SCHOOL CLIMATE LITERATURE

The literature below is clustered by two major themes: Program and Measurement. Within each cluster, literature for the following content areas appear: bullying, challenging behavior, character education, health, school climate, school safety, student engagement, and mental health.

PROGRAM

BULLYING

"Center for Social and Emotional Education : School Climate - Breaking the Bully-Victim-Bystander Tool Kit." National School Climate Center. Downloaded on March 2, 2011 from http://www.schoolclimate.org/climate/toolkit.php

Crosse, S., Williams, B., Hagen, C. A., Harmon, M., Ristow, L., DiGaetano, R., …, Derzon, J. H. (2011). *Prevalence and implementation fidelity of research-based prevention programs in public schools: Final report.* Rockville, MD: Westat for the U. S. Department of Education.

Fekkes, M., Pijpers, F. I. M., & Verloove-Vanhorick, S. P. (2006). Effects of antibullying school program on bullying and health complaints. *Archives of Pediatrics & Adolescent Medicine, 160*, 638-644.

Meehan, C. (2011). *The right to be safe: Putting an end to bullying behavior*. Minneapolis, MN: Search Institute Press.

Nansel, T., Overpeck, M., Pilla, R. S., Ruan, W. J., Simmons-Morton, B., & Schmidt, P. (2001). Bullying behaviors among US youth. *Journal of American Medical Association*, *285*, 2094-2100.

Swearer, S.M., Espelage, D.L. Vallancourt,T & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher*, *39*, 38-47.

CHALLENGING BEHAVIOR

"Facing the School Dropout Dilemma." American Psychological Association (APA). Downloaded on March 3, 2011 from http://www.apa.org/pi/families/resources/school-dropout-prevention.pdf

Nelson, J. R., Martella, R. M., & Marchand-Martella, N. (2002). Maximizing student learning: The effects of comprehensive school-based program for preventing problem behaviors. *Journal of Emotional and Behavioral Disorders, 10,* 136–148*.*

Osher, D. School Climate, the Conditions for Learning, and Academic Achievement: Briefing on School Climate and Academic Achievement. (June, 2010). PowerPoint presented at Briefing on School Climate and Academic Achievement, Washington, DC. Retrieved on January 31, 2011 from http://www.collab4youth.org/documents/Resources/Osher.pdf

CHARACTER EDUCATION

Berkowitz, M. W., & Bier, M. C. (2005). *What works in character education: A report for policy makers and opinion leaders*.

"CHARACTER COUNTS!: Research: Character Education Proven Effective." Character Education Program: CHARACTER COUNTS! - Lesson Plans, Training, Resources. Downloaded on March 2, 2011 from http://charactercounts.org/research/smart_good_high_schools.html

"Character Education by Design - A Blueprint for Successful Districts and School Initiatives." Published by the Maryland State Department of Education. Downloaded on March 2, 2011 from http://www.marylandpublicschools.org/NR/rdonlyres/086DF5BB-EE9A-48F3-906A-C3805E8DB6FC/18155/Character_Education_by_Design.pdf

"Character Education Partnership | Eleven Principles." *Character Education Partnership | Home*. Downloaded on April 2, 2012 from http://opi.mt.gov/pdf/CharacterEd/GR/CEP11Principles.pdf

"Character Education Partnership | Developing and Assessing School Culture." *Character Education Partnership | Home.* Downloaded on April 2, 2012 from http://www.character.org/uploads/PDFs/White_Papers/DevelopingandAssessingSchoolCulture.pdf

Osher, D. & Kendziora, K. (2010). Building Conditions for Learning and Healthy Adolescent Development: Strategic Approaches in B. Doll, W. Pfohl, & J. Yoon (Eds.) *Handbook of Youth Prevention Science*. New York: Routledge.

Person, A. E., Moiduddin, E., Hague-Angus, M., & Malone, L. M. (2009). *Survey of outcomes measurement in research on character education programs.* Washington, DC: National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Schwartz, Merle. *Effective Character Education: a Guidebook for Future Educators*. Boston: McGraw-Hill Higher Education, 2008. Print.

