

Small Schools Toolkit

Part I: Key Initiative Documents



www.e3smallschools.org

Version 11.23.05

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, implementation, and communication tools. This Toolkit seeks to collect in one place the Initiative's most important documents for converting large comprehensive high schools into small, innovate 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.

TOOLKIT CONTENTS

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Guiding statements from the Initiative

2. Theory of Action Flow Chart

Charts E3's small schools strategy

3. Key Terms: Definitions from the Field

Defines Initiative's key terms of "high achieving", "equitable" and "autonomous"

4. Attributes of High Achieving Schools

Describes attributes of high achieving schools as identified by the Bill and Melinda Gates Foundation

5. School Change Rubric (Condensed Version)

A shortened version of the Rubric, featuring the "New Paradigm" descriptors from each strand

6. Strand Resources

Four one-page resource sheets that align with the four strands of the E3 School Change Rubric

7. Statewide Support Model & Statewide Support Model Overview

Overviews of how the Initiative will influence schools throughout the state

8. Program Benefits and Support

Details how Partnership schools and schools statewide will benefit from the Initiative

9. Partnership School Selection & Implementation Timelines

Overview of key Initiative dates

10. Calendar of Activities and Professional Development (Blank and Sample template)

A template used by schools to list all workshops, trainings, and school redesign activities

11. Early Indicators of School Reform Success

A set of questions and answers on the topic of how reform results first become visible in small schools

12. School Change Coordinator Job Profile

A suggested job description for School Change Coordinators

13. Stages of Small School Conversion

Tool charting key steps in the small school conversion process

14. Stages of New Start Development

Tool charting key steps in the development of a new small school

15. Using Data to Answer Questions About Equity

A set of challenging data-based questions to help uncover equity-related outcomes in high schools

16. How Multicultural is Your School?

A brief survey to determine the degree to which multicultural practices take place in your school

(Toolkit Contents, continued...)

17. Equity Website Resources

A list of useful websites containing information related to school equity issues

18. Multicultural Education Series

A list of articles on multicultural education, compiled by Dr. James Banks

19. Asset Mapping Protocol

Describes a comprehensive program inventory process used with conversion schools

20. Study Tour Tools

Organizational checklists, tour questions, and forms to use when conducting site visits to model schools

21. Communications and Community Engagement Tools

Planning tools for developing a plan to engage key community stakeholders

22. Communications Resource Guide

Tool offering tips for formal communications with staff, community, and the press

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

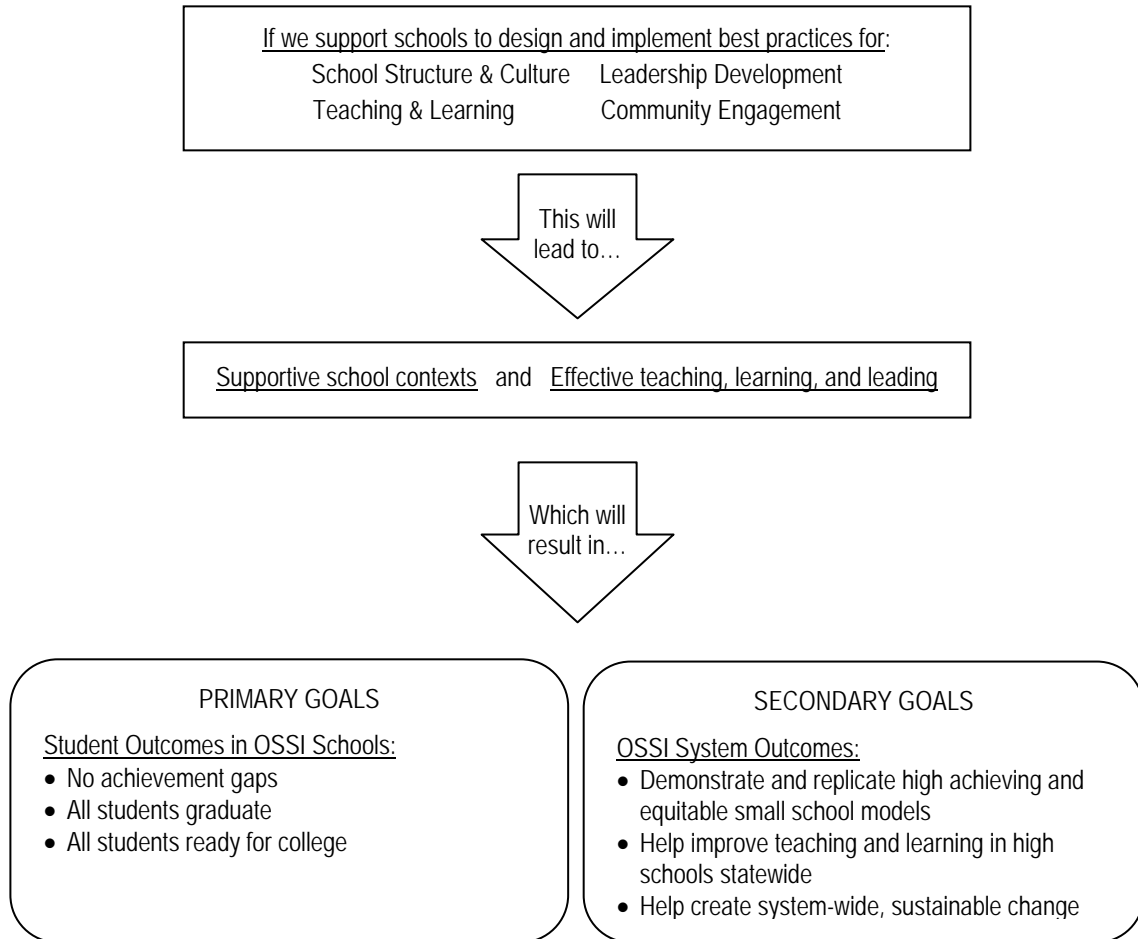
Initiative Partnership Schools:

- 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



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 E3 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	
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.	<ul style="list-style-type: none"> ▪ Tracking eliminated ▪ All students provided with multiple college-prep options during high school ▪ Honors-level core courses for all students ▪ Regular tutorial periods help all students access additional support ▪ Every student provided with an adult mentor ▪ Peer teaching and peer tutoring programs ▪ Extra periods used to deliver intensive support services
1.2 AUTONOMY	
Small schools have sufficient control over budget, curriculum, schedule, staffing, leadership and governance, and space to carry out their own vision of schooling.	<ul style="list-style-type: none"> ▪ Large school converts to a multiplex approach; coordinating council helps facilitate communication and cooperation between schools ▪ Districts write policies that clearly and unequivocally support autonomous small schools
1.3 PERSONALIZATION	
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.	<ul style="list-style-type: none"> ▪ Enrollment limits used to maintain small size ▪ Course offerings based on student interests ▪ Every student paired with adult mentor ▪ Peer connections promoted through advisory groups and project teams
1.4 SCHEDULING	
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.	<ul style="list-style-type: none"> ▪ Pre-periods, night classes, and tutorial periods ▪ Flex time for teachers ▪ Year-round school calendars ▪ School as center of the community – open for learning around the clock
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.	<ul style="list-style-type: none"> ▪ Collaborative planning periods ▪ Cross-curricular teaming of teachers ▪ Late-start and early-release schedule to facilitate collaborative instructional design
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.	<ul style="list-style-type: none"> ▪ Discipline policies and practices aligned to reflect priority of student learning ▪ Diversity is consistently celebrated as a strength through all school messages and actions ▪ Facilities reflect care for students ▪ Peer mediation programs help solve student conflicts

