



COLORADO DEPARTMENT *of* EDUCATION

2011-2012 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:

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Table of Contents

Introduction	4
Dropout Data Analysis	4
Graduation and Completion Trends	6
Habitual Truancy	8
Safety and Discipline	11
Strategies, Practices and Programs	13
APPENDIX A: Definitions of Terms	17
APPENDIX B: Colorado Dropout Rate Table	20
APPENDIX C: Colorado Graduation Rate Table	21
APPENDIX D: Statutory Review	22
ENDNOTES	38

This report was prepared pursuant to §§ 22-14-105, 22-14-111, C.R.S.

The purpose is to analyze trends, review state policies and discussion efforts to reduce the student dropout rate and increase student graduation and completion rates.

Introduction

This annual state policy report provides an overview of issues tied to student dropout and graduation in Colorado. It was prepared in accordance with § 22-14-111, C.R.S. and provides:

- Analysis of overall incidence, factors and impacts of dropping out
- Review of policies and legislation related to school attendance, truancy, dropout and graduation
- Dropout prevention and student engagement efforts

The report includes an analysis of dropout, graduation and attendance (truancy) data in the first three sections. The 2012 review of policies focuses on safety and discipline. A complete review of the state statutes that impact dropout prevention and student engagement are available in Appendix E. The last section of the report focuses on programs, strategies and practices and features examples of what is occurring across the state. Definitions of key terms used in this report are provided in Appendix A.

Dropout Data Analysis

Cost of Dropping Out

The average dropout earns \$17,299 per year, compared to \$26,933 for a high school graduate and \$52,671 for someone with a bachelor's degree*¹. Over a 45 year career, compared to a dropout:

- a high school graduate will earn an additional \$433,530
- a bachelor's degree recipient will earn an additional \$1,591,740
- Less than 46 percent of the nation's young high school dropouts were employed on average during 2008 - an average joblessness rate of 54%.²
- The incidence of institutionalization problems among young high school dropouts was 6.3 times higher than among young high school graduates. Nearly 1 of every 10 young male high school dropouts was institutionalized on a given day in 2006-2007.³

Data Trends

The annual statewide dropout rate for the 2011-12 academic year was 2.9 percent. This represents the state's sixth consecutive year for reducing its dropout rate. This 2012 dropout rate was reduced by 0.1 percentage points from the 2011 rate of 3 percent. This translates into 488 fewer dropouts from Colorado public schools in 2011-2012 than in the 2010-2011 school year.

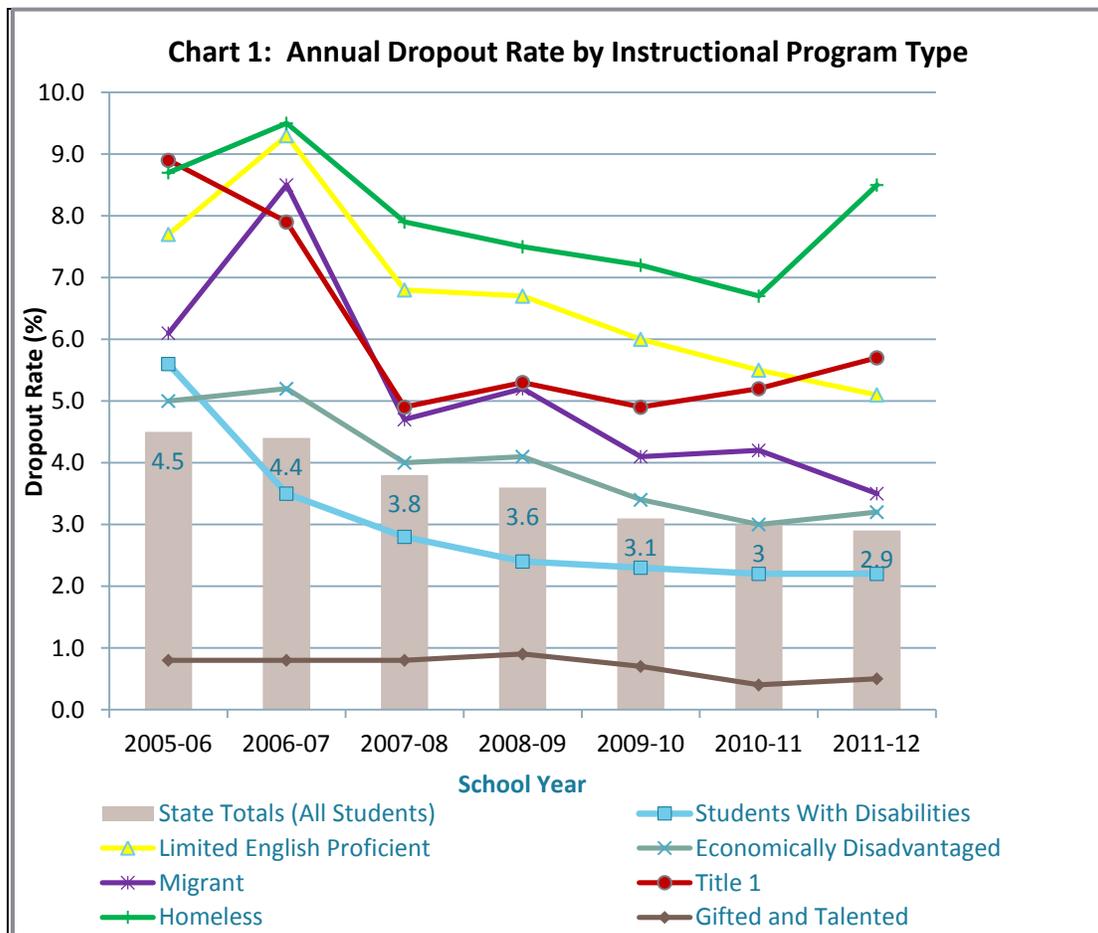


Statistics showed that 50 percent of the students who dropped out in 2011-2012 were in 12th grade. An analysis of the rates also showed that non-white students were two times more likely to drop out of school when compared to white students. See APPENDIX B: Colorado Dropout Rate Table.

Information on the dropout rate calculation can be found in Appendix B. Data on dropout rates by district or school, and race/ethnicity is available online at <http://www.cde.state.co.us/cdereval/dropoutcurrent.htm>.

Dropout by Instructional Program Service Type

Colorado dropout rates by instructional program service type are examined to gain a better understanding of the scope of the problem, context and circumstances. See Chart 1: Annual Dropout Rate by Instructional Program Types, which shows that only two groups experienced a decrease in their dropout rate, migrant students and students with limited English proficiency. Students identified as homeless experienced the highest percentage point increase with a 2011-2012 dropout rate of 8.5 percent. The dropout rate of homeless students in 2010-2011 was 6.7 percent.



Why Students Drop Out

The state does not collect data from local education agencies on why students drop out, however, the national GED testing service collects this information from GED test takers. Those taking the GED are surveyed as to the “reasons for not completing school.” They are asked to “check all that apply” from a list of reasons that fit within four categories: 1) family, 2) social, 3) academic environment and 4) school performance.

There were 6,445 GED Test Takers, ages 16 to 21, who took the survey in 2011-2012. The top response to why they left school was “absent too many times,” which is classified in the *school performance* category and was selected by 41.7 percent.

The next two responses most frequently selected were “did not like school” (41.3 percent), which is part of the *academic environment* category, followed by “wasn’t happy in school” (38.5 percent), that falls within the *social* category.

The top response in the *family* category was “got a job,” reported by 19.4 percent of those surveyed. Almost a third of the respondents also marked that they had “poor study habits” and “had trouble with math” which contributed to them leaving school before graduating.

Graduation and Completion Trends

The statewide on-time graduation rate for 2011-2012 rose to 75.4 percent. It’s the second year in a row that the graduation rate increased by 1.5 percentage points. The on-time rate in 2010-2011 was 73.9 percent and stood at 72.4 percent in 2009-2010.

A total of 120 (65.6 percent) Colorado school districts achieved an on-time graduation rate at or above the states expectation of at least 80 percent. This is an improvement over 2010-2011, when 64.1 percent of school districts reached the state expectation.



Information on the graduation rate calculation can be found in Appendix C. Data on graduation rates by district or school, and race/ethnicity is available online at:

<http://www.cde.state.co.us/cdereval/gradcurrent.htm>.

Completion Rate

Combining all graduates with those completers who receive a certificate, a designation of high school completion or a GED certificate establishes the completion rate. The 2011-2012 completion rate was 78.2 percent. The 2010-2011 completion rate was 76.8 percent.