HEALTH

American Psychological Association. (2003). Presidential task force on prevention, promoting strength, resilience, and health in young people. *American Psychologist, 58*, 425-490.

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, MN: University of Minnesota, Center for Adolescent Health and Development.

SCHOOL CLIMATE

American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools?: An evidentiary review and recommendations. *American Psychologist, 63*(9), 852-862.

Beets, M. W., Flay, B. R., Vuchinich, S., Acock, A. C., Li, K., & Allred, C. (2008). School climate and teachers' beliefs and attitudes associated with implementation of the positive action program: A diffusion of innovations model. *Prevention Science*, *9*, 264-275.

Bradley, R., Doolittle, J., Lopez, F., Smith, J., & Sugai, G. (2007). *Discipline: Improved understanding and implementation*. Paper presented at the OSEP Part B Regulations Regional Implementation Meeting: Building the Legacy IDEA 2004, Washington, DC.

Bryk, A. S. & Schneider, B. L. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation Publications.

Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago: University of Chicago Press.

Dufresne, A., Hillman, A., Carson, C. & Kramer, T. (2010). Teaching discipline: A toolkit for educators on positive alternatives to out-of-school suspensions. New Haven: Connecticut Voices for Children

Felner, R. D., Favazza, A., Shim, M., Brand, S., Gu, K., & Noonan, N. (2001). Whole school improvement and restructuring as prevention and promotion: Lessons from STEP and the project on high-performance learning communities. *Journal of School Psychology*, *39*, 177–202.

Finnan, C., Schnepel, K., & Anderson, L. (2003). Powerful learning environments: the critical link between school and classroom cultures. *Journal of Education for Students Placed At Risk*, *8*, 391-418.

Gregory, A., Henry, D. B., & Schoeny, M. E. (2007). School climate and implementation of a preventive intervention. *AmericanJournal of Community Psychology*, *40*, 250-260.

Jerabek, A. & Tellett-Royce, N. (2010). S*trong staff: Strong students: Professional development in schools and youth programs.* K. Brielmaier, (Ed.). Minneapolis: Search Institute.

Mayer, G. R. (2001). Antisocial behavior: Its causes and prevention within our schools. *Education and Treatment of Children, 24,* 414–429.

Meraviglia, M. G., Becker, H., Rosenbluth, B., Sanchez, E., & Robertson, T. (2003). The expect respect project: Creating a positive elementary school climate. *Journal of Interpersonal Violence*, *18*, 1347-1360.

Muller, C. (2001). The role of caring in the teacher-student relationship for at-risk students. *Sociological Inquiry*, *71*, 241–255.

National Association of School Psychologists. (2002). *Fair and effective discipline for all students: Best practice strategies for educators.* Bethesda: National Association of School Psychologists. Retrieved from http://www.naspcenter.org/factsheets/effdiscip_fs.html

Nixon, C. & C. Gray. *Keeping Students Learning: School Climate and Student Support Systems*. (September, 2007), Presented at the 2010 Tennessee LEAD Conference, Nashville, TN.

National School Climate Council. (2007). *The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy*. Downloaded on March 3, 2011 from http://www.schoolclimate.org/climate/policy.php

Osher, D., Bear, G., Sprague, J., & Doyle, W. (January-February, 2010). How we can improve school discipline. *Educational Researcher, 39* (1), 48-58.

Osher, D., Cartledge, G., Oswald, D., Artiles, A. J., & Coutinho, M. (2004). Issues of cultural and linguistic competency and disproportionate representation. In R. Rutherford, M. Quinn, & S. Mather (Eds.), *Handbook of research in behavioral disorders* (pp. 54–77). New York: Guilford Press.

Osher, D., Dwyer, K., & Jimerson, S. R. (2006). Safe, supportive, and effective schools. In S. R. Jimerson & M. J. Furlong (Eds.), *Handbook of school violence and school safety: From research to practice* (pp. 51–72). Mahwah, NJ: Erlbaum.

