

LITERATURE REVIEW

	Conceptual Rationale	Research Evidence	Sources	Notes/Examples
GROWTH ASSESSMENTS	Student cognitive achievement as measured by test score growth will increase their likelihood of high school graduation, college attendance, and employment because these levels of attainment are based on cognitive ability.	Test scores are a highly predictive measure of future salary and hourly wage attainment. It is far more predictive than measures of attainment, such as years of schooling.	Bowles, Gintis, & Osborne (2001) Murnane et al (2000) Hanushek & Woessmann (2008)	This evidence is based various assessments but not those administered as part of high-stakes accountability systems.
GRADUATION RATES (CREATIVE COHORTING)	Graduating from high school is an essential step in students, acquiring employment after school. As a result, graduation should be highly predictive of wages for students.	Students on track to graduate in their freshman year are four times as likely to graduate. Freshman GPA is equally predictive of graduation. Absenteeism of 10% or less is also highly predictive of graduation.	Allensworth & Easton (2007) Kemple, Segeritz, & Stephenson (2013) Roderick et al (2014)	While four-year graduation rates are most common, some research uses five-year rates. There isn't any research looking at anticipating length of time to graduation at time of enrollment.
CTE SKILLS COMPLETION	Attendance in career and technical education ("CTE") programs should prepare students for careers after high school. For other students, CTE is a way to create relevance between courses and what students want to do later in life.	Students who enroll in vocational CTE programs or career academies demonstrate a higher likelihood of graduation and higher average salaries. Dual enrollment in college courses while in high school increases college attainment as well as first-year GPA and the need for course remediation.	CTE Dougherty (2018) Meer (2007) Page (2012) Dual Enrollment An (2013a) An (2013b)	Studies of CTE and dual enrollment often struggle to isolate the causal effects of programs, so most of the work is correlational and should be taken with caution.
PROGRESS ON IEP GOALS	Student IEP goals are intended to support students in make progress in areas of need based on their disability. For academic related goals, student progress on IEP goals should also correlate with academic improvement in that area more broadly.	The limited evidence is mixed on the relationship between academic goal attainment and student achievement. There is some indication that the rigor of the goal matters more than achieving the goal, and that IEP goals in ELA are more correlated than math.	Fuchs, Fuchs, & Deno (1985) Karvonen & Huynh (2007) La Salle, Roach, & McGrath (2013)	

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CREDIT ACCUMULATION	For students in high school, course credits are the route to graduation. There are a variety of methods to obtain credits, but depending on how they are obtained, students may actually demonstrate different levels of proficiency and thus other later outcomes.	No effects of credit recovery on student mathematics or reading. Early college 9th graders were more likely to take and complete algebra I and college prep math courses. They had fewer absences and lower likelihood of suspension. advanced math course at various ages is shown to have a positive relationship with mathematics test scores, college enrollment, and college attainment	Credit Recovery Woodworth et al (2015) Early College Edmunds et al (2012) Advanced Math Byun et al (2015) Domina (2014) Gaertner et al (2014)	Methods of credit accumulation are very different from one another and may be appropriate for different students. The literature from one should not be construed to be applicable to another.
SOCIAL EMOTIONAL LEARNING	Social emotional learning ("SEL") encompasses attributes such as social skills, self-esteem, empathy, emotional intelligence, problem solving, conflict resolution, coping, and stress reduction. These skills may enable students to tackle challenges in school. In turn, students with strong SEL skills may be more likely to perform well academically.	Self-awareness (Perceived Competence Scale for Children) has been found in several studies to relate to increased student academic performance. Emotional regulation (particularly with the head toes knees shoulders task) was found to be correlated with improved student achievement. It is difficult to determine the direction of causality in self-efficacy studies, but there does appear to be a small positive relationship between it and academic performance.	Self-Efficacy Liew et al (2008) Talsma et al (2018) Self-Awareness Denham & Brown (2010) Emotional Regulation Denham & Brown (2010) Graziano, Reavis, Keane, & Calkins (2007)	Tools for assessing SEL: * https://www.rand.org/education/projects/assessments/tool.html * http://www.aasa.org/uploadedFiles/Publications/Newsletters/The_Leaders_Edge/2011/Social-Emotional-Learning-Assessment-Measures-forMiddleSchoolYouth.pdf
CIVIC CONSCIOUSNESS/ ENGAGEMENT	Civic engagement is generally seen as an outcome in itself; however, there may be reasons to think that civic engagement also relates to academic achievement. Students who are engaged in their community both in and out of school may similarly be engaged in school and their education.	The very limited research on the relationship between community and volunteer service and student test scores found positive results for community service required for class, voluntary community service, and participating in high school student government.	Davila & Mora (2007)	It is hard to isolate the direction of causality in this research. Most studies try to look at the outcome of civic engagement, not civic engagement as causing other outcomes.

