

MINUTES
Fairfax County School Board
Burkholder Administrative Center

Special Meeting #2/School Board Retreat

March 5, 2005

MEETING OPENING

1.01 Call to Order/Announcements

Chairman Niedzielski-Eichner convened the meeting at 9:05 a.m. with a quorum of Board members present:

Catherine A. Belter (Springfield)	Phillip A. Niedzielski-Eichner (Providence)
Brad Center (Lee)	Janet S. Oleszek (At Large; arr. 9:10)
Stuart D. Gibson (Hunter Mill)	Kathy L. Smith (Sully)
Stephen M. Hunt (At Large)	Daniel G. Storck (Mt. Vernon)
Kaye Kory (Mason)	Jane K. Strauss (Dranesville)
Ilryong Moon (At Large)	Tessie Wilson (Braddock; absent)

Also present were Division Superintendent Jack D. Dale; Deputy Superintendent Brad Draeger; Executive Assistant and Clerk of the Board Pamela Goddard; Deputy Executive Assistant and Deputy Clerk Norma Bailey; Assistant Superintendent of Facilities and Transportation Services Dean Tistadt; Cluster Assistant Superintendents John English, Patrick Murphy, Betsy Fenske, Ellen Schoetzau, Denny Dearden, and Lillian Lowery; Assistant Superintendent of Instructional Services Ann Monday; Assistant Superintendent of Human Resources Kevin North; Chief of Staff Mary Ann Knox; Assistant Superintendent of Financial Services Deirdra McLaughlin; Assistant Superintendent of Special Services Alice Farling; Chief Information Officer Maribeth Luftglass; Director of Communications Kitty Porterfield; Coordinator of Student Testing Ray Diroll; Coordinator of Decision Support Solutions Laura Robinson; and certain other members of staff. Student representative to the Board Ian Hurdle was absent.

DISCUSSION

2.01 Review of 2003-2004 Targets (Exhibits A and B)

Superintendent Dale suggested conducting the review of targets and goals earlier in future years to coincide with the budget cycle. There was general agreement among the Board members.

Discussion of the targets included the following comments and questions:

Target 1

All students will be reading at grade level by the end of second grade; goals will be established for students with limited English proficiency (LEP) and for students who have disabilities that affect reading achievement.

Question what were students' reading proficiencies at levels above those shown in the Target 1 results for second grade; response to be provided.

Target 2

All schools will meet or exceed the Virginia Standards of Accreditation as measured by the Standards of Learning (SOL) tests in mathematics, science, English, and history and social science.

There was no further discussion of this target.

Target 3

The percent of juniors and seniors enrolled in Advanced Placement (AP) and International Baccalaureate (IB) courses will be maintained or increased, with at least two-thirds of students scoring a 3 or higher on an AP exam or 4 or higher on an IB exam. Enrollment for Black and Hispanic students will increase by 10 percent.

- Question whether the statistics showing a dramatic increase in the number of Advanced Placement (AP) and International Baccalaureate (IB) courses taken by students factored in the increased number of tests or the number of students who took the tests; response that each child was counted as one, regardless of the number of tests taken; that data was available breaking out the number of students who took the tests and the number of tests taken by each student, and the data would be provided;
- concern that many students had reservations about taking AP courses; response that support was offered via summer institutes, mentoring, coaching, college students returning to speak with FCPS students, and parent outreach;
- request for a school-by-school breakdown to compare AP and IB data to determine whether some schools were achieving significantly higher than others and what strategies each used; response that the information was available, had been studied, and that schools had been visited to obtain successful strategies; that at Mount Vernon High School there had been a 59% increase in minority students taking the pre-IB classes; that it was a direct correlation to the middle years IB program; that Marshall, Stuart, and Westfield High Schools had been very successful and had shared their programs and practices;
- question whether members of the Minority Student Achievement Oversight Committee (MSAOC) had been involved in outreach efforts; a positive response; that staff had met with MSAOC members semi-monthly; that MSAOC had assisted in disseminating information to the community;
- question regarding the influence of the Young Scholars program on the data; response that Young Scholars played an important role in the improved numbers;
- question of importance of full-day kindergarten on the data; response that full-day kindergarten and the Head Start program were focus areas for the improved numbers;
- question whether the economic levels of students participating in AP and IB courses had been documented; affirmative response; that some students participating in the

- College Partnership Program (CPP) were affluent, but AVID and QUEST programs were geared more toward students in the lower socioeconomic category; that the data was being reviewed to ensure that all students had appropriate access; and
- concern that many students did not receive parental support at home to maximize skills taught at school; that there was a need to assess each child entering kindergarten to ensure that appropriate skills are developed.

Target 4

By the end of 11th grade, all students scheduled to graduate with a standard or advanced studies diploma will have passed the Algebra 1 and the two English 11 SOL tests.

There was no further discussion of this target.

Target 5

The percentage of students scoring above the national average on the verbal and on the mathematics sections of the SAT will exceed the previous year's percentage, and the gap between minority and majority students' scores will narrow by 10 percent.

