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**ROBUST AND  
EQUITABLE  
MEASURES TO  
INSPIRE QUALITY  
SCHOOLS**

**RESEARCH TOOLS AND  
RESOURCES GUIDEBOOK**

## Robust and Equitable Measures to Inspire Quality Schools (REMIQS) is a KnowledgeWorks project undertaken in partnership with WestEd.



KnowledgeWorks is a national nonprofit organization advancing a future of learning that ensures each student graduates ready for what's next. For more than 20 years, we've been partnering with states, communities and leaders across the country to imagine, build and sustain vibrant learning communities. Through evidence-based practices and a commitment to equitable outcomes, we're creating the future of learning, together. [KnowledgeWorks.org](https://KnowledgeWorks.org)



WestEd — a nonpartisan, nonprofit research, development and service agency — works with education and other communities throughout the United States and abroad to promote excellence, achieve equity and improve learning for children, youth and adults. [WestEd.org](https://WestEd.org)



CHARLES AND LYNN  
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# CONTENTS

<b>Introduction</b>	4
<b>About the REMIQS Project</b>	5
<b>Phase I: Conceptual Framework</b>	6
<b>Phase II: Preparation</b>	7
Build your research team, engage in equity and positionality training and recruit high school research sites	
<b>Phase III: Collaboration with School Partners</b>	12
Set the foundation for the partnerships you are building	
<b>Phase IV: Data Planning and Collection</b>	14
Review, revise and finalize the guiding conceptual framework and research questions, design a data analysis plan and the companion research protocols and tools	
<b>Endnotes</b>	18

## TOOLS AND RESOURCES

The Name Game	20	Consent Form for Parent / Guardian of Minor Student	69
Differences Among Difference	21	Consent Form for Student Aged 18+	71
Group Resume	22	Consent Form for Parent / Guardian / Community Member	73
Courageous Conversations Compass	24	Remote Data Gathering and Analysis Plan	75
Equity and Educational Debt	25	Archival Document Review Template	77
Naming the Elephant in the Room	31	Student Focus Group Protocol	88
Culture and Social Identity Mapping	33	Teacher Focus Group Protocol	93
Positionality Reflection Scenarios	41	Principal and Administrators Focus Group Protocol	99
Project Recruitment Plan	43	Parent / Guardian Focus Group Protocol	105
School Profile Sheet	46	Community Member Protocol	110
Recruitment Flyer	47	Site Observation Tool	115
Recruitment Scripts	49	Site Visit Debrief Tool	118
Recruitment Meeting Note Taking Tool	53	Site Visit Scheduling Template	120
Letter of Commitment	54	Focus Group Recruitment Flyer	127
Memorandum of Understanding	56		
Consent Form for District Staff	67		

# INTRODUCTION

This guidebook provides recommendations for designing and conducting qualitative research with or within high schools where historically marginalized yet resilient students tend to thrive and outperform demographically similar high schools. It is intended to be useful to researchers, system leaders, school administrators, educators and community members interested in conducting equity-centered, school-based investigations to understand the factors that have contributed to academic success for historically marginalized yet resilient students.

Created to be adaptable to meet your specific needs and contexts, this guidebook is organized into four main sections, each corresponding to a phase of the Robust and Equitable Measures to Inspire Quality Schools (REMIQS, pronounced “re-mix”) project process:



This guidebook’s contents can be followed sequentially or in the order that is most useful for you and your team.

# ABOUT THE REMIQS PROJECT

The Robust and Equitable Measures for Inspiring Quality Schools (REMIQS) project was designed to identify and understand the practices of high schools in traditional settings that demonstrate strong outcomes for historically marginalized yet resilient students.<sup>1</sup>

As part of the REMIQS project, KnowledgeWorks and WestEd partnered to conduct quantitative and qualitative research to learn how schools that serve historically marginalized yet resilient students can promote strong academic, postsecondary, career and civic outcomes for these students as well as promote social justice and equity.<sup>2</sup> KnowledgeWorks staff and the REMIQS Advisors and Stakeholder Committee members<sup>3</sup> provided guidance to the WestEd team on all project activities.

Three overarching questions guide the REMIQS project:

1. Where are the strongest high schools in traditional settings that consistently promote rigorous outcomes for the most vulnerable students?<sup>4</sup>
2. What are the policies, programs, practices and features of high schools that have academically outperformed demographically similar high schools for historically marginalized yet resilient students?
3. What are the schooling experiences of students at these high schools, and how are these experiences shaped by policies, programs, practices and features that support students' academic success?

To answer the first research question, WestEd researchers developed a statistical model to identify schools in five states – Arizona, Kentucky, Massachusetts, Texas and Virginia – that have outperformed demographically similar high schools on various measures, including standardized performance data, graduation rates and college-going rates, and to identify counterfactual schools.<sup>5</sup> The research team gathered data from high schools in the five states and ran the model to identify three schools in each state:

- » A **Tier 1** school whose outcomes for historically marginalized yet resilient students exceed predicted outcomes between 2010 and 2019
- » A **Tier 2** school with outcomes for historically marginalized yet resilient students that align with predicted outcomes
- » A **Tier 3** school with outcome measures for historically marginalized yet resilient students that fell below the predicted outcomes<sup>6</sup>

The team then compared the REMIQS methodology with the accountability methods in the five states, the resulting school rankings and the equity implications of the similarities and differences.<sup>7</sup>

Another part of the REMIQS project was to design and support a year-long Youth Participatory Action Research (YPAR) class in a Tier 1 REMIQS school where students engaged in research projects to make positive change in their school.<sup>8</sup>

In partnership with KnowledgeWorks, WestEd prepared to conduct a REMIQS research study to understand the policies, practices and features of high schools whose historically marginalized yet resilient students have outperformed demographically similar high schools (research questions two and three). Although this research was not conducted due to challenges associated with the COVID-19 pandemic and states' and districts' reluctance to investigate equity, the team developed a qualitative framework with related tools and protocols in preparation for the planned study. This guidebook shares those tools and protocols so that others may use them.

The first step in creating your research project is to develop a conceptual framework that will guide your investigation. The conceptual framework names the focus of the investigation and the questions you want to answer. Informed by existing research and ideally shaped in consultation with partners, conceptual frameworks are often developed by the project leaders along with, or prior to, building a research team. Conceptual frameworks answer the questions: What do you want to study? What key areas of inquiry will you prioritize?

The REMIQS conceptual framework is organized into four broad domains that guided the development of the REMIQS research questions and the related tools and protocols:

1. Rigorous, responsive and sustaining teaching and learning
2. Equitable and effective school structures and resources
3. Safe and supportive school culture and climate
4. Authentic partnership with families and communities

Based on your conceptual framework, it is useful during this phase to draft the project research question or questions.<sup>9</sup> Research questions should be:

- » Clear, to make the purpose of your research understandable
- » Specific, so they can be answered thoroughly
- » Complex, to require analysis and synthesis
- » Feasible, so they can be answered within your constraints (financial, human resources, etc.)

## PHASE II

## PREPARATION

During the preparation phase of the research, you will build your research team if you have not already done so. After the members of your team are identified, the group can engage in equity and positionality training and recruit high school research sites. These activities will occur simultaneously as you prepare to conduct your research project. Below are key steps described in more detail.



Positionalities are the various intersections that make up your identity, including your experience of race, ethnicity, language, religion, gender identity, sexual orientation, age, national origin, physical or cognitive ability, socioeconomic status and other such characteristics.

### Build your research team

As you build your research team, select members with diverse backgrounds, expertise and experiences who are committed to gaining a deeper understanding of the historical, political and cultural contexts of the students, schools and communities you intend to study. When your team actively explores the specific context and environment surrounding your research site or sites, they will be better prepared to build connections, adequately assess needs and broker understanding among the research team, site leadership and participants. Intentionally selecting a diverse team that is committed to equity-centered research is one of the many strategies included in WestEd’s [“Anti-Racist Evaluation Strategies Guide,”](#) which helped guide the REMIQS work and provided anti-racist strategies for all project stages.

### Engage in equity and positionality training

Having your team participate in equity and positionality training can boost their capacity to identify, analyze, respond to and support equity in your research and ensures that all members are working with the same definitions, approaches and understandings. Understanding and working toward equity is an ongoing process that requires you along with your partners to examine the causes and consequences of disparities in access and opportunity throughout educational policies, practices and systems.<sup>10</sup> Engaging in ongoing training and reflection sessions throughout the project to share challenges and successes and deepen your shared commitment to equity-centered work can also be beneficial.

These trainings should include having each team member and the collective team draft positionality statements to ground themselves in this work. Your team’s engagement throughout

the project is constructed by and through your positionalities and the team’s collective understandings. Positionality statements are descriptions of how a researcher’s identities relate to their engagement in a project, including their ideological biases and assumptions as well as how others may perceive them during data collection. The statements should describe the identities and experiences salient to how each researcher makes sense of the world and how these understandings relate to the team’s collective approach to the work (e.g., conceptual and methodological choices). The REMIQS researchers recommend that team members share and discuss their individual positionality statements. Next, the team can collaborate to develop a positionality statement that reflects all members. This process enables the team to learn more about one another and how they come to the work. It can also help build community among the group.

The REMIQS research team developed equity and positionality training materials, including PowerPoint slides for each activity. These materials are available for you to incorporate into your training sessions.

- » See: [“The Name Game”](#)
- » See: [“Differences Among Difference”](#)
- » See: [“Group Resume”](#)
- » See: [“Courageous Conversations Compass”](#)
- » See: [“Equity and Educational Debt”](#)
- » See: [“Naming the Elephant in the Room”](#)
- » See: [“Culture and Social Identity Mapping”](#)
- » See: [“Positionality Reflection Scenarios”](#)

## Recruit high school research partners

Recruiting high schools to partner with you on research can be time-consuming. If possible, begin the recruitment process at least a year prior to data collection to give ample time to develop a recruitment plan, prepare recruitment resources, gather preliminary site information, assess the social and political climate, create a list of potential sites and recruit your partners.

## Develop a recruitment plan

The first step of recruiting is to develop a recruitment plan that includes:

- » Preparing for outreach, including gathering contacts and researching school- and district-level information
- » Determining the number of staff on your team who will participate in the process and the roles they will play in the research process
- » Creating a description of the system for tracking and documenting the recruitment process
- » Delineating specific steps that the recruitment team will take to reach out to potential sites—and the district, if needed—from the initial contact to a formal recruitment meeting

See: “[Project Recruitment Plan](#).”

## Prepare recruitment resources and tools

Useful resources and tools to use during recruiting include school profile sheets, recruitment tracker, outreach brochures, sample recruitment email and phone scripts as well as a recruitment meeting note-taking tool. The following list includes examples from the REMIQS project.

### School profile sheet

To ensure that the recruiter has school-level information available, create a profile sheet for every school that you plan to contact. The “School Profile Sheet” included location, student demographic information, school-level achievement and ranking data, special features, innovations and approaches that are highlighted

on the school’s website and any references to issues or legislation relevant to equity-centered education.

See: “[School Profile Sheet](#)”

### Recruitment tracker

The recruitment process is complex, detailed and ever-changing. To stay abreast of all recruitment activities, develop a continually updated online tracking system that is easily accessible and usable for all research partners.

### Outreach brochure

A brochure is an effective way to share detailed but concise information with busy district and school leaders. A brief overview of the importance and benefits of the project, the theoretical framework, research questions, research methods, school commitments and rough project timeline can be useful to include.

See: “[Recruitment Brochure](#)”

### Recruitment email and phone scripts

Develop sample email messages and phone conversation scripts to ensure that the information conveyed is similar across team members and potential sites. Reading a script or sounding overly polished could be perceived as inauthentic and negatively impact the chances of developing a partnership. Recruiters should use the scripts as a guide for ensuring they share critical content during phone conversations

See: “[Recruitment Scripts](#)”

### Recruitment meeting note taking tool

Using a shared online note taking tool for recruitment meetings will ensure that information is documented and accessible to the research team. The tool does not need to be complex or overly detailed. The main purpose of this tool is to keep information organized, shared and accessible.

See: “[Recruitment Meeting Note Taking Tool](#)”

## Assess the social and political climate

There are some political, social and performance characteristics of schools, districts and states that are conducive to engaging in equity-centered research. Finding schools with these characteristics may increase the chances of identifying and selecting sites that will be successful research partners. The following points describe schools that have some recommended characteristics:

- » Schools that are explicitly or implicitly committed to equity-centered education, including culturally responsive and sustaining education; family and community engagement; and restorative practices
- » Schools that engage in discussions and analyses of equity, bias and/or systemic oppression in education
- » Schools with promising outcomes among historically marginalized yet resilient student groups

The REMIQS research project was designed to be conducted in partnership with high schools with positive outcomes for historically marginalized yet resilient student groups. Consider targeting similar schools if you share similar research questions and you want to highlight practices or school characteristics that may be associated with historically marginalized yet resilient students' success.

Suggested strategies for assessing the local climate of potential partners include:

- » Research current and upcoming school, district and state policies that may dictate what research can and cannot be conducted in schools. Based on the REMIQS research team's experience, pay particular attention to policies that may constrain the types of questions that can be asked of students in interviews, focus groups and/or surveys
- » Review publicly available information, including school board meeting minutes and local news coverage
- » Engage in conversations with existing contacts at prospective sites; these contacts may include school leaders, teachers, parents/guardians and community members

- » Investigate if local and state leaders have expressed support or opposition for policies, initiatives or research related to your project
- » Investigate if parent/guardian and/or community groups have organized to support or oppose policies, initiatives or research related to your project

## Create a list of prospective research partners

Once you have assessed the political and social climate, you will need to narrow down a list of prospective sites (Patton, 2002; Yin, 2009). Other relevant factors to consider when creating your final list may include:

### Existing relationships and partnerships

Research teams may have established working relationships with schools and communities – or individuals who can facilitate such connections – that may lead to a more streamlined recruitment process and support from interested parties in the community.

### Funder recommendations

If your funder or advisory group has identified specific sites to include, assess whether they are a good fit for partnership and be prepared, if needed, to potentially commit extra time to establish and strengthen relationships with these districts and schools.

### New legislation

Pay close attention to state statutes and local district and school policies to see if any restrict educators' dialogue, inquiry and/or curriculum, particularly if such items involve content related to equity, justice, bias and/or oppression for historically marginalized yet resilient populations in and outside of school. Such restrictions may impact the feasibility of having a successful research partnership. For instance, a state statute prohibiting researchers from asking questions that may make research subjects uncomfortable may limit your team's ability to examine research questions centered on (in)equity and social justice.

## Begin the recruitment process

Working from your prospective partner list and using the resources you developed, begin the recruitment process as described in your recruitment plan.

Even with a strong recruitment plan and materials, the process of identifying partners can be challenging. Below are some additional recruitment tips and tricks.

- » Recruitment is time-consuming, so make sure you allocate the appropriate amount of time and resources. A good rule of thumb is to give yourself more time than you think you will need.
- » Be clear about the partnership “must-haves” and “nice-to-haves.” Remember that the team will not always be able to recruit the perfect partner, but there are some partner characteristics that are essential to your research design.
- » Be prepared but not overly polished. Coming across as too practiced or polished can sound inauthentic and “salesy” which can make your pitch less compelling.
- » Make your target list 10 to 20 times larger than your sample goal. The more prospects you have, the better.
- » Keep calling and emailing. It can take many contacts before you actually talk to the person you are targeting.
- » Remember that the answer is not “no” until they actually say “no.”
- » Do not overpromise. Promising more than can be provided is unlikely to result in a trusting partnership.
- » Be willing to adjust your plans and layer on recruitment activities as needed—add social media, reach out to new partners or recruit with another project. Leave no stone unturned.

## PHASE III

## COLLABORATION with High School Research Partners



### Formalize High School Site Partners



### Develop and strengthen relationships with high school partners

### Formalize high school site partners

Once sites have committed to participating in the research project, there are a few more resources to develop that will set the foundation for the partnerships you are building, including a letter of commitment and a memorandum of understanding. Prior to conducting the research, you will need to get Institutional Review Board approval. Now is also a good time to work with your partners to develop participant consent forms as needed for each site.

#### Letter of Commitment

A letter of commitment should be sent to each school and/or district partner soon after they agree to participate in the study. The letter should include a brief description of the project, a summary of the expectations for each party and a reference to a forthcoming formal memorandum of understanding. This letter will confirm the partner's commitment to the project.

See: "[Letter of Commitment](#)"

#### Memorandum of Understanding (MOU)

All parties should sign an MOU detailing the research activities. Share a draft MOU that outlines the purpose and scope of the project, the relationship among the parties, the roles and responsibilities of each party, the research activities and the associated dates and the primary contact or contacts at each institution. Importantly, the MOU may also include a Data Sharing Agreement (DSA) describing data elements that partners will share to support the project. It may also detail the recipients, types

and amounts of any stipends, inducements, rewards or other forms of compensation if relevant. See: "[Memorandum of Understanding](#)"

#### Institutional Review Board (IRB)

An IRB is an administrative body established to protect the rights and welfare of human research subjects. Researchers need IRB approval before conducting research. In some cases, a district may require that its IRB approve the project even if another IRB has already approved the work. Research protocols (such as interview and focus group protocols and site observation tools) will need to be included in the IRB application. Draft protocols will sometimes suffice. See the "[Develop Research Tools and Protocols](#)" section in this guide for more information and examples.

Many schools and districts have limited staff dedicated to IRB processes and must set specific submission dates far in advance of any data collection to ensure proposals receive adequate review. Therefore, it is best to check on such dates and processes early, perhaps in the recruitment phase, to be sure you are prepared to submit materials when and how they are required.

#### Consent Forms

All research participants must sign a consent form before participating in interviews and focus groups. Each district will have consent form requirements that must be adhered to.<sup>11</sup> Be prepared to professionally translate all consent forms into the languages spoken by the school's students and families.

- » See: [“Consent Form for District Staff”](#)
- » See: [“Consent Form for Parent / Guardian of Minor Student”](#)
- » See: [“Consent Form for Student Aged 18+”](#)
- » See: [“Consent Form for Parent / Guardian / Community Member”](#)

## Develop and strengthen relationships with high school partners

Establishing robust communication systems and building trust are essential to a productive research partnership. The following strategies can help foster smooth and lasting working relationships.

### Identify a primary contact at the district and school

Your research project will likely involve both district- and school-level staff. To streamline communication, identify a primary contact at the school site and a primary contact at the district office. The primary contact will coordinate site visits, schedule meetings and communicate information about the project within the school and the broader school community. Ideally, the primary contact will also communicate with the district. In some cases, the district will also request to work directly with the research team.

### Schedule recurring meetings

Given everyone’s busy schedules, scheduling recurring meetings with the primary contact at the school site and other school or district staff is helpful. Having recurring meetings on the calendar helps ensure partners appropriately reserve time to check in as needed. During slow periods, you can always cancel meetings if they are not needed.

### Create opportunities to strengthen relationships

Strong relationships are essential between project leadership, district leaders and site staff so there is trust and openness to address challenges or concerns if they arise. The broader research team should also develop a rapport with site staff because many will visit and collect data.

Starting each meeting with an engagement activity is a great way to deepen working

relationships. Some engagement activities may be project-related, like a quick check-in about the site’s response to previous or upcoming activities; other engagement activities may be intentional opportunities to learn more about your colleagues by, for example, having each participant answer an interesting question. Once you are immersed in data collection, presenting a recent data point you have gathered and then discussing its meaning can be a productive, illuminating and even fun icebreaker. Such a conversation can build interest in the project, help anticipate additional findings and strengthen connections among partners as they individually and collectively interpret data.

As you strengthen these working relationships, your research team and your partners can collaborate to formally announce the partnership and create a project timeline and calendar.

### Press release

Co-create a press release that describes the goals and activities of the project, identifies the district and school partners and provides information about your organization. Your communication department and your partners can share the press release broadly to provide awareness of and enthusiasm for the collaborative research effort.