Closing the Gap

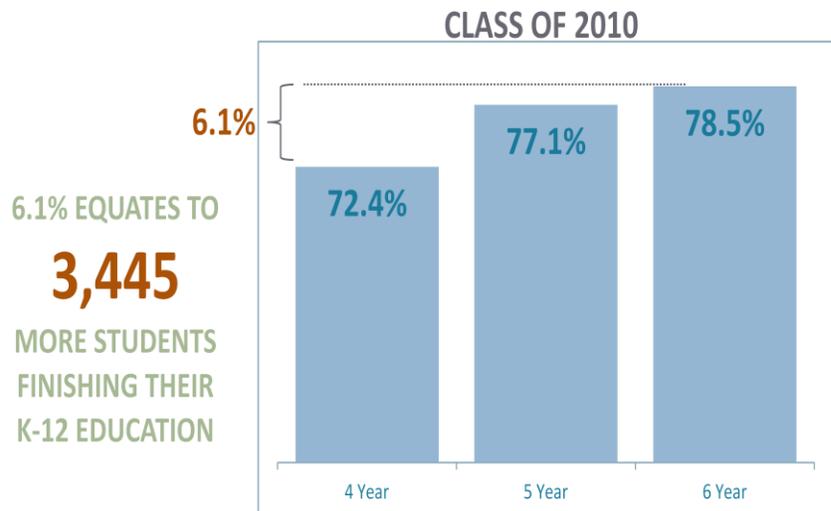
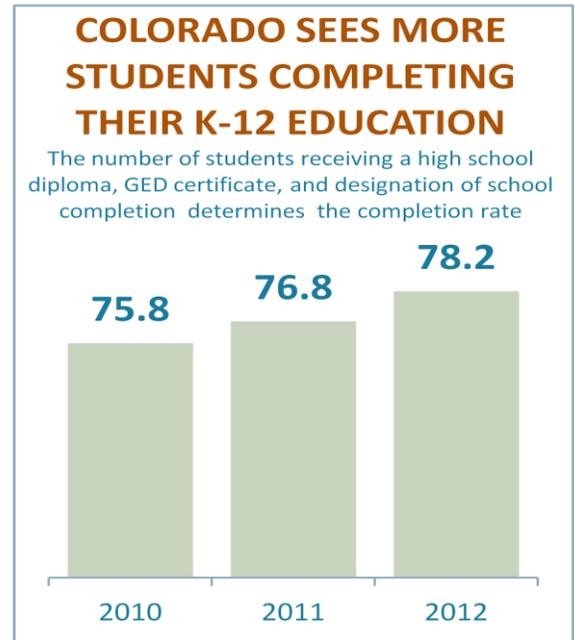
Graduation rate increases were seen across nearly all racial and ethnic groups. The rate for minority students increased at or faster than the rate for their white peers. The 2011-2012 on-time graduation rate was 57.7 percent for American Indian; 82.9 percent for Asian students; 66.2 percent for black students; 62.5 percent for Hispanic students; 82.1 percent for white students; 70.1 percent for Native Hawaiian or Other Pacific Islander; and 80.4 percent for students reported as two or more races.

Male/Female

Statewide, the on-time graduation for females was 79.5 percent and the male graduation rate was 71.4 percent. See Appendix C for a break out by gender and race and ethnicity.

Giving Students More Time

Colorado has been persistent in keeping non-graduates enrolled beyond their fourth year of high school and moving them to graduate in five or six years. For example, looking at the Class of 2010, Colorado’s five-year graduation rate for this class increased to 77.1 percent over the four-year rate of 72.4 percent, an increase of 4.7 percentage points. The six-year graduation rate is 78.5 percent, an increase of 6.1 percentage points over the four-year rate. Federal law specifically allows for extra time for English learners and students with special education designations, if needed, to complete their high school education. Students who are highly mobile, homeless, and/or in foster care may also need more time in high school, as studies suggest that with each move a student loses three to six months of education.⁴ Also, life experiences, such as a loss of a loved one, becoming a parent and/or challenging family circumstances can disrupt academic persistence causing students to need extra time in attaining their diploma.



Habitual Truancy

Attendance, truancy and mobility rates are important indicators related to student engagement and academic achievement. Research validates that with each move a student falls academically behind and there is a growing body of evidence that shows that chronic absences in early grades lead to low achievement.⁵ A clear road to course failure is missing too much school. A Colorado study conducted by Johns Hopkins showed that over 50 percent of dropouts in three out of four districts studied had chronic absences.⁶

To support tracking of these important indicators, local education agencies annually submit data on attendance, truancy and mobility to CDE. To access the data visit, http://www.cde.state.co.us/index_stats.htm.

Compulsory School Attendance

The School Attendance Law of 1963 sets out attendance requirements and exceptions to them. Among several responsibilities and procedures, Colorado school districts are statutorily required to adopt policies regarding attendance requirements that provide for excused absences and that may include appropriate penalties for nonattendance due to unexcused absences. As a last resort, and after a district has attempted other options/alternatives to court, districts shall initiate court proceedings to compel compliance with the compulsory school attendance law. School districts are also required to adopt policies to address the following:

- Identification of students at risk of suspension and expulsion – The policy may also include identifying students *at risk* of being declared habitually truant.
- Procedures concerning habitual truants - The related policy is to include the provisions of a plan developed with the goal of assisting the child to remain in school. Districts must annually report the number of habitual truants to the Colorado Department of Education.

Percent of Habitual Truants in Court

A habitual truant refers to 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 seventeen years having four unexcused absences from public school in a month or ten unexcused absences from public school during any school year.

The percent of habitual truants in court is based on an analysis of data from the school districts, which cover a reporting period for the fall/spring school year and data from juvenile court that covers a calendar year. On average, with overlapping calendar and school years, less than 4% of habitual truants are referred to court.

Considering the tens of thousands of habitually truant students in each of the past three years, and less than 3,000 court petitions in each of the past three years, the data indicates that school districts utilize successful interventions in the majority of cases and utilize court as a means of last resort. See Table 1 for a breakout of truant students by school level and school year.

TABLE 1: Number of Habitually Truant Students

	School Year		
School Level	2009-2010*	2010-2011	2011-2012
Elementary	31,994	23,808	21,670
Middle	14,370	12,114	11,118
Senior	62,274	41,381	33,984
Total	108,637	77,303	66,772

*H.B.08-1336 required school districts to report the number of habitual truants to the Colorado Department of Education. Following the adoption of rules by the State Board of Education to standardize the calculation of unexcused absences, the 2009-2010 school year was the first year the counts were reported.

Source: Colorado Department of Education/Data Services

Tuancy Court Petitions

The statewide pupil count for the 2011-2012 school year increased by 10,949 students, which continues an upward trend from previous years. The total public school membership rose to 854,265 students in 2011-2012.

CHART 2

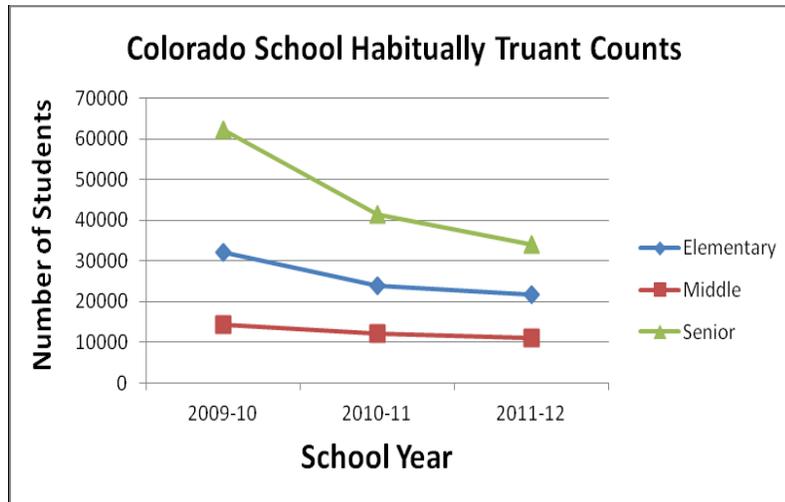


Chart 2 shows the trend line in the number of habitual truants by school year. It illustrates that the number of habitual truants has declined over the past three years, even as the state’s pupil membership has grown. Table 2 shows the number of truancy court petitions slightly increased after declining in the past few years.

TABLE 2: Truancy Court Petitions

Calendar Year	2008	2009	2010	2011
Number	3,209	2,880	2,714	2,752

Judicial Districts Calendar Year 2011		
Judicial District	Counties within the judicial district for truancy filings	Total
4	El Paso, Teller	534
19	Weld	442
1	Jefferson	408
18	Arapahoe, Douglas	302
17	Adams	241
20	Boulder	211
2	Denver	203
10	Pueblo	154
21	Mesa	115
Subtotal:		2610
13	Logan, Morgan	31
11	Fremont, Park	19
8	Larimer	16
16	Bent, Otero	15
3	Huerfano, Las Animas	11
22	Montezuma	9
12	Alamosa	8
15	Prowers	8
6	La Plata	7
7	Montrose	7
14	Moffat, Routt	5
9	Garfield	4
5	Lake	2
Total		2,752

In calendar year 2011, 95% of the state's truancy court filings were in these 9 judicial districts.

School Districts 2011-2012 School Year	
The following nine school districts accounted for 73% of the 2011-2012 school year truancy filings.	
JEFFERSON COUNTY	414
EL PASO DISTRICT 11 (Colorado Springs)	410
WELD RE-6 (Greeley)	355
DENVER PUBLIC SCHOOLS	205
ADAMS ARAPAHOE 28J (Aurora)	148
BOULDER VALLEY (Boulder)	128
ST. VRAIN VALLEY (Longmont)	117
MESA CO VALLEY (Grand Junction)	115
PUEBLO 60 (Pueblo City Schools)	115
Total	2,007

Source: Division of Planning and Analysis, Colorado Judicial Branch

A *Needs Assessment of Truancy Courts* report produced by the Colorado Department of Education in 2011 can be downloaded from

http://www.cde.state.co.us/DropoutPrevention/EARSS_TruancyReductionEfforts.htm.

