



COLORADO
Department of Education

Colorado Student Re-Engagement Grant Evaluation Report

Grantee Award Period: July 1, 2016 to June 30, 2017

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September 2018

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Executive Summary

Colorado's Student Re-engagement Grant (SRG) program assists local education providers in providing educational services and supports to maintain student engagement and facilitate student re-engagement at the secondary level. The grant is managed by the Office of Dropout Prevention and Student Re-engagement (DPSR) and is authorized by state statute, in C.R.S. 22-14-109. Competitive grants under this statute were awarded for the first time in March 2016.

In 2016-17, 10 grantees representing 34 schools served 3,685 students. The most common strategies funded by the SRG program involved credit recovery, counseling and mentoring, and re-engagement of out-of-school youth. The results of the first full year of implementing the grant program are highlighted in this report.

Grantees Are Making Gains

- **Eight out of 10 Students Served by the SRG Program Experienced Positive Outcomes:** Grantees reported that 85.9 percent of the 3,685 students served experienced positive outcomes, such as school completion, persistence in their education, and continuing services to overcome education barriers.
- **Half the Dropout Rate of Alternative Schools:** Students served by the SRG program struggle with the same issues as students in alternative schools. They both face issues tied to low school attendance, course failure, and disciplinary actions, which studies show are predictive of dropping out of school. The 2017 dropout rate of seventh- to 12th-grade students in a SRG program was 9.1 percent. Comparatively, the state dropout rate for alternative schools was 18.6 percent.
- **SRG Program Re-engages Out-of-School Youth:** Evaluation results verify that the legislative intent of the SRG program to support student re-engagement at the secondary level is being met. Seven out of 10 grantees reported funding re-engagement efforts for out-of-school youth and re-engaging 569 out-of-school youth in 2016-17.
- **Economic Benefits:** Grantees reported that SRG funds assisted 669 students in graduating or completing high school in 2017. The economic benefits to these students and the state can be captured by an increase in projected lifetime earnings and annual state and local tax revenue.
 - \$158 million in increased lifetime earnings*
 - \$343,197 in increased annual tax revenue*

*See [The Economic Benefits of Increasing the High School Graduation Rate for Public School Students in Colorado](#) report by Alliance for Excellent Education

Student Demographics

- **Demographics for Students Served by SRG Program:** The majority of SRG students (53.4 percent) are male, and most (63.2 percent) are Hispanic. Demographics show that 6.4 percent of SRG students served were in seventh and eighth grade while 93.6 percent were in ninth through 12th grade.
- **Additional Student Groups:** Of the students served, 3.5 percent were identified as homeless, 6.7 percent were gifted and talented, 12.6 percent had a special education designation, 23.4 percent were English learners, and 70.1 percent qualified for free and reduced lunch. Rates by student group are not mutually exclusive.



Grant Overview

Description

The Student Re-engagement Grant (SRG) program is authorized by C.R.S. 22-14-109 to assist local education providers in providing educational services and supports to maintain student engagement and increase re-engagement of youth who previously dropped out (out-of-school youth). State appropriations for this three-year grant program began in January 2016 and competitive grants were awarded for the first time in March 2016. The grant program launched with \$2 million in state funding. In year two of grant the state appropriation was temporarily reduced to \$900,000. This report includes the evaluation of year two of the grant, which covers the period between July 1, 2016 and July 15, 2017.

Grantees

In 2016-2017, 10 grantees representing 34 schools served 3,685 students. Almost half (16 schools) of the schools are classified as Alternative Education Campuses (AECs).

Of the students supported by SRG funding, 15.4 percent (569 students) were identified as out-of-school youth. Seven out of 10 grantees reported serving out-of-school youth.

Table 1 reflects the number of students served by each grantee. For more details on the schools served, see [Appendix A: List of SRG Districts and Schools](#).

Table 1: Number of Students Served by District

<i>Grantee District</i>	<i>Number of Schools</i>	<i>Number of Students Served</i>
Delta County School District 50J	1	15
Monte Vista School District	2	94
Brighton School District 27J	1	122
Montrose County School District RE-1J	2	147
Boulder Valley School District RE-2	5	162
Poudre School District	3	253
Mapleton School District	5	398
Charter School Institute	3	596
Denver Public Schools	7	826
Jefferson County Public School District	5	1,072
Total	34	3,685

Source: Colorado Department of Education, SRG End-of-Year Reporting, 2016-17

Reporting Results

Each SRG grantee is accountable for reporting on results. This occurs through participation in an annual program evaluation. Program data is collected through an annual survey of the grantees, which includes measurable indicators of performance objectives to support the verification of self-reported data. Student-level data are obtained through State Assigned Student Identifiers (SASIDs) submitted by grantees. This approach helps to assess the effectiveness of the SRG program and impacts on students. For more details on the evaluation methodology and survey questions, see [Appendix B: Evaluation Methodology](#) and [Appendix C: SRG End-of-Year Reporting Survey](#).



