

STATE BOARD OF EDUCATION

Action Item

September 21, 2010

SUBJECT: Approval of Request for a Waiver for Middleton High School, Hillsborough County School District, relating to Rule 6A-1.099811, FAC., Differentiated Accountability State System of School Improvement

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1003.33, Florida Statutes

EXECUTIVE SUMMARY

Superintendent Mary Ellen Elia has requested that Middleton High School in Hillsborough County School District be granted a waiver from the requirements of Rule 6A-1.099811, FAC., Differentiated Accountability State System of School Improvement, in order to continue the District Managed Turnaround Model for School Improvement.

Supporting Documentation Included: Memorandum dated September 7, 2010 pg. 259, Letter dated September 6, 2010 pg. 261, 2009-10 Initiatives pg. 263, 2010-11 Initiatives pg. 265, Middleton High School Overview pg. 267, Total Number of Students Enrolled and Percent of Students by Race/Ethnicity Over Time pg. 269, Percent of Students by Subgroup Over Time pg. 271, GPA, Attendance, Discipline, and AP Classes 2008-09 Compared to 2009-10 pg. 273, School Climate and Perception Survey Results 2008-09 Compared to 2009-10 pg. 275, 2009 High School Simulation for Hillsborough County pg. 277, Middleton Accountability AYP Data 2007-2010 pg. 279, Middleton Accountability AYP 2006-2010 pg. 281, AYP Reading Proficiency by Subgroup pg. 283, AYP Math Proficiency by Subgroup pg. 284, Powerpoint – Financial Management and School Safety pg. 285

Facilitator/Presenter: Dr. Eric J. Smith, Commissioner of Education



Hillsborough County
PUBLIC SCHOOLS
Excellence in Education

Memorandum

DATE: 9/7/10

TO: Dr. Eric Smith, Commissioner of Education for the State of Florida
FROM: MaryEllen Elia, Superintendent, Hillsborough County Public Schools
SUBJECT: Corrective Action Option for Middleton High School

With the current improvements we have seen in Middleton High School's data, our current corrective action plan would be to continue to request a waiver to serve Middleton with the District Managed Turnaround option. This would allow for the use of School Improvement funds allocated to the state's lowest 5% schools to be utilized to support Middleton's improvement efforts. Once accountability results are received, a thorough review of the district's current turnaround plan will be take place and decisions will be made to adjust the scope of the plan if necessary.

Coinciding with these efforts, the district will plan improvement efforts with Middleton's feeder Middle Schools and Elementary Schools so that systemic improvement occurs. The district has already begun to extend the school day for one of Middleton's major elementary feeders for the 2010-11 school year.

School Board

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Candy Olson



Superintendent of Schools
MaryEllen Elia

September 6, 2010

The Honorable Dr. Eric Smith
Commissioner of Education
325 W. Gaines Street
Tallahassee, Florida 32399

Dear Commissioner Smith:

The leadership and staff at Middleton High School have worked diligently during the 2009-10 school year to put the building blocks in place so that students are set up for success. These building blocks have been centered around school culture and student engagement. The district implemented the requirements of the District-Managed Turnaround option along with several other key strategies. The data collected regarding school culture is extremely impressive and shows that buy-in on behalf of students and staff has taken place. This, of course, is the first key component to turning around any school that has faced challenges. Middleton High School increased its academic performance on the federal adequate yearly progress accountability measure where the overall percentage of subgroups making AYP increased from 64% to 87%. At least one subgroup made AYP in Reading (Students with Disabilities) and Math (Economically Disadvantaged) which are two of the requirements necessary to be removed from the Intervene category of Differentiated Accountability.

The data trends show that Middleton High School has taken positive steps toward turning around the school's performance. With the late release of FCAT data, the district staff continued to plan with Middleton's staff to implement strategies that would even strengthen the school's performance in 2010-11. Therefore, I am requesting a waiver from the State Board of Education to continue the District Managed Turnaround Model for Middleton High School for the 2010-11 school year. Thank you for your attention to this request.

Sincerely,

A handwritten signature in black ink that reads "MaryEllen Elia". The signature is fluid and cursive, with the first name and last name clearly legible.

MaryEllen Elia
Superintendent
Hillsborough County Public Schools

Middleton High School

2009-10 Initiatives

Initiatives	Results
<p>Change in Leadership: A new principal and 2 new Assistant Principals for Curriculum were hired. Extensive support was provided to the site's leadership through the district's Focus School process.</p>	<p>According to the School Climate and Perception Survey, 92% of Instructional Staff felt the school now had a clear vision and purpose as compared to 85.4 the prior year. 84.5% of instructional staff felt strongly about the school's current leadership as compared to 76.4% the prior year. 77.8% felt as if the school is communicating its vision and mission effectively which is a 24.6% increase over the prior year. 71.7% of staff feels that the principal is working with parents to achieve school improvement goals, an increase of 33.4% over last year.</p>
<p>School Culture Initiatives: -Response to Intervention: (Monitoring Discipline Data)- Communication was very clear to the student body regarding Middleton's vision and mission. A clear set up expectations were established and effective strategies implemented. -Mentoring Program- Each staff member was assigned a targeted student to mentor and advise throughout the year.</p>	<p>-The total number of suspensions decreased by 48.9%. -Total number of days suspended decreased by 41.1% -The total number of students suspended decreased by 34.9% -Total number of In-School Suspensions decreased by 49.5%</p>
<p>Instructional Initiatives: -Florida's Continuous Improvement Model -Professional Learning Communities -Fully Released Reading, Math and Science Coaches</p> <p>These initiatives allowed for teachers to target students more effectively and use data to drive instruction.</p>	<p>-Increased Reading proficiency in the following subgroups over the prior year: Black: (by 3%), Economically Disadvantaged: (by 3%), Students with Disabilities: (by 14%) -Increased Math proficiency in the following subgroups over the prior year: Total School: (by 4%), Black: (by 8%), Economically Disadvantaged: (by 6%), Students with Disabilities: (by 2%) -Increased, over the prior year, the percentage of school-wide AYP indicators met from 64% to 87%</p>
<p>Focus on student enrollment in Accelerated Coursework- Springboard and AVID initiatives</p>	<p>-Increased the percentage of students taking at least 1 AP class by 6.1%</p>

