

INDEX

A

- Abourezk, K., 239
- Academy of Citizenship and Empowerment (ACE), 132
- Accountability: educators and, 54–59, 155–158, 234–236; for equitable student outcomes, 234–236; influencing state requirements for, 237–240
- Accuracy, 251
- Achievement: addressing gaps in, 26–28, 37–38; measuring with No Child Left Behind testing, 35–37; raising with educational equity, 7–8; school size and improved, 12–13; students unprepared for future, 22–23
- Achievement gaps: about, 4–5; addressing, 26–28, 37–38
- Administrators, 127, 129
- Adult learners: developing, 151–152; knowing needs of, 153–154. *See also* Professional learning communities
- Advanced Placement (AP) courses, 30–31
- Advancement Project, 32
- Advisory Guide, The* (Poliner and Lieber), 277
- Advisory programs: about advisories, 275; creating strong, 274–277, 291; eliminating time for advisories, 297; meeting with families, 286–287; personalizing student advising, 256–258; supporting ELL students with, 196
- Advisory Toolkit, The* (Wildwood School), 277
- Affiliate centers, 345, 346–348
- African-American students: achievement gap and, 4–5; challenges in families of, 25–26; demographics increases in, 28–29; equalizing achievement for, 26–28
- Ahmed, Carol Fran, 248–249, 259
- Ahmed, Faruq, 248–249, 259, 264
- Alliance for Excellence in Education, 28
- Alonso, Richard, 57–58, 76, 307–308
- Alternative schools, 32
- American Academy of Pediatrics, Committee on School Health, 32
- American Civil Liberties Union, 32
- American Federation of Teachers, 46
- AmeriCorps volunteers, 309
- Amos, J., 31
- Amy Biehl High School, 46, 253, 286, 309, 314–315
- Analysis, 251
- Ancess, J., 217, 226

- Anderson, Paula, 130–131, 221–222
 Anthony, S. D., 49
 Apple, Michael, 272
 ARISE High School, 90, 91, 93, 103–104, 112, 114–115, 253, 286–287
 ASCEND, 147
 Ascher, C., 216
 Assessments: in Boston Pilot Schools, 55–56, 346; demonstrating mastery with, 211–212, 219–220; exhibitions as, 213, 214–215; performance-based systems for, 207, 215–219; strengthening instruction to support, 225–230. *See also* Exhibitions; Performance-based assessments
 Asset-based community development, 280–281
 Association for Supervision and Curriculum Development, 11
 Attewell, P., 244
 Audience for assessments, 207
 Autonomy: in Boston Pilot Schools, 46, 55–56; educators and, 54–59; as factor in successful projects, 73; initiating change from schools with, 46–48; parent leaders working for school, 146–147; resources to support, 59–63
 Awards, 282–283
- B**
- Bailey, T. R., 246, 249
 Balliro, Beth, 260, 263, 265, 267–268
 Barsamian, Kim, 183, 190–191, 236, 277, 283
 Barth, Roland, 271
 Battelle Memorial Institute, 115
 Bay Area Coalition for Equitable Schools, 48–49, 52, 117, 119–120, 161
 Bayview Essential School for Music, Art and Social Justice, 65–68
 Belmont Educational Collaborative, 41
 Belmont Zone of Choice, 17, 40, 41, 57–58, 59, 307–308, 311
 Bender, Tiffany, 192–193, 194, 216
 Benitez, Maria, 29, 45, 189–190
 Bensman, D., 10
 Berliner, D., 217, 237
Big Picture, The (Association for Supervision and Curriculum Development), 11
 Big Picture Schools, 9, 11, 183, 311
 Bill & Melinda Gates Foundation, 13, 30, 243–244, 313
 Blankstein, Alan, 132
 Bloomfield, D. C., 12
 Bobroff, Kara, 308, 309, 311
 Boston Arts Academy, 156, 260, 261, 263, 265, 312
 Boston Pilot Schools: about, 9, 39, 40; achievement gains in, 295, 311; autonomy in, 17, 46, 47, 55–56, 57–58; Boston Arts Academy, 156, 260, 261, 263, 312; governance in, 56, 309; networking in, 316; recent research on, 346
 Brantley-Patterson, Michelle, 254–255
 Braun, H., 22, 23, 27
 Brevetti, Vince, 47, 72
 Bridgeland, J. M., 30, 31
 Brooks, Samantha, 216, 259
Brown v. Board of Education, 25, 182–183
 Budde, Ray, 46
 Budgeting: aligning mission with, 93; in Boston Pilot Schools, 55; redesigning models for, 62–63; weighted student formula for, 59–61
 Burke Morison, K., 30, 31
 Bush, George W., 35
 Business partnerships, 314
 Business–Higher Education Forum, 23

