

### **What Should We Change First?**

Let's assume that you are convinced that your school can do a better job of improving student performance. Let's further assume that the observations made thus far and your own experience have convinced you that improving student performance is inextricably tied to student engagement, and engagement for each student can only be accomplished through a more personalized academic and intellectual program. Finally, let's assume that you see a need for significant change in your school. Where do you begin? Which should you change first: School culture? School structures? Instruction?

Scholars, school leadership teams, and management experts have long struggled with this question with few definitive answers. Some argue that most high schools are structured in a way that will not allow the change in culture necessary to change instruction to meet the needs of all students. Changing structures *can be* the first step in changing instruction and culture (although not the ultimate step). Others argue that the culture of the school has to change before anything else can be accomplished. Without minimizing the importance of the debate, for the purposes of this handbook, suffice it to say that the three are highly interconnected, change is needed in all three areas, culture change must occur before change truly becomes effective, and each school will approach the challenge from a different perspective based on factors specific to the school's situation. While the approach may vary from school to school, however, there are a number of common strategies that have proven effective in supporting efforts to improve student performance.

Seven cornerstone strategies have been gleaned from the experiences of schools implementing strategies consistent with Breaking Ranks recommendations. The strategies are designed to give your school possible "entry points" to pursue fundamental changes—clearly your school's priorities and stage of reform may require different entry points or you may develop different strategies. This is merely one model of simplifying implementation by providing strategies that address more than one recommendation at a time. In other words, by implementing the strategy, you will have also implemented one or more Breaking Ranks recommendations. The strategies, not in any particular sequence in terms of implementation priority, are listed [below].

### **Break Ranks:**

#### **7 Cornerstone Strategies To Improve Student Performance**

1. Establish the essential learnings a student is required to master in order to graduate and adjust the curriculum and teaching strategies to realize that goal.
2. Increase the quantity and improve the quality of interactions between students, teachers, and other school personnel by reducing the number of students for which any adult or group of adults is responsible.
3. Implement a comprehensive advisory program that ensures each student has frequent and meaningful opportunities to plan and assess his or her academic and social progress with a faculty member.
4. Ensure teachers use a variety of instructional strategies and assessments to accommodate individual learning styles.

Together, these seven cornerstone strategies, if implemented effectively, will form the foundation for improving the performance of each student in your school. The seventh strategy, regarding professional development, underpins all others—and in most cases is required for each of the other 6 strategies to be adequately implemented. Too often, professional development programs do not have a coherent or strategic purpose, instead they relate to the interests of individual teachers. Placing professional development last allows the reader to see what the focus of the professional development program must be: acquiring the skills, knowledge, and disposition to implement the 6 previous strategies.

The strategies cross the somewhat artificial boundaries that have been established for the three clusters of recommendations (Collaborative Leadership and Professional Learning Communities; Personalization; Curriculum, Instruction, and Assessment). While the recommendations within those three clusters align with the seven cornerstone strategies, the recommendations themselves are somewhat discrete and may be more easily implemented through a strategy that takes into account the interdependence of changes within a school—hence the seven cornerstone strategies. Furthermore, even though each strategy has broad implications, from an appearance standpoint, seven strategies are considerably more palatable to discuss as first steps, than are dozens of individual recommendations. (Imagine for a moment attempting to get your leadership team, your faculty, your school board, or your superintendent to discuss, adopt, and take ownership of 31 recommendations—all in one sitting.)

Let's take a closer look at the 7 strategies to see how you can adopt them in your school.

**1. Establish the essential learnings a student is required to master in order to graduate and adjust the curriculum and teaching strategies to realize that goal.**

Actions to support this strategy include:

- Devise a process to formulate essential learnings that take into account state standards and the standards set by individual disciplines and the school community. While state standards are often beyond your control, the process related to identifying the school community's essential learnings might be similar to the one outlined in *Providing Focus and Direction Through Essential Learnings* (Westerberg, Webb, NASSP, 1997) [See page XX in Chapter IV for a possible model process for developing essential learnings in your school.]

