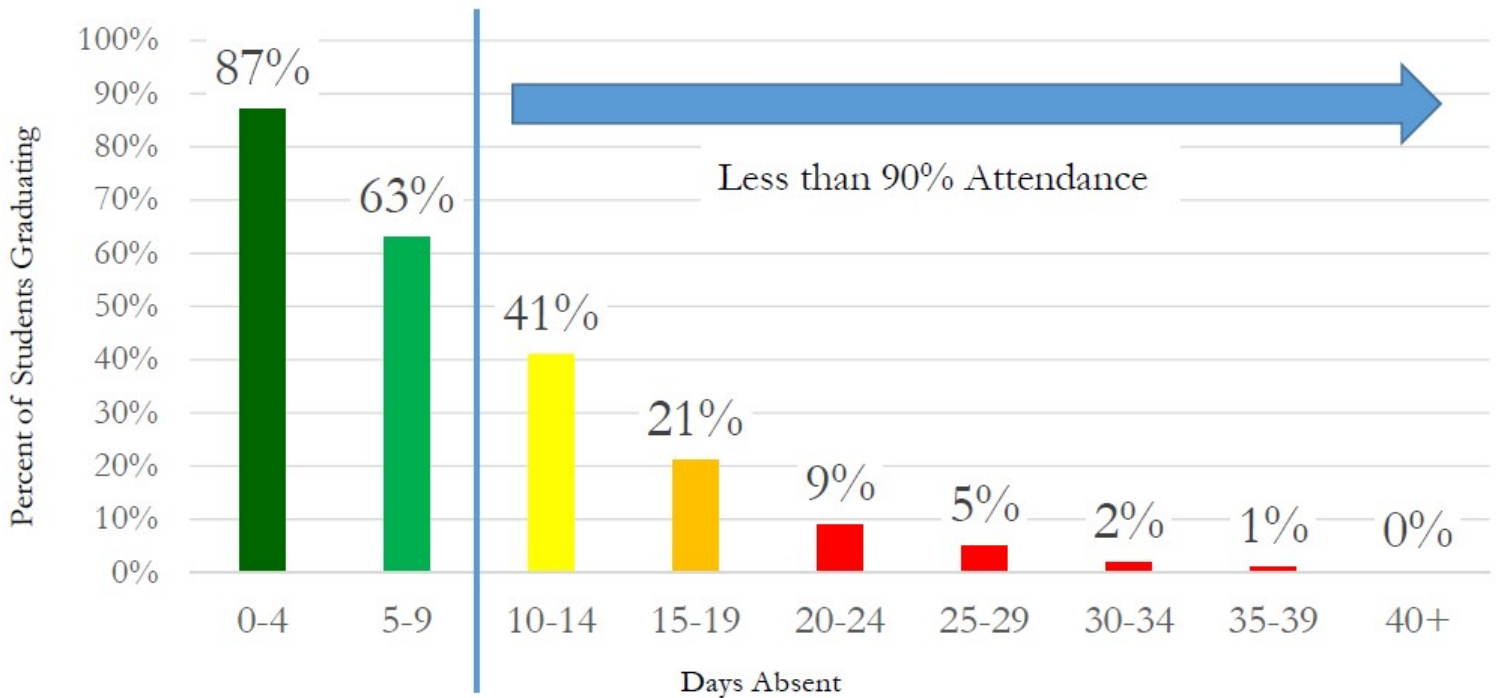


Freshman Graduation by Days Absent

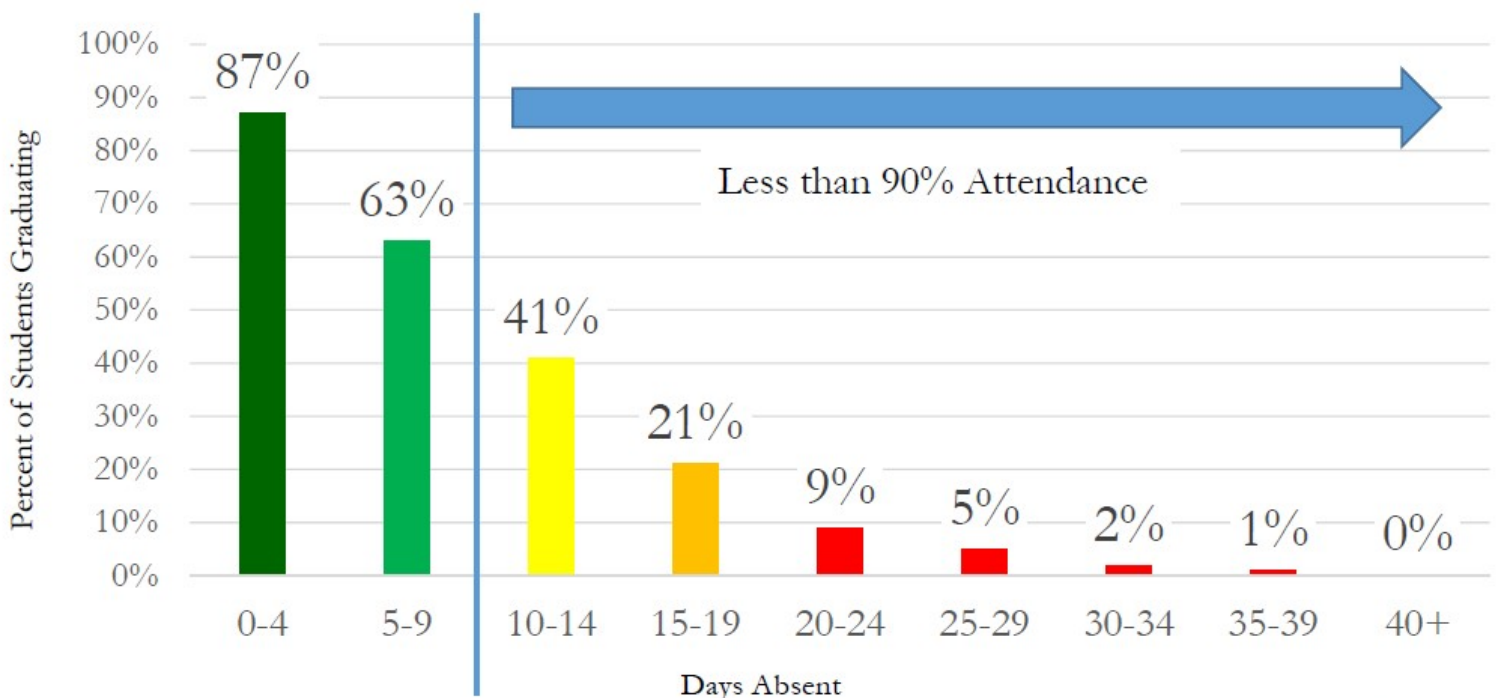


Adapted from: <https://ccsr.uchicago.edu/sites/default/files/publications/07%20What%20Matters%20Final.pdf>