Middleton High School

2010-11 Initiatives

Empowering Effective Teachers: HCPS is implementing The Empowering Effective Teachers Grant. The district will use the funds to develop a quality new-teacher induction program that would include true mentoring relationships; improve our teacher and principal evaluation systems; enhance our professional development system; provide effective incentives for teachers who work with our highest needs students; and improve our entire compensation plan. In partnership with The University of Wisconsin HCPS will use the value added measure to determine student gains and teacher effectiveness. The teacher evaluation will be based on 30% peer observation, 30% evaluation from the principal and 40% student achievement data. In addition, the new evaluation system was developed based on input from focus teacher and principal groups throughout the stages of development. This initiative will have a positive impact on the support that the teachers at Middleton High School will receive.

Salary Differential Program: The major components include:

1. Additional compensation for professional staff based on Teacher Effectiveness and School Performance requirements
2. Additional compensation for National Board Certified teachers
3. Additional compensation for instructional support staff

The main purpose of this program is to:

- recruit & retain highly effective professional staff
- recruit and retain teachers with National Board Certification
- increase student achievement
- promote a culture of ongoing professional development

Pre-Collegiate Academy for STEM

STEM Magnet Programs specializing in:

Scientific Research

- Biotechnology
- Environmental Studies

Information Technology

- Academy of Computer Game Design
- Computer Systems Technology
- Digital Design
- Web Design

Engineering

- Project "Lead the Way" (nationally recognized high school pre-engineering curriculum)

Strengthening Early Warning Systems:

The early warning system utilized to identify students who are at risk will be strengthened in Middleton's Problem Solving/Response to Intervention Team. The PS/RtI Leadership Team will evaluate absences, tardies, credits, referrals, and achievement data to determine the highest needs students. Furthermore, students will be strategically placed on a tiering system based on their individual needs. The PS/RtI Leadership team will develop strategies and interventions to meet the needs of the students

based on their tier. The particular focus is on the incoming 9th grade students and current 10th grade students where each student will be analyzed and placed on a tier of interventions.

Professional Learning Communities / Lesson Study:

Daily common planning time has been established at Middleton High School to support job-embedded professional development through Professional Learning Communities. PLC's support the instructional program by focusing on specific strategies, which are indicated in their action plan and are aligned within their SIP. Specific job-embedded professional development activities include: FCIM, differentiated instruction, higher order thinking skills, PS/Rtl, and Lesson Study. In addition, the instructional staff will be paid two extra hours a week, after school, to implement PLC's and Lesson Study. Lesson Study will be expanded this year to include additional departments and ESE teachers who are represented within the content areas.

Middleton High School:

In 2010, Middleton HS met 87% of AYP criteria, which is more than:

- 49% of all schools in FL (1679/3423)
- 66% of the high schools in FL (321/490)
- 86% of the other Intervene schools in FL (18/21)

In 2010, Middleton HS had 25% of the total AYP population proficient in reading, which is more than:

- 212 schools in FL (6%)
- 59 high schools in FL (12%)
- 8 of the 21 other Intervene schools (38%)

In 2010, Middleton HS had 53% of the total AYP population proficient in mathematics, which is more than:

- 656 schools in FL (19%)
- 80 of the 490 high schools in FL (16%)
- 19 of the 21 other Intervene schools (90%)

In 2010, Middleton HS earned 401 FCAT School Grade Points, which is more than:

- 89 schools in FL (3%)
- 24 high schools in FL (5%)
- 12 of the 21 other intervene schools (57%)

