

# School Dropout Predictors

Summary Table

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## School Dropout Predictors Summary Table

### Research Notes

To create the Dropout Predictors Summary Table, predictors were categorized after reviewing over 40 peer-reviewed journal articles related to factors that influence school dropout and graduation rates. The table is organized by developmental timeframe (i.e., Conception-3 years, Preschool, Elementary School, Middle School, High School) and domain addressed (i.e., child factors, family factors, community factors).

The Dropout Predictors Annotated Bibliography, which was used to create this table, was compiled by searching UNC-Charlotte library databases (e.g., ERIC, Education Abstracts, Psychological Abstracts) for journal articles with keywords such as "dropout", "school completion", and "high school graduation". In addition to peer-reviewed journals, a similar search for research reports by foundations and other research organizations (e.g., Annie E. Casey Foundation, Mathematica Policy Research) was conducted utilizing Google Scholar and journal article references. For the most part, only articles in which dropout or graduation from high school was the outcome of interest were included, though some articles were included in which the measured outcomes were strong correlates of dropout (e.g., ability to read by 3<sup>rd</sup> grade, academic achievement) as well as some general summaries of the research to date. Predictors that were found to be significant in predicting high school dropout or completion were included in the annotated bibliography. A copy of the Annotated Bibliography can be obtained by contacting Laura Clark at [Laura@cfrights.org](mailto:Laura@cfrights.org)

Developmental Timeframe	Domain	Drop out Predictors
<b>Conception- 3 years</b>	Child	<ul style="list-style-type: none"> <li>• Low birth weight (Berliner, 2009)</li> </ul>
	Family	<ul style="list-style-type: none"> <li>• Poor prenatal care (Berliner, 2009)</li> <li>• Quality of early caregiving (Jimerson et al., 2000)</li> <li>• Home environment (Jimerson et al., 2000)</li> </ul>
	Community	N/A
<b>Preschool</b>	Child	<ul style="list-style-type: none"> <li>• Participation in preschool (Rumberger &amp; Lim, 2008)</li> </ul>
	Family	N/A
	Community	N/A
<b>Elementary School</b>	Child	<ul style="list-style-type: none"> <li>• Retention (Rumberger &amp; Lim, 2008; Hammond et al., 2007)</li> <li>• Academic Achievement/Grades (Rumberger &amp; Lim, 2008; Esminger &amp; Slusarcick, 1992; Hammond et al., 2007)</li> <li>• Disabilities (Rumberger &amp; Lim, 2008)</li> <li>• Absences (Alexander et al., 1997; Hammond et al., 2007)</li> <li>• Engagement (Alexander et al., 1997; Ladd &amp; Dinella, 2009)</li> <li>• Ability to read by 3<sup>rd</sup> grade (AECF, 2010)</li> <li>• Aggressive behavior (Esminger &amp; Slusarcick, 1992; Hammond et al., 2007)</li> </ul>
	Family	<ul style="list-style-type: none"> <li>• Mobility (Rumberger &amp; Lim, 2008)</li> <li>• Resources/Poverty (Rumberger &amp; Lim, 2008; Esminger &amp; Slusarcick, 1992; Hammond et al., 2007)</li> <li>• Parent involvement (Nye &amp; Turner, 2006)</li> <li>• Positive parenting practices (Rumberger &amp; Lim, 2008)</li> <li>• Parental educational attainment (Esminger &amp; Slusarcick, 1992; Hammond et al., 2007)</li> <li>• Parental Attitudes (Alexander et al., 1997)</li> <li>• Stressful Conditions (Alexander et al., 1997)</li> <li>• Summer childcare arrangements (Alexander et al., 1997)</li> </ul>
	Community	N/A
<b>Middle School</b>	Child	<ul style="list-style-type: none"> <li>• Academic Achievement (Rumberger &amp; Lim, 2008; Batin-Pearson et al., 2000; Cairns et al., 1989; Catterall, 2012; Janosz et al., 2000; Hammond et al., 2007)</li> <li>• Retention (Hammond et al., 2007)</li> <li>• Disabilities (Rumberger &amp; Lim, 2008; Hammond et al., 2007)</li> <li>• Absenteeism (Rumberger &amp; Lim, 2008; Hammond et al., 2007)</li> <li>• Commitment to education (Janosz et al., 2000)</li> </ul>

