



STRATEGIC PLAN REPORT:

CARING CULTURE

We commit to foster a responsive, caring, and inclusive culture where all feel valued, supported, and hopeful.

Narrative Summary for
Fiscal Year 2021

December 2021

FAIRFAX COUNTY PUBLIC SCHOOLS

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Strategic Plan Report: Caring Culture Executive Report

December 2021



Overview

- The Caring Culture Strategic Plan Report is one of four reports developed by Fairfax County Public Schools (FCPS) to provide a public accounting of performance on its strategic aims. It provides division leadership and the School Board with information to judge progress, guide improvement, and account for the use of public funds.
- The Caring Culture Strategic Plan Report reviews the progress FCPS has made toward attaining the performance targets laid out in the *Strategic Focus SYs 2018-20*.
- This report contains two Desired Outcomes (the “What”) intended to drive the priority work and funding in the Division. Within each Desired Outcome, one or more Aspirations describe what we hope to see when the Desired Outcome is fully realized. The metrics in the report measure progress toward the target. The annual reports presented to the School Board provide division leadership and the School Board with information to judge progress, guide improvement, and account for the use of public funds.

SY 2020-21 Performance

The table below shows the progress made toward meeting the SYs 2018-20 performance targets for each metric.

Desired Outcome: Welcoming Environment	
What : All FCPS employees will demonstrate cultural responsiveness when supporting families, students, and other staff.	
How: All FCPS employees will successfully complete cultural competence training.	
Aspiration: All students, families, and staff will feel respected and included at school.	
Metric:	Performance Code
<ul style="list-style-type: none"> • Percent of students who report feeling respected and included at school on the State Climate Survey 	No data available
<ul style="list-style-type: none"> • Percent of families who report feeling respected on the Family Engagement Survey 	No data available
<ul style="list-style-type: none"> • Percent of staff who report feeling respected at work on the Employee Engagement Survey 	No data available
Aspiration: All staff will view student behavior through a culturally responsive lens	
Metric:	Met or Exceeded Target
<ul style="list-style-type: none"> • Number of staff referrals for disruptive behavior 	

Desired Outcome: Healthy Life Choices	
What: FCPS will use best practices to enable students and staff to make healthy life choices.	
How: Increase school and department awareness and use of practices that support positive individual wellness.	
	Performance Code
Aspiration: All students will report healthy social-emotional skills and lifestyle behaviors	
Metric:	No data available
<ul style="list-style-type: none"> Percent of students who report being drug- and alcohol-free on the Fairfax County Youth Survey 	No data available
<ul style="list-style-type: none"> Percent of students who report three or more assets on the Fairfax County Youth Survey 	No data available
<ul style="list-style-type: none"> Percent of students who report healthy social-emotional skills on the Fairfax County Youth Survey 	No data available
<ul style="list-style-type: none"> Percent of students who report healthy nutrition behaviors, healthy amounts of exercise, and healthy amounts of sleep on the Fairfax County Youth Survey 	No data available
Aspiration: All schools will have low rates of students with frequent absences	
Metric:	No data available
<ul style="list-style-type: none"> Number of schools with low rates of students with frequent absences 	No data available
Aspiration: No students will have disruptive behavior referrals	
Metric:	Met or Exceeded Target
<ul style="list-style-type: none"> Percent of students with disruptive behavior referrals 	Met or Exceeded Target
Aspiration: All employees will have the opportunity to take advantage of wellness resources	
Metric:	Met or Exceeded Target
<ul style="list-style-type: none"> Percent of employees who utilized the Employee Assistance Program compared to the Book of Business (BoB) utilization statistics 	Met or Exceeded Target

Conclusions

Aspiration: Respect and Inclusion

- Based on the limited data available for SY 2020-21, it is unclear the amount of progress on this Aspiration. While none of the metric data were available in SY 2020-21, additional data indicated that students, teachers, and families felt respect when interacting in teaching-learning relationships. In the prior reporting year, data indicated FCPS had made progress over baseline but had not continued the upward progress that had been seen prior to that year on this Aspiration, decreasing one to four percentage points in the levels of perceived student and staff respect when compared to the prior year. Given the alternative data, the majority of students and staff report open and respectful relationships and the majority of families report being respected by their child's school. Differences in student and staff perceptions of respect that were observed in SY 2019-20 were not observed in SY 2020-21 on the alternative measures. It is unclear whether these differences no longer exist or were not manifested using the alternative measures. For example, as noted in ORSI's Study of Teaching and Learning during the COVID Pandemic, Report 3, focus groups with students did reveal differing perspectives that did not surface in the survey data.
- The actions FCPS pursued during SY 2020-21 included professional development of staff around equity and cultural responsiveness, which included opportunities to support discussions related to

equity, as well as developing a regulation that supported and provided guidance for meeting the needs of students identifying as transgender or gender expansive. In SY 2019-20, actions mostly focused on activities that would support parent/family feelings of respect. In SY 2020-21, actions focused more broadly around having staff and students provide support for a caring culture. However, FCPS will likely need to invest in new actions designed to address the root causes of students, staff, and family perceptions of not feeling respected and have those actions embedded in schools' day to day work to make progress on this metric.

Aspiration: Cultural Responsiveness

- In SY 2020-21, there were low discipline referral rates for all student groups. With students no longer interacting with teachers and other adults in-person for the majority of the school year, overall discipline referral rates were far lower this year than in a typical year. In fact, they were close to 0 for almost all student groups, which is FCPS' aspirational target. The SY 2020-21 context, therefore, complicates interpretation of the data trends regarding staff referrals for discipline. Further analysis, however, showed that a comparison of the fourth quarter data from this reporting year once half of FCPS' students returned to building with the fourth quarter data for the last year with students in buildings (SY 2018-19) did show improved referral rates with decreases for all groups. While there were decreases in referral rates for all groups, which was what was the aim of this work, the referrals per 100 students continued to be greater for students with disabilities than all other student groups and the referral rates per 100 students was lower for Asian and White students than the other student groups. It is unlikely that FCPS would have met the aspirational target of eliminating disproportionality in discipline referrals without the decrease in overall referral numbers that was observed in SY 2020-21 when there were fewer face to face interactions among students and between students and staff. It should be noted that ORSI's Study of Teaching and Learning during the COVID Pandemic, Report 3 did identify staff concern regarding student behavior given the limited return to in-person learning in Spring 2021. Staff expressed a concern that students would need to be refamiliarized with behavioral expectations and student self-regulation once they returned to fully in-person instruction. Moreover, staff reflected a need for guidance on how to manage the resetting of behavioral expectations and support students during this time of transition.
- Overall, the actions that FCPS undertook during SY 2020-21, notably the reflective document for administrators and the professional development on equity and cultural responsiveness that focused on removing bias from discipline decisions may have had some positive impact and contributed to the lower referral rates. Nonetheless, it is unclear given the impact of virtual instruction for the majority of the school year and the atypically low referral rates. Moreover, the impact of the online referral tool was intended to improve consistency of reporting within schools and across the school division with the long-term aim of supporting the lowering of referrals. Therefore, the impact of this action may yet be fully realized.
- FCPS will need to continue to focus on targeted efforts around disruptive behaviors and discipline to allow the Division to eliminate disproportionality in discipline referrals across student groups. Discipline data should be monitored regularly throughout SY 2021-22 as all students transition back into school sites and become reacquainted with division expectations for student behavior as reflected on ORSI's study of teaching and learning. Two actions proposed in the SY 2019-20 Goal Champion response but not offered as strategic actions for this report were professional development on disability awareness and knowledge of strategies to support students with disabilities and the monitoring of risk ratios in discipline disproportionality. While this work may not have been prioritized SY 2020-21 given the low incidence of discipline referrals, these actions are aligned to the need and will likely be critical again in SY 2021-22.

Aspiration: Healthy Social-Emotional and Lifestyle Behaviors

- Healthy life choices has probably never been more important than during the pandemic as students face challenges dealing with stress, social isolation, economic instability, and many changes. Simultaneously, FCPS had less metric data available than in most years to understand the impact on student's healthy life choices. Based on the limited data available for SY 2020-21, the amount of progress on the aspiration to have all students report healthy social-emotional skills and lifestyle behaviors, if any, remains unknown. While none of the metric data were available in SY 2020-21,

additional data indicated that students, at the high school level in particular, experienced challenges with healthy social emotional skills.

Healthy Social-Emotional Skills

- Prior to the COVID-19 pandemic, performance on this metric had been relatively stable since baseline and remained 12 percentage points below the 2020 Target. Additional data collected during the COVID-19 pandemic indicated that performance on this metric likely remained stable. However, looking beyond the metric at stress levels of students at all school levels, the survey data indicated that stress levels of students at the elementary and middle school level were comparable to levels pre-pandemic. But healthy social-emotional skills, the absence of stress, decreased for high school students. Moreover, ORSI's study referenced in this document also gathered focus group data that indicated that many students struggled even with what they would report as moderate stress and it was impacting them in a variety of ways, on both the academic and social-emotional sides. In order to meet the performance target, FCPS will need to identify the root causes behind student stress moving forward and consider implementation of evidenced-based practices to address them. To seek such understanding, it is recommended to incorporate student voice into the root cause work to the greatest extent possible. Such efforts should be differentiated for different grades, but specific actions are warranted if FCPS is to make progress on this metric. This work should be coordinated through the ESSER III Wellness interventions and supports in SY 2021-22.

Drug-Free Youth

- The slow improvement FCPS had shown over the last several years prior to SY 2020-21 on the drug-free youth metric ended during SY 2019-20 due to increased numbers of students who reported vaping. In SY 2020-21, data were not available to assess progress on this metric. However, national data indicates that there was a surge in drug-involvement during the COVID-19 pandemic for adults and adolescents. For adolescents, the increase was observed for nicotine and prescription drug misuse. For this reason, actions were taken to ensure that FCPS efforts to maintain drug-free schools continued in a virtual environment. However, there was a decrease in the number of students identified for intervention efforts in SY 2020-21 compared to SY 2019-20. It is not known whether FCPS continued to show decreased on this metric due to an increase in vaping as seen in SY 2019-20 or whether the national trends impacted FCPS' efforts to maintain drug-free schools. Given the return to in-person learning, the provision of prevention and intervention efforts virtually does not necessarily need to continue. In-person student prevention and intervention efforts should be closely monitored through discipline data and youth survey data as they become available in SY 2021-22. Moreover, the SAPs may provide formative information based on their interactions with students in their schools that could inform the division's efforts in this area.

Positive Relationship with Peers and Adults

- In SY 2020-21, data were not available to assess progress on this metric. Prior to the COVID-19 pandemic, there were concerns about positive relationships with peers and adults for our Black and Hispanic students in particular. In SY 2019-20, the percent of Asian and White students reporting positive relationships was maintained or increase over the prior year where the percent of Black and Hispanic students reporting positive relationships decrease. In SY 2020-21, FCPS took specific actions to deepen connections for all students to thwart the impacts of isolation and enhance student engagement for all students while they learned virtually. While metric data were not available to judge the impact of these efforts, ORSI's study indicated that students and teachers struggled to establish strong positive relationships throughout the school year, whether they learned virtually all year or returned in person for some days per week at the end of the school year. Student survey data shared as a part of ESSER III planning also indicated that one-fifth of all students reported that there were not adults in their school to talk to if they had a personal problem.

Given these findings, it does not appear that the strategic actions were sufficient to establish and maintain positive relationships between peers and adults and should be closely monitored throughout SY 2021-22. Based on ORSI's findings, student perspective of student-teacher relationships may offer a different perspective than perspectives of staff. Therefore, understanding the student perspective will be critical to determining future strategic efforts.

Healthy Lifestyle Behaviors

- Prior to SY 2019-20, FCPS maintained prior levels of student healthy lifestyle behaviors during SY 2019-20 across all three metrics (nutrition, exercise and sleep). In SY 2019-20, FCPS witnessed declines in metric performance. In SY 2020-21, no metric data were available to assess progress. However, the closure of physical buildings for the majority of the year required FCPS reimagine how to meet student needs for physical education and nutrition when students were not coming into buildings daily and to take actions to bring that new vision to reality. These actions included the provision of expanded PE resources to support asynchronous PE instruction and the provision of over 15.6 million no-cost meals to students and families during SY 2020-21. This work built on efforts that began in Spring 2021. While typically nutrition efforts focus on teaching students about healthy nutrition, SY 2020-21 efforts focused on providing nutritious meals to all students in need. Although students reported some concerns about having enough food to focus on classes and schoolwork in SY 2020-21, the plan to continue to provide no-cost nutritious meals to all students in need in SY 2021-22 may ameliorate this student need. However, student perceptions of food security should be monitored given the impact on the ability to engage and focus on learning. And while not listed as a strategic action, FCPS did revise grading policies and provided guidance to schools regarding homework to address student workloads to allow for greater sleep. This reflects FCPS' understanding of research that student self-care is foundational to student learning. It will be important to understand the relationship between stress, exercise, sleep, nutrition, and workload to make significant inroads on any of these metrics long-term. As recommended for student social-emotional skills, it will be important to include student voice and understand student perspective on how to support healthy lifestyle behaviors when determining strategic efforts for SY 2021-22.

Aspiration: Attendance

- During the 2020-21 SY, FCPS' attendance data indicate progress toward the 2020 target for the number of schools with low rates of students with frequent absences, while still falling below the targeted level. However, attendance data collected during this reporting year may not have provided a comparable picture of student attendance to that gathered in prior years. Not knowing where the division is in its progress toward the target is much like our difficulty assessing progress on many other metrics in this report.
- The development of an interdepartmental team to support schools' efforts in this area is an action that builds on the work in SY 2019-20 with Project Momentum high schools and is likely to yield long-term, not short-term or immediate results. Multi-tiered systems of support have a strong research basis and while it has not resolved the attendance challenges at these schools immediately, the research leads FCPS to believe that this is a strategic action that should be continued. Staff knowledge and capacity is built over time and, in ideal situations, subsequently results in change in action or ways to provide support.
- Given the unique circumstance of virtual learning as a result of COVID, it is essential that MTSS teams at all schools closely monitor attendance data during SY 2021-22 and develop and implement support plans to address student needs as soon as possible. The environmental context due to COVID will inevitably result in the need for more intense, individualized and targeted support to ensure all students attend school regularly. During SY 2021-22, all schools will be implementing academic and wellness strategies through an MTSS framework. This should result in greater capacity in all areas that will benefit the attendance work that has occurred in the two prior school years. However, schools may need assistance in differentiating the strategies for students in Tiers 1, 2, and 3 and an understanding of fidelity of implementation and the timeframe in which they should see results before a change in strategy is made. Moreover, as students transition back into in-person learning, it will be essential to closely monitor attendance to determine the scope of the challenges

with chronic absenteeism that may not have been evident last school year given the challenges of taking attendance while students were learning virtually. The division may need to determine its capacity to support significantly more schools through the interdepartmental team approach and whether the approach can be scaled up as is or will need to be modified to support a greater number of schools.

- Overall, the actions taken during SY 2020-21 serve as a foundation for the potential increase in outcomes at high needs schools; however, systematic plans to address overall attendance needs across the division requires review and enhancement to attain the aspiration of all schools having low rates of students with frequent absences.

Aspiration: Disruptive Behaviors

- In SY 2020-21, FCPS showed progress in the percentages of students with behavior referrals at each school level when looking at the metric data. This positive news should be tempered, however, with the understanding that due to the COVID-19 closure of school buildings, students were not in school for the majority of the school year and, therefore, most students had a shorter time span in which to receive this type of referral. Limiting the analysis to equivalent timespans (4th quarter) in the SY 2018-19 and reporting years, continues to paint a picture of improvement but continues to show similar patterns with greater referrals at middle school than at high or elementary school levels. Given the long time away from in-person instruction for all students, it is unclear what will happen in terms of student referrals for disruptive behavior. As students transition back to in-person learning, they may need support to not only relearn norms of acceptable behavior in schools, they likely need greater knowledge and skills to manage their own emotions. In ORSI's study, students that had returned to in-person learning reported that it was hard for them to remember how to interact with others in person and how to manage their emotions regarding those interactions. Moreover, staff reported concerns regarding the potential for greater behavior issues given the social-emotional challenges students experiences during the pandemic and transitioning back from learning environments in which they had greater independence than they will have in SY 2021-22.
- The focus of action that FCPS undertook in SY 2020-21 to support decreasing students' disruptive behavior referrals included under this Aspiration focused on changing the behavior codes to support restorative conversations about student behavior (as compared to supports for staff to view behavior through a culturally responsive lens, which was the focus of actions in the Welcoming Environment section related to disruptive behavior referrals). Moreover, the action was not completed during SY 2020-21 with implementation planned for SY 2021-22. Progress on this metric will need to be monitored over time as students transition back into fully in-person instruction and staff have the opportunity to use the new behavior codes in making behavior referrals in SY 2021-22.

Aspiration: Staff Wellness

- The EAP program provides support for staff and their household members in fostering healthy behaviors, including wellness and work/life balance, which should support healthy life choices of staff and their household members. Utilization during SY 2020-21 indicates that FCPS staff continue to access EAP resources at higher levels than staff in other organizations and at a level that meets FCPS' target. In fact, EAP utilization during the current reporting period continued to show growth over the prior year with the majority of FCPS staff now utilizing this program. Moving forward FCPS is likely to continue to meet its performance target without additional efforts to expand utilization of the program.

Future Considerations

Welcoming Environment

Strategic Concerns

FCPS will need to monitor staff needs for addressing student behavior and help staff seek to understand the root causes for student disruptive behavior to best align needed supports for staff as students transition back to in-person learning.

Support the development and implementation of action plans to improve student, teacher and support staff perceptions of respect (when resources allow).

Budget Considerations

FCPS should provide greater resources to schools to explore the connection between cultural responsiveness, student learning differences, and discipline disproportionality (when resources allow).

Policy

None

Healthy Life Choices

Strategic Concerns

FCPS will need to continue to seek to understand how to best guide all students in balancing a focus on academics and managing healthy life choices to maintain low levels of stress, high attendance rates, and low rates of behavior referrals.

School MTSS systems will continue to be needed to guide staff responses to providing interventions and supports for FCPS students most challenged in making healthy life choices.

