State Policy Report:
Dropout Prevention and Student Re-engagement
2022-23

Bonnie E. Brett, Ph.D.
Research and Evaluation Consultant
Brett_B@cde.state.co.us

Johann Liljengren
Director
Liljengren_J@cde.state.co.us

March 2024

Executive Summary

One of the Colorado Department of Education's (CDE) five strategic plan goals is that "Students graduate high school with knowledge, skills and experience needed for college and career success." Students who attain this goal have the potential for better life outcomes and have choices as they graduate high school. This report provides an overview of key metrics showing progress towards this goal and information about initiatives facilitated and supported by CDE's Dropout Prevention and Student Re-engagement office that supports district efforts.

Outcome Overview

Outcome data from the 2022-2023 school year show improvement across metrics for engagement, graduation, and completion including the highest graduation and completion rates in Colorado history.

- The four-year graduation rate is 83.1 percent, a 0.8 percentage point increase from the previous year and a 10.7 percentage point increase from 2009-2010.
- There was an increase of the most recent five- and seven-year graduation rates over the year prior.
- As of spring 2023, the seven-year rate for students anticipated to graduate in 2020 is 87.6 percent, up from their four-year rate of 81.9 percent.
- Although gaps persist between white students and students of color, there are some metrics in which those gaps narrow over time. Extended year graduation rates show that female students of color anticipated to graduate in 2020 had the highest gains from four-year to seven-year graduation rates with a 6.2 percentage point increase (to 87.9 percent). In addition, these students now have both six- (87.3 percent) and seven-year rates that are higher than the statewide six- and seven-year rates of 87.1 and 87.6 percent, respectively.

In addition, after many statewide measures of engagement declined in 2021-2022, there was improvement in each of the major metrics. Specifically, in the 2022-2023 school year, Colorado schools saw lower dropout rates, higher attendance, lower chronic absenteeism and truancy, and a higher average district stability rate than in 2021-22. However, as indicated below, many of these rates remain high.

- The dropout rate was 2.1 percent in the 2022-2023 school year, which is 0.1 percentage point lower than it was in 2021-22. This represents 859 fewer students dropping out than in the previous year. It is still higher than the rate has been since 2017-2018 but is one full percentage point lower than it was in 2009-2010.
- There was a 0.8 percentage point increase in the attendance rate from 2021-2022 school year, with students attending 90.8 percent of possible days.
- Chronic absenteeism decreased to 31.1 percent in 2022-2023, with nearly 50,000 fewer students chronically absent than the year prior. However, this still indicates that almost 1 in every 3 Colorado students is missing more than 10 percent of the school year and is the 2nd highest rate since this collection began in 2016-17.
- The average stability rate, which measures the percentage of students who stayed within their district in the school year, increased in 2022-2023 to 90.1 percent, a 0.2 percentage point increase over the 2021-2022 school year.

However, even with these improvements in graduation and engagement, there were measures that did not show improvement or for which improvement was slow. This included an increase in reported behavior or discipline incidents and gaps between student groups that improved but remain quite large.

- Behavior incidents rose in 2022-2023, reaching the highest-level Colorado schools have reported in the past five years. The differences in behavior incidents among racial and ethnic groups increased with all groups seeing rises in behavior incidents except white students, who saw a decrease. The largest increases were reported in tobacco and marijuana consumption.
- Male students of color, students of color in general, youth experiencing homelessness, and those in foster care have lower rates of graduation and attendance and higher dropout rates. Students of color had more reported school disciplinary actions than white students.
- While there were reductions of gaps between some student groups and overall state averages in graduation and completion rates, persistent and large gaps remain.

Support Efforts

CDE administers grant programs, trainings, and other activities directly focused on improving engagement and graduation outcomes. The Dropout Prevention and Student Re-engagement office manages projects directly and works across CDE to support efforts to improve student engagement and academic outcomes in school. This includes directly managing 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 will focus on efforts within the Dropout Prevention and Student Re-engagement office.

During the 2022-2023 school year, CDE's Dropout Prevention and Student Re-engagement office distributed $12,961,318 in grant funding to districts, BOCES, and facility schools who served nearly 14,000 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 other legislation and projects to better support district engagement strategies including:
- CDE's release of an updated Dropout Prevention Framework, an evidence-based framework that outlines foundational practices for engagement in learning and connections to school and prioritized strategies to support students as they face barriers or begin to disengage from school.
- Launching of a learning cohort for school and district leaders to present on and learn about effective practices to improve attendance.
- Continuation of a Diagnostic Review process and a learning cohort to support leaders of Alternative Education Campuses (AECs).

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 2022-2023 school year. Data included in this report were pulled from the 2022-2023 Student End-of-Year Snapshot, Student October Snapshot, and the School Discipline and Attendance collection.

See Appendix A for relevant definitions of terms included in this report.

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 with the Class of 2022, in order to graduate, students must meet all local requirements and meet or exceed the district's selection 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.

- Appendix A includes definitions of graduation rates and completion rates.
- 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 of students meeting graduation and completion requirements as well as the rates for four-year graduation and completion.

2023 Four-Year Graduation Rate

How was it calculated?

Four-Year Graduation Rate for Students Expected to Graduate in 2023 =
Number of students in the 2022-23 Anticipated Year of Graduation (AYG) cohort receiving a regular diploma **DIVIDED BY** number of students entering from ninth grade plus number of transfers in minus number of verified transfers out.

Four-Year Completion Rate for Students Expected to Graduate in 2023 =
Number of students in 2022-23 AYG cohort receiving a regular diploma + those completing with a non-diploma certificate or High School Equivalency Diploma **DIVIDED BY** number of students entering from ninth grade plus number of transfers in minus number of verified transfers out.

The four-year graduation rate was 83.1 percent in 2023, an increase of 0.8 percentage points over 2022 (**Chart 1**). Out of the 68,390 students in the 2023 cohort, 56,812 students graduated. This represents 528 more students than graduated in the 2022 cohort. In order to graduate, a student must meet their local graduation requirements and meet one of the district selected Graduation Guidelines for both math and reading, writing and communicating. Overall, Colorado's four-year graduation rate is now 10.7 percentage points higher than the rate was in 2010.

83.1%
2023 FOUR-YEAR GRADUATION RATE

In addition, students who do not graduate can remain enrolled and finish in subsequent 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. For instance, in the anticipated graduating class of 2023, 10,550 students did not graduate or complete high school, and 5,330 students remain enrolled and could graduate in the future.
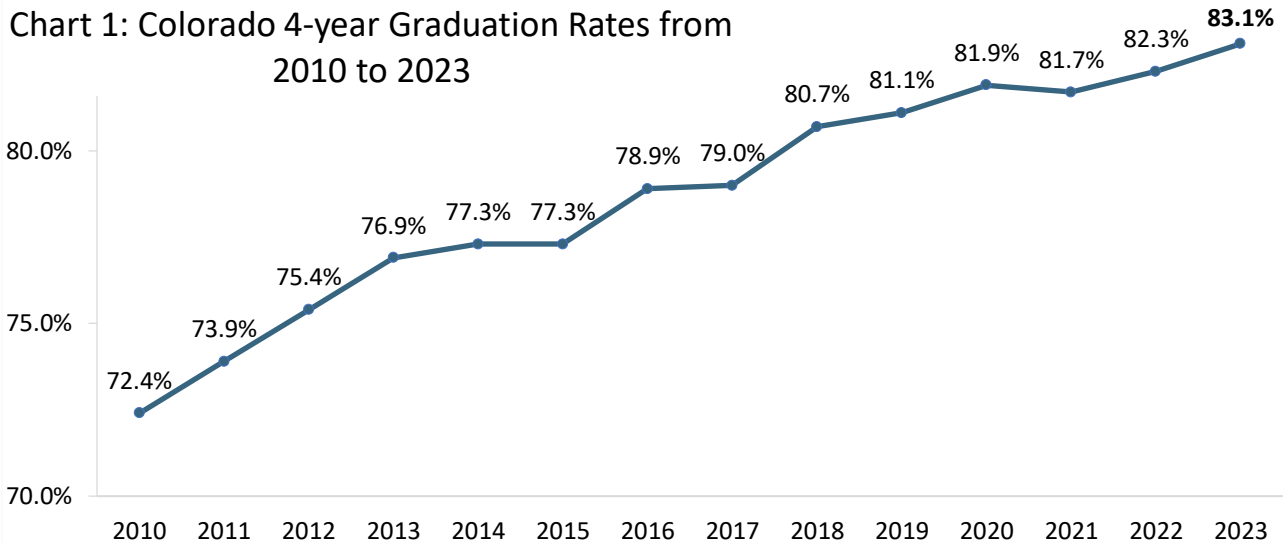
Chart 1: Colorado 4-year Graduation Rates from 2010 to 2023

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.

2023 Four-Year Completion Rate

The 2023 cohort achieved a four-year completion rate of 84.6 percent. Out of the 68,390 students counted in the 2023 graduating cohort, 57,840 students completed high school by the end of the 2022-23 school year. This includes the 56,812 individuals who met graduation requirements and the 1,028 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.

The completion rate represents a cohort-based rate which includes the number of students who graduate plus those who receive a high school equivalency diploma, other designation of high school completion, or meet local graduation requirements but do not meet one of the graduation guidelines options. In Colorado, there are two High School Equivalency (HSE) tests that are approved by the State Board of Education:
- General Educational Development (GED) test
- High School Equivalency Test (HiSET).

Like the graduation rate, the completion rate is calculated as a percent of those who were in membership over the previous four-year period (i.e., from grades 9 to 12) and could have graduated or completed in the currently reported school year.

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 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).

This year, LEAs reported the measure(s) for each student who graduated or completed high school in 2023 from the Anticipated Year of Graduation (AYG) 2021, 2022 and 2023 cohorts. While LEAs can use any of the measures, over 80% of LEAs report using the SAT test and the District Capstone and over 60% report using the Armed Services Vocational Aptitude Battery (ASVAB) assessment and Concurrent Enrollment (**Table 1**).

Table 1: Graduation guideline options reported in 2022-2023

Measure	Number of LEAs that reported students meeting expectations by option	% LEAs that reported that measure (#/184‡)
SAT	150	82%
District Capstone	147	80%
ASVAB	132	72%
Concurrent Enrollment	115	63%
Accuplacer	81	44%
ACT WorkKeys	69	38%
Industry Certificates	63	34%
Advanced Placement	43	23%
ACT	42	23%
International Baccalaureate	13	7%
Performance Assessments	7	4%

Source: Colorado Department of Education, Data Services

* Note: This data represents reported graduation guidelines measures in the 2022-2023 school year. Districts could use and report multiple options per student. In addition, districts could report measures for students not yet graduating (grades 9-11 or grade 12 retained). LEA = Local education agency. ASVAB = Armed Services Vocational Aptitude Battery. ACT = American College Testing.

‡ 178 districts, 5 BOCES, CSI and CSDB can report students' graduation status. One district did not report Graduation Guidelines in 2022-2023 because it didn't have any graduating students.

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 who benefit from specialized Instructional Programs or Services Type (IPST). This includes 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, and students with disabilities. See **Table 2** for the number of students that belong to each instructional program or service type in the classes of 2022 and 2023.

**Table 2: Number and Percent of Students Expected to Graduate in 2022-2023
by Instructional Program or Service Type**

Instructional Program or Service Type	AYG 2021-2022	AYG 2022-2023
ALL STUDENTS	**68,356**	**68,390**
Economically Disadvantaged Students	30,760 (45.0%)	31,560 (46.1%)
Multilingual Learners	8,633 (12.6%)	8,489 (12.4%)
Gifted and Talented Students	8,297 (12.1%)	8,051 (11.8%)
Homeless Students	2,925 (4.3%)	2,988 (4.4%)
Migrant Students	313 (0.5%)	274 (0.4%)
Title 1 Students	11,118 (16.3%)	11,079 (16.2%)
Students with Disabilities	7,485 (11.0%)	7,635 (11.1%)
Students in Foster Care	600 (0.9%)	478 (0.7%)

Note. AYG = Anticipated Year of Graduation. Categories are not mutually exclusive.

Four of the eight student groups reported here had a four-year graduation rate that grew more than the change in statewide rate (**Chart 2, see next page**). However, the gaps remain large between student groups. See **Appendix A** for relevant definitions of terms included in this report.

Key takeaways:
- Foster care youth represent the lowest graduation and completion rates of any student group with a four-year graduation rate of 36.2 percent and a four-year completion rate of 42.9 percent in 2023. Of the 68,390 students anticipated to graduate in 2023, there were 478 students in foster care. While the gap between students in foster care and the state average narrowed by 5.4 percentage points from 2022 to 2023, the gap remains large (a 46.9 percentage point difference from the statewide graduate rate).
- In 2023, four-year graduation and completion rates increased in comparison to 2022 for all instructional program or service types besides multilingual learners, whose graduation rate remained constant, and migrant students (n=274) whose graduation and completion rates fell.

See also **Appendix B**, **Tables 10 – 17** for a historical overview of the graduation and completion rates of students in these groups.

Chart 2: Colorado Statewide 4-Year Graduation and Completion Rates by Instructional Program or Service Type:
Comparison of Students Anticipated to Graduate in 2022 and 2023
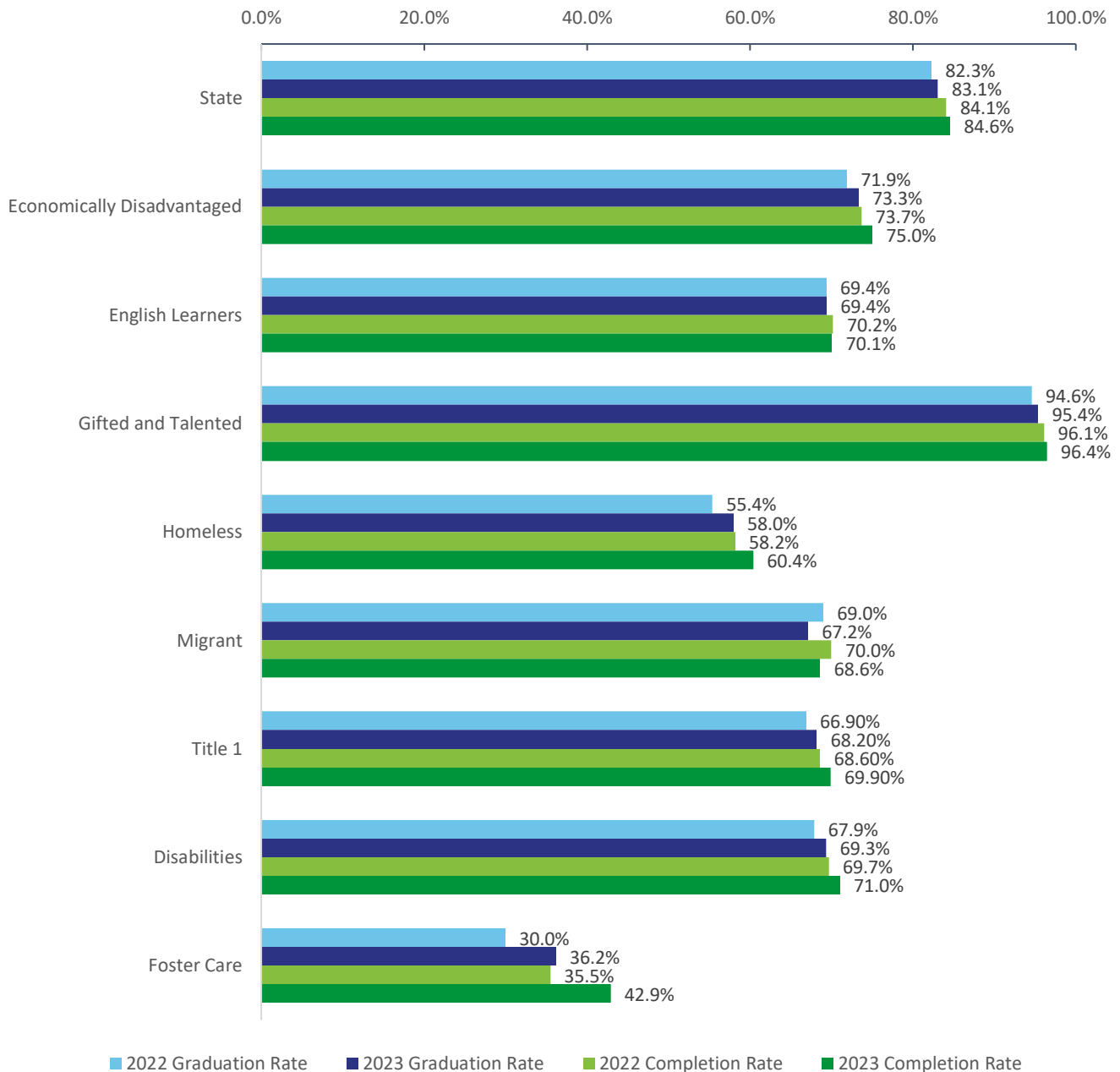
Category	2022 Graduation Rate	2023 Graduation Rate	2022 Completion Rate	2023 Completion Rate
State	82.3%	83.1%	84.1%	84.6%
Economically Disadvantaged	71.9%	73.3%	73.7%	75.0%
English Learners	69.4%	69.4%	70.2%	70.1%
Gifted and Talented	94.6%	95.4%	96.1%	96.4%
Homeless	55.4%	58.0%	58.2%	60.4%
Migrant	69.0%	67.2%	70.0%	68.6%
Title 1	66.90%	68.20%	68.60%	69.90%
Disabilities	67.9%	69.3%	69.7%	71.0%
Foster Care	30.0%	36.2%	35.5%	42.9%

■ 2022 Graduation Rate ■ 2023 Graduation Rate ■ 2022 Completion Rate ■ 2023 Completion Rate

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 Race, Ethnicity, and Gender

Similarly to patterns seen in previous years, there is a graduation gap between white students and students of color, with male students of colors' rates well below the statewide average on four-year graduation and completion. Students of color includes those students who identify as Hispanic/Latino, Black, American Indian / Alaska Native, Native Hawaiian / Pacific Islander, Asian, or Multiracial.

Chart 3 shows statewide four-year graduation and completion rates by gender and race/ethnicity for those students anticipated to graduate in the previous (2021-2022) and current (2022-2023) years. See also **Appendix B**, **Tables 18 – 21** for historical overview of graduation and completion rates broken down by race and gender.

Chart 3: Colorado Statewide 4-Year Graduation and Completion Rates by Gender and Race/Ethnicity for Students Expected to Graduate in 2022 and 2023

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

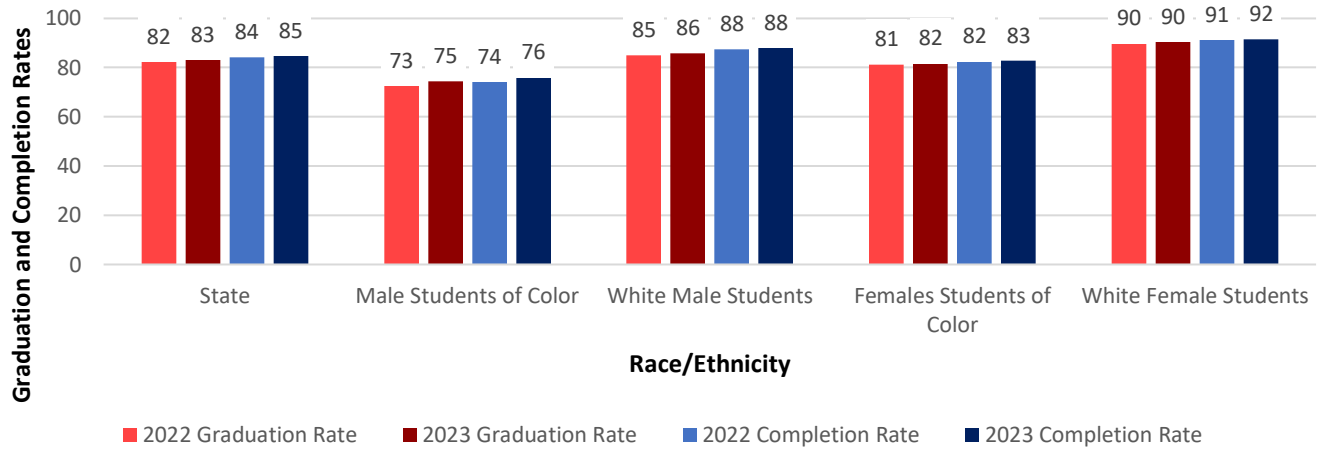**Note: Starting in 2018, graduation rates included ASCENT and P-TECH students who were still enrolled but met graduation requirements.*

Key takeaways:
- The four-year graduation rates of all students increased between 2022 and 2023. In particular, graduation rates increased among male students of color (2.0 percentage points; the largest increase in 2023), female students of color (0.6 percentage points), white male students (0.8 percentage points), and white female students (0.6 percentage points), mirroring the increases seen across the state.
- The four-year graduation rate was the highest among Asian students (92.6 percent) and lowest among American Indian or Other Alaska Native students (68.0 percent).
- The greatest four-year graduation rate gains from 2022 to 2023 were among Native Hawaiian or Other Pacific Islander students and American Indian or Other Alaska Native students, which had increases of 9.7 and 2.6 percentage points, respectively. Please note that both groups include a small number of students so may have large variations in rates based on the movement of a small number of students.
- Four-year completion rates rose for nearly all racial or ethnic groups from the 2021-2022 to 2022-2023 school year. The 4-year completion rate for Asian students fell by 0.4 percent (to 93.4 percent).

Non-graduating students

Of the 68,390 students in the 2023 cohort, 15.4 percent (10,550 students) 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 10,550 students:

- 5,330 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.
- 5,220 students were considered unrecovered dropouts who left high school in 2022-23 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 2022-2023 while this number only includes students anticipated to graduate in 2023.

Extended-Year Graduation and Completion Rates

CDE calculates a five-, six-, and seven-year graduation rate to measure students' progress in meeting graduation and completion expectations when given additional time. Data from the 2022-23 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 3**).

Table 3: Extended-Year Graduation Rates from 2013 to 2023

AYG	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2013	76.9	79.6	81.2	84.6	82.5	86.0	84.2	87.8
2014	77.3	79.5	81.7	84.3	84.3	87.1	85.3	88.3
2015	77.3	78.8	83.3	85.4	84.9	87.5	85.6	88.4
2016	78.9	80.3	84.1	86.1	85.6	88.0	86.4	89.1
2017	79.0	80.8	84.2	86.5	85.7	88.3	86.4	89.2
2018	80.7	82.5	84.9	87.2	86.2	88.8	87.0	89.7
2019	81.1	82.9	85.1	87.3	86.6	89.0	87.2	89.7
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**	*Available 2023-2024*	
2022	82.3	84.1	**86.1**	**88.3**	*Available 2023-2024*		*Available 2024-2025*	
2023	**83.1**	**84.6**	*Available 2023-2024*		*Available 2024-2025*		*Available 2025-2026*	

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement. The rates in bold are from the 2022-23 school year. AYG = Anticipated Year of Graduation.

