

Just the Right Mix: Using an Early Warning Indicators Approach to Identify Potential Dropouts Across All Grades



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Executive Summary

Each school year, roughly a thousand students drop out of Montgomery County Public Schools (MCPS). However, unlike other large, urban school districts where students who drop out skip school and are suspended often (Balfanz & Byrnes, 2010), students who drop out of MCPS are present in school; they just are not doing well academically. According to the end-of-year MCPS attendance files provided to the Maryland State Department of Education (MSDE) each year, students who drop out of MCPS are generally coded as dropping out of school due to: 1) a lack of personal motivation or interest to continue their education, or 2) a lack of academic success, including low grades and/or retention. These are both signs of a lack of student engagement (i.e., investment and motivation towards school). Fortunately, students who drop out of school exhibit a pattern of behaviors that are generally identifiable in advance. These behaviors are referred to as Early Warning Indicators (EWIs).

EWIs use student-level data including attendance, behavior, and course performance (the ABCs) to identify cutpoints that are related to an increased likelihood of students dropping out of school. With longitudinal data systems, these patterns have generally been identified by Grade 6 (Balfanz & Byrnes, 2010), but can be identified as early as Grade 3 (Rethinam & West, 2012). By applying the EWIs approach to MCPS student data, this report illustrates how a continuous EWI approach can use attendance, behavior, and course performance patterns to identify high school dropouts well in advance of them dropping out. Specifically, this report focuses on the first marking periods of Grades 3, 6, and 9. Additionally, for the first time in EWI research, this report identifies EWIs for Grade 1.

The following research questions are addressed in this study:

1. What are the attendance, behavior, and coursework patterns at the end of marking period three for Grade 1 students, and at the end of marking period one for Grades 3, 6, and 9 students who eventually drop out of high school?
2. For each of the time points, what is the likelihood of students dropping out by each EWI?
3. Are the EWIs for identifying the MCPS high school Class of 2011 dropouts reliable at identifying the Class of 2012 dropouts?

To analyze these questions, a series of cross tabulations and logistic regressions are examined to analyze the relationship between various attendance, behavior, and coursework cutpoints and dropout status.


Summary of Key Findings

MCPS EWIs

Table I shows the attendance, behavior, and coursework EWIs that were identified from analyzing data for the Classes of 2011 and 2012. Across all four time points, being absent for three or more times (per marking period), being suspended (in- or out-of-school) one or more times, having difficulty in reading and/or mathematics, and/or having a cumulative Grade Point Average (GPA) equivalent to a 'C' or below were found to be signs of students disengaging from school (Table I).

Table I.
Early Warning Indicators (EWIs) by Grade, Marking Period, and Dropout Status

| Grade and marking period | Early Warning Indicator (EWI) | | |
|-----------------------------|--|--|---|
| | <u>A</u> ttendance | <u>B</u> ehavior | <u>C</u> oursework |
| Grade 1 Marking period 3 | Absent from <i>school</i> nine or more times | Suspended (in- or out-of-school) one or more times | 1) Below grade level in reading and/or mathematics 2) Having a calculated third marking period GPA below a 1.20 |
| Grade 3 Marking period 1 | Absent from <i>school</i> three or more times | 1) Suspended (in- or out-of-school) one or more times 2) Receiving a 'Needs Improvement' on completing homework on time | 1) Below grade level in reading and/or mathematics 2) Having a calculated first marking period GPA below a 3.00 |
| Grade 6 Marking period 1 | Absent from <i>a class</i> three or more times | Suspended (in- or out-of-school) one or more times | 1) Receiving a grade of 'D' or below in mathematics and/or English 2) Having a first marking period GPA below a 3.00 |
| Grade 9 Marking period 1 | Absent from <i>a class</i> three or more times | Suspended (in- or out-of-school) one or more times | 1) Receiving a grade of 'D' or below in mathematics and/or English 2) Having a first marking period GPA below a 3.00 |



MCPS EWIs and the Likelihood of Dropping Out of High School

Table II summarizes the results from a series of logistic regressions using data from the Classes of 2011 and 2012 (see Tables 2 and A5). The analyses were performed by regressing the likelihood of dropping out of high school on each of the EWIs by grade and marking period. Students with an attendance EWI were found to be twice as likely to drop out of high school as their peers without an attendance EWI. The suspension behavior EWI, at the minimum, doubled the odds of a student dropping out of high school compared to students who were not suspended. In regards to the reading and mathematics coursework EWI, being below grade level in reading and/or mathematics (or receiving a 'D' or below) at least doubled the odds of a student dropping out compared to higher performing peers. Lastly, a below average GPA EWI of 1.20 in Grade 1 and 3.0 in Grades 3, 6, and 9, was found to double the odds of dropping out if it was present in elementary school (Grades 1 and 3) and was related to an odds increase of five times in middle and high school (Grades 6 and 9).

Table II.
Likelihood of Dropping Out of High School by Early Warning Indicators (EWIs), Grade, and Marking Period

| Grade and marking period | Early Warning Indicator (EWI) | | |
|-----------------------------|--|--|--|
| | <u>A</u> ttendance | <u>B</u> ehavior | <u>C</u> oursework |
| Grade 1 Marking period 3 | Students absent from <i>school</i> nine or more times are <u>twice</u> as likely to drop out of high school | Students suspended (in- or out-of-school) one or more times can be up to <u>five</u> times as likely to drop out of high school | 1) Students below grade level in reading and/or mathematics are <u>twice</u> as likely to drop out of high school 2) Students having a calculated third marking period GPA below a 1.20 are <u>twice</u> as likely to drop out of high school |
| Grade 3 Marking period 1 | Students absent from <i>school</i> three or more times are <u>twice</u> as likely to drop out of high school | 1) Students suspended (in- or out-of-school) one or more times can be up to <u>nine</u> times as likely to drop out of high school 2) Students receiving a 'Needs Improvement' on completing homework on-time are <u>twice</u> as likely to drop out of high school | 1) Students below grade level in reading and/or mathematics are <u>twice</u> as likely to drop out of high school 2) Students having a calculated first marking period GPA below a 3.00 are <u>twice</u> as likely to drop out of high school |
| Grade 6 Marking period 1 | Students absent from a <i>class</i> three or more times are <u>twice</u> as likely to drop out of high school | Students suspended (in- or out-of-school) one or more times are <u>three</u> times as likely to drop out of high school | 1) Students receiving a grade of 'D' or below in mathematics and/or English are <u>one and a half</u> times more likely to drop out of high school 2) Students having a first marking period GPA below a 3.00 are at least <u>five</u> times as likely to drop out of high school |
| Grade 9 Marking period 1 | Students absent from a <i>class</i> three or more times are <u>three</u> times as likely to drop out of high school | Students suspended (in- or out-of-school) one or more times are <u>twice</u> as likely to drop out of high school | 1) Students receiving a grade of 'D' or below in mathematics and/or English are at least <u>three</u> times as likely to drop out of high school 2) Students having a first marking period GPA below a 3.00 are at least <u>five</u> times as likely to drop out of high school |

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Introduction

While the majority of Montgomery County Public Schools' (MCPS) students graduate from high school within four years, just over 7% drop out. Based on information reported to the Maryland State Department of Education (MSDE), the overwhelming majority of MCPS dropouts have withdrawal codes indicating that they dropped out due to: 1) a lack of personal motivation or interest to continue their education, or 2) a lack of academic success including low grades and/or retention (MSDE, 2013). Both of these reasons for dropping out fall under the theoretical construct of student engagement. Student engagement is a combination of behavioral, cognitive, and emotional components which help to explain students' involvement with school (Finn, 1993); their psychological investment towards learning (Newmann, Wehlage, & Lamborn, 1992); and students' motivation to learn (Steinberg, 1996). Thus, if students who are disengaging from school can be identified before they fully disengage by dropping out, we can reduce the number of dropouts from MCPS high schools.