Continue to support increasing restorative conversations about student behavior, especially changes targeted to increase equity of discipline and reduction in consequences that remove students from instruction.

FCPS should closely monitor the implementation of an online teacher referral tool for consistency across schools and with SR&R guidance.

Budget Considerations

If needed, provide funding for actions that address the root causes of student stress that may be outside the purview of ESSER III Wellness Interventions and Supports.

Policy

Based on an understanding of how to best balance academics and healthy life choices, FCPS should develop framework on to improve the associated outcomes, which may have policy implications for such topics as homework.

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Introduction

FCPS' Strategic Plan contains four goal areas, each with a set of Desired Outcomes (the "What") intended to drive the priority work and funding in the Division. Within each Desired Outcome, one or more Aspirations describe what we hope to see when the Desired Outcome is fully realized. This report reflects the status of FCPS' progress toward its Desired Outcomes and Aspirations identified in FCPS' School Years (SY) 2018-20 Strategic Focus for the Caring Culture goal area. The report reflects data about FCPS' functioning and performance during SY 2020-21 / fiscal year (FY) 21.

There are two things to note that are important context in the interpretation of the information provided in this report. First, this reporting year occurred during the COVID-19 pandemic, which altered the typical operations of how FCPS provides instruction to students. Specifically, about half of all FCPS students received instruction virtually for more than half of the school year and about half received it virtually throughout the year. COVID-19 not only affected how instruction was delivered, but also affected Virginia Department of Education (VDOE) testing requirements, how FCPS conducted regular business, and the impacts on instruction and learning needed to be factored in when decisions were made for the school division. Second, the reporting for SY 2020-21 reflects aims that were not necessarily the highest priority or most urgent work that FCPS engaged in during the year. More specifically, Desired Outcomes and Aspirations in the SY 2018-20 Strategic Focus that are being reported on were supposed to be revisited and officially revised for use after SY 2019-20. In fact, the work to revise the Strategic Focus began during SY 2019-20. However, once the COVID-19 crisis began in March 2020, priorities shifted to managing the crisis and its impacts on instruction, students, and staff, delaying the creation of a new Strategic Focus for SY 2020-21 and beyond. This is not to say that the Desired Outcomes and Aspirations identified in the SY 2018-20 Strategic Focus were unimportant during this reporting year but rather that there were competing, and often more pressing, priorities requiring attention.

Desired Outcomes and Aspirations for Caring Culture

The SY 2018-20 Strategic Focus includes the following Desired Outcomes and Aspirations for the Caring Culture goal:

Welcoming Environment

- **What:** All FCPS employees will demonstrate **cultural responsiveness** when supporting families, students, and other staff.
- **How:** All FCPS employees will successfully complete cultural competence training.
- **Aspirations:**
 - All students, families, and staff will feel respected and included at school
 - All staff will view student behavior through a culturally responsive lens

Healthy Life Choices

- **What:** FCPS will use best practices to enable students and staff to make **healthy life choices**.
- **How:** Increase school and department awareness and use of practices that support positive individual wellness.
- **Aspirations:**
 - All students will report healthy social-emotional skills and lifestyle behaviors
 - All schools will have low rates of students with frequent absences
 - No students will have disruptive behavior referrals
 - All employees will have the opportunity to take advantage of wellness resources

Uses of Annual Strategic Plan Goal Reports

The annual Strategic Plan goal reports fulfill the requirements outlined in FCPS Policy 1405.3, *Accountability for Division Efficiency and Effectiveness*, regarding accountability for the strategic plan to the School Board and public on FCPS' progress toward meeting strategic goals (referred to in the policy as level 2 accountability). Strategic Plan goal reports also play a role in FCPS' continuous improvement framework, called the Strategic Decision-Making Cycle (SDMC; see Figure 1 below). The SDMC framework is designed to provide ongoing improvement in the use of funds available to the Division, while also requiring study of the effectiveness of FCPS programs, services, projects, and initiatives, supported by these funds. The framework highlights four systematic steps for deciding how and where to expend funds and other resources to support actions that should allow FCPS to address its strategic priorities. SDMC allows FCPS to connect the resources it invests to the effectiveness of its strategic efforts. The steps in the cycle are listed below:

- Identifying and aligning resources to the most critical and effective efforts that support strategic aims (Plan).
- Allocating and monitoring the use of funds toward these efforts (Do).
- Monitoring and communicating the outcomes of the work and its association to resource usage (Study).
- Adjusting resource allocations for subsequent years based on the impacts from prior efforts (Act).

Figure 1: Strategic Decision-Making Cycle for Resource Allocation (SDMC)



The overall aim of SDMC is to guide FCPS' alignment of resources to the school division's priorities and judge whether resources have been used for actions that effectively support FCPS' progress toward strategic aims. SDMC not only requires FCPS to carefully consider funding and other resource allocations but also take into consideration the effectiveness of its efforts in achieving FCPS' highest priority objectives while making continuous improvement on both the funding and impact fronts.

Report Organization and Features

Annual Strategic Plan reporting includes an executive report which describes performance on the metrics associated with each Desired Outcome and highlights the most important points from the Caring Culture Strategic Plan Report. The body of the report is organized by the Desired Outcomes with subsections for each Aspiration as described below (see Background on Caring Culture section below for specifics on the Desired Outcomes and Aspirations for the Caring Culture goal area). At the end of each Desired Outcome, there is a section listing important considerations for future. Three appendixes provide supporting information for the reports.

Similar to last year, this report offers features that provide an accountability lens with information that is linked to the SDMC framework. All but one of the sections under each Aspiration are the work of FCPS' Office of Research and Strategic Improvement (ORSI), which allows for objective and independent judgments of FCPS' performance. The Goal Champion, who is the FCPS Leadership Team member overseeing the work in a goal area, provides a response to the conclusions drawn by ORSI. Information provided about each Aspiration reflects the following sections:

- **SY 2020-21 Outcome and Analysis** details the progress FCPS made toward performance targets for metrics, judgment of performance, and, when possible, additional analyses to extend understanding of the performance (see Metrics and Performance Judgments section below for more information).
- **SY 2020-21 Actions, Costs, and Return on Investment (ROI)** provides a description of high leverage strategic actions that supported current levels of performances toward an Aspiration, how the strategic actions were funded, and the return on investment. Actions included in this section were identified by the Goal Champion and departments engaged in the strategic work (see Costs and ROI section below for more information).
- **Conclusions** synthesize across sections to describe the effectiveness of the actions for making progress toward the Aspirations and what changes, if any, are needed to maintain or meet the target for the Aspiration.
- **Goal Champion Response** provides the Goal Champions' perspective on performance and includes next steps (either currently underway or to be planned/implemented).

Future Considerations are provided for each Desired Outcome to highlight what the Superintendent and Cabinet believe the School Board should consider for the future, including policy, budget, and strategic considerations. These considerations are developed with input from the Goal Champion and ORSI

Appendixes include trend data for metrics over time (Appendix A), strategic costs associated with each goal area (Appendix B), and performance data tables, and charts for metrics not highlighted in the Outcomes Narrative (Appendix C).

Metrics and Performance Judgments

Strategic Plan report metrics are used to measure progress toward performance targets. These metrics, approved by the School Board in March 2018 were selected to be the best representation of performance toward the aspiration. Metrics reflect both direct (e.g., discipline incidents) and indirect measures (e.g., survey data), based on data availability and relevance to the aspiration.

The Outcomes and Analysis sections have color-coded judgments of overall progress for metrics toward the SYs 2018-20 targets. The color-coding of the SY 2020-21 / FY21 performances use the following color codes:

	Dark teal indicates that FY 21 performance met or exceeded the SYs 2018-20 target.
	Light teal indicates that FY 21 performance progressed beyond baseline but did not meet the SYs 2018-20 target.
	Yellow indicates that FY 21 performance did not make progress beyond baseline toward meeting the SYs 2018-20 target.

The same color-coding was used within the graphs in reporting on metric data, including color-coding of individual student or staff groups. In cases where the metric includes performance by student or staff groups, all the groups had to have met the SYs 2018-20 Target for Overall Progress to be color-coded **dark teal** and all, but one group needed to have progressed toward the target to be color-coded **light teal**. For any metric where more than one group was not showing progress, the performance was color-coded **yellow**.

Costs and ROI

Each strategic action has cost and ROI information, which provides additional transparency about the resources FCPS has invested during the reporting year to attain its Aspirations and the value attached to that investment. The costs reported in the annual Strategic Plan reports are not represented in this manner in either the approved budget or program budget documents. ORSI gathers these costs for each specific action from department contacts involved in the work. Just as the majority of FCPS’ budget reflects staff salary and benefits, the costs related to actions often primarily capture monetization of the time staff worked on the action during the year by converting their time investment into the associated salary and benefit costs. The costs also frequently span multiple departments, offices, and programs. For example, a strategic action to provide professional development to staff about a new Equity and Cultural Responsiveness module might include the costs of the 100 hours in total that central staff spent developing and delivering the professional development, as well as the four hours spent by 10,000 teachers attending the professional development. These types of costs are referenced in cost sections as “Salary and Benefits (Time Investment).” Additionally, if hourly positions supported the work with 30 hours of work or a book was provided to all participants, these investments of resources in the cost section would be labeled as “Hourly (Direct Cost)” and “Operating Expenses,” respectively.

In addition to describing the monetized resources FCPS invested in an action during the year, the report also includes ROI information for each action. FCPS is leading the way in developing and applying an ROI approach within a K-12 educational setting. ROI analyses evaluate the link between funds invested in actions undertaken to achieve strategic outcomes and the extent of benefits to FCPS in making these investments. The approach is aligned to the SDMC framework and allows FCPS to (1) capture the benefits of its investments, especially when those investments are large; (2) determine the effectiveness of its budget decisions so funds can be allocated or reallocated to better achieve its goals; and (3) be accountable and transparent in its use of public funds. ROI information can support strong decision-making in FCPS by highlighting where investment of funds yields benefits that indicate continued funding is a wise decision and where fund investment yields neutral or negative impacts that indicate continued funding is a poor decision.

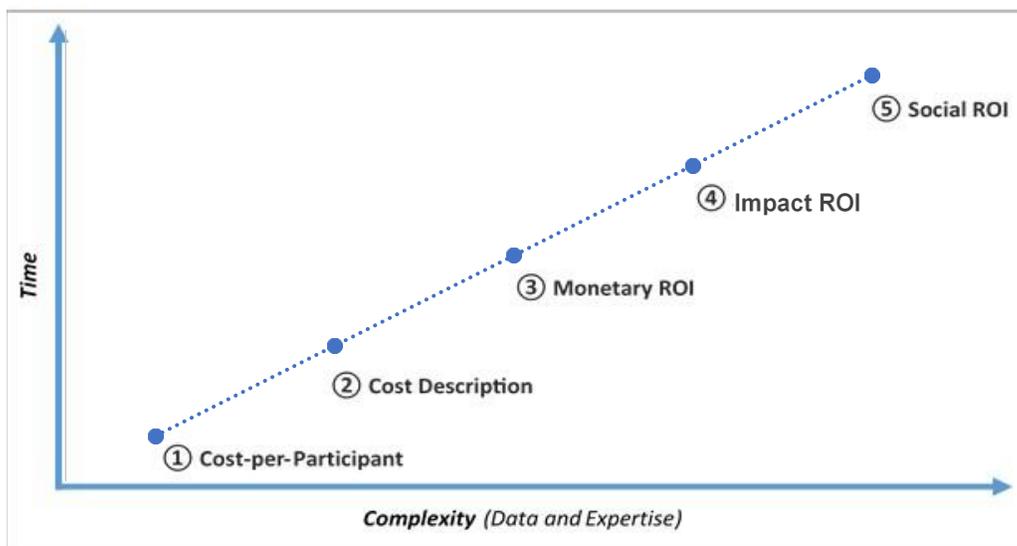
FCPS uses a continuum of approaches for evaluating the link between expenditures and benefits to analyze ROI (see graphic below). FCPS developed these approaches following a review of available literature on ROI and tailoring them to a K-12 school district context. Compared to using ROI in the private sector, where expenditures are expected to yield profits, expenditures in K-12 are spent in the pursuit of variable benefits. The continuum of ROI approaches used in FCPS reflects the monetary and non-monetary benefits expected from expenditures in K-12 education (primarily student achievement). These approaches allow for better conversations between publicly-funded organizations, such as school divisions and community funding sources, and allows for variable benefits to be accounted for. As approaches increase along this

continuum, so do the time, data, and expertise required for execution. Less complex approaches are more descriptive than evaluative, describing outcomes observed after related funds are spent. More complex approaches become increasingly evaluative and, in some cases, can definitively link specific expenditures to their related benefits. For goal reporting, FCPS strives to use more evaluative approaches that answer the Division's information needs.

The five approaches that FCPS uses to assess the return on investment are:

- **Cost per participant** describes expenditures in relation to the number of participants in a program or project, or the number of recipients of services provided by a service or initiative.
- **Cost description** is a process of identifying observed benefits or outcomes that are associated with a specific program, service, project, or initiative that has been funded, such as improvements to student achievement, operational efficiency, or teacher retention.
- **Monetary ROI** evaluates whether a monetary investment results in a monetary gain larger than the initial investment amount (e.g., cost savings or cost avoidance).
- **Impact ROI** is used to show non-monetary benefits (e.g., student achievement, operational efficiency, teacher retention) associated with the funding for a program, service, project, or initiative compared to the benefits and associated funding for a different program, service, project, or initiative (either in or outside FCPS).
- **Social ROI** evaluates a combination of monetary, impact, and community outcomes¹ to assess the full impact of funds spent.

Figure 2: Continuum of ROI Analyses



Additionally, to support understanding of the cost per participant figures computed in many of the ROI analyses, ORSI examined the range of cost per participant values to determine cut-off points for categorizing small, medium, or large investments. This information is especially important this year as “returns” in the guise of progress on performance metrics were scarce. Table 1 describes the cost ranges for cost per participant values that reflect a student, a staff member receiving professional development, or a school. These costs can then be interpreted within the scope of the activity involved and the intensity of that activity in supporting the associated aspiration. For example, a cost per participant categorized as large would be reasonable if the strategic action should be having a direct impact on student learning but would

¹ Monetary outcomes include benefits such as cost savings or cost avoidance such as benefits of early childhood expenditures on reducing special education costs. Impact outcomes include those non-monetary benefits to the school division, such as increasing high school graduation rates or operational efficiencies. Community outcomes include benefits to others outside the school division, such as a decreasing welfare dependence.

be a questionable use of funds if it were narrow in scope or had only a tangential or indirect impact on student learning.

Table 1: Categorized Cost Per Participant Values

Type of Participant Cost Category	Student	Staff member receiving professional development	School
Small	\$1 - \$19	\$1 - \$19	\$1 - \$9,999
Medium	\$20 - \$99	\$20 - \$99	\$10,000 - \$49,999
Large	\$100 or more	\$100 or more	\$50,000 or more

WELCOMING ENVIRONMENT

This section of the report covers the Welcoming Environment Desired Outcome, one of two Desired Outcomes under the Caring Culture goal. Welcoming Environment includes two Aspirations, one focused around students, families, and staff feeling respected and included, and the other around staff viewing student behaviors through a culturally responsive lens.

Aspiration: All students, families, and staff will feel respected and included at school.

SY 2020-21 Outcomes and Analysis

There are three metrics measuring the Aspiration “All students, families, and staff will feel respected and included at school”:

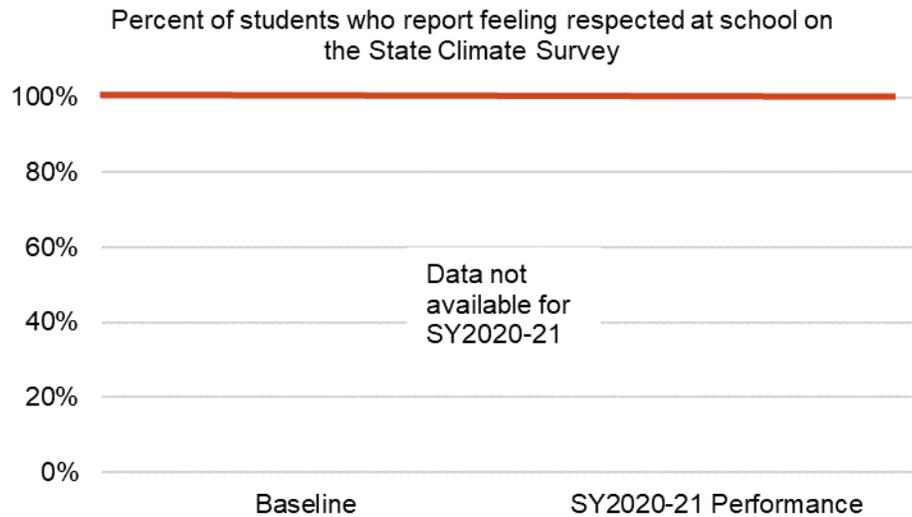
- Percent of students who feel respected at school on the State Climate Survey.
- Percent of staff who feel respected at work on the Employee Engagement Survey.
- Percent of families who feel respected at school on the Family Engagement Survey.

SY 2020-21 data for all three of these metrics were unavailable. Thus, for all three of these metrics, this report presents additional analyses of data from alternate sources measuring feelings of respect, inclusion, or associated factors among students, staff, and families.

Metric Data

In SY 2020-21, the State Climate Survey data were not available for this metric.

The State Climate Survey was administered in select middle schools in SY 2020-21 but due to changes in the survey design, the item used for this metric was not included.



Aspiration	—
2018-20 Target	---
SY 2020-21 Performance	
2-Year Baseline	[]

The Data for this Desired Outcome are Not Available

Overall Performance
Data not available

Data Source: Virginia Department of Criminal Justice Services, State Climate Survey

WELCOMING ENVIRONMENT

Additional Data Analysis

In SY 2020-21, a large majority of students, regardless of student group, reported respectful student-teacher relationships and belonging at their school.

While the State Climate Survey was not administered in SY 2020-21, ORSI did administer surveys of students as a part of their [Study of Teaching and Learning during the COVID Pandemic](#). The comprehensive survey administered in June 2021 to all students in Grades 4 through 12 contained two items that aligned to the aspiration:

- My teachers worked to have an open and respectful relationship with me.
- I felt like I belonged at my school.

