



## Middle Grades Action Kit

### How To Use the Survey Tools

#### Get the most out of the surveys

We have prepared two surveys—one for principals and one for teachers—that can support your district- or school-level conversations about improving students' academic outcomes in the middle grades.

#### How the surveys are organized

The surveys are generally divided into the same topic areas as the *Middle Grades Playbook*. They highlight the particular practices that set higher-performing schools apart in the *Gaining Ground in the Middle Grades* study. (The principal survey contains one extra section regarding teacher characteristics.)

#### How to use the surveys

You know your district, your school, and your teachers. And you know how your staff's time for collaboration and professional development is organized. You can use the surveys in whichever way meets your needs best.

- ❖ **Gather data to compare current practices across multiple schools.** Want to understand what's happening in the middle grades throughout your district? You can administer the full surveys to middle grades principals and their teachers, compile the results by school, and compare across schools. The results could help shape professional development activities or target areas for further inquiry.
- ❖ **Look broadly at what's happening at one school.** If your school needs an overview of what it's doing, start by having all teachers complete the survey and compile the results. Look for areas where practices are fully implemented versus those where greater intensity might be called for.
- ❖ **Hone in on one topic.** If you already have an area of focus, you can use one or more sections of the survey as a stage-setter to frame your discussions.
- ❖ **Refer to the “Are you gaining ground?” section (see back of this page).** It summarizes the key questions, validated by the research, that the survey sections address.

#### Some things to keep in mind

- ❖ **There are no “wrong” answers.** These surveys are meant to support a process of continuous improvement, not to be just a checklist you fill out. The goal is to identify opportunities to improve practice and existing strengths on which you can build.
- ❖ **Focus is important.** Not even the most successful middle grades schools implement all of the practices contained in these surveys. They use the practices in ways appropriate to their local needs.
- ❖ **The survey responses are where you begin.** The most important use of these surveys may be to discover places where your staff disagrees and use that as a springboard for professional discussion.

The EdSource *Middle Grades Action Kit* also includes nine **school profiles** that provide examples of how selected schools from the *Gaining Ground* study are thinking about, undertaking, and improving their practices. Based on interviews with school principals, the profiles explore how these schools have moved from ideas to actions that are having a positive impact.



## **Middle Grades Action Kit**

### **How To Use the Survey Tools**

## **Are You Gaining Ground?**

### **The survey sections—and the questions they address**

#### *About the School*

##### **Accept and Share Accountability for Results**

*Do you hold yourselves and each other accountable for student success and ensure the support that's needed?*

##### **Make Students' Academic Success—and Their Futures—Job One**

*Are you taking steps to ensure students are on track for high school success?*

##### **Set Measurable Achievement Objectives for Every Student**

*Do you have clear, shared goals for progress?*

##### **Implement Coherent, Consistent Standards and Curricula**

*Is everyone on the same page?*

##### **Special Focus: Middle Grades Mathematics**

*Are you carefully placing students into middle grades math courses and setting goals for the results?*

##### **Make Data-Driven Decision-Making the Norm**

*How does your school leverage assessments of student learning to evaluate progress?*

##### **Set Up a System To Track and Act on Early Warning Signals**

*Are you using all the information at your disposal to identify students at risk of dropping out or struggling in high school?*

##### **Address Students' Learning Challenges Quickly**

*Do you act quickly to provide students with extra help when needed and coordinate it with the regular classroom?*

##### **Special Focus: English Language Learners**

*Who are your English language learners, what do they need, and do you ensure they develop both English language proficiency and learn subject-matter understanding?*

##### **Ensure a Positive Climate for Student Learning**

*Is your school's climate one where an intense, schoolwide focus on improving academic outcomes can take root and flourish?*

##### **Quality Teachers Are Key (Principal Survey only)**

*How do you rate your teachers along multiple dimensions of quality?*

#### *About the District*

##### **District Leadership and Support**

*How does your district set expectations and support your school in such areas as curriculum, assessments and data, and professional development?*

# PRINCIPAL SURVEY



This **principal survey** is a part of EdSource’s *Middle Grades Action Kit*, based on the landmark *Gaining Ground in the Middle Grades* study (2010) and the follow-up *Improving Middle Grades Math Performance* (2011).

This survey—and the companion teacher survey—focus on **practices and policies** that set higher-performing schools apart from lower-performing ones serving similar middle grades students in our study. The surveys are intended to:

- Enable **districts** to collect information about the existing foundation for improving student achievement outcomes in their middle grades schools.
- Enable **principals** to take stock of this foundation within their schools.
- Help start important conversations among **school staff** about opportunities to intensify their focus on improving middle grades student outcomes—and identify areas of practice where staff as a whole, or the principal and teachers, are not on the same page.

