

Index

A

- Accountability: collaboration, initiative, and, 31–32; linking internal to external, 63–64; Minthrop’s study on schemes of, 23; turnaround strategy of internal, 26–32
- Action: importance over planning documents, 61; knowing-doing gap barriers to, 61; mobilizing collective, 40–41; for restoring confidence, 54–55; successful strategies oriented around, 54–60; turnaround treatment success, 19–20. *See also* Planning
- “Ahead of the Class” (BBC film), 20
- Ansell, D., 18, 19
- Autonomous zones strategy (NYC), 96
- AYP (adequate yearly progress), turnaround treatment in case of failed, 17–33

B

- Barber, M., 20
- Basics curriculum, 46–48
- Bate, P., 39, 43, 60, 61
- Behavior: health care budget related to, 35–36; shared cultural practices reinforcing, 41. *See also* Change; Motivation
- Berliner, D., 2, 12, 13, 14, 21
- Berwick, D., 43
- Bevan, H., 39, 43, 61
- Breakthrough* (Fullan, Hill, and Crévola), 58
- Bryk, A., 52

C

- Campbell, E., 49, 50, 51, 56, 86
- Canada: Education Quality and Accountability Office (EQAO) of, 84, 85, 94; Literacy and Numeracy Secretariat, 83; Roots of Empathy program (Toronto), 47–48; Statistics Canada

- Canada, *continued*
 data on, 45, 89; student expenditure gap in, 87–89; “vulnerable children” study in, 10–12; York Region District School Board (YRDSB) of, 74–77
- Capacity building strategy:
 CECLFCE approach to, 59–60; continuous application/emphasis on, 60–62; experiences promoting, 61–62; internal accountability and role of, 28, 29; lateral, 58; as Ontario reform core, 82–83, 85–87; reducing class size as part of, 87
- C.D. Howe Institute (Canada), 7
- CECLFCE (Conseil des écoles catholiques de langue française du centre-est), 59–60
- Change: classroom practice, 57–58; combining social movement knowledge with, 41–42; elements of successful, 44–67; knowing-doing gap barriers to, 61; motivation for, 35–36; mysteries of, 35–44; “second change agents” role in, 86; social movement research on radical, 60–61; turnaround treatment strategies for, 17–33. *See also* Behavior; School improvement
- “Change or Die” (Deutschman), 55
- Change success elements: 1: define closing the gap as overarching goal, 45–46; 2: attend initially to the three basics, 46–48; 3: be driven by tapping into people’s dignity and respect, 48–52; 4: ensure that the best people are working on the problem, 52–54; 5: recognize that all successful strategies are socially based and action oriented, 54–60; 6: assume that lack of capacity is the initial problem and work on it, 60–62; 7: stay the course through continuity of good direction/leverage leadership, 62–63; 8: build internal accountability linked to external accountability, 63–64; 9: establish conditions for evolution of positive pressure, 64; 10: build public confidence, 64–67; listed, 44–45
- Chaos (or complexity) theory, 37–38
- Character education, 46
- Chicago (Cross City Campaign for Urban School Reform), 56–57, 71–73, 94
- Childhood vulnerability study, 10–12
- Children: Berliner’s study on poverty impact on, 12–14;

