ASK A REL Response

**Campus Curricular, Co-Curricular, and Extracurricular Programs:
Incorporation of Research-Based Practices and Correlation to Higher Grades
January 2014**

Background
REL Southwest received a request for information seeking research that examines ways in which research-based practice has been incorporated into campus curricular, co-curricular, and extracurricular programs and evidence that student participation in these programs correlates to higher grades.

Search of Databases and Websites

ERIC database (www.eric.ed.gov)

EBSCO's Academic Search Elite database

Google Scholar (http://www.scholar.google.com)

Keywords and Search Strings Used in the Searches
For resources on campus curricular programs: (high schools—curricula OR school curriculum OR curricula) AND (research) AND (academic rigor OR academic improvement OR academic achievement)

For resources on co-curricular and extracurricular programs: (student activities OR extracurricular OR extracurriculum OR co-curricular OR co-curriculum) AND (research) AND (academic rigor OR academic improvement OR academic achievement)

Criteria for Inclusion
REL Southwest identified and selected the following resources that provide research on campus curricular, co-curricular, and extracurricular programs. Reports about programs based outside of the United States or above the high school level were excluded.

Date of the Publication: The most current information (primarily published from 2009 to the present) was included.

Resources on Campus Curricular Programs and Academic Achievement

ACT, Inc. (2010). *Mind the gaps: How college readiness narrows achievement gaps in college success.* Iowa City, IA: ACT. Retrieved from http://files.eric.ed.gov/fulltext/ED511829.pdf

From the ERIC abstract: This report discusses factors that contribute to lower college success rates among underrepresented racial/ethnic minority students and students from lower-income families. Everyone needs to ensure that all students have access to high school coursework that is of sufficient depth and intensity to adequately prepare them for college and a career. The results of this research suggest the following recommendations: (1) Close the gap between

student aspirations and high school course plans by ensuring that all students take at least a core curriculum in high school; (2) close the gap in the alignment of high school courses with college and career readiness standards by focusing high school core courses on the essential standards for college and career readiness; and (3) close the gap in the quality of high school courses across schools by offering all students rigorous high school core courses that cover the essential knowledge and skills needed for college and career readiness in sufficient depth and intensity.

Klepfer, K., & Hull, J. (2012). *High school rigor and good advice: Setting up students to succeed.* Alexandria, VA: Center for Public Education, National School Boards Association. Retrieved from http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/High-school-rigor-and-good-advice-Setting-up-students-to-succeed/High-school-rigor-and-good-advice-Setting-up-students-to-succeed-Full-Report.pdf

From the publication's summary: A rigorous high school curriculum is important for college and for every type of student. No matter the characteristics of students, their SES level, or how well they do in school, every student can benefit from challenging subject matter. Far from setting them up to fail, rigorous curriculum is setting them up to succeed. Encouraging or requiring students to take higher-levels courses should be a goal of all schools as well as providing the support students need to do well in them. Some students may not think they are smart enough to take a challenging course. It is the job of high schools to let students know the benefits of taking the course and of being confident that they can succeed.

Schmoker, M. (2011, November). Curriculum NOW. *Phi Delta Kappan, 93*(3), 70–71. *Note: We were unable to locate the full-text version of this resource. Although we typically limit our referrals to publicly available resources, we determined from the abstract shown below that this resource may be of interest to you. The resource may be found through university library systems.*

From the EBSCO Academic Search Elite abstract: The article discusses the need for establishing a common liberal arts curriculum for U.S. schools as a way to increase academic achievement and close the U.S. achievement gap. The author distinguishes between taught and written curricula, noting that weak standards exist for the former. He argues for the importance of writing short research papers and reading challenging texts to improve overall school performance.

Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). *Helping students navigate the path to college: What high schools can do: A practice guide* (NCEE #2009-4066). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/higher_ed_pg_091509.pdf

From the What Works Clearinghouse summary: Access to higher education remains a challenge for many students who face academic and informational barriers to college entry. This guide targets high schools and school districts, and focuses on effective practices that prepare students academically for college, assist them in completing the steps to college entry, and improve their likelihood of enrolling in college. Access to higher education remains a challenge for many students who face academic and informational barriers to college entry.

Williams, T., Kirst, M., Haertel, E., Williams, T., Rosin, M., Perry, M., . . . Levin, J. (2010). *Gaining ground in the middle grades: Why some schools do better.* Mountain View, CA:

EdSource. Available from http://www.edsource.org/middle-grades-report.html

From the ERIC abstract: This study contributes to the field by identifying a broad range of traditional and newer middle grade policies and practices, and determining for California which of them differentiate higher- from lower-performing schools serving similar student populations, with performance measured by the state's standards-based tests. This study shows that, although student socioeconomic background is one strong predictor of school-level academic achievement, the practices and policies enacted by middle grade educators also have a significant relationship with these outcomes. Educators' focus on their middle grade mission, and the resources they have available to pursue their goals, can make a difference. The interrelated practices identified in this study may help middle grade schools and districts—in California and nationally—continue their efforts to improve students' academic outcomes at a critical time in their academic careers.

