

Exhibit 30

Message

From: Tholen, Elaine V (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=16F0DCDB679749DE970D3D318F8466F4-THOLEN, ELA]
Sent: 9/24/2020 1:38:35 PM
To: McLaughlin, Megan (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=a6aba0c667584a3f809d0323d07b2115-McLaughlin,]
Subject: Re: Time-sensitive: Draft Proposal for TJ Admissions Process
Attachments: Megan Ideas, EVT comments.docx
Flag: Flag for follow up

Hi --here is my input on this. Please do call if you have any questions.

I am also looking forward to working on ways to improve the pipeline to TJ. That is the hard, long-term work that needs to be done.

Thanks for collecting our ideas and questions.

Elaine Tholen
School Board Member, Dranesville

Empowering Our Students for Tomorrow

571-423-1087

Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act (FOIA). This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it. Only a few topics are exempt from disclosure such as information about identifiable students and personnel information about individual employees.

From: McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>
Sent: Tuesday, September 22, 2020 12:43 AM
To: Corbett Sanders, Karen (School Board Member) <kcorbettsan@fcps.edu>; Keys-Gamarra, Karen A (School Board Member) <akeysgamarr@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>; Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>; Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>
Subject: Time-sensitive: Draft Proposal for TJ Admissions Process

Hi all,

Here is a draft proposal for the 2020-21 TJ Admissions Process.

My suggested changes pertain only to the Review & Selection Process. I will defer to KCS and others about long-term actions to help build a more diverse pipeline to TJ, as well as provide essential student supports.

As I recently shared with you, our nation's elite universities have used holistic admissions for decades to ensure their ACCEPTED Student Pools reflect both the demographic diversity and the high-achievement of their APPLICANT Pools.

Similarly, FCPS can achieve both Geographic Diversity and Demographic Diversity through a 2-step Holistic, Merit-based Admissions process. This involves an initial Regional Admissions Review (Region by Region),

and then a 2nd holistic review for under-represented or disadvantaged students, to ensure a level playing field for all students regardless of background or circumstance.

With your feedback, please tell me which if/any of these 13 numeric steps you cannot support and why:

PART I: The initial Merit-Based, Holistic Review Process

1. Drop the Random Lottery approach, and Restore a Merit-Based Holistic Admissions Review Process
2. Maintain the Supt's proposed "Region by Region" Merit-Based Holistic Review of applications to improve Geographic Diversity, but change some of the metrics. (See suggested changes below)
3. One possible variation to the proposed "Region by Region" Review is to have a slight variance in the number of Slots given to each Region, based on their percentage of the overall applicant pool for each given year. (Ex: Region 1 typically has a slightly higher percentage of applicants compared to Region 4, so Region 1's percentage of the 350 admission slots may be slightly higher than Region 4. FCPS needs to run the 5 year data of applicants, broken down by region, to see this pattern)
4. Keep the Quant-Q test
5. Replace the Quant-Q test with a different standardized test, or a proctored Problem Set
6. No Standardized Test, or Proctored Problem Set this year, due to COVID
7. Require a minimum Weighted GPA (WGPA) through the 1st Q (or 2nd Q) of 8th grade. We need FCPS' WGPA data to determine what is a minimum, high-achieving GPA among all 1Q/2Q 8th graders countywide. Is it a weighted 3.50GPA, or much higher? Because a WGPA reflects the Rigor of Courses taken (honors vs standard courses), it is a preferred metric, vs Unweighted GPA.
8. Assess the Rigor of ALL Core Courses (Honors vs Standard). Honors Courses are a more favorable merit-based metric, due to the Rigor & Pace of learning at TJ.
9. Continue to require Algebra 1
10. Continue to require Teacher Recommendations, but add a Numeric Scale at the bottom of the Narrative. (Prevents Admissions Reader error, which has occurred in the past).
11. Include a Personal Statement and a list of Extracurriculars to gauge the student's passion and personal achievement in STEM.
12. Consult with TJ Faculty and Dr. Jonathan Plucker's consulting team to refine these Merit-based Metrics
13. Create a TJ Admissions Stakeholder task force to refine these Merit-based Metrics

PART II

Add a 2nd holistic Review Process to strengthen Demographic Diversity (The Supreme Court has ruled that Diversity is a "compelling state interest"; University of Texas Admissions case):

1. Each year, some Admissions Slots will be specifically allocated for a 2nd holistic admissions review process. These slots will help the Acceptance Pool more closely reflect the Applicant Pool's demographic diversity

(under-represented and/or disadvantaged students). For example, if 10% of the Applicant Pool is FRM, then ideally the Acceptance Pool can also reflect 10% FRM, after the 2nd Review.

2. Demographically diverse students who are not accepted in the initial holistic review will go through this 2nd review process.

3. Merit-based standards will still be met during this 2nd review process, but this will help level the playing field for students with less access & opportunity to advanced course work, enrichment opportunities, or other compelling reasons.

PLEASE respond ONLY to me with your input as soon as possible. I would like to incorporate everyone's input into a consensus proposal for Scott and our other colleagues to consider. Feel free to call me, versus email.

Thank you,
Megan

(PS: I have also included KCS' Friday email to Scott (at the bottom) as many of you had said it also captures your concerns and possible solutions.)

Megan O. McLaughlin
School Board Member
Braddock District

Office: 571-423-1088

Cristy Coffey
Executive Administrative Assistant
Fairfax County School Board Office
Phone: 571-423-1064

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Begin forwarded message:

From: "Corbett Sanders, Karen (School Board Member)" <klcorbettsan@fcps.edu>
Date: September 18, 2020 at 3:05:24 PM EDT
To: "Brabrand, Scott S" <ssbrabrand@fcps.edu>
Cc: "Madeja, Lisa" <emadeja@fcps.edu>, "Pekarsky, Stella G (School Board Member)" <sgpekarsky@fcps.edu>, "Sizemore Heizer, Rachna (School Board Member)" <rsizemorehei@fcps.edu>, "Tholen, Elaine V (School Board Member)" <evtholen@fcps.edu>, "Keys-Gamarra, Karen A (School Board Member)" <akeysegamarr@fcps.edu>, "McLaughlin, Megan (School Board Member)" <momcloughlin@fcps.edu>, "Omeish, Abrar (School Board Member)" <aomeish@fcps.edu>, "Meren, Melanie K (School Board Member)" <mkmeren@fcps.edu>, "Derenak Kaufax, Tamara (School Board Member)"

<tderenakkauf@fcps.edu>, "Cohen, Laura Jane H (School Board Member)"
 <lhcohen@fcps.edu>, "Frisch, Karl V (School Board Member)" <kvfrisch@fcps.edu>,
 "Anderson, Ricardy J (School Board Member)" <rjanderson@fcps.edu>

Subject: TJ Admissions Process

Scott,

As I mentioned to you this morning, the plan released on Monday has caused confusion in the community because of the over-reliance on the term lottery vs. merit. Communications of what we are doing is critical. Additionally, the timing of the presentation is misunderstood in the community. As we discussed, I think it is essential that we reframe the discussion and offer clarity to the community about our way forward. I have spoken with many of my colleagues (ccd above) about this prior to yesterday's meeting or today. I will continue to reach out to others. As I mentioned, we really have 4 pillars of what must be done to create a diverse and inclusive environment at TJ which preserves its commitment to excellence in the sciences. These pillars should be incorporated into the plan submitted to the state in early October.

- 1) Clarify that we have a statutory requirement to submit a plan to the state by 9 October. We do not have a requirement to conduct a test in the fall for spring admissions. Frankly, a delay of the admissions process until after the 2nd quarter would allow for you and the team to ensure all of the pieces are in place to make this a successful process and not one that would be incremental by just eliminating the test and the recommendation which is causing much of the angst and rhetoric about undermining the quality of education at TJ. This timeframe is consistent with that used for universities where students apply for college admissions in January.
- 2) The plan submitted should include 4 pillars: Admissions, Supports for Students once admitted, ensuring the pipeline is based on opportunity and access for all, and a review of the process with possible tweaks as necessary.
 - a. In the approach to admissions to TJ we need to be clear we are not eliminating merit but rather reframing our understanding of merit, similar to the manner in which 1000 universities, including some in the Ivy League have eliminated the reliance on the SAT or ACT. We will also need to communicate how we are identifying students with the highest aptitude in STEM vs test capabilities in this process. Elimination of the test does not preclude a review of a students' application to demonstrate merit based on a student statement, a demonstration of problem solving, and a review of transcripts to include a minimum GPA, Algebra in 8th grade, and possibly a panel review/interview. Once the initial screen is done, then the lottery occurs. To ensure that the demonstration of problem solving piece is fair, I would ask select college professors at different universities to develop the question annually. Additionally, it will be important to better communicate why a geographic distribution of students across the county will result in a change in demographics to include more students that are FRM, ELL, black, Hispanic, or twice exceptional.
 - b. It is essential that we communicate that reframing how we assess merit in admissions does not mean that we compromise rigor in the academic programming at TJ. We will need to continue to have a summer boot camp for admitted students to prepare for the rigor. However, it is also essential that we provide supports for a more diverse population at TJ. This includes not only the introduction of the robust anti-bias, anti-hate curriculum for all students, but it means having the social emotional and academic supports for the more diverse student body which may not have large cohorts which can lead to feelings of isolation.

- c. Ensuring the pipeline is based on opportunity and access for all is directly tied to this Board and previous Board's focus on the need to have fidelity of implementation. We need to have the same level of rigor and opportunity in math and sciences at every elementary and middle school in the county. Similarly, afterschool enrichment clubs must be consistently be offered at each middle school. The FCPS Promise must be realized at all of our schools. We need to ensure that in higher FRM schools that we have focused outreach and experiences for our students to meet and work with engineers, mathematicians and scientists so that they can envision themselves in these roles. I know that we have a number of outside organizations that want to help in this area. We should create a database of needs by school so that we can map the opportunities with people that are able to work with our students in these areas. I know that the American Association of Applied Sciences, the MIT Club of the Greater Washington Area, the TJ Partnership, and MSAOC are all anxious to help. We should also reach out to the minority based organization for this as well. Please see article on some of these resources <https://ripplematch.com/journal/article/11-professional-organizations-that-support-people-of-color-in-stem-e7b9ac6b/>. We need to be more systematic in how we utilize these resources and should include this as part of our planning for the school year and summer experiences for our students. We may also want to have TJ visit days for all of our 6th graders in the same way that we have our students in middle school visit the Finance Park, why not have them visit the labs of TJ? It is essential that we are identifying opportunities early on for students that demonstrate abilities in the sciences to develop these capabilities throughout their K-12 experience in FCPS and are encouraged to take advantage of TJ and our Academy programs in the sciences, healthcare and engineering.
- d. We need to include in our plan metrics for success, a time period by which we will review the process used and the recognition that we may have to make adjustments to achieve our goals.

As promised, I have tried to capture our conversation this morning.

Karen

Karen Corbett Sanders
Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

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1. Drop the Random Lottery approach, and Restore a Merit-Based Holistic Admissions Review Process

I do not see how a lottery process will help us get the best freshman class at TJ. I know any human intervention has the potential for bias but lottery seems to leave too much to chance—who applied in what numbers, will chance give us the diversity we are after? will the students that will really thrive at TJ get in?

I agree the process needs adjustment so that we can increase diversity, but this lottery seems too sweeping.

2. Maintain the Supt's proposed "Region by Region" Merit-Based Holistic Review of applications to improve Geographic Diversity, but change some of the metrics.
(See suggested changes below)

I need to see more data on the regions—at a minimum, the number of students coming from each region needs to be weighted by the number of eighth graders in the region. Historic applicant numbers from each region could be looked at to determine how to decide how many to take from each region for this first go around. Some regions may have much larger numbers of qualified applicants in the first pool. .happy to talk more about this.

What about asking for a top number of applicants (maybe 5??) from each MS that are given a seat to ensure geographic diversity. The rest of the seats are done by applicant pool holistic review.

3. One possible variation to the proposed "Region by Region" Review is to have a slight variance in the number of Slots given to each Region, based on their percentage of the overall applicant pool for each given year. (Ex: Region 1 typically has a slightly higher percentage of applicants compared to Region 4, so Region 1's percentage of the 350 admission slots may be slightly higher than Region 4. FCPS needs to run the 5 year data of applicants, broken down by region, to see this pattern)

See above. I do support looking into this.

4. Keep the Quant-Q test

If the test seems to be such a source of disparity, I am willing to try admissions without the test this year and then do a review of the process for next year to determine if the test should be reinstated.

5. Replace the Quant-Q test with a different standardized test, or a proctored Problem Set

I think we need the problem solving essay for sure and I am glad they put that back in—I pushed for that at the first worksession. I am open to discussing how that happens so that it is most fair and unbiased.

6. No Standardized Test, or Proctored Problem Set this year, due to COVID

IF we successfully ran the SATs—guess we have to wait two weeks to be sure, unless health problems escalate, it is hard to use COVID as the excuse not to do a test.

7. Require a minimum Weighted GPA (WGPA) through the 1st Q (or 2nd Q) of 8th grade. We need FCPS' WGPA data to determine what is a minimum, high-achieving GPA among all 1Q/2Q 8th graders countywide. Is it a weighted 3.50GPA, or much higher? Because a WGPA reflects the Rigor of Courses taken (honors vs standard courses), it is a preferred metric, vs Unweighted GPA.

Not sure MS courses are weighted so not sure how this will work but this needs to be fully investigated. Where did the 3.5 come from? We at least need full info on that.

8. Assess the Rigor of ALL Core Courses (Honors vs Standard). Honors Courses are a more favorable merit-based metric, due to the Rigor & Pace of learning at TJ.

Agree—but understand that if a school does not offer a course, a student cannot be penalized for not taking that course.

9. Continue to require Algebra 1

Yes, Algebra 1 needs to be a pre-requisite for TJ.

10. Continue to require Teacher Recommendations, but add a Numeric Scale at the bottom of the Narrative. (Prevents Admissions Reader error, which has occurred in the past).

Hard to see how teacher input cannot be helpful even if it is just used for finding the top students in each MS. I think this needs much more discussion.

11. Include a Personal Statement and a list of Extracurriculars to gauge the student's passion and personal achievement in STEM.

The SIS needs to get at passion, POG attributes, and an aptitude for STEM, A list of extracurriculars is good but should be weighted less since those are not available to all students.

12. Consult with TJ Faculty and Dr. Jonathan Plucker's consulting team to refine these Merit-based Metrics

Understand they are consulting with GW—as per the Town Hall—to work on the SIS and problem solving essay—still would want to be sure some TJ faculty were involved. A review by Dr. Plucker is a good idea too. Experts need to be involved.

13. Create a TJ Admissions Stakeholder task force to refine these Merit-based Metrics

My biggest issue with where we are right now is that stakeholders were not talked to and/or allowed to give input. At least the input process has not been revealed. A stakeholder group to enhance communication is needed at a minimum. We have so many people in FXCo that are experts in data analysis, etc. We need to listen to their

analysis and compare it to the FCPS analysis. FCPS data analysis and modeling needs to be completely open. I have not seen the background data in our modeling.

PART II

Add a 2nd holistic Review Process to strengthen Demographic Diversity (The Supreme Court has ruled that Diversity is a "compelling state interest"; University of Texas Admissions case):

1. Each year, some Admissions Slots will be specifically allocated for a 2nd holistic admissions review process. These slots will help the Acceptance Pool more closely reflect the Applicant Pool's demographic diversity (under-represented and/or disadvantaged students). For example, if 10% of the Applicant Pool is FRM, then ideally the Acceptance Pool can also reflect 10% FRM, after the 2nd Review.
2. Demographically diverse students who are not accepted in the initial holistic review will go through this 2nd review process.
3. Merit-based standards will still be met during this 2nd review process, but this will help level the playing field for students with less access & opportunity to advanced course work, enrichment opportunities, or other compelling reasons.

Can this be taken care of in the first review? Would like more information on how this would work?

Thanks!!

Exhibit 31

Message

From: Corbett Sanders, Karen (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=471DCB5B040F4ABF87CF766D8C2E931F-CORBETT SAN]
Sent: 10/5/2020 2:58:41 PM
To: skuhbach@yahoo.com
CC: Madeja, Lisa [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=7dac741623574a5db46c85d790378db7-Tolstykh, E]
Subject: RE: Other - No Reply - Case Details FCPS CASE-0000494776

Dear Ms. Kuhbach,

Thank you for writing to me about TJ. I agree with you that revisions to the TJ admissions process is long overdue. I am urging the superintendent to modify his plan to take into account geographic diversity as well as students on Free and Reduced Lunch which should result in greater diversity in the demographics.

Karen

From: FCPS ClientCommunications
Sent: Monday, October 05, 2020 10:15 AM
To: Madeja, Lisa <emadeja@fcps.edu>
Subject: Other - No Reply - Case Details FCPS CASE-0000494776

Requester: Kuhbach, Susan

Summary: Other - No Reply

Requester Email Address: skuhbach@yahoo.com

The following information was entered in the School Board Portal:

Client Selected: Mount Vernon - Karen Corbett Sanders

Client Lives in: Mount Vernon - Karen Corbett Sanders

Address:
7202 REBECCA DR

ALEXANDRIA, VA 22307

Apartment: Apt. #

Details: Good morning. I am writing to urge you to support the Superintendent's proposal for revamping the admissions process at Thomas Jefferson High School for Science and Technology (TJ). It is shameful that the enrollment at TJ is such a distorted mirror of Fairfax County's population. Moreover, TJ should not be populated by kids who attend a particular middle school or kids whose parents can afford admissions test prep classes.

Although I fault the Superintendent's proposal for not pursuing geographic diversity within Fairfax County (at least as I understand it), the proposal should remedy the grossest distortions that arise from the current admissions process. Therefore, I support it fully and urge you to do the same.

Exhibit 32

Message

From: Corbett Sanders, Karen (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=471DCB5B040F4ABF87CF766D8C2E931F-CORBETT SAN]
Sent: 6/8/2020 12:24:46 PM
To: Scott Surovell [ssurovell@gmail.com]
CC: Delegate Paul Krizek [paul@paulkrizek.com]
Subject: RE: [External] TJ

Scott and Paul,

Please be assured that I am as angry and disappointed in these numbers as you are. The previous board requested that the Superintendent bring to us a plan for addressing the equity in admissions issues for TJ. We have had some preliminary discussions but none of us were given forewarning about the numbers. I have just gotten off the phone with the Superintendent for the second time over the weekend about this issue and have had conversations with Secretary Qarni. I believe that there will be intentful action forthcoming and I will keep you both posted.

Karen

From: Scott Surovell [mailto:ssurovell@gmail.com]
Sent: Monday, June 08, 2020 8:19 AM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Cc: Delegate Paul Krizek <paul@paulkrizek.com>
Subject: [External] TJ

Karen:

I saw the TJ admissions numbers after someone alerted me to an article a former TJ student wrote it.

The last state budget had the following language:

*"Each Academic Year Governor's schools shall set diversity goals for its student body and faculty, and develop a plan to meet said goals in collaboration with community partners **at public meetings**. Each school shall submit a report to the Governor **by October 1 of each year** on its goals and status of implementing its plan. The report shall include, but not be limited to the following: utilization of universal screenings in feeder divisions; admission processes in place or under consideration that promote access for historically under-served students; and outreach and communication efforts deployed to recruit historically under-served students. The report shall include the racial/ethnic make-up and socioeconomic diversity of its students, faculty, and applicants."*

I was curious where TJ was on this given that public meetings are required and there is a 10/1 deadline. I understand that the virus has slowed things down. When there are public meetings, I would like to provide testimony.

Based on the data I was given, TJ has the smallest relative advantaged student population of all 19 Virginia Governor's Schools in every year for the last 5 years.

What's the plan? Feel free to call.

Scott S.

--

State Senator

36th District of Virginia

General Assembly of Virginia

Capitol 804.698.7536

Capitol Fax 804.698.7651

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Local Mail: P.O. Box 289, Mt. Vernon, VA 22121

Campaign/Constituent Website - www.scottsurovell.org

The Dixie Pig Blog - scottsurovell.blogspot.com

Twitter - [/ssurovell](https://twitter.com/ssurovell)

Facebook - <http://www.facebook.com/surovell>

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Fairfax, VA 22030

Direct 703.277.9750

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Email - ssurovell@SurovellFirm.com

www.SurovellFirm.com

Exhibit 33

Message

From: Meren, Melanie K (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=7B7E4C022CB04FFF924FA5F01187DABE-MEREN, MELA]
Sent: 9/23/2020 2:42:33 AM
To: Heisey, Emma [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=4994020f4d5a470cbf1357e2e3f3a9b0-Heisey, Emm]
Subject: Superintendent's response about TJ

Here's some language you can pull from.

From: Superintendent Brabrand <suptbrabrand@fcps.edu>
Sent: Friday, September 18, 2020 11:26 AM
To: Ting Liu <mailto:ting_liu@yahoo.com>; Superintendent Brabrand <suptbrabrand@fcps.edu>; Omeish, Abrar (School Board Member) <aomeish@fcps.edu>; Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>; McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>; Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>; Keys-Gamarra, Karen A (School Board Member) <akeysgamarr@fcps.edu>
Subject: RE: [External] Please say No to lottery policy for TJ

Thank you for sharing your thoughts about the admissions process for Thomas Jefferson High School for Science and Technology (TJHSST).

We are proud to have TJHSST in Fairfax County and the STEM education available to students. As a Governor's school, we value diversity and believe that it contributes to the richness of the education at TJHSST. We are continually looking at ways to improve our admissions process.

We are guided by One Fairfax, a joint social and racial equity policy adopted by the Fairfax County School Board and the Fairfax County Board of Supervisors. One Fairfax offers a framework for us to look intentionally, comprehensively, and systemically at barriers that may be creating gaps in opportunity.

We recognize that the admissions process for TJHSST needs to be addressed in a comprehensive way. We know that not everyone may support changing the process which has been in place for many years.

We presented a proposed plan to the Fairfax County School Board to change the admissions process at the September 15 School Board Work Session.

The merit lottery proposal is intended to make the student body of TJHSST more representative our county demographics.

Thank you again for your support of Fairfax County Public Schools.

Respectfully,

Tracy

Tracy M. Ritenour

Executive Administrative Assistant
 to the Division Superintendent
 Fairfax County Public Schools
 8115 Gatehouse Road
 Falls Church, VA 22042
 Phone: 571-423-1010
 Fax: 571-423-1007

Exhibit 34

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From: FERPA

Sent: Friday, October 9, 2020 5:59 PM

To: Keys-Gamarra, Karen A (School Board Member) <kakeysgamarr@fcps.edu>; Omeish, Abrar (School Board Member) <aomeish@fcps.edu>; Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>; McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>; Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>; Atif.Qarni@governor.virginia.gov; Fran.Bradford@governor.virginia.gov; hala.al-tinawi@governor.virginia.gov; victoria.noles@governor.virginia.gov; McKay, Jeff C. <chairman@fairfaxcounty.gov>; Gross, Penelope A. <mason@fairfaxcounty.gov>; James R. Walkinshaw <braddock@fairfaxcounty.gov>; Storck, Dan <mtvernon@fairfaxcounty.gov>; Foust, John W. <dranesville@fairfaxcounty.gov>; Dalia Palchik <provdist@fairfaxcounty.gov>; Walter L. Alcorn <huntermill@fairfaxcounty.gov>; Pat Herrity <springfield@fairfaxcounty.gov>; Rodney L. Lusk <leedist@fairfaxcounty.gov>; Smith, Kathy L. <sully@fairfaxcounty.gov>; Ralph.Northam@governor.virginia.gov; district35@senate.virginia.gov; DelKKory@house.virginia.gov; Gibbs, Barb <bkgibbs@fcps.edu>; Sheridan, Stephanie <srs Sheridan@fcps.edu>

Cc: Superintendent Brabrand <suptbrabrand@fcps.edu>

Subject: Fwd: [External] Keep Thomas Jefferson HS the BEST and the Economy Strong

----- Forwarded message -----

From: FERPA

Date: Fri, Oct 9, 2020 at 5:55 PM

Subject: Re: [External] Keep Thomas Jefferson HS the BEST and the Economy Strong

To: Superintendent Brabrand <suptbrabrand@fcps.edu>

Dear Tracy and Dr. Brabrand,

Thank you so much for your response to my email. I want to reply to you first and follow up with the rest of the board and legislators immediately after. Virginia has attracted companies such as Amazon, because we have the qualified labor force. They recruit go through 6 to 7 stages of testing and interviews before they are hired. They not only want, but need the best to keep their business strong. We cannot lower the TJ admission process, because they are the premium workers in the future and the economic driving force for Virginia and the country. For me, it is disappointing to see on TJ's Admission webpage that the tests are going away, but appreciate the opportunity for changes until November 17.

This is a huge endeavor and TJ and FCPS have to work together. Yes, many Asian and White parents do actively encourage our kids on the importance of education and this is a major advantage. There are also scientific studies that show minority and female students do not go into the STEM field, not because of lack of interest, but rather lack of encouragement. We have seen on the news where minority students have received full ride scholarships to all of the Ivy schools. These talented kids did not graduate from the best HS, but rather from hardwork and encouragement from someone such as a teacher, mentor and/or their parents.

I understand you have already received questions regarding the FCPS data and I have few of my own.

September 15, 2020 presentation:

- Slide 4 (FCPS population): I am sure that FCPS does not have 57% Economic Disadvantaged and English Learners.

Q1. What is the overlap? That is the breakout of a) just English Learners (EL), b) just Economically Disadvantaged (ED) and c) just those who are both Economically Disadvantaged and English Learners?

Q2. For a, b and c in Q1, what are the demographic breakout for each of those segments?

- Slide 9 (Class 2019 Applicants):

Q3: What % of each ethnic are only Economically Disadvantaged, only English Learners and those who are both English Learners and Economically Disadvantaged.

A quick summary of the recommended Solution (of which many FCPS have in the plan)

From FCPS:

- 1) Have STEM teachers start selecting qualified EL and ED students. This can be a form of teachers recommendation.
- 2) Ask their parents for a meeting and have translators ready, because I truly believe that every parent want the best for their kids. This way they get involved and encourage their kids.
- 3) Waive all fees, application and FCPS test prep classes. They must complete the classes to show commitment.
- 4) They would still have to take the tests as it shows their ability and hard work to get into TJ.

From TJ:

- 1) TJ students volunteer 2-3 times per week virtually helping these students with their test prep.
- 2) Have a TJ parent in the meeting with ED and EL parents.
- 3) Have open houses on weekends for the ED and EL kids virtually or onsite when ready.

Again, these are just few quick suggestions and much more detail is needed.

I look forward to hearing back from you on my questions and feedback on the recommendations.

Sincerely,

FERPA

On Thu, Oct 8, 2020 at 10:20 AM Superintendent Brabrand <suptbrabrand@fcps.edu> wrote:

Good morning **FERPA**

Thank you for sharing your thoughts about the admissions process for Thomas Jefferson High School for Science and Technology (TJHSST).

We are proud to have TJHSST in Fairfax County and the STEM education available to students. As a Governor's school, we value diversity and believe that it contributes to the richness of the education at TJHSST. We are continually looking at ways to improve our admissions process.

We are guided by One Fairfax, a joint social and racial equity policy adopted by the Fairfax County School Board and the Fairfax County Board of Supervisors. One Fairfax offers a framework for us to look intentionally, comprehensively, and systemically at barriers that may be creating gaps in opportunity.

The Superintendent and the School Board believe that TJHSST should reflect the diversity of FCPS and our community. We recognize that the admissions process needs to be addressed in a comprehensive way. The Superintendent presented a proposal to change the admissions process to include a merit lottery at two recent Fairfax County School Board sessions:

September 15 School Board Work Session.

October 6 School Board Work Session

At the October 6 work session, the School Board instructed the Superintendent to eliminate the admissions test and \$100 application fee. The Board asked the Superintendent for additional details about the proposed merit lottery and how the lottery would impact the diversity numbers. The information will be provided at a work session in the future.

We know that not everyone may support changing the process which has been in place for many years. Please share your comments by emailing TJcomments@fcps.edu.

Thank you again for your support of Fairfax County Public Schools.

Sincerely,

Tracy

Tracy M. Ritenour
Executive Administrative Assistant
to the Division Superintendent
Fairfax County Public Schools
8115 Gatehouse Road
Falls Church, VA 22042
Phone: 571-423-1010
Fax: 571-423-1007

From: FERPA

Sent: Wednesday, October 7, 2020 2:49 PM

To: Keys-Gamarra, Karen A (School Board Member) <kakeysgamarr@fcps.edu>; Omeish, Abrar (School Board Member) <aomeish@fcps.edu>; Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>; McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>; Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>; Superintendent Brabrand <suptbrabrand@fcps.edu>; Atif.Qarni@governor.virginia.gov; Fran.Bradford@governor.virginia.gov; hala.al-tinawi@governor.virginia.gov; victoria.noles@governor.virginia.gov; McKay, Jeff C.

Exhibit 36

Message

From: Corbett Sanders, Karen (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=471DCB5B040F4ABF87CF766D8C2E931F-CORBETT SAN]
Sent: 8/6/2020 3:07:50 PM
To: Anderson, Ricardy J (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=2722e2eac8fb4713bca8bf78590c2d80-Anderson, R]
Subject: RE: Information on TJ Admissions

Ricky,

I humbly ask that after Scott responding twice before that he would have Jeremy respond to my emails in June and July, I have been incredibly patient and given the grace appropriate to the request. As you know, I was instrumental in putting this on the agenda in September. I had yet another call from a constituent about these concerns yesterday.

Karen

From: Anderson, Ricardy J (School Board Member)
Sent: Thursday, August 06, 2020 10:59 AM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Subject: RE: Information on TJ Admissions

Karen,

Thank you for sharing this email with Stella and me. While I understand your frustration in not receiving timely information, I humbly ask for your consideration for the following:

- Please provide some grace and patience to a staff and superintendent who are already overtasked with efforts of reopening schools during a pandemic as well as responding to a myriad of related inquiries.
- As indicated in the survey provided to the school board, we are expecting a full review of TJ admissions and all related information during a work session in Sept not only to engage in SB feedback but also to adhere to reporting requirements due Oct. 1,

Ricardy Anderson, Ed.D.
 Mason District Representative
 Fairfax County School Board

[Sign up here](#) for my *News You Choose* messages.

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From: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Sent: Thursday, August 6, 2020 7:36 AM
To: Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>
Subject: FW: Information on TJ Admissions

This should not have taken almost two months to answer and 4 reminder emails.