C

- Camara, W. J., 247
- Capacity inventory, 280–281
- Capital City Public Charter School: design process for, 104–106, 143; Upper School, 94, 102, 105
- Cave, J., 154
- Cech, S. J., 238–239
- Celebrations within community, 281–283, 291
- Center for Collaborative Education, 40, 41, 46, 54, 55–56, 57, 84, 295, 311, 316, 346
- Central Park East Secondary School (CPESS), 10, 11, 144, 295–297
- CES Benchmarks: about, 178–179, 323–324; Section I, 323–327; Section II, 324, 327–329; using, 329–331
- CES Common Principles: about, 9–10; “Commitment to the entire school,” 256, 278, 320–321; “Democracy and equity,” 9–10, 108–109, 278, 280, 298–299, 321; “Demonstration of mastery,” 212–213, 320; “Goals apply to all students,” 246, 319; “Learning to use one’s mind well,” 180–186, 319; “Less is more, depth over coverage,” 176, 220, 288, 319; “Personalization,” 176, 188–196, 320; “Resources dedicated to teaching and learning,” 321; securing commitment to, 294–302; size of schools and applying, 11–13; skills needed to implement, 293–294; “Student-as-worker, teacher-as-coach” guideline, 176, 197–199, 231, 320; student-centered focus of, 176; “Tone of decency and trust,” 272–273, 284–285, 320. *See also specific principles*
- CES Critical Friends Groups (CFGs): equity focus of, 161; leading, 138; professional development and, 161–162, 170; protocols with students, 199; supporting learning communities with, 159–161; using, 122–123
- CES Mentor Schools: about, 14; linking with new small schools, 115–116; peer-to-peer mentoring, 167–168
- CES People of Color Affinity Group, 123, 124
- CES Small Schools Network (CES SSN): about, 15, 17; creating culture of learning, 151–153; Critical Friends Visits, 168–169; developing learning communities, 44; importance of, 315–317; joining, 115–116; learning community evolving from, 15–18; peer-to-peer mentoring, 167–168. *See also* CES Critical Friends Groups
- CES Small Schools Project, 13–15, 73
- Chajet, Lori, 265–267
- Chalk Talk protocol, 159, 199
- Challenges: achieving equity, 21, 24–25, 28–29; addressing educational deficiencies, 37–38; curriculum relevancy, 30–31; designing small schools, 85–89; equalizing achievement gaps, 26–28; for first-generation college goers, 264–267; leadership, 121; losing best educators, 41–42; predicting schools’, 24–26; rise of charter schools, 38–40
- Change: building support for educational, 74–76; creating from charter schools, 46; disruptive innovation and, 48–50; district level, 52–53, 63–64, 72–73; education’s role in, 4; essentials for school and district, 78–89; expanding beyond school, 51; initiating from autonomous schools, 46–48; leadership required for, 68–72;

- Change (*continued*):
 making in in-district schools, 45;
 modeling from within, 50; options
 for, 44–45; possible without funding,
 22; resistance to, 70; scope required,
 43–44
- “Changing the Discourse in Schools”
 (Eubanks, Parish, and Smith), 119,
 130
- Chapman, C., 23, 24
- Charter schools: creating change from,
 46; losing educators to, 41–42; rise of,
 38–40
- Chase, Kristen, 109, 140
- Chatmon, LaShawn Routè, 117
- Choosing Small* (Feldman, Lòpez, and
 Simon), 85
- Christensen, Clayton, 49
- Christensen, Doug, 239
- Christman, David, 157–158
- Cianco, Charlotte, 52
- Civitas Leadership School, 195
- Classism, 21, 25–26
- Classrooms: Benchmarks for, 324–329;
 classroom visits, 156–157, 162; Com-
 mon Principles in, 10–11, 159; ELLs
 in, 194–196; essential questions orga-
 nizing, 200–203; improving subject
 literacy in, 186–187; personalizing,
 188–189, 193–194
- Coaching students: essential questions
 for, 176; personalizing advising,
 256–258; in project-based learning,
 197–199; shifting role to, 231
- Coalition of Essential Schools (CES):
 achievements, 8–11, 318; Benchmarks,
 19, 178–179, 327; centers and organi-
 zations profiled, 340–343; cited
 publications by, 12, 14, 53, 115, 135,
 283; commitment to educational
 equity, 3, 18–19; creating culture
 of learning, 151–153; data-based
 inquiries, 163–165; defining achieve-
 ment gap, 4–5; developing CFG,
 122–123, 138; leadership in, 135,
 136–137; Mentor Schools, 14,
 115–116, 167–168; recent research
 on, 345–348; Small Schools Project,
 13–15, 73; strategic planning template
 by, 95–102
- Cognitive training. *See* Learning to use
 one’s mind well
- Cohen, Lewis, 240
- Colby College, 259
- College Performance Study* (New York
 Performance Standards), 347
- Colleges and universities: cognitive strate-
 gies for, 250–252; dual-credit courses,
 252–256; financial burdens of, 265,
 266; helping first-generation col-
 lege goers, 264–267; parents’ role in
 student preparation, 258–262, 328;
 partnerships with, 253–256, 310;
 personalizing student support in,
 256–258; relationships with, 252–256
- Collins, Sue, 186–187
- Commitment: to Common Principles,
 mission, and vision, 294–302; to
 entire school, 256, 278, 320–321;
 events developing student ownership,
 300–301; exemplified by school staff,
 277–278; postsecondary success and
 educators’, 256
- Common Principles. *See* CES Common
 Principles
- Communications: clear, 304–305; to
 community, 113–114; at design team
 meetings, 112–113; proactive, 314–315
- Community: building reform support
 among, 76; communicating with,
 113–114; developing around assets,
 280–281; facility for, 301; fostering

with exhibitions, 234–236; input on small schools, 145–146; meetings of, 283–284; ownership within, 307–309; rituals and celebrations within, 281–283, 291; unemployment rates in, 25–26. *See also* Professional learning communities; School culture and practices

Community facilities, 301

Community-based learning, 262–264

Compassionate Classroom, The (Hart and Hodson), 274–275

Concurrent enrollments, 252–256

Condon, Dan, 168–169, 279, 280

Conley, David T., 245–246, 250–252

Connections Public Charter School, 113, 114–115, 158

Consultancy protocols, 160

Contact information: affiliate centers and organizations, 340–343; profiled schools, 333–340

Conversion process: developing design teams for, 107–108; for existing schools, 88–89, 92–93; school system to small schools, 51

Core Value awards, 282

Council for Chief State School Officers, 240

Courageous Conversations about Race (Singleton and Linton), 123

Courses: college preparatory, 246–252; dual-credit, 252–256; teaching AP, 30–31; using nontraditional schedules for, 288. *See also* Postsecondary preparation

