

Staff Response to the Minority Student Achievement Oversight Committee Recommendations for Increasing Parent Involvement, May 31, 2007

The overarching issue surrounding section C. of the recommendations to the School Board from the Minority Student Achievement Oversight Committee (MSAOC) is one of communication. Fairfax County Public Schools (FCPS) has multiple support systems in place to assist parents in their understanding of resource availability and how to help their children learn. These resources include valuable programs, personnel, newsletters, handbooks, websites, meetings, committees, and community groups that might be tapped into by both parents and schools to support student learning.

Staff has been tasked with finding more effective ways to communicate availability and delivery of existing resources. On November 18, 2007, a newly appointed assistant superintendent for Communications and Community Outreach will be responsible for managing the school division's communications, community relations, business relations, and parent and family involvement functions, and will also support the School Board in their linkages to stakeholders. We are looking forward to increased communication and involvement with all FCPS parents.

Below are direct responses to each of the eleven recommendations to increase parent engagement and involvement in section C. of the MSAOC report.

1. NCLB—Implement family involvement policy and learning compact in every school.

The School Board has launched a new strategic governance initiative which includes new beliefs, vision, and mission statements and student achievement goals to provide a more concentrated focus on student achievement and to establish clearer accountability. At the top of the list of student achievement goals are continued rigorous academics that exceed the requirements of the No Child Left Behind Act (NCLB) and continue the FCPS tradition of offering an exceptional education to all students. Currently, all Title I schools have, as required by NCLB, a School-Home Compact in place:

Family Involvement Policy for Title I in Fairfax County

Fairfax County Public Schools' (FCPS) Title I program is established to improve student achievement and help all students meet the objectives of the Fairfax County Program of Studies and Virginia Standards of Learning (SOL).

To ensure that this goal is met, a partnership with families is essential. Therefore, the FCPS Title I program commits to working in partnership with families in the following ways:

1. A Title I District Advisory Council (DAC) shall be established by action of the Fairfax County School Board. The DAC, consisting of representatives from each Title I school, shall be comprised of parents of students served by the Title I program. Representatives shall attend DAC meetings and report back to the school. The DAC will:

- Meet at least four times per year.
- Develop and review the district-wide family involvement policy for Title I schools.
- Administer an annual survey of Title I schools to determine the effectiveness of the policy and determine schools' efforts to overcome barriers to family participation.
- Provide the survey data in the annual report to the Superintendent or the School

- Board and submit program recommendations.
 - Develop and distribute to each Title I school a [Family Involvement Ideas Notebook](#) (PDF, 1.3 MB) to share parent involvement strategies that are taking place in schools.
 - Encourage parent involvement by providing financial and organizational support for educational family field trips to local museums.
 - Stay abreast of changes to the *No Child Left Behind* law and provide updates to parents at the schools.
2. Each school receiving Title I funds will include a parent on their school plan committee.
3. Each school will collaborate with parents through meetings, surveys and informal discussions to determine appropriate programs to help parents understand the curriculum, instructional practices, and how to support their children at home to improve student achievement. Schools will offer a variety of events at times convenient to parents. Interpreters will be made available. Funds will be used for childcare, food, or transportation. Schools will offer programs such as:
- Family Math Night
 - SOL Information Night
 - Partners in Print Family Literacy Programs
 - Principal's Coffees
 - Technology Night
 - Advocacy Training for Parents
4. Each school will work jointly with parents to develop a School-Home Compact. The compact will be reviewed annually and revised as needed. Compacts will be translated and distributed to parents annually.
5. Each school will work jointly with parents to develop a school level Family Involvement Policy.
6. District Title I funds will be used to support the position of a Family Involvement Resource Teacher in the Title I office. To build schools' capacity for strong parental involvement, the resource teacher will work with Title I schools to:
- Develop and strengthen family involvement by sharing successful programs and strategies, providing materials for parent involvement programs and conducting staff development for school personnel.
 - Support development of parent centers in the schools by providing resources, information, and opportunities for collaboration.
 - Provide informational resources such as brochures and CDs in a variety of languages to assist schools in explaining Title I and the *No Child Left Behind* law to parents.
 - Write and distribute semiannually to each family a parent newsletter, informing parents about the DAC meetings, highlighting parent involvement events, and discussing instructional practices in Title I schools.
 - Coordinate educational family field trips.
 - Attend school meetings and assist with the development of School-Home Compacts and school Family Involvement Policies.
 - Meet with the DAC and the FCPS School Board.
 - Collaborate with the FCPS Family Services and Involvement Section Office and the English for Speakers of Other Languages Office to provide staff development and resources to assist schools in strengthening family involvement.
 - Work with the Head Start Office to support the Partners in Print family literacy programs by providing schools with staff development sessions, books, and instructional materials for the program.

