Leading School Transformation

Dr. Betty Molina Morgan

May 11, 2011

AMERICA'S PROMISE ALLIANCE

The State of Our Children

- **1.3 million students drop out of high school each year.**

  1 student every 26 seconds

  7,200 students each day

- **One-third of all children** – and more than half of low-income and minority youth fail to graduate on time.

- Only **3% of 21st century jobs** are available to unskilled employees.

This is the first generation that is less literate than the one preceding.

The State of Our Schools

- **38% of African-American and 33% of Hispanic students** attend the lowest performing schools
- Nationwide **13% of Hispanics and 15% of African-Americans** earn a bachelor's degree

"Education is no longer just a pathway to opportunity and success; it is a prerequisite."

PRESIDENT BARACK OBAMA

The Dropout Crisis

- Students' chances of graduating from high school are heavily affected by where they live and the resources available to them
- Only 2,000 high schools (12%) account for over half of all dropouts

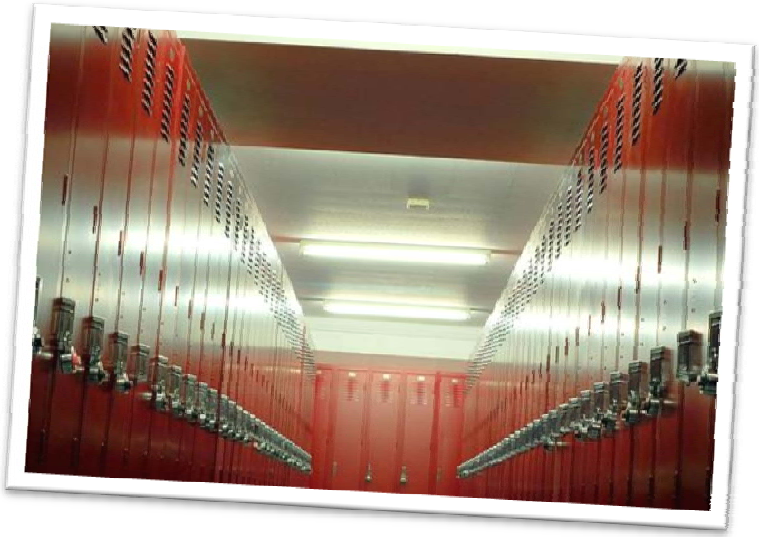
"Education is no longer just a pathway to opportunity and success; it is a prerequisite."

PRESIDENT BARACK OBAMA

The Economic Impact of Dropouts

Dropouts from the class of 2009 cost the nation's economy nearly $335 billion in additional income over their lifetimes[1]

- Average annual income for a high school dropout in 2005 was $17, 299 compared to $26,933 for a high school graduate
- Unemployment rate in July 2009 was 15.4 percent compared to 9.4 percent for high school graduates[1]
- Dropouts are more likely to be incarcerated, rely on social services, and go without health insurance



[1]*Alliance for Excellent Education*

[2]*Bureau of Labor Statistics*

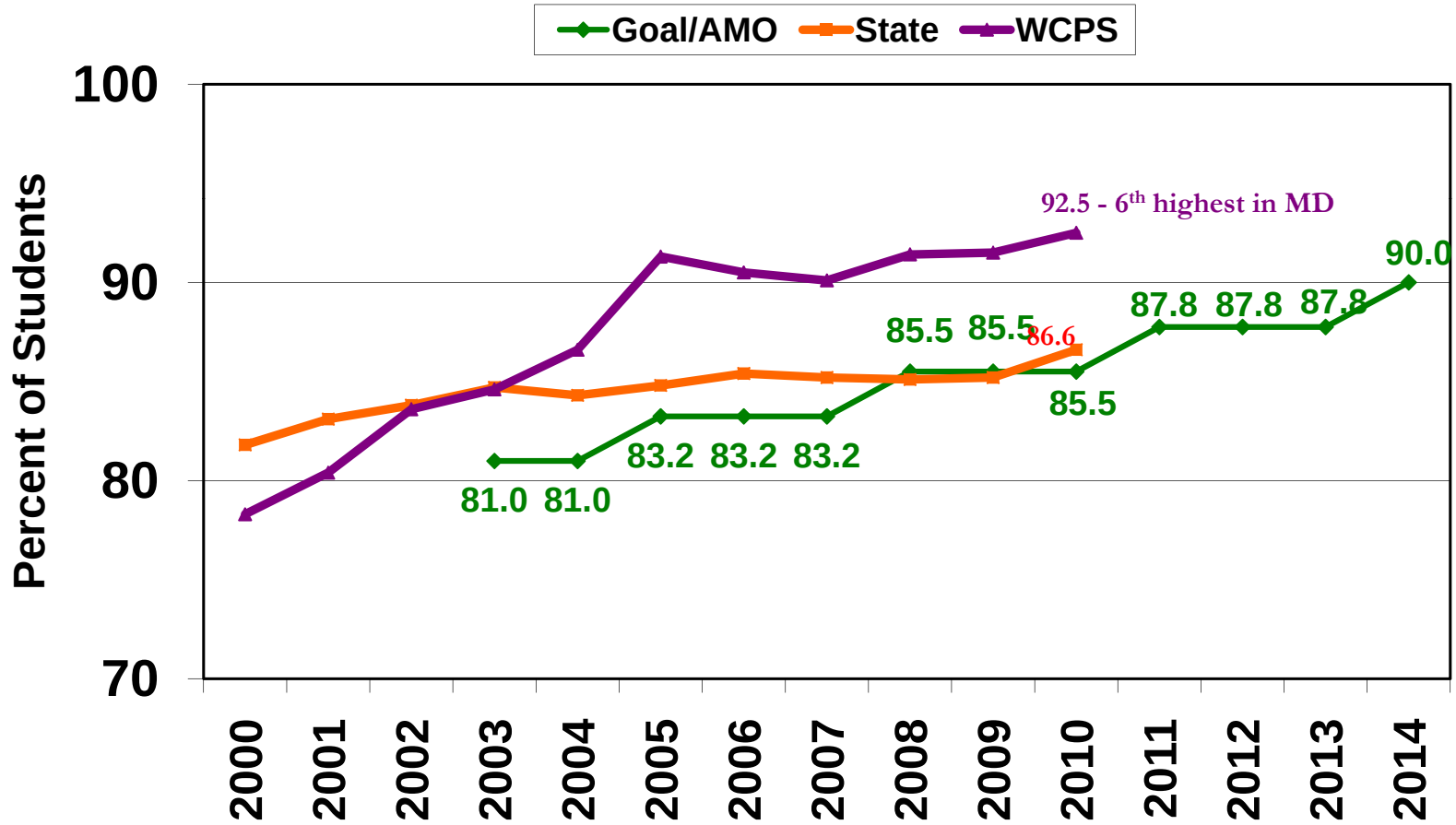
A Major Civic Issue

- Our nation is at risk because of global competitiveness
- We're no longer the nation with the highest graduation rate and we need to get back there in order to compete internationally
- We need to create productive citizens for a strong future
- We need excellent schools for ALL students

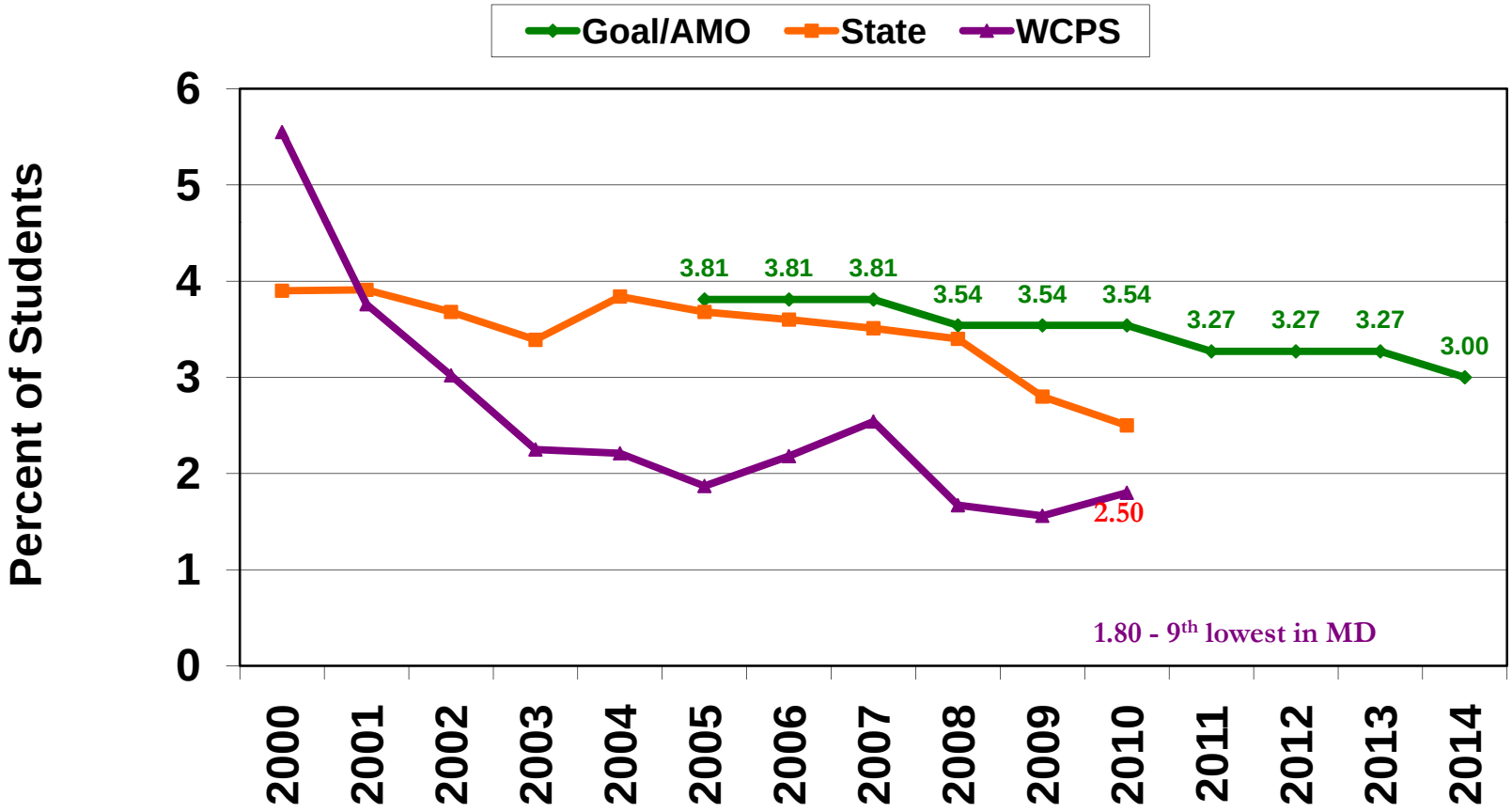
A major civic challenge → to create excellent schools for every child in America

- **But how do we do this – how can we turnaround low-performing schools and specific groups of students?**

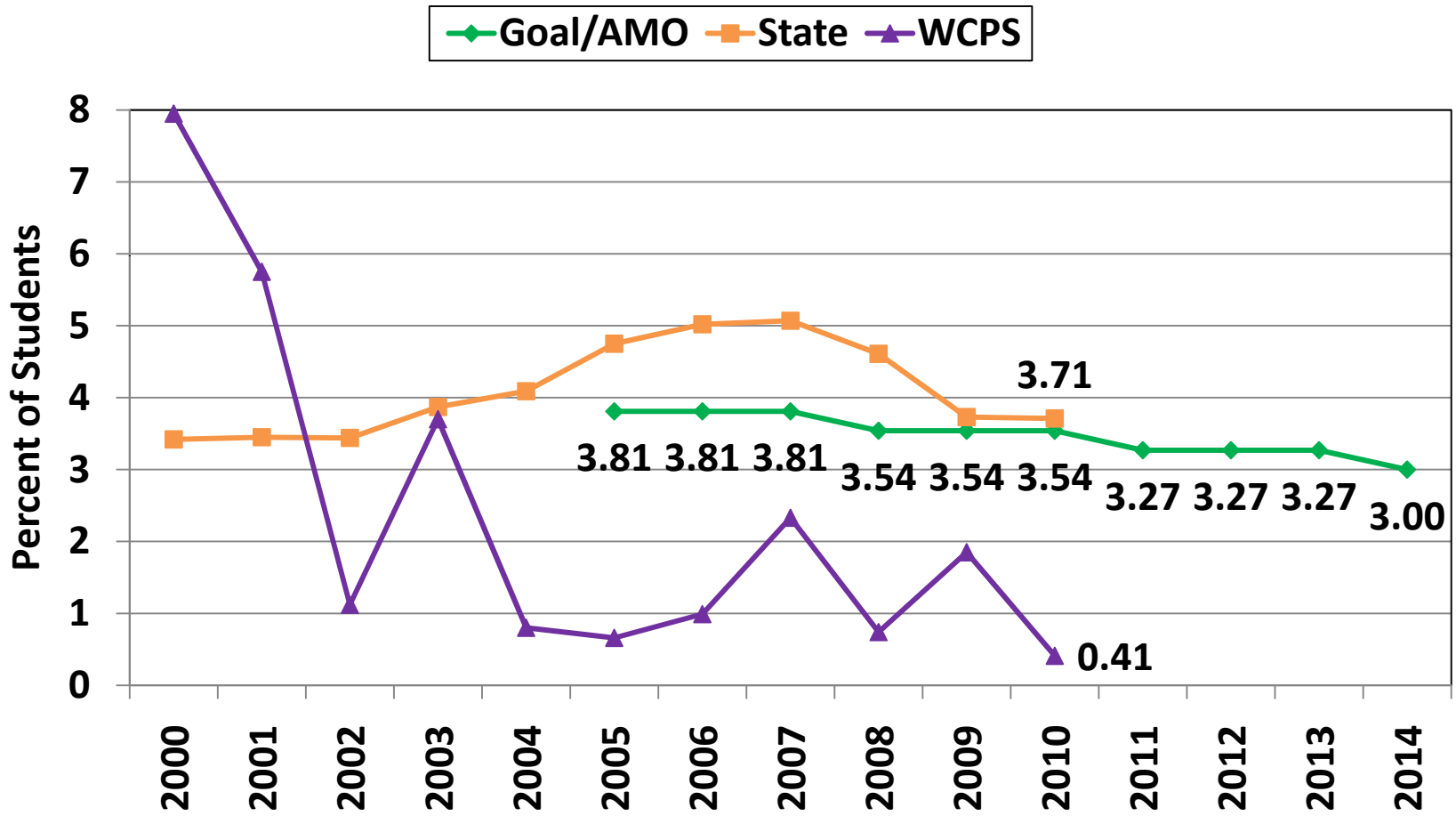
WCPS GRADUATION RATE (Compared to State and Goal)



WCPS DROPOUT RATE (Compared to State and Goal)



WCPS HISPANIC DROPOUT RATE (Compared to State and Goal)

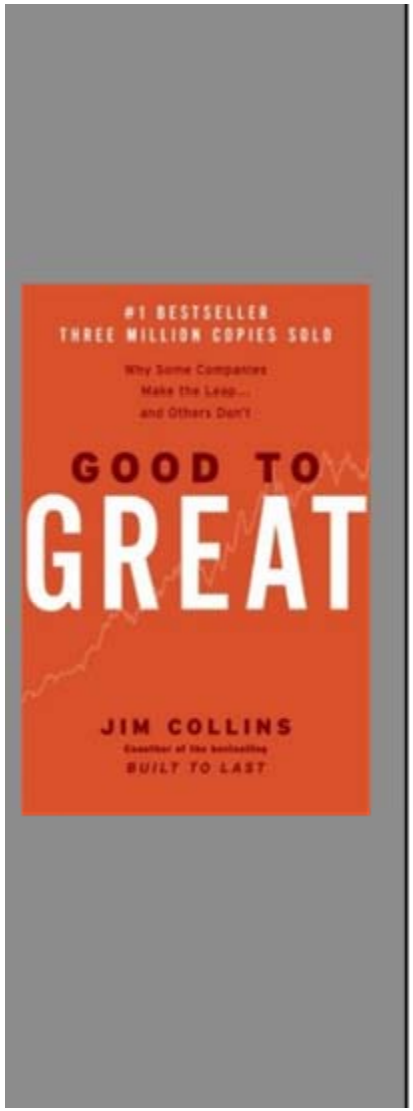


Stage I

We developed a vision to provide a **"World Class"** education to every student, regardless of background or achievement level.

What does World Class look like?

- Everyone operating at peak performance
- Continually striving for improved workplaces and processes
- Achieving excellent customer and stakeholder involvement and satisfacton



We began using the concepts in the book to move from Good to Great

Jim Collins, Good to Great

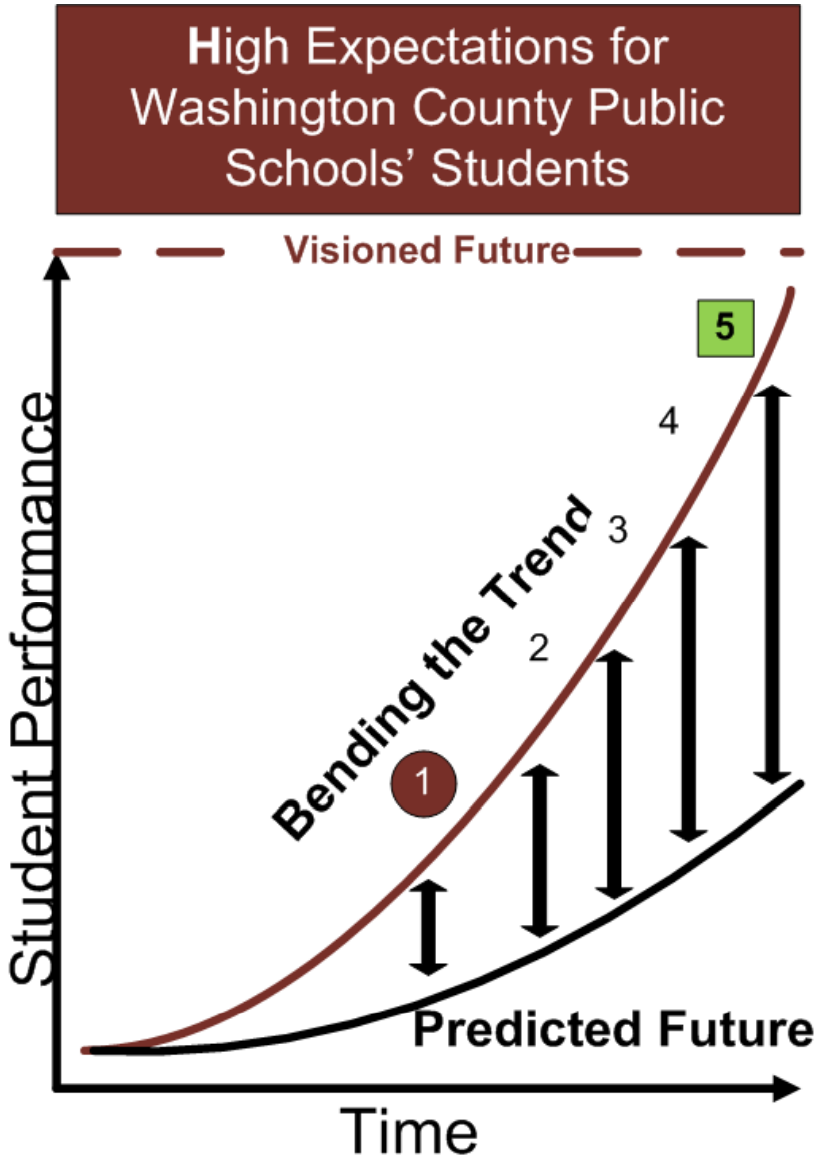
No Time for Excuses

The time for excuse-making has come to an end.

