Research Quotes or Statements for Flashlight Presentations

Theme	Research Finding	Source
Attendance,	Truant students are at higher risk of being drawn	Garry, E. M. (1996). Truancy, first step to a
Absenteeism	into behavior involving drugs, alcohol, or violence	lifetime of problems. Washington, DC: US
	(Garry, 1996).	Department of Justice, Office of Justice
		Programs, Office of Juvenile Justice and
		Delinquency Prevention.
	Students who attend school perform better than	Easton, J. Q., & Engelhard, G. (1982). A
	those who do not (Easton & Englehard, 1982).	longitudinal record of elementary school
		absence and its relationship to reading
		achievement. Journal of Educational Research,
		7(5), 269–274.
	Poor attendance is linked to student alienation and	Lan, W., & Lanthier, R. (2003). Changes in
	disengagement, which may contribute to students	students' academic performance and
	dropping out of school (Lan & Lanthier, 2003).	perceptions of school and self before dropping
		out of schools. Journal of Education for
		Students Placed at Risk, 8(3), 309–332.
	Results show that a higher proportion of	Gottfried, M. A. (2010). Evaluating the
	unexcused absences places the students at	relationship between student attendance and
	academic risk, especially in math achievement and	achievement in urban elementary and middle
	as early as in elementary school (Gottfried, 2010).	schools: An instrumental variables approach.
		American Education Research Journal, 47(2),
		434–465.
	There is a direct correlation between attendance	Biegel, S. (2000). The interfaces between
	and academic achievement. Students who go to	attendance, academic achievement, and equal
	class invariably do better in school and maximize	educational opportunity. Report of Consent
	their chances for success down the road (Biegel,	Decree Monitoring Team. US District Court,
	2000).	Northern District of California.

