

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mrs. Docia Generette-Walker

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Middle College High School

(As it should appear in the official records)

School Mailing Address 750 East Parkway South

(If address is P.O. Box, also include street address.)

City Memphis                      State TN                      Zip Code+4 (9 digits total) 38104-3322

County Shelby County                      State School Code Number\* 2515

Telephone 901-416-4550                      Fax 901-416-4555

Web site/URL http://www.middlecollegeatcbu.org    E-mail generetted@scsk12.org

Twitter Handle  
@memphismchs                      Facebook Page \_\_\_\_\_                      Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_                      Blog \_\_\_\_\_                      Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dorsey Hobson                      E-mail: superintendent@scsk12.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Shelby County Schools                      Tel. 901-416-5300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Teresa Jones  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 128 Elementary schools (includes K-8)
  - 43 Middle/Junior high schools
  - 42 High schools
  - 0 K-12 schools
- 213 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	38	55	93
10	32	35	67
11	15	26	41
12	14	16	30
<b>Total Students</b>	99	132	231

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 92 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 5 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	206
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 2 %  
5 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish and Arabic
8. Students eligible for free/reduced-priced meals: 64 %  
 Total number students who qualify: 147

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 64 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services:  $\frac{3}{7}$  %  
7 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	100%	98%	88%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	49
Enrolled in a 4-year college or university	78%
Enrolled in a community college	22%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Middle College is a program designed to prepare students for college level classes by the time they are in the 11th grade so they can earn up to 60 hours of college credit during high school.

## **PART III – SUMMARY**

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Middle College High School is a public school that serves students from all over Shelby County District. The school is over 25 years old, but it has recently transitioned from a partnership with a local community college to a partnership with a 4 year institution, Christian Brothers University. This partnership allows our students in the 11th and 12th grades to receive credit for college courses taken on our campus and the campus of CBU. Over the past 3.5 years we have redesigned the Middle College program to increase the number of students meeting the academic demands of being college and career ready. We have made significant gains in student achievement, student academic growth, and college readiness. Our school performed in the top 5% of all schools in the state of Tennessee for the 2013-2014 school year in student achievement and student growth based on TN State Department of Education Assessment data. Middle College's number one goal is for every student that enrolls to become college ready by the time they enter the 11th grade and to graduate high school within four years having earned up to 60 hours of college credit.

Every student who attends Middle College applies and interviews with a team of community members prior to registering. We do not have a set of minimum academic criteria as a part of our admittance requirements, but our students do have to commit to participating in a rigorous college preparation academic program that may include targeted interventions, advanced coursework, and an extended school day and /or year. We value fairness, equity, and providing opportunities for all students to succeed. These values drive all decisions around the student application and enrollment process.

Students who attend Middle College come from diverse socio-economic backgrounds, academic performance levels, and have a variety of cultural experiences. Every student who enrolls at Middle College High School is expected to fully participate in the program and persevere through struggle and academic frustration with the help of intensive supports and interventions strategically planned and provided for every student. In addition to individualized programs for success, each student is also assigned a "House" adviser or coach that provides academic, emotional and social support throughout their years at Middle College High. This focus on individual student needs allows every MCHS student to participate in a rigorous and challenging four-year program. We focus on the whole child by not only supporting students with academic interventions and study skills, but also incorporating character education, athletics, and other extracurricular activities into our program. Our weekly schedule has built in time for academic intervention, ACT tutorials and team building, academic recognition and celebrations, and community engagement and service projects.

We credit much of our success to the outstanding group of educators who instruct our students each day. Teachers meet regularly to collaborate, share ideas, and grow professionally. A corner stone of our program is data driven instruction and student-led action planning. All students are closely monitored on 3 week cycles of performance across the curriculum and supported accordingly to strengthen or enrich any student needs. Many of the supports and interventions are created and led by students. Action plans are developed after each 3 week assessment cycle by teams of teachers and support staff dedicated to continuously improving instruction. Students complete their own analysis of their learning targets and schedule interventions or modify their program of work accordingly to meet the high demands and expectations of the program.