Rod Paige
Secretary of Education, 2002

Stage IV

"We knew if we were going to be successful in obtaining our goals, we would need to bend the trend."

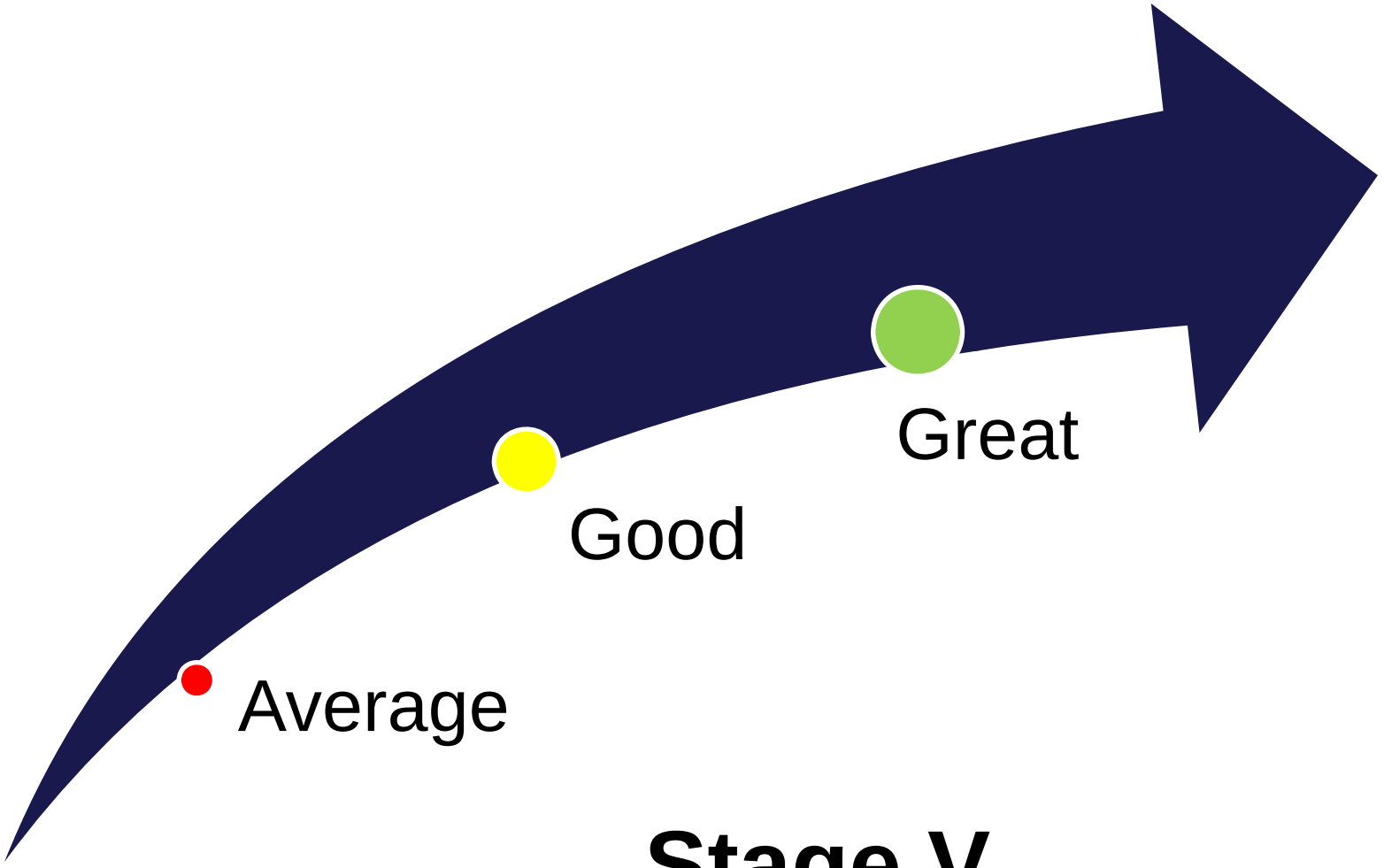


Arne Duncan, Secretary of Education

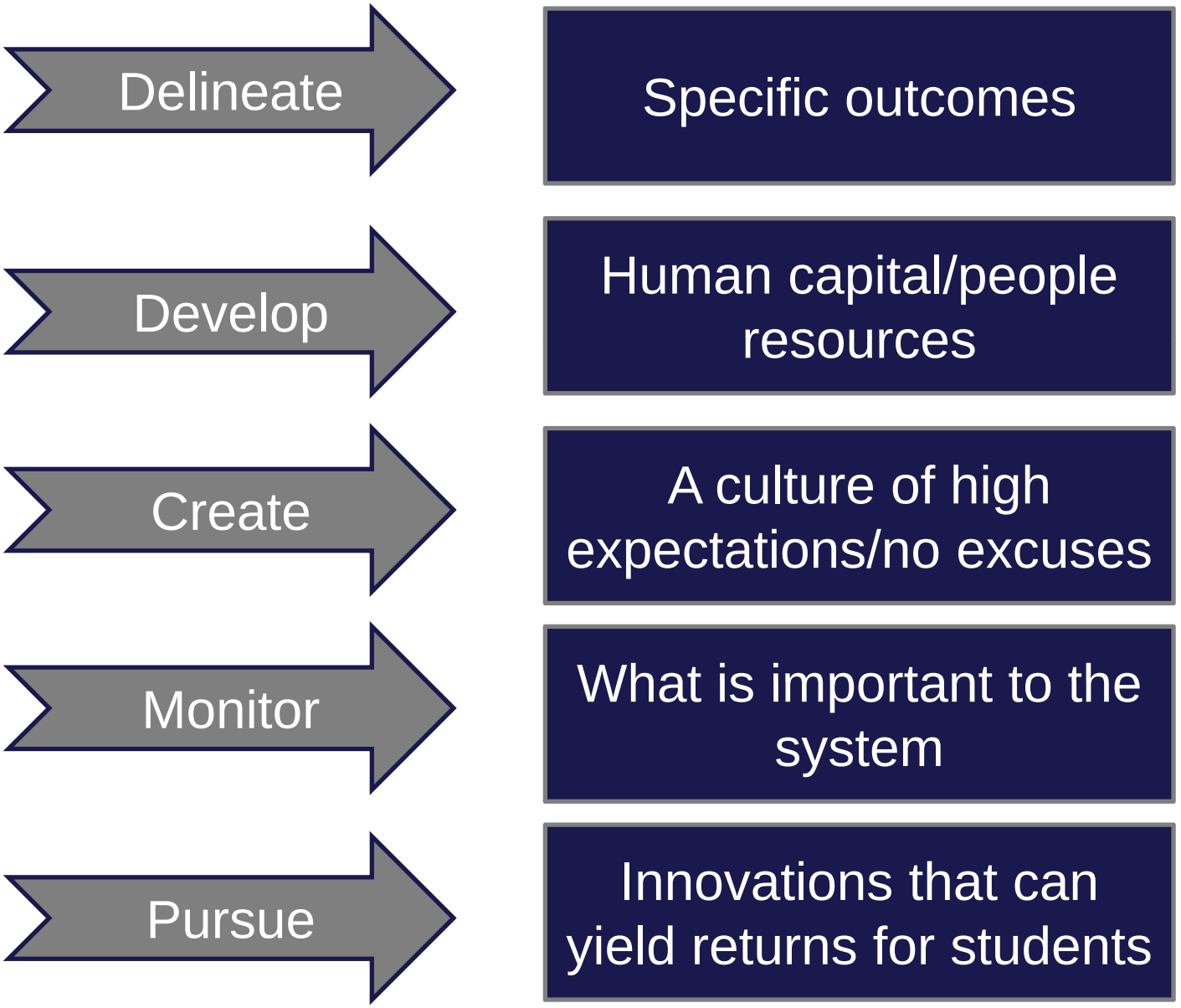
Race to the Top

2009

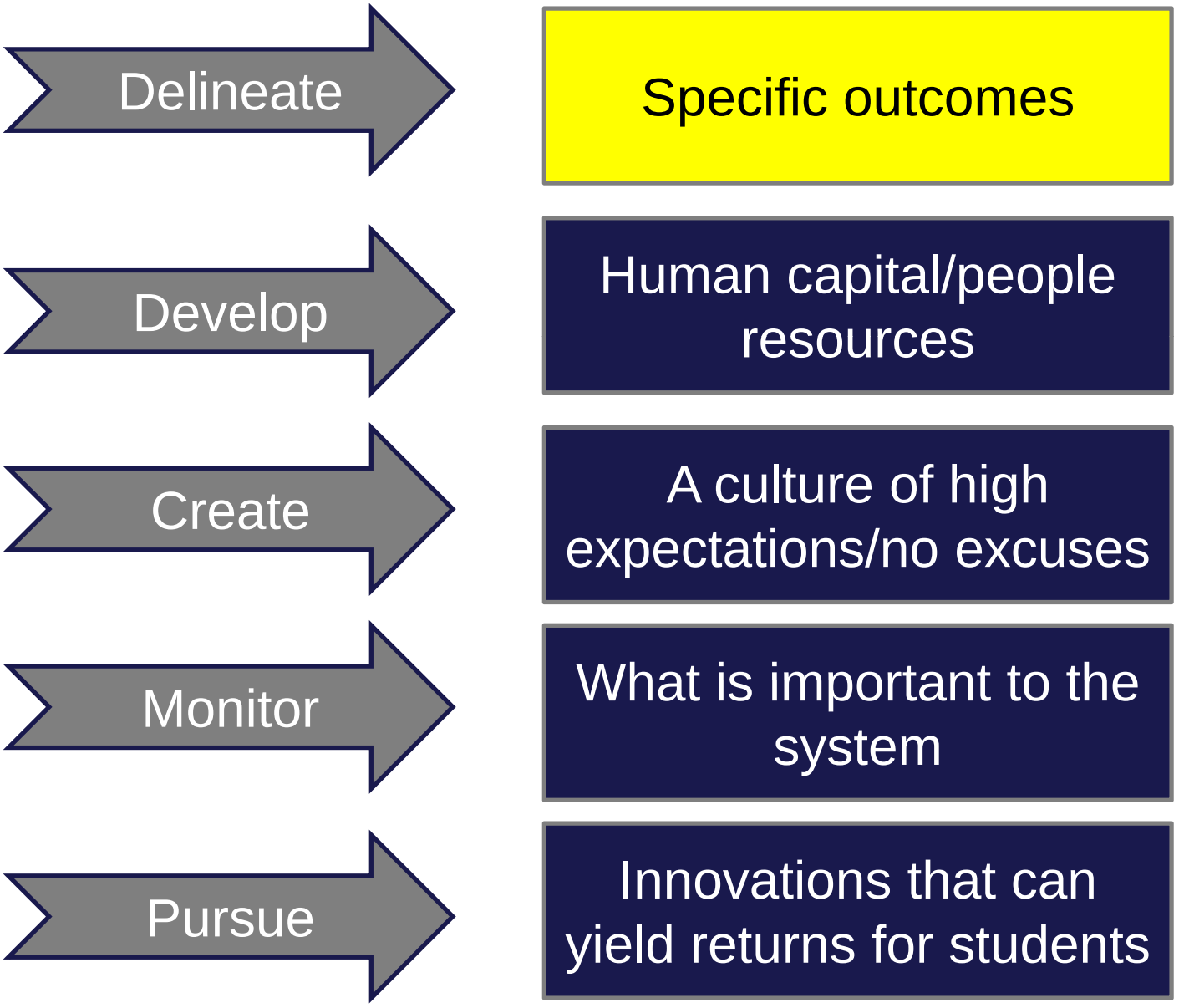
Soaring Above the Summit



Stage V



Delineate	Specific outcomes
Develop	Human capital/people resources
Create	A culture of high expectations/no excuses
Monitor	What is important to the system
Pursue	Innovations that can yield returns for students



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Delineate Specific Outcomes

Key Elements:

- If you don't know where you're going, you may not wind up where you want to be
- Begin with the end in mind (Covey)
- What will success look like?
- Shared central values
- Collaborative focus on outcomes
- What gets resourced, gets done

Shared Central Values

"In our work, we have found that successful companies place a great deal of emphasis on values."

- Terry Deal and Allan Kennedy

"If we know what we want children to know and be able to do upon completion of their formal education, other decisions begin to fall into place."

– Chester Finn, *We Must Take Charge*

"**B**egin with the end in mind."

-Stephen Covey

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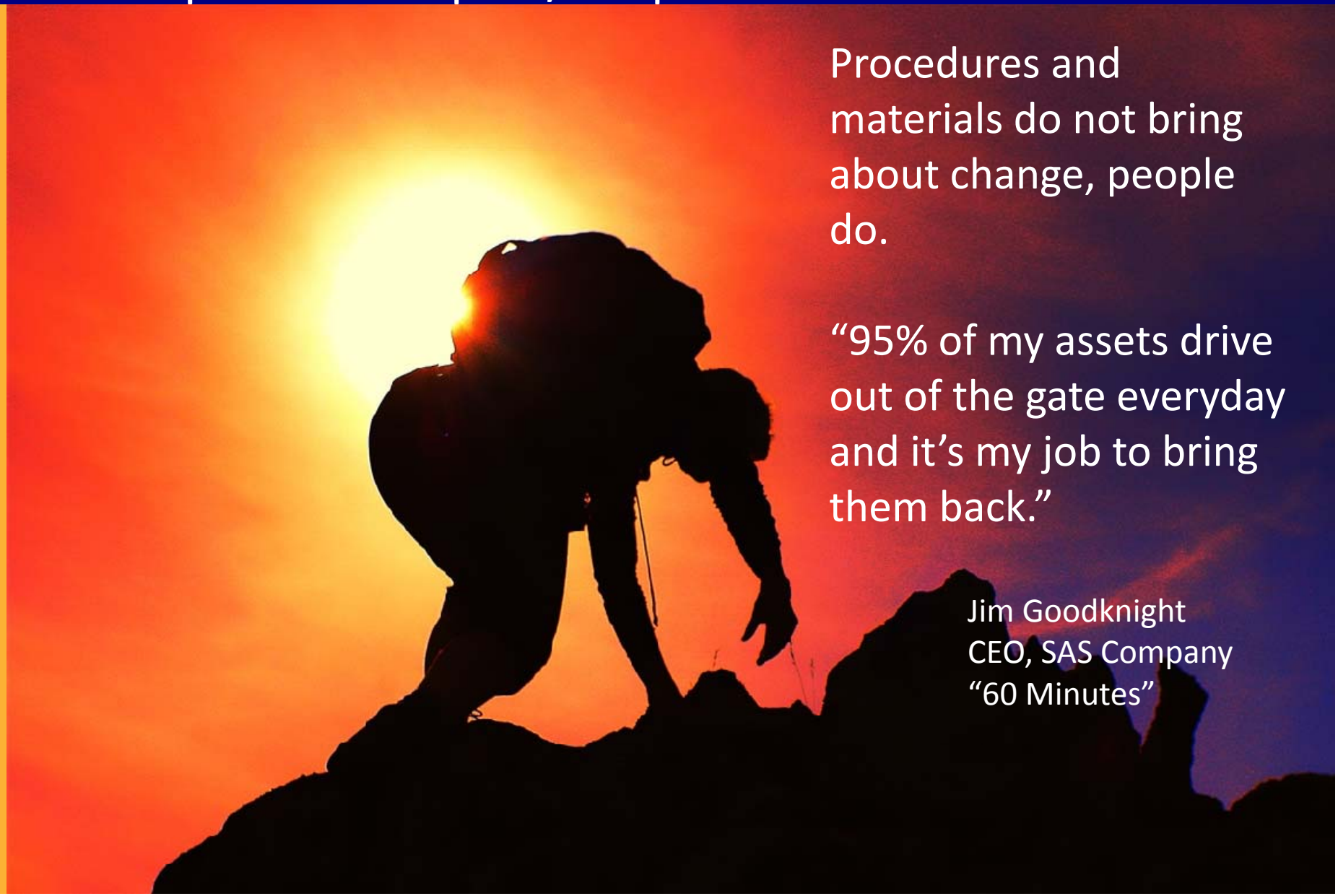
II. Develop Human Capital/People

Key Elements:

- Change from the “inside out”
- Everyone needs to be a leader
- Self discipline (Collins) and self auditing
- Manage your own morale (Pritchett)
- Managing vs. leading
- Everyone in the right seat in the boat rowing in the same direction
- Organizational flow
- Recruiting quality staff

Component II:
Develop Human Capital/People Resources



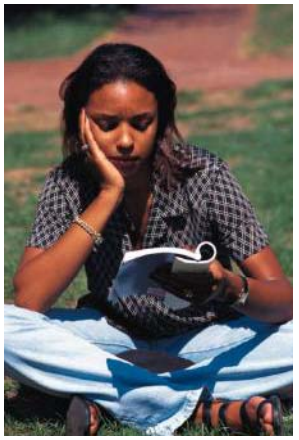
Procedures and materials do not bring about change, people do.

