



COLORADO
Department of Education

2017 State Policy Report: Dropout Prevention and Student Engagement

Submitted to:

Office of the Governor

Colorado State Board of Education

Colorado House Education Committee

Colorado Senate Education Committee

By:

The Office of Dropout Prevention and Student Re-engagement

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This report was prepared in accordance with C.R.S. 22-14-111
See Appendix A.

An additional report is set for release in spring 2018 and
will include analyses of school completion and dropout rates by student group.



All students will graduate ready for college and careers, and prepared to be productive citizens of Colorado

-Vision statement of the Colorado Department of Education

Overview

There is an economic imperative that all students finish high school ready for college and living wage jobs. Students who do not complete their high school education are more likely to struggle with high rates of unemployment, poverty and delinquency. People who do not finish high school will earn about \$8,000 a year less than high school graduates and approximately \$26,500 a year less than college graduates.¹ With higher levels of educational attainment, there tends to be higher rates of participation in the workforce and higher earning potential. Nearly all Colorado jobs in the higher earning tier require formal education or training beyond high school.² By 2020, three out of four jobs in Colorado will require education or training beyond high school.³

State statistics show that Colorado is making steady progress in increasing high school completion and keeping more students in school. There is evidence, however, that a growing number of students are in danger of dropping out. Negative trends in state attendance and discipline rates signal a need to increase educational stability, re-engage students in their education and address achievement gaps that are narrowing but still persist.

Class of 2017

There were 64,140 students in the Class of 2017. The four-year graduation rate for this graduating cohort reached 79.0 percent (50,700 students.) When combining the number of graduates with those who received a High School Equivalency Diploma (1,098 students), the state's high school completion rate rises to 80.8 percent (51,798 students). See appendices for definitions and review of graduation rates by gender, race/ethnicity and student group.

In the Class of 2017, 19.2 percent of students (12,342 students) did not complete high school with their graduating class. Status of non-completers in the Class of 2017:

- **Still-enrolled students:** 10.1 percent (6,489 students) were still enrolled at the end of the school year and with more time may complete high school. Colorado is one of 29 states that provides a free public education for students up to 21 years of age.⁴
- **Unrecovered dropouts:** 7.6 percent (4,853 students) dropped out of high school at some point and are classified as "unrecovered" dropouts.
- **Other reasons:** 1.0 percent (650 students) exited to a preparation program to attain a high school equivalency diploma (HSED), but had not finished by the end of the 2016-17 school year. The remaining 0.5 percent (350 students) were classified as "others" and exited due to illness/injury, transfer to a detention center, were expelled and did not return, or transferred to a facility school or other educational program.

Extended-year Graduation Rate

On average, 10 percent of each graduating class are still enrolled in high school, which means they have the opportunity to graduate or complete their high school education within five, six or seven years of entering ninth grade. Still-enrolled students may need additional years in high school as part of



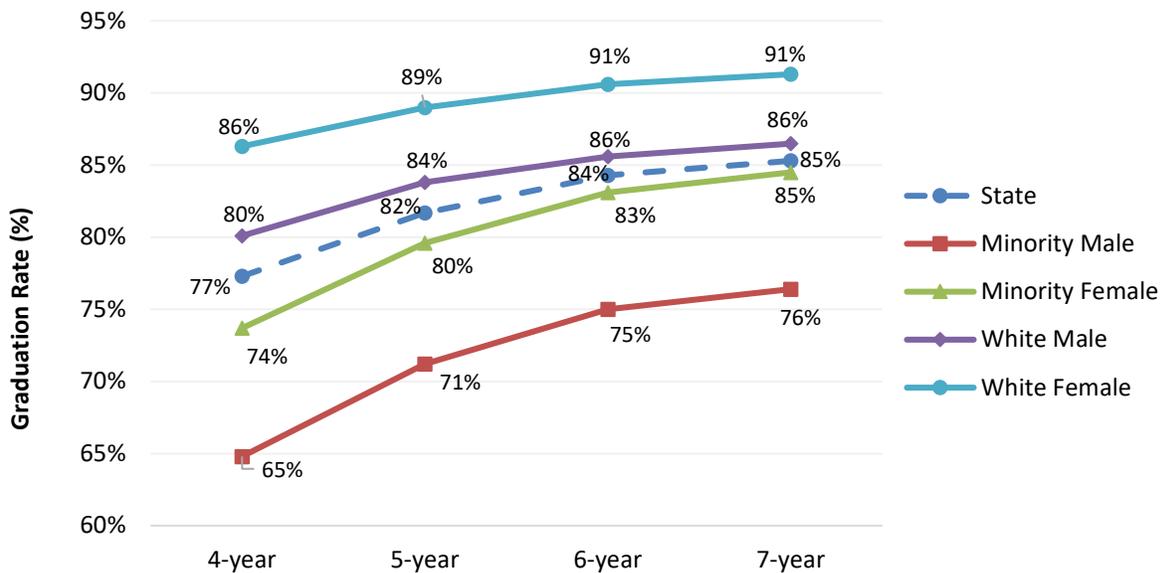
concurrent enrollment programs that enable them to attend college courses and possibly graduate with a high school diploma and college degree. For others, more time may be afforded for English instruction or to fulfill individual education plans. There are also students who will need additional time in high school because of disruptions in their education and they may need credit recovery, course remediation and alternative pathways to complete high school. Still-enrolled students who graduate will be counted in the extended-year graduation rates. Those who attain a HSED will be counted in the extended-year completion rates.

