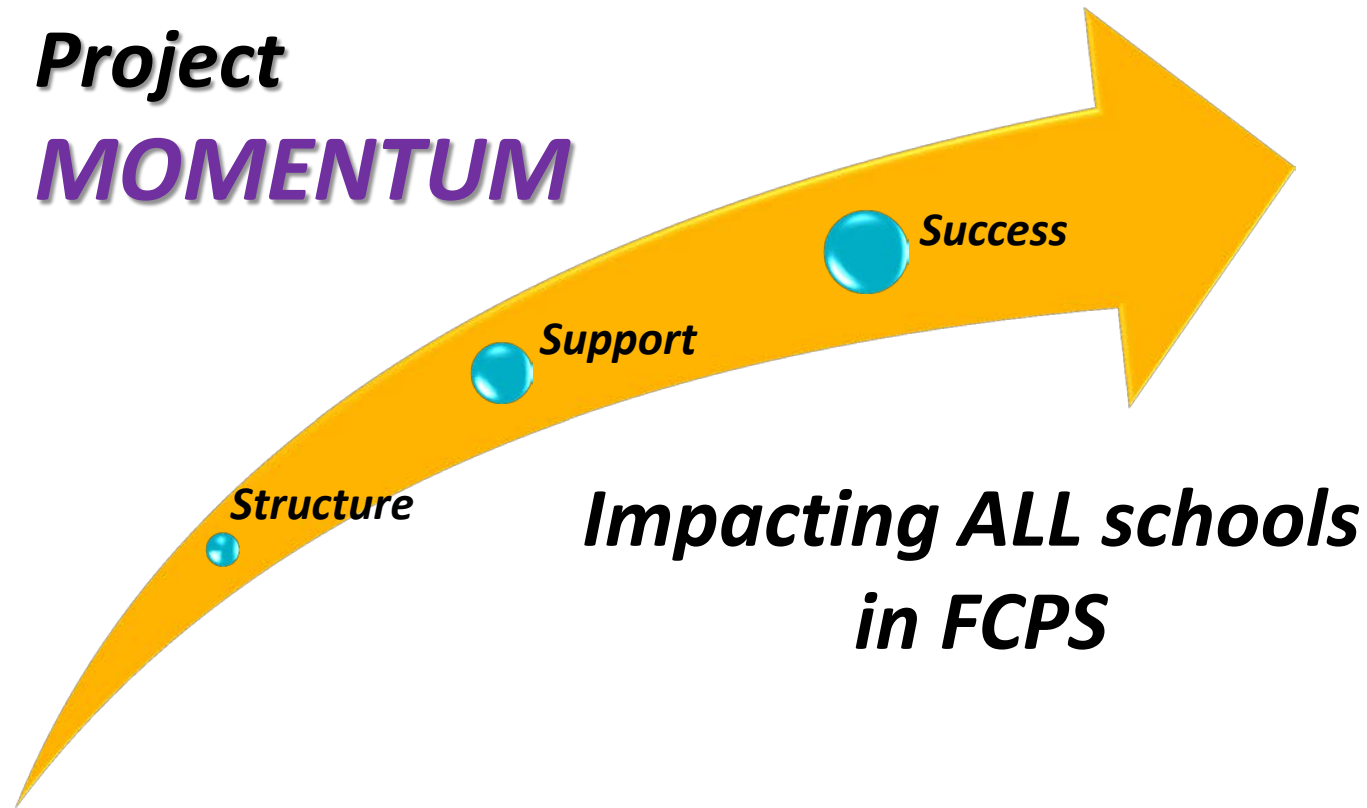


FAIRFAX COUNTY'S PROJECT MOMENTUM: DELIVERING EQUITY AND EXCELLENCE FOR ALL CHILDREN





Project MOMENTUM



***Impacting ALL schools
in FCPS***

The **VISION** of the Office of School Support
is that every student in FCPS will have access to a
high quality and equitable education in every classroom in every school.



Project **MOMENTUM**

Accountability Context

- Schools in VA are accredited by VDOE every year based on standardized test results (the SOL tests)
- Schools must not fall below required benchmarks for more than three years in any subgroup (Year 1, 2, 3...)
- If a school reaches Year 4 of warning, it is denied accreditation or reconstituted
- The lowest 5% and 10% of Title 1 schools were designated Priority and Focus Schools
- Now, two VDOE models: Comprehensive Support & Improvement and Targeted Support & Improvement



Project **MOMENTUM**

Closing Achievement Gaps and Ensuring Equity

A primary driver for the expansion of Project Momentum to support all schools in FCPS was the significant change to Virginia Standards of Accreditation:

- Subgroups are now a significant factor in Accreditation in both English and Math
- Subgroups must achieve the threshold of 75% in English and 70% in Math

Subgroups

Asian

Black

Economically Disadvantaged

English Learner

Hispanic

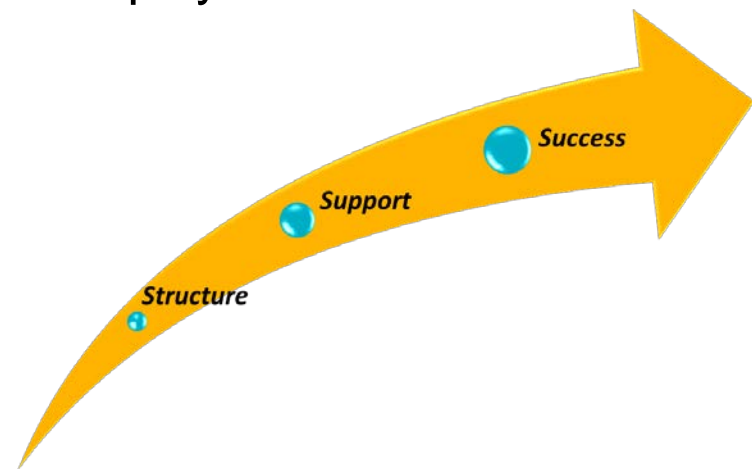
Students with Disabilities

White

Project **MOMENTUM**

Historical Context

- 2010-13: Priority Schools Initiative – Partnership with the University of Virginia’s School Turnaround Program
- 2014-15: Executive Principals for School Improvement Created
- 2015-16: Project Momentum Full Implementation
- 2017-18: Chief Academic and Equity Officer (CAEO) and Office of School Support (OSS)
- 2018-19: Expansion of OSS and Equity Office





Project **MOMENTUM**

Our Mission

To leverage our instructional expertise and experience to:

- Build capacity of school staff and leadership to deliver and sustain high quality instruction
- Support schools as they implement innovative systems and learning opportunities
- Facilitate collaboration to optimize collective efficacy and student achievement

We accomplish this mission through a direct focus on our 5 Key Drivers for School Improvement and Closing Achievement Gaps.