### Calendar

Set up a shared project calendar that includes the dates for each project activity and for recurring meetings. Make sure to schedule site visits and other school-related activities at times that do not conflict with other school activities.

### Site visit plan

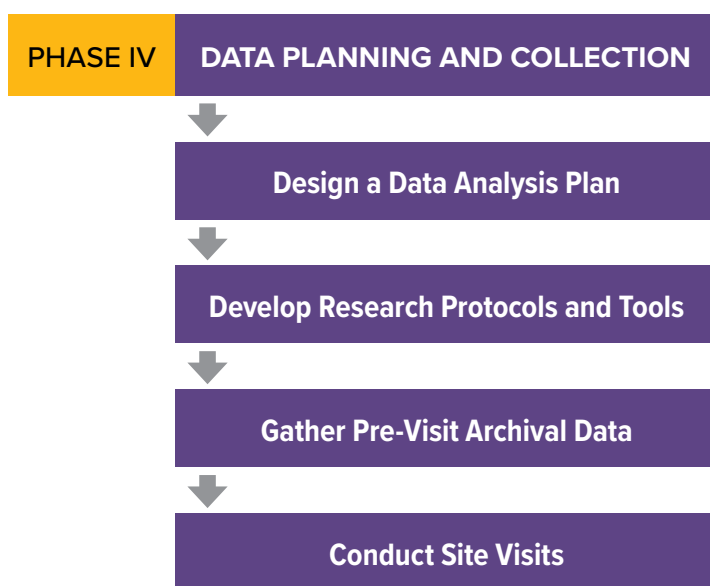
Work closely with your primary contact at the school to schedule site visits. Make sure this plan includes the timing of all activities and outlines the roles and responsibilities of each partner in coordinating the activities and implementing the plan.

In addition to ensuring that all scheduling is completed before the site visit, your primary contact will be responsible for communicating all aspects of the visit with the relevant district, school staff, students and parents.

## PHASE IV

## DATA PLANNING AND COLLECTION

As you formalize and strengthen partner relationships, your team should work together with the site representative and other interested parties to review, revise and finalize the guiding conceptual framework and research questions that were developed during Phase I. Doing so will ensure the design of your study reflects partner assets, needs and curiosities. These materials will guide your team as you design a data analysis plan and the companion research protocols and tools. These protocols and tools will, in turn, guide you as you gather existing data and conduct site visits.



### Design a data analysis plan

Because the conceptual framework, research questions and project and partner circumstances differ for each research effort, the REMIQS research team does not recommend a specific set of methods or analytical approaches to include in your data analysis plan. The methods and analyses you select should align with the extant research literature, the research questions you have developed and the unique context(s) of your research site or sites. To help you in this discernment process, the following list provides a series of questions to guide your team's data gathering and analysis planning.

### To what extent do your conceptual framework and research questions align with your analysis plan?

- » Your conceptual framework and research questions should guide the development of your data analysis plan.
- » Be open to the possibility that your data may not neatly fit into your initial framework. Prepare to consider new lines of inquiry and new sources of data if they emerge.
- » If you collect data beyond the scope of your original design, revise your research questions and clarify how the additional data will be used. You may also need to amend your IRB.

### **How will you store and organize your data?**

- » The MOU and DSA will outline some of your data storage decisions. Sometimes research teams will store and analyze data in a secure computing environment. Hard copy artifacts will need similar secure storage.
- » Wherever the data is stored, your team will want to develop and document naming conventions, a folder storage structure and clear data access protocols. Be sure to note these decisions for your team's reference.

### **How will you engage partners in the analysis and interpretation of data?**

- » Considering the roles your partners play in data analysis and interpretation is essential for those interested in centering the perspectives of study participants. While many researchers engage in various forms of getting feedback from partners after data analysis and interpretation, you should be clear about the role your partners will play throughout the process.
- » Questions to consider include: Will a partner review your coding framework before the coding process? Will a partner participate in coding discussions? What role, if any, will your partners play in interpreting findings? To what extent will they be involved in the review of any public-facing release of findings?

### **What approaches and techniques will you use to identify themes and patterns in your data?**

- » There are numerous approaches to developing themes from or identifying patterns in your data. For example, will you use “closed coding” whereby you create codes based on the conceptual framework and/or will you employ “open coding” whereby you add codes based on emerging learnings and themes? Will more than one researcher code the data to increase the reliability of findings?
- » Whatever approaches you employ, document your choices to ensure consistency and accountability in your analysis process.

### **Will you use software to aid in your analysis?**

Qualitative analysis software can streamline and organize the data analysis process. If you intend to use an analysis tool, consider subscription costs, features, analytic displays and collaboration needs as you select a program. If you or your team members are new to software-assisted data analysis, be mindful of the learning curve and allocate adequate training time. Data analysis software can be powerful, but its utility is person-driven and context-specific.

### **How will you know if you have enough data to justify findings?**

This element may be the most challenging to plan for in advance, but establishing a clear plan is worth the effort. Consider how much evidence is needed, and from how many sources, to elevate an isolated observation to the level of a research study finding. Also consider when you will know you have reached “data saturation” and can cease seeking additional sources. These decisions do not need to be final, but having a starting point can set you up for success.

### **How will you display your data, themes or patterns to facilitate the interpretation of your results and share findings?**

In addition to identifying themes or patterns, consider how you will display the data. Which displays and formats are conducive to data interpretation? Are there existing reports that you want to emulate? Also, consider your audiences and the designs and modalities best suited for sharing your findings with each group.

## Develop research tools and protocols

The tools and protocols developed for the REMIQS project include a plan to gather and analyze remote data, a document review template, interview and focus group protocols, an observation tool and a site visit debrief tool.

### Remote data gathering and analysis plan

A remote data-gathering and analysis plan can establish a standardized review process for capturing insights into the school context. Consult your conceptual framework and research questions as you develop your plan. The plan can include a list of existing documents and artifacts requested from each site that will be gathered and analyzed. It also should outline the steps the team will take to analyze collected information. Do you need more information about the site's educational model? What about its discipline policies and rates of exclusionary discipline practices? Would a list of the site's existing community partners help you figure out who to interview?

See: "[Remote Data Gathering and Analysis Plan](#)"

### Archival document review template

Creating and using a shared document review template can standardize the archival review process. A review template can include a list of documents for review, specific questions for reviewers to ask and space for reviewers to answer the questions and include questions that may have arisen during the review. After researchers individually complete their review, the research team can come together to discuss responses and develop a shared understanding of the context of partner schools.

See: "[Archival Document Review Template](#)"

### Interview and focus group protocols

Interviews and focus groups will be essential data sources for your research project. The specific questions included in your protocols should align with your conceptual framework and research questions. Potential participant groups for interviews and focus groups may include students, teachers, school and district administrators, parents/guardians and community

members. Protocols should communicate the purpose and use of the study, establish meeting norms, explain what will be expected of the participants, provide the facilitator helpful notes or tips and include the interview and focus group questions. For any focus group session, consider beginning with an engagement activity to help develop a rapport with the group and/or allocate time for introductions before you begin.

- » See: "[Student Focus Group Protocol](#)"
- » See: "[Teacher Focus Group Protocol](#)"
- » See: "[Principal and Administrators Focus Group Protocol](#)"
- » See: "[Parent/Guardian Focus Group Protocol](#)"
- » See: "[Community Member Protocol](#)"

### Site observation tool

Your team may also collect data through site observations. A site observation tool can guide your team to systematically make and document observations about specific school environment elements relevant to your research questions. The tool prompts the observer to focus on particular themes and describe what they observed. The "Site Observation Tool" prompts observers to focus on the physical space, interactions among students, interactions between students and adults and the extent to which students are engaged. This tool can be adapted for different contexts and purposes. See: "[Site Observation Tool](#)"

### Site visit debrief tool

Create a tool to guide a team debrief discussion after each site visit. Such a discussion allows team members to reflect on and share their experiences, document emergent reflections and interpretations, check their biases, identify new lines of inquiry and capture surprising or notable moments. This discussion is also an opportunity to identify any data collection or logistical challenges so that the challenges may be mitigated during future site visits. Documenting debrief discussions is particularly useful for researchers who were not able to participate in the site visits.

See: "[Site Visit Debrief Tool](#)"

## Gather pre-visit archival data

Gathering archival data is a crucial step in preparing for and implementing a successful site visit and research plan. Refer to your “Remote Data Gathering and Analysis Plan” and use the “Archival Document Review Template” to capture salient contextual information about each site. Determine what information your team can access themselves via local, state and national repositories (e.g., school or district websites, state education agency websites and the [National Center for Education Statistics](#), [Stanford Education Data Archive](#), [GreatSchools](#), the [United States Department of Education](#), [Office of Civil Rights Data Collection](#) and the [Canopy Project](#)) and what information you need to request directly from the site. Ideally, you will work with your site or sites to ensure they provide archival documents in sufficient time for you to populate and review your archival data collection tools so you can adjust your data collection protocols as needed.

- » See: “[Remote Data Gathering and Analysis Plan](#)”
- » See: “[Archival Document Review Template](#)”

## Conduct site visits

Connect with your primary contact at each site to prepare for your site visits. The primary contact is responsible for coordinating each visit, including communicating with the groups who will participate in the study and the broader school community in advance of your visit. They will also plan the details of your visit and ensure that participants are available when you are there. You and your team should clearly communicate with your partner how many participants from each group will be needed for each interview and focus group.

### Site visit scheduling template

Logistics can make or break a site visit’s efficacy. To set the stage for a successful site visit, create a site visit scheduling template with your primary site contact. It is helpful to include instructions on using the scheduling template, including the meaning of any color or symbol codes that you may use or that your primary contact may

be asked to use. Work closely with the primary contact to ensure they know how to use the template and are comfortable creating the schedule for interviews and focus groups. See: “[Site Visit Scheduling Template](#)”

### Focus group recruitment flyer

Having a focus group recruitment flyer is helpful for sharing with site leaders and school administrators, as it can provide concise information about the project. Pique the interest of potential participants with information about their school community and why it was chosen to participate in the study. The flyer should also highlight the topics that will be covered in the focus group session, the time commitment, when it takes place and the benefits of participating. Including a QR code with a sign-up link is also helpful so participants can sign up independently. As always, translating such documents will be crucial to ensure all participants can access the information and make decisions about their participation.

See: “[Focus Group Recruitment Flyer](#)”

Lastly, be sure to provide training to your research team on data-gathering techniques. Through role plays, case studies, scenario analyses and various forms of troubleshooting, your team can prepare for the planned and unexpected circumstances that may occur during data-gathering activities. Team members also should participate in regular check-ins with the primary site contact to build rapport and finalize logistics.

When the research team arrives at the site, review the site visit schedule with the primary contact and meet school administrators. It may be helpful to begin the first day with observations to get better acquainted with the environment and the people you will interact with during the site visit. Throughout the site visit, introduce yourself to staff and students who ask questions or appear curious.

## Endnotes

1. The REMIQS project uses the term “resilient” in reference to students who have been traditionally underserved and underresourced in K–12 public education due to historical and systemic discriminatory experiences arising from racial, ethnic, socioeconomic, Indigenous, linguistic, religious, (dis)ability, immigration status, gender expression and/or sexual orientation differences. This framing is intended to foreground the tremendous achievements and contributions of members of such groups despite systems that can undermine them.
2. For the quantitative modeling for school selection, REMIQS researchers focused on schools in which at least 25 percent of the student population consists of historically marginalized yet resilient students, defined as students who identify as Black, Latinx, Indigenous or multiracial; students from low-income families; students who qualify for special education services; and/or students designated as emerging bilingual learners. These categories were the most relevant designations in the available state-level data.
3. KnowledgeWorks staff: Eric Toshalis. REMIQS advisors: Juan Carrillo, Arizona State University; Adai Tefera, University of Arizona; Ivory Toldson, Howard University; Angela Valenzuela, University of Texas at Austin. REMIQS stakeholder committee members: Eric Brooks, Yuma Union High School District; Asha Dane’el, Consultant; Charles Davis, Jr., Evolve502; Jakira Rogers, Massachusetts Advocates for Children; Keesa McCoy, Roosevelt Institute; Sabine “BiNi” Coleman, 212 Catalysts; Leah Dozier Walker, Waterford.org; Andrew Daire, Virginia Commonwealth University.
4. REMIQS defines traditional settings as nonselective public schools. This definition excludes magnet and special public schools with admissions criteria. By excluding these schools, REMIQS focuses on schools that most students have access to attend.
5. The REMIQS project selected these states based on their demographic and geographic diversity.
6. Outcomes varied somewhat by state but included high school level outcomes (math and English language arts assessment scores, four-year graduation rates, advanced coursework, suspensions and chronic absenteeism), postsecondary outcomes (college enrollment, persistence and/or graduation) and workforce outcomes (wages).
7. For more information, see *Equity In Measuring School Quality: Comparing the Robust and Equitable Measures to Inspire Quality Schools (REMIQS) Framework to State Accountability Systems in Arizona, Kentucky, Massachusetts, Texas and Virginia*, which will be published in Fall 2023 on [KnowledgeWorks.org](https://knowledgeworks.org).
8. For more information, see *Equity In Measuring School Quality: Comparing the Robust and Equitable Measures to Inspire Quality Schools (REMIQS) Framework to State Accountability Systems in Arizona, Kentucky, Massachusetts, Texas and Virginia*, which will be published in Fall 2023 on [KnowledgeWorks.org](https://knowledgeworks.org).
9. For more guidance, the “Writing an Effective Research Question” video by Sage publications may be useful. <https://methods.sagepub.com/video/writing-an-effective-research-question>
10. WestEd. (2023). Striving to achieve equity is integral to WestEd’s mission. <https://www.wested.org/equity/> Toshalis, E. (2019). Researcher positionality. <https://knowledgeworks.org/resources/researcher-positionality/>
11. If you are including children between the ages of six and 18 in your study, you must secure parental consent and student assent, which is the agreement of a child to participate in research. The REMIQS research project is intended to conduct interviews and focus groups with students aged 18 and up so the project did not develop such an agreement form. Discuss guidelines for securing child assent with your IRB and district partners, as these requirements vary by jurisdiction and age of the children.



# TOOLS AND RESOURCES

The following section includes tools and resources the REMIQS research team developed to execute the project. We provide them here as examples that can be adapted to fit your project's specific needs. The guidebook above references each item where it may be useful to the reader, and hyperlinks are provided throughout the document to move directly to the featured tool or resource.

## CONTENTS

The Name Game .....	20	Consent Form for Parent / Guardian of Minor Student. ....	69
Differences Among Difference .....	21	Consent Form for Student Aged 18+ .....	71
Group Resume .....	22	Consent Form for Parent / Guardian / Community Member .....	73
Courageous Conversations Compass.....	24	Remote Data Gathering and Analysis Plan.....	75
Equity and Educational Debt.....	25	Archival Document Review Template .....	77
Naming the Elephant in the Room .....	31	Student Focus Group Protocol .....	88
Culture and Social Identity Mapping .....	33	Teacher Focus Group Protocol .....	93
Positionality Reflection Scenarios .....	41	Principal and Administrators Focus Group Protocol.....	99
Project Recruitment Plan .....	43	Parent / Guardian Focus Group Protocol .....	105
School Profile Sheet .....	46	Community Member Protocol .....	110
Recruitment Flyer.....	47	Site Observation Tool .....	115
Recruitment Scripts.....	49	Site Visit Debrief Tool .....	118
Recruitment Meeting Note Taking Tool.....	53	Site Visit Scheduling Template .....	120
Letter of Commitment.....	54	Focus Group Recruitment Flyer .....	127
Memorandum of Understanding.....	56		
Consent Form for District Staff .....	67		

## NAME GAME TRAINING ACTIVITY EXAMPLE

### The Name Game Activity

**Objectives**

To engage participants around how personal identity is influenced by history, politics and culture

**Materials**

Poster paper, white board and/or shared document

**Preparation**

- » Decide how to group participants. The ideal group size is three to four participants. If using this activity as an icebreaker, consider grouping participants with team members they do not know.
- » Create PowerPoint slides for sharing and guiding the discussion. Here is an example slide from a REMIQS training.

**Description**

1. Review the instructions:
  - Tell the story of your name
  - Where did it come from?
  - What does it mean?
2. Give participants a few minutes to think before sharing out in small groups and document content shared
3. Return to a large group to share out
4. Facilitator should document themes that emerge from each story

## “DIFFERENCES AMONG DIFFERENCE” TRAINING ACTIVITY EXAMPLE

### Discuss “Differences among Difference” by Martha Minow

#### Objectives

To encourage participants to plan their response to student differences in their classroom(s)

#### Materials

“Differences among Difference” article by Martha Minow

Minow, M. (1991). Differences among Difference. UCLA Women’s LJ, 1, 165.

#### Preparation

- » Send participants the “Differences among Difference” article by Martha Minow in advance of the training and ask them to read it in preparation for a group discussion.
- » Create a PowerPoint slide that lists discussion questions and be prepared to share it during the discussion. An example slide from a REMIQS training is found [here](#).

#### Description

Lead participants through a discussion of the following questions:

- » What point from the Minow reading stood out the most to you?
- » What are the tradeoffs in highlighting vs. obscuring differences?
- » What, if anything, made you uncomfortable?
- » How prepared do you feel to examine difference in the field?

## GROUP RESUME TRAINING ACTIVITY EXAMPLE

### Group Resume Activity

#### Objectives

- » To identify the range of skills and expertise of the research team members
- » To align team members skill and expertise to the project tasks and goals

#### Materials

See “Group Resume Responses” on next page

#### Preparation

- » Create a PowerPoint slide describing the task. See example below.
- » Decide how to partner participants

#### Description

- » Review instructions. Discuss and record your responses to the following questions:
  - What is your relationship to this project, its subject matter and its scope?
  - What skills, background (personal, professional, educational) or interests do you bring into this project?
  - What are your hopes (personal or professional) for this project?  
What do you hope to accomplish?
- » Give participants a few minutes to review the questions and document their responses
- » Place participants in small groups and ask them to discuss their answers

#### SLIDE EXAMPLE

#### Group Resume Directions

1. **Individually:** Read the questions and consider your answers (2-3 minutes)
2. **With your partner:** Share your answers and record them (8-10 minutes)
3. **Whole group:** Take turns sharing highlights and debrief activity (10 minutes)

## Group Resume Responses

**Directions:**

In the space below, consider, discuss and record your answers to the following questions:

1. What is your relationship to the topic, subject matter and scope of this project?
2. What skills, background (personal, professional, educational) or interests do you bring into this project?
3. What are your hopes for this project? What do you hope to accomplish?

Name	What is your relationship to the topic, subject matter and scope of this project?	What skills, background (personal, professional, educational) or interests do you bring into this project?	What are your hopes for this project? What do you hope to accomplish?

# COURAGEOUS CONVERSATIONS COMPASS TRAINING ACTIVITY

## Courageous Conversations Compass Activity

### Objectives

To provide participants a framework for holding themselves and others accountable for and maintaining mutual respect for others while discussing difficult topics.

### Materials

Readings: Singleton, G. E. (2014). *Courageous conversations about race: A field guide for achieving equity in schools*. Corwin Press.

### Preparation

Create PowerPoint slides for sharing and to guide the discussion. See example below.

