



**ANNUAL REPORT ON
MINORITY STUDENT ACHIEVEMENT
June 1, 2009**

Advisory Committee to the Fairfax County School Board
Alan Leis Center
7423 Camp Alger Avenue, Falls Church, VA 22042

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Mr. Daniel G. Storck, Chairman
Fairfax County School Board
8115 Gatehouse Road
Falls Church, VA 22042

Dear Mr. Storck:

Minority Student Achievement Oversight Committee (MSAOC) accepted the School Board's charge last year to examine the relationship between closing the achievement gap and parent involvement and this report provides recommendations. Essentially we found that Fairfax County Public Schools (FCPS) offer wider opportunities for parents to be engaged in their children's education than other Washington area districts. Based on our visits, we found that particular schools have implemented closing the achievement gap activities on their own initiative and without additional resources.

However, this past year has been a disaster for minority student achievement. Program funds have been reduced, activities proposed for changes without detailed plans and related staff terminated. Dr. Moniuszko admitted at the April, 2009, MSAOC meeting that the relocation of QUEST to the after school program was a mistake. Although not the only factor, the QUEST program was effective in maintaining admission of Black and Hispanic students to TJHSST. This year TJHSST's class of 2013 dropped to 14 Black and Hispanic admissions from 51 in 1991.

The consolidation this year of the College Partnership, AVID and Early Identification programs repeats the same mistakes as the redesign of QUEST. As a result of this merger, all ten minority staff members have been terminated. In addition, the MSAOC staff liaison will be transferred to the Office of Communication and Community Outreach without resources for preparing and publishing the Advocacy Handbook for Parents.

FCPS will receive \$51.0 million in federal stimulus funding for Title I and special education. Title I should be expanded to 36 schools, FECEP Head Start increased from 55 to 60 sites and \$2.1 million restored to support CPP, AVID and Early Identification programs since they serve a substantial number of poor and minority students.

In your letter dated April 28, 2009, you stated that closing the gap between our White and Asian students and their Black and Hispanic classmates has been a high priority of FCPS for many years. You justify this assertion by describing a retreat, some staff training and meetings when MSAOC has specifically and repeatedly asked for an explanation of a transition, timeline and deployment plan to demonstrate FCPS' alleged commitment. With due respect to you and the Board, we are still waiting for a comprehensive plan.

Until the Board acts upon our recommendations, MSAOC could best provide assistance to the Board by monitoring and reporting on the program and staff changes discussed in this report.

Sincerely yours,

Ralph Cooper, Jr.
Chair

MSAOC Members Monthly Roster 2008-2009

Last Name	First Name	Sep 10	Oct 1	Oct 7	Nov 12	Dec 10	Jan 14	Feb 11	March 11	April 15	May 13	June 10	
Aldredge	Sharon	M			x		x			x	x		
Alexander	Maquita	E	x		x	x		x					
Bury	Joseph	E	x		x		x	x	x		x		
Bussey	Lawrence	T	x	x	x	x	x	x		x	x		
Chong	Back	I	x		x	x		x			x		
Cooper	Ralph	N	x	x	x	x	x	x	x		x		
De Jesus	Angela	G		x	x		x				x		
DeRose	Shawn		New Member →								x	x	
Dickerson	Lavinia		x	x	x		x	x		x	x		
Howard	Ted	C					x		x	x	x		
Howlette	Mary F.	A	x			x		x	x	x	x		
Johnson	John	N	x	x	x	x	x	x	x	x	x		
Lim	Hyunsik	C	x							x			
Lopez	Arthur	E	x	x	x		x	x	x	x	x		
Madry-Taylor	Jacqueline	L		x	x	X	Resigned →						
Murphy	Patrick	L	x		x	x	x	x	x	x	x		
Newcomb	Judy	E	Never Attended →										
Samaniego	Nelly	D	x		x	x	x	x	x		x		
Scarboro	Burnette												
Tyson	Douglas				x		x	x	x	x			
Washington	Sylvia		x	x	x	x	x	x	x	x	x		
Wical	Ernestine		x	x	x	x	x		x	x	x		
Williams	Cynthia					x		x	x				
Yarborough	Terrence					x		x		x			
Young	C. Milton		x	x	x	x	x	x		x	x		

Maria Eck was replaced by Shawn DeRose in December 2008
 Jacqueline Madry-Taylor was replaced by Judy Newcomb in March 2009

MSAOC 2008-2009

Vote Results of MSAOC Annual Report

Members	Agree	Disagree
Aldredge, Sharon		
Alexander, Maquita		
Bury, Joseph		
Bussey, Lawrence (Larry)		
Chong, Baek		
Cooper, Ralph		
De Jesus, Angela		
DeRose, Shawn		
Dickerson, Lavinia		
Howard, Ted		
Howlette, Mary Frances		
Johnson, John		
Lim, Hyunsik		
Lopez, Arthur		
Murphy, Patrick (Pat)		
Samaniego, Nelly		
Tyson, Douglas		
Washington, Sylvia		
Wical, Ernestine (Tina)		
Yarborough, Terrence		
Young, C. Milton		