5

Key Drivers for

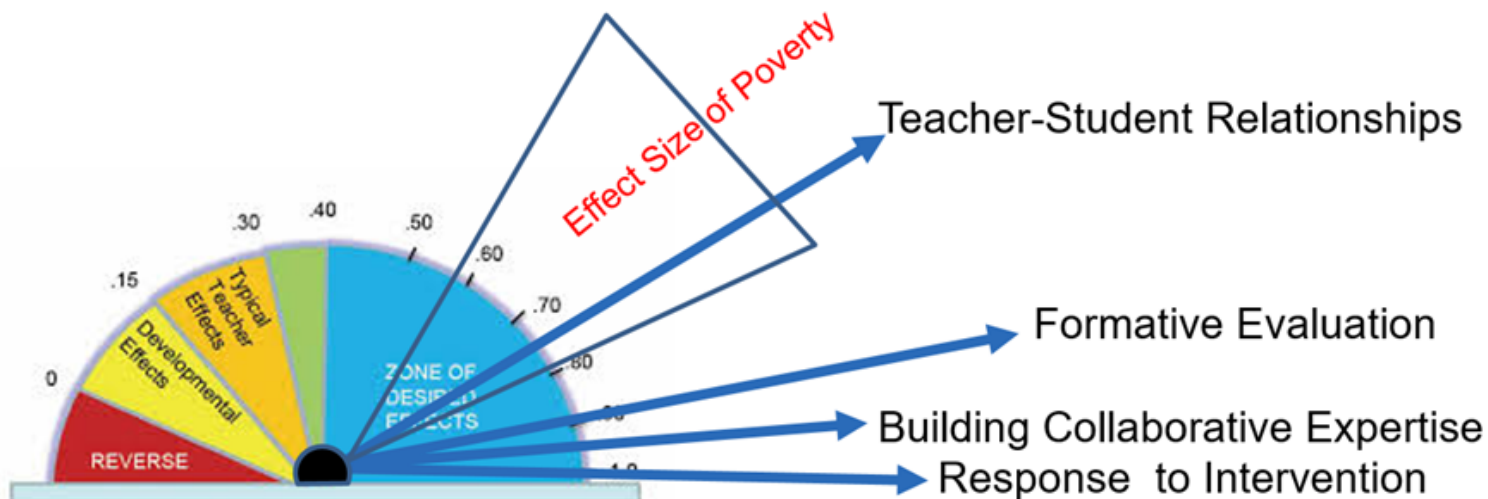
School Improvement and Closing Achievement Gaps

1. Collaborative teams that meet regularly and engage in the work of the instructional cycle with fidelity to ensure alignment of written, taught, and tested curriculum
2. Structured Multi-tiered System of Supports (MTSS) protocols that meet the needs of all students
3. High quality Tier 1 instruction aligned to learning targets that are connected to state standards, big ideas, and essential understandings
4. Collaboratively created lesson plans aligned to planning and pacing guides
5. Frequent team-created assessments for learning that are aligned to state standards and used to inform instructional decision making

Our focus in *Project **MOMENTUM*** Schools

High Yield Instructional Strategies

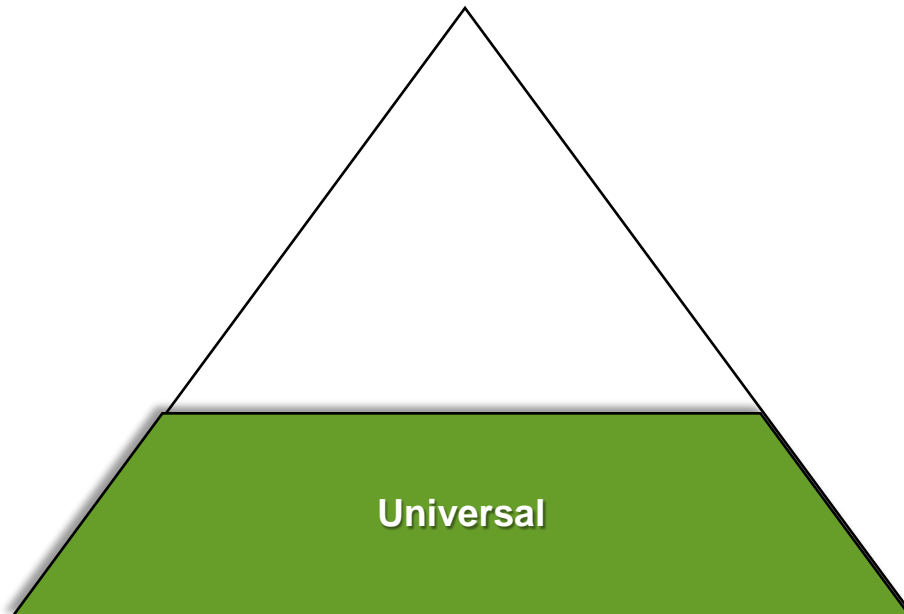
Hattie's Research Shows The Most Effective Strategies To Improve Student Learning



Project **MOMENTUM**

Universal Schools

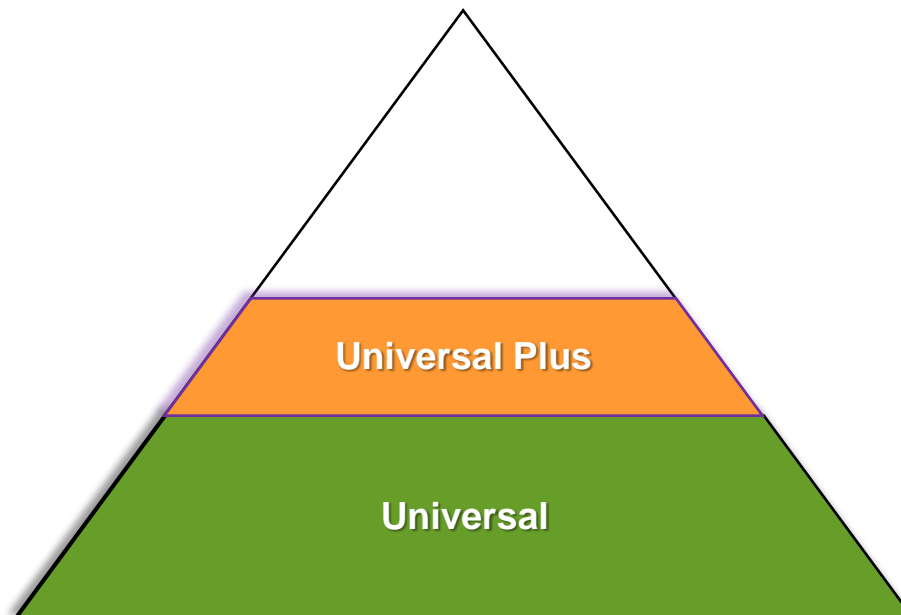
- Schools that meet all Federal and State accreditation requirements and do not qualify for any additional supports
- Support provided for schools to refine “next practices” and to lead innovation in FCPS



