# Response to Questions on the FY 2013 Budget

**Request By:**   Supervisor Hyland and Supervisor McKay

**Question:**   What specific actions are being taken as it pertains to non-accredited schools and also what is FCPS doing as it pertains to Priority Schools Initiative (PSI)?

**Response:**   The following response was prepared by Fairfax County Public Schools (FCPS):

<u>Non-Accredited School</u>
FCPS has one school that is not accredited and following is the accreditation plan that has been developed and implemented:

<div align="center">

**Hybla Valley Elementary School
Accreditation Plan**

</div>

Hybla Valley Elementary School participated in a Virginia Department of Education (VDOE) Academic Review during the 2010-2011 school year. Two full days were committed to classroom observations as well as meetings with school leadership and grade level teams. Also included was a review of professional development, pacing of curriculum, and resource allocation that culminated in recommendations with on–going plans to address accreditation in Social Studies. Members of the Academic Review Team included Glen Stark, VDOE liaison; Susie Orr, FCPS Elementary Social Studies Education Specialist; Catherine Wagner, FCPS Title I Coordinator; Beth Rodriguez, FCPS Title I Education Specialist; Deborah Tyler, FCPS Cluster IV Director and Lauren Sheehy, Principal.  This work has continued during the 2011-2012 school year with an additional emphasis on Science that has been supported by Stephanie Roche, FCPS Elementary Science Education Specialist and Susie Orr, FCPS Elementary Social Studies Education Specialist. Progress has been monitored during monthly School Improvement Plan (SIP) meetings and through the plan outlined below:

**Hybla Valley Elementary
2011-2012 Social Studies and Science Plan of Action**

**Planning:**
- Weekly grade level team meetings to discuss student progress, planning, and pacing; quarterly planning days with a minimum of an hour spent on SS content
- The Social Studies specialist teachers helped  plan several units with individual teachers and grade level teams
- Resources were given to each team to support the POS by the SS and Science departments
- SIP conversations

**Pacing:**
- Reviewed weekly and quarterly

**Assessment:**
- Use of eCART assessments
- Conversations during weekly team meetings
- Data wall Conversations
- Interventions through literature
- Students will take the VGLA

**Professional Development:**
- Quarterly planning meetings with the specialists from the county
- Kagan training
- Foldables workshop
- Interactive notebook workshop

**Materials:**
- Books: professional, trade, Guided Reading
- CDs
- Maps
- Puppets
- Posters


Priority Schools Initiative
The initial selection of Priority Schools in May 2010 was based on one of two criteria: Title I Elementary Schools identified by VDOE for School Improvement as a result of not making Adequate Yearly Progress as defined by the Elementary and Secondary Education Act (ESEA); or The School Support Composite Index (SSCI) ranking. SSCI is a three year average that provides equal weighting to the number of students not passing SOL Reading and Mathematics tests, and the percentage achievement gap between White/Asian subgroup and Black/Hispanic subgroups.

The schools that were selected using the above criteria were:

Level 1 (Includes UVA Turnaround Specialist Program)

Beech Tree Elementary*
Brookfield Elementary*
Bucknell Elementary*
Centre Ridge Elementary
Crestwood Elementary*
Dogwood Elementary*
Herndon Elementary
Hollin Meadows Elementary*
Hunters Woods Elementary
Hybla Valley Elementary*
Kings Glen Elementary

London Towne Elementary*
Lorton Station Elementary
Mt. Vernon Woods*
Riverside Elementary*
Washington Mill Elementary*
Woodlawn Elementary*


Hughes Middle
Sandburg Middle
Whitman Middle

*Title I Schools

<u>Level 2 Support</u>

| | |
|---|---|
| Bull Run Elementary | Glasgow Middle |
| Clearview Elementary | Herndon Middle |
| Cunningham Park Elementary | Poe Middle |
| Dranesville Elementary | Twain Middle |
| McNair Elementary | |
| Rose Hill Elementary | |

In FY 2011, the School Board allocated $3.0 million and the Board of Supervisors provided an additional $1.3 million in support of the Priority School Initiative (PSI). In FY 2012, the School Board allocated $4.3 million to the PSI. Approximately 15 percent of this amount has funded the UVA School Turnaround Specialist Program (STSP) for the 20 Level 1 schools. Other than the funding for the UVA program, there is no set budget for each Priority School. The Initiative and resources provided are customized to the needs of each school, based on Priority School Support Team and FCPS Leadership Team recommendations. Components of PSI that have taken place to date are:

- Principal Competency Interviews (June 2010)
- Darden/Curry School Turnaround Specialist Training (July 2010-July 2012)
- School Support Team Meetings (August 2010 – June 2011)
- Instructional Coaches in each PSI School (September 2010)
- School Improvement Plans (October 2010)
- PSI Resource Requests (August 2010 – March 2011)
- PSI Dialogue Tool/Weekly School Visits (September 2010)
- SOAR Data Analysis and Interpretation (October 2010)
- Level 2 PSI Principals' Academy (January 2011)
- Monthly PSI Principals' Seminars (February 2010)

Priority School Support and the Leadership Team report that the following PSI activities have been the most beneficial:

- PSI School Support Team
- UVA Mid-Year Retreat
- UVA Summer Retreat
- UVA School Visits
- Weekly CAS Visits
- Differentiated Instruction
- Professional Development
- 90 Day Plans
- PSI Funding Requests

In addition to the dedicated funding for priority schools available through the Leadership Team, it is expected that resources will be redirected to Priority Schools from the various departmental budgets. Some examples of the potential use of these additional resources are:

- Funding for an instructional coach to ensure a high degree of implementation of Professional  Learning Communities.
- Funding for extended teacher contracts to provide intervention for students who are not meeting standards;

- Funding for additional time for teacher learning with respect to best practices in teaching and learning, data analysis, or other components of professional learning communities;
- Additional FECEP/Head Start preschool classes to serve Priority School students;

Attached is the annual monitoring report on the Priority Schools Initiatives (PSI) during year one (SY 2010 – 2011). This document provides the first year of monitoring information about the academic performance of the 30 Priority Schools participating in the division's PSI.

