

Appendices

Appendix A: School Selection Criteria

The Middle Level Task Force, with the assistance of the Office of Superintendent of Public Instruction, identified 32 middle and junior high schools with high or improving WASL scores from spring 1998 to spring 2000, when compared to other schools with similar demographics. Schools that were selected to participate were chosen from a group of schools that met one or more of the following sets of criteria.

- 1) Above average WASL scores in each of the three years (1998, 1999, 2000) for **math and reading** with continuous improvement in both subjects, and 2) at least a 15-point gain in the percentage of students meeting the math standard from 1998 to 2000, and 3) at least a 10-point gain in the percentage of students meeting the reading standard from 1998 to 2000.
- 1) Above average WASL scores in each of the three years (1998, 1999, 2000) for **math and writing** with continuous improvement in both subjects, and 2) at least a 15-point gain in the percentage of students meeting the math standard from 1998 to 2000, and 3) at least a 17-point gain in the percentage of students meeting the writing standard from 1998 to 2000.
- 1) Above average WASL scores in each of the three years (1998, 1999, 2000) for **math and reading** with continuous improvement in both subjects, and 2) above state average percentage of free/reduced price lunch population (24.7%).
- 1) Above average WASL scores in each of the three years (1998, 1999, 2000) for **math and writing** with continuous improvement in both subjects, and 2) above state average percentage of free/reduced price lunch population (24.7%).
- 1) At least 40% of students eligible for free/reduced price lunch, and 2) at least one-half the statewide average meeting the **math and reading** standard in 2000; and 3) at least the statewide average improvement in both subjects from 1998 to 2000.
- 1) At least 40% of students eligible for free/reduced price lunch, and 2) at least one-half the statewide average meeting the **math and writing** standard in 2000, and 3) at least the statewide average improvement in both subjects from 1998 to 2000.
- 1) At least a 10-point improvement in the percentage of students in Level 1 **math** from 1998 to 2000, and 2) at least a 5-point improvement in the percentage of students in Level 1 **reading** from 1998 to 2000.

Note: Only schools that had at least 50 students tested in 2000 were considered in order to ensure valid inference of our results (i.e., to ensure that the increase in test scores could be attributed to instructional interventions and not to statistical fluctuations normally attributed to few students tested).

Appendix B: Interview “Framing Questions”

Patterns of successful strategies have emerged from studies of schools across the nation. We aim to discover how successful Washington middle level schools are implementing these strategies, and what other practices are helping them succeed. We recognize there are factors beyond a school’s control that make a difference (positive or negative), and we recognize that factors in addition to “best practices” in classroom instruction make a difference. We want as complete a story as you can give about how your school has achieved success.

Preliminary Questions:

- Paint a picture of the success of your school. What has made it happen?
- From each of the three categories below, what factors do you believe have had the greatest impact on your success?

Main Framing Questions

1. How do successful Washington state middle level schools implement standards?
2. How do successful Washington state middle level schools focus on and respond to student needs?
3. How are successful Washington state middle level schools organized?

Each of these three framing questions refers to a variety of characteristics of success (many other characteristics not on the lists also make for success). Please address any or all that apply:

1. How do successful Washington state middle level schools implement standards?
 - a. Understanding the standards and reconciling the standards with your program
 - b. Effective teacher preparation, support and delivery of instruction (including dealing with reluctant staff members)
 - c. Alignment, communication and collaboration across grades and subject areas (including articulation with elementary and high school programs)
 - d. Linking curriculum, instruction and assessment
 - e. Using validated instructional strategies (what are they, and what are students doing differently than they were before reform was implemented?)

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- f. Maintaining high expectations
 - g. Using student performance data (test scores, writing samples, etc.)
 2. How do successful Washington state middle level schools focus on and respond to student needs?
 - a. Recognizing success
 - b. Supporting students not yet to standard
 - c. Differentiating for diversity (learning style, culture, etc.)
 - d. Applying other middle level characteristics
 - e. Using data about students and their views
 3. How are successful Washington state middle level schools organized?
 - a. Strategic use of time and resources
 - b. Sharing vision and purpose
 - c. Maintaining positive attitude
 - d. Instructional leadership
 - e. Teamwork
 - f. The role of building governance and teacher leadership
 - g. Focused, in-depth professional development
 - h. Strong community interface
 - i. Using school performance data (achievement, program implementation, perceptions, demographics)
 - j. Reconciling time devoted to tested subjects (e.g., language arts and math) with that devoted to exploratory and elective programs
 4. What other observations and reflections can you share about the success of your school?
 5. What are your biggest challenges or obstacles to further improvement?