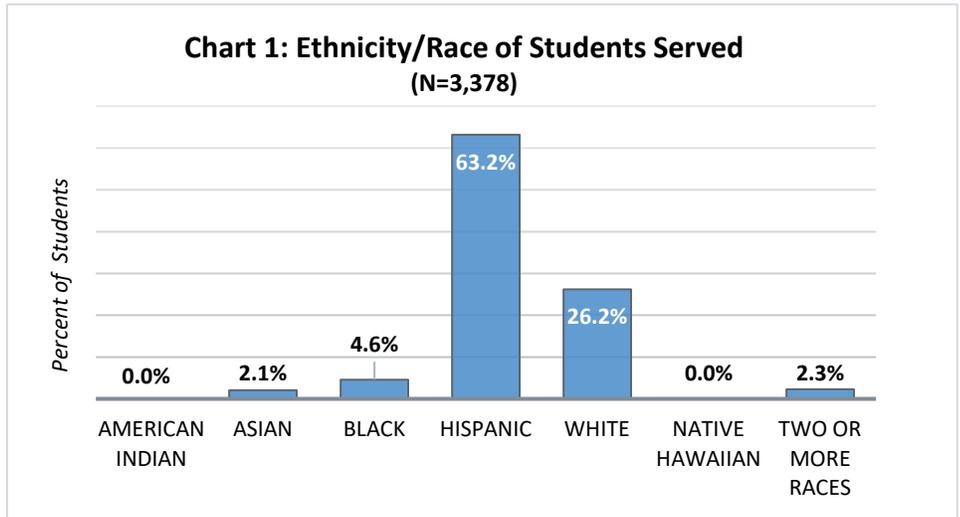
Demographics of Students Served

Demographic data were available for 91.5 percent of students (3,378 students) served by an SRG program.

Gender and Race/Ethnicity

The majority of the SRG students (53.4 percent) are male and most are Hispanic or White (26.2 percent).

Chart 1 shows a breakout by race/ethnicity for the students served by the SRG program*.



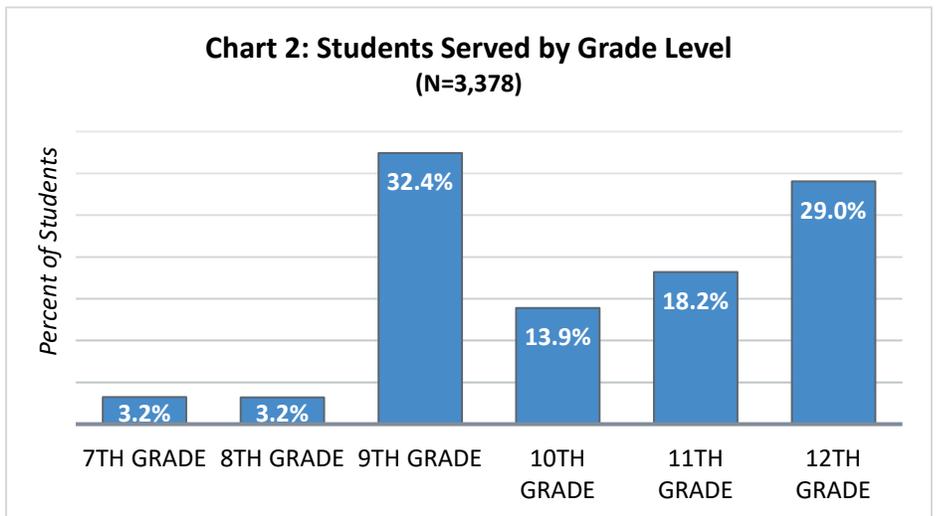
* Note: Rates do not equal 100 percent because counts under 16 students were excluded
Source: Colorado Department of Education, SRG End-of-Year Reporting, 2016-17

Grade Levels

All grantees served students in ninth to 12th grade. In addition, there were two grantees that also served seventh and eighth graders.

- Ninth to 12th grade students made up 93.6 percent of students served.
- Seventh to eighth grade students made up 6.4 percent of students served.

Chart 2 shows a breakout by grade for the students served by the SRG program.



* Note: Rates do not equal 100 percent because counts under 16 students were excluded
Source: Colorado Department of Education, SRG End-of-Year Reporting, 2016-17

Additional Student Groups

Of the SRG students served, 3.5 percent were homeless, 6.7 percent were gifted and talented, 12.6 percent had a special education designation, 23.4 percent were English learners, and 70.1 percent qualified for free and reduced lunch.

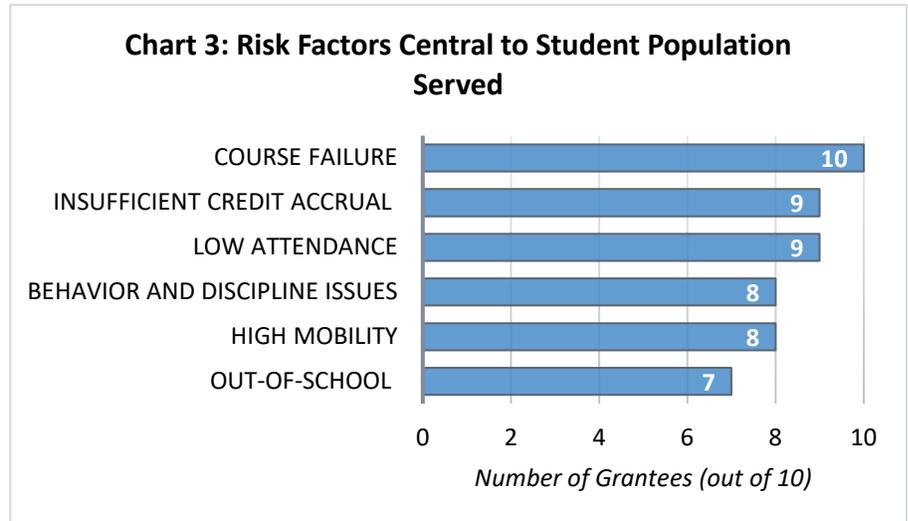


Risk Factors Central to Student Population Served

Grantees were asked to report on risk factors that were central to the student population served by the SRG program and which are commonly known to hinder high school completion.

All 10 grantees reported that *course failure* was a common risk factor followed by *insufficient credit accrual* and *low attendance*.

Chart 3 shows a breakout of risk factors central to the student population served.