Safety and Discipline

Behavior issues that lead to discipline actions and/or course failure are one of the strongest predictors of dropping out, along with attendance issues.⁷ CDE annually collects and tracks safety and disciplinary data. For more information visit, <http://www.cde.state.co.us/cdereval/suspend-expelcurrent.htm>.

Policies and Legislation

A complete policy review of legislation related to dropout prevention and student engagement is provided in Appendix E in accordance with statutory requirements for this report. This section focuses on landmark legislation passed in 2012 to end zero-tolerance. The new law is prompting local education agencies to revisit and update safety and discipline policies. As the bill developed there was national interest in the deliberative process and Colorado captured national attention from California to Washington D.C. when the bill was signed into law.

End of Zero Tolerance

SB11-133 created an interim legislative committee to study school discipline and referrals to law enforcement. Its purpose was to address concerns that there may be:

1. overly harsh penalties in place to address minor school behavior-related incidents,
2. too many school-based incidents excessively referred to law enforcement and therefore ending up being processed in the juvenile justice system, and
3. too many ethnic minorities being disproportionately disciplined and therefore contributing to an over-representation of minority youth entering the juvenile justice system.

The committee met July through October, 2011. Testimony, in part, addressed the negative aspects of “zero-tolerance” discipline policies, use of police discretion, and alternatives to managing school discipline. The committee concluded that local school officials need more discretion to manage and respond appropriately to student misconduct. In addition, they determined that Colorado needs to provide standardized training for law enforcement officers who handle cases in schools; and provide any standardized data collection system for analyzing school-related criminal offenses or their connection to the justice system. The interim committee’s bill moved through the 2012 legislative session as SB12-046 until the last day of the session when it was passed as an amendment to HB12-1345, the School Finance Act.

The most significant elements of the bill include:

- Elimination of mandatory expulsions for drugs, weapons, assaults, and robbery
- Change in the grounds for suspension and expulsions from “shall” be grounds to “may” be grounds
- Guidance on factors to consider in determining disciplinary actions,
- Promotion of alternatives to discipline to decrease out-of-school suspensions and expulsions
- Required training for law enforcement officers, and
- Reporting requirements regarding law enforcement officer and district attorney actions for school-based incidents.

For information on the legislation that ended zero-tolerance visit http://www.cde.state.co.us/DropoutPrevention/EARSS_PoliciesandStateStatutes.htm

Suspension and Expulsion for Drug Violations

The passage of the Colorado Marijuana Legalization Initiative, Amendment 64 in November 2012, prompted much interest in Colorado’s school suspensions and expulsions due to drugs violations. Annual school-by-school reports to CDE define drug violations of the Code of Conduct as “Use, possession, or sale of drugs or controlled substances on school grounds, in school vehicles, or at school activities or sanctioned events.”

Table 3 shows disciplinary actions by drug incidents. To address drug violations, the most common disciplinary action in 2011-2012 was out-of-school suspension (4,419). Suspensions and expulsions declined by 138 in the 2011-2012 school year. However, these numbers represent a 41% increase from the 2008-2009 school year.

Drug incidents that resulted in disciplinary actions were at an eight-year low (3,736) during the 2008-2009 school year. The following year, drug incidents jumped and in 2010-2011, disciplined drug incidents increased by another 452, reaching a ten-year high of 5,417 incidents. This represents a 45% increase in two school years. Law enforcement referrals also increased by 19% over these same two school years following a steady decline in the previous five years.

In Colorado, “drugs” are not reported by type but are controlled substances. Alcohol and tobacco statistics are reported in separate categories. It is recommended that the reporting related to the incidence of drug violation be disaggregated to include marijuana in addition to alcohol and tobacco.

TABLE 3: 11 -Year Trend Data: Colorado School Suspension and Expulsion Actions for Drugs*

Action	SCHOOL-YEAR										
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-10	2010-2011	2011-2012
SUSPENSIONS (Classroom + In-School + Out of School)	3,545	3,511	3,509	3,394	3,409	3,287	3,212	3,202	4,212	4,650	4,561
EXPULSIONS	567	546	663	590	579	546	567	534	753	767	718
Number of School Drug Suspensions and Expulsions Combined	4,112	4,057	4,172	3,984	3,988	3,833	3,779	3,736	4,965	5,417	5,279

Additional actions reported:

REFERRED TO LAW ENFORCEMENT**	2,048	1,837	2,004	2,317	1,996	1,940	1,923	1,898	2,192	2,255	1,951
OTHER ACTION	87	76	89	149	97	20	15	10	36	49	47

Source: Colorado Department of Education, Data Services

* “Drugs” are not reported by type but are controlled substances.

**Referred to Law Enforcement may or may not be in addition to another reported action taken

Strategies, Practices and Programs

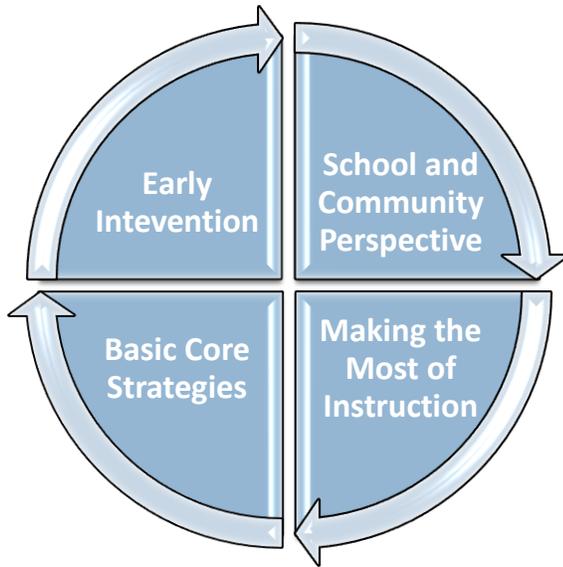


Figure 1

This section highlights activities that are occurring to support local education agencies, communities and students accelerate progress in increasing graduation rates.

Strategies

Colorado schools and communities are actively engaging in strategies that are moving the dial to increase school success. The National Center for Dropout Prevention has identified four categories of strategies that provide a framework to discuss Colorado’s course. The categories include: “Making the Most of Instruction, School and Community Perspective, Basic Core Strategies” and “Early interventions” – see Figure 1

Early Interventions

School and community perspective are embedded in early childhood education programming. This important early learning component of the P-20 education pipeline is being strengthened by the *Colorado Preschool Program and Race to the Top Early Childhood funding*. Visit, <http://www.cde.state.co.us/cpp/legreports.htm> to view the latest evaluation report on CPP. Plans underway to expand early childhood education opportunities to increase early literacy and school readiness can be accessed at <http://www.cde.state.co.us/early/index.htm>.

The Jefferson County School District had an overall graduation rate of 81.4 percent in 2012, which includes the district’s options, charter and Alternative Education Campus (AECs) schools. In an interview with the district’s *Examiner* on January 30, 2013, Superintendent Cindy Stevenson acknowledged that the road to a high school diploma involves early learning and caring adults.

School and Community Perspective

Systemic Renewal is an example of a strategy in this category. Whole school strategies must be designed to remove barriers to improvement and provide structures for innovation. Examples: provision of Learning Supports, implementing evidence-based transition/orientation programs, and conducting effective outreach to out-of-school youth. *Boulder Valley School District has experienced significant success in taking a systemic renewal approach*. About 78 percent of Boulder Valley’s Latino students graduated high school on time in 2012, compared to about 68 percent in 2011. Deirdre Pilch, Boulder Valley Deputy Superintendent, explained the district’s success to the *Boulder Camera* in January 2013. She explained, “What we are seeing is the impact of multiple years of

“It’s important to acknowledge that preparation for graduation starts in preschool and kindergarten, where children make connections with adults who care about their success.”

- Jefferson County School District Superintendent Cindy Stevenson

efforts that resulted in a far greater number of students being prepared for on-time graduation". "It's amazing what the schools have done and what the families have done." Boulder Valley School District has partnered with non-profit organizations, [Colorado Youth for Change](#) and the [National Center for School Engagement](#) to take a focused approach to decrease the district's dropout rate. The 2012 dropout for Boulder was 0.6 percent, which represents reducing the number of students dropping out from 167 in 2009-2010 to 88 in 2011-12.

Activities in this category also focus on Family Engagement and Partnership – Examples include: *Early Childhood Councils*, *Colorado State Advisory Council for Parent Involvement in Education* and parent and family coalitions such as, [Colorado Statewide Parent Coalition](#), [Padres Unidos](#) and the [Family Resource Center Coalition](#).

Making the Most Out of Instruction

This involves programs and strategies tied to:

- Professional development for educators and administrators
- Active learning to engage students
- Educational technology
- Career & Technology Education (CTE)
- Expanded Learning Opportunities (ELO)
- Individualized Instruction

Colorado is actively pursuing these strategies that are linked in research to positive school climate and school engagement.⁸ Examples of work in this area can be found in the expansion of CTE in high schools and CDE's partnership with the Colorado Legacy Foundation to expand learning opportunities. For more information on CTE in Colorado visit <http://www.coloradostateplan.com/index.htm>. Find out how the Colorado Legacy Foundation and CDE are working collaboratively with districts to develop proof points to grow ELO at the local level. Detail are available at <http://colegacy.org/elo>.

