

# 2011-12 TC Williams Transformation Process: Appendices

December 2012



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# APPENDIX A: TC WILLIAMS TEACHER AND STAFF SURVEY RESULTS

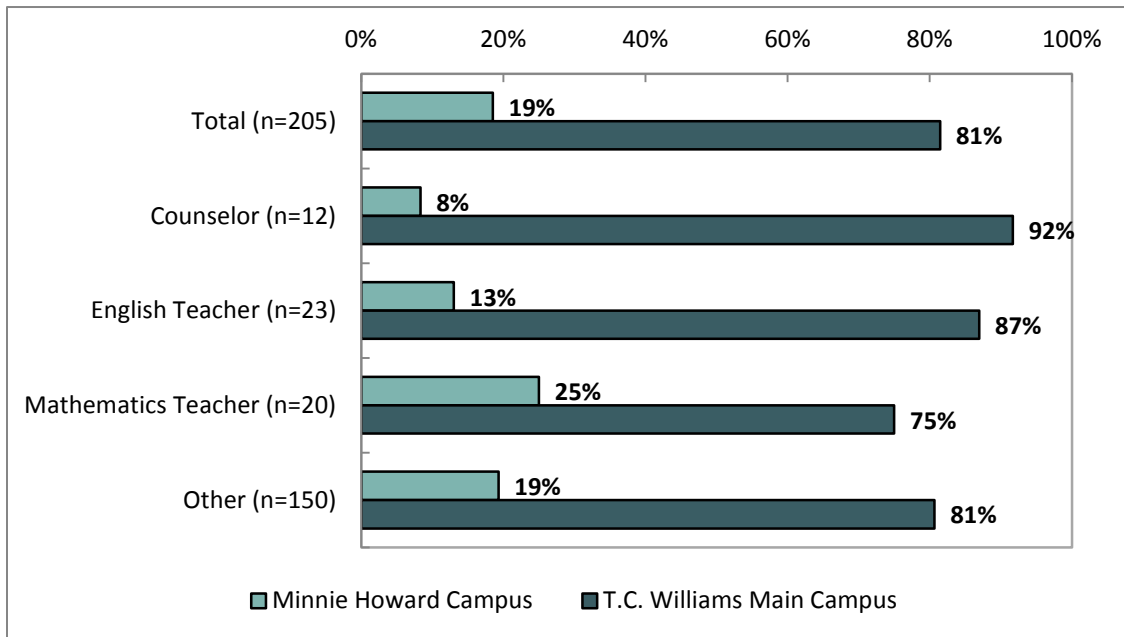
## METHODOLOGY

On September 18, 2012, Hanover Research invited all current staff members to complete a survey online. If a staff member did not work at either of TC Williams’ two campuses (Minnie Howard and King Street) in 2011-2012, then he or she was subsequently disqualified. In an attempt to encourage broader participation, Hanover Research sent reminders on September 21, 2012 and September 24, 2012 to any staff members who had not completed the survey as of those dates. Out of a total of 438 staff members invited, Hanover Research received responses from 221 persons, a response rate of approximately 50.5 percent. Of the 221 respondents, 195 (or 88 percent) completed the entire survey. The remaining 26 (12 percent) only answered some of the questions.

## RESPONSES

**What campus did you primarily work at during the 2011-2012 school year?**

**Figure A.1: Primary Campus (by Role)**



**Which best describes your role at TC Williams in the 2011-2012 school year?**

**Figure A.2: Respondents by Role**

ROLE	PERCENTAGE OF RESPONDENTS
Classroom Teacher	63%
Counselor	6%
ELL Teacher	6%
Instructional Assistant	0%
Instructional Coach	1%
School Administrator or Staff Member	10%
Special Education Teacher	6%
Other	7%

n=205

Persons who selected “Other” cited the following roles. In all cases, the number of responses provided equaled one, with the exception of “Librarian” (for which n=2).

- Administrative Assistant I
- Bilingual Parent Liaison
- Librarian
- Library Circulation Assistant
- Mentor
- Program Coordinator
- Social Worker
- Special Education ED Coordinator
- Substitute
- Support Specialist II
- Support Staff
- Technology Integration Specialist

**Classroom Teachers: What subject area(s) did you teach at TC Williams during the 2011-2012 school year? (Select all that apply)**

**Figure A.3: Subject(s) Taught**

SUBJECT	PERCENTAGE OF RESPONDENTS
Art	3%
English	18%
Marketing	2%
Mathematics	16%
PE/Health	5%
Science	16%
Social Studies	16%
Technology/Trade and Industrial Education	9%
World Languages	9%
Other	9%

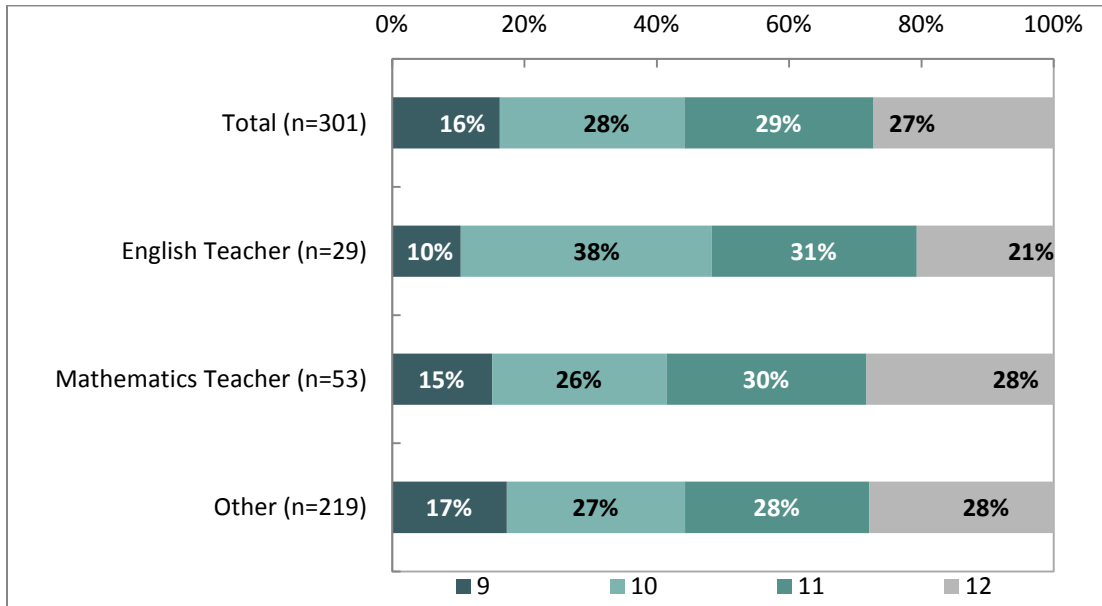
n=129

Persons who selected “Other” cited the following subjects. In all cases, the number of responses provided equaled one, with the exception of “CTE” and “Reading” (n=2 for both subjects).

- CTE
- Communication Skills
- Debate
- Drama
- Early Childhood Education Coordinator
- Family and Consumer Sciences
- HGD
- Health and Medical Sciences
- Public Speaking
- Reading
- Special Education

**Classroom Teachers: What grade(s) did you teach at TC Williams during the 2011-2012 school year? (Select all that apply)**

**Figure A.4: Grades Taught (by Role)**



**How many years of experience working in an educational setting do you have? (Through the 2011-2012 school year only)**

**Figure A.5: Years of Educational Experience (by Role)**

EXPERIENCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
1 year	3%	0%	4%	0%	3%
2 years	5%	0%	9%	10%	4%
3-5 years	13%	9%	22%	10%	13%
6-10 years	25%	27%	26%	25%	25%
11-15 years	26%	18%	9%	20%	30%
16-20 years	12%	36%	13%	15%	9%
More than 20 years	16%	9%	17%	20%	15%
n	203	11	23	20	149

**How many years have you worked at TC Williams? (Through the 2011-2012 school year only)**

**Figure A.6: Years at TC Williams (by Role)**

TIME AT TC WILLIAMS	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
1 year	14%	17%	26%	15%	12%
2 years	15%	17%	13%	15%	16%
3-5 years	21%	17%	13%	15%	24%
6-10 years	21%	8%	22%	10%	24%
11-15 years	14%	25%	17%	25%	11%
16-20 years	7%	17%	4%	5%	7%
More than 20 years	6%	0%	4%	15%	6%
n	203	12	23	20	148

**TC WILLIAMS SCHOOL CULTURE**

Select your level of agreement with each of the following statements.

**Figure A.7: “TC Williams is doing an adequate job to:  
Ensure that all students demonstrate significant academic growth and dramatically  
improve achievement outcomes for students below grade level”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	9%	0%	0%	11%	10%
Mostly Agree	43%	55%	32%	17%	47%
Slightly Agree	22%	18%	27%	50%	17%
Neither Agree nor Disagree	10%	18%	5%	0%	12%
Slightly Disagree	12%	9%	32%	17%	8%
Mostly Disagree	4%	0%	5%	6%	3%
Completely Disagree	1%	0%	0%	0%	1%
n	195	11	22	18	144

**Figure A.8: “TC Williams is doing an adequate job to:  
Provide a rigorous, relevant, and internationally benchmarked education to enable all  
students to succeed as citizens in the global community”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	11%	9%	0%	17%	12%
Mostly Agree	43%	55%	32%	39%	44%
Slightly Agree	23%	27%	36%	17%	22%
Neither Agree nor Disagree	8%	9%	5%	6%	8%
Slightly Disagree	11%	0%	18%	11%	10%
Mostly Disagree	5%	0%	9%	11%	3%
Completely Disagree	1%	0%	0%	0%	1%
n	195	11	22	18	144

**Figure A.9: “TC Williams is doing an adequate job to:  
Create an exceptional learning environment”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	13%	0%	9%	11%	15%
Mostly Agree	44%	55%	27%	39%	47%
Slightly Agree	20%	36%	36%	17%	16%
Neither Agree nor Disagree	11%	9%	0%	17%	12%
Slightly Disagree	10%	0%	23%	6%	9%
Mostly Disagree	3%	0%	5%	11%	1%
Completely Disagree	0%	0%	0%	0%	0%
n	194	11	22	18	143

**Figure A.10: “TC Williams is doing an adequate job to:  
Implement a focused, transparent governance model which incorporates effective  
communication and evidence-based decision making”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	8%	18%	5%	6%	8%
Mostly Agree	34%	45%	14%	44%	35%
Slightly Agree	23%	9%	36%	22%	22%
Neither Agree nor Disagree	13%	9%	0%	17%	15%
Slightly Disagree	12%	18%	18%	6%	12%
Mostly Disagree	6%	0%	14%	6%	6%
Completely Disagree	3%	0%	14%	0%	2%
n	193	11	22	18	142



**Figure A.11: “TC Williams is doing an adequate job to:  
Provide clean, safe, and conducive learning environments”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	36%	45%	41%	22%	36%
Mostly Agree	48%	36%	32%	50%	51%
Slightly Agree	8%	18%	9%	11%	7%
Neither Agree nor Disagree	2%	0%	5%	0%	2%
Slightly Disagree	5%	0%	9%	11%	3%
Mostly Disagree	1%	0%	5%	0%	0%
Completely Disagree	1%	0%	0%	6%	1%
n	194	11	22	18	143

**Figure A.12: “TC Williams is doing an adequate job to:  
Utilize best practices for energy efficiency and environmental sustainability”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	29%	27%	29%	22%	30%
Mostly Agree	41%	64%	29%	44%	41%
Slightly Agree	14%	9%	24%	<b>28%</b>	<b>11%</b>
Neither Agree nor Disagree	10%	0%	10%	6%	12%
Slightly Disagree	4%	0%	5%	0%	4%
Mostly Disagree	1%	0%	5%	0%	1%
Completely Disagree	1%	0%	0%	0%	1%
n	191	11	21	18	141

**Figure A.13: “TC Williams is doing an adequate job to:  
Raise the overall level of math proficiency”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	9%	18%	0%	18%	8%
Mostly Agree	39%	36%	36%	29%	40%
Slightly Agree	18%	27%	23%	29%	15%
Neither Agree nor Disagree	27%	18%	41%	6%	28%
Slightly Disagree	4%	0%	0%	12%	4%
Mostly Disagree	4%	0%	0%	6%	4%
Completely Disagree	1%	0%	0%	0%	1%
n	192	11	22	17	142

**Figure A.14: “TC Williams is doing an adequate job to:  
Improve proficiency in language arts/literacy”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	10%	18%	18%	6%	9%
Mostly Agree	45%	36%	41%	35%	48%
Slightly Agree	21%	36%	32%	29%	17%
Neither Agree nor Disagree	18%	9%	0%	24%	21%
Slightly Disagree	3%	0%	9%	6%	2%
Mostly Disagree	3%	0%	0%	0%	4%
Completely Disagree	0%	0%	0%	0%	0%
n	191	11	22	17	141

**Figure A.15: “TC Williams is doing an adequate job to:  
Improve writing proficiency for students across all grade levels and content areas”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	9%	9%	9%	6%	10%
Mostly Agree	41%	45%	41%	33%	42%
Slightly Agree	30%	36%	32%	33%	29%
Neither Agree nor Disagree	12%	9%	0%	28%	12%
Slightly Disagree	6%	0%	18%	0%	5%
Mostly Disagree	2%	0%	0%	0%	2%
Completely Disagree	1%	0%	0%	0%	1%
n	193	11	22	18	142

**Figure A.16: “TC Williams is doing an adequate job to:  
Create an inclusive learning environment in which every child with a disability has access  
to the standard curriculum (based on SOL) across a continuum of services”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	26%	0%	14%	33%	30%
Mostly Agree	40%	55%	59%	28%	38%
Slightly Agree	20%	36%	23%	28%	17%
Neither Agree nor Disagree	11%	9%	5%	0%	13%
Slightly Disagree	2%	0%	0%	11%	1%
Mostly Disagree	1%	0%	0%	0%	1%
Completely Disagree	1%	0%	0%	0%	1%
n	193	11	22	18	142

**Figure A.17: “TC Williams is doing an adequate job to:  
Create an inclusive learning environment in which every English Language Learner has  
access to the standard curriculum (based on SOL)”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	24%	9%	14%	33%	25%
Mostly Agree	44%	55%	50%	44%	43%
Slightly Agree	16%	27%	18%	17%	15%
Neither Agree nor Disagree	12%	9%	18%	0%	13%
Slightly Disagree	3%	0%	0%	6%	3%
Mostly Disagree	1%	0%	0%	0%	1%
Completely Disagree	0%	0%	0%	0%	0%
n	194	11	22	18	143

**Figure A.18: “TC Williams is doing an adequate job to:  
Foster relationships with parents to be supportive and informed advocates for their  
children”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	18%	27%	23%	18%	16%
Mostly Agree	44%	64%	45%	29%	44%
Slightly Agree	24%	9%	18%	35%	25%
Neither Agree nor Disagree	6%	0%	9%	6%	6%
Slightly Disagree	4%	0%	5%	0%	4%
Mostly Disagree	4%	0%	0%	6%	4%
Completely Disagree	1%	0%	0%	6%	1%
n	192	11	22	17	142

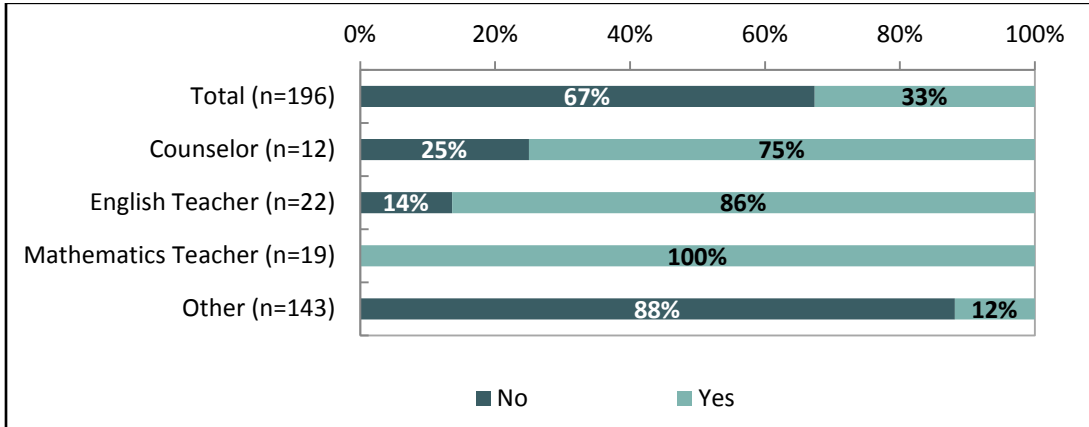
**Figure A.19: “TC Williams is doing an adequate job to:  
Increase participation and successful completion of advanced level coursework across all  
subgroups”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Completely Agree	13%	18%	9%	17%	13%
Mostly Agree	41%	73%	36%	33%	40%
Slightly Agree	20%	0%	41%	17%	18%
Neither Agree nor Disagree	14%	0%	5%	11%	17%
Slightly Disagree	9%	9%	5%	17%	9%
Mostly Disagree	3%	0%	5%	6%	3%
Completely Disagree	1%	0%	0%	0%	1%
n	192	11	22	18	141

### INDIVIDUAL ACHIEVEMENT PLANS (IAPs)

Did you participate in the creation or fulfillment of a student’s Individual Achievement Plan (IAP) during the 2011-2012 school year?

Figure A.20: IAP Participation (by Role)



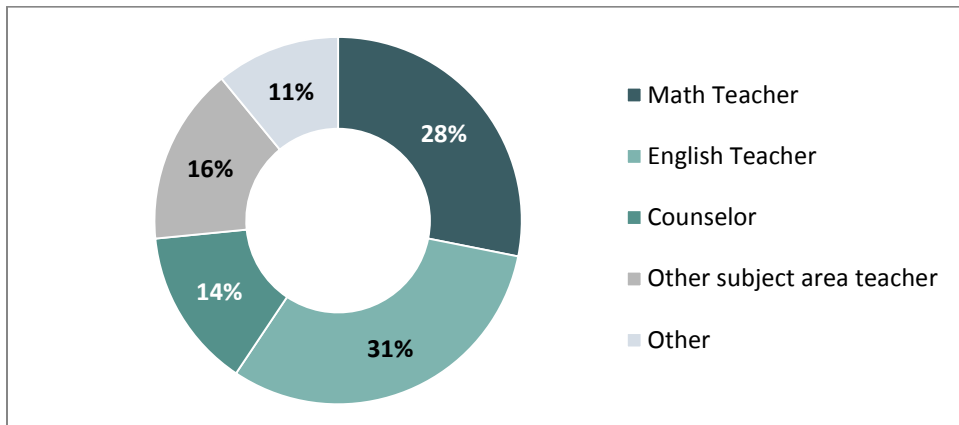
Persons who selected “Other” cited the following roles. In all cases, the number of responses provided equaled one, with the exception of “Special Education Teacher” (n=2).

- Administrator
- ELL Teacher
- FACS
- Special Education Teacher

The following questions applied to persons who responded “yes” to the previous question regarding IAP participation.

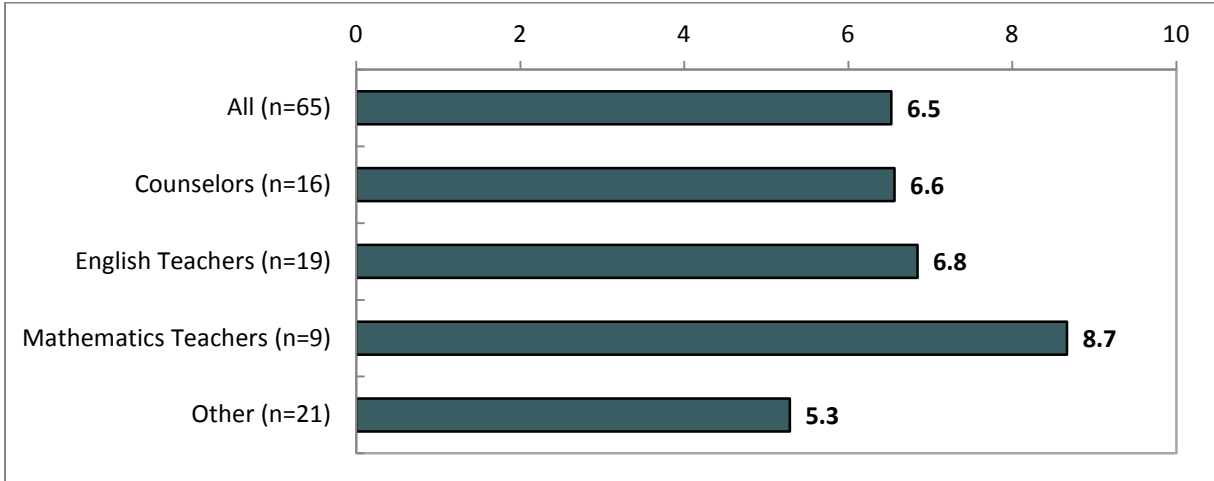
Please describe your role in IAPs (select all that apply).

Figure A.21: Role in IAPs (n=64)



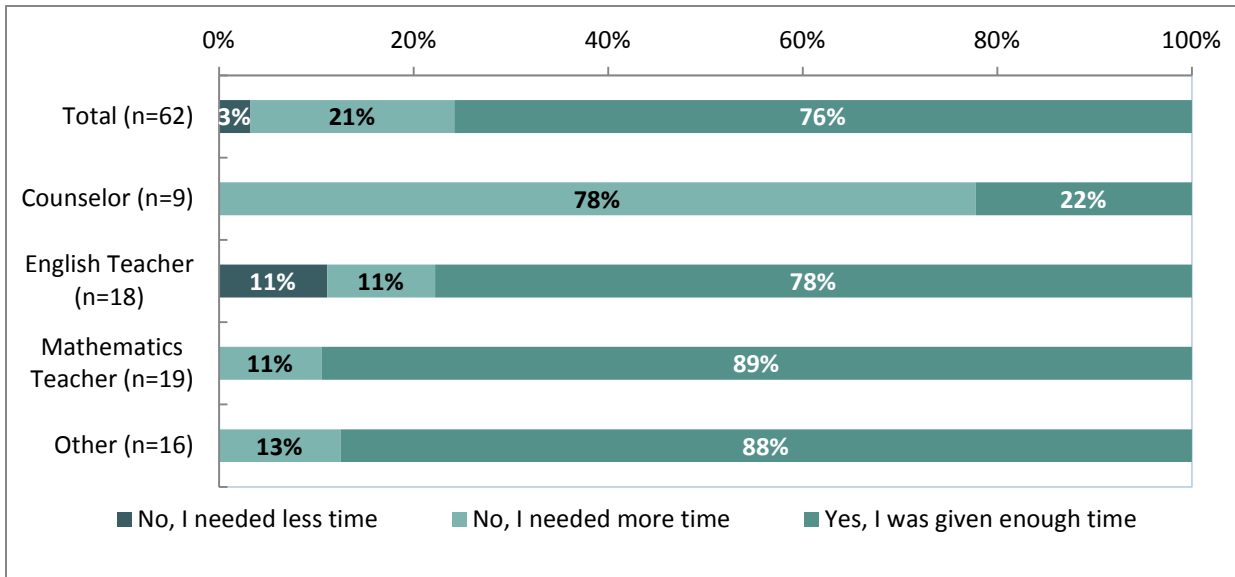
**On average, how many hours per week did you spend creating content for 2011-2012 school year IAPs? (If none, enter 0.)**

**Figure A.22: Average Hours Spent on IAPs per Week (by Role)**



**Were you given the right amount of time to work on 2011-2012 school year IAPs?**

**Figure A.23: Opinion on Amount of Time Given for IAPs (by Role)**



Select your level of agreement with each of the following statements related to IAPs.

**Figure A.24: “IAPs helped students academically in English.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	2%	9%	0%	0%	2%
Agree	11%	9%	14%	0%	12%
Neither Agree nor Disagree	30%	27%	36%	56%	26%
Disagree	14%	36%	32%	17%	10%
Strongly Disagree	7%	0%	18%	6%	7%
Don't Know	35%	18%	0%	22%	43%
n	187	11	22	18	136

**Figure A.25: “IAPs helped students academically in Math.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	2%	9%	0%	6%	1%
Agree	11%	9%	9%	11%	11%
Neither Agree nor Disagree	30%	27%	36%	33%	28%
Disagree	13%	36%	18%	22%	10%
Strongly Disagree	9%	0%	9%	28%	7%
Don't Know	35%	18%	27%	0%	43%
n	186	11	22	18	135

**Figure A.26: “Students were able to achieve the short-term goals set out in their IAPs.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	2%	9%	0%	6%	1%
Agree	17%	27%	27%	33%	12%
Neither Agree nor Disagree	29%	27%	32%	28%	29%
Disagree	11%	36%	27%	11%	7%
Strongly Disagree	5%	0%	9%	6%	4%
Don't Know	36%	0%	5%	17%	47%
n	187	11	22	18	136

**Figure A.27: “Students were able to make progress towards achieving the long-term goals set out in their IAPs.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	1%	0%	0%	6%	1%
Agree	18%	45%	27%	17%	15%
Neither Agree nor Disagree	29%	27%	23%	56%	26%
Disagree	12%	18%	32%	0%	10%
Strongly Disagree	4%	0%	14%	6%	3%
Don't Know	36%	9%	5%	17%	46%
n	187	11	22	18	136

**Figure A.28: “The action plans created in IAPs helped me to assist students in meeting their goals.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	2%	20%	0%	0%	1%
Agree	12%	0%	23%	17%	11%
Neither Agree nor Disagree	33%	50%	27%	50%	30%
Disagree	12%	20%	27%	17%	8%
Strongly Disagree	13%	0%	23%	17%	12%
Don't Know	28%	10%	0%	0%	38%
n	186	10	22	18	136

**Figure A.29: “The IAP gave me the opportunity to work together with teachers.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	3%	27%	0%	0%	1%
Agree	20%	55%	18%	56%	13%
Neither Agree nor Disagree	26%	18%	32%	17%	26%
Disagree	16%	0%	27%	11%	15%
Strongly Disagree	19%	0%	23%	11%	21%
Don't Know	17%	0%	0%	6%	23%
n	187	11	22	18	136

**Figure A.30: “The IAP gave me the opportunity to work together with counselors.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	8%	55%	14%	6%	3%
Agree	22%	0%	50%	67%	13%
Neither Agree nor Disagree	24%	18%	18%	17%	26%
Disagree	14%	9%	14%	11%	15%
Strongly Disagree	15%	9%	5%	0%	19%
Don't Know	18%	9%	0%	0%	24%
n	185	11	22	18	134

**Figure A.31: “The IAP gave me the opportunity to work together with parent(s) of students.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	5%	45%	9%	0%	1%
Agree	22%	45%	36%	56%	13%
Neither Agree nor Disagree	27%	9%	18%	22%	31%
Disagree	13%	0%	18%	17%	13%
Strongly Disagree	15%	0%	18%	6%	16%
Don't Know	19%	0%	0%	0%	26%
n	185	11	22	18	134

**Figure A.32: “IAPs helped students to understand their abilities.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	6%	36%	14%	6%	3%
Agree	16%	9%	18%	28%	15%
Neither Agree nor Disagree	26%	36%	32%	22%	24%
Disagree	11%	9%	18%	28%	7%
Strongly Disagree	9%	0%	18%	11%	7%
Don't Know	33%	9%	0%	6%	43%
n	187	11	22	18	136

**Figure A.33: “IAPs helped students to understand areas that they can improve.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	7%	18%	14%	11%	4%
Agree	21%	27%	24%	50%	16%
Neither Agree nor Disagree	23%	18%	24%	17%	24%
Disagree	9%	18%	24%	6%	6%
Strongly Disagree	7%	0%	10%	11%	7%
Don't Know	34%	18%	5%	6%	43%
n	184	11	21	18	134

**Figure A.34: “I was satisfied with the amount of student assessment data used to create student IAPs.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	2%	9%	0%	0%	1%
Agree	11%	9%	24%	11%	10%
Neither Agree nor Disagree	31%	36%	33%	33%	30%
Disagree	14%	18%	29%	17%	10%
Strongly Disagree	13%	27%	14%	33%	9%
Don't Know	29%	0%	0%	6%	39%
n	185	11	21	18	135

**Figure A.35: “I was satisfied with the process used to create student IAPs.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	2%	9%	0%	0%	1%
Agree	9%	9%	5%	22%	7%
Neither Agree nor Disagree	26%	27%	24%	17%	28%
Disagree	21%	27%	33%	33%	16%
Strongly Disagree	20%	27%	38%	28%	16%
Don't Know	23%	0%	0%	0%	31%
n	185	11	21	18	135



**Figure A.36: “Overall, I was satisfied with student IAPs.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	2%	9%	0%	0%	1%
Agree	9%	18%	0%	11%	9%
Neither Agree nor Disagree	31%	27%	30%	33%	31%
Disagree	16%	18%	30%	22%	13%
Strongly Disagree	21%	27%	40%	33%	16%
Don't Know	22%	0%	0%	0%	30%
n	184	11	20	18	135

**Overall, how would you rate the quality of the IAP as a resource for improving student academic success?**

**Figure A.37: Overall Opinion on IAP as a Resource (by Role)**

OVERALL OPINION ON IAP	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Excellent	3%	8%	0%	0%	3%
Above Average	10%	8%	5%	12%	10%
Average	18%	33%	27%	18%	15%
Below Average	22%	17%	36%	41%	18%
Very Poor	16%	8%	32%	24%	13%
Unsure	32%	25%	0%	6%	41%
n	188	12	22	17	137

**Do you have any comments to share about Individual Achievement Plans?**

Respondents shared the following thoughts and suggestions in reference to student IAPs:

- Provide teachers with sufficient time to prepare fully
- Distribute IAPs to all of a student’s teachers
- Little or no monitoring of IAPs occurred
- Not taken seriously by students
- No consequences for students who do not achieve or make progress toward goals
- TC needs to provide students with resources to help identify interests and define goals.
- In the future, perhaps include teachers of additional subjects as well (e.g., science and social studies)

### 5<sup>TH</sup> PERIOD FOR MATHEMATICS AND ENGLISH TEACHERS

The following questions only applied to persons who identified as Mathematics or English teachers.

During the 2011-2012 school year, how often did you use 5<sup>th</sup> period time for the following purposes.