Project **MOMENTUM**

Universal Plus Schools

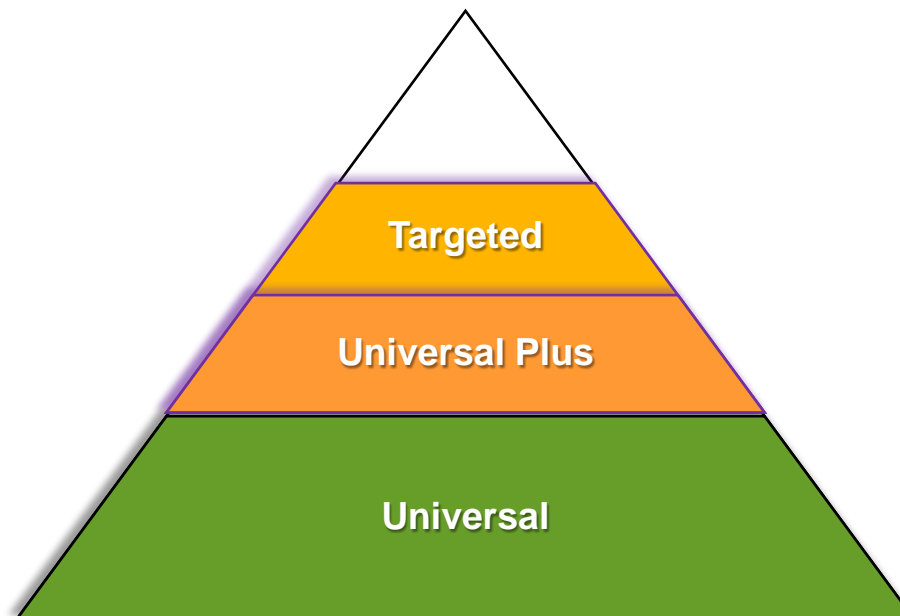
- Schools that have been identified by FCPS as qualifying for additional staffing allocation based on FRM/Poverty
- Schools receive additional staffing, as allocated by FCPS Needs Based Staffing formula



Project **MOMENTUM**

Targeted Schools

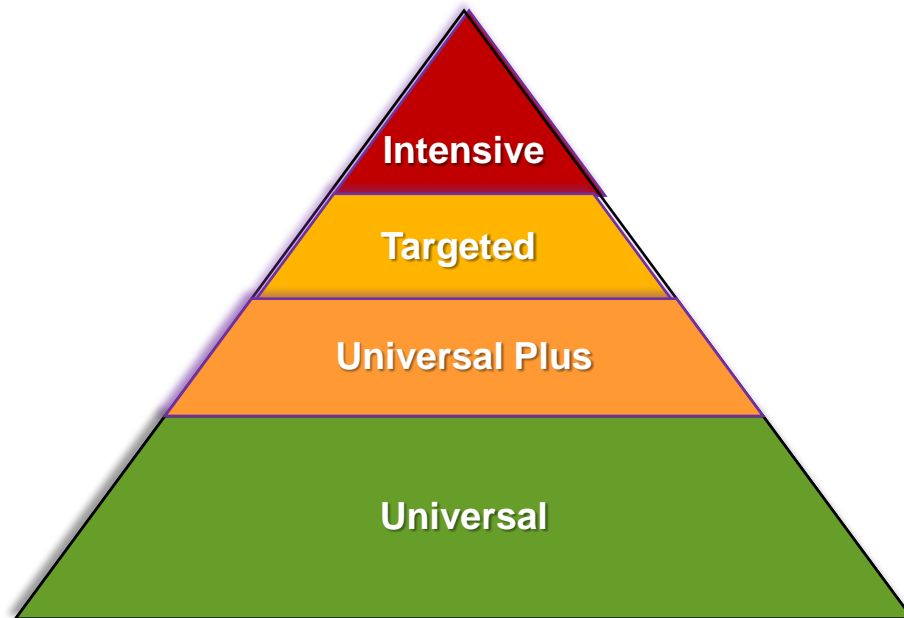
- Schools that have missed a state benchmark, have significant gap points, or negative trend data demonstrating a significant change; indicating the possibility of becoming an “Intensive” school
- These schools may receive staffing allocated by the FCPS Needs Based Staffing formula



Project **MOMENTUM**

Intensive Schools

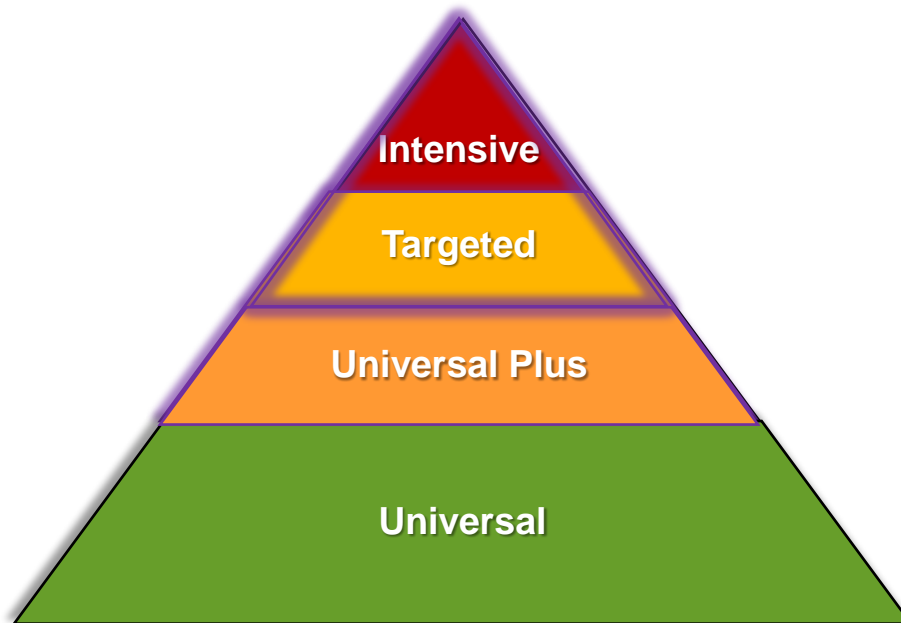
- A small group of schools identified by the school support formula as most in need of significant support and resources; critically in danger of not meeting or have not met VDOE Accreditation Standards
- These schools may receive staffing allocated by the FCPS Needs Based Staffing formula



Project **MOMENTUM**

Direct Support

- Schools considered Intensive or Targeted receive financial and human resources to support their needs
- Schools in the top two tiers are part of Project Momentum





