



**COLORADO**  
Department of Education

# 2023-24 State Policy Report: Dropout Prevention and Student Re-engagement

Submitted to:

**Office of the Governor**

**Colorado State Board of Education**

**Colorado House Education Committee**

**Colorado Senate Education Committee**

This report was prepared pursuant to C.R.S. 22-14-111 and covers the 2023-2024 school year. It was prepared by the following staff from the Colorado Department of Education's Office of Dropout Prevention and Student Re-engagement:

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## Executive Summary

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The Colorado Department of Education (CDE) has identified four priority areas within its Strategic Plan that are listed below. These guide the work of the department in its role to support implementation of state education statute and be responsive to district, school, and student need.

- Increase student engagement
- Accelerate student outcomes
- Strengthen the educator workforce
- Provide operational excellence

This report provides an overview of key metrics and initiatives facilitated and supported by CDE's Dropout Prevention and Student Re-engagement office. The office's focus is on organizing support and information that can lead to improvements in student engagement and long-term graduation and completion outcomes.

### Outcome Overview

Outcome data from the 2023-2024 school year show improvement across metrics for engagement, graduation, and completion, including the highest graduation and completion rates in Colorado history. These improvements continue a trend seen in the 2022-23 school year after declines seen in many metrics during the pandemic. The 2023-24 school year data shows:

- A 4-year graduation rate of 84.2 percent, which is a 1.1 percentage point and 1,506 student increase from the previous year and an 11.8 percentage point increase from 2009-2010
- An increase of the most recent 5- and 6-year graduation rates over the year prior
- A decrease in the 7-year rate for students anticipated to graduate in 2021 (87.1 percent) from the previous year. This group of anticipated graduates had lower 4-, 5-, 6-, and 7-year rates compared to the previous cohort and seems to be the most impacted by the pandemic
- Some narrowing of gaps between student groups in 4-year graduation rates, although gaps persist between the state rate for all students and those students in specialized instructional programs or service types and race and ethnicity. For example, the gap between students in foster care and the state average narrowed by 3.1 percentage points from 2023 to 2024, but the graduation rate for students in foster care remains 43.8 percentage points below the state average

In addition, after many statewide measures of engagement declined in 2021-2022, there was improvement in nearly every major metric for a second year in a row. Specifically, in the 2023-2024 school year, Colorado schools saw lower dropout rates, higher attendance, and lower chronic absenteeism and truancy. Only the average district stability rate decreased in 2023-2024, losing 0.1 percentage point from the 2022-2023 rate. However, as indicated below, many of these rates remain higher than pre-pandemic levels.

- The dropout rate was 1.9 percent in the 2023-2024 school year, which is 0.2 percentage points lower than it was in 2022-23. This represents 718 fewer students dropping out than in the previous year. This is an improvement of 1.2 percentage points over 2009-10 but is still higher than the rate in 2019-2020.
- There was a 0.7 percentage point increase in the attendance rate from 2022-2023 school year, with students attending 91.5 percent of possible days.
- Chronic absenteeism decreased to 27.7 percent in 2023-2024, with nearly 29,000 fewer students chronically absent than the year prior. However, this still indicates that more than 1 in every 4 Colorado students is missing more than 10 percent of the school year and is the 3<sup>rd</sup> highest rate since this collection began in 2016-17.



- The average district stability rate, which measures the percentage of students who stayed within their district in the school year decreased in 2023-2024 to 90.0 percent, a 0.1 percentage point decrease from the 2022-2023 school year.

Note that while discipline and behavior data is also collected, the change in collection makes trend comparisons to previous years more complicated.

Although the 2023-2024 school year was notable in its improvements in graduation and engagement across all students, gaps still remain between student groups and in many cases have not changed even with the decline or improvement of rates over the past three years.

- Results for students in foster care and students experiencing homelessness continue to lag behind the state in nearly all metrics, including graduation, completion, dropout, attendance, and mobility.
- Data for most students of color (Hispanic/Latino, Black and African American, and Native American/Pacific Islander) also show lower graduation and attendance rates and higher dropout, chronic absenteeism and truancy rates than White students, Asian students, and students with two or more races.
- In this first year of collecting student level data on behavior, additional gaps are apparent. For example, Hispanic and Black students account for approximately 41 percent of the student population, but 55 percent of the students involved in discipline incidents across the state.

## Support Efforts

CDE administers grant programs, trainings, and other activities focused on improving engagement and graduation outcomes. The Dropout Prevention and Student Re-engagement office manages projects directly and works across CDE and with other agencies to support efforts to improve student engagement and academic outcomes in school. This includes directly managing three competitive grant programs, supporting the collection and use of data on student engagement, and facilitating projects that help districts identify and use effective strategies. While there are projects across the department that also impact improved engagement, graduation, and completion outcomes, and districts use a variety of resources and practices to support students, this report focuses on efforts within the Dropout Prevention and Student Re-engagement office.

During the 2023-2024 school year, CDE's Dropout Prevention and Student Re-engagement office managed \$13,909,841 in grant funding for districts, BOCES, and facility schools that served more than 10,000 students directly through grant funded programs. The goal of each of these grants is to support programs that lead to improved student and school outcomes and to learn more about effective strategies that can be replicated in other schools, districts or regions.

In addition, the Dropout Prevention and Student Re-engagement office supported implementation of legislation and projects including:

- Continued training and technical support around the new [Dropout Prevention Framework](#), an evidence-based framework of foundational practices and prioritized strategies for intervention.
- Continued administration, in collaboration with CDE's District Improvement and Support Office, of learning cohorts for attendance and behavior for school and district leaders to present on and learn about effective practices.
- Launched and supported the [Every School Day Matters! Attendance Campaign](#), designed to highlight the importance of school day attendance. This includes encouraging districts and schools to take part in a "50% Reduction Attendance Challenge" aimed at decreasing the chronic absentee rate by half from its all-time high of 34.5 percent during the COVID-19 pandemic, compiling a list of resources for parents,

families, and caregivers, community partners, school and district communication teams, and school and district leaders around attendance, and creating an [Attendance Goal Calculator](#) dashboard where school and district leaders can use current information to see what is needed to achieve their 50 percent reduction goal.

- Published and implemented components of the Disproportionate Discipline Task Force Report. The disproportionate discipline task force published its [report](#) in August 2024. The report includes values statements that helped the task force guide its recommendations, a list of administrative recommendations which were proposed for CDE to implement, and legislative recommendations.
- In support of House Bill 24-1216, Supports for Youth in the Juvenile Justice System, managed the operations for the [interagency working group](#) around the rights of justice engaged youth as well as developing required guidance, facilitating the rules process, and coordinating efforts with other offices and initiatives across the department.

## Reporting Requirements

State law requires the Office of Dropout Prevention and Student Re-engagement to complete an annual report on reducing the student dropout rate, increasing the high school graduation and completion rates, and improving student engagement. This report was prepared in accordance with state statute, section 22-14-111, C.R.S, for the 2023-2024 school year. Data included in this report were pulled from the 2023-2024 Student End-of-Year Snapshot, Student October Snapshot, the School Discipline and Attendance collection, and End of Year surveys completed by grantees.



## Graduation and Completion Rates

The Colorado Department of Education (CDE) annually collects information from each local education agency and calculates rates for graduation, completion, and still-enrolled students. These rates provide a measure of student progress towards meeting expectations and readiness for postsecondary education and experiences. The rates are calculated for four, five, six, and seven years and are organized around anticipated graduation years based on when a student enters high school. 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 in 2022, in order to graduate, students must meet all local requirements and meet or exceed the district's selected criteria from the Colorado Graduation Guidelines Menu of Options. The following resources provide details on each of these measures, including overview trends and changes across years. More information is available on [CDE Graduation Guidelines](#).

Overview school, district, and state rates and a data dashboard are available at [Graduation Statistics](#).

### Four-Year Graduation and Completion Rates

Overall, there were improvements in the number and rates of students meeting graduation and completion requirements.

#### 2024 Four-Year Graduation Rate

The 4-year graduation rate was 84.2 percent in 2024, an increase of 1.1 percentage points over 2023 (**Chart 1**). Out of the 69,301 students in the 2024 cohort, 58,318 students graduated. This represents 1,506 more students than graduated in the 2023 cohort (with a similar sized cohort). In order to graduate, a student must meet their local graduation requirements, which include one of the district selected [Graduation Guidelines Menu of Options for both math and reading, writing and communicating](#). Overall, Colorado's 4-year graduation rate rose for the third straight year after a decline in 2021 and is now 11.8 percentage points higher than the rate was in 2010.

#### How was it calculated?

##### Four-Year Graduation Rate for Students Expected to Graduate in 2024 =

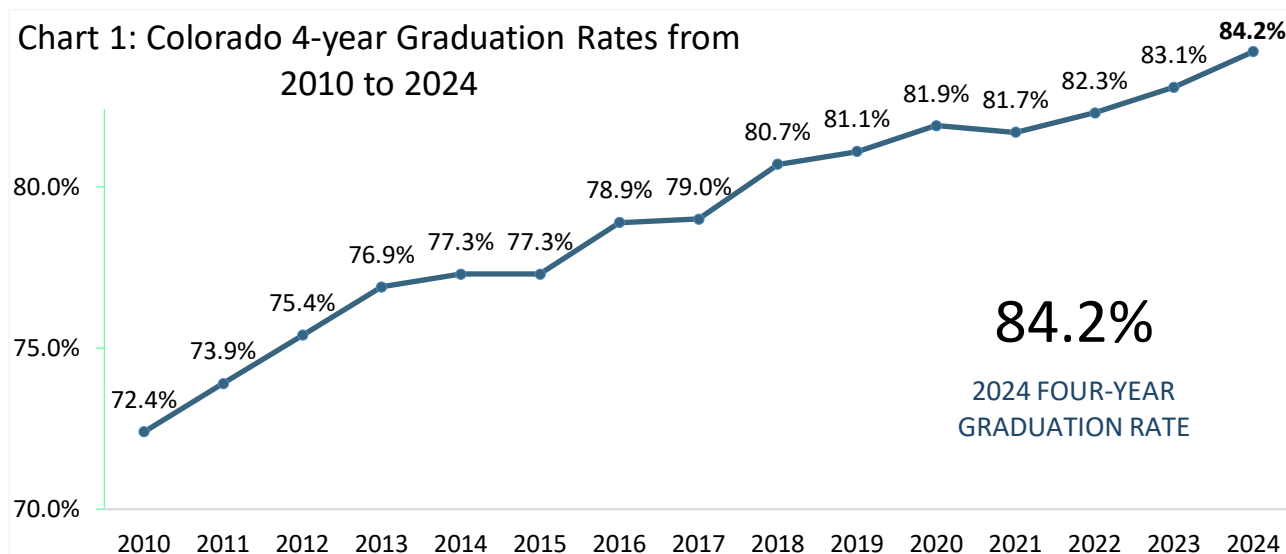
Number of students in the 2023-24 Anticipated Year of Graduation (AYG) cohort receiving a regular diploma **DIVIDED BY** 2023-2024 AYG Cohort Size.

##### Four-Year Completion Rate for Students Expected to Graduate in 2024 =

Number of students in 2023-24 AYG cohort receiving a regular diploma + those completing with a non-diploma certificate or High School Equivalency Diploma **DIVIDED BY** 2023-2024 AYG Cohort Size.

Students who do not graduate can remain enrolled and finish in subsequent years. For the anticipated graduating class of 2024, 9,965 students did not graduate or complete high school, and 5,044 of those students remain enrolled and could graduate in future years. On average, in the past three years, 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.

Chart 1: Colorado 4-year Graduation Rates from 2010 to 2024



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

\*Note: Starting in 2018, graduation rates included ASCENT and P-TECH students who were still enrolled but met graduation requirements. In the 2015-16 school year, CDE automated the 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. This enhancement prevented such duplications in the 2015-16 calculation and subsequent years. In the 2020-2021 school year, students with disabilities who had met graduation requirements but were returning for transition services were able to be counted as graduates for the first time, potentially leading to a slightly higher graduation rates for these students in subsequent school years.

## 2024 Four-Year Completion Rate

The 2024 cohort achieved a 4-year completion rate of 85.6 percent. Out of the 69,301 students counted in the 2024 graduating cohort, 59,336 students completed high school by the end of the 2023-24 school year. This includes the 58,318 individuals who met graduation requirements and the 1,018 additional students who received a high school equivalency diploma or some other designation of high school completion. This is consistent with trends over the past 10 years, with a similar percentage of expected graduates consistently meeting completion expectations.

## Graduation Guidelines

Originally passed into statute in 2014, graduation guidelines have two purposes. The first is to articulate Colorado's shared beliefs about the value and meaning of a high school diploma. The second is to outline the minimum components, expectations, and responsibilities of local districts and the state to support students in demonstrating their readiness for the next step after high school.

Every Local Educational Agency (LEA) in Colorado is required to adopt a policy indicating which of the measures from the approved Graduation Guidelines [Menu of Options](#) would be accepted as a graduation requirement for their students. Agencies reporting student graduation status include districts, Boards of Cooperative Education Services (BOCES), the Colorado Charter School Institute (CSI), and the Colorado School for the Deaf and the Blind (CSDB).

LEAs may report any attempted measure(s) from the menu of options for secondary students. This includes students who graduated or completed high school in 2024 (AYG cohorts 2021, 2022, 2023 and 2024) and students who are still enrolled and are expected to graduate in a future school year. While LEAs can report any

of the measures, over 75% of LEAs report at least one record for the SAT test and District Capstone and over 70% report at least one record for the Armed Service Vocational Aptitude Battery (ASVAB) assessment, making these options the three most reported graduation guidelines pathways. LEAs also report the number of students attempting each pathway, regardless of whether they graduated this year. The top three most reported pathways attempted by students in the 2023-2024 school year were the SAT, District Capstone, and concurrent enrollment.

#### Four-year Graduation and Completion Rates by Instructional Program or Service Type

As in recent years, data continue to show a gap between the overall state graduation rates and rates for most student groups, also known as Instructional Program / Service Types (IPST). The number of students in these groups range from fewer than 500 to more than 30,000 anticipated graduates (**Table 1**). The groups include economically disadvantaged students (also referred to as eligible for free- and/or reduced-lunch), English learners or Multilingual learners, gifted and talented students, homeless students, migrant students, Title 1 students, students in foster care, military-connected students, and students with disabilities.

**Table 1: Number and Percent of Students Expected to Graduate in 2023-2024 by Instructional Program / Service Type**

Instructional Program / Service Type	AYG 2022-2023	AYG 2023-2024
<b>ALL STUDENTS</b>	<b>68,390</b>	<b>69,301</b>
Economically Disadvantaged Students	31,560 (46.1%)	34,358 (49.6%)
Multilingual Learners	8,489 (12.4%)	8,671 (12.5%)
Gifted and Talented Students	8,051 (11.8%)	7,726 (11.1%)
Homeless Students	2,988 (4.4%)	3,065 (4.4%)
Migrant Students	274 (0.4%)	275 (0.4%)
Title 1 Students	11,079 (16.2%)	12,337 (17.8%)
Students with Disabilities	7,635 (11.1%)	7,868 (11.4%)
Students in Foster Care	478 (0.7%)	483 (0.7%)
Military Connected Students	1732 (2.5%)	1783 (2.6%)

*Note.* AYG = Anticipated Year of Graduation. Categories are not mutually exclusive. Percent represents the percent of the entire AYG cohort.

All student groups other than students connected with the military showed improved graduation rates and five of the nine groups had a 4-year graduation rate that grew more than the change in statewide rate (**Chart 2, see next page**). However, even with these improvements, the gaps remain large between student groups.

#### Key takeaways:

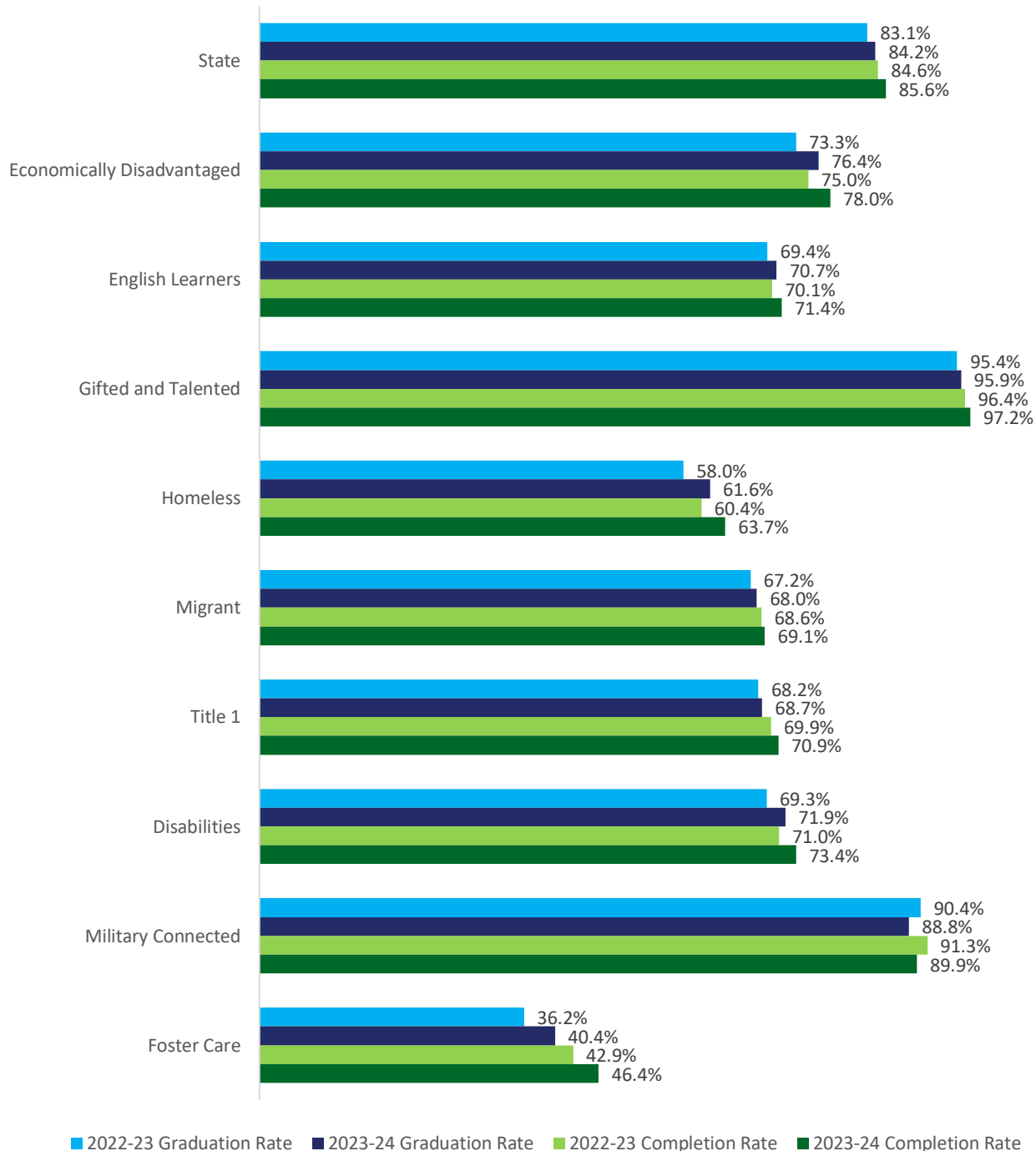
- Youth in foster care represent the lowest graduation and completion rates of any student group, with a 4-year graduation rate of 40.4 percent and a 4-year completion rate of 46.4 percent in 2024. Of the 69,301 students anticipated to graduate in 2023, there were 483 students in foster care. While the gap between students in foster care and the state average narrowed by 3.1 percentage points from 2023 to 2024, the gap remains large (a 43.8 percentage point difference between students in foster care and the statewide rate).
- Some groups of students with historically lower rates saw graduation rate increases that were twice as large as the state's increase of 1.1 percentage points. Such increases were seen among economically disadvantaged students (a 3.1 percentage point increase), students experiencing homelessness (a 3.6



percentage point increase), students with disabilities (a 2.6 percentage point increase) and students in foster care (a 4.2 percentage point increase).

- Only military connected students saw a decrease in their graduation rate (from 90.4 percent in 2022-2023 to 88.8 percent in 2023-2024) and completion rate (from 91.3 percent in 2022-2023 to 89.9 percent in 2023-2024). This group of students still has rates well above the state rate.

**Chart 2: Colorado Statewide 4-Year Graduation and Completion Rates in 2022-23 and 2023-24 by Instructional Program Service Type**





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

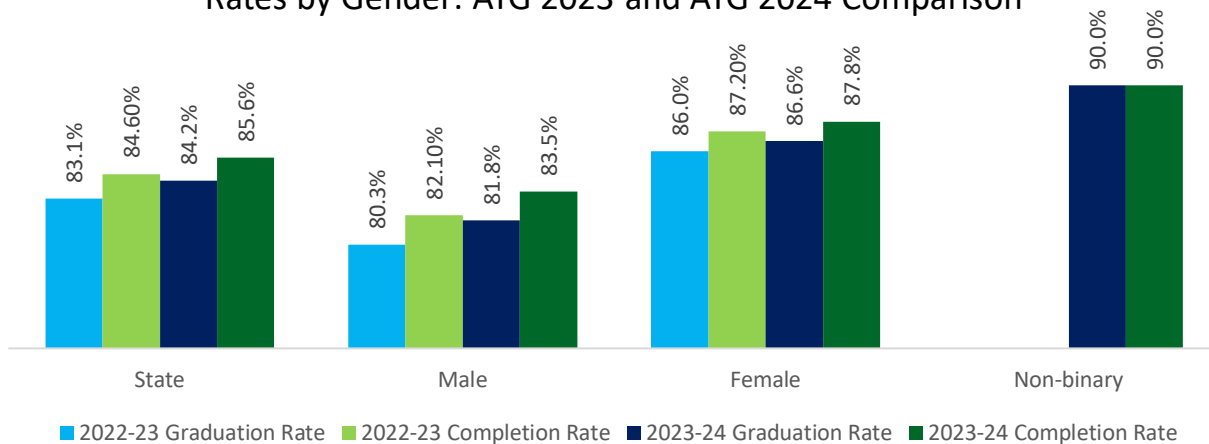
\*Note: Starting in 2018, graduation rates included ASCENT and P-TECH students who were still enrolled but met graduation requirements. Rates for students in foster care are produced in accordance with a data-sharing agreement with the Colorado Department of Human Services. Student groups are not mutually exclusive, as a student may belong to more than one category. In the 2020-2021 school year, students with disabilities who had met graduation requirements but were returning for transition services were able to be counted as graduates for the first time, potentially leading to a slightly higher graduation rates in the subsequent school years.

### Four-year Graduation and Completion Rates by Gender, and Race / Ethnicity

Similarly to patterns seen in previous years, there is a graduation gap between male and female students, as well as between white students and students of color, with the exception of Asian students who have the highest 4-year graduation rates of all groups examined.

**Chart 3** shows statewide 4-year graduation and completion rates by gender across two years. **Chart 4** shows the statewide 5-year trends in the 4-year graduation rate by race/ethnicity and **Chart 5** shows 4-year graduation and completion rates by race / ethnicity for the 2023-2024 school year.

