Protective factors of student retention and success versus risk factors of dropping out

System	Protective factors	Risk factors
Child/ Student	• Perception of one's abilities, self-worth, and ability to succeed • Relations with peers • Reading and writing skills • Healthy living behaviours • Coping strategies and problem solving skills • Healthy relationships with adults	• Lack of social skills development (respect for rules, opposition to authority, relations with others) • Peers are at-risk of dropping out or have dropped out, or have poor educational aspirations • Lack of self-confidence in ability to succeed in school • Low literacy skills create difficulties in other areas of study and is an indicator of risk for dropping out • Mental health problems, stress, anxiety, and depression
Family	• Standard of living • Parent involvement in school • Value placed on education by the family	• Lack of emotional support from parents • Low levels of parental participation in children's schooling • Parents' negative perceptions of their children's ability to succeed • Parents' lack of educational aspirations for their children • Parents' negative attitudes toward school
Class/ classroom	• Teachers' perception and attitudes • Quality of teaching • Collaborative pedagogy • Quality of student-teacher relationships	• Academic difficulties • Lack of interest and motivation in class activities • Class repetition • Conflict between students and teachers • Lack of meaningful student-teacher relationships
School	• Leadership and guidance • Service offerings for at-risk students • Non-academic service offerings • Professional development	• Lack of adapted learning experiences for students of various backgrounds and with differential needs • Lack of communication between school, family, and community • Lack of additional support for academic and non-academic (such as vocational) pathways • Lack of support for teacher professional development that responds to classroom realities • Low prioritization placed on student retention and monitoring student success
Community	• Area of residence and neighbourhood • Community engagement in school and presence of educational success initiatives • Extra-curricular services for parents and youth	• Children are influenced by their immediate environment; disadvantaged communities present socio-economic challenges, unemployment, and low educational attainment • Lack of accessibility to social services, family services, and extra-curricular services due to geographic distance, space availability, and allocation of resources across a given region