Basic Core Strategies

Colorado offers a broad portfolio of school options under the category of "basic core strategies"

- Alternative Education Campus
- Online Learning
- Credit Recovery Options
- Service-Learning
- Concurrent Enrollment
- Schools of Choices/Charters
- School to Work Alliance
- Mentoring/Tutoring
- After-school Opportunities
- GED Prep

Information on this programming is available on the CDE website, www.cde.state.co.us.

These strategies categorized by the National Dropout Prevention Network have been integrated into a framework promoted by CDE's Office of Dropout Prevention and Engagement. This framework provides structure in guiding a process that involves three essential elements: 1) Identification; 2)

Instructional Review and 3) Intervention and Support. The practices and strategies overlap but are not duplicative, rather are coordinated and integrated. This framework provides a structure to the training and technical assistance offered to reduce dropout, strengthen student engagement and increase school completion. See Figure 2.



Figure 2

Programs and Resources

Colorado is making gains in graduating more students on-time (within 4 years or less of entering 9th grade) but more needs to be done to accelerate progress for all students. To this end, there are materials, resources and funding to implement the dropout prevention framework (above) and integrate effective strategies and practices. The following descriptions are of grant programs and initiatives that are available to foster student engagement and increase graduation rates. Additional information is available online at <http://www.cde.state.co.us/DropoutPrevention>.

1. **21st Century Community Learning Centers (21st CCLC)** – A federally-funded grant program that provides academic enrichment opportunities, with an emphasis on literacy, mathematics and science, to at-risk students in low-achieving schools.
2. **Title X – McKinney-Vento Homeless Education Program** – A federally-funded program that ensures access, stability and educational support for students experiencing homelessness, includes 3-year subgrants to districts and training of homeless education liaisons.
3. **Colorado Graduation Pathways Project** – A 5-year, federally-funded project that provides technical and financial assistance to qualifying schools to identify and serve students at greatest

risk of dropping out and to reengage students who have dropped out. Training and resources are available for local school districts.

4. **Expelled and At Risk Student Services Grant Program** – A 4-year, state-funded program that provides educational services to expelled students and programs to prevent suspensions and expulsions.
5. **School Counselor Corps Program (SCCP)** – A 3-year, state-funded program established to increase the availability of school counselors in secondary schools and promote college going cultures in schools.

The initiatives include:

1. **Concurrent Enrollment** – Facilitates the Concurrent Enrollment Advisory Board and provides technical assistance and training to effectively implement concurrent enrollment programs, which refers to the simultaneous enrollment of a qualified student in a local education agency and in an institution of higher education. Concurrent enrollment includes “5th year” ASCENT program for students retained by the high school for instruction beyond the senior year.
2. **Designated Graduation Districts** – Requires identification of “priority” and “high-priority” districts in need of increasing their graduation rate and decreasing their dropout rate. The initiative includes conducting a practices assessment and developing a student graduation and completion plan. These plans are part of the district’s Unified Improvement Plan (UIP) and starting in 2010-11 they were reviewed to ensure statutory compliance. The plans can be found on www.schoolview.org.
3. **Foster Care Education** - This program began in 2012 and is dedicated to ensuring that students in foster care are achieving academically through course completion, advancing to the next grade, accruing credits toward graduation, and on a path to post-secondary success. These efforts are being organized and lead by the new State Coordinator for Foster Care Education. This position was created in partnership with the Colorado Department of Human Services, Morgridge Family Foundation and Mile High United Way.
4. **Individual and Career Academic Plans (ICAPs)** – Technical assistance and training is available to support districts and schools in effective implementation of the ICAP process. The ICAP process involves assisting students and their families in the areas of exploration of postsecondary career and educational opportunities available; alignment of course work and curriculum; application to institutes of higher education; and access to financial aid.

APPENDIX A: Definitions of Terms

The following definitions are taken from Colorado revised statutes and the Colorado Code of Regulations.

Completion Rate: This rate is also a cohort-based rate which reflects the number of students who graduate as well as those who receive a GED certificate or a 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 4-year period (i.e., from grades nine-twelve) and could have graduated in the currently reported school year.

The Completion Rate Calculation:

Number of students receiving a regular diploma, GED certificate or designation of high school completion within four years or prior during the 2011-2012 school year

(Number of students beginning 9th grade in 2008-2009) + (Number of transfers in) –
(Number of verified transfers out)

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 GED (General Educational Development) or registers in a program leading to a GED, 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 7-12 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.

The Dropout Rate Calculation:

Number of dropouts during the 2011-2012 school year

Total number of students that were part of the same membership base at any time during the 2011-2012 school year

For more information visit, <http://www.cde.state.co.us/cdereval/dropoutcurrent.htm>.

Expulsion Rate: The rate is defined as the number of students expelled during the year divided by the student enrollment as of October 1. It is calculated at the school, district and state level as determined by

the collection of the Department’s Automated Data Exchange system to obtain behavioral incidents and the actions taken. If a student was expelled multiple times, each time is included in the count.

Graduation Rate: The new 4-year formula defines “on time” as only those students who graduate from high school four years after entering 9th grade. It is important to note that this new formula yields a rate that cannot be compared directly with prior years’ data. With the old system, students who took longer than four years to graduate were factored into the formula.

Under this new, 4-year “on-time” formula, a student is assigned a graduating class when they enter 9th grade. The graduating class is assigned by adding four years to the year the student enters 9th grade. As an example, a student beginning 9th grade in the fall of 2010 would be assigned an AYG of 2014 (the Class of 2014). If this student did not graduate until 2015, she/he would be counted in the 5-year graduation rate for the Class of 2014.

A 4-year, on-time graduation rate is reported for each graduating class (i.e., the class of 2010). The rate is calculated by dividing the number of students graduating within four years by the cohort base. The cohort base is derived from the number students entering 9th grade four years earlier (i.e., during the 2006-07 year for the class of 2010) and adjusted for students who have transferred into or out of the district during the years covering grades 9-12.

The Graduation Rate Calculation:

$$\frac{\text{Number of students graduating within four years or prior with a high school diploma during the 2011-2012 school year}}{(\text{Number of students beginning 9th grade in 2008-2009}) + (\text{Number of transfers in}) - (\text{Number of verified transfers out})}$$

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 seventeen years having four unexcused absences from public school in any one month, or ten 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:

$$\frac{\text{Unduplicated count of grade K-12 students who moved into or out of the school or district in Year X}}{\text{Total number of students that were part of the same membership base at any time during Year X}}$$

The Student Stability Rate Calculation:

Unduplicated count of grade K-12 students who remained in the school or district in Year X

Total number of students that were part of the same membership base at any time during Year X

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.

Suspension Rate: The rate is defined as the number of students suspended (may include in-school suspensions, out of school suspensions and classroom suspensions) during the year divided by the student enrollment as of October 1. It is calculated at the school, district and state level as determined by the collection of the Department's Automated Data Exchange system to obtain behavioral incidents and the actions taken. If a student was suspended multiple times within the school year, each time is included in the count.

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 B:
Colorado Dropout Rates by Race/Ethnicity, Gender and Instructional Program

	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
State Total	3.0%	2.9%	2.6%	2.4%	3.8%	4.2%	4.5%	4.4%	3.8%	3.6%	3.1%	3.0%	2.9%
Race/Ethnicity													
American Indian or Alaskan Native	5.2%	4.9%	5.0%	3.8%	6.5%	6.7%	6.8%	7.1%	6.4%	6.8%	5.3%	6.5%	5.4%
Asian	2.3%	2.1%	1.5%	1.5%	3.1%	2.9%	3.1%	2.6%	2.3%	2.2%	1.6%	1.7%	1.6%
Black or African American	3.7%	3.6%	3.0%	3.0%	4.3%	5.4%	6.6%	5.8%	5.5%	5.0%	4.6%	4.4%	4.4%
Hispanic or Latino	5.5%	5.1%	4.6%	4.2%	6.3%	7.5%	8.2%	8.0%	6.6%	6.2%	5.4%	4.9%	4.7%
White	2.3%	2.2%	2.0%	1.7%	2.9%	2.9%	2.8%	2.8%	2.4%	2.3%	2.0%	2.0%	1.9%
Native Hawaiian/Pac. Isle	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	2.9%	3.8%
Two or More Races	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	1.7%	1.7%
Gender													
Male	3.3%	3.2%	2.9%	2.6%	4.2%	4.6%	4.8%	4.7%	4.0%	3.8%	3.4%	3.2%	3.2%
Female	2.7%	2.6%	2.3%	2.1%	3.4%	3.8%	4.0%	4.0%	3.5%	3.4%	2.9%	2.8%	2.7%
Instructional Program Type													
Students with Disabilities	n/r	n/r	n/r	n/r	4.8%	4.4%	5.6%	3.5%	2.8%	2.4%	2.3%	2.2%	2.2%
Limited English Proficient	n/r	n/r	n/r	n/r	5.3%	7.1%	7.7%	9.3%	6.8%	6.7%	6.0%	5.5%	5.1%
Economically Disadvantaged	n/r	n/r	n/r	n/r	4.3%	4.4%	5.0%	5.2%	4.0%	4.1%	3.4%	3.0%	3.2%
Migrant	n/r	n/r	n/r	n/r	4.1%	4.8%	6.1%	8.5%	4.7%	5.2%	4.1%	4.2%	3.5%
Title 1	n/r	n/r	n/r	n/r	4.5%	5.8%	8.9%	7.9%	4.9%	5.3%	4.9%	5.2%	5.7%
Homeless	n/r	n/r	n/r	n/r	9.0%	7.5%	8.7%	9.5%	7.9%	7.5%	7.2%	6.7%	8.5%
Gifted & Talented	n/r	n/r	n/r	n/r	0.8%	0.9%	0.8%	0.8%	0.8%	0.9%	0.7%	0.4%	0.5%

NOTE: The Colorado dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 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.

