

Fairfax County School Board
Operational Expectations Monitoring Report
A = acceptable condition U = unacceptable condition

RELATIONSHIP WITH THE BOARD

Period covered: July 2007—June 2008

The Board values a harmonious and positive relationship with the Superintendent characterized by excellent communication, mutual respect, personal ethics, and professional integrity and guidance. To assure this result, the Superintendent will:

1. Maintain an ethical and harmonious working relationship with the entire Board. The Superintendent will:

- **treat all members impartially.**
- **refrain from criticism of individual members.**
- **respond to Board concerns in a timely and courteous manner.**
- **communicate immediately and directly with the Board or individual Board members when an honest difference of opinion exists.**
- **promote a positive relationship in Board meetings.**

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation: A harmonious and positive relationship exists when all parties proactively share information, and have clearly established roles and responsibilities. Demonstrating professional integrity and guidance means that all communications and recommendations to the School Board will be based on analysis of known information and will incorporate the professional judgment of the superintendent and staff. Timely response to board concerns means quickly acknowledging the concern exists and developing a response within a reasonable time period. Immediate and direct communication means that no unreasonable time will lapse between knowledge of key information and its dissemination to the entire Board. Honest differences of opinion may occur as we establish and interpret policy, but should always be shared as such. Positive relationships in Board meetings mean all parties will be treated with courtesy and respect.

Indicators:

- Semi-annual feedback from the School Board members in a closed session.
- Semi-annual feedback from the Superintendent to the Board in a closed session.

Superintendent Statement of Condition:

This past year, there were sessions held May-June 2007, for annual feedback from the School Board and a session held on December 20, 2007, for the semi-annual feedback. The semi-annual feedback covered the topics/issues of: the quality of Leadership Team hires; how quickly the SB Goals permeated FCPS; the lack of rigor in the initial Student Achievement Goal monitoring reports; the positive image in the community; skill in working through challenging budgets; and the challenge the SB has in acting as a single entity.

Board Comments:

The Board agrees that there is an ethical and harmonious working relationship with the entire Board.

2. Keep the Board informed on issues, needs, policies, and operation of the school system and:

- offer professional advice to the Board with appropriate recommendations based on thorough study and analysis supported by ample information, including assessment of alternatives, to enable Board members to make informed decisions.

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation: The Superintendent will use a variety of communication devices to keep the School Board informed. Some issues are very time-sensitive and will require greater frequency of communication, while others have much less urgency but will still be important for the Board or school system. The term “issues” incorporates educational trends, potential community interests, ongoing and future major initiatives of the school system or community, and newsworthy events in the community. Professional advice and appropriate recommendations incorporates educational practices, research (if it exists), community expectations, Board values and goals, and prior related policies and practices.

Indicators: The superintendent will use:

- Friday Memos.
- Quarterly Updates of major initiatives.
- Staff analysis of all Board agenda items including background information, policy questions, analysis of options, and recommended action.
- Crisis/serious incident communication.
- Debriefing of Board meetings.

Superintendent Statement of Condition:

The Friday Memos continue to communicate current and upcoming issues. In addition, follow-up to School Board-generated questions are also included in the Friday Memos. In fact, the Friday Memos have decreased the need for traditional memos and “From the Desk Of” (FDO) memos (See Appendix 1 – Friday Memo Guide and Index).

The Office of Communications and Community Outreach (DCCO) modified its processes to give the School Board information as it becomes available. While some information is incomplete, it at least allows the School Board to be aware of emerging stories in the community. Occasionally, incidents arise for which staff had not sufficiently communicated information. Sometimes staff has no knowledge of the incidents and both the School Board and staff are caught unaware.

A communication strategy was developed for sharing major school board decisions with key stakeholders in an accurate and timely way. Major decisions are defined as those having a high impact on FCPS audiences including decisions on budget adoptions, boundary changes, and school start times. The communication strategy team is led by the assistant superintendent of communications and community outreach and includes key communications staffers, chief of staff, and content experts from other departments as needed. After the team analyzes current media coverage, politics, and stakeholder positions, and reviews key content and school board positions and amendments, the team develops a media strategy, key message points, and a timeframe for implementing internal and external communications.

The School Board itself has taken responsibility for de-briefing after meetings and the Superintendent participates in those de-briefings.

Board Comments:

There has been a greater focus on the communication strategy for sharing major School Board decisions. The Board expects that this process will continue to be refined and will encompass ways to deal with topics which arise in the community. The Superintendent has taken a more active role in the debriefing process and we look forward to his increasing involvement. The Board continues to appreciate receiving his weekly updates.

3. Encourage communication and cooperation between Board members and staff members so as to be responsive to concerns of Board members.

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation: The Superintendent and Leadership Team are responsible for providing the School Board with information necessary to perform the duties established in the Strategic Governance Manual, and the School Board is responsible for seeking such information in a manner consistent with the adopted roles and responsibilities. Cooperation means all parties are knowledgeable of their respective roles and all can self monitor alignment with the spirit and intent of those roles.

Indicators: To efficiently handle School Board concerns/requests, the following will be used:

- Report on response time for Levels II and III Board inquiries.
- Solicitation of feedback from the School Board and Leadership Team about this expectation.

Superintendent Statement of Condition:

The Board's Strategic Governance manual describes a tiered process to handle information requests from the Board. Level I requests go directly to the Leadership Team member for a quick response. An inquiry requiring a more extensive response is elevated to Level II. Level II responses come in the form of FDO memos. In FY'06, the Board generated 133 Level II inquiries. In FY'07 the number of inquiries was reduced to 58. In FY '08, there were 43 inquiries. Approximately 21% of the inquiries were withdrawn or were denied by the Superintendent. The reasons the inquiries were withdrawn or denied are numerous, but an example is that the information is provided in a Friday Memo or is readily available on the website and does not require a thoughtful response by an LT member. The response time for the remaining inquiries follows: 18% were responded to in less than one week, 9% were responded to within one week, 30% within two weeks, 24% within three weeks, 3% within four weeks, and 16% five or more weeks. The average was ten days for a Level II response. Our performance target should be a two-week response time for a Level II inquiry. Level III inquiries are those that go to the School Board Forum for consideration of further action (See Appendix 2 – Level III Communication).

An area that still needs some attention is the timeliness of School Board inquiries to staff on key policy decisions. A challenge for Leadership Team members is to provide the day-to-day leadership and management of assigned areas of responsibility and deal with information requests from School Board Members 24-36 hours in advance of Regular meetings or Work Sessions. There are many circumstances when staff members are previously scheduled with operational responsibilities and are faced with the dilemma of being either non-attentive to key staff leadership, or non-responsive to School Board Members. This issue continues to pose challenges to staff, and even more so with the advent of Strategic Governance. Typically, staff must attend to the normal day-to-day responsibilities, plus the immediate challenges of issues that arise everyday in a complex, politically active community, plus the more long-range strategic issues imbedded in the Monitoring Reports. We will need to cooperate on work load management issues for the School Board and Leadership Team.

