COLORADO
Department of Education

2021-22 State Policy Report: Dropout Prevention and Student Re-engagement

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

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

March 2023

Table of Contents

Executive Summary

One of Colorado Department of Education's (CDE) five strategic plan goals is that "Students graduate high school with knowledge, skills and experience needed for college and career success." Students who are able to attain this goal have the potential for better life outcomes and have choices as they graduate high school. This report provides an overview of key metrics that provide an indication of progress towards this goal and information about initiatives across the state intended to improve these outcomes.

Outcome overview
Outcome data from the 2021-2022 school year show that Colorado high school graduation and completion rates increased to their highest rate in Colorado history during the 2021-2022 school year. After a decline in graduation rate in 2020-2021, the four-year graduation rate for the Class of 2022 was 82.3 percent, a 0.6 percentage point increase from the previous year and a 9.9 percentage point increase from 2010. This increase occurred during the first year of full implementation of the Graduation Guidelines and the reporting to CDE of which of the options each student met.

As has been the case in previous years, outcome data for prior classes shows that additional students meet graduation expectations in five, six, and seven years. For instance, the class of 2019 had a four-year graduation rate of 81.1 percent. By the end of the 2021-2022 school year, the seven-year rate for the class of 2019 had risen to 87.2 percent.

However, in contrast to previous years, the improvements in graduation rate were not mirrored in other outcomes included in this report. There were additional signs of disengagement from learning and school in the 2021-2022 school year including higher dropout rates, lower attendance, and higher numbers of behavior incidents. While understanding what this means about student engagement is complicated, given that we had public health quarantines in place throughout the past 2.5 years where students were encouraged to stay at home when they are sick, it points to more disrupted learning than in previous years.

- The dropout rate, 2.2 percent in the 2021-2022 school year, also increased by 0.4 percentage points making it equal to the dropout rate in 2017-2018. This is the largest increase in the Colorado dropout rate since it began falling in the 2009-2010 school year.
- There was a 1.7 percentage point decrease in the attendance rate from 2020-2021 school year, with students attending 90.2 percent of possible days.
- Chronic absenteeism rose in 2021-22, with nearly 100,000 more cases than the year prior and more than 1 in every 3 Colorado students missing more than 10 percent of the school year.
- Behavior incidents rose in 2021-2022 after a massive drop in 2020-2021 that was at least partially due to the suspension of in-person learning for many students. However, incidents rose to the highest level in the past five years and the differences between racial and ethnic groups increased with Black and American Indian students involved in behavior incidents at much higher rates than Asian and White students.

Historically, students living in poverty, students of color, and students with disabilities have graduated at lower rates and dropped out or disengaged at higher rates. Colorado statistics show that minority male students, students of color, youth experiencing homelessness, and those in foster care experience disproportionate rates of graduation, dropout, and school disciplinary actions. While there was some reduction of gaps between student groups and overall state averages in graduation and completion rates, persistent and large gaps remain.

This trend in graduation, completion, and dropout rates for identified student groups is similar to trends seen across the nation.[4]

Support efforts
During the 2021-2022 school year, districts worked tirelessly to present students with highly engaging learning opportunities and to provide targeted support for students who showed early or ongoing signs of disengagement. During the 2021-2022 year, many districts and CDE used Elementary and Secondary School Emergency Relief (ESSER) funds to support these efforts, including for high dosage tutoring, additional counseling support, expanding engaging learning opportunities, among other strategies.

CDE's efforts directly focused on improving engagement outcomes are organized around the Colorado Dropout Prevention Framework, an evidence-based framework. The framework outlines strategies for a strong foundation for rigorous and relevant coursework and development of systems to support students who need more attention to reach their full potential. During the 2021-2022 school year, CDE managed $12,957,283 in grant funding to districts, BOCES, and facility schools who served over 14,000 students within grant programs directly focused on dropout prevention and intervention efforts.

While it is not possible to predict precisely how post-pandemic student outcome data will evolve in the years to come, this year may provide some indication. While the 2021-2022 graduation rate rose again after its first decline in over 10 years in 2020-2021, this improvement was not seen in other measures. Both the dropout rate and rate of chronic absenteeism rose, and there was a rise in behavior incidents, although unexcused absences did not rise. These trends might continue in future graduation and completion rates if students do not re-engage fully and accelerate progress before anticipated graduation years. Even with some of these declines, there are examples of districts and schools maintaining or improving outcomes in 2021-2022, and many schools and districts that were able to organize and support efforts to keep kids engaged at high levels and provide additional targeted acceleration opportunities.

Reporting Requirements
State law requires the Office of Dropout Prevention and Student Re-engagement to complete an annual report on reducing the student dropout rate, increasing the high school graduation and completion rates, and improving student engagement. This report was prepared in accordance with state statute, section 22-14-111, C.R.S, for the 2021-2022 school year. Data included in this report were pulled from the 2021-2022 Student End-of-Year Snapshot, Student October Snapshot, and the School Discipline and Attendance collection.

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

Four-Year Graduation and Completion Rates

The Colorado Department of Education (CDE) collects and publicly reports graduation, completion, and still-enrolled rates (available at [Graduation Statistics](#)). *See [Appendix A](#) for a definition of graduation rates and completion rates.*


How was it calculated?

Class of 2022 Four-Year Graduation Rate = Number of students in the 2021-22 Anticipated Year of Graduation (AYG) cohort receiving a regular diploma **DIVIDED BY** number of students entering from ninth grade plus number of transfers in minus number of verified transfers out

Class of 2022 Four-Year Completion Rate = Number of students in 2021-22 AYG cohort receiving a regular diploma + those completing with a non-diploma certificate or High School Equivalency Diploma **DIVIDED BY** number of students entering from ninth grade plus number of transfers in minus number of verified transfers out.

Class of 2022 Four-Year Graduation Rate

The Class of 2022 achieved a four-year graduation rate of 82.3 percent. Out of the 68,356 students counted in the 2022 graduating cohort, 56,284 students met their local graduation requirements to receive a high school diploma within four years. Compared to the previous year, Colorado's four-year graduation rate increased 0.6 percentage points. This is a 9.9 percentage point increase in four-year graduation rates since 2010, which is the year CDE began reporting an adjusted cohort rate.

*See **Chart 1** for the four-year graduation rates from 2010 to 2022.*
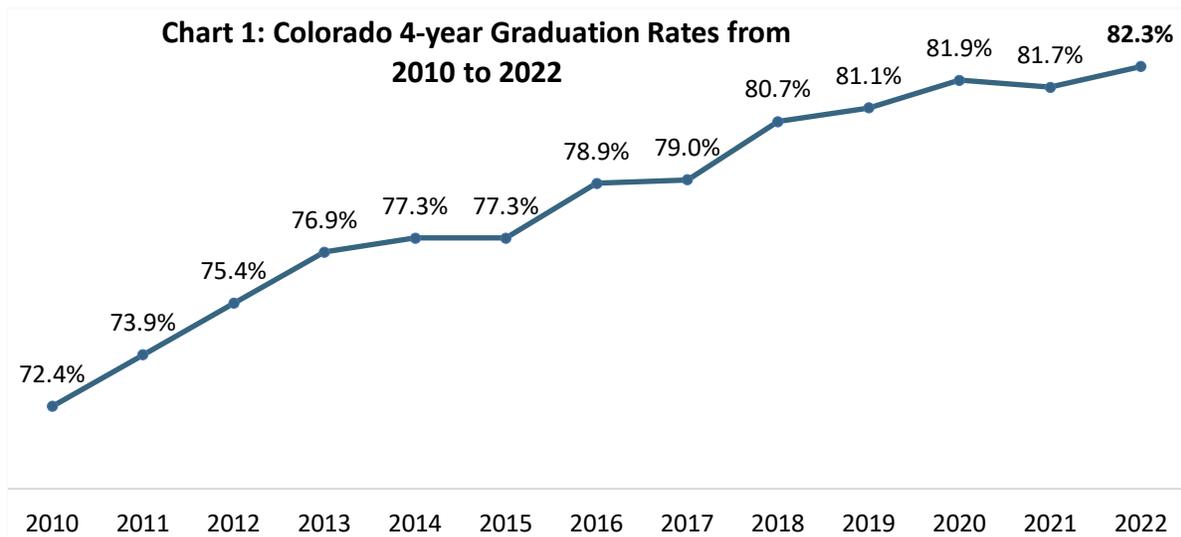
Chart 1: Colorado 4-year Graduation Rates from 2010 to 2022

Year	Rate
2010	72.4%
2011	73.9%
2012	75.4%
2013	76.9%
2014	77.3%
2015	77.3%
2016	78.9%
2017	79.0%
2018	80.7%
2019	81.1%
2020	81.9%
2021	81.7%
2022	82.3%

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

*Note: Starting in 2018, graduation rates included ASCENT and P-TECH students who were still enrolled but met graduation requirements. In the 2015-16 school year, CDE automated the process districts use to remove duplicate records, which improved the accuracy of graduation and completion rates. In prior years, it was possible for students to remain in the graduation base of a school or district even though they had later enrolled elsewhere in Colorado. This enhancement prevented such duplications in the 2015-16 calculation and subsequent years. In the 2020-2021 school year, students with disabilities who had met graduation requirements but were returning for transition services were able to be counted as graduates for the first time, potentially leading to a slightly higher graduation rates for these students in subsequent school years.

Class of 2022 Four-Year Completion Rate

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

- General Educational Development (GED) test
- High School Equivalency (HiSET) test.

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

The Class of 2022 achieved a four-year completion rate of 84.1 percent. Out of the 68,356 students counted in the 2022 graduating cohort, 57,456 students completed high school. This includes the 56,284 individuals who met graduation requirements and the 1,172 who received a high school equivalency diploma or other designation of high school completion. This is consistent with trends over the past 10 years, with a similar percentage of expected graduates consistently meeting completion expectations.

Graduation Guidelines

The 2021-22 school year was the first year of full implementation of graduation guidelines after a delay of one year granted by the State Board of Education due to impacts of the pandemic. Originally passed into statute in 2014, graduation guidelines have two purposes. The first is to articulate Colorado's shared beliefs about the value and meaning of a high school diploma. The second is to outline the minimum components, expectations, and responsibilities of local districts and the state to support students in demonstrating their readiness for the next step after high school.

Every Local Educational Agency (LEA) in Colorado was required to adopt a policy indicating which of the measures from the approved [Menu of Options](#) would be accepted as a graduation requirement in their district.

This year, districts reported the measure(s) for each student who graduated or completed high school in 2022 from the Anticipated Year of Graduation (AYG) 2021 and AYG 2022 cohorts. In the first year of data collection, districts reported students meeting expectations through SAT scores most frequently. ***Table 1*** *shows the graduation guideline options that districts reported using from most to least frequently.*

Table 1: Graduation guideline options reported in 2021-2022		
Measure	**Number of LEAs that reported students meeting expectations**	**% LEAs that reported that measure (#/185)**
SAT	153	83%
District Capstone	152	82%
ASVAB	131	71%
Concurrent Enrollment	115	62%
Accuplacer	87	47%
ACT WorkKeys	62	34%
Industry Certificates	51	28%
Advanced Placement	43	23%
ACT	39	21%
Performance Assessments	17	9%
International Baccalaureate	11	6%
Source: Colorado Department of Education, Data Services *Note: This data represents reported graduation guidelines measures in the 2021-2022 school year. Districts could use and report multiple options per student. In addition, districts could report measures for students not yet graduating (grades 9-11 or grade 12 retained). LEA = Local education agency.		

Extended-Year Graduation and Completion Rates

For students who do not graduate within four years of starting high school, CDE also collects five, six, and seven year graduation rates. Data from the 2021-22 school year show a similar trend to previous data releases with additional students graduating when given additional time to meet expectations.

- On average, more than half of students in a class cohort who did not receive a diploma or high school equivalency within four years of entering high school are counted as still-enrolled. In the expected graduating class of 2022, 8.2 percent (5,597 students) of students remain enrolled.
- Extended rates for 2021-2022 are generally higher than those extended rates reported in 2020-2021, a trend continued from previous years. Only the 5-year rates differed, with the graduation and completion rates for the class of 2021 being slightly lower than that of the class of 2020.
- A closer look at the extended-year graduation rates from the Class of 2010 to the Class of 2019 show that, when afforded more time, more students graduate with an average of 7.2 percentage points difference from the four-year to the seven-year graduation rate, and 8.6 percentage points difference from the four-year to the seven-year completion rate.

Table 2: *Extended-Year Graduation Rates from 2010 to 2022 shows the extended year rates since 2010.*

Table 2: Extended-Year Graduation Rates from 2010 to 2021								
Class of	**4-Year Rate**		**5-Year Rate**		**6-Year Rate**		**7-Year Rate**	
	Graduation	**Completion**	**Graduation**	**Completion**	**Graduation**	**Completion**	**Graduation**	**Completion**
2010	72.4	75.8	77.1	81.9	78.5	84.3	79.4	85.8
2011	73.9	76.8	78.7	82.9	80.1	85.4	80.9	86.4
2012	75.4	78.2	80.1	84.2	81.2	85.8	82.2	86.7
2013	76.9	79.6	81.2	84.6	82.5	86.0	84.2	87.8
2014	77.3	79.5	81.7	84.3	84.3	87.1	85.3	88.3
2015	77.3	78.8	83.3	85.4	84.9	87.5	85.6	88.4
2016	78.9	80.3	84.1	86.1	85.6	88.0	86.4	89.1
2017	79.0	80.8	84.2	86.5	85.7	88.3	86.4	89.2
2018	80.7	82.5	84.9	87.2	86.2	88.8	87.0	89.7
2019	81.1	82.9	85.1	87.3	86.6	89.0	**87.2**	**89.7**
2020	81.9	83.4	86.0	88.0	**87.1**	**89.3**	*Available 2022-2023*	
2021	81.7	83.2	**85.7**	**87.7**	*Available 2022-2023*		*Available 2023-2024*	
2022	**82.3**	**84.1**	*Available 2022-2023*		*Available 2023-2024*		*Available 2024-2025*	

Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement. The rates in bold are from the 2021-22 school year.

Graduation and Completion Rates by Instructional Program Services Type

As in recent years, data continue to show a graduation gap between the overall state rate and rates for most Instructional Program Services Type (IPST) student groups, which includes economically disadvantaged (also called free- and reduced-lunch), English learners, gifted and talented, homeless, migrant students, students in foster care, and students with disabilities, almost all of whom have lower four-year and extended graduation and completion rates than statewide averages. *See **Table 3** for the number of students that belong to each instructional program service type in the classes of 2021 and 2022. See Appendix A for relevant definitions of terms included in this report.*

Table 3: Number and Percent of Enrolled Students by Instructional Program Service Type

Instructional Program Service Type	AYG 2020-2021	AYG 2021-2022
All Students	**68,379**	**68,356**
Economically Disadvantaged Students	31,392 (45.9%)	30,760 (45.0%)
English Learners	8,773 (12.8%)	8,633 (12.6%)
Gifted and Talented	8,359 (12.2%)	8,297 (12.1%)
Homeless Students	2,856 (4.2%)	2,925 (4.3%)
Migrant Students	349 (0.5%)	313 (0.5%)
Students with Disabilities	7,507 (11.0%)	7,485 (11.0%)
Students in Foster Care	734 (1.1%)	600 (0.9%)

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

See **Chart 2** for the Statewide Four-year Graduation and Completion Rates by Institutional Program Service Type for the Classes of 2021 and 2022.
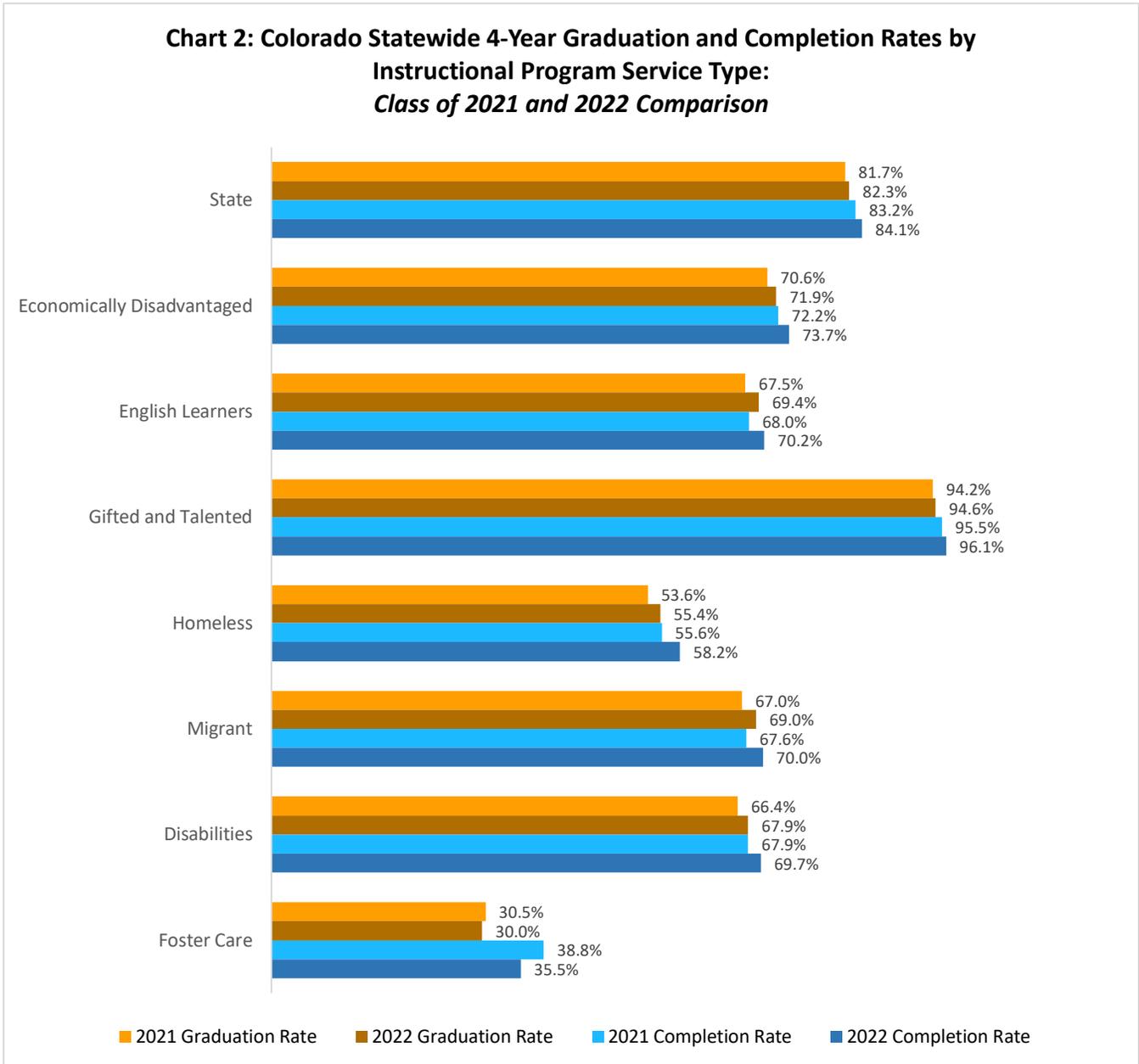
Chart 2: Colorado Statewide 4-Year Graduation and Completion Rates by Instructional Program Service Type:
Class of 2021 and 2022 Comparison