While the items are generally aligned to the aspiration, they are not comparable to the metric data to provide comparisons to prior years or to baseline (see Table 2).

Table 2. Percent of students who report respectful Student-Teacher relationships or School Belonging

	All n=14,469 ²	Middle School n=6,552	High School n=7,903
My teachers worked to have an open and respectful relationship with me	88%	89%	87%
I felt like I belonged at my school	88%	89%	87%

	Asian n=4,188	Black n=1,139	Hispanic n=2,808	White n=5,423
My teachers worked to have an open and respectful relationship with me	89%	87%	89%	87%
I felt like I belonged at my school	89%	87%	88%	88%

	English Learner n=1,034	Economically Disadvantaged n=3,538	Student with Disabilities n=1,244
My teachers worked to have an open and respectful relationship with me	94%	90%	91%
I felt like I belonged at my school	89%	87%	86%

Overall, a large majority of students (88 percent) agreed that teachers worked to form open and respectful student-teacher relationships and that schools had created environments in which students felt they belonged. When the data were disaggregated by school level, similar perceptions were reported by both middle school and high school students. This was also true for each student group, where large majorities within each agreed with both items. English learners reported higher percentages of agreement than other student groups when asked about respectful student-teacher relationships (94 percent). This magnitude of this difference just crossed the barrier into the small category ($ES=.1^3$).

Students by school level and racial/ethnic groups felt the same, indicating there were no meaningful differences in perceptions. Student groups based on services received (i.e, English learner, Economically Disadvantaged,

² The total number of responses on the items gathered by ORSI was 14,469, which was a larger number of respondents than the 8,313 available for the metric data last year.

³ The National Center for Special Education Research (NCSEER) suggests that when it comes to interpreting effect sizes, Cohen's (1988) traditional categories of small (0.2), medium (0.5), and large (0.8) are not always appropriate for research on education, particularly education intervention studies. Researchers from the National Survey of Student Engagement (NSSE) at Indiana University Bloomington analyzed effect sizes in the context of empirical data and found that few educational results fit within Cohen's traditional cutoff points. Instead, they proposed alternative cutoffs of 0.1 (small effect), 0.3 (medium effect), and 0.5 (large effect). These suggestions are aligned with findings from NCSEER regarding the average effect sizes among education research studies, allowing for a more meaningful interpretation of results. Thus, this report uses these later cut-offs to describe the magnitude of differences or effects.

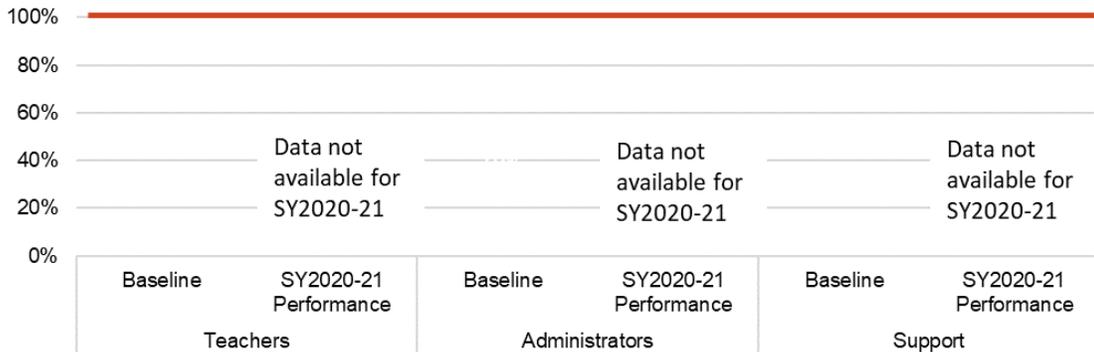
WELCOMING ENVIRONMENT

Students with Disabilities) reported higher agreement with teacher respect but the only one that was meaningful was ELs. Student groups based on services did not differ meaningfully in their feelings of belonging.

Metric Data

In SY 2020-21, the Employee Engagement Survey was not administered, so data are not available for this metric.

Percent of staff who report feeling respected at work on the Employee Engagement Survey



	Teachers	Administrators	Support	Overall Performance	
Aspiration	---				
SYs 2018-20 Target	---	The Data for this Desired Outcome are Not Available			
SY 2020-21 Performance					Data not available
3-Year Baseline	~95%				

Data Source: Department of Human Resources. Employee Engagement Survey

Additional Data Analysis

The majority of teachers indicated respectful relationships with students' families at all school levels. However, no data were available to assess respect at work among colleagues nor respect felt by FCPS administrators or support staff who are typically assessed separately for this metric.

While the Employee Engagement Survey was not administered in SY 2020-21, ORSI did administer teacher surveys as a part of their [Study of Teaching and Learning during the COVID Pandemic](#). The comprehensive teacher survey administered in June 2021 to all FCPS teachers contained one item that aligned to the aspiration:

- My students' families had an open and respectful relationship with me.

While the item is generally aligned to the aspiration, it is not comparable enough to the metric to make comparisons to prior years or to baseline data (see Table 3).

Table 3. Percent of teachers who report respectful Family-Teacher relationships

	All Teachers n=4,801 ⁴	Elementary School Teachers n=2,312	Middle School Teachers n=741	High School Teachers n=1,697
My students' families had an open and respectful relationship with me.	95%	97%	94%	93%

⁴ The total number of responses on the items gathered by ORSI was 4,801 teachers, which was a smaller number of respondents than the 14,634 teachers who completed the Employee Engagement survey that supplied the metric data last year.

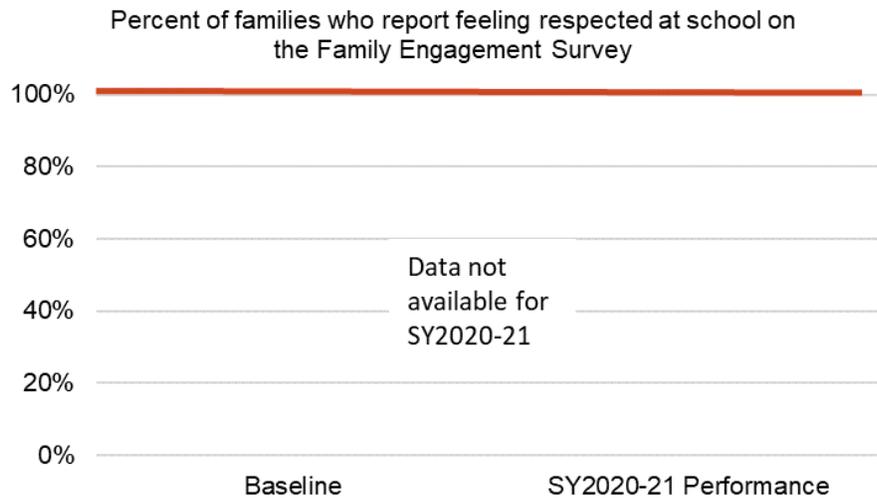
WELCOMING ENVIRONMENT

The large majority of all teachers (95 percent) agreed that teachers had respectful relationships with their students' families. This was true for teachers at all school levels. The percentage of teachers at the elementary level that agreed (97 percent) was greater than that of teachers at middle or high school (94 and 93 percent, respectively). The magnitude of this difference was small ($ES=.14$), indicating elementary teachers were experiencing slightly more positive though not vastly different family-teacher relationships than middle and high school teachers.

Metric Data

In SY 2020-21, the Family Engagement Survey was not administered, so data are not available for this metric.

The Family Engagement Survey was not administered in SY 2020-21. This decision was made to reduce burden on families and administrators to retain their focus on Return to School processes during the COVID-19 pandemic.



Aspiration	—	The Data for this Desired Outcome are Not Available	Overall Performance Data not available
2018-20 Target	---		
SY 2020-21 Performance			
2-Year Baseline	█		

Data Source: Office of Professional Learning and Family Engagement. Family Engagement Survey

Additional Data Analysis

A majority of families reported respect at their child's school. However, the percent of families of White students and students with disabilities reporting respect was lower than the percent of families from other student groups.

While the Family Engagement Survey was not administered in SY 2020-21, ORSI did administered surveys of families as a part of their [Study of Teaching and Learning during the COVID Pandemic](#). The comprehensive survey administered by ORSI in June 2021 contained the same item that was intended to be used for the metric. This is higher than the 83 percent of families that reported feeling respected in SY 2018-19 but below the performance target of 89 percent (see Table 4):

- I felt respected by my child's school.

WELCOMING ENVIRONMENT

Table 4. Percent of families who report respect at their child's school

	All n=39,164 ⁵	Asian n=6,814	Black n=2,215	Hispanic n=7,916	White n=14,164
I felt respected by my child's school.	87%	84%	90%	88%	82%

	English Learner n=4,107	Economically Disadvantaged n=6,701	Student with Disabilities n=4,289
I felt respected by my child's school.	92%	89%	83%

The large majority of families reported they felt respected by their child's school. There were small differences in the percentages reporting respect. Families of Black students and English Learner students had 90 percent or more reporting respect. Families of White students and Students with Disabilities had 83 percent or less reporting respect. These differences were of small magnitude ($ES=.20$).

SY 2020-21 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken in SY 2020-21 toward the Aspiration that "All students, families, and staff members will feel respected and included at school." Each strategic action includes a brief description, an explanation of the how the strategic action was financed, and a ROI analysis. The aspiration focuses on the following actions, identified by the Goal Champion as the main efforts FCPS undertook to make progress during SY 2020-21:

- Developed and implemented a regulation specifically guiding practice and providing supports to students identifying as transgender and gender expansive.
- Enhanced explicit connections to social justice standards in middle school health and physical education lessons.
- Continued to expand professional development on Equity and Cultural Responsiveness for school-based staff

Strategic Action: Developed and implemented a regulation specifically guiding practice and providing supports to students identifying as transgender and gender expansive.

Description

In 2020, the Virginia General Assembly passed legislation that would require all school divisions to create a more inclusive environment for transgender and gender expansive students. VDOE was then tasked with guiding school divisions' compliance with the revisions to the Code of Virginia ([§ 22.1-23.3. Treatment of transgender students; policies](#)), which they did by sharing a model policy with school divisions. In anticipation of these efforts, FCPS staff developed [Regulation 2603](#), which provides specific guidance and outlines supports to students identifying as transgender or gender expansive. In SY 2020-21, FCPS central office staff drafted this regulation and supported professional development with school administrators to facilitate their support of transgender and gender expansive students in accordance with the regulation at all FCPS school sites. School year 2021-22 will be the first full school year with the regulation in place where the impacts of this regulation should be expected.

Costs

To develop Regulation 2603, the investment of \$24,673 went to funding central office staff efforts to draft the regulation. These positions came together for two hours per week for 15 weeks to develop and finalize this work.

⁵ ORSI's survey of families in June 2021, resulted in 39,614 responses to the item regarding respect at schools, which was a larger number of respondents than the 21,393 teachers who completed the Family Engagement Survey results used for the metric when it was last administered in SY 2018-19.

WELCOMING ENVIRONMENT

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$24,673			\$24,673
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$0			\$0
Total Costs	\$24,673	\$0	\$0	\$24,673

Return on Investment

In FY 21, FCPS invested less than \$1 per student to develop a regulation that specifically guiding practice and providing supports to students identifying as transgender and gender expansive. (ROI Approach: Cost per participant)

FCPS invested a total of \$24,673 in staff costs to enhance the curricular resources. With 179,998 students, that reflects an investment of less than \$1 per student to provide guidance to support students identifying as transgender and gender expansive. This is a small⁶ investment compared to other strategic work providing direct benefit to students.

Strategic Action: Enhanced explicit connections to social justice standards in middle school health and physical education lessons.

Description

Starting in Spring 2020, discussions about social justice (defined as justice related to the distribution of wealth, opportunities, and privileges within a society) received elevated national attention. As a result, staff reflected on FCPS curriculum and looked for opportunities to enhance the explicit connections to social justice standards developed by Tolerance.org. This group was founded in 1991 by the Southern Poverty Law Center in Montgomery, Alabama. Since that time, they have worked to develop materials in four areas: Culture and Climate, Curriculum and Instruction, Leadership, and Family and Community Engagement. The project has been named a “Friend of the UN,” recognized by the Desmond Tutu Peace Foundation, and selected by President Clinton’s Initiative on Race as one of the nation’s “Promising Practices” to eradicate racism. The social justice standards are a part of their work. These standards⁷ support students’ reflection on stereotypes, unfairness, and biases in an age-appropriate manner. At the middle school level, this means supporting students’ ability to relate to others as individuals and recognizing unfairness in words and practices. Therefore, staff in Health and Physical Education (PE) made curriculum revisions that more explicitly tied middle school health and PE curriculum focused on physical and mental health, including health decisions and self-advocacy, to these social justice standards and the challenges faced by some students in demonstrating healthy behaviors and decisions. Once developed, the curriculum was shared to be used in all middle school Health and PE classes during SY 2020-21 and beyond.

⁶ Cost per student categorized as Small: \$1-19, Moderate: \$20-99, Large: \$100 or more; see introductory information on costs and ROI for more details.

⁷ <https://www.learningforjustice.org/frameworks/social-justice-standards>.

WELCOMING ENVIRONMENT

Costs

In SY 2020-21, FCPS' efforts to enhance the connections to social justice standards in middle school health lessons cost approximately \$30,000.

To enhance connections to social justice standards, the investment of \$30,068 went to funding central office staff efforts and teachers being paid hourly to do curriculum development work. A health and physical education specialist from Instructional Services worked with three teachers during Summer 2020. These teachers spent approximately ten hours each working to develop curricular resources that would reflect social justice standards in relation to healthy behaviors and decisions. Once the curricular resources were developed, professional development was provided to all middle school health and PE teachers to introduce and support staff's work to incorporate the resources into instruction. The professional development was led by the health and PE specialist. All efforts were funded through operating funds.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$29,037			\$29,037
Hourly (Direct Cost)	\$1,031			\$1,031
Operating Expenses	\$0			\$0
Total Costs	\$30,068	\$0	\$0	\$30,068

Return on Investment

In FY 21, FCPS invested \$1 per student to provide every middle school student with a health and PE curriculum that makes explicit connections to social justice standards. (ROI Approach: Cost per participant)

FCPS invested a total of \$30,068 in staff costs to enhance the curricular resources. With 29,714 middle school students, that reflects an investment of approximately \$1 per middle school student to provide the enhanced social justice resources. This is a small⁸ investment compared to other strategic work providing direct benefit to students.

Strategic Action: Continued to expand professional development on Equity and Cultural Responsiveness for school-based staff.

Description

In SY 2020-21, staff in the Equity and Cultural Responsiveness (ECR) office developed and implemented professional development that, along with other modules, continued FCPS' journey toward creating a Welcoming Environment and engendering feelings of respect and inclusion among students, staff, and families. Module VII, titled Amplifying and Affirming Voices of those who are Marginalized by Systems, Society, and Status Quo, was developed and implemented to expand the professional development on equity and cultural responsiveness for school-based staff. This ECR module, which was the seventh module for school-based staff over the last five years, was developed and made available to school-based staff for the first time in SY 2020-21. To provide the professional development, staff in the Equity and Cultural Responsiveness office utilized staff members in each school designated as Equity Leads. Equity leads receive a stipend to support the cultural responsiveness work

⁸ Cost per student categorized as Small: \$1-19, Moderate: \$20-99, Large: \$100 or more; see introductory information on costs and ROI for more details.

WELCOMING ENVIRONMENT

in their work site. For this action, Equity leads received training to facilitate the discussions in Module VII and then provided this professional development to the staff in their schools in Spring 2021.

Costs

Efforts to expand professional development on Equity and Cultural Responsiveness for school-based staff in SY 2020-21 cost approximately \$3 million.

In SY 2020-21, the primary investment of resources was in staff time to develop and to participate in professional development for Module VII. Three specialists in the office of Equity and Cultural Responsiveness invested time in the development of the professional development module. These same specialists then invested time in the professional development of equity leads through a train the trainer model. Equity leads then led Module VII professional development sessions in their schools with all school-based staff, approximately 4-8 hours to prepare and lead these sessions in schools. Equity leads are compensated via an annual stipend of \$700 and staff estimated that one-third of their work in SY 2020-21 was in support of Module VII. The costs of the stipends were captured in operating expenses in the table below. Module VII was one of two ECR modules implemented with all school-based staff in FY 21. All efforts were implemented using FCPS Operating Funds.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$2,973,488			\$2,973,488
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$9,625			\$9,625
Total Costs	\$2,983,113	\$0	\$0	\$2,983,113

Return on Investment

In FY 21, FCPS invested \$127 per school-based staff member to expand professional development on Equity and Cultural Responsiveness. (ROI Approach: Cost per participant)

Module VII professional development was implemented for a total cost of \$2,983,113 with 23,563 school-based staff members. The cost per participant was \$127 from operating funds. This was a large⁹ investment of funds per participant for a professional development initiative which is reflective of the intent to directly impact having all students, staff, and families feel respected..

⁹ Cost per professional development initiative categorized as Small: \$1-19, Moderate: \$20-99, Large: \$100 or more; see introductory information on costs and ROI for more details.

WELCOMING ENVIRONMENT

Conclusions

Based on the limited data available for SY 2020-21, it is unclear the amount of progress on this Aspiration. While none of the metric data were available in SY 2020-21, additional data indicated that students, teachers, and families felt respect when interacting in teaching-learning relationships. In the prior reporting year, data indicated FCPS had made progress over baseline but had not continued the upward progress that had been seen prior to that year on this Aspiration, decreasing one to four percentage points in the levels of perceived student and staff respect when compared to the prior year. Given the alternative data, the majority of students and staff report open and respectful relationships and the majority of families report being respected by their child's school. Differences in student and staff perceptions of respect that were observed in SY 2019-20 were not observed in SY 2020-21 on the alternative measures. It is unclear whether these differences no longer exist or were not manifested using the alternative measures. For example, as noted in ORSI's [Study of Teaching and Learning during the COVID Pandemic, Report 3](#), focus groups with students did reveal differing perspectives that did not surface in the survey data.

