

References

This is a collection of research and references that support the School Turnaround and Transformation work at American Institutes for Research (AIR). The following citations are organized by the framework elements that AIR Turnaround staff use to organize the work being completed at schools and districts around the nation to help schools and students succeed.

General

- Brady, R. C. (2003). *Can failing schools be fixed?* Washington, DC: Thomas B. Fordham Foundation.
- Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007). *The turnaround challenge*. Boston, MA: Mass Insight.
- Cibulka, J. G. (2003). Educational bankruptcy, takeovers, and reconstitution of failing schools. In W. L. Boyd & D. Miretzky (Eds.), *American educational governance on trial: change and challenges* (pp. 249–270). Chicago: National Society for the Study of Education.
- de la Torre, M., Jagesic, S., Sebastian, J., Allensworth, E., Salmonowicz, M., Meyers, C.V., & Gerdeman, D. (in press). Changes in student populations, teacher workforce, and student outcomes in low-performing Chicago schools targeted for reform effort (Issues & Answers Report, REL 2011). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.
- Hallinger, P., & Murphy, J. (1986). The social context of effective schools. *American Journal of Education*, 94(3), 328–355.
- Hassel, B. C. & Steiner, L. (2003). *Starting fresh: A new strategy for responding to chronically low performing schools*. Chapel Hill, NC: Public Impact, LLC.
- Housman, N.G., & Martinez, M.R. (2001). A brief for practitioners on turning around low-performing schools: Implications at the school, district, and state levels. Washington, D.C.: National Clearinghouse for Comprehensive Reform.
- Meyers, C.V., Lindsay, J., Condon, C., & Wan, Y. (in press). A statistical approach to identifying schools demonstrating substantial improvements in student learning. *Journal of Education for Students Placed at Risk*.
- Mintrop, H., & Trujillo, T. (2005). Corrective action in low performing schools: Lessons for NCLB implementation from first-generation accountability systems. *Education Policy Analysis Archives*, 13(48), 1–30.
- Murphy, J., & Meyers, C.V. (2008). *Turning around failing schools: Lessons from the organizational sciences*. Thousand Oaks, CA: Corwin Press.
- Reynolds, D., & Teddlie, C. (2000). The future agenda for school effectiveness research. In C. Teddlie and D. Reynolds' (Eds.) *The international handbook of school effectiveness research* (pp. 322–343). London: Falmer Press.

Stuit, D. (2010). *Are bad schools immortal? The scarcity of turnarounds and shutdowns in both charter and district sectors*. Washington, DC: Thomas B. Fordham Institute. Retrieved January 26, 2011, from <http://www.edexcellence.net>

Comprehensive Diagnostics

Ansell, D. (2004). *Improving schools facing challenging circumstances*. Nottingham, England: National College for School Leadership.

Blum, R. (2005). *School connectedness: Improving the lives of students*. Baltimore, MA: Johns Hopkins Bloomberg School of Public Health

Cotton, K. (1988). *Monitoring student learning in the classroom (School Improvement Research Series, Close-Up #4)*. Portland, OR: Northwest Regional Educational Laboratory. Retrieved June 22, 2011, from <http://www.nwrel.org/scpd/sirs/2/cu4.html>

Elmore, R. (2004). *School reform from inside out*. Cambridge: Harvard Education Press.

Fullan, M. (2006). *Turnaround leadership*. San Francisco, CA: Jossey-Bass.

Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc. Retrieved June 22, 2011, from http://www.dropoutprevention.org/sites/default/files/uploads/major_reports/DropoutRiskFactorsandExemplaryProgramsFINAL5-16-07.pdf

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., & Redding, S. (2008). *Turning around chronically low-performing schools: A practice guide* (NCEE No. 2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education. Retrieved July 29, 2010, from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf

Kanter, R.M. (2004). *Confidence: How winning and losing streaks begin and end*. New York: Crown Business.

Klem, A.M., & Connell, J.P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health, 74*(7), 262–273.

Mintrop, H. (2004). *Schools on probation*. New York: Teachers College Press.