**Figure A.38: “Creating IAPs”**

FREQUENCY	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Always	3%	---	5%	0%	---
Often	34%	---	30%	39%	---
Sometimes	39%	---	35%	44%	---
Rarely	11%	---	10%	11%	---
Never	13%	---	20%	6%	---
n	38	---	20	18	---

**Figure A.39: “Meeting with Students One-on-One”**

FREQUENCY	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Always	0%	---	0%	0%	---
Often	19%	---	26%	12%	---
Sometimes	36%	---	32%	41%	---
Rarely	25%	---	21%	29%	---
Never	19%	---	21%	18%	---
n	36	---	19	17	---

**Figure A.40: “Meeting with Groups of Students”**

FREQUENCY	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Always	0%	---	0%	0%	---
Often	9%	---	6%	11%	---
Sometimes	29%	---	29%	28%	---
Rarely	31%	---	29%	33%	---
Never	31%	---	35%	28%	---
n	35	---	17	18	---

**Figure A.41: “Lesson Planning”**

FREQUENCY	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Always	33%	---	33%	33%	---
Often	51%	---	52%	50%	---
Sometimes	8%	---	5%	11%	---
Rarely	3%	---	5%	0%	---
Never	5%	---	5%	6%	---
n	39	---	21	18	---

**Figure A.42: “Grading”**

FREQUENCY	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Always	28%	---	33%	22%	---
Often	46%	---	48%	44%	---
Sometimes	10%	---	5%	17%	---
Rarely	0%	---	0%	0%	---
Never	15%	---	14%	17%	---
n	39	---	21	18	---

**Figure A.43: “Analyzing Student Assessment Data”**

FREQUENCY	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Always	22%	---	25%	18%	---
Often	35%	---	45%	24%	---
Sometimes	22%	---	5%	41%	---
Rarely	14%	---	15%	12%	---
Never	8%	---	10%	6%	---
n	37	---	20	17	---

**Figure A.44: “Other”**

FREQUENCY	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Always	32%	---	31%	33%	---
Often	32%	---	38%	17%	---
Sometimes	16%	---	15%	17%	---
Rarely	0%	---	0%	0%	---
Never	21%	---	15%	33%	---
n	19	---	13	6	---

Respondents who selected “Other” listed the following activities as usage of 5<sup>th</sup> period time. Two respondents claimed not to have 5<sup>th</sup> period time.

- AP preparation
- Collaborating with colleagues
- Conducting Drama Department business
- Designing lessons
- E-mailing
- Meeting with colleagues
- Observing other teachers
- Setting up electronic writing portfolio
- SOL focused
- Working in the Writing Center
- Working on National Board Certification

**Please provide your feedback on the 5<sup>th</sup> period time that you had during the 2011-2012 school year.**

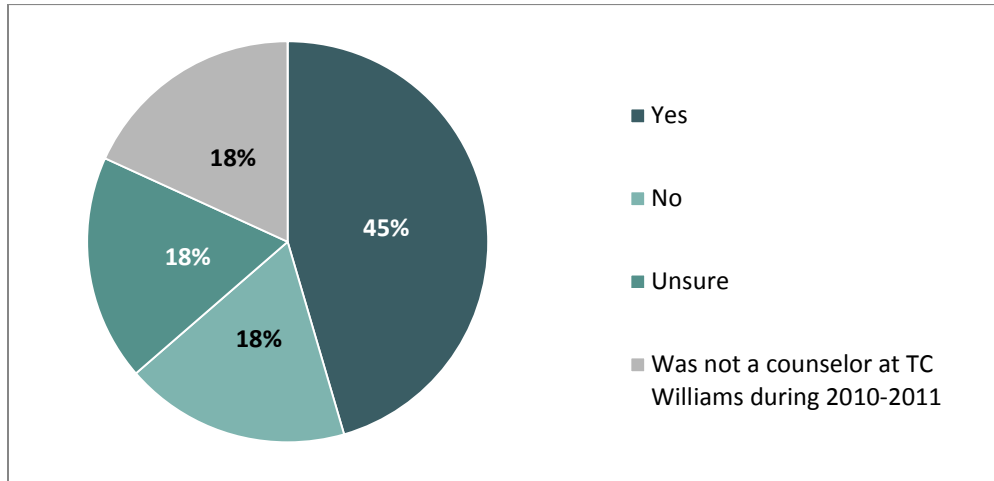
Respondents made the following comments and suggestions regarding 5<sup>th</sup> period:

- Extremely appreciative of the additional time to prepare lessons
- Added time to grade student work enabled teachers to give students individualized and more extensive feedback
- Created time to prepare IAPs and hold meetings with students and parents
- Facilitated collaboration with colleagues
- Allowed teachers to observe one another in the classroom
- Permitted teachers to work with struggling students individually or in small groups
- Some teachers noted that 5<sup>th</sup> period meant fewer, but noticeably larger, classes.
- Other teachers mentioned not having a 5<sup>th</sup> period, due to a continued need to teach five classes.

**The following question only applied to counselors.**

**Did you have a reduced case load in the 2011-2012 school year (as compared to the 2010-2011 school year)?**

**Figure A.45: Change in Counselor Case Load during 2011-2012**



n=11

**Please provide your feedback on the reduced Counseling caseloads during the 2011-2012 school year.**

Respondents shared the following feedback in reference to reduced Counseling caseloads:

- Counselors clearly welcomed the reduced caseloads.
- Fewer cases led to more attention paid to individual students

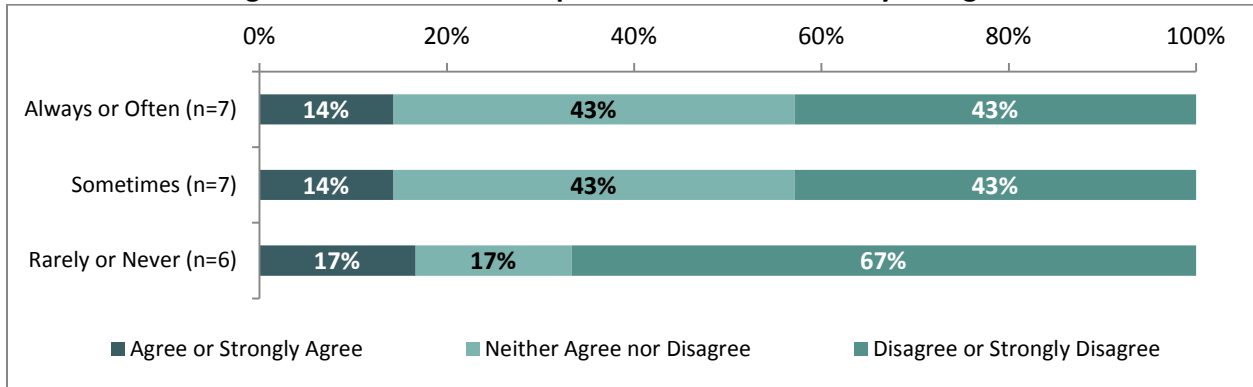
- A few counselors noted that meetings and administrative and clerical tasks require a significant amount of time.
- Several counselors also expressed a continued need to work additional time in the evening and on the weekends, in order to fulfill all responsibilities.

**TEACHER RESPONSES TO SELECT IAP AND 5<sup>TH</sup> PERIOD QUESTIONS**

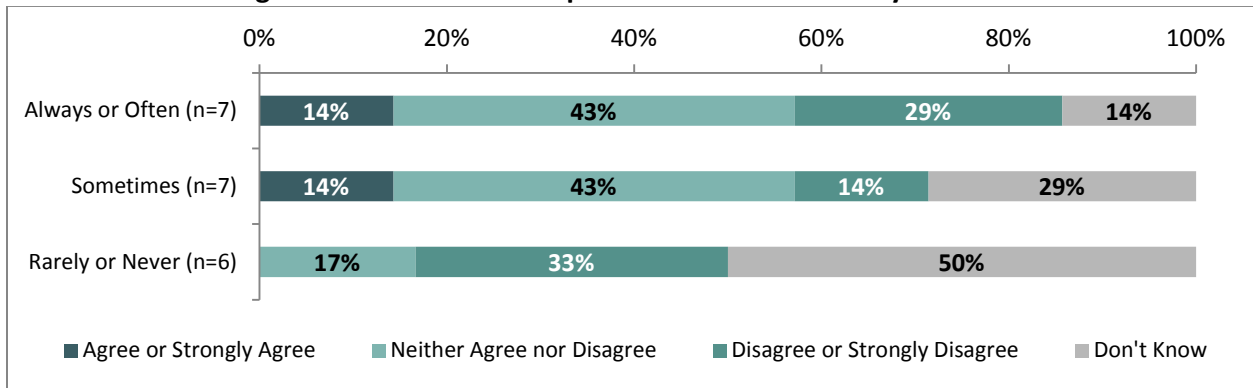
In the following graphs, we illustrate the relationships between reported usage of 5<sup>th</sup> Period time for IAP creation and teachers’ opinions on various aspects of the IAP process. We provide separate analyses of the responses provided by English and mathematics teachers.

*ENGLISH TEACHERS*

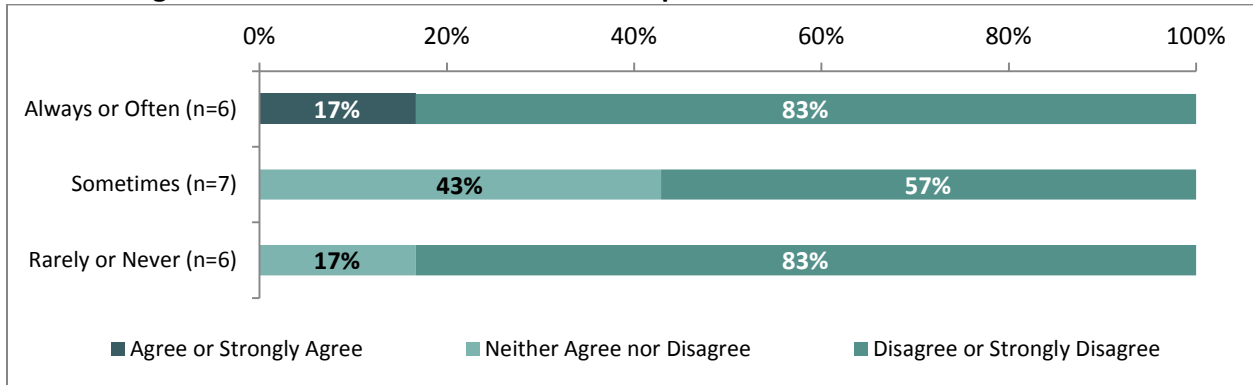
**Figure A.46: Relationship between Use of 5<sup>th</sup> Period for IAP Creation and Agreement with “IAPs helped students academically in English”**



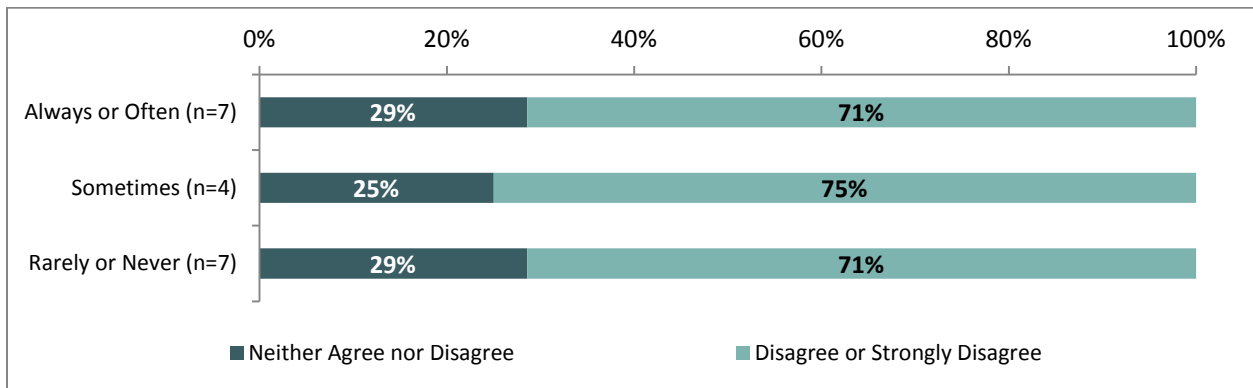
**Figure A.47: Relationship between Use of 5<sup>th</sup> Period for IAP Creation and Agreement with “IAPs helped students academically in Math”**



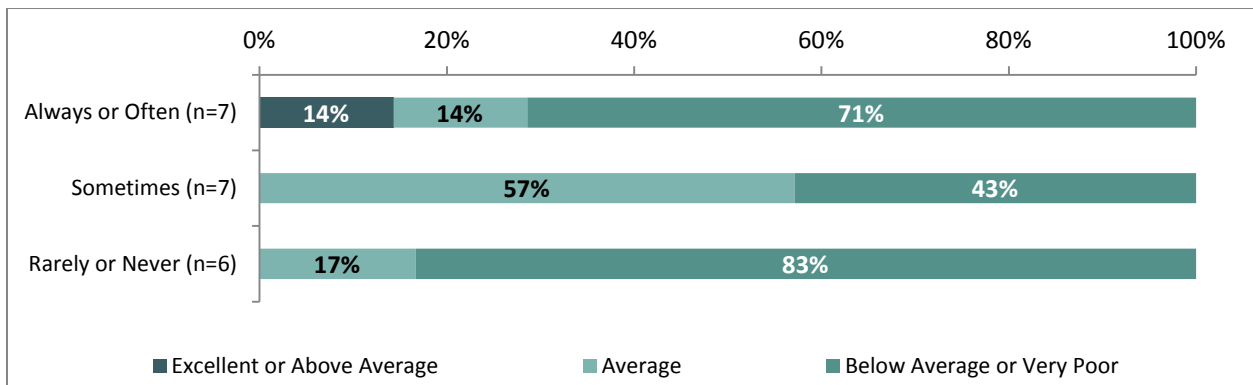
**Figure A.48: Relationship between Use of 5<sup>th</sup> Period for IAP Creation and Agreement with “I was satisfied with the process used to create student IAPs”**



**Figure A.49: Relationship between Use of 5<sup>th</sup> Period for IAP Creation and Agreement with “Overall, I was satisfied with student IAPs”**

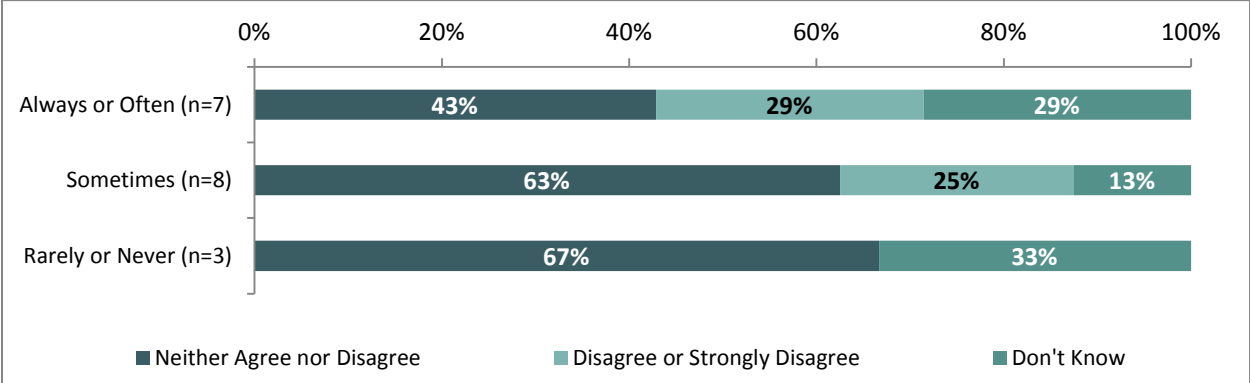


**Figure A.50: Relationship between Use of 5<sup>th</sup> Period for IAP Creation and Overall Rating of IAP as an Academic Resource**

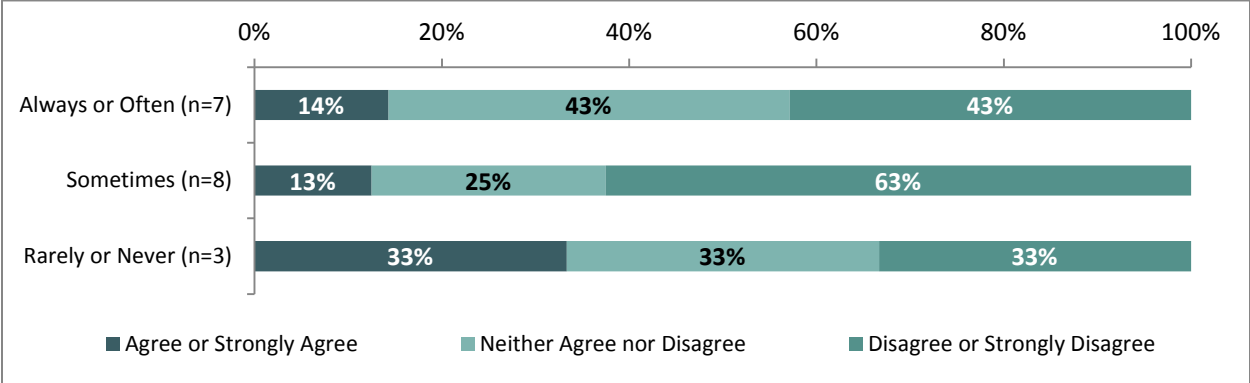


*MATHEMATICS TEACHERS*

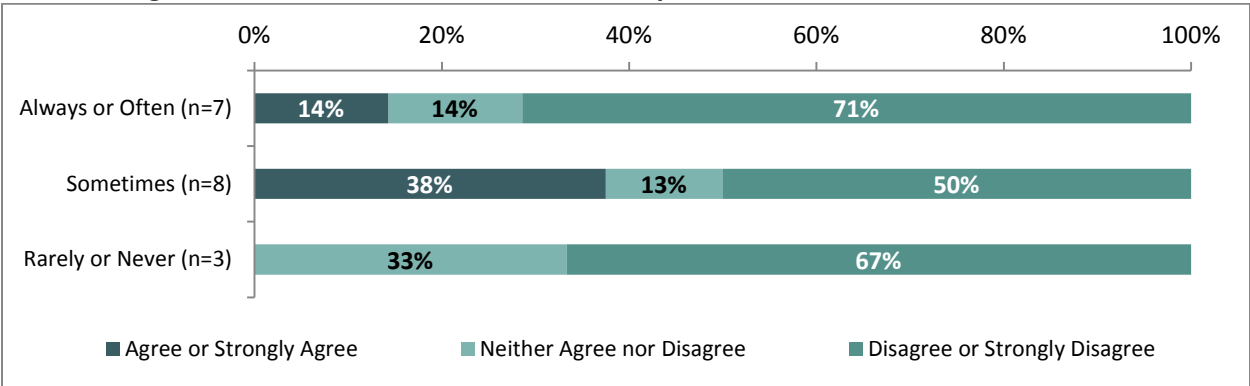
**Figure A.51: Relationship between Use of 5<sup>th</sup> Period for IAP Creation and Agreement with “IAPs helped students academically in English”**



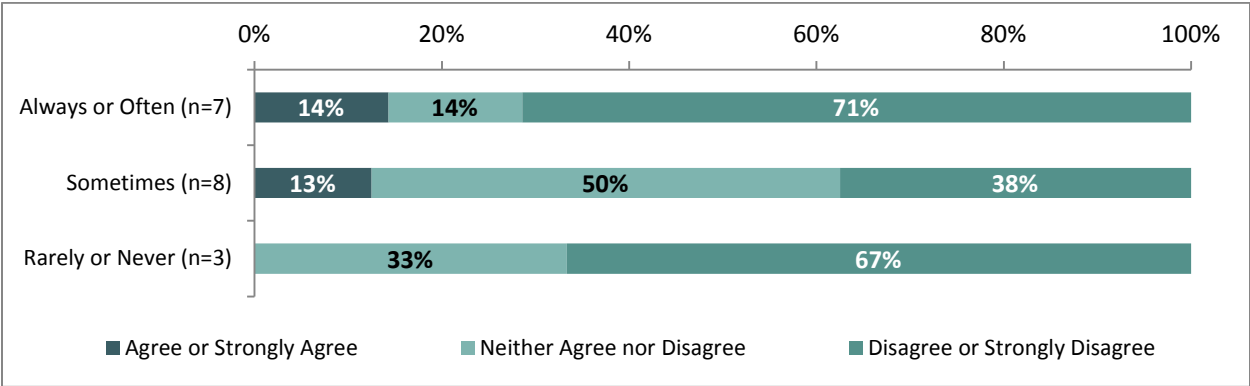
**Figure A.52: Relationship between Use of 5<sup>th</sup> Period for IAP Creation and Agreement with “IAPs helped students academically in Math”**



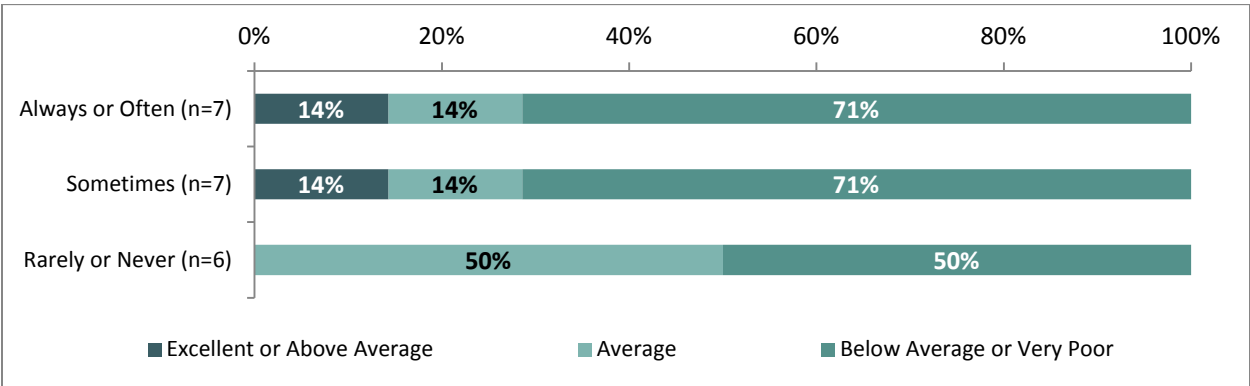
**Figure A.53: Relationship between Use of 5<sup>th</sup> Period for IAP Creation and Agreement with “I was satisfied with the process used to create student IAPs”**



**Figure A.54: Relationship between Use of 5<sup>th</sup> Period for IAP Creation and Agreement with “Overall, I was satisfied with student IAPs”**



**Figure A.55: Relationship between Use of 5<sup>th</sup> Period for IAP Creation and Overall Rating of IAP as an Academic Resource**

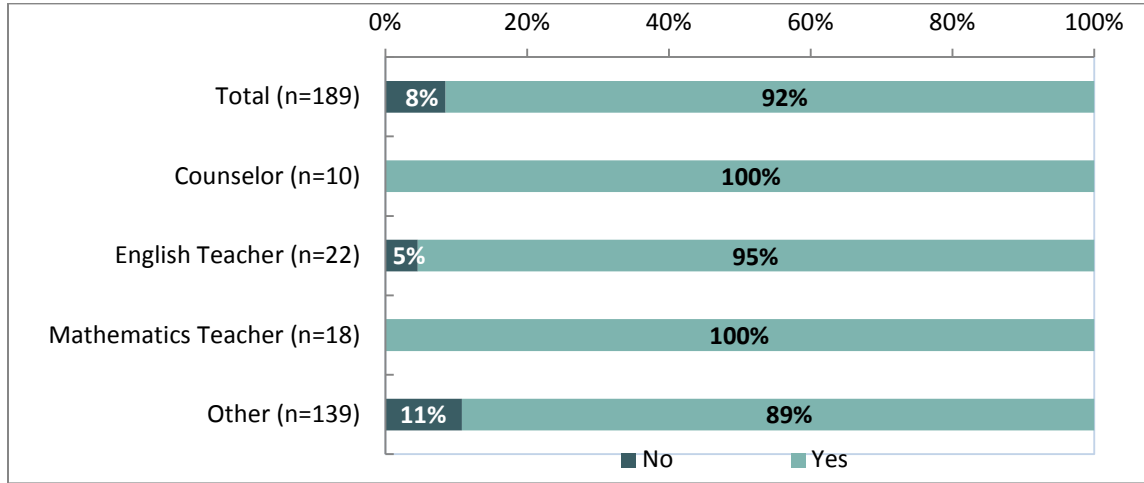




**PROFESSIONAL LEARNING PLAN (PLP)**

**Did you complete a Professional Learning Plan (PLP) during the 2011-2012 school year?**

**Figure A.56: PLP Completion Rates (by Role)**



Select your level of agreement with the following statements about your 2011-2012 PLP.

**Figure A.57: "I was able to achieve the goals set out in my PLP related to student achievement and outcomes."**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	18%	30%	38%	0%	16%
Agree	53%	40%	48%	28%	59%
Neither Agree nor Disagree	13%	20%	14%	17%	12%
Disagree	10%	0%	0%	50%	7%
Strongly Disagree	2%	10%	0%	0%	2%
Don't Know	3%	0%	0%	6%	4%
n	172	10	21	18	123

**Figure A.58: "I was able to achieve the goals set out in my PLP related to professional learning time."**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	20%	30%	29%	11%	20%
Agree	58%	40%	38%	61%	63%
Neither Agree nor Disagree	13%	30%	19%	11%	11%
Disagree	6%	0%	10%	11%	5%
Strongly Disagree	1%	0%	5%	0%	0%
Don't Know	2%	0%	0%	6%	2%
n	172	10	21	18	123

**Figure A.59: “The PLP allowed me to reflect on my understanding and professional expertise related to my content area.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	18%	30%	30%	17%	15%
Agree	50%	40%	50%	39%	52%
Neither Agree nor Disagree	19%	10%	5%	44%	19%
Disagree	9%	20%	15%	0%	9%
Strongly Disagree	3%	0%	0%	0%	4%
Don't Know	1%	0%	0%	0%	2%
n	171	10	20	18	123

**Figure A.60: “The PLP allowed me to reflect on my understanding and professional expertise related to pedagogy and instruction.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	13%	20%	19%	17%	11%
Agree	52%	20%	57%	50%	54%
Neither Agree nor Disagree	21%	20%	19%	33%	20%
Disagree	8%	10%	5%	0%	9%
Strongly Disagree	3%	10%	0%	0%	4%
Don't Know	2%	20%	0%	0%	2%
n	172	10	21	18	123

**Figure A.61: “The PLP allowed me to reflect on my understanding and professional expertise related to building relationships.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	12%	30%	14%	11%	11%
Agree	46%	20%	43%	28%	51%
Neither Agree nor Disagree	24%	50%	19%	44%	20%
Disagree	12%	0%	24%	17%	11%
Strongly Disagree	5%	0%	0%	0%	7%
Don't Know	1%	0%	0%	0%	2%
n	172	10	21	18	123

**Figure A.62: “The PLP allowed me to identify strategies to promote growth and professional learning in collaboration with administrators.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	10%	30%	10%	6%	9%
Agree	29%	20%	33%	11%	32%
Neither Agree nor Disagree	27%	40%	14%	56%	24%
Disagree	23%	10%	43%	11%	23%
Strongly Disagree	9%	0%	0%	17%	11%
Don't Know	2%	0%	0%	0%	2%
n	172	10	21	18	123

**Figure A.63: “The PLP allowed me to identify strategies to promote growth and professional learning in collaboration with instructional coaches.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	8%	10%	15%	0%	8%
Agree	34%	20%	25%	22%	39%
Neither Agree nor Disagree	27%	30%	20%	56%	24%
Disagree	19%	10%	35%	11%	19%
Strongly Disagree	9%	10%	5%	11%	9%
Don't Know	2%	20%	0%	0%	2%
n	170	10	20	18	122

**Figure A.64: “The PLP allowed me to identify strategies to promote growth and professional learning in collaboration with teachers.”**

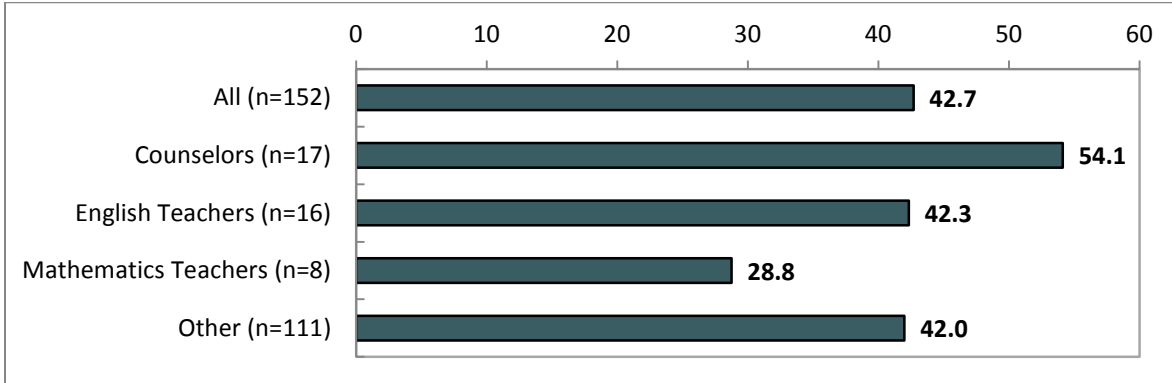
LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	17%	30%	25%	17%	14%
Agree	48%	20%	25%	33%	56%
Neither Agree nor Disagree	16%	20%	15%	39%	12%
Disagree	12%	20%	25%	11%	10%
Strongly Disagree	6%	10%	10%	0%	6%
Don't Know	1%	0%	0%	0%	2%
n	169	10	20	18	121

**Figure A.65: “Participating in collaborative learning teams gave me ideas for improving student learning.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	21%	30%	14%	28%	20%
Agree	47%	20%	62%	33%	49%
Neither Agree nor Disagree	19%	30%	14%	39%	16%
Disagree	7%	0%	10%	0%	8%
Strongly Disagree	4%	10%	0%	0%	5%
Don't Know	2%	10%	0%	0%	2%
n	170	10	21	18	121

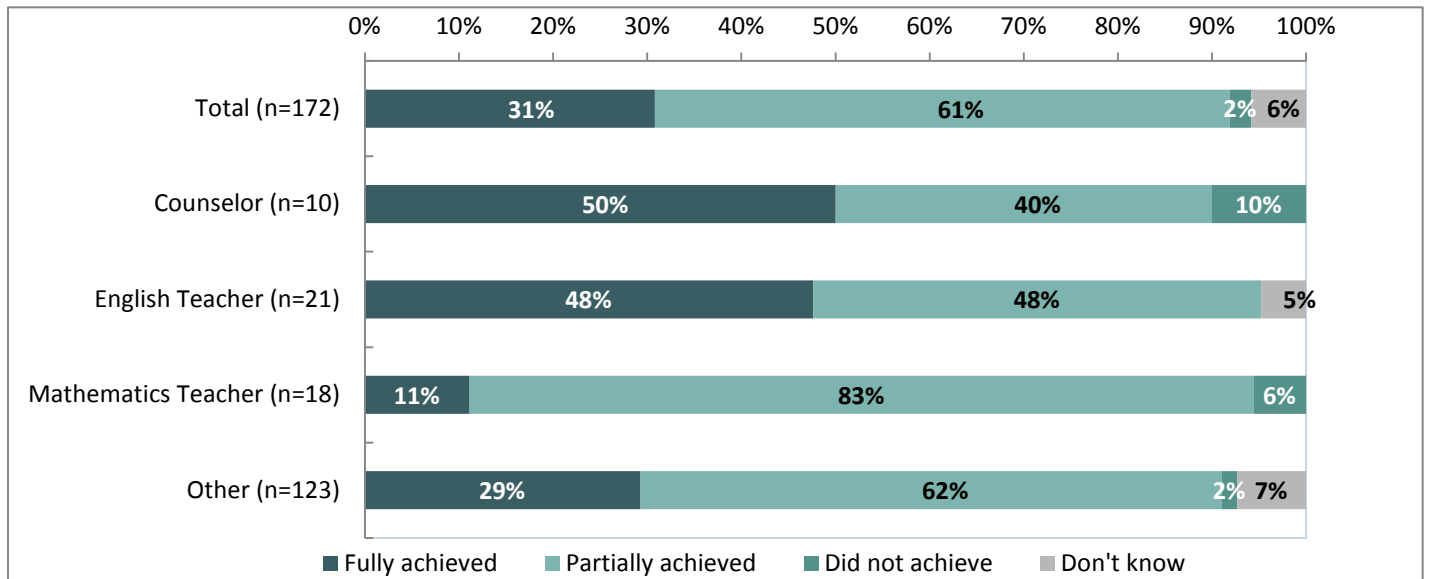
**Approximately how many hours of professional learning time did you participate in during the 2011-2012 school year?**

**Figure A.66: Average Hours of Professional Learning Time (by Role)**



**To what extent did you achieve your PLP goals for 2011-2012?**

**Figure A.67: Achievement of PLP Goals (by Role)**



**Do you have any comments to share about your Professional Learning Plan?**

Respondents provided the following feedback on PLPs:

- Supervising coaches offered valuable suggestions without making teachers feel deficient
- The data-driven component proved especially useful for teachers of courses with formal exams (e.g., Advanced Placement).