- Extended rates for 2022-2023 are higher than the five- and seven-year rates reported in 2021-2022, a trend continued from previous years. Only the 6-year rates differed, with the graduation and completion rates for the class of 2021 being slightly lower than that of the class of 2020. The class of 2021 appears to have been most impacted by the COVID-19 pandemic as their 4, 5, and now 6-year rates have all been lower than that of the class of 2020.
- A closer look at the extended-year graduation rates from 2013 to the anticipated graduating class of 2020 (for whom 7-years graduation rate became available after the 2022-23 school year) show that

given more time, more students graduate; there is an average of 7.0 percentage points difference from the four-year to the seven-year graduation rate, and 8.4 percentage points difference from the four-year to the seven-year completion rate.

Extended-Year Graduation and Completion Rates by Instructional Program or Service Type

Graduation and completion rates for five, six, or seven years improved for all student groups who attend specialized instructional programs or receive services, as shown in **Table 4** and further detailed in **Appendix B** and **Appendix C** where differences between four- and seven-year rates are highlighted. Students with disabilities and students in foster care show the most growth from four- to seven-year rates.

**Table 4: Percentage Point Increase from Four- to Seven-Year Rates
for Students Anticipated to Graduate in 2020 by Instructional Program Service Type**

| IPST Group	Graduation	Completion
STATE STUDENT POPULATION	**5.7 percentage points**	**6.5 percentage points**
Economically disadvantaged students	7.7 percentage points	8.8 percentage points
Multilingual learners	8.9 percentage points	9.5 percentage point
Gifted and talented students	1.8 percentage points	2.3 percentage points
Homeless students	9.5 percentage points	11.5 percentage points
Migrant students	5.4 percentage points	6.8 percentage points
Title 1 students	8.4 percentage points	9.5 percentage points
Students with disabilities	16.4 percentage points	16.9 percentage points
Students in foster care	10.3 percentage points	12.2 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 Race, Ethnicity, and Gender

Across the state, examinations of the five-, six-, and seven-year rates demonstrate that some Colorado students of all races, ethnicities and genders are taking advantage of more time to complete their educations. **Chart 4** shows Colorado statewide 4-year and extended-year graduation rates by gender and race/ethnicity for those students anticipated to graduate in 2019-2020. This is the first year seven-year rates are available for these students. For more information please also see **Appendix B**, **Tables 18 – 21** for historical overview of graduation and completion rates broken down by race and gender.

Most notably, female students of color anticipated to graduate in 2020 had the highest gains from four-year to seven-year graduation rates of any of these groups, with a 6.2 percentage point increase (to 87.9 percent). In addition, these students now have both six- and seven-year rates that are higher than the statewide six- and seven-year rates of 87.1 and 87.6 percent, respectively.

Chart 4: Colorado Statewide 4-Year and Extended-Year Graduation Rates by Gender and Race/Ethnicity for Students Anticipated to Graduate in 2020
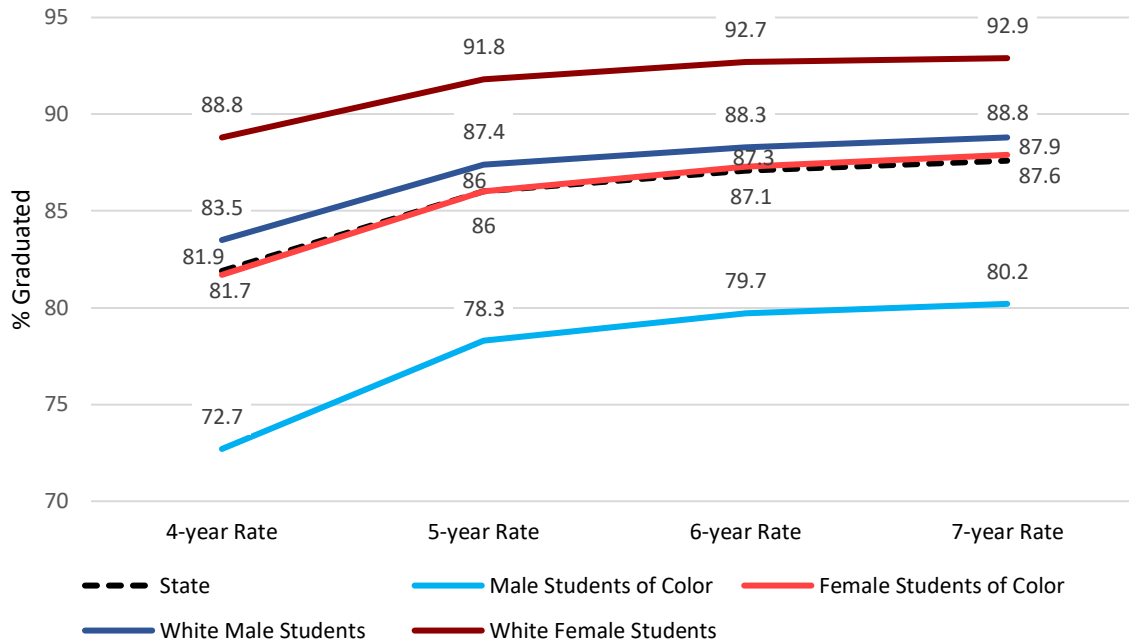
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

District and School Overview – Graduation and Completion

At the local level, a majority of the 185 Colorado school districts and BOCES were above the statewide average, and more than half saw improved four-year graduation rates in 2022-23. Note that rates for LEAs with small numbers of anticipated graduates can fluctuate widely from year to year with the change in only 1 or 2 students. This included:

- A growing number of LEAs (113 out of 185) are meeting or exceeding an 85 percent graduation rate, which is the target set by Colorado's School and District Performance Framework.
- Forty LEAs achieved a four-year graduation rate of 100 percent in 2023 (12 more than in 2022).
- Fifty-five percent of LEAs reported an increase in four-year graduation rate from the 2021-2022 school year with about half of those increases between 0 and 5 percentage points.
- Only 35 percent of LEAs saw a decrease in their graduation rates with the majority being greater than 5 percentage points.

When looking more specifically at district rates by geographic setting, there are varying four-year graduation rates (see **Table 5**). All but one group saw increases in comparison to the 2022 rates and three settings remain below the statewide average. See also **Chart 5** to see the spread of district four-year graduation rates for the 2022-2023 school year.

Table 5: Four-year Graduation and Completion Rates by Setting

	2022-23		2021-22	
	Graduation	**Completion**	**Graduation**	**Completion**
STATE TOTALS	**83.1%**	**84.6%**	**82.3%**	**84.1%**
Setting: Denver Metro	85.2%	86.7%	84.3%	86.0%
Setting: Urban-Suburban	79.3%	80.8%	79.0%	80.7%
Setting: Outlying City	83.1%	84.6%	80.0%	82.0%
Setting: Outlying Town	86.9%	88.4%	86.5%	88.2%
Setting: Remote	76.7%	78.7%	77.1%	79.6%
Setting: BOCES	69.0%	71.1%	66.3%	67.8%

Note: District settings are defined as follows:
- 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 in 2022-23: 477,173
- 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 in 2022-23: 253,405
- 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 in 2022-23: 39,142
- 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 in 2022-23: 5,421
- Remote: Districts with no population centers in excess of 1,000 persons and characterized by sparse widespread populations.
  - Number of students in 2022-23: 35,880
- 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 in 2022-23: 5,421. Just over one third of schools run by BOCES are alternative education campuses.

Chart 5: District Four-Year Graduation Rates for the 2022-23 School Year
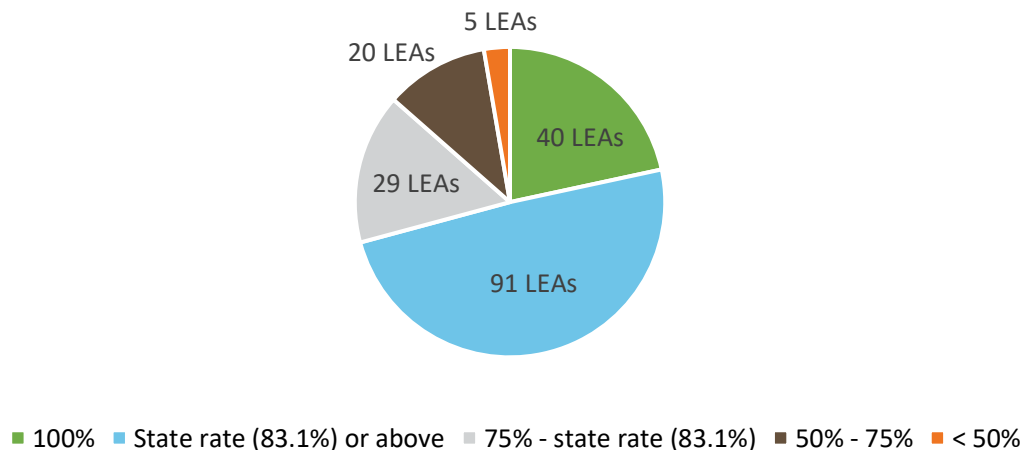
Legend: ■ 100% ■ State rate (83.1%) or above ■ 75% - state rate (83.1%) ■ 50% - 75% ■ < 50%

Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement
Note. LEA = Local Education Agency.

Alternative Education Campuses (AECs) and Online Schools

Alternative Education Campuses (AECs) are designated with AEC status by meeting the statutory requirements, which includes serving at least 90 percent of students that meet "high risk" conditions and receiving approval by the Colorado State Board of Education. AECs serve youth who previously dropped out of school or are at high-risk for dropping out and the majority of their students are juniors or older with almost half (47 percent) of students in AECs categorized as 12th 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 87 AECs across Colorado serving more than 28,000 students. This is about 10 percent of Colorado's high school students. While these 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 four-year graduation rate (43.1 percent) and completion rate (46.6 percent) rose in 2022-23, by 2.4 and 2.0 percentage points, respectively (**Table 6**).
  - In the past three years, four-year completion rates in AECs were, on average, 3.9 percentage points higher than four-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- (52.4 percent), six- (52.9 percent), and seven- (54.8 percent) year graduation rates in 2022-2023, compared to the previous year (48.5 percent, 52.6 percent, and 52.1 percent, respectively, in 2021-2022).
- The five-year graduation rates released in 2022 and 2023 were both 11.7 percentage points higher than the four-year graduation rates of the previous year.

**Table 6: 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
2019	37.2	42.2	47.6	53.7	50.5	57.9	52.1	60.1
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**	*Available 2023-2024*	
2022	40.7	44.6	**52.4**	**57.5**	*Available 2023-2024*		*Available 2024-2025*	
2023	**43.1**	**46.6**	*Available 2023-2024*		*Available 2024-2025*		*Available 2025-2026*	

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement. The rates in bold are from the 2022-23 school year.

More information on AECs is available at: CDE Alternative Education Campuses.

Online Schools

Online schools served 29,822 K-12 students in Colorado in 2022-2023. This is a decrease of 981 students from the prior year's enrollment and represents 3.5 percent of overall K-12 enrollment. Online schools can be categorized as a single district online school (housing 12.8 percent of online students), primarily focused on students within the district's boundaries, or a multi-district online school (housing 87.2 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 2021-2022 school year; however rates remain well below statewide rates:

- The four-year graduation rate in online schools improved from 54.6 percent in 2022 to 55.7 percent in 2023 and the four-year completion rate improved from 56.9 percent to 57.6 percent (**Chart 6**).
- The classes of 2021-2022 and 2022-2023's five-year graduation rates are both 7.9 percentage points higher than the four- year graduation rates.

Chart 6: Four-Year Graduation and Completion Rates for the State and Online Schools
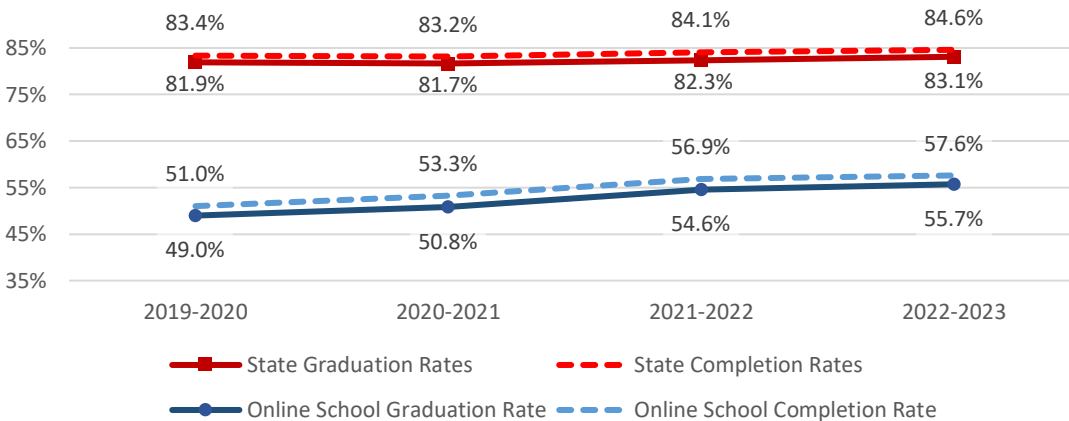
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Student Engagement

CDE annually collects mobility, dropout, attendance, and behavior and discipline data at the school, district, and state level. These are often seen as 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 highly mobile students, or students who move between schools during the school year, are at increased risk for dropping out of school and failing to graduate, likely due to a combination of disrupted relationships, interrupted lessons, and missed school days [1, 2]. In addition, students with low attendance and behavior or discipline referrals are more likely to disengage, drop out, or not be able to meet high school graduation expectations [3, 4].

Stability / Mobility

Stability and mobility rates provide an analysis of 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 an increase in average district stability (from 88.9 percent to 90.1 percent) and a decrease in average district mobility (from 11.8 percent to 10.6 percent) compared to the 2021-2022 school year. More specifically:

- 121 districts improved in stability compared to the prior year.
- About 58% of schools improved their average stability compared to the prior year.
- Some groups have much higher mobility rates than the general student population, such as homeless students (34.2 percent), migrant students (15.8 percent), and multilingual learners (15.8 percent).

Dropout Rates

Dropout rates provide a measure of student disengagement within a school year, measuring the percentage of 7 through 12th grade students who left school in comparison to the total number of 7 through 12th grade students enrolled. The following sections provide details on each of the measures including an overview of trends and changes across years.

- Appendix A includes a definition of dropout rate.
- School, district and state data is available at Dropout Statistics

The dropout rate decreased to 2.1 percent (9,665 students) in the 2022-2023 school year (**Chart 7**). This is 0.1 percentage point lower, or 861 fewer students, than the 2021-2022 school year, but still remains high compared to the historical trend in Colorado and is similar to the 2017-2018 rate. Over time, the dropout rate has declined and in 2022-23 was one full percentage point lower than it was in 2009-2010.

2.1%
2022-2023
DROPOUT RATE

How was it calculated?

2022-2023 Dropout Rate =
Number of 7 – 12th grade dropouts during the 2022-23 School Year **DIVIDED BY** Total number of 7 – 12th grade students that were part of the same membership base at any time during the 2022-23 School Year

Chart 7: Colorado Statewide Dropout Rate from 2009-10 to 2022-23
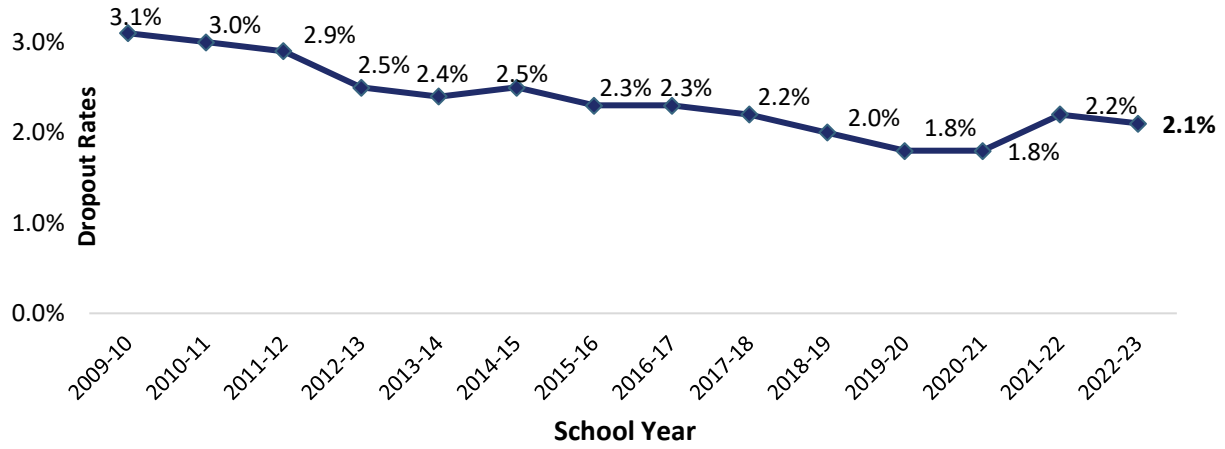
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Dropout Rates by Grade Level

Over the last 12 years, dropout rates have remained low (less than 1%) and consistent for 7th and 8th grade students and have been higher starting in 9th grade (**Chart 8**). Similarly, in 2022-2023, dropout rates remained low for 7th and 8th grade students (0.3 percent averaged across the two or 480 dropouts total). The dropout rate for 9th grade was higher than 8th grade at 1.1 percent, consistent with the prior year's 9th grade rate.

Over the last 11 years in Colorado, dropout rates have been consistently highest in 12th grade, with 5,194 dropouts in 2022-23 (compared to 1,935 for 11th grade and 1,181 for 10th grade). This remains true in 2022-2023, despite a 0.8 percentage point decrease in the 12th grade dropout rate.

Chart 8: Colorado Statewide Dropout Rate by Grade Level from 2017-18 to 2022-23
(percent of students in each grade level dropping out)
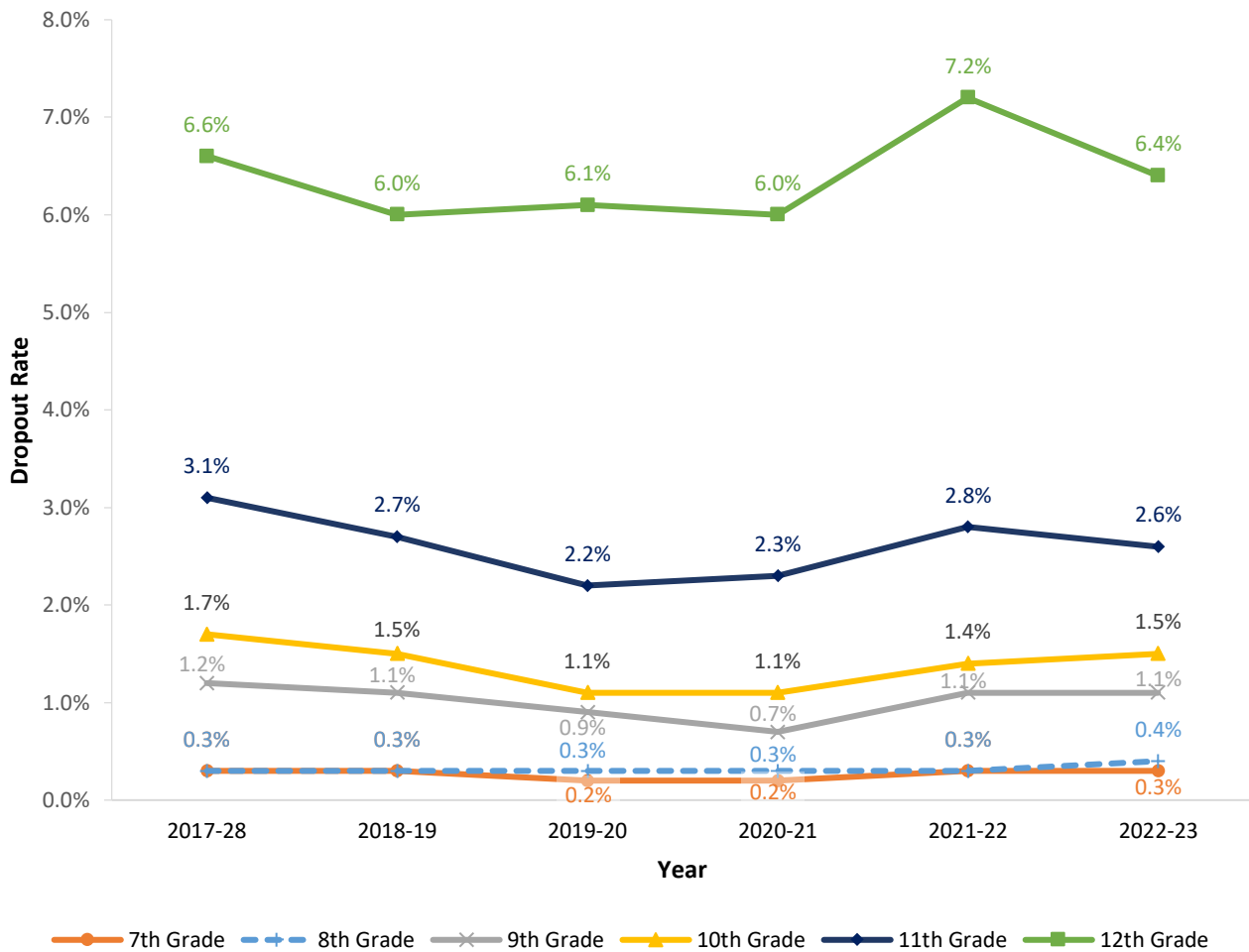
Dropout Rates by Instructional Program or Services Type

Dropout rates varied depending on student's instructional programs and the type of services that they received. There was progress in the majority of these student groups, but some saw an increase in dropout rate, and large differences remained between the rates for all instructional program/service type groups and the state rate (**Chart 9**).