Additional information can be found on the following FCPS website:
http://www.fcps.edu/news/priority.shtml

**STUDENT SUCCESS**
*Our first priority*

Priority School Initiative

# Annual Monitoring Report on the Priority Schools Initiative (PSI)

## Understanding Reading and Mathematics Performance at Priority Schools During Year One (SY 2010-11)

## October 2011

PLA

PROFESSIONAL
LEARNING & ACCOUNTABILITY

**Annual Monitoring Report on the Priority Schools Initiative (PSI):**
**Understanding Reading and Mathematics Performance at Priority Schools**
**During Year One (SY 2010-11)**

The purpose of this document is to provide the first year of monitoring information about the academic performance of the 30 Priority Schools (PS) participating in the division's Priority Schools Initiative (PSI) during SY 2010-11. This report represents the first of three planned monitoring reports and follows the specifications outlined in the "Annual Summary Achievement Report" on the PSI, which was submitted to the School Board in October, 2010.

The monitoring specifications were approved by the School Board as part of the Operational Expectations for Accountability and Audit. As a monitoring report, this document describes rather than evaluates the recent academic achievement at the 30 PS. That is, the intent of this document is to present a picture of performance and how it has changed for schools.

Background Information: FCPS' Priority Schools Initiative

During SY 2010-11, the period described in this report, PS were in their first year of participation in the PSI. The initiative is designed as a three-year intervention which is consistent with research on school improvement efforts. Thus, the following tables and charts reflect performance at PS after minimal time in the initiative.

The PSI was created to support three specific goals:

- Adequate Yearly Progress as designated by Elementary and Secondary Education Act (ESEA),

- Continuous improvement in student performance on the Standards of Learning (SOL) tests, and

- Continued progress in closing the achievement gaps.

Reporting of Performance Data

This report presents four ways to examine the reading and mathematics achievement data for the PS. The report is divided into sections aligned with the four approaches to these data. Lastly, a final section provides overall conclusions drawn from the review of the data. This is not meant to be a comprehensive analysis of PS performance, rather a general review drawn from the SOL data contained in the presented tables and graphs.

Performance Band

The Performance Band reports have the following characteristics:

- Show three years (SY 2008-09, SY 2009-10, SY 2010-11) of SOL pass rates in reading and mathematics across all grades
- Reflect a format similar to that used for reporting to FCPS' School Board about Student Achievement Goals (SAG)

- Include data based on VDOE reporting criteria[1]
- Present overall pass rates ("all students"), as well as disaggregated data for black, Hispanic, white, economically disadvantaged (FRM), students with disabilities (SWD), and limited English proficient (LEP) subgroups
- Include subgroup data when there are at least 50 students in a subgroup (when subgroups have fewer than 50 students, asterisks appear in the table in the row for that subgroup)
- Include both regular and alternative (VAAP and VGLA) SOL assessment data

## Absolute Performance

The Absolute Performance reports have the following characteristics:

- Show reading and mathematics pass rates for the PS and comparison groups from the first year of the PSI (SY 2010-11) and the year prior to the beginning of the PSI
- Use Absolute Performance as the pass rate across all grades
- Include data based on VDOE reporting criteria[1]
- Present overall pass rates ("all" students), as well as disaggregated data for the black, Hispanic, and white subgroups
- Require at least 20 students in a subgroup when reporting subgroup data for black, Hispanic, and white students (when subgroups have fewer than 20 students, the "Too Small" designation is used)[2]
- Include both regular and alternative (VAAP and VGLA) SOL assessment data

## Achievement Gap Charts

The Achievement Gap Charts have the following characteristics:

- Show achievement gap values prior to the start of the PSI (2010) and after the initiative's first year (2011) for both reading and mathematics
- Define gaps as the difference between the white subgroup's pass rate and another ethnic subgroup's pass rate
- Include achievement gap data for black-white and Hispanic-white comparisons
- Require at least 20 students in each of the two subgroups being compared when reporting achievement gap values
- Include both regular and alternative (VAAP and VGLA) SOL assessment data

---

[1] Students included in calculating the pass rates are those counted in the school's Adequate Yearly Progress (AYP) standing.
[2] Subgroup size required for reporting of Absolute Performance is intentionally smaller than the 50 students required by VDOE for ESEA accountability because this allows reporting on the performance of more student subgroups in participating schools. Nonetheless, readers should keep in mind that subgroups with less than 50 students would not be part of federal accountability requirements at these schools and would only contribute to the overall divisional accountability requirement. If PS meet these more rigorous absolute performance standards for subgroups, they exceed the accountability benchmarks established by VDOE.