Graduation rate highlights:

- The five-year graduation rate for the Class of 2016 was 84.1 percent. This rate is at an all-time high and accounts for the students in this graduating class who graduated within five years of entering ninth grade. (Note: The five-year rate for the Class of 2017 will be available in 2017-18.)
- 84.8 percent of local education agencies (e.g., school districts and BOCES) achieve a graduation rate of 85 percent when the four-year and extended-year rates are considered.
- 11,552 more students graduated in Colorado when given two more years in high school to attain their diploma, based on six-year graduation rates for years 2013-2015. (Note: The six-year graduation rate for the Class of 2016 will be available in 2017-18.)

A closer look at the extended-year graduation rates for Class of 2014 illustrates the gains made when students are afforded more time to graduate. The graduation rates of minority male students and minority female students increase by 11 percentage points when given up to three more years to graduate. The minority male graduation rates moves from 65 percent to 76 percent, and the graduation rate for minority females rises from 74 percent to 85 percent.

Colorado 4-Year and Extended-Year Graduation Rates for the Class of 2014



Persistent Graduation Gap

The extended-year graduation rates for the Class of 2014 also illustrate an alarming graduation gap. Minority male students experience the lowest rates of graduation among their peers, and white female students attain the highest graduation rates. The four-year graduation rate for the Class of 2014 shows



a 21 percentage point gap, between minority male students (65 percent rate) and white female students (86 percent rate), which considerably narrows, but persists with more time. The seven-year graduation rate for minority male students is 76 percent and this rate for white female students is 91 percent. The seven-year graduation gap for the Class of 2014 between these two demographic groups is 15 percentage points.

**The state of Colorado has placed a high priority on reducing the
number of student dropouts in Colorado**

-C.R.S. 22-14-101

Why Colorado Students Leave School

The most common reasons, why Colorado students leave before completing high school, involve low school attendance and lack of student engagement. One in five Colorado students leave high school because they “missed too many days” or were “absent too many times.” Others will leave school because they were not motivated, did not like school or were not happy in school. Additional factors that contribute to Colorado youth leaving school include: getting a job, poor grades and study habits, and family/personal crises. This information is taken from youth surveys⁵ and interviews.⁶

Colorado Dropout Rates

Today more than 10,000 Colorado students drop out of public school each year, approximately half of these students are in 12th grade when they leave school. In the 2016-17 school year, 10,421 Colorado students in grades seven to 12 left school without returning, which represents an annual dropout rate of 2.3 percent. This is the second year in a row in which the rate is at an all-time low. The 2015-16 dropout rate was also 2.3 percent. The record high dropout rate occurred in 2005-06, when it stood at 4.5 percent. There were 18,031 Colorado students who dropped out that school year.

2016-17 dropout rate findings:

- The annual dropout rate among students who attend alternative high schools is 18 percent. Alternative schools represent 5 percent of the seventh- to 12th-grade pupil count, however, they disproportionately account for 41 percent of the student dropout count.
- Overall, male students drop out of school at a higher rate (2.6 percent) than female students (2.0 percent.) Based on gender and race/ethnicity, male minority students experience the highest dropout rate (3.7 percent) and white female students experience the lowest (1.3 percent).
- Dropout rates for highly mobile students (e.g., homeless, foster care and migrant) are two to four times higher than the state rate. (See Appendix D for dropout rates by gender, race/ethnicity and student group.)