Appendix C: Survey Questionnaire and Results

District/School Name: _____

Check one: Principal Teacher (grade level _____) Other (_____)

1. To what extent do you think each of the following are responsible for the improvement in the math, reading and/or writing WASL scores in your school over the past three years? (Circle your response)

| Possible Reason for Improvement | Little or No Extent | Some Extent | Moderate Extent | Great Extent | Very Great Extent |
|--|---------------------|-------------|-----------------|--------------|-------------------|
| a) Greater understanding of standards (EALRs) among staff | 1 | 2 | 3 | 4 | 5 |
| b) Focused professional development | 1 | 2 | 3 | 4 | 5 |
| c) More professional development | 1 | 2 | 3 | 4 | 5 |
| d) Improved alignment of math curriculum with the EALRs | 1 | 2 | 3 | 4 | 5 |
| e) Improved alignment of reading curriculum with the EALRs | 1 | 2 | 3 | 4 | 5 |
| f) Improved alignment of writing curriculum with the EALRs | 1 | 2 | 3 | 4 | 5 |
| g) Improved mathematics curriculum | 1 | 2 | 3 | 4 | 5 |
| h) Improved reading curriculum | 1 | 2 | 3 | 4 | 5 |
| i) Improved writing curriculum | 1 | 2 | 3 | 4 | 5 |
| j) Improved mathematics instruction | 1 | 2 | 3 | 4 | 5 |
| k) Improved reading instruction | 1 | 2 | 3 | 4 | 5 |
| l) Improved writing instruction | 1 | 2 | 3 | 4 | 5 |
| m) More time spent on mathematics instruction | 1 | 2 | 3 | 4 | 5 |
| n) More time spent on reading instruction | 1 | 2 | 3 | 4 | 5 |

| Possible Reason for Improvement | Little or No Extent | Some Extent | Moderate Extent | Great Extent | Very Great Extent |
|--|---------------------|-------------|-----------------|--------------|-------------------|
| o) More time spent on writing instruction | 1 | 2 | 3 | 4 | 5 |
| p) Teamwork/collaboration among <u>7th grade math</u> staff | 1 | 2 | 3 | 4 | 5 |
| q) Collaboration among <u>math staff in all grades</u> | 1 | 2 | 3 | 4 | 5 |
| r) Collaboration among <u>7th grade language arts</u> staff | 1 | 2 | 3 | 4 | 5 |
| s) Collaboration among <u>language arts staff in all grades</u> | 1 | 2 | 3 | 4 | 5 |
| t) Collaboration <u>among 7th grade staff across subject areas</u> | 1 | 2 | 3 | 4 | 5 |
| u) Collaboration <u>in all grades across subject areas</u> | 1 | 2 | 3 | 4 | 5 |
| v) Collaboration with elementary school staff in the district | 1 | 2 | 3 | 4 | 5 |
| w) Collaboration with high school staff in the district | 1 | 2 | 3 | 4 | 5 |
| x) Articulation with elementary programs in the district | 1 | 2 | 3 | 4 | 5 |
| y) Articulation with high school programs in the district | 1 | 2 | 3 | 4 | 5 |
| z) Class time spent preparing for WASL content | 1 | 2 | 3 | 4 | 5 |
| aa) Class time spent on test-taking strategies for the WASL | 1 | 2 | 3 | 4 | 5 |
| bb) Instructional leadership in your subject area | 1 | 2 | 3 | 4 | 5 |
| cc) Unified vision/purpose aimed at improving WASL scores | 1 | 2 | 3 | 4 | 5 |

| Possible Reason for Improvement | Little or No Extent | Some Extent | Moderate Extent | Great Extent | Very Great Extent |
|---|---------------------|-------------|-----------------|--------------|-------------------|
| dd) Improved staff attitudes toward the standards and WASL | 1 | 2 | 3 | 4 | 5 |
| ee) Use of WASL assessment data to modify curriculum | 1 | 2 | 3 | 4 | 5 |
| ff) Use of WASL assessment data to modify instruction | 1 | 2 | 3 | 4 | 5 |
| gg) Use of classroom-based data to modify curriculum | 1 | 2 | 3 | 4 | 5 |
| hh) Use of classroom-based data to modify instruction | 1 | 2 | 3 | 4 | 5 |
| ii) Extended instructional hours (e.g., before/after school) | 1 | 2 | 3 | 4 | 5 |
| jj) Focused instruction on lower-performing students | 1 | 2 | 3 | 4 | 5 |
| kk) High expectations among staff for student achievement | 1 | 2 | 3 | 4 | 5 |
| ll) Support for students not yet meeting WASL standards | 1 | 2 | 3 | 4 | 5 |
| mm) Support for special needs students not meeting standards | 1 | 2 | 3 | 4 | 5 |
| nn) Recognition of student success on the WASL | 1 | 2 | 3 | 4 | 5 |
| oo) Individualized instruction (e.g., based on learning styles) | 1 | 2 | 3 | 4 | 5 |
| pp) Students are more motivated | 1 | 2 | 3 | 4 | 5 |
| qq) Increased parent involvement at school (e.g., tutoring) | 1 | 2 | 3 | 4 | 5 |
| rr) Increased community involvement (e.g., partnerships) | 1 | 2 | 3 | 4 | 5 |

| Possible Reason for Improvement | Little or No Extent | Some Extent | Moderate Extent | Great Extent | Very Great Extent |
|--|---------------------|-------------|-----------------|--------------|-------------------|
| ss) Better student demographic profile | 1 | 2 | 3 | 4 | 5 |
| tt) Better cohort of students | 1 | 2 | 3 | 4 | 5 |
| uu) Fewer number of students “not tested” | 1 | 2 | 3 | 4 | 5 |
| vv) Increase in the number of “exempted” students | 1 | 2 | 3 | 4 | 5 |
| ww) Change in type of students enrolled (e.g., new gifted class) | 1 | 2 | 3 | 4 | 5 |
| xx) Other possible reasons for WASL score improvements (Please explain below.) | 1 | 2 | 3 | 4 | 5 |