Source: Colorado Department of Education, SRG End-of-Year Reporting, 2016-17

Performance Results

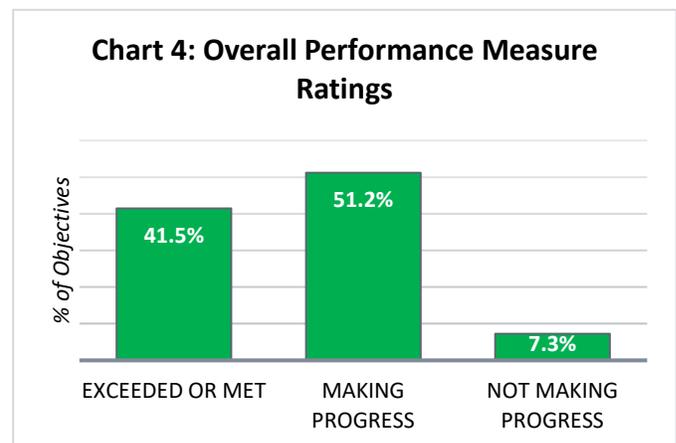
Each grantee was asked to develop between three to five performance objectives in the following areas:

- **Academic Achievement**—Academic achievement performance objectives often addressed improving student academic performance, improving subject proficiency, increasing credit attainment, and providing individualized academic services/supports.
- **Engagement** — Examples of engagement performance objectives include providing alternative pathways for students, increasing regular attendance, and providing flexible course offerings.
- **Re-Engagement**— Re-engagement performance objectives focused on providing targeted re-engagement programming, outreach to out-of-school youth, and decreasing the dropout rate.

Performance Objective Ratings

For each performance objective, grantees rated whether they had exceeded, met, were making progress towards, or were not meeting their objectives. Comprehensively, grantees submitted a total of 41 performance objectives in the three areas listed above.

The majority of performance objectives (51.2 percent) were rated as *Making Progress* by grantees, followed by a rating of *Exceeded or Met* (41.5 percent).



Source: Colorado Department of Education, SRG End-of-Year Reporting, 2016-17



A closer look at the performance measures show that grantees were most likely to report meeting or exceeding their engagement performance objectives. **Chart 4** shows a breakout of the ratings for the 41 performance objectives. Grantee performance, specific to ratings of *meeting* or *exceeding* showed:

- Nine out of 10 grantees reporting meeting or exceeded at least one of their objectives.
- Three out of 10 grantees reported meeting or exceeded at least half or more of their objectives.
- One out of 10 grantees reported meeting or exceeded all of their objectives.

Program Successes

Grantees provided details on special circumstances that positively affected progress on achieving their performance objectives. **Table 2** depicts the common themes that emerged from the open-ended responses in the evaluation survey.

Table 2: Positive Circumstances Reported by Grantees		
Theme	Theme Description	Quote
Specialized staff and resources focused on engagement and reengagement	Having a staff member or a team focused on engagement and reengagement efforts helped in achieving objectives.	“The SRG Engagement Specialists are student advocates first and have worked tirelessly to improve structures and school cultures to promote engagement and re-engagement of our highest risk students.”
Student and staff relationships	Fostering positive staff and student relationships was necessary for student success.	“The relationships created between staff and students this year positively affected our students and their academic outcomes. Our teachers and staff members are very supportive of our students and very encouraging to them to reach their goals”
Monitoring student data	Staff were better able to monitor student progress and reach out when needed to keep students on track.	“Students in SRG schools received high levels of support, including closer tracking of grades, credits, and attendance.”
Concurrent enrollment/postsecondary option	Including postsecondary opportunities was an effective way to engage students.	“The opportunity to attend concurrent classes at Colorado Mesa University was an incentive for students to expand their academic pursuits.”
Effective communication	SRG staff and teachers effectively communicated student needs and provided the necessary supports.	“Regular formal communication venues between teachers and SRG staff significantly contributed to student success as this communication informed SRG staff of which students needed individualized academic support, as well as teacher’s [sic] perceptions of progress by students who were receiving support.”
Family engagement	Providing families opportunities to engage in programing supported their objectives.	“In all our feedback from students, parents, and guardians they most appreciated the relationship we developed with each of them. They felt the commitment from the staff that they had the best interests of the students’ futures at the forefront... Students and families were involved in planning for their futures by attending workshops and college visits.”



Outcomes for All SRG Students

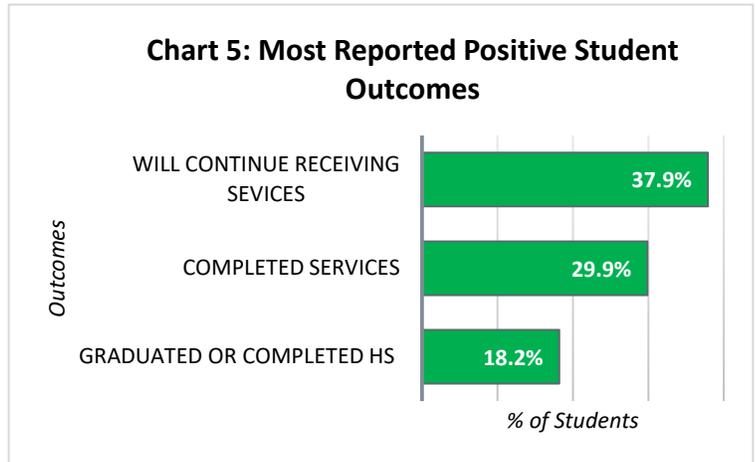
In addition to tracking progress on grant performance objectives, the effectiveness of the SRG program is determined by measuring student outcomes. These outcomes are based on reporting by grantees on the status of students at the end of the funding period, which was June 30, 2017.

