

Resources on Dropout Prevention

This document compiles research reports, organizations, general resources and REL-NEI reference desk responses on dropout prevention.

Research Reports

Publications on dropout prevention from the various centers of the U.S. Department of Education's Institute of Education Sciences (IES).

What Works Clearinghouse (WWC)

- **Dropout Prevention: A Practice Guide**

Prepared by: Mark Dynarski (Mathematica Policy Research), Linda Clarke (City of Houston), Brian Cobb (Colorado State University), Jeremy Finn (State University of New York – Buffalo), Russell Rumberger (University of California – Santa Barbara), and Jay Smink (National Dropout Prevention Center/Network)

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf

Publication Date: September 2008

Description: Geared toward educators, administrators, and policymakers, this guide provides recommendations that focus on reducing high school dropout rates. Strategies presented include identifying and advocating for at-risk students, implementing programs to improve behavior and social skills, and keeping students engaged in the school environment.

- **Topic Report: Dropout Prevention**

<http://ies.ed.gov/ncee/wwc/reports/dropout/topic/index.asp>

Publication Date: September 2008

Description: The WWC offers a range of publications that evaluate school and community-based dropout prevention interventions and instructional strategies for middle and/or high schools. Reviewed interventions and strategies are designed to help students stay in school and/or complete school and may include services and activities that mitigate factors impeding progress in school.

(Research Reports continued)

- **Intervention Report: Dropout Prevention**

<http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=06>

Publication Date: Various

Description: The WWC offers a range of publications that evaluate school and community-based dropout prevention interventions and instructional strategies for middle and/or high schools. Reviewed interventions and strategies are designed to help students stay in school and/or complete school and may include services and activities that mitigate factors impeding progress in school. Among the interventions evaluated are:

- **New Century High Schools Intervention Report**

http://ies.ed.gov/ncee/wwc/reports/dropout/new_century/

This program is designed to improve large, underperforming high schools by transforming them into small schools with links to community organizations.

- **Job Corps Intervention Report**

<http://ies.ed.gov/ncee/wwc/reports/dropout/jobcorps/index.asp>

This program offers remedial education, GED preparation, vocational training, and job placement assistance to economically disadvantaged youth.

- **JOBSTART Intervention Report**

<http://ies.ed.gov/ncee/wwc/reports/dropout/jobstart/>

This program is an alternative education and training program designed to improve the economic prospects of young, disadvantaged high school dropouts. See how the WWC rated JOBSTART for dropout prevention.

- **New Chances Intervention Report**

http://ies.ed.gov/ncee/wwc/reports/dropout/new_chance/

This program is for young welfare mothers who have dropped out of school, aims to improve both their employment potential and their parenting skills.

Regional Educational Laboratories

- **REL-Northeast & Islands: Piloting a Searchable Database of Dropout Prevention Programs in Nine Low-Income Urban School Districts in the Northeast and Islands Region**

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=37>

Prepared by: Athi Myint-U (EDC), Lydia O'Donnell (EDC), David Osher (AIR), Anthony Petrosino (WestEd), and Ann Stueve (EDC).

Publication Date: March 2008

Description: Despite evidence that some dropout prevention programs have positive effects, whether districts in the region are using such evidence-based programs has not been documented. This report details a pilot project to generate and share knowledge by building a searchable database of dropout programs and policies.

(Research Reports continued)

- REL-Central: **High School Dropout and Graduation Rates in the Central Region**

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=156>

Prepared by Bruce Randel, Laurie Moore, and Pam Blair (Central Regional Educational Laboratory)

Publication Date: July 2008

Description: This report presents comprehensive and detailed information on grades 7-12 dropout rates and on high school graduation rates in the Central Region. Dropout and graduation rates are presented for the region as a whole and for each state in the region, by gender, race/ethnicity, locale, and grade. The rates provide a comprehensive reference for state and local educators and policymakers on the student subgroups most at risk of not completing high school.