Osher, D., Sprague, J., Weissberg, R. P., Axelrod, J., Keenan, S., Kendziora, K., & Zins, J. E. (2008). A comprehensive approach to promoting social, emotional, and academic growth in contemporary schools. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology V, Vol. 4* (pp. 1263–1278). Bethesda, MD: National Association of School Psychologists.

Osher, D., Spier, E., Kendziora, K., & Cai, C. (2009, April). Improving academic achievement through improving school climate and student connectedness. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Ruus, V., Veisson, M., Leino, M., Ots, L., Pallas, L., Sarv, E., & Veisson, A. (2007). Students' well-being, coping, academic success, and school climate. *Social Behavior & Personality: An International Journal*, *35*(7), 919-936.

Sully, P. (2007). *Safe places to learn: 21 lessons to help students promote a caring school climate*. Minneapolis, MN: Search Institute Press.

SCHOOL SAFETY

Benson, P. L., & Scales, P. C. (2009). Positive youth development and the prevention of youth aggression and violence. *European Journal of Developmental Science*, 3, 218–234.

Centers for Disease Control and Prevention. (2009). School connectedness: Strategies for increasing protective factors among youth. Atlanta, GA: U.S. Department of Health and Human Services.

Devine, J. & Cohen, J. (2007). *Making your school safe: Strategies to protect children and promote learning*. New York: Teachers College Press.

DioGuardi, R. J., & Theodore, L. A. (2006). Understanding and addressing peer victimization among students. In S. R. Jimerson & M. J. Furlong (Eds.), *Handbook of School Violence and School Safety: From Research to Practice* (pp. 339–352).

Gottfredson, G., & Gottfredson, D. (2001). What schools do to prevent problem behavior and promote safe environments. *Journal of Educational and Psychological Consultation, 12*, 313–344.

Greenberg, M. T., Weissberg, R. P., O'Brien, M.U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing schoolbased prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, *58*(6/7), 466-474.

Meyer-Adams, N., & Conner, B. T. (2008). School violence: Bullying behaviors and the psychosocial school environment in middle schools. *Children & Schools*, *30*(4), 211-221.

Silvia, S., Blitstein, J., Williams, J., Ringwalt, C., Dusenbury, L., & Hansen, W. (2011). *Impacts of a violence prevention program for middle schools: Findings after 3 years of implementation*. Washington, DC: National Center for Education Evaluation and Regional Assistance, U. S. Department of Education.

STUDENT ENGAGEMENT

Christenson, S. L., & Thurlow, M. L. (2004). School dropouts: Prevention considerations, interventions, and challenges. *Current Directions in Psychological Science, 13*, 36–39.

MENTAL HEALTH

Centers for Disease Control and Prevention. (2009). *School connectedness: Strategies for increasing protective factors among youth*. Atlanta: U.S. Department of Health and Human Services. Downloaded on March 3, 2011 from http://www.cdc.gov/HealthyYouth/AdolescentHealth/connectedness.htm

Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of Educational Research, 70*, 323–367.

MEASUREMENT

BULLYING

Birkett, M., Espelage, D. L., & Koenig, B. W. (2009). LGB and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes. *Journal of Youth and Adolescence*, *38*(7), 989-1000.

Espelage, D. L., Aragon, S. R., Birkett, M., & Koenig, B. W. (2008). Homophobic teasing, psychological outcomes, and sexual orientation among high school students: What influence do parents and schools have? *School Psychology Review, 37*, 202-216.

Seeley, K., Tombari, M. L., Bennett, L. J., & Dunkle, J. B. (2011). *Bullying in schools: An overview*. Washington, DC: Office of Juvenile Justice and Delinquency prevention, U. S. Department of Justice.

Williams, K. R., & Guerra, N. G. (2007). Prevalence and predictors of internet bullying. *Journal of Adolescent Health, 41*, S14-S21.