For ideas and guidance regarding how to use this survey, see the “How To Use the Survey Tools” guide included in this Action Kit, available from [www.edsource.org/MGactionkit](http://www.edsource.org/MGactionkit).

Survey Tools: Part of an Action Kit for Superintendents and Principals



## **Middle Grades Action Kit**

### **Principal Survey**

*This survey is based on the survey instruments and findings of the 2010 study, Gaining Ground in the Middle Grades, and the follow-up 2011 analysis of middle grades mathematics.*

Williams, T.; Kirst, M.W.; Haertel, E., *et al.* (2010). *Gaining ground in the middle grades: Why some schools do better*. Mountain View, CA: EdSource.

Williams, T.; Haertel, E.; Kirst, M.W., *et al.* (2011). *Improving Middle Grades Math Performance: A closer look at district and school policies and practices, course placements, and student outcomes in California*. Mountain View, CA: EdSource.

*Parts of the Gaining Ground surveys were adapted from the following.*

Center for Research on Elementary and Middle Schools, Johns Hopkins University (1988, Baltimore, MD):

- *A NELS:88 enhancement survey of middle grades practices*

Center for Social Organization of Schools, Johns Hopkins University (2006, Baltimore, MD):

- *Teacher survey*

Consortium on Chicago School Research, University of Chicago (2007, Chicago, IL):

- *Survey of Chicago Public Schools: Elementary school teacher edition, Spring 2007*
- *Survey of Chicago Public Schools: High school teacher edition, Spring 2007*
- *Survey of Chicago Public Schools: Principal edition, Spring 2007*

RAND (2006, Rockville, MD):

- *Implementing standards-based accountability: 2006 teacher survey (California version)*
- *Implementing standards-based accountability: 2006 principal survey (California version)*
- *Implementing standards-based accountability: 2006 district superintendent survey (California version)*

Williams, T.; Kirst, M.; Haertel, E., *et al.* (2005). *Similar students, different results: Why do some students do better?* Mountain View, CA: EdSource.

*A team from WestEd worked on contract with EdSource to ensure the quality of the original Gaining Ground survey instruments.*



## Middle Grades Action Kit

### Principal Survey

#### Accept and Share Accountability for Results

Does your school have requirements or contracts for parent participation?

- Yes
- No

Are students required to maintain minimum performance standards (e.g., behavior, academic, participation) to remain at your school?

- Yes
- No

To what extent do you agree with the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I regularly communicate to faculty the importance of high expectations for the achievement of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school's teachers take responsibility for improving the achievement of their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade and subject-matter teams set goals for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our school communicates to parents the importance of their role in setting high expectations for student learning and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school explains to parents the school's academic expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our teachers review state standards test scores with students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

	Grade 6	Grade 7	Grade 8
Please estimate the number of minutes <i>per month</i> teachers have for common planning.			

To what extent do you ...	Not at All	To a Small Extent	To Some Extent	To a Consider- able Extent	To a Great Extent
Hold teachers accountable for using common planning time to focus on student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statement about teacher evaluations?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I ensure that evaluations are substantive and meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school uses student progress and achievement data as part of teacher evaluations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school administrative team arranges for evaluations by exemplary teachers or teacher leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school administrative team recognizes and supports effective teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

### Make Students' Academic Success—and Their Futures—Job One

To what extent do you agree with the following statements about your school?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Teachers regularly communicate with students the importance of middle grades achievement to doing well in high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers regularly communicate with students the importance of middle grades achievement to future college goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members tell all students they can do well in school if they work hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school communicates to students the importance of taking responsibility for their own learning by attending classes, doing homework, trying their best, and asking for help when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved and/or high student achievement gets classroom and schoolwide public recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent are your school's instruction and curriculum designed to:	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Prepare all students to leave the middle grades with strong foundational academic and study skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare all students to leave the middle grades ready to begin taking college-preparatory courses in high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare all students to leave the middle grades on track to pass the state high school exit exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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### Principal Survey

### Set Measurable Achievement Objectives for Every Student

To what extent do you agree with each of the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Meeting our school's federal subgroup accountability targets is a priority for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting our school's state accountability target is a priority for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school sets measurable goals that <i>exceed</i> the state accountability target.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with each of the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our school emphasizes improving student achievement across <i>all</i> the state standards test performance levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school sets measurable goals for state standards test scores by grade level and subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school sets measurable goals for improving district benchmark test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with each of the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our school has well-defined plans for instructional improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school assesses the effectiveness of our instructional improvement plans on an ongoing basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## Middle Grades Action Kit

### Principal Survey

### Implement Coherent, Consistent Standards and Curricula

As a principal, how often do you expect your school’s ELA teachers to use the school’s adopted *English Language Arts* curriculum program?

