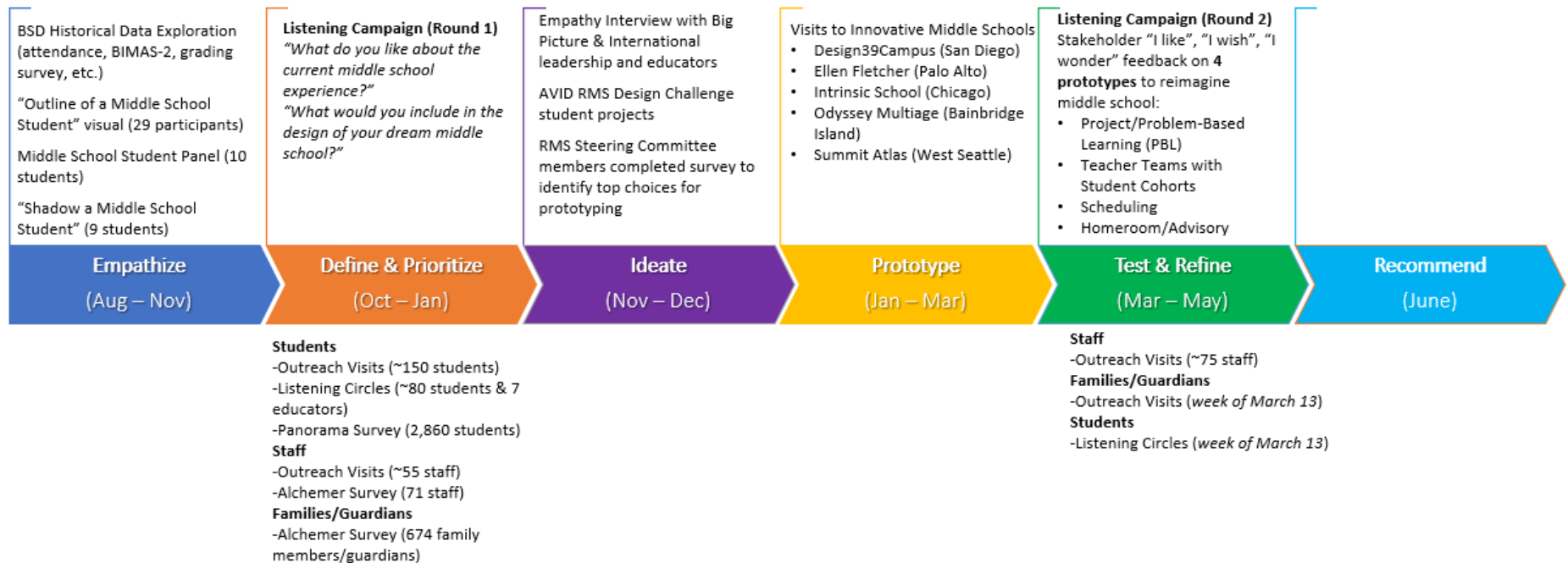





# RMS Data & Stakeholder Engagement (2022-23)






# Reimagining Middle School (RMS) Data & Stakeholder Engagement Detailed Table (2022-23)

*Last updated: 3/9/23*

Month	Description of Data-Driven Inquiry	Photo/Visual	How Was Data Used?
Aug 2022	<p><b>BSD Historical Data Exploration”</b> (during 8/17/22 RMS Steering Committee Summer Retreat): Participants spent time at several data stations examining, discussing, and making sense of current data on BSD middle school students’ sense of belonging, attendance rates, social/emotional/behavioral function, and perceptions about how grades and grading impact their mental health.</p>		<p>This data served as a starting place to ground our upcoming work together. Reviewing, reacting to, and discussing these data points brought up many questions and wonderings from RMS Steering Committee members. This data review also helped us reflect on and identify additional data sources that could guide and inform our future work.</p>