other than illness are also more likely to drop out. Students who miss school fall behind their peers in the classroom. This, in turn, leads to low self-esteem and increases the likelihood that at-risk students will drop out of school. (US Department of Education & ERIC, n.d.) A student's attitude towards the school is the single most important factor in combating truancy. It is the responsibility of school administrators to fashion a school where children want to attend as opposed to having to attend (Gullatt & Lemoine, 1997). Excessive absences and truancies usually equate to poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead to a student dropping out of school (Walker, 2007). Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students as cores (Farrington et al., 2012). Besources Information Clearinghouse (ERIC). Digest; School Dropouts, ERIC Digest #109; and Student Truancy, eRIC Digest #109; and Student Truancy. eRIC D	Students who have poor attendance for reasons	US Department of Education, The Educational
the classroom. This, in turn, leads to low self-esteem and increases the likelihood that at-risk students will drop out of school. (US Department of Education & ERIC, n.d.) A student's attitude towards the school is the single most important factor in combating truancy. It is the responsibility of school administrators to fashion a school where children want to attend as opposed to having to attend (Gullatt & Lemoine, 1997). Excessive absences and truancies usually equate to poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead to a student dropping out of school (Walker, 2007). Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students more predictive of course failure than are students more predictive of course failure than are students adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	other than illness are also more likely to drop ou	t. Resources Information Clearinghouse (ERIC).
self-esteem and increases the likelihood that at-risk students will drop out of school. (US Department of Education & ERIC, n.d.) A student's attitude towards the school is the single most important factor in combating truancy. It is the responsibility of school administrators to fashion a school where children want to attend as opposed to having to attend (Gullatt & Lemoine, 1997). Excessive absences and truancies usually equate to poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead to a student dropping out of school (Walker, 2007). Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students more predictive of course failure than are students when the student are students are students are students. E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	Students who miss school fall behind their peers	in (n.d.). Identifying Potential Dropouts, ERIC
at-risk students will drop out of school. (US Department of Education & ERIC, n.d.) A student's attitude towards the school is the single most important factor in combating truancy. It is the responsibility of school administrators to fashion a school where children want to attend as opposed to having to attend (Gullatt & Lemoine, 1997). Excessive absences and truancies usually equate to poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead to a student dropping out of school (Walker, 2007). Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students test scores (Farrington et al., 2012). Retrieved from http://ed.gov.databases/ERIC_Digests/ed Gullatt, D., & Lemoine, D. (1997). Truancy: What's a principal to do? American Secondary Education, 26(1), 7–12. Walker, K. (2007). Research brief: Attendance and truancy problems. The Principals' Partnership. Retrieved from http://oemanagement.com/data/_files/ to a student dropping out of school (Walker, 2007). attendanceandtruancy.pdf New York Educational Law § 3024. New York Educational Law § 3024. Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	the classroom. This, in turn, leads to low	Digest; School Dropouts, ERIC Digest #109;
Department of Education & ERIC, n.d.) A student's attitude towards the school is the single most important factor in combating truancy. It is the responsibility of school administrators to fashion a school where children want to attend as opposed to having to attend (Gullatt & Lemoine, 1997). Excessive absences and truancies usually equate to poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead to a student dropping out of school (Walker, 2007). Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students test scores (Farrington et al., 2012). http://ed.gov.databases/ERIC_Digests/ed Gullatt, D., & Lemoine, D. (1997). Truancy: What's a principal to do? American Secondary What's a	self-esteem and increases the likelihood that	and Student Truancy, ERIC Digest #125.
A student's attitude towards the school is the single most important factor in combating truancy. It is the responsibility of school administrators to fashion a school where children want to attend as opposed to having to attend (Gullatt & Lemoine, 1997). Excessive absences and truancies usually equate to walker, K. (2007). Research brief: Attendance poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead to a student dropping out of school (Walker, 2007). Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' Earrington, C. A., Roderick, M., Allensworth, test scores (Farrington et al., 2012). Bullatt, D., & Lemoine, D. (1997). Truancy: What's a principal to do? American Secondary Education, 26(1), 7–12. What's a principal to do? American Secondary Education, 26(1), 7–12. Walker, K. (2007). Research brief: Attendance and truancy problems. The Principals' Partnership. Retrieved from http://oemanagement.com/data/_files/ attendanceandtruancy.pdf New York Educational Law § 3024. New York Educational Law § 3024. Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Becchum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	at-risk students will drop out of school. (US	Retrieved from
It is the responsibility of school administrators to fashion a school where children want to attend as opposed to having to attend (Gullatt & Lemoine, 1997). Excessive absences and truancies usually equate to poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead to a student dropping out of school (Walker, 2007). Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' test scores (Farrington et al., 2012). What's a principal to do? American Secondary Education, 26(1), 7–12. Walker, K. (2007). Research brief: Attendance and truancy problems. The Principals' Partnership. Retrieved from http://oemanagement.com/data/_files/ attendanceandtruancy.pdf New York Educational Law § 3024. New York Educational Law § 3024. Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	Department of Education & ERIC, n.d.)	http://ed.gov.databases/ERIC_Digests/ed
It is the responsibility of school administrators to fashion a school where children want to attend as opposed to having to attend (Gullatt & Lemoine, 1997). Excessive absences and truancies usually equate to Walker, K. (2007). Research brief: Attendance poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead http://oemanagement.com/data/_files/ to a student dropping out of school (Walker, 2007). Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	A student's attitude towards the school is the	Gullatt, D., & Lemoine, D. (1997). Truancy:
fashion a school where children want to attend as opposed to having to attend (Gullatt & Lemoine, 1997). Excessive absences and truancies usually equate to Walker, K. (2007). Research brief: Attendance and truancy problems. The Principals' Partnership. Retrieved from http://oemanagement.com/data/_files/ attendanceandtruancy.pdf Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). Farrington, C. A., Roderick, M., Allensworth, more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	single most important factor in combating truanc	y. What's a principal to do? American Secondary
opposed to having to attend (Gullatt & Lemoine, 1997). Excessive absences and truancies usually equate to poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead to a student dropping out of school (Walker, 2007). Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	It is the responsibility of school administrators to	Education, 26(1), 7–12.
Excessive absences and truancies usually equate to poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead to a student dropping out of school (Walker, 2007). Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	fashion a school where children want to attend a	S
Excessive absences and truancies usually equate to poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead http://oemanagement.com/data/_files/ to a student dropping out of school (Walker, 2007). attendanceandtruancy.pdf Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	opposed to having to attend (Gullatt & Lemoine,	
poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead to a student dropping out of school (Walker, 2007). Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). Bartnership. Retrieved from http://oemanagement.com/data/_files/ attendanceandtruancy.pdf New York Educational Law § 3024. Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	1997).	
promotion and graduation rates and lesser employment potential, all of which frequently lead http://oemanagement.com/data/_files/ to a student dropping out of school (Walker, 2007). attendanceandtruancy.pdf Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	Excessive absences and truancies usually equate	to Walker, K. (2007). Research brief: Attendance
employment potential, all of which frequently lead http://oemanagement.com/data/_files/ to a student dropping out of school (Walker, 2007). attendanceandtruancy.pdf Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	poorer achievement, mediocre self-esteem, lowe	and truancy problems. The Principals'
to a student dropping out of school (Walker, 2007), attendanceandtruancy.pdf Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	promotion and graduation rates and lesser	Partnership. Retrieved from
Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	employment potential, all of which frequently le	ad http://oemanagement.com/data/_files/
by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	to a student dropping out of school (Walker, 200	7).attendanceandtruancy.pdf
on the student as well as the educational program (New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	Absences other than excused absences as defined	New York Educational Law § 3024.
(New York Educational Law, Section 3024). Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	by State regulations have a highly adverse effect	
Attendance has a stronger effect on grades and is more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	on the student as well as the educational program	ı
more predictive of course failure than are students' E., Nagaoka, J., Keyes, T. S., Johnson, D. W., test scores (Farrington et al., 2012). & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	(New York Educational Law, Section 3024).	
test scores (Farrington et al., 2012). & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	Attendance has a stronger effect on grades and is	Farrington, C. A., Roderick, M., Allensworth,
adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	more predictive of course failure than are studen	ts'E., Nagaoka, J., Keyes, T. S., Johnson, D. W.,
noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium	test scores (Farrington et al., 2012).	& Beechum, N. O. (2012). Teaching
performance: A critical literature review. Chicago, IL: University of Chicago Consortium		adolescents to become learners. The role of
Chicago, IL: University of Chicago Consortium		noncognitive factors in shaping school
		performance: A critical literature review.
on Chicago School Research.		Chicago, IL: University of Chicago Consortium
		on Chicago School Research.