- REL-West: **The Reenrollment of High School Dropouts in a Large, Urban School District**

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=142>

Prepared by BethAnn Berliner, Vanessa X. Barrat, Anthony B. Fong (WestEd), and Paul B. Shirk (San Bernardino City Unified School District)

Publication Date: July 2008

Description: This study follows a cohort of first-time 9th graders in one large urban school district from 2001/02 to 2005/06 and documents their dropout, reenrollment, and graduation rates. For the one-third of dropouts who reenrolled in the district over that period, it reports course credit accrual and graduation outcomes as well as students' reasons for dropping out and the challenges districts face with their reenrollment.

- REL-Southwest: **A Review of Avoidable Losses: High Stakes Accountability and the Dropout Crisis**

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=146>

Prepared by C. Wilkins (Edvance Research)

Publication Date: February 2008

Description: REL Southwest received a request to review the report *Avoidable Losses: High Stakes Accountability and the Dropout Crisis* to assess the soundness of the study methodology and the appropriateness of the conclusions drawn in the report. The review by REL Southwest found that the authors made strong causal conclusions about the effect of Texas's test-based accountability system on the high school dropout rates: that the accountability system directly increases dropout rates throughout the state. Given the nature of the data collected and analyzed in this study, such conclusions cannot be scientifically validated.

(Research Reports continued)

- REL-Mid-Atlantic: **Expanding an Existing Database of Dropout Prevention Programs** (In process)

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=229>

Description: Dropping out of high school is associated with numerous deleterious effects, including lower personal income, decreased job opportunities, impaired health, increased likelihood of reliance on welfare, and increased likelihood of involvement in criminal activities. There is evidence that some programs and policies can help students stay in school and progress, but there is no documentation as to whether districts in the Mid-Atlantic Region are using them. This project is designed to expand a searchable database of dropout programs in mid-sized, urban school districts to include the Mid-Atlantic region. The report will detail dropout program information on target audiences, prevention strategies, age ranges, in-school and out-of-school staff involvement, and whether programs were reviewed by the What Works Clearinghouse.

National Center for Education Statistics

- **Dropout and Completion Rates in the United States: 2006**

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008053>

This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of rates for 2006 and provides data about trends in dropout and completion rates over the last three

Organizations

- **National Dropout Prevent Center/Network**

<http://www.dropoutprevention.org>

Organization that serves as a clearinghouse on issues related to dropout prevention and that offers strategies designed to increase the graduation rate in America's schools. They have an extensive listing of research and programs with strength of evidence indicators.

- **The National High School Center**

Organization that identifies research-supported improvement programs and tools, offers user-friendly products, and provides technical assistance services to improve secondary education. Offers research and resources for dropout prevention.

<http://www.betterhighschools.org/topics/DropoutPrevention.asp>

- **The Rural Early Adolescent Learning Program (Project REAL) at The National Research Center on Rural Education Support**

<http://www.nrcres.org/REAL.htm>

According to their website, Project REAL “has been developed to help teachers promote the academic, behavioral, and social adjustment of rural youth as they transition from childhood to adolescence.” This is in response to the fact that, “many rural districts struggle with concerns about how to improve student motivation and achievement, reduce school failure and school dropout, and prepare youth for successful futures.”

- **U.S. Department of Health and Human Services – Substance Abuse and Mental Health Services Administration (SAMHSA)**

<http://mentalhealth.samhsa.gov/>

This site offers a variety of information regarding topics associated with dropout prevention such as violence, child abuse and mental health issues.

General Resources

- **REL-NEI Database of Dropout Prevention Programs**

<http://www.relnei.org/research.educational.dropoutdb.php>

A database to generate and share knowledge about dropout programs and policies implemented in nine midsize urban school districts.

- **Early Warning System Tool** (Excel file)

<http://www.betterhighschools.org/pubs/EWStool.xls>

Source: Center on Innovation and Improvement.

This tool allows educators to input student-level data and automatically calculate whether individual students are on track to graduate or at risk of dropping out.

Reference Desk Responses

The following references, organizations, and general resources are from selected responses on dropout prevention produced by the REL-NEI reference desk. The response were created following an established REL-NEI Reference Desk research protocol, in which researchers conducted a search for research reports as well as descriptive and policy-oriented briefs and articles in this area. The sources included federally funded organizations, additional research institutions, several educational research databases, and a general Internet search using Google and other search engines. Researchers also searched for appropriate organizations that may act as resources on this issue. We have not done an evaluation of these organizations or the resources themselves, but offer this list for your information only.