SCHOOL CHANGE RUBRIC: TEACHING AND LEARNING STRAND

2.1 EQUITY	
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.	<ul style="list-style-type: none"> ▪ Specific attention given to unlearning negative self-stereotypes ▪ Instructional materials are differentiated to meet the needs of all learners ▪ Teaching strategies selected to target a variety of learning styles ▪ Explicit connections are made between student backgrounds and curricular topics ▪ Rigorous performance standards are upheld for all students in all classes ▪ Professional development explicitly addresses issues of equity in the classroom
2.2 FOCUS ON POWERFUL TEACHING AND LEARNING	
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.	<ul style="list-style-type: none"> ▪ Differentiated instruction ▪ Project-based learning ▪ Community-based or service learning ▪ Exhibitions or public demonstrations of learning ▪ Internship and mentorship programs ▪ Publication and dissemination of learning goals ▪ Staff meetings regularly used for discussions and demonstrations of best practices ▪ Professional development provides opportunities to learn effective teaching strategies
2.3 PERSONALIZATION	
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.	<ul style="list-style-type: none"> ▪ Differentiated instruction ▪ Negotiated curriculum – topics and themes selected with extensive student input ▪ Student choice in project exhibition modes ▪ Personal learning plans developed for every student
2.4 ACADEMIC RIGOR	
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.	<ul style="list-style-type: none"> ▪ Curricular mapping used to ensure alignment with local and state standards and expectations ▪ Course sequences carefully articulated with lower grades to eliminate gaps and overlapping ▪ Students supported to produce work that approaches industry standards ▪ Courses regularly pursue depth over breadth ▪ School chooses to have all senior Language Arts courses aligned with college-level coursework
2.5 EXPECTATIONS AND ACCOUNTABILITY	
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.	<ul style="list-style-type: none"> ▪ Community engagement strategies used to develop instructional goals and expectations ▪ Staff regularly discusses student performance standards and how to push all students to higher levels of achievement ▪ Multiple assessment tools used to demonstrate student progress, process, and proficiency ▪ Peer review and assistance programs promote professionalism ▪ Data used regularly to assess students, teachers, and programs and increase accountability ▪ School engages community in an ongoing dialogue concerning student performance
2.6 ASSESSMENT AND ACCOUNTABILITY	
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.	<ul style="list-style-type: none"> ▪ In-process, formative feedback is a key feature in every classroom ▪ Students required to publicly present and defend their learning results ▪ Demonstrations of learning usually include two or more different modes ▪ Students demonstrate learning growth through portfolios

SCHOOL CHANGE RUBRIC: LEADERSHIP DEVELOPMENT STRAND

3.1 EQUITY	
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.	<ul style="list-style-type: none"> ▪ School decision-making bodies actively recruit and develop representatives who reflect the diversity of the school community. ▪ Specific attention is given to hearing the voice of teachers who look like the students they teach ▪ Teacher leader positions are shared by staff from different backgrounds and with different perspectives. ▪ Hiring practices are strategically inclusive and aggressively seek to attract staff of color.
3.2 DISTRIBUTED LEADERSHIP	
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.	<ul style="list-style-type: none"> ▪ Representative decision-making councils ▪ Town-hall meetings, focus groups, and surveys used to gather feedback from constituents ▪ Leadership development and professional growth pathways designed and promoted ▪ Explicit capacity building plans grow leadership for ongoing support of school redesign efforts
3.3 EFFECTIVE GOVERNANCE	
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.	<ul style="list-style-type: none"> ▪ Key school decisions are made by a representative leadership body ▪ School leadership body holds regular meetings that are open to all constituents ▪ School leadership body publishes meeting minutes in a timely fashion ▪ Decisions are made in a fair and efficient manner throughout the school ▪ Constituent groups regularly communicate with their leadership council representatives regarding school issues and decisions
3.4 LEARNING COMMUNITY	
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.	<ul style="list-style-type: none"> ▪ Professional development and staff meeting time explicitly focus on change processes, developing a common vision of change, and student learning ▪ Ongoing dialogue, events, and forums foster school-wide community building ▪ Leaders from the school to the district to the school board participate in regular reviews of the school vision for student learning
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.	<ul style="list-style-type: none"> ▪ Teachers are allowed to choose from a menu of professional development options that align with school vision for student learning ▪ Teachers are provided with regular time and support to reflect on their practice, review student performance data, conduct action research, and share effective teaching strategies ▪ Teachers regularly network with educators, employers, and experts beyond the school ▪ Professional development plan aligns with school learning vision and takes a multi-year perspective ▪ Accountability measures such as oral and written reports, peer reviews, classroom observations, and data analyses are used to provide feedback on training activities.

SCHOOL CHANGE RUBRIC: COMMUNITY ENGAGEMENT STRAND

4.1 EQUITY	
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.	<ul style="list-style-type: none"> ▪ School actively engages community through forums, town hall meetings, and visits to community organizations and events ▪ School staff visits the homes of incoming 9th grade students to welcome them to the school ▪ School explicitly reaches out to underrepresented parent and community groups, gathers their views, and uses them ▪ All school newsletters and communications offer options for translation into different languages
4.2 COMMUNITY AWARENESS AND SUPPORT	
Individuals and organizations throughout the community act as design partners who collaborate on the development of the school vision, curriculum, and programs.	<ul style="list-style-type: none"> ▪ Community forums and town hall meetings ▪ Focus group sessions that target specific subgroups in the community ▪ Inclusion of community partners on key committees and leadership bodies ▪ Inclusion of community partners in professional development and curriculum design meetings
4.3 PARENT INVOLVEMENT	
Parents understand the vision and are active partners in curriculum design, student learning plans, school improvement, and school decisions.	<ul style="list-style-type: none"> ▪ Communication plans target parents from all racial, ethnic, socioeconomic, and cultural backgrounds ▪ Parents are active and meaningful participants in school governance bodies ▪ Parents participate regularly in professional development days and school reform conferences ▪ Parent representatives serve in key roles on committees throughout the school and are voting members on school decision making bodies ▪ Parents partner with students and school staff to develop student learning plans for all students
4.4 STUDENT INVOLVEMENT	
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.	<ul style="list-style-type: none"> ▪ Student representatives are voting members of site leadership bodies ▪ Students participate regularly on school reform panels, committees, and task groups ▪ Students work with teachers to shape curricular themes, project topics, etc. ▪ Students help to develop partnerships with employers and organizations in the community
4.5 EMPLOYER AND COMMUNITY PARTNERSHIPS	
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.	<ul style="list-style-type: none"> ▪ Work-based learning, student internships, and job shadowing ▪ Employer and community partners work with teaching teams to develop community-based projects ▪ Employer and community partners regularly serve as audience members for student exhibitions ▪ Student internships and projects target real needs of employers and community organizations ▪ School communication plans target employer and community partners

Strand Resources: School Structure and Culture

ABOUT THIS STRAND	
<p>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.</p>	
READINGS AND RESEARCH	
<p><i>An Early Report on Comprehensive High School Conversions</i>, Small Schools Project, 2003 Bill and Melinda Gates Foundation, www.gatesfoundation.org <i>High Schools on a Human Scale</i>, Toch, 2003 <i>Navigating Comprehensive School Change: A Guide for the Perplexed</i>, Chenoweth and Everhart, 2002 <i>One Kid at a Time: Big Lessons from a Small School</i>, Eliot Levine, 2002</p>	<p><i>The Right To Learn</i>, 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 <i>Smaller, Safer, Saner Successful Schools</i>, National Clearinghouse for Educational Facilities, 2001 <i>Breaking Ranks II</i>, NASSP, 2004</p>
SCHOOLS TO VISIT	
<p>Boston Arts Academy, Boston, MA Cristo Rey HS, Chicago, IL Cleveland HS, Seattle, WA International HS, New York, NY</p>	<p>Marshall High School, Portland, OR Met West, Oakland, CA Mountlake Terrace HS, Mountlake, WA Napa New Technology HS, Napa, CA</p>
TOOLS AND RESOURCES	
<p>Budget and Staffing Models (<i>Redesigning Schools: What Matters and What Works</i>, Darling-Hammond) Questions to Consider About Conversions (Small Schools Project)</p>	<p>SLC to Small School Continuum Small Schools Project "Learning Network" newsletter, November 2003 Staffing Analysis Tool (School Redesign Network)</p>
STEPS TO CONSIDER	NOTES, IDEAS, COMMENTS
<ul style="list-style-type: none"> ▪ 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. 	

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>A Framework for Understanding Poverty</u>, Ruby K. Payne, 1996</p> <p><u>A Simple Justice: The Challenges of Small Schools</u>, Ayers, ed., 2000</p> <p><i>Creating a High School Diploma that Counts</i>, American Diploma Project</p> <p><u>One Kid at a Time: Big Lessons from a Small School</u>, Eliot Levine, 2002</p>	<p><u>Other People's Children: Cultural Conflict in the Classroom</u>, Lisa Delpit, 1995</p> <p><u>Rethinking High School: Best Practice in Teaching, Learning, and Leadership</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>Accelerated High School, Los Angeles, CA</p> <p>Arts and Communication Magnet Academy (ACMA), Beaverton, OR</p>	<p>Boston Arts Academy, Boston, MA</p> <p>Codman Academy, Boston, MA</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>Enhancing Professional Practice - A Framework for Teaching</u>, Charlotte Danielson, ASCD, 1996</p>	<p><u>Project Based Learning Handbook</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. 	

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 Aness, 2003</p> <p><u>Breaking Ranks II</u>, NASSP, 2004</p> <p><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</p> <p><u>Navigating Comprehensive School Change: A Guide for the Perplexed</u>, Chenoweth & Everhart, 2002</p> <p><u>We Can't Teach What We Don't Know</u>, Howard, 1999</p>
SCHOOLS TO VISIT	
<p>Best Practices High School, Chicago, IL</p> <p>International HS, New York, NY</p>	<p>Liberty High School, Hillsboro, OR</p> <p>Orr Campus, Chicago, IL</p>
TOOLS AND RESOURCES	
<p>Fist of Five decision-making tool (see E3 website)</p> <p>Stages of Small School Conversion, OSSI toolkit</p>	<p>Study Tour Documents, OSSI toolkit</p> <p>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. 	

