

2011-12 T.C. WILLIAMS TRANSFORMATION PROCESS

FEDERAL BENCHMARKS - ENGLISH

ANNUAL MEASUREABLE OBJECTIVE		2008-2009		2009-2010		2010-2011		2011-2012	
		TESTING RATE	MET	TESTING RATE	MET	TESTING RATE	MET	TESTING RATE	MET
Participation	All	97	Y	98	Y	100	Y	99	Y
	Black	98	Y	96	Y	100	Y	100	Y
	Hispanic	96	Y	99	Y	100	Y	97	Y
	White	98	Y	98	Y	100	Y	100	Y
	Students with Disabilities	96	Y	92	N	100	Y	97	Y
	Economically-Disadvantaged	97	Y	98	Y	100	Y	98	Y
	LEP	99	Y	97	Y	100	Y	98	Y
ANNUAL MEASUREABLE OBJECTIVE		2008-2009		2009-2010		2010-2011		2011-2012	
		PASSING RATE	MET	PASSING RATE	MET	PASSING RATE	MET	PASSING RATE	MET
Performance	All	84	Y	90	Y	95	Y	91	Y
	Black	79	N	87	Y	91	Y	89	Y
	Hispanic	82	Y	85	Y	95	Y	90	Y
	White	95	Y	99	Y	98	Y	98	Y
	Students with Disabilities	55	Y	66	RN	84	RN	73	Y
	Economically-Disadvantaged	81	Y	84	Y	93	Y	87	Y
	LEP	85	Y	90	Y	96	Y	89	Y
Benchmarks Met		13		13		14		14	

The Virginia Department of Education utilized Adequate Yearly Progress (AYP) benchmarks through 2010-2011. Starting in 2011-12, Annual Measurable Objectives (AMOs) replaced AYP benchmarks.

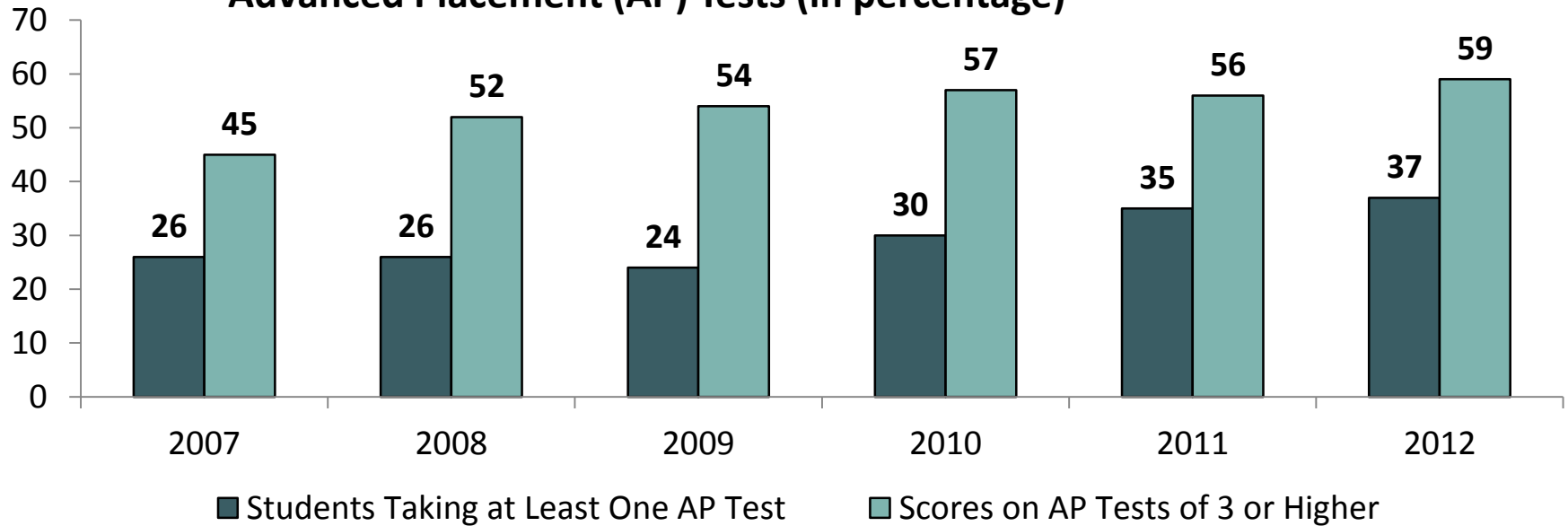
FEDERAL BENCHMARKS - MATH

ANNUAL MEASUREABLE OBJECTIVE		2008-2009		2009-2010		2010-2011		2011-2012	
		TESTING RATE	MET	TESTING RATE	MET	TESTING RATE	MET	TESTING RATE	MET
Participation	All	97	Y	96	Y	100	Y	99	Y
	Black	96	Y	95	Y	100	Y	100	Y
	Hispanic	95	Y	95	Y	100	Y	98	Y
	White	97	Y	98	Y	100	Y	100	Y
	Students with Disabilities	94	Y	92	N	100	Y	98	Y
	Economically-Disadvantaged	96	Y	95	Y	100	Y	99	Y
	LEP	96	Y	96	Y	100	Y	99	Y
ANNUAL MEASUREABLE OBJECTIVE		2008-2009		2009-2010		2010-2011		2011-2012	
		PASSING RATE	MET	PASSING RATE	MET	PASSING RATE	MET	PASSING RATE	MET
Performance	All	77	N	75	N	83	RN	60	3YR
	Black	71	N	69	N	79	RN	52	Y
	Hispanic	71	N	73	N	81	RN	55	Y
	White	93	Y	89	Y	93	Y	79	Y
	Students with Disabilities	50	N	59	RN	61	N	23	3YR
	Economically-Disadvantaged	70	N	69	N	79	RN	53	Y
	LEP	75	N	75	N	82	RN	59	Y
Benchmarks Met		8		8		13		14	

The Virginia Department of Education utilized Adequate Yearly Progress (AYP) benchmarks through 2010-2011. Starting in 2011-12, Annual Measurable Objectives (AMOs) replaced AYP benchmarks.

