

Do Kids Drop Out of School in Kindergarten?

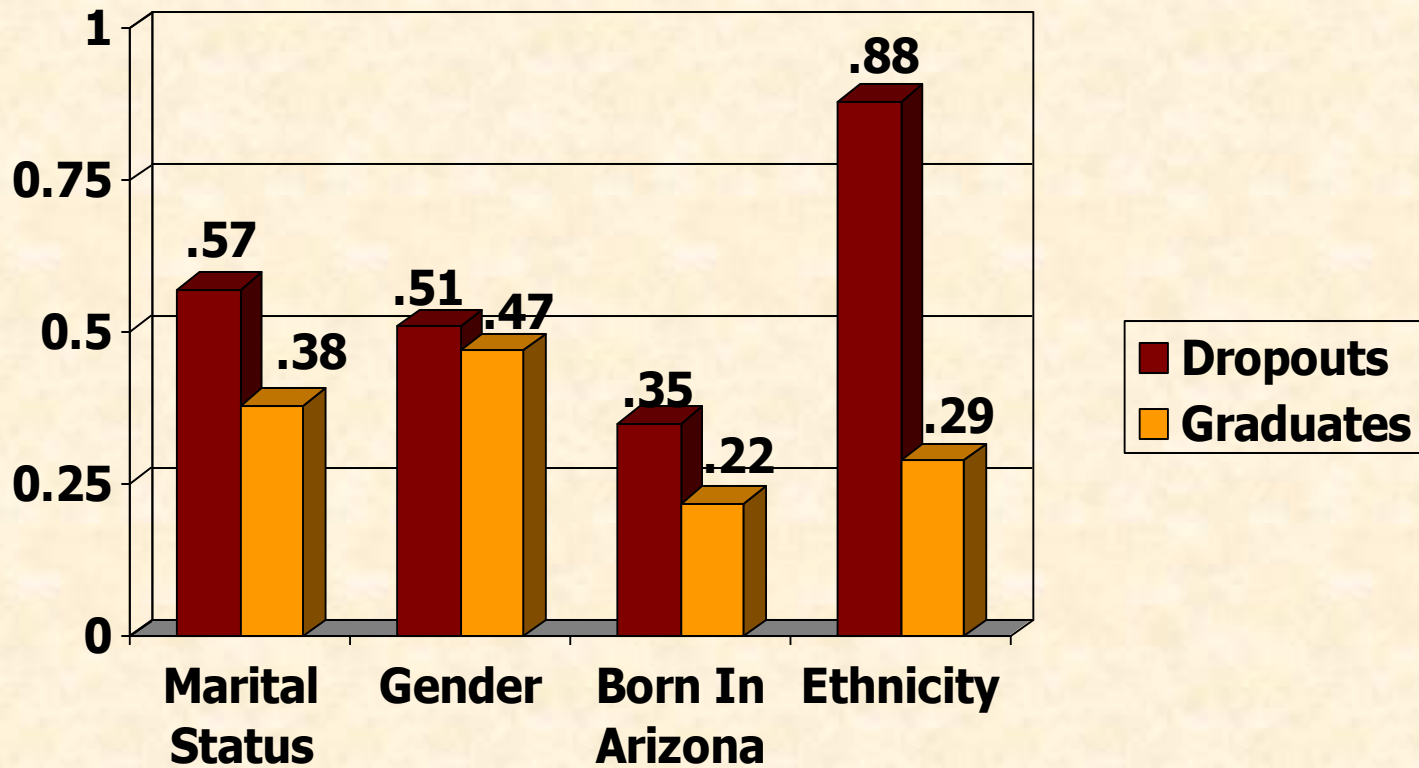
Research Questions

- **Do differences exist in the developmental trajectories of high school graduates compared to high school dropouts?**
- **If differences do exist in the developmental trajectories of high school graduates compared to high school dropouts where in time and across which variables do these differences occur?**

Method of Study

- **Obtained familial, disciplinary, and educational data**
- **All data were from student K-12 files**
- **Partnered with County Juvenile Probation Office for official data**
- **Sampled 4 cohorts (2002-2005)**
- **Randomly selected 60 graduates and 60 dropouts from 4 cohorts**
- **n=119 (one student was disqualified from study – no data)**
- **n represents approximately 25% of total population of 4 cohorts**
- **Examined the longitudinal developmental trajectory of both graduates and dropouts across time and all variables of study.**

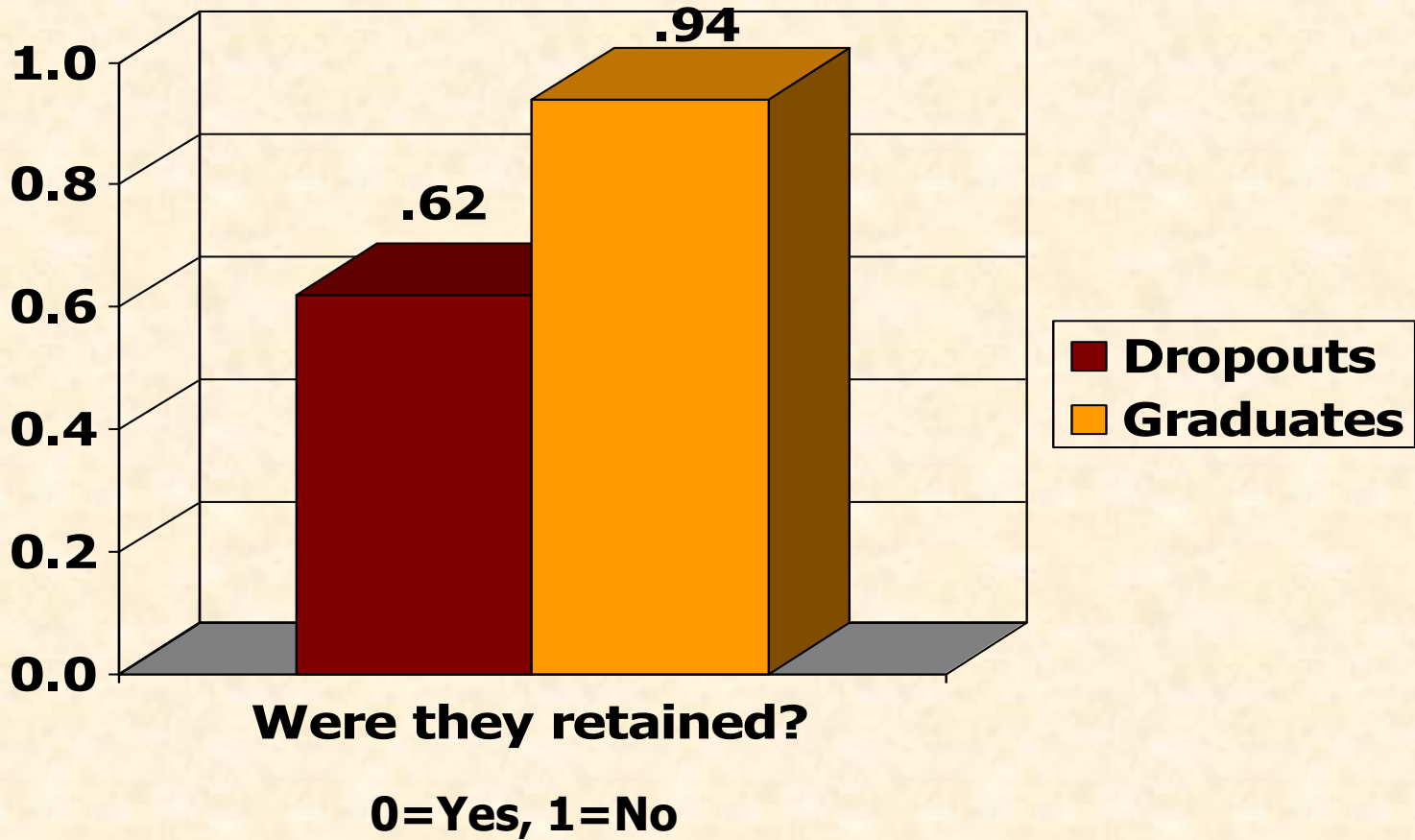
Family & Demographics



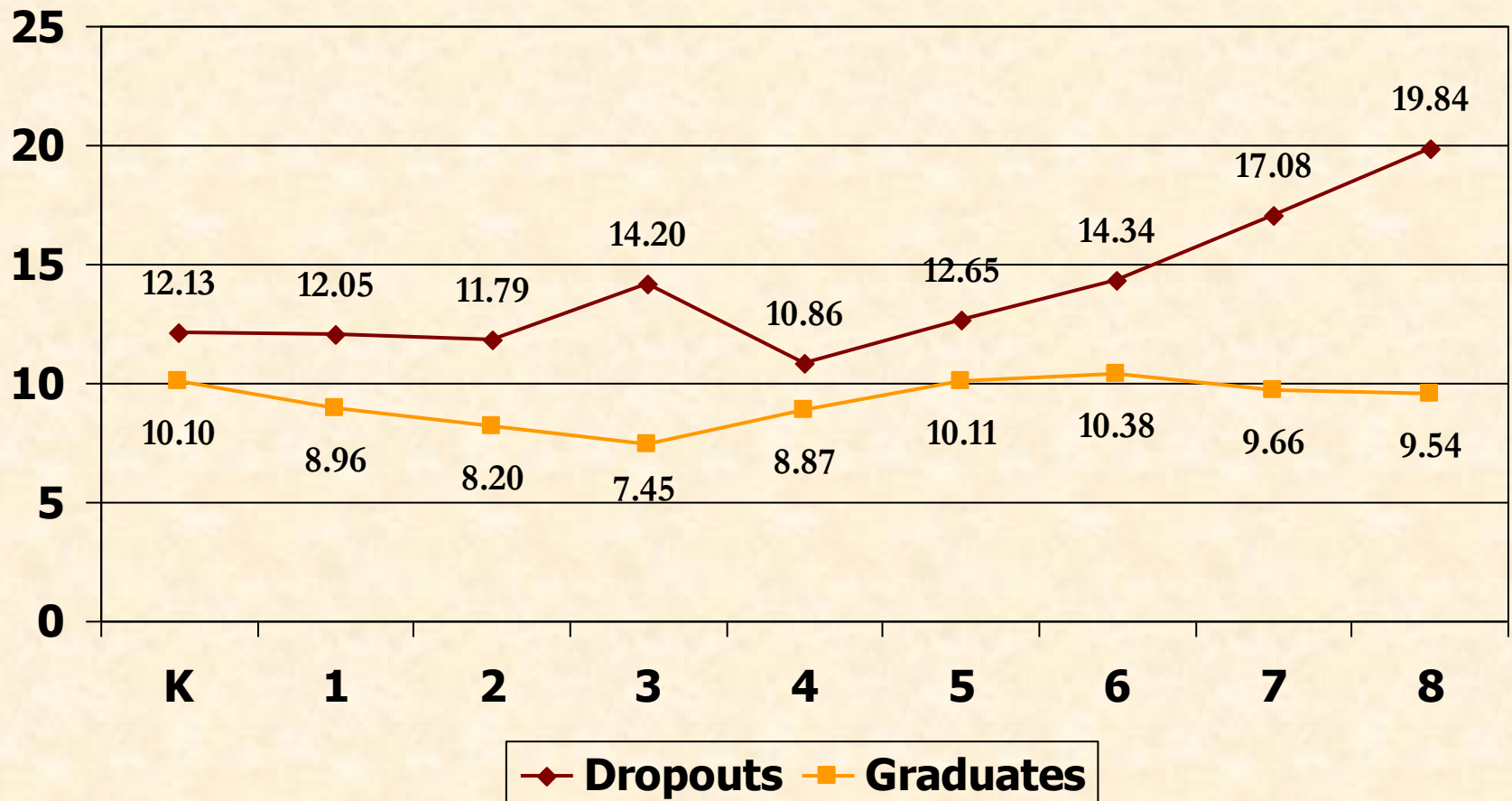
0=Married, Female, Born in AZ, and Caucasian

1=Divorced, Male, Not born in AZ, and all other ethnic backgrounds

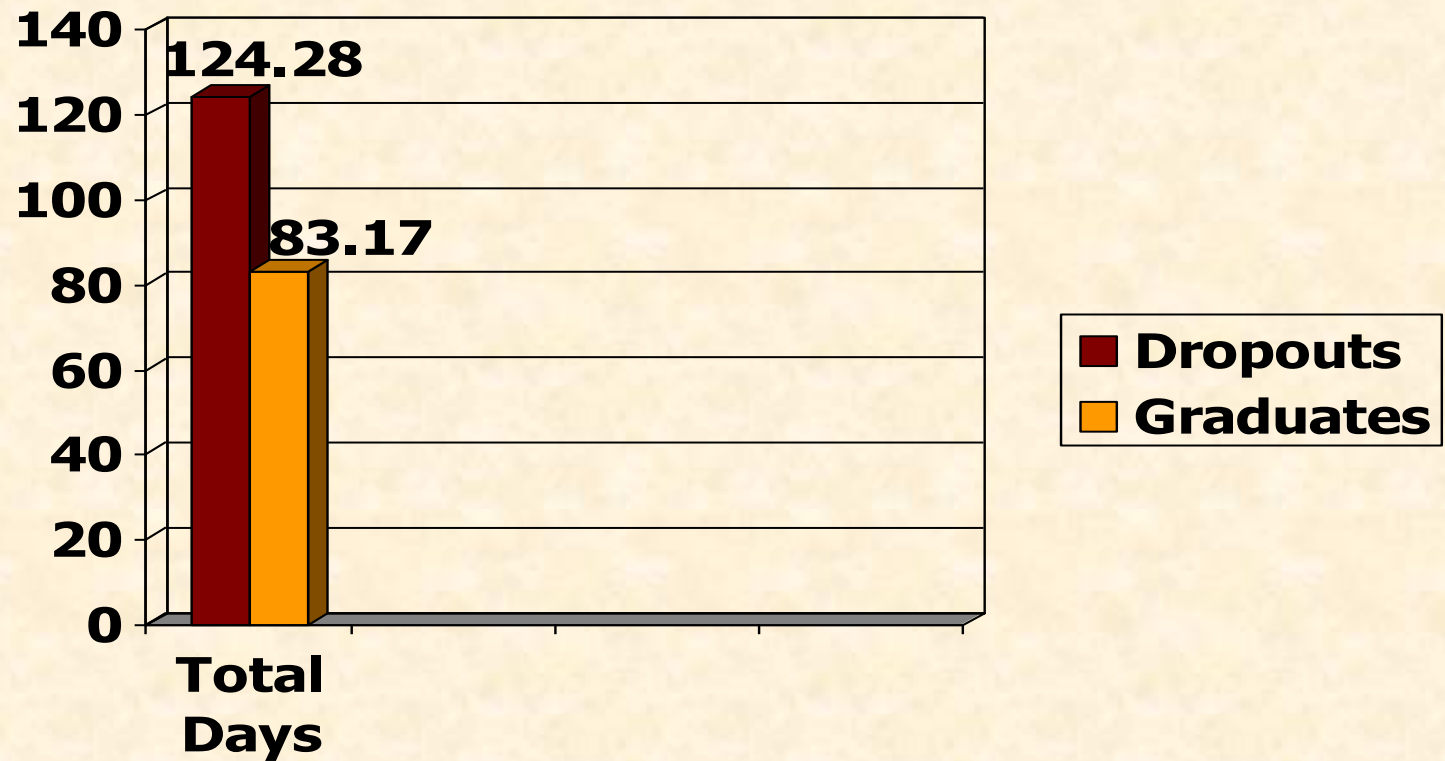
Retained K-8?