Middleton HS has never earned an F

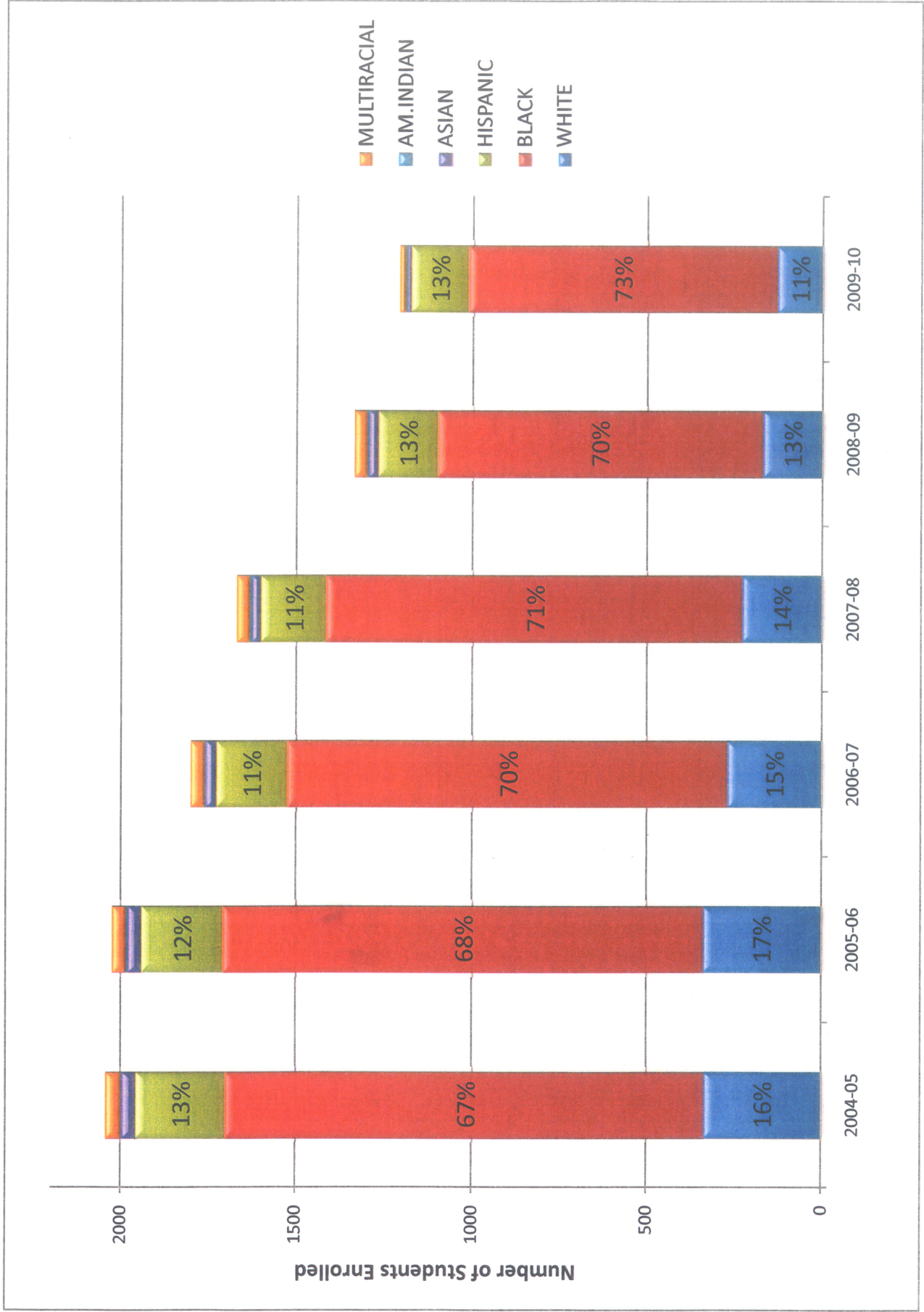
- 166 schools in FL have earned an F in the past 6 years
- 43 high schools in FL have earned an F in the past 6 years
- 18 of the Intervene schools have earned an F in the past 6 years
- 21 high schools in FL have earned 2 or more F's in the past 6 years
- 12 of the other Intervene schools have earned 2 or more F's in the past 6 years

In 2010, Middleton had 80.14% FRL and 89.89% Minority in 2009-10 (according to School Grade File)

- 411 of the 436 high schools in FL (in the school grades file) have lower % FRL
- 369 of the 436 high schools in FL (in the school grades file) have lower % Minority
- 367 of the 436 high schools in FL (in the school grades file) have lower % FRL and % Minority