(1) What does the research say about the effectiveness of dropout prevention programs administered to at-risk youth at earlier high school grade levels (e.g., 9th grade) compared to later grade levels?

- **What the Research Says (or Doesn't Say): Ninth-Grade Support Systems.**

Klump, J.; Winter 2008; Northwest Education; Vol. 13; No. 2.

Source: Northwest Regional Education Laboratory.

<http://www.nwrel.org/nwedu/13-02/research.php>

The author cites research that indicates “ninth grade as the “make it or break it year” for being on track to graduate.” “Studies of Chicago public schools indicate that students who did not have enough credits as freshmen, often due to course failure, were less likely to graduate.” The report also observes that “students who repeated ninth grade were still more likely to drop out.”

- **Impacts of Dropout Prevention Programs.**

Dynarksi, M., Gleason, P., Rangarajan, A., Wood, R.; June 1998; A Research Report from the School Dropout Demonstration Assistance Program Evaluation; MPR Reference No.: 8014.

Source: National High School Center.

<http://www.mathematica-mpr.com/publications/PDFs/dod-fr.pdf>

The National High School center summarizes this resource by writing “this study evaluated 16 dropout programs for middle and high school students under the School Dropout Demonstration Assistance Program (SDDP). The study found that middle school programs had a significant effect in reducing drop out only if they were implemented with high intensity. The programs, regardless of intensity, did not have an impact on student learning (e.g., grades, test scores). The high school programs, however, did not have an impact on reducing dropout, improving other school outcomes (e.g., test scores, grades), or improving social-behavioral outcomes (e.g., reducing pregnancy, increasing self-esteem).”

(Reference Desk Responses continued)

- **Approaches to Dropout Prevention: Heeding Early Warning Signs With Appropriate Interventions.**

Kennelly, L. & Monrad, M.; October 2007; National High School Center at the American Institutes for Research.

Source: National High School Center.

http://www.betterhighschools.org/docs/NHSC_ApproachesToDropoutPrevention.pdf

The report states on page 1 that “to be most effective in preventing dropout, school systems should focus dropout prevention efforts in the beginning of the middle grades.” The report also states that “most future dropouts can also be identified in the first year of high school when a sense of urgency around reaching out and supporting these students is critical before they disappear from school.”

- **Intervention: Twelve Together.**

Source: U.S. Department of Education, Institute for Education Sciences; March 12, 2007; WWC Intervention Report.

http://ies.ed.gov/ncee/wwc/pdf/WWC_Twelve_Together_031207.pdf

From page 3, the What Works Clearinghouse (WWC) “review of interventions for dropout prevention addresses student outcomes in three domains: staying in school, progressing in school, and completing school.” The *Twelve Together* program “is a one-year peer support and mentoring program for middle and early high school students that offers weekly after-school discussion groups led by trained volunteer adult facilitators. “ “One study of *Twelve Together* met the WWC evidence standards with reservations. The study was a randomized controlled trial that included 219 eighth-grade students in nine middle schools in one California school district.” The WWC reports that “*Twelve Together* was found to have potentially positive effects on staying in school and no discernible effects on progressing in school.”

(2) What does the research say about the effectiveness of dropout interventions in states that have compulsory attendance to 18? What does the research say about ways to keep kids in high school, especially in rural states?

- **Compulsory School Age Requirements.**

Source: Education Commission of the States.

<http://www.ecs.org/clearinghouse/64/07/6407.htm>

This website offers a listing of current compulsory age requirements by state and the corresponding state statute or code. According to this site, the states with the compulsory attendance age of 18 are California, Connecticut, Hawaii, Kansas, Louisiana, Nebraska, Nevada, New Hampshire, New Mexico, Ohio, Oklahoma, Oregon, South Dakota, Texas, Utah, Virginia, Washington, Wisconsin as well as the District of Columbia, American Samoa and Puerto Rico.