Executive Summary

1. **The Committee questioned whether FCPS has abandoned closing the achievement gap by reducing programs and eliminating staff essential to this effort.** The Board's goals drive policies and budget decisions but there are no goals or sub-goals to close the achievement gap. College Partnership, AVID and Early Identification programs help close the gap by serving a substantial and growing minority student population. The redesign staff used subjective opinions about the merits of these programs rather than using objective evaluation data. More importantly, they failed to provide a transition and deployment plan to implement the changes decided upon. They should be expanded and not cut.
2. The MSAOC found that **eight Washington area districts had closed the gap; however we determined that FCPS offers wider opportunities for parents to be engaged in their children's educations.** We decided to focus on FCPS schools and examine the extent to which they had involved parents in their efforts to close the gap. Twenty-six FCPS schools had made outstanding achievements in closing the achievement gap and MSAOC honored them at our ceremony in December, 2008.
3. **Black and Hispanic enrollment in school-based Advanced Academic Programs (G/T) increased in 2007-08, but not enough to match the overall growth of G/T membership.** Hispanic enrollment in K-8 increased by 94.7% between 2004-05 and 2007-08, while by 112% for their Black classmates. We believe that the success of the Young Scholars Program, the efforts of staff to encourage their students to participate, and the use of the Naglieri Test account for these dramatic and positive changes.
4. **The Advocacy Handbook continues to be a huge success with, and benefit to parents. However, there are no funds for the Handbook in the 2010 budget.**
5. **MSAOC members have conducted orientations sessions on the handbook in response to requests, at schools, community centers and faith organizations resulting in a distribution and use of 10,000 Handbooks.** In addition to English, the Handbook is published in Spanish, Korean and Vietnamese and is available on the MSAOC webpage.
6. **FCPS will not close the achievement gap by 2014 given the current SOL pass rates for Black and Hispanic students.** Between 2004-05 and 2007-08 the gap closed to 16 percentage points (23.8%) for Black students and to 12 percentage points (33.3%) for their Hispanic classmates. The SOL pass rate for Black students in reading was 80% and 84% for Hispanic students both groups resulting in for a 13% increase in 2007-08.
7. **The pass rate for Black students is higher for the International Baccalaureate program than in Advanced Placement.** For example Black students' pass rate was 77.9% for IB and 51.6% for AP. But more than twice as many Black students were enrolled in AP than in IB classes in 2007-08.

8. **Black and Hispanic admissions to TJHSST continue to decline for a fifth year.** In 2004-05 there were 403 Black and Hispanic applicants and 31 were admitted - 7.6 admission rate. By 2008-09 Black and Hispanic applicants had dropped to 361 - a 10.4 percent decrease. The admission rate also dropped to 3.8% or 14 Black and Hispanic students. The changes in policies and procedures adopted pursuant to the recommendations of the Blue Ribbon Commission have had little to no positive effect on increasing the number of Black and Hispanic students admitted to TJHSST.

Recommendations

The School Board should:

1. **Immediately adopt “closing the academic achievement gap” as a specific sub goal within Goal 1 because policy and budget priorities are aligned to these goals.**
2. Use some of the **Stimulus funding to support closing the achievement gap programs such as College Partnership and Early Identification Programs** particularly when minority enrollments are increasing to 53 percent in 2008-09, and where parent involvement is a key component.
3. **Implement their review of Blue Ribbon Commission’s recommendations in 2010.** Staff should consider changing the admission test and procedures for the Class of 2014, to particularly address the underrepresentation of Black and Hispanic students.
4. **Support and fund in 2010 the Advocacy Handbook for Parents.** The \$100,000 needed to prepare and print the Handbook is for two school years with a cost of \$2.80 for printing each Handbook.
5. Require schools to include in their **plan for 2009-10 goals for the recruitment and enrollment of Black and Hispanic students in center-based (level 4) Advanced Academic Programs.**
6. **Ask AP schools for plans to recruit and serve more Black and Hispanic students, and encourage them to take the AP tests.**

A. 2008-2009 and 2009-2010 Budgets

As stated in the March 9, 2009 letter, the Committee questioned whether FCPS has abandoned the goal of closing the achievement gap by eliminating programs and staff essential to this effort. The Board's goals drive policies and budget decisions. The Board does not a sub-goal to close the achievement gap. As a consequence, budget deliberations were subjective – not relying on evaluation data but on staff opinions about program viability. Successful programs such as the College Partnership, QUEST, Early Identification and AVID Programs have been proposed for cuts and reorganization. We therefore requested a moratorium on these programs and staff cuts. (See Mr. Storck's response in Appendix F).