- Conduct, with parents, an annual review of the Title I program and the family involvement policy. Use results of this review to develop the Title I program application and support school improvement practices.

7. Use the services of the FCPS Office of Language Services to enlist the help of translators and interpreters to communicate with parents whose first language is not English.

8. Collaborate with the FCPS Office of Adult Education and other available community programs to offer English classes to parents of students in Title I schools

No student, employee, or applicant for employment in Fairfax County Public Schools shall, on the basis of race, color, sex, religion, national origin, marital status, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity.

Family Involvement Ideas Notebook

Parents are more motivated to support their children's learning when they:

- receive clear invitations and support from school staff to be engaged in their child's education
- are clear about what they can do to support their child's learning

This [Family Involvement Ideas Notebook](#) (PDF, 1.30 MB) is a set of successful family involvement programs that have been used at our Title I schools to include and involve families in their child's education. Schools may wish to implement similar ideas.

2. Standards of Learning—Every parent should understand and acknowledge SOL requirements.

The Department of Instructional Services and many schools provide information to parents about the Standards of Learning and the school division's Program of Studies and communicate this information through a wide variety of avenues, such as parent meetings, curriculum nights, Back-to-School Nights, and print and electronic media to students, parents, and the community.

The Program of Studies is available in English, Arabic, Farsi, Korean, Spanish, Urdu and Vietnamese. The Office of Student Achievement, in combination with Student Services, will be tasked with ensuring that K-12 Standards of Learning are also translated into multiple languages and shared with parents. Standards then can be more easily discussed and integrated into meetings, handbooks, e-communication, blogs, newsletters, other school documents, productions on the Red Apple Channel and further clarified for parents to better support their children's learning at home.

Finally, the Department of Student Services provides a wealth of information about Standards of Learning requirements for graduation including: Career Connections, College Fair\College Night, College Partnerships, Graduation Information, and Standard Course Offerings (translations available soon). This information can be found at <http://www.fcps.edu/ss/StudentServices/index.htm>.

The Virginia Department of Education also makes materials available to parents and school divisions via the internet at <http://www.pen.k12.va.us/2plus4in2004/> , “Links for Parents.”

3. Parent Liaisons—Fund parent liaisons as a budget line item and as a full time position.

The Office of Early Childhood and Family Services and Involvement Section coordinates the Parent Liaison Program, provides and pays for new parent liaisons and ongoing training and support. Questions related to the Parent Liaison Program should be directed to Nancy Briggs at 703-277-2646 or Nancy.Briggs@fcps.edu.

Currently, 209 of FCPS' 236 schools have parent liaisons in place. A staffing formula based on the number of students eligible for free and reduced-price meals and the number of Limited English Proficient students in each school is used to determine the allocation of Parent Liaison Program funds. This funding comes through the Instructional Services Department and is supplemented by Title III, No Child Left Behind, funding.

This recommendation comes during a very difficult budget year and with the forecast of a decrease in funding over the next several years. However, new goals focus more on individual student learning. Teacher leadership grants have extended some teachers' contracts so that they work additional days during the year enabling those teachers to focus on general and specific strategies that affect student achievement.

4. School Plans—Each school should set numerical targets for parent participation.

The school improvement planning process is a collaborative, team process. The committee draws on the experiences and expertise of different stakeholders within the school's community. The School Improvement Handbook states: “The school improvement plan committee should include: teachers, school-based administrators, parents, community members, students (if applicable) and others such as central office, personnel, business partners, faith-based partners.”