Karen

Karen Corbett Sanders
Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

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From: Brabrand, Scott S
Sent: Wednesday, August 05, 2020 10:23 PM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Shughart, Jeremy A <jshughart@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; School Board Members <SchBoard@fcps.edu>; Foster, John <jefoster@fcps.edu>; Greve, Lisa <llgreve@fcps.edu>
Subject: Re: Information on TJ Admissions

Will be in JFBB this week

Thanks!
Sent from my iPhone

From: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Sent: Wednesday, August 5, 2020 12:44 PM
To: Brabrand, Scott S; Shughart, Jeremy A
Cc: Muhlberg, Ilene; School Board Members
Subject: FW: Information on TJ Admissions

Scott and Jeremy,

Can someone please answer my questions from June? This information is important for the board to understand in advance of our September discussions on the admissions process.

Thanks

Karen

Karen Corbett Sanders
Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

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From: Corbett Sanders, Karen (School Board Member)
Sent: Wednesday, July 08, 2020 8:27 AM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>; Shughart, Jeremy A <jshughart@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>
Subject: FW: Information on TJ Admissions

Scott and Jeremy,

Given the number of emails that we are getting re TJ Admissions, can someone please answer my questions below?

Thanks

Karen

Karen Corbett Sanders
Chair and Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

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From: Corbett Sanders, Karen (School Board Member)
Sent: Thursday, June 18, 2020 10:38 PM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>
Subject: Fwd: Information on TJ Admissions

I sent this earlier this week

Sent from my iPhone

Begin forwarded message:

From: "Corbett Sanders, Karen (School Board Member)" <klcorbettsan@fcps.edu>
Date: June 15, 2020 at 11:08:22 AM EDT
To: "Brabrand, Scott S" <ssbrabrand@fcps.edu>

Cc: School Board Members <SchBoard@fcps.edu>, "Muhlberg, Ilene" <idmuhlberg@fcps.edu>

Subject: Information on TJ Admissions

Scott,

As you know the admissions data for the TJ class of 2024 is unacceptable, with less than 2% of the admitting class being black, a decrease year over year. The AAP study indicated that once a child passed the COGAT or NNAT, a Hispanic or black child had increased opportunities for getting into a center program. I understand that 160 students applied to TJ for the class of 2024. Could you please provide to the board, the number of black and Hispanic students that passed the tests but did not get offered a letter of acceptance? How does this percentage compare to the admissions percentages for acceptance into the AAP centers provided in the consultant's report? I hope we can have this information soon.

I would also like to have an update on the civil rights complaint pending on TJ.

Going forward: I know that you are in the process of considering how you will respond to the Legislature's requirement to provide a diversity plan by October 1, 2020. Can you make sure that the plan includes quantifiable measures, dates by which they will be achieved and information on how you will review the plan to make refinements as necessary? It would be great if we could have a board member participating in this planning.

Thanks for your help in this matter. I am very concerned that we needed to be explicit in how we are going to address the under-representation. There is a lot of information on social media which seems to indicate that we may be having protests in front of the school in the fall.

Thanks in advance for your help.

Karen

Karen Corbett Sanders
Chair and Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

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Exhibit 37

Message

From: Torre, John [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=804A5252478C4F4E802C9A99DB6A89E7-TORRE, JOHN]
Sent: 9/22/2020 4:59:44 PM
To: Sizemore Heizer, Rachna (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=3db883c19e0d460f85bba8341ab557da-SizemoreHei]; Smith, Marty K. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=9b3c2c491ce64b00ae90e8b694fa324a-Smith, Mart]; Brabrand, Scott S [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=f83e4830b34f424397d87919f381f30c-Brabrand, S]
Subject: RE: TJ admissions and the media

Yes, we will incorporate those points in a town hall preview. We also have Yes& working on a more strategic response.

From: Sizemore Heizer, Rachna (School Board Member)
Sent: Tuesday, September 22, 2020 12:45 PM
To: Smith, Marty K. <mksmith@fcps.edu>; Torre, John <jjtorre@fcps.edu>; Brabrand, Scott S <:ssbrabrand@fcps.edu>
Subject: TJ admissions and the media

Hello all

I'm emailing partially as the chair of PEC but also as a school board member. Given the increased media over TJ and the focus in the media that seems to be on the lottery portion of the proposed plan and not on the merit portion, I think we need some strategic communications and stronger talking points around TJ admissions, where we are in the process of any potential changes and more information on the proposed plan. I suggest we frame it on increasing diversity through redefining merit rather than through just a lottery. And that we are still working on the plan based on community and school board feedback.

I'd be happy to set up a call to talk more. I respectfully suggest we do more to control the narrative to fit what we are actually doing and where we are in the process

Thanks

Rachna

Rachna Sizemore Heizer, J.D.
At Large Representative
Fairfax County School Board

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Exhibit 38

Message

Sent: 9/29/2020 6:21:12 AM
Subject: TJ Admissions Reports

Dear colleagues:

As you may recall, I spent quite a bit of time in the Spring evaluating data on TJ admissions in various forms. I had held on to the reports as a courtesy to Dr. Brabrand before, but I believe they have proven pertinent as we continue to evaluate information.

If nothing else, the data is abundantly clear that offering a test of any form is untenable, and previous ORSI reports over the years speak to this even more than my reports do.

In addition to the data, the industry on the ground speaks for itself. The anecdotal evidence, insufficient alone of course, is overwhelming. In an era where we are moving beyond testing for merit and even colleges are transitioning to test-optional, why would we even consider this?

Regardless of what we come to and what plans we devise, I hope we can all agree on this overwhelmingly-proven fact. To be clear, I plan to support the proposal towards greater *equity*, to be clearly distinguished from *equality*, that best supports our disenfranchised students without serving as an insult to their capabilities.

I remind my colleague that, regardless of what we do, the VA Department of Education will be leading us towards equity here soon enough.

In any case, I hope these are useful and am certainly happy to answer any relevant questions.

Abrar

Exhibit 39

Message

From: Brabrand, Scott S [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=F83E4830B34F424397D87919F381F30C-BRABRAND, S]
Sent: 9/15/2020 2:34:32 AM
To: Tholen, Elaine V (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=16f0dcdb679749de970d3d318f8466f4-Tholen, Ela]
CC: Pekarsky, Stella G (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=07d7ce498d5549faedc2c42ab1c28d7-Pekarsky, S]; Cabinet (Superintendent) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=dc624b31686f45aeb0de63cf49c9a82b-Cabinet (Su)]; Caldwell, Lucy H [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=4be78afddda842a5a10ea728e5befb41-Caldwell, L]; Presidio, Sloan [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6defea0962845869eb0e70124c64ece-Presidio, S]; Shughart, Jeremy A [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=77ed93a9176e4058a2847967265e7289-Shughart, J]; Anderson, Ricardy J (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=2722e2eac8fb4713bca8bf78590c2d80-Anderson, R]; Zuluaga, Fabio [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=498f6c26c99840e4a5254f0ee23611db-Zuluaga, Fa]; Bonitatibus, Ann N [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=9ef3d6955f2841718599264f4d614792-Bonitatibus]
Subject: Re: TJ Admissions Outreach plan

Elaine,

I have at least 1 town hall planned myself in addition to the TJ partnership town hall tomorrow evening and Atif's. We can discuss additional engagement as needed.

I did ask Atif for a one week extension to October 9th so we can bring back to board October 8th in a formal meeting and he granted it so tomorrow is not the final review.

Scott

Sent from my iPhone

From: Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>
Sent: Monday, September 14, 2020 10:04:04 PM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>
Cc: Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>
Subject: TJ Admissions Outreach plan

Hi Scott--just wanted to let you know that Stella and I were talking--no surprise since we have most of the TJ attendees in our districts--and we feel very strongly that we need an outreach plan to gather input from constituents on any plan we are proposing.

I heard that you have some town halls or meetings planned so I hope we will hear specifics about that tomorrow.

Is there any way we can submit to the state in October a plan for our outreach to our community over the next months to develop a plan that includes community input? I hate to keep using COVID as an excuse, but with Return to School such a focus over the summer, we were not able to work on this the way that we should have.

Thank you. Sorry to get this to you so late...it just always seems like a rush....

Elaine Tholen
School Board Member, Dranesville

Empowering Our Students for Tomorrow

571-423-1087

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Exhibit 40

Message

From: Cohen, Laura Jane H (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=8C7AFD9475A741D880E2ACCF9E7EDEEC-COHEN, LAUR]
Sent: 6/17/2020 5:21:59 PM
To: Robin Wilson [proctor.wilson.family@gmail.com]
Subject: RE: [External] TJ admissions

Ms. Wilson-

Thank you for your email. I agree that this is completely unacceptable and want you to know that the board was only made aware of this once it was published. As a point of clarification, 6 black students were admitted, which is still only roughly 1.2% and is absolutely absurd.

While the Board is committed to examining and bettering the TJ admissions process, that is only one piece of a much larger problem. Past boards have reformed the process 3 times and we are still left with unacceptable results such as these.

What we must do is take a more holistic approach to how we identify and support all students who have the potential to have their educational experiences improved by advanced academic opportunities. It starts with adding AARTs (Advanced Academic Resource Teachers) at all our schools so that every age student is exposed to advances academic methodology beginning in Kindergarten. It includes adding a robust Young Scholars program with specific staff to all our schools to identify advanced learners from low socioeconomic status homes, English language learners, students with disabilities, and black and brown students, all of whom fall into categories not typically included in our level 4 services. We also need all schools to offer compacted math beginning in 3rd grade (this is one of the number 1 ways kids are excluded from TJ because they have not been able to access upper level math courses in MS due to limited elementary school offerings). We also need to bring local level 4 back to any of our elementary schools who are able to support it.

These are all just a start, but show you a bit about how the deck is stacked against many kids trying to access advanced services. The problem isn't just TJ. TJ is a symptom of a much bigger problem here.

Thank you again for reaching out. I hope this helps answer your questions.

All me best-
 Laura Jane

Laura Jane Cohen
 FCPS School Board Member
 Springfield District
 LauraJane.Cohen@fcps.edu

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From: Robin Wilson <proctor.wilson.family@gmail.com>
Sent: Monday, June 15, 2020 7:17 AM
To: Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>
Subject: [External] TJ admissions

Good morning! I am a constituent of yours in the Springfield district.

I'm writing to discuss the lack of diversity at TJ high school- and specifically the fact that no black students were admitted for the upcoming school year. It's wrong that is our reality and I'm also deeply upset that FCPS has only come to out to say that the number of black students admitted is "too small to specify." If FCPS can't fully admit that zero black students were admitted, then how are we going to change the system?

So I'm asking you when is this change going to happen? I can't believe that zero black students in FCPS are eligible for TJ. How are the students at TJ benefiting from such a low number of black (& hispanic) students? As an education system I believe we have an obligation to look inward and identify our blind spots to the racism we have let go on for years. As a resident of FCPS and a teacher myself, I do not accept that FCPS is doing their part to bring restorative practices into our reality.

Laura Jane, please- what is the board going to do?

Thank you,

Robin Wilson

Exhibit 41

Message

From: Corbett Sanders, Karen (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=471DCB5B040F4ABF87CF766D8C2E931F-CORBETT SAN]
Sent: 10/6/2020 11:56:03 PM
To: Meren, Melanie K (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=7b7e4c022cb04fff924fa5f01187dabe-Meren, Mela]
Subject: Re: TJ Admissions Proposal

Thanks and please feel better. Ibuprofen is your friend

Sent from my iPhone

On Oct 6, 2020, at 4:56 PM, Meren, Melanie K (School Board Member) <mkmeren@fcps.edu> wrote:

Hi. I realize I missed your calls today. I had dental work that took a lot out of me.

I agree with your and Stella's more measured approach.

I am not ok with the rushed situation we are in, and therefore don't support massive changes at this time.

I further would like to see the work about TJ admissions contextualized in a larger plan about access to AAP in ES and MS, and availability of courses in all schools that serve as stepping stones and pre-requisites to TJ and other AAP, honors, and AP/IB success.

Thanks for sharing your points.

I'll forward this email to Stella separately.

Melanie.

Melanie Meren
Hunter Mill District Representative
Fairfax County School Board
571-423-1082

(Note that correspondence with School Board members is subject to the Virginia Freedom Of Information Act.)

From: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Sent: Tuesday, October 6, 2020 9:04:23 AM
To: School Board Members <SchBoard@fcps.edu>
Cc: Madeja, Lisa <emadeja@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>
Subject: TJ Admissions Proposal

Dear Colleagues,

We are all getting numerous emails re: TJ Admissions. We are so appreciative of the work that the Superintendent and his team have done to put forth plans to increase the diversity of the admissions at

TJ. We all support this goal. However, many of us have concerns about relaying on a lottery to do so. We would like to re-center our discussion for this week so that we can achieve what must be done to submit a plan to the Governor by October 12's statutory requirement. Our plan should establish the goal of ensuring that TJHSST will be a premier high school specializing in science and technology, inspiring a student body, that reflects the community it serves, to solve the most challenging problems faced by our society.

1. All agree on the elimination of the test and application fees.
2. Establish the initiation of the admissions process timeline for the class of 2025 to begin no later than the end of January 2021.
3. Agree on an approach that looks at the admission's pool by pyramid. This is consistent with how many universities look at admissions and identify qualified applicants by school.
4. Agree that there will be a merit based approach to the admission's process which will focus on the whole student, aptitude and take into account a student's access to opportunity to include FRM, and inclusion in under-represented populations.
5. Require the superintendent to bring back to the board in December, a proposal on how merit and aptitude will be assessed.
6. Require the superintendent to bring back to the board a proposal on the number of set aside seats to one in line with the percentage of highly gifted students nationally and normed for Northern Virginia.
7. Require the Superintendent to bring to the board the annual diversity plan prior to submitting it to the State. The Plan shall state that the goal is to have TJ's demographics represent the NOVA region. The plan shall include actions detailing how outreach and supports will be extended to increase applications from underserved populations.

On a separate note, we should consider expanding the number of students offered admissions. TJ is currently at 84% capacity with a plan to go 86%. Rather than limiting the class to 500, a capacity of 50 more in the admissions class would bring the enrollment in line with other schools.

Let's try to touch base prior to our meeting.

Karen and Stella

Karen Corbett Sanders
Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

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Exhibit 42

THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY: IMPROVING ADMISSIONS PROCESSES

Research and Proposal

Office of Research and Strategic Improvement
Office of TJHSST Admissions
Chief Operating Office

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Background

Since it was established in 1985, Fairfax County Public Schools' (FCPS) Thomas Jefferson High School for Science and Technology (TJHSST) has been a leader in providing science, technology, engineering, and mathematics (STEM) education. Its founding principles included the following elements:

1. To initiate, develop, and maintain a close cooperative and collaborative relationship with the business and industrial community in the design, conduct, assessment, and continual updating of the school and its programs.
2. To create a high school environment for state-of-the-art instruction and learning experiences designed to enhance the opportunities interested students have in acquiring more specific and advanced skills in and knowledge about selected sciences and high technology specialties.
3. To include specialized laboratory environments in selected high technology areas to induced detailed and explicit interfaces with and, requirements for interdisciplinary instruction in the mathematics and science curriculum areas.
4. To design an exemplary and unique high school program that assures completion of the requirements for graduation; superior preparation for access to collegiate admission and other post-secondary educational opportunities in science, engineering, and technology; and opportunity and skills for immediate employment upon graduation in selected high technology, scientific, and engineering occupations.
5. To identify sources of potential support and to solicit and obtain resources to assist in the timely and effective realization of the school.
6. To design, construct (or renovate), and equip an appropriate facility to house the proposed school and its complement of supporting programs and services.
7. To initiate and maintain, with the school for science and technology the focus, a strong and continuing program of teacher in-service and other appropriate experiences in selected high technology laboratory environments to include opportunities for younger student participation in selected experiences and events.

TJHSST's current mission is "to provide students with a challenging learning environment focused on math, science, and technology, to inspire joy at the prospect of discovery, and to foster a culture of innovation based on ethical behavior and the shared interests of humanity." FCPS is committed to providing a high-quality, specialized high school program for students with an interest in STEM who reside in Fairfax County or other Virginia school divisions and cities served by TJHSST (i.e., Arlington, Loudoun, and Prince William counties, as well as the cities of Fairfax and Falls Church). Research has highlighted the importance of advanced STEM opportunities, such as those available to TJHSST students, in future real world accomplishments.¹ Since its inception, business and industry leaders have provided vital support to TJHSST, and TJHSST alumni have become leaders in a variety of science-related fields. TJHSST is best able to serve its community and alumni when those alumni are prepared—through development of fundamental knowledge, leadership, and interpersonal skills—to learn, work, and live in an ever-changing and increasingly diverse global society. In fact, FCPS Policy 3355.4, which guides the TJHSST admissions process, specifies that

¹ Wai, J., Lubinski, D., Benbow, C. P., & Steiger, J. H. (2010). Accomplishment in Science, Technology, Engineering, and Mathematics (STEM) and Its Relation to STEM Educational Dose: A 25-Year Longitudinal Study. *Journal of Educational Psychology*, 102 (4), 860-871.

“Diversity of the student body and staff enhances the robust exchange of ideas and is an important factor in developing leaders who will be prepared to address future scientific and technological challenges.”

This document:

- lays out challenges to ensuring that TJHSST admits students who are not only prepared for and interested in the highly specialized STEM offerings provided by the school, but also contributes to a diverse student body that enriches the educational experience and enhances preparedness to work in a diverse global society;
- describes potential remedies to current admissions challenges with support from research and data; and
- recommends a potential approach to overcome the admissions challenges that are currently seen, with a data-based justification on what should be expected to deem changes effective, along with other supports to put in place with the revised admissions process.

Research on the Importance of Diversity

As one recent review of research evidence on the impacts of diversity within a public school setting described it, there is currently a “lack of focus on the educational benefits of diversity within racially and ethnically diverse public schools.”² In particular, these authors noted both in their review and in other reports that most studies examining diversity within the K12 setting have focused narrowly on achievement scores, rather than more broadly on educational benefits for students. They lament that research about diversity in public schools has bypassed the potential benefits of racially diverse schools and classrooms in favor of a focus on accountability for racially, ethnically, and socioeconomically segregated settings.³ Further, the empirical evidence stemming from a focus on accountability in achievement scores within diverse schools is mixed.⁴ Nonetheless, the authors of the review highlighted that research within higher education, which has documented benefits of diversity, should be considered applicable to the K12 environment. Further, the types of positive educational outcomes that have been documented as linked to diversity within a higher education setting appear particularly beneficial to students within the context of a STEM-focused high school, where problem-solving and innovation are prized.

At the higher education level, exposure to students who are different from themselves, along with the novel ideas and challenges that such exposure brings, has been associated with improved cognitive skills, including critical thinking, problem solving, and perspective taking. Diversity encourages students to question their assumptions, to understand that wisdom may be found in unexpected voices, and to gain an appreciation of the complexity of today’s world. For example, one research study found that the more first-year college students are exposed to diverse educational settings, the greater their intellectual engagement and intercultural effectiveness. Diverse classrooms, in which students learn cooperatively alongside those whose perspectives and backgrounds are different from their own, are beneficial to all students, including middle-class white students, because they promote creativity, motivation, deeper learning, critical thinking, and problem-solving skills.

² Wells, A. S., Fox, L., & Cordova-Cobo, D. (2016). *How racially diverse schools and classrooms can benefit all students*. New York: The Century Foundation.

³ Wells, A.S., Fox, L., & Cordova-Cobo, D. (2016). *Research fact sheet: The educational benefits of diverse schools and classrooms for all students*. Washington, DC: American Educational Research Association.

⁴ U.S. Commission on Civil Rights (2006). *The Benefits of Racial and Ethnic Diversity in Elementary and Secondary Education*. Retrieved from <https://files.eric.ed.gov/fulltext/ED514057.pdf>.

Additionally, businesses have highlighted the importance of students learning within a diverse environment. Calling it a “business and economic imperative,” Fortune-100 companies have argued in support of diversity at the college and university level by highlighting that individuals must enter the workforce with experience in sharing ideas, experiences, viewpoints, and approaches with diverse groups of people and be able to operate in national and global economies that are increasingly diverse.⁵ These companies argue that such college graduates provide more creative approaches to problem-solving by integrating different perspectives and moving beyond linear, conventional thinking.

Thus, overall, the types of outcomes research have linked to learning within a diverse educational setting support both positive educational and employment outcomes that are important and supportive of success by students attending a STEM high school.

Research and Data on Admissions Challenges

TJHSST Admissions Process Used Last Year (Class of 2024)

In school year (SY) 2019-20, admissions to TJHSST relied upon a multi-stage approach. In keeping with best practices that multiple criteria be considered when selecting students for talent development programs, the process included consideration of multiple components. As shown in Table 1, at the first stage, students were required to demonstrate certain core requirements to apply for admissions. To be considered an eligible applicant, students had to demonstrate academic success (3.0 GPA), participation in advanced mathematics (Algebra I), and satisfy residency requirements in Fairfax County or other participating school divisions. Once an application was made, test performance data was gathered about applicants (Quant-Q, ACT Aspire Reading, ACT Aspire Science). Students scoring at or above threshold levels on these exams (typically amounting to approximately half the applicant pool) became semi-finalists. Lastly, decisions about which students to admit were based on a holistic evaluation of each semi-finalist by rating panels that considered test performance, teacher recommendations, response to a problem-solving essay, and responses to a student information sheet (SIS).

Table 1: SY 2019-20 (Class of 2024) Admissions Stages and Components

Stage	Components
Applicant	3.0 GPA in core academic classes (7 th grade final grades, 8 th grade 1 st quarter grades) Enrolled in Algebra I or have a credit for Algebra I Satisfy residency requirements Pay \$100 fee or receive fee waiver
Semi-Finalist	Achieve sufficient scores on exams (Quant-Q, ACT Aspire Reading, ACT Aspire Science) and GPA
Decision	Two Teacher Recommendations Student Information Sheet (SIS) responses Problem-solving Essay response

The SY 2019-20 process culminated in 486 admission offers for the TJHSST Class of 2024, with fell short of the goal of improving ethnic, racial and socio-economic diversity. Thus, the most recent class admitted to TJHSST was not capitalizing on the diversity of the counties and cities from which students are drawn and,

⁵ Brief of Fortune-100 and Other Leading American Businesses as *amici curiae* in Support of Respondents in *Fisher v. University of Texas at Austin*,” November 2, 2015. Retrieved from <https://utexas.app.box.com/s/3rh1sfi5w8f5vqydnfub8q9edrs3g4pt>

therefore, limited the benefits that students attending TJHSST might receive from a more diverse student body.

History of the TJ Admissions Processes

The demographic makeup of the Class of 2024 was typical of classes admitted to TJHSST over the last decade. In fact, even as FCPS implemented adjustments to the admissions process specifically aimed at improving diversity at the school, admissions of each class demonstrated decreasing diversity. Thus, while FCPS leaders and TJHSST Admissions staff regularly review the school's policies and procedures for admissions to identify what might need clarification or better serve the needs and goals of the TJHSST community, identified improvements did not have the desired impacts with respect to diversity. Listed below are the policies and procedures, including its approach to student admissions. More specifically, over the past ten years, the admissions process has undergone a series of changes that were intended to impact issues of diversity and inclusion. Nonetheless, as described in the data below, these changes have not made a significant impact on the diversity of the applicants or admitted students.

As shown in Table 2, multiple changes were made to the process over the last decade. As described in the table, several were specifically undertaken to improve the potential for underrepresented students to gain admissions. Some change were undertaken for other reasons.

Table 2: Changes to Admissions Process and Staffing Over the Last Decade

Timeline	Change	Intention
SY 2011-12 (Class of 2016)	A. Created outreach specialist position	Increase the ability of the Admissions Office to conduct outreach for underrepresented student populations (racial/ethnic, school, etc.)
SY 2013-14 (Class of 2018)	B1. Shifted to holistic review of candidates	Align with revisions made by the FCPS School Board to Policy 3355.4
	B2. Began proctoring completion of the Student Information Sheet (SIS)	Eliminate direct assistance applicants might be receiving in writing SIS responses, which might have been placing underrepresented students at a disadvantage
SY 2014-15 (Class of 2019)	C. Adjusted sliding scale for GPA/test score, including lowering of minimum overall test score	Increase the number of semifinalists, which might enlarge the number of underrepresented students who reached the semifinalist stage of the process
SY 2015-16 (Class of 2020)	D. Problem Solving Essay Added	Incorporate problem solving around a unique problem into admissions considerations
SY 2016-17 (Class of 2021)	E. Outreach Specialist Reduced to 0.5 Position due to budget constraints	Address budgetary constraints
SY 2017-18 (Class of 2022)	F. New Tests Introduced (Quant-Q, ACT Aspire Science and ACT Aspire Reading)	Replace discontinued admissions exam Include Science test as part of admissions process

Each change is explained in more detail:

- Class of 2016 (SY 2010-11): The creation of an outreach specialist position occurred during this year. The position was created based on recommendations from the Blue Ribbon Commission about improving diversity in TJHSST admissions, which had issued its report in 2004. The Commission had

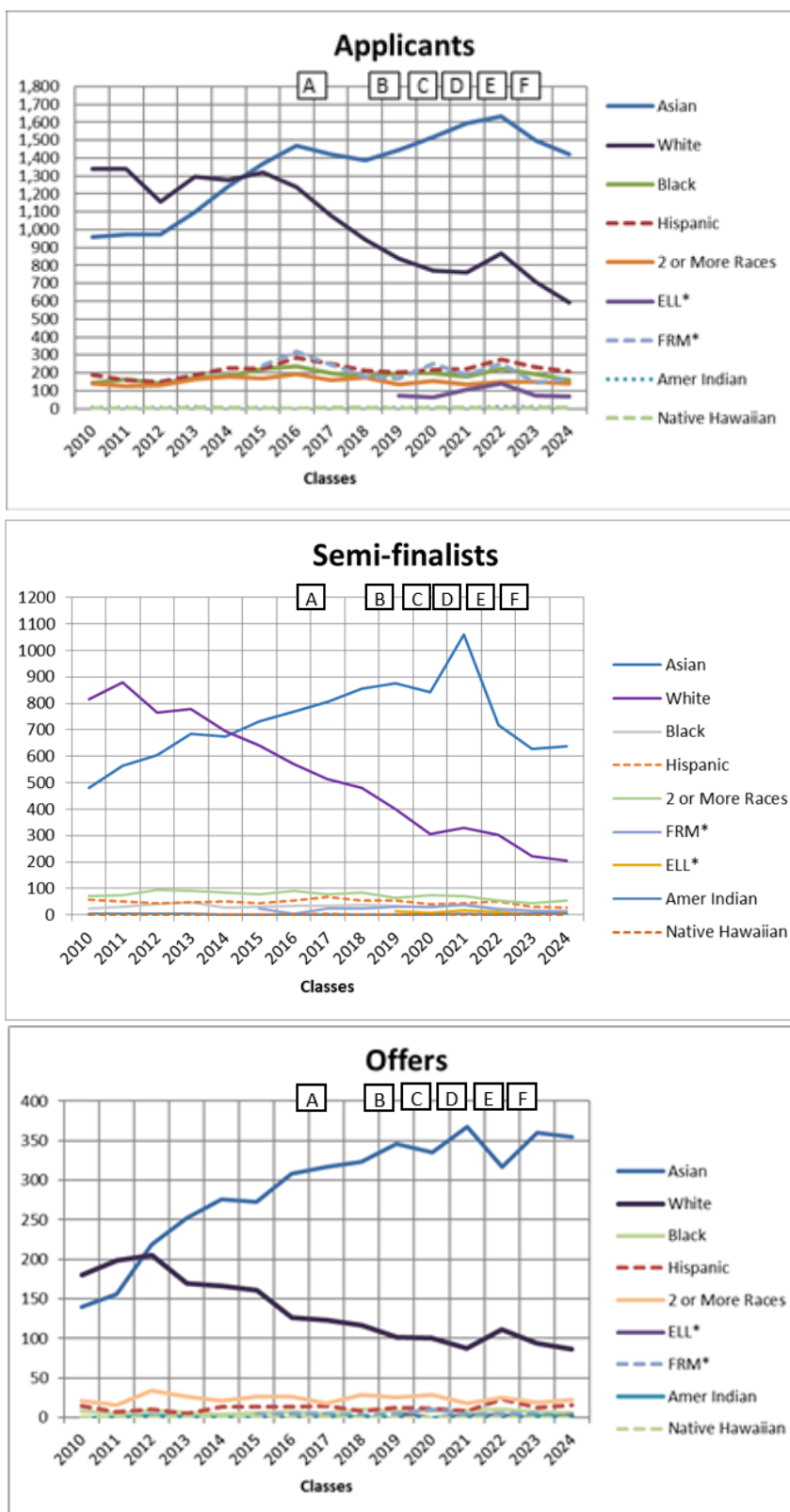
recommended the position to allow focused outreach efforts to underrepresented student populations. Since creation of the position, outreach initiatives have been directed toward maintaining or increasing interest from racial/ethnic groups, schools, and regions underrepresented at TJHSST.

- Class of 2018 (SY 2012-13): During this admissions cycle, FCPS made two substantive changes to the admissions process: (a) shift to holistic review; and (b) proctoring the completion of the Student Information Sheet (SIS). The change in the review process moved away from a ranking of applicants with composite scores (based on individually scored components in the application process) to a holistic review of all application components. The shift in procedure was the result of changes made by the School Board to FCPS Policy 3355 ([https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/9BHHQF4997CB/\\$file/P3355.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/9BHHQF4997CB/$file/P3355.pdf)). Implementation of a proctored Student Information Sheet (SIS), which had previously been included in the application materials submitted by students, was undertaken to ensure that applicants did not receive assistance when completing the SIS. These changes impacted the Class of 2018 to the present.
- Class of 2019 (SY 2013-14): During this admissions year, the sliding scale for minimum GPA and test score combination was adjusted by lowering the overall verbal and quantitative test score five points within each GPA category. Consequently, while prior applicants with a GPA above 3.5 had to have a combined test score of at least 65; following this adjustment, applicants needed a test score of 60. Similarly, the test score requirements to become a semifinalist for GPAs of 3.3 and 3.0 were adjusted downward from 70 and 75 to 65 and 70, respectively. The change in the sliding scale was implemented to allow more students to meet the semifinalist requirements. The requirement that semifinalists score at least 30 on the quantitative section of the test remained unchanged.
- Class of 2020 (SY 2015-16): For the Class of 2020 the essay was changed from a persuasive essay about an ethical science topic to a math/science based problem-solving essay. The change allowed the admissions process to include a component focused on students' abilities to problem solve around a unique question. The revised essay requires a student to both to solve the problem and to describe how they solved the problem in essay format. This moved the essay toward incorporating critical thinking and problem solving as components of the admissions process and away from the writing skills assessed by the previous prompt.
- Class of 2021 (SY 2016-17): In the Spring of 2017, the TJHSST Admissions Office was identified for a staff reduction. This reduction resulted in the loss of a 0.5 Outreach Specialist position. The impact of a reduction of staff led to fewer opportunities to engage in the critical outreach initiatives underway and required a shift in approach to outreach.
- Class of 2022 (SY 2017-18): The admissions exam changed vendors and format. The previous TJ Admissions Exam was a customized version of the Specialized High Schools Admissions Test produced specifically for the TJHSST admissions process. It included both mathematics and verbal sections. The vendor discontinued the production of this specialized exam. After a thorough review of potential alternate exams, recommendations were made to move forward with a combination of replacement exams: the Quant-Q, the ACT Aspire Science, and the ACT Aspire Reading. The Quant-Q is a quantitative reasoning (math) exam that aligns with FCPS Policy that TJHSST serve "students with exceptional quantitative skills and interest in science, technology, engineering, or mathematics." The ACT Aspire Science test allowed the admissions process, for the first time, to include an assessment of science skills. Inclusion of this test provided students with another opportunity to share their STEM skills. The ACT Aspire Reading section was included as a general

measure of verbal ability. Within the admissions process, the new exams changed the sliding scale or minimum requirements to become a semifinalist, shifting to the use of national percentile ranks as determiners.

