

Improving Education of Low-Income and Minority Students in FCPS

**Fairfax County Public Schools
October, 2011**

Our Team

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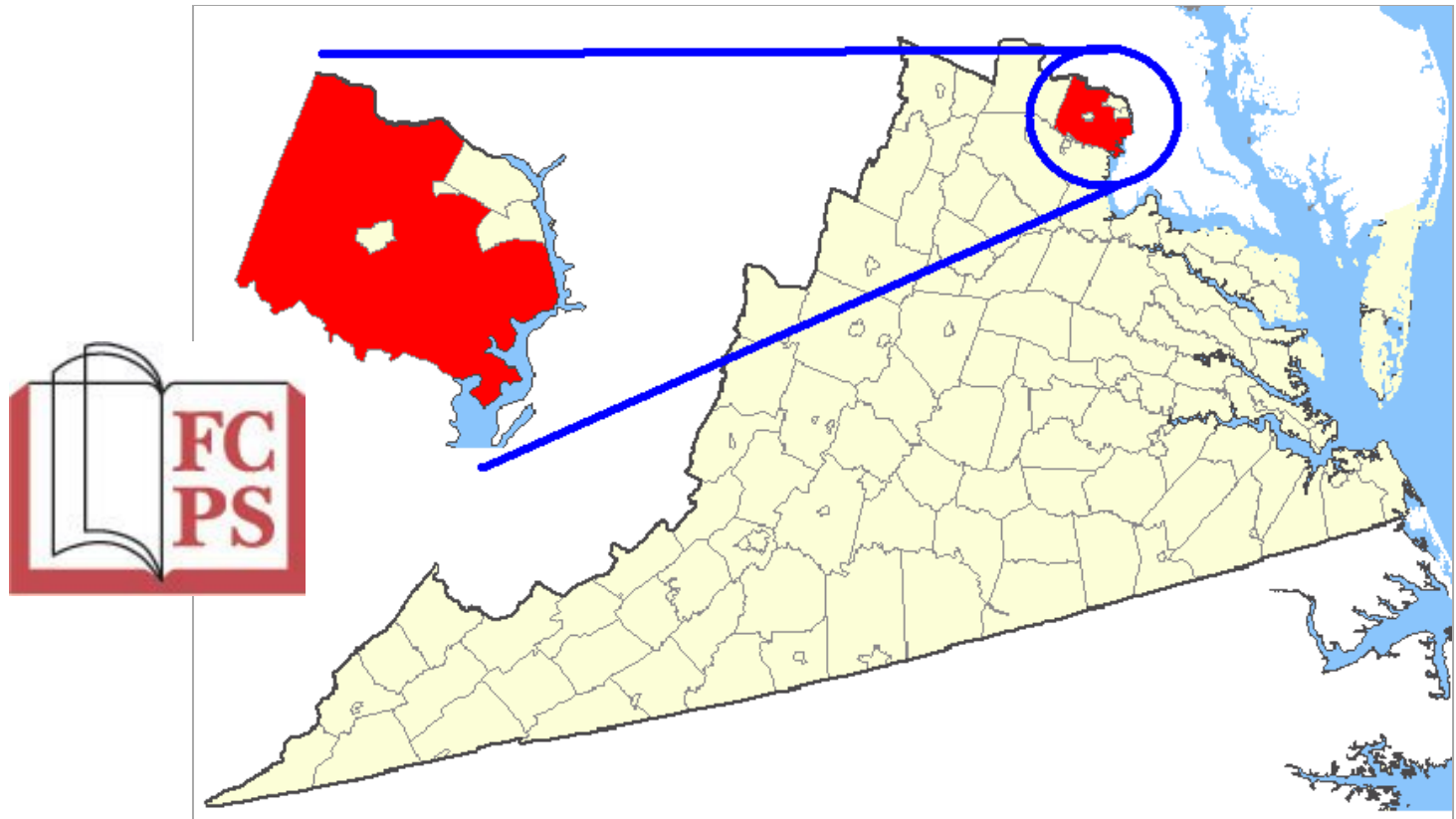
Improving Education of Low-Income and Minority Students in FCPS

Session Objectives

- Describe how FCPS uses formative and summative assessments
- Discuss how FCPS is using eCART to facilitate learning and assessment
- Describe federal and state testing requirements and how FCPS uses data to monitor programs