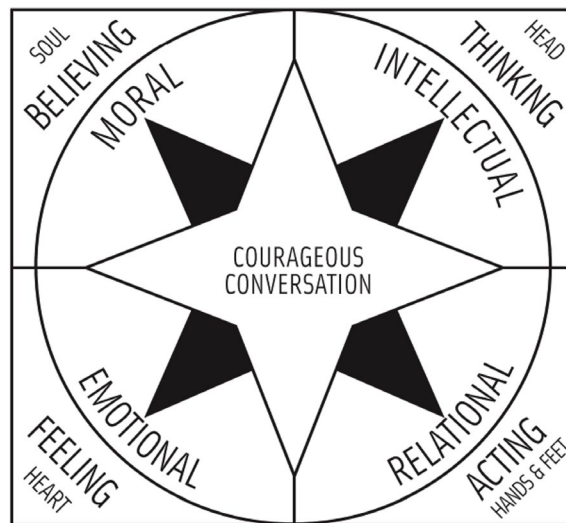
### Description

1. Describe each point on the compass
2. Hold a group conversation on how your team can use this framework to ensure difficult conversations are respectful and productive throughout the project
3. Document proposed strategies and group agreements

### SLIDE EXAMPLE

**Moral:** Responses from a deeply held belief related to the moral *rightness* or *wrongness* of the issue or subject. These feelings may be located in the *gut* and be less verbally articulated.

**Emotional:** Responding to an equity related issue on a physical level and/or from a sense of personal connection resulting in internal sensations of anger, sadness, joy, embarrassment, etc.



**Intellectual:** Personal disconnection from the issue or subject and/or seeking to obtain more information or data. This is often rooted in our verbal reasoning.

**Relational:** Connecting with/to an issue or subject by our desire to relate to others and take action around the issue or subject.

Singleton, G. E. (2015). *Courageous conversations about race: A field guide for achieving equity in schools*. Corwin.

### Equity and Educational Debt Activity

#### Objectives

- » To orient participants to the ways that scholars consider the concept of equity in education
- » To introduce the concept of positionality to participants and to encourage participants to consider their positionality in relation to their role as researchers

#### Materials

##### Readings:

- » Billings, G. (2006). "From the achievement gap to the education debt: Understanding achievement in US schools." *Educational researcher*, 35(7), 3-12.
- » Milner IV, H. R. (2007). "Race, culture and researcher positionality: Working through dangers seen, unseen and unforeseen." *Educational researcher*, 36(7), 388-400.

#### Preparation

- » In advance of the training, send participants the following articles to read:
  - "From the achievement gap to the education debt" by Ladson-Billings
  - "Race, culture and researcher positionality" by Milner
  - If you are concerned about the reading load, consider summarizing the readings and asking participants to read the summary.
- » Create PowerPoint slides for sharing and guiding the discussion. See example slides on following pages.

#### Description

1. Discuss each article using pre-prepared discussion questions
2. Review different definitions of equity
3. Discuss the impact of the definitions of equity and topics that were raised during the discussion on the participants' approach as researchers and as teachers, leaders and educational staff

## SLIDE EXAMPLES

<p>[photo]</p>	<h1>Equity, Educational Debt and Educational Research</h1> <p><b>From the Achievement Gap to Educational Debt: Understanding Achievement in U.S. Schools</b> by Gloria Ladson-Billings</p> <p><b>Race, Culture and Researcher Positionality: Working Through Dangers Seen, Unseen and Unforeseen</b> by Richard Milner</p>
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### **From the Achievement Gap to Educational Debt: Understanding Achievement in U.S. Schools**

by Gloria Ladson-Billings

- What's one new idea?
- What are you still grappling with/making meaning of?
- What challenged you?
- What do you think applies to this project?
- What's one thing you want to hold onto as we move REMIQs forward?

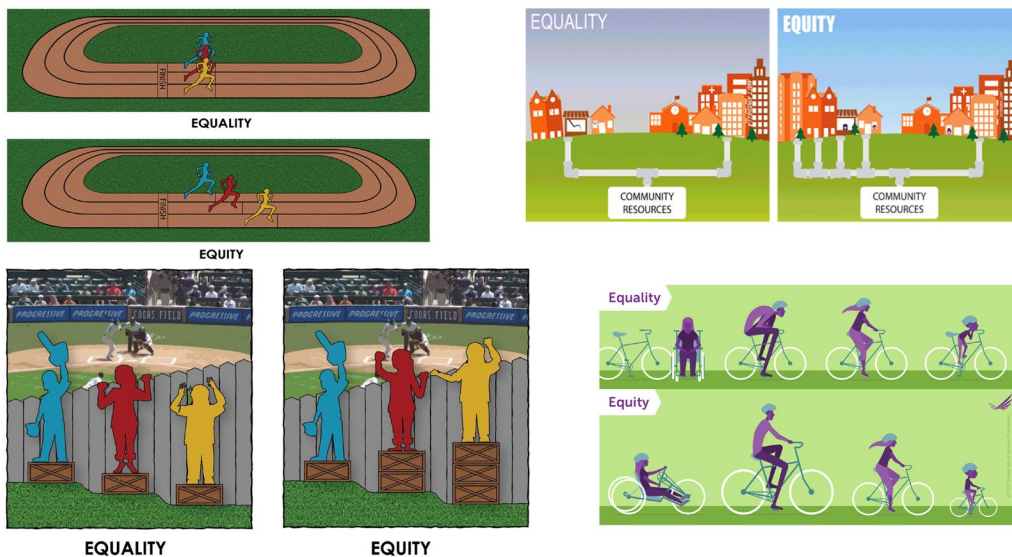
# From the Achievement Gap to Educational Debt: Understanding Achievement in U.S. Schools

by Gloria Ladson-Billings

- The historical debt
- The economic debt
- The sociopolitical debt
- The moral debt

[photo]

## Images of Equity



Barlow, Joan. "We Used Your Insights to Update Our Graphic on Equity," Robert Wood Johnson Foundation, November 21, 2022. <https://www.rwjf.org/en/insights/blog/2022/11/we-used-your-insights-to-update-our-graphic-on-equity.html>

Kuttner, Paul. "Equity versus Equality: Triple Participation," CES 101 Fall 2018. October 29, 2016. <https://ces101fall2018.wordpress.com/2018/09/10/equity-versus-equality-triple-participation/>

## Educational Equity Definitions

Equity in education is raising the achievement of all students while: narrowing the gaps between the highest- and lowest-performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

– Glenn Singleton, 2015

Singleton, G. E. (2015). *Courageous conversations about race: A field guide for achieving equity in schools*. Corwin.

## Educational Equity Definitions

When we ask what equity is, the popular response is, “giving students what they need.” The heart of racial equity work = eliminating racism, actively cultivating antiracism. Students need schools without racism. Focus on individual needs, but not while ignoring institutional conditions.

A racially equitable classroom or school is not just one where we focus on individual students’ needs, but one where we:

1. Actively identify and eliminate all forms of bias and inequity - all forms of racism
2. Actively develop anti racist, racially just policies, practices and cultures

– Paul Gorski, 2021

Gorski, P., @EquityLiteracy. Twitter.com, September 23, 2021. <https://twitter.com/EquityLiteracy/status/1441027739172188165>

## **Race, Culture and Researcher Positionality: Working Through Dangers Seen, Unseen and Unforeseen**

by Richard Milner

- What's one new idea?
- What are you still grappling with or making meaning of?
- What challenged you?
- What do you think applies to this project?
- What's one thing you want to hold onto as we move the project forward?

## **Race, Culture and Researcher Positionality: Working Through Dangers Seen, Unseen and Unforeseen**

by Richard Milner

### **Dangers: Seen, Unseen and Unforeseen**

- Color and culture blind research in PreK-12 settings
- Color and culture blind policy and document analysis
- Teacher education research

## **Race, Culture and Researcher Positionality: Working Through Dangers Seen, Unseen and Unforeseen**

by Richard Milner

### **A Framework for Researcher Racial and Cultural Positionality**

- Researching the self
- Researching the self in relation to others
- Engaged reflection and representation
- Shifting from self to system

## ELEPHANT IN THE ROOM TRAINING ACTIVITY EXAMPLE

### Naming the Elephant in the Room Activity

#### Objectives

- » To develop a shared language for talking about issues of race, culture and equity throughout the project
- » To begin working towards developing a shared understanding of race, culture and equity among team members

#### Materials

Readings: Pollock, M., & Pollock, M. (2008). Talking Precisely About Educational Equal Opportunity. In Pollock, M. (Ed.). (pp. 24-27). Everyday antiracism: Getting real about race in school. The New Press.

#### Preparation

- » Before the training, ask participants to read “Talking precisely about educational equal opportunity” (Pollock & Pollock, 2008).
- » Create PowerPoint slides for sharing and to guide the discussion. See example slides on following pages.

#### Description

1. State that race and equity are emotionally charged topics that some team members may be uncomfortable discussing
2. Hold a group conversation on what team members need to fully engage in discussions related to these topics during the training and throughout the project
3. Develop a list of community agreements for respectful and collaborative engagement

## SLIDE EXAMPLES

# Naming the Elephant in the Room

[elephant photo]

**Crafting the Container: What do you need to fully engage in the collaborative processes of this project?**



## IDENTITY MAPPING TRAINING ACTIVITY EXAMPLE

### Culture and Social Identity Mapping Activity

#### Objectives

To facilitate participant reflection on their own culture and identity

#### Materials

Readings:

- » Jacobson, D., & Mustafa, N. (2019). "Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research." International Journal of Qualitative Methods, 18, 160940691987007. <https://doi.org/10.1177/1609406919870075>
- » "Culture and Identity Reflection" located on next page.

#### Preparation

- » Send participants the "Social Identity Map" article by Jacobson and Mustafa in advance of the training and ask them to read it.
- » Send participants the "Culture and Identity Reflection" and ask them to complete the activity prior to the training. Revise as necessary based on your needs.
- » Create PowerPoint slides to guide the discussion and be prepared to share. See example slides on starting on page 5 of this activity.

#### Description

1. Have participants break into pairs to discuss questions covered in the Social Identity Map (Jacobson and Mustafa, 2019)
2. Reconvene as a full group to share insights and discoveries
3. Review definitions of culture
4. Break into small groups to reflect on individual social identity maps
5. Reconvene as a full group to share insights and discoveries
6. Review and discuss the concepts of identity, power, privilege, othering and oppression

# Culture and Identity Reflection

**Mapping Your Cultural Reference Points (Hammond, 2015 p. 57):** These reflective questions have been adapted from *Culturally Responsive Teaching and the Brain* by Zaretta Hammond (2015). They are meant to facilitate educator reflection on culture and identity. Here, they will be used to help answer important questions about research positionality (Milner, 2007 p. 395).

**Directions:** Read all the cultural reflection questions. Identify about three to respond to. As you reflect, consider:

- » How does that experience or cultural norm impact your life (family, childhood, educational experience, social or political experience, career, etc.)?
- » How do various elements/layers of your social identity(s) intersect with these experiences/cultural norms?
- » How easy/difficult is it for you to name the ways these experiences or cultural norms impact you and your life? What might explain that?
- » Where did you live/grow up? (Country; urban, suburban or rural; region of the U.S., etc.)
- » What's the story of your family in America?
- » What language/dialect do you/your family speak?
- » Were you the first in your family to attend college? If not, who was?
- » What folklore/stories did you grow up with?
- » What are some of your family's traditions?
- » Who were the heroes celebrated in your family and/or community? Why? Who were the anti-heroes? Who were the "bad guys"?
- » What metaphors, analogies, parables or "witty" sayings do you remember hearing from immediate and extended family?
- » What family stories are regularly told or referenced? What messages about core values do they contain?
- » What did your family members, neighbors, caregivers and other authority figures teach/tell you about "(dis)respect"?
- » How were you trained/conditioned to respond to different emotional displays (anger, fear, crying, happiness)? How was/is this different depending on context/situation?
- » What physical, social or cultural attributes were praised/punished in your community? Which ones were you taught to avoid?

- » How were you expected to interact with authority figures? Was the authority of teachers or elders assumed or did it have to be earned?
- » What earned you praise as a child? What got you shunned or shamed in your family?
- » Were you allowed to question/talk back to authority figures in your life and if so, how? Could you call them by their first name?
- » Reflect on the substance and source of messages you've received about what it looks like to "do school." What learning behaviors should all students exhibit?
- » What messages did you receive about why certain groups are "successful" and others are not?
- » What were you taught about intelligence? Did you learn it was genetic and set at birth?

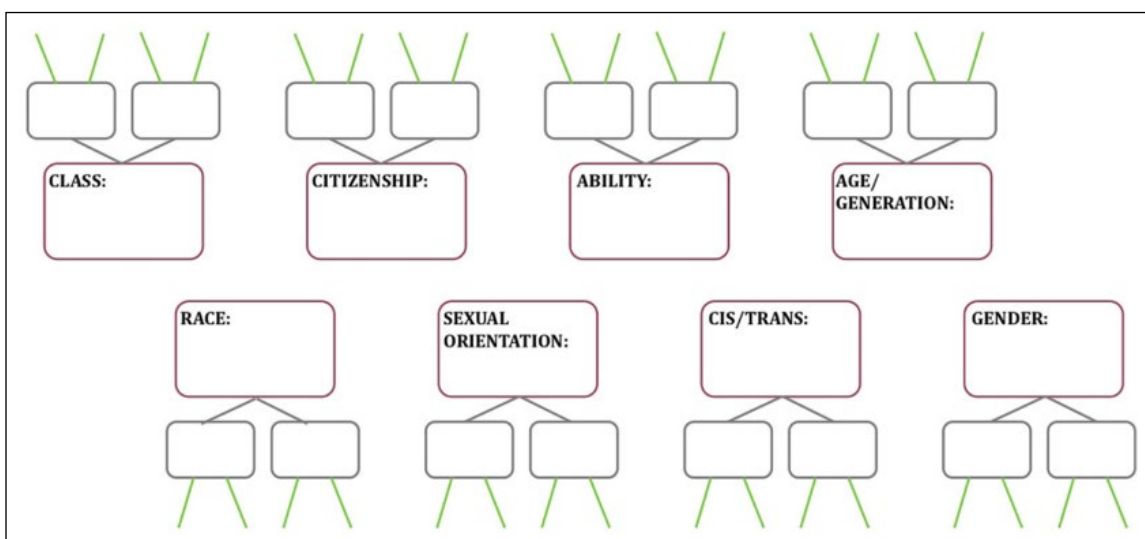
**Social Identity Map (Jacobson & Mustafa, 2019):** This Identity Map is meant to support qualitative research in mapping and reflecting upon various components of their social identity in order to better understand the ways they impact gathering, analyzing and interpreting data through their work.

**Directions:**

1. **Read:** "Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research"
2. **Create** (pen, paper or digital) a Positionality Map. Use the following directions to guide you:
  - **Tier 1:** Record your identities that correspond with each of the elements of identity listed in the "first tier" of the positionality map (class, citizenship, ability, age, race, sexual orientation, cis/trans status and gender). Note that this list is not exhaustive. Feel free to consider additional layers of your identity, including: language/dialect spoken, ethnicity, religion, body size (Krownapple, 2017).
  - **Tier 2:** Identify the ways each identity has impacted your life. What forms of privilege and power have you been afforded related to this identity? What forms of marginalization and oppression are related to this identity? Note: There may be more/less than two ways you wish to articulate this. Create the map that works best for you.
  - **Tier 3:** What are some specific aspects of your life or society where you are impacted? What feelings and emotions are associated with these contexts? Note: There may be more/less than two contexts or feelings you wish to name. Create the map that works best for you.

**3. Reflect:** Consider the following questions once you have finished your Map.

- How easy/difficult is it for you to name various components of your identity? Which ones were easier than others? What explains the ease or difficulty?
- How easy/difficult was each tier (identity, impact, specific contexts/feelings)? Which ones were more challenging than others? Why might that be?



Blank Positionality Map

Hammond, Z. L. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press.

Jacobson, D., & Mustafa, N. (2019). Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research. *International Journal of Qualitative Methods*, 18, 160940691987007. <https://doi.org/10.1177/1609406919870075>

Krownapple, J. (2017). Guiding teams to excellence with equity: Culturally proficient facilitation. Corwin, a SAGE Publishing Company.

Milner, H. R. (2007). Race, culture and researcher positionality: Working Through Dangers Seen, Unseen and Unforeseen. *Educational Researcher*, 36(7), 388–400. <https://doi.org/10.3102/0013189x07309471>

## SLIDE EXAMPLES

<p>[photo]</p>	<h1>Culture and Social Identity Mapping</h1> <p><b>Mapping your Cultural Reference Points</b> (Hammond, 2015)</p> <p><b>Social Identity Map</b> (Jacobson &amp; Mustafa, 2019)</p>
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### Pair/Share #1: Mapping Your Cultural Reference Points

**With your partner:** Choose at least one of the culture questions to discuss and share:

- How does that experience or cultural norm impact your life?
- How do various elements/layers of your social identity(s) (race, class, gender, ability, etc.) intersect with these experiences/cultural norms?
- How easy/difficult is it for you to name the ways these experiences or cultural norms impact you and your life?

**Whole group:** What key “aha” moments or wonderings did your conversation generate?

<h2>Culture</h2> <p>“Culture...is the way the brain makes sense of the world...The brain uses cultural information to turn everyday happenings into meaningful events.”</p> <p>– Hammond, 2015, p22</p>	<p>[photo of tree and its roots]</p> <p><b>Surface Culture: Observable patterns</b> Food, dress, music, holidays, stories, talk-styles, dance, celebrations (low emotional impact)</p> <p><b>Shallow Culture: Unspoken rules</b> Concepts of time, acceptable food sources, personal space, ways of handling emotion, body language, tone (medium emotional impact)</p> <p><b>Deep Culture: Collective unconscious</b> Decision making, notions of fairness, relationship to animals, spirituality, competition/cooperation, kinship</p>
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Gay, G. (2010). Culturally responsive teaching: Theory, research and practice (2nd ed.). New York, NY: Teachers College Press. We Hammond, Z. L. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press.

<h2>Culture</h2> <p>“Most social scientists today view culture as consisting primarily of the symbolic, ideational and intangible aspects of human societies. The essence of a culture is not its artifacts, tools or other tangible cultural elements but how the members of the group interpret, use and perceive them. It is the values, symbols, interpretations and perspectives that distinguish one people from another in modernized societies.”</p> <p>– Banks, 1989, p13</p>
--

## Pair/Share #2: Social Identity Map

**With your partner,** take turns sharing each tier of your reflection

- **Tier 1:** How do you identify? (class, citizenship, ability, age/generation, race, sexual orientation, cis/trans, gender, other)
- **Tier 2:** Identify the ways each identity has impacted your life? What forms of privilege/power/marginalization/oppression are related to this identity?
- **Tier 3:** What are some specific aspects of your life or society where you are impacted? What feelings and emotions are associated with these contexts?
- How easy/difficult is it for you to name various elements of your identity and the different ways they've impacted you?

**Whole group:** What key “aha” moments or wonderings did your conversation generate?

## Identity is Complex

- Individual and group identities
- Internal and external identities
- Identities intersect

*(Aguilar, 2020; Crenshaw, 1991)*

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, identity politics and violence against women of color. *Stanford Law Review*, 43(6), 1241. <https://doi.org/10.2307/1229039>

Aguilar, E. (2020). *Coaching for equity: Conversations that change practice*. Jossey-Bass.

## Forms of Power and Privilege

- Race
- Nationality
- Gender
- Cis/Trans
- Sexuality
- Language
- Ability
- Religion
- Economic
- Institutional
- Education
- Age
- Body type

Source: <https://uca.edu/engagement/files/2017/11/Privilege-What-Does-It-Mean-Handout.pdf>

## Forms of “othering” and oppression

- Racism and white supremacy
- Sexism and misogyny
- Heteronormativity
- Transphobia
- Ableism
- Classism and capitalism
- Colonialism and imperialism
- Religious oppression

Source: <https://uca.edu/engagement/files/2017/11/Privilege-What-Does-It-Mean-Handout.pdf>

# Positionality Reflection Scenarios Activity

### Objectives

To demonstrate how positionalities influence our worldviews and experiences

### Materials

- » Positionality scenarios
- » Poster board, white board or Jamboard

### Preparation

- » Prepare a series of positionality scenarios. Each scenario should depict how an identity marker that's salient to the research project may influence how someone views or experiences an event or situation. Scenarios should be less than one page.
- » Create PowerPoint slides for sharing and guiding the discussion. See example slide on following page.