However, respondents also shared the following thoughts:

- Already motivated without formally stating goals in a PLP
- The administrative requirements associated with PLPs actually detract from the time paid to strengthening teaching practices and preparing for classroom instruction.
- Suggest that the school reduce the amount of time involved in PLP administration and documentation and increase the amount of time allocated to implementation
- Allow greater flexibility in the format and structure of PLPs
- Administrators provided little feedback or follow-up, leaving some teachers feeling that the PLPs lacked importance
- Have periodic “check-ins” during the year
- Clarify how student achievement will be measured and monitored

### STUDENT ASSESSMENT DATA

How important were the following student assessments to your understanding of student progress and achievement during the 2011-2012 school year?

**Figure A.68: Scholastic Reading Inventory (SRI)**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	21%	40%	50%	6%	17%
Moderately Important	25%	40%	18%	12%	26%
Slightly Important	12%	10%	23%	29%	8%
Not at all Important	2%	0%	5%	6%	2%
Do not Use	40%	10%	5%	47%	47%
n	182	10	22	17	133

**Figure A.69: Istation**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	2%	10%	5%	0%	2%
Moderately Important	4%	10%	0%	0%	5%
Slightly Important	10%	20%	9%	6%	10%
Not at all Important	5%	0%	9%	0%	6%
Do not Use	79%	60%	77%	94%	78%
n	182	10	22	17	133

**Figure A.70: Empower3000**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	15%	20%	29%	0%	14%
Moderately Important	13%	20%	14%	0%	14%
Slightly Important	17%	20%	29%	6%	16%
Not at all Important	7%	0%	19%	0%	6%
Do not Use	48%	40%	10%	94%	49%
n	180	10	21	17	132

**Figure A.71: Scholastic Math Inventory (SMI)**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	12%	33%	14%	6%	11%
Moderately Important	15%	11%	0%	29%	16%
Slightly Important	6%	22%	0%	35%	2%
Not at all Important	5%	0%	14%	24%	2%
Do not Use	61%	33%	73%	6%	69%
n	179	9	22	17	131

**Figure A.72: Algebra Readiness Diagnostic Test (ARDT)**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	8%	22%	14%	6%	7%
Moderately Important	11%	11%	0%	12%	13%
Slightly Important	8%	11%	0%	35%	5%
Not at all Important	6%	0%	14%	18%	3%
Do not Use	67%	56%	73%	29%	72%
n	179	9	22	17	131

**Figure A.73: Criterion-Referenced Tests**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	6%	0%	5%	0%	7%
Moderately Important	16%	13%	9%	24%	16%
Slightly Important	13%	38%	5%	41%	9%
Not at all Important	19%	0%	32%	24%	17%
Do not Use	47%	50%	50%	12%	51%
n	178	8	22	17	131

**Figure A.74: PSAT**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	10%	20%	5%	0%	11%
Moderately Important	16%	60%	23%	12%	13%
Slightly Important	7%	0%	14%	12%	5%
Not at all Important	9%	10%	23%	12%	6%
Do not Use	58%	10%	36%	65%	65%
n	183	10	22	17	134

**Figure A.75: AP Exams**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	25%	30%	23%	22%	25%
Moderately Important	9%	40%	5%	11%	7%
Slightly Important	2%	10%	0%	0%	2%
Not at all Important	4%	0%	9%	0%	4%
Do not Use	59%	20%	64%	67%	60%
n	184	10	22	18	134

**Figure A.76: SAT**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	15%	40%	9%	6%	15%
Moderately Important	11%	40%	9%	12%	9%
Slightly Important	3%	0%	5%	6%	3%
Not at all Important	4%	0%	9%	6%	3%
Do not Use	67%	20%	68%	71%	70%
n	183	10	22	17	134

**Figure A.77: ACT**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	15%	40%	9%	6%	15%
Moderately Important	9%	40%	5%	6%	8%
Slightly Important	4%	0%	5%	6%	4%
Not at all Important	4%	0%	9%	6%	3%
Do not Use	69%	20%	73%	76%	70%
n	181	10	22	17	132

**Figure A.78: Standards of Learning (SOLs)**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	40%	60%	45%	29%	39%
Moderately Important	23%	20%	23%	53%	20%
Slightly Important	12%	10%	14%	18%	11%
Not at all Important	1%	10%	0%	0%	1%
Do not Use	23%	0%	18%	0%	29%
n	183	10	22	17	134

**Figure A.79: Quarter Grades**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	56%	80%	68%	44%	54%
Moderately Important	30%	10%	32%	44%	29%
Slightly Important	6%	0%	0%	11%	7%
Not at all Important	2%	10%	0%	0%	1%
Do not Use	7%	0%	0%	0%	9%
n	184	10	22	18	134

**Figure A.80: Common Assessment**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	37%	22%	45%	56%	34%
Moderately Important	29%	11%	23%	28%	31%
Slightly Important	15%	22%	18%	17%	14%
Not at all Important	1%	0%	5%	0%	1%
Do not Use	18%	44%	9%	0%	20%
n	183	9	22	18	134

**Figure A.81: Other**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	28%	50%	38%	50%	25%
Moderately Important	9%	0%	0%	0%	11%
Slightly Important	1%	0%	0%	0%	1%
Not at all Important	0%	0%	0%	0%	0%
Do not Use	62%	50%	63%	50%	63%
n	89	2	8	4	75

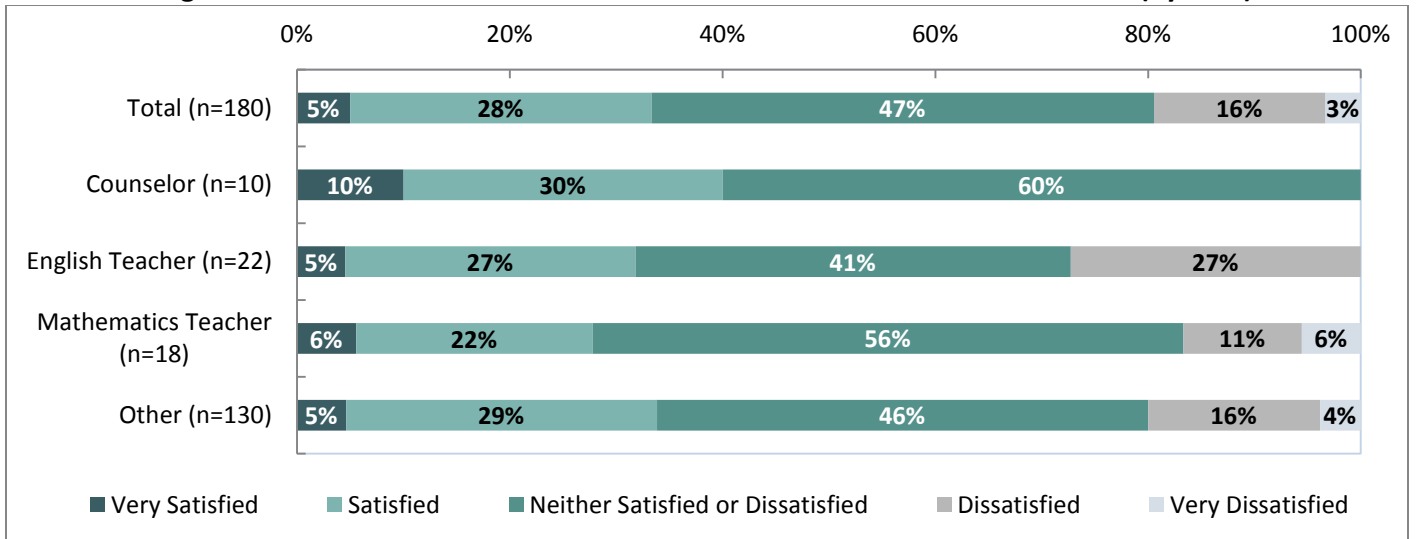


Respondents who replied “Other” cited the following alternative forms of assessment. Formative and summative assessments received the most mentions.

- Artwork
- ASVAB
- Fitness testing
- IEP data
- Laboratories
- NOCTI
- NRF customer service test
- Oral and writing
- Peer evaluation
- Performance in class
- Portfolio
- Princeton Review assessment
- Segmentation testing
- Summative and Formative assessment
- Transfer tasks
- VA competency forms
- VAAP
- WIDA scores
- WPRS and certification test
- Workplace readiness skills

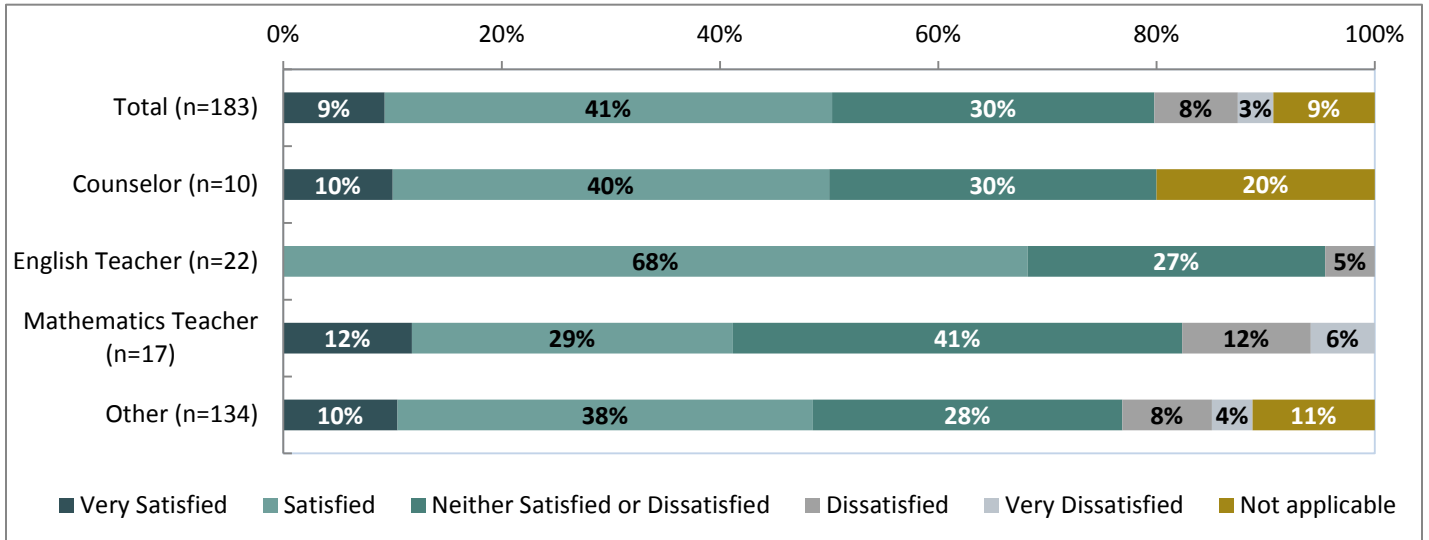
**How satisfied were you with the use of student achievement data in making school-wide instructional decisions at TC Williams?**

**Figure A.82: Satisfaction with School-wide Use of Student Achievement Data (by Role)**



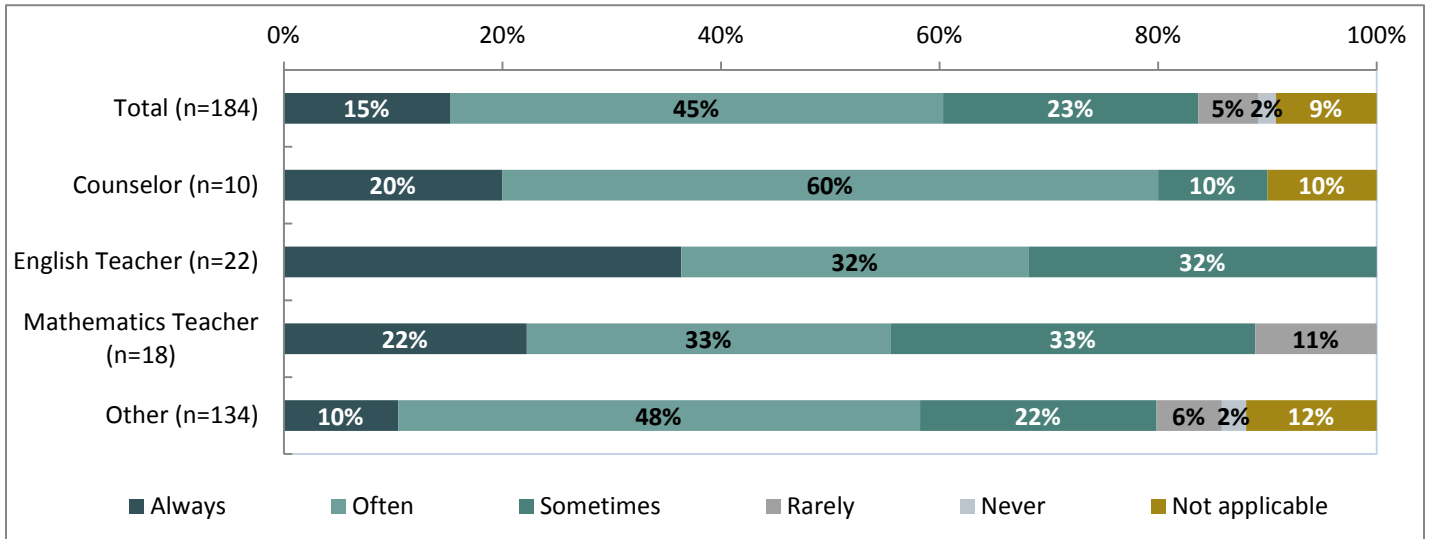
**How satisfied were you with the use of student achievement data in making instructional decisions within your department at TC Williams?**

**Figure A.83: Satisfaction with Departmental Use of Student Achievement Data (by Role)**



**How often did you utilize student achievement data in your own instructional decision-making?**

**Figure A.84: Personal Use of Student Achievement Data (by Role)**



**Do you have any comments to share about the use of student assessment data at TC Williams?**

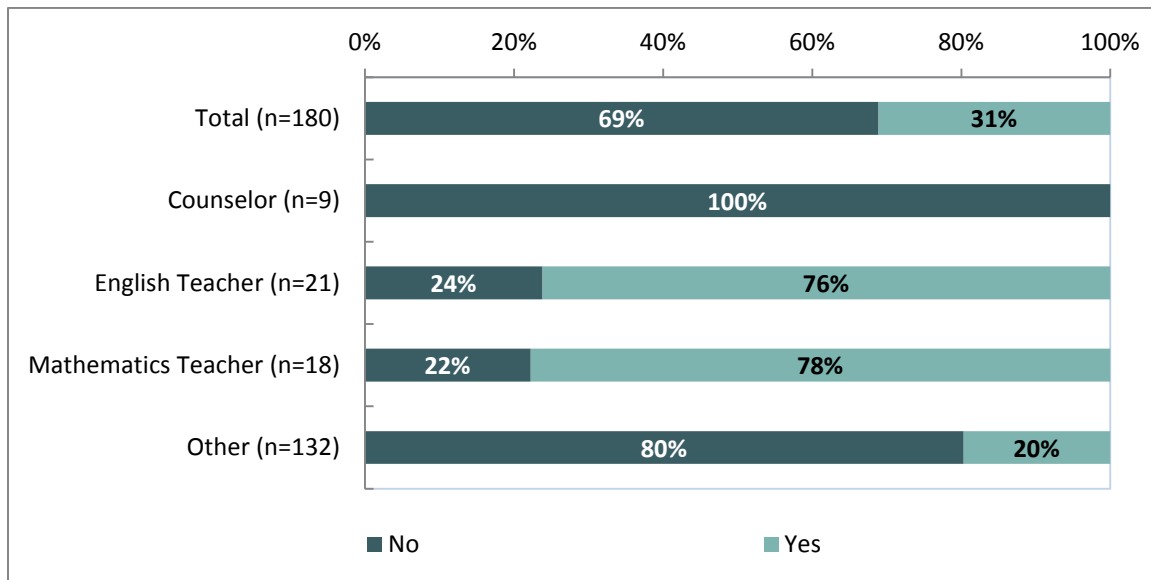
Respondents offered the following feedback in reference to student assessment data:

- Need more formative and diagnostic testing
- Tests do not always adequately measure the knowledge and skills contained in the curriculum.
- Teachers often lacked access to student data.
- Data not used effectively
- Not enough emphasis on providing feedback to students (i.e., identification of areas for improvement)
- The nature of achievement and progress vary across subjects. The school needs to acknowledge such differences.

**WRITING AND MATHEMATICS CENTERS**

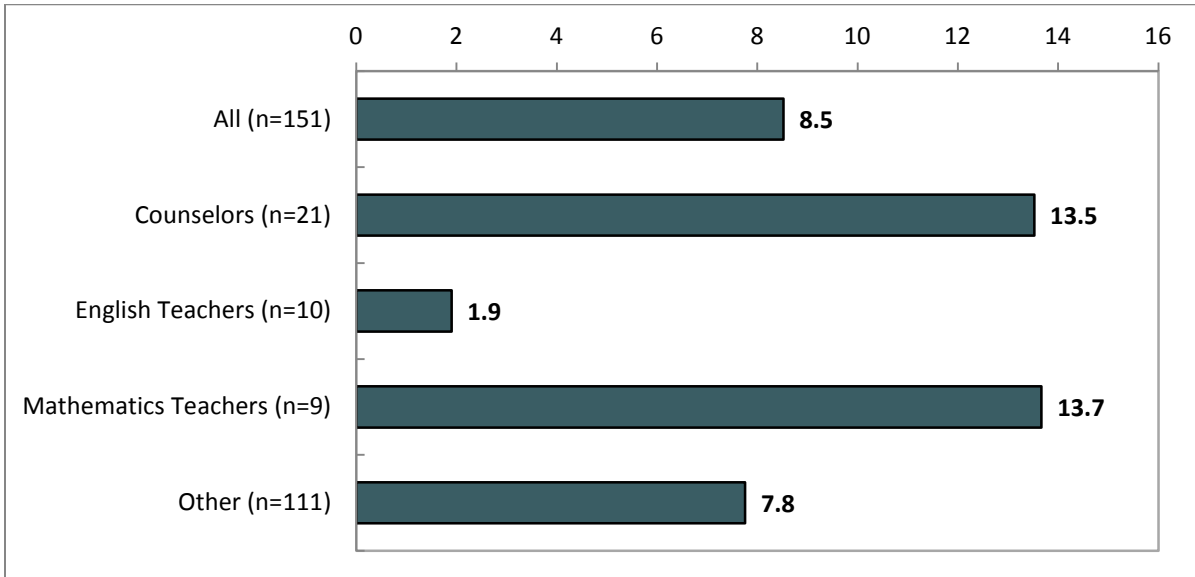
**Have you participated in the Writing and Mathematics Centers as a teacher?**

**Figure A.85: Writing and Mathematics Center Participation (by Role)**



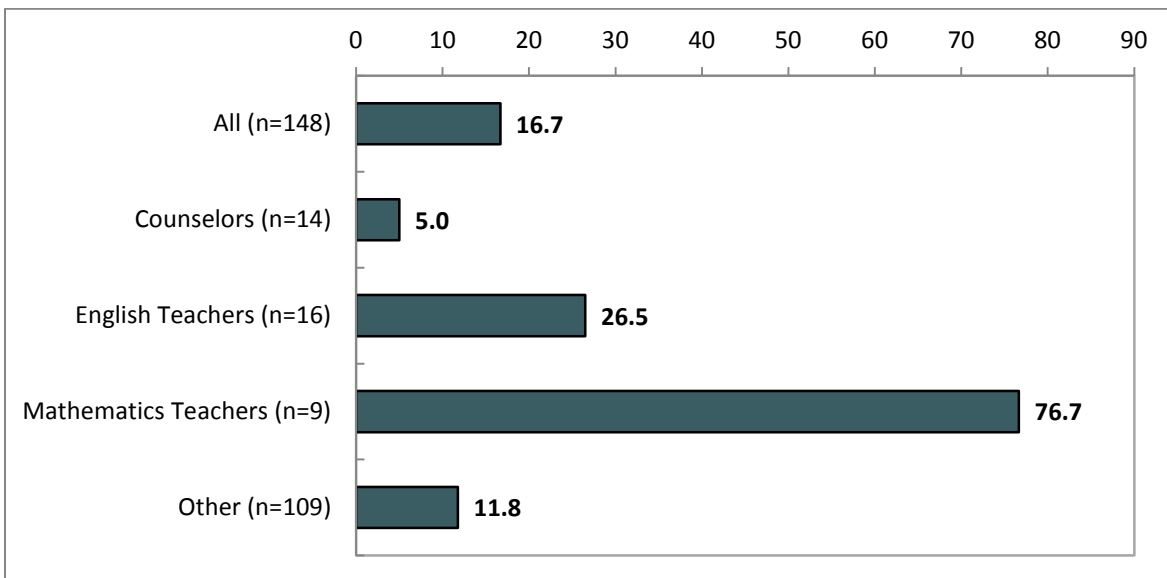
Approximately how many students did you refer to the Writing Center in the 2011-2012 school year? (If none, enter 0.)

**Figure A.86: Average Number of Students Referred to Writing Center (by Role)**



Approximately how many students did you refer to the Mathematics Center in the 2011-2012 school year? (If none, enter 0.)

**Figure A.87: Average Number of Students Referred to Mathematics Center (by Role)**



*WRITING CENTER*

Select your level of agreement with the following statements related to the Writing Center.

**Figure A.88: “The Writing Center was easily accessible to students.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	45%	44%	68%	29%	44%
Agree	35%	56%	27%	47%	33%
Neither Agree nor Disagree	5%	0%	5%	0%	6%
Disagree	2%	0%	0%	0%	2%
Strongly Disagree	0%	0%	0%	0%	0%
Don't Know	13%	0%	0%	24%	15%
n	179	9	22	17	131

**Figure A.89: “Students were able to get the help they needed from the Writing Center.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	33%	40%	55%	12%	32%
Agree	40%	60%	32%	29%	41%
Neither Agree nor Disagree	6%	0%	5%	0%	8%
Disagree	2%	0%	5%	0%	2%
Strongly Disagree	0%	0%	0%	0%	0%
Don't Know	19%	0%	5%	59%	17%
n	178	10	22	17	129

**Figure A.90: “I plan to refer students to the Writing Center during this school year.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	39%	60%	73%	6%	36%
Agree	29%	40%	27%	6%	31%
Neither Agree nor Disagree	12%	0%	0%	12%	15%
Disagree	3%	0%	0%	29%	0%
Strongly Disagree	1%	0%	0%	0%	2%
Don't Know	16%	0%	0%	47%	16%
n	178	10	22	17	129

**How familiar do you think teachers at TC Williams were with the Writing Center in 2011-2012?**

**Figure A.91: Familiarity of Teachers with Writing Center (by Role)**

FAMILIARITY	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Familiar	23%	30%	36%	31%	20%
Familiar	59%	60%	59%	63%	59%
Neither Familiar nor Unfamiliar	13%	10%	5%	6%	16%
Unfamiliar	4%	0%	0%	0%	5%
Very Unfamiliar	0%	0%	0%	0%	0%
n	179	10	22	16	131

**Overall, how would you rate the quality of the Writing Center as a resource for improving student academic success?**

**Figure A.92: Overall Rating of Writing Center (by Role)**

RATING	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Excellent	28%	40%	55%	19%	24%
Above Average	43%	50%	36%	38%	44%
Average	9%	10%	9%	0%	10%
Below Average	1%	0%	0%	0%	2%
Very Poor	0%	0%	0%	0%	0%
Unsure	19%	0%	0%	44%	20%
n	181	10	22	16	133

**Do you have any comments to share about your experience with the Writing Center?**

Respondents shared the following thoughts with respect to the Writing Center:

- An excellent resource
- Re-enforces the content taught in the classroom
- Provides valuable support to students struggling with coursework
- A safe, encouraging environment in which students feel comfortable seeking help
- Deserves more funding and personnel

At the same time, however, a few respondents noted that:

- Not enough students attend
- Many students visiting the Writing Center are already highly-motivated and high-achieving.
- Many teachers still prefer to work with their own students after school, as opposed to referring them to outside assistance.

*MATHEMATICS CENTER*

Select your level of agreement with the following statements related to the Mathematics Center.

**Figure A.93: “The Mathematics Center was easily accessible to students.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	31%	40%	23%	44%	29%
Agree	32%	60%	9%	50%	31%
Neither Agree nor Disagree	9%	0%	9%	0%	11%
Disagree	2%	0%	0%	6%	2%
Strongly Disagree	0%	0%	0%	0%	0%
Don't Know	27%	0%	59%	0%	27%
n	179	10	22	18	129

**Figure A.94: “Students were able to get the help they needed from the Mathematics Center.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	22%	30%	23%	28%	21%
Agree	33%	60%	9%	61%	31%
Neither Agree nor Disagree	11%	10%	9%	0%	13%
Disagree	2%	0%	0%	6%	2%
Strongly Disagree	0%	0%	0%	0%	0%
Don't Know	31%	0%	59%	6%	33%
n	178	10	22	18	128

**Figure A.95: “I plan to refer students to the Mathematics Center during this school year.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	23%	40%	18%	41%	20%
Agree	24%	60%	5%	35%	23%
Neither Agree nor Disagree	16%	0%	18%	12%	17%
Disagree	2%	0%	0%	0%	3%
Strongly Disagree	2%	0%	0%	0%	2%
Don't Know	33%	0%	59%	12%	34%
n	176	10	22	17	127

**How familiar do you think teachers at TC Williams were with the Mathematics Center in 2011-2012?**

**Figure A.96: Familiarity of Teachers with Mathematics Center (by Role)**

FAMILIARITY	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Familiar	21%	30%	14%	39%	19%
Familiar	52%	60%	64%	44%	50%
Neither Familiar nor Unfamiliar	19%	10%	18%	11%	21%
Unfamiliar	7%	0%	5%	6%	8%
Very Unfamiliar	1%	0%	0%	0%	2%
n	180	10	22	18	130

**Overall, how would you rate the quality of the Mathematics Center as a resource for improving student academic success?**

**Figure A.97: Overall Rating of Mathematics Center (by Role)**

RATING	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Excellent	22%	40%	23%	44%	17%
Above Average	32%	50%	23%	28%	33%
Average	11%	10%	5%	28%	10%
Below Average	1%	0%	0%	0%	2%
Very Poor	1%	0%	0%	0%	1%
Unsure	33%	0%	50%	0%	38%
n	180	10	22	18	130

**Do you have any comments to share about your experience with the Mathematics Center?**

Respondents provided the following feedback regarding the Mathematics Center:

- Another excellent resource made available to students
- Teachers appreciate the opportunity to work with and get to know students from other classes.
- Applaud the inclusion of peer tutoring

Yet, respondents also commented that:

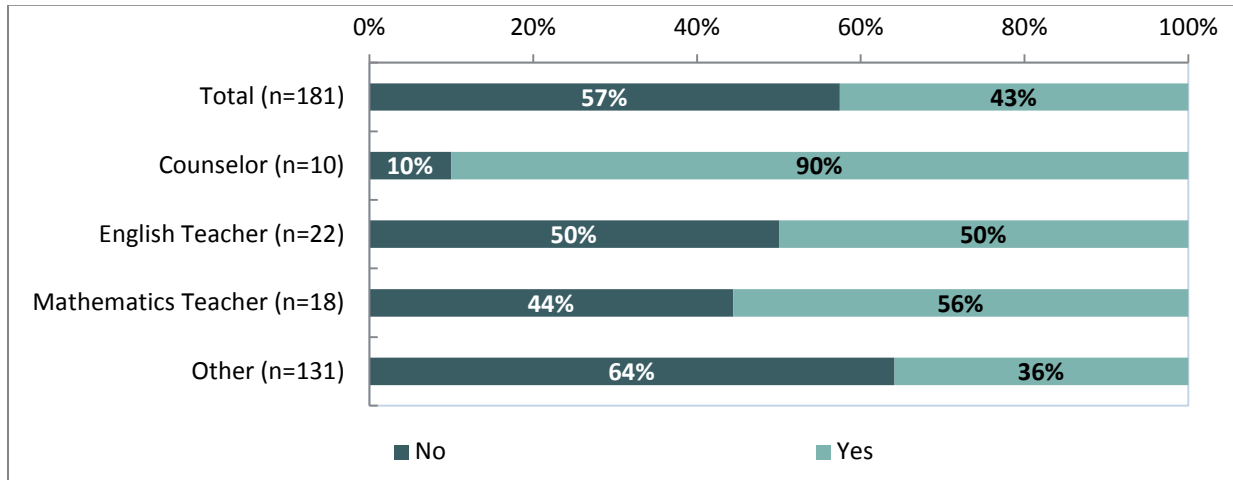
- Not enough students attend
- Needs to remain open after school to accommodate students unable to visit during lunch period
- The Mathematics Center needs teachers capable of working with disabled or special education students.