- vulnerability study findings on
SES and, 10–12. *See also*
Students
- Class size, 87
- Classrooms: black box of
instructional practice in,
72–73; practice change in,
57–58. *See also* Schools
- Cluster-based strategy, 58
- Cobb, J., 23, 24
- Collaboration strategy, 31–32,
58
- Collective action mobilization,
40–41
- Collective responsibility, 26
- Collective wisdom, 38–39
- Complexity (or chaos) theory,
37–38
- Confidence: How Winning and
Losing Streaks Begin and End*
(Kanter), 25
- Confidence: actions for
restoring, 54–55; building
public, 64–67; external, 65;
restoring people's, 54–60
- Confidence issue, 25
- “Congress Utterly Fails in Its
Commitment to America's
Schoolchildren” (Schmidt), 70
- Cost issues. *See* Expenditure gap
- Coulombe, S., 7
- Crévoila, C., 47, 58
- Cross City Campaign for Urban
School Reform, 56–57,
71–73, 94
- Curriculum: character
education, 46; emotional
intelligence, 46; “informed
prescription,” 79; safe schools,
46; three basics, 46–48
- ## D
- “Dangers of false recovery,” 26
- Deutschman, A., 35, 36, 55
- Developed-underdeveloped
country gap, 2–10
- Dignity, 48–52
- Discontinuity planning, 29,
30–31
- Discrimination: downward,
49–50; societal inequalities
and, 5
- Disrespect, 48–49
- “Distinction and Disgust: The
Emotional Politics of School
Failure” (Hargreaves), 23
- Distractor management, 81–82
- “Documentarianism” disease, 59
- Double jeopardy hypothesis,
11–12
- Downward discrimination,
49–50
- ## E
- Earl, L., 77
- Education levels: benefits of
closing gap in, 8–9, 15; labor
productivity related to, 7
- Education Quality and
Accountability Office
(EQAO) [Ontario], 84, 85, 94
- Education systems: closing the
gap in, 8–9, 15; examining
consequences of inequality

- Education systems, *continued*
 in, 14–15. *See also* School reform; Schools
- Education Trust, 69, 87
- Educational reform. *See* School reform
- Elmore, R., 26, 28, 57
- Emotional intelligence
 curriculum, 46
- Every Child Matters (2003), 48, 96
- Expenditure gap: education reform agenda regarding, 71; Ontario's growing financial investment to close, 87–89; student achievement linked to, 69–70, 87; studies on impact of, 70–71
- External confidence, 65
- External-internal accountability link, 63–64
- F**
- Failing schools: downward discrimination in, 49; linking internal and external accountability in, 63–64; poor performing teachers of, 21–22; retainment of teachers by, 21–22, 24–25; “special measures” label (UK) of, 17–18, 20; turnaround treatment strategies for, 17–33. *See also* School improvement; School reform
- Financial investment. *See* Expenditure gap
- Fink, D., 18, 24, 29, 30–31, 84
- Frank, R. H., 5
- Fullan, M., 37, 47, 51, 58, 74, 86
- The Funding Gap 2005: Low-Income and Minority Students Shortchanged by Most States* (Education Trust), 69
- G**
- Gardner, H., 37
- Gilligan, J., 49
- Goals: assessment of, 63; closing the gap as overarching, 45–48; Every Child Matters (2003), 48
- Gordon, M., 47
- Guiding Coalition (Ontario case), 80–81
- H**
- Hargreaves, A., 23, 24, 28, 29, 30–31, 42, 84
- Heckman, J., 8, 9, 21
- Hedges, L., 55
- The Hidden Injuries of Class* (Sennett and Cobb), 23
- Hill, P., 47, 58
- Hypothesis of double jeopardy, 11–12
- I**
- The Impact of Inequality* (Wilkinson), 2
- Income gap: Berliner's study of, 12–14; childhood vulnerability study findings on, 10–12; LICO (low income

