

Mapping disengagement

Exploring young people's engagement with school



This paper builds on previous research to set out a model which can be used to measure disengagement nationally. It uses risk factors of disengagement, some imperfect direct measurements, and outcomes which are known to be influenced by disengagement to locate where high levels of disengagement can be found.

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Contents

Executive summary	v
.....
1. Introduction	1
.....
2. Understanding disengagement	3
.....
3. Measuring disengagement	6
.....
4. Our model of disengagement	7
.....
5. Results	10
.....
6. Conclusion	13
.....
References	15
.....
Appendix 1: Data sources	17
.....

About The Careers & Enterprise Company

The Careers & Enterprise Company is an employer-led organisation that has been set up to inspire and prepare young people for the fast-changing world of work. Our role is to act as a catalyst in the fragmented landscape of careers and enterprise, supporting programmes that work, filling gaps in provision and ensuring coverage across the country. We follow four principles to do this:



For further information on The Careers & Enterprise Company:

www.careersandenterprise.co.uk



About this paper

This paper sets out our thinking on disengagement. It begins by defining disengagement and teasing out the key risks, behaviours, and outcomes that are associated with it. These are then used to develop a basket of indicators which allow us to think about disengagement strategically and to understand the relative degree of risk that exists across different Local Enterprise Partnership areas.

The key contribution of this paper is the presentation of a map of disengagement which assesses the relative likelihood of young people being disengaged across each of the Local Enterprise Partnerships.

Executive summary

Disengagement describes attitudes and practices which prevent young people from learning or gaining other benefits from school. It is best viewed as a collection of behaviours which may include everything from not paying attention in class, failing to produce homework and not participating in extra-curricular activities to more extreme forms of disengagement such as not turning up at school or engaging in disruptive forms of behaviour.

Disengagement is one end of a continuum with engagement at the other end. Evidence suggests that a young person's level of disengagement is not fixed nor hardwired into their personality. Rather it is malleable and can be responsive to interventions such as mentoring.

Disengagement from school has a wide range of negative consequences including absenteeism, poor attainment, and poor progression in learning and work. Disengagement is not experienced equally by all groups. Factors that influence the likelihood of disengagement include ethnicity, gender, and family circumstances.

As disengagement is made up of a range of different behaviours, attitudes and cognitive processes it cannot be measured simply by using a single metric. Consequently, researchers have adopted a range of strategies to monitor and measure levels of disengagement.

This paper builds on previous research to set out a model which can be used to measure disengagement nationally. It uses risk factors of disengagement, some imperfect direct measurements, and outcomes which are known to be influenced by disengagement to locate where high levels of disengagement can be found. The data used in the model include:

Risk factors

- **Index of Multiple Deprivation** (a basket of indicators of deprivation) was chosen as a measure for socio-economic disadvantage. The measure used the proportion of neighbourhoods in a Local Enterprise Partnership area in the bottom 10% of the index nationally. (Source: Department for Communities and Local Government)
- **Standard Occupational Codes 1-3** (a measure of the number of professionals in an area) was chosen as a proxy for parental occupation and young people's chance of accessing individuals with high status social capital who would be capable of providing informal mentoring. (Source: NOMIS)

Direct Measures

- **Unauthorised Absence** (Percentage of sessions that are lost due to unauthorised absence) was chosen as a measure of school refusal and disengagement. (Source: Department for Education)
- **Exclusions** (the number of children who are forcibly excluded from school) was chosen as a measure of disengagement. (Source: Department for Education)