2. Please describe the biggest challenges or obstacles to further improvement in WASL scores in your school.

3. To what extent are you familiar with the EALRs for the 7th grade in your subject area? (Check one)

- Not familiar at all Slightly familiar Moderately familiar Very familiar

4. To what extent are you familiar with the EALRs for the 7th grade in other subject areas? (Check one)

- Not familiar at all Slightly familiar Moderately familiar Very familiar

5. To what extent are you familiar with the EALRs for other grades in your subject area?
(Check one)

Not familiar at all Slightly familiar Moderately familiar Very familiar

6. To what extent are you familiar with the EALRs for other grades in other subject areas?
(Check one)

Not familiar at all Slightly familiar Moderately familiar Very familiar

7. To what extent have you received training on instruction related to the EALRs in your subject area during the past 3 years? (Check one)

Little or no training Some training A lot of training A very great amount of training

8. To what extent have you received training on instruction related to the EALRs in other subject areas during the past 3 years? (Check one)

Little or no training Some training A lot of training A very great amount of training

Survey Results (in descending order of % responding “great” or “very great”)

| To what extent do you think each of the following are responsible for the improvement in the math, reading, and/or writing WASL scores in your school over the past three years? | % Great or Very Great Extent | Mean * | Standard Deviation |
|--|------------------------------|--------|--------------------|
| High expectations among staff for student performance | 71.0 | 3.96 | .98 |
| Unified vision aimed at improving WASL scores | 67.3 | 3.80 | 1.04 |
| Improved writing instruction | 67.0 | 3.78 | .94 |
| Improved alignment of writing curriculum with the EALRs | 66.6 | 3.74 | .96 |
| Improved alignment of math curriculum with the EALRs | 64.9 | 3.70 | .96 |
| Class time spent preparing for WASL content | 64.1 | 3.76 | 1.05 |
| Improved math instruction | 62.7 | 3.69 | .96 |
| Improved writing curriculum | 61.3 | 3.64 | .96 |
| Improved reading instruction | 60.8 | 3.61 | 1.02 |
| Improved alignment of reading curriculum with the EALRs | 60.2 | 3.63 | .99 |
| Class time spent on test-taking strategies for the WASL | 58.5 | 3.69 | 1.01 |
| Collaboration among 7th grade math staff | 58.3 | 3.59 | 1.20 |
| Collaboration among 7th grade language arts staff | 58.2 | 3.62 | 1.14 |
| Improved math curriculum | 53.3 | 3.50 | .99 |
| More time on writing instruction | 52.7 | 3.45 | 1.13 |
| Collaboration among math staff in all grades | 51.6 | 3.42 | 1.16 |
| Improved reading curriculum | 51.5 | 3.42 | 1.04 |
| Greater understanding of the EALRs | 51.1 | 3.43 | .96 |
| Use of WASL data to modify instruction | 49.5 | 3.39 | 1.12 |
| Collaboration among language arts staff in all grades | 49.5 | 3.37 | 1.20 |
| Improved staff attitudes toward EALRs and WASL | 48.7 | 3.31 | 1.19 |
| Use of WASL data to modify curriculum | 48.3 | 3.33 | 1.12 |
| Collaboration among 7th grade staff across all subjects | 47.9 | 3.32 | 1.25 |
| More time on reading instruction | 46.6 | 3.26 | 1.23 |
| Focused professional development | 46.5 | 3.31 | 1.04 |
| More time on math instruction | 44.1 | 3.14 | 1.27 |
| Instructional leadership in your subject area | 43.8 | 3.24 | 1.15 |
| Use of classroom-based data to modify instruction | 42.8 | 3.21 | 1.05 |
| Use of classroom-based data to modify curriculum | 39.3 | 3.16 | 1.04 |
| Collaboration among staff in all grades across all subjects | 38.4 | 3.08 | 1.25 |
| Focused instruction on lower-performing students | 37.9 | 3.07 | 1.17 |

Survey Results (continued)

| To what extent do you think each of the following are responsible for the improvement in the math, reading, and/or writing WASL scores in your school over the past three years? | % Great or Very Great Extent | Mean * | Standard Deviation |
|--|------------------------------|--------|--------------------|
| Support for students not meeting standards | 37.7 | 3.05 | 1.20 |
| More professional development | 36.1 | 3.15 | 1.00 |
| Recognition for student success on the WASL | 35.8 | 2.90 | 1.35 |
| Support for special needs students not meeting standards | 35.6 | 2.96 | 1.20 |
| Extended instructional hours | 30.1 | 2.68 | 1.37 |
| Students are more motivated | 30.0 | 2.89 | 1.15 |
| Individualized instruction | 27.6 | 2.79 | 1.15 |
| Increased parental involvement | 20.6 | 2.44 | 1.18 |
| Increased community involvement | 19.5 | 2.38 | 1.19 |
| Better student demographic profile | 19.0 | 2.32 | 1.25 |
| Better cohort of students | 17.6 | 2.30 | 1.20 |
| Collaboration with high school staff in the district | 15.7 | 2.19 | 1.15 |
| Articulation with high school programs in the district | 11.7 | 2.16 | 1.07 |
| Collaboration with elementary school staff in the district | 11.7 | 2.13 | 1.10 |
| Articulation with elementary programs in the district | 9.8 | 2.11 | 1.04 |
| Change in the type of students enrolled | 9.1 | 1.84 | 1.10 |
| Fewer students not tested | 8.7 | 1.86 | 1.06 |
| More students exempted from the WASL | 6.6 | 1.76 | .99 |