CHALLENGING BEHAVIOR

Lleras, C. (2008). Hostile school climates: Explaining differential risk of student exposure to disruptive learning environments in high school. *Journal of School Violence*, *7*(3), 105-135.

CHARACTER EDUCATION

Benninga, J. S., Berkowitz, M. W., Kuehn, P., & Smith, K. (2003). The relationship of character education implementation and academic achievement in elementary schools. *Journal of Research in Character Education*, *1*(1), 19-31.

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.

"Center for Social and Emotional Education: School Climate - Implementation Road Map." *National School Climate Center*. Downloaded on March 2, 2011 from http://www.schoolclimate.org/climate/roadmap.php

Fleming, C. B., Haggerty, K. P., Catalano, R. F., Harachi, T. W., Mazza, J. J., & Gruman, D. H. (2005). Do social and behavioral characteristics targeted by preventive interventions predict standardized test scores and grades? *Journal of School Health*, *75*, 342–349.

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

"Mobilizing for Evidence-Based Character Education." *ERIC – World's Largest Digital Library of Education Literature*. Downloaded on March 3, 2011 from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED499394&ERICExtSearch_SearchType_0=no&accno=ED499394

Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

Person, A. E., Moiduddin, E., Hague-Angus, M., & Malone, L. M. (2009). *Survey of outcomes measurement in research on character education programs*. Washington, DC: National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

HEALTH

Durlak, J. A., Taylor, R. D., Kawashima, K., Pachan, M. K., DuPre, E. P., & Celio, C. I., et al. (2007). Effects of positive youth development programs on school, family, and community systems. *American Journal of Community Psychology, 39*, 269–286.

SCHOOL CLIMATE

Astor, R. A., Benbenishty, R., Zeira, A., & Vinokur, A. (2002). School climate, observed risky behaviors, and victimization as predictors of high school students' fear and judgments of school violence as a problem. *Health Education & Behavior*, *29*(6), 716- 736.

Bandyopadhyay, S., Cornell, D. and Konold, T. (2009) Validity of Three School Climate Scales to Assess Bullying, Aggressive Attitudes, and Help Seeking. *School Psychology Review, 38* (3). 338-355.

Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial. *Prevention Science*, *10*(2), 100-115.

Brand, S., Felner, R., Shim, M., Seitsinger, A., & Dumas, T. (2003). Middle school improvement and reform: Development of validation of a school-level assessment of climate, cultural pluralism and school safety. *Journal of Educational Psychology*, *95*(3), 570-588.

Cohen, J. (2007). Evaluating and Improving School Climate: Creating a Climate for Learning. Retrieved on January 31, 2011, from http://www.nais.org/publications/ismagazinearticle.cfm?ItemNumber=150284

Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, teacher education and practice. *Teachers College Record*, *111*(1), 180-213. Downloaded on March 3, 2011 from http://www.tcrecord.org/Content.asp?ContentId=15220

Elias, M. J. & Haynes, N. M. (2008). Social competence, social support, and academic achievement in minority, low-income, urban elementary school children. *School Psychology Quarterly*, *23*(4), 474-495.

Fenzel, M. L., & O'Brennan, L. M. (2007, April). Educating at-risk urban African American children: The effects of school climate on motivation and academic achievement. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Ghaith, G. (2003). The relationship between forms of instruction, achievement and perceptions of classroom climate. *Educational Research*, *45*, 83-93.

Gittelsohn, J., Merkle, S., Story, M., Stone, E. J., Steckler, A., Noel, J., et al. (2003). School climate and implementation of the pathways study. *Preventive Medicine*, *37*(Supplement 1), S97-S106.

Goldstein, S. E., Young, A., & Boyd, C. (2008). Relational aggression at school: Associations with school safety and social climate. *Journal of Youth & Adolescence*, *37*(6), 641-654.

Gottfredson, G., Gottfredson, D., Payne, A., Gottfredson, N. (2005). School climate predictors of school disorder: Results from a national study of delinquency prevention in schools. Journal of Research in Crime and Delinquency. *42*(4), 412–444.

