

## **Diversity of Influences and Indicators Contributing to School Dropouts: From A to Z**

---

- A ➤ Academic achievement levels are low, attendance
  - B ➤ Behavior and emotional issues, bullying victim, bonding activities are absent
  - C ➤ Cultural conditions, community support structures are minimal, career orientation is lacking, communication skills are weak, clothing practices
  - D ➤ Drug and alcohol abuse, disabilities, discipline issues, diversity issues absent
  - E ➤ Economic status of family, English-language learner, expectations of students, expulsions
  - F ➤ Family abuse, family support structures are absent, faith-based issues
  - G ➤ Gender-related issues, gang influence, goal orientations are lacking
  - H ➤ Health-related issues, health care access, homeless
  - I ➤ Individual learning styles not addressed by teachers, immigrant families
  - J ➤ Juvenile justice encounters
  - K ➤ Keyboard skills and technologies not available, kinesthetic skills not taught
  - L ➤ Language issues, legal issues, lifestyle and sexual orientation, law enforcement issues
  - M ➤ Mental health conditions, migrant family, minority-related issues, mobility of family
  - N ➤ Nutrition issues, noncompliance with rules
  - O ➤ Older sibling's influence, obesity, overage
  - P ➤ Pregnancy and early parenthood, peer groups are negative, personal hygiene
  - Q ➤ Qualified teachers, quality of all support structures, quick temper
  - R ➤ Respect for teachers, role models are absent, retention policies, relationships lacking
  - S ➤ Social skills are lacking, safe learning environment in school is lacking, school suspensions, sexually transmitted infections, sleep disorders, sexual orientation
  - T ➤ Truancy and tardy issues, transportation issues, team-building skills lacking
  - U ➤ Unmotivated to learn or participate in school
  - V ➤ Violence in schools, value of education is low, vision problems
  - W ➤ Weight issues
  - X ➤ Xen status in classroom, eXtracurricular activities are absent
  - Y ➤ Year-round learning opportunities absent, youth organizations (YMCA, etc.) absent
  - Z ➤ Zero tolerance policies
- 

**Note:** These individual/personal, family, school, community/society, and additional environmental conditions may inhibit learning and contribute to the possibility of students dropping out of school.

**Action:** Add new influences or indicators to the list. Discuss each indicator, determine school level, and the level of criticality for each indicator.

**Question:** What corrective actions or intervention strategies need to be designed and implemented in response to these negative influences and indicators in order to counter the increasing school dropout rate?