Critical Friends Groups. *See* CES Critical Friends Groups

Critical Friends Visits (CFVs), 168–169

Critical thinking: benchmarks for, 178–179; learning, 176. *See also* Learning to use one’s mind well

Cuban, L., 8

Culturally responsive teaching, 178, 191–192, 324–325

Curriculum: ARISE High School guide to, 91; basing on essential questions, 201–202, 203; Boston Pilot Schools, 55–56; developing relevant skills, 176–177; differentiating student instruction, 192–193, 325; graduation planners for, 260, 261; in-depth investigations and, 203–204; interdisciplinary, 326; providing challenging, 246–252; revising relevancy of, 30–31; student-centered, 179, 204–207; supporting assessments with, 225–230

Cycles of inquiry: educational equity and, 132, 133; within professional learning communities, 163

D

Daley, Ben, 197–198

Daniels, Harvey, 186

Darling-Hammond, Linda, 24, 36, 177, 217, 226, 235–236, 239, 240

Davidson, J., 52, 133, 217, 237, 239, 245, 314

Davis, Kiri, 182–183

de la Rey, Cheryl, 121

Deal, T., 129, 130, 131

DeBell, M., 23, 24

Decency. *See* “Tone of decency and trust” principle

DeLaura, Catherine, 126, 162, 193–194, 249–250, 257, 259

Delpit, L., 29

“Democracy and equity” principle: applying, 9–10, 278, 280; building schools around, 108–109; defined, 321; sustainability and, 298–299

- Demographics: drop-out rates and, 21; increasing school populations, 28–29; predicting schools’ challenges with, 24–26
- Demonstration of mastery: accountability to community, 234–236; assessments and, 211–212; as CES Common Principle, 212–215, 320; instructional programs supporting, 225–230; performance-based assessment systems, 215–219; personalization and, 220–223; principles and practices for teaching, learning, and assessments, 219–220; professional development supporting, 231–234; rubrics for student mastery, 228–230; state requirements for, 237–240
- Department of Education (DOE), New York City, 47, 296
- Deprivitizing teaching: developing trust among teachers, 155–158; visiting other teachers’ classrooms, 162
- Depth of coverage: developing, 200; increasing, 176; in-depth investigations, 203–204; instructing with essential questions, 200–203
- Design teams: creating conversion, 107–108; members of, 84; student members of, 106, 109–112
- Designing small schools: benefits and challenges of, 85–89; communicating with community, 113–114; creating design teams, 103–108; developing mission statement, 89–94; essentials for, 84–85; finding partners and networks, 114–116; organization charts, 137; organizing work, 84, 94–103; process modeling outcome, 85, 108–113; timelines and, 103
- Dewey, John, 6
- Differentiated Classroom, The*, 192
- Differentiated instruction, 192–193, 325
- DiIulio, J. J., Jr., 30, 31
- Dillon, S., 24, 26
- Discipline: harsh policies and practices, 31–34; positive, 284–286, 291
- Districts: changing, 52–53, 63–64, 78–89; delegating autonomy to school and teachers, 54–59; giving governance to schools, 56; leadership for change within, 68–72; policies promoting change, 63–64; questions for directing change of, 75; redesigning budgeting models, 62–63; roadblocks in opening small schools, 65–68; scope of change required in, 43–44; support of bottom-up change, 72–73; sustaining schools, 310–311; using weighted student formulas, 59–61
- Diversity in schools, 9–10
- Doc* (Kammeraad-Campbell), 11
- Domina, T., 244
- Dresden, Karen, 104–105
- Dropouts: demographics for, 21; preventing ELL, 196; rate of, 23–24
- DuFour, Rick, 154
- Duncan, Arne, 26
- Duncan, Norman, 121
- ## E
- Eagle Rock School and Professional Development Center, 168–169, 279, 280–281, 283–284
- Economic factors: effect on graduation, 243–244; financial burdens of college, 265, 266; funding for small schools, 312–314; student’s financial obligations, 287; unemployment rates in poor communities, 25–26
- Editorial Projects in Education, 4, 21, 29
- Edmonton school district, 61–62

- Education Commission of the States, 60, 61, 62
- Educational boards. *See* Districts
- Educational equity: accountability for student outcomes, 234–236; advisories and, 276; Benchmark for, 328–329; building support for, 74–76; challenges in, 21; commitment to, 3, 18–19; defining, 6–8; discourses leading to, 119–120, 130; focusing CFGs on, 161; inquiry focused on, 131–134; overcoming old patterns, 243–246; policies promoting, 63–64; racial disparities and, 21, 26; reforms promoting for, 51; testing and, 36; vision required for, 73; weighted student formula and, 59–61
- Educational reforms. *See* Reforms
- Educators: accountability of, 54–59, 155–158, 234–236; addressing achievement gaps, 26–28; class and race of, 29, 124–125; coaching students, 159, 176, 197–199; creating school culture and community, 273; cultivating leaders, 137–140; culturally responsive teaching by, 178, 191–192, 324–325; developing culture of, 299; educating all students well, 28–29; getting to know students, 189–191; influencing state accountability requirements, 237–240; leading transformative discourses, 119–125; linking to students, 275–277; looping, 189, 277; losing to charter schools, 41–42; multiple roles of, 277–278; need for CES SSN, 44; partnering with universities, 253–256; preparing for staff transitions, 296–297, 304–307; professional development for, 153–154, 161–162, 231–234; as role models, 29–30; teacher visits, 162; teaching AP courses, 31; themes influencing leadership, 128; tuning and consultancy protocols for, 160; using Benchmarks, 329–331; using CES Common Principles, 8–11
- Educators for Social Responsibility, 277
- EdVisions, 347–348
- Egazarian, Carolyn, 181
- El Colegio Charter School, 121–122, 127, 141–142, 195, 223, 235
- Elmore-Clark, Kizzi, 256–258, 262, 265
- Empowerment College Preparatory High School, 92–93, 155, 156, 157, 160, 211, 216, 224–225, 234, 238, 243, 247–249, 258, 263–264, 267
- English language learners (ELLs): increasing enrollment of, 28–29; providing individualization for, 194–196
- Espinosa, Pam, 71, 107–108
- Essential questions, 176, 200–203, 208, 325
- Eubanks, E., 30, 119
- Events, 300–301
- Excellence in education: finding, 34; networking with exemplary schools, 48
- Exhibitions: demonstrating mission in, 300; fostering community partnerships with, 234–236; helping students practice, 216–217; improving instruction and assessment with, 225–230; learning demonstrated in, 213, 214–215; using, 220
- Expectations: students and conflicting, 287; transforming students with challenging curriculum, 247–249
- Expelled students, 32
- ## F
- Facing fears, 132
- Fairness Committee, 285–286
- Falk, B., 217, 226