None of this would be possible without parental and community support. Our staff works tirelessly to continuously engage and communicate with our parents and community partners. Their presences can be seen in and around our program: serving on advisory committees, guest lecturing, hosting and coordinating school events, fundraising, mentoring, and volunteering. This essential component of our program has helped propel our students to unprecedented levels of success.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Reading/English Language arts: Reading/English curriculum is a rigorous program of study that has several pathways and supports built into the curriculum. Every student's previous performance data is analyzed prior to scheduling course work and building curriculum pathways. Our traditional English pathway consists of English I - English IV high school course work with several elective courses. Additionally, students may register for creative writing, speech, foreign languages, etc... based on student interests or learning needs. Other pathways may include Dual Enrollment or College level literature courses, writing courses, and higher level college English courses. In addition to regular course work, students are identified weekly for intervention labs that take place after school and Saturdays during our After School Academy. Other curriculum supports added for Reading/English, Math, and science include a weekly ACT preparation courses, Headstart Intervention (during the school day) and online digital supports with our blended learning programs.

Mathematics: Very similar to our English Language Arts Curriculum there are many supports and pathways students can take to support their current performance levels and goals. Every student's previous performance data is analyzed prior to scheduling course work and building curriculum pathways that can lead to beginning and advanced engineering courses at our partner university. Our traditional pathway includes courses in Algebra I, Algebra II and Geometry – Pre-calculus and SAILS/Bridge math (college ready Math for college credit). Other pathways can include college math, calculus, and higher level math courses within The College of Engineering through our partner university. This year we have added STEM courses that also support our math and sciences through hands on project based learning math and science projects.

Science: Our science curriculum and pathway is expanding every year. By adding our STEM courses, embedding project based learning, and STEM experiences in our science courses, students are now being provided with real world wet lab experience, virtual lab experience, and other project based learning experiences. Our traditional pathway starts with 9th graders taking Biology I and then Chemistry in the 10th grade, followed by Physics. Students have access in the 11th and 12th grades to higher level college science and engineering courses through our partner university. Students build on their foundation knowledge through strategic and intentional vocabulary building and expository text exposure.

Social Studies/History: Our social studies and history curriculum have a range of course offerings and curriculum ranging from world history and geography usually taken in the 9th grade to African American History, Economics, U.S. History and a range of current events and dual enrollment courses provided through our university partner.

### **2. Other Curriculum Areas:**

Education in the arts, physical education, foreign language, and technology are an integral part of the development of a well-rounded student who is ready to enter collegiate and subsequent stages of life. These disciplines instill skills that promote creativity, career readiness, cultural awareness, and quality of life enrichment, as well as adding support to the core subject areas of language arts, math, science and social studies. The fine arts are essential in cultivating creativity and problem solving skills. Middle College High School offers courses in the visual arts, band, choir, orchestra, and dance. Students are required to choose one fine arts course during their high school career, however many students continue the progression of arts education for up to four years. The process of creating in the disciplines of the arts helps students learn how to think outside the box and learn problem solving skills that can be applied across the curriculum. Fine arts students are also exposed to a wide variety of historical and contemporary cultures, fostering a broader and less ethnocentric view of the world. Physical Education and wellness is another vital part of the curriculum at Middle College. Physical education promotes lifetime health through exercise and nutrition. Studies in these areas help students gain both quality and length of life. It also provides knowledge about the body that can lead to interest in numerous careers in the fields of athletics, nutrition, and medicine. Students are able to take courses in Lifetime Wellness, Advanced Team Sports and Advanced Individual Sports as well as participate in numerous sports.

With technology and transportation getting faster and more efficient on a daily basis our world has never been smaller, and therefore the need in our society to be multilingual has never been greater. All students at Middle College take at least two years in a foreign language. The ability to speak a foreign language opens doors that are otherwise closed to a speaker of only one language. Many companies operate globally, increasing the necessity in any career to be able to communicate in multiple languages. The study of language also increases cultural awareness and understanding through the examination of the countries that speak the language of study. Our foreign language course offerings include multiple levels of French and Spanish. Students are also able to take numerous foreign language courses online.

