DESIGN PRINCIPLE I: Commitments to Deep Personal Learning, School Designed to One

What might school look like if we designed it, from the start, to be adaptable, responsive, and challenging for every individual child? Breakthrough schools embrace this design challenge, where educators no longer teach to a standardized average; they no longer move the class forward on a predictable path or pace. Instead, breakthrough schools are structured so that students receive what they need, when they need it, in ways that are personally tailored—slowing down when they need more time, going deeper when their curiosity spikes, even encouraging the pursuit of new interests. In breakthrough schools, teachers set clear and challenging learning goals, and then they distribute the work, making individual student’s own effort and struggle a part of the formula. Students, themselves, take ownership for the pace and pathway of their learning. They solve problems, make choices, and own the sweet victories that follow sustained, dedicated academic effort.

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<tr>
<th>Self-Paced Learning (SPL)</th>
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<tr>
<td><strong>DESIGN PRINCIPLE I:</strong> Teachers, with the guidance of their teachers, take ownership over the pace of their learning progress. School enables students to slow down when they need more time, or when their curiosity spikes, and allows them to move forward based on their level of mastery of material.</td>
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<td><strong>LEARNING MANAGEMENT SYSTEM:</strong> The school has comprehensive student and assessment materials and resources enabling educators to ascertain student level and support the student’s chosen pace of learning. (Note: this system need not be “walled” Montessori schools, for example, have developed such systems).</td>
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<td><strong>ADULT LEARNING OPPORTUNITIES:</strong> The school invests in the capacity of faculty and staff to support students’ self-paced learning.</td>
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<td><strong>ROLES:</strong> The school ensures that staff and faculty know their responsibilities in helping students pace their own learning.</td>
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<td><strong>TIME:</strong> The school creates daily weekly and monthly schedules that provide students full opportunities to learn at their own pace. Ultimately, mastery of knowledge and skills rather than seat time determine their progress toward important milestones (e.g., high school graduation).</td>
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<td><strong>ENGAGEMENT:</strong> School leaders, teachers and staff clearly communicate their goals for self-paced learning to families and other external stakeholders, who ultimately join in efforts achieve it.</td>
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<td><strong>FACILITY DESIGN:</strong> School space facilitates grouping of students based on pace rather than defaulting to age.</td>
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<td><strong>Self-Paced Learning:</strong> Students have deployed few, if any, levers to enable self-paced learning. Self-paced learning is not articulated as a school-wide goal.</td>
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<td><strong>School leaders have deployed a learning management system that provides assessment and curricular support to teachers and students as the students establish their learning pace in at least a subset of classrooms. Learning management system may not be fully built out for all subjects and all levels.</strong></td>
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<td><strong>Some adult learning opportunities have been provided to teachers on use of learning management system by school leaders.</strong></td>
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<td><strong>One of the school leaders has been assigned to support teachers and students in self-paced learning. (Note).</strong></td>
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<td><strong>School leaders have adjusted daily and weekly schedules to enable self-paced learning. (Note).</strong></td>
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<td><strong>School leaders communicate to parents the goal of self-paced learning. (Note).</strong></td>
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<td><strong>Adapting</strong></td>
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<td><strong>School leaders have deployed a learning management system in all or almost all classrooms. This system is complete in all major subjects, both in curricular materials and assessments.</strong></td>
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<td><strong>School leaders ensure that adult learning opportunities are deeply integrated in school’s learning management system. To build faculty capacity to guide self-paced learning.</strong></td>
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<td><strong>School leaders engage and empower a team of teachers alongside a member of the leadership team to spearhead efforts in enabling student-paced learning (Note).</strong></td>
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<td><strong>School leaders engage in dialogue with families about student-paced learning (Note).</strong></td>
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<td><strong>School leaders have eliminated much of the traditional daily and weekly schedule and are focused on helping students and teachers make the best use of time that they can.</strong></td>
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<td><strong>School leaders have made some adjustments to facility design to make it easier for students to pace their learning e.g., may have put up spaces or rooms where students can work on their own or in groups, outside “of classrooms.”</strong></td>
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<td><strong>Approaching</strong></td>
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<td><strong>School leaders make continuous adjustments and extensions to learning management system based on data on how students are progressing. Outside experts vet this system for how well it enables student-paced learning.</strong></td>
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<td><strong>School leaders co-design and implement adult learning opportunities around self-paced learning with faculty.</strong></td>
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<td><strong>While school leaders maintain ultimate responsibility for fostering student-paced learning, they aim to distribute leadership throughout faculty and staff (Note).</strong></td>
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<td><strong>In addition to scheduling changes under Adapting, school leaders have reduced age-groupings as much as possible, and have advocated with state leaders to make progression competency based. (Note).</strong></td>
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<td><strong>School leaders’ co-design with students, families and other stakeholders key aspects of the school’s efforts to self-paced learning (Note).</strong></td>
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<td><strong>School leaders have either made major changes to facility design or have moved into a facility that directly enables student-paced learning.</strong></td>
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Deep Personal Learning (DPL)