- Request for the percentage of minority students compared to majority students taking the SAT and AP and IB courses for the past five years;
- concern that new ways of preparing students for SAT tests would be necessary to accommodate the recent changes to the test;
- question how FCPS compared to the national minority/majority student SAT gap; response that FCPS students scored higher than the national average when segmented by ethnicity; and
- concern that as many students with IEPs as possible take the SAT; response that staff is working toward that goal.

Target 6

By better identifying all children who are entitled to receive gifted and talented (GT) services and by making those services readily available to all eligible students, the number of Black and Hispanic students in the GT program will increase annually and, over a five-year period, move towards the percentage of Black and Hispanic students in the general population.

- Question whether both center- and school-based GT students were included in the data; affirmative response;
- question how honors programs were assessed; response that any student taking an honors course—identified based on course code—was included;
- question whether students in self-selected honors programs were included in the measure; affirmative response;
- question whether students younger than third grade were included in the measure; a negative response;

- question whether the increased number of students in GT programs reduced the quality of the programs; a negative response;
- question whether the level of achievement in those GT classes decreased; a negative response; and
- request for data summarizing the history of respective subgroups' participation in advanced courses during the past three years.

Target 7

All schools will increase their capacity to serve a broader range of students with designated low incidence disabilities at their base schools. As a result, the percentage of students receiving special education services in their base school programs will increase.

There was no further discussion of this target.

Target 8

The minority student achievement gap for Black and Hispanic students taking the 8th grade SOL tests in reading and math will narrow by 10 percent.

- Request for data, other than the grade 8 information included in Target 8 measures, on White versus Black and Hispanic gaps in the other math and reading SOL proficiencies; information to be provided.

Target 9

Through research-based alternatives to student suspension, staff training in methods of classroom management, and the provision of positive intervention measures that foster and promote civility within the classroom, student behavior will improve as measured by a 10 percent reduction in the disparity of suspensions between minority and majority students and a 5 percent reduction in the rate of recidivism for suspensions due to acts of violence.

- Request for the percentage of violent acts committed by repeat offenders; data showed that the number of repeat offenders had decreased by 25 percent since the baseline, so the number of violent acts should decrease; response that offending students were not getting a chance to commit a second violent act, so the decrease did not reflect the level of good news it appeared to;
- question whether the disparity between minority and majority student suspensions was increasing; affirmative response, but staff had plans to address that issue; that programs had been initiated at most schools to change student behavior and offer alternatives to suspension; and
- question whether minority and majority students were treated equally in terms of suspensions; affirmative response; that suspensions needed to be addressed overall.

Target 10

FCPS will adopt a series of instructional accommodation plans that incorporate effective and innovative teaching methods while reducing by at least 5 percent annually the portion of students that otherwise would be receiving instruction in trailers.

There was no further discussion of this target.

2.02 2004-2006 Strategic Goals (Exhibit C)

Dr. Draeger noted that the ten targets had been grouped into three strategic goals for 2004-2006:

- 1. All students will meet academic performance standards at benchmarked grade levels.**

Targets 1, 2, 4, 8, and 10 are included under this goal.

- 2. Students will demonstrate exceptional performance via completion of advanced coursework.**

Targets 3, 5, 6, and 7 are included under this goal.

- 3. The climate in all FCPS facilities will be safe and secure.**

Target 9 is included under this goal.

DISCUSSION**3.01 Strategic Planning Process (Exhibit D)**

- Question why targets were listed as action plans as opposed to strategic goals and objectives; response that targets were operational in nature and included specific milestones; that although there were ten targets, they addressed three strategic goals; and that the School Board would be discussing the strategic planning process and policy governance at their June 18, 2005, retreat.

CLOSED MEETING

Mrs. Strauss moved, and Mr. Storck seconded, that the Board go into closed session at approximately 3 p.m. this afternoon at the Burkholder Administrative Center to discuss the performance of a specific public officer pursuant to Virginia Code Section 2.2-3711(A)(1). The motion passed 10-0, with Mrs. Belter, Mr. Gibson, Mr. Hunt, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mrs. Smith, Mr. Storck, and Mrs. Strauss voting "aye"; with Mr. Center not present for the vote; and with Mrs. Wilson absent.

4.01 Certification of Closed Meeting Compliance

Mr. Gibson moved, and Mr. Center seconded, that since the Fairfax County School Board convened a closed session meeting on March 5, 2005, pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act, and since Section 2.1-344(D) of the Code of Virginia required a certification by the School Board that such closed meeting was conducted in conformity with Virginia law, the Fairfax County School Board hereby certified that, to the best of each member's knowledge, 1) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting, and 2) only such public business matters as were identified in the motion convening the closed meeting were heard, discussed, or considered. The motion **passed 11-0**, with Mrs. Belter, Mr. Center, Mr. Gibson, Mr. Hunt, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mrs. Oleszek, Mrs. Smith, Mr. Storck, and Mrs. Strauss voting "aye"; and with Mrs. Wilson absent.

ADJOURNMENT

The meeting was adjourned at 4:10 p.m.