Morse, A.B., Anderson, A.R., Christenson, S.L., & Lehr, C.A. (2004, February). Promoting school completion. *Principal Leadership Magazine, 4*(5), 9–13.

Murphy, J., & Meyers, C.V. (2008). *Turning around failing schools: Lessons from the organizational sciences*. Thousand Oaks, CA: Corwin Press.

Perdue, N.H., Manzeske, D.P., & Estell, D.B. (2009). Early predictors of school engagement: Exploring the role of peer relationships. *Psychology in the Schools, 46*(10), 1084–1097.

Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E.A. (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, IL: Center on Innovation & Improvement.

Therriault, S. B., Heppen, J., O’Cummings, M., Fryer, L., & Johnson, A. (2010). Early warning system implementation guide: For use with the National High School Center’s Early Warning System Tool v.2.0. Washington, DC: National High School Center at the American Institutes for Research. Retrieved January 11, 2012 from <http://www.betterhighschools.org/documents/NHSCEWSImplementationGuide.pdf>

Tucker, C.M., Zayco, R.A., Herman, K.C., Reinke, W.M., Trujillo, M., Carraway, K., Wallack, C., & Ivery, P.D. (2002). Teacher and child variables as predictors of academic engagement among low income African American children. *Psychology in the Schools*, 39(4), 477–488.

Waters, J. T., Marzano, R. J., & McNulty, B. A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning. Retrieved June 22, 2011, from http://www.mcrel.org/PDF/LeadershipOrganizationDevelopment/5031RR_BalancedLeadership.pdf

Yazzie-Mintz, E. (2010). *Charting the path from engagement to achievement: A report on the 2009 High School Survey of Student Engagement*. Bloomington, IN: Center for Evaluation & Education Policy. Retrieved June 22, 2011, from <http://ceep.indiana.edu/hssse>

Leadership That Drives Change

American Institutes for Research. (2010). A learning point: What research and the field tell us about school leadership and turnaround. Manuscript submitted for publication. Washington, DC: Author.

Anagnostopoulos, D., & Rutledge, S.A. (2007). Making sense of school sanctioning policies in urban high schools. *Teachers College Record*, 109(5), 1261–1302.

Borman, G. D., Rachuba, L., Datnow, A., Alberg, M., Mac Iver, M., Stringfield, S. et al. (2000). Four models of school improvement: Successes and challenges in reforming low-performing, high-poverty Title I schools. (Report No. 48) Baltimore, MD: Center for Research on the Education of Students Placed At Risk (CRESPAR).

Brown, K.M., Anfara, V.A., & Roney, K. (2004). Student achievement in high performing, suburban middle schools and low performing, urban middle schools: Plausible explanations for the differences. *Education and Urban Society*, 36(4), 428–456.

Brady, R. C. (2003). *Can failing schools be fixed?* Washington, DC: Thomas B. Fordham Foundation.

Brinson, D., Kowal, J., & Hassel, B. C. (2008). *School turnarounds: Actions and results*. Lincoln, IL: Center on Innovation & Improvement. Retrieved January 11, 2012 from <http://www.centerii.org/survey/>

Fullan, M. (2006). *Turnaround leadership*. San Francisco: Jossey-Bass.

Hassel, E. A., & Hassel, B. C. (2009). The big u-turn: How to bring schools from the brink of failure to stellar success. *Education Next*, 9(1), 21–27. Retrieved January 11, 2012 from <http://educationnext.org/the-big-uturn/>

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., & Darwin, M. (2008). *Turning around chronically low-performing schools: A practice guide* (NCEE #2008-4020). 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/practiceguides/Turnaround_pg_04181.pdf

King, D., Neuman, M., Pelchat, J., Potochnik, T., Rao, S., & Thompson, J. (2004). *Instructional coaching: Professional development strategies that improve instruction*. Providence, RI: Annenberg Institute for School Reform. Retrieved January 11, 2012 from <http://annenberginstitute.org/pdf/InstructionalCoaching.pdf>

Kotter, J. (1996). *Leading change*. Boston: Harvard Business Press.