As shown in Figure 1, despite actions aimed at increasing diversity among students offered admissions to TJHSST, the past 15 years have seen a steady failure to improve ethnic, racial, and socio-economic diversity. The figure also shows low numbers of students who are economically disadvantaged (FRM) or English learner students (ELL) throughout this period. Furthermore, the changes identified in Table 2, which are marked in the figure using the same letters as in Table 2, made no discernible improvement in the diversity of TJHSST's student membership. Thus, while FCPS has aimed to improve the diversity of students attending TJHSST for many years, none of the actions it has implemented to accomplish that aim have helped.

Figure 1: Demographics of TJHSST Applicants, Semi-Finalists and Offers, Class of 2010 to 2024 (SY 2005-06 to 2019-20)



*All figures depict FCPS students only for the ELL and FRM student groups

Comparison of Diversity at TJHSST to Other Selective High Schools

The lack of diversity in TJHSST's students is not unique to the school but is shared by many schools with selective admissions processes, including STEM schools.⁶ As shown in Table 3, many of these schools also lack race, ethnicity, economically disadvantaged (FRM), and gender diversity. For example, the three New York STEM schools in Table 3 (Brooklyn Technical High School, Bronx High School of Science, Stuyvesant High School) draw from a student population that is 26 percent Black and 41 percent Hispanic, yet enroll students that range from 1 to 6 percent Black and 3 to 7 percent Hispanic representation.

Table 3: Comparison of Demographics in Student Membership at TJHSST and Other STEM Schools

School	Location	% Asian	% Black	% Hispanic	% White	% FRM	% Female
TJHSST	Alexandria, VA	68	2	2	21	2	40
Bergen County Academies	Hackensack, NJ	51	1	8	35	5	53
Biotechnology High	Freehold, NJ	49	1	2	48	2	50
Brooklyn Technical High School	Brooklyn, NY	60	6	7	23	62	40
Bronx High School of Science	Bronx, NY	65	3	6	23	46	41
High Technology High	Lincroft, NJ	53	2	2	40	2	35
Illinois Math and Science Academy	Aurora, IL	42	8	9	35	0	50
Louisiana School for Math, Science, and the Arts	Natchitoches, IL	11	13	4	68	19	60
Oxford Academy	Cypress, CA	69	1	18	7	39	53
School of Science and Engineering	Dallas, TX	13	10	59	14	61	33
SC Governor's School for Science and Math	Hartsville, SC	16	12	1	67	na	50
Stuyvesant High School	New York, NY	73	1	3	19	46	43
Union County Magnet High School	Scotch Plains, NJ	35	9	15	38	9	43
University Laboratory High School	Urbana IL	26	5	5	63	na	na
Whitney High School	Cerritos, CA	76	2	15	4	24	58

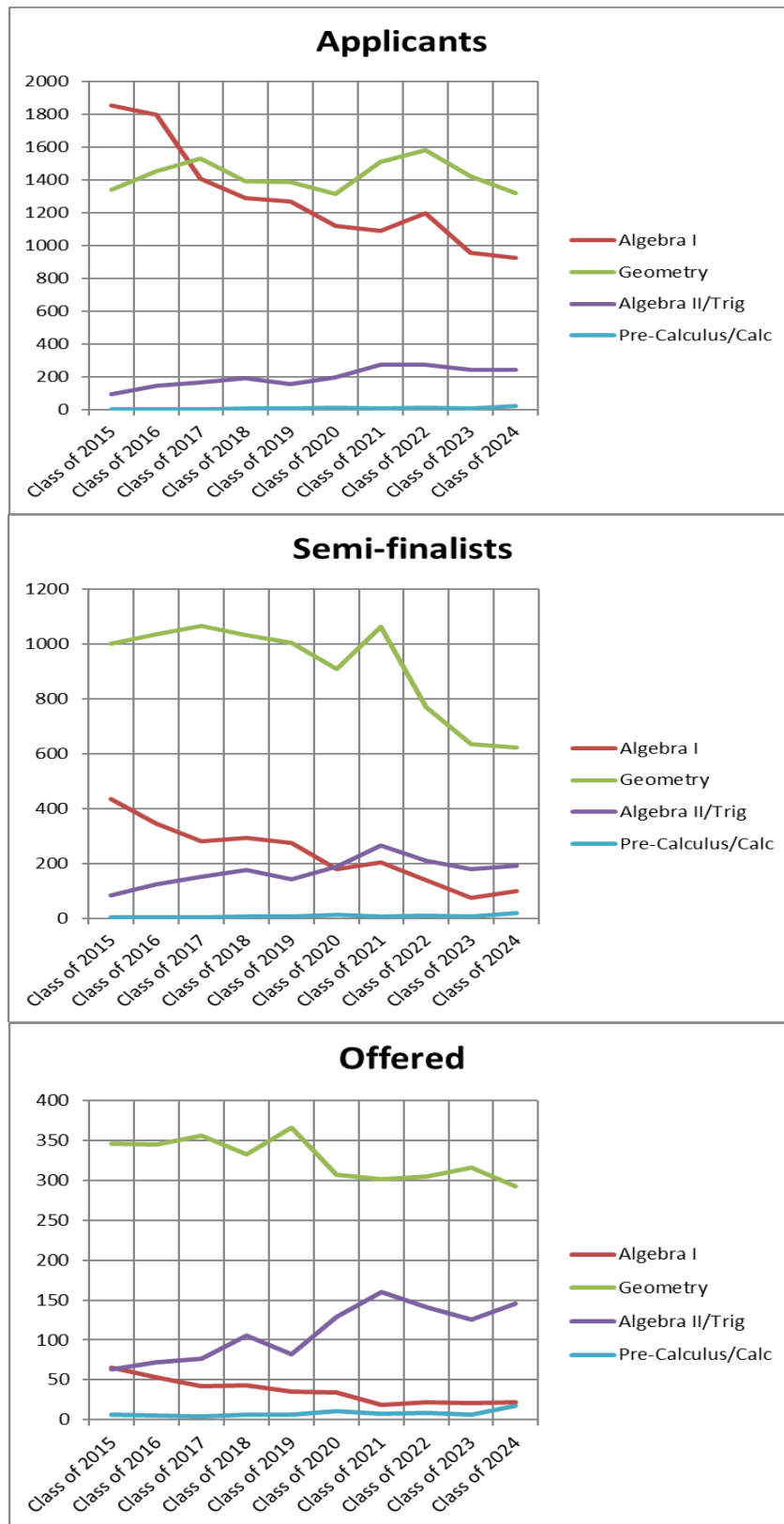
Note: Demographic information was unavailable for the Gatton Academy of Math and Science, North Carolina School of Science and Math, Oklahoma School of Science and Math.

⁶ Reeves, R. V. & Schobert, A. (2019). *Elite or elitist? Lessons for colleges from selective high schools*. Brookings Institute. Washington DC: Brookings Institute.

Pipelines and Impact on Diversity

Another important factor to consider in the diversity of admissions to TJHSST is the diversity of students who are on the typical track to be prepared for, applying to and, ultimately, accepting offers to the school. In keeping with the School Board's Policy 3355.4, students admitted to the school are not typical eighth graders with respect to their mathematics course-taking but rather are intended to "have demonstrated exceptional achievement, aptitude, commitment, intellectual curiosity, passion, and creativity in science, technology, engineering, and mathematics." As shown in Figure 2, most students who are admitted to TJ have already completed Geometry (the second high school level course in the mathematics sequence) or a higher-level mathematics class by the end of eighth grade. In fact, while a decade ago over 50 students a year were admitted to TJHSST having taken only the first high school level course, Algebra I, this has fallen steadily to approximately 20 students a year over the last several years. Admission of students taking Geometry has also declined. As this has happened, the number of students admitted to TJ having taken Algebra II (the third high school course in the sequence) in eighth grade has steadily increased from slightly under 100 a year to approximately 200 a year. Fewer students enrolled in Algebra I receive an offer than those enrolled in subsequent, higher level high school mathematics courses while still in middle school. And, increasingly, enrollment in Algebra II is strongly associated with receiving an admission offer.

Figure 2: Eighth Grade Math Course of Students Offered Admission to TJHSST, Class of 2015 to 2024 (SY 2011-12 to 2019-20)



A deeper review of students enrolled in each of these mathematics courses provides greater understanding of the demographics of students applying to TJHSST. While FCPS is a highly diverse school division, without a majority racial/ethnic group (White: 38 percent; Hispanic: 27 percent, Asian: 20 percent, Black: 10 percent; Multi-racial or other race ethnicity: 6 percent), there is greater homogeneity in the demographics of students enrolled in higher-level mathematics courses during middle school. As seen in Table 3, during SY 2019-20, Asian and White students were primarily enrolled in Algebra I, meeting the minimum math course requirement to apply to TJHSST. In contrast, Black and Hispanic students were largely enrolled in Pre-Algebra, a course that does not meet the admissions requirement that applicants be enrolled in Algebra I or higher.

Table 3: SY 2019-20 Eighth Grade Students' Mathematics Courses by Race/Ethnicity

	Pre-Algebra		Algebra I		Geometry		Algebra II	
2020	# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent
Asian	527	9.7%	1442	23.2%	767	47.3%	132	84.62%
Black	835	15.4%	594	9.5%	58	3.6%	1	0.64%
Hispanic	2493	46.1%	1128	18.1%	120	7.4%	4	2.56%
White	1551	28.7%	3063	49.2%	677	41.7%	19	12.18%
Total	5406		6227		1622		156	

Furthermore, Black and Hispanic students represent increasingly smaller percentages of eighth graders taking a high school course (Algebra I, Geometry, and Algebra II) as you move through the high school sequence. This pattern is reflective of the TJHSST admissions data for historically underrepresented students: Black and Hispanic students have been underrepresented in eighth grade Geometry and Algebra II classes and as applicants to TJHSST. To be enrolled in these two classes as an eighth grader, a student must take Algebra I by seventh grade at the latest. As described in FCPS' Office of Research and Strategic Improvement's (ORSI; formerly the Office of Program Evaluation) 2014 final evaluation report on the Division's mathematics program, "participation in advanced math during elementary school is a 'gateway' to enriched and accelerated curriculum in middle and high school." While FCPS students can move into Algebra I in eighth grade without acceleration, admitted TJHSST students primarily come from eighth grade Geometry and Algebra II courses that require acceleration in elementary school. And, as found in the ORSI study, students are not being equitably provided access to this early acceleration. Ultimately, the limited diversity in the pipeline at elementary school leads to limited diversity in the students applying to TJHSST.

Choice to Apply and Impact on Diversity

In addition to the smaller numbers and percentages of Black and Hispanic eighth graders enrolled in the math courses, most associated with admission to TJHSST (i.e., Geometry, Algebra II, and beyond), FCPS data indicates that Black and Hispanic students (as well as White students) in these upper level classes are also less likely to choose to apply to TJHSST. In fact, as shown in Table 4, during the most recent admissions year (SY 2019-20), only 22 of 58 Black students (38 percent) and 42 of 120 Hispanic students (35 percent) taking geometry chose to apply to TJHSST. In comparison, over 60 percent of Asian students chose to apply. Thus, while a majority of Asian students in Geometry opted to apply for admission to TJHSST, a majority of Black and Hispanic (and White) students enrolled in the same course during eighth grade chose not to apply for admissions. A 2003 study by ORSI (then the Office of Program Evaluation) found similar percentages of high-performing students applying for admission to TJHSST within each racial/ethnic group. The 2003 study also reported that middle school counselors identified lack of interest in the focus of TJHSST; not wanting to deal with the pressure inherent at a school like TJHSST; and the appeal of students' base schools, for both

academics and extracurricular activities, as reasons for not applying to TJHSST. Whether the concerns identified over 15 years ago remain the primary reasons behind the choices made by FCPS' current students on whether to apply to TJHSST are not known but do offer potential insight into why students might choose not to apply. However, what is apparent, regardless of the reason for not applying, is that the disparity in the percentages of students from different race/ethnic groups who choose to apply further constrains the diversity in the applicant and admitted pool of students. Stated another way, the choice not to apply is further limiting the potential for greater diversity at TJHSST.

**Table 4: Percentages by Race/Ethnicity of Eighth Graders
Enrolled in Geometry Opting to Apply to TJHSST, SY 2018-19 to 2019-20**

Geometry Applied	2020		2019		2018	
	# of Students	Percent	# of Students	Percent	# of Students	Percent
Asian	492	64%	468	63%	546	57%
Black	22	38%	29	45%	42	51%
Hispanic	42	35%	33	35%	53	47%
White	196	29%	207	29%	241	32%

Research and Data on Potential Remedies

Approaches to Improving Diversity in Selective Admissions

Almost two decades ago, the FCPS School Board passed a resolution directing the Superintendent to convene a 12-member Blue Ribbon Commission (BRC) to recommend improvements to the TJHSST admissions process. Comprising experts with expertise in selective admissions at the high school and higher education levels, as well as experts in science and engineering education and in education policy, the panel was charged with providing recommendations that would allow the school “to achieve diversity without diminution of the high standards for admission to or success at TJHSST.”⁷ The BRC voiced its belief that greater diversity could be achieved without diminution of high admission standards. Subsequent to the report's release, FCPS implemented many of the recommendations in the BRC report in some form, especially those focused on the selection process, such as reducing the influence of the test score in determining semi-finalists and removing the limit on the size of the semifinalist pool. Nonetheless, the three percent of Black and Hispanic students admitted to TJHSST last school year (SY 2019-20) exactly matches the demographics of Black and Hispanic students (totaling three percent) at the time that the commission's report was released.

This background on the BRC recommendations is introduced not to indicate that attaining greater student diversity at TJHSST is an impossible task but rather to acknowledge the difficulty of doing so and the potential need to employ innovative approaches to the admissions process to achieve this aim. As already mentioned, the lack of diversity at TJHSST is similar to that of other schools with specialized admissions processes. Similarly, the pipeline issue (i.e., underrepresentation of Black and Hispanic students in opportunities for accelerated mathematics prior to applying to TJHSST) is also not unique to FCPS. Thus, researchers and experts have attempted to understand and address potential remedies not just for TJHSST but at other schools toward the aim of improving diversity without diminution of academic standards.

⁷ Blue Ribbon Commission Members (2004). *Fairfax County School Board Blue Ribbon Commission on Admissions: The Thomas Jefferson High School for Science and Technology*. Fairfax, VA: Fairfax County Public Schools.

While many potential ways have been recommended for improving the diversity of students in these schools, no institution has found a highly successful way to address the two-fold aims expressed in the FCPS School Board's original charge to the BRC: making the demographics of the school's student body more diverse while also upholding the school's rigorous learning environment. Admissions to selective schools generally rely upon some type of test, but also frequently include consideration of grade point average (GPA), essay, interview, recommendations (teacher, peer, etc.), attendance, and adversity factors, such as low socio-economic status.⁸ Thus, FCPS' most recently used approach to TJHSST admissions falls squarely in the middle of approaches used in similarly selective admissions processes. Approaches that rely on fewer data points, such as New York City's reliance on a single exam score and Boston's reliance on a test score and GPA for admission into those districts' selective schools, are related to the lowest levels of diversity.⁹

In contrast, approaches that intentionally set out to be representative of factors such as geography or socio-economic status have been shown to be better at admitting more diverse students. For example, a study undertaken by the Brookings Institute found that Chicago Public Schools, which uses socioeconomic status as a major component in its admissions process, has a smaller gap between the demographics of the district and the demographics of students admitted to its selective high schools. Chicago has accomplished this using socioeconomic tiers to group students for admissions and, after admitting 30 percent of top-scoring applicants regardless of tier, dividing the remaining available slots equally among the tiers. Echoing the FCPS School Board's charge to the BRC, Richard Kahlenberg, a national leader in student diversity in public schools and one of the experts who helped Chicago develop its approach, has indicated that the process guards excellence while promoting diversity. Chicago Public Schools also employs principal discretion as part of its admissions process, allowing principals to admit up to five percent of students to each of its selective schools based on factors beyond those considered in the main admissions process (e.g., honors and awards, recommendations, personal statements).

Additionally, leveling the playing field with respect to socioeconomic factors is a critical lens through which to view admissions requirements. For example, FCPS is well aware that some applicants to TJHSST have participated in extensive paid-for tutoring and training that support higher performance on TJHSST's admissions components. Other ways in which financial constraints may promote greater homogeneity is through application fees. For this reason, the BRC recommended in 2004 that FCPS increase communication about the availability of waivers for the application fee. Additionally, admissions processes need to be careful to guard against inadvertently providing advantages to students with greater financial resources, such as through participation in extracurricular activities that support interest, passion, and knowledge about STEM. Not only decreasing the influence of such financial influences on selective admissions but also extending free or low-cost opportunities to similar activities for students with lower financial resources are important to feeding the pipeline of highly qualified, passionate, and diverse students.

Lottery Approaches to Selective Admissions

As described above, the most common approaches to selective admissions into public schools involve multiple data points about each applicant. Use of rating criteria for these data points are intended to ensure the best match of a school's offerings to a student. However, in situations where there are more students

⁸ Finn, C., & Hockett, J. (2012). *Exam Schools: Inside America's Most Selective Public High Schools*. Princeton; Oxford: Princeton University Press. doi:10.2307/j.cttq959p; Reeves, R. V. & Schobert, A. (2019). *Elite or elitist? Lessons for colleges from selective high schools*. Brookings Institute. Washington DC: Brookings Institute.

⁹ Reeves, R. V. & Schobert, A. (2019). *Elite or elitist? Lessons for colleges from selective high schools*. Brookings Institute. Washington DC: Brookings Institute.

that are a good match to a school's offerings than slots, lotteries may be used. For example, lotteries are common at magnet and charter schools where admissions slots cannot accommodate all qualified and interested students, including in FCPS. While not common as an admissions approach at specialized schools, some do rely upon a lottery approach to select all or most of their students. For example, in Georgia, the Gwinnett School of Mathematics, Science and Technology admits all its students through a lottery. Gwinnett's selection process results in approximately 32 percent of admitted students being Black or Hispanic (in a school district that is approximately 55 percent Black and Hispanic).

Building Pipelines

This paper has already covered the issue of pipelines in FCPS as students ascend grade levels and become eighth graders eligible to apply to TJHSST. While not a short-term solution, development of pipelines that might expand diversity, wherein younger underrepresented students are targeted to receive STEM opportunities and encouraged to develop passion for STEM, are often described as the best way to approach a long-term solution to the diversity issues plaguing TJHSST and other STEM schools. The BRC devoted a whole section of their report on recommendations about public communication and outreach, largely targeted at improving the information and opportunities underrepresented students have to participate in STEM activities at the lower grades. While research on these pipelines has largely focused on public school experiences that set the ground work for majoring in STEM once students attend college or university, there is no reason to believe that similar encouragement and opportunities at younger ages would not have a similar outcome on STEM interest at the high school level.

Final Proposals for the TJHSST Admissions Process

The FCPS School Board has already voted to accept several changes to the Class of 2025 (SY 2020-21) TJHSST admissions process, which are reflected in the recommended proposals below. These changes include removal of the \$100 fee for all applicants, elimination of the TJHSST admissions testing, and discontinuation of the teacher recommendations from the process. All of these changes are intended to remove potential barriers for historically underrepresented student groups and may lead to some positive impact on diversity of the admitted class. Specifically, the elimination of the fee removes a financial barrier that may have prevented some students from seeking admission (even with the possibility of a fee waiver). Elimination of the TJHSST admissions tests removes one of the semi-finalist criteria that many underrepresented students were unable to overcome to continue in the admissions process. Lastly, discontinuation of the use of teacher recommendations removes the subjectivity that may have worked against underrepresented applicants. Additionally, the FCPS School Board has requested expansion of the incoming class at TJ from approximately 480 students to approximately 550 students. The larger classes will more closely align to the enrollment capacity of the recently renovated TJHSST building. Perhaps more importantly, increasing the class size will allow more students to benefit from the specialized opportunities available at the school.

Within the new guidelines established by the FCPS School Board and minding the information previously presented in this paper, FCPS offers two final proposals on approaches to this year's TJHSST admissions process. Development of these proposals follows an extended period of analysis and careful consideration by district- and school-level leaders, as well as consultation with external experts on selective admissions. FCPS proposes to adopt certain revisions to the qualification requirements and admissions process for the TJHSST Class of 2025 (SY 2020-21 admissions cycle), who will begin ninth grade in the 2021-22 school year.

Table 5 describes the admissions components for each proposal, in brief, and compares them to the most recently administered admissions process (SY 2019-20). The first proposal represents a holistic review of candidates that is more similar to the process used to-date, including last year. The second proposal

represents a greater departure from the process used to-date and is considered more likely to result in greater diversity in students admitted to TJHSST as it represents a hybrid approach that takes some students through a holistic review and others through a lottery of highly qualified applicants. External experts consulted by FCPS about incorporating a lottery into the TJHSST admissions process indicated their belief that the this would likely support increased diversity among entering TJHSST classes.

Table 5: Comparison of SY 2019-20 and Proposed Admissions Processes
(differences in italics; new components in bold)

Stage	SY 2019-20 Holistic Review (top 480 students admitted)	Revised Holistic Review (top 550 students selected for admission)	Hybrid Holistic Review and Merit Lottery (top 100 students selected and remaining 450 students selected via lottery)
Applicant	<ul style="list-style-type: none"> • Satisfy residency requirements • <i>3.0 GPA</i> in core academic classes • Enrolled in Algebra I or have a credit for Algebra I • <i>Pay \$100 fee or receive fee waiver</i> 	<ul style="list-style-type: none"> • Satisfy residency requirements • 3.5 GPA in core academic classes • Enrolled in Algebra I or have a credit for Algebra I • <i>Enrolled in both math and science honors courses</i> • <i>Enrolled in one additional honors course or identified as a Young Scholar</i> 	<ul style="list-style-type: none"> • Satisfy residency requirements • 3.5 GPA in core academic classes • Enrolled in Algebra I or have a credit for Algebra I • <i>Enrolled in both math and science honors courses</i> • <i>Enrolled in one additional honors course or identified as a Young Scholar</i>
Semi-Finalist	<ul style="list-style-type: none"> • <i>Achieve sufficient scores on exams (Quant-Q, ACT Aspire Reading, ACT Aspire Science)</i> 	NA	NA
Decision	<ul style="list-style-type: none"> • GPA • <i>Scores on exams (Quant-Q, ACT Aspire Reading, ACT Aspire Science)</i> • <i>Two Teacher Recommendations</i> • <i>Student Information Sheet (SIS) responses</i> • Problem-solving Essay response 	<ul style="list-style-type: none"> • GPA • <i>Student Portrait Sheet (SPS) responses</i> • Problem-solving Essay response • <i>Experience Factors</i> 	<ul style="list-style-type: none"> • GPA • <i>Student Portrait Sheet (SPS) responses</i> • Problem-solving Essay response • <i>Experience Factors</i>

As shown in the Table 5, the components in the admissions process used within the two proposals are identical. Both proposals increase the GPA required of applicants from 3.0 to 3.5 in core academic classes. Further, both require enrollment in math and science honors classes, as well as either enrollment in an additional honors class or identification as a Young Scholar. The requirements for enrollment in honors classes and/or identification as a Young Scholar would be new. The two remaining components are similar to the prior process, namely enrollment in Algebra I or having a credit (i.e., successfully completed) Algebra I previously and satisfaction of residency requirements. Both proposals also remove the semifinalist stage, which was previously determined based upon performance on the now eliminated admissions testing. In both proposals, decisions will now include consideration of GPA, responses to a Student Portrait Sheet, which updates the prior SIS content toward FCPS' Portrait of a Graduate attributes, response to a problem-solving essay, and experience factors, all of which will be quantified. The previous inclusion of test scores and teacher recommendations in making admissions decisions have also been removed from both proposals. Additional details on these admissions criteria are provided in Table 6.

Table 6: Admissions Components to be Used for the Class of 2025 (SY 2020-21)

Component	Description
Applicant Requirements – <i>applicants must meet all of the listed requirements</i>	
Satisfy residency requirements	Student must reside in Fairfax County or one of the participating Virginia school divisions
3.5 GPA in core academic classes	Includes final 7th grade marks and current 8th grade marks. Students in above grade level classes or honors/AP/IB level classes do not receive additional weight in the GPA computation
Enrolled in Algebra I or have a credit for Algebra I	Reflects students taking high school level mathematics while still in middle school. Credit for Algebra I means students have previously completed this course successfully and are enrolled in a higher level high school mathematics course during 8 th grade
Enrolled in both math and science honors courses	Reflects the rigor of the student's preparation in mathematics and science
Enrolled in one additional honors course or identified as a Young Scholar	Reflects pursuit of academic excellence
Evaluative Components – <i>these components are used in the holistic review of applicants</i>	
GPA in core academic classes	Allows applicants to demonstrate their academic record
Student Portrait Sheet (SPS) responses	The Student Portrait Sheet is an enhanced version of the SIS that allows applicants to demonstrate their competence in the elements of Portrait of a Graduate and 21st Century Skills
Problem-solving Essay response	The essay is designed to allow applicants to demonstrate their problem-solving skills by describing their approach to solving a multi-variable math or science question
Experience Factors	Quantifies factors that may have an impact on a student's educational experience, including: <ul style="list-style-type: none"> ○ Economically Disadvantaged student ○ English learner student ○ Student identified for special education services ○ Student attends an underrepresented schools

The experience factors are an entirely new component being added to the holistic review process. Talented students enrolled in each FCPS middle school have traits important to the mission and goals of TJHSST and could contribute to the school's learning. These changes more directly account for the fact that many students who want to enroll in a specialized school focused on math and science and who could be successful at TJHSST may have different academic, extracurricular, and personal experiences and differing arrays of strengths and interests. Experience factors will allow consideration of contexts that require a student to demonstrate grit and persevere through challenges to meet the TJHSST applicant requirements. Such students are likely to support a diversity of perspectives among students entering the school each year, thus, contributing to the improved problem solving and critical thinking that diversity has been shown to bring to the higher education level.

Schools considered underrepresented within each school division will be identified based on their having had fewer students admitted into TJHSST over the last five years than the maximum number within that division, minus three times the standard deviation within the division. For example, in FCPS the maximum number of students averaged across the five years was 44 students within a school, with a standard deviation across FCPS middle schools of 13. Therefore, schools with an average of 5 or fewer admitted students ($44 - (3 \times 13)$) across the last five years were identified as underrepresented, yielding 10 middle

schools (Glasgow*,Holmes, Hughes*, Key, Poe, Sandburg*, South County*, Stone, Twain*, Whitman; asterisk indicates AAP center school). This same approach will be applied to other sending school divisions to identify underrepresented schools in all participating jurisdictions (Falls Church City schools, with only one middle school, and private schools will not be identified as underrepresented). Underrepresented schools will be identified each year based on the last five years of admissions data.

The revised qualification requirements and admissions processes captured by the two proposals should allow TJHSST to identify students who are interested in math and science and who have demonstrated a pattern of high achievement, while improving upon fair and equitable access to students who have the potential to succeed at TJHSST. FCPS expects that as a result of the changes, the student population at TJHSST may reflect, more closely, the diverse population in the jurisdictions from which students are eligible to apply for admission.

Pathways

Both proposals also rely upon region and school division pathways for admittance to TJHSST. The pathways have been designed to ensure equitable access for students across all regions in FCPS and participating jurisdictions. Regional pathways for participating jurisdictions reflect the historical split between Fairfax and all other jurisdictions combined: 70 percent of students will be selected from FCPS and 30 percent of students will be selected from the all other participating school divisions combined. Within FCPS, pathways were designed to ensure that students offered admission to TJHSST represent equitable regional distribution. Each region is allotted proportional representation. A school- or pyramid-level pathway approach was not employed because it would disadvantage schools that traditionally admit large numbers of students. See Appendix A for admissions caps if a school pathway were used instead.

While the components in the two proposals are largely identical, the process in which they would be used differs, as captured below. FCPS expects that the revised holistic approach, which is more similar to the current approach is likely to result in less improvement in student diversity than the hybrid approach, even with the planned changes.

Revised Holistic Approach

Admissions Process

The revised holistic review more closely resembles the most recently used admissions approach than the hybrid proposal. It would offer admission to 550 eighth graders who satisfied applicant requirements and received high evaluation ratings combined across the four evaluative components (GPA, SPS responses, essay response, experience factors). Students would be admitted based on the region (Fairfax County) or school division (other participating divisions) in which they reside with caps on the number admitted from each. Estimated caps are provided in Table 7.

