

What Research Tells Us About the Link Between School Organizational Conditions and Improved School and Student Outcomes



Research shows strong school climate has been demonstrated to reduce the negative effects socioeconomic status has on academic achievement* and helps foster higher overall academic achievement and attendance rates**.

Sources: * Berkowitz et al. (2017). ** Cohen, McCabe, Michelli, & Pickeral (2009).



According to a study that examined chronic absenteeism in Detroit Public Schools, schools strong in the 5Essentials (Effective Leaders, Ambitious Instruction, Collaborative Teachers, Supportive Environment, and Involved Families) had lower rates of chronic absenteeism.

Source: Lenhoff & Pogodzinski (2018).



San Francisco schools that modeled school improvement plans around the 5Essentials Framework experienced narrowed differences in achievement across student demographics, reduced absences, and improved teacher retention.

Source: Sun, Penner, & Loeb (2017).



A study of California CORE districts found social-emotional learning and climate survey scores were predictive of students' academic outcomes.

Source: Hough, Kalogrides, & Loeb (2017).



According to a study of New York City middle schools, improvement in the areas of Leadership, High Academic Expectations, Teacher Relationships and Collaboration, and School Safety and Order were all independently associated with reduced teacher turnover. Increases in High Academic Expectations and School Safety and Order were also associated with improved math scores.

Source: Kraft et al. (2016).