Resources on Co-Curricular Programs and Academic Achievement

Jenkins, C. D. (2009). *What factors contribute to the achievement gap: A case study of multicultural/disadvantaged student participation in co curricular activities at a large urban high school.* (Doctoral dissertation). The University of Wisconsin, Madison, WI. Available from ProQuest Dissertations & Theses Full Text database. (Order no. 3367499.) *Note: We were unable to locate the full-text version of this resource. Although we typically limit our referrals to publicly available resources, we determined from the abstract shown below that this resource may be of interest to you. The resource may be found through university library systems.*

From the ERIC abstract: This study analyzed the relationship between five independent variables related to participation in co-curricular activities, demographic characteristics of individual students, and four dependent variables related to academic achievement at a large urban high school in the Midwest. The independent variables included the following: major, minor, nonparticipation in co-curricular activities, student background, and socioeconomic status. In this study, academic achievement was defined by high school class rank, grade point average, whether a student took the ACT exam, and performance on the ACT exam. Major participation in co-curricular activities had a statistically significant and positive influence on grade point average, high school class rank percentile, and performance on the ACT exam.

Norton, M. S., Kelly, L. K., & Battle, A. R. (2012). *The principal as student advocate: A guide for doing what's best for all students.* Larchmont, NY: Eye on Education. *Note: We were unable to locate the full-text version of this resource. Although we typically limit our referrals to publicly available resources, we determined from the abstract shown below that this resource may be of interest to you. The resource may be found through university library systems.*

From the ERIC abstract: This book offers practical tools and strategies to help a principal become a strong advocate for every student in his or her school. With real-world examples and situations, this book will help readers (1) acquire skills to change students' lives for the better—and also reach district goals; (2) learn how to advocate for students even if it conflicts with district policy; (3) discover how to transform staff so they can also serve as student advocates; and (4) strengthen connections with parents to engage them in their child's education. The book focuses on curricular as well as co-curricular programs, including subject-matter offerings, the fine arts, athletics, technical programs, clubs, recreational activities, and other programs.

Streb, A. G. (2009). *A study of the association between high school student participation in co-curricular activities and academic achievement.* (Doctoral dissertation). University of Missouri, St. Louis, MO. Available from ProQuest Dissertations & Theses Full Text database (Order no. 3367008). *Note: We were unable to locate the full-text version of this resource. Although we typically limit our referrals to publicly available resources, we determined from the abstract shown below that this resource may be of interest to you. The resource may be found through university library systems.*

From the ERIC abstract: The purpose of this study was to examine the academic achievement of students who are involved in co-curricular activities when statistically compared to the performance of their peers who are not involved in co-curricular activities. The scope of the investigation only includes high school students and the relationship between their involvement in co-curricular activities and their academic performance. In addition, the study differentiates between the types of co-curricular activities a student is involved in, be it sports or performing groups or even afterschool clubs.

Resources on Extracurricular Programs and Academic Achievement

Bundick, M. J. (2011, January). Extracurricular activities, positive youth development, and the role of meaningfulness of engagement. *The Journal of Positive Psychology, 6*(1), 57–74. *Note: We were unable to locate the full-text version of this resource. Although we typically limit our referrals to publicly available resources, we determined from the abstract shown below that this resource may be of interest to you. The resource may be found through university library systems.*

From EBSCO Academic Search Elite abstract: Previous research has shown that participation in extracurricular activities in high school can promote desirable outcomes, such as educational attainment and reduced problem behaviors, but little attention has been paid to relations with psychological indicators of positive youth development (PYD). Moreover, the potential importance of the degree to which young people find such engagement personally meaningful toward these relations has been overlooked. This study investigated longitudinal relations among extracurricular participation and multiple indicators of positive development in adolescence, and explored whether personal meaningfulness of these domains moderated these relations. Results showed that positive development was positively associated with participation in student leadership and volunteering, and negatively associated with participation in the creative arts.

Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). *The arts and achievement in at-risk youth: Findings from four longitudinal studies.* Washington, DC: National Endowment for the Arts. Retrieved from http://files.eric.ed.gov/fulltext/ED530822.pdf

From the ERIC abstract: This report examines the academic and civic behavior outcomes of teenagers and young adults who have engaged deeply with the arts in or out of school. In several small-group studies, children and teenagers who participated in arts education programs have shown more positive academic and social outcomes in comparison to students who did not participate in those programs. This report displays correlations between arts activity among at-risk youth and subsequent levels of academic performance and civic engagement.

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S.

Department of Education. Retrieved from
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf

From the What Works Clearinghouse summary: Geared toward educators, administrators, and policymakers, this guide provides recommendations that focus on reducing high school dropout rates. Strategies presented include identifying and advocating for at-risk students, implementing programs to improve behavior and social skills, and keeping students engaged in the school environment.