Theme	Research Finding	Source
Social	There is a strong relationship between social	Malecki, C. K., & Elliott, S. N. (2002).
Behavior	behavior and academic success. Social skills	Children's social behaviors as predictors of
(Personal/Soc	(getting along with peers, teamwork) positively	academic achievement: A longitudinal analysis.
ial Domain):	predict academic achievement (Malecki & Elliott,	School Psychology Quarterly, 17, 1–23.
	2002).	
	Empathy training helps bring out more positive	Feshbach, N., & Feshbach, S.
	social behaviors and a more positive	(1982). Empathy training and the regulation of
	self-evaluation in both aggressive and	aggression: Potentialities and limitations.
	nonaggressive students (Feshbach & Feshbach,	Academic Psychology Bulletin, 4, 399–413.
	1982).	
Bullying,	Disruptive behavior (including hitting others) can	Gibson, D. (2006). The association of students'
Behavior,	affect academic achievement (Gibson, 2006).	academic efficacy, achievement goal
Discipline		orientation, and teacher rapport with disruptive
		behavior in the classroom. Doctor of
		Psychology Dissertation, St. John's University,
		New York. Retrieved from Dissertations &
		Theses: A&I database. (Publication No. AAT
		3229029).
	Almost 30% of youth in the United States (or over	Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan,
	5.7 million) are estimated to be involved in	W. J., Simons-Morton, B., & Scheidt, P. (2001).
	bullying as either a bully, a target of bullying, or	Bullying behaviors among US youth:
	both (Nansel, Overpeck, Pilla, Ruan,	Prevalence and association with psychosocial
	Simons-Morton, & Scheidt, 2001).	adjustment. JAMA, 285(16), 2094–2100.
	At-risk children who can self-regulate have higher	Sektnan, M., McClelland, M. M., Acock, A., &
	reading, math, and vocabulary achievement	Morrison, F. J. (2010). Relations between early
	(Sektnan, McClelland, Acock, & Morrison, 2010).	family risk, children's behavioral regulation,
		and academic achievement. Early Childhood
		Research Quarterly, 25, 464–479.
		doi:10.1016/j.ecresq.2010.02.005