Category	2021 Graduation Rate	2022 Graduation Rate	2021 Completion Rate	2022 Completion Rate
State	81.7%	82.3%	83.2%	84.1%
Economically Disadvantaged	70.6%	71.9%	72.2%	73.7%
English Learners	67.5%	69.4%	68.0%	70.2%
Gifted and Talented	94.2%	94.6%	95.5%	96.1%
Homeless	53.6%	55.4%	55.6%	58.2%
Migrant	67.0%	69.0%	67.6%	70.0%
Disabilities	66.4%	67.9%	67.9%	69.7%
Foster Care	30.5%	30.0%	38.8%	35.5%

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

*Note: Starting in 2018, graduation rates included ASCENT and P-TECH students who were still enrolled but met graduation requirements. Rates for students in foster care are produced in accordance with a data-sharing agreement with the Colorado Department of Human Services. The numbers of students in each student group are not mutually exclusive, as a study may be classified in more than one category. In the 2020-2021 school year, students with disabilities who had met graduation requirements but were returning for transition services were able to be counted as graduates for the first time, potentially leading to a slightly higher graduation rates in the subsequent school years.

Key takeaways:
- Foster care youth represent the lowest graduation and completion rates in the IPST category with a four-year graduation rate of 30.0 percent in 2022 and a four-year completion rate of 35.5 percent. (In the 2022 anticipated graduates, there were 734 students in foster care). These rates are both slight declines from the previous year and the graduation rate represents a 52.3 percentage point difference from the statewide graduate rate
- In 2022, graduation and completion rates increased in comparison to 2021 for all instructional program service types besides foster care.
- These increases in graduation and completion rates were greater than the statewide increases for all instructional program service types besides foster care and gifted and talented. This resulted in a slight narrowing of the gap between students in each group and the statewide average, although gaps are still present.

In the rest of this section, you will find the graduation and completion rates for every Instructional Program Services Type for the class of 2022, and a comparison of the 4-year and extended-year graduation and completion rates for the class of 2019 (for whom the 7-year rates are now available).

## Economically Disadvantaged Students (45% of Colorado's student population)

Students identified as economically disadvantaged, which is currently defined as students who qualify for free or reduced-price lunch, had improved graduation and completion rates although rates remained below statewide averages. This includes:
- The four-year graduation rate improved from 70.6 in 2021 to 71.9 percent in 2022 and the four-year completion rate improved from 72.2 percent to 73.7 percent. These increases (1.3 and 1.5 points respectively) are larger than the increases of the statewide graduation and completion rates, which increased by 0.6 and 0.9 percentage points, respectively.
- Additional students met graduation and completion expectations in five-, six-, and seven-year rates although not all rates improved over the previous year. The highest rate of high school graduation and completion for this student group were the seven-year rates (79.4 percent and 82.9 percent, respectively) for the Class of 2018. Seven-year graduation and completion rates fell slightly for the class of 2019, with a graduation rate of 79.3 percent and a completion rate of 82.6 percent.

*See **Chart 3** for the extended-year graduation and completion rates for economically disadvantaged students in the class of 2019 versus State rates. See also **Appendix B** Table 9 for a historical overview of the graduation and completion rates of economically disadvantaged students.*

**Chart 3: Four-Year and Extended-Year Graduation and
Completion Rates for Economically Disadvantaged Students
versus State Averages for the Class of 2019**
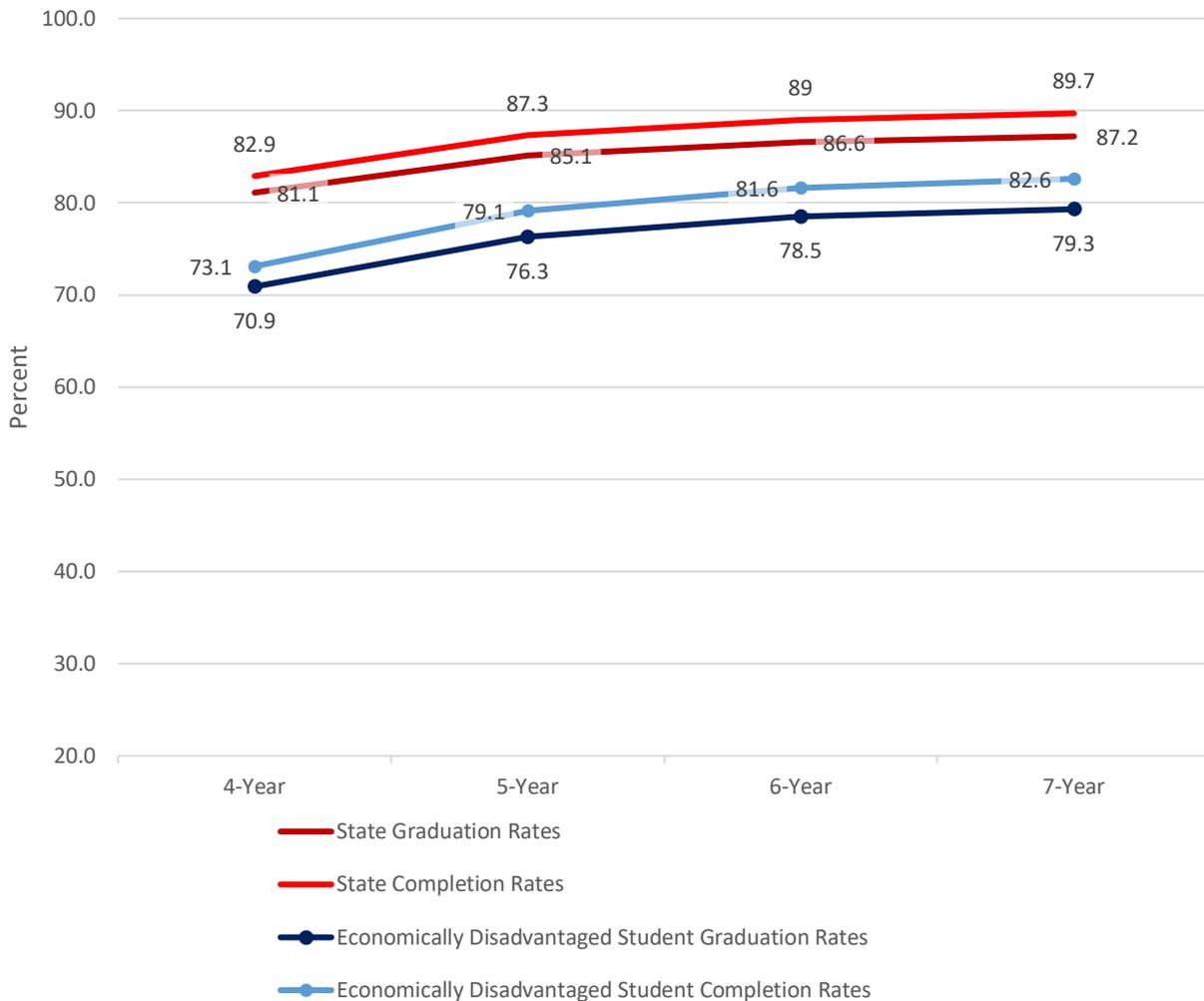
English Learners (13% of Colorado's student population)

Students identified as English learners had improved four year and extended graduation and completion rates in 2022 compared to the year prior, although gaps remain compared to the statewide averages.

- The four-year graduation rate increased from 67.5 percent in 2021 to 69.4 percent in 2022 and the four-year completion rate increased from 68.0 percent to 70.2 percent.
- For the Class of 2019, the seven-year graduation rate was 78.8 percent, an increase of 10.2 percentage points from the four-year rate and the seven-year completion rate was 80.5 percent, an increase of 10.9 percentage points from the four-year rate.

*See **Chart 4** for the extended-year graduation and completion rates for English learners in the class of 2019 versus State rates. See also **Appendix B** Table 10 for a historical overview of the graduation and completion rates of English learners.*

Chart 4: Four-Year and Extended-Year Graduation and Completion Rates for English Language Learners versus State Averages for the Class of 2019
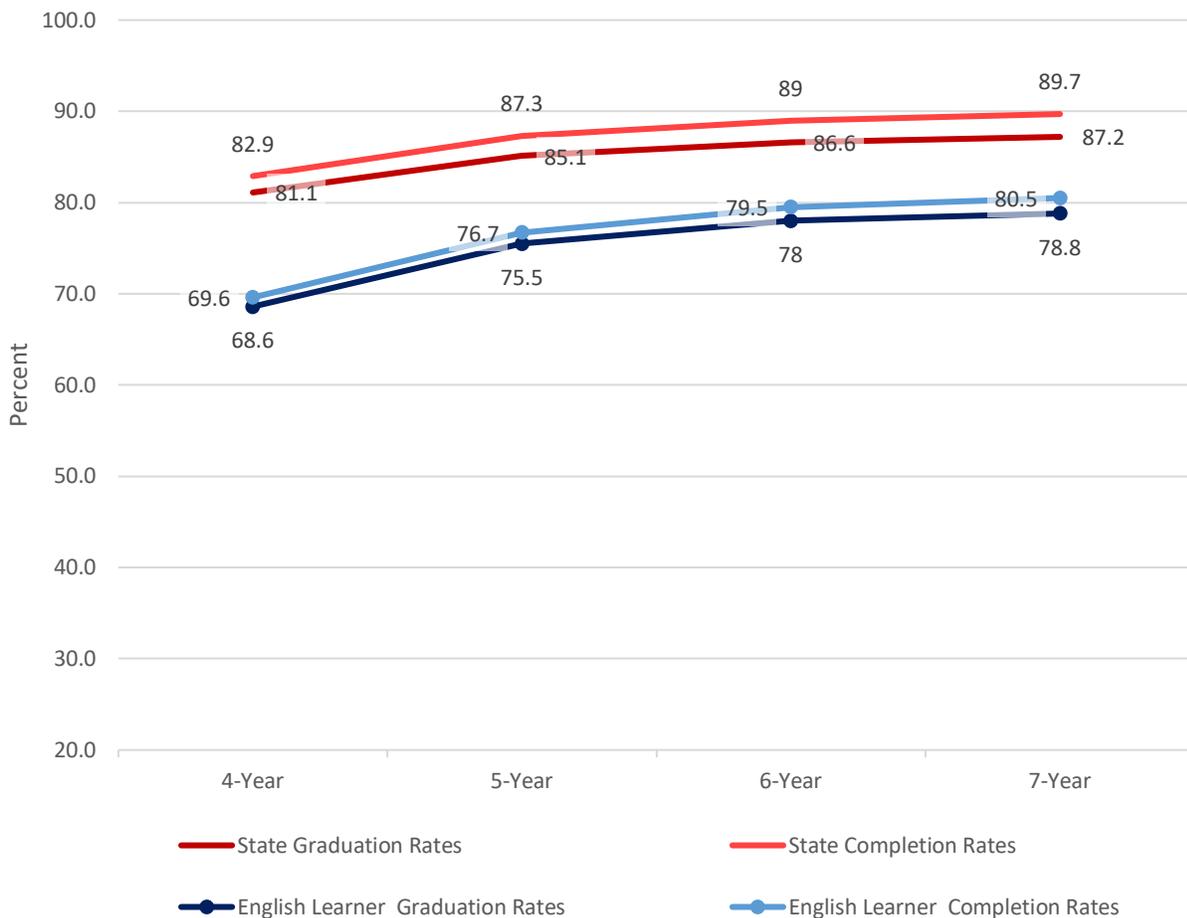
Gifted and Talented Students (12% of Colorado's student population)

Students identified as gifted and talented had increased graduation rates in 2022 in comparison to 2021 and the highest rates of any instructional program service type including:

- The four-year graduation rate increased from 94.2 percent in 2021 to 94.6 percent in 2022 and the completion rate increased from 95.5 to 96.1 percent for the Class of 2022.
- For the Class of 2019, the seven-year graduation and completion rates increased by 1.8 and 2.5 percentage points from the four-year rates.

*See **Chart 5** for the extended-year graduation and completion rates for gifted and talented students in the class of 2019 versus State rates. See also **Appendix B** Table 11 for a historical overview of the graduation and completion rates for gifted and talented students.*

Chart 5: Four-Year and Extended-Year Graduation and Completion Rates for Gifted and Talented Students versus State Averages for the Class of 2019
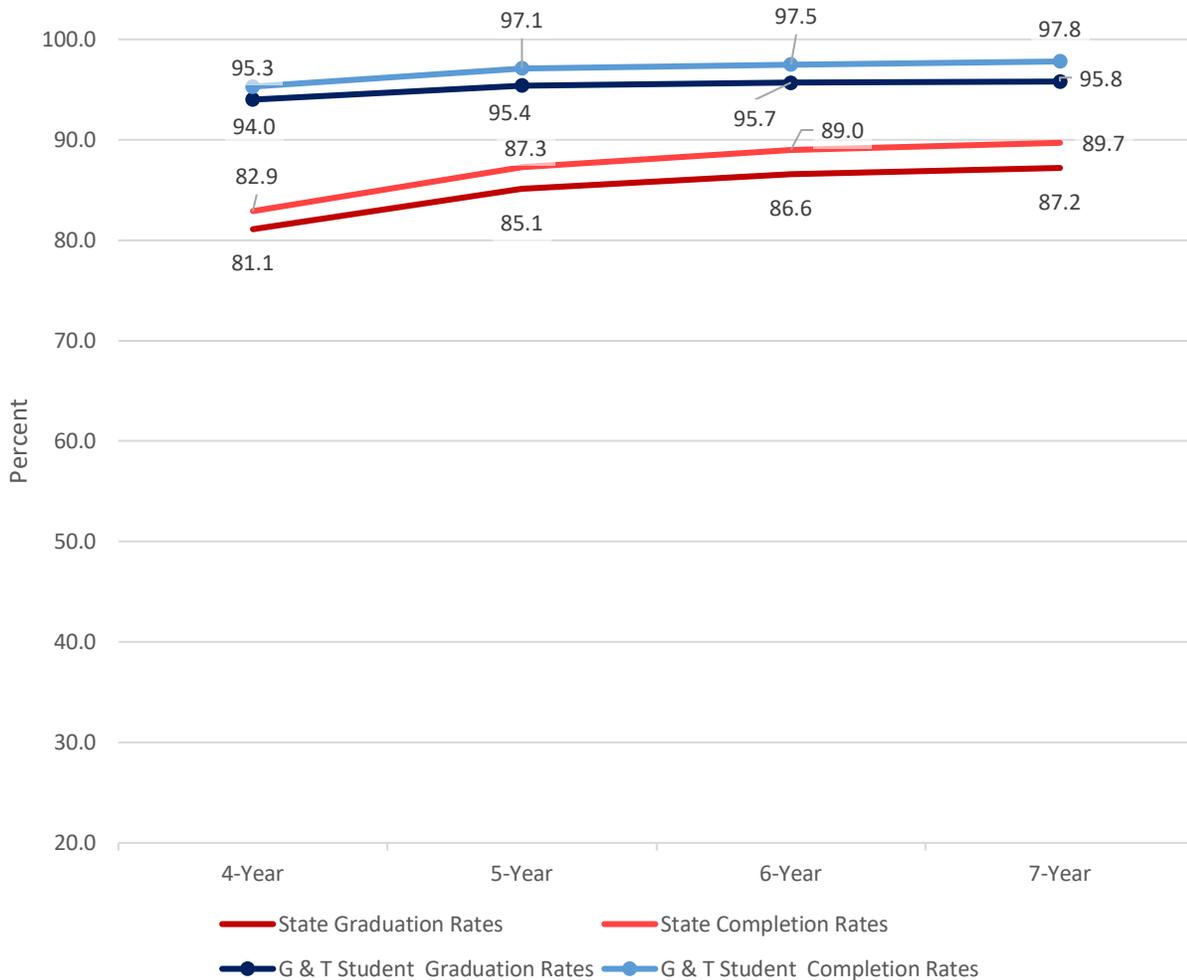
McKinney-Vento Homeless Education Students (4% of Colorado's student population)

Students identified as homeless had improved four-year and extended year graduation and completion rates in 2022 compared with 2021, with growth that was faster than statewide averages although rates remain well below the statewide rates.