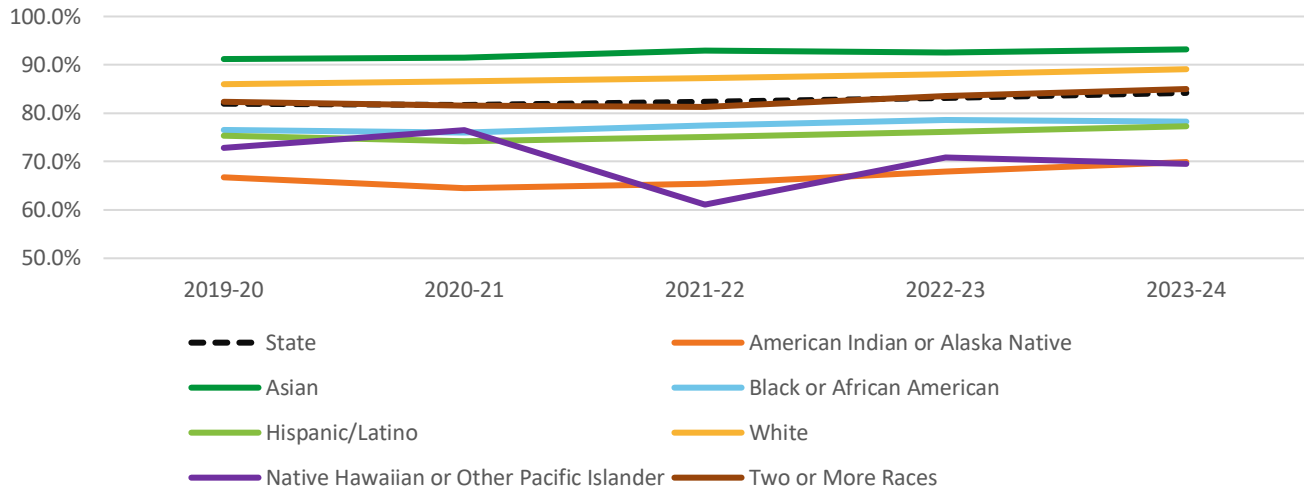
Chart 3: Colorado Statewide 4-Year Graduation and Completion Rates by Gender: AYG 2023 and AYG 2024 Comparison



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

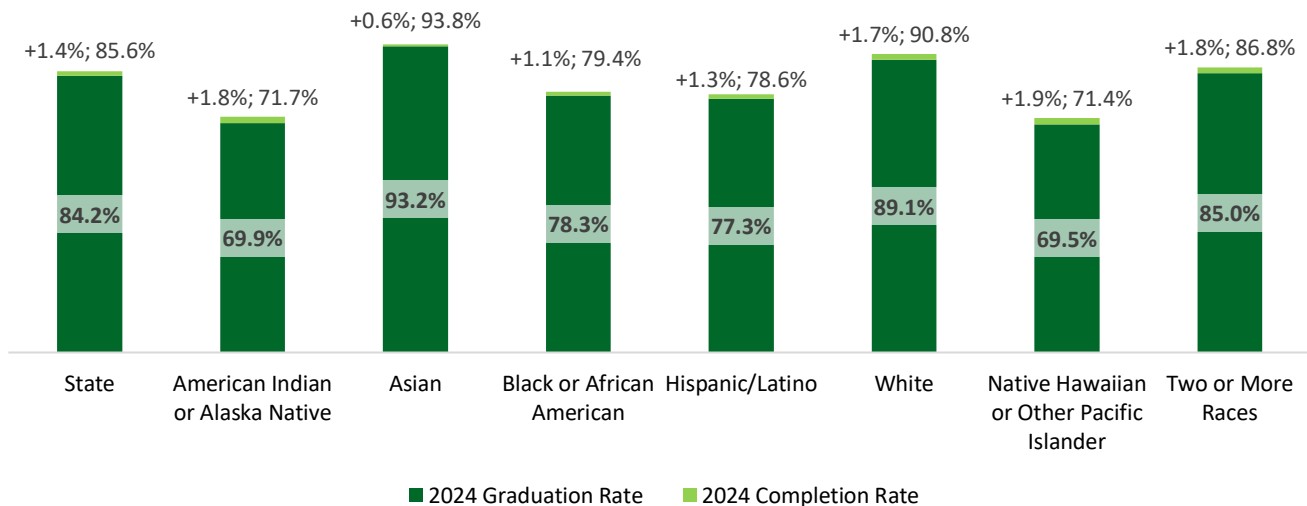
\*Note: 2023-2024 was the first-year students could be classified as non-binary. Non-binary students comprised fewer than 0.1 percent of the graduate base.

Chart 4: Colorado Statewide 4-Year Graduation Rates by Race / Ethnicity: 5-Year Trends



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

Chart 5: 2023-24 Graduation and Completion Rates by Race / Ethnicity



Note: The numbers above each bar indicate the additional percentage of students who completed their educations and the completion rate.

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

#### Key takeaways:

- Both male and female students saw rises in both 4-year graduation and completion rates. 2023-2024 was the first year that students could be classified as non-binary. Non-binary students comprised fewer than 0.1 percent of possible graduates in 2023-2024.
- The 4-year graduation rates of students in all racial / ethnic groups increased between 2023 and 2024 with the exception of Black or African American students, who saw a 0.3 percentage point decrease and Native Hawaiian or other Pacific Islander students who saw a 1.4 percentage point decrease.
- The 4-year graduation rate was the highest among Asian students (93.2 percent) and lowest among Native Hawaiian or Other Pacific Islander students (69.5 percent).

- The greatest 4-year graduation rate gains from 2023 to 2024 were among American Indian or Other Alaska Native students and students identifying as have two or more races, which had increases of 1.9 and 1.5 percentage points, respectively. Please note that both American Indian or Other Alaska Native and Native Hawaiian or Other Pacific Islander student groups include a small number of students so may have large variations in rates based on the movement of a small number of students.
- The 4-year completion rates rose for nearly all racial or ethnic groups from the 2022-2023 to 2023-2024 school year. The 4-year completion rates for Black or African American and Hawaiian or Other Pacific Islander students fell by 0.2 and 2.5 percentage points, respectively.

### Non-graduating students

Of the 69,301 students in the 2024 cohort, 14.4 percent (9,965 students; 1.0 percent fewer than the previous year) did not complete high school with their graduating cohort or attain a high school credential (either a diploma or high school equivalency credential). Of these 9,965 students:

- 5,044 were still enrolled at the end of the school year. Still-enrolled students may persist and those who meet expectations for graduation or completion will be counted in the extended-year graduation rates in future years.
- 4,921 students left high school in 2023-2024 or a previous year and are not currently enrolled. Reasons for leaving can include dropping out or other circumstances such as serious illness, incarceration, or placement at a state facility school. These students could also re-enroll and meet expectations for graduation or completion in future years. Note that the dropout rate discussed in the next section includes students who were enrolled in any grade 7-12 in 2023-2024, while the 4,921 students discussed here only include students anticipated to graduate in 2024.

### Extended-Year Graduation and Completion Rates

CDE calculates a 5-, 6-, and 7-year graduation rate that captures students who met graduation and completion expectations when given additional time. Data from the 2023-24 school year show a similar trend to previous data releases: additional students graduate when given five, six, or seven years, with the biggest increase in the share of a cohort graduating in the fifth year (**Table 2**).

**Table 2: Extended-Year Graduation Rates from 2021 to 2024**

AYG	4-Year		5-Year		6-Year		7-Year	
	Graduation	Rate	Graduation	Rate	Graduation	Rate	Graduation	Rate
2020	81.9	83.4	86.0	88.0	87.1	89.3	87.6	89.9
2021	81.7	83.2	85.7	87.7	86.7	88.9	<b>87.1</b>	<b>89.6</b>
2022	82.3	84.1	86.1	88.3	<b>87.1</b>	<b>89.5</b>	Available	2024-25
2023	83.1	84.6	<b>86.8</b>	<b>88.8</b>	Available	2024-25	Available	2025-26
2024	<b>84.2</b>	<b>85.6</b>	Available	2024-25	Available	2025-26	Available	2026-27

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement. The rates in bold are from the 2023-24 school year. AYG = Anticipated Year of Graduation.

- Extended rates for 2023-2024 are higher than the 5- and 6-year rates reported in 2022-2023, a trend continued from previous years. Only the 7-year rates differed, with the graduation and completion rates for the AYG 2021 cohort being slightly lower than that of the AYG 2020 cohort. The AYG 2021 cohort appears to have been most impacted by the COVID-19 pandemic as their 4, 5, 6 and now 7-year rates have all been lower than that of the AYG 2020 cohort.
- A closer look at the extended-year graduation rates for either the AYG 2020 cohort or the AYG 2021 cohort (for whom the 7-year graduation rate became available after the 2023-24 school year) show that,

given more time, more students graduate. There is an average of a 5.6 percentage points difference from the 4-year to the 7-year graduation rate, and a 6.5 percentage points difference from the 4-year to the 7-year completion rate.

Notably, the gap between the 4- and 7-year rates has shrunk in recent years. The average gap from 4- to 7- year graduation rates in AYGs 2013 to 2015 was 7.9 percentage points, whereas the average gap in AYGs 2019 to 2021 was 5.7 percentage points. Similarly, the average gap from 4- to 7- year completion rates in AYGs 2013 to 2015 was 8.9 percentage points, whereas the average gap in AYGs 2019 to 2021 was 6.6 percentage points, indicating that, while more students overall are graduating, a smaller percentage of the graduates are using the extra time available to complete their educations. **Extended-Year Graduation and Completion Rates by Instructional Program or Service Type**

Student Instructional Program or Service type groups see large increases in 5-, 6-, and 7-year graduation and completion rates. All but one of these groups saw growth greater than the state between their 4- and 7-year rates for AYG 2021 in 2023-2024 (when their 7-year rates became available). (**Table 3**). Students with disabilities, students experiencing homelessness, migrant students, and students in foster care showed the most growth from 4- to 7-year rates with increases double that of the statewide rate

**Table 3: Percentage Point Increase from Four- to Seven-Year Rates  
for Anticipated to Graduate in 2021 by Instructional Program Service Type**

IPST Group	Graduation	Completion
<b>STATE STUDENT POPULATION</b>	<b>5.4 percentage points</b>	<b>6.4 percentage points</b>
Economically disadvantaged students	8.2 percentage points	9.6 percentage points
Multilingual learners	10.4 percentage points	11.3 percentage point
Gifted and talented students	1.7 percentage points	2.2 percentage points
Homeless students	10.3 percentage points	12.3 percentage points
Migrant students	7.9 percentage points	8.5 percentage points
Title 1 students	9.3 percentage points	10.9 percentage points
Students with disabilities	11.1 percentage points	12.7 percentage points
Military connected students	3.6 percentage points	4.6 percentage points
Students in foster care	8.9 percentage points	11.9 percentage points

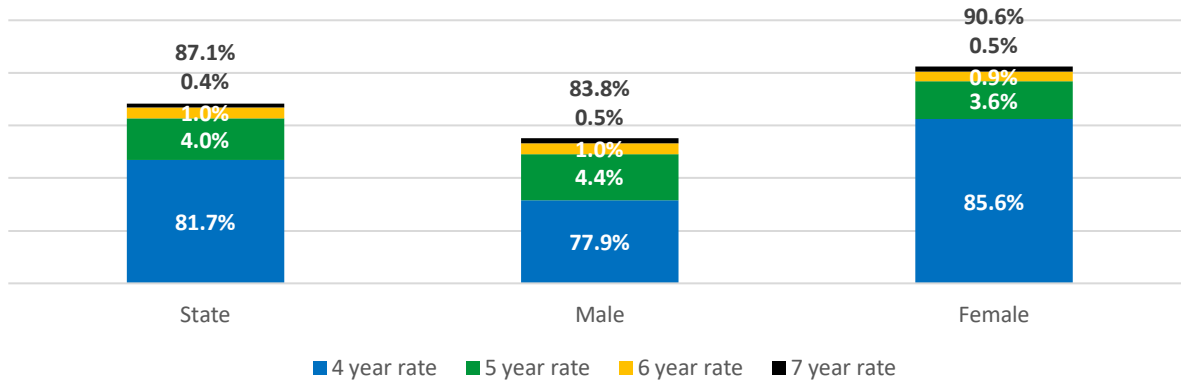
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement.

### Extended-Year Graduation and Completion Rates by Gender and Race / Ethnicity

In analysis by gender and race / ethnicity, all genders, races, and ethnicities saw increases from 4- to 7-year rates. **Chart 6** shows Colorado statewide 4-year and extended-year graduation rates by gender for those students anticipated to graduate in 2020-2021. **Chart 7** shows these rates by race/ethnicity. This is the first year that 7-year rates are available for these students.

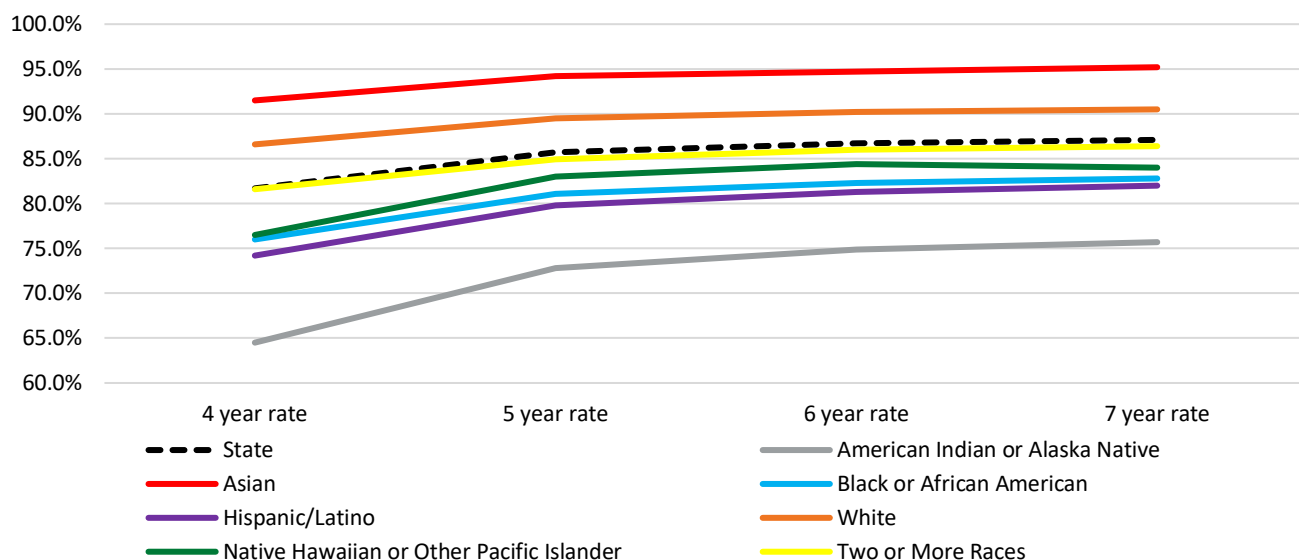
Most notably, extended year rates show some gaps closing between males and females and among races demonstrating that, when given more time, students who are behind are able to finish their high school education. However, even with these changes, gaps remain.

Chart 6: Colorado Statewide 4-Year and Extended-Year Graduation Rates by Gender for Students anticipated to Graduate in 2021



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

Chart 7: Colorado Statewide 4-year and Extended-Year Graduation Rates by Race/Ethnicity for Students Anticipated to Graduate in 2021



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

## District and School Overview – Graduation and Completion

The majority (71.4 percent) of the 185 Colorado school districts and BOCES had graduation and completion rates above the statewide average, and more than half saw improved 4-year graduation rates in 2023-24. This included:

- A growing number of LEAs (129 out of 185; 16 more than the previous year) are meeting or exceeding an 85 percent graduation rate, which is the target set on Colorado’s School and District Performance Framework.
- Thirty-five LEAs achieved a 4-year graduation rate of 98 percent or above in 2024 (5 fewer LEAs than in 2023).
- Fifty-four percent of LEAs reported an increase in their 4-year graduation rate from the 2022-2023 school year, with more than half of those increases between 0 and 5 percentage points.
- Only 34 percent of LEAs saw a decrease in their graduation rates, with just under half being decreases greater than 5 percentage points.

Note that rates for LEAs with small numbers of anticipated graduates can fluctuate widely from year to year with a change in only 1 or 2 students. When looking more specifically at district rates by geographic setting, there are varying 4-year graduation rates (see **Table 4**). All but one group saw increases in comparison to the 2023 graduation rates and completion rates rose for all district settings. Three settings remain below the statewide average. See also **Chart 8** for the spread of district 4-year graduation rates for the 2023-2024 school year.



**Table 4: Four-year Graduation and Completion Rates by Setting**

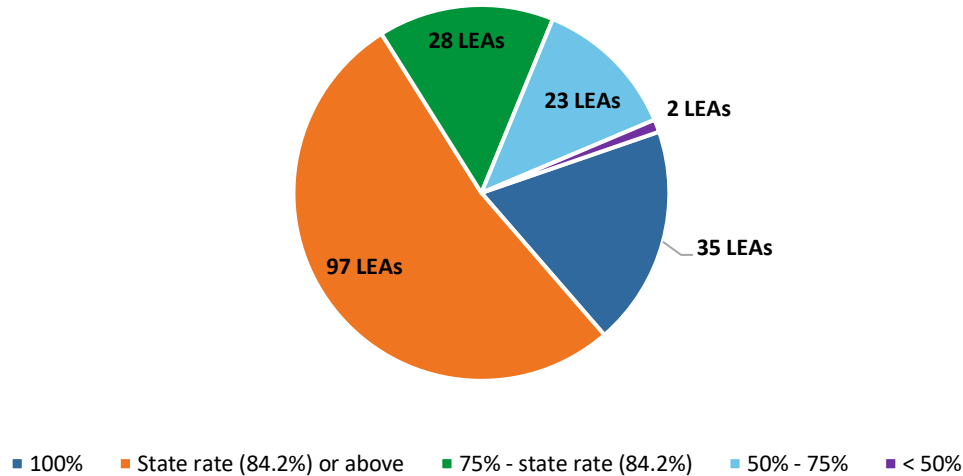
	2022-23		2023-24	
	Graduation	Completion	Graduation	Completion
<b>STATE TOTALS</b>	<b>83.1%</b>	<b>84.6%</b>	<b>84.2%</b>	<b>85.6%</b>
Setting: Denver Metro	85.2%	86.7%	85.7%	87.2%
Setting: Urban-Suburban	79.3%	80.8%	81.5%	82.9%
Setting: Outlying City	83.1%	84.6%	84.7%	86.1%
Setting: Outlying Town	86.9%	88.4%	88.3%	89.5%
Setting: Remote	76.7%	78.7%	76.6%	79.2%
Setting: BOCES	69.0%	71.1%	72.8%	74.3%

*Note:* District settings are defined as follows. Reported numbers of PK-12 students are estimates as these statistics are not updated for the 2023-2024 school year.

- **Denver Metro:** Districts located within the Denver-Boulder standard metropolitan statistical area which compete economically for the same staff pool and reflect the regional economy of the area.
  - Number of students: more than 450,000
- **Urban-Suburban:** Districts which comprise the state's major population centers and their immediate surrounding suburbs outside of the Denver metropolitan area.
  - Number of students: approximately 250,000
- **Outlying City:** Districts in which most pupils live in population centers of more than 7,000 people but less than 30,000 people.
  - Number of students: More than 37,000
- **Outlying Town:** Districts in which most pupils live in population centers in excess of 1,000 persons but less than 7,000 persons.
  - Number of students: Approximately 5,000
- **Remote:** Districts with no population centers in excess of 1,000 persons and characterized by sparse widespread populations.
  - Number of students: Approximately 35,000
- **BOCES:** An acronym for Board of Cooperative (Educational) Services; a regional educational service unit created by districts and designed to provide supporting, instructional, administrative, facility, community, or any other services contracted by participating members. Rates in this category include schools that are run by a BOCES. Number of students: Approximately 5,000. Just over one third of schools run by BOCES are alternative education campuses.



Chart 8: LEA Four-Year Graduation Rates for the 2023-24 School Year



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

Note: LEA = Local Education Agency

## Alternative Campuses (AECs), Charter Schools, and Online Schools

### Alternative Education Campuses (AECs)

CDE designates certain schools as Alternative Education Campuses (AECs) when they meet the statutory requirements, including serving at least 90 percent of students that meet “high risk” conditions and receiving approval by the Colorado State Board of Education. The majority of students at AECs are juniors or older with almost half (47 percent) of students in AECs categorized as 12<sup>th</sup> grade students. In most cases, students transfer to AECs from another middle or high school or enroll directly after being out of school. In the 2022-2023 school year, there were 94 AECs across Colorado serving more than 29,000 students. This is just under 10 percent of Colorado’s high school students. The extended year rates become increasingly important for this group of schools given that many students who enroll in their schools are behind in credits. While students may have attended multiple high schools, the last high school they attend will include the student in graduation, completion, and dropout data.

An analysis of data for AECs shows that:

- The 4-year graduation rate (49.7 percent) and completion rate (54.0 percent) rose in 2023-24, by 6.6 and 7.4 percentage points, respectively (**Table 5**).
  - In the past three years, 4-year completion rates in AECs were, on average, 3.9 percentage points higher than 4-year graduation rates. In the state as a whole, the average difference between graduation and completion rates over the same period was 1.6 percentage points. This indicates a higher percentage of students accessing high school equivalency options in AECs than in other high schools.
- AECs also saw increases in the five- (55.6 percent), six- (56.3 percent), and seven- (55.8 percent) year graduation rates in 2023-2024, compared to the previous year (52.3 percent, 52.9 percent, and 54.8 percent, respectively, in 2022-2023).
- The 5-year graduation rates released in 2023 and 2024 were 11.7 percentage points and 12.5 percentage points higher than the 4-year graduation rates of the previous year, respectively.

**Table 5: Four- and Extended-Year Graduation and Completion Rates for Alternative Education Campuses from 2019-2020 to 2022-2023**

Class of	4-Year	Rate	5-Year	Rate	6-Year	Rate	7-Year	Rate
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2020	40.4	45.3	48.8	55.0	52.6	59.6	54.8	62.0
2021	36.8	41.0	48.5	53.9	52.9	59.0	<b>55.8</b>	<b>62.7</b>
2022	40.7	44.6	52.4	57.5	<b>56.3</b>	<b>62.3</b>	Available	2024-25
2023	43.1	46.6	<b>55.6</b>	<b>60.5</b>	Available	2024-25	Available	2025-26
2024	<b>49.7</b>	<b>54.0</b>	Available	2024-25	Available	2025-26	Available	2026-27

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement. The rates in bold are from the 2023-24 school year

More information on AECs is available at: [CDE Alternative Education Campuses](#).

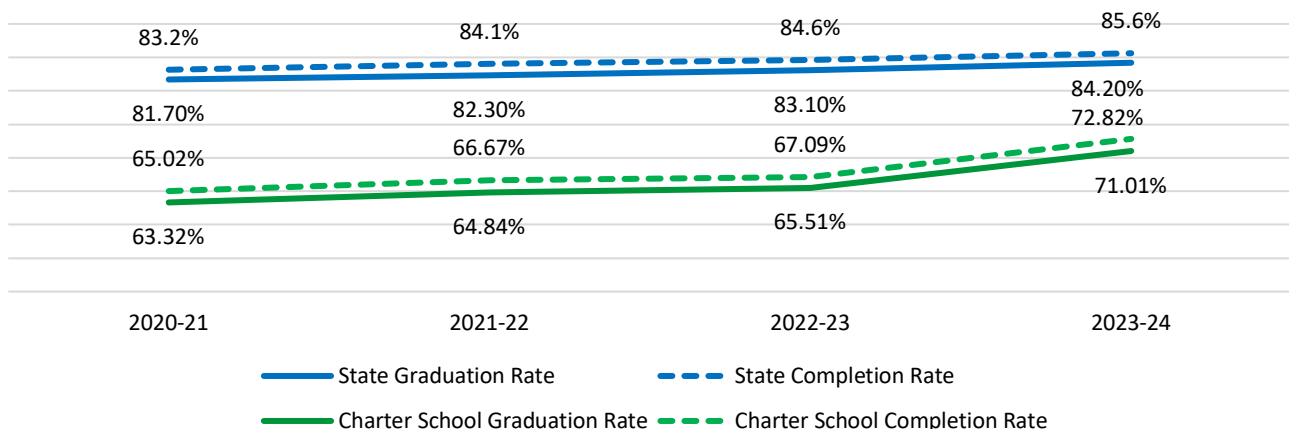
## Charter Schools

Charter schools are self-governing tuition-free public schools that are held accountable for student and operational performance. Open to all students from Pre-K through 12<sup>th</sup> grade, each of these independent public schools is different, increasing the variety of school choices available across Colorado. Charter schools (N = 262, 18 of which are also AECs) served more than 135,000 K-12 students in the 2023-2024 school year, which is similar to the previous year's enrollment. About seven percent of those students are also AEC students. More information about charter schools in Colorado can be found [here](#).

Charter schools saw improvements in graduation and completion rates in comparison to the 2022-2023 school year, though rates remained below the state rates:

- The 4-year graduation rate in charter schools improved much more than the state rate improved, with the charter school rate improving from 65.5 percent in 2023 to 71.0 percent in 2024 (a 5.5 percentage point improvement). The 4-year completion rate improved from 67.1 percent to 72.8 percent (a 5.7 percentage point improvement; **Chart 9**).

**Chart 9: Four-Year Graduation and Completion Rates for the State and Charter Schools**



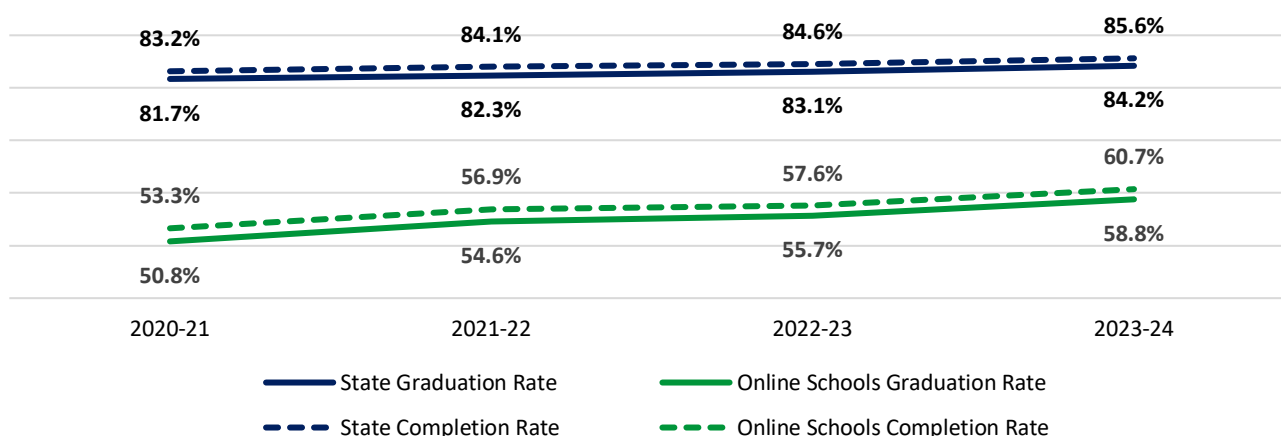
## Online Schools

Forty-seven multidistrict online schools, 16 single district online schools, and various other online programs housed in other schools served 31,839 K-12 students in Colorado in 2023-2024. This is an increase of 2,017 students from the prior year's enrollment and represents 3.5 percent of overall K-12 enrollment. Nine online schools serving about 32 percent of online students were also AECs. Online schools can be categorized as a single district online school (serving approximately 8.6 percent of online students), primarily focused on students within the district's boundaries, or a multi-district online school (serving approximately 91.4 percent of online students), which may serve students from across the state.