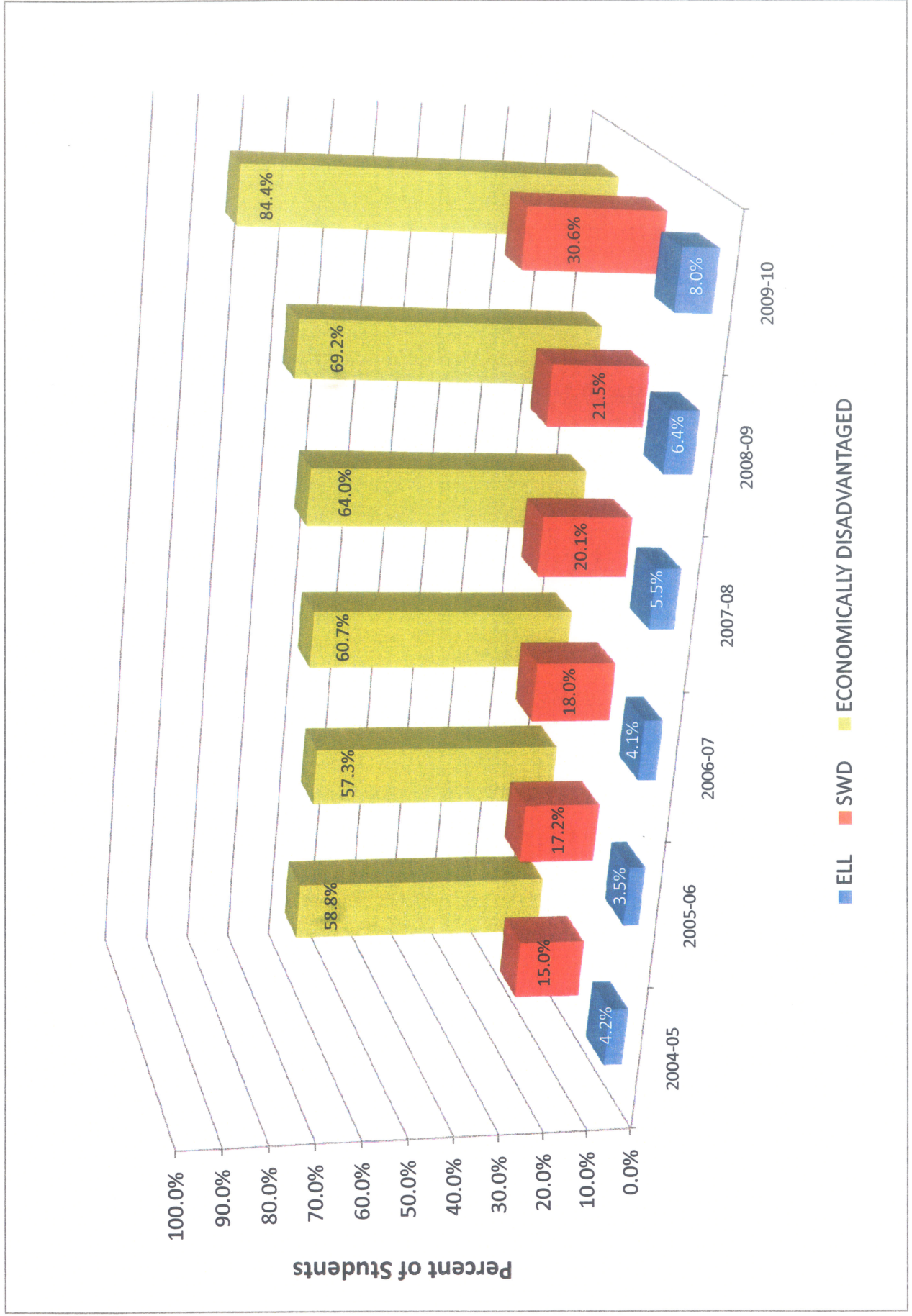
Middleton High School

Total Number of Students Enrolled and Percent of Students by Race/Ethnicity Over Time



2004-05 through 2008-09 data pulled from NCLB SPAR reports; 2009-10 data pulled from mainframe since NCLB SPAR were unavailable
9/3/2010 JM

Middleton High School
 Percent of Students by Subgroup Over Time



2004-05 through 2008-09 data pulled from NCLB SPAR reports; 2009-10 data pulled from mainframe since NCLB SPAR were unavailable
 9/3/2010 JM

Middleton High School
 GPA, Attendance, Discipline, and AP Classes
 2008-09 Compared to 2009-10

		2008-09	2009-10	% change
GPA	Average GPA	2.10	2.14	1.9%
	% of students with 2.0 or above GPA	58.60%	60.10%	2.6%

Attendance	Average Percent of Days Attended	90.72%	89.79%	-1.0%
	% of students absent 21 days or more	22.60%	25.40%	12.4%
	% of absences excused	41.40%	45.00%	8.7%

Discipline	# of In School Suspensions	2335	1180	-49.5%
	# of students receiving In School Suspension	585	370	-36.8%
	# of ATOSS	884	82	-90.7%
	# of students receiving ATOSS	199	27	-86.4%
	# of Out of School Suspensions	55	412	649.1%
	# of students receiving Out of School Suspensions	10	120	1100.0%
	Total days suspended	6599	3886	-41.1%
	Average number of days suspended	7.13	6.59	-7.6%
	Total Number of Suspensions	3274	1674	-48.9%
	Total Number of Students Suspended	794	517	-34.9%

AP Classes	Number of AP classes taken	553	471	-14.8%
	Number of Students taking at least 1 AP class	283	275	-2.8%
	% of Students taking at least 1 AP class	23.1%	24.5%	6.1%

Middleton High School
School Climate and Perception Survey Results
2008-09 compared to 2009-10

School Climate and Perception Survey	Percent of Instructional Staff Responding as Agree or Strongly Agree - Overall Categories	2008-09	2009-10	Percentage Point Change
	Vision and Purpose	85.4%	92.0%	6.60%
	Governance and Leadership	76.4%	84.5%	8.10%
	Teaching and Learning	81.6%	86.3%	4.70%
	Documenting and Using Results	78.8%	84.5%	5.70%
	Resource and Support Systems	78.6%	90.4%	11.80%
	Communication and Relationships	70.8%	80.8%	10.00%
	Commitment to Continuous Improvement	80.6%	86.8%	6.20%
	Percent of Respondants Responding as Strongly Agree - Specific Questions	2008-09	2009-10	Percentage Point Change
	<i>Instructional Staff</i>			
	Our school communicates its vision, mission, and purpose to build support and understanding	53.2%	77.8%	24.6%
	My principal works with parents to achieve school improvement goals	38.3%	71.7%	33.4%
	The teachers that I work with share a strong belief that collectively we can positively impact achievement for all students	48.3%	62.3%	14.0%
	The teachers that I work with are held accountable for growth/improvement in student performance	50.0%	65.4%	15.4%
	The teachers I work with support and mentor one another	32.8%	46.2%	13.4%
	The school fosters collaboration with the community to support student learning	39.7%	61.5%	21.8%
	The teachers at this school have a relentless focus on improving student learning that permeates all levels of the school	44.8%	58.8%	14.0%
	<i>Students</i>			
	I feel safe at this school (% responding "Yes")	36.0%	71.60%	35.60%