Talent Development

EVERYONE
GRADUATES

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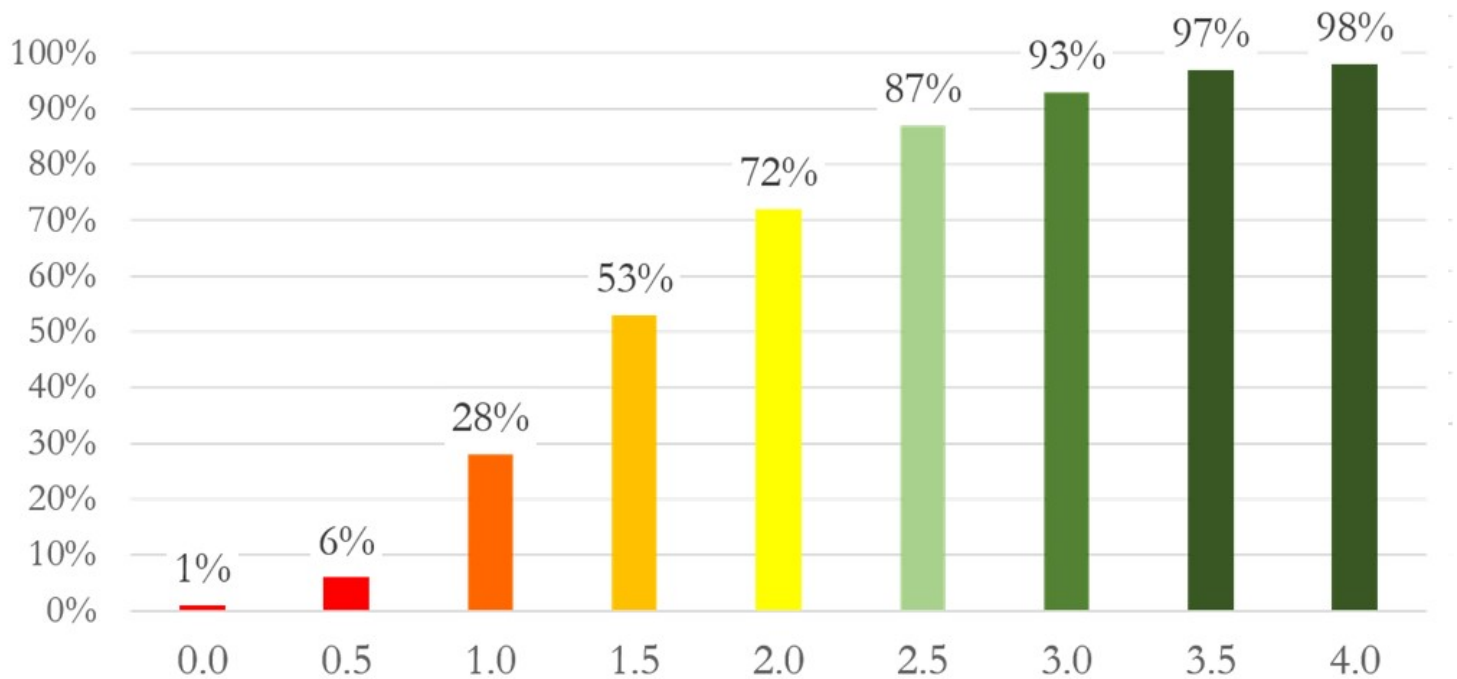


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Talent Development

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Freshman Graduation by GPA

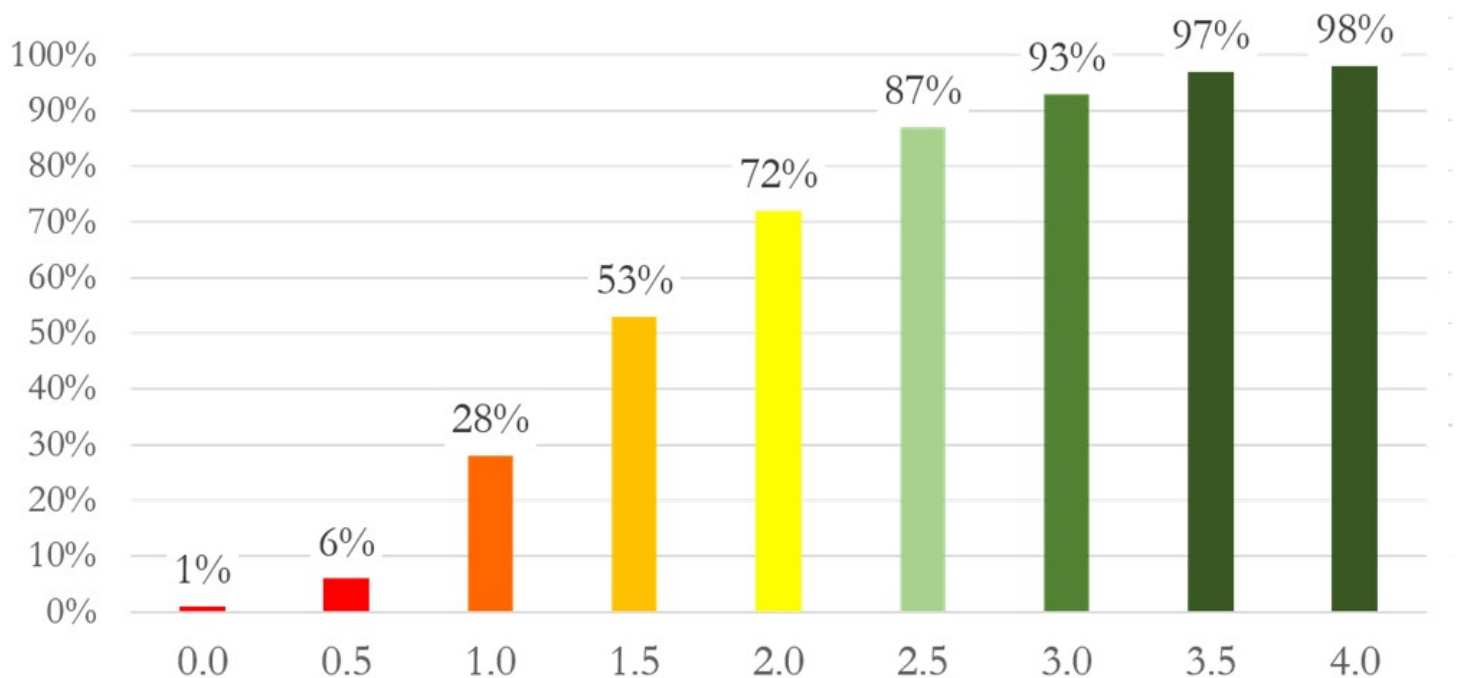


Adapted from <http://consortium.uchicago.edu/downloads/5788whatmatters-studentfinal.pdf>

Talent Development

EVERYONE GRADUATES CENTER

Freshman Graduation by GPA

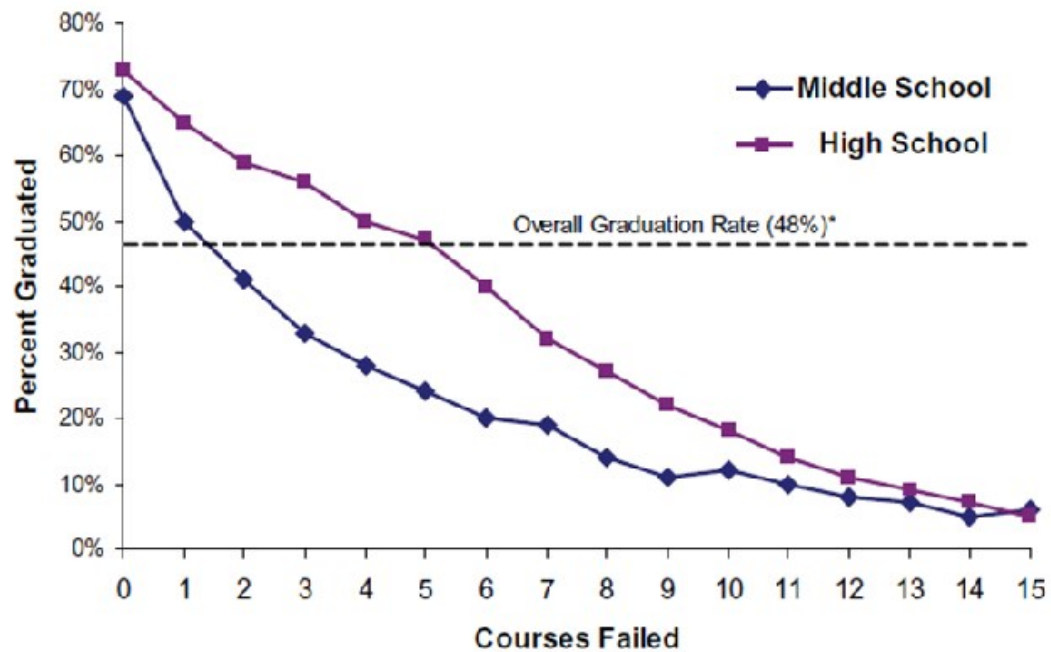


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Talent Development

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Graduation Rates by Courses Failed