Board Comments:

The Superintendent did track the Level II responses and although the average response was ten days, 43% of the responses took longer. The Board expects this to continue to improve. The Board agrees with the Superintendent that we need to work together on work load issues related to providing information to Board members prior to meetings. The Board needs to get questions to staff enough in advance of meetings. The Superintendent should ensure that his staff seeks clarification from a Board Member regarding requests for information if uncertainty exists about the request.

4. Interpret, implement, and support Board policy to staff members and the public, including the implementation of Board priorities (goals) in budget planning and in all operational areas defined and monitored by the Board.

Superintendent: A U
School Board: A U

Reasonable Interpretation: Interpretation, implementation and support mean the superintendent will develop reasonable interpretations of Board policy and will convey those interpretations to employees and external stakeholders. Implementation of priorities means to establish action plans for all student achievement goal components, as well as establishing annual work plans for those responsible for the areas of operation specified herein.

Indicators: The Superintendent will issue:

- Monitoring reports on all operational expectations at least annually.
- Multi-year action plans and performance expectations for all student achievement goals.
- Cover goals and priorities in the Budget Operational Expectations.

Superintendent Statement of Condition:

This was the second year for Monitoring Reports of the School Board’s Operational Expectations. This year, these reports were scheduled at monthly Work Sessions and were typically posted to Board Docs two weekends ahead of the Work Sessions. During this cycle, both staff and the School Board refined the process by which the Operational Expectations and Reasonable Interpretations could be revised. The process of continually improving the OE’s and the subsequent Monitoring Report is now established and part of the normal work processes within FCPS (See Appendix 3 – Department MR Executive Summaries).

The Student Achievement Goals are a year behind. This year, the focus was on having the Board accept a Reasonable Interpretation and the baseline data for each of the three Student Achievement Goals. Two challenges emerged in that process. The first challenge was that not all Board Members were expecting the Student Achievement

Goals to be at the level of Reasonable Interpretation and baseline data. Some were expecting a trend analysis of the data and a more detailed description of staff analysis of the data. A great deal of time was spent on discussing the presentation of the data (the student performance bands) and little time was spent in discussion of the meaning of the baseline data. While the prior Board agreed to have all data disaggregated by NCLB sub-groups, the “new” Board spent some time discussing whether it was appropriate to do so, especially for Goal 2 – Essential Life Skills. This discussion also provided an opportunity for the Board and staff to develop continuous improvement processes for the Student Achievement Goals, in addition to the improvement processes established for the Operational Expectations (See Appendix 4 – SAG Summaries).

This year, the budget was built quite closely around the Student Achievement Goals and Operational Expectations. Unfortunately, resources were very constrained, forcing staff and the School Board to identify items of lesser priority in meeting the established Student Achievement Goals and Operational Expectations. Some programs were re-designed for operational efficiencies – summer school and some alternative educational programs – other goals were not able to be addressed. Specifically, Full Day Kindergarten will not be expanded to any of the remaining 41 schools, nor will the Foreign Language in the Elementary School be expanded beyond the current 25 schools.

Board Comments:

The Superintendent has ensured that the student achievement goals and operational expectations have been integrated within the entire school system. The process for OEs has been working better. The Board agrees with the Superintendent’s analysis of the student achievement goal reports this year. The Board expects that reports next year will provide analysis and conclusions about the data. The Superintendent did build a budget to reflect School Board goals, but limited resources affected the final budget. At the time of the Superintendent’s monitoring report, no full day kindergarten (FDK) or Foreign Language in Elementary School (FLES) programs were recommended to be included in the budget, but the School Board did vote to fund five schools for FDK and four schools for FLES.

5. Interpret needs of school personnel and students to the Board and:

- keep Board members informed of personnel problems and methods used to solve problems.**

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation: The Board has adopted Operational Expectations for all support functions. Within many of these Operational Expectations, there are multiple sources of information about staff and students. The Superintendent should be able to

synthesize the needs of both staff and students as expressed in the various Operational Expectations.

The Superintendent is ultimately responsible for the supervision, evaluation, and orderly work of more than 22,000 persons. While the School Board does not supervise these employees, the School Board should be aware of personnel issues that may impact the Superintendent's ability to meet performance expectations, that may impact the performance or well being students and staff, or that may have an impact in the community.

Indicators:

- Report annually the summary of the needs of school personnel and students.
- The Superintendent, in closed sessions, will discuss personnel problems and the methods being used to remedy those problems.
- The School Board will be informed of any personnel issue prior to any statements being released to the media.

Superintendent Statement of Condition:

For each of the past two years, the School Board has met with the Superintendent and Deputy Superintendent to discuss the performance of key Leadership Team personnel. Those discussions have allowed the Superintendent (and Deputy) to provide better leadership and direction to staff and the school system, especially as we have shifted to the process of Strategic Governance.

The following represents the critical components I believe that must be considered as the School Board and Superintendent move forward to lead the system:

- Allow and support schools and departments to internalize the goals, and the indicators of successful achievement of those goals
- Identify specific indicators that will drive FCPS to meet the goals and operational expectations
- Allow sufficient focus on the analysis of current programs' and departments' ability to efficiently meet the adopted goals
- Identify and stipulate the most important work over the next several years and to make those stipulations well known within and outside the organization
- Identify how to be ahead of special interest groups that now have greater electronic media opportunities and dissemination skills than ever before
- Identify how to balance the fiscal analysis needs with the program planning needs in the coming school year
- Understand and address the factors that contribute to high levels of academic achievement for all students

Board Comments:

The Board agrees that the Superintendent has kept the Board informed of personnel issues in closed meeting. The Board interprets the list of critical components listed by the Superintendent as his assessment of the needs of school personnel and students. The Board and the Superintendent need to discuss how these critical areas will be addressed.

The Board accepted the Relationship with the Board monitoring report as follows:

Accept the monitoring report for the Relationship with the Board operational expectations and finds that each indicator is in an acceptable condition.

Summary Statement of the Superintendent:

Summary Statement of the Board:

Areas for Improvement:

Areas of Commendation:

Date for Re-Monitoring: June 2009

Appendix 1 - Friday Memo Guide July 1, 2007 – Present

- 1 - 7/22/2007
- 2 - 7/27/2007
- 3 - 8/10/2007
- 4 - 8/24/2007
- 5 - 8/31/2007
- 6 - 9/7/2007
- 7 - 9/14/2007
- 8 - 9/21/2007
- 9 - 10/5/2007
- 10 - 10/12/2007
- 11 - 10/26/2007
- 12 - 11/2/2007
- 13 - 11/9/2007
- 14 - 11/21/2007
- 15 - 11/30/2007
- 16 - 12/7/2007
- 17 - 12/14/2007
- 18 - 1/4/2008
- 19 - 1/11/2008
- 20 - 1/18/2008
- 21 - 1/25/2008
- 22 - 2/1/2008
- 23 - 2/8/2008
- 24 - 2/15/2008
- 25 - 2/22/2008
- 26 - 3/14/2008
- 27 - 3/28/2008
- 28 - 4/4/2008
- 29 - 4/18/2008
- 30 - 4/25/2008
- 31 - 5/2/2008
- 32 - 5/9/2008

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Appendix 2 - Level III Communication – Forum