* Scale of 1 to 5

- 1 = Little or no extent
- 2 = Some extent
- 3 = Moderate extent
- 4 = Great extent
- 5 = Very great extent

To what extent are you familiar with the EALRs for 7th grade in your subject area?

| | |
|---------------------|-------|
| Not familiar at all | 3.4% |
| Slightly familiar | 11.0% |
| Moderately familiar | 37.5% |
| Very familiar | 48.1% |

To what extent are you familiar with the EALRs for 7th grade in other subject areas?

| | |
|---------------------|-------|
| Not familiar at all | 13.2% |
| Slightly familiar | 33.2% |
| Moderately familiar | 41.9% |
| Very familiar | 11.7% |

To what extent are you familiar with the EALRs for other grades in your subject area?

| | |
|---------------------|-------|
| Not familiar at all | 5.7% |
| Slightly familiar | 25.7% |
| Moderately familiar | 41.4% |
| Very familiar | 27.1% |

To what extent are you familiar with the EALRs for other grades in other subject areas?

| | |
|---------------------|-------|
| Not familiar at all | 19.6% |
| Slightly familiar | 41.7% |
| Moderately familiar | 30.6% |
| Very familiar | 8.1% |

To what extent have you received training on instruction related to the EALRs
in your subject area during the past 3 years?

| | |
|--|-------|
| Received little or no training | 17.9% |
| Received some training | 45.7% |
| Received a lot of training | 26.8% |
| Received a very great amount of training | 9.6% |

To what extent have you received training on instruction related to the EALRs
in other subject areas during the past 3 years?

| | |
|--|-------|
| Received little or no training | 40.0% |
| Received some training | 45.9% |
| Received a lot of training | 11.0% |
| Received a very great amount of training | 3.1% |

Appendix D: Contact and Demographic Information for Featured Schools

| School/District | Contact: Principal name, email address & phone number | Enroll- ment | Grades served | Ethnicity % | % Free lunch |
|---|---|-----------------|------------------|---|-----------------|
| Blue Heron Middle School Port Townsend School District | Amy Fields afields@mail.ptsd.wednet.edu 360-379-4540 | 407 | 6-8 | Asian 2.0 Amln 2.2 Black 1.5 Hisp 1.0 White 93.4 | 36.6 |
| Brier Terrace Middle School Edmonds School District | Barbara Marsh marshb@edmonds.wednet.edu 425-670-7837 | 688 | 7-8 | Asian 11.0 Amln 2.3 Black 2.9 Hisp 4.2 White 79.5 | 17.3 |
| Cascade Middle School Longview School District | Bruce Holway bholway@longview.k12.wa.us 360-575-7773 | 823 | 6-8 | Asian 3.3 Amln 2.1 Black 1.5 Hisp 4.5 White 88.7 | 32.7 |
| Cedar Heights Junior High Kent School District | Gary Simon gsimon@kent.k12.wa.us 253-373-7620 | 1000 | 7-9 | Asian 1.9 Amln 0.8 Black 4.1 Hisp 2.8 White 90.4 | 17.6 |
| Cedar River Middle School Tahoma School District | Amy Beasley abeasley@tahoma.wednet.edu 425-413-5400 | 714 | 7-8 | Asian 2.5 Amln 0.7 Black 2.0 Hisp 1.5 White 93.3 | 8.3 |
| College Place Middle School Edmonds School District | Andy Rogers rogers@edmonds.wednet.edu 425-670-7451 | 622 | 7-8 | Asian 10.8 Amln 3.2 Black 3.9 Hisp 5.9 White 76.2 | 28.4 |
| Covington Middle School Evergreen School District | Byron Molle bmolle@egreen.wednet.edu 360-604-6300 | 918 | 6-8 | Asian 4.6 Amln 0.9 Black 3.9 Hisp 4.5 White 86.2 | 34.5 |