- Most student groups had decreases in the dropout rate, including students designated as multilingual learners (48,560 7th – 12th grade students), economically disadvantaged (173,040 7th – 12th grade students), Title 1 (10,565 7th – 12th grade students), migrant (1,482 7th – 12th grade students) and gifted and talented students (45,978 7th – 12th grade students).
- The highest dropout rates were seen for students in out-of-home placement (foster care) and homeless students:
  - Foster care students (2,321 7th – 12th grade students) had a 5.5 percent dropout rate for the 2022-2023 school year, representing a 0.5 percentage point increase from 2021-2022
  - Homeless students (8,743 7th- 12th grade students) had a 4.8 percent dropout rate for the 2022-2023 school year, representing a 0.4 percentage point decrease from 2021-2022.
- Students with disabilities (54,801 7th – 12th grade students) saw a slight increase of 0.1 percentage point in their dropout rate, bringing it to 2.6 percent in 2022-23.

Chart 9: Colorado Statewide Dropout Rates by Instructional Program Service Type for the 2021-22 and 2022-23 School Years
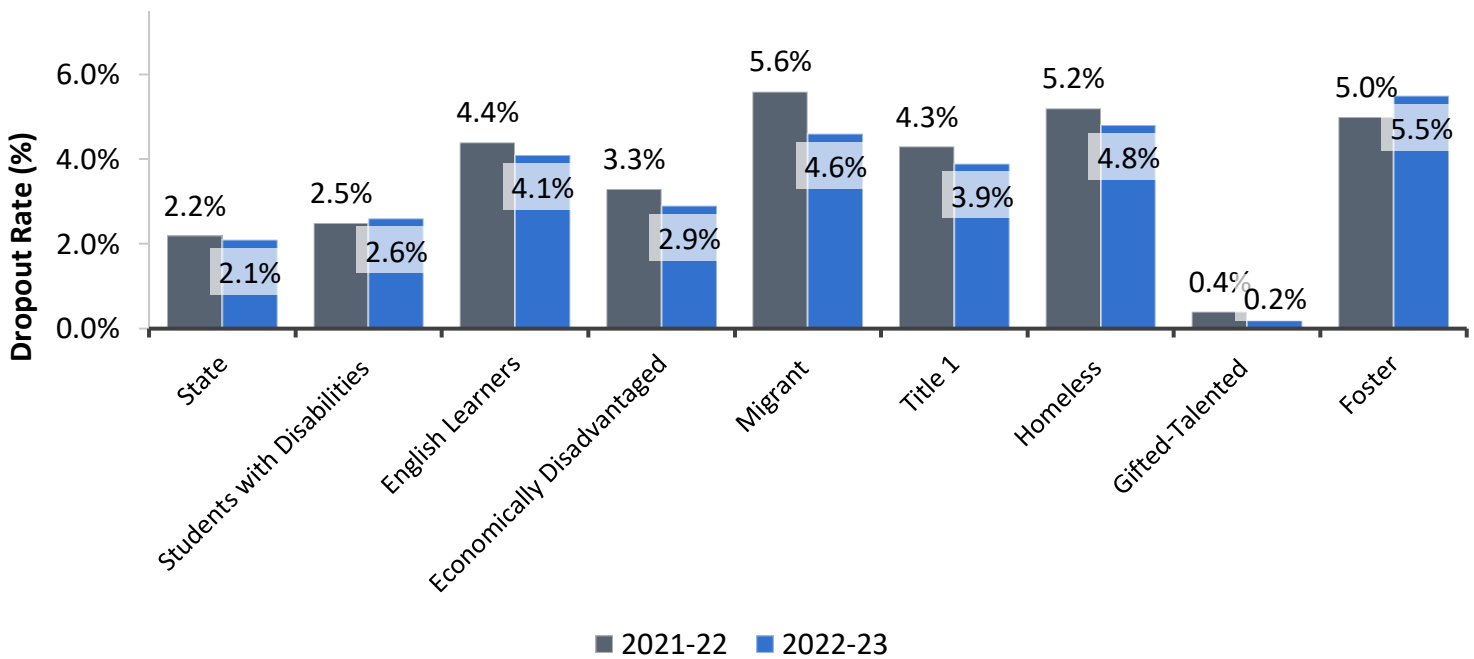
See Appendix D for a historical overview of dropout rates across these student groups.

Dropout Rates by Gender, Race, and Ethnicity

Dropout rates varied by race, gender, and ethnicity, but decreased for the majority of groups (**Chart 10**).

- White female students and white male students had the lowest dropout rates in 2022-2023, at 1.0 percent and 1.4 percent respectively, a 0.1 percentage point decrease from the previous year for both.
- The highest dropout rates were seen for male students of color (3.3 percent) and female students of color (2.6 percent; a 0.1 percentage point decrease) for the 2022-2023 academic school year. Male students of color had the greatest decrease - lowering the dropout rate to 3.3 percent, a 0.3 percentage point decrease from the 2020-2021 rates.
  - The highest dropout rate was among Native Hawaiian or Other Pacific Islander females (4.7 percent; 748 7th – 12th grade students), while the lowest was among Asian females (0.6 percent; 7,207 7th – 12th grade students).
  - All racial and ethnic groups saw decreases in the dropout rate except Native Hawaiian or Other Pacific Islander students (1,499 7th – 12th grade students) who saw a 0.2 percentage point increase to 4.1 percent in 2022-2023.
  - The greatest decrease was among American Indian or Alaska Native students (a 0.9 percentage point decrease to 4.2 percent in 2022-2023; 3,270 7th – 12th grade students) and the smallest decreases were among white (234,078 7th – 12th grade students) and Asian (14,213 7th – 12th grade students) students (a 0.1 percentage point decreases, to 1.2 and 0.7 percent dropout rates, respectively).

Dropout rates are now similar to dropout rates from five years ago. Dropout rates had been on a downward trajectory since 2010, but that trajectory was reversed in the years of and following the pandemic, peaking in 2021-2022 for all ethnic groups (and the state). Now, the dropout rate for male students is equal to the 2018-2019 rate, and the dropout rate for female students is just above (0.2 percentage points for female students of

Chart 10: Colorado Statewide Dropout Rates from 2014-15 to 2022-23 School Year by Gender and Race/Ethnicity
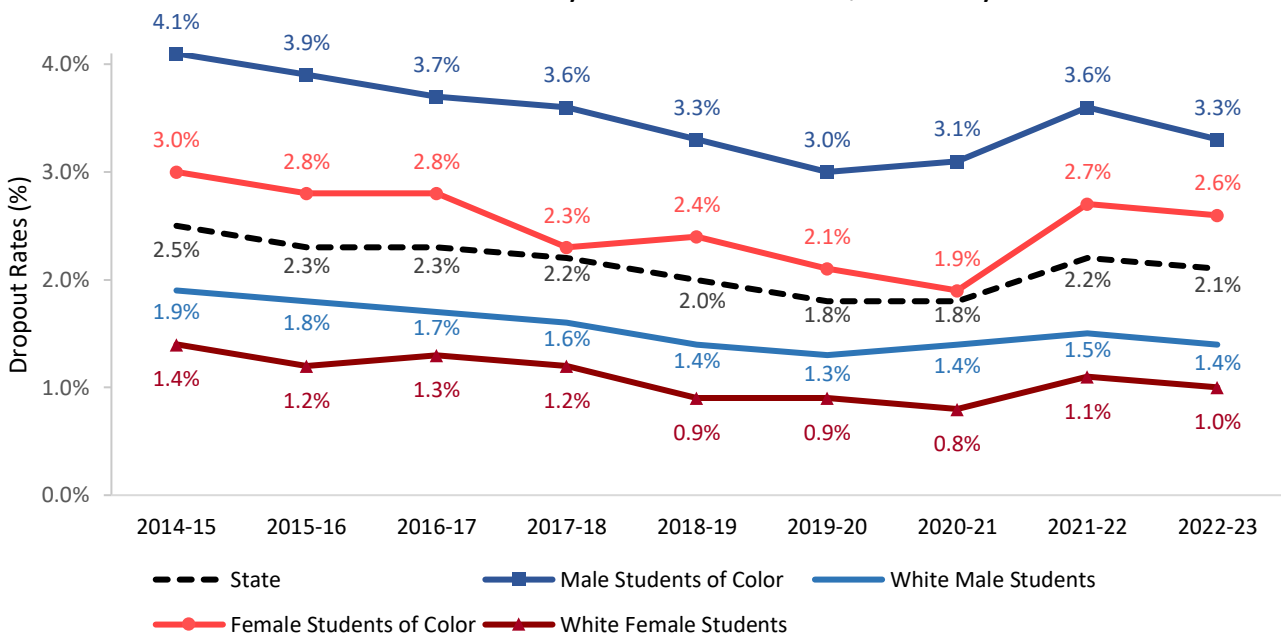
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

color and 0.1 percentage point for white females). Male students of color continue to experience the highest dropout rates compared to other gender and racial groups. Overtime, the average dropout rate for male students of color has been about 1.4 percentage points higher than the overall state rate and about 2.4 percentage points higher than that of their white female peers. Please see **Appendix D** for a historical overview of dropout rates across these student groups.

Overview of District Dropout Rates

Out of 185 Colorado school districts and BOCES that report dropout rates, over three fourths were below the statewide average and most districts improved their rates between 2021-22 and 2022-23 (**Charts 11** and **12**).

- Eighty percent of districts reported a dropout rate below the overall state rate of 2.1 percent.
- Forty-nine districts reported no dropouts in 2022-2023.
- Thirty nine percent of districts reported a decrease in the dropout rate from the 2021-2022 academic school year.

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 0.9% and BOCES-run schools having the highest at 4.9%. Two settings (Urban-Suburban and BOCES run schools) have rates higher than the statewide average. Urban-Suburban districts, Outlying City districts, and Outlying Town districts were the only category to improve their dropout rate from 2021-2022 to 2022-2023 (**Table 7**). In addition, given the larger student populations, student dropouts are concentrated, with 82 percent of the state's 9,665 dropouts last attending just 20 school districts.

Chart 11: Three-Year Trends in Dropout Rates by District Region
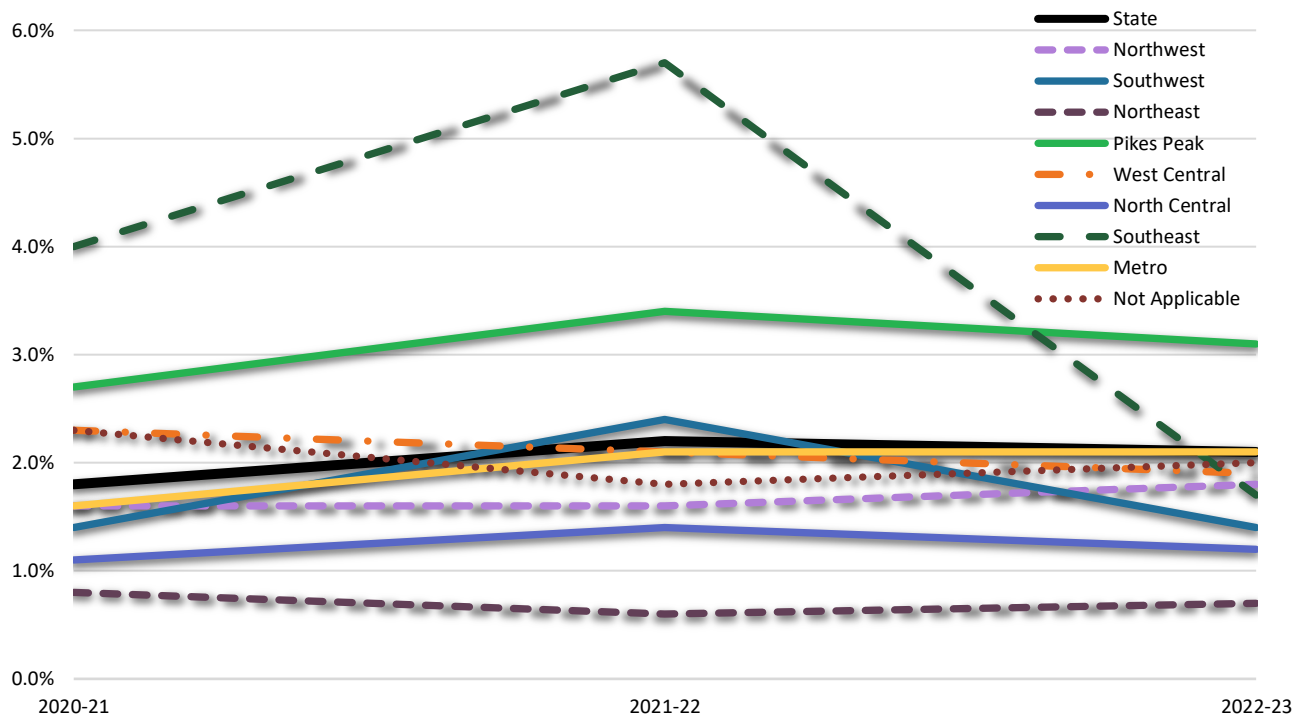
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Chart 12: LEA Dropout Rates for the 2022-2023 School Year
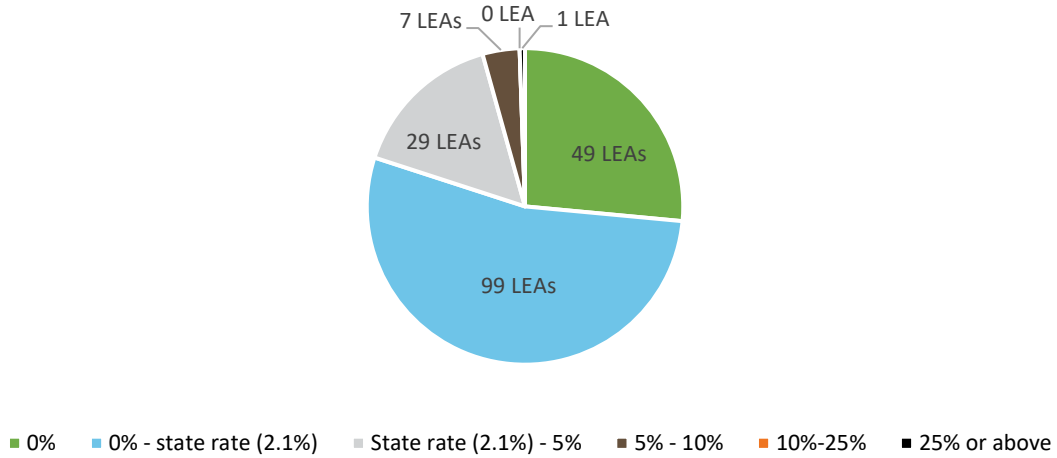
7 LEAs | 0 LEA | 1 LEA
29 LEAs
49 LEAs
99 LEAs

■ 0%   ■ 0% - state rate (2.1%)   ■ State rate (2.1%) - 5%   ■ 5% - 10%   ■ 10%-25%   ■ 25% or above

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

Table 7: Dropout Rates by Setting

Settings	2022-23		2021-22	
	Dropout rate	Number of dropouts	Dropout rate	Number of dropouts
STATE TOTALS	**2.1%**	**9,665**	**2.2%**	**10,524**
Setting: Denver Metro	2.0%	4,923	2.0%	5,149
Setting: Urban-Suburban	2.6%	3,455	2.8%	3,761
Setting: Outlying City	1.9%	382	2.2%	469
Setting: Outlying Town	1.4%	515	2.1%	786
Setting: Remote	0.9%	197	0.7%	166
Setting: BOCES-run schools	4.9%	193	4.8%	193

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 and Online Schools

Mirroring the pattern across the state, the dropout rate for AECs and online schools also decreased in 2022-2023 (**Chart 13**). Specifically:

- The AEC dropout rate fell to 15.8 percent (4,528 student dropouts), a 1.0 percentage point decrease over the year prior. Almost half (46.8 percent) of all student dropouts in Colorado in 2022-2023 were last enrolled in school in an AEC.
- The dropout rate for online schools improved from 7.1 percent to 6.8 percent. This improvement narrowed the gap between online schools and the statewide dropout rate of 2.1 percent.

Chart 13: Dropout Rates for the State, Online Schools, and Alternative Education Campuses
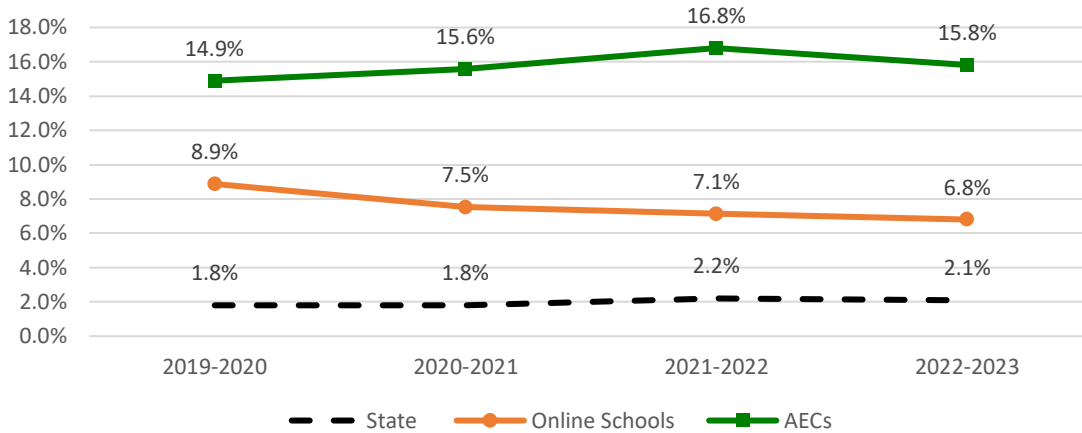
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Student Re-engagement

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

In the 2022-2023 school year, 2,385 students who had dropped out in the previous school year (2021-2022) re-enrolled in school. This represents 22.7 percent of the 2021-2022 dropouts, which is slightly lower than pre-pandemic averages, although there is still an opportunity for additional students to re-enroll in future years. Of the 2,385 re-enrolled students:

- 64.5 percent (1,539 students) graduated, completed school, transferred to a high school equivalency program, or persisted in school. This is slightly higher than the previous year's rate of 59.7 percent. Specifically, of those students:
  - 331 students graduated (21.5 percent)
  - An additional 64 completed their education (4.2 percent)
  - 46 students transferred to a high school equivalency program (3.0 percent)

- o 1,098 persisted in their education (71.3 percent)
- 31.6 percent (754 students) dropped out again.
- 3.9 percent of students left the Colorado system in some other way (e.g., transfer to another state, transfer to home school, etc.; **Chart 14**)

For comparison, previous CDE analyses completed in 2016-2017 found that on average, about 30 percent of students who drop out will re-enroll in school in a later year.

Chart 14: 10,526 Students in Grades 7 through 12 Dropped Out in 2021-22
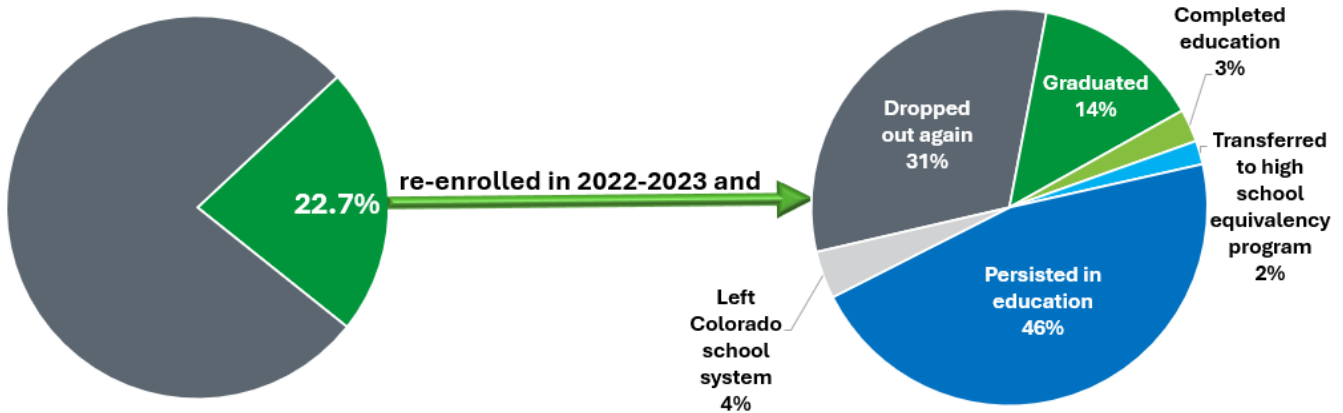
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

School Attendance

The 2022-23 attendance data is reported to CDE through an end-of-year data collection. Records are submitted at the student level and CDE reports attendance in the following ways:

> **More than 1 in 4 of all Colorado students was chronically absent (missed more than 10% of school days) in 2022-23**

- **Attendance rate:** The attendance rate is defined as the total number of days attended by all students out of all the days they could have been attended.
- **Truancy Rate:** Truancy is defined as an unexcused absence. The truancy rate is calculated by dividing the reported Total Student Days Unexcused Absences by the Total Student Days Possible.
- **Habitually Truant Students:** 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.
- **Chronically absent rate:** A student absent 10 percent or more of the days enrolled during the school year is chronically absent. All absences are included – unexcused, excused and suspensions. The rate is the percentage of students enrolled who are chronically absent.
- CDE collects school and district level attendance data. More information on student attendance can be found at CDE Attendance Information.

Overall, the 2022-23 school year had improvements in attendance that included an increase in attendance rates (**Chart 15**) and a decrease in the number of students who were chronically absent.

Chart 15: State Attendance Rate from 2019-20 to 2022-23
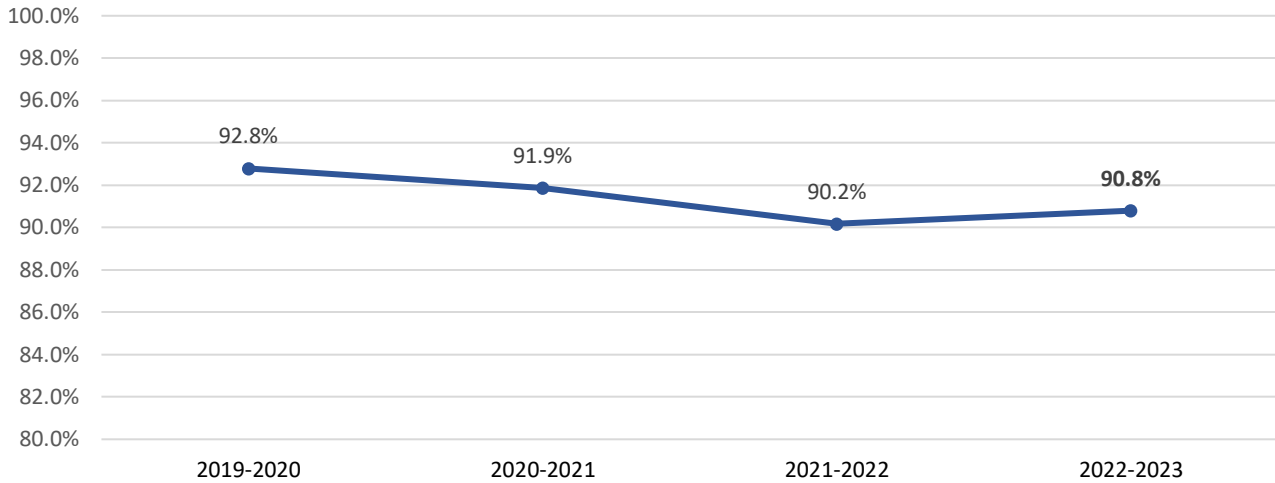
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

This follows large decreases in attendance and increases in chronic absenteeism the prior year (2021-2022) and the highest levels of chronic absenteeism in the history of state data reporting. Even with the improvements from the previous year, rates of chronic absenteeism in 2022-23 are the second highest ever recorded in Colorado.