APPENDIX C: Colorado Graduation Rates by Race/Ethnicity, Gender, and Instructional Program						
	2007	2008	2009	2010*	2011*	2012*
State Total	75.0	73.9	74.6	72.4	73.9	75.4
American Indian	58.9	57.5	59.9	50.1	52.2	57.7
Asian	83.5	82.8	85.7	82.4	81.7	82.9
Black	65.4	64.1	64.3	63.7	64.6	66.2
Hispanic	57.1	55.6	57.8	55.5	60.1	62.5
White	82.0	81.6	82.3	80.2	81.1	82.1
Native Hawaiian or Pacific Islander					74.8	70.1
Two or More Races					82.8	80.4
	2007	2008	2009	2010*	2011*	2012*
State Total	75.0	73.9	74.6	72.4	73.9	75.4
Students with Disabilities	63.7	63.0	64.3	52.0	53.5	53.7
Limited English Proficient	55.4	52.0	53.3	49.2	52.8	53.3
Economically Disadvantaged	63.2	59.3	61.2	58.9	62.2	61.4
Migrant	61.1	58.0	58.3	53.8	60.8	55.7
Title 1	51.7	45.3	45.8	47.8	51.6	52.1
Homeless	51.3	52.3	56.2	48.1	49.7	49.1
Gifted & Talented	93.1	92.2	91.6	92.9	93.7	91.6

*In 2009-10 the graduation rate changed to reflect an 'on-time' cohort rate. Thus, the graduation rates prior to 2009-10 are not directly comparable to those after 2009-10.

APPENDIX D:
Statutory Review and State Moneys Spent on Reducing the Dropout Rates

There are 35 Colorado statutes that pertain to student dropout prevention and intervention. In FY 2011-2012, a total of \$20,400,569 in state funds was allocated to dropout prevention and intervention in conjunction with five of the 35 statutes.

The 2011-2012 digest of bills included in this review:

- S.B. 12-[160](#) - Educational accountability - Colorado state advisory council for parent involvement in education
- H.B. 12-[1013](#) Middle-school grades - interventions - parent involvement.
- H.B. 12-[1043](#) Concurrent enrollment - students who graduate early
- H.B. 12-[1146](#) Concurrent enrollment - dropout recovery programs
- H.B. 12-[1345](#) School finance - base per pupil funding - district total program funding amount - negative factor - charter school capital construction - boards of cooperative services - children with disabilities - early literacy assessment tool - charter school at-risk supplemental aid - assessment tests for students in grades 9 through 12 - school discipline - appropriation

Table lists Colorado Revised Statutes (C.R.S.) by Category and Effective Date

Category: Grants and Programs that Address Dropout Prevention and Student-Engagement			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2011-2012
1. Program for Teen Pregnancy and Dropout Prevention (§ 25.5-603, C.R.S., Effective May 1995) Repeal date: September 1, 2016	<ul style="list-style-type: none"> • Creates a statewide program for teen pregnancy and dropout prevention to serve teenagers who are Medicaid recipients. • Any interested Medicaid provider may apply to the program. An approved local provider must raise 10 percent of the funding from the community, either private or local government sources, in order to draw down the remaining 90 percent in federal funds. • A sunset review was conducted by the Colorado Department of Regulatory Agencies and the findings were reported in October 2010. The report stated that the program successfully fulfilled its intent to prevent teen pregnancies and, consequently, school dropouts. • The program is financed with federal funds, local contributions, and any grants or donations from private entities. No general fund moneys shall be used to finance the program; except that the general assembly may appropriate any moneys necessary for the internal administrative costs of the department for providing expanded program promotion and oversight. • The 2011 appropriation totaled \$386,665, of which, \$38,666 came from local funds and \$347,999 represented federal 	Colorado Department of Health Care Policy and Financing	\$ 0

	funds.		
<p>2. Expulsion Prevention Programs, Part 2 of the School Attendance Law – of 1963</p> <p>(§22-33-201 to 205, C.R.S., Effective April 1996)</p> <p>(§22-54-105, C.R.S., Approved May 2009)</p>	<ul style="list-style-type: none"> Creates the Expelled and At-Risk Student Services (EARSS) grant program to assist in providing educational services to expelled students and at-risk of expulsion students. Reports annually to the house and senate education committees. 2011-2012 evaluation results shows that the program is meeting its intended results: <ul style="list-style-type: none"> 87 percent of at-risk students and 76 percent of expelled students in an EARSS program experienced positive outcomes. Expelled 7-12 grade students in an EARSS program had a lower dropout rate (12.6 percent) when compared to the state rate for alternative schools (20.8 percent). 55 grantees located in 28 counties served 9,471 students and 6,196 parents/guardians An estimated \$9.3 million in PPR was retained by EARSS programs for re-investment in the 2012-13 school year For more information, visit: http://www.cde.state.co.us/DropoutPrevention/p_EARSS.htm 	Colorado Department of Education	\$ 7,343,560
<p>3. Colorado Student Dropout Prevention and Intervention Program - Tony Grampsas Youth Service Program</p> <p>(§ 25-20.5-201 through 205 C.R.S., Effective May 2000)</p>	<ul style="list-style-type: none"> Creates a grant program that supports six funding areas, including early childhood, student dropout prevention, youth mentoring, before- and after-school, restorative justice and violence prevention programs. An evaluation by the Colorado State University shows that the grant program is meeting its intended results to strengthen and foster these factors among participating youth. The evaluation results indicate that participating youth experienced gains in positive attitudes, school performance, resilience, self-esteem, and perceived social support. Reports to 11-member board. In fiscal year 2011-2012, the program funded 104 programs, of which 21 percent represented student dropout prevention programs. The amount directed to these programs totaled \$655,127. Funds are appropriated from the Master Tobacco Settlement in the Long Bill. In FY 2011-2012, funding decreased from the previous year by \$57,081. For more information on evaluation and services, visit: www.tgys.org 	Colorado Department of Public Health and Environment and Child, Adolescent and School Health Unit	\$3,613,049

<p>4. School Counselor Corps Grant Program</p> <p>(§22-91-01, C.R.S., Effective May 2008)</p>	<ul style="list-style-type: none"> • Grant goals: Increase the availability of effective school-based counseling within secondary schools; Raise the graduation rate; Increase the percentage of students who appropriately prepare for and apply to postsecondary education; Elevate the number of students who continue into postsecondary education • Evaluation shows that the grant program is meeting its intended results. The 2011-2012 evaluation report showed that grant-funded schools (when compared to comparable, non-grant recipient schools) experienced higher graduation rates and lower dropout rates. Over the course of the three-year grant period, the cohort of grantees schools experienced lower student-to-counselor ratios and increased the number of college and scholarship applications among their students. • Reports annually to the state legislature and Colorado State Board of Education. • For more information visit: http://www.cde.state.co.us/SecondaryInitiatives/SchoolCounselor_home.htm 	Colorado Department of Education	\$5,000,000
<p>5. Dropout Prevention and Student Engagement</p> <p>(§22-14-101, C.R.S., Approved May 21, 2009)</p>	<ul style="list-style-type: none"> • Creates Office of Dropout Prevention and Student Re-engagement. • Requires identification and assistance to local education providers designated as “Priority Graduation Districts.” • In §22-14-109, C.R.S., creates “Student re-engagement grant program.” • Authorizes CDE to seek gifts, grants and donations to fund activities and grant program. • Requires annual report of dropout prevention and student engagement to Colorado State Board of Education, Governor and the House and Senate Education Committees 	Colorado Department of Education	\$0 Grant Program Unfunded
<p>6. Healthy Choices Dropout Prevention Pilot Program</p> <p>(§ 22-82.3-102, C.R.S., Approved May 21, 2009)</p>	<ul style="list-style-type: none"> • Creates a pilot out-of-school program to enhance academic achievement and physical and mental health of adolescent students to encourage healthy choices and reduce dropout rates. • The objective is to enhance the academic achievement and physical and mental health of adolescent students and thereby improve student attendance and reduce the number of students who fail to graduate from high school. • Authorizes CDE to seek and accept gifts, grants and donations from private or public sources for the program. • After implementation requires report to the Education and 	Colorado Department of Education	Unfunded

	the Health and Human Services Committees of the General Assembly concerning the activities carried out under the program and the effectiveness of the program.		
<p>7. Educational Success Task Force</p> <p>(§ 22-7-1103, C.R.S., Approved May 23, 2011)</p>	<ul style="list-style-type: none"> Creates the educational success task force that will include legislative members appointed by leadership in the Senate and the House of Representatives and members from the education sector appointed jointly by the state board of education and the Colorado commission on higher education. Will review the junctures within a student's academic career at which intervention education services are critical to the student's success; best practices and strategies for providing intervention education services at the elementary and secondary education levels and remedial education at the postsecondary level; the use of the individual career and academic plans; alternative strategies to social promotion; and potential changes to rules, guidelines, and statutes to improve the use of intervention education services at the elementary and secondary levels and remedial education at the postsecondary level, as per § 22-7-1104, C.R.S. Will submit a first report of its findings and recommendations to the state board and the commission by July 1, 2012, and may submit a second report prior to July 1, 2013. The task force is repealed, effective July 1, 2013, specified in §22-7-1105, C.R.S. 	Facilitated by the Legislative Council	Unfunded
Category: Parental Involvement			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2011-2012
<p>8. Parent involvement in education grant program</p> <p>(§ 22-7-305, C.R.S., Effective August 5, 2009)</p>	<ul style="list-style-type: none"> Creates the parent involvement in education grant program (program) to provide moneys to public schools to increase parent involvement in public education and authorizes CDE to seek and accept gifts, grants and donations from private or public sources for the program. To be eligible to receive a grant, a public school shall meet one or more conditions, including but not limited to, "The dropout rate for the public school for each of the three academic years immediately preceding application exceeded the state average dropout rate for each respective year." 	Colorado Department of Education	Unfunded

