Four Domains of Risk Factors:

Individual Domain: Factors Related to Individual Students

❐ **High-risk demographic characteristics** (race/ethnicity, gender, immigration status, limited English proficiency, having limited cognitive abilities, some other type of disability, whether it is physical, emotional, or behavioral-seriously emotionally disturbed or who have learning disabilities are particularly vulnerable to dropping out)

❐ **Early adult responsibilities** (becoming a teen parent, taking a job to help family, taking care of siblings, working more than 20 hours a week and enrolled in school)

❐ **High-risk attitudes, values, and behaviors** (early antisocial behavior, such as violence, substance use, or trouble with the law, early sexual involve, as has spending no time each week reading for fun, having close friends who are involved in antisocial behavior or who have dropped, low occupational aspirations, having low self-esteem and self-confidence

❐ **Poor school performance** (poor academic performance-tests, grades, failing courses- as early as 1st grade continuing throughout elementary school, into middle and high school, being retained/having to repeat a grade, Students with disabilities have been found to have multiple school performance risk factors.)

❐ **Disengagement from school** (are alienated and disengaged from school academically, socially, behaviorally, and psychologically) Academic: absenteeism, having trouble catching up was the second, cutting classes, truancy, incomplete homework, and coming to class unprepared. Behavior: acting up in school, particularly if these behaviors result in repeated suspensions/ expulsion, discipline problems, trouble with police). Social: trouble getting along with peers at school or have problems with social skills, lack of involvement in extracurricular activities at school, Psychological: having low educational expectations, uncertain about high school graduation or lacking plans for education beyond high school, trouble getting along with their teachers or just a general dislike of school.)

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❐ **Education stability** (educational mobility through changing schools, particularly when it means attending multiple schools)

Family Domain: Factors Related to Family Background and Home Experiences

❐ **Background characteristics** (socioeconomic status (SES)--parental education, income, or occupational level-, youth in non- English-speaking homes, family structure--single-parent, stepparent)

❐ **Level of household stress** (substance use, family conflict, family financial or health problems, moving, death, divorce/remarriage)

❐ **Family dynamics** (family processes and relationships, quality of early care giving and mother-child relationships, low monitoring of everyday activities, have no curfew on school nights or who have a high degree of regulation)

❐ **Attitudes, values, and beliefs about education** (Parents' attitudes, values, and beliefs about education, low parental educational expectations have been found to be linked to higher, if parents also dropped out of school, sibling has dropped out)

- ☐ **Behavior related to education** (parents' actions related to education, rarely talk to their child about school or get involved in school activities, a lack of study aids at home, parent monitoring homework)

School Domain: Factors Related to School Structure, Environment, and Policies

- ☐ **School structure** (private schools, large school size for low SES schools--large, primarily urban, low income high schools)

- ☐ **School resources** (high student-teacher ratios, students' perception of teacher as poor quality)

- ☐ **Student body characteristics** (composition of the student body-- high concentrations of low-income or minority students)

- ☐ **Student body performance** (level of performance of the student body as a whole, percentage of low achievers in math)

- ☐ **School environment** (negative school environment or climate, environments with high rates of absenteeism or high rates of misbehavior, a high-risk incoming class, feeling unsafe at school, attends a school with a high level of attendance, violence, and/or safety problems, see school as unfair or have low ratings of teacher support, involuntary withdrawal through academic and discipline policies)

- ☐ **Academic policies and practices** (Standards-based reforms, accountability and high-stakes testing may be increasing attrition between 9th and 10th grade, retention, high school exit tests, raised standards are often put in place without providing the supports, such as tutoring and summer programs, courses being unrelated to work, no real-world learning, better teachers who made classes more interesting, and kept classes smaller with more individualized instruction)

- ☐ **Supervision and discipline policies and practices** (zero tolerance discipline policies that require automatic arrest/suspension/expulsion for substance possession or sales/weapons possessions, pressures to suspend, expel, or transfer students who misbehave or systematically "discharge" or exclude disruptive and misbehaving students from school)

Community Domain: Factors Related to Communities and Neighborhoods

- ☐ **Location and type** (higher in urban than suburban or rural schools, freshman had less than a 50/50 chance of graduating four years later, geographic location)

- ☐ **Demographic characteristics** (impoverished communities, higher proportions of minorities, or those with a large foreign-born population, high numbers of single-parent households or adult dropouts, low unemployment--encourages youth to leave school early)

- ☐ **Environment** (community conditions--high amount of instability and mobility, urban, high poverty areas, high levels of violence, drug-related crime, and overcrowding)