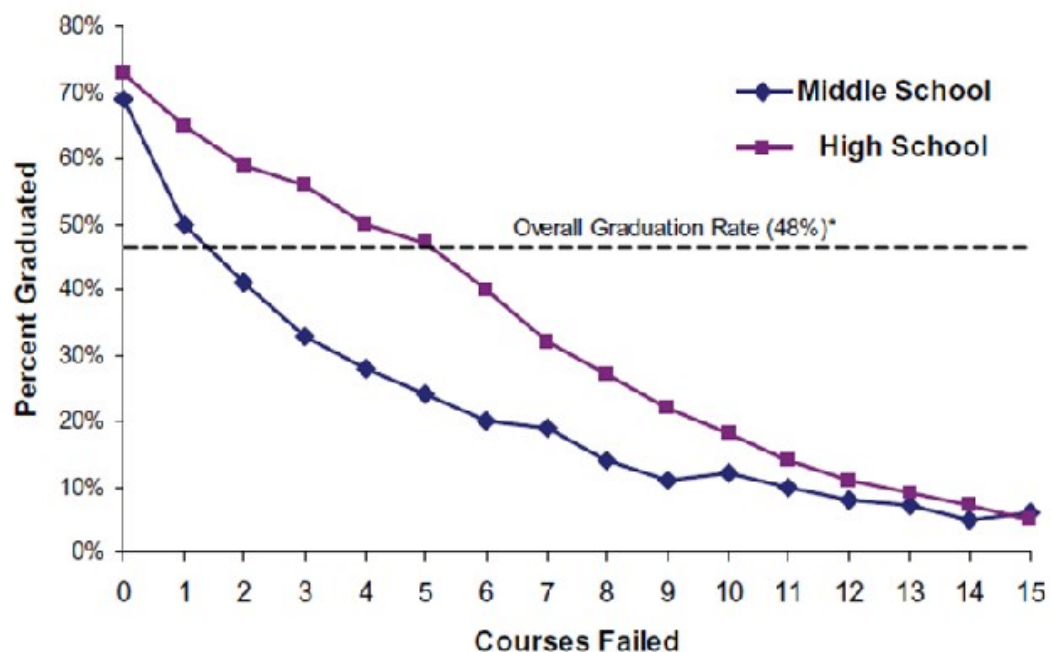


* Graduation rates in this report refer to first-time 9th graders in September, 2001 who graduated by June, 2005.

What Factors Predict High School Graduation in the Los Angeles Unified School District? Silver, D., Saunders, M. (University of California, Los Angeles), Zarate, E. University of California, Irvine)



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Students with EWIs Early in the Year (1st Quarter)



6th grade, 1st Marking Period

Absent 3 or more times
Suspended
D or F in Math/ELA
GPA below 3.0

2x more likely to drop out
3x more likely to drop out
1.5x more likely to drop out
5x more likely to drop out

9th Grade, 1st Marking Period

Absent 3 or more times
Suspended
D or F in Math/ELA
GPA below 3.0

3x more likely to drop out
2x more likely to drop out
3x more likely to drop out
5x more likely to drop out

Accessed from: http://new.every1graduates.org/wp-content/uploads/2014/01/Just-the-Right-Mix_MCPS_West2013.pdf



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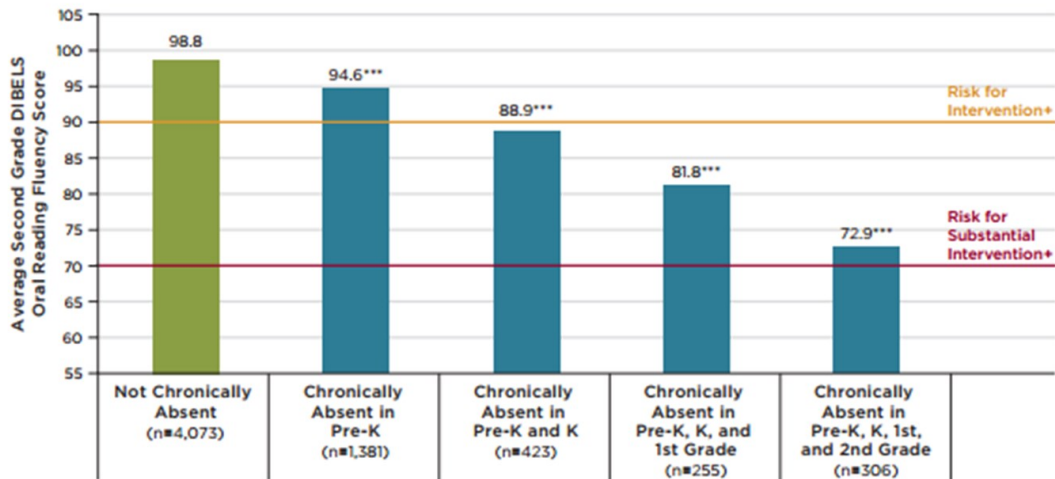


Early Absences and 3rd Grade Reading



FIGURE 10

The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade



Note: ***Indicates that scores are significantly different from scores of students who are never chronically absent, at p<.001 level.

+ In the DIBELS 6th Edition Assessment and Scoring Guide (Good & Kaminski, 2002), these are labeled as "Some Risk," indicating the need for additional intervention and "At Risk," indicating the need for substantial interventions.

Accessed From: <http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/06/CCSR-Pre-K-Attendance-Full-Report-May-2014-revised.pdf>

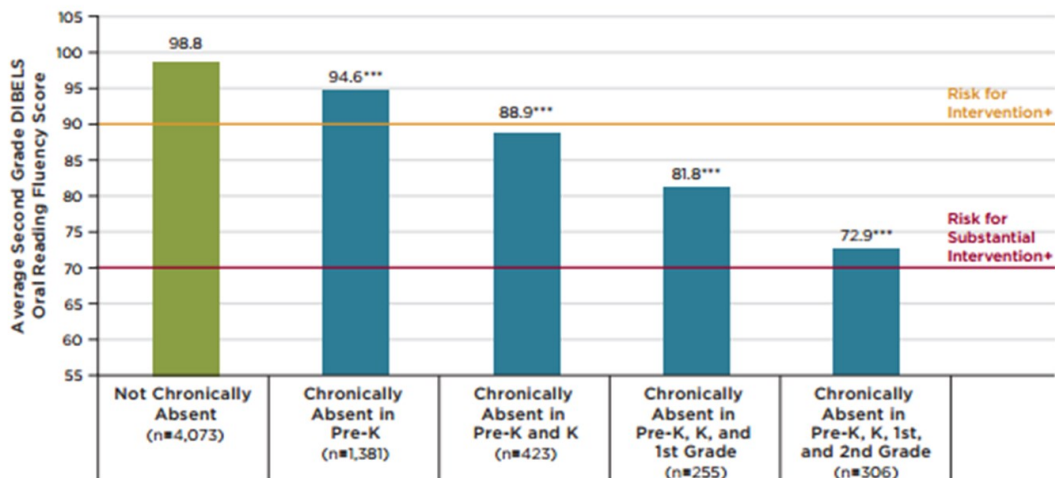


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Numerous studies on resilience establish a correlation between academic resiliency and academic success, especially in lower socioeconomic populations. For example, a longitudinal study by Scales et al. (2006) found that higher levels of resiliency traits are strongly correlated with higher grade point averages (GPAs) among middle and high school students. These findings hold true over time, so that students reporting more resiliency characteristics early in the study had higher GPAs three years later, compared to students with fewer assets at the start.

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**1st grade,
3rd Marking Period**

Absent 9 or more times
Suspended
Below GL in Math/ELA
GPA below 1.2

2x more likely to drop out
5x more likely to drop out
2x more likely to drop out
2x more likely to drop out