Month	Description of Data-Driven Inquiry	Photo/Visual	How Was Data Used?
<p>Sept 2022</p>	<p><b>Outline of a Middle School Student visual</b> (during 9/8/22 RMS Steering Committee meeting):</p> <p>Each RMS Steering Committee member completed an “Outline of a Student” visual to identify our middle school students’ common needs, desires, and wishes. The visuals were then analyzed, resulting in a brief written summary and “compilation visual” representing the RMS Steering Committee’s beliefs about what middle school students need.</p> <p><b>Middle School Student Panel</b> (during 9/20/22 RMS Steering Committee meeting):</p> <p>We organized and facilitated a panel of 10 current middle school students. In addition to our RMS Steering Committee members, we invited interested RMS “Level 2” community members to attend and participate in this meeting. Student panelist were asked the following questions:</p> <ul style="list-style-type: none"> <li>• “What do you like about middle school?”</li> <li>• “What’s missing that needs to be included? What do you need?”</li> <li>• “What are one to three words that describe how you feel about middle school?”</li> <li>• “How do you want to feel about middle school?”</li> <li>• “If you could wave a magic wand, what do you wish middle school would have?”</li> <li>• “What could or should we do to increase the sense of belonging for students in our schools?”</li> </ul>	 	<p>The data-informed written summary (“<b>What Middle School Students Need</b>”)—has served as a reference to ground our ideate and prototype design work:</p> <ul style="list-style-type: none"> <li>• Students need to be safe, known, understood, valued, cared for, believed in, and guided (<i>individual, student-level foundation of belonging and learning</i>)</li> <li>• Students need to be part of a community, with meaningful connections to peers and adults (<i>social belonging</i>)</li> <li>• Students need learning environments that: <ul style="list-style-type: none"> <li>-are engaging, relevant, and challenging</li> <li>-promote student choice, autonomy, decision-making, and self-efficacy (<i>environment aligned with students’ developmental needs and preparation for high school and beyond</i>)</li> </ul> </li> </ul> <p>Hearing directly from current middle school students on the <b>Student Panel</b> was powerful, motivating, and grounding for RMS Steering Committee members.</p>

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<p>Sept 2022</p>	<p><b>“Shadow a Middle School Student”</b> immersive experience: Nine RMS Steering Committee members shadowed current middle school students for all or most of a school day to more deeply understand and empathize with our middle school students. We then debriefed about our experiences using a “Fishbowl” activity where those who did the shadowing sat in an inner circle to share insights, while the other members actively listened while sitting in an outer circle.</p>		<p>From the group debrief at the 10/3/22 RMS Steering Committee meeting of members’ <b>“Shadow a Middle School Student”</b> experience, we identified several key issues/problems/opportunities related to the middle school student experience to guide design of our prototypes:</p> <ul style="list-style-type: none"> <li>• Students don’t have enough meaningful connection to/with educators and peers—they need stronger sense of belonging, engagement, and voice</li> <li>• Students lack interactive learning environments and experience some level of irrelevant instruction, unproductive use of time, and a disconnect between skills being taught and skills needed to succeed in the future</li> <li>• School day and classes are not typically structured to empower students and promote their ownership of learning</li> <li>• Students need more time for breaks and socialization (currently only during lunch)</li> <li>• No bridge for 5<sup>th</sup> grade students to support their transition into middle school</li> </ul>





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<p>Oct 2022</p>	<p><b>RMS Stakeholders Listening Campaign (Round 1)</b>            Round 1 of the RMS Listening Campaign took place during the month of October and focused on empathizing with middle school stakeholders and defining and prioritizing the problems and opportunities to be solved. To do this, we collected data on two open-ended questions:</p> <ul style="list-style-type: none"> <li>• “What do you like about the current middle school experience?”</li> <li>• “What would you include in the design of your dream middle school?”</li> </ul> <p>Stakeholder feedback from middle school students, families, and staff was collected across multiple data sources, including:</p> <p><b>Student Outreach Visits</b> (at schools)            We interacted and learned from ~150 Chinook, Highland, Odle, Tillicum, and Tyee students during their school’s lunch periods.</p> <p><b>Student Listening Circles</b> (at schools)            Keeping equity and nuance at the forefront of our work, we conducted six purposefully selected listening circles with ~80 students and seven educators in these groups:</p> <ul style="list-style-type: none"> <li>• Multilingual Learner (MLL) students at Highland</li> <li>• Special Education students at Tillicum</li> <li>• Black Student Union students at Odle</li> </ul>	 	<p>In Round 1 of the RMS Stakeholders Listening Campaign, we heard far-ranging and varied feedback from our middle school stakeholders about what they like, value, and appreciate about the current middle school experience and what they would want included in the design of their dream middle school. The resulting ~55 pages of qualitative data were reviewed and explored by Steering Committee members during our full-day RMS Steering Committee Fall Retreat (on 11/17/22) and was summarized into high-level themes that emerged across stakeholder groups (students, families/guardians, and staff):</p> <p><i>STUDENT-CENTEREDNESS OF MIDDLE SCHOOL ACADEMICS &amp; CURRICULA:</i> We heard from middle school stakeholders about the critical importance of <b>options, differentiation, choice, variety, freedom, agency, growth, and exploration</b> for middle schoolers. This was most mentioned in terms of academics and students being able to personalize and have agency in their own learning and was also referenced in relation to the different developmental and personal needs of students. For example, we were encouraged to consider how 6<sup>th</sup> grade structures and practices could look different than 8<sup>th</sup> grade structures and practices. We were also asked to consider how the individual needs of students, like those receiving MLL services and Special Education services, can be more consistently and effectively met during the school day.</p> <ul style="list-style-type: none"> <li>• We heard from students about how much they value and need choice, freedom, and being heard. They especially appreciate their non-core classes and activities, including elective, Tutorial, clubs, and sports, and want more of these student-selected experiences. Students talked about how much they enjoy and</li> </ul>