ACADEMIC PROGRESS

Advanced Placement (AP) Tests (in percentage)



SAT Participation and Scores

SUBJECT	07	08	09	10	11	12
Reading	490	494	482	482	477	485
Writing	481	490	482	475	469	474
Mathematics	491	489	472	479	473	477
Percent of Seniors Taking the SAT	65%	63%	56%	58%	64%	65%

ACADEMIC PROGRESS

Annual Dropout Rates (in percent)

	2008	2009	2010	2011	DIFFERENCE, 2008 TO 2011
All Students	3.49	4.12	2.01	2.97	-0.52
Black	3.49	3.79	1.19	3.44	-0.05
Hispanic	5.30	6.95	4.72	3.63	-1.67
White	2.00	1.76	---	1.94	-0.07
Students with Disabilities	3.64	3.66	---	3.43	-0.20
Limited English Proficient	5.50	6.20	4.48	4.15	-1.36
Economically Disadvantaged	4.64	4.87	2.90	3.59	-1.05

Four Year Cohort On-Time Graduation Rates (in percent)

TC WILLIAMS	2008	2009	2010	2011	2012	DIFFERENCE, 2008 TO 2012
All Students	77	78	79	79	82	5
Black	76	79	79	80	82	6
Hispanic	58	65	69	67	70	12
White	88	87	86	90	93	5
Students with Disabilities	76	85	81	77	72	-4
Limited English Proficient	71	68	68	72	80	9
Economically Disadvantaged	70	78	76	77	81	11

T.C. WILLIAMS FALL 2012 SURVEY

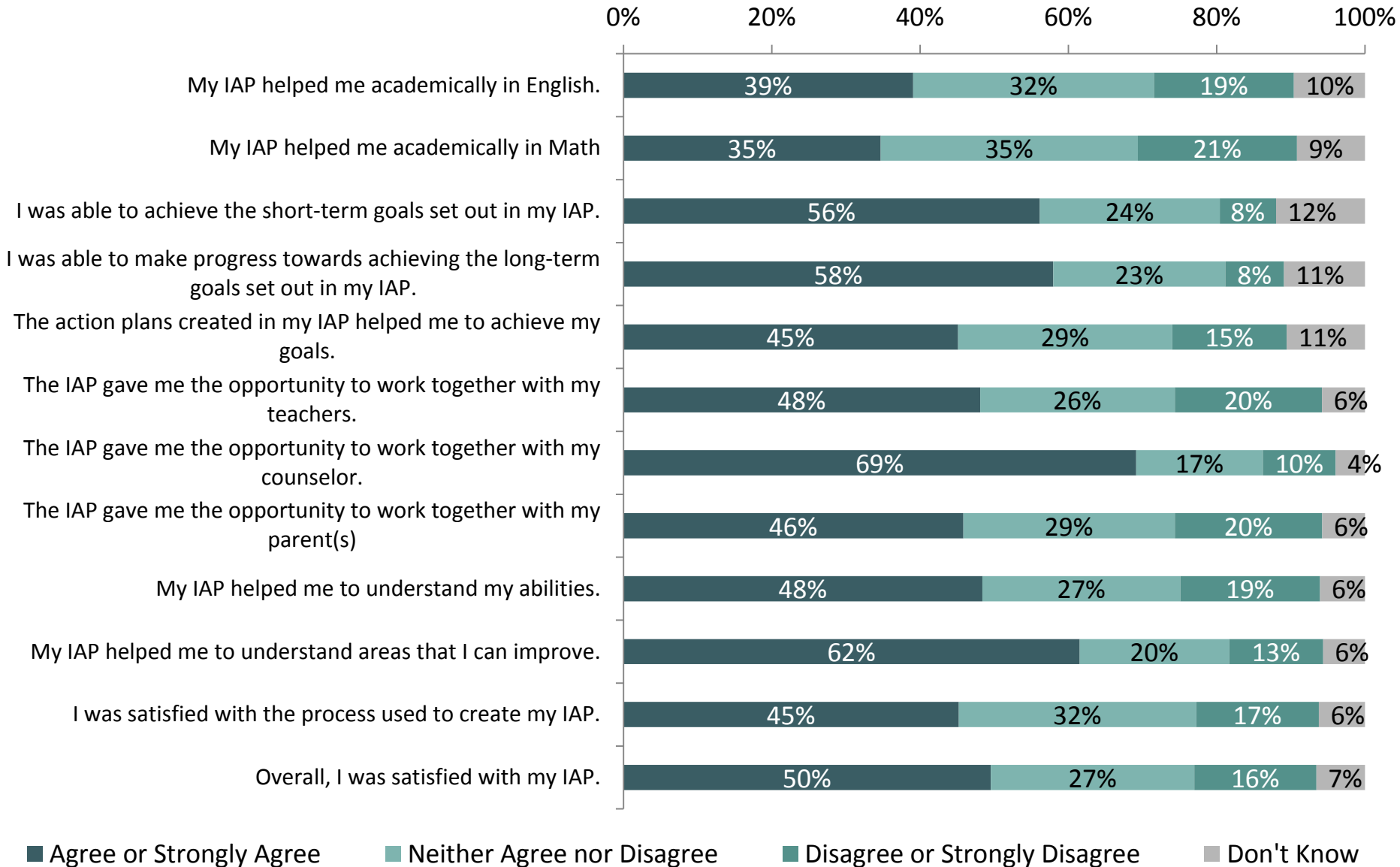
Survey Participants:

- Current (in September 2012) T.C. Williams students and staff who attended/worked at T.C. during the 2011-12 school year

Participation Rates:

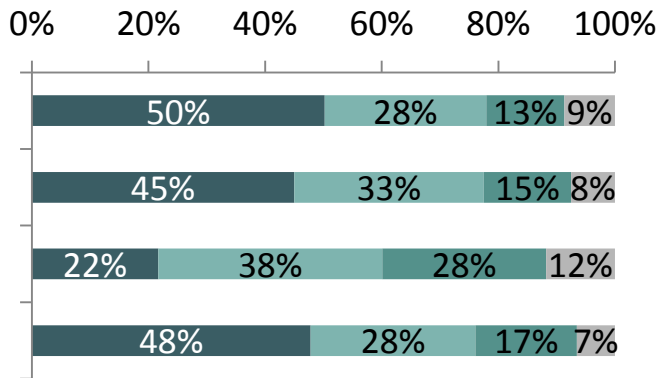
- Student Survey – 49.8 percent or 1,100 participants
- Staff Survey – 50.5 percent or 221 participants

STUDENT OPINIONS OF THE IAP

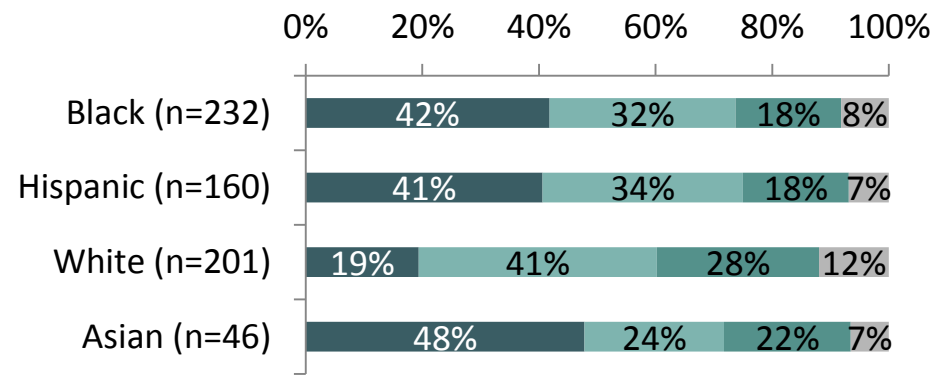


STUDENT OPINIONS OF THE IAP

“My IAP helped me academically in English”

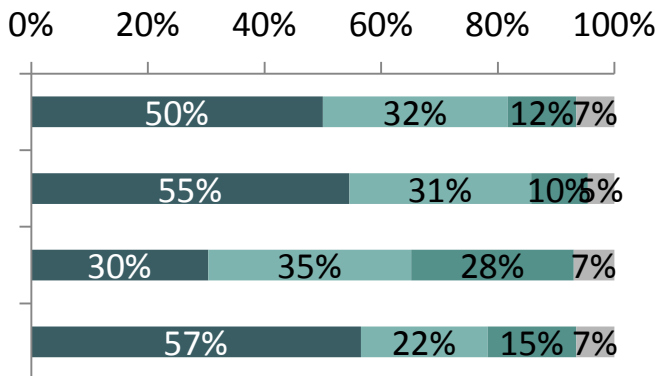


“My IAP helped me academically in Math”

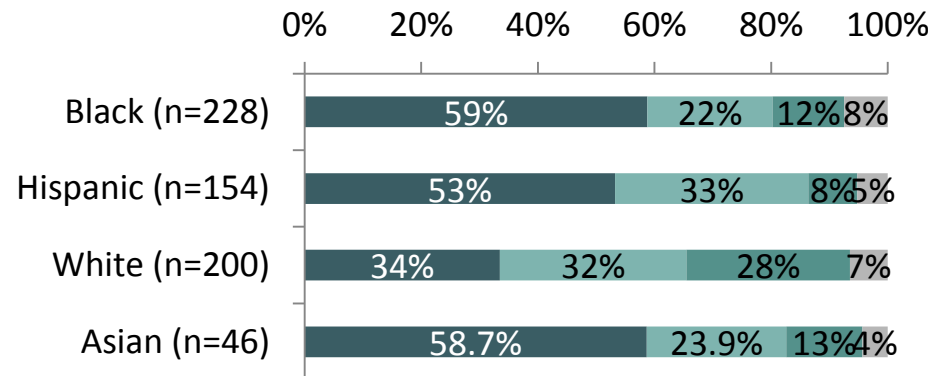


■ Strongly Agree or Agree ■ Neither Agree nor Disagree
■ Disagree or Strongly Disagree ■ Don't Know

“I was satisfied with the process used to create my IAP”