B. Response to School Board's Charge

The School Board has asked the Minority Student Achievement Oversight Committee (MSAOC) to *“Examine best practices that other school districts have used to improve participation by minority students in higher-level academic programs, and determine how best establish a partnership between minority families and schools so that parents become informed advocates for their children to be successful in school.”*

In October 2008 the Committee discussed how best to accomplish the within a limited time and therefore decided to visit selected FCPS elementary schools to examine how they involved parents in closing the achievement gap. The MSAOC developed the following criteria for naming the schools to visit:

- Elementary Schools – Those schools identified as: “90-50-20” that achieved a 90% pass rate in Reading/Math for Black and Hispanic students, 50% or more minority enrollment and 20% free and reduced meals participation.
- Middle Schools – Those schools identified as: “90-30-10” at least 90% pass proficient rate on SOL Reading/Math, 30% minority enrollment, and at least 10% participation rate for free and reduced price meals.

Based on the above factors, MSAOC formally recognized six elementary schools and an additional 14 received honorable mention. Only one middle school, Rocky Run Middle School, met this criterion and 6 additional middle schools received honorable mention (See Appendix A-Elementary Schools in Top 25th Percentile).

On December 10, 2008 the Committee held an award ceremony to honor all of these schools; and late in April, 2009 interviewed six principals to further discuss whether their respective activities had led to increased parent involvement.

Results of the On Site Visit Survey:

The following are MSAOC's **recommendations** and summary of our school visits; (Photo in Appendix B).

- **MSAOC encouraged schools to offer meetings at a variety of times for parents (including weekends), and to use as many communications media as possible to reach parents** (e.g., “Keep-in-Touch,” email, FCPS 24-7, biweekly email reports, automated phone calls, phone trees, Parent Liaison networks). We found that all of the

teachers in the schools visited posted information about every student on 24-7 Learning. Parents accessed their child's information using "parent view". However, only two schools actually held sessions to train parents on how to use 24-7 Learning. One school held parent coffees for bilingual parents that focused on grade level instructional strategies, while another used their Saturday School to train parents.

- **MSAOC supported the development of free educational seminars and workshops for parents in multiple languages to help them become advocates for their children.** Few schools held training sessions with parents so that they could become informed about how to help their children learn at home, particularly in reinforcing the Positive Behavior Support Program. In addition **MSAOC recommended the promotion of the Advocacy Handbook for Parents (and translation of the Handbook into additional languages, including Chinese and Arabic).** When asked about the Advocacy Handbook for Parents, one school reported that it held at least two sessions with parents. The Advocacy Handbook is a success in the outreach to language and minority parents. However there are no funds in FY 2010 budget for preparing and printing a new Handbook, nor expanding it to Chinese and Arabic
- **MSAOC recommended support, recruitment and training of full-time Parent Liaisons who can communicate with the minority parent community.** Resources for Parent Liaisons are maintained in the FY 2010 budget to allow for them to be employed. However, Parent Liaisons are still hourly employees and rely mostly on-the-job training to carry out their duties. Consequently, the turn-over rate is very high. All of the schools relied heavily on their Parent Liaison and translators to coordinate and conduct sessions in the dominant home language of most parents. However, few schools said that their PTAs routinely used Parent Liaisons or translators at their meetings, and some Korean parent groups prefer sessions to be conducted in English even when most are not fluent English speakers.
- Most school staffs indicated there should be few limits on parent's roles and responsibilities, excluding their involvement in teaching, student assignment, and access to student records. Others felt that inclusiveness, open communication and establishment of relationships of trust with parents help make the school successful; and that parental feedback about instructions should be welcomed.
- Staff said the best method of establishing trust; rapport and meaningful communication with parents begins with sharing respect for their child's culture and home languages; engaging in, frequent and regular information sharing; employing staff that reflects the community's demographics; and addressing parental concerns in an honest, consistent manner geared to each individual situation. One school used "learning tenets" (a form of learning compact) to achieve open communication with parents. Another school noted for its outstanding accomplishments in closing the achievement gap said that parents should support the instructional program at home. This involves parents working with their children at home, ensuring regular attendance and staying informed via daily notices sent home. Parents must sign and return folders, attend meetings, coffee and incentive programs conducted with their Parent Liaison.

- Last year, when MSAOC help community forums, parents informed us that the School Board's student goals were not widely discussed nor disseminated throughout the community. None of the schools visited had included information about these goals in their scheduled parent meetings. So for example, parents said they did not know about the goal to have all students proficient in two languages, nor plans to implement individual learning plans. Although widely disseminated via the FCPS website, we found that language minority and other parents still are not aware of the School Board's academic goals, although "Keep-in-Touch" is widely used.

