

FAIRFAX COUNTY PUBLIC SCHOOLS

DIVISIONWIDE COMPREHENSIVE PLAN



November 2021

Fairfax County School Board

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Fairfax County Public Schools Divisionwide Comprehensive Plan

Purpose

The following document meets the requirement under Standard 6 of the *Standards of Quality for Public Schools in Virginia* that local school boards biennially adopt a divisionwide comprehensive plan. The purpose of the divisionwide comprehensive plan is to provide a platform for communicating major divisionwide initiatives and operational plans. The divisionwide comprehensive plan consists of School Board strategic plan goals, aligned with the operational plans of the system. A report on the progress made in each area is prepared and disseminated as part of the divisionwide continuous improvement cycle.

Every two years, an updated divisionwide comprehensive plan builds on the previous plan and outlines the work that is necessary to accomplish long-term priorities. The School Board's mission, vision, and strategic plan form the foundation for divisionwide planning. To develop the divisionwide comprehensive plan, the system continuously solicits and incorporates suggestions from a broad range of parent advisory groups, community members, and division employees.

Standards of Quality Requirements

In accordance with the Virginia Department of Education (VDOE), Standard 6 (§22.1-253.13:6) in the Standards of Quality (SOQ) 2011, requires each local school board to adopt biennially a divisionwide comprehensive plan. This updated divisionwide comprehensive plan is a revision of the plan adopted by the Fairfax County School Board in October 2019.

Following is an excerpt from Standard 6 listing the planning requirements:

Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to,

- (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement;*
- (ii) an assessment of the extent to which these objectives are being achieved;*
- (iii) a forecast of enrollment changes;*
- (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;*
- (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions;*

- (vi) *a plan for implementing such regional programs and services when appropriate;*
- (vii) *a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education;*
- (viii) *an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan;*
- (ix) *any corrective action plan required pursuant to § 22.1-253.13:3; and*
- (x) *a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.*

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

Responsibilities for completing each required section of the divisionwide comprehensive plan are delineated in the Appendix and aligned under the organizational chart for the division.

Fairfax County Public Schools

Fairfax County Public Schools (FCPS), located ten miles from Washington, D.C. in Fairfax County, Virginia, is comprised of 198 schools and centers within a 407 square mile area. FCPS, with a projected enrollment of over 187,000 students, is the eleventh largest school system in the United States.

The FCPS divisionwide comprehensive plan primarily focuses on the School Board's strategic plan. The strategic plan actions are aligned with the vision and mission of FCPS and reflect the school division's accountability to its community. Developing specific measures for assessing progress and achievement of these actions are an important part of the planning process.

FCPS Vision Statement

Looking to the Future—FCPS prepares all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

Commitment to Opportunity—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students.

Community Support—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

Achievement—Fairfax County students achieve at high levels in all core areas and across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, technology, communication, and critical thinking skills in preparation for the work of the world. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities and pursue their passions.

Accountability—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom and finds ways to improve performance across the spectrum of academic programs and business processes.

Mission Statement

Fairfax County Public Schools inspires and empowers students to meet high academic standards; lead healthy, ethical lives; and be responsible and innovative global citizens.

FCPS Guiding Principles/Beliefs

We believe:

- Each student is entitled to an excellent education that meets his, her, or their individual needs.
- Dynamic and supportive partnerships among students, parents, educators, and the community are critical to meet student needs and provide enriching experiences.
- Effective educators are essential to student success.
- Families play a fundamental role in their children’s education.
- High expectations inspire high performance.
- Everyone thrives in a vibrant, healthy, safe, enriching, and respectful environment.
- Our diversity is a strength that creates resilient, open, and innovative global citizens.
- Quality early childhood education is crucial to school readiness and future success.
- Literacy is an essential life skill.
- A well-rounded education enables students to lead productive, fulfilling, creative, and culturally rich lives.
- An educated citizenry enhances everyone’s quality of life, improves our economy, and sustains our system of self-governance.
- A successful education system develops students who are effective communicators; collaborators; creative, critical thinkers; global citizens; and goal-directed, resilient learners.

Part I: Objective of the School Division

Fairfax County Public Schools developed a Strategic Plan to serve as a broad outline to guide the future direction of the division. The plan contains the mission, vision and guiding principles for FCPS as well as strategic goals, strategies, outcomes, actions and metrics. These were developed in conjunction with the Portrait of a Graduate, so that the FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a communicator, a collaborator, an ethical and global citizen, a creative and critical thinker, and a goal-directed and resilient individual.

In 2019, the School Board approved a streamlined Strategic Plan with eight areas of focus. These areas of focus were designed to ensure that the Division adopted targeted, achievable goals.

Goal 1: Student Success

We commit to reach, challenge, and prepare every student for success in school and life.

Goal 2: Caring Culture

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

Goal 3: Premier Workforce

We commit to invest in our employees, encourage innovation, and celebrate success.

Goal 4: Resource Stewardship

We commit to champion the needs of our school communities and be responsible stewards of the public’s investment.

For more information on the strategic plan, visit the Fairfax County Public Schools web site at <https://www.fcps.edu/about-fcps/strategic-plan>.

The performance measures reported in the divisionwide comprehensive plan that follows will reflect the student achievement data presented under the strategic plan.

Part II: Assessment of School Division Objectives

This section provides information on FCPS’ strategic aspirations and progress toward them as defined by the metric data FCPS uses to track its strategic progress. Specifically, the section describes school division performance on FCPS’ strategic plan objectives that relate to student achievement:

- A. FCPS will eliminate gaps in opportunity, access, and achievement for all students.
- B. All future FCPS students will enter kindergarten with the essential skills needed for school success.
- C. All FCPS PreK-12 students will continuously progress in their development of Portrait of a Graduate attributes.

The three sections below (one for each strategic objective), include color-coded judgments of overall progress on metrics, as represented by the targets listed on each graph. The color-coding of FCPS performance relies on the following color codes:

	Dark teal indicates that performance met or exceeded the target.
	Light teal indicates that performance progressed beyond baseline but did not meet the target.
	Yellow indicates that performance did not make progress beyond baseline.

The same color-coding is used within the graphs in reporting on individual metric data, including color-coding of individual student groups. In cases where the metric includes performance by student groups, all the groups had to have met the 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**.

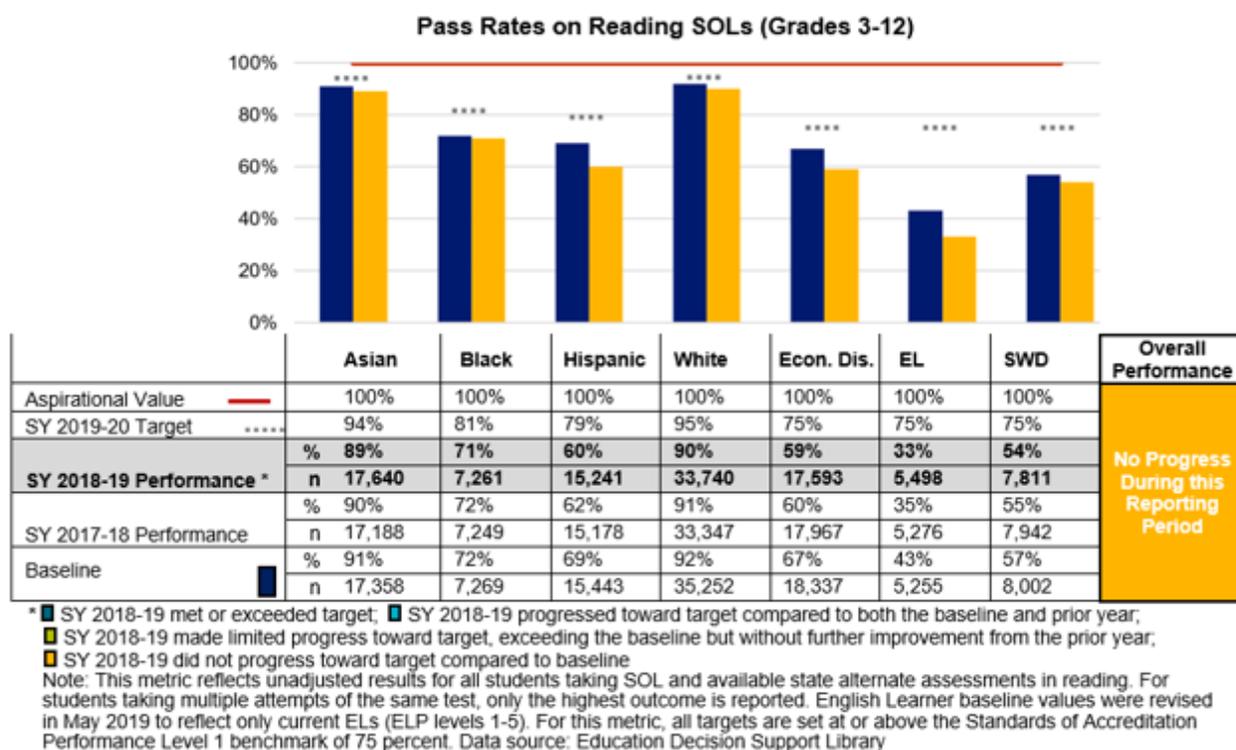
FCPS will eliminate gaps in opportunity, access, and achievement for all students

Results of Performance Measures

Performance on this objective is monitored in four specific areas:

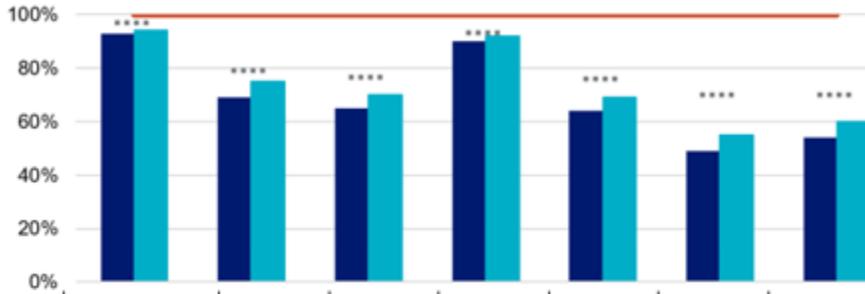
- 1. Reading and Mathematics
- 2. College and Career Readiness
- 3. Participation in Advanced Academic Offerings
- 4. Performance in Advanced Academic Offerings

Reading and Mathematics



During SY 2018-19, both FCPS and Virginia as a whole saw declines in SOL reading performance. One contributing factor at the secondary level was the increased use of state-approved substitute tests for verified credit (i.e., WorkKeys). Based on strong pass rates for FCPS students on these assessments together with state policy change that extended the opportunity for locally awarded verified credit to English, fewer high school students were retaking SOL tests multiple times to achieve a passing SOL score. In general, SY 2018-19 SOL reading pass rates were down two percentage points compared to the prior year for the Hispanic and English Learner student groups and down one percentage point in all other student groups. This outcome shows stabilization of student performance after the substantial declines experienced statewide in SY 2017-18, when the Virginia Grade Level Alternative (VGLA) test was removed as an option for English Learners in reading.