Grayson, J.L. & Alvarez, H.K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, *24*(5), 1349-1363.

Harper, K. (December, 2010). Measuring School Climate. Presented to the Safe and Supportive Schools Grantee Meeting, Washington, DC.

Hughes, J. N., Cavell, T. A., Meehan, B. T., Zhang, D., & Claire, C. (2005). Adverse school context moderates the outcomes of selective interventions for aggressive children. *Journal of Consulting and Clinical Psycholog*y, *73*, 731–736.

Kendziora, K., & Osher, D. (2009). *Starting to turn schools around: The academic outcomes of the Safe Schools, Successful Students initiative*. Washington, DC: American Institutes for Research.

Kosciw, J. G., & Elizabeth M. D. (2006). *The 2005 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools*. New York: GLSEN.

Kosciw, J. G., Diaz, E. M., & Greytak, E. A. (2008). *2007 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools*. New York: GLSEN. Downloaded on March 3, 2011 from http:/www.glsen.org/cgi-bin/iowa/all/research/index.html

Koth, C. W., Bradshaw, C. P., & Leaf, P. J. (2008). Examining the relationship between classroom-level factors and students' perception of school climate. *Journal of Educational Psychology*, *100*, 96-104.

LaRusso, M., Romer, D., & Selman, R. (2008). Teachers as builders of respectful school climates: Implications for adolescent drug use norms and depressive symptoms in high school. *Journal of Youth & Adolescence*, *37*(4), 386-398.

Libbey, H. P. (2004). Measuring student relationships to school: Attachment, bonding, connectedness, and engagement. *Journal of School Health, 74*, 274-283.

Loukas, A., Suzuki, R., & Horton, K. D. (2006). Examining school connectedness as a mediator of school climate effects. *Journal of Research on Adolescence* (Blackwell Publishing Limited), *16*(3), 491-502.

Ma, X., & Klinger, D. A. (2000). Hierarchical linear modeling of student and school effects on academic achievement. *Canadian Journal of Education*, *25*, 41-55.

MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, *12*(1), 73-84.

National School Climate Center. (n.d.) The 12 Dimensions of School Climate Measured. Downloaded on January 7, 2011, from
http://www.schoolclimate.org/programs/documents/dimensions_chart_pagebars.pdf

National School Climate Council. (2009). Validity and reliability for the CSCI. Retrieved on September 10, 2010, from http://www.schoolclimate.org/climate/documents/ValidityAndReliability-CSCI.pdf

O'Malley, M., Ritchey, K., Renshaw, T., & Furlong, M. J. (2011). Gauging the system: Trends in school climate measurement and intervention. In S. R. Jimerson, A. B. Nickerson, M. J. Mayer & M. J. Furlong (Eds.), *The Handbook of School Violence and School Safety: International Research and Practice*. New York: Routledge.

Way, N., Reddy, R., & Rhodes, J. (2007). Students' perceptions of school climate during the middle school years: Associations with trajectories of psychological and behavioral adjustment. *American Journal of Community Psychology*, *40*(3), 194-213.

Welsh, W. N., Stokes, R., & Greene, J. R. (2000). A macro-level model of school disorder. *Journal of Crime and Delinquency, 37,* 243–283.

Wentzel, K. R., & Watkins, D. E. (2002). Peer relationships and collaborative learning as contexts for academic enablers. *School Psychology Review*, *31*(3), 366-367.

Whitlock, J. L. (2006). Youth perceptions of life in school: Contextual correlates of school connectedness in adolescence. *Applied Developmental Science*, *10*(1), 13-29.

Wilson, D. (2004). The interface of school climate and school connectedness and relationships with aggression and victimization. *Journal of School Health, 74*(7), 293-299.

SCHOOL SAFETY

Astor, R. A., Meyer, H. A., & Pinter, R. O. (2001). Elementary and middle school students' perceptions of violence-prone school sub-contexts. *Elementary School Journal*, *101*, 511-528.