**BRAINFUZE**

**Did any of your students use the online tutoring program Brainfuse in the 2011-2012 school year?**

**Figure A.98: Student Use of Brainfuse (by Role)**



**How likely are you to recommend Brainfuse to your students in the current school year?**

**Figure A.99: Likelihood of Recommending Brainfuse (by Role)**

LIKELIHOOD	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Likely	29%	60%	14%	50%	26%
Somewhat Likely	21%	30%	29%	17%	20%
Slightly Likely	10%	0%	24%	6%	9%
Not Likely	17%	10%	19%	22%	17%
Not Applicable	22%	0%	14%	6%	28%
n	179	10	21	18	130

**Overall, how would you rate the quality of Brainfuse as a resource for improving student academic success?**

**Figure A.100: Overall Rating of Brainfuse (by Role)**

RATING	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Excellent	11%	30%	5%	11%	11%
Above Average	26%	40%	18%	22%	26%
Average	13%	10%	27%	22%	10%
Below Average	1%	0%	5%	0%	1%
Very Poor	1%	10%	0%	0%	1%
Unsure	47%	10%	45%	44%	51%
n	179	10	22	18	129

**On average, how frequently did your students utilize Brainfuse during the 2011-2012 school year?**

**Figure A.101: Frequency of Student Brainfuse Use (by Role)**

FREQUENCY	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Once a month or less	11%	0%	30%	10%	9%
2-3 times per month	23%	11%	30%	10%	27%
About once a week	18%	0%	0%	60%	16%
2-3 times per week	9%	22%	0%	10%	9%
4-5 times per week	1%	0%	0%	0%	2%
Every day	3%	22%	0%	0%	0%
Unsure	35%	44%	40%	10%	38%
n	74	9	10	10	45

**In your opinion, how important was Brainfuse to the academic success of your students in the 2011-2012 school year?**

**Figure A.102: Importance of Brainfuse (by Role)**

IMPORTANCE	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Very Important	11%	11%	0%	11%	13%
Important	28%	44%	18%	11%	31%
Moderately Important	47%	44%	45%	67%	44%
Of Little Importance	14%	0%	36%	11%	11%
Unimportant	0%	0%	0%	0%	0%
n	74	9	11	9	45

**Do you have any comments to share about your experience with Brainfuse?**

Respondents offered the following thoughts in relation to Brainfuse:

- A useful resource for students who need assistance outside of the school day
- Excellent feedback from students with respect to the help received from Brainfuse tutors
- Encourage wider usage
- Provide brief sessions demonstrating the resource to students

**TITAN TIME**

The following questions only applied to staff members who worked on TC Williams’ main King Street campus in 2011-2012.

Please indicate your level of agreement with the following statements about Titan Time.

**Figure A.103: “Titan Time provided me with an opportunity to connect with students.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	13%	20%	0%	7%	16%
Agree	40%	30%	37%	53%	40%
Neither Agree nor Disagree	13%	40%	11%	13%	10%
Disagree	14%	10%	5%	13%	16%
Strongly Disagree	13%	0%	42%	13%	9%
Don't Know	7%	0%	5%	0%	9%
n	149	10	19	15	105

**Figure A.104: “Titan Time provided students with an opportunity to get tutoring on a regular basis.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	13%	11%	0%	0%	17%
Agree	39%	33%	37%	58%	38%
Neither Agree nor Disagree	14%	22%	16%	25%	12%
Disagree	13%	0%	16%	17%	13%
Strongly Disagree	10%	0%	21%	0%	10%
Don't Know	11%	33%	11%	0%	11%
n	144	9	19	12	104

What do you think the most valuable aspects of Titan Time were for students? (Select top three)

**Figure A.105: Most Valuable Aspects of Titan Time (by Role)**

ASPECT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Time for academic remediation	29%	28%	35%	35%	27%
Time for personal enrichment	12%	20%	9%	3%	13%
Time for students to interact with other students	9%	4%	0%	6%	12%
Time to obtain tutoring on a regular basis	22%	16%	21%	32%	21%
Time for students to connect with teachers and other school staff	18%	28%	18%	21%	16%
Other	4%	4%	6%	0%	5%
No Value	5%	0%	12%	3%	5%
n	318	25	34	34	225

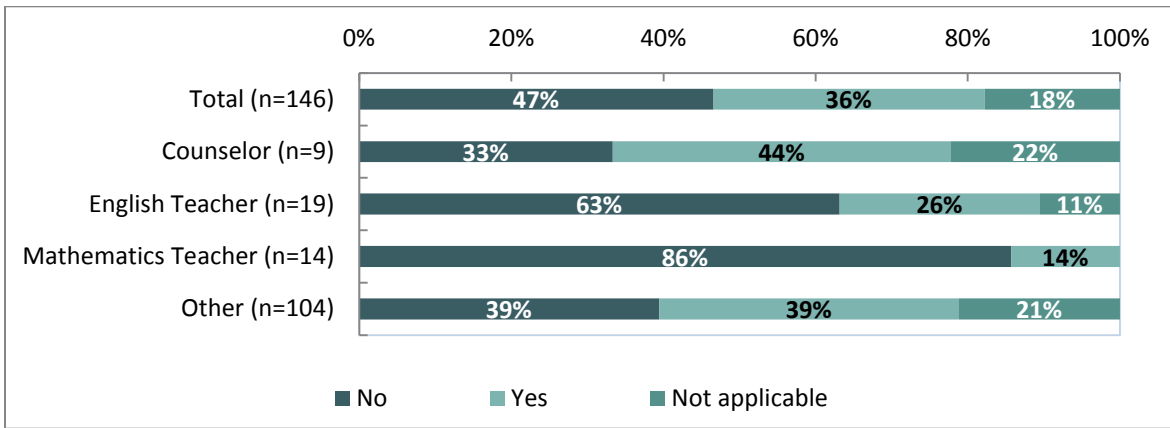
Overall, how would you rate the quality of Titan Time as a resource for improving student academic success?

Figure A.106: Overall Rating of Titan Time (by Role)

RATING	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Excellent	8%	0%	5%	7%	9%
Above Average	25%	30%	11%	13%	28%
Average	31%	30%	37%	47%	27%
Below Average	13%	10%	16%	7%	13%
Very Poor	12%	0%	26%	13%	10%
Unsure	12%	30%	5%	13%	11%
n	150	10	19	15	106

Were you satisfied with the way Titan Time assignments were made?

Figure A.107: Satisfaction with Titan Time Assignment Process (by Role)



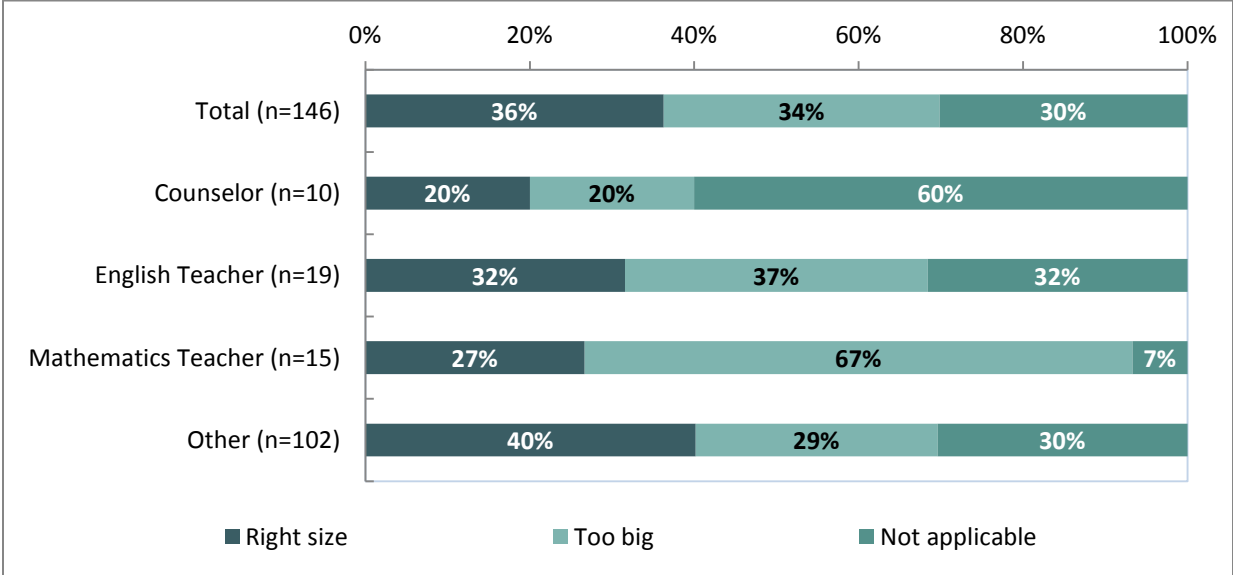
How often were you able to work with the students you recommended for Titan Time?

Figure A.108: Frequency of Working with Recommended Students (by Role)

FREQUENCY	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Always	6%	0%	16%	0%	6%
Often	18%	11%	16%	27%	18%
Sometimes	23%	22%	26%	60%	17%
Rarely	18%	0%	21%	13%	20%
Never	4%	0%	11%	0%	4%
Not applicable	30%	67%	11%	0%	35%
n	146	9	19	15	103

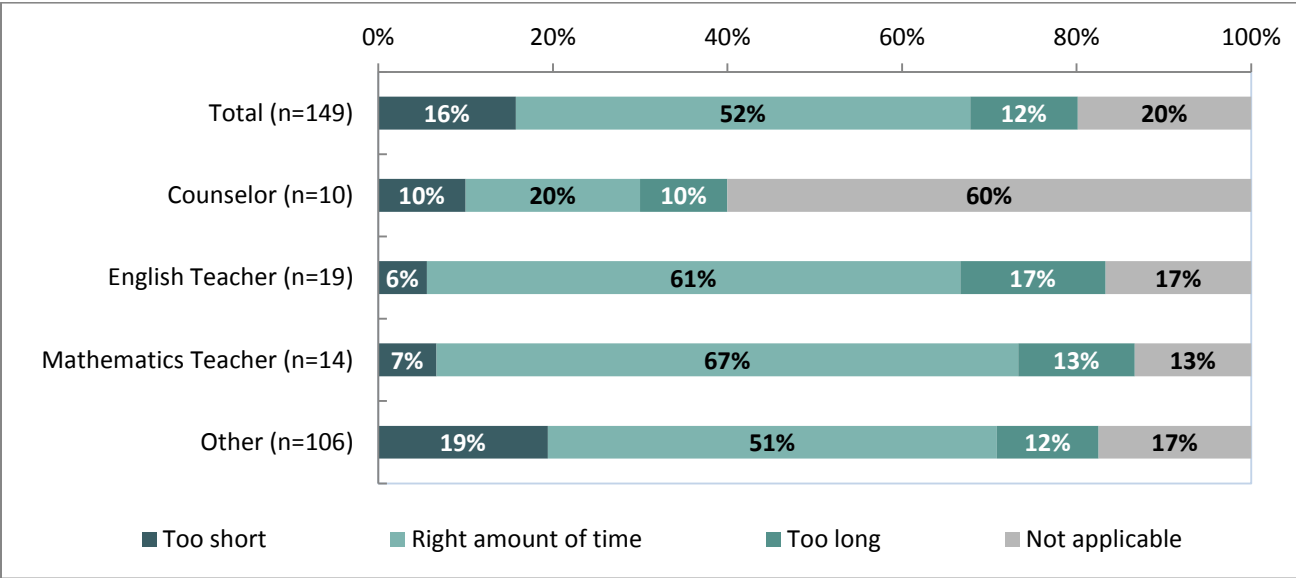
**What is your opinion on the size of Titan Time classes during the 2011-2012 school year?**

**Figure A.109: Opinion on Size of Titan Time Classes (by Role)**



**What is your opinion on the length of Titan Time during the 2011-2012 school year?**

**Figure A.110: Opinion on Length of Titan Time (by Role)**



**Do you have any comments to share about your experience with Titan Time?**

Respondents made the following comments regarding Titan Time:

- Titan Time represents an excellent idea.
- The program creates opportunities for students to receive much-needed assistance.
- Titan Time succeeds when students arrive motivated to participate and learn.

At the same time, however, respondents made the following criticisms and offered the following suggestions for improvement:

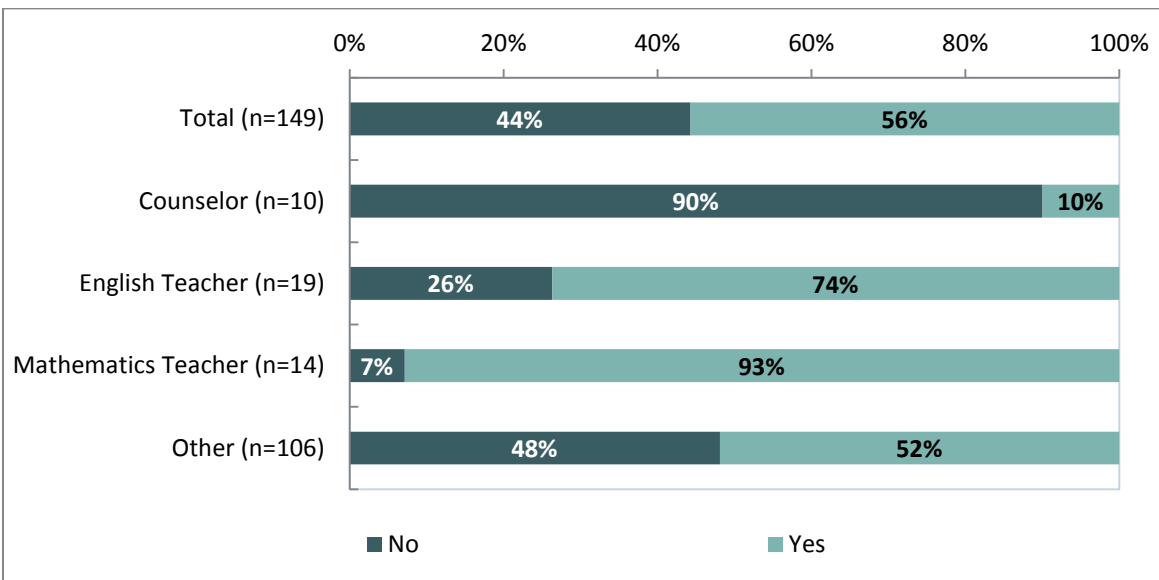
- The school needs to make attendance mandatory.
- Titan Time cuts into valuable class time.
- Many classes proved too large and unwieldy.
- Teachers spent too much time addressing disciplinary and behavioral problems, as students failed to take the sessions seriously.
- Administrators need to seek teachers’ input when making assignments
- Teachers prefer to work with their own students.

**TITAN UP**

The following questions only applied to staff members who worked on TC Williams’ main King Street campus in 2011-2012.

**Did you provide tutoring to students through the Titan Up program during the 2011-2012 school year?**

**Figure A.111: Titan Up Participation (by Role)**



**Overall, how would you rate the quality of Titan Up as a resource for improving student academic success?**

**Figure A.112: Overall Rating of Titan Up (by Role)**

RATING	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Excellent	7%	10%	0%	7%	8%
Above Average	24%	10%	26%	13%	26%
Average	32%	40%	26%	47%	30%
Below Average	16%	20%	32%	13%	14%
Very Poor	5%	0%	0%	13%	5%
Unsure	16%	20%	16%	7%	17%
n	147	10	19	15	103

**Do you have any comments to share about your experience with Titan Up?**

Respondents shared the following thoughts with respect to Titan Up:

- Effective when taken seriously by students

However, respondents also voiced criticisms and made the following recommendations for improvement:

- Make expectations clearer
- Enforce attendance
- Make teachers from all subject areas available to students
- Enable teachers to work with their own students
- Proper remediation requires longer sessions
- Decrease class sizes

## TITAN CHOICE

The following questions only applied to staff members who worked on TC Williams’ main King Street campus in 2011-2012.

In what capacity did you participate in Titan Choice? (Select all that apply)

**Figure A.113: Nature of Participation in Titan Choice (by Role)**

PARTICIPATION	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Providing remediation	14%	0%	25%	25%	12%
Overseeing Titan Choice activity	22%	10%	20%	13%	25%
Meeting individually with students	15%	30%	10%	6%	16%
Other	8%	10%	5%	6%	9%
Did not participate	40%	50%	40%	50%	38%
n	163	10	20	16	117

Overall, how would you rate the quality of Titan Choice as a resource for improving student academic success?

**Figure A.114: Overall Rating of Titan Choice (by Role)**

RATING	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Excellent	6%	0%	5%	0%	8%
Above Average	21%	20%	21%	13%	22%
Average	22%	30%	16%	27%	22%
Below Average	7%	0%	11%	7%	8%
Very Poor	7%	10%	11%	0%	7%
Unsure	36%	40%	37%	53%	34%
n	148	10	19	15	104

Do you have any comments to share about your experience with Titan Choice?

Respondents made the following comments in reference to Titan Choice:

- Students truly enjoyed Titan Choice.
- Titan Choice allowed students to relax.
- Teachers and staff felt that the activities helped to create bonds with students.
- Expand the activities available to students
- Include academic options



**ADVISORY AT MINNIE HOWARD**

The following questions only applied to staff members who worked on TC Williams’ Minnie Howard campus in 2011-2012.

Please indicate your level of agreement with the following statements about the Advisory program during the 2011-2012 school year.

**Figure A.115: “Advisory provided students with an opportunity to connect with an adult they can trust.”**

LEVEL OF AGREEMENT	TOTAL
Strongly Agree	28%
Agree	34%
Neither Agree nor Disagree	14%
Disagree	10%
Strongly Disagree	10%
Don't Know	3%
n	29

**Figure A.116: “Advisory provided students with an opportunity to get tutoring on a regular basis.”**

LEVEL OF AGREEMENT	TOTAL
Strongly Agree	17%
Agree	38%
Neither Agree nor Disagree	14%
Disagree	10%
Strongly Disagree	17%
Don't Know	3%
n	29

**Figure A.117: “During Advisory, students had the freedom to pursue their own interests.”**

LEVEL OF AGREEMENT	TOTAL
Strongly Agree	7%
Agree	41%
Neither Agree nor Disagree	7%
Disagree	21%
Strongly Disagree	21%
Don't Know	3%
n	29

What do you think the most valuable aspects of Advisory for students were? (Select top three)

**Figure A.118: Most Valuable Aspects of Advisory**

ASPECT	TOTAL
Time for academic remediation	20%
Time for personal enrichment	13%
Time to interact with peers	22%
Time to obtain tutoring on a regular basis	7%
Time for students to connect with teachers and other school staff	32%
Other	0%
No Value	7%
n	60

Overall, how would you rate the quality of Advisory as a resource for improving student academic success?

**Figure A.119: Overall Rating of Advisory**

RATING	TOTAL
Excellent	10%
Above Average	31%
Average	31%
Below Average	3%
Very Poor	7%
Unsure	17%
n	29

Do you have any comments to share about your experience with Advisory?

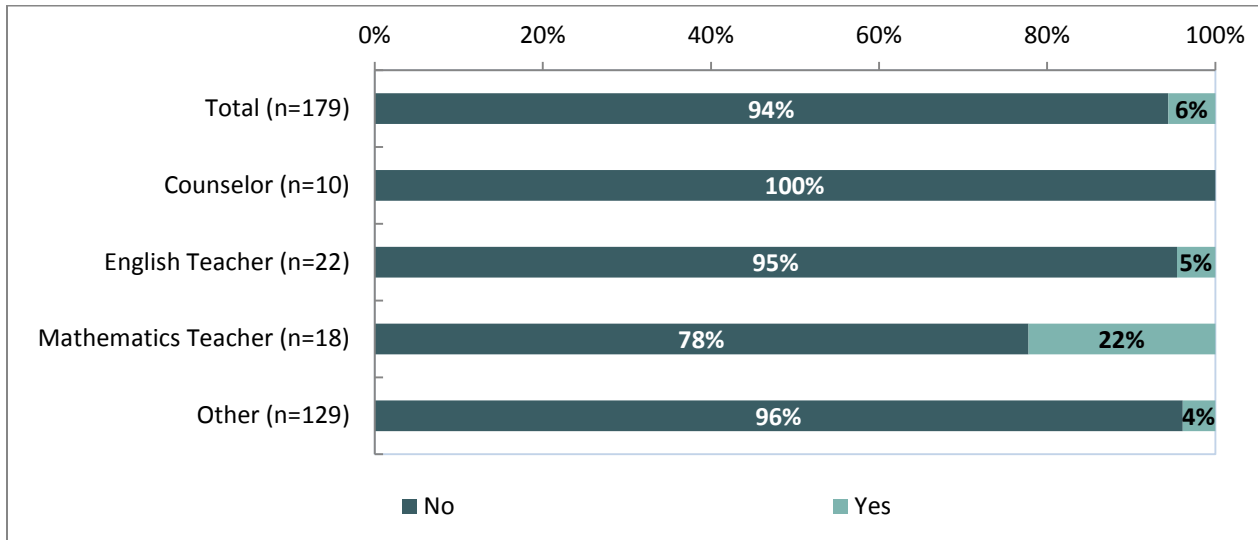
Respondents shared the following comments:

- Chaotic and not well structured
- Not enough time to accomplish anything substantive
- Many students spent the period in transit to the King Street campus.
- Most useful when students received SOL remediation

## 8<sup>TH</sup> PERIOD

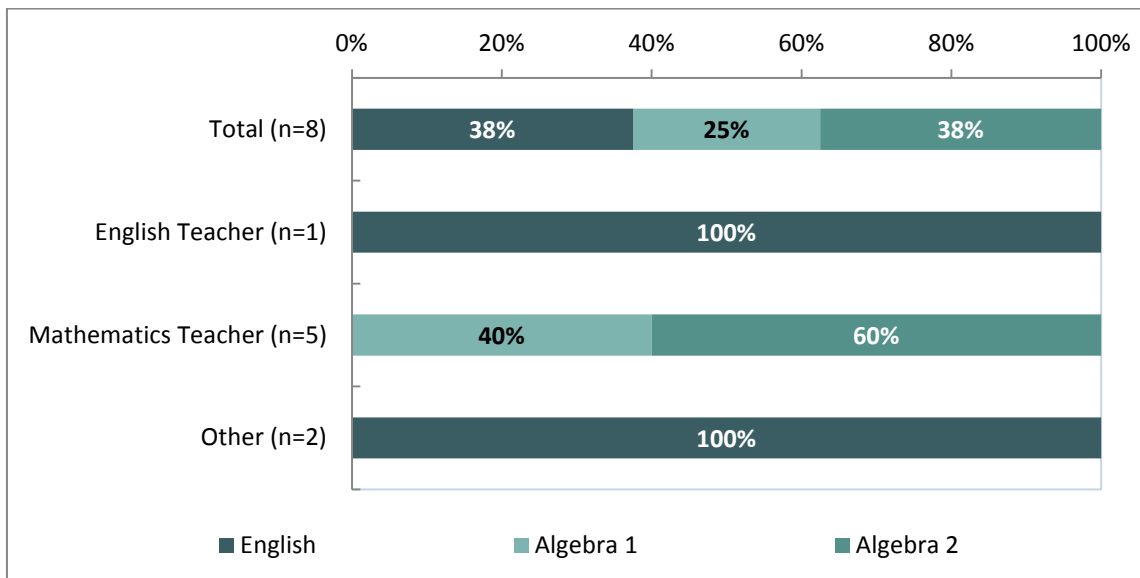
Did you participate as a tutor in any 8<sup>th</sup> Period academic enrichment classes during the 2011-2012 school year?

Figure A.120: 8<sup>th</sup> Period Participation (by Role)



Which 8<sup>th</sup> Period courses did you participate in?

Figure A.121: 8<sup>th</sup> Period Courses (by Role)



Overall, how would you rate the quality of 8<sup>th</sup> Period as a resource for improving student academic success?

**Figure A.122: Overall Rating of 8<sup>th</sup> Period (by Role)**

RATING	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Excellent	2%	0%	0%	12%	2%
Above Average	5%	13%	5%	6%	4%
Average	6%	25%	5%	0%	6%
Below Average	5%	13%	5%	6%	5%
Very Poor	4%	13%	5%	0%	3%
Unsure	78%	38%	81%	76%	80%
n	170	8	21	17	124

Do you have any comments to share about your experience with 8<sup>th</sup> Period?

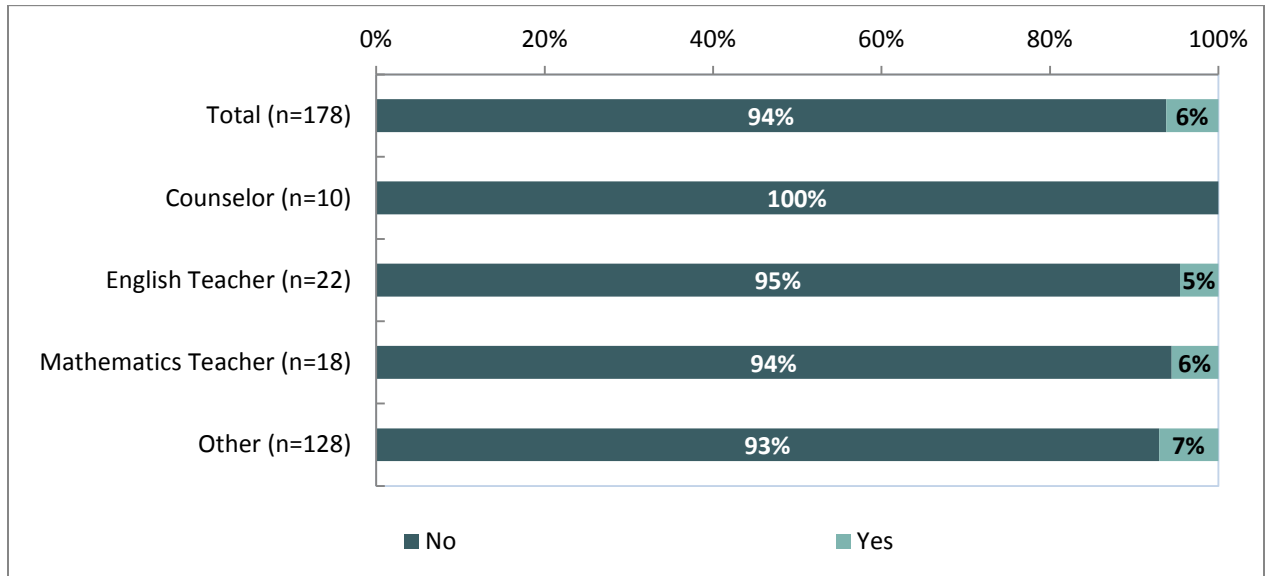
Respondents shared the following comments:

- Students did not “buy into” the program.
- Poor student attendance
- Make student attendance mandatory

**SATURDAY LEARNING ACADEMY**

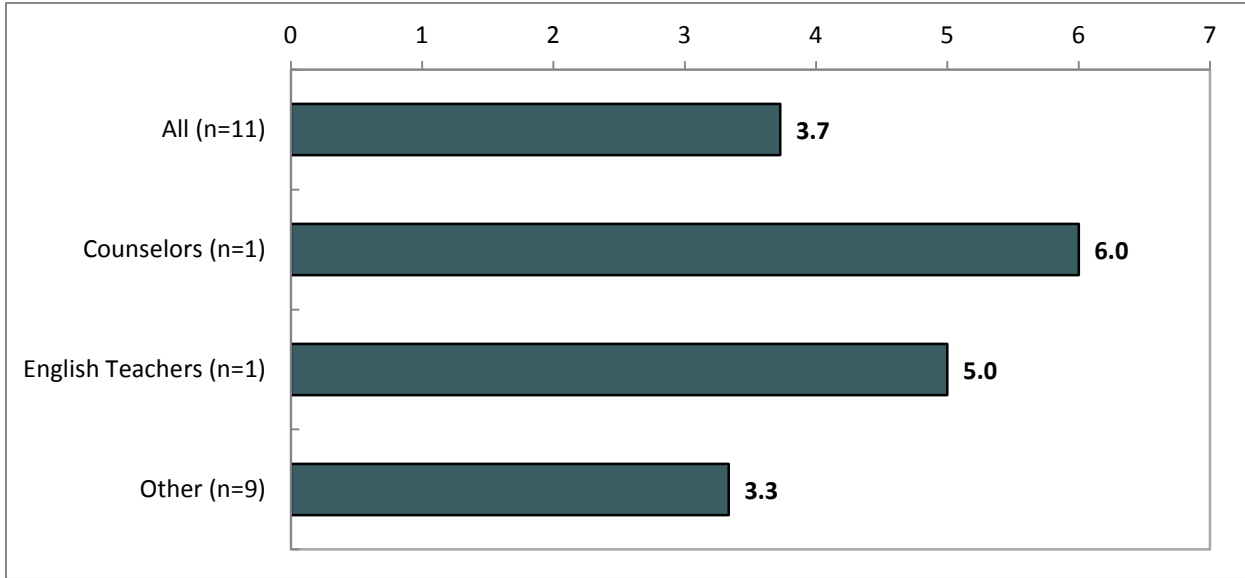
Did you teach in any Saturday Learning Academy Sessions in the 2011-2012 school year?