Background/Context



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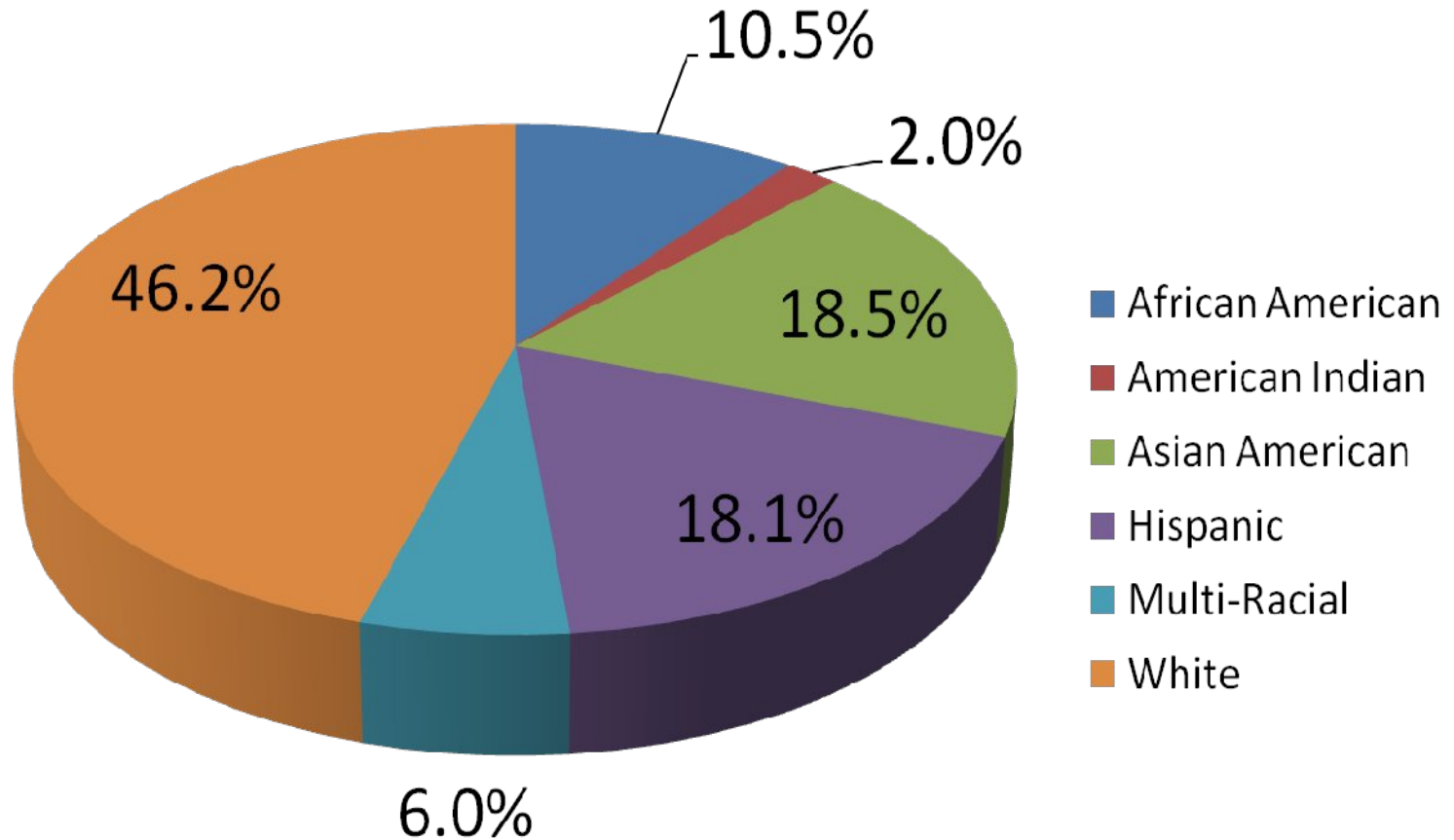
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Background/Context

- **11th** largest school district in the U.S.
- **174,189** students
- About **239** schools and centers
 - **139** elementary schools
 - **22** middle schools (3 grades 6-8, 19 grades 7-12)
 - **4** secondary schools (grades 7-12)
 - **21** high schools
 - **2** alternative high schools
 - **8** special education centers
- Projected cost per pupil: **\$13,340**



FCPS Demographics

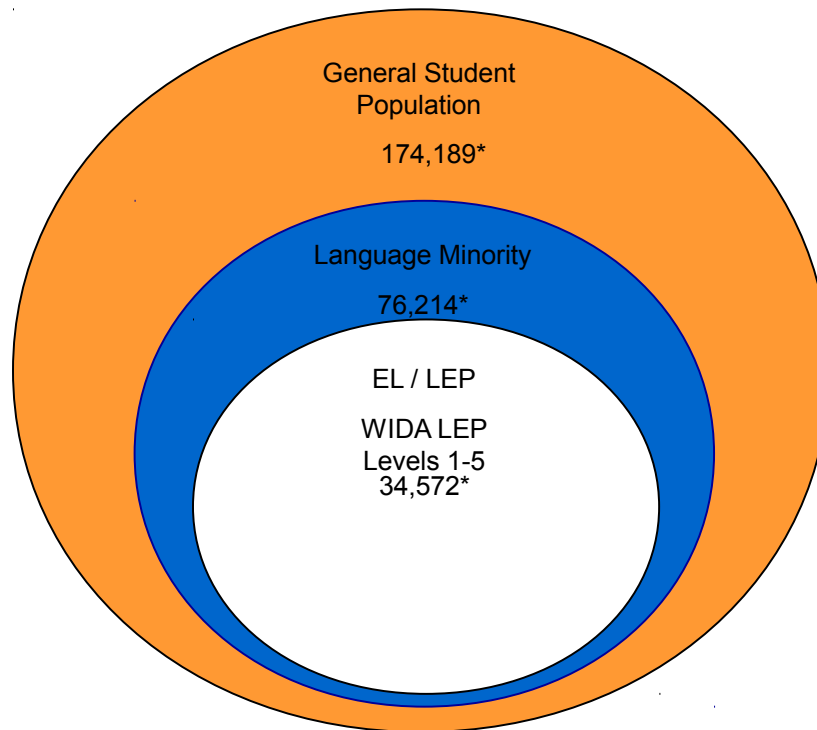


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FCPS Demographics

Fairfax County Public Schools
Language Minority/English Learner Student Chart*
2010-2011



* As of September 30, 2010



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FCPS Top Ten Language Groups 2010-2011

	LANGUAGES	NUMBER OF STUDENTS	PERCENT OF TOTAL LANGUAGE MINORITY
1	Spanish	32,028	42
2	Korean	6,387	8
3	Vietnamese	4,842	6
4	Arabic	4,532	6
5	Urdu	3,340	4
6	Chinese/Mandarin	3,338	4
7	Farsi/Persian	2,144	3
8	Amharic	1,605	2
9	Hindi	1,385	2
10.	Tagalog/Pilipino	1,251	2
	Other	15,362	21