Traditional

Emerging

Adapting

Approaching

Student Agency
Students work with educators to choose and, ultimately, craft their learning experiences. Students articulate their interests, strengths and needs, and schools work with them to provide the support they need to learn. With the guidance and encouragement of teachers, students reflect upon and refine their learning strategies.

LEVERS

LEARNING MANAGEMENT SYSTEM: The school has comprehensive curricular and assessment materials and resources enabling educators to foster student agency. (Note: this system need not be "new"; Montessori schools, for example, have developed such systems.)

ADULT LEARNING OPPORTUNITIES: The school invests in the capacity of faculty and staff to support students’ self-paced learning.

ROLES: The school ensures that staff and faculty know their responsibilities in helping students pace their own learning.

INCENTIVES: Incentives for students are deployed judiciously and are more focused on encouraging student exploration than for completion of tasks. Praise is offered for student effort, not ability.

ENGAGEMENT: School leaders, teachers, and staff clearly communicate their goals for self-paced learning to families and other external stakeholders, who ultimately join in efforts achieve it.

- School leaders rarely, if ever, provide choice to students. Fostering student agency is not considered a school goal.

- School leaders have deployed a learning management system that provides curricular support to teachers and students as students choose what subjects they want to focus on, and how they want to learn them. Learning management system may not be fully built out for all subjects and all levels, and may only be in place in some classrooms.

- Some adult learning opportunities have been provided to teachers on use of learning management system by school leaders.

- One of the school leaders has been assigned to support teachers and students in fostering student agency. [Notes]

- School leaders have clearly articulated expectations to faculty and students about the limited role for incentives.

- School leaders communicate to parents the goals of fostering student agency. [Engagement]

- School leaders develop techniques that serve as alternatives to traditional incentives so as to cultivate intrinsic motivation.

- All or almost all teachers can be observed providing choice to students in how and what to learn.

- Most teachers report that adult learning opportunities are good and are tightly integrated with the learning management system. In addition, teachers report (and observers can see) a high degree of coordination between teachers in guiding students in fostering student agency.

- Most teachers report engaging in regular dialogues with students and families about fostering student agency.

- Teachers use traditional incentives sparingly. Praise is generally offered for effort not for status.

- Most students report, and observations confirm, that they can choose what they want to focus on and how they want to learn it.

- Most students can report what they are interested in and why, and the ways they have learned. In addition, they generally report that they like exploring new potential areas of interest.

- Families report that they are familiar with their students’ interests and preferred strategies for learning.

- School leaders make continuous adjustments and extensions to learning management system based on data on how well student agency is being fostered. Outside experts vet this system for how well it enables student-paced learning.

- School leaders co-design and implement adult learning opportunities around student agency with faculty.

- While school leaders maintain ultimate responsibility for fostering student agency, they aim to distribute leadership throughout faculty and staff [Notes].

- School leaders’ co-design with students, families and other stakeholders key aspects of the school’s efforts to self-paced learning [Engagement].

- School leaders co-design with faculty and students ways of celebrating student effort (e.g., “demo days,” student fairs, etc.) which take the place of incentives.

- All teachers can be observed fostering student agency with a high degree of skill.

- Teachers report that they co-design and implement adult learning opportunities with school leaders and that these opportunities are good to excellent. [Notes]

- Teachers report that they engage students on how to generate even more appealing choices in subject matter and learning strategies.

- Teachers work in hand with families to help foster student agency [Engagement].

- Students report (and observations confirm) that they play a role in creating more choices in what to focus on and how to learn it.

- Families report taking an active role in co-designing structures that enable student-paced learning.
How would school feel different if it were designed, expressly, for equity? Schools designed for equity would challenge our country’s ongoing narrative of disinheritance for some children, based on their race, class, or story. Intentionally equitable schools write a counter-narrative by constructing a school culture of belonging, where children know they are secure and can take risks and push themselves to accomplishment. True equity for children means our aspirations for them and their societal inheritance are not limited by what our history has been before—either in a child’s life or in the history of our culture. Teachers and leaders in breakthrough schools make their own assumptions—about race, students, and school—sacrifice and question. They wrestle with the hardest topics in urban education, such as poverty and discipline policies. And they constantly test school policies and practices in order to build a culture where love and justice thrive. As children, breakthrough schools believe in unbounded potential—a future where "nothing is written."