- cutoff point), 45, 89, 90, 91;
reform agenda to reduce, 71.
See also SES (socio-economic status)
- Inequality: closing the education gap to alleviate, 8–10, 15; developed-underdeveloped country gap, 2–10; examining consequences of education, 14–15; life expectancy linked to income, 4; social meaning and strategies promoted by, 3; student expenditure gap, 69–71, 87–89
- “Informed prescription” curriculum, 79
- Initiative strategy, 32
- Instruction: Cross City Campaign reform of, 72–73; practice changes in, 57–58.
See also Teachers
- Internal accountability: linking external and, 63–64; Minthrop’s study of, 23; turnaround strategy and role of, 26–32
- J**
- Johnson, S. M., 93
- K**
- Kanter, R. M., 25–26, 28, 31, 32, 52, 53, 62, 63, 88, 94–95, 97
- Kanter’s Law, 63, 94–95
- Katrina hurricane, 96
- Kennedy, G., 78
- Kentucky school’s accountability system, 23
- Knowing-doing gap barriers, 61
- Konstantopoulos, S., 55
- Kotter, J., 36
- L**
- Labor productivity, 7
- Lateral capacity building, 58
- Leadership: framing by, 41; improving performance strategies by, 39–40; leveraging, 62–63; Ontario’s large-scale reform and strategies of, 80–96; strategies for sustainable, 29–30; succession planning by, 29.
See also Organizations
- Learning communities, 51–52, 54, 56
- Learning. *See* Student learning
- Leithwood, K., 66
- Leveraging leadership, 62–63
- Levin, J., 22, 52
- LICO (low income cutoff point), 45, 89, 90, 91
- Life expectancy: income inequality linked to, 4; rich-poor gap in, 2; U.S. level of, 4
- Lipton, J., 41, 42
- Literacy: elements of, 46–47; National Literacy and Numeracy Strategy (1999–2002) [UK] program for, 77–78; Ontario province-wide strategy for improving, 59; three basics curriculum to

Literacy, *continued*
 improve, 46–48. *See also*
 Student achievement
 Literacy Collaborative
 (YRDSB), 74–75
 Literacy and Numeracy
 Secretariat (Canada), 83
 Literacy scores: Berliner's study
 on poverty and, 12–13; PISA
 test findings on, 10

M

McGuinty, D., 78, 83
 Marion, R., 37
 Maryland school's
 accountability system, 23
 Miller, E., 35
 Milwaukee (Cross City
 Campaign for Urban School
 Reform), 56–57, 71–73, 94
 Minority students: downward
 discrimination against, 49–50;
 expenditure gap and, 69–71,
 87–89; inequalities and
 discrimination against, 5;
 Ontario 509 schools
 population of, 45–46; poverty,
 race, and achievement of,
 12–13; Woodrow Wilson high
 school success with, 41–42
 Minthrop, H., 18, 21, 23, 25,
 28, 52
 Motivation: change, 35–36;
 collective action, 40–41;
 factors of teacher, 66;
 measuring reform strategy in
 terms of, 80; positive pressure
 role in, 29, 64, 76; respect tied

to, 50–51; restoring people's
 confidence and, 54–60;
 tightness/looseness
 combination for, 37. *See also*
 Behavior
 Mulhern, J., 22, 52

N

National Audit Office (UK),
 17, 18
 National Audit Office's report
 (2006), 19
 National College of School
 Leadership (NCSL) [UK], 53
 National College for School
 Leadership (NCSL) [UK], 94
 National Health Service System
 (NHS), 39
 National Literacy and
 Numeracy Strategy (1999–
 2002) [UK], 77–79
 National School Board, 70
 National School Leaders
 (NLE), 53
 Naturally occurring school
 effects, 55–56
 New Orleans educational
 reform, 96
 New York City school reform,
 96
 No Child Left Behind (NCLB),
 36, 37
 Nye, B., 55