Overall, online schools saw improvements in graduation and completion rates in comparison to the 2022-2023 school year; however, rates remain well below statewide rates:

- The 4-year graduation rate in online schools improved from 55.7 percent in 2023 to 58.5 percent in 2024 and the 4-year completion rate improved from 57.6 percent to 60.7 percent (**Chart 10**).
- The classes of 2021-2022 and 2022-2023's 5-year graduation rates are each 7.9 percentage points higher than the 4-year graduation rates.

Chart 10: Four-Year Graduation and Completion Rates for the State and Online Schools



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

## Student Engagement

CDE annually collects measures of student engagement that include mobility, dropout, attendance, behavior, and discipline data at the school, district, and state level. These measures are often early indicators of disengagement and dropout risk and are used by local and state level staff to identify areas of support or need. At the student level, research has shown that students with low attendance or multiple discipline incidents or who are highly mobile are at increased risk to disengage, drop out or not be able to meet local high school graduation expectations, likely due to a combination of disrupted relationships, interrupted lessons, and missed school days.<sup>1-4</sup>

### School Attendance



Attendance data is reported to CDE through an end-of-year data collection. Records are submitted at the student level and CDE calculates an attendance rate, a truancy rate, the number of habitually truant students and the chronic absenteeism rate. CDE reports school and district level attendance data. **More information** on student attendance can be found at [CDE Attendance Information](#).

**More than 1 in 4 of all Colorado students was chronically absent (missed more than 10% of school) in 2023-24.**

#### How was it calculated?

##### Attendance Rate =

Number of days attended by all students **DIVIDED BY** the total number of days students could have attended throughout the year.

##### Chronic Absentee Rate =

Number of unduplicated chronically absent students (i.e., those absent for 10 percent of more of days enrolled in the school year) **DIVIDED BY** the total number of unduplicated K-12 students. All absences – excused, unexcused, and suspensions - are included when determining whether a student is chronically absent.

##### Truancy Rate =

Number of unexcused absences among all students **DIVIDED BY** the total number of days students could have attended throughout the year.

##### Habitually Truant =

To be considered habitually truant, a student who is at least the age of six years on or before August 1 of the year in question and is under the age of 17 years, is reported as having four unexcused absences from public school in any one month, or 10 unexcused absences from public school during any school year.

CDE calculates a number of different measures from the attendance data collection that provide summary trends about attendance and information about individual students impacted by attendance. Overall, 2023-2024 saw improvements in each attendance metric with an increase in attendance rates and a decrease in the number of students with chronic absenteeism, the truancy rate and the overall number of habitually truant students. These continue the trend seen in the

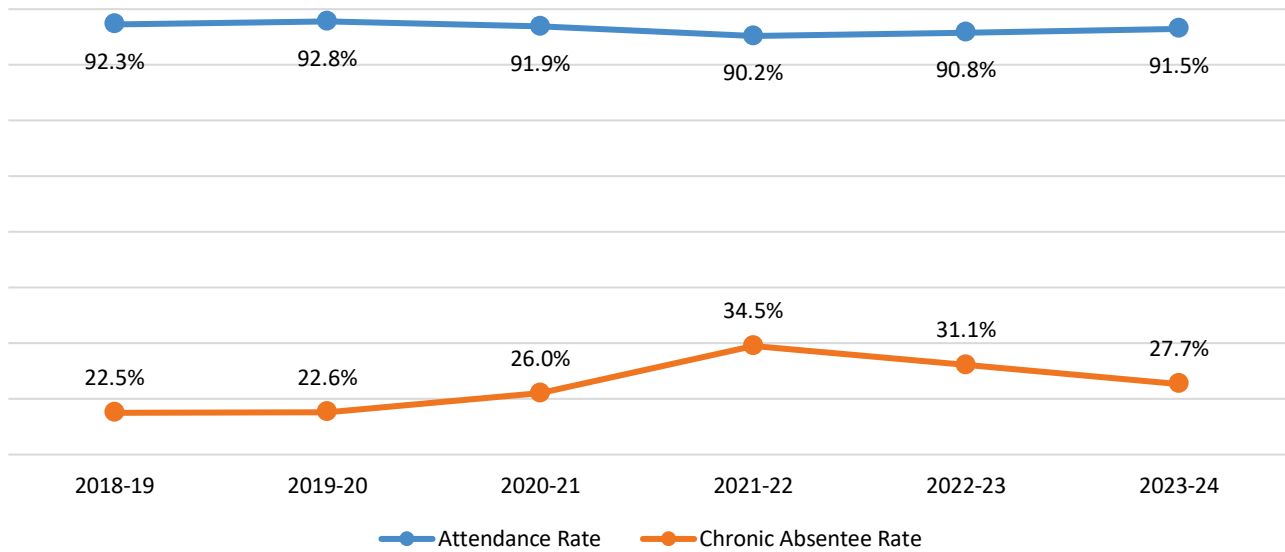
previous year (2022-2023) after the lowest rates of attendance and highest rates of chronic absenteeism in 2021-2022.

Even with improvements in the previous two years, rates have not reached those of 2018-2019, the last year before the pandemic (**Chart 11**). Specifically:

- The overall average daily attendance rate in the 2023-2024 school year was 91.5 percent (a 0.7 percentage point increase from the 2022-2023 school year)
- 27.7 percent of all students enrolled in 2023-2024 (241,119 students) were reported chronically absent from school. This is 28,463 fewer students than were reported in the 2022-2023 school year, but still 43,727 more than in the 2018-2019 school year, the last school year before the pandemic.
  - The highest rates of chronic absenteeism were seen in grades 8 (30.1%), 10 (31.6%), 11 (33.9%), and 12 (40.1%), followed closely by kindergarten and grade 9 (both 29.3%).
- The truancy rate was 3.4 percent (a 0.1 percentage point decrease from the 2022-2023 school year).
  - After a spike in unexcused absences in 2020-2021, a year marked by COVID-19 and months of primarily online learning, the percentage of days marked as excused and unexcused absences has levelled out, reaching nearly pre-pandemic proportions (**Chart 12**). As attendance improves, it is notable that the rate of excused absences is decreasing at a quicker pace than that of unexcused absences.

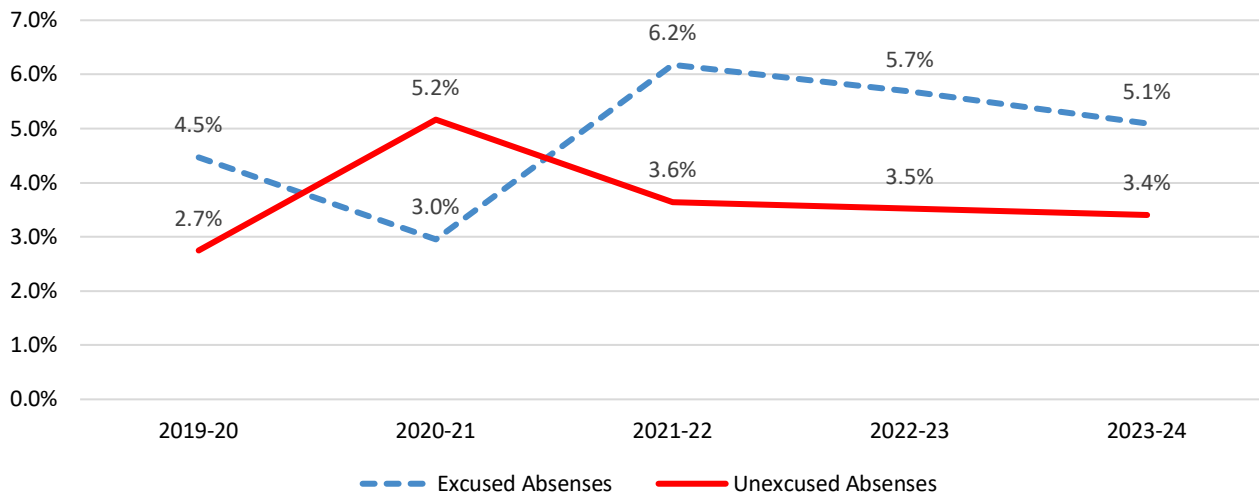
- In 2023-2024, 127,727 students were reported as habitually truant, 8,463 students fewer than were reported in the 2022-2023 school year. The statistics provided below represent proportions of habitually truant students.
  - 17.4 percent of habitually truant students had four unexcused absences in one month (22,178 students) and the same proportion had 10 unexcused absences in the school year (22,164 students).
  - 65.3 percent of habitually truant students (83,385 students) met both conditions.

Chart 11: State Attendance and Chronic Absentee Rates



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

Chart 12: Percentage of Possible Attendance Days Across the State That Were Excused and Unexcused Absences from 2019-20 to 2023-24



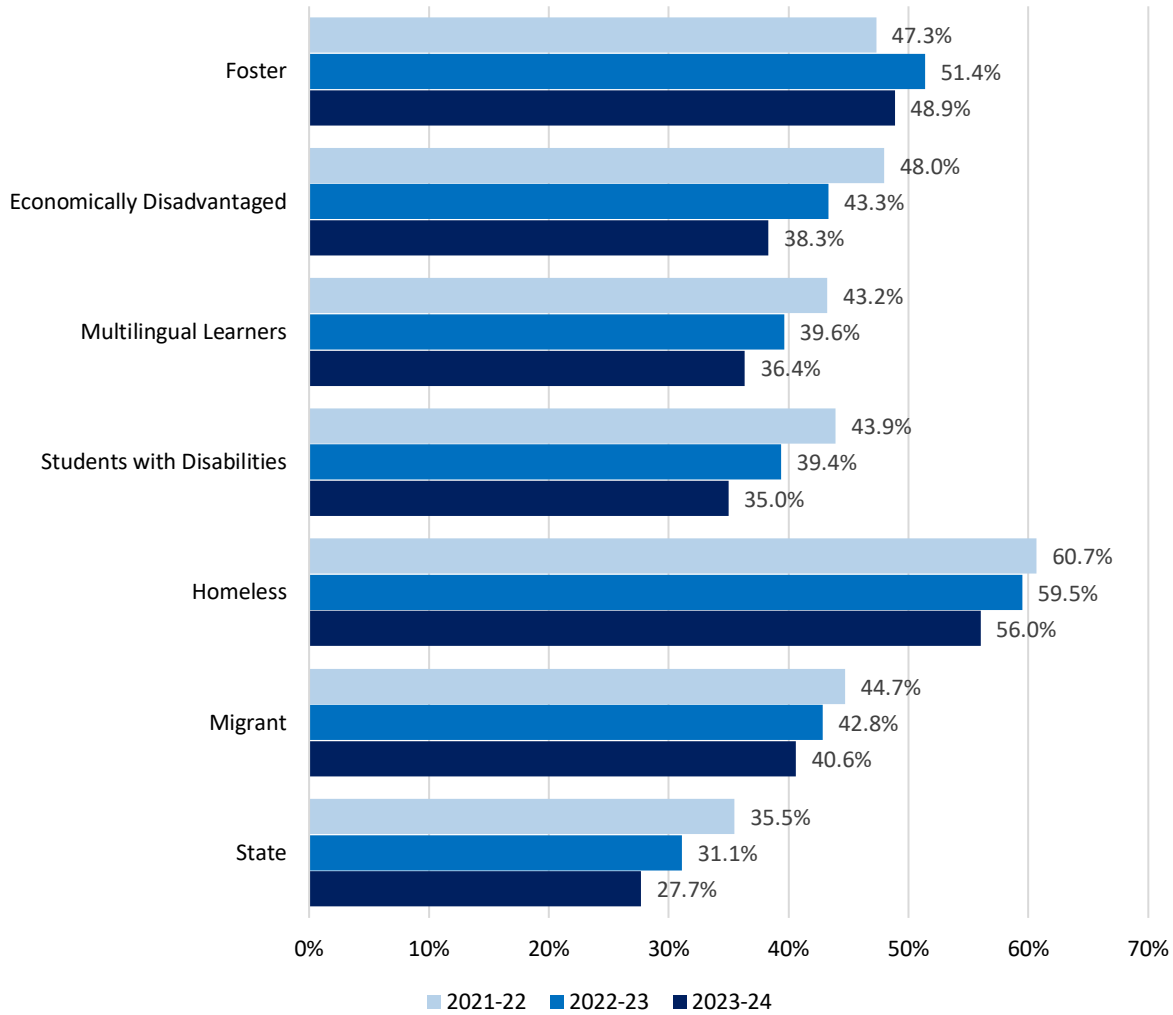
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

## School Attendance by Instructional Program or Service Type

Among student groups, homeless students and students in foster care have the highest chronic absentee and truancy rates and the lowest attendance rates, as they have for the past three years. These data are not collected for military connected students and were collected for the first time in 2023-2024 for gifted and talented students. Trends for the 2023-2024 school year include:

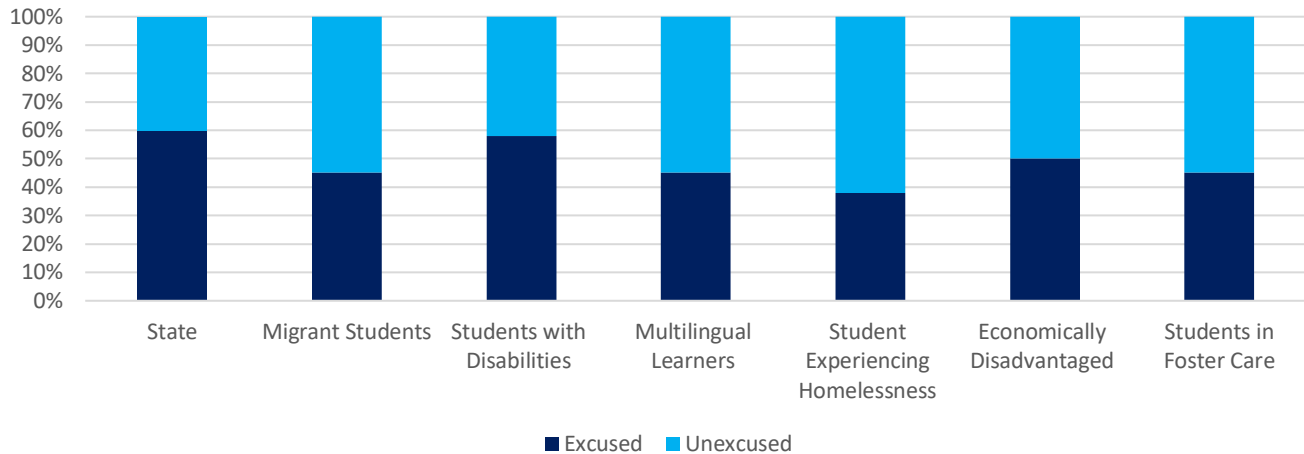
- Overall, attendance rates increased for all groups.
  - The highest rate increases were among economically disadvantaged students (a 1.1 percentage point increase to 89.3 percent) and students experiencing homelessness (a 1.3 percentage point increase to 84.2 percent, but still the lowest rate among the student groups examined).
  - The highest rates were among multilingual learners (90.0 percent, a 0.7 percentage point increase) and students with disabilities (89.8 percent, reflecting a 0.8 percentage point increase).
  - Migrant students and students in foster care each saw a 0.8 percentage point increase to attendance rates of 89.2 percent and 86.6 percent, respectively, in the 2023-2024 school year.
- Chronic absentee rates decreased for all groups. (**Chart 13**).
- Truancy rates decreased for all groups examined except multilingual learners whose rates stayed constant (at 5.5 percent) between 2022-2023 and 2023-2024.
  - The following student groups saw truancy rate decreases: economically disadvantaged students (a 0.4 percentage point decrease to 5.4 percent), migrant students (a 0.7 percentage point decrease to 5.9 percent), students experiencing homeless (a 0.6 percentage point decrease to 9.8 percent), students in foster care (a 0.2 percentage point decrease to 7.4 percent) and students with disabilities (a 0.2 percentage point decrease to 4.3 percent).
  - Examination of the proportion of excused to unexcused absences among these student groups reveals that, other than students with disabilities and economically disadvantaged students, all groups have a higher proportion of unexcused than of excused absences (**Chart 14**).

Chart 13: Chronic Absentee Rates by Instructional Program / Service Type for School Years 2021-2022 to 2023-2024



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

Chart 14: Percentage Absences That Were Excused and Unexcused in 2023-24 by IPST



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

### School Attendance by Gender and Race / Ethnicity

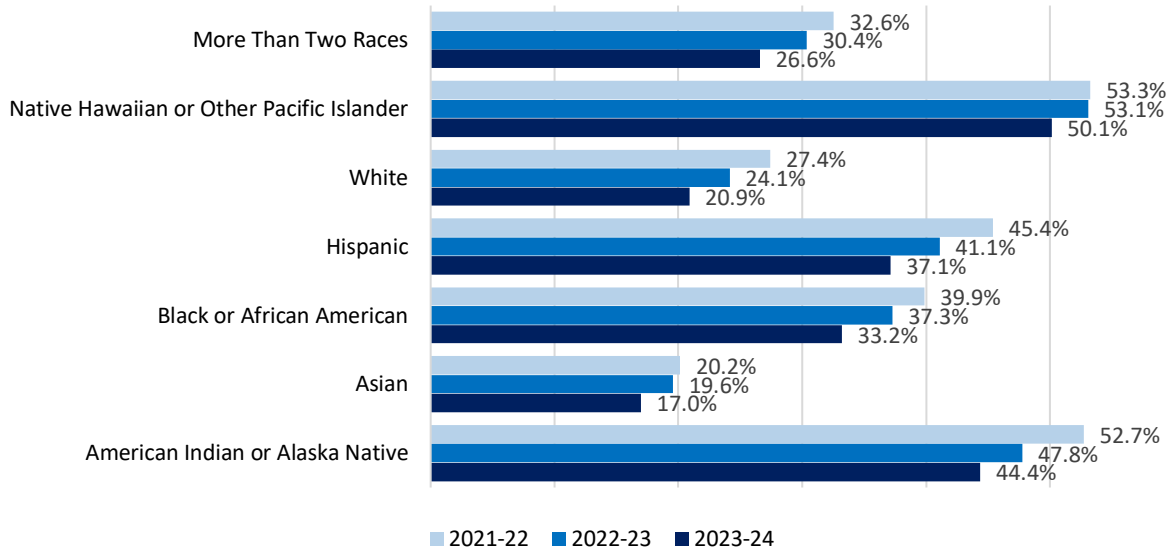
All student groups disaggregated by gender and race / ethnicity saw improvements in all facets of attendance in 2023-2024. Trends include:

- Attendance rates increased for all groups.
  - Both males and females saw a 0.7 percentage point increase to 91.5 percent.
  - Black or African American students saw the highest increase to 90.4 percent (a 1.1 percentage point increase).
  - The highest rates were among Asian (93.9 percentage, a 0.7 percentage point increase) and White (93.0 percent, a 0.7 percentage point increase) students.
  - The lowest rates were among American Indian or Alaska Native (88.0 percent, a 0.8 percentage point increase) and Native Hawaiian or Other Pacific Islander (86.7, a 0.9 percentage point increase) students.
  - Hispanic (89.5 percent, a 0.8 percentage point increase) students and students with Two or More Races (91.8 percent, a 0.8 percentage point increase) also saw higher rates in 2023-2024 than in 2022-2023.
- Chronic absentee (**Chart 15**) and truancy rates also decreased for all groups.
  - Males and females decreased in both truancy rates (to 3.4 percent, a 0.1 percentage point decrease) and in chronic absentee rates (to 27.6 percent and 27.8 percent, respectively, a 3.4 percentage point decrease for both).
  - Mirroring attendance, the highest chronic absentee and truancy rates were among American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students, while the lowest rates were among Asian and White students.
  - All racial / ethnic groups saw truancy rate decreases. Asian students and White students saw 0.1 percentage point decreases to 1.9 percent and 2.1 percent, respectively. American Indian or Alaska Native students, Hispanic students, and students with More than Two Races saw 0.2 percentage point decreases to 6.5 percent, 5.9 percent, and 3.1 percent, respectively. Black or African American students and Native Hawaiian or Other Pacific Islander students saw 0.4 percentage point decreases to 6.1 percent and 8.2 percent, respectively.



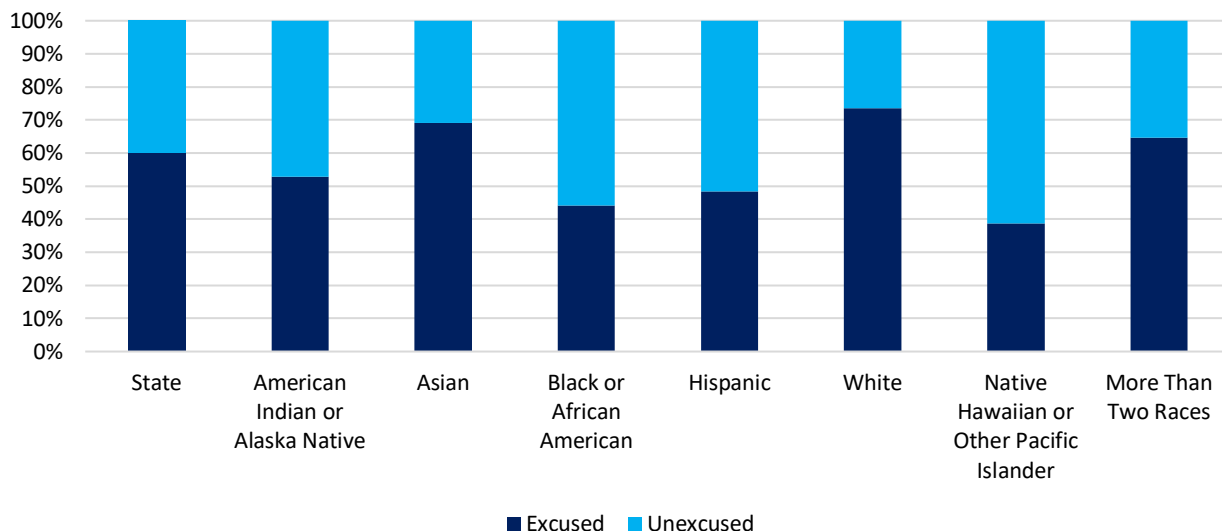
- Examination of the proportion of excused to unexcused absences among racial / ethnic groups reveals that Black or African American students, Hispanic students, and Native Hawaiian or Other Pacific Islander students have a higher proportion of unexcused than excused absences (**Chart 16**).