**DESIGN PRINCIPLE II: Intentional Equity, Nothing Is Written**

**Intentional Equity (IE)**

**Culture of Equity:** School explicitly challenges our nation’s historical narrative of oppression and works to build a culture of equity at its core. School ideals and practices are explicitly designed to make students feel secure in who they are. Students actively take risks and push themselves to accomplishment. Students, families, and staff of all backgrounds are celebrated.

**Ritual:** School regularly and equitably celebrates all student identities and cultures. School regularly hosts school-wide or classroom-level events/activities to discuss race, identity, and equity.

**Engagement:** School regularly and explicitly communicates principles (in personal/personal) commitment to confronting inequality to external stakeholders, particularly parents. School seeks to treat parents and guardians as equal partners in the work of educating students.

**Opportunities for Adult Learning:** Schools make time and space for faculty to co-design and refine school culture around the principle of equity. Learning and training on bias, anti-racism, inclusion and equity is woven into these opportunities.

**Respectful Bearing:** Principles of how people should treat each other to counter everyday racism and privileging are clearly articulated and modeled by leaders, faculty, and staff. Students understand these principles in the moment, respect each other in living up to them, and ultimately help develop them. In practice, respectful bearing does NOT require students, families, and faculty to suppress any aspect of their backgrounds.

**Roles:** The school ensures that staff and faculty know their responsibilities in building a culture of equity.

**Emerging**

- **School leaders** have undertaken little if any action to ensure that school culture promotes equity and undermines racism.
- **School leaders** have deployed rituals to create a school community that celebrates students’ identities and challenges cultural narratives about race.
- **School leaders** have developed opportunities for adult learning to invest faculty and staff with the capacity to establish and develop a culture of equity.
- **School leaders** have articulated principles of respectful bearing that they expect all members of the school community to follow.
- **One of the school leaders** has been assigned to support teachers and students in building and sustaining the school’s culture of equity.
- **School leaders** communicate with parents about key aspects of the school’s culture of equity, and how they can help reinforce it (engagement).

**Adapting**

- **School leaders** report that they track the impact of school rituals and make adjustments based on how well they appear to work in cultivating all students and countering racism.
- **School leaders** empower a group of teachers to further develop school culture, particularly in the area of adult learning opportunities (rituals).
- **School leaders** track how well all members of the school community are practicing respectful bearing and make refinements to its elements as necessary.
- **School leaders** enter into regular dialogue with families to make sure that their input helps develop the school’s culture and that they feel welcome.

**Approaching**

- **School leaders** work closely with faculty, families, and students to expand the rituals and roles (and school culture in general) should aim to combat distortions and bias generated by sexism, classism, and heteronormativity, in addition to race.
- **School leaders** work closely with faculty in designing and implementing adult learning opportunities that build their capacity to combat a variety of forms of oppression and celebrate multiple aspects of difference.
- **School leaders** work closely with faculty, students, and families to ensure that its codes of respectful bearing encourage respect to all, regardless of background or story.

(Note that engagement at this level consists in co-creating and sustaining a culture of equity with families.)

**Traditional**

- **While some teachers may build a culture of equity in their classroom through rituals or explicit anti-bias instruction, and other efforts are largely disconnected from those of their peers.**
- **Teachers ensure rituals countering racism and celebrating all students’ backgrounds are faithfully executed and help students understand their deeper meaning.**
- **Teachers can be observed modeling respectful bearing, though they may do so inconsistently. Teachers report that they generally value efforts to ensure students, faculty, and staff demonstrate mutual respect, though support may not be enthusiastic.**
- **Teachers report that opportunities for adult learning are helpful, but that they need more of them.**
- **Teachers acknowledge school leaders’ role in building and sustaining a culture of equity, but they may not know how they can exercise leadership in this area.**
- **Teachers communicate with parents about important aspects of the school’s culture of equity, through such engagement may be ad hoc.**

**Students and families report school culture is no more equitable than the wider culture in which it is embedded.**

- **Students** and, sometimes, families participate in rituals that emphasize inclusive narratives about race and equity. Students and families report that these rituals have some success in making students feel welcome in the school environment.
- **Students understand the basics of respectful bearing and practice them in school, though not always consistently.**
- **Families** report having received messages about school culture, but may still feel somewhat disconnected. (engagement)