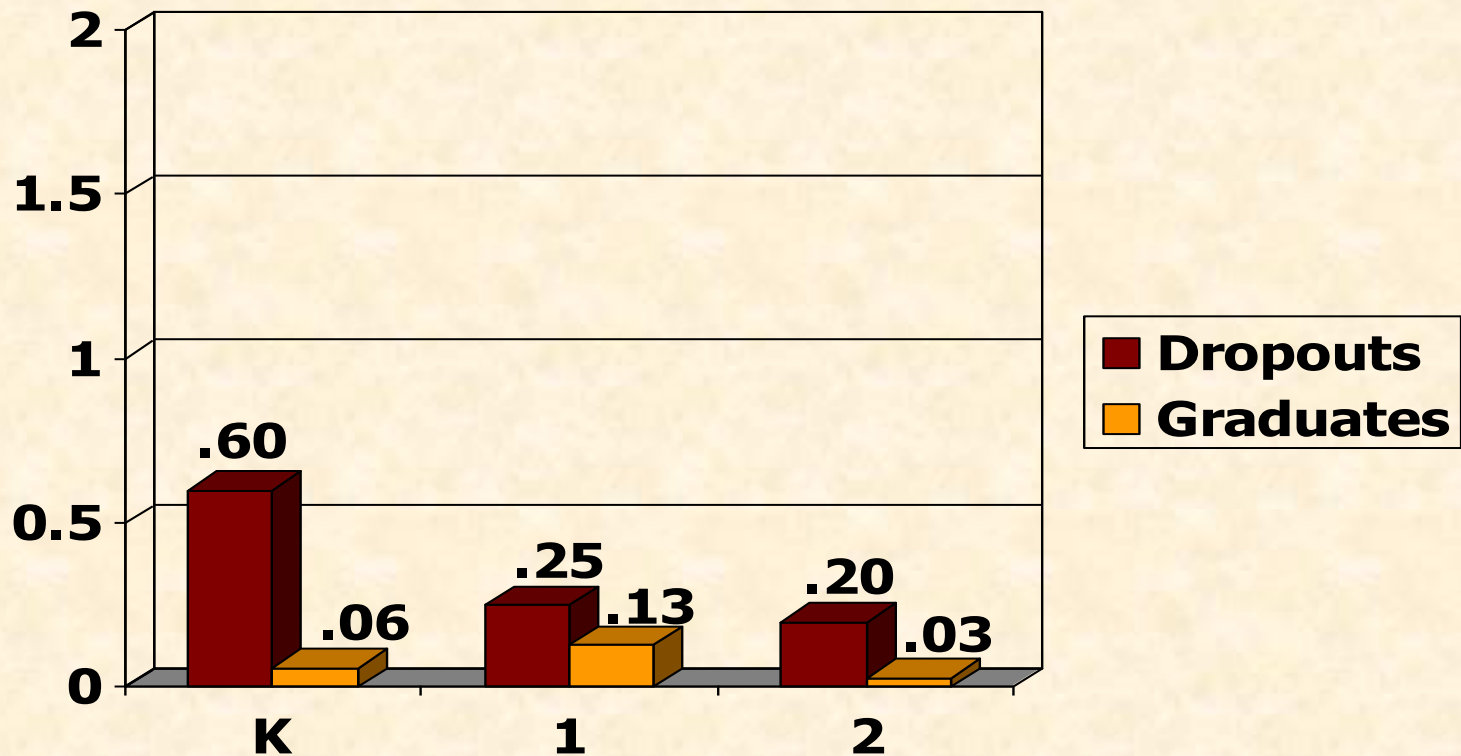
Absenteeism K-8



Total Absence Days K-8

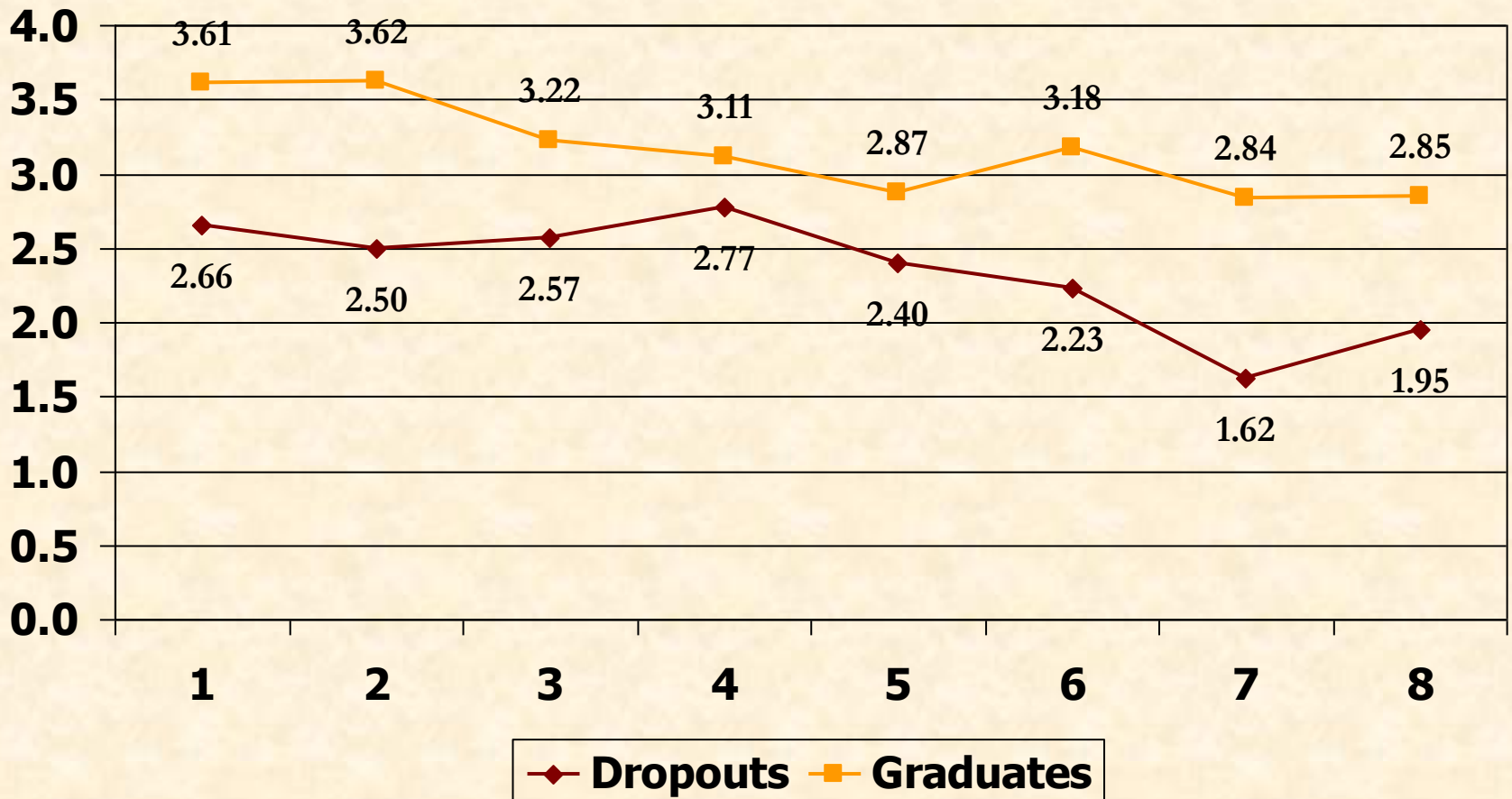


Qualitative Reading Grades K-2

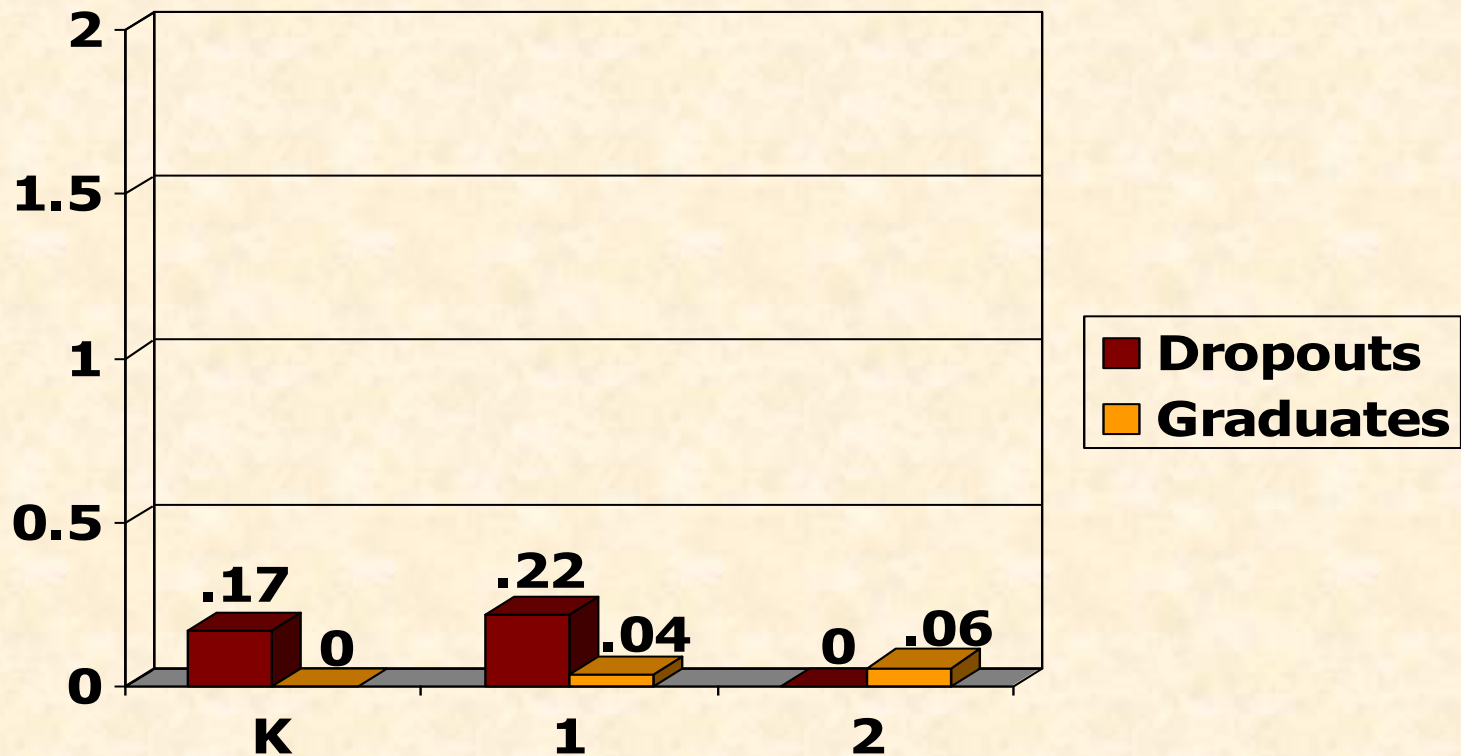


0=Satisfactory, 1=Needs Improvement, 2=Unsatisfactory

Quantitative Reading Grades 1-8

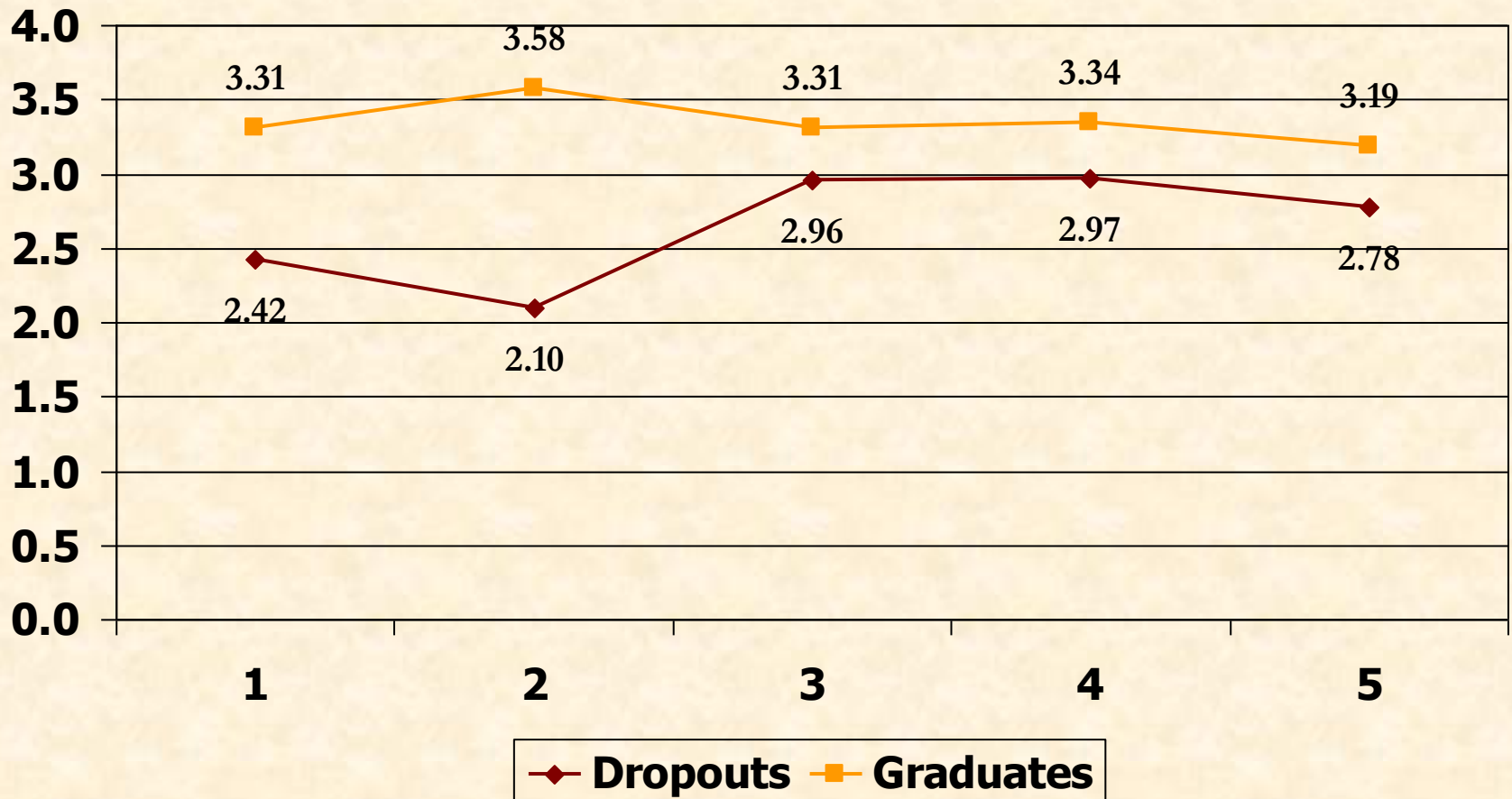


Qualitative Spelling Grades K-2

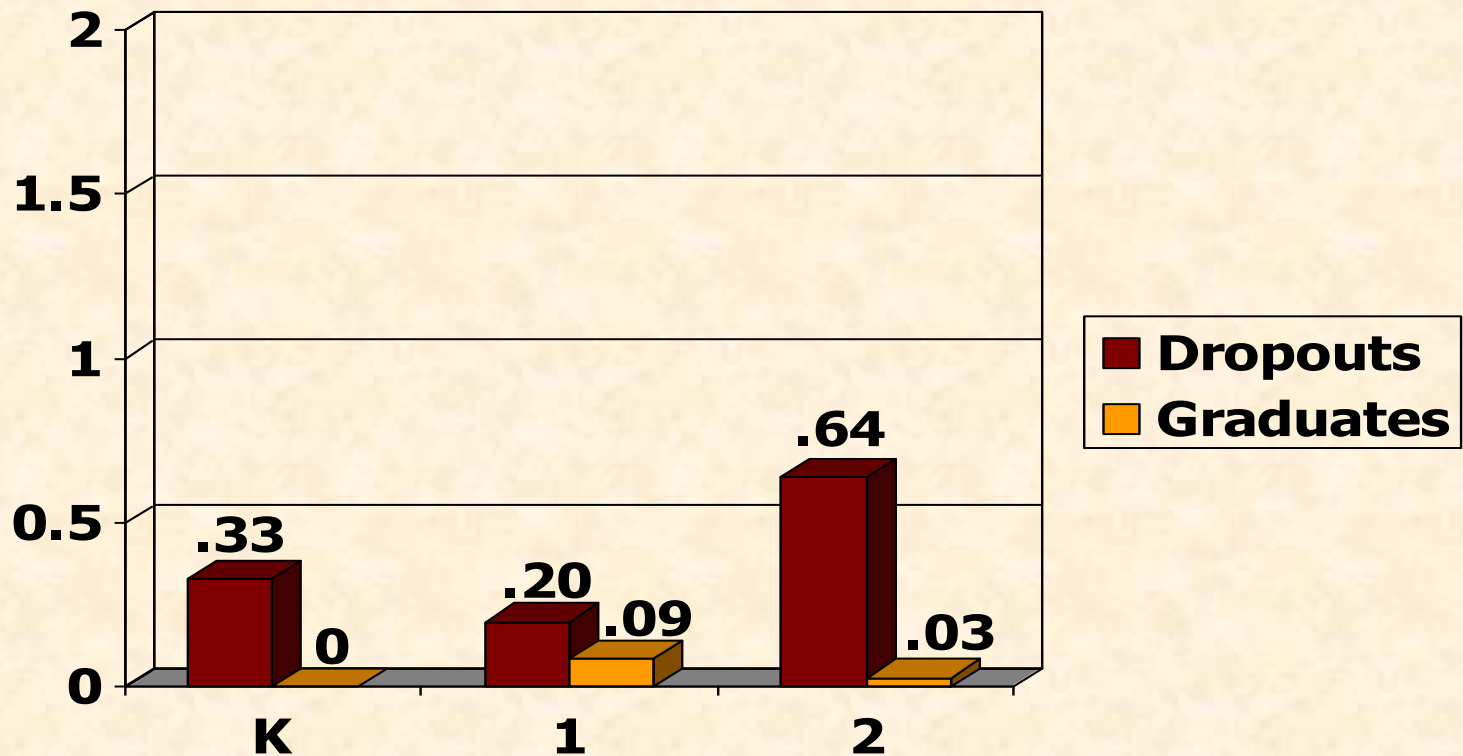


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Quantitative Spelling Grades 1-5

