

Appendix B

Risk Factor Domains and Categories

Table B-1. Sample Individual Risk Factor Categories and Sample Factors

Category	Risk Factor
STATUS/UNALTERABLE FACTORS	
Background Characteristics	<ul style="list-style-type: none"> ▪ Low SES ▪ Homelessness/high residential mobility ▪ Non-English-speaking
Biological/ Physiological Traits	<ul style="list-style-type: none"> ▪ Male (Battin-Pearson et al., 2000) ▪ Minority (Battin-Pearson et al., 2000) ▪ Physical disability (Lehr et al., 2004) ▪ Chronic illness ▪ Mental illness
Skills & Abilities	<ul style="list-style-type: none"> ▪ Cognitive, emotional, or behavioral disability (Lehr et al., 2004) ▪ Low cognitive abilities ▪ Limited academic ability (Wehlage & Rutter, 1986)
ALTERABLE FACTORS	
Non-school-Related Factors	
Adult Responsibilities	<ul style="list-style-type: none"> ▪ Teen parent (Rumberger, 2001) ▪ Work more than 20 hrs./week in high school (Rumberger, 2001) ▪ Needed to get a job/needed to keep job (Jordan et al., 1994) ▪ Early marriage (Rosenthal, 1998) ▪ Family responsibilities like translating for parents or caring for siblings (Rosenthal, 1998)
Attitudes, Values, & Beliefs	<ul style="list-style-type: none"> ▪ Bonding to antisocial peers (Battin-Pearson et al., 2000) • Low occupational aspirations (Rumberger, 2001) • External locus of control (Ekstrom et al., 1986) • Greater need for autonomy than social conformity (Rosenthal, 1998) ▪ Low self-esteem and self-confidence (Rosenthal, 1998)
Behavior	<ul style="list-style-type: none"> ▪ Spends no time each week reading for fun (Gleason & Dynarski, 2002) ▪ Early sexual involvement (Battin-Pearson et al., 2000) ▪ General deviance—drug use, pregnancy, early sexual activity (Battin-Pearson et al., 2000) ▪ Serious trouble with the law (Ekstrom et al., 1986)
Experiences	<ul style="list-style-type: none"> ▪ Experience stressful life event (Lehr et al., 2004)

Table B-1. Sample Individual Risk Factor Categories and Sample Factors (cont.)

Category	Risk Factor
School-Related Factors	
School Performance	<ul style="list-style-type: none"> ▪ Poor academic achievement, based on grades and scores (Rumberger, 2001) ▪ Retention (Rumberger, 2001) ▪ Over-age for grade level (Gleason & Dynarski, 2002) ▪ Poor reader ▪ Trouble keeping up with schoolwork (Jordan et al., 1994)
Education Stability*	<ul style="list-style-type: none"> ▪ Student school mobility (Rumberger, 2001); attended five or more schools in lifetime (Gleason & Dynarski, 2002) ▪ Changes in services/placement
Academic Engagement**	<ul style="list-style-type: none"> ▪ Does not do/does less homework (Ekstrom et al., 1986) ▪ Cuts classes (Ekstrom et al., 1986; Wehlage & Rutter, 1986) ▪ Low number of credits earned in school (Rumberger, 2001) ▪ Low expectations for school attainment (Rumberger, 2001; Wehlage & Rutter, 1986) ▪ Being unsure of graduating from high school (Gleason & Dynarski, 2002)
Social Engagement*	<ul style="list-style-type: none"> ▪ Low participation in school activities (Rosenthal, 1998) ▪ Alienation from peers
Behavioral** Engagement	<ul style="list-style-type: none"> ▪ Frequent truancy ▪ Vandalism ▪ High absenteeism (Gleason & Dynarski, 2002; Rumberger, 2001) ▪ Discipline issues (Ekstrom et al., 1986; Rumberger, 2001) ▪ Previously dropped out (Gleason & Dynarski, 2002) ▪ Suspensions or expulsions (Ekstrom et al., 1986; Wehlage & Rutter, 1986)
Psychological ** Engagement	<ul style="list-style-type: none"> ▪ Dissatisfaction with the way their education is going (Wehlage & Rutter, 1986) ▪ Apathy ▪ Hostility toward school/don't like school (Jordan et al., 1994) ▪ Low attachment/bonding to school ▪ Feel like don't belong at school (Jordan et al., 1994) ▪ Hard time getting along with teachers

*Rumberger, 2001.

**Christenson, 2002, as cited in Lehr et al., 2004.

Table B-2. Sample Community Risk Factor Categories and Sample Factors

Category	Risk Factor
NEIGHBORHOOD	
STATUS/UNALTERABLE FACTORS	
Environment	<ul style="list-style-type: none"> ▪ High levels of violence (Rosenthal, 1998) ▪ High levels of arson or drug-related crime (Rosenthal, 1998) ▪ High rates of mobility (Rosenthal, 1998)
Location/Type	<ul style="list-style-type: none"> ▪ Urban ▪ South or west
Socioeconomic Status (SES)	<ul style="list-style-type: none"> ▪ Poor neighborhoods ▪ Low level of education (Goldschmidt & Wang, 1999) ▪ High % female-headed households (Rosenthal, 1998) ▪ High % adult dropouts (Rosenthal, 1998)
PEERS	
ALTERABLE FACTORS	
Attitudes, Values, & Beliefs	<ul style="list-style-type: none"> ▪ Friends who don't like school ▪ Friends with low educational aspirations
Behavior	<ul style="list-style-type: none"> ▪ Antisocial/delinquent friends ▪ Friends who drop out
Experiences	<ul style="list-style-type: none"> ▪ Peer rejection