Chart 15: Chronic Absentee Rates by Race / Ethnicity for School Years 2021-2022 to 2023-2024



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

Chart 16: Percentage Absences That Were Excused and Unexcused in 2023-24 by Race / Ethnicity



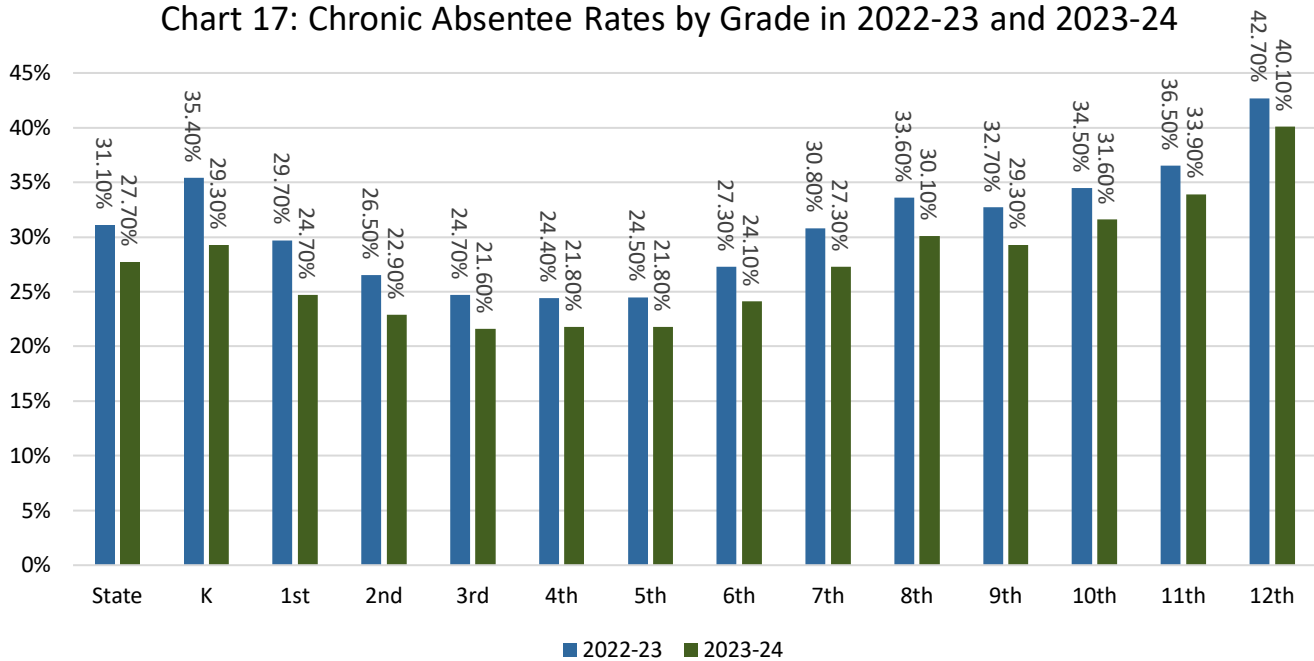
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

## School Attendance by Grade

Following trends seen across the state, attendance, chronic absentee, and truancy rates all improved across grade levels in 2023-2024. Specifically:

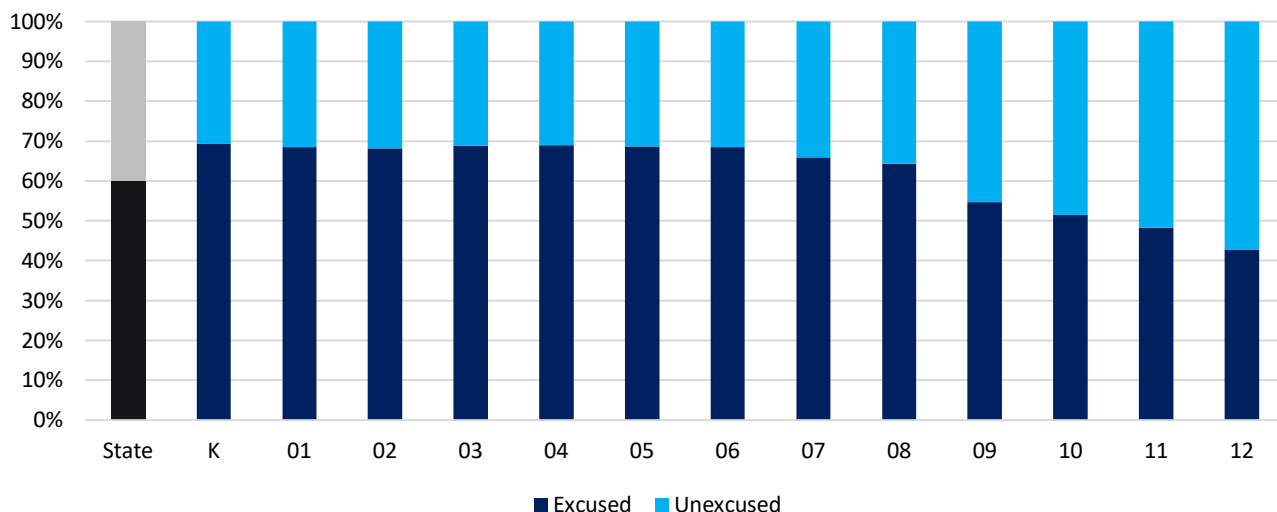
- Attendance rates improved for all grades, increasing between 0.5 and 1.1 percentage points. The highest increase was seen among kindergarten students whose rate increased from 90.7 percent to 91.8 percent. Students in 3<sup>rd</sup> – 5<sup>th</sup> grades had the highest attendance rates at 93.2 percent each, and students in 12<sup>th</sup> grade had the lowest attendance rate at 87.9 percent.
- Chronic absentee rates improved for students in all grades, with the largest improvement being seen among kindergarteners and the least improvement seen among 4<sup>th</sup> and 12<sup>th</sup> graders. Students in 12<sup>th</sup> grade had the highest rate of chronic absenteeism at 40.1 percent (**Chart 17**).
- Truancy rates decreased or stayed the same among all grades. Students in 11<sup>th</sup> grade saw the largest decrease, from 5.7 to 5.3 percentage points. Students in 12<sup>th</sup> grade had the highest truancy rate at 6.9 percent. Students in 3<sup>rd</sup> through 5<sup>th</sup> grades had minimal or no changes in their truancy rates (and had the lowest truancy rates at 2.1 percent, 2.1 percent, and 2.2 percent, respectively).
- Examination of the proportion of excused to unexcused absences across grades reveals that, aside from kindergarten, the proportion of unexcused absences increases in 7<sup>th</sup> grade and into high school, but only 11<sup>th</sup> and 12<sup>th</sup> graders have a higher proportion of unexcused than excused absences (**Chart 18**).

Chart 17: Chronic Absentee Rates by Grade in 2022-23 and 2023-24



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

Chart 18: Percentage Absences That Were Excused and Unexcused in 2023-24 by Grade



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

## Discipline and Behavior

CDE collects information on behavior incidents that violated their district's code of conduct that resulted in some type of disciplinary action. This includes in and out of school suspensions, expulsions, and other actions.

**Updated data collection:** During the 2023-24 school year, as part of the implementation of House Bill 22-1376, data was reported by districts to the state at the student level as opposed to aggregate numbers. The student level data collection helps to improve accuracy and enable additional analysis as it connects students and incidents with the resulting disciplinary actions. However, with the transition, there were changes in some data points due to how the data was collected that make comparisons to previous years challenging. Given the changes, trend information from prior school years has not been included but will be shown in future years when more data is available in the new format.

### Discipline & Behavior Data

#### Discipline & Behavior Collection Terms

**Discipline Incident:** An event that occurred in which one or more students engaged in a behavior that violated a code of conduct and resulted in one or more discipline actions.

**Behavior:** One of 16 options, this is the conduct that the student(s) engaged in that resulted in a discipline action. Only the most severe behavior is selected in a discipline incident.

**Discipline Action:** One of 5 options, this is the resulting action following a student engaging in a behavior. More than one action could occur during each discipline incident.

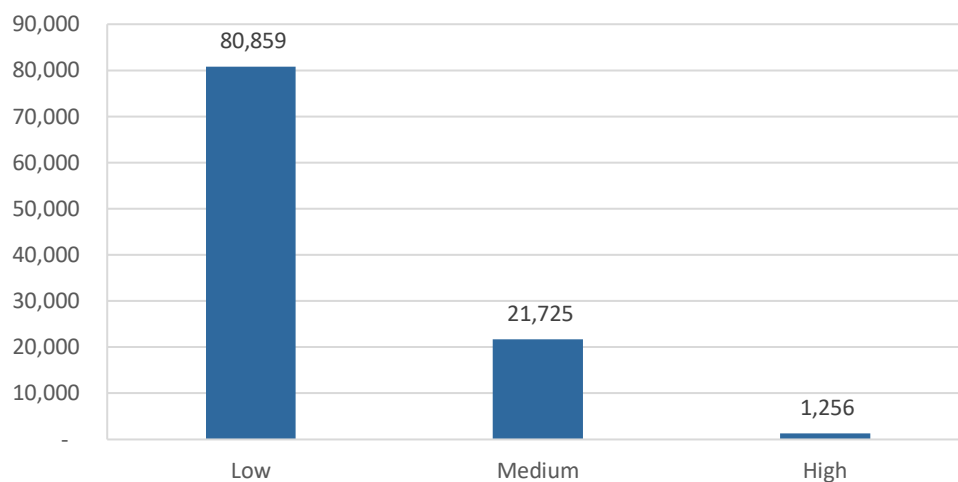
**Students Involved in Discipline:**  
This is the number of students connected to one or more discipline incidents. A discipline incident could involve more than one student.



During the 2023-24 school year, there were 64,791 unique students involved in 103,840 behaviors that were reported. A discipline incident involves a single behavior and could involve several resulting discipline actions, such as if a student received an out-of-school suspension and was then expelled. The intention of the discipline collection is to collect information about discipline actions that removed a student from their regular learning environment.

For each discipline incident reported, the most severe behavior was selected from one of 16 options. There were a total of 103,840 behavior incidents reported during the 2023-2024 school year. This amount differs from the total number of discipline incidents because more than one disciplinary action could have followed a behavior or more than one student could have been involved in an incident, but only one behavior is selected for each incident. The most common behavior incidents that resulted in discipline actions were detrimental behavior, disobedience/defiant or repeated interference, and other code of conduct violations. The sum of these three behaviors accounted for 77.9 percent of the total behavior incidents during the 2023-24 school year. Further examining the behaviors according to their severity levels, the vast majority of discipline incidents that occurred during the 2023-24 school year involved low level behaviors, such as disobedience/defiant or repeated interference (**Chart 19, Table 6**).

Chart 19: Number of Behaviors by Severity 2023-24



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

Table 6: Percent of Behaviors by Severity 2023-24

	Count	Percent
<b>Low</b>		
<i>Disobedience/Defiant or Repeated Interference, Detrimental Behavior, Other Violation of Code of Conduct</i>	80,859	77.9%
<b>Medium</b>		
<i>Drug Violation, Alcohol Violation, Tobacco Violation, Destruction of School Property,</i>	21,725	20.9%

*Bullying, Marijuana Violation, 3rd Degree Assault/Disorderly Conduct*

**High**

*Sexual Violence/Battery, Rape or Attempted Rape, Dangerous Weapons, Robbery, Other Felony, 1st, 2nd Degree or Vehicular Assault*

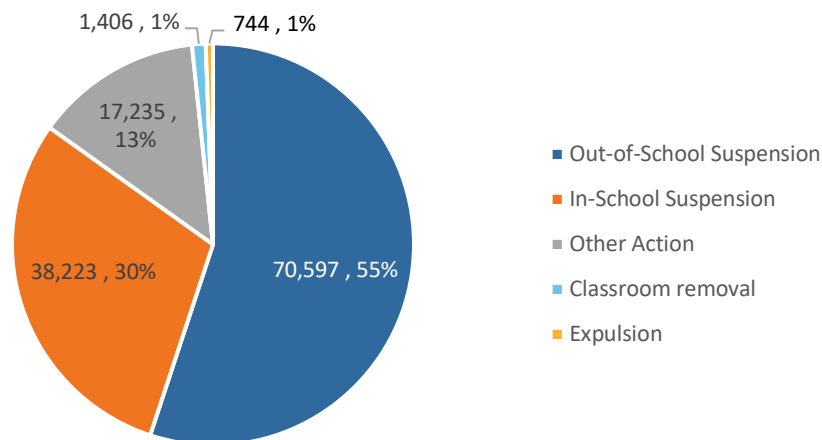
1,256

1.2%

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

During the 2023-24 school year, there were 128,205 discipline actions reported. For each discipline incident, one or more discipline actions were selected that could include classroom removal, in-school suspension, out-of-school suspension, expulsion, or other discipline action. There were 70,597 out-of-school suspensions and 38,223 in-school suspensions, which together accounted for 84.9 percent of all discipline actions that students received during the 2023-24 school year (**Chart 20**).

**Chart 20: Discipline Actions 2023-24**



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

There were 64,791 students who received one or more discipline actions with a total of 128,205 discipline incidents. This indicates that each student who was involved in a discipline incident received an average of 1.98 discipline actions during the 2023-24 school year. Among the 64,791 students involved in discipline, 67.7 percent of those were male (43,864 students) and the majority of students were either Hispanic or Latino (46.9 percent, 30,414 students) or White (36.8 percent, 23,888 students). In addition, 55.8 percent of students involved in discipline were in sixth through ninth grade (36,166 students).

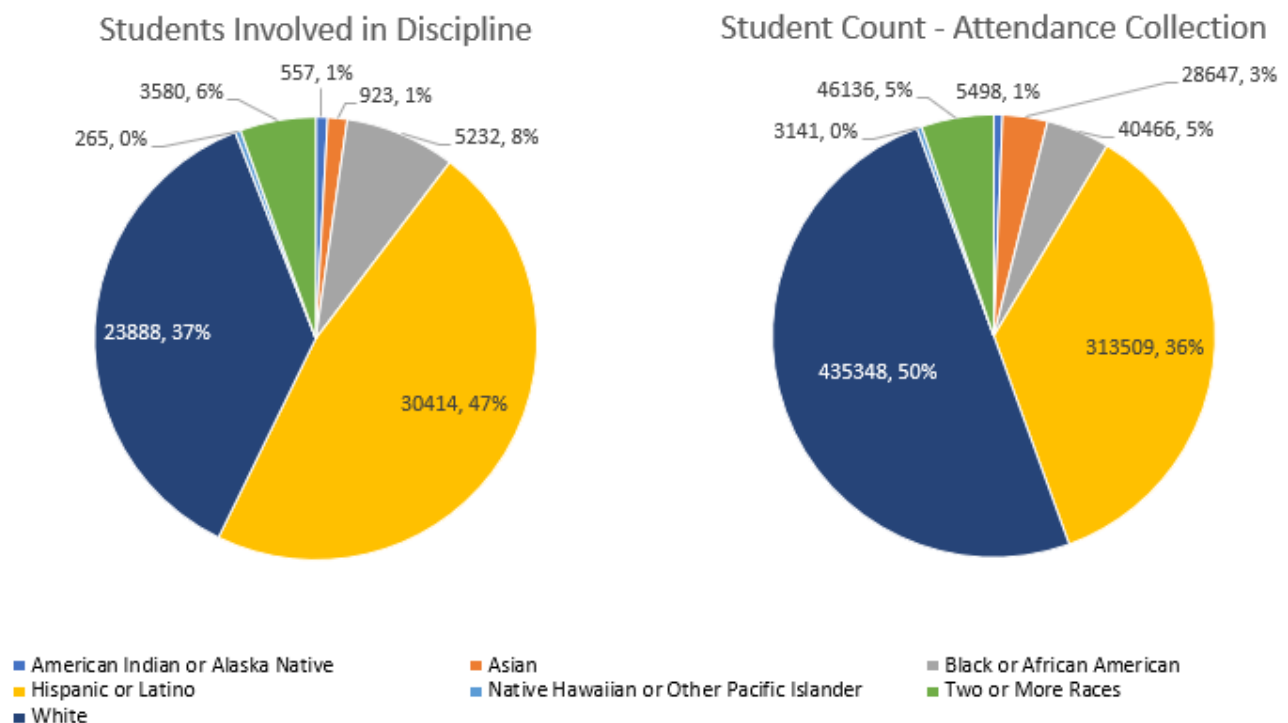
### *Overrepresentation and disproportionality*

With the new data collection and recommendations from the Disproportionate Discipline Task Force in 2024, CDE has developed the following comparisons of discipline and behavior data to student population. This

analysis can show whether a student group is represented at a higher rate in the discipline/behavior data than in total enrollment from the year. Note that students were only counted once in the discipline collection even if they were involved in more than one discipline incident, and that the attendance collection student count was used for these comparisons.

- Male students represented the majority of students in the discipline collection (67.7 percent of the students who were involved in a discipline incident), and account for 51.3 percent of the overall student population.
- Students receiving special education services represented 21.0 percent of students within the discipline collection, and represent 13.8 percent of the overall student population.
- Students who are multilingual learners had a similar representation between the discipline collection and the overall student population (16.3 percent and 14.8 percent, respectively).
- Kindergarten through third grade students were involved in 10.5 percent of discipline incidents, while these students make up 29.2 percent of the overall student population.
- Sixth through ninth grade students represented 55.8 percent of students within the discipline collection, while these students make up 31.1 percent of the overall student population.
- Hispanic or Latino students represented the largest racial/ethnic group with almost half (46.9 percent) of the students involved in a discipline incident, compared to their representation of 35.9 percent in the overall student population (**Chart 21**).
- Black or African American students represented 8.1 percent of those involved in a discipline incident, and 4.6 percent of the overall student population (**Chart 21**).

Chart 21: Students Involved in Discipline by Race/Ethnicity  
Comparison to Student Population 2023-24



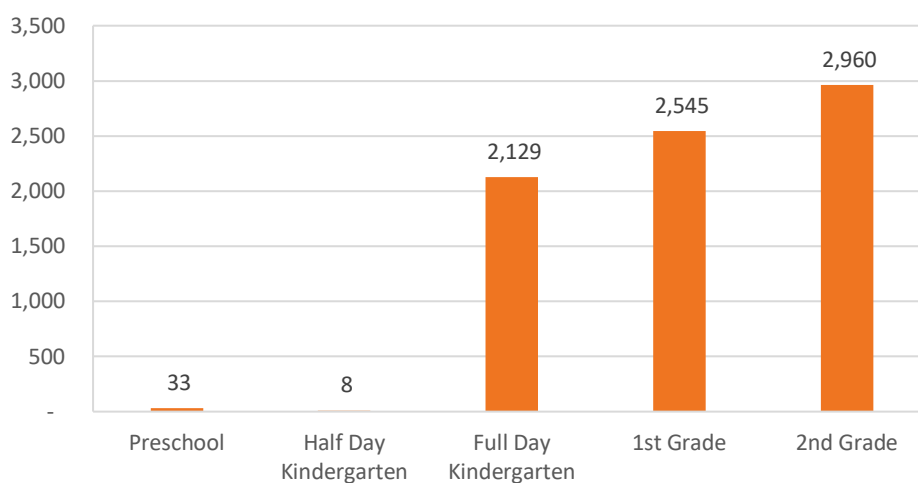
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

### Preschool-Second Grade Discipline Incidents

During the 2019 legislative session, the Colorado General Assembly passed House Bill 19-1194, which added definitions and regulations regarding the use of out-of-school suspension or expulsion for preschool through second grade students. It also requires CDE to report on the suspension (in-school and out-of-school) and expulsion data for preschool through second grade students on an annual basis.

- During the 2023-24 school year, there were 11,200 discipline incidents that resulted in a suspension that involved preschool through second grade students, which accounts for 7.1 percent of all suspensions.
- Based on the Attendance Collection, there were 32,424 preschool through second grade students enrolled during the 2023-24 school year. Of those students, 13.3 percent (4,308) were involved in a discipline incident that resulted in a suspension or expulsion (**Chart 22**).
- Discipline actions are suppressed if there are fewer than 4 occurrences per student group, so no expulsion data is included in this report for preschool through second grade students.
- Trend information from prior school years has not been shown as the collection for discipline and behavior reporting changed during the 2023-24 school year, and it will be shown in future years when more data is available using the updated format.

Chart 22: PreK-2nd Grade Suspensions 2023-24



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

## Stability / Mobility

Stability and mobility rates show how often students move or remain within a school or district during a school year. The rates are intended to provide a better understanding of which students remained at a school or district without interruption throughout the school year. This year Colorado had a slight decrease in average district stability (from 90.1 percent to 90.0 percent) but the average district mobility rate remained constant (at 10.6 percent) compared to the 2022-2023 school year. More specifically:

- Compared to the 2022-2023 school year, 94 districts improved in stability (27 fewer than improved in the previous year).
- Sixteen districts decreased their mobility incidence rate 5 percent or more from the previous year.
- Some student groups have much higher average district mobility rates than the general student population, such as students experiencing homelessness (33.8 percent, down 0.6 percentage points from last year), migrant students (27.6 percent, down 0.4 percentage points from last year), students in foster care (46.8 percent, up 1.0 percentage point from last year), and multilingual learners (17.5 percent, up 1.7 percentage points from last year; see **Chart 23**). Others, such as Title 1 students, students with disabilities, and economically disadvantaged students, consistently have mobility statistics similar to the state.

### How was it calculated?

#### Mobility Rate =

Unduplicated count of grade K-12 students who moved into or out of the state or district in the school year **DIVIDED BY** the total number of K-12 students that were part of the same membership base at any time during the school year.

#### Stability Rate =

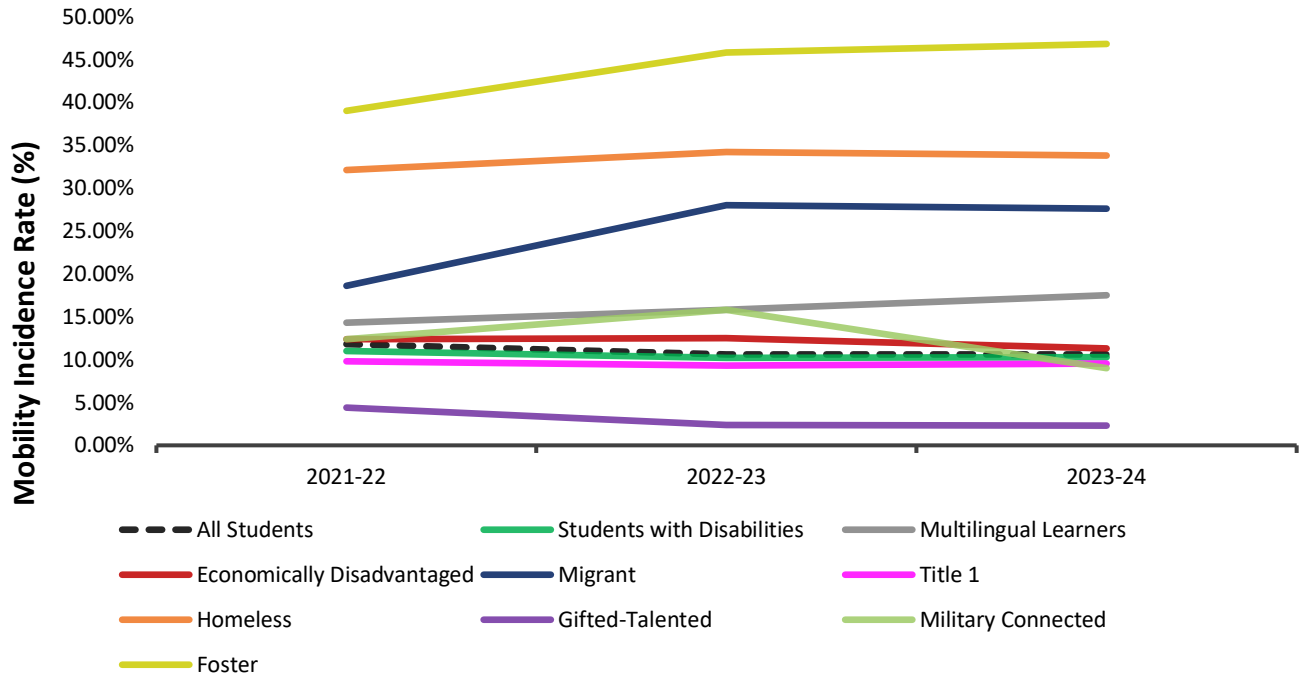
Unduplicated count of grade K-12 students who remained in the state or district in the school year **DIVIDED BY** the total number of K-12 students that were part of the same membership base at any time during the school year.

#### Mobility Incidence Rate =

Duplicated count of grade K-12 students who moved into or out of the state or district in the school year **DIVIDED BY** the total number of K-12 students that were part of the same membership base at any time during the school year.



Chart 23: Average District Mobility Incidence by Instructional Program Service Type



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

## Dropout Rates

Dropout rates provide a measure of student disengagement within a school year, measuring the percentage of 7<sup>th</sup> through 12<sup>th</sup> grade students who left school in comparison to the total number of 7<sup>th</sup> through 12<sup>th</sup> grade students enrolled. The following sections provide details on each of the measures including an overview of trends and changes across years. School, district, and state data is available at [Dropout Statistics](#)

**1.9%**  
2023-2024  
DROPOUT RATE

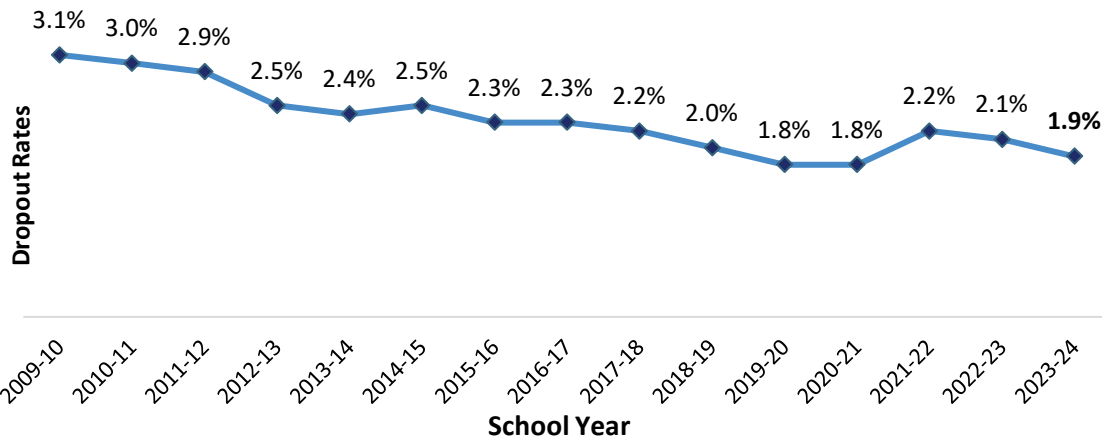
### How was it calculated?

#### 2023-2024 Dropout Rate =

Number of 7 – 12<sup>th</sup> grade dropouts during the 2023-24 School Year **DIVIDED BY** Total number of 7 – 12<sup>th</sup> grade students that were part of the same membership base at any time during the 2023-24 School Year

The dropout rate decreased to 1.9 percent (8,947 students) in the 2023-2024 school year (**Chart 24**). This is 0.2 percentage points lower, or 718 fewer students, than the 2022-2023 school year, and just 0.1 percentage points higher than the all-time low of 1.8 percent achieved in school years 2019-2020 and 2020-2021. Over time, the dropout rate has declined and in 2023-24 was 1.2 percentage points lower than it was in 2009-2010.