Because student engagement is based on what students do, think, and feel, it is a stronger predictor of whether students will drop out than students' demographic characteristics (i.e., race, ethnicity, gender, and Free and Reduced-price Meals System status) (Gleason & Dynarski, 2002). Students who are in the process of disengaging from school are more likely to be absent from school, exhibit behavioral problems, fail to complete assignments, and fail to pass courses (Finn, 1989). These student behaviors may be thought of as Early Warning Indicators (EWIs) (Balfanz & Byrnes, 2010), as they occur in advance of students dropping out.

With the wide-scale implementation of student-level, longitudinal data systems, we now have the ability to identify potential dropouts with a fairly high degree of accuracy by Grade 6 (Balfanz & Byrnes, 2010) and potentially as early as Grade 3 (Rethinam & West, 2012). This is accomplished through the examination of cohorts of students (e.g., the Class of 2011) and comparing the attendance, behavior, and course performance patterns of students who dropped out and students who did not drop out. Once the critical cutpoints (or EWIs) are identified for each of the data points, the EWIs can then be applied to current students to identify potential future dropouts. For example, if it is observed that students who were absent five or more times from class during the first semester of Grade 6 were more likely to drop out than those who were absent less than five times for the Class of 2011, current Grade 6 students who are absent five or more times from class are identified as potential future dropouts.

The purpose of this report is to develop EWIs for MCPS elementary, middle, and high school students. To do so, this report examines attendance, behavior (i.e., suspension), and coursework patterns of dropouts and non-dropouts belonging to the MCPS high school Class of 2011. Specifically, this report identifies EWIs for the third marking period of Grade 1, and for marking period one of Grades 3, 6, and 9. The third marking period of Grade 1 was chosen as the earliest time point because this is the first time in which MCPS students receive a report card mark that determines whether they are performing above, on, or below grade



level in reading and mathematics. Grade 3 marking period one was chosen because of the documented importance of students' performance in Grade 3 and later academic performance (Lesnick, Foerge, Smithgall, & Gwynne, 2010). The first marking period of Grade 6 was chosen because students who are demonstrating signs of disengaging from school as early as Grade 6 may be identified for intervention and hopefully reengaged with school before they reach high school. For high school, marking period one of Grade 9 was chosen because of the documented strong relationship between performance in Grade 9 and graduating on time (i.e., within four years) from high school in MCPS (Rethinam, 2011) and in other districts (Neild & Balfanz, 2006; Allensworth & Easton, 2007). To test the reliability of the EWIs, MCPS high school Class of 2012 dropouts also are examined.

Early Warning Indicators

Since the publication of *The On-Time Indicator as a Predictor of High School Graduation* (Allensworth & Easton, 2005) and *Unfulfilled Promise: The Dimensions and Characteristics of Philadelphia's Dropout Crisis* (Neild & Balfanz, 2006), researchers and nonprofit organizations have been working with states and school districts to develop EWIs to identify potential dropouts. One of these institutions, Johns Hopkins University, has collaborated with school districts including the School District of Philadelphia (PA), Baltimore City Public Schools (MD), Boston Public Schools (MA), Denver Public Schools (CO), and states' education agencies including the Tennessee Department of Education and the West Virginia Department of Education. For each of these agencies, Johns Hopkins University researchers used student-level, longitudinal data files to follow the progress, or lack thereof, of cohorts of students from as early as Grade 6 until high school graduation to determine what factors (or indicators) predicted the likelihood of students dropping out.


From their work with various education agencies, Johns Hopkins University researchers conclude that Grade 6 EWIs typically include:

- Attendance below 90%
- One or more suspensions or serious disciplinary incidents
- Failing a mathematics and/or English course

Grade 9 EWIs typically include:

- Attendance below 85%
- Two or more suspensions or serious disciplinary incidents
- Failing a mathematics and/or English course (Balfanz & Byrnes, 2010)

Similar work has been done by MCPS researchers, but rather than focusing on identifying dropouts, MCPS researchers identified EWIs of on-time graduation and college readiness (Rethinam, 2011).



Following students who were enrolled in Grade 9 for the first time in 2004–2005, MCPS researchers concluded that on-time graduation was higher for Grade 9 students who were absent fewer than eight days during the school year (attendance above 95%), were never suspended, failed one or fewer courses, and had a Grade 9 grade point average (GPA) of 2.5 or higher (Rethinam, 2011). In regards to college readiness, Grade 9 students who were absent fewer than eight days (attendance above 95%), failed no courses, and had a Grade 9 GPA of 3.5 or higher, were more likely to succeed in college than their peers. For both on-time graduation and college readiness, the Grade 9 GPA was the strongest predictor of students succeeding.

Methods and Data

Research Questions

1. What are the attendance, behavior, and coursework patterns at the end of marking period three for Grade 1 students, and at the end of marking period one for Grades 3, 6, and 9 students who eventually drop out of high school?
2. For each of the time points, what is the likelihood of students dropping out by each EWI?
3. Are the EWIs for identifying the MCPS high school Class of 2011 dropouts reliable at identifying the Class of 2012 dropouts?

Study Population

This study focuses on 11,241 students who were identified by MSDE as members of MCPS' high school Class of 2011. For the EWI analyses, this study focuses specifically on the 6,785 members of the MCPS Class of 2011 who were enrolled in Grade 1 during the 1999–2000 school year, the 7,513 members of the MCPS Class of 2011 who were enrolled in Grade 3 during the 2001–2002 school year, the 8,249 members of the MCPS Class of 2011 who were enrolled in Grade 6 during the 2004–2005 school year, and on the 9,583 members of the MCPS Class of 2011 who were enrolled in Grade 9 during the 2007–2008 school year (see Table 1). Students who were eventually enrolled in one of MCPS' alternative education settings are not included in the analyses. Because these students were already identified by MCPS as needing educational supports above the needs of their peers, it is not necessary to identify them twice. As a subgroup of students, they accounted for 110 (13.2%) of the 833 MCPS Class of 2011 dropouts. The remaining 723 (86.8%) MCPS Class of 2011 dropouts attended one of MCPS' 25 comprehensive high schools. In order to test the reliability of the final EWIs, data from the MCPS Class of 2012 also are analyzed.

Table 1.
Number and Percentage of the Class of 2011 Cohort Enrolled in MCPS by
School Year and On-Time Grade Level (N = 11,063)

| School year (On-time grade level) | Total number of Class of 2011 cohort students enrolled in MCPS | Total number of Class of 2011 cohort dropouts enrolled in MCPS | Percent of Class of 2011 cohort students enrolled in MCPS (N = 11,063) | Percent of Class of 2011 cohort dropouts enrolled in MCPS (N = 723) |
|-----------------------------------|--|--|--|---|
| 1998–1999 (Kindergarten) | 6,063 | 295 | 54.8 | 40.8 |
| 1999–2000 (Grade 1) | 6,785 | 322 | 61.3 | 44.5 |
| 2000–2001 (Grade 2) | 7,186 | 343 | 65.0 | 47.4 |
| 2001–2002 (Grade 3) | 7,513 | 353 | 67.9 | 48.8 |
| 2002–2003 (Grade 4) | 7,833 | 377 | 70.8 | 52.1 |
| 2003–2004 (Grade 5) | 8,178 | 407 | 73.9 | 56.3 |
| 2004–2005 (Grade 6) | 8,249 | 392 | 74.6 | 54.2 |
| 2005–2006 (Grade 7) | 8,711 | 445 | 78.7 | 61.5 |
| 2006–2007 (Grade 8) | 8,983 | 470 | 81.2 | 65.0 |
| 2007–2008 (Grade 9) | 9,583 | 584 | 86.6 | 80.8 |
| 2008–2009 (Grade 10) | 10,439 | 641 | 94.4 | 88.7 |
| 2009–2010 (Grade 11) | 10,743 | 566 | 97.1 | 78.3 |
| 2010–2011 (Grade 12) | 10,633 | 415 | 96.1 | 57.4 |
| 2010–2011 (Grade 12+1yr) | 859 | 183 | 7.8 | 25.3 |

