

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 *Attachment 2*.
- ◆ 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 in regard to serving at least 50 percent of their students with low incidence disabilities.
- ◆ On December 1, 2007, 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:

- ◆ 188 of 190 Fairfax County public schools earned full accreditation from the Virginia Department of Education based on 2006-07 Standards of Learning (SOL) tests. Glasgow and Holmes middle schools are accredited with warning in mathematics.
- ◆ Curriculum pacing guides are being created for all four core areas illustrating the key knowledge and skills each student needs to be successful on the SOL tests.
- ◆ Based on the DRA data a high percentage of FCPS second graders are reading at or above grade level.
- ◆ 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 increased in 2006-07.
- ◆ Participation by traditionally underrepresented groups in advanced academic program, including gifted and talented programs has increased.
- ◆ As shown in Student Achievement Goal 1 reports, the achievement gap continues to persist across all curricular areas.
- ◆ Teacher training events held in 2008-09 will include end of training evaluations and follow up to ensure key components of differentiating instruction are clearly understood and practiced in classroom instruction.

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

Highlights –Evidence of Condition:

- ◆ Program profiles are established to provide consistent program information for all instructional and special services programs and services. Profiles document enrollment, instructional materials, and areas of focus for each program.
- ◆ Continuous improvement reports for each instructional and special services program will be available in 2008-09.
- ◆ Programs such as K-12 Health and Physical Education are using research and best practices to make program changes that excellent results for our students.
- ◆ During 2007-08, two middle school semester courses were added – Career Search and Investigation and Digital Input Technologies.

- ◆ During 2007-08, four high school courses were added – Interior and Commercial Design, Independent Research Engineering, Advanced Programming, and Pre-Calculus.
- ◆ One course, Math Analysis, was removed from the course catalog.
- ◆ Continuing basal textbook adoptions this year are Foreign Language and the final year of Language Arts.

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

Highlights –Evidence of Condition:

- ◆ Recommendation that the School Board delete Operational Expectation #4 as that expectation is redundant with the Department of Communications and Community Outreach, Operational Expectation #1.

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 in *Attachment 3*.
- ◆ 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) provided 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 2007-08, 222,396 BART tests were administered to students in grades 3-8.
- ◆ In 2007-08, BART will be replaced with eCART.
- ◆ The FCPS-designed formative assessment system, eCART, is experiencing a successful pilot in 30 schools and 69,107 assessments have been taken in eCART so far this year.
- ◆ FCPS has met and surpassed the annual measurable achievement objectives for LEP students.
- ◆ In English/Reading SOLs, there has been a 15 percent increase in pass rates for LEP students from 2002-03 to 2005-06, but as predicted there was a slight decline in pass rates in 2006-07 as there was no approved alternate test for levels 1 and 2.
- ◆ In 2006-07 there was a gain in the LEP pass rate for mathematics following a decline in 2005-06 attributed to the new SOL mathematics tests in grades 4, 6 and 7.
- ◆ 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 100 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; however, the scores improved again in 2006-07 after realignment of the curriculum to meet new expectations.
- ◆ 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. Final training will be complete by December 2008.

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

Highlights –Evidence of Condition:

- ◆ The FCPS Working Conditions Survey was administered to school-based licensed staff members by the Department of Human Resources during February and March 2008. Data related to support and encouragement by all adults will be extracted from that survey and reported in 2009.
- ◆ 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.

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

Highlights –Evidence of Condition:

- ♦ The FCPS Working Conditions Survey was administered to school-based licensed staff members by the Department of Human Resources during February and March 2008. Data related to support and encouragement by all adults will be extracted from that survey and reported in 2009.
- ♦ 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.
- ♦ The wellness plan was submitted to the state in July 2006. The status report for that plan can be found in *Attachment 4*.

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

Highlights –Evidence of Condition:

- ♦ In October 2007, a course review committee approved six new courses and made one course inactive. The committee members are listed on *Attachment 8*.
- ♦ No basal textbook adoption committee met in 2006-07.
- ♦ School Board Advisory Committee reports to the School Board have been completed and presentations to the School Board by these committees are in progress.
- ♦ Regulation 1707.7 was adopted to institute a new committee structure for gaining stakeholder participation. Information meetings were held on March 4, April 3 and April 4 to give information and solicit feedback from the community about curriculum. Feedback was recorded and can be found on *Attachments 6-8*.
- ♦ Several curricular areas called on local subject matter experts as advisors on new instructional initiatives including the MS GT task force, the development of the Mathematics Reasoning Assessment, and the Fine Arts assessments in grade 6. The creation of a stronger link to local subject matter experts is a very successful addition to the process of program improvements and will be continued.
- ♦ In 2008-09 the Department of Instructional Services in collaboration with the Department of Communications and Community Outreach will review the parent meeting format and plan for next year.