

Partnership Toolkit



www.e3smallschools.org

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ABOUT THE TOOLKIT

In our ongoing work to create small effective high schools throughout the state, Oregon Small Schools Initiative staff and consultants have developed numerous design and implementation tools, as well as grant management and reporting tools. This Toolkit seeks to collect in one place the Initiative's most important documents for converting large comprehensive high schools into small, innovative schools, as well as designing small, innovative new schools.

As the work of the Initiative continues, revised versions of the toolkit will be created. Please note that since Initiative staff and leaders at our Partnership Schools are the primary audience of this Toolkit, documents included here are done so without extensive background or context. FYI...contact names have been replaced with '?' through out the document.

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Mission, Strategy, & Core Agreements

MISSION

Through the Oregon Small Schools Initiative, E3 seeks to create high-achieving and equitable small high schools. These schools will ensure equally high outcomes for all students so that success or failure can no longer be predicted by race, gender, home language, or economic status.

STRATEGY

Through the Oregon Small Schools Initiative, E3 will support the conversion of large public high schools into multiple small schools and support the creation of new small schools throughout the state. These schools will close the achievement gap, increase their graduation rate, and increase the number of students ready for postsecondary education. The Initiative will act as a catalyst to transform teaching and learning, school structure, and educational policy in Oregon.

CORE AGREEMENTS

Initiative Partnership Schools:

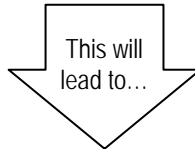
- Pursue equity and social justice in all student interactions and school redesign efforts
- Engage the community so that it truly “owns” the vision for the school
- Seek instructional excellence through rigor, relevance, and relationships
- Keep students and their interests at the center of all school redesign efforts
- Develop small schools that are autonomous in six areas: budget, schedule, staffing, curriculum, space, and leadership and governance.



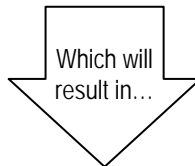
“Rigor, Relevance, Relationships: Anything Is Possible”

Theory of Action Flow Chart

If we support schools to design and implement best practices for:
School Structure & Culture Leadership Development
Teaching & Learning Community Engagement



Supportive school contexts and Effective teaching, learning, and leading



PRIMARY GOALS
Student Outcomes in OSSI Schools:

- No achievement gaps
- All students graduate
- All students ready for college

SECONDARY GOALS
OSSI System Outcomes:

- Demonstrate and replicate high achieving and equitable small school models
- Help improve teaching and learning in high schools statewide
- Help create system-wide, sustainable change



OREGON
small schools
INITIATIVE

"Rigor, Relevance, Relationships: Anything Is Possible"

Key Terms: Definitions from the Field

HIGH ACHIEVING SCHOOLS ARE...

Schools that demonstrate evidence of the “New Paradigm” category on all dimensions of the OSSI School Change Rubric.

Schools that demonstrate evidence of:

- Eliminating the achievement gap (removing the predictability of success or failure that correlates with race, gender, home language, or economic status)
- Increased graduation rates for all students
- Increased number of students who are eligible to be admitted and prepared to succeed in postsecondary education

(Adapted from the work of the Bill and Melinda Gates Foundation)

EQUITABLE SCHOOLS ARE...

Schools that excel at:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failure that currently correlates with any social, economic, or cultural factors
- Interrupting inequitable practices, eliminating biases and oppression, and creating inclusive school environments for adults and children.
- Discovering and cultivating the unique gifts, talents, and interests that each human being possesses.

(Courtesy of the Bay Area Coalition of Equitable Schools)

AUTONOMOUS SCHOOLS ARE...

Schools that have sufficient control over each of the following in order to carry out the small school's vision:

- Budget – decisions about allocation of financial resources
- Curriculum – decisions about what and how to teach
- Schedule – decisions about how to use time within the school day as well as the yearly calendar
- Staffing – decisions about who to hire and how to allocate staff positions
- Leadership and governance – decisions about who leads the school, who participates in key decisions, and what processes are used along the way
- Space – decisions about the physical places where teaching and learning happen

(Adapted from the work of the Small Schools Project at the University of Washington.)

Attributes of High Achieving Schools

Effective schools may take different forms, but they share some common characteristics. These include a coherent vision and strategy, shared by all stakeholders; small size (100 students or fewer per grade); seven attributes: personalization, a climate of respect and responsibility, high expectations, performance-based decision-making, technology as a tool, common focus, and time to collaborate; and powerful teaching and learning. The seven school-level attributes create the conditions for powerful teaching and learning that are characterized by active inquiry, in-depth learning, and performance assessment in the classroom. Detailed definitions of these attributes are listed below.

Attributes of High Achievement Schools

- ▶ **Common Focus:** The staff and students are focused on a few important goals. The school has adopted a consistent research-based instructional approach based on shared beliefs about teaching and learning. The use of time, tools, materials, and professional development activities are aligned with instruction.
- ▶ **High Expectations:** All staff members are dedicated to helping every student achieve state and local standards; all students are engaged in an ambitious and rigorous course of study; and all students leave school prepared for success in work, further education and responsible citizenship.
- ▶ **Personalized:** The school is designed to promote powerful, sustained student relationships with adults where every student has an adult advocate and a personal plan for progress. Schools are small and autonomous serving no more than 400 students so that staff and students can work closely together.
- ▶ **Respect and Responsibility:** The school becomes a community. The environment is peaceful, safe, just, and studious. The staff teaches models and expects responsible behavior. Relationships are based on mutual respect.
- ▶ **Time to Collaborate:** Staff has time to collaborate and develop skills and plans to meet the needs of all students. Parents are recognized as partners in education. Partnerships are developed with businesses for student work-based learning opportunities and with institutions of higher education to improve teacher preparation.
- ▶ **Performance Based:** Students are promoted to the next instructional level only when they have achieved competency; and students receive additional time and assistance when needed. Data-driven decisions shape a dynamic structure and schedule.
- ▶ **Technology as a Tool:** Teachers use technology to design engaging and imaginative curriculum linked to learning standards; they analyze results and have easy access to best practices and professional learning opportunities. Schools publish their progress and engage the community in dialogue about continuous improvement.

Summary

Every student is unique and high achievement schools reflect the uniqueness of their students. High achievement schools strive to improve academic achievement for all students and they do so by creating environments and cultures that encourage the dedication of the entire learning community. The seven attributes outlined above are common among schools that have made this commitment to helping all students achieve.

School Change Rubric

Condensed Version

ABOUT THE INITIATIVE

The Oregon Small Schools Initiative seeks to create small, equitable, and high achieving high schools throughout Oregon. The project, which began in 2003, is part of *E3: Employers for Education Excellence* and is generously supported by the Bill and Melinda Gates Foundation and the Meyer Memorial Trust. Information about the Initiative can be found at www.e3smallschools.org.

ABOUT THE RUBRIC

Staff at the Initiative developed the School Change Rubric to help educators and others interested in high school redesign better understand the critical elements of high achieving and equitable small high schools. The version of the Rubric shown here reflects the thinking of the Initiative Design Team, research on best practices in school redesign from around the nation, and suggestions from the Initiative's Advisory Cabinet and expert faculty.

The Rubric is made up of four broad strands (*School Structure and Culture, Teaching and Learning, Leadership Development, and Community Engagement*) reflecting 22 individual dimensions. While some overlap exists between dimensions, each one represents an important set of indicators of school excellence.

School Change Rubric: Strands and Dimensions

<p>STRAND 1: School Structure and Culture</p> <ul style="list-style-type: none"> 1.1 Equity 1.2 Autonomy 1.3 Personalization 1.4 Scheduling 1.5 Collaboration 1.6 School Climate 	<p>STRAND 3: Leadership Development</p> <ul style="list-style-type: none"> 3.1 Equity 3.2 Distributed Leadership 3.3 Effective Governance 3.4 Learning Community 3.5 Professional Development
<p>STRAND 2: Teaching and Learning</p> <ul style="list-style-type: none"> 2.1 Equity 2.2 Focus on Powerful Teaching and Learning 2.3 Personalization 2.4 Academic Rigor 2.5 Expectations and Accountability 2.6 Assessment and Evaluation 	<p>STRAND 4: Community Engagement</p> <ul style="list-style-type: none"> 4.1 Equity 4.2 Community Awareness and Support 4.3 Parent Involvement 4.4 Student Involvement 4.5 Employer and Community Partnerships

The full version of the Rubric, available on the small school website, includes developmental descriptors and spaces for schools to record evidence of best practices. In the condensed version attached here, only the high-level "New Paradigm" descriptors and examples are included.

Schools are encouraged to use the Rubric as a tool to help assess their reform progress.

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SCHOOL CHANGE RUBRIC: SCHOOL STRUCTURE AND CULTURE STRAND

1.1 EQUITY	
<p>School structure and culture fosters challenging and relevant learning opportunities for students from all cultural, racial, ethnic, socioeconomic, linguistic, and special needs backgrounds. There are no students assigned to low-achieving classes. Demographics of individual classes reflect demographics of the entire school. Each student receives unique support and academic preparation to achieve college-readiness.</p>	<ul style="list-style-type: none"> • All core courses are at a sufficient level of rigor to prepare each student for college-readiness. • Graduation requirements are aligned with college-admission requirements. • Tracking and remedial courses have been eliminated. • Enrollment in the most rigorous courses reflects the demographics of the school. • Course admissions are based on interest, not past academic achievement. • Supplemental supports are available to each student to prepare him/her to achieve college-readiness or extend his/her learning. These may include: tutorial periods, peer tutoring, Socratic seminar, study groups, summer school, distance learning, etc. • Each student receives the support needed to achieve college-readiness or extend his/her learning. • Core course curriculum is mapped to college-admission standards.
1.2 AUTONOMY	
<p>Small schools have sufficient control over budget, curriculum, schedule, staffing, leadership and governance, and space to carry out their own vision of schooling.</p>	<ul style="list-style-type: none"> • Large schools convert to multiple small schools. • Schools are responsible for and have authority over decisions concerning budget, curriculum, schedule, staffing, leadership and governance, and space to carry out their vision of schooling. • Districts write and enact policies and practices that clearly support autonomous small schools. • The teacher bargaining unit writes and enacts the contract that clearly supports autonomous small schools.
1.3 PERSONALIZATION	
<p>School enrolls 400 students or less. Student interests and passions drive learning opportunities. Students from all cultural, racial, ethnic, socioeconomic, linguistic, and special needs backgrounds develop meaningful, long-term connections to peers and adults. Mentors guide students to develop a post-high school plan.</p>	<ul style="list-style-type: none"> • School enrollment is 400 students or less. • Every student is paired with an adult mentor, teacher or advisor who helps him/her develop a plan for high school and post-high school success. • Time is provided in the school weekly calendar to build meaningful relationships between teacher-student and student-student through such programs as looping or advisories. • A structure is in place that ensures that a curriculum for “navigating the road to college” is taught to and applied by all students. • Every student develops positive and meaningful, long-term connections to peers and adults.
1.4 SCHEDULING	
<p>Instructional time used strategically and flexibly. Time provided for teachers to work with individuals and small groups of students. School calendar maximizes potential for year-round learning. Facilities used beyond traditional school day.</p>	<ul style="list-style-type: none"> • School schedules provide for and support blocks of time for in-depth learning, contextual and community application, and performance assessment. • School daily, weekly and yearly calendars support and provide for flexible and collaborative use of time by staff, students and community. • Time is scheduled and used during the school day for teachers to meet for planning, curriculum development, and professional development. • School buildings operate as community centers and are utilized before, during and after school hours for parent, student, and community activities.

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SCHOOL CHANGE RUBRIC: SCHOOL STRUCTURE AND CULTURE STRAND (continued)

1.5 COLLABORATION

Teachers are provided time and structures within the workday and designated staff development days to engage in formal, meaningful discussions about their practices.

- Teachers and school staff collaborate to assess and refine, and design and implement instruction, programs, policies and services.
- Common preps are provided and used to provide teachers time to collaborate.
- Time and structures are provided within the workday and designated staff development days for staff to engage in formal, meaningful discussions about their practices.
- Staff meets regularly to share instructional strategies and materials and discuss how to make them more effective.
- Staff has structured time to analyze student work in relationship to performance standards and performance data, and discuss how to support all students to meet higher levels of achievement.

1.6 SCHOOL CLIMATE

School operates as a safe, positive, inclusive learning community where cooperation, respect, and responsibility are the norm. Social climate is an ongoing focus.

- Diversity among students is celebrated as strength through all messages in the school.
- Peer mediation programs are available and help students resolve student conflicts.
- Facilities are clean, safe and well maintained.
- Discipline policies and practices reflect the student learning as a priority.
- Incidents of violence and vandalism are rare.
- Adults and students treat each other with respect.
- Adults and students are responsible for their learning and work.
- The school and individual classrooms operate as collaborative learning communities.

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SCHOOL CHANGE RUBRIC: TEACHING AND LEARNING STRAND

2.1 EQUITY	
<p>All students have equal access to highly challenging coursework that is relevant and connected to real life experiences. Teachers are knowledgeable about cultural, racial, ethnic, socioeconomic, linguistic, and special needs characteristics that affect learning and capitalize upon students' backgrounds when designing curriculum to meet individual learning needs.</p>	<ul style="list-style-type: none"> • Teachers are knowledgeable about cultural, racial, ethnic, socioeconomic, linguistic, and special needs characteristics that affect learning. • All students are enrolled in highly challenging course work that prepares them to meet college admissions requirements and for successful completion of post high school education and/or training programs. • Teachers explicitly connect students' backgrounds, cultures and future goals with curricular topics and learning experiences. • Rigorous performance standards are upheld for all students in all classes. • Students of color and low income achieve at rates equal to their peers. • Teachers receive professional development that explicitly addresses issues of equity in the classroom.
2.2 FOCUS ON POWERFUL TEACHING AND LEARNING	
<p>School has adopted and consistently employs a variety of engaging and effective teaching strategies. Learning goals and expectations are clearly articulated and understood by all students. Curriculum supports in-depth study.</p>	<ul style="list-style-type: none"> • Teachers use teaching and learning strategies that support diverse learning needs, styles, and interests, such as project-based learning, extended learning periods, multidisciplinary instruction, collaborative learning, and alternative assessments. • Instructional materials are differentiated to meet the needs of all learners. • Students are involved in community-based learning experiences, such as service learning, internships, mentorship's, action research, project-based learning. • Students are given multiple opportunities to engage in sophisticated and reflective learning experiences. • Students are given numerous opportunities to demonstrate their personal attributes, gifts, knowledge and skills publicly. • Teachers select and implement appropriate instructional strategies that address identified achievement gaps. • Students understand and can articulate expectations for learning and performance on assessment activities. • Students are required to present and defend their learning results.
2.3 PERSONALIZATION	
<p>Student work is meaningful and taps into their passions and interests. Students are given numerous opportunities to demonstrate their personal attributes, gifts, knowledge and skills publicly. Students, parents, and teachers partner in the development of personal learning plans to prepare students for post-high school education.</p>	<ul style="list-style-type: none"> • Students, parents, and teachers partner in the development of personal learning plans to prepare students for post-high school education. • Learning experiences include opportunities for student choice, including selecting research topics and projects. • Teaching strategies discover and cultivate the unique gifts, talents, and interests that each student possesses. • Teachers, counselors, students and parents analyze data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals for individual students.

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SCHOOL CHANGE RUBRIC: TEACHING AND LEARNING STRAND (continued)

2.4 ACADEMIC RIGOR	
<p>Instruction is aligned with state and district standards and community expectations to prepare students for post-high school education. Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. Students are given multiple opportunities to engage in sophisticated and reflective learning experiences.</p>	<ul style="list-style-type: none"> • Instruction is aligned with state, district and college admissions standards and community expectations. • Students actively explore, research, and apply academic content by solving complex problems and completing multi-dimensional projects. • Courses are designed to pursue depth of learning over breadth. • Students receive support from community experts to produce work that approaches industry standards. • All students graduate college ready. • Course curriculum is mapped to college preparatory standards. • 9-12 course and program sequences are carefully articulated to provide sufficient scaffolding and eliminate gaps and overlap. • Staff regularly networks with educators, employers, and experts beyond the school.
2.5 EXPECTATIONS AND ACCOUNTABILITY	
<p>Mission, goals, and expectations of excellence are developed and internalized by community, staff, and students. Teachers model accountability throughout their daily work with students and colleagues. Student assessments demonstrate mastery of skills and learning outcomes. Communication strategies are clear, goals are publicly displayed.</p>	<ul style="list-style-type: none"> • Mission, goals, and expectations of excellence are developed and internalized by, and communicated with, community, staff and students. • Student promotion requirements and graduation exit outcomes are developed and internalized by community, staff and students. • Teachers use a variety of strategies to analyze, evaluate, and refine the quality of instructional practices being implemented. • Data are used regularly to assess students, teachers, and programs and to increase accountability. • Data are disaggregated by gender, race, ethnicity, socio-economic status, and special programs. • Teachers model behaviors that demonstrate commitment to the school's mission and goals throughout their daily work with students and colleagues. • Converted small schools engage in a continuous transition toward autonomy in staffing, curriculum, governance, schedule, space, and budget. • Staff uses structured time and protocols to sustain a focus on the school's mission, goals, and expectations. • Staff meets regularly to share student work and for discussions and demonstrations of best practice. • Staff regularly discusses student performance standards and how to push all students to higher levels of achievement. • Teachers analyze and use standardized test data and classroom data to improve teaching and learning practices. • The school engages the community in an ongoing dialogue concerning student performance.
2.6 ASSESSMENT AND ACCOUNTABILITY	
<p>The use of ongoing, formative feedback is seen as a key learning tool. Student mastery is demonstrated through multiple performance measures, including collection of evidence as presented in portfolios and exhibitions which include research, oral presentations, and creative components.</p>	<ul style="list-style-type: none"> • Ongoing, formative assessment and feedback occurs for all students in all classes. • Teachers use a variety of assessment tools to measure student progress and proficiency, such as, collections of evidence presented in portfolios, exhibitions, observation check lists, anecdotal notes, written essays, and tests. • Promotion and graduation requirements are based on a variety of measures, such as, credit accrual, demonstrations of proficiency, and completed contextual experiences.

E3 | OREGON SMALL SCHOOLS INITIATIVE

SCHOOL CHANGE RUBRIC: LEADERSHIP DEVELOPMENT STRAND

3.1 EQUITY	
<p>School decision-making bodies and leaders reflect the racial, ethnic, cultural, linguistic, and socioeconomic differences of the community. The school recruits, retains, and develops staff from diverse backgrounds at all levels.</p>	<ul style="list-style-type: none"> • There is equitable representation of the school and the community on the decision-making councils. • Leaders know the demographics of their school and provide opportunities for all members to participate in key decisions. • Schools strategically recruit, retrain, and develop leaders from diverse backgrounds and cultures. • Questions and issues regarding equitable practices are aggressively identified and discussed openly.
3.2 DISTRIBUTED LEADERSHIP	
<p>Decision-making authority and influence are spread throughout the school. Leaders know the demographics of their schools and provide opportunities for all members to participate in key decisions. Staff and students have structured leadership opportunities to grow professionally. Leadership model enables sustained progress despite changes in leadership.</p>	<ul style="list-style-type: none"> • Staff, students, parents and community members participate on decision-making councils. • Each member on a decision-making council is equally empowered as a key decision maker. • Explicit capacity building plans provide for new and rotating members in leadership roles and decision-making councils.
3.3 EFFECTIVE GOVERNANCE	
<p>Meaningful decisions are made in an efficient and timely fashion by a diverse and representative governance body. Individuals from all constituent groups can clearly articulate the school decision-making process and the avenues for participation.</p>	<ul style="list-style-type: none"> • The decision making process is strategically designed and supported by skilled facilitation. • Individuals from all constituent groups can clearly articulate the school decision-making process and the avenues for participation. • Meetings are held regularly and open to all constituents. • Meeting schedules and meeting minutes are published in a timely fashion. • Decisions result in equitable policies, programs, and practices. • Leadership models enable sustained progress despite changes in leadership.
3.4 LEARNING COMMUNITY	
<p>The staff intentionally puts learning first and is mindful about the change process and their work together. Staff, students, and community work together to enact the vision through relationships characterized by trust, respect, and responsibility. Principal, superintendent, school board, and community leaders actively support the school vision for student success.</p>	<ul style="list-style-type: none"> • Staff, students, parents, and community work together to develop and enact the vision, mission, and goals of the school. • Staff, students, parents, and community build relationships characterized by trust, respect, and responsibility. • The learning community uses structured time to study current practices and research, set goals, and identify activities for enacting the school's vision, mission, and goals. • The learning community intentionally puts students and their learning at the center of all decisions. • The superintendent, school board, and community leaders actively support the school vision, mission, and goals. • Employers and community partners meaningfully engage in program design. • Ongoing dialogue, events, and forums foster school-wide community building.

E3 | OREGON SMALL SCHOOLS INITIATIVE

SCHOOL CHANGE RUBRIC: LEADERSHIP DEVELOPMENT STRAND (continued)

3.5 PROFESSIONAL DEVELOPMENT

Staff has time to reflect on their practice, collaborate with peers to improve instruction, and network with others beyond the school. Strategic professional development plan is aligned to vision and includes accountability measures.

- Professional development plans focus on change processes, developing a common vision, teaching and learning.
- Training is provided for staff, students, parents, and community to build leadership capacity.
- Staff has structured time to engage in peer classroom observations, share student work, and identify best practices.
- Pathways for leadership development and professional development are designed and promoted.
- Accountability measures such as oral and written reports, peer reviews, classroom observations, and data analysis are used to provide feedback on professional development plans.
- A strategic professional development plan is designed to increase leadership capacity, density, and representation of multiple perspectives.

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SCHOOL CHANGE RUBRIC: COMMUNITY ENGAGEMENT STRAND

4.1 EQUITY	
<p>Parents and community members from all cultural, racial, ethnic, linguistic, special needs, and socioeconomic backgrounds are involved in all aspects of the school. School and community create open and explicit dialogue regarding issues of student achievement, equity, diversity, and empowerment.</p>	<ul style="list-style-type: none"> • School actively engages community through forums, town hall meetings, and visits to homes, community centers and events. • School communication plans target parents from all racial, ethnic, socioeconomic, linguistic and cultural background. • School explicitly reaches out to underrepresented parent and community groups, provides training and empowers them as decision-makers in key areas of school operations and curriculum. • School and community openly and respectfully address issues of student achievement, equity, diversity and empowerment. • School communications are provided in multiple languages.
4.2 COMMUNITY AWARENESS AND SUPPORT	
<p>Individuals and organizations throughout the community act as design partners who collaborate on the development of the school vision, curriculum, and programs.</p>	<ul style="list-style-type: none"> • Community forums and town hall meetings are held regularly to share or gather information. • Target specific subgroups in the community to elicit opinions and feedback about specific issues. • Constituent groups regularly communicate with their leadership council representatives regarding school issues and decisions. • School communications plans identify stakeholders, key messages, and methods of communication and engagement. • Employer and community partners receive regular updates on key policy, program and services changes. • Community partners are engaged in professional development and curriculum design events and meetings.
4.3 FAMILY INVOLVEMENT	
<p>Parents understand the vision and are active partners in curriculum design, student learning plans, school improvement, and school decisions.</p>	<ul style="list-style-type: none"> • Families understand the school's high standards regarding partnership with parents and collaborate regularly with the school to make sure every single student succeeds. • Families have an active voice in decisions regarding promotion and graduation requirements, performance criteria and standards, and options for demonstrating learning and achievement. • Families assess student progress and achievement by participating in conferences about and/or exhibits of student work and providing feedback related to student learning strengths, weaknesses, and needs. • Families actively participate on curriculum design and development committees and attend staff professional development opportunities. • Families are part of all major decisions regarding school structure and culture (i.e., study groups and action research on issues such as prejudice and tracking). • Families decide from a variety of strategies how they want to be informed and involved (i.e., committees, training, forums, newsletters, e-mail, website).

E3 | OREGON SMALL SCHOOLS INITIATIVE

SCHOOL CHANGE RUBRIC: COMMUNITY ENGAGEMENT STRAND (continued)

4.4 STUDENT INVOLVEMENT	
<p>Students understand the vision and are active partners in all aspects of school reform work, curriculum design, and community connections. Students provided with opportunities to have a meaningful impact on reform work and key school decisions.</p>	<ul style="list-style-type: none"> • Students decide from a variety of strategies how they want to be informed and involved (i.e., committees, training, school-wide forums, class seminars, newsletters, e-mail, website). • Students actively participate on curriculum design and development committees and attend staff professional development opportunities. • Students have an active voice in decisions regarding promotion and graduation requirements, performance criteria and standards, and options for demonstrating learning and achievement. • Students assess student progress and achievement by participating in conferences about and/or exhibits of their own and other's work and provide feedback related to learning strengths, weaknesses, and needs. • Students are part of all major decisions regarding school structure and culture (i.e., study groups and action research on issues such as prejudice and tracking). • Students are aware of options for sharing feedback about school staff.
4.5 EMPLOYER AND COMMUNITY PARTNERSHIPS	
<p>Employer partners develop rich learning experiences for all students and staff and reap tangible rewards from their relationships with students and the school. Partners actively work to bring school vision to fruition. Partners have opportunities to influence curriculum and program development. Partners receive regular updates on key curriculum and policy changes.</p>	<ul style="list-style-type: none"> • Work-based learning, student internships, mentoring and job shadowing are available to every student. • Employer and community partners work with teaching teams to develop community-based projects. • Student internships and projects target real needs of employers and community organizations. • Employer and community partners regularly serve as judges and audience members for student exhibitions.

Strand Resources: School Structure and Culture

ABOUT THIS STRAND

The School Structure and Culture strand focuses on the organizational features of your school – how it creates time and space for teacher-student relationships to grow and for all students to access a challenging curriculum. Practical concerns in this strand include equity in course enrollment, use of personalization strategies such as advisories and student cohorts, daily and yearly schedules, autonomy over operational issues, teacher collaboration time, and issues relating to campus safety and respect.

READINGS AND RESEARCH

An Early Report on Comprehensive High School Conversions, Small Schools Project, 2003

Bill and Melinda Gates Foundation,
www.gatesfoundation.org

High Schools on a Human Scale, Toch, 2003

Navigating Comprehensive School Change: A Guide for the Perplexed, Chenoweth and Everhart, 2002

One Kid at a Time: Big Lessons from a Small School, Eliot Levine, 2002

The Right To Learn, Darling-Hammond, Ch. 5: “Structuring Learner-Centered Schools” and Ch. 6: “Staffing Schools for Teaching and Learning”

School Redesign Network, www.schoolredesign.org

Small Schools Network, www.smallschools.org

Small Schools Project, www.smallschoolsproject.org

Smaller, Safer, Saner Successful Schools, National Clearinghouse for Educational Facilities, 2001

Breaking Ranks II, NASSP, 2004

SCHOOLS TO VISIT

Boston Arts Academy, Boston, MA

Crater High School Campus, Central Point, OR

Cristo Rey HS, Chicago, IL

International HS, New York, NY

Met West, Oakland, CA

Napa New Technology HS, Napa, CA

South Medford High School, Medford, OR

Woodburn High School Campus, Woodburn, OR

TOOLS AND RESOURCES

Budget and Staffing Models (*Redesigning Schools: What Matters and What Works*, Darling-Hammond)

Questions to Consider About Conversions (Small Schools Project)

SLC to Small School Continuum

Small Schools Project “Learning Network” newsletter, November 2003

Staffing Analysis Tool (School Redesign Network)

STEPS TO CONSIDER

- Collect data on which students are enrolled in and succeed in advanced level courses. Discuss findings with staff.
- Provide integrated academy teams with the flexibility to schedule their own student cohorts and common prep periods.
- Provide a pilot group of students with an adult mentor. Evaluate program, revise, and plan for school-wide implementation.
- Investigate a daily schedule that involves extended blocks of instructional time.
- Explore strategies for creating ongoing teacher collaboration time and formally present to School Board.
- Collectively identify core values of school that will influence campus-wide cultural norms.

NOTES, IDEAS, COMMENTS

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Strand Resources: Teaching and Learning

ABOUT THIS STRAND	
<p>The Teaching and Learning strand focuses on classroom practices that foster productive student-teacher relationships, a rigorous, authentic curriculum that connects with student interests, and best practices of teaching and assessment that personalize instruction for every student.</p>	
READINGS AND RESEARCH	
<p><u><i>A Framework for Understanding Poverty</i></u>, Ruby K. Payne, 1996</p> <p><u><i>A Simple Justice: The Challenges of Small Schools</i></u>, Ayers, ed., 2000</p> <p><i>Creating a High School Diploma that Counts</i>, American Diploma Project</p> <p><u><i>One Kid at a Time: Big Lessons from a Small School</i></u>, Eliot Levine, 2002</p>	<p><u><i>Other People's Children: Cultural Conflict in the Classroom</i></u>, Lisa Delpit, 1995</p> <p><u><i>Rethinking High School: Best Practice in Teaching, Learning, and Leadership</i></u>, Daniels, Bizar, & Zemelman, 2001</p> <p><i>Structuring Failure and Success: Understanding the Variability in Latino School Engagement</i>, Conchas, Harvard Ed. Review. Vol. 71, No. 3, Fall 2001</p>
SCHOOLS TO VISIT	
<p>Academy of Arts and Academics, Springfield, OR</p> <p>Arts and Communication Magnet Academy (ACMA), Beaverton, OR</p>	<p>Boston Arts Academy, Boston, MA</p> <p>Leadership and Entrepreneurship Public Charter High School, Portland, OR</p> <p>Sir Francis Drake High School, San Anselmo, CA</p>
TOOLS AND RESOURCES	
<p><i>College Readiness for All Toolbox</i>, Pathways to College Network, www.pathwaystocollege.net</p> <p><u><i>Enhancing Professional Practice - A Framework for Teaching</i></u>, Charlotte Danielson, ASCD, 1996</p>	<p><u><i>Project Based Learning Handbook</i></u>, Buck Institute for Education, www.bie.org</p> <p>Rigor and Relevance Panel protocol (see E3 website)</p>
STEPS TO CONSIDER	NOTES, IDEAS, COMMENTS
<ul style="list-style-type: none"> ■ Review instructional materials for diverse cultural representation and perspective. ■ Use staff meetings to regularly share best practices of instruction. ■ Create a process to support student-developed personal learning plans. ■ Develop school-wide definition of "rigor" and examine student work collectively. ■ Disaggregate and analyze student performance data by teacher to identify areas of teacher expertise and need. ■ Start a pilot project for students to demonstrate growth and achievement through portfolios and exhibitions. 	

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Strand Resources: Leadership Development

ABOUT THIS STRAND	
<p>The Leadership Development strand focuses primarily on the democratic infrastructure of your school – ensuring that decision making processes are equitable and effective, and that leadership positions represent all stakeholder groups. This strand also features dimensions that attend to teacher training and the creation of a professional learning community.</p>	
READINGS AND RESEARCH	
<p><u>Beating the Odds</u>, Jacqueline Ancess, 2003 <u>Breaking Ranks II</u>, NASSP, 2004 <u>Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools</u>, Learning First Alliance, 2003</p>	<p><u>Fifth Discipline Fieldbook</u>, Senge, 2000 <u>Navigating Comprehensive School Change: A Guide for the Perplexed</u>, Chenoweth & Everhart, 2002 <u>We Can't Teach What We Don't Know</u>, Howard, 1999</p>
SCHOOLS TO VISIT	
<p>Best Practices High School, Chicago, IL North Eugene High School, Eugene, OR International HS, New York, NY</p>	<p>Orr Campus, Chicago, IL South Medford High School, Medford, OR Woodburn High School Campus, Woodburn, OR</p>
TOOLS AND RESOURCES	
<p>Fist of Five decision-making tool (see E3 website) Stages of Small School Conversion, OSSI toolkit</p>	<p>Study Tour Documents, OSSI toolkit Tuckman's Stages of Group Development</p>
STEPS TO CONSIDER	NOTES, IDEAS, COMMENTS
<ul style="list-style-type: none"> ■ Develop a strategic plan to aggressively seek and retain staff of color. ■ Analyze school decision-making groups and processes for diverse stakeholder representation and empowerment. ■ Create a flow-chart showing how decisions are made at your school; communicate chart with all stakeholder groups. ■ Recruit and engage stakeholders to create a set of exit outcomes for all students. ■ Create time and process for teachers to regularly collaborate with peers to improve and align instruction with school vision. 	

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Strand Resources: Community Engagement

ABOUT THIS STRAND

The Community Engagement strand focuses on fostering relationships and opportunities for meaningful engagement and action with all stakeholder groups, especially students, parents, and employer partners.

READINGS AND RESEARCH

Books, newsletters and articles

Mobilizing Citizens for Better Schools, Sexton, 2004, www.prichardcommittee.org
Parent Engagement as a School Reform Strategy, Hollyce C. Giles, Brooklyn College, The City University of New York, 1998
Strong Neighborhoods, Strong Schools, Indicators Project on Education Organizing, www.crosscity.org
Transforming Schools through Community Organizing: A Research Review, M. Elena Lopez, Harvard Family Research Project, December 2003

Vital Voices: Building Constituencies for Public School Reform, Academy for Educational Development and Chapin Hall Center for Children, www.aed.org/scs and www.chapin.uchicago.edu, 2003

Organizations

Cross City Campaign for Urban School Reform, www.crosscity.org
 Center for Community Change Education Team, www.communitychange.org
 Portland Schools Alliance, 503-233-7885
schoolsalliance@hevanet.com

SCHOOLS TO VISIT

Academy of Arts and Academics, Springfield, OR
 BAYCES and Oakland Community Organization, Oakland, CA
 Boston Arts Academy, Boston, MA
 Cristo Rey, Chicago, IL

High Technology High School, San Diego, CA
 Leadership and Entrepreneurship Public Charter High School, Portland, OR
 Media Arts and Communications Academy, McMinnville, OR
 New Technology High School, Napa, CA

TOOLS AND RESOURCES

Listening to Student Voices Self-Study Toolkit, Northwest Regional Education Laboratory, www.NWREL.org

Partnership for Student Success, Employers for Education Excellence, www.E3Oregon.org

STEPS TO CONSIDER

- Create a Community Engagement Team representing all stakeholders (students, teachers, administrators, parents, community members and organizations)
- Develop a Parent/Family Organizing Plan (see OSSI sample).
- Build relationships and develop action items with all groups in your community through individual meetings, house meetings, and school forums.
- Have students conduct outreach to their community and share the stories of success.
- Include community partners on key committees and in leadership roles.
- Partner with employers to develop relevant work-based learning, student internships, and provide feedback on student learning.

NOTES, IDEAS, COMMENTS

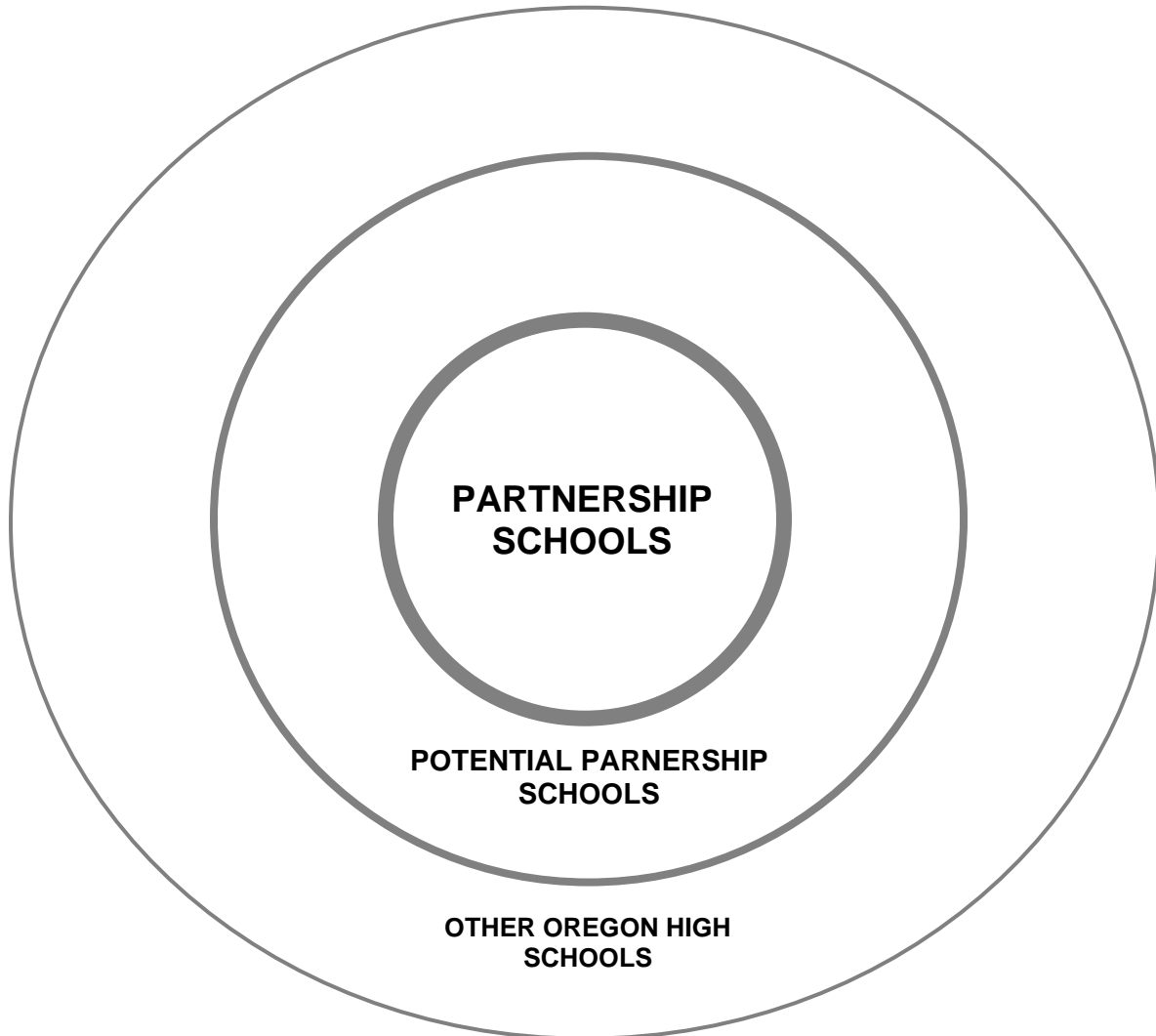
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Statewide Support Model

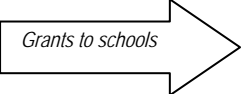
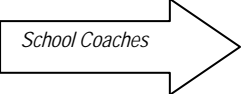
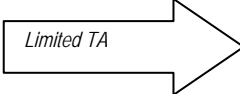

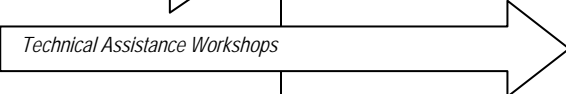
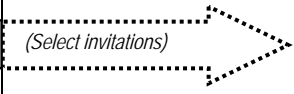


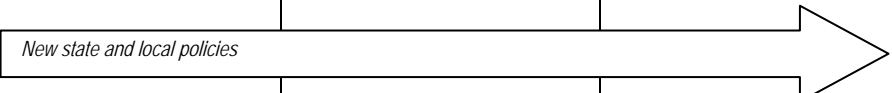
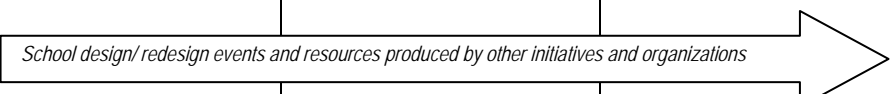
The Oregon Small Schools Initiative will support the conversion of large public high schools into multiple small schools and support the creation of new small schools throughout the state. The Initiative will also act as a catalyst to transform teaching and learning, school structure, and educational policy in Oregon.

In order to accomplish this ambitious mandate, the Initiative will focus its resources most directly upon formal support relationships with approximately 12 “conversion” and 12 “new start” schools. These “Partnership Schools” will be selected through a formal application process and will receive intensive technical assistance and financial support during a four-year period.

Schools that meet the demographic criteria of the Initiative but are not awarded Partnership status (“Potential Partnership Schools”) will be eligible to receive support through limited technical assistance, invitations to select Initiative events, benefits of state policy work and access to Initiative electronic resources. Other Oregon high schools will also benefit from the Initiative through electronic resources, policy work, and invitation to select events.



Statewide Support Model Overview

	PARTNERSHIP SCHOOLS	POTENTIAL PARTNERSHIP SCHOOLS	OTHER OREGON HIGH SCHOOLS
FINANCIAL SUPPORT			
TECHNICAL ASSISTANCE			
EVENTS AND WORKSHOPS			
ELECTRONIC RESOURCES			
POLICY WORK			
OTHER			

Program Benefits and Support

	PARTNERSHIP SCHOOLS	POTENTIAL PARTNERSHIP SCHOOLS	OTHER OREGON HIGH SCHOOLS
PRIMARY REDESIGN EFFORTS	School design/redesign work – “incubation to implementation” <ul style="list-style-type: none"> ▪ Critical friends/networking ▪ Community engagement ▪ Leadership development ▪ Student involvement ▪ Teaching & leading for equity ▪ Development of a professional learning community 	Prepare for school design/redesign work <ul style="list-style-type: none"> ▪ Prepare to complete Initiative application portfolio ▪ Raise awareness, support, and commitment of all stakeholders for small schools design/redesign work 	As desired, raise awareness, support, and commitment from all stakeholders for school redesign work Learn from the best practices that emerge from the Oregon Small School Initiative
INITIATIVE FINANCIAL SUPPORT	Grants of varying amounts given to all Partnership schools	Grants given when schools are awarded “Partnership School” status	No financial support anticipated
INITIATIVE TECHNICAL ASSISTANCE	Primary school change coach provided for each school Additional technical assistance provided as needed	Targeted technical assistance through special events	No technical assistance anticipated
INITIATIVE EVENTS AND WORKSHOPS	Participate in all Initiative events: <ul style="list-style-type: none"> ▪ Regular “Design Sessions” ▪ Report of Progress – annual showcase of results ▪ Summer Institute – annual conference on best practices 	Attend the following: <ul style="list-style-type: none"> ▪ Technical Assistance Workshops – special sessions to help schools prepare for application to Initiative ▪ Report of Progress ▪ Summer Institute 	Invitation to attend select Initiative events and workshops
INITIATIVE ELECTRONIC RESOURCES	Access to all content and resources on Initiative website Assist in creation and selection of Initiative resources Participate in video and web conferences	Access to all content and resources on Initiative website Access to learning from Partnership Schools	Access to all content and resources on Initiative website Access to learning from Partnership Schools
INITIATIVE POLICY WORK	Inform and benefit from state policy changes	Benefit from state policy changes informed by Initiative	Benefit from state policy changes informed by Initiative
OTHER	Receive support through events and resources produced by other reform organizations	Receive support through events and resources produced by other reform organizations	Receive support through events and resources produced by other reform organizations

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Partnership School Agreement

School High School: An OSSI “Partnership School”!

The Oregon Small Schools Initiative (OSSI) of E3: Employers for Education Excellence is pleased to award School High School a Partnership School support grant not to exceed \$XXX,XXX for the period from May 1, YYYY to June 30, YYYY. The purpose of the grant is to support the conversion of the existing high school into multiple, autonomous high achieving and equitable small high schools as described in the “New Paradigm” descriptors of the *OSSI School Change Rubric* and *Key Features: Definitions from the Field*. Distribution of grant funds and assistance is contingent upon district and school adherence to the OSSI Partnership School requirements described in this document.

Partnership Purpose

E3: Employers for Education Excellence/Oregon Small Schools Initiative, xxxxxx School District, and School High School will work together to support the conversion of the existing high school into multiple, autonomous high achieving and equitable small high schools through the formation of a voluntary partnership.

PARTNERSHIP SCHOOL REQUIREMENTS

School Responsibilities

Responsibilities of the Oregon Small Schools Initiative Partnership School include:

1. Create and implement multiple, autonomous, high achieving and equitable small schools, as described in the “New Paradigm” descriptors of the *OSSI School Change Rubric* and *Key Features: Definitions from the Field*.
2. Include students in grades 9 – 12 in each small school and base school design on best-practices and successful research-based models.
3. Serve all students enrolled in the comprehensive school in the new small schools, including students in alternative programs or school-within-schools. This may or may not include students enrolled in district or regional alternative programs or schools.
4. Adhere to OSSI’s “Core Agreements.”
 - ✓ Pursue equity and social justice in all student interactions and school redesign efforts
 - ✓ Engage the community so that it truly “owns” the vision for the school
 - ✓ Seek instructional excellence through rigor, relevance, and relationships
 - ✓ Keep students and their interests at the center of all school redesign efforts
 - ✓ Develop small schools that are autonomous in six areas: budget, schedule, staffing, curriculum, space, and leadership and governance.
5. Implement small schools by the beginning of the third grant year. Rollout strategies may include phase-in by grade or school, full implementation or a hybrid of these strategies.
6. Designate an OSSI School Change Coordinator. This person must be a current teacher in the school and will serve as the primary point of contact for OSSI staff. Refer to the *School Change Coordinator Job Profile* for a description of recommended qualities and characteristics and job responsibilities.
7. Work with the assigned OSSI School Change Coach while planning, designing and implementing small schools and/or related professional development.

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8. Attend required OSSI events such as workshops, conferences, seminars, showcases and other networking and training activities.
9. Use student demographic profiles, including achievement level, literacy level, interests, community-based involvement, and other areas as a foundation for small school design, models, policies and practices.
 - ❑ *Example: Require a reading class for all freshmen if a significant number of entering students have low literacy levels. Design and implement a small school with a service learning theme when a significant number of students participate in after-school local charity organizations and events.*
10. Reassign or hire highly qualified teachers for each student in the small school. This may include reassigning current teachers in roles and positions outside of their comfort zone.
 - ❑ *Example: Teachers within a small school teach with teachers who are different from whom they usually work (in subject matter expertise, teaching philosophy, length of teaching experience, and/or peer relationships) and whom are not as well known to them in order to provide teachers with appropriate and needed expertise in each small school.*
11. Reassign or hire non-teaching staff (including building administrators, counselors, learning specialists, ELL specialists, and classified staff) who effectively support academic rigor, relevant curriculum and positive relationships that are essential to individual student achievement at the college-readiness level. This may include reassigning current staff to new roles and responsibilities.
 - ❑ *Example: Assign responsibility for support groups and crisis management to the counselor(s) and assign scheduling responsibilities to classified staff or teacher advisors; assign a learning specialist to team teach with the humanities teacher and provide support and training to general education teachers in the small school.*
12. Include the design and implementation of multiple, autonomous, high achieving and equitable small schools as a primary goal in the School Improvement Plan.
13. Assist with annual Gates Foundation program evaluations, as requested. This may include:
 - ❑ Administering teacher and student surveys
 - ❑ Hosting a site visit
 - ❑ Collecting and reporting student achievement data
 - ❑ Sharing Gates evaluation summary report with OSSI staff
14. Cooperate with OSSI Research and Evaluation staff, as requested. This may include:
 - ❑ Coordination of interviews, focus groups, surveys and feedback
 - ❑ Collecting and sharing student achievement data

PARTNERSHIP DISTRICT REQUIREMENTS

District Responsibilities

1. Ensure and support adherence to the OSSI Partnership School requirements through all school and district decisions, actions, policies and practices.
 - ❑ *Example: Include a review of progress toward small school design and implementation during high school administrators' annual evaluations.*
2. Include the design and implementation of multiple, autonomous, high achieving and equitable small high schools as a primary goal in the District Improvement Plan.
3. Support the creation of small, autonomous, high achieving and equitable high schools by reviewing and revising district policies and practices that act as barriers to innovation.
 - ❑ *Example: Revise policy on earning credit to include options for earning credit for proficiency versus seat time or allow schools to schedule time for teacher collaboration during the contract day...*

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4. Provide autonomy to each small school in the use of assigned space, staff assignment, schedule, budget, curriculum, and leadership and governance. The level of autonomy must be sufficient to allow each school community to fully implement the designed small school model.
 - ❑ *Example: Small school staff has the autonomy to interview and hire (or not hire) all new or transferred staff; select the sequence and courses to be taught in the science curriculum; or use the staffing allocation for a school counselor to hire a literacy coach.*
5. Provide continuous leadership throughout the grant.
 - ❑ *Example: In the case of a change of leadership of School Board members, Superintendent, Principal, or School Change Coordinator, small schools plans and designs continue to receive support and resources at a level that allows the small schools to successfully operate.*
6. Rewrite the job description of high school building administrators to reflect attributes and responsibilities of effective small school leaders.
 - ❑ *Example: Replace high school administrative job descriptions (Principal, Assistant Principal, Dean of Students) with a single Small School Leader description. Realign placement on the salary schedule appropriately.*
7. Assign a skilled and effective leader to each small school.
 - ❑ *Example: Assign each current high school administrator (the Principal, Assistant Principal, and Dean of Students) to lead one small school.*
8. Realign and redefine district support staff (special education, 504, English Language Learner) roles and responsibilities to ensure delivery of services that effectively support academic rigor, relevant curriculum and positive relationships for all small schools.
 - ❑ *Example: Assign a learning specialist to each small school to support general education teachers through team-teaching, collaborative planning, and individual student tutoring to replace pull-out programs.*
9. Analyze district budgets to identify opportunities for support of small school design and implementation. Provide adequate and equitable district financial resources to effectively support each small school, including the reallocation of professional development funds, state and federal grants, and other funds as necessary.
 - ❑ *Example: Reallocate Title I or Comprehensive School Reform grant funds to contract with local mental health service agencies to provide needed support and/or to provide a math coach during the school day. Decrease district-funded professional development for high school staff and reallocate these funds to increase small school staffing allocations resulting in decreased teacher loads and greater student personalization.*

GRANT FUNDS

Awarding Grant Funds

1. Grants will be awarded on an annual basis.
2. A four-year plan and budget summary must be developed to guide the work of the grant. A one-year *Action Plan* and *Budget Proposal* must be submitted annually and approved by the OSSI Director prior to the distribution of grant payments. (*Exception: A one-time payment of \$25,000 will be made to each Partnership School for pre-planning following the initial signing of this Agreement.*)
3. After the first year, progress toward the previous year's proposed outcomes and toward the "New Paradigm" descriptors of the *OSSI School Change Rubric* must be evident in order to receive continuing grant approval.
4. OSSI grant funds are intended to **supplement, not supplant**, district funds to which the school is entitled by virtue of student enrollment and equal allocation of other district resources.

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Use of Grant Funds

1. The school is encouraged to deposit the grant funds in an interest-bearing account and is required to apply any interest earned to the purposes of the grant.
2. Any portion of the grant funds unexpended or uncommitted at the end of the grant period will revert to E3.
3. Any increases or decreases to a category budget line between 10% and 25% must have the written approval of the OSSI School Change Coach. Changes to a budget line of 25% or more must receive prior written approval of the OSSI Director.
4. The school should have easy and ready access to grant funds and is the sole district decision-maker as to how funds are allocated and spent.
5. OSSI Partnership School grant funds may be used for activities and materials identified in an approved action plan such as:
 - Professional development, technical support and consultants for small schools.
 - Reimbursement for substitutes and staff time outside of the contract day for planning, collaboration and curriculum design.
 - Stipends for teachers and other staff for extra-duty work related to grant activities. Note: specific timelines and products must be identified prior to commencement of such work.
 - Expenditures for site visits, retreats, planning time, conferences, resource books, supplies and food for meetings.
 - Activities and planning for community engagement to engage parents and/or the community.
 - Limited one-time expenditures may be made for materials, hardware, and/or software in order to establish a new, small school, however justification must be provided that describes plans to support and replace computers or equipment. Purchasing classroom sets of computers, textbooks or other operating expenses are not allowed.
 - Grant funds do not support capital construction, ongoing operating costs, or the hiring of core staff (unless there is a clear justification indicating plans for sustaining ongoing staff costs.) For example, funds may be used to support short-term transitional staffing that will be phased out with the end of the grant-such as a School Change Coordinator.

Payment of Grant Funds

E3 will pay this grant via check according to the following schedule:

May (*first year only*) One-time "pre-planning grant" payment of \$25,000 upon the initial signing of this agreement and thereafter, semi-annual payments on:

July Half (50%) of the amount of the current year's approved grant proposal. (NOTE: In the first year of the grant, this amount will be decreased by \$25,000, the amount of the pre-planning grant.)

February Half (50%) of the amount of the current year's approved grant proposal.

To set up procedures for payment of funds, please contact ?

GENERAL REQUIREMENTS

Evaluation

In collaboration with E3, the school agrees to implement a framework for project evaluation to gather essential information and data, and to conduct an annual assessment of the school's progress. As part of the evaluation process, the school agrees to appoint a School Change Coordinator to oversee and coordinate all aspects of grant implementation and to serve as liaison to the school and E3. Additionally, the Coordinator will serve as the evaluation coordinator, responsible for evaluation activities at the school.

Reporting

Reports and assessments include:

- Written reports submitted by the School Change Coordinator due November 1, March 1, and June 1 beginning in YYYY and continuing each year through YYYY.
- Data reports include: Demographic Data Report, Early Indicators, Equity Data, and Outcome Data.
- Assessments include: Report of Progress Exhibition and End of Year School Self-Assessment of Small School Development.
- Budget Progress Reports are required January 15 and August 15 annually.

All reports should be approved by the Principal prior to submission. Reporting guidelines and templates will be provided.

Record Maintenance and Inspection

The school must agree to maintain adequate records to enable expenditure of the grant funds to be easily confirmed. The school must also agree to make its books and records available for inspection at reasonable times and permit E3 to monitor and conduct an evaluation of operations under this grant, which may include a visit by E3 staff to observe the school's operation, a discussion of the project with school staff, and a review of financial and other records connected with this grant.

Compliance

E3 reserves the right to discontinue funding if:

1. E3 determines that the level of support or progress toward design and implementation of small, autonomous, high-achieving and equitable high schools is unsatisfactory; or
2. E3 determines that the school and/or district have not strictly adhered to the agreed upon Partnership School requirements.

Signatures

I have read and understand the requirements of the Oregon Small Schools Initiative Partnership School Agreement. I agree to adhere to the requirements identified in this Agreement.

This Agreement may be amended only in writing with the mutual consent of the undersigned parties.

_____ School Principal Signature	_____ Date
_____ Superintendent Signature	_____ Date
_____ Board Chair Signature	_____ Date
_____ E3/OSSI Director Signature	_____ Date

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Partnership School Selection Timeline

2004	Winter	Conversion applications available
	Spring	Conversion sites selected – first cadre Initiative support begins
	Summer	New start applications available by invitation only – first cadre
	Fall	New start sites selected – first cadre, Initiative support begins
2005	Winter	Conversion applications available – second cadre
	Spring	Conversion sites selected – second cadre, Initiative support begins
	Fall	New start applications available – second cadre
2006	Spring	New start sites selected – second cadre Initiative support begins
2008	Spring	Initiative extension applications available
	Summer	Initiative extension sites selected - first cadre extension support begins
2009	Spring	Final Initiative Extension applications available and selection
2010	Summer	All Initiative Grants Sunset

Design & Implementation Timeline

CONVERSIONS		CADRE I DESIGN	IMPLEMENTATION			BUILD SUSTAINABILITY	
			CADRE II DESIGN	IMPLEMENTATION		BUILD SUSTAINABILITY	
	03-04	04-05	05-06	06-07	07-08	08-09	09-10
NEW STARTS		CADRE I DESIGN	IMPLEMENTATION			BUILD SUSTAINABILITY	
			CADRE II DESIGN	IMPLEMENTATION		BUILD SUSTAINABILITY	

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Partnership Schools Technical Assistance Events Overview

The Oregon Small Schools Initiative will sponsor a variety of required Technical Assistance Events in its work to develop high achieving and equitable small schools across the state. Please add the dates listed here to calendars as appropriate.

PARTNERSHIP SCHOOL TEACHING AND LEARNING INSTITUTE			
Purpose	Features & Format	Audience	Schedule
<ul style="list-style-type: none"> ▪ Provide Partnership School teams with tools and training on select instructional strategies 	<ul style="list-style-type: none"> ▪ Job-embedded ▪ Experts and practitioners featured on agendas ▪ Structured sharing and networking 	<ul style="list-style-type: none"> ▪ Partnership School teams ▪ School Change Coordinators and Teaching and Learning Facilitators required 	<ul style="list-style-type: none"> ▪ Full day sessions ▪ Literacy and Social Justice ▪ Best Practices in Mathematics ▪ Project Based Learning: ▪ Leading for Education Equity:

REPORT OF PROGRESS			
Purpose	Features	Audience	Schedule
<ul style="list-style-type: none"> ▪ Partnership School teams formally present evidence of their progress on the School Change Rubric dimensions and conversion or new start stages 	<ul style="list-style-type: none"> ▪ Partnership School teams present their evidence to Initiative staff and national experts ▪ Reporting and feedback protocols used ▪ Feedback provided to each school 	<ul style="list-style-type: none"> ▪ Partnership School teams, Initiative staff, and other selected stakeholders ▪ Principals and School Change Coordinators required 	<ul style="list-style-type: none"> ▪ Full day sessions

SUMMER INSTITUTE			
Purpose	Features & Format	Audience	Schedule
<ul style="list-style-type: none"> ▪ Network and share learning of educators from around the state 	<ul style="list-style-type: none"> ▪ Inspiring keynote addresses ▪ Partnership schools and other innovative Oregon high schools present best practices ▪ Public showcase of promising work from around the state 	<ul style="list-style-type: none"> ▪ Partnership school teams and invited schools, educators and stakeholders from across the state 	<ul style="list-style-type: none"> ▪ Full day sessions

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(Partnership Schools Technical Assistance Events Overview, continued)

STUDY TOURS			
Purpose	Features & Format	Audience	Schedule
<ul style="list-style-type: none"> Facilitate Partnership School teams on site visits of innovative small schools nationwide, train teams in protocol for visits 	<ul style="list-style-type: none"> School site visits led by Initiative staff 1-2 schools visited per tour Teams explore how to take what they see and apply it to their own school design situations 	<ul style="list-style-type: none"> Partnership school teams Approx. 8 - 16 participants per study tour 	<ul style="list-style-type: none"> TBA

PRINCIPALS INSTITUTE			
Purpose	Features & Format	Audience	Schedule
<ul style="list-style-type: none"> Extend principals capacity as collaborative leaders through a collegial learning environment for the principal engaged in school innovation and change 	<ul style="list-style-type: none"> Facilitated by Initiative staff A collaborative learning structure, Peer network Opportunities for personal reflection and growth 	<ul style="list-style-type: none"> Partnership School principals, small school principals and assistant administrators 	<ul style="list-style-type: none"> All day sessions Principals Dinner

COORDINATORS WORKSHOPS			
Purpose	Features & Format	Audience	Schedule
<ul style="list-style-type: none"> Extend coordinators capacity as collaborative leaders through a collegial learning environment in order to effectively lead and support school innovation and change 	<ul style="list-style-type: none"> Facilitated by Initiative staff A collaborative learning structure, Peer network Exchange effective tools, strategies and practices Opportunities for personal reflection and growth 	<ul style="list-style-type: none"> Partnership School Change Coordinators 	<ul style="list-style-type: none"> Full-day sessions

SUPERINTENDENTS INSTITUTE			
Purpose	Features & Format	Audience	Schedule
<ul style="list-style-type: none"> Expand superintendents and school board members' capacity as collaborative leaders in leading high performing small high schools. 	<ul style="list-style-type: none"> Facilitated by Kate Dickson, Initiative staff A collaborative learning structure, Peer network Exchange effective policies, practices, and strategies Opportunities for personal reflection and growth 	<ul style="list-style-type: none"> District superintendents of Partnership Schools District school board members of Partnership Schools on selected dates 	<ul style="list-style-type: none"> Full-day sessions

Calendar of Reports and Due Dates

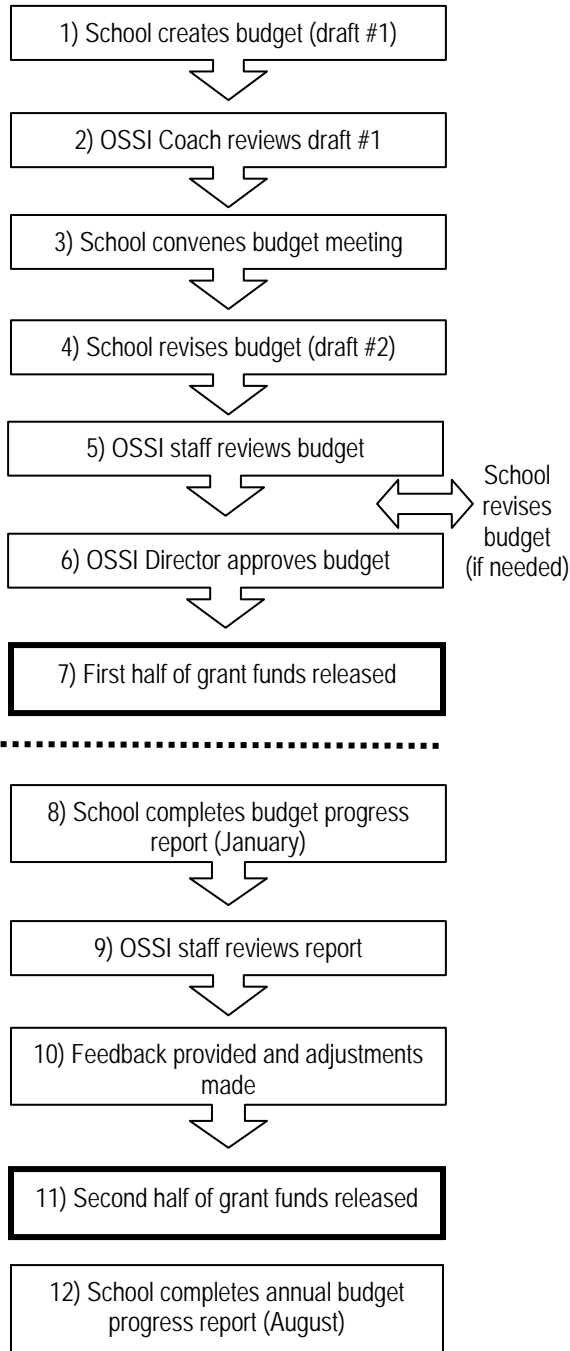
School Year: YYYY-YYYY

DATE	ITEM (reporting year)
August 15, YYYY	School Year (YYYY-YYYY) Budget Report w/Variance Analysis & Funding Summary
September 1, YYYY	School Action Plan (YYYY-YYYY)
September 1, YYYY	.Budget Proposal with Budget Detail (YYYY-YYYY)
November 1, YYYY	School Progress Report (YYYY-YYYY)
December 1, YYYY	Outcome Data form (YYYY-YYYY)
January 15, YYYY	Mid-Year Budget Progress Report (YYYY-YYYY)
March 1, YYYY	School Progress Report (YYYY-YYYY)
May, YYYY.	Report of Progress Exhibition (YYYY-YYYY)
June 1, YYYY	School Progress Report (YYYY-YYYY)
August 15, YYYY	Early Indicators and Equity Data (YYYY-YYYY)

"Start with goals and needs, and translate those to dollars. Don't start with dollars available and find ways to spend them."

—William H. Dierdorff, III Ed.D. in Principles for Principals, 1999.

Budget Flow Chart



COMMENTS:

STEP 1: Use OSSI budget action plan template to create first draft budget proposal, budget detail, and action plan; refer to Guidelines for Awarding and Using Grant Funds for clarification on allowable use of grant funds.

STEP 3: OSSI recommends schools convene meeting of School Change Coordinator, Principal, and school budget clerk to review initial draft and feedback from Coach. This group should also seek to align other funding sources to support small schools transformation work.

STEP 4: Second draft of budget should incorporate feedback from Coach and from school budget meeting.

STEP 5: Submit budget proposal by Sept 1. School may be asked to alter budget following OSSI staff review.

STEP 7: First half of funds will be released upon approval by OSSI Director in September for conversions and for New Starts.

STEP 8: Use the OSSI Mid-Year Budget Progress Report form for this report, due January 15.

STEP 11: Second half of funds will be released in March for conversions and New Starts.

STEP 12: Use the OSSI Annual Budget Progress Report form for this report, due August 15.

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Guidelines for Awarding and Use of Grant Funds

AWARDING GRANT FUNDS

1. Grants will be awarded on an annual basis.
2. A four-year plan must be developed to guide the work of the grant. A one-year plan consisting of an Action Plan and Budget Proposal must be submitted annually and approved by the OSSI Director prior to the distribution of grant payments. (*Exception: A one-time payment of \$25,000 will be made to each Partnership School for pre-planning following the initial signing of the Partnership School Agreement.*)
3. After the first year, progress toward the previous year's proposed outcomes and toward the "New Paradigm" descriptors of the *OSSI School Change Rubric* must be evident in order to receive continuing grant approval.
4. OSSI grant funds are intended to **supplement, not supplant**, district funds to which the school is entitled by virtue of student enrollment and equal allocation of other district resources.
5. E3 reserves the right to discontinue funding if:
 - a. E3 determines that the level of support or progress toward design and implementation of small, autonomous, high-achieving and equitable high schools is unsatisfactory; or
 - b. E3 determines that the school and/or district have not strictly adhered to the agreed upon Partnership School or New Start School requirements.

USE OF GRANT FUNDS

1. The school is encouraged to deposit the grant funds in an interest-bearing account and is required to apply any interest earned to the purposes of the grant.
2. Any portion of the grant funds unexpended or uncommitted at the end of the grant period will revert to E3.
3. Any increases or decreases to a category budget line between 10% and 25% must have the written approval of the School Change Coach. Changes to a budget line of 25% or more must receive prior written approval of the OSSI Director.
4. The school should have easy and ready access to grant funds and is the sole district decision-maker as to how funds are allocated and spent.
5. OSSI grant funds may be used for activities and materials identified in an approved action plan such as:
 - Professional development, technical support and consultants for small schools.
 - Expenditures for site visits, retreats, planning time, conferences, resource books, supplies and food for meetings.
 - Limited one-time expenditures may be made for materials, hardware, and/or software in order to establish a new small school, however justification must be provided that describes plans to support and replace computers or equipment. The purchase of classroom computer labs, supplies and materials, and textbooks is not allowed.
 - Activities and planning for community engagement to engage parents and/or the community.
 - Reimbursement for substitutes and staff time outside of the contract day for planning, collaboration and curriculum design.
 - Stipends for teachers and other staff for extra-duty work related to grant activities. Specific job responsibilities, timelines and products must be identified prior to commencement of such work.

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- ❑ Expenditures for site visits, conferences, resource books, supplies and food for meetings.
- ❑ Grant funds do not support capital construction, ongoing operating costs, or the hiring of core staff (unless there is a clear justification indicating plans for sustaining ongoing staff costs.) For example, funds may be used to support short-term transitional staffing that will be phased out with the end of the grant-such as a School Change Coordinator.

Specific timelines and products must be identified prior to commencement of work for which staff or community stakeholders will receive stipends. Any temporary position funded by grant funds must have the role and responsibilities outlined in a job description. This job description must be submitted to the OSSI Director prior to the work commencing or the payment of all or part of the stipend. In each case, a plan for school/district funding or the transitioning-out of the role at the end of the grant must be included. If the position terminates at the end of the grant, an explanation of why the position will no longer be needed and how the goals of the position will continue to be met must be included.

PAYMENT OF GRANT FUNDS FOR CONVERSION SCHOOLS

E3 will pay this grant via check according to the following schedule:

- (1st year only)*..... One-time "pre-planning grant" payment of \$25,000 upon the initial signing of the Partnership Agreement and thereafter, annual payments during:
 - SeptemberHalf (50%) of the amount of the current year's approved grant proposal. (NOTE: In the first year of the grant, this amount will be decreased by \$25,000, the amount of the pre-planning grant.)
 - MarchHalf (50%) of the amount of the current year's approved grant proposal. (NOTE: This amount will be decreased by the amount of rollover reported in the August Budget Report.

To set up procedures for payment of funds, please contact:

Financial Reporting Categories

Please use the following applicable accounting categories and match the expense to the appropriate functional category shown on your template. Below are general descriptions of where certain types of expenses should be allocated by use of funds.

ACCOUNTING CATEGORIES

Personnel Costs is total compensation paid to employees including taxes, insurance and pension contributions. This includes coordinator salary, stipends and extended contracts, costs for substitutes and paid time for grant related activities. It also includes front/back office support of programs.

Consulting and Professional Fees are amounts paid to firms and individuals who are not employees, including funds paid to outside consultants and professional development providers.

Program Support Costs are amounts paid or incurred for office supplies, materials and related costs including photocopying, postage, parcel delivery, shipping materials and outside mailing services. This also includes books purchased for professional development or resource.

Computers and Technology include computers, monitors, printers, storage devices, software, networks and network components expected to last more than one year. This also includes other technology costs such as projectors, cameras and copiers.

Printing and Publications includes dollars allocated to producing newsletters, leaflets, films, videos, CD-ROMs and other informational materials, including purchased publications and curriculum-related software. Salaries of personnel engaged in the production of the above materials should be included in Personnel Costs. Postage and the cost of making photocopies for internal use should be included in Program Support Costs.

Travel, Entertainment, Conferences, Conventions, and Meetings includes all transportation costs, fares, mileage allowances, automobile expenses, meals, lodging and per diem payments. This also includes such expenses as the rental of facilities, speaker fees and expenses, and registration fees paid for sending any of the organization's staff to conferences, conventions, meetings or training sessions. Costs of meals and materials provided at meetings hosted by the school are also included here.

FUNCTIONAL CATEGORIES

Program Leadership and Support includes grant dollars allocated to pay coordinators, program leaders, technology support, administrative support and any expenses associated with these functions. Most office costs, durable goods and other overhead costs fall into this category.

Professional Development includes salaries of persons engaged in the training, coaching or mentoring of teachers, principals or administrators and all other expenses associated with these activities. This also includes dollars allocated to pay the salaries of principals, administrators and teachers while attending training or coaching sessions.

Technology Investment includes amounts allocated to pay for computer hardware, peripheral equipment, software, projectors, digital and video cameras and copiers. It also includes consulting costs for technical improvements.

Curriculum Materials includes any amounts allocated to employees, consultants, panels and boards engaged in the development of curricula, as well as non-personnel costs related to the development or acquisition of curricula such as books, reports and meetings.

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Budget Template: Funding Summary

School/Campus Name:						
Funding Summary						
Budget Year: YYYY-YYYY	Funding Summary					
Fill in Date of each Grant Year >						
Fill in "Actual" or "Budget" for each year >						
Show "Planning" or "Implementation" for each year						
Description	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Income:						
Grant payments made or scheduled	-	-	-	-	-	-
Interest earned on funds	-	-	-	-	-	-
Carryover from prior year		-	-	-	-	-
Total funds available by year	-	-	-	-	-	-
Expenses:						
Expenses funded by grants						-
Excess (shortage) in funding	-	-	-	-	-	-
						-

NOTE: This template is provided as an example; OSSI Partnership schools must use and submit an electronic Excel version of this form.

Budget Template: School Year Budget Report

School/Campus Name									
Annual Budget									
Budget Year: YYYY/YYYY									
Due Date: September 1, YYYY		Budget for YYYY/YYYY							
Submission Date:		Small School	Small School	Small School	Small School	Small School	Shared Services		
Accounting Categories		(Name)	(Name)	(Name)	(Name)	(Name)		TOTAL	
Personnel Costs									
	Teacher (Certified Staff) Salaries								
	Teacher (Certified staff) Benefits								
	Administrative Salaries								
	Administrative Benefits								
	Other Salaries								
	Other Benefits								
Consulting									
	Professional Development								
	Curriculum Development								
	Strategic Planning								
	Other								
Professional Development & Curriculum Planning									
	Sub Teacher Salary & Benefits								
	Per Diem for Staff								
	Course/conference fees/meetings/food/supplies							-	
	Travel & Accommodations								
	Other PD expenses								
Curriculum Materials									
Technology Investment									
Facility Costs									
Oher Expenses									
Total									

NOTE: This template is provided as an example; OSSI Partnership schools must use and submit an electronic Excel version of this form.

Variance Analysis

(Actual cost compared to budget)

Explain any variances from budget	Budget is higher/(lower) than actual
Budget Year: YYYY-YYYY	
Personnel Costs	
Consulting	
Professional Development & Curriculum Planning	
Curriculum Materials	
Technology Investment	
Facility Costs	
Other Expenses	

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Budget Template: Budget Proposal

School/Campus Name								
Annual Budget								
Budget Year: YYYY/YYYY								
Due Date: September 1, YYYY		Budget for YYYY/YYYY						
Submission Date:		Small School	Small School	Small School	Small School	Small School	Shared Services	
Accounting Categories		(Name)	(Name)	(Name)	(Name)	(Name)		TOTAL
Personnel Costs								
	Teacher (Certified Staff)							
	Teacher (Certified staff)							
	Administrative Salaries							
	Administrative Benefits							
	Other Salaries							
	Other Benefits							
Consulting								
	Professional Development							
	Curriculum Development							
	Strategic Planning							
	Other							
Professional Development & Curriculum Planning								
	Sub Teacher Salary & Per Diem for Staff							
	Course/conference							
	Travel & Accommodations							
	Other PD expenses							
Curriculum Materials								
Technology Investment								
Facility Costs								
Other Expenses								
	Total							

NOTE: This template is provided as an example; OSSl Partnership schools must use and submit an electronic Excel version of this form.

Budget Template: Budget Detail – Personnel

School/Campus Name:

Budget Year: YYYY-YYYY

Action Plan Goal	Personnel Cost Budget Detail	Detail Budget for YYYY/YYYY						TOTAL
		Small School	Small School	Small School	Small School	Small School	Shared Services	
		(Name)	(Name)	(Name)	(Name)	(Name)		
Description	\$\$	\$\$	\$\$	\$\$	\$\$	\$\$		
	Teaching (Certified staff) salaries							0
	Total teaching salaries	0	0	0	0	0	0	0
	Teaching (Certified staff) benefits							0
	Total teaching benefits	0	0	0	0	0	0	0
	Administrative salaries							0
	Total administrative salaries	0	0	0	0	0	0	0
	Administrative benefits							0
	Total administrative benefits	0	0	0	0	0	0	0
	Other Salaries							0
	Total other salaries	0	0	0	0	0	0	0
	Other benefits							0
	Total other benefits	0	0	0	0	0	0	0

NOTE: This template is provided as an example; OSSl Partnership schools must use and submit an electronic Excel version of this form.

Budget Template: Budget Detail – Other

School/Campus Name:

Budget Year: YYYY-YYYY

Action Plan Goal	Other Cost Budget Detail	Detail Budget for YYYY/YYYY						TOTAL
		Small School	Small School	Small School	Small School	Small School	Shared Services	
		(Name)	(Name)	(Name)	(Name)	(Name)		
Description		\$\$	\$\$	\$\$	\$\$	\$\$	\$\$	
Consulting-Professional Development								0
Total Consulting-Professional Development		0	0	0	0	0	0	0
Consulting-Curriculum Development								0
Total Consulting-Curriculum Development		0	0	0	0	0	0	0
Consulting-Strategic Planning								0
Total Consulting-Strategic Planning		0	0	0	0	0	0	0
Consulting-Other								0
Total Consulting-Other		0	0	0	0	0	0	0
Curriculum Materials								0
Total Curriculum Materials		0	0	0	0	0	0	0
Technology Investments								0
Total Technology Investments		0	0	0	0	0	0	0
Facility Costs								0
Total Facility Costs		0	0	0	0	0	0	0
Other Expenses								0
Total Other Expenses		0	0	0	0	0	0	0

NOTE: This template is provided as an example; OSSI Partnership schools must use and submit an electronic Excel version of this form.

Budget Template: Budget Detail – Professional Development

School/Campus Name:
 Budget Year: YYYY-YYYY

		Detail Budget for YYYY/YYYY						
Action Plan Goal	Professional Development & Curriculum Planning Budget Detail	Small School	Small School	Small School	Small School	Small School	Shared Services	TOTAL
		(Name)	(Name)	(Name)	(Name)	(Name)		
Description		\$\$	\$\$	\$\$	\$\$	\$\$	\$\$	
Sub teacher salary & benefit								0
Total Sub teacher salary & benefit		0	0	0	0	0	0	0
Per Diem for staff (Compensation while attending sessions/planning meetings)								0
Total Per Diem for staff		0	0	0	0	0	0	0
Course/Conference fees/meetings/food/supplies								0
Total Course/Conference fees/meetings/food/supplies		0	0	0	0	0	0	0
Travel & Accommodations								0
Total Travel & Accommodations		0	0	0	0	0	0	0
Other PD expenses								0
Total other PD expenses		0	0	0	0	0	0	0

NOTE: This template is provided as an example; OSSl Partnership schools must use and submit an electronic Excel version of this form.

Budget Template: Mid-Year Budget Progress Report

School/Campus Name												
Budget Year: YYYY/YYYY												
Due Date: January 15, YYYY			Spent to Date (Through December 31)									
Submission Date:		YYYY/YYYY BUDGET	Pre-Conversion School	Small School	Small School	Small School	Small School	Shared Services		% of Budget Spent	COMMENTS	
Accounting Categories			(Name)	(Name)	(Name)	(Name)	(Name)		TOTAL			
Personnel Costs												
	Teacher (Certified Staff) Salaries								-	#DIV/0!		
	Teacher (Certified staff) Benefits								-	#DIV/0!		
	Administrative Salaries								-	#DIV/0!		
	Administrative Benefits								-	#DIV/0!		
	Other Salaries								-	#DIV/0!		
	Other Benefits								-	#DIV/0!		
Consulting												
	Professional Development								-	#DIV/0!		
	Curriculum Development								-	#DIV/0!		
	Strategic Planning								-	#DIV/0!		
	Other								-	#DIV/0!		
Prof. Dev. & Curriculum Planning												
	Sub Teacher Salary & Benefits								-	#DIV/0!		
	Per Diem for Staff								-	#DIV/0!		
	Course/conference fees								-	#DIV/0!		
	Travel & Accommodations								-	#DIV/0!		
	Other PD expenses								-	#DIV/0!		
Curriculum Materials									-	#DIV/0!		

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Technology Investment									-	#DIV/0!
Facility Costs									-	#DIV/0!
Other Expenses									-	#DIV/0!
	Total		-	-	-	-	-	-	-	#DIV/0!

NOTE: This template is provided as an example; OSSl Partnership schools must use and submit an electronic Excel version of this form.

“Start with goals and needs and translate those to dollars.” William H. Dierdorff, III

School Action Plan

The School Action Plan should be submitted by September 1, YYYY with the Budget Proposal. The Plan must be collaboratively developed with the School Change Coach and must include strategies and actions that effectively address areas of need as identified by the coach in the Spring 'YYYY Mid Year Assessment and the YYYY-YYYY May Report of Progress panel remarks as well as any areas identified in the June YYYY Annual Partnership School Evaluation Letter.

Goals	Actions To Be Taken	People Involved And Responsible	When Actions Will Be Undertaken And Be Finished	Resources Needed	Data To Be Collected To Demonstrate Progress or Products Providing Evidence of Completing Desired Outcome
Identify 2-3 overarching goals based on collected data* and OSSI staff feedback					

*Goals and measurements should be based on End of Year Self-Assessment of Small School Development, Early Indicators, Equity Data, Report of Progress Feedback, Coach Summary, and other reports on school progress such as a Communication Audit or Evaluation Report.

GATES EVALUATION OVERVIEW for SCHOOL GRANTEES
Evaluation Activities for Year 5: YYYY-YYYY

This informational overview describes school-level evaluation activities and expectations for YYYY-YYYY and provides progress report protocols and due dates, as well as general information about the data collection, student survey, and site visits that will take place over the course of the year. As you know, two project evaluators conduct evaluation of the OSSI initiative and of selected in-depth evaluation schools on behalf of the *Bill & Melinda Gates Foundation*. While this process is a requirement of the grant, please understand that we appreciate your cooperation and thank you in advance for your attention to evaluation requirements in this, the final year of the grant.

School Progress Report Protocol and Due Dates:

Basic information: There will be three *school* reports--due **November 1, March 1, and June 1**.

Submission process: Schools should send their reports directly to ? on the date that they are due. OSSI will forward the reports to us.

Content: This year, we ask that coordinators be particularly discerning about what is included in these reports. We ask you to be straightforward in (1) providing evidence of efforts & progress related to *rigor, relevance, & relationships* and (2) noting overall challenges & successes. Remember, progress reports are not intended to be essays or reflective journals, but as documents to convey specific information. That said, we do want your thoughtful insights in the final section (Section III) of each progress report. *We need to remind coordinators to observe the 4-page limit.*

At conversion sites, it will again be the coordinator's task to gather information from each small setting to incorporate into one inclusive report. While these sub-sections will present a brief overview from each small school setting regarding challenges, successes, and progress toward increased *rigor, relevance, and relationships* achieved that quarter, we ask coordinators to provide a picture of the overall developing initiative to contribute to the foundation's understanding.

Continued data collection:

Outcome-Data/CPI [due December 15]: Schools need to complete an *Outcome/CPI Data Form* due no later than December 15, YYYY. Each small school will need to complete a separate form. On our behalf, OSSI will forward the Outcome-Data/CPI form to coordinators. For your information, the CPI tracks cohorts of students from year to year. Please note this form requires that you look back to October YYYY and report only those students who returned or transferred to another school. Attention to the phrase "*Of These Students...*" is critical to the accuracy of this data. While data to complete the CPI section of the form is not available until after October 31, the first section of form can be completed earlier. It is important that relevant school/district personnel are aware of the impending need to collect/report this data & determine how this will happen by Dec 15.

Student Surveys [mid-year]: All in-depth evaluation schools will administer the *Gates Education Initiative Student Survey (GEISS)* to 9th and 11th grade students. The purpose is to obtain perceptions of the school environment, academic expectations, and college awareness activities. Surveys will be administered to 9th and 11th grade students in small new starts & in each small school at conversion sites—(and across the larger school, if yours is not a full conversion).

School Site Visits [spring YYYY]

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Final site visits will take place during the second half of the school year. Each visit will involve two evaluators and will last one very full day. We will initiate arrangements for the spring visit with the coordinators *well ahead of time* to ensure that key school personnel have that date firmly on their calendars. Please know that as we develop our schedule of visits we will consider the OSSI professional development calendar as well as your spring break dates. Beyond that, please understand we have limited flexibility as we arrange similar visits across several projects and in several states.

Other requests during the year:

Several times this year we will contact you to ask for specific information, such as contact information, student enrollment figures, demographic and FRL information, and staff lists (in preparation for school visits). We appreciate your attention to these requests.

We hope this overview has helped you to understand evaluation responsibilities in this final year of the grant. We suggest that you share this overview with school personnel to remind them of this aspect of the grant and their role in it.

Thank you for your continued cooperation with the evaluation process. Best wishes in your continued efforts for the students in your respective schools.

Shirley Riley and Carol Brown
Project Evaluators

School Year Data Collection

SMALL SCHOOL: _____

CAMPUS: _____

Return completed form no later than **December 1, YYYY**
 For Questions, please contact ?
PLEASE READ EACH QUESTION CAREFULLY.
 Report Information for the YYYY-YYYY School Year only,
 unless otherwise noted.

ENROLLMENT INFORMATION: THE OFFICIAL UNDUPLICATED COUNT OF ALL STUDENTS ON OCTOBER 1ST OF THIS ACADEMIC YEAR

Grade	Total	Female	Male	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Multi-Ethnicity	Withheld
9										
10										
11										
12										
Total										

The official unduplicated count of all students as of October 1st this academic year (YYYY-YYYY)

- 1. **English Language Learner/ Limited English Proficient** _____
- 2. **Economically Disadvantaged** _____
- 3. **Students with Disabilities** _____
- 4. **12th Grade/Fourth Year students** _____

SCHOOL & STAFFING INFORMATION:

- 1. Number of scheduled instructional days per year (Total number of school days minus days used for field trips or other all day out-of-school activities) _____
- 2. Number of scheduled instructional hours in a typical day (Total hours in a typical school day minus hours of non-academic class time e.g. advisory, breaks between classes, lunch) _____
- 3. Average regular ed. class size as of October YYYY _____
- 4. Number of full-time non-teaching staff in the school _____
- 5. Number of part-time non-teaching staff in the school _____
- 6. Number of full-time senior school managers (head officials, senior principals, principals, and/or assistant principals) _____
- 7. Number of part-time senior school managers (head officials, senior principals, principals, and/or assistant principals) _____
- 8. Number of certified full-time classroom teachers _____
- 9. Number of certified part-time classroom teachers _____
- 10. Number of non-certified full-time classroom teachers _____
- 11. Number of non-certified part-time classroom teachers _____
- 12. Number of certified full-time classroom teachers with advanced degrees (Masters or above – including specialists) _____

- 13. Number of guidance counselors _____
- 14. Average years teaching of all classroom teachers, if available _____
- 15. Number of new certified staff hired as of October YYYY _____
- 16. Amount of school budget allocated for professional development for the YYYY-YYYY school year _____

RETURNING STAFF INFORMATION:

- 17. Number of senior school managers returning from academic year YYYY-YYYY (head officials, senior principals, principals, and/or assistant principals) _____
- 18. Number of certified full-time classroom teachers returning from academic year YYYY-YYYY _____
- 19. Number of non-certified full-time classroom teachers returning from academic year YYYY-YYYY _____
- 20. Number of certified part-time classroom teachers returning from academic year YYYY-YYYY _____
- 21. Number of non-certified part-time classroom teachers returning from academic year YYYY-YYYY _____

**CUMULATIVE PROMOTION INDEX
For the YYYY-YYYY School Year**

9TH GRADE STUDENT ENROLLMENT

- 1. How many students were enrolled in **9th grade** on October 1, YYYY? _____
Of these students:
- 2. How many were enrolled in the **10th grade** on October 1, YYYY? _____
- 3. How many had transferred to another school? _____

10TH GRADE STUDENT ENROLLMENT

- 4. How many students were enrolled in **10th grade** on October 1, YYYY? _____
Of these students:
- 5. How many were enrolled in the **11th grade** on October 1, YYYY? _____
- 6. How many had transferred to another school? _____

11TH GRADE STUDENT ENROLLMENT

- 7. How many students were enrolled in **11th grade** on October 1, YYYY? _____
Of these students:
- 8. How many were enrolled in the **12th grade** on October 1, YYYY? _____
- 9. How many had transferred to another school? _____

12TH GRADE STUDENT ENROLLMENT

- 10. How many students were enrolled in **12th grade** on October 1, YYYY? _____
Of these students:
- 11. How many had graduated by October 1, YYYY? _____
- 12. How many had transferred to another school? _____
- 13. How many were enrolled in the **9th grade** on October 1, YYYY? _____

ADDITIONAL DATA NEEDED FOR GATES ANNUAL DATA COLLECTION

<u>School Information</u>	<u>check if yes</u>
----------------------------------	----------------------------

1. Are you a Title I school in the YYYY-YYYY school year? _____
2. Does the school offer extended day instructional/academic programs outside of the regularly scheduled school day, excluding recreational clubs and activities? _____
3. Does the school offer extended week instructional/academic programs? _____
4. Does the school offer instructional/academic programs during the summer? _____
5. Does this school offer a post-secondary awareness program? _____
6. Does this school have any type of parental involvement requirements? _____
7. Does this school offer scholarship information sessions in the YYYY-YYYY school year? _____
8. Is there an application process for students to enroll in this school in the YYYY-YYYY school year? _____
9. Does this school use a lottery process to admit students in the YYYY-YYYY school year? _____
10. Does this school require any of the following criteria for admission into this school in the YYYY-YYYY school year? _____
 - Minimum assessment scores _____
 - Minimum GPA _____
 - Student work _____
 - Recommendations _____
 - Interviews _____
 - None of the above _____
11. If applicable, number of applications for admission to the school in the YYYY-YYYY school year. _____
12. If applicable, total number of available seats in the school in the YYYY-YYYY school year. _____

<u>Staff Information</u>

13. Number of classroom teachers in YYYY-YYYY who received alternative certification in each of the following:
 - National Board of Professional Teaching Standards _____
 - Teach for America _____
 - Regional alternative certification program _____
 - Local alternative certification program _____
14. Number of classroom teachers who at the start of the academic YYYY-YYYY year had 3 or fewer years of teaching experience. _____
15. Number of employed academic support staff in YYYY-YYYY _____

<u>Enrollment Information</u>

16. If your small school was open in the YYYY-YYYY school year, please provide the following.
 - Total enrollment of all first-time 9th grade students in YYYY-YYYY. _____
 - Of the total enrollment of all first-time 9th grade students in YYYY-YYYY, How many dropped out prior to the end of the YYYY-YYYY school year? _____
 - How many were documented as transferring-out prior to the end of the YYYY-YYYY school year? _____
 - How many were documented as transferring-in between YYYY-20YYYY and the end of YYYY-YYYY? _____

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- How many were documented as leaving the school for some other reason prior to the end of the YYYY-YYYY school year? _____
17. The total number of students who graduated with a regular high school diploma at the end of the YYYY-YYYY school year. _____
18. Of the number of 12th grade students enrolled at the beginning of the YYYY-YYYY school year: _____
- How many graduated with a regular high school diploma? _____
 - How many graduated with a GED (General Equivalency Diploma)? _____
 - How many graduated with something in addition to a regular high school diploma or GED? For example, a professional/technical certificate, the IB diploma, or an Associates Degree. _____
 - How many graduated with something instead of a regular high school diploma or GED? For example, a modified diploma. _____
19. During the YYYY-YYYY school year, how many students were: _____
- Documented as dropouts, as defined by the state. _____
 - Documented as transferring into the school. _____
 - Documented as transferring out of the school. _____

Course Information

20. Number of last year's 9th grade students who passed Algebra I or Algebra I equivalent by the end of last full academic year YYYY-YYYY. Include students who passed Algebra I prior to entering 9th grade. _____
21. What is the cumulative enrollment across all Algebra 2 or Algebra 2 equivalent classes during the YYYY-YYYY school year? _____
22. Of the students who enrolled in Algebra 2 or Algebra 2 equivalent classes during the YYYY-YYYY school year, how many passed Algebra 2 or Algebra 2 equivalent? _____
23. Number of graduates in YYYY-YYYY who passed Algebra II or Algebra II equivalent prior to graduation. _____
24. Did this school offer AP courses in the YYYY-YYYY school year? _____
25. Total number of students who enrolled in at least one AP course in the YYYY-YYYY school year. _____
26. Did this school offer the International Baccalaureate (IB) program in the YYYY-YYYY school year? _____
27. Total number of students enrolling in the IB program during the YYYY-YYYY school year. _____
28. Number of students completing the IB program in the YYYY-YYYY school year. _____
29. Number of students who earned college credit in the YYYY-YYYY school year. _____
30. Number of YYYY-YYYY graduates who earned college credit prior to graduation. _____
31. Total number of students suspended during the YYYY-YYYY school year. Please include all in-school and out-of-school suspensions. _____
32. Total number of suspensions during the YYYY-YYYY school year. Please include all in-school and out-of-school suspensions. _____

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6. Failing Courses by Core Class	Grade	# of students		Language Arts	Math	Science	Social Studies
Number of students who failed one or more core class(es) at any time during the school year on an official grade report (i.e. semester report card).	9						
	10						
	11						
	12						
	Total						

7. Failing Courses	Grade	# of students		Female	Male	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Multi-Ethnicity	LEP	Special Education	F&R Lunch	TAG
Number of unduplicated students who failed one or more core class(es) during the school year. Core classes include: Language Arts, Math, Science, and Social Studies.	9														
	10														
	11														
	12														
	Total														

8. College Readiness	Grade	# of students		Female	Male	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Multi-Ethnicity	LEP	Special Education	F&R Lunch	TAG
Number of students enrolled in college-level courses, by type and subgroup.	AP Courses														
	IB Courses														
	Dual Credit														
	Total														

9. College Testing		# of students testing		Female	Male	White	American Indian	Asian/Pacific Islander	African American	Hispanic	Multi-Ethnicity	LEP	Special Education	F&R Lunch	TAG
In the first column, report number of students testing. Report total number of students testing in each subgroup.	PSAT														
	SAT														
	ACT														

10. College Testing - Average Scores		PSAT	SAT	ACT
Report average test scores by subject area for the PSAT, SAT, and ACT. Report subject area scores for the appropriate tests where applicable. The average composite score is the total of the subject area tests.	Reading			
	Math			
	Writing			
	English			
	Science			
	Total Average Composite			

E3 Data Definitions

Prior School Year Data (YYYY-YYYY)

Due: October 15th

2. Retention -The number of students, disaggregated by subgroup, who did not receive enough credits to be promoted to the next grade level. For the school year being reported, record the number of students in each grade level who were enrolled on October 1st **and repeating** their current grade level. Report numbers as of October 1st. Some students may be promoted to the next grade level during the current school year, but you should report the enrollments as of October 1st.

For example, if you are reporting for the YYYY-YYYY school year, you would report the number of 9th graders on October 1st, YYYY, who were enrolled in 9th grade during the prior (YYYY-YYYY) school year and are repeating 9th grade in YYYY-YYYY.

3. Math Course Enrollment - The number of students, by grade level enrolled, in math courses during the prior academic year. If courses offered are not titled as requested, provide the number of students enrolled in a course equivalent to the level you are asked to report.

4. Math Course Completion/Passing - The number of students who passed or received full credit at the end of the school year for one full credit in the enrolled math course, or its equivalent. Include those students who earned credit through independent study or credit by proficiency.

Note: For those schools who offer a math course, like Algebra I, over a two-year period, only report students who received full credit for the course after completing the full two years or four semesters of the course.

5. Highest Math Class taken by Graduates - For the class of YYYY, report the number of graduates by their highest math class taken. Only include the highest class passed and for which credit was received.

6 & 7. Failing Courses - Number of students who failed one or more core class(es) at any time during the school year on an official grade report (i.e. semester report card). Report every official failure on a student's transcript for core courses in the YYYY-YYYY school year. *For example: If a student failed two semesters of Math, report 2 course failures.* Report only official report card grades. Do *not* report failures on progress reports or other interim grade reports. Core classes include: Language Arts, Math, Science, and Social Studies.

8. College Readiness - College readiness is measured by the number of students taking college-level courses. This includes Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit courses. Report enrollment by the type of course (AP, IB, or dual credit) and report enrollment disaggregated by subgroup.

9. College Testing -Number of Students -The number of students taking the ACT, PSAT, and SAT tests, by individual test and disaggregated by subgroup.

10. College Testing – Average Scores - Each student receives scores for multiple subject areas on the test. Report the subject area scores and a total composite score by adding the subject area scores together. For each test type, calculate and report the average of each subject area score based on the total number of tests taken.

E3 Data Definitions

Current School Year Data (YYYY-YYYY)

Due: December 1st

Enrollment -The official unduplicated count of all students in the fall of this academic year (YYYY-YYYY) as of October 1, YYYY. This is the official count provided to the Oregon Department of Education in the Fall Membership collection.

In addition, provide an *unduplicated* count of all 12th grade/Fourth Year students on October 1, YYYY. This does not include returning seniors, only those seniors in their fourth year of high school.

1. Instructional Days/Hours - The number of scheduled instructional days per year (Total number of school days minus days used for field trips or other all day, out-of-school activities)

2. The number of scheduled instructional hours in a *typical* day. This is the total hours in a typical school day minus hours of non-academic class time, e.g. advisory, breaks between class, lunch. *For example: 7 hour school day, minus 20 minute advisory, 36 minutes between classes, 30 minute lunch = 5 hours and 34 minutes of instructional time.*

3. Average Class Size- Report the average class size, calculated as the total enrollment in classes divided by the number of classes.

4 - 15. Staffing

as of October 1st

Non-teaching staff includes all certified and non-certified staff in the school but, does not include senior managers/administrators such as principals and assistant principals.

New certified staff is the number of new staff members in a school. This may include first year teachers and teachers new to your school. Include as new any teacher who was on the campus but is new to your small school.

16. Professional Development Budget - Account for all money allocated for professional development for the current school year. This includes money in your school budget and from grant funds. Do not include professional development provided by the district for which funds do not come out of a local school budget.

17-21. Returning Staff

as of October 1st

Number of staff members in each category who were also at the school during the prior academic year (YYYY-YYYY). You should also count those individuals, in their current position, even if he/she was at the school in a different position in the prior academic year. *For example: the assistant principal this year was a language arts teacher at the school last year. He/she would be counted as a returning staff member under senior school manager, not under certified full-time teacher.*

If you are a conversion site reporting for a small school that was not operational in the prior academic year, do not report returning staff members, even if staff members are 'returning' as staff from the campus before conversion.

Cumulative Promotion Index - The Cumulative Promotion Index (CPI) is an alternative way to calculate graduation rates. It approximates the probability that a student entering the 9th grade will complete high school on time with a regular diploma. It does this by representing high school graduation as a stepwise process composed of three grade-to-grade promotion transitions in addition to the ultimate high school graduation event.

Early Indicators of School Reform Success

Q. How can we demonstrate progress throughout our restructure process?

- A. Improvements in student achievement such as indicated by state test scores, GPA, graduation rates and the number of students admitted to college may not show as quickly as changes in teaching strategies, in student behaviors such as attendance, vandalism, respect and in teacher, parent and student satisfaction. Early research appears to indicate that the more attributes of high achieving schools implemented, the more teachers use improved instructional strategies, leading to increased positive student attitudes toward schooling within the first year or two of conversion to small schools.

Q. How can we measure initial results?

- A. Early indicator data should include:

Qualitative school data (all data will be disaggregated by grade, gender, ethnicity, special education, and English Language Learners)

- Attendance rate
- Incidences of violence and vandalism
- Incidences of suspension and expulsion
- Percentage of students failing core courses (LA, SS, Sic, Math)
- Number of students taking SAT and ACT
- Number of students enrolled in college prep and AP/honors classes

Other data to consider include:

- Student satisfaction
- Student voice
- Student engagement
- Parent involvement

Lagging indicator data should include:

- Graduation rate
- Dropout rate
- Percentage of students proficient on state tests
- SAT and ACT scores
- Number of students admitted to 4-year or 2-year colleges and universities.

Q. When can we expect results?

- A. Changes in beliefs about who can learn and the purpose of the high school should be evident within the first year of joining the Initiative. Changes in teacher behaviors and student behaviors and attitudes may be evident within the first year of the implementation of the small schools. Improvement in student achievement may be evident within two to four years of implementing small schools.

Q. How will we know if we are successful?

- A. Partnership Schools implement a majority of the attributes of high achieving schools and perform at the New Paradigm level of the School Change Rubric in most dimensions. Teachers use instructional strategies that emphasize student engagement, inquiry and in-depth learning. Students report a sense of belonging and more positive attitudes toward schooling. Increased numbers of students graduate college-ready, and a closing of the achievement gap is evident.

Bill & Melinda Gates Foundation
***School* Progress Report Protocol YYYY-YYYY**

Due Dates: November 1, YYYY March 1, YYYY June 1, YYYY

The OSSSI is required to submit a series of progress reports to the BMGF project evaluators in Seattle. These reports address grant goals as well as the work happening at grantee schools. Three times each year, we ask that each school prepare a 3-4 page report of progress to submit to ? who provides a copy to the foundation's project evaluators. The intent of progress reports is to present straightforward information about progress and challenges, to explain how you are addressing the concepts of rigor, relevance, and relationships, and to provide insights gained. Whether your school is a conversion with one or more small schools or a new start school, the coordinator will prepare just *one* all-inclusive *progress report* on each due date.

Format: Heading: Grantee Site, Report Date, Prepared by [coordinator & principal(s)]

Style: Use a 12-point font. Single-space separate sections. Organize as noted below.

Length: *Do not exceed 4 pages* (While probably inadequate if less than 3 pages, do not exceed 4)

Audience & Content: While the primary audiences for the progress reports are the project evaluators and the *Bill & Melinda Gates Foundation*, they also provide valuable information to OSSSI. This year, we ask that coordinators approach the reports *not* as reflective journals (although we do hope for your insights in Section III) but as documentation offering straightforward information on strategies used, challenges encountered, and successes achieved toward grant goals of improving student achievement in the context of improved rigor, relevance, and relationships. Progress reports should *not* present a list of events, but provide significant information and an organized record of *key* activities, successes, & challenges during the reporting period.

Section I. *Organized* update of grant-related accomplishments/activities *for the overall grantee site.*

- *Opening Narrative:* **informative paragraph summarizing overall grant goals (even if there are several small schools)**
- *Success & Challenges of the overall process:* **Highlight successes achieved and challenges encountered across the campus; note modifications and impetus for change.**
- *OSSI assistance and support:* **Provide brief assessment of coaching, conferences, and trainings**

Section II:

- (a) Status: **Detailed information to update the foundation about exactly where you are in process**
- (b) Rigor, Relevance, Relationships: ***How* are you addressing these core concepts at your school?**
- (c) Bulleted summary of successes and challenges

Note: If your school has converted into several smaller settings, Section II would be comprised of several sub-sections--one for each small school--that gives information on (a) the status of that small setting (b) how they are addressing rigor, relevance, and relationships, and (c) that summarizes successes and challenges specific to that small setting. We suggest the coordinator routinely connect with school leaders to acquire information to integrate into Section II. The coordinator would then abbreviate that information into highlights of (a), (b), & (c) for that small school. If your school has just *one* smaller setting, you might dedicate part of Section II to that and focus the remainder to any developing improvement plans across the entire school.

Section III: Insights and Overall Summary on the *overall transformation efforts*, specifically 'Here is where we are doing well' *and* 'Here is where we are encountering challenges'

School Change Coordinator Job Profile

At the request of several Partnership Schools, OSSI developed the profile below to assist with the selection of an on-site coordinator for the small schools work. Please feel free to use the language below in your own internal job communication documents and tailor the details to your own needs.

Primary Job Objectives

1. Work with key stakeholders to support the conversion of the existing high school into multiple, autonomous high achieving and equitable small high schools or to create a new, innovative school.
2. Help the school reach the “new paradigm” level on each of the four strands of the OSSI School Change Rubric.

Suggested Job Structure

- Full time position recommended
- If part-time, available block of time (AM, PM, Block Schedule Day, etc.)
- Position to be funded by OSSI Partnership Grant funds

Core Values

- Lifelong learner willing to embrace innovative ideas
- Belief that all students can learn and achieve at high levels

Qualifications

- Experienced teacher or administrator

Skills

- Candidates should demonstrate excellent skills in:
- Teaching
- Learning
- Leading
- Facilitating
- Listening
- Oral and written communication

Responsibilities

- Help school adhere to OSSI Core Agreements
- Collaborate and meet regularly with OSSI School Change Coach
- Act as a liaison to OSSI staff
- Coordinate meetings, events, site visits, etc.
- Facilitate large and small group meetings
- Collect, analyze, and disseminate school data
- Gather and share resources
- Assist with research & evaluation
- Coordinate surveys, interviews, focus groups, and feedback
- Write formal reports
- Develop and train others to increase leadership capacity within the school
- Assist in coordinating professional development
- Develop and maintain a communication system with stakeholders (e-mail, web, newsletters)
- Collaborates and meets regularly with administrative team, site council, and other leadership groups

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Stages of Small Schools Conversion

Stage	STUDYING (6-12 months)	STAGING (3-6 months)	DESIGNING (6-9 months)	BUILDING (6-8 months)	LAUNCHING (1-3 months)	SUSTAINING (ongoing)
What it is	Initial phase where school learns about and decides to pursue small school approach	Phase where school makes initial preparation for conversion into small schools	Phase where school makes plans and agrees upon small school structures and strategies	Phase where small schools build their operational infrastructure and are populated with staff and students	Phase where small schools are opened and begin to operate as autonomous schools	Final transition phase where small schools are supported to continuously improve and help students succeed
Key tasks	<ul style="list-style-type: none"> ■ Build a shared understanding of small schools work ■ Forge collective agreements to pursue school redesign work ■ Engage community in small schools dialogue ■ Seek resources and assistance for transformation work 	<ul style="list-style-type: none"> ■ Identify individuals and groups to provide leadership ■ Clarify school mission, vision, values, and small school conversion outcomes ■ Conduct needs assessment to clarify program needs and baseline data ■ Continue to engage community and build support for conversion ■ Craft budgets, timelines, and action plans for grant resources ■ Establish clear criteria and processes for small school design, selection, and staffing 	<ul style="list-style-type: none"> ■ Create diverse design teams that include community and student representatives ■ Design team members build a shared understanding of small school focus and instructional approaches ■ Formal small school proposals are crafted and submitted ■ Select small school models using agreed-upon decision-making structures 	<ul style="list-style-type: none"> ■ Build all operational aspects of small schools, including plans for: <ul style="list-style-type: none"> ✓ Staffing ✓ Administrative oversight ✓ Curriculum development ✓ Daily/yearly schedule ✓ Budgets ✓ Facilities ✓ Support services ✓ Transportation ✓ Coordination of facilities and services across small schools ■ Recruit and enroll students into small schools 	<ul style="list-style-type: none"> ■ Formally celebrate and close the large school ■ Formally celebrate and open the small schools ■ Manage start-up issues ■ Intentionally build community across the small school and within programs and classrooms 	<ul style="list-style-type: none"> ■ Support teachers to design and implement engaging curriculum ■ Institutionalize continuous improvement efforts
Tools & strategies	<ul style="list-style-type: none"> ■ School Change Rubric ■ Text-based seminars on key readings and research ■ Analysis of school 	<ul style="list-style-type: none"> ■ Mission/vision/values tools ■ Fist of five consensus tool 	<ul style="list-style-type: none"> ■ School Change Rubric ■ Case study readings on small school models ■ Site visits and design 	<ul style="list-style-type: none"> ■ School Change Rubric ■ Tools and examples related to scheduling, calendars, staffing models, budgets, etc. 	<ul style="list-style-type: none"> ■ Sample classroom community-building activities ■ Public relations toolkit for press releases 	<ul style="list-style-type: none"> ■ School Change Rubric ■ Project-based learning training and tools ■ Gap Analysis tool

	<ul style="list-style-type: none"> performance data Site visits to effective small schools Communication Resource Guide 	<ul style="list-style-type: none"> Asset mapping protocol Communications Resource Guide Individual meeting relationship tool 	<ul style="list-style-type: none"> studios Sample small school RFP documentation (OSSl, BayCES) Effective teamwork tools for leadership groups 	<ul style="list-style-type: none"> Sample student recruitment materials 		<ul style="list-style-type: none"> Teaching for equity strategies Continuous improvement strategies
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Stages of New Start School Development

Stage	STUDYING	STAGING	DESIGNING	BUILDING	LAUNCHING	SUSTAINING
What it is	Initial phase where individuals decide to create a new school and conduct preliminary research	Phase where design team lays the foundation for the new school by creating a clear vision and focus	Phase where design team articulates the school's policies, structures and instructional strategies	Phase where design team builds operational infrastructure and is populated with staff and students	Phase where school is opened and begins to develop student and staff culture	Ongoing phase where school is supported to continuously improve and help students succeed
Key tasks	<ul style="list-style-type: none"> Identify and convene a team of people to lead the work Build a shared understanding of effective small school practices through research and site visits Study student achievement data and develop a clear sense of purpose and need for the new small school Engage community in dialogue about the new small school Seek resources and assistance for school development work 	<ul style="list-style-type: none"> Craft school development action plans, timelines, and budgets Articulate school mission, vision, values, and curricular focus Continue to engage community and build support for the new school Begin to develop meaningful partnerships with local educators, employers and institutions of higher education 	<ul style="list-style-type: none"> Design key school policies for: <ul style="list-style-type: none"> Exit outcomes Graduation requirements Demonstration of learning Student promotion Governance Develop an engaging curriculum that aligns with exit outcomes and school focus Create a communications plan to guide interactions with stakeholders Develop a detailed plan to ensure the fiscal viability of the school 	<ul style="list-style-type: none"> Build all operational aspects of school, including plans for: <ul style="list-style-type: none"> ✓ Staffing ✓ Daily/yearly schedule ✓ Budgets ✓ Facilities ✓ Support services ✓ Special Ed/ELL services ✓ Transportation Formalize agreements with local districts Apply for state charter (if necessary) Recruit and enroll students into the school 	<ul style="list-style-type: none"> Formally celebrate and open the school Manage start-up issues Intentionally build school culture Build a professional culture among all staff Create a professional development plan for staff training 	<ul style="list-style-type: none"> Support teachers to design and implement engaging curriculum Create a scale-up plan for growth of school in years 2-4 Sustain key principles of school operation

				<ul style="list-style-type: none"> ■ Recruit and hire staff 		
Tools & strategies	<ul style="list-style-type: none"> ■ School Change Rubric ■ Key articles and research on small schools ■ Analysis of student performance data ■ Site visits to effective small schools 	<ul style="list-style-type: none"> ■ Mission/vision/values tools ■ Asset mapping protocol ■ Communications Resource Guide ■ Individual meeting relationship tool 	<ul style="list-style-type: none"> ■ School Change Rubric ■ Case study readings on small school models ■ Communications Resource Guide ■ Site visits and design studios 	<ul style="list-style-type: none"> ■ School Change Rubric ■ Tools and examples related to scheduling, calendars, staffing models, budgets, etc. ■ Sample student recruitment materials 	<ul style="list-style-type: none"> ■ Sample classroom community-building activities ■ Public relations toolkit for press releases 	<ul style="list-style-type: none"> ■ School Change Rubric ■ Project-based learning training and tools ■ Gap Analysis tool ■ Teaching for equity strategies ■ Continuous improvement strategies

Asset Mapping Protocol

Purpose and Overview

The intent of the Asset Mapping Protocol is to create an inventory and visual map of all school curricular, extracurricular, and student support programs. The resulting documents can then be referenced during school redesign work to ensure that all school programs are aligned, placed properly within small schools, or accessed as shared services by all students on campus.

The process involves a single meeting, led by a facilitator experienced in the protocol, approximately 1.5 - 2 hours in length, with a representative leadership group from the school -- staff who are knowledgeable about the various programs and services offered by the school. During the session, a facilitator asks the group questions about programs and charts the information on several large sheets of paper covering a blank wall. After the session, the facilitator produces a simple typed record of the chart paper notes (which is the "map") along with a brief chart that acts as a program inventory. After receiving the documents from the facilitator, school leaders may wish to edit and update any missing or incorrect information to ensure accuracy.

Participants

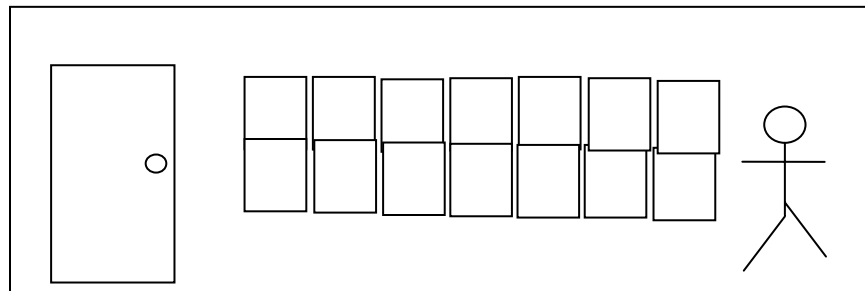
School participants ideally involve staff who are connected and involved in areas throughout the school. Ideally, the following individuals will participate in the session:

- Principal (and Assistant Principals if possible)
- School Change Coordinator
- Counselor
- Special education representative
- Department heads or representatives from each department
- Parent/community representative
- Classified staff representative (optional)
- Student representatives (optional)

Preparation

If possible, meet in a room with a large accessible wall where several sheets of chart paper can be attached. Attach chart paper sheets before the meeting starts, and if desired, go ahead and write category titles on the sheets. If you write big enough for people to see, you will probably need to post 12-14 large sheets, with a top and bottom row of about 6-7 side-by-side sheets. (See diagram below.) You will also need desk or table space for all participants, as they will need to do a bit of writing during the session. Have a box of good markers ready.

Also, make 25-35 copies of the Asset Mapping Inventory Sheets prior to the session. By cutting the pages in half, you'll have 50-70 sheets ready for the session. (See end of this document for sheet copy.)



Facilitation

Welcome and Introduction

- Welcome participants and thank them for joining in the session.
- Briefly explain the purposes of the session:
 - Schools are complex social institutions, and in large schools we often operate in isolation, unaware of the many programs and opportunities throughout the building.
 - As the school moves into a small school configuration, these programs will need to be re-thought and in some cases re-engineered or eliminated entirely.
 - Today's protocol, and the resulting documents and discussions that come from it, will enable us to:
 - Create an inventory of all school programs
 - Consider areas of program overlap and/or program gaps
 - Consider ways to collapse, merge, eliminate, or create programs
 - Consider the implication of small school design work on programs
 - The goal today is really to create the inventory or "asset map". If time permits, we will also begin to consider some of the thorny design questions.

Explain Roles

As **facilitator**, my job is to move us quickly through the process and to chart the programs on the paper posted at the front of the room. As you'll see, I'm only going to chart very basic information about each program that we discuss. And, as much as possible, I'm going to try to categorize items as they come up. I'll ask a few questions to get a sense of the programs and acronyms that are suggested, but I'm also going to push us to keep moving through the process.

As a **participant**, each of you needs to contribute to the brainstorming process by making sure all programs make it up on the chart paper. Also, each time you suggest a specific program, we'll pass you a half-sheet of paper. This sheet asks you to quickly list some basic information about the program. We'll collect all of the half-sheets at the end of the session; everyone will probably wind up filling out a few of these sheets by the time we're done. These sheets will help me to create an inventory after we're all done.

NOTE: You may want to designate an **assistant** as well, to pass out and collect the half-page inventory sheets. The assistant's job is to make sure every program is recorded on an inventory sheet by the person who mentioned it (or by someone who knows about the program).

Questions

Allow participants to ask questions about the process.

Begin Mapping

Begin the asset mapping process. In terms of sequence, you might want to try to lead the group through categories in the following order:

Pre-Assessment and Orientation

OK, time to begin. Let's say I'm a junior high student who is headed to your school. What are my first official contacts with the high school? Does someone come visit my 8th grade class and register me for freshman classes? Are there tests I take before I come? Are there orientation programs that I attend prior to the start of school?

Curriculum and Instruction (departments, SLCs, courses)

So now I'm a freshman. What courses are available? Let's chart the academic departments, core classes, and electives. NOTE: Don't get bogged down on any one department. Move quickly through all classes in each department. Abbreviate, and work from grades 9 to 12 and then any electives. This can get tedious if you don't write fast enough or dwell too long on any one class.

Student Support (i.e. tutoring, special education, alternative programs)

Let's say I'm not doing so well in my classes. What help is available for me?

College and Community Connections (counseling, career center, service learning etc.)
I want to go to college. What services are available for me?

Assessment and Testing (including standardized measures, AP, etc.)
What tests will I take during my time at the school?

Co-Curricular (including performance groups, athletics, clubs, etc.)
What extracurricular programs can I get involved in during my time at the school?

Other (health programs, anything else that doesn't fit above)

Wrap-Up

When all categories have been fleshed out, move through the Program Asset Allocation Questions as time permits. (Questions attached at end of this document.) Thank participants and review next steps:

- 1) Facilitator will type up report from charted notes and inventory sheets.
- 2) Asset map report will be given to school.
- 3) Leadership team should review notes for accuracy and add/edit as necessary.
- 4) Resulting report should be used during school discussions of program allocation.

Facilitation Tips

- ❑ Before facilitating the process, review sample Asset Map documentation, if available. This will give you a sense of what you should be charting, and especially the categories that should wind up on the chart paper. You can even write out the categories beforehand if you like.
- ❑ Throughout the process, keep the session focused on a **student's-eye view** of the school. The session shouldn't get into issues of staffing, governance, professional development, or other adult-level concerns.
- ❑ Ask about and write down the **title** and **number of students served** for EVERY PROGRAM. The title is obvious. The number of students served isn't. By coming back to this issue for every program, participants begin to develop a sense of the scope and potential impact of programs. This perspective will serve them well when making difficult program allocation decisions later in their design process.
- ❑ Once you've listed the title and the number of students served, draw a **box** around the information and move on.
- ❑ You may ask follow-up questions as needed, just to get a quick sense of how the program works, without charting all of the information. The suggestion here: Only list the program title and the number of students served on your chart paper, with the exception of academic departments, where you'll write up the individual courses in brief.
- ❑ For programs that are planned but aren't in place yet, go ahead and write up the program but put a dotted (or different colored) box around the information.
- ❑ Type your report as soon as possible following the session: The longer you wait, the more difficult your task will become.

PROGRAM ASSET ALLOCATION QUESTIONS

The following questions can be used to guide decisions regarding how to best allocate program resources of a large, comprehensive school as it moves towards multiple, small, autonomous high schools:

PROGRAM ASSET EVALUATION

Use the asset map and grid to examine each individual program. Key questions include:

- To what extent do existing programs contribute to essential student learning?
- To what extent do existing programs contribute to issues of student equity?
- To what extent do existing programs contribute to community engagement and support?
- How many students are served by the program?
- According to student performance data (or other indicators), how effective are existing programs?
- What do programs “cost” in terms of materials, staff time, facilities use, etc.?
- Do the costs of the program justify the benefits of the program?

PROGRAM ASSET ALLOCATION

- What are the “givens” in terms of mandated programs and services?
- How will student enrollment and the balance of student sub-groups between the small schools impact program needs?
- What implications will program asset allocation have on staffing, facilities, and budgets?
- Which programs receive ongoing funding by external sources (i.e. federal or state categorical funds)?
- How significant are economies of scale available through centralization of programs?
- To what extent will small school autonomy be sacrificed through shared programs?

PROGRAM ASSET DECISIONS

Consider each individual program and determine future status. Options include:

- **Eliminate** = cease to operate the program
- **Consolidate** = combine program with other programs that serve similar ends, then assign, replicate, or share the program
- **Assign** = offer the program in one or two, but not all, of the new small schools
- **Replicate** = multiply the program and offer it in each small school
- **Share** = operate as a single program accessed by students from each of the new small schools

Asset Mapping Inventory Sheet

Program name:	
Program purpose:	
Number of students served:	
Type of student served:	
Number of staff involved:	

Asset Mapping Inventory Sheet

Program name:	
Program purpose:	
Number of students served:	
Type of student served:	
Number of staff involved:	

Study Tour Organizational Checklist

This checklist is designed to assist in the planning of school Study Tours.

- Select and contact school site**
 - Contact “point person” at school
 - Select visitation date
 - Solicit hotel recommendations
 - Ask about the best way to get to and from the school (taxi, rental car, bus, etc.)
 - Develop visitation agenda (some schools have pre-determined agendas)

- Make travel and lodging arrangements**
 - Make flight arrangements – the earlier the better
 - Reserve a block of hotel rooms for your team – hotels often have group rates, especially for educators
 - Reserve a meeting room, if desired, for the overview/reception on the first evening
 - Order snacks for the reception
 - Make arrangements with hotel for transportation to and from the school site, if appropriate

- Prepare your team for the visit**
 - Prepare site visit information packets
 - Nametags
 - Agenda
 - Visitation Questions
 - Core Agreements/Condensed Rubric
 - Debrief form
 - Evaluation form
 - Other information you may have about visitation site
 - If visitation team members are all from the same school, you might consider having a couple of meetings at their school prior to the visit. These meetings could be used to review information packets and determine together the focus of the visit. This would eliminate the need for an overview reception at the hotel the night before the visit.

- Provide leadership during site visit**
 - Act as the point person for the visiting team
 - Be the first one in the door
 - Introduce yourself
 - Take care of issues that might arise (lunch, special requests, etc.)
 - Keep track of your team
 - Make sure you leave when you said you would
 - Help guide discussions by asking questions, facilitating if necessary

- Send a thank-you note to the hosting school after the visit**

- Facilitate debrief session with the team after the visit**

Study Tour Questions

*Below are questions to ask and reflect on as you participate in the Study Tour. During your visit, keep in mind the four strands of the School Change Rubric: **School Structure and Culture, Teaching and Learning, Leadership Development, and Community Engagement.***

Observation and Reflection Questions

- What is the climate of the school?
- What is different about the school?
- What evidence is present to demonstrate:
 - strong teacher-student relationships?
 - support for all students to achieve at high levels?
 - professional collaboration focused on student learning?
- What type of student work is on display throughout the school?
- How does instruction drive the schedule, the organization of teachers, the class assignments of students, professional development, etc.?
- Are clear expectations and standards posted in classrooms?

Suggested Questions for School Staff

- How does the school use time to support personalization?
- How does the school personalize instruction in the classroom?
- How does the school help students who do not meet the standards?
- What types of instructional approaches do teachers use to engage students?
- What opportunities are available for students to think critically and become actively involved in problem-solving activities?
- How does the school identify students' academic and non-academic needs? How are those needs addressed?
- How does the school use professional development time to focus on teaching and learning?
- What measures are used to assess student progress (portfolios, performance-based tasks, teacher tests, etc.)?
- How is student achievement data reviewed and analyzed?
- How do teachers and staff use student achievement data to plan curriculum and instruction?
- What roles do students, parents and staff have in decision-making and governance?
- What opportunities do teachers and other school staff have to hold leadership positions in the school?
- What partnerships and alliances have been created with community-based and other organizations?
- What extracurricular activities are available to address student needs and interests?
- How does professional development model and promote the effective use of technology?
- Do all students have equal access to school-based technology?

(Study Tour Questions, continued)

Suggested Questions for Students

- ❑ What are you learning? Why do you need to learn this? How will this help you in the future?
- ❑ How do you know when your work is good enough? Do you know how to make your work better?
- ❑ When you get a grade on your work, do you know why you received that grade and what it means?
- ❑ What happens when you make a mistake or answer a question incorrectly?
- ❑ Do you get to work with classmates on tasks? If so, when and how?
- ❑ Do you learn from other students?
- ❑ How much time do you spend at your desk?
- ❑ Do you have opportunities to learn about subjects and topics that interest you?
- ❑ When you are having trouble understanding something, how do you get help?
- ❑ How do your teachers encourage you?

Study Tour Team Debrief Questions

Host school:		Tour date:	
Team members:			

Below are discussion questions to be addressed with your school team after your school visit. Please answer these questions in writing, and return this form to the School Change Coordinator at your school.

1. What was the most striking feature of the host school?
2. How did observed features of the host school relate to the Core Agreements?
3. What are we thinking about now that we weren't thinking about prior to the study tour?
4. What key points and conclusions do we want to share with colleagues back at school?
5. When and how will we share our team study tour findings?
6. Who should be the audience for our study tour reporting?