"95% of my assets drive out of the gate everyday and it's my job to bring them back."

Jim Goodknight
CEO, SAS Company
"60 Minutes"

Effective Leadership is the Key to Success

Focus on “Leadership” at all levels of the organization



Soaring Above the Summit

Build Internal Capacity for Continuous Improvement

- **Expect all staff members to lead the vision and mission**
- **Place continuous improvement as a high priority in the work day**
- **Provide tools and ideas to support continuous improvement in all areas of responsibility**
- **Foster excellent team work, developing different team leaders**
- **Ensure effective supervision**

Teacher Leadership Responsibility Program (TLRP)

- Encourages teachers to take on leadership responsibilities
- Recognizes and rewards teacher leadership
- Provides differentiated compensation to teachers for assuming leadership activities or differentiated responsibilities over and above regular classroom teaching responsibilities
- Does not replace the current salary scale
- Allows teachers to earn a specified number of Value Added Leadership Units (VALU), or “points,” for each leadership responsibility they assume
- Provides stipends to teachers based on accumulated VALU
- Was developed and is administered collaboratively by a team of teachers and administrators
- Is completely voluntary for teachers
- Encourages teachers to develop creative and innovative leadership activities that support student or teacher learning

Teacher Leadership Responsibility Program (TLRP)
(continued)

AMERICA'S PROMISE ALLIANCE

Examples of Leadership Responsibilities and Activities that Earn VALU:

- Provides professional development to fellow teachers
- Leads a study group related to a pedagogical issue at the school or system level
- Develops and leads parent workshops
- Serves on a system-wide task force that will present recommendations for implementation
- Serves as acting principal or principal designee for specified period
- Serves as mentor or demonstration teacher
- Serves as bullying prevention coordinator

The Purpose of Leadership

- When do we ***manage*** and when do we ***lead***?
- How do we recognize management vs. leadership of schools?
- Is there a purpose for each in transforming schools?
- What is the purpose of *school* leadership?
- How can leadership become focused on school improvement?
- How are organizational visioning and student achievement

related?

Level 5 Leaders

Are ambitious for their institutions and not themselves.

Focus on larger goals.

Secure success for each student in each setting.

Level 5 Leaders

Develop other leaders, distribute leadership, and share power.

Channel ego needs away from themselves.

Jim Collins, Good to Great

Leaders vs. Managers

"**M**anagers do things right; leaders do right things."

--Peter Drucker, Leadership 101

Managers vs. Leaders

Managers

1. Do things right
2. Keep balance & equilibrium
3. Maintain the status quo
4. Conserve Resources
5. Evaluate Productivity

Leaders

1. Do right things
2. Create chaos (chaos theory)
3. Get things done
4. Use resources to accomplish goals (what gets resourced gets accomplished)
5. Supervise, develop, and give feedback to increase effectiveness

Clear Vision and Do “Right” Things

“If there is any spark of genius in the leadership function . . . it is the ability, a kind of magic, to assemble – out of all the variety of images, signals, forecasts, and alternatives – a clearly articulated vision of the future that is at once . . . easily understood, and energizing.”

Warren Benis and Burt Nanus

©Humphries

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III. Create a Culture of High Expectations and No Excuses

Key Elements:

- Professional learning community
- Policies promoting world-class standards
- Curriculum revision and structured implementation
- A focus on effectiveness
- Instructional improvement through the classroom-focused improvement process (CFIP) – M. Hickey
- Instructional leadership and supervision
- Benchmarking
- Creation of specialized positions

WCPS
Code of Conduct

WCPS Dress Code

WCPS Academic Integrity Policy

Anti-Bullying Policy/
Civility Initiative

25 Rules of Considerate Conduct

1. Pay Attention
2. Acknowledge Others
3. Think the Best
4. Listen
5. Be Inclusive
6. Speak Kindly
7. Don't Speak Ill
8. Accept and Give Praise
9. Respect Even a Subtle No
10. Respect Others' Opinions
11. Mind Your Body
12. Be Agreeable
13. Keep It Down and Rediscover Silence
14. Respect Other People's Time
15. Respect Other People's Sense
16. Apologize Earnestly
17. Assert Yourself
18. Avoid Personal Questions
19. Care For Your Guests
20. Be a Considerate Guest
21. Think Twice Before Asking for Favors
22. Refrain From Idle Complaints
23. Accept and Give Constructive Criticism
24. Respect the Environment and Be Gentle
25. Don't Shift Responsibility

-- P.M. Forni, *Choosing Civility*

Choose Civility
WASHINGTON COUNTY, MD

Classroom-Focused Improvement Process
Washington County Public Schools
System-Wide Implementation

WCPS

Washington County Public Schools

What it looks like:
The CFIP Cycle at the Classroom Level

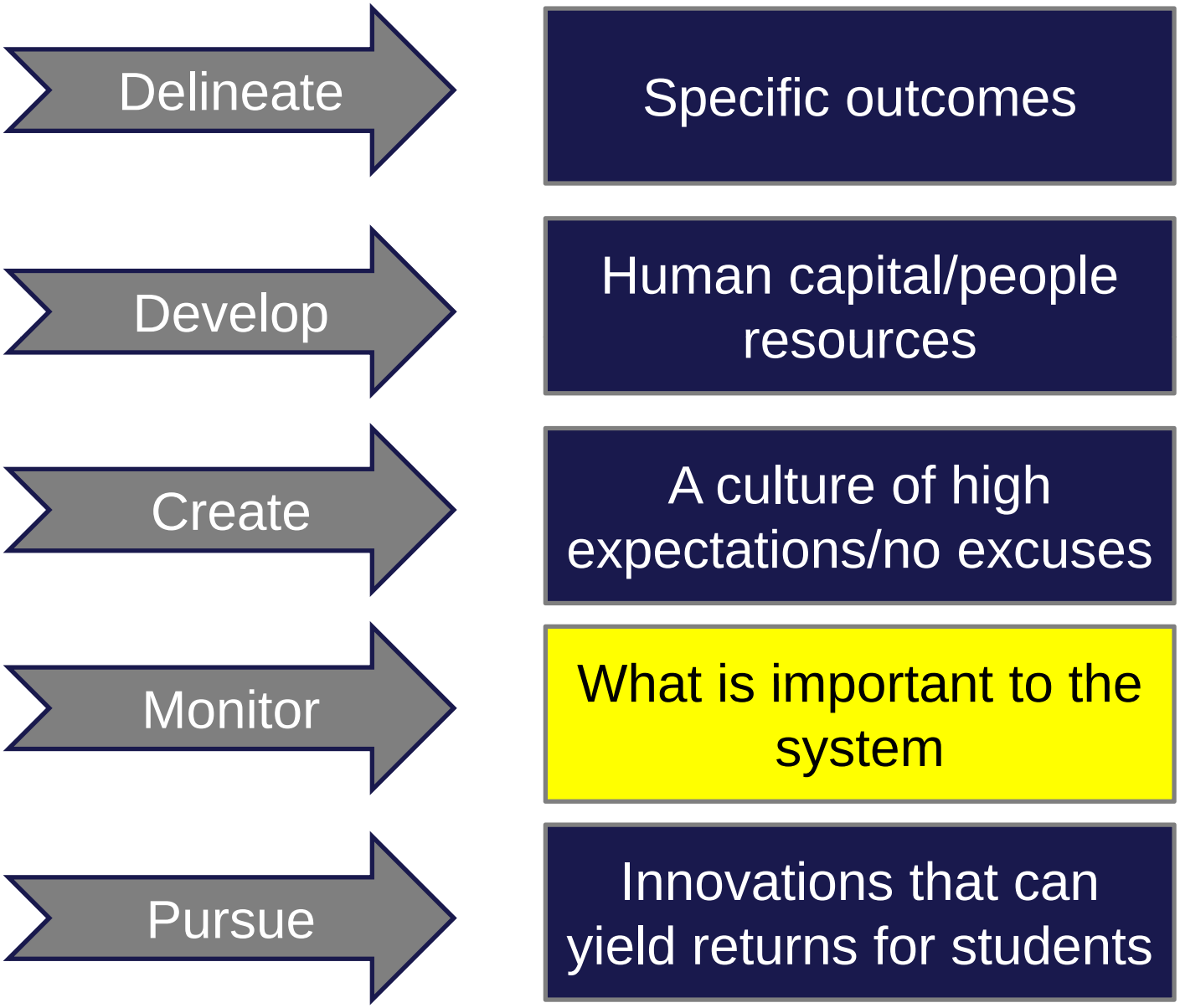
- **Grade/Department Team plans the lesson objectives, strategies, and assessments based on data from assessments of the preceding lesson**
- **Team members teach the objectives to their students and assess their level of understanding by various means**
- **Team jointly examines the assessment results, makes flexible grouping decisions for follow-up instruction, and identifies individual students who require intervention**
- **Team determines scope of instruction for next lesson based on assessment data from the preceding lesson**

Improvement Processes

Typical School Improvement	Class-Focused Improvement Process
Process established at district level	Process designed at team level
Linear and prescriptive	Non-linear/non-prescriptive: P-D-S-A model
Annual strategic plan	Short-cycle strategic plan
Impact on total school	Impact on students in class
School improvement team develops	Grade-level team develops
Purpose: Meet adequate yearly progress (AYP)	Purpose: Adjust instructional practices
Results determined at the end of the year	Results determined when unit is taught

Benchmark Assessments

- Items matched to specific learning objectives
- Stored on-line via Performance Matters© System
- Results are analyzed by student achievement specialists and department chairs to identify interventions needed
- Teaching strategies developed and shared



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IV. Monitor What is Important to the System

Key Elements:

- Data-driven decision making
- Regular assessment and “dip-sticking”/Dashboards
- Data warehousing
- Role of Student Achievement Specialist
- Teacher self monitoring
- Supervision of progress
- Focus on achievement outcomes

Monitoring Function

"We will subsequently argue that leading a school, a small business, or a Fortune 100 company is primarily about paying attention."

Tom Peters and Nancy Austin

A Passion for Excellence

AMERICA'S PROMISE ALLIANCE

Do not mistake activity for achievement

John Wooden

How Do You Know A Change Is An Improvement?

Always ask:

- **W**hat are we accomplishing? (Goals)
- **W**hat results are we trying to achieve? (Outcomes)
- **H**ow are we measuring improvement? (Assessment and Accountability)

AMERICA'S PROMISE ALLIANCE

Classroom Summary: Displays real-time subject strand proficiencies.	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name
MSA Math										
Scale	82%	90%	65%	94%	89%	97%	90%	96%	78%	77%
Geometry and Measurement	93%	93%	57%	52%	70%	10%	60%	40%	80%	82%
Statistics and Probability	88%	96%	70%	44%	98%	33%	85%	55%	95%	92%
MSA Reading										
Scale	86%	73%	71%	89%	76%	91%	74%	97%	84%	92%
General Reading Processes	86%	77%	94%	74%	77%	25%	75%	33%	95%	88%
Literacy Reading Processes	69%	90%	72%	55%	86%	12%	99%	56%	92%	91%

Scores by Objective

State Test Subject:	MSA - Reading
State Test Strand:	-All-
Test:	RD-116M-BM2 RD-116M-BM3 RD-117M-BM1 RD-117M-BM2
Process	

illustrates student performance by content objective

1 2 3 4 Page 1 of 4 — Row Count: 156

Student Information	Objective											
Student	LA.7.1.D.2.b	LA.7.1.D.3.a	LA.7.1.E.4.b	LA.7.3.A.3.a	LA.7.3.A.3.b	LA.7.3.A.3.c	LA.7.3.A.3.e	LA.7.3.A.3.g	LA.7.3.A.3.h	LA.7.3.A.5.b	LA.7.3.A.8.a	LA.7.3.A.8.d
Filter												
Student name	50%	100%	100%	100%	50%	50%	100%	33%	0%	0%	83%	60%
Student name	100%	100%	100%	100%	50%	100%	50%	67%	0%	0%	100%	100%
	100%	100%	100%	0%	50%	100%	50%	100%	100%	100%	100%	80%
	100%	50%	100%	0%	50%	50%	50%	67%	0%	100%	100%	80%
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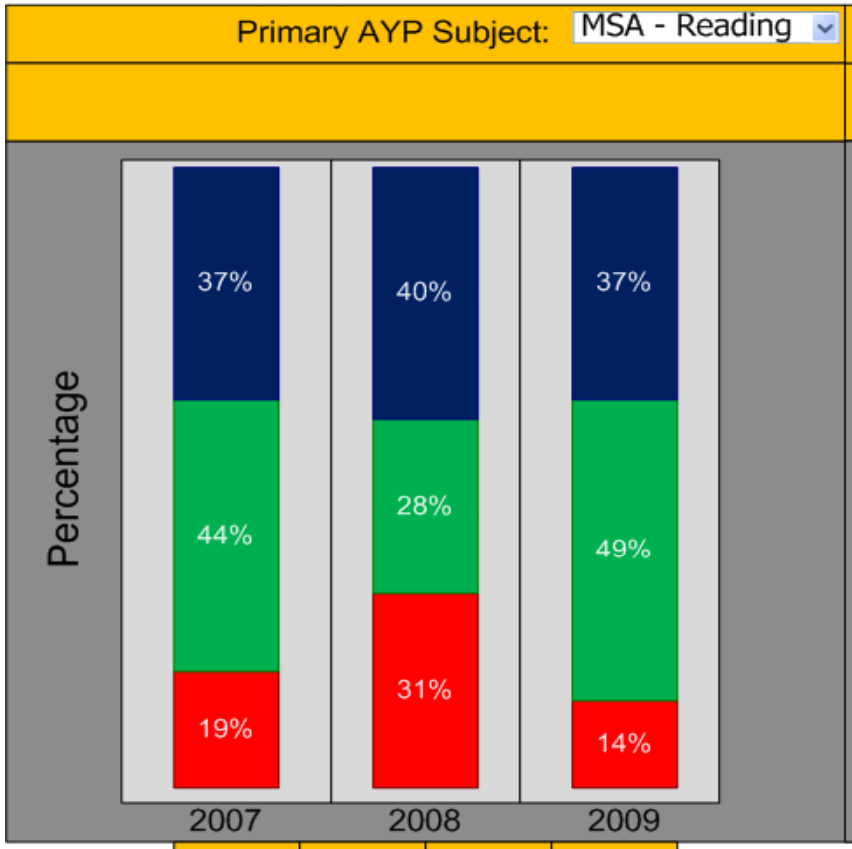
	100%	100%	100%	100%	50%	100%	100%	67%	100%	100%	83%	80%
	100%	100%	50%	0%	50%	0%	0%	67%	0%	0%	100%	100%
	100%	100%	100%	100%	50%	100%	50%	67%	0%	0%	100%	80%

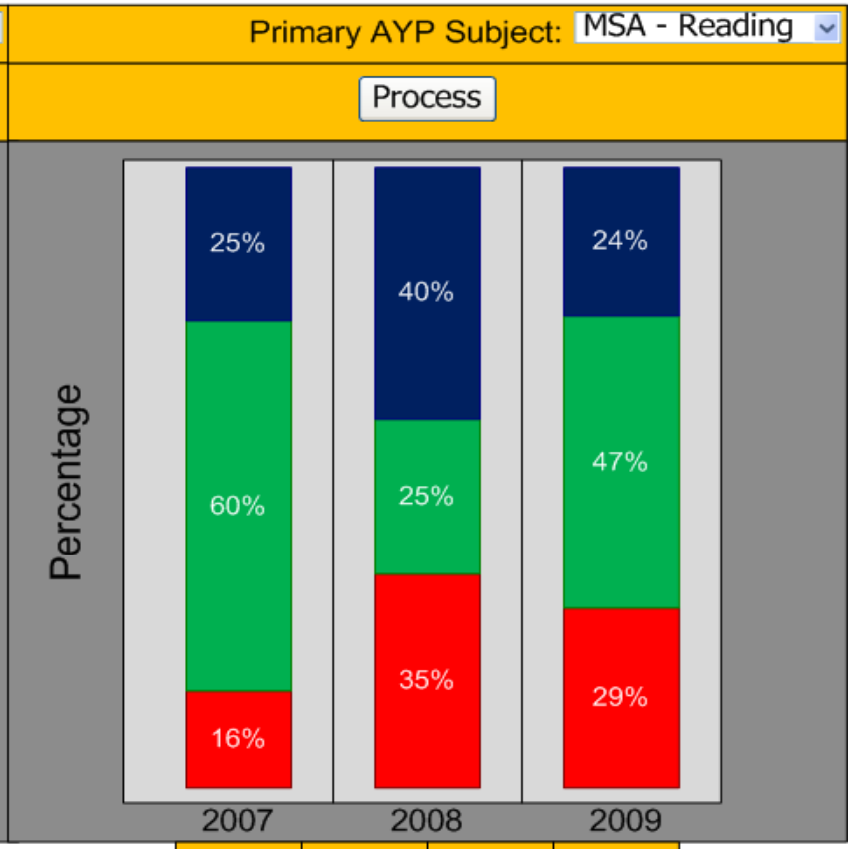
Cohort Comparison

Compares lagging data between schools or between a school and the district.



	2007	2008	2009
Alt-3	42%	45%	42%
Alt-2	41%	26%	45%
Alt-1	17%	29%	13%
Totals:	175	184	197

School – Gr. 8



	2007	2008	2009
Alt-3	30%	45%	30%
Alt-2	55%	23%	43%
Alt-1	14%	32%	27%
Totals:	1412	1487	1539

District – Gr. 8

Assistant Superintendent's Report

Shows benchmark performance by teacher for all subgroups.