	<ul style="list-style-type: none"> • After implementation, requires annual report to the Colorado State Advisory Council for Parent Involvement in Education. 		
9. Notice to parent of dropout status (§ 22-14-108, C.R.S., Approved May 21, 2009)	<ul style="list-style-type: none"> • Requires local education providers to adopt and implement policies and procedures to notify a student's parent if the student drops out of school, even if the student is not subject to the compulsory attendance requirement. • The intent is to convey the long-term ramifications of dropping out of school to encourage student re-engagement. • Repealed parental notice of dropout status (§ 22-33-107.1, C.R.S.) which only required notification if the student was subject to the compulsory attendance requirement specified in § 22-33-104, C.R.S. 	No specific oversight charged to Colorado Department of Education	\$0
10. Parental Involvement in K-12 Education Act (§ 8-13.3-103, C.R.S., Approved June 1, 2009)	<ul style="list-style-type: none"> • Statute is in Chapter 340, Labor and Industry, and does not include reporting requirements. • Allows leave for involvement in academic activities if certain requirements are met: <ul style="list-style-type: none"> ◦ An employee is entitled to take leave, not to exceed six hours in any one-month period and not to exceed 18 hours in any academic year, for the purpose of attending an academic activity for or with the employee's child. ◦ In the alternative, an employer and employee may agree to an arrangement allowing the employee to take paid leave to attend an academic activity and to work the amount of hours of paid leave taken within the same work week. 	No specific oversight charged	\$0
11. Colorado State Advisory Council for Parent Involvement in Education (§ 22-7-303, C.R.S., Effective August 5, 2009 Amended Effective May 24, 2012)	<ul style="list-style-type: none"> • Creates the state advisory council for parent involvement in education at CDE. • The council shall assist CDE in implementing the parent involvement grant program and provide advice to recipient schools, per §22-7-305, C.R.S. • Makes changes to school district accountability committees and seeks to increase parent representation on decision-making boards and school district accountability committees. • Reporting requirement tied to grant program. • SB-12-160 passed to amend provisions concerning the membership of the council appointed by the state board of education. 	Colorado Department of Education	\$0
12. Concerning	<ul style="list-style-type: none"> • HB 12-1013 directs school districts and Institute of charter 	No specific	\$0

<p>Intervention for Middle Grade Students</p> <p>(§ 22-32-118.5 and 22-30,5-523 C.R.S., Effective August 8, 2012)</p>	<p>schools to consider adopting procedures by which the public schools of the school district use available data to identify and provide intervention services to students in grades 6 through 9 who are exhibiting behaviors that indicate the students are at increased risk of dropping out of school.</p> <ul style="list-style-type: none"> • If the school district or institute charter school that adopts the procedures identifies a student who is at increased risk of dropping out of school, it must notify the student's parent and explain the interventions it intends to implement. The parent may approve or reject the interventions, and, following approval, may direct the school district or institute charter school to terminate the interventions at any time. A parent may contact a school district or institute charter school and request interventions for his or her child 	<p>oversight charged to Colorado Department of Education</p>	
<p>Category: Postsecondary and Workforce Readiness</p>			
<p>Titles/Statutes</p>	<p>Description (Purpose, Reporting and Outcomes)</p>	<p>State Agencies Responsible</p>	<p>State Funds Allocated 2011-2012</p>
<p>13. Preschool to Post-secondary Education Alignment Act</p> <p>S.B. 08-212</p>	<ul style="list-style-type: none"> • Ensuring that a student who enters school ready to succeed and achieves the required level of proficiency on standards as he or she progresses through elementary and secondary education will have achieved postsecondary and workforce readiness upon graduation from high school • It requires various state education agencies to collaborate to create a seamless system of public education standards, expectations and assessments. 	<p>Colorado Department of Education</p>	
<p>14. Individual Career and Academic Plans</p> <p>(§22-32-109; §22-2-136(1); 22-30.5-525, C.R.S. Effective May 2009. Amended by HB 12-1043, effective August 8, 2012</p>	<ul style="list-style-type: none"> • Ensures that each public school shall assist each student and his or her parent or guardian to develop and maintain the student's individual career and education plans (ICAP) no later than the beginning of 9th grade, but may assist prior to the 9th grade. • A plan shall be designed to assist a student in exploring the postsecondary career and educational opportunities available, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid, and ultimately entering the workforce. • HB 12-1043 - Under the act, each public school and Institute of charter school, in developing an individual career and academic plan for each student, will inform the 	<p>Colorado Department of Education</p>	<p>\$0</p>

<p>and HB 12-1345, effective)</p>	<p>student and the student's parent or legal guardian concerning concurrent enrollment and, at the student's or parent's or legal guardian's request, assist the student in course planning to enable him or her to concurrently enroll.</p> <ul style="list-style-type: none"> • HB 12-1345 mandates that each public school, including each charter school, must assist each student and his or her parent in creating and maintaining an individual career and academic plan (ICAP) by ninth grade. The school will work with the student to use the ICAP to guide course selections and performance expectations with the goal of ensuring that the student demonstrates postsecondary and workforce readiness upon graduation at a level that enables the student to progress toward his or her postsecondary goals, as identified in the ICAP, without needing remedial educational services. • If the school district or charter school that the student attends chooses to administer the basic skills tests, each student's ICAP will include the student's scores on the basic skills tests and the student's intervention plan, if any. 		
<p>15. Accelerating Students through Concurrent Enrollment (§22-35-101, C.R.S. et seq., Added 2009)</p>	<ul style="list-style-type: none"> • The ASCENT program permits eligible students to participate in a “fifth year” of high school while concurrently enrolled in college. • Funded by per pupil revenue 	<p>Colorado Department of Education</p>	<p>\$4,443,980</p>
<p>16. Community colleges – dropout recovery programs (§22-32-109.5, C.R.S. et seq., Effective May 17, 2012)</p>	<ul style="list-style-type: none"> • HB 12-1146 authorizes a community college, including a junior district college, to agree with a local education provider to create a dropout recovery program through which a student who has dropped out of high school or who is at risk of dropping out of high school can concurrently enroll in the community college and the local education provider to complete his or her high school graduation requirements. The student attends classes exclusively at the community college, and all of the credits he or she earns count toward high school graduation. The dropout recovery program differs from the usual concurrent enrollment program with regard to the student's age and the number and type of course credits authorized. • The community college and the local education provider enter into an agreement that specifies many aspects of the dropout recovery program, including the tuition rate the 	<p>No specific oversight charged to Colorado Department of Education</p>	

	<p>local education provider will pay on the student's behalf, which rate cannot exceed the student's share of tuition at a community college. The local education provider will include the student in its pupil enrollment, and the community college, and the local education provider may include additional financial provisions in the agreement.</p>		
<p>17. Basic skills placement or assessment tests – intervention plans</p> <p>(§22-20.5-117 C.R.S. et seq., Effective May 17, 2012)</p>	<ul style="list-style-type: none"> • HB 12-1345 - Assessment tests for students in grades 9 through 12. The general assembly recognizes the federal high school testing requirements; recognizes that most states have adopted the common core state standards in mathematics and English language arts; and states its intent and expectation that ACT, Inc., will reconfigure the ACT to align with the common core state standards and thereby enable the states to administer the ACT as the statewide high school assessment that meets the federal high school testing requirements. • Starting in the 2012-13 school year, each school district and each charter school that includes grades 9 through 12 may administer to students in those grades the basic skills placement or assessment tests (basic skills tests) that the community colleges use for first-time freshman students. The school district or charter school will receive state funding to reimburse the district or charter school for one administration per student of all of the basic skills test units. If indicated by a student's scores, the school will create an intervention plan for the student to ensure that the student receives the classes and other educational services necessary for the student to demonstrate postsecondary and workforce readiness at graduation at a level that allows the student to advance toward his or her identified postsecondary goals without needing remedial educational services. The school, the student and the student's parent may agree to concurrently enroll the student in basic skills courses at an institution of higher education if the student is in twelfth grade. • When adopting the criteria for endorsed high school diplomas, the state board will establish the criteria for demonstrating postsecondary and workforce readiness at various levels that reflect the postsecondary education options available to students. The beginning date on which schools and school districts will be held accountable for the number of students who receive endorsed high school diplomas is changed because the criteria for issuing endorsed high school diplomas are not yet adopted. 	<p>Colorado Department of Education</p>	<p>No funding in this reporting period 2011-12. Funds allocated in FY 2012-13</p>