Once the essential learnings have been established, actions to support adjusting the curriculum and teaching strategies to help students master the essential learnings might include:

- Focus on mastery, not coverage, focus on what is learned, not simply what is taught. Use student exhibitions, portfolios, and senior year or capstone programs to demonstrate mastery and learning rather than focusing on seat-time or the Carnegie Unit
- Raise the level of academic rigor in all classes (See Appendix 1 for a school self-assessment tool your team may want to use to assess perceptions about the level of rigor at your school; review the academic rigor planning pyramid to pursue some activities to make your program more rigorous; and review a model graphic for reporting your attempts at rigor to the community.)
- Open honors, Advanced Placement and International Baccalaureate classes to all students

- Initiate interdisciplinary instruction, teaming, and an appropriate emphasis on real-world applications
- Reorganize traditional departmental structures to integrate the school's curriculum to the extent necessary and emphasize depth over breadth of coverage
- Teach literacy across the curriculum
- Insist on heterogeneous grouping of classes
- Align student activities, service learning, and internships with essential learnings.

This strategy emphasizes the concept of “backwards design” or beginning with the end in mind. Once a school has determined what it is that students should know or be able to demonstrate in order to graduate, the school can decide on the actions to take to ensure students acquire the essential learnings.

**2. Increase the quantity and improve the quality of interactions between students, teachers, and other school personnel by reducing the number of students for which any adult or group of adults is responsible.**

Actions to support this strategy include:

- Reduce a large school into smaller units (houses, school-within-a-school, thematic units, 9<sup>th</sup> grade academies or other exclusive structures) under the direction of teaching teams who can get to know the strengths and weaknesses of each student.
- Reduce the number of students for which an individual teacher is responsible (in some cases this may mean reducing class size, but often more important is reducing the total number of students a teacher has during a semester/term/etc.).
- Create and implement interdisciplinary teams of both teachers and students that encourage shared responsibility for student learning.
- “Loop” teachers with students so that a group of students and teachers are teamed together for more than one year (e.g., groups of teachers would remain with the same group of students for 9<sup>th</sup> and 10<sup>th</sup> grades)

Reducing the size of the school and reducing the number of students for which a teacher has responsibility may not automatically improve student performance by themselves, but they may have an effect on the school environment and level of distraction and the number of disciplinary infractions. A change in student performance is more likely if these initiatives are combined with other efforts that take advantage of the reductions. Debate will continue into the foreseeable future about the ideal school size and the ideal class size; however, few would argue with the premise that improving the quantity and quality of interactions between students and teachers is a good idea. Moreover, one might ask, how many parents would contend that their son or daughter is receiving *too much* attention from teachers to address academic challenges?

While downsizing in and of itself is not a panacea for student improvement, recent research has made a compelling case for establishing smaller learning communities to set the conditions for improved student performance. In her analysis of the research, Cotton<sup>i</sup> highlights the following benefits of smaller learning communities:

- Achievement—“Those attending small schools achieve at higher levels than do students in larger schools, both on standardized achievement tests and other measures.... Researchers observe that the effects of smallness on achievement are indirect, being mediated through other small-school features as quality of the social environment and students sense of attachment to the school.”

- Equity—Poor and minority students have “notably higher achievement in small learning environments.”
- Affiliation/Belonging—Students and teachers have the opportunity to get to know and care about each other. Contrary to a large school population in which there are often more than enough students to participate and therefore it may go unnoticed that many students never participate, in small learning communities student participation in school activities is genuinely needed.
- Safety and Order—“An obvious benefit of student affiliation and belonging is increased order and safety. The full range of negative social behavior—from classroom disruption to assault and even murder—is far less common in small schools....”
- Truancy and Dropouts—“School attendance and graduation rates are higher in small schools generally and better still in deliberately small schools.”
- Preparation for Higher Education—More college bound students
- Extracurricular Participation—While “in small schools generally, levels of extracurricular participation are higher, and students report both having more important roles...and deriving more satisfaction from those activities,” many smaller learning communities participate with the larger school in the activities program.
- Teacher Attitudes and Satisfaction—Teachers “feel in a better position to make a real difference in students’ learning and general quality of life...have closer relationships with students and other staff; experience fewer discipline problems, and are better able to adapt instruction to students’ individual needs.”
- Curriculum Quality—Detractors of smaller schools stress that larger schools have more curricular offerings. Cotton’s review of the research points out that in the core areas smaller learning communities are comparable to larger schools and that in the larger schools other offerings are often taken advantage of by a very small percentage of students. Furthermore, Cotton says, “Gladden (1998) takes the typical curriculum argument and turns the tables: ‘Instead of being a deficit, the inability of small schools to differentiate students by offering a diverse curriculum seems to be an advantage. It forces small schools to teach a core academic curriculum in heterogeneous classes—and this factor is associated with a higher and more equitable level of achievement among students.’”
- Costs—Cotton counters the argument that small schools are not economical:
  - Required disciplinary and other administrative personnel required for larger schools “are so costly that, past a certain point, per pupil cost goes up—and keeps going up as the school grows larger.”
  - Researchers in a large-scale study of small schools in New York City “reasoned that a more useful comparison than cost per student is cost per student graduated, and by this measure they found that small schools, with their much higher graduation rates, are the most economical schools of all.”

