2017-18 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

By:
The Office of Dropout Prevention and Student Re-engagement

March 15, 2019

Table of Contents

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

Contact: Judith Martinez, Director of Dropout Prevention and Student Re-engagement
Martinez_j@cde.state.co.us

Overview

Educational attainment is pivotal in preparing for a prosperous future. A high school education plus additional training and education is correlated with higher rates of homeownership, livable wage earnings and healthy economic growth.[1] The [Alliance for Excellent Education](#) affirms, "The best economic stimulus package is a high school diploma." Increases in lifetime earnings and annual state and local tax revenue are estimated at $230,000 per high school graduate.[2] This is encouraging news for Colorado. State trends show that fewer students are dropping out and more are completing high school each year. In 2018, the dropout rate fell to an all-time low. Most students finished within four years of entering ninth grade, but others needed more time in high school to meet local graduation requirements and pursue pathways to postsecondary and workforce readiness.

> Accelerating progress in high school completion is reliant on addressing persistent educational disparities

Not all students are fully benefiting from the state's educational gains. Historically underserved students, specifically those from economically challenged communities, racial minority groups and students with disabilities, continue to fall short of their academic potential and are missing the skill sets to compete with their peers.[3] Dropout rates and rates of disciplinary action warn that minority male students, youth experiencing homelessness and those in foster care experience disproportionate rates of graduation, dropout and school disciplinary actions, which negatively impacts school engagement.[4] Students express that negative school experiences lead to dis-engaging from the public education system.[5]

To prevent students from dis-engaging, a whole-systems approach is warranted to create positive school climates, address teacher shortages, improve cross-system coordination and collaboration and prioritize erasing equity gaps among historically underserved populations. More expanded options and opportunities are needed to re-engage students. Arts education, responsive interventions, personalized outreach, mentoring, and multiple pathways such as, concurrent enrollment and work-based learning, have proven to re-engage students in their education.

Graduation Rates

Class of 2018

From 2017 to 2018, Colorado's four-year graduation increased 1.7 percentage points, setting a new record for the highest rate since 2010 (the year CDE began reporting an adjusted cohort rate). The Class of 2018 achieved a four-year graduation rate of 80.7 percent. This means that out of the 65,933 students counted in the 2018 graduating cohort, 53,240 students met their local graduation requirements to receive a high school diploma. This graduation rate for the Class of 2018 includes students who have qualified for graduation but are remaining in school to participate in the ASCENT program. ASCENT, which stands for Accelerating Students through Concurrent Enrollment, allows eligible students to take college courses during a fifth year of high school.

When combining the number of graduates with those who received a High School Equivalency Diploma (HSED), the state's high school completion rate rises to 82.5 percent (54,399 high school completers, including 1,159 HSED students). See *Appendix B* for definition of terms and *Appendix C* for a historical overview of four-year graduation rates.

New Record Set for Highest Four-year Graduation Rate

Of the students who did not complete high school with their graduating cohort, 9.1 percent (5,972 students) were still enrolled at the end of the school year - not drop outs. Still-enrolled students may persist to complete high school in a later year and those who graduate will be counted in the extended-year graduation rates. Those who attain a HSED will be counted in the extended-year completion rates. See *Appendix A* for summary of graduation and completion rates by student group.

CDE publically reports graduation, completion and still-enrolled rates, available at Colorado Education Statistics, www.cde.state.co.us/cdereval. Students up to the age of 21 years of age are counted in these rates. State law mandates a free public education for students between the ages of five and 21 years. Section 22-1-102, C.R.S.

Extended-year Graduation Rates

On average, more than half of students in a class cohort who did not receive a diploma or high school equivalency within four years of entering high school are counted as "still-enrolled" - not dropouts. Still-enrolled students have an opportunity to complete their high school education within five, six or seven years of entering ninth grade. Additional years may be needed because students are participating in a five-year or six-year concurrent enrollment or work-based learning program, which enables them to possibly receive an industry certificate or college degree along with their high school diploma. For other students, additional time in high school may be afforded to reach English proficiency or to fulfill individualized education plans. Often students who experience disruptions in their education need more time in high school to complete courses, build skills and accumulate the credits needed to graduate prepared.

A close-up look at the extended-year graduation rates for the Class of 2015 shows notable progress and startling gaps in graduation rates between the four-year and seven-year graduations rates of minority and white students.

- An additional 4,530 students from the Class of 2015 graduated after more than four years in high school.
- Highest graduation rates are among white females and white males, with seven-year graduation rates rising to 91.3 percent and 86.4 percent, respectively.
- Greatest gains in extended-year graduation rates are among male minority students, with an 11.4 percentage point increase). 1,381 more male minority students graduated with more time. However, minority male students also experience the lowest rates of graduation among their peers.
- Graduation gap between the state rate and minority female rate closes at the six-year mark, while the gap between the state rate and minority male rate ranges from nine to 12 percentage points.
- The widest graduation rate gap tops 20 percentage points, between high four-year rate of 85.6 percent and low four-year rate of 65.4 percent. See *Chart 1*.

Chart 1: Colorado 4-year and Extended-Year Graduation Rates for the Class of 2015
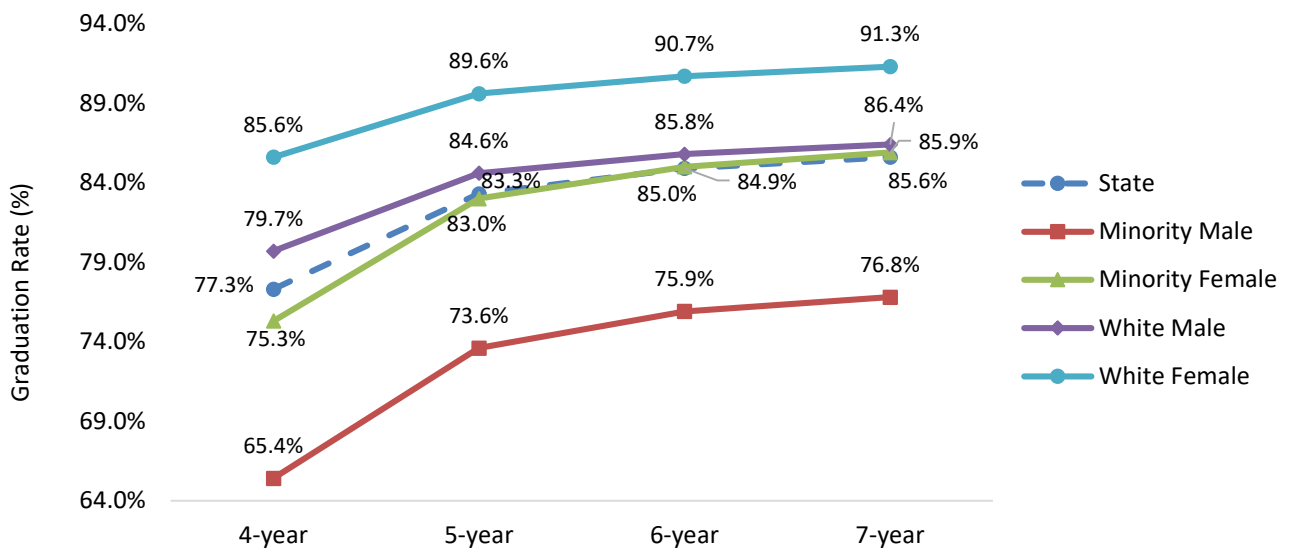
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

District Improvement

Reporting on district improvement is based on meeting or exceeding a graduation rate of 85 percent in the four-year or extended-year rates, a state expectation established by the state board of education. Find more information at CDE State Accountability, www.cde.state.co.us/accountability/stateaccountability.

In Colorado, locally elected school boards set graduation requirements for their school districts, which means expectations for earning a diploma may differ from district to district. Beginning with the Class of 2021, students will graduate under locally determined requirements that meet or exceed the Colorado Graduation Guidelines adopted by the state board of education. Find more information at CDE Graduation Guidelines, www.cde.state.co.us/postsecondary/graduationguidelines.

Summary of Improvement

Colorado school districts are making progress with a growing number of districts meeting or exceeding state accountability expectations with graduation rates at or above 85 percent and fewer districts falling below expectations with an "approaching" rating.

- 54 percent of 185 Colorado school districts and BOCES reached an overall graduation rate of 95 percent or above, which exceeds the state's accountability target for graduation.

- 31 percent of 185 Colorado school districts and BOCES reached an overall graduation rate of 85 percent, but below 95 percent, to meet state expectations.

- Six rural districts achieved a graduation rate of 100 percent for the Class of 2015, Class of 2016, Class of 2017, and Class of 2018. These school districts included: Arickaree RE-2 in Washington County; Granada RE-1 in Prowers County; Kim Reorganized 88 in Las Animas County; Liberty J-4 in Yuma County, Plateau RE-5 in Logan County, and Swink 33 in Otero County.