Outcomes

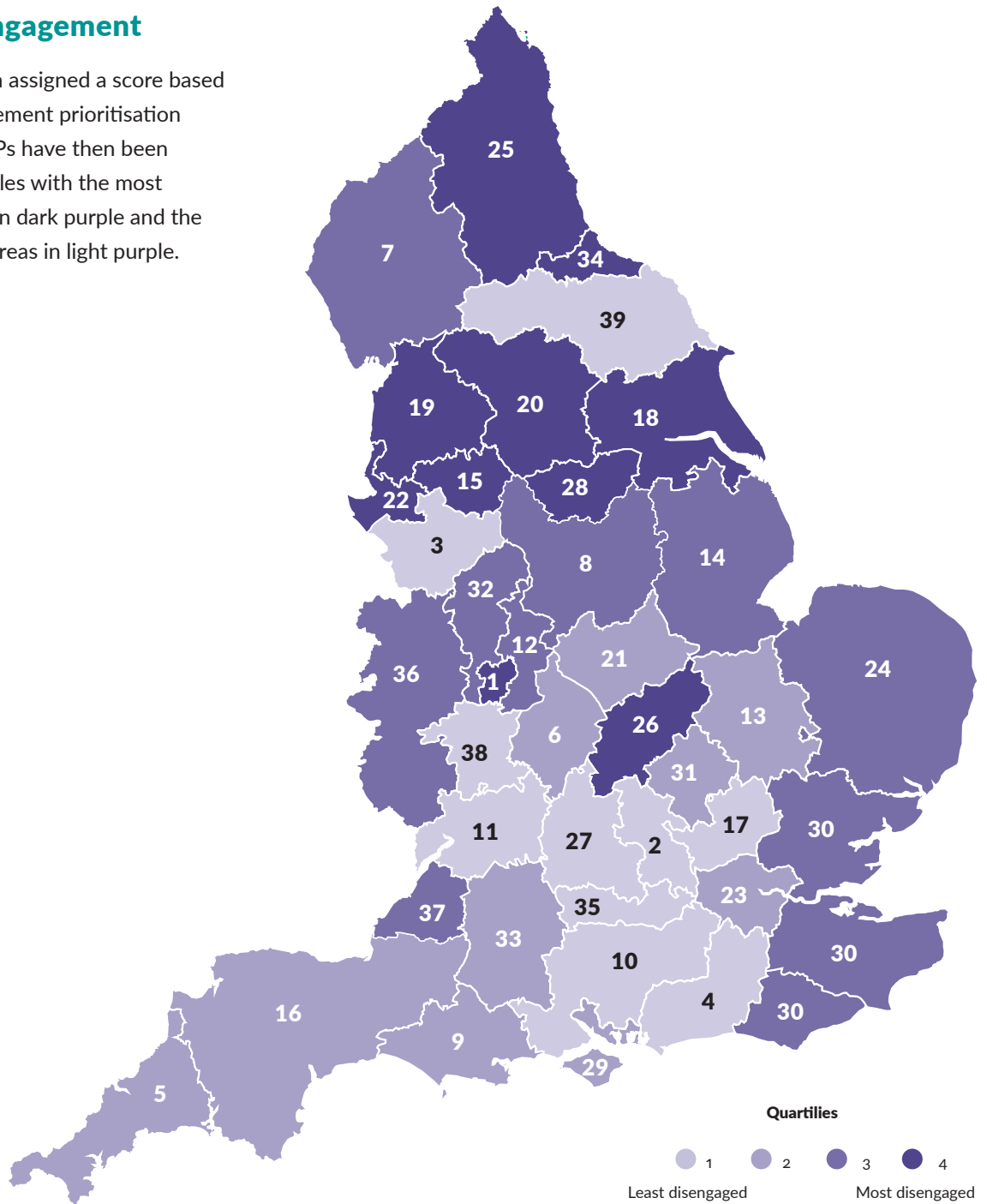
- **Expected Progress Measures in Maths and English** (a measurement of actual against expected progress in GCSE English and Maths) were chosen as a measure for poor attainment. This is more useful as a measure of disengagement than absolute attainment as it shows us where young people are not meeting their potential. (Source: Department for Education)

- **NEET 16–18 outcomes** (the number of 16 to 18 year olds who are not in education, employment or training) was chosen as a measure of negative employment and training outcomes. (Source: Department for Education)

The model builds a picture of the relative levels of disengagement across the country. The analysis was carried out at the level of the Local Enterprise Partnership as these units are key delivery partners of the Company. The analysis is also available at Local Authority level. The analysis shows a marked difference between Local Enterprise Partnerships and highlights in particular a north/south divide, with the most disengaged regions appearing in the north.

Map of disengagement

Each LEP has been assigned a score based on the 6 disengagement prioritisation indicators. The LEPs have then been divided into quartiles with the most disengaged areas in dark purple and the least disengaged areas in light purple.



This map is for illustrative purposes only; actual LEP boundaries may differ due to overlaps.

LEPs

- | | | | |
|--|--|----------------------------------|--------------------------------------|
| 1. Black Country | 11. Gloucestershire | 21. Leicester and Leicestershire | 31. South East Midlands |
| 2. Buckinghamshire Thames Valley | 12. Greater Birmingham and Solihull | 22. Liverpool City Region | 32. Stoke-on-Trent and Staffordshire |
| 3. Cheshire and Warrington | 13. Greater Cambridge & Greater Peterborough | 23. London | 33. Swindon and Wiltshire |
| 4. Coast to Capital | 14. Greater Lincolnshire | 24. New Anglia | 34. Tees Valley |
| 5. Cornwall and the Isles of Scilly | 15. Greater Manchester | 25. North Eastern | 35. Thames Valley Berkshire |
| 6. Coventry and Warwickshire | 16. Heart of the South West | 26. Northamptonshire | 36. The Marches |
| 7. Cumbria | 17. Hertfordshire | 27. Oxfordshire | 37. West of England |
| 8. Derby, Derbyshire, Nottingham and Nottinghamshire | 18. Humber | 28. Sheffield City Region | 38. Worcestershire |
| 9. Dorset | 19. Lancashire | 29. Solent | 39. York and North Yorkshire |
| 10. Enterprise M3 | 20. Leeds City Region | | |

1. Introduction

In January 2016, the Government announced the launch of a national employer mentoring campaign. This campaign will connect a new generation of mentors to pre-GSCE teens at risk of disengaging and performing below their potential.¹ The Careers & Enterprise Company (the Company) will be coordinating this new programme.

In parallel to this report, the Company has published a literature review which has examined what works in employer mentoring.² This paper found that there is a substantial evidence base which supports the role of employer mentoring in schools. The evidence suggests that mentoring can have a significant and observable impact on behaviour (including school engagement), attainment and progression to further learning and work.