- The four-year graduation rate improved 1.8 percentage points to 55.4 percent in 2022 and the four-year completion rate increased 2.6 percentage points to 58.2 percent.
- For the Class of 2019, the seven-year graduation and completion rates increased by 9.7 and 11.3 percentage points from the four-year rates, a substantial increase in comparison to statewide averages.

*See **Chart 6** for the extended-year graduation and completion rates for McKinney-Vento Homeless Education students in the class of 2019 versus State rates. See also **Appendix B** Table 12 for a historical overview of the graduation and completion rates of McKinney-Vento Homeless Education students.*

Chart 6: Four-Year and Extended-Year Graduation and Completion Rates for McKinney-Vento Homeless Education Students versus State Averages for the Class of 2019
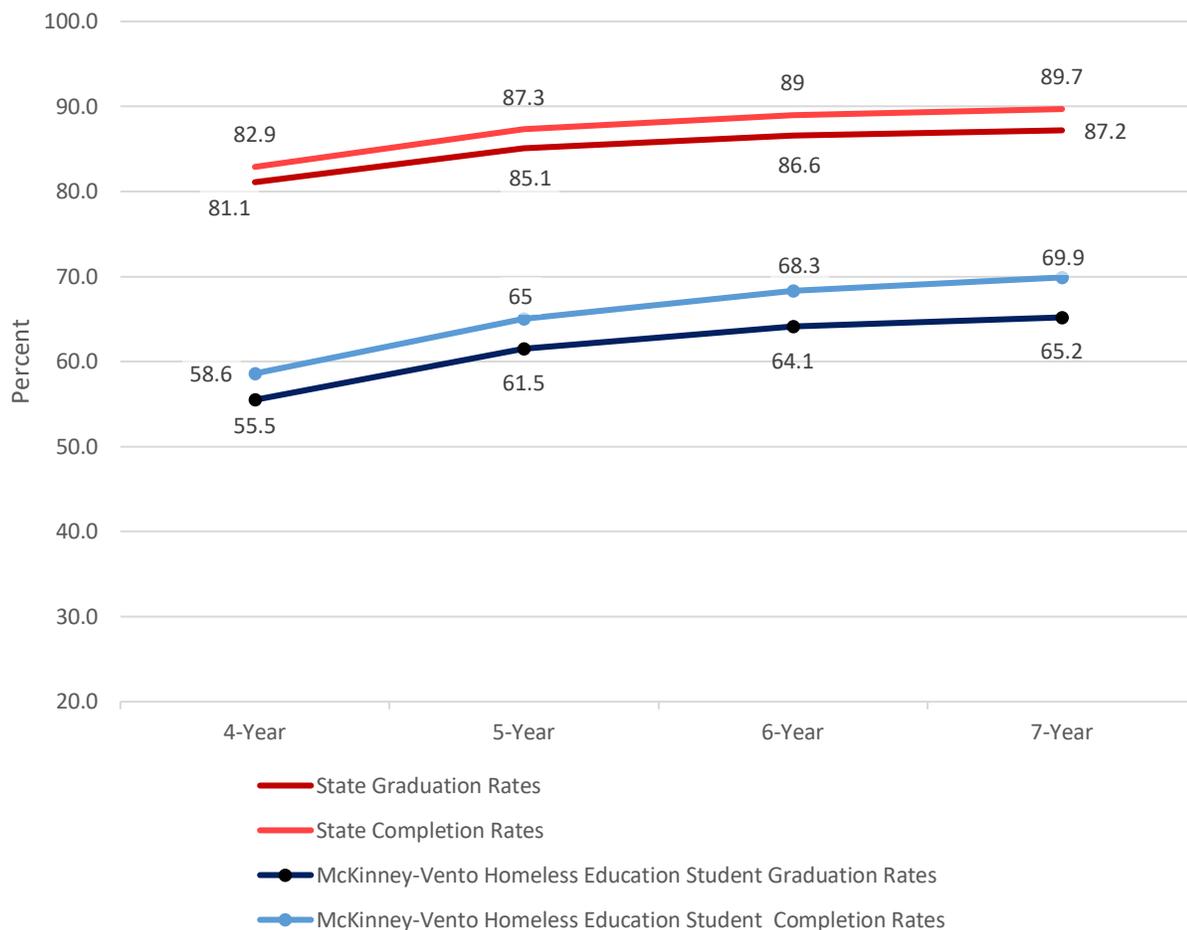
Migrant Students (0.5% of Colorado's student population)

Migrant students had increases in four-year and extended graduation and completion rates. Growth was larger than statewide increases, but rates still remain lower than state averages.
- The four-year graduation rate increased 2.0 percentage points to 69.0 percent in 2022 and the four-year completion rate increased from 67.6 to 70.0 percent.
- For the Class of 2019, the seven-year graduation and completion rates increased by 8.0 and 8.5 percentage points from the four-year rates.

*See **Chart 7** for the extended-year graduation and completion rates for migrant students in the class of 2019 versus State rates. See also **Appendix B** Table 13 for a historical overview of the graduation and completion rates of migrant students.*

Chart 7: Four-Year and Extended-Year Graduation and Completion Rates for Migrant Students versus State Averages for the Class of 2019
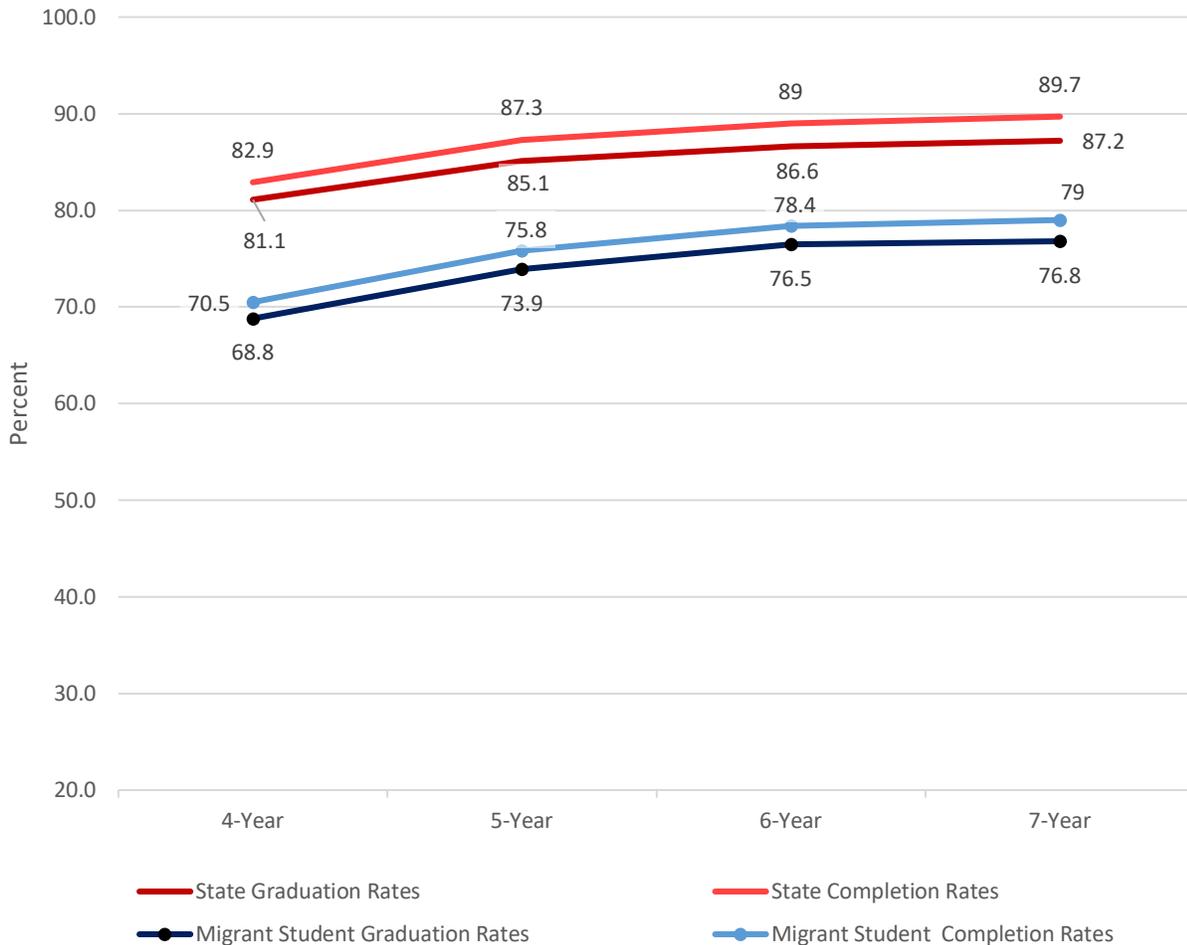
Students with Disabilities (11% of Colorado's student population)

Students with disabilities had increases in four-year and extended graduation and completion rates. Growth was larger than statewide increases, but rates still remain lower than state averages.

- The four-year graduation rate increased from 66.4 in 2021 to 67.9 percent in 2022 and the four-year completion rate increased from 67.9 to 69.7.
- For the Class of 2019, the seven-year graduation and completion rates increased by 18.5 and 19.4 percentage points from the four-year rates. These are the largest increases of any instructional program service type.

*See **Chart 8** for the extended-year graduation and completion rates for students with disabilities in the class of 2019 versus State rates. See also **Appendix B** Table 14 for a historical overview of the graduation and completion rates of students with disabilities. Note: In the 2020-2021 school year, students with disabilities who had met graduation requirements but were returning for transition services were able to be counted as graduates for the first time, potentially leading to a slightly higher graduation rates in the subsequent school years.*

Chart 8: Four-Year and Extended-Year Graduation and Completion Rates for Students with Disabilities versus State Averages for the Class of 2019
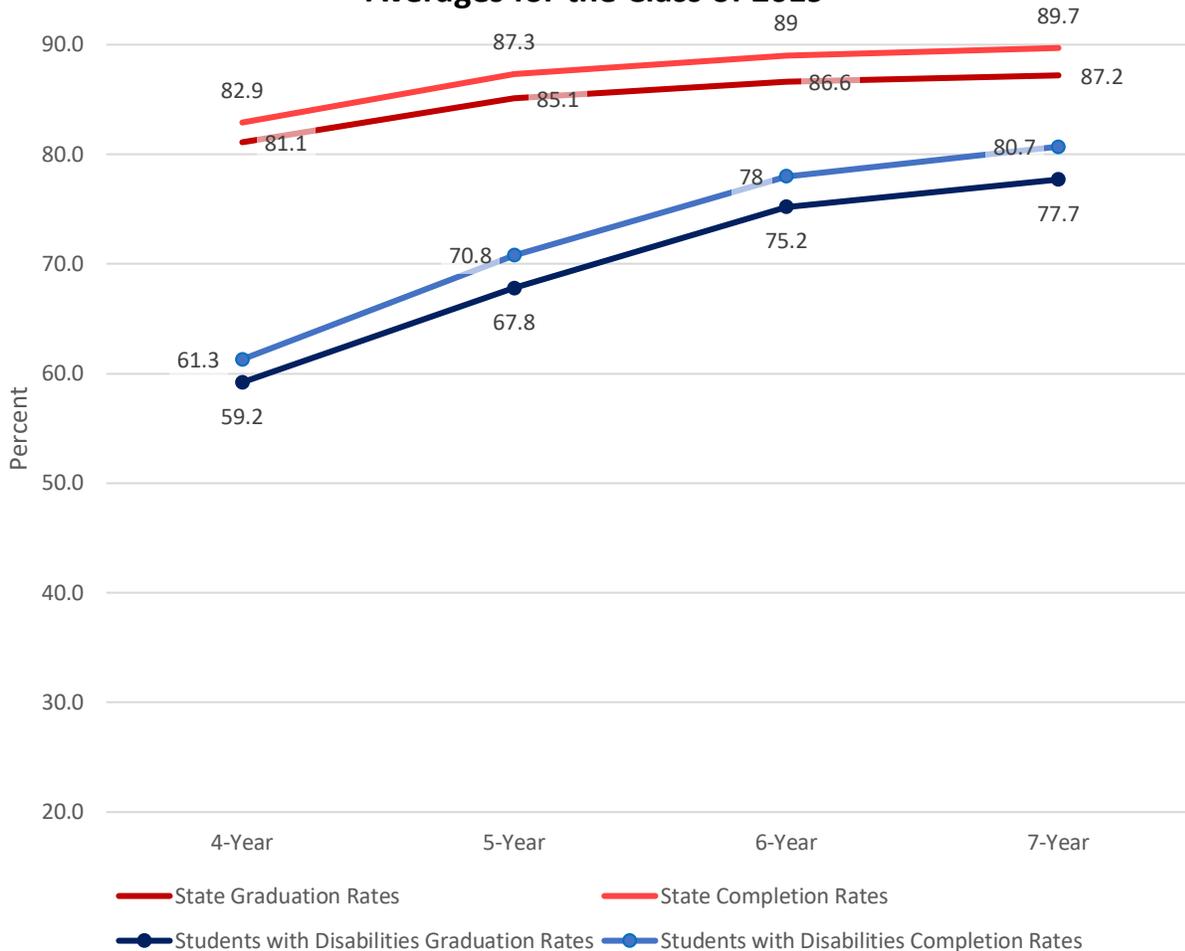
Students in Foster Care (1% of Colorado's student population)

Students in Foster Care had decreases in the four-year and extended graduation and completion rates and were the only student group where rates declined and remain over 50 percentage points below statewide averages.

- The four-year graduation rate decreased from 30.5 in 2021 to 30.0 percent in 2022 and the four-year completion rate declined from 38.8 in 2021 to 35.5 in 2022.
- For the Class of 2019, the seven-year graduation and completion rates increased by 10.5 and 14.9 percentage points from the four-year graduation and completion rates, a substantial increase in comparison to statewide averages.

*See **Chart 9** for the extended-year graduation and completion rates for students in foster care in the class of 2019 versus State rates. See also **Appendix B** Table 15 for a historical overview of the graduation and completion rates of students in foster care in.*

Chart 9: Four-Year and Extended-Year Graduation and Completion Rates for Students in Foster Care versus State Averages for the Class of 2019
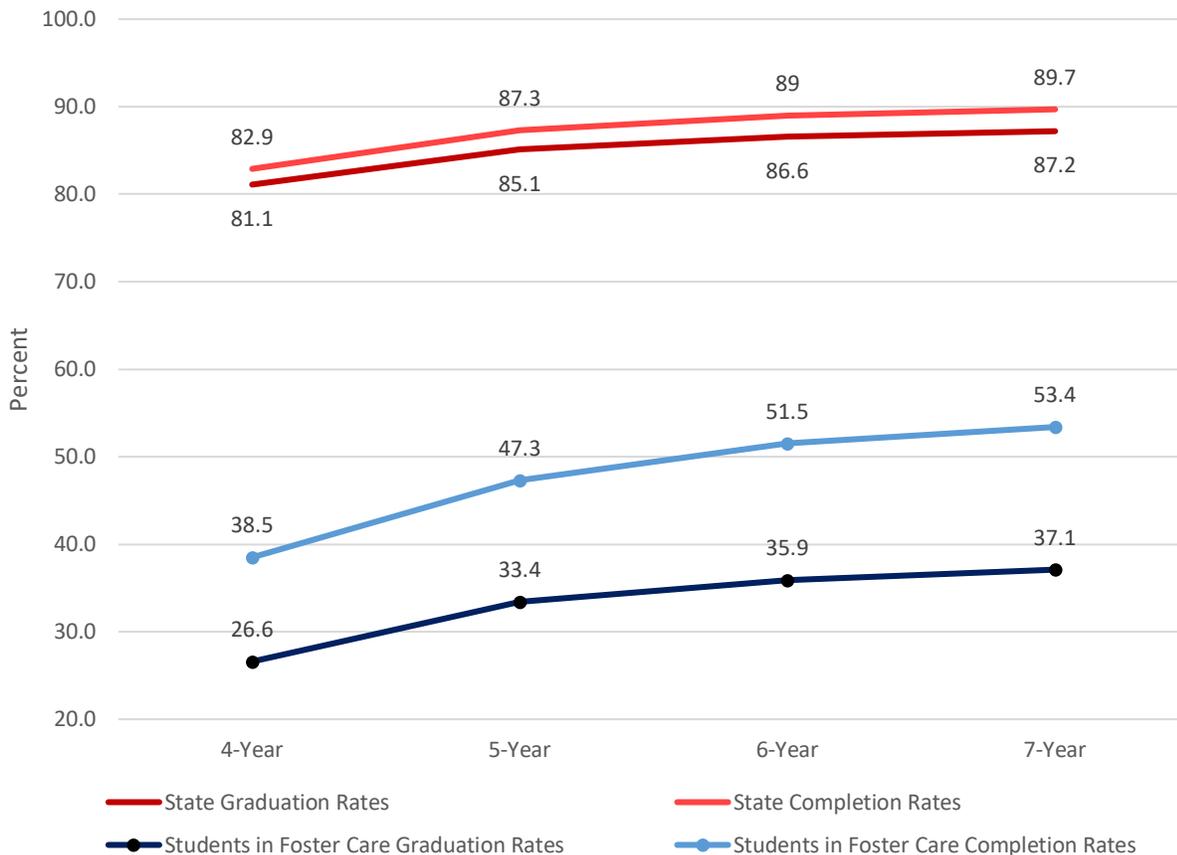
Graduation and Completion Rates by Race, Ethnicity, and Gender

Similar to patterns seen in previous annual reports since 2010, there is a graduation gap between the overall state rates and rates for most students of color (SOC) and between the overall state rates and some racial and ethnic groups. This is most prominent for male students of color whose graduation rates fall well below the statewide average on four-, five-, six-, and seven-year graduation and completion rates. Students of color includes those students who identify as Hispanic, Black, American Indian / Alaska Native, Native Hawaiian / Pacific Islander, Asian, or Multiracial.

