



6 Policies that Lead to Higher Dropout Rates

Exclusionary Discipline



There is no research to support that exclusionary discipline makes schools any safer. Suspension and other exclusionary discipline practices have been linked to a higher likelihood of dropping out or not graduating on time. Minority students, particularly Black students, are disproportionately subject to exclusionary discipline practices. Keeping students out of the classroom only halts their learning.



See article
<https://budurl.me/IDRAzero>

In-grade Retention

Retained students have a 14 percent to 50 percent higher risk of dropping out, and the risk increases to 90 percent for those who have been retained twice. Young children who are expelled or suspended are up to 10 times more likely to drop out, experience academic failure and grade retention, hold negative school attitudes, and face incarceration.



See in-grade retention article: <https://budurl.me/IDRAapr18c>

See eBook: Failing In-Grade Retention: <https://budurl.me/IDRAeBigr18>

Low Funding & Insufficient Support for ELs



English learners are among the most likely to drop out. They are the fastest-growing segment of students, but they are one of the lowest academically performing, and the achievement gap widens as students progress through school. Texas is significantly underfunding EL education, and only two of five teachers of ELs are fully certified. Only one out of 10 ELs is prepared to go to college.



See IDRA EL report <https://budurl.me/2-IDRAellBK15p>

----- Unfair & Insufficient Funding -----

To be effective, schools must have quality teaching and rigorous, up-to-date curricula. Schools depend on fair funding to serve all of their students each school day. Equitable funding makes a difference. In Texas, poor school districts have had attrition rates that were more than double those of high-wealth districts.



See Fair Funding for the Common Good <http://b.link/IDRAffcgW>

---- Watered-Down, Non-College Prep Curricula ----



Research shows that expectations of students' abilities to succeed are "vital" to their education. For example, students whose parents had not gone to college were themselves 3 to 6 times more likely to enroll in a university if they'd taken rigorous higher math courses in high school. One district took high expectations district-wide by considering all students college-material and teaching them accordingly. They cut dropout rates in half and increased college-going rates.



See College Bound report
<http://budurl.com/IDRAcbd>

----- Testing that is High-Stakes -----

A large body of research says that one test should never be used as a sole criterion for high-stakes decisions about students. Reliance on a single measure fails to consider multiple factors that impact achievement. In 2017, 11,422 Texas seniors who failed at least one exam were able to graduate when a temporary policy let school officials consider their course grades and other factors.



See review committee infographic <https://budurl.me/2-IDRAiglGCp>

It doesn't have to be this way

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