

oral report (Krupicka)

5-25-10

Table 1  
Alexandria City Public Schools  
2010 SOL Writing Results

Preliminary Estimates 2008-2010 Unadjusted Passing Percentages by School and 2010 Adjusted

School	2008 Unadjusted % Passing	2009 Unadjusted % Passing	2010 Unadjusted % Passing	2010 Adjusted % Passing
John Adams	77% (n=74)	81% (n=75)	76% (n=86)	81% (n=80)
Charles Barrett	84% (n=31)	86% (n=36)	92% (n=37)	92% (n=37)
Patrick Henry	67% (n=69)	91% (n=56)	83% (n=52)	90% (n=48)
Jefferson-Houston	74% (n=39)	52% (n=31)	73% (n=22)	73% (n=22)
Cora Kelly	69% (n=80)	77% (n=61)	83% (n=48)	83% (n=48)
Lyles-Crouch	82% (n=39)	90% (n=50)	91% (n=47)	93% (n=46)
MacArthur	91% (n=80)	85% (n=82)	96% (n=76)	96% (n=76)
George Mason	85% (n=39)	87% (n=60)	98% (n=49)	98% (n=49)
Maury	70% (n=20)	64% (n=25)	93% (n=28)	93% (n=28)
Mount Vernon	69% (n=52)	91% (n=57)	82% (n=68)	88% (n=64)
James Polk	89% (n=61)	96% (n=70)	88% (n=74)	94% (n=69)
William Ramsay	84% (n=79)	72% (n=104)	84% (n=87)	88% (n=83)
Samuel Tucker	82% (n=92)	89% (n=80)	87% (n=87)	92% (n=83)
Francis Hammond 1	83% (n=320)	81% (n=379)	88% (n=132)	91% (n=128)
Francis Hammond 2	NA	NA	89% (n=130)	97% (n=120)
Francis Hammond 3	NA	NA	85% (n=125)	90% (n=118)
George Washington 1	81% (n=307)	80% (n=290)	89% (n=160)	95% (n=150)
George Washington 2	NA	NA	90% (n=135)	95% (n=127)
T.C. Williams	89% (n=601)	83% (n=660)	81% (n=690)	84% (n=660)
Division	82% (n=2044) <sup>a</sup>	82% (n=2152) <sup>a</sup>	84% (n=2158) <sup>a</sup>	88% (n=2060) <sup>a</sup>

This is all kids

This is what state reports

SOL writing Test  
5th Grade  
8th Grade  
11th Grade

<sup>a</sup> includes Special Situation students

Draft

**T.C. Williams Transformation**  
**May 2010**  
**“Persistently Lowest Achieving” School Designation:**  
***An Opportunity!***

**What is the T.C. Williams transformation process?**

The transformation process implements enhancements and modifications of content, pedagogy, and relationships at TC Williams and the middle schools. The process stems from ACPS’ commitment to high school renewal and the imperative for an effective response to TC’s designation as “persistently lowest achieving” among Virginia Title I-eligible high schools. The first stage of TC’s transformation will be implemented in the 2010-11 school year. The work of the TC Vision and Action Committee will complement the initial transformation efforts and continue as ACPS addresses increasing enrollments, changing programs, and high levels of expectations for all students.

**What are the goals of the T.C. Williams transformation process?**

1. Equipping every learner with 21st century skills through a fundamental shift in how we think about student learning and how we work.
2. Operating with a shared vision and drive committed to ensuring the success of every learner.
3. Embodying the core belief that all students can learn by providing a useful, meaningful curriculum with immediate and long term benefits
4. Embracing the purpose of public schools as the creation of literate, participating, and productive citizens in our democracy and that our economic health depends upon the success of each and every student.
5. Moving from a teacher-centered to a student-centered learning community that promotes rigor and efficacy for every student.
6. Creating clearly articulated policies, behaviors, and organizational practices that maximize student achievement.
7. Reorganizing the school as a consensus-driven learning organization.
8. Building a well-articulated and explicit commitment to a Pre-K-12 learning environment that is personalized, customized, engaging, and which advocates for each student.

**What are the key components of the T. C. Williams transformation process?**

The following are the key components of a unified system of reform and transformation:

1. Individual Achievement Plans (IAPs)
2. Professional Learning Plans (PLPs)
3. Related School Support Programs and Structures
4. Accounting and Monitoring to Ensure Individual Student Achievement
5. Collaboration with External Partners and Organizations

### **What is an Individual Achievement Plan (IAP)?**

1. Every student, grades 6 – 12, will have an Individualized Achievement Plan in English and Mathematics.
2. Counselors' responsibilities will include serving as case managers for the IAPs. Additional staffing will assure a reduced counselor/student ratio below 200 students.
3. English teachers' will implement and monitor the English portion of the IAP for each student in their classes as they encourage all students to achieve at the highest possible levels. Additional staffing will assure a reduced teacher class load of four sections.
4. Mathematics teachers will implement and monitor the Mathematics portion of the IAP for each student in their classes as they encourage all students to achieve at the highest possible levels. Additional staffing will assure a reduced teacher class load of four sections.
5. Grade level deans will be added to the staffing. Each dean will stay with his or her grade level until graduation. The deans' responsibilities will include personalization, student support, parent outreach, discipline, and support of a positive learning environment.
6. The Academy Principal for Pathways to Graduation will oversee the efforts of Academy One and related alternative education programs for all TC students.
7. Three academy principals will directly supervise the departments associated with the humanities, math and science, and the visual and performing arts.
8. Department chairs' responsibilities will include data management connected to teachers' progress with students.

### **What is a Professional Learning Plan (PLP)?**

1. Professional Learning Plans will encourage staff to reflect on their understanding and professional expertise in key areas of content, pedagogy, and relationships within their classrooms.
2. Staff will be asked to self-assess progress in these three areas as "Beginning, Developing, or Advancing."
3. Teachers will work with administrators to identify strategies to promote growth and professional learning.
4. PLPs will align with student achievement results.
5. An annual staff portfolio will highlight areas of progress and correlations with individual and aggregate student progress.

### **How will school support programs and structures contribute to student achievement?**

1. Programs will be implemented as part of the initial phase of the TC transformation , including: (a) a Writing Center; (b) a Mathematics Center; (c) expanded on-line learning opportunities; (d) extended school learning options (e.g., summer school, tutoring, flexible schedules, senior experience, community service); and (e) continuation of Titan Up (TC's weekly in-school tutoring period).
2. Personnel responsible for providing school-based support will include: (a) an Internal Lead Partner; (b) Executive Associate Principal of Athletics and Student Activities; (c) Executive Associate Principal of Curriculum and Instruction; and (d) Assistant Director of Counseling.
3. Incentives will include staff grants for innovative program development.

4. Committees related to the transformation process include: (a) the Transformation Steering Committee; (b) the TC Vision and Action Committee; (c) the Staff Leadership Committee; and (d) Professional Learning Committees.

**How will this transformation process promote and ensure individual student achievement through a commitment to accountability and monitoring?**

1. The transformation process will emphasize the monitoring of individual student achievement.
2. It will emphasize school-wide professional development, assessment, and evaluation of students' achievement of college readiness competencies, including: (a) writing across the content areas; (b) reading comprehension and interpretation; and (c) students' evidence of collection, analysis, and interpretation.
3. Student discourse will be emphasized, especially content-based discourse and inquiry (e.g., thinking like a biologist, historian, writer, etc.).
4. There will be required state monthly monitoring of student achievement via the IS-TAR computerized adaptive testing program.
5. Additional standardized assessments will include: (a) quarterly criterion-referenced assessments (including performance assessment tasks); (b) Virginia Standards of Learning tests; (c) SATs and PSATs; (d) ACTs; (e) Advanced Placement Examinations; (f) other standardized assessments (TBD).

**What role will external partners and organizations play in realizing this vision?**

1. Transformation (including ongoing focus group and interview data): Dr. Bena Kallick and Dr. Marty Brooks
2. Pedagogy and Curriculum Design: Research for Better Teaching (RBT): Dr. Fran Prolman and Dr. Jon Saphier
3. Mathematics: Dr. Steve Leinwand and Frank Corbo
4. English Language Arts: Writer's Project (Columbia Teachers College)
5. Coaching and Instructional Rounds: Dr. Lucy West
6. Relationships: Conspiracy to Succeed and the Tripod Model (Content, Pedagogy, Relationships) *Dr. Fran Prolman*
7. College Readiness Skills: NERESS (Staff from Stanford and Columbia Universities)
8. Oversight of Implementation: Dr. Linda Darling-Hammond, Stanford University