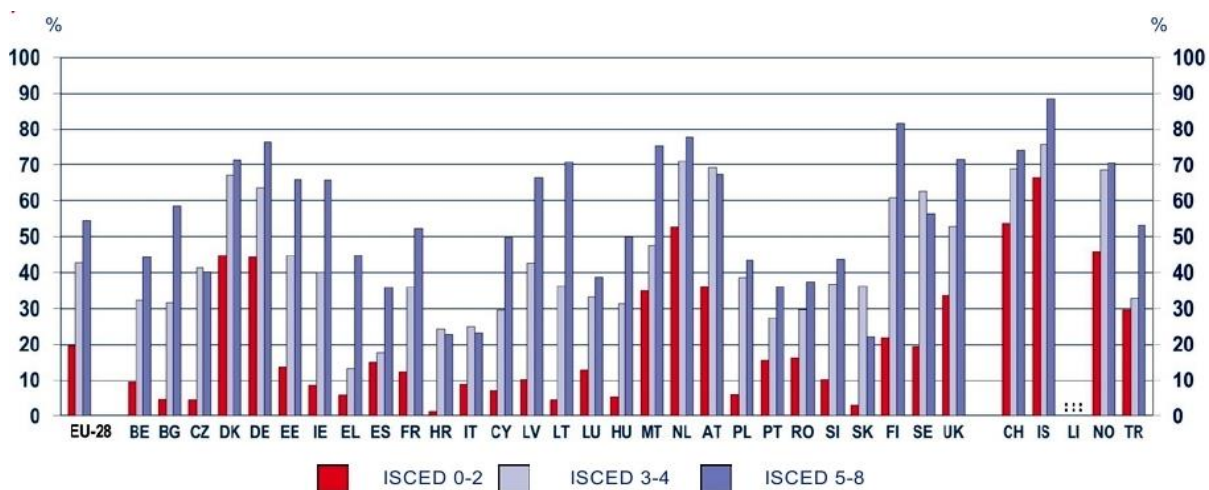# Early leaving from education and training (ELET) as a social problem

The connection between educational attainment and employability has already been proved by many international analyses.

1. Figure Employment rates of 15-24 year olds by levels of education, 2013, %

Source: Eurydice-CEDEFOP 2014 49. (Eurostat EU-LFS)

The EU28 ministries have accepted to achieve the goal of an early school leaving level below 10% by the year 2020. The European Union's early school leaving (ESL) definition is 18-24 year olds with a maximum of ISCED 3c short level of education, currently not taking part in any education or training – as a particularly vulnerable group on the labour market. The lower the level of high school dropout, the fewer people becomes early school leaver.

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Reducing early school leaving: Key messages and policy support Final Report of the Thematic Working Group on Early School Leaving November 2013 http://ec.europa.eu/education/policy/strategic-framework/doc/esl-group-report_en.pdf

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tag: situation analysis

Consequences and aims in the light of numbers

European Commission expects the member states to prepare a national strategy to tackle early leaving from education and training and implement system level actions to achieve EU goals. The current average rate of ELET is 11,1% by the 2014.

The reasons behind leaving education early can vary from personal (low skills or any disability, etc.) to social related issues (poverty or cultural difference, etc.), however school and teachers are proven to have a great effect on it. Whatever are the reasons behind the consequences of early school leaving are just as burden for the individual as for the society. Unemployment is associated with worse health condition, for instance even a higher rate of depression. Besides, a later entering on the labour market, achieving lower positions and paying less tax while causing extra costs for the society with possible needs for housing and life benefits are also disadvantageous for the individual and the state. There are certain estimations on the money related benefits of studying more. "One European estimate puts the additional lifetime income for a student staying at school for an extra year at more than €70.000". According to the Eurostat Labour Force Survey (LFS) data, in the concerned population with such a low level of education the unemployment rate was almost twice as much (41%) as for the whole youth population (23.5%) in 2013.