- No requirement.
- No expectation for text use, but do expect teachers to align instruction to state content standards.
- Weekly.
- 3-4 times per week.
- Daily.

As a principal, how often do you expect your school’s math teachers to use the school’s adopted *mathematics* curriculum program?

- No requirement.
- No expectation for text use, but do expect teachers to align instruction to state content standards.
- Weekly.
- 3-4 times per week.
- Daily.

To what extent do you agree with the following about English language arts and mathematics instruction in core subjects in your school?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Classroom instruction is closely guided by state academic standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school emphasizes select key standards at each grade level and in each core subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom instruction is closely guided by state-adopted textbooks/curriculum programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom instruction is closely aligned with state standards tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction for ELL students also takes into account state standards for English language development (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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### Principal Survey

To what extent do you ensure that common planning time is available for teachers to do the following?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Work together to “break down” the state content standards (e.g., identify prerequisite student skills).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss curriculum pacing, scope, and sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop common benchmarks and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss how common benchmarks and assessments relate to instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss particular lessons that were or were not successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share and discuss student work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Grade 6	Grade 7	Grade 8
Our school has a structured program to promote literacy across the curriculum.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No



## Middle Grades Action Kit

### Principal Survey

### Special Focus: Middle Grades Mathematics

To what extent do you agree with each of the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our school sets measurable goals to increase the number of students prepared to succeed in algebra.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school sets measurable goals to increase the proportion of students who score proficient or advanced on the state standards test in algebra (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regarding your school's course placement policies in mathematics...	
Does your school have explicit written placement criteria?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are student placements reviewed for academic appropriateness?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are student placements reviewed to ensure wide access to a rigorous curriculum?	<input type="checkbox"/> Yes <input type="checkbox"/> No

To what extent is each of the following considered for determining student placement into mathematics courses in grades 7 and 8?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
A placement or basic skills test developed outside the school district (e.g., by a textbook publisher or university).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A placement or basic skills test developed by the department, school, or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher recommendation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student prior academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student state standards test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent request and/or perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student request and/or perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

### Make Data-Driven Decision-Making the Norm

With regard to your use of assessment data, to what extent do you do the following?	Never	At Start of the Year	Only When Needed	A Few Times per Year	Throughout the Year
I meet to review state standards test results, including for student subgroups, with:					
Individual teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers by grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers by department or subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other school administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The entire school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I meet to review benchmark test results with:					
Individual teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers by grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers by department or subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other school administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The entire school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you use assessment data of any type to do the following?	Never	At Start of the Year	A Few Times per Year	Throughout the Year
Set goals for the achievement of selected students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop strategies to help selected students reach achievement goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow-up on the progress of selected students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examine our school's teachers' practices and content knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine the professional development needs of individual teachers, or of all teachers in a subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify areas for schoolwide improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

To what extent do you ensure that common planning time is available for teachers to do the following?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Analyze student assessment data to identify effective instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with each of the following statements about the use of assessment data by your school's teachers?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Teachers use data to analyze student achievement by subgroup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers use data to evaluate ELL students' English language proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers set measurable goals for student achievement by subgroup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school dedicates time at staff meetings to discuss student achievement by subgroup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with each of the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our teachers regularly monitor student grades and class test scores to rapidly report students for needed intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school uses state standards test scores for placement, promotion, and/or intervention purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

### Set Up a System To Track and Act on Early Warning Signals

To what extent do administrative staff and/or teachers review the following types of information for students <i>entering</i> the middle grades?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Prior state standards test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior English language arts and math grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior attendance records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior behavior reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior English language development test scores and other English proficiency information (for ELL students).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do administrative staff and/or teachers do the following for students <i>entering</i> the middle grades?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Communicate with elementary teachers about any students entering the middle grades with low state standards test scores, failing English language arts or math grades, poor behavior reports, or poor attendance records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement classroom and intervention strategies to address academic weaknesses among incoming students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

### Address Students' Learning Challenges Quickly

To what extent do you ensure that common planning time is available for teachers to do the following?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Meet with intervention teachers to coordinate instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your school do the following to provide academic support to <i>students at risk of failing</i> ?	
Meetings during which teacher, parents, and staff develop an intervention plan for an individual student.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Required support</b>	
Extra instructional time required <i>during</i> the regular school day, perhaps in place of an elective.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Short-term required interventions that run concurrent with class.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Required intervention time <i>outside</i> the regular school day.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Required intersession or summer courses.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Voluntary and other support</b>	
Voluntary academic support offered during nonclassroom time (e.g., lunch, after school).	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tutorials and/or classes as part of AVID (Advancement Via Individual Determination), GEAR UP, or a similar program.	<input type="checkbox"/> Yes <input type="checkbox"/> No
An online tutorial or intervention program.	<input type="checkbox"/> Yes <input type="checkbox"/> No