Farb, A. F., & Matjasko, J. L. (2012, March). Recent advances in research on school-based extracurricular activities and adolescent development. *Developmental Review, 32*(1), 1–48. *Note: We were unable to locate the full-text version of this resource. Although we typically limit our referrals to publicly available resources, we determined from the abstract shown below that this resource may be of interest to you. The resource may be found through university library systems.*

From the ERIC abstract: Updating a previous systematic review of the literature, this review summarizes the literature over the last 5 years on the relationship between school-based extracurricular activity participation and academic achievement, substance use, sexual activity, psychological adjustment, and delinquency. A call for continued exploration into measurement issues, analysis approaches, outcome measures, and causal models of activities and adolescent functioning is made.

Howard, A. K., & Ziomek-Daigle, J. (2009). Bonding, achievement, and activities: School bonding, academic achievement, and participation in extracurricular activities. *Georgia School Counselors Association Journal,16*(1), 39–48. Retrieved from
http://files.eric.ed.gov/fulltext/EJ871913.pdf

From the ERIC abstract: Utilizing a single-group interrupted time series design (Creswell, 2003), this pilot study examined the relationship between academic achievement, school bonding, and the extracurricular activity participation of "uninvolved" students (*n*=11) who participated in a voluntary support group at a suburban high school in the southeast. Results indicated that involvement in the voluntary support group may have had a significant effect on the academic achievement of the students. These findings suggest that professional school counselors, school officials, and community agency personnel can collaborate and use extracurricular activities to help target the academic achievement of other uninvolved or off-track students.

Kronholz, J. (2012, Winter). Academic value of non-academics: The case for keeping extracurriculars. *Education Next, 12*(1), 8–13. Retrieved from
http://educationnext.org/files/ednext_20121_kronholz.pdf

From the ERIC abstract: Research says there is a link between afterschool activities and graduating from high school, going to college, and becoming a responsible citizen. The U.S. Department of Education last compiled data on extracurricular activities a decade ago, when it reported that more than half the country's high school sophomores participated in sports, that one-fifth were in a school-sponsored music group, and that cheerleading and drill teams, hobby, academic, and vocational clubs each involved about 10 percent of kids. The data also show that kids with the highest test scores are the most active in afterschool activities. Some researchers insist there is a cause-effect relationship between activities and academic success, not just the other way around. Extracurriculars also make school more palatable for kids who otherwise find

it bleak or unsatisfying. Grades improve not because of what kids are learning in the video club, but because the video club is making them enjoy school more, so they show up more often, find a circle of like-minded friends, and become more engaged in school.

Power, S., Taylor, C., Rees, G., & Jones, K. (2009, December). Out-of-school learning: Variations in provision and participation in secondary schools. *Research Papers in Education, 24*(4), 439–460. *Note: We were unable to locate the full-text version of this resource. Although we typically limit our referrals to publicly available resources, we determined from the abstract shown below that this resource may be of interest to you. The resource may be found through university library systems.*

From the ERIC abstract: There is overwhelming evidence of the benefits of out-of-school learning. It is likely to be particularly important for disadvantaged students who have fewer material and cultural resources in the home to supplement their classroom work. However, despite the research evidence and political moves to promote out-of-school learning, it would appear that the provision of such activities is increasingly threatened by resource constraints, regulation, and risk aversion. The research reported here sets out to investigate how schools experience these and other difficulties and how schools differentially affect the provision of and participation in out-of-school learning activities.

Stearns, E., & Glennie, E. J. (2010, March). Opportunities to participate: Extracurricular activities' distribution across and academic correlates in high schools. *Social Science Research, 39*(2), 296–309. *Note: We were unable to locate the full-text version of this resource. Although we typically limit our referrals to publicly available resources, we determined from the abstract shown below that this resource may be of interest to you. The resource may be found through university library systems.*

*From the EBSCO Academic Search Elite abstract: S*tudies suggest that students who participate in extracurricular activities benefit in a number of ways. However, schools provide different opportunities to participate in these activities. Using information from high school yearbooks and administrative data on students and schools in North Carolina, we examined whether school characteristics influence the numbers and types of extracurricular activities available, whether schools providing more and diverse activities have higher participation rates, and whether these schools have better academic outcomes. We found that school size and poverty levels significantly influence the number and types of activities available, with larger schools and those schools with more affluent student bodies offering more activities. In addition, schools with more activities available tend to have higher participation rates. Opportunities to participate are associated with positive academic outcomes for the school, even when controlling for school resources. For some—but not all—activities, student participation rates mediate the relationship between activity availability and the school's academic profile. For benefits to be present, schools must provide these resources, and students must invest in them.

Other Resources to Consult

What Works Clearinghouse (http://ies.ed.gov/ncee/wwc) on the IES website. Reviewed resources that provide educators with the results from high-quality research to help make evidence-based decisions.