Brookmeyer, K. A., Fanti, K. A., & Henrich, C. C. (2006). Schools, parents, and youth violence: A multilevel, ecological analysis. *Journal of Clinical Child and Adolescent Psychology*, *35*(4), 504-514.

Eccles, J. S., & Midgley, C. (1989). Stage/environment fit: Developmentally appropriate classrooms for early adolescents. In C. Ames & R. E. Ames (Eds.), *Research on motivation in education: Goals and cognitions* (Vol. 3, pp. 139–186). New York: Academic Press.

Fabelo, T. Thompson, M. D., Plotkin, M. Carmichael, D., Marchbanks III, M. P., & Booth E. A. (2011). Breaking schools' rules: A Statewide study of how school discipline relates to students' success and juvenile justice involvement. New York: Council of State Governments Justice Center.

Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools, 30*, 79–90.

Henry, D., Guerra, N., Huesmann, R., Tolan, P., Van Acker, R., & Eron, L. (2000). Normative influences on aggression in urban elementary school classrooms. *American Journal of Community Psychology*, *28*(1), 59–81.

Karcher, M. J. (2002a) Connectedness and school violence: A framework for developmental interventions. In E. Gerler (Ed.), *Handbook of school violence* (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.

Kendziora, K., Osher, D., Chinen, M. (2008). *Student connection research: Final narrative report to the Spencer Foundation*. Washington, DC: American Institutes for Research.

Novotney, A. (2009). Violence against teachers is a little-known but significant problem. An APA task force is working to change that. *American Psychological Association Monitor on Psychology*, *40*(9), 68.

O'Malley, M., K. Ritchey, T. Renshawand M.J. Furlong. (forthcoming) Gauging the System: Trends in School Climate Measurement and Intervention , in Jimerson, S.R., A.B. Nickerson, M.J. Mayer, and M.J. Furlong (eds.) *The Handbook of School Violence and School Safety: International Research and Practice.* New York: Routledge.

Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J. & Udry, J. R. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study of Adolescent Health. *The Journal of the American Medical Association, 278*, 795–878.

Skinner, E. & Belmont, M. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, *85*, 571-581.

Stevenson, K. R. (2006). *School size and its relationship to student outcomes and school climate: A review and analysis of eight South Carolina state-wide studies*. National Clearinghouse for Educational Facilities. Downloaded on March 3, 2011 from http://www.edfacilities.org/pubs/size_outcomes.pdf

Stewart, E. B. (2008). School structural characteristics, student effort, peer associations, and parental involvement: The influence of school- and individual-level factors on academic achievement. *Education & Urban Society*, *40*(2), 179-204.

STUDENT ENGAGEMENT

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*, 59–109.

Furlong, M. J., Whipple, A. D., St. Jean, G., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist, 8,* 99–114.

Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, *38*, 437–460.

MENTAL HEALTH

Battistich, V., Schaps, E., & Wilson, N. (2004). Effects of an elementary school intervention on students' "connectedness" to school and social adjustment during middle school. *The Journal of Primary Prevention*, *24*(3), 243-262.

Becker, B. & Luthar, S. (2002), Social-Emotional Factors Affecting Achievement Outcomes Among Disadvantaged Students: Closing the Achievement Gap. *Educational Psychologist, 37(*4), 197-214.

Chang, L. (2003). Variable effects of children's aggression, social withdrawal, and prosocial leadership as a function of teacher beliefs and behaviors. *Child Development*, *74*(2), 535–548.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82,* 405-432.

Gregory, A., & Weinstein, R. S. (2004). Connection and regulation at home and in school: Predicting growth in achievement for adolescents. *Journal of Adolescent Research*, *19*, 405–427.

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*(4), 138–146.

Shochet, I. M., Dadds, M. R., Ham, D., & Montague, R. (2006). School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study. *Journal of Clinical Child & Adolescent Psychology*, *35*, 170-179.