Assistant Superintendent's Report			
Test:	GV-206-BM2	Suppress Courses	
Schools:	BOONSBORO HIGH CLEAR SPRING HIGH HANCOCK HIGH NORTH HIGH SMITHSBURG HIGH SOUTH HIGH	AYP Groups:	All Caucasian African American Hispanic Asian
Process			

			All				Caucasian				SWD			
School	Teacher	Course	Count	Met	% Met	Avg	Count	Met	% Met	Avg	Count	Met	% Met	Avg
Hancock High	Teacher Name	GOVERNMENT-101	30	30	100	77.4	29	29	100%	77.6	8	8	100%	77.5
	School Sub-Total		30	30	100	77.4	29	29	100%	77.6	8	8	100%	77.5
North High	Teacher Name	GOVERNMENT-101	2	0	0.0	42.7								
		GOVERNMENT-201	15	13	86.7	67.5	5	5	100	79.7	3	2	66.7	59.8
		GOVERNMENT-202	10	5	50.0	56.6	4	3	75	64.8				
		Totals	25	18	72	61.4	9	8	88.9	73.2	3	2	66.7	59.8
	Teacher Name	GOVERNMENT-104	1	1	100	67								

Item Analysis

Provides an analysis of student performance by objective for a given benchmark

Primary Filters

No Filters Selected

Item Analysis - AL-318M-BM2

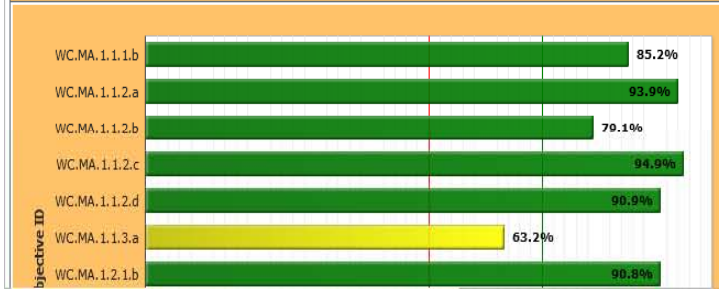
# of Questions: 22
# of Students: 468

Mastery Level: 70%
Threshold Level: 50%

Test Difficulty:
Easy: 86.4% (19/22) Average: 13.6% (3/22) Challenging: 0.0% (0/22)

Q #	Type	Poss	✓	✗	Objective	Q #	Type	Poss	✓	✗	Objective
1-1 (c)	E/SR	4.0	86.8% (1624.0)	13.2% (248.0)	WC.MA.1.1.1.b	1-12 (d)	E/SR	4.0	90.6% (1696.0)	9.4% (176.0)	WC.MA.1.2.1.b
1-2 (d)	E/SR	4.0	73.7% (1380.0)	26.3% (492.0)	WC.MA.1.1.1.b	1-13 (b)	E/SR	4.0	94.7% (1772.0)	5.3% (100.0)	WC.MA.1.2.1.e
1-3 (a)	E/SR	4.0	95.1% (1780.0)	4.9% (92.0)	WC.MA.1.1.2.a	1-14 (d)	A/SR	4.0	44.9% (840.0)	55.1% (1032.0)	WC.MA.1.2.1.g
1-4 (c)	E/SR	4.0	92.7% (1736.0)	7.3% (136.0)	WC.MA.1.1.2.a	1-15 (b)	E/SR	4.0	72.0% (1348.0)	28.0% (524.0)	WC.MA.1.2.5.b
1-5 (c)	E/SR	4.0	79.1% (1480.0)	20.9% (392.0)	WC.MA.1.1.2.b	1-16 (d)	E/SR	4.0	97.6% (1828.0)	2.4% (44.0)	WC.MA.1.2.5.c
1-6 (b)	E/SR	4.0	94.9% (1776.0)	5.1% (96.0)	WC.MA.1.1.2.c	1-17 (c)	E/SR	4.0	95.7% (1792.0)	4.3% (80.0)	WC.MA.1.2.5.c
1-7 (a)	E/SR	4.0	92.5% (1732.0)	7.5% (140.0)	WC.MA.1.1.2.d	1-18	E/SPR	4.0	78.2% (1464.0)	21.8% (408.0)	WC.MA.1.2.1.e
1-8 (c)	E/SR	4.0	89.3% (1672.0)	10.7% (200.0)	WC.MA.1.1.2.d	1-19	E/SPR	4.0	79.3% (1484.0)	20.7% (388.0)	WC.MA.1.2.1.g
1-9 (c)	E/SR	4.0	80.8% (1512.0)	19.2% (360.0)	WC.MA.1.1.3.a	1-20	A/SPR	4.0	43.2% (808.0)	56.8% (1064.0)	WC.MA.1.2.5.b
1-10 (a)	A/SR	4.0	45.7% (856.0)	54.3% (1016.0)	WC.MA.1.1.3.a	1-21	E/BCR	8.0	79.0% (2956.0)	21.0% (788.0)	WC.MA.1.2.1.c
1-11 (b)	E/SR	4.0	91.0% (1704.0)	9.0% (168.0)	WC.MA.1.2.1.b	1-22	E/ECR	12.0	88.5% (4968.0)	11.5% (648.0)	WC.MA.1.1.1.b

Total Points Earned: 38208.0 Total Points Possible: 46800.0 Score for AL-318M-BM2: 81.6%



Totals

ID	Earned	Count	%age
WC.MA.1.1.1.b	7972.0	9360.0	85.2%
WC.MA.1.1.2.a	3516.0	3744.0	93.9%
WC.MA.1.1.2.b	1480.0	1872.0	79.1%
WC.MA.1.1.2.c	1776.0	1872.0	94.9%
WC.MA.1.1.2.d	3404.0	3744.0	90.9%

Ranking by Objective

Provides a snapshot of student performance by objective.

Subject MSA-Science | Strand All | Process

Row Count: 23

Objective	Description	BM1	BM2	BM3	BM4	BM5	BM6	Wt. Avg.
Filter								
VSC.SCI.5.4.B.1.b	Use evidence from investigations with a variety of materials, such as water to describe how matter can change from one form to another.		44%	69%				45%
VSC.SCI.5.5.D.3.c	Observe and describe that a ray of light changes direction when it crosses the boundary between two materials such as air and water.		48%					48%
VSC.SCI.5.5.D.3.b	Based on observations trace the path of a ray of light before and after it is reflected (bounces) off a plane mirror.		48%					48%
VSC.SCI.5.3.A.1.c	State reasons why animals such as whales, salmon, could not survive in the Chesapeake.	57%						57%
VSC.SCI.5.5.D.3.a	Observe and describe the images formed by a plane mirror.			62%				62%
VSC.SCI.5.2.E.1.a	Describe how water on Earth changes.			78%				78%

Graduation Status

Displays each student's status towards meeting testing requirements for graduation.

	Graduation Info		Graduation Tests				Bridge Plan Info HSA-Algebra		
Student	Graduation Status	Composite	HSA-Algebra	HSA-Biology	HSA-English	HSA-Gov.	Required	Completed	Remaining
Filter									
Student Name	Combined	1635	441	379	399	416			
Student Name	Passed All	1849	463	440	458	488			
Student Name	Combined	1709	458	432	391	428			
Student Name	Passed All	1667	436	413	399	419			
Student Name	Passed All	1650	451	409	396	394			
Student Name	Combined	1620	440	390	395	395			
Student Name	Did Not Meet	-98	407	378	358	361	1	0	1

College Prep

Shows student performance on various college-readiness assessments

Scores ○ All Scores ◉ Best Scores ○ Last Scores [Process]

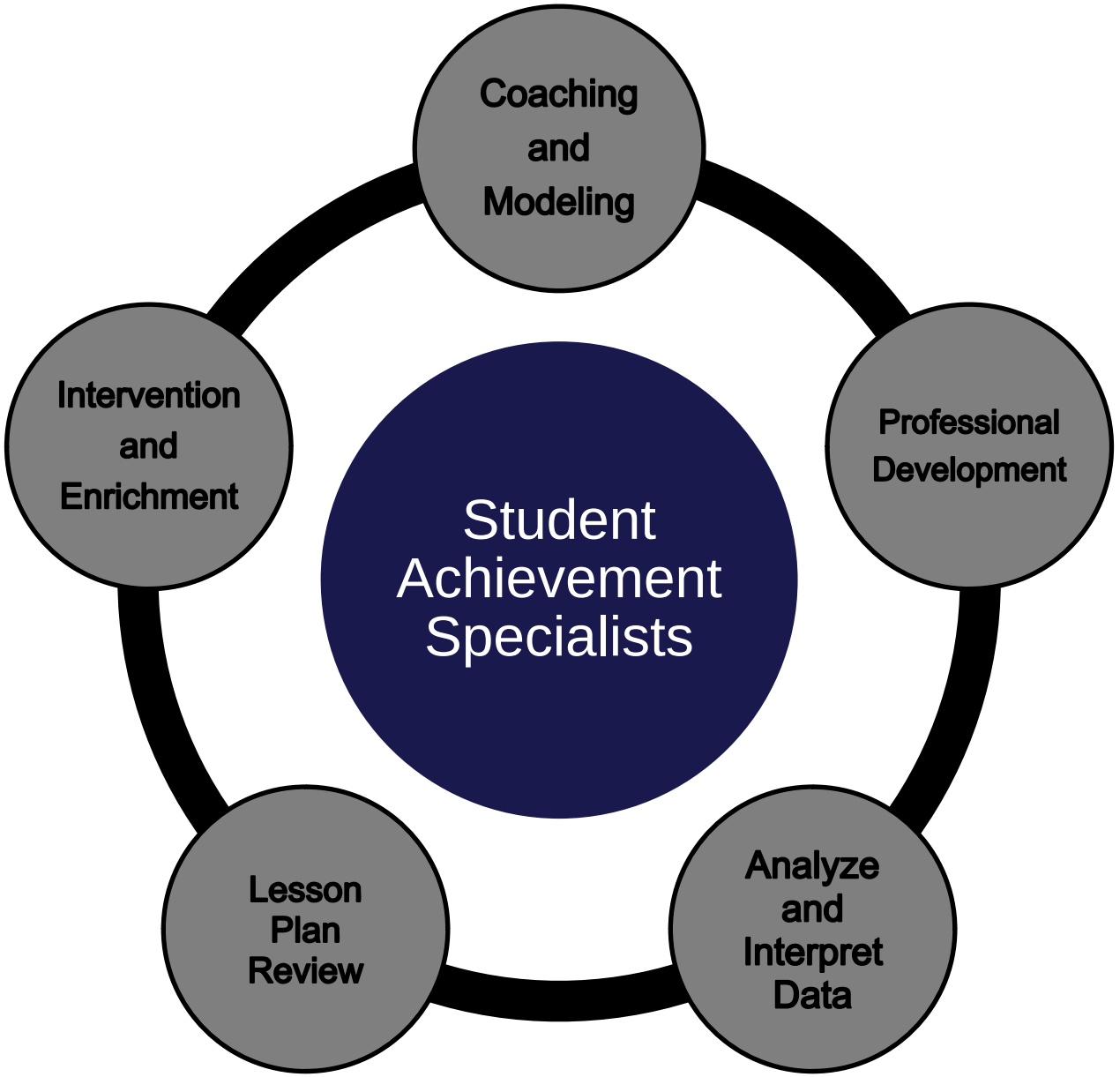
☑ SAT ☑ PSAT ☐ ACT ☐ PLAN ☐ EXPLORE

1 2 3 4 Page 1 of 4 — Row Count: 154

			PSAT					SAT				
Student Code	Student ▲	Grade	Math + Verbal Max	Math + Verbal + Writing Max	Math	Verbal	Writing	Math + Verbal Max	Math + Verbal + Writing Max	Math	Verbal	Writing
	Filter											
	Student name	12	900	1430	500	400	530	960	1490	490	470	530
	Student name	12	1050	1570	540	510	520	1060	1630	480	580	570
		12	900	1360	480	420	460	890	1320	410	480	430
		11	1280	1900	660	620	620	1340	2020	660	680	680
		12	800	1230	490	310	430	770	1160	430	340	390
		11	940	1400	500	440	460	970	1490	450	520	520
		11	1250	1900	650	600	650	1110	1720	560	550	610
		12	1120	1560	620	500	440	1120	1560	610	510	440
		11	1010	1530	550	460	520	1010	1460	590	420	450
		11	930	1310	560	370	380	810	1150	460	350	340
		12	850	1250	440	410	400	860	1210	470	390	350
		11	1030	1460	560	470	430	1000	1390	550	450	390
		11	1370	2070	670	700	700	1380	2070	670	710	690
		12	640	940	370	270	300	680	1010	320	360	330
		12	950	1470	440	510	520	1090	1740	560	530	650
		12	1360	1930	740	620	570	1440	2070	760	680	630
		11	1310	1870	680	630	560	1320	1920	680	640	600
		11	1150	1740	610	540	590	1170	1800	570	600	630
		12	1320	1960	680	640	640	1370	2050	710	660	680
		11	970	1430	470	500	460	940	1400	400	540	460
		11	760	1120	360	400	360	870	1240	420	450	370
		11	1070	1640	610	460	570	1120	1640	630	490	520
		12	510	720	200	310	210	570	780	230	340	210

Student Achievement Specialist Position/"Teacher Leaders"

The creation of a position at each school, that was specifically designed to help teachers ensure that individual students progress, was the single best achievement booster.


Coaching and Modeling
Professional Development
Analyze and Interpret Data
Lesson Plan Review
Intervention and Enrichment
Student Achievement Specialists

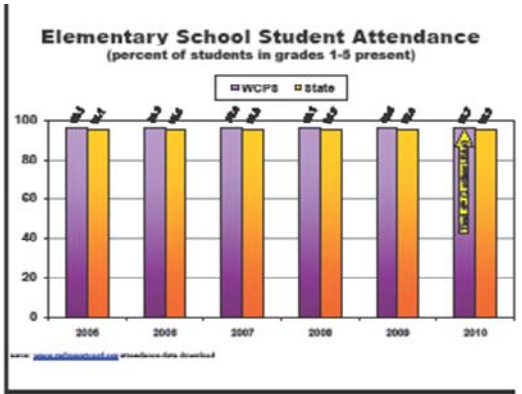
Student Achievement Specialists - Literacy

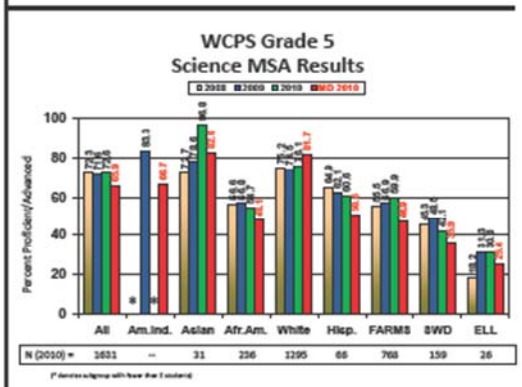
- Serve as ELA/English department leader
- Work and plan side-by-side with teachers in a coaching/peer collaboration model
- Provide ongoing support to ensure understanding and implementation of the Maryland State Curriculum/Washington County Essential Curriculum
- Facilitate the use of a variety of instructional, assessment, and evaluative approaches
- Improve students' reading achievement levels in collaboration with classroom teachers
- Provide support and help with scheduling academic interventions for identified students
- Provide support in analyzing and interpreting formal and informal assessment data and facilitate the use of these data as a guide for effective instruction to improve students' skills and measured achievement levels
- Provide support in understanding the disaggregated data to implement instructional strategies to lessen the existing performance gaps in subgroups (racial/ethnic groups, economically disadvantaged students, students with disabilities, and English language learners)
- Coordinate staff development in support of Maryland School Assessments and the requirements of ESEA and Bridge to Excellence
- Coordinate a network of literacy resources (i.e., professional library, model lessons, items from county meetings)
- Promote a culture of collaboration among ELA/English staff and among the building staff at-large
- Communicate school and county literacy expectations to school community
- Demonstrate courteous and professional demeanor to all stakeholders of Washington County Public Schools
- Perform other duties as assigned

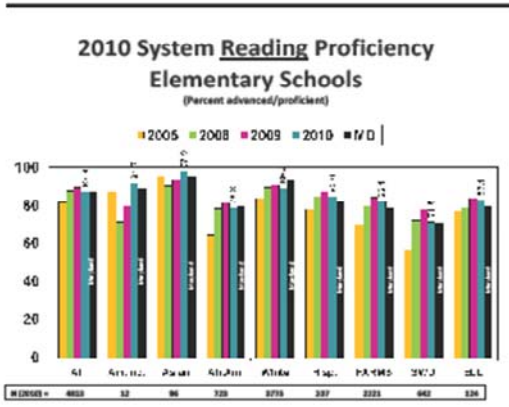
Dashboards

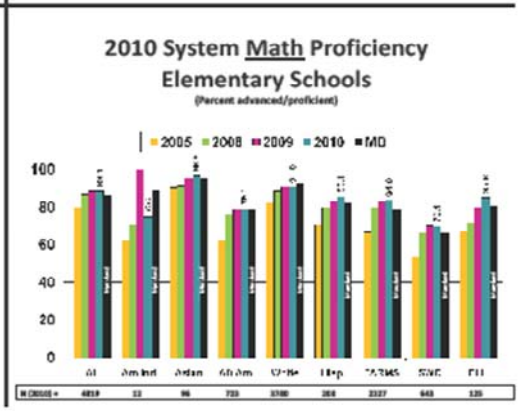
Benchmark 1 Average Scores

Grade	Math (%)	Reading (%)
1	79.1	not yet administered
2	83.5	not yet administered
3	67.2	not yet administered
4	66.2	not yet administered
5	64.6	not yet administered
6	67.4 -grade level	61.7 -grade level
	66.8 -merit/magnet	79.4 -merit/magnet
7	64.2 -grade level	61.6-grade level
	72.9 -merit/magnet	78.9 -merit/magnet
	77.8 -Algebra	--
8	61.5 -grade level	59.7 -grade level
	59.3 -Algebra	77.4 -merit/magnet
	68.5 -Geometry	--
High School	62.4 - Intro. Alg.	51.7 -English II
	--	65.7 -Honors English II