## Middle Grades Action Kit

### Principal Survey

Does your school do the following to provide academic support to <i>students identified for intensive intervention</i> ?	
Meetings during which teacher, parents, and staff develop an intervention plan for an individual student.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Required support</b>	
Extra instructional time required <i>during</i> the regular school day, perhaps in place of an elective.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Short-term required interventions that run concurrent with class.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Required intervention time <i>outside</i> the regular school day.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Required intersession or summer courses.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Voluntary and other support</b>	
Voluntary academic support offered during nonclassroom time (e.g., lunch, after school).	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tutorials and/or classes as part of AVID (Advancement Via Individual Determination), GEAR UP, or a similar program.	<input type="checkbox"/> Yes <input type="checkbox"/> No
An online tutorial or intervention program.	<input type="checkbox"/> Yes <input type="checkbox"/> No

To what extent are the following in effect at your school?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Teachers and administrative staff continuously monitor student behavior to identify students in need of intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance and behavior teams meet to review student data and devise solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School staff members regularly analyze suspension data to ensure criteria are fairly applied to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## Middle Grades Action Kit

### Principal Survey

### Special Focus: English Language Learners

To what extent do you agree with the following statements? <i>My school district...</i>	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Ensures that policies and resources are in place to serve ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes the importance of English language development by ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes the importance of subject-matter learning by ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses the needs of ELL students who are new immigrants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides schools with timely English language development test data for ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent is each of the following considered in determining English language learners' placement in math or English language arts classes?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Newcomer to the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of time in a California school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language proficiency in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language proficiency in native language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of academic subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previous academic performance as demonstrated by class grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations from prior school/teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language development test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State standards test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other district assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Input from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

Does your school do the following to provide academic support to English language learners?	
Meetings during which teacher, parents, and staff develop an intervention plan for an individual student.	<input type="checkbox"/> Yes <input type="checkbox"/> No

To what extent do you agree with the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I received training in the evaluation of instruction for ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the principles of ELL second language acquisition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

### Ensure a Positive Climate for Student Learning

What proportion of your middle grades students participates in the following classes or activities?	None	A Few	About Half	Most	All
One or more extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course electives:					
Music, drama, art, dance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exploratory wheel or mini-courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. (Please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you ensure that common planning time is available for teachers to do the following?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Meet with others in the same grade to develop strategies to address student behavior and/or attendance issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent are the following in effect at your school?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Our teachers and administrative staff accept shared responsibility for improving student attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school clearly communicates rules and policies on student behavior to students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of attendance and the consequences of frequent absenteeism, such as academic failure, are clearly communicated to students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent attendance by students gets classroom and/or schoolwide public recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our teachers personally contact students who cut their classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

To what extent are the following in effect at your school?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
A clearly defined dress code that is strictly enforced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A strictly enforced, zero tolerance policy for drugs and weapons on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A strictly enforced, zero tolerance policy for any type of bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult supervision is present during all passing and lunch periods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students receive incentives (e.g., front-of-line passes, parties, or special events) to reward positive behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school requires tardy students to spend lunch or similar noninstructional time in detention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

### Quality Teachers Are Key

In the *Gaining Ground* study, schools where principals rated their middle grades teachers highly on *more* of the following dimensions were higher performing.

How do you rate your teachers? Are there areas for improvement—and if so, what practices highlighted in the *Playbook* should be strengthened and what steps could improve the capacity of your staff? And if your teachers are already strong in some areas, what policies and practices made this possible?

What proportion of your middle grades teachers has the following characteristics?	None	A Few	About Half	Most	All
Ability to use student assessment data to improve learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of state academic content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fits well into your school culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to raise student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strong subject area knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to map curriculum standards to instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likely to remain in the teaching field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys teaching at the middle grades level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands adolescent developmental issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taught at your school last year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to collaborate effectively with peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to make personal connections with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well prepared by their teacher credential program. <i>(For new teachers.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expertise working with ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

### District Leadership and Support

**Note:** If your school is a charter school, this section may refer to your district or your charter management organization.