| School/District | Contact: Principal name, email address & phone number | Enroll- ment | Grades served | Ethnicity % | % Free lunch |
|---|---|-----------------|------------------|--|-----------------|
| Desert Hills Middle School Kennewick School District | Steve Jones jonest@ksd.org 509-734-3550 | 799 | 6-8 | Asian 1.5 Amln 0.1 Black 2.4 Hisp 6.8 White 89.2 | 12.1 |
| Ephrata Middle School Edmonds School District | Rick Allstot rallstot@esd165.org 509-754-4659 | 392 | 7-8 | Asian 1.0 Amln 1.3 Black 0.8 Hisp 13.5 White 83.4 | 38.4 |
| Finley Middle School Finley School District | Rod Bryson rbryson@finleysd.org 509-582-8452 | 270 | 6-8 | Asian 1.5 Amln 0.4 Black 0.0 Hisp 8.9 White 89.3 | 41.0 |
| Hanford Middle School Richland School District | Mary McConnell mary_mcconnell@rsd.edu 509-371-2644 | 732 | 6-8 | Asian 4.8 Amln 0.5 Black 1.8 Hisp 5.7 White 87.2 | 27.0 |
| Hawkins Middle School North Mason School District | Mary B. Lane mblane@orca.esd114.wednet.edu 360-277-2132 | 398 | 7-8 | Asian 5.3 Amln 1.5 Black 2.3 Hisp 3.0 White 87.9 | 28.9 |
| Horse Heaven Hills Middle School Kennewick School District | Sue Denslow denssu@ksd.org 509-585-3260 | 826 | 6-8 | Asian 1.7 Amln 0.0 Black 1.7 Hisp 14.9 White 81.7 | 25.8 |
| Jason Lee Middle School Tacoma School District | Terry Bouck tbouck@tacoma.k12.wa.us 253-571-1395 | 653 | 6-8 | Asian 13.0 Amln 2.0 Black 34.6 Hisp 4.3 White 46.1 | 72.7 |
| Leota Junior High School Northshore School District | Sharon Williamson swilliamson@nsd.org 425-402-5400 | 705 | 7-9 | Asian 5.7 Amln .9 Black 1.8 Hisp 4.8 White 86.8 | 8.1 |

| School/District | Contact: Principal name, email address & phone number | Enroll- ment | Grades served | Ethnicity % | | % Free lunch |
|---|---|-----------------|------------------|-------------|------|-----------------|
| Lucille Umbarger Elementary School Burlington-Edison School District | Shawn Woodward swoodward@be.wednet.edu 360-757-3366 | 526 | K-8 | Asian | 2.1 | 34.2 |
| | | | Amln | 1.1 | | |
| | | | Black | 1.1 | | |
| | | | Hisp | 21.1 | | |
| | | | White | 74.5 | | |
| Madison Middle School Seattle School District | Jill Hudson jshudson@seattleschools.org 206-933-5340 | 890 | 6-8 | Asian | 30.9 | 41.3 |
| | | | Amln | 2.6 | | |
| | | | Black | 10.7 | | |
| | | | Hisp | 12.2 | | |
| | | | White | 43.6 | | |
| Mt. Baker Middle School Auburn School District | Mark Boynton mboynton@mx.auburn.wednet.edu 253-804-4554 | 745 | 6-8 | Asian | 6.7 | 39.8 |
| | | | Amln | 2.1 | | |
| | | | Black | 4.0 | | |
| | | | Hisp | 7.1 | | |
| | | | White | 80.0 | | |
| Royal Middle School Royal School District | P. Kent Andersen pkandersen@royal.wednet.edu 509-346-2268 | 290 | 6-8 | Asian | 0.3 | 72.4 |
| | | | Amln | 0.0 | | |
| | | | Black | 0.3 | | |
| | | | Hisp | 61.4 | | |
| | | | White | 37.9 | | |
| Salk Middle School Spokane School District | Dr. Mark Gorman markg@sd81.k12.wa.us 509-354-5600 | 751 | 7-8 | Asian | 2.1 | 31.4 |
| | | | Amln | 3.2 | | |
| | | | Black | 1.2 | | |
| | | | Hisp | 2.3 | | |
| | | | White | 91.2 | | |
| Showalter Middle School Tukwila School District | Dr. Cinda Morrison morrisonc@tukwila.wednet.edu 206-901-7800 | 635 | 6-8 | Asian | 15.1 | 63.3 |
| | | | Amln | 2.4 | | |
| | | | Black | 22.5 | | |
| | | | Hisp | 15.6 | | |
| | | | White | 44.4 | | |
| Snoqualmie Middle School Snoqualmie Valley School District | Jack McCullough mcculloughj@snoqualmie.k12.wa.us 425-831-8450 | 515 | 6-8 | Asian | 2.1 | 15.9 |
| | | | Amln | 2.5 | | |
| | | | Black | 1.2 | | |
| | | | Hisp | 1.4 | | |
| | | | White | 92.8 | | |
| Wapato Middle School Wapato School District | Kelly Garza garzake@televar.com 509-877-2173 | 738 | 6-8 | Asian | 2.8 | 80.2 |
| | | | Amln | 28.5 | | |
| | | | Black | 0.4 | | |
| | | | Hisp | 58.0 | | |
| | | | White | 10.3 | | |