Project **MOMENTUM**

How Schools Have Been Identified

Criteria for **Intensive** and **Targeted** Tiers

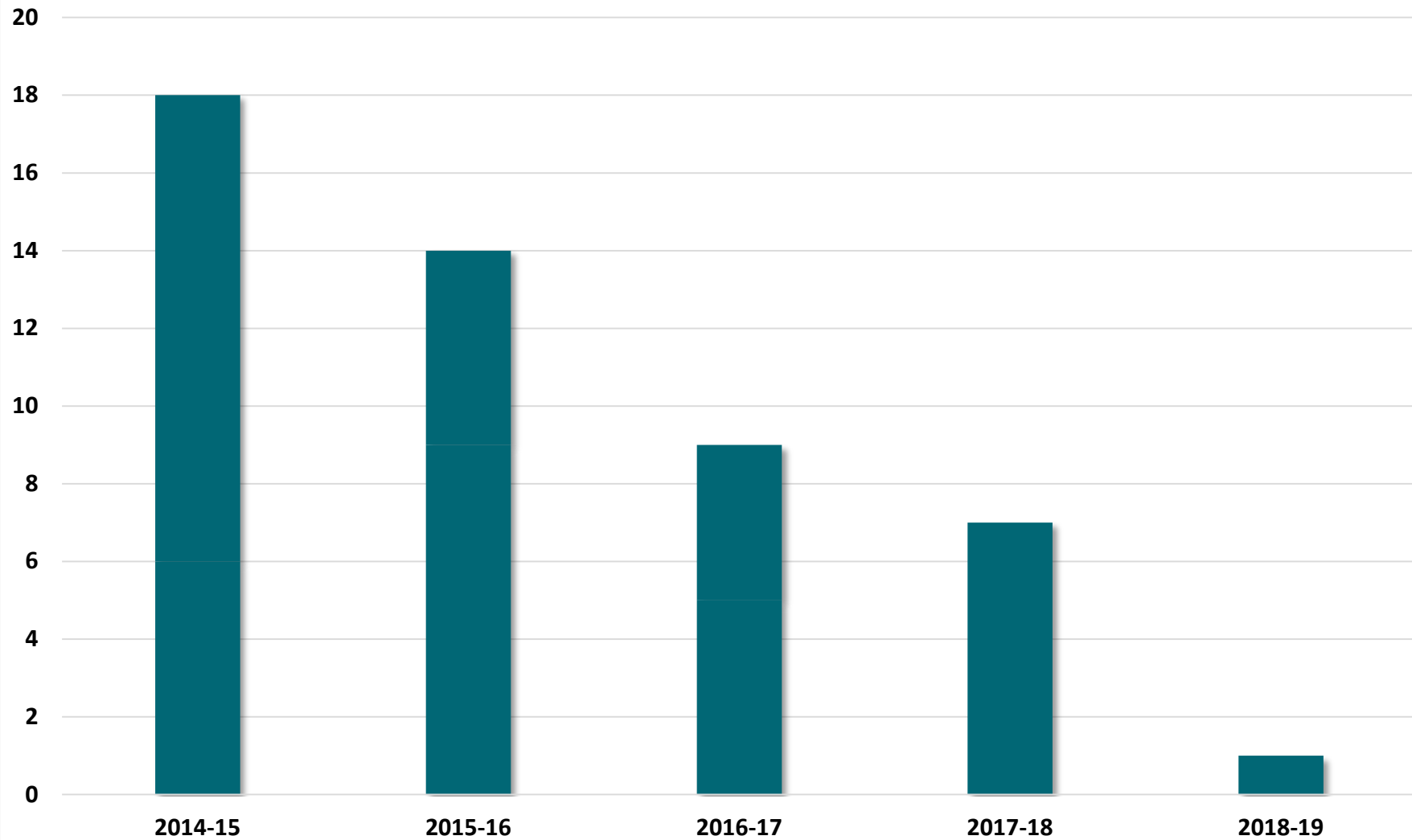
- Accreditation Status
- VDOE Targeted Support and Improvement Status
- VDOE Comprehensive Support and Improvement Status
- VDOE Gap Points
- Missed AMOs
- Significant Negative Trend Data

Automatic Qualifiers for **Intensive** Tier

- VDOE Focus/Priority Status
- Year 2+ Accredited w/ Warning: Partially Accredited Warned School-Pass Rate
- Two Consecutive Years not Meeting State Accreditation Benchmarks in ANY Content Area



Number of FCPS Schools[‡] Not Fully Accredited



[‡] Schools accredited without alternative plan



FCPS has **NO** schools that have been identified for improvement under NCLB and ESSA

For the first time in 15 years, no FCPS schools are identified under federal accountability (“Improvement Schools” in years 1-5 under NCLB, then Focus schools under the ESEA waivers)

No Focus or Priority schools



Project *MOMENTUM*

Highlighted Supports Provided to Schools

Targeted

- Instructional support for Tier 1 classroom instruction
- Funding for accelerated School Improvement & Innovation Plan
- Instructional Coach
- Access to Title I staffing for additional collaborative planning time (elementary)
- Support from OSS specialists and resource teachers
- Interdisciplinary quarterly meetings with OSS and Region
- Specialized professional development opportunities
- Needs based staffing



Project *MOMENTUM*

Highlighted Supports Provided to Schools

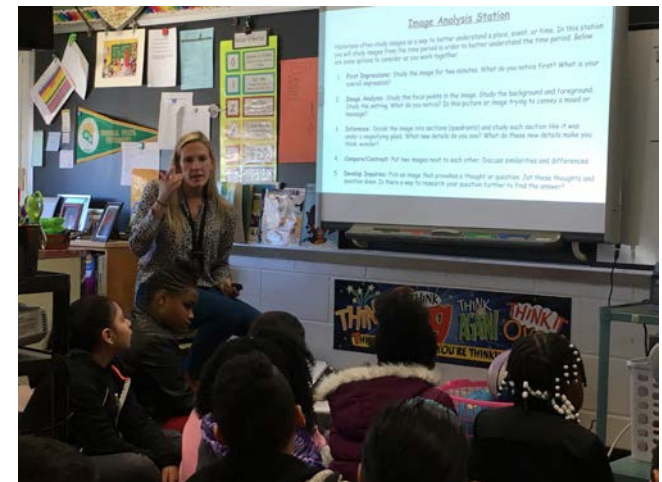
Intensive:

- Prioritized instructional support delivered at school site
- Funding for accelerated School Improvement & Innovation Plan
- Instructional Coaches (2)
- Access to Title I staffing for additional collaborative time (elementary)
- Customized direct support from OSS specialists & resource teachers
- Interdisciplinary monthly meetings with OSS and Region
- Specialized professional development opportunities
- Needs based staffing
- Extended contracts for Teacher Leaders (10 days)
- Differentiated support from the Department of Human Resources

Project **MOMENTUM**

New Region Teams: 2018-2019

- Teams serve all schools within the Region with an emphasis on supporting Intensive and Targeted schools
- Central oversight is provided to Region teams
- Support is guided by data to ensure the right support is going to the schools demonstrating the most need
- Teams consist of content and data specialists, differentiated for each school's unique needs and accreditation issues



Project **MOMENTUM**

What Has Made This a Success?



Project **MOMENTUM**

5 Most Important Points

1. Reporting to the CEO & top LT agenda item

Leadership Team Agenda
Gatehouse Conference Room 5055
November 15, 2016
9 a.m.