We live in a digital world, and it is imperative that today's student have the ability to operate on the cutting edge of technology. Through the technology courses offered at Middle College High School, students are given the skills to be ready for college and careers that demand fluency in the understanding of computers and technology. By adding and expanding Science Technology Engineering and Math curriculum to include 4 years of STEM experience and advancing our Career and Technology education to include more rigorous and real world applicable course work it will provide students more opportunities to engage in applicable real world experiences during high school.

At Middle College, curriculum in the arts, physical education, foreign language, and technology is not extra or secondary. These courses are a part of the foundation for fully developed, college and career ready students who are equipped to be front runners in today's ever-changing, global, creative, and digital society.

### **3. Instructional Methods and Interventions:**

Middle College High School has sought to provide students with instructional approaches and interventions relevant to each student's specific needs based on their individual data. Targeted interventions are driven by our culture of data driven instruction and observation and feedback. Subject area teachers share common planning time to create common assessments and lesson plans, analyze and discuss data, create corrective instruction action plans and discuss best practices. Discussions from these meetings allow our teachers to strategically plan and implement interventions such as "Headstart". "Headstart" is an intervention that allows teachers to have ninety minutes with specific students to re-mediate skills that students have not mastered during the school week. Dual Enrollment students also act as peer tutors in focused courses like Eng III and ALG II to support students during the school day. Teachers are also able to have quick turnaround of performance analysis because of All-in-Learning. All in Learning is our data warehouse of students performance data. All formative and summative assessments are logged and easily accessible to aggregate, dis-aggregate, sort, and graph student, class, and school wide results for intervention purposes.

Other interventions include After-School Academy and Saturday School Academy. Both programs are designed with the premise of providing students with extra practice and support on skills that have not reached proficiency. Students are targeted for and assigned to specific curriculum interventions based on their assessment results. They also have enrichment opportunities like STEM labs, ACT courses, and homework labs.

Middle College believes that learning and remediation should extend beyond the school. Our students have access to computer based programs such as Study Island and Compass Learning. These programs have 3 pathways. First, a diagnostic develops an individual pathway identifying strengths and areas to develop for every student. Teachers also have the ability to assign whole class practice and assessments while also allowing the student to self-select skills and standards that have not been mastered.

To assist with maintaining and driving our college bound culture, we have partnered with companies such as Jane Ross to provide ACT tutoring and our virtual school office. The culture of observation and supervision has also supported the instructional approaches and interventions. Every teacher in the building is observed by an administrator or peer learning coach weekly and given actionable feedback within twenty four hours. Because of the observation and feedback, teachers are able to make immediate adjustments to lesson plans and teaching strategies.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The data charts show growth in student performance over the past five years in almost every tested subject. These numbers can only be contributed by the change in climate and culture of the school, instructional support and training provided to teachers and most importantly our data driven instructional support system and professional learning community redesign. Many of our tested subjects have seen growth over the past five years and all of them can be attributed to these same factors along with recruiting and retaining highly effective teachers in the building. We have very little turnover in the school with less than 10% reporting that they plan on leaving the school for any reason each year according to our teacher perception survey. Middle College's current leadership has been in place over the past three years. An upward trend was inherited, but the school still needed and needs a continued sense of urgency to provide every students with access to support, quality instruction and intervention. As seen in the data, there has been a spike in Algebra I proficiency from 40% proficient/advanced to 97% proficient/advanced over the past five years. The number and percent of students performing advanced in Algebra I has also spiked from 13% to 74%. Our English I and English II proficiency averages and (TVAAS) growth indexes have also climbed steadily over the past five years. Proficiency in English I climbed from 62% proficient/advanced with 0 students advanced in 2010 to 95% proficient/advanced in 2014 with 25% advanced. English II has improved from 67% proficient/advanced in 2010 with 0% advanced to 94% proficient/advanced with 13% advanced. The Math and English teachers all share common classes and planning times to ensure availability and shared responsibility.