**Figure A.123: Participation in Saturday Learning Academy (by Role)**



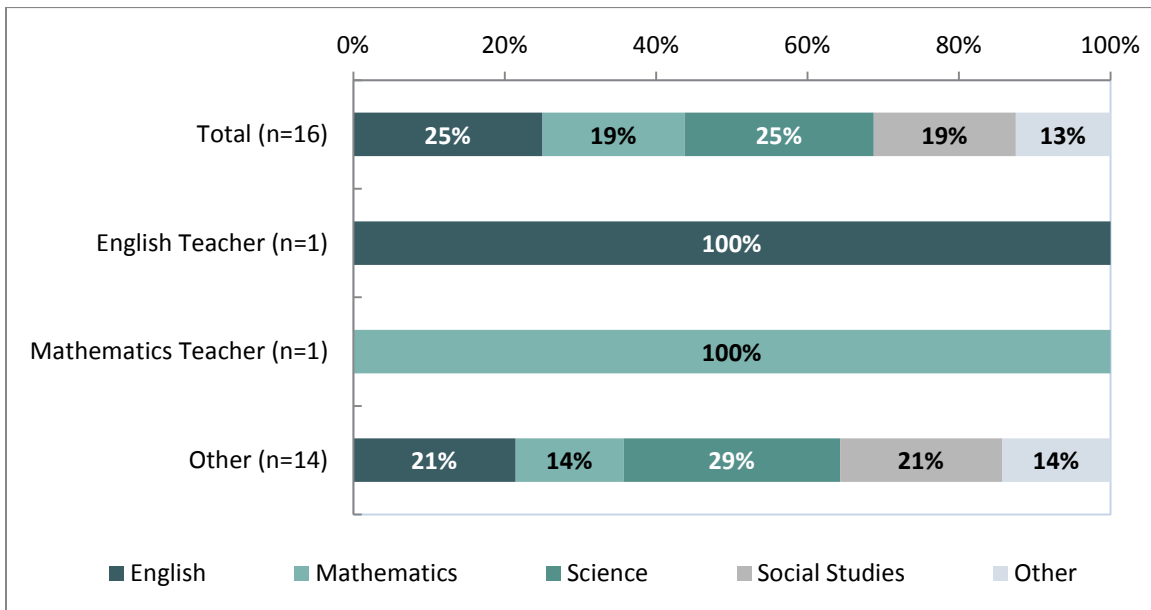
**How many Saturday Learning Academy sessions did you participate in during the 2011-2012 school year?**

**Figure A.124: Average Number of Saturday Learning Academy Sessions (by Role)**



**What subject area(s) did you teach for the Saturday Learning Academy? (Select all that apply)**

**Figure A.125: Saturday Learning Academy Subjects (by Role)**



**Overall, how would you rate the quality of Saturday Learning Academy as a resource for improving student academic success?**

**Figure A.126: Overall Rating of Saturday Learning Academy (by Role)**

RATING	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Excellent	2%	0%	0%	6%	2%
Above Average	9%	33%	0%	17%	8%
Average	11%	22%	19%	6%	10%
Below Average	5%	0%	5%	6%	6%
Very Poor	1%	0%	5%	0%	0%
Unsure	71%	44%	71%	67%	74%
n	170	9	21	18	122

**Do you have any comments to share about your experience with the Saturday Learning Academy?**

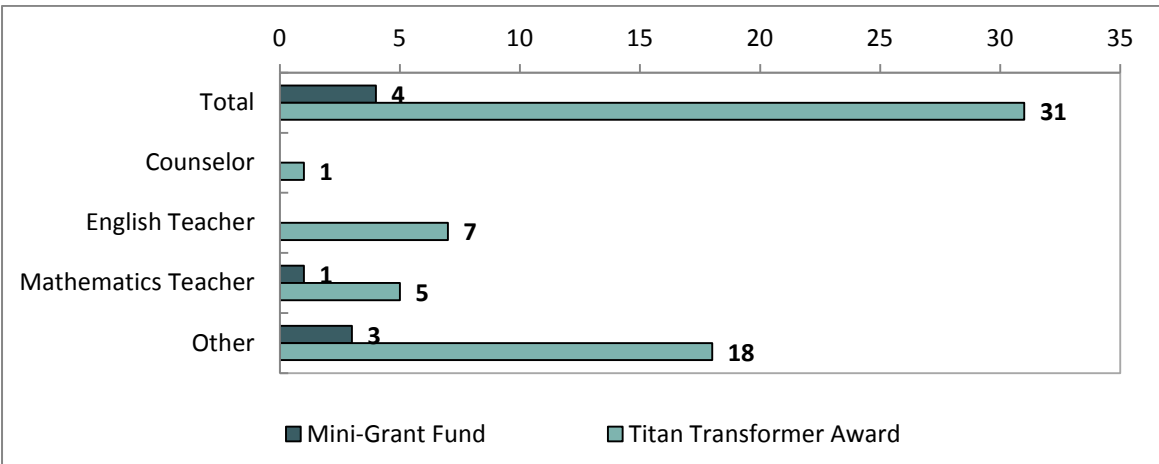
Respondents shared the following comments:

- Poor student attendance
- Make attendance mandatory
- More focused on discipline than remediation
- Distinguish between students attending for disciplinary and academic reasons
- Make the sessions more formal with better-defined objectives

**STAFF RECOGNITIONS**

**Did you receive any of the following recognitions during the 2011-2012 school year? (Select all that apply)**

**Figure A.127: Staff Recognitions (by Role)**



**Please briefly describe how you used the Mini-Grant Funds and any outcomes.**

Respondents used Mini-Grants in the following ways:

- Acquire books (e.g., Advanced Placement study guides for students unable to afford such resources)
- Purchase clothing and equipment for after-school dance club
- Field trip to see a math play (“Eureka”)

**Please rate your level of agreement with the following statements related to the Mini-Grants and Titan Transformer Awards.**

**Figure A.128: “The process for awarding Mini-Grants was transparent.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	5%	0%	9%	0%	5%
Agree	23%	10%	14%	33%	24%
Neither Agree nor Disagree	22%	50%	23%	22%	20%
Disagree	13%	20%	14%	6%	13%
Strongly Disagree	7%	0%	9%	0%	9%
Don't Know	30%	20%	32%	39%	30%
n	175	10	22	18	125

**Figure A.129: “The process for awarding Mini-Grants was fair.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	6%	0%	9%	0%	7%
Agree	19%	10%	5%	28%	21%
Neither Agree nor Disagree	23%	40%	36%	22%	20%
Disagree	5%	10%	5%	0%	5%
Strongly Disagree	7%	10%	5%	0%	8%
Don't Know	40%	30%	41%	50%	39%
n	175	10	22	18	125

**Figure A.130: “Mini-Grants serve as a strong incentive for me to be more innovative in the future.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	8%	0%	18%	6%	7%
Agree	23%	0%	5%	17%	29%
Neither Agree nor Disagree	26%	60%	27%	28%	23%
Disagree	12%	10%	18%	17%	10%
Strongly Disagree	6%	10%	5%	0%	7%
Don't Know	25%	20%	27%	33%	23%
n	175	10	22	18	125

**Figure A.131: “Mini-Grant recipients have shared their acquired skills and knowledge with others at TCW.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	5%	0%	5%	6%	5%
Agree	12%	10%	5%	0%	15%
Neither Agree nor Disagree	22%	30%	14%	39%	21%
Disagree	17%	30%	27%	11%	14%
Strongly Disagree	9%	0%	14%	6%	9%
Don't Know	36%	30%	36%	39%	36%
n	175	10	22	18	125

**Figure A.132: “The process for awarding Titan Transformer Awards was transparent.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	3%	0%	5%	6%	3%
Agree	15%	0%	14%	17%	16%
Neither Agree nor Disagree	19%	30%	14%	22%	19%
Disagree	16%	40%	18%	22%	13%
Strongly Disagree	26%	30%	41%	6%	26%
Don't Know	21%	0%	9%	28%	23%
n	174	10	22	18	124

**Figure A.133: “The process for awarding Titan Transformer Awards was fair.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	5%	0%	9%	6%	4%
Agree	14%	0%	14%	22%	14%
Neither Agree nor Disagree	22%	40%	23%	22%	20%
Disagree	12%	10%	18%	6%	12%
Strongly Disagree	20%	40%	18%	11%	21%
Don't Know	27%	10%	18%	33%	29%
n	176	10	22	18	126

**Figure A.134: “The Titan Transformer Award serves as a strong incentive for me to help TCW fulfill the transformation process.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	6%	20%	5%	6%	6%
Agree	17%	0%	27%	11%	18%
Neither Agree nor Disagree	26%	20%	23%	33%	26%
Disagree	16%	20%	27%	28%	12%
Strongly Disagree	17%	30%	14%	11%	18%
Don't Know	17%	10%	5%	11%	20%
n	173	10	22	18	123



**Do you have any suggestions for improving the Mini-Grant Awards?**

Respondents offered the following suggestions:

- Increase the publicity, as many staff lacked awareness
- Make the criteria for the awards clear and more widely known
- To increase fairness, increase the transparency of the selection process
- Applicants who did not receive awards request an explanation, in order to improve their applications for the next cycle

**Do you have any suggestions for improving the Titan Transformer Awards?**

The suggestions provided echoed many of the thoughts expressed in the context of the Mini-Grant Awards. In particular, respondents offered the following suggestions for the Titan Transformer Awards:

- Educate staff with respect to the selection process and the criteria for allocating awards
- The process appears subjective (i.e., a “popularity contest”) as opposed to based on objective criteria
- Increase transparency
- Provide more in-depth discussion of what the honorees did to warrant recognition
- Make the awards more inclusive and provide greater recognition to teachers of non-core courses, support staff, and administrators

### TC WILLIAMS SCHOOL CULTURE

Select your level of agreement with the following statements about TC Williams during the 2011-2012 school year.

**Figure A.135: “TCW offered an environment that supported student achievement.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	20%	20%	18%	17%	20%
Agree	59%	70%	59%	50%	59%
Neither Agree nor Disagree	14%	10%	18%	11%	14%
Disagree	6%	0%	5%	22%	4%
Strongly Disagree	1%	0%	0%	0%	1%
Not Applicable	1%	0%	0%	0%	2%
n	178	10	22	18	128

**Figure A.136: “Students were prepared to deal with issues and problems that they may face in the future.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	7%	0%	5%	12%	7%
Agree	36%	60%	32%	24%	37%
Neither Agree nor Disagree	26%	40%	14%	18%	28%
Disagree	22%	0%	36%	35%	19%
Strongly Disagree	6%	0%	14%	12%	5%
Not Applicable	3%	0%	0%	0%	4%
n	176	10	22	17	127

**Figure A.137: “Teachers used a variety of strategies and activities to help students learn the standards.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	27%	20%	32%	22%	27%
Agree	64%	50%	68%	72%	63%
Neither Agree nor Disagree	4%	10%	0%	6%	4%
Disagree	1%	0%	0%	0%	1%
Strongly Disagree	1%	0%	0%	0%	1%
Not Applicable	4%	20%	0%	0%	4%
n	178	10	22	18	128

**Figure A.138: “Academic coursework was engaging.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	11%	10%	18%	11%	10%
Agree	67%	50%	82%	72%	65%
Neither Agree nor Disagree	15%	20%	0%	11%	18%
Disagree	2%	0%	0%	6%	2%
Strongly Disagree	0%	0%	0%	0%	0%
Not Applicable	4%	20%	0%	0%	5%
n	178	10	22	18	128

**Figure A.139: “The grading process was fair.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	11%	0%	18%	11%	11%
Agree	46%	40%	55%	50%	44%
Neither Agree nor Disagree	17%	60%	9%	11%	16%
Disagree	15%	0%	9%	22%	16%
Strongly Disagree	7%	0%	9%	6%	8%
Not Applicable	3%	0%	0%	0%	5%
n	178	10	22	18	128

**Figure A.140: “Teachers had high expectations for students.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	19%	0%	9%	17%	22%
Agree	57%	70%	77%	61%	52%
Neither Agree nor Disagree	16%	30%	9%	11%	16%
Disagree	7%	0%	5%	11%	8%
Strongly Disagree	0%	0%	0%	0%	0%
Not Applicable	2%	0%	0%	0%	2%
n	178	10	22	18	128

**Figure A.141: “Teachers motivated students to succeed in the classroom.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	15%	0%	18%	6%	16%
Agree	62%	60%	73%	67%	60%
Neither Agree nor Disagree	17%	40%	9%	11%	17%
Disagree	4%	0%	0%	17%	4%
Strongly Disagree	0%	0%	0%	0%	0%
Not Applicable	2%	0%	0%	0%	2%
n	178	10	22	18	128

**Figure A.142: “School staff had a caring attitude toward students.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	35%	30%	36%	28%	37%
Agree	54%	60%	59%	67%	52%
Neither Agree nor Disagree	6%	10%	0%	6%	6%
Disagree	4%	0%	5%	0%	5%
Strongly Disagree	0%	0%	0%	0%	0%
Not Applicable	1%	0%	0%	0%	1%
n	178	10	22	18	128

**Figure A.143: “School administrators were accessible to students if they had a problem.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	21%	10%	36%	22%	19%
Agree	52%	70%	45%	61%	50%
Neither Agree nor Disagree	14%	20%	0%	11%	16%
Disagree	10%	0%	14%	0%	12%
Strongly Disagree	2%	0%	5%	6%	2%
Not Applicable	1%	0%	0%	0%	2%
n	178	10	22	18	128

**Figure A.144: “All students and staff at TCW were treated with respect.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	13%	0%	14%	22%	13%
Agree	43%	40%	41%	39%	44%
Neither Agree nor Disagree	18%	20%	14%	11%	19%
Disagree	19%	40%	18%	17%	17%
Strongly Disagree	6%	0%	14%	11%	5%
Not Applicable	2%	0%	0%	0%	2%
n	177	10	22	18	127

**Figure A.145: “Students felt safe at TCW.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	15%	30%	10%	12%	15%
Agree	64%	60%	62%	71%	64%
Neither Agree nor Disagree	14%	10%	24%	6%	14%
Disagree	5%	0%	5%	6%	5%
Strongly Disagree	1%	0%	0%	6%	1%
Not Applicable	1%	0%	0%	0%	1%
n	176	10	21	17	128

**Figure A.146: “Bullying problems were handled effectively.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	12%	10%	5%	11%	14%
Agree	37%	60%	52%	33%	34%
Neither Agree nor Disagree	33%	30%	33%	33%	33%
Disagree	10%	0%	5%	11%	12%
Strongly Disagree	3%	0%	0%	0%	4%
Not Applicable	5%	0%	5%	11%	4%
n	177	10	21	18	128

**Figure A.147: “School administrators listened to my suggestions and recommendations.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	13%	22%	5%	11%	14%
Agree	33%	44%	55%	17%	30%
Neither Agree nor Disagree	25%	22%	9%	44%	25%
Disagree	13%	0%	14%	6%	14%
Strongly Disagree	9%	11%	9%	11%	9%
Not Applicable	7%	0%	9%	11%	7%
n	175	9	22	18	126

**Figure A.148: “Students were provided with opportunities to get tutoring when they needed extra help.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	42%	50%	45%	39%	41%
Agree	53%	50%	45%	61%	54%
Neither Agree nor Disagree	4%	0%	5%	0%	5%
Disagree	1%	0%	5%	0%	0%
Strongly Disagree	0%	0%	0%	0%	0%
Not Applicable	1%	0%	0%	0%	1%
n	177	10	22	18	127

Select your level of agreement with the following statements.

**Figure A.149: “I provided students with extra help outside of regular class time.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	64%	60%	73%	78%	61%
Agree	25%	10%	27%	22%	26%
Neither Agree nor Disagree	1%	0%	0%	0%	1%
Disagree	1%	0%	0%	0%	1%
Strongly Disagree	0%	0%	0%	0%	0%
Not Applicable	10%	30%	0%	0%	12%
n	178	10	22	18	128

**Figure A.150: “I was provided with enough teaching materials and supplies.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	31%	20%	23%	50%	31%
Agree	30%	10%	36%	50%	28%
Neither Agree nor Disagree	9%	0%	18%	0%	10%
Disagree	11%	0%	14%	0%	13%
Strongly Disagree	3%	0%	9%	0%	3%
Not Applicable	15%	70%	0%	0%	15%
n	179	10	22	18	129

**Figure A.151: “I was satisfied with the learning environment at TC Williams.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	18%	20%	18%	11%	19%
Agree	44%	60%	32%	56%	43%
Neither Agree nor Disagree	17%	10%	27%	11%	16%
Disagree	16%	0%	23%	17%	16%
Strongly Disagree	1%	0%	0%	6%	1%
Not Applicable	4%	10%	0%	0%	5%
n	179	10	22	18	129

**Figure A.152: “I was supported by the Instructional Coaches at the school.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	15%	10%	23%	11%	15%
Agree	37%	10%	50%	28%	38%
Neither Agree nor Disagree	19%	10%	18%	17%	20%
Disagree	10%	0%	9%	17%	9%
Strongly Disagree	6%	10%	0%	22%	4%
Not Applicable	15%	60%	0%	6%	15%
n	178	10	22	18	128

**Figure A.153: “I was aware of the school’s mission and goals.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	37%	33%	41%	17%	39%
Agree	53%	44%	55%	67%	52%
Neither Agree nor Disagree	6%	22%	5%	6%	5%
Disagree	3%	0%	0%	6%	3%
Strongly Disagree	1%	0%	0%	6%	0%
Not Applicable	1%	0%	0%	0%	2%
n	178	9	22	18	129

**Figure A.154: “I had a strong understanding of the TCW Transformation Process.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	28%	30%	32%	11%	30%
Agree	42%	30%	32%	50%	44%
Neither Agree nor Disagree	16%	30%	23%	6%	16%
Disagree	10%	10%	14%	22%	8%
Strongly Disagree	2%	0%	0%	11%	1%
Not Applicable	2%	0%	0%	0%	2%
n	178	10	22	18	128

**Figure A.155: “I had a strong understanding of my role within the TCW Transformation Process.”**

LEVEL OF AGREEMENT	ROLE				
	TOTAL	COUNSELOR	ENGLISH TEACHER	MATHEMATICS TEACHER	OTHER
Strongly Agree	30%	30%	36%	17%	31%
Agree	38%	40%	32%	44%	38%
Neither Agree nor Disagree	19%	30%	23%	6%	19%
Disagree	11%	0%	9%	22%	10%
Strongly Disagree	2%	0%	0%	11%	1%
Not Applicable	1%	0%	0%	0%	2%
n	178	10	22	18	128

**What is your overall impression of the Transformation Process at TC Williams?**

Respondents characterized the positive aspects of the Transformation Process as follows:

- Rewarding, though difficult and painful at various times
- Progress definitely made
- Better discipline and school climate
- Improvements in student attitude and performance
- Created opportunities to explore different approaches to teaching and serving students
- School benefited from additional resources in terms of personnel and programs

Yet, respondents also noted some criticisms of the Transformation process and made suggestions as follows:

- Much work remains
- Need to accept that change takes time
- Difficult to get students with poor attendance and behavior to achieve
- Achievement gap between high-income and low-income students persists
- Too many initiatives
- TC needs to concentrate resources and efforts on a few key interventions
- Too much classroom time lost to various forms of testing
- Too much emphasis on the SOLs

- Most teachers and staff already worked hard and committed themselves to student success. To such personnel, the transformation process often feels punitive.
- The process appears disjointed and lacks a coherent vision.

**What do you believe have been the most successful aspects of the Transformation Process at TC Williams?**

Among the most successful components of the Transformation Process, respondents cited the following:

- Improved discipline
- Data-driven decision-making
- Additional teachers
- Teacher collaboration
- Reduced caseloads for counselors
- More academic supports for students (e.g., Writing and Mathematics Centers)
- Encouragement of teachers and staff connecting with students
- Shared goal of student success
- Re-organization of school administration (e.g., grade-level deans)
- Principal Maxey's enthusiasm and dedication

**Do you have any suggestions for improvements at TC Williams?**

Some of the most frequently-stated suggestions for improvement included the following items:

- Greater transparency
- Better communication at all levels
- Listen to alternative viewpoints and dissenting voices
- Give teachers and students more of an active role in the Transformation Process
- Focus on the school's primary mission: instruction
- Smaller class sizes
- Encourage and reward innovation
- Increase funding of academic supports for students
- Focus efforts on a few targeted interventions (i.e., quality as opposed to quantity)
- More effective use of student data
- Better enforcement of attendance policies
- Continue to strengthen disciplinary policies



# APPENDIX B: TC WILLIAMS STUDENT SURVEY RESULTS

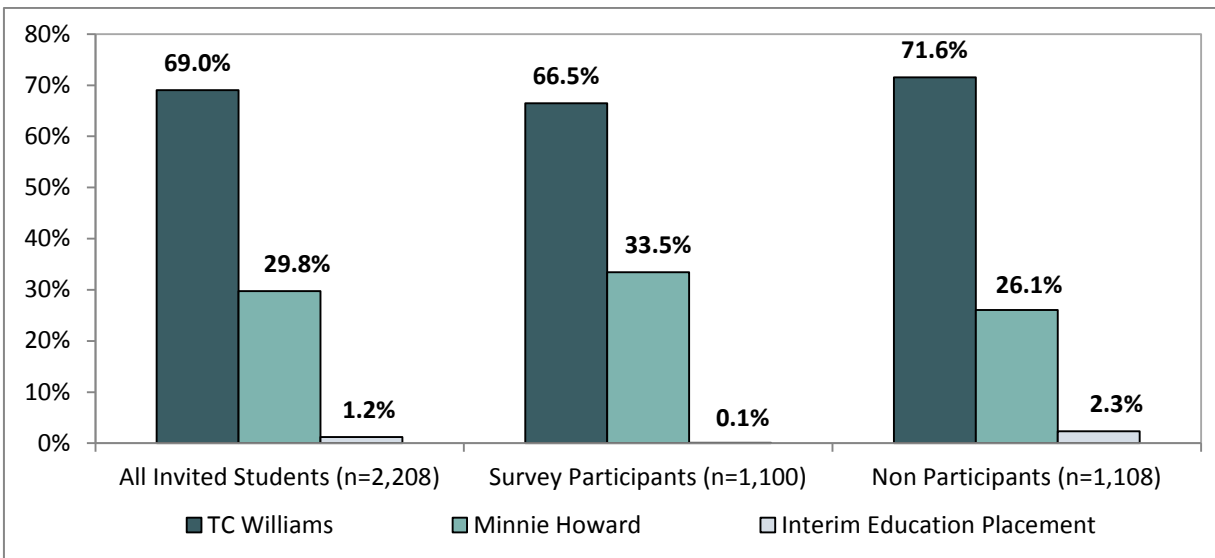
## METHODOLOGY

On September 18, 2012, Hanover Research invited all currently-enrolled students who also attended the school in 2011-2012 to complete the following survey online. The population of survey participants did not include the graduating class of 2011-2012 (i.e., students who attended TC Williams last year and subsequently graduated). Students were informed of the survey’s availability through a letter of invitation sent to each student’s school e-mail address. To facilitate participation, the school provided students with time to complete the survey during an Advisory Period on the morning of September 18, 2012. At various times during the following week, TC Williams staff made several announcements reminding students of the survey’s continued availability. Hanover Research also sent reminders on September 20, 2012 and September 25, 2012 to any students who had not completed the survey during the initial Advisory Period. Out of a total of 2,210 students invited, Hanover Research received complete or partial responses from 1,100 persons, a response rate of roughly 49.8 percent. Of the 1,100 respondents, 1,028 (or 93.5 percent) completed the entire survey. The remaining 72 (6.6 percent) only answered some of the questions.

## DEMOGRAPHICS

As seen in Figure B.1, relative to the total population of invited students, a slightly higher share of survey participants attended Minnie Howard last year. Accordingly, students who either attended the main King Street campus or had an interim education placement accounted for somewhat lower percentages of actual survey respondents.

**Figure B.1: Survey Participation and School Attended in 2011-2012**



As seen in the following table, compared to the total population of invited students, survey participants included higher percentages of last year’s 9<sup>th</sup> and 11<sup>th</sup> grade students and lower shares of 10<sup>th</sup> and (subsequently retained) 12<sup>th</sup> grade students, though these differences are relatively small.

**Figure B.2: Survey Participation and 2011-2012 Grade Level**

GRADE	ALL INVITED STUDENTS	SURVEY PARTICIPANTS	NON PARTICIPANTS
8	0.4%	0.0%	0.7%
9	34.6%	34.8%	34.3%
10	34.1%	32.5%	35.7%
11	30.4%	32.6%	28.2%
12	0.5%	0.0%	1.0%
n	2,205	1,100	1,105

Figure B.3 illustrates the fact that, despite accounting for 49.4 percent of invited students, **females actually represented 51 percent of survey respondents** (a 1.6 percent difference).

**Figure B.3: Survey Participation and Gender**

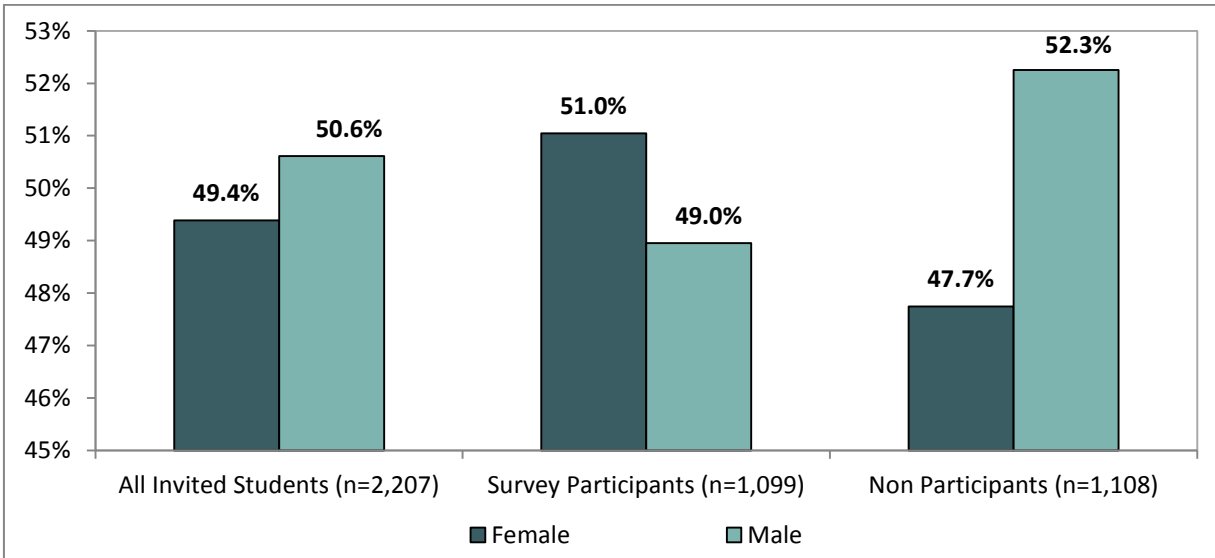


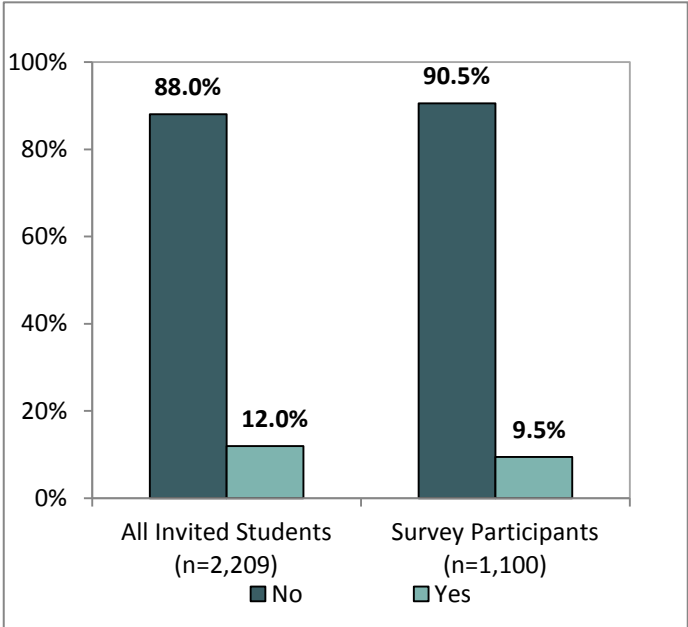
Figure B.4 reveals the extent to which survey participants differed from the total population of invited students with respect to ethnicity. **Overall, survey participants included a slightly higher share of Asian and white students.** Asian students accounted for 6.6 percent of participants, whereas white students represented 27.5 percent—increases of 1.3 percent and 5 percent, respectively, in comparison to the two groups’ population shares. In contrast, **black and Hispanic students were slightly underrepresented among survey participants.** Black students submitted 35.2 percent of all responses, and Hispanic students supplied 26.6 percent—decreases of 2.3 percent and 4.7 percent, respectively, relative to the two groups’ population shares.

**Figure B.4: Survey Participation and Ethnicity**

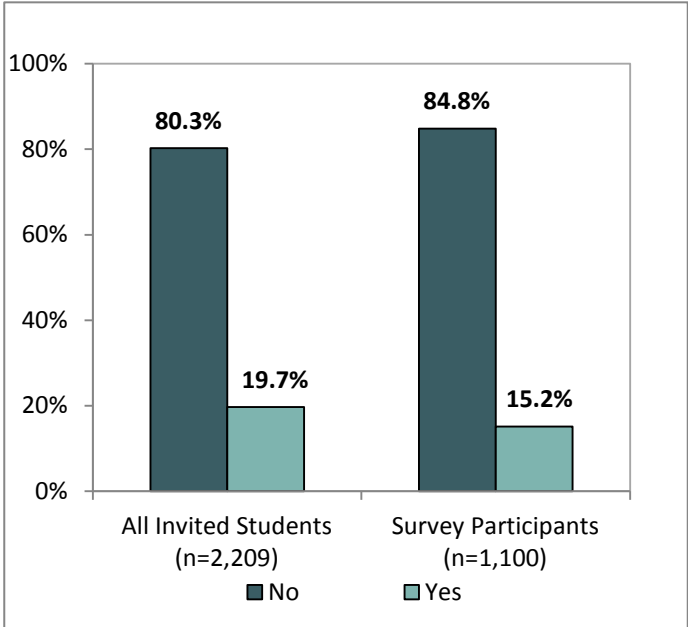
ETHNICITY	ALL INVITED STUDENTS	SURVEY PARTICIPANTS	NON PARTICIPANTS
American Indian	0.5%	0.5%	0.5%
Asian	5.3%	6.6%	4.0%
Black	37.5%	35.2%	39.8%
Native Hawaiian	0.5%	0.7%	0.3%
Hispanic	31.3%	26.6%	36.0%
White	22.5%	27.5%	17.6%
Other	2.4%	2.7%	2.0%
n	2,209	1,100	1,109

Figures B.5 and B.6 indicate that **survey participants also included lower concentrations of both special education students and students with limited proficiency in English (LEP).** Although 12 percent of all invited students, special education students submitted less than 10 percent of all survey responses. An even wider gap between population and participant shares appeared in the case of LEP students. LEP students accounted for 15.2 percent of survey participants, a reduction of 4.5 percent in comparison to the share of LEP students among the total population of invitees.

**Figure B.5: 2011-2012 Special Education Status**

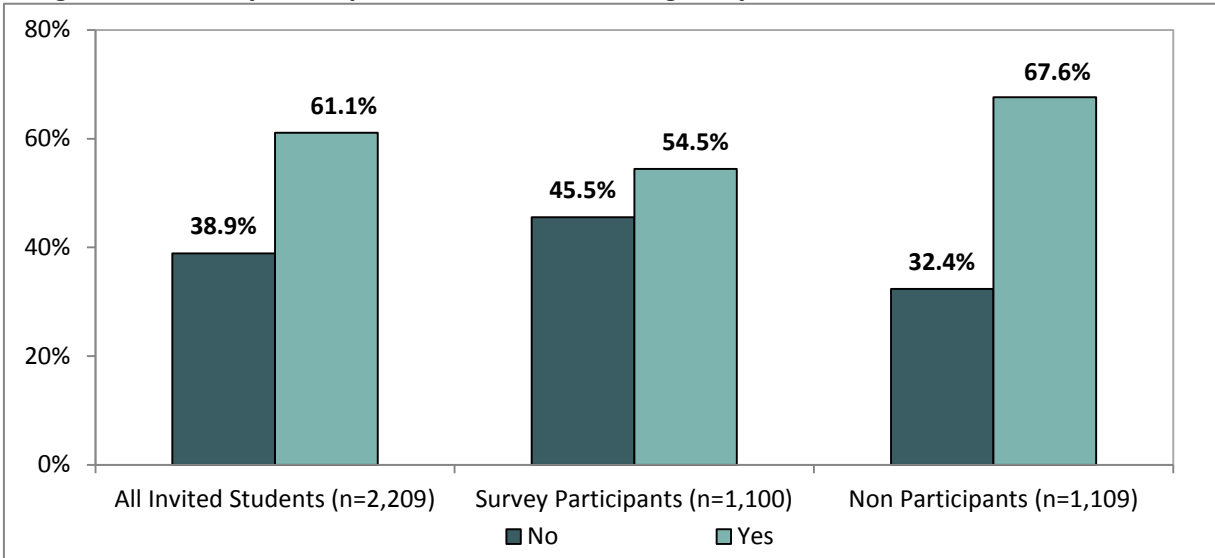


**Figure B.6: 2011-2012 LEP Status**



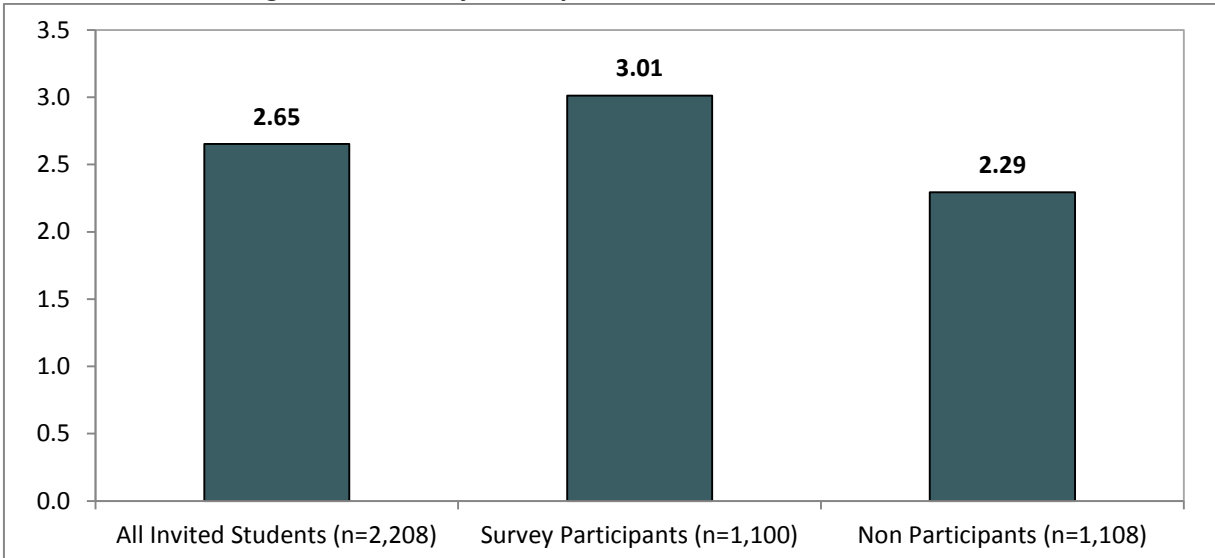
Similarly, as seen in Figure B.7, **relative to the total population of invited students, students who are economically disadvantaged (or students eligible for free or reduced-price lunches) comprised a smaller share of survey participants.** In particular, despite accounting for 61.1 percent of all invitees, students who are economically disadvantaged submitted 54.5 percent of survey responses, a difference of 6.6 percent.