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FCPS Demographics

Students receiving free and reduced meals	39,019 (25%)
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Students receiving special education services	24,363 (14%)
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FCPS Leadership Charge..... 2010 - 2011

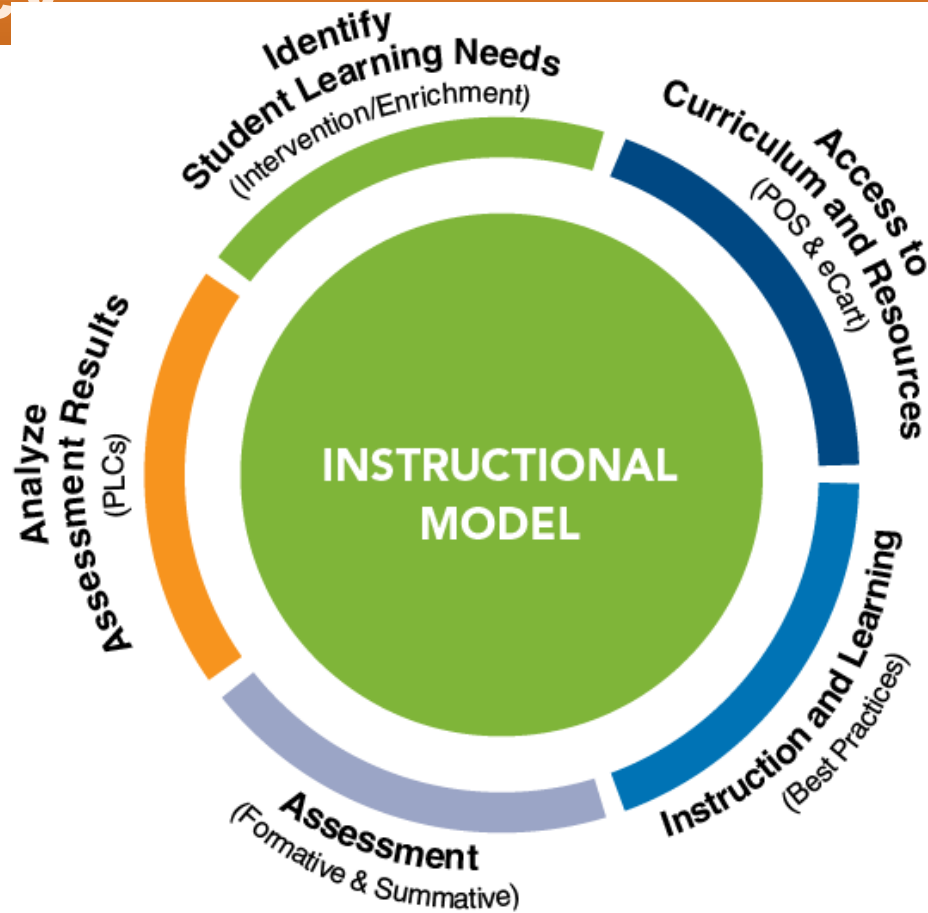
In FCPS, all schools will build Professional Learning Communities that employ Best Practices to raise the bar for all students and close the achievement gap.



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FCPS – The Formative Assessment Journey



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Formative vs. Summative Assessment

“Tasting the Soup”



When the chef tastes the soup, it is formative assessment.

When the customer tastes the soup, it is summative assessment.



Research on Effects of Formative Assessment

Study	Standard Deviation Gains
Bloom (1984)	1.0 to 2.0 *
Black and William (1998)	0.5 to 1.0 **
Meisels, et al. (2003)	0.7 to 1.5
Rodriguez (2004)	0.5 to 1.8 **

* Rivals one-on-one tutorial instruction

** Largest gains for low achievers



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What does one standard deviation equate
to...?

35 percentile points

2-4 grade equivalents

100 SAT Score points

5 ACT composite score points

**TIMSS scores would move U.S. from middle of
the pack to top 5**



Assessment Best Practices

- A collaborative culture is established in which all school staff work together to help all students learn.
- A schedule that incorporates common planning time for teachers is implemented.
- Assessment data is analyzed and used to develop effective strategies to customize instruction.
- Students are engaged in the planning, learning and grading process.
- Assessment is aligned with the Program of Studies (POS) and accurately measures what is being taught.
- Multiple assessment measures are used over time, to assess student progress.
- Students are provided with timely, specific, descriptive feedback.
- Systematic interventions are provided when students are unsuccessful.
- Students are allowed additional opportunities to demonstrate proficiency.



Understanding Assessment

ASSESSMENT

	For Learning FORMATIVE	Of Learning SUMMATIVE
--	-------------------------------------	------------------------------------

Is aligned to curriculum standards	✓	✓
Part of the continuum of evaluation	✓	✓
Is frequent and ongoing	✓	
Provides timely information to students during the learning	✓	
Checks for understanding during instruction	✓	
Not typically used for grading	✓	
Teachers use assessment data to adjust instructional practice	✓	
Used to determine intervention/enrichment	✓	
Provides cumulative information on students' mastery of standards		✓
Administered at the end of the instructional period		✓
High-Stakes (e.g. End of Course, SOL test)		✓
Team/Teacher created common assessments at the end of course		✓
Assessment data used to evaluate curriculum/program deficiencies		✓



With a partner, choose one of the beliefs about assessment below and discuss.