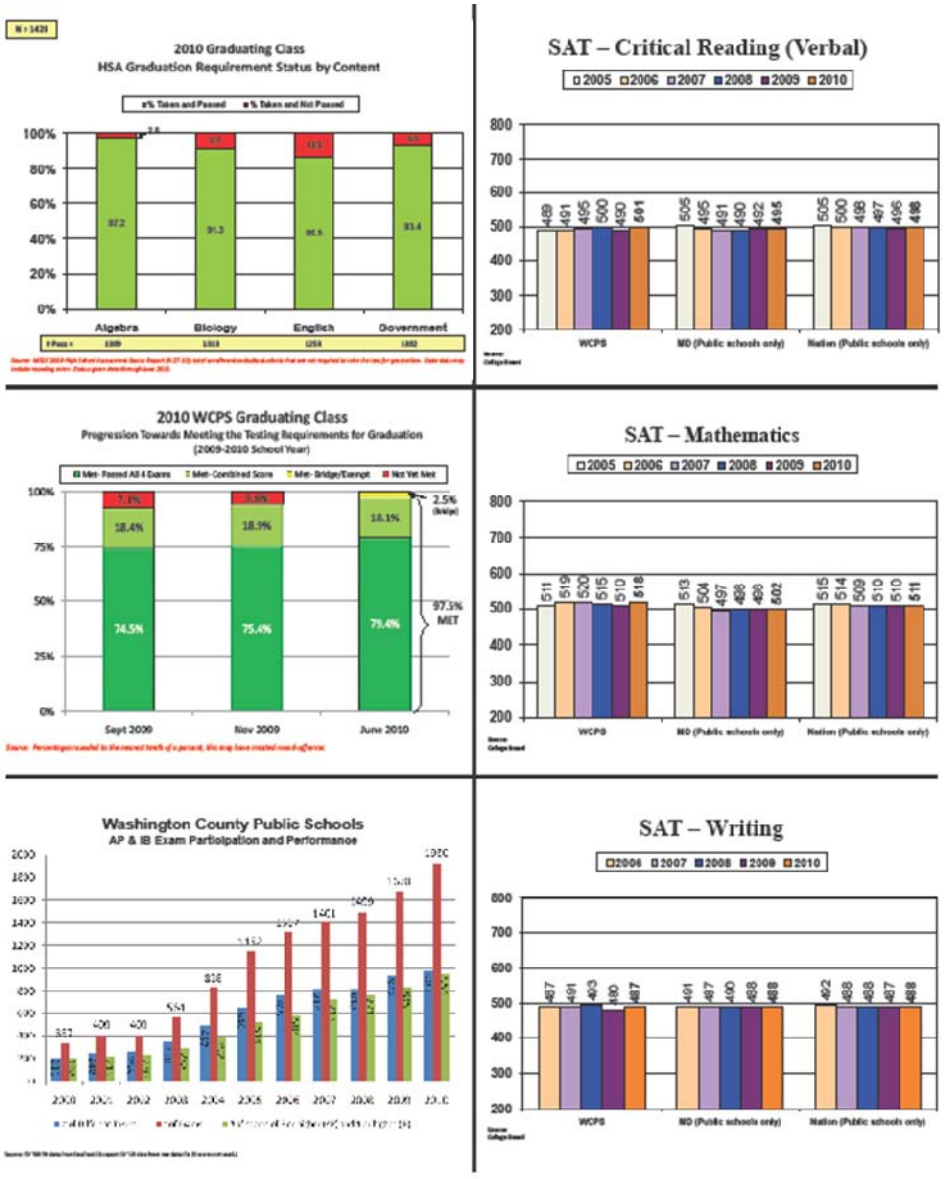




Dashboards

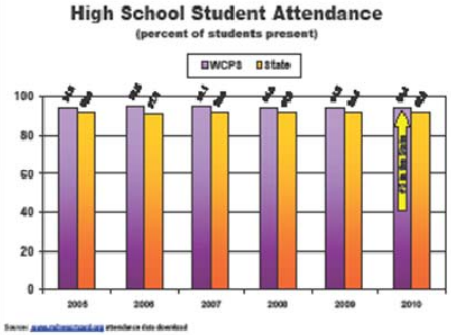
Middle School Student Attendance
(percent of students present)
WCPS
State
2005
2006
2007
2008
2009
2010
WCPS Grade 8
Science MSA Results
Percent Proficient/Advanced
All
Am.Ind.
Asian
Afr.Am.
White
Hisp.
FARMS
SWD
ELL
2010 System Reading Proficiency
Middle Schools
(Percent advanced/proficient)
2010 System Math Proficiency
Middle Schools
(Percent advanced/proficient)

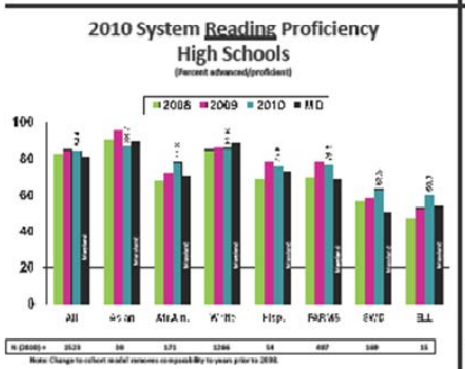
Dashboards

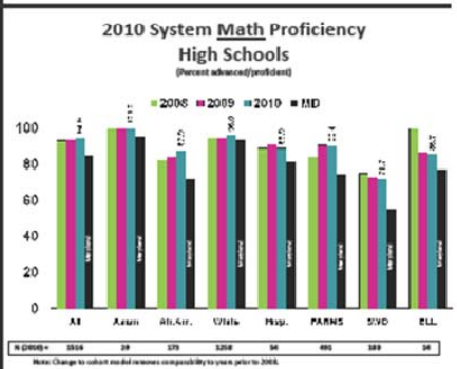

2010 Graduating Class
HSA Graduation Requirement Status by Content
Algebra
Biology
English
Government
SAT – Critical Reading (Verbal)
2005 2006 2007 2008 2009 2010
WCPS
MD (Public schools only)
Nation (Public schools only)
2010 WCPS Graduating Class
Progression Towards Meeting the Testing Requirements for Graduation
(2009-2010 School Year)
Sept 2009
Nov 2009
June 2010
97.3% MET
SAT – Mathematics
2005 2006 2007 2008 2009 2010
Washington County Public Schools
AP & IB Exam Participation and Performance
SAT – Writing
2006 2007 2008 2009 2010

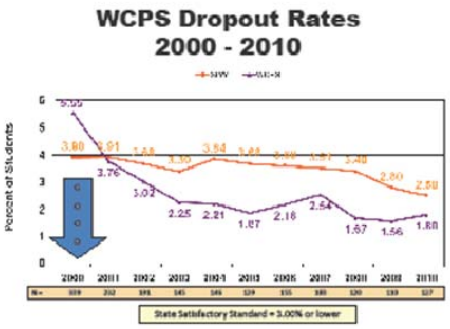
Dashboards

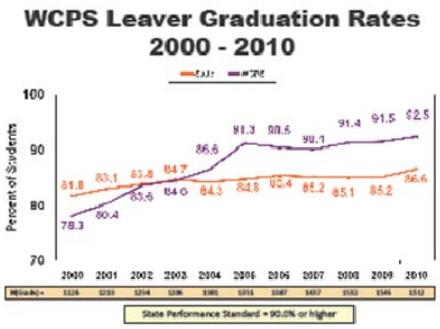
High School	Enrollment as of 9/30/10	FARMS % as of 10/31/09	All 2010 AYP Reading % Proficient	All 2010 AYP Math % Proficient
Barbara Ingram	200	24.0	100.0	100.0
Boonsboro	936	18.2	86.1	97.9
Clear Spring	510	31.1	83.3	98.3
Hancock (6-12)	328	44.3	88.9	91.5
North Hagerstown	1269	38.9	86.2	95.8
Smithsburg	790	24.7	90.7	98.8
South Hagerstown	1271	57.0	84.6	94.7
Tech. High	460	35.1	78.9	96.9
Williamsport	929	36.3	86.1	94.5

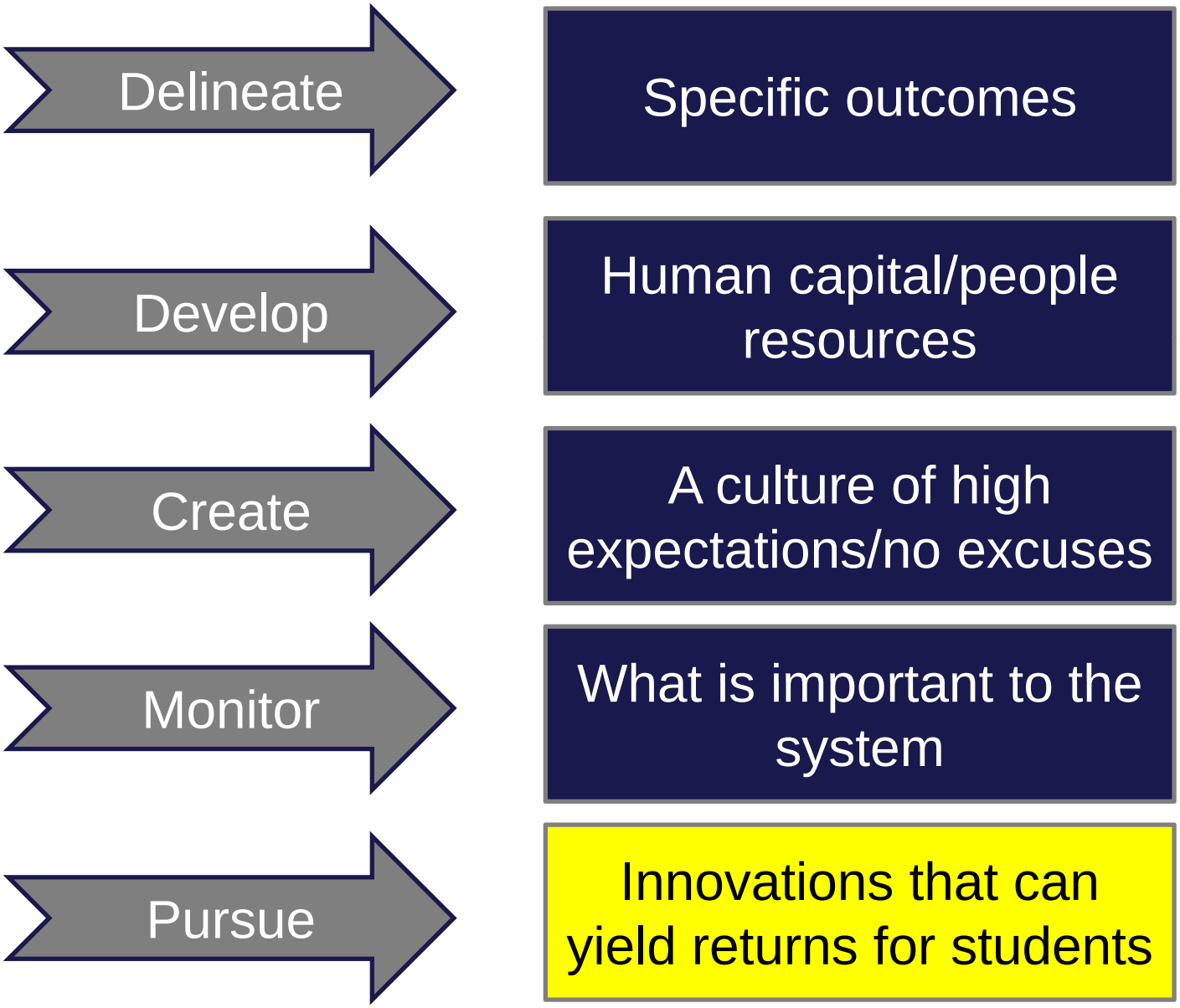











Delineate
Specific outcomes
Develop
Human capital/people resources
Create
A culture of high expectations/no excuses
Monitor
What is important to the system
Pursue
Innovations that can yield returns for students

V. Pursue Innovations that Can Yield Returns for Students

Key Elements:

- Program changes
- “Zero-basing” schools
- Differentiated pay
- Magnets and specialized programs
- External partnerships
- Research-based practices

Restructuring Schools: The Ultimate "Extreme Makeover"

"Out of chaos comes change."

-- Phyllis Wheatly

"Leaders move organizations from where they are, to where they need to be."

-- Noah Tichy

Rewarding Performance/ Differentiated Pay

- **Everyone does not have the same level of responsibility or challenge**
- **Performance varies among individuals doing the same or similar work**
- **Career aspirations and levels of motivation vary**

Differentiated pay for differentiated work, levels of responsibility and performance makes sense

Student Entering Pre-Kindergarten

2002	2010
Few opportunities for pre-kindergarten experiences	• 23 half-day and 3 full-day pre-kindergarten sessions at 12 sites; focus on developmentally appropriate literacy and numeracy instruction • 2 three-year-old programs • Judy Center partnership at Bester and Winter Street Elementary Schools
Half-day kindergarten programs	• Full-day kindergarten programs at all 26 elementary schools

Student Entering Elementary School

2002	2010
School-based programs	• Comprehensive, system-wide reading, mathematics, and science programs that are rigorous and engaging
Annual school-based monitoring	• System-wide monthly and quarterly benchmarks to measure students' achievement
Magnets & foreign language options for elementary students ***not available***	• Fountaindale School for Arts & Academic Excellence (magnet) • Emma K. Doub – Integrated Arts & Technology • Funkstown – Early Childhood Education Magnet • Boonsboro – World Languages/Global Communication Magnet • Williamsport – Math, Science, & Technology Magnet • World Classical Languages at 5 different sites • Music & Fine Arts at all schools
School-based remediation	• Additional support in reading and/or mathematics provided with multiple targeted interventions tailored to meet students' individual needs

Student Entering Middle School

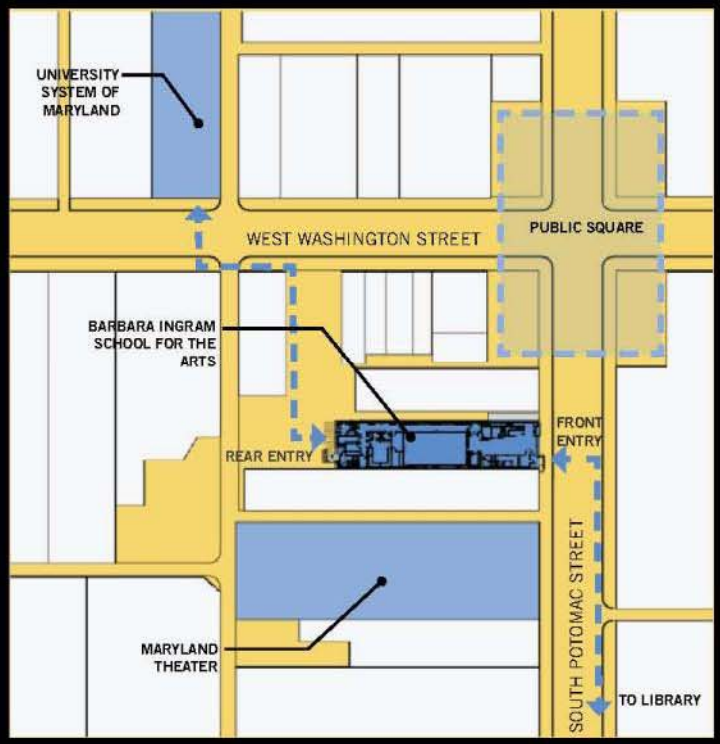
2002	2010
Not Available	Geometry & Algebra
	World & Classical Languages
	High School Credits
	Expanded Merit Classes
	Boonsboro Magnet
	E.R. Hicks Magnet
	Springfield Magnet
Limited or Not Available	Interventions
	Transition Programs (WEB & Link Crews)

Student Entering High School

2002	2010
Not Available	International Baccalaureate
	ESSENCE Program with HCC/ Dual Credit
Quality CTE Programs	Transition Programs (WEB & Link Crews)
Limited Advanced Placement (AP)	Expanded AP Advanced Via Individual Determination (AVID)

CREATIVE FUNDING and UNIQUE PARTNERSHIPS

- Donation of Building
- Change in Law allowing Alternative Finance Debt
- Historical Trust Grant
- Special Bond Bills
- Creative Partnerships for Arts & Cultural Institutions as well as the City of Hagerstown



FRONT FACADE

- Enhance street frontage
- Setback from S. Potomac Street
- Restore facade

Front facade c. 1950s

Front facade before

Front facade - after

REAR FACADE

- Create major secondary entry
- Enliven rear courtyard
- Express Art School

Rear facade c. 1950s

Rear facade c. 1950s

LOWER LEVEL - THEATER

Black Box Theater - after

Student Lounge - after

FIRST FLOOR - THEATER / GALLERY

- Preserve historic entry and stair
- Public space at street frontage
- Connect to Black Box Theater