**3. Implement a comprehensive advisory program that ensures each student has frequent and meaningful opportunities to plan and assess his or her academic and social progress with a faculty member.**

Actions to support this strategy include:

- Beginning with incoming students (either 9th graders or “transfer” students), institute a comprehensive transition program between the “feeder schools” and the high school. This specialized program can be done in conjunction with the larger advisory

program—or it can be a separate program—but it must provide an opportunity for an adult to get to know each student well so that the adult can continually assess whether the academic and school activities programs of the school are meeting the needs of the student.

- Establish a development program for advisors as well as a calendar, guidelines, and a proposed list of topics to be discussed in a small group advisory setting or in an individual setting between an advisor or Personal Adult Advocate and an individual student.
- Provide opportunities for students to lead discussions about their own progress and their accomplishments in the advisory and in adviser/teacher/family progress check-ups.
- Provide resources and time for students to research and investigate college opportunities and career choices.
- Require each student, in conjunction with his or her advisor *and* family, to prepare a Personal Plan for Progress that might include:
  - Reflections on personal aspirations and an academic and school activities strategy that may lead to realization of those aspirations
  - A review of personal learning styles
  - Areas of strength and areas for improvement
  - Specific products or portfolio items demonstrating accomplishment and progress in academic areas, school activities, sports, and school or community leadership. [See model Personal Plan for Progress in Appendix 2.]

Many schools either have an advisory program or have tried them in the past. Often these have been little more than “homeroom,” opportunities to distribute paperwork, or time for school announcements. Effective, well-planned advisory programs can offer much more. In *Changing Systems to Personalize Learning: The Power of Advisories*, the Education Alliance at Brown reviewed the research and found the following beneficial effects of an effective advisory program:

- Improved academic achievement, a reduction in failing grades, and an increase in test scores
- More students took college entrance exams
- 46 percent [of teachers] believed they influenced several of their advisees to improve their grades
- Significant improvement in student attitudes (improvement of 75% by one measure)
- Improved student-teacher relations
- Reduction in the number of dropouts
- Eased the transition to high school
- Served as a liaison for the parents

(See Appendix 3 for five key dimensions of an effective advisory program.)

#### **4. Ensure teachers use a variety of instructional strategies and assessments to accommodate individual learning styles.**

Practices to support this strategy include:

- Conduct instructional strategies inventories through observations to discover whether or not teachers are using a variety of strategies. [See Appendix 4.]

- Allow students to construct knowledge. An example offered by *Breaking Ranks*: teachers offer a list of key questions to guide this inquiry or provide students with the titles of books and articles that are pertinent to uncovering the knowledge. A student is then responsible “for unlocking the knowledge, analyzing it, synthesizing it, and presenting it as a body of material for which he or she has taken possession.”
- Provide development and teaming opportunities so teachers learn how to incorporate seminars, inquiry-based learning, cooperative learning, debates, field experiences, independent study, laboratories, reflection, and project-based learning into the traditional repertoire of lectures, question and answer period, etc.