Positive Outcomes

In 2016-17, 85.9 percent of students served by the SRG program achieved positive outcomes, as reported by grantees and verified by state data. The data also showed that 71 percent of students served by the SRG program completed the school year in 2016-17 and will progress to the next grade.

Chart 5 shows a breakout of the positive student outcomes reported by grantees.

Grantees reported that SRG funding assisted 669 students in graduating or completing high school in 2017.



Source: Colorado Department of Education, SRG End-of-Year Reporting, 2016-17

The economic benefits to these students and the state can be captured by an increase in lifetime earnings and annual state and local tax revenue - \$158 million in increased lifetime earnings and \$343,197 in increased annual tax revenue. For details on calculating projections, see [The Economic Benefits of Increasing the High School Graduation Rate for Public School Students in Colorado](#) report by Alliance for Excellent Education

Additional Outcomes

Negative outcomes were reported for 9.5 percent of students served (e.g., discontinued schooling/dropped out, expelled, transferred to detention center, or refused services). There were 9.1 percent of seventh to 12th grade students in a SRG program who dropped out of school. This is higher than the state dropout rate for 2016-17 (2.3 percent) but lower than the state dropout rate for alternative schools (18.6 percent).

The remaining 4.6 percent of outcomes for students served were identified as neither positive nor negative because outcomes and results could not be verified (e.g., transferred to another school district, home-schooled, High School Equivalency transfer, transferred to a career and technical education program).



Outcomes for Out-of-School Youth

The seven grantees serving out-of-school youth reported outcomes specifically for the 569 out-of-school youth who were re-engaged in school as a result of the SRG program.

- There were 25.8 percent of these students who completed the school year in 2016-17 and will progress to the next grade.
- There were 15.4 percent of these formerly out-of-school youth who graduated or completed their high school education.

Additionally, state data shows that, of the 93 SRG students who dropped out during the 2015-16 school year, 67 percent (62 students) re-enrolled and persisted through the year and remained in school.

Successes and Challenges in Re-engaging Out-of-School Youth

Successes reported by grantees:

- Stronger staff/teacher and student relationships
- Students excited to be part of re-engagement efforts
- Expanded extended learning
- Increase in community partnerships
- More students retained (remained in school)
- Reduction in students dropping out

Challenges reported by grantees:

- Student life/personal challenges
- Lack of student and family resources
- Difficulty identifying and locating students

State Data Results

The Colorado Department of Education (CDE) annually collects and publishes disaggregated data at the school, district, and state level. The following section takes a closer look at data reported to the state by SRG schools. These data serve as a baseline for the SRG program and for future reporting.

Academic Performance

Colorado has a series of educational standards known as the Colorado Academic Standards that outline academic objectives for students in every grade. To measure students' mastery of these standards, Colorado has implemented a set of assessments such as the Colorado Measures of Academic Success (CMAS), Alternate English Language Arts and Mathematics Assessments (CoAlt), Scholastic Assessment Test (SAT), and Dynamic Learning Maps Alternate Assessment (DLM). For more information on these assessments and additional assessments, visit the [CDE assessment webpage](#).

Results for these assessments are presented as mean scale scores. A mean scale score is the average performance of a group of students on an assessment. Specifically, a mean scale score is calculated by adding all individual student scores and dividing by the number of total scores.

2016 Scores

To determine an academic growth baseline for the SRG program, 2016 CMAS/COALT Mathematics Assessment results and 2016 CMAS/COALT English Language Arts Assessment results were gathered for high school students served by SRG in the 2016-17 school year.

Chart 6 shows the 2016 CMAS/COALT scores for high school students served by SRG compared to the state mean scores.



In general, mean scale scores across the assessments were lower in 2016 for students served by the SRG program compared to the overall state mean scale scores.

However, increases in the mean scale scores across the CMAS/COALT assessments were seen from 2016 to 2017 for high school students served by the SRG program.

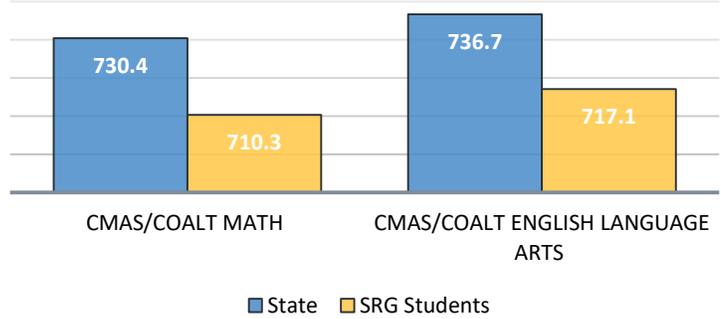
Chart 7 shows the 2016 and 2017 assessment mean scale scores comparison for high school students served by the SRG program.

Although improvement was seen within the population of students served by the SRG program, the mean scale scores across the assessments in 2017 continued to be lower for SRG students than the state mean scale scores.

Chart 8 shows the program and state comparison for high school students across the 2017 CMA/COALT assessments as well as the SAT/DLM assessments.

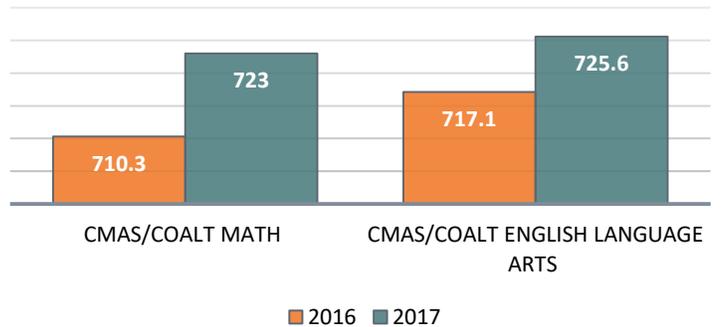
For more information on these assessments and additional assessments, visit the [CDE assessment webpage](#).