C. Update on Closing the Achievement Gap

The MSAOC, as a major responsibility, is monitoring the extent to which FCPS is closing the achievement gap. In the 12th Report Card MSAOC recommended: *To reduce Black/White achievement gap by 25 percent in 2006-07.* As measured against NCLB goal of closing the gap by 2014, FCPS has reduced the gap by 16 points (23.8%) for Black students and by 12 points (33.3%) for their Hispanic classmates. In 2006-07 there was a significant increase in the number of LEP students required to take SOL tests.

Table 1: Black/White Reading Gap

MSAOC Recommendation	Base Year 2004-05	2005-06	2006-07	2007-08	% Change
Close Black/White gap by 25%	21 points	19 points	19 points	16 points	23.8%
MSAOC Target			15 points		

Table 2: Hispanic/White Reading Gap

MSAOC Recommendation	Base Year 2004-05	2005-06	2006-07	2007-08	% Change
Close Hispanic/White gap by 25 %	18 points	17 points	25 points	12 points	33.3%
MSAOC Target			13 points	Year VGLA instituted	

The pass rate for Black students in reading was 80% in 2007-08, representing a nearly 13% increase from 2004-05, and similarly it was 84% for Hispanic students for a 13% increase as well.

Table 3: SOL Reading Pass Rate for Black Students

Target	Base Year 2004-05	2005-06	2006-07	2007-08	% Change
Increase Reading pass rate for Blacks	71 percent	75 percent	75 percent	80 percent	+ 12.6%

Table 4: SOL Reading Pass Rate for Hispanic Students

Target	Base Year 2004-05	2005-06	2006-07	2007-08	% Change
Increase Reading pass rate for Hispanics	74 percent	77 percent	69 percent	84 percent	+ 13.5%

D. Parent Involvement

Significant activities of the Committee are preparing and conducting orientations on the Advocacy Handbook for Parents and holding orientation sessions. The following are recommendations and a discussion of the status of the Handbook.

Recommendations: Continue to form partnerships with community centers, faith-based organizations, language-specific groups, and individuals and groups who already interact with hard-to-reach families. Participate in parent meetings or events such as those sponsored by MSAOC, Chantilly Minority Student Achievement Council and Nadar Por Vida.

Discussion: MSAOC has continued to work with schools, community centers and faith-based organizations to conduct orientations with parents concerning the Handbook. For example, we conducted sessions in partnership with civic organizations and community groups as well as with schools.

The Advocacy Handbook for Parents was last published in May 2007 with the financial support of the School Board. Since then, MSAOC members have been conducting orientation sessions in response to requests, at schools, community centers and faith-based organizations. In addition to English, the Handbook is published in Spanish, Korean and Vietnamese and is available on the MSAOC webpage. In order for a parent to receive a Handbook they must attend an orientation session. Parent Liaisons have been trained to conduct orientation sessions at their schools as well. Listed on next page is a summary of the number of Handbooks distributed at orientation sessions.

Table 5: Advocacy Handbook for Parents and Posters 2007-09 School Year

Language	English	Spanish	Korean	Vietnamese	Posters
Copies Printed	8,000	5,000	1,000	500	600+
Copies used during orientation sessions	5,695	3,158	873	500	607

Appendix A – Elementary Schools in Top 25th Percentile

Table 6: Elementary Schools in Top 25th Percentile for Black and Hispanic Student’s SOL Scores 2007-08

SCHOOLS	FARMS	MINORITY	ENGLISH SCORE		MATH SCORE	
			BLACK	HISPANIC	BLACK	HISPANIC
BAILEYS	51.9	72.60	90	96	77	64
CANTERBURY WOODS	5.24	39.70	93	88	100	85
CHERRY RUN	4.12	34.10	94	77	88	85
CUB RUN	8.81	44.80	85	91	80	62
FAIRFAX VILLA	20.95	54.30	78	94	87	88
FAIRHILL	16.10	65.30	100	93	76	83
FORT BELVOIR	32.64	52.20	83	88	76	79
FREEDOM HILL	20.50	61.40	92	93	75	71
GRAHAM ROAD	75.60	95.20	90	90	100	95
GREENBRIAR WEST	6.74	59.80	90	80	100	80
HUNT VALLEY	9.67	37.60	85	94	89	84
ISLAND CREEK	13.27	53.00	84	90	82	85
KENT GARDENS	3.01	33.80	87	97	47	90
NORTH SPRINGFIELD	26.64	66.40	90	90	90	74
PINE SPRING	42.27	74.20	93	94	88	86
POPLAR TREE	11.34	42.70	100	90	81	68
POWELL	10.37	69.00	90	91	85	77
SANGSTER	1.92	29.10	100	95	71	82
WESTGATE	18.05	64.00	95	100	95	96
WILLOW SPRINGS	3.51	38.60	86	91	85	91

For middle schools, we used a “90-30-10” criterion to identify the schools. First the school would need to achieve a 90 or higher pass rate for reading for both Black and Hispanic students; 30 minority enrollment and 10 percent of students receiving free and reduced price meals. Only Rocky Run met these criteria. Frost, Thoreau and Carson’s FARMS’ percentages were below 10 percent. Key, Holmes and Jackson middle schools, with high FARMS and minority- schools, made significant progress.

