

Appendix A: Definitions for Colorado Student Re-Engagement Program

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

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

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

Chronically Absent: Refers to public school students who are absent 10% or more of the days during the school year. A student is absent if they are not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. This count would include students in grades K-12. See [CDE's Attendance Information webpage](#).

Competency-Based Learning: System of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Community Engagement: Refers to partnerships shared between schools, families, and their communities to support the social, emotional, and educational development of youth. School and community partnerships enrich and expand services for in and out of school time and as a result, positive outcomes for youth and their families. See [CDE's Attendance Information webpage](#).

Core Courses/Classes: Classes/courses that all students are required before progressing grade levels or completing high school (e.g., English language arts, math, science, and social studies).

Course Completion and Credit Recovery: Credit recovery refers to a student passing and receiving credit for a course that the student previously attempted but was unsuccessful in earning academic credit towards graduation. The student can "recover" the credit by satisfying requirements for the course in which they were unsuccessful by earning credit based on competency of the content standards for that particular course. See [CDE's Best Practices Guide for Dropout Prevention](#).

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

Dropout: In Colorado law, a dropout is defined as a person who leaves school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program. Students who reach the age of 21 before receiving a diploma or designation of completion ("age-outs") are also counted as dropouts. A student is not a dropout if he/she transfers to an educational program recognized by the district, completes a high school equivalency or registers in a program leading to a high school equivalency, is committed to an institution that maintains educational programs, or is so ill that he/she is unable to participate in a homebound or special therapy program. See [CDE's Dropout Statistics FAQ webpage](#).

Dropout Rate: The Colorado dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7 to 12 who leave school during a single school year without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students. See [CDE’s Dropout Statistics webpage](#).

The Dropout Rate Calculation:

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

Total number of students that were in membership in grades seventh through 12th grade at any time during the annual school year

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

Dropout Recidivism Rate: Refers to reoccurrence of dropping out of school. For example, in 2016-17, 10,329 Colorado students dropped out of public school. Of those students, 1,095 students had also dropped out in the 2015-16 school year. This translates to a dropout recidivism rate of 10.6 percent.

Early Warning Systems (EWS): A system that identifies students who are in jeopardy of dropping out of school by analyzing key data to determine which students are most at-risk. Most EWS collect data on three essential early warning elements that research has shown are most predictive of students dropping out—Attendance, Behavior, and Course performance. See [CDE’s Early Warning Systems webpage](#).

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

Family, School, and Community Partnerships: Schools are one part in a larger social system that includes families and communities, which are equally responsible for the development of youth. School-community partnerships, or collaborations require commitment, vision, and mutual trust. An effective collaboration is a formal agreement among participants to establish an autonomous structure to accomplish goals that would be difficult to achieve by any of the participants alone. The collaboration requires infrastructure that ensures participants ability to accomplish a shared vision and meet a set of goals. See [CDE’s Dropout Prevention Best Practices: Family Partnering webpage](#).

Graduation Rates and Completion Rates

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

The four-year graduation rate reflects the percentage of students from a given graduation class who receive a diploma within four years of completing 9th grade. Students who graduate in the following year are then added to the numerator and the five-year graduation rate is calculated. Students graduating who need two years or three years past their AYG to successfully graduate are added to the numerator for the six-year or seven-year graduation rates.

The 4-year Graduation Rate Calculation:

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

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

For more information on graduation and completion rates, see [CDE's Graduation Statistics webpage](#).

Completion Rate (four-year and extended-year): The completion rate is also a cohort-based rate which includes the number of students who graduate plus those who receive a high school equivalency certificate or other designation of high school completion. Like the graduation rate, the completion rate is calculated as a percent of those who were in membership over the previous four-year period (i.e., from grades 9 to 12) and could have graduated or completed in the currently reported school year. Extended-year completion rates are calculated following the same logic as the extended-year graduation rates, but the numerator includes regular diploma graduates, high school equivalency completers and students receiving other completion certificates.

The 4-year Completion Rate Calculation:

Number of students who graduate plus the number who receive a high school equivalency diploma or designation of high school completion within four years of completing 9th grade

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

Colorado has approved the use of three high school equivalency (HSE) tests. They include the General Educational Development (GED®) Test, the High School Equivalency Test (HiSET®); and the Test Assessing Secondary Completion (TASC™). Students who are 17 years and older are eligible to take an HSE test in order to receive a Colorado high school equivalency diploma (HSED). Students who are 16 years old may receive an age waiver if they meet specific conditions. See [CDE's High School Equivalency Testing Program webpage](#).

Local Education Provider: Defined as a school district, a Board of Cooperative Educational Services (BOCES) or the Charter School Institute. Each local education provider that seeks to receive a grant shall submit an application as directed in this RFA.