- 71 percent of districts (132 districts) received a state accountability rating of "meets" or "exceeds" on their Postsecondary and Workforce Readiness (PWR) indicator, which is 4 percentage points higher than the previous year. In school year 2016-17, 67 percent of districts (124 districts) received an accountability rating of "meets" or "exceeds" on their PWR indicator. This accountability indicator includes graduation rates along with other PWR measures such as, dropout rates, matriculation rates and college entrance exam (SAT) scores.

Colorado Dropout Rates

Today more Colorado students are staying in school and persisting in their education as evidenced by steady improvement in the annual dropout rate. In the 2006-2007 school year, the dropout rate was 4.4 percent. The current rate is 2.2 percent, cutting the state's dropout rate in half and reaching an all-time low.

<div align="center">State Dropout Rate Cut in Half</div>

In total, the state saw 10,180 students in grades seven through 12 drop out in the 2017-18 school year - a reduction of 241 students from the previous year. The majority of students (51 percent) who dropped out were in 12th grade, which is consistent with previous years. See *Appendix B* for a definition of dropout and dropout rates.

Decreases, Increases and Gaps in Dropout Rate

- The rate of dropout for economically-disadvantaged students (3.0 percent), gifted and talented students (0.4 percent), migrant students (4.1 percent), and students with disabilities (2.6 percent) decreased from the previous year.
- English Learners (3.9 percent), students experiencing homelessness (6.1 percent) and students in foster care (8.6 percent) dropped out at a slightly higher rate from the previous year.
- The dropout rates among American Indian students (4.3 percent) increased from the previous year, while the dropout rates for Asian students (0.9 percent) and Hispanic students (3.5 percent) remained the same.
- The dropout rate for black students (3.1 percent) and white students (1.4 percent) decreased from the previous year.
- Male students dropped out at a higher rate than female students, at 2.6 percent and 1.9 percent, respectively.

See *Appendix A* and *Appendix C* for dropout summary by gender, race/ethnicity and student group.

Dropout and Alternative Education Campuses

Alternative Education Campuses (AECs) serve Colorado's most vulnerable youth, such as those who previously dropped out or are at high-risk for dropping out. In the 2017-18 school year, there were 86 AECs across Colorado serving more than 18,000 students, accounting for two percent of the state's pupil membership. Of the AEC students served, most are in grades 11 (24.0 percent) and 12 (48.3 percent). More information on AEC is available at CDE Alternative Education Campuses, www.cde.state.co.us/accountability/stateaccountability.

An analysis of AEC schools shows that the current AEC dropout rate is 16.7 percent, which is 14.5 percentage points higher than the state rate (2.2 percent). Based on gender and race/ethnicity, the greatest difference between AEC rates and state rates is among minority males, followed by minority females. See *Table 1*.

Table 1: State and AEC Dropout Rates								
	White Male *State*	**White Male** *AEC*	**White Female** *State*	**White Female** *AEC*	**Minority Male** *State*	**Minority Male** *AEC*	**Minority Female** *State*	**Minority Female** *AEC*
Dropout Rate	1.6%	14.0%	1.2%	13.1%	3.7%	19.3%	2.6%	17.0%

*Source: Office of Dropout Prevention and Student Re-engagement and Accountability and Data Analysis Unit*

Why Colorado Students Leave School

Dropping out of school is not an event. It is more of a process that can begin as early as elementary school.[4] In Colorado the process of dropping out is influenced by academic environment, family circumstances, social economic issues and student performance. In GED test taker surveys, former Colorado high school students most frequently report leaving school because they weren't happy and "did not like school." Many left because of "missing too much school," poor grades and study habits, and academic struggles in math and reading. They also had negative experiences with teachers, explaining that they did not get enough help or "did not get along with teachers." Other top reasons for leaving school were tied to getting a job and/or "need[ing] money to help out at home." [6]

Student Re-engagement

Each year, more than 10,000 Colorado students leave prior to completing high school. About 30 percent of those who dropped out will re-enroll in school. Half of these re-enrolled students will stay in school or complete high school, which represents a re-engagement rate of approximately 50 percent. The other half will drop out again. This pattern is described as dropout

APPROXIMATELY 30% WILL RE-ENROLL

EACH YEAR, MORE THAN 10,000 COLORADO STUDENTS LEAVE PRIOR TO COMPLETING HIGH SCHOOL.

30%

50%

Of these re-enrolled students about half will graduate/complete or persist in their education

recidivism. Approximately one in 10 students who dropped out in 2017-18, also dropped out in the previous school year (2016-17). Decreasing dropout recidivism is key to improving disaggregated dropout rates.
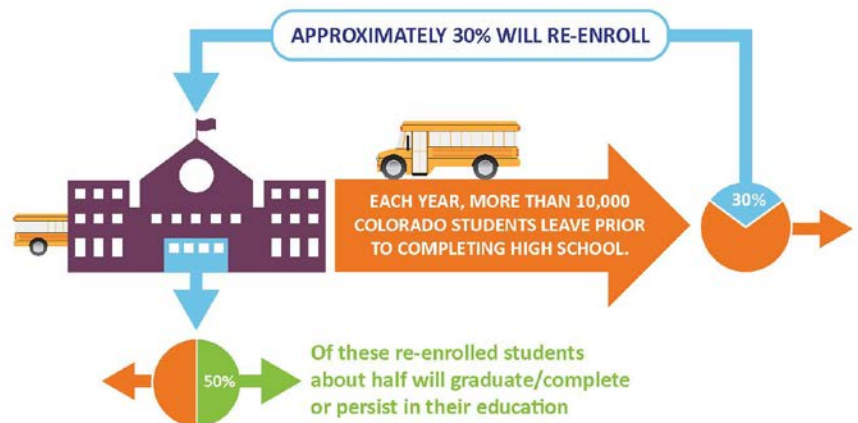
Alternative Education Campus (AEC) Re-engagement

Effective re-engagement requires identifying and understanding the challenges and circumstances of out-of-school youth, and reconnecting them to high-quality educational opportunities, postsecondary education, and careers. [7] In Colorado, AECs actively seek to re-engage disconnected youth.

At least 90 percent of students in AEC schools are considered at "high-risk" of dropping out. Each AEC has a specialized mission and serves special needs or at-risk populations. More than three out of every four AECs offer dropout recovery or dropout retrieval assistance to out-of-school youth. AECs self-report a 62.4 percent re-engagement rate related to dropout recovery, which is notably higher than the state re-engagement rate of approximately 50 percent.

AECs provide dedicated educators and special supports to re-engage and re-connect students to a viable pathways to high school completion and postsecondary and workforce readiness. However, there are challenges and barriers that slow progress. Key levers for improvement are linked to addressing high staff turnover and the teacher shortage in key areas, especially in meeting workforce demands in special education and secondary-level math instruction.[8] High student mobility, inability to pay program fees, and limited access to resources in rural areas are factors that impede an AEC student's participation in concurrent enrollment and work-based learning opportunities. Special attention to instruction, student supports and provision of pathway options is required to ensure that all AEC students are positioned to meet their full potential. See *Attachment A* for definitions. More information on AECs can be found at www.cde.state.co.us/accountability/stateaccountabilityaecs.

Early Warning Signs

The process of dis-engaging and dropping out of school can be prevented and interrupted by attending to the "ABC" indicators - Absenteeism/attendance, Behavioral issues and Course failure/poor grades. These indicators signal early warning signs that a student is not full engaged in school.

The Colorado Department of Education collects "ABC" indicators associated with attendance and behavior at the district and school level. Course performance data are not collected at the state level. In this category, predictive indicators, such as grades, can be monitored at the local school and district level.

Find interactive tools for analysis of districts, schools and statewide data at www.cde.state.co.us/cdereval/gradcurrent.htm.

Attendance Data

State attendance data show warning signs that more Colorado students are missing too much school and are on a path toward dropping out.

- One in five Colorado students are chronically absent. In ninth grade, attendance is a better predictor than test scores that a student will leave before completing high school.[9]
- More than 117,000 Colorado students were habitually truant during the 2017-18 school year. The number of students identified as habitually truant is at an all-time high. The number of habitual truants has increased by 40 percent since the 2012-13 school year.

More information on student attendance can be found at www.cde.state.co.us/cdereval/truancystatistics.

Best and Promising Practices for Increasing Attendance

Efforts are underway to better understand Colorado's attendance issues. A School Attendance Task Force was convened and an inventory of school attendance practices, policies and programs is set to be

completed in April 2019. The following are examples of approaches and best practices that support regular school attendance:

- **Focus on 9th Grade** – Improvements in long-term outcomes are made when schools focus on students' 9th grade year.
- **Focus on Middle School** – Students' middle school attendance rate and grades are the best indicators to determine their high school success. Targeted interventions aiding students' transition from middle school to high school could improve academic performance.
- **After School Programs** – Regular school attendance is supported by academic enrichment and incentives.
- **Family-School-Community Engagement** – Engaging the whole family is a key strategy in improving attendance and academic performance. Attendance awareness campaigns at the community level help promote the importance of regular, daily attendance.
- **School-based Health Centers and Health Interventions** – Health and wellness interventions have a direct impact on educational outcomes, such as attendance.

