. Definition High Risk – Alternative Campus</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>	<ul style="list-style-type: none"> • The legislation defines the criteria for identifying “high risk student” when applying to be designated an alternative campus. Includes, but not limited to, a student enrolled in a secondary school that has dropped out of school or has not been continuously enrolled and regularly attending school for at least one semester prior to enrolling in his or her current school. Also may include a student who has been expelled from school or engaged in behavior that would justify expulsion. • Amended in May 2009 by SB 09-163 in the following ways: <ul style="list-style-type: none"> ○ Postsecondary and Workforce Readiness performance measures (including dropout rate) included in district accreditation. ○ Established alternative accountability measures for alternative education campuses (levels of attainment on the performance indicators). ○ School must communicate alternative education campus performance to parents and the public. • Amended in April 2010 by S.B. 10-154 in the following 	<p>Colorado Department of Education</p>	<p>\$0</p>

<p>(§22-7-604.5 (1) (a) (VI) and §22-7-604.5 (1.5) (i), C.R.S., Approved April 2010)</p> <p>(§22-7-604.5 (1.5) (n) and §22-7-604.5 (2) (a), C.R.S., Approved June 2011)</p>	<p>ways:</p> <ul style="list-style-type: none"> ○ The criteria that a public school must meet to be designated as an alternative education campus will now include schools that serve a population in which more than 95% of the students have either an individual education plan or meet the definition of a high-risk student. ○ Expanded the definition of "high-risk student" to include a migrant child, a homeless child, and a child with a documented history of serious psychiatric or behavioral disorders. <ul style="list-style-type: none"> ● Amended in June 2011 by H.B. 11-1277 in the following ways: <ul style="list-style-type: none"> ○ Removes references to specific dates for the application process for a school to apply to be designated as an alternative education campus. ○ Expanded the definition of "high-risk student" to include those students who are over traditional school age or lack adequate credit hours for his or her age. 		
<p>38. Successful Transitions Back to the Public School System for Students in Out-of-Home Placement Who Have Demonstrated Detrimental Behavior.</p> <p>(§22-2-139, C.R.S., Approved May 25, 2010)</p>	<ul style="list-style-type: none"> ● Requires the Department of Human services to provide written notification to the child welfare education liaison of the applicable school district or institute charter school 10 calendar days prior to enrollment of a student who is transferring from a state-licensed day treatment facility, facility school, or hospital and has been determined by one of those entities or the court to present a risk to himself or herself or the community within the previous 12 months. ● The Department of Human Services and the Department of Education are required to enter into a memorandum of understanding that includes but is not limited to: a consistent and uniform approach to sharing medical, mental health, sociological, and scholastic achievement data about students between a school district, charter school, or institute charter school and the county department of social services; a plan for utilizing existing state and federal data and any existing information-sharing activities; a plan for determining accountability and collecting data concerning the implementation of notifications and invitations, the sharing of information, and the number of emergency placements that occur; a process for determining information sharing and collaboration for placement of students. ● Per §22-32-138 (2) (a), C.R.S., the child welfare education liaison for each school district and the state charter school institute is given the additional responsibility of being included in and participating with any interagency 	<p>Colorado Department of Human Services and Colorado Department of Education</p>	<p>\$0</p>

	collaboration teams or threat assessment teams.		
<p>39. Educational Services for Juveniles Held in Jail</p> <p>(§22-32-141, C.R.S., Effective May 25, 2010)</p>	<ul style="list-style-type: none"> • Requires a school district to provide educational services for up to 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. • Outlines parameters for when a school district does have to provide the services. • Moneys to pay the per pupil amount for juveniles who are not included in pupil enrollment and to pay the daily-rate reimbursement for the 2010-2011 fiscal year are appropriated from the read-to-achieve fund, per §19-2-508, C.R.S. 	Colorado Department of Education	\$0
<p>40. Academic Acceleration School District Policy</p> <p>(§22-7-1013, C.R.S., Effective March 22, 2013)</p>	<ul style="list-style-type: none"> • HB 13-1023, requires each local education provider to review its academic acceleration procedures for students that allows students to progress through an education program at a rate faster or at ages younger the student's peers. • The local education provider shall also consider procedures for academic acceleration listed in the act. 		

Sources:

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

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

ENDNOTES

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³ U.S. Census Bureau (2012). Statistical Abstract of the United States/Table 231. Educational Attainment by Selected Characteristics: 2010.

⁴ National Coalition for the Homeless. (August 2007). NCH Fact Sheet #10. Washington, DC. <http://www.nationalhomeless.org>.

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