Fairfax County School Board
Operational Expectation and Goal Monitoring Report
A = acceptable condition U = unacceptable condition

INSTRUCTIONAL PROGRAM AND TREATMENT OF STUDENTS

Period covered: 7/1/2008 – 6/30/2009

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.

Reasonable Interpretation:

- A learning environment is wherever learning occurs (classrooms, ball fields, performance stages, technology labs, etc.)
- A program of instruction contains the content, skills, materials, and methods that comprise a curriculum.
- Innovation means that we adapt or create programs and practices as needs change.
- Best practices refer to programs, services, and instructional delivery methods that are research-based.
- The School Board's goals include student achievement in the following areas: Academic, Essential Life Skills, and Responsibility to the Community.
- The community's expectation is that there are equal opportunities, appropriate assessments, high standards for all students, and that schools are safe.

The Superintendent will:

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

Superintendent:	**A**	☒	**U**	☐
School Board:	**A**	☒	**U**	☐

Reasonable Interpretation:
Safety is essential for optimal learning. Schools provide safe and secure environments where student health is not compromised. Students are protected from harm on school campuses.

Fairfax County Public Schools (FCPS) guarantees that every school community is well served, regardless of its demographics.

- Students of different races, cultures, backgrounds, and needs have equitable educational options and opportunities.
- Students with disabilities attend their base schools and participate in the general education classroom whenever possible.
- When programs cannot be provided at the base school, diversity and equitable access are essential considerations.

Indicators:

1.a. Evidence of equitable and nondiscriminatory access by all students to instructional programs as indicated by enrollment data for subgroups.
1.b. All schools will serve 50 percent or more of their students with low incidence disabilities.
1.c. Evidence of the percentage of time students with disabilities participate in a general education classroom setting.
1.d. Indicators listed under Operational Expectation #6 provide evidence of safe, healthful, and secure environments.

Superintendent Statement of Condition:

Indicator 1.a. Evidence of equitable and nondiscriminatory access by all students to instructional programs as indicated by enrollment data for subgroups.

The school division provides programs and services designed to support student learning in base schools and specialized centers. Where possible, students receive instruction in their base schools. When necessary to support individual children, center programs meet particular and extraordinary needs of selected students.

Reviewing enrollment data broken out by subgroups and locations of programs gives evidence of nondiscriminatory access to instructional programs and services. This information is detailed in the program profiles http://commweb.fcps.edu/programprofile/ for the programs and services listed in Attachment 1. For illustrative purposes, Attachment 2 provides enrollment information for several programs by ethnic breakdown as well as special education and general education totals for most programs. The Career and Technical Education enrollment totals by ethnicity and socio-economic categories closely mirror the division enrollment. This is also true for secondary art and music enrollments. In fine arts, exposure to music and art in elementary school for all students encourages participation in electives by all subgroups in middle and high school. Enrollments in advanced academic courses still shows a gap between white and Asian participation compared to black and Hispanic enrollment. Efforts are underway to standardize the enrollment data by program to take into account semester courses. These data are part of the instructional program profiles on the internet website and will be updated annually.

A key indicator of the division's success in ensuring nondiscriminatory access to instructional programs is the enrollment in high school advanced academic courses. While the enrollment statistics still show a gap, significant efforts to raise participation for traditionally unrepresented populations is underway. As stated in the Student Achievement Goal 1 overview monitoring report, FCPS expects all students to take at least one advanced academics course prior to graduation; in addition, we expect the percentage of students successfully completing at least three AP/IB/dual enrollment courses to increase. In preparing students for this goal, parents, teachers, and school

administrators must begin to encourage and support the students throughout their academic career.

To reach this goal, open access to advanced academic courses at the high school level is critical. The adding of a 1.0 weight to AP/IB courses in 2008-09 and the consideration of a .5 weight to other advanced courses next year will encourage more students to pursue advanced academic courses.

Currently, open access to Advanced Placement (AP), International Baccalaureate (IB), and college dual enrollment classes in high school continues to provide opportunities for more students to participate in a challenging and enriching curriculum. Enrollment in advanced academic programs continues to grow overall. Although the gap in Hispanic and Black enrollment remains, the number of traditionally underrepresented students is increasing in AP, IB, and dual enrollment courses. In 2007, 63 percent of our students in grade 12 took at least one AP/IB/dual enrollment course; this increased to 67percent in 2008. In 2007, 44 percent of the grade 12 students passed at least three AP/IB/dual enrollment courses; this percentage increased to 47percent in 2008. A total of 14,352 students took at least one AP test in 2008 compared to 13,865 in 2007. FCPS administered 5617 IB tests in 2008 as compared to 5488 in 2007. The number of students enrolled in at least one AP or IB course for 2009 is 19,150.

As a part of the Project Management Oversight Committee (PMOC) efforts, a few specific projects, including *1-7 Increase Algebra I Enrollment* and *1-15 Advanced Academic Performance,* support increased enrollment in advanced academic courses. In order to increase enrollment in advanced courses for historically underrepresented populations, the PMOC 1-15 project team specifically identified teacher training and staff development as the primary component needed to actualize this goal. In 2008-09 the number of CaseNEX online course offerings increased, the AP Summer Institute was expanded to include eight professional development workshops for teachers K - 12 to support all students in advanced academics, and an FCPS endorsement in teaching advanced academics was created. As part of the FCPS endorsement, additional courses targeting curriculum and instruction for advanced learners were offered through the FCPS Academy.

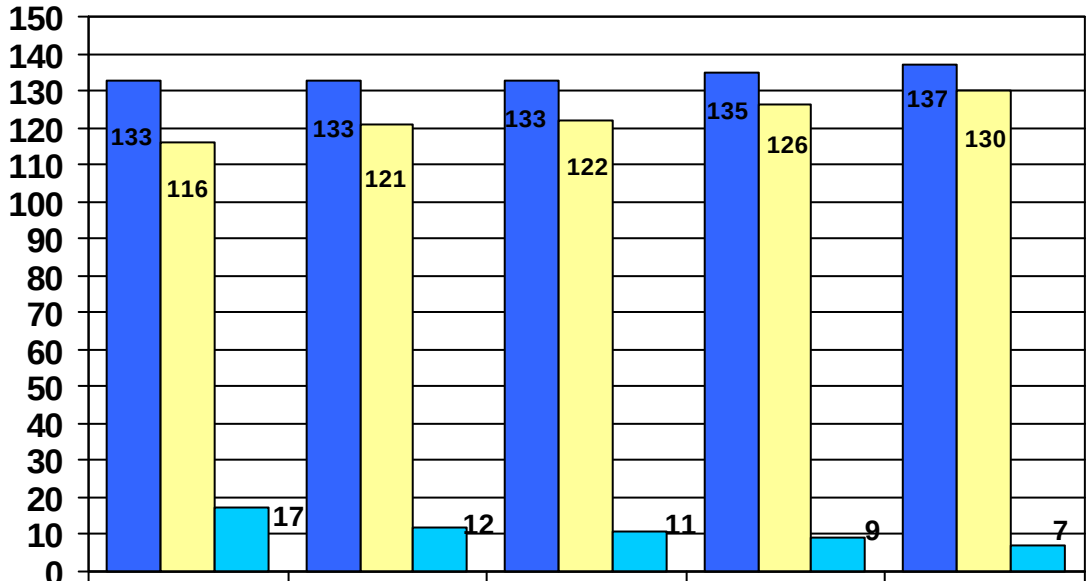
In addition, the implementation of PMOC project 1-7, emphasizes teacher training as well as offering a standard level Algebra 1 course in all middle schools beginning in the 2009-10 school year. Algebra is the gateway to higher level courses in mathematics and science. The process of algebraic thinking provides students with essential skills to access a variety of courses in many fields of study. Algebraic thinking is a 21st century life skill. Research indicates that 87 percent of students who complete Algebra by grade 8 complete advanced level courses prior to graduation compared to 37 percent of students who complete Algebra as freshmen. This project has the benefit of allowing students access to Algebra-dependent courses earlier and to continue with advanced level courses prior to graduation.