**Students and families regularly participate in school rituals together. They understand the purpose of rituals and feel that they are essential to the quality of their learning experience.**

- **Students and families report that they feel that they generally feel that they belong in the school. What they bring to the school is regularly celebrated.**
- **Students report feeling secure in school. They can be observed engaging with their peers confidently across difference.**
- **Students consistently practice respectful bearing in school. They report few instances of microaggressions or other acts of exclusion from their peers or from faculty.**

**Students and families report that teachers and school leaders successfully engage them on a regular basis. Students and families feel like they are valued as partners by faculty and staff in developing and executing rituals.**

- **Students and families report that school leaders, teachers, and staff, and school community always make them feel safe, welcomed, valued, and loved.**
- **The bearing of students is almost always respectful to others, regardless of background. Students can explain the principles that guide comportment to outsiders and newcomers.**

**Students and families report that students nearly always feel secure, taking risks both inside and outside of the classroom.**
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<tr>
<td><strong>School Discipline Policies</strong> For schools to use effective discipline policies should reflect a commitment to safety, justice, and community. The aim of school discipline policies should be to empower students to take responsibility for their actions, resolve conflicts on their own, build stronger relationships at school, and become models for positive healing in their own communities. School discipline policies should unite, rather than exacerbate, disciplines that marginalize certain groups of students. Schools are consistently aware of how discipline policies affect students across identity groups and frequently consult and analyze data to track the impact of policies on student outcomes. Schools are committed to identifying and deploying alternative strategies. Pre-discipline, suspensions, expulsions, and punitive measures of discipline should also make efforts to provide students and families with access to resources for social and emotional support and psychological well-being. Teachers, Students, and staff of all backgrounds not only respect and believe in the school’s discipline, but feel like they “sworm” as well.</td>
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<td><strong>Roles</strong></td>
<td>Students and families, especially those from marginalized groups, report that school discipline policies are rarely fair and effective. Students, especially those from marginalized groups, report that school discipline policies are frequently biased and applied unfairly across demographic groups.</td>
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<td><strong>Students</strong> understand and largely support school’s disciplinary policies and practices. They feel that they are generally not fair always.</td>
<td>Teachers can be observed employing discipline policies and practices at a consistently good level. Teachers can be observed employing discipline policies and practices at a level that is frequently exemplary. Teachers report that student support services effectively address at least some issues students and families may be facing at home and that they have significantly adjusted their own classroom practices in an effort to better mesh them with approach of such services. Teachers report that they have established productive relationships with families such that they can prevent some discipline issues from arising (tension). Teachers co-design and implement with school leaders, opportunities for adult learning around issues connected with discipline.</td>
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<td><strong>Policy and Practices</strong></td>
<td>School leaders have done little to ensure that school discipline policies are equitable. Existing policies reinforce rather than break down inequities, may prevent students from taking responsibility, and do not work against society’s narratives on race, identity, equity, and oppression.</td>
<td>School leaders have deployed discipline policies and practices that are less punitive than those in traditional schools, designed to minimize (and even eliminate) suspensions, support students taking responsibility, and firm up relationships.</td>
<td>Using data analysis, school leaders can show how school’s disciplinary policies and practices are generally equitable, not reducing or (eliminating) suspensions, and encouraging student responsibility.</td>
<td>Teachers can be observed employing discipline policies and practices at a level that is frequently exemplary. Teachers report that student support services effectively address at least some issues students and families may be facing at home and that they have significantly adjusted their own classroom practices in an effort to better mesh them with approach of such services. Teachers report that they have established productive relationships with families such that they can prevent some discipline issues from arising (tension). Teachers co-design and implement with school leaders, opportunities for adult learning around issues connected with discipline.</td>
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<td><strong>ROLES</strong></td>
<td>School leaders deploy a data analysis system to enable them to tell if their policies and practices are punishing certain groups of students (e.g., African-American male students) at a disproportionate rate and make appropriate adjustments.</td>
<td>At least one school leader is assigned the role of leading efforts to establish, fund and support a safe school environment (same person who leads culture of equity above efforts).</td>
<td>School leaders build partnerships with outside service providers in order to strengthen student support services. They integrate training in dealing with student stress and trauma into opportunities for adult learning.</td>
<td>Teachers report that student support services are a significant asset to them, and that they have made some adjustments to their own classroom practice based on what they have learned about how to address stress and trauma. Teachers often use data analysis to adjust their own practices and to provide feedback to school leaders on how to improve policies and practices. Teachers engage in regular dialogue with families around discipline policies and practices as well as how these may be impacting their students.</td>
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<td><strong>Students and families</strong></td>
<td>Teachers implement school’s discipline policies and practices, though they may do inconsistently. Implementation may be uneven from classroom to classroom.</td>
<td>Teachers value opportunities for adult learning, but note that they need more to properly implement policies and practices.</td>
<td>Teachers report that opportunities for adult learning are generally good when they play an important role in developing and executing them.</td>
<td>Teachers can be observed employing discipline policies and practices at a level that is frequently exemplary. Teachers report that student support services effectively address at least some issues students and families may be facing at home and that they have significantly adjusted their own classroom practices in an effort to better mesh them with approach of such services. Teachers report that they have established productive relationships with families such that they can prevent some discipline issues from arising (tension). Teachers co-design and implement with school leaders, opportunities for adult learning around issues connected with discipline.</td>
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<tr>
<td><strong>Opportunities for Adult Learning:</strong> School provides time for faculty and staff (especially administrators and teachers) to grow. Opportunities for Adult Learning and training on responsive or trauma-informed discipline practices.</td>
<td>Teachers receive and use data analysis, discipline, though may do inconsistently. Teachers may also express concern that data is not as actionable as it could be.</td>
<td>Teachers acknowledge the efforts of school leader in discipline, but may be unsure of what leadership they can exercise in this area (rules).</td>
<td>Teachers report that student support services are a significant asset to them, and that they have made some adjustments to their own classroom practice based on what they have learned about how to address stress and trauma. Teachers often use data analysis to adjust their own practices and to provide feedback to school leaders on how to improve policies and practices. Teachers engage in regular dialogue with families around discipline policies and practices as well as how these may be impacting their students.</td>
<td>Teachers can be observed employing discipline policies and practices at a level that is frequently exemplary. Teachers report that student support services effectively address at least some issues students and families may be facing at home and that they have significantly adjusted their own classroom practices in an effort to better mesh them with approach of such services. Teachers report that they have established productive relationships with families such that they can prevent some discipline issues from arising (tension). Teachers co-design and implement with school leaders, opportunities for adult learning around issues connected with discipline.</td>
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Intentional Equity (IE)