Currently, FCPS does not quantify this information but will consider looking further at this issue to assess the level of parent involvement in this planning process.

5. School Advisory Committees—All advisory committees must reflect the diversity of the county.

As mentioned in the previous item, school staff is tasked with selecting committee members who mirror the school's and county's diversity. Central office staff will be tasked with review of advisory committees to ensure that county diversity is reflected in those committees.

6. Student Discipline—a simplified guide to the appeal process to assist parents who wish to appeal the disciplinary consequences for student infractions as outlined in the Student Responsibilities and Rights (SR&R) Handbook.

The SR&R comes in seven (7) different languages, a K-3 simplified version and a 4-12 Quick Guide version. Appeals are addressed in chapter 2 of the SR&R. All individuals are instructed to use the SR&R when they want to appeal. This way, they can follow correct protocol.

7. Parent Involvement with Preschool Programs—Partner with the county’s Office for Children to develop a comprehensive strategy for childcare providers, daycare centers and schools to address school readiness issues; set spending priorities to allow all eligible children to participate; find additional non-school-based sites for preschool programs; assign full-time professionals to all Title I schools; and adopt family-learning compacts for all schools.

This recommendation provides an excellent opportunity for staff to collaborate across departments and to more clearly communicate to FCPS parents the multiple resources available to them.

The Office of Early Childhood and Family Services serves as a catalyst and resource for empowering families, schools, and the community in their collaborative efforts to promote student achievement through quality student, parent, and staff education programs that address unique and diverse characteristics and needs. The Family Services and Involvement Section supports school sponsored programs for families; parent education programs; library services; parent liaison program coordination; volunteer coordination; and the following FECEP/Head Start focus areas: recruitment and registration, health and nutrition services, transportation, and family violence prevention and education. Ayudando a los Niños a Aprender, and Helping Children Learn, newsletters for early childhood, elementary, middle, and high school are excellent sources providing tips that families can use to help their children in school. They are available to parents via the Family Services office in Instructional Services or their website.

8. Parent Forums—Develop and implement culturally relevant outreach strategies for language minority parents.

The Offices of English for Speakers of Other Languages, Student Achievement, and K-12 Instruction have been tasked to collaboratively develop strategies for language minority parents relevant to each school level and to distribute those strategies to all schools and offices. Strategies will also be included in the Parent Advocacy Handbook and clarified in the many training sessions held with schools and parent groups throughout the system.

In addition, the Department of Instructional Services, in collaboration with the Office of Communication and Community Relations and other school board advisory groups to include MSAOC, is planning four curriculum events for parents and the community. These collaborative events are seen as a way that cross-functional offices and departments can work together in effectively communicating information and resources to parents about their children’s academic progress and achievement K-12. The dates for these curriculum events have been planned for:

Hayfield HS	March 4, 2008	Clusters V, IV, VI
Marshall HS	March 12, 2008	Clusters II, VIII, III, I
Robinson HS	April 3, 2008	Clusters VI, VII, III, V
Chantilly HS	April 5, 2008	Clusters VII, VI, III

9. Thomas Jefferson High School for Science and Technology—Provide more outreach to and resources for the Black and Hispanic communities and focus on elementary schools.

As the result of a February 2006 “Report On Supply and Demand at Thomas Jefferson High School for Science and Technology; Responses to the Blue Ribbon Commission Recommendations,” the admissions process at TJHSST has been revised (beginning with the 2004-05 class). It was noted in the report, that compared to other high schools in the division, TJHSST did a better job of ensuring that there are smaller participation and performance gaps in AP Mathematics and science courses. Staff has been tasked with continuing the focus on the varied programs designed to increase minority enrollment at TJHSST.

One of the findings of the Blue Ribbon Commission Report concerning minority student interest and application to TJHSST was that:

1. “Talented Black and Hispanic students who do not apply to TJHSST make the decision mainly because of social reasons (e.g., 81 percent of students do not want to leave their friends, 37 percent of students were concerned that there were not enough people of their race/ethnicity at the school) and academic reasons (e.g., 41 percent of students were concerned about the admissions process, 67 percent about the stress level, and 63 percent about the academic demand).”