- Leithwood, K., & Strauss, T. (2009). Turnaround schools: Leadership lessons. *Education Canada*, 49(2), 26–29.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning: Final report of research findings*. St. Paul, MN: University of Minnesota. Retrieved November 29, 2010, from <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/Learning-from-Leadership-Investigating-Links-Final-Report.pdf>
- Mazzeo, C. & Berman, I. (2003). Reaching new heights: Turning around low-performing schools. NGA Center for Best Practices.
- Mintrop, H. & MacLellan, A. (2002). School improvement plans in elementary and middle schools on probation. *Elementary School Journal*, 102(4), 275–300.
- Neufeld, B., & Roper, D. (2003). *Coaching: A strategy for developing instructional capacity, promises, and practicalities*. Washington, DC: Aspen Institute Program on Education and Providence, RI: Annenberg Institute for School Reform, 2003.
- Nicolaidou, M., & Ainscow, M. (2005). Understanding failing schools: Perspectives from the inside. *School Effectiveness and School Improvement*, 16(3), 229–248.
- Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Educational Evaluation & Policy Analysis*, 26(3), 237–257. Retrieved July 5, 2011, from [http://steinhardt.nyu.edu/scmsAdmin/uploads/002/834/127%20-%20Nye%20B%20%20Hedges%20L%20%20V%20%20%20Konstantopoulos%20S%20%20\(2004\).pdf](http://steinhardt.nyu.edu/scmsAdmin/uploads/002/834/127%20-%20Nye%20B%20%20Hedges%20L%20%20V%20%20%20Konstantopoulos%20S%20%20(2004).pdf)
- Orr, M.T., Berg, B., Shore, R., & Meier, E. (2008). Putting the pieces together: Leadership for change in low-performing urban schools. *Education and Urban Society*, 40(6), 670–693.
- Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). *The heart of the matter: The coaching model in America's Choice Schools*. Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania.
- Public Impact. (2008). *School turnaround leaders: Competencies for success*. Chapel Hill, NC: Author. Retrieved November 6, 2010, from http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf
- Schmoker, M. (2011). *Focusing: Elevating the essentials to radically improve student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Sebring, P. B. Bryk, A. S., Easton, J. Q., Lopez, W., Luppescu, S., Thum, Y. M. & Smith, B. (1995). *Charting reform: Chicago teachers take stock*. Chicago: University of Chicago, Consortium on Chicago School Research. Retrieved on January 11, 2012 from http://ccsr.uchicago.edu/publications/ChartingReform_ChicagoTeachersTakeStock.pdf
- Steiner, L.M. (2005). *State takeovers of individual schools*. Naperville, IL: Learning Point Associates, North Central Regional Educational Laboratory.
- Steiner, L. M., Hassel, E. A. & Hassel, B. (2008). School turnaround leaders: Competencies for success. Chapel Hill, NC: Public Impact for The Chicago Public Education Fund. Retrieved November 6, 2010, from http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf
- Watts, J. (2000). Getting results with accountability: Rating schools, assisting

schools, improving schools. (Report) Atlanta, GA: Southern Regional Education Board.

