

EXECUTIVE SUMMARY

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Measures of Success **Student Achievement Goal 2: Essential Life Skills** March 27, 2008

2.0 All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

NOTE: Because measurement of students' essential life skills is a new direction for the school division, it will take time to make the change from measurement with an academic focus to measurement of the whole child. Thus, data related to all of the measures are not available for this reporting period.

2.1 Demonstrate sound moral character and ethical judgment.

Measures:

- Percent of Grade 3/Grade 6 students who received "Good" or "Outstanding" on all work habits addressing moral character and ethical judgment on the Elementary School Progress Report (Appendix A).
- Percent of Grade 8/Grade 12 students with no state-reported disciplinary infractions related to sound moral character and ethical judgment during the past three years (Appendix A).

Highlights:

- On average, 92 percent of our Grade 3 students, across two years, received assessments of "Good" or better on work habits related to this sub-goal on the Elementary School Progress Report.
- Sub-group performance for Grade 3 students who received "Good" or better ranged from a low near 80 percent for "Good" and above for Black and Special Education students, to about 95 percent "Good" and above for Asian and White students.
- On average, 94 percent of our Grade 6 students, across two years, received assessments of "Good" or better on work habits related to this sub-goal on the Elementary School Progress Report.
- Sub-group performance for Grade 6 students who received "Good" or better ranged from a low 82 percent for "Good" and above for Special Education students to 96 percent "Good" and above for Asian and White students.
- For Grade 8, 93 percent of all students were assessed with no state-reported discipline infractions related to this sub-goal, while Asian and White students were assessed at about 96 percent. The balance of sub-groups clustered in the 80 to 90 percent range.
- For Grade 12 students, the three-year average baseline is 97 percent of all students with no state-reported discipline infractions related to this sub-goal. Sub-group performance in this area is reasonably tightly clustered in the 90 to 100 percent range.

2.2. Be able to contribute effectively within a group dynamic.

Measures:

- Percent of Grade 3/Grade 6 students who received "Good" or "Outstanding" on work habits addressing contribution to group work on the Elementary School Progress Report (Appendix A).
- A future measure is the percent of Grade 6 students meeting or exceeding expectations regarding effective participation and contribution in a group process on the Grade 5 Global Awareness Project rubric.

Highlights:

- On average, 85 percent of Grade 3 students across two years received assessments of “Good” or better on work habits addressing contribution to group work on the Elementary School Progress Report.
- Grade 3 sub-group performance on work habits addressing contribution to group work on the Elementary School Progress Report ranged from a low 70 percent “Good” and above for Black and Special Education students to 89 percent “Good” and above for Asian and White students.
- On average, 89 percent of Grade 6 students across two years received assessments of “Good” or better on work habits addressing contribution to group work on the Elementary School Progress Report.
- Grade 6 sub-group performance on work habits addressing contribution to group work on the Elementary School Progress Report ranged from low to middle 70 percent “Good” and above for Black and Special Education students to about 92 percent good and above for Asian and White students.

2.3 Develop the resilience and self-confidence required to deal effectively with life’s challenges.

Measures:

- Percentage of students reporting risk and protective factor domain scores above the national standard on the Fairfax County Youth Survey. Risk and protective factors are categorized into four domains: community, school, family, and individual-peer.
- Additional measures for sub-goal 2.3 will be derived from items reflecting resilience and self-confidence contained in student and teacher surveys, which are under development.

Highlights:

- The percentage of students reporting risk factor domain scores above the national standard decreased in three domains (community, family, and school) from 2001 to 2005 on the Fairfax County Youth Survey. The risk factor score in the individual-peer domain increased.
- The percentage of students reporting protective factor domain scores above the national standard increased in three domains (community, school and individual-peer) from 2001 to 2005 on the Fairfax County Youth Survey. The protective factor scores in the family domain increased from 2001 to 2003 and remained the same from 2003-2005.

2.4 Possess the skills to manage and resolve conflict.

Measures:

- The percent of Grade 3/Grade 6 students receiving "Good" or "Outstanding" across two years on work habits addressing conflict management and resolution as reported on the Elementary School Progress Report (Appendix A).
- The percent of Grade 8/Grade 12 students with no state-reported disciplinary offenses against students, staff, and persons during Grade 8/Grade 12 (Appendix A).

Highlights:

- On average, 85 percent of Grade 3 students across two years received assessments of “Good” or better on work habits addressing conflict management and resolution as reported on the Elementary School Progress Report.
- Grade 3 sub-group performance on work habits addressing conflict management and resolution as reported on the Elementary School Progress Report ranged from low 70 percent “Good” and above for Black and Special Education students, to 89 percent good and above for Asian and White students.

- On average, 88 percent of Grade 6 students across two years received assessments of “Good” or better on work habits addressing conflict management and resolution as reported on the Elementary School Progress Report.
- Grade 6 sub-group performance on work habits addressing conflict management and resolution as reported on the Elementary School Progress Report ranged from low 70 percent “Good” and above for Black and Special Education students to low 90 percent good and above for Asian and White students.
- The three-year average baseline for Grade 8 is 97 percent of students with no state-reported disciplinary infractions against students, staff, and persons.
- Sub-group performance for Grade 8 for students with no state-reported disciplinary infractions against students, staff, and persons is reasonably tightly clustered in the 90 to 100 percent range.
- For Grade 12, the three-year average baseline is 99 percent of students with no state-reported infractions of students against students, staff, and persons.
- Grade 12 sub-group performance for students with no state-reported disciplinary infractions against students, staff, and persons is reasonably tightly clustered in the 90 to 100 percent range.