ITEMS FOR DISCUSSION	NOTES/FOLLOW-UP
1. Welcome and Recognitions	
2. School Board - Upcoming Meetings	
3. Project Momentum Update (Mark)	



Project **MOMENTUM**

5 Most Important Points

2. Driven by data, not politics or fairness

FCPS Region	# of Schools in Project Momentum	% of Schools in Project Momentum
1	6 out of 40	15%
2	10 out of 45	22%
3	21 out of 45	47%
4	1 out of 37	3%
5	2 out of 32	6%

Project **MOMENTUM**

5 Most Important Points

3. Monthly meetings with key players at the table





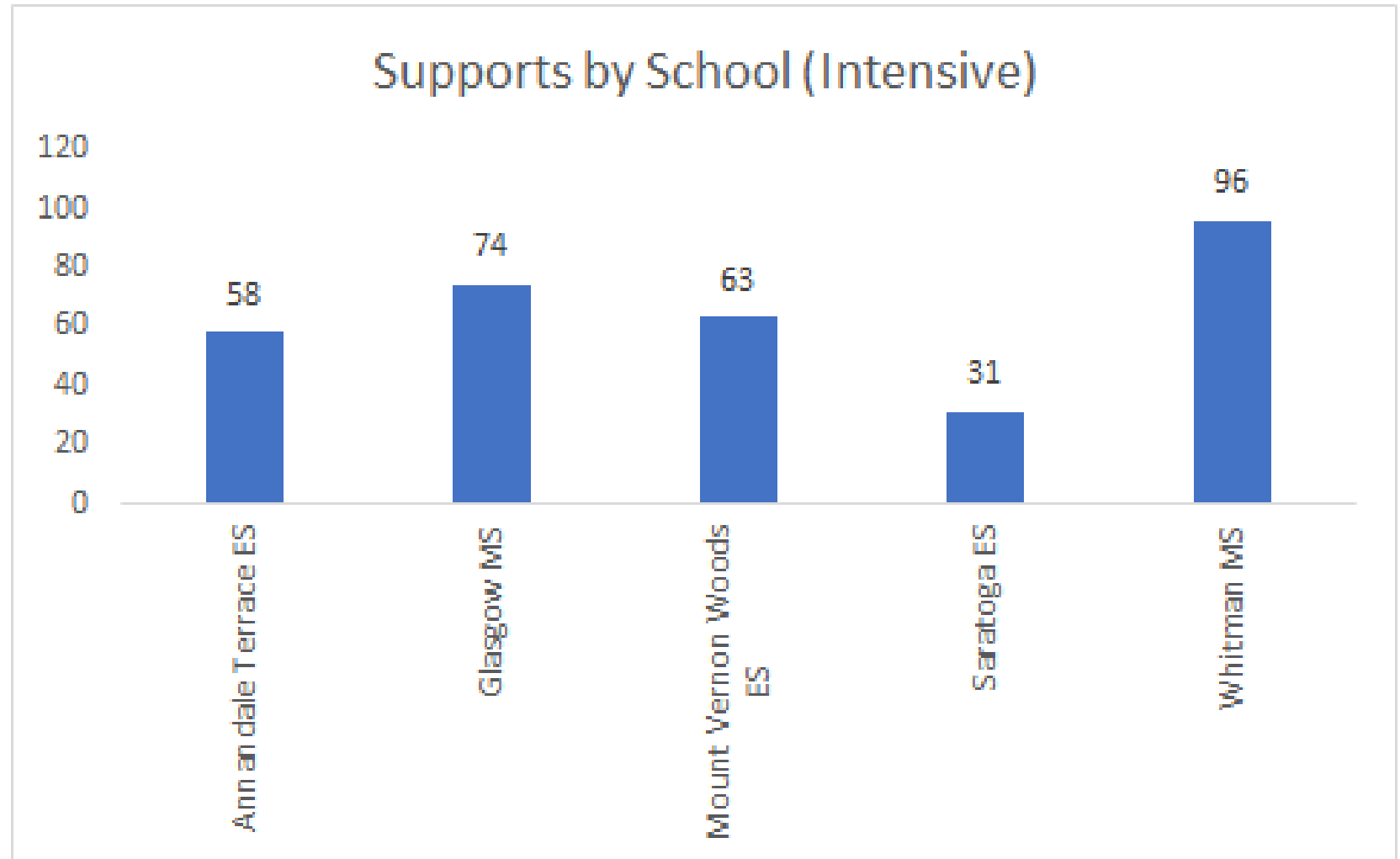
Project **MOMENTUM**

5 Most Important Points

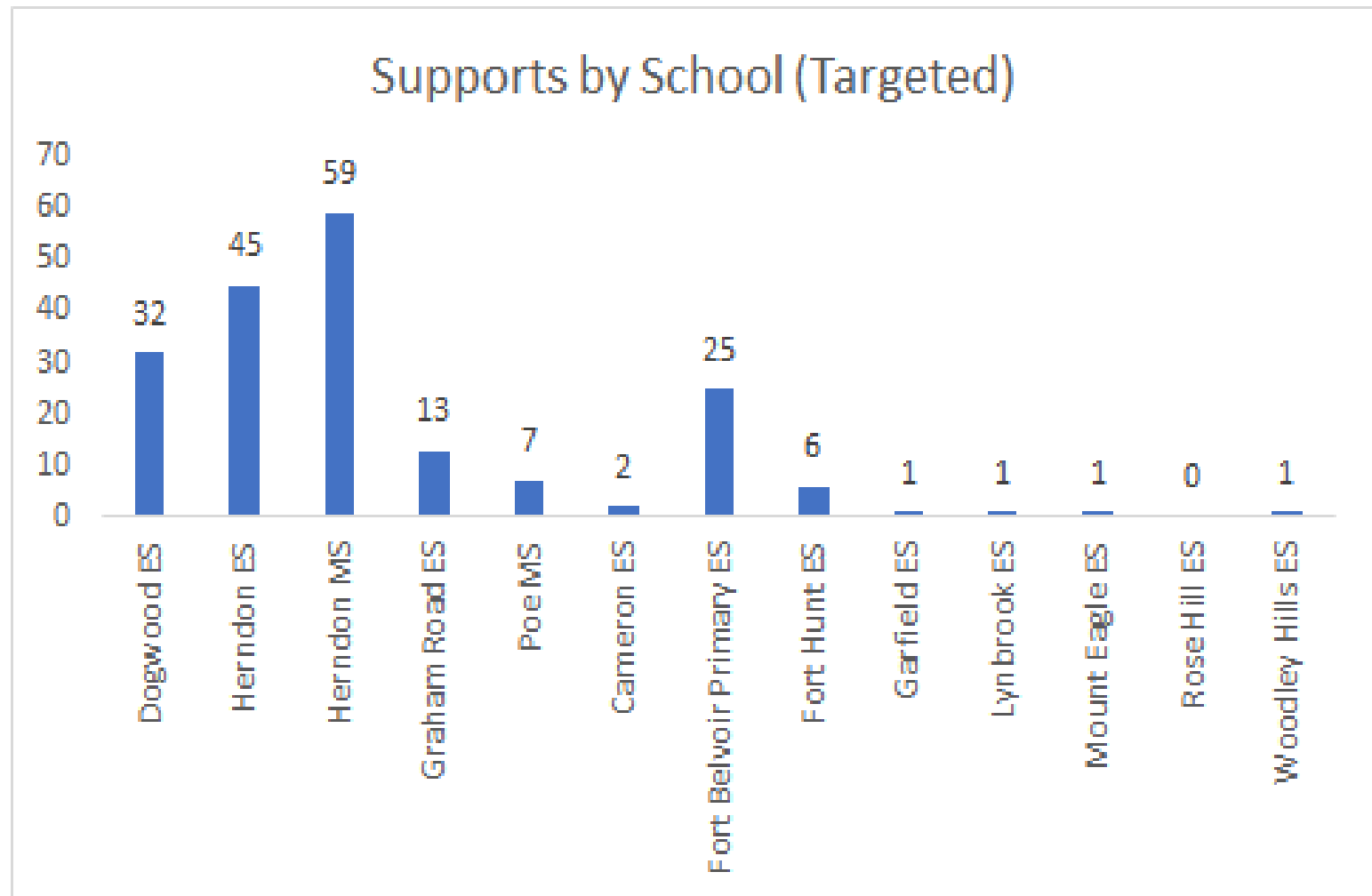
4. Differentiated, focused support led by Principal