Educator Effectiveness

- Allensworth, E., Ponisciak, K., & Mazzeo, C. (2009). *The schools teachers leave: Teacher mobility in Chicago Public Schools*. Chicago: Consortium on Chicago Research at the University of Chicago. Retrieved November 6, 2010, from http://ccsr.uchicago.edu/publications/CCSR_Teacher_Mobility.pdf
- Behrstock, E., Meyer, C., Wraight, S., Bhatt, M. (2009). *Managing educator talent: A research-based framework for district and state policymakers*. Naperville, IL: Learning Point Associates.
- Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. London: McKinsey & Company. Retrieved November 6, 2010, from http://www.closingtheachievementgap.org/cs/ctag/download/resources/111/Barber_worlds_school_s.pdf?x-r=pcfile_d
- Brandt, C., Thomas, J., & Burke, M. (2008). State policies on teacher evaluation practices in the Midwest Region (Issues & Answers Report, REL 2008-No. 004). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved November 6, 2010, from http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/techbrief/tr_00408.pdf
- Campbell, R. J., Kyriakides, L., Muijs, R.D., & Robinson, W. (2003). Differential teacher effectiveness: Towards a model for research and teacher appraisal. *Oxford Review of Education*, 29(3), 347–362. Retrieved January 11, 2012 from <http://www.jstor.org/stable/3595446>
- Cibulka, J. G. (2003). Educational bankruptcy, takeovers, and reconstitution of failing schools. In W. L. Boyd & D. Miretzky (Eds.), *American educational governance on trial: change and challenges* (pp. 249–270). Chicago: National Society for the Study of Education.
- Croft, A., Cogshall, J., Dolan, M., Powers, E., & Killion, J. (2010). *Job-embedded professional development: What it is, who is responsible, and how to get it done well (Issue Brief)*. Washington, DC, and Oxford, OH: National Comprehensive Center for Teacher Quality, Mid-Atlantic Comprehensive Center, & National Staff Development Council.
- Eilers, A.M., & Camacho, A. (2007). School culture change in the making: Leadership factors that matter. *Urban Education*, 42(6), 616–637.
- Foote, C. (2005). The challenge and potential of high-need urban education. *The Journal of Negro Education*, 74(4), 371–381.
- Fullan, M. (1985). Change processes and strategies at the local level. *The Elementary School Journal*, 85(3), 390–421 (Special Issue: Policy Implications of Effective Schools Research).
- Gallimore, R., Ermeling, B., Saunders, W., & Goldenberg, C. (2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *The Elementary School Journal*, 109(5), 537–553.
- Goldstein, J., Kelemen, M. & Koski, W. (1998). Reconstitution in theory and practice: The experiences of San Francisco. Paper Presented at the Annual Meeting of the American Educational Research Association, San Diego, April 1998.
- Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., & Redding, S. (2008). *Turning around chronically low-performing schools: A practice guide* (NCEE No. 2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of

- Education. Retrieved July 29, 2010, from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf
- Humphrey, D. C., Wechsler, M. E., Bosetti, K. R., Park, & Tiffany-Morales, J. (2008). *Teacher Induction in Illinois and Ohio*. Menlo Park, CA: SRI International. Retrieved November 6, 2010, from <http://policyweb.sri.com/cep/publications/JoyceTeacherInduction2008.pdf>
- Illinois State Board of Education. (2008). *Introduction and purpose for the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs*. Springfield, IL: Author. Retrieved November 6, 2010, from http://intc.education.illinois.edu/sites/default/files/illinoisresources/standards_12_5_08.pdf
- Jacob, B.A. (2007). The challenge of staffing urban schools with effective teachers. *The Future of Children*, 17(1), 129–153.
- Ladd, H. F. (2009). *Teachers' perceptions of their working conditions: How predictive of policy-relevant outcomes?* Washington DC: Urban Institute. Retrieved January 11, 2012, from <http://www.urban.org/uploadedpdf/1001440-Teachers-Perceptions.pdf>
- Learning Point Associates. (2009). *Continuum of high-quality mentoring and induction practices*. Naperville, IL: Author.
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. New York: Wallace Foundation.
- Louis, K.S., Marks, H.M., & Kruse, S. (1996). Teachers' professional community in restructuring schools. *American Education Research Journal*, 33(4), 757–798.
- Kelley, C., & Odden, A. (1995, September). Reinventing teacher compensation systems (CPRE Finance Brief). Washington, DC: The Consortium for Policy Research in Education. Retrieved November 6, 2010, from <http://www2.ed.gov/pubs/CPRE/fb6/fb6b.html>
- Kelly, C. (1995). *Teacher compensation and organization*. Madison, WI: Consortium for Policy Research in education, University of Wisconsin–Madison.
- Malen, B., Croninger, R., Muncey, D., & Redmond-Jones, D. (2002). Reconstituting schools: “Testing” the “theory of action”. *Educational Evaluation and Policy Analysis*, 24(2), 113–132.
- Mac Iver, D. J., Ruby, A., Balfanz, R., & Byrnes, V. (2003). Removed from the list: A comparative longitudinal case study of a reconstitution-eligible school. *Journal of Curriculum and Supervision*, 18(3), 259-289.
- McLaughlin, M.W., & Talbert, J. (2001). *Professional communities and the work of high school teaching*. Chicago: University of Chicago.
- Mintrop, H. & MacLellan, A. (2002). School improvement plans in elementary and middle schools on probation. *Elementary School Journal*, 102(4), 275–300.
- Murnane, R.J. (2007). Improving the education of children living in poverty. *Future of Children*, 17(2), 161–182.
- Murphy, J., & Meyers, C.V. (2008). *Turning around failing schools: Lessons from the organizational sciences*. Thousand Oaks, CA: Corwin Press.
- New Teacher Center. (2007). *High quality mentoring & induction practices*. Santa Cruz, CA: Author. Retrieved January 11, 2012, from