Strand Resources: Community Engagement

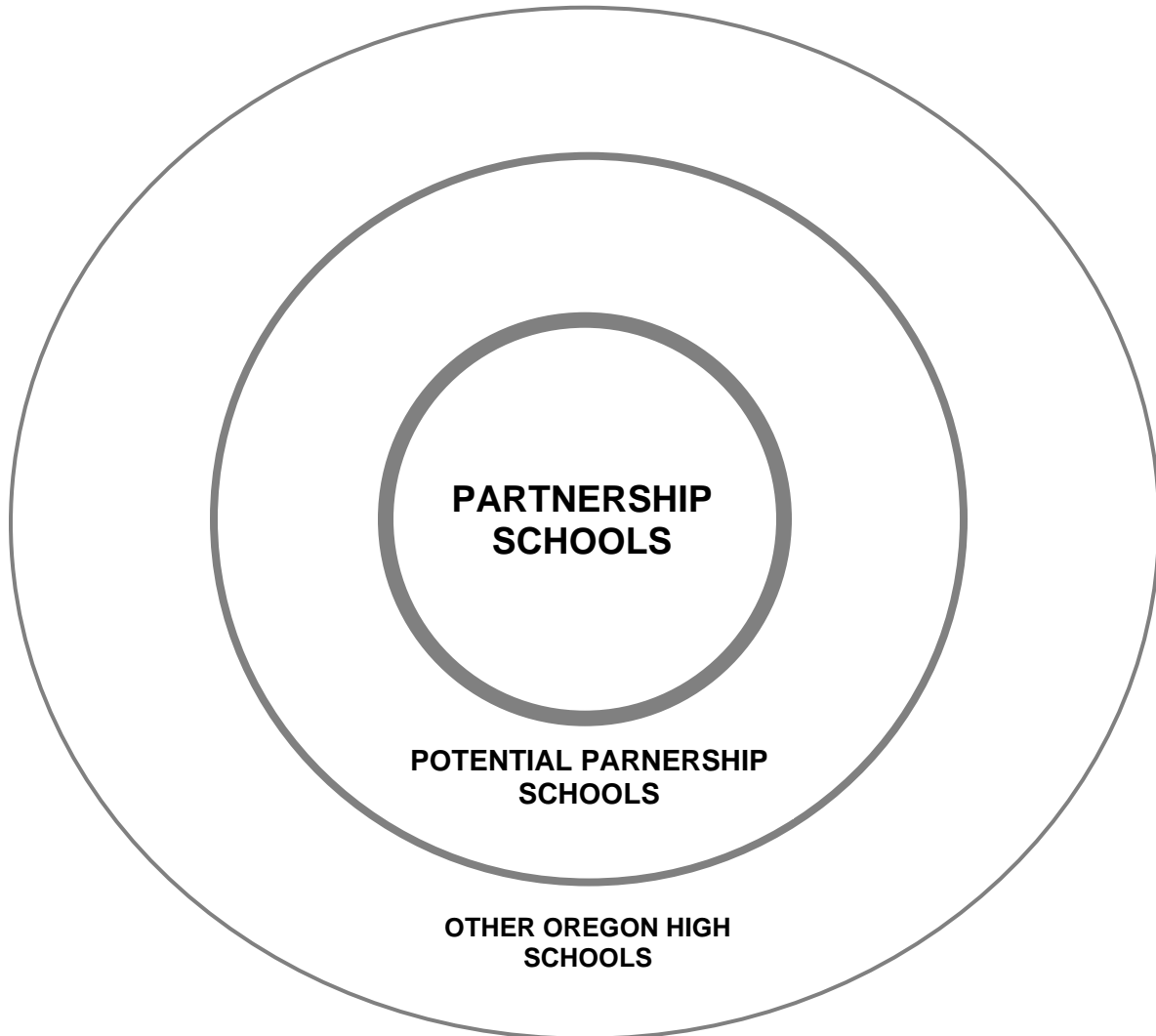
ABOUT THIS STRAND	
<p>The Community Engagement strand focuses on fostering relationships and opportunities for meaningful engagement and action with all stakeholder groups, especially students, parents, and employer partners.</p>	
READINGS AND RESEARCH	
<p>Books, newsletters and articles</p> <p><i>Education Organizing Quarterly Newsletter</i>, Center for Community Change, www.communitychange.org</p> <p><i>Mobilizing Citizens for Better Schools</i>, Sexton, 2004, www.prichardcommitte.org</p> <p><i>Parent Engagement as a School Reform Strategy</i>, Hollyce C. Giles, Brooklyn College, The City University of New York, 1998</p> <p><i>Strong Neighborhoods, Strong Schools</i>, Indicators Project on Education Organizing, www.crosscity.org</p> <p><i>Transforming Schools through Community Organizing: A Research Review</i>, M. Elena Lopez, Harvard Family Research Project, December 2003</p>	<p><i>Vital Voices: Building Constituencies for Public School Reform</i>, Academy for Educational Development and Chapin Hall Center for Children, www.aed.org/scs and www.chapin.uchicago.edu, 2003</p> <p>Organizations</p> <p>Cross City Campaign for Urban School Reform, www.crosscity.org</p> <p>Center for Community Change Education Team. www.communitychange.org</p> <p>Portland Schools Alliance, 503-233-7885 schoolsalliance@hevanet.com</p>
SCHOOLS TO VISIT	
<p>BAYCES and Oakland Community Organization, Oakland, CA</p> <p>Boston Arts Academy, Boston, MA</p> <p>Cristo Rey, Chicago, IL</p>	<p>High Technology High School, San Diego, CA</p> <p>New Technology High School, Napa, CA</p> <p>Springfield School District, Springfield, OR</p>
TOOLS AND RESOURCES	
<p><i>Listening to Student Voices Self-Study Toolkit</i>, Northwest Regional Education Laboratory, www.NWREL.org</p>	<p><i>Partnership for Student Success</i>, Employers for Education Excellence, www.E3Oregon.org</p>
STEPS TO CONSIDER	NOTES, IDEAS, COMMENTS
<ul style="list-style-type: none"> ▪ Create a Community Engagement Team representing all stakeholders (students, teachers, administrators, parents, community members and organizations) to deepen community engagement at your school. ▪ 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. 	

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	Grants to schools		
TECHNICAL ASSISTANCE	School Coaches	Limited TA	
EVENTS AND WORKSHOPS	Design Sessions	Technical Assistance Workshops	Report of Progress, Summer Institute (Select Invitations)
ELECTRONIC RESOURCES	Video/Web Conf.	OSSI Website Content, tools, strategies and electronic resources	
POLICY WORK	New state and local policies		
OTHER	School design/ redesign events and resources produced by other initiatives and organizations		

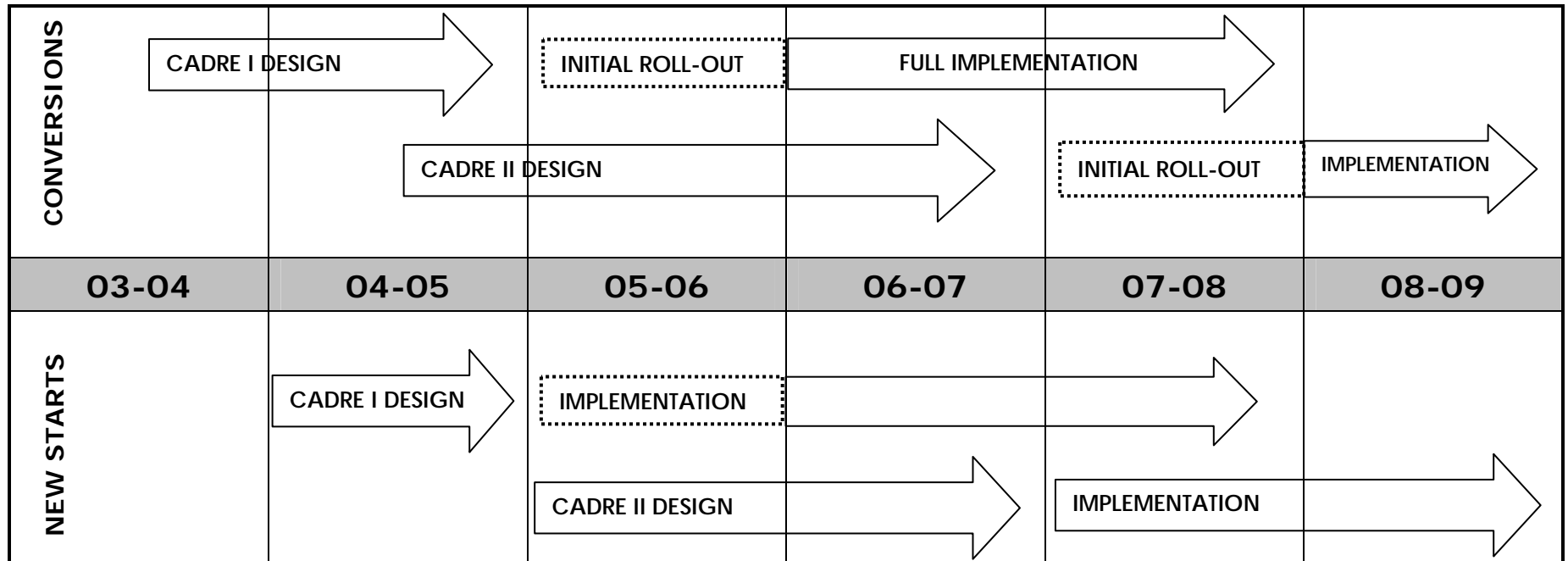
Program Benefits and Support

	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

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.
2006 - 2009		Initiative activities and support continue