Chart 6: 2016 Assessment Mean Scale Scores for High School Students



Source: Colorado Department of Education, Accountability and Data Analysis 2016 and 2017

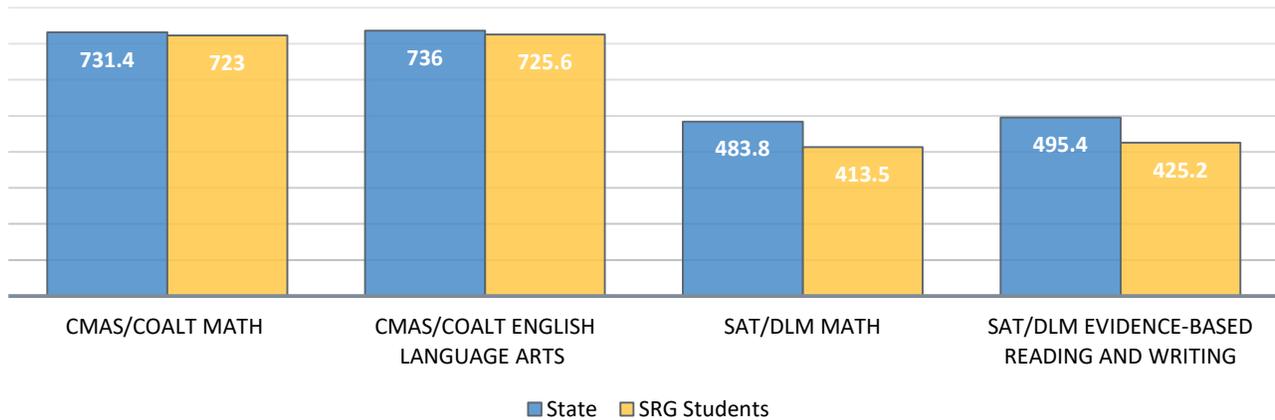
Chart 7: 2016 and 2017 Assessment Mean Scale Scores for SRG High School Students



Source: Colorado Department of Education, Accountability and Data Analysis 2016 and 2017



Chart 8: 2017 Assessment Mean Scale Scores for High School Students



Source: Colorado Department of Education, Accountability and Data Analysis 2016 and 2017

Graduation, Completion, and Dropout Rates

The Colorado Department of Education (CDE) annually collects and publishes disaggregated data at the school, district, and state level on the percent of students who complete high school and the percent of students who drop out of school. Graduation, completion, and dropout rates for 2016-17 were calculated specifically for the 34 schools served by the SRG program.

Table 3 depicts the 2017 four-year graduation and completion rates as well as dropout rates for schools funded by SRG compared to the state rate.

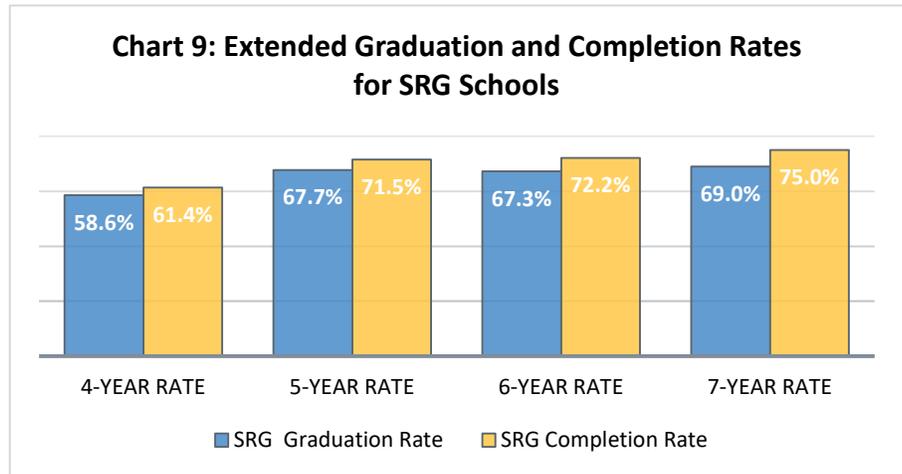
Table 3: Overview of the Rate Calculations for Graduation, Completion and Dropout - Class of 2017			
	Graduation Rate	Completion Rate	Dropout Rate
Cohort	4-Year Cohort (Class of 2017)	4-Year Cohort (Class of 2017)	Annual (2017-18)
Numerator for SRG Program Rate	Number of students receiving a high school diploma within 4 years of entering 9th grade at SRG schools	Number of students who graduate plus number who receive a high school equivalency diploma or designation of HS completion within 4 years of entering 9th grade at SRG schools	Number of reported dropouts and "age outs" during the past year at SRG schools
Denominator for SRG Program Rate	Number of students entering 9th grade four years earlier plus transfers in and minus verified transfers out at SRG schools	Number of students entering 9th grade four years earlier plus transfers in and minus verified transfers out at SRG schools	Number of students that were in membership in grades 7-12 at any time during the annual school year at SRG schools
SRG Program 2016-17 Rate	58.6%	61.4%	6.7%
Statewide 2016-17 Rate	79.0%	80.8%	2.3%

Source: Colorado Department of Education, Data Services, 2016-17



Some students needed extra time to graduate or complete high school beyond four years. Extended year graduates and completers are reflected in the five-year, six-year and seven-year rates.

Chart 9 depicts the extended graduation and completion rates for schools funded by SRG in 2016-17.