O

Oakes, J., 41, 42
 OECD (Organization for
 Economic Cooperation and

- Development), 10, 12, 83, 92
- Office for Standards in Education (OFSTED) [UK], 79
- Ontario 509 schools:
background information on reform in, 77–79; capacity building as core strategy of, 82–83, 85–87; categorizes of students in, 45–46; education budget for, 88; eight interlocking strategies used in, 80–96; growing financial investment in, 87–89
- Ontario 509 schools strategies:
1: Guiding Coalition, 80–81; 2: peace and stability, 81–82; 3: literacy and numeracy secretariat, 82–83; 4: negotiating aspirational targets, 83–85; 5: capacity building, 82–83, 85–87; 6: growing the financial investment, 87–89; 7: evolving positive pressure, 89–92; 8: connecting the dots with key complementary components, 92–96
- Organizations: four conditions for collective wisdom in, 39; making sense of complex circumstances by, 38; managerial methods for improving performance in, 39–40. *See also* Leadership; Schools
- P**
- Peace/stability management, 81–82
- People’s confidence. *See* Confidence
- “Permeable connectivity,” 96
- Pervin, B., 18
- Pfeffer, J., 61
- PISA (Programme for International Student Assessment) [OECD], 10, 83
- Planning: capacity building, 59–60, 61; Cross City Campaign, 72–73; discontinuity, 29, 30–31; leadership succession, 29. *See also* Action
- Planning documents: action importance over, 61; impact on student achievement by, 59–60
- Positive pressure: benefits of, 76; definition of, 29; establishing conditions for, 64; Ontario experience with evolving, 89–92
- Probation status responses, 21–22
- Professional learning communities (PLCs), 51–52, 54, 56
- Public confidence: actions for restoring, 54–55; building, 64–67; external, 65; restoring, 54–60
- Pupatello, S., 78

R

Reeves, D., 59, 61, 91
 Reform. *See* School reform
 Respect, 48–52
 Rich-poor gap, 2–10
 Robert, G., 39, 43, 61
 Roots of Empathy program
 (Toronto), 47–48
 Rothstein, R., 8
 Rudduck, J., 50

S

Safe schools, 46
 St. George's school (UK), 20,
 30
 Schmidt, J., 70
 Schneider, B., 52
 School improvement: capacity
 building strategy for, 28, 29;
 classroom practice changes
 for, 57–58; collective respon-
 sibility role of, 26; combining
 strategies of social movements
 with, 42; planning document
 for, 59–60, 61; three basics
 curriculum tied to, 46–48;
Turnaround Leadership
 approach to, 42–44; turn-
 around treatment for, 17–33;
 Woodrow Wilson High
 School case of, 41–42. *See also*
 Change; Failing schools
 School improvement programs:
 Cross City Campaign for
 Urban School Reform, 56–57,
 71–73, 93; Every Child
 Matters (2003) agenda, 48,

96; Ontario 509 schools,
 45–46, 77–96; Roots of
 Empathy program (Toronto)
 for, 47–48; York Region
 District School Board
 (YRDSB) case of, 74–77
 School reform: improvement
 programs and, 47–48; Kanter's
 Law on, 63, 94–95; leadership
 roles in, 80–96; New Orleans
 educational, 96; New York
 City, 96; “standards-based”
 systemwide, 72; summary and
 recommendations for, 97;
 turnaround treatment
 strategies for, 17–33, 64–65,
 86–87. *See also* Education
 systems; Failing schools;
 Trilevel development solution
 Schools: AYP (adequate yearly
 progress) of, 17; downward
 discrimination in turnaround,
 49; internal accountability of,
 23, 26–32; NCY autonomous
 zones strategy for, 96; poor
 performing teachers of failing,
 21–22; retainment of good
 teachers by, 21–22, 24–25;
 “special measures” label (UK)
 of, 17–18, 20; student
 learning and variance in, 55,
 56–60; teacher variance
 component and SES of,
 55–56. *See also* Classrooms;
 Education systems;
 Organizations
 Schunck, J., 22, 52