Find more information on approaches and best and promising practices at CDE's Dropout Prevention and Student Re-Engagement webpage, www.cde.state.co.us/dropoutprevention.

Behavior Data

The Colorado legislature has shifted school discipline policy from strict, mandatory punishment to supportive school discipline through the passage of a series of bills that led to the end of "zero tolerance." In 2011, the passage of House Bill 11-1032 encouraged the use of restorative practices as a school's first consideration to remediate several types of offenses. In 2012, House Bill 12-1345 eliminated the statutory mandate to expel students for drugs, weapons (except firearms), serious assaults, and robbery, as well as encouraging alternatives to exclusionary discipline. The implementation of these bills coincides with a 49 percent reduction of expulsion incidents from 2,010 in the 2011-12 school year to 1,022 in 2017-18. In 2017-18, there was a slight increase from the previous year.

Suspension incidents have steadily been on the rise since the 2013-14 school year, following a five-year period of steady decline. In the 2017-18 school year, there were 93,337 suspensions, which is the highest number since the 2011-12 school year. See *Appendix B* for discipline action definitions.

Disciplinary Actions Depicted Within Race/Ethnicity and Gender in 2017-18

In the last five years, the number of students disciplined (e.g., suspended or expelled) in Colorado schools for code of conduct violations has steadily increased from 6.2 percent of students (54, 688 students) to 8.1 percent of students (73,527 students). Patterns in discipline have varied across race/ethnicity and gender. An analysis was conducted to better understand how many students within each race/ethnicity and gender were disciplined out of the total number of enrolled students. *Chart 2* depicts the percentage of students disciplined within race/ethnicity and gender from the 2013-14 school year to the 2017-18 school year. When comparing discipline rates by gender, male students were more likely to be disciplined, compared to female students. A closer look at discipline rate by student enrollment, gender and race show a disproportionately higher rate of discipline among minority males when compared to their peers.

- Between 2.0 percent and 4.2 percent more minority male students were disciplined each year compared to white male students, with the biggest gap occurring in 2013-14.

- Between 4.2 percent and 7.0 percent more minority male students were disciplined each year compared to minority female students, with the biggest gap occurring in 2017-18.
- Between 6.6 percent and 9.8 percent more minority male students were disciplined each year compared to white female students, with the biggest gap occurring in 2017-18.
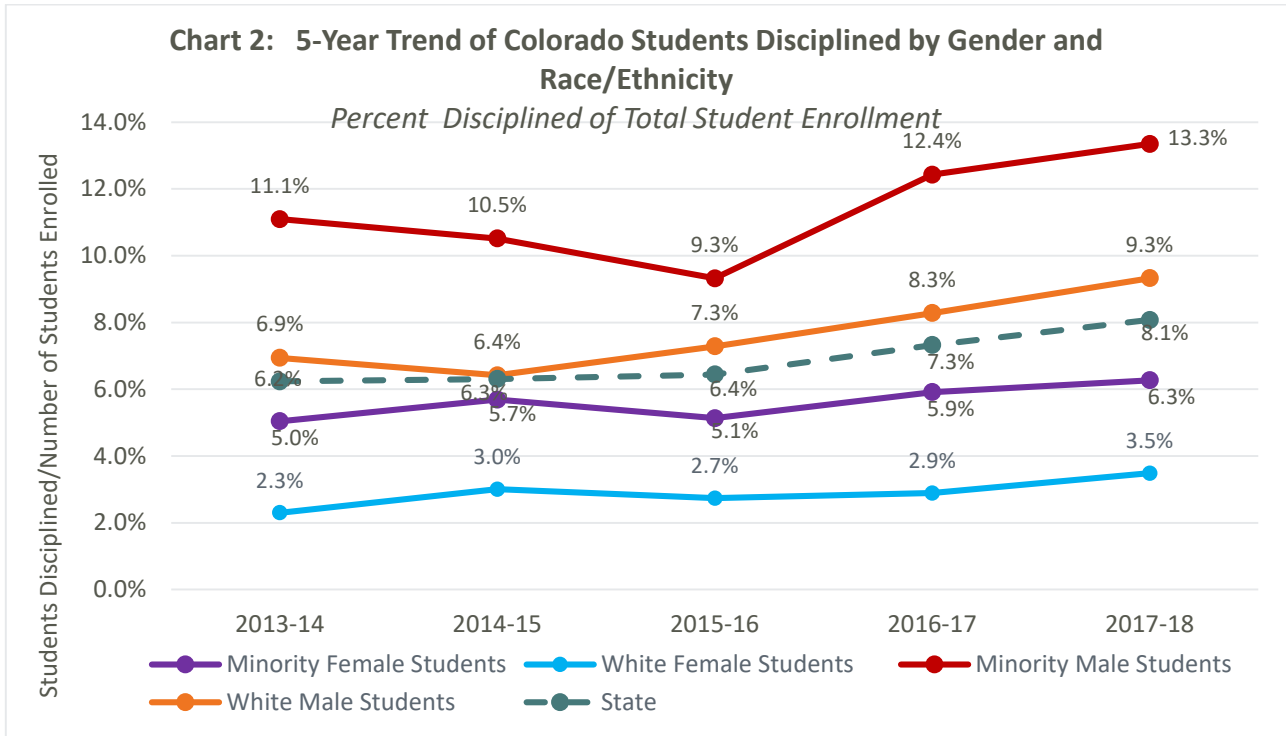
Chart 2: 5-Year Trend of Colorado Students Disciplined by Gender and Race/Ethnicity

Percent Disciplined of Total Student Enrollment

Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

More information about evidence-based supportive disciplinary methods that serve as alternatives to suspensions and expulsions, can be found in the CDE Dropout Prevention Best Practices Guide, www.cde.state.co.us/dropoutprevention/disciplineandbehavior.

Legislative Review

Article 14 of Title 22 requires reporting on the amount of state moneys appropriated for dropout prevention and student engagement. A statutory review identified 42 state statutes that impact or pertain to dropout prevention, student engagement and attainment of a high school credential. These statutes cover six categories: 1) grants, programs and pilots; 2) family-school-community partnering; 3) postsecondary and workforce readiness; 4) school safety and discipline; 5) truancy and school attendance; and 6) requirements, regulations and other.

In FY 2017-18, $41 million was appropriated for 16 out of the 42 statutes. The remaining are either classified as awaiting funds, do not require funding to implement, or are unfunded.

2018 Legislative Bills

There were nine bills that passed during the 2018 legislative session that are included in this review. See *Table 2.* The majority of bills (seven) pertained to postsecondary and workforce readiness. The remaining are categorized under rules and regulations and truancy and school attendance.

Table 2: Summary of Bills

Category: Postsecondary and Workforce Readiness	
1. **SB 18-12** **Accreditation - performance indicators - military enlistment** **Effective August, 2018**	For purposes of determining the level of attainment on the postsecondary and workforce readiness performance indicator for district accreditation, the act adds enlistment in the military within a year of graduation as a measure of performance. The department of education shall weight military enlistment equally with enrollment in postsecondary institutions for purposes of determining the level of attainment on the performance indicator.
2. **SB 18-225** **Early college high schools – definition** **Effective June 6, 2018**	Amends the definition of "early college" for purposes of the "Concurrent Enrollment Programs Act" to specify that an early college must provide only a curriculum that is designed to be completed within four years and includes concurrent enrollment in high school and postsecondary courses such that, when a student completes the curriculum, the student has attained a high school diploma and a postsecondary credential or at least 60 credit hours toward completion of a postsecondary credential. The state board of education must review all of the schools that it has designated as early colleges to ensure that each school meets the revised definition.
3. **HB 18-1005** **Concurrent enrollment - information to students and parents** **Effective August 8, 2018**	At least six weeks prior to the beginning of the enrollment period for postsecondary concurrent enrollment courses, a local education providers shall provide students and their parents with written notice of postsecondary courses offered at the local education provider's facility and the cost of those courses, as well as notice regarding postsecondary courses offered at the postsecondary institution's facility and the cost of those courses.
4. **HB 18-1019** **Public school accreditation - postsecondary and workforce readiness performance indicator - additional measures** **Effective August 8, 2018**	For purposes of determining the level of attainment on the postsecondary and workforce readiness performance indicator for district accreditation, the act adds the percentage of students who successfully complete: an advanced placement course in a subject other than English language arts or math and earn a score of 3 or higher on the end-of-course advanced placement exam; a concurrent enrollment course in a subject other than English language arts or math and earn a grade of "B" or higher in the course; and an international baccalaureate course in a subject other than English language arts or math and earn a score of 4 or higher. For the 2018-19 state fiscal year, the act appropriates $30,000 from the general fund to the department of education to implement the act.