1. High stakes tests are good for all students because they motivate them to learn
2. Failure causes students to try harder
3. To maximize learning, we need to maximize anxiety
4. Students that believe targets are within reach will continue to try to learn



FCPS eCART

FCPS eCART provides teachers and school administrators web based access to:

- FCPS-Approved Curriculum
- Assessments
- Resources
- Tools

....that support K-12 teaching and learning.



Video



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Reflection

- What practices in the video resonated with you?



Science World Languages
Best Practices for Teaching and Learning

Career and Technical Education
Language Arts

Library Sciences
Fine Arts **Health and PE**
Social Studies

Mathematics

German I Calculus
 General Music Grade I Drivers' Education Fashion 2 Art Grade 4 Art Grade 3 Art Grade 6
 Multivariable Calculus Geosystems Multimedia and Web Science-Grade 5 Marketing Science-Grade 2
 Social Studies: Grade 3 General Music Grade 5 Health 9 Science-Grade 6 World History II
 Mathematics- Grade 5 Mathematics- Grade 2 Active Physics Social Studies: Grade I
 Computer Solutions Physical Education 7 General Music Grade 6 Art Grade 2 Probability/Statistics
 Art Grade 5 Language Arts- Grade I Social Studies: Grade 2 Electronics Systems 2 Physical Education 9
 Health 3 Language Arts- Grade 4 Physical Science Language Arts- Grade 7 Language Arts- Grade 3 Health 7
 Language Arts- Grade 5 Fashion Language Arts- Grade 8 Pharmacy Technician I Mathematics- Grade 3
 Algebra 2 Automotive Technology I IB Chemistry Exploring Health Sciences Health 6 Language Arts- Grade 2
 Social Studies: Kindergarten Family and Consumer Sciences 6 Family and Consumer Sciences 7 Biology
 Algebra I Mathematics- Kindergarten Computer Science Sports and Entertainment Marketing Culinary Arts 2
 Virginia Rules High School Library Science Adv Sports and Entertainment Marketing Advanced Information Systems
 STEM Advanced Electronics and Robotics Language Arts- English 9 Science- Kindergarten
 World History I Elementary School Library Science Design Middle School Library Science IB Physics
 Mathematics- Pre- Kindergarten Language Arts- Kindergarten French I Family and Consumer Sciences 8
 Physics Mathematics- Grade 8/Grade 7 Honors Physical Education 10 US History II Language Arts- English 10
 Matrix Algebra Language Arts- English II Language Arts- English 12 Art Kindergarten General Music Kindergarten
 Life Science Pharmacy Technician 2 Digital Input Technologies Art Kindergarten General Music Kindergarten
 Information Systems I Language Arts- Grade 6 Economics and Personal Finance Science-Grade 4
 Advanced Composition I Physical Education 4 Physical Education 5 Web Page Development Accounting I
 Physical Education 6 Broadcast Journalism I Physical Education 3 Mathematics- Grade 4 Geometry
 Physical Education 8 Mathematics- Grade 6 Art Grade I Grade 6: US History I Creative Writing I
 Electronics Systems I Culinary Arts I Discrete Mathematics Mathematics- Grade 7 STEM Engineering
 Government Mathematics- Grade I General Music Grade 3 Civics and Economics Criminal Justice I
 General Music Grade 2 General Music Grade 4 Spanish I Science-Grade 3 Concepts
 Latin I VA/US History Chemistry Focus Science Health 8 Science-Grade I
 Precalculus Health 10

All VDOE SOLs are subsumed by the FCPS POS

FCPS Program of Studies

Expected Indicators

Extended Indicators

Standards of Learning

Essential Indicators



4	Indicator	Count of Questions on This Indicator	Count of Students Demonstrating Adequate or Advanced Progress	Count of Students Assessed	Percentage of Students Demonstrating Adequate or Advanced Progress
	MTH.G7.1.a.3	1	24	27	89%
	MTH.G7.1.a.6	1	18	27	67%
	MTH.G7.16.a.10	1	24	27	89%
	MTH.G7.16.a.3	1	18	27	67%
	MTH.G7.16.a.4	1	27	27	100%
	MTH.G7.16.a.5	1	21	27	78%
	MTH.G7.16.a.7	1	27	27	100%
	MTH.G7.17.c.1	2	21	27	78%
	MTH.G7.17.e.1	2	18	27	67%
	MTH.G7.17.f.2	1	18	27	67%
	MTH.G7.18.a.3	1	24	27	89%
	MTH.G7.3.a.4	2	15	27	56%
	MTH.G7.3.b.1	1	3	27	11%
	MTH.G7.3.c.4	1	27	27	100%
	MTH.G7.3.d.1	1	3	27	33%

Indicator	Count of Questions on This Indicator	Count of Students Demonstrating Adequate or Advanced Progress	Count of Students Assessed	Percentage of Students Demonstrating Adequate or Advanced Progress
MTH.G7.1.a.3	1	24	27	89%
MTH.G7.1.a.6	1	18	27	67%
MTH.G7.16.a.10	1	24	27	89%
MTH.G7.16.a.3	1	18	27	67%
MTH.G7.16.a.4	1	27	27	100%
MTH.G7.16.a.5	1	21	27	78%
MTH.G7.16.a.7	1	27	27	100%
MTH.G7.17.c.1	2	21	27	78%
MTH.G7.17.e.1	2	18	27	67%
MTH.G7.17.f.2	1	18	27	67%
MTH.G7.18.a.3	1	24	27	89%
MTH.G7.3.a.4	2	15	27	56%
MTH.G7.3.b.1	1	3	27	11%
MTH.G7.3.c.4	1	27	27	100%
MTH.G7.3.d.1	1	9	27	33%