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Attachment

Sample – Early Warning System, documentation for classroom teachers

Student Name	2007-2008: Days Absent	2008-2009: Days Absent	Negative Behavior Comments	Math Grade 3/1/2008	Math Grade 6/1/2008	Literacy Grade 3/1/2008	Literacy Grade 6/1/2008	Reading Level 6/1/08	PSSA 2008 Math	PSSA 2008 Reading
Student A	53	0	10	D	D	F	F	5	Proficient	Basic
Student B	36	2	7	B	D	D	D	6	Basic	Basic
Student C	14	0	1	C	B	C	C	6.5	Basic	Proficient
Student D	5	1	6	C	B	D	C	7	Basic	Basic
Student E	18	0	7	C	C	D	F	5.5	Below Basic	Below Basic
Student F	29	2	1	D	C	D	D	6	Below Basic	Below Basic
Student G	6	0	8	D	D	F	D	5.5	Below Basic	Below Basic
Student H	46	2	3	B	B	D	F	5.5	Basic	Below Basic
Student I	41	0	4	D	C	D	D	3.5	Below Basic	Below Basic
Student J	17	0	1	B	B	C	D	2	Below Basic	Below Basic
Student K	61	4	7	C	F	D	C	7	Below Basic	Basic
Student L	24	0	10	F	F	C	D	6.5	Below Basic	Basic
Student M	18	0	2	B	D	D	C	3.5	Below Basic	Below Basic
Student N	3	0	6	B	B	B	C	7	Basic	Basic
Student O	2	1	5	C	D	D	D	5.5	Basic	Basic
Student P	15	1	4	D	D	F	D	5.5	Basic	Below Basic
Student Q	15	1	10	C	D	D	D	6.5	Below Basic	Below Basic
Student R	6	0	1	D	D	D	D	3	Below Basic	Below Basic
Student S	16	1	4	D	D	D	D	5	Below Basic	Below Basic
Student T	15	0	7	C	F	D	D	6	Below Basic	Basic
Student U	18	0	6	C	D	D	D	6.5	Below Basic	Below Basic
Student V	23	0	7	C	F	C	F	6	Below Basic	Below Basic
Student X	16	0	6	C	F	D	D	6.5	Basic	Basic
Student Y	18	1	3	B	C	D	D	6.5	Basic	Basic
Student Z	4	0	7	C	C	D	D	6.5	Proficient	Below Basic
Student AA	42	2	1	D	C	D	D	5.5	Below Basic	Below Basic
Student AB	13	0	2	D	D	D	C	4	Below Basic	Below Basic
Student AC	8	0	2	D	D	D	D	2	Below Basic	Below Basic
Student AD	22	1	8	C	F	D	D	6	Below Basic	Below Basic
Student AE	50	1	0	D	D	C	C	4.5	Below Basic	Below Basic
Student AF	18	0	6	C	C	F	D	5	Below Basic	Below Basic
Student AG	1	0	3	NG	D	NG	D	6	Below Basic	Basic

Source: Iver, M. A., Mac Iver, D. J. 2009 23.

TOOL 15 – student follow-up data sheet

Key Data for an "Early Warning System" with

On- and Off-Track Indicators That Become

the Basis for Tiered Interventions

Purpose: This tool provides various ways to analyze school data related to students who are in danger of falling off-track, students who are slumping and entering a danger zone, and students who are firmly on-track. By knowing the number of all students in each category it is possible to see which groups of students need help, and to make some estimates about the kind of help that can be targeted to their unique circumstances. While our example uses first-time ninth graders, this analysis can also be done beneficially for students in all other grades – 6, 7, 8 and 10 especially. It is also useful to disaggregate the information, especially by gender.

Foundation: Matching interventions with need is the most important part of an Early Warning System. The essential first step is to systematically understand how many students are in each category in each school. The second step is to look at the absolute numbers and determine what is feasible given the capacity in the school and community.

Inventory One: In Danger of Falling Off-Track In the Past Semester					
	Missed 5-9 days of school	Had 2 or more in-school suspensions	Had C or D average	Received one F in a core academic subject	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					

Inventory Two: Fallen Off-Track In the Past Semester					
	Missed 10 or more days of school	Had 3 or more in-school suspensions	Had 1 or more out-of-school suspensions	Received two or more Fs in a core academic subject	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					
Inventory Three: Academic Slumping Coupled with Attendance Slumping **D average, with multiple days missed in a specific time period**				**Number of students with a C or**	
	C/D average	0-4 days missed	5-9 days missed	10-19 days missed	20+
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					
Inventory Four: On-Track for Success **Number of students with an A or B average, 95% or higher attendance, and no suspensions**					
	A or B average	95% attendance	No in- or out-school suspensions		
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					

All of our examples are for a 9th grade early warning system. Use a similar approach to analyze grades 6, 7, 8 and 10.

The charts below are ways to collect the needed data

ATTENDANCE. Number of students with this number of missed days in a specific time period	0-4 days	5-9 days	10-19 days	20+ days	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					
BEHAVIOR - IN-SCHOOL SUSPENSIONS. Number of students with this number of in-school suspensions in a specific time period	0-1	2-3	4-5	6+	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					
BEHAVIOR - OUT-OF-SCHOOL SUSPENSIONS. Number of students with this number of out-of-school suspensions in a specific time period	0-1	1	2	3	
All students					
First-time 9th graders					
Students who are repeating a grade					

Students who are two or more years overage for grade					
ACADEMIC FAILURE. Number of students with this number of Fs in a specific time period	1	2	3	4	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					
ACADEMIC FAILURE. Number of students with an F in English, mathematics or both in a specific time period	1	2	3	4	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					

Source: Guidance, resources and tools to help your community and your schools raise graduation rates and better prepare young people for success. Robert Balfanz and Joanna Hornig Fox from the Everyone Graduates Center at the Johns Hopkins University School of Education and by John M. Bridgeland and Mary Bruce of Civic Enterprises.