5.	**HB 18-1396 High schools - advanced placement exam fee grant program – appropriation** **Effective August 8, 2018**	The act creates the advanced placement exam fee grant program in the department of education. The grant program provides funds to high schools to reduce or eliminate the advanced placement exam fee for low-income students. The department must award a grant for each exam taken by an eligible student in an amount determined based on available appropriations. The amount set for each exam must be the same, regardless of the subject of the exam. $554,869 is appropriated to the department for the implementation of the act
6.	**HB 18-1052 Concurrent enrollment programs - outside of college service area** **Effective August 8, 2018**	The act requires the Colorado commission on higher education to establish a policy that allows a 2-year institution of higher education to provide a concurrent enrollment program or course to a local education provider that is not within its college service area if the designated 2-year institution of higher education chooses not to provide a concurrent enrollment program or course requested by the local education provider. The act specifies how these concurrent enrollment programs or courses will be funded and clarifies that the act does not affect provisions relating to the tuition rate paid for concurrent enrollment programs or courses.
7.	**HB 18-1266 Workforce development - career development success program** **Effective August 8, 2018**	The act amends the existing career development success pilot program, which provides a distribution of up to $1,000 to school districts and charter schools for each high school student who successfully completes an identified industry-certificate, internship, or pre-apprenticeship program or computer science advanced placement course. The act limits the distribution for industry certificates for a single school district or charter school to 10 percent of the total number of completed industry certificates reported. The act requires each school district and charter school that participates in the program to explain the program to all high school students with the goal of increasing participation in the industry certificate programs across all student groups. The act expands the annual report for the program to include specified information. The act extends the repeal date for the program for five years and removes the designation of "pilot."

Category: Requirements, Regulations and Other

8.	**SB 18-151 Model bullying prevention and education policy** **Effective August 8, 2018**	The department of education is required to research approaches, policies and practices in other states related to bullying prevention and education and to develop a model bullying prevention and education policy after considering its research. The department is required to publish the results of that research and its model policy on the department's website by July 1, 2019, as guidance for school districts, charter schools and the charter school institute in developing and implementing bullying prevention and education policies. Policy must be updated and published every three years.

Category: Truancy and School Attendance

9.	**HB 18-1156 Truancy - court procedures - sanctions.** **Effective August 8, 2018**	The act clarifies that a "delinquent act" does not include truancy or habitual truancy. A child who is habitually truant and who refuses to follow a plan to rehabilitate his or her truancy may be subject to various sanctions by the court in a truancy proceeding. The court shall not sentence a child or youth to detention as a sanction for contempt of court in a truancy proceeding unless it determines that such detention is in the best interest of the child or youth as well as the public. In making such a finding, the court is required to consider several factors related to the child or youth, truancy and the use of detention.

Steps to Accelerate Progress

The state's graduation and dropout rates have steadily improved since 2010, but disaggregated data based on gender and race/ethnicity reveal areas that require more focused attention and effort. Disproportionate rates of disciplinary actions, high dropout rates and persistently low graduation rates, tell a consist story. A sizeable number of Colorado's minority male students are struggling in the education system. An examination of dropout rates by student group, summarized in *Appendix A*, shows that economically-disadvantaged students disproportionally represent 50 percent of the state's students who are dropping out of school. The four-year high school completion rate for students in foster care is 37.5 percent, which is less than half of the state rate (82.5 percent). These predictive indicators signal an urgency for equitable pathways toward postsecondary education and employment. This is especially critical for struggling students, as workforce studies forecast that by 2020, 74 percent of all jobs in Colorado will require education beyond high school.[10]

There is opportunity to accelerate improvement in education outcomes by applying strategies that show promising results in serving Colorado's most vulnerable students. This work is captured in the state's dropout prevention framework. The Colorado Department of Education and other state agencies have committed to equity in education in their strategic plans to work toward ensuring all students have educational opportunities.

Dropout Prevention Framework

Colorado's dropout prevention framework outlines how to accelerate progress at the school and district level. The evidence-based framework is designed to create an ecosystem for institutional change. It provides a foundation for rigorous and relevant coursework, teacher preparedness and instruction, and development of systems for students needing more attention to reach their full potential.
An outline for institutional change is illustrated in the diagram below.

The Office of Dropout Prevention and Student Re-engagement uses the framework to develop initiatives and guide distribution of state grant funds. *Table 3* provides a snapshot of strategies by grants and programs to highlight results. Find more information on the dropout prevention framework and program at CDE Dropout Prevention, www.cde.state.co.us/dropoutprevention

Table 3: Dropout Prevention Framework: Examples of Strategies

Grant/Program	Dropout Prevention Framework: Strategy Example	Results
Expelled and At-Risk Student Services (EARSS) Grant Program — State Grant Program with $7.5 million appropriation to serve expelled students, students at risk of being expelled, and habitually truant students.	• **Course Completion/Credit Recovery** refers to programs/activities that allow a student to continue earning course credits and to advance toward graduation and/or facilitates accrual of credits, especially in core courses (math, science, reading and social studies). • **School Climate** programs foster safety, create supportive academic, disciplinary, and physical environments, and build trusting relationships.	• Served 316 expelled students. Dropout rate of expelled students in an EARSS program was 1.8 percent. • Served 7,445 at-risk students • Trained 1,652 on restorative practices
Foster Care Education Program — State and federal resources help to support students in foster care and assist Child Welfare Education Liaisons at the district level.	• **Data Analysis** and research guide decision-making. • **Review Policies and Practices** on dropout prevention (attendance, behavior, and course performance) and resource development to assist in identifying areas that need improvement and prioritizing resource allocation.	• Produced seminal research which led to an investment in interventions and supports. • Implementation of policies to foster educational stability
McKinney-Vento Homeless Education Program - *Federally-funded program ($740,000), to serve students experiencing homelessness.*	• **Data Analysis** is used to identify trends and set performance goals. • **Community Partnerships** address barriers to learning, enhance the healthy development of youth, and strengthen the whole community.	• 17 grants to local education agencies to increase educational access, school stability and academic success • Expanded partnerships and increased capacity to address homelessness
Student Re-engagement Grant Program (SRG) — *State Grant Program with a $2 million appropriation to assist secondary level schools in engaging students at risk of dropping out and re-engaging out-school youth.*	• **Early Warning Systems** support districts in identifying students who are in jeopardy of dropping out of school by analyzing key data to determine which students are most at-risk. • **Re-engagement of Out-of-School Youth** through outreach, learning and understanding the challenges youth face, and reconnecting youth to high-quality educational opportunities. • **Transition Programs** that support students progressing to new grade levels and assist when school moves or other changes occur during the school year.	• 33 SRG schools served 4,749 middle school and high school students. • SRG students dropped out of school at half the rate (8 percent) of the state's dropout rate for alternative schools (16.9 percent). • 64 percent of the out-of-school youth re-engaged in school. They progressed to the next grade, graduated with a diploma, or received a high school equivalency.

21st Century Community Learning Center –
Federally-funded grant program ($11.6 million) that provides community learning centers for students in low-performing, high-poverty schools.

- **Enhanced counseling and mentoring** provide structures and process to increase school engagement. These may include career exploration, goal setting, coaching, skill development and building trust relationships.
- **Multiple Pathways** strategies provide customized educational options to address unique needs and circumstances of students.

- Center grants served 23,974 students and 3,612 family members.
- More than 70 percent of students served improved academic performance and class participation.

State Priorities

In the past year, state agencies have set goals to improve educational opportunities and outcomes for all students. Collective state priorities include:

- Cross-systems coordination and collaboration, with special attention in serving students involved in public service systems (e.g., child welfare and juvenile corrections), students experiencing homelessness, and students from rural areas with limited access to services.[11]
- Talent development to address teacher shortages, especially in early childhood education and care, special education, and secondary-level mathematics and science.[12]
- Erasing equity gaps among traditionally underserved populations, with special attention to minority males and students living in poverty.[13,14]

Steps to accelerate progress are occurring across the state. There is collective momentum to stem and reverse negative trends. CDE's strategic plan seizes this momentum in key initiatives that focus attention on systemic inequities on student outcomes, seek to expand successful high school models and commit to developing a strong pipeline of high-quality teachers and principals.

ALL MEANS ALL

MORE OPTIONS

EDUCATORS MATTER

Appendices

APPENDIX A: Summary of Graduation, Completion and Dropout Rates by Student Group

The Colorado Department for Education reports graduation and dropout rates by Instructional Program Services Type (IPST), which includes these student groups: economically disadvantaged, English learners, gifted and talented, homeless, migrant students, and students with disabilities. A summary of trends in graduation, completion and dropout rates for IPST student groups and students in foster is provided in this section. Rates for students in foster care are produced in accordance with a data-sharing agreement with the Colorado Department of Human Services.

Note: The numbers of students in each student group are not mutually exclusive, as a student may be classified in more than one category.

Economically Disadvantaged Students

Economically disadvantaged students qualify for either the free or reduced cost lunch program.