Indicator 1.b. All schools will serve 50 percent or more of their students with low incidence disabilities.

All school levels met their respective expectations for this indicator. A breakdown of the statistics by level is included below.

For elementary schools, 95 percent of elementary schools serve 50 percent or more of their students with low incidence disabilities. A comparison of the 2008-09 elementary school year data to the baseline year of 2003-04 indicates an increase in serving students with low incidence disabilities.

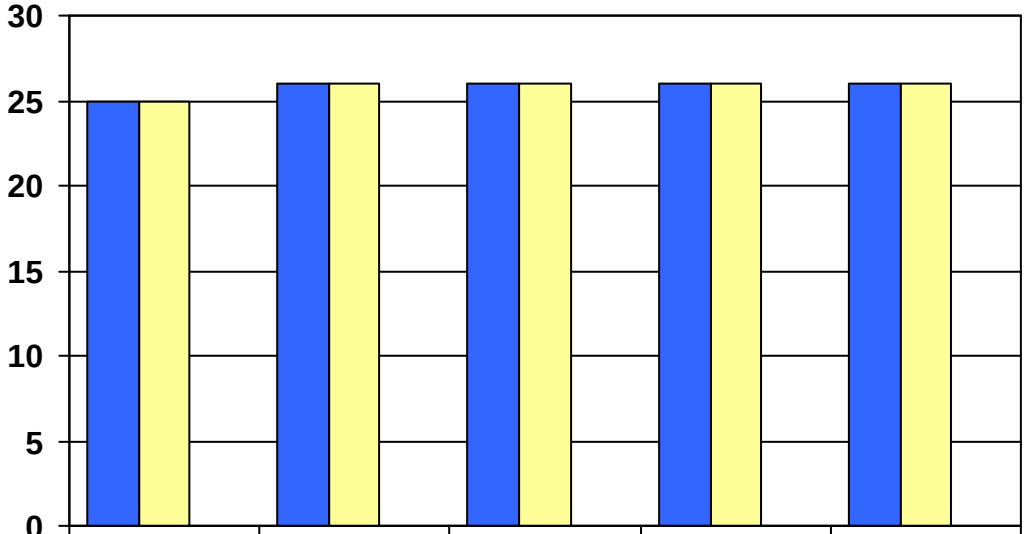
Target 10 Elementary Schools
December 2004 to December 2008



	Dec-04	Dec-05	Dec-06	Dec-07	Dec-08
Total	133	133	133	135	137
Met Target 10	116	121	122	126	130
Did Not Meet Target 10	17	12	11	9	7

For middle schools the data indicate that all middle schools, 100 percent, continue to serve at least 50 percent of their base school students with low incidence disabilities.

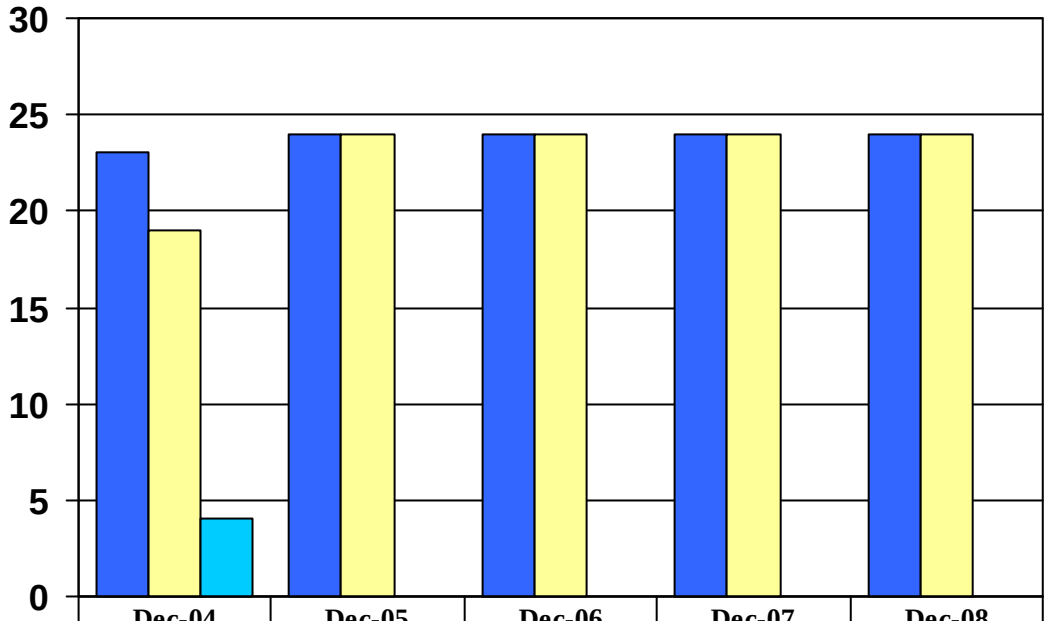
Target 10 Middle Schools
December 2004 to December 2008



	Dec-04	Dec-05	Dec-06	Dec-07	Dec-08
Total	25	26	26	26	26
Met Target 10	25	26	26	26	26
Did Not Meet Target 10	0	0	0	0	0

For the high school measure the data indicate that 100 percent of high schools serve at least 50 percent of their base school students with low incidence disabilities.

Target 10 High Schools
December 2004 to December 2008



	Dec-04	Dec-05	Dec-06	Dec-07	Dec-08
Total	23	24	24	24	24
Met Target 10	19	24	24	24	24
Did Not Meet Target 10	4	0	0	0	0

Indicator 1.c. Evidence of the percentage of time students with disabilities participate in a general education classroom setting.

FCPS services to students with disabilities are planned with long term outcomes in mind. Annual goals and objectives consider development in the areas of cognitive/academic, communication, personal, interpersonal, and career skills. Decisions regarding students' individualized education programs (IEPs) are made through the collaboration of parents who know their children best, and professional educators who have knowledge of instructional practices and experience in guiding students with disabilities to become productive citizens. Special education placement for students with disabilities is provided in the least restrictive environment that meets student needs. As the chart below indicates, on December 1, 2008, over half of FCPS students with disabilities participated in a general education classroom setting 80 to 100 percent of their school day.

All Special Education Students with Disabilities										
Time Spent in General Education Classroom Setting - (December 1, 2008) Ages 6 - 21										
	0-39%		**40-79%**		**80-100%**		**Total**		**Other**	
LEVEL	#	%	#	%	#	%	#	%	#	%
ELEMENTARY TOTAL	943	10.0%	2,280	24.1%	6,231	65.9%	9,454	100.0%	NA	NA
MIDDLE SCHOOL TOTAL	948	23.9%	1,046	26.4%	1,974	49.7%	3,968	100.0%	NA	NA
HIGH SCHOOL TOTAL	1,610	21.8%	2,088	28.3%	3,681	49.9%	7,379	100.0%	NA	NA
DISTRICT TOTAL	**3,501**	**16.8%**	**5,414**	**26.0%**	**11,886**	**57.1%**	**20,801**	**100.0%**	**463**	**2.2%**

Students with Low Incidence Disabilities								
Time Spent in General Education Classroom Setting - (December 1, 2008) Ages 6 - 21								
	0-39%		**40-79%**		**80-100%**		**Total**	
LEVEL	#	%	#	%	#	%	#	%
ELEMENTARY TOTAL	868	25.0%	922	26.5%	1686	48.5%	3,476	100.0%
MIDDLE SCHOOL TOTAL	626	38.1%	309	18.8%	710	43.2%	1,645	100.0%
HIGH SCHOOL TOTAL	1160	35.9%	690	21.3%	1382	42.8%	3,232	100.0%
DISTRICT TOTAL	**2654**	**31.8%**	**1,921**	**23.0%**	**3,778**	**45.2%**	**8,353**	**100.0%**

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

Superintendent: **A** ☒ **U** ☐
School Board: **A** ☒ **U** ☐

Reasonable Interpretation:
Students have diverse learning styles. For example, some learn best through traditional methods that are highly dependent on oral language, while others require more "hands-on," active learning. Teachers use a variety of learning techniques, materials, and grouping patterns to address these differences. Ongoing training in the differentiation of instruction to meet diverse needs is provided by the division.