To what extent do you agree with the following statements regarding district support? <i>My school district...</i>	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Supports me if I want to replace the school's administrative and/or instructional leadership team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides financial and human resources necessary for our school to achieve its goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides useful professional development for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains constructive relationships with employee unions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures that district employees visit our school at least once a year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements regarding district support? <i>School district employees are...</i>	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Very effective at working with my school site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Highly skilled at curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Highly skilled at financial management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Principal Survey

To what extent does your district evaluate you on the following?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Improving student achievement on state standards tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effectiveness of student academic intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving ELL students' progress toward English proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exceeding state and federal accountability targets for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvements in student performance on district benchmark assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements regarding district priorities for student learning? <i>My school district...</i>	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Communicates high expectations that instruction will closely align with state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates high expectations that our school will meet or exceed state and federal accountability targets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes improving student achievement across <i>all</i> the state standards test performance levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes getting as many students to the "Proficient" level as possible on state standards tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes closing achievement gaps on state standards tests between specific student groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes early identification of students needing academic support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses the needs of students who are two or more years below grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

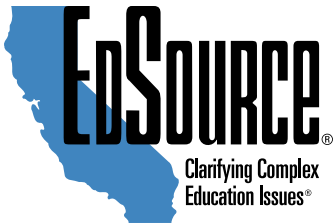
### Principal Survey

To what extent do you agree with the following statements regarding assessments and data? <i>My school district...</i>			Neither Disagree nor Agree		
	Strongly Disagree	Disagree		Agree	Strongly Agree
Communicates clear expectations that instructional decisions will be data-driven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides a user-friendly computer information system to enable school staff to review student data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides adequate training to our staff to enable effective use of the data management software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides schools with timely state standards test achievement data on all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has standards-based benchmark tests in each grade and subject that it expects all schools to administer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes regular teacher use of benchmark and/or diagnostic assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes benchmark test data and reports them back promptly to my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses student achievement data to identify needs for improved teacher practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses student achievement data to identify and recognize exemplary teacher practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses student outcomes to influence school and instructional improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With regard to your use of assessment data, to what extent do you do the following?					
	Never	At Start of the Year	Only When Needed	A Few Times per Year	Through- out the Year
I meet with district administrators to review:					
Our school's state standards test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school's benchmark test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school's federal and state accountability progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school's grades and/or grading policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See the **Special Focus: English Language Learners** section on page 14 for additional questions about the district role.





## EdSource's *Middle Grades Action Kit*:

- The ***Middle Grades Playbook*** draws from the *Gaining Ground in the Middle Grades* study to describe how the classroom, school, and district levels each can contribute to stronger middle grades education—including self-assessments and a compendium of actionable practices.
- **School profiles** provide a window into how selected schools from the *Gaining Ground* study are thinking about, undertaking, and improving their practices.
- **Principal and teacher survey tools** help you take stock of the existing foundation for improvement in your district or middle grades school and get people talking.
- **The *Gaining Ground* study materials** let you dig deeper into the research.

Find out more at [www.edsource.org/MGactionkit](http://www.edsource.org/MGactionkit).



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# TEACHER SURVEY



This **teacher survey** is a part of EdSource’s *Middle Grades Action Kit*, based on the landmark *Gaining Ground in the Middle Grades* study (2010) and the follow-up *Improving Middle Grades Math Performance* (2011).

This survey—and the companion principal survey—focus on **practices and policies** that set higher-performing schools apart from lower-performing ones serving similar middle grades students in our study. The surveys are intended to:

- Enable **districts** to collect information about the existing foundation for improving student achievement outcomes in their middle grades schools.
- Enable **principals** to take stock of this foundation within their schools.
- Help start important conversations among **school staff** about opportunities to intensify their focus on improving middle grades student outcomes—and identify areas of practice where staff as a whole, or the principal and teachers, are not on the same page.

For ideas and guidance regarding how to use this survey, see the “How To Use the Survey Tools” guide included in this Action Kit, available from [www.edsource.org/MGactionkit](http://www.edsource.org/MGactionkit).

Survey Tools: Part of an Action Kit for Superintendents and Principals



## **Middle Grades Action Kit**

### **Teacher Survey**

*This survey is based on the survey instruments and findings of the 2010 study, Gaining Ground in the Middle Grades, and the follow-up 2011 analysis of middle grades mathematics.*

Williams, T.; Kirst, M.W.; Haertel, E., *et al.* (2010). *Gaining ground in the middle grades: Why some schools do better*. Mountain View, CA: EdSource.

Williams, T.; Haertel, E.; Kirst, M.W., *et al.* (2011). *Improving Middle Grades Math Performance: A closer look at district and school policies and practices, course placements, and student outcomes in California*. Mountain View, CA: EdSource.