**3rd grade,
1st Marking Period**

Absent 3 or more times
Suspended
Below GL in Math/ELA
GPA below 3.0

2x more likely to drop out
9x more likely to drop out
2x more likely to drop out
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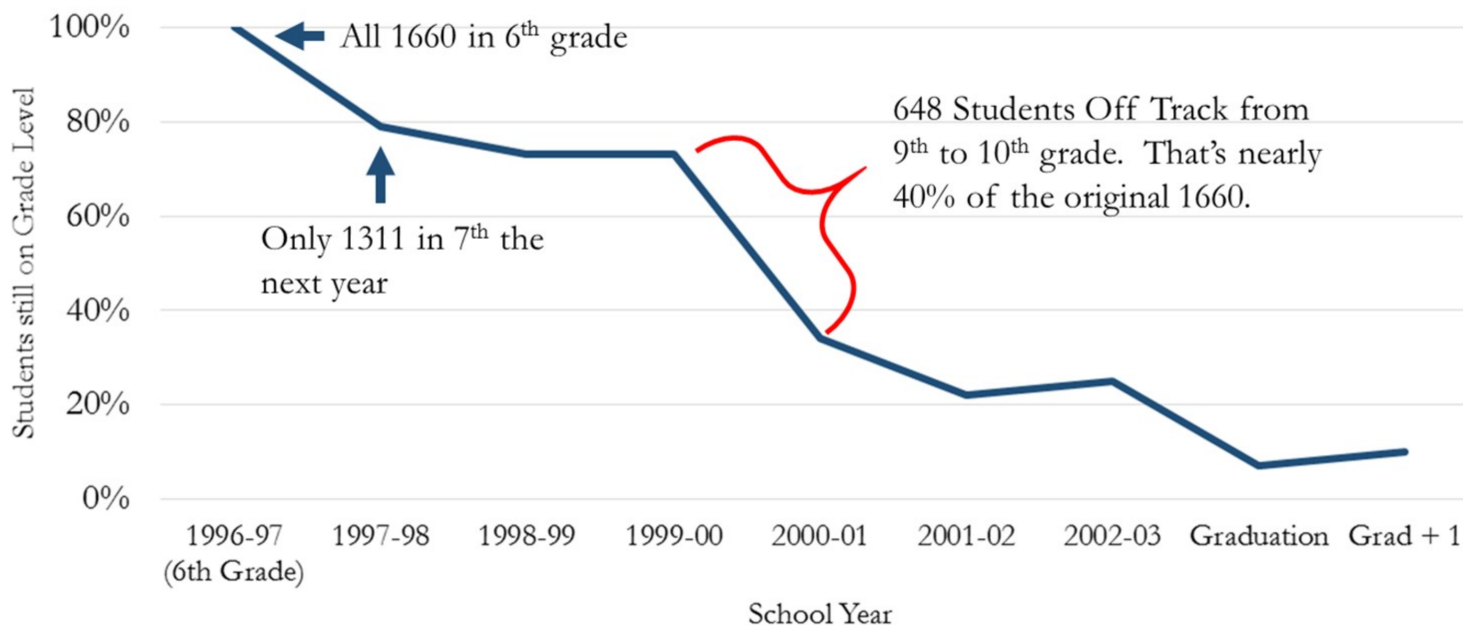
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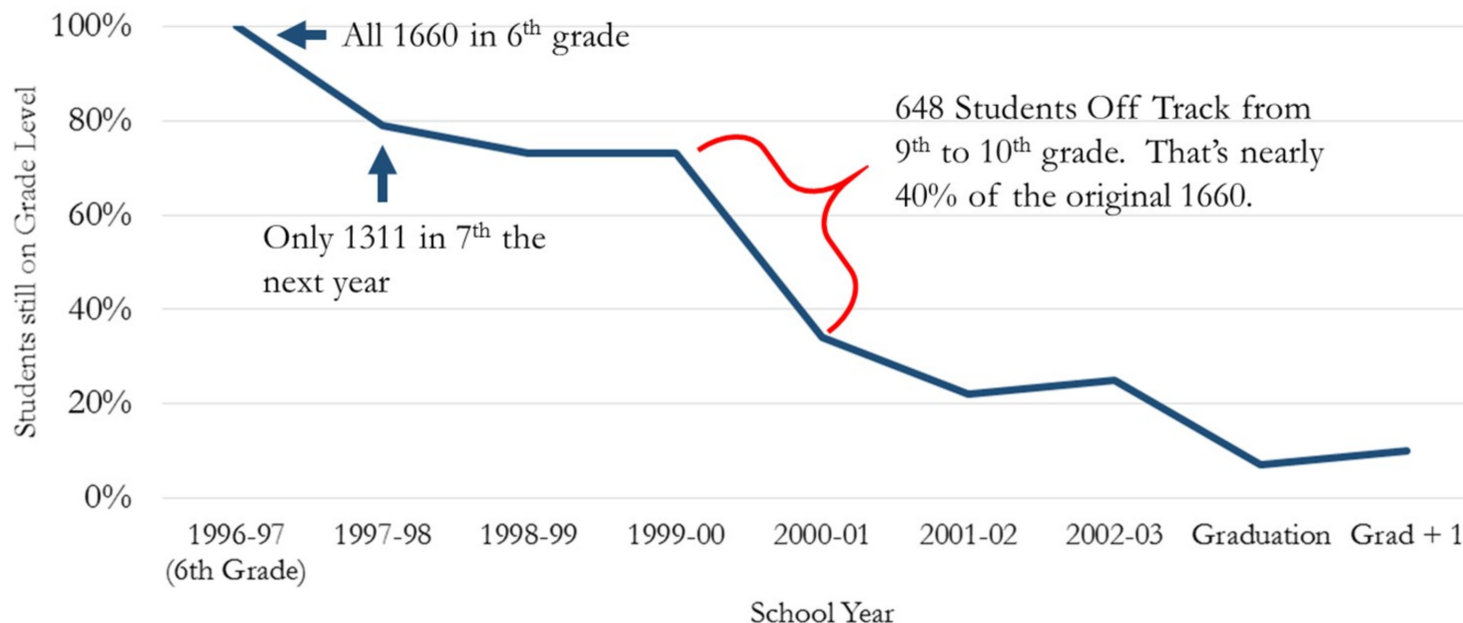
Unsatisfactory Behavior Grade



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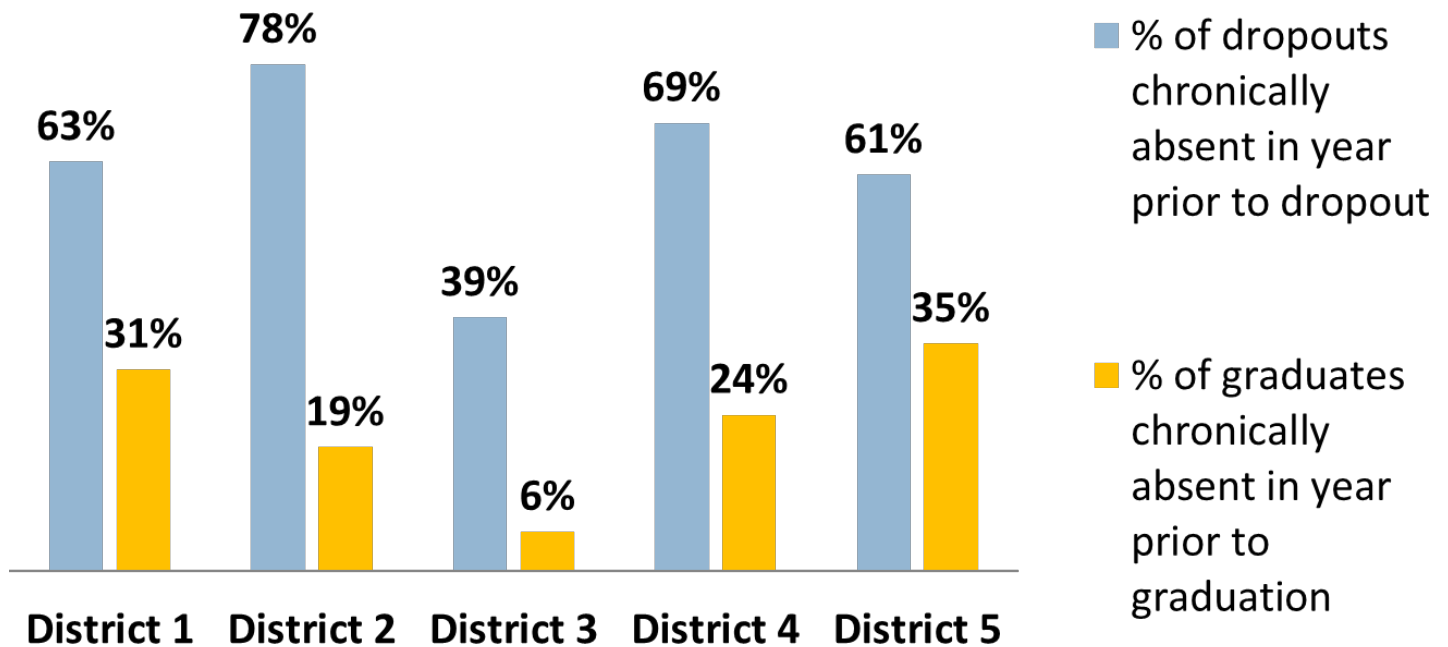
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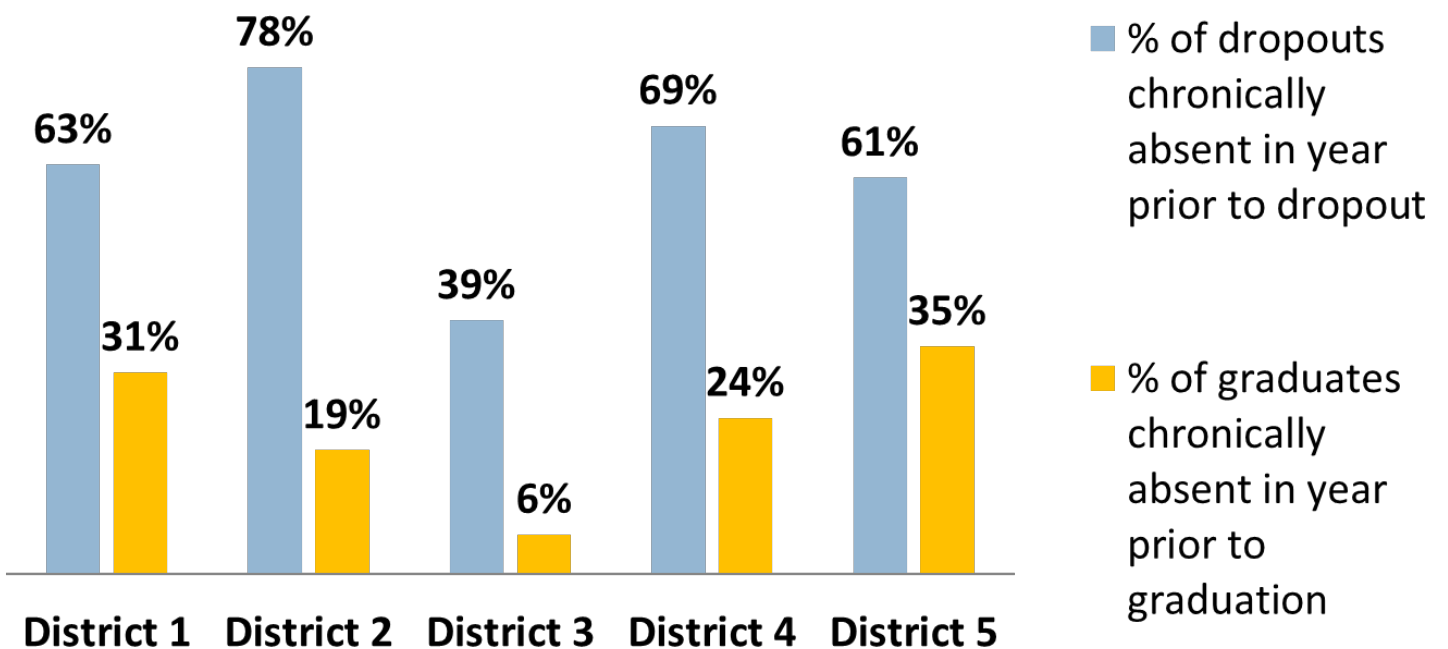
Who Graduates and Who Doesn't: Attendance