The actions FCPS pursued during SY 2020-21 included professional development of staff around equity and cultural responsiveness, which included opportunities to support discussions related to equity, as well as developing a regulation that supported and provided guidance for meeting the needs of students identifying as transgender or gender expansive. In SY 2019-20, actions mostly focused on activities that would support parent/family feelings of respect. In SY 2020-21, actions focused more broadly around having staff and students provide support for a caring culture. However, FCPS will likely need to invest in new actions designed to address the root causes of students, staff, and family perceptions of not feeling respected and have those actions embedded in schools' day to day work to make progress on this metric.

Goal Champion Response to Conclusions

Support Conclusions

Given the intended evaluation measures were not administered during the 2020-21 SY in an effort to minimize the workload on staff as they supported students returning to in-person instruction, it is difficult to draw definitive conclusions about progress toward this aspiration. However, it is important to recognize that even during a national pandemic, a large majority of students (88%) agreed that teachers worked to form open and respectful student-teacher relationships and that schools had created environments in which students felt they belonged.

Whereas we cannot make a correlation between the level of student agreement on belonging-related items in the *Study of Teaching and Learning during the COVID Pandemic* and the strategic actions taken during the 2020-21 SY, the establishment of Regulation 2603: *Gender-Expansive and Transgender Students*, likely impacted students' perceptions of belonging. Given students who identify as part of the LGBTQIA+ community have historically been marginalized, having a regulation that respects and safeguards their identity likely had a positive impact on their perceptions of belonging.

While not listed as a strategic action, the division's response (e.g., grading adjustments, expanded intervention options) to students' request for flexibility during the 2020-21 SY may have also contributed to students' positive perception of school environment and belonging. The 2020-21 SY presented unique challenges for students as they navigated the COVID-19 pandemic and tried to return to "normal" academic expectations. Students having the ability to express their concerns about workload and support and seeing changes implemented as a result of their advocacy may have contributed to high levels of belongingness during a time that may have been the most difficult in some students' lives.

Despite the high level of agreement relative to supportive environments and belonging, we acknowledge that there is still work to be done. In looking at the data from the 2020-21 SY independently, there is still approximately 12% of students who don't feel a sense of belonging. As such, continuation of equity professional development and actionable work, that supports the division's goal of all students, staff, and families feeling included in school, is essential for continuous improvement.

WELCOMING ENVIRONMENT

While 87% of all families surveyed on the ORSI Study of Teaching and Learning during the COVID Pandemic reported that they feel respected by their child’s school is lower than the 89% target, this total percentage has increased over 83% of families surveyed in 2018-19. This demonstrates efforts from the division to communicate with and engage families, and to provide Cultural Proficiency professional development during this period of time. The 92% of English Learner families who responded that they feel respected by their child’s school could have attribution to intensive efforts of Family Liaisons to ensure families remained connected to their schools, multilingual communications, and a variety of translation tools easily accessible to families. We will continue efforts across the division to further engage and communicate with families.

Aspiration: All staff will view student behavior through a culturally responsive lens.

SY 2020-21 Outcomes and Analysis

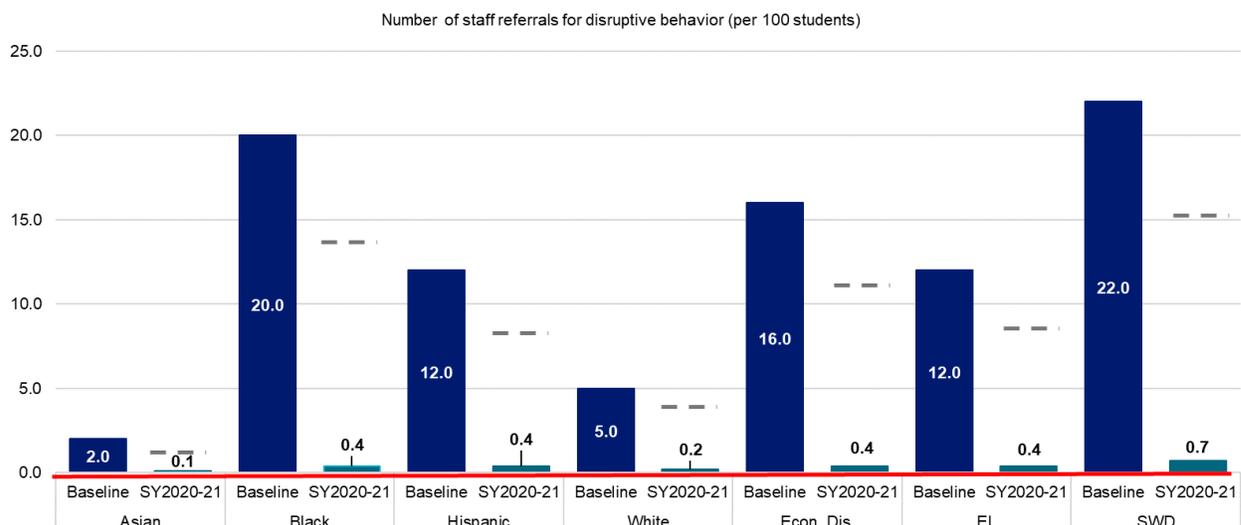
There is one metric measuring the Aspiration “All staff will view student behavior through a culturally responsive lens.” The following metric is presented below:

- Number of staff referrals for disruptive behaviors (per 100 students).

Metric Data

In SY 2020-21, staff referrals for disruptive behaviors decreased for all student groups to meet performance target levels. However, this was likely due to the provision of instruction virtually for the majority of the school year.

In SY 2020-21, all students received instruction virtually for the majority of the school year. In Spring 2021, approximately half of FCPS students returned to in-person instruction for 2-4 days per week. This reduced the direct student to student or student to staff interactions during the school year and also had the effect of reducing the number of discipline incidents. In SY 2019-20, all student groups had progressed toward but had not met performance targets. The performance levels for the student groups in SY 2019-20 were 1.9 (Asian), 11.4 (Black), 8.2 (Hispanic), 3.6 (White), 10.2 (Economically Disadvantaged), 9.4 (English Learner), and 15.6 (Students with Disabilities), respectively. This reflected two student groups meeting their performance targets. In SY 2020-21, the number of staff referrals per 100 students was below baseline and below the performance target levels for all student groups, an increase of five additional student groups meeting their target levels of performance. However, the performance should be interpreted with caution because the context of the data reported for this metric in SY 2020-21 is not comparable to the context of the data reported in previous school years due to the circumstances posed by virtual learning.



WELCOMING ENVIRONMENT

		Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	
Aspiration	—	0 per 100	0 per 100	0 per 100	0 per 100	0 per 100	0 per 100	0 per 100	
Performance Target	---	1.3 per 100	13.3 per 100	7.7 per 100	3.2 per 100	10.4 per 100	7.9 per 100	14.9 per 100	Overall Performance
SY 2020-21 Performance		0.1	0.4	0.4	0.2	0.4	0.4	0.7	Met or Exceeded Target
3-Year Baseline		2.0 per 100	20.0 per 100	12.0 per 100	5.0 per 100	16.0 per 100	12.0 per 100	22.0 per 100	

Note: The number of referrals includes multiple referrals for the same student. Data source: FCPS Student Information System

Additional Data Analysis

While the overall number of staff referrals for disruptive behavior were reduced in SY 2020-21, the referrals continued to be highest for Students with Disabilities.

With virtual learning in SY 2020-21, there was a significant reduction in teacher referrals for disruptive behavior. Referrals primarily occurred once students were able to return for in-person instruction at the end of SY 2020-21. Therefore, referrals for disruptive behavior in SY 2020-21 were compared to referrals in fourth quarter in SY 2018-19, the last school year in which students learned in person in the fourth quarter (See Table 5). When comparing fourth quarter of SY 2020-21 to the SY 2018-19, the number of staff referrals for disruptive behavior were higher in SY 2018-19 but the same pattern existed in both school years. The student groups with the highest rate of referral for disruptive behavior were Students with Disabilities. The student group that saw the greatest reduction was Black students, a 90 percent reduction, and the group with the least reduction was Asian students, a 75 percent reduction.

Table 5. Number of Staff Referrals for disruptive behavior (per 100 students)

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
SY 2018-19 4 th quarter	0.4	4.0	2.0	2.0	3.0	3.0	4.0
SY 2020-21 4 th quarter	0.1	0.4	0.4	0.2	0.4	0.4	0.7

SY 2020-21 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken in SY 2020-21 toward the Aspiration that “All staff will view behavior through a culturally responsive lens.” Each strategic action includes a brief description, an explanation of the how the strategic action was financed, and a ROI analysis. The aspiration focuses on the following actions, identified by the Goal Champion as the main efforts FCPS undertook to make progress during SY 2020-21:

- Provided professional development to school administrators on how to incorporate culturally responsive reflection in their role in the discipline process using a newly developed document, Reflective Considerations Prior to Disciplinary Action.
- Provided professional development to staff to view behavior through a culturally responsive lens.
- Piloted a systemic teacher referral tool with 16 schools.

WELCOMING ENVIRONMENT

Strategic Action: Provided professional development to school administrators on how to incorporate culturally responsive reflection in their role in the discipline process using a newly developed document, Reflective Considerations Prior to Disciplinary Action.

Description

FCPS has been working for a number of years to improve consistency in our disciplinary actions to eliminate disproportionality in student discipline referrals and suspensions. As a part of those efforts, staff developed a supportive document to guide school administrators in their work on student discipline. In SY 2020-21, staff first developed the document and then conducted professional development with school administrators in all FCPS school sites. The document was aligned to [Regulation 2601](#), which covers the Student Rights and Responsibilities and discipline processes. It provided administrators a flowchart that walks them through considerations of unconscious bias, strategies used by the teacher prior to the referral, outreach to collaborate with families, and the role of culture or background in the incident. The flowchart was differentiated for general education students and special education students. Given that students were learning virtually for the majority of SY 2020-21 and discipline referrals were infrequent due to the limited student-student and student-staff interaction, the impact of these efforts will likely be seen starting in SY 2021-22.

Costs

In SY 2020-21, FCPS efforts to incorporate culturally responsive reflection in school administrators disciplinary actions cost approximately \$32,000.

The investment of \$18,453 from operating funds was entirely time invested in the development of the reflective document and the professional development about the document. First, the coordinator of Equity and Student Conduct created the reflective document and associated professional development materials at a cost of \$18,453. Then the PD materials were made available to school administrators from all 198 FCPS school sites engaged in the discipline process at a cost of \$13,402. The total cost of this work was \$31,495.

Return on Investment

In FY 21, FCPS' invested \$159 per school incorporate responsive reflection in school administrators' disciplinary actions. (ROI Approach: Cost per participant)

To complete this action, a total of \$31,495 was invested from operating funds. The professional development was intended to impact all 198 school sites. The investment per school site was \$159. This is a small investment per school¹⁰ relative to other strategic work implemented in school sites.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$31,495			\$31,495
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$0			\$0
Total Costs	\$31,495	\$0	\$0	\$31,495

¹⁰ Cost per school Investments Small: \$1-20,000, Moderate: \$20,001-100,000, Large: >\$100,000.

WELCOMING ENVIRONMENT

Strategic Action: Provided professional development to staff to view student behavior through a culturally responsive lens.

Description

In SY 2020-21, central office staff implemented professional development that continued FCPS' journey toward creating a Welcoming Environment and reducing disproportionality in student discipline referrals and consequences.

Module VI, Examining Race and Bias, offered an opportunity for school-based staff to examine and discuss the presence of racism and bias within the school system. School-based staff participants engaged in dialogue around systems and practices that devalue and invalidate student identity and experiences. Participants had the opportunity to utilize the [Cultural Proficiency Continuum](#) to plan for implementing structures and practices that validate and affirm student identity so as to eliminate opportunities for privilege and bias in instructional work. This professional development was implemented with staff in all school sites by staff in the ECR office, trained resource teachers, and select instructional coaches in SY 2020-21. The content of this professional development was intended to engage in activities that would expand school-based staff's understanding of how racism and bias may be present in our discipline processes and support work to eliminate biased actions in teachers' referrals of students for discipline.

Costs

During SY 2020-21, FCPS invested approximately \$2.9 million in staff time toward professional development efforts that built staff's capacity to view student behavior through a culturally responsive lens.

In SY 2020-21, FCPS invested \$2,967,832 in staff time for the development of the three-hour module by ECR specialists and the implementation with school-based staff. ECR specialists and resource teachers invested approximately 15 percent of their time during SY 2020-21 in this work at a cost of \$246,811. The remaining \$2.7 million was invested in school-based staff time to participate in the professional development activities. All costs came from operating funds.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$2,967,832			\$2,967,832
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$0			\$0
Total Costs	\$2,967,832	\$0	\$0	\$2,967,832

Return on Investment

In FY 21, FCPS invested approximately \$101 per participant to engage in professional development that would increase staff's ability to view behavior through a culturally responsive lens. (ROI Approach: Cost per participant)

To complete this action, a total of \$2,967,832 was invested from operating funds. With all staff engaged in these actions, the cost per participant was \$101. This was a large¹¹ cost per participant compared with other

¹¹ Cost per professional development initiative categorized as Small: \$1-19, Moderate: \$20-99, Large: \$100 or more; see introductory information on costs and ROI for more details.

WELCOMING ENVIRONMENT

professional development efforts: however, it can provide benefit in changing how teachers view behavior and reducing disproportionality in behavior referrals.

Strategic Action: Piloted a systemic teacher referral tool with 16 schools.

Description

FCPS has been working to improve consistency in disciplinary actions to eliminate disproportionality in student discipline referrals for a number of years. Prior to SY 2020-21, schools used their own systems to manage teachers' referrals of students to school administrators for discipline incidents. While this allowed schools to reflect on their own teachers' referrals, this did not allow FCPS to reflect on teacher referral consistency across schools. As reported in last year's Caring Culture report, during SY 2019-20, central office staff began the development of a centralized tool through the existing student information system, which would allow teachers to use one common approach for student discipline referrals. For SY 2020-21, staff who had developed the centralized online teacher referral tool provided professional development to teachers and school administrators in 16 schools so that it could be piloted and refined prior to its planned launch divisionwide during the subsequent school year. The 16 pilot schools included elementary, middle, and high schools across all five regions in FCPS.

- Region 1 – Terraset ES, Hughes MS, South Lakes HS
- Region 2 – Bailey's Upper ES, Jackson MS, Falls Church HS
- Region 3 – Springfield ES, Whitman MS, Lewis HS
- Region 4 – Centreville ES, Liberty MS, Centreville HS
- Region 5 – Daniels Run ES, Lanier MS (now Katherine Johnson MS), Fairfax HS
- Non Region – Interagency Alternative Schools (IAS)

The pilot schools provided feedback not only on the online teacher referral tool but on the needed supports for consistent and smooth implementation across FCPS in SY 2021-22.

Costs

In SY 2020-21, FCPS spent approximately \$558,000 to develop and implement an online teacher discipline referral tool

In SY 2020-21, FCPS invested \$558,252 in staff time for the development and implementation of an online teacher discipline referral tool. All costs came from operating funds. \$404,000 of the total costs were invested to cover the cost of the Edupoint license needed for this tool. Of the remaining investment, \$85,374 covered the investment of central office staff time. The remaining \$68,878 was invested in school-based administrator and teacher time in the 16 pilot schools to participate in 30 minutes of professional development regarding the use of the tool.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$154,252			\$154,252
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$404,000			\$404,000
Total Costs	\$558,252	\$0	\$0	\$558,252

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Return on Investment

In FY 21, FCPS invested approximately \$29 per participant to develop and implement an online teacher discipline referral tool. (ROI Approach: Cost per participant)

To complete this action, a total of \$558,252 was invested from operating funds. While staff were involved in the development and implementation, the target of the actions was students and improving the consistency of behavior referrals. Given the 19,577 students enrolled in the 16 pilot schools in SY 2020-21, the cost per participant was \$29. This was a moderate investment given other strategic efforts aimed to provide direct support to students.

Conclusions

In SY 2020-21, there were low discipline referral rates for all student groups. With students no longer interacting with teachers and other adults in-person for the majority of the school year, overall discipline referral rates were far lower this year than in a typical year. In fact, they were close to 0 for almost all student groups, which is FCPS' aspirational target. The SY 2020-21 context, therefore, complicates interpretation of the data trends regarding staff referrals for discipline. Further analysis, however, showed that a comparison of the fourth quarter data from this reporting year once half of FCPS' students returned to building with the fourth quarter data for the last year with students in buildings (SY 2018-19) did show improved referral rates with decreases for all groups. While there were decreases in referral rates for all groups, which was what was the aim of this work, the referrals per 100 students continued to be greater for students with disabilities than all other student groups and the referral rates per 100 students was lower for Asian and White students than the other student groups. It is unlikely that FCPS would have met the aspirational target of eliminating disproportionality in discipline referrals without the decrease in overall referral numbers that was observed in SY 2020-21 when there were fewer face to face interactions among students and between students and staff. It should be noted that ORSI's [Study of Teaching and Learning during the COVID Pandemic, Report 3](#) did identify staff concern regarding student behavior given the limited return to in-person learning in Spring 2021. Staff expressed a concern that students would need to be refamiliarized with behavioral expectations and student self-regulation once they returned to fully in-person instruction. Moreover, staff reflected a need for guidance on how to manage the resetting of behavioral expectations and support students during this time of transition.

Overall, the actions that FCPS undertook during SY 2020-21, notably the reflective document for administrators and the professional development on equity and cultural responsiveness that focused on removing bias from discipline decisions may have had some positive impact and contributed to the lower referral rates. Nonetheless, it is unclear given the impact of virtual instruction for the majority of the school year and the atypically low referral rates. Moreover, the impact of the online referral tool was intended to improve consistency of reporting within schools and across the school division with the long-term aim of supporting the lowering of referrals. Therefore, the impact of this action may yet be fully realized.

FCPS will need to continue to focus on targeted efforts around disruptive behaviors and discipline to allow the Division to eliminate disproportionality in discipline referrals across student groups. Discipline data should be monitored regularly throughout SY 2021-22 as all students transition back into school sites and become reacquainted with division expectations for student behavior as reflected on ORSI's study of teaching and learning. Two actions proposed in the SY 2019-20 Goal Champion response but not offered as strategic actions for this report were professional development on disability awareness and knowledge of strategies to support students with disabilities and the monitoring of risk ratios in discipline disproportionality. While this work may not have been prioritized SY 2020-21 given the low incidence of discipline referrals, these actions are aligned to the need and will likely be critical again in SY 2021-22.