Search options: [Basic Search](#) ▾ [Advanced Resource Search](#) ▾ [Advanced SBI Search](#)**1 Search Criteria****Advanced Search Options**

Curriculum:

Subject/Grade Level:

Standard:

Benchmark:

Indicator:

Keywords or key phrases:

*To search by keyword, enter a list of keywords in the text box separated by spaces.
To search for a key phrase matching a specific set of keywords, enclose the phrase
in double quotes (e.g. "Modern Art", "carbon dioxide").*

Resource Purpose:

Intended Audience:




Intended Application:

Thinking Level:

Instructional Strategy:

Results

 Print Rows
 Export Rows
 Link Resources to Course

Purpose	Media	FCPS Serial Number	Title	SBI Label	Publisher	Year Created	
<input type="checkbox"/> Activity	application/vnd.ms-powerpoint	R00334E	Properties Fan-N-Pick	MTH.G7.3.b.1, MTH.G7.3.b.4, MTH.G7.3.c.1, MTH.G7.3.c.4,	FCPS	2010	
<input type="checkbox"/> Activity, VGLA	application/msword	R00251A	Equation Mobile Project	MTH.G7.3.a.4, MTH.G7.3.b.1, MTH.G7.3.b.4, MTH.G7.3.c.1,	FCPS	2009	
<input type="checkbox"/> Foldable	application/msword	R002360	Properties of Real Numbers Foldable	MTH.G7.3.a.1, MTH.G7.3.b.1, MTH.G7.3.c.1,	FCPS	2009	

Standards of Learning (SOL)

Standards of Learning for Virginia Public Schools describe the commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education and driver education.



Standards of Learning Tests

Annual assessments of student achievement—

- Reading: grades 3 through 8 and 11
- Mathematics: grades 3 through 8
- Writing: grades 5, 8, and 11
- History/social science: grade 3 and grades 5 through 8
- Science: grades 3, 5 and 8
- End-of-Course: tests for certain high school subjects



Alternate and Alternative Assessments

Portfolio Assessments

- Virginia Alternative Assessment Program (VAAP)
- Virginia Grade-Level Alternative (VGLA)—for students with disabilities will be replaced by new online test beginning with math in 2011-12 and reading in 2012-13
- Virginia Substitute Evaluation Program (VSEP)



Substitute Tests

Virginia allows high school students to use nationally recognized assessments such as Advanced Placement (AP), International Baccalaureate (IB) and SAT II subject tests as substitutes for the related SOL tests. All Board of Education approved substitute tests measure content that incorporates or exceeds the related SOL content.



Virginia On-Time Graduation Rate (OGR)

OGR Graduates = students who earn Advanced Studies, Standard, Modified Standard, Special or General Achievement Diplomas within four years of the first time they entered the 9th grade.

Special education students and limited English students who have plans in place that allow them more time to graduate will be assigned to different cohorts.



Virginia On-Time Graduation Rate

District	2010	2011
VIRGINIA	85.5%	86.6%
Fairfax	91.2%	91.4%
Arlington	86.9%	87.5%
Alexandria	78.7%	79.2%
MARYLAND	n/a	82.0%
Montgomery	n/a	86.2%
Prince George's	n/a	76.2%

Note: This is the first year that Maryland and its counties have switched to the four-year rate.

Source: **Washington Examiner**, October 12, 2011



Accreditation

- Reflects overall achievement in English, history/social science, mathematics, and science.
- Includes a minimum benchmark for graduation and completion.

(New for the 2011-12 accreditation ratings.)



Accreditation – Achievement Benchmarks

Accreditation Benchmarks (Adjusted Pass Rates)

Subject	Grade 3	Grades 4-5	Grades 6-12
English	75%	75%	70%
Mathematics	70%	70%	70%
Science	50%	70%	70%
History	50%	70%	70%

Note: Ratings for the 2011-2012 school year are based on achievement during 2010-2011 or on average achievement during the three most recent school years.



Accreditation - Adjustments

Adjusted Pass Rates

- Remediation and Retesting
 - Recognizes successful remediation programs
- Limited English Proficient Students
 - Scores of LEP students enrolled in Virginia public schools for less than 11 semesters may be excluded
 - One-time exemption in writing (in grade 5 or 8), in science (grade 3 only), and in history/social science (once during grades 3-8)
- Transfer Students
 - Transfers from outside the division may be excluded



Accreditation - Graduation and Completion Index

- **Point System (data used = OGR data)**
 - Board-Recognized Diploma 100 Points
 - GED 75 Points
 - Still in School 70 Points
 - Certificate of Program Completion 25 Points
 - Dropout 0 Points
- **Accreditation Benchmark 85 Points**



Accreditation - Consequences

Possible Ratings

- Fully Accredited
- Provisionally Accredited-Graduation Rate
- Accredited with Warning
- Accreditation Denied
- Conditionally Accredited

Consequences



No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP)

The federal Elementary and Secondary Education Act (ESEA) requires states to set annual, measurable objectives (AMOs) for increasing student achievement. Meeting these objectives is referred to as “Adequate Yearly Progress” (AYP).