### Description

- » Review the directions: Read each scenario or situation. Pause briefly to discuss using the following prompts to guide your conversation.
  - What is happening? What stands out to you?
  - How might your culture, experiences and identities impact what you notice, interpret and wonder?
  - How do you interpret what is happening? What additional information would be helpful to know?
- » Give participants time to read each scenario and note their observations
- » Discuss each scenario before prompting participants to read the next scenario
- » Discuss major takeaways after reviewing all scenarios

## SLIDE EXAMPLE

### **Pair/Share #3: Positionality Reflection Scenarios**

Read each scenario or situation. After reading, pause briefly to discuss using the following prompts to guide your conversation.

1. What is happening? What stands out to you?
2. How do the cultures, experiences and identities of those involved impact what is happening?
3. What is the interpretation of what is happening? What more do you want to know?
4. How might your own culture, experiences and identities impact what you are noticing, interpreting and wondering?

## RECRUITMENT PLAN EXAMPLE

### Project Recruitment Plan

#### Recruitment preparation

To streamline the efficiency recruitment process, WestEd will develop recruitment materials and tracking tools, and gather background information on prospective sites before contacting schools. The pre-work stage will last approximately three weeks.

We recommend that you develop the following materials during this stage:

- » [School Profile Sheet](#) that includes extant data, information on district IRB and potential hook for recruitment
- » Recruitment Tracker that combines feedback from outreach efforts and tracks contacts with sites
- » [Recruitment brochure](#)
- » [Scripts](#) for recruitment email messages and phone calls
- » Recruitment meeting [note taking tool](#)

#### Active recruitment

The recruitment team includes a recruitment lead and up to two recruitment specialists. The recruitment lead will oversee the implementation of the recruitment process and also serve as a recruitment specialist. The recruitment lead will be responsible for outreach and logistics for one state and the two recruitment specialists will each be responsible for two states. All activities related to recruitment will be tracked and monitored in the Smartsheet Recruitment Tracker.

#### Recruitment process flow:

- » Initial Outreach: Via e-mail with attached research project outreach brochure
  - Weekly emails sent from one of the recruitment specialist emails directly to building leaders/principals. Email will be based on a script and will include one to two lines of individualized content based on background gathered on that site.
  - Follow up to schools by email.
  - If the leader/principal responds to the initial e-mail, the recruitment specialist will schedule a follow-up call (10 to 15 minutes) to answer any initial questions, gather preliminary information using the note taking tool and schedule a formal recruitment meeting.

- » Follow Up Call #1: Direct to School
  - Goals: Provide additional information, answer questions and pitch the project to the school leader.
  - Talking points, brochure, voicemail script.
  - Gather information to gauge interest and study design priority features.
- » Follow Up Call #2+: Direct to School
  - Recruitment specialists will consult school schedules to attempt contact with the school that falls outside of leader high demand times, such as school opening/ lunch/school closing times.
  - Calls will occur weekly/bi-weekly Tuesday to Thursday until sites are secured or initial list is exhausted.
- » Recruitment Meeting (30 Minutes)
  - Goal: 2 recruitment meetings per state.
  - Include school leadership and state recruitment specialists, if necessary.
  - Recruitment specialists will prepare and distribute agenda and materials at least 24 hours prior to meeting.
  - During the meeting, the recruitment specialists will serve as the logistical lead making sure that introductions are made and key objectives are met. Project leadership will serve as content area experts.
  - The meeting goal is to gauge interest and identify appropriate follow up sets.
  - The research team will hold a 15-minute debrief to discuss impressions and create an action plan for any next steps of follow up.

When a site is determined to be a good fit, the recruitment lead will ask the school to complete a [letter of commitment](#) as an initial commitment to the project. The recruitment lead will then work with project and site leadership to develop a workplan to navigate the necessary approval processes and fully confirm the site.

### **District-level outreach**

The recruitment team will follow these steps if district-level approval is required:

- » Collect additional information about the research office processes and timelines from the district website.
- » Reach out via phone and email to the district research office to make an initial connection, discuss the project and confirm/gather information about the district approval process and timeline.

- » Meet with project leadership to determine if the effort of submitting a research request to the district should be pursued based on status of other recruitment efforts and program timelines.
- » If it is decided to move forward with district approval, the recruitment team will work with project leadership to compile and prepare documents for submission. The recruitment specialist who is assigned to the state will serve as the organizational lead for ensuring materials are submitted in a timely manner, communicate with the district contact, track progress of submission and document updates in the recruitment dashboard.

## SCHOOL PROFILE SHEET EXAMPLE

### High School Profile Sheet

STATE NAME	
<b>High School Name</b>	<b>MAP</b>
<b>Location:</b> Urban / Suburban / Exurban / Rural	
<b>Type:</b> Traditional, Charter, Magnet, Other	
<b>Historically Marginalized Yet Resilient Student Population:</b> High / Medium / Small	
<b>Total Number of Students:</b> ##	
<b>Demographics</b> (% and # of students): <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>__% English Language Learners: #__</p> <p>__% Special Education: #__</p> <p>__% Economically Disadvantaged: #__</p> <p>__% White (non-Hispanic): #__</p> <p>__% Two or more races: #__</p> </div> <div style="width: 50%;"> <p>__% Black: #__</p> <p>__% Hispanic/Latino: #__</p> <p>__% Asian: #__</p> <p>__% American Indian/Alaska Native: #__</p> <p>__% Native Hawaiian/Pacific Islander: #__</p> </div> </div>	
<b>Great Schools rating: X/10</b> X/10 College readiness      X/10 Test scores      X/10 Equity	
<b>Most recent state school report card grade/rating:</b> (Year: X) <b>Percentage of students meeting or exceeding expectations on tests:</b> <p>__% Reading <i>(how compared to state average)</i></p> <p>__% Math <i>(how compared to state average)</i></p> <p>__% Science <i>(how compared to state average)</i></p> <p>__% Writing <i>(how compared to state average)</i></p> <p><b>School's four-year high school graduation rate:</b> X% <i>(how compared to state average)</i></p> <p><b>College Readiness Index (US News rankings):</b> X <i>(out of possible 100)</i></p>	
Recent relevant issues or other newsworthy items:	
Principal longevity (how long principal has been in position, if known):	
Any special features/innovations/approaches they highlight on their school website:	

## RECRUITMENT FLYER EXAMPLE

[project branding or photo]

### Program Name

Because your school has a history of producing strong college and career outcomes for students from historically marginalized yet resilient backgrounds, we chose you to be one of five schools in the country to participate in an important study that promises to benefit your community and the field.

KnowledgeWorks and WestEd are conducting a national study of higher performing high schools and our data show that your school has been steadily producing academic, behavioral and post-secondary outcomes that “beat the odds.” The **Robust and Equitable Measures to Inspire Quality Schools** (REMIQS, pronounced “re-mix”) project is a multi-state, co-funded, stakeholder-driven, mixed-methods investigation designed to answer how we best serve our most vulnerable learners.

What we learn by studying schools like yours will be shared in a wide-reaching communications campaign designed to illuminate where good things are happening and what works in public education. We think the field needs this boost and we are confident your school’s participation will be a beacon for others and will benefit your students, faculty, district and community. As a leader from a participating REMIQS school explained:

**“We are confident that REMIQS will lead to dissemination of best practices which will benefit similar communities, educators and students throughout the nation.”**

We want to speak with you soon to discuss your participation in REMIQS. To help you make an informed decision. Following are some high-level details.

<p><b>WHAT</b></p> <p>The study will identify:</p> <ul style="list-style-type: none"> <li>» The policies, programs, practices and features that your school uses to achieve at this level, and how staff and faculty have adapted during the pandemic</li> <li>» Students’ descriptions of the experiences that most contribute to their high school and postsecondary success, captured in ways that elevate youth voice and leadership in your community</li> </ul>	<p><b>HOW</b></p> <ul style="list-style-type: none"> <li>» The WestEd research team will conduct interviews, focus groups and observations during the fall term of 2022 and the spring term of 2023</li> <li>» The research team will also facilitate youth research activities designed to center student perspectives and promote continuous improvement</li> <li>» WestEd will work with school/district leaders to select an Educator Fellow who will be trained, supported and compensated by the research team to assist with datagathering logistics, project coordination and findings interpretation</li> </ul>
<p>[photo]</p>	<p><b>BENEFITS</b></p> <p>Your school will gain:</p> <ul style="list-style-type: none"> <li>» Visibility and reputation as a “bright spot” school that has produced strong outcomes for historically marginalized yet resilient students</li> <li>» A deeper understanding of the experiences of educators and students at your school, and which approaches can be counted on to yield the best outcomes</li> <li>» Professional learning and supports for the educator fellow, including membership in a community of practice with other REMIQS schools</li> <li>» Activation and preparation of a cohort of youth leaders who will be guided to inquire and research their own questions related to educational excellence</li> <li>» Financial compensation for the school and the educator fellow, plus incentives for the youth researchers</li> </ul>
<p><b>COMMITMENTS</b></p> <ul style="list-style-type: none"> <li>» Participate in the project beginning in summer 2022 through spring 2023</li> <li>» Help recruit and select the educator fellow (the position can be a single person or shared among two people)</li> <li>» Ensure an educator fellow’s availability for up to four hours/week for activities that may include: <ul style="list-style-type: none"> <li>– Participating in training and support</li> <li>– Engaging with students to conduct small-scale, studentcentered research activities to illuminate ways the school promotes student achievement</li> </ul> </li> <li>» Provide requested data access as needed</li> </ul>	<p><b>WHEN</b></p> <ul style="list-style-type: none"> <li>» The deadline for signed letters of commitment to participate in the study is Thursday, March 31, 2022</li> <li>» MOUs specifying all research activities, inducements, stipends and roles will be drafted in partnership with site/district leaders in Spring 2022</li> <li>» Any and all research approval processes will be followed using existing school/ district timelines and expectations, likely beginning in Spring, 2002, and concluding before the school year begins in fall 2022</li> </ul>
<p>2</p>	

## RECRUITMENT SCRIPTS EXAMPLE

### Scripts for Project Recruitment Email Messages and Phone Calls

#### INITIAL E-MAIL

RE: REMIQS Research Project with [school name]

Dear [District Official],

I'm with WestEd and we are working with KnowledgeWorks on a research project to better understand how higher performing schools successfully prepare historically marginalized yet resilient students for college and career. The project is called REMIQS (pronounced "re-mix") which stands for Robust and Equitable Measures to Inspire Quality Schools. We've identified [school name] as having a strong record of producing "beat the odds" outcomes for historically marginalized yet resilient students. We would love to learn more about what your district is doing to make that happen.

We know other schools, communities and educational leaders would learn a lot from the successes you've had at [school name], and we also know your district will gain a deeper understanding of what you're doing so well.

We will conduct research in five schools across the country during the [year] school year. The project would involve interviews, focus groups and observations with members of your school community about [school name] policies, programs and practices and how you've responded to the COVID-19 pandemic.

I've attached a brochure that provides more details on the proposed study, including benefits and compensation for the school. I'll follow up with your administrative team to find a time to connect, but please feel free to contact me directly whenever you have a moment. My phone is [phone number] and my email is [email address].

Thank you for considering this tremendous opportunity at such a busy time.

[name]

REMIQS Recruitment Specialist/Lead

# Scripts for Project Recruitment

## Email Messages and Phone Calls

### FOLLOW-UP E-MAIL

Dear [principal name],

Hello, this is [name] reaching out from WestEd again regarding the email I sent on [Day, Month] about the opportunity to be included in the REMIQS project which will shine a bright light on the good things happening in your school.

I hope you had a few moments to review the materials I provided in my email and I'm following up now to set up a time to chat with you about participating in the project.

We know other schools, communities and educational leaders would learn a lot from the successes you've had at [school name], and we also know your school will gain a deeper understanding of what you're doing so well.

I'll follow up with your administrative team to try to find a time to connect, but please feel free to contact me directly whenever you have a moment. My phone is [phone number] and my email is [email address].

Yours,

[name]

REMIQS Recruitment Specialist/Lead

# Scripts for Project Recruitment

## Email Messages and Phone Calls

### FOLLOW-UP VOICEMAIL

Hello, my name is [name] and I work at [org].

We are conducting a research project with KnowledgeWorks on the ways that “bright spot” schools successfully prepare historically marginalized yet resilient students for college and career. We’ve seen that your school has a track record of success on this front and I’m hoping we can chat soon about participating in this opportunity next year.

I’ll follow up with your administrative team to try to find a time to connect, but please feel free to contact me directly whenever you have a moment. My phone is [phone number] and my email is [email address].

# Scripts for Project Recruitment

## Email Messages and Phone Calls

### INITIAL TALKING POINTS

Can be used either based on an impromptu follow up call OR a scheduled call with project leadership.

- » Describe the goals of the project and the two research questions:
  - Research Question One: What are the policies, programs, practices and features of high schools that have academically outperformed demographically similar high schools for historically marginalized students?
  - Research Question Two: What are the school experiences of students at these high schools and how are these experiences shaped by policies, programs, practices and features that support students for academic success?
- » Emphasize the benefits to the school.
  - Highlighting the schools' success
  - Opportunities to disseminate those findings to the broader education community
- » Answer any remaining questions

### Questions to ask

- » Is this project of interest to you (school leader)? If so, what next steps would need to happen, and how can we help? (get specific with timeline—under 1 week before follow up)
- » What's your process for getting necessary approvals from district officials, and how can we help with this?
- » Does your district have a research review process, if so what does that look like?

If call is impromptu and the conversation is going well, make the direct ask:

***This sounds like your school would be a strong fit for our project. Can I set up a time for you to meet with our project leadership to discuss this in greater detail?***

If the conversation is going well, make the direct ask:

***This sounds like your school would be a strong fit for our project. Can we count on your participation?***

## RECRUITMENT MEETING NOTE TAKING TOOL EXAMPLE

### Recruitment Meeting Notes

<b>School Name:</b>		<b>Date:</b>
<b>Project Team Member Name:</b>		
<b>Contact: Name / Email / Phone</b>		
School Site Fit		
District Research Review Process		
<b>Is this school a good fit for the project?</b>	Yes / Maybe / No	
<b>NOTES:</b> (Please note any questions that the school/district lead asked)		

## COMMITMENT LETTER EXAMPLE

[logo]

[SCHOOL NAME]  
[Contact at Research Firm]

[Date]

Dear [Contact],

I'm writing to confirm [Name of School] enthusiastic participation in the Robust and Equitable Measures to Inspire Quality Schools (REMIQS, pronounced "re-mix") project. I confirm that district leadership is supportive of our school's participation in this project and looks forward to finalizing details in the forthcoming memorandum of understanding (MOU). I understand that the project is funded and managed by KnowledgeWorks and that the research will be undertaken by your research partner, WestEd.

The overarching purpose of the project is to understand the features, approaches, policies and practices of high schools that successfully promote high levels of in-school and postsecondary success with students from historically marginalized yet resilient social groups.

We understand that KnowledgeWorks, WestEd and [Name of School] will soon execute a joint MOU that outlines specific expectations of each party. With further details to be explicated in that MOU, we understand that our school will:

- » Provide access to school and district documents that help explain the programs, curriculum, history, staffing, resources, strategies, features and surrounding community of the school
- » Host three multi-day site visits for the research team, one in the spring term of [year] and two in fall of [year]
- » Identify a point of contact with sufficient authority and relationships within the school and community to assist with logistics, outreach and definitions of findings
  - Facilitate the research process at your school including scheduling for research activities to be carried out by the WestEd research team (site visits, interviews, focus groups, etc.)
  - Gather existing school-level data
  - Communicate regularly with the WestEd research team
- » Be highlighted in national and state media and supply quotes and other forms of public facing testimonies (e.g., video clips) regarding the project

We further understand that in addition to helping build the field of education and the national and state recognition as a school that is “beating the odds” for historically marginalized yet resilient students, we will receive:

- » Support for an internal staff member to coordinate the research efforts to offset costs
- » Incentives for staff, students and parents for participation in focus groups and interviews
- » Opportunity to learn what is working well to promote equity at the school

We are excited to collaborate with you in this research and look forward to working with you on the MOU and beginning the research soon thereafter.

Sincerely,

[name]

REMIQS Specialist/Lead

## MEMORANDUM OF UNDERSTANDING EXAMPLE

[logo]

### Memorandum of Understanding by and between WestEd and District and KnowledgeWorks

Between

KnowledgeWorks

[Address and contact information]

And

WestEd,

[Address and contact information]

And

[District]

[Address and contact information]

Whereas, KnowledgeWorks, WestEd and District, through its participating school site, desire to enter into an agreement in which the parties will work together to complete a project as outlined in this Memorandum of Understanding (“MOU”);

#### **Article I: Purpose and Scope**

As part of the work of the Robust and Equitable Measures to Inspire Quality Schools (REMIQS), KnowledgeWorks, WestEd and District will engage in research (“Project”) with the overarching purpose of the project to understand the features, approaches, policies and practices of high schools that have promoted comparably higher levels of in-school and postsecondary success with students from historically marginalized yet resilient social groups. This will involve the collection of data from education stakeholders at the school site and surrounding community (i.e., learners, educators, administrators, leaders and family and community members). The Parties also wish to adequately protect student,

parent, teacher and/or District staff data and to comply with all applicable Federal, State and local laws, ordinances, regulations and directives relating to confidentiality.

KnowledgeWorks, WestEd and District intend to engage in the following capacity:

- A. Execute a mixed-methods in-depth investigation of multiple “beat the odds” schools across at least two states to reveal the features, policies and practices as well as contextual influences that drive those schools’ success with students from historically marginalized yet resilient backgrounds
- B. Engage funders, project advisors and the stakeholder committee to review emerging and final findings and provide guidance on public-facing communications
- C. Initiate and sustain productive working relationships with participating sites throughout the project period
- D. Co-develop, review and refine public-facing communications connected to research activities and findings
- E. Provide funders and relevant school/system leaders with regular project updates and host or attend meetings where such information is discussed

## **Article II: Background**

KnowledgeWorks, WestEd and District have held several meetings to discuss the business purpose and background of the services to be provided by KnowledgeWorks, and have agreed upon a preliminary timeline regarding such services.