Pass Rates on Mathematics SOLs (Grades 3-12)



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspirational Value	100%	100%	100%	100%	100%	100%	100%	Progressed Toward Target
SY 2019-20 Target	97%	79%	77%	93%	76%	70%	70%	
SY 2018-19 Performance *	% 94%	75%	70%	92%	69%	55%	60%	
	n 20,959	9,009	21,269	39,289	24,862	11,108	10,134	
SY 2017-18 Performance	% 92%	68%	64%	89%	63%	47%	53%	
	n 21,290	8,859	20,259	40,005	24,187	9,611	9,480	
Baseline	% 93%	69%	65%	90%	64%	49%	54%	
	n 20,901	8,902	19,017	41,445	22,916	8,922	9,361	

* ■ SY 2018-19 met or exceeded target; ■ SY 2018-19 progressed toward target compared to both the baseline and prior year; ■ SY 2018-19 made limited progress toward target, exceeding the baseline but without further improvement from the prior year; ■ SY 2018-19 did not progress toward target compared to baseline
 Note: This metric reflects unadjusted results for all students taking SOL and available state alternate assessments in mathematics. For students taking multiple attempts of the same test, only the highest outcome is reported. English Learner baseline values were revised in May 2019 to reflect only current ELs (ELP levels 1-5). For this metric, all targets are set at or above the Standards of Accreditation Performance Level 1 benchmark of 70 percent. Data source: Education Decision Support Library

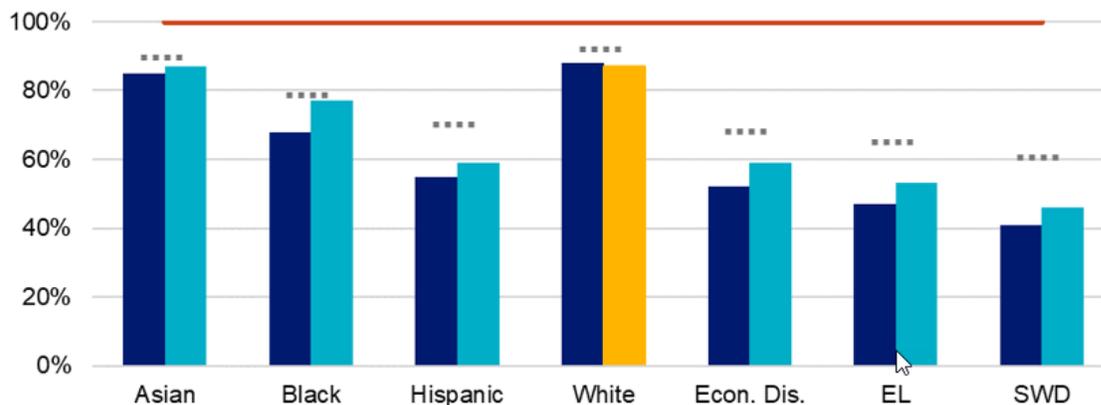
In SY 2018-19, the Virginia Department of Education (VDOE) introduced new mathematics SOL tests aligned to the revised state standards. Both FCPS and the state as a whole saw improvements in mathematics pass rates based on the new assessments. Whereas SY 2017-18 mathematics performance was down slightly from the baseline, in SY 2018-19, all student groups surpassed baseline performance, indicating improving performance within all student groups. The English Learner group saw the largest one-year gain, improving eight percentage points from the prior year. Despite increases across all student groups, achievement gaps among student groups persist. Continued improvements similar to those seen in SY 2018-19 will be necessary to reach the Division’s targets for all students.

SY 2018-19 SOL Performance (Grades 3-12) for Students in Two Reporting Groups

	Reading			Mathematics		
	# testing	# passing	%	# testing	# passing	%
All Students	98,559	79,202	80%	114,220	96,634	85%
Total Asian	19,780	17,640	89%	22,243	20,959	94%
Total Black	10,170	7,261	71%	12,072	9,009	75%
Total Hispanic	25,252	15,241	60%	30,600	21,269	70%
Total White	37,390	33,740	90%	42,591	39,289	92%
Total Econ. Dis.	29,720	17,593	59%	35,806	24,862	69%
Total EL	16,448	5,498	33%	20,109	11,108	55%
Total SWD	14,480	7,811	54%	16,751	10,134	60%
Both Econ. Dis. <i>and</i> EL	11,891	3,528	30%	14,525	7,580	52%
Both Econ. Dis. <i>and</i> SWD	5,858	2,077	35%	6,862	3,112	45%
Both EL <i>and</i> SWD	4,820	1,422	30%	5,446	2,411	44%
Both Asian <i>and</i> Econ. Dis.	4,126	3,159	77%	4,911	4,253	87%
Both Asian <i>and</i> EL	2,779	1,288	46%	3,342	2,505	75%
Both Asian <i>and</i> SWD	1,411	818	58%	1,564	1,126	72%
Both Black <i>and</i> Econ. Dis.	4,927	3,036	62%	5,944	4,014	68%
Both Black <i>and</i> EL	1,288	503	39%	1,555	913	59%
Both Black <i>and</i> SWD	1,875	747	40%	2,240	943	42%
Both Hispanic <i>and</i> Econ. Dis.	16,644	8,560	51%	20,211	12,945	64%
Both Hispanic <i>and</i> EL	10,426	2,863	27%	12,915	6,209	48%
Both Hispanic <i>and</i> Non-EL	14,826	12,378	83%	17,685	15,060	85%
Both Hispanic <i>and</i> SWD	4,923	1,847	38%	5,785	2,802	48%
Both White <i>and</i> Econ. Dis.	3,312	2,342	71%	3,930	3,055	78%
Both White <i>and</i> EL	1,750	747	43%	2,063	1,321	64%
Both White <i>and</i> SWD	5,449	3,866	71%	6,229	4,611	74%

Note: This table reflects SOL and alternate assessment results for students who fall into two reporting groups, with comparative results for each student group as a whole. Data source: Student Information System and Education Decision Support Library

Percent of Grade 3 students who read at or above grade level (based on progress reports)

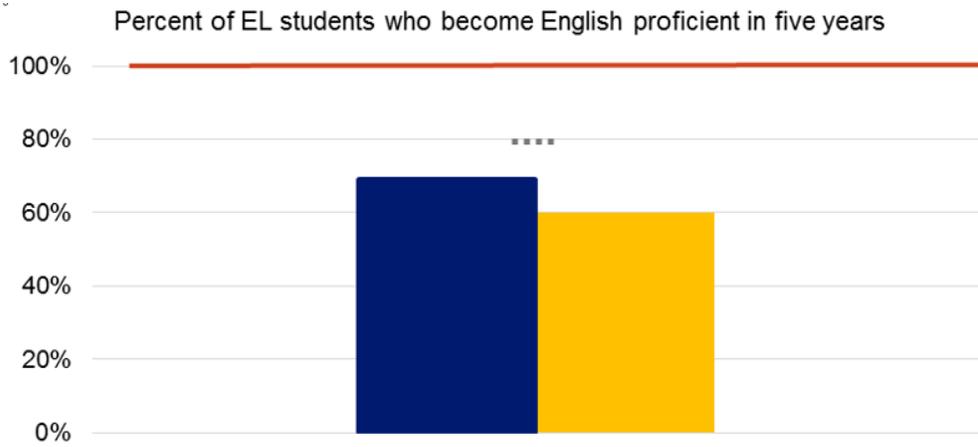


	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspiration	100%	100%	100%	100%	100%	100%	100%	Progressed Toward Target
Performance Target	90%	79%	70%	92%	68%	65%	61%	
SY 19-20 Performance ³	87%	77%	59%	87%	59%	53%	46%	
SY 19-20 Performance n	2,249	1,007	2,177	4,619	2,589	2,283	971	
3-Year Baseline	85%	68%	55%	88%	52%	47%	41%	
3-Year Baseline n	2,377	990	2,144	4,760	2,446	2,120	802	

Note: This metric reflects teacher reported text levels used when assessing students in the classroom, as documented on the end-of-year (or most recent) progress report. Data Source: Student Information Systems

In SY 2019-20, the percentage of Grade 3 students reading at or above grade level increased for most student groups, though no student groups reached the intended target levels. All student groups, except one, had an increase in the percentage of Grade 3 students reading at or above grade level compared to baseline data. Black students increased by nine percentage points to 77 percent, Hispanic students increased by four percentage points to 59 percent, and Asian students increased two percentage points to 87 percent. White students declined slightly (one percentage point) compared to baseline with performance of 87 percent in SY 2019-20. Additionally, Economically Disadvantaged (Econ. Dis) students increased by seven percentage points to 59 percent, English language learners (EL) increased six percentage points to 53 percent, and Students with Disabilities (SWD) increased five percentage points to 46 percent. Even with these increases since baseline, no group met its intended performance target and there continued to be gaps among student groups. Black students came closest to meeting the target, falling only two percentage points below the intended 79 percent level. Asian students came within three percentage points of the intended 90 percent level. All other student groups were at least five percentage points away from the target level, with the Students with Disabilities, English Learners and Hispanic student groups, farthest with a 15, 12, and 11 percentage point difference, respectively, between the SY 2019-20 performance and the intended target level. This indicates there should be continued work to ensure all students are reading at grade level by the end of 3rd grade and that continued efforts are needed to ensure all students have the appropriate instructional supports to reach grade-level reading expectations, with special efforts likely needed for Students with Disabilities, English learners, and Hispanic students.¹

¹ While many English learners are Hispanic, the two categories represent different students. Approximately 57 percent of English learners are Hispanic at Grade 3 and 66 percent of Hispanic students are English learners. In total, 16 percent of all Grade 3 students are both English learners and Hispanic.