WELCOMING ENVIRONMENT

Goal Champion Response to Conclusions

Support Conclusions

Due to most students participating in virtual instruction for the majority of the 2020-21 SY, we are unable to draw conclusions about the effectiveness of strategic actions undertaken during the 2020-21 SY to reduce or eliminate disproportionality in discipline data to indicate that all staff view student behavior through a culturally responsive lens. Interim review of discipline data by subgroup for the first half of the 2021-22 SY indicates that disproportionality in student subgroups by race (i.e. Black and Hispanic students) and special programs (i.e. SWD, ELL) persist. While many strategic actions during the 2020-21 SY were deferred to assist schools in returning students to in-person instruction and supporting schools with navigating the COVID-19 pandemic, work has resumed during the 2021-22 SY to address disproportionality in student discipline. During the 2021-22 SY, departments and regions worked collaboratively to review, analyze, and discuss discipline data, including risk ratios, with principals. Additionally, all FCPS schools implemented the universal discipline referral system at the start of the second semester of the 2021-22 SY. Coupled with the implementation of the universal referral system, schools were provided with additional resources to assist in increasing consistency relative to how discipline incidents are addressed. The resources provided will evolve based on ongoing feedback and calibration of administrators at each respective level: elementary and secondary.

Not only have we undertaken work during the 2021-22 SY to address how we respond to discipline incidents, additional professional development has begun with target schools and programs to reduce the disproportionate discipline of SWD and reduce the use of physical restraint and seclusion as we move to the division-wide prohibition of seclusion at the beginning of the 2022-23 SY.

Ensuring staff view student behavior with a culturally responsive lens requires a shift in mindset, systems and structures, and practices. Work on systems, structures, and practices alone will likely lead to short-term compliance whereby staff feel forced to respond to student behavior in a particular way which likely will not lead to sustainable results. Similarly, work solely to shift staff's way of thinking will likely not lead to sustainable change as systems, structures and/or practices may be contrary to desirable responses to discipline infractions and staff who want to implement practices to reduce disproportionality may become frustrated and result back to practices. As a result of the above, it is essential to continue to couple ongoing, targeted, intentional professional development that challenges our current way of thinking about student discipline with revised and/or new processes to minimize the disparate response to student behavior.

WELCOMING ENVIRONMENT

Future Considerations

The future considerations presented in this section have been identified by the Superintendent, with input from the Goal Champion and ORSI, as important needs for the future. Strategic concerns represent important actions the Superintendent recommends be taken in response to the information in this report. Budget considerations reflect new resource allocation related to the contents of this report and incorporated into the Superintendent's Proposed Budget this January, as well as efforts that have the potential to impact future budgets (denoted with the parenthetical statement "when resources allow"). Policy items reflect recommendations to the School Board for new policies or updates to existing policies stemming from the contents of this report.

Strategic Concerns

FCPS will need to monitor staff needs for addressing student behavior and help staff seek to understand the root causes for student disruptive behavior to best align needed supports for staff as students transition back to in-person learning.

Support the development and implementation of action plans to improve student, teacher and support staff perceptions of respect (when resources allow).

Budget Considerations

FCPS should provide greater resources to schools to explore the connection between cultural responsiveness, student learning differences, and discipline disproportionality (when resources allow).

Policy

None

HEALTHY LIFE CHOICES

This section of the report covers the Healthy Life Choices Desired Outcome, the second of two Desired Outcomes under the Caring Culture goal. The Healthy Life Choices outcome includes four Aspirations that focus on students' healthy social-emotional skills and lifestyle behaviors; student behavior; chronic absenteeism; and employee access to the FCPS Employee Assistance Program. Details on outcomes, actions, costs and ROI for each Aspiration are detailed below.

Aspiration: All students will report healthy social-emotional skills and lifestyle behaviors.

SY 2020-21 Outcomes and Analysis

There are four metrics measuring the Aspiration “All students will report healthy social-emotional skills and lifestyle behaviors.”

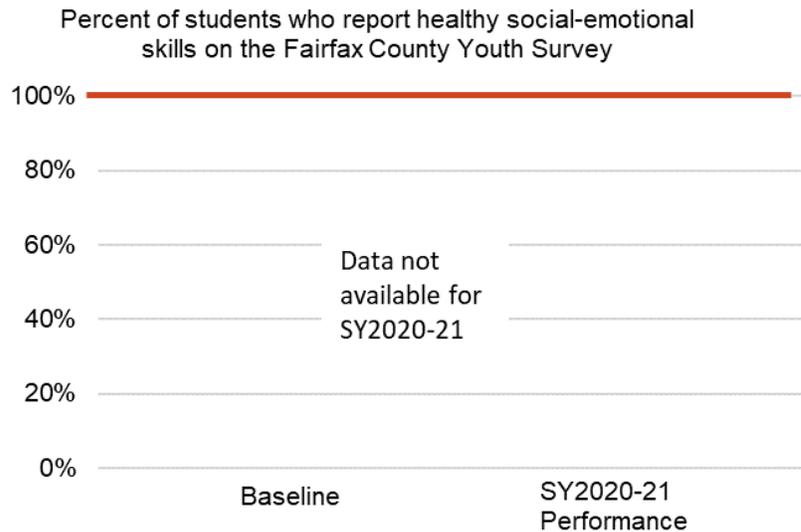
The following metrics are presented below:

- Percent of students who report healthy social-emotional skills on the Fairfax County Youth Survey.
- Percent of students who report being drug- and alcohol-free on the Fairfax County Youth Survey.
- Percent of students who report three or more assets on the Fairfax County Youth Survey.
- Percent of students who report healthy nutrition behaviors, healthy amounts of exercise, and healthy amounts of sleep on the Fairfax County Youth Survey.

SY 2020-21 data for all four metrics were unavailable. For the first metric, this report presents additional analyses of data from alternate sources healthy social-emotional skills. However, alternative sources were not available for the remaining metrics.

Metric Data

In SY 2020-21, the Fairfax County Youth Survey was not administered, so data are not available for this metric.



HEALTHY LIFE CHOICES

Aspiration	—	The Data for this Desired Outcome are Not Available	Overall Performance
SYs 2018-20 Target	---		
SY 2020-21 Performance			
3-Year Baseline			

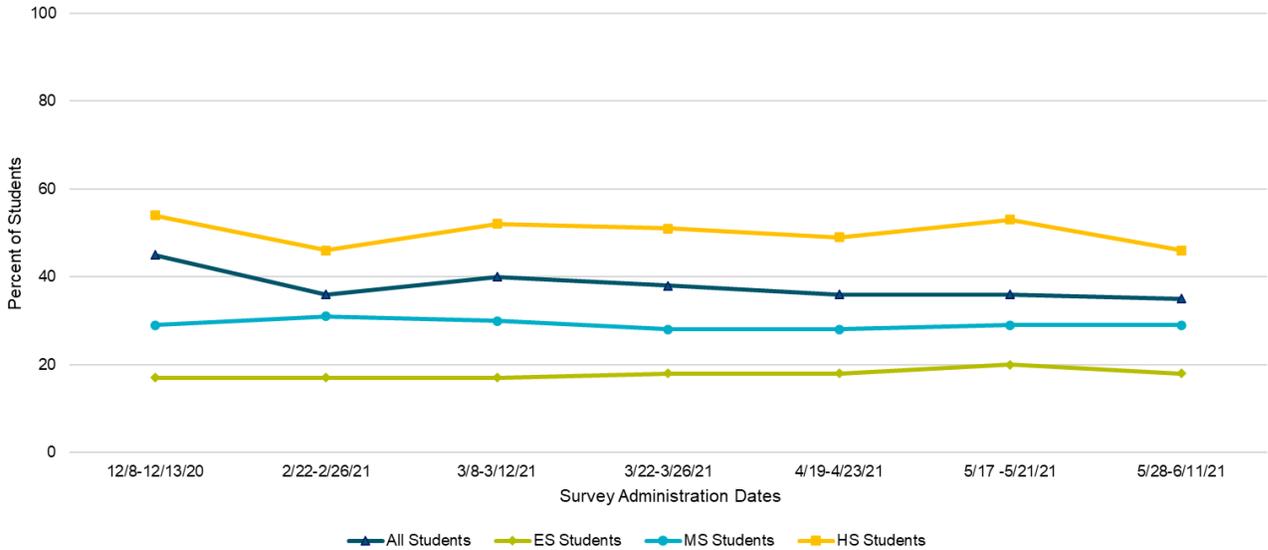
Data Source: Fairfax County; Fairfax County Youth Survey

Additional Data Analysis

Compared to baseline performance, students reported similar levels of healthy social-emotional skills in SY 2020-21. The percentages of English learners and students with disabilities that report healthy social-emotional skills are greater than for other student groups.

While the Fairfax County Youth Survey was not administered in SY 2020-21, ORSI did administer surveys to students as a part of their [Study of Teaching and Learning during the COVID Pandemic](#). The surveys administered December 2020 through June 2021 contained the same item that was intended to be used for the metric. However, the ORSI study focused on the percent of students who reported high stress as opposed to low to moderate stress, as was done for the metric. The figure below reports high stress over time in SY 2020-21. The data showed that overall, the percent of students reporting high stress decreased throughout the school year from 45 percent to 35 percent. However, once the data were disaggregated by school level different patterns emerged. Greater percentages of high school students reported high stress than at the middle or elementary level.

Figure 3: Student Ratings of High Stress in Past Month by School Level



HEALTHY LIFE CHOICES

Table 6. Student Ratings of High Stress by level

Survey Administration Dates	Percentages n			
	All Students	Elementary School (ES) Students	Middle School (MS) Students	High School (HS) Students
12/8-12/13/20	45% 13,478	17% 6,036	29% 5,065	54% 8,355
2/22-2/26/21	36% 5,584	17% 1,082	31% 1,771	46% 2,720
3/8-3/12/21	40% 2,319	17% 120	30% 613	52% 1,585
3/22-3/26/21	38% 1,923	18% 156	28% 440	51% 1,321
4/19-4/23/21	36% 1,957	18% 187	28% 559	49% 1,209
5/17 -5/21/21	36% 1,897	20% 228	29% 584	53% 1,084
5/28-6/11/21	35% 17,107	18% 3,034	29% 6,393	46% 7,680

To replicate the metric data, the same business rules were applied to the middle and high school student data collected by ORSI in June 2021. Compared to baseline, middle and high school students combined reported similar levels of healthy social-emotional skills in SY 2020-21 compared to the prior year (SY 2020-21: 62 percent vs SY 2019-20: 64 percent). Based on patterns observed in ORSI's [Study of Teaching and Learning during the COVID Pandemic](#), the data were then further disaggregated by school level. Overall, a lower percentage of students at the high school level report agreement that they have healthy social-emotional skills than students at the middle or elementary level (as reported originally in ORSI's [Study of Teaching and Learning during the COVID Pandemic](#)). Compared to Fall 2019 (pre-pandemic), the magnitude of the differences at the high school level were large (ES=.46), while differences at the middle and elementary level ranged from small (ES=.20 middle school) to not meaningful (ES<.10 elementary school) (see Table 6).

Table 7. Percent of students who report healthy social-emotional skills

	All	Asian	Black	Hispanic	White
Middle and High Combined	62%	61%	63%	62%	62%
High only	54%	52%	56%	57%	54%
Middle only	71%	72%	71%	67%	72%
Elementary only	65%	65%	66%	64%	66%

*Rating of stress on a scale of 1 to 10 with 1 representing "little or no stress" and 10 representing "a great deal" of stress, with healthy social-emotional skills defined as a rating of 7 or below.

The percentage of English learners and students with disabilities (70 percent) at the secondary level who reported healthy social-emotional skills was greater than for other student groups. The magnitude of the differences were small (ES=.18). ORSI's study found that while all students reported that schoolwork and grades were the primary source of stress, English learners and students with disabilities also reported concerns about their and their family's health contributed to their stress levels (see Table 8).

HEALTHY LIFE CHOICES

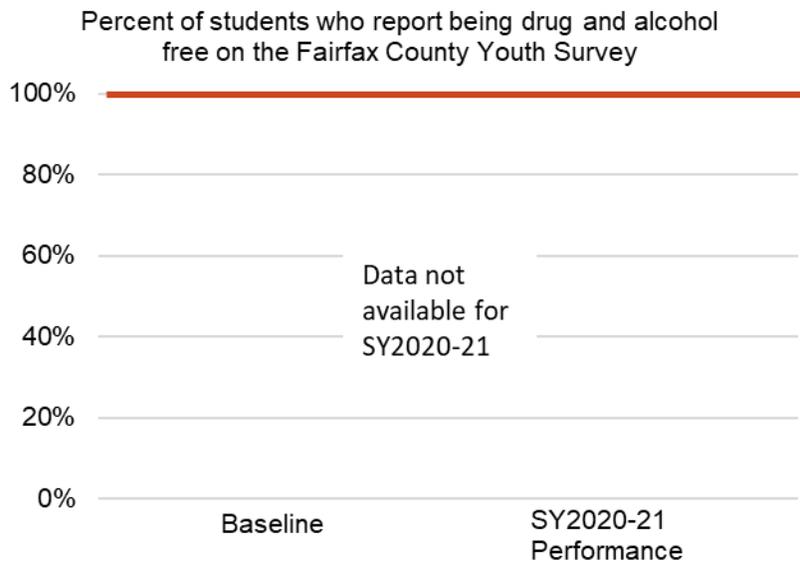
Table 8. Percent of students who report healthy social-emotional skills

	English Learner	Economically Disadvantaged	Student with Disabilities
Middle and High Combined	70%	61%	70%
High only	68%	56%	68%
Middle only	72%	67%	74%
Elementary only	71%	64%	73%

*Rating of stress on a scale of 1 to 10 with 1 representing “little or no stress” and 10 representing “a great deal” of stress, with healthy social-emotional skills defined as a rating of 7 or below.

Metric Data

In SY 2020-21, the Fairfax County Youth Survey was not administered, so data are not available for this metric.



Aspiration		The Data for this Desired Outcome are Not Available	Overall Performance
SYs 2018-20 Target			Data not available
SY 2020-21 Performance			
3-Year Baseline			

Data Source: Fairfax County; Fairfax County Youth Survey.

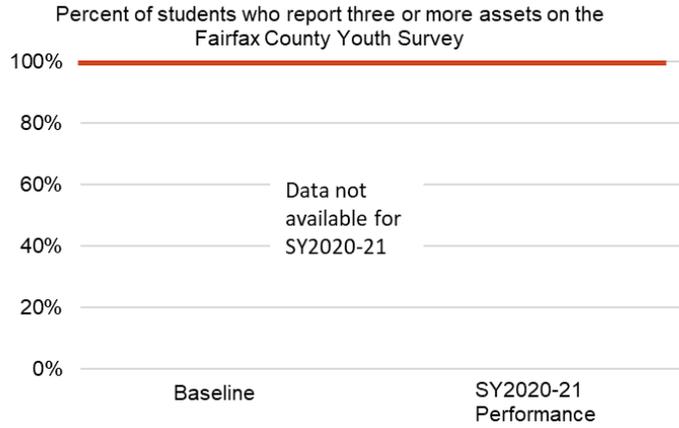
Additional Data Analysis

In SY 2020-21, there were no metric data or alternative data available to measure progress toward performance targets for being drug and alcohol free.

HEALTHY LIFE CHOICES

Metric Data

In SY 2020-21, the Fairfax County Youth Survey was not administered, so data is not available for this metric.



Aspiration		The Data for this Desired Outcome are Not Available	Overall Performance
SYs 2018-20 Target			Data not available
SY 2020-21 Performance			
3-Year Baseline			

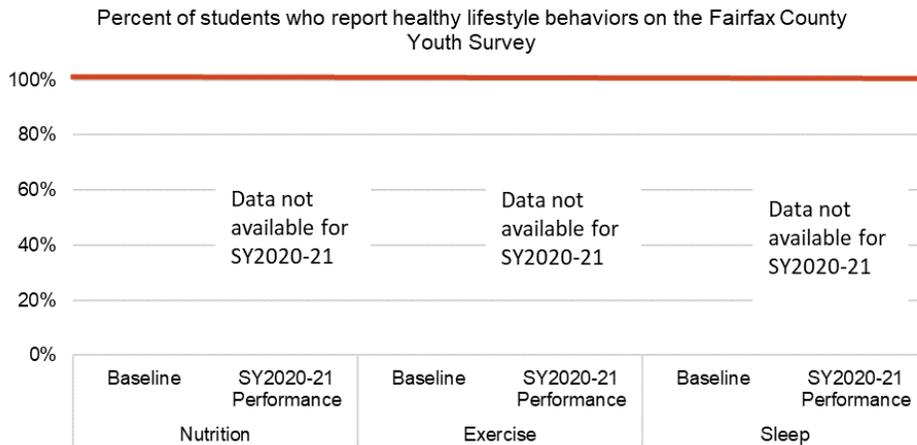
Data Source: Fairfax County; Fairfax County Youth Survey.

Additional Data Analysis

In SY 2020-21, there were no metric data or alternative data available to measure progress toward performance targets for having three or more assets.

Metric Data

In SY 2020-21, the Fairfax County Youth Survey was not administered, so data are not available for this metric.



HEALTHY LIFE CHOICES

	Nutrition	Exercise	Sleep
Aspiration			
SYs 2018-20 Target			
SY 2020-21 Performance*			
3-Year Baseline			

The Data for this Desired Outcome are Not Available

Overall Performance
Data not available

Data Source: Fairfax County; Fairfax County Youth Survey.

Additional Data Analysis

In SY 2020-21, there were no metric data or alternative data available to measure progress toward performance targets for exercise or sleep. Families perceived few concerns about food security. Student perceptions of food security was less positive than that of families.

While the Fairfax County Youth Survey was not administered in SY 2020-21, ORSI did administer surveys to students and families as a part of their [Study of Teaching and Learning during the COVID Pandemic](#). These surveys contained items that assessed food security, not nutrition specifically. These data indicate that families believed that FCPS support resolved issues related to food insecurity. However, student perceptions of the food security as it related to focus in classrooms was not as positive as the perceptions of families (see Table 9).