In addition to differentiation at the classroom level, FCPS provides additional time for learning through before and after school programs, extended days, pre-kindergarten and full-day kindergarten, modified calendar schools, and in the summer.

A continuum of specialized and alternative programs is also offered throughout FCPS to ensure that students' essential learning needs, from early childhood through adulthood, are met and that opportunities for exceptional performance are available.

Indicator:
2.a. Student outcomes reported in student achievement goal reports.

Superintendent Statement of Condition:

Indicator 2.a. Student outcomes reported in student achievement goal reports.

In 2007-08, the Student Achievement Goal 1 (SAG 1) champion reported baseline data for the academic indicators in the 4 core subject areas (SAG 1.1), communication in two languages (SAG 1.2), fine and practical arts (SAG 1.3), countries and cultures of the world (SAG 1.4) and instructional technology (SAG 1.5). In addition, indicators were established for participation in advanced academics and graduation rates. These reports along with the three year trend data provided the board with a good understanding of the current academic performance of our students. In 2008-09, update reports were presented on each of these sub-goals.

The departments of Instructional Services and Special Services believe that the data reported in SAG 1 demonstrate that the instructional programs are strong and diverse and meet the needs of most students. The student achievement outcomes showed a positive trend. However, the data also show a need to be vigilant in identifying the factors contributing to the student achievement gap between the highest achieving student populations and our lowest achieving populations.

The following are additional data that show the current academic status of the division as reported by the Virginia Department of Education and the FCPS Department of Accountability.

SOL Results

The SOL results represent student performance on summative tests required by the state. Ninety-nine percent of Fairfax County public schools have earned full accreditation from the Virginia Department of Education based on the 2007-08 Standards of Learning (SOL) tests. One hundred eighty-eight of 190 Fairfax County public schools earned full accreditation. Two schools, Mount Vernon Woods Elementary School and Kilmer Center, are accredited with warning in mathematics. Definitions of the accreditation classifications can be found at the Virginia School Report Card web site at http://www.doe.virginia.gov/VDOE/src/accreditation.shtml.

Schools that are accredited with warning are required to undergo academic reviews, adopt and implement school improvement plans, and adopt instructional programs proven by research to be effective in raising achievement.

After analysis of the data from the previous year, ISD and DSS staff along with teacher leaders from across the division concentrated on creating pacing guides for all four core content areas with an emphasis on providing schools flexibility while clearly identifying the key knowledge and skills each student needs to be successful on the SOL tests. Pacing guides were made available to schools this year using FCPS 24/7 community sites and used during teacher training and curriculum updates. These pacing guides are also part of the electronic curriculum, assessment and resource tool (eCART) which was implemented divisionwide during the 2008-09 school year. Staff from the original pilot schools continue to be instrumental in refining the pacing guides to make them applicable to the classroom setting in a wide variety of schools.

The Department of Accountability web site displays several SOL results – visit http://www.fcps.edu/testing.htm for more information.

During the 2008-09 school year, eCART was implemented divisionwide to assist teachers with formative assessments. Assessment items and resources are available to teachers, kindergarten through grade 12, in language arts, mathematics, science, and social studies. Through eCART, teachers have an increasing number of resources designed to support the intended curriculum and meet the instructional needs of all students. To date, over 4,600 resources and 14,800 items have been published for teachers to use. Instructional Services staff working with teacher teams created these resources for divisionwide use. As the budget allows, summer curriculum teams will continue to expand the resources available in eCART to support student achievement and provide data reporting for many Student Achievement Goal 1, 2 and 3 indicators.

Divisionwide assessments were developed and implemented for grades three through eight in language arts and mathematics, as well as Algebra 1, Geometry, Algebra 2, and

Biology. These divisionwide assessments provide data that teachers use to evaluate student understanding and examine possible instructional adjustments to their program. Additionally, Instructional Services uses this data to evaluate the strengths and challenges of the Programs of Studies. These tests are available for teachers to give to students during specific testing windows. One window is in the fall and the other in the spring before the SOL testing window.

Several factors indicate that the FCPS instructional program is strong and is addressing the needs of diverse learners at each grade level. Evidence includes:

- FCPS schools are well represented in local and national ranking of the best public high schools including the *U. S. News and World Report's* listing of the top high schools in the United States.
- Participation by traditionally underrepresented groups in advanced academic programs has increased.
- SAT average scores increased, were higher than Virginia and national averages, and FCPS Asian, Black, and Hispanic students' scores were higher than the state and national averages for these same student groups.
- The pass rates for all students and all student subgroups increased on the Virginia Standards of Learning (SOL) tests.
- In the primary grades, a continuum of formative assessments in language arts and mathematics are used to ensure that students are fully prepared for the Virginia Assessment Program that begins in third grade.

Although there is evidence of positive student achievement, a gap still exists among various subgroups. Data continue to indicate that poverty is contributing factor that influences student achievement as described in exception number 1. Addressing the achievement gap is a challenge for the division. Finding ways to provide continuous support and resources will ensure that all students reach their full academic potential.

Several initiatives were begun during 2008-09 to focus on closing the achievement gap. PMOC Project 1-2, "Best Practices in Curriculum and Instruction K-12" will delineate current research-based practices that are effective in promoting student achievement, and have been vetted in FCPS. This project includes countywide staff development and communication components. A complementary project, PMOC Project 1-5, "School-Based Intervention Strategies" will outline vetted strategies that can be used with individual students to help them become academically successful.

Additionally, during 2008-09, significant countywide staff development efforts focused on closing the achievement gap. Harvard researcher, Ron Ferguson, met with all FCPS principals at a countywide principals' meeting to provide information on research-based strategies for closing the gap, and analyses of FCPS subgroup data. Work on using this data and research to close the achievement gap at each school continues as a

major focus throughout FCPS. Countywide staff development efforts such as the "Math for All" institute and "Pre-12 Academic Diversity Institute" are examples of other types of staff development efforts underway to provide additional training in differentiating instruction and assessment to meet individual student needs, and ultimately close the achievement gap among FCPS subgroups.

Board Comments:

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

Superintendent: **A** ☒ **U** ☐
School Board: **A** ☒ **U** ☐

Reasonable Interpretation:
Instructional leaders at the county and school level routinely review student achievement data from a variety of sources to determine program strengths and areas for improvement. When needs are identified, program changes are research-based and monitored for effectiveness. New programs are regularly piloted to determine potential effectiveness. Student outcomes and educational research drive instructional decisions and create opportunities for new and innovative approaches.

Central office and school-based leaders stay informed by working at the state level on curriculum issues, as well as by routinely reviewing national research and attending state and national professional development conferences.

Indicators:
3.a. Program changes, supported by achievement data and relevant research, reported in continuous improvement reports. (See Attachment 1)
3.b. The addition of new middle school and high school courses and programs and recommendations for the adoption of new textbooks.

Superintendent Statement of Condition:

Indicator 3.a. Program changes, supported by achievement data and relevant research, reported in continuous improvement reports.

Documenting student achievement data is a long standing practice for the departments of Special Services and Instructional Services. Documenting the relevant research and specific programs changes is now formalized and available on the public web. Staff responsible for each instructional program and service updates program profiles on a routine basis using a new collaborative database tool created by FCPS staff. This tool

assists program managers in gathering, documenting, and using data that support instructional decisions and program changes. In addition, a yearly, individual continuous improvement report is generated to document the current state of the instructional program or service.

The program profiles are on the web http://commweb.fcps.edu/programprofile/.

Work continues to further connect the instructional programs with the various Student Achievement Goals through the Project Management Oversight Committee (PMOC) projects. PMOC Projects 1-2, Best Practices in Curriculum and Instruction K-12 and 1-5, School-Based Intervention Strategies are specifically designed to identify research-based best practices and intervention strategies that promote high achievement in all students, at all levels, in all curricular areas. Highlights from these projects are included below.