## **Article III: Roles and Responsibilities of District’s participating school site**

District’s participating school site will:

- A. Provide staff time needed to assist with access, logistics, outreach and meaning-making of findings
- B. Dates for site visits will be as follows:
  - Site Visit 1: [Date]
  - Site Visit 2: [Date]
  - Final Site Visit: [Date]

- C. Collaborate with WestEd to identify and activate a REMIQS Fellow (or Fellows) who will serve as the main points of contact for the site visits, contact brokering and the primary site-based partner for support with and review of communications, data interpretations and interpretation of findings
- D. Provide access to school and district documents and data that help explain the programs, curriculum, history, staffing, resources, strategies, features, impacts and surrounding community of the school
- E. Facilitate connections and access to classrooms for observation and data collection
- F. Facilitate connections with administrators, teachers, students, parents and cross-section of community members for interviews and/or focus groups
- G. Assist with dissemination and collection of surveys (if used), invitations to focus groups/interviews, requests for artifacts (e.g., lesson examples, rubrics, student work) and other outreach to school community
- H. Supply quotes and/or video clips about the project and the school's participation at key points during the investigation
- I. Help secure permissions and participation of subjects in public-facing professional videos to be recorded during the fall term, [Year], to capture the culture, features and approaches, equity-producing efforts and impacts of the school site
- J. Refrain from publicly releasing any research findings until after KnowledgeWorks has done so; this includes refraining from sharing with faculty, staff, administration and community
- K. Use social media and community/regional outreach to help broadcast participation in the project

#### **Article IV: Roles and Responsibilities of KnowledgeWorks**

KnowledgeWorks will:

- A. Pay stipends to District per Article VIII below
- B. Coordinate calendars, prepare attendees, task presenters and facilitate all meetings that involve funders, advisors, stakeholder committee and other regional/state/national leaders

- C. Serve as main point of contact for funders, advisors, stakeholder committee and other regional/state/national leaders
- D. Assist with research design, data gathering efforts, analysis and translation of findings for various audiences
- E. When possible, provide early embargoed versions of all major communications releases relevant to project (e.g., blogs, findings, infographics, videos, etc.)
- F. Develop, refine and release all project-related content hosted on REMIQS.org and KnowledgeWorks.org, and update REMIQS.org as necessary to reflect project milestones
- G. Supply standardized language for attributions, funder acknowledgements and messaging for any and all public communications associated with the project
- H. Convene and facilitate meetings in which emerging and final findings from the project are shared with site officials, faculty, staff, students and community members
- I. Supervise the development, refinement, release and distribution of all public-facing materials and media associated with the project

#### **Article V: Roles and Responsibilities of WestEd**

This project involves the collection of in-depth data through site visits that include observations, interviews, focus groups, as well as document and data review. Data will be collected with/from a variety of school stakeholders including district and school leaders, classroom educators, support staff, students and family/community members. The primary data collection activities include:

- Preliminary document retrieval and review to illuminate curricular, policy, procedural and other institutional factors that may be ascertained remotely
- Two in-person site visits by multiple members of the research team during which time observation, interview and focus group data will be collected
- A third visit to each site to share initial findings with school stakeholders, educators and leaders

WestEd will:

- A. Collect the data and share findings in a culturally responsive, sustaining and sensitive manner
- B. Work with the school/district leader(s) to identify and support a staff member (or members) to serve as a REMIQS Fellow to support the research project
- C. Coordinate data collection with the Fellow and school leaders
- D. Provide small incentives such as stipends or gift cards for stakeholders to participate in data collection
- E. Analyze data and prepare reports, and share findings with KnowledgeWorks and the District
- F. Secure IRB approvals from all relevant agencies, obtain informed consent/assent from all research subjects, maintain confidentiality of all research participants and ensure collected data are stored securely and safely
- G. Designate a liaison to facilitate communications between WestEd and the District for coordinating the activities necessary to carry out this MOU; WestEd's contact person for this project is:
  - H. Name, address and contact information

#### **Article VI: Roles and Responsibilities of District**

In addition to ensuring the school site's adherence to Article III above, District shall:

- A. Designate a chief point of contact at the school site (apart from the REMIQS Fellow described below) who will ensure steady communications with KnowledgeWorks and WestEd, distribute updates and notifications to staff about research activities as necessary and help facilitate logistics. That person's contact information is:

**[Name, address and contact information]**

Collaborate with WestEd to identify a REMIQS Fellow (or Fellows) at the school site who will assist with planning site visits and brokering connections to study participants. This person should have sufficient authority and relationships within the school and community to assist with logistics, outreach and definition of findings. That person's contact information is:

**[Name, address and contact information]**

- B. Provide access to school and district documents that help explain the programs, curriculum, history, staffing, resources, strategies, features, impacts and surrounding community of the school
- C. Ensure school site is able to host two multi-day site visits for the research team
- D. Facilitate connections and access to classrooms for observation and data collection
- E. Facilitate connections with administrators, teachers, students, parents and cross-section of community members for interviews and/or focus groups and assist with site logistics regarding the time and location of those activities
- F. Assist with dissemination and collection of online surveys (if used), invitations to focus groups/interviews, requests for artifacts (e.g., lesson examples, rubrics, student work) and other outreach to school community
- G. Refrain from publicly releasing any research findings until after KnowledgeWorks has done so; this includes refraining from sharing with faculty, staff, administration and community

## **Article VII: Issues of Mutual Understanding**

### **A. Indemnity**

To the extent permitted by law, each of the Parties hereby release and discharge the other Parties from and against all claims, suits, actions, damages, costs and expenses arising out of or in connection with the project, except as may result solely and directly from the gross negligence or willful misconduct of the other Parties.

In no event will KnowledgeWorks' liability to District arising out of or related to this MOU or the responsibilities provided hereunder, exceed District's compensation for services provided under this MOU. In no event with the District's liability hereunder exceed the limits of available insurance coverage.

## **B. Intellectual Property**

To the extent permitted by law, the Parties agree to indemnify and hold each other harmless in case of any copyright or trademark infringement.

District agrees that KnowledgeWorks is bringing its own intellectual property to the engagement and agrees to use it for District internal use only.

## **C. Definitions Regarding Shared Data**

1. "Data," as used in this MOU, shall mean and refer to qualitative interview and focus group data, observations, survey data and documents and extant data shared.
2. "Personally Identifiable Information" or "PII," as used in this MOU, shall mean any information or data that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person, who does not have personal knowledge of the relevant circumstances, to identify an individual with reasonable certainty.
3. "De-identified Data," as used in this MOU, shall mean Data from which all Personally Identifiable Information has been removed or obscured so that a reasonable person, who does not have personal knowledge of the relevant circumstances, would not be able to identify any individual with reasonable certainty.

## **D. Confidentiality**

1. WestEd and KnowledgeWorks agree to take all necessary precautions to safeguard the Data and comply with all applicable Federal, State or local laws, ordinances, regulations and directives relating to confidentiality. These include, but are not limited to, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99), the California Information Practices Act (California Civil Code § 1798 et. seq.), as amended, (5 U.S.C. § 552). FERPA Exception - WestEd and KnowledgeWorks are authorized to receive these data under the following FERPA exception:

- a. Studies Exception [34 CFR 399.31(a)(6)] for the purposes of improving instruction
2. WestEd will complete training on Human Subjects research issues, procedures to protect confidentiality/privacy and data management.
3. WestEd will take reasonable steps to maintain the confidentiality and security of the Data at all stages of the Project. PII will only be used for the purposes of the Project.
4. WestEd will provide electronic access to data for KnowledgeWorks staff through the grant period and three years from the date of the final report, with the understanding that any files containing PII or confidential information will use common identifiers to protect anonymity. (The anonymized common identifier will be used for individual level data across spreadsheets and/or data sources.); and
5. WestEd will immediately notify KnowledgeWorks staff in the event of a data breach where PII or confidential information is no longer secure or has been accessed by unauthorized personnel. KnowledgeWorks will in turn notify District and school officials and oversee any necessary mitigation efforts.
6. If WestEd publishes any reports or other publications created with the use of Data, WestEd will not include information that could lead to the identification of any individual whose information is included in the Data.

#### **E. Data Handling, Storage and Sharing**

1. All computers used to upload, analyze or store Data containing PII will be encrypted and password-protected. WestEd will store Data in a password-protected and encrypted cloud-based content management system.
2. WestEd will only transfer PII using secure, encrypted transmission methods.
3. WestEd will store PII only on password protected research staff computers, restricted share drives and USB flash drives stored in locked files.
4. WestEd will identify questionnaires and qualitative data using only a study ID number and use only one computer file to link ID numbers with identifiable data.
5. WestEd will store contact information sheets used for scheduling purposes in secure locations.

6. In transcribing audio-recordings, WestEd will remove references that could potentially identify individuals.
7. WestEd will limit internal access to PII to individuals working on the Project with legitimate interests in the PII and whose work reasonably requires access to the Data (i.e. on a need-to-know basis).
8. PII will be destroyed at the earlier of the two: (1) when the PII is no longer needed for analysis, or (2) within 15 business days of the termination of this MOU pursuant to Article VIII of this MOU, and delivery to WestEd of District's written demand for destruction of the PII.
9. De-identified Data may be retained by WestEd after the completion of the Project, and may be further used, shared, released or disclosed by WestEd without consent, to the extent permitted under FERPA.
10. WestEd and KnowledgeWorks will disseminate findings which may include de-identified exemplars, cases or vignettes.
11. Reports containing aggregate-level data and results may also be presented to the members of professional associations and may be published and disseminated by WestEd and/or KnowledgeWorks.
12. Educational records shared by District are and shall continue to be District's property.

#### **Article VIII: Compensation Details**

#### **Article IX: Term of Agreement**

This MOU is effective from [Date] through [Date] unless superseded by a formal contract or terminated pursuant to the termination procedure set out in Article VIII.

Termination: Any party may cancel this MOU with two weeks written notice to the other parties.

## **Article X: General Provisions**

- A. Amendments. This MOU may be amended at any time by mutual agreement of the Parties without additional consideration, provided that before any amendment shall take effect, it shall be in writing and signed by all Parties.
- B. Assignment. Neither Party shall voluntarily or by operation of law, assign or otherwise transfer its rights or obligations under this MOU without the other Parties prior written consent. Any purported assignment in violation of this paragraph shall be void.
- C. Severability. The provisions of this MOU are severable and the unenforceability of any provision of this MOU shall not affect the enforceability of any other provisions hereof.
- D. Limitation of liability. Each Party shall bear all costs, risks and liabilities incurred by it arising out of its obligations and efforts under this MOU. Parties shall not have any right to any reimbursement, payment or compensation of any kind from the other Parties, unless expressly agreed to in writing by all Parties.
- E. Relationship between the Parties. Nothing in this Agreement shall be construed to grant any Party the right to make commitments of any kind for or on behalf of the other Party, without the prior written consent of the other Party. Nothing in this Agreement shall be deemed to constitute, create, give effect to or otherwise recognize an employment relationship between the parties or a joint venture, partnership or formal entity of any kind.
- F. Dispute resolution. The Parties shall exercise their best efforts to settle any claim, controversy or dispute (collectively “Disputes”) arising out of or relating to this Agreement. The Parties shall discuss any such Dispute no later than 30 days after any Party gives written notice to the other Party of a Dispute, including the legal and factual basis for such Dispute. No suit, arbitration or other proceeding may be commenced before the Parties have met pursuant to this provision, except as described herein.

In the event that a Dispute cannot be resolved through good faith negotiations, the Parties agree that such Dispute shall be finally settled through binding arbitration. The arbitration shall be administered by JAMS, in San Francisco, California, pursuant to its Comprehensive Arbitration Rules and Procedures. The decision of the arbitrator shall be final and conclusive upon the Parties. Judgment on the award rendered by the arbitrators may be entered in any court having jurisdiction.

Notwithstanding the foregoing, any Party may seek injunctive or provisional relief to protect confidential information at any time.

- G. Notices. All notices permitted or required under this MOU shall be in writing and shall be delivered by personal delivery, electronic mail or by certified or registered mail, return receipt requested, to each Party's respective contact listed above and will be deemed given upon personal delivery, five (5) days after deposit in the mail, or upon acknowledgment of receipt of electronic transmission. Notices of intent to terminate this MOU shall be provided to the applicable contact above, and, if to WestEd, also be delivered to:

Name, address and contact information

- H. Negotiation and execution. This MOU has been negotiated by all Parties and shall not be strictly construed against any Party. This MOU may be executed in one or more original or faxed counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one and the same instrument. Each of the persons signing this MOU represents that he or she has the authority to sign on behalf of and bind their respective party.

IN WITNESS WHEREOF, the parties have executed this MOU.

**District**

**KnowledgeWorks**

**WestEd**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## CONSENT FOR DISTRICT STAFF PARTICIPATION EXAMPLE

[logo]

Dear District Staff,

On behalf of KnowledgeWorks and WestEd, we are inviting staff at your school to join us in a multi-state research study to better understand how high schools promote equity and achieve strong academic, postsecondary and career outcomes for historically marginalized yet resilient students<sup>1</sup>. This study is part of the Robust and Equitable Measures for Inspiring Quality Schools (REMIQS) investigation led by KnowledgeWorks. [School Name] has given us permission to invite your participation in this study.

**Purpose:** This study will allow us to see how high schools improve the school experiences of historically marginalized yet resilient students.

**Selection:** We are inviting staff at [School Name], to participate in the study, which will take place in [Dates].

### **What will happen if I take part in this study?**

Participation includes either an interview or discussion group with other (school/district) staff.

- » A researcher will ask questions about the school level policies, programs and practices that have contributed to student success.
- » The discussion group will:
  - Take place at school
  - Last about 60 minutes
  - Be audio recorded for note taking purposes

### **Will information about my participation in this study be kept confidential?**

Your privacy is protected. No information collected will allow you to be identified. Data is for research purposes only.

### **Do I have to participate?**

No, you do not have to participate in this study. There are no penalties for not participating and you may stop participating at any time.

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1. Students of color who identify as Black or African American, multi-racial, Latinx, Indigenous or Asian American and Pacific Islander; students with learning differences; students who come from low-income families; and emerging bilingual students

**Are there any potential risks or discomforts that I can expect from this study?**

There may be some risks from participating in this research study, including questions that may make you feel uncomfortable or upset. You are free to not answer any question you wish. As with all research, there is a chance that confidentiality could be compromised, however, we are taking precautions to minimize this risk. To lessen this risk, please do not say anything that you believe would discredit or comprise your personal or professional status.

**Are there any potential benefits if I participate?**

Your participation will help us better understand how to improve the school experiences of students.

**Compensation**

You will receive a [\$0.00] gift card immediately after your participation.

**Questions**

If you have questions about this study, or your rights, you may call the study director [name and contact information]. Additionally, if you have questions about your rights as an interview participant, you may contact the [Institution name] Institutional Review Board at [Phone number] or [Email address].

**You will be given a copy of this information to keep for your records.**

\_\_\_ I **agree** to participate in the REMIQS Study.

\_\_\_ I **do not agree** to participate in the REMIQS Study

\_\_\_\_\_  
District Staff Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Staff Name (printed)

# PARENT/GUARDIAN CONSENT FOR STUDENT PARTICIPATION EXAMPLE

[logo]

Dear Parent/Guardian of Student at [District/School Name],

On behalf of KnowledgeWorks and WestEd, we are inviting students at your child's school to join us in a multi-state research study to understand better how high schools promote equity and achieve strong academic, postsecondary and career outcomes for historically marginalized yet resilient students<sup>1</sup>. This study is part of the Robust and Equitable Measures for Inspiring Quality Schools (REMIQS) investigation led by KnowledgeWorks. The [District/School Name] has permitted us to invite your child to participate in a discussion group for this study.

**Purpose:** This study will allow us to study how high schools improve the school experiences of historically marginalized yet resilient students.

**Selection:** We are inviting students at your child's school, plus other schools in other states, to participate in the study, which will take place in [Dates].

## **What will happen if my child takes part in this study?**

Participation includes a discussion group with other students from your child's school. In addition, a researcher will ask questions about their school experiences. The discussion group will:

- » Take place at school
- » Last about 60 minutes
- » Be audio recorded for note taking purposes

## **Will information about my child's participation in this study be kept confidential?**

Your child's privacy is protected. The research team will not reveal their identity and will only use collected data for research purposes.

## **Does my child have to participate?**

No, your child does not have to participate in this study and will not be penalized for not participating. In addition, they may choose to stop participating at any time.

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1. Students of color who identify as Black or African American, multi-racial, Latinx, Indigenous or Asian American and Pacific Islander; students with learning differences; students who come from low-income families; and emerging bilingual students

**Are there any potential risks or discomforts that my child can expect from this study?**

There may be some risks from participating in this research study, including questions that may make your child feel uncomfortable or upset. We will not force your child to answer any questions they do not want to answer. As with all research, there is a chance that confidentiality could be compromised. However, we are taking precautions to minimize this risk. To lessen this risk, we encourage your child not to say anything that may discredit their personal or academic status.

**Are there any potential benefits if my child participates?**

Your child's participation will help us better understand how to improve the school experiences of other students like them.

**Will my child be compensated for their time?**

Your child will receive a [\$0.00] gift card immediately after their participation.

If you have questions about this study, or your rights, you may call the study director: [name and contact information]. Additionally, if your child has questions about their rights as an interview participant, you may contact the [Institution name] Institutional Review Board at [Phone number] or [Email address].

**You will receive a copy of this information for your records.**

\_\_\_\_ I agree to participate in the REMIQS Study.

\_\_\_\_ I do not agree to participate in the REMIQS Study

\_\_\_\_\_  
Student Name (printed)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Name (printed)

## CONSENT FOR PARTICIPATION OF STUDENTS AGED 18+ EXAMPLE

[logo]

Dear student aged 18 or older at [School Name],

On behalf of KnowledgeWorks and WestEd, we invite you to participate in a discussion group with other [School Name] students. We want to better understand your experiences and viewpoints about high school and equity, meaning how your school supports and meets the educational needs of every student.

We are inviting students at your school, plus other schools in other states, to participate in the study, which will take place in [Dates].

### **What will happen if I take part in this study?**

Participation includes a discussion group with other students from your school.

- » A researcher will ask questions about your school experiences and you and other students will discuss them.
- » The discussion group will:
  - Take place at school; your teacher will know you are with us and are okay with missing class time
  - Last about an hour
- » Your answers will be audio-recorded, so we can accurately capture what you said. However, only the research team will hear your responses. We will not tell your teachers or parents what you said. In addition, we will not report your name.

### **Do I have to participate?**

It is okay if you do not want to participate. You are welcome to pass on any questions that make you uncomfortable or to get up and leave if you no longer wish to participate. No one will be upset with you if you decide not to participate.

### **Are there any potential risks or discomforts that I can expect from this study?**

There may be some risks from participating in this research study, including questions that may make you feel uncomfortable or upset. We will not force you to answer any questions you do not want to answer. As with all research, there is a chance that

confidentiality could be compromised. However, we are taking precautions to minimize this risk. To lessen this risk, please do not say anything you believe would discredit or compromise your personal or professional status.

**Are there any potential benefits if I participate?**

Your participation will help us better understand how to improve the school experiences of other students like you.

**Compensation**

You will receive a [\$0.00] gift card immediately after your participation .

**Questions**

If you have questions about this study, or your rights, you may call the study director [name and contact information]. Additionally, if you have questions about your rights as an interview participant, you may contact the [Institution name] Institutional Review Board at [Phone number] or [Email address].

**You will receive a copy of this information for your records.**

\_\_\_\_ I **agree** to participate in the REMIQS Study.

\_\_\_\_ I **do not agree** to participate in the REMIQS Study

\_\_\_\_\_  
Student 18+ Signature                      Date

\_\_\_\_\_  
Student 18+ Name (printed)

## CONSENT FOR PARENT / GUARDIAN AND COMMUNITY MEMBER PARTICIPATION EXAMPLE

[logo]

Dear Parent/Guardian,

On behalf of KnowledgeWorks and WestEd, we are inviting [school name] to join us in a multi-state research study to better understand how high schools promote equity and achieve strong academic, postsecondary and career outcomes for historically marginalized yet resilient students<sup>1</sup>. This study is part of the Robust and Equitable Measures for Inspiring Quality Schools (REMIQS) research study led by KnowledgeWorks. The [school name] has permitted us to invite your participation in this study.

**Purpose.** This study will allow us to study how high schools improve the school experiences of historically marginalized yet resilient students.

**Selection.** We invite parents/guardians, staff and community members of [school name] to participate in the study. Schools from other states will also participate. This study will take place in [Dates].

### **What will happen if I take part in this study?**

Participation includes a discussion group with other parents/guardians or community members.

- » A researcher will ask questions about [school] policies, programs and practices that contribute to student success.
- » The discussion group will:
  - Take place at school
  - Last about 60 minutes
  - Be audio recorded for note taking purposes

### **Will information about my participation in this study be kept confidential?**

Your privacy is protected. The research team will not reveal your identity and will only use collected data for research purposes.

### **Do I have to participate?**

No, you do not have to participate in this study and will not be penalized for not participating. In addition, you may choose to stop participating at any time.