School Name	2009 School Grade	Acceleration Performance 2008	Acceleration Performance 2009	Acceleration Performance Growth Factor	Acceleration Performance Component	Acceleration Participation 2008	Acceleration Participation 2009	Acceleration Participation Growth Factor	Acceleration Participation Component (2X)	Graduation Rate 2008	Graduation Rate 2009	Graduation Rate Growth Factor	Graduation Rate Component (2X)	At Risk Graduation Rate 2008	At Risk Graduation Rate 2009	At Risk Graduation Rate Growth Factor	At Risk Graduation Rate Component	Readiness in Math 2008	Readiness in Math 2009	Readiness in Math Growth Factor	Readiness in Math Component	Readiness in Reading 2008	Readiness in Reading 2009	Readiness in Reading Growth Factor	Readiness in Reading Component	High School Component Point Total	Overall Simulated Grade Points	Simulated Grade	
SPOTO HIGH SCHOOL	D	33	26	0	26	26	34	8	84	83	89	6	190	66	80	14	94	47	52	5	57	60	58	0	58	509	946	D	
LENNARD HIGH SCHOOL	C	66	62	0	62	17	21	4	50	80	83	3	172	62	73	11	84	28	43	15	58	38	54	16	70	496	940	C	
ARMWOOD HIGH SCHOOL	D	67	52	-5	47	25	31	6	74	73	88	15	200	58	76	18	94	57	54	0	54	74	65	0	65	534	1006	C	
ALONSO HIGH SCHOOL	B	48	50	2	52	42	41	0	82	82	92	10	200	74	89	15	100	56	58	2	60	77	71	0	71	565	1075	A	
BLAKE HIGH SCHOOL-MAGNET	D	43	46	3	49	41	53	12	130	88	86	0	172	79	80	1	81	48	54	6	60	69	70	1	71	563	1036	C	
BRANDON HIGH SCHOOL	C	59	52	0	52	27	31	4	70	85	89	4	186	68	82	14	96	58	50	0	50	71	65	0	65	519	988	C	
CHAMBERLAIN HIGH SCHOOL	D	60	76	16	92	39	38	0	76	89	92	3	190	79	78	0	78	55	48	0	48	70	65	0	65	549	979	D	
DURANT HIGH SCHOOL	B	60	67	7	74	31	43	12	110	88	92	4	192	81	84	3	87	62	54	0	54	79	66	-5	61	578	1073	B	
EAST BAY HIGH SCHOOL	D	55	59	4	63	27	35	8	86	71	85	14	198	59	69	10	79	49	55	6	61	61	72	11	83	570	1016	C	
FREEDOM HIGH SCHOOL	C	72	71	0	71	43	52	9	122	84	90	6	192	53	72	19	91	62	66	4	70	76	76	0	76	622	1119	B	
GAITHER HIGH SCHOOL	B	57	49	0	49	45	52	7	118	84	92	8	200	70	79	9	88	60	61	1	62	77	73	0	73	590	1106	B	
HILLSBOROUGH HIGH SCHOOL	C	100	100	0	100	70	78	8	172	78	83	5	176	65	64	0	64	68	68	0	68	81	84	3	87	667	1161	B	
KING HIGH SCHOOL	D	100	100	0	100	77	82	5	174	87	86	0	172	76	69	0	69	72	64	0	64	88	78	-5	73	652	1138	B	
LETO HIGH SCHOOL	D	31	40	9	49	21	28	7	70	60	74	14	176	56	56	0	56	42	44	2	46	56	59	3	62	459	890	C	
MIDDLETON HIGH SCHOOL	D	49	44	0	44	30	41	11	104	62	75	13	176	54	64	10	74	63	69	6	75	79	82	3	85	558	982	C	
NEWSOME HIGH SCHOOL	A	67	72	5	77	56	72	16	176	93	99	6	200	88	95	7	100	80	79	0	79	91	86	0	86	718	1294	A	
RIVERVIEW HIGH SCHOOL	B	60	57	0	57	32	44	12	112	91	93	2	190	82	95	13	100	54	55	1	56	69	70	1	71	586	1099	A	
PLANT HIGH SCHOOL	B	74	75	1	76	77	86	9	190	93	96	3	198	69	88	19	100	76	76	0	76	87	83	0	83	723	1295	B	
PLANT CITY HIGH SCHOOL	C	56	61	5	66	41	49	8	114	78	85	7	184	60	72	12	84	52	58	6	64	71	69	0	69	581	1076	B	
ROBINSON HIGH SCHOOL	B	50	66	16	82	41	60	19	158	81	84	3	174	58	64	6	70	56	57	1	58	81	69	-5	64	606	1125	A	
JEFFERSON HIGH SCHOOL	C	58	59	1	60	26	33	7	80	81	89	8	194	61	79	18	97	45	46	1	47	60	66	6	72	550	1020	B	
BLOOMINGDALE HIGH SCHOOL	B	77	73	0	73	54	58	4	124	94	95	1	192	76	83	7	90	76	71	0	71	86	82	0	82	632	1168	B	
SICKLES HIGH SCHOOL	A	71	77	6	83	43	51	8	118	94	94	0	188	84	87	3	90	67	67	0	67	79	77	0	77	623	1196	A	
TAMPA BAY TECH HIGH SCHOOL	B	57	54	0	54	37	45	8	106	96	93	0	186	85	87	2	89	51	56	5	61	63	72	9	81	577	1081	B	
WHARTON HIGH SCHOOL	C	61	53	0	53	35	46	11	114	87	86	0	172	72	72	0	72	65	64	0	64	82	80	0	80	555	1043	B	
BROOKS DEBARTOLO COLLEGIATE H	D																												
LITERACY LEADERSHIP CHARTER HI	D																												