Additionally:

2. “Compared to all other high schools in the division and to national trends, TJHSST did a better job of ensuring that there are smaller participation and performance gaps in AP mathematics and science courses. In fact, TJHSST is the only high school in FCPS where a higher percentage of Black/Hispanic students enrolled in AP mathematics courses than White/Asian students during the 2003-04 (90 percent versus 76 percent) and 2004-05 (71 percent versus 68 percent) school years.”

The first finding points to the need to increase students’ and parents’ knowledge during the elementary years (grades 4, 5, and 6) about TJHSST that could spark greater interest and begin to prepare students for some of the academic expectations and requirements to apply to TJHSST. In addition, students could begin to consider and evaluate the difference in their high school experience at TJHSST as opposed to their base high school.

10. High School Academies—Market the program in Spanish as well during special parent outreach sessions involving the Hispanic community.

This is an excellent recommendation, and staff will be tasked with working closely with the Career Experience Specialist to provide those outreach sessions.

Career and Technical Education (CTE) Brochures are provided in multiple languages, including Spanish. In the CTE Annual Report, 2006 – 07, the mission statement specifies that they will give particular attention to activities that will “expand the depth

and breadth of our marketing, communications, and outreach activities, for students, staff, parents, and other community stakeholders to ensure that there is effective communication about CTE opportunities.”

Each of the FCPS Academies is staffed with a Career Experience Specialist whose primary role is to connect students and teachers to career experiences and resources in the community which will broaden the learning experience for the student in the academy course. The specialist also serves as the Academy’s business and community liaison.

11. Advanced Placement/International Baccalaureate Programs (AP/IB)—extend outreach to parents, particularly black and Hispanic, to inform and encourage them to think about AP/IB for their students.

FCPS students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities.

Each high school in FCPS provides a sequential postsecondary planning program that focuses on the acquisition of knowledge, skills, and self-understanding regarding opportunities for post-secondary education, financial aid and employment prior to high school graduation. The program includes career planning that assists students in developing good decision-making skills, an understanding of their interests and abilities, and knowledge of the wide range of career opportunities. To assist in the process, information and references are provided at schools and are available online. Each high school has a staffed Career Center with current college and career resource materials.

While all FCPS curricula is rigorous in its content, the Advanced Placement (AP), International Baccalaureate (IB), and Honors Programs extend learning opportunities beyond the Standard Course Offerings.

Advanced Academic Programs at the high school level are comprised of Honors and Pre-IB courses for grades 9 and 10, and AP or IB programs at grades 10, 11 and 12. AP courses are open to any student interested in academic rigor. Students in grades 9 and 10 are encouraged to take pre-AP or honors courses in preparation for the more rigorous AP courses.

IB is also open to any student interested in academic rigor. Students are encouraged to take pre-IB or Middle Schools Years Program courses to prepare for the more rigorous IB courses.

The Honors Program, aligned with national standards for gifted and talented education, is for students who have demonstrated high achievement in a specific area of academic strength. Each January, information letters are sent from elementary school principals to parents of 6th graders. Elementary schools and middle schools share information in cumulative files in February and March. The middle school selection committee meets and makes its selection in April – May. Placement decisions are mailed to parents in June or July.

Staff Response to the MSAOC 12th Report Card on Minority Student Achievement, June 2006