	<ul style="list-style-type: none"> Subject to available appropriations, the department will allocate moneys to school districts and charter schools to reimburse them for the costs of administering the basic skills tests. 		
Category: Student Safety and Discipline			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2011-2012
18. Bullying Prevention and Education Grant Program (§22-93-102, C.R.S., Effective May 13, 2011)	<ul style="list-style-type: none"> Creates the school bullying prevention and education grant program in the department of education to allow a public school, a facility school or a collaborative group of public schools or facility schools to apply for grants to fund programs to reduce the frequency of bullying incidents. The department shall solicit and review applications from public schools and facility schools for grants. Applying certain minimum criteria, the department may award grants for periods of one to three years (§ 22-93-103, C.R.S.) The department shall submit annually to the state board of education and to the Education Committees of the Senate and House of Representatives, or any successor committees, a list of program statistics (the data being gathered from the reports grantee schools are required to submit to the department of education.) Each grant recipient shall report to the department concerning the effectiveness of the programs that are funded by grants from the program. (§ 22-93-103, C.R.S.) The state board shall promulgate rules for the administration of the program. (§ 22-93-104, C.R.S.) The school bullying prevention and education cash fund is established in the state treasury. The department may seek, accept and expend gifts, grants and donations from public and private sources to fund the program. (§ 22-93-105, C.R.S.) Requires district charter schools and institute charter schools to adopt and implement policies concerning bullying prevention and education. (§ 22-30.5-116, C.R.S.) 	Colorado Department of Education	Unfunded
19. School Discipline Legislative Task Force (§22-33-11,	<ul style="list-style-type: none"> Creates a legislative task force that consists of 6 legislative members and up to 10 additional members who have knowledge and experience in the areas of school discipline and juvenile justice and who represent various constituencies. The task force will study and assess: current school 	No specific oversight designated	\$0

<p>C.R.S., Approved May 23, 2011)</p>	<p>discipline practices and statutes concerning zero-tolerance practices in schools; the use of law enforcement sanctions for school-based behaviors in elementary and secondary public schools; and the interaction of school discipline practices with the juvenile justice system.</p> <ul style="list-style-type: none"> • The task force will review available, non-identifying data collected by the department of education, school districts or law enforcement agencies and may solicit information from national policy and research organizations. • The task force will hold at least 4 public meetings during the 2011 legislative interim. • The task force will report its findings and recommendations for legislation to the legislative council by November 15, 2011. • The task force is repealed, effective July 1, 2012. 		
<p>20. Safe school plan – conduct and discipline code – safe school reporting requirements</p> <p>(§22-32-109.1, C.R.S., Approved May 19, 2012)</p>	<ul style="list-style-type: none"> • HB 12-1345, section on school discipline amends the statutory grounds for suspension or expulsion of a student to increase the discretion of school administrators and school district boards of education (local boards). The only circumstances under which expulsion remains mandatory are those that involve a student who is found to have brought a firearm to school or possessed a firearm at school. Each school district is encouraged to consider each of many specific factors before suspending or expelling a student, including the student's age, the student's disciplinary history, whether the student has a disability, the seriousness of the student's violation, whether the student's violation threatened the safety of any student or staff member, and whether a lesser intervention would properly address the student's violation. 	<p>Colorado Department of Education</p>	
<p>21. School Resources Officer Training</p> <p>(§24-31-312, C.R.S., Approved May 19, 2012)</p>	<ul style="list-style-type: none"> • Per HB 12-1345 - On or before January 1, 2014, the peace officer standards and training (P.O.S.T.) board shall identify a training curriculum to prepare peace officers to serve as school resource officers (SROs). To the extent practicable, the training curriculum must incorporate the suggestions of relevant stakeholders. The training curriculum must include a means of recognizing and identifying peace officers who successfully complete the training curriculum. 	<p>P.O.S.T Board</p>	
<p>22. Reporting of criminal proceedings involving</p>	<ul style="list-style-type: none"> • Per HB 12-1345 - On or before August 1, 2013, and on or before each August 1 thereafter, the district attorney of each judicial district, or his or her designee, shall report to the division of criminal justice certain information about 	<p>Division of Criminal Justice</p>	

<p>public school students</p> <p>(§20-1-113, C.R.S., Approved May 19, 2012)</p>	<p>offenses alleged to have been committed by a student that have occurred on school grounds within the judicial district during the preceding 12 months.</p> <ul style="list-style-type: none"> The division shall receive the information reported to the division by law enforcement agencies and by district attorneys and provide the information, as submitted to the division, to any member of the public upon request in a manner that does not include any identifying information regarding any student. If the division provides the information to a member of the public, the division may charge a fee to the person. The fee shall not exceed the direct and indirect costs incurred by the division in providing the information. 		
Category: Truancy and School Attendance			
Titles/Statutes	Description (Purpose, Reporting and Outcomes)	State Agencies Responsible	State Funds Allocated 2011-2012
<p>23. School Attendance Law of 1963 - Truancy Court</p> <p>(§19-1-104, C.R.S., Effective June 1, 2001)</p>	<ul style="list-style-type: none"> Not evaluated for effectiveness. Allows a criminal justice agency investigating a matter under the "School Attendance Law of 1963" to seek, prior to adjudication, disciplinary and truancy information from the juvenile's school. Clarifies the juvenile court has enforcement power for violations of any orders it makes under the "School Attendance Law of 1963." 	Colorado Judicial Branch Division of Planning and Analysis tracks referrals to Truancy Court	\$0
<p>24. Truancy Court Sanctions</p> <p>(§22-33-108(7)(a-b), C.R.S., Effective April 12, 2002)</p>	<ul style="list-style-type: none"> Not evaluated for effectiveness. Allows the court to impose juvenile incarceration in a juvenile detention facility for violating a valid court order under the "School Attendance Law of 1963" pursuant to any rules promulgated by the Colorado Supreme Court. 	No specific oversight designated but monitored by Colorado Divisions of Juvenile Justice	\$0 However, impacts annual court costs and expense of detention
<p>25. Truancy Court</p> <p>(§22-33-108(7)(a-b), C.R.S., Effective March 31, 2006)</p>	<ul style="list-style-type: none"> Not evaluated for effectiveness. Requires conforming changes to federal law. Removes the phrase "physically secure" from the definition of "temporary holding facility." Defines "status offense" as it is defined in federal law. Clarifies that juveniles held in adult facilities shall be segregated by sight and sound. 	No specific oversight designated Compliance with C.R.J.P. rule 3.8	\$0 However, helps secure funding from Office of

	<ul style="list-style-type: none"> • Creates a civil penalty for a jailer who violates the sight and sound provisions. • Prohibits a juvenile court from ordering a juvenile to enter an adult facility as a disposition for an offense or as a means of modifying the juvenile offender’s behavior. • Prohibits a juvenile alleged to have committed a status offense or convicted of status offense from being held in a secure setting. • Requires a juvenile court to follow C.R.J.P. rule 3.8 in truancy cases. Rule 3.8. Status Offenders - Juveniles alleged to have committed offenses which would not be a crime if committed by an adult (i.e., status offenses), shall not be detained for more than 24 hours excluding non-judicial days unless there has been a detention hearing and judicial determination that there is probable cause to believe the juvenile has violated a valid court order. A juvenile in detention alleged to be a status offender and in violation of a valid court order shall be adjudicated within 72 hours exclusive of non-judicial days of the time detained. A juvenile adjudicated of being a status offender in violation of a valid court order may not be disposed to a secure detention or correctional placement unless the court has first reviewed a written report prepared by a public agency which is not a court or law enforcement agency. Nothing herein shall prohibit the court from ordering the placement of juveniles in shelter care where appropriate, and such placement shall not be considered detention within the meaning of this rule. 	monitored by Colorado Divisions of Juvenile Justice	Juvenile Justice and Delinquency Prevention
26. Truancy proceedings (§13-1-127, C.R.S., Effective March 22, 2007)	<ul style="list-style-type: none"> • Not evaluated for effectiveness. • Allows authorization of employees of the school district to represent the district in truancy proceedings, even though the employee is not an attorney. • No reporting required. 	No specific state oversight designated	\$0
27. Truancy enforcement (§22-33-107, C.R.S., Updated 2007)	<ul style="list-style-type: none"> • Not evaluated for effectiveness. • Requires school district to have policy for a truancy plan with the goal of assisting the child to remain in school. • No reporting required. 	No specific state oversight designated	\$0
28. School Attendance Act – Compulsory	<ul style="list-style-type: none"> • Amends compulsory school attendance law and requires that each child between the ages of six and 17 shall attend public school unless otherwise excused. • It is the obligation of every parent to ensure that every 	No specific state oversight designated	\$0