Mentoring provides a well evidenced approach to tackling young people's disengagement with school. In this paper we seek to define disengagement, to explore its distribution across the country and to develop a framework for meaningful and impactful action.

A previous analysis by the Company drew together a series of datasets to examine where there was need for greater careers and enterprise activity.³ This analysis provided useful evidence which underpinned the Company's strategy in relation to the targeting of investments and activity. By publishing this paper the Company made this analysis available to the wider network of investors and providers in the careers field. The current paper provides a similar

What is disengagement?

Disengagement describes attitudes and practices which prevent young people from learning or gaining other benefits from school.

piece of analysis on the issue of disengagement. It will support the development of strategy for the Company's campaign and will be made freely available for other organisations to use in their strategy formation.

Why focus on disengagement?

The key aim of the employer mentoring campaign will be to address young people's disengagement from school. Evidence suggests that a young person's level of disengagement is not fixed or hardwired into their personality. Rather it is malleable and can be responsive to interventions such as mentoring.⁴

Disengagement is best viewed as a collection of behaviours which may include everything from not paying attention in

1. Prime Minister's Office, Cameron, D. and the Department for Education. (2016). Prime minister to announce new generation of mentors to help struggling teens. Available from <https://www.gov.uk/government/news/prime-minister-to-announce-new-generation-of-mentors-to-help-struggling-teens> [Accessed 7th March 2016].

2. Hooley, T. (2016). *Effective Employer Mentoring: Lessons from the Evidence*. London: Careers & Enterprise Company.

3. The Careers & Enterprise Company. (2015). *Prioritisation Indicators*. London: The Careers & Enterprise Company.

4. Fredricks, J. A., Filsecker, M. and Lawson, M. A. (2016). Student engagement, context, and adjustment: Addressing definitional, measurement, and methodological issues. *Learning and Instruction*, 43, 1-4.

class, failing to produce homework and not participating in extra-curricular activities to more extreme forms of disengagement such as not turning up at school or engaging in disruptive forms of behaviour.⁵

Disengagement from school has been observed as having a number of negative effects. These include:

- absenteeism;⁵
- poor attainment;⁶
- dropping out of school or being excluded;^{7,8}
- poor progression in learning and work;⁹
- criminality and anti-social behaviour;^{7,8} and
- drug abuse.^{7,8}

The answer to the question 'why focus on disengagement?' is straightforward. Disengagement is worth focusing on because it has serious negative impacts and because it is possible to do something about it and to reengage young people with their education.

5. Hancock, K.J. and Zubrick, S.R. (2015). *Children and Young People At Risk of Disengagement From School*. Subiaco, WA: Commissioner for Children and Young People, Western Australia.

6. Magnuson, K., Duncan, G. J., Lee, K. T., and Metzger, M. W. (2016). Early school adjustment and educational attainment. *American Educational Research Journal*, Online first.

7. Henry, K. L., Knight, K. E., and Thornberry, T. P. (2012). School disengagement as a predictor of dropout, delinquency, and problem substance use during adolescence and early adulthood. *Journal of Youth and Adolescence*, 41(2), 156–166.

8. Wang, M. T. and Fredricks, J. A. (2014). *The reciprocal links between school engagement, youth problem behaviors, and school dropout during adolescence*. *Child development*, 85(2), 722–737

9. Rosenbaum, J. E. (2001). *Beyond College for All: Career Paths for the Forgotten Half*. New York: Russell Sage Foundation.

2. Understanding disengagement

We have already defined disengagement as ‘attitudes and practices which prevent young people from learning or gaining other benefits from school’ and outlined some of the typical behaviours that constitute it e.g. not paying attention, failing to attend school and poor behaviour.

Engagement and disengagement are multi-dimensional or meta-constructs as they do not just describe one thing such as attendance at school but rather describe a range of things which work together.

The multi-dimensional nature of disengagement means that it is possible for people to disagree about exactly what the term means.³ We believe that it is useful to take a broad view of disengagement such as that set out by Fredericks and colleagues in Table 1. We are also persuaded by their point that despite the academic debates

that exist around the concept of engagement teachers and those working with young people will usually be able to identify the individuals who they feel are disengaged. In addition, in our interactions with mentoring providers we have also found that they understand disengagement and actively target it in their programmes.

It is important in developing a definition that we distinguish between those who are actually disengaged and those who are participating quietly (what Lave and Wenger call ‘legitimate peripheral participation’¹⁰) or those who are engaged but who may be struggling. Disengagement is not just poor- or under-achievement, although it commonly co-exists with both.

It can also be useful to understand the differences that exist within the category of ‘the disengaged’ and to recognise that it is a spectrum. Various researchers have attempted to create categories of school disengagement that segment the population of young people by the degree of their disengagement.^{5 11 12} Table 2 provides an example of this kind of segmentation which highlights that engagement and disengagement exist on a continuum.¹² This example also suggests how many Year 9 students in England were situated at each point along the spectrum when the research was published (2009).