Source: Colorado Department of Education. SRG End-of-Year Report and Data Services

For more information on these rates, visit the [Graduation Rates](#) and [Dropout Statistics](#) CDE webpages.

Methods and Tactics Funded by Grantees

Grantees reported on which methods and tactics listed in the [CDE Dropout Prevention Framework](#) were supported by SRG funds. Seven out of 10 grantees reported positive outcomes for over 80 percent of the students served by the program. The methods and tactics most commonly funded by these grantees included the following:

- Course completion supports and credit recovery was funded by 100 percent of grantees.
 - This area refers to supports that assist students with passing, completing, and/or receiving credit for courses that a student previously attempted but for which the student was unsuccessful in earning academic credit towards graduation.
- Counseling and mentoring was funded by 85.7 percent of grantees.
 - This area refers to working with students in the academic, college and career, and personal-social domains through an intentionally-created, data-driven, systemic program of services and developing relationships between a mentee and a mentor.
- Assessing and enhancing school climate was funded by 85.7 percent of grantees.
 - This area refers to assessing and working to increase positivity and collaborative efforts essential for institutional change from a systems perspective.

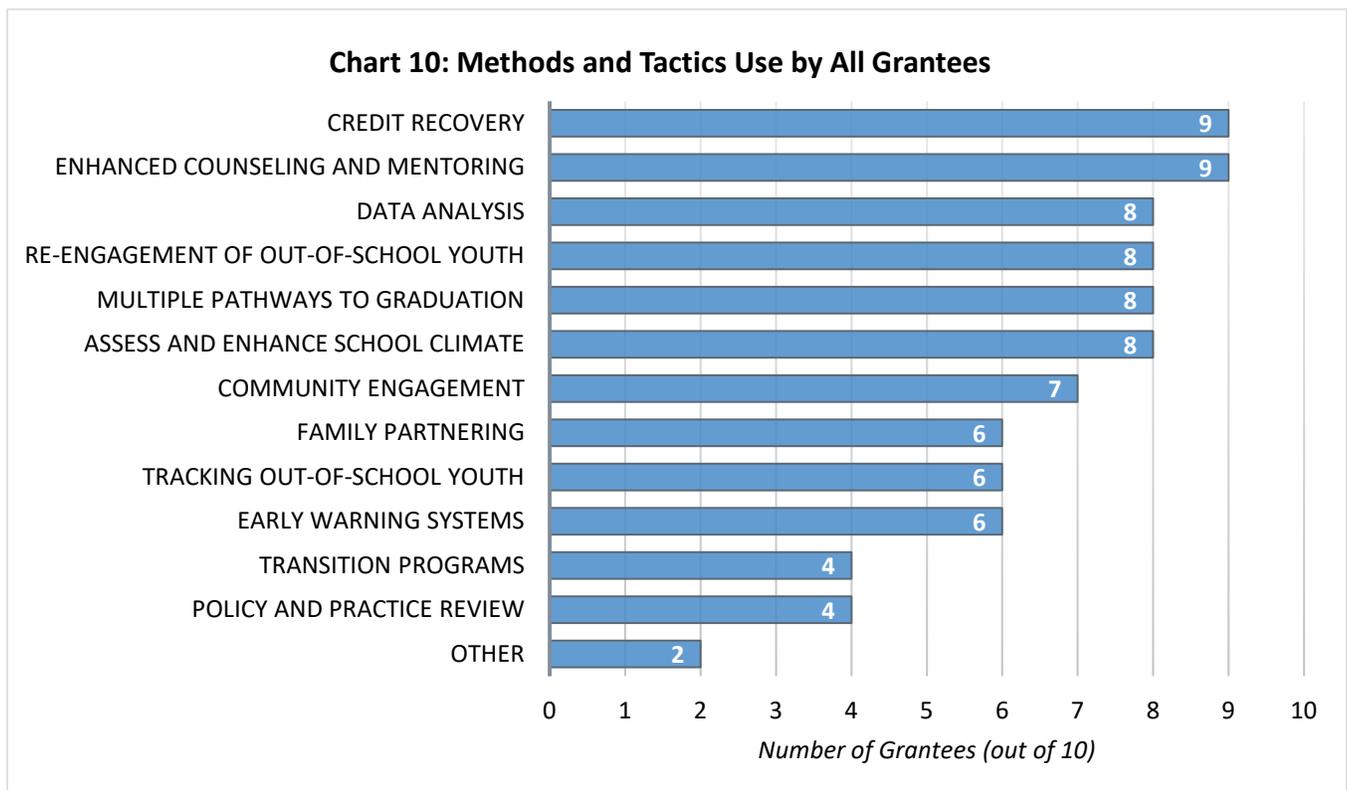
Credit Recovery Gains

Of the high school students (grades nine to 12) served by 10 grantees, 51.4 percent earned one quarter's worth of credits and 48.6 percent earned more than a quarter's worth of credits needed to become on track for graduation or completion.



- Re-engagement of out-of-school youth was funded by 71.4 percent of grantees.
 - This area refers to increasing efforts to reconnect youth who have dropped out by understanding the challenges faced by this population and increasing a body of effective practices aimed at reconnecting them to high-quality educational opportunities with pathways to post-secondary education and careers.
- Data analysis was funded by 71.4 percent of grantees.
 - This area refers to using various data elements, measures, and sources to guide decision-making from a systemic perspective.
- Multiple pathways to graduation was funded by 71.4 percent of the grantees.
 - This area refers to a variety of structured academic opportunities for students to achieve their goal for high school graduation or completion and postsecondary success

These results are aligned with the methods and tactics most commonly used by all grantees. **Chart 10** shows the methods and tactics funded with SRG dollars by ALL grantees. For more information, see the [CDE Dropout Prevention Framework](#).