		Percent of Students
Aspiration		100%
Performance Target	****	79%
SY 19-20 Performance		60%
SY 19-20 Performance n		2,491
3-Year Baseline		69%
3-Year Baseline n		2,365

Overall Performance
No Progress During this Reporting Period

Note: This metric reflects EL students who attained proficiency within five years out of all ELs who entered FCPS ESOL services five years prior, including those who failed to meet proficiency despite being enrolled in FCPS more than 50 percent each year. Proficiency is defined by an overall composite score of 4.4 or higher on the WIDA ACCESS for ELLs 2.0 assessment. Calculations do not include EL Students with Disabilities who received an alternate annual ELP assessment because the scores produced by these assessments do not allow for a student to be identified as "proficient."

The metric reflecting the percentage of English learner students who become proficient in English within five years was revised in SY 2018-19 based on a new VDOE measure. Data for the SY 2019-20 EL cohort (i.e., EL students entering FCPS five years earlier) indicated that 60 percent of these students achieved English proficiency within five years of enrollment in FCPS. This was a decrease of nine percentage points from the baseline rate of 69 percent. Additional analyses on the SY 2019-20 cohort of English learners showed that the pattern of attaining English proficiency is not the same for all English learners.² These further analyses indicated that English Proficiency within five years is most likely for English learners who enter FCPS with intermediate or advanced English proficiency. The majority of English learners who entered with beginning levels of English proficiency five years previous did not meet the benchmark within five years. As shown in the table below, less than half of students who entered with beginning proficiency attained proficiency within five years, whereas the majority of those with intermediate (68 percent) or advanced proficiency (79 percent) hit this benchmark. Given that research shows it takes five to seven years for students to become English proficient, it is not unexpected to find students, particularly those that enter with beginner levels of proficiency, still working toward proficiency. However, a closer look should be taken for students who remain at intermediate levels for several years as well as students who did not progress beyond beginner levels within that time frame.

² While the 2020 cohort started in 2016, the assessment of English proficiency changed that year, making it only possible to compare results from 2017-2020.

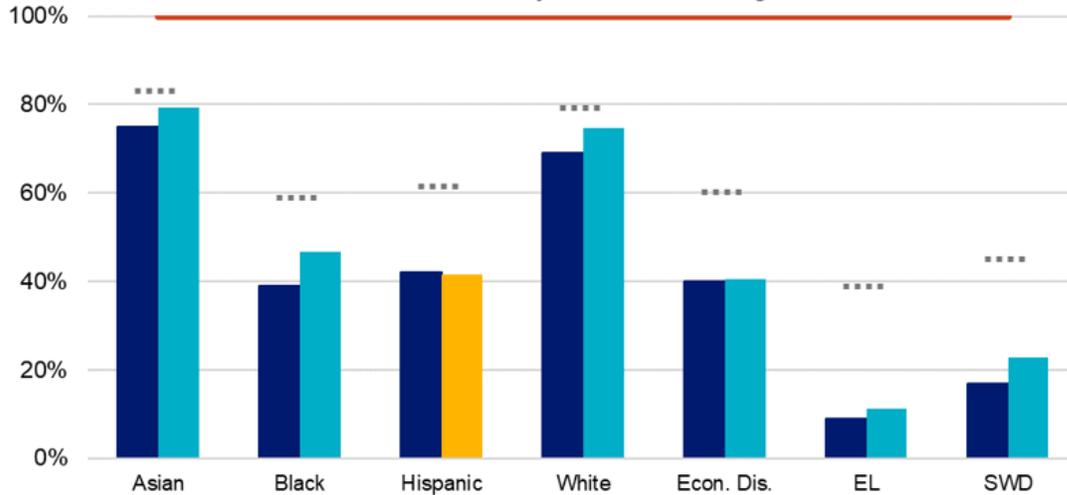
Percent and number of 2020 English learner cohort proficient by 2020 disaggregated by initial English proficiency level

Initial English Proficiency		Proficient in 2020
Beginning Levels (ELP 1 and 2)	Percent	42%
	Number	657
Intermediate Levels (ELP 3 and 4)	Percent	68%
	Number	1072
Advanced Levels (ELP 5)	Percent	79%
	Number	754

College and Career Readiness

In SY 2019-20, the percent of students passing a college-level exam, passing a dual enrollment course, or earning an industry certification before graduation increased for six out of seven student groups, though no groups have reached their target. The sole group that did not show progress was the Hispanic student group. Black students improved eight percentage points to 47 percent, White students improved six percentage points to 75 percent, and Asian students improved four percentage points to 79 percent. Hispanic students dropped one percent point to 41 percentage points. Economically Disadvantaged students increased one percentage point to 41 percent, while English learners improved two percentage points to 11 percent. Students with Disabilities improved six percentage points to 23 percent. Despite this improvement, no groups have reached their performance targets, indicating additional work is needed to support students in being college and career ready through exams, coursework, and certification. FCPS will continue to place efforts to close achievement gaps, while promoting increased performance for all students. It is important to note that only industry certifications that are considered career-ready, or “resume ready,” were used to calculate this metric. This means Workplace Readiness Skills (WRS) and Working in Support of Education (WISE) Financial Literacy credentials, which have the highest participation and success rates across the division, were excluded from metric reporting.

Percent of students who either pass a college-level exam, pass a dual enrollment course or earn an industry certification before graduation

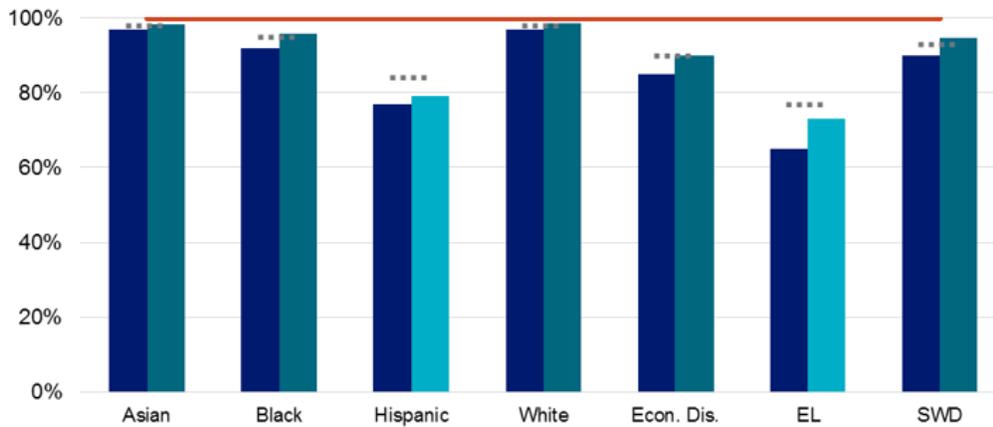


	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	83%	59%	62%	79%	60%	39%	45%
SY 19-20 Performance	79%	47%	41%	75%	41%	11%	23%
SY 19-20 Performance n	2416	671	1,303	4,082	1672	135	425
3-Year Baseline	75%	39%	42%	69%	40%	9%	17%
3-Year Baseline n	2,029	555	1,026	4,108	1,164	37	295

Data Source: Student Information System

Overall Performance
Progressed Toward Target

Virginia on-time graduation rates



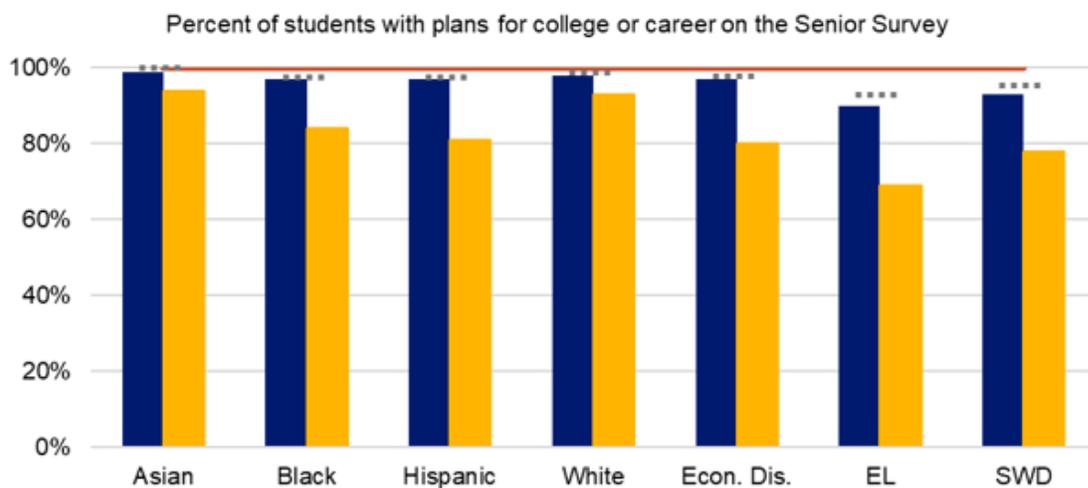
	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	98%	95%	84%	98%	90%	77%	93%
SY 19-20 Performance	98%	96%	79%	99%	90%	73%	95%
SY 19-20 Performance n	3,046	1,434	3,132	5,437	3,688	2,166	1,791
3-Year Baseline	97%	92%	77%	97%	85%	65%	90%
3-Year Baseline n	2,676	1,383	2,321	5,856	2,825	1,314	1,640

Note: This metric reflects the official four-year Virginia graduation rate. English Learners represent both current ELs (ELP levels 1-5) and former ELs in their first four years of monitoring (ELP levels 6a-6d). Data Source: Virginia Department of Education

Overall Performance
Progressed Toward Target

On-time graduation rates increased for all student groups in SY 2019-20. Five student groups reached or exceeded target levels, while Hispanic students and English language learners made progress over baseline but did not yet meet the targets. Increases in on-time graduation rates across student groups in SY 2019-20

that met or exceeded performance targets included Asian students (98%), Black students (96%), White students (99%), Economically Disadvantaged students (90%), and Students with Disabilities (95%). In addition, Hispanic students and English learners increased graduation rates, but have not yet met their performance targets. Seventy-nine percent of Hispanic students graduated on time, an increase of two percentage points from baseline. Seventy-two percent of English learners graduated on time, an increase of seven percentage points from baseline. FCPS will continue to implement actions to support these groups in graduating on time.