Table 1: Fredericks and colleagues’ conceptualisation of engagement

Behavioural	Participation, effort, attention, persistence, positive conduct, and the absence of disruptive behaviour.
Emotional/affective	Individuals’ positive (and negative) reactions to teachers, classmates, academics, or school; individuals’ sense of belonging; and identification with school or subject domains.
Cognitive	Self-regulated learning, using deep learning strategies, and exerting the necessary effort for comprehension of complex ideas.

10. Lave, J. and Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

11. Steedman, H. and Stoney, S. (2004). *Disengagement 14–16: Context and Evidence*. London: Centre for Economic Performance, London School of Economics.

12. Ross, A. (2009). *Disengagement from Education among 14–16 Year Olds*. London: Department for Children, Schools and Families

Such typologies demonstrate that there is no absolute definition of disengagement but that each researcher tailors a definition in part informed by theory, in part by current policy, and in part by the data available.

Table 2: Ross/DCFS continuum of disengagement

Category	Description	% of Year 9
Engaged	Highly engaged with school and aspired to continue with full-time education to degree level.	40%
Disengaged from school not education	Disliked school and were more likely to skip classes, but otherwise aspired to continue with fulltime education to degree level.	23%
Engaged with school not higher education	Generally positive about school and aspired to continue with education or training in Year 12, but not higher education	25%
Disengaged	Had much lower aspirations, disliked school and were far more likely to play truant	12%

Who is disengaged?

Disengagement is not experienced equally by all groups. Factors that influence the likelihood of disengagement include ethnicity, gender, and family circumstances. The literature highlights that disengagement is affected by:^{5 12}

- gender (boys are more likely to disengage than girls);
- ethnicity (white students are more likely to disengage than some other ethnic groups in Britain);
- socio-economic status (poorer students are more likely to disengage with low occupational status and unemployment of parents adding additional risk);
- level of family education (students from families with lower levels of education are more likely to disengage); and
- disability, poor health and poor mental health.

The literature also highlights a range of more individual features such as students' attitudes, their level of school readiness, a lack of friends and failing to achieve a good connection with a teacher as also adding to young people's risk of being disengaged.⁵

13. Mehta, S. B., Cornell, D., Fan, X. and Gregory, A. (2013). Bullying climate and school engagement in ninth-grade students. *Journal of School Health*, 83(1), 45–52.

14. Sun, L. (2016). *A Study of Risk Factors of School Disengagement: Evidence from the InterRAI Child and Youth Mental Health Instrument (ChYMH)*. Doctoral Thesis, University of Western Ontario.

Can you change levels of disengagement?

Students' propensity to engage, disengage and re-engage with school is malleable and can change throughout their lives and in response to a variety of experiences and interventions.⁵ For example there is evidence that school disengagement is higher in schools where more bullying is taking place and that young people who are bullied are more likely to disengage.^{13,14} Equally, there is a strong tradition of practice which seeks to prevent, address and ameliorate the effects of school disengagement.⁵ Research by The Company has highlighted the contribution that employer mentoring can make to supporting engagement.² Hancock and Zubrick map the full range of engagement interventions, summarising them as follows:

- promoting early years engagement;
- programmes for disengaged students;
- mentoring;
- developing alternative skills and flexible learning programmes; and
- re-engaging early school leavers and alternative pathways.

The evidence base on each of these approaches varies, but all are supported by some evidence. The evidence is therefore clear that disengagement is something that it is possible for schools to affect through a variety of targeted strategies.

Although disengagement is malleable it is more difficult to move young people from disengagement to engagement.¹²

Once young people become disengaged they tend to stay that way unless something proactive is done to address this disengagement. Ross argues that the pattern of disengagement is usually fixed by the time young people reach Year 9 and that where it does change it is generally in the direction of disengagement with far fewer disengaged children re-engaging.¹² Where young people did disengage during this period, it was most likely to occur between Year 9 and Year 10 (the transition from KS3 to KS4). Because of this it is likely to be important to target interventions early.

3. Measuring disengagement

As disengagement is made up of a range of different behaviours, attitudes and cognitive processes it cannot be measured using a single metric. Consequently, researchers have adopted different strategies to monitor and measure levels of engagement.



The most common method of assessing engagement is using self-reports.⁴ In such cases researchers may ask participants simple questions such as 'how engaged do you feel in your education?' However, such simple forms of self-assessment can lack reliability and validity. Consequently, other researchers build more complex instruments which measure all of the constituent components of engagement through multiple questions.¹⁵

An alternative approach to measurement is to use administrative data such as the National Pupil Database to provide insights into engagement. Often this data will not measure engagement directly so it is necessary to use indicators that can act as a proxy for engagement. It is possible to either use a single indicator i.e. poor attainment or absenteeism, or to build a basket of indicators to capture different aspects of the multi-dimensional construct of engagement.

What is a proxy?

A proxy is a measure that is not in itself directly or wholly relevant to the question that is being asked, but that serves in place of something that you cannot, or do not currently, observe or measure.

In order for a proxy to be useful it needs to have a strong association with the thing that you are actually trying to measure.