*Parts of the Gaining Ground surveys were adapted from the following.*

Center for Research on Elementary and Middle Schools, Johns Hopkins University (1988, Baltimore, MD):

- *A NELS:88 enhancement survey of middle grades practices*

Center for Social Organization of Schools, Johns Hopkins University (2006, Baltimore, MD):

- *Teacher survey*

Consortium on Chicago School Research, University of Chicago (2007, Chicago, IL):

- *Survey of Chicago Public Schools: Elementary school teacher edition, Spring 2007*
- *Survey of Chicago Public Schools: High school teacher edition, Spring 2007*
- *Survey of Chicago Public Schools: Principal edition, Spring 2007*

RAND (2006, Rockville, MD):

- *Implementing standards-based accountability: 2006 teacher survey (California version)*
- *Implementing standards-based accountability: 2006 principal survey (California version)*
- *Implementing standards-based accountability: 2006 district superintendent survey (California version)*

Williams, T.; Kirst, M.; Haertel, E., *et al.* (2005). *Similar students, different results: Why do some students do better?* Mountain View, CA: EdSource.

*A team from WestEd worked on contract with EdSource to ensure the quality of the original Gaining Ground survey instruments.*



## Middle Grades Action Kit

### Teacher Survey

### Accept and Share Accountability for Results

To what extent do you agree with the following statements about your school?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Instructional time in your classroom is protected from unnecessary interruptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school's teachers take responsibility for improving the achievement of their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade and subject-matter teams set goals for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements about your school?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our school communicates to parents the importance of their role in setting high expectations for student learning and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our teachers review state standards test scores with students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How frequently have you done the following during this school year?	Never	Seldom	Sometimes	Fairly Often	Routinely
Informed parents about the academic standards their students will be expected to meet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required students to have their parents sign off on homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigned homework that required direct parent involvement or participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sent home examples of excellent student work to serve as a model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided parents with specific activities they can do to improve their student's academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contacted parents about students' academic progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Teacher Survey

To what extent do you agree with the following statements about your principal? <i>My school principal...</i>	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Regularly communicates the importance of high expectations for the achievement of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has clear expectations that teachers will meet academic achievement goals for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and acknowledges excellent teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holds teachers accountable for using common planning time to focus on student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranges for evaluation of my teaching skills by exemplary teachers or teacher leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures that evaluations of my teaching are substantive and meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures that teachers receive effective professional development to improve instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds strong relationships with teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigns teachers to ensure that students with the greatest need are served well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Teacher Survey

### Make Students' Academic Success—and Their Futures—Job One

To what extent do you agree with the following statements about your school?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Teachers regularly communicate with students the importance of middle grades achievement to doing well in high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers regularly communicate with students the importance of middle grades achievement to future college goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members tell all students they can do well in school if they work hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school communicates to students the importance of taking responsibility for their own learning by attending classes, doing homework, trying their best, and asking for help when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved and/or high student achievement gets classroom and/or schoolwide public recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent are your school's instruction and curriculum are designed to:	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Prepare all students to leave the middle grades with strong foundational academic and study skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare all students to leave the middle grades ready to begin taking college-preparatory courses in high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare all students to leave the middle grades on track to pass the state high school exit exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Teacher Survey

### Set Measurable Achievement Objectives for Every Student

How much do you agree with the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our school's federal subgroup accountability targets are a priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school's state accountability target is a priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school sets measurable goals that <i>exceed</i> the state accountability target.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much do you agree with the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our school emphasizes improving student achievement across <i>all</i> the state standards test performance levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school sets measurable goals for state standards test scores by grade level and subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school sets measurable goals for improving district benchmark test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much do you agree with the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our school has well-defined plans for instructional improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school assesses the effectiveness of our instructional improvement plans on an ongoing basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## Middle Grades Action Kit Teacher Survey

### Implement Coherent, Consistent Standards and Curricula

How often do you do the following?	Never	A Few Times a Year	Once or Twice a Month	Once or Twice a Week	Daily
Use a curriculum program (textbooks, etc.) adopted by your school/district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modify a lesson plan provided in your school's curriculum program to better fit the needs of your students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Augment your school's curriculum program with additional instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our school's teachers closely align instruction with the state academic content standards in their subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school's teachers closely align instruction with the state standards tests in their subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school emphasizes select key standards that teachers prioritize at each grade level and in each core subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction for ELL students also takes into account state standards for English language development (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, to what extent do teachers in your school collaborate to do the following?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Work together to "break down" the state content standards (e.g., identify prerequisite student skills).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss curriculum pacing, scope, and sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop common benchmarks and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss how common benchmarks and assessments relate to instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss particular lessons that were or were not successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share and discuss student work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Teacher Survey

To what extent do you agree that...	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Language and literacy development are taught across the curriculum at your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Primarily for English language arts teachers***

To what extent do you do the following as part of reading and writing instruction in your classes?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Hold students accountable for reading done outside of class (e.g., through discussion, grades).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicitly teach students strategies for planning, evaluating, and revising their writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Teacher Survey