Students who behave better achieve better (e.g.,	Van Horn, M. L. (2003). Assessing the unit of
Van Horn, 2003).	measurement for school climate through
	psychometric and outcome analyses of the
	school climate. Educational and Psychological
	Measurement, 63(6), 1002–1019.
Bullying may seriously affect the psychological	Craig, W. M. (1998). The relationship among
functioning, academic work, and health of children	bullying, victimization, depression, anxiety,
who are targeted. Bully victimization has been	and aggression in elementary school children.
found to be related to lower self-esteem, higher	Personality and Individual Differences, 24,
rates of depression, loneliness, and anxiety (Craig,	123-130.
1998).	
Males are more likely than females to be the both	Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan,
perpetrators of bullying and the targets of bullying.	W. J., Simons-Morton, B., & Scheidt, P. (2001)
Most frequently occurs in 6th-8. Both	Bullying behaviors among US youth. JAMA:
experiencing bullying and perpetuating are	The Journal of the American Medical
associated with poor psychosocial adjustment.	Association, 285(16), 2094–2100.
(Nansel et al., 2001).	
Routinely victimized children exhibit depression,	Stanford University Medical Center. (2007,
anxiety, and suicidal thoughts at higher levels than	April 12). School bullying affects majority of
do non-victims. (Stanford University Medical	elementary students. ScienceDaily. Retrieved
Center, 2007).	from http://www.sciencedaily.
	com¬/releases/2007/04/070412072345.htm
Individuals who habitually bully are at greater risk	Quiroz, H. C., Arnette, J. L., & Stephens, R. D.
for having a criminal record by their mid-twenties.	(2006). Bullying in schools: Fighting the
If bullying behavior continues into adulthood,	bullying battle.
there is an increased chance that the bully will also	Retrieved from
commit child abuse and/or domestic violence	http://www.schoolsafety.us/pubfiles/
(Quiroz, Arnette, & Stephens, 2006).	bullying_fact_sheets.pdf

Then	Research Finding	Source	
------	------------------	--------	--

	The prevalence of bullying among elementary	Glew, G. M., Fan, M. Y., Katon, W. R., &
	school children is substantial. Associations	Kernic, M. A. (2005). Bullying, psychosocial
	between bullying involvement and school	adjustment, and academic performance in
	problems indicate this is a serious issue for	elementary school. Archives of Pediatrics and
		Adolescent Medicine, 159(11), 1026–1031.
	2005).	1000cscem mememe, 157(11), 1020-1031.
	Students stay home for fear of being bullied at	Lazarus, P. J., & Pfohl, W. (2010). <i>Bullying</i>
	school (Lazarus & Pfohl, 2010).	prevention and intervention: Information for
		educators. Bethesda, MD: National Association
		of School Psychologists.
	Throughout their lives, both victims and bullies	Lucile Packer Children's Hospital. (2007, April
	suffer higher levels of mental health problems,	12). School bullying affects majority of
	including depression (Lucile Packer Children's	elementary students, Stanford/Packard
	Hospital, 2007).	researchers find. Retrieved from
		http://www.lpch.org/aboutus/news/releases/200
		7/bullying. html)
	Students who are subjected to bullying on a	Sunburst Visual Media. (2002). Own your
	regular basis can become isolated from friends and	anger. (Video instruction kit).
	school and become vulnerable to risky behaviors	
	(Sunburst Visual Media, 2002).	
	Students who are suspended are less likely to be	Williams, S., & McGee, R. (1994). Reading
	high academic achievers (e.g., Williams &	attainment and juvenile delinquency. Journal of
	McGee, 1994).	Child Psychology and Psychiatry, 35, 442–459.
Alcohol,	Students who use drugs or alcohol perform	Jeynes, W. (2002). The relationship between
Tobacco, and	academically at a lower rate than those who do not	the consumption of various drugs by
Other Drug	(e.g., Jeynes, 2002).	adolescents and their academic achievement.
Use		The American Journal of Drug and Alcohol
		<i>Abuse, 28</i> (1), 1–21.
Parent	Students whose parents are involved in	Marchant, G. J., Paulson, S. E., & Rothlisberg,
Involvement	meaningful ways in the school outperform those	B. A. (2001). Relations of middle school
		students' perceptions of family and school