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| **Curriculum and Pedagogy**

The what (curriculum and knowledge creation) and the how (pedagogy) of learning affirm discourses that dismiss, marginalize, and oppress certain groups of students, particularly but not exclusively students of color and students from low-income backgrounds. The curriculum encourages extensive conversations and learning opportunities on social justice, racism, and other forms of discrimination. The curriculum is relevant, meaning that it reflects and celebrates the culture and life experiences of all students. The curriculum pushes students and the rest of the school community to create a more just and equitable society.

**LEVERS**

**LEARNING MANAGEMENT SYSTEM: The school** has comprehensive curriculum and assessment materials and resources enabling educators to support robust explorations of racism and other forms of oppression, as well as means of combating them. Curriculum materials explicitly celebrate the contributions made by different groups in the U.S. and the rest of the world. (Note: This system need not be “white” Montessori schools, for example, have developed such systems).

**OPPORTUNITIES FOR ADULT LEARNING:** School invests in faculty’s capacity to productively discuss racism and other forms of oppression across the curriculum and help equip students with mental tools to tackle them. School also provides support to teachers in making their pedagogy culturally relevant.

**ENGAGEMENT:** School leaders, teachers, and staff clearly communicate the goals of curriculum and pedagogy that are designed to overcome racism and other forms of oppression to families and other external stakeholders, who ultimately join in efforts to achieve them.

- **School leaders articulate** few if any goals about how to use curriculum and pedagogy to combat racism and other forms of oppression.
- **School leaders implement** a learning management system with curricular materials that integrate discussions of race, oppression and equity into learning. Curricular materials celebrate the cultures of those who have historically been marginalized. However, curricular materials may be incomplete, and assessments of student progress in this area may be lacking.
- **School leaders provide** opportunities for adult learning in culturally relevant curriculum and pedagogy.
- **School leaders communicate** with parents about their goals around using culture and pedagogy to combat racism and other forms of oppression and to celebrate the backgrounds of all students. (Engagement)

- **Some teachers may use** curriculum and pedagogy to over turn discourses of racism and other forms of oppression, but their efforts are disconnected those of their peers.
- **Teachers can be observed** using culturally relevant curricula and pedagogy as well as challenging racism and other forms of oppression in class, but their instruction and guidance may be inconsistent.
- **Teachers report that school’s opportunities for adult learning are** helpful but that they need more of them.
- **Teachers communicate** their goals around explicitly anti-racist and culturally relevant curriculum and pedagogy to parents, but their efforts may be ad hoc (Engagement).

