

To: Freedom of Information Office, Fairfax County Public School

From: Mark Spooner

Subject: Request for Information concerning Thomas Jefferson High School

Please provide the following:

General Definitions

A. The following paragraphs seek trend data regarding the characteristics of students admitted to Thomas Jefferson High School for Science and Technology ("TJ"), and regarding their academic readiness and performance. I am phrasing these requests to the best of my ability as a layperson. If the requested data are not available in precisely the form described, but are available in some other form, I request the documents in the available form(s). For example, if trend data are not available for 2018-19 to the present, but are available for some other period of time, I request the data for the available period(s). Similarly, if a paragraph asks for data regarding students "accepted" into the 9th grade class, but such data are available for students who actually "enrolled," I request the data for the enrolled students. Another example: If a paragraph asks for information regarding students who have completed "Algebra I," and the information is only available for a subcategory of such students (e.g., students enrolled in an "honors" class), I request the data for the subcategory. I am available to discuss with the Freedom of Information Office any similar questions about the intended scope of these requests.

B. The following paragraphs do not ask FCPS to review all its paper files and electronic files to identify each and every document that might contain some element of, or mention of, the kinds of data requested. I only ask the Freedom of Information Office to ask the principal persons who would be expected to be aware of the existence or nonexistence of the data whether the requested information exists (i.e., the Principal of TJ and/or her chief assistants, the Office of the Chief Academic Officer, the Superintendent's Office, and the Office of the Chief Equity Officer, including the TJ Admissions Office), and to make reasonable follow-up efforts to obtain documents disclosing the requested information.

Documents Requested

1. For the academic years from 2018-19 to the present, all documents provided by FCPS to the publisher of U.S. News and World Report in connection with its rankings of premier U.S. high schools.
2. For the academic years from 2018-19 to the present, documents identifying the average middle-school GPAs of the students accepted into the 9th grade class at TJ, and any breakdown of the data in terms of the students' race, ethnicity, status as special needs students, status as English language learners, and/or middle school attended. This paragraph (and the next

paragraph) ask for GPA data in whatever form(s) such data have been compiled (e.g., weighted GPAs, unweighted GPAs, core-academic-class GPAs).

3. For the academic years from 2018-19 to the present, documents identifying the average GPAs of TJ students during their 9th grade year, and any breakdown of such data in terms of the students' race, ethnicity, status as special needs students, status as English language learners, and/or middle school attended.

4. For the academic years from 2018-19 to the present, documents identifying the number and/or percentage of students accepted into the TJ 9th grade class who completed the following courses (honors or otherwise) in middle school:

(a) pre-Algebra,

(b) Algebra I,

(c) Geometry, and/or

(d) Algebra II.

5. For the academic years from 2018-19 to the present, documents identifying the number and/or percentage of students entering TJ without having previously completed an Algebra I course in terms of their race, ethnicity, status as special-needs students, status as English language learners, and/or middle school attended.

6. For the academic years from 2018-19 to the present, documents identifying the number and/or percentage of TJ 9th grade students who scored below proficient on the initial Math Inventory (note: A March 1, 2024 "Message from the Principal" of TJ refers to such data), as well as any breakdown of such data in terms of the students' race, ethnicity, status as special needs students, status as English language learners, and/or middle school attended.

7. Documents identifying any math courses added to the TJ curriculum for 9th grade students for the 2021-22 academic year or thereafter (including any programs designed to assist students whose initial math skills were below proficient), and the Course Catalogue description of such courses.

8. For each course or program identified in the response to the preceding paragraph, documents identifying:

(a) the number and/or percentage of students enrolled in those programs each year, and/or

(b) the characteristics of the students enrolled in those programs in terms of their race, ethnicity, status as special-needs students, status as English language learners, middle school attended, middle school GPA, and/or STEM courses taken or not taken in middle school.

9. For the academic years from 2018-19 to the present, documents identifying the number and/or percentage of students having grades lower than B in ELA classes. (Note: A March 1, 2024 “Message from the Principal” of TJ refers to such data.)

10. For the academic years from 2018-19 to the present, documents identifying any of the following information regarding students who enrolled in TJ as 9th graders but who did not enroll in TJ in the following academic year:

(a) the number of such students,

(b) the middle schools attended by such students, and/or

(c) the characteristics of such students in terms of their race, ethnicity, status as special-needs students, status as English language learners, middle school attended, middle school GPA, and/or STEM courses taken or not taken in middle school.

11. For the academic years from 2018-19 to the present, documents identifying any of the following information regarding students who first enrolled in TJ in the 10th grade or thereafter:

(a) the number of such students,

(b) the middle-schools attended by such students,

(c) the 9th grade GPAs of such students, and/or

(d) the characteristics of such students in terms of their race, ethnicity, status as special-needs students, status of English language learners, middle school and/or high school previously attended, middle school and/or prior high school GPA, and/or STEM courses previously taken or not taken in middle school or prior high school.