PMOC Project 1-2, Best Practices in Curriculum and Instruction

The intent of this project is to identify a set of research-based best practices for curriculum and instruction that improves student learning and achievement and helps each child reach full academic potential. These best practices will be applicable at all grade levels and across all content areas. Common definitions, common language, and readily accessible training materials will be essential to the development of this project. Integral to the success of the project is an expectation that every teacher will implement FCPS-identified best practices with students every day. This project holds an expectation that these best practices will become part of the professional conversation and will be observed and monitored regularly.

To assure that teachers in Fairfax County Public Schools have available the most current research on instructional practices a process is being developed that will provide for a periodic review of the research literature.

A Best Practice core committee was formed that includes a diverse group of Pre-K-12 school based and central office educators representing general education and special populations. To identify practices that close achievement gaps, promote the development of critical and higher-level thinking and problem solving skills, and are relevant in today's global society, the committee conducted a thorough scan of the literature and read relevant books and articles on the topic. After many discussions among core committee members and curricular specialists at all levels, a set of best practices has been identified. The resulting collection of best practices will provide a customized learning experience for each child and will optimize individual potential.

To sustain this project, all instructional leaders will participate in best practice training through IS with support from PLT. In order for this project to create common practices in FCPS, support from all instructional leaders is critical.

PMOC Project 1-5, School-Based Intervention Strategies

School-based Intervention Strategies applies a common framework for designing a school-based pyramid of interventions. This framework will be available to school leadership teams as they develop their School Improvement Plan (SIP). The purpose of this project is to provide schools with resources to help them answer the question: How will we respond when some students don't learn? It includes examples of research-based intervention strategies, and incorporates the current efforts of the Response to Intervention (RtI) initiative.

This year the project team created a PMOC 1.5 FCSP 24/7 (Blackboard) site for exemplar models, documents, and notes, Reviewed research on effective school-based intervention strategies, developed exemplar templates for pyramid of interventions, and conducted focus groups with key stakeholders. During the school year 2010-2011, there will be an expectation that every school include a pyramid of intervention in their school improvement plans.

PMOC Project 1-6, School Support

The PMOC committee also dedicated a project team to developing a common framework of providing additional financial support to low performing schools. The PMOC project 1-6, School Support team developed a systematic approach to identify and distribute resources to our neediest schools to support student learning grades preK-12. The process will highlight/reveal areas where support is needed. While financial resources is a key component to the overall approach, the project team created a framework for identifying how to best use existing FCPS central office instructional staff effectively to support schools staff in critical needs areas. The project team recommended processes to include a yearly review of how resources are allocated and make adjustments based on that review before each school year. The objectives of the program included a requirement for schools to maintain accountability plans detailing the funding expenditures and their relevance to student achievement support. Currently, the division is testing the resulting framework for the allocation of resources to identified schools during the FY 10 budget cycle.

Indicator 3.b. The addition of new middle school and high school courses and programs and recommendations for the adoption of new textbooks.

During 2008-09, the following courses were approved and added to course offerings available in 2009-10:

Year	Subject	Grade Level
2009-10	IT Seminar (Chantilly, Edison, and Marshall Academy)	10, 11, 12

New Course Pilots:

Year	Subject	Pilot Schools
2009-10	Spanish for Career Applications	Annandale HS and Falls Church HS
2009-10	Algebra, Functions, and Data Analysis	Westfield HS and Lake Braddock Secondary

New basal textbooks adoptions this year are:

New Basal Textbook Adoptions:

Year	Subject	Grade Level	Completion Date
2008-09	Foreign Language	Elementary-12	2010-11

One textbook adoption was competed in the past few years and books are in the process of being purchased.

Continuing Basal Textbook Purchases/Phase-In

Subject	Year of Completion
Language Arts (high school)	2008-09

All adoptions will be aligned with Virginia SOL revisions.

Board Comments:

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

Superintendent: **A** ☒ **U** ☐

School Board: **A** ☒ **U** ☐

Reasonable Interpretation:
Student achievement is determined by measuring performance against fair, consistent, and appropriate standards. Grades are awarded based on evidence from a variety of sources that demonstrate student learning. Through ongoing assessments, both formative (diagnosis and monitoring progress) and summative (graded evaluations, standardized tests), instruction is tailored to the needs of students and sound judgments about their performance are made. The district provides assessment tools and training

for teachers. Revisions to the *Grading and Reporting to Parents* guidelines are provided annually to all teachers.

Students will be provided with the tools to monitor their own learning, set individual goals, and plan for their futures.

Indicators:

4.a. Results of formative and summative assessments used to measure student performance. (See Attachment 3)

4.b. Continue to implement the electronic curriculum and assessment resource tool (eCART) to provide a tool to all teachers including those in the core plus subject areas that will support a variety of district-developed and teacher-made assessments.

Capacity Building Indicator update

As a result of the FCPS strategic plan, an emphasis is placed on creating authentic assessments. As reported in the student achievement goal reports, several new projects are underway to provide both authentic learning experiences for students and provide more divisionwide authentic assessments. Some of the new initiatives are:

- Mathematics Reasoning Assessment, Grade 2 – pilot 2008-09
- Global Awareness and Technology, Grade 5 – pilot continued 2008-09
- Music assessment and Art assessment, Grade 6 – pilot 2009-10
- Goal Setting & Reflection – pilot 2008-09
- Develop and implement student learning plans, Grade 9 – pilot 2008-09

In addition, the Student Survey project will provide summative data related to responsibility to the community and essential life skills.

Indicator 4.a. Results of formative and summative assessments used to measure student performance.

Many divisionwide assessments are given to FCPS students as listed on Attachment 3. The chart lists the name of the grade level, the name of the test, the student population, the administration timetable, and explanation of the score and where the data is available. This list will continue to be revised yearly.

Instructional program managers monitor student assessment results to make informed decisions related to program changes and enhancements. The smaller, more targeted programs such as Secondary Special Education Reading Programs, FECEP/Head Start, Young Scholars, and AVID, use assessment results to follow student progress over time in order to determine the success of their programs. Clusters, pyramids and individual schools use assessment data as the basis for school improvement planning.

Mathematics Reasoning, Grade 2

The Math Reasoning Assessment (MRA) is a formative assessment tool for use with first and second grade students which will be administered in the fall and spring each year. The assessment was beta tested in 2007-08 and the pilot implementation rolled out to all schools during the 2008-09 school year.

During 2008-09, 11,556 first graders and 11,567 second graders participated in the MRA assessment. The assessment results were reviewed to inform interventions with students, determine scoring rubric changes, and generally work to improve the assessment and its delivery. The mathematics team examined the results of the assessment and developed strategies and activities to support student understanding of the MRA indicators. These strategies and activities were shared with teachers.

After the spring administration of the MRA, and summer revisions, benchmark scores will be determined and students will receive a final score.

This scoring convention is congruent with the Kindergarten MRA already in place and allows for a longitudinal evaluation of individual student's mathematical reasoning from Kindergarten through grade three. This method of scoring will also help to illuminate program strengths and weaknesses at the school and central levels.

Global Awareness and Technology, Grade 5

During the 2008-09 school year, the Global Awareness and Technology Project for grade 5 was expanded to an additional 59 schools for a total of 79 elementary schools implementing this project. Training sessions were held for grade 5 teachers as well as art, music and ESOL teachers at those schools. An Academy course for additional teacher support was developed and is being held in spring 2009.

Teachers evaluate the Global Awareness and Technology Projects using a division rubric. At this time, a labor intensive tool is being used to monitor project implementation. However, as this project goes to full implementation during 2009-10, a more efficient tool will be developed. Sample projects are sent to Instructional Services for review and determining additional implementation needs and support.

The addition of a group processing rubric for this project is in development during the 2008-09 school year. It will be "field tested" at a small number of schools this spring and focus groups will be held for feedback.

