

Collins Writing Program Implementation Profile

Airport High School
Carleton, Michigan

Airport High School is a comprehensive high school serving 832 students in grades 9–12 from five Michigan townships. As part of a rigorous curriculum for student learning, 45 professional faculty members implement a variety of programs, including several advanced placement and dual enrollment courses.

As a result of a reference from a highly regarded neighboring school district in which the Collins Writing Program brought great success, the program was introduced to Airport High School in the fall of 2010. After three years of implementation, administrators are delighted to see the impact that the program has had and continues to have on assessment results.

“The Collins Writing Program has been extremely instrumental in the improvement of our overall academics at Airport High School. Along with student and staff buy-in, our writing scores in Michigan’s standardized testing formats have increased over the three years of our implementation of the program to the top writing scores in our county. We have also seen an improvement in other subject areas and our school’s overall ACT score. We credit our continued improvement to the Collins Writing Program, accountability amongst the students and staff, and our overall desire to be the best we can be.”

*Christopher Lukosavich
Principal, Airport High School*

Implementation and Training

Beginning in November 2010, each teacher and administrator participated in the program’s initial training in a full-day workshop with a Collins Associate. Working with an associate throughout the year allowed teachers additional opportunities through department-based or individual meetings to observe model lessons, receive feedback on their activities, and review student writing folders. The school’s continued enthusiasm and commitment to the program has resulted in over half of the professional staff having completed graduate coursework in the Collins Writing Program, making them better equipped to implement the program with fidelity.

The program’s effective common framework was provided to and consistently implemented within all areas of Airport High School’s curriculum, instruction, and assessment. As a result, the district decided to implement the program across all grade levels, beginning in 2011 with staggered trainings for teachers in Pre-K–8.

Schoolwide Expectations for Using the Five Types of Writing

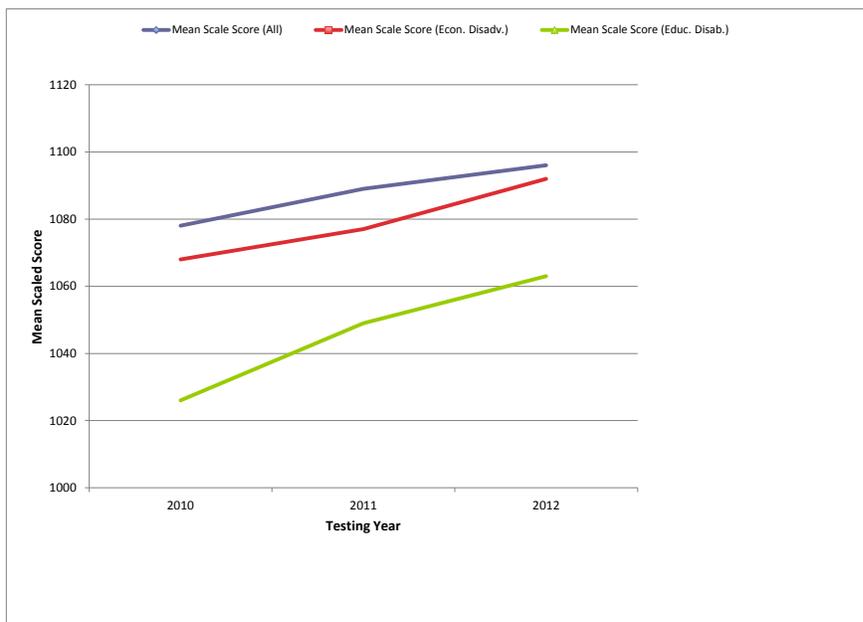
Faculty members, in collaboration with their Collins Associate, developed a cross-curricular plan to ensure consistency in their students’ educational experience. Faculty in all subject areas

committed to a schoolwide plan to regularly implement a stated number of Type One, Type Two, and Type Three writing assignments each quarter. Type Four and Type Five writing assignments were to be implemented as appropriate for each subject. Teachers further committed to implementing each of the four Essential Writing Assignments—vocabulary cards, the Ten Percent Summary, compare/contrast, and argument/persuasion—ensuring multiple opportunities for enriched, literacy-based learning experiences for each student.

Results

In only its third year implementing the Collins Writing Program, Airport High School administrators are excited about the trend showing increased success in standardized assessment measures. On the Michigan Merit Examination (MME) given each spring, Airport High School has improved its overall percentage of students identified as “Proficient” or above on MME Writing, from 30% in 2010 to 48% in 2012. During this period, the percentage of students with disabilities or economic disadvantages who were identified to be “Proficient” or above increased from 4% to 15% and from 0% to 21%, respectively.

Airport High School MME Writing Results Since Implementation of Collins Writing Program 2010–2012 All Students and Subgroups Mean Scale Scores



As part of the MME assessment program, students also take the ACT Plus Writing assessment. Students are given a single writing prompt that defines an issue and describes two points of view on that issue. They are then asked to respond to a question about their position on the issue and may adopt one or the other of the perspectives described in the prompt or may present a different point of view on the issue.

Significantly, since the adoption of the Collins Writing Program in 2010, Airport High School’s ACT mean writing scores have increased from 6.4 in 2010 (fourth in Monroe County) to 7.2 in 2012 (highest in Monroe County). Teachers and administrators are elated with these results and credit Collins Writing for the improvements in all areas.

**Airport High School Michigan Merit Examination Writing
2010–2012**

Testing Year	% Students Proficient or Above	Mean Scaled Score	ACT Plus Writing	ACT Plus Writing Monroe County Rank (9 schools)
2010	30	1078	6.4	4th
2011	35	1089	6.7	4th
2012	48	1096	7.2	1st