Graduation and Completion Rates - Economically Disadvantaged Students

The four-year completion rate shows that 72.8 percent of economically disadvantaged students in the Class of 2018 finished high school with a diploma, high school equivalency or certificate of completion. Since 2013, the four-year graduation and completion rates for economically disadvantaged students have shown steady improvement. The highest rate of high school completion for this student group is the seven-year rate (80.9 percent) for the Class of 2015. This means with more time in school, 3,777 more economically disadvantaged students completed their high school education. *See Table A*.

Table A: Extended-Year Graduation and Completion Rates of Economically Disadvantaged Students from 2013 to 2018								
	4-Year Rate		**5-year Rate**		**6-year Rate**		**7-year Rate**	
Class of	**Graduation**	**Completion**	**Graduation**	**Completion**	**Graduation**	**Completion**	**Graduation**	**Completion**
2013	63.7	67.0	70.0	74.4	72.0	76.6	74.6	79.4
2014	64.2	67.2	70.5	73.9	74.3	78.1	75.9	80.0
2015	65.5	67.2	74.0	76.5	76.4	79.5	77.5	80.9
2016	67.8	69.3	75.0	77.4	77.2	80.2	Available 2018-19	
2017	68.5	70.5	75.5	78.4	Available 2018-19		Available 2019-20	
2018	70.7	72.8	Available 2018-19		Available 2019-20		Available 2020-21	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Dropout Rates - Economically Disadvantaged Students

The current dropout rate for this student group is 3.0 percent, which represents a decrease from the previous year (0.1 percentage point). Of this group of students who dropped out, 42.8 percent last attended an alternative school, which converts to an alternative school dropout rate of 17.4 percent.

The number of students in grades 7 to 12 categorized as economically disadvantaged increased from the 2016-17 school year to the 2017-18 school year. *See Table B*. In 2017-18, economically disadvantaged students represented 37.5 percent of the 7th to 12th grade pupil count in Colorado. This group disproportionally represented 50 percent of the students dropping out of school.

School Year	Pupil Count (7th to 12th Grade)	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate and Percentage Point Difference
Table B: Dropout Rates of Economically Disadvantaged Students from 2012 to 2018				
2011-2012	147,527	4,760	3.2	0.3 higher (2.9 state rate)
2012-2013	158,023	4,524	2.9	0.4 higher (2.5 state rate)
2013-2014	141,681	3,852	2.7	0.3 higher (2.4 state rate)
2014-2015	165,827	5,079	3.1	0.6 higher (2.5 state rate)
2015-2016	171,884	5,063	2.9	0.6 higher (2.3 state rate)
2016-2017	169,431	5,201	3.1	0.8 higher (2.3 state rate)
2017-2018	172,502	5,095	3.0	0.8 higher (2.2 state rate)
Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement				

English Learners

At the state level an English learner is a student who is categorized as having one of the following language proficiency levels: Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) M1 or FEP M2.

Graduation and Completion Rates - English Learners

The four-year completion rate shows that 67.8 percent of English learners in the Class of 2018 finished high school with a diploma, high school equivalency, or certificate of completion. *See Table C*. Since 2013, these rates for English learners have steadily improved. The highest rate of high school completion for English learners is the seven-year rate for the Class of 2015. With more time to finish high school, 77.7 percent of students in this group attained a high school credential, which means 1,081 more high school completers.

Class of	4-Year Rate		5-year Rate		6-year Rate		7-year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
Table C: Extended-Year Graduation and Completion Rates of English Learners from 2013 to 2018								
2013	58.5	59.9	66.8	69.0	69.2	71.5	72.2	74.8
2014	58.7	59.9	67.9	69.4	72.3	74.0	74.1	76.2
2015	61.1	61.7	72.2	73.2	75.0	76.4	76.1	77.7
2016	61.4	62.0	71.8	72.8	74.6	76.0	Available 2018-19	
2017	64.6	65.3	73.9	75.1	Available 2018-19		Available 2019-20	
2018	67.0	67.8	Available 2018-19		Available 2019-20		Available 2020-21	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Dropout Rates - English Learners

The current dropout rate for this student group is 3.9 percent, which represents a slight increase (0.1 percentage point) from the previous year. Of this group of students who dropped out, 40.6 percent last attended an alternative school, which converts to an alternative school dropout rate of 22.2 percent. See *Table D.* For dropout rates, "alternative schools" identification is designated by the districts and is not the same as an Alternative Education Campus (AEC) designation.

In the 2017-18 school year, English learners represented 11.5 percent of the 7th to 12th grade pupil count in Colorado, but disproportionally represented 20.2 percent of the students dropping out of school.

Find information about supports and services for English Learners at the Office of Culturally and Linguistically Diverse Education, www.cde.state.co.us/cde_english.

Table D: Dropout Rates of English Learners from 2012 to 2018				
School Year	**Pupil Count (7th- to 12th-Grade)**	**Number of Dropouts**	**Dropout Rate**	**Comparison to State Dropout Rate and Percentage Point Difference**
2011-2012	41,380	2,098	5.1	2.2 higher (2.9 state rate)
2012-2013	42,325	1,874	4.4	1.9 higher (2.5 state rate)
2013-2014	46,248	1,883	4.1	1.7 higher (2.4 state rate)
2014-2015	48,943	1,991	4.1	1.6 higher (2.5 state rate)
2015-2016	52,283	2,090	4.0	1.7 higher (2.3 state rate)
2016-2017	52,212	2,009	3.8	1.5 higher (2.3 state rate)
2017-2018	52,952	2,060	3.9	1.7 higher (2.2 state rate)
Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement				

Gifted and Talented Students

Graduation Rates and Completion Rates - Gifted and Talented Students

Table E: Extended-Year Graduation and Completion Rates of Gifted and Talented Students from 2013 to 2018								
	4-Year Rate		**5-year Rate**		**6-year Rate**		**7-year Rate**	
Class of	**Graduation**	**Completion**	**Graduation**	**Completion**	**Graduation**	**Completion**	**Graduation**	**Completion**
2013	91.7	93.2	94.4	96.4	94.8	96.8	95.1	97.1
2014	92.2	93.8	94.8	96.6	95.5	97.4	95.7	97.7
2015	92.2	93.4	94.8	96.3	95.2	97.0	95.4	97.4
2016	93.2	94.5	95.5	97.2	95.9	97.7	Available 2018-19	
2017	93.0	94.3	95.6	97.3	Available 2018-19		Available 2019-20	
2018	93.7	95.1	Available 2018-19		Available 2019-20		Available 2020-21	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

The four-year completion rate for gifted and talented students in the Class of 2018 is 95.1 percent. See *Table E*. The four-year completion rate for this group of students when compared to the seven-year rate shows a slight increase (0.8 points), which means 293 more high school completers.

Dropout Rates - Gifted and Talented Students

The current dropout rate for this student group is 0.4 percent, which is a slight decrease (0.1 percentage point) from the previous year. The dropout rate for gifted students is 1.8 percentage points lower (better) than the state dropout rate of 2.2 percent. Of this group of students who dropped out, 25.8 percent last attended an alternative school, which converts to an alternative school dropout rate of 7.5. For dropout rates, "alternative schools" identification is designated by the districts and is not the same as AEC designation.

Table F: Dropout Rates of Gifted and Talented Students from 2012 to 2018				
School Year	**Pupil Count (7th- to 12th-Grade)**	**Number of Dropouts**	**Dropout Rate**	**Comparison to State Dropout Rate and Percentage Point Difference**
2011-2012	43,412	224	0.5	2.4 lower (2.9 state rate)
2012-2013	45,168	263	0.6	1.9 lower (2.5 state rate)
2013-2014	45,736	268	0.6	1.8 lower (2.4 state rate)
2014-2015	47,014	258	0.5	2.0 lower (2.5 state rate)
2015-2016	48,355	206	0.4	1.9 lower (2.3 state rate)
2016-2017	46,252	220	0.5	1.8 lower (2.3 state rate)
2017-2018	48,183	186	0.4	1.8 lower (2.2 state rate)
Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement				

Table F shows that the number of gifted students in grades 7 to 12 is on the rise. In the 2017-18 school year, gifted students represented 10.5 percent of the 7th to 12th grade pupil count in Colorado. This group represented only 1.8 percent of the students dropping out of school.

Information about supports and services for this student groups can be found at CDE Office of Gifted Education, www.cde.state.co.us/gt.

McKinney-Vento Homeless Education Students

Graduation and Completion Rates - McKinney-Vento Homeless Education

The high school four-year completion rate for this student group is 58.1 percent, which represents a slight decrease of 0.3 percentage points compared to the Class of 2017 cohort after a steady increase since 2013. The highest rate of high school completion for this student group is reflected in the seven-year rate for the Class of 2014 (70.5 percent). *See Table G.* This means that, with three additional years in high school, 516 more McKinney-Vento students completed their high school education.