- The overall average daily attendance rate in the 2022-2023 school year was 90.8 percent (a 0.6 percentage point increase from the 2021-2022 school year).
- The truancy rate was 3.5 percent (a 0.1 percentage point decrease from the 2021-2022 school year).
- 31.1 percent of all students enrolled in 2022-2023 (269,582 students) were reported chronically absent from school. This is 48,218 fewer students than were reported in the 2021-2022 school year, but still 72,190 more than in the 2018-2019 school year, the last school year before the pandemic.
- In 2022-2023, 136,190 students were reported as habitually truant, 8,402 students fewer than were reported in the 2021-2022 school year. The statistics provided below represent proportions of habitually truant students.
  - 15.9 percent (21,629 students) had four unexcused absences in one month.
  - 17.7 percent (24,108 students) had 10 unexcused absences in the school year.
  - 66.4 percent (90,453 students) met both conditions.
- Disaggregation by grade reveals that the highest rates of chronic absenteeism were among kindergarten students and 11th and 12th grade students, consistent with recent years. The lowest rates are seen in 4th and 5th grade (**Chart 16**).
- Truancy rates, which measure the percentage of absences that were unexcused, were quite low in grades k-5 and then quickly increases from 6th to 12th grade as you can see in **Chart 17**.

Chart 16: Chronic Absentee Rate by Grade for the 2020-21 through 2022-23 School Years
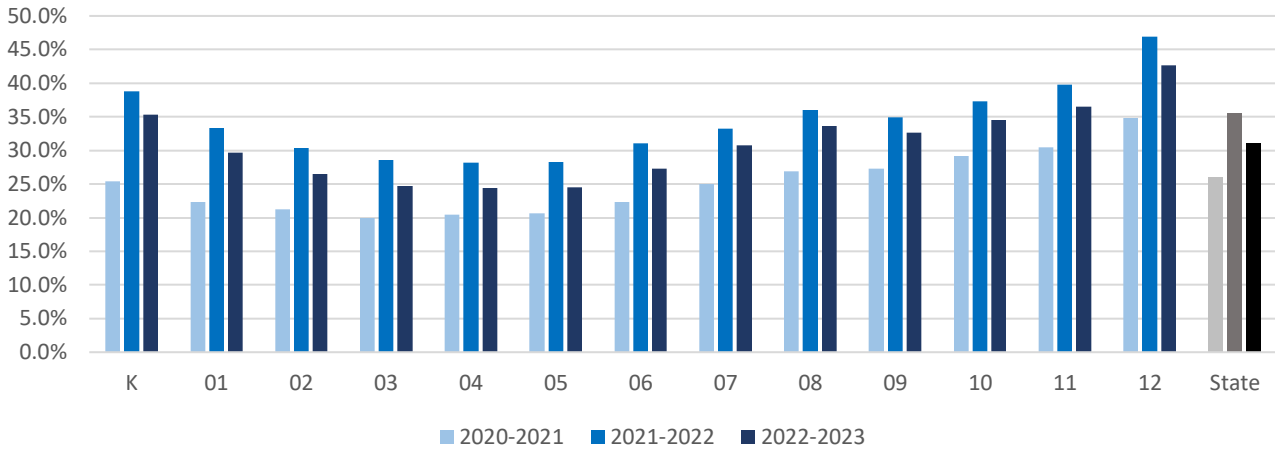
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Chart 17: Truancy Rate by Grade for the 2020-21 through 2022-23 School Years
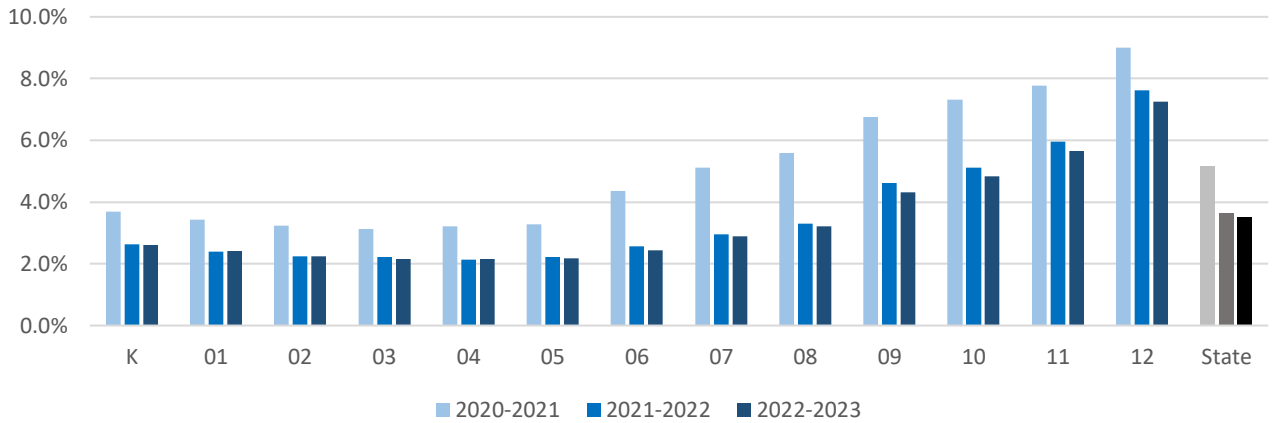
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

### School Attendance by Instructional Program or Service Type and by Race and Gender

Among students receiving specialized services or instructional programs, homeless students and students in out-of-home placement (i.e., foster care) have the highest chronic absentee and truancy rates and the lowest attendance rates, as they have for the past three years (with one exception when low-income students had higher chronic absentee rates than foster students in 2021-2022). Other trends include:

- Chronic absentee rates decreased for all groups examined except foster students (3,293 K – 12th grade students), whose rate increased by 4.1 percent (**Chart 18**).

- Truancy rates decreased for all groups examined except homeless students (17,308 K – 12th grade students), whose rate increased by 0.6 percent (**Chart 19**).
- Attendance rates increased for all groups.

Chart 18: 2020-21 to 2022-23 Chronic Absentee Rates by Instructional Program or Service Type (IPST)
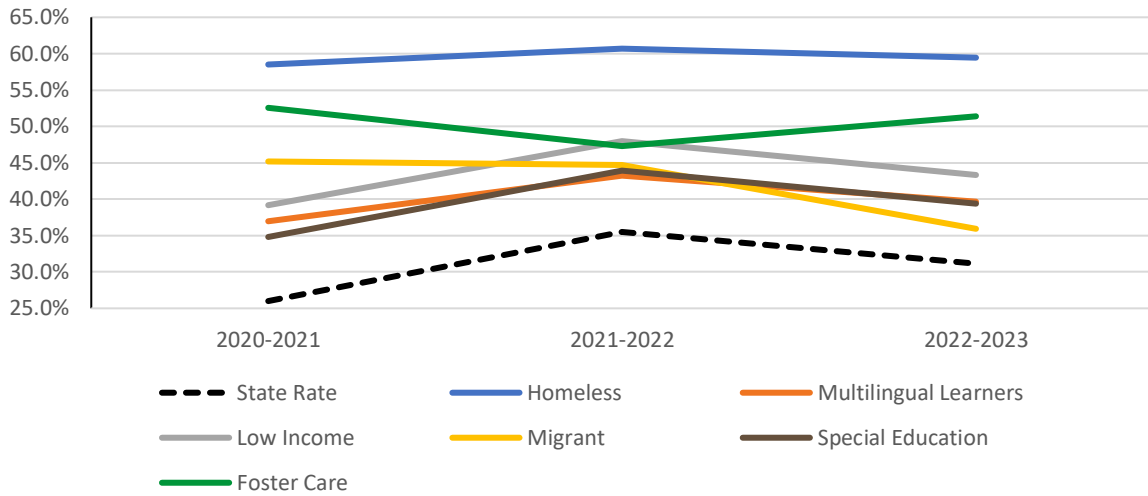
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Chart 19: 2020-21 to 2022-23 Truancy Rates by Instructional Program or Service Type (IPST)
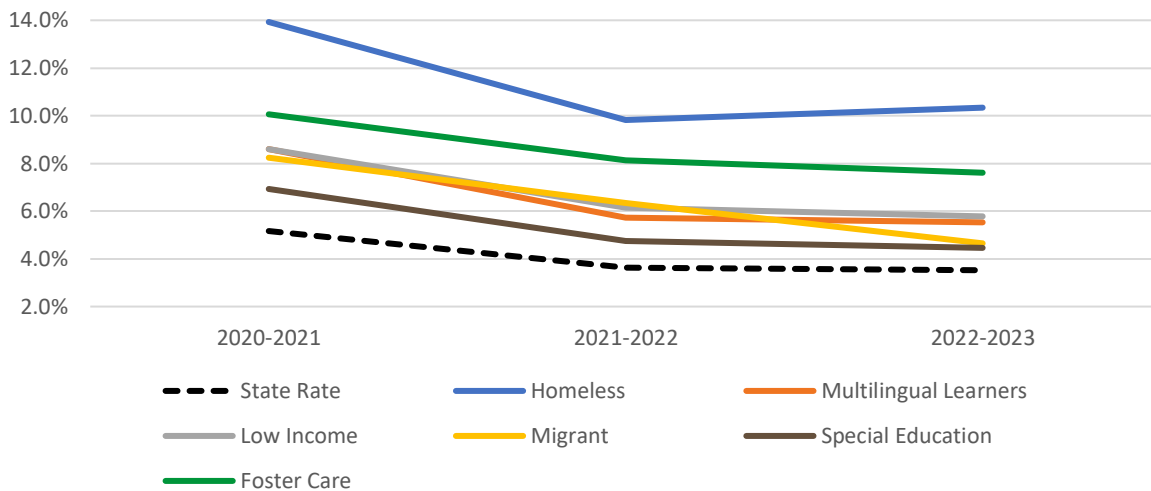
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Disaggregation by race revealed gaps similar to those seen in graduation and dropout rates with students of color missing more school than white students.

- White males (228,393 K – 12th grade students) and females (214,010 K – 12th grade students) had comparable rates to each other in attendance (92.3 percent for both, a 0.5 percentage point increase from the previous year), truancy (2.0 and 1.9, respectively; a 0.1 percentage point decrease from the previous year in both cases) and chronic absenteeism (24.1 percent and 24.2 percent, respectively, a 3.3 percentage point decrease in both cases).
- Male (217,422 K – 12th grade students) and female students of color (209,360 K – 12th grade students) also had similar rates to each other (**Chart 20**). Both groups had an 89.2 percent attendance rate (a 0.7 percentage point increase from 2021-22 for female and a 0.6 percentage point increase for male students). Both groups also saw a 0.2 percentage point decrease in truancy rates, to 5.1 percent for female students of color and 5.2 percent for male students of color. Male and female students of color also had similar chronic absentee rates (38.3 percent, a 3.8 percentage point decrease and 38.4, a 3.6 percentage point decrease, respectively).
- The highest attendance rates were among Asian male (93.1 percent; 14,049 K – 12th grade students) and female (93.3 percent; 14,134 K – 12th grade students) students. They also had the lowest chronic absentee rates (19.8 percent and 19.4 percent, respectively).
- Hawaiian/Pacific Islander male (1,475 K – 12th grade students) and female students (1,381 K – 12th grade students) had the highest chronic absentee (54.0 percent and 52.1 percent, respectively) and truancy (8.7 percent and 8.4 percent, respectively) rates and the lowest attendance rates (85.6 percent and 85.9 percent, respectively).
- **Chart 21** shows historical trends in truancy and chronic absentee rates disaggregated by race and gender.

Chart 20: 2022-23 Truancy and Chronic Absentee Rates by Race / Ethnicity and Gender
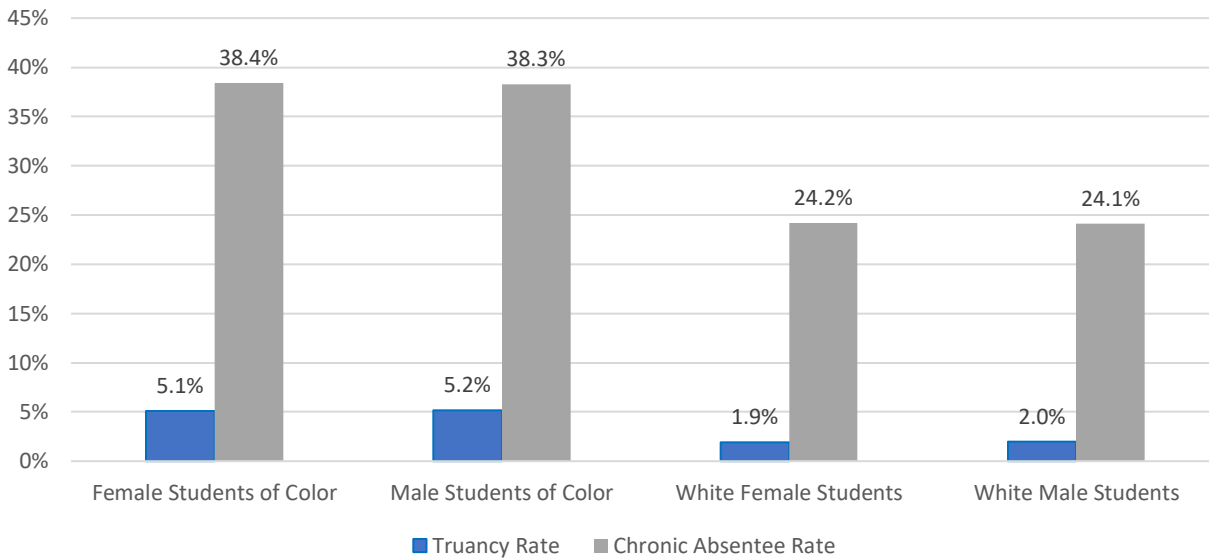
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Chart 21: Historical Trends in Chronic Absentee and Truancy Rates by Race and Gender
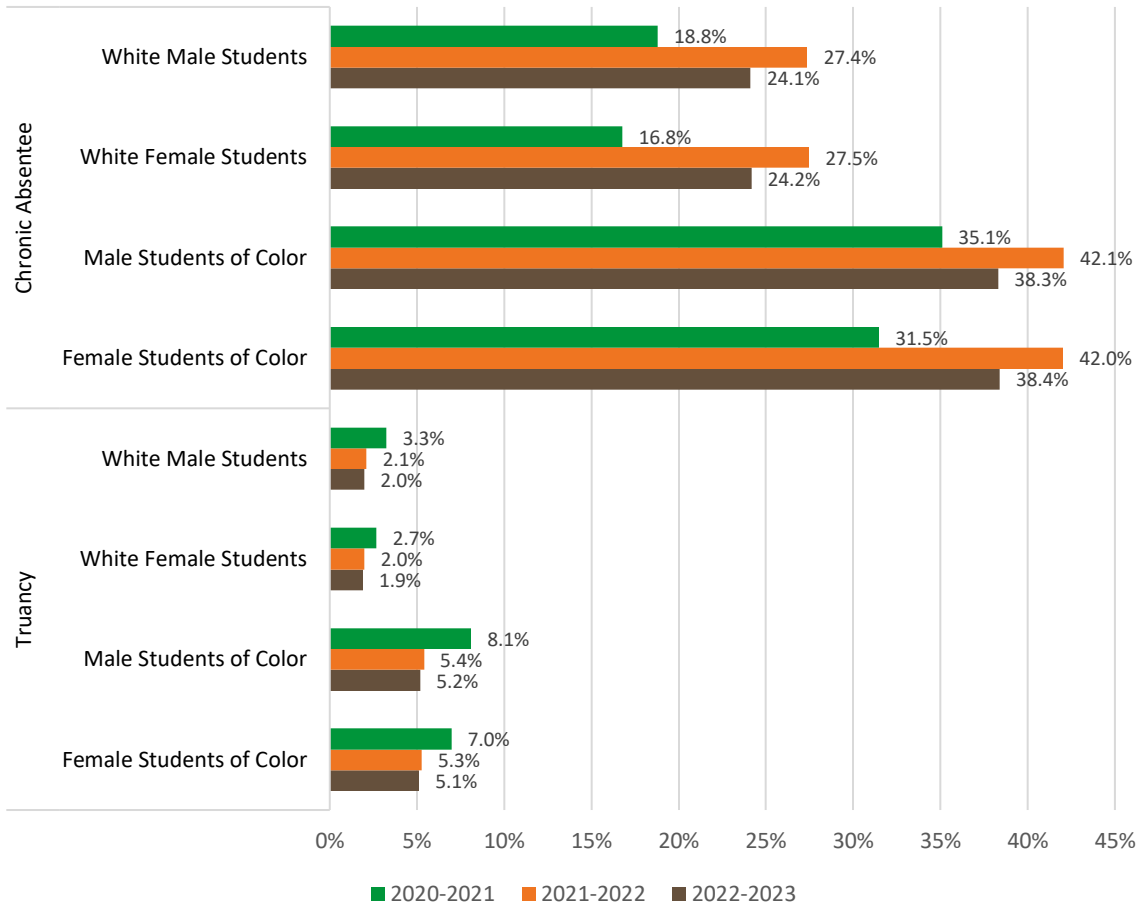
Chronic Absentee

White Male Students: 18.8%, 27.4%, 24.1%

White Female Students: 16.8%, 27.5%, 24.2%

Male Students of Color: 35.1%, 42.1%, 38.3%

Female Students of Color: 31.5%, 42.0%, 38.4%

Truancy

White Male Students: 3.3%, 2.1%, 2.0%

White Female Students: 2.7%, 2.0%, 1.9%

Male Students of Color: 8.1%, 5.4%, 5.2%

Female Students of Color: 7.0%, 5.3%, 5.1%

Legend: 2020-2021, 2021-2022, 2022-2023

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

Examinations of rate changes among districts revealed that 70-80 percent of districts improved or remained the same in each metric, whereas 20-30 percent had lower attendance rates than the previous year (**Charts 22** and **23**).

Chart 22: District Chronic Absentee Rate Changes from 2021-22 to 2022-23
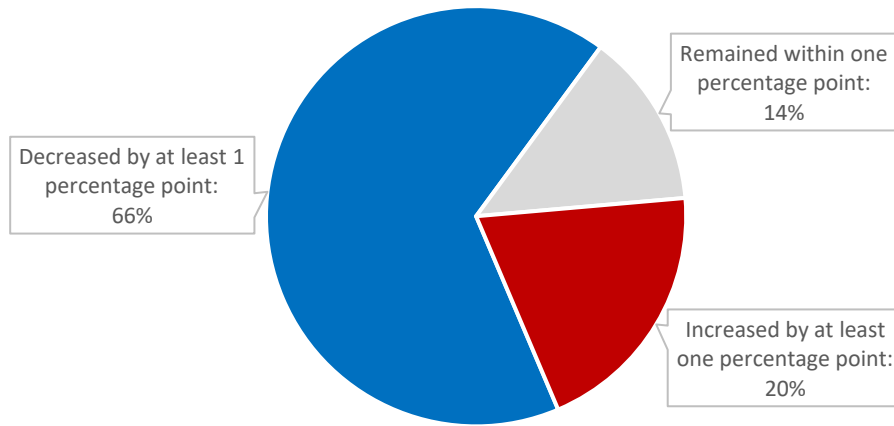
Decreased by at least 1 percentage point: 66%

Remained within one percentage point: 14%

Increased by at least one percentage point: 20%

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

Chart 23: District Truancy Rate Changes from 2021-22 to 2022-23
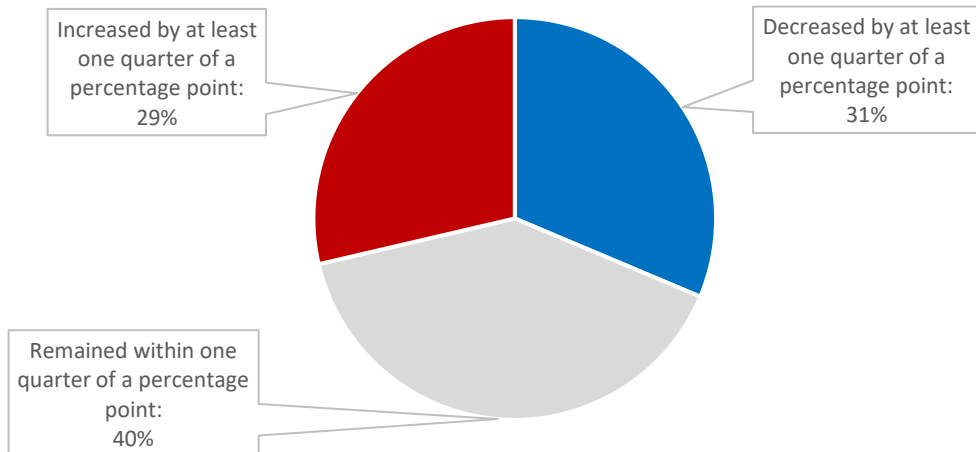
Increased by at least one quarter of a percentage point: 29%

Decreased by at least one quarter of a percentage point: 31%

Remained within one quarter of a percentage point: 40%

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 resulted in some type of exclusionary discipline. This includes student suspensions and expulsions but does not include data on minor infractions that are often handled at the school or classroom level.

Starting in 2023-2024, as part of the implementation of House Bill 22-1376, data will be reported securely by districts to the state at the student level. In previous years, districts submitted totals for each category for each school. The student level data collection will improve accuracy and enable additional analysis as it will connect incidents with the resulting disciplinary actions.