Forum Date	Topic	Work Session (WS)/Other
7/26/07	County School Facilities Green Buildings	7/30/07 Joint SB/BOS WS
	Programs for Disruptive or Lower Performing Students	12/10/07 WS
9/17/07	Tyson's Development Impact	Friday Memo
	P1710 – Citizen Advisory Committees	12/10/07 WS
11/8/07	Kiss and Ride Survey	Pending
	Naming School Facilities	3/10/08 WS
11/29/07	P8420 Community Use	3/10/08 WS
	P7540 Surplus Property	3/10/08 WS
	P3860 Extracurricular Activities	6/9/08 WS
	P3335 Gifted Programs	5/12/08 (with IS Monitoring Report)
1/10/08	Meet your School Board Member	5/22/08 WS
1/24/08	GT Level 4 Services	Friday Memo
2/14/08	Enrollment Task Force and Capacity	7/14/08 WS
	P1802 Student Representative to School Board	6/9/08 WS
	P8310 Site Development	6/9/08
	P7130 Vehicle Replacement	6/9/08
	SB Meeting Calendar	6/9/08
	New Special Education Regulations	4/24/08
2/28/08	P4510 Employee Organizations	Referred to Linkage Committee
	P7325 Video Surveillance	Friday Memo

Missing dates indicate no matter was referred to work session or there was no forum held.

EXECUTIVE SUMMARY

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EVIDENCE OF COMPLIANCE FCPS OPERATIONAL EXPECTATION MONITORING REPORT

PERIOD COVERED: February 2007 – September 2007 (8 Months)

Function: Accountability and Audit
Operational Expectation: maintain a system that tracks, measures, and evaluates FCPS effectiveness in realizing student achievement and business processes, including both benefits and costs, in a timely manner

1. Evaluate all new programs and any identified by the Audit Committee and/or the School Board. That evaluation should recommend whether a program should be continued, modified, or discontinued based on its effectiveness and cost.

Highlights –Evidence of Compliance:

- Completed development and adoption of a new process to identify existing programs/services for evaluation
- Completed draft of a new manual guiding the conduct of program and service evaluations
- Completed box score ratings for 3 programs
- Identified program/service evaluations for School Board consideration during 2007-2008

2. Cultivate an environment committed to continuous improvement.

Highlights –Evidence of Compliance:

Application of the PDSA Model

- Streamlined the school improvement planning process and aligned it more clearly with the PDSA model
- Built the new program evaluation model around the principles of PDSA continuous improvement
- Followed the PDSA model in supporting MSAOC's completion of a Hispanic/Black student dropout rate report¹

School Improvement Planning

- Cluster & DA expert teams trained school planning teams on using the refined school improvement plan model
- Also aided school planning teams' development of aligned school improvement plans
- Published a resource guide to further support the work of school planning teams (See: http://fcpsnet.fcps.edu/accountability/off_edu_plan/sip_plan_tools.htm)

Continuous Improvement Collaboration and Consultation

- Provided technical assistance aiding Teacher Leadership Grant school teams' improvement of grant outcomes
- Supported Instructional Services staff development of action plans implementing the Academic Goals
- Collaborated with leadership teams of modified calendar schools in developing required State evaluation reports

Best Continuous Improvement Practices

- Collaborated with Middle School Principals' Association to sponsor continuous improvement training

¹ Minority Student Achievement Oversight Committee

3. Conduct a regular fiscal and performance audit of business functions.

Highlights –Evidence of Compliance:

- Audit committee members were appointed at the July 26, 2007 regular School Board Meeting. The responsibilities of the committee, and its relationship with the Internal Audit Office, are described in the Internal Audit Charter, Regulation 1420.1, effective 10-03-06.
- The Audit Committee approved the fiscal year 2008 audit plan on June 21, 2007. The plan was approved by the School Board on July 26, 2007 (see audit plan Attachment 5).
- The status of fiscal year 2007 audit projects was presented to the Audit Committee on June 21, 2007 (see status reports Attachments 6A, 6B, 6C).

4. Provide public access to audit results.

Highlights –Evidence of Compliance:

- Audit reports are posted to the Internal Audit web site approximately two weeks following issuance to the Audit Committee. In addition, all past audit reports have been posted (see copy of posted reports Attachment 7).
- The day a report is posted to the Internal Audit website, an announcement is made on the FCPS public website under “New Today,” indicating report availability and a brief statement regarding the audit coverage.

EXECUTIVE SUMMARY

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EVIDENCE OF CONDITION FCPS OPERATIONAL EXPECTATION MONITORING REPORT

Function: Human Resources

Operational Expectation: To recruit, select, and retain a high quality and diverse workforce that enables FCPS to deliver a world-class education to every student in an environment characterized by high staff morale and loyalty to the FCPS mission and goals and in compliance with relevant laws and regulations.

A. Recruitment, Selection, and Retention

- A.1 Recruit and hire qualified employees of diverse backgrounds.**
- A.2 Retain a highly qualified and diverse workforce with a reasonable annual turnover rate.**
- A.3 Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.**
- A.4 Administer appropriate and thorough background inquiries and checks prior to hiring.**

Highlights – Evidence of Condition:

- Filled 99.9 percent of all full-time teaching positions by the opening of school, including the hiring of 1,476 new teachers.
- Received recognition by the American Productivity and Quality Center (APQC) in 2006 as a model and best practice district for recruiting and hiring practices.
- Employed 641 highly qualified, ethnically diverse teachers prior to June 1 as a result of aggressive recruiting at 54 colleges and universities and 10 consortium events.
- Conducted 625 interviews and made many early offers at two local job fairs the quality of which was rated by principals as 3.9 on a 4.0 point scale.
- Placed 484 student teachers through contracted university partnerships that serve as a recruiting advantage for FCPS.
- Increased the diversity of applicant pools through recruitment efforts that contributed to the steady increase in ethnic diversity in almost all job categories.
- Made 11 additional low cost housing units available for new teachers through the FCPS partnership with the Fairfax County Housing Authority.
- Developed and successfully implemented a series of communications entitled *Welcome Aboard* as a strategy for maintaining contact with all new teachers and providing preparatory information for their smooth induction into the school system.
- Procured a new applicant tracking system designed to enhance business processes and provide more sophisticated functionality, most notably in the areas of process tracking and reporting, with a phased implementation with training for this new product over the next several months.
- Developed and managed a process by which FCPS hires and retains excellent speech-language pathologists (SLPs) and audiologists by recognizing the required advanced certifications and paying their American Speech and Hearing Association (ASHA) dues and certification fees.
- Implemented a data tracking system for maintaining highly qualified special education teachers.

- Expanded administrator preparation and job understanding by implementing a mock principal panel interview process through which an authentic panel interview was conducted for 32 aspiring principals and feedback was provided to each participant.
- Provided more recruitment flexibility by successfully implementing the *Open Until Filled (OUF)* process.
- Partnered with the Office for Children to hire 48 *School Aged Child Care (SACC)* instructors as substitute teachers, and placed them in selected schools to act as permanent substitutes each Friday during the school year.
- Recruited between 4 and 48 applicants per vacancy by position category, with 10 applicants recruited for each teacher vacancy.
- Achieved a divisionwide turnover of 7.37 percent, a favorable comparison to the Bureau of Labor Statistics report of 11.9 percent turnover for educational services nationally.
- Maintained a divisionwide teacher retention rate of 92.8 percent as compared to the national average of 92.5 percent.
- Provided collaboration opportunities for professional growth in which 1,776 teachers participated.
- Completed 7,336 background checks resulting in the identification of 477 criminal history records to prevent the hiring of undesirable applicants.