(Reference Desk Responses continued)

- **WWC Topic Report: Dropout Prevention**

Source: U.S. Department of Education, Institute for Education Sciences; September 2008; WWC Intervention Report.

http://ies.ed.gov/ncee/wwc/pdf/do_tr_09_23_08.pdf

This report highlights effective interventions from across the country in states with and without compulsory attendance age of 18 and links to those interventions' websites. The report looked at "16 interventions [of which] four interventions had positive or potentially positive effects" across three domains, "staying in school, progressing in school, and completing school." The four interventions are Accelerated Middle Schools, ALAS (Achievement for Latinos through Academic Success), Career Academies, and Check & Connect. The ALAS intervention was implemented in Los Angeles, California, a state with compulsory attendance to 18.

- **Dropout Risk Factors and Exemplary Programs: A Technical Report.**

Hammond, C., Linton, D., Smink, J., Drew, S; 2007; National Dropout Prevention Center; p. 50, 191-2; ED497057.

Source: ERIC.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/91/0b.pdf

This study sought to "identify exemplary, evidence-based programs that address the identified risk factors and conditions" related to school drop out. The study found that "50 programs target individual risk factors [for dropping out]. Twelve programs (24 percent) address family risk factors [for dropping out] and all 12 address both individual and family factors." Page 191-2 includes a matrix with the names of all of the programs that met their criteria and their level of effectiveness, as determined by their research.

- **WWC Intervention Report: High School Redirection.**

Source: U.S. Department of Education, Institute for Education Sciences; September 2008; WWC Intervention Report.

http://ies.ed.gov/ncee/wwc/pdf/WWC_HS_Redirection_041607.pdf

This report details a study in the 'WWC Topic Report' mentioned above. The study looked at the intervention in three states that all have compulsory attendance to 18. In this study of "three randomized controlled trials [which] included more than 1,600 students in Stockton, California, Wichita, Kansas, and Cincinnati, Ohio...*High School Redirection* was found to have... potentially positive effects on progressing in school."

(Reference Desk Responses continued)

- **Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention.**

Smink, J., Reimer, M.S.; 2005; National Dropout Prevention Center/Network; p.1; ED485683.

Source: The National High School Center.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/ac/a5.pdf

“The NDPC/N has identified Fifteen Effective Strategies that have demonstrated the most positive impact on the high school graduation rate. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone programs (i.e., mentoring or family engagement projects), positive outcomes will result when school districts develop a program improvement plan that encompasses most or all of these strategies. These strategies have been successful in all school levels from K-12 and in rural, suburban, or urban centers.”

- **A Rural Alternative School and Its Effectiveness for Preventing Dropouts.**

Johnston, C., Cooch, G., Pollard, C.; 2004; Rural Educator, v25 n3; EJ783814.

Source: ERIC.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/3c/19/cb.pdf

This article discusses “the need to provide an alternative environment in a rural setting for at-risk student”, and goes on to say that, “since its inception, Bear Lodge has served a total of 211 high school students in this rural Wyoming school district. Of these 211 students 83 % (175) successfully graduated high school. Bear Lodge has demonstrated that alternative high schools in small, rural settings provides an option to dropping out of school.”

- **Raising the Compulsory School Attendance Age: The Case for Reform.**

Bridgeland, J. M., Dilulio, J, Streeter, R.; 2007; Civic Enterprises, page numbers, ED503356.

Source: ERIC.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/41/df/Of.pdf

This report was published “to provide to state and local leaders more information about the merits of raising the compulsory school age – including the latest research, compelling arguments, and examples of how other states are making progress – in order to strengthen the arsenal of tools states and communities have to combat the dropout epidemic.”

(Reference Desk Responses continued)

(3) What does research say about possible factors associated with dropout rates that are identified at the elementary school level?

- **A Prospective Longitudinal Study of High School Dropouts Examining Multiple Predictors Across Development.**

Jimerson, S. Egeland, B., Sroufe, L. and Carlson, B.; November-December 2000; Journal of School Psychology; 525 – 549.

Source: Google Scholar.