Fine Arts Assessment – Grade 6:

The last time that all students are required to have art and music instruction is at the 6th grade level. The information from these assessments will be used to make instructional decisions regarding the elementary art and music Programs of Studies and professional development decisions based on the collection of divisionwide data. The assessment will be created using the current FCPS staff from Instructional Services, at pilot schools, and assessment specialists from George Mason University. Additionally, it will be

reviewed by principals at the pilot schools. The art assessments will be piloted in 10 schools while the music assessments will be piloted in six schools. The pilot will last for two years with teachers from the pilot schools meeting during the course of both pilot years to focus on validity of the assessments, their implementation, and the development of inter-rater reliability among assessors. The pilot will also determine the baseline data, and anchor assessment products, to which full implementation data in 2010-11 will be compared.

The initial implementation plan schedule of going countywide in the 2009-10 school year has been compromised due to reasonable inclusion in eCart of the K-6 art and Music programs of studies by the end of the first semester this school year.

The full inclusion in eCart is dependent on extensive revisions to the current format of the art and music POS documents. It is anticipated that the POS and assessments will be in eCart by the fall of 2010. Thus, full implementation will be realized in the 2010-11 school year.

Life Skills

The Student Survey project was implemented during 2008-09 to develop a way to collect outcome data related to essential life skills and responsibility to the community (Student Achievement Goals 2 and 3). The project team comprised of school division and county government staff members reviewed multiple nationally standardized student surveys to select appropriate survey items to integrate into the Fairfax Youth Survey. The pilot administration of the survey will take place in spring 2009. Full administration of the survey to all students in grades 6, 8, 10, and 12 is expected in the fall of 2009.

Service to the Community

At this time, service to the community is related to the PMOC project, 3-1 Opportunities for Students to Give Back to their Community. The managers of this project have developed a service learning continuum for schools. A communication plan is in development to give schools and teachers more information about the collection of data with regards to this project.

Currently, service learning is a requirement of the grade 8 Civics and Economics instructional program. Service learning guidelines have been developed for all middle schools and flexibility is given to schools for an implementation protocol that best meets the needs of their school community.

Indicator 4.b. Continue to implement the electronic curriculum and assessment resource tool (eCART) to provide a tool to all teachers including those in the core plus subject areas that will support a variety of district-developed and teacher-made assessments.

eCART

In recent years, steps have been taken to incorporate ongoing formative assessments into the school culture. Schools continue to develop Professional Learning Communities (PLC) that focus on student outcomes throughout the year. Centrally, eCART, is now available on the desktops of teachers in core subjects at all levels and is extending to the core plus subjects. The assessment tool allows teachers to give formative assessments to help plan and guide their instruction. Results from these formative assessments help teachers determine what it is that students know and are able to do. It provides the information to target students that need intervention and those that need enrichment.

The new reporting tool in eCART EDSL is being developed to make it easy for teachers and administrators to view data longitudinally using dashboards. Teacher and administrative focus groups will help define what information dashboards should display.

From August to December 08, 376,091 assessments were administered in eCART. eCART was implemented in all FCPS schools during the 2008-09 school year. The chart below indicates the number of division tests and the number of assessments created at the school level. These locally created tests are mostly formative in nature and are created by individual teachers for their private use or by PLCs for the creation of common assessments. Results from these tests help teachers determine if and when students need intervention or enrichment and allow them to target instruction. In the spring, Cluster Assistant Superintendents will receive school by school breakdowns of these statistics. The majority of schools are using eCART regularly and students are taking the pushed out division assessments as recommended.

eCART Assessment Data as of December 31, 2008

Division Assessments taken online	124,308
Division Assessments taken paper/pencil	117,991
Tests created at the school taken online	100,903
Tests created at the school taken paper/pencil	32,889

Comments from teachers that have been using the product as well as student comments provide insight into how this tool can help facilitate learning in the classroom.

> *eCART was not our silver bullet, but we must give credit where credit is due. It was a major factor that helped us to close our achievement gap and raise the bar in instruction*.
>
> *eCART's resource searches are populated with so many terrific ideas. We use them all the time*.

I have been thrilled with the implementation of the tool and have found it to be instrumental in the successes in my classroom… The video and picture tests a fellow teacher has created are incredible instructional tools. My students just completed a "Pictionary" test and are discussing the results with each other constantly—there is nothing more exciting than hearing my students excited about science!

I believe that the capabilities of this tool are endless and as more and more teachers become familiar with how to use it you will see many more wonderful and innovative ways for it to improve instruction and performance in the classroom.

Since all the grunt work of compiling the statistics is done for me I can focus on what the data means and how to intervene. The chance of a student slipping through the cracks is lessened.

Here are two quotes from students regarding video quizzes that a teacher created and delivered through eCART:

While the video tests take longer (on each question) they are more interesting than the text only tests that are so boring. Diagrams and equations get old.

I thought it was a good change from the usual eCART test. We were able to visualize what a physical or chemical change was but if we had to watch too many videos it would get annoying. It was also cool to see some of us in the test.

eCART is primarily a teacher tool that allows teachers to give formative assessments and use the reports that are generated from these assessments to plan and guide instruction and to differentiate instruction for students. A search tool allows teachers to easily search for resources by the curriculum's numbering system or by keyword. Teachers can then link these resources to FCPS 24-7 Learning courses.

For the implementation, division tests that follow a pacing guide were pushed from IS to the all schools. The division tests included mathematics and language arts, grades 3 through 8, Algebra I, Algebra II, Geometry and Biology. Schools can construct their own assessments using the eCART test player tool, ASPIRE, to create tests from a central pool of aligned questions that have been vetted and made available to schools. Instructional teams develop catalog (ready-made) tests that are delivered to teachers through ASPIRE and can be given at any time during the school year. Assessments can also be created using test items that have been entered and aligned to the Programs of Studies by teachers at the local school. These assessments can be shared with colleagues at the site.

Two new enhancements to the product are being added to make it easier for teachers to gather resources in a more efficient and meaningful way. Collections on a particular topic allow teachers to have all the resources associated with a particular topic and to

post them in their FCPS 24-7 Learning courses for students to use. Curriculum specialists create these collections in the curriculum repository from published resources. Collections are then pushed to teachers through FCPS 24-7 Learning. For example, curriculum specialists might create a collection on the Civil War. That collection would include all the resources that the curriculum specialist designated as part of the Civil War collection. A teacher will be able to search for collections the same way they search for individual resources in FCPS 24-7 Learning.

The other enhancement is multiple files. This enhancement combines two or more files that cannot stand alone and "zips" them as one file. For example, if a lab assignment requires the student to use a graphic to complete the lab assignment, the lab assignment and the graphic are bundled together and made available to the teacher as one resource. It is used when separate pieces of content are linked together and cannot stand alone.

To ensure that eCART initiatives are aligned with the divisionwide strategic goals, the project was added to the PMOC portfolio.

The table below shows some additional statistics about the eCART implementation including the growth in logins, questions in the bank, and assessments given. School by school breakdowns are available for principals and cluster assistant superintendents.

eCART Statistics as of December 31, 2008

Accounts	4/15/08	12/31/08
Teacher	3,735	17,320
Student	41,067	185,754

Logins	4/15/08	12/31/08
Teacher	35040	99685
Student	237,752	335,018

Questions	4/15/08	12/31/08
District	1,330	1,468
Catalog	4,871	11.285
School Public	4,858	8,010
Private	7,441	12,590

Tests	4/15/08	12/31/08
District	46	65
Catalog	15	144
School Public	1,163	2,756
Private	5,981	22,831

Assessment Results for Special Populations

ESOL
Listening, speaking, reading and writing assessments are federally mandated to determine LEP students' eligibility for ESOL services, their progress in English, and their readiness to exit from services. Upon entry into FCPS, LEP students are assessed at one of the four FCPS Student Registration offices, and the results are used for placement and are shared with the students' new teachers. Federally- mandated English proficiency assessment results are maintained for each individual student for the length of time the student is classified as limited English proficient.