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspiration	100%	100%	100%	100%	100%	100%	100%	No Progress During this Reporting Period
Performance Target	100%	98%	98%	99%	98%	93%	96%	
SY 19-20 Performance	94%	84%	81%	93%	80%	69%	78%	
SY 19-20 Performance n	2,829	1,162	2,466	4,979	2,883	821	1,380	
3-Year Baseline	99%	97%	97%	98%	97%	90%	93%	
3-Year Baseline n	2,689	1,384	2,338	5,841	2,812	393	1,576	

Note: This metric reflects graduates and completers in the senior cohort who responded to the Senior Survey as having plans for college, military, employment, apprenticeship, career education, service-oriented gap year, or other educational experiences.
Source: Student Information System

In SY 2019-20, the percentage of seniors who reported college or career plans decreased for all student groups from the baseline. Asian and White students had decreases of five percentage points compared to baseline, though more than 90 percent of students in both groups reported having a college or career plan. Eighty-four percent of Black students reported having a plan, a decline of 13 percentage points, while 81 percent of Hispanic students reported having a plan, a decrease of 16 percentage points. The largest decrease was for English language learners, who declined to 69 percent, a drop of 21 percentage points from baseline. Economically disadvantaged students decreased by 17 percentage points to 80 percent, while students receiving special education services went down 15 percentage points to 78 percent. No student group met the target and gaps between groups grew larger. The impact of COVID-19 is likely seen in this data, especially the uncertainty with future plans when the survey was administered in spring 2020. Nonetheless, FCPS should closely monitor progress of current students to ensure that they graduate on time and are prepared for college or a career. Additionally, FCPS should bolster programs that support English Learners, Students with Disabilities, and Economically Disadvantaged students in planning for post-high school life.

Participation in Advanced Academic Offerings

Number of schools offering the Young Scholars program

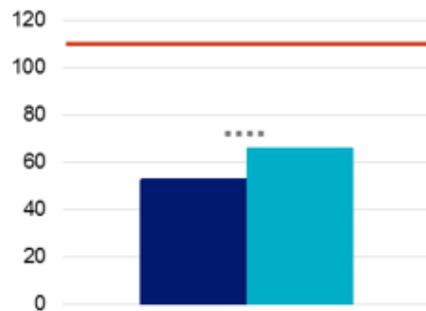


		Number of schools
Aspiration	—	141
Performance Target	****	106
SY 19-20 Performance	■	96
3-Year Baseline	■	88

Data Source: Office of PreK-12 Curriculum and Instruction

Overall Performance
Progressed Toward Target

Number of schools offering local level IV instruction



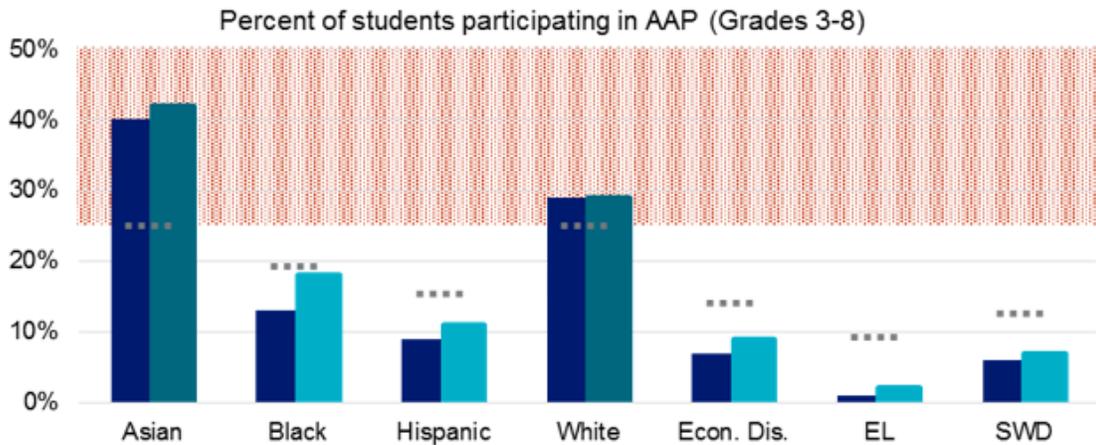
		Number of schools
Aspiration	—	112
Performance Target	****	72
SY 19-20 Performance	■	66
3-Year Baseline	■	52

Note: This metric does not include AAP Center schools. Data Source: Student Information Systems.

Overall Performance
Progressed Toward Target

The Strategic Plan Focus includes eliminating opportunity gaps in AAP through models (i.e., Young Scholars) and curricula (i.e., Local Level IV instruction and Tier 1 instruction using AAP curriculum). In SY 2019-20, FCPS made progress toward closing access and opportunity gaps by increasing the number of schools that offer Young Scholars and that offer local level IV advanced academic (AAP) offerings. Specifically, FCPS increased the number of schools that offer Young Scholars by eight schools since the baseline and increased the number of schools that offer local AAP level IV instruction by 14 since the baseline. Although progress was made, performance on these metrics has not yet reached the targets. Nonetheless, by increasing the number of schools that offer Young Scholars, FCPS was able to increase participation in level II and level III AAP instruction at those schools by a total of 245 students. Similarly, the increase in the number of schools offering local level IV allowed an additional 867 students who did

not meet the eligibility criteria from central office to receive level IV services. Therefore, although FCPS did not meet its target, FCPS continued to make progress in providing opportunities for additional students to receive more rigorous instruction.

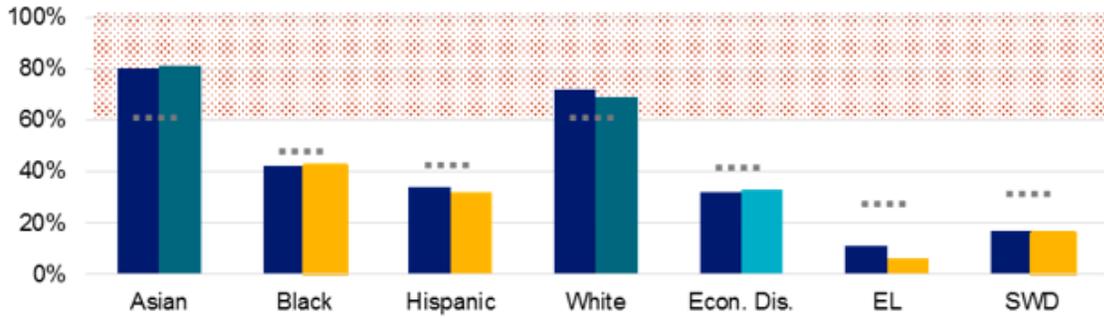


	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspiration	At or above 25%	Progressed Toward Target						
Performance Target	At or above 25%	At or above 19%	At or above 15%	At or above 25%	At or above 14%	At or above 9%	At or above 13%	
SY 19-20 Performance	42%	18%	11%	29%	9%	2%	7%	
SY 19-20 Performance n	7,036	1,498	2,486	9,150	2,579	269	740	
3-Year Baseline	40%	13%	9%	29%	7%	1%	6%	
3-Year Baseline n	6,666	1,134	1,788	9,610	1,739	156	579	

Note: This metric reflects all students in grades 3-8 documented with AAP Level IV Status. The Students with Disabilities group reported for this metric represents a subset of students with IEPs; it does not include students receiving Category B, Level 2 services. Data Source: Student Information System

In SY 2019-20, FCPS made progress toward equitable participation in Advanced Academic Programs (AAP) in elementary and middle school across all student groups. Specifically, White and Asian student groups continued to meet or exceed the target in participation in AAP. All other student groups made progress from the baseline. Black student participation was only one percentage point away from meeting the target and made meaningful progress from the baseline with a five percentage point increase. Hispanic and Economically Disadvantaged student groups increased by two percentage points from the baseline, whereas English Learner and Students with Disabilities student groups only increased by one percentage point. FCPS will continue to examine why participation rates are not as robust for these four student groups and take actions to support continued improvements.

Percent of Students who Participate in Algebra 1 by 8th Grade

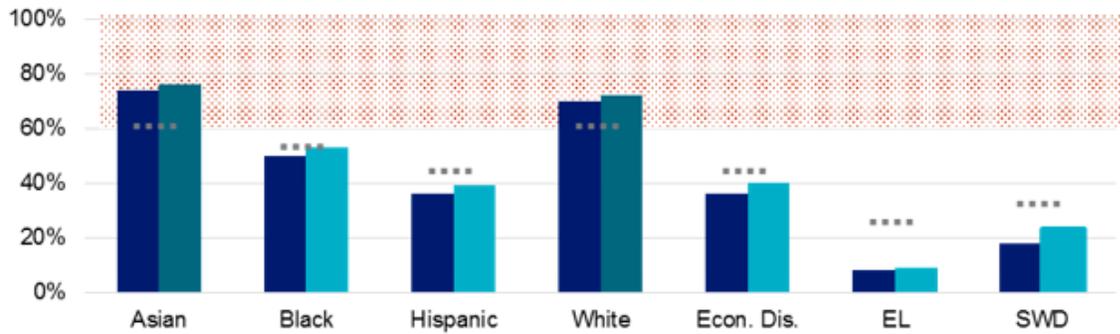


	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspiration	At or above 61%	No Progress During this Reporting Period						
Performance Target	At or above 61%	At or above 48%	At or above 43%	At or above 61%	At or above 42%	At or above 28%	At or above 32%	
SY 19-20 Performance	81%	42%	32%	69%	33%	6%	16%	
SY 19-20 Performance n	2,352	632	1,219	3,694	1,496	106	275	
3-Year Baseline	80%	42%	34%	72%	32%	11%	17%	
3-Year Baseline n	2,235	597	1,046	4,030	1,254	197	284	

Note: For this metric, Students with Disabilities includes a subset of students with IEPs, it does not include students receiving Category B, Level 2 services. Data Source: Student Information Systems

In SY 2019-20, meaningful progress was not made toward equity of Algebra 1 participation by 8th grade, with many student groups' participation falling below the baseline. FCPS is not closer to making progress toward the Aspiration that participation in Algebra 1 by 8th grade would be comparable across student groups. In fact, only two student groups increased participation in Algebra 1, Asian and Economically Disadvantaged student groups, but these increases were minimal. All other student groups either stayed the same or performed worse than the baseline. This means that, overall, the percent of students taking Algebra 1 by 8th grade was lower in SY 2019-20 compared to previous years. Efforts to increase participation for student groups who are not already meeting the target (i.e. Black, Hispanic, Economically Disadvantaged, English Learner, and Students with Disabilities student groups) will be necessary.