Many schools incorporate some of these practices to a limited extent. But how prevalent are they across the curriculum? How many teachers still rely on lecturing for every class? Do you have a way to assess how often teachers are using a variety of strategies? What systemic ways does your school assess students’ individual learning styles? These are just a few of the questions that should be addressed as you review the practices associated with this strategy—practices proven to increase students’ level of engagement and improve academic achievement.<sup>ii</sup>

In addition to the benefit that learning is more memorable for students who are involved and engaged, the Education Alliance has found that schools they work with that implement this strategy have:

- Fewer students dropping out
- Improved class attendance rates
- Fewer discipline referrals
- Improved teacher attendance
- Improved test scores.<sup>iii</sup>

**5. Implement schedules flexible enough to accommodate teaching strategies consistent with the ways students learn most effectively and which allow for effective teacher teaming and lesson planning.**

Actions to support this strategy include:

- Increase the time allowed for sustained learning by adjusting the length of class periods
- Adjust length of school day
- Adjust length of school year; trimesters or year-round school
- Institute a.m/p.m. structures: mornings for class instruction, afternoons for work- and community-based learning, student activities, professional development, and integrated team planning
- Integrate the curriculum to allow for more
- Implement teacher and student teaming
- Increase the frequency and improving the opportunities for common planning time for teachers
- Take advantage of community-based learning opportunities aligned with essential learnings (taking classes at local college, internships, independent study, etc.)
- Create small units to improve the quantity and quality of student-teacher interaction.

This strategy purposefully incorporates several concepts: flexible time, individual learning styles, and preparation for implementing effective teaching strategies. Flexible scheduling should support instruction, it should not be a goal in and of itself. Implemented in isolation of

other instructional changes, flexible schedules will simply permit teachers to teach the same way they always have *for longer periods*. Without preparing faculty for flexible scheduling and without a comprehensive understanding of the use of various strategies to accommodate individual learning styles, flexible scheduling will not achieve its intended results. Conversely, done properly, “flexible scheduling and faculty teamwork allow for a level of depth and an interdisciplinary approach that provides students with a much richer educational experience.”<sup>iv</sup> In general, flexible scheduling can also lower the overall frenetic pace of the school: students aren’t racing from class to class (and don’t need to be encouraged to do so, thereby eliminating opportunities for unnecessary confrontation), teachers have more than a three-minute timeframe to switch their mindset from 9<sup>th</sup> grade algebra to 10<sup>th</sup> grade geometry, and roll call and other administrative tasks do not occupy such a high percentage of what should be learning time.

The Vermont High School Task Force, in its review of the research, discovered these additional benefits of flexible scheduling:<sup>v</sup>

- Students can concentrate on a smaller number of courses at one time, typically four instead of the usual six or seven;
- When teachers are responsible for smaller numbers of classes and students, they are able to establish closer relationships with their students, which has been found to be one of the most important influences on student motivation;
- Longer classes allow teachers to design and implement better project- and work-based learning opportunities.
- Collaboration among teachers and with business partners is facilitated.

**6. Institute structural leadership changes that allow for meaningful involvement in decision-making by students, teachers, family members and the community *and* that support effective communication with these groups.**

Actions to support this strategy include:

- Formalize participation of students, teachers, family and community members in site-based decision-making teams, school leadership councils, strategic planning and school improvement teams, etc.
- Develop a program to support student Personal Plans for Progress that allow students to plan their learning and the activities to support it.
- Institute student-led conferences in which the students lead the discussion (e.g., students would lead the discussion about strengths and areas of improvement in the parent/teacher/student conference)
- Provide student government and other leadership forums with opportunities to be included in discussions of substantive issues.
- Offer families significant opportunities to monitor student progress on a regular basis (i.e., report cards are not enough)
- Encourage family and community members to become involved in curriculum and fiscal conversations
- Meet with families on weekends, at home or accommodate work schedules in other ways.

Schools should not underestimate the power that gaining the trust of families and parents can play in gaining the trust of students. Despite the research indicating that students whose parents stay involved tend to fare better academically and socially than others, families become less and less involved as students progress from elementary to middle school to high school.<sup>vi</sup> This disconnect has happened for any number of reasons but, as Breaking Ranks

reminds us, commitment from both families and students is essential to improved student engagement...

People more readily commit themselves to an institution that accords them a measure of influence over its operations. ...[There is] merit in including students on various committees that determine policies that affect discipline, grading standards, and participation on sports teams. A high school that follows such a philosophy will do all it can, for example to foster a viable student government. It will also convene forums in which students can share ideas about school reform and equip students with mediation skills so that they can help resolve problems in the school. Young people learn how to exercise responsibility by having the chance to do so. Students should know that things do not just happen to them, that they can act to affect outcomes.