Chart 24: Colorado Statewide Dropout Rate from 2009-10 to 2023-24



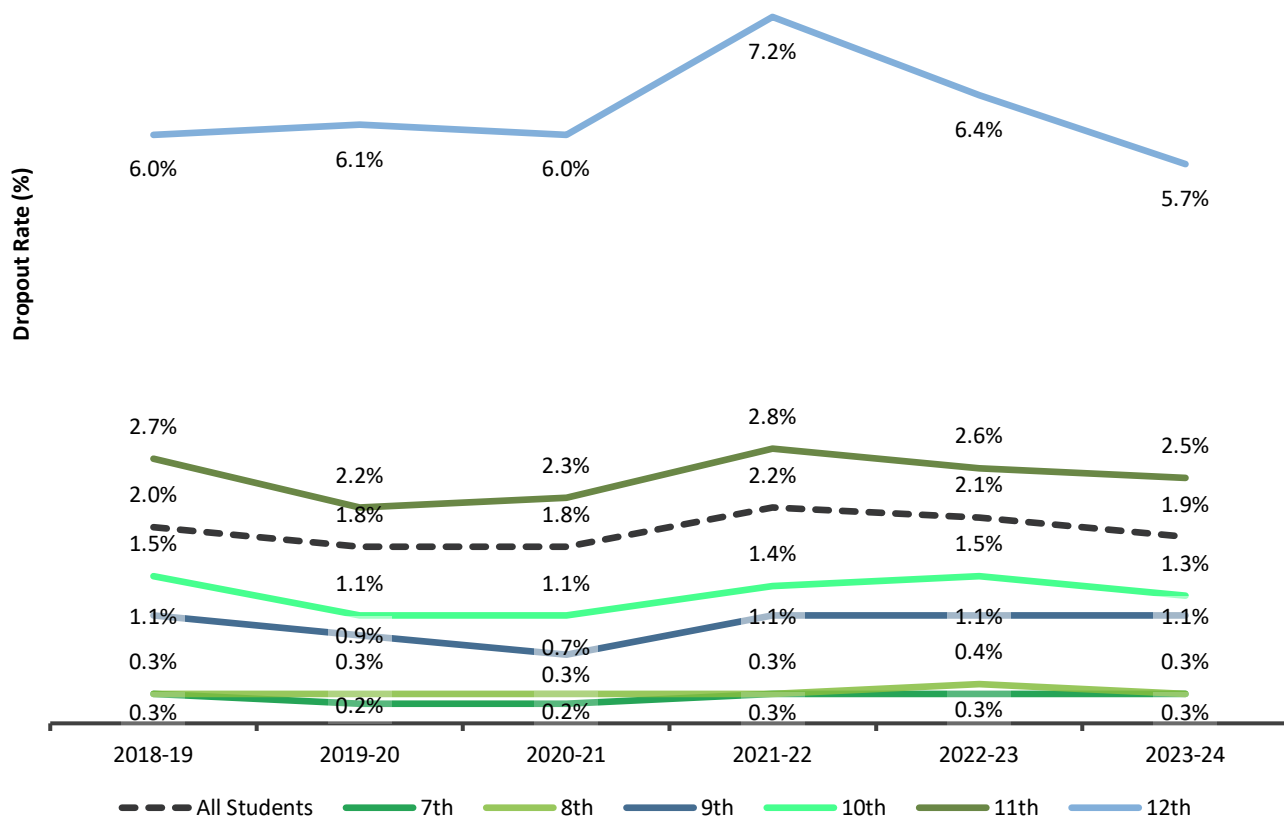
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

## Dropout Rates by Grade Level

Over the last 12 years, dropout rates have remained low (less than 1%) and consistent for 7<sup>th</sup> and 8<sup>th</sup> grade students and have been higher starting in 9<sup>th</sup> grade (**Chart 25**). Similarly, in 2023-2024, dropout rates remained low for 7<sup>th</sup> and 8<sup>th</sup> grade students (0.3 percent each; 438 dropouts total). The dropout rate for 9<sup>th</sup> grade, 1.1 percent, was higher than the 8<sup>th</sup> grade rate, consistent with the prior years.

Over the last 11 years in Colorado, dropout rates have been consistently highest in 12<sup>th</sup> grade, with 4,686 dropouts in 2023-24 (compared to 1,902 for 11<sup>th</sup> grade and 1,057 for 10<sup>th</sup> grade). This remains true in 2023-2024, despite a 0.7 percentage point decrease in the 12<sup>th</sup> grade dropout rate.

Chart 25: Colorado Statewide Dropout Rates by Grade Level for School Years 2018-19 through 2023-24



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

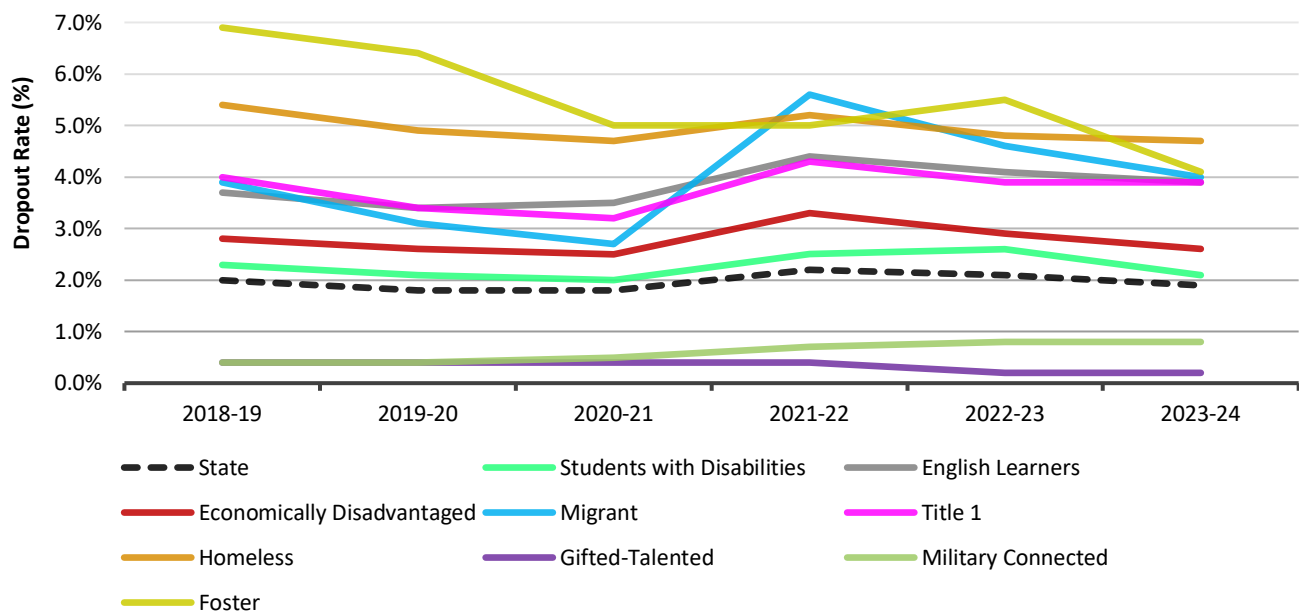
### Dropout Rates by Instructional Program or Services Type

Dropout rates varied depending on student's instructional programs and the type of services that they received. The majority of these student groups made progress (with some groups seeing neither increases nor decreases), but large differences remained between the rates for all instructional program/service type groups and the state rate (Chart 26).

- Most student groups had decreases in the dropout rate. This includes large student groups such as students with disabilities (55,885 student membership base), multilingual learners (53,869 student membership base), economically disadvantaged students (203,037 student membership base), and smaller student groups such as students experiencing homelessness (10,872 student membership base).
- The highest dropout rates were seen among students in out-of-home placement (foster care) and students experiencing homelessness. The highest dropout rate decreases were seen for students in foster care and migrant students. In both groups, the gap between their rates and the state rate were reduced by a large amount but not eliminated:
  - Foster care students (2,305 student membership base) had a 4.1 percent dropout rate for the 2023-2024 school year, representing a 1.4 percentage point decrease from 2022-2023.
  - Migrant students (1,486 student membership base) had a 4.0 percent dropout rate for the 2023-2024 school year, representing a 0.6 percentage point decrease from 2022-2023.

- Students with disabilities nearly closed the gap between their rate and the state rate with a 0.5 percentage point decrease to a rate of 2.1 percent in 2023-24.
- Title 1 (78,125 student membership base), gifted and talented students (47,220 student membership base), and students connected to the military (11,210 student membership base) had the same dropout rates in 2022-23 and 2023-24.

Chart 26: Colorado Statewide Dropout Rates by Instructional Program Service Type for School Years 2018-19 through 2023-24



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

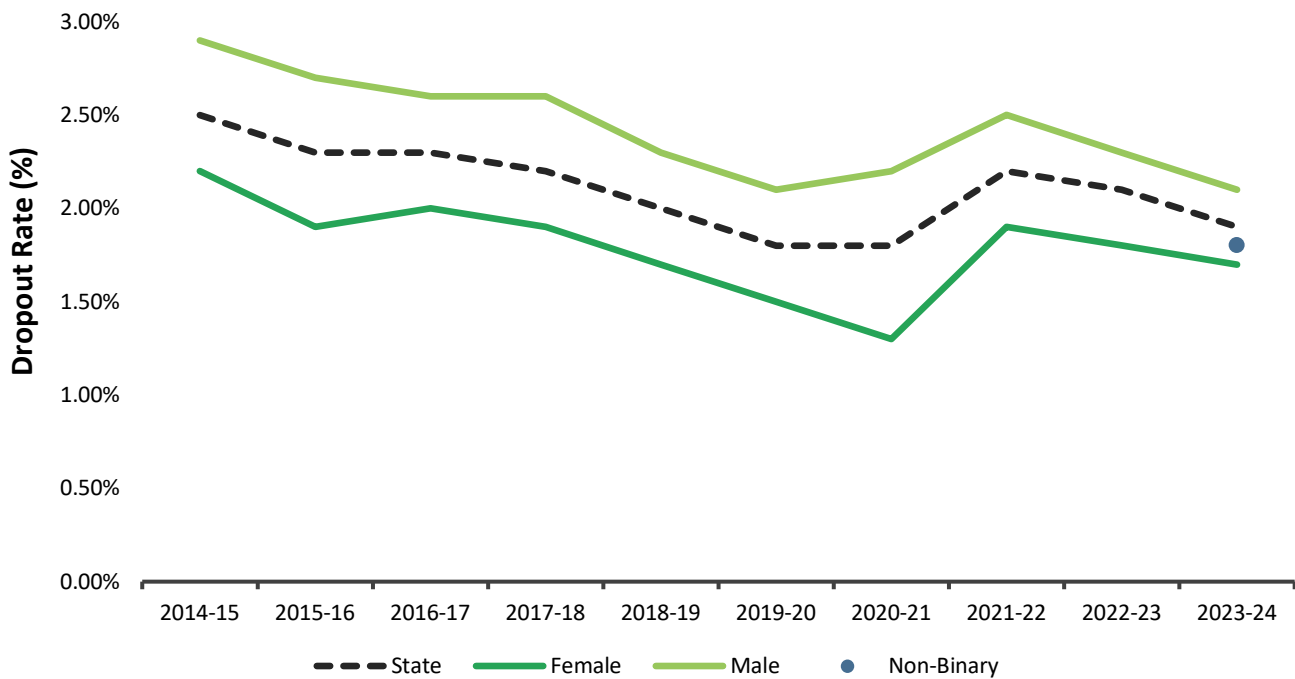
### Dropout Rates by Gender and Race / Ethnicity

Dropout rates varied by gender and by race / ethnicity but decreased for most groups (**Chart 27, Chart 28**). Male students and students of color (other than Asian students) continue to experience the highest dropout rates compared to other female students and white students.

- Both males and females had lower dropout rates in 2023-2024 than in the previous year, at 2.1 percent and 1.7 percent respectively. This was a 0.1 percentage point decrease for females and a 0.2 percentage point decrease for males. The gap between males and females was 0.4 percentage points (with males having the higher rate), down from a 0.6 percentage point gap in 2021-2022.
- Non-binary students had a dropout rate of 1.8 percent. This was the first year these data were available for non-binary students.
- Among racial and ethnic groups, Asian students, who historically have the lowest dropout rate, saw no change at 0.7 percent. Native Hawaiian or Other Pacific islander students were the only group with an increase (of 0.2 percentage points to 4.3 percent) in their dropout rate. This is in addition to a 0.2 percentage point increase the previous year. All other groups saw decreases.

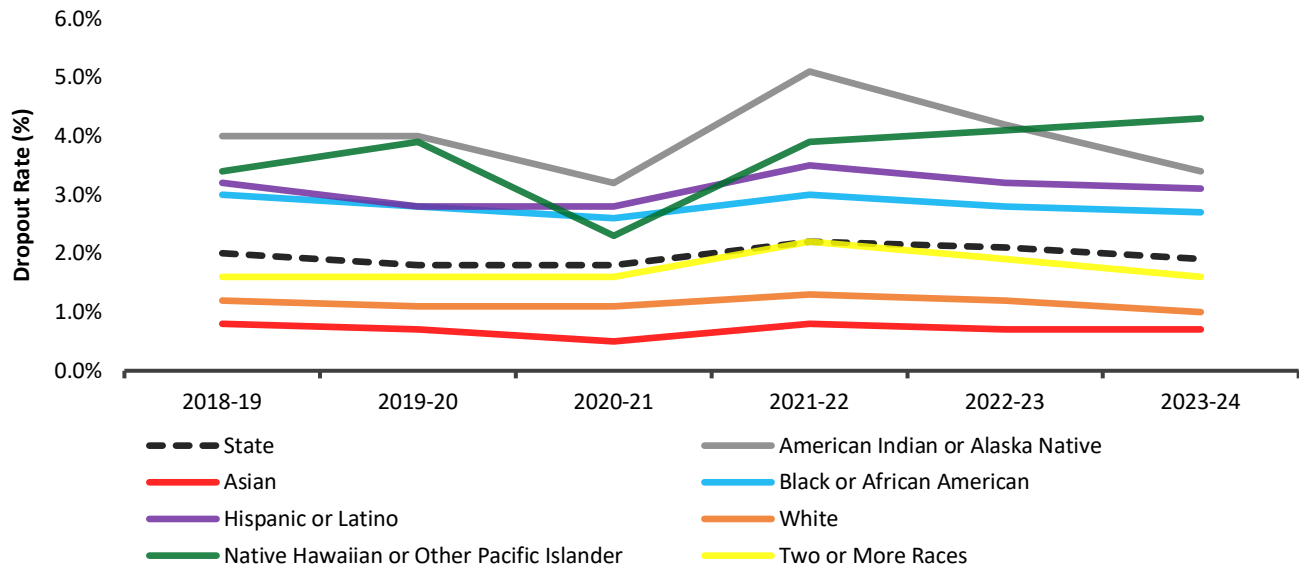
- The highest dropout rate was among Native Hawaiian or Other Pacific Islander students (4.3 percent; 1,643 7<sup>th</sup> – 12<sup>th</sup> grade students), while the lowest was among Asian students (0.7 percent; 14,254 7<sup>th</sup> – 12<sup>th</sup> grade students).
- American Indian or Alaska Native students (3,127 7<sup>th</sup> – 12<sup>th</sup> grade students), Black or African American students (22,637 7<sup>th</sup> – 12<sup>th</sup> grade students), Hispanic or Latino students (173,894 7<sup>th</sup> – 12<sup>th</sup> grade students), white students (229,931 7<sup>th</sup> – 12<sup>th</sup> grade students), and students with Two or More Races (22,178 7<sup>th</sup> – 12<sup>th</sup> grade students) all decreased their dropout rates from 2022-2023 to 2023-2024.
- The greatest decrease was among American Indian or Alaska Native students (a 0.8 percentage point decrease in addition to a 0.9 percentage point decrease the year before) to 3.4 percent in 2023-2024 and the smallest decreases were among Black or African American and Hispanic or Latino students (0.1 percentage point decreases, to 2.7 and 3.1 percent dropout rates, respectively).

Chart 27: Colorado Statewide Dropout Rates by Gender for School Years 2014-15 through 2023-24



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

Chart 28: Colorado Statewide Dropout Rates by Race/Ethnicity for School Years 2018-19 through 2023-24



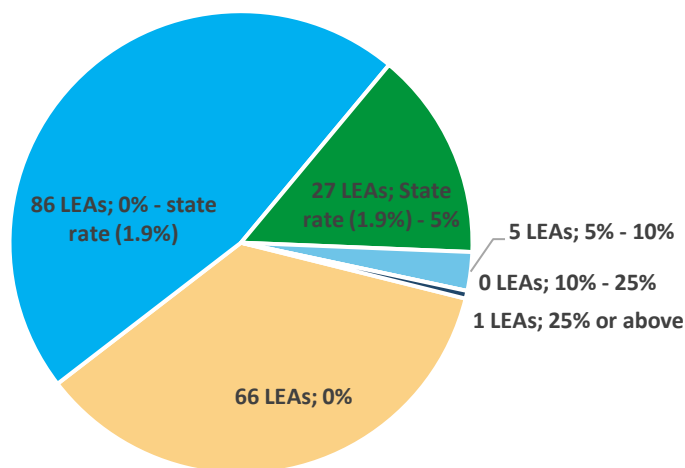
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

## Overview of District Dropout Rates

Out of 185 Colorado school districts and BOCES that report dropout rates, more than three quarters were below the statewide average and most districts improved their rates between 2022-23 and 2023-24 or stayed at 0 dropouts (**Chart 29**).

- Eighty-two (81.5) percent of districts (150 districts) reported a dropout rate below the overall state rate of 1.9 percent. This is two percentage points more than the percentage of districts that were lower than the state rate last year.
- Sixty-six (35.7 percent; 17 more than the previous year) districts reported no dropouts in 2023-2024. Thirty-seven of those districts (20.1 percent of all districts) also reported no dropouts the previous year.
- Fifty-two (51.6) percent of districts reported a decrease in the dropout rate from the 2022-2023 academic school year, 13 percent more than did the previous year.

Chart 29: LEA Dropout Rates for the 2023-2024 School Year



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

Average dropout rates varied widely by setting (e.g., outlying towns, Denver metro, outlying cities, remote, urban-suburban, and BOCES-run schools), with remote districts reporting the lowest average dropout rate at 0.7% (down 0.2 percentage points from the 2022-2023 school year) and BOCES-run schools having the highest at 3.1% (down 1.8 percentage points from the 2022-2023 school year). Two settings (Urban-Suburban and BOCES run schools) have rates higher (2.3 percent and 3.1 percent, respectively) than the statewide average. All settings improved their dropout rates from 2022-2023 to 2023-2024 (**Table 7**). Notably, given the larger student populations, student dropouts are concentrated with 83 percent of the state's 8,947 dropouts last attending just 19 school districts.

Table 7: Dropout Rates by Setting

Settings	2022-23		2023-24	
	Dropout rate	Number of dropouts	Dropout rate	Number of dropouts
<b>STATE TOTALS</b>	<b>2.1%</b>	<b>9,665</b>	<b>1.9%</b>	<b>8,947</b>
Setting: Denver Metro	2.0%	4,923	1.9%	4,799
Setting: Urban-Suburban	2.6%	3,455	2.3%	3,069
Setting: Outlying City	1.9%	382	1.6%	313
Setting: Outlying Town	1.4%	515	1.2%	433
Setting: Remote	0.9%	197	0.7%	168
Setting: BOCES-run schools	4.9%	193	3.1%	165

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

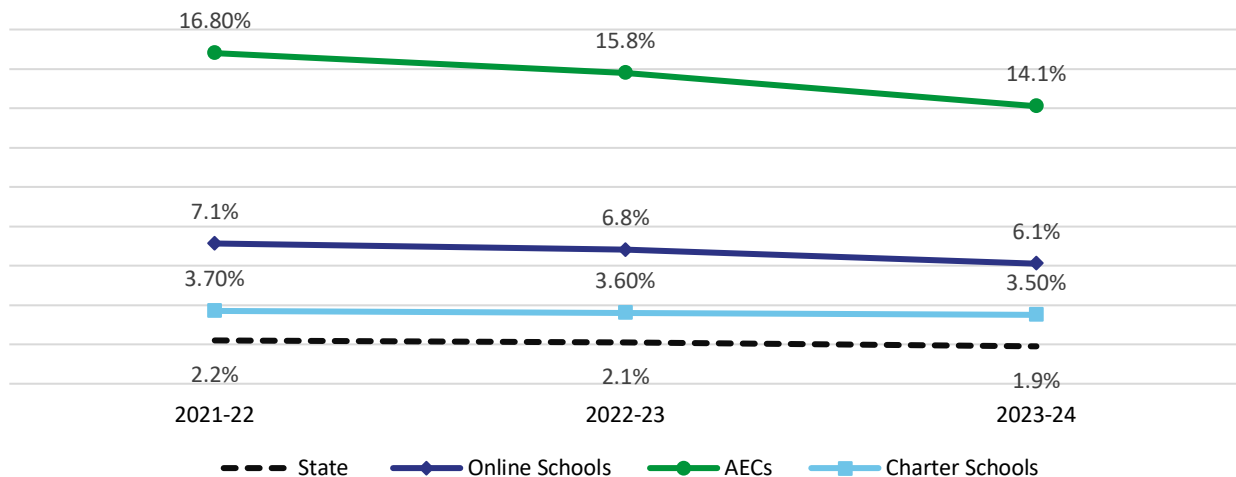
Note: Just over one third of schools run by BOCES are alternative education campuses.

## AECs, Charter Schools, and Online Schools

Mirroring the pattern across the state, the dropout rate for AECs and online schools also decreased in 2023-2024 (**Chart 30**). Specifically:

- The AEC dropout rate fell to 14.1 percent (4,227 student dropouts), a 1.7 percentage point decrease over the year prior. Almost half (47.2 percent) of all student dropouts in Colorado in 2023-2024 were last enrolled in school in an AEC.
- The dropout rate for charter schools decreased by 0.1 percentage point (to 3.5 percent; 2,363 dropouts) for the second year in a row.
- The dropout rate for online schools improved from 6.8 percent to 6.1 percent (2,314 dropouts). This improvement narrowed the gap between online schools and the statewide dropout rate of 1.9 percent.

Chart 30: Dropout Rates for the State, AECs, and Online Schools



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

## Student Re-engagement

Student re-engagement includes re-enrollment of students who have previously dropped out. CDE annually analyzes how many students re-enroll and thus can meet graduation or completion expectations in subsequent years.

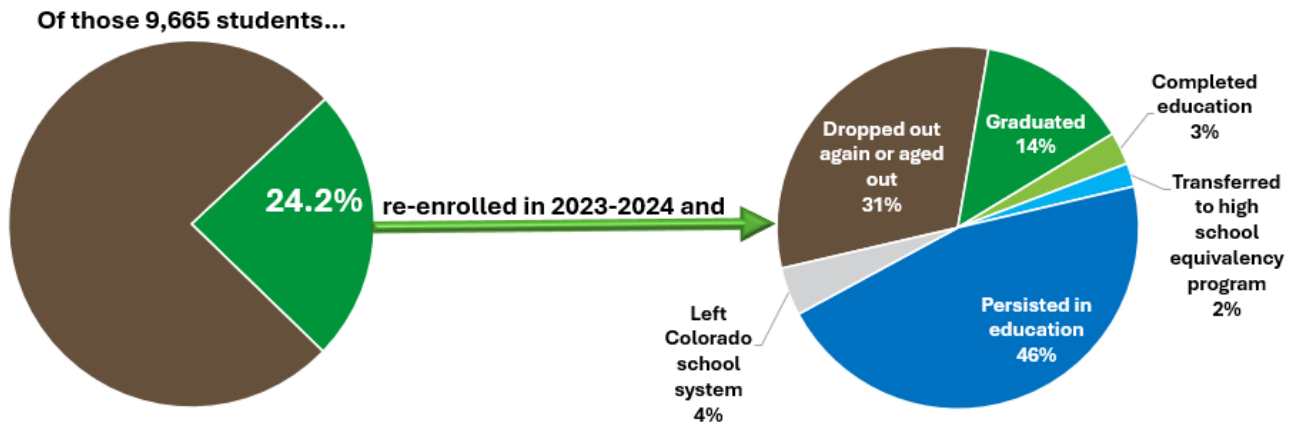
In the 2023-2024 school year, 2,336 students who had dropped out in the previous school year (2022-2023) re-enrolled in school. This represents 24.2 percent of the 9,665 dropouts in 2022-2023, which is 1.5 percentage points higher than the previous year but slightly lower than pre-pandemic averages. There is still an opportunity for additional students to re-enroll in future years. Of the 2,336 re-enrolled students:

- 64.4 percent (1,504 students) graduated, completed school, transferred to a high school equivalency program, or persisted in school. This is 0.1 percentage points lower than the previous year's rate of 65.5 percent. Specifically, of those students:
  - 318 students graduated (21.1 percent)
  - 68 students did not graduate, but completed their education (4.5 percent)
  - 49 students transferred to a high school equivalency program (3.3 percent)
  - 1,069 persisted in their education (71.1 percent)



- 31.3 percent (732 students, 22 fewer than last year) dropped out again or aged out of services.
- 4.3 percent of students left the Colorado system in some other way (e.g., transfer to another state, transfer to home school; **Chart 31**)

Chart 31: 9,665 Students in Grades 7 through 12 Dropped Out in 2022-2023



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

## Office of Dropout Prevention and Student Re-engagement

CDE launched the Office of Dropout Prevention and Student Re-engagement (DPSR) in 2009. The office was created to expand and coordinate efforts in reducing the dropout rate, increasing the graduation rate, and advancing credential attainment. This effort is authorized by statute, in section 22-14-101, C.R.S., and builds on the state's commitment to ensure graduation and school success for all students and re-engage out-of-school youth.