05–519. 02). Present
,
nt
nunity
l Research,
ansition to
partment of
eation
ernment
6.pdf
earning
rse work
ement.
eation,
ne year
among
ing class of
Board.
ooard.
r_Out_key

Theme Research Finding Source	
-------------------------------	--

	"Nationally, over 1.8 million students in	Aud, S. (2011). America's youth: Transition to
	2009–2010 took at least one Advanced Placement	adulthood. US Department of Education,
	(AP) exam" (Aud, 2011, p. vi).	National Center for Education Statistics.
		Washington, DC: US Government Printing
		Office. Retrieved from http://nces.ed.gov/
		pubs2012/2012026.pdf
Dropout and	Grade retention was found to be the "single most	Bridgeland, J., DiIulio, Jr., J. J., & Balfanz, R.
Retention	powerful predictor" of school dropout	(2009). Perspectives of teachers and principals
	(Bridgeland, DiIulio, & Balfanz, 2009, p. 616).	on the high school dropout problem.
		Washington, DC: Civic Enterprises, LLC.
		Retrieved from www.civicenterprises.net/pdfs/
		frontlines.pdf
	Students from low socioeconomic status families	Rumberger, R. (1995). Dropping out of middle
	are twice as likely to drop out of school as	school: A multilevel analysis of students and
	students from average social class families, even	schools. American Educational Research
	when controlling for other factors (Rumberger,	Journal, 32(3), 583–625.
	1995).	
	Schools need to develop early warning systems to	Bridgeland, J., DiIulio, Jr., J. J., & Balfanz, R.
	help them identify students at risk of dropping out	(2009). Perspectives of teachers and principals
	and to develop the mechanisms that trigger	on the high school dropout problem.
	appropriate supports for these students.	Washington, DC: Civic Enterprises, LLC.
	(Bridgeland, DiIulio, & Balfanz, 2009).	Retrieved from www.civicenterprises.net/pdfs/
		frontlines.pdf
	The key indicators of dropout are poor attendance,	Bridgeland, J., DiIulio, Jr., J. J., & Balfanz, R.
	behavioral problems, and course failure.	(2009). Perspectives of teachers and principals
	(Bridgeland, DiIulio, & Balfanz, 2009)	on the high school dropout problem.
		Washington, DC: Civic Enterprises, LLC.
		Retrieved from www.civicenterprises.net/pdfs/
		frontlines.pdf