Unlike Algebra I, English I and English II, the Algebra II and English III student outcomes have not climbed to the level of expectancy that we have desired. Although major gains have been made, much work is left to reach our goals. Our big focus areas this year have been Algebra II and English III. Algebra II performance has climbed from 11% proficient/advanced to 64% proficient/advanced over the past four years and English III has gone from 41% in 2012 to 58% in 2013 back to 41% last year. Even though we are showing level 5 (TVAAS) on our state growth index in both of these courses, students have still not performed at the proficiency rates we set forth each year. In order to meet the rigorous demand of both of these assessments we have focused our efforts on three major areas. Students are targeted weekly for intervention and focused support has been provided to teachers who support these students in assessment development, differentiated instruction, and instructional rigor. With these supports our preliminary formative assessment data indicates we will reach our 2015 goals of 75% proficient/advanced with 20% advanced.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Middle College functions on a 3-week assessment cycle that is anchored by Common Formative Assessments created within each instructional department for all state-tested and non-tested subject areas. The goal of our assessment model is build the capacity of teachers and students to make instructional decisions that equalize achievement opportunities for all students regardless of the classroom teacher. Focusing on rigorous assessments, high impact instructional strategies, and effective interventions and supports Middle college's data driven instructional model allows teachers to differentiate and support all students strategically.

In addition to CFA's (Common Formative Assessments), teachers give interim assessments and multiple checks for understanding as a part of daily instruction to judge mastery before the assessment cycle concludes. In our Professional Learning Community meetings, we discuss the data that we collect, analyze student work and compile student misconceptions. Commonly missed questions, target students, and re-teaching/intervention strategies are then developed to reach our individual departmental proficiency goals. These interventions are done in a variety of ways, including whole-group corrective action, small-group instruction, digital practice and support, peer tutoring, after-school tutoring, and weekly, targeted, in-school intervention. Our in-school weekly intervention focuses on formative assessment results and identifies students by name and need. This time allows students and teachers to target specific students and curriculum needs identified in PLC meetings. Students track their own data, determine action steps after each

assessment and are fully capable of communicating mastery to others. Students identify their unique support and intervention strategies in short meetings with parents and teachers.

One of our pivotal sources of data is our district benchmark assessment given each nine weeks for English I, II, and III; Algebra I and II, and Biology. These assessments are set times during the year when teachers and students can gain a snapshot of student achievement cumulatively over the curriculum. Each assessment is followed by a deep dive into student outcomes and strategic individual student plans and spiral review plans are created. These plans are discussed, adjusted, and reviewed at our "Date with Data" each nine weeks to inform parents and our community of the school's current achievement standings, and students guide the discussion with their families about their personal goals over snacks and refreshments.

## **Part VI School Support**

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### **1. School Climate/Culture**

School climate and culture are very important at Middle College. Schools and business alike must be places of growth as well as emotionally safe places to make mistakes, get feedback and try again. Professional growth and support is valued at Middle College. Our administration creates an environment of high expectations and accountability balanced with non-judgmental feedback and multiple opportunities to practice and grow. Clear, concise, and frequent communication is one strategy that Middle College uses to support a positive culture. By utilizing email, phone links, websites, signage and announcements Middle College is always recognizing hard work, communicating successes and deadlines, celebrating achievements, and most importantly, seeking feedback. Daily announcements can consist of recognizing student effort and achievement in extracurricular activities, college acceptances, and behavior or academic success or improvement.

Hard work is the theme of messages at Middle College. Achievement comes with determination, perseverance, and grit. Our PBIS or Positive Behavior Interventions and Support team collects academic, social and behavioral data and meets monthly to analyze and identify student and school needs, and plan interventions and celebrations. These celebrations differ from month to month and recognize multiple achievements including "0 behavioral infractions," submitting all homework, most improved grades, and even most logged tutoring hours. On top of our PBIS monthly recognition and celebrations, daily and weekly emails, website updates, and phone calls, we have quarterly honors programs where students are recognized for their grades, conduct, and hard work.

