

TOOL 1: IDENTIFICATION OF STUDENTS AT-RISK OF DROPPING-OUT

Summary:			
Tool for	Schools	Objective	Identifying students currently enrolled in school but who are at risk of dropping-out
Process	<p>Schools identify children at risk of dropping-out based on indicators. Indicators can be adapted to reflect the particular situation of a school.</p> <p>Schools develop a system whereby children at risk of dropping-out are identified and provided support to stay in school until completion of Grade 9.</p>		

Checklist	✓
School agrees on the list of indicators	
School distributes the identification sheet to all homeroom teachers	
Homeroom teachers fill in the sheet every semester and submit it to school management/PRTANs.	
Homeroom teachers alert school management/PRTANs when there is a sudden change in the situation of a child.	
School management monitors closely absenteeism data and communicates it to homeroom teachers to inform their monitoring	
School PRTANs discuss individual cases of children and identifies possible interventions and monitoring those.	
For the most complex cases, PRTANs should alert the MED and the Centre for Social Work.	
The case of each child is followed-up by one reference person/case manager.	
The whole school, and community-based actors and organisations are implementing drop-out prevention and response interventions for these children	

NOTE 1: Not all “at-risk” students will drop-out! Students are resilient and they have strengths which can counter-balance their level of risk, such as regular attendance, strong motivation, skills in literacy and numeracy, strengths in some non-core subjects, including arts and physical education, or strong peer support.

NOTE 2: Absenteeism is the first predictor of drop-out. Schools must have strong absenteeism management systems in place to ensure immediate action is taken when a child is absent or repeatedly absent.

	Proposed indicators	Description
1	Attendance	Student has missed more than 18 classes in the month for no valid reason
2	Academic performance	Student cannot read, write or count appropriately for his/her age OR Student has very low grades in core subjects
3	Behaviour	Student repeatedly misbehaves or is repeatedly very aggressive at school
4	Age	Student is older than his/her classmates by two years or more
5	Health	Student has a disability or special educational needs OR a chronic disease OR other serious physical/ psychological health issues (including past trauma)
6	Family circumstances	Student is facing complex family circumstances such as: Student is an orphan or does not live with parents; Student's parents have a disability or a mental illness; Student's family faces extreme poverty or any other extreme circumstance; Student is married or is a parent; Student is working
7	Family engagement	Student's family does not value education; refuses to engage with the school or engages very little with the school
8	Peer pressure	Student's siblings/cousins/parents have dropped-out from school or have attended very irregularly OR Student's main peer networks include children or youth out of school (older youth, dropped out students) or people with recognised anti-social behaviour
9	Safety	Student is victim or at risk of: Domestic violence Other forms of abuse or neglect or exploitation

Scoring	Code	Action
Child with 0 or 1 risk factor		NA
Child with 2 risk factors		Monitoring, particularly on absenteeism School-family-child meetings are organised Child is supported in literacy and numeracy if relevant
Child with 3 or more risk factors		Close monitoring An adult is nominated to closely follow the case of the child PRTAN team identifies support for child, monitors implementation and progress Child referred to MED and Centre for Social Work when relevant

This tool is also available in electronic copy as Excel sheet at the attached CD.