Measures

The variables used in this study were selected based on prior EWI research conducted in MCPS and in other educational agencies. They include number of times absent from school (for Grades 1 and 3), number of times absent from class (for Grades 6 and 9), number of times suspended, work study skills (for Grades 1 and 3), course failures, and marking period GPAs. In terms of course failures, this study specifically looked at course failures in English and mathematics because of their prior documented relationship to student engagement (Balfanz & Byrnes, 2010; Rethinam, 2011). Because GPAs are not included as part of the Grades 1 and 3 report cards, it was necessary to calculate these values. To do so, the values 'O', 'S', and 'N' from the non-standards based report cards were recoded to two, one, and zero, respectively, for all subjects except music, art, physical education, and instrumental music. Once recoded, the values were summed across the subjects the students were enrolled in and then divided by the number of subjects the students were enrolled in. All data was gathered either from MCPS central student systems archived files or from official MSDE cohort files.

Outcome Measure

In order to study dropouts, it was necessary to identify whether students dropped out of MCPS. The variable dropout was used from the MSDE Class of 2010 and 2011 files to make this determination. MCPS received this information from MSDE in the form of a Microsoft Excel file with the variable coded 'Y' for dropout and 'N' for non-dropout. For all analyses, this variable was used as it was provided to MCPS.

Statistical Procedures

The analyses conducted for this report are based on frequency distributions, arithmetic mean comparisons, cross tabulations, and logistic regressions. To address question one, frequency distributions, arithmetic mean comparisons, and cross tabulations are used to determine the most efficient cutpoints for attendance (i.e., number of times absent from a class), behavior (i.e., number of suspensions), course grades, and GPA to separate dropouts from non-dropouts. For question two, logistic regressions are utilized to determine how each indicator relates to the odds of students dropping out. Lastly, research question three examines cross tabulations of the final EWIs from question one and Class of 2012 dropout status. All results are considered statistically significant if they meet a 95% confidence level.

Results

In the following section, the findings are organized by research question.

Research Question 1

What are the attendance, behavior, and coursework patterns at the end of marking period three for Grade 1 students, and at the end of marking period one for Grades 3, 6, and 9 students who eventually drop out of high school?

To answer research question one, cutpoints used in previous EWI research were applied to the MCPS high school Class of 2011 students who were enrolled in MCPS during the 1999–2000 school year as Grade 1 students, Class of 2011 students who were enrolled in MCPS during the 2001–2002 school year as Grade 3 students, Class of 2011 students who were enrolled in MCPS during the 2004–2005 school year as Grade 6 students, and Class of 2011 students who were enrolled in MCPS during the 2007–2008 school year as Grade 9 students. The cutpoints were: attending school less than 90% of the time, being suspended one or more times, and failing mathematics and/or English.

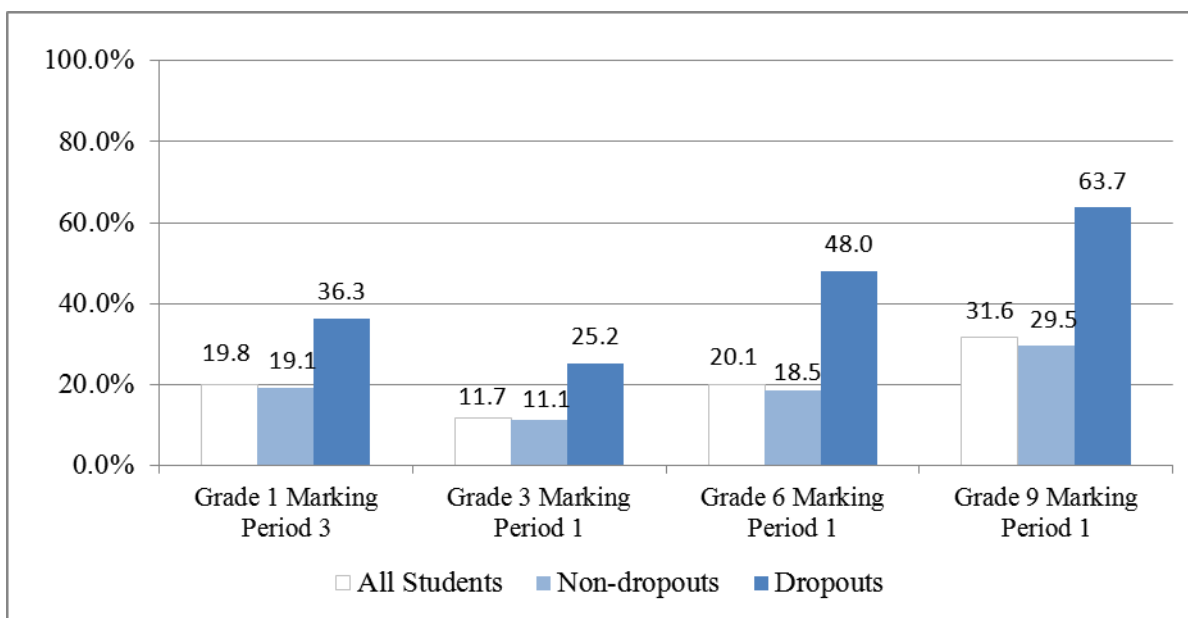
Attendance. For MCPS, attending school less than 90% of the time for a given school year equates to being absent from school for nearly 20 days. This means for each marking period, being absent from school five or more days is equivalent to attending school less than 90% of the time. During the third marking period of the 1999–2000 school year, over 90% of the Class of 2011 Grade 1 students enrolled in MCPS were absent from school fewer than 15 days. For all Class of 2011 students enrolled at the time, the modal number of days absent was two days and the average number of days absent was six days. However, the average

number of days absent for Class of 2011 dropouts was nine days, while the average for non-dropouts was five days. Thus, the attendance indicator for Grade 1 marking period three will be set at missing school nine or more days. During the first marking period of the 2001–2002, 2004–2005, and 2007–2008 school years, again over 90% of the Class of 2011 students were absent from school fewer than five days. Class of 2011 dropouts missed on average one day more in 2001–2002 (1.9 compared to 0.9), nearly two days more in 2004–2005 (1.6 compared to 3.4), and five days more in 2007–2008 (2.2 compared to 7.2). Because non-dropouts on average did not miss three or more days during marking period one across the three time points, the attendance indicator for Grades 3, 6, and 9 marking period one will be set at missing school three or more days. It is important to note that the Grades 6 and 9 attendance EWI will be based on class absences instead of school day absences. This enables us to measure if students are skipping class; a possibly more precise measure of student engagement.

As shown by Figure 1, just over a third of dropouts were absent from school for nine or more days by third marking period of Grade 1 during the 1999–2000 school year, while less than one fifth of non-dropouts were absent nine or more days by third marking period of Grade 1. For marking period one of Grade 3 (2001–2002 school year), one fourth of dropouts were absent three or more days, while only one tenth of non-dropouts were absent three or more days. For Grades 6 and 9 marking period one, nearly half of dropouts and nearly one fifth of non-dropouts were absent from a class three or more times during Grade 6 (2004–2005 school year), and nearly two thirds of dropouts and less than one third of non-dropouts were absent from a class three or more times during Grade 9 (2007–2008 school year). Behavior patterns of dropouts and non-dropouts measured by number of suspensions are explored next.