**Table 7: Estimated Revised Holistic Caps for Regions
and Other Participating Virginia School Divisions**

FCPS Regions (in addition to the top 100 students)	
385 Seats	
Region 1	81
Region 2	85
Region 3	73
Region 4	79
Region 5	67

Participating Virginia School Divisions (in addition to the top 100 students)	
165 Seats	
Arlington	20
Falls Church	2
Loudoun	67
Prince William	76

Rolling Admissions

The TJHSST application process has traditionally included a rolling admissions provision. This provision is designed to ensure that the Freshman class has as many students as possible on the first day of school, should students withdraw from the process. For the Revised Holistic Review be used to admit the Class of 2025, the following steps would guide rolling admissions:

- Students offered admissions within pathways, with each pathway maintaining a list of students not selected
- Admitted students have designated timeframe to accept or reject the admissions offer
- Openings filled by the next eligible (most highly rated) applicant on the pathway list
- Should an FCPS pathway exhaust its list of students, the next eligible (most highly rated) FCPS candidate across all other region pathways would be offered admission
- Should a non-FCPS pathway exhaust its list of students, the next eligible (most highly rated) candidate across all other non-FCPS pathways would be offered admission
- Should all non-FCPS pathways exhaust their lists of students, the next eligible (most highly rated) FCPS candidate across all other region pathways would be offered admission.

Hybrid Approach (Holistic and Merit Lottery)

Admissions Process

The hybrid approach, which includes both holistic review and a merit lottery, is a greater departure from prior admissions processes than the revised holistic approach described above. The hybrid approach would offer admission to 100 eighth graders who satisfied applicant requirements and received the highest evaluation ratings combined across the four evaluative components (GPA, SPS responses, essay response, experience factors). The remaining 450 spots in the class would be filled based on a lottery of students scoring above average on the evaluative components, demonstrating the high levels achievement needed to be successful at TJHSST. FCPS estimates that approximately half the remaining students would be included

in the merit lottery. Lottery selection would be tiered within regions (Fairfax County) or school division (other participating divisions) in which they reside.

Caps on the number of students from each region or school division who are admitted through the lottery are presented in Table 8; in comparison to Table 7, these caps total 450 rather than 550, since 100 students will be admitted based on obtaining the highest ratings in the holistic review.

Table 8: Estimated Lottery Caps for Regions and Other Participating Virginia School Divisions

FCPS Regions (in addition to the top 100 students)	
315 Seats	
Region 1	66
Region 2	69
Region 3	60
Region 4	65
Region 5	55

Participating Virginia School Divisions (in addition to the top 100 students)	
135 Seats	
Arlington	16
Falls Church	2
Loudoun	55
Prince William	62

A hybrid approach would ensure that those rated as mostly highly matched to the specialized opportunities provided at TJHSST are able to attend, while also ensuring that the many other students who are highly-matched to the school's mission and poised to benefit from the TJHSST experience all have an equal chance of being admitted. Admissions would follow the following process:

- All applicants receive a holistic review of their application, including GPA, Student Portrait Sheet, problem-solving essay, and experience factors.
- The 100 highest-evaluated students will be offered admission to TJHSST. This represents slightly less than 20% of all applicants.
- The remaining 450 students will be selected by a random lottery among highly-evaluated applicants within their region or school division pathway.
- Pathway caps will not be applied to the 100 highest-evaluated students. FCPS will be allocated a total of 315 lottery seats; the remaining 135 seats will be proportionally allocated via lottery to the other participating school divisions (Arlington, Falls Church, Loudoun, Prince William).

Rolling Admissions

The Hybrid Approach would also incorporate a rolling admissions approach to ensure the Freshman class has as many students as possible on the first day of school.

- Students offered admissions within pathways, with each pathway maintaining a list of students not selected

- Admitted students have designated timeframe to accept or reject the admissions offer
- Openings filled by the next eligible (highest lottery rank) applicant on the pathway list
- Should an FCPS pathway exhaust its list of students, the next eligible (highest lottery rank) FCPS candidate across all other region pathways would be offered admission.
- Should a non-FCPS pathway exhaust its list of students, the next eligible (highest lottery rank) candidate across all other non-FCPS pathways would be offered admission.
- Should all non-FCPS pathways exhaust their lists of students, the next eligible (highest lottery rank) FCPS candidate across all other region pathways would be offered admission.

Modeling Attainable Improvement in Diversity through the Hybrid Approach

FCPS' Office of Research and Strategic Improvement modeled the lottery process for FCPS students based on current eighth graders, running the model 1,000 times. Selecting all eighth graders throughout FCPS who met the applicant requirements ($n=4,357$), resulted in estimates of the potential demographic results shown in Table 9 for the Class of 2025 admitted to TJHSST should the hybrid approach be used. Readers should keep in mind that the modeling assumed that all students meeting applicant requirements would be chose to apply and, ultimately, be included in the pool of highly-evaluated applicants, which is unlikely. Nonetheless, this group does represent the most likely pool from which the lottery would draw so is the best estimate of what would occur. See Appendix B for additional information on the modeling, including student group counts and percentages by region.

Table 9: Demographic Make-up of FCPS Students in the TJHSST Class of 2025, based on Modeling the Hybrid Lottery¹⁰

Student Group	Number of Students Meeting Applicant Requirements	Average. Percent of Admitted Class¹¹	Minimum Percent of Admitted Class	Maximum Percent of Admitted Class	Average Number of Admitted Students
Asian	1,425	31%	23%	38%	121
Black	270	7%	3%	11%	27
Hispanic	439	11%	6%	15%	42
White	1,895	44%	35%	51%	168
English Learners	3	0%	0%	1%	0
Economically Disadvantaged	510	12%	8%	18%	48
Students with Disabilities	91	2%	0%	4%	8

Stakeholder Engagement

To attain improvements in the diversity of TJHSST students, work will need to include persuading more of our high achieving students from underrepresented groups, such as those taking Geometry in the eighth

¹⁰ The models described in this table represent admitting a total of 385 FCPS students, which reflects 70 percent of a 550 student class.

¹¹ The standard deviations for each student group are as follows: Asian =2%, Black = 1%, Hispanic=2%, White=3%, Other=1%, EL=0%, FRM=2%, S504=1%, SWD=1%

grade, to choose to apply to and later accept admissions offers to TJHSST. Doing so may involve work to change parental and student perceptions of TJHSST, address concerns about leaving a base school, or other factors not yet understood. Additionally, it may require TJHSST to more fully express its embrace of currently underrepresented students. Toward these aims, FCPS and TJHSST will continue to work with parents, students, and middle schools in participating school divisions to provide information on the admissions process and to ensure that all middle school students who have the potential to be successful at TJHSST and who are interested in math, science, and technology have the same opportunity to access the specialized program at TJHSST. As described above, it is critical for qualified students to be aware of the opportunities provided at TJHSST. Additionally, parents, students and middle schools need to be informed about the admissions process and procedures, along with continued work in providing resources and information regarding important deadlines and application requirements for students to all groups. These resources will be made available in multiple environments along with translated versions. Engagement with parents, student and elementary schools is important for long range planning. It is critical to provide similar resources for long term planning. This allows for greater understanding of the necessary steps needed to consider TJHSST as a high school option, further opening the pipeline to a greater number of students.

TJHSST Admissions conducts outreach initiatives to a wide range of students and will continue to do so. Outreach initiatives are designed to provide students with information about TJHSST as a high school option and to describe its unique STEM experiences. The Office of Admissions provides enrichment activities to students from underrepresented schools such as STEM field trips, after-school and summer enrichment programming, family engagement activities and newsletters. The short-term goal is to provide information about TJHSST as a high school option and to increase student interest and applications to TJHSST. Another short-term goal is to attract economically disadvantaged students by expanding outreach in Title I schools. The long-term goals are to encourage underrepresented students to consider TJHSST as a viable option for their high school experience and to provide extra opportunities for math and science exploration.

Communication with Stakeholders

To support the revised admissions process and encourage diversity, there are multiple messages that will be highlighted in communications with stakeholders:

Continue to “provide students with a challenging learning environment focused on math, science, and technology,” consistent with the school’s mission

- All students who attend TJHSST will to receive the same rigorous classroom instruction and the same opportunities to participate in varied and enriching extracurricular activities.

Continue to be supported by evidence and best practices

- The Office of TJHSST Admissions, in partnership with other FCPS departments and offices, will continue to review the research on and current practices of other magnet schools.

Continue to be fair and equitable, and administered consistently with applicable law

- Admissions decisions will be based on an individualized assessment of each applicant's qualifications. No individual who is otherwise eligible based on residency and satisfaction of minimum academic requirements will be denied an opportunity to apply for admission to TJHSST based on a particular characteristic, nor will any individual be guaranteed admission. There will be no limits to the number of individual students sharing particular characteristics who can be accepted under the revised process.

Continue to promote diversity in many forms.

- FCPS will regularly review its metrics of performance regarding student and staff diversity, along with the climate and engagement of students and staff.

Continue to select students for admission only if they demonstrate evidence of readiness for TJHSST's academic rigor and an ability to contribute to the learning environment at TJHSST.

- Every year, many more students who are interested in math and science and who could be successful at TJHSST apply for admission than can be accepted; the revised process would offer prospective students' admission through this new pathway.

Continue to engage parents/families, community stakeholders, local businesses and government, etc. to identify potential outreach opportunities.

- Admissions Office will continue to support a broad-based plan of engaging students and families through a variety of enrichment programming.

Caring Culture Supports for Students

The principal and staff at TJHSST have several initiatives underway to ensure that all students feel supported and welcomed at school. Transition resources for students include both academic supports and social emotional supports. The school provides summer enrichment courses, organizational and study skills support, advisory groups, and 8th period tutoring to ensure that all students are prepared to excel. Social emotional supports include student mentors, teacher advisory committees, lessons on social-emotional learning, and eighth-period clubs which allow students to explore passions not in the curriculum. There is a schoolwide emphasis for all students, particularly grades 10-12, regarding accepting and celebrating all students at TJHSST.

Wrap-around supports for students have been a focus of the administration. School Improvement and Innovation Plan (SIIP) goals have been built to ensure that each student has a trusted adult in the school, that student advocacy is embraced, that students have the proper skills to manage the school's workload and expectations, and that staff employ equitable practices to support diversity. Students and parents are regularly contacted by counselors. The TJ Mental Wellness Coalition, a student led committee, provides peer-to-peer support. Both students and staff are engaged with Challenge Success, an organization that partners with schools, families, and communities to embrace a broad definition of success and to implement research-based strategies that promote student well-being and engagement with learning. Staff employ Multi-tiered Systems of Support (MTSS) and receive continued professional development on cultural responsiveness to ensure that students are fairly treated.

Accountability Metrics

Metrics have been established to measure the success of the selected approach. The goal is to improve diversity at TJHSST so that the students can reap the benefits that such differing perspectives and experiences might bring to the STEM efforts at the school. Metrics have been established to ensure that

diversity does increase, outreach efforts are successful, and that students and families at TJHSST experience a caring culture once admitted.

- Percent diversity of students (race / ethnicity, socioeconomic status, English learner status, gender)
- Percent of middle school students who believe that they belong at TJHSST
- Number of families who attend TJHSST outreach meetings
- Percent of students who feel respected and included at TJHSST
- Percent of parents who feel respected at TJHSST

The second and third metrics are newly developed. Data collection methods will need to be established to provide baseline data. Student Climate and Family Engagement Survey data can be used to establish baselines and targets for the second two metrics. This metric data will be made public once a year. Additionally, the TJHSST Admissions Office plans to provide the admissions data to the FCPS School Board and public annually, once the admissions process has concluded. As in the past, public release of admissions data will be handled via an annual news release, which will include but may not be limited to counts and percentages of applicants and offered students disaggregated for FCPS and other participating jurisdictions, public vs. private school, gender, and race/ ethnicity. School level data will be provided to the FCPS School Board, including five-year trends in applicants and offers.

Conclusion

In summary, given the prior attempts that have been made to improve diversity of students at TJHSST, FCPS feels the hybrid approach is the best approach to increasing diversity at TJHSST without diminution of the school's high standards. This recommendation falls squarely on the belief that there are many more students qualified and able both to contribute to and benefit from attendance at TJHSST than can be accommodated at the school, even with an expanded class size of 550. Further, there is greater diversity among the highly qualified students than those who are currently being admitted to TJHSST. While the revised holistic approach may move us in the intended direction of greater diversity, given the many attempts to improve diversity at the school through changes in the admissions process over the last decade, a more sweeping change, such as the hybrid lottery that was endorsed by experts, is FCPS' most promising approach to making immediate inroads toward greater student diversity at TJHSST. The hybrid approach, coupled with continued work on the caring culture at TJHSST and the pipeline, should allow FCPS to ultimately support attaining more diverse representation at TJHSST that would better reflect the School Board's belief, as reflected in Policy 3354, that diversity "enhances the robust exchange of ideas and is an important factor in developing leaders who will be prepared to address future scientific and technological challenges."

Additional details related to the TJHSST admissions process and recommended revisions that were requested by the School Board as next steps are available in Appendix C.

APPENDIX A**School Pathways**

The School Board expressed interest in selecting students by school as opposed to by region. For information, potential school caps for the Hybrid Lottery are listed below. (Rounding may alter the actual numbers)

School Caps		
Region	315 Seats	
1	Carson	16
1	Cooper	11
5	Franklin	10
5	Frost	13
2	Glasgow	14
3	Hayfield	11
1	Herndon	13
2	Holmes	7
1	Hughes	12
4	Irving	12
2	Jackson	12
3	Key	9
2	Kilmer	13
4	Lake Braddock	17
5	Lanier	12
4	Liberty	12
2	Longfellow	15
2	Poe	8
4	Robinson	12
5	Rocky Run	11
3	Sandburg	17
4	South County	11
5	Stone	8
1	Thoreau	14
3	Twain	12
3	Whitman	10

APPENDIX B

Details on Modeling

Modeling Demographic Make-up within Regions

The admissions process to Thomas Jefferson High School for Science and Technology (TJHSST) is currently being revisited. As such, the Office of Research and Strategic Improvement (ORSI) was tasked with modeling student demographic make-up for two different lottery-style models, based on specific eligibility criteria for the current class of grade 8 students. See Table B-1 below for the eligibility criteria for the two models. Both models use the first two criteria, GPA of 3.5 or higher and participation in Algebra I or higher in 8th grade. Model 2 added two additional criteria, participation in Honors level courses in math and science and participation in a 3rd Honors level course in another content area or participation in the Young Scholars program. Applying the criteria for Model 1 resulted in the identification of approximately grade 8 6,300 ‘eligible’ students while applying the additional criteria for Model 2 restricted the pool of ‘eligible’ students to approximately 4,400 grade 8 students.

Table B-1: Eligibility Criteria for each TJHSST admissions model

Eligibility Criteria	Model 1	Model 2
3.5 GPA or higher	X	X
Participation in Algebra I or higher by 8 th grade	X	X
Participation in Honors Math and Honors Science in 8 th grade		X
Participation in a third honors course OR participation in Young Scholars		X
Total “eligible” 8th grade students	6,293	4,357

The lottery modeling was then conducted on the pools of eligible students that resulted from the two sets of eligibility criteria. To model the lottery approach, a total of 385 students were randomly selected 1,000 times, with a specific number coming from each Region¹² based on the proportion of the division population. The information below provides the average demographic make-up. Tables B-2 and B-3 provide the following information:

- Column 1: Student Group – includes race/ethnicity, English Learner status, Free and Reduced meal status, students with a 504 and students with disabilities status.
- Column 2: The number of total eligible students
- Column 3: The average percent of 385 admitted by student group.
- Column 4 and 5: The range (min and max) of the percent of the 385 admitted by student group¹³
- Column 6: The average number of students admitted from each student group

Table B-2 shows the average demographic make-up of students for the first model where 8th grade students were eligible if they had a GPA of 3.5 or greater and if they participated in Algebra I or higher. The average percent of admitted students from the simulation reflects the same percentage of students in the total pool. In particular, the lottery favors White and Asian students who collectively make up approximately three-quarters of the students admitted based on the simulation. English Learner students and students with disabilities had the lowest percentage of students admitted in the first model.

¹² Random selection of the 385 students was constrained using the following weighted Region numbers: Region 1 =81 students, Region 2 = 85 students, Region 3 = 73 students, Region 4 = 79 students, Region 5 = 67 students.

¹³ The range means that the minimum percent in the simulation of random selection, at least 21% and no more than 35 percent of Asian students were selected, etc. for each student group across the 1,000 times.

Table B-2: Model 1 demographic make-up

Student Group	Number of eligible students	Avg. Percent Admitted¹⁴	Min percent Admitted	Max percent Admitted	Avg. number Admitted¹⁵
Asian	1,817	28%	21%	34%	107
Black	418	7%	4%	11%	29
Hispanic	788	13%	9%	19%	51
White	2,827	45%	37%	53%	173
Other	443	7%	3%	11%	27
EL	28	0%	0%	2%	2
FRM	825	14%	9%	19%	55
S504	285	5%	1%	8%	18
SWD	244	4%	1%	7%	15

Table B-3 shows the average demographic make-up of students in the second model, which was more stringent than the first model and included additional eligibility criteria such as participating in 3 or more honors classes or participating in 2 honors classes and the Young Scholars program. Similar to the first model, the average percent of students admitted in the simulation reflects the same make-up of the overall pool. Compared to Model 1, a similar percentage of White and Asian students were admitted in the simulation (73 percent in the first model and 75 percent in the second model), however these two additional percentage points meant that a fewer percent of Hispanic students were admitted in the simulation. Additionally, there was a 2 percentage point difference in the models for students who are economically disadvantaged, with model 1 admitting a larger percentage of students in this group compared to model 2. Finally, the model 2 simulation resulted in fewer students with disabilities admitted compared to model 1.

Table B-3: Model 2 demographic make-up

Student Group	Number of eligible students	Avg. Percent Admitted¹⁶	Min percent Admitted	Max percent Admitted	Avg. number Admitted¹⁷
Asian	1,425	31%	23%	38%	121
Black	270	7%	3%	11%	27
Hispanic	439	11%	6%	15%	42
White	1,895	44%	35%	51%	168
Other	328	7%	3%	12%	29
EL	3	0%	0%	1%	0
FRM	510	12%	8%	18%	48
S504	168	4%	1%	7%	15
SWD	91	2%	0%	4%	8

Below are similar results for modeling of 315 FCPS students admitted, which is similar to the number of students that would be admitted after 100 students were admitted by being the top scorers. These models assume that FCPS would have approximately 70 students admitted as top rated applicants, which is the approximate percentage of FCPS students admitted to TJHSST each year as compared to other participating school divisions and private schools.

¹⁴ The standard deviations for each student group are as follows: Asian =2%, Black = 1%, Hispanic=2%, White=3%, Other=1%, EL=0%, FRM=2%, S504=1%, SWD=1%

¹⁵ Numbers may not add to 385 due to rounding

¹⁶ The standard deviations for each student group are as follows: Asian =2%, Black = 1%, Hispanic=2%, White=3%, Other=1%, EL=0%, FRM=2%, S504=1%, SWD=1%

¹⁷ Numbers may not add to 385 due to rounding

Table B-4: Model 1 demographic make-up with only 315 students

Student Group	Number of eligible students	Avg. Percent Admitted¹⁸	Min percent Admitted	Max percent Admitted	Avg. number Admitted¹⁹
Asian	1,817	28%	21%	35%	88
Black	418	7%	3%	11%	23
Hispanic	788	13%	7%	20%	42
White	2827	45%	36%	54%	141
Other	443	7%	3%	12%	22
EL	28	0%	0%	2%	2
FRM	825	14%	8%	24%	45
S504	285	4%	1%	9%	15
SWD	244	4%	1%	9%	13

Table B-5: Model 2 demographic make-up with only 315 students

Student Group	Number of eligible students	Avg. Percent Admitted²⁰	Min percent Admitted	Max percent Admitted	Avg. number Admitted²¹
Asian	1,425	31%	24%	39%	99
Black	270	7%	2%	12%	22
Hispanic	439	11%	8%	19%	34
White	1,895	44%	35%	53%	138
Other	328	7%	3%	13%	24
EL	3	0%	0%	1%	0
FRM	510	12%	5%	19%	40
S504	168	4%	1%	8%	13
SWD	91	2%	0%	5%	7

Summary of Region Modeling

- The demographic make-up of eligible students in each pool ended up being the same percentage of students who were admitted in the various student groups. This means that the lottery is likely to favor groups who have a greater representation in the pool (e.g. White and Asian students).
- Eligibility is not the same as either the applicant pool or the pool of highly-qualified applicants that would be included in the lottery, which means that results will likely look different based on who applies and receives an high rating through the holistic review process.
- Model 1, which had a less restrictive eligibility criteria, was more favorable toward Hispanic, Economically Disadvantaged, and Students with Disabilities student groups compared to Model 2.
- English Learner students had very little representation in the overall eligibility pool for both models, and overall admitted status based on the simulations were at zero percent.

Disaggregated Data by Region

When disaggregating the results of model 2 by Region, there are similar results where the demographic make-up of the admitted students reflects a similar demographic make-up of the pool. This means that there will be greater diversity of the admitted class in Regions where there is more diversity in the pool. Asian and White students make up the

¹⁸ The standard deviations for each student group are as follows: Asian =2%, Black = 1%, Hispanic=2%, White=3%, Other=1%, EL=0%, FRM=2%, S504=1%, SWD=1%

^{19,10} Numbers may not add to 315 due to rounding

²⁰ The standard deviations for each student group are as follows: Asian =3%, Black = 1%, Hispanic=2%, White=3%, Other=2%, EL=0%, FRM=2%, S504=1%, SWD=1%

largest percentage of students for most Regions, except in Region 3 where White students represented 48 percent of the admitted class and Asian, Hispanic, and Black students each represented approximately 15 percent of the total pool. The following indicates the total number of eligible students for each Region:

- Region 1: 1,056 eligible students
- Region 2: 886 eligible students
- Region 3: 608 eligible students
- Region 4: 898 eligible students
- Region 5: 909 eligible students

**Table B-6: Region 1 - Demographic Make-up of FCPS Students in the TJHSST Class of 2025,
based on Modeling the Hybrid Lottery**

Student Group	Number of Students Meeting Applicant Requirements	Average. Percent of Admitted Class²²	Minimum Percent of Admitted Class	Maximum Percent of Admitted Class	Average Number of Admitted Students
Asian	371	35%	19%	52%	29
Black	26	3%	0%	9%	3
Hispanic	81	8%	1%	19%	7
White	492	46%	26%	63%	38
English Learners	0	0%	0%	0%	0
Economically Disadvantaged	72	7%	0%	17%	6
Students with Disabilities	18	2%	0%	10%	2

**Table B-7: Region 2 Demographic Make-up of FCPS Students in the TJHSST Class of 2025,
based on Modeling the Hybrid Lottery**

Student Group	Number of Students Meeting Applicant Requirements	Average. Percent of Admitted Class²³	Minimum Percent of Admitted Class	Maximum Percent of Admitted Class	Average Number of Admitted Students
Asian	287	32%	18%	46%	28
Black	59	7%	1%	15%	6
Hispanic	118	13%	4%	24%	12
White	353	40%	22%	55%	34
English Learners	0	0	0%	0%	0
Economically Disadvantaged	166	19%	6%	31%	16
Students with Disabilities	20	2%	0%	8%	2

²² The standard deviations for each student group are as follows: Asian =5%, Black = 2%, Hispanic=3%, White=6%, EL=0%, FRM=3%, SWD=1%

²³ The standard deviations for each student group are as follows: Asian =5%, Black = 3%, Hispanic=3%, White=5%, EL=0%, FRM=4%, SWD=2%

**Table B-8 Region 3 - Demographic Make-up of FCPS Students in the TJHSST Class of 2025,
based on Modeling the Hybrid Lottery**

Student Group	Number of Students Meeting Applicant Requirements	Average. Percent of Admitted Class²⁴	Minimum Percent of Admitted Class	Maximum Percent of Admitted Class	Average Number of Admitted Students
Asian	97	16%	3%	29%	12
Black	85	14%	4%	26%	11
Hispanic	100	16%	4%	29%	12
White	289	48%	29%	64%	35
English Learners	2	0%	0%	3%	0
Economically Disadvantaged	123	20%	8%	36%	15
Students with Disabilities	14	2%	0%	8%	2

**Table B-9: Region 4 Demographic Make-up of FCPS Students in the TJHSST Class of 2025,
based on Modeling the Hybrid Lottery**

Student Group	Number of Students Meeting Applicant Requirements	Average. Percent of Admitted Class²⁵	Minimum Percent of Admitted Class	Maximum Percent of Admitted Class	Average Number of Admitted Students
Asian	270	30%	11%	46%	24
Black	66	8%	0%	18%	6
Hispanic	85	10%	1%	23%	8
White	409	46%	29%	63%	36
English Learners	1	0%	0%	1%	0
Economically Disadvantaged	72	8%	1%	18%	6
Students with Disabilities	19	2%	0%	9%	4

**Table B-9 Region 5 - Demographic Make-up of FCPS Students in the TJHSST Class of 2025,
based on Modeling the Hybrid Lottery**

Student Group	Number of Students Meeting Applicant Requirements	Average. Percent of Admitted Class²⁶	Minimum Percent of Admitted Class	Maximum Percent of Admitted Class	Average Number of Admitted Students
Asian	400	44%	25%	61%	30
Black	34	4%	0%	12%	3
Hispanic	55	6%	0%	15%	5
White	352	39%	24%	57%	26
English Learners	0	0%	0%	0%	0
Economically Disadvantaged	77	8%	0%	19%	6
Students with Disabilities	20	2%	0%	7%	2

²⁴ The standard deviations for each student group are as follows: Asian =4%, Black = 4%, Hispanic=4%, White=5%, EL=1%, FRM=4%, SWD=2%

²⁵ The standard deviations for each student group are as follows: Asian =5%, Black = 3%, Hispanic=3%, White=6%, EL=0%, FRM=3%, SWD=2%

²⁶ The standard deviations for each student group are as follows: Asian =6%, Black = 2%, Hispanic=3%, White=6%, EL=0%, FRM=3%, SWD=2%

**Table B-10 Region 1 - Demographic Make-up of FCPS Students in the TJHSST Class of 2025,
based on Modeling the Hybrid Lottery (Pool of 315)**

Student Group	Number of Students Meeting Applicant Requirements	Average. Percent of Admitted Class²⁷	Minimum Percent of Admitted Class	Maximum Percent of Admitted Class	Average Number of Admitted Students
Asian	371	35%	17%	52%	24
Black	26	3%	0%	9%	2
Hispanic	81	8%	0%	21%	5
White	492	47%	23%	65%	31
English Learners	0	0%	0%	0%	0
Economically Disadvantaged	72	7%	0%	17%	5
Students with Disabilities	18	2%	0%	9%	2

**Table B-11: Region 2 Demographic Make-up of FCPS Students in the TJHSST Class of 2025,
based on Modeling the Hybrid Lottery (Pool of 315)**

Student Group	Number of Students Meeting Applicant Requirements	Average. Percent of Admitted Class²⁸	Minimum Percent of Admitted Class	Maximum Percent of Admitted Class	Average Number of Admitted Students
Asian	287	32%	17%	49%	23
Black	59	7%	0%	17%	5
Hispanic	118	13%	6%	33%	9
White	353	40%	20%	58%	28
English Learners	0	0%	0%	0%	0
Economically Disadvantaged	166	19%	6%	33%	13
Students with Disabilities	20	2%	0%	7%	2

**Table B-12: Region 3 - Demographic Make-up of FCPS Students in the TJHSST Class of 2025,
based on Modeling the Hybrid Lottery (Pool of 315)**

Student Group	Number of Students Meeting Applicant Requirements	Average. Percent of Admitted Class²⁹	Minimum Percent of Admitted Class	Maximum Percent of Admitted Class	Average Number of Admitted Students
Asian	97	16%	3%	30%	10
Black	85	14%	2%	27%	9
Hispanic	100	17%	3%	32%	10
White	289	48%	30%	67%	29
English Learners	2	0%	0%	3%	0
Economically Disadvantaged	123	20%	3%	35%	12
Students with Disabilities	14	4%	0%	10%	2

²⁷ The standard deviations for each student group are as follows: Asian =6%, Black = 2%, Hispanic=3%, White=6%, EL=0%, FRM=3%, SWD=1%

²⁸ The standard deviations for each student group are as follows: Asian =5%, Black = 3%, Hispanic=3%, White=6%, EL=0%, FRM=4%, SWD=2%

²⁹ The standard deviations for each student group are as follows: Asian =4%, Black = 4%, Hispanic=5%, White=6%, EL=1%, FRM=5%, SWD=2%

**Table B-13: Region 4 - Demographic Make-up of FCPS Students in the TJHSST Class of 2025,
based on Modeling the Hybrid Lottery (Pool of 315)**

Student Group	Number of Students Meeting Applicant Requirements	Average. Percent of Admitted Class³⁰	Minimum Percent of Admitted Class	Maximum Percent of Admitted Class	Average Number of Admitted Students
Asian	270	30%	11%	48%	20
Black	66	7%	0%	18%	5
Hispanic	85	10%	2%	28%	7
White	409	46%	28%	65%	30
English Learners	1	0%	0%	2%	0
Economically Disadvantaged	72	8%	0%	18%	6
Students with Disabilities	19	2%	0%	9%	2

**Table B-14: Region 5 - Demographic Make-up of FCPS Students in the TJHSST Class of 2025,
based on Modeling the Hybrid Lottery (Pool of 315)**

Student Group	Number of Students Meeting Applicant Requirements	Average. Percent of Admitted Class³¹	Minimum Percent of Admitted Class	Maximum Percent of Admitted Class	Average Number of Admitted Students
Asian	400	44%	25%	65%	25
Black	34	4%	0%	15%	3
Hispanic	55	6%	0%	16%	4
White	352	39%	20%	60%	22
English Learners	0	0%	0%	0%	0
Economically Disadvantaged	77	8%	0%	20%	5
Students with Disabilities	20	2%	0%	9%	2

³⁰ The standard deviations for each student group are as follows: Asian =6%, Black = 3%, Hispanic=4%, White=6%, EL=0%, FRM=3%, SWD=2%

³¹ The standard deviations for each student group are as follows: Asian =7%, Black = 2%, Hispanic=3%, White=6%, EL=0%, FRM=4%, SWD=2%

APPENDIX C**School Board Next Steps from September 15, 2020 and October 6, 2020
Work Sessions on TJHSST Admissions****Next Steps from the September 15, 2020 Work Session**

109. Review of Middle school offerings. i.e. Algebra courses and STEM programming by region and school.

Response:

Courses	School Offered
Algebra 1	All
Algebra 1 Honors	All
Algebra 2 Honors*	7 (Carson, Copper, Frost, Jackson, Longfellow, Robinson, Rocky Run)
Online Campus Algebra 2 Honors	All
Engineering 1	All
Engineering 2	All
Engineering 3	8 (Carson, Jackson, Kilmer, Hughes, Lake Braddock, Lanier, Robinson, South County)

Students across the division have access to Algebra 2 Honors via the Online Campus. Many students meet the prerequisite for this course by competing Geometry Honors via the Online Campus during the summer between grade 7 and grade 8.