It is possible to mix these two approaches as in a study by Willms that used PISA data to explore disengagement along two dimensions: sense of belonging and school attendance.¹⁶ Sense of belonging was based on students' responses to six items describing their personal feelings about being accepted by their peers and whether or not they felt 'lonely', 'like an outsider' or 'out of place'. School attendance was measured by the frequency of absence, class-skipping and late arrival at school.

15. Hazel, C. E., Vazirabadi, G. E., Albanes, J., and Gallagher, J. (2014). Evidence of convergent and discriminant validity of the Student School Engagement Measure. *Psychological Assessment*, 26(3), 806–814.

16. Willms, J. D. (2003). *Student Engagement at School: A Sense of Belonging and Participation – Results from PISA*. Paris: OECD.

4. Our model of disengagement

This project seeks to understand disengagement at a national and strategic level. Consequently we have drawn together data sources which are nationally available for all schools. The aim of the research is to map disengagement across the country to provide an evidence base which can support targeting and strategic interventions.

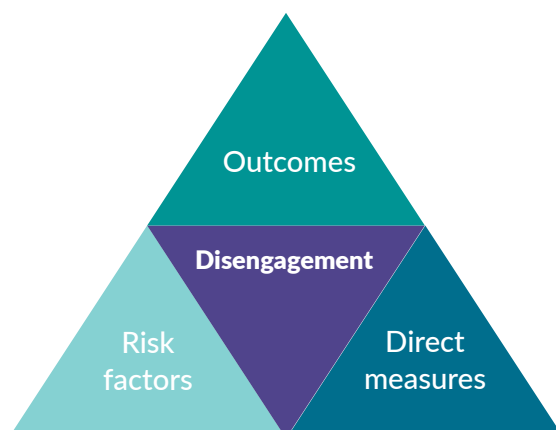
Figure 1 below sets out a model for measuring disengagement using a range of proxies that are available from administrative data. It uses:

- **risk factors** which show where young people are located who have the characteristics which mean that they have a higher chance of becoming disengaged;
- **direct measures of engagement** which gives us some (albeit impartial and imperfect) direct measurement of where young people are engaged or disengaged in their education; and
- **outcomes** which show where young people are located who experience the negative outcomes which are associated with disengagement (or the positive outcomes associated with engagement).

This approach seeks to identify disengagement through a process of triangulation. Taken alone risks, outcomes, or the kind of limited direct measurements of disengagement that are available to us do not provide us with a clear measure of disengagement. However, when taken together these allow us to identify where disengagement is more prevalent.

In an ideal world we would have access to data on students' perceptions about their schools and data from teachers which rated students' levels of engagement as well as other sources of data around things like compliance with homework deadlines and punctuality. It is possible to design research studies which could gather such data in a small number of schools, but this kind of information does not exist for all schools. Consequently, we need creative approaches which can use and interpret data which are gathered about all schools to form a national picture about where young people are more disengaged.

Figure 1: A model for measuring engagement



Identifying the basket of indicators

The approach outlined above describes the way that we have sought to map disengagement. We reviewed a wide range of data and sought to identify two measures within each category (risks, outcomes, and direct measures). This has the effect of weighting the different parts of the model equally.

It is important to be clear that these indicators are being used as proxies rather than because they offer exact data on disengagement. So for example exclusions may provide some good insights into schools where there is bad behaviour, but it also measures different school policies on exclusion. Some head teachers may be more willing to use exclusions than others. The decision to use a basket of indicators to triangulate on disengagement is based on the assumption that while any one of these

Table 3: Data used to construct the map of disengagement¹⁷

Risks	Direct measurements of disengagement	Outcomes
<p>Index of Multiple Deprivation (a basket of indicators of deprivation) was chosen as a measure for socio-economic disadvantage. The measure used the proportion of neighbourhoods in a Local Enterprise Partnerships area in the bottom 10% of the index nationally.</p>	<p>Unauthorised Absence (Percentage of sessions that are lost due to unauthorised absence) was chosen as a proxy for school refusal and disengagement.</p>	<p>Expected Progress Measures in Maths and English (a measurement of actual against expected progress in GCSE English and Maths) were chosen as a measure for poor attainment. This is more useful as a measure of disengagement than absolute attainment as it shows us where young people are not meeting their potential.</p>
<p>Standard Occupational Codes 1-3 (a measure of the number of professionals in an area) was chosen as a proxy for parental occupation and young people's chance of accessing individuals with high status social capital who would be capable of providing informal mentoring.</p>	<p>Exclusions (the number of children who are forcibly excluded from school) was chosen as a measure of disengagement.</p>	<p>NEET 16-18 outcomes (the number of 16 to 18 year olds who are not in education, employment or training) was chosen as a measure of negative employment and training outcomes.</p>

17. Further details on the data sources are given in the appendix.

measures may not denote disengagement, where they co-occur is where young people are most likely to be disengaged.

Such measures will be useful in the evaluating interventions which seek to address disengagement. However, it is important to recognise that both the high level nature of this data, its status as a proxy and the delay between interventions and the publication of these data may limit its sensitivity for the purpose of evaluations. It is therefore suggested that while evaluations may attend to changes in these data they should also make use of more local and sensitive measures.