The main responsibilities of the office are to:

- Manage grant resources targeted at improving student, school, and district outcomes.
- Provide support in content areas of the office by:
  - Analyzing and reporting on student data related to student engagement and success including dropout, graduation and completion rates, attendance, discipline, and behavior;
  - Developing tools, resources, or guidance that support district efforts;
  - Coordinating efforts across CDE and leading initiatives to support effective practices that address student engagement, dropout prevention, student re-engagement, and student readiness for graduation and postsecondary options.

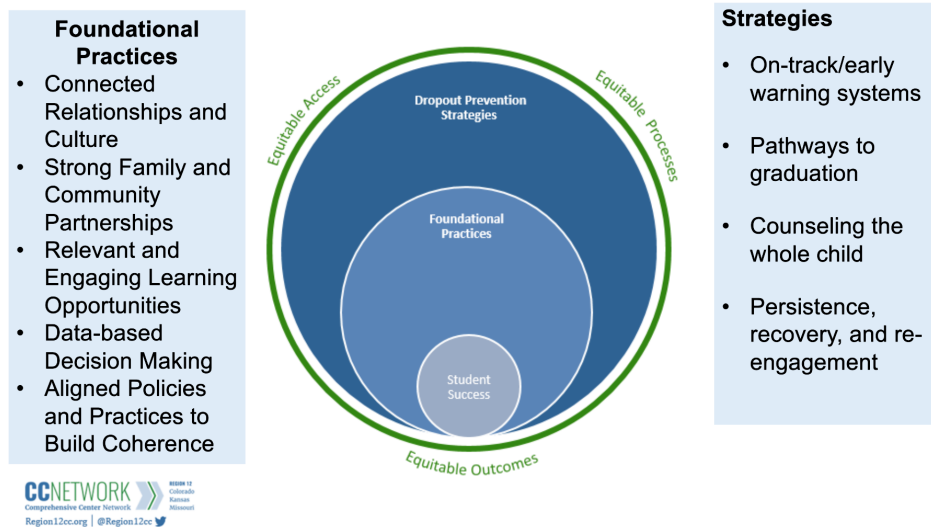
This section of the report outlines key initiatives the office has worked on during the 2023-24 school year.

## The Colorado Dropout Prevention Framework

The [Colorado Dropout Prevention Framework](#) was originally created in 2021 and updated in partnership with the [US Department of Education Comprehensive Center for Region 12](#) (Kansas, Colorado, Missouri) in 2023. The

Framework outlines five foundational practices and prioritizes four evidence-based strategies to reduce dropout rates and increase student engagement in learning, graduation rates, credit attainment, and preparation for postsecondary options.

- *Foundational Practices* are focused on creating and sustaining school environments that foster positive and effective conditions for learning.
- *Strategies* are evidence-based approaches to keep students on track for graduation and to intervene to support students at risk of dropping out or those who have already disengaged or dropped out.



## District Profile Reports

In the 2022 legislative session, [House Bill 22-1376](#) was passed. This bill included updates to the data collection process, limits on use of restraint and seclusion, and added a requirement to create profile reports for each district on data related to school learning environments. Per the legislation, the change to the student level discipline collection occurred in the 2023-24 school year and new district profile reports were created based on this updated data. During the time leading up to the implementation of this bill, CDE employed a stakeholder process to determine additional behavior categories that could be added to the discipline data collection, as well as to assist with alignment of the CDE behavior codes with the Colorado Association of School Boards Code of Conduct. As a result of this process, bullying was added as a behavior category and a coding [alignment guidance document](#) was created.

The creation of the new district profile reports involved a series of feedback sessions from school district employees as well as stakeholders outlined in the legislation, including the State Advisory Council for Parent Involvement in Education (SACPIE), the Colorado Special Education Advisory Committee (CSEAC), the disproportionate discipline task force, and CDE staff. During the development process for these reports, CDE held virtual feedback sessions for participants to review potential data visualizations and provide input to refine the final version of the reports.

The [district profile reports dashboard](#) has been published and will be updated annually coinciding with the release of the discipline data each year.

## Every School Day Matters! Attendance Campaign

Given the high rates of chronic absenteeism seen since the pandemic, CDE created the [Every School Day Matters! Attendance Campaign](#) in 2023-24 to organize resources and highlight the importance of school day attendance. In addition, CDE joined with the EdTrust, American Enterprise Institute, Attendanceworks, and 14 other states who are committed to reducing chronic absenteeism by 50% from its pandemic high. As a part of the campaign, CDE is encouraging schools and districts to sign up for a “50% Reduction Attendance Challenge” aimed at decreasing the chronic absentee rate by half from its all-time high of 34.5 percent during the COVID-19 pandemic. At the time of writing this report (early February, 2025), 33 districts and 25 schools had joined the challenge, citing such reasons as, *“We are joining the challenge to help parents and children understand how important it is to be in school and how it helps set students up for success.”*

CDE has compiled a list of resources for parents, families, and caregivers, community partners, school and district communication teams, and school and district leaders. These resources include sample messages around attendance, historical statewide data, attendance calendars and best practice guides, information about community services, sample attendance materials, and guidance from the Colorado Department of Public Health around missing school due to illness. In addition, CDE staff created an [Attendance Goal Calculator](#) dashboard where school and district leaders can use current information to see what is needed to achieve their 50 percent reduction goal. Finally CDE has been highlighting districts making strides in reducing chronic absenteeism and increasing attendance to share best practices.

## Justice Engaged Work Group

During the 2024 legislative session, House Bill 24-1216, Supports for Youth in the Juvenile Justice System, was passed and signed by the Governor. The bill included a required interagency working group to explore data sharing and reporting, develop guidance and coordinate efforts with other offices and initiatives across the department related to the data collection and rulemaking.

*Interagency workgroup:* The Interagency workgroup, tasked with examining the data collected by state agencies and making recommendations relating to and based on that data, included members from: the Department of Education, as appointed by the Commissioner of Education, the Department of Human Services, as appointed by the Executive Director, the Division of Youth Services, as appointed by the Executive Director of the Department of Human Services, and the Judicial Department, as appointed by the Chief Justice. The Interagency group first convened in July of 2024 and continued to meet throughout the year to review available data and make recommendations to the Department of Education and the Joint Education Committees of the House of Representatives and the Senate regarding:

- Criteria and state a mechanism for identifying and quantifying the number of justice-engaged students in the state;
- Indicators of and contributing factors to academic attainment;
- Data-sharing agreements and regulatory and statutory changes required to implement the recommendations;
- Additional funding or system enhancements required to implement the recommendations made; and
- Any other recommendations that the Interagency Working Group finds relevant to better understand outcomes for justice engaged students and ways the state can support this population.

The initial report from the interagency working group can be found [here](#).

The bill also directed the Department of Education to provide guidance on justice engaged youth participation in school activities, to establish a hotline for justice engaged students and their families, to support the State Board

of Education in promulgating rules relating to credit transfer and to support justice engaged students in small and rural districts.

Implementation deadlines for these activities will occur throughout the 2025-26 and 2026-27 school years.

**Data on Justice Engaged youth:** One of the challenges identified through legislation and in the interagency workgroup is that information about youth involved in the justice system lives in a variety of places. CDE and local education agencies have academic information but typically only a small amount of information concerning which students were justice engaged. While the recommendations focused on how compiling and reporting could be improved, CDE does collect enrollment information for students who were enrolled in one of eight detention centers across the state where a local education agency was providing educational services. This is only a small portion of the students who are included in the definition of justice engaged youth in the legislation.

- The populations of detention centers vary widely throughout the year as many students are in detention for less than one month (**Table 8**).
- CDE also receives records for when a student transfers into or out of a Department of Corrections facility. Around 100 students were reported as exiting to Department of Corrections during each of the past two years and almost 50 students entering from the Department of Corrections (**Table 9**).

**Table 8: Number of Public-School Students in Colorado Detention Centers**

School Year	Unduplicated Student Count	Enrolled as of May 1 or Later
2021-22	1043	106
2022-23	1285	141
2023-24	1320	191

*Note:* An unduplicated count is one in which every student is counted once regardless of how many times they were enrolled in a Colorado detention center.

**Table 9: Number of Public-School (PS) Students Entering and Exiting Department of Corrections (DOC) Facilities at the End of the School Year**

School Year	Entry to PS from DOC	Exit from PS to DOC
2021-22	40	92
2022-23	46	100
2023-24	46	107

*Note:* PS = Public School; DOC = Department of Corrections.

## Other Dropout Prevention Initiatives

**Attendance and Behavior Learning Cohorts.** In coordination with the District Improvement and Support Office, DPSR continues to lead learning cohorts for attendance and behavior for school and district leaders to present on and learn about effective practices. These learning cohorts began in the 2022-2023 school year and continue to build on and align with ongoing work in the unit.

**Expulsion Hearing Officer Training.** In 2023, [House Bill 23-1291](#) was passed. This bill updated requirements for the expulsion hearing process and required a new training for individuals who are acting as Expulsion Hearing Officers, starting in January 2025. Training topics include child and adolescent brain development; restorative justice; alternatives to expulsion; trauma-informed practices; conflict and bias in discipline, suspension, and expulsion; and the requirements and implementation of applicable federal and state laws. This training, which was created in 2023-2024, is accessible through Colorado's learning management platform. As of January 1st, 2025, 149 individuals have completed the training from 75 districts.

*Disproportionate Discipline Task Force.* In 2023, [Senate Bill 23-109](#) created a discipline task force during the 2023-24 school year. The task force studied disproportionate discipline, current statute connected to discipline, and CDE’s processes for data collection and sharing of resources, and could make administrative or legislative recommendations. The disproportionate discipline task force was completed and the [report](#) was finalized in August 2024. The report includes values statements that helped the task force guide their recommendations. It also includes a list of administrative recommendations which were proposed for CDE to implement as appropriate, and legislative recommendations that would require legislative action in order to be implemented. Topics covered in the recommendations include clarification on the reasons for expulsion, alignment of codes within the discipline data collection, and the creation or gathering of best practices and trainings related to behavior and discipline for school and district staff.

*Ninth Grade On-track Reporting.* House Bill 24-1282 was passed in 2024, requiring DPSR to include certain ninth-grade performance measures for each public school, school district, the Charter School Institute, and the state in this report starting in March of 2026. To that end, DPSR has been partnering with the Information Management Systems (IMS) team at CDE to prepare for accurately reporting this data. This work has included exploring currently available data collections from previous years, holding focus groups with districts to discuss available data and how it would be reported, and updating guidance for districts to improve consistency and accuracy.

## Legislative Review

Article 14 of Title 22 of the Colorado Revised Statutes requires CDE to report on the amount of state money appropriated for dropout prevention and student engagement. CDE staff identified the bills outlined below during the 2023 and 2024 legislative sessions that directly impact dropout prevention, student engagement, and attainment of a high school credential. Funding that is connected to the legislation is indicated, if applicable ([Table 10](#)).

**Table 10: Legislation Impacting Dropout Prevention, Student Engagement, and Attainment of a High School Credential from the 2023 and 2024 Legislative Sessions**

Bill name; Total funds appropriated; Date effective	Overview	Implications
<b>2023</b>		
S.B. 23-029 Disproportionate Discipline in Public Schools  FY 23-24: \$173,388	<ul style="list-style-type: none"> <li>Creates the School Discipline Task Force at CDE to study and make recommendations regarding school discipline policies, state and local discipline reporting requirements, and local engagement.</li> <li>The Task Force published their report in July 2024. It can be found <a href="#">here</a>.</li> </ul>	Improved tracking of discipline data. Increased use of alternative methods to suspension and expulsion. Recommendations for the improvement of discipline and behavior practices in Colorado.
S.B. 23-1231 Math in Pre-kindergarten Through Twelfth Grade	<ul style="list-style-type: none"> <li>Requires CDE to establish free K-12 trainings (e.g., for interventions and strategies to improve student proficiency in math) for math educators, as well as a list of math related resources.</li> </ul>	Increased focus on K-12 math, including more trainings and resources for math educators.



<p>FY 23-24: \$26,694,530</p> <p>Funding for the Ninth Grade Success grant FY 2023-24: \$1,600,000 FY 2024-25: \$0</p>	<ul style="list-style-type: none"> <li>Requires local education providers to identify strategies to assist students below grade level in math.</li> <li>Establishes the Colorado Academic Accelerator Grant Program, added prioritization criteria for awarding funds for the Ninth Grade Success Grant Program, and increased funding available for the Ninth Grade Success Grant Program.</li> <li>Adds early numeracy to the continuing professional development required of licensed preschool teachers.</li> <li>Requires that the Colorado Commission on Higher Education (CCHE) require educator preparation programs at institutions of higher education to train teacher candidates in mathematics education.</li> </ul>	<p>Additional grant funding dedicated to math programming.</p>
<p>H.B. 23-1291 Procedures for Expulsion Hearing Officers</p> <p>FY 23-24: \$181,449 FY 24-25: \$134,581</p>	<ul style="list-style-type: none"> <li>Increases the burden of proof to expel a student in an expulsion hearing and outlines the judicial review process for expulsions.</li> <li>Requires schools to provide caregivers with information related to expulsions, including records of the hearing and a report on decisions made.</li> <li>Increases training requirements for expulsion hearing officers, outlines recusal requirements, and requires CDE to create and administer an annual training program for expulsion hearing officers.</li> </ul>	<p>Increased documentation and sharing of information around expulsion hearings. Increased knowledge in expulsion hearing officers.</p>
<p>S.B. 23-296 Prevent Harassment and Discrimination in Schools</p> <p>FY 23-24: \$0 FY 24-25: \$69,700 FY 25-26: \$5,200</p>	<ul style="list-style-type: none"> <li>Requires schools to adopt a written policy protecting students from harassment and discrimination by July 2024.</li> <li>Requires that public schools accept reports of harassment or discrimination in writing or in person, by phone, email or online and that students are made aware of how to file a report.</li> <li>Requires that schools allow excused absences and make educational accommodations for students experiencing harassment or discrimination.</li> <li>Requires that schools report the number of harassment or discrimination reports, the type of bias reported and the time to complete each investigation to school districts, who will report to CDE, beginning in 2025.</li> </ul>	<p>Improved tracking of harassment and discrimination in Colorado schools. Improved protections for students being harassed or discriminated against.</p>
<b>2024</b>		
<p>H.B. 24-1216 Supports for Youth in the Juvenile Justice System</p>	<ul style="list-style-type: none"> <li>Establishes a bill of rights for K-12 students involved with juvenile or criminal justice system.</li> </ul>	



FY 24-25: \$82,883	<ul style="list-style-type: none"> <li>Requires LEAs to designate a point-person for justice engaged students and their families.</li> <li>Requires CDE to develop guidance that aligns with bill of rights and make guidance available to LEAs and other community organizations involved with justice engaged youth.</li> <li>Requires CDE to form interagency working group to make recommendations concerning justice engaged youth to CDE and the legislature.</li> <li>Requires the State Board of Education, in collaboration with interested parties, to make rules concerning the educational rights of justice engaged youth.</li> <li>Requires CDE to create a statewide hotline for issues pertaining to justice engaged youth and to create a position that will serve as a support person for small and rural school districts.</li> </ul>	
H.B. 24-1282 Ninth-Grade Success Grant & Performance Reporting  FY 24-25: \$2,000,000	<ul style="list-style-type: none"> <li>Requires an annual appropriation to the Ninth-Grade Success Grant Program and extends the repeal of this section to after 2027-28.</li> <li>Requires the Office of Dropout Prevention and Student Re-engagement to include certain ninth-grade performance measures for each public school, school district, the charter school institute, and the state as a whole starting in March of 2026.</li> </ul>	

## Policy and Practice Implications

As part of the Dropout Prevention and Student Re-engagement Office’s annual report, CDE is required to submit *“a report making state policy findings and recommendations to reduce the student dropout rate and increase the student graduation and completion rates.”* This section of the report is intended to highlight policy and practice implications that have been shared with CDE staff from the field or developed internally through end-of-year surveys, feedback at events, review of grant programs and annual analysis of data. The two areas highlighted here provide an overview of possible improvements in the information CDE collects and the consistency of support and services to students.

- Data collections:** The Dropout Prevention team supports the collection and use of a variety of data points related to student engagement (attendance, behavior incidents and disciplinary actions, mobility, dropout, course information, and graduation from student data and program information in Report Card March). The goal is to ensure that reporting meets legislative requirements and that there is accurate and transparent information available to districts and the public that can be used to make decisions. There are a number of challenges that CDE staff have observed throughout the data collection and reporting process. These challenges are indicated below, along with descriptions of the work CDE is doing to address the gap and potential areas for improvement.
  - Background:** CDE manages a range of distinct data collections and reporting on an annual basis. For each collection, districts will submit data for specific categories within that collection. These collections occur throughout the school year, have a variety of different requirements including a mix of student level, summary level, or program data, and are used to meet a variety of state

- and federal reporting requirements. Within the purview of dropout prevention, data is used from a number of different collections, including attendance, discipline, end of year (graduation, mobility, and dropout), student course information, and grant specific collections.
- **Challenges:** The current setup for collections includes individual collections that are distinct from one another and occur on different timelines. This creates some potential barriers:
    - **Accuracy and timeliness:** Given the range of requirements that are connected to each different collection and the processes and timing for validation, auditing and reporting can vary widely. Moreover, some collections were designed for certain reporting requirements that have changed over time.
    - **Consistency:** Reporting data in different collections, forms, and timing (summary, student level, program data) results in slight differences in the numbers that sometimes make comparison between collections challenging and make it harder to get a comprehensive look at different data for school, district or the state overall. For instance, a total student number is collected in multiple different collections (end of year, attendance, October count) and those numbers do not often match as they are taken at different times in the year.
    - **Staff time and capacity:** Both at the state level and at the district level, managing multiple collections is staff and time intensive. CDE staff have heard this specifically from mid-size and small districts that might not have multiple staff members who are responsible for each part of the collection. As new information is requested through legislation, state board rule, or through federal reporting requirements, a new or adapted collection is often required, which requires additional staff time at the district and state level and often requires substantial time to implement the new requirements.
  - **Improving collections:** There are a number of different ways to improve the collections process. The items listed below are current projects underway to support the process or have been shared by stakeholders or CDE staff as potential improvements. There are other initiatives and approaches that may help meet similar goals to improve the process.
    - CDE teams in Information Management Systems and program offices are working to establish a data governance process so there are clear and consistent definitions, new dashboards that accurately share data and enable deeper analysis and understanding of the data, and consistent processes for communication, validation, and support to districts.
    - Previous discussions between CDE and school districts have focused on ways to combine or streamline collections, including exploring a statewide student information system that would create a more seamless process for collection and reporting. There are a variety of implementation approaches to this that could improve the accuracy, timeliness, and usefulness of statewide data.
  - **Engagement of highly mobile students and student dropouts:** Annual statewide data show a higher number of student dropouts each of the past three years compared to 2019-20, and larger numbers of students have left the K-12 system. With the goal to reduce the number of students who completely disengage each year, there is a group of students who are sometimes missing from interventions.
    - **Background:** Districts report the status of each student to CDE at the end of the school year. This includes students who are still enrolled, those who have dropped out, those who have graduated, those who have transferred to another district, and others.
    - **Challenges:** There are challenges with ensuring that a student does not go missing as the student moves across districts and is able to stay connected to school.
      - Most districts have systems built at the school or district level to reconnect with a student who has stopped attending or has dropped out completely. Once a student drops out of a system, the student is often no longer on that district's list to try to re-



- engage and may not be on the new district's list either. This is especially true when districts and communities are closely connected geographically, and families could be in a different district only one block away.
- Connecting with a student and re-enrolling allows a student to have access to learning opportunities and continue their path towards graduation. Additional support is frequently needed as students often return with gaps in learning and may be more likely to dropout again.
  - **Improving support:** There are a few different options that may improve the tracking and support for students.
    - CDE staff continue to refine program supports for students who are considered highly mobile and are more likely to be missed between districts. A highly mobile student is defined as a student who experiences (or is at risk of experiencing) multiple school moves during their K-12 education outside of regular grade promotion. Per Colorado House Bill 18-1306, groups of students included in this definition are youth in foster care, those experiencing homelessness, or students in migrant education programs. Highly mobile students among these student groups experience low graduation rates, high dropout rates, tend to be disproportionately represented in disciplinary actions, and are above the state average in special education designations.
    - CDE staff are working to support Student Re-Engagement and Educational Stability grantees to better target support and are exploring where resources and support could target students who move between districts. More information on these programs can be found on pages 55 and 64 of this report. Additionally, conversations continue about how funding resources could support initiatives that follow students and target support across districts.
    - A longitudinal look at student data at the state level and increased sharing of student data at the district level when students withdraw or enroll at other districts would enable a better understanding of where students reconnect to the system.

## Dropout Prevention and Student Re-engagement Office Grants

CDE manages grant programs that are designed to improve student engagement, develop programs to better support students, provide support for individual students who have disengaged, and support development of pro-active systems to keep students on-track and connected to school and learning. The grants listed below are detailed within this report:

- Educational Stability Grant (ESG; managed by the Office of Student Support, started in 2018)
- Ninth Grade Success Grant (started in 2019)
- Student Re-engagement Grant (started in 2016)
- Expelled and At-Risk Student Services (EARSS) Grant (started in 1997)

## DPSR Program Evaluation

DPSR is responsible for tracking the progress and outcomes for the Ninth Grade Success Grant, the Student Re-engagement Grant, and the Expelled and At-Risk Student Services Grant. The Educational Stability Grant is overseen by the Office of Student Support, but outcomes are reported here as outlined in legislation regarding the ESG program (C.R.S.22-32-138.5).

These four grant programs collectively served more than 16,000 students across 57 districts in the 2023-2024 school year.



Please see **Table 11** for grant funding histories for each of the four grants and **Chart 32** to see the locations of DPSR-managed grantees.

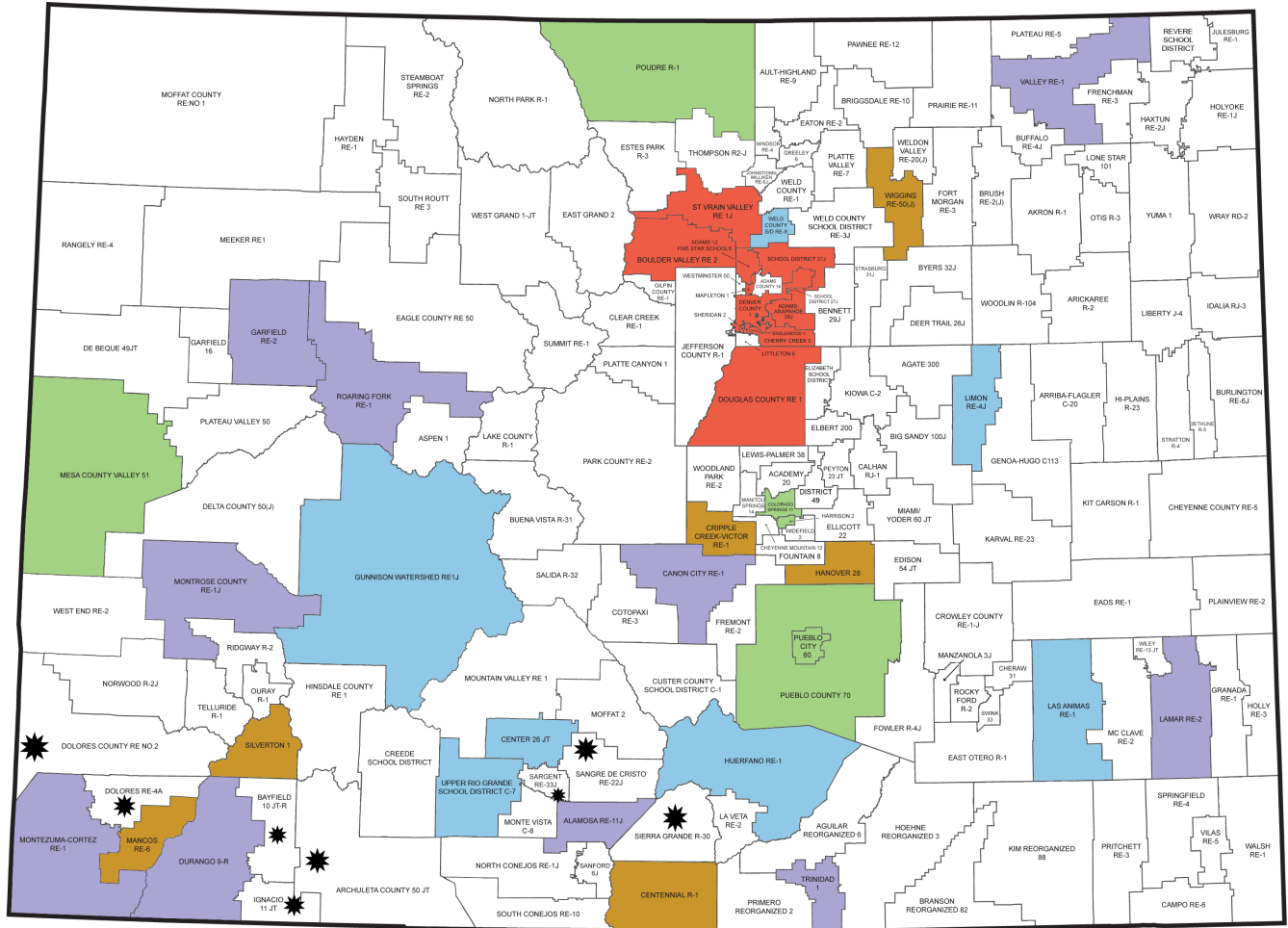
**Table 11: Four-Year Funding Histories for DPSR Programs**

Grant Program	2020-2021	2021-2022	2022-2023	2023-2024
Student Re-engagement	\$2,006,088	\$2,006,088	\$2,009,771	\$2,010,299
Expelled and At-Risk Student Services	\$9,493,560	\$9,493,560	\$9,493,560	\$9,499,542
Ninth Grade Success Grant	---	\$800,000	\$800,000	\$2,400,000
Educational Stability Grant	\$1,042,467	\$1,042,468	\$1,398,166	\$1,033,630
<b>TOTAL</b>	<b>\$12,542,115</b>	<b>\$13,342,116</b>	<b>\$13,701,497</b>	<b>\$14,943,471</b>

*Note: There was no funding allocated to CDE for administration or distribution for the Ninth grade Success Grant in 2020-2021.*

Chart 32: Distribution of DPSR-Managed Grant Funds Across Colorado

Student Re-engagement Grants 2023-2024 Denver Metro, Urban-Suburban, Outlying City, Outlying Town, Remote ✱BOCES



**Legend:** Denver Metro, Urban-Suburban, Outlying City, Outlying Town, Remote, ✱BOCES

**Note:** Grants represented in the map are: The Expelled and At-Risk Student Services Grant, the Ninth Grade Success Grant, and the Student Re-engagement Grant. Districts are color coded by setting. The Educational Stability Grant is housed in a separate CDE office and is not included here.