	<ul style="list-style-type: none"> <li>• AVID class students at Odle</li> <li>• Leadership class students at Tyee</li> <li>• Advanced Learning students at Chinook</li> </ul> <p><b>Student Panorama Survey</b> (online) We analyzed open-ended responses to the “design of your dream middle school” survey question (which was completed by 2,860 or 73% of all Chinook, Highland, Odle, Tillicum, and Tyee students)</p> <p><b>Staff Outreach Visits</b> (at schools) We interacted and learned from ~55 Chinook, Highland, Odle, Tillicum, and Tyee staff members (8-16 staff members/school) during pre-arranged, drop-in two-hour visits during lunchtime.</p> <p><b>Staff Alchemer Survey</b> (online) We analyzed open-ended responses from 71 middle school staff members (with 10 or more respondents coming from each school).</p> <p><b>Family Alchemer Survey</b> (online) We analyzed open-ended responses to the “design of your dream middle school” survey question (which was completed by 674 BSD family members/guardians).</p>		<p>appreciate being able to interact with a variety of peers, teachers, and content.</p> <ul style="list-style-type: none"> <li>• We heard from staff about how middle school should be exploratory and include more choice for both students and adults (e.g., broad range of interesting electives, different math options, etc.) and how curricula and pedagogy need to be more active, relevant, interest-based, and collaborative—to leverage students’ innate curiosity for learning and help them develop the skills needed for success after middle school.</li> <li>• We heard from families/guardians about how when students have choice and voice in their learning, they are more engaged and empowered at school and beyond.</li> </ul> <p><i>“WHOLE CHILD” NEEDS AND MIDDLE SCHOOL PHILOSOPHY:</i> We heard from middle school stakeholders about the <b>detrimental effects of the quick, rushed pace and packed schedule</b> of the school day and school year for mental health and wellbeing, relationships, and academics and expressed hope for a more humane, balanced, developmentally appropriate schedule. Stakeholders discussed shifting from the current tradition of middle schools as “mini high schools” to middle schools as places where students are prepared for the academics of high school while also learning about and enacting inclusion, belonging, and being part of a collective. Stakeholders referenced:</p> <ul style="list-style-type: none"> <li>• The need to meet “whole child” needs like having designated time and space during the school day for snack, play, movement, breaks, socialization.</li> <li>• The lack of time to intentionally teach social-emotional skills, organizational and study skills, and bullying prevention.</li> </ul>
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<p>Nov 2022</p>	<p>Empathy Interview with Big Picture &amp; International leaders and educators (during 11/17/22 full-day RMS Steering Committee Fall Retreat): Five leaders and educators from BSD’s two secondary choice schools—Big Picture and International—participated in a dynamic panel interview in front of the RMS Steering Committee, sharing about their unique schools and how they embody and continue to work towards AMLE’s five essential attributes of successful middle schools (responsive, challenging, empowering, equitable, engaging).</p> <p>AVID RMS Design Challenge student projects (shared during 11/17/22 full-day RMS Steering Committee Fall Retreat): Our district AVID curriculum developer presented the process and outcomes of a “AVID RMS Design Challenge” in which two AVID classes (one at Tye and one at Odle) participated. This design challenge asked the students to creatively and innovatively design their “dream middle school” to increase and support student engagement, critical thinking, deeper learning, authentic collaboration, innovation, and student well-being.</p>	 	<p>Hearing from and asking questions directly of leaders and educators at our district’s two secondary choice schools informed RMS Steering Committee members about how these unique schools operate, especially in terms of levers for reimagining middle school including community-building, student leadership, scheduling, and project-based learning.</p> <p>RMS Steering Committee members were able to learn from the perspectives and creative solutions and ideas of middle school student leaders and to consider incorporating this into our future prototypes. For example, the design challenge resulted in themes around:</p> <ul style="list-style-type: none"> <li>• Use of time at school</li> <li>• Food (hunger and health) at school</li> <li>• Academics</li> <li>• Building student engagement and sense of belonging</li> <li>• Career exploration</li> </ul>