Design & Implementation Timeline



Calendar of Activities and Professional Development

SCHOOL: _____

SCHOOL YEAR: _____

JUNE	JULY	AUGUST
SEPTEMBER	OCTOBER	NOVEMBER
DECEMBER	JANUARY	FEBRUARY
MARCH	APRIL	MAY

Sample Calendar of Activities and Professional Development

SCHOOL: Sample Partnership School

SCHOOL YEAR: _____

JUNE	JULY	AUGUST
17 – Leadership Team Planning – ½ day 28 – OSSI Workshop, “Action Planning”, Clackamas	23 – Small School Task Force “Needs Assessment”	16 – OSSI Workshop “Community Engagement” 19-21 – Professional Learning Communities Institute, Riverside, CA, 30 – Inservice Day – “Guiding Statements”, (all staff)
SEPTEMBER	OCTOBER	NOVEMBER
8 - ½- Day Inservice “Gap Analysis” 23 – OSSI Study Tour, Boston Arts Academy, MA 27 – Community Engagement Forum	1 – Inservice – “Project-Based Learning” prof dev 14 – OSSI Design Session Site Visits – New Tech High School, Napa, CA, High Tech High, San Diego, CA	5 – ½ -Day Inservice –small school planning and design (Send Budget Proposal, Calendar of Activities and Prof Dev to OSSI) 11-13 – CES Fall Forum, San Francisco, CA 18 – District High School Literacy Training
DECEMBER	JANUARY	FEBRUARY
3 – Inservice – “Project-Based Learning” prof dev Site Visits – Julia Richmond Ed. Complex, NY, NY, International School, Long Island City, NY		4 – “Project-Based Learning” prof dev
MARCH	APRIL	MAY
4 – ½-Day Inservice – small school planning and design	1 – “Project-Based Learning” prof dev 18 – District High School Literacy Training	3 – OSSI Report of Progress Worksession 6 – ½- Day Inservice – small school planning and design

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, Sci, 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.

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

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 performance data ▪ Site visits to effective small schools ▪ Communication Resource Guide 	<ul style="list-style-type: none"> ▪ Mission/vision/values tools ▪ Fist of five consensus tool ▪ 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 ▪ Site visits and design studios ▪ Sample small school RFP documentation (OSSI, BayCES) ▪ Effective teamwork tools for leadership groups 	<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

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 ▪ Recruit and hire staff 	<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
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

Using Data to Answer Questions About Equity

When possible, disaggregate the data into five categories: ethnicity, free and reduced lunch, ELL, SPED, and gender.

1. The number and percentage of grade 10 students who met/exceeded the CIM level standards for math, reading, and writing.
2. The number and percentage of grade 9 students by math class.
3. The number and percentage of this year's graduates by highest math class taken.
4. The number and percentage of this year's graduates who did not graduate with the numbers and kinds of credits required for admission to the Oregon University System.

Oregon University System Admissions Credit Requirements

- Language Arts: 4 credits composition and literature with emphasis on and frequent practice in writing expository prose
 - Math: 3 credits, must include first year algebra and two additional years of college preparatory mathematics
 - Science: 2 credits, must include a year each in two fields of college-preparatory science, one year of laboratory science recommended
 - Social Science: 3 credits, must include one year US History and one year global studies, one year social science elective
 - Second Language Proficiency: 2 credits same language or 2 college terms same language or proficiency test (SAT II or BYU Foreign Language Assessment)
5. The number and percentage of this year's graduates who enrolled at your school as 9th graders in the fall four years ago.

Questions:

1. What does your data tell you about the students who are not performing?
2. What additional data do you need to collect to inform decisions related to the following:
 - forecasting process
 - student placement policies and procedures
 - curriculum development projects
 - professional development plans
 - course offerings
 - staffing
 - resource allocations for student support programs and services
 - etc.

How Multicultural is Your School?

This questionnaire is designed to evaluate the degree to which multicultural practices take place within your school. You may respond in writing or use a rating scale (1=low and 5=high).

SCHOOL NAME:	DATE:
PERSON ANSWERING QUESTIONNAIRE:	

Please respond to each of the following questions

SCHOOLWIDE PRACTICE

1. Does our school foster understanding and acceptance of cultural differences? (1 2 3 4 5)
2. Does our school acknowledge and treat honestly and fairly the contributions of different cultural groups? (1 2 3 4 5)
3. Do our curricular materials accurately represent the histories, experiences, and contributions of various cultural groups? (1 2 3 4 5)
4. Does our school provide all students equal access to quality educational programs and learning experiences? (1 2 3 4 5)

TEACHING PRACTICES

5. Does our school tap into students' family, language, and culture as foundations for learning? (1 2 3 4 5)
6. Do classroom practices encourage multiple intelligences and reflect an understanding of different learning styles? (1 2 3 4 5)
7. Do our teachers know how to use students' informal home language as a tool for developing formal literacy? (1 2 3 4 5)
8. Do our assessment methods reflect the diversity of students' learning styles, language, and culture? (1 2 3 4 5)

SCHOOL-COMMUNITY RELATIONS

9. Does our school link learning to families and resources in the local community? (1 2 3 4 5)
10. Is our school sensitive to the special needs and cultures of our parents? (1 2 3 4 5)
11. Does our school provide ongoing parent education and training so parents can learn ways to enhance their child's learning at home? (1 2 3 4 5)

PROFESSIONAL DEVELOPMENT

12. Do we provide opportunities for staff to gain knowledge about different cultural groups? (1 2 3 4 5)
13. Do teachers receive training to help them use students' family, language, and culture as foundations for learning? (1 2 3 4 5)
14. Do teachers receive training to help them work with culturally and linguistically diverse students and parents? (1 2 3 4 5)

*A Multicultural Survey for E3/OSSI Schools – Prepared and adapted by Geoffrey N. Brooks
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Equity Website Resources

The following websites include information and resources related to school equity issues.

McGraw Hill: A Multicultural Supersite

<http://www.mhhe.com/socscience/education/multi/>

Multicultural Pavilion

<http://www.edchange.org/multicultural/>

Inclusive Teaching

<http://depts.washington.edu/cidrweb/inclusive/>

Multicultural Education

http://csmstu01.csm.edu/st03/dwagner/multicultural_education.htm

NEA Article: Beyond Taco Tuesday

<http://www.nea.org/neaoday/0005/cover.html>

Center for Multicultural Education: University of Washington

<http://depts.washington.edu/centerme/fac.htm>

Dr. James A. Banks Homepage

<http://faculty.washington.edu/jbanks/>

Center for Teaching & Policy, University of Washington

<http://depts.washington.edu/ctpmail/Team.html>

Multicultural Education Series

James A. Banks, Series Editor

Dr. James Banks is a nationally renowned leader in multicultural education. Through his work at the University of Washington, Dr. Banks has developed a multicultural education series which can be found at <http://faculty.washington.edu/jbanks/>. The series includes the following books and articles:

City Schools and the American Dream: Reclaiming the Promise of Public Education
Pedro A. Noguera

Thriving in the Multicultural Classroom: Principles and Practices for Effective Teaching
Mary Dilg

Educating Teachers for Diversity: Seeing with a Cultural Eye
Jacqueline Jordan Irvine

Teaching Democracy: Unity and Diversity in Public Life
Walter C. Parker

The Making – and Remaking – of a Multiculturalist
Carlos E. Cortés

Transforming the Multicultural Education of Teachers: Theory Research, and Practice
Michael Vavrus

