# Definitions for the Ninth Grade Success Program

**Attendance Contracts:** Refers to written agreements to address attendance issues. Often includes strategies to address barriers to attendance and action plans to improve attendance.

**Behavioral Plans:** Refers to action plans to address disruptive behavior and/or violations of school codes of conduct and specifies details for follow-up and monitoring. Plans are developed in coordination with students, parents, school personnel and community-based providers.

**Charter School:** A charter school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22, C.R.S., or an institute charter school authorized by the state charter school institute pursuant to Part 5 of Article 30.5 of Title 22, C.R.S.

**Chronically Absent:** Refers to public school students who are absent 10% or more of the days during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member…), regardless of whether absences are excused or unexcused. This count would include students in grades K-12.For more information – see <http://www.cde.state.co.us/cdereval/truancystatistics>

**Community Engagement:** Refers to partnerships shared between schools, families and their communities to support the social, emotional, and educational development of youth. School and community partnerships enrich and expand services for in and out of school time and as a result, positive outcomes for youth and their families.  For more information – see <http://www.cde.state.co.us/cdereval/truancystatistics>

**Course Completion and Credit Recovery:** Credit recovery refers to a student passing, and receiving credit for a course that the student previously attempted but was unsuccessful in earning academic credit towards graduation. The student can "recover" the credit by satisfying requirements for the course in which they were unsuccessful by earning credit based on competency of the content standards for that particular course. For more information visit, Best Practices Guide for Dropout Prevention, http://www.cde.state.co.us/dropoutprevention/bpguide

**Data System:** A system that school leaders and teachers use to obtain real-time access to integrated data concerning a student’s behavior, attendance, and grades and allows for comparison of the data across demographic categories and student groups. This system must have the ability to transfer student-level data from middle school to high school and provide high school success teams and teachers with real-time student level data (e.g. grades, attendance, and behavior).

**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/dropoutcurrentfaq>.

**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:***

Number of reported dropouts and “age outs” during the school year

Total number of students that were in membership in grades seventh through

12thgrade at any time during the annual school year

**Dropout Prevention:** Means school and community-based initiatives to promote positive social, emotional, familial, and educational factors that maintain and strengthen student engagement and address barriers and conditions that may lead a student to drop out of school.

[**Early Warning Systems**](http://www.cde.state.co.us/dropoutprevention/bpguide-earlywarning)**:** See Attachment B.

**Expanded Learning Opportunity Programs:** Refers to programs that provide kindergarten-through-twelfth-grade supervised learning activities that may include, but need not be limited to, after-school programs, before-school programs, summer school programs, weekend programs, and extended-day and extended-year programs.

**Graduation Rates and Completion Rates**

**4-year and Extended-year Graduation Rates:** The graduation rate is a cohort rate.When a student completes ninth-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 9th 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.

For more information on graduation and completion rates, go to the CDE website, <http://www.cde.state.co.us/cdereval/gradcurrent>.

***The 4-year Graduation Rate Calculation:***

Number of students receiving a high school diploma within four years of completing 9th grade

Number of students completing 9th grade four years earlier plus the number of transfers in and minus the number of verified transfers out

***The 4-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 9th grade

Number of students completing 9th grade four years earlier plus the number of transfers in and minus the number of verified transfers out

**Local Education Provider:** Defined as a school district, a Board of Cooperative Educational Services (BOCES) or the Charter School Institute created pursuant to article 5 of Title 22, C.R.S., or the state charter school institute created pursuant to section 22-30.5-503, C.R.S.

[**Policies and Practices**](http://www.cde.state.co.us/dropoutprevention/bpguide-policies)**:** See Attachment B

**Positive Youth Development (PYD):** An approach that empowers youth to make responsible health promoting decisions for self and community by teaching and assessing life skills, allowing youth opportunities for meaningful contribution, building self-efficacy in youth, fostering resiliency, modeling desired behaviors, and developing meaningful relationships in a sincere, caring and nurturing environment.

Positive Youth Development is guided by the following five principles:

Strengths-Based: Taking a holistic approach that focuses on the inherent strengths of an individual, family, or community, then building upon them.

Inclusive: Addressing the needs of all youth by ensuring that our approach is culturally responsive.

Engaging Youth as Partners: Ensuring the intentional, meaningful, and sustained involvement of youth as equitable partners in the programs, practices, and policies that seek to impact them.

Collaborative: Creating meaningful partnerships within and across sectors to effectively align our work.

Sustainable: Addressing long-term planning through funding, training, capacity building, professional development, and evaluation in order to ensure ongoing support and engagement of youth.

**Postsecondary and Workforce Readiness:** The preparedness of students for college or a job after completing high school. This is one of the performance indicators used to evaluate the performance of schools and districts in Colorado. This indicator includes graduation, dropout, and matriculation rates and Colorado SAT scores. For Alternative Education Campuses (AECs), PWR performance data also includes completion rates and measures of student engagement, e.g. attendance or truancy rates.

[**School Climate and Cultural Proficiency**](http://www.cde.state.co.us/dropoutprevention/schoolclimateandculturalproficiency)**:** See Attachment B

**Small rural district:** A school district in Colorado that the Colorado Department of Education determines is rural based on the geographic size of the school district and the distance of the school district from the nearest large, urbanized area, and that enrolls fewer than one thousand students in kindergarten through twelfth grade.

**Student engagement:** Means 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 Support Personnel** means a state-licensed or state-certified school counselor, school psychologist, school social worker, or school nurse, or other state-licensed or state-certified mental health professional qualified under state law to provide support services to children and adolescents.

**Success team:** A cross-disciplinary team of ninth-grade teachers and support staff, which must include (to the extent practicable) at least one school counselor, school mental health professional, or school social worker (as described in section 22-15-109.5(5), C.R.S.).

[**Transition Programs**](http://www.cde.state.co.us/dropoutprevention/bpguide-transition)**:** See Attachment B

**Truant/Truancy:** School district policy provides details on what types of absences are considered excused absences. 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. Spreadsheets of annual school-by-school truancy rates can be found at <http://www.cde.state.co.us/cdereval/truancystatistics.htm>.