Based on the Advancing the "Colorado Graduates" Agenda: Understanding the Dropout Problem and Mobilizing to Meet the Graduation Challenge accessed from <http://bit.ly/2vQsDH8>



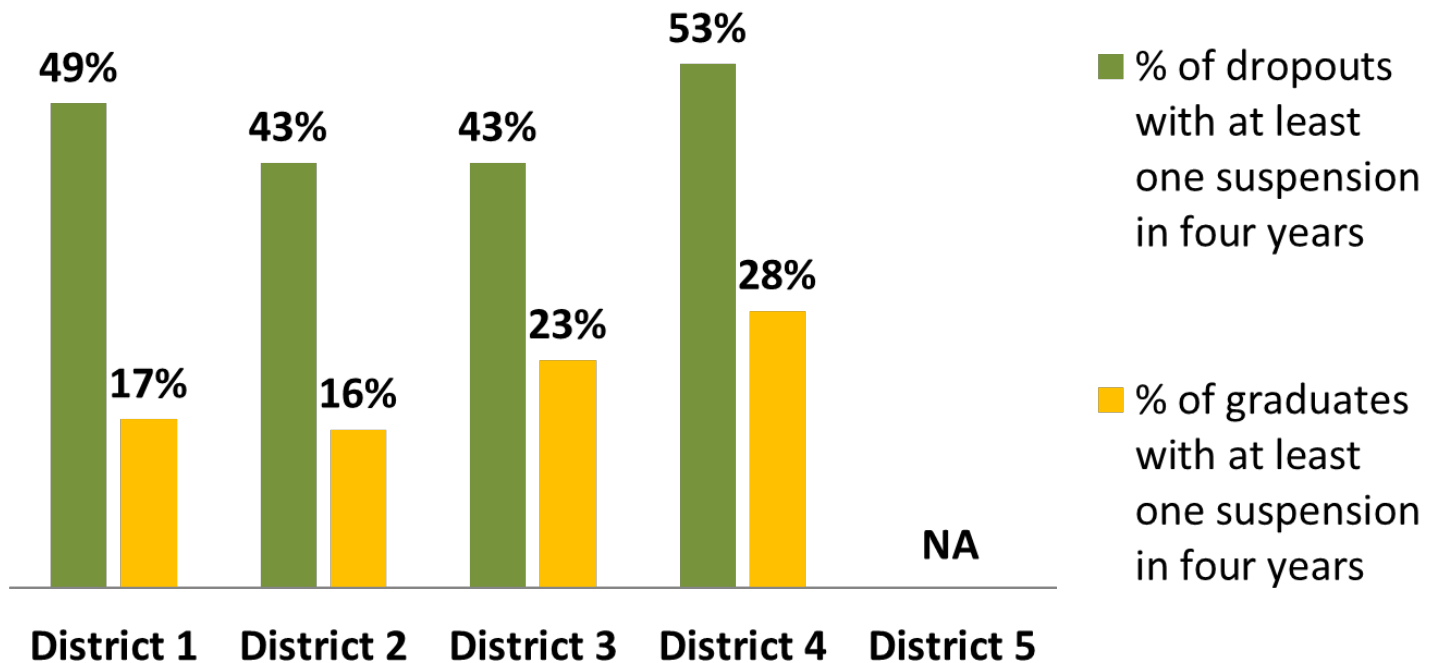
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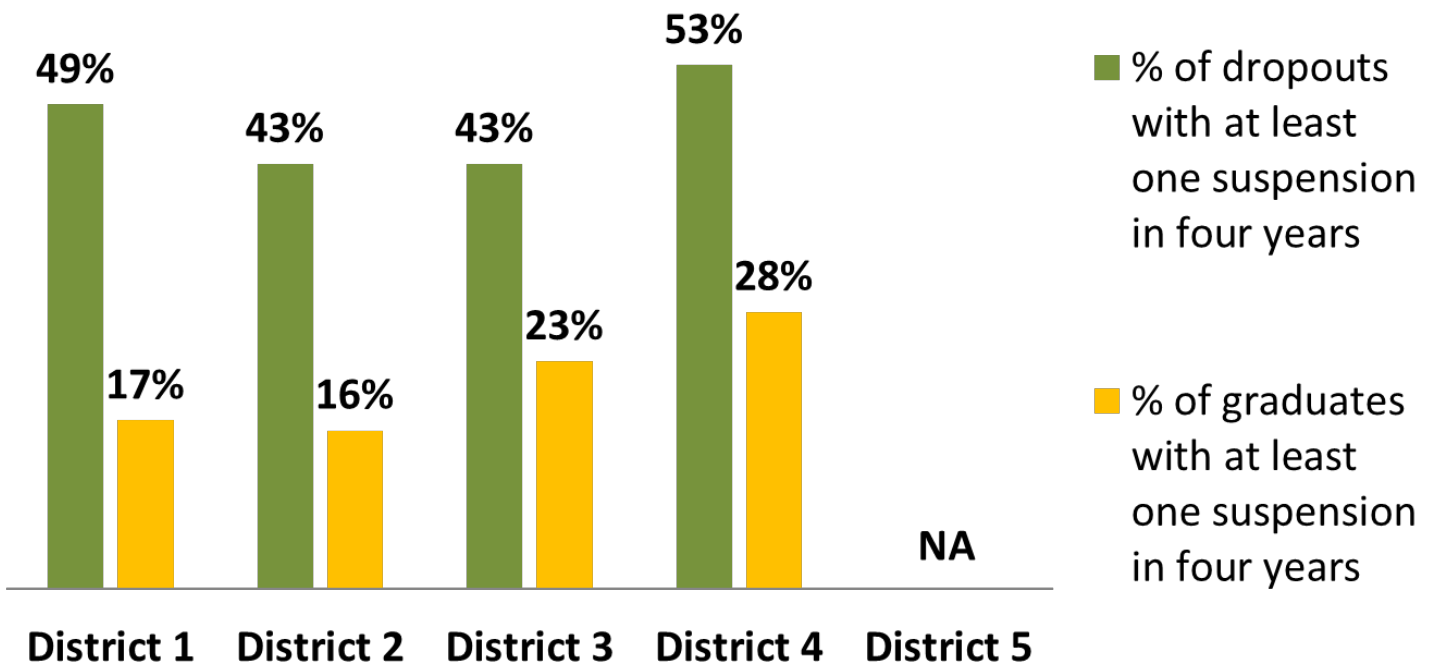
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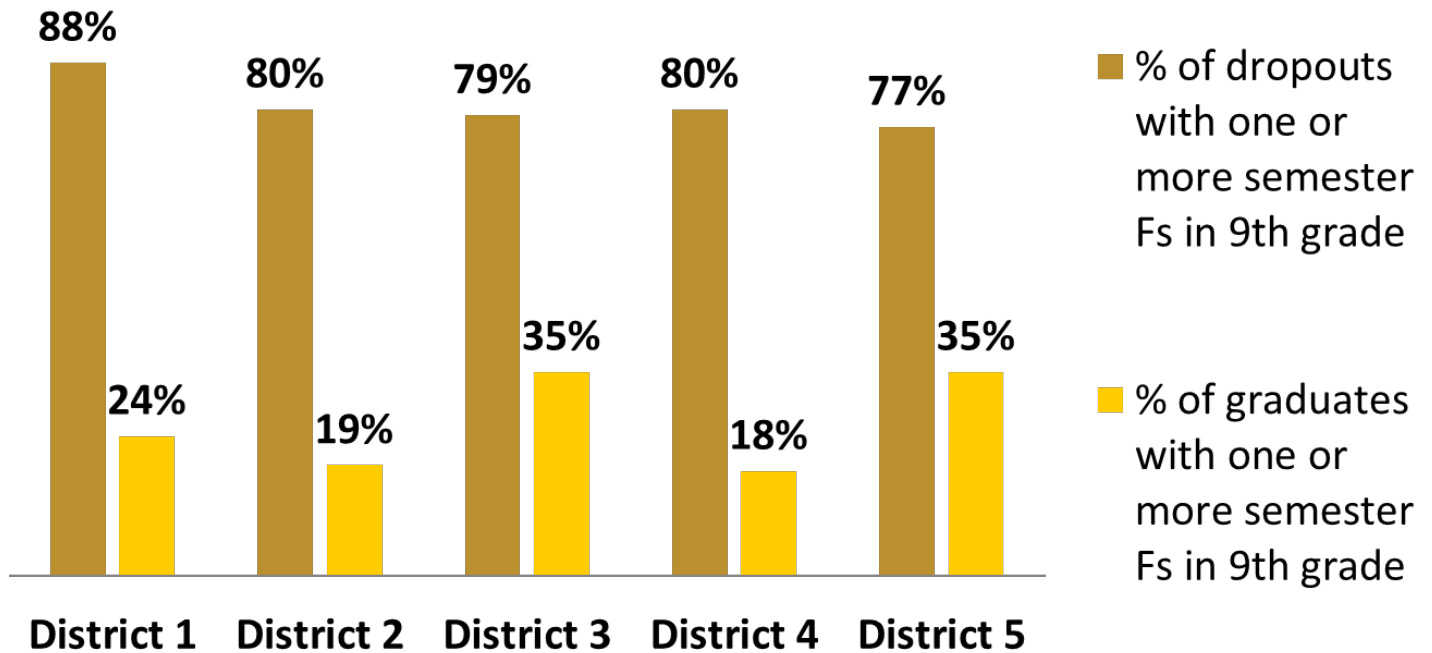
