

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

**INSTRUCTIONAL PROGRAM AND TREATMENT OF STUDENTS**

Period covered: 7/1/2006 – 6/30/2007

**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.**

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

**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:

- Evidence of equitable and nondiscriminatory access by all students to instructional programs as indicated by enrollment data for NCLB subgroups. (See Attachment 1)
- All schools will serve 50 percent or more of their students with low incidence disabilities.
- Evidence of the percentage of time students with disabilities participate in a general education classroom setting.
- Indicators listed under Operational Expectation #7 provide evidence of safe, healthful, and secure environments.

**Superintendent Statement of Condition:**

**Board Comments:**

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

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

**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 district.

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:

- Student outcomes reported in student achievement goal reports. (See Attachment 1)

Capacity building:

- Data from post-training surveys showing that 100 percent of teacher training provided to differentiate instruction is useful in meeting the diverse needs of students.

**Superintendent Statement of Condition:**

**Board Comments:**

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

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

**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:

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

**Superintendent Statement of Condition:**

**Board Comments:**

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

**Superintendent:**    A                     U   
**School Board:**     A                     U

**Reasonable Interpretation:**

School stakeholders include the parent community, the faculty, the staff, students, and the community at large. When stakeholders are provided the information they want and need and have opportunities for meaningful and appropriate participation in their schools, school climate improves. A positive school climate contributes to increased student achievement.

To promote communication and collaborative practices, schools must maintain structures that support them. These structures include:

- Trainings.
- Liaison activities with agencies, coalitions, and businesses.
- Opportunities for participation.
- Opportunities for communication.
- Materials that support school, family, and community partnerships.

The establishment of learning communities is the conceptual and organizational structure required to promote staff and faculty collaboration. Structures that support student collaboration and engagement may vary from school to school, but include opportunities for students to participate in school life during and after school. Business-school partnerships and community use of schools for lifelong learning ensure that schools remain connected to external stakeholders.

Indicator:

- School Climate Survey data indicating parent, staff, student, and community levels of satisfaction regarding stakeholder collaboration.

**Superintendent Statement of Condition:**

**Board Comments:**

**5. 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:

- Results of formative and summative assessments used to measure student performance. (See Attachment 2)

Capacity building:

- Develop and implement divisionwide rubrics to measure student performance in:
  - Mathematics Reasoning, Grade 2
  - Global Awareness and Technology, Grade 5
  - Life Skills, Grade 6
  - Fine Arts, Grade 6
  - Environmental Science, Grade 7
  - Life Skills, Grade 8
  - Economics and Technology, Grade 8
  - Passage Exhibition documenting service to the community, Grade 8
  - Senior Project, Grade 12
- Implement the Curriculum and Assessment Initiative to provide a tool that will support a variety of district-developed and teacher-made assessments.
- Establish benchmark standards at “passage” grades 3, 6, 8, and 12 across a variety of measures and report percent of students meeting these standards.
- Develop and implement student learning plans.

**Superintendent Statement of Condition:****Board Comments:**

**6. 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:

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

**Superintendent Statement of Condition:**

**Board Comments:**

**7. 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:

- School Climate Survey data indicating student, staff, and community levels of satisfaction regarding a safe and healthful learning environment.
- Fairfax County Youth Survey data showing an increase in resiliency and protective factors.
- 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:**

**Board Comments:**

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

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

**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:**

- Data reflecting stakeholder participation in middle school and high school course additions.
- Data reflecting stakeholder participation in textbook adoptions.
- 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:**

**Board Comments:**

**Summary Statement of the Superintendent:**

**Summary Statement of the Board:**

**Areas for Improvement:**

**Areas of Commendation:**

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

**Date for Re-Monitoring:**