Risk Indicators for Not Graduating

For All Students	
Risk Indicator	*Timeframe/Threshold*
Grade retention	Repeating a grade in elementary, middle or high school[4, 12, 15, 18]

For High School Students			
Risk Indicator	*Timeframe*	*National Threshold*	*Local Threshold*
Attendance	First 20 (or 30) days of school, end of each grading period, end of year	Missed 10% or more of instructional time (excused and/or unexcused absences)[2, 3, 4]	
Behavior	Per grading period, end of year	1 or more days of suspension[3, 4]	
Mobility	Per grading period, end of year	1 or more move[6, 18]	
Course Performance	Per grading period	Failed one or more semester courses, any subject[1, 2, 3, 6]	D or F in one or more semester courses, core subjects[24]
GPA	Per grading period	Achieve 2.0 or lower on a 4-point scale[2, 3, 5]	
End of Year Indicator	End of year	Failed two or more semester core courses or accumulated fewer credits than the number required for promotion to the next grade[1, 2, 4, 6, 7, 8]	

For Middle School Students			
Risk Indicator	*Timeframe*	*National Threshold*	*Local Threshold*
Attendance	First 20 (or 30) days of school, end of each grading period, end of year	Missed 20% or more of instructional time (excused and/or unexcused absences)[3, 5, 8, 9, 10, 11, 12, 13, 15]	10+ days absent in prior years (excused and/or unexcused absences)[23]
Behavior	Per grading period, end of year	1 or more days of suspension, Received a poor behavior grade from their teachers[3, 11, 12, 15]	1 or more days suspended or expelled
Mobility	Per grading period, end of year	1 or more move after experiencing difficulty[6, 10, 18]	1 move in prior year (school or district)[23]
Course Performance	Per grading period	Failed Math or English[3, 8, 11, 12, 13, 15]	D or F in one or more semester courses, core subjects[24]
State Assessments Reading/Math	Annually	N/A	50th percentile or lower in reading and/or mathematics

For Elementary Students			
Risk Indicator	*Timeframe*	*National Threshold*	*Local Threshold*
Attendance	Pre-K – grade 3	Missed 10% or more of instructional time (excused and/or unexcused absences)[22]	
Behavior	Grade 1	Low teacher rating[21]	
Reading	End of grade 3	Not reading at grade level[14, 17, 20]	

Risk Indicators for Not Graduating

National risk indicators drawn from the following research:

1) Allensworth, E.M., & Easton, J.Q. (2005). *The on-track indicator as a predictor of high school graduation.* Chicago: University of Chicago, Consortium on Chicago School Research.

2) Allensworth, E., &Easton, J. (2007). *What matters for staying on-track and graduating in Chicago public high schools: A close look at course grades, failures, and attendance in the freshman year*. Chicago: Consortium on Chicago School Research.

3) Balfanz, R., & Byrnes, V. (2010). *Dropout prevention through early warning indicators: A current distribution in West Virginia schools.* Baltimore: Johns Hopkins University Center for Social Organization of Schools.

4) Brunner, J. (2010). Ninth grade predictors of dropout risk research brief. Austin, TX: Austin Independent School District.

5) Burke, A. (2015). *Early identification of high school graduation outcomes in Oregon Leadership Network schools* (REL 2015–079). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from http://ies.ed.gov/ncee/edlabs.

6) Cielo, M.B., & Leveen, L. (2007). *The fourth R: New research shows which academic indicators are the best predictors of high school graduation—and what interventions can help more kids graduate.* Portland, OR: Connected by 25.

7) Hartman, J., Wilkins, C., Gregory, L., Gould, L.F., & D'Souza, S. (2011). *Applying an on-track indicator for high school graduation: adapting the Consortium on Chicago School Research indicator for five Texas districts.* (Issues & Answers Report, REL 2011-No. 100). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Education Laboratory Southwest.

8) Lim, C., & Pirone, J. (2007). *Using data for dropout prevention: Can we identify at-risk students before it's too late?* Planning and Assessment, Los Angeles Unified School District.

9) Mac Iver, M.A. (2010). Gradual disengagement: *A portrait of the 2008-09 dropouts in the Baltimore City Schools.* Baltimore, MD: The Baltimore Education Research Consortium.

10) Mac Iver, M., Plank, S.B., Durham, R., Farley-Ripple, E., & Balfanz, R. (2008) *The challenge of on-time arrival: The seven-year flight paths of Baltimore's sixth graders of 1999-2000. Research Report*. Baltimore, MD: Johns Hopkins University.

11) Neild, R., Balfanz, R. and Herzog, L, (2007) "An Early Warning System." *Educational Leadership*.

12) Balfanz, R., Herzog, L., & Mac Iver, D. J., (2007) "Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: early identification and effective interventions" *Educational Psychologist*.

13) Baltimore Education Research Consortium. (2011). *Destination graduation: Sixth grade early warning indicators for Baltimore City Schools. Their prevalence and impact*. Baltimore, MD: Author.

14) Durham, R. E. & Plank, S.B. (2010). *Maintaining high achievement in Baltimore: An overview of the elementary grade trajectories of four recent city schools first grade cohorts.* Baltimore, MD: Baltimore Education Research Consortium.

15) Herzog, L. (2009, Spring). Two schools use 'early warning system' to avert dropouts. *Philadelphia Public School Notebook,* 16(3), 26 – 27.

16) Plank, S.B., Durham, R.E., Farley-Ripple, E., & Norman, O. (2008). *First grade and forward: A seven-year examination with the Baltimore City Public School System.* Baltimore, MD: Baltimore Education Research Consortium.

17) (2010). Early warning: Why reading by the end of third grade matters. *The Education Digest*, 76(1), 27-31.

18) Rumberger, R. W., (2004). Why students drop out of school. In G. Orfield (Ed.), *Dropouts in America: Confronting the graduation rate crisis* (pp. 131 – 155). Cambridge, MA: Harvard Education Press.

19) Roderick, M. (1993). *The path to dropping out*. Westport, CT: Auburn House.

20) Hernandez, D. (2012). Double jeopardy: How third grade reading skills and poverty influence high school graduation. Baltimore, MD: Annie E. Casey Foundation. Available <http://www.aecf.org>

21) Montes, G. & Lehmann, C. (2004). Who will drop out from school? Key predictors from the literature. Availablehttp://www.childrensinstitute.net/sites/default/files/documents/T04-001.pdf

22) Applied Survey Research. (2011). Attendance in early elementary grades: Associations with student characteristics, school readiness, and third grade outcomes. Available <http://www.attendanceworks.org>

For further information, see Kennelly, L., & Monrad, M. (2007). *Approaches to dropout prevention: Heeding early warning signs with appropriate interventions.* National High School Center.