The No Child Left Behind (NCLB) Act requires that all LEP students have an annual English language proficiency (ELP) assessment that includes reading, writing, listening and speaking components. The results of these assessments determine an LEP student's proficiency level. In Virginia, there are four LEP levels, 1 through 4 (with 1 being least proficient and 4 being most proficient still eligible for ESOL services). NCLB also requires that the LEP subgroup of students be measured following two annual measurable achievement objectives (AMAOs):

- Percent of LEP students who increase one or more LEP levels
- Percent of LEP students reclassified as non-LEP

The chart below summarizes FCPS LEP student results for the AMAOs as reported by VDOE. FCPS has met and surpassed these AMAOs each year.

LEP SUBGROUP NCLB ENGLISH LANGUAGE PROFICIENCY (ELP)
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES

Percent of LEP students who increased one or more proficiency levels on the English Language Proficiency Standards

	FCPS	State Target
03-04	52.51	20
04-05	100	25
05-06	100	30
06-07	91	35
07-08	44	40

Percent of LEP students re-classified as non-LEP

	FCPS	State Target
03-04	18.14	10
04-05	29.02	15
05-06	34	20
06-07	42	25
07-08	67	30

(Data as reported on the Virginia Department of Education website)

For 2008-09, the state selected a new instrument for English language proficiency assessment entitled the WIDA (World-class Instructional Design and Assessment) ACCESS for ELLs, which is also used by 16 other states to determine their AMAOs.

In addition, LEP students, like all students, must be assessed in reading and mathematics in grades 3-8 and in high school. As an option for the reading assessment of LEP Level 1 and 2 students, the federal Department of Education (USED) has approved Virginia to use an alternate to the grade level Standards of Learning (SOL) reading tests called the Virginia Grade-Level Alternative Assessment (VGLA). The VGLA is a portfolio-type assessment, in which evidence of the student's demonstration of knowledge of state standards is collected. In mathematics, the state has designed "plain English" versions of the mathematics SOL exams, which assess the same SOL objectives as used for other students. This plain English version provides modified syntax and vocabulary in an effort to make the assessment instrument comprehensible to more LEP students.

LEP SUBGROUP SOL RESULTS (percent passing)

ENGLISH/READING						MATHEMATICS					
02-03	03-04	04-05	05-06	06-07	07-08	02-03	03-04	04-05	05-06	06-07	07-08
62	72	75	77	73*	84	73	78	80	67**	71	76

*No approved alternate test for Levels 1 & 2
**1st year of new mathematics tests at grades 4, 6, and 7
(Data as reported on the Virginia Department of Education website)

In 2005-06, new 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 all student groups. Prior to that year, there had been a steady increase in pass rates from 2002-03 through 2004-05. In English/Reading, there had been a 15 percent increase in pass rates from 2002-03 to 2005-06, but a decline in pass rates for 2006-07. In 2006-07, most LEP Level 1 and 2 students took the standard grade-level reading SOL test as there was no alternate assessment designed for LEP students that had received final approval from USED. The Virginia Grade Level Alternative (VGLA) Assessment received final approval from USED in July 2007 and has been an alternate SOL reading assessment available as an option for county-wide use with LEP Level 1 and 2 students since 2007-08.

Students with Disabilities

Fairfax County School Board
STUDENTS WITH DISABILITIES SUBGROUP SOL RESULTS (percent passing)

Subject	Group	Pass 2004	Pass 2005	Pass 2006	Pass 2007
English					
All Students	FCPS	85percent	86percent	89percent	87percent
	State	79percent	81percent	84percent	85percent
Students w Disabilities	FCPS	62percent	65percent	70percent	66percent

	State	51percent	56percent	64percent	62percent
Mathematics					
All Students	FCPS	88percent	88percent	82percent*	84percent
	State	83percent	84percent	76percent*	80percent
Students w Disabilities	FCPS	65percent	67percent	57percent*	61percent
	State	57percent	61percent	53percent*	58percent

- Students with disabilities in Fairfax County demonstrated consistent improvement on tests of English (reading and writing) from the time the tests were first administered in 1998 through spring 2006, meeting school division goals and requirements under No Child Left Behind. The pass rate for students with disabilities declined from 2006 to 2007. This decline was consistent with trends seen for all students in FCPS and students with disabilities throughout the state. A probable cause for this decline is the change from the Stanford English Language Proficiency (SELP) test to the standard SOL as the measure of reading for students with limited English proficiency (LEP). Scores from students who are dually identified impacted the pass rate for students with disabilities as well. Fairfax County continued to have over 99 percent of students with disabilities participating in the assessments.

- Students with disabilities demonstrated consistent improvement on tests of Mathematics from 1998 through 2005. In 2006 new mathematics tests were administered for the first time in grades 4, 6, 7, and 8. The scores on these tests were lower for all subgroups across the state. The Departments of Instructional Services and Special Services worked together to ensure that the FCPS mathematics curriculum aligned with the expectations of new tests and scores improved from 2006 to 2007.

- The three-year history of scores by grade level and subject, disaggregated by subgroup for each school, are available from the Virginia Department of Education at https://p1pe.doe.virginia.gov/reportcard/.

Individualized Education Program (IEP) progress: For students with disabilities, progress toward mastery of individual student goals on individualized education programs (IEP) is recorded on each IEP and progress reports are sent home to parents quarterly. Previously, the percent of goals mastered each year was not a piece of data that was recorded. However, Fairfax County is transitioning to a new online IEP program, SEA-STARS (Special Education Accountability System for Tracking Achievement and Recording Success), that will have progress marks recorded electronically each quarter. This will allow teachers to track individual student progress over many years or to examine group performance on reading, mathematics, behavior, or other goals. It is expected that IEP progress data for students with disabilities will be available after a year of full implementation of the new system (2009). Below is the current status of the SEA-STARS implementation.

Special Education Administrative System for Targeting and Reporting Success (SEA-STARS)

- Divisionwide initiative launched in March 2007 with a goal of providing online access to all student IEPs for appropriate staff
- Substantially minimizes paperwork and ensures consistency and quality of IEPs across the division
- Options for SEA-STARS training: academy classes, central trainings, on-site trainings, or summer sessions—administrator discretion; substitute funding or stipends provided
- Currently over 2,300 teachers are certified SEA-STARS users
- All existing staff will be trained by December 08
- All IEPs will be in SEA-STARS by December 09
- Ongoing training will be provided in order to support new staff

Board Comments:

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

Superintendent: **A** ☒ **U** ☐
School Board: **A** ☒ **U** ☐

Reasonable Interpretation:
Student achievement is influenced by the expectations that adults in students' lives communicate by their words and actions. It is important that all school staff, parents, and community members constantly work toward improving the school environment, culture, and conditions so that students' learning is improved.

Curriculum, instruction, and specialized services contribute to each school's ability to develop and sustain respectful and positive learning environments where students can be successful in their academic and emotional development. In addition, prevention and intervention programs support the mental health and emotional well-being of students, especially in times of exceptional need or personal crisis, and assist students and their families in accessing community-based services.

Indicators:
5.a. School Climate Survey data indicating parent, staff, student, and community levels of satisfaction regarding support and encouragement by all adults.
5.b. Fairfax County Youth Survey data showing an increase in protective factors and a decrease in risk factors reported by students.

Superintendent Statement of Condition:

Indicator 5.a. School Climate Survey data indicating parent, staff, student, and community levels of satisfaction regarding support and encouragement by all adults.

The FCPS Working Conditions Survey was administered to school-based licensed staff members by the Department of Human Relations during February and March 2008. Data indicate that 82 percent of respondents somewhat agree or strongly agree that the community is supportive of their schools, 9 percent neither agree nor disagree, and 10 percent of survey participants indicated they somewhat or strongly disagree that the community is supportive of their schools.