Need for Student Re-engagement

Re-engaged students refers to youth who previously dropped out, but re-enroll and persist in school. Student re-engagement can be facilitated through outreach, assistance in transitioning out-of-school youth back into school and providing viable educational and career pathways.



The need for student re-engagement is pronounced. Each year, more than 10,000 Colorado students leave prior to completing high school and less than a third will re-enroll in the following school year. Of those who re-enroll, approximately half will persist in their education.

The high school dropout recidivism rate in Colorado is 10.6 percent. This means approximately one in 10 students who dropped out in 2016-17, also dropped out in the previous school year (2015-16.)

Student Engagement and Early Warning Signs

Student engagement refers to a student's sense of belonging, safety and involvement in school and is key to completing high school.⁷ There are warning signs that a student is disengaging from school and in danger of dropping out.⁸

Early indicators that are most predictive of students dropping out include:

- School attendance (truancy and chronic absenteeism)
- Student behavior (suspensions, expulsions and disciplinary actions)
- Course performance (completion, failure and grades)⁹

In Colorado, increasing numbers of habitual truants and rising suspensions are warning signs that a growing number of Colorado students are in the process of dropping out of school. If trends are not stemmed, Colorado will predictably see a rise in the number of annual dropouts.

- 210,000 Colorado students per year are reported as expelled, at-risk of suspension or expulsion, and habitually truant.
- Since 2012, there has been a 42 percent increase in the number of habitual truants. Local education agencies reported that 115,054 students were habitually truant in 2016-17.
- The number of suspensions has also increased by 15 percent in three years. In 2017, there were 86,456 suspension incidents.

Programs and Results

There is growing need across the state for supports and services to increase educational stability of highly mobile student populations, improve re-engagement of out-of-school youth and accelerate high school completion of minority students. There is evidence that when the state invests in resources for vulnerable populations, improvements are made. Efforts across the state that are proving to be successful and contributing to improvements in graduation and dropout rates include:

- New resources afforded through the state's Student Re-engagement Grant Program assisted 669 students in graduating and completing high school in 2017. Note: The state allocation is \$2 million. In the first competition for this grant, CDE received 47 applications that totaled \$7.5 million in requests.
- Grantees of the School Counselor Corps Grant Program cultivate students' postsecondary readiness. Graduation rates for grantees increased with support and were higher than prior to receipt of funds. FAFSA completion rates were higher for grantees than the state following funding.
- The launch of the Bullying Prevention Grant Program resulted in supporting 14 Colorado school districts representing 72 schools. Funds supports best practices in bullying prevention, which is linked to dropout prevention.¹⁰



Legislative Review

The policy framework for dropout prevention and student engagement is comprised of 46 state statutes that represent: state grant programs; family-school-community partnering; safety and discipline; truancy and school attendance; and other regulations and rules that impact or pertain to attainment of a high school credential. Seventeen of the 46 statutes are funded and managed across 14 state agencies (e.g., Departments of Education, Higher Education, Public Safety, and Human Services.) The funding primarily supports state grant programs (\$24.5 million). Other funds (\$2.6 million) support activities related to data reporting, professional development and implementation of regulations and rules.

Appendices

Appendix A: Title 22, Article 14: Dropout Prevention and Student Re-engagement

Appendix B: Definitions of Terms and Calculations

Appendix C: Colorado 4-Year Graduation Rates by Race/Ethnicity, Gender and Student Group

Appendix D: Colorado Annual Dropout Rates by Race/Ethnicity, Gender and Student Group



APPENDIX A: Title 22, Article 14: Dropout Prevention and Student Re-engagement (2016)

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

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

22-14-109. Student re-engagement grant program - rules - application - grants - fund created - report

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

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

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

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

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

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

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

Beginning in the 2009-10 academic year, the office, with assistance from other divisions within the department, shall annually analyze data collected by the department from local education providers throughout the state concerning student attendance and the implementation of school attendance policies and practices and shall assess the overall incidence, causes, and effects of student dropout, engagement, and re-engagement in Colorado. On or before February 15, 2010, and on or before February 15 each year thereafter, the office shall provide to local education providers, the state board, the education committees of the senate and the house of representatives, or any successor committees, and the governor's office the assessment and any recommended strategies to address student dropout, engagement, and re-engagement in Colorado. The office may combine this assessment and recommendation with the report required by section 22-14-111.