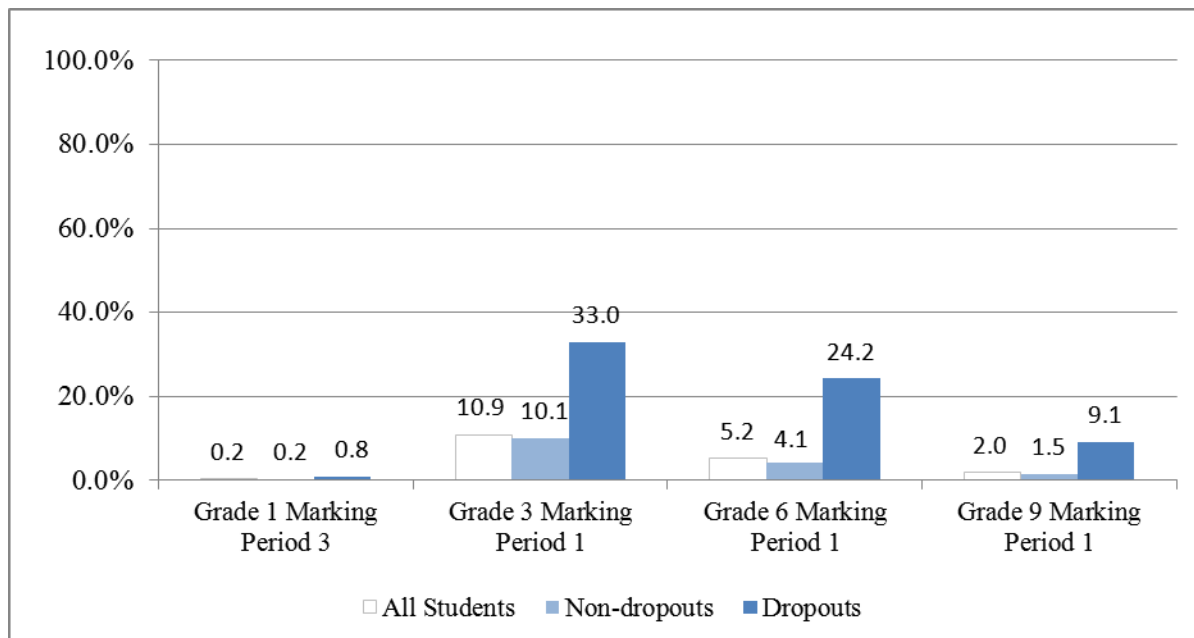
Figure 1.

Percentage of Class of 2011 students with an attendance indicator by grade, marking period, and actual dropout status.



Behavior. In general, students in MCPS are suspended from school at a relatively low rate. During the third marking period of the 1999–2000 school year (Grade 1), 99.8% of the Class of 2011 did not receive either an in- or out-of-school suspension (see Figure 2). For marking period one of Grade 3, two EWIs are used because of their later discussed relationship to the odds of eventually dropping out of high school: not completing homework on time from the non-standards based report card and suspensions. In 2001–2002 (Grade 3), a third of Class of 2011 dropouts and a tenth of Class of 2011 non-dropouts had at least one of these behavior EWIs. For Grades 6 and 9 only suspensions were used as the behavior EWI because MCPS middle and high schools do not provide marks for homework completion. For Grade 6, nearly a fourth of dropouts and less than a twentieth of non-dropouts were suspended during marking period one of the 2004–2005 school year. For Grade 9 marking period one (2007–2008 school year), the portion of dropouts suspended decreased to under a tenth and the portion of non-dropouts decreased to just over a hundredth. Figure 2 demonstrates that across the four time points, behavior (as measured by number of in- and out-of-school suspensions) is not a prevalent characteristic of students who eventually drop out of MCPS. However, since suspensions are so rare in MCPS, being suspended one or more times will remain an MCPS EWI because of its relationship to the high probability of dropping out which will be discussed later in this report.

Figure 2. Percentage of Class of 2011 students with a behavior indicator, by grade, marking period, and actual dropout status.

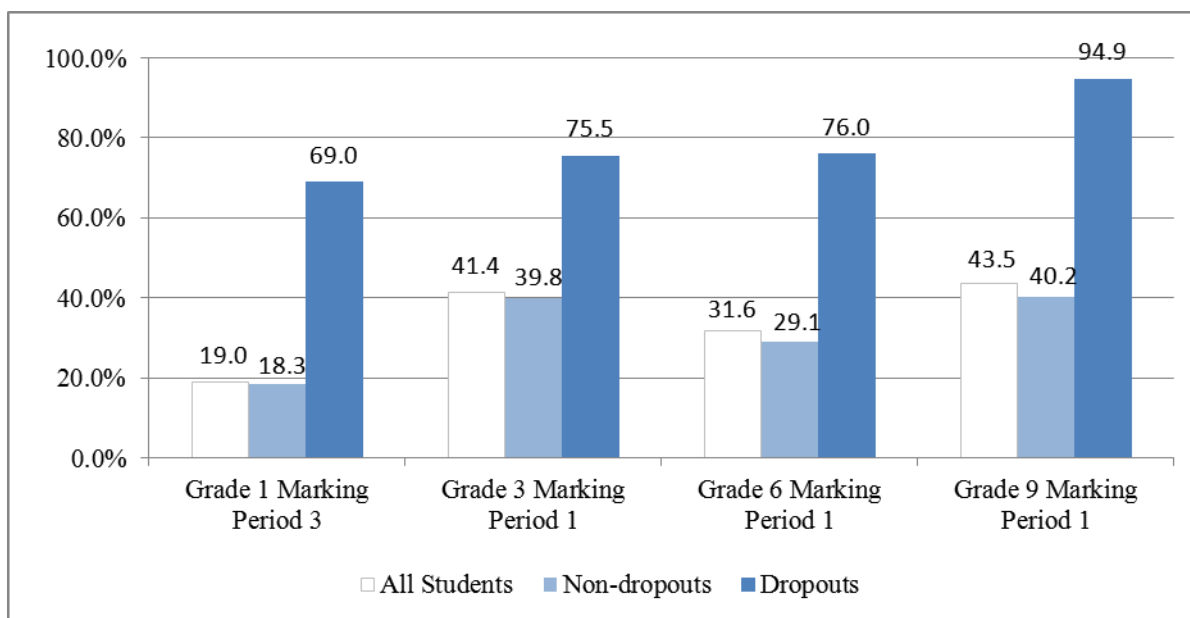


Coursework. As done in prior EWI research, coursework will be confined to failing mathematics and/or English (e.g., Balfanz & Byrnes, 2010). For the purposes of identifying MCPS dropouts, failing mathematics and/or English will be defined for Grade 1 as being

below grade level for marking period three on the non-standards based report card, for Grade 3 as being below grade level for marking period one on the non-standards based report card, and for Grades 6 and 9 as receiving a mark of 'D' or below for marking period one. Additionally, all time periods also will have a coursework EWI measured by students' marking period GPA. For Grade 1, the calculated GPA cutoff will be below a 1.20, and for Grades 3, 6, and 9, the GPA cutoff will be below a 3.00.