The School Support Composite Index (SSCI) has the following characteristics:

- Ranks schools on an indexed value, which combines two aspects of challenge faced by schools (number of reading and mathematics SOL tests not passed and achievement gaps)
- Computes the number of reading and mathematics SOLs not passed by averaging the numbers for the last three years
- Defines the achievement gap as the difference between the performance of White and Asian students versus Black and Hispanic students over the last three years.
- Computes an achievement gap regardless of the size of the subgroups
- Relies on standard scores that allow the two separate parts of the composite to be combined into a single value
- Includes both regular and alternative (VAAP and VGLA) SOL assessment data
- Shows the indexed rankings for the last two years, as well as the change in rankings over this time

## Section 1: Performance Band Reports

Understanding Performance Band Reports

In 2011, FCPS designed a new format for communicating SOL results to schools. The new reporting format highlights FCPS' focus on rigorous individualized learning and narrowing achievement gaps. The simple graphic is an "at-a-glance" one page summary that shows the percentage of students (including various subgroups of students) passing SOLs in mathematics and reading. FCPS' goal is for all students to score in the top 90-100% passing "performance band" level. Viewers of the linked Performance Band Reports can quickly determine passing percentages, trends and patterns over multiple years.

Reading Performance

Table 1 tallies the number of PS at each performance band level during SY 2010-11 (the first year of the PSI) and SY 2009-10 (prior to the PSI's start). As represented in this table, performance at PS collects at the upper levels of the performance band (i.e., the 80-89% and 90-100% levels) for "all" students and each subgroup.

In addition, a comparison of the SY 2010-11 performance band levels for PS and their SY 2009-10 levels indicates that as a group PS primarily maintained their levels of performance with a few subtler shifts upwards and downwards for some groups. For example, the "all" group shifted slightly upward on the band between SY 2009-10 and SY 2010-11 (reflecting improved performance). After the PSI's first year,

---

none of the PSI schools were below the 80-89% level for the "all" group and a few more PS had joined the 90-100% level than had been there in the prior year. Thus, reading performance among the "all" group seemed to be somewhat improved during the PSI's first year.

**Table 1:  Performance Band Levels for Priority Schools' Reading Achievement
In SY 2009-10 and SY 2010-11**

| Group | School Year | Number of Schools[3] | Less Than 70% | 70-79% | 80-89% | 90-100% |
|---|---|---|---|---|---|---|
| All | 2010-11 | 30 | | | ▪▪▪▪▪▪▪▪▪▪ ▪▪▪▪▪ | ▪▪▪▪▪▪▪▪▪▪ ▪▪▪▪▪ |
| | 2009-10 | 30 | | ▫ | ▫▫▫▫▫▫▫▫▫▫ ▫▫▫▫▫▫▫ | ▫▫▫▫▫▫▫▫▫▫ ▫▫ |
| White | 2010-11 | 24 | | | ▪▪ | ▪▪▪▪▪▪▪▪▪▪ ▪▪▪▪▪▪▪▪▪▪ ▪▪ |
| | 2009-10 | 24 | | | ▫▫ | ▫▫▫▫▫▫▫▫▫▫ ▫▫▫▫▫▫▫▫▫▫ ▫▫ |
| Black | 2010-11 | 20 | | ▪▪▪ | ▪▪▪▪▪▪▪▪▪▪ ▪ | ▪▪▪▪▪▪ |
| | 2009-10 | 20 | | ▫▫▫▫▫ | ▫▫▫▫▫▫▫▫▫▫ ▫▫ | ▫▫▫ |
| Hispanic | 2010-11 | 28 | ▪ | ▪▪▪▪▪▪ | ▪▪▪▪▪▪▪▪▪▪ ▪▪▪▪▪▪▪▪▪▪ | ▪ |
| | 2009-10 | 28 | ▫▫ | ▫▫▫ | ▫▫▫▫▫▫▫▫▫▫ ▫▫▫▫▫▫▫▫ | ▫▫▫▫▫ |
| Economically Disadvantaged (FRM) | 2010-11 | 30 | ▪ | ▪▪▪▪▪▪ | ▪▪▪▪▪▪▪▪▪▪ ▪▪▪▪▪▪▪▪▪▪ ▪▪▪ | ▪ |
| | 2009-10 | 30 | | ▫▫▫▫▫▫▫ | ▫▫▫▫▫▫▫▫▫▫ ▫▫▫▫▫▫▫▫ | ▫▫▫▫▫ |
| Students with Disabilities (SWD) | 2010-11 | 23 | ▪▪ | ▪▪▪ | ▪▪▪▪▪▪▪▪▪▪ ▪ | ▪▪▪▪▪▪▪▪ |
| | 2009-10 | 20 | ▫▫▫ | ▫▫▫▫▫▫ | ▫▫▫▫▫▫▫ | ▫▫▫▫▫ |
| Limited English Proficient (LEP) | 2010-11 | 30 | ▪ | ▪▪▪▪▪ | ▪▪▪▪▪▪▪▪▪▪ ▪▪▪▪▪▪▪▪▪▪ ▪▪▪ | ▪ |
| | 2009-10 | 30 | | ▫▫▫▫▫▫ | ▫▫▫▫▫▫▫▫▫▫ ▫▫▫▫▫▫▫▫ | ▫▫▫▫▫▫ |

Key: ▪ = one PS during SY 2010-11; ▫ = one PS during SY 2009-10

[3] The number of schools varies depending on the number of PS with sufficiently large subgroups for reporting.