22-14-109. Student re-engagement grant program - rules - application - grants - fund created - report

(1) There is hereby created within the department the student re-engagement grant program to provide grant moneys to local education providers to use in providing educational services and supports to students to maintain



student engagement and support student re-engagement in high school. Subject to available appropriations, the state board shall award student re-engagement grants to local education providers from moneys appropriated from the student re-engagement grant program fund created in subsection (4) of this section.

(2) The state board shall adopt rules pursuant to the "State Administrative Procedure Act", article 4 of title 24, C.R.S., for implementing the grant program. At a minimum, the rules shall include:

(a) Timelines and procedures by which a local education provider may apply for a grant;

(b) The information to be included on grant applications, including at a minimum:

(I) The local education provider's plan for providing educational services, including social and emotional support services;

(II) A description of the services to be provided;

(III) The estimated cost of providing the services;

(IV) The criteria the local education provider will apply to measure the effectiveness of the services provided; and

(V) A description of the local education provider's policies and practices related to:

(A) Course completion and credit recovery;

(B) Attendance and behavior improvements;

(C) Alternative and flexible learning strategies;

(D) Safe and welcoming school environments;

(E) Student social and emotional supports;

(F) Family engagement and family support strategies;

(G) Staff development;

(H) Innovations to address barriers to school engagement and success;

(I) Transference of student records to and receipt of student records from other local education providers; and

(J) Student participation in and the availability of visual arts and performing arts education.

(3) Each local education provider that seeks to receive a grant pursuant to this section shall submit an application to the department in accordance with the rules adopted by the state board. The department shall review the grant applications received and recommend grant recipients and grant amounts to the state board. The state board shall annually award grants through the grant program based on the department's recommendations.

(4) (a) There is hereby created in the state treasury the student re-engagement grant program fund, referred to in this subsection (4) as the "fund", that shall consist of any moneys credited to the fund pursuant to paragraph (b) of this subsection (4) and any additional moneys that the general assembly may appropriate to the fund, including moneys from the marijuana tax cash fund created in [section 39-28.8-501, C.R.S.](#), or the proposition AA refund account created in [section 39-28.8-604 \(1\), C.R.S.](#) The moneys in the fund shall be subject to annual appropriation by the general assembly to the department for the direct and indirect costs associated with the implementation of this section.

(b) The department is authorized to seek and accept gifts, grants, or donations from private or public sources for the purposes of this section; except that the department may not accept a gift, grant, or donation if it is subject to conditions that are inconsistent with this article or any other law of the state. The department shall transmit all private and public moneys received through gifts, grants, or donations to the state treasurer, who shall credit the same to the fund.

(c) The department may expend up to three percent of the moneys annually appropriated from the fund to offset the costs incurred in implementing this section and in evaluating and providing technical assistance to local education providers that receive grants pursuant to this section.

(d) Any moneys in the fund not expended for the purpose of this section may be invested by the state treasurer as provided by law. All interest and income derived from the investment and deposit of moneys in the fund shall be credited to the fund. Any unexpended and unencumbered moneys remaining in the fund at the end of a fiscal year shall remain in the fund and shall not be credited or transferred to the general fund or another fund.

(e) The department is encouraged to direct to the fund any federal moneys received by the department that may be used for the purposes specified in this section.

(5) (a) On or before February 15, 2011, and on or before February 15 each year thereafter, the department shall evaluate the student re-engagement services provided by each local education provider that received a grant pursuant to this section in the preceding fiscal year; except that the department need not provide an evaluation



for any fiscal year in which grants were not awarded. At a minimum, the department shall review:

- (I) The outcomes and effectiveness of the services provided as measured by the demonstrated degree of student re-engagement;
 - (II) The academic growth of students who received services as a result of the grant, to the extent the information is available;
 - (III) The reduction in the dropout rate; and
 - (IV) The increase in the graduation and completion rates for the grant recipients' schools.
- (b) The department shall report the evaluation results to the education committees of the senate and the house of representatives, or any successor committees, in conjunction with the report submitted pursuant to [section 22-14-111](#).

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

(1) On or before February 15, 2010, through February 15, 2016, and on or before March 15, 2017, and on or before March 15 each year thereafter, the office shall submit to the state board, to the education committees of the senate and the house of representatives, or any successor committees, and to the governor a report making state policy findings and recommendations to reduce the student dropout rate and increase the student graduation and completion rates. At a minimum, in preparing the findings and recommendations, the office shall:

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

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

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

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



APPENDIX B: Definitions of Terms and Calculations

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

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

A student is not a dropout if he/she transfers to an educational program recognized by the district, completes a 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 so ill that he/she is unable to participate in a homebound or special therapy program. For more information visit, <http://www.cde.state.co.us/cdereval/dropoutcurrent.htm>.