<p>School Attendance</p> <p>(§22-33-104, C.R.S., Effective July 1, 2008)</p>	<p>child under the parent’s care and supervision between the ages of six and 17 be in compliance with this statute.</p>		
<p>29. Standardizing Truancy Reporting and Expanding the Resources</p> <p>(§ 22-33-104, C.R.S., Effective August 2008)</p>	<ul style="list-style-type: none"> • Adds requirement for reporting of unexcused absences - services for truant students. • Requires the Colorado State Board of Education to adopt guidelines for the standardized calculation of unexcused absences of students from school. • Requires a school district to report annually to the department of education concerning the number of students who are habitually truant. • Requires the department to post this information on the internet. • Effectiveness not yet assessed. 	<p>Colorado Department of Education</p>	<p>\$0</p>
<p>30. Initiating Court Proceedings to Compel a Minor to Attend School</p> <p>(§22-33-108, C.R.S., approved March 25, 2011)</p>	<ul style="list-style-type: none"> • The initiation of court proceedings against a truant minor to compel compliance with the compulsory attendance statute shall be initiated by a school district as a last-resort approach, to be used only after the school district has attempted other options for addressing truancy that employ best practices and research-based strategies to minimize the need for court action and the risk of detention orders against a child or parent. 	<p>No specific state oversight designated</p>	<p>\$0</p>
<p>Category: Requirements and Regulations</p>			
<p>Titles/Statutes</p>	<p>Description (Purpose, Reporting and Outcomes)</p>	<p>State Agencies Responsible</p>	<p>State Funds Allocated 2011-2012</p>
<p>31. Dropout Rate Data Reporting Requirements</p> <p>(§22-2-114.1, C.R.S., Approved June</p>	<ul style="list-style-type: none"> • For the purposes of school district record keeping, a "dropout" means a person who leaves is the subject of notification to a school or school district that such person has left or will leave school for any reason, or such person has been absent from class for six consecutive weeks or more in any one school year, except for reasons of expulsion, excused long term illness, or death, before completion of a high school diploma or its equivalent and who does not transfer to another public or private school or 	<p>Colorado State Board of Education</p>	<p>\$0</p>

<p>1, 1999)</p> <p>(§22-2-114.1, C.R.S., Approved June 10, 2010)</p>	<p>enroll in an approved home study program or in an on-line program pursuant to §22-33-104.6. Students who are in attendance in an educational program at the end of such school year shall not be reported as dropouts by the school district to the department.</p> <ul style="list-style-type: none"> • Repeals the requirement that the state board calculates the number of students who obtain a high school diploma after reaching 21 years of age. • Repeals the specific definition of "dropout." • Clarifies the circumstances under which the education data advisory committee may identify a data reporting request as mandatory, required to receive a benefit, or voluntary. The EDAC will review the processes and timing for collecting student demographic data and recommend to the state board procedures for efficiently updating the data as necessary. • §22-2-304, C.R.S., repeals several data reporting requirements (§22-32-110 (1) (bb), §22-37-106, and §22-38-110, C.R.S.), including data from the in-home or in-school suspension grant program 		
<p>32. Exchange of Information Concerning Children – (Criminal Justice Agencies, Schools and School Districts, Assessment Centers for Children)</p> <p>(§19-1-302, C.R.S., Effective April 7, 2000)</p>	<ul style="list-style-type: none"> • Authorizes an exchange of information among schools and school districts and law enforcement agencies. Allows any criminal justice agency or assessment center for children to share any information or records, that rise to the level of a public safety concern except mental health or medical records, that the agency or center may have concerning a specific child with the principal of the school at which the child is or will be enrolled as a student and the superintendent of such school district, or with such person's designee. • Allows a criminal justice agency or assessment center for children to share with a principal or superintendent any records, except mental health or medical records, of incidents that do not rise to the level of a public safety concern but that relate to the adjudication or conviction of a child for a municipal ordinance violation or that relate to the charging, adjudication, deferred prosecution, deferred judgment, or diversion of a child for an act that, if committed by an adult, would have constituted misdemeanor or a felony. • Requires the information provided to be kept confidential. Directs the principal of a school, or such person's designee, to provide disciplinary and truancy information concerning a child who is or will be enrolled as a student at the school to a criminal justice agency investigating a criminal matter 	<p>No specific state oversight designated</p>	<p>\$0</p>

	that involves the child. Requires the criminal justice agency to maintain the confidentiality of the information received.		
<p>33. Definition High Risk – Alternative Campus</p> <p>(§22-7-604.5, C.R.S., Effective April 20, 2004)</p> <p>(§22-11-204, C.R.S. and §22-7-604.5, C.R.S., Approved May 2009)</p> <p>(§22-7-604.5 (1) (a) (VI) and §22-7-604.5 (1.5) (i), C.R.S., Approved April 2010)</p> <p>(§22-7-604.5 (1.5) (n) and §22-7-604.5 (2) (a), C.R.S., Approved June 2011)</p>	<ul style="list-style-type: none"> • The legislation defines the criteria for identifying “high risk student” when applying to be designated an alternative campus. Includes, but not limited to, a student enrolled in a secondary school that has dropped out of school or has not been continuously enrolled and regularly attending school for at least one semester prior to enrolling in his or her current school. Also may include a student who has been expelled from school or engaged in behavior that would justify expulsion. • Amended in May 2009 by SB 09-163 in the following ways: <ul style="list-style-type: none"> ○ Postsecondary and Workforce Readiness performance measures (including dropout rate) included in district accreditation. ○ Established alternative accountability measures for alternative education campuses (levels of attainment on the performance indicators). ○ School must communicate alternative education campus performance to parents and the public. • Amended in April 2010 by S.B. 10-154 in the following ways: <ul style="list-style-type: none"> ○ The criteria that a public school must meet to be designated as an alternative education campus will now include schools that serve a population in which more than 95% of the students have either an individual education plan or meet the definition of a high-risk student. ○ Expanded the definition of "high-risk student" to include a migrant child, a homeless child, and a child with a documented history of serious psychiatric or behavioral disorders. • Amended in June 2011 by H.B. 11-1277 in the following ways: <ul style="list-style-type: none"> ○ Removes references to specific dates for the application process for a school to apply to be designated as an alternative education campus. ○ Expanded the definition of "high-risk student" to include those students who are over traditional school age or lack adequate credit hours for his or her age. 	Colorado Department of Education	\$0
<p>34. Successful Transitions Back to the</p>	<ul style="list-style-type: none"> • Requires the Department of Human services to provide written notification to the child welfare education liaison of the applicable school district or institute charter school 10 	Colorado Department of Human	\$0

<p>Public School System for Students in Out-of-Home Placement Who Have Demonstrated Detrimental Behavior.</p> <p>(§22-2-139, C.R.S., Approved May 25, 2010)</p>	<p>calendar days prior to enrollment of a student who is transferring from a state-licensed day treatment facility, facility school, or hospital and has been determined by one of those entities or the court to present a risk to himself or herself or the community within the previous 12 months.</p> <ul style="list-style-type: none"> • The Department of Human Services and the Department of Education are required to enter into a memorandum of understanding that includes but is not limited to: a consistent and uniform approach to sharing medical, mental health, sociological, and scholastic achievement data about students between a school district, charter school, or institute charter school and the county department of social services; a plan for utilizing existing state and federal data and any existing information-sharing activities; a plan for determining accountability and collecting data concerning the implementation of notifications and invitations, the sharing of information, and the number of emergency placements that occur; a process for determining information sharing and collaboration for placement of students. • Per §22-32-138 (2) (a), C.R.S., the child welfare education liaison for each school district and the state charter school institute is given the additional responsibility of being included in and participating with any interagency collaboration teams or threat assessment teams. 	Services and Colorado Department of Education	
<p>35. Educational Services for Juveniles Held in Jail</p> <p>(§22-32-141, C.R.S., Effective May 25, 2010)</p>	<ul style="list-style-type: none"> • Requires a school district to provide educational services for up to 4 hours per week during the school year to a juvenile who is held, pending trial as an adult, in a jail located within the school district. • Outlines parameters for when a school district does have to provide the services. • Moneys to pay the per pupil amount for juveniles who are not included in pupil enrollment and to pay the daily-rate reimbursement for the 2010-2011 fiscal year are appropriated from the read-to-achieve fund, per §19-2-508, C.R.S. 	Colorado Department of Education	\$0

ENDNOTES

¹ US Bureau of the Census, 2006

² Sum, Andrew; Khatiwada, Ishwar; and McLaughlin, Joseph, "The consequences of dropping out of high school: joblessness and jailing for high school dropouts and the high cost for taxpayers" (2009). *Center for Labor Market Studies Publications*. Paper 23. <http://hdl.handle.net/2047/d20000596>

³ Ibid.

⁴ National Coalition for the Homeless. (August 2007). NCH Fact Sheet #10. Washington, DC. <http://www.nationalhomeless.org>.

⁵ Chang, H. N. & Romero, M. (2008). Present, engaged, and accounted for: The critical importance of addressing chronic absence in the early grades. New York: National Center for Children in Poverty.

⁶ Mac Iver, M.A., Balfanz, R., & Byrnes, V. (2009). Understanding the Dropout Problem and

Mobilizing to Meet the Graduation Challenge. Denver, CO: Donnell-Kay Foundation and Piton Foundation. Retrieved from <http://www.coloradokids.org>.

⁷ Mac Iver, M. A. & Mac Iver, D. J. (2009). Beyond the indicators: An integrated school-level approach to dropout prevention. Arlington, VA: The Mid-Atlantic Equity Center, The George Washington University Center for Equity and Excellence in Education.

⁸ Adelman, H.S., & Taylor, L. (2006). *The implementation guide to student learning supports in the classroom and schoolwide: New directions for addressing barriers to learning*. Thousand Oaks, CA: Corwin Press.