110. Committee/mechanism to address climate at TJ? .

Response:

See Caring Culture Supports for Students section of this report and [October 6, 2020, Revised Merit Lottery presentation](#).

111. Request further delay for submission of plan to state until after our SB discussion on Oct 8th to allow for public engagement and follow up on next steps.

Response:

Superintendent confirmed an extension of the deadline for the submission of the state plan following the October 8, 2020 Board presentation. Two town halls will be held prior to the October 8th Board Vote (9/23/20 and 10/7/20).

112. Review current STEM offerings at high schools and explore budget priorities to expand STEM programming and options at our schools based on the review.

Response:

HS STEM programing and options will be reviewed and budget priorities developed as part of the HS Academy Review to be completed during SY 2020-21.

113. Explore a two-pronged approach.

Response:

If this refers to changing the admission process, while strengthening the pipeline, that is the intention of the Hybrid approach presented in this paper.

114. Evaluate the merits of a school-based or pyramid recruitment approach in place of one based on region, to be updated annually, based on enrollment.

Response:

Division Approach:

- Would still provide more seats to schools with greater applicants
- Does not increase geographic representation

Pyramid Approach

- Only one pyramid, the Annandale pyramid, has more than one middle school. Using this approach would disadvantage the Annandale pyramid.

School Approach

- A school level lottery would significantly limit the number of available seats for the schools with greater interest. For example, Carson MS had 37 attending students admitted to the class of 2024. With a school-level approach, Carson MS would be limited to 18 admitted students.

115. Include a commitment to provide a letter or use an alternate tool/strategy to mitigate the opt-in bias issue.

Response:

[See October 6, 2020, Revised Merit Lottery presentation.](#)

116. Outline the priorities of the TJ Admissions Office after the admissions process is changed. [See](#)

Response:

[October 6, 2020, Revised Merit Lottery presentation.](#)

117. Identify budget priorities that reflect increased TJ access as well as consistent middle school

programming to strengthen the pipeline.

Response:

The recently completed AAP Study provides recommendations for strengthening the TJ pipeline by expanding Local Level IV AAP programs at the elementary and middle school levels, as well as, frontloading talent development through consistent implementation of the division's Young Scholars program.

118. Explore how to address cultural bias that may exist regarding traditionally underrepresented groups.

Response:

When we consider the biases that are present for our underrepresented, minority students as they work to gain access to TJ, we offer the following thoughts and guiding questions:

- In what ways are our schools being transparent and open when supporting all families in understanding the requirements and processes for accessing TJ?
- How do overrepresented students benefit from enrichment after school provided by the school and through private means?
- What systems are in the pipeline that support select groups of students being prepared for TJ in the elementary and middle years?
- How does the FCPS vision and mission (i.e., POG) align with admission to TJ?

When we think about cultural bias, we want to assert that the instructional practices required and advocated for in order to access TJ are not aligned with the culturally responsive educational practices that have been forwarded by FCPS. Culturally Responsive instruction is neither standardized nor scripted and requires the opportunity for students to demonstrate their learning in ways that build off of their assets.

Additionally we need to consider the support necessary for underrepresented students once they are admitted to TJ. Many black and Hispanic students have articulated the difficulties they face once they have been accepted and continue to feel disenfranchised from the school itself.

Ultimately, although we can name and list ways in which the process for admissions, preparation, and support are not culturally responsive to all students this is not the most important question that we need to be asking. The questions we pose that need to be asked are:

- What do we believe it means to be worthy of being accepted at TJ?
- How are we defining meritocracy? And what are the biases entrenched in meritocracy belief systems?
- What systems and practices do our schools implement that allow our school system to perpetuate the racial disproportionalities that are present beginning in elementary school?
- How are we providing equal opportunities for all students to receive the services and experiences essential for access to TJ?
 - Afterschool enrichment
 - Test preparation
 - Access to Level IV curricula

119. Data regarding diversity of applicant pool and how to increase diversity of applicant pool.

Response:

See the Research and Data on Admission Challenges and Research and Data on Potential Remedies sections of this report .

120. Explore outreach efforts to build diversity of applicant pool.

Response:

[See October 6, 2020, Revised Merit Lottery presentation.](#)

121. Explore additional magnet high schools.

Response:

Staff will engage with the School Board Office to determine priorities related to additional magnets.

122. Commit to a strategic plan to address long standing issues affecting diversity and equity in AAP including frontloading of math and science curriculum and fidelity of implementation of Young scholars across schools and AARTs in all schools.

Response:

These topics will be addressed in the October 27th School Board work session in which the recommendations from the external APP study will be reviewed and prioritized.

123. Explore adding a problem-solving question on the student information sheet 10.

Response:

[See October 6, 2020, Revised Merit Lottery presentation.](#)

124. Explore utilizing a weighted GPA.

Response:

[See October 6, 2020, Revised Merit Lottery Proposal Additional Next Step Responses.](#)

125. Community outreach and communication plan.

Response:

See Communication with Stakeholders section of this report.

126. By Oct 8th - clearer information on application process, problem solving on student info sheet and holistic review of courses taken by student, including math and science courses as part of the admissions process.

Response:

See Final Proposals for the TJHSST Admissions Process section of this report.

127. Availability of advanced and science across all ES schools.

Response:

Staff is currently reviewing current opportunities and access to advanced mathematics across elementary schools. Eligibility criteria and programming are also under review.

We do not currently have an advanced science program. The Jason Project curriculum, used in Level IV AAP, is also included in our general education science units.

128. Work sessions and board committee to address ongoing TJ concerns including looking at historical documents.

Response:

The School Board Office will schedule these meetings.

129. Outline possible support for admittees this summer.

Response:

Planned transition resources for students:

- Academic supports: summer enrichment courses, organizational and study skills support, advisory groups, 8th period tutoring
- Social and Emotional supports: student mentors, teacher advisory, lessons on social-emotional learning, 8th period clubs
- Schoolwide emphasis for all students, particularly grades 10-12, regarding accepting and celebrating all students at TJ

130. Programming and capacity issues at base high schools that might be impacted by TJ admissions process change.

Response:

FCPS high school students have a wide selection of courses available to them. Staff will need to consider what additional courses may be added in the future. Current offerings will meet the needs of the incoming grade 9 students.

131. Look at pros and cons of governor schools versus academies to address equity and access to advanced learning opportunities including ability to serve the area in which the school resides.

Response:

Governors Schools: The Virginia Department of Education, in conjunction with localities, sponsors regional Academic-Year Governor's Schools that serve exceptional high school students during the academic year. Currently, 19 Academic-Year Governor's Schools across the state provide students with acceleration and exploration in areas ranging from the arts, to government and international studies, and to mathematics, science, and technology.

FCPS Academies: A high school academy is a center within an existing high school that offers advanced technical and specialized courses that successfully integrate career and academic preparation. Enrollments in the Academy elective course offerings will provide students with career and academic preparation for postsecondary education and/or career fields. Students enrolling in Academy elective courses will be provided with opportunities to participate in a variety of career experiences including shadowing, mentoring, and/or internships with local businesses.

132. Summary crosswalk/analysis of the 5 schools' Admissions Process in the appendix.

Response:

School	State	US News Nat'l Ranking	School Enrollment	Lottery	Enrollment/ Application	Eligibility	Additional Information
BASIS - Arizona	AZ	Chandler location 7	Multiple designated affiliate BASIS Charter Schools	Lottery is drawn based upon enrollment priorities (9 of them ie, siblings, employee children) Lottery draw Jan 14	Nov 5 - Dec 15 Post Open Enroll - Dec 16 (Rolling adm)	No restriction on basis of academic achievement or any protected class. Residency must be verified no later than first day of school.	
Gwinnett School of Math, Science & Technology	GA	12	1031 17/18	706 in Pool for FY 20/21 (375 slots) Lottery held Feb 11	Nov 1 - Jan 22	Math equivalent of Carnegie-eligible Accelerated Algebra or higher. Non-accelerated must earn first semester grade of 90 or higher and score in distinguished category on Georgia Milestones E-O-C Test in May	80% minority 32% FRM
International Community School	WA	Unranked	250	Lottery draw Jan 10, 2020	Nov 8 - Dec 13 2019	Open to All Students that reside in the Lake Washington School District. (Residency requirements)	IB Curriculum - 100 countries represented at school (6-12 grades)
Loveless Academic Magnet Program - Montgomery Public Schools	AL	23	507 (2017-18)	Lottery Breakdown; K-1 Lottery Apr 28; Grades 2-5 Apr 29; Grades 9-12 May 6	Jan 6 - Jan 31	3.0 GPA or higher and must maintain a B average. Failure to maintain GPA and discipline requirements will result in loss of eligibility. Report card EOY 2019-2020 used for final eligibility.	Lottery for grade level groupings
Raisbeck Aviation	WA	Not Ranked	105 spots	Lottery draw (if needed) Mar 2	Jan 1 - 31 (Rolling admission)	51% (55 seats) reserved for students within Highline PS boundaries (Lottery Priority 1); 20 seats reserved within boundaries of Seattle PS Priority 2; 30 remaining seats for all other districts in Priority 3	

133. Provide the Numbers and % of applicants of 3.5 Unweighted GPA vs Weighted GPA for 2019 Admissions Class.

Response:

Unweighted GPA for accepted students (end of course 7th grade and first quarter 8th grade marks)

Year	2019-20	2018-19	2017-18	2016-17	2015-2016	2014-2015
Range	3.31 – 4.00	3.43 – 4.00	3.47 – 4.00	3.66 – 4.00	3.51 – 4.00	3.05 – 4.00
Mean	3.96	3.96	3.97	3.97	3.97	3.97

Unweighted GPA is the most equitable approach because

- Middle schools do not weight courses
- Unweighted GPA does not penalize students who do not have an opportunity to be in advanced courses at their enrolling school

134. Provide the Application Numbers for each Middle School for 2019 Admissions Class.

Response:

These were sent to the School Board on September 25, 2020.

135. Need applicant demographics for 2019 admission class – pool applied, pool accepted, and pool enrolled.

Response:

These were sent to the School Board on September 25, 2020.

136. Process for regular review and analysis and adjustment of changes.

Response:

After each freshman class is admitted to TJHSST, the Office of TJ Admissions conducts a thorough review of the background of admitted applicants. The Board has received this information in Closed sessions, due to their confidential nature. The Office of TJ Admissions is committed to continuing this review. Additionally,

the results of enhanced outreach elements will be measured to ensure that future outreach is done in the most effective ways.

Next Steps from the October 6, 2020 Work Session

161. Investigate the impact of a pyramid/middle school approach to the allocation

Response: Response:

Division Approach:

- Would still provide more seats to schools with greater applicants
- Does not increase geographic representation Pyramid Approach
- Only one pyramid, the Annandale pyramid, has more than one middle school. Using this approach would disadvantage the Annandale pyramid.

School Approach

- A school level lottery would significantly limit the number of available seats for the schools with greater interest. For example, Carson MS had 37 attending students admitted to the class of 2024. With a school-level approach, Carson MS would be limited to 18 admitted students.

See Appendix A of this paper for more information.

162. Confirm in our plan submitted to the state that we will not have the admissions test for TJHSST, Establish goal that TJ class will reflect demographics of NOVA Region, Expand the admissions to align with program capacity, e.g. 50 more seats

Response:

These elements were included in the plan submitted to the state. The capacity has been increased to 550.

163. Discuss how to determine the "highest qualified" when the pool is already down selected by merit. What are the numbers (100 versus normed to gifted in the population as whole)

Response:

If one assumes that those admitted to TJHSST represent the top 100 in a normed sample of eighth graders, the 100 students would represent approximately 0.7 percent of all eighth graders (assuming 14,000 students in the grade). Data on mathematics coursetaking in the eighth grade indicate that many students in high level mathematics courses are not entering the application process so this is probably an underestimation of the group's percentage, if viewed this way. On the other hand, this may be an overestimation if you consider all students in all participating school divisions who send students to TJHSST. An alternative means of looking at this is to consider that roughly 70 of the top 100 slots are expected to be filled by FCPS students. In this case, the top 70 in a normed sample of eighth graders represents approximately 0.5 percent of all eighth graders (assuming 14,000 students in the grade). In any case, it can be assumed that the top 100 rated applicants on TJHSST admissions criteria represent the highest percentile (likely around 99th) of students on the criteria considered for admission to the school.

164. Please provide a description of outreach that is designed to reach identified populations within FCPS.

Response:

See main report sections titled Stakeholder Engagement and Communication with Stakeholders.

165. Please identify accountability measures and metrics of diversity goals, as well as, the proposed method of monitoring same.

Response:

See main report section titled Accountability Metrics.

166. State plan requires a plan for diversity of staff as well. What is the current status of diversity in the staff? What are the goals for diversity? and what is the plan to achieve it?

Response:

Current Staff Diversity Data for TJHSST:

Employee Categories	Asian Percent	Black or African American Percent	Hispanic or Latino Percent	Multi-racial (two or more races) Percent	White Percent	Female Percent	Male Percent
Teachers	10.00%	3.33%	2.50%	3.33%	80.83%	58.33%	41.67%
Principals, APs, Student Services and Activities Directors	0.00%	28.57%	0.00%	0.00%	71.43%	57.14%	42.86%
Instructional and Specialized Assistants	50.00%	0.00%	0.00%	0.00%	50.00%	75.00%	25.00%
Office Support	0.00%	9.09%	18.18%	0.00%	72.73%	100.00%	0.00%
Specialists and Technical Personnel	0.00%	9.09%	9.09%	0.00%	81.82%	63.64%	36.36%
Food Services Personnel	80.00%	0.00%	10.00%	0.00%	10.00%	80.00%	20.00%
Trades Personnel	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Custodial Personnel	62.50%	6.25%	25.00%	6.25%	0.00%	31.25%	68.75%
Total	17.78%	5.00%	6.11%	2.78%	68.33%	60.00%	40.00%

Goal 3: Premier Workforce of the FCPS Strategic Plan includes two aspirations centered around the diversity of staff. These aspirations drive the work for all schools within the division.

- The diversity of qualified teacher applicants will match the diversity of Fairfax County residents.
- The diversity of hired teachers will match the diversity of qualified teacher applicants.

167. Examine the possibility of opt-out lottery selection in place of opt-in and share relevant considerations.

Response:

If an opt out lottery process was put in place, we would likely conduct the lottery based on criteria such a GPA and course requirements, and it would not allow for one of the most important factors, passion for STEM. It may also result in extending invitations to a large number of students who have no interest in attending the school, and therefore create the need for multiple communications and delayed information to families.

168. "Do an analysis of the ramifications to our base high schools given a new TJ admissions process. This data driven research will include both an analysis of increased student enrollment at the high schools and the need for additional courses in advanced math, science and computer programming such as: differential equations, probability theory, quantum physics, machine learning, post AP courses, etc.

Response:

Staff will need to do an analysis of course offerings at TJHSST and determine the best way to provide opportunity and access more broadly. This could be through a combination of school based optional course offerings, inclusion in the Online Campus, or Dual Enrollment agreements with university partners.

169. Update statistical modeling for Dr. Brabrand's two merit lottery plans -- factor in what an increased TJ student body would do to these projections. Conduct statistical modeling of what the merit lottery or "holistic" review would mean for admissions numbers when using the middle school approach.

Response:

Modeling of the lottery approach by region is summarized in the Accountability Metrics section of this report. Additional details on the modeling, including the increase in size of TJ student body from 500 to 550 per class is contained in Appendix B of this report. Modeling of the hybrid approach's impact on diversity is unavailable because ratings on the components of the approach used last year or proposed for this year do not exist.

170. Provide a summary of previous attempts to improve the process and results.

Response:

See Research and Data on Potential Remedies section of this report.

171. Bring to the board a holistic admissions approach that does not contain a lottery as an option for the board to consider as an alternative plan.

Response:

See Final Proposals for TJHSST Admissions Process section of this report.

172. Provide the past 5-10 years of the recalculated Core GPA data and STEM GPA (broken out by decile) for all FCPS TJ Applicants, Semi-finalists, and Accepted Students. (Per Jeremy's remarks during the Work Session)

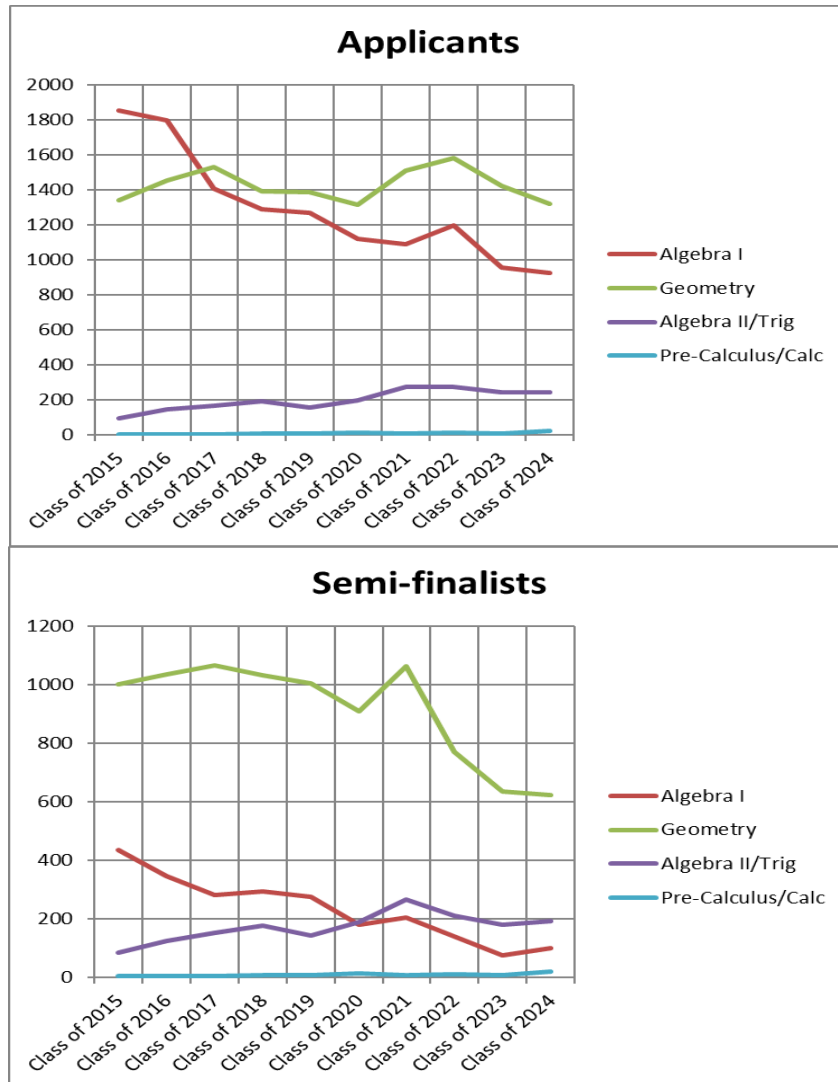
Response:

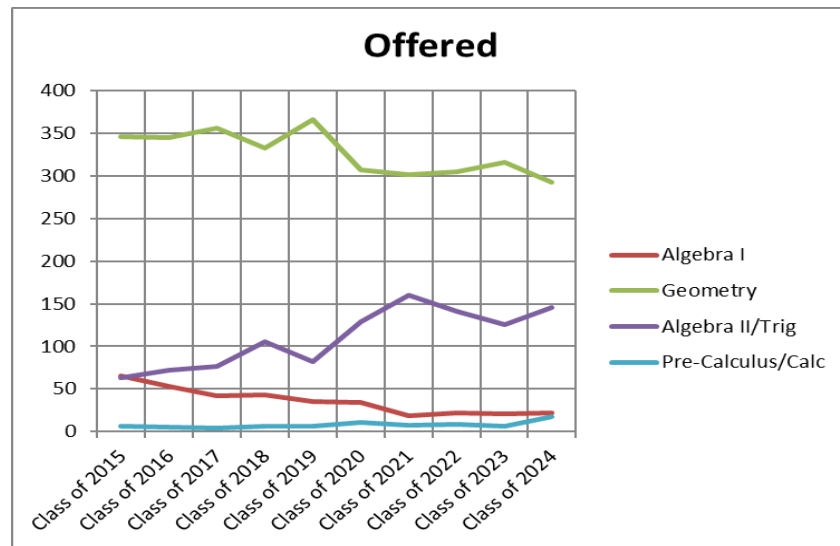
This response requires more time and will be forthcoming.

173. Provide the past 5-10 years of Algebra 1 (or higher Math) data for FCPS TJ Applicants, Semi-finalists, and Accepted Students

Response:

**Eighth Grade Math Course of Students Offered Admission to TJHSST,
Class of 2015 to 2024 (SY 2011-12 to 2019-20)**





174. Provide the past 5-10 years of data results related to Young Scholars (and LIFT) Applicants, Semi-finalists, and Accepted Students

Response:

This response requires more time and will be forthcoming.

Exhibit 43

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IN THE UNITED STATES DISTRICT COURT
EASTERN DISTRICT OF VIRGINIA
ALEXANDRIA DIVISION

- - - - - x
Coalition for TJ, :
Plaintiff, :
v. : Case No.
Fairfax County School : 1:21-cv-0026-CMH-JFA
Board, :
Defendant. :
- - - - - x

Deposition of DR. SCOTT BRABRAND
Tyson's Corner, Virginia
Monday, October 11, 2021
9:03 a.m.

Job No.: 405349
Pages: 1 - 151
Reported By: Adam Schuman

1 Q I'm sure. I know it's commonly called TJ.
2 Is it okay if we refer to that as TJ as we go along?

3 A Yes.

4 Q Dr. Brabrand, you are currently employed as
5 the superintendent of Fairfax County Schools; is
6 that correct?

7 A Correct.

8 Q How long have you been the superintendent?

9 A Four years and three months.

10 Q Have you held any other roles at FCPS before
11 you became superintendent?

12 Ms. Rewari: Objection. Vague.

13 Ms. Wilcox: Sometimes she will object to my
14 questions and she'll instruct you to answer or not.
15 Go ahead.

16 A Could you be more specific.

17 Q Other than being superintendent at FCPS,
18 have you had any other job titles?

19 A I was a teacher from 1994 to 1999. From
20 1999 to 2003, I was assistant principal at a high
21 school. From 2003-2005, I was an associate
22 principal at Lake Braddock Secondary School. From

1 Q Do you recall when they would have begun
2 preparing that for the September meeting?

3 Ms. Rewari: Objection. Lack of foundation.

4 A I'm not sure.

5 Q Okay. Were you in the text, the paragraph I
6 just asked you to read on this page, 7848, were you
7 aware of the October 1 deadline that's mentioned in
8 this first paragraph?

9 A I was aware of the October 1 deadline.

10 Q Did you believe that the Board was required
11 to alter TJ's admission process in order to comply
12 with this October 1 deadline?

13 A Yes. I believed this October 1 requirement
14 to submit a report meant we needed to look at our
15 admissions process at TJ.

16 Q Okay. And can you tell me what you mean;
17 you just said needed to look at our admissions
18 process at TJ; is that correct? Can you elaborate
19 on what you meant by that?

20 A Well, this text talked about access for
21 historically underserved students and outreach and
22 community efforts deployed to recruit historically

1 Q Did you believe that if you did not change
2 TJ's admissions process, it would affect the State
3 funding that TJ receives?

4 A I'm not sure, affect State funding. I
5 didn't think it was going to -- I didn't think it
6 was going to cut off our funding. But I did think
7 that depending on what we submitted to our report,
8 you know, that the General Assembly can and has made
9 budget changes to our funding on many things over
10 time. So I wasn't indifferent to what we were
11 submitting on the October 1 report, knowing that it
12 would be having a review by State officials.

13 Q Okay. And were you or your staff
14 considering making changes to the TJ admissions
15 process before you became aware of the requirement
16 to submit that October 1 report?

17 A Had staff ever discussed making changes to
18 TJ prior to then? I would say we had and reflected
19 here that we had looked at different changes. Did
20 we have a time set to do it prior to that bill? No.

21 Q Is it fair to say that bill prompted this
22 round of changes to the TJ admission process?

1 Ms. Rewari: Objection. Lack of foundation.

2 A I'd say the bill was a factor. I mean, I
3 would say the bill was a factor in us looking at the
4 TJ admissions process.

5 Q Okay.

6 Ms. Wilcox: I'm going to do another
7 document. I think this is going to be Brabrand 3.

8 (BRABRAND Deposition Exhibit 3 marked for
9 identification and attached to the deposition.)

10 Q If you could just review this and let me
11 know when you're ready.

12 A Okay.

13 Q All right. Dr. Brabrand, what is this
14 document that I've handed you?

15 A This looks like email between me and a Board
16 member or Board members, a Board member, cc'ing
17 other Board members.

18 Q Okay. And that's your email address here on
19 this email chain; is that right?

20 A Yes, that's right.

21 Q And can you read the question that is
22 highlighted in the copy that you have?

1 A Uh-huh. "One perspective I do have is
2 whatever the Board decides to do or not to do in
3 September will ultimately influence what the
4 Governor and the Secretary of Education decide in
5 January."

6 Q And can you tell me what you meant by that
7 statement?

8 A Sure. My perspective of the discussions
9 that the General Assembly were having reflected in
10 that budget report submission and the fact that the
11 Secretary of Education did convene over the summer,
12 that same summer, a -- I don't know the convening --
13 he convened a group of a committee of different
14 representatives. I did believe that whatever the
15 School Board was going to do in September and what
16 we would share in our report would have impact on
17 any additional action that the General Assembly or
18 Governor would have in either the budget or the
19 General Assembly policy recommendations. I mean,
20 what I just explained is what I was trying to
21 actually say in there. It was a perspective. I
22 wasn't sure. I didn't have actual knowledge, but

1 I -- part of my job is to try to understand
2 different dynamics that are going on in our
3 community or the local-level dynamics and
4 State-level dynamics, and I definitely perceived
5 that there was State-level dynamics, one, reflected
6 by the October 1 report, and, two, by the Secretary
7 of Education's task force that simple status quo, a
8 report with just, we're just doing the same thing
9 we've always done was not going to be received well.

10 Q Okay. So when you say whatever the Board
11 decides to do or not do in December --

12 A September.

13 Q September. I'm sorry.

14 A We decided in December -- the Board decided
15 in December what they would finally do, so this is a
16 month before the September work session. This is
17 about the Board member asking, well, is a proposal
18 coming, and what's going to -- I don't know if her
19 question is even on here, but is something coming to
20 the Board. Oh, here it is: Since the Board has
21 asked for this work session, this is best answered
22 by the Board. But the Board wanted a work session,

1 don't believe so.

2 Q No, there's not. Did you or your staff ever
3 consider the racial impact of the decision to
4 guarantee that 1.5 percent of schools feeds to TJ?

5 Ms. Rewari: Objection. Calls for
6 speculation.

7 A No.

8 Q I want to ask you briefly about -- you
9 mentioned this earlier, but an AAP Level 4 Center.
10 Can you tell me kind of in a nutshell what that is?

11 A Well, we don't have those at high schools.

12 Q Okay.

13 A So AAPs are Advanced Academic Programs, and,
14 again, I'm going to do my best as saying as a
15 superintendent, we have had centers for advanced
16 academics for kids who are eligible to receive
17 gifted services would go to those centers. Local
18 Level 4 again has been part of geographic -- and
19 there was only centers at some of the elementary
20 schools; so to go to the center you had to jump on a
21 bus and go somewhere else. Local Level 4 has been
22 putting those advanced academic services into the

1 base school, so there's no need to go to the center.
2 Parents still have the choice and can send their kid
3 to the center, but we put more and more Level 4
4 services in our schools, and we're continuing to do
5 that.

6 Q About how long has that process been going
7 on of putting more Level 4 services in more schools?

8 A I'm not sure. I would say it's been over a
9 number of years, but we have been working to
10 accelerate the number of local Level 4 schools.

11 Q Okay. Are students who attend a Level 4
12 Center, are they more likely to be TJ applicants
13 when they're in eighth grade than students who do
14 not attend a Level 4 Center?

15 Ms. Rewari: Objection. Lack of foundation.

16 A My answer. I don't know. I don't know.

17 Q Do Level 4 centers offer the prerequisite
18 classes that a student would need to be eligible to
19 apply to TJ?

20 A Does a Level 4 Center?

21 Q Yes.

22 A Yes.

Message

From: Brabrand, Scott S [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=F83E4830B34F424397D87919F381F30C-BRABRAND, S]
Sent: 8/17/2020 1:04:24 PM
To: Anderson, Ricardy J (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=2722e2eac8fb4713bca8bf78590c2d80-Anderson, R]
Subject: Re: Regarding the change of TJ admission policy plans and transparency



Sent from my iPhone

From: Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>
Sent: Monday, August 17, 2020 9:02:20 AM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>
Subject: RE: Regarding the change of TJ admission policy plans and transparency

Thank you.

Ricardy Anderson, Ed.D.

Mason District Representative
Fairfax County School Board

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Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act. This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it—even if you have asked that your message be kept confidential. Only a few topics are exempt from the disclosure requirement, such as information about identifiable students, and personnel information about individual employees.

From: Brabrand, Scott S <ssbrabrand@fcps.edu>
Sent: Monday, August 17, 2020 8:43 AM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Cc: Muhlbberg, Ilene <idmuhlbberg@fcps.edu>; School Board Members <SchBoard@fcps.edu>; Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Shughart, Jeremy A <jshughart@fcps.edu>
Subject: Re: Regarding the change of TJ admission policy plans and transparency

Karen,

Thanks for your email. This is an excellent question. I think since the board asked for this work session, this is best answered by the board.

One perspective I do have is whatever the board decides to do or not to do in September will ultimately influence what the Governor and the Secretary of Education decide in January.

While I am still finalizing our work on this issue, I can say that I don't intend to recommend the status quo.

In terms of time for public engagement, we would have to decide by September if we are continuing with the same testing process but we have until probably December to develop a different admissions approach.

Sincerely,

Scott



Exhibit 44

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IN THE UNITED STATES DISTRICT COURT
FOR THE EASTERN DISTRICT OF VIRGINIA
ALEXANDRIA DIVISION

-----x
COALITION FOR TJ, :
Plaintiff, :
v. : Civil Action No.:
FAIRFAX COUNTY SCHOOL : 1:21-cv-00296-CMH-JFA
BOARD, :
Defendant. :
-----x

Deposition of JEREMY SHUGHART
McLean, Virginia
Thursday, October 14, 2021
9:14 a.m.