2009 High School Simulation for Hillsborough County

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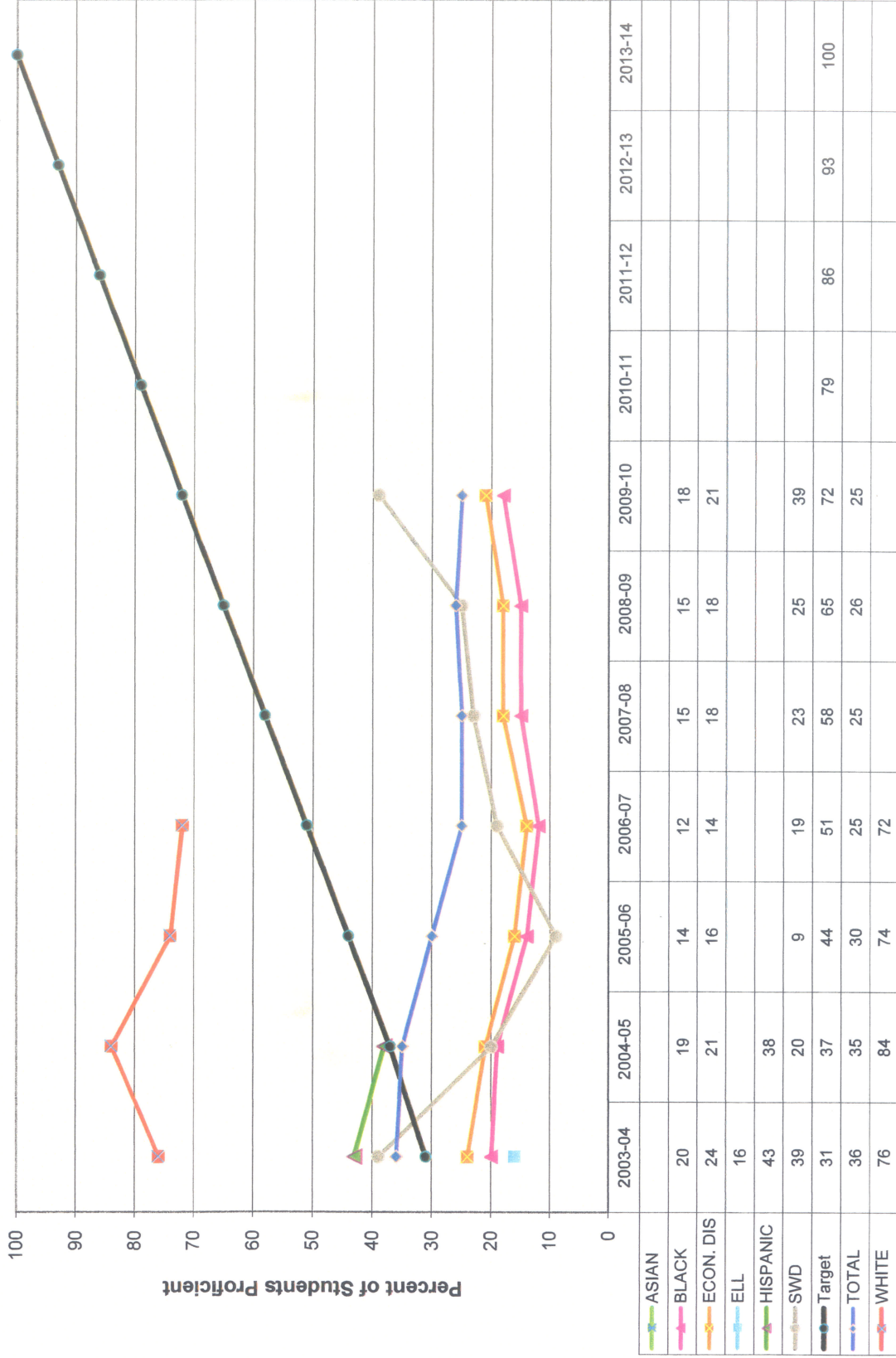
Middleton Accountability AYP Data
2007-2010

	School Status				Difference
	2007	2008	2009	2010	2007-10
I. % Free/Reduced Lunch (from School Accountability Report)	63%	66%	71%	80%	+17%
II. Population (AYP - # of Students Enrolled Reading)	929	784	626	591	-338
III. % of AYP At or Above Grade level (by Subgroup, Not-NA and Total)					
A. Reading					
Black	12%	15%	15%	18%	+6%
Economically Disadvantaged	14%	18%	18%	21%	+7%
SWD	19%	23%	25%	39%	+20%
Total	25%	25%	26%	25%	0%
B. Math					
Black	30%	36%	38%	46%	+16%
Economically Disadvantaged	34%	39%	42%	48%	+14%
SWD	26%	37%	41%	43%	+27%
Total	45%	48%	49%	53%	+8%
Total % of Cells Met	72%	69%	64%	87%	+15%
School Grade Points	398	419	424	401	+3