See **Chart 10** for the statewide four-year graduation and completion rates by gender and race/ethnicity for the classes of 2021 and 2022 and **Chart 11** for the Colorado Statewide 4-year and extended-year graduation rates by gender and race/ethnicity for the Class of 2019. See also [**Appendix B**] **Tables 16 to 19** for historical overview of graduation and completion rates broken down by race and gender.

Chart 10: Colorado Statewide 4-Year Graduation and Completion Rates by Gender and Race/Ethnicity:
Class of 2021 and 2022 Comparison
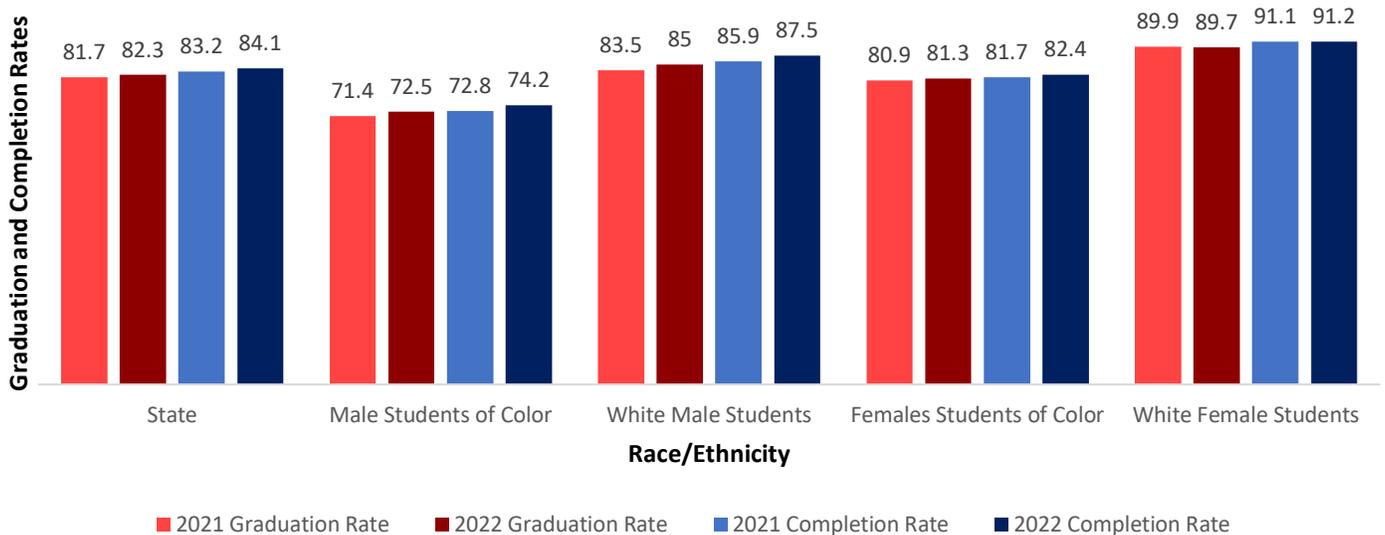
*Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement*
*Note: Starting in 2018, graduation rates included ASCENT and P-TECH students who were still enrolled but met graduation requirements.

Key takeaways:

- Increases were seen between 2021 and 2022 in the four-year graduation rates of male students of color (1.1 percentage points), female students of color (0.4 percentage points), and white male students (1.5 percentage points), mirroring the increase seen across the state. Only white females saw a slight decrease in the graduation rate (0.2 percentage points).
- Breaking it down more specifically:
  - The four-year graduation rate was the highest among Asian students (93.0 percent) and lowest among Native Hawaiian or Other Pacific Islander (61.1 percent).
  - The greatest four-year graduation rate gains from 2021 to 2022 were among Asian and Black students, who saw an increase of 1.5 percentage points each.
- Extended year graduation rates show that male SOC experienced the highest gains from four-year to seven-year with an 8.2 percentage point increase. While this decreased the gap between them and other students, there was still a 7.9 percentage point gap to the statewide seven-year rate of 87.2 percent.
- Four-year completion rates rose for all groups from the 2020-2021 to 2021-2022 school year.

Chart 11: Colorado Statewide 4-Year and Extended-Year Graduation Rates by Gender and Race/Ethnicity for the Class of 2019
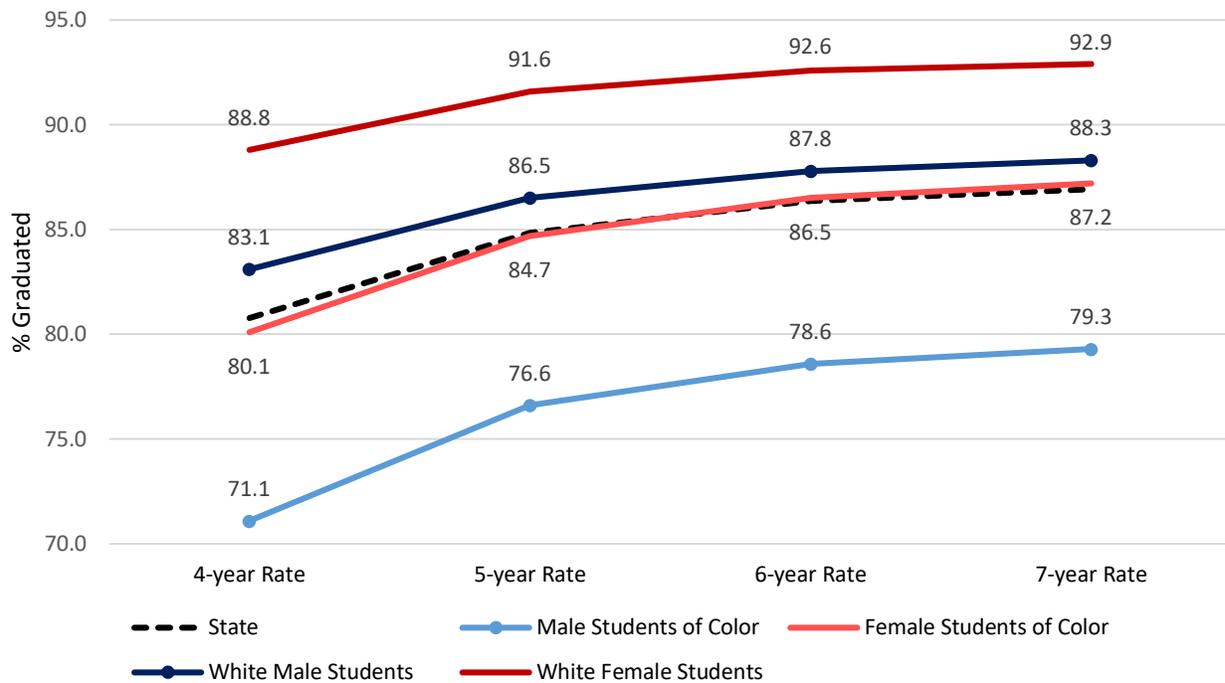
Non-graduate students

Of the 68,356 students in the Class of 2022 cohort, 15.9 percent (10,900 students) did not complete high school with their graduating cohort or attain a high school credential (either a diploma or high school equivalency credential). Of these 10,900 students:

- 5,597 were still enrolled at the end of the school year. Still-enrolled students may persist and those who meet expectations for graduation or completion will be counted in the extended-year graduation rates.
- 5,303 students were considered unrecovered dropouts who dropped out of high school at some point and are not currently enrolled (and may re-enroll in the future). Note that the dropout rate discussed in the next section includes students who were enrolled in any grade 7-12 while this is only students anticipated to graduate in 2022.

Dropout Rates

CDE collects and publicly reports on dropout rates (available at Dropout Statistics). *See Appendix A for a definition of dropout rate.*

2.2%
2021-2022
DROPOUT RATE

How was it calculated?

2020-2021 Dropout Rate =
Number of dropouts during the 2020-21 School Year **DIVIDED BY** Total number of students that were part of the same membership base at any time during the 2020-21 School Year

The dropout rate increased to 2.2 percent (10,526 students) in the 2021-2022 school year. This is the highest rate in the past three years and represents an increase of 2,232 dropouts compared to the 2020-21 school year.

Compared to the 2020-2021 school year, Colorado's dropout rate rose by 0.4 percentage points, representing its largest increase since 2009-2010 and making it equivalent to the dropout rate in 2017-2018 (but still 0.9 percentage points lower than the 2009-2010 dropout rate).

See **Chart 12** for the change in the Colorado statewide dropout rate from the 2009-2010 to the 2021-2022 school year.

Chart 12: Colorado Statewide Dropout Rate from 2009-10 to 2021-22
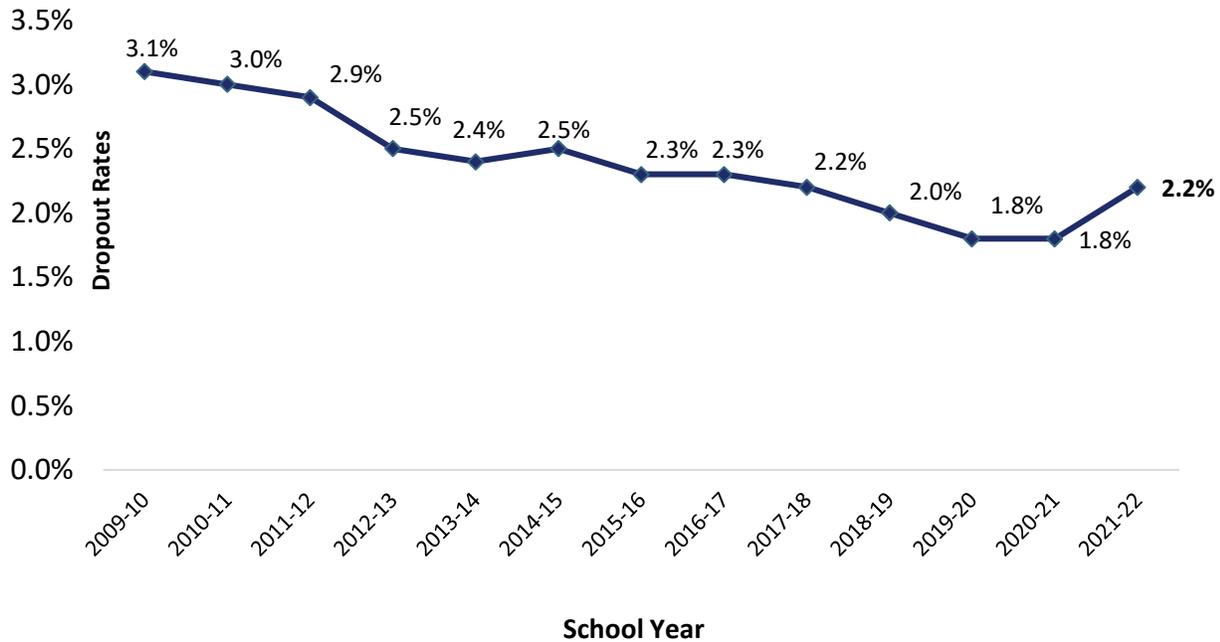
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Dropout Rates by Grade Level

Over the last 12 years, dropout rates have remained low and consistent for 7th and 8th grade students and higher starting in 9th grade. Similarly, in 2021-2022, dropout rates remained low for 7th and 8th grade students (0.3 percent, a 0.1 increase for 7th grade students from the 2020-2021 school year) but increased in 9th grade (up to 1.1 percent of 9th grade students, a 0.4 percentage point increase over the year before). Over the last 11 years in Colorado, dropout rates have been consistently highest in 12th grade. In addition, the largest percentage increase was seen in the 12th grade: the dropout rate jumped 1.2 percentage points to 7.2 percent.

*See **Chart 13** for Colorado statewide dropout rate by grade 5-year trends.*

Chart 13: Colorado Statewide Dropout Rate by Grade Level from 2016-17 to 2021-22

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

Dropout Rates by Instructional Program Services Type

Dropout rates varied by Instructional Program Services Type (IPST) student groups. The majority of the IPST groups saw increases from the 2020-2021 academic school year.

- The highest dropout rates were seen for migrant students (5.6 percent for the 2021-2022 academic school year, representing a 2.9 percentage point increase from 2020-2021) and homeless students (5.2 percent for the 2021-2022 academic school year representing a 0.5 percentage point increase from 2020-2021).
- Only two groups, gifted and talented students and students in foster care, had dropout rates that remained constant from the 2020-2021 school year (0.4 percent and 5.0 percent, respectively).

Otherwise, increases in the dropout rate (compared to the previous year) were seen in students with disabilities (2.5 percent, a 0.5 percentage point increase), economically disadvantaged students (3.3 percent, a 0.8 percentage point increase), English learners (4.4 percent, a 0.9 percentage point increase), Title 1 students (4.3 percent, a 1.1 percentage point increase), migrant students, and homeless students.

See Appendix C for a historical overview of dropout rates across these student groups. See Chart 14 for Colorado statewide dropout rate by instructional program service type for 2020-2021 and 2021-2022 school year.

Chart 14: Colorado Statewide Dropout Rates by Instructional Program Service Type for 2020-21 and 2021-22 School Years
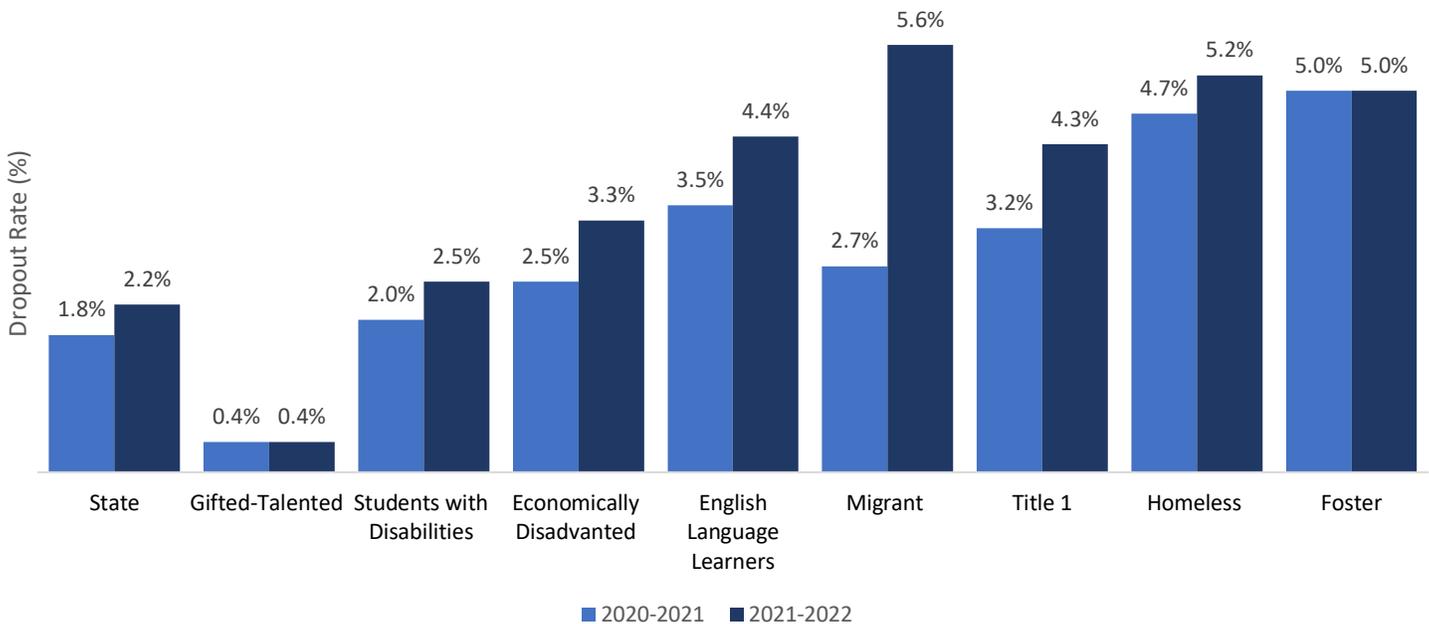
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Dropout Rates by Race, Gender, and Ethnicity

Dropout rates varied by race, gender, and ethnicity, but increased for all groups.