CONFIDENTIAL

Job No.: 403754
Pages: 1 - 209
Reported by: Judith E. Bellinger, RPR, CRR

1 Q And have you read the motions for
2 preliminary injunction?

3 A Yes, I did read that.

4 Q I'm assuming you're familiar with
5 Thomas Jefferson High School for Science and
6 Technology?

7 A Yes.

8 Q It's okay -- would it be okay to refer
9 to it as "TJ" during this deposition?

10 A Yes, please.

11 Q You're currently employed as TJ's
12 admission director --

13 A Yes.

14 Q -- correct?

15 How long have you been in that role?

16 A A little over eight years.

17 Q Eight years, you said?

18 A Yes.

19 Q Did you have any other roles at FCPS
20 before you became TJ admissions director?

21 A Yes.

22 Q What were those?

1 hasn't had the position for ten years.

2 Q And particularly with respect to the
3 changes made while you were superintendent -- or
4 while you were admissions director.

5 I don't think you want to be
6 superintendent.

7 MS. REWARI: All right. Let's get that
8 question again.

9 I'm going to object for lack of
10 foundation and calls for speculation.

11 Q As far as you know, is this an accurate
12 representation of the board's changes?

13 A These are an accurate representation of
14 the changes. Not all of these were the board
15 changes.

16 Q Who else made these changes?

17 A These would have been changes from a
18 regulation standpoint, as adjusted. For example,
19 the new test introduced was not a board change,
20 that was dictated to us. We were required to make
21 that change. The board didn't change a policy in
22 terms of that -- in terms of that process.

1 Q When the problem-solving essay was
2 added for the Class of 2020, did the board require
3 that?

4 A No.

5 Q Who decided to add that to the
6 admissions process?

7 MS. REWARI: Objection. Lack of
8 foundation.

9 Q You can answer as best you know.

10 A So, the problem-solving essay added, in
11 terms of what it means here, was it was a change
12 in what the essay was. It wasn't a
13 problem-solving essay at that moment. It was an
14 essay that was administered. It was transitioned
15 from -- it transitioned to the problem-solving
16 essay. I mean, students were writing essays
17 before that.

18 Q To the best of your knowledge, what was
19 the essay before that?

20 A It was the -- the essay prior to that
21 was more of a persuasive writing style essay. I
22 want to say it was content related to science,

1 math, things of -- STEM-related, I would say.

2 Q And the one right above that, where it
3 says "sliding scale adjusted," can you tell me
4 what that means?

5 A So the sliding scale was using -- prior
6 to the other changes in tests, what was known as
7 the sliding scale was what determined the
8 semifinalists pool.

9 At that point in time -- and I don't
10 have the exact numbers of what it changed from and
11 remember exactly what it changed to. I'd have to
12 look, and I don't know if we have the documents
13 here. But what it was, it was a combination of
14 overall test score and GPA. And what it meant was
15 you could have a lower test score on the old
16 admissions exam, and if you had a lower test
17 score, you had to have a higher GPA, and there was
18 a range.

19 What was adjusted here was to make a
20 slight adjustment to that range in terms of the
21 GPA and the test score, ever so slightly, which
22 allowed students more -- well, the intent was to

1 allow more students have access to the
2 semifinalists phase.

3 Q And to the best of your knowledge, who
4 made that change?

5 A So my memory was there were committees
6 that were brought together to talk about the
7 admissions process and recommendations were -- who
8 made the change? I don't remember who made the
9 change.

10 Q So it was not a school board decision?

11 A Not that specific, no. Not at that
12 level.

13 Q And the 2013 one right above that, were
14 you admissions director when the holistic review
15 was added?

16 A Yes.

17 Q And what did the holistic review --
18 that was only for semifinalists, correct?

19 A Only for semifinalists? Correct.

20 Q And what did the holistic review
21 entail?

22 MS. REWARI: Objection. Vague.

1 aside for now, but I just wanted to get that on
2 the record.

3 Okay. Moving on. Did you participate
4 in a working group from the -- for the Virginia
5 Department of Education Diversity and Inclusion in
6 the summer of 2020?

7 A Only part of it.

8 Q Who invited you to attend?

9 A That, I don't recall.

10 Q How many meetings did you attend as
11 part of the group?

12 A I don't remember the exact number.

13 Q Okay.

14 A But I can say it was not all of them
15 because I was not invited at the beginning.

16 Q Okay. Do you know who else from FCPS
17 participated?

18 MS. REWARI: Objection. Lack of
19 foundation. Calls for speculation.

20 Q To the best of your knowledge.

21 MS. REWARI: You're asking about the
22 meetings that he wasn't at?

1 Q Sure.

2 A -- read through the first 31 pages.

3 Q What is the document?

4 A The document is TJ "Improving
5 Admissions Processes Research Proposal," that was
6 produced by the Office of Research and Statistic
7 [sic] Improvement, or what we called ORSI, our
8 office, which is the admissions office, and the
9 chief operating office. I believe that it was
10 titled "The White Paper."

11 Q Were you involved in preparing this
12 document?

13 A Yes.

14 Q Can you flip to page 32, and I believe
15 the heading there says "next steps" from
16 September 15th, 2020 work session.

17 What are the next steps? Are you
18 familiar with that?

19 A Yes.

20 Q Are those -- what are those questions?
21 Where did those inquiries come from?

22 A My understanding is these were

1 questions that board members proposed to staff to
2 follow up on.

3 Q And that staff would include you,
4 correct?

5 A Depending on the question, yes.

6 Q Can you flip to page 39 and read number
7 162. This is under next steps for the October 6th
8 work session, correct?

9 A Yes. That title is up above that.

10 Q Read number 162, please.

11 A Do you want me to read that out loud?

12 Q Read it aloud.

13 A All right. "Confirm in our plan
14 submitted to the state that we will not have the
15 admissions test for TJHSST, Establish goal that TJ
16 class will reflect demographics of NOVA Region,
17 Expand the admissions to align with the program
18 capacity, e.g. 50 more seats."

19 Q Am I correct that this is a next -- one
20 of the next steps questions asked by the board?

21 MS. REWARI: Objection.

22 Q Or a particular board member?

1 written.

2 Q Okay. NOVA, as far as you know, refers
3 to Northern Virginia, correct?

4 A Correct.

5 Q And did -- is your understanding of
6 demographics, does that reflect -- does that
7 include racial demographics?

8 MS. REWARI: Objection. Vague. This
9 document or are you asking the meaning of
10 demographics?

11 Q In the diversity plan.

12 MS. REWARI: Objection. Vague. Calls
13 for speculation.

14 Q All right. We'll move on from that.

15 Put the white paper to the side. We're
16 still going to go back to that at some point.

17 A Oh, okay.

18 Q And this is --

19 MR. KIESER: Hold on. Let me see if I
20 can find the Bates stamp number. It's 1715.

21 A Okay.

22 Q Do you recognize this document?

1 A I do. Well, I recognize a portion of
2 it.

3 Q Yes. You recognize the part that was
4 your response to, I guess, the constituent,
5 correct?

6 A That's what it appears to be.

7 Q Can you read the first highlighted
8 sentence?

9 A Out loud?

10 Q Out loud, yeah, sorry.

11 A "Under the direction from Governor
12 Ralph Northam and the Virginia Assembly, the
13 Fairfax County School Board is examining how to
14 promote access to our historically underserved
15 students in TJ."

16 Q What did you mean that the board was
17 acting "under the direction" of the governor and
18 the General Assembly?

19 A I don't recall.

20 Q Is that a reference to the diversity
21 plan we discussed earlier, the reporting
22 requirement?

1 A I don't recall that. I don't recall
2 that.

3 Q Did you believe that the board had to
4 act to change admissions or the State would?

5 A Did I believe that?

6 Q Yeah, did you believe that?

7 A No. Not necessarily.

8 Q Can you read the second highlighted
9 portion aloud.

10 A "We believe the student population of
11 TJHSST should more closely reflect the diversity
12 of Northern Virginia community. Our proposed
13 approach is to remove the application fee, the
14 admissions exams, and the teacher recommendations,
15 while making adjustments to other portions."

16 Q When you say "diversity" there, do you
17 mean racial diversity?

18 A Yes. But not just racial diversity.

19 Q Was it your position that the TJ class
20 did not reflect -- the previous TJ class did not
21 reflect racial diversity of Northern Virginia?

22 MS. REWARI: Objection. Vague.

1 Q You can answer.

2 A Did it reflect? Statistically did it
3 reflect?

4 I guess I'm trying to understand what
5 your question is.

6 Q Was it your position that before the
7 board's changes, TJ's admissions -- admitted class
8 did not reflect the racial diversity of Northern
9 Virginia?

10 A And "diversity" being a broad sense,
11 no.

12 Q Your position was that it did not
13 reflect?

14 A It was not -- if you're saying is it
15 statistically the same as what Northern Virginia
16 was from a student perspective, I would say no.

17 Q And is that what you were referring to
18 in this sentence?

19 A The question one more time.

20 Q Is that -- is that comparison, between
21 Northern Virginia and TJ's student body, what you
22 were referring to in this sentence, when you say

1 "more closely reflect the diversity"?

2 A Yes.

3 Q And that includes racial diversity,
4 correct?

5 A It would not be limited to that.

6 Q But it does include racial diversity?

7 A Yes.

8 Q Okay. To your knowledge, did any other
9 governor school change their admissions process in
10 response to the State reporting requirement?

11 A I don't think any other school changed
12 because of the requirement.

13 Q Are you aware that any other school --
14 are you aware -- if you're not, that's fine. Are
15 you aware that any other governor school has
16 changed their admissions process since 2020?

17 MS. REWARI: Objection.

18 A Yes.

19 Q Which ones?

20 A The only one that I'm aware of that
21 made a change was Maggie Walker, and I'm not sure
22 how much of an impact COVID was playing a role in

1 (Recess taken from 11:23 a.m. to
2 11:33 a.m.)

3 MR. KIESER: Back on the record.

4 BY MR. KIESER:

5 Q So I think you testified before that
6 you were involved in preparing the merit lottery
7 presentation that's Exhibit 1?

8 A Yes.

9 Q And that was presented to the board at
10 the September 15th work session, correct?

11 A Correct.

12 Q Were you involved in doing any of the
13 modeling that's referenced in that presentation?

14 A Can you tell me what page you're on?

15 Q Page 18 through 20.

16 MR. KIESER: Right?

17 A So, now, what's your question again,
18 now?

19 Q Were you involved in student -- or in
20 the model that produced these results?

21 A Yes.

22 Q These are two --

Exhibit 45

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IN THE UNITED STATES DISTRICT COURT
FOR THE EASTERN DISTRICT OF VIRGINIA
ALEXANDRIA DIVISION

-----x
COALITION FOR TJ, :
Plaintiff, :
v. : Civil Action No.:
FAIRFAX COUNTY SCHOOL : 1:21-cv-00296-CMH-JFA
BOARD, :
Defendant. :
-----x

Deposition of ANN BONITATIBUS, PH.D.
McLean, Virginia
Thursday, October 14, 2021
2:30 p.m.

CONFIDENTIAL

Job No.: 403754
Pages: 1 - 77
Reported by: Judith E. Bellinger, RPR, CRR

1 refer to Thomas Jefferson High School as "TJ," as
2 a shorthand?

3 A Uh-huh.

4 Q That's fine. I just wanted to be sure.

5 A Yes.

6 Q Go ahead.

7 A I just said "yes" because I realized I
8 nodded my head.

9 Q I know. I do that all the time too.
10 It's totally -- it's fine. And our court reporter
11 will remind us if we're not doing it well, I'm
12 sure.

13 What is your current role at Fairfax
14 County Public Schools?

15 A I'm principal of TJ.

16 Q And how long have you been principal of
17 TJ?

18 A This is my fifth year.

19 Q Okay. What are your duties as TJ's
20 principal?

21 A I oversee the instructional program at
22 the school, so I have curricular responsibilities,

1 here.

2 (Bonitatibus Exhibit 2 marked for
3 identification and attached to the transcript.)

4 Q If you could, take a look at this,
5 please. Let me know when you're ready.

6 A Okay. Thank you.

7 Q Sure. Do you recognize this document
8 that I have handed you?

9 A Yeah.

10 Q What is it?

11 A It is an email bulletin that we sent to
12 our community of TJ.

13 Q Okay. As part of your job, as
14 principal, do you regularly send bulletins to the
15 TJ community?

16 A Yes.

17 Q What are some of the reasons that you
18 might send a bulletin out?

19 A Typically, there's a monthly bulletin
20 that goes out, to just update the community on
21 news, if there is. Sometimes we send bulletins
22 for emergency circumstances, such as power

Message from the Principal



News You Choose

Message from the Principal

Fairfax County Public Schools sent this bulletin at 06/07/2020 08:44 PM EDT

BONITATIBUS 2
10-14-21
J. BELLINGER
RPR, CRR

Having trouble viewing this email? [View it as a Web page.](#)

Thomas Jefferson HS for Science and Technology



Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that

are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

6560 Braddock Rd, Alexandria, VA 22312 | Main Office: 703.750.8300

Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Message from the Principal

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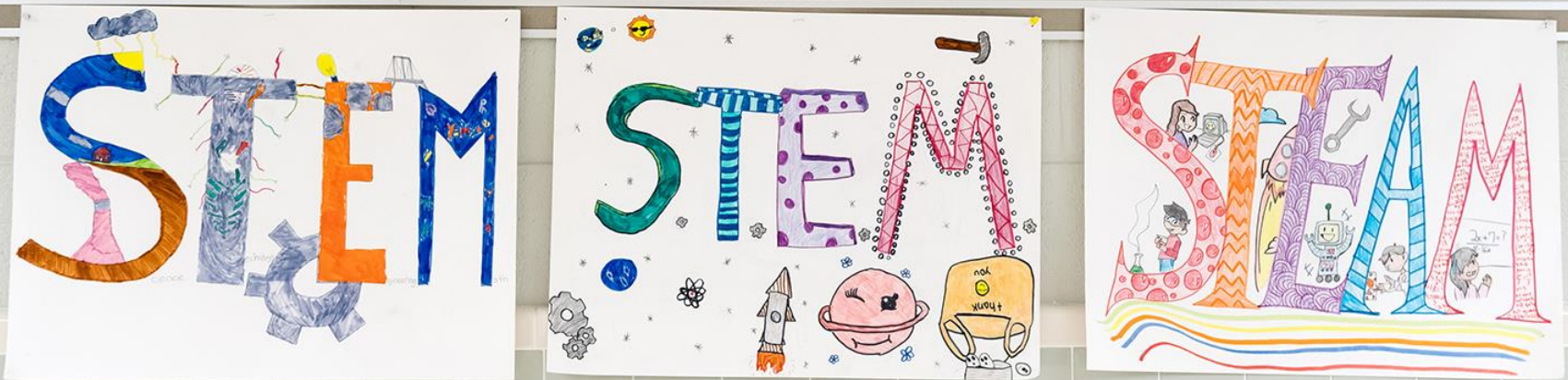


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Exhibit 46

Revised Merit Lottery Proposal

Expanding Our Talent Search



Agenda



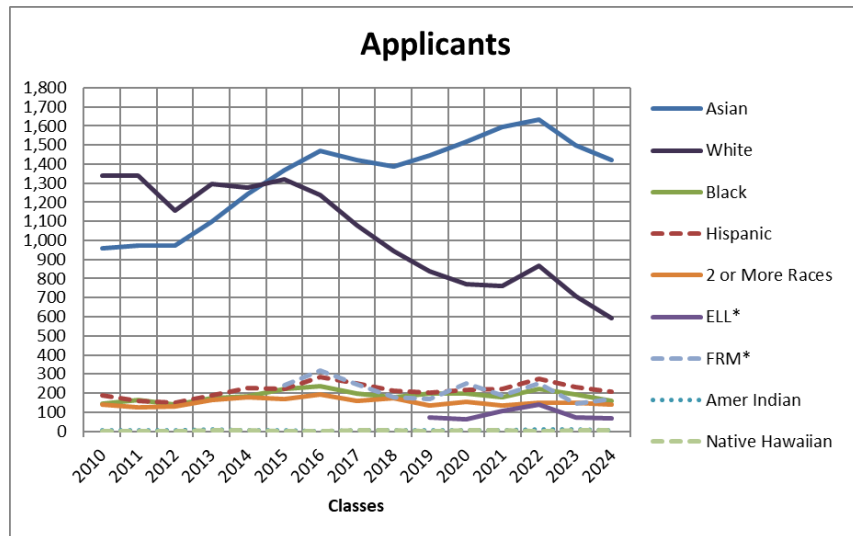
- Background
- Original Merit Lottery Proposal
- Revised Merit Lottery Proposal
- Student Outreach Plan
- Caring Culture Supports

Background

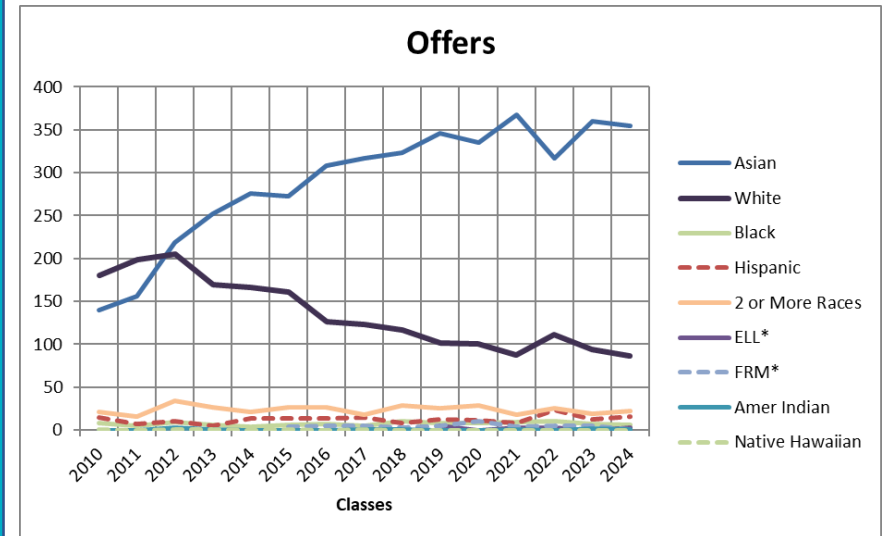


The mission of Thomas Jefferson High School for Science and Technology is to provide students with a **challenging learning environment** focused on math, science, and technology, to **inspire joy at the prospect of discovery**, and to **foster a culture of innovation** based on ethical behavior and the shared interests of humanity.

Historical Admissions Data



*FCPS students only



*FCPS students only

Original Merit Lottery Proposal (Shared on 9/15/2020)

Application

- Application Requirements
 - Core Class 3.5 GPA
 - Enrolled in Algebra I
 - Residency Requirements
 - Student Portrait Sheet (formerly Student Information Sheet) to include questionnaire/problem solving demonstration

Selection

- Merit lottery would be applied to all applicants
 - 500 total seats
 - 70% of seats (350) for FCPS, 70 per region
 - 30% of seats (150) for participating jurisdictions with proportional representation
 - Rolling admissions to keep a class of 500



Advantages

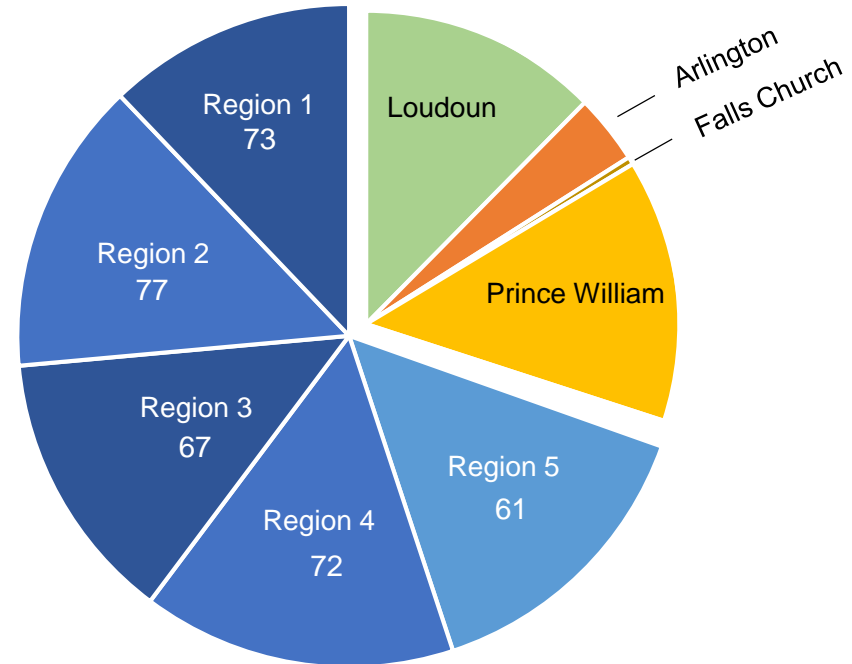
- Statistically should provide the greater increase in admittance for underrepresented groups among the two proposals
- Provides the greatest geographic diversity for FCPS students

Concerns

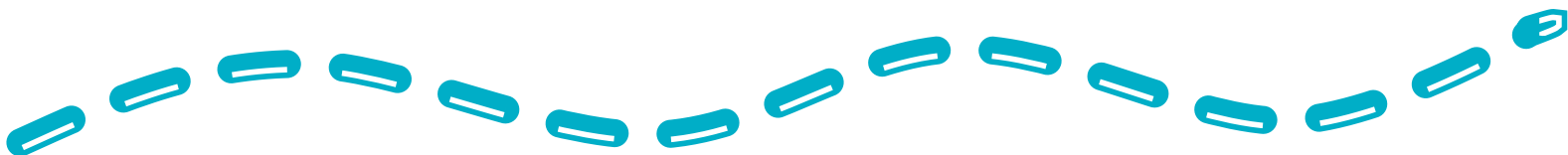
- Statistically may prevent some top performers from gaining entry into TJHSST
- FCPS region representation is not proportional to student enrollment*
- Introduces the most change to the process among the two proposals

*Proportional representation is recommended: see next slide

- FCPS: 350 seats (proportional based on student enrollment)
- Loudoun: 62 seats
- Arlington: 18 seats
- Falls Church: 2 seats
- Prince William: 68 seats
- Private school applicants will be assigned a pathway based on residency



The numbers represented are based on the allowed ratio student cap for the 2019-2020 freshman application



- To be accepted into the Merit Lottery, students would need to meet minimum requirements and be randomly selected within their pathway
- Student Portrait Sheet is designed to draw out qualities in areas aligned to Portrait of a Graduate and 21st Century Skills
 - Collaborator
 - Communicator
 - Creative & Critical Thinker
 - Ethical/Global Citizen
 - Goal-Directed & Resilient Individual
 - Innovator
 - Leader
 - Problem Solver
- Problem-Solving Essay
 - Math- or science-based problem with multiple variables
 - Response in essay format
- Experience Factors
 - Special education
 - English language learner
 - Economically disadvantaged
 - Under-represented FCPS school (3 or fewer offered over the last 3 years)

Merit Lottery Proposal (Newly revised)

- Application process would remain unchanged from the original Merit Lottery proposal
- Revisions to merit lottery process
 - **Highest-evaluated students will be offered an opportunity to fill 20% of available seats (100) based on a holistic review of their application**
 - Remaining 400 seats will be filled by merit lottery
 - FCPS region slots will be **proportional to student enrollment**
 - Rolling admissions to keep a class of 500



- To be accepted into the Revised Merit Lottery, students would need to meet minimum requirements (unchanged)
 - Student Portrait Sheet
 - Problem-Solving Essay
 - Experience Factors
- The highest-evaluated 100 students would be offered admissions. The remaining students would be selected randomly within their pathway.

FCPS Pathways

The caps for sending jurisdictions will remain unchanged.

Using the proportional approach to the Revised Merit Lottery, the lowest number for lottery selections per region would be:

- Region 1: 52
- Region 2: 55
- Region 3: 48
- Region 4: 52
- Region 5: 42

This assumes all 100 students selected through the holistic review come from FCPS.

Advantages

- Statistically should provide some increase in admittance for underrepresented groups
- Allows top performers entry into TJHSST
- Region representation is proportional to student enrollment in FCPS

Concerns

- The two-tiered admissions process may have unintended impacts on the Caring Culture at TJHSST
- May continue to admit more students from a few top-performing FCPS middle schools
- Introduces a moderate change to the process

Next Step Responses

Targeted Outreach – 8th Grade Students



Present to students in every public school (FCPS and participating jurisdictions)

Present to parents and the community in evening sessions



Send recruitment emails/letters to **all** eligible students



Conduct a virtual open house to include a tour, student speakers, teachers presenting their programs, and an overview of student supports



Conduct targeted recruitment of underrepresented students, with input from liaison counselors and school counselors

All elements of this outreach plan will be available in multiple languages

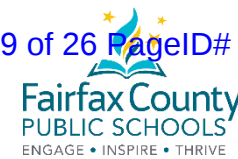
Student and Parent Presentations



- Provide Admissions Presentations to 95 participating public middle schools and 100+ private schools
 - School overview
 - Admissions process
 - Important dates/deadlines
- Communication Plan
 - Coordinate with school leaders to provide information about presentations
 - FCPS Facebook and Twitter
 - News You Choose
 - Admissions Website



Recruitment Communications



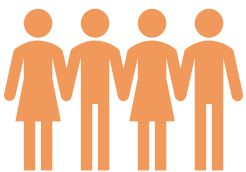
- FCPS
 - Send an invitation email to eligible students and their parents encouraging them to apply to TJHSST
 - Link to virtual tour included
 - Provide dates for presentation schedules
 - Provide contact information for direct access to the Admissions Office
- Non-FCPS
 - Share communication for distribution to same students in each school division (public and private)



- Provide opportunity for prospective applicants and families to virtually experience TJHSST
 - Showcase the school to highlight its unique features
 - Student interviews to demonstrate the background and skills of the student body
 - Staff interviews to showcase the additional opportunities students experience
 - Administration interviews to provide an overview of student supports
 - Admissions office interviews to explain the Merit Lottery process

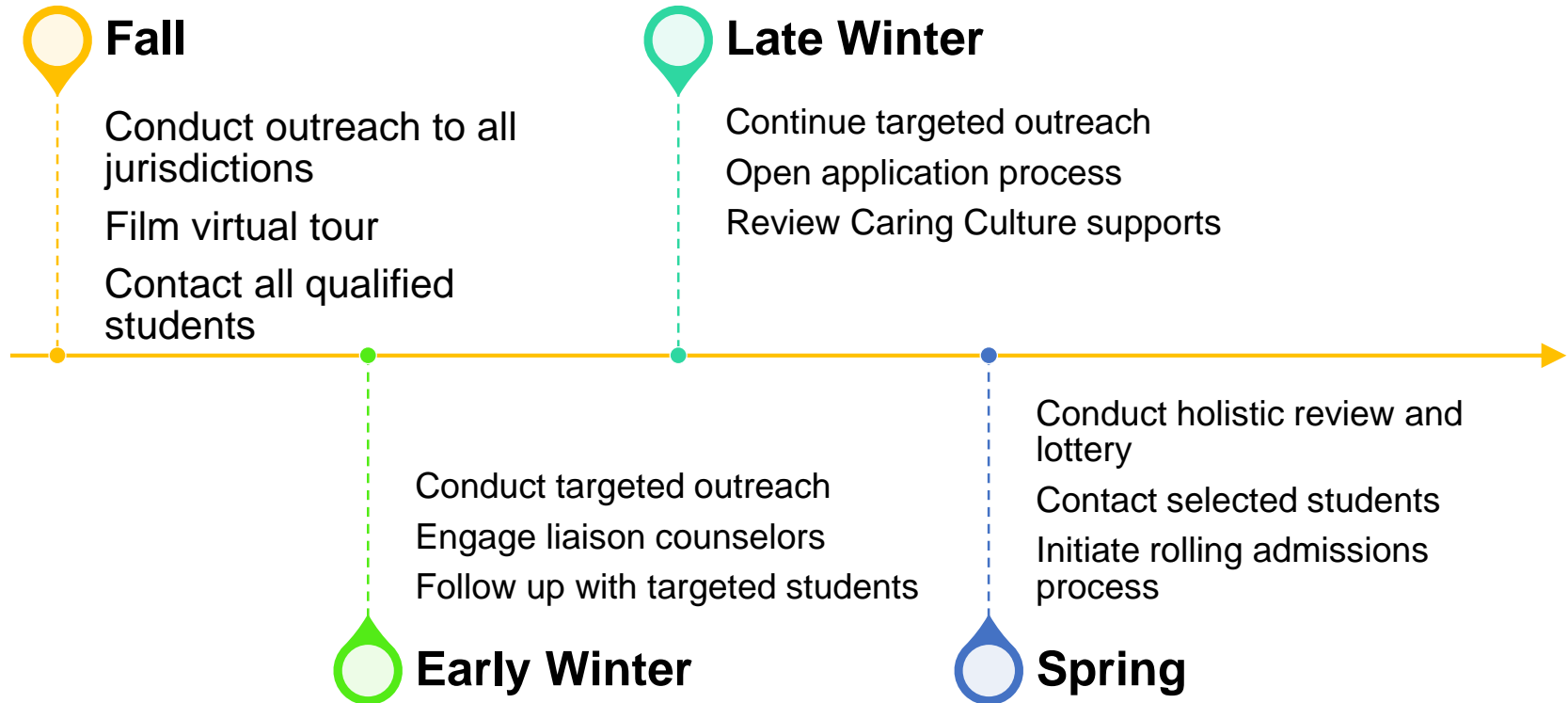


- Provide underrepresented students STEM programming
 - Generate excitement of learning math and science
 - Enrichment activities
 - After-school/summer enrichment programs (robotics, computer programming)
 - Field trip opportunities (Think-a-Bit labs, Chesapeake Bay Foundation)
 - Family engagement activities (Techstravaganza, TJ Diversity Open House)
 - Quarterly STEM Times newsletter



- Transition resources for students
 - Academic supports: summer enrichment courses, organizational and study skills support, advisory groups, 8th period tutoring
 - Social and Emotional supports: student mentors, teacher advisory, lessons on social-emotional learning, 8th period clubs
 - Schoolwide emphasis for all students, particularly grades 10-12, regarding accepting and celebrating all students at TJ
- Professional development for staff
 - Continued professional development on cultural responsiveness
 - Multi-tiered Systems of Support (MTSS) training
 - [Challenge Success](#) ongoing resources

- Wrap-around support for students
 - Continued School Improvement and Innovation Plan (SIIP) goals: trusted adult, student advocacy, managing workload and expectations, equitable practices supporting diversity
 - Personal connections and regular check-ins (student and parent) with counselors
 - Challenge Success Team support
 - TJ Mental Wellness Coalition (student led committee) support
 - Continued partnership with PTSA and TJ Partnership Fund relative to diversity committees and events that support teachers, students, and parents



Additional next step responses will be developed and posted in a separate presentation before the School Board meeting



Exhibit 47

Message

From: Tholen, Elaine V (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=16F0DCDB679749DE970D3D318F8466F4-THOLEN, ELA]
Sent: 12/7/2020 2:32:37 AM
To: asranomani [asra@asranomani.com]
Subject: Re: [External] Monday TJ meeting

Hi--I don't have good answers for your questions. We are trying to move away from votes in worksessions so I hope there will not be any votes tomorrow.