Percent of students who participate in honors courses (Grades 7 to 12)

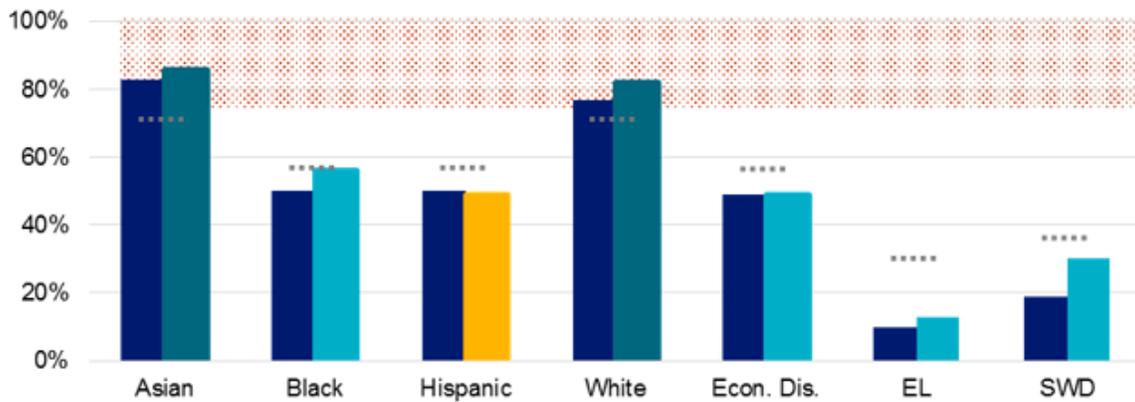


	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspiration	At or above 61%	Progressed Toward Target						
Performance Target	At or above 61%	At or above 54%	At or above 45%	At or above 61%	At or above 44%	At or above 26%	At or above 32%	
SY 19-20 Performance	76%	53%	39%	72%	40%	9%	23%	
SY 19-20 Performance n	13,886	4,841	8,993	23,792	10,749	969	2,365	
3-Year Baseline	74%	50%	36%	70%	36%	8%	18%	
3-Year Baseline n	12,499	4,391	7,089	24,304	8,522	828	1,796	

Note: For this metric, Students with Disabilities includes a subset of students with IEPs, it does not include students receiving Category B, Level 2 services. Data Source: Student Information Systems

At the middle and high school levels, FCPS increased participation in honors courses across all student groups in SY 2019-20, making progress toward the Aspiration. Participation rates from Asian and White student groups met or exceeded the target. While progress was made for all other student groups from the baseline, performance was not sufficient to meet the SYs 2018-20 target. However, meaningful progress was made for all student groups, except for English Learner students, where participation rates only increased by one percentage point. Black student participation in honors courses came close to meeting the target, only one percentage point away from the goal. Gaps in honors participation still exist in SY 2019-20, and FCPS should consider how to address these gaps by focusing efforts increasing participation of Black, Hispanic, Economically Disadvantaged, English Learner, and Students with Disabilities student groups.

Percent of students who participate in Advanced Placement (AP) or International Baccalaureate (IB) or Dual Enrollment (DE) courses by end of high school



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspiration	At or above 71%	Progressed Toward Target						
Performance Target	At or above 71%	At or above 57%	At or above 57%	At or above 71%	At or above 56%	At or above 30%	At or above 36%	
SY 19-20 Performance	86%	56%	49%	82%	49%	13%	30%	
SY 19-20 Performance n	2,608	806	1,547	4,453	2,021	160	475	
3-Year Baseline	83%	50%	50%	77%	49%	10%	19%	
3-Year Baseline n	2,255	720	1,221	4,571	1,417	42	297	

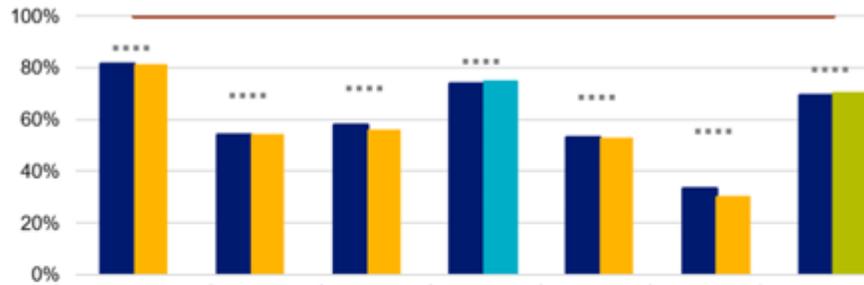
Note: For this metric, Students with Disabilities includes a subset of students with IEPs, it does not include students receiving Category B, Level 2 services. Data Source: Student Information Systems

Among FCPS' Class of 2020 graduates, FCPS increased participation rates in Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment (DE) courses for all student groups but Hispanic students, where participation rates were the same as the baseline. In SY 2019-20, Asian and White students continued to meet or exceed the target in participation rates in AP, IB, or DE courses, and meaningful increases in participation rates occurred for Black students and Students with Disabilities, with rates increasing by six and 11 percentage points, respectively. In fact, the participation rate for Black students was only one percentage point from reaching the target. English Learner participation continues to remain low, although increases in participation rates were seen in SY 2019-20. Finally, Hispanic and Economically Disadvantaged students' participation rates stalled. More work is needed in closing opportunity gaps for Black, Hispanic, Economically Disadvantaged, and English Learner students, and for Students with Disabilities.

Performance in Advanced Academic Offerings

The data in this section reflect the performance of students participating in the advanced offerings.

Percent of AAP Students with Advanced Performance in Reading or Mathematics (Grade 3-8 SOLs)

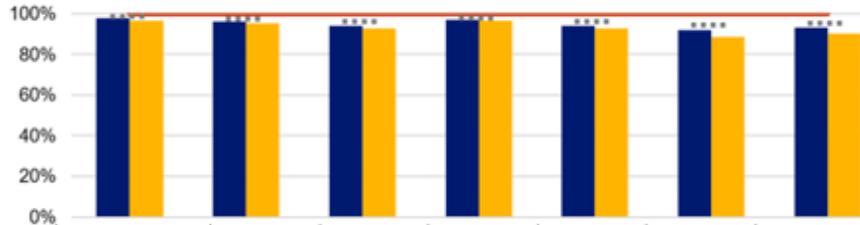


	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspirational Value	100%	100%	100%	100%	100%	100%	100%	No Progress During This Reporting Period
SY 2019-20 Target	88%	69%	72%	82%	69%	56%	80%	
SY 2018-19 Performance *	% 81% n 5,881	% 54% n 792	% 56% n 1,288	% 75% n 7,081	% 53% n 1,360	% 30% n 79	% 70% n 471	
SY 2017-18 Performance	% 80% n 5,802	% 53% n 777	% 57% n 1,328	% 72% n 7,056	% 52% n 1,211	% 36% n 87	% 71% n 477	
Baseline	% 81% n 5,419	% 54% n 613	% 58% n 1,037	% 74% n 7,086	% 53% n 924	% 33% n 52	% 69% n 401	

* ■ SY 2018-19 met or exceeded target; ■ SY 2018-19 progressed toward target compared to both the baseline and prior year; ■ SY 2018-19 made limited progress toward target, exceeding the baseline but without further improvement from the prior year; ■ SY 2018-19 did not progress toward target compared to baseline
 Note: This metric reflects students with AAP Level IV status who scored in the pass advanced range (500-600) on the reading and/or mathematics SOL test. The Students with Disabilities group reported for this metric represents a subset of students with IEPs; it does not include students receiving Category B, Level 2 services. Data source: Student Information System and Education Decision Support Library

At the elementary and middle school levels in SY 2018-19, achievement gaps in advanced performance on reading and mathematics SOL tests (scaled score of 500 to 600) among AAP Level IV students roughly mirrors gaps seen in SOL performance as a whole. Overall, the Division has not made progress towards the Aspirational goal of advanced SOL performance for all AAP Level IV students. Three student groups (Asian, Black, Economically Disadvantaged) maintained their performance compared to baseline, while two (Hispanic and English Learners) declined compared to baseline by two and three percentage points respectively. Students with Disabilities improved compared to baseline but declined compared to the prior year. Only the White student group made gains compared to both baseline and prior year. One contributing factor to the lack of progress for this metric could be that AAP Level IV mathematics curriculum is more aligned to performance tasks than to standardized assessment formats, affording little time for SOL test preparation activities within Level IV classrooms.

