

Mid-Year Review Summary
Jones High School and Evans High School
February 9, 2007

Representing Orange County Schools

- Superintendent Ron Blocker
- Associate Superintendent Marilyn Doyle-Patterson
- Area Superintendent Lawson James
- Area Superintendent Cathy Pope

Representing the Florida Department of Education

- Chancellor Cheri Pierson Yecke
- Deputy Chancellor Iris Wilson
- Bureau Chief Angelia Turner

Positive Impact of State Board Requirements:

Alignment of curriculum at feeder schools: Although Orange County had committed to doing this before the State Board requirements, it was agreed that the requirement was a good one and helped to facilitate collaboration between middle and high school staff.

School wide staff development: This State Board requirement served to help bring better instruction to these schools.

Assistance in teacher selection: The DOE's assistance in helping to identify teacher effectiveness – both good and bad – has been incredibly helpful as we have made our staffing decisions.

Multiple coaches: This has been an incredibly effective intervention.

Request for Flexibility in Implementing State Board Requirements

Ninth grade Parent Contracts: While having students sign a contract has served to strengthen their understanding that school is a commitment, getting parents to sign contracts has been a challenge. Jones is at 75% and Evans is at 70%. The district reports multiple efforts to secure parental signatures, but there is a small group of parents who are simply disengaged. It may be impossible to have 100% compliance on this requirement.

Community Oversight Committee: The dialogue between this committee, the school and the district is strong. However, at times the committees exhibit an “audit” mentality. It would be helpful if DOE could provide guidance that this committee needs to look for reasons to provide accolades instead of criticisms exclusively.

Reporting compliance: It would be helpful if the 26 requirements could be placed into two tiers; those that require monthly reporting and those for which quarterly reporting is adequate. We will re-visit, but they are two different requirements.

Full staffing: It is a challenge to remain fully staffed, and would be a great help to the district if they could hire new teachers, provided that strong and veteran mentors were assigned to them. Monthly updates would be provided.

Flexibility in placement of coaches: The district reports that this is one of the most effective interventions, but the district would like more flexibility here. For example, the Board currently requires 4 math coaches and 4 reading coaches at each grade level in school. The district would prefer to have flexibility to address specific needs. For example, if the Board required 8 coaches at each

school without specifying the areas they should cover, a school, could have double-up reading coaches at some grades and hire a science coach as well. Districts would submit their plan for approval. The plan would include specifics on how coaches would serve students based on data.

Reporting duplications: It would be helpful to eliminate reporting on areas that are completed on a timeline and no further changes are necessary. This would reduce paperwork and provide additional attention in other areas.