When asked whether they believe that parents/guardians and community members contribute to student success in their schools, data indicate that 72 percent of survey participants somewhat or strongly agree, 16 percent neither agree nor disagree, and 12 percent of survey participants somewhat or strongly disagree.

Further, 76 percent of survey respondents somewhat or strongly agree, 18 percent either somewhat or strongly disagree, and 6 percent neither disagree nor agree that "overall, my school is a good place to work and learn."

Indicator 5.b. Fairfax County Youth Survey data showing an increase in protective factors and a decrease in risk factors reported by students.

The 2008 Fairfax County Youth Survey is a comprehensive, anonymous, and voluntary survey that examines the risk and protective factors and various health behaviors that influence the health and well-being of our county's youth. The survey has been administered every two years in Fairfax County Public Schools to a random sample of 6th, 8th, 10th, and 12th graders. In February 2008, the survey was administered to 22,251 students in randomly selected school classrooms.

Based on research conducted by J. David Hawkins, Ph.D., and Richard F. Catalano, Ph.D., the protective and risk factor model theorizes that *protective factors* exist which can help increase resiliency to drug abuse and problem behaviors, while a set of *risk factors* helps explain circumstances that may increase the likelihood of problem behaviors.

Focusing on protective factors fosters resiliency in students, allows young people to be empowered with strengths rather than confronted by risks, and encourages nurturing young people in order to help them succeed. Further, protective factors typically comprise variables which may be more amenable to programmatic impacts than those that comprise risk factors. Reinforcing protective factor processes can help young people be more resilient when confronting risk factors and risky behaviors. Protective and risk factor scores are categorized into four domains: community, family, school, and peer-individual.

Protective Factors: percentage of respondents above the national standard (See Attachment 5).

Fairfax County protective factors with the largest percentage of all respondents considered to have high protection include:

- Community domain: community opportunities for pro-social involvement (63.2 percent). This factor indicates the percentage of respondents that report having opportunities to engage in pro-social activities such as sports, scouting, 4-H, or service clubs, or that report having caring adults present in their community. These community opportunities for positive participation decrease the likelihood young people will engage in substance use or problem behaviors.

- School domain: school opportunities for pro-social involvement (67.7 percent). This factor indicates the degree to which respondents feel that they can interact with teachers and can participate in school-related activities. When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use problem behaviors.

- Family domain: family rewards for pro-social involvement (57.4 percent). The family rewards factor indicates the extent to which respondents report their parents acknowledging and praising them for good things they do, and that they enjoy spending time with their parents. Reasoning: When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, the likelihood young people will engage in substance use or problem behaviors decreases.

- Peer-individual domain: peer-individual social skills (67.4 percent). This factor indicates how youth respond to scenarios that require them to make a decision about the most pro-social option. Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.

Risk Factors: percentage of respondents above the national standard. (See Attachment 5)

Fairfax County risk factors with the largest percentage of all respondents considered to be at high risk include:

- Community domain: high community disorganization (50.9 percent). High levels of violence and crime make neighborhoods feel like unsafe places to live. Residents, as well as businesses, are also less likely to want to move into or stay in disorganized neighborhoods, which are characterized by crime, violence, and graffiti.

- Family domain: family conflict, parental attitudes favorable to antisocial behavior (50.6 percent). Conflict among family members is associated with antisocial behavior

in young people even in two-parent homes. A strong positive association exists between illegal substance use and family conflict. Thus, young people raised in families high in conflict are at risk for both delinquency and drug abuse. Persistent serious conflict between primary caregivers or between caregivers and young people appears to enhance risk for young people raised in these families. The *parental attitudes favorable to antisocial behavior* factor indicates the degree to which respondents report their parents would feel it is wrong for the respondent to steal, draw graffiti, or more likely to either engage in such behavior or to engage in substance abuse.

- Peer-individual domain: sensation seeking (54.2 percent). The peer-individual factor for *sensation seeking* indicates the extent to which respondents report doing dangerous and reckless activities. Young people who pursue opportunities for risky behavior are at higher risk for substance use and other problem behaviors.

Changes in Protective and Risk Factor Measures from 2001 and 2005 to 2008

Protective factors – Although the largest increase in protective factors from 2001 to 2008 was found in the Community domain for the community opportunities for pro-social involvement scale (16.8 percentage points), the percentage of students with high protection in this scale decreased 3.0 percentage points from 2005 to 2008. The largest decline in protective factor scores across the survey years was in the Family domain for the family attachment scale. The percentage of students with high protection in this scale decreased 1.4 percentage points from 2001 to 2008 and 2.7 percentage points from 2005 to 2008.

Risk factors – The biggest change in risk factors across survey years is found in 2008, which had a dramatic increase in the percentage of students at high risk in the community disorganization scale. The percentage of students at high risk in this scale increased 23.3 percentage points from 2001 to 2008 and 16.4 percentage points from 2005 to 2008; however, one question that had been used for the scale in previous years was omitted for the 2008 survey. When the 2005 community disorganization scale is recalculated to include the same elements as the 2008 scale, there is a 10.5 percentage point increase from 2005 to 2008. The data from 2001 were unavailable to calculate similarly. Another risk factor scale that showed a large increase was sensation seeking; the percentage of students at high risk was stable from 2001 through 2005, but increased 10.1 percentage points in 2008. Several risk factor scales show a reduction in the percentage of students at high risk over time. These include peer-individual early initiation of drug use, school academic failure, and peer-individual peer's drug use scales.

Board Comments:

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

Superintendent: **A** ☒ **U** ☐
School Board: **A** ☒ **U** ☐

Reasonable Interpretation:
Students who experience a positive school climate and have good mental and physical health are more likely to achieve in school. Curriculum, instruction, and specialized services contribute to each school's ability to provide and sustain positive climates that emphasize prevention, positive alternatives, social skills development, good mental and physical health, safety, and respectful behavior. Schools are also supported in providing an environment in which students find meaningful roles and have a variety of pro-social activities in which to participate. In addition, students and families receive assistance in accessing community-based services.

Indicators:
6.a. School Climate Survey data indicating student, staff, and community levels of satisfaction regarding a safe and healthful learning environment.
6.b. Fairfax County Youth Survey data showing an increase in resiliency and protective factors.
6.c. Approval of state wellness plan that includes the following components: nutrition education, physical education, nutrition guidelines for all foods available during the day, and other activities that promote student wellness.

Superintendent Statement of Condition:

Indicator 6.a. School Climate Survey data indicating student, staff, and community levels of satisfaction regarding a safe and healthful learning environment.

The FCPS Working Conditions Survey was administered to school-based licensed staff members by the Department of Human Relations in February and March 2008. Data related to safe and healthful learning environment indicate that 88 percent of survey participants somewhat or strongly agree that teachers and staff work in a school environment that is safe, 8 percent somewhat or strongly disagree that teachers and staff work in a school environment that is safe, and 5 percent of survey participants neither disagree nor agree that teachers and staff work in a school environment that is safe.

Survey results also indicate that 85 percent of survey participants somewhat or strongly agree that the atmosphere of the school climate makes students feel safe, 6 percent somewhat or strongly disagree, and 9 percent neither disagree nor agree that the atmosphere of the school climate makes students feel safe.

When asked to indicate whether school leadership shields teachers from disruptions, allowing them to focus on educating students, data indicate that 58 percent of survey participants somewhat or strongly agree, 27 percent somewhat or strongly disagree, and 15 percent neither disagree nor agree that school leadership shields teachers from disruptions, allowing them to focus on educating students.

Lastly, when asked whether "students at this school understand expectations for their conduct," 72 percent of survey participants somewhat or strongly agree, 17 percent somewhat or strongly disagree, and 10 percent neither disagree nor agree that students at this school understand expectations for their conduct.