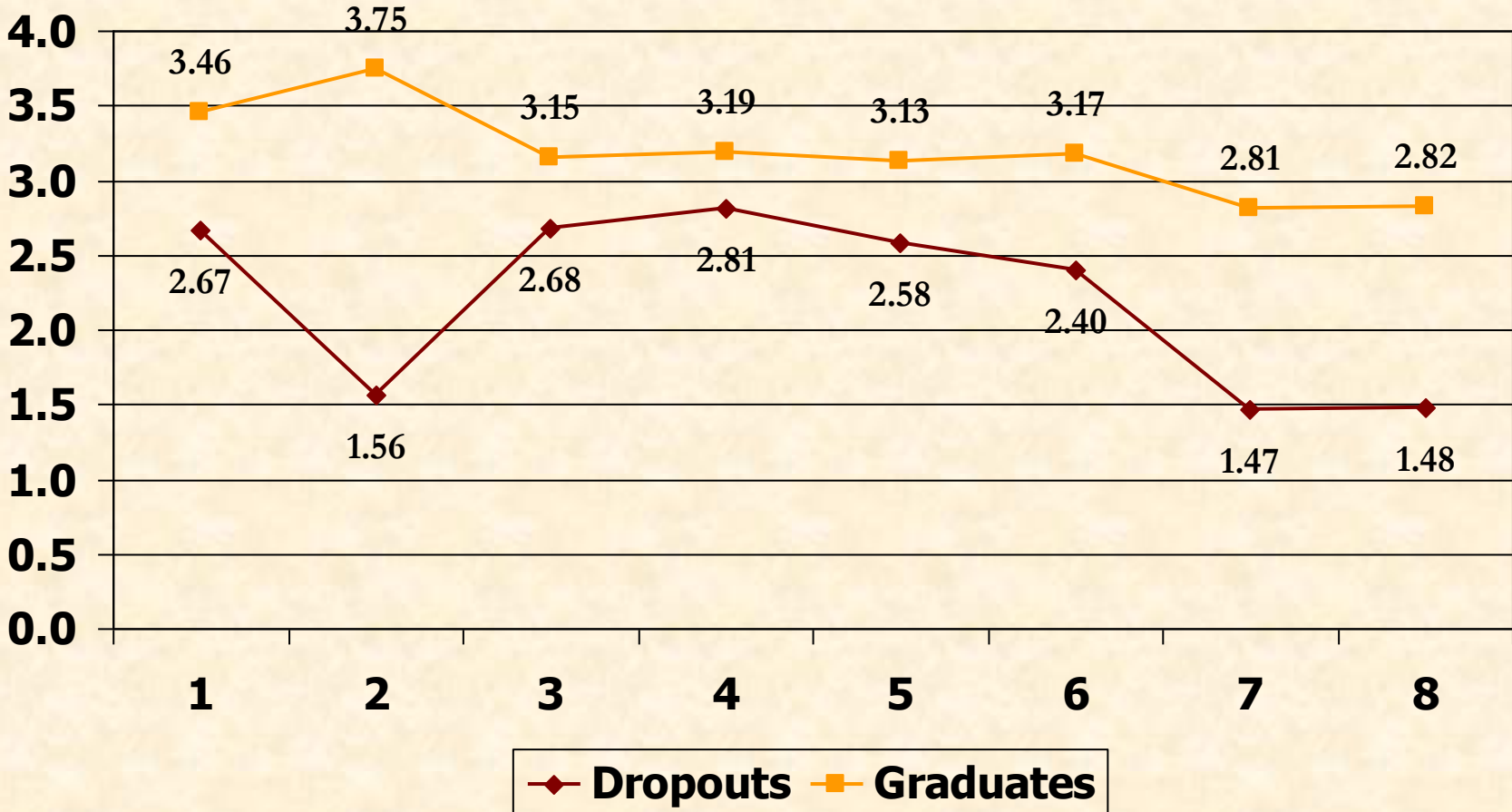


Qualitative English Grades K-2

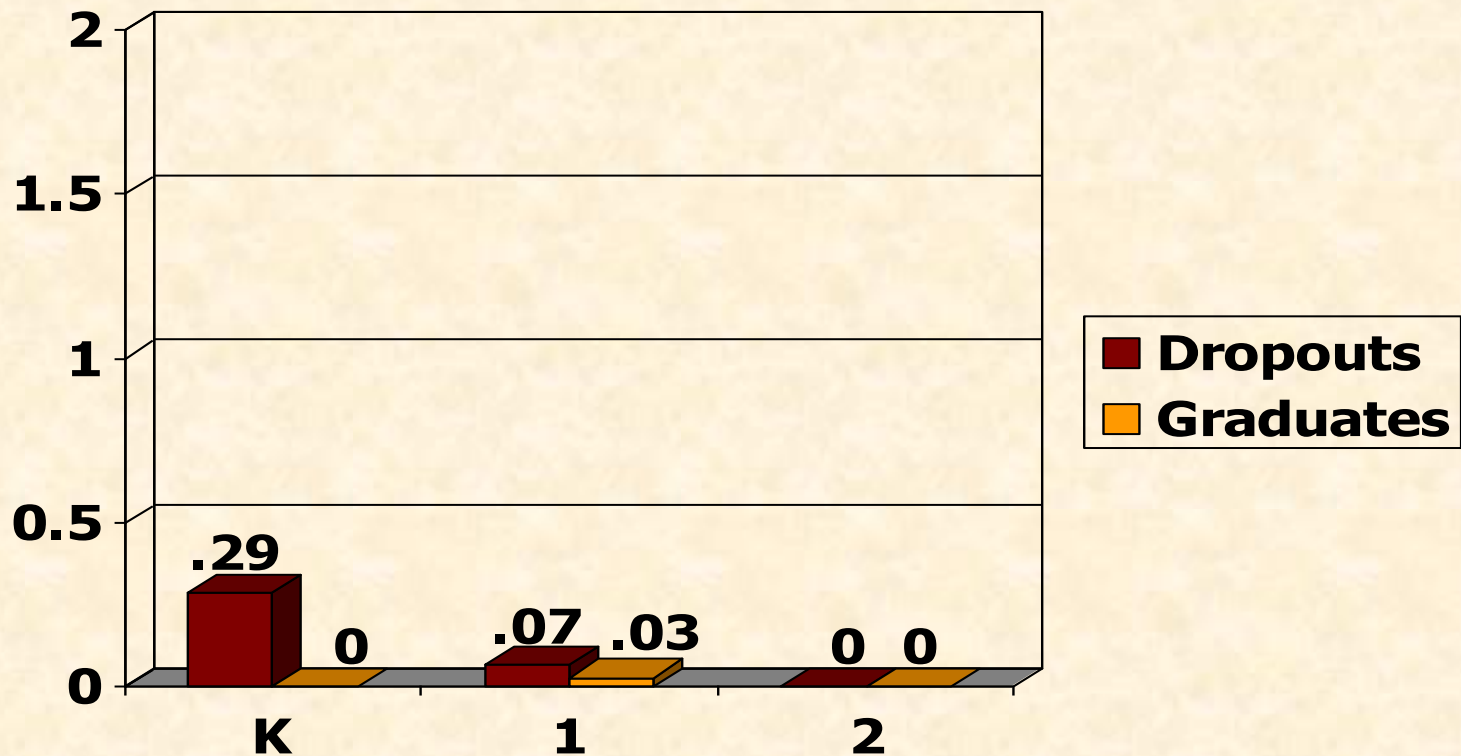


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Quantitative English Grades 1-8

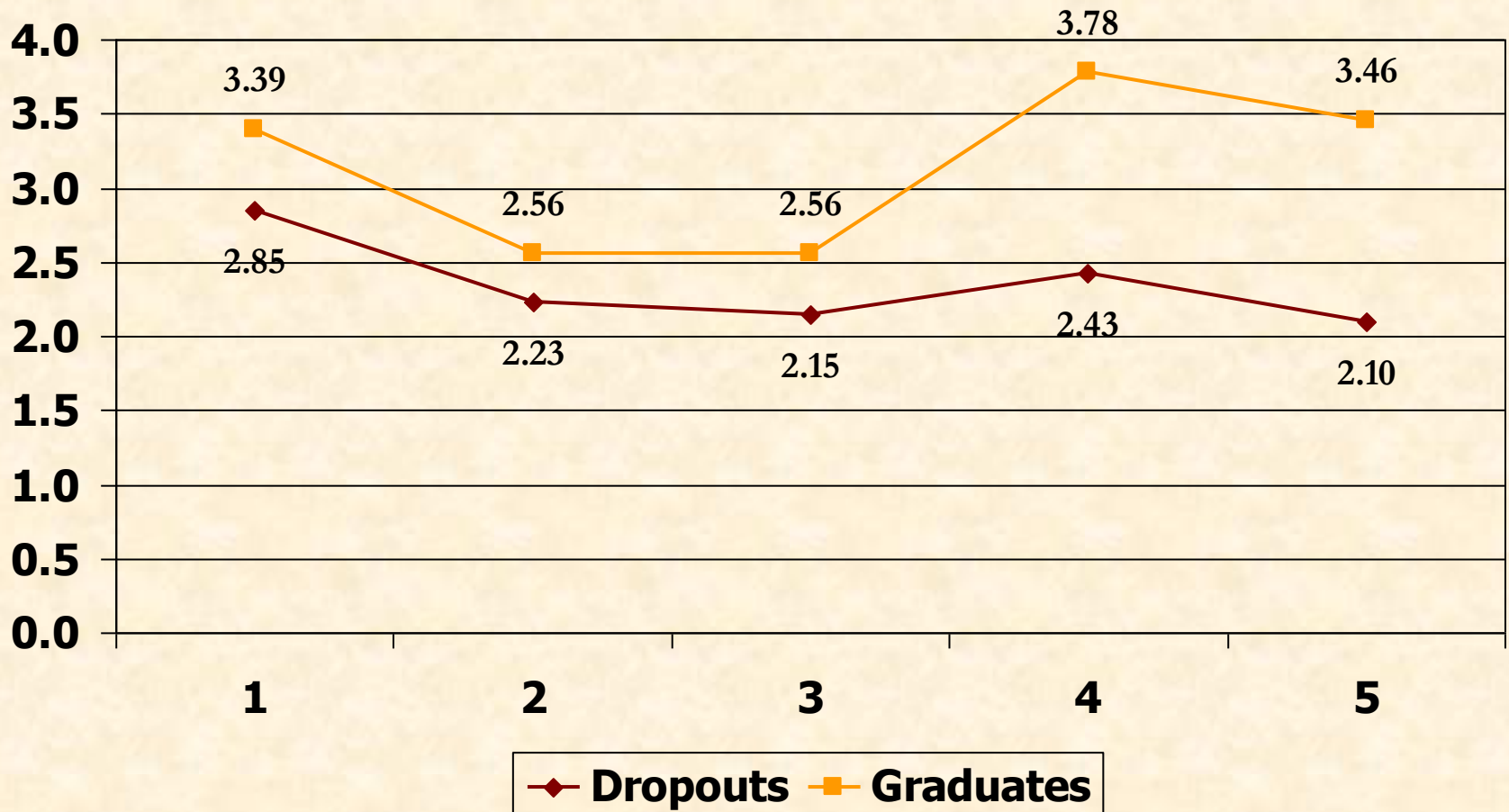


Qualitative Writing Grades K-2

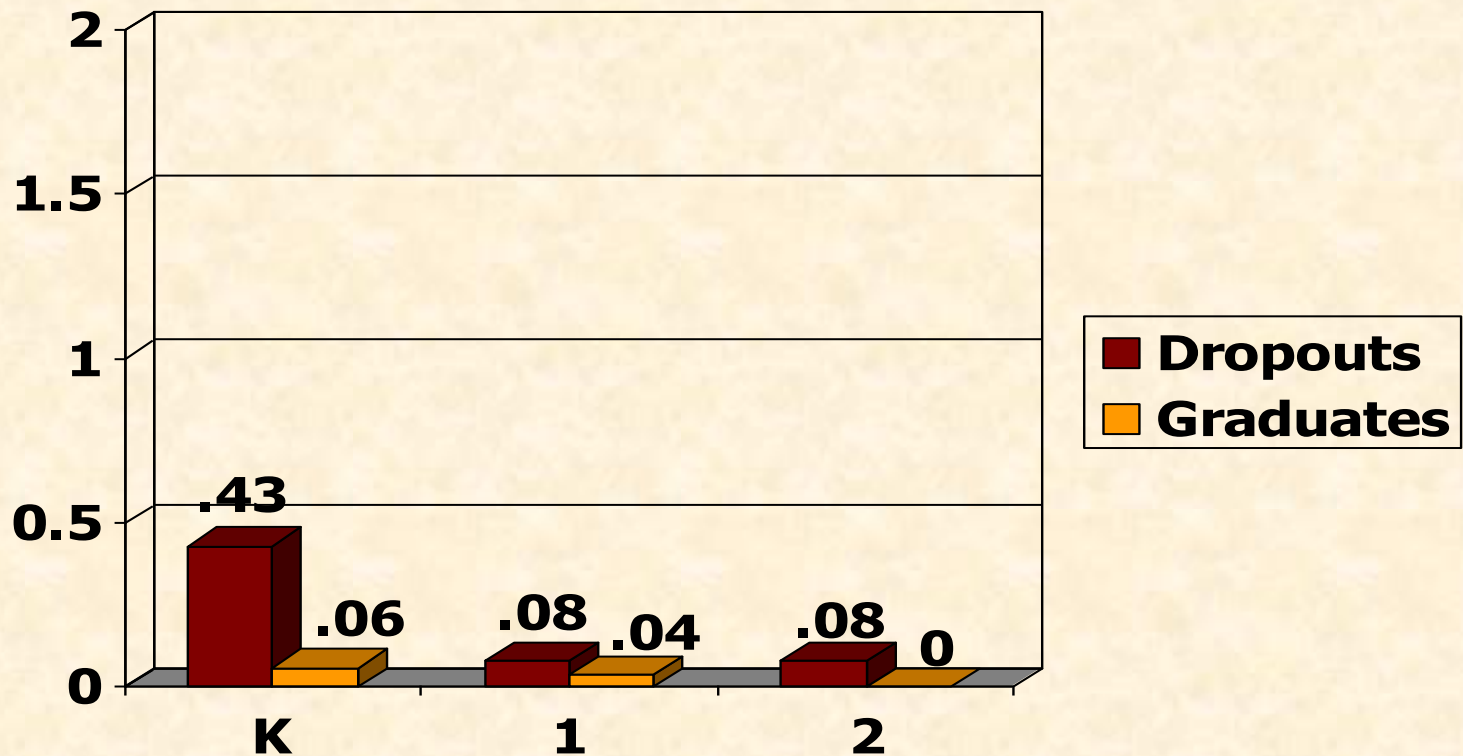


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Quantitative Writing Grades 1-5