Available for purchase at:

http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6V6G-423HHYV-3&_user=10&_rdoc=1&_fmt=&_orig=search&_sort=d&_docanchor=&_view=c&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=37d17b33649734d6942badf9a141d7d8

From the abstract, “Prior studies report a variety of demographic, school, individual, and family characteristics that are related to high school drop out. This study utilizes data from a 19-year prospective longitudinal study of “at-risk” children to explore multiple predictors of high school dropouts across development. The proposed model of dropping out emphasizes the importance of the early home environment and the quality of early caregiving influencing subsequent development. The results of this study demonstrate the association of the early home environment, the quality of early caregiving, socioeconomic status, IQ, behavior problems, academic achievement, peer relations, and parent involvement with dropping out of high school at age 19. These results are consistent with the view of dropping out as a dynamic developmental process that begins before children enter elementary school. Psychosocial variables prior to school entry predicted dropping out with power equal to later IQ and school achievement test scores. In our efforts to better understand processes influencing dropping out prior to high school graduation, early developmental features warrant further emphasis.”

- **Identifying Potential Dropouts: Key Lessons for Building an Early Warning Data System. A Dual Agenda of High Standards and High Graduation Rates.**

Jerald, C.D.; June 2006; 53 pages.

Source: National Dropout Prevention Center/Network.

http://www.achieve.org/files/FINAL-dropouts_0.pdf

From page 3, “This white paper was prepared for Staying the Course: High Standards and Improved Graduation Rates, a joint project of Achieve and JFF funded by Carnegie Corp. of New York. Its goal is to provide policymakers with an overview of research about the dropout problem and the best strategies for building an early warning data system that can signal which students and schools are most in need of interventions.

(Reference Desk Responses continued)

- **Closing the Graduation Gap – A Superintendent’s Guide for Planning Multiple Pathways to Graduation.**

MetisNet; October 2008; 44 pages.

Source: National Dropout Prevention Center/Network.

<http://www.ytfg.org/mpgresources/closing-the-graduation-gap-color.pdf>

“More than a program, this framework represents a new way of envisioning the path towards graduation. Instead of assuming a linear process proceeding step by step towards graduation, Multiple Pathways to Graduation operates on the assumption that districts must focus on early indicators, offering increased responsiveness, flexibility and differentiated levels of support to help all students graduate. These districts have found that they can close the graduation gap when they:

- **Reframe the dropout conversation** to focus on graduation by using language that confronts unhelpful labels and instead refers to “students on- or off-track to graduation, in or out of school” and “transfer schools” designed to help off-track students cross the finish line.
- **Analyze the local dynamics of the graduation crisis** to determine which factors are both predictive and comprehensive in determining which students will not graduate. Recognizing that students that become off-track to graduation have a low likelihood of completing high school, districts are seeking to develop leading indicators to monitor student progression.
- **Increase responsiveness by re-designing school and district operations.** By mapping student needs against actionable solutions, districts are increasing graduation rates. First, districts are increasing the number of students that stay on-track to graduation during the transition to high school through prevention and early intervention strategies. Second, they are increasing the likelihood that off-track students graduate through recuperation and recovery efforts.
- **Strategically manage a portfolio of schools** by developing a set of metrics to maximize student outcomes and plan for the right mix of schools to keep students on track, preparing for college, and able to get back on-track if they begin to slip.”

(Reference Desk Responses continued)

(4) What does research say about the relationship between gender and dropout rates?

- **What Challenges Are Boys Facing, and What Opportunities Exist to Address Those Challenges?**

JBS International for the U.S. Department of Health and Human Services; August 2008; Initial findings Brief; 22 pages.

Source: Center on Innovation & Improvement.

<http://aspe.hhs.gov/hsp/08/boys/Findings1/brief.shtml>

“This brief sets aside the debate to present research-based information about the strengths that make boys likely to succeed and the risks, or challenges, that increase the likelihood that they will struggle. It does not make an effort to compare boys to girls; it does not intend to imply that an issue for boys isn’t also relevant for girls. In fact, research shows that many of the same risk and protective factors, as well as interventions, may be relevant for both boys and girls. While overall dropout rates have declined, in 2004, boys still represented over half (56 percent) of school dropouts ages 16 to 24.”