Creating a positive climate and culture for adults where teachers feel valued and supported is a grand task. In an effort to create a positive and supported culture Middle College has created an environment of growth focused on student achievement. Middle College has created pathways to leadership where any adult can receive leadership training and practice by becoming an instructional coach in the building. Every teacher and administrator has a coach in the building. Coaches and teachers meet weekly to discuss walk-through observation data and student achievement data to plan for adjustments and modify lessons to meet student outcome goals. In an effort to value the strengths of teachers and support all staff every plan must be unique and be differentiated to allow for continual growth in a nonjudgmental environment. Teacher leaders or coaches meet weekly document reflection meetings and follow up on observable actions planned in their weekly sessions. Administration meets with the coaches frequently to discuss courageous conversations and brainstorm how to best support individual staff members. Through goal setting, instructional coaching, school wide professional development and a focused formative assessment plan every teacher is recognized and supported according to their needs and achievements.

### **2. Engaging Families and Community**

Middle College High School is a product of our community and stakeholders. Our adopters, parents, and community drive the vision and mission of the school. Middle College continually seeks feedback from parents and community through surveys, committees, and conversations. Involving parents and students in decision making of the school is a priority and necessity to continue growth and student outcomes. One of our most effective community involvement programs are partnership with Christian Brothers University. Middle College students have access to rigorous college classes during high school. Our partnership goes further than access. Our university partner provides tutoring support for our students, dual enrollment advisers, and they are involved in our program decision making process as part of our site based council.

After each benchmark district formative assessment we hold a "Date with data" where students, parents, and families come together to review and action plan around every students' benchmark results. Each student creates an individual action plan/intervention plan focused on the curriculum needs according to the assessment. These plans are reviewed and adjusted with parents over snacks and refreshments every 9 weeks. "A date with data" has become a pivotal piece of involving our community, motivating students, and holding teachers and student accountable. All students engage in meaningful planning with their

families to make sure their personal academic goals are met. These discussions not only inform parents about current levels of performance but allow them to follow up on interventions and reassessment efforts. Another major community event is Middle College's "Taste of Midtown" event where our community comes together as a fundraiser and picnic event. Dozens of adopters, sponsors, and community members set up food and craft booths on the front lawn and the entire city is invited to join the festivities. We have our middle and elementary feeder schools perform and showcase them along with other bands and community entertainment. This annual event paired with our fall and spring 5k walk/runs make for exiting community outings or our stakeholders and community. A few other successful community efforts include our PTSA, Site based counsel, and PBIS committees where our stakeholders and community members come together to review data and make program decisions while brainstorm ideas and support strategies.

### **3. Professional Development**

The professional development approach at Middle College High School aims to equip teachers and administrators with research-based, high leverage strategies and resources that will have positive outcomes for students' achievement. Not only do we implement professional development from outside entities, we also create and present our own that is developed in house by Middle College faculty members. Some examples of professional development activities that we engage in include peer coaching and implementation of technology, effective use of formative data to direct instructional decision and differentiation of instruction.

Our peer coaching allows all teachers to engage in ongoing continuous reflection and improvement by being observed weekly and adjusting practices to increase student learning outcomes. This has opened up teachers' practice in a transparent yet non-judgmental environment that values professional learning. Teachers are able to practice and implement changes in real-time during daily lessons.

One of the most innovative professional development activities that we have engaged in this year is the use of online professional development that was created by the administrators. Teachers were able to work at their own pace to complete modules on data analysis, learning styles and incorporating STEM into the curriculum of all classes. While the topics of this session were varied, they were all focused on our goals for improving student achievement. The feedback form this professional development was positive.

While we are venturing into new territory by providing local, online professional development, we also have incorporated a monthly professional development schedule in which teachers or departments create and present professional development that is based on their expertise and the needs of the faculty. This has been a tradition at Middle College High School and continues to be a favorite among faculty members. Some examples of professional development activities that have been presented during these sessions are using technology to perform checks for understanding during class and incorporating literacy strategies.

Not only do we engage in professional development in the aforementioned ways, we also visit other schools to observe best practices. During these visits, we perform walk-throughs and debrief about our findings. Conversations include positives findings, questions and things that we may want to incorporate into our classrooms and our program.

All of the work that we do in professional development is to increase student growth and achievement. The school administration constantly gathers feedback from the faculty to tailor professional development to meet the needs of the teachers. Our students' achievement depends heavily upon the teachers. Middle College High School continually makes effective professional development a priority for the staff and faculty.