Historic stair - after

Lobby/Gallery - after

SECOND FLOOR - MUSIC

- Isolate sound
- Bring in natural light
- Preserve historic stair

Instrumental Room from Lobby - after

THIRD FLOOR - DANCE

- Adapt historic rooms
- Isolate sound

Dance Room/Assembly - after

FOURTH FLOOR - VISUAL ARTS

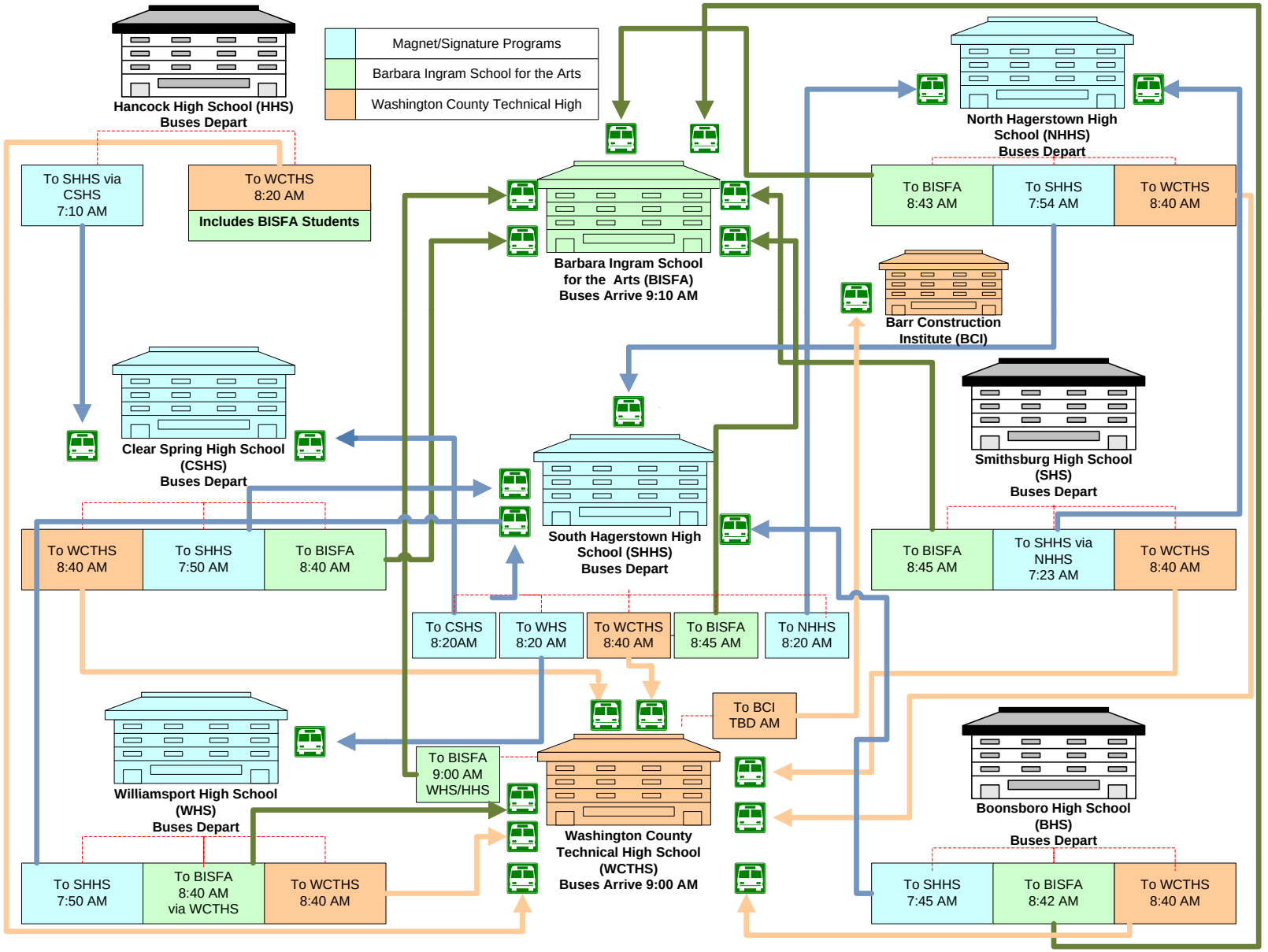
- Extend historic stair
- Take advantage of natural light
- Setback from S. Potomac Street
- Event space terrace

extended stair - after

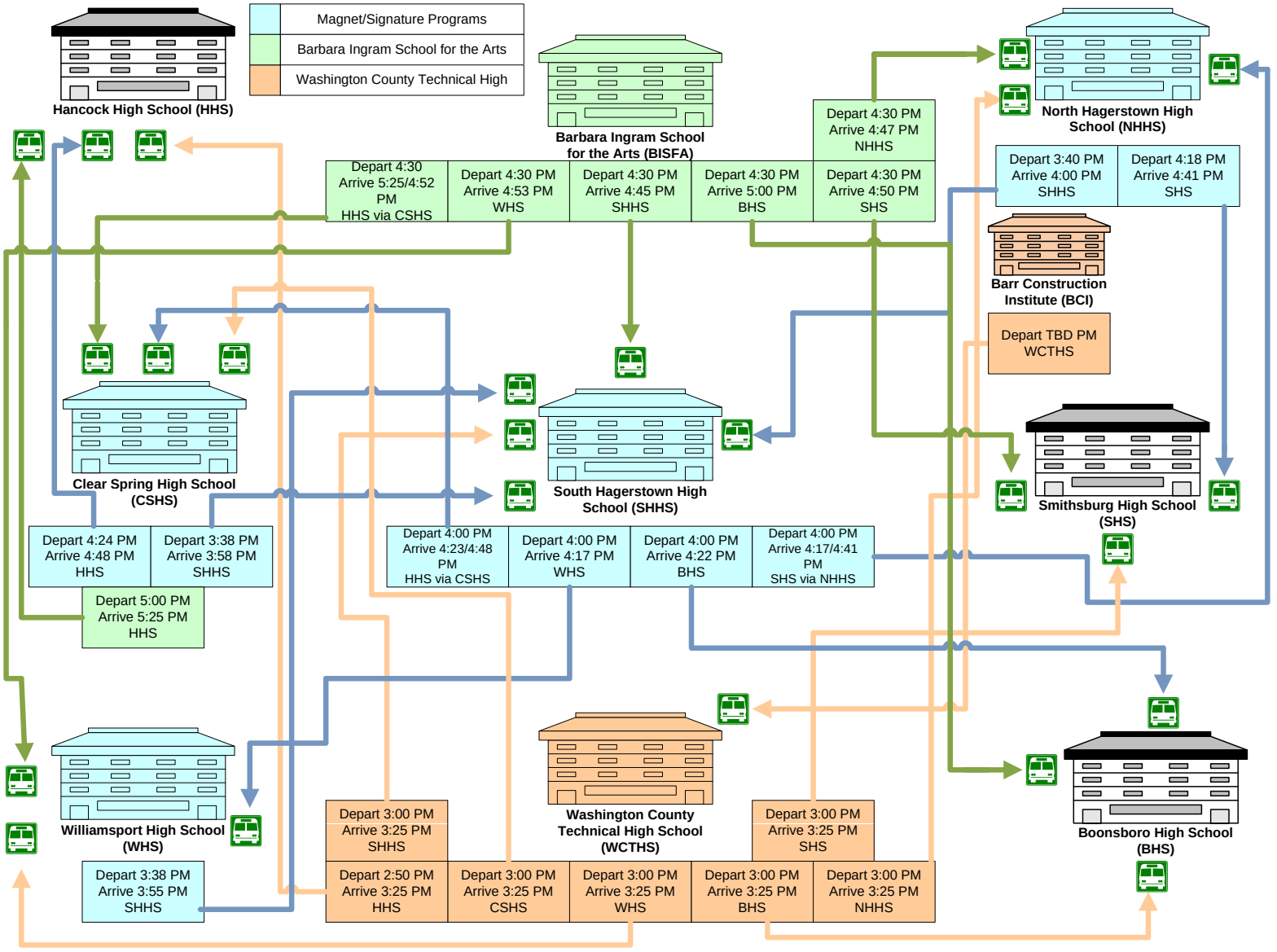
4th Floor corridor pin-up space - after

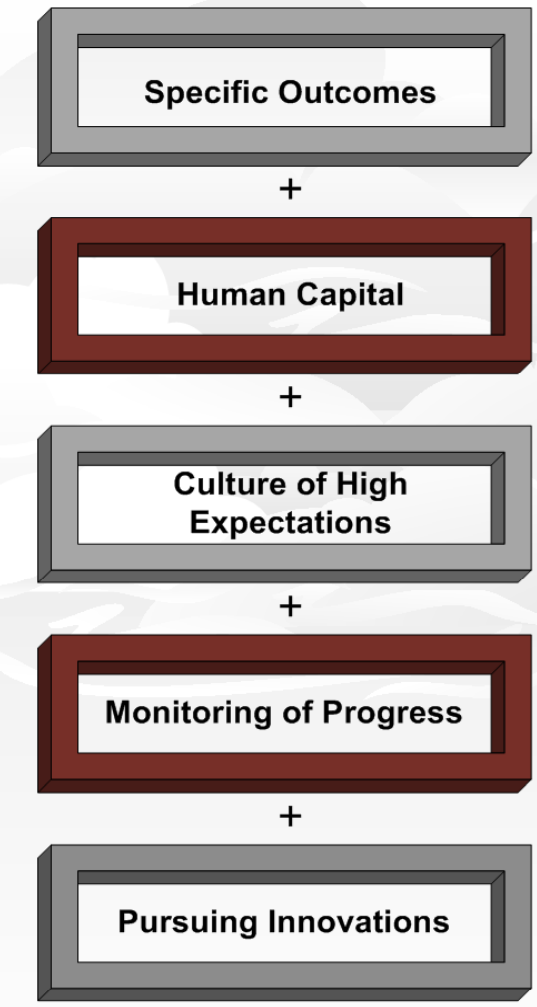
Art Studio - after

Morning Transportation Network for High School Programs



Afternoon Transportation Network for High School Programs

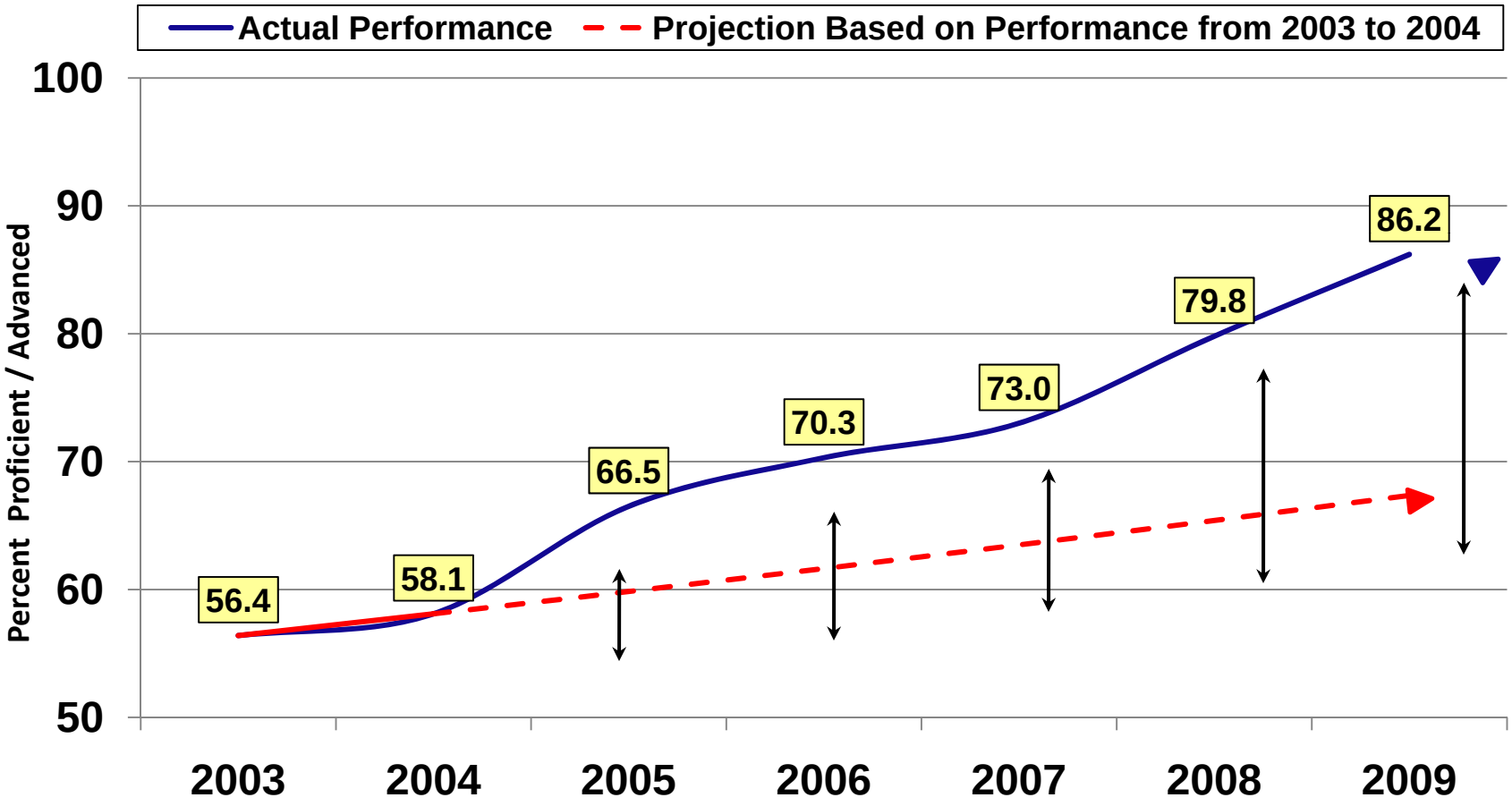



Specific Outcomes
+
Human Capital
+
Culture of High Expectations
+
Monitoring of Progress
+
Pursuing Innovations
=
Soaring Above the Summit