History
The Colorado legislature has passed numerous bills since 2010 that have changed policies on discipline and encouraged a shift in school discipline policy from strict, mandatory punishment to supportive school discipline. In 2011, the passage of House Bill 11-1032 encouraged the use of restorative practices as a school's first consideration to remediate several types of offenses. In 2012, House Bill 12-1345 eliminated the statutory mandate to expel students for drugs, weapons (except firearms), serious assaults, and robbery, while encouraging alternatives to exclusionary discipline. In 2019, House Bill 19-1194 added definitions and regulations regarding the use of out-of-school suspension or expulsion for preschool through second grade students and required CDE to report on suspension and expulsion data for these grades on an annual basis. In the 2022 and 2023 legislative sessions, three bills were passed that impact discipline data reporting or discipline practices:

- House Bill 22-1376: This bill includes 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 student level discipline collection will occur in the 2023-24 school year and CDE will create new district profile reports based on this updated data.
- House Bill 23-1291: This bill updates requirements for the expulsion hearing process and requires a new training for individuals who are acting as Expulsion Hearing Officers, starting in January 2025.
- Senate Bill 23-109: This bill creates a discipline task force during the 2023-24 school year. The task force is studying disproportionate discipline, current statute connected to discipline, CDE's processes for data collection and sharing of resources, and can make administrative or legislative recommendations.

2022-23 Discipline and Behavior Data
In 2022-23, the number of behavior or discipline actions and incidents increased in comparison to 2021-22 for most categories, to levels similar to those seen in 2018-19. Within these larger categories, there were certain types of incidents that occurred more often and led to overall increases.

- The most common behavior incidents were detrimental behavior, disobedient/defiant or repeated interference, and other code of conduct violation.
- The largest increases in behavior incidents occurred in the tobacco violations and marijuana violations categories.

Over the past 13 years, there has been a drastic reduction in expulsions in Colorado schools, from 2,163 students expelled in the 2009-10 school year to 1,168 in the 2018-19 school year. Expulsions decreased in 2019-20 and 2020-21, when many students attended remote and hybrid learning. In the 2022-23 school year, 1,045 students were expelled, which is an 11.3 percent increase from the 2021-22 school year and higher than the numbers prior to 2020. Information regarding the percentages of students disciplined by race/ethnicity for each year is detailed in **Chart 24**.

Chart 24: Students Disciplined by Race/Ethnicity Trend Line
Percentage of Total Students Disciplined for Each Race/Ethnicity and Year
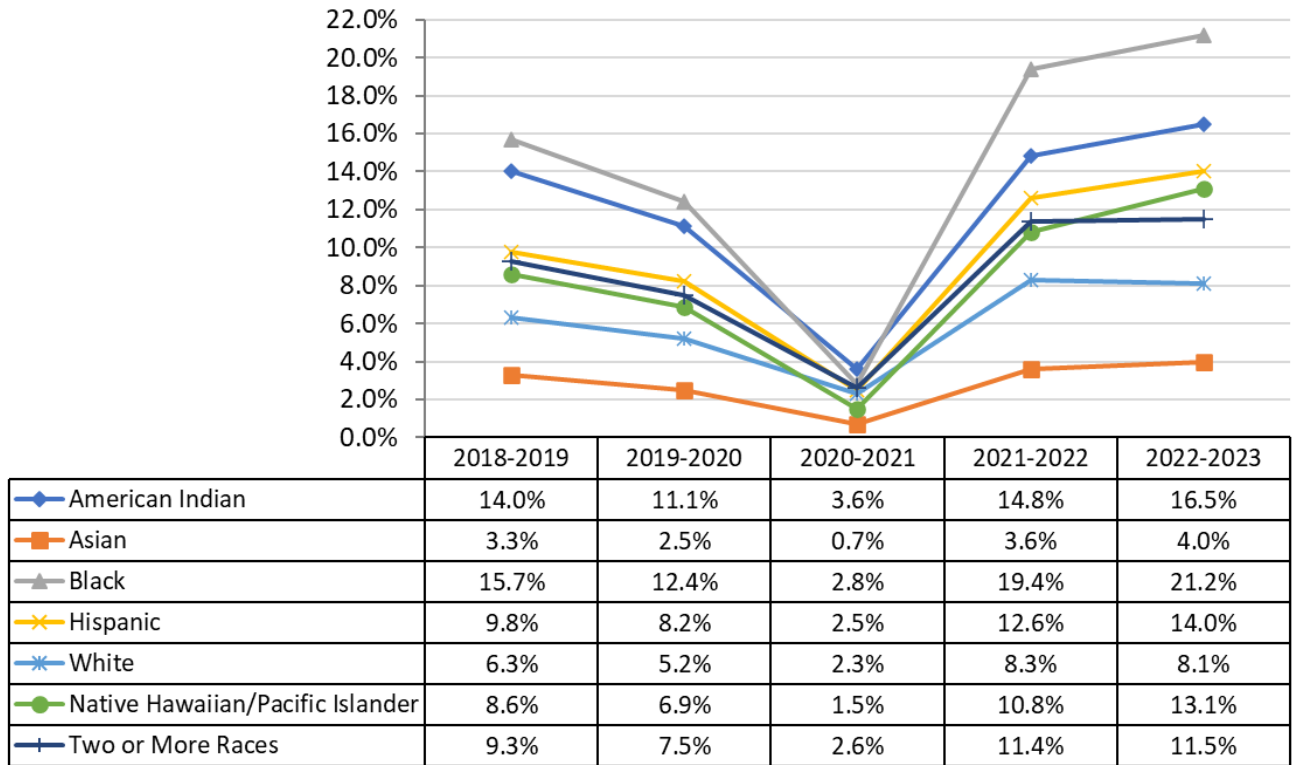
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
American Indian	14.0%	11.1%	3.6%	14.8%	16.5%
Asian	3.3%	2.5%	0.7%	3.6%	4.0%
Black	15.7%	12.4%	2.8%	19.4%	21.2%
Hispanic	9.8%	8.2%	2.5%	12.6%	14.0%
White	6.3%	5.2%	2.3%	8.3%	8.1%
Native Hawaiian/Pacific Islander	8.6%	6.9%	1.5%	10.8%	13.1%
Two or More Races	9.3%	7.5%	2.6%	11.4%	11.5%

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

In the 2022-23 school year, 96,218 students were disciplined across 118,254 incidents. These incidents include classroom removal incidents, in- and out-of-school suspensions, expulsions (with and without services), referrals to law enforcement, school related arrests, and other disciplinary actions. In these incidents, 4,524 more students were disciplined than in the 2021-22 school year (**Chart 25**). Disciplined students represent 10.9 percent of the students enrolled in 2022-23.

Chart 25: Disciplinary Actions Five-Year Trend
Count of Discipline Actions per Year
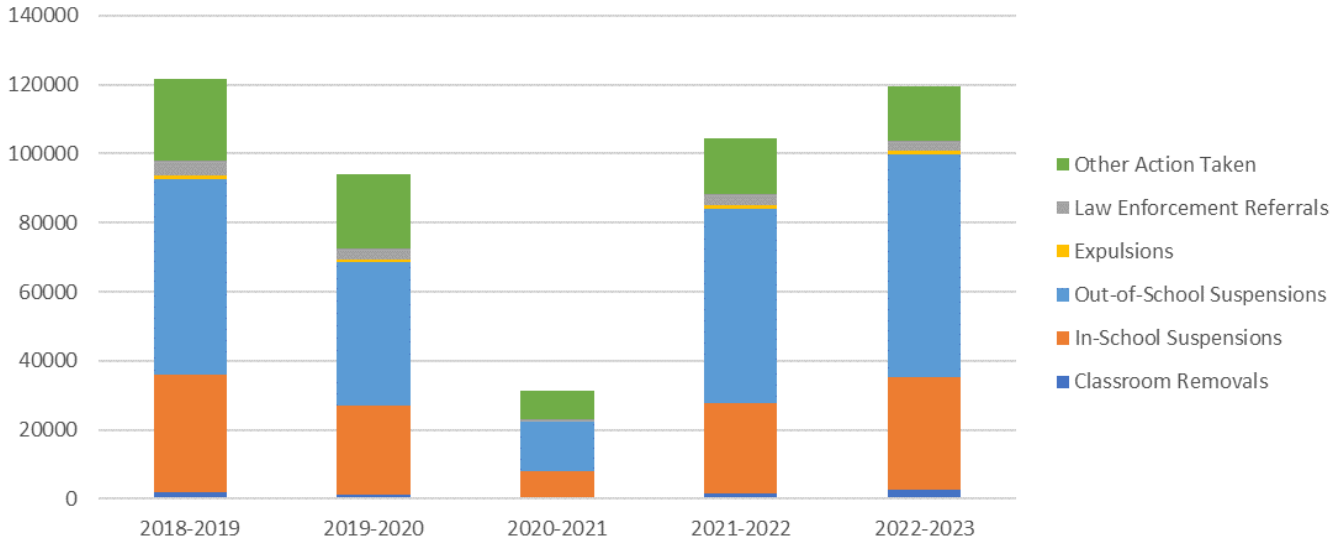
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Examining the distribution of discipline incidents by demographic reveals that the number of discipline incidents during the 2022-23 school year varied across race/ethnicity and gender. Male students made up 68.0 percent of students disciplined while they represent about 50 percent of the student population. Rate of discipline among students of color were higher than discipline rates for their white peers (**Chart 26**). During the 2022-23 school year, non-white students accounted for 61.7 percent of discipline incidents while constituting 48.8 percent in the student population. Moreover, the number of students disciplined during the 2022-23 school year increased in every race/ethnicity category except white. Students who have an Individual Education Program (as an accommodation for disabilities) were also more likely to be disciplined than those who don't.

Chart 26: Students Disciplined by Race/Ethnicity 2022-23
Comparison to Student Population
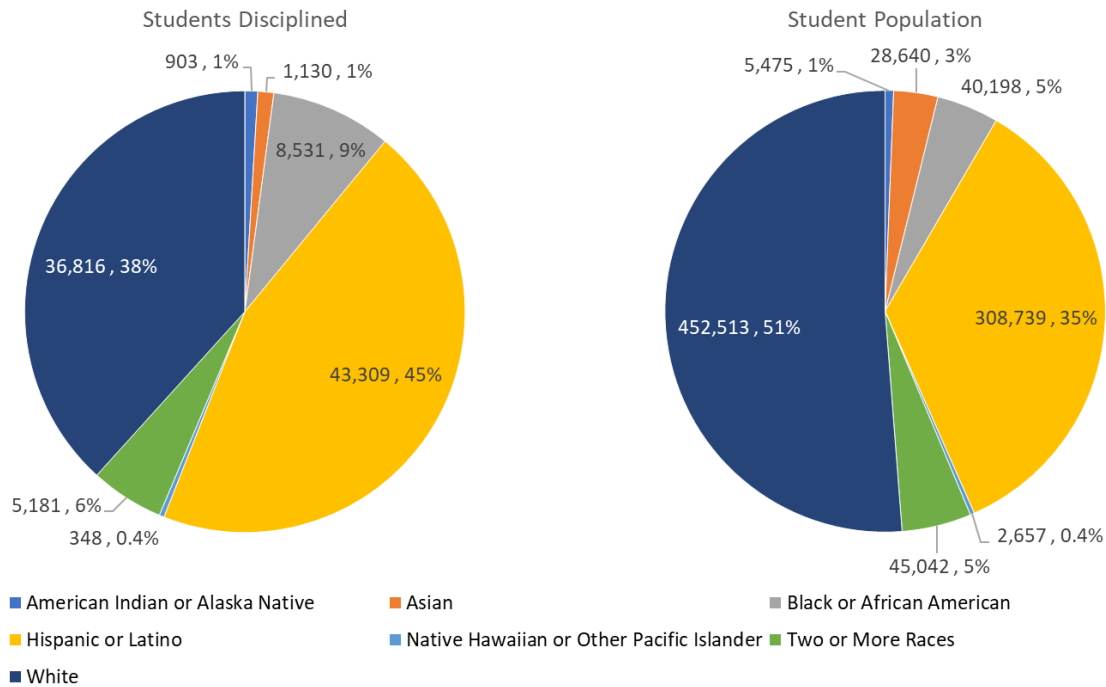
Students Disciplined

Student Population

903 , 1%
1,130 , 1%
8,531 , 9%
36,816 , 38%
43,309 , 45%
5,181 , 6%
348 , 0.4%

5,475 , 1%
28,640 , 3%
40,198 , 5%
452,513 , 51%
308,739 , 35%
2,657 , 0.4%
45,042 , 5%

■ American Indian or Alaska Native ■ Asian ■ Black or African American
■ Hispanic or Latino ■ Native Hawaiian or Other Pacific Islander ■ Two or More Races
■ White

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

PreK-2 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 2022-23 school year, 6,739 PreK-2 students received a suspension which accounts for 6.09 percent of students suspended.
- All expulsions are suppressed if there are less than 5 occurrences per student group, so no expulsion data is included in this report for preschool through second grade students.
- The number of suspensions received by PreK-2 students in 2022-23 was 14.6% higher than it was in the 2021-22 school year. It should be noted that individual students are counted more than once in this measure if they were suspended multiple times during the school year.
- These trends can be seen in **Chart 27**.

Chart 27: PreK-2 Discipline Actions
Total Number of Suspensions per Year
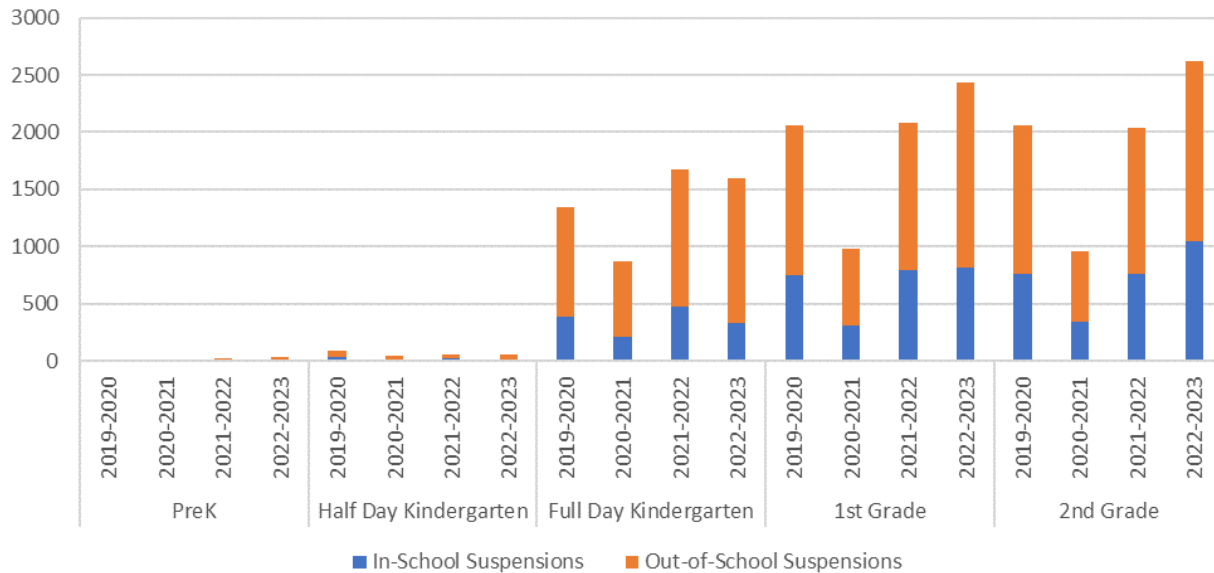
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

More information about evidence-based, supportive student discipline approaches and resources related to school discipline, behavior, and school climate can be found in the CDE Discipline Best Practices and Resources.

Note: *The Colorado Department of Education collects school and district level discipline data. More information on student discipline can be found at CDE Suspension and Expulsion Statistics.*

Office of Dropout Prevention and Student Re-engagement Office

CDE launched the Office of Dropout Prevention and Student Re-engagement (DPSR) in 2009. The office was created to expand 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-engaging 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:
    o Analyzing and reporting on student data pertaining to student engagement and success including dropout, graduation and completion rates, attendance, discipline, and behavior;
    o Developing tools, resources, or guidance that support district efforts;
    o 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.

The Colorado Dropout Prevention Framework

In 2012, CDE staff created Colorado's Dropout Prevention Framework, based on national research, in order to better support the field and to fulfill requirements in statute to identify best practices for dropout prevention and intervention. In partnership with the US Department of Education Comprehensive Center for Region 12 (Kansas, Colorado, Missouri), CDE staff have spent the past three years updating the dropout prevention framework to align to current research and practice and provide prioritized recommendations for schools and districts.

During the 2019-20, 2020-21, and 2021-22 school year staff from the Comprehensive Center partnered with CDE staff to get stakeholder feedback from CDE and from school districts, review potential uses, learn about updated research, and design the new framework.

Written for district and school teams and grounded in the core components of student success systems, the **Colorado Dropout Prevention 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.

Foundational Practices

- Connected Relationships and Culture
- Strong Family and Community Partnerships
- Relevant and Engaging Learning Opportunities
- Data-based Decision Making
- Aligned Policies and Practices to Build Coherence
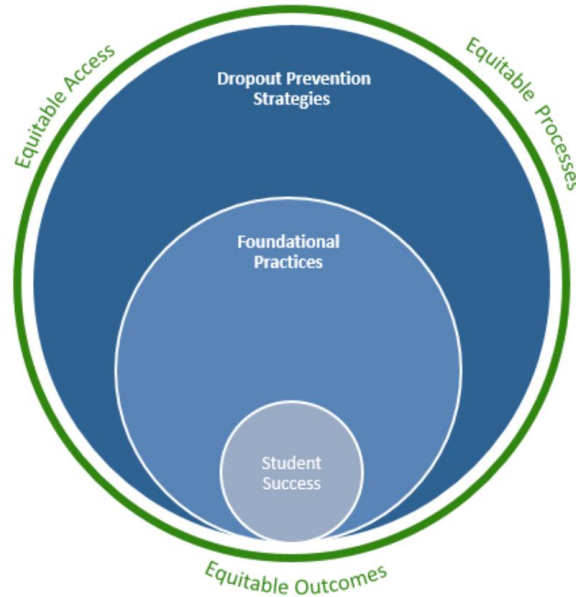
Strategies

- On-track/early warning systems
- Pathways to graduation
- Counseling the whole child
- Persistence, recovery, and re-engagement

CDE staff are working to share information with districts about the updated Framework and designing tools, resources, and convenings that support implementation of effective practices.

For more information about the framework, visit CDE's Dropout Prevention Framework webpage.

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 2022 and 2023 legislative sessions that impact dropout prevention, student engagement, and attainment of a high school credential. Funding that is connected to the legislation is indicated, if applicable (**Table 8**).

Table 8: Legislation Impacting Dropout Prevention, Student Engagement, and Attainment of a High School Credential from the 2022 and 2023 Legislative Sessions

Bill name; Total funds appropriated; Date effective	Overview	Implications
2022		
HB 22-1374 Foster Care Success Act FY 22-23: $221,761 FY 23-24: $98,426	• Created the Fostering Educational Opportunities for Youth in Foster Care program in the Department of Human Services; modified CDE training and reporting requirements related to foster youth educational attainment. • Increased annual reporting requirements on the CDE's website and to the General Assembly concerning students in out-of-home placement, with specific data collection and reporting requirements about out-of-home placement student population numbers, enrollment, attendance, truancy, dropout rates, reenrollment, graduation rates and years taken to graduate high school.	Will provide additional information on the needs of foster care students and additional training for adults to support students in foster care.
HB 22-1376 Supportive Learning Environments For K-12 Students FY 22-23: $560,535 FY 23-24: $247,394	• Modified state laws related to school discipline, the use of restraint and seclusion, data reporting and availability, enforcement authority, and school resource officers. • By August 31, 2023, requires CDE to standardize the reporting method that schools use to collect and report data on suspensions, expulsions, arrests, absenteeism, incidents of violence, harassment, bullying, and other metrics.	Improved tracking and reporting of discipline and school climate data.
2023		
SB23-029 Disproportionate Discipline in Public Schools FY 23-24: $173,388	• Created 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.	Improved tracking of discipline data. Increased use of alternative methods to suspension and expulsion.
SB23-1231 Math in Pre-kindergarten Through Twelfth Grade FY 23-24: $26,694,530	• Required 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. • Requires local education providers to identify strategies to assist students below grade level in math.	Increased focus on k-12 math, including more trainings and resources for math educators. Additional grant funding dedicated to math programming.

Funding for the Ninth Grade Success grant FY 2023-24: $1,600,000 FY 2024-25: $0	• Established 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. • Adds early numeracy to the continuing professional development required of licensed preschool teachers. • 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.	
HB23-1291 Procedures for Expulsion Hearing Officers FY 23-24: $181,449 FY 24-25: $134,581	• Increases the burden of proof to expel a student in an expulsion hearing and outlines the judicial review process for expulsions. • Requires schools to provide caregivers with information related to expulsions, including records of the hearing and a report on decisions made. • 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.	Increased documentation and sharing of information around expulsion hearings. Increased knowledge in expulsion hearing officers.
SB23-296 Prevent Harassment and Discrimination in Schools FY 23-24: $0 FY 24-25: $69,700 FY 25-26: $5,200	• Requires schools to adopt a written policy protecting students from harassment and discrimination by July 2024. • 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. • Requires that schools allow excused absences and make educational accommodations for students experiencing harassment or discrimination. • 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.	Improved tracking of harassment and discrimination in Colorado schools. Improved protections for students being harassed or discriminated against.

Note: CDE = Colorado Department of Education; HB = House Bill, FY = Fiscal Year, ELA = English Language Arts, CMAS = Colorado Measures of Academic Success, ESSER = Elementary and Secondary School Relief (federal COVID-19 relief funds), LEA = Local Education Agency

Policy and Practice Implications

As part of the Dropout Prevention and Student Re-engagement Offices' 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 or developed with CDE staff 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 opportunities to impact 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, 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 that may support addressing the challenges.
  - **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), 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 the different collections, the processes and timing for validation, auditing and reporting can vary widely.
    - **Consistency:** Reporting data in different collections and forms (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 at a 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 and can be hard to manage. 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 three 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 improve systems of coordination so there are clear and consistent definitions, developing new dashboards that accurately share data and enable deeper analysis and understanding of the data, and build consistent processes for communication, validation, and support to districts.
  - The Discipline Task Force established in Senate Bill 23-029 is reviewing CDE's standardization of discipline categories and the new profile district profile reports for discipline, behavior, and school climate. The task force may make administrative or legislative recommendations that would address clarifications of categories and mismatch between statute and collections.
  - Previous discussions between CDE and school districts have discussed 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 that 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, transferred to another district, as well as a number of different options.
  - **Challenges:** There are challenges with ensuring that a student does not go missing as they move 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, they are 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 43 and 49 of this report. Additionally, conversations continue on 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 withdrawal 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 nearly 14,000 students in the 2022-2023 school year.

Please see **Table 9** for grant funding histories for each of the four grants and **Chart 28** to see the locations of DPSR-managed grantees.