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<p>Dec 2022</p>	<p>RMS Steering Committee members completed a survey to rank their top choices to move forward into the prototyping design phase (out of ~30 potential solutions/ideas for reimagining middle school) across each of the three AMLE “key characteristics of successful middle schools”:</p> <ul style="list-style-type: none"> <li>• Culture &amp; Community</li> <li>• Curriculum, Instruction Assessment Leadership &amp; Organization</li> </ul>		<p>Survey results and table discussions led to the RMS Steering Committee’s four prototypes (“Top Solutions for Reimagining Middle School”):</p> <ul style="list-style-type: none"> <li>• Project/Problem-Based Learning (PBL)</li> <li>• Teacher Teams with Student Cohorts</li> <li>• Scheduling</li> <li>• Homeroom/Advisory</li> </ul>
<p>Jan 2023</p>	<p>Visits to Innovative Middle Schools:</p> <ul style="list-style-type: none"> <li>• Design39Campus (San Diego, CA)</li> <li>• Ellen Fletcher (Palo Alto, CA)</li> <li>• Intrinsic School (Chicago, IL)</li> <li>• Odyssey Multiage (Bainbridge Island, WA)</li> <li>• Summit Atlas (West Seattle, WA)</li> </ul> <p>During January and February, ten RMS Steering Committee members attended learning tours/school visits at five purposefully selected out-of-state and local innovative middle schools (two members/school visit). The purpose of these visits was to “<a href="#">intentionally explore exemplary learning environments</a>” and present their experience, observations, and reflections to the larger RMS Steering Committee.</p>	  	<p>In March, the ten members who attended learning tours/school visits will present their school visits to the larger RMS Steering Committee, focusing on how we can incorporate key learnings and ideas into our current prototypes.</p>

Month	Description of Data-Driven Inquiry	Photo/Visual	How Was Data Used?
<p>Mar 2023</p>	<p><b>RMS Stakeholders Listening Campaign (Round 2)</b>            Round 2 of the RMS Listening Campaign is taking place during the month of March and is focused on collecting stakeholder feedback (“I like”, “I wish”, “I wonder”) on the four prototypes for reimagining middle school:</p> <ul style="list-style-type: none"> <li>• Project/Problem-Based Learning (PBL)</li> <li>• Teacher Teams with Student Cohorts</li> <li>• Scheduling</li> <li>• Homeroom/Advisory</li> </ul> <p><b>Staff Outreach Visits</b> (at schools)            We interacted and learned from ~75 Chinook, Highland, Odle, Tillicum, and Tye staff members (~15 staff members/school) during pre-arranged, drop-in two- to three-hour visits during lunchtime.</p> <p><b>Family/Guardian Outreach Visits</b> (at schools)            These visits were planned in partnership with Chinook, Highland, Odle, Tillicum, and Tye PTSAs during the week of March 13.</p> <p><b>Student Listening Circles</b> (at schools)            Keeping equity and nuance at the forefront of our work, we conducted five purposefully selected listening circles with students in these groups:</p> <ul style="list-style-type: none"> <li>• Multilingual Learner (MLL)/Dual Language (DL) students at Highland</li> <li>• Special Education students at Tillicum</li> <li>• Black Student Union (BSU) students at Odle</li> <li>• Leadership class students at Tye</li> <li>• Advanced Learning students at Chinook</li> </ul>		<p><i>Round 2 of the RMS Stakeholders Listening Campaign is currently being analyzed.</i></p>