Adequate Yearly Progress (AYP)

Looks at subgroup data:

- All students
- Black students
- Hispanic students
- White students
- Students with disabilities
- Limited English proficient students
- Economically disadvantaged students
- Asian students (beginning this year)



Adequate Yearly Progress (AYP)

33 Benchmarks (beginning this year)

- 8 reading participation (95%)
- 8 reading performance (86% pass rate)
- 8 mathematics participation (95%)
- 8 mathematics performance (85% pass rate)
- 1 “other academic indicator”
 - For elementary and middle school: attendance (94%)
 - For high schools: graduation (85%)



Adequate Yearly Progress (AYP)

Federal Graduation Indicator

- Only recognizes Standard and Advanced Studies diplomas
- Calculates 4-year, 5-year, and 6-year rates of entering 9th grade for the first time, but does not move limited English proficient students and students with disabilities from one cohort to another
- 4-year = 85, 5-year = 86, 6-year = 87



Adequate Yearly Progress (AYP)

Consequences of not making AYP

- Title I—Supplemental Educational Services, School Choice, Corrective Action, Planning for Restructuring, and Restructuring
- Non-Title I Schools—analyze data and implement corrective actions as specified by the school division



Adequate Yearly Progress (AYP)

In 2011-12...

- 4 Title I schools offered Supplemental Educational Services
- 2 Title I schools offered Public Schools Choice

• In 2010-11

- 6 Title I schools offered Supplemental Educational Services
- 3 Title I schools offered Public Schools Choice



Student Achievement Goals

Goal 1. Academics

Goal 2. Essential Life Skills

Goal 3. Responsibility to the Community



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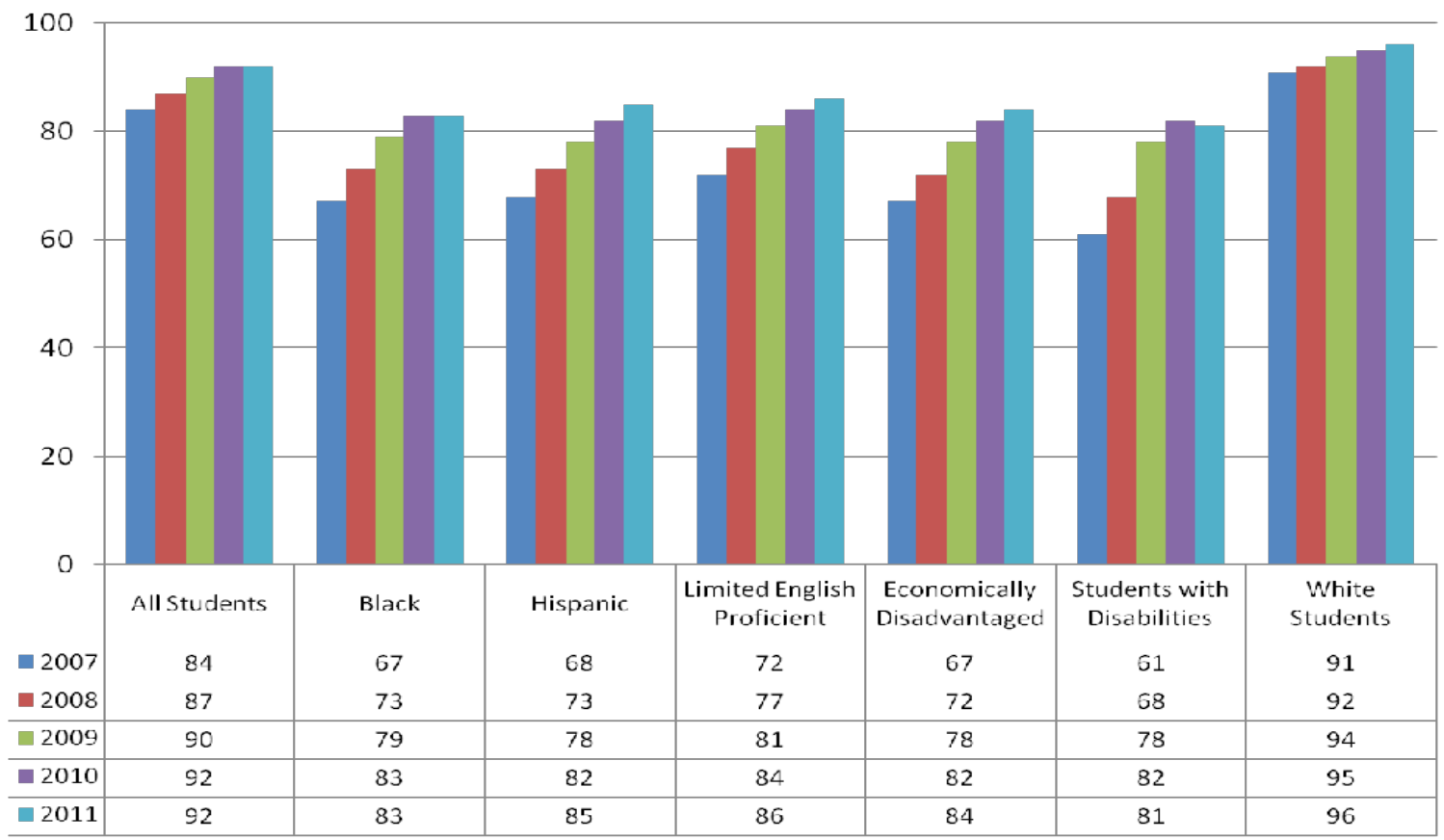
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Student Achievement Goals—Goal 1

Students will (a) achieve their full academic potential in the core disciplines of English language arts, mathematics, science, and social studies; (b) communicate in at least two languages; (c) explore, understand, and value the fine and practical arts; (d) understand the interrelationship and interdependence of the countries and cultures of the world; (e) effectively use technology to access, communicate, and apply knowledge and to foster creativity.