	Ninth grade is a critical year, because students	Cooper, R., & Liou, D. D. (2007). The structure
	need skills early to graduate (Cooper & Liou,	and culture of information pathways:
	2007).	Rethinking opportunity to learn in urban high
		schools during the ninth grade transition. <i>The</i>
		High School Journal, 91(1), 43–56.
Ninth-Grade	By ninth grade, dropout can be predicted with	Bridgeland, J., DiIulio, Jr., J. J., & Balfanz, R.
Interventions	85% accuracy (Bridgeland, DiIulio, & Balfanz,	(2009). Perspectives of teachers and principals
	2009).	on the high school dropout problem.
		Washington, DC: Civic Enterprises, LLC.
		Retrieved from www.civicenterprises.net/pdfs/
		frontlines.pdf
	"Among students who sent their first serious	Neild, R., Balfanz, R., & Herzog, L. (2007). An
	distress signal in 9th grade, those who earned	early warning system. Educational Leadership,
	fewer than two credits or attended school less than	65(2), 28–33.
	70 percent of the time had at least a 75 percent	
	chance of dropping out of school" (Neild, Balfanz,	
	& Herzog, 2007, p. 30).	
	Eighty percent of dropouts studied in Philadelphia	Neild, R., Balfanz, R., & Herzog L. (2007). An
	sent a signal in the middle grades or during the	early warning system. Educational Leadership,
	first year of high school (Neild, Balfanz, &	65(2), 28–33.
	Herzog, 2007).	
	Only 49% of 2010 graduates surveyed by the	Hart Research Associates. (2011). One year
	College Board reported "that their high school did	out: Findings from a national survey among
	a good job of preparing them for both work and	members of the high school graduating class of
	school" (Hart Research Associates 2011, p. 3).	2010. New York: The College Board. Retrieved
		from
		http://media.collegeboard.com/homeOrg/conte
		nt/pdf/One_Year_Out_key_findings%20report_
		final.pdf

Theme	Research Finding	Source
-------	------------------	--------

Twenty-four percent of 2010 graduates enrolled in	Hart Research Associates. (2011). One Year
college reported that they were required to take	Out: Findings from a National Survey Among
developmental or remedial courses (Hart Research	Members of the High School Graduating Class
Associates, 2011).	of 2010. New York: The College Board.
	Retrieved from
	http://media.collegeboard.com/homeOrg/conte
	nt/pdf/One_Year_Out_key_findings%20report_
	final.pdf
Only 66 percent of students met college readiness	Aud, S. (2011). America's youth: Transition to
benchmarks in English in 2009–10 (Aud, 2011).	adulthood. US Department of Education,
"66 percent of male and 74 percent of female high	National Center for Education Statistics.
school completers enrolled in college directly after	Washington, DC: US Government Printing
high school in 2009" (Neild, Balfanz, & Herzog,	Office. Retrieved from
2007, p. vi).	http://nces.ed.gov/pubs2012/2012026.pdf
Social skills have gained increasing attention as a	Farrington, C. A., Roderick, M., Allensworth,
critical factor for adolescents in connection with	E., Nagaoka, J., Keyes, T. S., Johnson, D. W.,
career readiness (Farrington et al., 2012).	& Beechum, N. O. (2012). Teaching
	adolescents to become learners. The role of
	noncognitive factors in shaping school
	performance: A critical literature review.
	Chicago, IL: University of Chicago Consortium
	on Chicago School Research.
In 2007, 7% of parents reported that their children	Aud, S. (2011). America's youth: Transition to
did no homework outside of school (Aud, 2011).	adulthood. US Department of Education,
	National Center for Education Statistics.
	Washington, DC: US Government Printing
	Office. Retrieved from http://nces.ed.gov/
	pubs2012/2012026.pdf
	developmental or remedial courses (Hart Research Associates, 2011). Only 66 percent of students met college readiness benchmarks in English in 2009–10 (Aud, 2011). "66 percent of male and 74 percent of female high school completers enrolled in college directly after high school in 2009" (Neild, Balfanz, & Herzog, 2007, p. vi). Social skills have gained increasing attention as a critical factor for adolescents in connection with career readiness (Farrington et al., 2012). In 2007, 7% of parents reported that their children did no homework outside of school (Aud, 2011).