Learning to Teach for Social Justice
Linda Darling-Hammond, Jennifer French and Silvia Paloma Garcia-Lopez, Editors

Culture, Difference, and Power
Christine E. Sleeter

Learning and Not Learning English: Latino Students in American Schools
Guadalupe Valdés

Culturally Responsive Teaching: Theory, Research, and Practice
Geneva Gay

The Children Are Watching: How the Media Teach About Diversity
Carlos E. Cortés

Race and Culture in the Classroom: Teaching and Learning Through Multicultural Education
Mary Dilg

The Light in Their Eyes: Creating Multicultural Learning Communities
Sonia Nieto

Reducing Prejudice and Stereotyping in Schools
Walter Stephan

We Can't Teach What We Don't Know: White Teachers, Multiracial Schools
Gary R. Howard

Educating Citizens in a Multicultural Society
James A. Banks

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

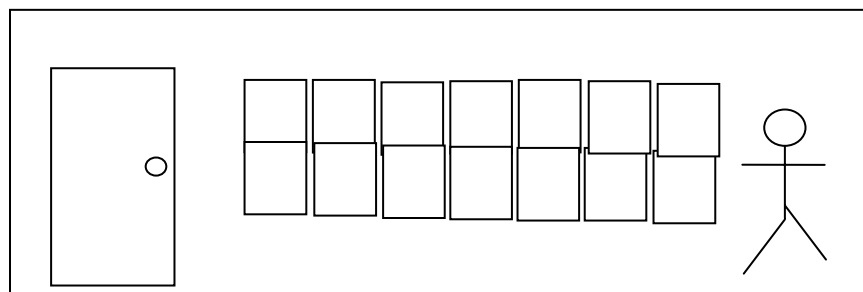
School participants ideally involve staff who are connected and involved in areas throughout the school. Ideally, the following individuals will participate in the session:

- 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.

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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?

Communication & Engagement Plan Template

Step One: Identifying Communication and Engagement Goals

What do you want to accomplish with your strategic communication and engagement plan? (Goals)

--

Step Two: Identifying Stakeholders

List the stakeholders you need to focus on in order to accomplish your goals.

EXTERNAL STAKEHOLDERS	INTERNAL STAKEHOLDERS

List your school's top three "priority" stakeholders to target: (consensus)

Step Three: Identifying Stakeholder Tasks

What do you want your stakeholders to do to help you reach your goals?

STAKEHOLDER	TASK

Step Four: Research

What do you already know about each key stakeholder group?

STAKEHOLDER	WHAT WE KNOW

How will you learn more about each key public?

PUBLIC	WHAT WE NEED TO LEARN AND HOW WE WILL LEARN IT

Step Five: Identifying Obstacles

What might prevent you from accomplishing your goals?

Step Six: Identifying Current Practices

How are your stakeholders informed now?

STAKEHOLDER	INFORMED THROUGH...

How are your stakeholders engaged/involved now?

STAKEHOLDER	ENGAGED/INVOLVED

Step Seven: Identifying What Our School Must Do

What does our school have to do or provide (usually information or experience) to help our stakeholders reach the desired attitude/behavior/opinion?

Step Eight: Identifying What Stakeholders Need to Know

What do our publics need to know about our school and education?

STAKEHOLDER	NEEDS TO KNOW	BECAUSE

Key messages our stakeholders need to hear

STAKEHOLDER	KEY MESSAGE

Communication and Engagement Planning Tool

Planning for Communication and Public Engagement

Schools do not have the resources (people, time, money) to communicate with all stakeholders about everything. Priorities must be identified. The attached worksheet is designed to help schools plan strategic communications and public engagement activities.

Tips for using the Planning Tool

- ❑ Start by identifying goals.
- ❑ Use a separate sheet for each goal.
- ❑ Begin in the left-hand column and work across the page.
- ❑ When planning, organizations often jump to column 4: “We need a newsletter, we need a revised website.” Maybe you do. But first, be clear about who you most want to reach and what you want them to do as a result.
- ❑ Don’t neglect the “Evaluation” column.
- ❑ As you implement your plan, be sure to adjust your plan based on evaluation feedback.

Communication and Engagement Planning Tool

GOAL:					
Stakeholders critical for success	Desired actions for stakeholder group	Information key stakeholders need (messages)	Strategies for communicating and engaging	Implementation schedule, cost, and responsibilities	Evaluation – What success will look like

COMMUNICATIONS RESOURCE GUIDE

Tools for Communicating about the Oregon Small Schools Initiative



Using This Guide

Introduction: Communications as a Catalyst

Section I: Tips

These basic principles will help your team communicate more effectively to build support for new small schools.

- Creating a Communications Culture page 4
- Communications Goals & Objectives page 4
- Targeting your Audiences page 5
- Community Engagement page 5
- Working with the News Media page 6

Section II: Terms to Use

Please use the “boilerplate” language provided when referencing E3 and the Oregon Small Schools Initiative. A glossary of terms is provided to promote common understanding of core concepts.

- Program Name and Affiliations page 7
- Program Description and Tagline page 7
- Glossary of Terms page 8

Section III: Tools

Adapt these materials for local use, and let your School Change Coach know if you would like further assistance in creating tailored or jointly-sponsored materials with the Initiative.

- Statewide Messages page 12
- Logo Usage page 15
- Boilerplate Language for Media Releases page 15
- Frequently Asked Questions page 15
- Templates page 19

INTRODUCTION: Communications as a Catalyst

“Because the landscape of education reform is littered with broken promises, overblown goals, inadequate implementation, and poor accountability, garnering and sustaining public support...will require a concerted and sophisticated effort to convince a skeptical public that change – appropriate and desired change – is possible.”

*“Capacity and Public Will: Mustering Support for Postsecondary Reform,”
Blenda J. Wilson, October 2003*

Effective communications depend on clarity and consistency. This Communications Resource Guide provides Partnership Schools with terminology, tips and tools to speak in a common voice about high school reform. These materials are informed by public opinion research and best practices from other small schools.

The goal of this Guide is to advance both local and statewide understanding of high school reform by promoting consistent communications about the move to small, effective high schools and the Oregon Small Schools Initiative.

E3 agrees with Blenda Wilson's statement above that "concerted and sophisticated" communications and community engagement are essential to our work of creating and replicating rigorous, personalized small high schools. As change agents, it is our job to connect stakeholders to the change process by posing and answering questions such as:

- Why is change needed in today's high schools?
- Why do new small schools need to be created?
- How does a small school structure improve outcomes for all students, and especially students of color and low-income students?
- What are the characteristics of effective teaching and learning in the high school years today?
- What is involved in starting or restructuring into a personalized, rigorous small high school?
- What role can the community play in supporting transformed high schools?

The Oregon Small School Initiative's Partnership Schools will lead by example. Through effective communications, work on the local level will serve as a catalyst to broader community understanding. Together, we can build a movement that expects, demands and supports effective schools for all of Oregon's young people.

SECTION I: Tips

CREATING A COMMUNICATIONS CULTURE

Effective communication is an integral part of creating high-performing schools – and everyone can play a role. Equip all members of your team, along with the larger community, to be effective communicators by:

- ❑ Bringing together all key leaders who will guide the change effort in your school and community and review the material in this Guide together.
- ❑ Using the materials in this Guide to develop a framework for communicating about your change process.
- ❑ Identifying your communication goals, your key audiences, the messages for each audience, and the methods you will use to reach them.
- ❑ Keeping communications at the forefront in all aspects of your school design work.

COMMUNICATION GOALS

Make sure your efforts are strategic by identifying the goals you hope to advance. The following goal statement and objectives guide communications for the statewide Small Schools Initiative. You may adopt these or develop a local version that provides direction for your communications effort.

Goal

Develop public commitment and a broad, sustained base of support for small high schools (both reinventing larger high schools into smaller ones and starting new small high schools) that close the achievement gap and prepare all students for post-high school education.

Objectives

1. **Inform** the community of the need for and work of the high school change process in an ongoing effort to garner their understanding and support.
2. **Involve** targeted segments of the community in three areas of work:
 - ❑ School design: Foster participation of all community stakeholders in designing, leading, and supporting the process of high school transformation or creation.
 - ❑ Student learning: Create, participate in, and support learning communities that encompass both the high school and the local community.
 - ❑ System change: Advocate necessary policy or system-wide practices that remove barriers for transforming teaching and learning for all students.