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HEALTHY CHOICES	Students' health may be directly related to their ability to focus and devote time to their school work both in and out of school. Healthier students are likely to have more energy that can be put toward schoolwork. Furthermore, the cognitive effects of drug use can be deleterious to students' academics. Teen pregnancy may reduce the time and attention a student has to give.	High scores on the Healthy Eating Index ("HEI") increased fruit and vegetable intake and lower caloric intake of fat on the Diet Quality Index—International ("DQI-I") were associated with higher academic performance. Overweight and obesity as measured by body mass index were related to lower school/social functioning. Teen pregnancy related to about two fewer years of education and about 90% lower likelihood of high school completion than women who have children over age 30. Drug use has a large negative relationship with student dropout, making them two to five times more likely to dropout than their peers.	Healthy Diet Florence, Asbridge, & Veugelers (2008) Swallen et al (2005) Teen Pregnancy Hofferth, Reid, & Mott (2001) Drug Use Bray et al (2000) Fergusson et al (2003) Lynskey et al (2003)	These are not causal studies, only correlational.	ACCESS TO SERVICES	Access to services, particularly on campus, means that students are more likely to get care they need. Healthier students are likely to have better attendance and more days of learning.	Several meta-analyses of school-based mental health interventions have found positive academic outcomes for students in the schools. School-based health centers that provide medical and mental health show more evidence that they improve academic outcomes for students seeking mental health support. There is weak evidence that students who use school-based health centers have higher GPAs and are less likely to drop-out.	Mental Health Baskin et al (2010) Becker et al (2014) Suldo et al (2014) Health Centers Geirstanger et al (2004) Kerns et al (2011) Strolin-Goltzman (2014) Walker et al (2010)	There is likely a correlation between usage of services and other student characteristics that are not able to be controlled for in the current research.
ATTENDANCE	Attendance at school is an essential requirement for a school to be able to carry out its mission. If students are in school, they are able to acquire new knowledge. In addition to simply attending, students who are actively engaged in the material and coursework in school may be more apt to take in the information from the teacher.	Unexcused absences and chronic absenteeism are strongly negatively correlated with both reading and mathematics test score achievement. Higher attendance is also correlated with higher GPA. Attendance as early as 4th grade can predict whether students are on track for graduation in 9th grade. Engagement, measured by self-reported discipline and attendance, were negatively related to school dropout. Using the Engagement vs. Disaffection Scale, there is evidence that engagement is an important aspect of classroom culture that relates to higher student grades.	Attendance Gottfried (2009) Gottfried (2010) Kieffer et al (2014) Chronic Absenteeism Gershenson, Jackowitz, & Brannegan (2017) Gottfried (2014) Engagement Archambault et al (2009) Reyes et al (2012)	Tools for measuring engagement: *https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098.pdf *Fredricks & McColskey (2012)	SOFT SKILLS	Internships and apprenticeships, like career and technical training, are opportunities for students to apply their learning to the real world and feel a greater connection between academic work and their future endeavors. This in turn may engage students in learning to a greater degree, keeping them in school, and increase their performance.	All of the research related to internships and apprenticeships is confounded with the literature on CTE, as these are often critical components of CTE. See above for the findings on CTE.		
MOTOR SKILLS/PHYSICAL EDUCATION	Sports may play an important role in engaging students in school as well as imposing GPA requirements for participation. Physical education and sports, however, may both also take away from instructional time and focus on academics for students. Physical activity may give students energy needed to focus in school.	A systematic review of literature on school based physical education ("PE") found mixed results for the relationship between PE and academic performance. Physical education results are somewhat dependent on the level of physical activity and prior fitness level, with moderate/vigorous activity being more likely to have positive effects. Student involvement in sports has a positive relationship with GPA, test scores, attainment of a B.A., employment, and wages.	Physical Activity Coe (2006) Fox et al (2009) Rasberry et al (2011) Wittberg et al (2012) Sports Barron, Ewing, & Waddell (2000) Fox et al (2009) Lipscomb (2007)		MICRO-CREDENTIALS	Micro-credentials or digital badges are meant to function in two ways. First, students have a "physical" goal they are trying to achieve that is related to acquisition of skills. This mechanism may increase student engagement in their learning. Second, outsiders, whether they be universities or employers, are able to observe specific skills that individuals possess. This extra information should provide new and/or more information to admissions officers or employers.	As this area is burgeoning, there is no evidence on the outcomes for students who acquire micro-credentials or digital badges.		