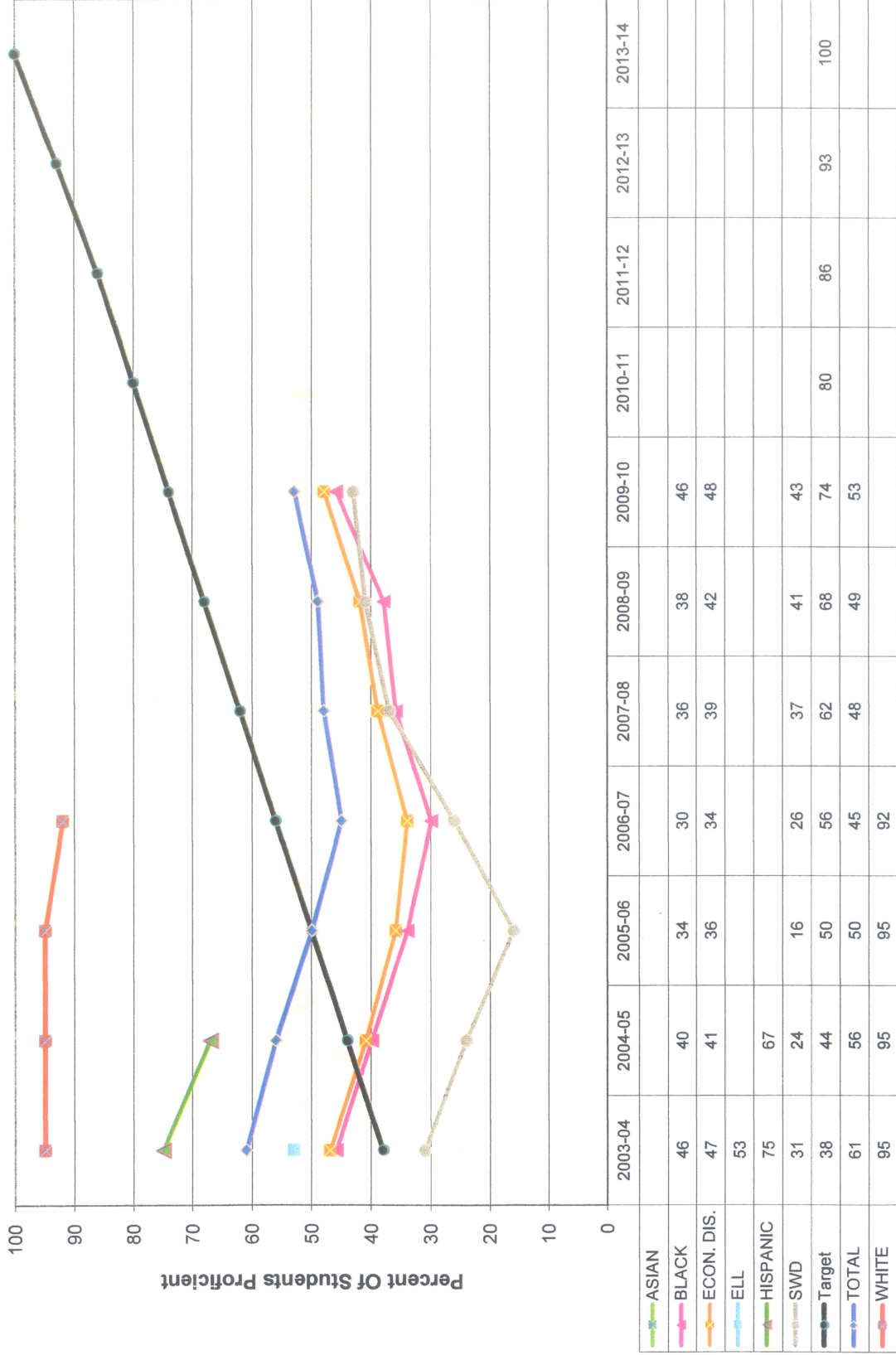
Middleton Accountability AYP Data
2006-2010

	School Status					Difference	
	2006	2007	2008	2009	2010	2006-10	2007-10
I. % Free/Reduced Lunch (from School Accountability Report)	61%	63%	66%	71%	80%	+19%	+17%
II. Population (AYP - # of Students Enrolled Reading)	993	929	784	626	591	-402	-338
III. % of AYP At or Above Grade Level (by Subgroup, Not NA and Total)							
A. Reading							
Black	14%	12%	15%	15%	18%	+4%	+6%
Economically Disadvantaged	16%	14%	18%	18%	21%	+5%	+7%
SWD	9%	19%	23%	25%	39%	+30%	+20%
Total	30%	25%	25%	26%	25%	- 5%	0%
B. Math							
Black	34%	30%	36%	38%	46%	+12%	+16%
Economically Disadvantaged	36%	34%	39%	42%	48%	+12%	+14%
SWD	16%	26%	37%	41%	43%	+27%	+17%
Total	50%	45%	48%	49%	53%	+3%	+8%
Total % of Cells Met	74%	72%	69%	64%	87%	+13	+15%
School Grade Points	334	398	419	424	401	+67	+3

MIDDLETON HIGH SCHOOL AYP Reading Proficiency by Subgroup



MIDDLETON HIGH SCHOOL AYP Math Proficiency by Subgroup



Financial Management

Staff Support for Learning

- Total hours in staff development 7,849
- Average of 60 hours per teacher to-date at MHS

\$65,000
Additional compensation
paid to Middleton
teachers for training

Professional Development

- Teaching & learning opportunities
- Early release days for PLC/collaboration
- Peer Mentor Program for teachers
- Administration Mentor Program

District Title 1 & ARRA allocation (based on student enrollment)