---

Among subgroups, the SWD subgroup demonstrated the strongest shift towards improvement. For this subgroup, more PS clustered in the upper two levels of the performance band, with 83 percent (19 of 23) in the PSI's first year versus 60 percent (12 of 20) in the prior year. A similar but smaller shift representing improving pass rates at PS can also be seen for the black subgroup. For the FRM subgroup, the number of PS in the top two levels of the performance band remained steady, though there was movement from the uppermost level downward to the next highest level over the two years. Lastly, Table 1 displays a shift representing declining pass rates for the Hispanic and LEP subgroups at the PS during this time period.

Mathematics Performance

Table 2 tallies similar data for PS mathematics performance during the PSI's first year (SY 2010-11) and the prior year (SY 2009-10). Performance of PS on mathematics in SY 2010-11 places the majority of them at the upper levels of the performance band (i.e., the 80-89% and 90-100% levels) for "all" students and each subgroup. A comparison of the SY 2010-11 performance band levels for PS and their SY 2009-10 levels indicates that as a group PS primarily improved their levels of performance demonstrating an upward shift for most groups.

While, the "all" group shifted only slightly upward on the band between SY 2009-10 and SY 2010-11 (reflecting improved performance), the white subgroups showed a stronger upward trend. PS black and SWD subgroup performance was mixed with both upward and downward movement by the PS schools. Fewer PS scored in the highest level of the performance band on mathematics for FRM, Hispanic, and LEP subgroups than had done so in the year before the PSI began.

**Table 2:  Performance Band Levels for Priority Schools' Mathematics Achievement**
**In SY 2009-10 and SY 2010-11**

| Group | School Year | Number of Schools[3] | Less Than 70% | 70-79% | 80-89% | 90-100% |
|---|---|---|---|---|---|---|
| All | 2010-11 | 30 | | ■■ | ■■■■■■■■■■ ■■■■■ | ■■■■■■■■■■ ■■■ |
| | 2009-10 | 30 | | ■■■■ | ■■■■■■■■■■ ■■■■■ | ■■■■■■■■■■ ■ |
| White | 2010-11 | 24 | | | ■ | ■■■■■■■■■■ ■■■■■■■■■■ ■■■ |
| | 2009-10 | 23 | | | ■■■■■ | ■■■■■■■■■■ ■■■■■■■■ |
| Black | 2010-11 | 22 | ■■ | ■■ | ■■■■■■■■■■ ■■ | ■■■■■■ |
| | 2009-10 | 20 | | ■■■■■■ | ■■■■■■■■■■ | ■■■■ |
| Hispanic | 2010-11 | 28 | ■■■■ | ■■■■■■ | ■■■■■■■■■■ ■■■ | ■■■■■ |
| | 2009-10 | 28 | ■■■■ | ■■■■■■■■■■ ■■ | ■■■■■■■■■■ | ■■ |
| Economically Disadvantaged (FRM) | 2010-11 | 30 | ■■■ | ■■■■■■■■ | ■■■■■■■■■■ ■■■■ | ■■■■■ |
| | 2009-10 | 30 | ■■ | ■■■■■■■■■■ ■■■■■ | ■■■■■■■■■■ ■ | ■■ |
| Students with Disabilities (SWD) | 2010-11 | 24 | ■■■ | ■■■■■■■■ | ■■■■■ | ■■■■■■■■ |
| | 2009-10 | 21 | ■■■■ | ■■■■ | ■■■■■■■■ | ■■■■■ |
| Limited English Proficient (LEP) | 2010-11 | 30 | ■■■■ | ■■■■■■■ | ■■■■■■■■■■ ■■■ | ■■■■■■ |
| | 2009-10 | 30 | ■■■■ | ■■■■■■■■■■ | ■■■■■■■■■■ ■■■■ | ■■ |

Key: ■ = one PS during SY 2010-11;  ■ = one PS during SY 2009-10

**Section 2: Absolute Performance**

Understanding Absolute Performance

The linked Absolute Performance information presents PS pass rates, along with division and comparison group pass rates.  This format was designed to facilitate comparison of PS and assigned comparison group pass rates.  PS are presented above the comparison group data for those schools[4]. For example, PS with low LEP/fee-waiver membership (e.g., Bull Run, Centre Ridge, Clearview, etc.) are grouped above the low LEP/fee-waiver comparison group.  Additionally, divisional data appears as the top row of the SY 2010-11 data to provide additional context for PS performance during the first year of the PSI. Pass rates and the number of students tested as a gauge of group size are both provided.

Reading

Attaining Achievement Standards. In light of the PSI's first goal (Adequate Yearly Progress as designated by ESEA), PS reading pass rates reported in the Absolute Performance tables were considered in relation to whether schools had attained VDOE's SY 2010-11 expectations for federal accountability.  As defined by VDOE, schools should have demonstrated a pass rate of 86 percent to meet expectations.  A tally of the PS performance, presented below as Table 3, revealed that 73 percent of PS (22 of 30) met this expectation for SY 2010-11 when looking at the pass rate for all students.  For the ethnic subgroups, 100 percent of PS met the standard for the white subgroup, 52 percent met it for the black subgroup and 40 percent met it for the Hispanic subgroup.

FCPS developed the PSI to support schools whose performance was lagging.  Thus, the division level performance of elementary and middle schools was generally higher than that at PS. For the "all" group, 73 percent of PS met the benchmark, while 86 percent of FCPS schools did so. In comparing PS performance of ethnic subgroups to divisional performance, PS demonstrated comparable performance for the white subgroup (PS: 100 percent; FCPS: 99 percent), slightly lower performance for the black subgroup (PS: 52 percent; FCPS: 58 percent), and considerably lower performance for the Hispanic subgroup (PS: 40 percent; FCPS: 62 percent).