TARGETING YOUR AUDIENCES

Begin by identifying all of the constituencies who are affected by the large school transformation or new small school design. Then add all of those whose participation is needed to make the effort a success. Within each audience, consider all of the subgroups, e.g., different language or cultural groups. The following clusters are suggested as broad categories to organize your audiences:

- ❑ Local school-based audiences: students, teachers, staff, administrators and school board members
- ❑ Parents
- ❑ Employers and civic leaders

Once audiences are identified, make sure you have a way to communicate with each:

- ❑ An up-to-date database with all contact information
- ❑ Translation services, as needed
- ❑ Key communicators, i.e., leaders in each targeted audience who can help communicate with their constituency

Consider the perspective that each audience brings, and use these factors to help tailor messages to each audience (see Messages, page 12):

- ❑ What is their starting place of information on this change effort?
- ❑ What is their self-interest? What are their needs and concerns?
- ❑ What can they offer? What assets do they represent?

COMMUNITY ENGAGEMENT

Once you have identified the audiences that are connected to your new school development, you will want to think through the strategies and tools you will use to communicate with and engage them. A strong, two-way communications program is the cornerstone of all community engagement efforts. Likewise, effective community engagement will create more communicators who will inform and involve others.

The Oregon Small Schools Initiative will be providing additional materials and technical assistance to support community engagement in high school reform around the state. Please talk with your School Change Coach if you would like help designing community engagement approaches such as:

- ❑ **Advisory Groups** – Engage existing groups in this work, or in forming a new body to advise or oversee the small schools effort.
- ❑ **Community Forums** – Design interactive events for the community as a whole, or tailor to specific groups.
- ❑ **Focus Groups** – Convene groups of students, parents, teachers, employers, etc., and learn from how they think about the issues.
- ❑ **Community Leader Interviews** – Use these to build relationships with opinion leaders in each target audience.

WORKING WITH THE NEWS MEDIA

The news media – your local newspapers, radio and TV stations – can help you reach the vast majority of your community, those who do not have children in school. For best coverage, think like a reporter, and anticipate the key elements of the news story: a time peg, key facts and figures, and personal stories.

- ❑ **A time peg.** Why should they write the story now? Many events qualify as a time peg for reporters – the element that makes it “news.” Graduation, school starting, assessment results released, a class project reaching completion, an academic contest – all can be used as a time peg to promote your message.
- ❑ **Facts and figures.** Use numbers to bolster your message. Quantify your results, or use numbers to identify the challenge. Are more students taking the PSAT? Are graduation rates improving? What are the underlying assessment results that illustrate the issue? Even the warmest feature story benefits from grounding in data.
- ❑ **Personal stories.** Reporters like to focus on compelling personal stories. A class that is involved in a remarkable project. A student who has overcome the odds to succeed in school. Parents who have volunteered in extraordinary ways. A business that has pitched in to help. For any story, identify people to speak to reporters – whether students, teachers, parents, or members of the community.
- ❑ **Avoid jargon.** Remember to explain your effort in simple, direct terms: What it will mean for the student, the school and the community. Think about how you would explain your work to your neighbor over the fence. Although you, and possibly the reporter you speak to, may be well versed in the research and jargon of the small schools movement, the average reader will not be. Try to avoid terms that need explanation (e.g., ‘theory of action’, ‘Partnership Schools Network’).

Pitching Your Story

Reporters are busy, but they also have pages and airtime to fill. If you pitch a good story combining the above elements – and provide phone numbers or opportunities to visit the school – you are most likely to win the coverage you seek. You may write up a formal news release, which is effective especially in communities with many news outlets, or you can call your local school’s reporter. In either case, doing the legwork ahead of time will help you present your message in the most compelling way.

Editorials & Letters to the Editor

Along with keeping reporters informed, make sure the editorial writers for your local media have a chance to learn about your work. Guest editorials (‘Op Ed’ submissions) and letters to the editor are a great way to showcase the voices of students, teachers, parents, and employers – all of whom can help inspire and involve their peers and the larger community. Be proactive – the letters section is often one of the most-read sections of a newspaper.

Capturing Media Clips

Please keep clippings of all media coverage your school receives related to small schools work. This information will be useful in documenting communications and community engagement efforts at both the local level and state level.

Materials for Your News Releases

For media releases, E3 has provided standard quotes and boilerplate copy (see Tools, page 12).

SECTION II: Terms to Use

Partnership Schools are asked to use the standard language that appears below when referencing the Oregon Small Schools Initiative.

PROGRAM NAME AND AFFILIATIONS

Program Name and Abbreviations

Full program name: Oregon Small Schools Initiative

Acceptable abbreviations: "the Initiative" *or* "the Small Schools Initiative"

Abbreviations to avoid: "OSSI"

Program Affiliations

A program of E3: Employers for Education Excellence with the generous support of the Meyer Memorial Trust and Bill and Melinda Gates Foundation.

About E3: Employers for Education Excellence

Founded in 1996 in partnership with the Oregon Business Council, E3: Employers for Education Excellence promotes high academic standards and strong community involvement to prepare *all* Oregon students for success in post-secondary education and employment.

About Meyer Memorial Trust

The Portland-based foundation, since its inception in 1982, has awarded over 4,300 grants totaling over \$331 million to support a wide range of arts, education, and social concerns throughout the state of Oregon and in Clark County, Washington.

About Bill and Melinda Gates Foundation

Since 2000, the Seattle-based foundation has given over \$4 billion to promote equity in global health and learning.

PROGRAM DESCRIPTION AND TAGLINE

Organizational Description

The Oregon Small Schools Initiative is a program of E3: Employers for Education Excellence, funded by a \$25 million grant from the Meyer Memorial Trust and Bill and Melinda Gates Foundation. E3: Employers for Education Excellence is a statewide non-profit organization that promotes high academic standards and strong community involvement to prepare *all* Oregon students for college, work and civic life. For more information, visit www.E3oregon.org

Program Description

The Oregon Small Schools Initiative is a multi-year, \$25 million statewide program to increase student achievement and graduation rates in Oregon high schools. It will help communities develop both restructured and new high schools that offer a rigorous, personalized education to all students, and which will serve as models for the rest of the state. These schools will ensure equally high outcomes for all participants so that success or failure can no longer be predicted by race, gender, home language, or

E3 | OREGON SMALL SCHOOLS INITIATIVE

economic status. The Initiative will act as a catalyst to transform teaching and learning, school structure, and educational policy in Oregon.

Program Goal

By creating high-achieving and equitable small high schools, the Oregon Small Schools Initiative will act as a catalyst to:

- Prepare every high school student for college or further education.
- Close the achievement gap between students of color and low-income students and their peers.
- Increase the graduation rate for all students.

Tagline

Partnership schools are encouraged to use the Oregon Small Schools Initiative tagline – **Anything Is Possible** – in materials they create.

Anything Is Possible

Imagine a high school where students and teachers
really know each other.

Where students are motivated by a challenging curriculum that connects to the real world.

Imagine a high school where all students

– no exceptions, no excuses –
achieve their highest potential and set a course for the future.

Imagine all Oregon high schools looked like this.

GLOSSARY OF TERMS

This glossary of terms is intended to promote common understanding of core concepts and consistent language among professional staff. With all other audiences (e.g., students, parents, the media, the larger community), try to avoid 'education speak'. Use common sense language in place of jargon and terms that require explanation when communicating with the media and community audiences.

Achievement gap

The predictability of students' success or failure that correlates with race, gender, home language, or economic status. A primary goal of the Initiative is to close this gap in Partnership Schools.

Advisory Cabinet

An official group of education experts that serves as an advisory body for the Small Schools Initiative. Cabinet members represent diverse elements of the Oregon education and business landscape, including the Department of Education, public universities, non-profit organizations, and employer partners.

Application Portfolio

A collection of documents submitted to the Initiative by schools desiring to partner with the Initiative. Large existing schools submit a portfolio consisting of a School Change Rubric self-assessment, narrative answers to a set of reflection questions, and a signature sheet. New school teams use the Self-Assessment tool to inform their school design, and submit narrative answers to a set of reflection questions and a signature sheet.

Autonomous school

A school that has autonomy to make decisions regarding its own curriculum, scheduling, staffing, budget, governance, and space to enact its school vision and plans.

Cadre I

The initial cohort of Initiative Partnership Schools who joined the Initiative in 2004, including four new start schools as well as eight existing high schools who will convert into multiple autonomous small schools.

Cadre II

The second cohort of Initiative Partnership Schools who will join the Initiative in 2005, including both new start schools as well as existing high schools who will convert into multiple autonomous small schools.

College readiness

The condition of being eligible to be admitted and prepared to succeed in postsecondary education, including 4-year universities, 2-year colleges and certificated training programs. A major goal of the Initiative is to increase college readiness for students in Oregon.

Conversion school

A school with 700 or more students that is seeking to reconfigure into multiple autonomous schools of 400 or fewer students.

Core Agreements

A list of five actions that Partnership Schools agree to:

- 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.

Design Team

A team of E3 staff, consisting of the Initiative Director, Assistant Director, and Senior Coaches, as well as consultants, who collaborate to create and plan all aspects of the Oregon Small Schools Initiative.

