

EXECUTIVE SUMMARY

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EVIDENCE OF COMPLIANCE FCPS OPERATIONAL EXPECTATION MONITORING REPORT

Function: Instructional Program and Treatment of Students

Operational Expectation: The Superintendent will provide a learning environment and program of instruction, drawing on innovative and best practices, aligned to achieve the School Board's goals and meet the community's expectation.

1. Provide equal educational opportunity in a safe, healthful, nondiscriminatory, and secure environment for all students.

Highlights –Evidence of Condition:

- ◆ Enrollment data broken out by the subgroups and locations of programs gives evidence of nondiscriminatory access to instructional programs and services, see *Appendix 1*.
- ◆ Enrollment in advanced academic programs continues to grow overall and among all groups; however, gaps in subgroup enrollments remain.
- ◆ All school levels met their respective expectations as reported to the Board in the Target 10 report.
- ◆ On December 1, 2006, over half of FCPS students with disabilities participated in a general education classroom setting 80 to 100 percent of their school day.

2. Meet the needs of all students, addressing their diverse learning techniques and learning styles.

Highlights –Evidence of Condition:

- ◆ In 2006-07, 100% of FCPS schools are accredited by the state of Virginia based on 2005-06 SOL results.
- ◆ In 2005-06, 100% of FCPS general education schools were accredited by the state of Virginia based on 2004-05 SOL results. (Woodson Alt Adult Ed and Bryant Alt HS warned in science.)
- ◆ In 2006-07, 189 schools and the division made AYP.
- ◆ The 2006 SOL test results were positive, with high overall pass rates on almost all tests and gains made on most tests, see *Appendix 2*.
- ◆ Data related to the achievement gap between Black, Hispanic and White students indicate that the trends are generally positive with percents passing rising and gaps narrowing.
- ◆ Based on the DRA data a high percentage of FCPS second graders are reading at or above grade level.
- ◆ The number of students taking AP and IB exams has increased, without causing a corresponding drop in % of students scoring 3 (AP) or 4 (IB) on most exams.
- ◆ The SAT Critical Reading, Math and Writing average scores for all FCPS ethnic groups were higher than the state and national averages.
- ◆ The number of students enrolled in Career and Technical Education classes who passed an industry certification test has doubled from 2004-2005.
- ◆ Participation by traditionally underrepresented groups in advanced academic program, including gifted and talented programs has increased.

3. Improve instructional programs and services based on research and best practices, while encouraging innovation.

Highlights –Evidence of Condition:

- ◆ QPAS reports are posted on the DA website bi-annually to report on outcomes for instructional programs. The 2006 reports have been prepared and posted as scheduled.
- ◆ The QPAS system is being changed into a more automated system that can store and display program information continuously.
- ◆ Consistent expectations have been established and tools are being developed to assist staff in gathering, documenting, and using data that support instructional decisions and program changes in the future.
- ◆ During 2006-2007, the HS Theatre Arts 3 and 4 courses were added at 9-12 grade level.
- ◆ New basal textbooks adoptions this year are Foreign Language, Elementary-12.

4. Maintain school-based environments that foster collaboration among individual schools' stakeholders.

Highlights –Evidence of Condition:

- ◆ Data regarding collaboration among schools' stakeholders will be available upon completion of divisionwide climate survey.

5. Measure effectively each student's progress toward achieving or exceeding performance standards.

Highlights –Evidence of Condition:

- ◆ Results from a broad range of assessment instruments are available, see *Attachment 2*.
- ◆ Clusters, pyramids and individual schools use assessment data as the basis for school improvement planning.
- ◆ Schools have developed Professional Learning Communities that focus on individual and group student outcomes throughout the year.
- ◆ Centrally, a benchmark assessment resource tool (BART) provides a tool for teachers to get classroom and student level data to help identify where students have strengths and needs in preparation for the SOL tests given in May.
- ◆ In 2006-07, 342,586 BART tests were administered to students in grades 3-8.
- ◆ An FCPS-designed formative assessment system that will be piloted in the fall under the name eCART. The system is being designed to interface with our existing data warehouse, EDSL, and will have the capability of providing near real time reports to teachers as well as storing longitudinal achievement data over time
- ◆ FCPS has met and surpassed the annual measurable achievement objectives for LEP students.
- ◆ In English/Reading SOLs, there has been a 15% increase in pass rates for LEP students from 2002-03 to 2005-06, but a decline in pass rates is predicted for 2006-07.
- ◆ In 2005-06, new SOL mathematics tests were used for the first time in grades 4, 6 and 7, which contributed to a decline in pass rates, not only for LEP students, but also with total student groups.
- ◆ Students with disabilities have demonstrated consistent improvement on tests of English (reading and writing) since the tests were first administered in 1998, meeting school division goals and requirements under No Child Left Behind, with over 99 percent of students with disabilities participating in the assessments.
- ◆ Students with disabilities had demonstrated consistent improvement on tests of Math from 1998 through 2005. In 2006 new math tests were administered and scores on these tests were lower for all subgroups across the state.
- ◆ The new online IEP program, SEA-STARS (Special Education Accountability System for Tracking Achievement and Recording Success), will have progress marks recorded electronically each quarter, allowing teachers to track individual student progress over many years or to examine group performance on reading, math, behavior, or other goals.

6. Maintain a climate characterized by support and encouragement by all adults for high student achievement and student well-being.

Highlights –Evidence of Condition:

- ◆ Data regarding support and encouragement by all adults will be available upon completion of divisionwide climate survey.
- ◆ The 2005 Fairfax Youth Survey results indicated that Fairfax County protective factors with the highest percentage of respondents above the national standard include community opportunities for pro-social involvement, family rewards for pro-social involvement, school opportunities for pro-social involvement, and peer-individual social skills, see *Appendix 3*.

7. Maintain a safe and healthful learning environment free from disruption and violence.

Highlights –Evidence of Condition:

- ◆ Data regarding safe and healthful learning environments will be available upon completion of divisionwide climate survey.

- ♦ The 2005 Fairfax Youth Survey results indicated that Fairfax County protective factors with the highest percentage of respondents above the national standard include community opportunities for pro-social involvement, family rewards for pro-social involvement, school opportunities for pro-social involvement, and peer-individual social skills, see *Appendix 3*.
- ♦ The wellness plan was submitted to the state in July 2006. The status report for that plan can be found in *Appendix 4*.

8. Appropriately involve stakeholders in curriculum development and the selection of instructional materials.

Highlights –Evidence of Condition:

- ♦ In 2006-2007 the only new course added was High School Theatre Arts 3 and 4. Because this course was an extension of an existing curriculum, a formal review process was not necessary and the committee did not meet.
- ♦ In 2006-2007 the only discipline with a textbook adoption in progress is Foreign Language.
- ♦ This committee is comprised of six administrators and central office staff, eighteen teachers, ten community members, and 2 students and has met 20 times to date, with two additional meetings scheduled. A recommendation for adoption is expected by November, 2007.
- ♦ School Board Advisory Committee reports to the school board have been completed and presentations to the School Board by these committees are in progress.
- ♦ Curriculum Advisory Committees (CAC) are convened by and chaired by the curriculum coordinator for each of the major curricular areas, language arts, mathematics, science, social studies, fine arts, language arts, and health and physical education.
- ♦ Each committee has approximately thirty members, including School Board appointees, teachers and other staff. Committee chairs report a typical turnout of approximately 15 members per meeting and generally meet three times per year.
- ♦ Staff are working to develop a format for regular community curriculum information and feedback meetings and a mechanism for sharing input from citizens and to develop ways to identify and involve local subject matter experts as advisors in curriculum development.
- ♦ Beginning in 2007-08 each curricular area will hold at least three open community meetings per year to give an overview of the instructional program, highlight areas of focus, and receive community input in facilitated break-out sections.
- ♦ K-12 coordinators will establish advisory groups consisting of subject matter experts, teachers, and others who can help guide curriculum changes.