- White female students and white male students had the lowest dropout rates in 2021-2022, 1.1 percent and 1.5 percent - 0.3 percentage point and 0.1 percentage point increases, respectively.
- The highest dropout rates were seen for male SOC (3.6 percent) and female SOC (2.7 percent) for the 2021-2022 academic school year. SOC also has the greatest increases - male SOC saw a 0.5 percentage point increase in their dropout rates compared to their 2020-2021 rates, and female SOC saw a 0.8 percentage point increase.
  - The highest dropout rate was among American Indian or Alaska Native males (6.0 percent), while the lowest was among Asian females (0.7 percent).
  - All racial and ethnic groups saw increases in the dropout rate. The highest increase was among American Indian or Alaska Native males (a 2.6 percentage point increase) and lowest was among white males (a 0.1 percentage point increase).
- The greatest improvements in dropout rates in the last five years have been among male SOC, with a 0.5 percentage point decrease from the 2015-2016 to the 2021-2020 school year. Male SOC continue to experience the highest dropout rates compared to their peers. Overtime, the average dropout rate for male SOC students has been about 1.3 percentage points higher than the overall state rate and about 2.4 percentage points higher than that of their white female peers.

*See [Appendix C](#) for a historical overview of dropout rates across these student groups. See **Chart 15** for Colorado statewide dropout rates from 2016-2017 to 2021-2022 school year by gender and race/ethnicity.*

Chart 15: Colorado Statewide Dropout Rates from 2016-17 to 2020-21 School Year by Gender and Race/Ethnicity
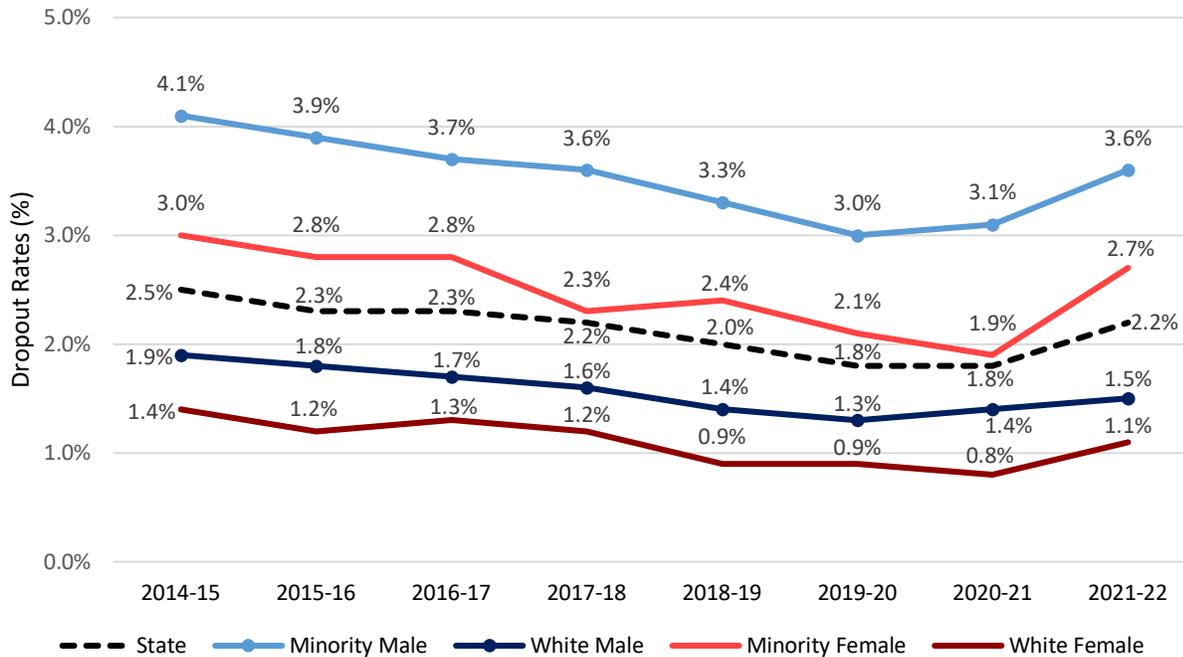
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

District and School Overview

Overview of Four-Year Graduation and Completion Rates

In Colorado, locally elected school boards set graduation requirements for their school districts, which means expectations for earning a diploma may differ from district to district. Beginning with the Class of 2022, students now graduate under locally determined requirements that meet or exceed the Colorado Graduation Guidelines Menu of Options adopted by the State Board of Education. *For more information, see: CDE Graduation Guidelines.*

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

- 68.6 percent reached an overall four-year graduation rate at or above the state rate of 82.3 percent.
- Twenty-eight districts achieved a four-year graduation rate of 100 percent for the Class of 2022
- Forty-two percent of districts reported an increase in four-year graduation rate from the 2020-2021 school year.
- A little more than half of districts (105) saw a decrease in their graduation rates.
- Most percentage point changes in graduation rates (more than half) were between 0 and 5 percentage points.
- A growing number of districts are meeting or exceeding an 85 percent graduation rate, which is the level that receives a "Meets" rating on Colorado's School and District Performance Framework. In the 2021-2022 school year, 113 out of 185 Districts and BOCES achieved a graduation rate of 85 percent or higher with their 4, 5, 6 or 7 year graduation rate.

When looking more specifically at district rates by setting, there are varying four-year graduation rates. All but two groups saw increases in comparison to the 2021 rates and four settings remain below the statewide average. *See Table 4 for four-year graduation and completion rates by district setting for the 2020-2021 and 2021-2022 school years. See also Chart 16 to see the spread of district four-year graduation rates for the 2021-2022 school year.*

Table 4: Four-year Graduation and Completion Rates				
	2021-22		2020-2021	
	Graduation Rate	Completion Rate	Graduation Rate	Completion Rate
STATE TOTALS	82.3%	84.1%	81.7%	83.2%
Setting: Denver Metro	84.3%	86.0%	83.9%	85.3%
Setting: Urban-Suburban	79.0%	80.7%	77.5%	78.9%
Setting: Outlying City	80.0%	82.0%	83.2%	84.9%
Setting: Outlying Town	86.5%	88.2%	83.9%	85.1%
Setting: Remote	77.1%	79.6%	80.2%	82.2%
Setting: BOCES	66.3%	67.8%	57.5%	60.8%

Note: District settings are defined as follows

- Denver Metro: Districts located within the Denver-Boulder standard metropolitan statistical area which compete economically for the same staff pool and reflect the regional economy of the area.
- Urban-Suburban: Districts which comprise the state's major population centers outside of the Denver metropolitan area and their immediate surrounding suburbs.
- Outlying City: Districts in which most pupils live in population centers of seven thousand persons but less than thirty thousand persons.
- Outlying Town: Districts in which most pupils live in population centers in excess of one thousand persons but less than seven thousand persons.
- Remote: Districts with no population centers in excess of one thousand persons and characterized by sparse widespread populations.

Chart 16: District Four-Year Graduation Rates for the 2021-2022 School Year
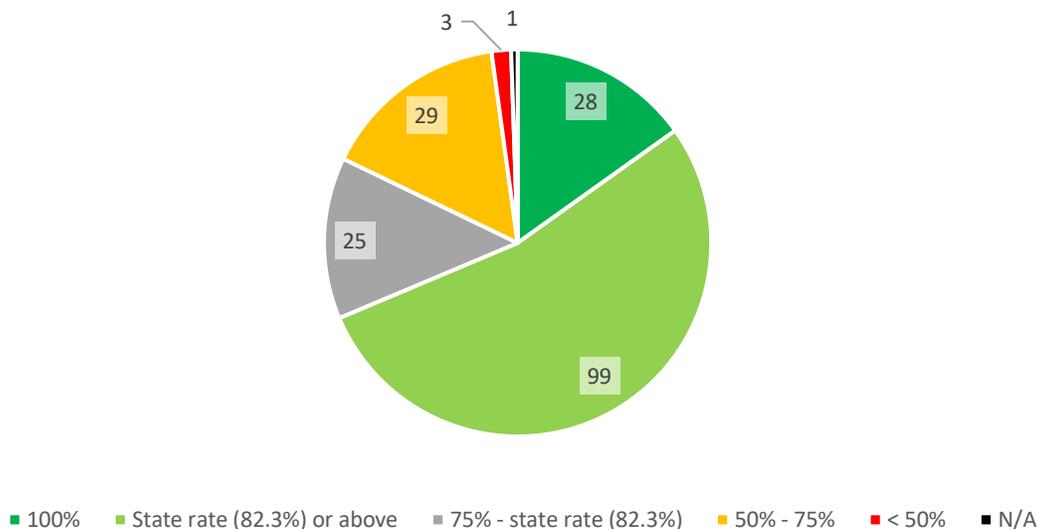
Legend: ■ 100%   ■ State rate (82.3%) or above   ■ 75% - state rate (82.3%)   ■ 50% - 75%   ■ < 50%   ■ N/A

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

Overview of Dropout Rates

Out of 185 Colorado school districts and BOCES, over three fourths of districts were below the statewide average and even with statewide increases, some districts improved their rates. This includes:

- Seventy nine percent of districts reported a dropout rate below the overall state rate of 2.2 percent
- Forty-eight districts reported no dropouts in 2020-2021
- Twenty-eight percent of districts reported a decrease in the dropout rate from the 2020-2021 academic school year

When looking more specifically at district rates by setting (e.g., outlying towns, Denver metro, outlying cities, remote, urban-suburban, and BOCES settings) in the state of Colorado, there are varying dropout rates. Two regions have rates higher than the statewide average. Remote districts and BOCES run schools were the only category to improve their dropout rate from 2020-2021 to 2021-2022.

*See **Table 5** for dropout rates by district setting for the 2020-2021 and 2021-2022 school years. See also **Chart 17** to see the spread of district dropout rates for the 2021-2022 school year and **Chart 18** to see the percentage change districts experienced in the dropout rate from the 2020-2021 to the 2021-2022 school year.*

Table 5: Dropout rates by region		
Setting/Size Category	**2021-22**	**2020-2021**
STATE TOTALS	**2.2%**	**1.8%**
Setting: Denver Metro	2.0%	1.6%
Setting: Urban-Suburban	2.8%	2.2%
Setting: Outlying City	2.2%	1.8%
Setting: Outlying Town	2.1%	2.0%
Setting: Remote	0.7%	0.9%
Setting: BOCES run schools	4.8%	6.6%

Chart 17: District Dropout Rates for the 2021-2022 School Year
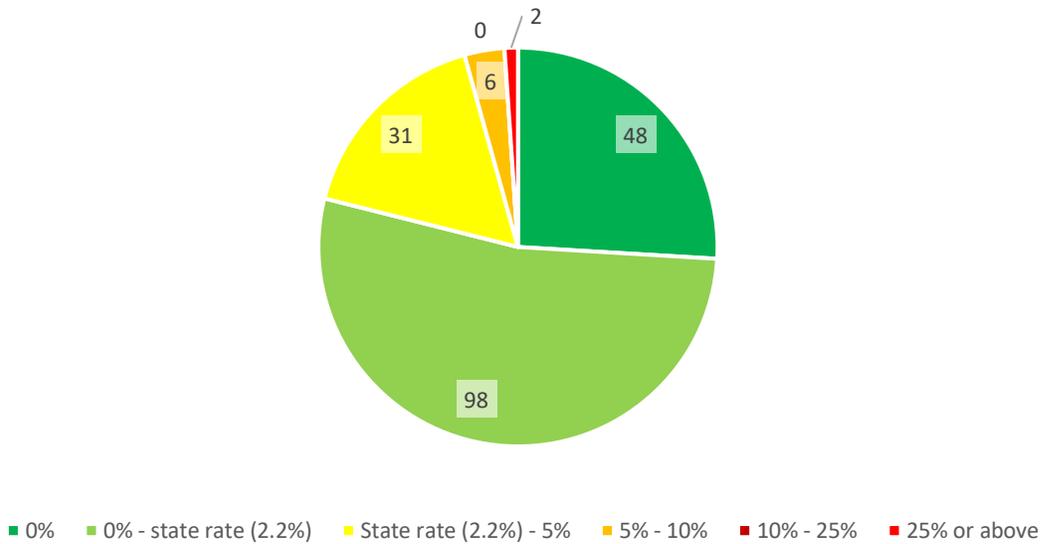
■ 0% ■ 0% - state rate (2.2%) ■ State rate (2.2%) - 5% ■ 5% - 10% ■ 10% - 25% ■ 25% or above

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

**Chart 18: District Percentage Point Changes in the Dropout
Rate from the 2020-2021 to 2021-2022 School Year**
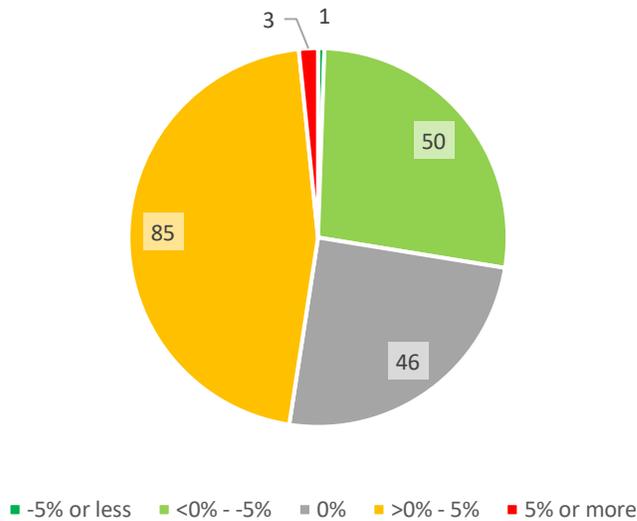
Legend: ■ -5% or less ■ <0% - -5% ■ 0% ■ >0% - 5% ■ 5% or more

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

Alternative Education Campuses (AECs)

Alternative Education Campuses (AECs) are designated with AEC status by meeting the statutory requirements, which includes serving at least 90 percent of students that meet "high risk" conditions and receiving approval by the Colorado State Board of Education. AECs commonly serve Colorado youth who previously dropped out of school or are at high-risk for dropping out and the majority of their students are juniors or older with almost half (47 percent) of students in AECs categorized as 12th grade students. In most cases, students transfer to AECs from another middle or high school. In the 2021-2022 school year, there were 87 AECs across Colorado serving more than 28,000 students. This is about 6 percent of Colorado's high school students. More information on AECs is available at: CDE Alternative Education Campuses.

An analysis of data for AECs shows that:
- The four-year graduation rate (40.7 percent) and completion rate (44.6 percent) rose in 2021-2022, by 3.9 and 3.6 percentage points, respectively.
  - In the past three years, four-year completion rates were, on average, 4.3 percentage points higher than four-year graduation rates in AECs, indicating a higher percentage of students accessing high school equivalency options in AECs than in other high schools.
- Available extended year rates show that students in AECs continue to graduate in 5, 6 and 7 years. The classes of 2019-2020 and 2020-2021 gained an average of 10.1 percentage points going from the four- to five-year graduation rates. Future reports will continue to monitor growth in extended year rates.
- Mirroring the pattern across the state, the dropout rate for AECs also increased in 2021-2022, to 16.8 percent (4,848 student dropouts), a 1.2 percentage point increase over the year prior. Almost half (46.1 percent) of all student dropouts in Colorado in 2021-2022 were last enrolled in school in an AEC.

Table 6 *shows the four-year graduation, four-year completion, and dropout rates for alternative education campuses from 2019-2020 to 2021-2022.*

Table 6: Student outcomes for Alternative Education Campuses from 2019-2020 to 2021-2022

	Four-Year Graduation Rate	Four-Year Completion Rate	Dropout Rate
2019-2020	40.4%	45.3%	14.9%
2020-2021	36.8%	41.0%	15.6%
2021-2022	40.7%	44.6%	16.8%

Online Schools

Online schools serve an increasing number of students in Colorado with an enrollment of 35,026 in 2021-22. This is an increase of 5,405 students over the prior year's enrollment and represents 4.0 percent of overall K-12 enrollment. Online schools can be categorized as a single district online school, primarily focused on students within the district's boundaries, or a multi-district online school, which may serve students from across the state.

Overall, online schools saw improvements in graduation, completion, and dropout rates in comparison to the 2020-2021 school year, however rates remain well below statewide graduation and completion rates and well above statewide dropout rates:

- The four-year graduation rate in online schools improved from 50.8 percent in 2021 to 54.6 percent in 2022 and the four-year completion rate improved from 53.3 percent to 56.9 percent.
- Available extended year rates show that, when given more time, students in online schools are able to graduate at a higher rate. The classes of 2019-2020 and 2020-2021 gained an average of 7.9 percentage points going from the four- to five-year graduation rates. Future reports will continue to monitor growth in this area.
- The dropout rate improved from 7.5 percent to 7.1 percent. This improvement narrowed the gap between online schools and the statewide dropout rate of 2.2 percent.