http://www.newteachercenter.org/sites/default/files/ntc/main/resources/BRF_HighQualitymentoring%26InductionPractices.pdf

Odden, A. R. (1996). Incentives, school organization and teacher compensation. In S. Fuhrman & J. O'Day (Eds.), *Incentives and systemic reform*. San Francisco: Jossey-Bass.

Orr, M.T., Berg, B., Shore, R., & Meier, E. (2008). Putting the pieces together: Leadership for change in low-performing urban schools. *Education and Urban Society*, 40(6), 670–693.

Picucci, A. C., Brownson, A., Kahlert, R., & Sobel, A. (2002). *Driven to succeed: High-performing, high-poverty, turnaround middle schools*. Volume I: Cross-Case Analysis of High-Performing, High-Poverty, Turnaround Middle Schools. The University of Texas at Austin: The Charles A. Dana Center.

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417–458. Retrieved November 6, 2010, from <http://edpro.stanford.edu/Hanushek/admin/pages/files/uploads/teachers.econometrica.pdf>

Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), 247–252.

Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. *American Educational Research Journal*, 46(4), 1006–1033.

Weisberg, D., Sexton, S., Mulhern, J., & Kelling, D. (2009, June). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*. Brooklyn, NY: The New Teacher Project. Retrieved November 6, 2010, from http://widgeteffect.org/downloads/TheWidgetEffect_execsummary.pdf

Coherent Instructional Guidance System

American Federation of Teachers. (1999). *Redesigning low-performing schools: It's union work*. Washington, D.C.

Anagnostopoulos, D., & Rutledge, S.A. (2007). Making sense of school sanctioning policies in urban high schools. *Teachers College Record*, 109(5), 1261–1302.

Cotton, K. (1989) *Expectations and student outcomes*. Portland, OR: Northwest Regional Educational Laboratory. Retrieved June 22, 2011 from http://educationnorthwest.org/webfm_send/562

Daggett, W. R. (2005, September). *Achieving academic excellence through rigor and relevance*. Rexford, NY: International Center for Leadership in Education.

Durlak, J. A., & Weissberg, R. P. (2007). *The impact of after-school programs that promote personal and social skills*. Chicago: Collaborative for Academic, Social, and Emotional Learning. Retrieved November 6, 2010, from <http://www.casel.org/downloads/ASP-Full.pdf>

Fisher, D. & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Graves, M. F., & Fitzgerald, J. (2003). Scaffolding reading experiences for multilingual classrooms. In G. G. García (Ed.), *English learners: Reaching the highest levels of English literacy* (pp. 96–124). Newark, DE: International Reading Association.