Table 9. Perceptions of food security

	October 2020	June 2021
Students	67% n=13,171	62% n=14,007
Families (without FCPS support)	81% n=34,838	88% n=50,365
Families (with FCPS support)	96% n=34,838	97% n=50,365

There were differences in the percent agreement based on race/ethnicity, economic status, English learner status. The magnitude of student group differences by race/ethnicity were small to moderate (ES ranged from .14 to .34) and were moderate to large (ES ranged from .37 to .65) for the remaining student groups. The magnitude of family group differences without FCPS by race/ethnicity were moderate to large (ES ranged from .36 to 1.2) and were large for English learners (ES=1.3), large for economically disadvantages (ES=.5), and large for students with disabilities (ES=.62). Once FCPS support is included, the magnitude of differences were all small. These data indicate that our English learner students and families of those students reported lesser food security than other student or family groups. Because these data were gathered on a survey specifically conducted during the COVID pandemic, there are no baseline data or prior years to use as a point of comparison (see Table 10).

Table 10. Perceptions of food security

Group	Asian	Black	Hispanic	White	English learner	Economically Disadvantaged	Students with Disabilities
Students	65%	57%	50%	67%	35%	49%	46%
Families w/o support	86%	76%	48%	96%	41%	79%	76%
Families with FCPS support	96%	92%	91%	99%	88%	100%	95%

HEALTHY LIFE CHOICES

SY 2020-21 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken in SY 2020-21 toward the Aspiration that “All students will display healthy social-emotional skills and lifestyle behaviors.” Each strategic action includes a brief description, an explanation of the how the strategic action was financed, and a ROI analysis. The aspiration focuses on the following actions, identified by the Goal Champion as the main efforts FCPS undertook to make progress during SY 2020-21:

- Expanded instructional time spent developing students’ social-emotional competencies and deepening social-emotional connections.
- Streamlined processes to improve student access to wellbeing supports provided in the Fairfax County community.
- Refocused efforts to support drug free schools with intervention and prevention efforts in a virtual environment.
- Continued enhanced pandemic nutrition support to students by serving more than 15.5 million no-cost meals.
- Continued to evolve health and physical education curricular resources to meet students’ virtual learning needs.

Strategic Action: Expanded instructional time spent developing students’ social-emotional competencies and deepening social-emotional connections.

Description

This action was recommended by prior studies of FCPS’ discipline outcomes as a suggested action to provide systematic instruction in the area of social and emotional learning. This renewed focus was also in response to the COVID-19 pandemic and the need to connect in a variety of learning environments throughout the year. At the beginning of the COVID-19 pandemic and the shift from traditional in-person instruction to virtual instruction, FCPS staff realized the need to explicitly and rapidly attend to students’ stress and wellbeing needs. Therefore, FCPS school master schedules were redesigned by school administrators, with guidance from central office staff, to allow for time for the work to provide direct instruction to all students in social-emotional competencies and deepen students’ social and emotional connections. The schedules were modified to include time for morning meetings at the elementary level (30 minutes per day) or an advisory block at the secondary level (1.5 hours per week). The activities in these designated times were designed by individual schools with access to central professional development and resources created by FCPS central office staff. The activities included relationship building, direct instruction in social and emotional competencies, and time for wellbeing interventions based on need determined by school building teams.

Costs

In SY 2020-21, FCPS efforts to deepen social and emotional connections with students cost approximately \$250,000.

The investment of \$585,507 from operating funds covered both development of resources as well as the support for redesigning the master schedules and implementing the curriculum in schools. Central staff from Counseling and College and Career Readiness, Psychology Services, Social Work Services and Multi-Tiered Systems of Support (MTSS) collaborated to define the curriculum needs and needs to change the school master schedules. In Summer 2020, twenty teachers were hired to develop specific curricular resources that could be used by elementary teachers and teachers at the middle and high school levels to engage students in activities that would facilitate the deepening of social and emotional connections. Teachers worked for a total of 40 hours each for a total cost of \$27,488. Central office staff then developed and provided professional development to school administrators, school counselors, and directors of student services in all FCPS school sites at a cost of \$451,465. Materials that supported these efforts were purchased for each school at a cost of \$7,253. School-based staff then engaged in professional development at a cost of \$99,301 and used the resources and supports to provide direct supports to all FCPS students throughout the 2020-21 school year. Separate costs for implementation with all students were not calculated as they were embedded in core instructional costs.

HEALTHY LIFE CHOICES

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$550,766			\$550,766
Hourly (Direct Cost)	\$27,488			\$27,488
Operating Expenses	\$7,253			\$7,253
Total Costs	\$585,507	\$0	\$0	\$585,507

Return on Investment

In SY 2020-21, FCPS invested a total of \$3 per student to deepen their social and emotional connections with schools. (ROI Approach: Cost per participant)

FCPS efforts to deepen the social and emotional connections of all FCPS students required an investment of \$585,507. Given that these efforts reached all 179,998 students, the cost per student was approximately \$3. This is a small investment given typical costs per participant for efforts to provide direct benefit to students.

Strategic Action: Streamline processes to improve student access to wellbeing supports provided in the Fairfax County community.

Description

With the COVID-19 pandemic, staff began to hear from families about students who were struggling with wellbeing. To address these concerns, FCPS staff reached out to our county partners to try to remove any barriers for students to receive needed supports in the area of social-emotional wellness. This resulted in two specific improvements. First, through conversations with the county partners, the number of school sites able to make direct referrals for short-term behavioral health services (STBH) was increased. When STBH began only five middle and thirteen high schools were able to make these referrals. In SY 2020-21, this increased to include all middle and high schools and five elementary schools.

Second, FCPS staff also reached out to our county partners at the Community Services Board (CSB) to eliminate barriers to students accessing needed wellbeing supports. The [Fairfax-Falls Church Community Services Board \(CSB\)](#) is the public agency that plans, organizes and provides services for youth in our community who have mental illness, substance use disorders and/or developmental disabilities. Their staff and contracted services providers include psychiatrists, psychologists, nurses, counselors, therapists, case managers, peer specialists, and "behind the scenes" administrative and support staff. To access services provided by the CSB, families must complete an intake process. FCPS staff provided feedback to the CSB to streamline the intake process required to access needed support.

Costs

In FY 21, efforts to eliminate barriers to student accessing community wellbeing supports had no cost to FCPS.

As stated above, the efforts to eliminate barriers resulted through conversations with county partners. On the FCPS side, the amount of time invested was less than one hour to make county staff aware of the barriers. The work to remove the barriers was borne by staff on the county side. As a practice, staff costs are not computed if the total time invested is less than 5 percent which was the case for these strategic efforts.

HEALTHY LIFE CHOICES

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)				\$0
Hourly (Direct Cost)				\$0
Operating Expenses				\$0
Total Costs	\$0	\$0	\$0	\$0

Return on Investment

Because no FCPS funds were invested for these efforts, no ROI can be calculated.

Strategic Action: Refocused efforts to support drug-free schools with intervention and prevention efforts in a virtual environment.

Description

While school buildings were physically closed, the work to support drug-free schools continued. This action continued the work of educating school communities on the dangers of alcohol, tobacco, vaping and drugs in a virtual and hybrid setting. Without face-to-face interaction with students, central office staff were concerned that students might not be identified for needed substance abuse interventions. Central office staff transitioned their face-to-face work to meet the needs of students and their families in a different way. Staff leveraged existing information and made it available virtually to students, families, and the community. They used a virtual and community outreach model to help provide prevention efforts to all students and to identify students who were likely to have been identified if attending school in person, then connected them with existing interventions, as appropriate.

Costs

In SY 2020-21, efforts to support drug free schools with prevention and intervention programming in a virtual environment cost approximately \$2.9 million.

FCPS efforts to support drug free schools required an investment of time from staff in Student Safety and Wellness as well as staff based in FCPS high schools. The central office staff in Student Safety and Wellness office developed and led the substance abuse prevention education and intervention programming across the school division. Substance abuse and prevention specialists (SAPs) based in schools then worked with their school communities to provide the virtual education and interventions to students at risk for substance abuse and provided communication to school communities around relevant youth substance abuse trends. Staff time required an investment of \$2,835,450 from operating funds. Of that \$2.8 million, \$2.7 million would have been expended toward prevention and intervention supports regardless of whether school was virtual or not. An additional \$15,346 was expended to cover office supplies, instructional materials, and professional development needed to develop the virtual prevention and intervention programming. During SY 2020-21, 925 students were identified for intervention supports in a virtual environment. This was less than half of the 1,955 students identified for intervention supports in SY 2019-20 when the majority of the school year was provided in a face-to-face environment.

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Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$2,835,450			\$2,835,450
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$15,346			\$15,346
Total Costs	\$2,850,796	\$0	\$0	\$2,850,796

Return on Investment

In SY 2020-21, FCPS invested \$16 per student to support drug free schools in a virtual environment. (ROI Approach: Cost per participant)

The development and provision of virtual prevention and intervention programming in FCPS schools required an investment of \$2,850,796 from operating funds. These efforts were developed to reach all FCPS students for prevention and intervention work. The cost per student was \$16 based on fall membership of 179,998 students divisionwide. The investment per student was small¹² to support drug free schools and students needing intervention efforts compared to typical costs of efforts providing direct support to students.

Strategic Action: Continued enhanced pandemic nutrition support to students by serving more than 15.5 million no-cost meals.

Description

Continuing efforts that began in March 2020, FCPS used federal dollars to deliver nutritious breakfast and lunch meals at no-cost to students. In SY 2020-21, the total number of meals was 15,565,255. Grab and go meals were available to all children 18 years and younger as well as family members that arrived when the meals were delivered. Meals were designed to be nutritious and include fruits and vegetables. The intent was to ensure that all students would be able to have a nutritious breakfast and lunch similar to what they would have received had schools been open and to support the food needs of families affected by the COVID-19 pandemic.

Costs

In FY 21, providing more than 15.5 million meals at no cost to students or FCPS after reimbursement from federal grants.

The provision of meals during the COVID shutdown involved central and school-based staff time to support these efforts. The cost of the meal provision was reimbursed to FCPS at the rate of \$2.3750 per breakfast, \$4.1525 per lunch, \$0.9600 per snack, and \$3.7500 per supper through December 2020. Reimbursement changed to the rate of \$2.4625 per breakfast, \$4.3175 per lunch in January 2021 with the reimbursement rate of snack and supper remaining the same. The total reimbursement for the 15.5 million no-cost meals was \$48,482,306.52. While at the beginning of the COVID shutdown (end of SY 2019-20) staff had to work overtime to be able to provide no-cost meals, no overtime costs were incurred to provide meals in SY 2020-21.

¹² Cost per student categorized as Small: \$1-19, Moderate: \$20-99, Large: \$100 or more; see introductory information on costs and ROI for more details.

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Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)				\$0
Hourly (Direct Cost)				\$0
Operating Expenses				\$0
Total Costs	\$0	\$0	\$0	\$0

Return on Investment

Because no FCPS funds were invested for these efforts, no ROI can be calculated.

Strategic Action: Continued to evolve health and physical education curricular resources to meet students’ virtual learning needs.

Description

In Spring 2020, the COVID-19 pandemic forced the closure of physical school buildings and the shift of instruction to a virtual format. In SY 2020-21, all students began the school year learning virtually and continued to learn virtually for the majority of the school year. With students learning primarily from home, this changed the way health and physical education instruction could be provided. Therefore, central office staff created lessons for students that were age appropriate and self-guided to engage in health and physical education learning. These self-guided lessons were called activity boards. This action was intended to encourage families to participate in healthy decision making outside of the school day and included physical activity, healthy eating, sleep, and mental health and wellness activities.

Learning virtually also presented a challenge to assess students’ fitness virtually. The Functional Fitness Challenges were designed by central office staff and provided to physical education staff to support their instruction of students in grades 3 through 10 in all FCPS school sites. This action was intended to allow students to evaluate their personal fitness as a substitute for traditional fitness performance activities, which could not be appropriately administered to students at home.

Costs

In SY 2020- 21, FCPS efforts to evolve PE curriculum resources to meet students’ virtual learning needs cost approximately \$79,000.

FCPS efforts to transition PE curriculum resources to meet students’ virtual learning needs in grades 3 through 10 required an investment of staff time. Specifically, three teachers were paid to work with the elementary health and PE specialist to develop the activity boards for a total of nine hours each for curriculum development work. One teacher was paid to work with the health and PE specialist to develop the functional fitness challenges for a total of three hours. Professional development was then provided to all physical education teachers to be able use these curricular resources. These efforts required an investment of \$75,990 from operating funds. An additional \$3,100 was invested in the technology tools required by the functional fitness challenges. The total investment of funds for this action was \$79,090.

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Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$74,959			\$74,959
Hourly (Direct Cost)	\$1,031			\$1,031
Operating Expenses	\$3,100			\$3,100
Total Costs	\$79,090	\$0	\$0	\$79,090

Return on Investment

In SY 2020-21, FCPS invested approximately \$1 per student in grades 3 through 10 to evolve physical education curricular resources to meet virtual learning needs. (ROI Approach: Cost per participant)

The total investment of funds towards these efforts was \$79,090. These investments resulted in revised curriculum connections for the 110,968 students in grades 3 through 10, those grade levels where the resources were implemented. The cost per pupil was approximately \$1 per student. This is a small¹³ investment given how essential it was to continuity of learning for physical education.

Conclusions

Healthy life choices have probably never been more important than during the pandemic as students face challenges dealing with stress, social isolation, economic instability, and many changes. Simultaneously, FCPS had less metric data available than in most years to understand the impact on student's healthy life choices. Based on the limited data available for SY 2020-21, the amount of progress on the aspiration to have all students report healthy social-emotional skills and lifestyle behaviors, if any, remains unknown. While none of the metric data were available in SY 2020-21, additional data indicated that students, at the high school level in particular, experienced challenges with healthy social-emotional skills.

Healthy Social-Emotional Skills

Prior to the COVID-19 pandemic, performance on this metric had been relatively stable since baseline and remained 12 percentage points below the 2020 Target. Additional data collected during the COVID-19 pandemic indicated that performance on this metric likely remained stable. However, looking beyond the metric at stress levels of students at all school levels, the survey data indicated that stress levels of students at the elementary and middle school level were comparable to levels pre-pandemic. But healthy social-emotional skills, the absence of stress, decreased for high school students. Moreover, ORSI's study referenced in this document also gathered focus group data that indicated that many students struggled even with what they would report as moderate stress and it was impacting them in a variety of ways, on both the academic and social-emotional sides. In order to meet the performance target, FCPS will need to identify the root causes behind student stress moving forward and consider implementation of evidenced-based practices to address them. To seek such understanding, it is recommended to incorporate student voice into the root cause work to the greatest extent possible. Such efforts should be differentiated for different grades, but specific actions are warranted if FCPS is to make progress on this metric. This work should be coordinated through the ESSER III Wellness interventions and supports in SY 2021-22.

¹³ Cost per student categorized as Small: \$1-19, Moderate: \$20-99, Large: \$100 or more; see introductory information on costs and ROI for more details.

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Drug-Free Youth

The slow improvement FCPS had shown over the last several years prior to SY 2020-21 on the drug-free youth metric ended during SY 2019-20 due to increased numbers of students who reported vaping. In SY 2020-21, data were not available to assess progress on this metric. However, national data indicates that there was a surge in drug-involvement during the COVID-19 pandemic for adults and adolescents. For adolescents, the increase was observed for nicotine and prescription drug misuse.¹⁴ For this reason, actions were taken to ensure that FCPS efforts to maintain drug-free schools continued in a virtual environment. However, there was a decrease in the number of students identified for intervention efforts in SY 2020-21 compared to SY 2019-20. It is not known whether FCPS continued to show decreased on this metric due to an increase in vaping as seen in SY 2019-20 or whether the national trends impacted FCPS' efforts to maintain drug-free schools. Given the return to in-person learning, the provision of prevention and intervention efforts virtually does not necessarily need to continue. In-person student prevention and intervention efforts should be closely monitored through discipline data and youth survey data as they become available in SY 2021-22. Moreover, the SAPs may provide formative information based on their interactions with students in their schools that could inform the division's efforts in this area.

Positive Relationship with Peers and Adults

In SY 2020-21, data were not available to assess progress on this metric. Prior to the COVID-19 pandemic, there were concerns about positive relationships with peers and adults for our Black and Hispanic students in particular. In SY 2019-20, the percent of Asian and White students reporting positive relationships was maintained or increase over the prior year where the percent of Black and Hispanic students reporting positive relationships decrease. In SY 2020-21, FCPS took specific actions to deepen connections for all students to thwart the impacts of isolation and enhance student engagement for all students while they learned virtually. While metric data were not available to judge the impact of these efforts, ORSI's study¹⁵ indicated that students and teachers struggled to establish strong positive relationships throughout the school year, whether they learned virtually all year or returned in person for some days per week at the end of the school year. Student survey data shared as a part of ESSER III planning also indicated that one-fifth of all students reported that there were not adults in their school to talk to if they had a personal problem.¹⁶ Given these findings, it does not appear that the strategic actions were sufficient to establish and maintain positive relationships between peers and adults and should be closely monitored throughout SY 2021-22. Based on ORSI's findings, student perspective of student-teacher relationships may offer a different perspective than perspectives of staff. Therefore, understanding the student perspective will be critical to determining future strategic efforts.

Healthy Lifestyle Behaviors

Prior to SY 2019-20, FCPS maintained prior levels of student healthy lifestyle behaviors during SY 2019-20 across all three metrics (nutrition, exercise and sleep). In SY 2019-20, FCPS witnessed declines in metric performance. In SY 2020-21, no metric data were available to assess progress. However, the closure of physical buildings for the majority of the year required FCPS to reimagine how to meet student needs for physical education and nutrition when students were not coming into buildings daily and to take actions to bring that new vision to reality. These actions included the provision of expanded PE resources to support asynchronous PE instruction and the provision of over 15.6 million no-cost meals to students and families during SY 2020-21. This work built on efforts that began in Spring 2021. While typically nutrition efforts focus on teaching students about healthy nutrition, SY 2020-21 efforts focused on providing nutritious meals to all students in need. Although students reported some concerns about having enough food to focus on classes and schoolwork in SY 2020-21, the plan to continue to provide no-cost nutritious meals to all students in need in SY 2021-22 may ameliorate this student need. However, student perceptions of food security should be monitored given the impact on the ability to engage and focus on learning. And while not listed as a strategic action, FCPS did revise grading policies and provided guidance to schools regarding homework to address student workloads to allow for greater sleep. This reflects FCPS' understanding of research that student self-care is foundational to student learning.