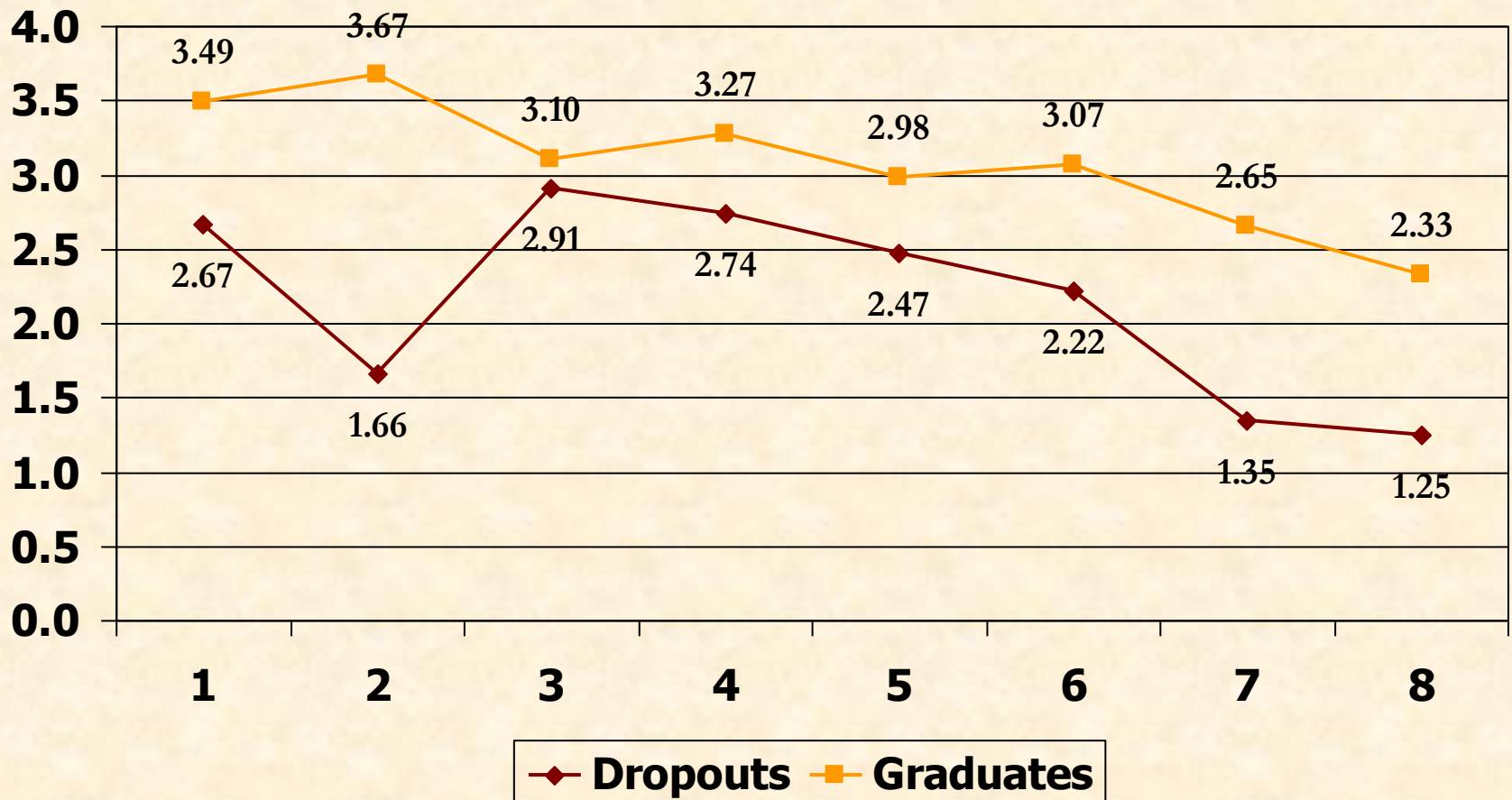


Qualitative Math Grades K-2

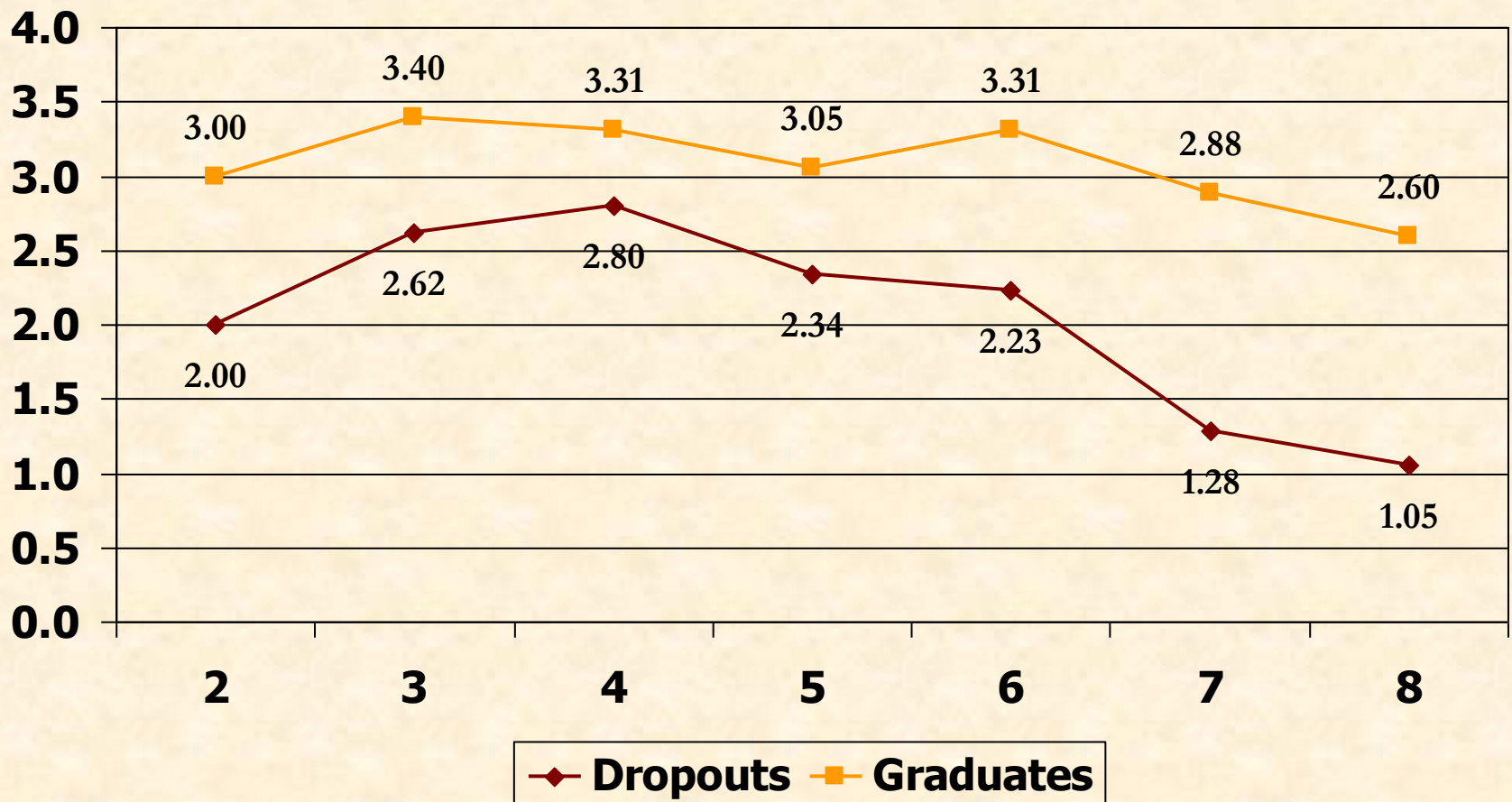


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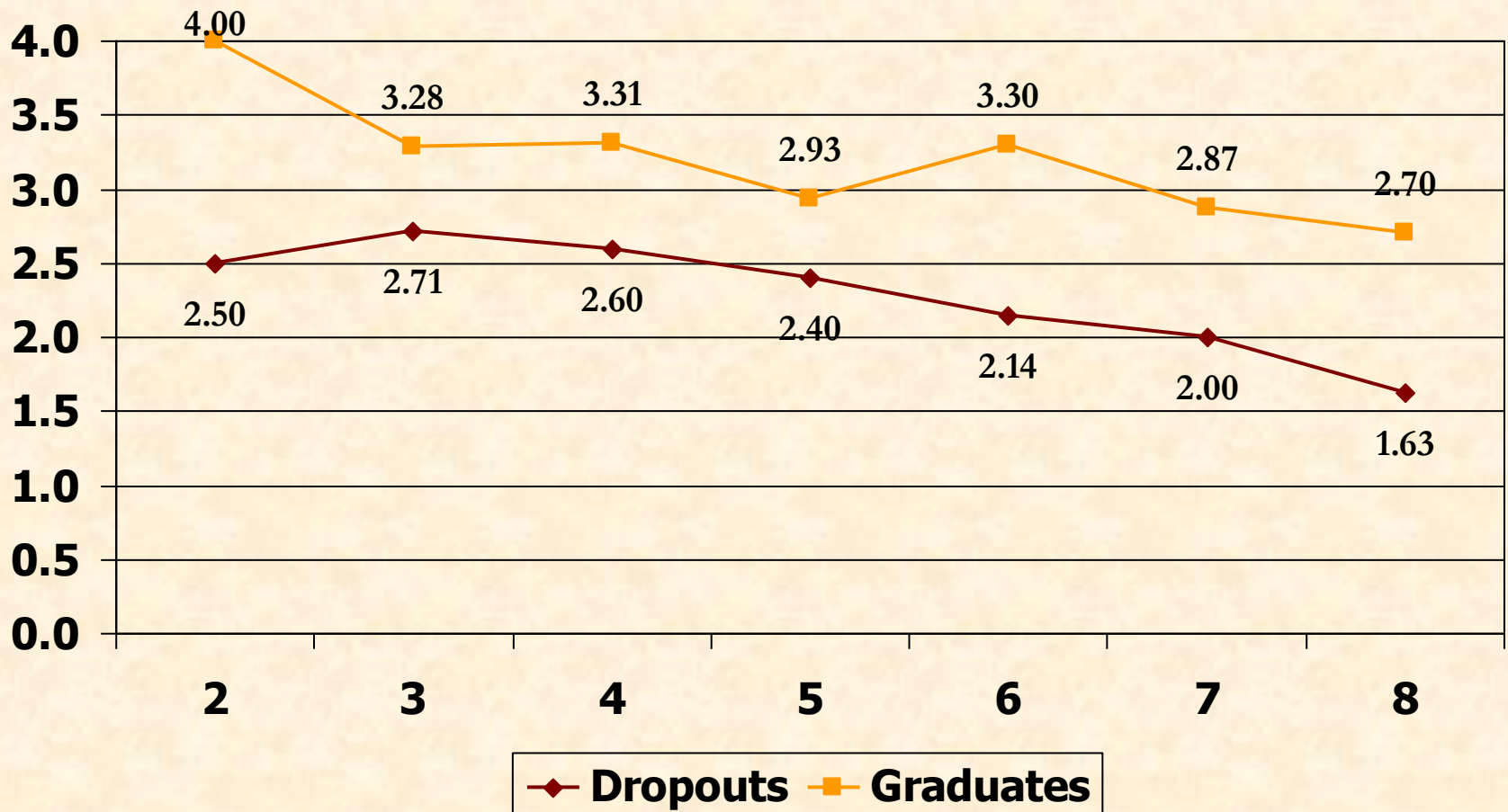
Quantitative Math Grades 1-8