Table 7: 2008 SOL Pass Rate

	% FARMS	% Minority	English Black	English Hispanic	Math Black	Math Hispanic
LONGFELLOW	5.81	34.40	96	91	65	83
COOPER MIDDLE	0.64	23.60	95	88	95	92
FROST MIDDLE	4.85	35.30	94	95	74	90
ROCKY RUN MIDDLE	9.28	44.80	94	95	100	85
THOREAU MIDDLE	7.01	29.60	94	98	83	94
CARSON MIDDLE	5.34	43.40	92	93	79	85
KILMER MIDDLE	9.96	41.10	92	83	77	69
IRVING MIDDLE	9.55	33.60	88	90	86	69
KEY MIDDLE	42.77	72.90	87	75	65	57
LANIER MIDDLE	18.11	54.80	84	91	59	64
HOLMES MIDDLE	42.26	74.40	82	78	52	50
JACKSON MIDDLE	41.58	70.00	81	89	70	75
POE MIDDLE	45.63	75.80	81	79	63	59
FRANKLIN MIDDLE	8.03	39.80	80	84	77	82
GLASGOW MIDDLE	53.70	71.60	79	70	67	52
STONE MIDDLE	13.58	39.00	79	90	79	66
TWAIN MIDDLE	27.44	62.70	79	82	60	44
LIBERTY MIDDLE	14.03	53.30	78	81	67	70
WHITMAN MIDDLE	41.67	74.70	76	75	64	67
HERNDON MIDDLE		51.90	75	75	74	61
HUGHES MIDDLE	33.18	56.00	71	80	65	72
SANDBURG MIDDLE	35.71	57.80	67	80	47	47

Appendix B – Photo – MSAOC Salutes Top FCPS Schools

[MSAOC Salutes Top FCPS Schools for Closing the Gap for Minority Students](#)



Appendix C - Response to School Board's Request for Additional Information

The following are in response to School Boards' questions raised at the July 2008 meeting:

1. List of schools that currently teach compacted math, including Title I schools.

As of June 2008 there were 110 elementary, three 6-8 middle and one 7-8 middle school (Longfellow) that offered compacted math (see Appendix D).

Students in non Title I schools (91%) were more likely to take compacted math than those in Title I schools not offering compacted math had a higher percentage of students eligible for free and reduced price meals and minority enrollments (see Appendix E).

2. Explain why there was an increase enrollment of Hispanic students in G/T?

Hispanic enrollment in school-based G/T, K-8 increased by 94.7% between 2004-05 and 2007-08; while by 112% for their Black classmates. These increases did not outpace the overall growth of G/T membership. As shown in Table 8, 1.6% of all Hispanic elementary and middle school students participated in school-based G/T programs in 2004-05, and that increased to 2.7% in 2008-09. For Black students it grew from 1.6% in 2005-05 to 3.8% in 2008-09. We believe that the success of the Young Scholars Program at high minority schools, the efforts of staff to encourage their students to participate, and the use of the Naglieri Test account for these dramatic changes. The program staff believes the reasons for this remarkable increase of Hispanic students in the G/T program are due to several factors:

- 1) Efforts of principals and teachers in encouraging Hispanic students to participate in the Young Scholars initiative.
- 2) Young Scholars program being offered at schools with high minority student populations.

Table 8: Students in School-Based G/T 2004-05 to 2008-09 Levels 2 and 3*

	Base Year 2004-05	2005-06	2006-07	2007-08	2008-09	% Change
Hispanic Students	306	307	369	536	596	+94.7%
Black Students	193	254	269	411	466	+112%
Total G/T Membership	2467	2903	3636	5631	6409	+159%

*G/T Levels 2 and 3 based on November/December membership each year.