Figure 3 shows that just over two thirds of Class of 2011 dropouts and nearly one fifth of Class of 2011 non-dropouts had a calculated GPA below a 1.20 at the end of the 1999–2000 third marking period. For Grade 3 marking period one, three fourths of Class of 2011 dropouts and over a third of Class of 2011 non-dropouts had a GPA below 3.00. During the first marking period of the 2004–2005 school year at Grade 6, roughly three fourths of Class of 2011 dropouts had a GPA below a 3.00, but the portion of Class of 2011 dropouts with a GPA below a 3.00 decreased to under a third. Grade 9 marking period one (2007–2008) shows a dramatic increase in the portion of Class of 2011 dropouts with a GPA below a 3.00 (over nine tenths) while the portion of Class of 2011 non-dropouts with a GPA below a 3.00 was similar to that of the 2001–2002 (Grade 3) school year.

Figure 3. Percentage of Class of 2011 students with a coursework indicator, by grade, marking period, and actual dropout status.



Research Question 2

For each of the time points, what is the likelihood of students dropping out by each EWI?

In order to answer research question two, dropout status for the Class of 2011 was regressed on the EWIs for each time point. This approach gives the ability to examine the odds of a student dropping out by each EWI while controlling for the effects of the other EWIs.

Attendance. Across the four time periods, the attendance EWI was found to be related to the odds of eventually dropping out of high school. For the Class of 2011, students who were absent from school nine or more times by marking period three of Grade 1 were twice as likely to drop out of high school than students who missed fewer than nine days (see Table 2). At the end of marking period one of Grade 3 for the Class of 2011, the odds of dropping out for students who were absent from school three or more times were doubled compared to students who were absent from school less than three times. Looking at class absences for marking period one of Grades 6 and 9, being absent from class three or more times doubled the odds of dropping out for Grade 6 and tripled the odds for Grade 9.

Behavior. Behavior, as defined as having one or more in- or out-of-school suspensions, was shown to be related to the odds of students dropping out of high school for marking period one of Grades 6 and 9, but not for marking period three of Grade 1 nor marking period one of Grade 3 (see Table 2). However, the behavior EWI for marking period one of Grade 3 of 'Needs improvement completing homework on time' from the non-standards based report card was found to be related to the odds of students dropping out. The marking period one Grade 3 homework EWI was shown to more than double the odds of students dropping out. Students suspended during Grade 6 marking period one had more than three times the odds of dropping out than students who were not suspended. For marking period one of Grade 9, being suspended nearly doubled the odds of students dropping out compared to students who were not suspended.

Coursework. Dropout status was regressed on the coursework EWIs: below grade level in reading and/or mathematics (for marking period three of Grade 1 and marking period one of Grade 3), receiving a grade of 'D' or below in mathematics and/or English (for marking period one of Grades 6 and 9), overall GPA below 1.20 (for marking period three of Grade 1), and overall GPA below 3.00 (for marking period one of Grades 3, 6, and 9). Being below grade level in reading and/or mathematics on the non-standards based report card more than doubled the odds of students dropping out for the Grades 1 and 3 EWI (see Table 2). Receiving a 'D' or below in mathematics and/or English increased the odds of dropping out for Grade 6 students by more than half and more than tripled the odds of dropping out for Grade 9 students. In regards to GPA, Grade 1 students with a GPA below 1.20 were twice as likely to drop out of high school than students with a GPA of 1.20 or above. Having a first marking period GPA below a 3.00 doubled the odds of students dropping out at Grade 3 and more than quadrupled the odds of dropping out at Grades 6 and 9.

Table 2.
Likelihood of Dropping Out of High School for the Class of 2011, by Grade, Marking Period, and EWI

| Variable | Estimate | Standard error | Odds ratio | Z value | Sig. diff. |
|---|----------|----------------|------------|---------|------------|
| Grade 1 Marking Period 3^a | | | | | |
| Intercept | -3.974 | 0.113 | 0.019 | -35.035 | * |
| Absent from school nine or more times | 0.646 | 0.139 | 1.907 | 4.659 | * |
| Suspended one or more times (in- or out-of-school) | 0.696 | 0.790 | 2.006 | 0.882 | |
| Below grade level in reading and/or mathematics | 0.850 | 0.153 | 2.340 | 5.561 | * |
| Overall GPA below 1.20 | 0.713 | 0.157 | 2.040 | 4.552 | * |
| Grade 3 Marking Period 1^b | | | | | |
| Intercept | -4.057 | 0.110 | 0.017 | -36.865 | * |
| Absent from school three or more times | 0.682 | 0.141 | 1.978 | 4.844 | * |
| Suspended one or more times (in- or out-of-school) | 1.046 | 0.130 | 2.845 | 0.925 | |
| 'Needs improvement' completing homework on time | 0.824 | 0.138 | 2.279 | 5.968 | * |
| Below grade level in reading and/or mathematics | 0.867 | 0.141 | 2.379 | 6.170 | * |
| First marking period GPA below 3.00 | 0.704 | 0.153 | 2.022 | 4.596 | * |
| Grade 6 Marking Period 1^c | | | | | |
| Intercept | -4.249 | 0.107 | 0.014 | -39.630 | * |
| Absent from a class three or more times | 0.859 | 0.109 | 2.360 | 7.887 | * |
| Suspended one or more times (in- or out-of-school) | 1.261 | 0.137 | 3.528 | 9.200 | * |
| Receiving a grade of 'D' or below in mathematics and/or English | 0.454 | 0.122 | 1.575 | 3.726 | * |
| First marking period GPA below 3.00 | 1.585 | 0.135 | 4.880 | 11.728 | * |
| Grade 9 Marking Period 1^d | | | | | |
| Intercept | -5.116 | 0.152 | 0.006 | -33.657 | * |
| Absent from a class three or more times | 1.138 | 0.104 | 3.120 | 10.919 | * |
| Suspended one or more times (in- or out-of-school) | 0.629 | 0.182 | 1.876 | 3.458 | * |
| Receiving a grade of 'D' or below in mathematics and/or English | 1.317 | 0.123 | 3.732 | 10.690 | * |
| First marking period GPA below 3.00 | 1.539 | 0.178 | 4.661 | 8.629 | * |

* $p < .05$; ^a $\chi^2 = 156.279$, $df = 4$, $p < 0.05$, $n = 6,169$; ^b $\chi^2 = 263.390$, $df = 5$, $p < 0.05$, $n = 7,000$; ^c $\chi^2 = 585.977$, $df = 4$, $p < 0.05$, $n = 7,960$; ^d $\chi^2 = 908.458$, $df = 4$, $p < 0.05$, $n = 9,294$

Research Question 3

Are the EWIs for identifying the MCPS high school Class of 2011 dropouts reliable at identifying the Class of 2012 dropouts?


To test the reliability of the EWIs developed and analyzed to answer research questions one and two, each EWI will be applied to the same corresponding grades and marking periods using data for the MCPS Class of 2012.

Attendance. In regards to the elementary grades, a larger portion of Class of 2012 dropouts and non-dropouts missed nine or more days by marking period three of Grade 1 (42.4% compared to 36.4% for dropouts; 22.7% compared to 19.1% for non-dropouts) and missed three or more days by marking period one of Grade 3 (33.3% compared to 25.2% for dropouts; 16.8% compared to 11.1% for non-dropouts) than Class of 2011 dropouts and non-dropouts (see Tables A1 and A2). For marking period one of Grade 6, a slightly smaller portion of Class of 2012 dropouts and non-dropouts missed three or more days than Class of 2011 dropouts and non-dropouts (45.8% compared to 48.0% for dropouts; 18.4% compared to 18.5% for non-dropouts). The difference between the two classes was even more pronounced for marking period one of Grade 9 (41.2% compared to 69.0% for dropouts; 10.5% compared to 30.2% for non-dropouts).