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

The Dropout Rate Calculation:

$$\frac{\text{Number of reported dropouts and “age outs” during the school year}}{\text{Total number of students that were in membership in grades seventh through 12th grade at any time during the annual school year}}$$

Discipline Incidents: The total number of incidents (not students) that are reported by local education agencies to CDE. Examples include, but not limited to: classroom suspension/teacher removal, in school suspension, out of school suspension, and expulsion. For more information visit the CDE webpage on suspensions and expulsions, <http://www.cde.state.co.us/cdereval/suspend-expelcurrent>.

- **Classroom Removal Incidents** – Reporting includes the 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 those incidents where the teacher removal process provided by C.R.S. 22-32-109.1(2) (a) (II) was followed (including contacting the parent or guardian, having a student-parent-teacher conference and if the second removal, developing a behavior plan).
- **In-School Suspension Incidents** – Reporting includes the total number of incidents (not students) 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** – Reporting includes total number of incidents (not students) in which the most severe action taken was the student(s) being suspended out of school. Student suspended from school grounds in accordance with local school board policy.



- **Expulsion Incidents** – Reporting includes the total number of incidents (not students) in which the most severe action was the student(s) being expelled. Student expelled in accordance with local school board policy.

Expulsion Rate: The rate is defined as the number of students expelled during the year divided by the student enrollment as of October 1.

Graduation Rates and Completion Rates

Four-year and Extended-year Graduation Rates: The graduation rate is a cohort rate. When a student completes eighth-grade, an Anticipated Year of Graduation (AYG) is assigned; giving the year the student should graduate if the student follows a four-year trajectory. High school students with the same AYG are treated as a self-contained cohort (graduating class). Regardless of whether it takes four years or up to seven years to graduate, they are always included in the graduate membership base (the denominator) of their AYG cohort. Upon receiving a diploma, a student is counted in the graduates total (the numerator).

The four-year graduation rate reflects the percentage of students from a given graduation class who receive a diploma within four years of completing eighth-grade. Students who graduate in the following year are then added to the numerator and the five-year graduation rate is calculated. Students graduating who need two years or three years past their AYG to successfully graduate are added to the numerator for the six-year or seven-year graduation rates.

The Four-year Graduation Rate Calculation:

Number of students receiving a high school diploma within four years
of completing eighth grade

Number of students completing eighth grade four years earlier plus the number of
transfers in and minus the number of verified transfers out

Notes:

- In the interest of tracking student success, students are assigned an “Anticipated Year of Graduation” (AYG) from the time that they enter ninth grade. Therefore, while most students return to school after eighth grade, Colorado districts are also held accountable for students who never attend ninth grade.
- In the 2015-16 school year, the Colorado Department of Education (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.
- For more information on graduation and completion rates, go to the CDE website, <http://www.cde.state.co.us/cdereval/gradcurrent>.

Completion Rate (four-year and extended-year): The completion rate is also a cohort-based rate which includes the number of students who graduate plus those who receive a high school equivalency certificate or other designation of high school completion. Like the graduation rate, the completion rate is calculated as a percent of those who were in membership over the previous 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.

The Four-year Completion Rate Calculation:

Number of students who graduate plus the number who receive a high school equivalency diploma or designation of high school completion within four years of completing eighth grade

Number of students completing eighth grade four years earlier plus the number of transfers in and minus the number of verified transfers out

Colorado uses three approved high school equivalency (HSE) tests. They include: the General Educational Development (GED®) Test, the High School Equivalency Test (HiSET®); and the Test Assessing Secondary Completion (TASC™). Students who are 17 years and older are eligible to take an HSE test in order to receive a Colorado high school equivalency diploma (HSED). Students who are 16 year olds may receive an age waiver if they meet specific conditions. For more information visit the CDE website, <http://www.cde.state.co.us/postsecondary/hse>.