Studies consistently show that students who changed high school even once during high school were less than half as likely as stable students to graduate, even controlling for other factors.

Table G: Extended-Year Graduation and Completion Rates of Homeless Students from 2013 to 2018								
Class of	**4-Year Rate**		**5-year Rate**		**6-year Rate**		**7-year Rate**	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2013	50.4	54.0	57.1	61.9	59.8	65.0	62.7	68.2
2014	52.7	56.3	58.5	62.6	62.9	67.7	65.2	70.5
2015	52.8	54.8	61.2	64.4	63.9	68.1	65.3	70.0
2016	53.2	54.9	60.1	63.1	63.1	66.9	Available 2018-19	
2017	55.8	58.4	62.7	66.6	Available 2018-19		Available 2019-20	
2018	55.4	58.1	Available 2018-19		Available 2019-20		Available 2020-21	

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

Dropout Rates - McKinney-Vento Homeless Education Students

The current dropout rate for this student group is 6.1 percent, which is a slight increase (0.2 percentage points) from the previous year. This rate is 3.9 percentage points higher than the state rate of 2.2 percent. Of this group of students who dropped out, 34.4 percent last attended an alternative school, which converts to an alternative school dropout rate of 18.3 percent. This indicates that students experiencing homelessness drop out at a higher rate from alternative schools than non-alternative schools. To reduce the dropout rate for this group of students, focused attention on contributing factors and targeted interventions is warranted. For dropout rates, "alternative schools" identification is designated by the school districts and is not the same as AEC designation.

Table H: Dropout Rates of Homeless Students from 2011 to 2017				
School Year	**Pupil Count (7th- to 12th-Grade)**	**Number of Dropouts**	**Dropout Rate**	**Comparison to State Dropout Rate and Percentage Point Difference**
2011-2012	8,429	720	8.5	5.6 higher (2.9 state rate)
2012-2013	8,504	510	6.0	3.5 higher (2.5 state rate)
2013-2014	9,793	537	5.5	3.1 higher (2.4 state rate)
2014-2015	9,734	589	6.1	3.6 higher (2.5 state rate)
2015-2016	9,937	611	6.1	3.8 higher (2.3 state rate)
2016-2017	9,459	557	5.9	3.6 higher (2.3 state rate)
2017-2018	9,645	593	6.1	3.9 higher (2.2 state rate)

Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement

The pupil count for grades 7 to 12 identified as McKinney-Vento eligible, or homeless, slightly increased in the 2017-18 school year compared to the 2016-17 school year. *See Table H.* In the 2017-18 school year,

homeless students represented 2.1 percent of the 7th to 12th grade pupil count in Colorado. This group disproportionally represented 5.8 percent of the students dropping out of school.

More information about homeless education supports and services is available at McKinney-Vento Homeless Education, www.cde.state.co.us/dropoutprevention/homeless_index.

Migrant Students

Graduation and Completion Rates - Migrant Students

The four-year completion rate shows that 67.2 percent of migrant students in the Class of 2018 finished high school with a diploma, high school equivalency, or certificate of completion. The current four-year completion rate for this student group increased by 3.8 percentage points compared to their Class of 2017 cohort. The highest rate of high school completion for this student group is the seven-year rate for the Class of 2015. *See Table I.* With three more years in high school, 82.1 percent of students in this cohort group completed high school, which means 44 more high school completers.

Table I: Extended-Year Graduation and Completion Rates of Migrant Students from 2013 to 2018								
Class of	**4-Year Rate**		**5-year Rate**		**6-year Rate**		**7-year Rate**	
	Graduation	**Completion**	**Graduation**	**Completion**	**Graduation**	**Completion**	**Graduation**	**Completion**
2013	62.6	65.8	66.6	69.9	68.5	71.8	70.8	74.1
2014	63.0	64.9	70.7	72.6	73.0	75.5	75.7	78.6
2015	67.9	68.9	77.3	78.9	79.4	81.4	80.1	82.1
2016	62.8	63.2	69.7	70.0	73.2	73.9	Available 2018-19	
2017	61.8	63.4	71.9	73.5	Available 2018-19		Available 2019-20	
2018	66.9	67.2	Available 2018-19		Available 2019-20		Available 2020-21	

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

Dropout Rates - Migrant Students

The dropout rate among migrant students is 4.1 percent, which represents a slight decrease (0.1 percentage point) from the previous year. Of this group of students who dropped out, 30.2 percent last attended an alternative school, which converts to an alternative school dropout rate of 21.3 percent. The alternative school rate is five times the state's dropout rate for migrant students, which signals a need for further analysis to determine factors that are contributing to the difference in the rates and to identify appropriate interventions.

Table J : Dropout Rates of Migrant Students from 2011 to 2018				
School Year	Pupil Count (7th- to 12th-Grade)	Number of Dropouts	Dropout Rate	Comparison to State Dropout Rate and Percentage Point Difference
2011-2012	1,114	39	3.5	0.6 higher (2.9 state rate)
2012-2013	1,084	39	3.6	1.1 higher (2.5 state rate)
2013-2014	1,343	57	4.2	1.8 higher (2.4 state rate)
2014-2015	1,564	64	4.1	1.6 higher (2.5 state rate)
2015-2016	1,545	55	3.6	1.3 higher (2.3 state rate)
2016-2017	1,855	78	4.2	1.9 higher (2.3 state rate)
2017-2018	1,307	53	4.1	1.9 higher (2.2 state rate)
Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement				

Table J shows that the number of migrant students in grades 7 to 12 decreased compared to the previous year. In the 2017-18 school year, migrant students represented 0.3 percent of the 7th to 12th grade pupil count in Colorado and represented 0.5 percent of the students dropping out of school.
Find information about Migrant Education at www.cde.state.co.us/migrant.

Students with Disabilities

Graduation and Completion Rates - Students with Disabilities

Table K: Extended-Year Graduation and Completion Rates of Students with Disabilities from 2013 to 2017								
	4-Year Rate		5-year Rate		6-year Rate		7 year Rate	
Class of	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2013	53.8	56.3	61.6	64.9	67.8	71.5	73.4	77.4
2014	54.6	56.8	63.2	65.8	71.1	74.0	75.4	78.7
2015	53.8	55.0	64.8	66.8	70.0	72.6	74.1	77.2
2016	57.2	58.4	66.3	68.0	71.7	74.1	Available 2018-19	
2017	56.8	58.3	66.2	68.4	Available 2018-19		Available 2019-20	
2018	58.6	60.3	Available 2018-19		Available 2019-20		Available 2020-21	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

The four-year completion rate for students with disabilities in the Class of 2018 is 60.3 percent, which is two percentage points higher than their Class of 2017 four-rate. The highest rate of high school completion for students with disabilities is the seven-year rate for the Class of 2014 – *see Table K*.   With three more years in high school, 78.7 percent of students in this group attain a high school credential, which means 1,289 more high school completers.

Dropout Rates - Students with Disabilities

The current dropout rate for students with disabilities slightly decreased (0.2 percentage points) from the previous year to 2.6 percent. This rate is slightly higher than the state rate of 2.2 percent (0.4 percentage points). Of this group of students who dropped out, 31.6 percent last attended an alternative school, which converts to an alternative school dropout rate of 15.2 percent.

Table L: Dropout Rates of Students with Disabilities from 2011 to 2018				
School Year	**Pupil Count (7th- to 12th-Grade)**	**Number of Dropouts**	**Dropout Rate**	**Comparison to State Dropout Rate and Percentage Point Difference**
2011-2012	37,495	807	2.2	0.7 lower (2.9 state rate)
2012-2013	38,085	654	1.7	0.8 lower (2.5 state rate)
2013-2014	43,128	1,261	2.9	0.5 higher (2.4 state rate)
2014-2015	43,916	1,296	3.0	0.5 higher (2.5 state rate)
2015-2016	45,684	1,266	2.8	0.5 higher (2.3 state rate)
2016-2017	46,635	1,326	2.8	0.5 higher (2.3 state rate)
2017-2018	47,994	1,258	2.6	0.4 higher (2.2 state rate)
Source: CDE Data Services and Office of Dropout Prevention and Student Re-engagement				

The pupil count for 2017-18 shows there were 47,994 students with disabilities in grades 7 to 12. *See Table L*. This represents an increase in numbers compared to previous years. In the 2017-18 school year, students with disability represented 10.4 percent of the 7th to 12th grade pupil count in Colorado, and disproportionately represented 12.4 percent of the students dropping out of school.

Details about supports and services for students with disabilities can be found at CDE Office of Special Education, www.cde.state.co.us/cdesped.

Students in Foster Care

The term "student in foster care" means that an individual has experienced an out-of-home placement and has been enrolled in a Colorado public school. Learn more information about foster care education at www.cde.state.co.us/dropoutprevention/fostercare_index.