## Expelled and At-Risk Student Services (EARSS) grant program

[The Expelled and At-Risk Student Services Grant Program](#) (EARSS) is authorized by Colorado Revised Statute 22-33-205 to assist in providing educational and support services to expelled students, students at risk of suspension and expulsion, and students at risk of habitual truancy as defined by unexcused absences.

The program provides grants for districts to provide services to expelled and at-risk students, ensure consistent attendance and discipline practices, and develop alternatives to suspension and expulsion with the goal to keep more students in school, improve students' regular attendance, and support students' progress toward graduation.

- Each fall, CDE engages internal and district staff members to hold an annual Request for Applications. Applicants submit proposals for a 6-month planning period and four years of implementation.
- In January 2024, 5 new grantees started a six-month planning period to launch their programs and joined a group of 43 grantees that had started in previous years.

Overall, EARSS grantees reported positive outcomes for the students they supported through their grant programs. This included preventing or eliminating previous behaviors:

- 98.2 percent of students served by the grant were not expelled,
- 91.8 percent of at-risk students did not receive an out-of-school suspension,
- 93.6 percent of at-risk students did not receive an in-school suspension, and
- 98.7 percent of truant students did not have a truancy petition filed in court.
- This also included students experiencing positive school outcomes. 94.8 percent of students who were supported in the program remained in school or graduated and completed school. This is 1.5 percentage points higher than was reported in 2022-2023.

### Funded Districts (2023-2024)

- There were 48 grantee programs in 2023-24 that include 27 school districts, 11 individual charter schools, four BOCES (which serve multiple schools), and six facility schools.

### Students Served (2023-2024)

- 6,209 students received services.
- 36.9 percent of students served by the grant were identified as previously expelled or at-risk for expulsion;
- 63.1 percent were identified as truant or at-risk for habitual truancy or chronic absenteeism.

### Student Success Story

*EARSS programs serve students facing a range of different barriers to learning. The following quote from a student participating in EARSS programming was shared by a grantee in an urban setting.*

"During my sophomore year in high school (last year) I was struggling with substance use and it was messing up my grades and life. Then I joined Project LYT (EARSS). In the group, I learned how to handle stress and make better decisions. Everyone was super supportive, and it really helped me cut down on substance use. My grades got better, and I started feeling more in control. Project LYT was a game-changer for me. It gave me the support and tools I needed to turn things around!"

A full legislative report on the EARSS grant is available [at this link](#).

## Student Re-engagement Grant Program

[The Student Re-engagement Grant Program](#) (SRG) is authorized by Colorado Revised Statute 22-14-109 to provide educational services and supports to local education providers to maintain student engagement and facilitate student re-engagement for 6<sup>th</sup> – 12<sup>th</sup> grade students.

Applicants for the SRG propose strategies from the Dropout Prevention Framework that they will implement and identify the students the support is designed to impact. The strategies most commonly implemented by grantees include:

- Early warning systems to identify and respond to student need through design of whole school or targeted interventions
- Counseling and mentoring to support individual students who are showing signs of disengagement or have disengaged
- School climate practices to ensure a conducive environment for student engagement in learning
- Course completion/credit recovery efforts for students who have fallen behind academically
- Family partnerships that support students' engagement in school

**Cohort 3 grantees** applied in spring 2022 and began a three year implementation in fall 2022, making 2023-2024 their second year of grant reporting. Complete outcome reporting for this Cohort of students will be included in the 2024-2025 legislative report. Grantees reported serving students for the following reasons (choices were not mutually exclusive so a student could belong to one or more categories):

- Course failure (44.1 percent of students served)
- Low attendance (39.9 percent of students served)
- Insufficient credit accrual (36.5 percent of students served)
- Behavior referrals (20.6 percent of students served)
- Suspensions (10.3 percent of students served)
- High mobility (7.2 percent of students served)
- Being out-of-school (4.2 percent of students served)
- Other reasons, including severe mental health issues, justice involvement, and in need of academic support to avoid falling behind (6.1 percent of students served)

### Funded districts (2023-2024)

- 21 schools in 12 districts and the Charter School Institute were serving students in 2023-24.

### Students Served (2023-2024)

- 2,381 individual students served.
- Most students were served due to low attendance (39.9%) and course failure (44.1%).

In addition to serving students who are at risk of disengaging, grantees re-engaged previously disengaged students. Of the 2,381 students served, grantees reported:

- 27.6 percent had less than 70 percent attendance in the previous year but were still enrolled at the end of the 2023-2024 school year.
- 3 percent of students were previous dropouts who re-enrolled in 2023-2024 and were either still enrolled or had graduated by the end of the year.
- 15.3 percent of students served were transfer students who were still enrolled in the school they were served in at the end of the 2023-2024 school year.

While the overall goal of the grant is to increase student engagement, grantees select different performance measures based on the strategy selection and may more closely track attendance, re-engagement, or graduation, depending on the grant.

- Eighteen grantees / schools reported progress on Academic Performance Measures. (Some grantees combined schools into one report; others submitted multiple reports. One grantee did not report on

their progress for this performance measure). Academic Performance Measures could address one of three topics: course failures, passage of core courses, or being on-track for graduation.

- *Course failure*: Seven grantees reported that just under half of their assessed students (48.8 percent) had fewer core course failures in the second semester in comparison to the first.
- *Core Course Passage*: Three grantees reported that more than three quarters (86.2 percent) of assessed students passed all of their core courses in the second semester of the 2023-2024 school year.
- *On-Track for Graduation*: Eight grantees reported that two thirds (67.6 percent) of assessed students went from not being on track to graduate to being on track to graduate by the end of the second semester.
- Nineteen grantees / schools reported progress on Behavioral and Social Emotional Performance Measures. Behavioral and Social Emotional Performance Measures could address either school engagement or attendance.
  - *School Engagement*: Eight grantees / schools reported that two thirds (68.8 percent) of assessed students increased or improved their school engagement as measured by a specifically set criteria.
  - *Attendance*: Eleven grantees / schools reported that just under two thirds (62.6 percent) of assessed students had higher attendance second semester in comparison to first semester.

During the 2023-24, grantees reported overall positive outcomes for students they served. This includes:

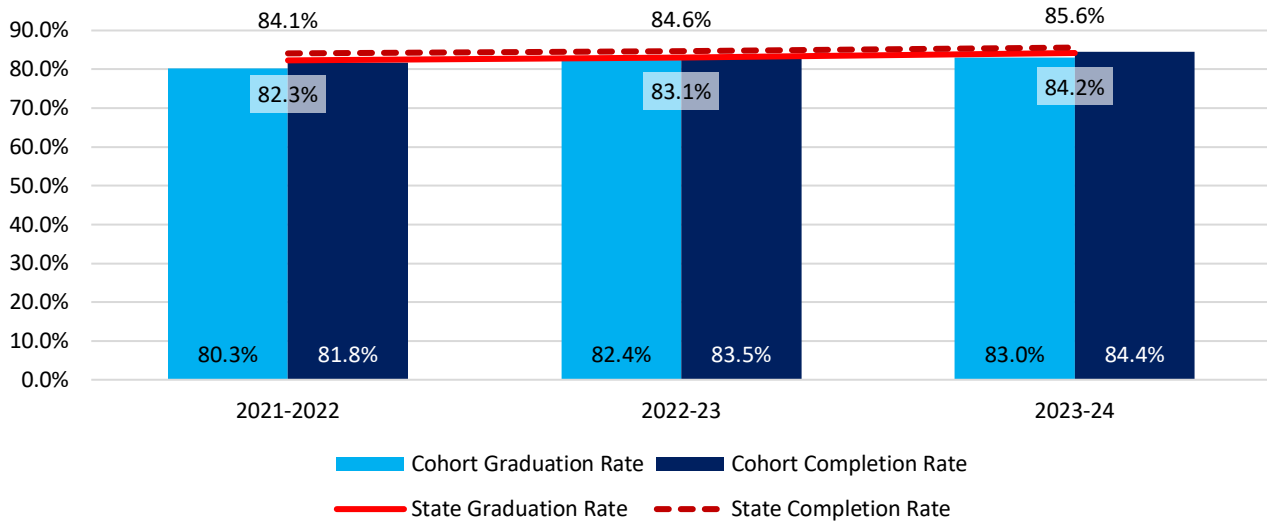
- 96.3 percent of students served remained in or completed school.
- Of the 441 students expected to graduate in 2023-2024 or before, 78.7 percent graduated or completed their education in 2023-2024 (*Note that data was available for 96.1% of students served*).

### *Key Metrics for Grant Funded Schools*

In addition to individual progress, CDE analyzes schoolwide data trends in grantee schools. Two key outcomes for the SRG are graduation and completion because students who are successfully engaged or re-engaged will be less likely to drop out of the school. Examinations of these metrics from 2021-2022 (the year before grant programming started) to 2023-2024 indicate that, as a cohort, SRG grantees are making progress in both graduation and completion rates.

Notably, trends in 4-year graduation metrics indicate that SRG schools increased their 4-year graduation rate by 2.1 percentage points in their first year of funding and by an additional 0.6 percentage points in 2023-2024 (**Chart 33**). This growth of 2.7 percentage points in comparison to the statewide growth of 1.9 percentage points helped close the gap between schools and the state.

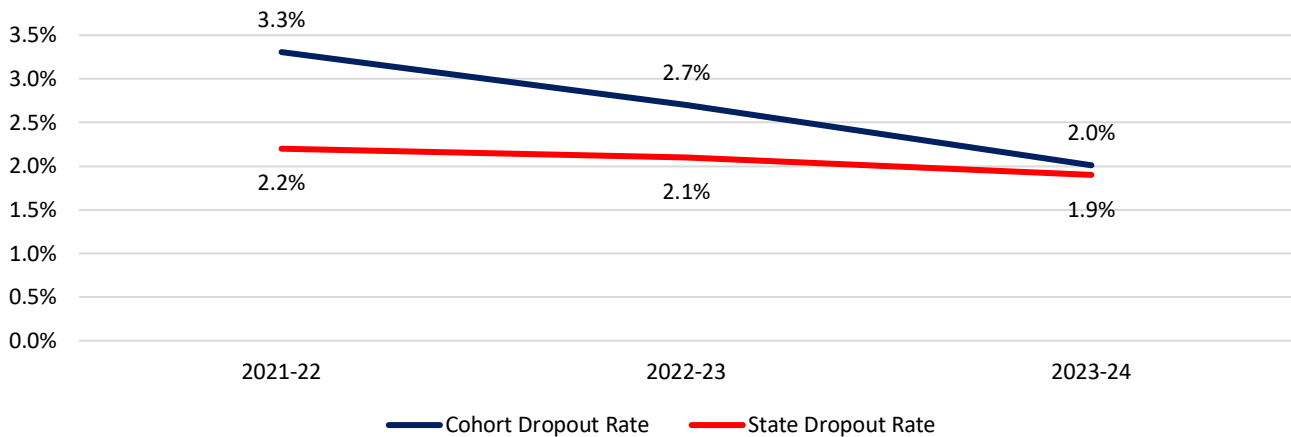
Chart 33: Four-Year State and ESG Cohort Graduation and Completion Rates from 2021-22 to 2023-24



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

Dropout rates, too, have improved. This cohort of SRG grantees had a dropout rate that was 1.1 percentage points higher than the state dropout rate in 2021-2022, before funding began. In 2023-2024, their second year of funding, they closed that gap with a dropout rate just 0.1 percentage point above the state rate (**Chart 34**).

Chart 34: State and SRG Cohort Dropout Rates from 2021-22 to 2023-24



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



### Student Success Story

*Student Re-engagement grantees work to build strong systems that help students stay on-track and intervene and support students as soon as they show signs of disengagement. The following story was shared by a grantee as an example of the impact they have on individual students.*

Some students have extreme circumstances that cause them to be disengaged from academics forcing them to become out-of-school youth. Unfortunately, this student had a family history of abuse, addiction, incarceration, homelessness, and utter dysfunction. The student had attended two high schools and even tried online schooling before giving up. He was referred to the school through a peer. Upon arrival, he made bad decisions by getting caught vaping and under the influence of substances multiple times. However, through [the high school's] case management program, First Priority: Student Health and Wellness that is modeled after Maslow's Hierarchy of Needs, the student received personalized attention once a week. The focus was to eliminate all the survival needs that the student needed; therefore, the school ensured that he had adequate food at home and helped him get health care, especially dental care and substance abuse treatment. The decrease in counterproductive behaviors made it evident that through these interventions the individual felt more than just a student, rather an important member of the school community. Through the Phoenix Career Institute program, the student worked on a resume and cover letter and participated in mock interviews which resulted in him obtaining his first job. After the school talent show, the student stated that "this was the best day of my life" and after his birthday celebration he confided to a staff member that he did not remember the last time he had cake and ice cream for his birthday. The result of these efforts was that after engaging in intense credit recovery he had earned enough credits and completed all the requirements to graduate in May 2024. He applied and got accepted into a college to learn sound engineering with the hopes of continuing his passion for music and the arts.

## Ninth Grade Success Grant Program

[The Ninth Grade Success Grant Program](#) (NGSG) is authorized by C.R.S. 22-14-109.5 to assist students enrolled in ninth grade to develop the skills they need to successfully persist in graduating from high school. Currently funded program descriptions can be found [here](#).

Grantees within the program built ninth grade success teams that include teachers, counselors, and other support staff and meet regularly to build a strong 9<sup>th</sup> grade experience, design and coordinate supports, and identify and respond when students are struggling. The goal of ninth grade teams is to increase the number of students who are staying on-track to 10<sup>th</sup> grade, reduce the number of students who show signs of disengagement and academic struggles, and build systems to be responsive. Grantees implement four core strategies and design implementation to fit their school community:

- **Transition Programs:** Eighth to ninth grade transition programs.
- **Data Systems:** Early warning systems to identify students and respond as soon as they begin to disengage or struggle academically.
- **Ninth Grade Success Team:** A team of staff members that support 9<sup>th</sup> grade students and can organize around the instructional and other supports that students need.
- **Instructional Supports:** Grantees design instructional supports to improve first time course passage and intervention and recovery options for 9<sup>th</sup> grade students.



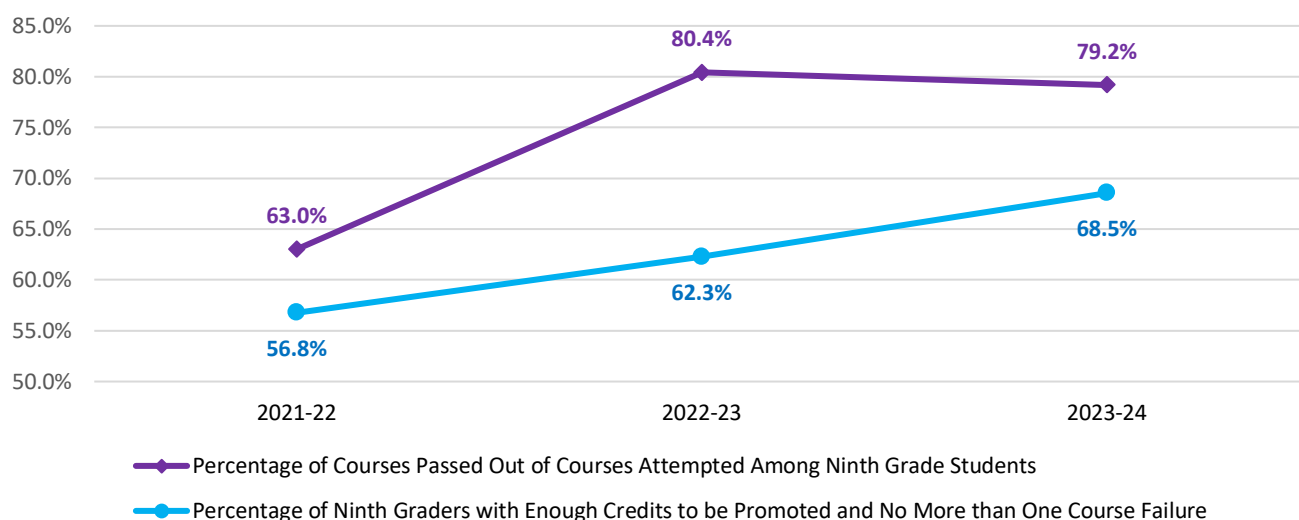
Cohort 1 is the first cohort of grantees within the program. After a gap year in 2020-2021 due to a pause in state funding, the 2023-2024 school year is the final of 4 years of implementation. Cohort 2, which was funded in January of 2024, will run from the 2024-2025 school year to the 2026-2027 school year and engaged in a six-month planning period in the spring of 2024. For the purposes of this report, Cohort 2 provided baseline information about their plans to serve students in the 2024-2025 school year.

### Cohort 1

Each year, starting in the 2021-22 school year, grantees have reported on how many courses were attempted versus earned by the ninth-grade students. In 2023-24, the percentage of courses passed divided by the number of courses attempted ranged from 36.4 percent to 95.9 percent. As a cohort, the percentage of courses passed divided by the number of courses attempted increased from 63.0 percent in 2021-22 to 79.2 percent in 2023-24 (**Chart 35**). Grantees also reported that between 41.4 percent and 88.9 percent of their ninth-grade students in 2023-24 had enough credits to be promoted to tenth grade *and* earned no more than one semester F in a core academic course. For the cohort, this rate also increased over time from 56.8 percent in 2021-22 to 68.5 percent in 2023-24.

Funded Districts (2023-2024)
<ul style="list-style-type: none"> <li>9 districts serving students in 2023-2024</li> <li>An additional 15 districts and the Charter School Institute in a 6-month planning period to begin serving students in the 2024-2025 school year</li> <li>A total of 29 schools and 1 district funded across two cohorts of grantees</li> </ul>
Students Served
<ul style="list-style-type: none"> <li>2,553 students served.</li> <li>Students were primarily served due to course failure (36 percent), office referrals (30 percent), and low attendance (27 percent).</li> </ul>

Chart 35: Ninth Grade Success Grant Cohort 1 Grantee-Reported On Track Rates from 2021-22 to 2023-24

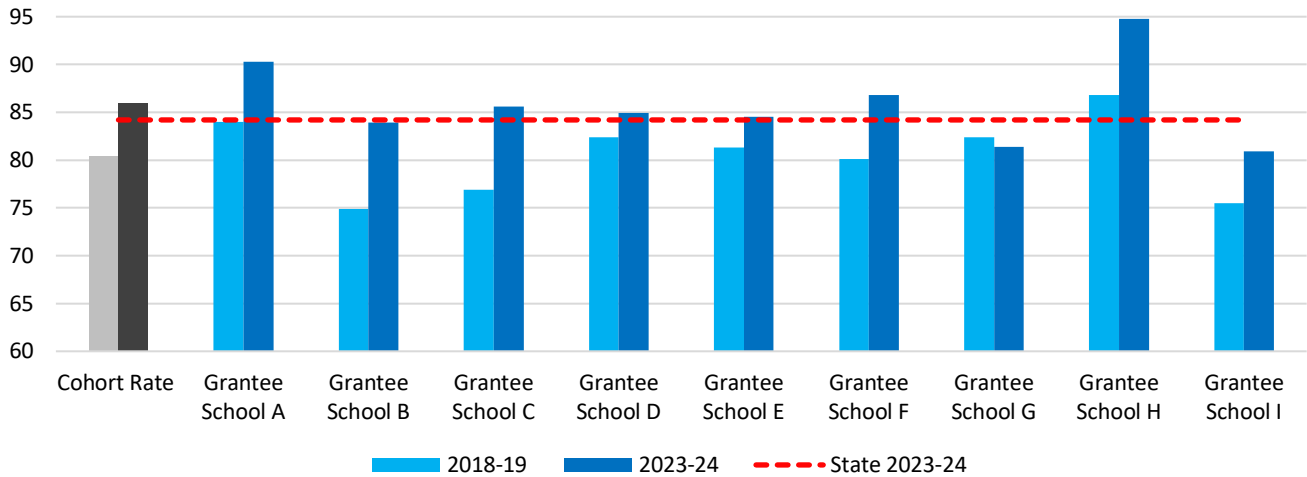


Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

A key outcome for the NGSG is 4-year graduation rates, which is built off the notion that if 9th grade outcomes improve, students will be more ready for the remainder of high school and be successful in graduating four years later. An examination of Cohort 1 grantee and state graduation rates over the last five years (i.e., from the year before each grantee received the NGSG to this year, their final year of implementation) reveals that all grantees

except one increased their graduation rates over time, and that two thirds of grantees ended the program with a graduation rate at or above the state rate (**Chart 36**).

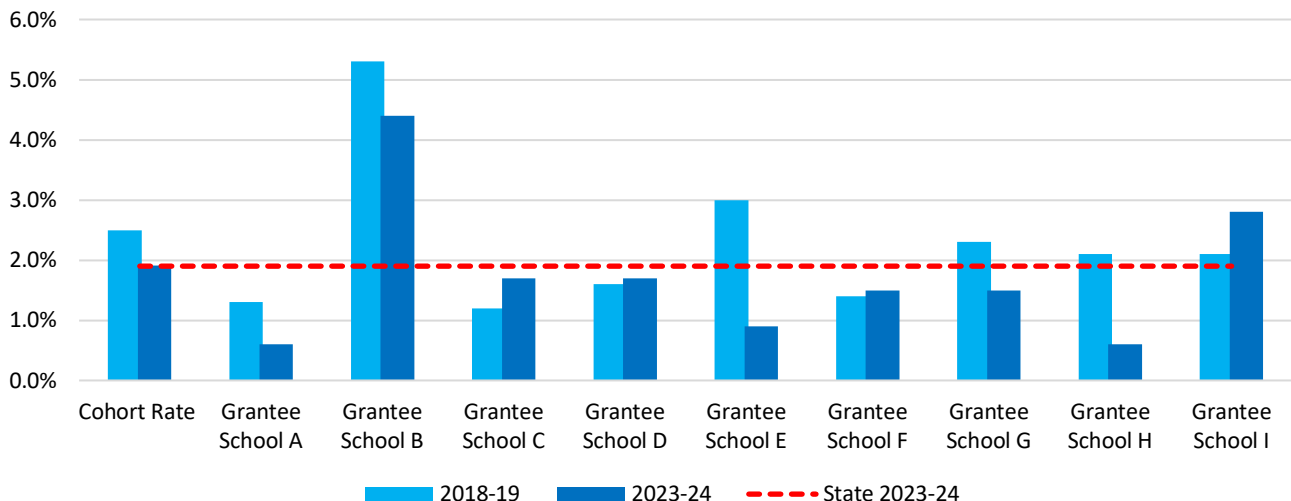
Chart 36: Cohort, State, and School-Level Four-Year Graduation Rates of Cohort 1 NGSG Grantees in 2018-19 and 2023-24



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

Similarly, dropout is another key outcome for the NGSG under the notion that students who are prepared for the rigors of high school will be less likely to dropout over the next four years. An examination of Cohort 1 grantee and state dropout rates over the last five years reveals that more than half of grantees decreased their dropout rates over time, and that all but two grantees ended the program with a dropout rate below the state rate (**Chart 37**).