Multiple Pathways: A variety of structured academic opportunities for students to achieve their goal for high school graduation and postsecondary success. Each pathway is defined by its programming and is accessed by each student based on the individual student's academic interest and unique needs. Examples include CTE Programs, credit recovery and acceleration, Concurrent Enrollment, and flexible scheduling as well as different school options such as Alternative Education Campuses and online schools. See [CDE's Dropout Prevention Best Practices: Graduation Pathways webpage](#).

Out-of-School Youth: This includes youth who are either unrecovered dropouts or who have been away from school for an extended amount of time (e.g., 6 weeks), but have not yet been coded as a dropout. See [CDE's Dropout Prevention Best Practices: Re-engagement of Out-of-School Youth webpage](#).

Performing Arts: According to Colorado Revised Statutes § 22-1-104.5 (b), "Performing arts" means art forms that are expressed by individuals or groups that involve performance through multi-sensory experiences, which performances may include, but need not be limited to, dance, music, theater, and digital or electronic productions.

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

1. **Strengths-Based:** Taking a holistic approach that focuses on the inherent strengths of an individual, family, or community, then building upon them.
2. **Inclusive:** Addressing the needs of all youth by ensuring that our approach is culturally responsive.
3. **Engaging Youth as Partners:** Ensuring the intentional, meaningful, and sustained involvement of youth as equitable partners in the programs, practices, and policies that seek to impact them.
4. **Collaborative:** Creating meaningful partnerships within and across sectors to effectively align our work.
5. **Sustainable:** Addressing long-term planning through funding, training, capacity building, professional development, and evaluation in order to ensure ongoing support and engagement of youth.

Postsecondary and Workforce Readiness: Refers to the preparedness of students for college or a job after completing high school. This is one of the state performance indicators used to evaluate the performance of all schools and districts and includes performance data on graduation rate, dropout rate, average Colorado ACT Composite Score, and disaggregated graduation rates. For Alternative Education Campuses (AECs), PWR performance data also includes completion rates.

School Climate and Cultural Proficiency: The quality of school life experienced by students, caregivers, school personnel, and others interacting with the school environment. A positive school climate, then, is one where the school attends to each of the following: (a) fostering safety; (b) promoting a supportive academic, disciplinary, and physical environment; and (c) encouraging and maintaining respectful, trusting, and caring relationships throughout the school community. Additionally, organizational structures such as student body socioeconomic status (SES), retention of staff, racial and ethnic diversity of staff and students, and community support may influence climate. See [CDE's Dropout Prevention Best Practices: School Climate webpage](#).

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

Student Re-engagement: Means that a student re-enrolls in high school after dropping out prior to completion. Student re-engagement usually results from 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 their high school diplomas or otherwise completing high school.

Student Re-engagement Rate: Based on the percent of students who dropped out in the prior year (PY) 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. The pairing of these percentages provides information to assist in analyzing the cost-benefit of Student Re-Engagement and recognizes the levels of re-engaging students who have dropped out. (Taken from CCR 301-84, Rules for Dropout Prevention and Student Re-engagement.)

Calculation of percentages based on retrieved into same school or district:

- School rate based on re-enrolled: Number of PY dropouts who are retrieved into same school the following year/Number of PY dropouts.
- District rate based on re-enrolled: Number of PY dropouts who are retrieved into same district the following year/Number of PY dropouts.

Calculation of percentages based on retrieved anywhere in the state:

- School rate based on retrieved: Number of PY dropouts who are retrieved anywhere in the state the following year /Number of PY dropouts.
- District rate based on retrieved: Number of PY dropouts who are retrieved anywhere in the state the following year /Number of PY dropouts.

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

Transition Programs: All students go through transitions in their educational careers, from moving up a grade, to moving to a different school. Comprehensive transition programming addresses these transitions and may include social and academic support for students in new grades or new schools through counseling and mentoring, family outreach, community engagement, and by providing post-secondary and workplace readiness programming and training for educators and youth to help further support students in periods of transition. See [CDE's Dropout Prevention Best Practices: Transition Programs webpage](#).

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

Truancy Rate: The rate indicates the percentage of full or partial days possible to attend that students were absent without an excuse. It is calculated by dividing the total days unexcused absent by the number of total days possible to attend. Spreadsheets of annual school-by-school truancy rates can be found at See [CDE's Attendance Information webpage](#).

Visual Arts: According to Colorado Revised Statutes § 22-1-104.5 (c), "Visual arts" means art works created by individuals or groups using a variety of media and processes, which art works may include, but need not be limited to, drawing, painting, ceramic arts, sculpture, photography, graphic arts, printmaking, media arts, electronic or digital design, textiles, jewelry, glass arts, and fine woodworking.