**Figure B.7: Survey Participation and 2011-2012 Eligibility for Free or Reduced-Price Lunches**



Lastly, Figure B.8 demonstrates that **survey participants generally performed better academically in 2011-2012, as measured by student grade point average (GPA), than non-participants.** More specifically, the mean 2011-2012 GPA for survey participants equaled 3.01, 0.36 point or 13.6 percent higher than the mean GPA (2.65) calculated for all invited students.

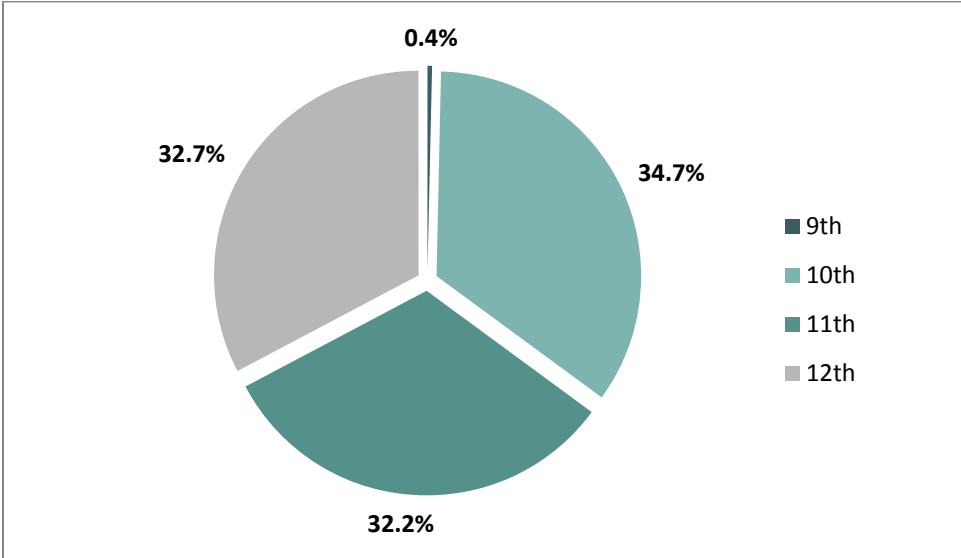
**Figure B.8: Survey Participation and 2011-2012 Mean GPA**



**RESPONSES**

**What grade are you currently in?**

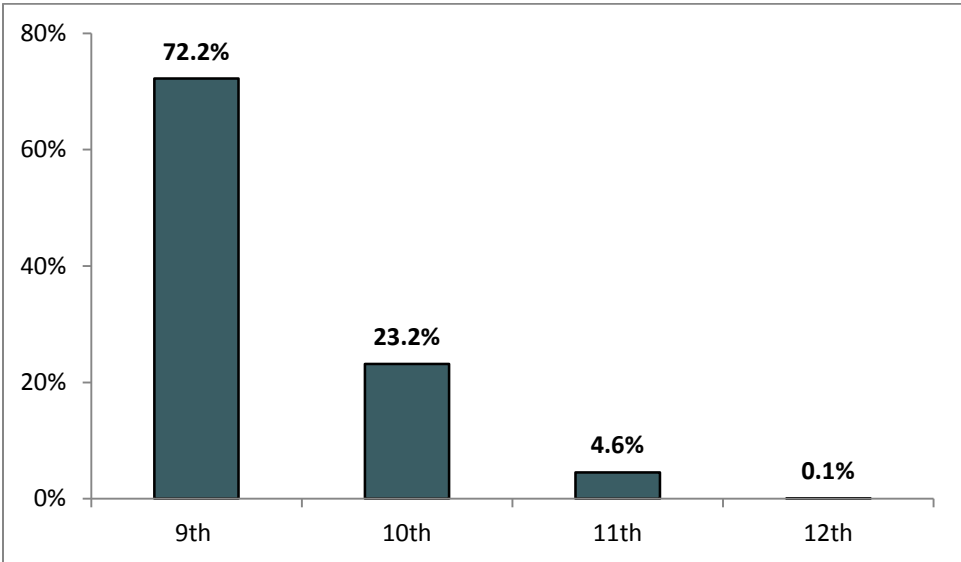
**Figure B.9: Current Grade**



n=1,097

**What grade did you enter TC Williams?**

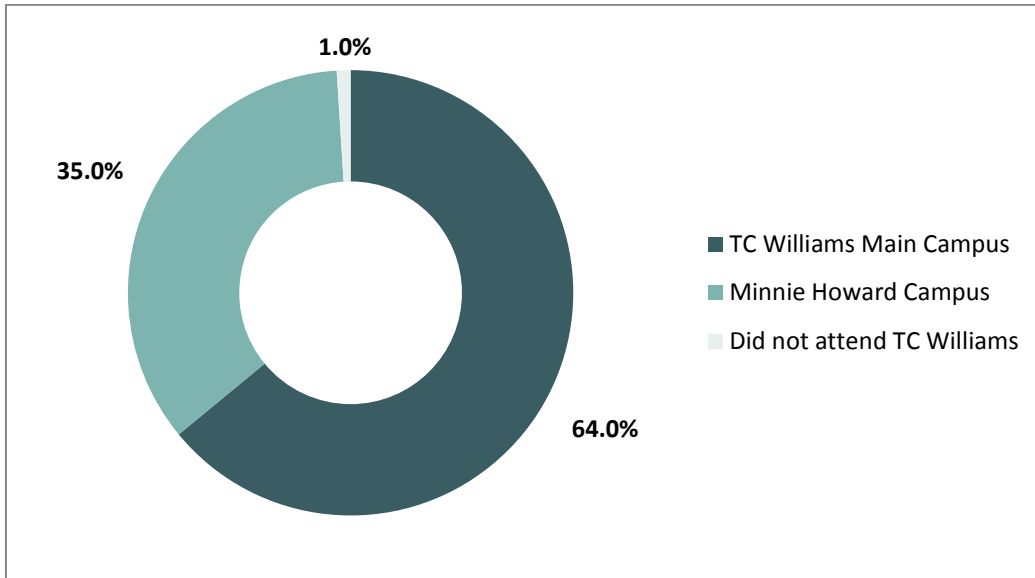
**Figure B.10: Grade Entered TC Williams (n=1,097)**



n=1,097

What campus did you attend during the 2011-2012 school year?

Figure B.11: Campus Attended during 2011-2012

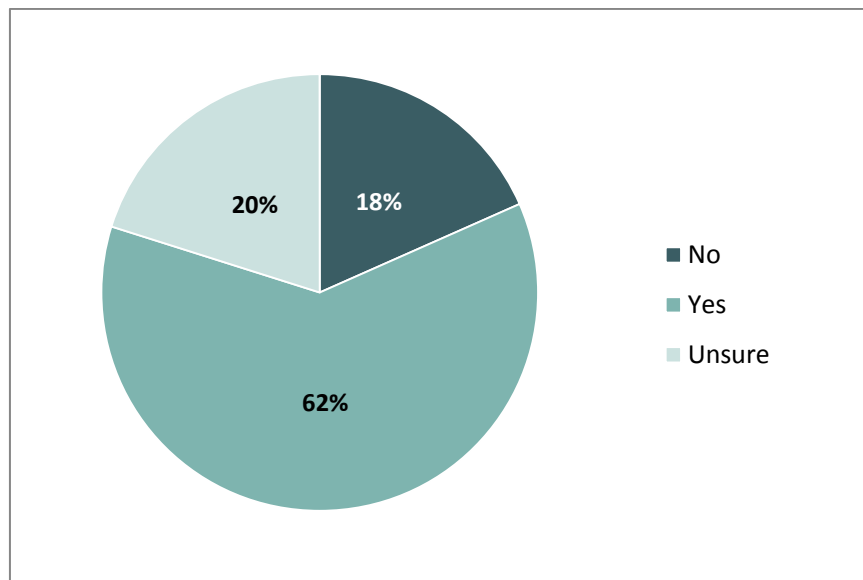


n=1,101

### INDIVIDUAL ACHIEVEMENT PLANS (IAPs)

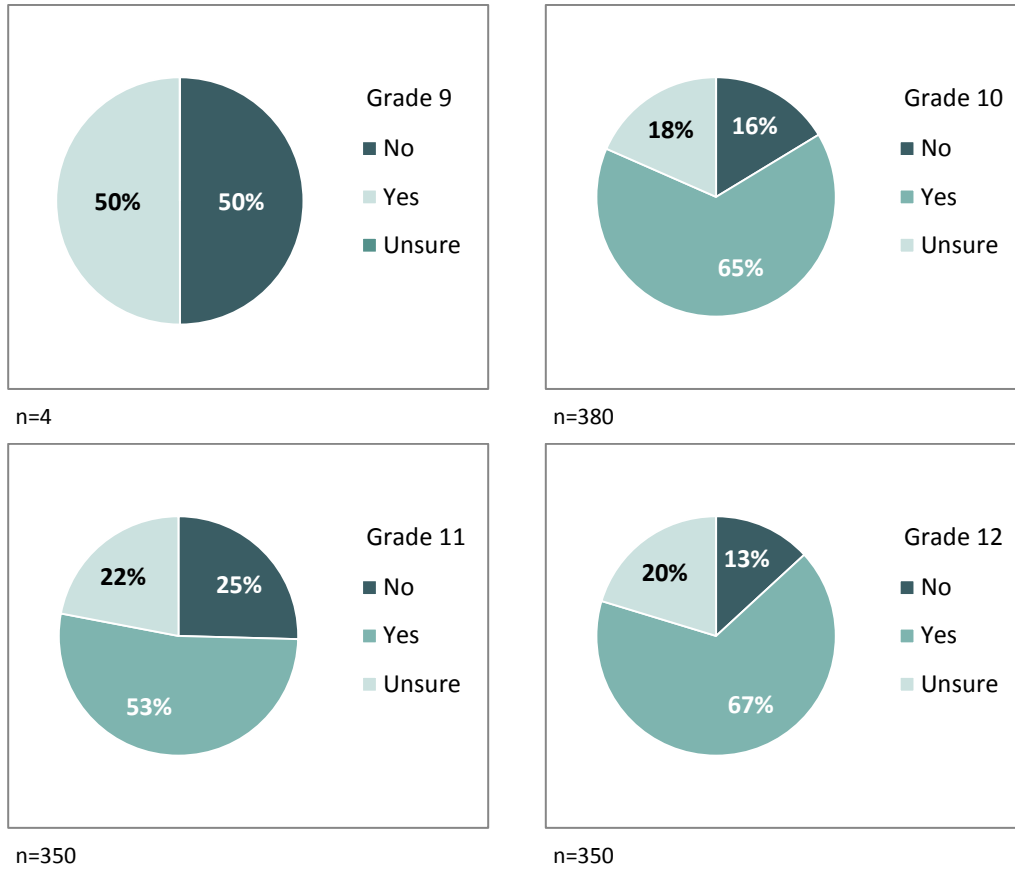
Did you have an Individual Achievement Plan (IAP) during the 2011-2012 school year?

Figure B.12: 2011-2012 IAPs (All Grades)



n=1,084

**Figure B.13: 2011-2012 IAPs (by Grade)**



The following questions only applied to students who replied “yes” to the previous question regarding IAP completion.

Select your level of agreement with the following statements related to your IAP from this past school year (2011-2012).

**Figure B.14: “My IAP helped me academically in English.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	10%	0%	10%	9%	11%
Agree	29%	50%	35%	25%	25%
Neither Agree nor Disagree	32%	0%	32%	34%	32%
Disagree	12%	0%	10%	10%	15%
Strongly Disagree	7%	0%	5%	8%	9%
Don't Know	10%	50%	8%	13%	8%
n	668	2	250	186	230

**Figure B.15: “My IAP helped me academically in Math.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	9%	0%	10%	9%	9%
Agree	25%	0%	30%	23%	22%
Neither Agree nor Disagree	35%	0%	37%	34%	33%
Disagree	13%	0%	10%	12%	16%
Strongly Disagree	9%	0%	6%	10%	11%
Don't Know	9%	100%	7%	12%	9%
n	666	2	248	185	231

**Figure B.16: “I was able to achieve the short-term goals set out in my IAP.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	13%	0%	11%	12%	16%
Agree	43%	50%	48%	41%	40%
Neither Agree nor Disagree	24%	0%	22%	27%	24%
Disagree	6%	0%	7%	5%	5%
Strongly Disagree	2%	0%	1%	3%	2%
Don't Know	12%	50%	11%	12%	13%
n	659	2	245	182	230

**Figure B.17: “I was able to make progress towards achieving the long-term goals set out in my IAP.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	14%	0%	10%	14%	20%
Agree	44%	0%	51%	40%	39%
Neither Agree nor Disagree	23%	0%	23%	23%	23%
Disagree	6%	0%	5%	7%	6%
Strongly Disagree	2%	0%	1%	4%	2%
Don't Know	11%	100%	10%	12%	10%
n	659	2	245	182	230

**Figure B.18: “The action plans created in my IAP helped me to achieve my goals.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	10%	0%	9%	7%	12%
Agree	35%	0%	41%	35%	30%
Neither Agree nor Disagree	29%	0%	29%	29%	29%
Disagree	11%	0%	10%	11%	11%
Strongly Disagree	5%	0%	2%	7%	6%
Don't Know	11%	100%	9%	10%	11%
n	654	2	243	181	228



**Figure B.19: “The IAP gave me the opportunity to work together with my teachers.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	11%	0%	11%	12%	11%
Agree	37%	50%	44%	33%	32%
Neither Agree nor Disagree	26%	0%	23%	27%	29%
Disagree	14%	0%	12%	14%	15%
Strongly Disagree	6%	0%	4%	8%	7%
Don't Know	6%	50%	5%	7%	6%
n	655	2	244	182	227

**Figure B.20: “The IAP gave me the opportunity to work together with my counselor.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	19%	0%	14%	22%	21%
Agree	50%	50%	50%	51%	51%
Neither Agree nor Disagree	17%	0%	22%	14%	14%
Disagree	7%	0%	6%	7%	7%
Strongly Disagree	3%	0%	4%	2%	3%
Don't Know	4%	50%	4%	4%	3%
n	661	2	245	184	230

**Figure B.21: “The IAP gave me the opportunity to work together with my parent(s).”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	10%	0%	9%	11%	10%
Agree	36%	0%	37%	40%	32%
Neither Agree nor Disagree	29%	0%	31%	28%	27%
Disagree	14%	0%	12%	10%	19%
Strongly Disagree	6%	0%	5%	6%	7%
Don't Know	6%	100%	6%	5%	6%
n	659	2	244	184	229

**Figure B.22: “My IAP helped me to understand my abilities.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	12%	0%	9%	11%	14%
Agree	37%	50%	42%	36%	32%
Neither Agree nor Disagree	27%	0%	27%	28%	25%
Disagree	13%	0%	9%	15%	15%
Strongly Disagree	6%	0%	6%	4%	8%
Don't Know	6%	50%	7%	6%	5%
n	659	2	245	183	229

**Figure B.23: “My IAP helped me to understand areas that I can improve.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	15%	0%	15%	12%	17%
Agree	47%	50%	52%	48%	41%
Neither Agree nor Disagree	20%	0%	20%	21%	21%
Disagree	8%	0%	5%	10%	11%
Strongly Disagree	4%	0%	3%	4%	6%
Don't Know	6%	50%	6%	5%	5%
n	655	2	246	180	227

**Figure B.24: “I was satisfied with the process used to create my IAP.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	10%	0%	8%	10%	11%
Agree	36%	50%	38%	35%	33%
Neither Agree nor Disagree	32%	0%	33%	32%	31%
Disagree	10%	0%	10%	9%	11%
Strongly Disagree	6%	0%	5%	9%	6%
Don't Know	6%	50%	7%	5%	7%
n	659	2	246	183	228

**Figure B.25: “Overall, I was satisfied with my IAP.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	12%	0%	12%	10%	14%
Agree	38%	50%	42%	40%	31%
Neither Agree nor Disagree	27%	0%	27%	24%	31%
Disagree	10%	0%	8%	9%	12%
Strongly Disagree	7%	0%	5%	11%	5%
Don't Know	7%	50%	5%	7%	7%
n	656	2	245	182	227

**Overall, how would you rate the quality of the IAP as a resource for improving your academic success?**

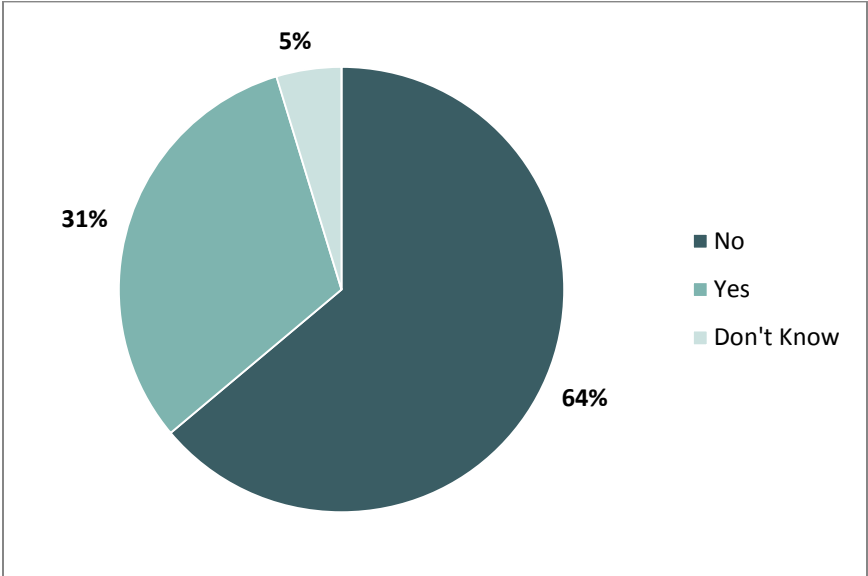
**Figure B.26: IAP Rating (by Grade)**

RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Excellent	11%	50%	11%	10%	12%
Above Average	22%	0%	22%	26%	20%
Average	47%	50%	52%	41%	46%
Below Average	13%	0%	11%	16%	15%
Very Poor	6%	0%	4%	8%	7%
n	659	2	247	180	230

### WRITING AND MATHEMATICS CENTERS

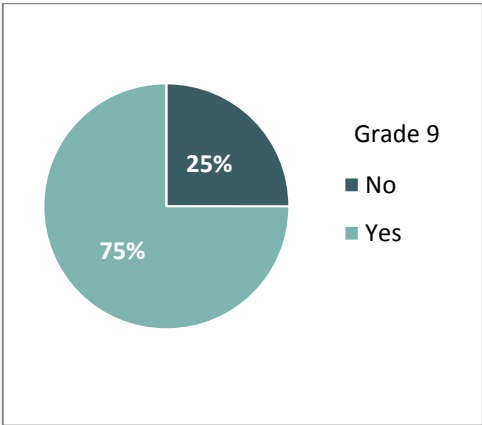
Have you utilized the Writing Center or Mathematics Center at TC Williams?

Figure B.27: Usage of Writing or Mathematics Center (All Grades)

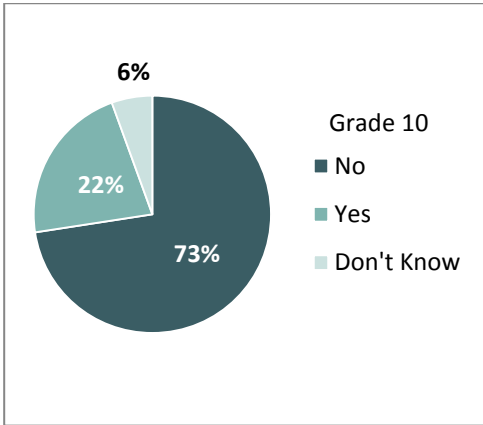


n=1,080

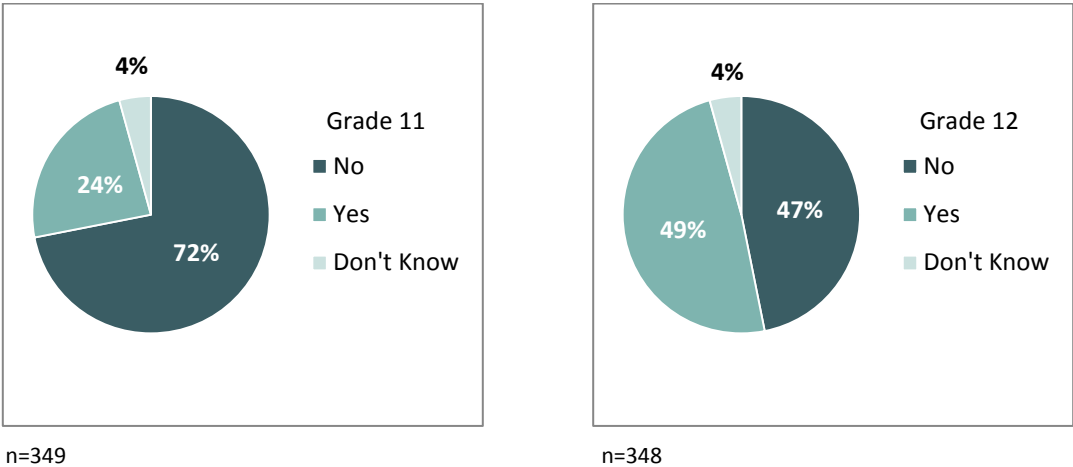
Figure B.28: Usage of Writing or Mathematics Center (by Grade)



n=4



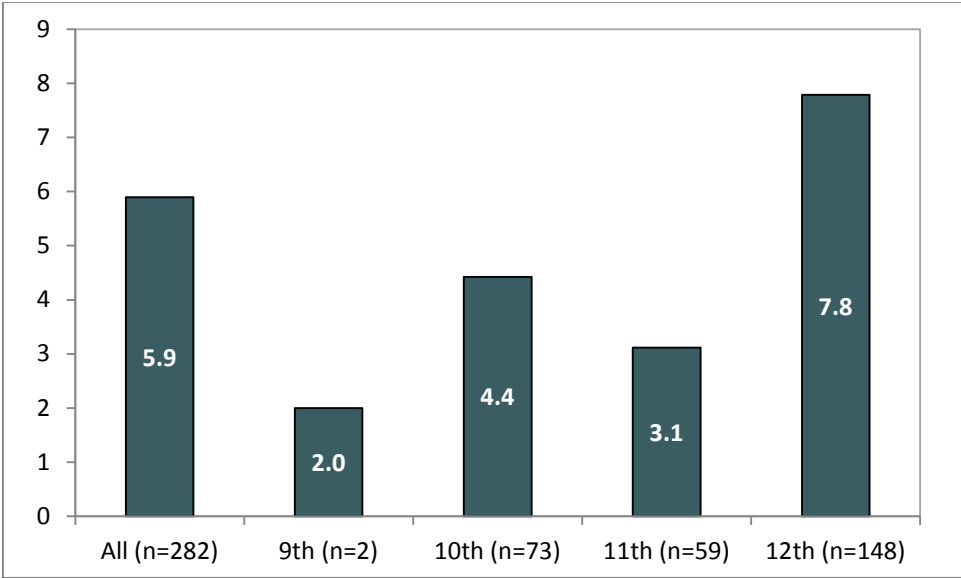
n=379



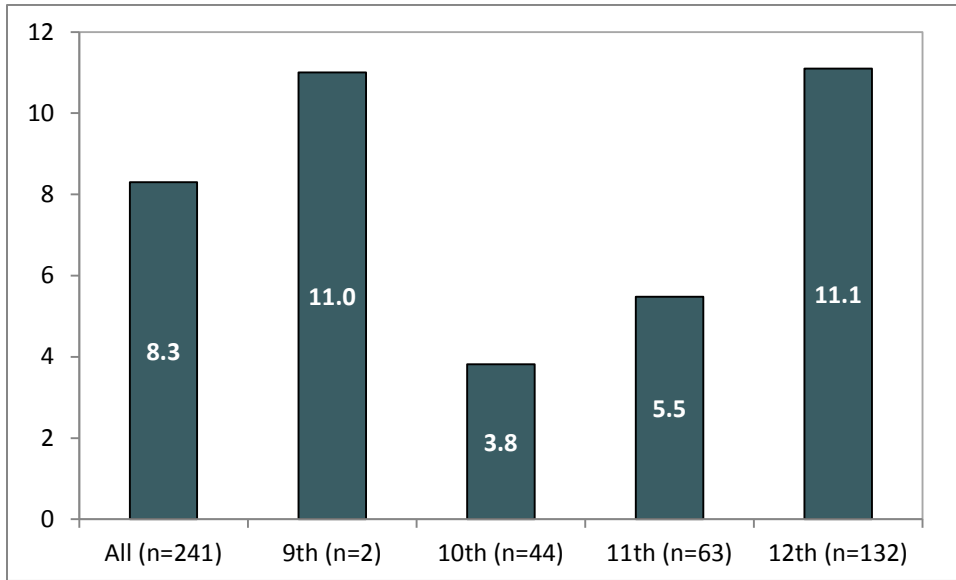
During the 2011-2012 school year, approximately how many times did you visit the Writing and Mathematics Centers? (Specify number of visits for each center. If you did not visit, please enter 0.)

We note that, in calculating the following averages, we omitted responses of “0.”

Figure B.29: Average Number of Writing Center Visits (by Grade)



**Figure B.30: Average Number of Mathematics Center Visits (by Grade)**



The following questions only applied to students who acknowledged visiting the Writing Center in 2011-2012.

*WRITING CENTER*

Select your level of agreement with the following statements related to the Writing Center.