Families: challenges within, 25–26; communicating school redesign to, 113–114; connecting with school culture, 286–287, 291; involving in school decisions, 142–147; supporting college-bound students, 258–262, 328

Fauci, Jeanne, 151, 158, 205, 275–276

Federal Hocking High School, 185–186, 187, 256, 262, 265, 267

Feldman, Jay, 85, 217, 237

Fenway High School, 8, 136–137, 140–141, 305, 309

Ferrigno, Joan, 51, 139–140, 169, 316–317

Figlio, D. N., 24

Figuroa, Rosamaria, 195

Fine, Michelle, 13

First in the Family, 246

First Nations Clinic, 309

Flaxman, Laura, 90, 103

Flower Power, 282–283

Ford Foundation, 240

Forum for Education and Democracy, 33–34, 76, 77

Francis W. Parker Charter Essential School, 46, 188, 202–203, 214–215, 218, 227, 231–233, 237–238, 255–256, 260, 261, 307

French, Dan, 41–42, 54, 58, 295, 307, 311, 313

Fullan, Michael, 155

Funding: allocated for autonomy, 59–63; CES Small Schools Project, 13–14, 15; changes possible without, 22; jails, 33–34; shortcomings of public education, 18, 25; Smaller Learning Communities grant program, 12

G

Gallagher, C., 217

Gallup, A. M., 18

Garcia, Carlos, 66

Garcia, Romeo, 90, 103–104, 138

Gates, Bill, 13

Giné, R., 188

Girl Like Me, A, 182–183

Global Achievement Gap, The (Wagner), 5, 6

Goals: essential in school design, 84; strategic planning template outlining, 95–102

“Goals apply to all students” principle, 319; about, 246; course offerings and, 288; practices supporting principle, 278

Gotham Professional Arts Academy, 187, 316

Governance: in Boston Pilot Schools, 56; families included in, 142; recommendations for, 308–309; students included in, 140–141

Governing America’s Schools (Education Commission of the States), 61

Grades, 214

Graduation: economy’s effect on high school, 243–244; honors for, 282; job opportunities after, 23, 244; planning tool for, 261; providing options after, 245–246; requirements for Lehman Alternative Community School, 301–302

Greenberg, David, 121–122, 127, 141–142, 223, 235

Greene, Camilla, 122, 161

Greene, J. P., 22, 23

Greenville Technical Charter High School, 46, 253

H

Habits of Mind and Heart (CES Benchmark): applying, 178; cognitive strategies for college, 250–252; defined, 325–326; developing rubric for, 228, 229; incorporating in teaching, 205–206

Hairston, Cynthia, 260
Hantzopoulos, Maria, 138–139, 282,
285–286
Harmony School, 157–158
Hart, S., 274–275
Hawkes, Elijah, 284, 305–306
Heifetz, Ronald A., 70, 121, 134
High School for Recording Arts (HSRA),
130, 185, 221, 222
High Tech High, 9, 197–198, 203–204,
206–208, 223, 306
Highline School System, 72
Hiring new staff, 306–307
Hirsch, L., 236
Hispanic students: achievement gap and,
4–5; challenges in families of, 25–26;
demographic increases in, 28–29
Hodson, V. K., 274–275
Hope Scale, 347–348
Horace's Compromise (Sizer), 175, 177,
213
Hord, Shirley, 153
Houston Community College, 247–248
Hughes, K., 246, 249, 252
Humanities Preparatory Academy, 130,
139, 201, 202, 279–280, 282, 284, 288,
289–290, 305–306, 316
Humble Area Assisted Ministries, 184
Huseman, Kim, 184–185

I

In Schools We Trust (Meier), 11, 143, 156
Inclusion models, 193–194
In-depth investigations, 203–204, 208
Inquiry: cycles of, 132, 133, 163; data-
based, 163–165; into educational
equity, 131–134; teaching, 180–183
Inquisitiveness, 251
Instructional programs: differentiated
instruction, 192–193, 325; student-
centered literacy and numeracy,

185–189; supporting assessment,
225–230; vision statements for,
93–94

Intellectual openness, 250–251
Interdisciplinary curriculum, 326
International High School, 134–135
Internships, 183–184, 262–264
Interpretation, 251

J

Jackson, J. H., 25
James Baldwin High School, 284,
305–306, 316
Jiminez, Isaura, 110–112
Johnston, B. J., 29–30
Jones, C. P., 7
Jubb, Steve, 52, 73
June Jordan School for Equity, 48–49
Juvenile justice system, 32