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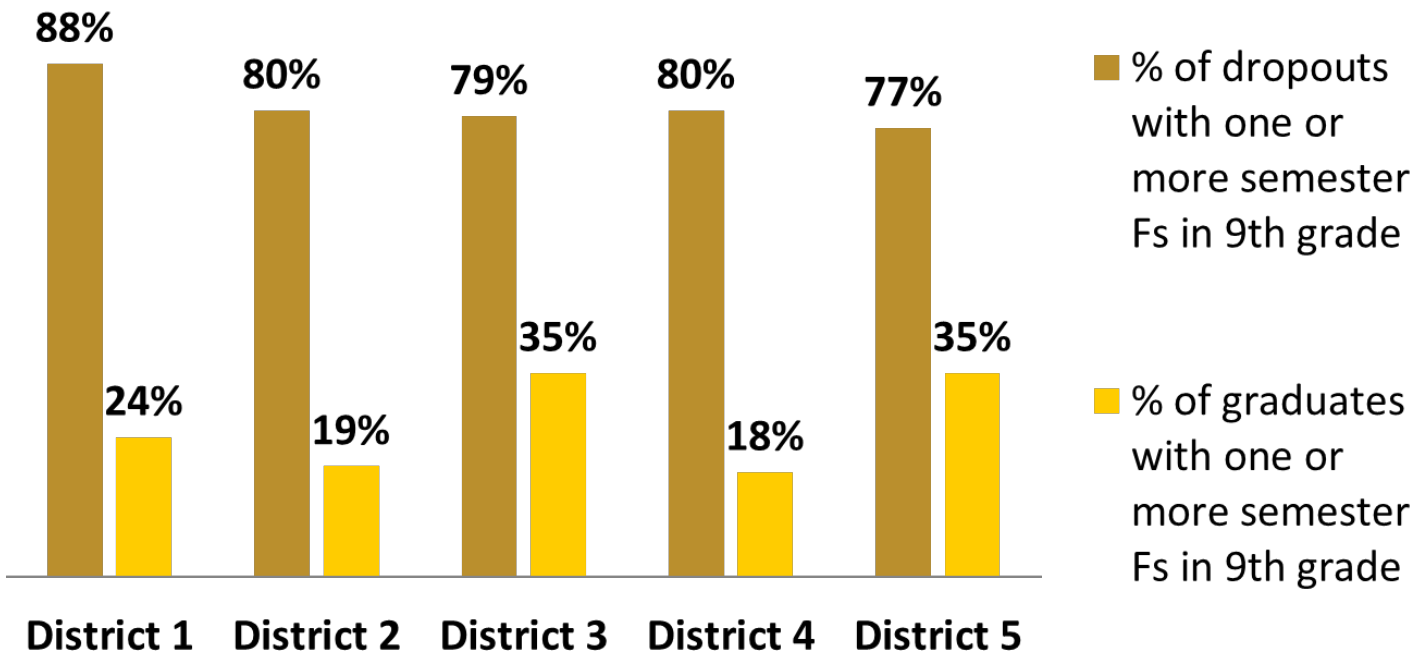
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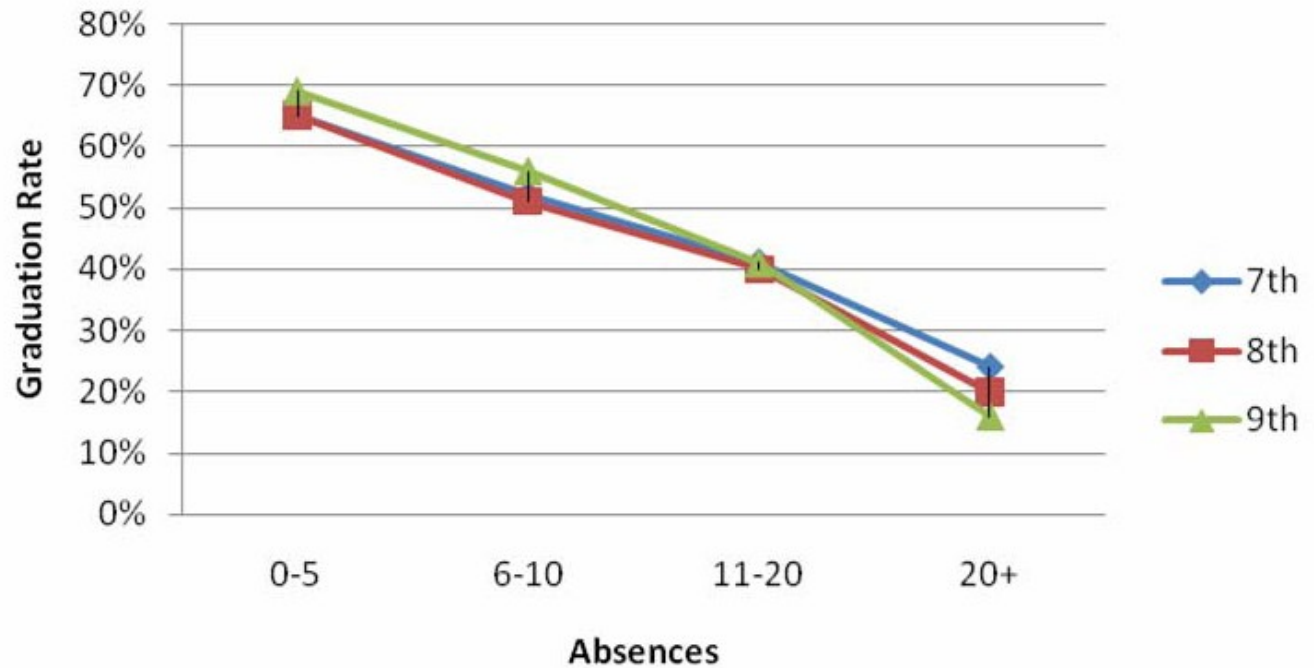
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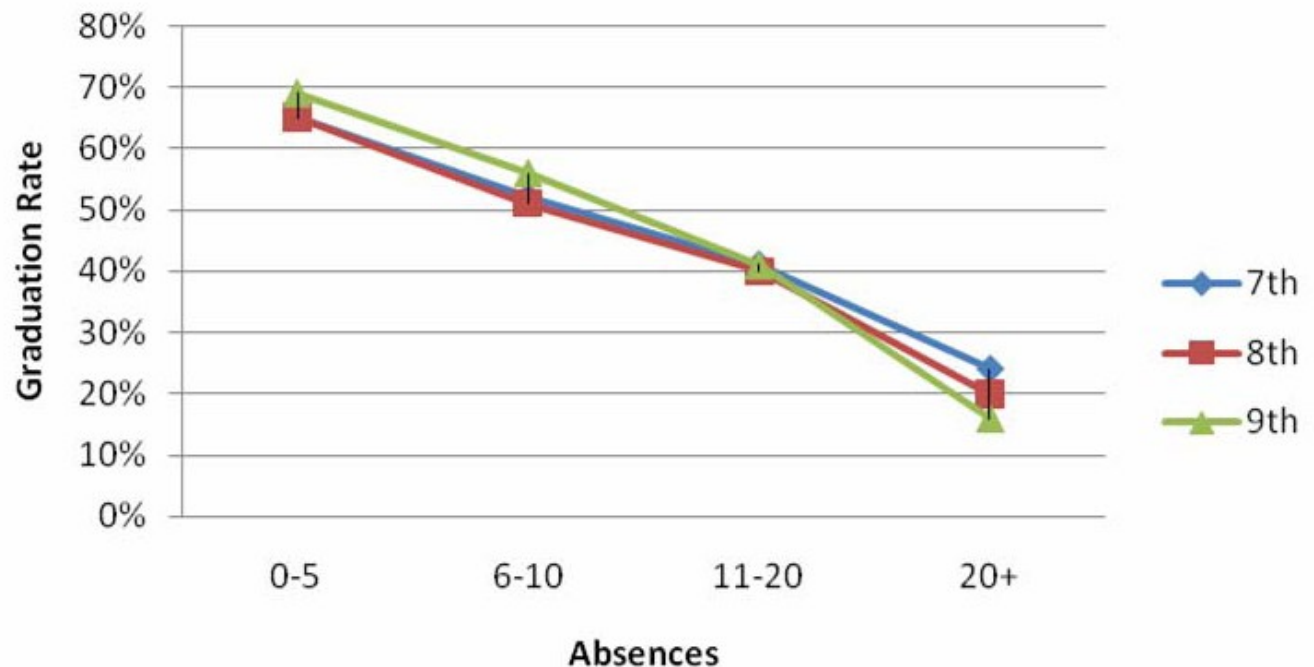
Graduation Rate by Number of Absences