	MSAOC RECOMMENDATIONS	STAFF RESPONSE
Standards of Learning	<ul style="list-style-type: none"> • Tailor strategies to unique needs of the subgroups. • Close Black-White and Hispanic-White gap by 25 percent and increase English pass rate by 5 percentage points annually. 2004-05 English pass rates: Black, 71 percent; Hispanic, 74 percent. 	<p>We believe that FCPS must help each child achieve their full potential and students, parents and staff must hold high expectations to promote high achievement. We want to exceed the current demands of the Virginia Assessment Program and NCLB testing requirements and move to a world-class school division where emphasis is placed on critical thinking, creativity, social competence and appreciating diversity equipping our students for a global knowledge-based economy. Therefore, our instructional strategy is based on meeting the needs of all children regardless of their race, ethnicity, disability, socio-economic status or English language proficiency. We will continue a sustained focus on student achievement and literacy as well as high, clearly defined expectations for all students by:</p> <ul style="list-style-type: none"> • Emphasizing literacy across the curriculum and levels. • Reviewing achievement data, school-by-school and performance analysis, child-by-child. • Implementing instructional coaches at selected elementary schools and assessment coaches at all high schools. • Providing additional time to learn for at-risk students after school and during the summer. • Expansion of all-day kindergarten program from 73 to 94 schools in FY 2008 and serving 7836 children. • Using valid, reliable and non bias criteria for G/T and honors programs. • Implementing summer pre-AP and pre-IB programs and opening up enrollment to all students who could benefit for the AP and IB classes. <p>Governor Tim Kaine in his annual State of Education address at the McLean Hilton, (October 29, 2007) presented his new initiatives for the Commonwealth. The minimum competence focus of the last ten years will become “striving for excellence,” “raising the ceiling, not finding the floor” for all students. The initiative includes increased focus on education for preschoolers, the pass rate for the 3rd grade reading test and an increase in numbers of students enrolled in and passing advanced placement exams.</p> <p>FCPS has closed the achievement gap for Black students by 9 percent as well as increasing their SOL pass rate for reading. However, the gap for Hispanic students has increased by 6 percent and their SOL pass rate for reading decreased by 7 percent. The achievement gap narrowed in 9 of 11 High School End-of-Course tests in 2006-2007.</p>

	MSAOC RECOMMENDATIONS	STAFF RESPONSE		
Early Childhood Intervention Programs	<ul style="list-style-type: none"> • Establish funding priorities to allow all eligible children to participate and double enrollment to 2200 children. • Partner with Fairfax County Office for Children and Fairfax Futures to promote training for and certification of all day care providers. • Assist parents in identification of quality preschool and childcare programs. 	<p>Between 2005-06 and 2006-07 the number of children enrolled in FECEP/Head Start increased to 1136 (+6%) falling short of the recommendation's target of 2200 children. FCPS has partnered with the Office for Children and Fairfax Futures as a priority to address school readiness.</p> <p>Additionally, Governor Kaine's budget amendments to support public education include funding to implement several Start Strong pilot programs to improve the quality and availability of pre-kindergarten programs. The Governor will propose an additional \$4.6 million in funds through the Virginia Preschool Initiative to be used in new pilot programs to test implementation practices for expanding pre-K through public-private partnerships. The pilots also will model innovative features such as a single point of entry for parents to find the best match in their community for their preschool-age child.</p> <p>Governor Kaine also will propose \$2.9 million to pilot a voluntary quality ratings system to help parents assess early childhood education programs.</p> <p>FCPS has partnered with the Office for Children and Fairfax Futures to address school readiness. Currently, FCPS works closely with other Fairfax County agencies to provide high quality training programs for day care providers and is piloting a childcare provider training program.</p> <p>Preschool Child Find is a resource for Fairfax County preschool children and their families, providing services that help identify potential special education needs and educating the community about child development and the importance of early intervention.</p> <p>Parents with concerns about a child may call Child Find to schedule an appointment. Preschool staff who have concerns about a child must discuss this with the parents, and then encourage the parents to call the office that serves their area.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Lorton Preschool Child Find: Lorton, VA (703) 446-2100 (TDD) 446-2006 </td> <td style="width: 50%; vertical-align: top;"> Devonshire Preschool Child Find: Falls Church, VA (703) 876-5244 (TDD) 876-5222 </td> </tr> </table> <p>Appointments are scheduled for a 1 hour 15 minute period, Monday through Friday. Appointments are offered beginning at 8:15 a.m., with the last appointment offered at 2:15 p.m.</p> <p>We would like to acknowledge the excellent work of the Committee's Advocacy Handbook for Parents in helping them identify quality preschool and childcare programs.</p>	Lorton Preschool Child Find: Lorton, VA (703) 446-2100 (TDD) 446-2006	Devonshire Preschool Child Find: Falls Church, VA (703) 876-5244 (TDD) 876-5222
Lorton Preschool Child Find: Lorton, VA (703) 446-2100 (TDD) 446-2006	Devonshire Preschool Child Find: Falls Church, VA (703) 876-5244 (TDD) 876-5222			