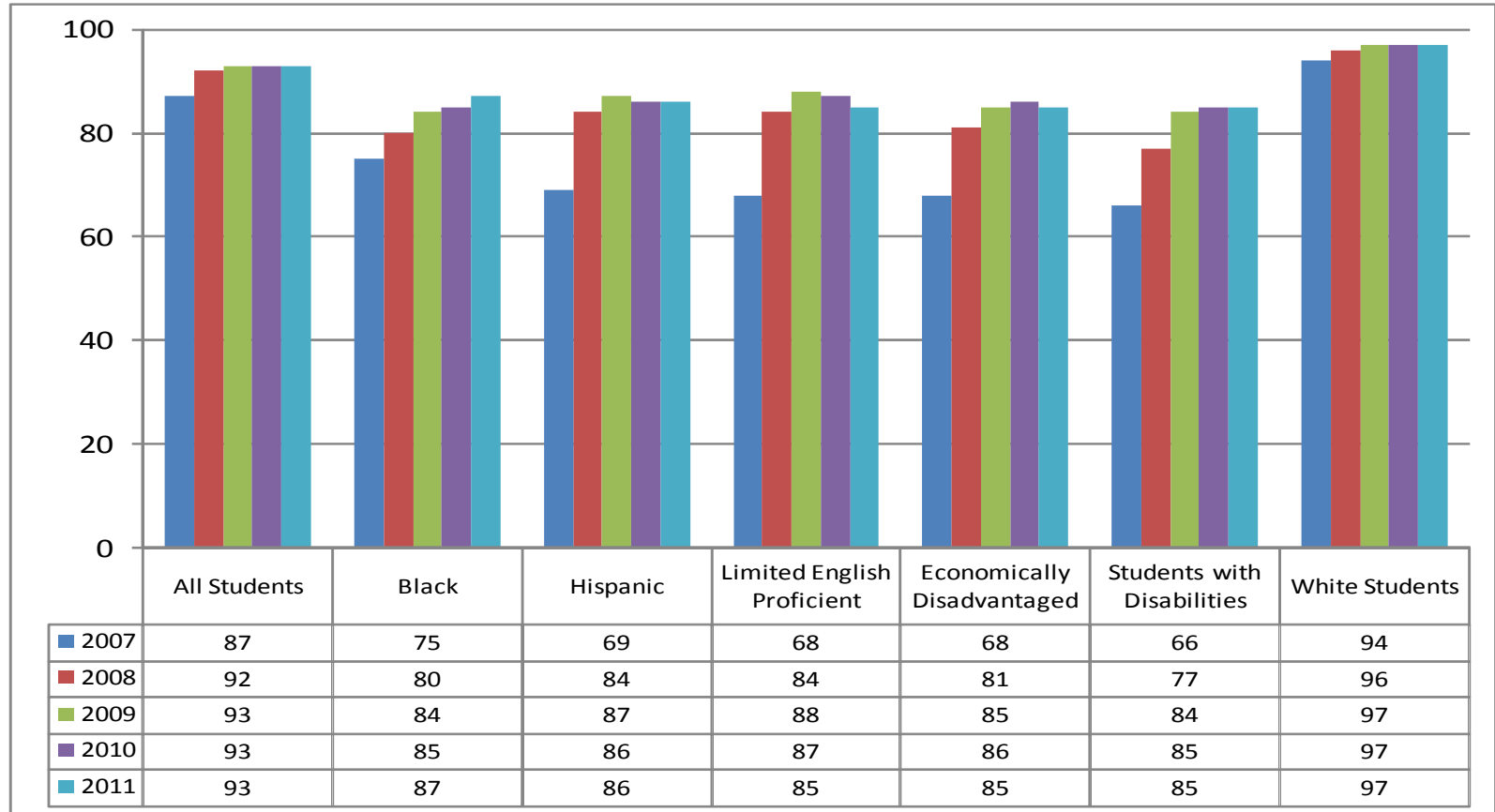
2007 – 2011 Passing Percentages for Mathematics Performance