- **Students and families report** that classroom curricula and pedagogy rarely, if ever, reflects and celebrates their identities and cultures, nor does it effectively address racism and other forms of oppression.
- **Some students can be observed** doing work in class that is culturally relevant and/or is explicitly anti-racist. Students report that this work has some value, though they may suggest that it needs significant improvements.
- **Students and families report** that teachers have explained the goals of school’s culturally relevant and anti-racist curriculum and pedagogy (Engagement)

- **School leaders implement** a learning management system that is substantially complete in cultural relevance and anti-racism.
- **Assessments track** student progress in these areas, and school leaders have articulated explicit goals for student growth that they hold themselves and faculty accountable for.
- **School leaders empower** a group of teachers to help lead efforts to build effective opportunities for adult learning in the areas of culturally relevant, anti-racist curriculum and pedagogy.
- **School leaders engage** in regular dialogue with families about how to combat racism and other forms of oppression through curriculum and pedagogy, and how the backgrounds of all students can be reflected. (Engagement)

- **Teachers guidance and instruction** is generally good in its cultural relevance and its challenge to racism. Teachers report being comfortable in the use of curricular materials in these areas that are included in the learning management systems.
- **Most teachers report that opportunities for adult learning are** good and are connected with the learning management system. In addition, teachers report (and observers can see) a high degree of coordination between teachers in guiding students in discussions around anti-racism and the significance of the contributions made by many cultures.
- **Teachers engage** in dialogues with families around issues of how anti-racism and cultural relevance play out in their classrooms.

- **Most students can be observed** doing work that is culturally relevant and/or is explicitly anti-racist. Students report that this work is generally good.
- **Families report that they have discussed** the anti-racism and culturally relevant aspects of curriculum and pedagogy with their students’ teachers. They also note that they have received reports on how well their students are progressing in the use of tools to undermine racism and celebrating the cultures and backgrounds of others.

- **Students are observed being** fully engaged in class work that is culturally relevant and/or is anti-racist. Students report that this work is generally good to excellent.
- **Students and families** report that they work with the school to co-design and refine culturally relevant and anti-racist curriculum and pedagogy (Engagement).
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**Equitable Human Capital Strategy**

Breakthrough Schools are committed to ensuring their leadership, staff, and faculty are reflective of the students and families they serve. Moreover, they labor assiduously to overturn patterns of practice that push out educators of color.

**LEVERS**

- School leaders may practice "affirmative action" in *hiring practices*, but do little else systematically to make their faculties and staff reflective of the students and families they serve.
- The backgrounds of *school leaders* are generally similar to school leaders across the country (i.e., disproportionately female, overwhelmingly not of color or from economically disadvantaged backgrounds.)

**HIRING PRACTICES:** School casts a broad net in seeking out excellent potential educators and school leaders who reflect the backgrounds of the students they serve. School may build out career leaders to provide greater access to potential candidates of all backgrounds.

**EVALUATION:** School’s continuously examines and changes its processes of evaluating faculty and staff to ensure that they do not disadvantage effective people of color. Cultural competence is considered an important aspect of teacher quality.

**RETENTION:** School’s constantly adjusts its retention efforts to ensure that staff and faculty of color are retained in such a way as to help ensure school staff reflect the students and faculty they serve.

(**NOTE: CULTURE OF EQUITY** and **CURRICULUM AND PEDAGOGY** (above) are also germane to this section. In particular, schools need to be strong in providing *learning opportunities for adults* in such a way as to address issues of race and equity for them to be considered having a strongly equitable human capital strategy as well.)

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**Evaluators Should Attempt to Find 'Best Fit' Between ‘Emerging’ and ‘Adapting’ in Looking at School Leaders, Teachers, and Students & Families.**

In cases where schools generally fit ‘in between’ emerging and adapting, they should be rated “Adapting”.