The admissions process will need to start soon but I do not know what the timeline is at this point. Perhaps we will get that tomorrow.

Sorry to not have better information.

Elaine Tholen
School Board Member, Dranesville

Empowering Our Students for Tomorrow

571-423-1087

Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act (FOIA). This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it. Only a few topics are exempt from disclosure such as information about identifiable students and personnel information about individual employees.

From: asranomani <asra@asranomani.com>
Sent: Friday, December 4, 2020 2:20 PM
To: Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>
Cc: Coalition for TJ <coalitionfortj@gmail.com>; Helen Miller <cerbycat2000@yahoo.com>; glenn miller <millerglen2000@yahoo.com>; Suparna Dutta <suparnadutta01@gmail.com>; Norma Margulies <nmargulies@yahoo.com>
Subject: Re: [External] Monday TJ meeting

Thank you, Elaine, for your response. In the Oct. 6, 2020, work session, Ricardy Anderson had you all vote to give Brabrand "sense" and "pulse" of the board re: cancelling tests. Could that happen on Monday, thus putting a new admissions process in place?

If the board approves one of Brabrand's proposals on December 17, what is your understanding of the timetable for the new admissions process, including the date when the process will begin?

Thank you,
 Asra

From: asranomani <asra@asranomani.com>
Sent: Friday, December 4, 2020 11:30 AM
To: Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>
Cc: Coalition for TJ <coalitionfortj@gmail.com>; Helen Miller <cerbycat2000@yahoo.com>; glenn miller <millerglen2000@yahoo.com>; Suparna Dutta <suparnadutta01@gmail.com>; Norma Margulies

<nmargulies@yahoo.com>

Subject: [External] Monday TJ meeting

Hi Elaine, Thanks for meeting with us last weekend. Will the School Board vote on the TJ proposals by Scott Brabrand on Monday? Thank you, Asra

From: "Tholen, Elaine V (School Board Member)" <evtholen@fcps.edu>

Date: Friday, December 4, 2020 at 1:34 PM

To: Asra Nomani <asra@asranomani.com>

Cc: Coalition for TJ <coalitionfortj@gmail.com>, Helen Miller <cerbycat2000@yahoo.com>, glenn miller <millerglen2000@yahoo.com>, Suparna Dutta <suparnadutta01@gmail.com>, Norma Margulies <nmargulies@yahoo.com>

Subject: Re: [External] Monday TJ meeting

HI--it is my understanding that there will be no vote on Monday--just discussion. The current plan is for the vote to take place at the next board meeting on the 17th.

Elaine Tholen
School Board Member, Dranesville

Empowering Our Students for Tomorrow

571-423-1087

From: asranomani <asra@asranomani.com>

Sent: Friday, December 4, 2020 11:30 AM

To: Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>

Cc: Coalition for TJ <coalitionfortj@gmail.com>; Helen Miller <cerbycat2000@yahoo.com>; glenn miller <millerglen2000@yahoo.com>; Suparna Dutta <suparnadutta01@gmail.com>; Norma Margulies <nmargulies@yahoo.com>

Subject: [External] Monday TJ meeting

Hi Elaine, Thanks for meeting with us last weekend. Will the School Board vote on the TJ proposals by Scott Brabrand on Monday? Thank you, Asra

Exhibit 48

Subject **2.02 TJ Admissions**

Meeting Oct 6, 2020 - Electronic Work Session

Category 2. TJ Admissions - 6:30 p.m.

Type

Subject: Thomas Jefferson High School for Science and Technology (TJHSST) Admissions

Staff Contact: Scott Brabrand, Superintendent, Fairfax County Public Schools

Other Staff Present: Marty Smith, chief operating officer
Fabio Zuluaga, assistant superintendent, Region
Ann Bonitatibus, principal, TJHSST
Jeremy Shughart, director of admissions, TJHSST

Meeting Category: October 6, 2020 - Work Session

School Board Action Required: Information and Consensus

Key Points: Today's presentation will provide an update to the September 15, 2020, work session on the effort of continuous improvement of the Admissions Process for TJHSST. The presentation will provide information regarding the current admissions process and proposed changes for future admissions processes.

Attachments:

TJHSST Admissions Revised Proposal
Next Steps Responses

File Attachments

TJHSST Admissions Revised Proposal for Posting 10.6.2020.pdf (599 KB)

Next Step Responses.pdf (439 KB)

3. Meeting Information

Subject **3.01 Minutes**

Meeting Oct 6, 2020 - Electronic Work Session

Category 3. Meeting Information

Type

File Attachments

10-06-20 EWS FINAL.pdf (264 KB)

Exhibit 49

Message

From: Anderson, Ricardy J (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=2722E2EAC8FB4713BCA8BF78590C2D80-ANDERSON, R]
Sent: 9/8/2020 4:48:35 PM
To: Alberto, Cinthya [ca529@drexel.edu]
Subject: RE: [External] TJHSST's Shameful and Inequitable Admissions Process

Dr. Alberto,

Thank you for your email. I am very appreciative of your advocacy and I wholeheartedly share your concerns. I am in full agreement that the TJ admission process requires immediate redress. The School Board will be reviewing recommendations from the Superintendent on 9/15/2020 about establishing a more appropriate protocols to better serve and be more representative of our student populations.

Ricardy Anderson, Ed.D.
 Mason District Representative
 Fairfax County School Board

[Sign up here](#) for my *News You Choose* messages.

Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act. This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it—even if you have asked that your message be kept confidential. Only a few topics are exempt from the disclosure requirement, such as information about identifiable students, and personnel information about individual employees.

From: Alberto, Cinthya <ca529@drexel.edu>
Sent: Tuesday, September 8, 2020 12:40 PM
To: Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>
Subject: [External] TJHSST's Shameful and Inequitable Admissions Process

Dear Dr. Anderson,

My name is Cinthya Alberto and am reaching out because I am immensely concerned about the admissions statistics for Thomas Jefferson High School for Science and Technology (TJHSST). These statistics are unacceptable, shameful, embarrassing, and further demonstrate de-facto racism from the admissions process.

We know that the admissions exam is not conducive nor does it represent the ability of Black and Latinx students—on top of systemic and institutionalized racism, this admissions process is built off of inequity in educational access and resources. The students who perform outstandingly in this exam are already going to be able to apply to ivy league schools regardless of where they go to High School. Depending on the high school within Fairfax County, Black and Latinx youth are much less likely to reach acceptance into an ivy league school and these are definitely missed opportunities for Black and Latinx youth who can benefit the MOST out of gaining acceptance into and attending TJHSST.

These statistics are a disgrace, especially given that it is 2020, Black bodies are constantly murdered in this country and these statistics further widen the gaps in educational inequality, income inequality, and further leaves behind are large diverse populations. These statistics do not represent the demographic makeup of Black and Latinx populations in the county and that in itself says that inadvertently, by creating an admissions process that is inequitable and harms Black and Latinx students, the system and admissions process is discriminating against Black and Latinx youth.

This needs to be changed for this admissions cycle and onward. We cannot allow for the systemic neglect for gifted Black and Latinx youth with much potential to be excluded from the opportunity to attend a school such as TJHSST.

Sincerely,
Cinthya

Cinthya Alberto, PhD, MPH

(she/her/hers)

Global Alliance for Training in Health Equity Research (GATHER) Post-Doctoral Fellow

Dornsife School of Public Health

Drexel University

3600 Market Street

Philadelphia, PA 19104

Email(s): ca529@drexel.edu | cinthya.alberto@gmail.com

Cell: 571-244-2868

www.drexel.edu/dornsife

<https://drexel.edu/dornsife/global/gather/>

Exhibit 50

TJHSST Offers Admission to 550 Students; Broadens Access to Students Who Have an Aptitude for STEM

News | JUNE 23, 2021

Thomas Jefferson High School for Science and Technology (TJHSST), a Governor's School within Fairfax County Public Schools that is regularly ranked as one of the top public schools in the country, has offered admission to 550 students for the Class of 2025.

This is the first class to apply under the revised admissions process which eliminated the standardized admissions test for TJHSST, eliminated the \$100 application fee, raised the minimum GPA, and expanded the freshman class from 480 to 550. Seats in the TJHSST freshman class were also allocated for the top 1.5% of applicants from every middle school.

For the first time in at least 10 years, every FCPS middle school has students who were offered admission to TJHSST. The students accepted for the Class of 2025 are high performers and are well prepared for the school's academic rigor. At 3.9, the average GPA for applicants is higher this year than it has been in the past five years. The average GPA for students offered admission remains extremely high at more than 3.95.

Last fall's changes to the TJHSST admissions process also resulted in a significant increase in access for groups who have faced barriers to entry, including special education students, students eligible for free and/or reduced-price meals, and English Learners. (See chart below.)

Superintendent Scott S. Brabrand said, "Last year, Fairfax County Public Schools moved to ensure increased access and opportunity to TJ for students with an aptitude

and passion for STEM. The data around TJ's prospective freshmen class speaks volumes to the fact that when we truly center our work on equity, all of our students have an opportunity to shine."

The new admissions process continues to be merit based and is race blind. Students are allocated a number by which to be identified during the process. Admissions evaluators do not know the race, ethnicity, or gender of any applicant.

Established in 1985, Thomas Jefferson High School for Science and Technology [<https://tjhsst.fcps.edu/>](https://tjhsst.fcps.edu/) is a Governor's School, emphasizing the sciences, mathematics, and technology. The school's mission is to provide students with a challenging learning environment focused on math, science, and technology; to inspire joy at the prospect of discovery; and to foster a culture of innovation based on ethical behavior and the shared interests of humanity.

###

For information regarding admissions, please contact the TJHSST Admissions Office [<https://www.fcps.edu/tjadmissions>](https://www.fcps.edu/tjadmissions) at tjadmissions@fcps.edu or 571-423-3770. Members of the media may contact Julie Moulton, jmoulton@fcps.edu, 571-395-7398 or Kathleen Miller, kemiller@fcps.edu, 571-286-6523.

TJHSST Admissions Data, Class of 2025

Increase in Applications

- FCPS staff stepped up outreach efforts to encourage students to apply.
- TJ Admissions received 3,034 applications for enrollment in the 2021-22 school year v. 2,539 applications in 2020-21--a 17% increase.

Merit Based

- The average GPA for applicants (3.9074) is slightly higher this year than it has been in the past five years.
- The average GPA for students offered admission (3.9539) is in line with previous years.
- Accepted students are high performers and are well prepared for TJ's academic rigor.

Increased Diversity

- In the last 10 years, this is the first time all FCPS middle schools had students who were accepted into TJ.
- Students from historically underrepresented schools increased from 5.56% (2020-21) to 30.73%.
- Economically disadvantaged students increased from 0.62% (2020-21) to 25.09%.
- 2.36% of accepted students are special education students.
- 7.09% of accepted students are English Language Learners.
- Female students increased from 41.80% (2020-21) to 46.00%.
- Black students increased from 1.23% (2020-21) to 7.09%.
- Hispanic students increased from 3.29% (2020-21) to 11.27%.
- White students increased from 17.70% (2020-21) to 22.36%.
- Asian students continue to constitute a majority of the class at 54.36%, a decrease from 73.05% (2020-21).

Class of 2025

GPA		3.9074	3.9539	
Experience Factors	# of Apps.	% of Apps.	# of Offers	% of Offers
ELL (FCPS Only)	89	2.93%	30	5.45%
English Language Learners (All)	124	4.09%	39	7.09%
Special Education	47	1.55%	13	2.36%
Economically Disadvantaged	387	12.76%	138	25.09%
Attends Underrepresented School	689	22.71%	169	30.73%
Gender	# of Apps.	% of Apps.	# of Offers	% of Offers
Male	1,563	51.52%	297	54.00%
Female	1,471	48.48%	253	46.00%
Total	3,034		550	
Race/Ethnicity	# of Apps.	% of Apps.	# of Offers	% of Offers
Asian	1,535	50.59%	299	54.36%
Black (Not Hispanic orig)	272	8.97%	39	7.09%
Hispanic	295	9.72%	62	11.27%
White (Not Hispanic orig)	726	23.93%	123	22.36%
Multiracial/Other*	206	6.79%	27	4.91%

Total	3,034		550	
School Type	# of Apps.	% of Apps.	# of Offers	% of Offers
Public	2,887	95.15%	535	97.27%
Private/Home	147	4.85%	15	2.73%
Total	3,034		550	
TJHSST Applicant Schools	Total	Underrepresented Schools	Underrepresented Schools (FCPS)	
Schools	130	26	10	

*This category includes students who check "Multiracial" on their application and/or students whose ethnic designation numbered ten or fewer.

For TJHSST admissions data in the past five years, view previous news releases:

2020 <<https://www.fcps.edu/news/tjhsst-offers-admission-486-students>>

2019 <<https://www.fcps.edu/news/fcps-tjhsst-offers-admission-494-students>>

2018 <<https://www.fcps.edu/news/tjhsst-offers-admission-485-students-class-2022>>

2017 <<https://www.fcps.edu/news/fcps-offers-admission-tjhsst-490-students>>

2016 <<https://www.fcps.edu/sites/default/files/tj%20admitted%20class%202016.editdocx.pdf>>

FOR MEDIA ONLY: Available video footage of Superintendent Brabrand for immediate use in media coverage. (Please credit Fairfax County Public Schools):

- [YouTube link for sharing/viewing](https://youtu.be/pys1nbx7vzo) <<https://youtu.be/pys1nbx7vzo>>
- [Download clips for broadcast](https://fcps.widen.net/s/lnnjzjznc2/tjhsst-remarks-for-media) <<https://fcps.widen.net/s/lnnjzjznc2/tjhsst-remarks-for-media>>

Exhibit 51

TJHSST Offers Admission to 486 Students

News | JUNE 01, 2020

Fairfax County Public Schools (FCPS) has offered admission to 486 students for the Class of 2024 at Thomas Jefferson High School for Science and Technology (TJHSST).

A total of 2,539 students applied for admission. Approximately seventy-two (71.6) percent of the students offered admission reside in Fairfax County and twenty-eight (28.4) percent are from Arlington, Loudoun, and Prince William Counties and the City of Falls Church. Approximately ninety (89.5) percent of students offered admission are currently attending public schools.

Established in 1985, TJHSST is a governor's school offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. Specialized technical laboratories, including a technological computational center, enhance the academic curriculum and provide students with experience in state-of-the-art technology, opportunities for independent research and experimentation, and interaction with professionals from the scientific, technological, engineering, and industrial communities.

The selection process for admittance to TJHSST involves a holistic review of each candidate's semifinalist essay, teacher recommendations, and student-authored information sheet, as well as consideration of grades and test scores on the admissions examination. As always, a summer round of admissions for eighth graders newly moved to a participating district after September 30 of the previous year will add to the 486 offers at the end of June.

For more information, contact the TJHSST Admissions Office at [571-423-3770](tel:571-423-3770).

TJHSST Admissions Statistics, Class of 2024

	Applicants	Percent	Admitted	Percent
Gender				
Male	1,385	54.5	283	58.2
Female	1,154	45.4	203	41.8
Total	2,539		486	
Ethnic				
Asian	1,423	56.0	355	73.0
Black	160	6.3	**TS	N/A
Hispanic	208	8.2	16	3.3
White	595	23.4	86	17.7
Multiracial/Other*	153	6.0	29	6.0
Total	2,539		486	

School Type

Public	2,354	92.7	435	89.5
Private/Home	185	7.3	51	10.5
Total	2,539		486	

*This category includes students who checked “multiracial” on their application or students whose ethnic designation numbered 10 or fewer.

**This category includes numbers that are too small for reporting (TS). Those numbers have been included with the Multiracial/Other category. This category includes students who numbered 10 or fewer.

Exhibit 52

FCPS' TJHSST Offers Admission to 494 Students

News | **MAY 31, 2019**

Fairfax County Public Schools (FCPS) has offered admission to 494 students for the Class of 2023 at Thomas Jefferson High School for Science and Technology (TJHSST).

A total of 2,766 students applied for admission. Approximately seventy-two (71.9) percent of the students offered admission reside in Fairfax County and twenty-eight (28.1) percent are from Arlington, Loudoun, and Prince William Counties and the City of Falls Church.

Approximately ninety (90.3) percent of students offered admission are currently attending public schools.

Established in 1985, TJHSST is a governor's school offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. Specialized technical laboratories, including a technological computational center, enhance the academic curriculum and provide students with experience in state-of-the-art technology, opportunities for independent research and experimentation, and interaction with professionals from the scientific, technological, engineering, and industrial communities.

The selection process for admittance to TJHSST involves a holistic review of each candidate's semifinalist essay, teacher recommendations, and student-authored information sheet, as well as consideration of grades and test scores on the admissions examination. As always, a summer round of admissions for eighth graders newly moved to a participating district after September 30 of the previous year will add to the 494 offers at the end of June.

For more information, contact the TJHSST Admissions Office at [571-423-3770](tel:571-423-3770).

TJHSST Admissions Statistics for Class of 2023

	Applicants	Percent	Admitted	Percent
Gender				
Male	1,493	53.98%	286	57.89%
Female	1,273	46.02%	208	42.11%
Total	2,766		494	
Ethnic				
Asian	1,488	53.8%	360	72.87%
Black	193	6.98%	TS**	N/A
Hispanic	230	8.32%	12	2.43%
White	692	25.02%	94	19.03%
Multiracial/Other*	163	5.89%	28	5.67%
Total	2,766		494	

School Type

Public	2,592	93.71%	446	90.28%
Private/Home	174	6.29%	48	9.72%
Total	2,766		494	

* This category includes students who checked "Multiracial" on their application and/or students whose ethnic designation numbered ten or fewer.

** This category includes records that are too small for reporting (TS). Those numbers have been included with the Multiracial/Other Category. This category includes students who numbered ten or fewer.

Exhibit 53

TJHSST Offers Admission to 485 Students for the Class of 2022

News | **APRIL 09, 2018**

Fairfax County Public Schools (FCPS) has offered admission to 485 students for the Class of 2022 at Thomas Jefferson High School for Science and Technology (TJHSST).

A total of 3,160 students applied for admission. Approximately seventy-two (71.9) percent of the students offered admission reside in Fairfax County and twenty-eight (28.1) percent are from Arlington, Loudoun, and Prince William Counties and the City of Falls Church. Approximately ninety-five (94.8) percent of students offered admission are currently attending public schools.

Established in 1985, TJHSST is a governor's school offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology.

Specialized technical laboratories, including a technological computational center, enhance the academic curriculum and provide students with experience in state-of-the-art technology, opportunities for independent research and experimentation, and interaction with professionals from the scientific, technological, engineering, and industrial communities.

The selection process for admittance to TJHSST involves a holistic review of each candidate's semifinalist essay, teacher recommendations, and student-authored information sheet, as well as consideration of grades and test scores on the admissions examination. As always, a summer round of admissions for eighth graders newly moved to a participating district after September 30 of the previous year will add to the 485 offers at the end of June.

For more information, contact the TJHSST Admissions Office at [571-423-3770](tel:571-423-3770).

TJHSST Admissions Statistics for Class of 2022

	Applicants	Percent	Admitted	Percent
Gender				
Male	1,683	53.3%	278	57.3%
Female	1,477	46.7%	207	42.7%
Total	3,160		485	
Ethnic				
White	870	27.5%	111	22.9%
Black	220	7.0%	10	2.1%
Hispanic	276	8.7%	23	4.7%
Asian	1,633	51.7%	316	65.2%

Multiracial/Other*	161	5.0%	25	5.2%
Total	3,160		485	

School Type

Public	2,996	94.8%	460	94.8%
Private/Home	164	5.2%	25	5.2%
Total	3,160		485	

Reduced Fee or Waived Fee Paid	336	10.6%	7	1.4%
---------------------------------------	-----	-------	---	------

* This category includes students who checked "Multiracial" on their application and/or students whose ethnic designation numbered ten or fewer.

Exhibit 54

FCPS Offers Admission to TJHSST to 490 Students

News | **MAY 16, 2017**

Fairfax County Public Schools (FCPS) has offered admission to 490 students for the Class of 2021 at Thomas Jefferson High School for Science and Technology (TJHSST).

A total of 2,902 students applied for admission. Approximately sixty-six (65.6) percent of the students offered admission reside in Fairfax County and thirty-four (34.4) percent are from Arlington, Loudoun, and Prince William Counties and the City of Falls Church. Approximately ninety-four (93.9) percent of students offered admission are currently attending public schools.

Established in 1985, TJHSST is a governor's school offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. Specialized technical laboratories, including a technological computational center, enhance the academic curriculum and provide students with experience in state-of-the-art technology, opportunities for independent research and experimentation, and interaction with professionals from the scientific, technological, engineering, and industrial communities.

The selection process for admittance to TJHSST involves a holistic review of each candidate's semifinalist essay, teacher recommendations, and student-authored information sheet, as well as consideration of grades and test scores on the admissions examination. As always, a summer round of admissions for eighth graders newly moved to a participating district after September 30 of the previous year will add to the 490 offers at the end of June.

###

Note: For more information, contact the TJHSST Admissions Office at [571-423-3770](tel:571-423-3770).

TJHSST Admissions Statistics for Class of 2021

	Applicants	Percent	Admitted	Percent
Gender				
Male	1,527	52.6%	291	59.4%
Female	1,375	47.4%	199	40.6%
Total	2,902		490	

Ethnic				
White	763	26.3%	87	17.8%
Black	179	6.2%	9	1.8%
Hispanic	220	7.6%	8	1.6%
Asian	1,593	54.9%	367	74.9%
Multiracial/Other*	147	5.0%	19	3.9%
Total	2,902		490	

School Type

Public	2,725	93.9%	456	93.1%
Private/Home	177	6.1%	34	6.9%
Total	2,902		483	

Reduced Fee or Waived Fee Paid	289	10.0%	8	1.6%
---------------------------------------	-----	-------	---	------

* This category includes students who checked “Multiracial” on their application and/or students whose ethnic designation numbered ten or fewer.

Exhibit 55



FOR IMMEDIATE RELEASE

April 8, 2016

FCPS' Thomas Jefferson High School for Science and Technology Offers Admission to 483 Students

Fairfax County Public Schools (FCPS) has offered admission to 483 students for the Class of 2020 at Thomas Jefferson High School for Science and Technology (TJHSST).

A total of 2,868 students applied for admission. Approximately 71 percent of the students offered admission reside in Fairfax County and 29 percent are from Arlington, Loudoun, and Prince William Counties and the City of Falls Church. Approximately 92 percent of students offered admission are currently attending public schools.

Established in 1985, TJHSST is a governor's school offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. Specialized technical laboratories, including a technological computational center, enhance the academic curriculum and provide students with experience in state-of-the-art technology, opportunities for independent research and experimentation, and interaction with professionals from the scientific, technological, engineering, and industrial communities.

The selection process for admittance to TJHSST involves a holistic review of each candidate's semifinalist-applicant essay, teacher recommendations, and student-authored information sheet, as well as consideration of grades and test scores on the admissions examination. As always, a summer round of admissions for eighth graders newly moved to a participating district after September 30 of the previous year will add to the 483 offers at the end of June.

###

Note: For more information, contact the TJHSST Admissions Office at 571-423-3770.

TJHSST Admissions Statistics for Class of 2020

	Applicants	Percent	Admitted	Percent
Gender				
Male	1,567	54.6%	290	60.0%
Female	1,301	45.4%	193	40.0%
Total	2,868		483	
Ethnic				
White	769	26.8%	100	20.7%
Black	200	7.0%	8	1.7%

Hispanic	219	7.6%	11	2.3%
Asian	1,518	52.9%	335	69.4%
Multiracial/Other*	162	5.6%	29	6.0%
Total	2,868		483	
School Type				
Public	2,701	94.2%	446	92.3%
Private/Home	167	5.8%	37	7.7%
Total	2,868		483	
Reduced Fee or Waived Fee Paid	333	11.6%	10	2.1%

* This category includes students who checked "Multiracial" on their application and/or students whose ethnic designation numbered ten or fewer.

Exhibit 56

TJHSST Freshman Application Process

Thomas Jefferson High School for Science and Technology (TJHSST) Admissions

Introduction

Established in 1985, TJHSST offers a comprehensive college preparatory program emphasizing the science, technology, engineering and mathematics. The admissions process for Thomas Jefferson High School for Science and Technology (TJHSST) utilizes a holistic review. Current 8th grade students from participating jurisdictions will apply for admissions to 9th grade.

A holistic review will be done of students whose applications demonstrate enhanced merit; 550 seats will then be offered to the highest-evaluated students. Students will be evaluated on their grade point average (GPA); a student portrait sheet where they will be asked to demonstrate Portrait of a Graduate attributes and 21st century skills; a problem-solving essay; and experience factors, including students who are economically disadvantaged, English language learners, special education students, or students who are currently attending underrepresented middle schools.

Eligibility Requirements

Am I eligible to apply to TJHSST?

Eligibility <<https://www.fcps.edu/registration/thomas-jefferson-admissions/eligibility-requirements>>

- If eligible to apply, complete the TJHSST Admissions Online Application when the application becomes available (see link below).

Calendar 2021-2022 Freshman Round*

Monday, Oct 25	Applications Available - 4:00 pm
Wednesday, Nov 17	Last Day to Begin Application - 4:00 pm
Friday, Nov 19	Application Deadline - 4:00 pm
Saturday, Jan 29	SPS/Essay Writing Administration - 8:00 am
Saturday, Feb 5	Inclement Weather Date for January 29
Friday, Feb 4	Accommodations, Make-Up SPS/Essay Writing Administration - 8:00 am
Friday, Feb 11	Inclement Weather Date for February 4
Friday, Apr 29	Final Notifications Released on or Before

* Dates on calendar above may be subject to change

Application Components:

- Complete the Student Portrait Sheet
 - Students will demonstrate Portrait of a Graduate attributes and 21st Century Skills
 - Collaborator
 - Communicator
 - Creative and Critical Thinker
 - Ethical/Global Citizen
 - Goal-Directed & Resilient Individual
 - Innovator
 - Leader
 - Problem Solver
 - Additional information about Portrait of a Graduate
 - Note: The Student Portrait Sheet will evaluate applicants on the broad skills listed above and not each listed bullet on the link below. However, the link below provides deeper information and resources to better understand the skills listed above.
 - <https://www.fcps.edu/about-fcps/portrait-graduate>
<<https://www.fcps.edu/about-fcps/portrait-graduate>>
- Complete the Problem-Solving Essay
 - Math and/or Science content
 - Topic will include multiple variables/steps
 - Applicant response will include solution along with explanation of process to solve problem.
 - Written in essay format
- GPA (Core)

- Experience Factors
 - Economically Disadvantaged
 - English Language Learners
 - Special Education
 - Students attending historically underrepresented schools
 - 2020-2021 Schools - Beville, Blue Ridge, Fred Lynn, Glasgow, Graham Park, Hampton, Harper Park, Holmes, Hughes, Key, Nokesville, Parkside, Poe, Potomac, River Bend, Sandburg, Saunders, Seneca Ridge, Simpson, Smarts Mill, South County, Sterling, Stone, Trailside, Twain and Whitman

Steps to Complete the Application

1. **The applicant must access the Log-In Screen prior to the parent** and complete the initial log-in process (Page 1 of the application) that includes entry of a parent name and email address.
2. Parent receives an auto-generated email containing the "link" for them to log-in and create the parent account. This link does expire so parents are encouraged to log in as soon as possible.
3. TJ Liaison Counselor from the applicant's school verifies math course. (**Allow 24 to 48 hours, minimum, for this verification to be completed.**) **Auto-generated email is sent** to applicant and parent after verification advising them they may complete the application.
4. Applicant and parent must both electronically sign
5. Submit the application.
6. An auto-generated email will be sent to the applicant and parent advising them that the application has been submitted.

TJHSST Class of 2026 (2021-2022 Applicants)

Application Portal <<https://jasonline.fcps.edu/jase-web/jase>>

Seat Allocation Process


Each public school within Fairfax County and each cooperating school division will be presumptively allocated a number of seats equal to 1.5% of that school's 8th grade student population ("Allocated Seats"). The remainder of seats will not be allocated to any specific public school ("Unallocated Seats"). In the event a school has fewer eligible applicants than its number of Allocated Seats, the difference will be treated as Unallocated Seats

- **Allocated Seats** - Applicants attending public school will be first evaluated against other applicants from the same school, and students with the strongest evaluated applications from that school will be offered admission.
- **Unallocated Seats** - All remaining public school applicants and applicants who do not attend public school in Fairfax County or in a cooperating division will be considered for the Unallocated Seats, which will be offered to the highest evaluated applicants in that group.

Admissions Decisions

All applicants will receive a decision on their application; Offer, Waitpool or No Offer.

- **Offer:** Applicants offered admission for the upcoming Fall (9th grade) year must accept or decline by the stated deadline. Accepting the offer means the applicant is choosing to attend TJHSST the next school year. No deferrals are permitted. Students who accept the offer will go through the registration process. Declining the offer means the applicant has decided not to attend TJHSST. The decision to decline the offer is final, and applicants will not be provided with an option to receive the offer at a later date.
- **Waitpool:** A waitpool of students will be created to offer additional students an opportunity to attend TJHSST when admitted applicants decline the offer of admission. Offers of admissions to students who have accepted to stay in the waitpool will be provided to the highest evaluated students remaining in the waitpool. Waitpool offers will continue to be made until all seats have been filled or until the beginning of the school year, which occurs first.
- **No Offer:** Some applicants will not receive an offer to attend or be included in the waitpool. No Offer applicants are eligible to re-apply for the Sophomore Round of Admissions the following year contingent they maintain eligibility.

For more information see Regulation 3355 

[https://go.boarddocs.com/vsba/fairfax/board.nsf/files/c8ltly77ef47/\\$file/r3355.pdf](https://go.boarddocs.com/vsba/fairfax/board.nsf/files/c8ltly77ef47/$file/r3355.pdf).