Source: Colorado Department of Education, SRG End-of-Year Reporting, 2016-17



Leveraging Resources and Sustaining Strategies

Grantees were asked to indicate what actions were taken to sustain the program. Across all grantees, the most common actions were as follows:

- All grantees reported *building capacity through professional development*.
- Seven out of 10 grantees shared *SRG results with district administrators*.
- Six out of 10 grantees formed or secured *community partnerships for wraparound case management services*.
- Five out of 10 grantees reported that *training related to SRG strategies have been institutionalized*.

Conclusion

In 2016-2017, 10 grantees representing 34 schools reported serving 3,685 grade students through the Student Re-engagement Program. Of all the students served, 15.4 percent of students served (569 students) were out-of-school youth.

Most grantees reported meeting or making progress in meeting their performance objectives in academic achievement, engagement, and re-engagement. Of the 10 grantees awarded, nine reported meeting or exceeding at least one of their objectives and three grantees met or exceeded at least half or more of their objectives.

The results showed that out of the 3,685 students served by the SRG program, 85.9 percent attained positive outcomes and were able to make progress towards educational success. This included outcomes such as continuation of education and school completion. Of the 569 out-of-school youth served, 25.8 percent completed the school year in 2016-17 and will progress to the next grade, 15.8 percent received a high school diploma, and 1.6 percent received a high school equivalency.

These results confirm the effectiveness of the SRG program at implementing strategies and services and improving student progress.



Appendix A- List of SRG Districts and Schools

District Funded	School Names
Boulder Valley School District Re-2	Arapahoe Ridge High School (Engage) Boulder Universal Online School Justice Charter High School Boulder Prep Charter High School Halcyon Middle-Senior High School
Charter School Institute	New America School - Thornton New America School - Lowry New America School - Lakewood (JeffCo)
Delta County SD 50J	Grand Mesa Choice Academy
Denver Public Schools	Abraham Lincoln High School Collegiate Prep Academy High Tech Early College Manual High School North High School South High School DELTA High School formerly West Career Academy
Jefferson County Public Schools	Alameda International High School Brady Exploration High School Jeffco 21st Century Virtual Academy Jefferson Jr/Sr High School Sobesky Academy
Mapleton	Academy High School Mapleton Expeditionary School York International School Mapleton Early College North Valley Young Adult School
Monte Vista School District (Monte Vista C-8)	Byron Syring DELTA Center Online Academy
Montrose Co. School District RE-1J	Passage Charter School (Note: School closed on June 30, 2017) Vista Charter School
Poudre School District	PSD Global Academy Poudre Community Academy Poudre High School
School District 27J	Brighton Heritage Academy

Note: Program descriptions for each grantee can be found on the [DPSR Student Reengagement Grant Program webpage](#).



[Appendix B- Evaluation Methodology](#)

SRG Data Collection and Analysis

The results reported in this document reflect data collected at the end of the 2016-2017 school year for services implemented and students served from July 1, 2016 to June 30, 2017. Evaluation data were collected from all 10 grantees funded by the SRG program staff. Grantees were responsible for submitting an end-of-year survey to the DPSR unit using Qualtrics, a survey platform. As part of this requirement, grantees securely submit State Assigned Student Identifiers (SASIDs) for all students served by SRG using the Student Engagement Evaluation System (SEES).

In effort to prepare grantees for their end-of-year survey, two webinars were conducted to provide grantees the necessary preparation and tools to successfully collect and submit the required data. Throughout the reporting period, DPSR staff were available to assist with problems with questions and concerns.

The data were downloaded from SEES and Qualtrics in Excel by the DPSR staff and were then used to facilitate the statistical analyses of processes and outcomes. Several strategies supported the assurance of accurate year-end reporting. DPSR staff conducted mathematical operations to correctly calculate and tabulate the data. The student-level data reported by the participating SRG districts was validated using available data linked to SASIDs. DPSR staff analyzed the data for any irregularities, and grantees were contacted if clarification and revisions were needed. Quantitative and qualitative analyses were conducted by DPSR staff. Descriptive statistics were used to calculate both aggregate and disaggregate data.

Analysis of Secondary Data Sources

Additional disaggregated data collected by the CDE at the school, district, and state level (e.g., assessment results, graduation rates, dropout rates, and completion rates) were also used in this report. Data from schools and students served by the SRG program were isolated and compared to state level data. The CDE custodians of these data verified the data presented in this report for accuracy. For more information about data collected by the CDE, visit the [CDE Data Collections webpage](#).



[Appendix C – SRG End-of-Year Reporting Survey](#)¹

SECTION I: Contact and Grant Information

Grantee Name:
Schools included in the local grant program:
District Code:
Name of Program Contact:
Program Contact Phone Number: ¹
Program Email Address:
Grant Year:

SECTION II: Students Served

1. Total Served: How many students have you served in your program from July 1, 2016 to June 30, 2017?
2. Optional: Please indicate grade levels served with SRG funds (mark all that apply):
 - 6th
 - 7th
 - 8th
 - 9th
 - 10th
 - 11th
 - 12th
3. Which risk factors are central to the student population served by the Student Re-engagement grant? (Please check all that apply):
 - Low Attendance
 - Course Failure
 - High Mobility
 - Behavior and Discipline Issues
 - Insufficient Credit Accrual (e.g. over age/under credit)
 - Out-of-School

SECTION III: Dropout Prevention and Student Re-engagement Methods and Tactics

4. Review the [Dropout Prevention Framework](#) and indicate the methods and tactics supported by SRG funds.
 - Data Analysis
 - Early Warning Systems
 - Tracking Out-of-School Youth
 - Assess and Enhance School Climate
 - Policy and Practice Review
 - Family Partnering
 - Community Engagement

