Green Journals

International Approved Journals

Journal Information

Journal Title	School Effectiveness and School Improvement
Publisher	
ISSN	1744-5124
E-ISSN	0924-3453
Database	ERIH PLUS
Domain	Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026			✓	
2025				
2024				
2023				
2021/2022				
2020				
2019				
2018				

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Teacher Expectations Through the Eyes of Students and Teachers: A Qualitative Multiple-Case Study
2026-10-20 Pages 1-21
Authors: Heline Van Peteghem, Nadine Engels, Machteld Vandecandelaere et al.
DOI: 10.1080/09243453.2026.2723835

School climate, educational quality, and student outcomes: a systematic literature review of evidence from 2020 to 2025
2026-10-20 Pages 1-39
Authors: Mujahid, Yuna Puteri Kadarisman, Moh. Rifqi Rahman et al.
DOI: 10.1080/09243453.2026.2745609

Development of the REAL tool to prompt reflection and action toward equity in schools
2026-10-20 Pages 1-20
Authors: Jennifer Counts, Karmen Mills Clark, Nicole Perry et al.
DOI: 10.1080/09243453.2026.2747681

Breaking the pattern: sustained school climate improvement in two Chilean public high schools
2026-10-13 Pages 1-18
Authors: Macarena Morales, Paula Ascorra, Verónica López
DOI: 10.1080/09243453.2026.2742901

From school improvement to instructional practice: the role of school- versus team-level capacity
2026-10-13 Pages 1-20
Authors: Andrea Wullschleger, Urs Grob, Katharina Maag Merki et al.
DOI: 10.1080/09243453.2026.2744285

Student Climate, Teacher Self-Efficacy, and Student Engagement: Direct and Indirect Associations with Social-Emotional Learning
2026-10-7 Pages 1-20
Authors: Luis Anunciacao, Christopher Murray, Renato de Marca et al.
DOI: 10.1080/09243453.2026.2734142

Between Strain and Strength: A Longitudinal Examination of the Reciprocal Associations Among School Staff's Self-Efficacy, Attitudes Towards Inclusion, and Emotional Exhaustion
2026-10-5 Pages 1-19
Authors: Dennis Christian Hövel, Sihna Lind, Marlene Schulze et al.
DOI: 10.1080/09243453.2026.2736553

Beyond Achievement: A Vignette Experiment on How Intersecting Student Characteristics Shape Teachers' Expectations and Recommendations
2026-9-28 Pages 1-35
Authors: Nathalia Drent, Anneke Timmermans, Jan-Willem Strijbos
DOI: 10.1080/09243453.2026.2732084

Collective trust, multidimensional teacher collaboration, and school improvement capacity: Structural pathways in a centralised system
2026-9-21 Pages 1-23
Authors: Numan Saylık, Gökhan Arastaman
DOI: 10.1080/09243453.2026.2730228

Do sustained, structured professional learning communities improve student achievement? Longitudinal evidence from Texas public schools
2026-9-17 Pages 1-22
Authors: Kristin E. Mansell, J. Jacob Kirksey
DOI: 10.1080/09243453.2026.2726847