---

[4] As context to the data for PS (and similar to the Schoolwide Overall Achievement Review (SOAR) reporting provided to individual PS principals and the school support teams for continuous improvement planning), this *Annual Summary Achievement Report* includes comparison group data.  Each comparison group comprises three to nine FCPS schools not participating in the PSI.  To be included as part of a comparison group, schools were required to have (a) the most similar demographic composition of limited English proficient and fee-waiver students, while also (b) demonstrating higher academic performance on average than the PS prior to the beginning of the PSI, and (c) meeting AYP the year prior to the beginning of the PSI.   Once comparison schools were identified, all students attending those schools were used to form three different comparison groups at the elementary level (high, moderate, and low LEP/fee-waiver).  These different levels of comparison groups at the elementary level increased the demographic similarity between the comparison and the PS.  The same selection approach applied at the middle school level yielded one comparison group, since most middle schools with a high percent of LEP and fee-waiver students were designated PS.

---

**Table 3:  Number and Percent of Priority Schools and FCPS Schools
Meeting VDOE 2011 Expectations in Reading**

| | Group | Number of Schools with 20 or More Students | Number of Schools Meeting VDOE 86% Benchmark[5] | % of Schools Meeting VDOE 86% Benchmark[6] |
|---|---|---|---|---|
| **Priority Schools N = 30** | **All** | 30 | 22 | 73% |
| | **White** | 27 | 27 | 100% |
| | **Black** | 27 | 14 | 52% |
| | **Hispanic** | 30 | 12 | 40% |
| **All Elementary and Middle Schools N = 161\*** | **All** | 161 | 139 | 86% |
| | **White** | 155 | 153 | 99% |
| | **Black** | 107 | 62 | 58% |
| | **Hispanic** | 153 | 95 | 62% |

*Includes Priority Schools

Another consideration for the performance of PS is the performance of their comparison groups.  All four comparison groups demonstrated reading pass rates at or above the VDOE benchmark for the "all" and white student groups.  Three of the four comparison groups demonstrated Black subgroup performance that met expectations, with the high FRM/LEP elementary comparison group demonstrating an 82 percent pass rate, which was approximately 4 percentage points lower than the benchmark. The majority of PS (57 percent) assigned this comparison group outscored their comparison pass rate.  Two of the comparison group pass rates for the Hispanic subgroup met VDOE expectations for performance.  Both the high FRM/LEPP and moderate FRM/LEP comparison groups had pass rates approximately 3.5 percentage points below the benchmark.  Half the PS (50 percent) assigned to these two comparison groups outscored their comparison pass rate.

Improving Student Performance on SOL Tests.  Reading pass rates can also be considered in light of the second goal of the PSI, to improve SOL performance in participating schools.  To do this, current pass rates were compared to those at the same school during the prior school year (SY 2009-10): increases of three or more percentage points (after rounding to the nearest whole number) were tallied as meaningful increases, while decreases of three or more percentage points were tallied as meaningful decreases[7].  Differences smaller than three percentage points in either direction were tallied as demonstrating approximately equal performance in both years.  Results of this tally are presented as Table 4.

---

[5] Meeting the VDOE benchmark with SY 2010-11 data required the school to attain a pass rate that rounded to the benchmark or was higher than the benchmarked level.

[6] Percentages computed solely based on whether schools meeting VDOE's benchmark level pass rate.  Schools may have met ESEA accountability requirements based on other available considerations, such as reducing the failure percentage by at least 10 percent, etc.

[7] This approach to pass rate differences is used in FCPS to interpret year-to-year changes in Student Achievement Goal 1 data.

**Table 4: Number and Percent of Priority Schools Decreasing, Maintaining and Increasing Reading Pass Rates from SY 2009-10 to SY 2010-11**

| Group | Number of Schools[8] | Increasing Pass Rates (Gain) | | Maintaining Pass Rates (No Change) | | Decreasing Pass Rates (Loss) | |
|---|---|---|---|---|---|---|---|
| | | Number of Schools | % of Schools | Number of Schools | % of Schools | Number of Schools | % of Schools |
| All | 30 | 6 | 20% | 19 | 63% | 5 | 17% |
| White | 27 | 9 | 33% | 15 | 56% | 3 | 11% |
| Black | 26 | 13 | 50% | 7 | 27% | 6 | 23% |
| Hispanic | 30 | 7 | 23% | 6 | 20% | 17 | 57% |

When this approach was applied to the reading achievement data for all students, the majority of PS (67 percent) showed approximately equal performance across the two years. Approximately equal performance across the two years was also the primary pattern of PS performance for the white subgroup (56 percent). Performance of PS for the black subgroup was more positive, with 50 percent of PS showing increased pass rates. In contrast, PS demonstrated primarily decreased pass rates for the Hispanic subgroup (57 percent).

Mathematics Results

Attaining Achievement Standards. Reporting of mathematics achievement performance for PS follows the same framework as that for reading achievement. Thus, the school-level mathematics pass rates for SY 2010-11 for PS were tallied in relation to VDOE expectations for all students and the black, Hispanic, and white subgroups, with the results displayed in Table 5.

When examining the mathematics data in light of VDOE expectations, 77 percent of PS (23 of 30) met the 85 percent pass rate expectation when looking at the performance of all students at these schools. Examining the performance of Hispanic students in SY 2010-11 reveals that 37 percent of PS met the benchmark level of performance in mathematics. A similar percentage of PS met the VDOE expectation with their black subgroup (41 percent). PS demonstrated their highest level of attaining VDOE mathematics expectations for their white subgroups, with 96 percent of schools meeting the benchmark.