B. Staff Treatment

B.1 Encourage full use of talents and energies.

B.2 Establish a culture of respect that treats all staff members in a fair and balanced manner.

B.3 Establish an atmosphere of openness, civility, and responsiveness that seeks broad-based staff participation in identifying organizational needs and means of implementing improvements; consider various viewpoints and reasoned dissent while achieving sound decision-making.

Highlights – Evidence of Condition:

- Developed a plan through the 2008 climate (working conditions) survey to collect data regarding teacher perceptions of the use of their talents/energies and their career opportunities.
- Completed initial investigations within 30 days for 100 percent of the 121 claims of discrimination and harassment filed during the reporting period
- Provided representation at every advisory council meeting scheduled throughout the year to assist and provide support. (A summary of meet and confer issues and staff response is included in Attachment 3.)
- Promoted mediation whenever possible as a first step for resolving issues.
- Provided guidance, confidential counseling, and referral services to more than 100 employees through the Employee Assistance Program (EAP).
- Offered operational Spanish classes for personnel who frequently interact with FCPS employees.
- Conducted sexual harassment training for all custodial staff.
- Made plans for upcoming mandatory sexual harassment training for all personnel.

C. Staff Evaluation

C.1 Evaluate regularly all personnel based on job performance expectations aligned to the Board's goals and values.

C.2 Recognize excellence and provide constructive suggestions for improvement.

Highlights – Evidence of Condition:

- Provided evaluation instruments for assessing employees from the beginning of their service, establishing appropriate job performance expectations, and recognizing excellence as well as making constructive suggestions for improvement.
- Evaluated 95.5 percent of the 6,578 teachers scheduled, a favorable rate considering unexpected events such as leaves of absence.
- Conducted 83.5 percent of the 564 principal or assistant principal evaluations scheduled.
- Managed the comprehensive licensure process that ensures a licensed teacher in every classroom.
- Decreased the number of teacher nonrenewals by 28 percent from the previous year.
- Increased the percentage of highly qualified teachers annually to the current level of 97.5 percent.
- Began the process of enhancing the HR Information System to provide online evaluation capability for support of employee evaluation processes.
- Revised online evaluations for instructional assistants effective September 2007 for alignment with other instructional evaluation instruments.
- Provided formal orientation sessions in which a total of 2,777 employees participated in 2007, with average participant ratings for the sessions being 4.8 on a scale of 1 to 5.
- Sponsored the recognition and celebration of outstanding employees and those who have served FCPS with dedicated service through numerous award and recognition programs.

D. Staff Compensation

Develop compensation and benefit plans that are fair and equitable and that attract and retain the highest quality employees competitive with the applicable marketplace.

Highlights – Evidence of Condition:

- Completed 151 classification reviews, 24 with multiple incumbents, to maintain internal and external market equity for pay, job duties, and responsibilities.
- Remained competitive in all major position categories. (Attachment 6).
- Renegotiated health benefit contracts to reduce costs to both FCPS and employees while improving services.
 - Reduced Dental PPO administration fee by 31.1 percent.
 - Renewed pharmacy benefit management for an estimated 500K savings in 2008.
 - Reduced medical BCBS premiums by 3.7 percent.
- Retooled benefits open enrollment communications to allow for better understanding and plan adherence.
- Negotiated removal of participant administrations fees with 457(b) plan vendor and brought new fund election into the investment structure.
- Issued Total Compensation Statements in August 2007 to all benefits-eligible employees.

EXECUTIVE SUMMARY

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EVIDENCE OF COMPLIANCE FCPS OPERATIONAL EXPECTATIONS MONITORING REPORT

Period covered: July 1, 2006 – June 30, 2007

Function: Office of Superintendent and the Office of Community Relations

Operational Expectation: The Superintendent will encourage and maintain effective communication, appropriate involvement, and active support of parents and our diverse community members in advocating for and achieving the FCPS mission and goals for student achievement.

1. Involve parents and families as partners in the education of their children, providing an open, responsive, and welcoming environment that treats all people with respect, dignity, and courtesy.

Highlights – Evidence of Compliance:

- **Parent Satisfaction Survey** – Staff recommends that a comprehensive parent/family satisfaction survey, including but not limited to customer service, be developed and implemented during the 2008-09 school year.
- **Parent Participation in Student Learning Plan** – Staff recommends that the indicator be removed from this monitoring report because there is a Student Learning Plan indicator in the Goal Reports.

2. Establish meaningful, regular, two-way communication between the school and home with processes for the effective handling of complaints.

Highlights – Evidence of Compliance:

- **Published Complaint Processes** – attached in Appendix 1.
- **Complaint/Concern/Compliment Analysis** –

SOURCE	FROM	NUMBER	TOPICS	RESPONSE
letters/faxes	parents and employees	224	students or employment	12 day avg.
	county or corporate	65	recycling, BRAC, transp	
	US Dept of Education	9	civil rights	
e-mails	(various- mostly parents)	(thousands)	bus stops, TJ, IEPs, etc.	2 day avg.
FCPSInfo	(various)	3848	closings, KIT system, VT	2 days
FOIA	(various)	103	information requests	as required

3. Provide opportunities for citizen involvement with FCPS, including, as needed, the formation of committees that offer community advice and expertise.

Highlights – Evidence of Compliance:

- **School Board Advisory Committees** – Summary of recommendations:
 - The community wants increased individualized education for their children, whether it is with G&T, Special Needs, Career Tech, or regular education.
 - The community wants FCPS to ensure there is access and outreach to under-represented students and communities. Examples include translation services, transportation options, parent training and support, etc.
 - Parent engagement options and opportunities should be expanded.

- **Superintendent's Parent Advisory Council (SPAC)** – Meetings held: October 3, 2006; December 12, 2006; February 13, 2007; April 10, 2007
- **Superintendent's Teacher's Advisory Council (STAC)** – Meeting dates and subjects were: October 4, 2006 – Human Resources; November 1, 2006 – Facilities and Transportation; December 6, 2006 – Accountability and Clusters; January 3, 2007 – Information Technology; February 7, 2007 – Financial Services; March 7, 2007 – Instructional Services; April 11, 2007 – Professional Learning and Training; May 2, 2007 – Special Services
- **Superintendent's Community Advisory Council (SCAC)** – meeting dates were: September 26, 2006; November 28, 2006; March 27, 2007; January 23, 2007
- **Superintendent's Business/Industry Advisory Council (BIAC)** – September 22, 2006; March 15, 2006; June 7, 2007
- **Employee Advisory Council Meetings** – Bus Drivers and Attendants – November 2, 2006; Custodial Services – January 31, 2007; Facilities Services Employees Advisory Council – December 14, 2006; Food Service - March 14, 2007; Office Personnel – October 19, 2006; Support Services - November 30, 2006; School Employees Benefits – January 10, 2007

4. Establish mutually beneficial partnerships with the business, industry, and nonprofit organizations in the community.

Highlights – Evidence of Compliance:

- **School Partnerships and Agreements** – 139 schools and centers have partnerships. However, some schools have multiple official partners; some have non-documented official partners; some have unofficial partners. Work is underway to improve documentation and record-keeping.
- **Partnership Kickoff Event and Training** – Held October 25 with an estimated 175 people from businesses, community organizations, and religious groups. Included four workshops on elementary, middle, and high school best practices, as well as on Science, Technology and Math.
- **Partnership Award Ceremony** – Held May 21. Ten awards were presented for continuing participation and for excellence in multiple categories. The 2008 Awards Ceremony is scheduled for Wednesday, May 21.
- **Donation Web site** – The donations web site maintained by the Office of Business Relations is located at http://www.fcps.edu/supt/busindustrelations/donation_form.htm. FCPSInfo inquiries are directed to the site. Approximately 25 donations enter through the FCPS donations web site monthly.