¹ Survey was approved by the Education Data Advisory Committee



- Transition Programs
- Multiple Pathways to Graduation
- Re-engagement of Out-of-School Youth
- Enhanced Counseling and Mentoring
- Credit Recovery
- Other: Describe _____

5. Describe specific strategies and practices applied that support your methods and tactics checked in Question 4.

Section IV: Student Outcomes

6. Student Outcomes. Of the total number of SRG students served, indicate their status as of June 30, 2017.

- Will continue receiving services
- Refused services
- Successfully completed services remains in school
- Transferred to another school district in Colorado, another state or country
- Transferred to detention center or facility school
- Home-schooled
- Discontinued schooling/dropped out
- Expelled
- High School Equivalency Transfer
- High School Equivalency Diploma
- Transfer to a Career and Technical Education program
- Graduated with regular diploma

7. Please comment on student outcomes: Discuss outcome results in terms of successes and continuous improvement.

Section V: Success Stories

8. Student Success Story. Please describe below a student's success story from your SRG program. The success should be related to the services made possible by SRG and connected to the reasons the student needs the services.

9. Partnership Success Story. Please describe below an example of successful partnerships with an internal or external group that complements the work of the SRG.

Section VI: Performance Measures

Please indicate progress in meeting your objectives in each of the following categories: If you went above and beyond your objective(s), then you exceeded your goal. If you have completely (100 percent) met your objective(s), then you have met your goal, if you have partially met your objective (more than 50 percent), then indicate making progress. If you have not mostly met your objective, select not making progress. Pre-populated for grantees

10. Objective 1: Please report your progress on Objective 1.



- Exceeded goal
- Met goal
- Making progress
- Not making progress

- List indicators used to rate progress for this objective. Describe the information and data that were applied to determine or evaluate progress on this objective.
- Describe special circumstances that have positively affected progress on achieving this objective:
- Please describe issues that have negatively affected progress on achieving this objective

11. Objective 2: Please report your progress on Objective 2.

- Exceeded goal
- Met goal
- Making progress
- Not making progress

- List indicators used to rate progress for this objective. Describe the information and data that were applied to determine or evaluate progress on this objective.
- Describe special circumstances that have positively affected progress on achieving this objective: Note: Open Response-1500 characters or less.
- Please describe issues that have negatively affected progress on achieving this objective:

12. Objective 3: Please report your progress on Objective 3.

- Exceeded goal
- Met goal
- Making progress
- Not making progress

- List indicators used to rate progress for this objective. Describe the information and data that were applied to determine or evaluate progress on this objective.
- Describe special circumstances that have positively affected progress on achieving this objective:
- Please describe issues that have negatively affected progress on achieving this objective:

13. If Applicable- Objective 4: Please report your progress on Objective 4.

- Exceeded goal
- Met goal
- Making progress
- Not making progress

- List indicators used to rate progress for this objective. Describe the information and data that were applied to determine or evaluate progress on this objective.
- Describe special circumstances that have positively affected progress on achieving this objective:
- Please describe issues that have negatively affected progress on achieving this objective:



14. If Applicable- Objective 5: Please report your progress on Objective 5.

- Exceeded goal
- Met goal
- Making progress
- Not making progress

- List indicators used to rate progress for this objective. Describe the information and data that were applied to determine or evaluate progress on this objective.
- Describe special circumstances that have positively affected progress on achieving this objective:
- Please describe issues that have negatively affected progress on achieving this objective:

Section VII: SRG Goal Progress Indicator Questions for SRG High School Students

15. On-Track for Graduation

- a) How many total credits must students earn to receive a diploma from your district? Number:
- b) One-quarter of the credits necessary to graduate is
- c) How many students attending SRG school(s) in grades 9-12, during the 2016-17 school year, earned at least -- credits (i.e. a year's worth of credit in a year's time)? Number:
- d) How many students in grades 9-12 who, during the 2016-17 school year, earned more than --- credits? Number:

16. Re-engagement of Out-of-School Youth

- a) Number of out-of-school youth that re-enrolled in 2016-17
- b) Average daily attendance rate of these students in 2016-17:
- c) How many of these students completed the school year in 2016-17 and will progress to the next grade? Number:
- d) How many of these students received a high school diploma? Number:
- e) How many of these students received a high school equivalency? Number:
- f) Describe the successes and challenges in re-engaging out-of-school youth.

Section VIII: Sustainability

17. Actions Taken for Sustainability: Please describe action that has been taken to sustain your program – (Please check all that apply).

- Applied for grants
- Building capacity through professional development
- Budget line items specified
- Board member presentation(s) on SRG results
- Formed/Secured Community partnerships for wrap around/ case management services
- Federal grant dollars reinvested
- Meeting with Title I coordinator to discuss future funding of SRG strategies
- Meeting with private foundations to discuss future funding of SRG strategies
- Every Student Succeeds Act (ESSA) Title I
- Linking SRG work to outside financial support money coming to the district
- Recaptured Per Pupil Revenue to be re-invested in your SRG-funded strategies
- Shared SRG results with district administrators



- Training related to SRG strategies have been institutionalized
- Developed written sustainability plan
- Use of general funds
- Other: Please describe

Section IX: Capacity Building

18. Training and Technical Assistance Questions: Visits from CDE staff or consultants

- Statewide meeting with other programs
- Regional meetings with other programs
- Referrals to similar programs
- State Conference
- Technical assistance by phone
- Technical assistance by e-mail
- Webinar and online professional development
- Other: Please describe

19. Topics: Please list and describe professional development and training topics that would be of benefit in implementing the Student Re-engagement Grant.

20. Optional: How can the reporting process for this grant be improved?