**7. Align the school-wide comprehensive, ongoing professional development program and the individual Personal Learning Plans of staff members with the content knowledge and instructional strategies required to prepare students for graduation.**

Actions to support this strategy include:

- Align the school-wide professional development program with the essential learnings, content and performance standards and instructional strategies established in strategy 1.
- Ensure each educator creates a Personal Learning Plan that addresses his or her need to grow, stressing knowledge and skills related to improved student learning and aligned with the school's essential learnings. Just as each student's Personal Plan for Progress provides opportunities for a student to reflect upon goals and progress toward reaching those goals, *Breaking Ranks* reminds us that the Personal Learning Plan for each staff member will facilitate self-appraisal and that "self-reflection becomes more effective when pursued in a formal and systematic way." The plans should draw on
  - Portfolios teachers maintain of their teaching activities
  - Observations by supervisors and colleagues
  - Appraisals that students make of teachers
  - Teachers' own professional reflections.
- Institute a formal, comprehensive orientation program for new- and transfer-teachers
- Provide opportunities for teachers to teach teachers what they have learned from various professional development seminars, conferences, etc.
- Develop a mentoring process
- Align the hiring process and subsequent professional development to ensure skills of new teachers can meet the challenges incumbent in instituting the first 6 cornerstone strategies.
- Encourage frequent teacher-to-teacher observation with feedback tied to providing a specific course for professional development.

As previously noted, professional development is critical to the success of the other six strategies: establishing and implementing essential learnings, improving the quality of interactions in your school, instituting an effective advisory program, using a variety of instructional strategies and assessments, implementing flexible schedules, and increasing the substantive involvement of families, students, and the community. How to support a comprehensive, ongoing professional development program in the context of building a professional learning community and bringing

about changes in your school systematically through effective school leadership will be discussed in greater detail in the next chapter.