Chart 37: Cohort, State, and School-Level Dropout Rates of Cohort 1 NGSG Grantees in 2018-19 and 2023-24



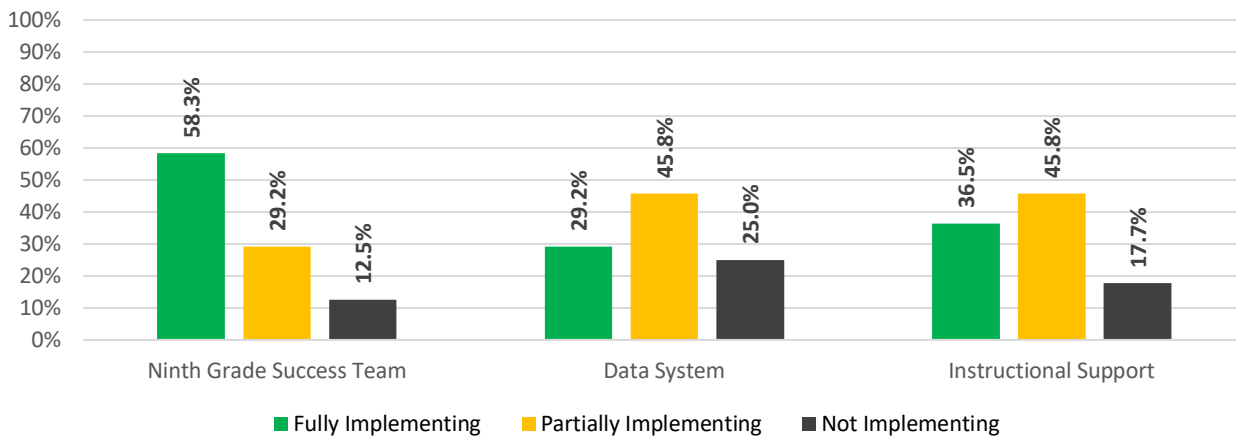
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

## Cohort 2

Twenty-four Cohort 2 respondents representing 24 different schools received funding starting in January 2024 and shared information on their progress by the end of the 2023-24 school year. This group of grantees anticipate serving an average of 4,518 students starting in the 2024-2025 school year. While the spring of 2024 was designed as a planning period, many grantees were able to implement components of the grant during this initial semester. Grantees reported whether they were “fully,” “partially,” or “not” implementing each of 10 components of the grant (e.g., “ensuring that school leadership, school counselors, and key members of the success team receive and review data on all incoming ninth grade students and plan course work and supports for the students based on the data received”) at the end of the planning period.

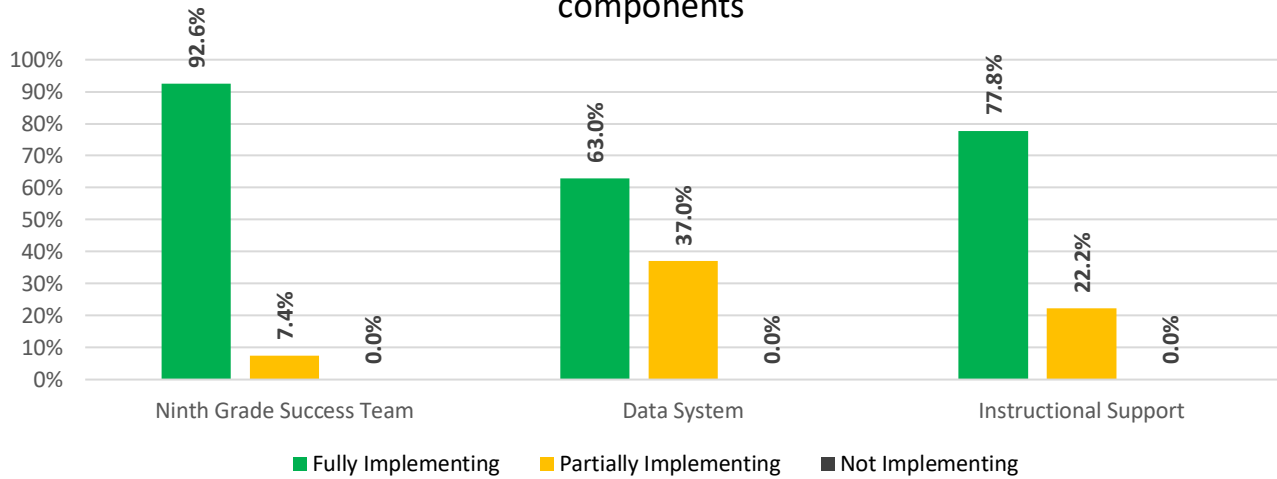
- The majority of grantees reported that they were either fully or partially implementing all but one of the components.
- The highest percentage of grantees (66.7 percent) reported that they were fully implementing the component “organizing the school staff to ensure that, to the extent practicable, the ninth-grade classes are taught by a single group of teachers who teach only or mostly ninth grade classes.”
- Placing the components into three categories (Ninth Grade Success Team, Data Systems, and Instructional Support), illustrates that Cohort 2 grantees are most successfully implementing the Ninth Grade Success Team and need the most support in implementing Data Systems (**Chart 38**). In addition, in examining these same categories in Cohort 1 (**Chart 39**), it is apparent that, with time, grantees are able to implement each component of the program.

Chart 38: Cohort 2 (N = 24) Reported Implementation Levels of Grant Components



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

Chart 39: Cohort 1 (N = 9) Reported Implementation Levels of Grant components



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

Regarding ninth-grade transition programs, nearly all grantees (79.2 percent) reported plans to implement a freshman seminar program (i.e., a full course for all freshman).

#### Progress Toward Goals

Cohort 2 grantees created goals around course passage rates (i.e., the number of courses attempted versus those earned by ninth-grade students) and on-track rates (i.e., the percent of students with enough credits to be promoted to tenth grade and no more than one semester F in a core academic course). Grantees could also choose an optional goal pertaining to math achievement among ninth-grade students. Although not all grantees were able to report on progress by the end of the 6-month planning period (January 2024 – July 2024), those who did were largely already reporting making progress on these goals. Progress was defined as follows:

- Not Making Progress: Less than halfway to goal
- Approaching: From 50% of goal to 5% below goal
- Met: Within 5% of goal
- Exceeded: 5% or more beyond goal

**Course Passage Goals:** Grantees reported on the percentage of courses passed and the number of courses attempted. Among the 19 grantees who reported collecting data on this metric in 2023-2024, percentages of courses passed ranged from 36.4 percent to 100 percent, with an average of 68.9 percent of courses passed. Among these, 18 grantees had written goals pertaining to the 2023-2024 school year. Of those, two were not making progress, seven were approaching their goal, four had met their goal, and five had exceeded it.

**On-Track Rate Goals:** Grantees reported on the percentage of students with enough credits to be promoted to tenth grade and no more than one semester F in a core academic course. Among the 20 grantees who reported collecting data on this metric in 2023-2024, percentages ranged from 33.3 percent to 92.3 percent, with an average of 48.7 percent of students on-track. Among these, 19 grantees had written goals pertaining to the 2023-2024 school year. Of those, one grantee was not making progress, 11 were approaching their goal, six had met their goal, and one had exceeded it.

**Math goals:** This cohort of grantees could have an optional goal related to math achievement. Among the 19 grantees with a goal related to math achievement, the 15 who had collected data in the 2023-2024 school year reported that between 0 percent and 90.9 percent (with an average 58.7 percent) of students assessed



improved in math performance. Given the manner in which goals were written (e.g., increase PSAT scores by a set number of points) and reported on (e.g., a percentage of students who improved), the department was unable to quantify the number of grantees making progress on this goal.



## Educational Stability Grant Program

[The Educational Stability Grant Program](#) (ESG), began in 2019. Authorized by C.R.S. 22-32-138.5, and managed by the Office of Student Support, ESG provides grant money for academic and social-emotional services and supports for highly mobile students. This includes students who experience (or are at risk of experiencing) multiple school moves during their K-12 education outside of regular grade transitions (e.g., youth in foster care, those experiencing homelessness, and students in migrant education programs). Goals of the grant program are to improve educational experiences and outcomes for highly mobile students. Per section 22-32-138.5, C.R.S., the program's approach maintains that, by removing educational barriers and supporting educational stability, students served will stay in school, maintain regular attendance, decrease behavioral incidents, and make progress toward graduation or completion.

The framework to provide targeted assistance for service and supports to highly mobile students includes the following categories:

- Essential needs
- Connectedness (in and out of school)
- Innovative solutions to address barriers to learning
- Multiple pathways for high school graduation and exploration of post-secondary and career options

This was the second year of funding for the current Cohort of ESG grantees. Nine districts were awarded a total of \$825,000 for district-level work.

The ESG program funded innovative services and supports to address barriers to learning for highly mobile students. Nearly all grantees reported supporting students' extracurricular and community engagement, as well as their academic progression, course completion and opportunities to explore interests. ESG also funds a variety of structured academic opportunities for students to achieve their goal for graduation and postsecondary success based on the individual student's academic interest and unique needs. For example, nearly all grantees also reported providing opportunities for students to build on strengths and talents and explore interests and a multitude of post-secondary and career options, as well as providing complete and up-to-date career and/or academic plans.

The most common strategies that were funded through district applications include:

- Providing essential needs such as clothing and hygiene products
- Programs that increase connectedness through extracurricular activities and community engagement
- Programs that aid students in their academic progress and course completion
- Programs that provide students with opportunities to explore interests

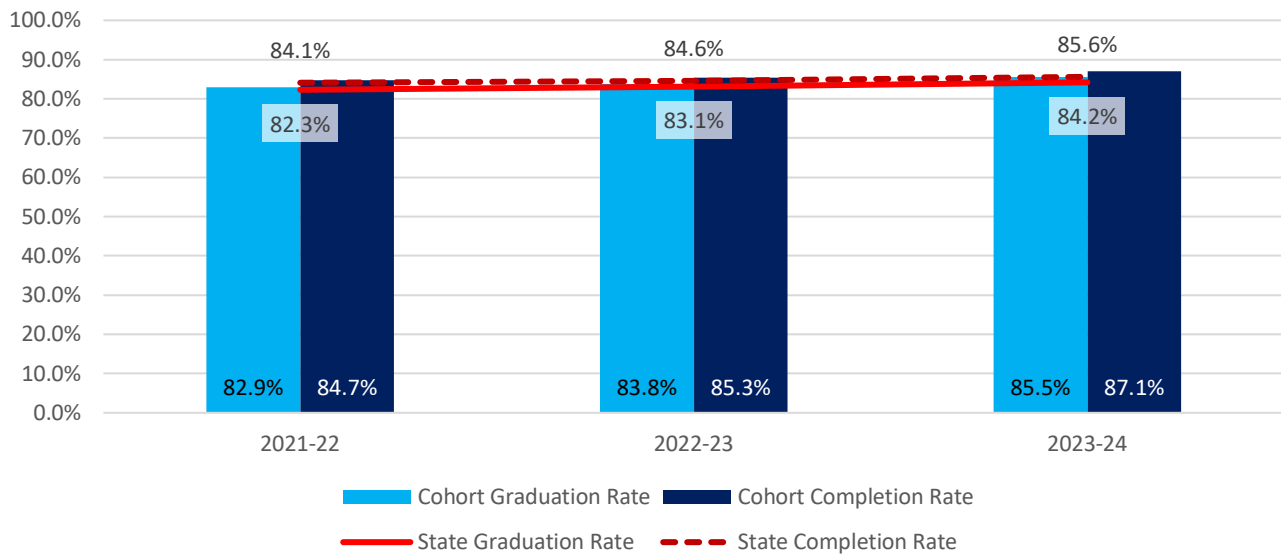
### *Key Metrics for Grant Funded Districts*

Funded LEAs (2023-2024)
<ul style="list-style-type: none"><li>• 9 ESG grantees completed Year 2 of the grant</li></ul>
Students Served
<ul style="list-style-type: none"><li>• 5,787 students were served</li><li>• 81.7 percent of students served were experiencing homelessness</li><li>• 8.4 percent were in out-of-home placement (foster care)</li><li>• 11.4 percent were in migrant education programs</li></ul>

Current grantees reported that 96.7 percent of the highly mobile students served stayed in school or continued or completed their education. This is slightly lower than the 97.5 percent of students reported for this cohort in 2022-2023.

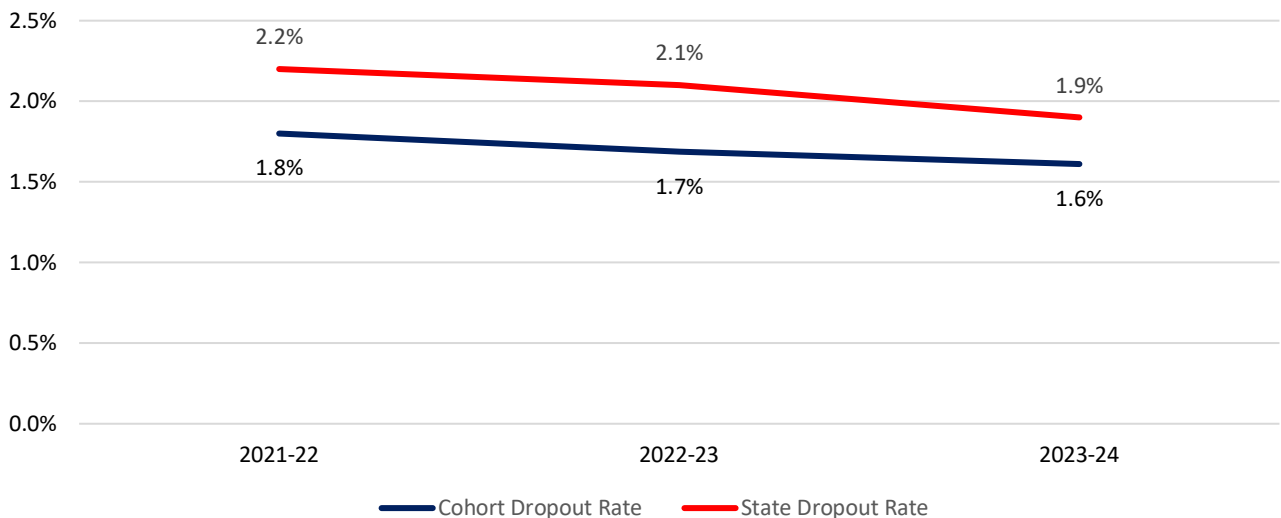
Examinations of graduation and completion rates (**Chart 40**), dropout rates (**Chart 41**), and attendance rates (**Chart 42**) from the year before grant programming began (2021-2022) to the second year of funding (2023-2024) all indicate that, as a cohort (and like the state), the districts who received the ESG grant have made progress in these metrics, with higher graduation, completion, and attendance rates and lower dropout, chronic absentee, and truancy rates.

Chart 40: Four-Year State and ESG Cohort Graduation and Completion Rates from 2021-22 to 2023-24



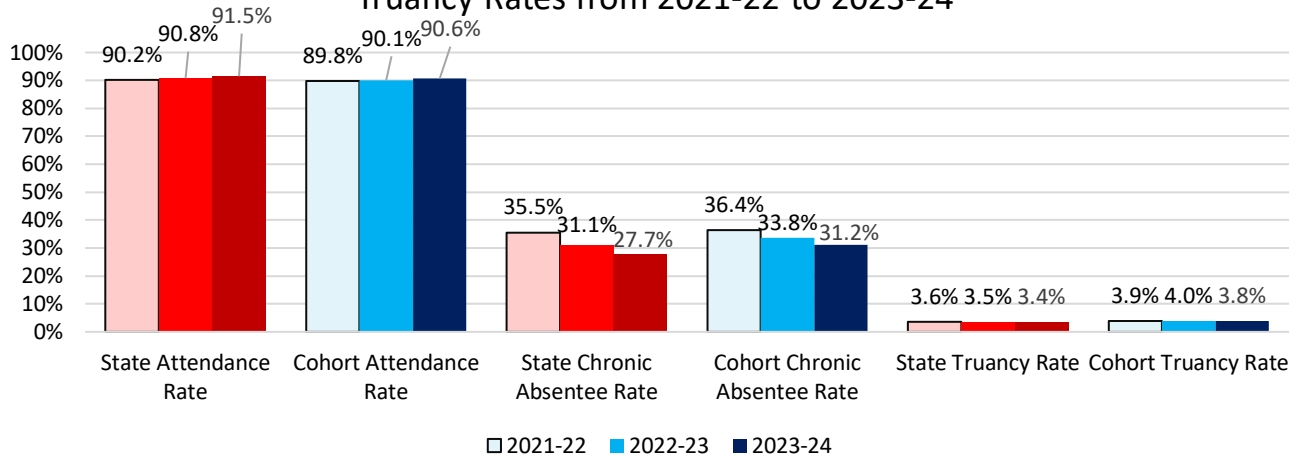
Source: CDE Office of Data Services and Office of Student Support

Chart 41: State and ESG Cohort Dropout Rates from 2021-22 to 2023-24



Source: CDE Office of Data Services and Office of Student Support

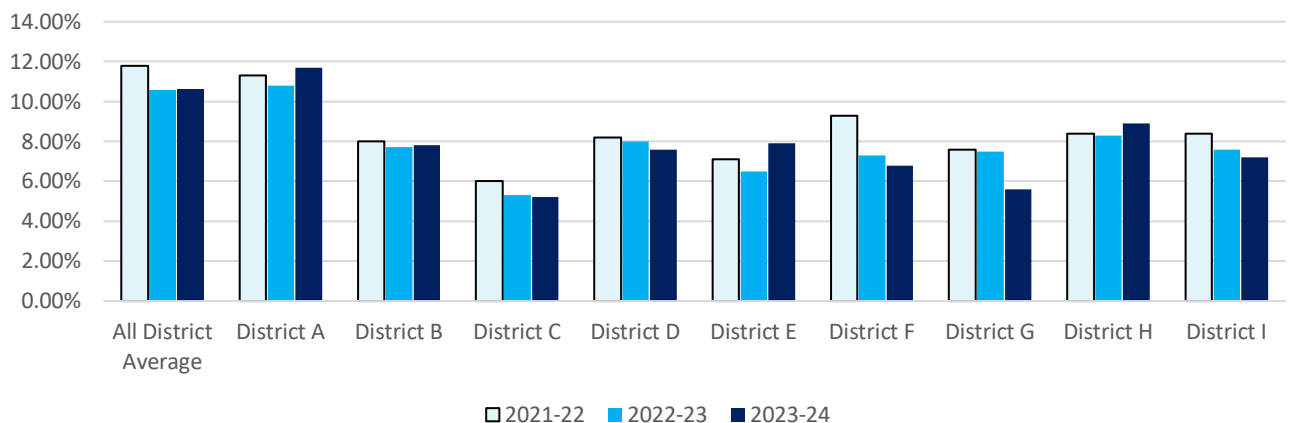
Chart 42: State and ESG Cohort Attendance, Chronic Absentee, and Truancy Rates from 2021-22 to 2023-24



Source: CDE Office of Data Services and Office of Student Support

In examining mobility incidents, progress is less clear with two thirds of funded districts showing fewer mobility incidents in the 2023-2024 school year than in the year before programming started (**Chart 43**). However, examining the current year's mobility incidents among highly mobile students in comparison to the state indicates that funded districts have fewer mobility incidents overall (i.e., as a cohort) and among highly mobile populations (**Chart 44**). Cohort rates were created by adding funded district populations and mobility incidents and using those to calculate a cohort rate.

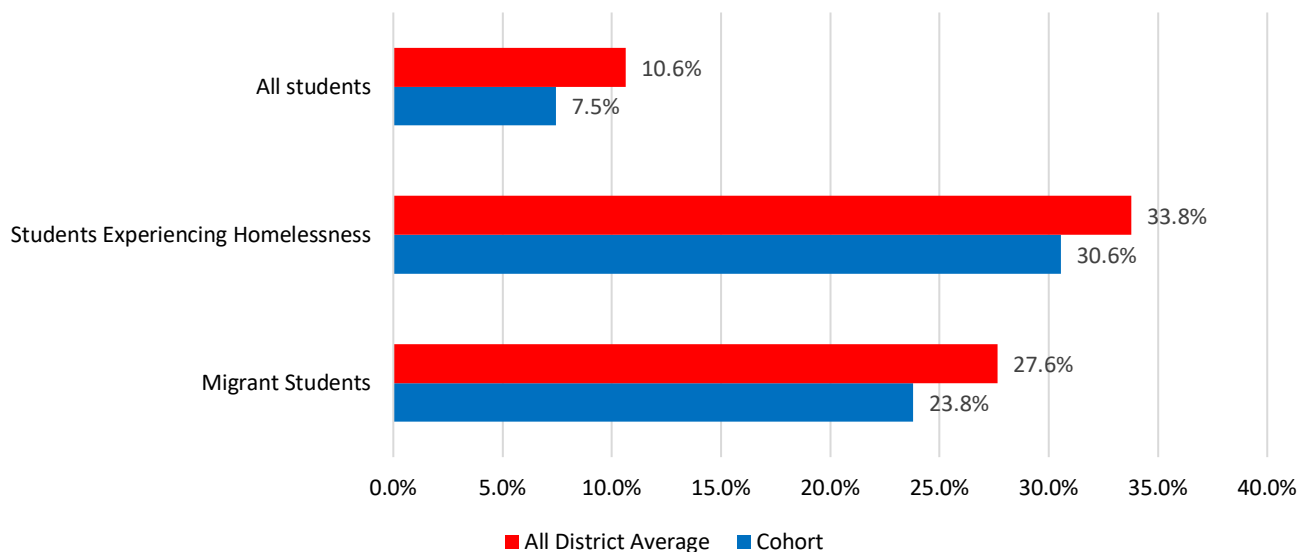
Chart 43: State and ESG District Mobility Incident Rates from 2021-22 to 2023-24



Source: CDE Office of Data Services and Office of Student Support



Chart 44: Colorado District and ESG Cohort Mobility Incidence Rates in 2023-24



Source: CDE Office of Data Services and Office of Student Support

Note: "All District Average" rates only include those districts with the student groups represented.

### Student Success Story

*Educational Stability Grantees serve students facing a range of barriers to stable learning environments. The following story was shared as an example of the impact grantees have in improving students' learning environments.*

"The transformative impact of the Education Stability Grant shines brightly on many of our students. One student facing the challenges of mobility and instability in his family life, found support through this invaluable grant. With its assistance, this student was not only able to maintain his education but flourish. Through the grant we were able to assist this student in enrolling and attending a technical college where he is obtaining his vocational certificate as a high school student! The grant alleviated the burden of school fees, ensuring that financial constraints did not hinder the academic journey. Moreover, the weekly check-ins with the liaison provided him with a consistent source of guidance and encouragement. Additionally, the monthly family check-ins facilitated by the grant offered a crucial avenue for emotional support, fostering a sense of community and understanding within the family unit."

## Conclusion

As outlined throughout this report, key statewide metrics in 2023-24 showed progress towards the goals of increasing student engagement and accelerating student outcomes. This report includes outcome data from the 2023-2024 school year across metrics for engagement, graduation, and completion, including the highest graduation and completion rates in Colorado history.



In addition, after many statewide measures of engagement declined in 2021-2022, there was improvement in most of the metrics. Specifically, Colorado schools saw lower dropout rates, higher attendance, and lower chronic absenteeism and truancy although we are still not yet back to pre-pandemic levels in many areas. Only average district stability saw a slight decrease from 90.1 percent in 2022-2023 to 90.0 percent in 2023-2024.

During the 2023-2024 school year, CDE's Dropout Prevention and Student Re-engagement office distributed \$13,909,841 in grant funding to districts, BOCES, and facility schools that served more than 10,000 students with direct support. The goal of each of the grants is to support programs that lead to improved student and school outcomes and to learn more about effective strategies that can be replicated in other schools, districts or regions.

District and school strategies, which can be supported by CDE grants, training, and resources, will be essential to support continued progress in student engagement as many measures still show higher signs of disengagement than were shown prior to the COVID-19 pandemic and persistent gaps between student groups remain.



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## End Notes

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- <sup>1</sup> Stroub, K. & Gill, P. (2021). *Student Mobility During the School Year Detrimental for Student Achievement and Attainment in the Houston Area*. Houston Education Research Consortium, Rice University. Retrieved from <https://files.eric.ed.gov/fulltext/ED617740.pdf>.
- <sup>2</sup> Goldhaber, D., Koedel, C., Özek, U., & Parson, E. (2022). *Using Longitudinal Student Mobility to Identify At-Risk Students*. *AERO Open*, 8. <https://doi.org/10.1177/23328584211071090>
- <sup>3</sup> Rumberger, R. & 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](http://cdrpsb.org/pubs_reports.htm), Policy Brief 15.
- <sup>4</sup> Stearns, E. & Glennie E. J. (2006) *When and Why Dropouts Leave High School*. [\*Youth & Society\*, 38\(1\), 29-57](#).