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., & Darwin, M. (2008). *Turning around chronically low-performing schools: A practice guide* (NCEE #2008-4020). 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/practiceguides/Turnaround_pg_04181.pdf
- Housman, N.G., & Martinez, M.R. (2001). A brief for practitioners on turning around low-performing schools: Implications at the school, district, and state levels. Washington, D.C.: National Clearinghouse for Comprehensive Reform.
- Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mazzeo, C. & Berman, I. (2003). *Reaching new heights: Turning around low-performing schools*. NGA Center for Best Practices.
- Mintrop, H. (2003). The limits of sanctions in low-performing schools: A study of Maryland and Kentucky schools on probation. *Education Policy Analysis Archives*, 11(3), Retrieved September 8, 2005, from <http://epaa.asu.edu/epaa/v11n3.html>.
- Mintrop, H. & MacLellan, A. (2002). School improvement plans in elementary and middle schools on probation. *Elementary School Journal*, 102(4), 275–300.
- Mitchell, F. M. (1998). *The effects of curriculum alignment on the mathematics achievement of third-grade students as measured by the Iowa Test of Basic Skills: Implications for educational administrators*. Unpublished doctoral dissertation, Clark University, Atlanta, GA.
- Newmann, F. M., Byrk, A. S., & Nagaoka, J. (2001, January). Authentic intellectual work and standardized tests: Conflict or coexistence. Chicago: Consortium on Chicago School Research. Retrieved from <http://ccsr.uchicago.edu/publications/p0a02.pdf>
- Newmann, F. M., King, M. B., & Carmichael, D. L. (2007). Authentic instruction and assessment: Common standards for rigor and relevance in teaching academic subjects. Des Moines, IA: Iowa Department of Education. Retrieved from <http://centerforaiw.com/sites/centerforaiw.com/files/Authentic-Instruction-Assessment-BlueBook.pdf>
- Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). Organizing instruction and study to improve student learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf>
- Price-Baugh, R. (1997). Correlation of textbook alignment with student achievement scores. *Dissertation Abstracts International*, 58-05A, 1529.
- Tomlinson, C.A. (2003). *Fulfilling the promise of the differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- U. S. Department of Education (2001). *School improvement report: Executive order on actions for turning around low-performing schools*. Washington, DC: Office of Elementary and Secondary Education.
- Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs. Irvine, CA: University of California. Retrieved November 6, 2010, from <http://www.newdayforlearning.org/docs/HIIPPPReport.pdf>

Walberg, H. J. (2007). Changing and monitoring instruction. In H. J. Walberg (Ed.), *Handbook on restructuring and substantial school improvement* (pp. 85–98). Lincoln, IL: Center on Innovation & Improvement. Retrieved November 1, 2010, from <http://www.centerii.org/survey/downloads/Restructuring%20Handbook.pdf>

Wishnick, K. T. (1989). Relative effects on achievement scores of SES, gender, teacher effect and instructional alignment: A study of alignment's power in mastery learning. Doctoral Dissertation, University of San Francisco. *Dissertation Abstracts International*, 51-04A:1107.

Family and Community Engagement

Brown, K.M., Anfara, V.A., & Roney, K. (2004). Student achievement in high performing, suburban middle schools and low performing, urban middle schools: Plausible explanations for the differences. *Education and Urban Society*, 36(4), 428–456.

Christenson, S. L., & Sheridan, S. M. (2001). *School and families: Creating essential connections for learning*. New York: Guilford Press.

Jacob, B.A. (2007). The challenge of staffing urban schools with effective teachers. *The Future of Children*, 17(1), 129–153.

Henderson, A. T., & Berla, N. (Eds.). (1994). *A new generation of evidence: The family is critical to student achievement*. Washington DC: Center for Law and Education.

Murphy, J., & Meyers, C.V. (2008). *Turning around failing schools: Lessons from the organizational sciences*. Thousand Oaks, CA: Corwin Press.

Picucci, A. C., Brownson, A., Kahlert, R., & Sobel, A. (2002). *Driven to succeed: High-performing, high-poverty, turnaround middle schools*. Volume I: Cross-Case Analysis of High-Performing, High-Poverty, Turnaround Middle Schools. The University of Texas at Austin: The Charles A. Dana Center.

Rhim, L.M., Kowal, J.M., Hassel, B.C., & Hassel, E.A. (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*. Lincoln, IL: Center on Innovation & Improvement.

U. S. Department of Education (2001). *School improvement report: Executive order on actions for turning around low-performing schools*. Washington, DC: Office of Elementary and Secondary Education.