In order to make the indicators comparable each was converted into a standardised score. This score takes into account the average score for the Local Enterprise Partnerships and the spread of the data and allows us to compare different measures in a way that cannot be done using the raw scores. An average of the 6 standardised scores was taken to give a relative measure of disengagement for an area. Such a score gives equal weight to each of the 6 indicators.

5. Results

The model that we have built of disengagement allows us to triangulate on the level of disengagement found across the country. Examining the results of this model by LEP produces a clear pattern which suggests that young people in some LEPs are far more likely to be disengaged than those in other LEPs.



Table 4 details Local Enterprise Partnerships scores according to each of the indicators. All of the data used in the table is publicly available (see Table A1 in the appendix). However, it is not all available at Local Enterprise Partnership level. Where data is only available at Local Authority level we have used a key to convert it to Local Enterprise Partnerships' level.¹⁸

The table displays raw scores, for example, where the Black Country displays a score of 3.6% for NEET this means that 3.6% of 16 to 18 year olds in that area were recorded NEET.

The disengagement prioritisation indicators outlined below show the relative level of disengagement in an area. The population differs markedly by Local Enterprise Partnership so these figures are not a representation of the absolute level of disengagement. For example, whilst London contains 15% of the target population¹⁹ Cumbria has just 1%. It will be important for any national targeting strategy to also

take into account population as well as the relative levels of disengagement in each of the Local Enterprise Partnerships.

Even in areas that perform well there is a baseline level of disengagement. For example, Buckinghamshire Thames Valley has the largest number of pupils achieving expected progress in Maths and English at 77%, but this still means that 23% of young people are not making expected progress.

Table 4 ranks the Local Enterprise Partnerships by the relative level of disengagement shown by the data. This has been calculated using standardised scores described above.

Conditional formatting has been applied to the data and LEPs have been divided into quartiles with the most disengaged areas in dark purple and the least disengaged areas in light purple.

This is then followed by Figure 3 which visualises the disengagement prioritisation indicators onto a map of England.

18. Department for Business Innovation and Skills. (2012). Local Enterprise Partnerships: Local authority mapping. Available from <https://www.gov.uk/government/publications/local-enterprise-partnerships-local-authority-mapping> [Accessed 2nd July 2016].

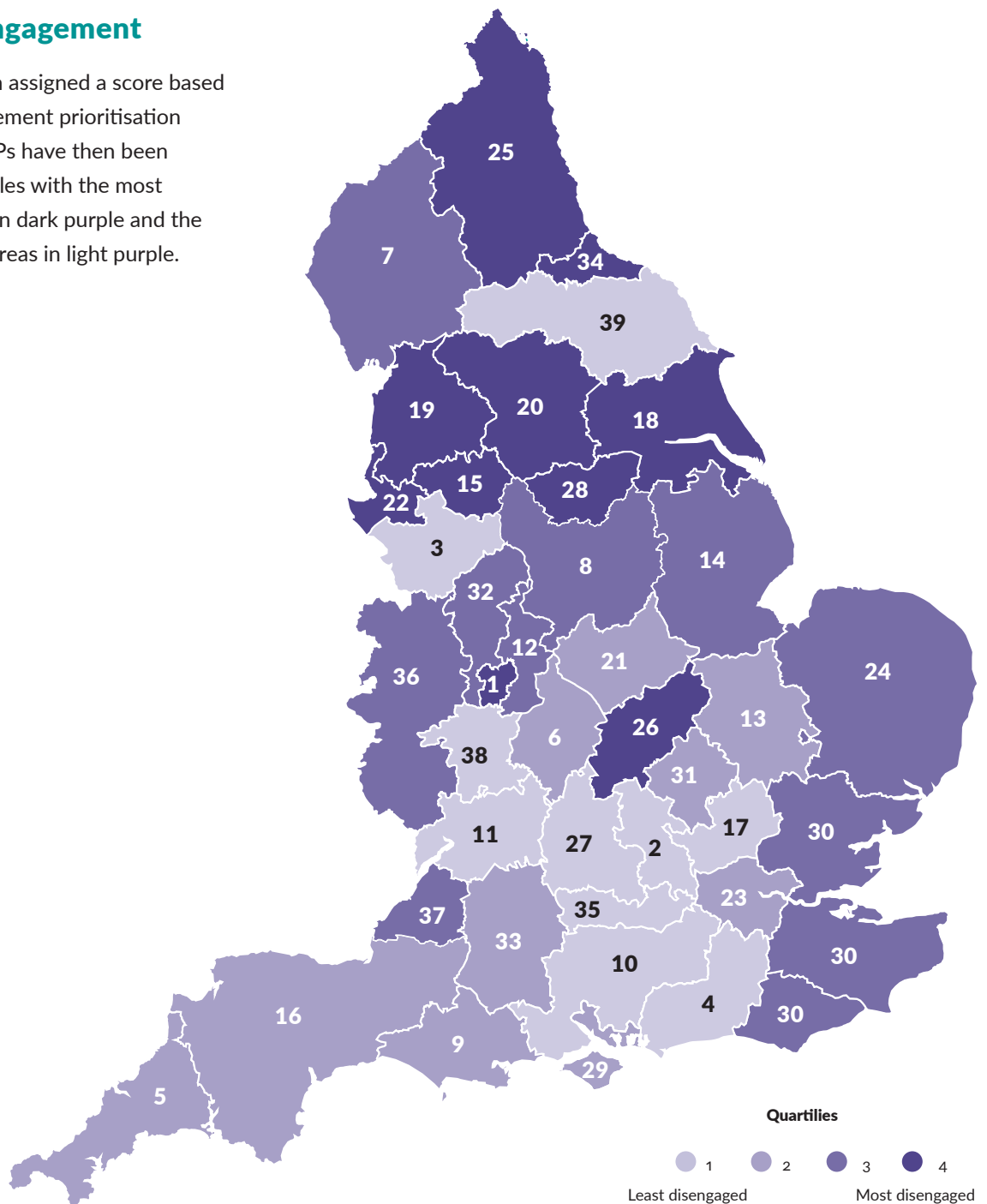
19. Target population: young people who will be of an eligible age during the intended period under which the fund runs