### **4. School Leadership**

The philosophy of Middle College High School and our Principal is very simple. "Those doing the work must lead the work." The key focus of Middle College High is increasing the capacity of everyone in the building. Our principal has developed programs of study that all teachers and staff have access to in order

develop the leadership capacity of anyone wanting to learn and lead. We have several committees and teams that reflect and drive the work at Middle College. Our PBIS team and guidance department drive the culture and climate of the school while our Instructional Leadership Team drives the curriculum, supports systems, and professional learning programs. Our curriculum teams meet in departments and other PLC's weekly to analyze student work, student performance data, plan, observe other teachers, and meet with community members.

Every adult in the building including administrators has a coach. Coaches observe, provide feedback and formulate an action plan with teachers creating a sense of urgency and a growth mindset for everyone. Our ILT (instructional leadership team) is made up of teachers and staff that continually strive for excellence. Our Principal and leadership team develop the vision of the work. Our assistant principal, resident principal, and other admin staff communicate the vision and support the systems and procedures developed by the leadership team and staff. We track, monitor, and collect data on all programs to determine effectiveness and use the data to analyze, reflect, and adjust; always improving systems and policies of the school. Our PTSA, Advisory Board, and Student Council are as strong as they have ever been and they provide feedback to administration on community stakeholder perspectives and areas to improve.

Three times a year we complete a comprehensive analysis of all data collected. We do school-wide formative assessments to monitor student achievement. We complete a comprehensive analysis of behavior data or habit data. We track and monitor student interventions, assignment completion, and other college readiness habits of success on a student and school wide level to identify students needing supports and school wide trends. Every student in the school develops action plans to address areas of needs and we share all results, plans, and next steps at our "data with data" community events with all of our stakeholders.

The school leadership at Middle College always welcomes feedback and opportunities for growth and perspective. All decisions and data must be transparent and effectively communicated to ensure proper planning and execution.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ALG II EOC</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>TN Dept. of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	64	65	35	11	
Advanced	3	10	0	2	
Number of students tested	29	20	46	88	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	68	73	42	10	
Advanced	0	11	0	2	
Number of students tested	17	15	1	71	
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	64	63	36	11	
Advanced	4	11	0	2	
Number of students tested	27	19	44	87	
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** No end of course state assessments were given for Algebra II in 2009-2010.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ALGEBRA I</u>
<b>All Students Tested/Grade:</b> <u>9</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Tennessee Dept. of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	97	85	61	58	40
Advanced	74	68	14	12	13
Number of students tested	31	40	28	26	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	97	80	75	42	41
Advanced	74	68	18	5	7
Number of students tested	17	30	17	19	22
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	100	86	59	56	40
Advanced	74	68	15	12	13
Number of students tested	27	38	27	25	30
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>English II End of Course</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Tennessee Dept of Education.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	94	60	52	67	67
Advanced	13	0	2	4	0
Number of students tested	48	35	60	51	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	92	50	53	68	63
Advanced	13	0	0	4	0
Number of students tested	39	18	2	41	19
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	96	59	53	70	67
Advanced	13	0	2	4	0
Number of students tested	46	32	59	50	36
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ENG III End of Course</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>TN Dept. of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	41	58	41		
Advanced	13	15	12		
Number of students tested	32	47	59		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	42	58	42		
Advanced	10	15	10		
Number of students tested	17	31	7		
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	45	57	45		
Advanced	13	23	13		
Number of students tested	29	46	47		
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** No end of course state assessments were given for English III in 2009-2010 or 2010-2011.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>English I EOC</u>
<b>All Students Tested/Grade:</b> <u>9</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>TN Dept. of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	95	78	71	75	62
Advanced	25	8	7	2	0
Number of students tested	64	50	42	51	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	94	74	69	67	60
Advanced	25	6	12	2	0
Number of students tested	35	39	26	39	35
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	95	79	73	74	62
Advanced	23	10	8	2	0
Number of students tested	57	47	40	50	47
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**