Table 9: Four-Year Funding Histories for DPSR Programs

Grant Program	Year			
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**
Student Re-engagement	$1,939,995	$1,939,995	$1,939,995	$1,939,995
Expelled and At-Risk Student Services	$9,493,560	$9,493,560	$9,493,560	$9,499,542
Ninth Grade Success Grant	$725,000	---	$696,781	$696,781
Educational Stability Grant	$805,662	$827,664	$826,947	$825,000
TOTAL	$12,964,217	$12,261,219	$12,957,283	$12,961,318

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

Chart 28: Distribution of DPSR-Managed Grant Funds Across Colorado

Student Re-engagement Grants 2022.2023 Denver Metro, Urban-Suburban, Outlying City, Outlying Town, Remote ✴BOCES
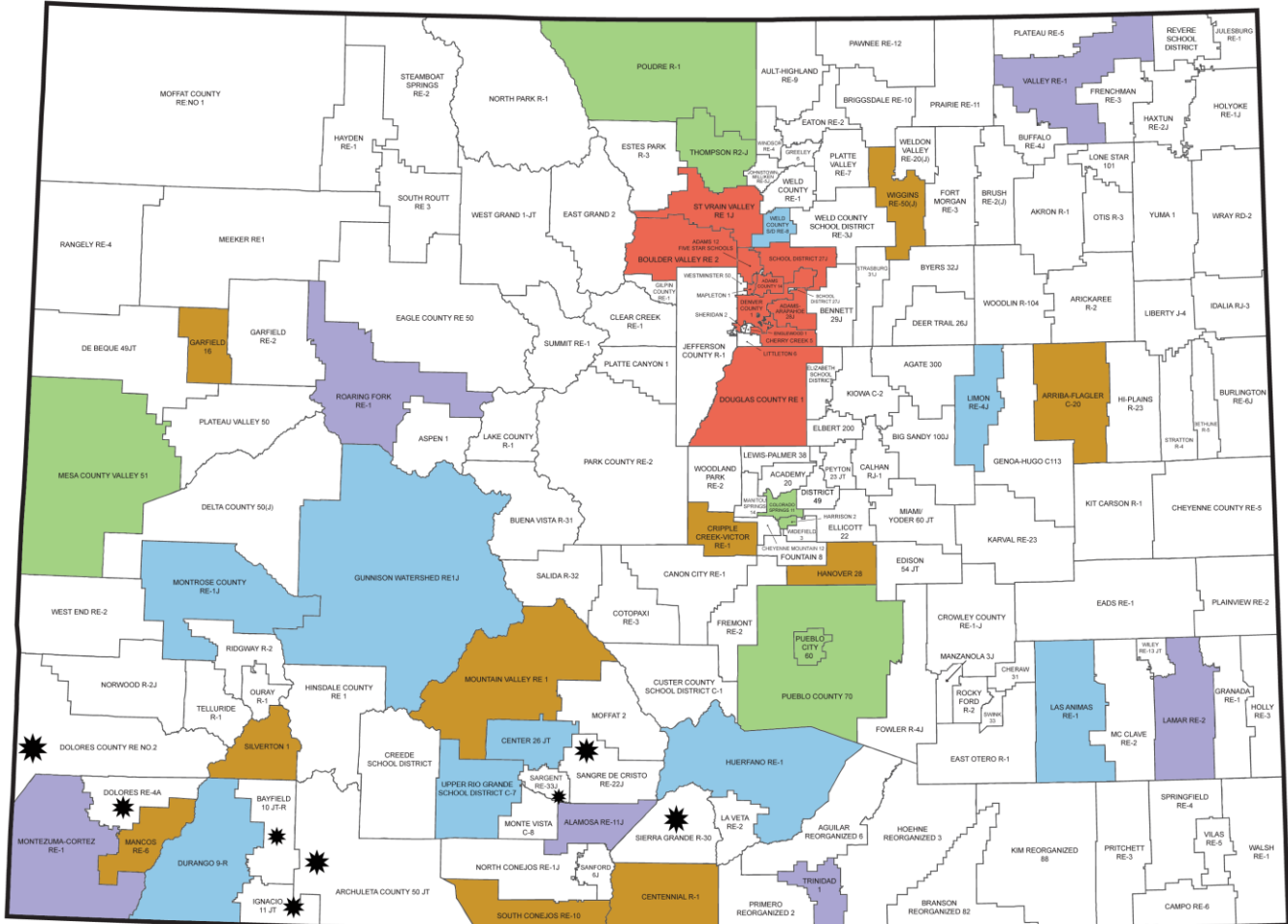
Legend: Denver Metro, Urban-Suburban, Outlying City, Outlying Town, Remote,✴BOCES
Note*: Grants represented in the map are: The Expelled and At-Risk Student Services Grant, the Ninth Grade Success Grant, and the Student Re-engagement Grant. Districts are color coded by region.*

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 2023, 12 new grantees started a six-month planning period to launch their programs and joined a group of 38 grantees that had started in previous years.

Overall, EARSS grantees reported positive outcomes for the students they supported through their grant programs.

Eliminated previous behaviors:
- 98.6 percent of students at-risk for expulsion were not expelled,
- 79.2 percent of at-risk students did not receive an out-of-school suspension,
- 81.3 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.

Funded Districts (2022-2023)
• There were 50 grantee programs in 2022-23 that include 34 school districts, eleven individual charter schools, five BOCES (which serve multiple schools), and seven facility schools.
Students Served (2022-2023)
• 5,227 students received services.
• 46.9 percent students served by the grant were identified as previously expelled or at-risk for expulsion;
• 53.1 percent were identified as truant or at-risk for habitual truancy or chronic absenteeism.

Experienced positive school outcomes:
- 93.2 percent of students who were supported in the program remained in school or graduated and completed school. This is slightly lower than results from the last three years of the grant program (with an average of 96.5 percent of students served graduating, completing, or remaining in school).

A full legislative report on the EARSS grant is available at this link.

Student Success story

EARSS programs serve students facing a range of different barriers to learning. The following story was shared by a grantee as a particularly impactful interaction in a facility school.

"A middle school student was referred to our program due to detrimental behaviors in the academic setting. Over the course of this academic year, this student's teachers, counselors and EARSS team utilized various interventions including motivational interviewing (understanding student's motivation, use of open-ended questions, listening with empathy, supporting resistance, and empowering the student). This student appeared receptive to these interventions as evidenced by achieving a 4.0 GPA each quarter this school year. This student is getting ready to transition back to a public school setting early fall. Recently the student was recognized for their hard work by earning a certificate and the student responded, "I never thought I would ever get one of these things!" If all the work that was put into this program was meant to make a quiet, reserved, and shy kid feel this amount of joy over what seemed to us, just a piece of paper, then it was so worth it!"

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 6th – 12th 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 most common strategies 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 partnering to improve school strategies and help families support students' engagement in school.

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

Cohort 3
A new cohort of grantees (cohort 3) applied in spring 2022 and began a three-year implementation in fall 2022, making 2022-2023 their first year of grant reporting.

During the 2022-23, grantees reported overall positive outcomes for students they served. This includes:

- 93.8 percent of students served remained in or completed school.

Funded districts (2022-2023)
• 15 schools in 12 districts and the Charter School Institute began implementation in 2022-23.
Students Served (2022-2023)
• 1,605 students served.   • Most students were served due to low attendance (62%) and course failure (62.1%).

Cohort 2

The previous cohort of grantees, who received funds from 2019-2020 to 2021-2022, also reported positive outcomes for students over their three years of service. Outcomes typically improve over the three years of implementation as systems are built to better support students. Implementation for this cohort of grantees was greatly impacted by the move to remote learning and disruptions of the pandemic. Given these disruptions, eight districts from the 2nd cohort carried over unspent funds to continue programming in the 2022-23 school year.

Even with the disruptions from the pandemic, analysis of the status of students served at the end of the 2021-2022 showed that the majority of students either continued in school or completed their educations (**Chart 29**).

Chart 29: Grantee Reported Student Outcomes in Each Year of the Grant
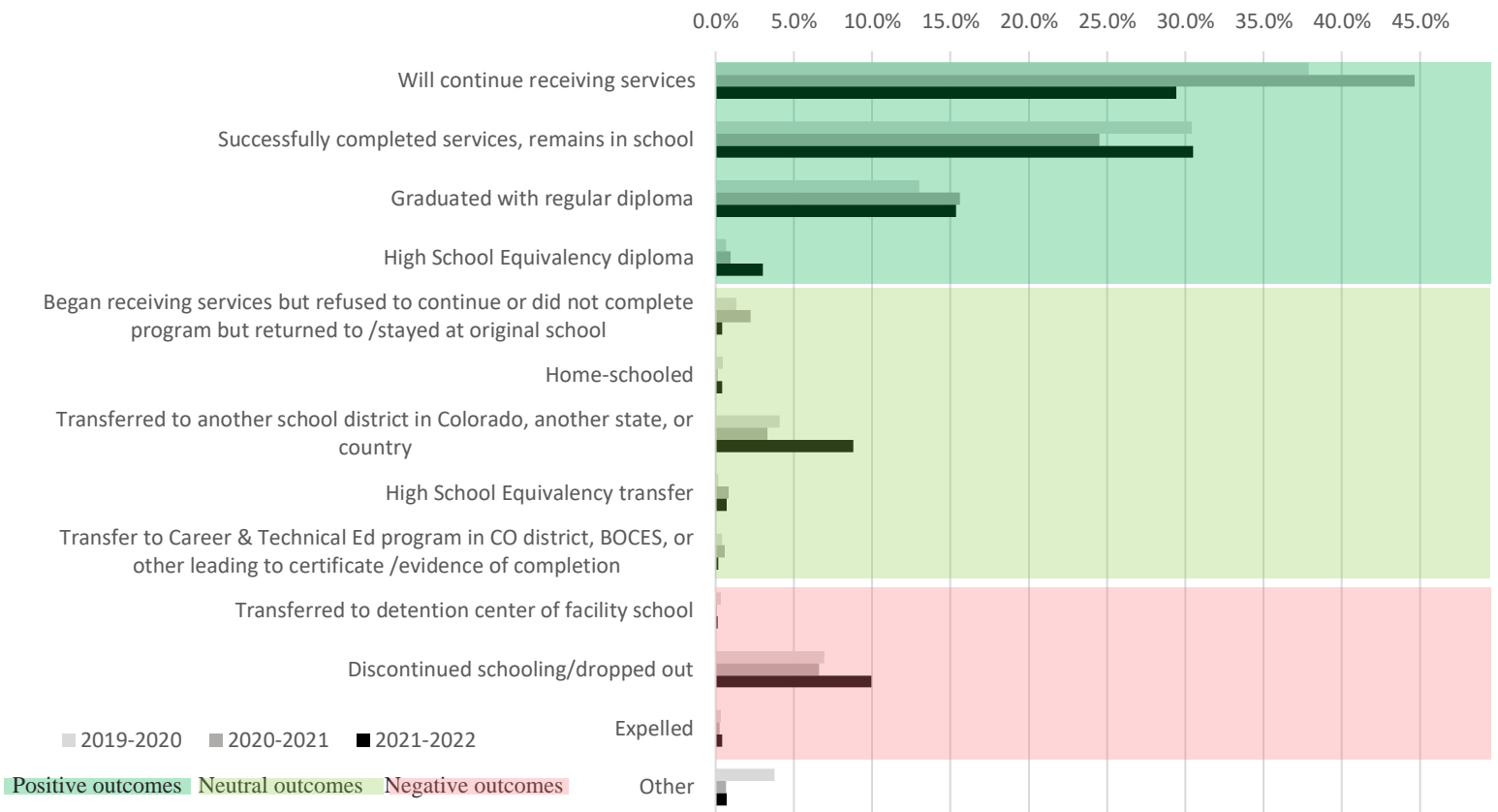
Note: "Other" responses included transfers, medical leave, and exiting the program due to mental health concerns.

Additional outcome data includes:
- Of the 5,347 unique students served over the course of the grant, 40.8 percent (2,182) were anticipated to graduate while being served by the grant. As seen in **Chart 30**, 61.4 percent of those students graduated or completed their high school degree.
- The percentage of students served who dropped out of school decreased by 0.4 percentage points in the first year of the grant (from 7.0 percent in 2019-2020 to 6.6 percent in 2020-2021). Mirroring state trends, the cohort dropout rate rose in 2021-2022, the final year of the grant, to 10.0%.

- Funded schools reported a 5.2 percentage point decrease in attendance rates from 2019-2020 to 2021-2022. In contrast, the state rate fell by 2.6 percentage points (from 92.8 percent to 90.2 percent).
- Grantees increased the percentage of out-of-school youth they served during the grant, from 6 percent in 2019-2020 to 12 percent of students served in 2020-2021 and 2021-2022.

Chart 30: Educational Outcomes (as of 2021-22) for Students Served in Cohort 2 of the Student Re-engagement Grant

■ Anticipated to Graduate in or Before School Year 2021-2022   ■ Not Anticipated to Graduate in or Before School Year 2021-2022

■ ■ Continued Education
■ ■ Graduated or Completed GED
■ ■ Dropped Out
■ ■ Expelled
■ ■ Transferred
■ ■ Other
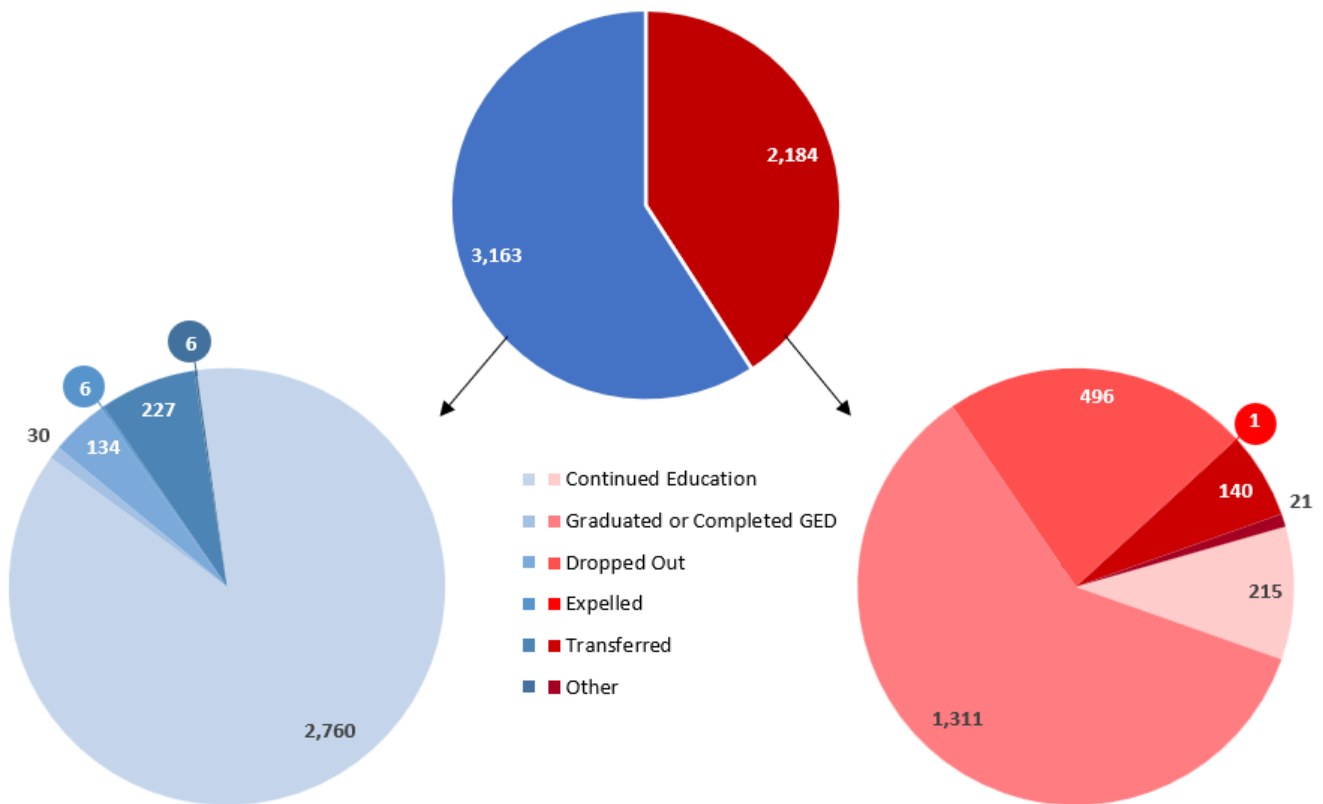
Note: "Other" includes leaving school due to illness or injury, death, and reaching the maximum age for services.

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.

This student came into the program in July 2022. The student started their 12th grade year with the credits of a freshman. The student previously attended the online program due to attendance issues as a result of needing to work to provide support for their family household and their caregiving duties of an elderly grandparent. In attempting to set up their orientation meeting, there was no common time in which a family member and they could attend this required meeting. Through some creative scheduling and virtual meeting capabilities, we were finally able to hold this meeting. At that time, the instructor began to understand the severity of the situation that this student was in. They were not only working full time, as one of two student breadwinners for the family, but they were also caring for their ill and disabled grandparent with whom they lived. We discussed some flexible scheduling outside of the traditional Monday through Friday school schedule. This allowed for the student to work, care-give, and complete their required courses. This student went from being totally non-engaged, to being a leader in not only our program, but in the school as a whole, including proposing changes to our district student dress code to our Board of Education due to the sexist nature of the policy. They were successful in providing the School Board with information, documentation and administrative support which allowed changes to be made that make the student dress code gender-neutral in nature. This student was also instrumental in the design of the peer mentoring program for the underclassmen that began mid-term. The student received a grant to pay for their community college tuition and took the skills that they began to develop in their coursework to obtain a part-time veterinary assistant position.

Ninth Grade Success Grant Program

The Ninth Grade Success Grant Program (NGSG) is authorized by Senate Bill 19-246 to assist students enrolled in ninth grade to develop the skills they need to successfully persist in graduating from high school.

Grantees within the program built ninth grade success teams that include teachers, counselors, and other support staff and meet regularly to build a strong 9th 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 10th 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 9th 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 9th grade students.

This is the first cohort of grantees within the program. After a gap year in 2020-21 due to a pause in state funding, the 2022-2023 school year is the third of 4 years of implementation.

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 2022-23, the percentage of courses passed divided by the number of courses attempted ranged from 60.0 percent to 94.6 percent. As a cohort, the percentage of courses passed divided the number of courses attempted increased from 56.8 percent in 2021-22 to 62.3 percent in 2022-23 (**Chart 31**). Grantees also reported that between 39.8 percent and 98.8 percent of their ninth-grade students in 2022-23 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 63.0 percent in 2021-22 to 80.4 percent in 2022-23.

Funded Districts (2021-2022)
• 9 districts funded in 2022-2023
Students Served
• 2,713 students served. • Students were primarily served due to course failure (39 percent), office referrals (29 percent), and low attendance (30 percent).

Chart 31: Ninth Grade Success Grant Cohort On Track Rates

Percentage of Courses Passed Out of Courses Attempted Among Ninth Grade Students

Percentage of Ninth Grade Students with Enough Credits to be Promoted and No More than One Course Failure
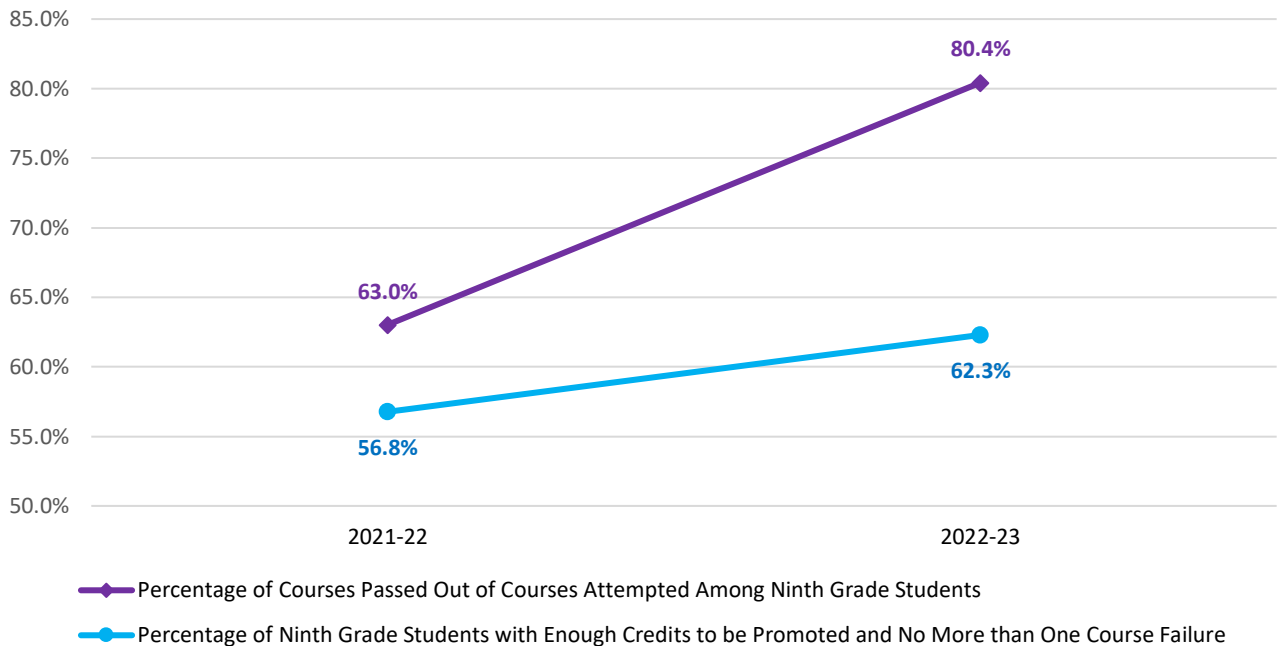
A key outcome for the NGSG is four-year graduation rates, which is built off the notion that if 9th grade outcomes improve, students will be more ready for the remainder of high school and be successful in graduating four years later. An examination of grantee and state graduation rates over the last five years (i.e., from the year before each grantee received the NGSG to this year, their final year of implementation) reveals that two thirds of grantees increased their graduation rates over time, and that those same two thirds of grantees ended the program with a graduation rate at or above the state rate (**Chart 32**).