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1. Students of color who identify as Black or African American, multi-racial, Latinx, Indigenous or Asian American and Pacific Islander; students with learning differences; students who come from low-income families; and emerging bilingual students

**Are there any potential risks or discomforts that I can expect from this study?**

There may be some risks from participating in this research study, including questions that make you feel uncomfortable or upset. We will not force you to answer any questions you do not want to answer. As with all research, there is a chance that confidentiality could be compromised. However, we are taking precautions to minimize this risk. To lessen this risk, please do not say anything you believe would discredit or compromise your personal or professional status.

**Are there any potential benefits if I participate?**

Your participation will help us to better understand how to improve the school experiences of students.

**Compensation**

You will receive a [\$0.00] gift card immediately after your participation.

**Questions**

If you have questions about this study, or your rights, you may call the study director [name and contact information]. Additionally, if you have questions about your rights as an interview participant, you may contact the [Institution name] Institutional Review Board at [Phone number] or [Email address].

**You will receive a copy of this information for your records.**

\_\_\_ I **agree** to participate in the REMIQS Study.

\_\_\_ I **do not agree** to participate in the REMIQS Study

\_\_\_\_\_  
Parent/Guardian/Community Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian/Community Member, Name (printed)

# Remote Data Gathering and Document Analysis

### Remote data gathering

Collect the following extant documents to better understand each site's unique context and inform each visit's interviews, focus groups and observations:

**List of community members/partners** (name, email address, nature of their relationship with the school and anticipated interest/availability to speak with the research team): This list will include community members and leaders and employees of organizations from the high school's service area. The sample of community members selected to participate will be representative of the diverse range of potentially intersecting experiences and identities found within the area, including but not limited to small businesses, non-profit organizations, parents of children attending adjacent schools and local government staff.

**High School staff list** (name, role, race, gender, tenure, any additional "need to know" details): This list will include administrators, teachers, department directors, counselors, coaches and any other staff at the school

**Parent/student handbooks:** The areas of particular interest in the handbooks include:

- » School discipline policy and procedures
- » Intervention policy
- » Approach for serving English language learners<sup>1</sup> and students with disabilities

**Survey data:** Any aggregate and deidentified school-wide survey data, such as school climate survey, family engagement survey and employee satisfaction surveys

**School- or district-level equity plans, frameworks and mission statements**

**District-level strategic plans and annual reports**

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1. Here we use the names the federal government has established for specific sub-populations which is consistent with how states and districts report various outcomes for those groups. We recognize each term is deficit-based and consequently, we prefer to use other terms when alignment with federal categories is not a priority. Therefore, elsewhere we will often use "emerging bilingual students" instead of English Learners and we will use "students with learning differences" instead of "students with disabilities."

**District budget documents** (publicly available) related to the use of the following:

- » Title I funds
- » Title III funds
- » Other funds that explicitly support students that:
  - Qualify for Title I funds
  - Have an IEP
  - English language learners
  - Students experiencing homelessness
  - Students in foster care

### **Document analysis**

Documents will be analyzed using a two-phase coding process. In phase one, each artifact will be coded inductively to identify emergent themes. In phase two, each artifact will be coded deductively based on the conceptual framework. Researchers will align codes across different data types (i.e., Interviews, focus groups, reflections, student reports) and triangulate stakeholders' perceptions with other data sources to increase the validity of the study's conclusions.

## ARCHIVAL DOCUMENT REVIEW TEMPLATE EXAMPLE

### Archival Document Review Template

The REMIQS Archival Document Review Template is a tool that site visit team members may use to prepare for site visits. The tool provides blank space to summarize and document emergent findings, notes and questions related to each archival document set. The structure and content of this document review template was informed by the REMIQS conceptual framework.

#### **Document Sets that all Site Visit Team Members Should Review**

In preparation for Site Visit One, site visit team members should review each document set in the table below for their respective site.

#### **Parent/Student Handbooks**

Document Review Questions	Review Notes and Questions
<p>What categories of information do these handbooks provide (e.g., bullying, specific student populations, grade and academic promotion, grading, late work, attendance, school discipline, dress code, resource allocation, lottery/enrollment)? What are the defining characteristics of these policies? What stands out?</p> <p>What are the school's expectations and processes for family engagement?</p> <p>Does the school charge parents for uniforms, school supplies or fees for other purposes? Does the school waive the fees if a family cannot pay?</p>	

## School discipline interventions, policies and trend data

Note: Schools may include this information in their parent/student handbook

Document Review Questions	Review Notes and Questions
<p>What are the school's discipline practices for students?</p> <p>What discipline/behavioral intervention frameworks does this school implement (e.g., PBIS, MTSS, RTI, restorative, responsive classroom)?</p> <ul style="list-style-type: none"> <li>» How has this program been adapted to fit the community?</li> <li>» How has it been modified or improved to promote equity?</li> </ul> <p>How does the school reduce the use of exclusionary disciplinary practices?</p> <p>What percentage and number of students receive exclusionary punishments, including short-term in-school suspension (up to but not more than 3 instructional days), long-term in-school suspension (more than three instructional days), out-of-school suspension and expulsion each school year from SY17-18 through SY21-22? Does that data differ by student group and, in particular, for historically marginalized yet resilient students?</p>	

## Equity plans/frameworks; Mission statements

Document Review Questions	Review Notes and Questions
<p>What is the school's mission statement? Is equity included in or central to the statement?</p> <p>How does the school define equity?</p> <p>What are the school's equity goals and objectives?</p> <p>What is the school's equity theory of action? What equity and social-emotional learning frameworks or competencies (e.g., CRT, CASEL) does the school leverage? How are these operationalized?</p> <p>What approaches does the school use to ensure historically marginalized yet resilient students have equitable access to high-quality resources, courses and extracurricular opportunities?</p> <p>How does the school ensure that students are not relegated to low-expectancy courses or tracks with limited or nonexistent opportunities for enrichment and acceleration?</p> <p>What, if any, plans does the school have for interrupting institutional bias (e.g., hiring procedures, staff training, involving community stakeholders in decision making)?</p> <p>How does the school use data to inform its equity work?</p>	

## The SE Charter School Office Structure

In preparation for Site Visit One, site visit leads will assign each site visit team member several document sets to review from the table below. (Note: schools may include many of these documents in their parent/student handbooks)

**Interventions, policies and enrollment information** for students receiving special education and English learner services; low income (FRPL), Black or African American, Indigenous, Latino/a/x, Native Hawaiian, Pacific Islander, Arab, Middle Eastern, South Asian, low-income, emerging bilingual, undocumented, immigrant, refugee, students with (dis)abilities, students with learning differences students who identify as LGBTQAI+

Document Review Questions	Review Notes and Questions
<p>What written policies and procedures does the school have for students receiving special education services and English learner services?</p> <p>How many (and what percentage of total) special education and bilingual teachers does the school employ? How many of these teachers have the appropriate license(s)?</p> <p>What limitations, if any, does the school impose on its provision of special education services or English learner services?</p> <p>If available, how many students are enrolled in the school that receive special education services and English learner services?</p> <p>What is the school's approach to providing special education services and English learner services (e.g., drop-in vs. pull-out)?</p>	

## Course taking policies and data

Document Review Questions	Review Notes and Questions
<p>What are the school's course placement policies? What are the specific eligibility requirements and exclusions? What barriers to participation has the school sought to address? How? How successful have these approaches been?</p> <p>What advanced and extracurricular courses does the school offer (for example, gifted education programs, AP classes, IB programs etc.)? What are the specific eligibility requirements and exclusions? What barriers to participation has the school sought to address? How? How successful have these approaches been? Additionally, how are students identified for the gifted education programs, AP classes, IB programs and any other exclusionary enrichment opportunities?</p> <p>To what extent are historically marginalized yet resilient students represented in advanced and developmental courses?</p>	

### Strategic plans / Annual plans

Document Review Questions	Review Notes and Questions
<p>What are the school/district's strategic goals? To what extent are these goals realistic and/or ambitious? To what extent are the goals aligned with the school's mission? Equity plan?</p> <p>What is the school's progress toward these goals?</p> <p>To what extent are strategic goals linked to reasonable and appropriate action plans?</p>	

### Recruitment, lottery and enrollment policies and plans

Document Review Questions	Review Notes and Questions
<p>How, and from where, does the school recruit students? How does the school market itself to the community?</p> <p>What communities does the school serve? What are the defining characteristics of those communities (e.g., demographics, local context)?</p> <p>Does the school conduct an enrollment lottery? What does the lottery process entail (does the process prioritize high-performing students for example)? Does the school have a waiting list?</p>	

## School structure, charter authorization documents, management agreements

Document Review Questions	Review Notes and Questions
<p>What is the school's office structure? How many staff does the school have? What are staff roles?</p> <p>Does the school contract any key activities (e.g., wraparound services, a charter school contracting back-office or financial management services)? Any activities at all?</p> <p>What is the School Board structure (e.g., n-count, term limits, committees, meeting cadence)? How does the Board engage with families and the community (e.g., do voting family/community members sit on the Board)?</p> <p>If established as a charter school, what are the management organization's responsibilities? In what ways does the school maintain operational authority/ autonomy? In what ways does the school lack autonomy from the management organization?</p>	

## Student / Family / Staff survey data

Document Review Questions	Review Notes and Questions
<p>How frequently does the school administer student, family or staff surveys?</p> <p>How does the school share survey findings with the community?</p> <p>What key and actionable takeaways do survey findings reveal?</p> <p>What changes/improvements have been designed in response to previous surveys?</p> <p>If not in the extant documents, ask the following questions:</p> <p>What policies and practices does the school employ to facilitate teacher/family connection? Which have been successful?</p> <p>What are the opportunities for parent engagement in planning and decision making?</p> <p>What is the rate of participation in parent leadership opportunities by race/poverty of families?</p>	

## Financial documents

Document Review Questions	Review Notes and Questions
<p>Budget, or a publicly available breakdown of how LEA/school uses T1 funds, TIII funds and any dollar amounts that explicitly support students who: Qualify for T1, have an IEP, are a Dual Language Learner, are experiencing homelessness or are foster youth</p> <p>How were ESSER and COVID-19 relief funds allocated? What was prioritized?</p> <p>What else can we learn about the school from financial documents? Percentage spent on tutoring/counseling? What else stands out?</p>	

## Staff lists

Document Review Questions	Review Notes and Questions
<p>How many high school staff does the school employ? What positions require certification or licensure? What certifications and licenses does the school recognize? How many, and what percentage of staff are certified? (Certified – requiring certification or license versus classified – not requiring certification)</p> <p>How many paraprofessionals and aides, and where are they allocated?</p> <p>What is the percentage of teachers who are teaching courses outside their credentialed area?</p> <p>To what extent do school staff reflect student or broader community demographics?</p> <p>To what extent do staff from historically marginalized yet resilient groups hold leadership positions? Certified positions? Classified positions?</p> <p>What is the caseload and what are the responsibilities for:</p> <ul style="list-style-type: none"> <li>» School counselors</li> <li>» Psychologists</li> <li>» Nursing staff</li> </ul>	

## Community partner lists

Document Review Questions	Review Notes and Questions
<p>With what organizations, and to what end (e.g., role, frequency, intensity), does the school regularly partner?</p> <p><b>For Each Partnership:</b></p> <ul style="list-style-type: none"> <li>» How did it begin?</li> <li>» How does the school sustain/strengthen it?</li> </ul>	

## STUDENT FOCUS GROUP PROTOCOL EXAMPLE

### Student Focus Group Protocol

**Note to focus group facilitator**

*Please make sure to probe for responses that reflect a wide range of student experiences and characteristics, including race/ethnicity, gender identity and gender expression, learning differences (e.g., disability status, linguistic heritage, ways of knowing, funds of knowledge), free and reduced priced lunch status, sexual orientation (e.g., LGBTQAI+), emerging bilingual students, immigration status (e.g., newcomer, migrant), etc. As needed, please leverage inclusive strategies to create space for all focus group participants to meaningfully contribute.*

**Introduction**

KnowledgeWorks and WestEd are conducting a national study of high-performing high schools and our data show that your students at your school do better than students at other schools in their classwork, in their behavior and in what they do after high school. The Robust and Equitable Measures to Inspire Quality Schools (REMIQS, pronounced “re-mix”) project will help us understand how schools like yours best serve the most vulnerable learners. We’ll share what we learn broadly to show an example of good things that are happening in public education which will ultimately benefit students, teachers, the school district and communities in this area and across the United States.

**Meeting norms**

With your permission, we will audio-record this focus group to make sure that we accurately capture your thoughts. Any information we receive from you will be kept confidential. We will summarize all the information we gather and will not use your individual name. If we would like to share information that is specific to your school or district, we will ask your permission first. At any point in the discussion, you can decide not to answer any question.

As we proceed, please keep in mind the guiding principles for this discussion:

- » There are no right or wrong answers
- » Participation is essential, unless you do not want to answer specific questions
- » Questions, comments, suggestions and constructive critiques result in high-quality outcomes

- » Please remember to take care of your needs
- » All opinions will be treated respectfully
- » Listen, learn, share
- » And importantly, please bring your authentic self to these conversations and be as genuine as possible in your responses

### **Rigorous, culturally responsive and sustaining teaching and learning**

1. How do you learn about and celebrate your history, culture and traditions at school?
  - Tell me about a time when you learned about this in class.
  - What are some specific ways that these things are reflected in your classroom materials, such as schoolbooks, lessons or videos?
  - What are some examples of ways that you learn these things through activities outside of class like assemblies/special events, clubs, after-school programs or sports?
2. How does your school celebrate the history, culture, identity and traditions of all students?
  - Tell me about a time when the school did a particularly good job at this.
  - What other traditions, values, history or cultural components would you want to see represented in school practices, curriculum, etc.?
3. Setting aside quizzes and tests, what other ways are you asked to show that you understand the content of your classes?
  - How often do you and your classmates get the opportunity to show your understanding in these other ways?

### **Equitable and effective school structures and resources**

4. How would you describe the ways you and your classmates are treated by your teachers and school staff?
  - Tell me about a time when you and your classmates were treated well. Tell me about a time when you and your classmates were not treated as well.
  - Describe a memorable example of your relationships with teachers, administrators and staff.
  - Do you have an example of a time when teachers listened to, understood and valued what you and your classmates were saying?

5. How fairly do you think your school treats all students in relation to discipline – including tardiness, suspension, referrals and expulsion, (b) grading and accessing courses and extracurricular activities that they need and are the best fit for them?

Please explicitly ask the prompts for each of the three topics listed above:

- In what ways?
- To what extent are certain kinds of students treated differently than others? Why do you think that is?
- What would make it more fair at this school?

Continuing to think about fairness in how students are treated and provided with opportunities to succeed, to what extent do you observe that students receive equitable access to:

- High-quality general classes taught by inspiring and talented teachers?
- AP classes?
- Gifted and talented classes?
- Academic supports and tutoring?
- Off-campus enrichment?

### **Safe and supportive school culture and climate**

6. On an average day, how do you feel when you are at school?
- Can you share some examples of times when you feel welcomed? What made you feel that way?
  - Tell me about a time when you felt relaxed at school. What made you feel that way?
  - Tell me about times when you were able to be your genuine self, or be who you really are. What made you feel comfortable being yourself?
  - In what ways are you treated kindly by your classmates and adults on campus?
  - Tell me about some times when you noticed that other students felt comfortable. Do you have examples?
  - Please describe a time when you recognized that there were certain types of students who felt more comfortable than others?
  - Do you have examples of times when some students felt less comfortable than others? Why do you think that is?
  - To what extent do you think each student trusts at least one adult on campus? (This can be asked on visit one. Consider making it a must ask for visit two.)

- In what ways does the school’s culture align with its motto/vision/mission statement?
  - In what ways could the school environment be improved?
7. In what ways do the teachers, coaches and/or counselors here encourage or celebrate student achievements?
    - Tell me about a time when this happened.
    - How often does this happen?
  8. In what ways do teachers find ways for you and your classmates to pursue your own interests and make your own choices about what to learn?
    - What are examples of times when teachers, administrators or staff gave you the opportunity to make choices about what to learn?
    - ***Make sure to ask:*** What are examples of times when you helped make decisions and/or planned events and activities, such as class motto, lessons, events, activities or parties? How often does this happen?
  9. In what ways do you think that people at this school believe that all students can succeed academically and in their school activities outside the classroom, in their jobs, etc.?
    - What are some examples that lead you to think this way?
  10. How many teachers or other school staff do you feel like you can trust to listen to you when you tell them what you need, how you are feeling or when you don’t understand something in class?
    - How do you know you can trust that/those adults?
    - What are the roles of the adults that you can trust? Are they teachers, administrators, staff, coaches, counselors or others?
    - To what extent do you think every student at this school trusts at least one teacher or staff member? What makes you think this?
    - Tell me about a time when school staff showed students that they can trust them?

**Authentic partnership with families and communities**

11. In what ways does the school engage families and the community in classroom and campus-wide activities?
  - Tell me about a time when there was strong family and community engagement.
  - Describe a time when communication between the school and families/the community was not effective.
  - Why do you think that schools may not engage well with families? the community?
  - To what extent does the school engage differently with different populations?
12. Is there anything else that you want to tell me about your school that I have not asked about?

*Thank you for your time.*

## TEACHER FOCUS GROUP PROTOCOL EXAMPLE

### Teacher Focus Group Protocol

**Note to focus group facilitator**

*Please make sure to probe for responses that reflect a wide range of student experiences and characteristics, including race/ethnicity, gender identity and gender expression, learning differences (e.g., disability status, linguistic heritage, ways of knowing, funds of knowledge), free and reduced priced lunch status, sexual orientation (e.g., LGBTQAI+), emerging bilingual students, immigration status (e.g., newcomer, migrant), etc. As needed, please leverage inclusive strategies to create space for all focus group participants to meaningfully contribute.*

**Introduction**

KnowledgeWorks and WestEd are conducting a national study of higher performing high schools and our data show that your school has been steadily producing academic, behavioral and postsecondary outcomes that “beat the odds.” The Robust and Equitable Measures to Inspire Quality Schools (REMIQS, pronounced “re-mix”) project is multi-state, co-funded, stakeholder-driven, mixed-methods investigation designed to answer how we best serve our most vulnerable learners.

What we learn by studying schools like yours will be shared broadly in a wide-reaching communications campaign designed to illuminate where good things are happening and what works in public education. We think the field needs this boost and we are confident that your school’s participation will be a beacon for others and will benefit your students, faculty, district and community.

**Meeting norms**

Any data that are collected from our conversation will be kept confidential. Responses will be used for the purposes of analysis and for presentation as part of aggregate findings. With your permission, we will audio-record this interview to ensure that we accurately capture your thoughts, but we will not use your individual name within the report and will only share information specific to your school, district, agency and/or organization with your permission. Furthermore, you have full autonomy to answer or refuse any question at any point in the discussion.

As you engage, please keep in mind our guiding principles for this meeting:

- » There are no right or wrong answers
- » Participation is essential (unless you do not want to answer specific questions)
- » Questions, comments, suggestions and constructive critiques result in high-quality outcomes
- » Take care of your needs
- » All opinions will be treated respectfully
- » Listen, learn, share
- » And importantly, please bring your authentic self to these conversations and be as genuine as possible in your responses

*Thank you for your interest and all that you do to support student success!*

### **Rigorous, culturally responsive and sustaining teaching and learning**

1. In what ways do students at your school learn about history, culture and traditions that are relevant to or celebrate their identities?
  - Tell me about a time when they learned about this in class.
  - What are some specific ways they are reflected in classroom materials, such as schoolbooks, lessons or videos?
  - What are some examples of the ways that students learn these things through activities outside of class like assemblies/special events, clubs, after-school programs or sports?
2. What are some specific ways that you think about and approach representing and depicting student identity in your teaching?
  - What are some examples?
  - Tell me about a time when it worked well.
  - What would you change?
3. How do you incorporate the diverse identities represented in your classroom into curriculum, class lessons and modules?
  - What are some examples?
  - Tell me about a time when it worked well.
  - What would you change?