K

K&M Resources, 314
Kammeraad-Campbell, Susan, 11
Karlich, Lisa, 162, 228
Karp, M. M., 246, 249
Kemp, Peggy, 136–137, 140–141, 305,
309
Kennedy, Karen, 253–254
Kim, J., 252
Kirsch, I., 22, 23, 27
Klein, Joel, 6
Klepczyk, Kim, 50, 83, 167–168
Kohn, Lawrence, 127, 154, 184–185,
294–295, 302–303
Kozol, J., 25
Kruse, D., 188
Kruse, S. D., 152

L

Ladson-Billings, Gloria, 191–192
Laird, J., 23, 24

- LaMaster, C., 154
- Lambert, L., 41
- Laney College, 115
- Latinos. *See* Hispanic students
- Lavin, D., 244
- Lawrence, B. K., 12
- Leaders: cultivating teacher, 137–140; importance of, 147–148; responsibilities of, 122–123; self-examination by, 121–122; use of power by, 135–136. *See also* Leadership
- Leadership: for change, 68–72; collaboration among, 74; committed to shared mission and vision, 129–131; correcting mission drift, 295–297; cultivating in teacher, 137–140; developing youth, 140–142; engaging in equity-focused inquiry, 131–134; as factor in successful projects, 73; implementing professional development, 161–165; importance of, 147–148; involving families in decisions, 142–147; leading transformative discourses, 119–125; nurturing shared, 134–137; practices supporting, 148–149; preparing for transitions in, 296–297, 304–307; principals' role in, 71, 125–127, 129; systemic view of themes influencing, 128; transformational, 117–118, 328
- Leadership High School, 46, 129, 135, 158–159, 166, 224, 227–228
- Lear, Rick, 244–245
- Learning: assessment and, 212, 237–240; demonstration of mastery in, 219–220; emotional safety and, 274–275; exhibitions of, 213, 214–215. *See also* Learning to use one's mind well; Student-centered teaching/learning
- Learning communities. *See* Professional learning communities
- Learning to use one's mind well: benchmarks for, 178; building instruction for, 185–189; cognitive strategies for college, 250–252; Common Principle of, 180–186, 319; essential questions for, 176; Habits of Mind and Heart, 205–206; inquiry and, 180–183; making real-world connections, 183–185. *See also* Habits of Mind and Heart
- Lee, G., 28
- Lehman, Dan, 298
- Lehman Alternative Community School (LACS), 141, 298–302
- Leon, Magda, 94, 105
- Lesley, Misha, 92, 156, 160, 225, 234
- Less, More, and Better* (EdVisions), 348
- “Less is more, depth over coverage” principle: about, 220; course offerings and, 288; defined, 319; essential questions for, 176. *See also* Depth of coverage
- Levey, T., 244
- Lewis, Nalo, 182
- Lieber, Carol Miller, 277
- Life Learning Academy, 142
- Linsky, Marty, 70, 121, 134
- Linton, C., 7, 8, 123, 125
- Literacy: improving reading and numeracy, 185–189; twenty-first century skills for, 5–6
- Littky, Dennis, 10, 11
- Logic. *See* Learning to use one's mind well
- Looping, 189, 277
- López, M. Lisette, 85
- Los Angeles Small Schools Center, 158
- Los Angeles Unified School District (LAUSD), 38, 41, 57
- Losen, D., 32
- Louis, K. S., 152
- Lowe's Home Improvement, 184
- Lynch, Damon, 280

M

Makkonen, R., 276
Manual High School, 16
Mapleton Public Schools (MPS), 52, 312
Marks, Alan, 196
Marks, H. M., 152
Mass Insight Education Research Institute, 37
Massachusetts Comprehensive Assessment System (MCAS), 55, 237–238
Mastery. *See* Demonstration of mastery
Mathematics: improving literacy in, 186–187; interdisciplinary approach to, 188; sample rubrics for, 230
Mathews, J., 244
McCain, Adelric, 123, 233–234, 282–283, 303, 317
McDonald, J. P., 225
McFeat, I., 25
McKay, John, 116, 312
McTighe, Jay, 89, 226
Meador, Kyle, 125
Measuring: achievement gaps, 4; students with standardized tests, 35–37
Measuring Up (Coalition of Essential Schools), 345–346
Mehan, H., 264
Mehta, S., 38
Meier, Deborah, 9, 11, 143–144, 156, 262–263, 295–297
Mentoring: CES Mentor Schools, 14, 115–116, 167–168; peer-to-peer, 167–168
Metro High School, 115
Metropolitan Career and Technical Center, 183–184, 190, 217, 224, 236, 253, 277, 313–314
Middle College High School, 254–255
Mills College, 90, 114
Mind. *See* Habits of Mind and Heart; Learning to use one’s mind well

Miner, B., 313
Mission: centering learning communities on, 154–155; commitment to, 294–302; correcting drift in, 295–297; demonstrating in exhibitions, 234, 300; developing school’s, 89–94; essential in school design, 84; leaders’ commitment to, 129–131; revisiting beliefs about, 298
Mission Hill School, 262
Mojkowski, C., 31
Monfiletto, Tony, 315
Motivation, 30–31
Myatt, Larry, 304–305, 309

N

Nadelstern, Eric, 43, 54, 134–135
Nathan, Linda, 156
National Assessment of Educational Progress (NAEP), 27, 35
National Exhibition Month, 236
National School Reform Faculty (NSRF), 122, 159, 160, 199, 298
National Science Teachers Association, 166
Native American Charter Academy (NACA) Advisors, 308–310, 311
N.C.L.B. *See* No Child Left Behind
Nesoff, J., 40–41, 59
Networks: advantages of, 115–116; sustainability and supportive, 315–317. *See also* CES Small Schools Network
New Prospect Baptist Church, 280
New Small Autonomous Schools, 9
New Visions for Public Schools, 84
New York City Empowerment Schools, 47
New York Performance Standards Consortium (NYPSC), 9, 17, 145, 239, 298, 311, 316, 347
Newmann, F., 217