The division level performance of elementary and middle schools was higher than that at PS for all groups. While 94 percent of FCPS schools met the 2011 mathematics benchmark for the "all" group, 77 percent of PS did so. PS demonstrated slightly lower performance for the white subgroup (PS: 96 percent; FCPS: 99 percent), and considerably lower performance for the black (PS: 41 percent; FCPS: 64 percent) and Hispanic (PS: 37 percent; FCPS: 70 percent) subgroups. All four comparison groups achieved benchmark pass rates for "all" students and every subgroup.

---

[8] To be included in this analysis, schools had to have at least 20 students in the subgroup in both SY 2009-10 and SY 2010-11.

**Table 5: Number and Percent of Priority Schools and FCPS Schools
Meeting VDOE 2011 Expectation in Mathematics**

| | Group | Number of Schools with 20 or More Students | Number of Schools Meeting VDOE 85% Benchmark[5] | % of Schools Meeting VDOE 85% Benchmark[6] |
|---|---|---|---|---|
| Priority Schools N = 30 | All | 30 | 23 | 77% |
| | White | 27 | 26 | 96% |
| | Black | 27 | 11 | 41% |
| | Hispanic | 30 | 11 | 37% |
| All Elementary and Middle Schools N = 161* | All | 161 | 151 | 94% |
| | White | 155 | 153 | 99% |
| | Black | 107 | 68 | 64% |
| | Hispanic | 153 | 107 | 70% |

*Includes Priority Schools

Improving Student Performance on SOL Tests. In relation to the goal to improve SOL performance in participating schools, Table 6 depicts that the majority of PS (57 percent) demonstrated approximately equivalent performance in SY 2010-11 as they had the prior year. Similarly, PS performance for white subgroups was equivalent over the two years (70 percent). Improvement of Hispanic student performance was evident in the PS, where 57 percent demonstrated higher pass rates following their first year in the PSI. The PS showed a more mixed pattern of improvement in mathematics performance for black students: 38 percent of PS increased their pass rates by at least three percentage points, 35 percent had pass rates that were the same, and 27 percent decreased their pass rates by at least three percentage points.

**Table 6: Number and Percent of Priority Schools Decreasing, Maintaining and Increasing
Mathematics Pass Rates from SY 2009-10 to SY 2010-11**

| Group | Number of Schools[8] | Increasing Pass Rates (Gain) | | Maintaining Pass Rates (No Change) | | Decreasing Pass Rates (Loss) | |
|---|---|---|---|---|---|---|---|
| | | Number of Schools | % of Schools | Number of Schools | % of Schools | Number of Schools | % of Schools |
| All | 30 | 11 | 37% | 17 | 57% | 2 | 7% |
| White | 27 | 6 | 22% | 19 | 70% | 2 | 7% |
| Black | 26 | 10 | 38% | 9 | 35% | 7 | 27% |
| Hispanic | 30 | 17 | 57% | 10 | 33% | 3 | 10% |

**Section 3: Achievement Gaps**

Understanding Achievement Gap Charts

Linked Achievement Gap charts graphically and numerically display the gap (difference) between the pass rate of the white group and the black or Hispanic subgroup. These charts provide specific gap values for each PS. Positive values reflect lower pass rates for the black or Hispanic subgroup, while negative values reflect higher pass rates for the black or Hispanic subgroup. Thus, the larger the bar above the 0 point, the higher the achievement gap. The smaller the bar above the 0 point, the lower the gap. Bars falling below the 0-point show gaps favoring the black or Hispanic subgroups. Reading and mathematics gaps are presented on separate charts.

Reading Results

Reading performance at PS during the first year of the PSI can be considered in light of the PSI's goal to close achievement gaps. In keeping with the information provided above, the change in the gap from before the PSI started (2010) to the end of the first year of the initiative (2011) were tallied as increasing (increase of three or more percentage points in the gap), decreasing (decrease of three or more percentage points in the gap) or approximately the same (gap changes of less than three percentage points). For the PSI to be achieving its goal, PS should demonstrate decreasing gaps over time. In considering these changes, only schools that had demonstrated equivalent or improved pass rates by the white subgroup were considered in this analysis (which removed three schools from consideration of reading achievement gaps) since credit for smaller gaps should not be attributable to decreased performance among the white subgroup.

As shown in Table 7, the majority of the remaining PS (52 percent; 11 of 21) showed no change in their black-white reading gap during the first year of the PSI. That is, most schools participating in this initiative continued to have black-white reading gaps that were approximately equal to those the school had demonstrated before joining the initiative. However, some PS schools (33 percent; 7 of 21) did show meaningful decreases in their black-white gaps, reflecting the desired positive change in closing the achievement gap.

The Hispanic-white gap showed a different pattern of change from before the start of the PSI to the end of the initiative's first year. Tallying the change in the Hispanic-white gap from 2010 to 2011 revealed a number of schools that demonstrated no change in the reading gap (42 percent, 10 of 24). However, an equal number of PS demonstrated increase in the Hispanic-white reading gap over the same period (42 percent, 10 of 24).