Appendix E: WASL Performance Data for Featured Schools, 1998 - 2000

| School | District | % met Math Standard | % met Reading Standard | % met Writing Standard |
|-----------------------------|---------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Blue Heron Middle School | Port Townsend | 1998 23.0 1999 23.5 2000 36.9 | 1998 42.1 1999 43.9 2000 51.2 | 1998 33.6 1999 28.8 2000 35.0 |
| Brier Terrace Middle School | Edmonds | 1998 31.2 1999 37.3 2000 41.8 | 1998 55.6 1999 59.1 2000 65.8 | 1998 36.7 1999 32.6 2000 39.4 |
| Cascade Middle School | Longview | 1998 16.6 1999 29.1 2000 32.7 | 1998 41.2 1999 49.1 2000 49.3 | 1998 32.2 1999 42.5 2000 49.8 |
| Cedar Heights Junior High | Kent | 1998 20.4 1999 31.5 2000 38.0 | 1998 37.1 1999 44.7 2000 49.8 | 1998 25.6 1999 39.0 2000 48.9 |
| Cedar River Middle School | Tahoma | 1998 24.1 1999 44.0 2000 35.5 | 1998 29.5 1999 47.7 2000 49.6 | 1998 43.9 1999 49.3 2000 58.0 |
| College Place Middle School | Edmonds | 1998 18.0 1999 22.0 2000 37.7 | 1998 44.6 1999 40.0 2000 47.7 | 1998 28.7 1999 41.6 2000 49.5 |
| Covington Middle School | Evergreen | 1998 4.0 1999 20.3 2000 31.7 | 1998 17.3 1999 29.3 2000 35.3 | 1998 17.7 1999 31.2 2000 22.1 |
| Desert Hills Middle School | Kennewick | 1998 29.5 1999 36.2 2000 48.9 | 1998 42.9 1999 51.7 2000 58.8 | 1998 43.6 1999 41.0 2000 59.9 |
| Ephrata Middle School | Ephrata | 1998 20.1 1999 21.6 2000 28.4 | 1998 33.5 1999 43.1 2000 43.7 | 1998 32.1 1999 32.5 2000 35.8 |
| Finley Middle School | Finley | 1998 1.0 1999 18.4 2000 30.0 | 1998 16.3 1999 38.2 2000 29.5 | 1998 20.4 1999 24.5 2000 24.4 |
| Hanford Middle School | Richland | 1998 27.1 1999 35.6 2000 46.9 | 1998 45.5 1999 45.5 2000 46.9 | 1998 32.9 1999 38.6 2000 51.2 |
| Hawkins Middle School | North Mason | 1998 12.9 1999 22.4 2000 36.4 | 1998 44.4 1999 38.6 2000 40.1 | 1998 33.1 1999 37.2 2000 50.2 |

| School | District | % met Math Standard | % met Reading Standard | % met Writing Standard |
|----------------------------------|-------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Horse Heaven Hills Middle School | Kennewick | 1998 22.2 1999 21.6 2000 35.1 | 1998 34.6 1999 46.9 2000 51.2 | 1998 32.2 1999 42.8 2000 46.4 |
| Jason Lee Middle School | Tacoma | 1998 6.0 1999 1.5 2000 20.8 | 1998 12.9 1999 13.2 2000 19.5 | 1998 8.5 1999 10.2 2000 26.8 |
| Leota Junior High School | Northshore | 1998 30.6 1999 48.2 2000 53.5 | 1998 58.1 1999 65.5 2000 58.3 | 1998 42.3 1999 46.8 2000 67.6 |
| Lucille Umbarger Elementary | Burlington-Edison | 1998 13.2 1999 35.1 2000 42.6 | 1998 47.2 1999 50.9 2000 63.0 | 1998 49.1 1999 40.4 2000 57.4 |
| Madison Middle School | Seattle | 1998 11.3 1999 19.8 2000 29.7 | 1998 22.2 1999 37.4 2000 34.5 | 1998 33.8 1999 34.4 2000 43.2 |
| Mt. Baker Middle School | Auburn | 1998 27.6 1999 32.2 2000 39.0 | 1998 42.1 1999 55.1 2000 47.3 | 1998 27.2 1999 39.7 2000 58.5 |
| Royal Middle School | Royal | 1998 8.9 1999 8.6 2000 19.8 | 1998 16.7 1999 12.7 2000 29.1 | 1998 16.7 1999 29.5 2000 22.1 |
| Salk Middle School | Spokane | 1998 28.0 1999 28.5 2000 37.8 | 1998 49.9 1999 51.5 2000 54.3 | 1998 38.0 1999 41.5 2000 53.2 |
| Showalter Middle School | Tukwila | 1998 4.6 1999 13.6 2000 21.4 | 1998 14.8 1999 38.2 2000 33.9 | 1998 15.9 1999 31.4 2000 34.9 |
| Snoqualmie Middle School | Snoqualmie Valley | 1998 27.8 1999 24.1 2000 42.2 | 1998 45.5 1999 33.1 2000 61.8 | 1998 49.4 1999 31.9 2000 55.5 |
| Wapato Middle School | Wapato | 1998 3.9 1999 11.6 2000 8.6 | 1998 3.9 1999 12.1 2000 11.3 | 1998 4.9 1999 17.0 2000 20.8 |