- Seattle (Cross City Campaign for Urban School Reform), 56–57, 71–73, 94
- “Second change agents,” 86
- Sennett, R., 23, 24
- SES (socio-economic status): hypothesis of double jeopardy and, 11–12; teacher variance component and school, 55–56. *See also* Income gap
- Sharratt, L., 74
- Social movements: combining knowledge of change and, 41–42; combining strategies of school improvement and, 42; factors of mobilization, 40–41; limitations of, 41; research on radical change of, 60–61
- Socially based strategies: characteristics of, 58; doing and planning elements of, 58–59
- Societies: benefits of education investment for, 88–89; income gap in, 10–14, 71; inequality and change in, 2–10; quality of social relations in equal, 4
- “Special measure” schools (UK), 17–18, 20
- Standards-based systemwide reform, 72
- Statistics Canada data, 45, 89
- Stoll, L., 18
- Stubbs, Lady, 20, 30
- Student achievement: expenditure gap linked to, 69–70, 87–89; planning document impact on, 59–60, 61; poverty, race, and, 12–13. *See also* Literacy
- Student learning: school variance and, 55, 56–70; teacher variance component of, 55–56; three basics curriculum improving, 46–48
- Students: downward discrimination against, 49–50; inequalities and discrimination against minority, 5; Ontario 509 schools classification of, 45–46; reducing class size of, 87; tapping into dignity and respect of, 48–52; Woodrow Wilson high school success with minority, 41–42. *See also* Children
- Succession planning, 29
- Surowiecki, J., 38
- Sustainability: leadership development as heart of, 62; leadership strategies for, 29–30
- Sustainable Leadership* (Hargreaves and Fink), 24
- Sutton, R., 61

T

- Teacher variance component, 55–56
- Teachers: collective responsibility role of, 26; downward

- Teachers, *continued*
 discrimination by, 49–50;
 factors affecting
 motivation/performance of,
 66; failing school retainment
 of, 21–22, 24–25; internal
 accountability and
 expectations for, 23, 26–32;
 probation of poor performing,
 21–22; tapping into dignity
 and respect of, 48–52. *See also*
 Instruction
- Three basics curriculum, 46–48
- Toronto (Canada), income
 differential in, 9
- “Towards a Million Change
 Agents” (Bate, Bevan, and
 Robert), 39
- Tremblay, J. F., 7
- Trilevel development solution:
 described, 74; Ontario case
 using, 45–46, 77–96; summary
 of, 97; York Region District
 School Board (YRDSB) use of,
 74–77. *See also* School reform
- Trust in Schools* (Schneider), 52
- Turnaround treatment strategies:
 capacity building, 28, 29;
 confidence issue of, 25;
 “dangers of false recovery”
 and, 26; factors associated
 with successful, 18–19; fatal
 flaw of, 28; five actions
 associated with successful,
 19–20; identifying failures of,
 20–26; initial benefits of,
 17–18; introducing account-
 ability as part of, 26–27, 31;
 Kanter’s turnaround solution
 as, 31–33; planned
 discontinuity as, 29, 30–31;
 positive outcomes of, 86–87;
 reframing, 26–33; staying the
 course role in, 64–65; sustain-
 ability principles as part of, 29
- ## U
- UK (United Kingdom): actions
 associated with successful
 turnaround in, 19–20;
 National Literacy and
 Numeracy Strategy (1999-
 2002), 77–79; Office for
 Standards in Education
 (OFSTED) of, 79; “special
 measure” schools identified in,
 17–18, 20
- Unequal societies: closing the
 education gap solution to,
 8–10; examining
 causes/significance of, 2–10;
 lack of social cohesion in, 5;
 social costs of, 6–7
- United States: Berliner’s
 study of poverty impact
 in, 12–14; children living in
 poverty in, 12; growing
 inequalities within, 6–7;
 literacy scores in the, 12–13;
 student expenditure gap in,
 69–71
- ## V
- Violence: income differential
 linked to, 9; triggered by
 disrespect, 49

Vulnerability index, 11
“Vulnerable children” study
(Canada), 10–12

W

Walters, J., 20
Wheatley, M., 38
Wilkinson, R., 2, 3, 4, 6, 7, 8, 13,
14, 21, 24, 49, 54, 66, 97

Willms, J. D., 10, 11
The Wisdom of Crowds
(Surowiecki), 38
Woodrow Wilson high school,
41–42

Y

York Region District School
Board (YRDSB), 74–77