- Nichols, S., 217, 237
- No Child Left Behind: aim and effect
of, 35–36; focusing on educational
inequities, 26, 37; resistance to, 18–19;
testing done by, 24, 237
- Noguera, Pedro, 25, 273
- Norms for teaching, 157–158
- Numeracy instruction, 185–188
- Nwaezeapu, Nnamdi, 106
- O**
- Oakes, J., 221
- Oakland Community Organizations
(OCO), 114, 145–146
- Obama, Barack, 235
- Odyssey: The Essential School, 51,
110–112, 139, 168–169, 316–317
- Ohio State University, 115
- Olsen, L., 195
- Olympic High School, 71, 107–108,
142–143
- Orfield, G., 22, 23, 28
- Organisciak, Richard, 45
- Ouchis, W. G., 60, 61
- Outcomes: allowing design process to
model, 85, 108–113; orienting mission
to student, 90–94; planning backward
for student, 84–85, 90–91, 204–207;
schoolwide, 227, 250. *See also* Planning
backward
- Ownership: building community,
307–309; as element for sustainability,
300–301; revisiting beliefs about, 298
- P**
- Parents. *See* Families
- Parish, R., 30, 119
- Partnerships: with businesses, 314; with
college educators, 253–256, 310; find-
ing, 114–116; fostering community,
234–236; with parents, 258–262, 328;
renewing relationships and, 297;
sustainability and, 309–310
- Paulino, Emma, 90, 104, 106, 146–147
- Payzant, Thomas, 70
- Pearlman, Bob, 40
- Pedagogy, 324–325
- Peer-to-peer mentoring, 167–168
- People of color: challenges in families
of, 25–26; dearth of teachers, 124;
disciplinary actions for students, 32;
equalizing achievement for, 26–28;
harsh disciplinary actions for students,
31–34. *See also* African-American
students
- Per-pupil monies. *See* Budgeting
- Performance. *See* Achievement
- Performance-based assessments: CES
Benchmark for, 326–327; criteria
for excellence in, 232–233; influenc-
ing state requirements for, 237–240;
personalization and, 220–223; pro-
fessional development supporting,
231–234; recent research on CES
model, 345–348; systems for, 207,
215–219. *See also* Exhibitions
- Personalization: involving in student
assessments, 217–219; need for in
performance-based assessments,
220–223
- Personalized education: as CES Common
Principle, 176, 188–196, 320; differ-
entiating instruction, 192–193, 325;
in ELL programs, 194–196; getting
to know students, 189–191; inclusion
models for, 193–194; with relevant
and culturally responsive teaching,
191–192; strategies for, 188–189
- Peters, Greg, 129–130, 153, 158–159, 224
- Peterson, Kent D., 129, 130, 131
- Phelps, John, 217
- Phillips, Stephen, 45

- Planning: for graduation, 261; learning communities, 158–161; template for strategic, 95–102
- Planning backward: curriculum development and, 204–207; developing rubrics for student mastery, 228–230; guidelines for exhibitions, 226–227; modeling student outcomes, 84–85, 90–91; organizing with strategic planning, 84, 94–103; using mission statement in, 89–94
- Plant, Charlie, 304
- Plaut, Suzanne, 187
- Pluto, Amelia, 204, 223
- Poliner, Rachel A., 277
- Portfolios, 179
- Postsecondary preparation: about, 243–246; for all students, 246–252; CES Benchmark for, 327–328; helping overcome impediments to, 264–267; internships and opportunities for, 262–264; parents as partners in, 258–262, 328; personalizing support and, 256–258. *See also* Colleges and universities
- Power of Their Ideas, The* (Meier), 11
- Precision, and accuracy, 251, as strategy for college success, 251
- Principals: collaborating with district leaders, 74; as leaders, 71, 125–127, 129; role of, 134–135
- Problem solving, 252
- Professional learning communities: accountability and trust in, 155–158; accountability for equitable student outcomes, 234–236; CES Benchmark for, 329; Critical Friends Visits, 168–169; cultivating, 44; cycles of inquiry and reflection, 163; data-based inquiries, 163–165; developing, 44, 151–153; essentials for, 153, 170–171; extending boundaries of, 166–169; implementing development strategies, 161–166; knowing adult learners' needs, 153–154; making time for, 165–166, 170; mission-driven, 154–155; modeling change from within, 50; peer-to-peer mentoring, 167–168; planning and facilitating, 158–161; supporting performance-based assessment, 231–234; sustainability and, 302–304, 315–317
- Progress and Promise* (Center for Collaborative Education), 346
- Project-based learning: benchmark for, 179; examples of, 183–185; at High Tech High, 197–198; opportunities of, 183, 185; personalizing, 220–225; time for in-depth, 203–204, 208
- Puelle, Mike, 309, 314, 315
- Push-outs: rates of, 24; sent to alternative schools, 32
- ## Q
- Quest High School, 8, 50, 51, 83, 127, 154, 167, 184–185, 207, 228, 230, 236, 247, 258
- Questions: capacity inventory, 280–281; directing school and system changes, 75; focusing student-centered teaching/learning, 176, 208; organizing teaching around essential, 200–203, 325
- ## R
- Racism: avoiding, 273; as challenge to equity, 21, 26–27; dealing with, 123–124; examining, 121–125
- Rasmus, April, 155, 157, 216–217, 258
- Raymond, Marcy, 115
- Raynor, M. E., 49
- Raywid, Mary Anne, 84
- Reading skills, 185–186, 187

