

## ACT Research and Policy

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## Information Brief

# ENGAGE High School Graduation Index, Race/Ethnicity, and High School Persistence

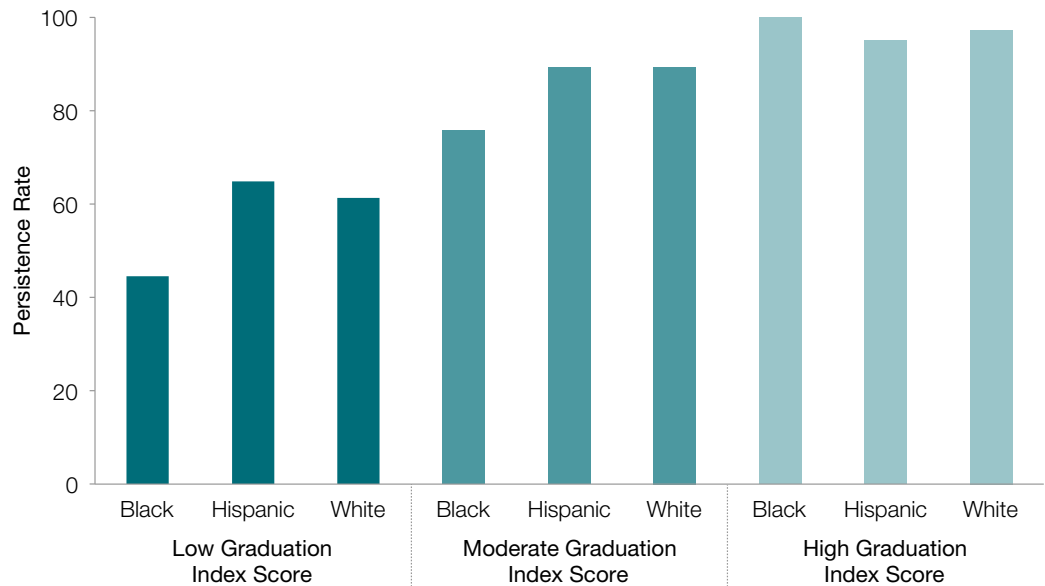
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For students of all racial/ethnic backgrounds, those with a high Graduation Index had a much higher chance of persisting in high school compared to students with a low Graduation Index.

### What is the relationship between the ENGAGE High School Graduation Index, high school persistence, and race/ethnicity?

ENGAGE™ measures three broad academic behaviors—motivation, social engagement, and self-regulation—that have been linked to academic success. One feature of ENGAGE Grades 6–9 is the Graduation Index which predicts on-time high school graduation. The chart below shows the relationship between the ENGAGE Graduation Index and high school persistence for three racial/ethnic student groups. For all racial/ethnic groups, students with higher scores on the Graduation Index were more likely to persist in high school.

### ENGAGE Graduation Index and High School Persistence



Note: The data are from 3,077 students who participated in an ENGAGE Grades 6–9 pilot study. The sample is comprised of 11% black, 16% Hispanic, and 73% white students and may not be representative of the population.

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