Table B-3. Sample Family Risk Factor Categories and Sample Factors

Category	Risk Factor
STATUS/UNALTERABLE FACTORS	
Background Characteristics	<ul style="list-style-type: none"> ▪ Low SES (Battin-Pearson et al., 2000) ▪ Family receipt of public assistance (Gleason & Dynarski, 2002) ▪ Parents unemployed (Lehr et al., 2004) ▪ Parents' lack of education ▪ Single parent family ▪ Parent was teen parent (Alexander et al., 2001) ▪ High household mobility (Lehr et al., 2004) ▪ Non-English speaking household (Rosenthal, 1998) ▪ Large household
Level of Household Stress*	<ul style="list-style-type: none"> ▪ High family stress (Rosenthal, 1998) ▪ Child abuse ▪ Substance use (Rosenthal, 1998) ▪ Presence of family conflict (Rosenthal, 1998) ▪ Presence of financial problems (Rosenthal, 1998) ▪ Presence of health problems (Rosenthal, 1998) ▪ Lack of health insurance (Rosenthal, 1998) ▪ Pregnant teen in household or lack of needed child care (Rosenthal, 1998) ▪ High levels of family change (divorce, marriage, family move, illness, death, adults leaving household, adults entering household) (Alexander et al., 2001)
ALTERABLE FACTORS	
Family Dynamics	<ul style="list-style-type: none"> ▪ Permissive parenting styles (Lehr et al., 2004) ▪ Low monitoring of everyday activities (Rosenthal, 1998)
Attitudes, Values, & Beliefs About Education**	<ul style="list-style-type: none"> ▪ Having sibling that dropped out (Gleason & Dynarski, 2002) ▪ Low parental educational expectations (Alexander et al., 2001) ▪ Low parental expectations for behavior at school (Alexander et al., 2001) ▪ Low sense of child's abilities to do schoolwork (Alexander et al., 2001)
Behavior Related to Education**	<ul style="list-style-type: none"> ▪ Parents don't talk to them about what studied at school (Gleason & Dynarski, 2002) ▪ Fewer study aides present in home (Ekstrom et al., 1986) ▪ Lack of reading material in the home

*Rosenthal (1998)

**Christenson, 2002, as cited in Lehr et al., 2004.

Table B-4. Sample School Risk Factor Categories and Sample Factors

Type	Risk Factor
STATUS/UNALTERABLE FACTORS	
Student Body Characteristics	<ul style="list-style-type: none"> ▪ High % low SES ▪ High % racial/ethnic minority students ▪ High mobility rates ▪ High rates of absenteeism ▪ High ESL population ▪ High special education population
School Resources	<ul style="list-style-type: none"> ▪ High student-teacher ratio ▪ Large school size (Lehr et al., 2004)
School Structure	<ul style="list-style-type: none"> ▪ Public schools
ALTERABLE FACTORS	
Academic Policies & Practices	<ul style="list-style-type: none"> ▪ High rates of retention (Alexander et al., 2001; Goldschmidt & Wang, 1999) ▪ Ability tracking (Lehr et al., 2004) ▪ Little interactive teaching (Obasohan & Kortering, 1999) ▪ Raising academic standards without appropriate support (Lehr et al., 2004) ▪ No differentiated instruction/learning styles
Supervision & Discipline Policies and Practices	<ul style="list-style-type: none"> ▪ Frequent use of suspension (Lehr et al., 2004) ▪ School discipline policy seen as unfair (Rumberger, 1995) ▪ % misbehaving (Goldschmidt & Wang, 1999)
School Environment	<ul style="list-style-type: none"> ▪ Violence and crime in school or school neighborhood ▪ Teachers perceived as not caring about students ▪ Negative school climate (Lehr et al., 2004) ▪ Few personal contacts from staff (Obasohan & Kortering, 1999) ▪ High % of at-risk peers (Goldschmidt & Wang, 1999) ▪ Low expectations by teachers

Table B-5. CIS Staff Survey Ratings of Relevant Domains and Risk Factor Categories for NDPC/C Review*

Domain	Category	Average
Individual	Attitudes, Values, & Behavior	3
Individual	Behavior	2.85
Individual	School Performance	2.85
Individual	Academic Engagement	2.85
Individual	Behavioral Engagement	2.71
Individual	Psychological Engagement	2.71
Family	Household Stress	2.71
Individual	Adult Responsibilities	2.57
Individual	Social Engagement	2.57
Family	Background Characteristics	2.57
Family	Attitudes, Values, & Behavior	2.57
Family	Behavior Related to Education	2.57
School	Environment	2.57
Individual	Background Characteristics	2.43
Individual	Experiences	2.42
Community	Socioeconomic Status	2.42
Community	Environment	2.28
School	Student Body Characteristics	2.28
Community	Attitudes, Values, & Behavior	2.14
Community	Behavior	2
Community	Experiences	2
Family	Family Dynamics	2
School	Supervision & Discipline Policies & Practices	2
Individual	Skills/Abilities	1.71
Individual	Education Stability	1.71
School	Resources	1.71
School	Academic Policies & Practices	1.71
Individual	Biological/Physiological Traits	1.57
Community	Location/Type	1.57
School	Structure	1.42

*Rows shaded in gray are those CIS selected for factor identification.