¹⁴ <https://health.ucsd.edu/news/releases/Pages/2021-08-24-how-adolescents-used-drugs-during-the-covid-19-pandemic.aspx>.

¹⁵ [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/C8P5VJ1216D9/\\$file/DL%20Rpt%203.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/C8P5VJ1216D9/$file/DL%20Rpt%203.pdf) (Page 34).

¹⁶ [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/C66VSS822FA6/\\$file/ESSER%20III%20Spending%20Plan%20-%208_24_21.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/C66VSS822FA6/$file/ESSER%20III%20Spending%20Plan%20-%208_24_21.pdf) (slide 38).

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It will be important to understand the relationship between stress, exercise, sleep, nutrition, and workload to make significant inroads on any of these metrics long-term. As recommended for student social-emotional skills, it will be important to include student voice and understand student perspective on how to support healthy lifestyle behaviors when determining strategic efforts for SY 2021-22.

Goal Champion Response to Conclusions

Support Conclusions

Whereas there was an absence of data to fully respond to progress, or lack thereof, made toward this aspirational goal, interim data from the current school year indicates that the presence of the pandemic may have exacerbated pre-pandemic concerns in this area.

Drug Free Youth

Whereas there had been slow improvement regarding the drug-free youth metric on the *Fairfax County Youth Survey*, until the increase in reported vaping in 2019-20, interim discipline data from the first semester of the 2021-22 SY reflects a notable increase in the percent of infractions within the Alcohol, Tobacco, and Other Drug (ATOD) category for the current school year when compared to the prior three school years. The increase in the percent of ATOD infractions in FCPS during the first semester of the 2021-22 SY is reflective of statistics from the County Opioid Task Force where they too are seeing a rise in the misuse of substances. While discipline data is not self-reported, like the *Fairfax County Youth Survey*, and cannot be used as a comparison, it is an indicator that additional efforts are needed to address substance use and/or misuse.

Positive Relationship with Peers and Adults

Similar to substance abuse and/or misuse, data from the first semester of the 2021-22 SY indicates a need relative to positive peer relations. Interim data from the first semester of the 2021-22 SY reflects a notable increase in the percent of infractions committed against students during the first semester when compared to the previous three school years. The time away from in-person instruction and direct support learning how to solve problems with peers and the potential lack of exposure to conflict with peers to practice problem-solving skills likely contributed to the marked increase in infractions against students. Intentional, explicit implementation of social-emotional learning, with a focus on self-management, responsible decision-making, and relationship skills, will be vital in enhancing peer relationships and social-emotional learning skills overall.

Continued collaboration with students that are representative of the diverse student population in FCPS is essential in determining what may be leading to increased stress for high school students, increased ATOD use, and increased infractions against students such that staff can implement targeted supports that address the root cause.

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Aspiration: All schools will have low rates of students with frequent absences.

SY 2020-21 Outcomes and Analysis

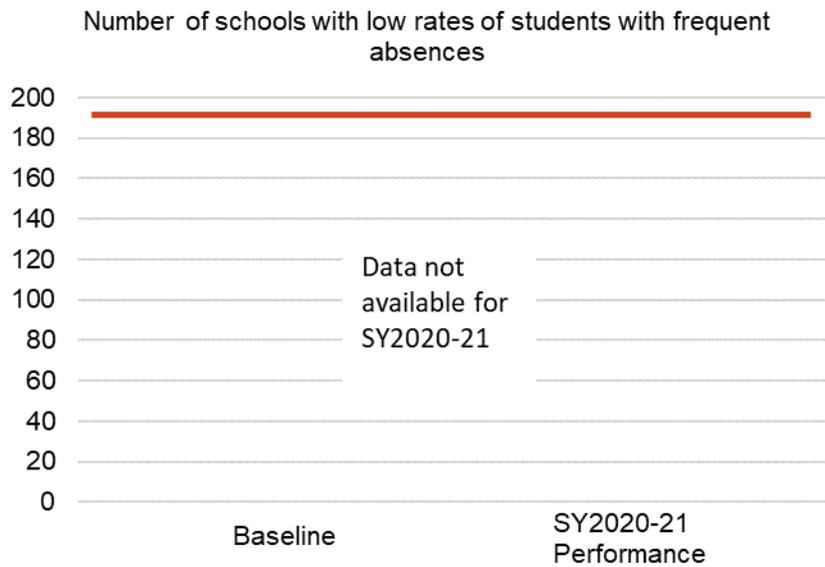
There is one metric measuring the Aspiration “All schools will have low rates of students with frequent absences.”

The following metric is presented below:

- Number of schools with low rates of students with frequent absences.

Metric Data

For the second year in a row, the VDOE School Quality Profile data used for the chronic absenteeism metric was not available.



Aspiration		The Data for this Desired Outcome are Not Available	Overall Performance
SYs 2018-20 Target			Data not available
SY 2020-21 Performance			
3-Year Baseline			

Data source: VDOE School Quality Profile

Additional Data Analysis

In SY 2020-21, 162 school sites had low rates of students with frequent absences. While this is an improvement over baseline performance, it is less than the performance target of 167 school sites.

Although the metric data were not available from VDOE, FCPS absenteeism data were used to approximate it. Based on the attendance data FCPS collected, 162 school sites had low rates of students with frequent absences. This was higher than the baseline of 143 and lower than the performance target of 167. Moreover, this was an increase from the 134 school sites that had low rates of students with frequent absences in the first three quarters of SY 2019-20. In SY 2018-19, the last school year in which attendance was recorded by VDOE for all four quarters, the number of school sites with low rates of students with frequent absences was 153. Results from SY 2020-21 indicate improved attendance when compared to the last two years. However, attendance-taking in SY 2020-21 was different than in prior years as students received instruction virtually for

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the majority of the school year and all students learned asynchronously on Mondays for the entirety of the school year. Moreover, it was reported by the Department of Information Technology, Decision Support that schools recorded attendance on Mondays inconsistently across the school division. Therefore, these data should be interpreted with caution when comparing with baseline, performance targets, or prior years performance.

The data for SY 2020-21 were also disaggregated by student group. The data show that there were greater percentages of students with frequent absences among English learners, economically disadvantaged students, and students with disabilities. The magnitude of these differences were small (ES=.2). These patterns are consistent with FCPS Student Achievement Goal report findings from fall 2014 and years prior. The benchmark at grades 3, 6, and 8 was 96 percent and was 93 percent at grade 12. At each grade level, the attendance rates for most student group met the benchmark. However, students with disabilities did not meet the benchmark at any grade level. At grades 8 and 12, economically disadvantaged students, English learner students, and Hispanic students did not meet attendance benchmarks as well. Based on the prior benchmarks, it appears that English learners, economically disadvantaged, and students with disabilities are not meeting these previous attendance benchmarks and are more likely to have challenges with frequent absences (see Table 11).

Table 11. Average Percent of Students with Frequent Absences

All Students	Asian	Black	Hispanic	White	English Learner	Economically Disadvantaged	Students with Disabilities
3%	2%	3%	4%	2%	7%	7%	7%

SY 2020-21 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken in SY 2020-21 toward the Aspiration that “All schools will have low rates of students with frequent absences.” Each strategic action includes a brief description, an explanation of the how the strategic action was financed, and a ROI analysis. The aspiration focuses on the following actions, identified by the Goal Champion as the main efforts FCPS undertook to make progress during SY 2020-21:

- Established an interdepartmental team to support attendance needs and student engagement.

Strategic Action: Established an interdepartmental team to support attendance needs and student engagement.

Description

An interdepartmental team of central office staff was created to provide support to schools and students with the goal of improving student engagement and student attendance. This action was intended to keep student engagement and attendance commensurate with typical school years and to provide centralized data to analyze for purposes of refining communication and engagement interventions. The team developed a set of practices that were intended to help schools identify students in need of engagement or attendance support using existing data and recommend research-based practices that would help staff re-engage students in learning that fit their instructional setting. These practices were shared with all schools through documents and presentations and all schools were offered professional development as further supports. More intensive supports were also provided to the 7 high school Project Momentum schools for a second year (South Lakes, Herndon, Falls Church, Justice, West Potomac, Mount Vernon, and Lewis) through professional development and supports provided to staff dealing directly with improving student attendance (System of Support Advisors (SOSAs), Deans, and resource teachers). Professional development was also provided to attendance specialists and school office staff (student information assistants, administrative assistants, attendance clerks) in these same schools to review general attendance procedures. Information gathered by this interdepartmental team through their work with schools was then used to improve communication and intervention work divisionwide. To facilitate this work, staff in the Department of Information Technology also worked to enhance the technology platform used to maintain and analyze the data used in this work.

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Costs

In SY 2020-21, FCPS efforts form an interdepartmental team that supported schools work to address attendance and student engagement cost approximately \$900,000 from operating funds.

FCPS efforts to establish the interdepartmental team required an investment in staff time as well as technology. The work of the staff in central offices to develop the practices and engage in collaborative meetings with staff in schools comprised approximately two-thirds of the total salary and benefit costs. The remaining salary and benefits costs was invested in the work of IT staff to enhance the technology platform. In total, \$617,232 was invested in staff time for these efforts. An additional \$278,383 was paid for professional services to develop or enhance EDSL data structures, data exchanges, workflows, MTSS worksheet, and analytics related to the attendance work. A total of \$895,616 was invested from operating funds for this action. In SY 2019-20, the cost of similar work with the six Project Momentum high schools at that time cost \$970,826.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$617,232			\$617,232
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$278,384			\$278,384
Total Costs	\$895,616	\$0	\$0	\$895,616

Return on Investment

In SY 2020- 21, FCPS invested \$895,616 and saw a 7-percentage point reduction in students with high rates of frequent absences through interdepartmental team support in Project Momentum high schools. (ROI Approach: Cost Description)

FCPS invested a total of \$895,616 to reduce the percent of students with high rates of frequent absences in 7 high school Project Momentum schools. During SY 2020-21, the percentage of students with high rates of frequent absences at these seven high schools was 10.5, a decrease of 7 percentage points as compared to SY 2019-20 in the same schools (17.5 percent). However, attendance rates should be interpreted with caution as the majority of attendance data was collected when students were learning virtually. Thus, the investment appeared to support moving schools in the right direction but should be monitored as all students return to in-person instruction in SY 2021-22. This is a large¹⁷ investment but provided large benefit for the students in the targeted schools. It could be used as a model with additional schools to expand the impact given the funds invested in the technology platform in SY 2020-21.

Conclusions

During SY 2020-21, FCPS' attendance data indicate progress toward the 2020 target for the number of schools with low rates of students with frequent absences, while still falling below the targeted level. However, attendance data collected during this reporting year may not have provided a comparable picture of student attendance to that gathered in prior years. Not knowing where the division is in its progress toward the target is much like our difficulty assessing progress on many other metrics in this report.

The development of an interdepartmental team to support schools' efforts in this area is an action that builds on the work in SY 2019-20 with Project Momentum high schools and is likely to yield long-term, not short-term or immediate results. MTSS have a strong research basis and while it has not resolved the attendance challenges

¹⁷ Cost per student categorized as Small: \$1-19, Moderate: \$20-99, Large: \$100 or more; see introductory information on costs and ROI for more details.

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at these schools immediately, the research leads FCPS to believe that this is a strategic action that should be continued. Staff knowledge and capacity is built over time and, in ideal situations, subsequently results in change in action or ways to provide support.

Given the unique circumstance of virtual learning as a result of COVID, it is essential that MTSS teams at all schools closely monitor attendance data during SY 2021-22 and develop and implement support plans to address student needs as soon as possible. The environmental context due to COVID will inevitably result in the need for more intense, individualized and targeted support to ensure all students attend school regularly. During SY 2021-22, all schools will be implementing academic and wellness strategies through an MTSS framework. This should result in greater capacity in all areas that will benefit the attendance work that has occurred in the two prior school years. However, schools may need assistance in differentiating the strategies for students in Tiers 1, 2, and 3 and an understanding of fidelity of implementation and the timeframe in which they should see results before a change in strategy is made. Moreover, as students transition back into in-person learning, it will be essential to closely monitor attendance to determine the scope of the challenges with chronic absenteeism that may not have been evident last school year given the challenges of taking attendance while students were learning virtually. The division may need to determine its capacity to support significantly more schools through the interdepartmental team approach and whether the approach can be scaled up as is or will need to be modified to support a greater number of schools.

Overall, the actions taken during SY 2020-21 serve as a foundation for the potential increase in outcomes at high needs schools; however, systematic plans to address overall attendance needs across the division requires review and enhancement to attain the aspiration of all schools having low rates of students with frequent absences.

Goal Champion Response to Conclusions

Support Conclusions

Given most students attended school virtually for the majority of the school year, it is difficult to compare virtual attendance to in-person attendance for a host of reasons. For example, the need for adult support may have impacted student attendance in the virtual environment for some students, particularly those who require higher levels of support to access virtual learning. Under traditional circumstances, parents/guardians had to get their child ready for school, as appropriate, and ensure their child was transported to school each day. During virtual instruction, some students required adult support from the time their child's virtual class began until the virtual class(es) ended. Hence, parent/guardian involvement in ongoing student attendance during the 2020-21 SY was something distinctly different from previous years. Even in situations where parents/guardians did not have to support their child all day, many parents, guardians, or other adults anecdotally reported having to provide interim support for their child throughout the day to ensure their child logged into each class or was appropriately engaged in the lesson.

Due to the unique nature of the student attendance experience during the 2020-21 SY, we will need to continue to closely monitor student absenteeism during the 2021-22 SY with utilization of early warning systems so that we can intervene early and often if students begin to demonstrate challenges with class and/or school attendance.

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Aspiration: No students will have disruptive behavior referrals.

SY 2020-21 Outcomes and Analysis

There is one metric measuring the Aspiration “No students will have disruptive behavior referrals.” Key metrics, which provide data central to determining progress toward the Desired Outcome, are included below.

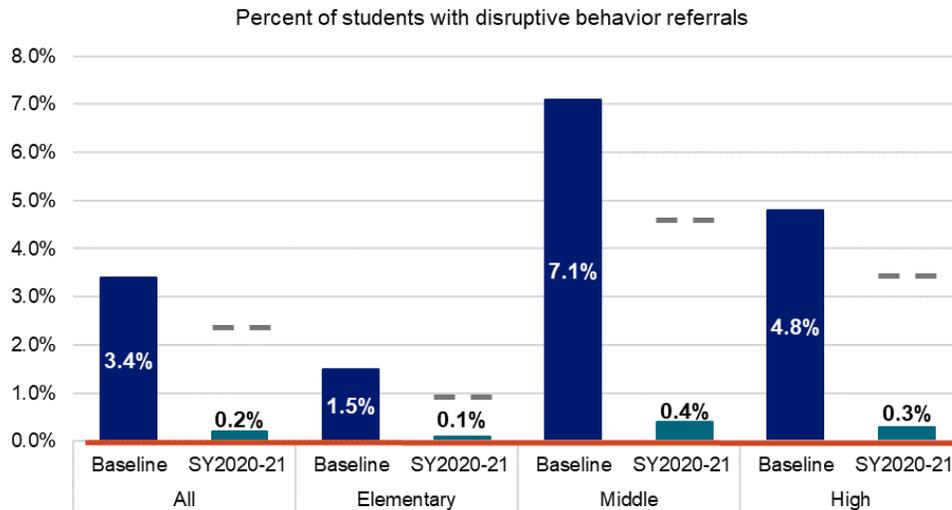
The following key metric is presented below:

- Percent of students with disruptive behavior referrals.

Metric Data

In SY 2020-21, the percent of students with disruptive behavior referrals decreased such that they are meeting performance target levels. However, this decrease was likely associated with the provision of instruction virtual for the majority of the school year.

In SY 2020-21, all students received instruction virtually for the majority of the school year. In Spring 2021, approximately half of FCPS students returned to in-person instruction for 2-4 days per week. This reduced the direct student to student or student to staff interactions during the school year and also had the effect of reducing the number of discipline incidents. In SY 2020-21, all students received instruction virtually for the majority of the school year. In SY 2019-20, all school levels had progressed toward but had not met performance targets. The performance levels for the student groups in SY 2019-20 were 2.8 (Overall), 1.2 (Elementary), 5.9 (Middle), 3.7 (High). In SY 2020-21, the percent of students with disruptive behavior referrals was below baseline, below prior year’s performance, and below the performance target levels for all student groups. However, with the majority of instruction provided virtually, the data reported for this metric in SY 2020-21 is not comparable to data reported in previous school years.



	All	Elementary	Middle	High
Aspiration	0%	0%	0%	0%
Performance Target	2.3%	1.0%	4.7%	3.3%
SY 2020-21 Performance*	0.2%	0.1%	0.4%	0.3%
3-Year Baseline	3.4% (n=6,679)	1.5% (n=1,524)	7.1% (n=2,035)	4.8% (n=2,872)

Overall
Performance
**Met or Exceeded
Target**

Data Source: Student Information System

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Additional Data Analysis

While the overall number of staff referrals for disruptive behavior were reduced in SY 2020-21, the referrals for middle and high school students continued to be higher than referrals at the elementary school level.

With virtual learning occurring for the majority of SY 2020-21, there was a significant reduction in referrals for disruptive behavior. With the closure of physical buildings, there were no disruptive behavior referrals that were reported. Referrals for disruptive behavior resumed once students returned for learning in-person primarily in the fourth quarter of the school year.

To further understand the patterns in referrals in SY 2020-21, the data were compared to the patterns in referrals in the fourth quarter of SY 2018-19, the last time students were learning in person during the fourth quarter (See Table 12). There was a decrease in the percent of students having one or more referrals for disruptive behavior overall and at all school levels from 2018-19 to 2020-21. However, the same patterns emerged. The percent of students with disruptive behavior referrals was highest for middle school students, lower for high school students, and lowest for elementary school students.