**Table 7: Number and Percent of Priority Schools Decreasing, Maintaining and Increasing Achievement Gaps in Readingfrom SY 2009-10 to SY 2010-11**

| Gap | Number of Schools[9] | Decreasing Gap (Positive Change) | | Maintaining (No Change in Gap) | | Increasing Gap (Negative Change) | |
|---|---|---|---|---|---|---|---|
| | | Number of Schools | % of Schools | Number of Schools | % of Schools | Number of Schools | % of Schools |
| Black-White | 21 | 7 | 33% | 11 | 52% | 3 | 14% |
| Hispanic-White | 24 | 4 | 17% | 10 | 42% | 10 | 42% |

Mathematics Results

Lastly, mathematics performance at PS can be viewed in light of closing achievement gaps. Following the process outlined above for reading achievement (including the removal of two schools from the analysis due to decreased performance by the white subgroup), yielded some positive trends in closing achievement gaps. Table 8 shows that 40 percent of PS demonstrated decreases in the Hispanic-white gap, while 44 percent showed no change. PS were almost evenly split in whether their black-white gaps showed the desired decreasing trend (29 percent); stayed the same (33 percent) or increased (38 percent).

**Table 8: Number and Percent of Priority Schools Decreasing, Maintaining and Increasing Achievement Gaps in Mathematics from SY 2009-10 to SY 2010-11**

| Gap | Number of Schools[7] | Decreasing Gap (Positive Change) | | Maintaining (No Change in Gap) | | Increasing Gap (Negative Change) | |
|---|---|---|---|---|---|---|---|
| | | Number of Schools | % of Schools | Number of Schools | % of Schools | Number of Schools | % of Schools |
| Black-White | 21 | 6 | 29% | 7 | 33% | 8 | 38% |
| Hispanic-White | 25 | 10 | 40% | 11 | 44% | 4 | 16% |

## Section 4: School Support Composite Index (SSCI)

Understanding the School Support Composite Index (SSCI)

The linked SSCI tables summarize the number of reading and mathematics SOLs not passed, the white/Asian vs. black/Hispanic achievement gap and a composite value based on these two components for each PS. In addition, the table provides each PS's ranking on the index within their school level (elementary, middle) for the current and prior year, as well as the change in rank over this time period. The primary purpose of the SSCI is to combine these two types of information to quantify the challenges

---

[9] To be included in this analysis, schools had to have at least 20 students in the white subgroup and 20 students in the comparison subgroup (black, Hispanic). In addition, schools had to demonstrate white subgroup performance in SY 2010-11 that was equivalent or improved over SY 2009-10 white subgroup performance so that decreasing gaps could not be attributed to decreasing white subgroup pass rates.

facing each school[10].  Schools ranked most highly (i.e., starting with a rank of 1) are considered most in need of added support.  Additionally, the rank for the current year can be compared with the SSCI ranking from the prior year to provide a perspective on each school's "gains" or "losses" relative to all other schools at that level.  A negative change reflects an improvement in relative standing compared with other FCPS schools of the same level, while a positive change reflects a decline in relative standing. Also included with the linked SSCI information is a disaggregation by content area (reading, mathematics) and year (SY 2009-10, SY 2010-11) of the numbers of "Not Passed" SOLs that contributed to the SSCI "Not Passed" values[11].  These tables also include the change (difference) between the two school years in the number of "Not Passed" for each content area.

Reading Results

One of the hopes with which the PSI was begun was that the challenges faced by these schools would decrease over time.  Section 3 described changes over the last two years in the achievement gap component of the SSCI.  This section focuses primarily on the changes in the other part of the SSCI index: absolute number of SOLs "not passed."  In addition, it highlights changes in the overall SSCI rankings.

Chart 1 presents the difference in the absolute number of SOL test scores not meeting reading benchmarks from the year prior to the start of the PSI (SY 2009-10) to the PSI's first year (SY 2010-11). Negative numbers represent the desired decrease following the first year of participation in the PSI. Positive numbers indicate an increase.  The change in the absolute number of reading SOL tests not passed at the school in the year before the PSI started (SY 2009-10) to the end of the first year of the initiative (SY 2010-11) were categorized as decreasing (green:  decrease of five or more tests), increasing (red: increase of five or more tests), or no change (yellow:  an increase or decrease of four or fewer tests)[12].
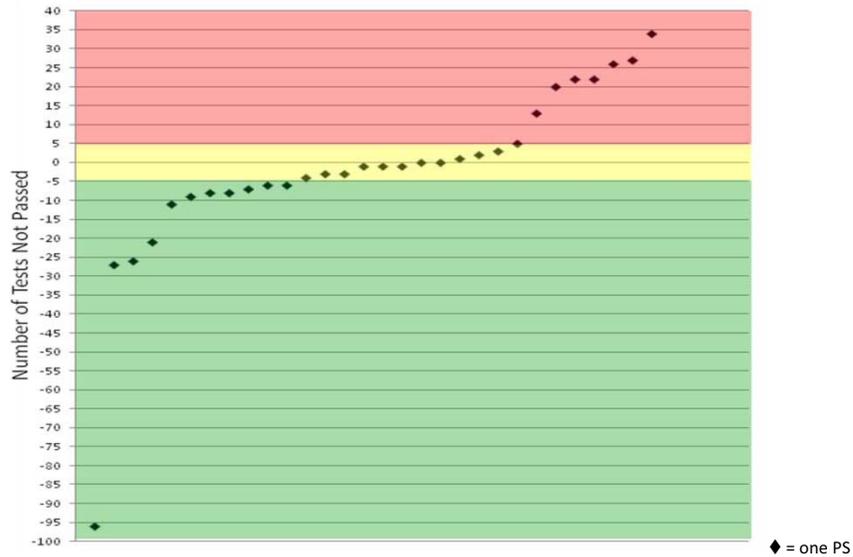
Tallying the PS falling into each category showed that the majority of schools were evenly split between the decreasing (11 schools) and no change (11 schools) categories, which indicates a small trend towards the PS facing decreasing challenges.  Eight schools showed no change in their "not passed" SOL numbers.  On average, schools showed a decrease of two tests from SY 2009-10 to SY 2010-11, but individual PS ranged from a decrease of 96 to an increase of 34 in the number of not passed SOL tests. In interpreting these changes, readers should keep in mind that changes may have occurred due to reasons unrelated to performance (e.g., increases or decreases in the number of students attending the school, etc.).  Thus, the changes in the absolute number of tests not passed reflects the challenge the PS faced in reading.  Performance at the PS is better quantified by the preceding three sections that tallied the Performance Band, Absolute Performance and Achievement Gap data.