Equitable school

A school that excels 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.

(Definition courtesy of BayCES, the Bay Area Coalition of Equitable Schools)

Expert Faculty

A group of education experts from across the nation who advise Initiative staff and occasionally provide professional development to Partnership Schools.

Fouts & Associates

An independent firm providing external evaluation of the Initiative for the Bill & Melinda Gates Foundation.

High achieving school

A school that demonstrates evidence of the 'New Paradigms' category on the School Change Rubric (defined in this Glossary), and demonstrates 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.

New Start School

A small school that had not opened its doors prior to the inception of the Initiative. New Start Partnership Schools may reflect different forms, including public charter, alternative, or magnet schools, but all will follow the Initiative's Core Agreements and will pursue equity and high achievement.

Partnership School

Any school adhering to the partnership requirements and officially receiving funding and support from the Initiative.

Partnership School Network

A collaborative association of Initiative schools. Schools in the Network will provide mutual support and share best practices in school redesign.

Partnership requirements

A set of district and school level provisions as defined in the Partnership and New Start School Agreements that all partnering districts and schools must follow.

Program officer

Official representatives of the Bill & Melinda Gates and Meyer Memorial Trust foundations assigned to oversee their organizations' relationship with the Initiative.

Rigor, Relevance, and Relationships

These "three R's" underscore essential components of high achieving and equitable small schools: challenging academics, authentic learning experiences, and a personalized approach to teaching and learning.

Rigor: Students acquire knowledge and skills central to core disciplines or content areas, and methods of inquiry, higher order thinking skills, and habits of mind, that are applied to unique and complex situations both within the classroom and beyond the classroom walls.

Relevance: Activities, learnings and content applied in real world settings that serve a real need or solve a real problem, and/or that connect with an individual student's personal or career interests, passion or goals.

Relationships: Positive, sustained adult relationships, allowing the adult to 1) mentor the student and introduce him/her to the adult environment or networks, and/or 2) know the student's

strengths, interests and goals in order to use these to inform instructional strategies or activities provided.

School Change Coach

Initiative staff that provides ongoing technical support for Partnership Schools. Coaches work closely with school leaders and personnel on all aspects of the school design and transformation work.

School Change Coordinator

School-level leader who leads and supports the design and transformation work at an existing site or who leads and supports the design and implementation of a new start school. Change Coordinators work closely with School Change Coaches to coordinate Initiative support.

School Change Rubric

A comprehensive tool designed by Initiative staff to help educators and others interested in transforming large high schools into multiple small schools or designing small high schools. The tool helps interested parties better understand the critical elements of high achieving and equitable small high schools. The Rubric will be used to guide the design of small schools as well as to assess the school's progress toward the New Paradigm level of the Rubric. It reflects the thinking of the Initiative Design Team, national research on best practices in school redesign, and suggestions from the Initiative's Advisory Cabinet and expert faculty.

School Change Rubric Terminology

Strand

A broad category of school design issues found in the School Change Rubric. The Rubric contains four strands: *School Structure & Culture*, *Teaching & Learning*, *Leadership Development*, and *Community Engagement*.

Descriptor

Brief statements in each dimension of the Rubric that explain educational practices. Three levels of descriptors are articulated for each Rubric dimension: A basic level entitled 'Early Steps', a more advanced level entitled 'Growing Innovation', and an exemplary level entitled 'New Paradigms'.

Dimension

A sub-category of school design found in the School Change Rubric. The Rubric contains 5-6 dimensions under each strand for a total of 22 dimensions. One dimension – equity – is found in all four strands.

New Paradigms

The third – and highest – level of practice on each dimension of the Rubric. Schools operating at the New Paradigms level can serve as models for other schools across the nation.

Small school

A school with an enrollment of 400 students or less.

SECTION III: Tools

MESSAGES

Effective communications depend on clarity and consistency. By identifying your core messages up front, you can be sure to convey the information that will advance your work regardless of the opportunity. Even when invited to comment by others, make sure to refer back to your key messages to get your story across.

Your core messages should address four areas:

- ❑ Vision: What will success look like?
- ❑ Problem/Risks: Why is the change necessary? What is at stake?
- ❑ Opportunity: What solutions are you proposing to the problem?
- ❑ Call to Action: What role can people play?

Each message should be grounded in evidence and brought to life with illustrations.

The messages below, developed for the statewide Initiative, are based on public opinion and best practices research. Each is offered for adaptation by Partnership Schools.

Message 1: A great high school education for *every* student.

An education that prepares *all students* for college, work and life:

- Teachers and other adults who know and support them [*relationships*].
- Relevant coursework that relates to their passions, engages them in the community and enables them to apply what they are learning [*relevance*].
- High standards that challenge them and prepare them with the knowledge and skills they need to succeed in school, work and life [*rigor*].

Local Adaptation: Vision Message

Use this or similar language to paint the picture of what effective schools look like and accomplish.

Message 2: Oregon's high schools need to change.

Since Oregon set high standards for the skills and knowledge students need to succeed, student performance and achievement has improved. However, our large, impersonal high schools are not working:

- Only half of students meet state standards for reading, writing and math (Oregon Dept. of Education, www.ode.state.or.us).
- Only 1-in-4 Oregon students graduates ready for college (Manhattan Institute for Policy Research, www.manhattan-institute.org).
- Half of those who do attend college require remedial courses to make up for what they didn't learn in high school (Oregon University System, www.ous.edu). The majority of employers and

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college professors say high school graduates' skills are "fair" or "poor" (Public Agenda, 2002, www.edweek.org/ew/newstory.cfm?slug=25realitycheck.h21).

- Twelve percent of students drop out, with African-American and Hispanic students leaving school at twice that rate (Oregon Dept. of Education, www.ode.state.or.us).
- College graduates earn 70% more than high school graduates. High school dropouts are four times more likely than college graduates to be unemployed. 60 percent of new jobs in the 21st century will require skills possessed by only 20 percent of the current workforce. Equalizing access to college among blacks, Latinos and whites would add as much as \$230 billion to the gross domestic product and generate \$80 billion in new tax revenues (*Doubling the Numbers*, Richard Kazis, 2003, www.jff.org/jff/kc/library/0207/index.html).

Local Adaptation: Problem/Risk Message

Use local data within the context of state and national data.

Message 3: Research shows that small schools work.

Research shows that effective small schools work better for all students:

- They are more flexible and responsive to students, parents and teachers.
- Teachers see fewer students each day, and can create more personalized coursework.
- Small schools have demonstrated success in promoting equity, i.e., ensuring equally high outcomes for all participants, removing the predictability of success or failure that currently correlates with any social, economic or cultural factors (BayCES, www.bayces.org). All students achieve, overcoming the achievement gap now faced by students of color and those from low-income families.
- Students are safer, have better attendance and behavior, demonstrate higher achievement and are more likely to graduate.

Local Adaptation: Opportunity Message – Big Picture

This "big picture" message conveys what research has demonstrated about the link between small schools and improved outcomes for students.

Message 4: The Initiative provides resources to create model schools.

The Oregon Small Schools Initiative, a multi-year, \$25 million effort, will create new small high schools, by restructuring 12 or more large high schools into small schools, and by helping local innovators develop 12 or more new small high schools. Each small school will:

- Enroll fewer than 400 students.
- Serve as a center for powerful teaching and learning, based on a decade of research into the attributes of high-performing schools.
- Function as an autonomous small school – not a small learning community within a larger school – with independence in budgeting, staffing, space, curriculum, scheduling, and leadership and governance.

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The Initiative will provide: training; funding and technical assistance to support school-wide planning; restructuring; professional development for teachers and administrators; curriculum; and family and community partnerships.

Local Adaptation: Opportunity Message – Local Plan

Describe what your plans are – how your community will work together to improve outcomes for students. Be specific.

Message 5: The Initiative is a catalyst for systemic change.

The Initiative aims to spark change throughout Oregon's high schools by:

- Supporting Small School Initiative Partnership Schools to lead by example, sharing experiences, successes and mistakes.
- Offering online learning tools and professional development opportunities for all Oregon schools.
- Raising awareness in Oregon's communities about the need to improve high school education.
- Working with state and community partners to remove policy barriers that prevent innovation.

Local Adaptation: Opportunity Message – Statewide Role

You may choose to describe how your local efforts are part of a broader change process that will benefit students throughout Oregon.

Message 6: The community is a vital partner.

Designing or transforming small high schools requires everyone's commitment:

- Students, parents, employers, teachers and principals – all must expect, demand, and support changes that ensure *all* students succeed in high school.
- All must do their part to make high school learning more relevant to students – bringing real-world experience and challenges into high school.
- Persistence and vision will pay off in students better prepared for the workforce, college and for the responsibilities of citizenship. Without strong schools, our economy and civic life suffer.