Graduation and Completion Rates - Students in Foster Care

The four-year completion rate shows that 37.8 percent of students in foster care in the Class of 2018 finished high school with a diploma, high school equivalency or certificate of completion. The current four-year completion rate for this student group increased (4.2 percentage points) compared to their Class of 2017 cohort. Compared to the Class of 2013, the graduation rate for students in foster care has fluctuated. The highest rate of high school completion for students in foster care can be found in the seven-year rate for the Class of 2014. *See Table M*. With three more years in high school, 56 percent of students in this group attained a high school credential.

Table M: Extended-Year Graduation and Completion Rates of Students in Foster Care from 2014 to 2017								
Class of	**4-Year Rate**		**5-year Rate**		**6-year Rate**		**7-year Rate**	
	Graduation	**Completion**	**Graduation**	**Completion**	**Graduation**	**Completion**	**Graduation**	**Completion**
2014	30.0%	41.8%	35.1%	46.9%	40.9%	53.3%	42.7%	56.0%
2015	29.3%	35.9%	37.6%	46.9%	40.3%	51.0%	41.4%	53.6%
2016	33.2%	37.4%	40.2%	46.4%	42.5%	51.1%	Available 2018-19	
2017	23.6%	33.6%	29.6%	43.8%	Available 2018-19		Available 2019-20	
2018	24.8%	37.8%	Available 2018-19		Available 2019-20		Available 2020-21	

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

Dropout Rates - Students in Foster Care

The current dropout rate for students in foster care slightly increased (0.2 percentage points) from the previous year to 8.6 percent. This rate is 6.4 percentage points higher than the state rate of 2.2 percent. Students in foster care are subject to adversity (adjudicated dependent or neglected), and also are susceptible to disruption in their education, which can lead to dropping out of school.[15]

The pupil count for the 2017-18 school year shows there were 4,116 foster care students in grades 7 to 12. See *Table N*. This represents an increase in numbers compared to previous years. In the 2017-18 school year, students in foster care represented 0.9 percent of the 7th to 12th grade pupil count in Colorado and disproportionately represented 3.5 percent of the students dropping out of school.

Table N: Dropout Rates of Foster Care Students from 2012 to 2018				
School Year	**Pupil Count (7th- to 12th-Grade)**	**Number of Dropouts**	**Dropout Rate**	**Comparison to State Dropout Rate and Percentage Point Difference**
2012-2013	3,560	160	4.5	2.0 higher (2.5 state rate)
2013-2014	3,436	185	5.4	3.0 higher (2.4 state rate)
2014-2015	3,533	239	6.8	4.3 higher (2.5 state rate)
2015-2016	4,018	372	9.3	7.0 higher (2.3 state rate)
2016-2017	3,398	284	8.4	6.1 higher (2.3 state rate)
2017-2018	4,116	355	8.6	6.4 higher (2.2 state rate)

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

The foster care education data is made available through a data-sharing agreement between the Colorado Department of Education and the Colorado Department of Human Services.

Foster care education data by county of the school district is available at www.cde.state.co.us/dropoutprevention/rad_coloradolegislaturereports

APPENDIX B: Definitions of Terms

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

Assistance for of Out-of-School Youth to Re-Enroll - Defined in CDE data collection reporting as school and/or district approaches and systems to re-engage youth who are not enrolled in school and have not earned a high school credential (either a diploma or high school equivalency credential, such as a HSED). This includes retrieval of students who have dropped out within the current school year or those who have dropped out in previous years. Examples include designating staff to identify and provide outreach to students who have dropped out and re-enrollment processes that involve individualized transition planning and assessment of a re-enrolled student's educational needs/strengths and provision of support to overcome and link to resources.

Chronic Absenteeism Count: –Unduplicated count of students absent 10 percent or more of the days enrolled in the public school during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction–related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, or the need to care for a family member), regardless of whether absences are excused or unexcused. This count would include students in grades K-12. Annual counts by school/district are available at CDE Attendance Information, www.cde.state.co.us/cdereval/truancystatistics.

Dropout: 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.
Not at dropout: A student who transfers to an educational program recognized by the district, completes a high school equivalency or registers in a program leading to a high school equivalency, is committed to an institution that maintains educational programs, or is ill and unable to participate in a homebound or special therapy program. See Frequently Asked Questions (FAQ) at CDE dropout statistics, www.cde.state.co.us/cdereval/dropoutcurrent.htm.

Dropout Rate: 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. The Colorado dropout rate is not the inverse of the graduation rate. FAQ and calculation details are available at CDE dropout statistics, www.cde.state.co.us/cdereval/dropoutcurrent.htm.

Discipline Incidents: The total number of incidents (not students) that are reported by local education agencies to CDE. Examples include, but are not limited to classroom suspension/teacher removal, in school suspension, out of school suspension, and expulsion. More details can be found at CDE suspension/expulsion, www.cde.state.co.us/cdereval/suspend-expelcurrent.

- **Classroom Removal Incidents** – Reporting includes total number of incidents (not students) in which the most severe action taken was the student(s) being suspended from the classroom or removed by the teacher. Includes only incidents where a teacher removal process was followed (e.g., contacting parent/guardian, student-parent-teacher conference and if the second removal, developing a behavior plan).

- **In-School Suspension Incidents** –Student suspended from classroom to another location in the school in accordance with local school board policy.

- **Out of School Suspension Incidents** –Student suspended from school grounds in accordance with local school board policy.

- **Expulsion Incidents** –Student expelled in accordance with local school board policy.

Expulsion Rate: Indicates number of students expelled during the year divided by the student enrollment as of October 1.

Graduation Rates and Completion Rates

Four-year and Extended-year Graduation Rates: The graduation rate is a cohort rate. Included in the cohort are students with the same Anticipated Year of Graduation (AYG). Under the AYG cohort formula, students are assigned an unchanging anticipated year of graduation when they enter into ninth grade. AYG is assigned by adding three years to the school year that a student begins ninth grade. Regardless if it takes four years or up to seven years to graduate, students are always included in the graduate membership base (the denominator) of their AYG cohort. Upon receiving a diploma, a student is counted in the graduates total (the numerator). FAQ and calculation details can be found at CDE Graduation Statistics, www.cde.state.co.us/cdereval/gradcurrent.

Notes:
- In school year 2015-16, CDE automated the reporting process districts use to remove duplicate records, which improved the accuracy of graduation and completion rates. In prior years it was possible for students to remain in the graduation base of a school or district even though they had later enrolled elsewhere in Colorado.
- As of school year 2017-18, students in the ASCENT (Accelerating Students through Concurrent Enrollment) program are counted as graduates in the four-year graduation rate as long as they have met graduation requirements. Students in five-year programs who meet graduation requirements in the fifth year will be included in the five-year extended graduation rate.

Completion Rate (four-year and extended-year): A cohort-based rate which includes the number of students who graduate plus those who receive a high school equivalency diploma (HSED) 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 four-year period (i.e., from grades 9 to 12) and could have graduated or completed in the currently reported school year. Extended-year completion rates are calculated following the same logic as the extended-year graduation rates, but the numerator includes regular diploma graduates, high school equivalency completers and students receiving other completion certificates.

Note: Colorado has approved the use of three High School Equivalency (HSE) tests: General Educational Development (GED®) Test, High School Equivalency Test (HiSET®); and Test Assessing Secondary Completion (TASC™). Students, 17 years of age and older, are eligible to take an HSE test, however, younger students may receive an age waiver if they meet specific conditions. More information at CDE High School Equivalency Testing Program, www.cde.state.co.us/postsecondary/hse.

Habitually Truant: 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 17 years having four unexcused absences from public school in any one month, or 10 unexcused absences from public school during any school year. Authorizing legislation: C.R.S. 22-33-107

Local Education Agencies (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 C.R.S 22-30.5-503.

Postsecondary and Workforce Readiness (PWR): Performance Indicator in the state accountability performance frameworks that reflects student preparedness for college or careers upon completing high school. The indicator includes student graduation rates, disaggregated graduation rates for historically disadvantaged students (free/reduced price lunch eligible, minority students, students with disabilities, English learners), dropout rates, Colorado SAT mean scale scores, and matriculation rates that represent the percent of high school graduates that go on to CTE (Career and Technical Education) programs, community colleges, or four-year institutions.

Student Mobility Rate: Proportion of students having moved during the school year. Measures the number of students who have moved (a count of one regardless of the number of times a student moves). The rate includes an unduplicated count of students who transfer into or out of the public school, district or institute charter school during the regular school year as defined and calculated in CCR 301-1 (Rules for the Administration of Statewide Accountability Measures).

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. 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: Means 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.

Student Re-engagement Rate: Percent of students who dropped out in the prior year and re-enrolled in their home school/district in the following year and the percent who dropped out and were retrieved anywhere in the state in the following year. Calculation information cited in CCR 301-84, *Rules for Dropout Prevention and Student Re-engagement*, www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=3542.

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: Total Student Days Unexcused divided by Total Student Days Possible. Annual district and school-by-school truancy rates at CDE Attendance Information, www.cde.state.co.us/cdereval/truancystatistics.