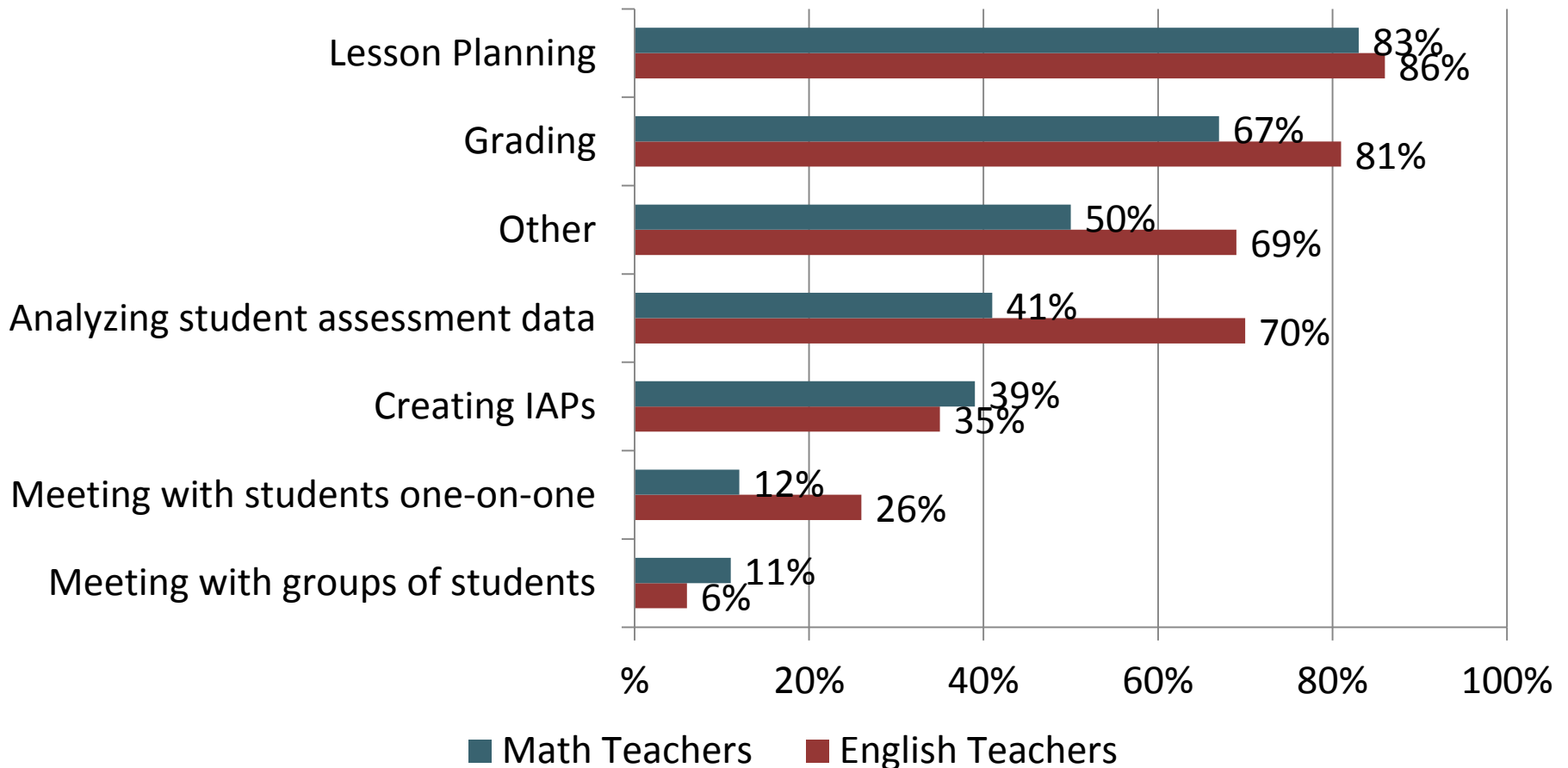
“Overall, I was satisfied with my IAP”



5TH PERIOD

Five additional math and English teachers resulted in reduced course load and new non-instructional planning period known as “5th Period”

Percent of English and math teachers who “always or often” use 5th Period for:



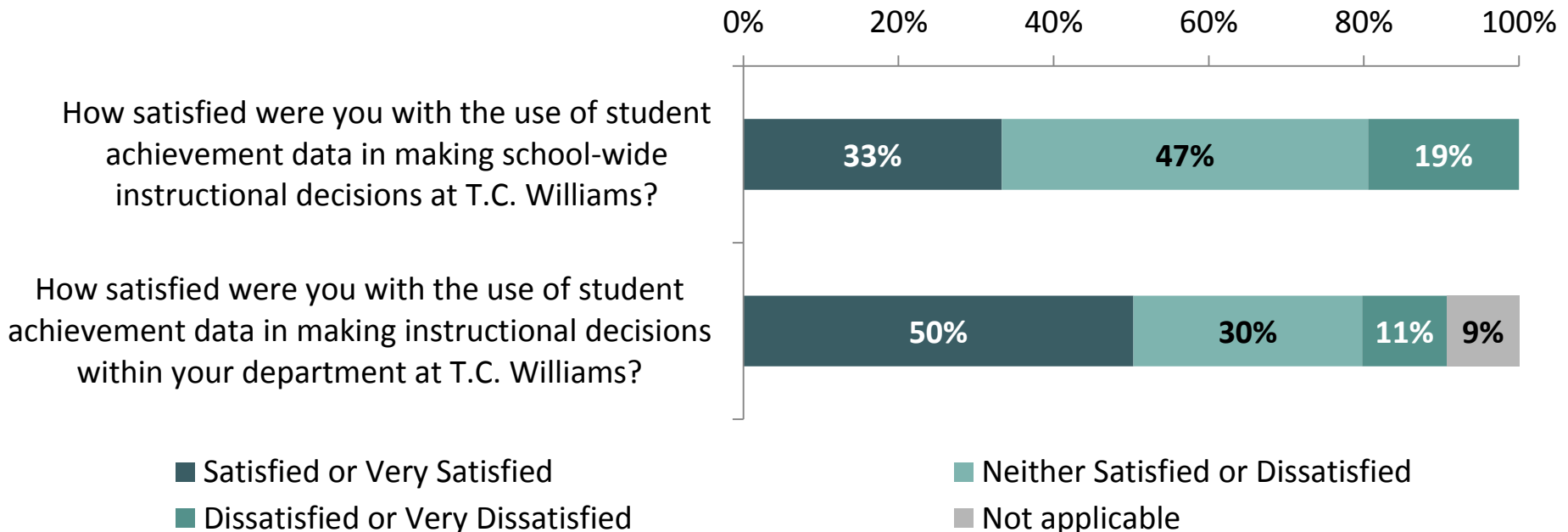
PROFESSIONAL LEARNING PLANS (PLPs)