Appendix F: Curriculum Resources used in Featured Schools

| School | Math Resources | Language Arts Resources |
|-----------------------------|--|--|
| Blue Heron Middle School | <i>Mathematics Applications and Connections</i> (Glencoe) | <i>Write Source 2000</i> (Houghton Mifflin); Novels include: <i>Walkabout</i> ; <i>The Giver</i> |
| Brier Terrace Middle School | <i>Mathematics in Context</i> (Encyclopedia Britannica); <i>CPM Algebra</i> (CPM Education Program); <i>Discovering Geometry</i> (Key Curriculum Press) | <i>Write Source 2000</i> (Houghton Mifflin) |
| Cascade Middle School | <i>Everyday Math</i> (SRA McGraw-Hill); <i>Basic Math</i> (Saxon); <i>Mathematics Applications and Connections</i> (Glencoe); <i>Pre-Algebra</i> (Addison Wesley); <i>Math in Action</i> (MacMillan); <i>Pre-Algebra</i> (Merrill); <i>Integrated 1</i> (McDougal-Littell) | <i>Accelerated Reader</i> (Scholastic Reading Association); <i>Elements of Literature Series</i> (Holt, Rinehart, Winston); <i>Writer's Workshop Six-Trait Writing</i> (Northwest Regional Education Lab); <i>University of Kansas Reading Strategies</i> ; <i>Read Well</i> (University of Oregon); <i>Corrective Reading</i> |
| Cedar Heights Junior High | <i>Mathematics Book 2; Making Math Connections</i> ; <i>Math in Action</i> (MacMillan) | <i>Literature</i> (Scott Foresman-Addison Wesley); <i>Grammar</i> (McDougal-Littell) |
| Cedar River Middle School | <i>Math Thematics 1 and 2</i> (McDougal-Littell); <i>Integrated</i> (McDougal-Littell); Manipulatives | <i>Readers Workshop</i> Multiple Class Novels |
| College Place Middle School | <i>Math Thematics</i> (McDougal-Littell); <i>Integrated 1 and 2</i> (McDougal-Littell); <i>Core Plus</i> (Glencoe/McGraw Hill) | Literature based program with <i>Accelerated Reader</i> (Scholastic Reading Association) |
| Covington Middle School | <i>CPM Education Program</i> | <i>English</i> (Houghton Mifflin); <i>Celebrate Reading</i> (including six anthologies); <i>Classroom Libraries</i> (six titles); <i>Write Source 2000</i> (Houghton Mifflin); <i>Literature and Language, Red Level</i> ; <i>Elements of Literature</i> (Holt, Rinehart, Winston) |
| Desert Hills Middle School | <i>Connected Math Program</i> (Dale Seymour/Prentice Hall) | <i>Reading Literature, Gold Level</i> (McDougal-Littell); <i>The Language of Literature</i> (McDougal-Littell); <i>Literature Silver</i> (Prentice Hall) |
| Ephrata Middle School | <i>Math</i> (Glencoe); <i>Algebra</i> (Glencoe) | <i>World of Language</i> (Houghton Mifflin); <i>Accelerated Reader</i> (Scholastic Reading Association) |
| Finley Middle School | <i>Mathematics Applications and Connections Course 1-3</i> (Glencoe); <i>Pre-Algebra</i> (Glencoe Merrill); <i>Algebra 1</i> (Glencoe Merrill) | <i>Literature</i> (Prentice Hall); <i>Writer's Solutions</i> (Prentice Hall); <i>Choices in Literature</i> (Prentice Hall) |

| School | Math Resources | Language Arts Resources |
|----------------------------------|---|--|
| Hanford Middle School | <i>Algebra</i> (Addison Wesley); <i>Mathematics</i> (Addison Wesley); <i>Transition Mathematics</i> (Scott Foresman-Addison Wesley); <i>Pre-Algebra</i> (Houghton Mifflin); <i>Math In Action</i> (MacMillan) | <i>The Writer's Craft</i> (McDougal-Littell); <i>Elements of Literature</i> (Holt, Rinehart, Winston) |
| Hawkins Middle School | <i>Chicago Math Series</i> (Scott Foresman-Addison Wesley) | <i>Write Source 2000</i> (Houghton Mifflin) |
| Horse Heaven Hills Middle School | <i>Middle School Math</i> (Scott Foresman-Addison Wesley) | <i>Language of Literature</i> (McDougal-Littell); <i>The Writer's Craft</i> (McDougal-Littell) |
| Jason Lee Middle School | <i>Mathematics Applications and Connections</i> (Glencoe); <i>The Problem Solver</i> (Creative Publications); <i>About Teaching Mathematics</i> (Marilyn Burns, Math Solutions Publications); <i>The I Hate Mathematics Book</i> (Marilyn Burns, Little, Brown & Co.); <i>WASL Example Test Grade 7</i> (Riverside Press); <i>Successful Test Taking</i> (WASL Math 7 Leadership Resources) | <i>Writer's Companion Middle Grades</i> (Prentice Hall); <i>Literature: Timeless Voices, Timeless Themes</i> (Prentice Hall); <i>World Regions: Adventures in Time and Place</i> (MacMillan/McGraw-Hill) |
| Leota Junior High | <i>Mathematics Applications and Connections</i> (Glencoe); <i>Mathematics Structures and Methods</i> (Houghton Mifflin) | <i>Language of Literature</i> (McDougal-Littell); <i>Write Source 2000</i> (Houghton Mifflin) |
| Lucille Umbarger Elementary | <i>Investigations</i> (Scott Foresman-Addison Wesley); <i>Connected Math Program</i> (Dale Seymour/Prentice Hall) | <i>Literature: Bronze Edition</i> (Prentice Hall) |
| Madison Middle School | <i>Connected Math Program</i> (Dale Seymour/Prentice Hall) | <i>Introduction to Literature</i> (Holt, Rinehart, Winston); <i>Elements of Literature 1st and 2nd Course</i> (Holt, Rinehart, Winston) |
| Mt. Baker Middle School | <i>Passports</i> (McDougal-Littell); <i>Connected Math Program</i> (Dale Seymour/Prentice Hall) | <i>Literature: Bronze Edition</i> (Prentice Hall) |
| Royal Middle School | <i>Mathematics Applications and Connections</i> (Glencoe); <i>Transition Mathematics</i> (Scott Foresman-Addison Wesley) | <i>Writer's Choice</i> (Prentice Hall) |
| Salk Middle School | <i>Math Thematics 2 and 3</i> (McDougal-Littell) | <i>Language of Literature</i> (McDougal-Littell) |