**School leaders have implemented detailed *hiring, evaluation,* and *retention* policies that explicitly set goals around diversifying school leadership, faculty and staff — particularly with an eye toward increasing numbers of people of color.**

**School leaders themselves are close to being representative of students and families they serve.**

**School leaders, particularly teachers of color, report that *hiring, evaluation,* and *retention* policies are generally supportive of ensuring that faculty is reflective of students and families that the school serves.**

**Students and families report that the school leadership, faculty, and staff are generally reflective of the broader community.**

**Students and teachers report that they provide meaningful input in *hiring* and *evaluation* of educators.**

**Students of color report that they are encouraged to go into education (among other possible careers).**

**Families believe that the backgrounds of leaders, faculty, and staff are significantly more reflective of the students they serve than in other city schools.**

**Families report that they are regularly consulted about how well human capital strategies are working to ensure that school’s leaders and faculty are representative and inclusive.**
DESIGN PRINCIPLE III: Expansive Measures. Beyond the False Peak

Schools, too, have their own version of false peaks in annual (mandatory) state accountability tests. These tests matter for uncovering disparities and for tracking progress, but they can distract educators from deeper, more relevant learning goals. In breakthrough schools, educators embrace an expansive view of success—and how to measure it. Success is measured as cumulative, individualized progress toward deeper and more abstract knowledge—knowledge that might be demonstrated through original content creation or critical discourse. Breakthrough schools develop and refine metrics—qualitative and quantitative—to track progress, and they allow for multiple pathways and timelines to reach these goals. Breakthrough schools also know that some important things cannot be measured. They therefore embrace students and educators to invest time in intangibles, such as student attachment to learning and the creation of robust, tightly-woven communities. In breakthrough schools, state tests are like a climber’s false peak—a non-negotiable to reach and surpass, with ample reserves of stamina and drive left for the summit.

HOLISTIC STUDENT DEVELOPMENT

Outsiders of test scores, students are expected to develop in ways not typically reflected through traditional measures. Skills that help fuel success in school and career such as critical thinking, collaboration, creativity, and problem solving should be considered learning goals. Furthermore, schools prioritize for all faculty, staff, and students, social and emotional learning to build students’ ability to relate to each other and reinforce healthy behaviors. Breakthrough Schools, then, amply invest in every aspect of student development.

LEVERS

PRACTICES AND RESOURCES: School chooses, develops, refines, and implements tools nurturing holistic student development (e.g., curriculum, teacher “moves,” etc.).

ADULT LEARNING OPPORTUNITIES: School invests in the capacity of faculty and staff support holistic student development.

ROLES: Schools ensure that staff and faculty know their responsibilities in holistic student development and empower them to fulfill them.

RITUALS: School engages in regular collective school activities designed explicitly to reinforce efforts to develop students along non-academic dimensions.

TIME: The school devotes ample time across each day and the entire year are devoted to holistic student development.

ENGAGEMENT: School leaders, teachers, and staff clearly communicate their goals for holistic student development to families and other external stakeholders, who ultimately join in efforts to define and achieve it.

Traditional

- School leaders have deployed few, if any, levers to enable holistic student development in all classrooms.
- A majority of teachers can be observed putting some practices and resources to develop holistic student development in their classrooms. However, teachers may do so inconsistently. There is some collaboration between teachers in addressing this domain. Teachers report that while some time is devoted to developing students holistically, it is inadequate. Teachers engage families on issues of holistic student development primarily through one on one communication. While teachers acknowledge that at least one member of the leadership team (e.g., principal) is making headway in addressing student development holistically, they may report feeling disengaged or merely “following” the leadership.”

- Students and families report that there is little opportunity to develop skills outside of school (e.g., academic subjects or non-curricular faculty and staff). Students and families feel that student development is limited and does not move beyond academic work.

Emerging

- School leaders have elaborated practices and resources to bolster holistic student development in most classrooms.
- A majority of teachers can be observed putting some practices and resources to develop holistic student development in their classrooms. However, teachers may do so inconsistently. There is some collaboration between teachers in addressing this domain. Teachers report that while some time is devoted to developing students holistically, it is inadequate. Teachers engage families on issues of holistic student development primarily through one on one communication. While teachers acknowledge that at least one member of the leadership team (e.g., principal) is making headway in addressing student development holistically, they may report feeling disengaged or merely “following” the leadership.”

- Students and families can articulate what the goals the school has for student development aside from academic growth.
- Students can at times be observed taking a leading role in activities (e.g., forum) that foster holistic development.

Adapting

- School leaders build in more time to strengthen student holistic development in and out of district.
- Most teachers can be observed consistently using practices and resources for holistic student development. Teachers report that they regularly discuss how such practices and resources should be used with their colleagues and leaders.
- Teachers regularly engage with families about their students’ development in non-academic areas.

- School leaders closely integrate adult learning opportunities with the learning management system to develop faculty capacity to foster holistic student development.

- School leaders engage and empower a team of teachers alongside a member of the leadership team to speak/lead efforts in this area (e.g., peer leaders).