- Content support to build capacity of teachers and teams
- Data support and training
- Coaching and consulting for principal
- Constant communication and regular school visits
- HR prioritization for staffing
- Financial support for areas of need
- Cross departmental collaboration to support principal's identified priorities

322 Support Visits to Intensive Schools September 2018



189 Support Visits to Targeted Schools September 2018





Project **MOMENTUM**

5 Most Important Points

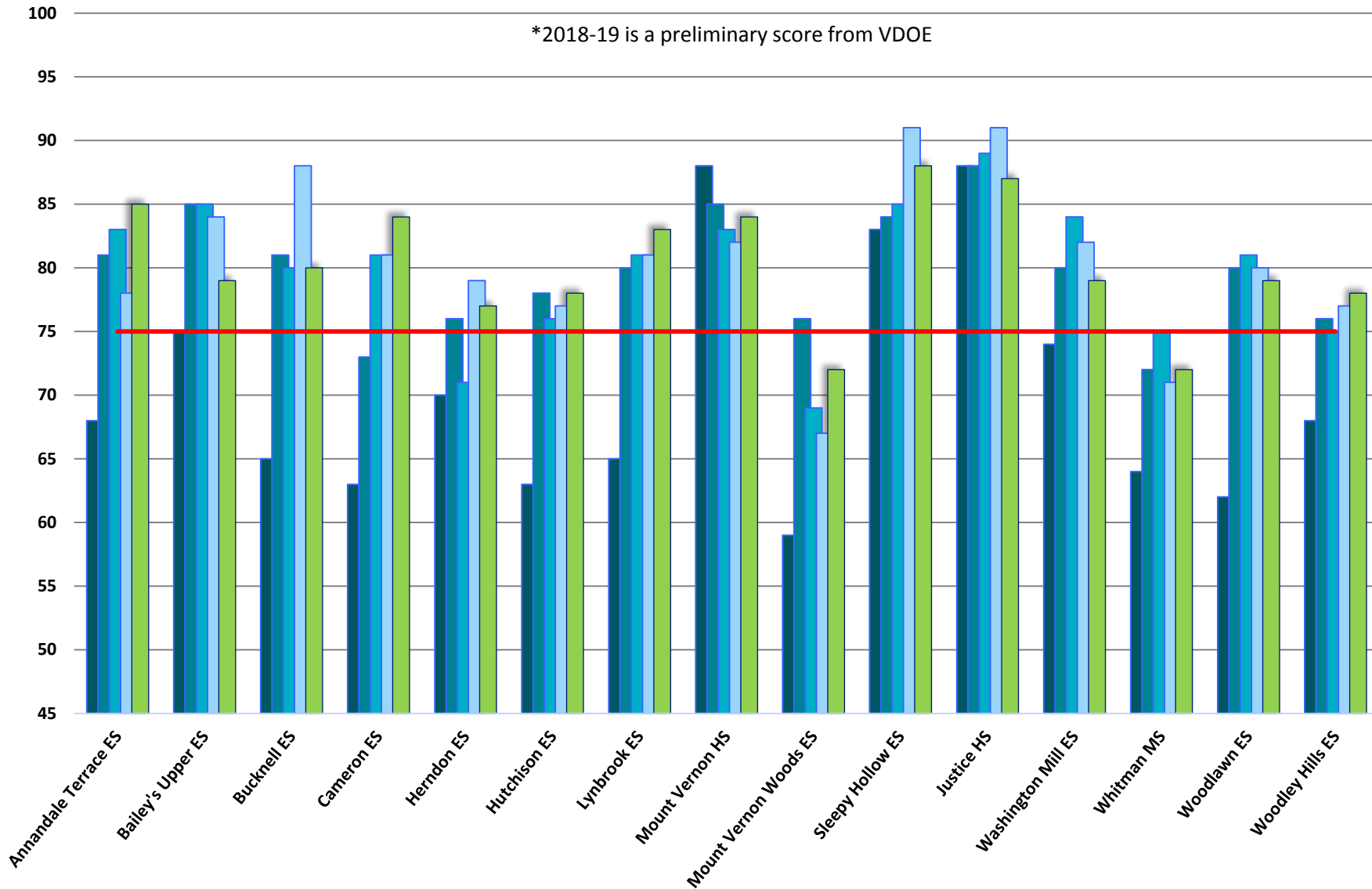
5. Division Support and Collaboration

- Outstanding support that begins with the School Board
- Three different Division Superintendents championed Project Momentum
- Cross departmental meetings and support
- Principal and teacher confidence in support
- Prioritization for division of schools in most need