		<ul style="list-style-type: none"> <li>• Engagement (Rumberger &amp; Lim, 2008; Archambault et al., 2005)</li> <li>• Risky behavior (Rumberger &amp; Lim, 2008; Batin-Pearson et al., 2000; Hammond et al., 2007)</li> <li>• Delinquent friends (Rumberger &amp; Lim, 2008; Batin-Pearson et al., 2000; Hammond et al., 2007)</li> <li>• Educational expectations (Rumberger &amp; Lim, 2008; Hammond et al., 2007)</li> <li>• Aggressive behavior (Cairn et al., 1989; Hammond et al., 2007)</li> <li>• Problem behaviors (Janosz et al., 2000; Jimerson et al., 2000; Hammond et al., 2007)</li> <li>• Peer competence (Jimerson et al., 2000)</li> <li>• Involvement in extra-curricular activities (Catterall, 2012; Mahoney &amp; Cairns, 1997; Hammond et al., 2007)</li> <li>• Participation in after school program (Huang, Kim, &amp; Cho, 2011)</li> <li>• Transition to middle school (Jerald, 2006)</li> <li>• Inadequate middle school preparation for high school (Neild, 2009)</li> <li>• Having a mentor (Rhodes et al., 2000)</li> </ul>
	Family	<ul style="list-style-type: none"> <li>• Mobility (Rumberger &amp; Lim, 2008; Hammond et al., 2007)</li> <li>• Resources/Poverty (Rumberger &amp; Lim, 2008; Batin-Pearson et al., 2000; Cairns et al., 1989; Catterall, 2012; Hammond et al., 2007)</li> <li>• Positive parenting practices (Rumberger &amp; Lim, 2008)</li> <li>• Parental educational expectations (Batin-Pearson et al., 2000; Hammond et al., 2007)</li> <li>• Parental education attainment (Archambault, 2005; Batin-Pearson et al., 2000; Hammond et al., 2007)</li> <li>• Parent support/involvement (Brewster, 2004; Catterall, 2012; Englund, Egeland, &amp; Collins, 2008)</li> <li>• Parent-child relationships (Englund, Egeland, &amp; Collins, 2008; Rhodes et al., 2000)</li> </ul>
	Community	<ul style="list-style-type: none"> <li>• Teacher support (Brewster, 2004; Wooley &amp; Grogan, 2006)</li> <li>• Negative peer behavior (Bowen et al., 2002; Wooley &amp; Grogan, 2006)</li> <li>• Crime (Bowen et al., 2002; Wooley &amp; Grogan, 2006)</li> <li>• Violence (Bowen et al., 2002; Wooley &amp; Grogan, 2006)</li> <li>• School safety (Wooley &amp; Grogan, 2006)</li> <li>• School responsiveness (Catterall, 2012)</li> </ul>
<b>High School</b>	Child	<ul style="list-style-type: none"> <li>• Academic Achievement (Rumberger &amp; Lim, 2008; Hammond et al., 2007)</li> <li>• Retention (Hammond et al., 2007)</li> <li>• Absenteeism (Rumberger &amp; Lim, 2008; Hammond et al., 2007)</li> <li>• Engagement (Rumberger &amp; Lim, 2008)</li> <li>• Disabilities (Rumberger &amp; Lim, 2008; Hammond et al., 2007)</li> <li>• Depression (Rumberger &amp; Lim, 2008)</li> </ul>

	<ul style="list-style-type: none"> <li>• Risky behavior (Rumberger &amp; Lim, 2008; Hammond et al., 2007)</li> <li>• Delinquent friends (Rumberger &amp; Lim, 2008; Hammond et al., 2007)</li> <li>• Being arrested or involved in court (Rumberger &amp; Lim, 2008)</li> <li>• Problem behaviors (Hammond et al., 2007)</li> <li>• Educational Expectations (Rumberger &amp; Lim, 2008; Hammond et al., 2007)</li> <li>• Behavioral disengagement (Archambault et al., 2009)</li> <li>• Being "on track" in credit accumulation at the end of 9<sup>th</sup> grade (Allensworth, 2005)</li> <li>• Transition to high school (Jerald, 2006)</li> <li>• Parenthood (Hammond et al., 2007)</li> <li>• High number of work hours (Hammond et al., 2007)</li> <li>• Extracurricular activities (Hammond et al., 2007)</li> </ul>
Family	<ul style="list-style-type: none"> <li>• Mobility (Rumberger &amp; Lim, 2008)</li> <li>• Resources/Poverty (Rumberger &amp; Lim, 2008; Vartanian, 1999; Hammond et al., 2007)</li> <li>• Parents' educational attainment (Vartanian, 1999; Hammond et al., 2007)</li> <li>• Positive parenting practices (Rumberger &amp; Lim, 2008; Bowen et al., 2002)</li> <li>• Parents' educational support/expectations (Bowen et al., 2002; Brewster, 2004; Wooley &amp; Grogan, 2006; Hammond et al., 2007)</li> </ul>
Community	<ul style="list-style-type: none"> <li>• Neighborhood support (Bowen et al., 2002)</li> <li>• Negative peer behavior (Bowen et al., 2002; Wooley &amp; Grogan, 2006)</li> <li>• Crime (Bowen et al., 2002; Wooley &amp; Grogan, 2006)</li> <li>• Violence (Bowen et al., 2002; Wooley &amp; Grogan, 2006)</li> <li>• Neighborhood Socioeconomic distress/high poverty (Crowder &amp; South, 2003; Harding 2003)</li> <li>• Neighborhood quality (Vartanian, 1999)</li> <li>• High school organization (Neild, 2009)</li> <li>• School safety (Wooley &amp; Grogan, 2006)</li> <li>• Teacher support (Wooley &amp; Grogan, 2006)</li> </ul>