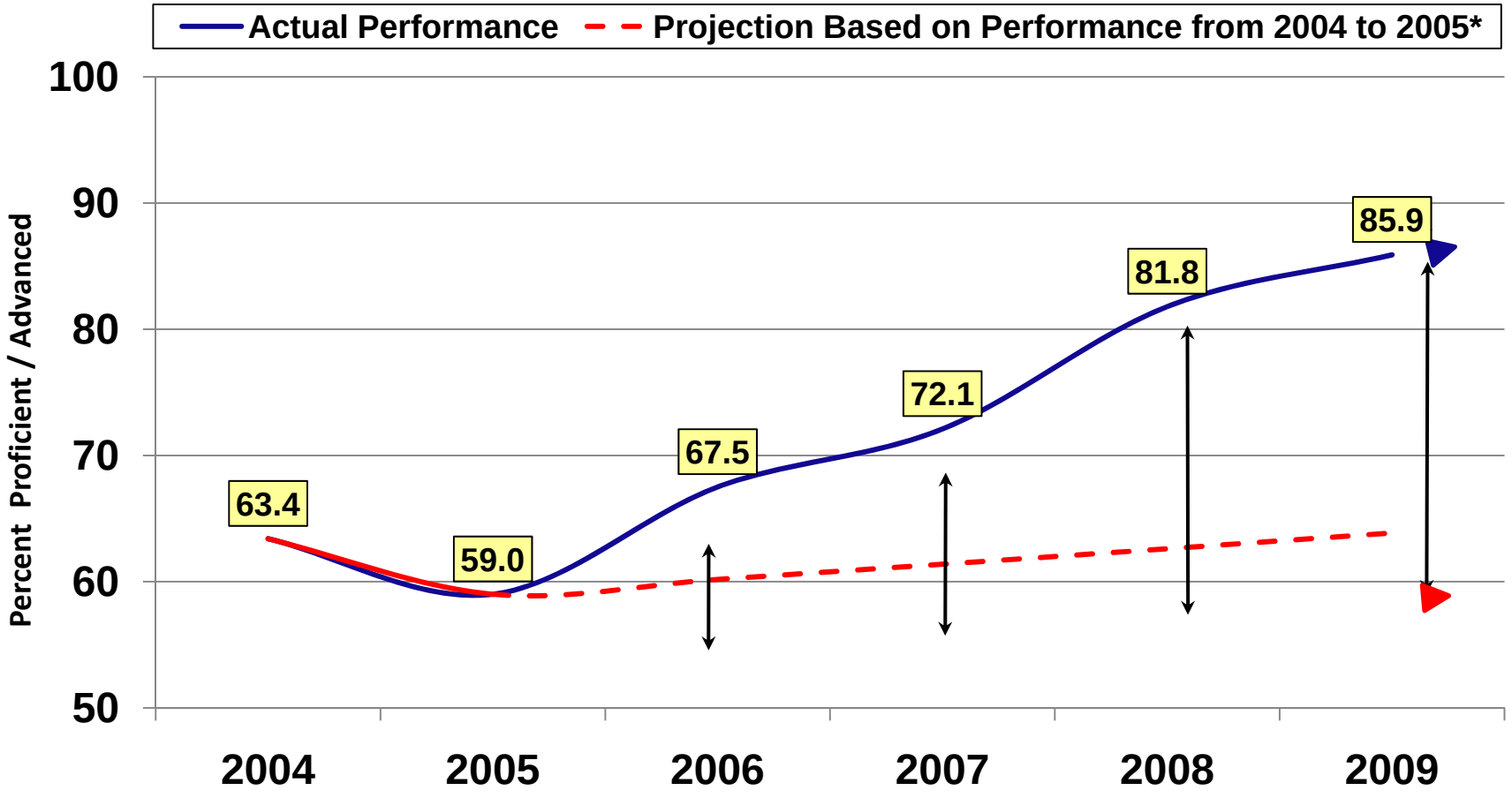
Eliminating the Gap/ Bending the Trend

Reaching “World Class” Status

WCPS MSA Reading
Grade 5 FARMS

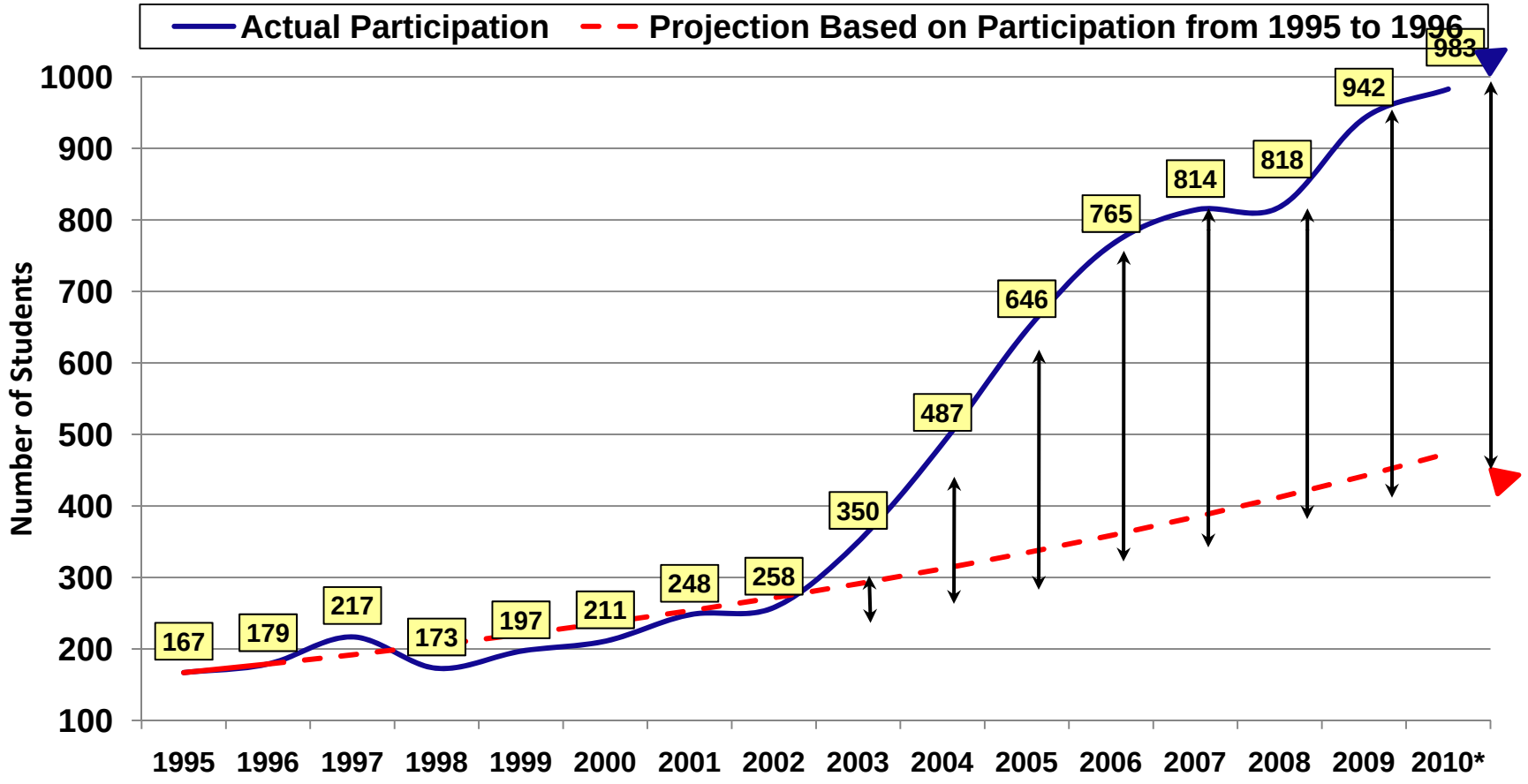


WCPS MSA Reading
Grade 7 Hispanic



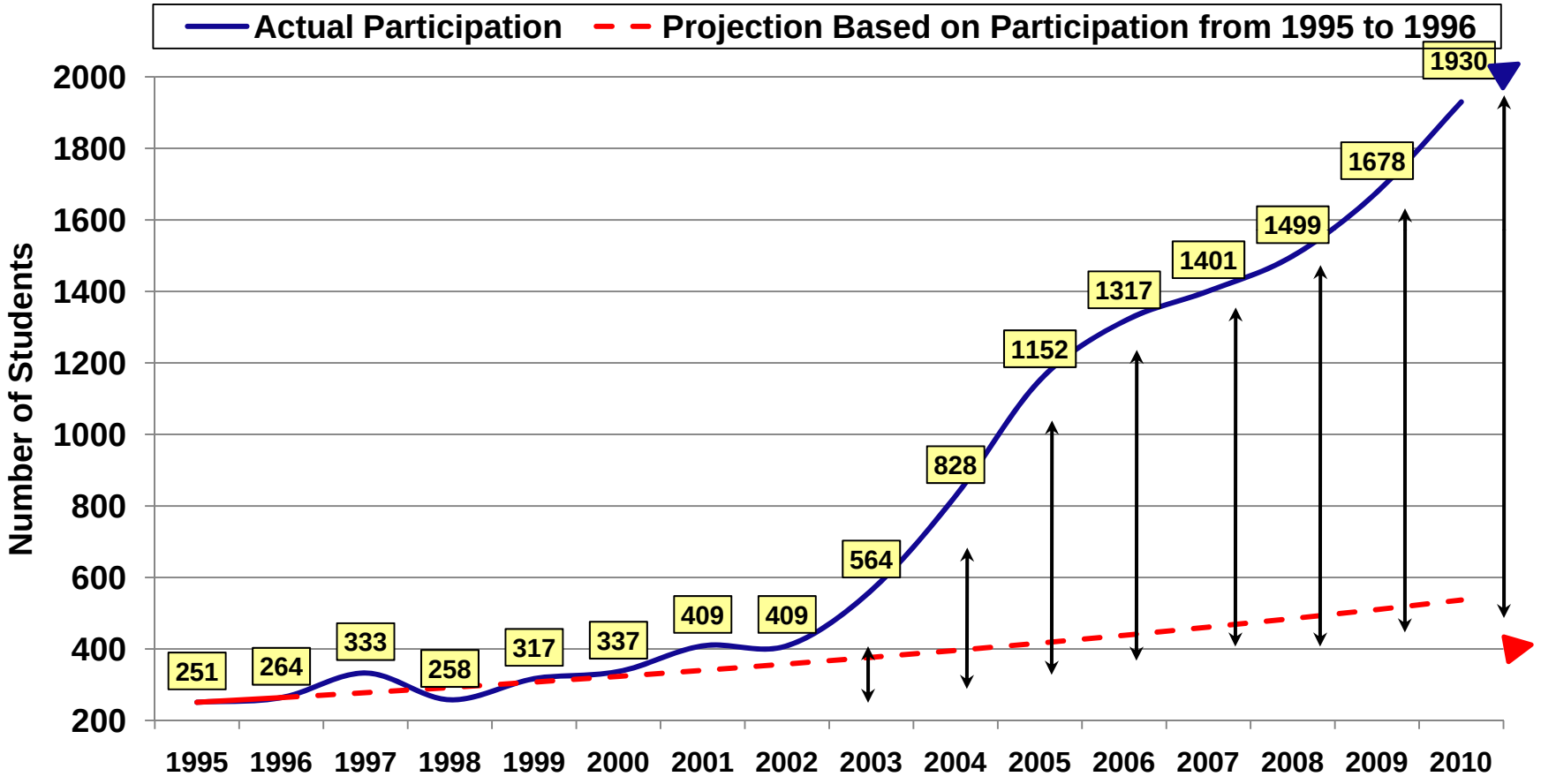
Projection reflects a 2% increase since a continual decrease would be unlikely.

WCPS AP & IB Participation Trend
Number of Different Test Takers



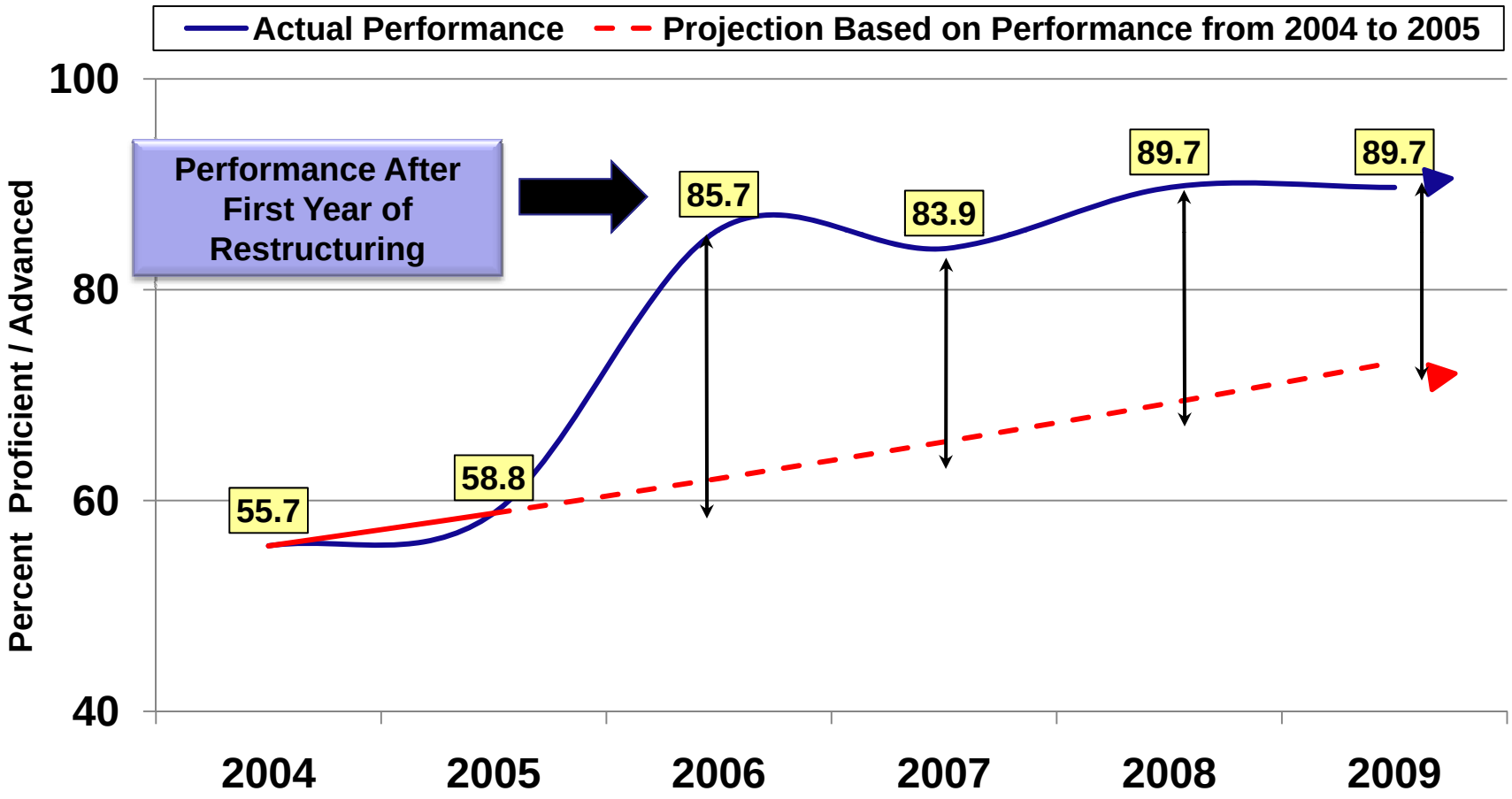
**Data from July 2010 Scores CD from College Board (5 scores not reported by College Board)*