Table 12. Percent of students with disruptive behavior referrals

	All	Elementary	Middle	High
SY 2018-19 4 th quarter	1.5%	0.7%	4.6%	1.3%
SY 2020-21	0.2%	0.1%	0.4%	0.3%

SY 2020-21 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken in SY 2020-21 toward the Aspiration that “No students will have disruptive behavior referrals.” Each strategic action includes a brief description, an explanation of the how the strategic action was financed, and a return on investment analysis. The aspiration focuses on the following actions, identified by the Goal Champion as the main efforts FCPS undertook to make progress during SY 2020-21:

- Updated the Students Rights and Responsibilities (SR&R) regulation behavior codes to facilitate a more restorative conversation about student behavior.

Strategic Action: Updated the SR&R regulation behavior codes to facilitate restorative conversations about student behavior.

Description

[Regulation 2601](#) is the basis of student rights and discipline procedures in FCPS. The content of this regulation is shared with students and families each year. The regulation is updated as needed. In SY 2020-21, VDOE changed the codes that are required to be used in each school division’s reporting of student behavior incidents. This required a change to FCPS’ Regulation 2601. The work to revise Regulation 2601 was completed by staff in Department of Special Services’ Intervention and Prevention during SY 2020-21. The revision became effective July 15, 2021 and will be implemented in SY 2021-22.

VDOE’s rationale for the change was to shift the mindset from criminal language to developmental approaches. The new Student Behavior and Administrative Response codes were perceived as more likely to generate a conversation for understanding the behavior for students and for adults. They are intended to begin a restorative conversation about what harm was caused and lead to determining what social-emotional learning skill the student may need to develop.

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Costs

Efforts to facilitate more restorative conversations about student behavior by updating the SR&R regulation behavior codes cost approximately \$70,000 in FY 21.

FCPS efforts to facilitate more restorative conversations required investments in staff time as well as investments in printing SR&R documents. These salary and benefits covered the staff time expended by the coordinator in Student Safety and Wellness to revise the SR&R document as well as covering the development and provision of professional development for school administrators in all FCPS school sites for a total of \$38,750. In addition, FCPS expended \$31,199 to translate and print SR&R documents. The total investment of operating funds was \$69,949.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$38,750			\$38,750
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$31,199			\$31,199
Total Costs	\$69,949	\$0	\$0	\$69,949

Return on Investment

In FY 21, FCPS invested less than \$1 per students to facilitate more restorative conversations by updating the SR&R regulation behavior codes. (ROI Approach: Cost per pupil)

The total investment of funds towards these efforts was \$69,949. The revised SR&R document was distributed to all 179,998 FCPS students. The cost per pupil was less than \$1 per student. This is a small¹⁸ investment given the amount invested per student for other strategic efforts with direct impacts on students.

Conclusions

In SY 2020-21, FCPS showed progress in the percentages of students with behavior referrals at each school level when looking at the metric data. This positive news should be tempered, however, with the understanding that due to the COVID-19 closure of school buildings, students were not in school for the majority of the school year and, therefore, most students had a shorter time span in which to receive this type of referral. Limiting the analysis to equivalent timespans (fourth quarter) in the SY 2018-19 and reporting years, continues to paint a picture of improvement but continues to show similar patterns with greater referrals at middle school than at high or elementary school levels. Given the long time away from in-person instruction for all students, it is unclear what will happen in terms of student referrals for disruptive behavior. As students transition back to in-person learning, they may need support to not only relearn norms of acceptable behavior in schools, they likely need greater knowledge and skills to manage their own emotions. In ORSI's study, students that had returned to in-person learning reported that it was hard for them to remember how to interact with others in person and how to manage their emotions regarding those interactions. Moreover, staff reported concerns regarding the potential for greater behavior issues given the social-emotional challenges students experiences during the pandemic and transitioning back from learning environments in which they had greater independence than they will have in SY 2021-22.

¹⁸ Cost per student categorized as Small: \$1-19, Moderate: \$20-99, Large: \$100 or more; see introductory information on costs and ROI for more details.

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The focus of action that FCPS undertook in SY 2020-21 to support decreasing students' disruptive behavior referrals, included under this Aspiration, focused on changing the behavior codes to support restorative conversations about student behavior (as compared to supports for staff to view behavior through a culturally responsive lens, which was the focus of actions in the Welcoming Environment section related to disruptive behavior referrals). Moreover, the action was not completed during SY 2020-21 with implementation planned for SY 2021-22. Progress on this metric will need to be monitored over time as students transition back into fully in-person instruction and staff have the opportunity to use the new behavior codes in making behavior referrals in SY 2021-22.

Goal Champion Response to Conclusions

Support Conclusions

Due to most students participating in virtual instruction for the majority of the 2020-21 SY, we are unable to draw conclusions about the effectiveness of strategic actions undertaken during the 2020-21 SY to reduce the number of students with discipline referrals. However, interim review of discipline data for the first half of the 2021-22 SY indicates a decrease in the number of discipline incidents in the "behavior" category, but an increase in incidents against students. While the goal for this aspiration is specific to the number of students, not the number of incidents, as reported in the interim discipline review, this information is important to know for ongoing progress monitoring and intervention. While we work to reduce the number of students who engage in disruptive behavior infractions, we want to be mindful that more severe infractions are not filling the void.

Continued interdepartmental collaboration is important to ensure expected school behavior is explicitly taught to students and to ensure staff have capacity to intervene early in cases where students begin to exhibit behavior outside of those confines.

Aspiration: All employees will have the opportunity to take advantage of wellness resources.

SY 2020-21 Outcomes and Analysis

There is one metric measuring the Aspiration "All employees will have the opportunity to take advantage of wellness resources."

The following metric is presented below:

- Percent of employees who utilized the employee assistance program compared to the book of business (BOB) utilization statistics.

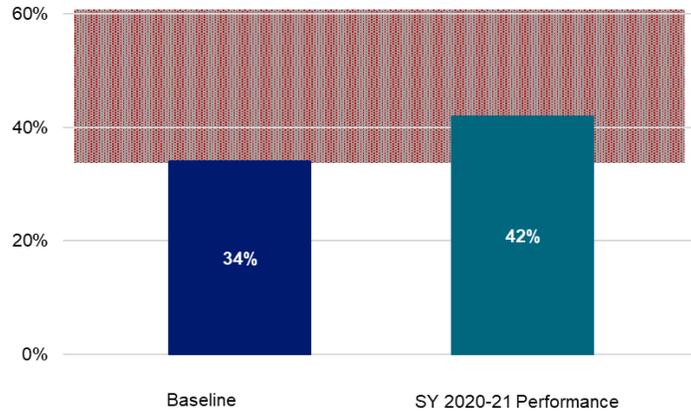
Metric Data

In SY 2020-21, the percent of employees who utilized Employee Assistance Program (EAP) services was 42 percent, which was higher than performance target levels.

FCPS employees continue to utilize the EAP, which is promoted as a resource to manage work/life balance, at rates that exceed the provider's typical utilization statistics at other organizations. In SY 2020-21, 42 percent of FCPS staff utilized EAP, indicating that employees are taking advantage of the benefits that FCPS has to offer. In comparison to the prior year, this was a ten-percentage point decrease, which reflected some backsliding from the stronger gains seen in the prior three years when six, nine, and three percentage point increases, respectively, were seen. However, SY 2020-21 performance remains above baseline levels of performance of 34 percent. It should be noted that SY 2020-21 saw staff working virtually during the COVID-19 pandemic, which may have impacted staffs' use of some EAP resources that involve in-person supports or recommendations.

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Percent of employees who utilized the Employee Assistance Program compared to the Book of Business (BoB) utilization statistics



Aspiration		34%
SYs 2018-20 Target		34%
SY 2020-21 Performance		42%
3-Year Baseline		34% (n=8,579)

Overall Performance
Met or Exceeded Target

Data Source: HR EAP office

SY 2020-21 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken in SY 2020-21 toward the Aspiration that “All employees will have the opportunity to take advantage of wellness resources.” Each strategic action includes a brief description, an explanation of the how the strategic action was financed, and a ROI analysis. The aspiration focuses on the following actions, identified by the Goal Champion as the main efforts FCPS undertook to make progress during SY 2020-21:

- Continued to develop and provide EAP resources to address elevated staff needs during the COVID-19 pandemic.

Strategic Action: Continued to develop and provide Employee Assistance Program resources to address elevated staff needs during the COVID-19 pandemic.

Description

To meet the needs of staff and family during the COVID-19 pandemic, the EAP team developed and provided a variety of resources and supports:

- Made availability of counselor support to staff during critical incidents more accessible and practical due to virtual nature of workplace. EAP Resources were readily available even during the teleworking situations. Transitioned live in-person model to a hybrid of virtual/phone counselor support staff and then pivoted with virtual/onsite hybrid as the COVID-19 situation evolved.
- Encapsulated resources on targeted topics that were pertinent for the stressors impacting employees during COVID-19 and beyond to allow for wider distribution of marketing. Toolkits were developed and pushed out to staff on a variety of topics related to COVID-19 challenges. The toolkits include on-demand

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training videos, tip sheets, assessment tools, and other beneficial resources to provide support and guidance for employees and their household members.

- Developed and provided 48 webinars on a variety of pertinent life balance topics to replace in-person workshops to expand engagement and sharing of EAP resources. Employees had an option to join a live session or view recording links to view at leisure and include their household members. Live sessions were scheduled with staggered start times to accommodate the needs of staff.

Costs

Efforts to develop and provide EAP resources in SY 2020-21 cost approximately \$391,000.

The cost to provide support to staff and the EAP services involved central office staff time from Human Resources. Total staff costs were \$211,721 from the operating fund. In addition to staff costs, FCPS paid a vendor to provide EAP services for a total of \$179,764. The full cost of the contract for EAP services is \$367,040, which reflected a discount of \$7,512 for performance guarantees with \$187,276 was paid by Aetna and CareFirst. The total investment in EAP services was \$307,058 from operating funds, which includes the \$211,721 in investments in staff time and \$179,764 in payments for EAP services. During FY 21, the Per Employee Per Year (PEPY) cost was \$13.08 billed for 28,661 employees for July 1–December 31, 2020, and 28,610 employees for January 1–June 30, 2021. This was the same as the PEPY cost in FY 20 and lower than the PEPY cost in FY 19 (\$13.56). The total costs in FY 21 is higher than total costs in FY 20 (\$307,000) due to the amount of staff time devoted to transitioning EAP resources to a virtual environment and a decrease in the amount covered by Aetna and CareFirst in FY 21 compared to FY 20 (\$187,276 vs \$253,414).

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$211,721			\$211,721
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$179,764			\$179,764
Total Costs	\$391,485	\$0	\$0	\$391,485

Return on Investment

In SY 2020-21, FCPS invested \$13 per employee to develop and provide EAP resources to staff. (ROI Approach: Cost per participant)

The total investment of funds towards these efforts was \$391,485. The EAP program resources and services were available to all 29,411 employees. The cost per employee was \$13 from operating funds. This is a small¹⁹ investment per staff member to provide benefit to all employees with needed supports compared to other strategic efforts aimed at all employees.

Conclusions

The EAP program provides support for staff and their household members in fostering healthy behaviors, including wellness and work/life balance, which should support healthy life choices of staff and their household members. Utilization during SY 2020-21 indicates that FCPS staff continue to access EAP resources at higher levels than staff in other organizations and at a level that meets FCPS' target. However, EAP utilization during

¹⁹ Cost per participant categorized as Small: \$1-19, Moderate: \$20-99, Large: \$100 or more; see introductory information on costs and ROI for more details.

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the current reporting period decreased compared to the prior two school years. Moving forward, FCPS is likely to continue to meet its performance target without additional efforts to expand utilization of the program.

Goal Champion Response to Conclusions

Support Conclusions

FCPS exceeded its aspiration of all employees having the opportunity to take advantage of wellness resources despite many staff teleworking for the majority of the year. The above target utilization of the Employee Assistance Program (EAP) may be indicative that staff value this resource and see it as a benefit of the program in supporting their diverse needs. While additional strategic actions may not be warranted moving forward, it will be important to continue to monitor access and use of employee wellness resources as we transition through the pandemic.

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Future Considerations

Strategic Concerns

FCPS will need to continue to seek to understand how to best guide all students in balancing a focus on academics and managing healthy life choices to maintain low levels of stress, high attendance rates, and low rates of behavior referrals.

School MTSS systems will continue to be needed to guide staff responses to providing interventions and supports for FCPS students most challenged in making healthy life choices.

Continue to support increasing restorative conversations about student behavior, especially changes targeted to increase equity of discipline and reduction in consequences that remove students from instruction.

FCPS should closely monitor the implementation of an online teacher referral tool for consistency across schools and with SR&R guidance.

Budget Considerations

If needed, provide funding for actions that address the root causes of student stress that may be outside the purview of ESSER III Wellness Interventions and Supports.

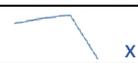
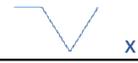
Policy

Based on an understanding of how to best balance academics and healthy life choices, FCPS should develop framework on to improve the associated outcomes, which may have policy implications for such topics as homework.

Appendix A
Welcoming Environment Trend Data²⁰

WELCOMING ENVIRONMENT						
Metric	Baseline	2017-18	2018-19	2019-20	2020-21	Trend Line
Percent of students who report feeling respected and included at school on the State Climate Survey	78%	82%	84%	80%	N/A	
Percent of families who report feeling respected on the Family Engagement Survey	N/A	N/A	83%	N/A	N/A	
Percent of staff who report feeling respected at work on the Employee Engagement Survey						
Teachers	63%	61%	N/A	60%	N/A	
Administrators	79%	82%	N/A	80%	N/A	
Support	52%	59%	N/A	58%	N/A	
Number of staff referrals for disruptive behavior (per 100 students in the group)						
Asian	2	2	3	2	0.1	
Black	20	19	18	11	0.4	
Hispanic	12	10	10	8	0.4	
White	5	5	5	4	0.2	
Econ. Dis.	16	14	15	10	0.4	
EL	12	11	12	9	0.4	
SWD	22	20	20	16	0.7	

Healthy Life Choices Trend Data

HEALTHY LIFE CHOICES						
Metric	Baseline	2017-18	2018-19	2019-20		Trend Line
Percent of students who report being drug- and alcohol-free on the Fairfax County Youth Survey	77%	78%	79%	69%	N/A	
Percent of students who report three or more assets on the Fairfax County Youth Survey	85%	85%	85%	83%	N/A	
Percent of students who report healthy social-emotional skills on the Fairfax County Youth Survey	64%	64%	63%	64%	N/A	
Percent of students who report healthy nutrition behaviors on the Fairfax County Youth Survey	40%	37%	38%	38%	N/A	
Percent of students who report healthy amounts of exercise on the Fairfax County Youth Survey	53%	53%	48%	48%	N/A	
Percent of students who report healthy amounts of sleep on the Fairfax County Youth Survey	31%	31%	28%	28%	N/A	
Number of schools with low rates of students with frequent absences (of 191 total schools)	143	162	153	NA	N/A	
Percent of students with disruptive behavior referrals						
All	3.4%	3.4%	3.5%	2.8%	0.2%	
Elementary	1.5%	1.4%	1.6%	1.2%	0.1%	
Middle	7.1%	7.4%	7.6%	5.9%	0.4%	
High	4.8%	4.3%	4.3%	3.7%	0.3%	
Percent of employees who utilized the Employee Assistance Program compared to the Book of Business (BoB) utilization statistics	34%	40%	49%	52%	42%	

²⁰ In the Trend Tables, an x appears where data were unavailable.

Appendix B
**FY 21 OPERATING FUNDS EXPENDED IN SUPPORT OF
 EACH DESIRED OUTCOME**

Welcoming Environment

Aspiration SY 2020-21 Actions	FY21 Operating Costs by Action	FY21 Operating Costs by Aspiration
All students, families, and staff will feel respected and included at school.		\$3,037,854
Developed and implemented a regulation specifically guiding practice and providing supports to students identifying as transgender and gender expansive.	\$24,673	
Enhanced explicit connections to social justice standards in middle school health and physical education lessons.	\$30,068	
Continued to expand professional development on Equity and Cultural Responsiveness for school-based staff	\$2,983,113	
All staff will view student behavior through a culturally responsive lens.		\$3,032,880
Provided professional development to school administrators on how to incorporate culturally responsive reflection in their role in the discipline process using a newly developed document, Reflective Considerations Prior to Disciplinary Action.	\$31,495	
Provided professional development to staff to view behavior through a culturally responsive lens.	\$2,967,832	
Piloted a systemic teacher referral tool with 16 schools.	\$33,553	
TOTAL FY21 OPERATING FUNDS SPENT ON STRATEGIC ACTIONS FOR THIS DESIRED OUTCOME:		\$ 6,070,734

Healthy Life Choices

Aspiration SY 2020-21 Actions	FY21 Operating Costs by Action	FY21 Operating Costs by Aspiration
All students will report healthy social-emotional skills and lifestyle behaviors.		\$950,393
Expanded instructional time spent developing students' social-emotional competencies and deepening social-emotional connections.	\$585,507	
Streamlined processes to improve student access to wellbeing supports provided in the Fairfax County community.	\$0	
Refocused efforts to support drug free schools with intervention and prevention efforts in a virtual environment.	\$285,796	
Continued enhanced pandemic nutrition support to students by serving more than 15.5 million no-cost meals.	\$0	
Continued to evolve health and physical education curricular resources to meet students' virtual learning needs.	\$79,090	
All schools will have low rates of students with frequent absences.		\$895,616
Established an interdepartmental team to support attendance needs and student engagement.	\$895,616	
No students will have disruptive behavior referrals.		\$69,949
Updated the Students Rights and Responsibilities (SR&R) regulation behavior codes to facilitate a more restorative conversation about student behavior.	\$69,949	
All employees will have the opportunity to take advantage of wellness resources.		\$391,485
Continued to develop and provide EAP resources to address elevated staff needs during the COVID-19 pandemic.	\$391,485	
TOTAL FY21 OPERATING FUNDS SPENT ON STRATEGIC ACTIONS FOR THIS DESIRED OUTCOME:		\$ 2,307,443