4. Setting aside quizzes and tests, what approaches do you or your school use to assess student learning and growth?
  - How often do you use these other approaches and how do they impact your work?
  - To what extent do these measures capture each student’s unique learning milestones based on their social-emotional and academic needs?
  - What about other teachers at your school? Do you think they use other measures?
5. How does your school celebrate the history, culture, identity and traditions of all students?
  - Tell me about a time when the school did a particularly good job at this. What are the growth areas or challenges?
  - What other traditions, values, history or cultural components would you want to see represented in school practices, curriculum, etc.?
6. How does this school support teachers in implementing high quality, challenging and culturally responsive and sustaining curriculum?
  - Tell me about a time when teachers accessed these supports.
  - What are the specific resources that teachers can access?
  - Do specific supports stand out as “bright spots” or areas of improvement?
  - What would you change?
7. In what ways does this school listen to all students’ voices when making teaching and learning decisions?
  - What are some examples of specific successes (or challenges) you’ve had soliciting students’ input?
  - How often are students empowered to make decisions and/or plan events and activities, such as class motto, lessons, events, activities or parties?

#### **Equitable and effective school structures and resources**

8. In what ways do your school’s policies and procedures involving discipline, tardies, suspensions, in-school suspensions and expulsions reflect an equitable, safe and empowering school climate for students?
  - What are some policies or procedures that stand out as bright spots for improving equity in school discipline?
  - What policies could be improved?

9. In what ways do you think school policies and practices around grading reflect an equitable and supportive school climate for students?
- What are some examples?
  - How is homework graded, if at all?
  - How are zeros recorded, if at all?
  - To what extent are re-dos and re-takes allowed or encouraged when students fail at their original attempt?
  - How are students encouraged to share work and collaborate on assignments/projects?
  - In what ways are rubrics used to communicate expectations in advance of assignments?
  - What works well?
  - What would you change?
10. How does this school and its teachers think about and ensure that students of all backgrounds have flexible pathways and equitable access and opportunity to:
- High-quality general academic offerings?
  - Advanced academic programs such as gifted and talented programs, AP courses, the IB program and accelerated/enriched learning opportunities?
  - Receive differentiated academic support?
  - Participate in extracurricular activities?
  - To what extent do school administrators support teachers in doing this?

Prompts

- What are some examples?
- What works well?
- What would you change?

**Safe and supportive school culture and climate**

11. On an average day, how do you think students feel at your school?
- Can you share some examples of times when you noticed that a student or group of students appeared to feel that they were welcome at the school? What made you think that was the case?
  - Can you share some examples of times when you noticed that a student or group of students appeared to feel relaxed at the school? What made you think that was the case?

- Tell me about times when you think students were able to be their authentic selves. Why do you think that was the case?
  - In what ways are students treated kindly by their classmates and adults on campus?
  - Tell me about times when you noticed that students felt most comfortable. Do you have examples?
  - Please describe a time when you recognized that there were certain types of students who felt more comfortable than others.
  - Do you have examples of times when there were certain types of students who felt less comfortable? Why do you think that is?
  - To align with the student and parent protocol, ask, “To what extent do you think each student trusts at least one adult on campus?” (This can be asked on visit one. Consider making it a must ask for visit two.)
  - In what ways does the school’s culture align with its motto, vision or mission statement?
  - In what ways have you and your staff worked to uphold and create this environment for all students?
  - In what ways could the environment be improved?
12. In what ways does this school ensure that all students are prepared to succeed after graduation in college, career and life?
- What are some examples?
  - What works well?
  - How can this be improved?
13. In your classroom, to what extent do students pursue their own interests and make their own choices about what to learn?
- What are some examples?
  - How often does this happen?
  - Tell me about a time when students help plan activities or make decisions in your classroom and throughout the school, such as class motto, lessons, events, activities and parties.
14. To what extent do you think that people at this school believe that all students can succeed academically and in their school activities outside the classroom, in their jobs, etc.?
- What are some examples that lead you to think this way?

15. In what ways do the teachers, coaches and/or counselors here encourage or celebrate student achievements?
- Tell me about a time when this happened.
  - How often does this happen?
16. What knowledge and skills do your students bring to school that some may not consider traditionally classroom-relevant or learned at school?
- What are some specific ways that the school honors or leverages these assets?
  - Tell me about a time when you honored or leveraged these assets in your instructional practices.
17. In what ways does this school support and encourage staff to actively identify and challenge-biased beliefs and practices?
- What are some specific examples?
  - Tell me about a time when this preparation took place.
  - What works well?
  - What can be improved?
  - How are school policies evaluated for biases that may disproportionately impact historically marginalized and resilient students?

### **Authentic partnership with families and communities**

18. In what ways does the school engage families and the broader community in classroom and campus-wide activities?
- Tell me about a time when there was strong family and community engagement.
  - Describe a time when communication between the school and families/the community was not effective.
  - Why do you think that schools may not engage well with families? The community?
  - To what extent does the school engage differently with different populations?
19. Is there anything else that you want to tell me about your school that I have not asked about?

*Thank you for your time.*

# Principal and Administrator Focus Group Protocol

**Note to focus group facilitator**

*Please make sure to probe for responses that reflect a wide range of student experiences and characteristics, including race/ethnicity, gender identity and gender expression, learning differences (e.g., disability status, linguistic heritage, ways of knowing, funds of knowledge), free and reduced priced lunch status, sexual orientation (e.g., LGBTQAI+), emerging bilingual students, immigration status (e.g., newcomer, migrant), etc. As needed, please leverage inclusive strategies to create space for all focus group participants to meaningfully contribute.*

**Introduction**

KnowledgeWorks and WestEd are conducting a national study of higher performing high schools and our data show that your school has been steadily producing academic, behavioral and postsecondary outcomes that “beat the odds.” The Robust and Equitable Measures to Inspire Quality Schools (REMIQS, pronounced “re-mix”) project is a multi-state, co-funded, stakeholder-driven, mixed-methods investigation designed to answer how we best serve our most vulnerable learners.

What we learn by studying schools like yours will be shared in a wide-reaching communications campaign designed to illuminate where good things are happening and what works in public education. We think the field needs this boost and we are confident that your school’s participation will be a beacon for others and will benefit your students, faculty, district and community.

**Meeting norms**

Any data that are collected from our conversation will be kept confidential. Responses will be used for the purposes of analysis and for presentation as part of aggregate findings. With your permission, we will audio-record this interview to ensure that we accurately capture your thoughts, but we will not use your individual name within the report and will only share information specific to your school, district, agency and/or organization with your permission. Furthermore, you have full autonomy to answer or refuse any question at any point in the discussion.

As we proceed, please keep in mind our guiding principles for this meeting:

- » There are no right or wrong answers
- » Participation is essential unless you do not want to answer specific questions
- » Questions, comments, suggestions and constructive critiques result in high-quality outcomes
- » Please remember to take care of your needs
- » All opinions will be treated respectfully
- » Listen, learn, share
- » And importantly, please bring your authentic self to these conversations and be as genuine as possible in your responses

*Thank you for your interest and all that you do to support student success!*

### **Rigorous, culturally responsive and sustaining teaching and learning**

1. In what ways do students at your school learn about the history, culture and traditions that are relevant to or celebrate their identities at school?
  - Do they learn about these things in class?
  - Are these things reflected in classroom materials, such as schoolbooks, lessons or videos?
  - Do they learn these things through activities outside of class like assemblies/ special events, clubs, after-school programs or sports?
2. Overall, how does your school celebrate the history, culture, identity and traditions of all students?
  - Tell me about a time when the school did a particularly good job at this.
  - What other traditions, values, history or cultural components would you want to see represented in school practices, curriculum, etc.?
3. In what ways does your school support teachers in implementing high quality, challenging and culturally responsive and sustaining curriculum ?
  - Tell me about a time when teachers accessed these supports.
  - What are the specific resources that teachers can access?
  - What stands out as “bright spots”? What stands out as areas of improvement?
  - What would you change?

4. In what ways does the school measure or come to understand your students' needs and ways of knowing?
  - Tell me about specific ways that the school measures students' needs.
  - What is a time when this has worked well? What about an example of a time when the ways to measure students' needs weren't successful? What would you change?
5. Setting aside quizzes and tests, what approaches do teachers use to assess student learning and growth?
  - To what extent do these approaches capture each student's unique learning milestones based on their social-emotional and academic needs?
6. In what ways does this school listen to all students' voices when making teaching and learning decisions?
  - What are some examples of specific successes (or challenges) you've had soliciting students' input?
  - How often are students empowered to make decisions and/or plan events and activities, such as class motto, lessons, events, activities or parties?

#### **Equitable and effective school structures and resources**

7. Can you walk me through a typical process for making key decisions about the way the school is structured, policies are made and resources are spent:
  - What data sources are most important to you?
  - How do you assess and evaluate competing data sources?
  - What data do you consider most useful?
  - **Must ask:** Tell me about a time when you made decisions about mitigating inequities.
  - In what ways is the process different than when you make other types of decisions?
8. In what ways do your school's policies and procedures around areas such as discipline, tardiness, suspension, referrals, in school suspensions and expulsion reflect an equitable, safe and empowering school climate for students?
  - What are some policies or procedures that stand out as bright spots for improving equity in school discipline?
  - What policies could be improved?

9. In what ways do you think school policies and practices around grading reflect an equitable and supportive school climate for students?
- What are some examples?
  - How is homework graded (if at all)?
  - How are zeros recorded (if at all)?
  - To what extent are re-dos and re-takes allowed or encouraged when students fail at their original attempt?
  - How are students encouraged to share work and collaborate on assignments/projects?
  - In what ways are rubrics used to communicate expectations in advance of assignments?
  - What works well?
  - What would you change?
10. To what extent do you think this school ensures that students of all backgrounds have flexible pathways and equitable access and opportunity to:
- High-quality general academic offerings?
  - Advanced academic programs such as gifted and talented programs, AP courses, the IB program and accelerated/enriched learning opportunities?
  - Differentiated academic support?
  - Extracurricular activities?
- Prompts?
- What are some examples?
  - What works well?
  - What would you change?

### **Safe and supportive school culture and climate**

11. On an average day, how do you think students feel at your school?
- Can you share some examples of times when you noticed that a student or group of students appeared to feel that they were welcome at the school? What made you think that was the case?
  - Can you share some examples of times when you noticed that a student or group of students appeared to feel relaxed at the school? What made you think that was the case?

- Tell me about times when you think students were able to be their authentic selves. Why do you think that was the case?
  - In what ways are they treated kindly by their classmates and adults on campus?
  - Tell me about some times when you noticed that students felt most comfortable. Do you have examples of times when you think they felt the least comfortable?
  - Please describe a time when you recognized that there were certain types of students who felt more comfortable than others.
  - Do you have examples of times when there were certain types of students who felt less comfortable? Why do you think that is?
  - To align with the student and parent protocol, ask, “To what extent do you think each student trusts at least one adult on campus?” (This can be asked on visit one. Consider making it a must ask for visit two.)
  - In what ways does the school’s culture align with its motto, vision or mission statement?
  - In what ways have you and your staff worked to uphold and create this environment for all students?
  - In what ways could the environment be improved?
12. In what ways does this school ensure that all students are prepared to succeed after graduation in college, career and life?
- What are some examples?
  - What works well?
  - How can this be improved?
13. To what extent do you think that people at this school believe that all students can succeed academically, in their school activities outside the classroom, in their jobs, etc.?
- What are some examples that lead you to think this?
14. How do teachers, coaches and/or counselors encourage or celebrate student achievements?
- Tell me about a time when this happened.
  - How often does this happen?

15. What knowledge and skills do your students bring to school that some may not consider traditionally classroom-relevant or learned at school?
- What are some specific ways that the school honors or leverages these assets?
  - Tell me about a time when you honored or leveraged these assets in your instructional practices.

16. How do you prepare staff to actively identify and challenge biased-based beliefs and practices ?
- Tell me about a time when this preparation took place.
  - How are school policies evaluated for biases that may disproportionately impact historically marginalized yet resilient students?

**Authentic partnership with families and communities**

17. How does the school engage families and the broader community in classroom and campus-wide activities?
- Tell me about a time when there was strong family and community engagement.
  - Describe a time when communication between the school and families/the community was not effective.
  - Why do you think that schools may not engage well with families? The community?
  - To what extent do your engagement strategies differ across different populations?
18. Is there anything else that you want to tell me about your school that I have not asked about?

*Thank you for your time.*

### Parent / Guardian Focus Group Protocol

**Note to focus group facilitator**

*Please make sure to probe for responses that reflect a wide range of student experiences and characteristics, including race/ethnicity, gender identity and gender expression, learning differences (e.g., disability status, linguistic heritage, ways of knowing, funds of knowledge), free and reduced priced lunch status, sexual orientation (e.g., LGBTQAI+), emerging bilingual students, immigration status (e.g., newcomer, migrant), etc. As needed, please leverage inclusive strategies to create space for all focus group participants to meaningfully contribute.*

**Introduction**

KnowledgeWorks and WestEd are conducting a national study of high-performing high schools and our data show that students at this school do better than students at other schools in their classwork, in their behavior, and in what they do after high school. The Robust and Equitable Measures to Inspire Quality Schools (REMIQS, pronounced “re-mix”) project will help us understand how schools like your student’s school best serve the most vulnerable learners. We’ll share what we learn broadly to show an example of good things that are happening in public education which will ultimately benefit students, teachers, the school district and communities in this area and across the United States.

**Meeting norms**

With your permission, we will audio-record this focus group to make sure that we accurately capture your thoughts, but any information we receive from you will be kept confidential. We will summarize all the information we gather and will not use your individual name. If we would like to share information that is specific to your student’s school or district, we will ask your permission first. At any point in the discussion, you can decide not to answer any question.

As we proceed, please keep in mind the guiding principles for this discussion:

- There are no right or wrong answers
- Participation is essential (unless you do not want to answer specific questions)
- Questions, comments, suggestions and constructive critiques result in high-quality outcomes

- Please remember to take care of your needs
- All opinions will be treated respectfully
- Listen, learn, share
- And importantly, please bring your authentic self to these conversations and be as genuine as possible in your responses

### **Rigorous, culturally responsive and sustaining teaching and learning**

1. In what ways does your student learn during school about the history, culture and traditions that are relevant to or celebrate their identities?
  - Tell me about a time when they learned about this in class.
  - What are some specific ways this is reflected in classroom materials, such as schoolbooks, lessons or videos?
  - What are some examples of ways that students learn these things through activities outside of class like assemblies/special events, clubs, after-school programs or sports?
2. Overall, how does your student's school celebrate the history, culture, identity and traditions of all students?
  - Tell me about a time when the school did a particularly good job at this.
  - What other traditions, values, history, cultural components would you want to see represented in school practices, curriculum, etc.?

### **Equitable and effective school structures and resources**

3. How much do you think the way classes are scheduled, what is taught in classes and how the classes are taught fit with your student's needs?
  - What works well for your student?
  - What doesn't work well for your student?
4. How fairly do you think this school treats all students in relation to discipline – including tardiness, suspension, referrals and expulsion, grading and access to courses and extracurricular activities that they need are the best fit for them?  
Please explicitly ask the prompts for each of the three topics listed above:
  - In what ways?
  - To what extent are certain kinds of students treated differently than others? Why do you think that is?
  - What would make it more fair at this school?

Additional prompts: Fairness in relation to:

- High-quality general classes
- Advanced classes and programs
- Academic supports
- Off-campus activities

### **Safe and supportive school culture and climate**

5. On an average day, how do you think your student feels at your school?
  - Tell me about a time when your student felt relaxed at school. What do you think made them feel that way?
  - Tell me about times when your student was able to be their authentic self. What do you think made them feel comfortable being themselves?
  - In what ways is your student treated kindly by their classmates and adults on campus?
  - Tell me about some times when you noticed that other students felt most comfortable. Do you have examples of times when you think they felt the least comfortable?
  - Please describe a time when you recognized that there were certain types of students who felt more comfortable than others?
  - Do you have examples of a time when there were certain types of students who felt less comfortable? Why do you think that is?
  - ***CAN ask on visit one, MAYBE a “must” ask for visit two***  
To what extent do you think each student trusts at least one adult on campus?
  - In what ways does the school’s culture align with its motto, vision or mission statement?
  - In what ways could the school environment be improved?
6. To what extent do you think that people at this school believe that all students can succeed academically and in their school activities outside the classroom, in their jobs, etc.?
  - What are some examples that lead you to think this?
7. How much do you think your student can succeed academically and outside the classroom at this school?
  - In what ways do you think they can/can’t succeed?
  - Why or why not?

8. To what extent do teachers find ways for their students to pursue their own interests and make their own choices about what to learn?
  - What are examples of times when teachers, administrators or staff gave your student the opportunity to make choices about what to learn?
  - **Make sure to ask:** What are examples of times when your student helped make decisions and/or plan events and activities (e.g., class motto, lessons, events, activities, parties)? How often does this happen?
9. In what ways do the teachers, coaches and/or counselors here encourage or celebrate student achievements?
  - Tell me about a time when this happened.
  - How often does this happen?
10. Has your student been able to get the services and supports they need at their school?
  - What specific supports did they receive or not receive?
11. How much have you as a parent/guardian been able to access the services and supports you need to support your student's education?
  - What specific supports have you received or were unable to receive?
12. How many teachers or other school staff do you feel your student can trust to listen to them when they tell them what they need, how they are feeling or when they don't understand something in class?
  - How do you think your student knows that they can trust that/those adults?
  - What are the roles of the adults that your student can trust, such as teachers, administrators, staff, coaches or counselors?
  - To what extent do you think every student at this school trusts at least one teacher or staff member? What makes you think this?
  - Tell me about a time when school staff showed students that they can trust them.

#### **Authentic partnership with families and communities**

13. How much and how often does the school enable you to be involved in your child's learning?
  - How are you informed about your child's progress and needs?
  - What are some examples?

14. In what ways does the school engage with you and other families in classroom and campus-wide activities?

- Tell me about a time when there was strong family engagement.
- Describe a time when communication between the school and families was not effective.
- Why do you think that schools may not engage well with families?
- To what extent does the school engage differently with different populations?

15. Is there anything else that you want to tell me about your student's school that I have not asked about?

*Thank you for your time.*

# Community Member Focus Group Protocol

**Note to focus group facilitator**

*Please make sure to probe for responses that reflect a wide range of student experiences and characteristics, including race/ethnicity, gender identity and gender expression, learning differences (e.g., disability status, linguistic heritage, ways of knowing, funds of knowledge), free and reduced priced lunch status, sexual orientation (e.g., LGBTQAI+), emerging bilingual students, immigration status (e.g., newcomer, migrant), etc. As needed, please leverage inclusive strategies to create space for all focus group participants to meaningfully contribute.*

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**Meeting norms**

Any data that are collected from our conversation will be kept confidential. Responses will be used for the purposes of analysis and for presentation as part of aggregate findings. With your permission, we will audio-record this interview to ensure that we accurately capture your thoughts, but we will not use your individual name within the report and will only share information specific to your school, district, agency and/or organization with your permission. Furthermore, you have full autonomy to answer or refuse any question at any point in the discussion.

As we proceed, please keep in mind the guiding principles for this meeting:

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- Participation is essential (unless you do not want to answer specific questions)
- Questions, comments, suggestions and constructive critiques result in high-quality outcomes
- Please remember to take care of your needs
- All opinions will be treated respectfully
- Listen, learn, share
- And importantly, please bring your authentic self to these conversations and be as genuine as possible in your responses

*Thank you for your interest and all that you do to support student success!*

### **Rigorous, culturally responsive and sustaining teaching and learning**

1. In what ways does the school teach history, culture and traditions that are relevant to or celebrate all students' identities at school?
  - Tell me about a time when they learned about this in class.
  - What are some specific ways this is reflected in classroom materials, such as schoolbooks, lessons or videos?
  - What are some examples of ways that students learn it through activities outside of class like assemblies/special events, clubs, after-school programs or sports?
2. Overall, how do you think the school celebrates the history, culture, identity and traditions of all students?
  - Tell me about a time when the school did a particularly good job at this.
  - What other traditions, values, history and cultural components would you want to see represented in school practices, curriculum, etc.?