### Special Focus: Middle Grades Mathematics

*Primarily for mathematics teachers*

To what extent do you agree with each of the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our school sets measurable goals to increase the number of students prepared to succeed in algebra.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school sets measurable goals to increase the proportion of students who score proficient or advanced on the state standards test in algebra (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regarding your school's course placement policies in mathematics...	
Does your school have explicit written placement criteria?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are student placements reviewed for academic appropriateness?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are student placements reviewed to ensure wide access to a rigorous curriculum?	<input type="checkbox"/> Yes <input type="checkbox"/> No

To what extent is each of the following considered for determining student placement into mathematics courses in grades 7 and 8?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
A placement or basic skills test developed outside the school district (e.g., by a textbook publisher or university).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A placement or basic skills test developed by the department, school, or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher recommendation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student prior academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student state standards test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent request and/or perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student request and/or perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Teacher Survey

#### Make Data-Driven Decision-Making the Norm

How often do you use student assessment data of any kind—whether from benchmark assessments, diagnostic assessments, classroom-based assessments, etc.—to do the following?	Never	Seldom	Sometimes	Fairly Often	Routinely
Evaluate individual student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set measurable goals for individual student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate student achievement by subgroup (e.g., racial/ethnic, ELL).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set measurable goals for student achievement by subgroup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate ELL students' English language proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help students see steady and measurable progress in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and correct gaps in my instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, to what extent do teachers in your school collaborate to do the following?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Analyze student assessment data to identify effective instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with each of the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Our teachers regularly monitor student grades and class test scores to rapidly report students for needed intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school uses state standards test scores for placement, promotion, and/or intervention purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school dedicates time at staff meetings to discuss student achievement by subgroup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### Set Up a System To Track and Act on Early Warning Signals

To what extent do administrative staff and/or teachers review the following types of information for students <i>entering</i> the middle grades?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Prior state standards test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior English language arts and math grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior attendance records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior behavior reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior English language development test scores and other English proficiency information (for ELL students).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do administrative staff and/or teachers do the following for students <i>entering</i> the middle grades?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Communicate with elementary teachers about any students entering the middle grades with low state standards test scores, failing English language arts or math grades, poor behavior reports, or poor attendance records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement classroom and intervention strategies to address academic weaknesses among incoming students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Teacher Survey

### Address Students' Learning Challenges Quickly

To what extent do you use each of the following instructional practices with your students?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Preteaching of lessons (e.g., leading some students through a lesson the day before).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated teaching for individuals or groups of students during regular instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible student groupings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, to what extent do teachers in your school collaborate to do the following?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
<i>Subject area teachers meet with intervention teachers to coordinate instruction and review students' progress.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your school do the following to provide academic support to <i>students at risk of failing</i> ?	
Meetings during which teacher, parents, and staff develop an intervention plan for an individual student.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Required support</b>	
Extra instructional time required <i>during</i> the regular school day, perhaps in place of an elective.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Short-term required interventions that run concurrent with class.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Required intervention time <i>outside</i> the regular school day.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Required intersession or summer courses.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Voluntary and other support</b>	
Voluntary academic support offered during nonclassroom time (e.g., lunch, after school).	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tutorials and/or classes as part of AVID (Advancement Via Individual Determination), GEAR UP, or a similar program.	<input type="checkbox"/> Yes <input type="checkbox"/> No
An online tutorial or intervention program.	<input type="checkbox"/> Yes <input type="checkbox"/> No



## Middle Grades Action Kit

### Teacher Survey

Does your school do the following to provide academic support to <i>students identified for intensive intervention</i> ?	
Meetings during which teacher, parents, and staff develop an intervention plan for an individual student.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Required support</b>	
Extra instructional time required <i>during</i> the regular school day, perhaps in place of an elective.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Short-term required interventions that run concurrent with class.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Required intervention time <i>outside</i> the regular school day.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Required intersession or summer courses.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Voluntary and other support</b>	
Voluntary academic support offered during nonclassroom time (e.g., lunch, after school).	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tutorials and/or classes as part of AVID (Advancement Via Individual Determination), GEAR UP, or a similar program.	<input type="checkbox"/> Yes <input type="checkbox"/> No
An online tutorial or intervention program.	<input type="checkbox"/> Yes <input type="checkbox"/> No

To what extent are the following in effect at your school?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Teachers and administrative staff continuously monitor student behavior to identify students in need of intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance and/or behavior teams meet to review student data and devise solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School staff members regularly analyze suspension data to ensure criteria are fairly applied to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Teacher Survey