Behavior. As seen with the Class of 2011, very few of the Class of 2012 students enrolled in MCPS received an in- or out-of-school suspension during the elementary school years. By the third marking period of Grade 1, 2.0% of Class of 2012 dropouts and 0.3% of Class of 2012 non-dropouts were suspended one or more times (see Table A2). For the first marking period of Grade 3, 1.6% of Class of 2012 dropouts and 0.1% of Class of 2012 non-dropouts had been suspended one or more times. While the Class of 2012 and Class of 2011 portions for these two time periods are slightly different, the rates are so low that they will be treated as relatively equal.

In regards to the second marking period one of Grade 3 behavior EWI (i.e., 'Needs improvement' completing homework on time on the non-standards based report card) slightly less of the Class of 2012 dropouts and non-dropouts received this mark than Class of 2011 dropouts and non-dropouts (28.1% compared to 31.8% for dropouts; 8.8% compared to 9.9% for non-dropouts). Marking period one of Grade 6 shows similar patterns for the Class of 2012 dropouts and non-dropouts as were seen for the Class of 2011. For the Class of 2012, 26% of dropouts and 4.3% of non-dropouts were suspended one or more times. These rates are comparable to the 24.2% of dropouts and 4.1% of non-dropouts for the Class of 2011 who were suspended during the same grade and marking period (see Tables A1 and A2). For the first marking period of Grade 9, a smaller portion of Class of 2012 dropouts and non-dropouts were suspended one or more times compared to Class of 2011 dropouts and non-dropouts (5.5% compared to 9.1% for dropouts; 0.7% compared to 1.5% for non-dropouts).

Coursework. Across the coursework EWIs, the portion of Class of 2012 dropouts and non-dropouts with a coursework EWI by grade and marking period varied slightly across the four



time points compared to the portion of Class of 2011 dropouts and non-dropouts with a coursework EWI. For the two Grade 1 marking period three coursework EWIs (i.e., being below grade level in reading and/or mathematics on the non-standards based report card; overall GPA below 1.20), a smaller portion of Class of 2012 dropouts and non-dropouts were below grade level in reading and/or mathematics than the Class of 2011 dropouts and non-dropouts (45.9% compared to 51.0% for dropouts; 19.2% compared to 21.6% for non-dropouts) and a larger portion of Class of 2012 dropout and non-dropouts had a GPA below 1.20 than the Class of 2011 dropouts and non-dropouts (70.6% compared to 62.2% for dropouts; 40.4% compared to 33.4% for non-dropouts) (see Tables A1 and A2). At the conclusion of the first marking period of Grade 3, the Class of 2012 had generally the same portion of dropouts and non-dropouts with a coursework EWI as the Class of 2011. For marking period one of Grade 6, the Class of 2012 had higher portions of students receiving a 'D' or below in mathematics and/or English than the Class of 2011 (52.9% compared to 42.5% for dropouts; 16.5% compared to 12.0% for non-dropouts) and higher portions of students with a GPA below a 3.00 (82.0% compared to 76.0% for dropouts; 30.4% compared to 28.5% for non-dropouts). Lastly, smaller portions of the Class of 2012 dropouts and non-dropouts received a 'D' or below in mathematics and/or English than the Class of 2011 (66.4% compared to 74.8% for dropouts; 19.5% compared to 21.2% for non-dropouts) and similar portions of the Class of 2012 dropouts and non-dropouts had a GPA below 3.00 compared to the Class of 2011.

Conclusions

The EWIs developed in this report potentially can help MCPS identify as early as Grades 1 and 3 nearly 8 out of 10 students who will eventually drop out of high school and by Grades 6 and 9 nearly 9 out of 10 students who will eventually drop out (see Figure 4). Because EWIs are signs of students disengaging from school, they provide MCPS with the opportunity to not only intervene with potential dropouts, but also to provide supports to students who are struggling with school that may not eventually drop out. As shown by Figure 4, this accounts for roughly 5 out of 10 students who did not eventually drop out of high school across the four time points.

It also is important to point out that while students who drop out from MCPS tend to have a higher number of EWIs than students who do not drop out (i.e., non-dropouts), the number of EWIs a student has does not necessarily mean they are more or less likely to drop out. Instead, the EWIs give school staff and officials an idea of what needs to be addressed (see Appendix Tables A1 and A2 for information on the number and percentage of students by number of indicators for both the Classes of 2011 and 2012). For example, one student may have two Grade 6 Semester 1 indicators: 1) absent from class five or more times, and 2) receiving an average grade of 'D' or below in mathematics and/or English. To intervene with this student, it will be necessary for school staff and officials to find out why the student was absent from class and to look at the student's course grades. Upon investigation, it may become clear to school staff and officials that the student has difficulty getting to school on time due to a parent's work schedule and that they received a 'D' in English but received 'A's'

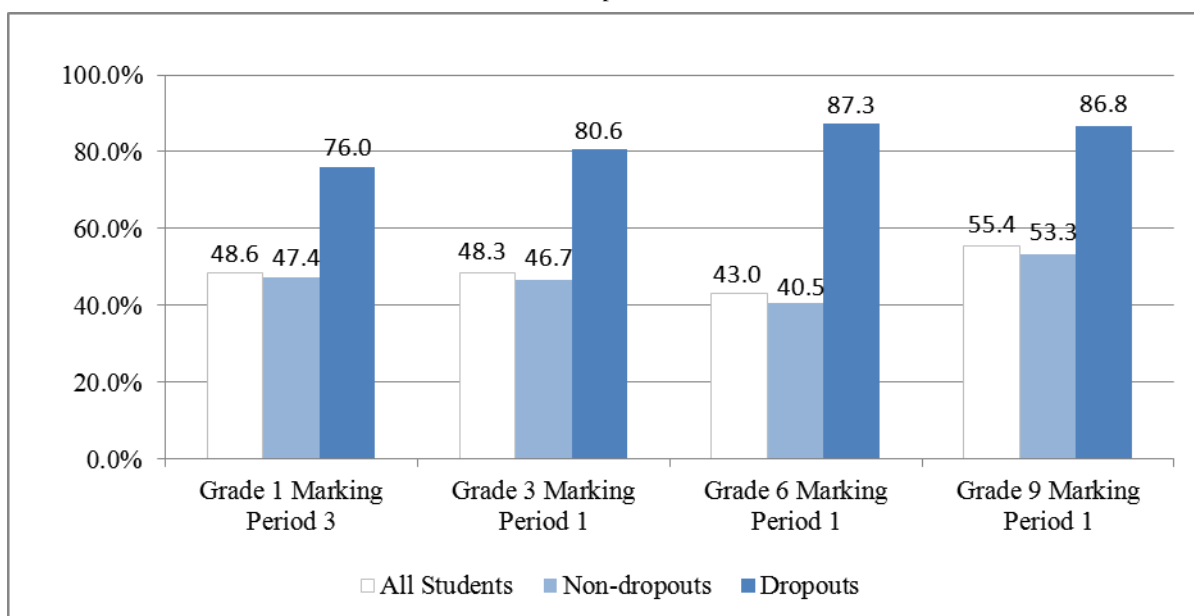
and 'B's' in their other courses. To address the student's tardiness, it may be possible to contact the student's parent and work out an alternative means to get the student to school on time. In regards to the 'D' in English, by bringing together all of the student's teachers, there may be something unique about the student's experience in English class that may be addressed from what is working for the student in the other courses. EWIs are helpful in that they may be used to monitor all students. But, the key to keeping students from dropping out of school lies in what school staff, officials, and parents do to help students once they are identified (Balfanz & Byrnes, 2010).