	MSAOC RECOMMENDATIONS	STAFF RESPONSE
High School Graduation and Dropouts	<ul style="list-style-type: none"> • Assess the low graduation and high dropout rates for Hispanic students. • Develop dropout prevention program for at-risk 9th and 11th graders. • Expand and support adult high school completion programs. 	<p>We appreciate the recommendations of the Committee’s Dropout Study. We need to discuss the recommendations with the Committee to get clarification and to identify ways in which we could implement some of the suggestions.</p> <p>Many high schools have already implemented their own school-based programs to identify students as early as the ninth grade, and to follow progress and provide support to students at risk of not graduating. All 24 high schools have instructional coaches who are charged with helping teachers increase student achievement so schools can meet AYP. Coaches provide professional development to staff to assist them with student assessment, model effective instructional practices, and to implement differentiated instruction.</p> <p>Other division-wide programs designed to capture and motivate students are: Advancement via Individual Determination (AVID), a program designed for students “in the middle” who have the desire and potential to attend a four-year college and who could benefit from regular in-school academic support and immersion in a culture of achievement in order to be successful in a higher level course of study. AVID course content includes instruction intended to improve a variety of skills; tutorials designed to increase higher-level thinking and success in rigorous courses; and motivational activities, guest speakers, and college and career exploration. A tutorial component designed to foster higher-level thinking. AVID tutorials utilize a non-traditional model in which trained tutors, often college-age role models, help students become independent learners by exploring ideas and questions generated by their classroom learning. AVID is available to students at Annandale HS, Fairfax HS, Falls Church HS, Hayfield SS, Lake Braddock SS, Mount Vernon HS, JEB Stuart HS, West Potomac HS, Glasgow MS, Holmes MS, Jackson MS, Lanier MS, Poe MS, and Twain MS.</p> <p>The Early Identification Program (EIP) at George Mason University (GMU) in Fairfax is an innovative multiyear college preparatory program for middle and high school students. This GMU-FCPS partnership increases the number of students from traditionally underrepresented populations who attend and complete college. During the school year, students and their parents enjoy cultural events on and off campus; attend tutoring and counseling sessions with university students, faculty, and staff members; attend workshops and activities designed to strengthen the family; and participate in a camp to acquire leadership skills. During the summer, students attend a three-week academic enrichment program that encourages active class participation.</p> <p>All middle schools currently have a regularly scheduled after-school program for at least three days a week for one to two hours a day. The program is supported with resources allocated by the School Board, Board of Supervisors, and School-Community Coalitions. The after-school program is free with late bus transportation provided. Particular program offerings vary by school but, in general, academic support and enrichment, social skill</p>

	MSAOC RECOMMENDATIONS	STAFF RESPONSE
(cont.) High School Graduation and Dropouts		<p>and youth development, and recreation and intramural opportunities are offered at each middle school.</p> <p>For students who require a nontraditional setting, alternative high school diploma-granting programs, are offered at Bryant Adult/Alternative High School, Landmark Career Academy, Mountain View Adult/Alternative School, and Pimmit Hills Adult/Alternative High School. These schools offer open enrollment, classes during an extended day, from 8 a.m. to 9 p.m., evening classes in the summer, and scheduling that allows students to complete a year-long course in a semester. These accommodations allow and encourage students who might otherwise have to drop out for economic reasons, or to support their families, etc., the opportunity to complete high school in a more flexible environment.</p>