• **Foundation Contributions to FCPS:**

Adult and Community Education Scholarship and Training Foundation – \$52,040; The Grevey Foundation – \$15,000; TJHSST foundation – Information not provided; Foundation for Applied Technical Education – ; \$108,600; Fairfax Education Foundation – Information not provided; Stuart Foundation – \$54,000; Tessie Wilson Foundation – \$82,472.

• **Other Grants Contributors Related to Foundations:**

Apple Federal Credit Union Foundation; Capital One; Freddie Mac; Sprint; Exxon-Mobil; Johnson Controls; State Farm Insurance; Northrop Grumman; Mount Vernon Estate and Gardens Education Foundation; Northern Virginia Community Foundation; BestBuy; Target; Costco; Washington Forest Foundation.

• **Other Recent Contributors:**

Hattie Strong Foundation; Morris & Gwendolyn Cafritz Foundation; Philip Graham Fund; Clark-Winchcole Foundation

5. Establish cooperative, open relationships with the news media.

Highlights – Evidence of Compliance:

- **FCPS Cooperation with News Media** – A survey conducted in March/April 2008 of 16 reporters (of which 8 responded) at 10 media outlets regularly covering FCPS indicated a generally positive relationship. Most of the reporters currently working with FCPS were the same reporters working during the monitoring period of 2006-07.
- **FCPS Releases and Coverage in Media** – of 228 news releases distributed, approximately 65 percent were picked up by local media, including print and electronic sources. Most coverage was neutral in tone. Approximately 17 percent became feature stories. TV coverage tended to focus on negative information.

6. Establish effective working relationships with educational leaders in other local school systems, the Virginia Department of Education, postsecondary institutions, and national groups and officials.

Highlights – Evidence of Compliance:

- **Relationships with Local School Systems, VDOE, Postsecondary Institutions, and Professional Organizations** –
 - Extensive and regular communication with the Virginia Board of Education and the Virginia Department of Education
 - Regular contact maintained by Dr. Dale with State Superintendent Billy Cannaday on items of mutual interest (e.g.: advocacy for superintendents in Virginia to change the testing requirements under NCLB for LEP students; problems with both paper/pencil and online SOL testing, resulting in letter to the State and testimony at hearing on resulting disruptions)
 - Three Fairfax-related members on Virginia Board of Education
 - Regular contact with local education leaders (e.g., attendance at Region IV meetings of Northern Virginia School Superintendents; attendance at the Washington Area School Superintendents Council (WASSC); monthly meetings with Northern Virginia Community College President Dr. Robert Templin “Pathways to the Baccalaureate.”
 - Membership and regular American Association of School Administrators (AASA) conference attendance. Also member school district of the District Management Council
 - Extensive department engagement with scores of institutions and organizations across the region and nation. (See details in Appendix 5.)

7. Pursue effective and cooperative work with the County Board of Supervisors and county staff; local, state, and federal officials; legislative staffs; and agency officials in all levels of government.

Highlights – Evidence of Compliance:

- **Annually present budget and policy needs of FCPS to local and state officials.**

Delivered testimony and/or presentations regarding the school division’s budget and policy needs on the following occasions:

- Governor’s Luncheon, October 31, 2006.
- School Board’s Annual Legislative Breakfast, December 6, 2006.
- Regional Public Hearing, Senate Finance and House Appropriations Committees, January 4, 2007
- Fairfax Delegation Public Hearing, January 7, 2007.

- Board of Supervisors work session, Budget Committee meeting, School Board Chair presentation to the Board of Supervisors and public hearings, January 14, March 19, April 10 and April 9 – 11, 2007, respectively
 - Virginia General Assembly, Post-Session Legislative Breakfast, May 8, 2007
- **Develop, update, and annually review with other government agencies FCPS budgetary needs, communications efforts and crisis management plans.**

Participated in the January 2, 2007 budget priorities meeting with the County budget team.

- **Conduct quarterly meetings between appropriate FCPS staff and the County Executive and pertinent members of his or her staff to discuss issues related to the both levels of government.**

OGR maintains regular communication with Fairfax County lobbyists during the General Assembly session and throughout the year. The two offices work collaboratively on a joint legislative position which is included in the legislative program of both bodies.

- **Maintain regular and proactive oral and written communications with members of the Virginia General Assembly, Virginia's federal Congressional delegation and relevant staff, relying on the School Board's Legislative Program to guide such communications.**

- **State Communication** – maintained regular communications with all 26 House of Delegates and Senate of Virginia offices representing Fairfax County, with committee staff, and with representatives from the Virginia Department of Education, both during the session and throughout the year.

- **State Meeting Attendance** – staff present for the entire 2007 General Assembly Session and attended every meeting of House and Senate committees concerned with areas of interest to FCPS. Staff also regularly attended other relevant committee and subcommittee meetings and monitored related floor proceedings throughout the 2007 General Assembly Session, as well as proceedings of off-session State study commissions.

- **State Legislative Tracking** – identified and tracked a total of 350 education-related bills during the 2007 Session and provided written comments to GA members on 45 different pieces of legislation, as well as on both House and Senate proposed budget amendments. Three of the eight items supported eventually passed, while 23 of the 25 opposed failed.

- **Achievement of Legislative Program Goals** – achieved sponsorship and/or adoption of 5 pieces legislation and/or legislative positions.

- **Federal Communication and Monitoring** – attended regular Committee meetings and attended congressional hearings relevant to FCPS' interests. Maintained regular contact with Congressional staff from the five offices representing the Fairfax area, and wrote letters to the offices regarding No Child Left Behind reauthorization, the federal education budget, and Medicare reimbursement.

- **Annually review and recommend updates to the Board's Legislative Program.**

Recommended changes to the Legislative Program for the School Board's September 11, 2006 Work Session.

Annually report on major policy decisions made by the Virginia General Assembly and United States Congress which will have an impact on FCPS. Such report will include analysis of required administrative action by FCPS, and planning for actions anticipated in the following year.

Produced Final Report on actions of the General Assembly. A post-Session follow up will include not only a final narrative account but also anticipated FCPS actions required to implement new General Assembly legislation.