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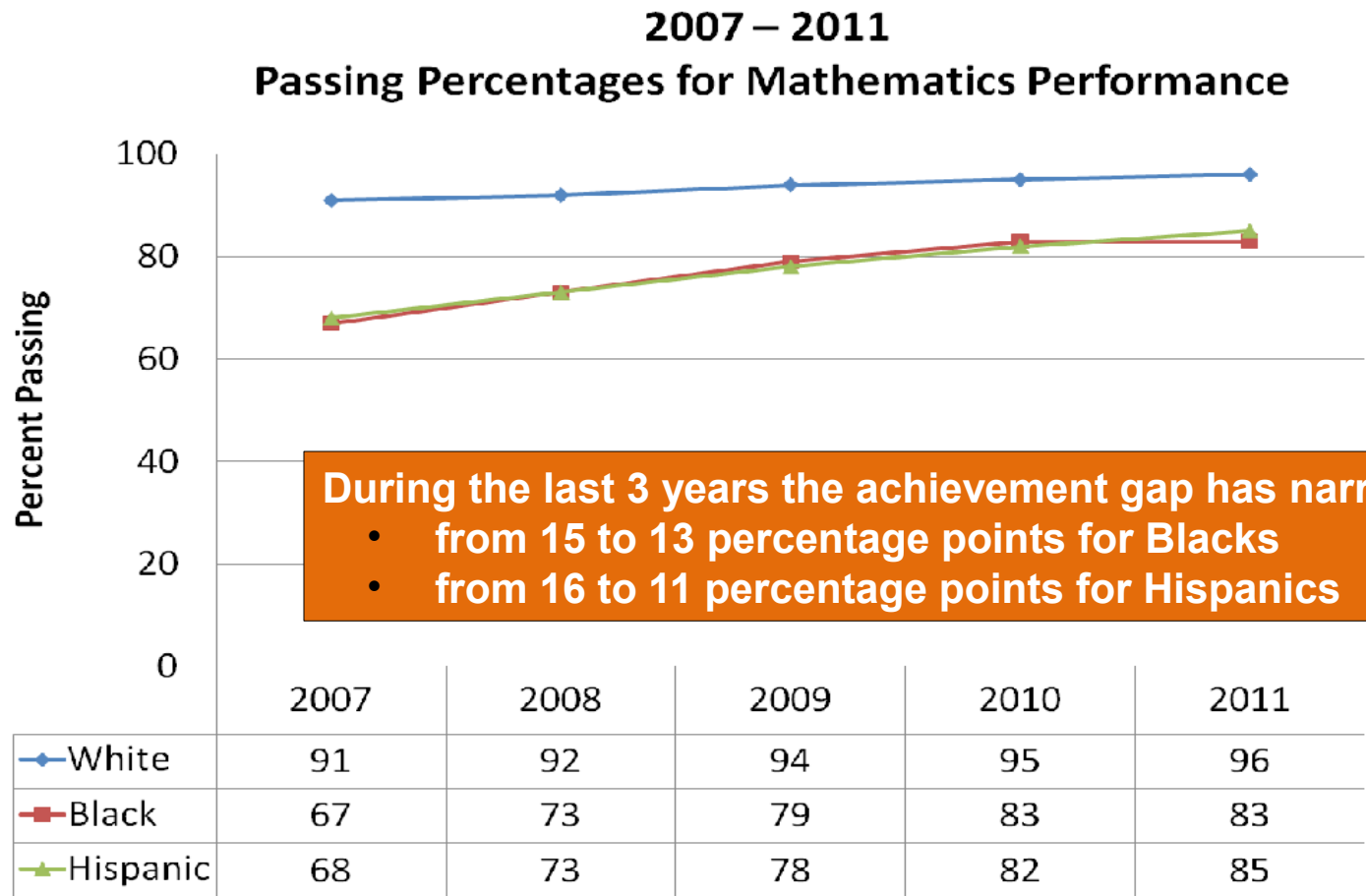
2007 – 2011 Passing Percentages for Reading Performance



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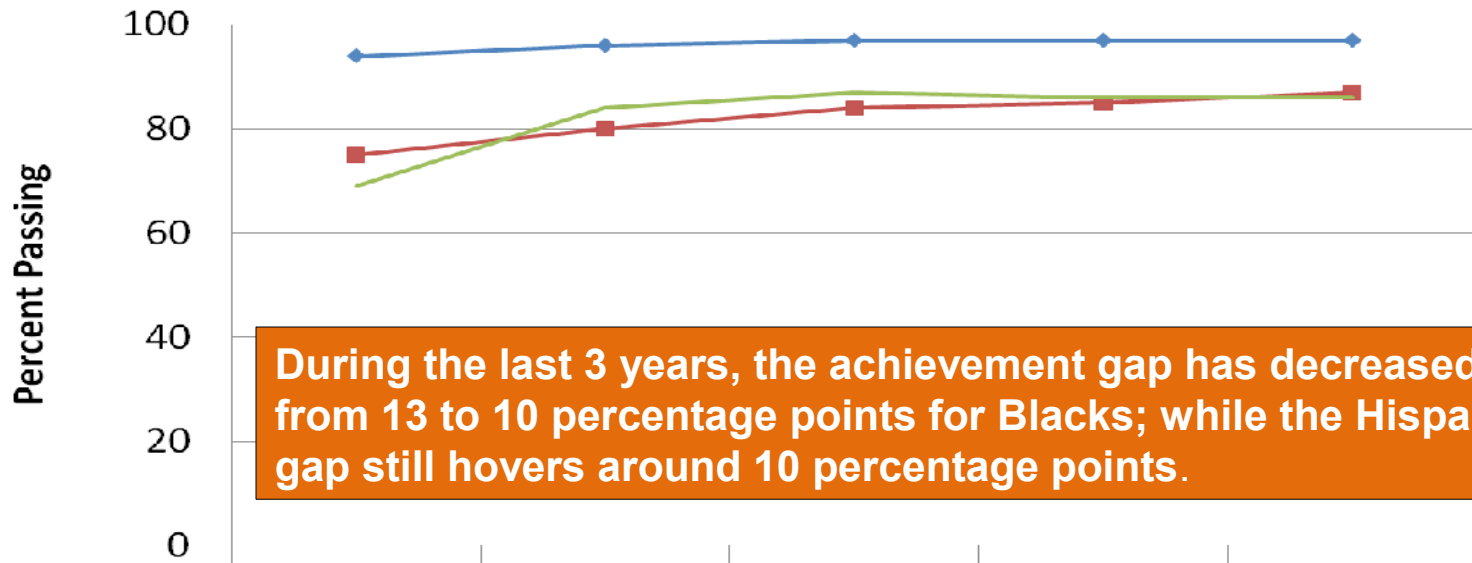
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Closing the Achievement Gap



Closing the Achievement Gap

2007 – 2011
Passing Percentages for Reading Performance



During the last 3 years, the achievement gap has decreased from 13 to 10 percentage points for Blacks; while the Hispanic gap still hovers around 10 percentage points.

	2007	2008	2009	2010	2011
White	94	96	97	97	97
Black	75	80	84	85	87
Hispanic	69	84	87	86	86



Final Reflection

What are some things you have seen today that resonated with you?



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