Exhibit 57

Thomas Jefferson High School for Science and Technology (TJHSST)
 6560 Braddock Rd, Alexandria, VA 22312
 703-750-8300

[Division Profile](#) [School Profile Selection](#) [Registration Information](#)
[Equity Profile](#) [VDOE School Quality Profile](#) [Schools and Centers Directory](#)

[Overview](#) [Demographics](#) [Staffing](#) [Test Results](#) [Safe and Secure](#) [Membership](#) [Virginia Wellness](#)

[Student Statistics](#) | [Student Ethnic](#) | [Student Mobility](#) |

U.S. Patent No. 6,915,286

[Publication Schedule](#) 

[Printer-Friendly Version](#) 

[Glossary of Terms](#) 

Student Membership Demographics and Supplemental Programs (as of June for each school year)

Enrollment	2018-19		2019-20		2020-21	
	#	%	#	%	#	%
General Education	1,766	100.00	1,807	100.00	1,805	100.00
Special Education Services	21	1.19	17	0.94	14	0.78

Type of Chart: ☒ Bar ☐ Line ☐ Marker

[Enrollment Graph](#)

Ethnicity	2018-19		2019-20		2020-21	
	#	%	#	%	#	%
Asian	1,242	70.33	1,292	71.50	1,299	71.97
Black (Not Of Hispanic Origin)	31	1.76	31	1.72	32	1.77
Hispanic Or Latino	42	2.38	47	2.60	55	3.05
White (Not Of Hispanic Origin)	364	20.61	352	19.48	331	18.34
Other	87	4.93	85	4.70	88	4.88

[Ethnicity Graph](#)

Grade Level	2018-19		2019-20		2020-21	
	#	%	#	%	#	%
Grade 9 (Freshman)	454	25.71	468	25.90	452	25.04
Grade 10 (Sophomore)	444	25.14	456	25.24	464	25.71
Grade 11 (Junior)	443	25.08	440	24.35	453	25.10
Grade 12 (Senior)	425	24.07	443	24.52	436	24.16

[Grade Level Graph](#)

English Proficiency	2018-19		2019-20		2020-21	
	#	%	#	%	#	%
English Proficient	1,766	100.00	1,807	100.00	1,805	100.00

[English Proficiency Graph](#)

Free/Reduced - Priced Meals	2018-19		2019-20		2020-21	
	#	%	#	%	#	%
Free Or Reduced Fees	35	1.98	43	2.38	41	2.27
No Fee Waiver	1,731	98.02	1,764	97.62	1,764	97.73

[Free/Reduced - Priced Meals Graph](#)

Mobility Rate	2018-19	2019-20	2020-21
	%	%	%
Division	11.74	NA	NA
School	1.18	NA	NA

Exhibit 58

About Us

FCPS serves a diverse student population of more than 178,000 students

Fairfax County Public Schools (FCPS) is a catalyst that transforms our community's most valuable potential - our children - and shapes a thriving future. We are the community's gathering place where, together, we foster creative thinking, a culture of caring, and lifelong connections. In our schools, students share a diversity of experiences that prepare them for success in a global society; teachers creatively challenge and inspire young minds; and parents actively engage in their children's future.

FCPS is one of the largest school divisions in the U.S. with 198 schools and centers. We serve a diverse student population of more than 178,000 students in grades prekindergarten through 12, speaking over 200 languages. Over 27 percent of our total student population is Economically Disadvantaged; 14.4 percent are reported as Students with Disabilities, and more than 26 percent of students are English Learners. Demographically, 36.8 percent of FCPS students are White, 27.1 percent are Hispanic, 19.8 percent are Asian, 10 percent are Black, 5.9 percent are two or more races, 0.3 are American Indian and 0.1 percent are Native Hawaiian (source: 2020 Fall Membership by Subgroup as reported in the Virginia Department of Education School Quality Profile <https://schoolquality.virginia.gov/divisions/fairfax-county-public-schools#desktoptabs-3>).

Nearly 94.6 percent of FCPS students graduate on time [/news/fcps-graduation-rates-reach-record-high-class-2021](https://www.fcps.edu/news/fcps-graduation-rates-reach-record-high-class-2021) (in four years of high school), and more than 92 percent plan to pursue post-secondary education. FCPS students can take Advanced Placement (AP) or International Baccalaureate (IB) classes in high school; the division offers the IB middle years program and the IB primary years program in select schools. Two hundred fourteen students from 16 high schools have been named semifinalists [/news/students-16-fcps-high-schools-named-national-merit-semifinalists](https://www.fcps.edu/news/students-16-fcps-high-schools-named-national-merit-semifinalists) by the

National Merit Scholarship Corporation for 2021. Fairfax County high schools are recognized annually by education columnist Jay Mathews as being among the most challenging high schools in the U.S.

FCPS, one of the-largest employer in Virginia, has 24,839.2 full-time employees, of whom 92.9 percent are school-based and 7.1 percent non-school-based. Our FY 2022 Approved Budget </about-fcps/budget/budget-documents> of \$3.4 billion is primarily funded by Fairfax County (64.3 percent) with contributions from Virginia (23.1 percent), other sources (.7 percent) and the federal government (9.4 percent). More than 86 percent of the budget goes toward instruction, and the average cost per student is \$16,505.

The FCPS bus fleet is one of the largest bus fleets in the U.S., transporting more than 141,000 students on over 1,600 buses each day. FCPS has more than 27 million square feet of school buildings and office space, including 173 Energy Star certified buildings (more than any other school system in the country).

Beliefs, Mission, and Vision

FCPS' beliefs, mission, and vision outline a path for success for all students.

</about-fcps/beliefs-mission-vision>

Portrait of a Graduate

Portrait of a Graduate moves FCPS students and staff members to look beyond the high-stakes testing environment and to help our students develop skills so they can be successful in the workforce of the future.

</about-fcps/portrait-graduate>

Strategic Plan 2019

Our Strategic Plan and goals define the role of all FCPS staff members in living the commitment to our staff, students, and community. The plan focuses around four goals: Student Success, Caring Culture, Premier Workforce and Resource Stewardship.

</about-fcps/strategic-plan>

The History of FCPS

Learn more about Fairfax County Public Schools and its history.

</about-fcps/history>

WABE Guide

The Washington Area Boards of Education - learn about other local school systems through comparable information in a standardized format.

</about/budget/wabe-guide>

VDOE SCHOOL QUALITY PROFILE

This profile gives detailed information about FCPS and the quality of learning and instruction, including state and federal accountability ratings, grade-by-grade data on student achievement, graduation rates and teacher qualifications.

Learn More <<http://schoolquality.virginia.gov/divisions/fairfax-county-public-schools>>

FCPS SCHOOL PROFILES

School profiles include data on accreditation, demographics, staffing, test results, safety, wellness, technology, and membership as well as information on school programs and special features. There is a profile for each school with FCPS.

Learn More <<http://schoolprofiles.fcps.edu/schlprfl/f?p=108%3a8>>

Performance and Accountability

FCPS openly shares student achievement, finances, and other information about the school division. Find out how you can access this information.

</about-fcps/performance-and-accountability>

Budget

FCPS' budget reflects the school system's priorities. It's also a communications tool that informs parents, staff members, students, and community members about our values and goals. Find out more about the budget development calendar, budget documents, and quarterly budget reviews.

</about-fcps/budget>

Leadership Team

Superintendent Scott Brabrand is supported by the members of the FCPS Leadership Team.

</about-fcps/leadership-team>

Departments and Offices

FCPS central departments and offices provide critical support to schools

</about-fcps/departments-and-offices>

Facilities Planning for the Future

Making sure that FCPS' facilities meet the needs of students and staff.

</about-fcps/facilities-planning-future>

Policies, Regulations, and Notices

Access the current versions of FCPS policies, regulations, and notices.

</about-fcps/policies-regulations-and-notices>

One Fairfax

The Fairfax County Board of Supervisors and School Board adopted a joint social and racial equity policy called One Fairfax.

</onefairfax>

Career Opportunities

FCPS is dedicated to building the future child by child. Our mission is to inspire and empower students to meet high academic standards, lead ethical lives, and be responsible and innovative global citizens.

</careers/career-opportunities>

Exhibit 59

Wednesday, October 7, 2020
Public Hearing - Mosby Woods ES Renaming

All Board members will participate electronically due to the COVID-19 emergency. Members of the public are welcome to attend virtually at <https://www.fcps.edu/tv/ch99> or click the "video" button above.

6 p.m.

1. Public Hearing - 6 p.m.

Subject **1.01 Call to Order and Announcements, Karl Frisch, Meeting Manager**

Meeting Oct 7, 2020 - Public Hearing - Mosby Woods ES Renaming

Category 1. Public Hearing - 6 p.m.

Type

Subject **1.02 Testimony on the Mosby Woods Elementary School Renaming**

Meeting Oct 7, 2020 - Public Hearing - Mosby Woods ES Renaming

Category 1. Public Hearing - 6 p.m.

Type Information

FAIRFAX COUNTY SCHOOL BOARD

Blackboard Collaborate

6 p.m.

Testimony on the Renaming of Mosby Woods Elementary School

No.	Name	Representing
1	Amanda Hurst	Individual
2	Livia Spinale	Individual
9	Kimberly Adams	FEA
12	Jeanette Corcelius	FEA
14	Christopher McKinney	Individual
15	David Broder	Individual
16	Meryem Tangoren-Masood	Individual
18	Ethan Kalcheff	Individual
19	Molly Bird	Individual

2. Meeting Information

Subject **2.01 Video**

Meeting Oct 7, 2020 - Public Hearing - Mosby Woods ES Renaming

Category 2. Meeting Information

Type

Subject:

Staff Contact:

Other Staff Present:

Meeting Category:

School Board Action Required: (Information, Discussion, Decision)

Ignite Link:

Problem Statement (If applicable):

Outcome (If applicable):

Summary/Background (Key Points):

Recommendation:

Attachments:

Subject	2.02 Minutes
Meeting	Oct 7, 2020 - Public Hearing - Mosby Woods ES Renaming
Category	2. Meeting Information
Type	

File Attachments 10-07-20_EPH-Mosby_Woods_Renaming_FINAL[1].pdf (63 KB)
--

Exhibit 60

Monday, June 22, 2020
Public Hearing - Lee High School Renaming

All Board members will participate electronically due to the COVID-19 emergency. Members of the public are welcome to attend virtually at <https://www.fcps.edu/tv/ch99> or click the "video" button above.
4 p.m.

1. Public Hearing - 4 p.m.

Subject **1.01 Call to Order and Announcements**

Meeting Jun 22, 2020 - Public Hearing - Lee High School Renaming

Category 1. Public Hearing - 4 p.m.

Type

Subject **1.02 Testimony on the Lee High School Renaming**

Meeting Jun 22, 2020 - Public Hearing - Lee High School Renaming

Category 1. Public Hearing - 4 p.m.

Type Information

FAIRFAX COUNTY SCHOOL BOARD

Blackboard Collaborate

4 p.m.

Renaming of Lee High School

Testimony on the

22, 2020

June

No.	Name	Representing
1	Jameson McEntire	Individual
2	Luna Alazar	President NAACP Club
3	Kelly Bonilla guzman	Individual
4	Kadija Ismail	MSAOC Representative
5	Sara-Faith Mukuna	Individual
6	Vivian Ho	Individual
7	Kevin Flores	Individual
8	Omaru Fofana Doukoure	Individual
9	Amrita Singh	Individual
10	Isabel Quintana	Individual
11	Kylie Callender	Individual
12	Stratis Bohle	Individual
13	Joseph Dodson	Individual
14	Amanda Hurst	President Class of 2022
15	Andrea-Grace Mukuna	Individual
16	Amal Gesey	Senior Class Officer
17	Benito Colque	Individual
18	Randee Howard-Pastor	Individual
19	Johanna Olson	Individual
20	David Oliver	Individual
21	Betty Solomon	Individual

22	Pablo Sejas	Individual
23	Rebecca Connor	Individual
24	Charles Childers	Individual
25	Danayit Gerensie	Individual
26	Aleah Remzi	Individual
27	Mehreen Syet	Individual
28	Withdrew	Withdrew
29	Blen Gezahegn	Individual
30	Nour Kassem	Treasurer Class of 22
31	Vanessa Clay-McEntire	Individual
32	B. Cayce Ramey	Individual
33	Dennis Payne	Individual
34	Cayce Utley	SURJ Northern Virginia
35	Woody Hinkle	Individual
36	Mark Heinitz	Individual
37	Maureen Brody	Individual
38	Kathleen Mallard	Individual
39	Dixie Ross	Individual
40	Kelly Hebron	Individual
41	Allison Fantz	Individual
42	Rosie Oakley	Individual
43	Saud "Hasan" Shah	Individual
44	Naveed Shah	Fairfax NAACP
45	Michelle Leete	Edison PTA
46	Andy Twigg	Individual
47	Luke Levasseur	Individual
48	Sean Perryman	NAACP
49	Lenny Wolfe	Individual
50	Helen Savoye	Individual
51	Liz Murphy	Individual
52	Charles Leiss	Individual
53	Stephen Spitz	Individual
54	Richard Lindsey	Individual
55	Ed Matricardi	Individual
56	Mircea Munteanu	Individual
57	Ernie Kyger	Individual
58	David Hatcher	Individual
59	Eric Jones	Individual
60	William R. Hunt	Individual
61	Jim McDonald	Individual
62	Steve Childress	Individual
63	Rizwan Shaw	Individual
64	Scott Travis	Individual
65	Douglas Livermore	Individual
66	George Alber	Individual
67	Michael Boulware	Individual
68	David Thomas	Individual
69	Joseph Miller	Individual
70	Mahdi Al-saady	Individual
71	Pamela Ononiwu	Individual
72	Bryan Graham	Fairfax County Democratic Committee
73	Dan Dolan	Individual
74	Saud Shah	Individual
75	Larysa Kautz	Individual
76	Shameema Rahman	Individual
77	Saadia Abbasi	Individual
78	Tony Gross	Individual
79	Gustavo Monje	Individual
80	Payal Jhaven	Individual
81	John Oliva	Individual
82	Anthea Guzman	Individual

83	Bethan Gardner	Individual
84	Rachel Peterson	Individual
85	Russell Ginns	Individual
86	Loreta Martinez	Individual
87	Shane Martin	Individual
88	John Millward	Individual
89	Aaron Wilkowitz	Individual
90	Chris Kniesly	Individual
91	Gisela Villarroel	Individual
92	Erik Burley	Individual
93	Theresia Anderson	FEA
94	Aaron Escobar	Individual
95	Tina Williams	FCFT
96	John Michel	Individual
97	Cassie Mahon	Individual
98	Laura White	Individual
99	Jaime Yarussi	FCCPTA
100	Tom Apker	Individual
101	Sheri Holder	Individual
102	Tanya House	Individual
103	Keller Collins	Individual
104	Gloria Lett	Individual
105	Brian Kiviat	Individual
106	Phillip McMahan	Individual
107	Paul Lee	Individual
108	Elizabeth Alman	Individual
109	Emily Lewis	Individual
110	Kiersten Criddle	Individual
111	Jeannette DiGiulian	Individual
112	Lisa Devine	Individual
113	Tegan Wilson	Individual
114	Narges Bajoghli	Individual
115	Karissa Ruano	Individual
116	Nadiyah Howard	Individual
117	Mindy String	Individual
118	Jennifer Gartin	Individual
119	Harbi Olhaye	Individual
120	Nermin Abdel Wahab	Individual
121	Guinevere Jones	Individual
122	Michelle Heinitz	Individual
123	Jackie Mendez	Individual
124	Farhan Chughtai	Individual

Exhibit 61

Message

From: Anderson, Ricardy J (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=2722E2EAC8FB4713BCA8BF78590C2D80-ANDERSON, R]
Sent: 6/12/2020 5:04:24 PM
To: Omeish, Abrar (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=4ced9a11053f4f34a440b877bdc8d908-Omeish, Abr]; Keys-Gamarra, Karen A (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=e8eb9997746142de8ee303feb8966320-KeysGamarra]
Subject: FW: [External] Concerns on Message from the TJ Principal (Sunday 6/7)

All – I am sharing my response to this constituent who lives in Mason with you as an FYI.

Ricardy Anderson, Ed.D.
 Mason District Representative
 Fairfax County School Board

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Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act. This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it—even if you have asked that your message be kept confidential. Only a few topics are exempt from the disclosure requirement, such as information about identifiable students, and personnel information about individual employees.

From: Anderson, Ricardy J (School Board Member)
Sent: Friday, June 12, 2020 1:03 PM
To: FERPA
Cc: Zuluaga, Fabio <fezuluaga@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>
Subject: RE: [External] Concerns on Message from the TJ Principal (Sunday 6/7)

FERPA

Thank you for your recent email to the school Board regarding your concerns stemming from Dr. Bonitatibus' recent message to the TJ community. I have copied the message below to ensure that my response addresses the intended communication. I attempted to call you this morning to discuss your concerns in person, but since I wasn't successful, I will present my response in this email.

I believe that Dr. Bonitatibus provided her school community with a candid reflection regarding current events and impact of institutionalized racism on TJ admissions. Her call to action for us to examine our thinking and most importantly the results of efforts, whether they are to support or suppress, should be lauded. I for one, deeply respect her willingness to address what many consider a controversial topic in FCPS.

As an educator, I am deeply troubled by the demographic information presented in her missive. At no time, did I find her message to convey a wish "destroy TJ's STEM foundation and initiatives." My faith in her leadership has been renewed as an educator who is unafraid to engage in the courageous conversations needed to move our country, county, school division and TJ forward in hopes of providing greater access and opportunity for all students – regarding of race, class or gender.

As a person of color, I am outraged we haven't engaged our community in this assessment and examination robustly enough to lead to actionable steps that address the reasons our students of color and of socio-economic disadvantage are consistently locked out of opportunity—including but not limited to admissions to TJ. I am dismayed our students of color are ushered through various mazes of low expectations while throwing our hands in the air as if to conclude there is little we can do to combat the long standing issues which created the current inequities. I believe the time to act has long passed and I am unable to conclude that her message is anything other than overdue.

I am happy to speak with you in more detail about this and if you are so included, please offer the best time and phone number to reach you.

Message

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust

and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

Ricardy Anderson, Ed.D.

Mason District Representative

Fairfax County School Board

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From: FERPA

Sent: Wednesday, June 10, 2020 9:28 PM

To: Keys-Gamarra, Karen A (School Board Member) <kakeysgamarr@fcps.edu>; Omeish, Abrar (School Board Member) <aomeish@fcps.edu>; Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>; McLaughlin, Megan (School Board Member) <momcloughlin@fcps.edu>; Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>; Boateng, Kimberly A <kaboateng@fcps.edu>

Subject: [External] Concerns on Message from the TJ Principal (Sunday 6/7)

Good evening, everyone.

I am a parent FERPA I feel deeply disturbed and concerned after reading the principal's Message on 6/7.

As TJ principal, to question our public school system's racial composition and TJ's admission fairness to all students in such a sensitive time is such a political motive. She is going to destroy TJ's STEM foundation and initiatives. I lost faith in her totally, and I urge you to demand her resignation.

Thanks,

FERPA

Kiren Mathews

From: cmecf@vaed.uscourts.gov
Sent: Friday, December 3, 2021 5:47 PM
To: Courtmail@vaed.uscourts.gov
Subject: Activity in Case 1:21-cv-00296-CMH-JFAVAED Coalition for TJ v. Fairfax County School Board et al Exhibit

This is an automatic e-mail message generated by the CM/ECF system. Please DO NOT RESPOND to this e-mail because the mail box is unattended.

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U.S. District Court

Eastern District of Virginia -

Notice of Electronic Filing

The following transaction was entered by Somin, Alison on 12/3/2021 at 8:47 PM EST and filed on 12/3/2021

Case Name: Coalition for TJ v. Fairfax County School Board et al

Case Number: [1:21-cv-00296-CMH-JFA](#)

Filer: Coalition for TJ

Document Number: [104](#)

Docket Text:

EXHIBIT 30 by Coalition for TJ.. (Attachments: # (1) Exhibit 31, # (2) Exhibit 32, # (3) Exhibit 33, # (4) Exhibit 34, # (5) Exhibit 36, # (6) Exhibit 37, # (7) Exhibit 38, # (8) Exhibit 39, # (9) Exhibit 40, # (10) Exhibit 41, # (11) Exhibit 42, # (12) Exhibit 43, # (13) Exhibit 44, # (14) Exhibit 45, # (15) Exhibit 46, # (16) Exhibit 47, # (17) Exhibit 48, # (18) Exhibit 49, # (19) Exhibit 50, # (20) Exhibit 51, # (21) Exhibit 52, # (22) Exhibit 53, # (23) Exhibit 54, # (24) Exhibit 55, # (25) Exhibit 56, # (26) Exhibit 57, # (27) Exhibit 58, # (28) Exhibit 59, # (29) Exhibit 60, # (30) Exhibit 61)(Somin, Alison)

1:21-cv-00296-CMH-JFA Notice has been electronically mailed to:

Alison Elisabeth Somin asomin@pacificlegal.org, CKieser@pacificlegal.org, EWilcox@pacificlegal.org, GERoper@pacificlegal.org, incominglit@pacificlegal.org, tdyer@pacificlegal.org

Christine Jiwon Choi christine.choi@arnoldporter.com, edocketscalendaring@arnoldporter.com, maoedva@arnoldporter.com

Daniel Robert Stefany dstefany@hunton.com

Francisca Fajana ffajana@latinojustice.org

Kristen O. Riemenschneider kristen.riemenschneider@arnoldporter.com, ecf-79d1be285fb1@ecf.pacerpro.com, edocketscalendaring@arnoldporter.com, maoedva@arnoldporter.com

Megan Pieper meqan.pieper@arnoldporter.com

Michaela Nicole Turnage Young mturnageyoung@naacpldf.org

Niyati Shah nshah@advancingjustice-aaic.org

Sona Rewari srewari@huntonak.com, cbaroody@huntonak.com

Trevor Stephen Cox tcox@huntonak.com, galexander@huntonak.com, smeharg@huntonak.com

Winston Kirby Mayo kirbv.mavo@arnoldporter.com

1:21-cv-00296-CMH-JFA Notice has been delivered by other means to:

Arthur Luk
Arnold & Porter LLP (DC-NA)
601 Massachusetts Ave NW
Washington, DC 20001
NA

Elizabeth Denning
Arnold & Porter LLP (DC-NA)
601 Massachusetts Ave NW
Washington, DC 20001
NA

Eri Andriola
Asian Americans Advancing Justice - AAJC (DC-NA)
1620 L Street NW
Suite 1050
Washington, DC 20036
NA

The following document(s) are associated with this transaction:

Document description:Main Document

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-0] [06dd5b1d60b60c402963c6387b406a77f443521e0b41d0a0488d44c65d3ab963212f761f9b7277e7195202989a128af57b60f9635751bae0bb9f5905cbc94526]]

Document description:Exhibit 31

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-1] [5d2be1a31425e343eb2ba0c22adb587c5ba11ad4d8d0b732e2abc770d01a57defcd265eb51ecd48b4cedfd9f7c8ff2cddf4ad74bee328fe56157426ff69244bf]]

Document description:Exhibit 32

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-2] [3c9a9fa0605f6e327c74ad80527516615fb12a897d4b72b8615bf5a116539ad51d05bfa2285f75355a6e862579f7984daa9be148f0ac9d487c4580b893bd3ac7]]

Document description:Exhibit 33

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-3] [abfe6b739220c96361e524df7f51e8ddd79a94de539203ee586b8baeb40932dd8ac919e83031c3bbf4e72e1ce212352f00c61824a960bd84a5a271df92cadece]]

Document description:Exhibit 34

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-4] [897073de13586d553f52b5f99e181192f2ba7da961bac57c05f4d61e9c300b12d2a27eaecf1ca1b993a5d6da75ab202ec5321eb9e753e80b654b3e46a8b95a7]]

Document description:Exhibit 36

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-5] [12dcd06830ec5adee4a4553013c896828c86f215ace08c37f14bc19c0f89ca3d3fd50527151be1e0392a19e9c83aa91a6f002ecb3191dc39ad0cd97c02f0c3bc]]

Document description:Exhibit 37

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-6] [5a662038f9795faa1e3e57863270487530037415e12472aa909c480219ad38e93c37f4caaf53186aefbc2414c215be082df343923c5b8d1c54d03bf9d82883ee]]

Document description:Exhibit 38

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-7] [576e97b0b73804a435c0a7fc71e196c5931db920d6c1f12a18222d17dec9e31b4be71d02f1d7512d7f18160d32ce4a3993719000647a34f788085a053bfcb15a]]

Document description:Exhibit 39

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-8] [9cb9c8766961d0ed00e5ebc40693ab8d5c82d136702b5b7539a0286e693980698a2e7acf0bcee66be6e60eec5b98f381ddb4d6bc31470bba9f3cb3c200239032]]

Document description:Exhibit 40

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-9] [23ed064723174ef560049aa60ae23de3019cb95882833aaaf72d54ec6f8500255a3af71d904f10989195c13f35f59068d46a2014aeca8f7e6d1dfc4f93cb482]]

Document description:Exhibit 41

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-10] [5571883cfd961e6c343e74895a2955aef25177356bd6bb9108e32e33cd951d131

ab31529ad4a2e2f1bde01a8e754637234715936fd6355cbaf9676a52cbaf68d]]

Document description:Exhibit 42

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-11] [3d07991042c9d9efc96c2774c50cf0389c45c3bbf0cd5dda465504a4643f46d567c424b48263cba407f94055461b5ab1df5cff3253cfab5961d6cfec2c346e62]]

Document description:Exhibit 43

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-12] [71742f2a2e34258e724c0f5949ad88f93b03f467f6df1f1e8385f0c151751710d8c638519cf98cc20ed8462c8c60301cd6c0a01446fec7770cbf6e2435a4be8a]]

Document description:Exhibit 44

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-13] [827ad39e750f7370e1691f6d9df10cd56a00228d200c08039aa48696260f830ea4c0593730b27a82e4bee280ee857248db82ce74dd8b7f13dc11b3d93c8337b4]]

Document description:Exhibit 45

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-14] [6128da631a0528baa9001e2b8486387ad10ba537f23ef5de1df614bc93fe47eb730bf93f5af8be9c036cb548c5ec4ddfd02adc94b529b4ac58aacd13987be497]]

Document description:Exhibit 46

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-15] [87c736d39d8d4a02bdfd5cb82ef76632792cd3742136f0c48287cbc314916c1c25017c8a2ad3aad0aefd1461039a51070489571df8868cad488551d84f7a0d9c]]

Document description:Exhibit 47

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-16] [5dfa7c7dc272ee49287bb44e1e350ce1a36c5d4673316dfb7220056128744bd2fbb7fd3166ed65bf8c29f0e6723d0d7c17bcb201f736e336781d5612bb42d26f]]

Document description:Exhibit 48

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-17] [4375b1a33f9b886786d1775e5a69572c00c00ed753d803c39b04bc2d6566baff1200ffc37da1600a352e0cc9bdbc3406361439ff47a3f0d9bd0a8d5c83a28a33]]

Document description:Exhibit 49

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-18] [4c93889b6555b9026b234aa4ac80f18342c2b89acb44f09366c603b1d4650fe919a69736933ffdb4136bf80df63f3d0d1b547e69da685bfab08de17c7a481e98]]

Document description:Exhibit 50

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-19] [93c89f74175be8bb0acc40adb69a61deb6d2a25d13fc7d5992d5a903b260f2c83bf595d3694828eaa9b7e4366a9ff0ac8cf5fbc7480869024db5a00f48526a8e]]

Document description:Exhibit 51

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-20] [a243cf438f4ce681d3ef5da403a3566d4a8885bb37f3ebf1813d5ea23eeb72f7eaea2934f5c00aab8dc44c50e5b40157dabcbd88a96934eaaad7e7451ec15249]]

Document description:Exhibit 52

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-21] [2f1fefc1c792909836f5a0cd4fc7ee30637c0dbfa9ec62ee21c06ac3f774056e07260555d4338d125ef412f2017c42621a31c41f227bbbbae86c53496988bbdc]]

Document description:Exhibit 53

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-22] [83846627fa080766d3b00cc4718c7a5f9a84e5624fa1159a7aca0e6dd6a25568f21c9418217e93c8bf0db76e227eebc9ead243b0e5b82cb0e83722702a9bec23]]

Document description:Exhibit 54

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-23] [213a9562eee81c73a69e370a63ac6ba5f38a41e0c06312ae2764058eb942930803c86bb53d4db421f4e91e11bddcfad738962c1a762b417430541b899b9b5150]]

Document description:Exhibit 55

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-24] [3ea7089ed8aee682297c55baf0fd3dea2fa28f0bc1f76ca8d1baba55fb4723ce8e831e3f9e989c280c3d4d17fec4c33b3060a9868e0fb06d71500f92e9361bb5]]

Document description:Exhibit 56

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-25] [7a76a4c18c80da58551144fb4df6e49b64e64db04f4a072047be9d5f3d29750358a0c1450f51f7b6cb0acaf83e36fae5491c292a1d49ac3139bf3fc835168bb5]]

Document description:Exhibit 57

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-26] [1252d5e7fe469211dfd41eec980457024f34eebe769cebe1e99857ce60915155ff66b5748cf21722a9abf9843eabb7ce525133a3b1657e925bad1e311b1d996d]]

Document description:Exhibit 58

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-27] [0954b80bd06e3192b62b78a07746cdb0463c41d9c6621270a467f9427d938b2966ddc648d8f40189a6eb878f618989035f338cb0b0c36eb193194fae3eb0bf0a]]

Document description:Exhibit 59

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-28] [a89d554c881420d3427e84111f95e3da007b70070d2501eccdafc81838fc75eaa06d3f1c251982f5dc1b8fa5f4c105845060ee1b6615e475df085f15e81dcb28]]

Document description:Exhibit 60

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-29] [3a19c57f5e6c1411ab17dcb0d0c4a9d99e20285a482be676c8506e855fe43b4911d7203d6af57a88429541f30ed24d6134dbc357c4a30f77532c7e3e992391af]]

Document description:Exhibit 61

Original filename:n/a

Electronic document Stamp:

[STAMP dcecfStamp_ID=1091796605 [Date=12/3/2021] [FileNumber=10379290-30] [71b91c072265c1edae7d97e591a83e63ecc0bdfbb7e6239663a56abf4a07a163f5494fdb9d977843ddb78e201a9fbf9bdb3f57df0a65997df7fcdc139ebaf0e6]]