Quantitative Social Studies Grades 2-8

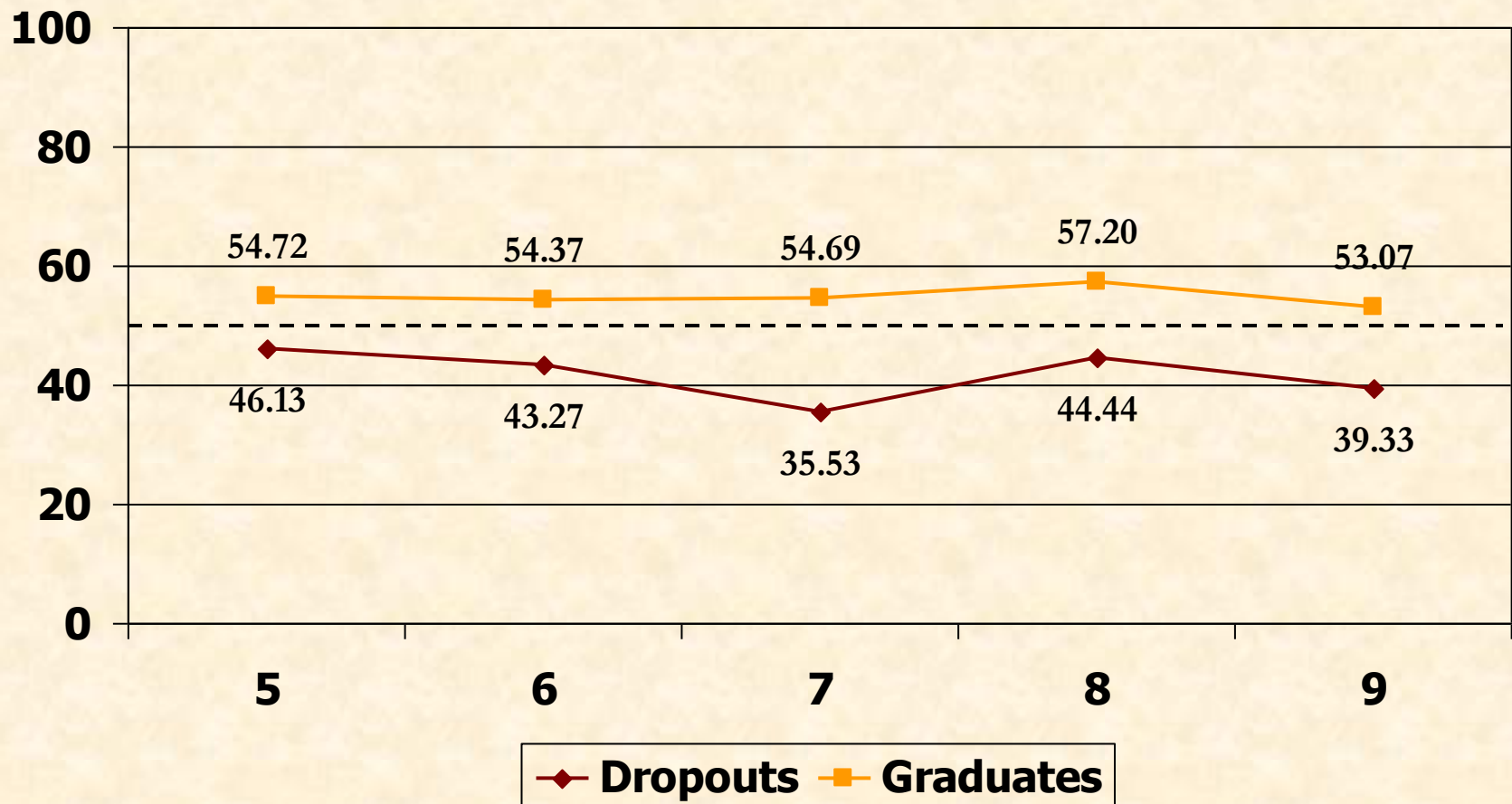


Quantitative Science Grades 2-8

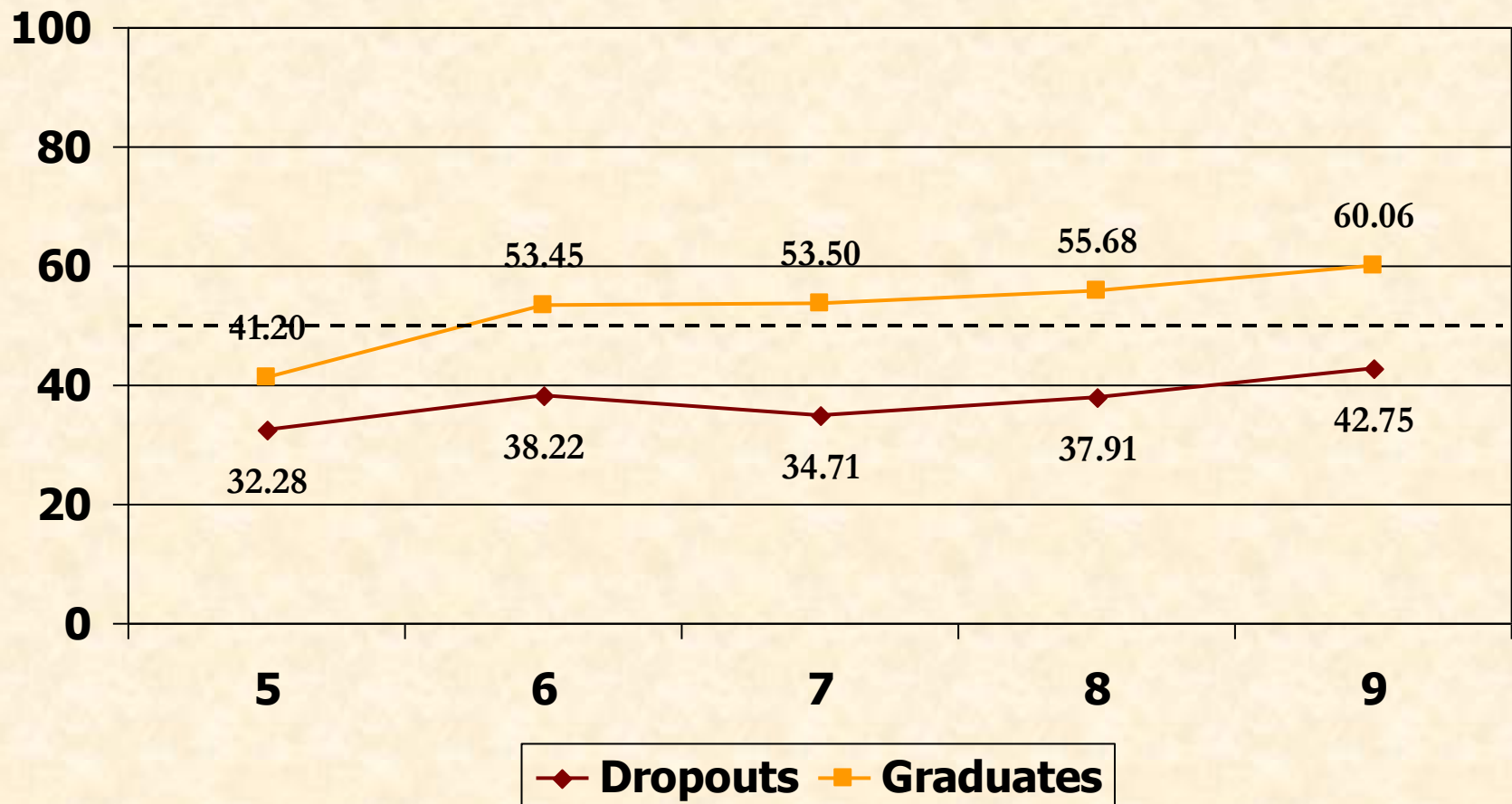


Stanford Grades 5-9

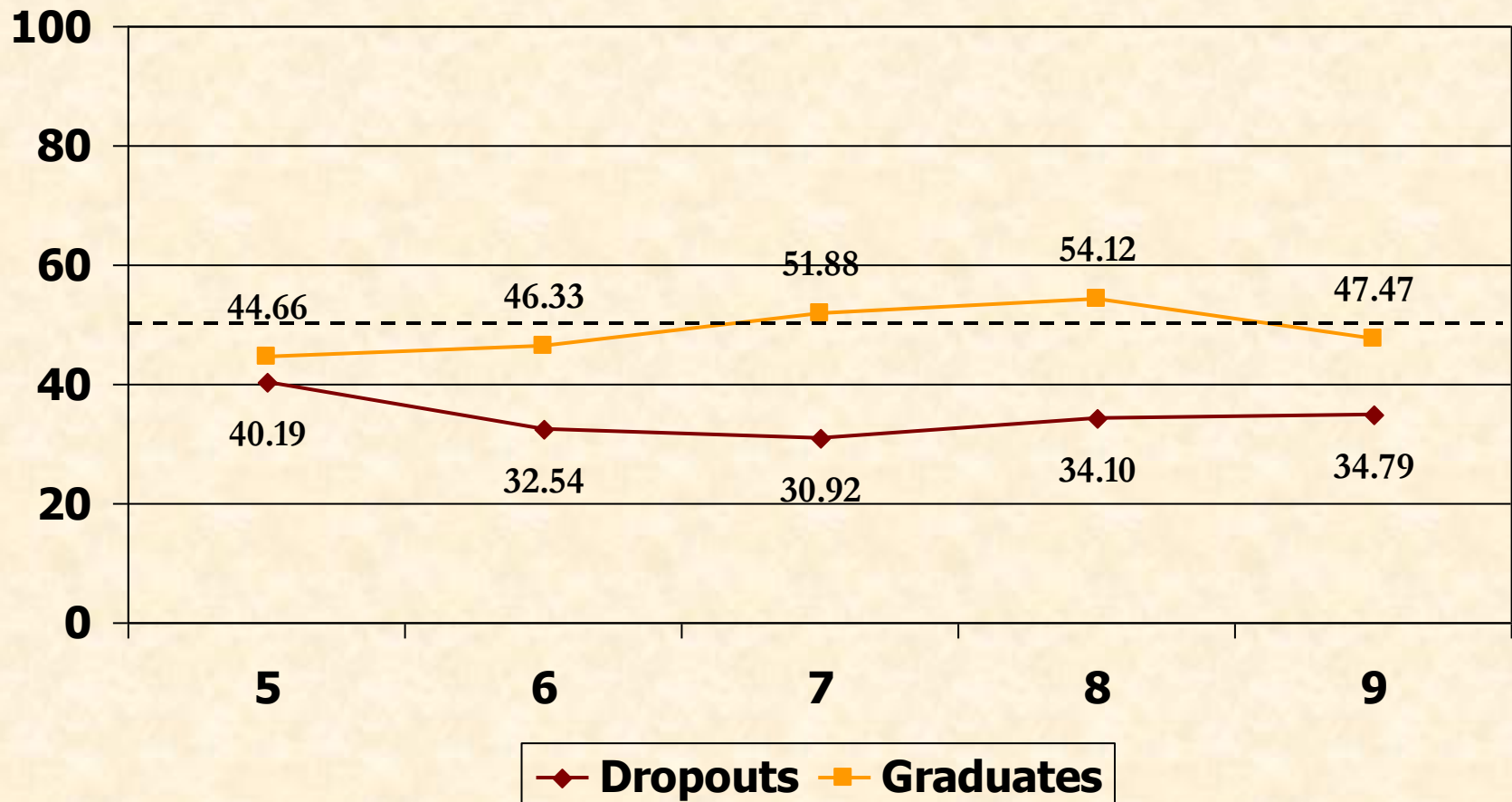
NCE Total Reading Scores



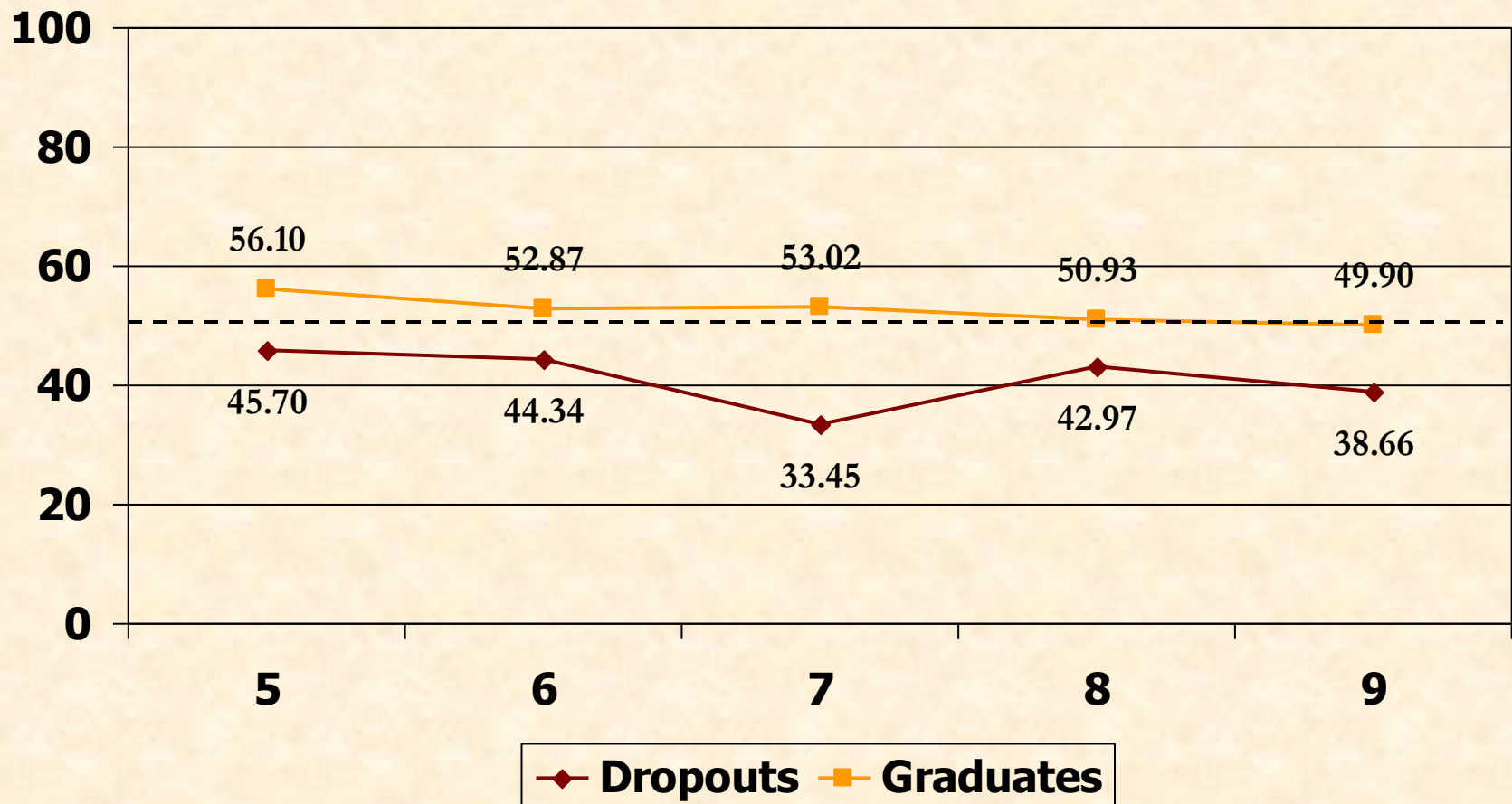
Stanford Grades 5-9 NCE Total Math Scores