Table 4: Disengagement prioritisation indicators. Raw scores by Local Enterprise Partnership area

LEP	Direct measures		Risk factors		Outcomes		
	Exclusions (DfE)	Unauthorised Absence (DfE)	Standard Occupational Codes 1-3 (NOMIS)	Index of Multiple Deprivation (DCLG)	NEET 16-18 (DfE)*	Expected progress at GCSE in English and Maths (DfE)	Disengagement rank
Tees Valley	4.7%	1.8%	38.1%	26.9%	6.4%	62.0%	1
Liverpool City Region	3.6%	1.5%	40.0%	31.3%	5.7%	63.2%	2
Humber	4.0%	1.2%	34.9%	22.0%	5.1%	65.1%	3
Greater Manchester	4.3%	1.3%	42.5%	20.8%	4.9%	64.7%	4
Black Country	4.2%	1.4%	32.2%	18.7%	3.6%	62.6%	5
Sheffield City Region	4.5%	1.5%	37.5%	17.5%	3.9%	65.2%	6
Leeds City Region	3.9%	1.4%	41.6%	17.0%	4.6%	66.0%	7
Lancashire	3.5%	1.0%	37.9%	17.2%	5.1%	67.0%	8
North Eastern	2.9%	1.2%	37.7%	13.8%	5.4%	65.9%	9
Northamptonshire	3.9%	1.1%	40.8%	6.9%	4.6%	64.1%	10
Derby, Derbyshire, Nottingham and Nottinghamshire	4.2%	1.3%	42.3%	10.0%	3.6%	63.8%	11
Greater Lincolnshire	3.7%	1.0%	34.3%	11.0%	4.1%	66.1%	12
Stoke-on-Trent and Staffordshire	4.0%	1.1%	39.5%	8.4%	3.9%	64.7%	13
Greater Birmingham and Solihull	3.8%	1.0%	42.8%	23.9%	4.3%	68.0%	14
Cumbria	3.9%	0.8%	38.8%	9.0%	4.2%	65.9%	15
South East	4.0%	1.1%	42.9%	5.3%	4.9%	70.0%	16
West of England	4.1%	1.1%	50.4%	7.7%	4.4%	68.2%	17
New Anglia	2.9%	1.0%	39.2%	6.3%	4.7%	67.9%	18
The Marches	3.3%	0.8%	39.2%	4.1%	5.3%	67.8%	19
Solent	3.7%	1.1%	44.5%	6.1%	3.4%	68.2%	20
Leicester and Leicestershire	3.1%	1.1%	43.5%	8.5%	3.0%	66.8%	21
Heart of the South West	3.0%	0.8%	43.6%	5.2%	4.3%	65.6%	22
Coventry and Warwickshire	3.2%	0.9%	45.0%	8.2%	4.5%	69.3%	23
Cornwall and the Isles of Scilly	2.6%	1.0%	37.0%	5.2%	3.6%	69.5%	24
Dorset	3.2%	1.0%	42.8%	2.4%	4.0%	70.4%	25
South East Midlands	3.2%	0.9%	44.3%	4.5%	3.9%	69.4%	26
Greater Cambridge & Greater Peterborough	3.1%	0.9%	45.2%	3.5%	4.2%	70.5%	27
Swindon and Wiltshire	3.2%	0.9%	45.8%	2.2%	4.3%	70.1%	28
London	3.9%	1.1%	52.7%	5.7%	3.1%	73.0%	29
Gloucestershire	3.2%	0.8%	43.6%	3.5%	3.6%	70.1%	30
Cheshire and Warrington	3.2%	0.9%	48.4%	5.6%	2.9%	69.6%	31
York and North Yorkshire	2.9%	0.8%	44.9%	3.4%	3.7%	70.1%	32
Oxfordshire	3.3%	0.9%	59.1%	0.5%	4.1%	71.8%	33
Worcestershire	2.9%	0.8%	44.0%	4.4%	2.9%	71.3%	34
Coast to Capital	3.0%	1.0%	49.2%	2.3%	3.2%	72.0%	35
Hertfordshire	3.1%	0.7%	50.9%	0.3%	3.6%	73.8%	36
Thames Valley Berkshire	2.7%	0.8%	53.1%	0.4%	3.7%	74.8%	37
Enterprise M3	3.0%	0.8%	52.0%	0.0%	2.4%	71.7%	38
Buckinghamshire Thames Valley	2.1%	0.8%	55.4%	0.0%	2.7%	77.2%	39