*Source: G/T Program and ESOL Data

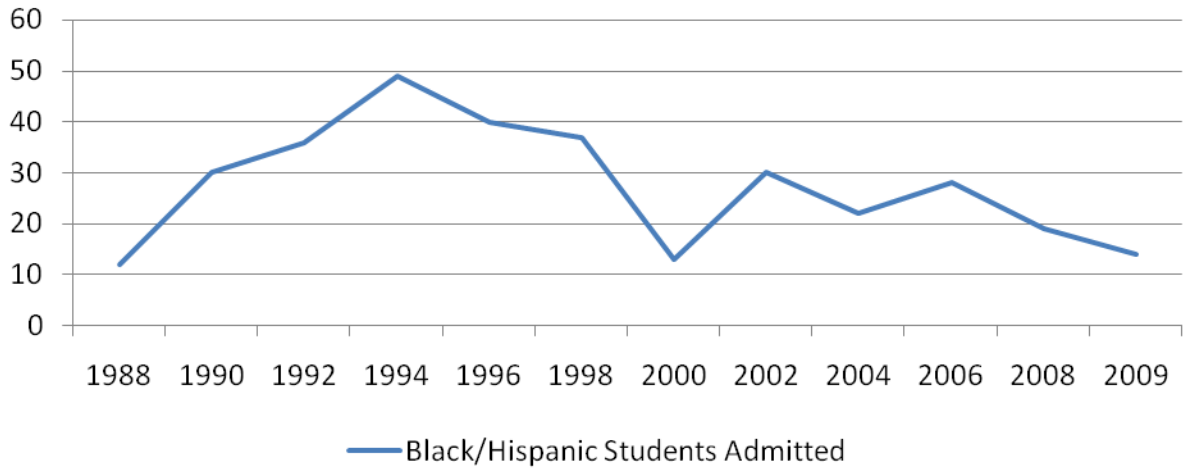
In addition, the Committee examined the admission statistics for Thomas Jefferson High School of Science and Technology. Table 8 shows the admission statistic for Black and Hispanic students for 2004-05 to 2008-09 after the implementation of the Blue Ribbon Commission.

Table 9: Black/Hispanic students admitted to TJHSST

Target	2004-05	2005-06	2006-07	2007-08	2008-09	% Change
# Black/Hispanic	31	28	20	19	14	-54.8%
Applicants	403	331	323	288	361	-10.4%
Admission/Applicants	7.6	8.4	6.1	6.5	3.8	

In 2004-05 there were 403 Black and Hispanic applicants and 31 were admitted—7.6 admission rate. By 2008-09 Black and Hispanic applicants had dropped to 361—a 10.4 percent decrease. The admission rate also dropped to 3.8% or 14 Black and Hispanic students. The changes in policies and procedures have little to no effect on increasing the number of Black and Hispanic students admitted to TJHSST. The School Board had postponed their review of BRC recommendations in 2007 but should take the matter up in June 2008.

TJHSST - Black/Hispanic Students Admitted



3. Compare African American student pass/fail rates for IB and compare to AP test results.

The pass rate for Black students is higher for the International Baccalaureate program than the Advanced Placement. Table 10 below shows the number of students enrolled in IB/AP courses; the number passing at 3 or higher and the pass rate. Data are shown by race/ethnicity. For example: Black students' pass rate was 77.9% for IB but 51.6% for AP. More than twice as many Black students were enrolled in AP than in IB classes in 2007-08.

Table 10: IB and AP Pass Rates – 2007-2008 Grades 11 and 12

	Asian	Black	Hispanic	White	Other
IB Number	400/519	152/195	175/216	977/1153	101/113
IB % Pass 3 or higher	77.1	77.9	81.1	84.7	89.4
AP Number	1816/2577	257/498	418/628	5162/6850	358/470
AP % Pass 3 or higher	70.5	51.6	66.6	75.4	76.2

*Data Source: EDSL IB/AP students enrolled in School Planning Reports and passing one or more IB/AP course by school and ethnicity.

4. Is there a Rubric for parents to help their children at home with reading?

The closest publication addressing this question is “Ideas Staff Can Use,” published by the Parent Institute (www.parent-institute.com) for the Family and School Partnerships, FCPS.

There are other FCPS FECEP/Head Start publications addressing parent involvement in general:

- School Success Ideas for Parents
- Helping Children learn - Early Childhood, elementary, middle and High Schools
- Day-By-Day learning Planner for Parents

5. Can we break down by race, grade, and school and subject VGLA vs. SOL results? Can we determine why some schools use VGLA and not SOL tests?

Last year more than 5,000 students used the VGLA process rather than taking the SOL tests. This year that number had doubled to more than 10,000 students. The pass rate for students using the VGLA process was disproportionately high, thereby providing an incentive to schools to use this process to achieve a higher pass rate.