English Outcomes for **Intensive** Schools

■ 2014-15 ■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19*

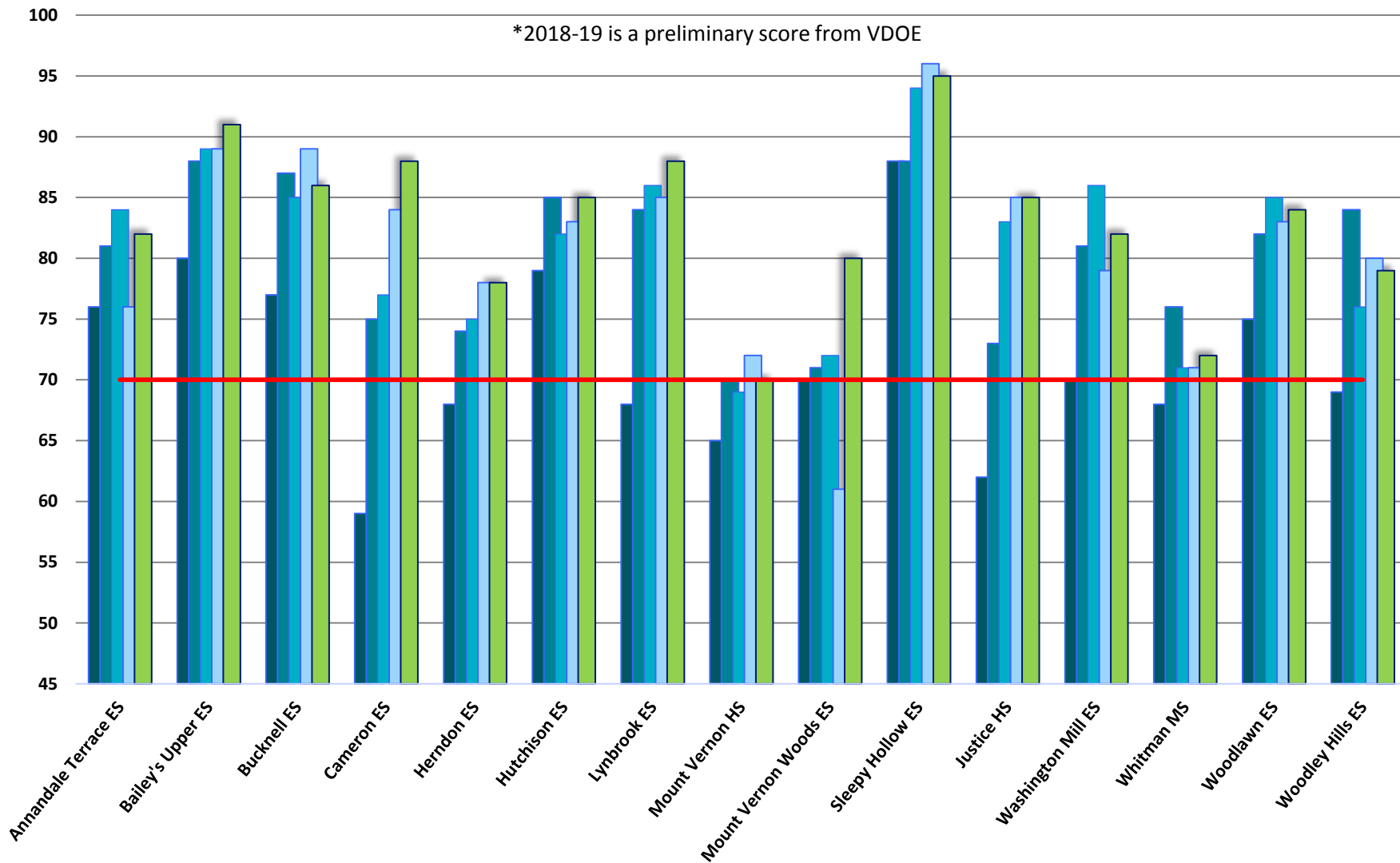
*2018-19 is a preliminary score from VDOE