| School | Math Resources | Language Arts Resources |
|--------------------------|---|---|
| Showalter Middle School | <i>Mathematics Applications and Connections</i> (Glencoe) | <i>Literature: Bronze and Silver Editions</i> (Prentice Hall); <i>The World Past/Present, East/West</i> (MacMillan); <i>American Nation</i> (Prentice Hall); <i>History of US</i> (Oxford); Thematic teacher-made materials |
| Snoqualmie Middle School | <i>Math Thematics (McDougal-Littell)</i> | <i>Elements of Writing</i> (Holt, Rinehart, Winston) |
| Wapato Middle School | Glencoe/McGraw-Hill | Literature Based Reading |

Appendix G: Tips for Using this Report

This report has been designed for use by teachers, parents and administrators involved in school improvement efforts. Some suggested activities for use in your building are presented below.

1. Administer the survey at a staff meeting and compare your results with the results of the schools in this report. (See Appendix C for a copy of the survey and results).
2. Examine the seven recommendations in “Turning Points 2000.” How many of them are present in your school? (The recommendations are summarized on page 11 of this report and in the publication, “Turning Points 2000” on page 23).
3. Form study groups to analyze the six areas of focus around which the profiles and vignettes in this report are organized. Use the profiles and vignettes for ideas on what might work at your school.
4. Use the findings and conclusions from this report as the basis for a retreat or series of staff meetings. What are your school’s strengths and growth areas?
5. Use the findings and conclusions from this report to focus staff on the development of a mission statement for your school.
6. Analyze your school learning plan. How does it compare to the findings and conclusions of this report or to the recommendations in “Turning Points 2000”?
7. Read the profiles and vignettes for schools in this report that are similar to your school in terms of student demographics and building characteristics. What strategies might your school be able to adopt or adapt? (See appendices D and E for student demographics, school characteristics and WASL results from 1998 to 2000.)
8. Form inquiry groups in your school to review the additional resources and research on middle level schools and middle level reform presented in appendix H.
9. Use this report to stimulate conversation and action with your learning improvement team, site council or parent groups.

We also want to hear from you. Please take a moment to send an email to Alan Burke, MiddleLevel Task Force Chair, with feedback and additional ideas for using the report. (alan_burke@ycs.wednet.edu)

Appendix H: Middle Level Research and Resources

Websites:

www.middleschool.com – The website for the Middle School Partnership. The Partnership enables schools to become high-performance learning communities through staff development, to ensure success and enhance the quality of life for every middle school student. A comprehensive site with links to many resources.

www.middleweb.com – A site that explores the challenges of middle school reform, brimming with resources for educators and parents. This is a great “gateway” to other middle school resources. The site also includes an electronic “clipping service” that is updated daily with middle school stories from the nation’s newspapers.

www.edweek.com – America’s newspaper of record for education. Find the most current stories or sign up for weekly email updates sent right to your home or office computer.

www.accesseric.org – Educational Resources Information Center is a comprehensive clearinghouse for publications, resources and digests pertaining to education.

www.ed.gov – The website for the U.S. Department of Education. This site offers a range of information about the USDE including initiatives and priorities, grant opportunities, publications, and research and statistics. By clicking on “other sites” you can access the websites for every state department of education in the U.S.

Media:

The following news media provide features on education. You can also search their on-line archives for reports of interest.

- CNN (www.cnn.com)
- MSNBC (www.msnbc.com)
- ABC News On Line (www.abcnews.com)
- Washington Post (www.washingtonpost.com)
- New York Times (www.nyt.com)
- USA Today (www.usatoday.com)

Self-Study Processes:

- Northwest Association of Schools and Colleges (www.boisestate.edu/nasc)
- Northwest Regional Education Laboratory (www.nwrel.org)
- Office of the Superintendent of Public Instruction (www.k12.wa.us). Coming soon! An on-line school improvement tool to assist schools and districts in the development of a comprehensive school improvement plan.

Books, Articles and Reports:

In addition to the references cited in this report (see the “References” section), the following books, reports and articles provide information and insights related to educational reform in general and middle school reform in particular.

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