- **Dropout Rates in the United States: 2005 Compendium Report.**

Laird, J., Kienzl, G., DeBell, M., and Chapman, C.; June 2007; U.S. Department of Education NCES 2007-059; 73 pages.

Source: National Center for Education Statistics, Institute of Education Sciences.

<http://nces.ed.gov/pubs2007/2007059.pdf>

From page 1, “This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of rates in 2005, provides data about trends in dropout and completion rates over the last three decades (1972-2005), and examines the characteristics of high school dropouts and high school completers in 2005.”

From page 3, “There was no measurable difference in the 2005 event dropout rates for males and females, a pattern generally found over the last 30 years (tables 1 and 3). Exceptions to this pattern occurred in 4 years—1974, 1976, 1978, and 2000—when males were more likely than females to drop out (table 3).”

(Reference Desk Responses continued)

- **Number and Rates of Public High School Dropouts: School Year 2004 - 05.**

National Center for Education Statistics; Common Core of Data; December 2007; NCES 2008 305.

Source: National Center for Education Statistics, U.S. Department of Education Institute of Education Sciences.

http://nces.ed.gov/pubs2008/hsdropouts/tables/table_4.asp

This resource contains tables providing a state-by-state listing of dropout rates broken down by gender. This was the last year that the data were disaggregated by state and gender available freely to the public. “The Common Core of Data (CCD) is an annual universe collection of public elementary and secondary education data that is administered by the National Center for Education Statistics (NCES) and its data collection agent, the U.S. Census Bureau. Data for the CCD surveys are provided by state education agencies (SEAs). This report presents findings on the numbers and rates of public school students who dropped out of school in school years 2002–03, 2003–04, and 2004–05, using data from the *CCD State-Level Public-Use Data File on Public School Dropouts* for these years. The report also used the *Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2004–05*, and the *NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Restricted-Use Data File: School Year 2004–05*.

The CCD provides an event dropout number and rate. An event dropout number represents the number of students dropping out in a single year, while the event dropout rate represents the percentage that drop out in a single year.”

- **High School Dropout: A Quick Stats Fact Sheet.**

Monrad, M.; September 2007; The National High School Center; 5 pages.

Source: The National High School Center.

http://www.betterhighschools.org/docs/NHSC_DropoutFactSheet.pdf

This contains quick facts regarding high school dropout statistics compiled from a variety of resources. From page 1, “Male students are consistently eight percent less likely to graduate than female students, and the gap is as large as 14 percent between male and female African-American students.”

(Reference Desk Responses continued)

- **The Hidden Crisis in the High School Dropout Problems of Young Adults in the U.S.: Recent Trends in Overall School Dropout Rates and Gender Differences in Dropout Behavior.**

Sum, A., Harrington, P., Bartishvich, C., Fogg, N., Khatiwada, I., Motroni, J., Palma, S., Pond, N., Tobar, P., and Trub'skyy, M.; February 2003; A Report prepared for The Business Roundtable – Washington, D.C.; 54 pages.

Source: Google Scholar.

<http://netherlands.emc.com/collateral/corporation/hsdropouts-crisis.pdf>

This report reviews and presents evidence that suggests that “the more widely-cited official government measures of school dropout rates in the U.S., especially the status dropout rates of the U.S. Department of Education based on the Current Population Survey (CPS) household survey, substantially underestimate the number of youth who leave our nation’s high schools without obtaining a regular high school diploma. Other data sources, including the U.S. Department of Education’s data on school dropouts from the Common Core of Data and on actual diplomas awarded to graduates, are preferable guides to actual dropout problems in the U.S.” From page 4, “High school dropout problems tend to be more severe among men than among women in both the nation and in every state and large public school district. These dropout problems also vary widely across states and large public school districts and are greater among Blacks and Hispanics than among Whites. Many of the nation’s large central cities are confronted with particularly acute high school dropout problems. The high influx of young adult immigrants with limited formal schooling from their own countries has exacerbated the dropout problems of the nation.”