Percent of Students Who Demonstrate Proficiency in Algebra 1 by Eighth Grade (Pass Course and SOL)

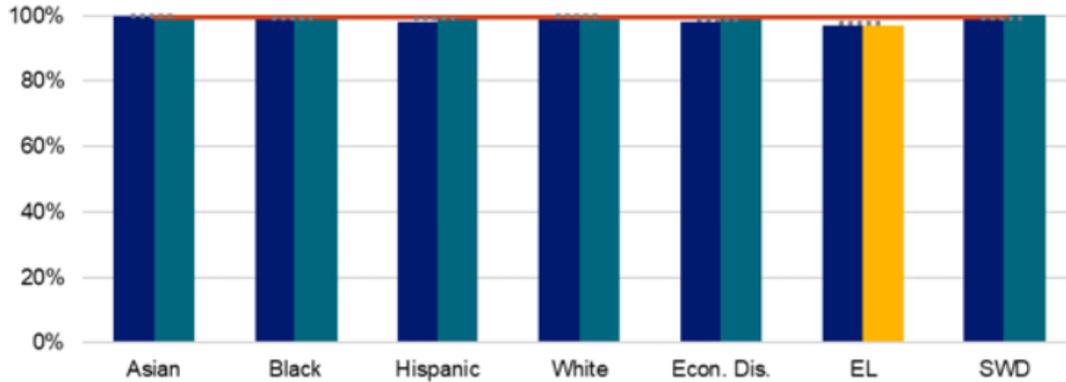


	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspirational Value	100%	100%	100%	100%	100%	100%	100%	No Progress During This Reporting Period
SY 2019-20 Target	99%	97%	96%	98%	96%	95%	95%	
SY 2018-19 Performance *	% 97%	% 95%	% 93%	% 97%	% 93%	% 88%	% 90%	
	n 2,219	n 614	n 1,044	n 3,742	n 1,295	n 92	n 238	
SY 2017-18 Performance	% 98%	% 94%	% 93%	% 98%	% 93%	% 87%	% 91%	
Baseline	% 98%	% 96%	% 94%	% 97%	% 94%	% 92%	% 93%	
	n 2,196	n 573	n 985	n 3,904	n 1,185	n 181	n 265	

* ■ SY 2018-19 met or exceeded target; ■ SY 2018-19 progressed toward target compared to both the baseline and prior year; ■ SY 2018-19 made limited progress toward target, exceeding the baseline but without further improvement from the prior year; ■ SY 2018-19 did not progress toward target compared to baseline
 Note: This metric reflects students participating in Algebra 1 by eighth grade who passed both passed their Algebra 1 SOL test and also passed their eighth grade mathematics course (Algebra 1 or higher) with a grade of D or better. The Students with Disabilities group reported for this metric represents a subset of students with IEPs; it does not include students receiving Category B, Level 2 services. Data source: Student Information System and Education Decision Support Library

At the middle school level, FCPS also monitors achievement gaps in demonstrated proficiency in Algebra 1 by eighth grade (defined as passing both the Algebra 1 course and associated SOL assessment). During SY 2018-19, two groups made progress from the prior year but all groups were demonstrating lower performance than what was seen at baseline. Specifically, the English Learner student group had decreased four percentage points since baseline (from 92 percent to 88 percent). The Students with Disabilities group demonstrated a three percentage point decrease during this same period (from 93 percent to 90 percent). Four of the five remaining groups (Asian, Black, Hispanic, and Economically Disadvantaged) were down only one percentage point. The White student group had not changed its performance since baseline, with 97 percent of students demonstrating proficiency in Algebra 1.

Percent of students who demonstrate proficiency (pass course) in one or more honors courses (Grades 7 to 12)

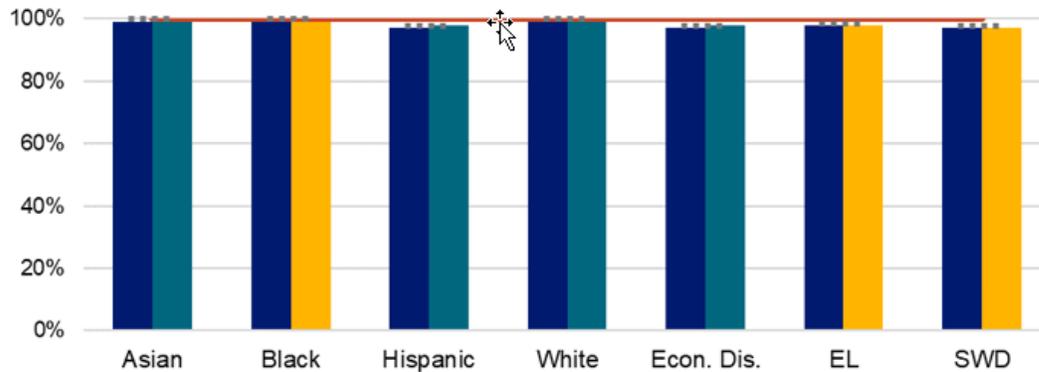


	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	100%	99%	99%	100%	99%	98%	99%
SY 19-20 Performance ¹⁶	100%	99%	99%	100%	99%	97%	100%
SY 19-20 Performance n	13,873	4,799	8,889	23,757	10,606	940	2,355
3-Year Baseline	100%	99%	98%	100%	98%	97%	99%
3-Year Baseline n	12,462	4,335	6,982	24,234	8,373	800	1,777

Overall Performance
Progressed Toward Target

At the middle and high school levels during SY 19-20, most student groups were meeting or exceeding the target levels of performance in the percentage of students who demonstrate proficiency (pass course) in one or more honors courses. The one group, English learners, that fell below the target level was only one percentage point away from doing so with 97 percent of English learner students passing the course, compared to the target level of 98 percent.

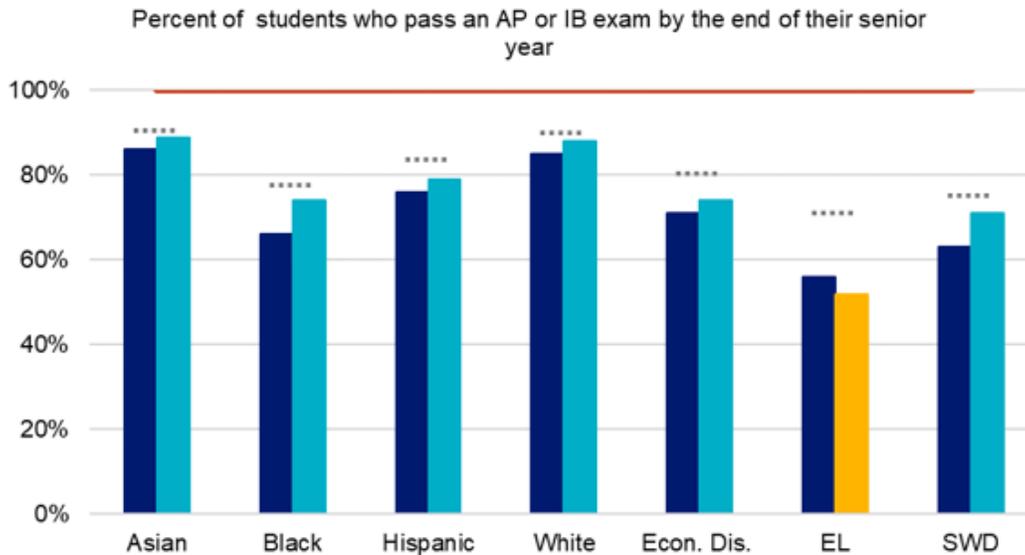
Percent of students who demonstrate proficiency (pass course) in at least one Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment (DE) course by the end of high school



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	100%	100%	98%	100%	98%	99%	98%
SY 19-20 Performance	100%	99%	98%	100%	98%	98%	97%
SY 19-20 Performance n	2,596	798	1,511	4,438	1,981	156	461
3-Year Baseline	99%	99%	97%	99%	97%	98%	97%
3-Year Baseline n	2,234	710	1,182	4,543	1,374	41	287

Overall Performance
No Progress During this Reporting Period

FCPS demonstrated continuing high performance among students in the Class of 2020 who had passed at least one AP, IB, or DE course prior to the end of high school. With such high performance, however, it is difficult to make progress toward even higher target levels; therefore, even though the performance of all student groups was at or above 97 percent only four of the seven (Asian, Hispanic, White, Economically Disadvantaged) had made progress since baseline in the percentages of students who had passed one or more AP, IB, or DE courses by the end of their senior year. All four of the groups showing progress had met or exceeded the target level. The remaining three groups (Black with a 99 percent course pass rate; English Learner with a 98 percent course pass rate; and Students with Disabilities with a 97 percent course pass rate) had yet to make progress since baseline.

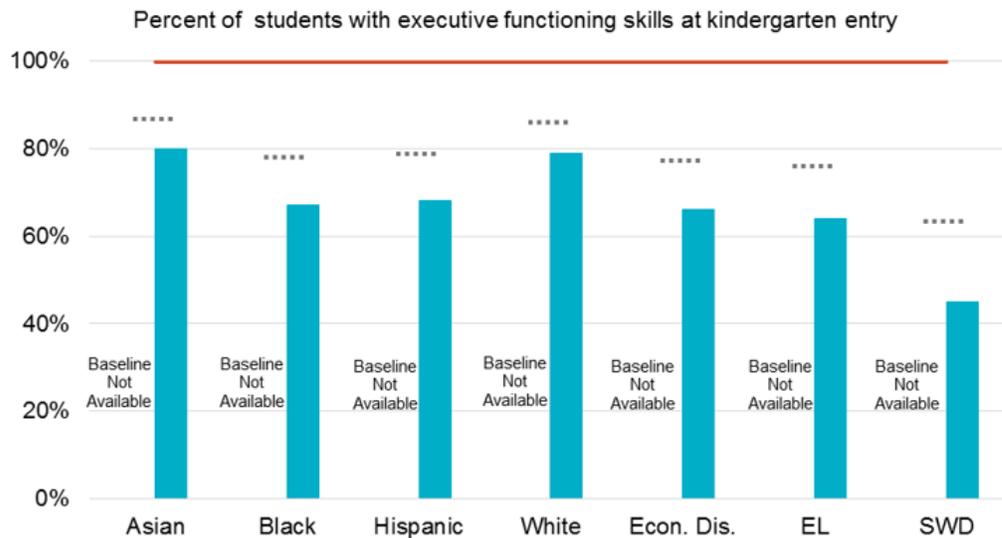


	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspiration	100%	100%	100%	100%	100%	100%	100%	Progressed Toward Target
Performance Target	90%	78%	84%	90%	80%	71%	75%	
SY 19-20 Performance	89%	74%	79%	88%	74%	52%	71%	
SY 19-20 Performance n	2,196	483	956	3,555	1,183	49	213	
3-Year Baseline	86%	66%	76%	85%	71%	56%	63%	
3-Year Baseline n	1,895	451	848	3,793	918	18	171	

FCPS made progress in the percentages of students in FCPS' Class of 2020 within most student groups who were taking AP or IB courses by the end of their senior year and had passed an associated AP or IB exam. While none of the groups had yet to attain the targeted level, all but one group had progressed since baseline. The Black and Students with Disabilities student groups made the greatest progress, increasing eight percentage points since baseline. The remaining groups showing progress (Asian, Hispanic, White, Economically Disadvantaged) improved three percentage points since baseline. The English learner student group, however, demonstrated a four percentage point decrease since baseline, being the sole group that is demonstrating a negative trend away from the target level that requires additional attention.