	MSAOC RECOMMENDATIONS	STAFF RESPONSE																																																
GT Programs	<ul style="list-style-type: none"> • Double the enrollment of Hispanic students in School-based G/T. • Expand the Young Scholars Initiative (YSI) to additional schools. 	<p>In 2005-06, the most recent data available, the number of Hispanic students in G/T programs increased by 24 percent. We are providing level II services by G/T resource teachers to Young Scholars participants—the majority of which are Black and Hispanic students. Multiple criteria, rather than single test scores, are being used to assess qualification for G/T and Honors Programs. The Algebra Readiness Initiative is being expanded and is an opportunity for math enrichment and acceleration in elementary schools.</p> <p>Young Scholars is a K-8 initiative that is designed to increase the proportion of historically underrepresented students in gifted programs. School administrators, teachers, and G/T resource teachers work together to find and nurture gifted potential in young learners. Through flexible grouping, summer school, and after school programs, students are provided an educational setting that raises their personal expectations and prepares them for more challenging and rigorous courses as they advance in grade level. Students are identified via portfolios, performance assessments, observations/conversations, Standard Achievement Tests, and Standard Ability Tests.</p> <p>The table below demonstrates the expansion of the YSI from 2000 – 2007.</p> <table border="1" data-bbox="909 837 1736 1185"> <thead> <tr> <th>Year</th> <th>Number of YSI Schools</th> <th>Black</th> <th>Hispanic</th> <th>American Indian/Alaskan Native</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>00/01</td> <td>1</td> <td>11</td> <td>12</td> <td>0</td> <td>35</td> </tr> <tr> <td>01/02</td> <td>16</td> <td>196</td> <td>104</td> <td>8</td> <td>545</td> </tr> <tr> <td>02/03</td> <td>31</td> <td>231</td> <td>203</td> <td>2</td> <td>796</td> </tr> <tr> <td>03/04</td> <td>37</td> <td>460</td> <td>432</td> <td>4</td> <td>1,627</td> </tr> <tr> <td>04/05</td> <td>54</td> <td>590</td> <td>516</td> <td>3</td> <td>2,167</td> </tr> <tr> <td>05/07</td> <td>58</td> <td>625</td> <td>654</td> <td>8</td> <td>2,412</td> </tr> <tr> <td>06/07</td> <td>65</td> <td>838</td> <td>1,062</td> <td>5</td> <td>3,748</td> </tr> </tbody> </table>	Year	Number of YSI Schools	Black	Hispanic	American Indian/Alaskan Native	Totals	00/01	1	11	12	0	35	01/02	16	196	104	8	545	02/03	31	231	203	2	796	03/04	37	460	432	4	1,627	04/05	54	590	516	3	2,167	05/07	58	625	654	8	2,412	06/07	65	838	1,062	5	3,748
Year	Number of YSI Schools	Black	Hispanic	American Indian/Alaskan Native	Totals																																													
00/01	1	11	12	0	35																																													
01/02	16	196	104	8	545																																													
02/03	31	231	203	2	796																																													
03/04	37	460	432	4	1,627																																													
04/05	54	590	516	3	2,167																																													
05/07	58	625	654	8	2,412																																													
06/07	65	838	1,062	5	3,748																																													
TJHSST	<ul style="list-style-type: none"> • Expand outreach to elementary school Black and Hispanic students and parents to consider TJHSST. 	<p>Outreach has been expanded to include schools that historically have few students applying for TJHSST. Most of these schools enroll a substantial number of Black and Hispanic students. In October of 2004, an additional position was added to the TJ Admissions Office, specifically to increase outreach to schools. Many resources exist on the TJ website to assist students in the application process such as “How to prepare myself for the test.” The TJ PTSA holds a special outreach meeting each spring for 5th, 6th, and 7th grade Black and Hispanic students and their parents.</p>																																																