2.5 Be inspired to learn throughout life.

Measures:

- The measures for Grades 3 and 6 are in development and will be derived from the Student Goal Setting and Reflection Project and for Grades 8 and 12 from student reflections in their Student Learning Plans.
- Additional measures for Goal 2.5 will be derived from information provided by student and teacher survey items regarding extra-curricular pursuit of learning contained in student and teacher surveys, which are under development.
- The measure that is currently available for this sub-goal is the percent of Grade 12 students reporting on the Senior Survey plans for post-secondary education or other identified pursuits.

Highlights:

- Three-year data on the percent of Grade 12 students reporting post-secondary plans on the Senior Survey indicate 97 percent of Grade 12 students reported some type of post-secondary plans, including attending four-year colleges (about 65 percent), attending two-year colleges (about 23 percent), receiving other continuing education (about 4 percent), employment (about 4 percent), and military (about 1 percent).

2.6 Courageously identify and pursue their personal goals.

Measure:

The measure for this sub-goal will be the percent of students who set and reflect on personal, academic, life skill, and community contribution goals based on assessment of results in Student Learning Plans.

2.7 Develop practical life skills.

Measures:

- The percent of Grade 3/Grade 6 students who received “Good” or “Outstanding” on work habits addressing practical life skills on the Elementary School Progress Report (Appendix A).
- The Grade 8 measure is in development and will be the percent of Grade 8 students meeting or exceeding expectations regarding problem solving, critical thinking, work habits and ethics, and effective time management on the Grade 7 Technology Project rubric.

Highlights:

- On average, 83 percent of our Grade 3 students across two years received assessments of “Good” or better work habits addressing practical life skills on the Elementary School Progress Report.
- Grade 3 sub-group performance on work habits addressing practical life skills on the Elementary School Progress Report ranged from the middle 60 percent “Good” and above for Special Education students to 90 percent good and above for Asian students.
- For Grade 6, 84 percent of all students were assessed “Good” or above on work habits addressing practical life skills on the Elementary School Progress Report.
- Grade 6 sub-group performance on work habits addressing practical life skills on the Elementary School Progress Report ranged from Asian students being assessed at 91 percent. While the Total and White students fall in the 80 to 90 percent range, most of the remaining sub-groups clustered in the 70 to 80 percent range.

2.8 Make healthy and safe life choices.

Measures:

- Percent of Grade 6 students who reported no alcohol, cigarettes, and other drug (ATOD) use in the past 30 days on the Fairfax County Youth Survey. Use (or lack thereof) was not limited to the school grounds.
- Percent of Grade 8/Grade 12 students who reported no alcohol, cigarettes, and other drug (ATOD) use in the past 30 days on the Fairfax County Youth Survey. Use (or lack thereof) was not limited to the school grounds.
- Percent of Grade 8/Grade 12 students who had no state-reported disciplinary infractions related to making healthy life choices during the past three years.
- Percent of categories (Appendix B) in which student-reported risk factors improved from the prior administration of the Fairfax County Youth Survey.
- Future measures for sub-goal 2.8 will be derived from items regarding healthy and safe life choices contained in student and teacher surveys, which are under development.

Highlights:

- Overall, 91 percent of Grade 6 students surveyed reported no ATOD use in the past 30 days on the Fairfax County Youth Survey, with Black students at the middle 80 percent and other ethnic groups in the low 90 percent range.
- Overall, 77 percent of Grade 8 students surveyed reported no ATOD use in the past 30 days on the Fairfax County Youth Survey, with the sub-group percentages ranging from a middle 60 percent for Hispanic students to a low 80 percent for Asian students
- Overall, 45 percent of our Grade 12 students surveyed reported no ATOD use in the past 30 days on the Fairfax County Youth Survey, with the sub-group percentages ranging from a low 40 percent for White students to a low 60 percent for Asian students.
- Discipline data indicate that the three-year average baseline is 97 percent of Grade 8 students with no infractions related to making healthy life choices. Sub-group performance is reasonably tightly clustered in the 90 to 100 percent range.
- Discipline data indicate that the three-year average baseline is 98 percent for Grade 12 students with no state-reported infractions related to making healthy life choices. Sub-group performance in this area is reasonably tightly clustered in the 90 to 100 percent range.
- The Fairfax County Youth Survey results indicate that 69 percent of categories (Appendix B) of student-reported risk factors improved from the prior administration of the Fairfax County Youth Survey (2001-2005).

Conclusion

What did we learn?

- Gaps exist in sub-groups
- Many of our students are not making healthy and safe life choices
- More and better measures are needed
- Character Education needs refinement and expansion
- Peer mediation/conflict resolution expansion needed
- Positive behavior approaches expansion needed

Next Steps

- Develop Teacher and Student Surveys and other measures
- Determine and address reasons for the gaps
- Expand work with students, families, and county agencies for healthy and safe life choices
- Implement expanded Character Education Program
- Implement expanded Peer Mediation/Conflict Resolution Program
- Implement expanded positive behavior approaches (including teaching of appropriate work habits and social skills)