Appendix D – Schools Offering Compacted Math

Table 11: Compacted Math as of 6/24/2008

	GRADES LEVEL				
	3	4	5	6	TOTAL
ALDRIN ES	0	0	0	27	27
ANNANDALE TERRACE ES	0	1	0	0	1
ARCHER ES	90	72	72	102	336
ARMSTRONG ES	22	15	24	26	87
BEECH TREE ES	23	23	17	0	63
BELLE VIEW ES	0	0	0	1	1
BELVEDERE ES	0	25	23	0	48
BONNIE BRAE ES	0	0	24	28	52
BRADDOCK ES	13	15	22	0	50
BROOKFIELD ES	0	0	0	22	22
BULL RUN ES	0	52	55	89	196
BUSH HILL ES	0	0	17	20	37
CAMELOT ES	17	20	15	9	61
CAMERON ES	0	7	4	8	19
CANTERBURY WDS ES	1	75	71	68	215
CARDINAL FOREST ES	0	24	25	28	77
CENTRE RIDGE ES	0	0	0	27	27
CENTREVILLE ES	27	33	0	12	72
CHERRY RUN ES	19	20	22	31	92
CHESTERBROOK ES	23	17	20	22	82
CHURCHILL ROAD ES	53	38	39	58	188
CLEARVIEW ES	29	30	29	28	116
CLERMONT ES	0	0	18	20	38
CLIFTON ES	0	0	0	20	20
COLUMBIA ES	20	12	12	0	44
COLVIN RUN ES	50	31	76	74	231
CROSSFIELD ES	0	0	0	30	30
CUB RUN ES	0	0	0	20	20
CUNNINGHAM PARK ES	0	0	11	15	26
DANIELS RUN ES	0	0	0	24	24
DEER PARK ES	0	0	0	15	15
DOGWOOD ES	0	0	0	10	10
EAGLE VIEW ES	0	0	0	23	23
FAIRFAX VILLA ES	0	0	0	7	7
FAIRHILL ES	0	1	0	19	20
FAIRVIEW ES	0	0	1	21	22
FLINT HILL ES	27	32	31	22	112
FLORIS ES	25	28	0	43	96
FOREST EDGE ES	55	65	75	57	252
FORESTDALE ES	0	0	0	21	21
FORESTVILLE ES	0	0	0	28	28

	GRADES LEVEL				
	3	4	5	6	TOTAL
FORT HUNT ES	0	0	0	3	3
FOX MILL ES	0	0	0	21	21
FRANCONIA ES	0	0	0	13	13
FREEDOM HILL ES	0	0	0	1	1
GLASGOW MIDDLE	0	0	0	130	130
GLEN FOREST ES	9	12	0	0	21
GRAHAM ROAD ES	0	0	0	1	1
GREAT FALLS ES	35	24	0	32	91
GREENBRIAR EAST ES	0	1	1	0	2
GREENBRIAR WEST ES	87	67	76	71	301
HALLEY ES	0	0	0	24	24
HAYCOCK ES	69	108	111	101	389
HERNDON ES	38	45	32	39	154
HOLLIN MEADOWS ES	0	0	0	7	7
HOLMES MIDDLE	0	0	0	5	5
HUNT VALLEY ES	0	0	26	31	57
HUNTERS WOODS ES	121	93	101	127	442
ISLAND CREEK ES	0	0	1	6	7
KEENE MILL ES	47	49	64	50	210
KINGS GLEN ES	0	29	31	27	87
LAKE ANNE ES	0	0	9	18	27
LANE ES	0	0	0	21	21
LAUREL RIDGE ES	0	0	21	26	47
LEES CORNER ES	0	0	0	27	27
LEMON ROAD ES	0	0	0	8	8
LITTLE RUN ES	24	9	9	25	67
LONDON TOWNE ES	0	0	0	31	31
LONGFELLOW MIDDLE	0	0	0	1	1
LORTON STATION ES	0	49	39	38	126
MANTUA ES	0	20	24	26	70
MARSHALL ROAD ES	0	0	0	15	15
MCNAIR ES	0	16	14	0	30
MOSBY WOODS ES	53	39	50	54	196
MOUNT VERNON WOODS	0	1	0	0	1
NAVY ES	0	0	0	9	9
OAK HILL ES	87	77	111	103	378
OAK VIEW ES	26	26	28	25	105
OAKTON ES	0	0	0	32	32
ORANGE HUNT ES	0	0	44	48	92
POE MIDDLE	0	0	0	92	92
POPLAR TREE ES	0	0	0	32	32
POWELL ES	1	25	0	33	59
PROVIDENCE ES	0	0	0	26	26
RIVERSIDE ES	0	12	22	14	48
ROLLING VALLEY ES	23	31	23	23	100
ROSE HILL ES	0	0	20	24	44

	GRADES LEVEL				
	3	4	5	6	TOTAL
SANGSTER ES	46	40	84	85	255
SHERMAN ES	5	0	0	15	20
SHREVEWOOD ES	0	0	0	9	9
SILVERBROOK ES	0	0	1	0	1
SPRING HILL ES	37	31	42	31	141
SPRINGFIELD ESTATES ES	0	50	36	39	125
STENWOOD ES	0	0	0	25	25
STRATFORD LD ES	64	63	69	80	276
SUNRISE VALLEY ES	57	48	62	58	225
TERRA-CENTRE ES	0	15	0	20	35
TERRASET ES	0	0	0	6	6
TIMBER LANE ES	15	19	18	0	52
UNION MILL ES	0	0	0	53	53
VIENNA ES	0	0	0	8	8
VIRGINIA RUN ES	27	27	25	56	135
WAKEFIELD FOREST ES	0	0	0	18	18
WAPLES MILL ES	0	0	0	53	53
WAYNEWOOD ES	0	22	23	25	70
WEST SPRINGFIELD ES	0	0	19	21	40
WESTBRIAR ES	0	0	0	22	22
WESTGATE ES	0	0	9	9	18
WESTLAWN ES	14	21	17	12	64
WHITE OAKS ES	57	57	73	76	263
WILLOW SPRINGS ES	58	47	63	52	220
WOLFTRAP ES	24	25	29	48	126
WOODBURN ES	0	0	0	20	20
WOODLEY HILLS ES	16	20	16	12	64
TOTAL STUDENTS	1534	1854	2146	3368	8902