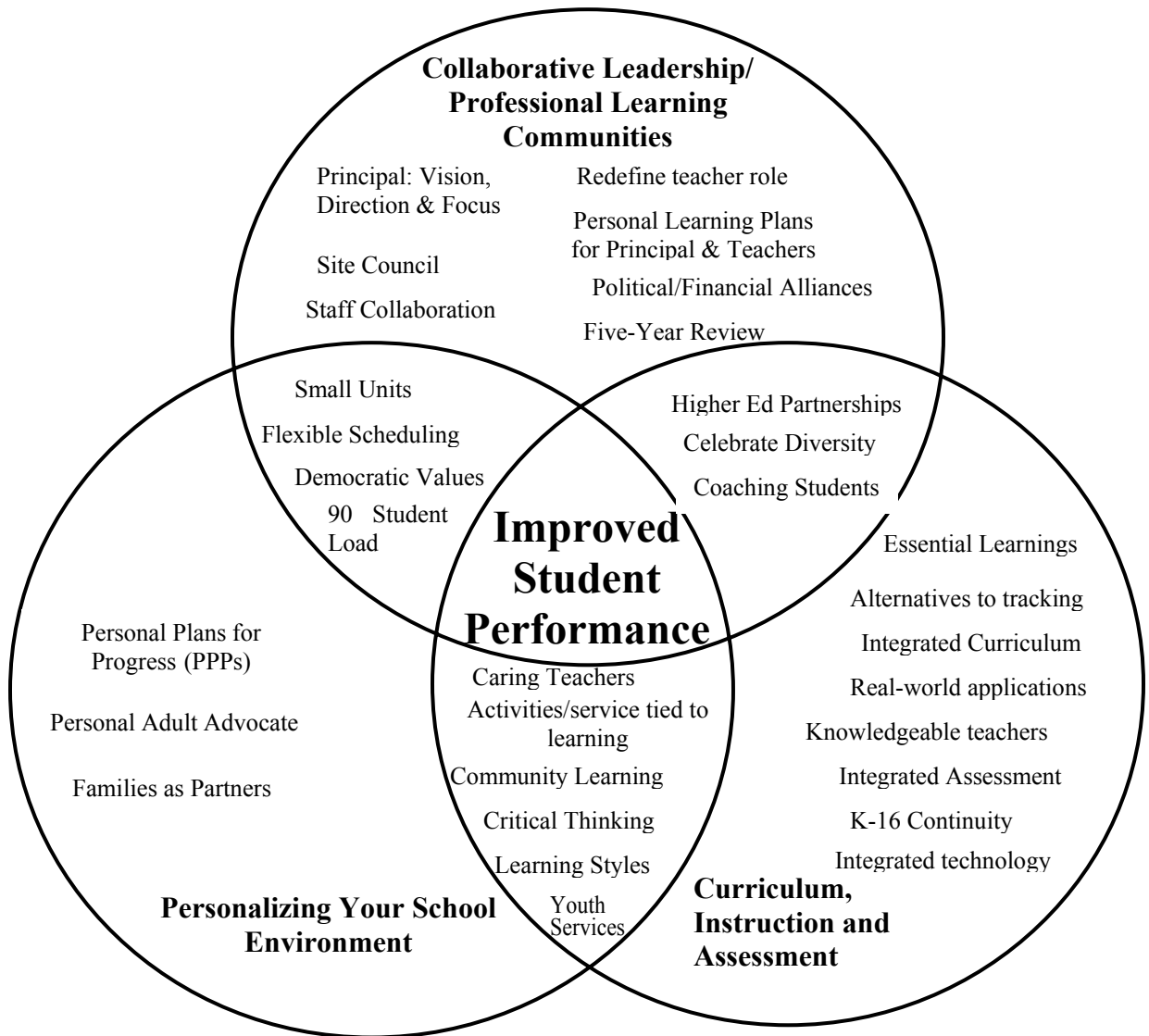
### **7 Strategies: A Good Beginning**

Before proceeding to the “how-to” of change, a look at the comprehensive and interdependent nature of “what” must be changed is necessary. The seven strategies are just a beginning—albeit a complex and intensive beginning. *Breaking Ranks* reminds us that...

*As a complex institution, the high school comprises many interlocking parts. Alter one element and you affect others. Thus, the recommendations that we offer...are best viewed as a series of connected proposals that in many instances depend on implementation in one area for success in another.... Piecemeal change may lead to some positive results, but it is not apt to be as effective as efforts that reach into the various parts of the system, in other words, systemic reform. High schools need more than tinkering.*<sup>vii</sup>

The seven strategies outlined in this chapter provide a means for implementing the 31 core recommendations gleaned from *Breaking Ranks*. Assigning the recommendations to three “clusters” as we have done may simplify implementation and “digestion” of the material, however, it is important to understand the interdependence of the recommendations. The following diagram listing an abbreviated version of the 31 recommendations within the three clusters provides a graphic illustration of that interdependence. (The complete text of each recommendation can be found immediately following the graphic.) Discussion of the three clusters and the recommendations supporting them will be the focus of the remainder of this handbook.