Student Centered Climate

Blum, R. W., McNeely, C. A., & Rinehart, P. M. (2002). *Improving the odds: The untapped power of schools to improve the health of teens*. Minneapolis: University of Minnesota, Center for Adolescent Health and Development. Retrieved November 6, 2010, from http://www.med.umn.edu/peds/ahm/prod/groups/med/@pub/@med/documents/asset/med_2177_1.pdf

Blum, R. (2005). *School connectedness: Improving the lives of students*. Baltimore, MA: Johns Hopkins Bloomberg School of Public Health.

Catalano, R. F., Haggerty, K. P. Oesterie, S., Fleming, C. B., & Hawkins, J. D. (2004). The importance of bonding to schools for healthy development: Findings from the social development research group. *The Journal of School Health*, 74(7), 252–262.

Cohen, J. (2009). *School climate research summary*. New York: Center for Social and Emotional Education. Retrieved November 15, 2009, from http://nscch.csee.net/effective/school_climate_research_summary.pdf

- Easton, L. B. (2008). *Engaging the disengaged: How schools can help struggling students succeed*. Thousand Oaks, California: Corwin Press.
- Ginsberg, MB., Wlodkowski, RJ. (2000). *Creating highly motivating classrooms for all students: A school wide approach to powerful teaching with diverse learners*. San Francisco, California: Jossey-Bass.
- Gordon, G. (2006). *Building engaging schools: Getting the most out of America's classrooms*. New York, NY: Gallup Press.
- Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc. Retrieved June 22, 2011, from http://www.dropoutprevention.org/sites/default/files/uploads/major_reports/DropoutRiskFactorsandExemplaryProgramsFINAL5-16-07.pdf
- Karcher, M. J. (2002a). Connectedness and school violence: A framework for developmental interventions. In E. Gerler (Ed.), *Handbook of school violence* (pp. 7–40). Binghamton, NY: Haworth.
- Karcher, M. J. (2002b). The cycle of violence and disconnection among rural middle school students: Teacher disconnectedness as a consequence of violence. *Journal of School Violence*, 1(1), 35–51.
- Kirby, D. (2001). Understanding what works and what doesn't in reducing adolescent risk-taking. *Family Planning Perspectives*, 33(6), 276–281.
- Klem, A.M., & Connell, J.P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, 74(7), 262–273.
- McNeely, C. A., Nonnemaker, J. M., & Blum, R. W. (2002). Promoting student connectedness to school: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health*, 72, 138–146.
- Morse, A.B., Anderson, A.R., Christenson, S.L., & Lehr, C.A. (2004, February). Promoting school completion. *Principal Leadership Magazine*, 4(5), 9–13.
- Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70, 323–367.
- Perdue, N.H., Manzeske, D.P., & Estell, D.B. (2009). Early predictors of school engagement: Exploring the role of peer relationships. *Psychology in the Schools*, 46(10), 1084–1097.
- Sugai, G., Horner, R.H., Algozzine, R., Barrett, S., Lewis, T., Anderson, C., Bradley, R., Choi, J. H., Dunlap, G., Eber, L., George, H., Kincaid, D., McCart, A., Nelson, M., Newcomer, L., Putnam, R., Riffel, L., Rovins, M., Sailor, W., Simonsen, B. (2010). *School-wide positive behavior support: Implementers' blueprint and self-assessment*. Eugene, OR: University of Oregon. Retrieved from http://www.pbis.org/common/pbisresources/publications/SWPBS_ImplementationBlueprint_vSep_23_2010.pdf
- Tucker, C.M., Zayco, R.A., Herman, K.C., Reinke, W.M., Trujillo, M., Carraway, K., Wallack, C., & Ivery, P.D. (2002). Teacher and child variables as predictors of academic engagement among low income African American children. *Psychology in the Schools*, 39(4), 477–488.
- Whitlock, J. L. (2006). Youth perceptions of life in school: Contextual correlates of school connectedness in adolescence. *Applied Developmental Science*, 10(1), 13–29.
- Yazzie-Mintz, E. (2010). *Charting the path from engagement to achievement: A report on the 2009 High School Survey of Student Engagement*. Bloomington, IN: Center for Evaluation & Education Policy. Retrieved June 22, 2011, from <http://ceep.indiana.edu/hssse>