8. Participate in diverse community activities and events as advocates for all students.

Highlights – Evidence of Compliance:

- ESOL Conference, Parent Information Nights October 11, 2006 at West Potomac High School, November 1, 2006 at Chantilly High School and November 13, 2006 at Falls Church High School
- The Third Annual Special Education Conference, April 28, 2007
- Future Quest 2007 with George Mason University
- Neighborhood Colleges with county's regional Coordinates Services Council
- Celebrate Fairfax, June 8 – 10, 2007
- Memorial Ceremony for Virginia Tech Massacre Victims, April 20, 2007
- Jack Dale participation in diverse community events, (e.g.): Korean radio interview; McLean Citizens Association meeting; Mt. Vernon Town Hall meeting; Northern Virginia Urban League presentation; Beat the Odds luncheon (scholarship program for low-income students)
- The Hispanic Leadership Alliance 2007 Leader of the Year award (Jack Dale)
- County-wide Prevention Initiative, and Fairfax Partnership for Youth
- Mediation Conference partnership with the George Mason University, Institute for Conflict Analysis and Resolution

EXECUTIVE SUMMARY

EVIDENCE OF COMPLIANCE FCPS OPERATIONAL EXPECTATIONS MONITORING REPORT

Function: Professional Learning and Training

Operational Expectation: To provide superior training designed to increase individual and system effectiveness.

1. Provide career enrichment and advancement opportunities.

Highlight- Evidence of Compliance

- *FCPS now has My PLT, a district-wide learning management system to manage professional development.*
- *In Phase I of the operation of My PLT (FCPS Learning Management System) well over 5841 employees were trained in 259 sessions.*

2. Identify and develop strong leaders and ensure leadership continuity.

Highlight – Evidence of Compliance

- *Over 88 percent of leadership positions in FCPS are filled internally.*
- *122 leadership positions were open in FCPS in 2005 - 2006 and 112 of them were filled by promoting FCPS employees.*

3. Support staff members in their efforts to help students meet high academic standards.

Highlight – Evidence of Compliance

- *A cross-departmental work group has been formed to develop departmental professional development plans.*

Executive Summary

Student Achievement Goal 3. Responsibility to the Community

April 10, 2008

Goal 3. All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Approved Indicators

Below are the approved indicators and a brief description of each indicator. Indicators marked with one asterisk are used as indicators for other Student Achievement Goals. Those indicators not currently available are designated with two asterisks.

- **Discipline rates***
Discipline rates are measures reported in Goal 2. Essential Life Skills.
- **Elementary progress report data in relation to citizenship goals/work habits***
Elementary progress report data in relation to citizenship goals are measures reported in Goal 2. Essential Life Skills.
- **Student Survey****
A self-report student survey will be administered to students at grades 6, 8, and 12 to collect data about students' perceptions of their civic behaviors. The survey is a measure that also will be used for Goal 2. Essential Life Skills.
- **Civics Seal****
The percent of graduates earning a Civics Seal will be reported.
- **8th and 12th Grade Passage Exhibition/Service to the Community****
At passage points the learning plan will document whether or not each student has participated in and completed his/her service learning project including a reflection on that experience.

Performance Measures Sub-goals 3.1. – 3.3

3.1. Know and practice the duties, responsibilities, and rights of citizenship in a democratic society

Measure:

- Percent of students who demonstrate age-appropriate civic behaviors in responses to the student survey, Grades 6, 8, and 12, respectively.

Note:

- The measure focuses on knowing and practicing civic responsibility.

- The student survey will contain age-appropriate questions that address students' understanding of the duties, rights, and responsibilities of citizenship and their attitudes towards and level of participation in democratic processes.
- The student survey is under development; it should be completed and piloted in 2008-2009.
- Baseline data will be collected in 2009-2010.

3.2. Be respectful and contributing participants in their school, community, country, and world.

Measure:

- Percent of students successfully completing a school-approved service learning project as indicated by the assigned teacher, Grades 6, 8, and 12, respectively.

Note:

- The measure focuses on student participation in service learning projects.
- Currently, service learning is required in grade 8; this practice will continue.
- Currently, service learning is optional at grade 12; this practice will change.
- There is no optional or required service learning at grade 6; this practice will change.
- Service learning guidelines have been established in grades 8 and 12; guidelines will be developed for grade 6.
- A service learning continuum/rubric is under development.
- Baseline data will be collected in 2009-2010.

Measure:

- Percent of Grade 12 students who earn a Civics Seal.

Note:

- The criteria for earning Virginia's Civic Seal are:
 - Earn standard or advanced diploma
 - Grade of B or better in VA and US History, VA and US Government
 - 50 hours of service OR enlistment in the military
 - Good attendance/no disciplinary infractions (determined by local system)
- A broad effort is underway to assure school personnel and student awareness of the Seal's criteria, the student application packet, and the reporting of this information in our student information system.
- Baseline data will be collected in 2008-2009.

3.3. Understand the purpose, role, and means of interaction with the different levels of government.

Measure:

- Percent of students meeting benchmark on the civics strand of the related social science SOL in Grades 3, 6, 8, and 11 (reported in grade 12), respectively.

Note:

- The focus of this measure is on students demonstrating their knowledge of the structure, duties and responsibilities of each branch of government at the community, state, and federal level.

- There are different reporting categories (also referred to as strands) for each SOL. Strand information is typically used to identify student strengths and weaknesses to focus remediation.
- Given the existing division data, the Goal 3 team felt the Civics Strand of the SOL test at each grade level 3, 6, 8, and 11 (reported in grade 12) is the best measure available to reflect student knowledge in this area.
- Student performance over the past three years on the grade 3 Civics Strand shows 82 percent of students achieved benchmark; subgroup performance ranged from 89 percent to 57 percent.
- Grade 6 Civics Strand shows 72 percent of students achieved benchmark; subgroup performance ranged from 81 percent to 45 percent.
- Grade 8 Civics Strands show 72 percent of students achieved benchmark; subgroup performance ranged from 83 percent to 36 percent.
- The percentage meeting benchmark is lower for grade 8 because students had to achieve a scaled score of 30 on three Civic strands, as opposed to one Civic strand in the other three selected grades.
- The baseline is 86 percent of students meeting benchmark on the grade 11 SOL Civics Strand; subgroup performance clustered in the 70 to 80 percent range.
- In general for each grade, performance is lower on the strands than for the overall SOL. This may reflect the greater variability in test scores that occurs when you are looking at fewer questions four to ten questions versus approximately 40 questions for the overall SOL.

Summary

What did we learn?

- Strong alignment with social studies curriculum
- Alignment with School Improvement Plans
- Recognition of exemplary programs
- Refinement of measures needed
- Gaps exist in subgroups
- Need to focus on closing subgroup gaps
- Recognition of outliers who have closed gaps
- Learn from exemplars
- Expansion of service learning guidelines needed
- Enhancement of student interactions with government needed

Strategic Actions to be taken:

- Develop future measures such as student survey
- Initiate pilots
- Collect baseline data
- Continue Goal 3 project development and implementation
- Continue Goal 3 focus in School Improvement Plans

EXECUTIVE SUMMARY

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EVIDENCE OF COMPLIANCE FCPS OPERATIONAL EXPECTATIONS MONITORING REPORT

Function: Financial Services

A. Budget: The Superintendent will develop a balanced, clearly presented, needs-based budget that meets the community's expectations and the School Board's goals.

