

# Data Walk Review

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Available Data	Data & Analysis Not Yet Completed or Found
GED program participation (July 2014- May 2015)	5 <sup>th</sup> year graduation rates (not reported uniformly across districts; data committee working to compile)
Juvenile Justice Participation (incl. data on truancy)	ACT Results (Not yet released)
Achievement Gap in HS graduation Rates (stable over time)	Demographics of AP exam takers and scores
Participation in CTE Academies (metro Chamber)	Data on Individual Graduation Plans (IGPs)
High School Completers Enrolled as Freshmen (2012 graduates, enrolled in 2013)	Track students along with participation in interventions

Available Additional Resources	Additional Resources To Be Collected
Best Practices example - Nashville	Timeline of education policy changes that affect core indicators; including implementation of policies
Eligibility Criteria for Disability Status (SC DOE)	More information on groups affected the most by achievement gap (i.e. My Brother's Keeper Challenge for young boys and men of color)
Charleston Regional Competitiveness Center (metro Chamber, CRDA, SCWorks)	What's working: <ul style="list-style-type: none"> <li>- to increase 8<sup>th</sup> grade math proficiency</li> <li>- to increase percent of LEP and/or Hispanic students graduating on time</li> </ul>

# High School Graduation Leading Indicators

Risk Category/Factor	Potential Leading Indicator
<b>Individual Background Characteristics</b>	
<p><b>DEFINITION:</b> Studies have linked leaving school early to a number of individual factors that put children and youth at greater risk. This includes a number of unalterable, background characteristics such as race/ethnicity, immigration status, and having limited cognitive abilities or some other type of disability, whether it is physical, emotional, or behavioral. Students with disabilities have been found to have similar types of risk factors for dropout as for other students but are more likely to have multiple risk factors than other students. Students diagnosed as seriously emotionally disturbed or who have learning disabilities are particularly vulnerable to dropping out.</p>	
<p><b>RISK FACTOR:</b></p> <ul style="list-style-type: none"> <li>- Has a learning disability or emotional disturbance</li> </ul>	<ul style="list-style-type: none"> <li>- Students with Individual Education Plans (IEPs)</li> </ul>
<b>Early Adult Responsibilities</b>	
<p><b>DEFINITION:</b> An individual's non-school experiences also have been found to impact dropout. When adolescents are forced to take on adult responsibilities, it decreases their likelihood of staying in school until graduation. Possible responsibilities range from becoming a teen parent, having to take a job to help out his or her family or having to care for siblings. Combining school with working at a job more than 20 hours a week significantly increases the likelihood that a student will leave school before graduating.</p>	
<p><b>RISK FACTORS:</b></p> <ul style="list-style-type: none"> <li>- Parenthood</li> <li>- High number of work hours</li> </ul>	<ul style="list-style-type: none"> <li>- Live births to mothers under 18 (%)</li> </ul>
<b>Social Attitudes, Values, &amp; Behavior</b>	
<p><b>DEFINITION:</b> Children and adolescents may also have general attitudes and behaviors that increase the likelihood that they will not graduate. Early antisocial behavior, such as violence, substance use, or trouble with the law, has been linked in a number of studies to dropping out of school. Early sexual involvement has also been linked to dropping out, as has spending no time each week reading for fun. Having close friends who are involved in antisocial behavior or who have dropped out increases the risk that a youth will also drop out. Low occupational aspirations and having low self-esteem and self-confidence also have been found to increase the risk of dropout.</p>	
<p><b>RISK FACTORS:</b></p> <ul style="list-style-type: none"> <li>- High-risk social behavior</li> <li>- Highly socially active outside of school</li> <li>- High-risk peer group</li> </ul>	<ul style="list-style-type: none"> <li>- Teen girls age 14-17 who became pregnant (%)</li> <li>- Juvenile justice system participation due to violence and/or substance abuse</li> </ul>

Note: Risk categories, factors and definitions taken directly from Dropout Risk Factors and Exemplary Programs Technical Report published by the National Dropout Prevention Center at Clemson University.

Source: National Dropout Prevention Center, Clemson University.

Risk Category/Factor	Potential Leading Indicator
<b>School Performance</b>	
<p><b>DEFINITION:</b> An individual's school experiences have been found to have a major impact on the likelihood that he or she will graduate. School performance and engagement with school are two of the primary experiences. Poor academic performance is one of the most consistent predictors of dropout, whether measured through grades, test scores, or course failure. It has been found to impact dropout starting in the 1st grade and continuing throughout elementary school, into middle and on into high school. Another aspect of school performance that is related to achievement but a major factor on its own, is being retained and having to repeat a grade. As for low achievement, beginning in 1st grade, retention at any grade level has been found to impact the chances that a student will drop out. What makes retention so powerful is that its effects are additive, where multiple retentions dramatically increase the odds that a student will drop out. Students with disabilities have been found to have multiple school performance risk factors. These students were found in one national study of high school students to be on average three years behind grade level in both reading and math, to have lower average grade point averages, and a higher likelihood of having failed a course than students without disabilities.</p>	
<p><b>RISK FACTORS:</b></p> <ul style="list-style-type: none"> <li>- Low achievement</li> <li>- Retention/over age for grade</li> </ul>	<ul style="list-style-type: none"> <li>- Percent of 8<sup>th</sup> graders not meeting reading and math proficiency</li> <li>- End-of-Course Exam % of students that scored an 'F' in Algebra I/Math for the Technologies</li> <li>- High school retention rates/% of students not promoted to next grade</li> <li>- % of students scoring below national average on ACT/ACT Work Keys</li> </ul>