**Figure B.31: “The Writing Center was easily accessible when I needed help.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	39%	0%	29%	33%	48%
Agree	51%	50%	64%	50%	46%
Neither Agree nor Disagree	6%	50%	4%	10%	4%
Disagree	3%	0%	3%	3%	2%
Strongly Disagree	0%	0%	0%	0%	0%
Don't Know	1%	0%	0%	3%	1%
n	278	2	73	58	145

**Figure B.32: “I was able to get the help I needed from the Writing Center.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	37%	0%	32%	33%	42%
Agree	52%	100%	58%	51%	49%
Neither Agree nor Disagree	8%	0%	10%	7%	7%
Disagree	1%	0%	0%	2%	1%
Strongly Disagree	1%	0%	0%	4%	0%
Don't Know	1%	0%	1%	4%	1%
n	275	2	73	57	143

**Figure B.33: “I plan to continue to use the Writing Center during this school year.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	32%	0%	18%	30%	40%
Agree	44%	50%	45%	42%	44%
Neither Agree nor Disagree	12%	0%	19%	14%	8%
Disagree	2%	0%	1%	4%	1%
Strongly Disagree	1%	50%	1%	0%	0%
Don't Know	9%	0%	15%	11%	6%
n	274	2	73	57	142

**Overall, how would you rate the quality of the Writing Center as a resource for improving your academic success?**

**Figure B.34: Writing Center Rating (by Grade)**

RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Excellent	33%	0%	12%	29%	45%
Above Average	40%	50%	47%	36%	38%
Average	26%	50%	41%	32%	16%
Below Average	1%	0%	0%	3%	1%
Very Poor	0%	0%	0%	0%	0%
n	280	2	73	59	146

**Students who did not visit the Writing Center: Why did you choose not to utilize the Writing Center?**

**Figure B.35: Reason for Not Using Writing Center (by Grade)**

RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Did not need help	74%	100%	75%	75%	71%
Other	26%	0%	25%	25%	29%
n	783	2	305	275	201

**Please expand on your reasons for not utilizing the Writing Center.**

Among the students who responded, the following reasons proved most common:

- Did not need assistance with writing
- Preferred to get help from own English teacher
- Did not know about the Writing Center
- Lacked the time

**The following questions only applied to students who acknowledged visiting the Mathematics Center in 2011-2012.**

*MATHEMATICS CENTER*

**Select your level of agreement with the following statements related to the Mathematics Center.**

**Figure B.36: “The Mathematics Center was easily accessible when I needed help.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	36%	0%	22%	44%	38%
Agree	52%	100%	62%	43%	52%
Neither Agree nor Disagree	10%	0%	16%	10%	8%
Disagree	1%	0%	0%	2%	2%
Strongly Disagree	0%	0%	0%	0%	1%
Don't Know	0%	0%	0%	2%	0%
n	236	2	45	61	128

**Figure B.37: “I was able to get the help I needed from the Mathematics Center.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	32%	0%	25%	41%	30%
Agree	50%	100%	50%	39%	54%
Neither Agree nor Disagree	15%	0%	23%	13%	13%
Disagree	2%	0%	2%	2%	2%
Strongly Disagree	1%	0%	0%	3%	1%
Don't Know	0%	0%	0%	2%	0%
n	234	2	44	61	127

**Figure B.38: “I plan to continue to use the Mathematics Center during this school year.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	28%	0%	24%	28%	29%
Agree	40%	100%	33%	39%	42%
Neither Agree nor Disagree	20%	0%	22%	21%	19%
Disagree	3%	0%	4%	0%	5%
Strongly Disagree	1%	0%	0%	3%	0%
Don't Know	8%	0%	16%	8%	5%
n	234	2	45	61	126

**Overall, how would you rate the quality of the Mathematics Center as a resource for improving your academic success?**

**Figure B.39: Mathematics Center Rating (by Grade)**

RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Excellent	29%	0%	11%	32%	34%
Above Average	35%	100%	42%	29%	34%
Average	32%	0%	47%	34%	26%
Below Average	3%	0%	0%	3%	5%
Very Poor	1%	0%	0%	2%	1%
n	238	2	45	62	129

**Students who did not visit the Mathematics Center: Why did you choose not to utilize the Mathematics Center?**

**Figure B.40: Reason for Not Using Mathematics Center (by Grade)**

RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Did not need help	67%	50%	69%	68%	66%
Other	33%	50%	31%	32%	34%
n	775	2	308	259	206

**Please expand on your reasons for not utilizing the Mathematics Center.**

Among the students who responded, the following reasons proved most common:

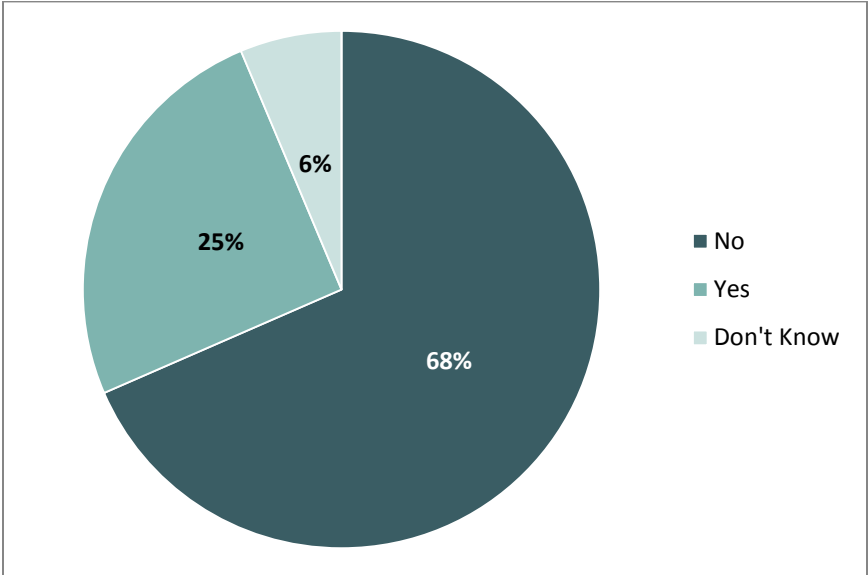
- Did not need assistance with mathematics
- Preferred to get help from own mathematics teacher
- Received help through Building Better Futures
- Had outside tutoring
- Did not know about the Mathematics Center
- Lacked the time
- Laziness or lack of motivation



**BRAINFUSE**

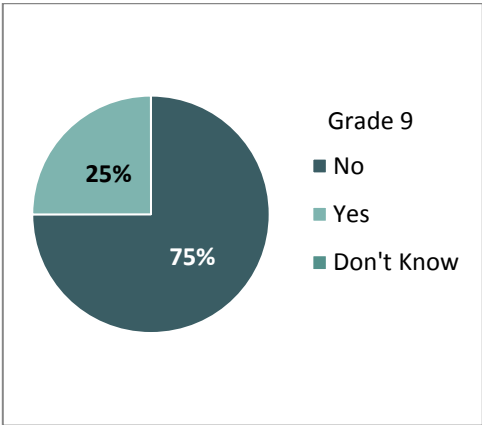
Did you utilize the online tutoring program Brainfuse in the 2011-2012 school year?

**Figure B.41: Brainfuse Usage (All Grades)**

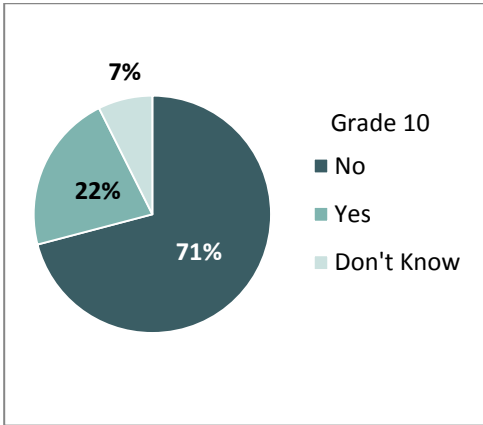


n=1,072

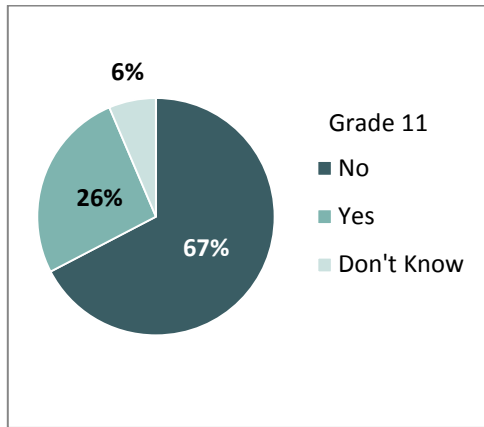
**Figure B.42: Brainfuse Usage (by Grade)**



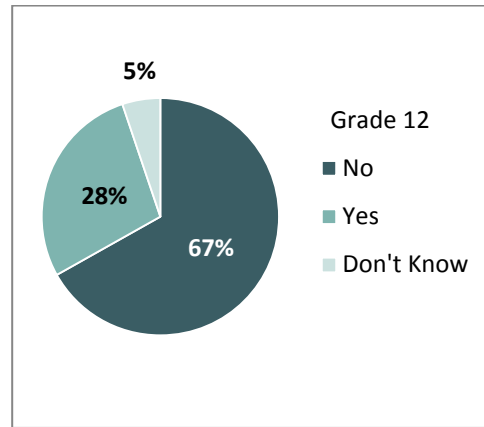
n=4



n=378



n=343



n=347

The following questions only applied to students who acknowledged using Brainfuse in 2011-2012.

Did you utilize any of the following through Brainfuse? (Select all that apply.)

Figure B.43: Brainfuse Activities (by Grade)

ACTIVITY	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Writing Lab	10%	0%	8%	11%	12%
Language Lab	5%	0%	8%	4%	3%
Interactive Learning Games	6%	0%	8%	4%	6%
Practice Tests	15%	0%	17%	16%	12%
Live Tutoring	48%	33%	43%	53%	49%
Live Study Sessions	11%	33%	13%	10%	12%
Other (Please specify)	5%	33%	4%	2%	6%
n	388	3	120	126	139

Students who selected "Other" mentioned the following Brainfuse activities:

- Building Better Futures
- History
- Algebra 2
- Trigonometry
- Other Mathematics homework
- Science
- World Civics
- Homework in general

On average, how frequently did you utilize Brainfuse during the 2011-2012 school year?

Figure B.44: Frequency of Brainfuse Use (by Grade)

FREQUENCY	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Once a month or less	44%	0%	48%	42%	42%
2-3 times per month	20%	0%	22%	22%	16%
About once a week	14%	0%	14%	16%	13%
2-3 times per week	14%	100%	9%	13%	19%
4-5 times per week	5%	0%	4%	5%	7%
Every day	4%	0%	4%	3%	4%
n	266	1	81	88	96

How important was Brainfuse to your academic success in the 2011-2012 school year in the following subject areas.

Figure B.45: Writing: Importance of Brainfuse (by Grade)

IMPORTANCE	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Very Important	16%	0%	13%	14%	22%
Important	13%	100%	14%	10%	13%
Moderately Important	11%	0%	14%	8%	10%
Of Little Importance	8%	0%	7%	10%	7%
Unimportant	7%	0%	8%	8%	5%
Did not study this subject in Brainfuse	46%	0%	43%	51%	44%
n	243	1	76	79	87

Figure B.46: English: Importance of Brainfuse (by Grade)

IMPORTANCE	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Very Important	18%	0%	17%	16%	22%
Important	12%	100%	17%	8%	11%
Moderately Important	10%	0%	16%	8%	8%
Of Little Importance	9%	0%	8%	13%	7%
Unimportant	6%	0%	8%	6%	5%
Did not study this subject in Brainfuse	44%	0%	35%	50%	48%
n	246	1	77	80	88

**Figure B.47: Mathematics: Importance of Brainfuse (by Grade)**

IMPORTANCE	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Very Important	37%	0%	37%	32%	41%
Important	21%	100%	21%	26%	16%
Moderately Important	15%	0%	16%	11%	19%
Of Little Importance	10%	0%	13%	13%	5%
Unimportant	6%	0%	5%	7%	4%
Did not study this subject in Brainfuse	11%	0%	7%	12%	14%
n	252	1	75	85	91

**Figure B.48: Foreign Language: Importance of Brainfuse (by Grade)**

IMPORTANCE	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Very Important	10%	0%	14%	8%	7%
Important	13%	100%	14%	8%	15%
Moderately Important	6%	0%	5%	6%	7%
Of Little Importance	11%	0%	12%	11%	11%
Unimportant	7%	0%	7%	7%	6%
Did not study this subject in Brainfuse	54%	0%	48%	60%	54%
n	228	1	73	72	82

**Figure B.49: Science: Importance of Brainfuse (by Grade)**

IMPORTANCE	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Very Important	20%	0%	20%	15%	25%
Important	17%	100%	21%	16%	15%
Moderately Important	11%	0%	16%	10%	8%
Of Little Importance	8%	0%	7%	7%	9%
Unimportant	7%	0%	9%	9%	5%
Did not study this subject in Brainfuse	37%	0%	28%	43%	39%
n	246	1	76	81	88

**Figure B.50: Social Studies: Importance of Brainfuse (by Grade)**

IMPORTANCE	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Very Important	13%	0%	20%	10%	10%
Important	13%	100%	16%	12%	10%
Moderately Important	8%	0%	9%	8%	7%
Of Little Importance	8%	0%	11%	6%	7%
Unimportant	9%	0%	11%	8%	9%
Did not study this subject in Brainfuse	49%	0%	34%	56%	57%
n	236	1	76	77	82

How likely are you to utilize Brainfuse in the current school year?

Figure B.51: Likelihood of Using Brainfuse in 2012-2013 (by Grade)

LIKELIHOOD	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Very Likely	37%	100%	38%	37%	37%
Somewhat Likely	36%	0%	39%	37%	34%
Slightly Likely	15%	0%	14%	18%	14%
Not Likely	11%	0%	9%	8%	16%
n	260	1	77	87	95

Overall, how would you rate the quality of Brainfuse as a resource for improving your academic success?

Figure B.52: Brainfuse Rating (by Grade)

RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Excellent	33%	100%	35%	33%	31%
Above Average	34%	0%	38%	34%	31%
Average	27%	0%	24%	26%	31%
Below Average	3%	0%	3%	2%	5%
Very Poor	3%	0%	1%	3%	3%
n	263	1	80	87	95

**TITAN TIME**

The following questions only applied to students who attended TC Williams’ main campus in 2011-2012.

Please indicate your level of agreement with the following statements about Titan Time during the 2011-2012 school year.

Figure B.53: “Titan Time provided me with an opportunity to connect with an adult I can trust.”

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	16%	0%	25%	13%	19%
Agree	29%	67%	44%	25%	31%
Neither Agree nor Disagree	28%	33%	19%	29%	27%
Disagree	13%	0%	13%	18%	9%
Strongly Disagree	9%	0%	0%	11%	8%
Don’t Know	4%	0%	0%	3%	6%
n	668	3	16	322	327

**Figure B.54: “Titan Time provided me with an opportunity to get tutoring on a regular basis.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	18%	0%	27%	16%	20%
Agree	36%	67%	53%	35%	36%
Neither Agree nor Disagree	23%	33%	20%	23%	24%
Disagree	12%	0%	0%	14%	10%
Strongly Disagree	8%	0%	0%	10%	6%
Don't Know	3%	0%	0%	2%	4%
n	659	3	15	318	323

**Figure B.55: “During Titan Time, I had the freedom to pursue my own interests.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	36%	0%	20%	33%	40%
Agree	33%	100%	60%	33%	32%
Neither Agree nor Disagree	15%	0%	13%	15%	15%
Disagree	7%	0%	0%	8%	6%
Strongly Disagree	7%	0%	7%	8%	6%
Don't Know	2%	0%	0%	3%	2%
n	658	3	15	320	320

**What do you think the most valuable aspects of Titan Time were? (Select top three.)**

**Figure B.56: Most Valuable Aspects of Titan Time (by Grade)**

ASPECT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Time for academic remediation	23%	11%	25%	22%	23%
Time for personal enrichment	24%	11%	15%	23%	25%
Time to interact with peers	22%	33%	15%	24%	20%
Time to obtain tutoring on a regular basis	17%	22%	23%	16%	17%
Time to connect with an adult I can trust	5%	11%	15%	4%	5%
Other (please specify)	6%	11%	8%	7%	6%
No value	3%	0%	0%	3%	3%
n	1,570	9	40	756	765

Overall, how would you rate the quality of Titan Time as a resource for improving your academic success?

Figure B.57: Titan Time Rating (by Grade)

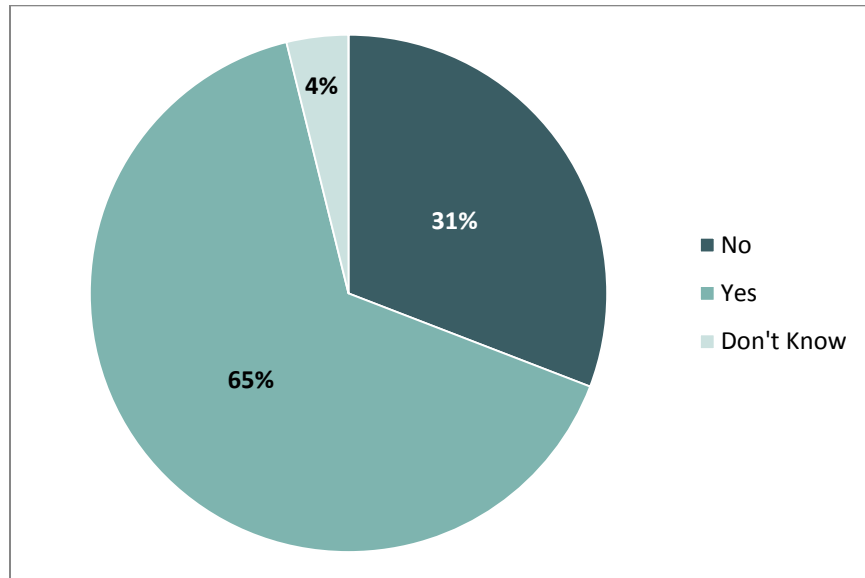
RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Excellent	29%	0%	35%	26%	32%
Above Average	25%	67%	24%	24%	26%
Average	35%	0%	35%	37%	33%
Below Average	6%	33%	6%	8%	5%
Very Poor	4%	0%	0%	5%	4%
n	670	3	17	323	327

**TITAN UP**

The following questions only applied to students who attended TC Williams' main campus in 2011-2012.

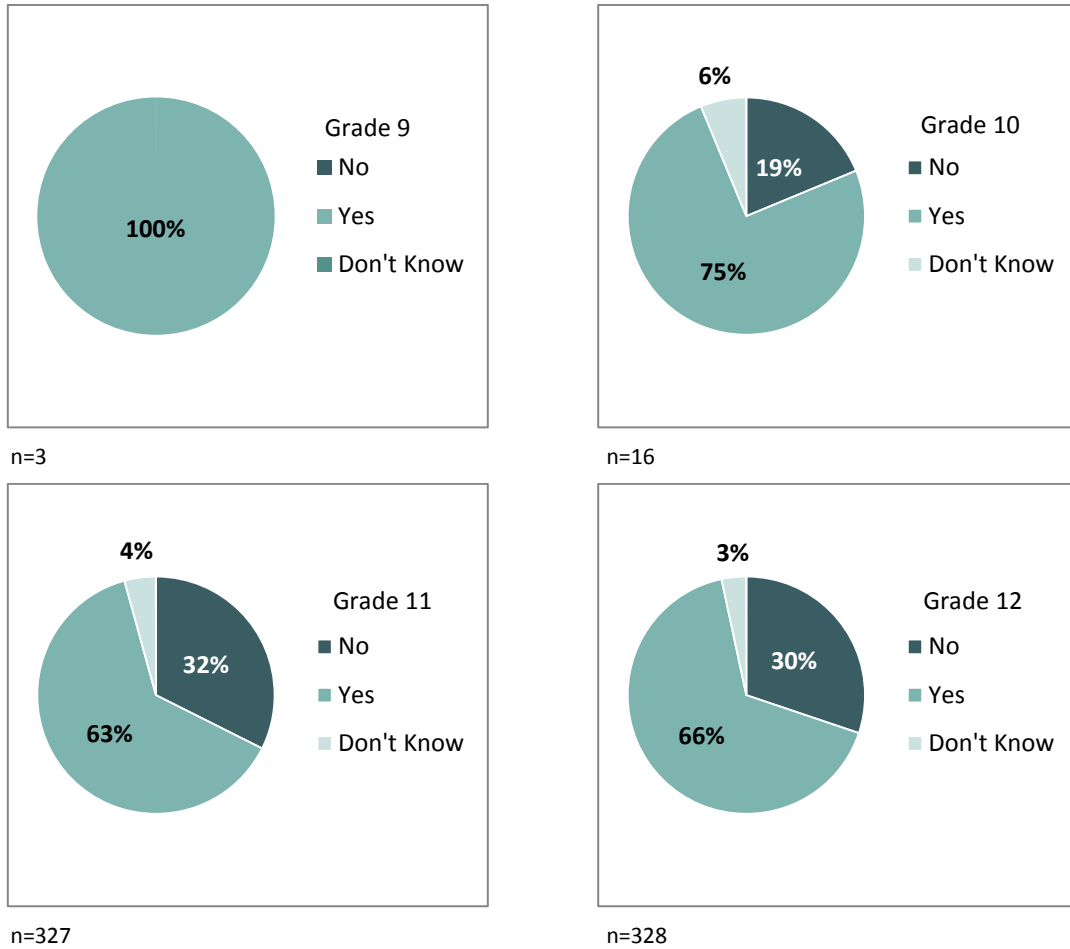
Did you participate in any Titan Up sessions during the 2011-2012 school year?

Figure B.58: Titan Up Participation (All Grades)



n=674

**Figure B.59: Titan Up Participation (by Grade)**



**What subject area(s) did you receive additional instruction in through Titan Up? (Select all that apply.)**

**Figure B.60: Titan Up Subjects (All Grades)**

SUBJECT AREA	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Art	1%	0%	9%	1%	2%
Business	0%	0%	4%	0%	0%
English	16%	0%	13%	11%	21%
Mathematics	37%	67%	17%	40%	35%
Music	0%	0%	0%	0%	0%
PE/Health	0%	0%	0%	0%	0%
Science	17%	33%	22%	18%	15%
Social Studies	16%	0%	17%	16%	15%
World Languages	9%	0%	13%	10%	7%
Other (Please specify)	5%	0%	4%	4%	5%
n	739	3	23	343	370



Students who selected “Other” mentioned the following Titan Up subjects:

- Advisory
- Auto Tech
- Chemistry
- College and Career Center
- Computer Maintenance
- History (General, AP US History, AP World History)
- Hospitality and Tourism
- Knitting
- Library
- Photography 1
- SAT Preparation
- World Languages (French, Spanish)

**Overall, how would you rate the quality of Titan Up as a resource for improving your academic success?**

**Figure B.61: Titan Up Rating (by Grade)**

RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Excellent	22%	0%	42%	18%	24%
Above Average	22%	50%	17%	19%	24%
Average	41%	50%	42%	43%	38%
Below Average	9%	0%	0%	10%	8%
Very Poor	7%	0%	0%	10%	5%
n	431	2	12	204	213

**TITAN CHOICE**

The following questions only applied to students who attended TC Williams’ main campus in 2011-2012.

During the 2011-2012 school year, what activities did you most frequently participate in during Titan Choice time? (Select all that apply.)

**Figure B.62: Titan Choice Activities (All Grades)**

ACTIVITY	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Silent Study Hall	22%	0%	10%	21%	22%
Meetings with Teachers	14%	25%	13%	12%	16%
Meetings with Counselors	8%	25%	13%	6%	9%
Non-Academic Activities with Peers	14%	25%	10%	14%	15%
Group Study Time	13%	0%	10%	13%	13%
Visits to the Career Center	5%	0%	6%	3%	6%
Visits to the Media Center	4%	0%	3%	5%	4%
Time at the Gym	10%	25%	29%	11%	8%
Other (Please specify)	11%	0%	6%	14%	8%
n	1,301	4	31	602	664

Students who selected “Other” mentioned the following Titan Choice activities:

- Art
- Auditorium
- Ben Carson Reading Room
- Building Better Futures
- Club meetings
- Cosmetology
- Dance studio
- Debate
- Electronics
- French
- Graphic imaging
- Homework
- Journalism lab
- JROTC
- Knitting
- Library
- Music enrichment
- Photography
- Reading
- Relaxing
- Retaking tests
- SAT Preparation
- Sign Language
- Studying
- Talking with friends
- TV Production
- Watching movies

**Overall, how would you rate the quality of Titan Choice as a resource for improving your academic success?**

**Figure B.63: Titan Choice Rating (by Grade)**

RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Excellent	38%	0%	31%	37%	40%
Above Average	23%	100%	38%	23%	22%
Average	29%	0%	19%	29%	30%
Below Average	6%	0%	6%	6%	5%
Very Poor	4%	0%	6%	4%	3%
n	636	2	16	302	316

**MINNIE HOWARD ADVISORY PROGRAM**

The following questions only applied to students who attended TC Williams’ Minnie Howard campus in 2011-2012.

Please indicate your level of agreement with the following statements about the Advisory program during the 2011-2012 school year.

**Figure B.64: “Advisory provided me with an opportunity to connect with an adult I can trust.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	12%	0%	12%	20%	25%
Agree	36%	0%	38%	20%	13%
Neither Agree nor Disagree	25%	0%	25%	30%	25%
Disagree	10%	0%	10%	0%	0%
Strongly Disagree	6%	0%	5%	10%	13%
Don’t Know	12%	100%	11%	20%	25%
n	373	1	354	10	8

**Figure B.65: “Advisory provided me with an opportunity to get tutoring on a regular basis.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	9%	0%	9%	10%	25%
Agree	31%	0%	32%	30%	0%
Neither Agree nor Disagree	30%	0%	29%	40%	38%
Disagree	11%	0%	12%	0%	0%
Strongly Disagree	7%	0%	7%	0%	13%
Don’t Know	12%	100%	11%	20%	25%
n	369	1	350	10	8

**Figure B.66: “During Advisory, I had the freedom to pursue my own interests.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	26%	0%	26%	36%	29%
Agree	35%	0%	36%	18%	14%
Neither Agree nor Disagree	19%	0%	19%	27%	29%
Disagree	7%	0%	7%	0%	0%
Strongly Disagree	3%	0%	3%	0%	0%
Don't Know	10%	100%	9%	18%	29%
n	371	1	352	11	7

**What do you think the most valuable aspects of Advisory were? (Select top three.)**

**Figure B.67: Most Valuable Aspects of Advisory (by Grade)**

ASPECT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Time for academic remediation	21%	33%	21%	19%	25%
Time for personal enrichment	22%	33%	22%	24%	19%
Time to interact with peers	26%	0%	26%	24%	19%
Time to obtain tutoring on a regular basis	12%	33%	11%	24%	13%
Time to connect with an adult I can trust	9%	0%	9%	10%	0%
Other (please specify)	5%	0%	5%	0%	6%
No value	6%	0%	6%	0%	19%
n	849	3	809	21	16

**Overall, how would you rate the quality of Advisory as a resource for improving your academic success?**

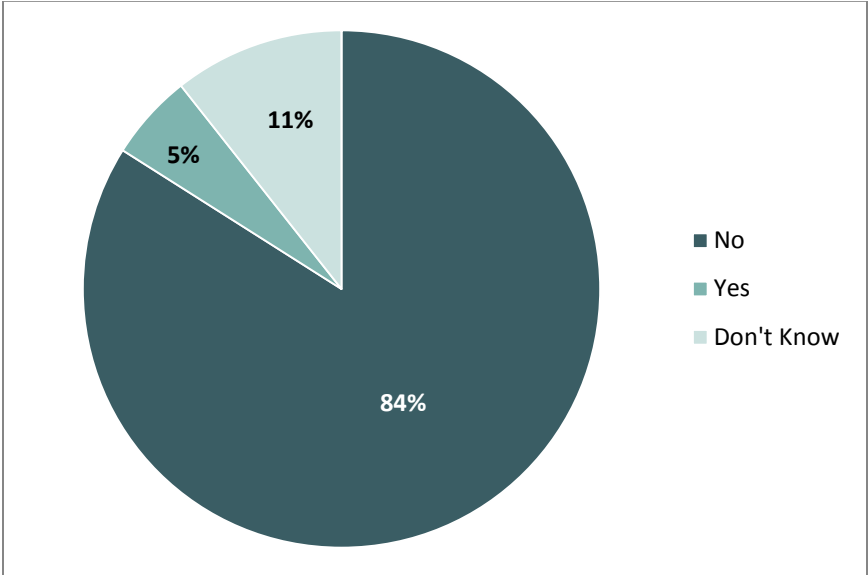
**Figure B.68: Advisory Rating (by Grade)**

RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Excellent	19%	0%	18%	20%	38%
Above Average	24%	0%	24%	30%	13%
Average	46%	0%	46%	40%	38%
Below Average	7%	100%	7%	10%	0%
Very Poor	5%	0%	5%	0%	13%
n	372	1	353	10	8

### 8<sup>TH</sup> PERIOD

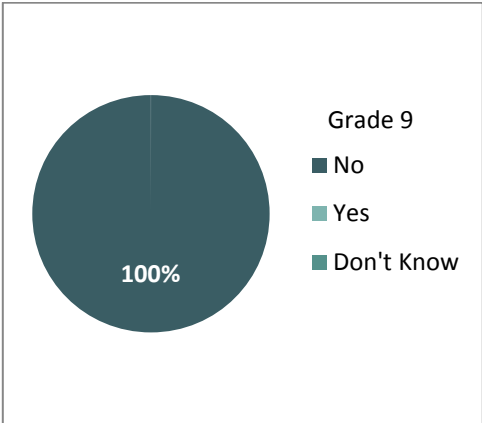
Did you participate in any 8<sup>th</sup> Period academic enrichment classes during the 2011-2012 school year?

Figure B.69: 8<sup>th</sup> Period Participation (All Grades)

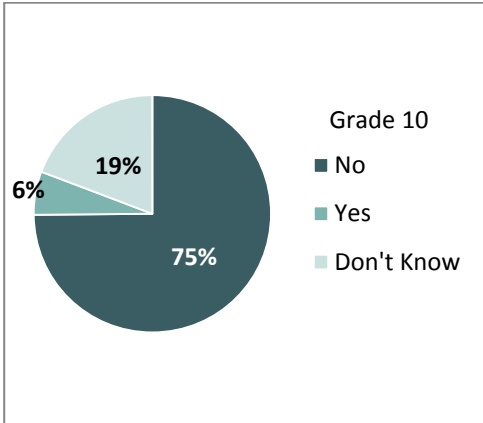


n=1,043

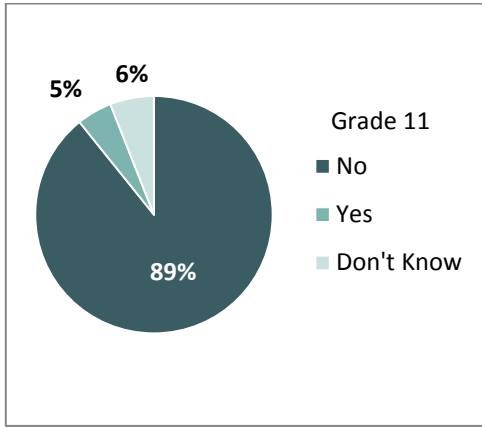
Figure B.70: 8<sup>th</sup> Period Participation (by Grade)



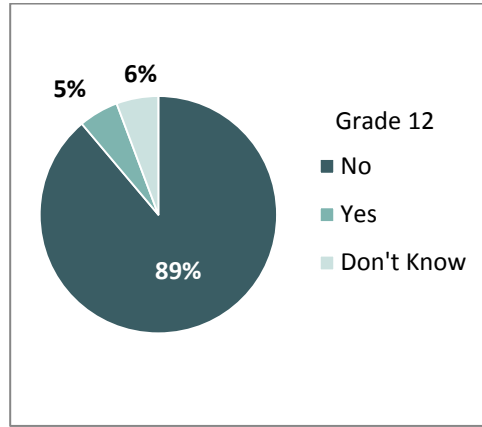
n=3



n=374



n=334



n=332

The following questions only applied to students who attended an 8<sup>th</sup> Period class.

Which 8<sup>th</sup> Period courses did you attend? (Select all that apply.)

Figure B.71: 8<sup>th</sup> Period Courses (by Grade)

COURSE	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
English	29%	-	36%	22%	21%
Algebra 1	29%	-	39%	11%	26%
Geometry	0%	-	0%	0%	0%
Algebra 2	16%	-	3%	33%	21%
Participated as peer tutor	27%	-	21%	33%	32%
n	70	-	33	18	19

How helpful was your participation in 8<sup>th</sup> Period for the following subject areas.