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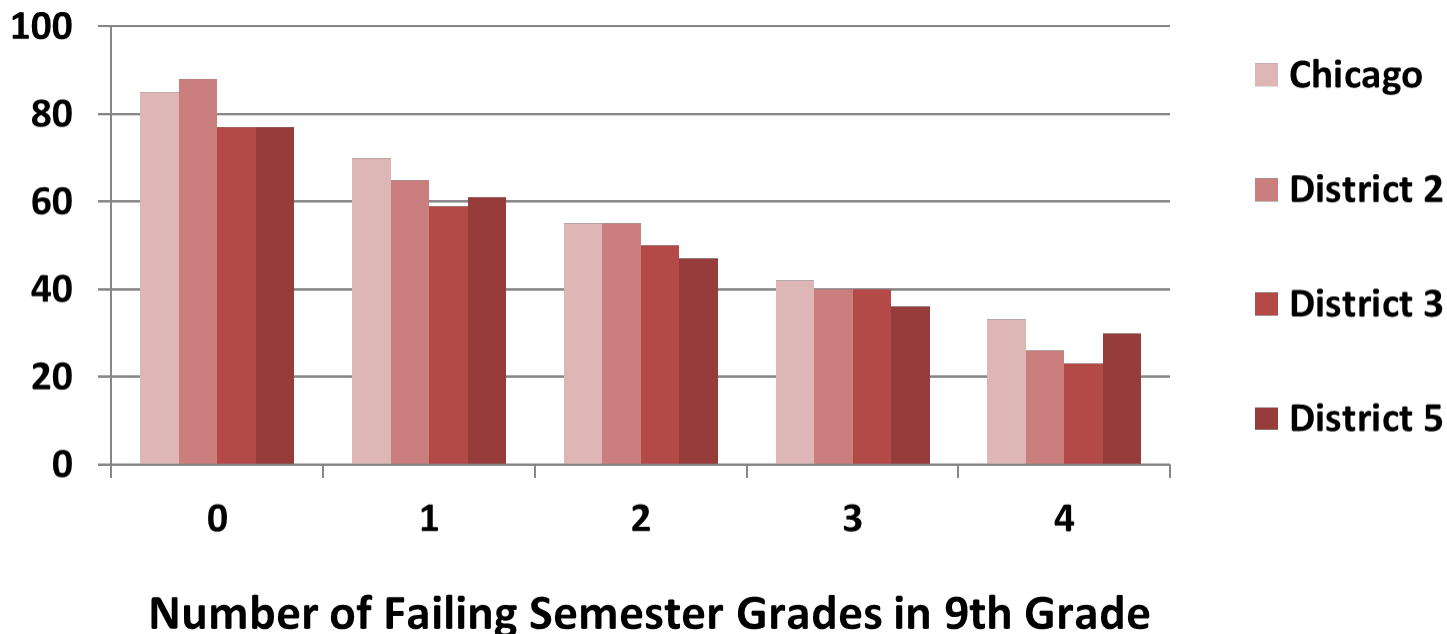
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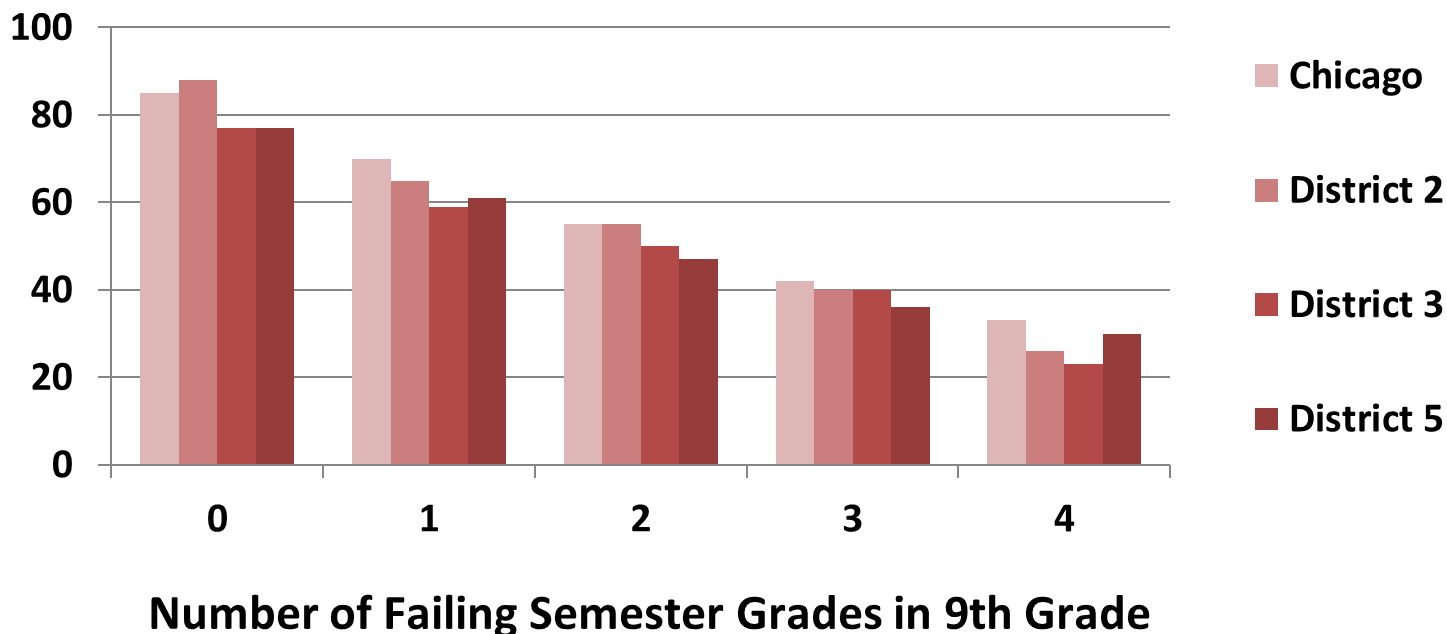
Graduation Rate by Number of Classes Failed