	MSAOC RECOMMENDATIONS	STAFF RESPONSE
(cont.) TJHSST	<ul style="list-style-type: none"> Encourage more Black and Hispanic students to apply and take Algebra 1 by 7th grade. 	<p>QUEST is a three-year science, math, language arts, and technology program for high-achieving minority students in grades 6-8. It is designed to increase the number of underrepresented students in advanced secondary programs such as AP, IB, Honors, and TJHSST. Selected students receive extended learning opportunities to advance their skill levels. QUEST students attend Saturday morning sessions at TJHSST. Through QUEST, students are exposed to test-taking strategies to increase their success on standardized tests, a diverse teaching staff, peers with interest and ability in science, math, and technology, and chances to develop strong logic and reasoning skills.</p>
HS Academies	<ul style="list-style-type: none"> Expand program and align sending school and Academy class schedules. Counsel early and expand outreach to minority parents. Participants fairly represent FCPS racial/ethnic diversity. Expand the HS Academies Program. 	<p>Sending schools and Academy class schedules have been aligned to eliminate the loss of instructional time. In FY 2008, the Academy Program will serve approximately 113 more students than in FY 2007 (3587 – 3700)</p> <p>Career guidance and counseling involves administrators, counselors, teachers, and career center specialists working together with students and parents to help students make the connection between classroom academics and career exploration and preparation. The Career Center provides information to help students explore educational and career options, make realistic career decisions, and establish career goals. Each Career Center reflects the unique needs of its student population. Getting Ready: High School and Beyond, provides parents and students a timetable (beginning with 8th grade) about career and self exploration, post secondary opportunities, college admission, financial aid and more to help them with their planning process.</p> <p>Several traditional academy programs have been expanded to base schools including criminal justice, exploring health sciences and exploring the language of medicine, thereby creating access for more students.</p>
AP/IB	<ul style="list-style-type: none"> Continue the AP/IB summer institutes but collect data by subgroups. Support program to increase scores 3 and over. 	<p>Schools, cluster offices, and departments are working together to address the critical issues of access and equity. Summer pre-AP and pre-IB programs, and open enrollment in AP and IB classes are two ongoing initiatives to nurture potential and increase minority students' access to advanced academic programs.</p> <p>Particular ethnic groups of students who indicated their ethnicity showed a steady rise in participation in AP testing. Hispanic students' number of tests taken increased 16 percent while the percentage achieving a 3 or higher on the exams increased from 60 percent to 61 percent. While the number of Black students participation increased, the actual number of tests taken by Black students decreased slightly; the percentage achieving a 3 or higher on these exams decreased from 46 percent in 2006 to 44 percent in 2007. Achievement data will be reviewed school-by-school, and performance analysis will be conducted child-by-child.</p>

	MSAOC RECOMMENDATIONS	STAFF RESPONSE
(cont.) AP/IB	<ul style="list-style-type: none"> Target Black and Hispanic students and parents to inform them of the benefits of AP/IB programs About 1 in 10 Black and Hispanic students participate in AP/IB compared to 1 in 3 for Asian and. 	<p>Instructional Services in collaboration with Accountability and Special Services will continue to research and develop strategies for increasing communication of benefits to both Black and Hispanic parents, students, teachers and counselors in elementary, middle and high school to assist them in selecting the AP/IB curriculum.</p>
Parent Involvement	<ul style="list-style-type: none"> Implement the ESOL Summit in 2006/07. Support funding of the Advocacy Handbook for Parents. Implement Parent Compacts in all Title I Schools. Lacks coordinated and comprehensive plan for minority parent engagement. 	<p>Three regional ESOL Parent Meetings were held in 2006-07: 6:00 – 9:00 p.m. October 11 at West Potomac HS, November 1 at Chantilly HS, and November 13 at Falls Church HS.</p> <p>A flyer was sent by mail directly to the home address of the families of all FCPS ESOL students by the ESOL Office. To encourage attendance at these events, schools helped reinforce notification about the ESOL parent meetings in the following way: Two weeks prior to the event closest to their school, ESOL teachers and parent liaisons distributed a flyer to ESOL students/families in their school as a reminder in Arabic, Chinese, Farsi, Korean, Spanish, Urdu, and Vietnamese. Information about these events was included in school newsletters and announcements. Local media, including local foreign language press, also publicized the events.</p> <p>The Advocacy Handbook for Parents (AHP) was funded for \$149,000 in FY 2007 and the second edition was published in May 2007. More than 16 orientation sessions were held with parent groups since publication, as well as numerous online visits to the Advocacy Handbook for Parents website.</p> <p>Parent compacts have been implemented in all Title I schools at this point.</p> <p>The Office of Student Achievement, MSAOC and the Department of Communications and Community Outreach will work collaboratively to develop a plan to significantly increase minority parent participation.</p>