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INDEPENDENT LIVING SKILLS	Life skills are often related to other subjects taught in school. Some life skills are likely to help students acquire and maintain a job, and live independently.	For students with disabilities, there is evidence from the 1990s regarding small to moderately large positive effects on independent living for students with improved self-care, life skills, or adaptive skills acquisition. The specific skills learned, however, are less clear, as there is either no relationship or poor evidence on how individual interventions support outcomes such as graduation, employment, or independent living.	Alwell & Cobb (2009) Mazzotti et al (2014) Repetto et al (2002) Test et al (2009) Woolf, Woolf, & Oakland (2010)	Much of the research in this area is outdated and involves single-subject research that may not apply to larger scale implementation.	TRAUMA-INFORMED CARE	Many students experience some type of trauma that can have a negative impact on their ability to flourish academically, socially, and emotionally. Trauma-informed practices in school can potentially mitigate those affects by providing a caring and supportive environment with embedded services in the school environment.	Unfortunately, this area of research is too new for any body of work to be available. The limited research indicates greater understanding of trauma and referral of students for services after professional development. One other study of a two-year classroom curricula showed no effects overall, but reduction in post-traumatic stress disorder ("PTSD") and depressive symptoms in the most severe students.	Alwell & Cobb (2009) Mazzotti et al (2014) Repetto et al (2002) Test et al (2009) Woolf, Woolf, & Oakland (2010)	Jaycox et al (2009) Perry & Daniels (2016)	
	Community partnerships perform a few roles that may relate to school improvement. First, community-based organizations are an additional way to get parents involved in schools. Second, utilizing the resources of other organizations lessens the school's burden to provide everything for students. Lastly, engaging community members creates an investment by citizens in the well-being of the school.	There is significant evidence that increased parent involvement is positive for students. There is less evidence around the role of community organizations in parent involvement and schools. One study found that engaging community organizations into an obesity prevention program had positive results while another found community mentors helped with absenteeism. New York's Harlem Children's Zone found no relationship when looking at outcomes for community organizations.	Parent Involvement Hill & Tyson (2009) Jeynes (2012) Henderson & Mapp (2002) Community Organizations Dobbie & Fryer (2011) Hoelscher et al (2010) Sheldon & Epstein (2002)	Most of the literature around community partnerships is theoretical and design centered rather than evidence-based.		SAFETY	School climate is composed of many dimensions, including academics, community, safety, and environment. Schools with a positive school culture may form better relationships between students and teachers, which in turn may increase student attendance or behavior. These schools may also have more satisfied teachers, and thus lower teacher turnover.	Academic climates that emphasize high expectations and standards for students have lower student disengagement and better student outcomes. There is some evidence that positive school climate is also related to lower levels of aggression, violence, and sexual harassment in schools. Multiple studies have found a relation between school connectedness and positive teacher-student relationships and school satisfaction and academic outcomes.	Loukas, Suzuki, & Horton (2006) Thepa et al (2013) Wang & Degol (2016) Zullig, Huebner, & Patton (2011)	These studies are based on school staff and student self-reports and their correlation with student test scores. They should not be taken as causal.
	A healthy school culture is related to positive staff relationships, respect, and goal alignment. Schools with good school climates are likely going to have happier staff and students, better staff retention, and fewer conflicts. These shorter term outcomes are likely to also relate eventually to better student academic outcomes.	Schools with a collaborative culture also had positive outcomes in mathematics, with parent-teacher communication quality relating positively to both English and mathematics outcomes. Another study looked at academic optimism, academic emphasis, efficacy, and trust, finding that they were also related to positive student outcomes. Goal focus and clarity as well as the ability to adapt and meet demands despite stress were also found to be linked to student test scores.	Gruenart (2005) Hoy, Tarter, Hoy (2006) MacNeil, Prater, Busch (2009)	These studies on school culture are based on school staff self-reports and their correlation with student test scores. They should not be taken as causal.			TARGETED PROFESSIONAL DEVELOPMENT	Teachers are the primary contributors within schools to student achievement, so it is rational to expect that using professional development to increase teacher skills and/or capacity should also improve student academic outcomes.	The research evidence on professional development generally shows small or null results on student achievement despite the number of high quality studies that exist. There is some indication that more intensive professional development (over 14 hours) is likely to yield positive results for students. It is hard to isolate the other aspects of professional development that may be most effective in the current literature.	Arens et al (2012) Bos et al (2012) Buysse, Castro, & Peisner-Feinberg (2010) Hill, Beisiegel, & Jacob (2013) Yoon et al (2007)



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