Professional Learning Communities (PLCs) and cross-discipline teacher teams are the ideal situations for having EWI-related discussions (Herzog, Davis, & Legters, 2012). Both of these situations create the opportunity to bring together all adults who have contact with a student and to discuss the student's needs. Additionally, PLCs and cross-discipline teacher teams create an environment in which teachers can pool their experience and resources to come up with effective and doable solutions for a given student (Herzog, Davis, & Legters, 2012). An intervention crafted specifically to a student's individual needs will have the greatest chance of working if all adults with whom the student comes in contact enact consistent supports. If possible, these teams also should include school counselors and, where appropriate, pupil personnel workers. For more information on how to create and implement such a team, see *Learning What it Takes: An Initial Look at How Schools are Using Early Warning Indicator Data and Collaborative Response Teams to Keep All Students on Track to Success* (Herzog, Davis, & Legters, 2012).

From this information, we may conclude that once the elementary, middle, and high school EWIs are developed, it will be important to apply them at least once a year to all grades. This will expand MCPS' ability to assess the dropout potential of any students who transfer into MCPS, which will increase the likelihood of identifying and intervening with all possible dropouts.

Figure 4.

Percentage of Class of 2011 students identified as dropouts by grade, marking period, and actual dropout status.





Limitations

This study is based on two cohorts of students: the Classes of 2011 and 2012. The indicators developed from analyzing the attendance, behavior, and coursework of the two cohorts will need to be checked against future cohorts to ensure that they remain reliable. If warranted, the indicators should be adjusted if at any point in time they lose the ability to correctly identify potential dropouts. With the implementation of Curriculum 2.0 and new report cards for elementary school students, it will be necessary to look for new indicators if the current elementary EWIs are no longer available from the student report cards. It is important to note that just because a student has one of the EWIs does not mean they will drop out of high school. For example, in this study, a student who is absent from school due to sickness is treated the same as a student who is absent from school because they skipped school. It is the role of school staff to provide context to the EWIs. With context, school staff may judge whether an intervention is necessary or not.

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Appendix

Table A1.
Class of 2011 Early Warning Indicators, by Grade, Marking Period, and Dropout Status

| Dropout Status | Early Warning Indicator | | | | | | | | | | Total | |
|---------------------------------|-------------------------|---------|--------------|---------|--------------|---------|----------------|---------|----------------|---------|--------|---------|
| | Attendance | | Behavior (1) | | Behavior (2) | | Coursework (1) | | Coursework (2) | | | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Grade 1 Marking Period 3 | | | | | | | | | | | | |
| Non-dropouts | 1,171 | 19.1 | 13 | 0.2 | — | — | 1,277 | 20.8 | 2,049 | 33.4 | 6,140 | 100.0 |
| Dropouts | 95 | 36.3 | 2 | 0.8 | — | — | 129 | 49.2 | 163 | 62.2 | 262 | 100.0 |
| Total | 1,266 | 19.8 | 15 | 0.2 | — | — | 1,406 | 22.0 | 2,212 | 34.6 | 6,402 | 100.0 |
| Grade 3 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 764 | 11.1 | 5 | 0.1 | 681 | 9.9 | 1,626 | 23.5 | 2,432 | 35.2 | 6,913 | 100.0 |
| Dropouts | 83 | 25.2 | 1 | 0.3 | 105 | 31.8 | 189 | 57.3 | 224 | 67.9 | 330 | 100.0 |
| Total | 847 | 11.7 | 6 | 0.1 | 786 | 10.9 | 1,815 | 25.1 | 2,656 | 37.5 | 7,243 | 100.0 |
| Grade 6 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 1,421 | 18.5 | 312 | 4.1 | — | — | 919 | 12.0 | 2,183 | 28.5 | 7,668 | 100.0 |
| Dropouts | 212 | 48.0 | 107 | 24.2 | — | — | 188 | 42.5 | 336 | 76.0 | 442 | 100.0 |
| Total | 1,633 | 20.1 | 419 | 5.2 | — | — | 1,107 | 13.6 | 2,519 | 31.1 | 8,110 | 100.0 |
| Grade 9 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 2,656 | 29.5 | 137 | 1.5 | — | — | 1,859 | 20.7 | 3,518 | 39.1 | 8,999 | 100.0 |
| Dropouts | 372 | 63.7 | 53 | 9.1 | — | — | 394 | 67.5 | 486 | 83.2 | 584 | 100.0 |
| Total | 3,028 | 31.6 | 190 | 2.0 | — | — | 2,253 | 23.5 | 4,004 | 41.8 | 9,583 | 100.0 |

Table A2.
Class of 2012 Early Warning Indicators, by Grade, Marking Period, and Dropout Status

| Dropout Status | Early Warning Indicator | | | | | | | | | | Total | |
|--------------------------|-------------------------|---------|--------------|---------|--------------|---------|----------------|---------|----------------|---------|--------|---------|
| | Attendance | | Behavior (1) | | Behavior (2) | | Coursework (1) | | Coursework (2) | | | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Grade 1 Marking Period 3 | | | | | | | | | | | | |
| Non-dropouts | 1,429 | 22.7 | 16 | 0.3 | — | — | 1,207 | 19.2 | 2,542 | 40.4 | 6,299 | 100.0 |
| Dropouts | 108 | 42.4 | 5 | 2.0 | — | — | 117 | 45.9 | 180 | 70.6 | 255 | 100.0 |
| Total | 1,537 | 23.5 | 21 | 0.3 | — | — | 1,324 | 20.2 | 2,722 | 41.5 | 6,554 | 100.0 |
| Grade 3 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 1,177 | 16.8 | 8 | 0.1 | 616 | 8.8 | 1,624 | 23.1 | 2,480 | 35.3 | 7,023 | 100.0 |
| Dropouts | 102 | 33.3 | 5 | 1.6 | 86 | 28.1 | 174 | 56.9 | 220 | 71.9 | 306 | 100.0 |
| Total | 1,308 | 17.6 | 13 | 0.2 | 702 | 9.6 | 1,798 | 24.5 | 2,700 | 36.8 | 7,329 | 100.0 |
| Grade 6 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 1,456 | 18.4 | 338 | 4.3 | — | — | 1,307 | 16.5 | 2,407 | 30.4 | 7,906 | 100.0 |
| Dropouts | 176 | 45.8 | 100 | 26.0 | — | — | 203 | 52.9 | 315 | 82.0 | 384 | 100.0 |
| Total | 1,632 | 19.7 | 438 | 5.3 | — | — | 1,510 | 18.2 | 2,722 | 32.8 | 8,290 | 100.0 |
| Grade 9 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 978 | 10.5 | 68 | 0.7 | — | — | 1,812 | 19.5 | 3,568 | 38.4 | 9,293 | 100.0 |
| Dropouts | 218 | 41.2 | 29 | 5.5 | — | — | 351 | 66.4 | 469 | 88.7 | 529 | 100.0 |
| Total | 1,196 | 12.2 | 97 | 1.0 | — | — | 2,163 | 22.0 | 4,037 | 41.1 | 9,822 | 100.0 |