	Academic behaviors (such as going to class,	Farrington, C. A., Roderick, M., Allensworth,
	studying, doing homework) are a major	E., Nagaoka, J., Keyes, T. S., Johnson, D. W.,
	determinant of course grades; improving academic	& Beechum, N. O. (2012). Teaching
	behaviors can improve course performance	adolescents to become learners. The role of
	(Farrington et al., 2012).	noncognitive factors in shaping school
		performance: A critical literature review.
		Chicago, IL: University of Chicago
		Consortium on Chicago School Research.
	As a result of differences in self-control, girls	Duckworth, A. L., & Seligman, M. E. P.
	spent about twice as much time on homework as	(2006). Self- discipline gives girls the edge:
	boys (Duckworth & Seligman, 2006.)	Gender in self-discipline, grades, and
		achievement test scores. Journal of
		Educational Psychology, 98(1), 198–208.
Self-Control	Academic performance depends largely upon	Duckworth, A. L., & Seligman, M. E. P.
	students' own self-control and conscientiousness;	(2005). Discipline outdoes IQ in predicting
	a failure to use self-discipline may contribute to	academic performance of adolescents.
	many students' academic problems (Duckworth &	Psychological Science, 16, 939–44.
	Seligman, 2005).	
	Whether students exhibit self control-depends on	Farrington, C. A., Roderick, M., Allensworth,
	context, the strategies they are given, and their	E., Nagaoka, J., Keyes, T. S., Johnson, D. W.,
	own cognitive strategies (Farrington et al., 2012;	& Beechum, N. O. (2012). Teaching
	Mischel & Mischel, 1983).	adolescents to become learners. The role of
		noncognitive factors in shaping school
		performance: A critical literature review.
		Chicago, IL: University of Chicago Consortium
		on Chicago School Research. Mischel, H. N.,
		& Mischel, W. (1983). The development of
		children's knowledge of self-controls
		strategies. Child Development, 54, 603–619.

Research Finding	Source
Individuals tend to participate in activities that	Bandura, A. (1986). Social foundations of
they feel that they can carry out and avoid those	thought and action: A social cognitive theory.
for which they lack confidence in their ability to	Englewood Cliffs, NJ: Prentice-Hall.
complete (Bandura, 1986).	
"One's beliefs about intelligence and attributions	Farrington, C. A., Roderick, M., Allensworth,
for academic success or failure are more strongly	E., Nagaoka, J., Keyes, T. S., Johnson, D. W.,
associated with school performance than is one's	& Beechum, N. O. (2012). Teaching
actual measured ability" (Farrington et al., 2012,	adolescents to become learners. The role of
p. 10).	noncognitive factors in shaping school
Stereotype threat and learned helplessness can	performance: A critical literature review.
undermine positive academic mindsets and	Chicago, IL: University of Chicago Consortium
interfere with academic performance (Farrington	on Chicago School Research.
et al., 2012).	
Students exhibit different amounts of perseverance	
under different conditions, suggesting that school	
counselors and teachers can change conditions to	
promote academic perseverance (Farrington et al.,	
2012).	
Correlational evidence suggests that student	
perseverance is an important mechanism in	
assignment completion (Farrington et al., 2012).	
Academic perseverance can be increased by	
"supporting positive academic mindsets and	
helping students develop effective learning	
strategies" (Farrington et al., 2012, p. 17).	
"When students value the work they are doing,	
they feel a sense of belonging in the classroom	
context in which they are working, feel capable of	
succeeding, and believe they will master	
	Individuals tend to participate in activities that they feel that they can carry out and avoid those for which they lack confidence in their ability to complete (Bandura, 1986). "One's beliefs about intelligence and attributions for academic success or failure are more strongly associated with school performance than is one's actual measured ability" (Farrington et al., 2012, p. 10). Stereotype threat and learned helplessness can undermine positive academic mindsets and interfere with academic performance (Farrington et al., 2012). Students exhibit different amounts of perseverance under different conditions, suggesting that school counselors and teachers can change conditions to promote academic perseverance (Farrington et al., 2012). Correlational evidence suggests that student perseverance is an important mechanism in assignment completion (Farrington et al., 2012). Academic perseverance can be increased by "supporting positive academic mindsets and helping students develop effective learning strategies" (Farrington et al., 2012, p. 17). "When students value the work they are doing, they feel a sense of belonging in the classroom context in which they are working, feel capable of

challenging material with effort, they are much
more likely to engage and difficult work and see it
through to completion (Farrington et al., 2012, p.
26).