Need the original source for this graph



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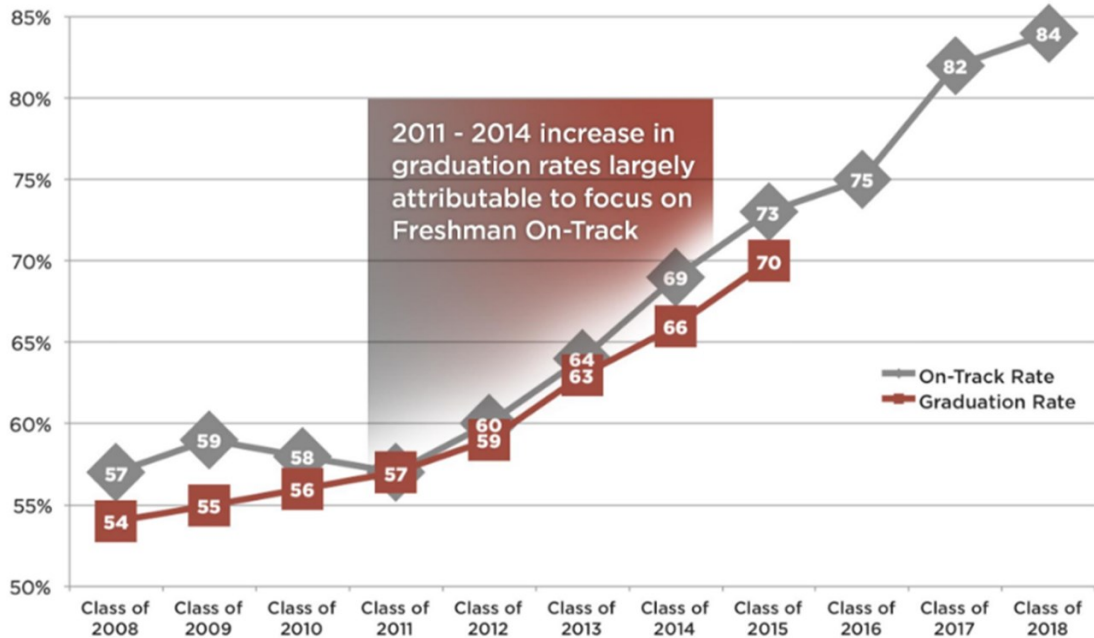
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Predictions vs. Reality



See How Chicago is Solving its Dropout Crisis by Focusing on Ninth Grade



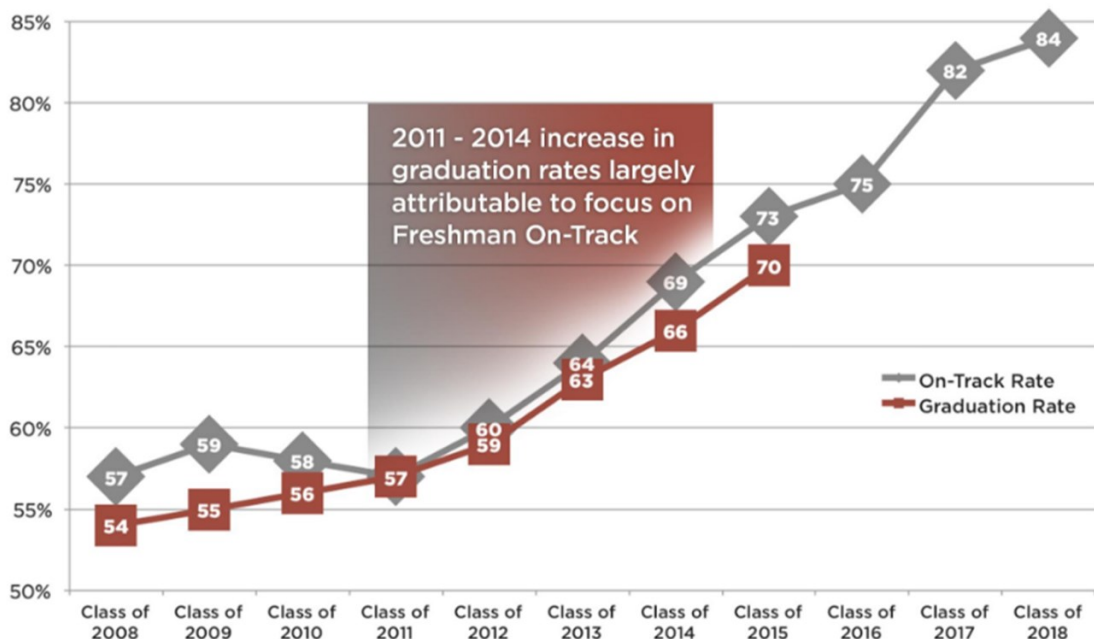
Accessed from: <http://ontrack.uchicago.edu>



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Differences between Districts



Optimal Grade 9 Indicator Cut Points*	District A	District B	District C**
End-of-year attendance rates	< 90% 	< 95% 	< 95% 
Grade point average	< 1.9 	< 2.1	< 2.2 
Total credits earned	< 7	< 7 	***
Total number of failing grades in core courses	≥ 1 	≥ 1	***
Total number of suspensions	≥ 1	≥ 1 	≥ 1
Total number of failing grades	≥ 1	≥ 1	≥ 1
<p>* Optimal cut point: a specific value on the original scale of an indicator that separates students who are at risk of nongraduation from those who are not at risk.</p> <p>** District C has two indicators (not three) because only two indicators were consistent predictors of nongraduation.</p> <p>*** District did not provide student data on indicator or student characteristic, or data were incomplete or unusable in the analysis.</p>			



Best¹ indicator that consistently predicts nongraduation



Second best¹ indicator that consistently predicts nongraduation



Third best¹ indicator that consistently predicts nongraduation









“For districts implementing early warning systems, it is important to assess the accuracy of the indicators used to identify students who are at risk of dropping out of high school..”

Accessed from: http://www.earlywarningsystems.org/wp-content/uploads/2016/10/REL_358info.pdf



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