Table A3.
Number and Percentage of Class of 2011 Early Warning Indicators, by Grade, Marking
Period, and Dropout Status

| Dropout Status | Number of Early Warning Indicators (EWIs) | | | | | | | | | | Total | |
|---------------------------------|---|---------|---------------|---------|----------------|---------|------------------|---------|-----------------|---------|--------|---------|
| | No Indicators | | One Indicator | | Two Indicators | | Three Indicators | | Four Indicators | | | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Grade 1 Marking Period 3 | | | | | | | | | | | | |
| Non-dropouts | 3,227 | 52.6 | 1,628 | 26.5 | 976 | 15.9 | 306 | 5.0 | 3 | 0.0 | 6,140 | 100.0 |
| Dropouts | 63 | 24.0 | 57 | 21.8 | 95 | 36.3 | 46 | 17.6 | 1 | 0.4 | 262 | 100.0 |
| Total | 3,290 | 51.4 | 1,685 | 26.3 | 1,071 | 16.7 | 352 | 5.5 | 4 | 0.1 | 6,402 | 100.0 |
| Grade 3 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 3,684 | 53.3 | 1,576 | 22.7 | 1,130 | 16.3 | 447 | 6.5 | 85 | 1.2 | 6,913 | 100.0 |
| Dropouts | 64 | 19.4 | 53 | 16.1 | 112 | 33.9 | 79 | 23.9 | 22 | 6.7 | 330 | 100.0 |
| Total | 3,748 | 51.7 | 1,620 | 22.4 | 1,242 | 17.1 | 526 | 7.3 | 107 | 1.5 | 7,243 | 100.0 |
| Grade 6 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 4,566 | 59.5 | 1,813 | 23.6 | 897 | 11.7 | 340 | 4.4 | 52 | 0.7 | 7,668 | 100.0 |
| Dropouts | 56 | 12.7 | 103 | 23.3 | 147 | 33.3 | 98 | 22.2 | 38 | 8.6 | 442 | 100.0 |
| Total | 4,622 | 57.0 | 1,916 | 23.6 | 1,044 | 12.9 | 438 | 5.4 | 90 | 1.1 | 8,110 | 100.0 |
| Grade 9 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 4,199 | 46.7 | 2,359 | 26.2 | 1,583 | 17.6 | 787 | 8.7 | 71 | 0.8 | 8,999 | 100.0 |
| Dropouts | 77 | 13.2 | 67 | 11.5 | 129 | 22.1 | 264 | 45.2 | 47 | 8.0 | 584 | 100.0 |
| Total | 4,276 | 44.6 | 2,426 | 25.3 | 1,712 | 17.9 | 1,051 | 11.0 | 118 | 1.2 | 9,583 | 100.0 |

Table A4.
Number and Percentage of Class of 2012 Early Warning Indicators, by Grade, Marking
Period, and Dropout Status

| Dropout Status | Number of Early Warning Indicators (EWIs) | | | | | | | | | | Total | |
|---------------------------------|---|---------|---------------|---------|----------------|---------|------------------|---------|-----------------|---------|--------|---------|
| | No Indicators | | One Indicator | | Two Indicators | | Three Indicators | | Four Indicators | | | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Grade 1 Marking Period 3 | | | | | | | | | | | | |
| Non-dropouts | 2,883 | 45.8 | 1,969 | 31.3 | 1,121 | 17.8 | 321 | 5.1 | 5 | 0.1 | 6,299 | 100.0 |
| Dropouts | 42 | 16.5 | 74 | 29.0 | 82 | 32.2 | 56 | 22.0 | 1 | 0.4 | 255 | 100.0 |
| Total | 2,925 | 44.6 | 2,043 | 31.2 | 1,203 | 18.4 | 377 | 5.8 | 6 | 0.1 | 6,554 | 100.0 |
| Grade 3 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 3,615 | 51.5 | 1,670 | 23.8 | 1,114 | 15.9 | 490 | 7.0 | 133 | 1.9 | 7,023 | 100.0 |
| Dropouts | 45 | 14.7 | 74 | 24.2 | 77 | 24.2 | 82 | 26.8 | 27 | 8.8 | 306 | 100.0 |
| Total | 3,660 | 49.9 | 1,744 | 23.8 | 1,191 | 16.3 | 572 | 7.8 | 160 | 2.2 | 7,329 | 100.0 |
| Grade 6 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 4,567 | 57.8 | 1,748 | 22.1 | 1,077 | 13.6 | 450 | 5.7 | 64 | 0.8 | 7,906 | 100.0 |
| Dropouts | 45 | 11.7 | 75 | 19.5 | 113 | 29.4 | 111 | 28.9 | 40 | 10.4 | 384 | 100.0 |
| Total | 4,612 | 55.6 | 1,823 | 22.0 | 1,190 | 14.4 | 561 | 6.8 | 104 | 1.3 | 8,290 | 100.0 |
| Grade 9 Marking Period 1 | | | | | | | | | | | | |
| Non-dropouts | 5,230 | 56.3 | 2,107 | 22.7 | 1,572 | 16.9 | 361 | 3.9 | 23 | 0.2 | 9,293 | 100.0 |
| Dropouts | 49 | 9.3 | 91 | 17.2 | 207 | 39.1 | 166 | 31.4 | 16 | 3.0 | 529 | 100.0 |
| Total | 5,279 | 53.7 | 2,198 | 22.4 | 1,779 | 18.1 | 527 | 5.4 | 39 | 0.4 | 9,822 | 100.0 |

Table A5.
Likelihood of Dropping Out of High School for the Class of 2012, by Grade, Marking Period,
and EWI

| Variable | Estimate | Standard Error | Odds Ratio | Z Value | Sig. Diff. |
|---|----------|----------------|------------|---------|------------|
| Grade 1 Marking Period 3^a | | | | | |
| Intercept | -4.203 | 0.130 | 0.015 | -32.285 | * |
| Absent from school nine or more times | 0.757 | 0.135 | 2.133 | 5.611 | * |
| Suspended (in- or out-of-school) one or more times | 1.600 | 0.555 | 4.955 | 2.885 | * |
| Below grade level in reading and/or mathematics | 0.749 | 0.152 | 2.114 | 4.923 | * |
| Overall grade point average (GPA) below 1.20 | 0.877 | 0.165 | 2.404 | 5.311 | * |
| Grade 3 Marking Period 1^b | | | | | |
| Intercept | -4.248 | 0.122 | 0.014 | -34.949 | * |
| Absent from school three or more times | 0.487 | 0.124 | 1.627 | 3.934 | * |
| Suspended one or more times (in- or out-of-school) | 2.184 | 0.631 | 8.884 | 3.463 | * |
| 'Needs improvement' completing homework on time | 0.625 | 0.146 | 1.868 | 4.271 | * |
| Below grade level in reading and/or mathematics | 0.739 | 0.143 | 2.093 | 5.179 | * |
| First marking period grade point average (GPA) below 3.00 | 0.955 | 0.159 | 2.599 | 6.000 | * |
| Grade 6 Marking Period 1^c | | | | | |
| Intercept | -4.643 | 0.130 | 0.010 | -35.734 | * |
| Absent from a class three or more times | 0.808 | 0.115 | 2.244 | 7.008 | * |
| Suspended one or more times (in- or out-of-school) | 1.176 | 0.140 | 3.241 | 8.381 | * |
| Receiving a grade of 'D' or below in mathematics and/or English | 0.425 | 0.128 | 1.529 | 3.316 | * |
| First marking period grade point average (GPA) below 3.00 | 1.822 | 0.161 | 6.183 | 11.293 | * |
| Grade 9 Marking Period 1^d | | | | | |
| Intercept | -4.875 | 0.143 | 0.008 | -34.206 | * |
| Absent from a class three or more times | 1.210 | 0.100 | 3.355 | 12.151 | * |
| Suspended one or more times (in- or out-of-school) | 0.804 | 0.232 | 2.234 | 3.467 | * |
| Receiving a grade of 'D' or below in mathematics and/or English | 1.082 | 0.112 | 2.951 | 9.637 | * |
| First marking period grade point average (GPA) below 3.00 | 1.836 | 0.168 | 6.273 | 10.912 | * |

*p < .05; ^a $\chi^2 = 159.991$, df = 4, p < 0.05, n = 6,336; ^b $\chi^2 = 253.761$, df = 5, p < 0.05, n = 7,160;
^c $\chi^2 = 555.878$, df = 4, p < 0.05, n = 8,112; ^d $\chi^2 = 933.289$, df = 4, p < 0.05, n = 9,530