All future FCPS students will enter kindergarten with the essential skills needed for school success.

Results of Performance Measures



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	87%	78%	79%	86%	77%	76%	63%
SY 19-20 Performance	80%	67%	68%	79%	66%	64%	45%
SY 19-20 Performance n	1,826	779	2,382	4,144	2,620	2,672	548
3-Year Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-Year Baseline n	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Overall Performance
Progressed Toward Target

Data Source: Office of Assessment and Reporting; The Child Behavior Rating Scale Self-Regulation Subscale. This is the first year that data is available, thus there is no baseline data. Performance targets were calculated by subtracting the SY 2019-20 Performance from the Aspirational Value and dividing by three.

SY19-20 marked the first year of the state’s new Child Behavior Rating Scale (CBRS) administration in FCPS, providing FCPS with data on school readiness skills among its entering kindergartners. Students were assessed using the CBRS to receive initial information about students’ fundamental skills and provide teachers with helpful information for the beginning of the school year. These fundamental skills or executive functioning skills are necessary for students to understand how to self-regulate, which has been shown to be a bedrock of school success. A majority of FCPS students who entered kindergarten in SY 2019-20 met the standard for executive functioning skills, however gaps between student groups on these skills were evident. FCPS’ Aspiration is that all students enter kindergarten with tools that they need to be successful and additional efforts will need to be taken to ensure that students are ready to learn as they begin kindergarten. Furthermore, improvement efforts should be focused, in particular, on students with disabilities, where less than half (45 percent) performed at or above the CBRS benchmark level on executive functioning. Additionally, supports should be targeted toward improved performance by students in the Black, Hispanic, Economically Disadvantaged, and English Learner student groups, where less than 70 percent of students achieved the benchmark in SY 2019-20.

All FCPS PreK-12 students will continuously progress in their development of Portrait of a Graduate (POG) attributes.

[Portrait of a Graduate](#) has been a focus for FCPS since it was adopted in 2014, but formal data has yet to be collected on progress toward this metric. While there has been no metric data available as part of strategic plan reporting; however, 32 FCPS schools were expected to participate in presentations of learning (POL) during SY 2019-20 (pre-COVID closure). Actions designed to integrate POG into classrooms include various cohorts supporting implementation and professional development courses offered by FCPS. Professional development offerings and the POG POL field test came to an abrupt halt in March 2020 with school closures; however, there is evidence of progress towards POG outcomes for students at both the classroom and school levels in SY 2019-20. For example, 79% of schools participating in the POG POL cohorts reported project-based learning (PBL) practices as a foundation for continuing their journey to assessment of POG skills through POG POL. This assessment piece is critical as it is the measured guarantor of POG outcomes for students as a part of the guaranteed and viable FCPS curriculum. The POG POL field test supported 420 school-based participants in growing POG-focused instructional and assessment practices. 87.2% of participants reported that the cohort led to shifts in practice and instruction, despite the mid-year (March) halt to implementation of the field test. Key take-aways as identified by participants included that “assessment is a process, not a product” and the importance of making growth over time visible with students.

Additionally, school-level progress can be analyzed through School Improvement and Innovation Plans (SIIP) goals. For SY 2019-20, 88 schools included a SIIP goal for student growth in POG skills as an outcome; this represents an increase of 50% over the number of schools submitting POG goals in SY 2018-19. Of the 54 schools attending POG/SIIP courses in SY 2018-19, 45 submitted POG goals for SY 2019-20, or 83% of schools attending the course. Across the division, 44% of schools submitted POG/SIIP goals. Schools attending POG Compass Courses submitted POG goals at almost double the rate of schools overall.

While school closures derailed existing plans, inquiry and POG-focused curriculum resources continued to be created to support Spring Distance Learning and Summer Continuity of Learning. Centrally-created Student Learning Packets and Summer Practice Books included intentional opportunities for students to learn, apply, and reflect on POG skills. Additionally, asynchronous PBL units created for this time focused on providing authentic opportunities for students to apply and reflect on these timely and necessary skills.

Parts III and IV: Forecast of Student Membership and Plan for Managing Membership Change

Fairfax County Public Schools (FCPS) membership data is updated each School Year (SY) as part of a facilities Capital Improvement Program (CIP) that manages changes in membership. The CIP evaluates shifts in the total number of students relative to the ability of individual schools to provide equitable access to all educational opportunities within the school district. The annual update to the CIP is intended to examine current student membership, capital facilities data, and identify future capital needs for new construction, capacity enhancements, and facility renovations. The approach includes the development of a five-year membership projection set, ongoing facility capacity evaluations, an update to the schedule of capital projects, and an infrastructure management program. Several of these elements were impacted for

the CIP Fiscal Year (FY) 2022-26 due to the changing conditions of the COVID-19 pandemic and the virtual start to school. The five-year membership projection set has not been produced as the possible future impact of the unique decline in membership for SY 2020-21. An assessment of facility capacity was not completed due to the ongoing planning for return to school, limiting the ability to determine school program capacity.

Development of a Five-Year Student Membership Projection Set

FCPS produces a five-year membership projection set after each school year begins. However, this year a five-year projection set has not been produced because of the unique decrease in membership due to the impact of the COVID-19 pandemic. The projection set is used for facilities planning and to update the schedule of capital projects included in the CIP.

The projection methodology and correlated assumptions are sensitive to dynamic and complex variables including, birth rates, school programs, student transfers, boundary adjustments, economic trends, demographic trends, and urban development trends. Projections are developed through a process that begins with a data update at the individual school level, high school pyramid level, region level, and at the district level. An annual *Membership Trends Report*, described below, is produced to present these trends and patterns.

Membership Trends Report SY 2020-21

The Membership Trends Report represents the number of students enrolled on the last school day in September of each school year. Understanding the changes in membership from year-to-year is essential to the facilities planning process, as the changes form the basis for recommendations related to program locations, capital planning, and construction projects that are part of the CIP. The report includes summary data tables that compare the current and prior year membership, births, and student migration and transfers for the school district and by school type (elementary, middle, and high). FCPS saw a decline in student membership, a lower birth to kindergarten ratio, and a negative net migration for School Year (SY) 2020-21. Whether these trends were temporary for SY 2020-21 will depend on many factors, including the future course of the pandemic and economic conditions. Following are highlights of the current report:

- In SY 2019-20 to SY 2020-21, the total membership decreased by 8,859 students: elementary school membership decreased by 7,729 students, middle school membership decreased by 217 students, high school membership decreased by 392 students, centers and alternative program membership decreased by 356 students, and other category membership decreased by 165 students;
- The ratio of the number of births to kindergarten membership decreased from 87 percent in SY 2019-20 to 75 percent in SY 2020-21;
- Net migration changed from 1,725 students in SY 2019-20 to -4,953 students in SY 2020-21. This indicates that 6,678 more students withdrew from the division than entered;
 - The total number of summer withdrawals was 12,317. The top three withdrawal reasons provided in SY 2020-21 are as follows: 3,239 (26 percent of withdrawals) to attend a non-Virginia (VA) United States (US) public school, 2,619 (21 percent of transfers) to attend a non-FCPS public school in VA, and 1,899 (15 percent of withdrawals) were related to home schooling; and
- The total number of transfer students was 17,423, or 10 percent of total FCPS students. The top three reasons provided for student transfers in SY 2020-21 are as follows: 4,992 (29 percent of

transfers) to access Advanced Academic Programs (AAP), 3,674 (21 percent of transfers) for special education programs, and 3,088 (18 percent of transfers) were the result of the student transfer regulation.

Assessment of Development Impacts

FCPS has initiated a long-range planning process to coordinate facilities planning with land use changes as they occur in Fairfax County. FCPS works with county staff to determine the impact to school facilities by proposed changes to the Fairfax County Comprehensive Plan, especially when these changes include a potential increase to the number of housing units allowed. FCPS provides a school impact analysis memo for the proposed changes, recommendations to offset these impacts, and potential future school needs. In conjunction with this development review process, FCPS staff also conducts field verifications of previously approved residential development in order to track the status of new construction.

Based on the Fairfax County Demographic Report 2020, future residential growth in Fairfax County is expected to be primarily composed of multi-family housing units. The total housing as of 2020 is 424,087 housing units, and a total of 441,407 housing units is anticipated by 2025.

The number of multi-family units is expected to increase from 125,956 to 139,888 in the same time frame and will constitute 32 percent, an increase of three percent, of total units while the proportion of single-family detached units is expected to decrease by two percent and townhomes are expected to remain the same.

Ongoing Capacity Evaluations

Due to the changing conditions of the COVID-19 pandemic, an assessment of facility capacity was not completed due to the ongoing planning for return to school, limiting the ability to determine school program capacity.

In a typical year, the Office of Facilities Planning Services sends out a survey for principals and staff to complete, identifying how each space within their building is used so that capacity architects can calculate the program capacity. Program capacity refers to the number of students a facility can accommodate based on the programs at a school. The program capacity changes each year depending on programs allocated to a facility and how the space is utilized is decided by the school. The program capacity is then used to calculate a capacity utilization percentage at a school. The capacity utilization percentage is membership divided by program capacity; it shows what percentage a building is being utilized. A school with a utilization percentage greater than 100 percent is considered to have a capacity deficit; however, there are different degrees of capacity deficits.

FCPS continues to experience uneven growth throughout the division for various reasons, including changes in population, new development, and migration. These trends of growth are inconsistent across the county and continue to present a facilities capacity challenge. As part of the annual CIP review, the following list of potential solutions are considered by staff and FCPS administration to alleviate current and projected school capacity deficits. An assessment of facility capacity was not completed for SY 2020-21, and program capacity utilization was not calculated due to the COVID-19 pandemic; potential solutions listed in the CIP FY 2022-26 are based on pre-pandemic conditions. Any options chosen for

implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership;
- Possible program changes;
- Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit;
- Add temporary classrooms to accommodate short-term capacity deficit;
- Repurpose existing inventory of school facilities not currently being used as schools or build a new school facility;
- Capacity enhancement through either a modular or building addition;
- Utilize existing space on a school site currently used by non-school programs; and
- Potential boundary adjustment with schools having a capacity surplus.

Increased demand for capacity may not always be met through implementation of these solutions or other more modest measures. Situations where the demand of capacity is still not met, which usually reflect large deficits that are likely to persist over time, become candidates for new construction and renovation projects.