Appendix E – Schools Not Offering Compacted Math

Table 12: Schools Not Offering Compacted Math

TITLE I (X)	SCHOOLS
X	*BAILEYS
X	*BREN MAR PARK
X	*BUCKNELL
	CRESTWOOD
	DRANESVILLE
	FORT BELVOIR
X	*GARFIELD
X	*GROVETON
	GUNSTON
	HAYFIELD
X	*HUTCHISON
X	*HYBLA VALLEY
	KENT GARDENS
	KINGS PARK
X	*LYNBROOK
X	*MOUNT EAGLE
	NEWINGTON FOREST
	NORTH SPRINGFIELD
	OLDE CREEK
X	*PARKLAWN
X	*PINE SPRING
	RAVENSWORTH
	SARATOGA
X	*SLEEPY HOLLOW
X	*WASHINGTON MILL
X	*WEYANOKE
X	*WOODLAWN



THE FAIRFAX COUNTY SCHOOL BOARD

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Public Schools

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Arvin Ahmadi

April 28, 2009

Mr. Ralph Cooper, Jr.
Chairman, MSAOC
Alan E. Leis Instructional Center
7423 Camp Alger Avenue
Falls Church, VA 22042

Dear Mr. Cooper:

Thank you for your March letter and for sharing your concerns. Fairfax County Public Schools (FCPS) has not "effectively abandoned" our initiatives for closing the achievement gap. I cannot imagine ever doing so until it is eliminated.

The gap between our white and Asian students, and students of color has been a high priority for FCPS for many years, but particularly for the past two school years. At our School Board retreat in July, Dr. Dale and other Leadership Team members reviewed current studies of FCPS schools which are closing the gap and our course of action. Principals have received professional development regarding these practices throughout the year, including meetings with Dr. Ronald Ferguson, Director of the Achievement Gap Initiative at Harvard University. Our student achievement monitoring reports by staff to the School Board throughout the year highlighted progress in closing achievement gaps in each subject area, and reviewed strategies that have contributed to improved minority student achievement.

As you know, we are in very difficult budgetary times, and all aspects of the school system will likely have to endure some cuts in order to maintain adequate staffing of our classrooms. As a school board and staff, we are focused on achieving results rather than preserving existing programs. You are correct in stating that fewer students are being served in this year's after school QUEST program than last year's program at Longfellow Middle School, and I share your disappointment about this outcome and look forward to seeing better results. However, principals are finding other effective methods for increasing minority student participation in higher-level coursework.

The Early Identification Program has not been eliminated, and should continue untouched next year. While it is true that the Office of Student Achievement will no longer exist in the reorganization of Instructional Services, staff believes they have found more productive ways to expand the number of black and Latino students who achieve at high levels, as

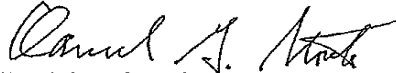
Ralph C. Cooper, Jr.
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April 28, 2009

well as to support them in their efforts. Although the responsibilities have been assigned to other staff, the three projects for Student Achievement Goal 1 cover best practices, intervention, and support to schools and provide a structure for implementation of the research-based strategies.

Regarding the College Success Work Team, the Superintendent requested this work team to make a recommendation for a 10% reduction in the combined budgets for AVID, College Partnership Program, Early Identification Program, and Pathways to the Baccalaureate (as he did with many other programs), and they have done that. Because of our FY10 budget situation, it is unfortunate that many programs and practices are at risk of being reduced or consolidated. The recommendations of this work team are not to "abandon these programs" as you stated in your letter, but to reduce administrative overhead so that the number of students or quality of these programs will not be diminished.

While it is clear that we have not yet achieved our aspirations with respect to closing achievement gaps, FCPS has outlined our plan for closing these gaps, and continues to work diligently to implement this plan. We are making progress toward this goal. The Student Achievement Goal projects provide strategies to accelerate our progress. It is my understanding that Dr. Moniuszko and other FCPS Leadership Team members reviewed these strategies with the Minority Student Achievement Oversight Committee at last week's meeting. I am pleased to know that you had the opportunity to contribute to our best thinking and share your concerns directly with staff.

Respectfully yours,



Daniel G. Storck
Chairman
Member Mount Vernon District

DGS/ads

cc: Tina Hone