See *Charts 19* *and* *20* *for the four-year graduation / completion and dropout rates (respectively) for the state and for online schools.*

Chart 19: Four-Year Graduation and Completion Rates for the State and Online Schools
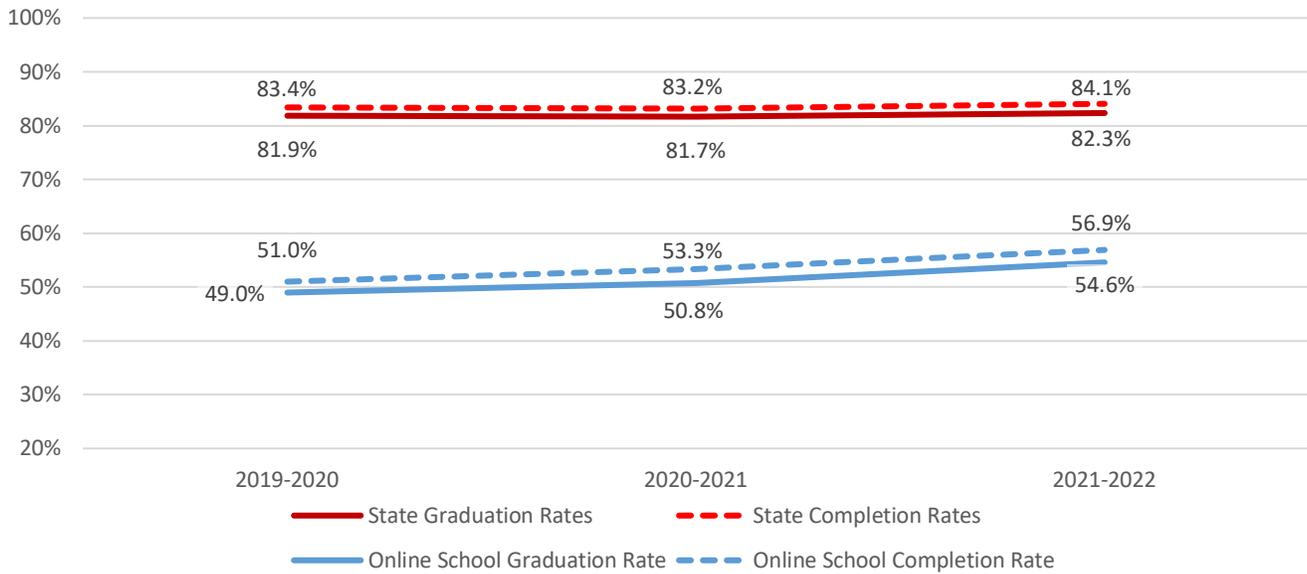
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Chart 20: Dropout Rates for the State and Online Schools
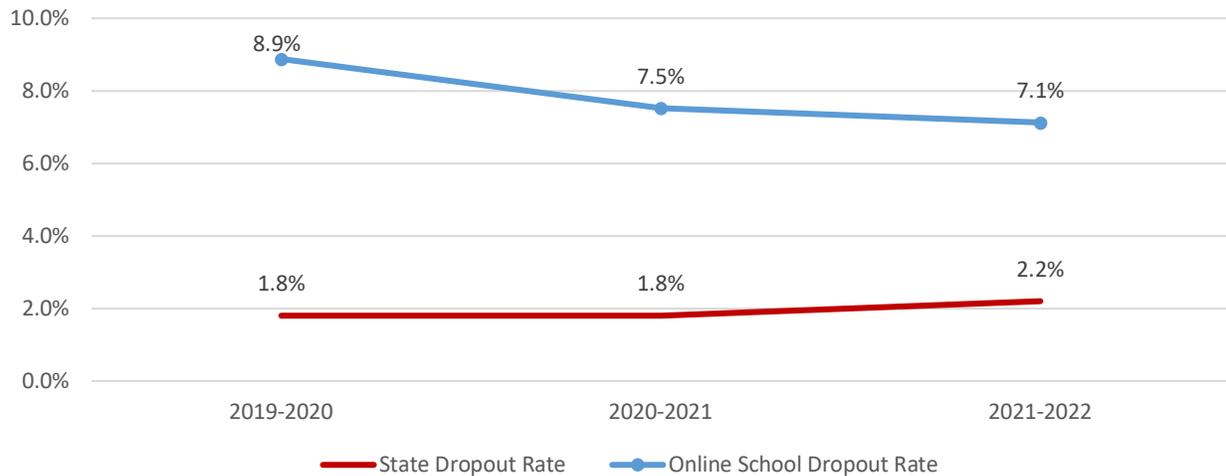
Source: CDE Office of Data Services and Office of Dropout Prevention and Student Re-engagement

Student Re-engagement

In previous years, decreasing dropout recidivism and improving re-engagement has been key to improving disaggregated dropout rates. In addition, research has shown that effective re-engagement requires identifying and understanding the challenges and circumstances of out-of-school youth, and reconnecting them to high-quality educational opportunities, postsecondary education, and careers.[18] CDE examines students who re-enroll and are able to meet graduation or completion expectations in subsequent years.

In the 2021-2022 school year, 1,826 students who had dropped out in the previous school year (2020-2021) re-enrolled in school. This represents 22.2 percent of the 2020-2021 dropouts, which is slightly lower than pre-pandemic averages, although there is still an opportunity for additional students to re-enroll in future years. Of the re-enrolled students:

- 59.7 percent graduated, completed school, transferred to a high school equivalency program, or persisted in school.
- 34.9 percent (637 students) dropped out again.
- 5.3 percent of students left the Colorado system in some other way (e.g., transfer to another state, transfer to home school, etc.)

For comparison, previous CDE analyses completed in 2016-2017 found that on average, about 30 percent of students who drop out will re-enroll in school in a later year. In this analysis, over half of the re-enrolled students stayed in school or completed high school, which represents a re-engagement rate of between 50 to 60 percent.

Student Engagement
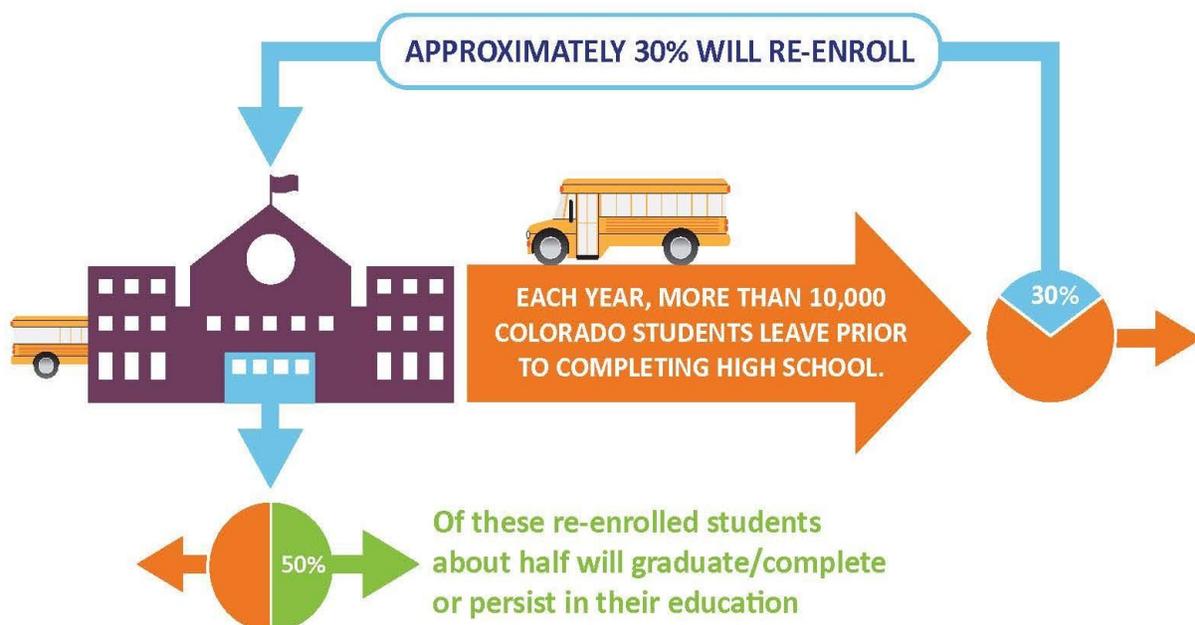
CDE annually collects attendance, behavior, and discipline data at the school, district, and state level. At the student level, research has shown that students with low attendance and behavior or discipline referrals are more likely to disengage, drop out, or not be able to meet high school graduation expectations [5, 7]. These are often seen as early indicators of disengagement and used by local and state level staff to think about needed support.

School Attendance

The 2021-22 attendance data is reported to CDE through an end-of-year data collection. Records are submitted at the student level and CDE reports attendance in the following ways:

> **More than 1 in 3 of all Colorado students was chronically absent (missed more than 10% of school)**

- **Attendance rate:** The attendance rate is defined as the total number of days attended by all students out of all the days they could have been attended.
- **Truancy Rate:** Truancy is defined as an unexcused absence. The truancy rate is calculated by dividing the reported Total Student Days Unexcused Absences by the Total Student Days Possible.
- **Habitually Truant Students:** To be considered habitually truant, a student who is at least the age of six years on or before August 1 of the year in question and is under the age of 17 years, is reported as having four unexcused absences from public school in any one month, or 10 unexcused absences from public school during any school year.
- **Chronically absent rate:** A student absent 10 percent or more of the days enrolled during the school year is chronically absent. All absences are included – unexcused, excused and suspensions. The rate is the percentage of students enrolled who are chronically absent.

Overall, 2021-22 saw a decline in attendance rates and an increase in the number of students with chronic absenteeism. While understanding what this means about student engagement is complicated given that unexcused absences did not increase and given that we had public health quarantines in place throughout the past 2.5 years where students were encouraged to stay at home when they are sick, it points to more disrupted and inconsistent learning than in previous years. This included:

- The overall average daily attendance rate in the 2021-2022 school year was 90.2 percent (1.7 percentage point decrease from the 2020-2021 school year)
- The truancy rate was 3.6 percent (a 1.6 percentage point decrease from the 2020-2021 school year).
- 35.5 percent of all students enrolled in 2021-2022 (317,796 students) were reported chronically absent from school. This is nearly 100,000 more students than were reported in the 2020-2021 school year.
- In 2021-2022, 144,592 students were reported as habitually truant, a 36 percent reduction in the number reported the previous year. The statistics provided below represent proportions of habitually truant students.
    o 18.5 percent (26,727 students) had four unexcused absences in one month.
    o 14.7 percent (21,186 students) had 10 unexcused absences in the school year.
    o 66.9 percent (96,679 students) met both conditions.

Note: *The Colorado Department of Education collects school and district level attendance data. More information on student attendance can be found at* <u>*CDE Attendance Information*</u>*.*

Behavior Incidents

CDE collects information on student suspensions and expulsions but does not collect data on minor infractions that are often handled at the school or district level. This information is currently collected at the aggregate level. In 2023-2024, as part of the implementation of House Bill 22-1376, this data will be collected at the student level.

Over the past 11 years, there has been a drastic reduction in expulsions in Colorado schools, from 2,163 incidents in the 2009-2010 school year to just 909 in the 2018-2019 school year, and then 653 in the 2019-2020 school year, a 69.8 percent reduction over ten years. In the 2020-2021 school year, reductions were very large, likely due to a large number of students in remote learning, with just 170 expulsion incidents, a 74.0 percent reduction from the previous year. In the 2021-2022 school year, expulsions rebounded to a total of 939 expulsion incidents, – a 43.8 percent increase from the 2019-2020 school year. This is still below the rates seen in 2009-2010.

In 2021-2022, 91,694 students were disciplined across 189,520 incidents. This includes classroom removal incidents, in- and out-of-school suspensions, expulsions (with and without services), referrals to law enforcement, school related arrests, and other disciplinary actions, and is 30,971 more students disciplined than in the 2019-2020 school year. This represents 10 percent of the students enrolled in 2021-2022.

Examining the distribution of discipline incidents more closely, the increase in incidents varied across race/ethnicity and gender. Of the students with discipline incidents, male students made up 69.0 percent of students disciplined while female students were 31.0 percent. A closer look at the discipline rate by student enrollment and race/ethnicity shows a disproportionately higher rate of discipline among minority students when compared to discipline rates for their peers. Moreover, although discipline incidents increased in all student groups, increases were most pronounced in minority groups.

History
The Colorado legislature has passed numerous bills since 2010 that have changed policies on discipline and encouraged a shift in school discipline policy from strict, mandatory punishment to supportive school discipline. In 2011, the passage of House Bill 11-1032 encouraged the use of restorative practices as a school's first consideration to remediate several types of offenses. In 2012, House Bill 12-1345 eliminated the statutory mandate to expel students for drugs, weapons (except firearms), serious assaults, and robbery, as well as encouraged alternatives to exclusionary discipline. Most recently in the 2022 legislative session House Bill 22-1376 was passed which includes additional clarifications and requirements for tracking behavior and school climate. The bill includes language which limits the use of restraints and eliminates the use of handcuffs except in extreme circumstances, during discipline events. It also requires schools to post publicly about school climate and the hiring of school resource officers and requires districts to report at the student level on an expanded repertoire of behavior incidents, including referrals to law enforcement, school related arrests, and other disciplinary actions. These changes in reporting should begin in the 2023-2024 school year.

*See **Chart 21** for the five-year trend of students disciplined by race/ethnicity.*

CHART 21: Students Disciplined by Race/Ethnicity Trend Line
Percentage of Total Student Enrollment for Each Race/Ethnicity and Year
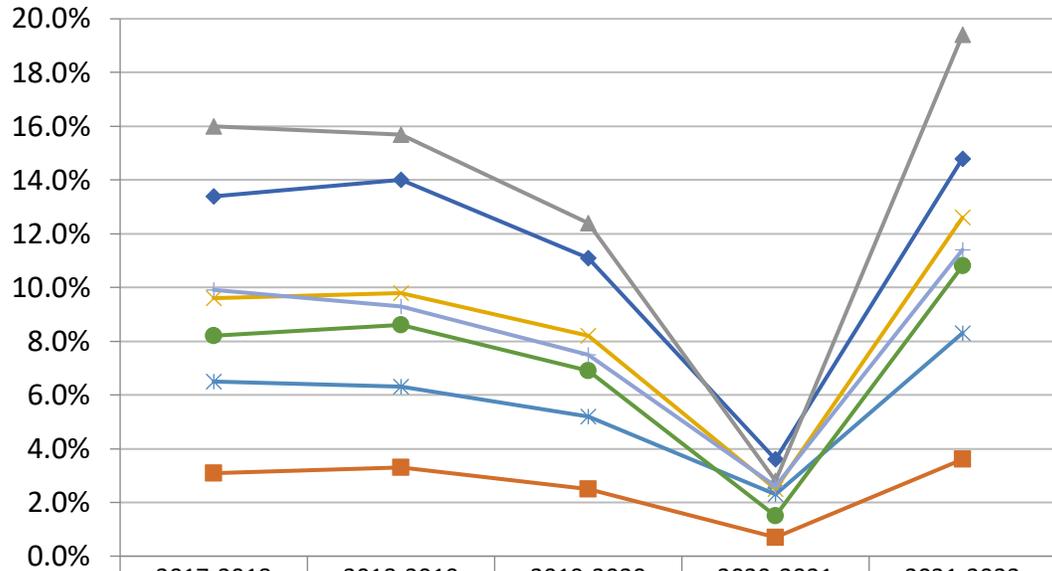
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
American Indian	13.4%	14.0%	11.1%	3.6%	14.8%
Asian	3.1%	3.3%	2.5%	0.7%	3.6%
Black	16.0%	15.7%	12.4%	2.8%	19.4%
Hispanic	9.6%	9.8%	8.2%	2.5%	12.6%
White	6.5%	6.3%	5.2%	2.3%	8.3%
Native Hawaiian/Pacific Islander	8.2%	8.6%	6.9%	1.5%	10.8%
Two or More Races	9.9%	9.3%	7.5%	2.6%	11.4%

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

More information about evidence-based supportive disciplinary methods that serve as alternatives to suspensions and expulsions can be found in the CDE Dropout Prevention Best Practices Guide.

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

Office of Dropout Prevention and Student Re-engagement Office

The Office of Dropout Prevention and Student Re-engagement (DPSR) was launched in 2009 and was created to expand efforts in reducing the dropout rate, increasing the graduation rate, and advancing credential attainment. This effort is authorized by statute, in section 22-14-101, C.R.S., and builds on the state's commitment to ensure graduation and school success for all students and re-engaging out-of-school youth.

The main responsibilities of the office are to:
- Manage grant resources targeted at improving student, school, and district outcomes.

- Provide support in content areas of the office by:
  - Analyzing and reporting on student data pertaining to dropout, graduation and completion rates, attendance, discipline, and behavior;
  - Developing tools, resources, or guidance that support district efforts;
  - Coordinating efforts across CDE and leading initiatives to address dropout prevention, student engagement, student graduation and readiness for postsecondary and student re-engagement.

The Colorado Dropout Prevention Framework

Colorado's Dropout Prevention Framework was created by CDE staff, based on national research, in order to better support the field and to fulfill requirements in statute to identify best practices for dropout prevention and intervention. The framework is an evidence-based tool that identifies practices and policies that have been effective at reducing student dropout rates, increasing student engagement, increasing the number of students who can meet graduation and postsecondary expectations, and increasing student re-engagement. This framework includes evidence-based systems, essential elements, and strategies focused on the following:

- **Identification:** Identifying students who are starting to disengage and at risk of dropping out of school through data analysis, early warning systems, and the review of policies and practices as a means of preventing student disengagement before it starts.

- **Intervention and Support:** Providing targeted and intensive support to prevent disengagement and increase connections to school and learning. Example methods and strategies include increasing community engagement, counseling and mentoring, course completion and credit recovery, family partnering, student re-engagement, multiple pathways to graduation, and transition programs.

- **Institutional Change:** Creating system-wide changes that can be utilized to create an ecosystem for student success, including highly engaging and rigorous learning opportunities, improving the climate for learning, aligning policies and practices, and developing alternative pathways for learning and demonstrating graduation and postsecondary readiness.