### **Equitable and effective school structures and resources**

3. How fairly do you think this school treats all students in relation to discipline, grading, course access and extracurricular activities that they need and are the best fit for them?

***Please explicitly ask the prompts for each of the three topics listed above:***

- In what ways?
- To what extent are certain kinds of students treated differently than others?  
Why do you think that is?
- What would make it more fair at this school?

Continuing to think about fairness in how students are treated and provided with opportunities to succeed, to what extent do you observe that students receive equitable access to:

- High-quality general classes taught by inspiring and talented teachers?
- AP classes?
- Gifted and talented classes?
- Academic supports and tutoring?
- Off-campus enrichment?

#### **Safe and supportive school culture and climate**

4. To what extent does the community perceive the school to be a welcoming place where students are comfortable and able to be their authentic selves?
  - What are some examples that lead you to think this?
  - What are some ways that the school can improve?
  - Tell me about some times when you noticed that students are treated kindly by their classmates and adults on campus.
  - Tell me about some times when you noticed that students felt most comfortable. Do you have examples?
  - Please describe a time when you recognized that there were certain types of students who felt more comfortable than others.
  - Do you have examples of times when there were certain types of students who felt less comfortable? Why do you think that is?
  - To what extent do you think each student trusts at least one adult on campus? (This can be asked on visit one. Consider making it a must ask for visit two.)
  - In what ways does the school's culture align with its motto, vision or mission statement?
  - In what ways could the school environment be improved?

5. To what extent do you think that people at this school believe that all students can succeed academically, in their school activities outside the classroom, in their jobs, etc.?
- What are some examples that lead you to think this?

**Authentic partnership with families and communities**

6. What would it look/feel like to have the school staff and community members be respectful toward each other?
- Tell me about a time when you saw respectful interactions between school staff and the community?
  - Can you share a time when you saw a lack of respect between school staff and the community?
7. How do you think the community perceives this school? How does the community perceive this school relative to other local schools and neighboring school districts?
8. In what ways does the school establish partnerships with the community (e.g., retention and attendance campaigns, Wi-Fi access campaigns, safe transport initiatives, anti-recidivism campaigns, nutrition campaigns, after-school programs, job placement campaigns, etc.)?
- Tell me about a time when there was strong community engagement.
  - Describe a time when communication between the school and the community was not effective.
  - Why do you think that schools may not engage well with the community?
  - To what extent does the school engage differently with different populations?
9. In what ways does the school engage with the community in classroom and campus-wide activities?
- Tell me about a time when there was strong community engagement.
  - Describe a time when communication between the school and the community was not effective.
  - Why do you think that schools may not engage well with the community?
  - To what extent does the school engage differently with different populations in the community?

10. To what extent and in what ways do you feel school administrators and staff ask for, listen to and value community feedback about the way the school is run?
- What are some examples of times when they have done this well?
  - What are some specific ways that the school can improve in the areas of soliciting, receiving and implementing feedback?
11. Is there anything else that you want to tell me about the school that I have not asked about?

*Thank you for your time.*

## SITE OBSERVATION TOOL EXAMPLE

### Site Observation Tool

<b>School Name:</b>		
<b>Location at the School Site:</b>		
<b>Observer Name:</b>		
<b>Date:</b>	<b>Time:</b>	<b>Duration:</b>
<b>This space appears to be inviting.</b> Strongly Disagree   Disagree   Neither Disagree/Agree   Agree   Strongly Agree		

Describe the Space	
<b>How is the space configured?</b>  Is the furniture laid out in a way that facilitates easy movement and engagement for youth and adults (including those who may have physical disabilities)?	<b>Notes:</b>
<b>What is on the walls?</b>  Are the images experientially and culturally relevant to students and/or the school's broader community?  Describe the ways that the space appears to prioritize surveillance and control  Describe the ways that the space appears to prioritize social interaction and collaboration	<b>Notes:</b>

**In what ways do students look comfortable?**

How can you tell?

Are some students more comfortable than others?

**Notes:**

**Interactions between students appear to be positive.**

**Describe the interactions**

Things to look for:

To what extent are students interacting socially with one another?

To what extent are students joking around?

Describe any evidence of bullying, fighting, cliques?

Describe any evidence of bullying, fighting, cliques?

Describe any evidence of students from different groups integrating socially?

Describe any evidence of students self-isolating?

If yes, can you identify why this is the case? Rigid social groups as the norm on campus? Protective strategy for marginalized groups?

**Notes:**

**Interactions between adults and students are positive.**

**Describe the interactions**

Things to look for:

To what extent do students seem comfortable around adults?

To what extent do teachers show evidence that they “know” students, such as referring to students by name, talk to students and/or joke around with students?

In the event of a dispute between students, how, if at all, do adults intervene?

To what extent do adults listen to students?

To what extent do students listen to adults?

**Notes:**

**Students are focused/engaged.** *(If observing a space where this is relevant such as libraries)*

**Describe the interactions**

Things to look for:

To what extent and in what ways are students distracted/ off task, such as on phones, talking when they should be otherwise engaged, looking out the window, etc.?

Are some students more engaged than others? Please describe.

**Notes:**

## SITE VISIT DEBRIEF TOOL EXAMPLE

### Site Visit Debrief Tool

**School name:**

**Site visit dates:**

**Team member names:**

**Purpose of this debrief exercise**

- » Facilitate process for team to crystalize their experiences/lessons/observations
- » Mitigate logistic/data collection issues for future site visits
- » Check consistency with data analysis
- » Provide documentation for broader project team

**Directions**

- » Please work as a team to respond to the questions below based on your experiences and the data you gathered during your site visit.
- » Please provide context for each response. Did it stem from a specific conversation, interview, focus group, Youth Participatory Action Research class or observation? Did it stem from several interactions? Was it an overall observation? Gut feeling?

**Describe any travel challenges**

- » Flights, rental car, accommodations

**Describe any data collection issues**

- » Logistics: Participants not showing up? Logistical problems such as microphones, meeting room mix-ups, etc.
- » Participant issues: Not responsive/open, lack of mutual respect.

**Describe any very powerful and/or meaningful interactions or experiences**

- » What were they, in what context did you learn it and why do you consider them powerful or meaningful?

**Describe any problematic interactions or experiences**

- » What were they, in what context did you learn it and why do you consider them problematic?

**Describe any particularly surprising findings**

- » What were they, in what context did you learn it and why do the findings surprise you?

**Describe any particularly concerning findings**

- » What were they, in what context did you learn it and why do the findings concern you?

**What did you learn about that has the potential to be developed into a story that could be shared more broadly?**

- » Please describe in detail
- » To whom were you speaking (name, role, contact information) and would it be appropriate to follow up with them to gather more information?
- » Who else can we contact to learn more about this instance?

**Archival document tool update**

- » In the [Archival Document Review Template](#) please document the following in the “Post-Visit Disparities, Observations and Reflections” column:
  - What you learned during the site visit
  - Any information that you learned that was not included in the archival documents
  - Any additional documents to request from the school

**Domain table update**

- » In the [Site Observation Tool](#) and as a site visit team, please document the extent to which you observed policies, programs, practices or features related to each REMIQS Domain in the corresponding “Notes” column.

## SITE VISIT / FOCUS GROUP SCHEDULING TOOL EXAMPLE

### Site Visit Scheduling Tool

#### Instructions:

Please collaborate with your site lead to schedule meeting times and participants for Site Visit Number One using the “Focus Group Scheduling Tool” tab. This tool provides details about the composition and number of meetings and focus group sessions to schedule, and the duration of each session.

The “Site Visit Calendar” tab provides a calendar view of the proposed schedule with a separate calendar of each researcher to see which sessions occur at any given time. If helpful, you can add color coding to the calendar (see below). If you add any other color coding, please add the coding information to the key below.

#### Example Key

Yellow = Schedule ASAP

Purple = Can assign up to the start of the site visit

\* = indicates sessions that are optional based on research team and site capacity.

ARRIVAL LOGISTICS MEETING		OBSERVATION	RESEARCHER #1	RESEARCHER #2	RESEARCHER #3...
Scheduled Date / Time:		Date / Time #1			
Location:		Locations #1			
Notes:	Orient research team to school (contact numbers, key room locations, bathrooms etc.), review any last minute changes to schedule, and schedule additional check-ins as needed.	Notes	Each researcher will dedicate two hours to observation. Researchers will be assigned a public space/time within the school to conduct their observation (ie. entrance of school during arrival). At least one time slot should be allocated to each of the following: school arrival time, lunch and dismissal/after school		
Duration:	30 Minutes	Date / Time #2			
Participants:	Researcher #1	Location #2			
	Researcher #2	Duration	30-60 minutes		
	Researcher #3				
	Primary Site Contact				
	Principal				

## Focus Group Scheduling Tool

ARRIVAL LOGISTICS MEETING		OBSERVATION	RESEARCHER #1	RESEARCHER #2	RESEARCHER #3...
<b>Scheduled Date / Time:</b>		<b>Date / Time #1</b>			
<b>Location:</b>		<b>Locations #1</b>			
<b>Notes:</b>	Orient research team to school (contact numbers, key room locations, bathrooms etc.), review any last minute changes to schedule, and schedule additional check-ins as needed.	<b>Notes</b>	Each researcher will dedicate two hours to observation. Researchers will be assigned a public space/time within the school to conduct their observation (ie. entrance of school during arrival). At least one time slot should be allocated to each of the following: school arrival time, lunch and dismissal/after school		
<b>Duration:</b>	30 Minutes	<b>Date / Time #2</b>			
<b>Participants:</b>	Researcher #1	<b>Location #2</b>			
	Researcher #2	<b>Duration</b>	30-60 minutes		
	Researcher #3				
	Primary Site Contact				
	Principal				

STUDENT DISCUSSION GROUPS	SESSION 1	SESSION 2	SESSION 3	SESSION 4...
<b>Scheduled Date / Time:</b>				
<b>Location:</b>				
<b>Duration:</b>	30 Minutes	30 Minutes	30 Minutes	30 Minutes
<b>Participants:</b>	(1) Researcher	(1) Researcher	(1) Researcher	(1) Researcher
<b>1</b>	(8) Students	(8) Students	(8) Students	(8) Students
<b>2</b>				
<b>–</b>				
<b>–</b>				
<b>8</b>				
<b>Notes:</b>	To be scheduled during the school day – six to eight sessions. Researcher-led focus group. Participants should represent the range of identities within the student community (race, ethnicity, gender, students receiving english language services, students receiving special education services, etc.). Groups can be heterogenous. Student participants under 18 must have parents complete consent form. See <a href="#">Consent Form for Parent / Guardian of Minor Student</a> .			

TEACHER FOCUS GROUPS	SESSION 1	SESSION 2	SESSION 3	SESSION 4...
<b>Scheduled Date / Time:</b>				
<b>Location:</b>				
<b>Duration:</b>	60 Minutes	60 Minutes	60 Minutes	60 Minutes
<b>Participants:</b>	(1) Researcher	(1) Researcher	(1) Researcher	(1) Researcher
<b>1</b>	(5) Teachers	(5) Teachers	(5) Teachers	(5) Teachers
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>Notes:</b>	To be scheduled during the day – three to five sessions total. Researcher-led focus groups. Participants should represent the range of identities and experiences within the teacher community (race, ethnicity, gender, subject, years at school etc.). Groups can be heterogeneous. Participants will have to complete consent form. See <a href="#">District Staff Consent Form example</a> .			

NON-TEACHING STAFF GROUPS	SESSION 1	SESSION 2	SESSION 3	SESSION 4...
<b>Scheduled Date / Time:</b>				
<b>Location:</b>				
<b>Duration:</b>	60 Minutes	60 Minutes	60 Minutes	60 Minutes
<b>Participants:</b>	(1) Researcher	(1) Researcher	(1) Researcher	(1) Researcher
<b>1</b>	(5) Staff	(5) Staff	(5) Staff	(5) Staff
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>Notes:</b>	To be scheduled during the school day – three to five sessions. To consist of non-teaching staff other administrators, certified staff and classified staff. Groups can be heterogeneous or homogeneous. Avoid scheduling a supervisor and supervisee in the same focus group.			

PRINCIPAL INTERVIEW	SESSION
<b>Scheduled Date / Time:</b>	
<b>Location:</b>	
<b>Duration:</b>	60 Minutes
<b>Participants:</b>	(1) Researcher
<b>1</b>	(1) Principal
<b>Notes:</b>	

COMMUNITY MEMBERS	SESSION
<b>Scheduled Date / Time:</b>	
<b>Location:</b>	
<b>Duration:</b>	60 Minutes
<b>Participants:</b> Name and Contact Information (email and cell if available)	(1) Researcher
<b>1</b>	(Up to 10) Community Members
<b>2</b>	
<b>–</b>	
<b>9</b>	
<b>10</b>	
<b>Notes:</b>	Members of the community that are engaged with the school (ie. civic group leaders, community activists, local vendors or sponsors of school activities). Scheduled at time/day most likely to engage a wide group of community stakeholders – can be scheduled at same time(s) as parent sessions. Participants will need to complete consent form before session. See <a href="#">Community Member Consent Form</a> example.

PARENT / GUARDIAN GROUP	SESSION 1	SESSION 2	SESSION 3
<b>Scheduled Date / Time:</b>			
<b>Location:</b>			
<b>Duration:</b>	60 Minutes	60 Minutes	60 Minutes
<b>Participants:</b> Name and Contact Information (email and cell if available)	(1) Researcher	(1) Researcher	(1) Researcher
<b>1</b>	(8) Parents / Guardians	(8) Parents / Guardians	(8) Parents / Guardians
<b>2</b>			
<b>...</b>			
<b>7</b>			
<b>8</b>			
<b>Notes:</b>	<p>Cross section of the parent/guardian community at the school including representation from parents with a range of identities (race, ethnicity etc.) and experiences (new to school, parent/guardians whose children receive special services etc.) within the school. Goal is to get a true cross-section of the parent community, not just those that are highly involved. Parent/Guardians should have children who are currently enrolled at school, parents of alumni should participate in community member sessions. Scheduled at time/day most likely to engage parent/guardians of historically marginalized yet resilient students. Goal: one to three sessions.</p> <p>See <a href="#">Parent / Guardian Consent Form</a> example.</p>		

# Site Visit Calendar Tool

TIME	DAY 1: [ADD DATE]			DAY 2: [ADD DATE]			DAY 3: [ADD DATE]			DAY 4: [ADD DATE]		
	Researcher 1	Researcher 2	Researcher 3	Researcher 1	Researcher 2	Researcher 3	Researcher 1	Researcher 2	Researcher 3	Researcher 1	Researcher 2	Researcher 3
6:00 AM												
:15												
:30												
:45												
7:00 AM				Teacher Focus								
:15												
:30												
:45												
8:00 AM												
:15												
:30												
:45												
9:00 AM					Student Focus							
:15												
:30												
:45												
10:00 AM						Student Focus						
:15												
:30												
:45												
11:00 AM												
:15												
:30												
:45												
11:00 AM												
:15												
:30												
:45	Anticipated Arrival at School									Anticipated Departure from School		

TIME	DAY 1: [ADD DATE]			DAY 2: [ADD DATE]			DAY 3: [ADD DATE]			DAY 4: [ADD DATE]		
	Researcher 1	Researcher 2	Researcher 3	Researcher 1	Researcher 2	Researcher 3	Researcher 1	Researcher 2	Researcher 3	Researcher 1	Researcher 2	Researcher 3
12:00 PM												
:15												
:30												
:45												
1:00 PM	Student Focus											
:15												
:30			Teacher Focus									
:45												
2:00 PM		Student Focus										
:15												
:30												
:45												
3:00 PM												
:15												
:30												
:45												
4:00 PM												
:15												
:30												
:45												
5:00 PM												
:15												
:30												
:45												
6:00 PM	Cmty. Focus											
:15												
:30												
:45												

# FOCUS GROUP RECRUITMENT FLYER EXAMPLE

[branding]	[photo]
<div data-bbox="647 926 974 982" data-label="Section-Header"><h2>Program Name</h2></div> <div data-bbox="240 1020 487 1052" data-label="Section-Header"><p><b>Program Overview</b></p></div> <div data-bbox="240 1060 1360 1203" data-label="Text"><p>Because your school has a history of producing strong college and career outcomes for students from resilient and historically marginalized backgrounds, we chose this school to participate in an important study that will benefit your community and inform others about how we can design and improve our schools.</p></div> <div data-bbox="240 1232 1360 1486" data-label="Text"><p>KnowledgeWorks and WestEd are conducting a national study of higher-performing high schools, and our data show that this school has been steadily producing academic, behavioral, and post-secondary outcomes that “beat the odds.” The Robust and Equitable Measures to Inspire Quality Schools (REMIQS, pronounced “re-mix”) project is a multi-state, mixed-methods investigation of “bright spot” schools and the way they serve learners who have been traditionally underserved. To do this, we request your participation in a focus group designed to gather more information about your school.</p></div> <div data-bbox="240 1516 1360 1656" data-label="Text"><p>We will share what we learn with other schools, leaders, families, and researchers in a national communications campaign. We are confident your and your school’s participation will be an example for others to follow, and the insights we gain from you will benefit your students, faculty, district, and community.</p></div> <div data-bbox="453 1747 1167 1778" data-label="Text"><p><b>For more information, please contact <a href="mailto:name@email.org">name@email.org</a></b></p></div> <div data-bbox="805 1896 818 1921" data-label="Page-Footer"><p>1</p></div>	

<p><b>WHAT</b></p> <p>The study will identify:</p> <ul style="list-style-type: none"> <li>» The policies, programs, practices, and features that your school uses to achieve at this level, and how staff and faculty have adapted during the pandemic</li> <li>» Students' descriptions of the experiences that most contribute to their high school and postsecondary success, captured in ways that elevate youth voice and leadership in your community</li> </ul>	<p><b>HOW</b></p> <ul style="list-style-type: none"> <li>» The WestEd research team will conduct interviews, focus groups, and observations during the fall term of 2022 and the spring term of 2023</li> <li>» The research team will also facilitate youth research activities designed to center student perspectives and promote continuous improvement</li> <li>» WestEd has worked with school and district leaders to identify REMIQS Educator Fellows who have been trained and supported by the research team to assist with datagathering, project coordination, and the interpretation of findings</li> </ul>
<p>[photo]</p>	<p><b>BENEFITS</b></p> <p>By participating in a one-hour focus group, you will receive a \$20.00 gift card as compensation.</p> <p>By participating in the REMIQS Project, the school will gain:</p> <ul style="list-style-type: none"> <li>» Visibility and a reputation as a school that has produced strong outcomes for students from resilient and historically marginalized backgrounds</li> <li>» A deeper understanding of the experiences of educators and students and the approaches to education that produce the best outcomes</li> <li>» Professional learning and supports for the REMIQS Educator Fellows, including participating in a community of practice with other REMIQS schools</li> <li>» Preparation of a cohort of youth leaders who will learn how to conduct research and pursue their own research questions related to educational excellence</li> <li>» Financial compensation for the school and incentives for individuals who participate in the research process</li> </ul>
<p>[photo]</p>	
<p><b>COMMITMENTS</b></p> <p>Participate in a one-hour focus group. Childcare will be provided and if you prefer, your children can remain with you during the focus group.</p> <p><b>WHEN</b></p> <p>During the 2022-2023 school year (your school staff will provide you with more details)</p>	<p><b>PARTICIPATE IN THE FOCUS GROUP SIGN UP TODAY!</b></p> <div data-bbox="979 1526 1265 1814"> <p>[QR CODE]</p> </div>
<p>2</p>	