**Connecting Breaking Ranks Recommendations in High School Renewal**  
(Source: John Clarke)



## Breaking Ranks II Core Recommendations

<b>Collaborative Leadership &amp; Professional Learning Communities</b>	<b>Personalization and the School Environment</b>	<b>Curriculum, Instruction, &amp; Assessment</b>
<ul style="list-style-type: none"> <li>• The principal will provide leadership in the high school community by building and maintaining a vision, direction, and focus for student learning.</li> <li>• Each high school will establish a site council and accord other meaningful roles in decision-making to students, parents and members of the staff in order to promote student learning and an atmosphere of participation, responsibility and ownership.</li> <li>• A high school will regard itself as a community in which members of the staff collaborate to develop and implement the school's learning goals.</li> <li>• Teachers will provide the leadership essential to the success of reform, collaborating with others in the educational community to redefine the role of the teacher and to identify sources of support for that redefined role.</li> <li>• Every school will be a learning community for the entire community. As such, the school will promote the use of Personal Learning Plans for each educator and provide the resources to ensure the principal, teachers, and other staff members can address their own learning and professional development needs as they relate to improved student learning.</li> <li>• The school community will promote policies and practices that recognize diversity in accord with the core values of a democratic and civil society and will offer substantive ongoing professional development to help educators appreciate issues of diversity and expose students to a rich array of viewpoints, perspectives, and experiences.</li> <li>• High schools will build partnerships with institutions of higher education to provide teachers and administrators at both levels with ideas and opportunities to enhance the education, performance, and evaluation of educators.</li> <li>• High schools will develop political</li> </ul>	<ul style="list-style-type: none"> <li>• High schools will create small units in which anonymity is banished.</li> <li>• Each high school teacher involved in the instructional program on a full time basis will be responsible for contact time with no more than 90 students during a given term so that the teacher can give greater attention to the needs of every student.</li> <li>• Each student will have a Personal Plan for Progress that will be reviewed often to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods for learning in an effort to meet high standards.</li> <li>• Every high school student will have a Personal Adult Advocate to help him or her personalize the educational experience.</li> <li>• Teachers will convey a sense of caring so that students feel that their teachers share a stake in student learning.</li> <li>• High schools will develop flexible scheduling and student grouping patterns that allow better use of time in order to meet the individual needs of students and to ensure academic success.</li> <li>• The high school will engage students' families as partners in the students' education.</li> <li>• The high school community, which cannot be value-neutral, will advocate and model a set of core values essential in a democratic and civil</li> </ul>	<ul style="list-style-type: none"> <li>• Each high school will identify a set of essential learnings - above all, in literature and language, writing, mathematics, social studies, science, and the arts - in which students must demonstrate achievement in order to graduate.</li> <li>• Each high school will present alternatives to tracking and to ability grouping.</li> <li>• The high school will reorganize the traditional department structure in order to integrate the school's curriculum to the extent possible and emphasize depth over breadth of coverage.</li> <li>• The content of the curriculum, where practical, should connect to real-life applications of knowledge and skills to help students link their education to the future.</li> <li>• The high school will promote service programs and student activities as integral to an education, providing opportunities for all students that support and extend academic learning.</li> <li>• The academic program will extend beyond the high school campus to take advantage of learning opportunities outside the four walls of the building.</li> <li>• Teachers will design high quality work and teach in ways that engage students, encourage them to persist and, when the work is successfully completed, result in student satisfaction and their acquisition of knowledge, critical thinking and problem solving skills, and other abilities valued by society.</li> <li>• Teachers will know and be able to use a variety of strategies and settings that identify and accommodate individual learning styles and engage students.</li> <li>• Each high school teacher will have a broad base of academic knowledge with depth in at least one subject area.</li> </ul>

<p>and financial relationships with individuals, organizations, and businesses to support and supplement educational programs and policies.</p> <ul style="list-style-type: none"> <li>At least once every five years, each high school will convene a broadly-based external panel to offer a Public Description of the school, a requirement that could be met in conjunction with the evaluations of state, regional, and other accrediting groups.</li> </ul>	<p>society.</p> <ul style="list-style-type: none"> <li>High Schools, in conjunction with agencies in the community, will help coordinate the delivery of physical and mental health and social services for youth.</li> </ul>	<p>depth in at least one subject area.</p> <ul style="list-style-type: none"> <li>Teachers will be adept at acting as coaches and facilitators to promote more active involvement of students in their own learning.</li> <li>Teachers will integrate assessment into instruction so that assessment is accomplished using a variety of methods and does not only measure students, but becomes part of the learning process.</li> <li>Recognizing that education is a continuum, high schools will reach out to elementary and middle level schools as well as institutions of higher education to better serve the articulation of student learning and to ensure that at each stage of the continuum, stakeholders understand what will be required of students at the succeeding stage.</li> <li>Schools will develop a strategic plan to make technology integral to curriculum, instruction, and assessment, accommodating different learning styles and helping teachers to individualize and improve the learning process.</li> </ul>
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<sup>i</sup> New Small Learning Communities: Findings From Recent Literature, Kathleen Cotton, December 2001.

<sup>ii</sup> Breaking Ranks—need to look up reference under instructional strategies.

<sup>iii</sup> Education Alliance at Brown, Roundtable discussion of benefits.

<sup>iv</sup> write Fine and Somerville...(1998a, 106) see Cotton

<sup>v</sup> *High Schools on the Move: Renewing Vermont's Commitment to Quality Secondary Education*, Vermont High School Task Force, Vermont Department of Education, Montpelier, Vermont, August 2002, p. 34...

“As described in *Aiming High: Strategies to Promote High Standards in High Schools*, flexible scheduling is described as a “build-ing block for other aspects of school renewal and offers many benefits:...”

<sup>vi</sup> Breaking Ranks

<sup>vii</sup> Breaking Ranks p. 6, intro.