- Real-world connections with learning, 183–185
- Recent CES research, 345–348
- Redefining College Readiness* (Conley), 250–252
- Redesigning existing schools, 87
- Reforms: addressing deficiencies, 37–38; bottom-up change, 72–73; creating from charter schools, 46; directing resources for, 59–63; disruptive innovations and, 48–50; essentials for school and district, 78–89; expanding beyond schools, 51; facilitating at district level, 52–53; innovative schools as catalysts for, 46–48; isolated pockets of, 34; leadership required for, 68–72; making isolated changes, 45; modeling change from within, 50; policies promoting district, 63–64; scope required in school systems, 43–44; supporting educational equity, 74–76; within in-district schools “under the radar,” 44
- Relationships: with colleges and universities, 252–256; developing among staff, 299; renewing partnerships and, 297; with students, 274–277
- Relerford, P., 38
- Relevance: assessments personalized for, 220–222; of community-based learning, 262–264; connecting learning with real-world, 183–185; personalizing education for, 191–192; providing teachers and schools with cultural, 29–30; revising curriculum for, 30–31, 176–177; skills with, 31, 33
- Renchler, R., 70
- Resistance to change, 70
- Resources: dedicated to teaching and learning, 321; directing to school autonomy, 59–63; maximizing toward equity, 328–329; sustainability and school, 312–314
- “Resources dedicated to teaching and learning,” 321
- Restorative justice, 284–286
- Rethinking Schools* (Hantzopoulos), 285–286
- Revisiting beliefs of mission, 298
- Right to Literacy in Secondary Schools, The* (Plaut), 187
- Rigor: educational, 30–31; providing challenging curriculum, 246–252
- Rituals: supporting professional learning communities, 304; within school community, 281–283, 291
- Role models, teachers as, 29–30
- Romero, A., 195
- Rose, C., 6
- Rose, L. C., 18
- Rubin, J., 38
- Rubrics for student mastery, 228–230
- ## S
- Safir, Shane, 48–49
- Sam, Sonn, 304, 313–314
- San Diego Bay Field Guide project, 204
- San Francisco Coalition of Essential Small Schools, 153, 158, 161
- San Francisco Unified School District (SFUSD), 26–27, 39, 63, 65–67
- Sanchez, Mark, 39, 64, 69
- Sandoval-Tonini, Kata, 196
- Satellite Academy, 189
- Saunders, M., 221
- Save the Last Word for ME protocol, 199
- Schader, Teri, 202
- Schedules in Boston Pilot Schools, 56
- Schmerler, Gil, 84
- School and Society, The* (Dewey), 6
- School culture and practices: about, 271–274; CES Benchmarks for,

- 324–327; connecting with families, 286–287, 291; culturally responsive teaching, 178, 191–192, 324–325; culture of fairness and trust, 272–273, 328; developing community around assets, 280–281; developing educators’ culture, 299; discipline and restorative justice, 284–286, 291; essentials for, 290–291; hiring new staff, 306–307; multiple staff roles in, 277–278; regular community meetings, 283–284; rituals and celebrations, 281–283; stating values of, 278–280; strong advisory programs, 274–277, 291; using non-traditional schedules, 288–290
- School districts. *See* Districts
- School of the Future (SOF), 126, 161–162, 192–193, 216, 228, 229, 249, 257, 259, 316
- School planning document, 96–102
- School Redesign Network, 235
- School systems. *See* Districts
- Schools: autonomy and accountability in, 54–59; developing educators’ autonomy in, 54–59; disruptive innovations reforming, 48–50; enrollment of public, 38–40; essentials for change, 78–89; expanding reforms beyond, 51; importance of, 3–4; in-district, 44; isolated reforms of, 34, 45; need to transform, 21–22; numbers of ELL students in, 28–29; profiled, 333–340; providing democracy and equity in, 9–10, 278, 280; questions for directing change of, 75; running like jails, 31–34; size of, 11–13; social inequities in, 24–26. *See also* Charter schools; Small schools
- Schoolwide outcomes (SWOs), 227, 250
- Schrader, Teri, 218, 227, 231–232, 237, 255, 260, 261
- Service learning, 184–185
- Shanker, Albert, 46
- Shaping School Culture* (Deal and Peterson), 129
- Silbergeld, Beth, 135, 138, 166
- Silent Sustained Reading program, 187
- Silverman, Max, 72
- Simon, Katherine G., 85
- Simonson, Larry, 195
- Singleton, G. F., 7, 8, 123, 125
- Sizer, Nancy, 165
- Sizer, Ted, 9, 53, 165, 175, 213–214, 293, 296
- Skills: building professional, 171; developing curriculum for critical, 177; emphasized at Lehman Alternative Community School, 301–302; gaps in literacy and numeracy, 27; need for twenty-first century, 5–6, 176–177, 262–264; teaching relevant, 31, 33
- Skyview Academy, 116, 168–169, 312
- Small schools: contact information for profiled, 333–340; continuous improvements, 328; converting system to, 51; culture and practices of, 271–274; effectiveness of, 84; exhibitions demonstrating learning, 213, 214–215; funding and resources for, 312–314; leadership of, 134–137, 147–148; lessons learned in CES, 15–18; proactive communications for, 314–315; providing options for graduates, 245–246; roadblocks to opening BES, 65–68; student improvements and, 84. *See also* Designing small schools
- Small Schools by Design policy, 63–64, 65, 66, 68
- Small Schools Network. *See* CES Small Schools Network