- School leaders engage in dialogue with parents about holistic student development.

Approaching

- School leaders co-design practices and resources for holistic student development with students and faculty. (Practices and resources have been vetted by outside experts.)
- School leaders co-design and implement adult learning opportunities around issues of holistic student development with faculty.
- While school leaders maintain ultimate responsibility for fostering student holistic development holistically, they aim to distribute leadership throughout faculty and student: stakeholders.
- Roughly equal amounts of time are devoted to holistic student development as to academic.
- School leaders’ co-design with students, families and other stakeholders key aspects of the school’s efforts to foster holistic student development (engagement).
- All teachers can be observed using practices and resources to foster holistic student development consistently.
- Adult learning opportunities enable a high degree of coordination between teachers in holistic student development. Teachers report that these learning opportunities are good or excellent.
- Teachers regularly engage in regular dialogue with students and families around the best ways they can foster each student’s development.
- Students can be observed regularly leading activities that foster holistic student development.
- Students and families report that they regularly co-design activities to foster holistic student development with school leaders holistically, and that their feedback is incorporated as practices and resources are continuously improved (engagement).
Holistic Measures of Success

Breakthrough Schools recognize the importance of building student success beyond what can be captured by traditional measures. Breakthrough schools use quantitative or qualitative tools that they develop, identify, and/or refine for this purpose. Students and parents understand these measures and use them as tools to further personal development. School leaders and teachers use these measures judiciously to encourage growth rather than set limits.

LEVERS

ADULT LEARNING OPPORTUNITIES: Schools invest in faculty and staff capacity to use non-traditional tools to track student progress and interpret results generated by them.

MEASUREMENT & ANALYSIS: Schools develop or use non-traditional tools to help all teachers, students, and families develop a holistic understanding of student growth and success. School has a system for analyzing the results generated by these tools.

ENGAGEMENT: School ensures that teachers, students, and families understand individual holistic developmental goals for students. At the highest level of execution, students become the owners and communicators of their holistic developmental needs and goals.

Traditional

- School leaders have deployed few, if any, levers to enable holistic measurement of student success in all classrooms.
- Individual teachers may use some measures of non-academic success, but their use of them is inconsistent and disconnected from other teachers' efforts. Teachers report little to no opportunities to learn more about such measures.
- Students and families have little, if any, understanding of how student success and growth is measured outside of traditional metrics.

Emerging

- School leaders have chosen and/or developed at least one other measure of student success in addition to standard metrics. Data gathered from this measure is analyzed, though this may be done inconsistently (measurement and analysis).
- Some teachers can be observed using and/or tracking student progress using the measure(s) deployed by school leaders (measurement and analysis).
- Students report that they know of non-traditional measures of success in use in the school and know their own 'results' on these measures (measurement and analysis).
- Families understand that the school's measures of intangible qualities are used to assist students' development and offer new areas for growth. Many report hearing their students' 'results' on them.

Adapting

- School leaders have deployed a set of measures of student success that enable them to track progress in holistic student development (not: measures chosen must be closely connected with goals chosen for holistic student development above) (measurement and analysis).
- Teachers report that while they have adult learning opportunities on how to use non-traditional measures of success, they need more support.
- Students and families report that they receive regular updates results from non-traditional measurements of success, and that these measures are helpful as they act to further their own (and their students') development (engagement).

Approaching

- School leaders can show how they use the results from their measurement and analysis of student progress in non-academic development to make adjustments to their school design and programming. The school’s chosen measurement tools have been vetted by outside experts.
- All teachers can be seen using and interpreting results from non-traditional measures of success consistently (measurement and analysis).
- Students and families report that they take an active role in refining and co-designing non-traditional measures of success. Students respond to teachers' feedback, and report that their input on activities and measurements is valued.
- Students and families report that they have little understanding of how student success and growth is measured outside of traditional metrics.
- Students report that they know of non-traditional measures of success in use in the school and know their own 'results' on these measures (measurement and analysis).
- Families understand that the school’s measures of intangible qualities are used to assist students' development and offer new areas for growth. Many report hearing their students' 'results' on them.

- School leaders provide regular adult learning opportunities in use and interpretation of non-traditional measurement tools.
- Teachers regularly engage with students and families around results from non-traditional measures of success, emphasizing the capacity of all students to grow along the dimensions measured.

- School leaders work closely with families and students to refine and, where necessary, add to non-traditional measures of success. (engagement).
- Teachers report that their students 'own' their results on non-traditional measures. They also report that they refine measures with their students and families and, where possible, co-design new measures.