Highlights –Evidence of Compliance:

- ◆ FCPS submitted the FY 2006 approved budget documents to the Government Finance Officers Association (GFOA) and the Association of School Business Officials International (ASBO) and has been awarded the Distinguished Budget Presentation and Meritorious Budget Awards, respectively.
- ◆ The FY 2006 budget documents detail the current financial condition of FCPS and provide a multi-year perspective by including three prior year's actual data, the current year estimate, and the proposed or approved budget for the upcoming fiscal year. The estimate included in the fund statement is the most recent financial data.
- ◆ The FY 2006 Program Budget document presents the total resources allocated to each educational program and details expenditures, positions, offsetting revenue, and net cost by program. It also includes a program description, an explanation of cost, program contact, and the program's accountability reporting cycle.
- ◆ A survey will be developed in FY 2008 for the School Board, Leadership Team, and community to measure the usefulness and clarity of the budget documents. The results will drive changes to future budget documents.

B. Financial Management: The Superintendent will manage financial affairs in a fiscally accountable, transparent manner consistent with School Board budget and goals, maximizing effectiveness and conserving resources.

Highlights –Evidence of Compliance:

- ◆ Fairfax County is required to have an annual audit of their financial statements which includes FCPS. At the conclusion of the audit, FCPS receives an opinion on their financial statements based on the audit. A "clean" opinion is an unqualified opinion. The auditors conduct the audit based on established professional standards. FCPS received an unqualified opinion from the auditors for fiscal year 2006.
- ◆ The Government Finance Officers Association (GFOA) awards a Certificate of Achievement for Excellence in Financial Reporting to government entities whose Comprehensive Annual Financial Report (CAFR) meets certain requirements including ease of readability, efficient organization, and satisfaction of both accounting principles generally accepted in the United States of America and applicable legal requirements. FCPS has received the GFOA award for the previous 12 years and submitted the FY 2006 CAFR in December 2006.
- ◆ In order to provide fiscal information to the School Board and the community, budget documents, financial reports, answers to budget questions, and other related documents are available on FCPS' public website at www.fcps.edu/fs.
- ◆ The annual budget serves as the financial plan for the upcoming fiscal year and reflects a plan of activities for both daily and long-term operations based on the School Board's priorities and community expectations. Significant variations from the approved financial plan are presented to the School Board for approval during the quarterly budget reviews. The FY 2006 year-end financial statements document that expenditures did not exceed appropriations.
- ◆ In FY 2006, all deadlines were met for 26 biweekly and 12 monthly payrolls, including published pay dates, in compliance with federal, state and FCPS regulations. In addition, all valid vendor obligations were met.
- ◆ FCPS adheres to the Fairfax County Purchasing Resolution, and in FY 2006 FCPS received no valid protests of contract awards.

- ◆ In FY 2006, 448 surplus items were reissued for use by FCPS and distributed to 42 locations for a total savings of approximately \$110,000. To recover capital costs of obsolete and discarded equipment such as computers and printers, items that cannot be reused by FCPS are sold at auction. In FY 2006, FCPS received a net profit of \$103,792 from auction. In the future, additional cost savings will be measured and presented to the School Board.
- ◆ To ensure that the procurement needs of schools and departments are met, feedback is solicited from advisory focus groups. The Office of Procurement Services participates in high school, middle school, and elementary school finance technicians' and administrative assistants' meetings, financial services quarterly meetings with departmental staff, principal association meetings, and quarterly procurement schedule reviews with departmental staff. An interactive survey is being designed that will determine the quality and timeliness of services being provided.

C. FOOD AND NUTRITION SERVICES: The Superintendent will operate a child nutrition program within the Federal guidelines that promote healthy choices while remaining self-supporting.

Highlights –Evidence of Compliance:

- ◆ The child nutrition program continues to be self-supporting despite rising food, labor and benefits, and replacement equipment costs. To assist with indirect program costs, the Office of Food and Nutrition Services transfers \$2.6 million to the school operating budget and pays rent for their administrative facilities.
- ◆ Every five years, the federal government audits the Office of Food and Nutrition Services. The most recent federal audit contained an unqualified opinion. During the years between federal audits, the state audits the Office of Food and Nutrition Services. In FY 2006, the Virginia Department of Education completed a Needs Assessment of School Nutrition Programs at Riverside Elementary School, South County Secondary School, and the central office. There were no corrective actions recommended.
- ◆ The Office of Food and Nutrition Services provides nutrition and wellness information to the school community in a variety of venues including maintaining the Energy Zone website, teaching nutrition in the classroom, presenting information at PTA meetings, and providing information for PTA newsletters and the employee Supergram.

EXECUTIVE SUMMARY

EVIDENCE OF COMPLIANCE FACILITIES AND TRANSPORTATION SERVICES OPERATIONAL EXPECTATIONS MONITORING REPORT

Operational Expectation:

- A. Facilities: Provide the necessary infrastructure to support instruction and operations and maintain safe, healthful, and up-to-date classrooms and work environments that support the instructional program.**

Highlights – Evidence of Compliance:

- **FCPS buildings are clean and safe. Custodial training programs and annual building cleanliness inspections contribute to this success.**
- **Student and employee injuries are evaluated to determine causes and remedial actions are taken.**
- **Preventive maintenance of building assets are not being performed at an adequate level due to resource limitations.**
- **Community use is an important part of the school system but there is a net cost to FCPS.**
- **The Capital Improvement Program provides strategic planning for future capacity enhancements and building renovations.**
- **The Board of Supervisors has been very generous in providing capital funds for schools but the needs still exceed available monies.**
- **Membership projections are historically accurate considering the factors that influence such projections.**

- B. Transportation: Assure the transportation of all students in a safe and timely manner to instructional programs for which they are eligible or that meet their needs, in a cost-effective manner.**

Highlights – Evidence of Compliance:

- **Transportation is provided in an efficient and cost effective manner for the many programs within FCPS.**
- **Every effort is made by transportation to ensure that students are transported safely by providing excellent driver training, by operating buses that incorporate appropriate safety features, and by continuously**

stressing the importance of safety within the organization and to students, parents, and school administrators.

- **While data are not yet available to support this claim, bus arrivals are increasingly on time as we have reduced significantly the driver shortage and as transportation works with individual schools to identify and adjust bus runs that are late on a recurring basis. Accurate arrival data will not be available until such time as GPS systems are installed on school buses. This is a current initiative that lacks funding.**

C. Safety and Security and Emergency Preparedness: Provide physical security and safety programs that ensure the protection of students, staff members, visitors, and FCPS property.

Highlights – Evidence of Compliance:

- **FCPS operates an excellent safety and security program.**

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.

Executive Summary

Student Achievement Goal 1.0 - Academics

All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve academic success in school and in life.

Students will integrate academic knowledge and twenty-first century skills, allowing them to succeed in personal, community and workplace environments and to understand and participate in the global economy.

Students will demonstrate mastery of the core subjects as well as foreign languages and the fine and practical arts through both traditional and non-traditional achievement measures. Through a variety of instructional and assessment activities that integrate technology and include student products and performances as well as more traditional assignments and tests, students will prove their ability to access and communicate information, manage complexity, structure solutions, think critically and apply their knowledge to real-world situations.