WCPS AP & IB Participation Trend
Number of Exams

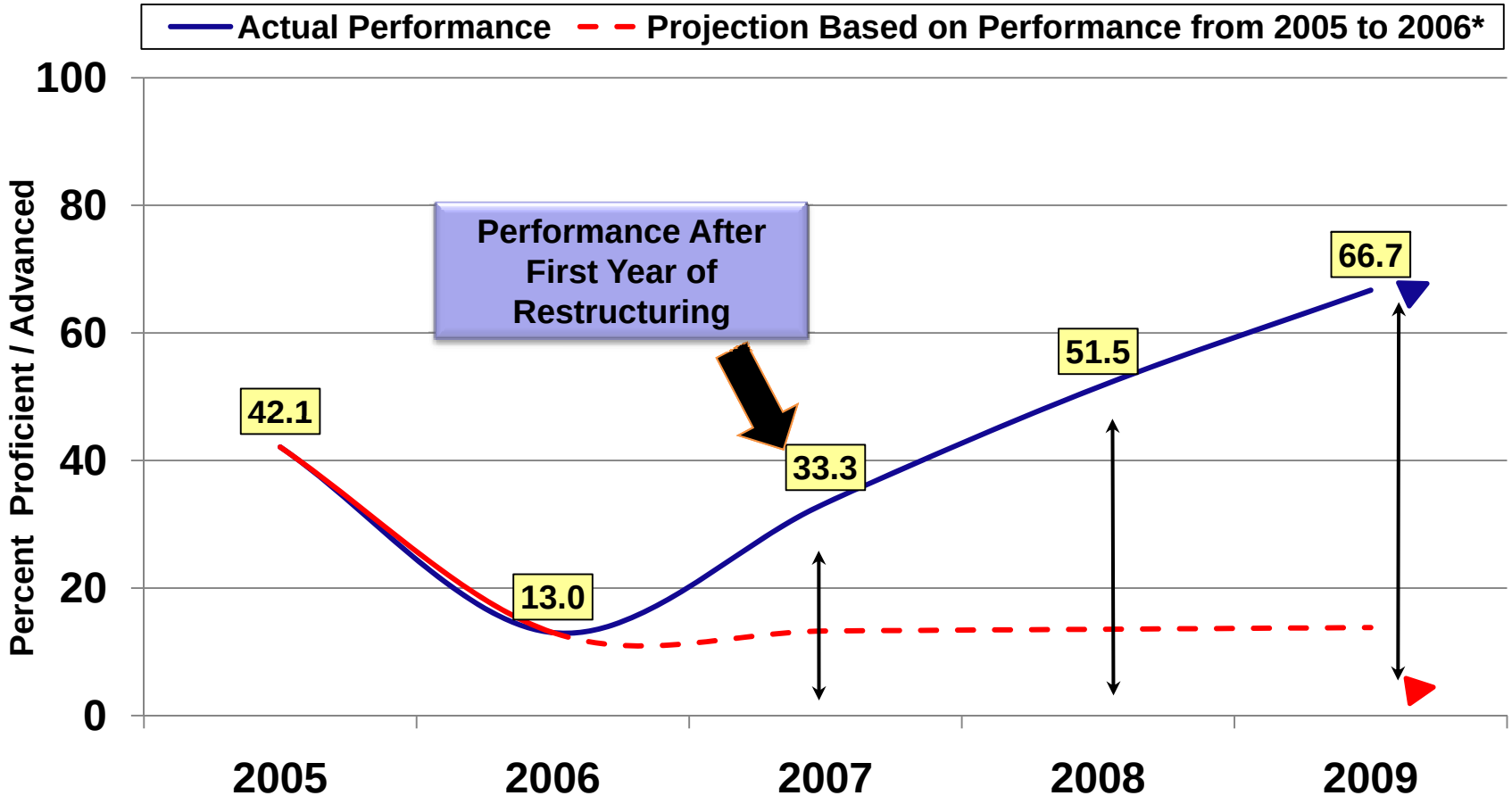


**Data from July 2010 Scores CD from College Board (5 scores not reported by College Board)*

Bester Elem. MSA Math
Grade 4 FARMS

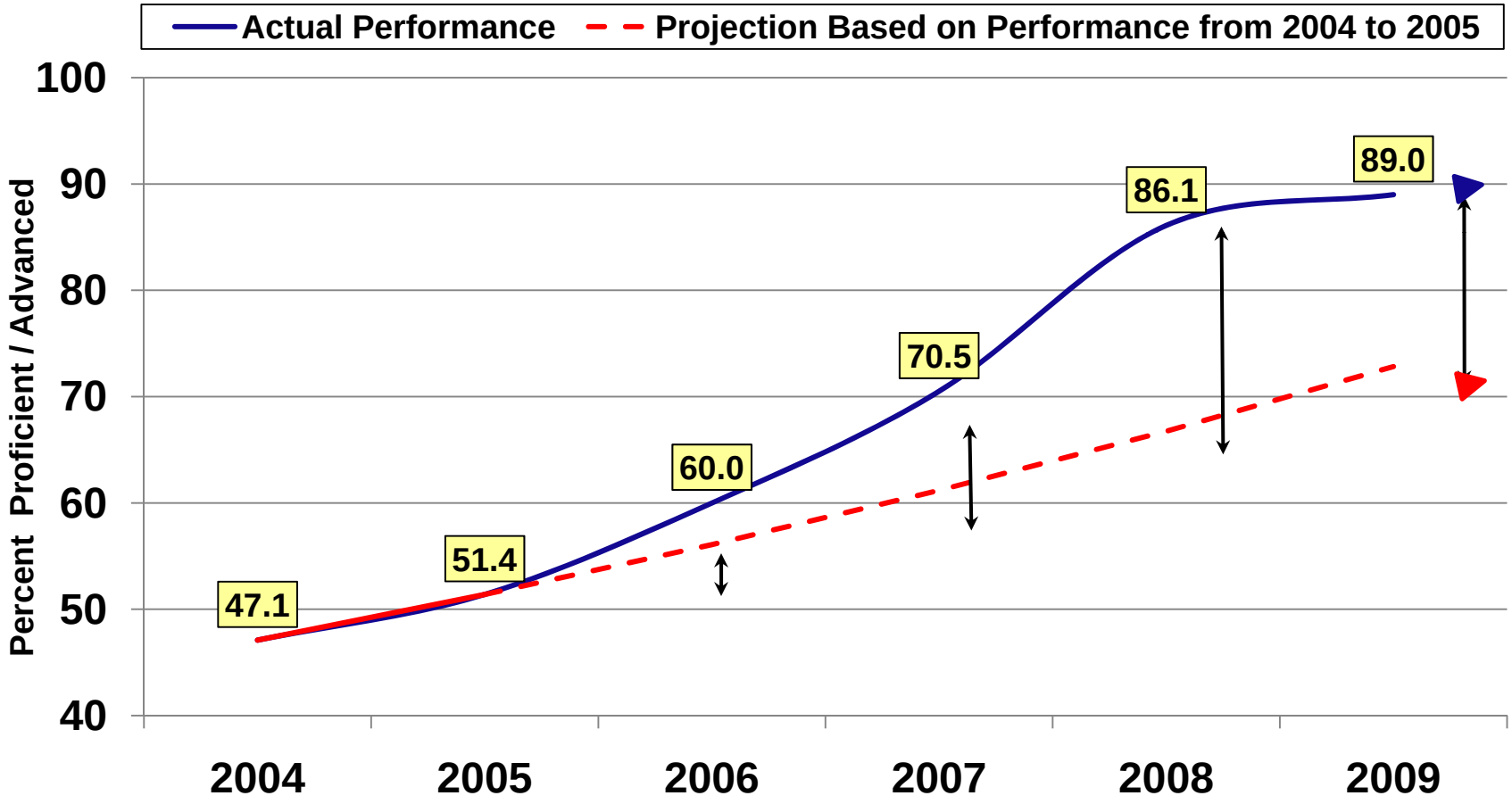


Western Heights Middle MSA Reading Grade 6 SWD

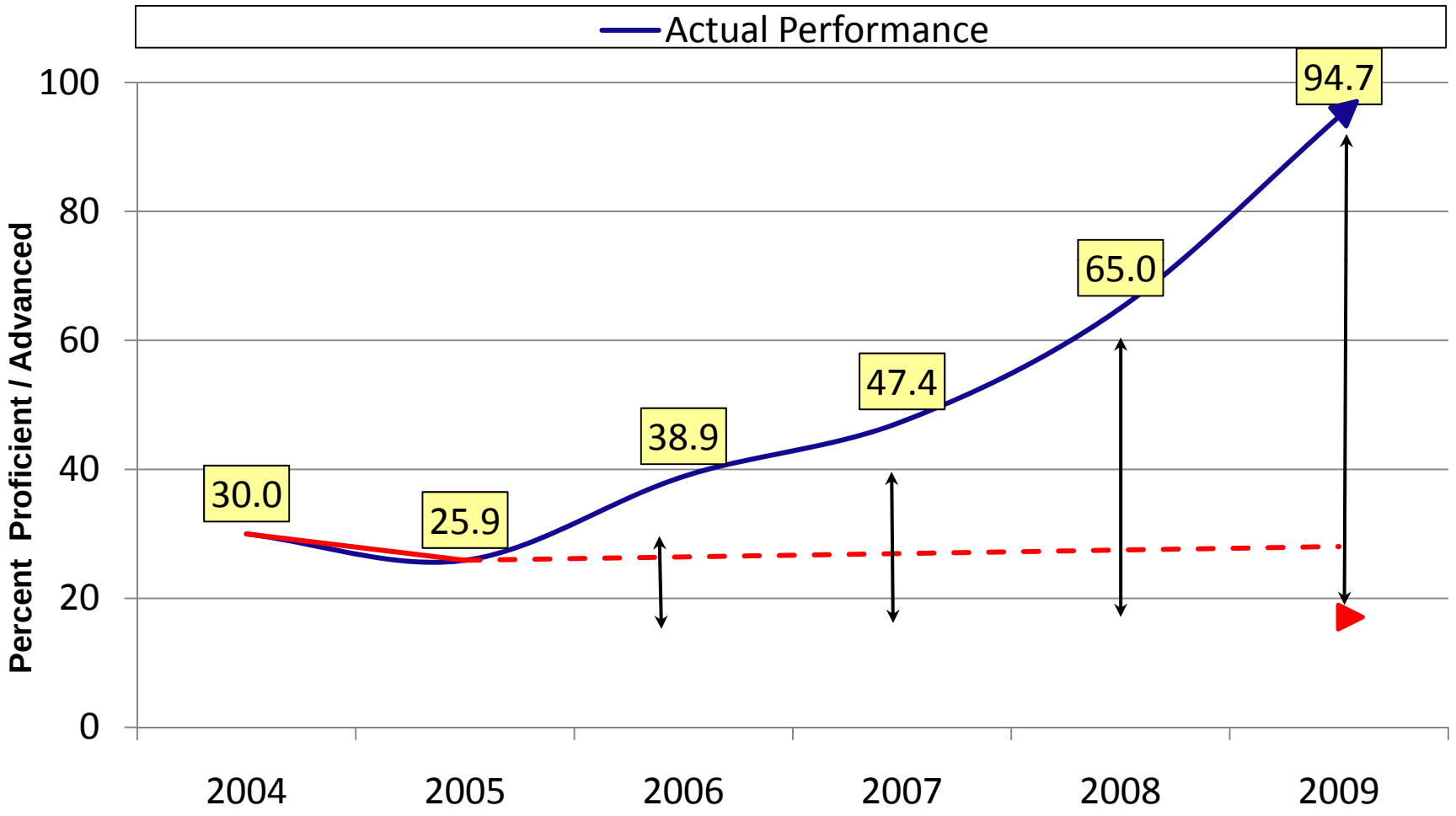


**Projection reflects a 2% increase since a continual decrease would be unlikely.*

E. Russell Hicks Middle MSA Math Grade 6 FARMS

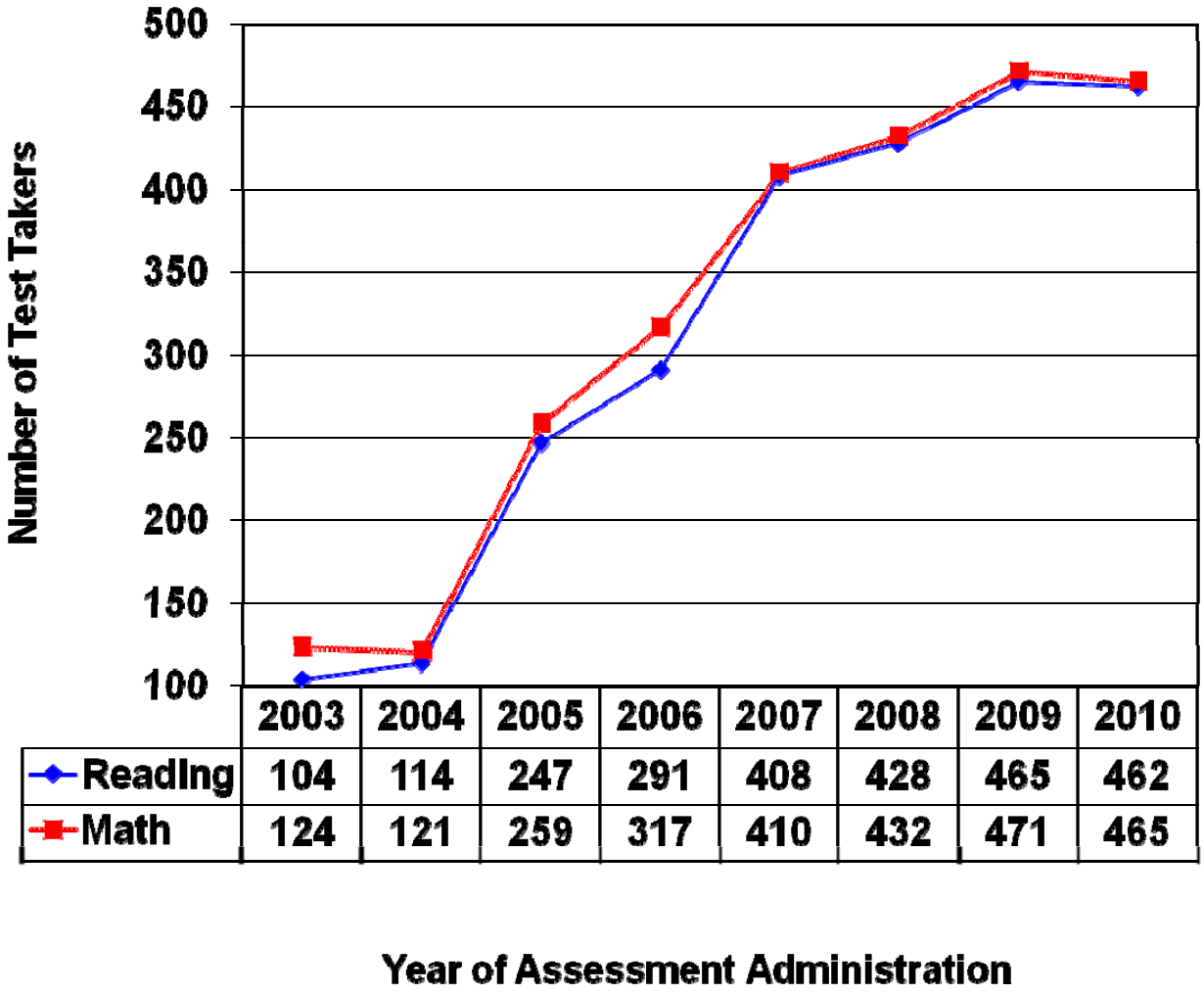


Smithsburg Middle MSA Reading
GRADE 6 SWD



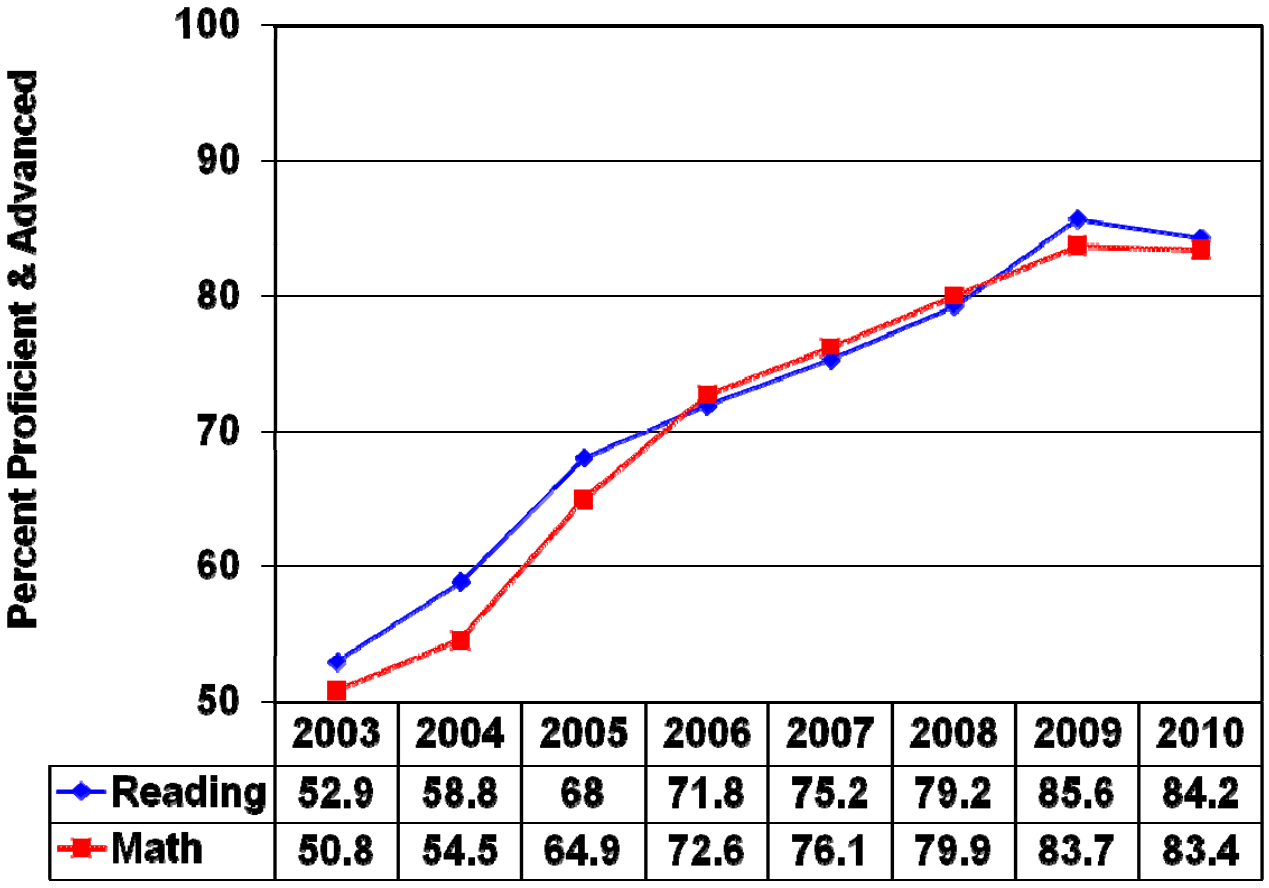
**Projection reflects a 2% increase since a continual decrease would be unlikely.*

WCPS Test-Taker Trend (Hispanic Subgroup)

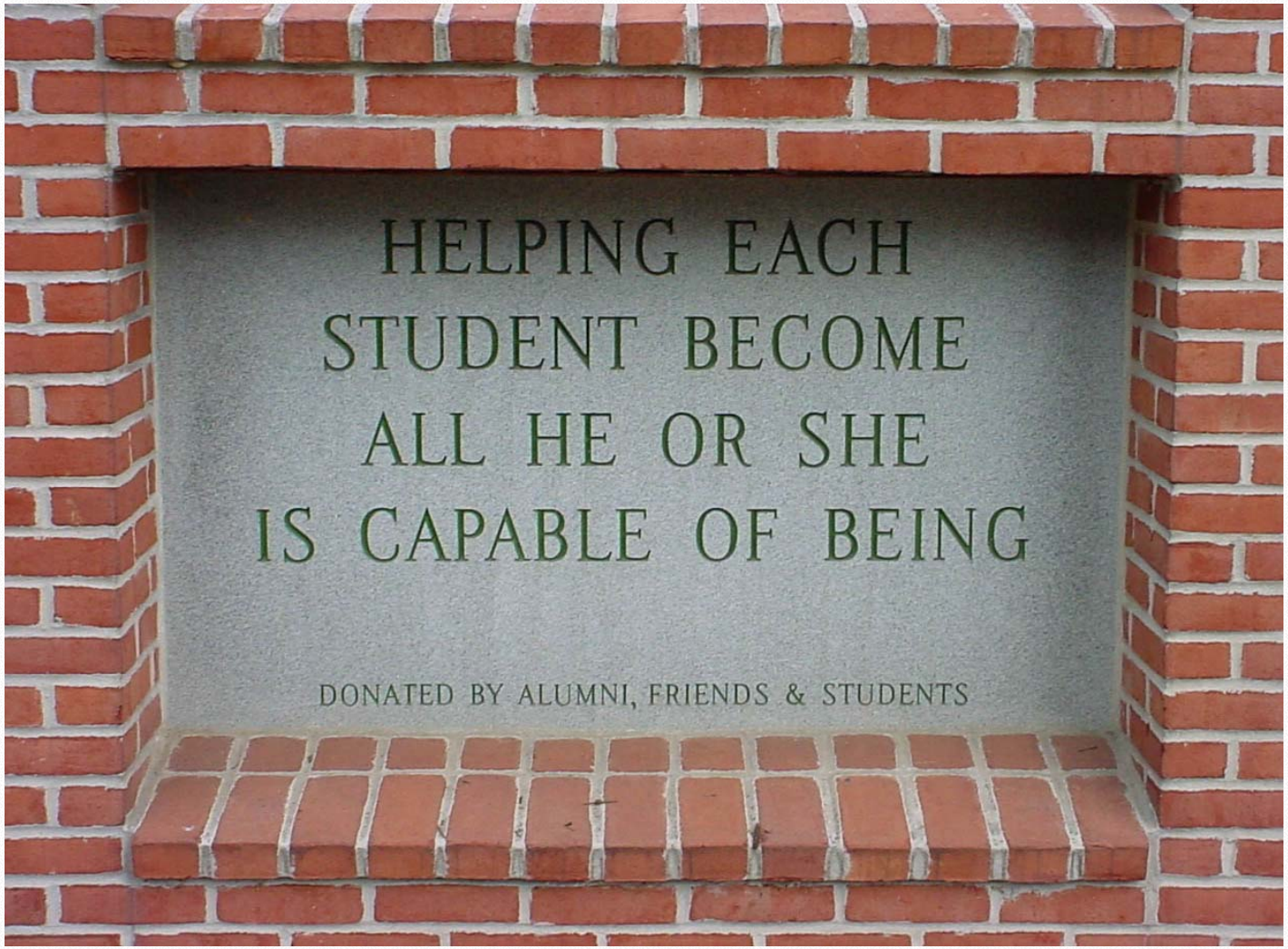


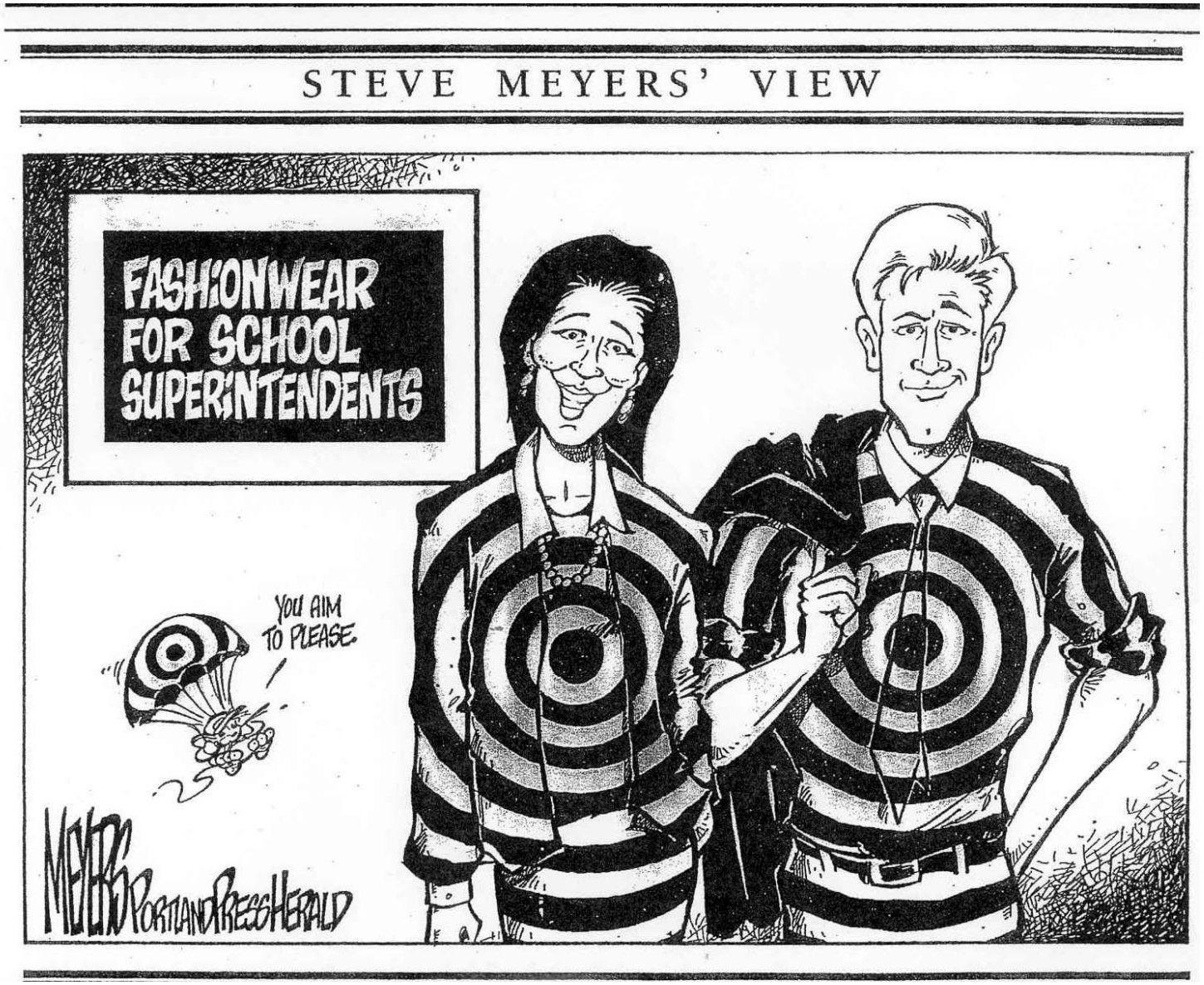
	2003	2004	2005	2006	2007	2008	2009	2010
Reading	104	114	247	291	408	428	465	462
Math	124	121	259	317	410	432	471	465

WCPS Math and Reading AYP Trend (Hispanic Subgroup)



	2003	2004	2005	2006	2007	2008	2009	2010
Reading	52.9	58.8	68	71.8	75.2	79.2	85.6	84.2
Math	50.8	54.5	64.9	72.6	76.1	79.9	83.7	83.4


HELPING EACH
STUDENT BECOME
ALL HE OR SHE
IS CAPABLE OF BEING
DONATED BY ALUMNI, FRIENDS & STUDENTS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