- 2009-10 \$406,900
- 2008-09 \$327,300
- 2007-08 \$238,720
- 2006-07 \$374,075

District IDEA & ARRA Funding

- 2009-2010 \$24,000.00

Financial Management

4. Career and Technical Education Expenditures

▪ Equipment	\$1,777.87
▪ Software	\$8,317.50
▪ Industrial Ed. Software	\$6,851.41
▪ Industry Certification-testing	\$2,800.00
▪ Textbooks/ Curricula	\$8,029.95
▪ Misc.	\$1,850.00
○ Title 1 - Technology Education	
○ Dale Carnegie Youth Leadership Training	
○ Bus Transportation for CTE programs	
○ ROTC Transportation	
○ ROTC Dues/Fees	
○ ROTC Supplies	

Total \$59,041.41
paid in additional payroll

Financial Management

- 5. **Daily visits by district staff**
 - Ongoing classroom “walkthroughs”
 - In class teacher modeling and coaching
 - Weekly meetings with administration

- 6. **Additional Teaching Units and financial commitment**
 - 3 Resources Teachers (Math, Science & Reading) (est. \$175,500)
 - 2 additional units for Math & Science Coaches (est. \$117,000)
 - 2 Administrator (est. \$140,000)
 - 2 Guidance Unit (est. \$58,500)
 - 1 Additional Student Intervention Specialist (est. \$58,500)
 - 1 Psychologist Unit- full time (est. \$58,500)
 - 2 Assistant Teacher- full time (est. \$58,500)
 - Language Arts Consultant- full time (est. \$58,500)
 - Community Liaison (est. \$30,000)
 - Technical & Career Course Teachers (est. \$200,000)
 - Full time ESE Specialist (est. half unit cost \$30,000)
 - 1 Avid Teacher(est. \$58,000)

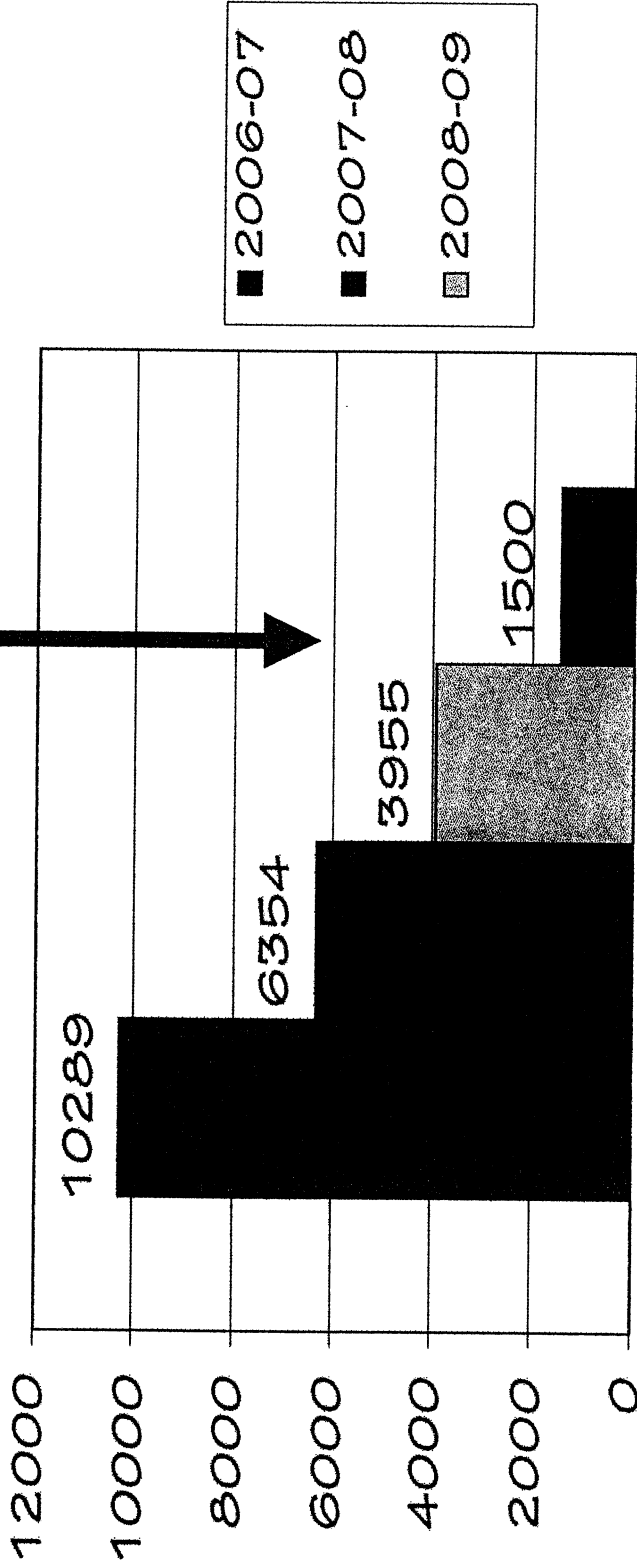
Estimated Total
\$1,102,000

paid in support payroll from
various funding sources

SCHOOL SAFETY

Less is better! Dramatic drop in referrals!!

Dramatic Decline in discipline/incidents to-date!



SCHOOL SAFETY

School administrators, guidance department, student intervention specialist, SRO, TPD and community leaders united to help MHS become a safer learning environment.

2009-2010 School Data

- **3 additional buses** for daily transportation (to and from school) for students residing within 2 miles of MHS.
- **Overage-aged** students program options available (day GED, Gary Adult and adult evening classes, and career centers)
- Administration monitors and meet with quarterly students with multiple D's and F's each nine weeks
- **Transition Orientation meetings** were held with feeder schools (Franklin, Sligh, Ferrell, Young and Memorial)
- Significant decreases in TPD street patrol were noticed during school year