STUDENT ACHIEVEMENT GOALS

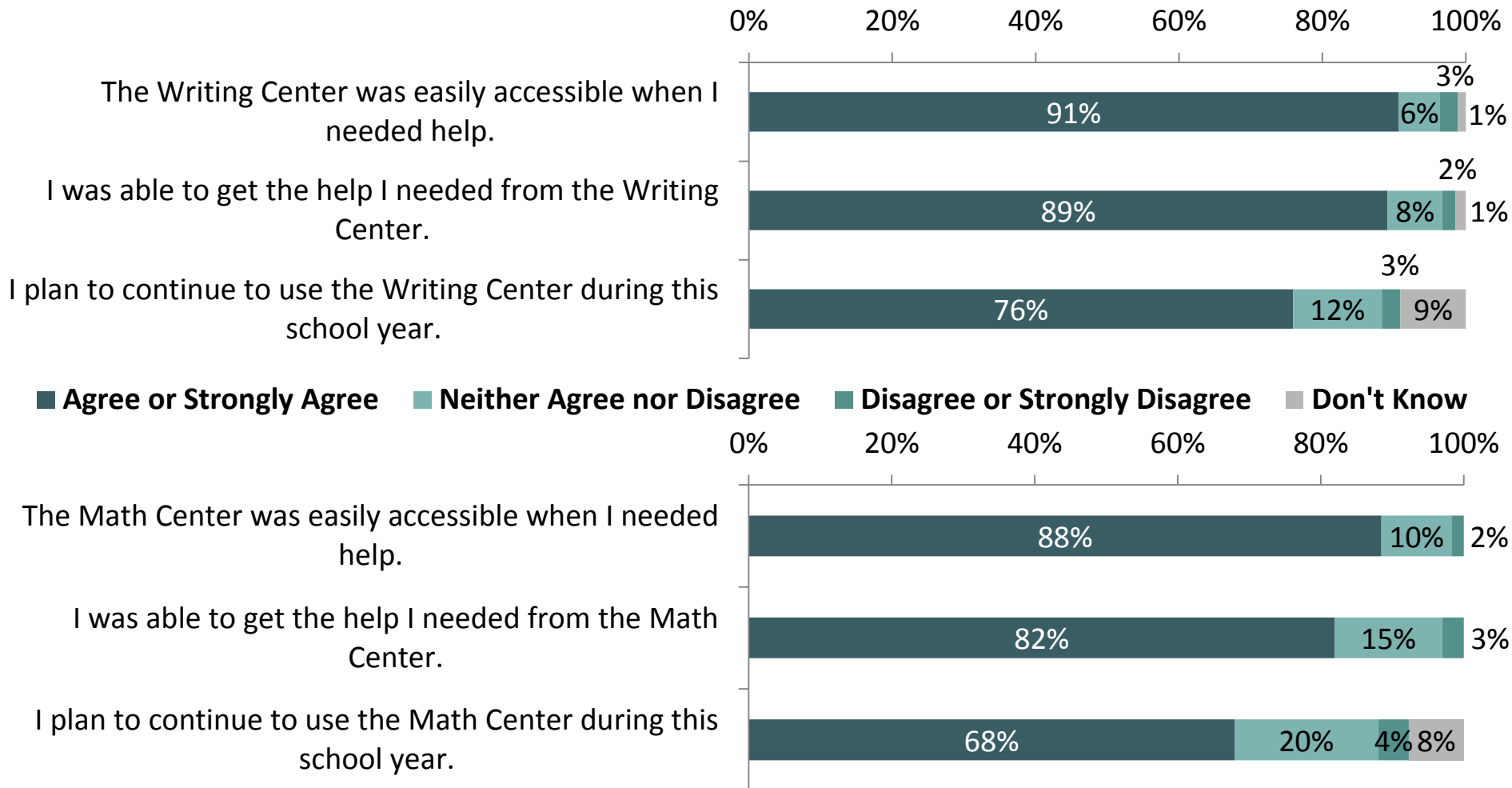
The transformation process requires careful accounting and monitoring of student performance to ensure continual improvement in achievement. 60% of staff use student achievement data in their own instructional decision-making “often or always.” 23% use it “sometimes”

Staff Opinions of Student Achievement Data Use:



SCHOOL SUPPORT STRUCTURES

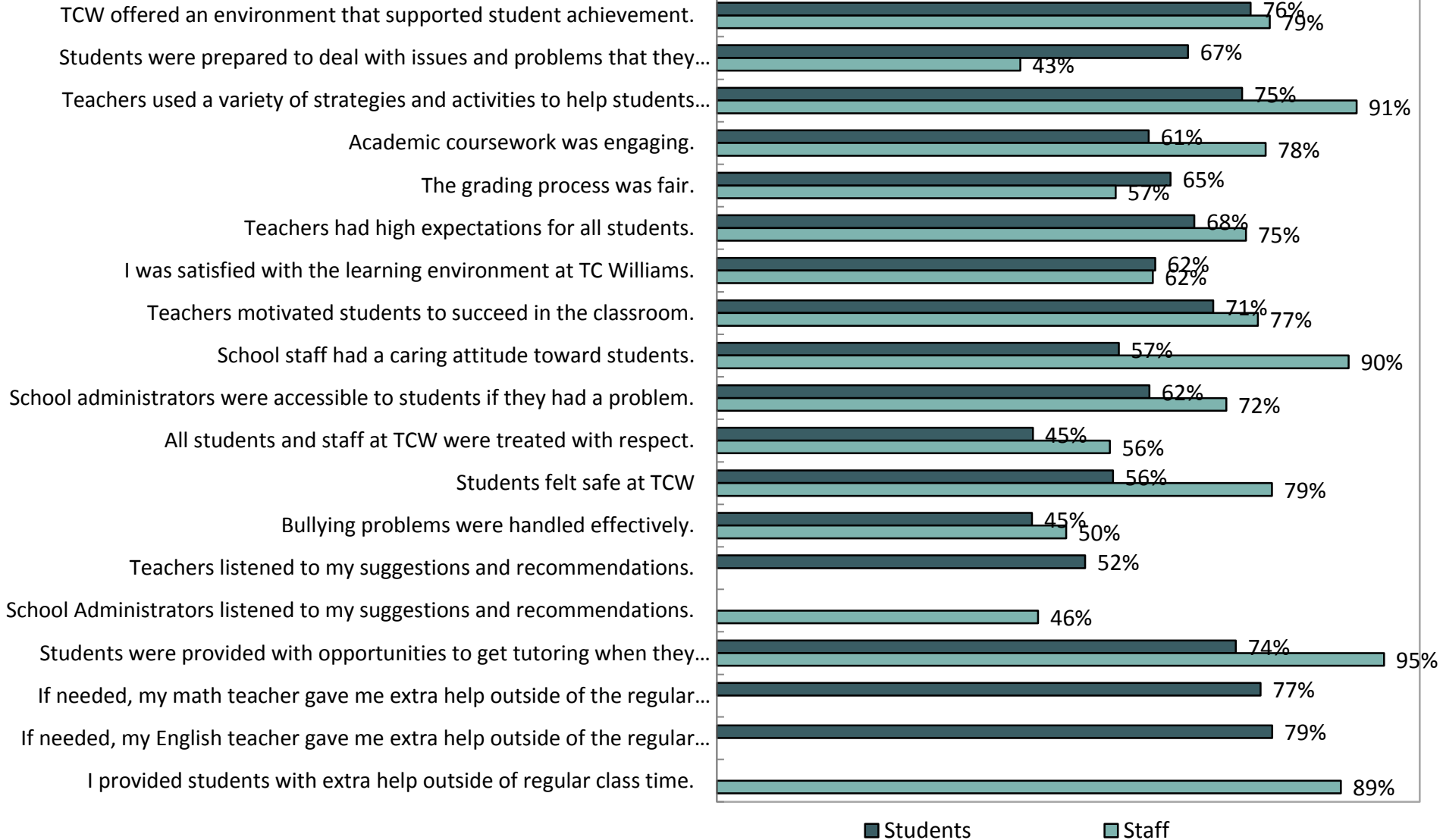
The transformation resulted in a number of new support structures for students, including the Writing and Mathematics Centers