---

[10] This information was used by FCPS as one factor when selecting schools for participation in the PSI.

[11] One additional year of data (SY 2008-09) was also included in the three-year SSCI average.

[12] The criterion level of five tests does not take into account school size, as the original intent of the SSCI was to focus on the challenge schools faced with respect to absolute number of "not passed" tests, rather than the proportion within a school.  For proportional performance, please refer to the performance band and absolute performance sections of the report.

**Chart 1: Change in Number of "Not Pass" SOLs in Reading from SY 2009-10 to SY 2010-11**



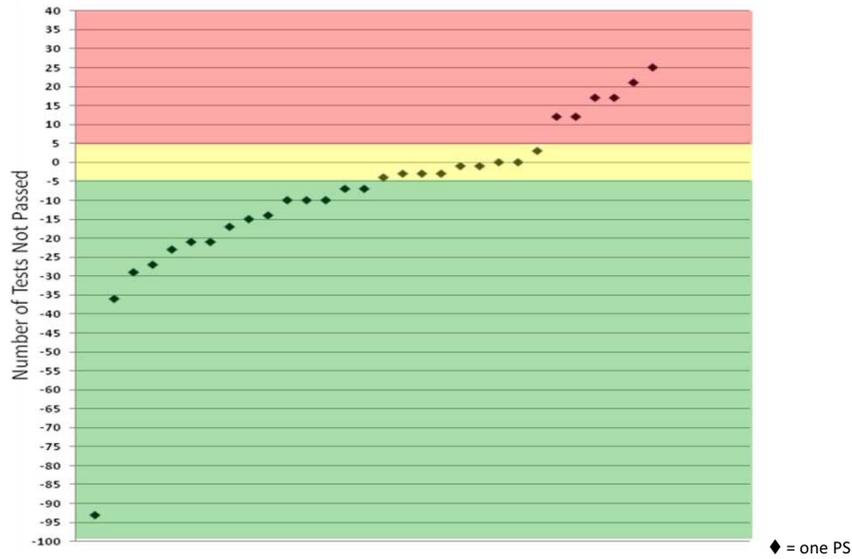♦ = one PS

## Mathematics Results

When "not passed" tests in mathematics were tallied into the same three change categories used with reading, 50 percent of PS (15 schools) fell into the decreasing category, indicating a trend of decreasing challenge in mathematics facing PS as a group. Most of the remaining schools (nine) demonstrated no change. As a group, PS showed an average decrease of eight tests not passed from SY 2009-10 to SY 2010-11. Individual PS ranged from a decrease of 93 to an increase of 25 in the number of SOLs "not passed."[13]

## School Results

In addition to examining the changes in the number of "not passed" tests, changes in the rank on the SSCI can also be examined for shifts in the challenges schools faced. Overall, the average rank change for the PS from SY 2009-10 to SY 2010-11 was -0.7 for elementary schools and 0 for middle schools. This means that PS ranked in approximately the same place at the end of the PSI's first year as they had prior to the start of the initiative. These averages mask considerable movement at some PS in their SSCI ranking. PS at the elementary level shifted down the index (a change reflecting decreasing challenge for the school in comparison to other FCPS schools) as much as 44 rank order places and up the index (a change reflecting increasing challenge for the school) as much as 31 places. PS at the middle school level shifted very little in their ranking with no more than one rank order change.

---

[13] Once again, readers should keep in mind that changes may have occurred due to reasons unrelated to performance and that performance is better captured by the preceding sections of the report.

---

**Chart 2:  Change in Number of "Not Pass" SOL Tests in Math from SY 2009-10 to SY 2010-11**



♦ = one PS

### Section 5: Overall Conclusions

During the first year of the PSI, participating schools primarily maintained or at times slightly increased their reading and mathematics performance.  PS performance of "all" students at these schools remained stable, as did the performance of the white subgroup.  As a group, PS moved their SWD subgroup into higher levels on the performance bands in reading, as well as their black and white subgroups in math.  PS showed improvement over the first year of the initiative, such as increased reading pass rates by black students and increased mathematics pass rates by Hispanic students.  Also notable are decreases in the achievement gap between Hispanic and white students at many PS (40 percent, 10 of 25).  The area most in need of improvement is reading pass rates by Hispanic and LEP students.  A high number of PS lagged behind in this area.  As suggested at the beginning of this report, after the first year of the PSI, these monitoring findings are more appropriate for guiding continued efforts to support participating schools than for making definitive or final judgments about the success of the initiative.