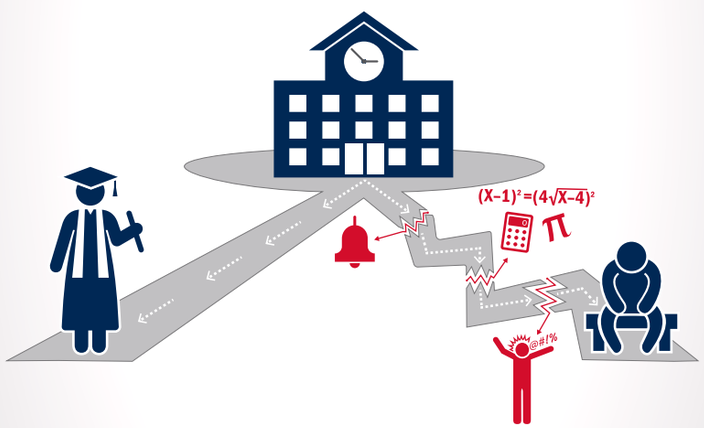
WHEN DO STUDENTS BEGIN TO SHOW SIGNS OF NOT GRADUATING?

Dropping out of school is a process that often begins long before a student enters high school. The earlier students show signs of being off-track, the lower their graduation odds become. Students who show signs of being off-track to graduate in middle grades are more likely to be retained in their freshman year (Grade 9), and a large number of students who are held back in Grade 9 later drop out of high school (Balfanz, 2009; Neild & Balfanz, 2006).



Failing to graduate may affect the student's education and career opportunities. However, with the right tools and supports parents, guardians, and schools can work together to help students stay on track toward graduation.

REL MIDWEST
Regional Educational Laboratory
at American Institutes for Research

ABOUT REL MIDWEST

Regional Educational Laboratory (REL) Midwest, administered by American Institutes for Research, is part of a network of 10 RELs funded by the U.S. Department of Education's Institute of Education Sciences (IES). REL Midwest focuses on the national priority of helping states and districts use data and analysis to address important policy and practice issues, with the goal of improving student outcomes.

This product is part of the IES REL program's learning series on implementing and using early warning systems for dropout prevention. For more resources please visit http://ies.ed.gov/ncee/edlabs/projects/ews.asp

Learn more at www.relmidwest.org

Follow @RELMidwest

http://tinyurl.com/YouTubeRELMidwest

relmidwest@air.org

This work was funded by the U.S. Department of Education's Institute of Education Sciences (IES) under contract ED-IES-12-C-0004, with REL Midwest, administered by American Institutes for Research. The content of the infographic does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

5915_06/16

KEEPING YOUR STUDENT IN SCHOOL

A Parent Guide

REL Regional Educational Laboratories

Learning Series on EARLY WARNING SYSTEMS

WHY IS GRADUATING FROM HIGH SCHOOL IMPORTANT?

Nearly one in five high school students will **NOT** graduate from high school in four years (Stetser & Stillwell, 2014).

$7,840
per year

A high school graduate earns on average $7,840 more per year than a high school dropout (Snyder & Dillow, 2011).

A high school graduate is less likely to be unemployed, engage in criminal activity, and experience health challenges (Christle, Jolivette, & Nelson, 2007; Hayes, Nelson, Tabin, Pearson, & Worthy, 2002).

WHAT ARE COMMON SIGNS OF BEING OFF TRACK TO GRADUATE?

Students who exhibit the following signs may be at risk of being off track for graduation (Kennelly & Monrad, 2007):

Low attendance

Poor grades in core subjects

Failure to be promoted to the next grade

Disengagement in the classroom, including behavioral problems

Concerned your child might have been incorrectly identified as being off-track? Reach out to your child's school and discuss whether concern is warranted.

HOW CAN I HELP GET MY STUDENT BACK ON TRACK TO GRADUATE?

Students with involved parents, no matter their income or background, have better attendance, attain higher grades, pass more classes and are more likely to graduate and go on to postsecondary education (Henderson& Mapp, 2002).

- ☐
- ☐
- ☐
- ☐
- ☐

REL Regional Educational Laboratories

Learning Series on EARLY WARNING SYSTEMS

SOURCES

Balfanz, R. (2009, June). *Putting middle grades students on the graduation path: A policy and practice brief.* Westerville, OH: National Middle School Association.

Christle, C. A., Jolivette, K., & Nelson, C. M. (2007). School characteristics related to high school dropout rates. *Remedial and Special Education, 28*(6), 325–339.

Hayes, R. L., Nelson, J. L., Tabin, M., Pearson, G., & Worthy, C. (2002). Using school-wide data to advocate for student success. *Professional School Counseling, 6*(2), 86–94.

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory.

Kennelly, L., & Monrad, M. (2007). *Approaches to dropout prevention: Heeding early warning signs with appropriate interventions.* Washington, DC: National High School Center. Retrieved from http://www.air.org/sites/default/files/downloads/report/NHSC_ApproachestoDropoutPrevention_0.pdf

Neild, R. C., & Balfanz, R. (2006). *Unfulfilled promise: The dimensions and characteristics of Philadelphia's dropout crisis, 2000-2005.* Philadelphia: Philadelphia Youth Transitions Collaborative.

Snyder, T. D., & Dillow, S. A. (2011). *Digest of education statistics, 2010* (NCES 2011-015). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Stetser, M. C., & Stillwell, R. (2014). *Public high school four-year on-time graduation rates and event dropout rates: School years 2010–11 and 2011–12: First Look* (NCES 2014-391). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubs2014/2014391.pdf

REL Regional Educational Laboratories

Learning Series on EARLY WARNING SYSTEMS

ENGAGEMENT STRATEGIES

Post pamphlet to school website.

Mail pamphlet at the beginning of the school year or with report cards.

Make pamphlet available during parent-teacher conferences.

Make pamphlet available in school main office.

Supplement pamphlet with ways parents can partner with your schools or district.

Supplement pamphlet with your school- or district-specific student supports or programs.

Supplement pamphlet with your school or district criteria (e.g., indicators and cut points) for identifying students at risk of dropping out.

5915_06/16