Further, FCPS will define expected performance at transitional times during the elementary, middle and high school years. Measures used at these transitions will serve as systemwide indicators of student achievement. These collective measures will reflect high expectations for each student, and can provide a point of reference against which to assess individual achievement.

A series of monitoring reports were presented between October 2007 and March 2008 that reflected baseline data for each of the five sub-goals. The final report is an overview but also reports on indicators, approved by the board in December 2006 but not reported in any of the sub-goal reports.

Approved Indicators: *Completion of advanced coursework, by subject, reported by subgroups (AP & IB, dual enrollment.)* The measure used is student course enrollment data with a basic performance expectation of enrollment in at least one course and an advanced performance expectation of enrolling in at least three courses.

Approved Indicators: *Overall graduation rates.* The measure used for the baseline calculations is the Virginia Department of Education's graduation rate calculations with an expectation that 90% to 100% of our students will graduate on time.

Approved Indicators: *Percent of graduates who earned standard diplomas and percent of students who earned advanced studies diplomas.* The aspirational expectation is that 90% to 100% of our students who graduate will earn an advanced diploma.

Key Accomplishments:

- Worked with Department of Accountability to introduce a performance band concept to look at our metrics, such as SOLS to set long range goals for the division student achievement.
- Aligned our new initiatives and projects to the strategic goals using a project management approach including project teams that are cross-departmental and cross-division to get the best results
- Introduced authentic assessments into the mix at the division level to ensure that all students are developing the 21st century skills required for success in the future.
- Stayed true to your charge to help each student reach their potential and, by the way, by doing this, we will close the achievement gaps you've seen so clearly over the last several weeks

Key Measures by Sub-Goal:

- 1.2 Two Languages – highlight the new WIDA ACCESS for ELLS, expansion of FLES into all elementary schools
- 1.3 Fine and Practical Arts – increasing the number of industry certifications, development of STEM courses, and the introduction of the fine arts authentic assessments in Grade 6
- 1.1.1 Language Arts – creation of a pacing guide for K-12
- 1.1.2 Mathematics – Mathematics Reasoning Assessment
- 1.1.3 Science – Chemistry for all students
- 1.1.4 Social Studies – Global Awareness Technology Project, Grade 5
- 1.5 Technology – divisionwide roll out of eCART
- Overview – high expectations for all our students to reach the highest levels of achievement marked by advanced studies diplomas for 90% of students

EXECUTIVE SUMMARY

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EVIDENCE OF COMPLIANCE FCPS OPERATIONAL EXPECTATION MONITORING REPORT

PERIOD COVERED: Calendar Year 2007, except as noted.

Function: Information Technology

Operational Expectation: The Superintendent will use technology to support teaching, learning, and the Board's operational expectations and goals.

1. Provide a comprehensive and functional technology infrastructure.

Highlights –Evidence of Compliance:

- The FCPS Wide Area Network, including the infrastructure, equipment and circuits, was available 99.85% of the time in 2007, exceeding the target of 99%.
- In 2007, 98.76% of all incidents were responded to according to established service level agreements, exceeding the target of 95%.

2. Provide technology capabilities that are useful for staff members and students.

Highlights –Evidence of Compliance:

- FCPS currently has a students-to-standard computer ratio of 2.2 to 1, exceeding the target of 2.5 to 1. Limited funding for computer replacement will impact the ability to maintain this ratio in the future.
- In the 2007 IT survey, 91.4 % of teachers indicated that they utilized technology productivity tools every day in their jobs, and 90.7% of teachers responded that they used technology to support student learning daily or weekly, an increase over 2006.
- Based on feedback from the board during last year's technology monitoring report, new questions were asked regarding usefulness of technology. In response to these new questions, 97.7% of teachers indicated that the most useful tool is their teacher laptop, followed by 94.9% for presentation workstations, 91.9% for digital camera, 91.8% for computer lab, 91.7% for wireless mobile lab, and 91.5% for electronic interactive boards.
- Teachers provided invaluable feedback and input in 2007 on all major technology initiatives including eCART, FCPS 24-7 collaboration tools (Wiki's and Blogs), on-line SOL testing, On-line IEP system, SASI replacement, etc.
- A new capability has been developed in FCPS 24-7 to allow school administrators to more easily monitor the content and usage of their teachers' sites.
- In school year 2006-2007, the Online Campus offered 39 courses and served 759 students, an increase over the previous school year.

3. Use technology to support diverse learning techniques and styles.

Highlights –Evidence of Compliance:

- The number of students with disabilities receiving assistive technology services was 3,561 in FY07, an increase over the previous school year.
- Discovery Education *streaming* with over 40,000 video segments correlated and searchable by Virginia SOL's is now available to all schools and usage continues to grow.

4. Provide a means for interactive communication between the school system, parents, students, and the community.

Highlights –Evidence of Compliance:

- Enhancements were made to the FCPS 24-7 Learning portal with the addition of Wiki's and blogs.
- eCART is being piloted in 30 schools through FCPS 24-7, providing teachers and administrators access to approved curriculum, assessment and resources.
- All schools began providing individual parent accounts for FCPS 24-7 in the spring of 2007.
- Total e-mail messages sent and received in 2007 was 196,593,608, excluding spam.

5. Provide information electronically about school and division programs and academic progress.

Highlights –Evidence of Compliance:

- As of December 2007, 96,168 users were subscribed to the Keep In Touch communications service and 91 schools including Adult and Community Education (ACE) had customized KIT systems. Note that there are significant performance issues with the current KIT vendor and a RFP has been released to seek a new vendor, pending budget availability.
- In 2007, FCPS produced 671 individual public information and instructional video segments, as well as 131 full-length television programs, providing news and information about the schools, emergency messages and curriculum programming.
- In 2007, 10,033 Public Services Announcement spots (with a value of \$501,650) aired on over 40 cable channels, through our FCPS "smart" PSA campaign, a bold and creative effort that informs cable television viewers about FCPS efforts and initiatives.
- The FCPS public website, www.fcps.edu, was available 99.89% of the time, exceeding the target of 99%.
- Based on the school board's feedback on last year's technology monitoring report, a new indicator (5.f.) was added this year, tracking the timeliness of updating data on the online school profiles. This year 100% of the data was updated according to published schedules, exceeding the target of 85%.

6. Provide a system to access relevant and current data by appropriate users.

Highlights –Evidence of Compliance:

- The public utilization in 2007 of EDSL via the school profiles on www.fcps.edu was 10,476,996, an increase of 60.5% over the previous year.

Additional Highlight Not Specific to an Indicator –Evidence of Compliance:

- Last year the school board directed IT staff to analyze the student information system suite of products and recommend a course of action. As a result, staff presented a business case that concluded the current student information system, in use at FCPS over ten years, lacked the flexibility to meet evolving FCPS needs. The school board approved replacement of the current system through the competitive selection process. Staff then developed the requirements for a new system based on input from 36 focus groups covering the full range of stakeholders, including teachers, parents, and students. Staff released the request for proposal (RFP) to potential bidders in December 2007. Following a rigorous evaluation process, staff expects to recommend a contract award by the end of the current school year. A two-year phased implementation of the new student information system will begin following school board approval of the contract award.