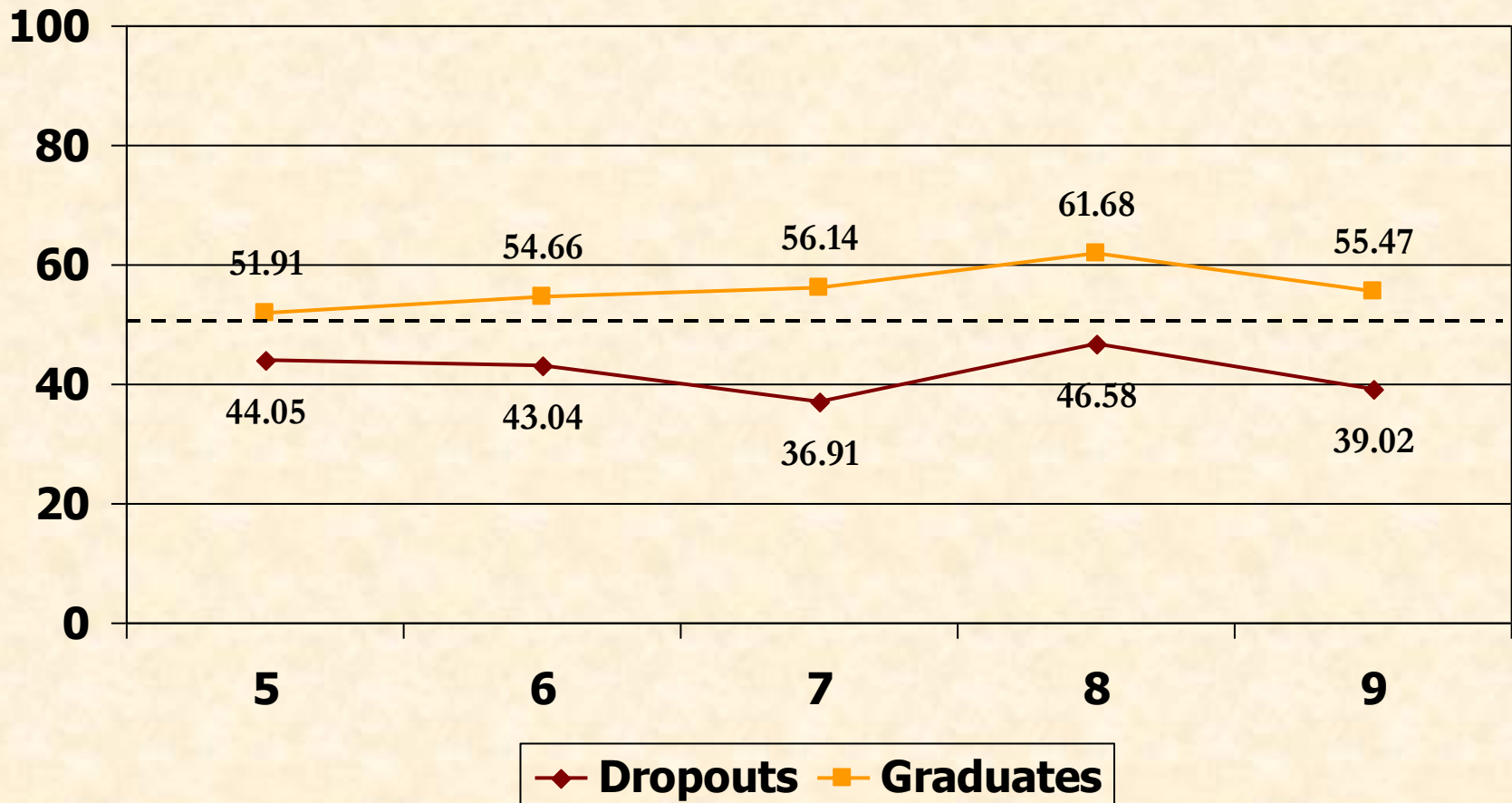
Stanford Grades 5-9 NCE Language Scores



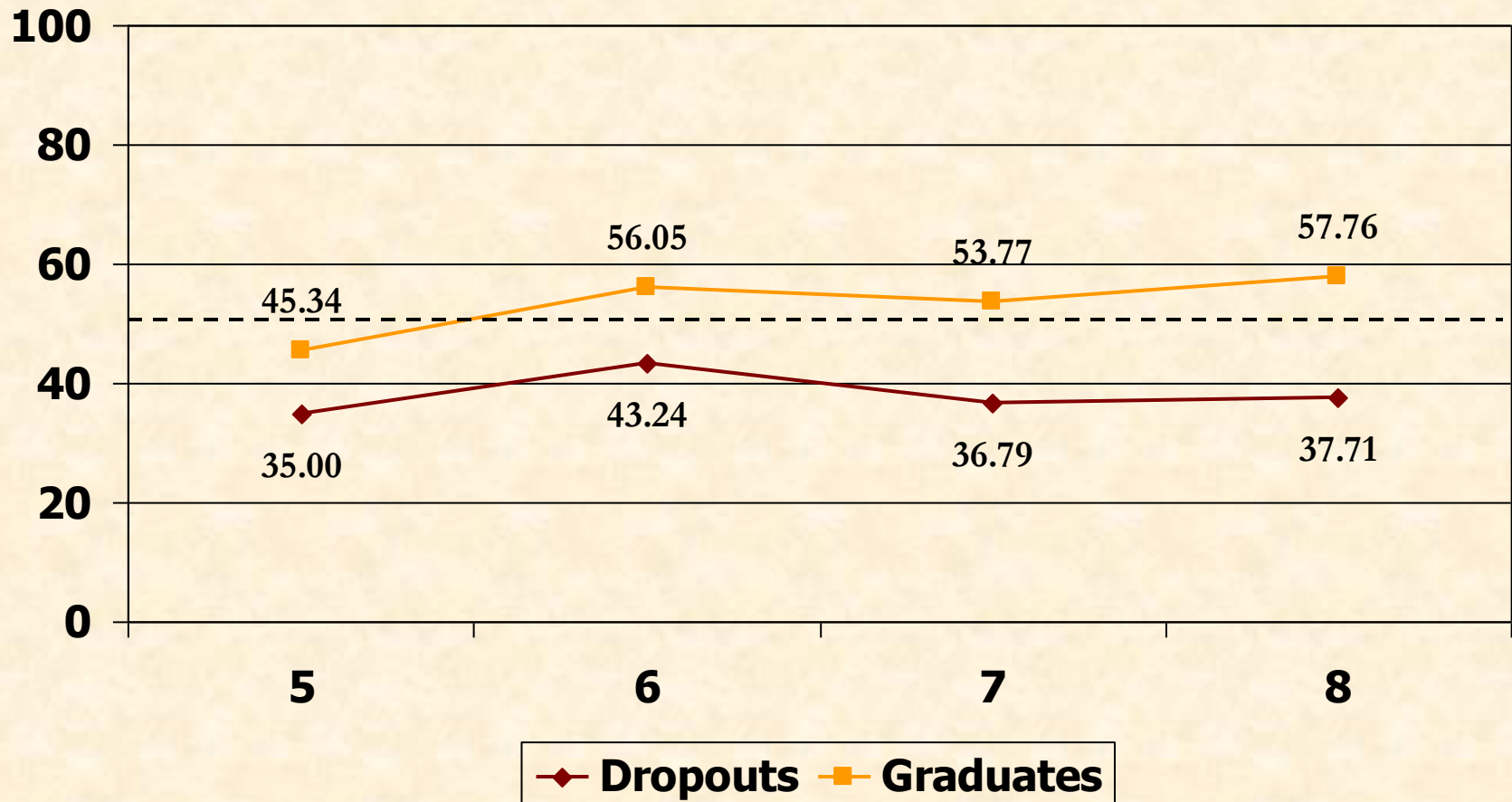
Stanford Grades 5-9 NCE Vocabulary Scores



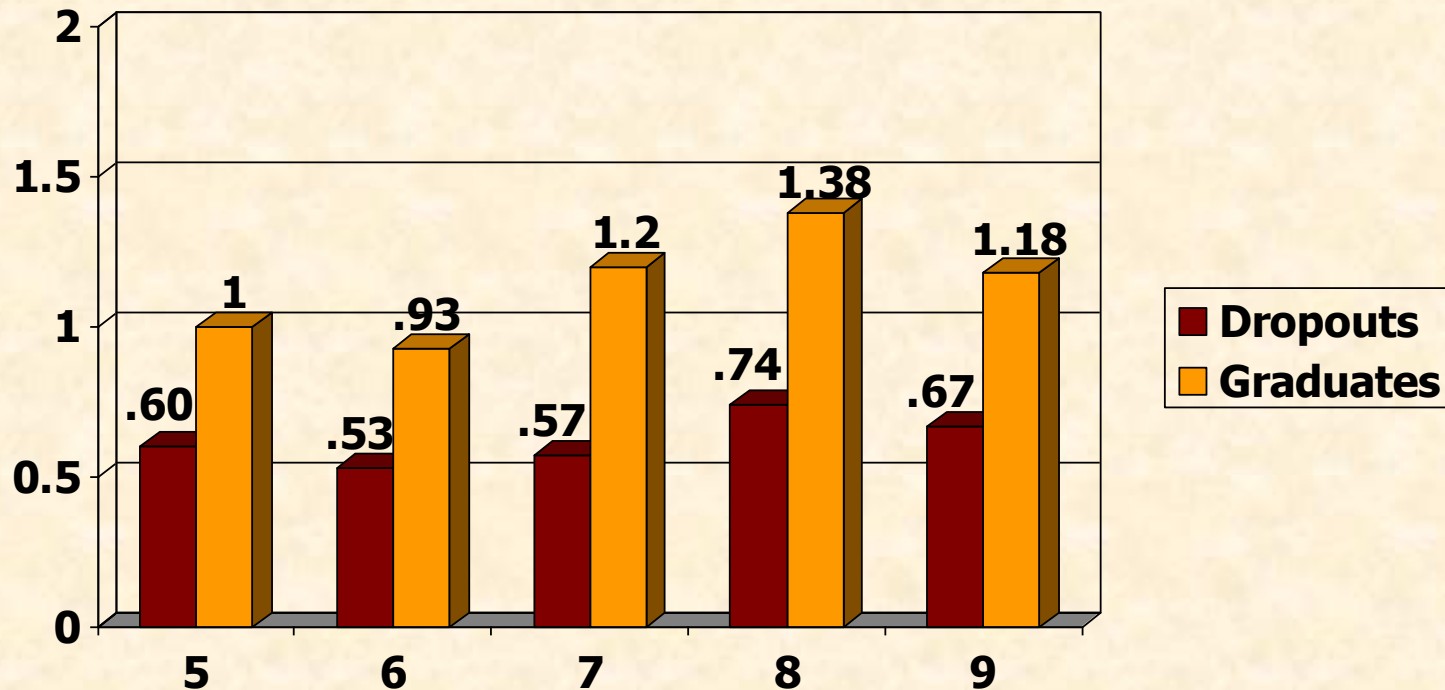
Stanford Grades 5-9 NCE Read Comp/Critical Analysis Scores



Stanford Grades 5-8 NCE Problem Solving Strategies

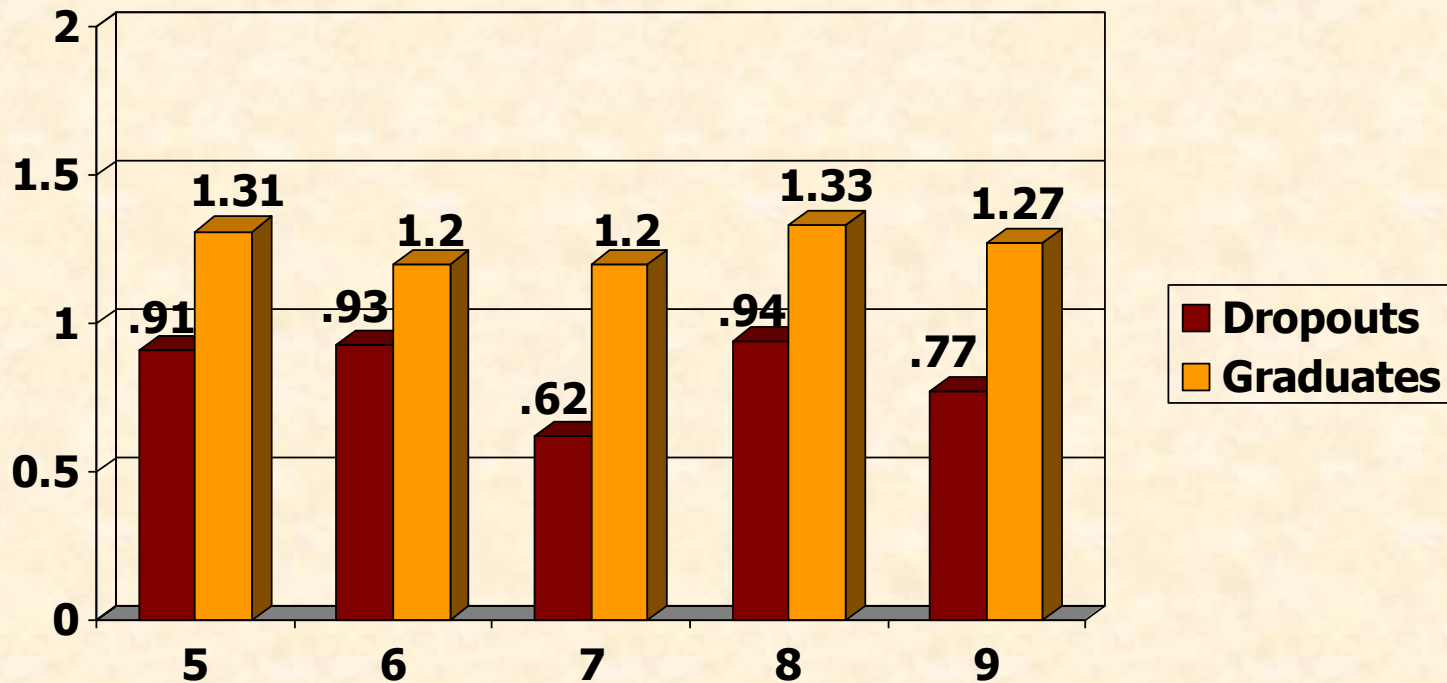


Stanford Grades 5-9 NCE Mechanics/Usage of Language



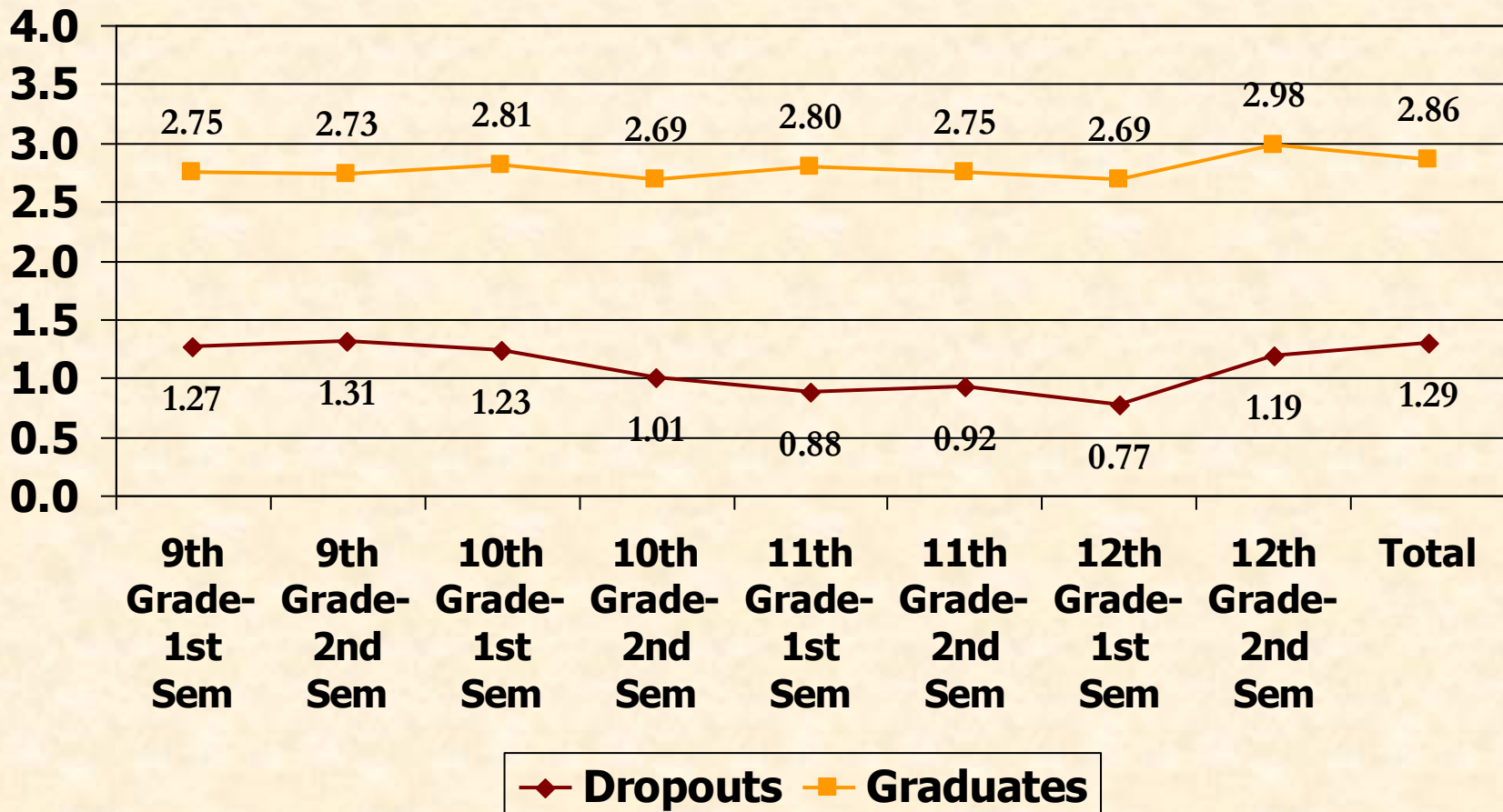
0=Below Average, 1=Average, 2=Above Average

Stanford Grades 5-9 NCE Interpretation of Reading/Language

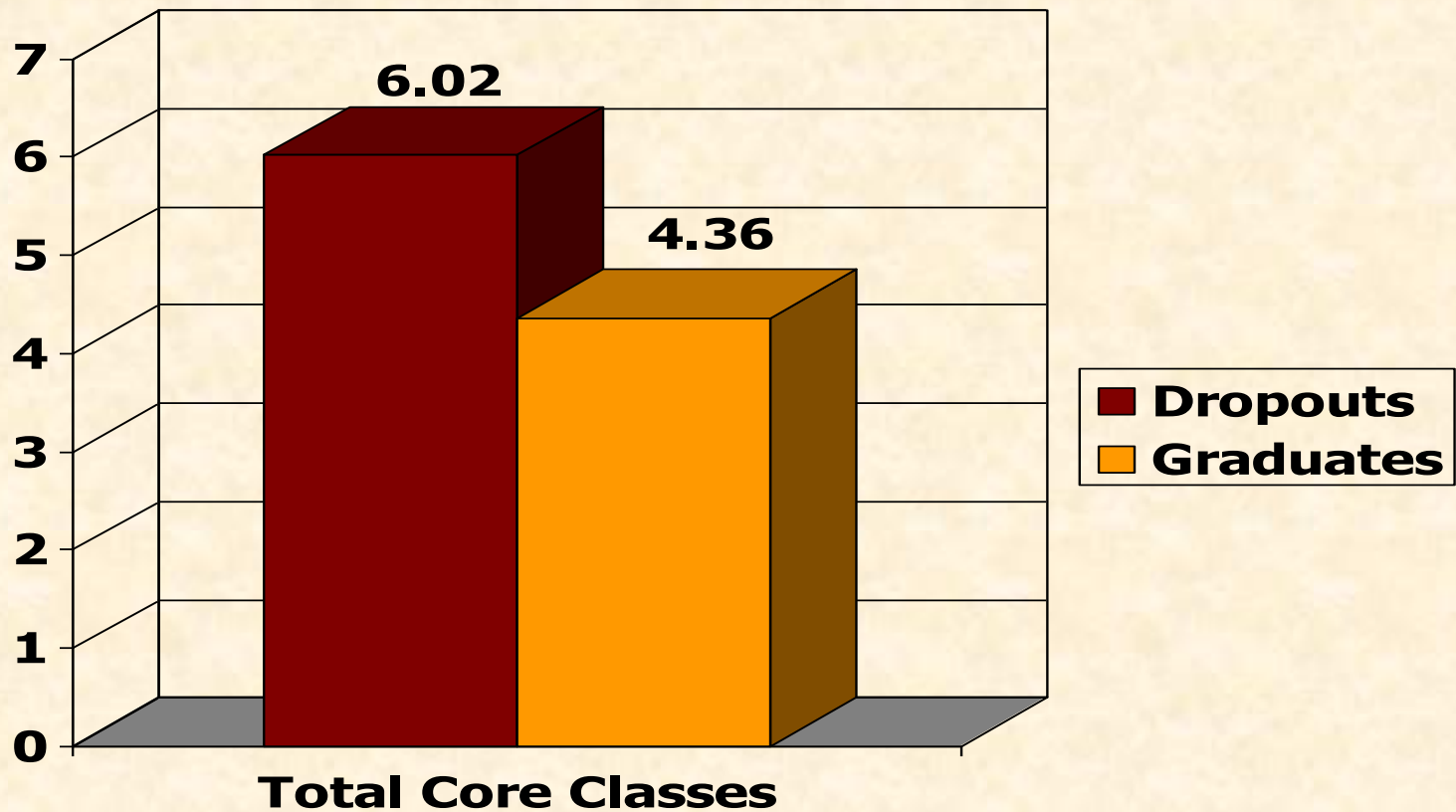


0=Below Average, 1=Average, 2=Above Average

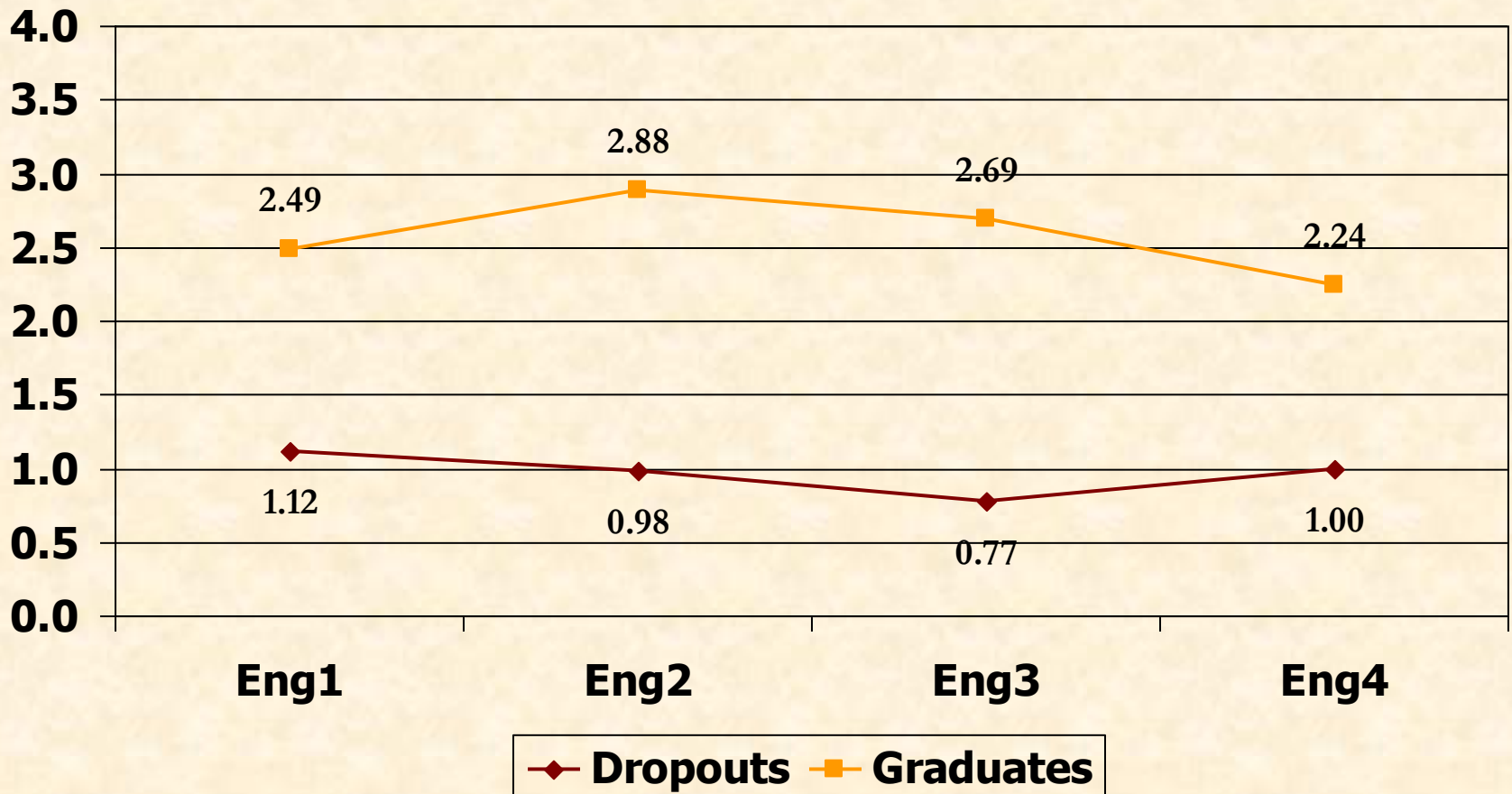
Grade Point Average Grades 9-12



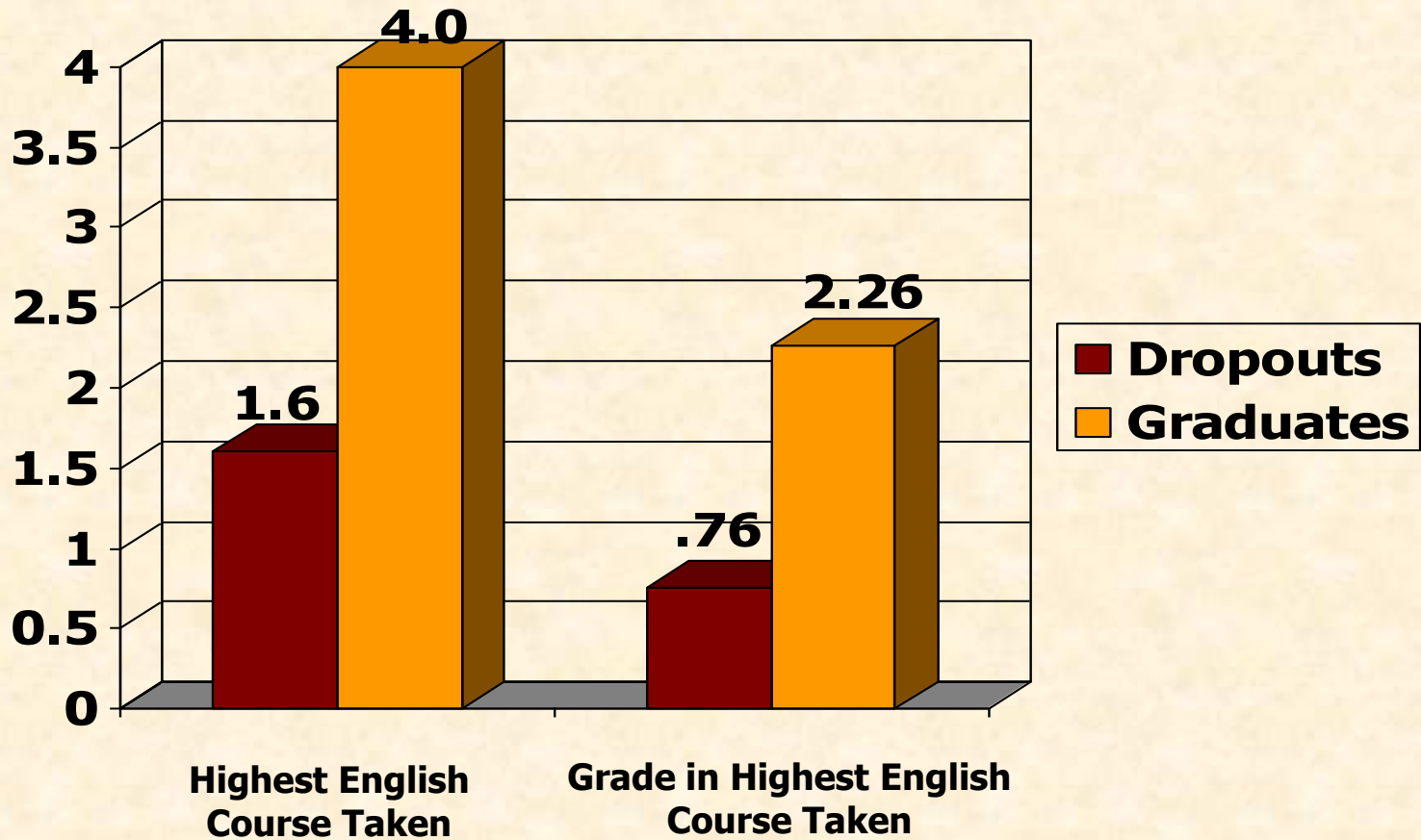
Core Courses Freshman Year



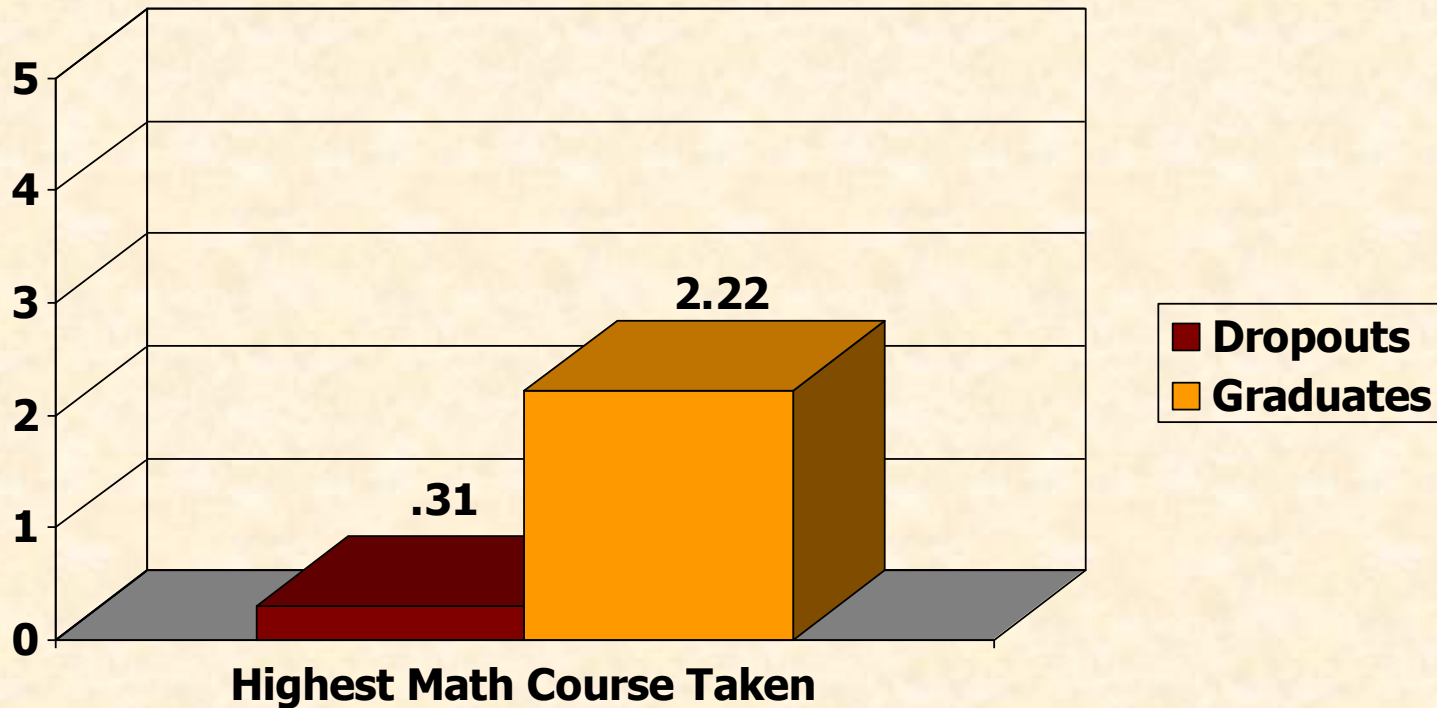
High School English 1-4 Grades



Other High School English Data

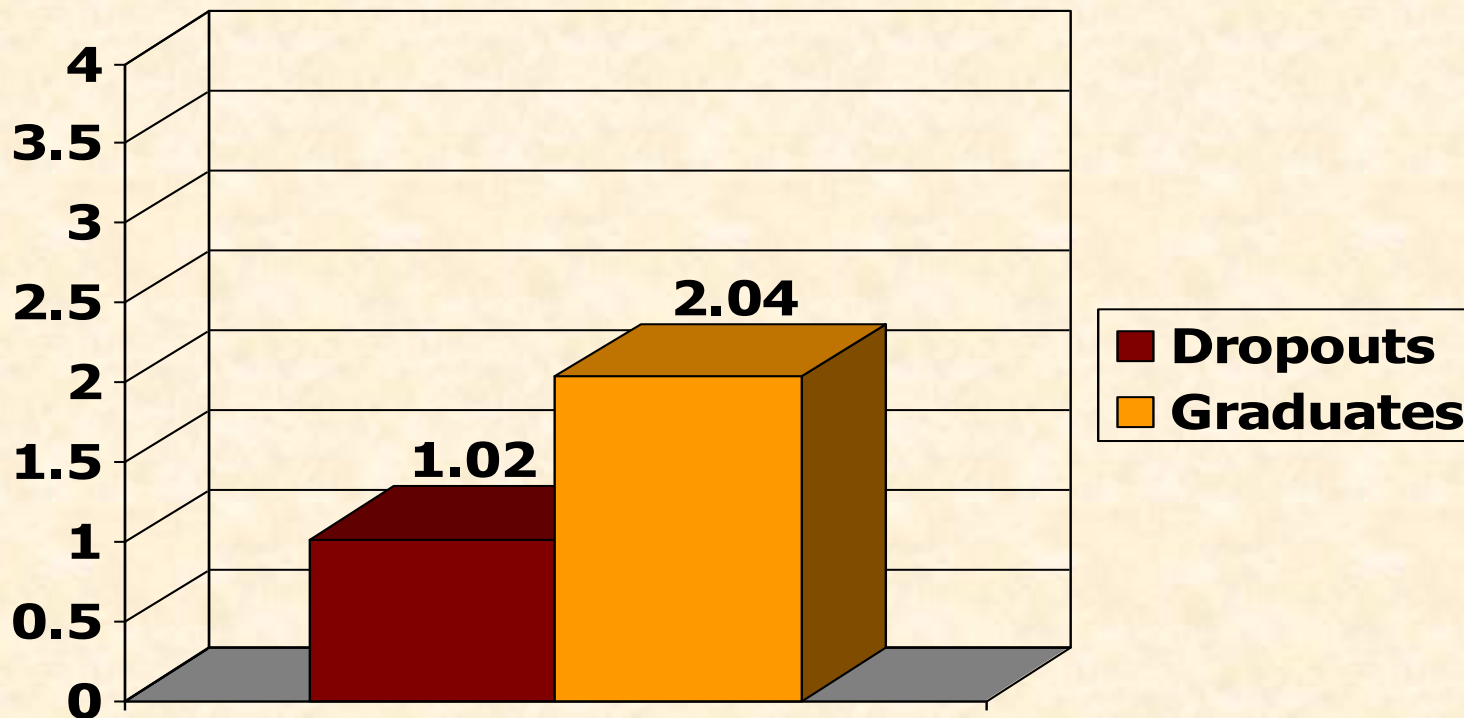


High School Math Data

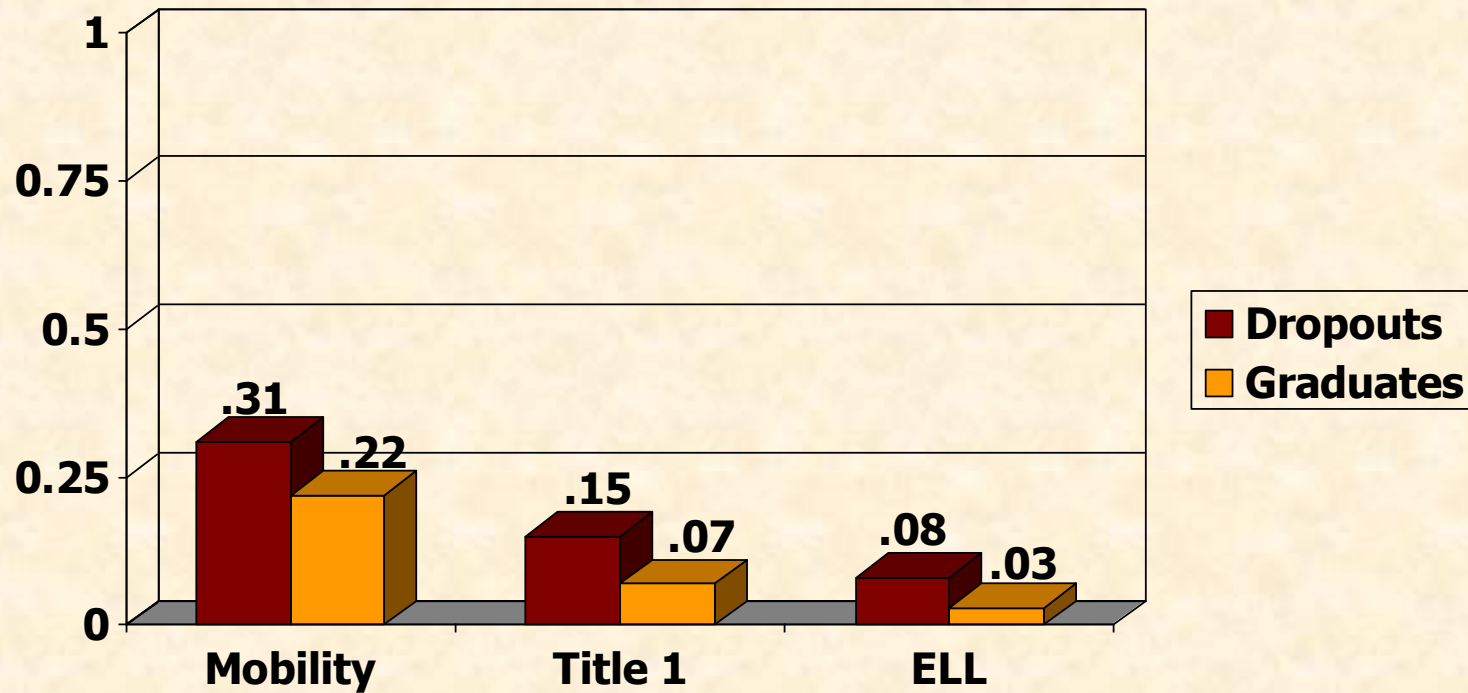


0=Pre-Algebra, 1=Algebra 1, 2=Geometry, 3=Algebra 2,
4=Trigonometry, 5=Calculus

Grade in Highest High School Math Course Taken?

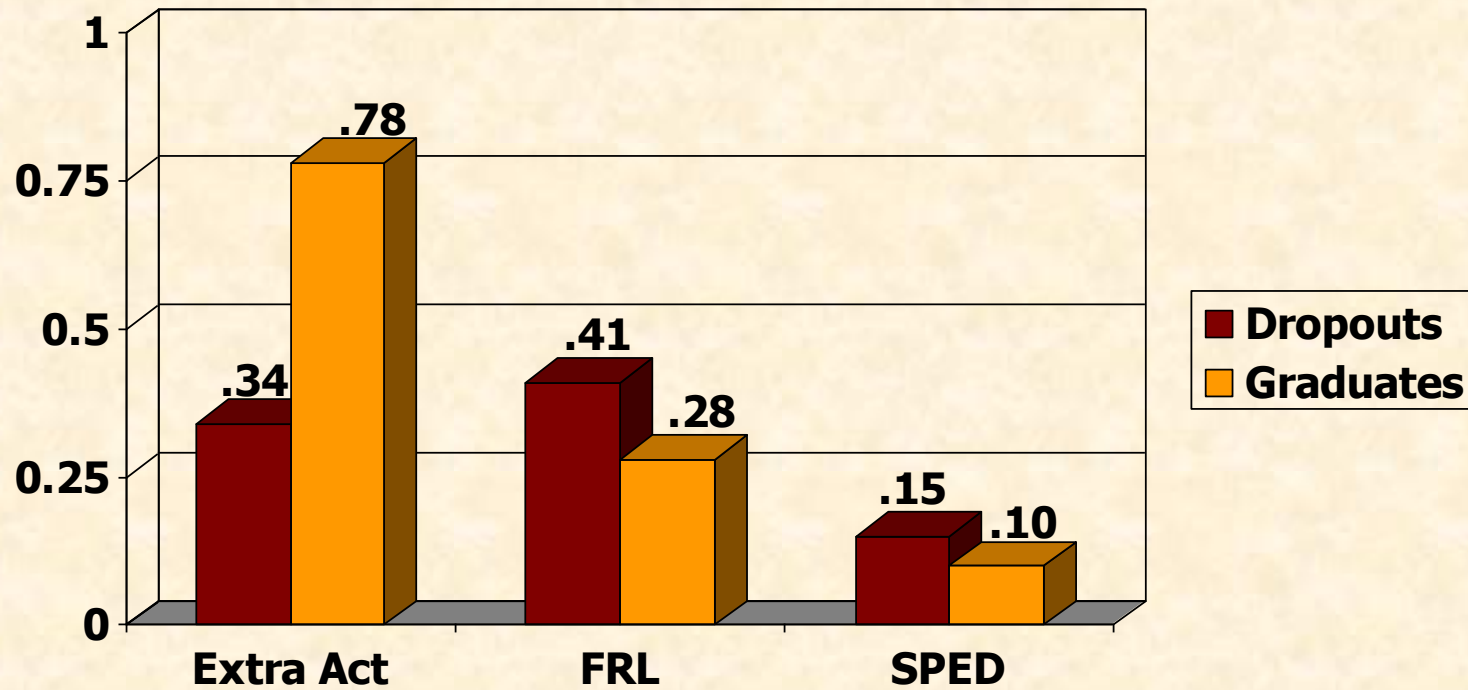


Personal Data



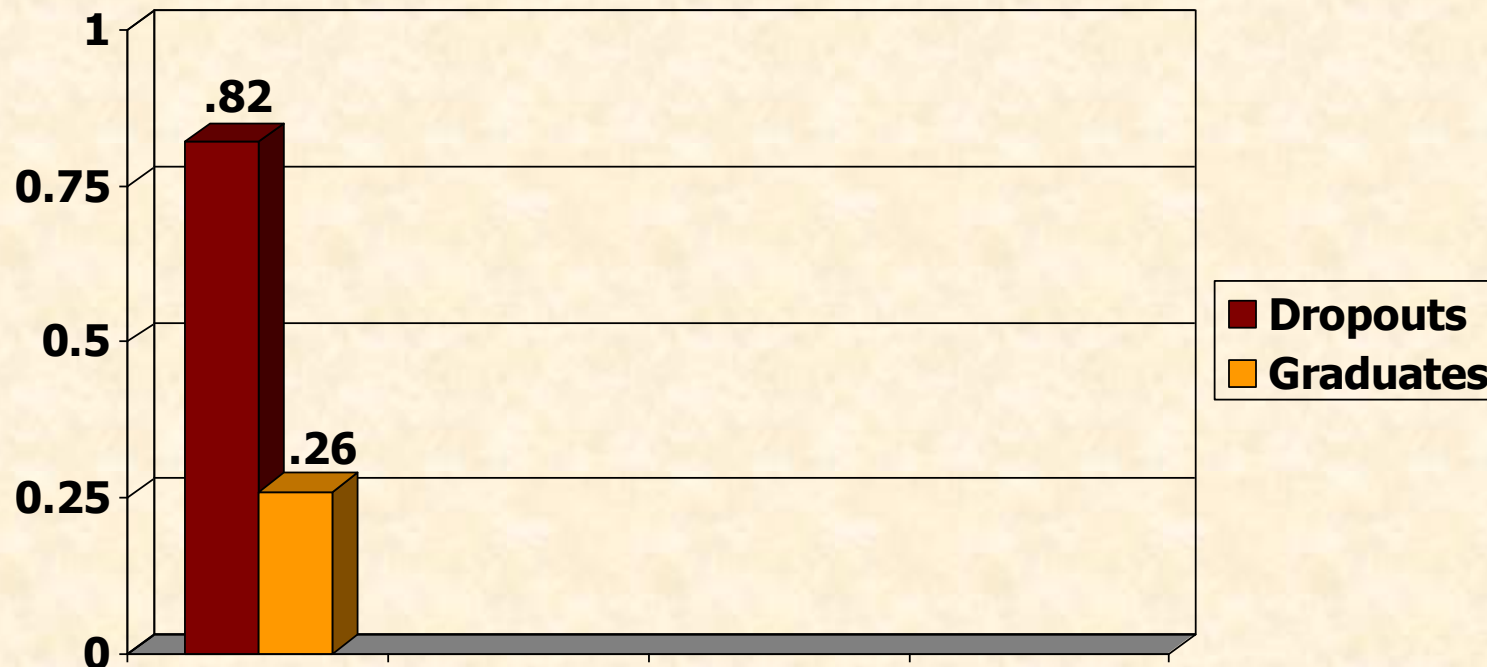
0=No, 1=Yes

Personal Data



0=No, 1=Yes

Did the Student Have Discipline Issues?

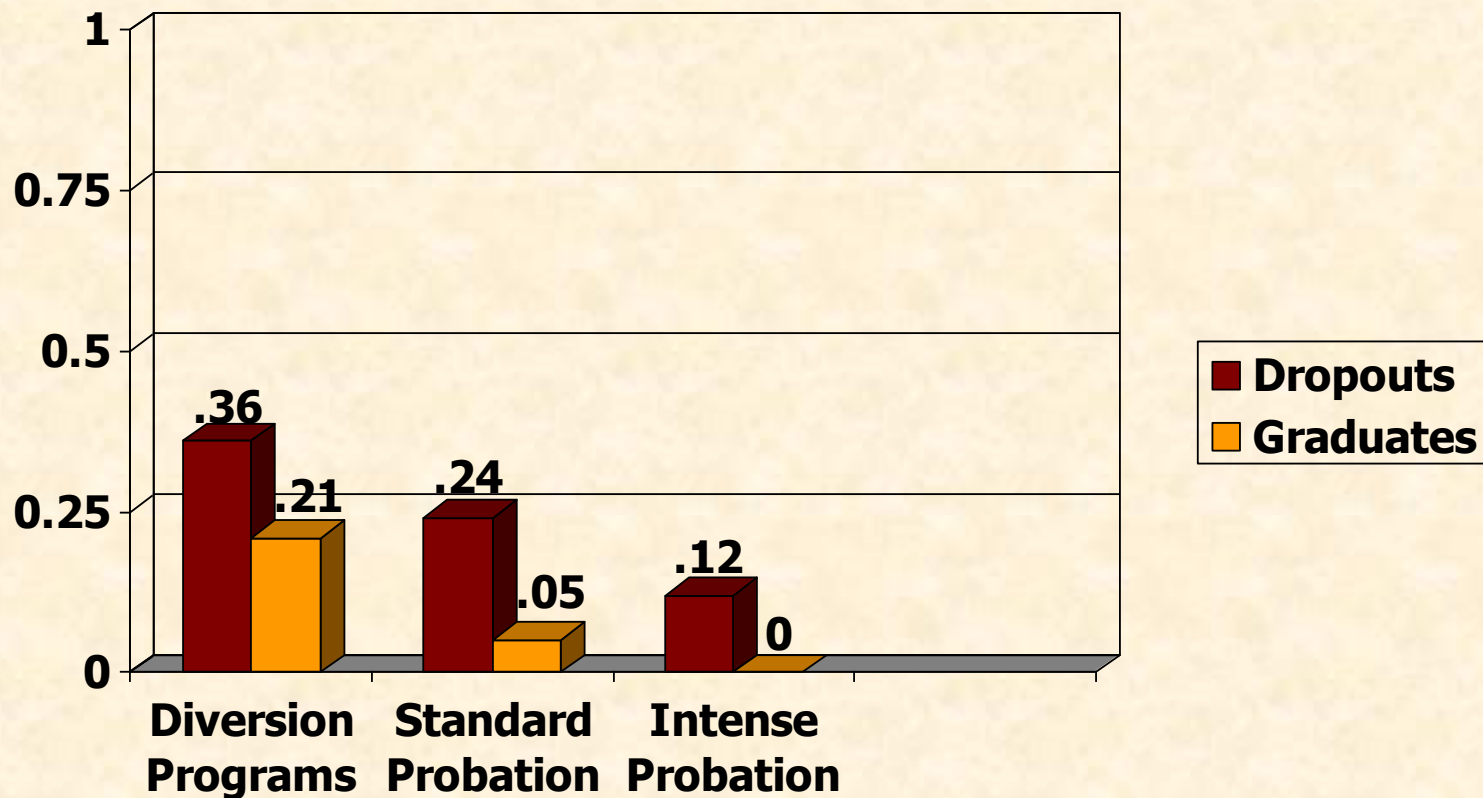


0=No, 1=Yes

Grade First Identified as Discipline Problem?



Was Student Placed in Diversion Programs, Standard Probation, or Intense Probation?



0=No, 1=Yes

Take 5

- 1. Pre-Kindergarten**
- 2. Middle School**
- 3. Attendance**
- 4. Class choices 9th grade year**
- 5. Standardized Ability vs. Course Performance**

Grade Subject Performance vs. Standardized Testing

<u>Subject</u>	<u>Dropouts</u>	<u>Graduates</u>	
Stanford 5 th Grade Math	-.28	.19	
5 th Grade Math Grade	-.35	.24	Standardized Values
Stanford 8 th Grade Math	-.57	.30	
8 th Grade Math Grade	-.73	.29	

Dropouts perform slightly lower in the classroom compared to their standardized testing ability in 5th grade math. Whereas, graduates perform slightly higher in the classroom compared to their standardized testing ability. As time progresses graduates achieve with equal rigor on standardized testing and in the classroom, whereas dropouts significantly achieve less in the classroom overtime compared to their standardized testing ability. Not only do dropouts decrease in their classroom and standardized performances over time, but the gap in classroom performance becomes further behind their standardized testing ability.

How Do We Fix The Problem?

- Understand children do not exist in educational vacuum
- First 5 years of life are important
- Common definitions a must
- Fair comparison
- Systems Collaboration

Thank you very much for your time!