Mathematics Outcomes for **Intensive** Schools

■ 2014-15 ■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19*

*2018-19 is a preliminary score from VDOE

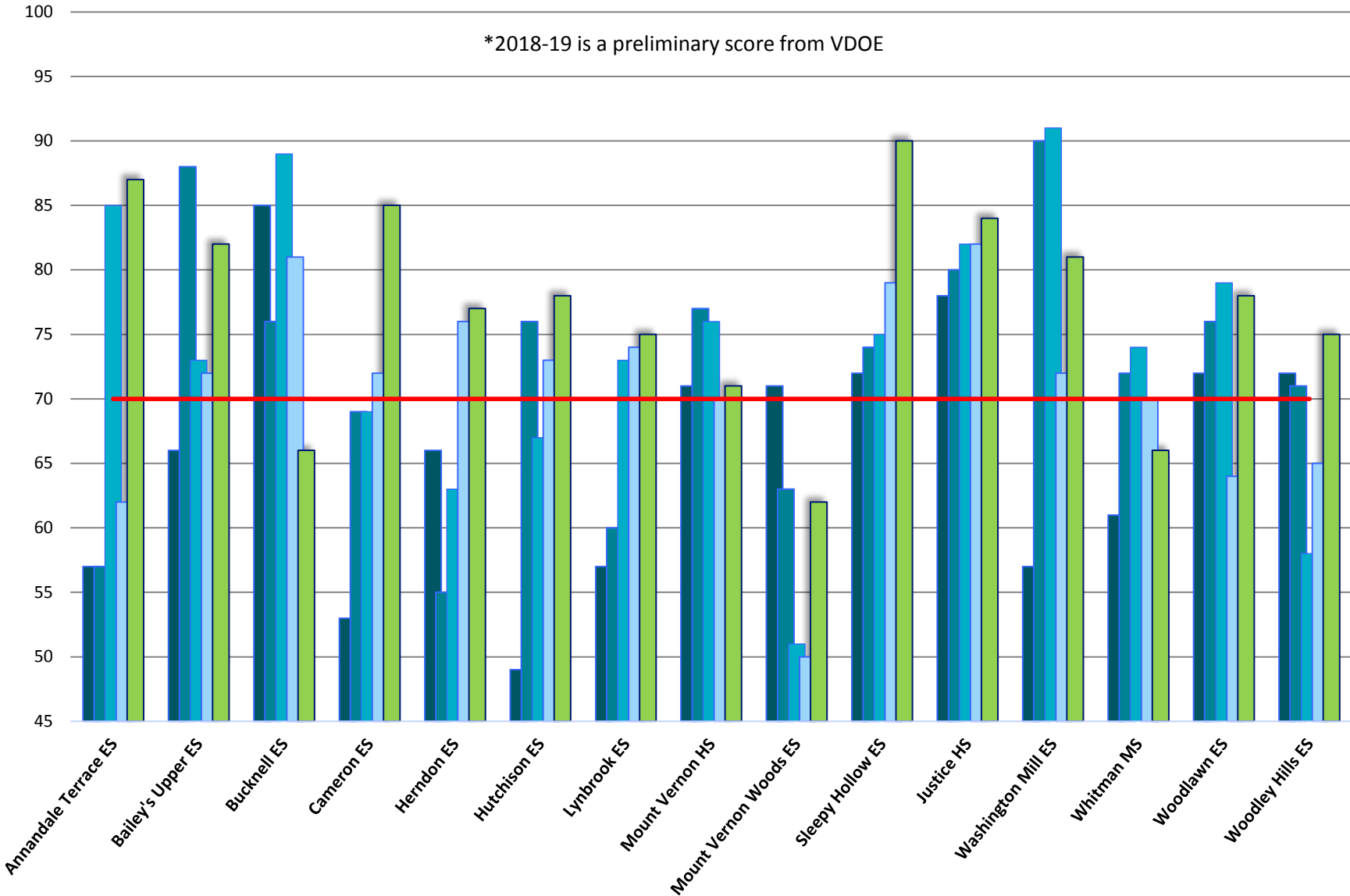




Science Outcomes for **Intensive** Schools

■ 2014-15 ■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19*

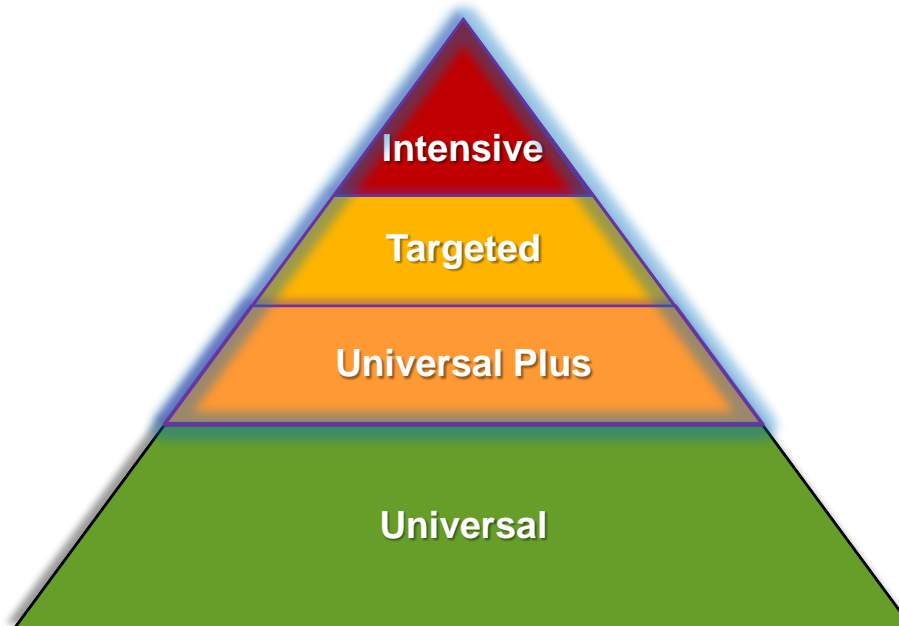
*2018-19 is a preliminary score from VDOE



Fairfax County Public Schools

Additional Needs Based Staffing

- Schools considered Intensive, Targeted, or Universal Plus may receive additional needs based staffing





Fairfax County Public Schools

Needs Based Staffing to Create Equity

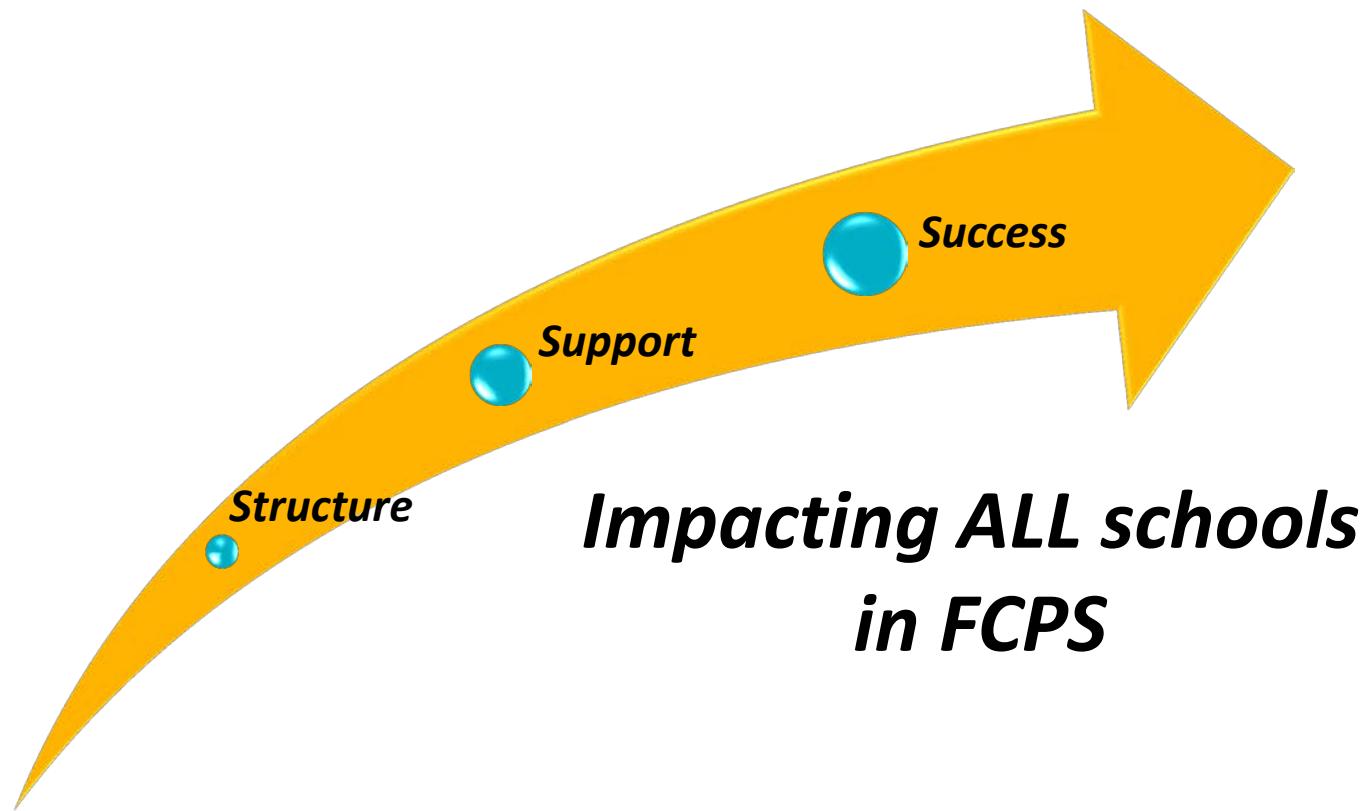
- The FCPS School Board has made staffing schools in an equitable manner a top priority
- The goal is to ensure that students in all schools are getting the differentiated support to ensure academic achievement in our most at-risk schools
- At the elementary, middle, and high school levels, a weighted factor is applied to the number of Free & Reduced Meals (FRM) eligible students at each school in the general

Examples of Needs-Based Staffing for Schools with the Same Number of Students

	School A	School B	School C	School D	School E	Comment
FRM %	0%	25%	35%	50%	70%	Varying FRM percentages to show how needs-based staffing impacts a variety of schools
Projected Enrollment	500	500	500	500	500	All schools assumed to have same number of students
FRM Factor	0.0	0.3	0.4	0.5	0.5	The FRM factor is based on the FRM %. See staffing standards in appendix for more details
FRM Impact	0.0	37.5	70.0	125.0	175.0	FRM % * Projected Enrollment * FRM Factor
Projected Enrollment + FRM Impact	500	538	570	625	675	Projected Enrollment + FRM Impact
General Education Teacher Staffing	18.0	20.0	21.0	23.0	25.0	(Projected Enrollment + FRM Impact) / 27.25
Teacher Staffing due to FRM	0.0	2.0	3.0	5.0	7.0	Number of teacher positions on the general education teacher staffing total that are due to the FRM Impact
Average Class Size (base and FRM staffing only)	27.8	25.0	23.8	21.7	20.0	(Projected Enrollment) / (General Education Teacher Staffing)

Project **MOMENTUM**

Our expectation is that all FCPS schools will be Fully Accredited for the 2019-20 School Year.





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