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Risk Category/Factor	Potential Leading Indicator
<b>School Engagement</b>	
<p><b>DEFINITION:</b> Interrelated with school performance is the level of a student’s engagement with school. Whether it begins before, after, or occurs simultaneously with poor performance, students who are alienated and disengaged from school are much more likely to drop out. Researchers have found that disengagement manifests itself in both behavior and attitudes and have categorized engagement into several groupings: academic, social, behavioral, and psychological. One primary indicator of a student’s level of detachment and disengagement from school academically is absenteeism. There is evidence that the number of days out of school impacts dropout starting in the 1st grade and continues to be a factor throughout a student’s school career, with some evidence that patterns of absenteeism are consistent across grade levels, at least for students with disabilities. Missing too many days and having trouble catching up was the second most reported reason for dropping out of school in a recent survey of dropouts around the U.S. Other behaviors that can signal academic disengagement include cutting classes, truancy, consistently not completing homework, and coming to class unprepared.</p>	
<p><b>RISK FACTORS:</b></p> <ul style="list-style-type: none"> <li>- Poor attendance</li> <li>- Low educational expectations</li> <li>- Lack of effort</li> <li>- Low commitment to school</li> <li>- No extracurricular participation</li> </ul>	<ul style="list-style-type: none"> <li>- # of days absent</li> <li>- Attendance rate for high school students</li> <li>- % of seniors that took the ACT or SAT with intent to apply to an IHE</li> <li>- participation in workforce readiness activities (ex. CTE Academies)</li> </ul>
<b>School Behavior</b>	
<p><b>DEFINITION:</b> Another major behavioral indicator that a student is not fully engaged with school is misbehavior. Acting up in school, particularly if these behaviors result in repeated suspensions or expulsion can increase a student’s alienation from school. Discipline problems in both middle and high school have been consistently linked to increased dropout. Getting into trouble with police has also been found to be consistent with a pattern of disengagement and has been linked to dropout. School disengagement can also appear in attitudes toward school. Having low educational expectations either in being uncertain about high school graduation or lacking plans for education beyond high school have been found to significantly increase the likelihood that a student will drop out before getting a diploma. Reasons for dropping out given by dropouts illustrate psychological disengagement from school. Surveys have found that dropouts commonly felt that they didn’t belong at school, had trouble getting along with their teachers, or just had a general dislike of school. Dropouts also have been found to be more likely to have trouble getting along with peers at school or have problems with social skills. One study found that the factor influencing dropout wasn’t that students were socially isolated but that the friends they had were also at risk of dropping out. Another aspect of social disengagement at school is the lack of involvement in extracurricular activities at school, such as clubs, sports, science fairs, scouting, or the school. Social engagement in high school through involvement in school or community clubs or activities was found to be particularly important for students with disabilities to keep them from dropping out of school.</p>	
<p><b>RISK FACTORS:</b></p> <ul style="list-style-type: none"> <li>- Misbehavior</li> </ul>	<ul style="list-style-type: none"> <li>- #/% of students suspended or expelled each year</li> <li>- participation in juvenile justice system</li> </ul>

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Risk Category/Factor	Potential Leading Indicator
<b>Family Background Characteristics</b>	
<p><i><b>DEFINITION:</b> A student's family background and home experience exert a powerful influence over educational outcomes, including dropping out of school. One of the most consistent family background factors found to impact dropout has been socioeconomic status (SES), whether measured through parental education, income, or occupational level. Youth in non-English-speaking homes have been found to be more likely to drop out. Family structure can also impact dropout, where students from single-parent as well as stepparent families have been found to be more likely to drop out of school. High levels of stress in households can increase the likelihood of dropping out. This can be caused by any number of problems such as substance use, family conflict, or family financial or health problems. Residential moves also negatively impact children and youth and impact dropout. Other family changes in addition to moving, such as death, divorce, or remarriage, also have a negative impact on staying in school.</i></p>	
<p><b>RISK FACTORS:</b></p> <ul style="list-style-type: none"> <li>- Low socioeconomic status</li> <li>- Low education level of parents</li> <li>- Large number of siblings</li> <li>- Not living with both natural parents</li> </ul>	<ul style="list-style-type: none"> <li>- % of students enrolled in grades 9-12, living below the poverty threshold (US Census)</li> <li>- % of students receiving free/reduced lunch</li> <li>- Students with limited English proficiency</li> </ul>
<b>Family Engagement/Commitment to Education</b>	
<p><i><b>DEFINITION:</b> Parents' attitudes, values, and beliefs about education have been found to have an impact on a student's expectations about education and the likelihood that he or she will drop out. Low parental educational expectations have been found to be linked to higher dropout rates. The chances are greater that a teenager will leave school before graduating if his or her parents also dropped out of school. If one adolescent in a family has dropped out, it increases the likelihood that his or her siblings will also leave school before graduating. Not only are parents' expectations important in preventing dropout but also their actions related to education. Parents of dropouts have tended to have infrequent contacts with the school about their child's academic performance and/or behavior, rarely talk to their child about school, or get involved in school PTA and activities. One study found a link between a lack of study aids at home and dropout, and another found a link between little parent monitoring of homework and dropout.</i></p>	
<p><b>RISK FACTORS:</b></p> <ul style="list-style-type: none"> <li>- Sibling has dropped out</li> <li>- Lack of conversations about school</li> </ul>	<ul style="list-style-type: none"> <li>- Parent participation in school activities (i.e. attendance at school conferences)</li> </ul>

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