CDE staff are in the process of updating the Dropout Prevention Framework in partnership with the US Department of Education Comprehensive Center for Region 12 (Kansas, Colorado, Missouri). After stakeholder feedback, an updated framework is anticipated to be released in the 2023-24 school year.

Legislative Review

Article 14 of Title 22 of the Colorado Revised Statutes requires CDE to report on the amount of state money appropriated for dropout prevention and student engagement. CDE staff identified the bills outlined below during the 2020, 2021, and 2022 legislative sessions that impact dropout prevention, student engagement, and attainment of a high school credential. Funding that is connected to the legislation is indicated, if applicable. *Table 7 gives a brief overview of legislation impacting dropout prevention, student engagement, and attainment of a high school credential in the 2020, 2021, and 2022 legislative sessions.*

Table 7: Legislation Impacting Dropout Prevention, Student Engagement, and Attainment of a High School Credential from the 2020, 2021, and 2022 Legislative Sessions		
Bill Name **Funds appropriated** **Date Effective**	**Overview**	**Implications**
2020		
SB 20-014 Excused Absences in Public Schools Resulting from Behavioral Health Concerns FY 20-21 / 21-22: $0 No date specified.	• Required local school boards to revise attendance policies to allow temporary absences due to behavioral health concerns	May impact future rates of truancy and habitual truancy as policies are developed and come into effect.
2021		
HB 21-1221 Bullying Prevention and Education in Schools FY 21-22 / 22-23: $0	• Required CDE to engage stakeholders in updating bullying prevention model and related education policy • Model policy must address differences between conflict, harassment, and bullying, and must address cyberbullying during online instruction	Comprehensive bullying prevention models and policies are intended to improve classroom and school climates, potentially improving student engagement.
2022		
HB 22-1374 Foster Care Success Act FY 22-23: $221,761 FY 23-24: $98,426	• Created the Fostering Educational Opportunities for Youth in Foster Care program in the Department of Human Services; modified CDE training and reporting requirements related to foster youth educational attainment • Increased annual reporting requirements on the CDE's website and to the General Assembly concerning students in out-of-home placement, with specific data collection and reporting requirements about out-of-home placement student population numbers, enrollment, attendance, truancy, dropout rates, reenrollment, graduation rates and years taken to graduate high school	Will provide additional information on the needs of foster care students and additional training for adults to support students in foster care.
HB 22-1376 Supportive Learning Environments For K-12 Students FY 22-23: $560,535 FY 23-24: $247,394	• Modified state laws related to school discipline, the use of restraint and seclusion, data reporting and availability, enforcement authority, and school resource officers. • By August 31, 2023, requires CDE to standardize the reporting method that schools use to collect and report data on suspensions, expulsions, arrests, absenteeism, incidents of violence, harassment, bullying, and other metrics	Improved tracking and reporting of discipline and school climate data.

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

CDE Strategic Plan

CDE developed a strategic plan in 2017 that identified five core goals that drive the work of department staff and six key initiatives that cut across the department. The DPSR office works closely with other offices and staff to support the achievement of these goals.

- By the end of third grade, all students can read at grade level.
- Regardless of demographics and learning needs, all students meet or exceed state academic standards.
- All students and families have access to quality schools that meet their students' needs.
- Students graduate high school with knowledge, skills and experience needed for college and career success.
- High quality educators in every classroom; strong leaders in every building.

Dropout Prevention and Student Re-engagement Office Grants

CDE manages grant programs that are designed to improve student engagement, develop programs to better support students, provide support for individual students who have disengaged, and support development of pro-active systems to keep students on-track and connected to school and learning. The grants listed below are detailed within this report:

- Educational Stability Grant (ESG; managed by the Office of Student Support, started in 2018)
- Ninth Grade Success Grant (started in 2019)
- Student Re-engagement Grant (started in 2016)
- Expelled and At-Risk Student Services (EARSS) Grant (started in 1997)

DPSR Program Evaluation

DPSR is responsible for tracking the progress and outcomes for the Ninth Grade Success Grant, the Student Re-engagement Grant, and the Expelled and At-Risk Student Services Grant. The Educational Stability Grant is overseen by the Office of Student Support, but outcomes are reported here as outlined in legislation regarding the ESG program (ESG 22-32-138.5).

These four grant programs collectively served more than 14,000 students in the 2021-2022 school year.

*See **Table 8** for grant funding histories for each of the four grants and **Chart 22** to see the locations of DPSR-managed grantees.*

Table 8: Four-Year Funding Histories for DPSR Programs				
Grant Program	**Year**			
	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**
Student Re-engagement	$1,939,995	$1,939,995	$1,939,995	$1,939,995
Expelled and At-Risk Student Services	$9,098,788	$9,493,560	$9,493,560	$9,493,560
Ninth Grade Success	---	$725,000	---	$696,781
Educational Stability Grant	---	$805,662	$827,664	$826,947
TOTAL	$11,038,783	$12,964,217	$12,261,219	$12,957,283

CHART 22: Distribution of DPSR-Managed Grant Funds Across Colorado

2021.2022 Student Engagement Grantees
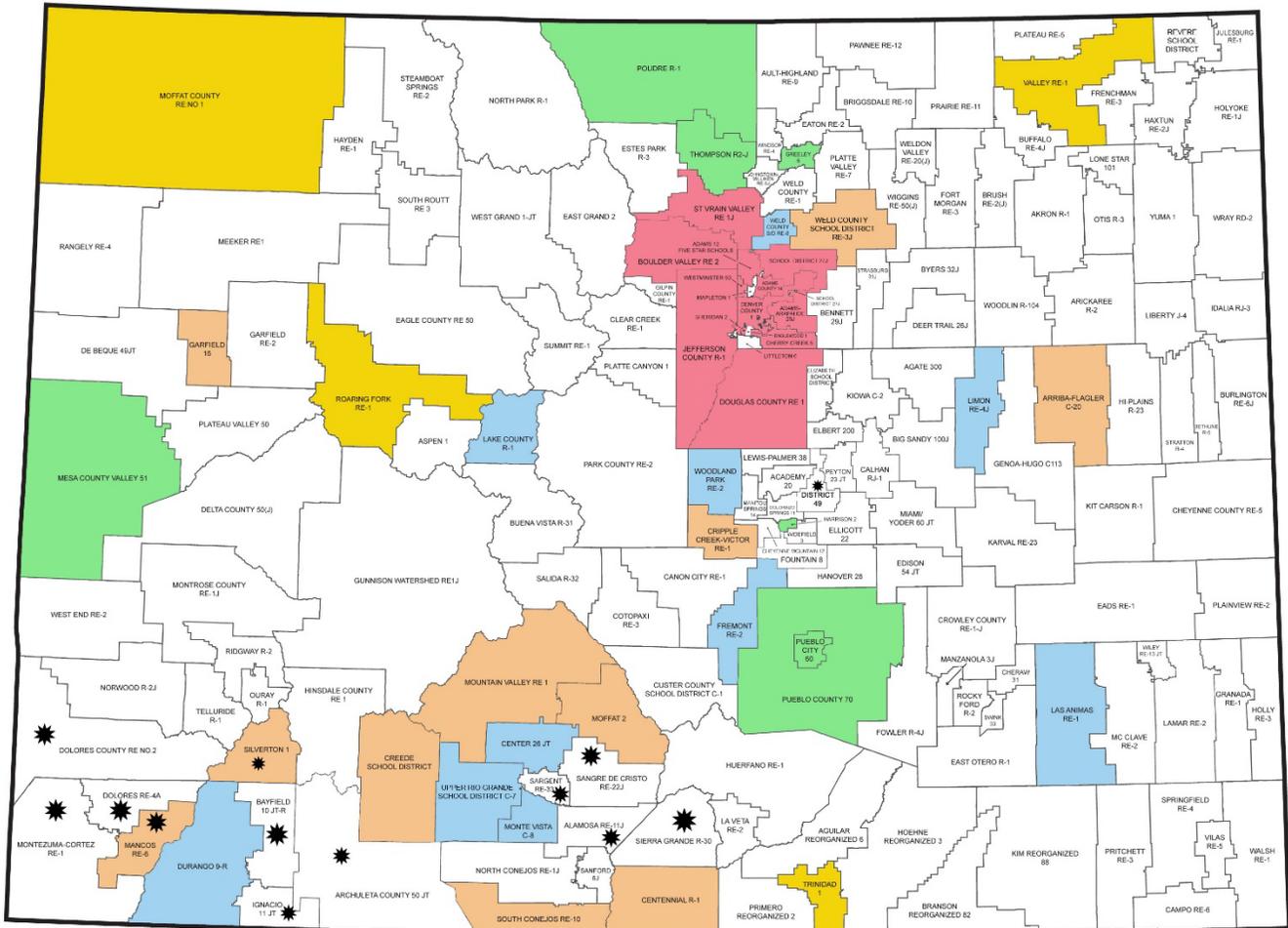
Legend: Denver Metro, Urban-Suburban, Outlying City, Outlying Town, Remote, ✹BOCES

Note: Grants represented in the map are: The Expelled and At-Risk Student Services Grant, the Ninth Grade Success Grant, and the Student Re-engagement Grant. Districts are color coded by region.

Expelled and At-Risk Student Services (EARSS) grant program

The Expelled and At-Risk Student Services Grant Program (EARSS) is authorized by Colorado Revised Statute 22-33-205 to assist in providing educational and support services to expelled students, students at risk of suspension and expulsion, and students at risk of habitual truancy as defined by unexcused absences.

The program provides grants for districts to provide services to expelled and at-risk students, ensure consistent attendance and discipline practices, and develop alternatives to suspension and expulsion with the goal to keep more students in school, improve students' regular attendance, and support students' progress toward graduation.

- Each fall, CDE engages internal and district staff members to hold an annual Request for Applications. Applicants submit proposals for a 6-month planning period and four years of implementation.
- In January 2022, 22 new grantees started a six-month planning period to launch their programs and joined a group of 44 returning grantees.

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

Eliminated previous behaviors:

- 99.6 percent of students served were not expelled,
- 74.3 percent of at-risk students did not receive an out-of-school suspension,
- 84.4 percent of at-risk students did not receive an in-school suspension, and
- 93.7 percent of truant students did not have a truancy petition filed in court.

Met positive school outcomes:

Funded Districts (2021-2022)
• There were 66 grantee programs in 2021-22 that includes 42 school districts and five BOCES (which serve multiple schools), as well as six facility schools.
Students Served (2021-2022)
• 6,573 students received services;
• 33 percent of 7th to 12th grade students served by the grant were identified as at-risk for dropping out of school;
• 66 percent were identified as truant or at-risk of habitual truancy.

- 96.2 percent of students who were supported in the program remained in school or graduated and completed school.

This is consistent with results from the last three years of the grant program (with an average of 96.5 percent of students served graduating, completing, or remaining in school).

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

Student Success story

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

"A student became pregnant in the preceding school year, they were forced to leave their home and faced housing challenges while both completing school and then giving birth to their child. The student successfully completed their remaining graduation requirements, earned their high school diploma and they are preparing to enroll in post-secondary studies."

Student Re-engagement Grant Program

The Student Re-engagement Grant Program (SRG) is authorized by Colorado Revised Statute 22-14-109 to provide educational services and supports to local education providers to maintain student engagement and facilitate student re-engagement for 6th – 12th grade students.

Applicants for the SRG propose strategies from the Dropout Prevention Framework that they will implement and identify the students the support is designed to impact. The most common strategies implemented by grantees include:

- Data analysis to support identification of challenges, updates to schoolwide systems of support, and identification of targeted strategies.
- Counseling and mentoring to support individual students who are showing signs of disengagement or have disengaged.
- School climate practices to ensure a conducive environment for student engagement in learning.
- Course completion/credit recovery efforts for students who have fallen behind academically.
- Family partnering to improve school strategies and help families support students' engagement in school.

The second cohort of grantees finished the grant during the 2021-2022 school year, so all outcomes reported are from the third year of implementation. A new cohort of grantees applied in Spring 2022 and began a three-year implementation in fall 2022.

During the 2021-22, grantees reported overall positive outcomes for students they served. This includes:

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

Funded districts (2021-2022)
- **Cohort 2:** 11 SRG grantees completed the final (3rd) year of grant
- **Cohort 3:** 21 schools in 13 districts were awarded funding to start in 2022-23
Students Served (2021-2022)
- 2,479 students served
- 12 percent of students served were recovered out-of-school youth

---

Student Success Story

Student Re-engagement grantees work to build strong systems that help students stay on-track and intervene and support students as soon as they show signs of disengagement. The following story was shared by a grantee as an example of the impact they have on individual students.

A student who was extremely successful in the SRG program had been to multiple high schools, was credit deficient, and had a history of attendance issues. By immediately building a relationship with the student and determining a plan of action for graduation with the student and his father, we were able to change the trajectory of the student from being a potential drop-out to attending a certification program for automotive repair. This student was also able to obtain an internship during his second semester due to the recapturing of credits completed in the first semester of their senior year. Attendance improved because the student knew they would be accepted as who they were, and anxiety issues could be addressed in our classroom. Communication with the parent was done at least weekly so that the student was being supported both inside and outside of school. This allowed the student to feel more comfortable in sharing what the obstacles were to coming to class when need arose. The support felt by this student can be summarized in a quote he provided "We share our lives with you because you listen, many of us don't have someone at home to share this stuff with."

Ninth Grade Success Grant Program

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

Grantees within the program built ninth grade success teams that include teachers, counselors, and other support staff and meet regularly to build a strong 9th grade experience, design and coordinate supports, and identify and respond when students are struggling. The goal of ninth grade teams is to increase the number of students who are staying on-track to 10th grade, reduce the number of students who show signs of disengagement and academic struggles, and build systems to be responsive. Grantees implement a variety of strategies to impact 9th grade students. The most common strategies that ninth grade teams implement are:

- Eighth to ninth grade transition programs
- Early warning systems to identify students and respond as soon as they began to disengage or struggle academically.
- Data analysis to better understand trends, which may include student groups, subject areas, or other potential areas for adjustment.
- Multiple pathways that provide clear connections and preparation from school to postsecondary options and provide options and choice for students.

This is the first cohort of grantees within the program. After a gap year in 2020-21 due to a pause in funding, the 2021-2022 school year is the second of 4 years of implementation. Grantees have consistently reported overall positive outcomes and have reported improved outcomes within the year although some overall school measures showed additional challenges during the 2021-22 school year. Positive outcomes include:

Funded Districts (2021-2022)
• 9 districts funded originally with 8 districts continuing in 2021-22
Students Served
• 1825 students served. • 20 percent of students served were not on track to graduate; 15 percent were at risk of dropping out. Students were primarily served due to course failure (18 percent), insufficient credit accrual (14 percent), and low attendance (13 percent).

- 92 percent of students served experienced positive outcomes such as continuation of services or education.
- 82 percent of students served remained in school.
- Seven out of eight grantees reported approaching or meeting their objectives related to academic performance. These objectives were about increasing the number of students passing courses - the goals for the size of increase varied based on the starting point.
- Five out of seven grantees reported approaching or meeting their objectives related to student engagement. These objectives were about increasing the number of students who improved their school attendance - the goals for the size of increase varied based on the starting point.

Success Story

Ninth Grade Success grantees work to build systems to keep students on-track for 10th grade and respond effectively to support student's academic and non-academic needs. This story was shared by a grantee of the impact they are having on 9th grade students.

"In general, our 9th grade students have increased their self-advocacy skills, they are more aware of the interventions and supports available to them, the requirements for graduation and how they apply to each individual and pathway and are more aware of how credits and grades affect their graduation goals. Of the 87 at-risk students served, 50 of them are now on track to graduate on time and 37 of them remain a focus for supports."

Educational Stability Grant Program

[The Educational Stability Grant Program](#) (ESG), authorized by House Bill 18-1306, provides grant money for academic and social-emotional services and supports for highly mobile students. This includes students who experience (or are at risk of experiencing) multiple school moves during their K-12 education outside of regular grade transitions (e.g., youth in foster care, those experiencing homelessness, and migrant students). Per section 22-32-138.5, C.R.S., the program's approach maintains that, by removing educational barriers and supporting educational stability, students served will stay in school, maintain regular attendance, decrease behavioral incidents, and make progress toward graduation or completion.

Ten applicants were selected for a three-year grant award, totaling $805,662 in Year 1 (2019-2020), $827,664 in Year 2 (2020-2021), and $826,947 in Year 3 (2021-2022). This grant is managed by the Office of Student Support.

The ESG program funded innovative services and support to address barriers to learning for highly mobile students. All grantees reported supporting students' academic progression and course completion, and nearly all reported supporting students through assessment of educational milestones and/or credit accrual and attainment. ESG also funds a variety of structured academic opportunities for students to achieve their goal for graduation and postsecondary success based on the individual student's academic interest and unique needs. For example, nearly all grantees reported providing opportunities for students to build on strengths and talents and explore interests, as well as providing complete and up-to-date career and/or academic plans.

The most common strategies that were funded through district applications include:
- Providing essential needs such as food, clothing, and hygiene products
- Programs that support school connectedness, such as extracurricular activities, academic engagement, interest exploration activities, and enhancing school climate
- Innovative solutions to address barriers to learning, such as tutoring and training in essential classroom skills

Funded LEAs (2021-2022)
• 10 ESG grantees completed Year 3 of the grant
Students Served
• 3995 students served
• 70 percent of students served were experiencing homelessness
• 8 percent were in out-of-home placement (foster care)
• 19 percent were migrant students
• **(3 percent were unreported)**

Grantees have reported positive outcomes for students that are a part of programming including:
98 percent of students served stayed in school or continued their education.