CHART 32: Cohort, School, and State Four Year Graduation Rates of NGSG Grantees in 2018-19 and 2022-23
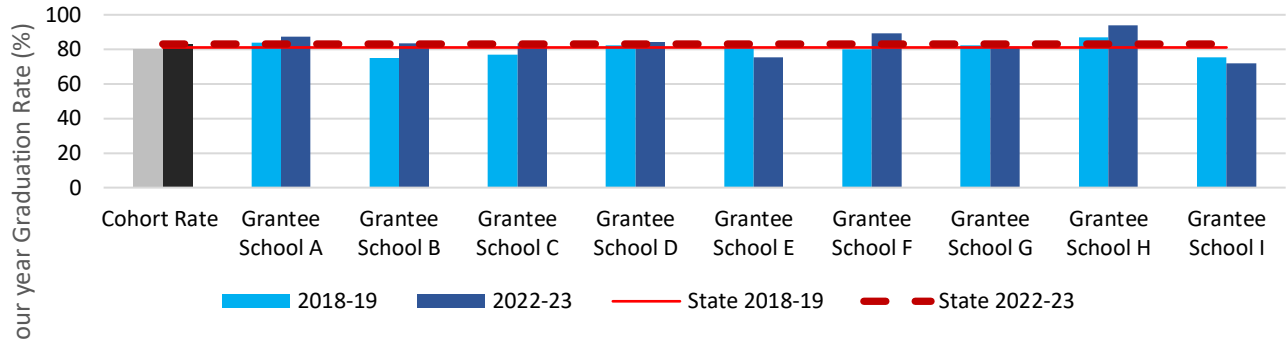
Educational Stability Grant Program

The Educational Stability Grant Program (ESG), began in 2019. Authorized by House Bill 18-1306, 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 first year of funding for a new Cohort of ESG grantees. Eight grantees were awarded $825,000.

The ESG program funded innovative services and supports to address barriers to learning for highly mobile students. All grantees reported supporting students' academic progression and course completion, and nearly all reported supporting students through assessment of educational milestones and/or credit accrual and attainment. 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 reported providing opportunities for students to build on strengths and talents and explore interests, 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 food, clothing, and hygiene products
- Programs that increase connectedness through enhanced mentoring
- Programs that provide opportunities for students to explore interests

Funded LEAs (2022-2023)
• 8 ESG grantees completed Year 1 of the grant
Students Served
• 4,524 students served
• 78.8 percent of students served were experiencing homelessness
• 7.2 percent were in out-of-home placement (foster care)
• 15.4 percent were in migrant education programs

Current grantees reported that 97.5 percent of the highly mobile students served stayed in school or continued their education.

Cohort 1 (2019-2020 to 2021-2022)
The previous cohort of grantees also reported largely positive outcomes for students over their three years of service. Implementation for this cohort was greatly impacted by the move to remote learning and disruptions of the pandemic. Grantees reported serving more than 3,000 students each year of the grant. Given that students could be served for more than one year and in more than one district (due to high mobility), this resulted in 7,302 unique students being served over three years. Key outcomes (**Chart 33**) for these students include:

- Among all students served by the grant, nearly 80 percent either completed or continued their education. Just seven percent dropped out, were expelled, or entered the juvenile justice system. Notably, the remaining 13 percent left the Colorado school system in some other way (e.g., leaving the state, entering home schooling, etc.), underscoring the high mobility of this population of students.
  - Twenty-two percent of the students served (1,602) were anticipated to graduate in 2022-2023 or a previous school year. Of these students, two-thirds have graduated, completed their education or remain enrolled in school. Just under one fifth dropped out, were expelled, or entered the juvenile justice system.
  - Of the remaining 78 percent of students anticipated to graduate after the 2022-2023 school year (5,615), nearly all students have continued their educations (82.1 percent of students). Less than half of a percentage point of students have dropped out, were expelled, or entered the juvenile justice system.

Chart 33: Educational Outcomes (as of 2022-23) for Students served in Cohort 1 of the Educational Stability Grant (N = 7217)

- Students Anticipated to Graduate in or before 2022-23
- Students Anticipated to Graduate in 2023-24 or later
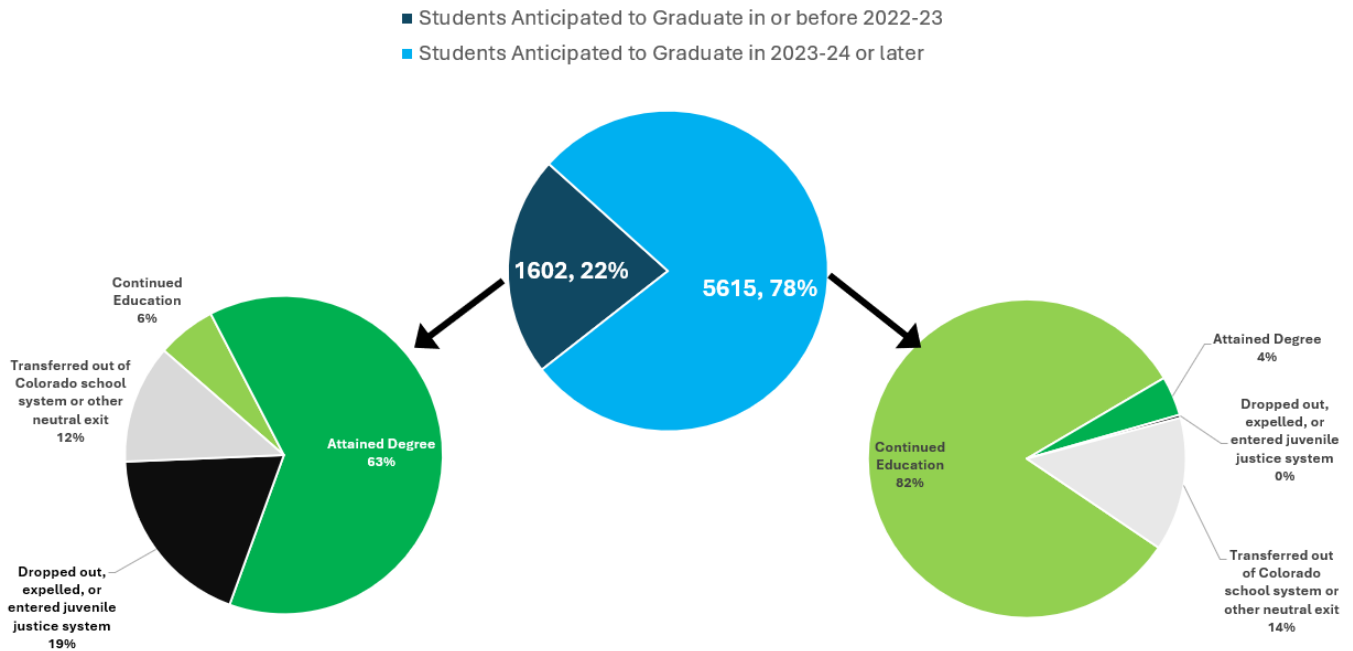
Note: "Other" neutral exits include leaving school due to illness, injury, or death, transferring to a vocational program, or leaving the state or country. Missing educational outcome data is likely due to changes in student information or reporting errors. Student identifiers were reported by grantees and may have changed in subsequent years or in a small number of cases, been misreported.

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.

"I had a high school counselor reach out to me regarding a senior. [The senior] had become an UHY [unaccompanied homeless youth] and had nowhere to stay, nothing to eat, and no transportation. She was a high achieving student who was going to have to drop out due to circumstances. We were able to provide emergency shelter, transportation, clothing, laundry services and food to help the student remain at school. While in emergency shelter, I was able to connect her with transitional housing for 18-24 year olds. We connected the student with food stamps, and food banks. We continued to provide transportation and grocery cards for food, clothing and hygiene products as needed. She was able to take a couple AP tests, attend prom and purchase her cap and gown. Paper work was completed to identify her as homeless on her FASFA for college. She graduated and has enrolled in college. She has not declared a major at this point. Without the help of the district through the Ed Stability Grant, I am not sure where this young lady would of landed. She was lost, hurt and ready to give up on her education. She was grateful every step of the way. I am grateful to her counselor for being there for the student and reaching out for help. This is just one success story from this program."

Conclusion

As outlined throughout this report, key statewide metrics in 2022-23 showed progress towards the goal that "Students graduate high school with knowledge, skills and experience needed for college and career success." This report includes outcome data from the 2022-2023 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 each of the major rates. Specifically, Colorado schools saw lower dropout rates, higher attendance, lower chronic absenteeism and truancy, and a higher average district stability rate, although we are still not yet back to pre-pandemic levels in many areas.

During the 2022-2023 school year, CDE's Dropout Prevention and Student Re-engagement office distributed $12,961,318 in grant funding to districts, BOCES, and facility schools who served nearly 14,000 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 prior to the COVID-19 pandemic.

Appendices

APPENDIX A: Definitions of Terms

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

Dropout: A person who leaves school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program. Students who reach the age of 21 before receiving a diploma or designation of completion ("age-outs") are also counted as dropouts.

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

Dropout Rate: An annual rate, reflecting the percentage of all students enrolled in grades 7 to 12 who leave school during a single school year without subsequently attending another school or educational program in that year. The Colorado dropout rate is not the inverse of the graduation rate. FAQ and calculation details are available at CDE dropout statistics, www.cde.state.co.us/cdereval/dropoutcurrent.htm.

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

- **Classroom Removal Incidents**: Reporting includes total number of incidents (not students) in which the most severe action taken was the student(s) being suspended from the classroom or removed by the teacher. Includes only incidents where a teacher removal process was followed (e.g., contacting parent/guardian, student-parent-teacher conference and if the second removal, developing a behavior plan).
- **In-School Suspension Incidents**: The total number of incidents (not students) involving the reported behavior in which the most severe action taken was the student(s) being suspended in school. Student suspended from classroom to another location in the school in accordance with local school board policy.
- **Out of School Suspension Incidents**: Student suspended from school grounds in accordance with local school board policy.
- **Expulsion Incidents**: The total number of incidents (not students) involving the reported behavior in which the most severe action was the student(s) being expelled. Students are expelled in accordance with local school board policy.
- **Expulsion Rate:** Indicates number of students expelled during the year divided by the student enrollment as of October 1.

Graduation Rates and Completion Rates

Four-year and Extended-year Graduation Rates:
> **Anticipated Year of Graduation:** Students are assigned an unchanging anticipated year of graduation when they enter into high school. For example, a student entering ninth grade in 2022-2023 has an anticipated year of graduation of 2026.

> **Cohort rate:** Under the "Anticipated Year of Graduation" cohort formula that was implemented beginning in 2010, CDE looks at all students that were anticipated to graduate in a certain year and all students that met graduation expectations in that year. This cohort is also used to calculate 5, 6, and 7 year rates. FAQ and calculation details can be found at CDE Graduation Statistics, www.cde.state.co.us/cdereval/gradcurrent.

Completion Rate (four-year and extended-year): A cohort-based rate which includes the number of students who graduate plus those who receive a high school equivalency diploma or other designation of high school completion. Like the graduation rate, the completion rate is calculated as a percent of those who were in membership over the previous four-year period (i.e., from grades 9 to 12) and could have graduated or completed in the currently reported school year. Extended-year completion rates are calculated following the same logic as the extended-year graduation rates, but the numerator includes regular diploma graduates, high school equivalency completers and students receiving other completion certificates. *Note: Colorado has approved the use of three High School Equivalency (HSE) tests: General Educational Development (GED®) Test, High School Equivalency Test (HiSET®); and Test Assessing Secondary Completion (TASC™). Students, 17 years of age and older, are eligible to take an HSE test, however, younger students may receive an age waiver if they meet specific conditions. More information at CDE High School Equivalency Testing Program, www.cde.state.co.us/postsecondary/hse.*

Economically Disadvantaged: Student qualifies for either the free or reduced lunch program. The Federal National School Lunch Act establishes eligibility for the reduced-price lunch program for families with income up to 185 percent of the federal poverty level (in 2021, this amount was $49,025 for a family of four). Families with income up to 130 percent of the federal poverty level qualify for the free lunch program (in 2021 this amount was $34,450 for a family of four).

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

Habitually Truant: A child who is "habitually truant" means a child who has attained the age of six years on or before August 1 of the year in question and is under the age of 17 years having four unexcused absences from public school in any one month, or 10 unexcused absences from public school during any school year. Defining legislation: C.R.S. 22-33-107

Highly Mobile Students: 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.

Homeless: According to the McKinney Act, a "homeless individual" lacks a fixed, regular, and adequate nighttime residence.

Instructional Program or Service Type (IPST): Colorado students receive various services and/or are enrolled in specialized instructional programs based on their needs. Graduation, completion and drop-out rates are disaggregated by type of instructional program or service received, into the following groups: students who are economically disadvantaged and receive free or reduced-price school meals, students in Title I schools, students with Limited English Proficiency, students with disabilities, students in foster care, and students who are migrant, homeless, or gifted and talented. Please note that a student can receive several services in addition to being in a specialized instructional program, resulting in overlap between the different IPST categories.

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

Migrant: Students enrolled in a specially designed program for children who are (or whose parent or spouse is) a migratory agricultural worker, and who, in the preceding 36 months, has moved from one school district to another in order to obtain (or accompany such parent or spouse in order for them to obtain) temporary or seasonal employment in agricultural work.

Multilingual Learner: This designation encompasses all students identified as Not English Proficient, with Limited English Proficiency, or Fluent in English (Proficient) but still in a monitoring year (years 1 & 2 after achieving proficiency). A student who is Not English proficient (NEP) is a student who speaks a language other than English and does not comprehend, speak, read, or write English. A student identified as Limited English proficient (LEP) comprehends, speaks, reads, or writes some English, but their predominant comprehension or speech is in a language other than English. When districts, schools, and public charter schools determine students are Fluent English Proficient (FEP) and formally transfer them successfully to grade-level content classrooms, with minimal and appropriate English Language Development instruction, students are classified as Fluent English Proficient Monitor Year 1 (FEP M1) and Fluent English Proficient Monitor Year 2 (FEP M2) and will not take the annual state assessment for English language proficiency. However, districts, schools, and public charters have an obligation to monitor FEP M1 and FEP M2 students' linguistic and academic progress during these two years. Districts must provide language services to all multilingual learners.

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

Pupil Count: The total (cumulative) number of students in membership at any time during the academic year.

Student Engagement: Refers to a student's sense of belonging, safety and involvement in school that leads to academic achievement, regular school attendance, and graduation. Elements of promoting student engagement include providing rigorous and relevant instruction, creating positive relationships with teachers and counselors, providing social and emotional support services for students and their families, creating partnerships with

community organizations and families that foster learning outside of the classroom, and cultivating regular school attendance.

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

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

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

Title 1 Students: Title 1 is a federal program that supports low-income students in elementary and secondary education. The program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards. Title 1 students are those students whose educations are supported by Title 1 funds.

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

Truancy Rate: A school or district-based rate computed by dividing Total Student Days Unexcused by Total Student Days Possible. Annual district and school-by-school truancy rates at CDE Attendance Information, www.cde.state.co.us/cdereval/truancystatistics.

APPENDIX B: Historical Overview of Graduation and Completion Rates by Instructional Program or Service Types, Race and Gender

Table 10: Extended-Year Graduation and Completion Rates of Economically Disadvantaged Students

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	65.5	67.2	74.0	76.5	76.4	79.5	77.5	80.9
2016	67.8	69.3	75.0	77.4	77.2	80.2	78.4	81.8
2017	68.5	70.5	75.5	78.4	77.6	81.0	78.6	82.2
2018	70.7	72.8	76.4	79.2	78.3	81.6	79.4	82.9
2019	70.9	73.1	76.3	79.1	78.5	81.6	79.3	82.6
2020	72.3	74.1	77.7	80.1	79.3	82.0	80.0	82.9
2021	70.6	72.2	76.4	78.8	78.0	80.8	Available 2023-2024	
2022	71.9	73.7	77.2	79.6	Available 2023-2024		Available 2024-2025	
2023	73.3	75.0	Available 2023-2024		Available 2024-2025		Available 2025-2026	

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

Table 11: Extended-Year Graduation and Completion Rates of Multilingual Learners

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	61.1	61.7	72.2	73.2	75.0	76.4	76.1	77.7
2016	61.4	62.0	71.8	72.8	74.6	76.0	76.0	77.7
2017	64.6	65.3	73.9	75.1	76.6	78.0	77.6	79.2
2018	67.0	67.8	74.0	75.3	76.6	78.3	77.7	79.5
2019	68.6	69.6	75.5	76.7	78.0	79.5	78.8	80.5
2020	70.2	71.0	76.6	77.7	78.4	79.7	79.1	80.5
2021	67.5	68.0	75.2	76.2	77.1	78.3	Available 2023-2024	
2022	69.4	70.2	76.5	77.7	Available 2023-2024		Available 2024-2025	
2023	69.4	70.1	Available 2023-2024		Available 2024-2025		Available 2025-2026	

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

Table 12: Extended-Year Graduation and Completion Rates of Gifted and Talented Students

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	92.2	93.4	94.8	96.3	95.2	97.0	95.4	97.4
2016	93.2	94.5	95.5	97.2	95.9	97.7	96.0	97.9
2017	93.0	94.3	95.6	97.3	96.1	97.9	96.2	98.1
2018	93.7	95.1	95.4	97.1	95.7	97.5	95.8	97.7
2019	94.0	95.3	95.4	97.1	95.7	97.5	95.8	97.8
2020	94.2	95.5	95.6	97.7	95.9	97.6	96.0	97.8
2021	94.2	95.5	95.6	97.2	95.8	97.6	Available 2023-2024	
2022	94.6	96.1	95.8	97.6	Available 2023-2024		Available 2024-2025	
2023	95.4	96.4	Available 2023-2024		Available 2024-2025		Available 2025-2026	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 13: Extended-Year Graduation and Completion Rates of Homeless Students

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	52.8	54.8	61.2	64.4	63.9	68.1	65.3	70.0
2016	53.2	54.9	60.1	63.1	63.1	66.9	64.5	69.1
2017	55.8	58.4	62.7	66.6	65.3	70.0	66.3	71.3
2018	55.4	58.1	62.0	65.7	64.4	68.9	65.6	70.5
2019	55.5	58.6	61.5	65.0	64.1	68.3	65.2	69.9
2020	56.7	59.3	63.2	66.9	65.3	69.4	66.2	70.8
2021	53.6	55.6	60.7	63.7	63.0	66.6	Available 2023-2024	
2022	55.4	58.2	61.5	65.4	Available 2023-2024		Available 2024-2025	
2023	58.0	60.4	Available 2023-2024		Available 2024-2025		Available 2025-2026	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 14: Extended-Year Graduation and Completion Rates of Migrant Students

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	67.9	68.9	77.3	78.9	79.4	81.4	80.1	82.1
2016	62.8	63.2	69.7	70.0	73.2	73.9	75.0	75.6
2017	61.8	63.4	71.9	73.5	74.3	75.9	75.7	77.3
2018	66.9	67.2	70.3	70.6	73.0	73.3	74.0	74.9
2019	68.8	70.5	73.9	75.8	76.5	78.4	76.8	79.0
2020	71.7	72.8	74.9	76.5	76.5	78.8	77.1	79.6
2021	67.0	67.6	73.0	73.9	74.4	75.6	Available 2023-2024	
2022	69.0	70.0	73.0	73.9	Available 2023-2024		Available 2024-2025	
2023	67.2	68.6	Available 2023-2024		Available 2024-2025		Available 2025-2026	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 15: Extended-Year Graduation and Completion Rates of Title 1 Students

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	51.2	52.9	61.1	63.9	64.5	68.3	65.8	70.1
2016	56.7	58.5	64.8	67.5	67.4	71.0	69.1	73.2
2017	56.5	58.6	64.0	66.9	66.6	70.5	68.0	72.2
2018	59.9	62.2	65.7	69.1	68.3	72.3	69.6	73.9
2019	60.6	63.0	66.6	69.7	69.3	72.8	70.3	74.1
2020	65.4	67.3	71.2	73.6	73.1	75.8	73.8	76.8
2021	64.0	65.6	70.7	72.9	72.5	75.3	*Available 2023-2024*	
2022	66.9	68.6	72.5	74.9	*Available 2023-2024*		*Available 2024-2025*	
2023	68.2	69.9	*Available 2023-2024*		*Available 2024-2025*		*Available 2025-2026*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 16: Extended-Year Graduation and Completion Rates of Students with Disabilities

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	53.8	55.0	64.8	66.8	70.0	72.6	74.1	77.2
2016	57.2	58.4	66.3	68.0	71.7	74.1	76.5	79.2
2017	56.8	58.3	66.2	68.4	71.9	74.5	76.3	79.2
2018	58.6	60.3	67.1	69.4	71.9	75.1	76.7	79.8
2019	59.2	61.3	67.8	70.8	75.2	78.0	77.7	80.7
2020	61.8	63.9	73.3	75.4	76.5	78.9	78.2	80.8
2021	66.4	67.9	73.4	75.6	75.9	78.5	*Available 2023-2024*	
2022	67.9	69.7	74.0	76.4	*Available 2023-2024*		*Available 2024-2025*	
2023	69.3	71.0	*Available 2023-2024*		*Available 2024-2025*		*Available 2025-2026*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 17: Extended-Year Graduation and Completion Rates of Students in Foster Care

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	29.3	35.9	37.6	46.9	40.3	51.0	41.4	53.6
2016	33.2	37.4	40.2	46.4	42.5	51.1	44.9	55.0
2017	23.6	33.6	29.6	43.8	32.0	48.8	33.3	51.4
2018	24.8	37.8	31.3	48.4	33.0	51.5	34.5	54.3
2019	26.6	38.5	33.4	47.3	35.9	51.5	37.1	53.4
2020	30.5	39.4	36.7	46.7	39.4	49.9	40.8	51.6
2021	30.5	38.8	36.5	45.6	39.1	50.0	*Available 2023-2024*	
2022	30.0	35.5	35.9	43.0	*Available 2023-2024*		*Available 2024-2025*	
2023	36.2	42.9	*Available 2023-2024*		*Available 2024-2025*		*Available 2025-2026*	

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement. The foster care education data is made available through a data-sharing agreement between the Colorado Department of Education and the Colorado Department of Human Services. Foster care education data by county of the school district is available at www.cde.state.co.us/dropoutprevention/rad_coloradolegislaturereports

Table 18: Extended-Year Graduation and Completion Rates of Male Students of Color

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	65.4	66.8	73.6	75.9	75.9	78.8	76.8	80.0
2016	67.2	68.6	74.4	76.5	76.4	79.1	77.6	80.6
2017	68.7	70.4	75.7	78.2	77.7	80.8	78.7	81.8
2018	70.5	72.4	76.1	78.7	77.9	80.9	78.9	82.2
2019	71.1	73.0	76.6	79.0	78.6	81.4	79.3	82.3
2020	72.7	74.3	78.3	80.2	79.7	81.9	80.2	82.6
2021	71.4	72.8	77.1	79.1	78.5	80.9	*Available 2023-2024*	
2022	72.5	74.2	77.8	80.1	*Available 2023-2024*		*Available 2024-2025*	
2023	74.5	75.9	*Available 2023-2024*		*Available 2024-2025*		*Available 2025-2026*	