Local Adaptation: Call to Action Message

Let each audience know what you need them to do to reach your goals.

LOGO USAGE

The E3 and Oregon Small Schools Initiative logos may be used in communication materials, such as joint press releases, by making a request to your School Change Coach. Such materials will require the approval of the School Change Coach prior to printing and/or distribution.

BOILERPLATE LANGUAGE FOR MEDIA RELEASES

E3 expects that the language below be used near the end of every news release that is issued regarding participation in the Oregon Small Schools Initiative: (See sample media release on page 19)

The Oregon Small Schools Initiative is a program of E3: Employers for Education Excellence, funded by a \$25 million grant from the Meyer Memorial Trust and Bill and Melinda Gates Foundation. E3: Employers for Education Excellence promotes high academic standards and strong community involvement to prepare *all* Oregon students for success in post-secondary education and employment. For more information, visit www.E3oregon.org.

The following quotes may be used in news releases; your School Change Coach can assist you in acquiring other quotes from Initiative staff or funders as needed.

“Our high schools must do better – preparing students for college, giving them skills they need in the workplace and helping them achieve their highest potential,” said Doug Stamm of Meyer Memorial Trust. “The Oregon Small Schools Initiative will help lead the way.”

“ _____ has brought together teachers, students, parents and the community to personalize learning and set high expectations for all students,” said Karen Phillips, Oregon Small Schools Initiative Director. “The new Oregon small schools are creating a wonderful model for the outstanding small high schools of the future.”

FREQUENTLY ASKED QUESTIONS

You may incorporate portions of this FAQ developed for the statewide Initiative into your local materials.

What is the Oregon Small Schools Initiative?

The Initiative is a multi-year, \$25 million statewide program to increase student achievement and graduation rates in Oregon high schools. It will help communities develop both restructured and new high schools that offer a rigorous, personalized education to all students, and which will serve as models for the rest of the state. A particular focus is on traditionally underserved students – those from low-income homes and students of color.

Why is the Oregon Small Schools Initiative necessary?

Oregon's high schools need to change – our large, impersonal high schools simply fall short for too many of our students:

- Only half meet state standards for reading and math.
- Only one-in-four Oregon students graduates truly ready for college; half of those who do attend college require remedial courses.

- Statewide, only about three-quarters of Oregon students graduate from high school, and dropout rates among African-American and Hispanic students are more than twice the state average.

In today's economy – where college graduates earn 70 percent more than high school graduates, and dropouts are four times more likely than college graduates to be unemployed – Oregon can't afford to let its high schools fail so many students.

Why are smaller schools better?

More than ten years of research demonstrates that when schools are smaller, teachers and other adults form close, supportive relationships with students. Relevant coursework engages students in the community, and allows them to apply their learning. And students meet high standards that challenge them and prepare them with knowledge and skills they need to succeed in college, work and life. In small schools, students are safer, have better attendance and behavior, demonstrate higher achievement and are more likely to graduate.

How will the initiative measure success?

The Oregon Small Schools Initiative created a School Change Rubric that specifies the indicators of a high-performing high school. Schools will be evaluated on their progress in four arenas: school culture and structure, teaching and learning, leadership development, and community engagement. Ultimately, the rigorous, personalized teaching and learning at small schools will increase student achievement, as measured by graduation rates, test scores and the number of students who graduate truly prepared for college. Initial measures will include rates of student attendance, satisfaction among students, parents and school staff, and parent, community and student engagement in their schools.

Who is eligible for the Oregon Small Schools Initiative?

The Initiative intends to help Oregon high schools improve achievement among all students, particularly students of color and those from low-income homes.

More than 50 high schools in Oregon currently meet eligibility standards to become a conversion school:

- Enrollment greater than 700 students
- Either 25 percent of students from low-income families, or at least 20 percent low-income and 15 percent students of color

For new start schools, eligibility criteria are based on the projected enrollment of the proposed school.

- Enrollment of 400 students or less
- 25 percent of the students expected to enroll would be students of color or from low-income families.

How are schools selected?

In the first round of funding for existing large high schools, applicants went through an extensive self-assessment process, measuring their schools against benchmarks established by the Initiative in four key areas: school structure and culture, teaching and learning, leadership development, and community engagement. Through site visits to finalists, Initiative staff, members of the Small Schools Advisory Cabinet and other experts from educational organizations in Oregon met with school and district staff, students, parents, and community members.

For new start schools, applicants were required to respond to questions regarding the design and the curriculum of the proposed school. Proposed designs were measured for alignment with Initiative core agreements and the four key areas and were required to be both innovative and research based.

How much funding will each high school receive?

The large high schools participating in the first round of the Oregon Small Schools Initiative will receive extensive coaching and technical assistance, along with direct funding to support their transformation

into autonomous small schools. The total funding for each school will be from \$500,000 to \$1.5 million, depending upon their enrollment and school needs.

The new starts selected in the first round will also receive extensive coaching, technical assistance and direct funding. Funding for new starts will range from \$130,000 to \$500,000.

Does creating new schools mean building new buildings?

Actually, the large high schools that are transforming into a cluster of small high schools are reconfiguring their existing buildings creatively – often by splitting up separate wings of the school. They may remodel to truly separate the physical spaces for each school, or to be sure each small school has amenities such as science labs. In many cases, the smaller schools may choose to share some common spaces, such as a library or counseling office, within their larger campus. For new starts, grant funds may not be used for capital expenditures.

Will this mean smaller class sizes?

Not necessarily, but smaller class size can be reached depending upon the individual school's decisions regarding staffing and schedules.

Will electives be decreased?

In many new innovative small schools they have decreased; however, students in these schools are pursuing their personal and career interests through a variety of other options. These include individualized projects or assignments and learning activities that take place in the community or workplace.

What about our sports teams and extra-curricular offerings?

Each small school will develop its own answers to these questions based on the needs and interests of its community.

Many large high schools that have converted to multiple small high schools continue to offer extracurricular and sports activities under the banner of the entire campus.

New start schools may decide either to offer their own teams and activities or may allow students to participate in extracurricular activities at their resident large school.

What will the grant money pay for?

School budgets throughout the state are tight. But the Oregon Small Schools Initiative is designed to push for increased student achievement, no matter what the operating budget of the school. When measured by cost per graduate, the cost of operating small schools compares favorably with large schools. The grant funds will pay for initial design and implementation of small, high-performing model high schools. Those costs may include: professional development, technical support and consultants; reimbursement for substitutes or staff overtime for planning, collaboration and curriculum design; stipends for teachers and other staff for extra-duty work; start-up spending for site visits, conferences, resource books and supplies; and activities and planning to engage parents and the community. The grant money will not pay for ongoing staffing or operations or replace existing dollars.

Will other schools benefit?

The Initiative expects to spark change throughout Oregon's high schools. Partnership Schools will lead by example, sharing experiences, successes, and mistakes. All Oregon high schools will be invited to access online learning tools and selected professional development opportunities. And the Initiative will work with state and community partners to remove policy barriers that prevent innovation.

How can the community support either a transformation to, or start up of, a small high school?

In successful small schools throughout the country, students, parents, employers, teachers and principals have all worked together to design and implement changes to their current schools. Including all stakeholders throughout the process, results in the design of a school that supports the high achievement of every child. See *Vital Voices: Building Constituencies for Public School Reform* at www.aed.org/scs or *Mobilizing Citizens for Better Schools* at www.prichardcommittee.org to view examples of community engagement.

How is the Initiative managed and funded?

The Oregon Small Schools Initiative is funded by a \$25 million grant from the Meyer Memorial Trust and Bill and Melinda Gates Foundation. The Initiative is a program of E3: Employers for Education Excellence. Founded in 1996 in partnership with the Oregon Business Council, E3: Employers for Education Excellence promotes high academic standards and strong community involvement to prepare all Oregon students for success in post-secondary education and employment.

Where can I learn more about the characteristics and value of small high schools?

Below is a sampling of web sites with information about small high schools:

Early College - www.earlycolleges.org

EdVisions - www.edvisions.coop

Employers for Education Excellence – www.E3oregon.org

Expeditionary Learning/Outward Bound - www.elob.org

Institute for Research and Reform in Education – www.irre.org

National Clearinghouse for Educational Facilities - www.edfacilities.org

New Technology Foundation - www.newtechfoundation.org

Northwest Regional Education Laboratories – www.nwrel.org

Small Schools Workshop – www.smallschoolsworkshop.org

Successful Charter Schools - www.ed.gov/admins/comm/choice/charter

The Bill & Melinda Gates Foundation – www.gatesfoundation.org

The School Redesign Network – www.schoolredesign.net

For more information on the Small Schools Initiative or to get its monthly e-newsletter, visit www.e3smallschools.org or call 503-595-7600.