

Darrow, R. W. (2010). A comparative study between online charter high schools and traditional high schools in California. Unpublished doctoral dissertation, California State University, Fresno –United States. (robdarrow@aol.com), <http://robdarrow.wikispaces.com>.

APPENDICES – Drop Out Factors

APPENDIX A: DROPOUT PREDICTION TABLE

Prediction table from: Cervantes, L. F. (1965). *The dropout: Causes and cures*. Ann Arbor: University of Michigan Press.

The following twenty characteristics are commonly found among youth who are potential or actual dropouts:

School

1. Two years behind in reading or arithmetic at seventh grade level. Majority of grades are below average.
2. Failure of one or more school years (1st, 2nd, 8th, 9th grades most commonly failed; 85% of dropouts behind one year; 53% two or more years).
3. Irregular attendance and frequent tardiness. Ill-defined sickness given as reason.
4. Performance consistently below potential.
5. No participation in extracurricular activities.
6. Frequent change of schools.
7. Behavior problems requiring disciplinary measures.
8. Feeling of “not belonging” (because of size, speech, personality development, nationality, social class, family disgrace, retardation in school, dress, lack of friends among schoolmates or staff, etc.).

Family

9. More children than parents can readily control (e.g., only child for divorced and working mother; five or more for non-divorced and working mother of blue and lower white-collar class).
10. Parents inconsistent in affection and discipline.
11. Unhappy family situation (common acceptance, communication, and pleasurable experiences lacking; family solidarity minimal).
12. Father figure weak or absent.
13. Education of parents at eighth grade level.
14. Few family friends; among these few many problem units (divorced, deserted, delinquents, dropouts).

Peers

15. Friends not approved by parents.
16. Friends not school oriented.
17. Friends much older or much younger.

Psychological Orientation

18. Resentful of all authority (home, school, police, job, church).
19. Deferred gratification pattern weak.
20. Weak self-image

APPENDIX B: SIGNIFICANT INDIVIDUAL AND FAMILY RISK FACTORS BY SCHOOL LEVEL

Charts from: Hammond, C. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: Clemson University.

Significant Individual Risk Factors by School Level*

Risk Category and Risk Factor	Elementary School	Middle School	High School
Individual Background Characteristics			
• Has a learning disability or emotional disturbance		✓	✓
Early Adult Responsibilities			
• High number of work hours			✓ *
• Parenthood			✓ *
Social Attitudes, Values, & Behavior			
• High-risk peer group		✓ *	✓
• High-risk social behavior		✓ *	✓
• Highly socially active outside of school			✓
School Performance			
• Low Achievement	✓ *	✓ *	✓ *
• Retention/overage for grade	✓ *	✓ *	✓ *
School Engagement			
• Poor attendance	✓ *	✓ *	✓ *
• Low educational expectations		✓ *	✓ *
• Lack of effort			
• Low commitment to school			✓ *
• No extracurricular participation			✓ *
School Behavior			
• Misbehavior	✓	✓	✓ *
• Early aggression	✓	✓	

Key: ✓ indicates the risk factor was found to be significantly related to dropout at this school level in one study.

✓ * indicates that the risk factor was found to be significantly related to dropout at this school level in two or more studies.

Significant Family Risk Factors by School Level*

Risk Category and Risk Factor	Elementary School	Middle School	High School
Family Background Characteristics			
• Low socioeconomic status	✓ *	✓ *	✓ *
• High family mobility		✓ *	
• Low education of parents	✓	✓	✓ *
• Large number of siblings	✓		✓
• Not living with both natural parents	✓	✓	✓ *
• Family disruption	✓		
Family Engagement/Commitment to Education			
• Low educational expectations		✓ *	
• Sibling has dropped out		✓	✓
• Low contact with school		✓ *	
• Lack of conversations about school		✓ *	

Key: ✓ indicates the risk factor was found to be significantly related to dropout at this school level in one study.

✓ * indicates that the risk factor was found to be significantly related to dropout at this school level in two or more studies