Map of disengagement

Each LEP has been assigned a score based on the 6 disengagement prioritisation indicators. The LEPs have then been divided into quartiles with the most disengaged areas in dark purple and the least disengaged areas in light purple.



This map is for illustrative purposes only; actual LEP boundaries may differ due to overlaps.

LEPs

- | | | | |
|--|--|----------------------------------|--------------------------------------|
| 1. Black Country | 11. Gloucestershire | 21. Leicester and Leicestershire | 31. South East Midlands |
| 2. Buckinghamshire Thames Valley | 12. Greater Birmingham and Solihull | 22. Liverpool City Region | 32. Stoke-on-Trent and Staffordshire |
| 3. Cheshire and Warrington | 13. Greater Cambridge & Greater Peterborough | 23. London | 33. Swindon and Wiltshire |
| 4. Coast to Capital | 14. Greater Lincolnshire | 24. New Anglia | 34. Tees Valley |
| 5. Cornwall and the Isles of Scilly | 15. Greater Manchester | 25. North Eastern | 35. Thames Valley Berkshire |
| 6. Coventry and Warwickshire | 16. Heart of the South West | 26. Northamptonshire | 36. The Marches |
| 7. Cumbria | 17. Hertfordshire | 27. Oxfordshire | 37. West of England |
| 8. Derby, Derbyshire, Nottingham and Nottinghamshire | 18. Humber | 28. Sheffield City Region | 38. Worcestershire |
| 9. Dorset | 19. Lancashire | 29. Solent | 39. York and North Yorkshire |
| 10. Enterprise M3 | 20. Leeds City Region | | |

6. Conclusion

The model builds a picture of the relative levels of disengagement across the country. It shows a marked difference between Local Enterprise Partnerships and highlights in particular a north/south divide, with the most disengaged regions located in the north.

This clearly raises a number of social equity questions which should influence both the allocation of disengagement interventions as well as wider discussions about the distribution of resources across the Local Enterprise Partnerships.

The Careers & Enterprise Company will be using these findings to inform the targeting of resources in its mentoring campaign. The disengagement prioritisation indicators are also available for use by all organisations which seek to target their efforts to challenge school disengagement.

The model of disengagement that we have built in this paper is innovative and provides us with a basis for action. We welcome feedback on the approach taken and will continue to refine the model when we next update the data.

It is hoped that the production of a prioritisation approach and the mapping of disengagement across the country will have an impact on both policy and practice. School disengagement is a major problem for many young people. As we have argued it is also experienced unevenly across the country and in greater numbers by those who suffer other forms of disadvantage. Identifying where school disengagement takes place is the first stage in the process of tackling this issue. If we are able to direct resources strategically it is hoped that we will have a better chance of maximising engagement in England's schools and colleges.

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Appendices

Appendix 1

Disengagement prioritisation indicators: data sources

Data	Description	Source	URL
Exclusions	% of pupils with 1 or more episodes of fixed period exclusion 2013–14	Department for Education	https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2013-to-2014
Unauthorised Absence	Percentage of sessions missed due to unauthorised absence	Department for Education	https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-autumn-term-2015
Attainment	Percentage of pupils in state-funded schools making expected progress in English and Mathematics between key stage 2 and key stage 4 2014–15	Department for Education	https://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2014-to-2015
NEET 16–18	% of 16 to 18 year olds not in education, employment or training 2015 The NEET data used here differs from that used by the Company's cold spots analysis as it uses 'NEET data by Local Authority' 16 – 18 years olds. The Company's cold spot analysis used 'Participation in education and training: local authority figures' which covers 16-17 year olds. Both data sources are published by the Department for Education at Local Authority level, however the latter was preferred for our Cold Spot analysis as it allows analysis at an individual school level.	Department for Education	https://www.gov.uk/government/publications/neet-data-by-local-authority-2012-16-to-18-year-olds-not-in-education-employment-or-training
SOC 1-3	% of population in Standard occupational codes 1–3 (professional) Jan 2015–Dec 2015	NOMIS	https://www.nomisweb.co.uk/reports/lmp/lep/contents.aspx
Index of Multiple Deprivation	IMD average score by Local Enterprise Partnership (2015) proportion of neighbourhoods in the bottom 10% nationally – most of the indicators used for these statistics are from 2012–13	Department for Communities and Local Government	https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015
Population	7–13 as of mid-2014	NOMIS	https://www.nomisweb.co.uk/query/construct/summary.asp?reset=yes&mode=construct&dataset=2002&version=0&anal=1&initset=

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