

## **Middle School Best Practices Survey Results Summary**

**Over 450 respondents provided the following middle school survey feedback:**

**56% of respondents were middle school teachers**

**12% of respondents were school support staff**

**12% of respondents were local school administrators**

**9% of respondents were parents**

**8% of respondents were district administrators**

**70% or more of all respondents agreed to the following school-wide practices:**

- The goals of the school are clear and focused on student achievement.
- There is a solid, shared, specific, and rigorous core curriculum that is clearly communicated to teachers, parents, and students.
- The staff believes and demonstrates that all students can attain mastery of the essential school skills.
- Special education students and English language learners are exposed to grade-level content as much as possible.
- A school-wide literacy program built on a balanced literacy philosophy that focuses on comprehension strategies and vocabulary is implemented.
- A school-wide writing program, including writing instruction across content areas, is implemented. Every subject area has a writing component in its assessments.
- Mathematical reasoning and understanding are a high-priority focus of instruction built upon research-based effective strategies.
- The principal and leadership team assure that high expectations for academic success are part of the culture and climate of the school.
- The principal has the latitude for decision-making to impact student achievement, including staffing, hiring and firing, and budgeting and is held accountable for the school's performance.
- Instructional time is maximized; time and scheduling are used creatively to support teaching and learning.
- The principal and leadership team leverage the resources available in the community through involvement of parents, community members, and business partners.
- There is targeted professional development in research-based instructional practices with content provided through multiple venues such as the internet, local colleges, master teachers, district programs, state and national research fellows, and RESAs.

## **Middle School Best Practices Survey Results Summary**

- Professional development focuses on providing a foundation of best practices to meet the needs of all learners and connecting those best practices with the school improvement plan.
- Student academic progress is measured frequently through a variety of formative and summative assessment measures, and results are used to improve individual student performance and improve the instructional program.
- Students who are below grade-level expectations for literacy are scheduled in classes for extensive reading and writing interventions, in addition to regular language arts class time.
- Students who are below grade-level expectations in mathematics are scheduled in classes for extensive mathematics interventions, in addition to regular math class time.
- Student achievement data is available to all teachers and to the leadership team in a timely and useful manner using technology to provide data processing and just-in-time reporting.
- There is readily-available technology support for teachers.
- Teachers demonstrate consistent and pervasive use of research-based effective instructional strategies.
- Teachers demonstrate exemplary practices in use of student achievement data to direct instruction based on individual students' needs.
- Teachers have “protected planning” time at least once a week.
- Daily common teacher planning time is provided.
- Vertical teaming strategies are used; teachers work both within their grade-level teams and with subject teachers in other grades.
- Teachers work in collaborative communities for instructional planning and have frequent opportunities for sharing with one another, including observing and coaching.
- Adequate instructional time is devoted to science and social studies content, including through purposeful integration with reading/language arts and mathematics.
- Time for frequent interventions and extensions of the grade level content is built into the instructional schedule; interventions and extensions are provided to students based on frequent assessments in the core areas.
- There are established practices within the school to assist students in acclimating to the expectations and structure of middle school as they enter 6<sup>th</sup> grade.

## **Middle School Best Practices Survey Results Summary**

- Required health and PE classes for a minimum of one 9-week period (grades 6-8).
- There are established practices within the school to assist students in acclimating to the expectations of high school as they are promoted to 9<sup>th</sup> grade.

### **50% or more of all respondents agreed to the following school-wide practices:**

- Extended blocks of uninterrupted reading/language arts instruction are implemented.
- Extended learning time is allotted in targeted core subjects.
- Teachers meet in “data teams” within the grade level to address student performance and collaborate on the best instructional strategies to meet the needs of the students.
- Each student is assigned to a teacher advisory as part of a comprehensive school-wide advisement program.
- Full-year foreign language instruction for some students; extra reading instruction for the rest (grades 7-8).

### **Less than 50% of respondents agreed to the following school-wide practices:**

- All students are scheduled into an “academic” class first period.
- Achievement/test data are displayed.
- All 6<sup>th</sup> grade teachers focus on math during Extended Learning Time.
- Extended daily blocks for reading/language arts classes (grade 6)

**70% or more of respondents agreed the following are needed for a school of 793 students:** principal, 1.5 assistant principals, 2 office staff, 1 media specialist, 1 technology specialist, 1.5 technology support staff, 1 nurse, 3 music teachers, 4 connections teachers, 2 pe/health teachers, 1 language arts intervention teacher, 1 math intervention teacher, 2 counselors, 1 resource officer, 0.5 psychologist/social worker

**60% or more of respondents agreed the following are needed or a school of 793 students:** 2 foreign language teachers, 1 literacy coach, 1 graduation coach.

**More than 80% of respondents support technology for each teacher, 2 technology labs for a school of 793 students, and a comprehensive data system for reporting data.**

**Most respondents (57%) support giving individual schools flexibility from current required class size requirements.**