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

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

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

The Student Mobility Rate Calculation:

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

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



The Student Stability Rate Calculation:

Unduplicated count of grade K-12 students who remained in the school or district in a school year
Total number of students that were part of the same membership base at any time during a school year

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

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

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

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



APPENDIX C: Colorado 4-Year Graduation Rates by Race/Ethnicity, Gender and Student Group

School Year	2010	2011	2012	2013	2014	2015	2016	2017	Percentage Pt Increase 2010 to 2017
State Total	72.4	73.9	75.4	76.9	77.3	77.3	78.9	79.0	6.6
American Indian	50.1	52.2	57.7	61.4	60.7	64.0	62.0	64.1	14
Asian	82.4	81.7	82.9	85.9	84.7	88.1	86.0	89.8	7.4
Black	63.7	64.6	66.2	69.5	69.0	69.8	71.8	71.9	8.2
Hispanic	55.5	60.1	62.5	65.4	66.7	67.6	69.9	71.1	15.6
White	80.2	81.1	82.1	82.8	83.2	82.6	84.4	83.9	3.7
Hawaiian/Pac. Islander	n/r	74.8	70.1	75.5	73.4	74.5	74.4	76.5	
Two or More Races	n/r	82.8	80.4	79.0	79.7	79.7	79.1	80.2	
Male	68.7	70.3	71.4	73.2	73.7	73.6	75.3	75.7	6.8
Female	76.3	77.6	79.5	80.9	81.0	81.2	82.7	82.8	6.5
Students with Disabilities	52.0	53.5	53.7	53.8	54.6	53.8	54.6	56.8	4.8
Limited English Proficient	49.2	52.8	53.3	58.5	58.7	61.1	58.7	64.6	15.4
Economically Disadvantaged	58.9	62.2	61.4	63.7	64.2	65.5	64.2	68.5	9.6
Migrant	53.8	62.2	61.4	63.7	64.2	65.5	64.2	68.5	9.6
Title I	47.8	51.6	52.1	52.8	52.4	51.2	52.4	56.5	8.7
Homeless	48.1	49.7	49.1	50.4	52.7	52.8	52.7	55.8	7.7
Gifted & Talented	92.9	93.7	91.6	91.7	92.2	92.2	92.2	93.0	0.1
Students in Foster Care	n/r	n/r	n/r	27.5	30.0	29.3	33.2	23.6*	Not available

n/r = not reported

Source: Colorado Department of Education, Data Services. Extended-year graduation rates are posted on the CDE Graduation Statistics webpage, www.cde.state.co.us/cdereval/gradratecurrent.

*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. The 2017 foster care data did not include students in foster care who entered into the system before 2015.



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

School Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Percentage Point Decrease *2010 to 2017
State Total	3.1	3	2.9	2.5	2.4	2.5	2.3	2.3	-0.8
American Indian	5.3	6.5	5.4	4.4	5	4.7	4.4	4.1	-1.2
Asian	1.6	1.7	1.6	1.3	1.3	1.4	1.3	0.9	-0.7
Black	4.6	4.4	4.4	3.5	3.7	3.7	3.4	3.4	-1.2
Hispanic	5.4	4.9	4.7	4	3.8	3.9	3.7	3.5	-1.9
White	2	2	1.9	1.6	1.6	1.6	1.5	1.5	-0.5
Native Hawaiian / Pac. Islander	n/r	2.9	3.8	3.6	2.4	3.3	2.7	2.5	
Two or More Races	n/r	1.7	1.7	2	1.8	1.9	1.7	1.9	
Male	3.4	3.2	3.2	2.8	2.7	2.9	2.7	2.6	-0.8
Female	2.9	2.8	2.7	2.2	2.1	2.2	1.9	2	-0.9
Students with Disabilities	2.3	2.2	2.2	1.7	2.9	3	2.8	2.8	(0.5 increase)
Limited English Proficient	6	5.5	5.1	4.4	4.1	4.1	4	3.8	-2.2
Economically Disadvantaged	3.4	3	3.2	2.9	2.7	3.1	2.9	3.1	-0.3
Migrant	4.1	4.2	3.5	3.6	4.2	4.1	3.6	4.2	(0.1 increase)
Title I	4.9	5.2	5.7	4.4	4.2	4.5	5.2	5.4	(0.5 increase)
Homeless	7.2	6.7	8.5	6	5.5	6.1	6.1	5.9	-1.3
Gifted & Talented	0.7	0.4	0.5	0.6	0.6	0.5	0.4	0.5	-0.2
Students in Foster Care	n/r	n/r	n/r	4.5	5.4	6.8	9.3	8.4**	<i>Not available</i>

Source: Colorado Department of Education, Data Services

n/r = not reported

*Decrease = improvement in the dropout rate unless otherwise noted

**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. The 2017 foster care data did not include students in foster care who entered into the system before 2015.

For state definition of dropout and statistics by school districts, visit <http://www.cde.state.co.us/cdereval>



End Notes

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