Figure B.72: English: Helpfulness of 8<sup>th</sup> Period (by Grade)

HELPFULNESS	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Very Helpful	47%	-	55%	50%	25%
Somewhat Helpful	42%	-	36%	25%	75%
Neither Helpful nor Unhelpful	5%	-	0%	25%	0%
Very Unhelpful	5%	-	9%	0%	0%
n	19	-	11	4	4

**Figure B.73: Algebra 1: Helpfulness of 8<sup>th</sup> Period (by Grade)**

HELPLEFULNESS	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Very Helpful	56%	-	55%	100%	40%
Somewhat Helpful	28%	-	27%	0%	40%
Neither Helpful nor Unhelpful	11%	-	9%	0%	20%
Very Unhelpful	6%	-	9%	0%	0%
n	18	-	11	2	5

**Figure B.74: Algebra 2: Helpfulness of 8<sup>th</sup> Period (by Grade)**

HELPLEFULNESS	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Very Helpful	30%	-	0%	20%	50%
Somewhat Helpful	50%	-	100%	80%	0%
Neither Helpful nor Unhelpful	10%	-	0%	0%	25%
Very Unhelpful	10%	-	0%	0%	25%
n	10	-	1	5	4

**Overall, how would you rate the quality of 8<sup>th</sup> Period as a resource for improving your academic success?**

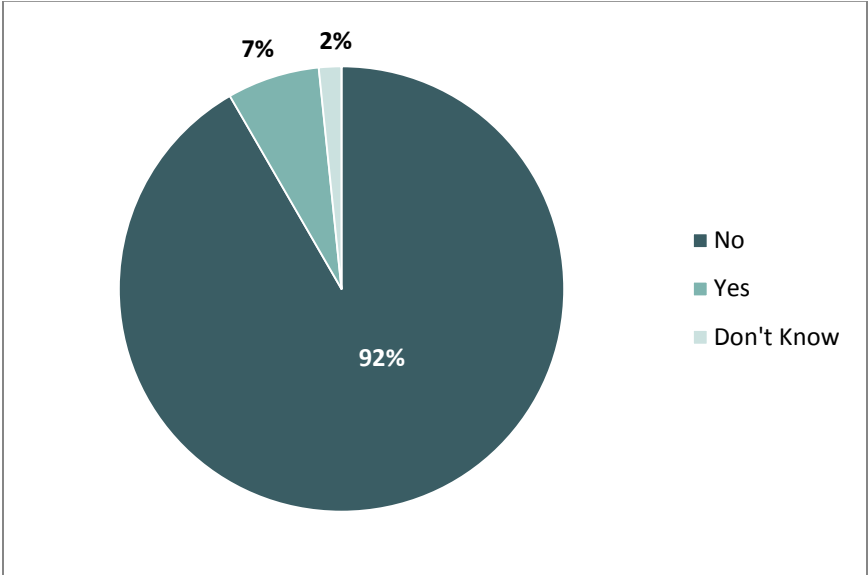
**Figure B.75: 8<sup>th</sup> Period Rating (by Grade)**

RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Excellent	30%	-	33%	25%	31%
Above Average	33%	-	39%	8%	46%
Average	33%	-	28%	58%	15%
Below Average	0%	-	0%	0%	0%
Very Poor	5%	-	0%	8%	8%
n	43	-	18	12	13

**SATURDAY LEARNING ACADEMY**

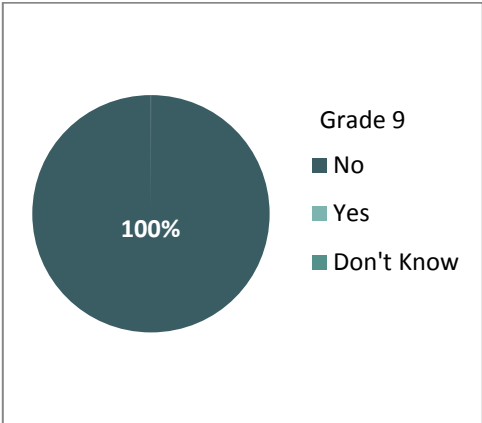
Did you attend any Saturday Learning Academy sessions during the 2011-2012 school year?

**Figure B.76: Saturday Learning Academy Participation (All Grades)**

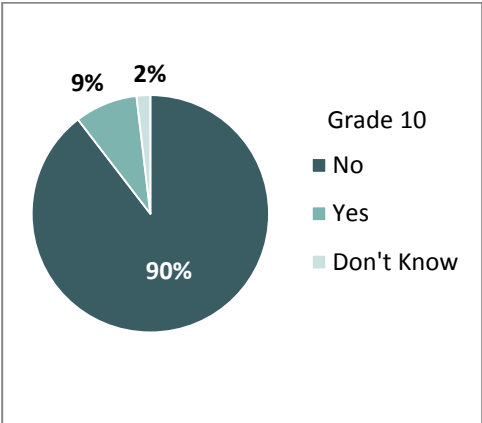


n=1,042

**Figure B.77: Saturday Learning Academy Participation (by Grade)**

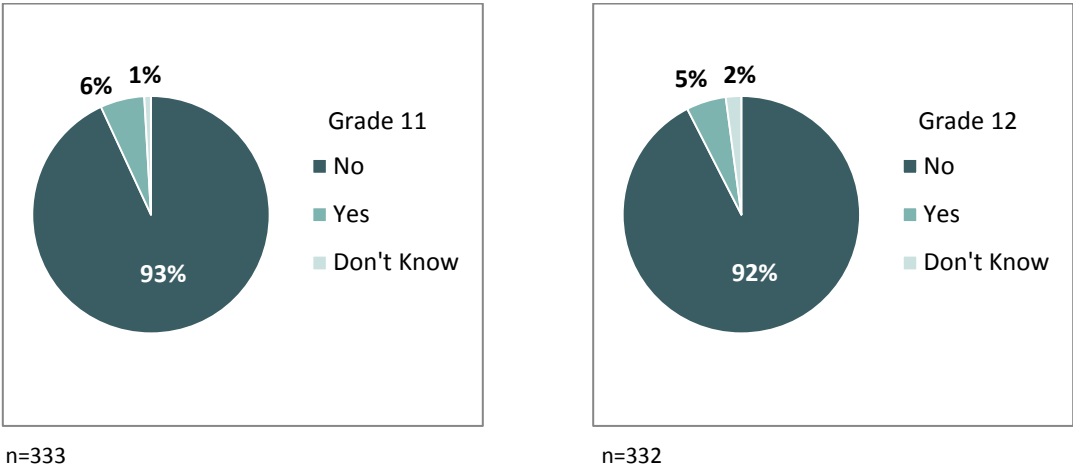


n=3



n=374

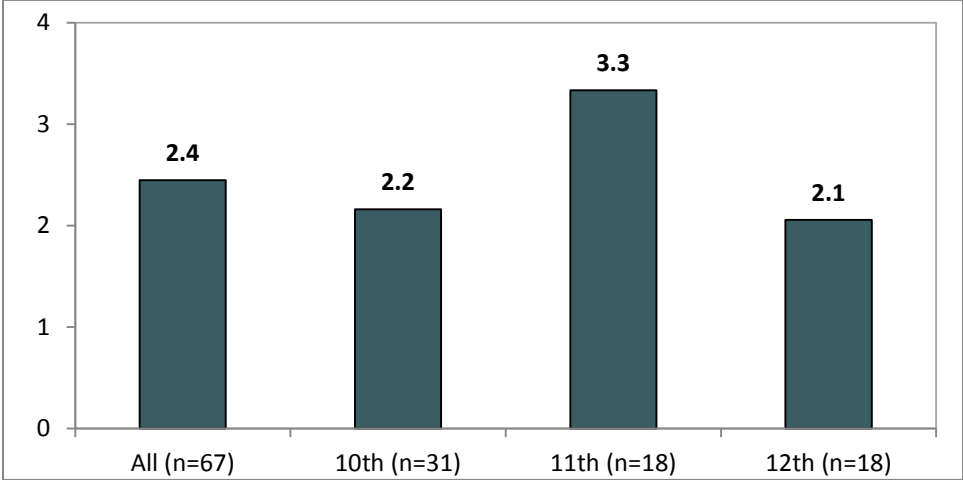




The following questions only applied to students who attended at least one Saturday Learning Academy session in 2011-2012.

How many Saturday Learning Academy sessions did you attend during the 2011-2012 school year? (Enter whole number.)

Figure B.78: Average Number of Saturday Learning Academy Sessions (by Grade)



**What subject areas did you receive assistance in during Saturday Learning Academy?  
(Select all that apply.)**

**Figure B.79: Saturday Learning Academy Subjects (by Grade)**

SUBJECT AREA	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
English	22%	-	21%	25%	20%
Mathematics	32%	-	30%	32%	36%
Science	16%	-	19%	18%	8%
Social Studies	13%	-	16%	11%	8%
Other	17%	-	14%	14%	28%
n	110	-	57	28	25

Students who selected “Other” cited the following Saturday Learning Academy subjects:

- AP examination preparation (Calculus, World History)
- SAT preparation
- World Languages (Chinese, Latin, Spanish)
- Detention

**Overall, how would you rate the quality of Saturday Learning Academy as a resource for improving your academic success?**

**Figure B.80: Saturday Learning Academy Rating (by Grade)**

RATING	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Excellent	22%	-	23%	30%	11%
Above Average	20%	-	16%	20%	28%
Average	41%	-	42%	30%	50%
Below Average	7%	-	6%	10%	6%
Very Poor	10%	-	13%	10%	6%
n	69	-	31	20	18

**TC WILLIAMS SCHOOL CLIMATE**

Select your level of agreement with the following statements about TC Williams during the 2011-2012 school year.

**Figure B.81: “TCW offered an environment that supported student achievement.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	19%	0%	18%	16%	23%
Agree	57%	100%	59%	57%	54%
Neither Agree nor Disagree	17%	0%	18%	16%	18%
Disagree	3%	0%	2%	5%	1%
Strongly Disagree	2%	0%	1%	3%	2%
Don't Know	2%	0%	3%	2%	2%
n	1,006	3	365	320	318

**Figure B.82: “My teachers prepared me to deal with issues and problems that I may face in the future.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	16%	0%	15%	11%	21%
Agree	51%	67%	57%	47%	50%
Neither Agree nor Disagree	22%	0%	19%	26%	22%
Disagree	7%	0%	7%	11%	4%
Strongly Disagree	2%	0%	1%	3%	2%
Don't Know	2%	33%	2%	2%	1%
n	1,004	3	365	318	318

**Figure B.83: “My teachers used a variety of strategies and activities to help me learn the standards.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	17%	0%	14%	17%	18%
Agree	58%	67%	62%	55%	58%
Neither Agree nor Disagree	18%	0%	18%	18%	18%
Disagree	4%	0%	3%	7%	3%
Strongly Disagree	1%	0%	1%	2%	2%
Don't Know	2%	33%	2%	1%	1%
n	1,009	3	367	319	320

**Figure B.84: “My coursework was engaging.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	14%	0%	12%	14%	17%
Agree	48%	67%	48%	49%	45%
Neither Agree nor Disagree	27%	0%	31%	22%	28%
Disagree	7%	0%	5%	8%	7%
Strongly Disagree	2%	0%	1%	4%	1%
Don't Know	3%	33%	3%	3%	2%
n	1,006	3	366	318	319

**Figure B.85: “The grading process was fair.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	15%	0%	14%	15%	17%
Agree	49%	100%	52%	49%	46%
Neither Agree nor Disagree	24%	0%	25%	21%	27%
Disagree	7%	0%	6%	9%	7%
Strongly Disagree	2%	0%	2%	3%	1%
Don't Know	2%	0%	2%	2%	2%
n	1,007	3	366	320	318

**Figure B.86: “Teachers had high expectations for all students.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	21%	0%	22%	19%	23%
Agree	46%	67%	50%	42%	47%
Neither Agree nor Disagree	22%	33%	19%	24%	23%
Disagree	6%	0%	4%	10%	4%
Strongly Disagree	2%	0%	2%	3%	1%
Don't Know	2%	0%	2%	3%	2%
n	998	3	361	319	315

**Figure B.87: “I was satisfied with the learning environment at TCW.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	15%	0%	12%	13%	20%
Agree	48%	100%	52%	46%	43%
Neither Agree nor Disagree	25%	0%	23%	25%	28%
Disagree	7%	0%	7%	9%	5%
Strongly Disagree	3%	0%	2%	4%	2%
Don't Know	2%	0%	3%	2%	2%
n	1,005	3	366	319	317

**Figure B.88: “My teachers motivated me to succeed in the classroom.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	19%	0%	18%	17%	23%
Agree	51%	67%	54%	50%	50%
Neither Agree nor Disagree	21%	0%	20%	22%	22%
Disagree	5%	0%	5%	7%	3%
Strongly Disagree	2%	0%	1%	3%	1%
Don't Know	2%	33%	2%	2%	1%
n	1,001	3	364	318	316

**Figure B.89: “School staff had a caring attitude toward students.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	14%	0%	13%	14%	17%
Agree	43%	67%	46%	41%	41%
Neither Agree nor Disagree	29%	0%	28%	27%	31%
Disagree	8%	0%	8%	10%	6%
Strongly Disagree	4%	0%	3%	5%	4%
Don't Know	2%	33%	2%	2%	1%
n	1,000	3	366	317	314

**Figure B.90: “School administrators were accessible to me if I had a problem.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	17%	0%	17%	15%	19%
Agree	44%	67%	50%	41%	41%
Neither Agree nor Disagree	23%	0%	21%	25%	24%
Disagree	8%	0%	5%	10%	8%
Strongly Disagree	3%	0%	2%	4%	3%
Don't Know	4%	33%	4%	4%	5%
n	993	3	364	312	314

**Figure B.91: “All students and staff at TCW were treated with respect.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	9%	0%	8%	8%	11%
Agree	36%	33%	36%	38%	34%
Neither Agree nor Disagree	31%	33%	33%	27%	34%
Disagree	16%	0%	17%	17%	13%
Strongly Disagree	6%	0%	4%	7%	6%
Don't Know	2%	33%	2%	3%	2%
n	1,005	3	365	319	318

**Figure B.92: “I felt safe at TCW.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	13%	0%	11%	11%	16%
Agree	44%	67%	46%	38%	46%
Neither Agree nor Disagree	29%	0%	27%	32%	27%
Disagree	8%	0%	8%	10%	5%
Strongly Disagree	5%	0%	4%	7%	4%
Don't Know	2%	33%	3%	2%	2%
n	997	3	364	317	313

**Figure B.93: “Bullying problems were handled effectively.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	9%	0%	9%	9%	10%
Agree	35%	67%	35%	34%	37%
Neither Agree nor Disagree	32%	0%	32%	32%	31%
Disagree	8%	0%	9%	9%	8%
Strongly Disagree	4%	0%	2%	5%	4%
Don't Know	11%	33%	12%	11%	9%
n	1,001	3	364	317	317

**Figure B.94: “Teachers listened to my suggestions and recommendations.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	11%	0%	9%	11%	13%
Agree	42%	67%	44%	37%	44%
Neither Agree nor Disagree	31%	0%	32%	33%	29%
Disagree	8%	0%	8%	10%	6%
Strongly Disagree	3%	0%	2%	5%	3%
Don't Know	5%	33%	5%	4%	4%
n	998	3	363	317	315

**Figure B.95: “Students had the opportunity to help plan school activities.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	13%	0%	11%	13%	16%
Agree	48%	67%	48%	44%	53%
Neither Agree nor Disagree	22%	0%	24%	22%	18%
Disagree	8%	0%	8%	9%	5%
Strongly Disagree	4%	0%	4%	5%	3%
Don't Know	5%	33%	5%	7%	4%
n	1,001	3	365	316	317

**Figure B.96: “I was provided with opportunities to participate in activities that interest me, such as clubs, sports, and music.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	30%	0%	27%	29%	36%
Agree	50%	100%	52%	49%	49%
Neither Agree nor Disagree	13%	0%	14%	15%	10%
Disagree	3%	0%	4%	3%	2%
Strongly Disagree	1%	0%	0%	3%	2%
Don't Know	2%	0%	3%	2%	2%
n	1,000	3	363	317	317

**Figure B.97: “I was satisfied with the quality of student activities available at the school.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	21%	0%	18%	19%	26%
Agree	51%	100%	53%	51%	47%
Neither Agree nor Disagree	20%	0%	22%	19%	20%
Disagree	4%	0%	3%	5%	3%
Strongly Disagree	2%	0%	1%	3%	1%
Don't Know	3%	0%	2%	3%	3%
n	997	3	361	316	317

**Figure B.98: “I looked forward to going to school each morning.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	8%	0%	9%	7%	9%
Agree	23%	33%	24%	22%	23%
Neither Agree nor Disagree	35%	67%	33%	35%	36%
Disagree	17%	0%	17%	19%	15%
Strongly Disagree	15%	0%	15%	15%	14%
Don't Know	3%	0%	3%	2%	3%
n	997	3	363	316	315

**Figure B.99: “My family felt welcome participating in school activities.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	10%	0%	9%	11%	11%
Agree	34%	67%	37%	32%	32%
Neither Agree nor Disagree	35%	33%	34%	36%	36%
Disagree	5%	0%	5%	5%	4%
Strongly Disagree	4%	0%	2%	5%	3%
Don't Know	12%	0%	13%	11%	12%
n	993	3	361	313	316

**TC WILLIAMS ACADEMIC SUPPORT**

Select your level of agreement with the following statements about academic support at TC Williams during the 2011-2012 school year.

**Figure B.100: “Teachers gave me extra help when I didn’t understand something.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	23%	0%	22%	23%	25%
Agree	56%	100%	60%	50%	57%
Neither Agree nor Disagree	15%	0%	13%	19%	15%
Disagree	3%	0%	2%	6%	1%
Strongly Disagree	1%	0%	1%	1%	0%
Don’t Know	2%	0%	2%	1%	1%
n	1,000	3	365	317	315

**Figure B.101: “I was recognized for my accomplishments and achievements.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	17%	0%	16%	19%	18%
Agree	45%	67%	47%	42%	46%
Neither Agree nor Disagree	25%	33%	26%	24%	25%
Disagree	7%	0%	7%	8%	7%
Strongly Disagree	3%	0%	1%	4%	2%
Don’t Know	2%	0%	3%	3%	2%
n	992	3	361	313	315

**Figure B.102: “If needed, my math teacher gave me extra help outside of the regular class time.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	28%	0%	25%	29%	31%
Agree	49%	100%	53%	45%	49%
Neither Agree nor Disagree	14%	0%	13%	14%	14%
Disagree	4%	0%	3%	5%	3%
Strongly Disagree	3%	0%	3%	4%	2%
Don’t Know	2%	0%	2%	3%	2%
n	994	3	363	314	314



**Figure B.103: “If needed, my English teacher gave me extra help outside of the regular class time.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	28%	0%	24%	27%	33%
Agree	51%	100%	57%	48%	48%
Neither Agree nor Disagree	15%	0%	13%	16%	14%
Disagree	2%	0%	2%	2%	2%
Strongly Disagree	2%	0%	1%	3%	1%
Don't Know	3%	0%	2%	4%	2%
n	996	3	365	313	315

**Figure B.104: “I had the opportunity to receive help from a counselor or advisor when selecting classes.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	28%	0%	21%	33%	32%
Agree	49%	67%	54%	44%	48%
Neither Agree nor Disagree	15%	0%	16%	14%	13%
Disagree	4%	0%	4%	4%	2%
Strongly Disagree	3%	0%	3%	3%	3%
Don't Know	2%	33%	2%	2%	2%
n	994	3	364	314	313

**Figure B.105: “I had the opportunity to receive help from a counselor or advisor when planning for the future.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	26%	0%	21%	30%	29%
Agree	48%	67%	51%	44%	47%
Neither Agree nor Disagree	17%	33%	18%	16%	16%
Disagree	4%	0%	4%	6%	3%
Strongly Disagree	2%	0%	2%	2%	2%
Don't Know	3%	0%	4%	2%	3%
n	993	3	365	313	312

**Figure B.106: “I felt that I could talk with an adult at TCW if I had a personal problem.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	15%	0%	13%	14%	17%
Agree	34%	33%	32%	34%	36%
Neither Agree nor Disagree	28%	67%	31%	25%	29%
Disagree	10%	0%	10%	11%	8%
Strongly Disagree	7%	0%	6%	10%	6%
Don't Know	6%	0%	7%	6%	5%
n	992	3	364	312	313

**Figure B.107: “I had access to a variety of resources to help me learn, such as technology, media centers, electronic media, and books.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	27%	0%	25%	27%	31%
Agree	51%	67%	57%	48%	47%
Neither Agree nor Disagree	16%	33%	13%	17%	17%
Disagree	3%	0%	2%	4%	2%
Strongly Disagree	1%	0%	0%	1%	1%
Don't Know	2%	0%	2%	3%	2%
n	990	3	361	312	314

**Figure B.108: “I had the opportunity to get tutoring when I needed extra help.”**

LEVEL OF AGREEMENT	GRADE				
	TOTAL	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Strongly Agree	23%	0%	20%	23%	28%
Agree	51%	100%	54%	48%	49%
Neither Agree nor Disagree	18%	0%	17%	20%	17%
Disagree	3%	0%	3%	3%	3%
Strongly Disagree	1%	0%	1%	2%	1%
Don't Know	4%	0%	5%	4%	3%
n	990	3	361	315	311

**What are the main strengths of TC Williams?**

Students most frequently mentioned the following items as strengths of TC Williams:

- Passionate teachers
- Teachers and staff eager to assist students
- Caring environment
- School culture emphasizes working together toward a common goal (i.e., student achievement and success)
- High expectations for all students
- Diverse community
- Variety of classes and activities
- Excellent facilities (e.g., gymnasium)
- Technological resources (e.g., laptops)
- Different academic supports (e.g., Writing and Mathematics Centers, Titan Time)

**What are the main weaknesses of TC Williams?**

According to students, the following areas represented TC Williams’ greatest weaknesses in the past school year:

- Large student body
- Crowded classrooms

- Impersonal environment
- Lack of discipline and respect
- Many students display a poor attitude, lack motivation, and remain disruptive.
- Continued disciplinary problems (e.g., fights)
- Inconvenient hours for some academic supports (e.g., Writing and Mathematics Centers)
- Too much emphasis on testing
- Not enough recognition of students performing well
- Some teachers appear disinterested.
- Student voices not heard by administrators

### **What do you suggest could be done to improve TC Williams?**

Students offered the following suggestions for improving TC Williams in the future:

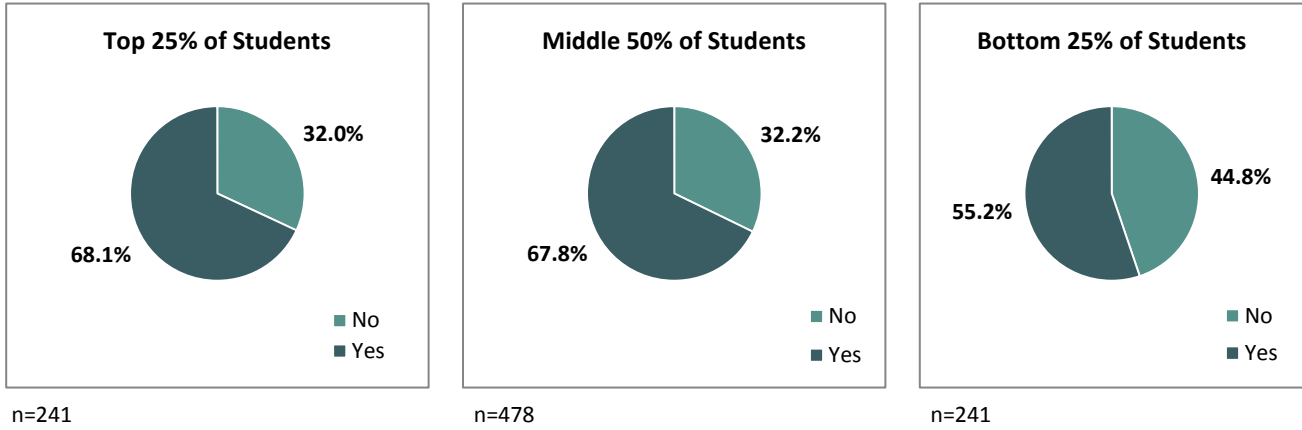
- Better organization
- Stricter discipline
- Smaller classes
- Increase the availability of academic supports for struggling students
- Provide more resources for high achievers and highly-motivated students
- Make grading policies fairer
- Use teaching strategies and activities that engage students and make the learning process more enjoyable

### **Student Achievement and IAP Perceptions**

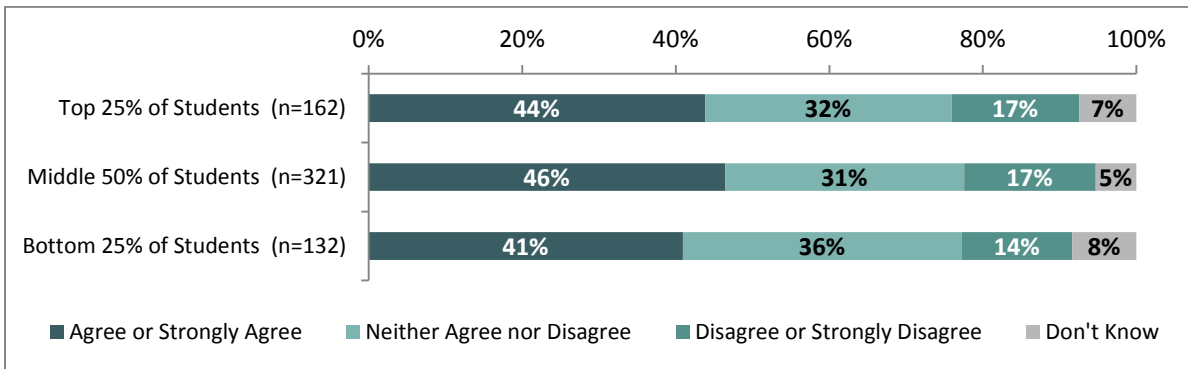
We also explored whether or not attitudes toward IAPs varied consistently with a student's rate of academic progress, as measured by the percentage change in his or her grade point average (GPA) between 2010-2011 and 2011-2012. The following growth ranges were used for this analysis:

- **Bottom 25 percent** - students whose GPA actually fell by 12.8 percent or more
- **Middle 50 percent** - students for whom GPA growth was greater than -12.8 percent but less than 5.5 percent
- **Top 25 percent** - students whose GPA grew by 5.5 percent or more

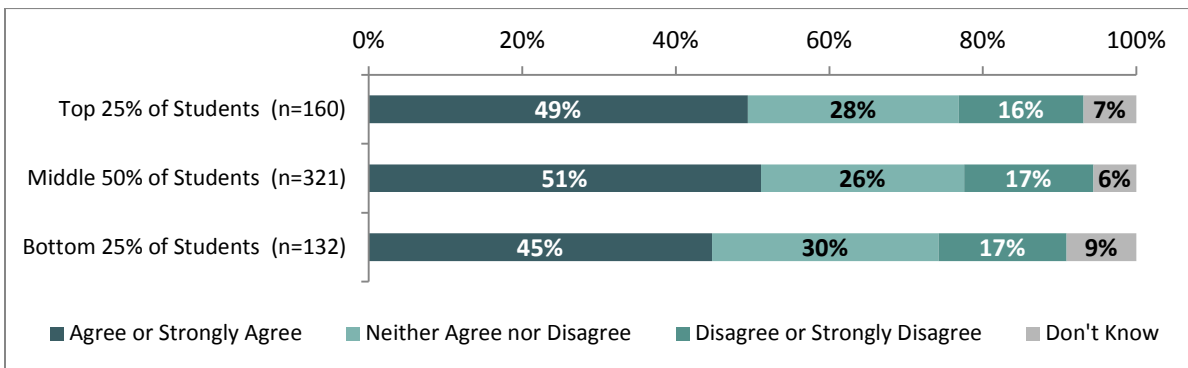
**Figure B109: “Did you have an IAP during the 2011-2012 school year?”**  
 (Students categorized by rate of GPA growth from 2010-2011 to 2011-2012)



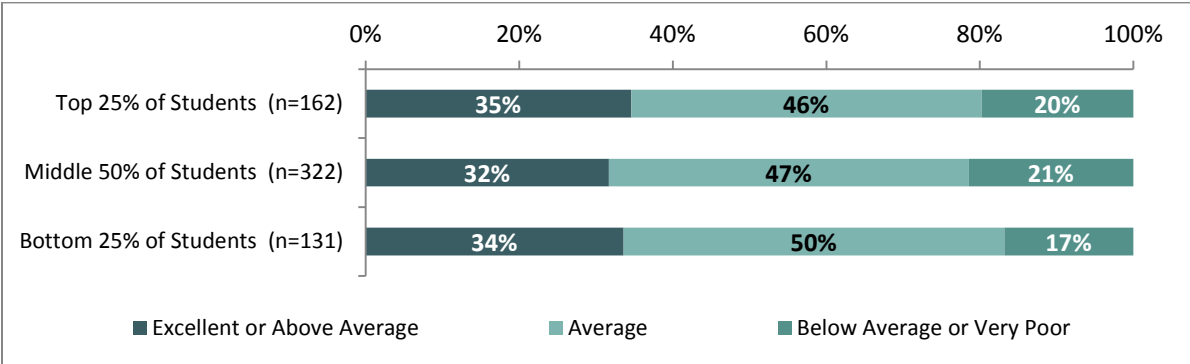
**Figure B110: “I was satisfied with the process used to create my IAP” (by GPA Growth)**



**Figure B111: “Overall, I was satisfied with my IAP” (by GPA Growth)**



**Figure B112: “Overall, how would you rate the quality of the IAP as a resource for improving your academic success” (by GPA Growth)**



## APPENDIX C: FOCUS GROUPS

### METHODOLOGY

On September 19, 2012, Hanover Research conducted a series of focus groups on the King Street campus of TC Williams High School. Each session lasted approximately 30 minutes and explored a variety of topics related to initiatives implemented in 2011-2012 as part of the Transformation Process. More specifically, Hanover met separately with three groups of students, one group of teachers, and one group of counselors. When choosing participants, the school selected at random from pools of students, teachers, or counselors who met the following criteria:

- **Student Focus Group 1:** Students in grades 11 and 12 who completed IAPs and attended TC Williams for all years of high school to date
- **Student Focus Group 2:** Students in grades 10 through 12 who participated in one or more of the academic support programs made available in 2011-2012
- **Student Focus Group 3:** Students in grades 10 through 12 who enrolled in the ELL and/or International Academy program in 2011-2012 and who did not require a translator
- **Teacher Focus Group:** English and mathematics teachers who worked at the school in 2011-2012
- **Counselor Focus Group:** Counselors who worked at the school in 2011-2012

### CONSENT FORM

TC Williams collected parental permission forms for all participating students. In addition, prior to each focus group, Hanover Research required all participants (students, teachers, and counselors) to sign a consent form, which is reproduced below.

#### T.C. Williams Transformation Discussion Group Guidelines

You are invited to participate in a 30-minute small group discussion to talk about your experiences at T.C. Williams during the 2011-2012 school year. The purpose of this discussion is to gather feedback from [students/teachers/counselors] about programs and academic support at T.C. Williams, including Individual Achievement Plans (IAPs), Titan Time, and tutoring.

This discussion will provide you with the opportunity to share your experiences at T.C. Williams in a confidential setting. Discussions will be facilitated by Hanover Research, an outside organization working on behalf of the Alexandria City Public Schools. Feedback

given during the discussion will not be attributed to individual students and your name will not be used. The only exception to this protection of confidentiality is if you discuss plans to commit a crime or harm yourself or others.

Hanover Research will take notes during the discussion in order to ensure accuracy of reporting. Your name will not be recorded in these notes.

Participants will also keep this discussion confidential. In agreeing to participate in this discussion, participants also agree to not reveal the identities of other participants or to discuss any comments made during the discussion.

Feedback will be used in a fall 2012 district report about the T.C. Transformation process during the 2011-2012 school year. This report along, with other information collected, will be used to make programmatic, procedural, and service related decisions regarding the T.C. Williams Transformation moving forward.

Your participation is voluntary and there is no penalty of any kind if you choose not to participate. If you decide to participate, you are free to leave the discussion at any time. You may also decline to answer any questions.

### **Consent Form**

I have read and understand the guidelines above about the facilitated small group discussions taking place at T.C. Williams High School on September 19, 2012 and

I agree to participate

I do not agree to participate

Name (Print): \_\_\_\_\_

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

If you have any questions about this study please contact David Serensits ([david.serensits@acps.k12.va.us](mailto:david.serensits@acps.k12.va.us) / 703-575-3414).

## PROJECT EVALUATION FORM

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