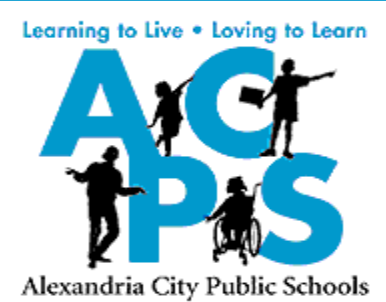
SCHOOL CULTURE

% Agree or Strongly Agree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



Implications & Questions for Future Practice



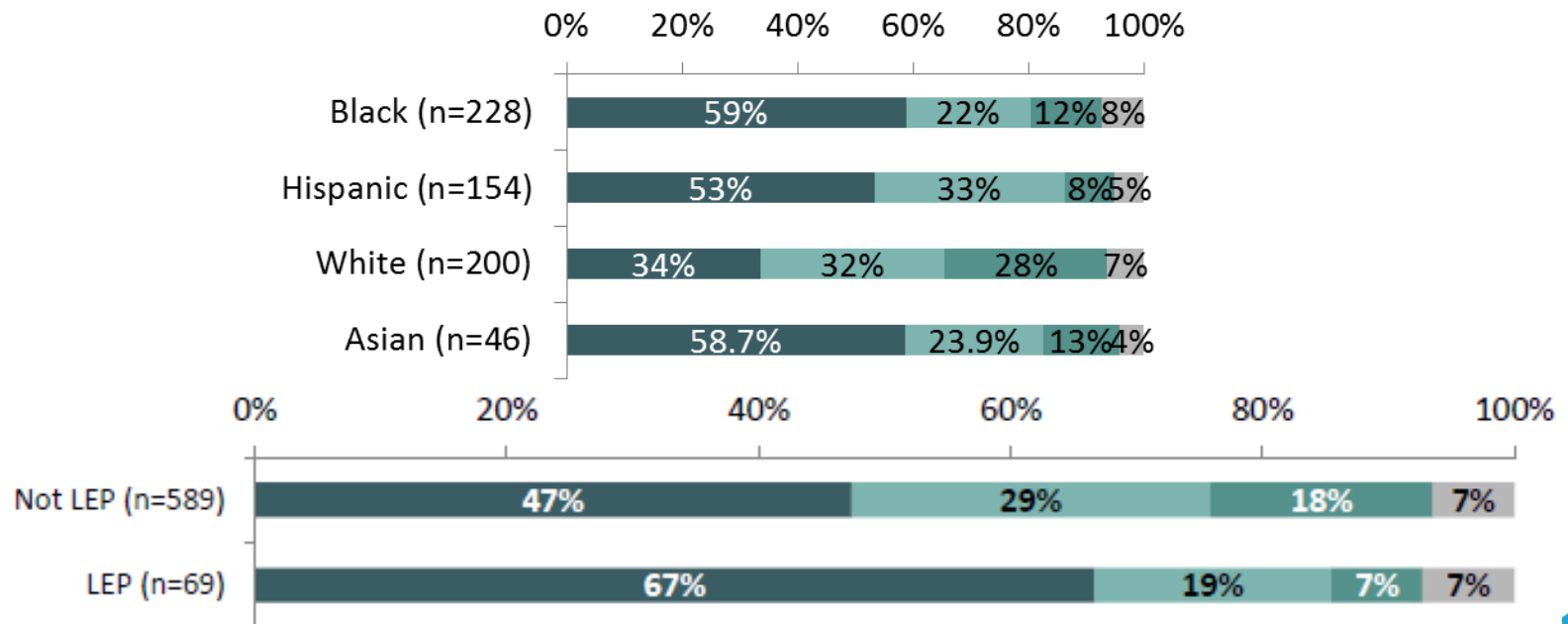
Department of Accountability
School Board Meeting
November 19, 2012

IAP Student Perceptions



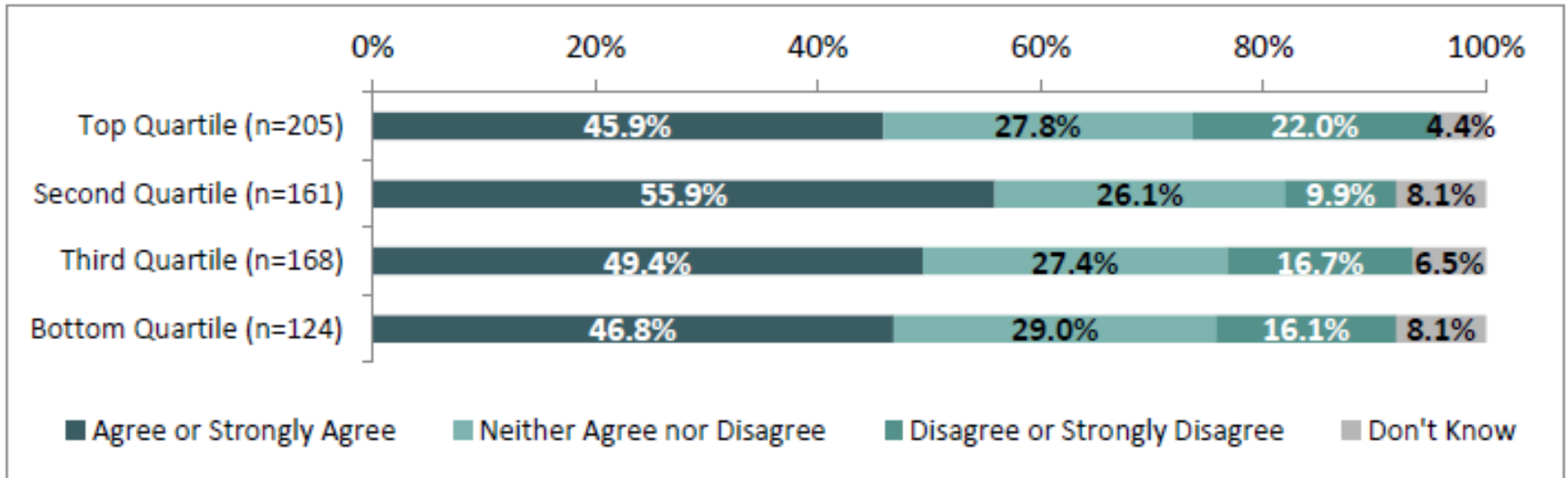
- Why are there significant differences in IAP approval ratings by student subgroup?

“Overall, I was satisfied with my IAP”



IAP Perceptions by GPA

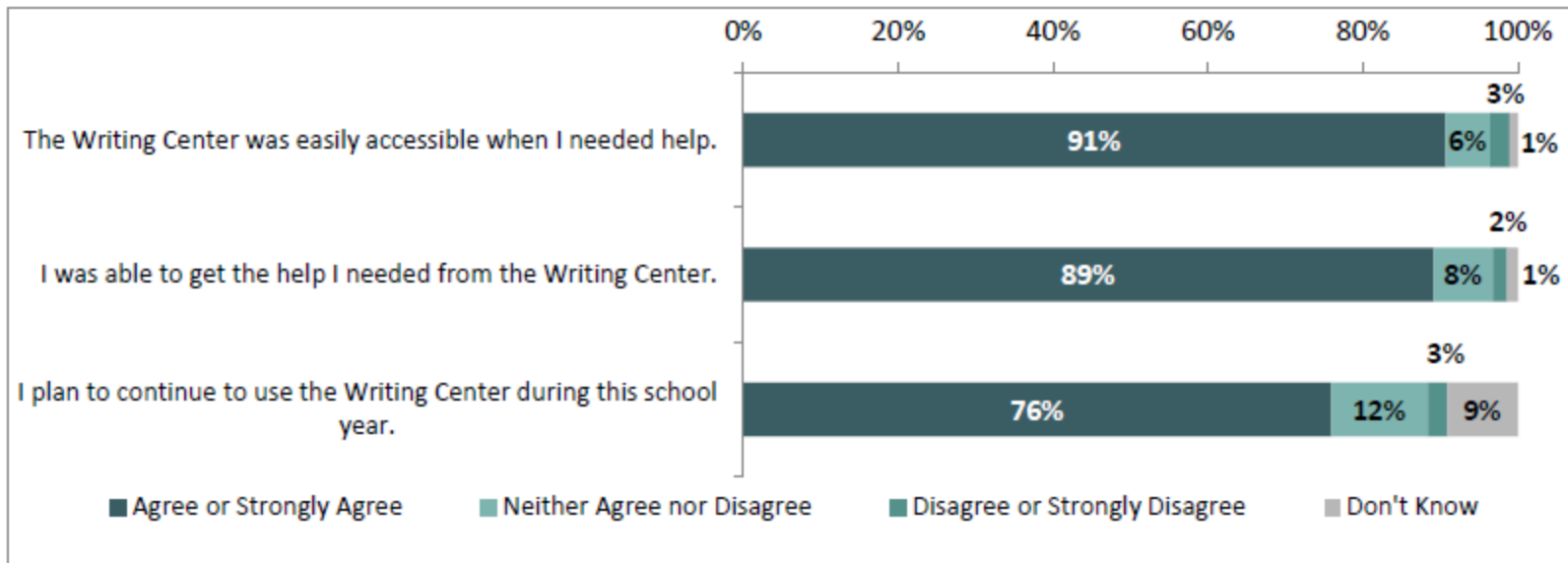
Figure 2.10: "Overall, I was satisfied with my IAP" (by 2011-2012 GPA)



- Also investigated differences by GPA growth from SY 10-11 to SY 11-12 and found no significant differences in IAP perceptions.

School Support Structures: Who utilized the supports?

Figure 2.29: Student Opinions on the Writing Center, Fall 2012 Survey



School Support Structures: Who utilized the supports?

**Figure 2.31: Writing and Mathematics Center Use
and Mean 2011-2012 GPA**

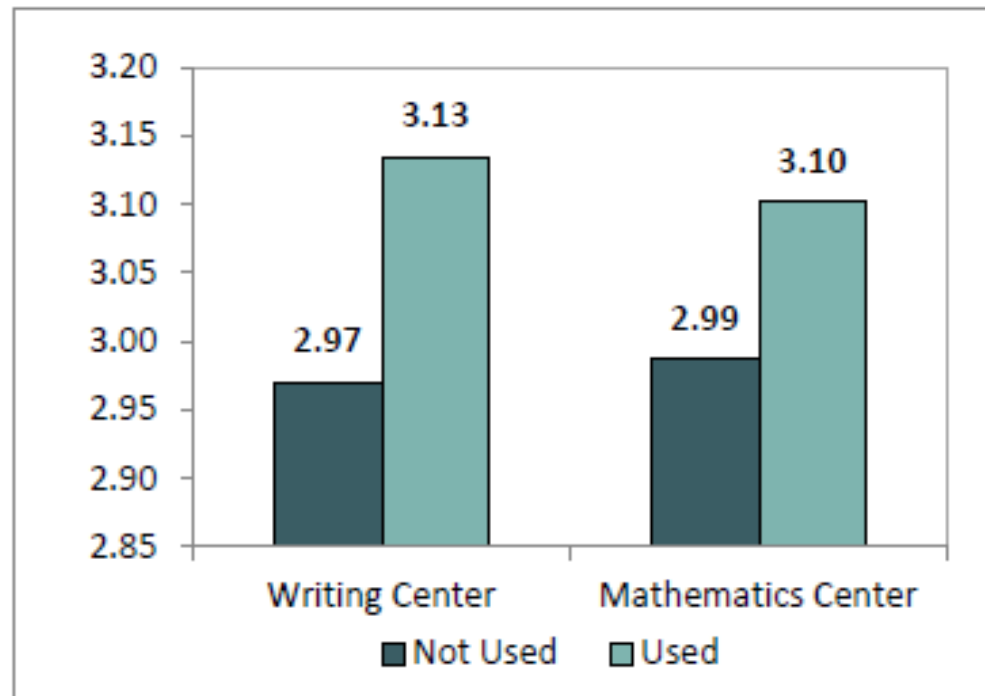
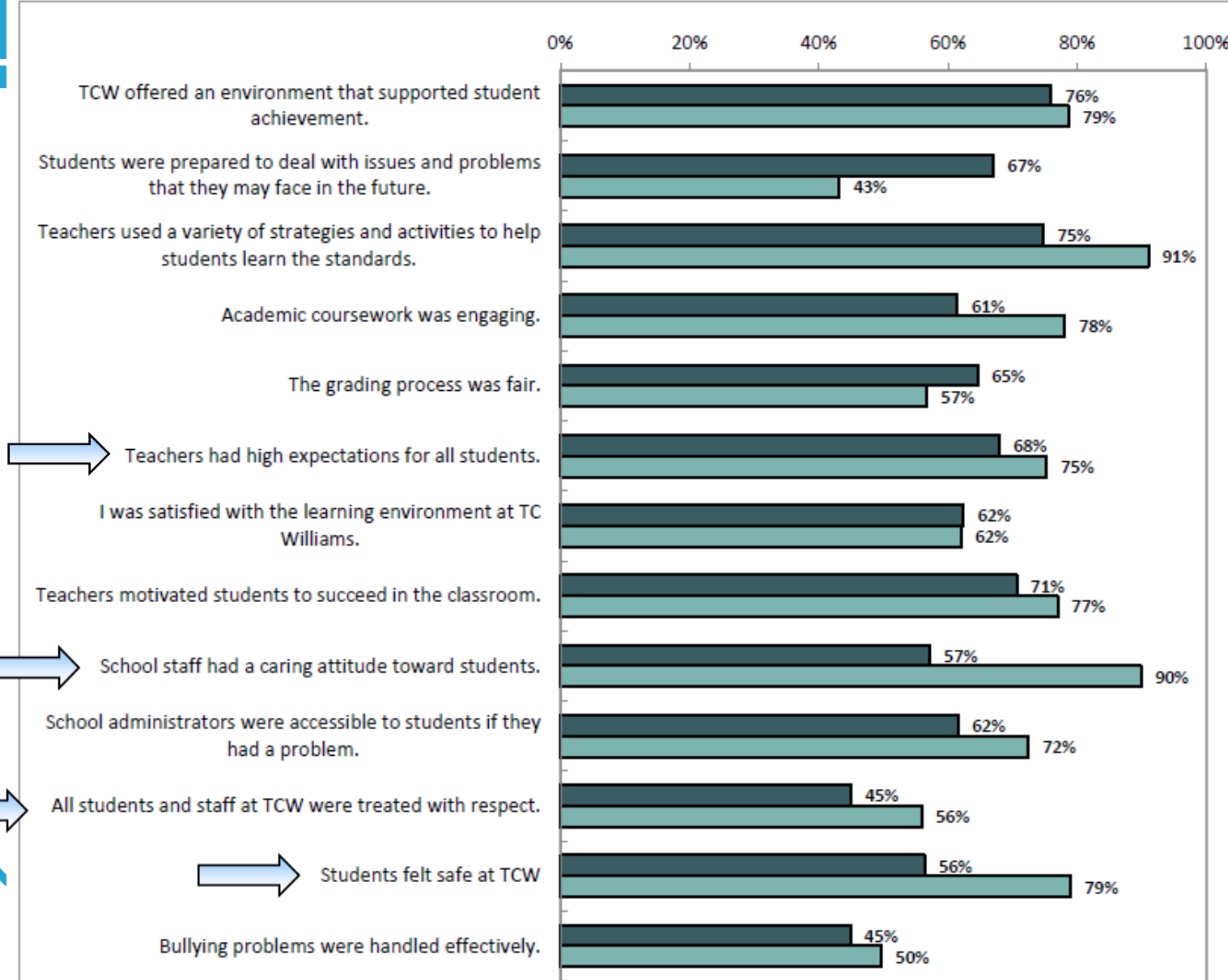


Figure 2.47: Student and Staff Opinions on TC Williams, Fall 2012 Survey (Percent agree or strongly agree)



Questions?



Contact:

Department of Accountability

(703) 824-6638

or

Email: clinton.page@acps.k12.va.us

Department of Accountability: "Anyone can measure the rain; we build arks."

Further Exploration of the T.C. Williams Transformation Report



Department of Accountability
School Board Work Session
November 29, 2012

Student Voices – 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)

Student Voices – 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

Student Voices – Highlights



Strengths

- Diverse Community
- Variety of Classes and Activities
- Excellent Facilities
- Technological Resources

Weaknesses

- Continued Discipline Problems
- Too much Emphasis on Testing

Student Voices – How 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

Staff Voices - How to Improve 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

Student and Staff Identified Areas for Improvement



- Better organization/Greater transparency, communication, more targeted interventions
- Stricter discipline/Continue strengthen discipline policies
- Smaller classes/Smaller class sizes
- Increase availability of Academic Supports/Increase funding of Academic Supports
- Use teaching strategies that engage students/Focus on instruction

Questions?



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