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

Table 19: Extended-Year Graduation and Completion Rates of White Male Students

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	79.7	81.9	84.6	87.4	85.8	89.1	86.4	90.0
2016	81.4	83.2	85.9	88.6	87.1	90.3	87.9	91.3
2017	81.0	83.6	85.3	88.5	86.6	90.2	87.3	91.0
2018	82.5	85.0	86.2	89.3	87.3	90.8	88.0	91.7
2019	83.1	85.5	86.5	89.5	87.8	91.1	88.3	91.6
2020	83.5	85.8	87.4	90.3	88.3	91.4	88.8	92.0
2021	83.5	85.9	86.8	89.8	87.5	90.9	*Available 2023-2024*	
2022	85.0	87.5	87.9	90.8	*Available 2023-2024*		*Available 2024-2025*	
2023	85.8	87.9	*Available 2023-2024*		*Available 2024-2025*		*Available 2025-2026*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 20: Extended-Year Graduation and Completion Rates of Female Students of Color

| Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	75.3	76.1	83.0	84.3	85.0	86.7	85.9	87.9
2016	76.7	77.5	83.2	84.6	85.1	86.8	86.0	88.0
2017	77.7	78.8	83.8	85.2	85.8	87.6	86.6	88.6
2018	80.2	81.2	84.8	86.3	86.7	88.3	87.4	89.0
2019	80.1	81.3	84.7	86.2	86.5	88.0	87.2	88.9
2020	81.7	82.6	86.0	87.0	87.3	88.7	87.9	89.4
2021	80.9	82.0	85.6	86.8	87.0	88.4	*Available 2023-2024*	
2022	81.3	82.4	85.7	87.2	*Available 2023-2024*		*Available 2024-2025*	
2023	81.6	82.7	*Available 2023-2024*		*Available 2024-2025*		*Available 2025-2026*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 21: Extended-Year Graduation and Completion Rates of White Female Students

| Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	85.6	86.9	89.6	91.5	90.7	92.9	91.3	93.6
2016	87.5	88.8	90.8	92.5	91.8	93.7	92.4	94.5
2017	86.8	88.2	90.4	92.2	91.4	93.4	91.8	93.9
2018	88.3	89.8	91.2	93.0	92.1	94.1	92.6	94.6
2019	88.8	90.3	91.6	93.3	92.6	94.5	92.9	94.9
2020	88.8	90.0	91.8	93.4	92.7	94.5	92.9	94.9
2021	89.9	91.1	92.4	94.0	93.0	94.7	*Available 2023-2024*	
2022	89.7	91.2	92.4	94.2	*Available 2023-2024*		*Available 2024-2025*	
2023	90.3	91.6	*Available 2023-2024*		*Available 2024-2025*		*Available 2025-2026*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

APPENDIX C: Four- and Extended-Year Graduation and Completion Rates for Students Expected to Graduate in 2019-2020 by Instructional Program or Service Type

Chart 34: Four-Year and Extended-Year Graduation and Completion Rates for Economically Disadvantaged Students Expected to Graduate in 2019-2020 versus State Averages
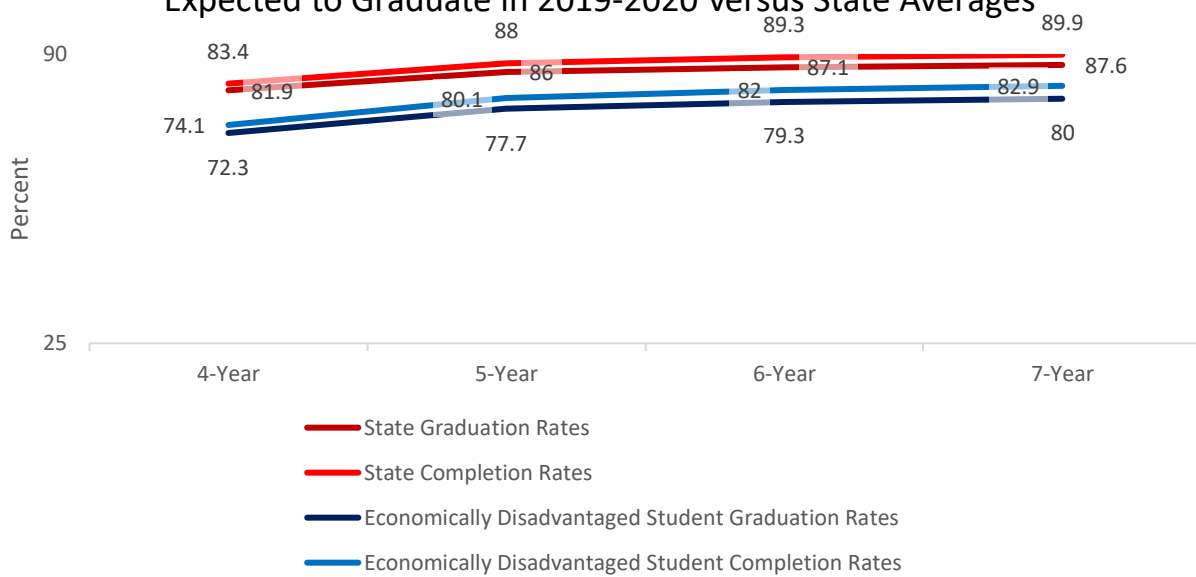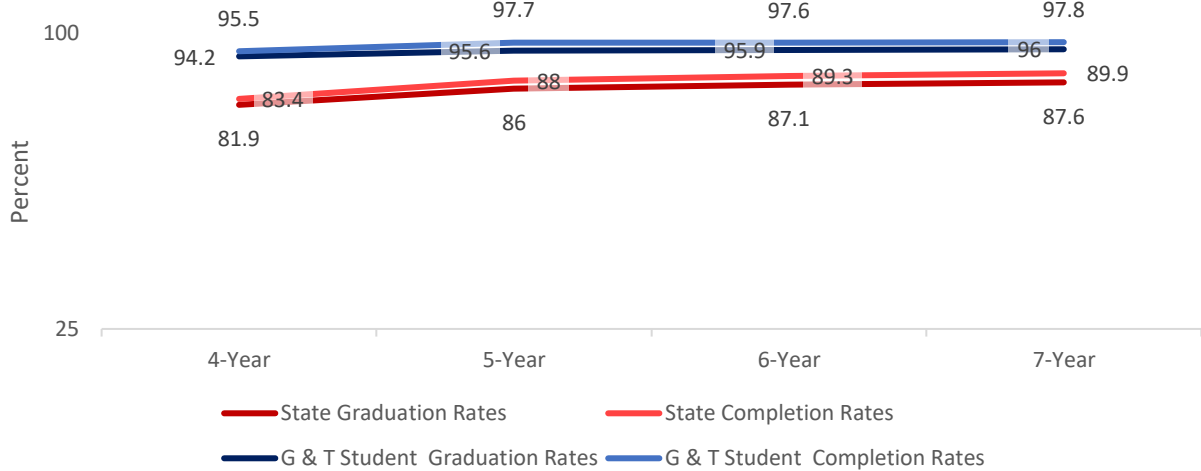

Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Chart 35: Four-Year and Extended-Year Graduation and Completion Rates for Multilingual Learners Expected to Graduate in 2019-2020 versus State Averages
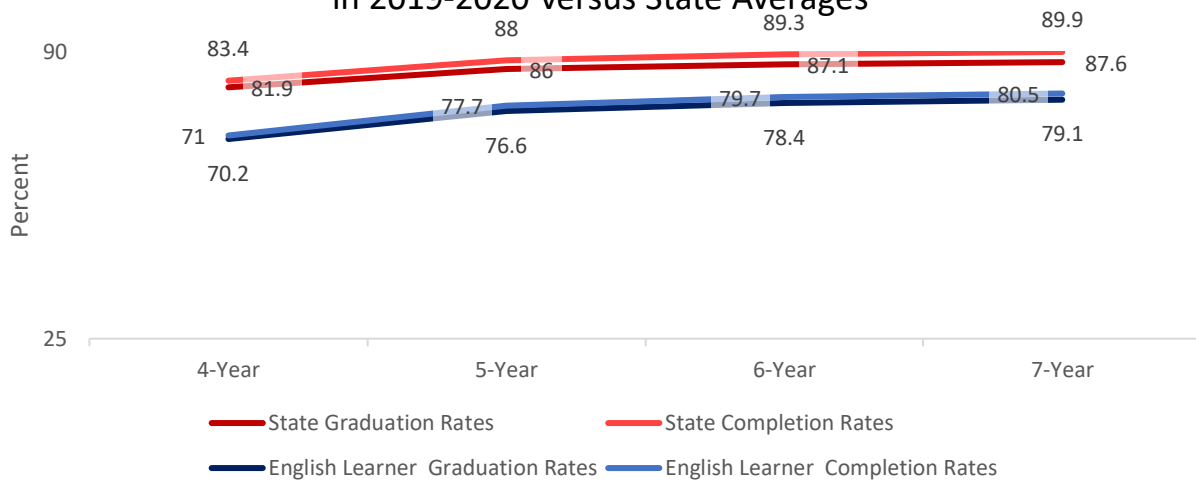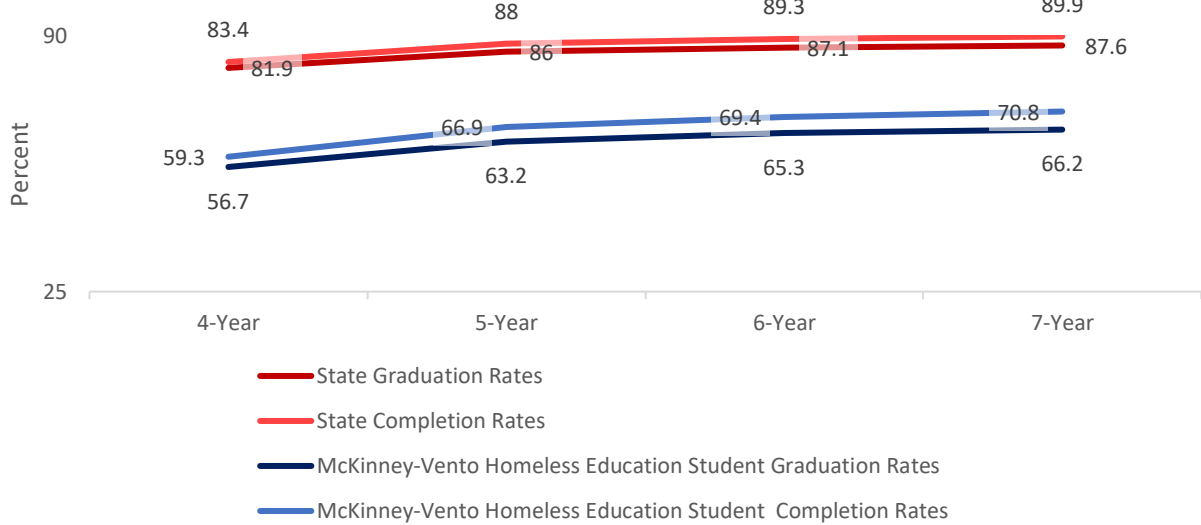

Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Chart 36: Four-Year and Extended-Year Graduation and Completion Rates for Gifted and Talented Students Expected to Graduate in 2019-2020 versus State Averages
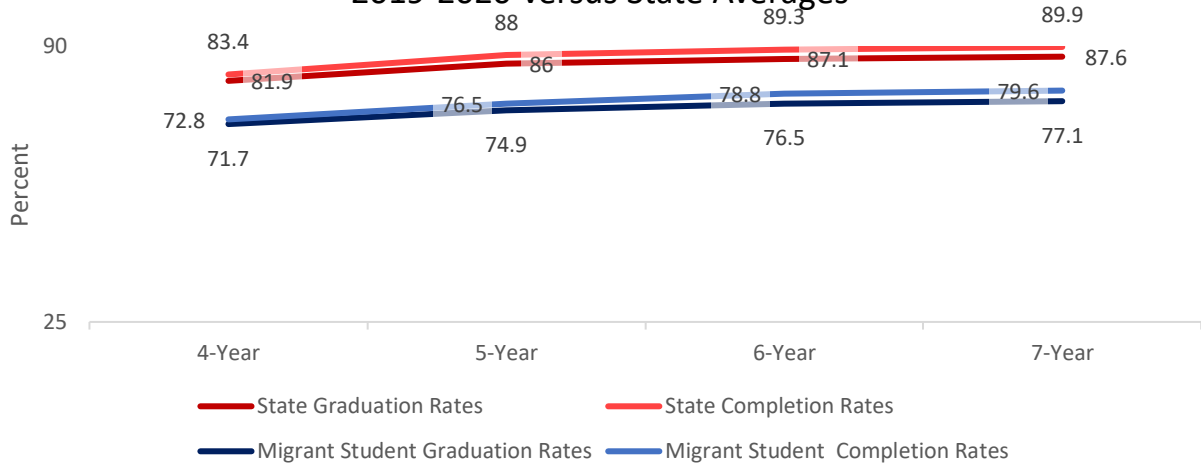

Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Chart 37: Four-Year and Extended-Year Graduation and Completion Rates for Homeless Students Expected to Graduate in 2019-2020 versus State Averages
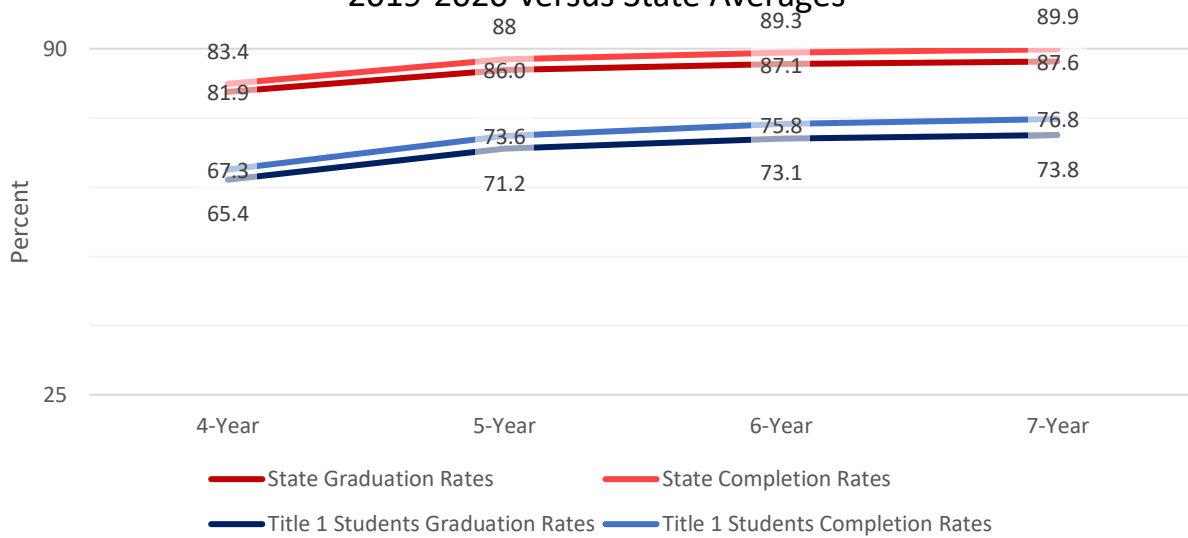

Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Chart 38: Four-Year and Extended-Year Graduation and Completion Rates for Migrant Students Expected to Graduate in 2019-2020 versus State Averages

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

Chart 39: Four-Year and Extended-Year Graduation and Completion Rates for Title 1 Students Expected to Graduate in 2019-2020 versus State Averages

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

Chart 40: Four-Year and Extended-Year Graduation and Completion Rates for Students with Disabilities Expected to Graduate in 2019-2020 versus State Averages
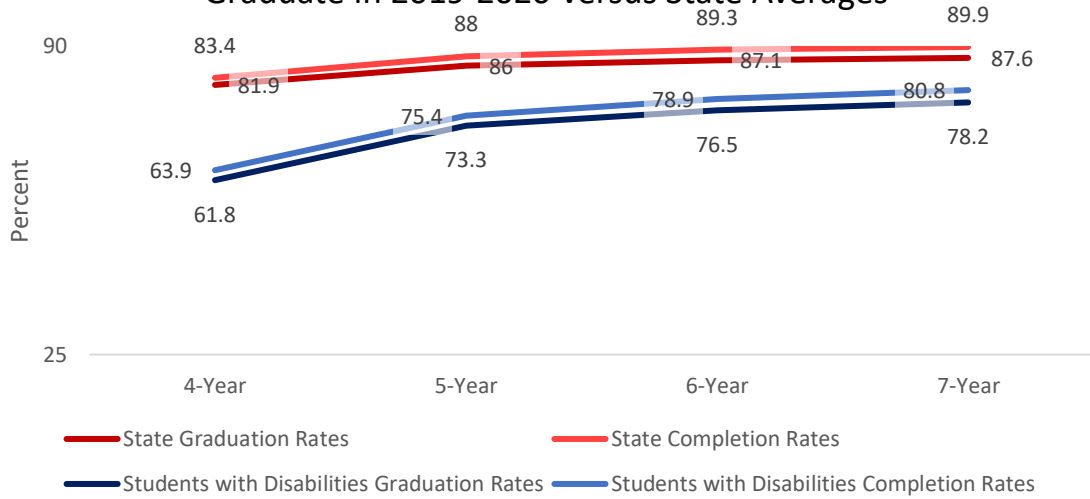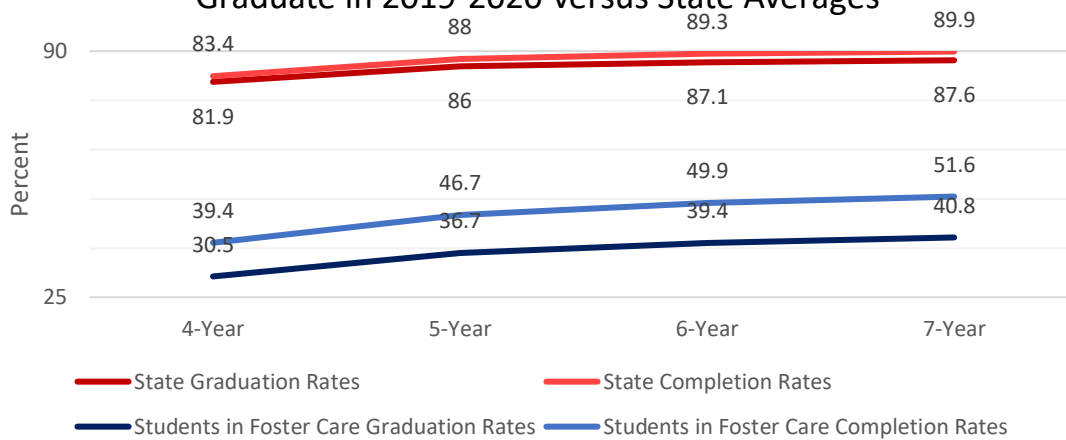

Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Chart 41: Four-Year and Extended-Year Graduation and Completion Rates for Students in Foster Care Expected to Graduate in 2019-2020 versus State Averages

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

APPENDIX D: Historical Overview of Annual Dropout Rates

School Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
State Total (all students)	3.1	3.0	2.9	2.5	2.4	2.5	2.3	2.3	2.2	2.0	1.8	1.8	2.2	2.1
American Indian / Alaska Native	5.3	6.5	5.4	4.4	5.0	4.7	4.4	4.1	4.3	4.0	4.0	3.2	5.1	4.2
Asian	1.6	1.7	1.6	1.3	1.3	1.4	1.3	0.9	0.9	0.8	0.7	0.5	0.8	0.7
Black or African American	4.6	4.4	4.4	3.5	3.7	3.7	3.4	3.4	3.1	3.0	2.8	2.6	3.0	2.8
Hispanic or Latino	5.4	4.9	4.7	4.0	3.8	3.9	3.7	3.5	3.5	3.2	2.8	2.8	3.5	3.2
White	2.0	2.0	1.9	1.6	1.6	1.6	1.5	1.5	1.4	1.2	1.1	1.1	1.3	1.2
Hawaiian / Pac. Islander	N/R	2.9	3.8	3.6	2.4	3.3	2.7	2.5	3.0	3.4	3.9	2.3	3.9	4.1
Two or More Races	N/R	1.7	1.7	2.0	1.8	1.9	1.7	1.9	1.7	1.6	1.6	1.6	2.2	1.9
Male	3.4	3.2	3.2	2.8	2.7	2.9	2.7	2.6	2.6	2.3	2.1	2.2	2.5	2.2
Female	2.9	2.8	2.7	2.2	2.1	2.2	1.9	2.0	1.9	1.7	1.5	1.3	1.9	1.8
Students with Disabilities	2.3	2.2	2.2	1.7	2.9	3.0	2.8	2.8	2.6	2.3	2.1	2.0	2.5	2.6
Limited English Proficient	6.0	5.5	5.1	4.4	4.1	4.1	4.0	3.8	3.9	3.7	3.4	3.5	4.4	4.1
Economically Disadvantaged	3.4	3.0	3.2	2.9	2.7	3.1	2.9	3.1	3.0	2.8	2.6	2.5	3.3	2.9
Migrant	4.1	4.2	3.5	3.6	4.2	4.1	3.6	4.2	4.1	3.9	3.1	2.7	5.6	4.6
Title I	4.9	5.2	5.7	4.4	4.2	4.5	5.2	5.4	5.1	4.0	3.4	3.2	4.3	3.9
Homeless	7.2	6.7	8.5	6.0	5.5	6.1	6.1	5.9	6.1	5.4	4.9	4.7	5.2	4.8
Gifted & Talented	0.7	0.4	0.5	0.6	0.6	0.5	0.4	0.5	0.4	0.4	0.4	0.4	0.4	0.2
Students in Foster Care*	N/R	N/R	N/R	4.5	5.4	6.8	9.3	8.4	8.6	6.9	6.4	5.0	5.0	5.5

Note: *Foster Care rates were made available through a data-sharing agreement between CDE and the Colorado Department of Human Services. *N/R* = not reported.

Source: *CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement. More information can be found at www.cde.state.co.us/cdereval.*

End Notes

_____

[1] 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.

[2] 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

[3] 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, Policy Brief 15.

[4] Stearns, E. & Glennie E. J. (2006) *When and Why Dropouts Leave High School.* Youth & Society, 38(1), 29-57.