APPENDIX C: Historical Overview of Four-Year Graduation Rates

Four-Year Graduation Rate	2010	2011	2012	2013	2014	2015	2016	2017	2018*	Percentage Pt. Difference 2010 Compared to 2018
State Total (all students)	72.4	73.9	75.4	76.9	77.3	77.3	78.9	79.0	**80.7**	8.3
American Indian	50.1	52.2	57.7	61.4	60.7	64.0	62.0	64.1	**68.5**	18.4
Asian	82.4	81.7	82.9	85.9	84.7	88.1	86.0	89.8	**90.3**	7.9
Black	63.7	64.6	66.2	69.5	69.0	69.8	71.8	71.9	**74.4**	10.7
Hispanic	55.5	60.1	62.5	65.4	66.7	67.6	69.9	71.1	**73.4**	17.9
White	80.2	81.1	82.1	82.8	83.2	82.6	84.4	83.9	**85.3**	5.1
Hawaiian / Pac. Islander	*N/R*	74.8	70.1	75.5	73.4	74.5	74.4	76.5	**73.9**	N/A
Two or More Races	*N/R*	82.8	80.4	79.0	79.7	79.7	79.1	80.2	**82.8**	N/A
Male	68.7	70.3	71.4	73.2	73.7	73.6	75.3	75.5	**77.1**	8.4
Female	76.3	77.6	79.5	80.9	81.0	81.2	82.7	82.8	**84.6**	8.3
Students with Disabilities	52.0	53.5	53.7	53.8	54.6	53.8	57.2	56.8	**58.6**	6.6
English Learner	49.2	52.8	53.3	58.5	58.7	61.1	61.4	64.6	**67.0**	17.8
Economically Disadvantaged	58.9	62.2	61.4	63.7	64.2	65.5	67.8	68.5	**70.7**	11.8
Migrant	53.8	60.8	55.7	62.6	63.0	67.9	62.8	61.8	**66.9**	13.1
Title I	47.8	51.6	52.1	52.8	52.4	51.2	56.7	56.5	**59.9**	12.1
Homeless	48.1	49.7	49.1	50.4	52.7	52.8	53.2	55.8	**55.4**	7.3
Gifted & Talented	92.9	93.7	91.6	91.7	92.2	92.2	93.2	93.0	**93.7**	0.8
Students in Foster Care**	*N/R*	*N/R*	*N/R*	27.5	30.0	29.3	33.2	23.6	24.8	N/A

Source: Colorado Department of Education, Data Services.

*2018 rates include students who qualified for graduation but remained in school to participate in the ASCENT program.

**Foster Care rates were made available through a data-sharing agreement between CDE and the Colorado Department of Human Services.

N/R = not reported. Extended-year graduation rates are posted at www.cde.state.co.us/cdereval/gradratecurrent.

APPENDIX D: Historical Overview of Annual Dropout Rates

School Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Percentage Point Difference 2010 compared to 2018
State Total	**3.1**	**3.0**	**2.9**	**2.5**	**2.4**	**2.5**	**2.3**	**2.3**	**2.2**	**-0.9**
American Indian	5.3	6.5	5.4	4.4	5.0	4.7	4.4	4.1	4.3	**-1**
Asian	1.6	1.7	1.6	1.3	1.3	1.4	1.3	0.9	0.9	**-0.7**
Black	4.6	4.4	4.4	3.5	3.7	3.7	3.4	3.4	3.1	**-1.5**
Hispanic	5.4	4.9	4.7	4.0	3.8	3.9	3.7	3.5	3.5	**-1.9**
White	2.0	2.0	1.9	1.6	1.6	1.6	1.5	1.5	1.4	**-0.6**
Native Hawaiian / Pac. Islander	N/R	2.9	3.8	3.6	2.4	3.3	2.7	2.5	3.0	**N/A**
Two or More Races	N/R	1.7	1.7	2.0	1.8	1.9	1.7	1.9	1.7	**N/A**
Male	3.4	3.2	3.2	2.8	2.7	2.9	2.7	2.6	2.6	**-0.8**
Female	2.9	2.8	2.7	2.2	2.1	2.2	1.9	2.0	1.9	**-1**
Students with Disabilities	2.3	2.2	2.2	1.7	2.9	3.0	2.8	2.8	2.6	**0.3**
English Learner	6.0	5.5	5.1	4.4	4.1	4.1	4.0	3.8	3.9	**-2.1**
Economically Disadvantaged	3.4	3.0	3.2	2.9	2.7	3.1	2.9	3.1	3.0	**-0.4**
Migrant	4.1	4.2	3.5	3.6	4.2	4.1	3.6	4.2	4.1	**0**
Title I	4.9	5.2	5.7	4.4	4.2	4.5	5.2	5.4	5.1	**0.2**
Homeless	7.2	6.7	8.5	6.0	5.5	6.1	6.1	5.9	6.1	**-1.1**
Gifted & Talented	0.7	0.4	0.5	0.6	0.6	0.5	0.4	0.5	0.4	**-0.3**
Students in Foster Care*	n/r	n/r	n/r	4.5	5.4	6.8	9.3	8.4	8.6	**N/A**

Source: Colorado Department of Education, Data Services. More information can be found at www.cde.state.co.us/cdereval.

Note: Decrease in percentage point difference = improvement in the dropout rate unless otherwise noted.

*The foster care rates were made available through a data-sharing agreement between the Colorado Department of Education and the Colorado Department of Human Services.

N/R = not reported

End Notes

[1] Alliance for Excellent Education. (2017) *The Graduation Effect: Every Student Potential to Impact a Community*. Retrieved from http://impact.all4ed.org/Infographics/State/CO-GradEffect-Infographic-FINAL.PDF.

[2] Alliance for Excellent Education. *The Economic Benefits of Increasing the High School Graduation Rate for Public School Students.* Retrieved from https://all4ed.org/wp-content/uploads/2014/01/Colorado_econ.pdf.

[3] Colorado Department of Education (2017). *2017-2022 Strategic Plan*. Retrieved from www.cde.state.co.us/cdecomm/strategicplan.

[4] Rumberger, R., and Sum, A. (2008). *Why Students Drop Out of School: A Review of 25 Years of Research*. Santa Barbara, CA: California Dropout Research Project, University of California, Santa Barbara. Retrieved from http://cdrpsb.org/pubs_reports.htm, Policy Brief 15.

[5] Youth surveys by the General Educational Development (GED), a test credential for high school equivalency. More than 1,500 Colorado GED testers were surveyed about their reason(s) for leaving and not completing high school.

[6] Youth surveys by General Educational Development (GED), a test credential for high school equivalency. Annually Colorado GED testers are surveyed about their reason(s) for leaving and not completing high school. Responses are not mutually exclusive.

[7] Barrat, V. X., Berliner, B., & Fong, A. B. (2012). *When dropping out is not a permanent high school outcome: Student characteristics, motivations, and re-enrollment challenges.* Journal of Education for Students Placed at Risk, 17(4), 217-233. doi:10.1080/10824669.2012.717028

[8] Colorado Department of Higher Education. (2017) *Teacher Shortages Across the Nation and Colorado: Similar Issues, Varying Magnitudes.* Retrieved from https://highered.colorado.gov/Publications/Reports/teachereducation/2017/TeacherShortages_Nation_Colorado_Dec2017.pdf.

[9] US Department of Education. (2016). *Report on Chronic Absenteeism in the Nation's School.* Retrieved from www2.ed.gov/datastory/chronicabsenteeism.html.

[10] Carnevale, A., Smith, N., & Strohl, J., (2013). *Recovery: Job Growth and Education Requirements Through 2020* (State Report)*.* Washington, DC: Georgetown Public Policy Institute. Georgetown University. Retrieved from https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/

[11] Colorado Department of Human Services. (2014). *2014 Statewide Youth Development Gaps and Themes*. Retrieved from (2018 State Youth Development Plan) http://co4kids.org/sites/default/files/SYDP%202019_2020%20Final.pdf.

[12] Colorado Workforce Development Council (2018). *2018 The Colorado Talent Pipeline Report*. Retrieved from www.colorado.gov/pacific/sites/default/files/2018_Talent_Pipeline_Report_Web.pdf.

[13] Colorado Commission on Higher Education. (2017) *Colorado Rises: Advancing Education and Talent Development*. Retrieved from https://highered.colorado.gov/Publications/CDHE-Master-Plan-2017.pdf.

[14] Colorado Department of Education (2017). *2017-2022 Strategic Plan*. Retrieved from www.cde.state.co.us/cdecomm/strategicplan.

[15] Clemens, E., and Sheesley, A. (2016). *Every Transition Counts: Educational Stability of Colorado's Students in Foster Care 2007-08 TO 2013-14*. University of Northern Colorado. Retrieved from http://www.unco.edu/cebs/foster-care-research/pdf/reports/Every_Transition_Counts_V.1_Interactive.pdf