To support improved student outcomes related to making healthy and safe life choices, the Healthy and Safe Life Choices Project was designed to develop and deliver curriculum that provides students with current, accurate health information delivered through research-based instructional strategies. Health content topics include: injury and violence prevention, drug use prevention, emotional and social health (Family Life Education unit), nutrition, disease prevention, community and consumer health, and human sexuality (Family Life Education unit). The curriculum also provides an articulated set of skills related to decision making, conflict resolution, communication, refusal, coping, stress management, analyzing influences, and goal setting. During the 2008-09 school year, the project team implemented a revised health curriculum for grade 10 and completed the revisions for grade 3 with implementation of the new grade 3 curriculum planned for the 2009-10 school year. Curriculum revisions are still needed in grades K-2 and will proceed as funding allows.

Indicator 6.b. Fairfax County Youth Survey data showing an increase in resiliency and protective factors.

The 2008 Fairfax County Youth Survey data regarding protective factors, which foster resiliency in students, were previously reported in Operational Expectation 5.

Indicator 6.c. Approval of state wellness plan that includes the following components: nutrition education, physical education, nutrition guidelines for all foods available during the day, and other activities that promote student wellness.

The wellness plan was submitted to the state in June 2008. The 2008 status report for that plan can be found in Attachment 4.

Board Comments:

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

Superintendent: **A** ☒ **U** ☐
School Board: **A** ☒ **U** ☐

Reasonable Interpretation:
Fairfax County Public Schools develops and implements curriculum in accordance with local, state, and federal requirements. While curriculum development is the responsibility of Special Services and Instructional Services professionals with ongoing collaboration with school-based staff, other stakeholders may review the curricula and advise professional staff. To make the best use of community resources, curriculum coordinators will engage the community in curriculum information and feedback meetings where community members will have the opportunity to give input on curriculum content and instructional materials. Coordinators will also develop community advisory panels utilizing subject matter experts to help achieve School Board goals and improve instructional programs.

In addition, community involvement will continue to be an important part of the selection of textbooks and in the addition or removal of elective courses offered in schools. These decisions will continue to be made through collaborative processes that involve groups reflecting the diversity of FCPS students.

Indicators:
7.a. Data reflecting stakeholder participation in middle school and high school course additions.
7.b. Data reflecting stakeholder participation in textbook adoptions.
7.c. Participation data and recommendations of advisory committees convened in accordance with federal and state requirements or at the direction of the superintendent.

Capacity building:
- Develop a format for regular community curriculum information and feedback meetings and a mechanism for sharing input from citizens.
- Develop ways to identify and involve local subject matter experts as advisors in curriculum development.

Superintendent Statement of Condition:

Indicator 7.a. Data reflecting stakeholder participation in middle school and high school course additions.

Per Regulation 3202.7, new high school and middle school courses are approved in the fall of each year. New courses originate both in schools and central office. Teachers and principals work with central office staff to determine the need, desirability and cost

of new courses. In addition, new Career and Technical Education courses are endorsed by the Career and Technical Education Advisory Committee (CTEAC) before presentation to the course review committee. A course review committee met in October 2008 to consider and recommend new course offering for the 2009-10 school year.

As stakeholders in course development with the Virginia Department of Education, FCPS personnel are well represented on State Curriculum Revision Committees and SOL Revision Committees. During the last year, 46 teachers and 37 central office staff members were selected to participate in committee work to benefit instruction statewide.

Indicator 7.b. Data reflecting stakeholder participation in textbook adoptions

There are no textbook adoptions in 2009 –10 so no committees have been convened. The next scheduled adoption is for Social Studies. Committee members have been identified so that the adoption may move efficiently once the budget can support the adoption.

Indicator 7.c. Participation data and recommendations of advisory committees convened in accordance with federal and state requirements or at the direction of the superintendent.

The committee structures were completely redesigned for the 2007-08 school year. The School Board Advisory Committees required by federal, state, or local statue continue to exist with appropriate membership. Each year, the School Board Advisory Committees make reports to the School Board reflecting recommended changes to the instructional programs and services. These reports are part of the public record and the written reports for the 2008-09 school year have been completed. Presentations to the School Board by these committees are in progress. These committees are made up of School Board appointees from the community, school-based staff and central office staff. Meeting schedules and attendance information are provided as part of the written report to the Board.

Regulation 1707.7 reflects the new committee structure for gaining stakeholder participation in curriculum decisions. In spring 2008, the first curriculum information and feedback meetings were held. The limited number of participants received updates on the Program of Studies (preK through 12), and had an opportunity to provide curriculum input. As a result of the low attendance, meeting evaluations, and budget constraints, those meetings were not held in 2009. Instead, ESOL parent nights were held, and information was gathered from local school initiatives. Three regional ESOL Parent Meetings were held in fall 2008. Over 2000 participants attended and were provided information on current curriculum and academic program offerings. To facilitate optimal communication, interpreters and translated materials were available at each meeting. These methods of communication proved to be more effective in outreach to parents. A random survey of schools at each level revealed that most local schools offer

opportunities for parents to learn about the curriculum through information nights as well as curriculum focused activity nights (i.e., mathematics family nights).

During the 2007-08 school year, the Annual Special Education Conference, which was specifically targeted to parents of students with disabilities, was incorporated into regional parent conferences for parents of all students. In response to feedback from The Advisory Committee for Students with Disabilities, the conference has been re-established and will take place on April 25, 2009, at Marshall High School.

Once the reorganization in ISD and DSS is complete and new offices are established, web sites will be revised for ease in navigation for stakeholders. Web sites will include frequently asked questions (FAQ) and a mechanism for feedback. A sample of an FAQ may be found at http://www.fcps.edu/DIS/OCTE/academies/faq.htm.

In addition, the regulation describes the use of subject matter experts to serve as advisors when curriculum changes are needed. These subject matter expert panels are to be used in a flexible fashion at the discretion of the curriculum coordinator and the ISD assistant superintendent. This year, several projects utilized local and national subject experts to help make substantial and meaningful changes in some curricular areas. Some examples include:

- Merle J. Schwartz, Director of Education and Research, Character Education Partnership
- Ron Leaf, Consultant, Autism Partnership
- Todd Streff, Consultant, expert on verbal behavior
- Rich Weinfeld, Consultant, Weinfeld Education Group, expert on twice exceptional students and advanced academics
- Fairfax Park Authority and FCPS partnership to create a Fairfax Corps of student volunteer underway
- Naturalists from the Fairfax County Park Authority reviewed the 4th grade Ecosystems Unit. Four of the naturalists teamed with teacher leaders to provided training for 4th grade teachers.
- Lou Stancari from the National Museum of the American Indian, Photo Archives Department, was instrumental in the selection of images of authentic Native American artifacts of the tribes delineated in the VDOE Standards of Learning. The school systems received permission to post the images in eCART for use by teachers.
- Joyce Van Tassel-Baska and staff from the College of William and Mary worked with principals, teachers, and the advanced academic programs office to revise and implement science units designed to develop advanced scientific reasoning in all learners.
- Experts in religions reviewed the curriculum for the World Religions course. The contributors included:
    - Susan Douglas-ACMCU Education Consultant, Prince Al-Waleed Bin Talal Center for Muslim Christian Understanding, Georgetown University

- Ariel Glucklich-Professor of Theology with expertise in Hinduism, Psychology of Religion, and Anthropology of Religion, Georgetown University
- Dr. B.N. Hebbar-Professor of Eastern Religions, The George Washington University
- Dr. Whitney Shiner-Associate Professor of New Testament, George Mason University
- Charles Haynes-Senior Scholar, Director of Education Programs, First Amendment Center

The advisory group concept has proven very beneficial for the K-12 coordinators this year and the expectation is that groups will be established whenever curriculum and assessment changes are made.

Summary Statement of the Board:

The School Board voted to accept the Monitoring Report for Instructional Program and Treatment of Students at the May 11, 2009, work session as follows:

Mr. Gibson moved, and Mrs. Strauss seconded, that the School Board accept the Instructional Program and Treatment of Students Operational Expectations Monitoring Report and finds that each indicator is acceptable and further commended the Departments of Instruction and Special Services.

Areas for Improvement:

Areas of Commendation:

Goal(s) for Instructional Program and Treatment of Students for School Year:

Date for Re-Monitoring: