

# Key Features: Definitions from the Field

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## HIGH ACHIEVING SCHOOLS ARE...

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

Schools where:

- \_ Achievement gap has been eliminated (removing the predictability of success or failure that correlates with race, gender, home language, or economic status).
- \_ All students graduate.
- \_ All students eligible to be admitted and prepared to succeed in postsecondary education.

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

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## 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)*

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## 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)*