### Special Focus: English Language Learners

To what extent do you agree with the following statements? <i>My school district...</i>	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Ensures that policies and resources are in place to serve ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes the importance of English language development by ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes the importance of subject-matter learning by ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses the needs of ELL students who are new immigrants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides schools with timely English language development test data for ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent is each of the following considered in determining English language learners' placement in math or English language arts classes?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Newcomer to the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of time in a California school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language proficiency in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language proficiency in native language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of academic subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previous academic performance as demonstrated by class grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations from prior school/teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language development test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State standards test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other district assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Input from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your school do the following to provide academic support to English language learners?	
Meetings during which teacher, parents, and staff develop an intervention plan for an individual student.	<input type="checkbox"/> Yes <input type="checkbox"/> No





## Middle Grades Action Kit

### Teacher Survey

### Ensure a Positive Climate for Student Learning

Are the middle grades your current first choice of teaching assignment?

- Yes
- No

To what extent do you agree with each of the following statements about your <i>principal</i> ? <i>My school principal . . .</i>	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Provides support for classroom discipline and management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures that school facilities are kept clean and operational.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures a safe campus environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements?	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Little or no time <i>in class</i> is spent managing student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You feel safe in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, to what extent do teachers in your school collaborate to do the following?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Develop strategies to address student behavior and/or attendance issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Teacher Survey

To what extent are the following in effect at your school?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
Our teachers and administrative staff accept shared responsibility for improving student attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school clearly communicates rules and policies on student behavior to students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of attendance and the consequences of frequent absenteeism, such as academic failure, are clearly communicated to students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent behavior and/or attendance by students gets classroom and/or schoolwide public recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our teachers personally contact students who cut their classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent are the following in effect at your school?	Not at All	To a Small Extent	To Some Extent	To a Considerable Extent	To a Great Extent
A clearly defined dress code that is strictly enforced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A strictly enforced, zero tolerance policy for drugs and weapons on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A strictly enforced, zero tolerance policy for any type of bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult supervision is present during all passing and lunch periods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students receive incentives (e.g., front-of-line passes, parties, or special events) to reward positive behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school requires tardy students to spend lunch or similar noninstructional time in detention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Middle Grades Action Kit

## Teacher Survey

### District Leadership and Support

**Note:** If your school is a charter school, this section may refer to your district or your charter management organization.

To what extent do you agree with the following statements regarding district support? <i>My school district...</i>	Neither Disagree nor Agree				
	Strongly Disagree	Disagree	Agree	Agree	Strongly Agree
Provides financial and human resources necessary for our school to achieve its goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides useful professional development for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains constructive relationships with employee unions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures that district employees visit our school at least once a year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements regarding district support? <i>School district employees are...</i>	Neither Disagree nor Agree				
	Strongly Disagree	Disagree	Agree	Agree	Strongly Agree
Very effective at working with my school site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Highly skilled at curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Highly skilled at financial management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Teacher Survey

To what extent do you agree with the following statements regarding district priorities for student learning? <i>My school district...</i>					
	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Communicates high expectations that instruction will closely align with state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates high expectations that our school will meet or exceed state and federal accountability targets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes improving student achievement across <i>all</i> the state standards test performance levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes getting as many students to the “Proficient” level as possible on state standards tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes closing achievement gaps on state standards tests between specific student groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes early identification of students needing academic support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses the needs of students who are two or more years below grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Middle Grades Action Kit

### Teacher Survey

To what extent do you agree with the following statements regarding assessments and data? <i>My school district...</i>	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Communicates clear expectations that instructional decisions will be data-driven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides a user-friendly computer information system to enable school staff to review student data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides adequate training to our staff to enable effective use of the data management software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides schools with timely state standards test achievement data on all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has standards-based benchmark tests in each grade and subject that it expects all schools to administer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes regular teacher use of benchmark and/or diagnostic assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes benchmark test data and reports them back promptly to my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses student achievement data to identify needs for improved teacher practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses student achievement data to identify and recognize exemplary teacher practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses student outcomes to influence school and instructional improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See the **Special Focus: English Language Learners** section on page 13 for additional questions about the district role.

### EdSource's *Middle Grades Action Kit*:

- The ***Middle Grades Playbook*** draws from the *Gaining Ground in the Middle Grades* study to describe how the classroom, school, and district levels each can contribute to stronger middle grades education—including self-assessments and a compendium of actionable practices.
- **School profiles** provide a window into how selected schools from the *Gaining Ground* study are thinking about, undertaking, and improving their practices.
- **Principal and teacher survey tools** help you take stock of the existing foundation for improvement in your district or middle grades school and get people talking.
- **The *Gaining Ground* study materials** let you dig deeper into the research.

Find out more at [www.edsource.org/MGactionkit](http://www.edsource.org/MGactionkit).