Student Success Story

Educational Stability Grantees serve students facing a range of barriers to stable learning environments. The following story was shared as an example of the impact grantees have in improving student's learning environments.

"A student who is considered homeless was below reading level, had attendance issues, and wasn't engaging with other students. With the Ed Stability Grant, the Advocate was able to work one on one to help her with reading and social and emotional learning. Her teacher shared that since the Advocate started working with the student she had noticed an improvement in her reading, attendance, and was making friends. When the student read with the advocate at the end of the year the student wanted to read more stories because her confidence in her reading skills had improved greatly."

Appendices

APPENDIX A: Definitions of Terms

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

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

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

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

Discipline Incidents: The total number of incidents (not students) that are reported by local education agencies to CDE. Examples include, but are not limited to, classroom suspension/teacher removal, in school suspension, out of school suspension, and expulsion. More details can be found at CDE suspension/expulsion, www.cde.state.co.us/cdereval/suspend-expelcurrent.
- **Classroom Removal Incidents**: Reporting includes total number of incidents (not students) in which the most severe action taken was the student(s) being suspended from the classroom or removed by the teacher. Includes only incidents where a teacher removal process was followed (e.g., contacting parent/guardian, student-parent-teacher conference and if the second removal, developing a behavior plan).
- **In-School Suspension Incidents**: The total number of incidents (not students) involving the reported behavior in which the most severe action taken was the student(s) being suspended in school. Student suspended from classroom to another location in the school in accordance with local school board policy.
- **Out of School Suspension Incidents**: Student suspended from school grounds in accordance with local school board policy.
- **Expulsion Incidents**: The total number of incidents (not students) involving the reported behavior in which the most severe action was the student(s) being expelled. Students are expelled in accordance with local school board policy.
- **Expulsion Rate:** Indicates number of students expelled during the year divided by the student enrollment as of October 1.

Graduation Rates and Completion Rates
Four-year and Extended-year Graduation Rates:

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

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

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

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

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

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

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

Instructional Program Service Type (IPST): This includes students who are economically disadvantaged, Title I, limited English Proficient, migrant, homeless, gifted and talented, and students with disabilities.

English Language Learner: This designation encompasses all students identified as either non-English proficient or limited English proficient. Non-English proficient (NEP) is defined as a student who speaks a language other than English and does not comprehend, speak, read, or write English. Limited English proficient (LEP) is defined as a student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English. Districts must provide language services to all limited English proficient students.

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

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

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

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

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

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

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

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

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

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

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

Table 9: Extended-Year Graduation and Completion Rates of Economically Disadvantaged Students								
Class of	**4-Year Rate**		**5-Year Rate**		**6-Year Rate**		**7-Year Rate**	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	65.5	67.2	74.0	76.5	76.4	79.5	77.5	80.9
2016	67.8	69.3	75.0	77.4	77.2	80.2	78.4	81.8
2017	68.5	70.5	75.5	78.4	77.6	81.0	78.6	82.2
2018	70.7	72.8	76.4	79.2	78.3	81.6	79.4	82.9
2019	70.9	73.1	76.3	79.1	78.5	81.6	79.3	82.6
2020	72.3	74.1	77.7	80.1	79.3	82.0	*Available 2022-2023*	
2021	70.6	72.2	76.4	78.8	*Available 2022-2023*		*Available 2023-2024*	
2022	71.9	73.7	*Available 2022-2023*		*Available 2023-2024*		*Available 2024-2025*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 10: Extended-Year Graduation and Completion Rates of English Learners								
Class of	**4-Year Rate**		**5-Year Rate**		**6-Year Rate**		**7-Year Rate**	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	61.1	61.7	72.2	73.2	75.0	76.4	76.1	77.7
2016	61.4	62.0	71.8	72.8	74.6	76.0	76.0	77.7
2017	64.6	65.3	73.9	75.1	76.6	78.0	77.6	79.2
2018	67.0	67.8	74.0	75.3	76.6	78.3	77.7	79.5
2019	68.6	69.6	75.5	76.7	78.0	79.5	78.8	80.5
2020	70.2	71.0	76.6	77.7	78.4	79.7	*Available 2022-2023*	
2021	67.5	68.0	75.2	76.2	*Available 2022-2023*		*Available 2023-2024*	
2022	69.4	70.2	*Available 2022-2023*		*Available 2023-2024*		*Available 2024-2025*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 11: Extended-Year Graduation and Completion Rates of Gifted and Talented Students								
Class of	**4-Year Rate**		**5-Year Rate**		**6-Year Rate**		**7-Year Rate**	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	92.2	93.4	94.8	96.3	95.2	97.0	95.4	97.4
2016	93.2	94.5	95.5	97.2	95.9	97.7	96.0	97.9
2017	93.0	94.3	95.6	97.3	96.1	97.9	96.2	98.1
2018	93.7	95.1	95.4	97.1	95.7	97.5	95.8	97.7
2019	94.0	95.3	95.4	97.1	95.7	97.5	95.8	97.8
2020	94.2	95.5	95.6	97.7	95.9	97.6	*Available 2022-2023*	
2021	94.2	95.5	95.6	97.2	*Available 2022-2023*		*Available 2023-2024*	
2022	94.6	96.1	*Available 2022-2023*		*Available 2023-2024*		*Available 2024-2025*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

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

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	52.8	54.8	61.2	64.4	63.9	68.1	65.3	70.0
2016	53.2	54.9	60.1	63.1	63.1	66.9	64.5	69.1
2017	55.8	58.4	62.7	66.6	65.3	70.0	66.3	71.3
2018	55.4	58.1	62.0	65.7	64.4	68.9	65.6	70.5
2019	55.5	58.6	61.5	65.0	64.1	68.3	65.2	69.9
2020	56.7	59.3	63.2	66.9	65.3	69.4	Available 2022-2023	
2021	53.6	55.6	60.7	63.7	Available 2022-2023		Available 2023-2024	
2022	55.4	58.2	Available 2022-2023		Available 2023-2024		Available 2024-2025	

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

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

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	67.9	68.9	77.3	78.9	79.4	81.4	80.1	82.1
2016	62.8	63.2	69.7	70.0	73.2	73.9	75.0	75.6
2017	61.8	63.4	71.9	73.5	74.3	75.9	75.7	77.3
2018	66.9	67.2	70.3	70.6	73.0	73.3	74.0	74.9
2019	68.8	70.5	73.9	75.8	76.5	78.4	76.8	79.0
2020	71.7	72.8	74.9	76.5	76.5	78.8	Available 2022-2023	
2021	67.0	67.6	73.0	73.9	Available 2022-2023		Available 2023-2024	
2022	69.0	70.0	Available 2022-2023		Available 2023-2024		Available 2024-2025	

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

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

Class of	4-Year Rate		5-Year Rate		6-Year Rate		7-Year Rate	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	53.8	55.0	64.8	66.8	70.0	72.6	74.1	77.2
2016	57.2	58.4	66.3	68.0	71.7	74.1	76.5	79.2
2017	56.8	58.3	66.2	68.4	71.9	74.5	76.3	79.2
2018	58.6	60.3	67.1	69.4	71.9	75.1	76.7	79.8
2019	59.2	61.3	67.8	70.8	75.2	78.0	77.7	80.7
2020	61.8	63.9	73.3	75.4	76.5	78.9	Available 2022-2023	
2021	66.4	67.9	73.4	75.6	Available 2022-2023		Available 2023-2024	
2022	67.9	69.7	Available 2022-2023		Available 2023-2024		Available 2024-2025	

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

Table 15: Extended-Year Graduation and Completion Rates of Students in Foster Care								
Class of	**4-Year Rate**		**5-Year Rate**		**6-Year Rate**		**7-Year Rate**	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	29.3	35.9	37.6	46.9	40.3	51.0	41.4	53.6
2016	33.2	37.4	40.2	46.4	42.5	51.1	44.9	55.0
2017	23.6	33.6	29.6	43.8	32.0	48.8	33.3	51.4
2018	24.8	37.8	31.3	48.4	33.0	51.5	34.5	54.3
2019	26.6	38.5	33.4	47.3	35.9	51.5	37.1	53.4
2020	30.5	39.4	36.7	46.7	39.4	49.9	*Available 2022-2023*	
2021	30.5	38.8	36.5	45.6	*Available 2022-2023*		*Available 2023-2024*	
2022	30.0	35.5	*Available 2022-2023*		*Available 2023-2024*		*Available 2024-2025*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement. The foster care education data is made available through a data-sharing agreement between the Colorado Department of Education and the Colorado Department of Human Services. Foster care education data by county of the school district is available at www.cde.state.co.us/dropoutprevention/rad_coloradolegislaturereports								

Table 16: Extended-Year Graduation and Completion Rates of Male Students of Color								
Class of	**4-Year Rate**		**5-Year Rate**		**6-Year Rate**		**7-Year Rate**	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	65.4	66.8	73.6	75.9	75.9	78.8	76.8	80.0
2016	67.2	68.6	74.4	76.5	76.4	79.1	77.6	80.6
2017	68.7	70.4	75.7	78.2	77.7	80.8	78.7	81.8
2018	70.5	72.4	76.1	78.7	77.9	80.9	78.9	82.2
2019	71.1	73.0	76.6	79.0	78.6	81.4	79.3	82.3
2020	72.7	74.3	78.3	80.2	79.7	81.9	*Available 2022-2023*	
2021	71.4	72.8	77.1	79.1	*Available 2022-2023*		*Available 2023-2024*	
2022	72.5	74.2	*Available 2022-2023*		*Available 2023-2024*		*Available 2024-2025*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 17: Extended-Year Graduation and Completion Rates of White Male Students								
Class of	**4-Year Rate**		**5-Year Rate**		**6-Year Rate**		**7-Year Rate**	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	79.7	81.9	84.6	87.4	85.8	89.1	86.4	90.0
2016	81.4	83.2	85.9	88.6	87.1	90.3	87.9	91.3
2017	81.0	83.6	85.3	88.5	86.6	90.2	87.3	91.0
2018	82.5	85.0	86.2	89.3	87.3	90.8	88.0	91.7
2019	83.1	85.5	86.5	89.5	87.8	91.1	88.3	91.6
2020	83.5	85.8	87.4	90.3	88.3	91.4	*Available 2022-2023*	
2021	83.5	85.9	86.8	89.8	*Available 2022-2023*		*Available 2023-2024*	
2022	85.0	87.5	*Available 2022-2023*		*Available 2023-2024*		*Available 2024-2025*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 18: Extended-Year Graduation and Completion Rates of Female Students of Color								
Class of	**4-Year Rate**		**5-Year Rate**		**6-Year Rate**		**7-Year Rate**	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	75.3	76.1	83.0	84.3	85.0	86.7	85.9	87.9
2016	76.7	77.5	83.2	84.6	85.1	86.8	86.0	88.0
2017	77.7	78.8	83.8	85.2	85.8	87.6	86.6	88.6
2018	80.2	81.2	84.8	86.3	86.7	88.3	87.4	89.0
2019	80.1	81.3	84.7	86.2	86.5	88.0	87.2	88.9
2020	81.7	82.6	86.0	87.0	87.3	88.7	*Available 2022-2023*	
2021	80.9	82.0	85.6	86.8	*Available 2022-2023*		*Available 2023-2024*	
2022	81.3	82.4	*Available 2022-2023*		*Available 2023-2024*		*Available 2024-2025*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

Table 19: Extended-Year Graduation and Completion Rates of White Female Students from 2020								
Class of	**4-Year Rate**		**5-Year Rate**		**6-Year Rate**		**7-Year Rate**	
	Graduation	Completion	Graduation	Completion	Graduation	Completion	Graduation	Completion
2015	85.6	86.9	89.6	91.5	90.7	92.9	91.3	93.6
2016	87.5	88.8	90.8	92.5	91.8	93.7	92.4	94.5
2017	86.8	88.2	90.4	92.2	91.4	93.4	91.8	93.9
2018	88.3	89.8	91.2	93.0	92.1	94.1	92.6	94.6
2019	88.8	90.3	91.6	93.3	92.6	94.5	92.9	94.9
2020	88.8	90.0	91.8	93.4	92.7	94.5	*Available 2022-2023*	
2021	89.9	91.1	92.4	94.0	*Available 2022-2023*		*Available 2023-2024*	
2022	89.7	91.2	*Available 2022-2023*		*Available 2023-2024*		*Available 2024-2025*	
Source: Colorado Department of Education, Data Services and Office of Dropout Prevention and Student Re-engagement								

APPENDIX C: Historical Overview of Annual Dropout Rates

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

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

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

End Notes

[1] Alliance for Excellent Education (2017). *The Graduation Effect: Every Student Potential to Impact a Community*. Retrieved from http://impact.all4ed.org/Infographics/State/CO-GradEffect-Infographic-FINAL.PDF.

[2] Alliance for Excellent Education (2013). *The Economic Benefits of Increasing the High School Graduation Rate for Public School Students.* Retrieved from https://all4ed.org/wp-content/uploads/2014/01/Colorado_econ.pdf.

[3] Colorado Department of Education (2017). *2017-2022 Strategic Plan*. Retrieved from www.cde.state.co.us/cdecomm/strategicplan.

[4] McFarland, J., Cui, J., Holmes, J., & Wang, X. (2019). *Trends in High School Dropout and Completion Rates in the United States: 2019* (NCES 2020-117). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from https://nces.ed.gov/pubsearch.

[5] Rumberger, R. & Sum, A. (2008). *Why Students Drop Out of School: A Review of 25 Years of Research*. Santa Barbara, CA: California Dropout Research Project, University of California, Santa Barbara. Retrieved from http://cdrpsb.org/pubs_reports.htm, Policy Brief 15.

[6] Jones, T. M., Williford, A., Spencer, M. S., Riggs, N. R., Toll, R., George, M., Becker, K., & Bruick, S. (2021). *School mental health providers' perspectives on the impact of COVID-19 on racial inequities and school disengagement.* Children & Schools, 43(2), 97–106.

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

[8] Aucejo, E. M., French, J., Ugalde Araya, M. P., & Zafar, B. (2020) *The impact of COVID-19 on student experiences and expectations: Evidence from a survey.* Journal of Public Economics, 191, 104271.

[9] Ahn, K., Lee, J. Y., & Winters, J. V. (2020) *Economics Working Papers: Department of Economics,* Iowa State University. 2020. Retrieved from https://lib.dr.iastate.edu/econ_workingpapers/115

[10] Colorado Department of Education and Colorado Education Initiative (Spring 2020). *Colorado School District Needs Inventory.* Retrieved from https://www.cde.state.co.us/communications/needsinventory-results

[11] Colorado Department of Education and Colorado Education Initiative (Fall 2020). *Colorado School District Needs Inventory.* Retrieved from https://www.cde.state.co.us/safeschools/needsinventory-fall2020-report

[12] United States Census Bureau (2021). *Measuring Household Experiences during the Coronavirus Pandemic.* Retrieved from https://www.census.gov/data/experimental-data-products/household-pulse-survey.html

[13] Catalano, A., Torff, B., & Anderson, K. S. (2021) *Transitioning to online learning during the COVID-19 pandemic: Differences in access and participation among students in disadvantaged school districts.* International Journal of Information and Learning Technology, 38(2), 258-270.

[14] Browman, A. S., Destin, M., Kearney, M. S., & Levine, P. B. (2019). *How economic inequality shapes mobility expectations and behaviour in disadvantaged youth. Nat Hum Behav* 3, 214–220.

[15] World Bank Group (June 2020) *Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates.* Retrieved from http://pubdocs.worldbank.org/en/798061592482682799/covid-and-education-June17-r6.pdf

[16] Save the Children (2020). *Save Our Education: Protect Every Child's Right to Learn in COVID-19 Response and Recovery*. Retrieved from https://www.savethechildren.net/save-our-education-report/.

[17] America's Promise (2020). *National Survey of High School Students During COVID-19 Finds Widespread Negative Impact on Learning Time, Emotional Health, Social Connection*. Retrieved from https://www.americaspromise.org/press-release/national-survey-high-school-students-during-covid-19-finds-widespread-negative-impact.

[18] Barrat, V. X., Berliner, B., & Fong, A. B. (2012). *When dropping out is not a permanent high school outcome: Student characteristics, motivations, and re-enrollment challenges.* Journal of Education for Students Placed at Risk, 17(4), 217-233.

[19] 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

[20] Colorado Department of Human Services. (2014). *2014 Statewide Youth Development Gaps and Themes*. Retrieved from (2018 State Youth Development Plan) http://co4kids.org/sites/default/files/SYDP%202019_2020%20Final.pdf.

[21] Colorado Workforce Development Council (2018). *2018 The Colorado Talent Pipeline Report*. Retrieved from www.colorado.gov/pacific/sites/default/files/2018_Talent_Pipeline_Report_Web.pdf.

[22] Colorado Commission on Higher Education (2017). *Colorado Rises: Advancing Education and Talent Development*. Retrieved from https://highered.colorado.gov/Publications/CDHE-Master-Plan-2017.pdf.

[23] Colorado Department of Education (2017). *2017-2022 Strategic Plan*. Retrieved from www.cde.state.co.us/cdecomm/strategicplan.