- Smaller Learning Communities grant program, 12, 18
- Smith, Larry, 314
- Smith, R. D., 30, 119
- Smith, Tony, 21, 26–27, 66
- Soguero, Michael, 283
- Sort activity, 182
- South Valley Academy, 196
- Spector, Stacy, 132
- Spellings, M., 35
- Staff: in Boston Pilot Schools, 55; developing culture of, 299; exemplifying commitment, 277–278; hiring, 306–307; playing multiple roles, 277–278; preparing for transitions in, 296–297, 304–307. *See also* Educators
- Stakeholders: including in school design, 104, 105–106, 109; participating in cycle of inquiry, 132
- Stanford University, 235
- Stewart-Jones, Traci, 247, 248, 258, 263, 267
- Stiggins, R., 217
- Stolp, Stephen, 271–272
- “Student-as-worker, teacher-as-coach” guideline: coaching student projects, 197–199; defined, 320; questions for, 176; shifting role to learning coach, 231
- Student-centered teaching/learning: about, 175–176; CES benchmark for, 19, 178–179, 327; culturally responsive teaching, 178, 191–192, 324–325; developing depth of coverage, 176, 200–207; differentiating instruction, 192–193, 325; essentials of, 208–209; getting to know students, 189–191; inclusion models for, 193–194; individualizing ELL learning, 194–196; learning to use one’s mind, 180–186; literacy and numeracy instruction, 185–189; real-world connections for learning, 183–185
- Students: applying goals to all, 246, 278, 288; benchmarks for learning, 19, 178–179, 327; Critical Friends Groups’ protocols for, 199; culturally relevant teachers for, 29–30; as design team members, 106, 109–112; developing strong relationships with, 274–277; differentiating instruction for, 192–193, 325; educational equity for, 6–8, 28–29; effect of harsh discipline on, 31–34; emotional safety of, 274–275; encouraging leadership among, 140–142; expectations of school and family, 287; feel curriculum is irrelevant to, 30–31; helping first-generation college goers, 264–267; improvements of using CES model, 84, 345–346, 347; linking to advisor, 275–277; options for graduating, 245–246; ownership of school by, 300–301; performance-based assessments of, 207, 215–219; personalizing education for, 189–196, 217–219, 256–258; portfolios for, 179; rate of dropouts and push-outs, 23–24; re-engaging in active learning, 9; restorative justice among, 284–286; school’s role in success of, 3–4, 12–13; suspended, 32; unpreparedness of, 22–23; as workers, 159, 176, 197–199, 231, 320
- Students of Leadership High School, 185
- Suarez, Sandra, 195
- Subjects Matter* (Daniels and Zemelman), 186
- Sum, A., 22, 23, 27
- Suspended students, 32
- Sustainability: about, 317–318; building sense of ownership, 307–309;

commitment and, 294–302; creating power base, 314–315; district conditions needed for, 310–311; funding and resources for, 312–314; implementing, 293–294; leadership and staff transitions, 296–297, 304–307; learning communities’ role in, 302–304; partnerships for, 309–310; recommendations for, 298–302; supportive networks for, 315–317

Swanson, C. B., 22, 23

T

Talking Back (Students of Leadership High School), 185

Tatum, B. D., 25

Teaching: assessment and, 212; culturally responsive, 178, 191–192, 324–325; demonstration of mastery in, 219–220; instructional programs supporting assessment, 225–230; norms for, 157–158. *See also* Deprivitizing teaching; Student-centered teaching/learning

Tests: autonomy in assessment practices, 55–56; measuring achievement, 4–5; overusing standardized, 35–36; sanctioned by No Child Left Behind, 24, 237. *See also* Assessments

Thatcher, John, 113

Thayer High School, 10, 11

Time: devoting to numeracy skills, 188; making for learning communities, 165–166, 170; required for in-depth investigations, 203–204, 208

Tomlinson, Carol Ann, 192

“Tone of decency and trust” principle: about, 272; defined, 320; developing school culture with, 272–273; restorative justice and, 284–285

Torres, Michael, 115

Transcripts, 255–256

Transformational leadership, 117–118, 328

Tribal Service Corps, 310

Trust: creating with families, 287; developing among educators, 155–158; school culture of, 272–273, 328. *See also* “Tone of decency and trust” principle

Tuning protocols, 160

Tyack, D., 8

Tyee High School: bottom-up change in, 72, 73; conversion process at, 51, 72, 109–110; shaping programs in ACE, 132

U

Understanding by Design (Wiggins and McTighe), 89, 226

United Teachers of Los Angeles, 58

Universities. *See* Colleges and universities

University Council for Educational Administration, 70

Urban Academy Laboratory High School, 8, 181–183, 200–202, 207, 271–272, 316

Urban school enrollment, 38–40

U.S. Census Bureau, 28

U.S. Department of Education: National Center for Education Statistics, 28; Office of Vocational and Adult Education, 252

U.S. Department of Labor, 23

V

Values in school, 278–280, 282

Vision: commitment to, 129–131, 294–302; correcting drift in, 295–297; developing instructional, 93–94;

Vision (*continued*):
envisioning students' postsecondary
success, 243; essential to school design,
84; in mission statement, 89–90
VISTA, 309

W

Wagner, Tony, 5, 6
Wal-Mart, 184
Wald, J., 32
Walsey, P. A., 84
Warner, Ben, 186–187
Washor, E., 31
Weighted student formula (WSF),
59–61
Wetherill, K. S., 29–30
Wharton-Mims, Battye, 259

What Kids Can Do, 246
White, S., 154
Wiggins, Grant, 89, 205, 217, 226, 237
Wildwood School, 151, 158, 205–206,
215, 275–276, 277
Winters, M. A., 22, 23
Workers. *See* “Student-as-worker,
teacher-as-coach” guideline

Y

Yamamoto, K., 22, 23, 27
Young Women's Leadership Charter
School, 123, 233–234, 282–283, 303,
317

Z

Zemelman, Steve, 186