Capital Improvement Program

The CIP FY 2022-26 is informed by the policies, regulations, and guiding principles of the Fairfax County School Board and an annual report submitted by the Facilities Planning Advisory Council.

Fairfax County School Board Policies, Regulations, and Guiding Principles

The CIP FY 2022-26 reflects School Board policies, regulations, and guiding principles that direct outcomes. Policies are officially adopted positions and specifications; regulations are procedures and rules for the implementation of policy positions; guidelines are approved by the division superintendent or designee. Current applicable guiding principles include:

- Unique program offerings should be made available in all division pyramids in order to keep students within their zoned pyramid throughout their K–12 experience, where conditions are conducive to program needs;
- Attendance islands will be alleviated;
- Utilize existing and/or projected surplus capacity in nearby schools by adjusting boundaries in order to address overcrowding in some schools;
- Add additional capacity to stated division standards when renovating small schools;
- Repurpose existing inventory of school facilities not currently being used as schools to address capacity challenges;
- Construct new schools only where surplus capacity or existing school inventory are not available in order to maximize limited capital monies;
- Community engagement and transparency are essential parts of the process. With any major capital improvement project, the community impacted by the project will be actively engaged as per FCPS School Board Policies and Regulations; and
- FCPS is committed to continue to take innovative and cost-effective steps to help our country achieve climate stabilization. That includes prioritization of systems and practices that maximize energy efficiency and provide for the cost-effective transition to clean and renewable alternatives to fossil fuels.

Facilities Planning Advisory Council

The CIP FY 2022-26 is also informed by the Facilities Planning Advisory Council (FPAC), which was established in September of 2010 to “advise and inform in the development of comprehensive, long term plans for facilities needs in the most effective and efficient way.” An annual report is submitted to the School Board and it includes recommendations to aid in future facilities planning efforts.

The FPAC SY 2020-21 charges that were addressed in the CIP FY 2022-26 are:

- Continue to develop the long-range vision for FCPS school facilities;
- Provide support to facilitate implementation of the accepted FPAC major maintenance and asset management recommendations;
- Develop recommendations on facility resiliency, to include accessibility, sustainability, and design justice;
- Advise and assist with the development and implementation of updated boundary policies and processes; and
- Assess and evaluate how facility design and construction can be adjusted to accommodate social distancing and a safe environment.

Capital Improvement Program FY 2022-26 Update

The School Board voted to approve the current CIP at their regular meeting held on February 4, 2021. The CIP FY 2022-26 Capital Construction Cash Flow is composed of approximately a six percent dedication to new school construction, a six percent dedication to capacity enhancement, an 85 percent dedication to renovation programs, and a three percent dedication to site acquisition.

New Construction

New school construction projects are considered when significant capacity deficits are likely to persist over time. Although this is the costliest method of accommodating student growth, it is an important option when capacity needs cannot be met within a given area of the school system.

Capacity Enhancement

Capacity enhancements are defined as permanent methods for accommodating future needs. Examples include the construction of additions or installation of modular additions. The CIP FY 2022-26 includes funding to provide capacity enhancements at various schools in order to accommodate special programs such as AAP and Special Education at the elementary and middle school levels.

Renovations

Renovations are aimed at ensuring that all schools provide the facilities necessary to support current educational programs, regardless of the age of the buildings. Presently, 45 of the 63 schools in the 2008 Renovation Queue have received funding for planning or construction. Over the past seven years, 29 schools have been renovated. The current estimates, based upon construction costs, available funding, and projected capacity requirements, indicate that all schools within the queue will have funding for either planning or construction by the fall of 2027. It is likely that a new renovation queue will need to be created by 2022.

The current 5-year planning period identifies funding for the following:

New School Construction: The construction of the McNair Upper Elementary School formerly known as North West County elementary school (funded), the Dunn Loring elementary school (funded), the Silver Line elementary school (partially funded), and the Route 1 elementary school (funded).

Capacity Enhancements: Additions at West Potomac, Justice, and Madison high schools and a modular addition, all of which are funded.

Renovations: Renovations at eight named elementary schools, three named middle schools, and two named high schools, which includes funded, and partially funded projects. Many of these renovation projects will include capacity enhancements.

Site Acquisition: Partial Funding is provided to acquire land for facilities in the future.

Five-Year Renovation Requirement						
	FY2022	FY2023	FY2024	FY2025	FY2026	Total
Elementary Schools	\$90,342,203	\$129,448,490	\$130,467,416	\$147,122,598	\$148,152,071	\$645,532,778
Middle Schools	\$40,082,255	\$34,991,295	\$9,666,313	\$4,438,201	\$4,438,201	\$93,616,265
High Schools	\$41,572,017	\$42,278,462	\$39,128,762	\$47,162,545	\$50,526,448	\$220,668,234
Total	\$171,996,475	\$206,718,247	\$179,262,491	\$198,723,344	\$203,166,720	\$959,817,277

The FY 2022–26 five-year capital requirements total \$1.12 billion, or an average of approximately \$225 million per year, which represents 58 percent of the \$1.91 billion total CIP outlay for FY 2022-31. Funds approved in the 2019 School Bond Referendum and previous referenda will address \$337 million of the five-year requirement leaving a balance of \$790 million unfunded. The next bond referendum is expected to be held in the fall of 2021.

Five-Year Capital Improvement Program Forecast						
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Total
New School Construction	\$1,244,401	\$2,170,764	\$12,863,619	\$24,441,859	\$30,721,277	\$71,441,920
Capacity Enhancement	\$39,471,462	\$20,581,525	\$1,327,267	\$0	\$0	\$61,380,254
Renovation Programs	\$171,996,475	\$206,718,247	\$179,262,491	\$198,723,344	\$203,116,720	\$959,817,277
Site Acquisition	\$2,500,000	\$2,500,000	\$5,000,000	\$12,450,617	\$12,450,617	\$34,901,234
Total	\$215,212,338	\$231,970,536	\$198,453,377	\$235,615,820	\$246,338,614	\$1,127,540,685

The necessity to fiscally anticipate changes in capacity demand has resulted in an increase in capital funding requirements that currently outpace the Fairfax County debt cap. FCPS is required to stay within an annual cash flow of \$180 million for capital expenditures, an amount that is insufficient to fund new construction, capacity enhancement and renovation projects on the schedule.

Infrastructure Management provides additional protection for FCPS capital investments. For example, a new elementary school represents a \$25 million expenditure. The preventive approach helps to minimize the need for premature replacement of costly elements. Ongoing funding of major infrastructure maintenance projects will help to prevent the failure of critical systems, deterioration of major capital investments, and significant health and safety hazards. However, current fiscal constraints hinder effective facilities management efforts when maintenance is unable to occur within the recommended lifecycles in order to protect capital investments. The following table highlights major expenditures in the infrastructure management program over the 5-year planning period.

Five-Year Infrastructure Management Expenditures						
	FY2022	FY2023	FY2024	FY2025	FY2026	Total
Security Enhancement	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$3,000,000
ADA	\$1,250,000	\$1,250,000	\$1,250,000	\$1,250,000	\$1,250,000	\$6,250,000
Roofing	\$3,625,000	\$3,625,000	\$3,625,000	\$3,625,000	\$3,625,000	\$18,125,000
Asphalt Paving	\$2,562,500	\$2,562,500	\$750,000	\$750,000	\$750,000	\$7,375,000
Athletic	\$3,062,500	\$3,062,500	\$1,250,000	\$1,250,000	\$1,250,000	\$9,875,000
HVAC	\$0	\$0	\$3,625,000	\$3,625,000	\$3,625,000	\$10,875,000
Tech. Network	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$10,000,000
Total	\$13,100,000	\$13,100,000	\$13,100,000	\$13,100,000	\$13,100,000	\$65,500,000

Parts V and VI: Appropriate Regional Services

Collaborative educational efforts by FCPS and surrounding counties vary, depending on the membership and program needs within the school systems. FCPS combines services for fiscal and program purposes to meet the needs of students in Northern Virginia.

Thomas Jefferson High School for Science and Technology

A prime example of a program that promotes enthusiasm, exploration, and academic excellence in an evolving science, technology, engineering and math community from throughout Northern Virginia is Thomas Jefferson High School for Science and Technology (TJHSST).

Established in 1985, Thomas Jefferson High School for Science and Technology (TJHSST) is a

partnership among businesses and schools created to improve education in science, mathematics, and technology. Representatives from business and industry and staff of the Fairfax County Public Schools worked together in curriculum and facilities development for the school.

As the Governor's School for Science and Technology in Northern Virginia, the school is also supported by the Virginia Department of Education. Unlike other magnet schools, TJHSST has a four-year, full day program.

In 1999, local business leaders, parents, and alumni formed the TJ Partnership Fund (TJPF) as a nonprofit public foundation to help raise money to support TJHSST's academic mission and role as a STEM education leader. After the renovation the TJPF expanded its focus to enhance STEM outreach efforts and alumni engagement in addition to its support for the school.

In addition to providing a specialized education for selected students in Fairfax County, Thomas Jefferson High School for Science and Technology also serves other school districts including Arlington, Loudoun, and Prince William counties, as well as the cities of Fairfax and Falls Church.

College and University Cohort Programs

The following cohort programs have been established in collaboration with regional universities to alleviate the shortage of licensed professionals in the following areas:

- An administration endorsement for leaders who have a master's degree is offered in conjunction with the University of Virginia.
- A master's/endorsement program offered for teacher leaders interested in administrative positions alternatively offered by the University of Virginia and George Mason University.

Nontraditional Career Readiness Academy-Edison HS

The Edison Nontraditional Career Readiness Academy (NCRA) partners with Career and Technical Education (CTE) to provide students with opportunities to explore their passions through career preparation programs. The students prepare for in-demand jobs and earn industry certifications thereby giving the students an advantage in the job search. The students participate in job shadow and/or internships while gaining the technical skills needed to become contributing members of society and supporting Fairfax County's economic development. The NCRA supports 11th and 12th grade students by offering a smaller class size and structured learning environment while facilitating students' positive growth. The opportunity to participate in CTE programs provides a link to business and industry that starts the students down the path toward their career field of choice. Students may utilize FCPS academy shuttles or provide their own transportation.

Regional Partnerships

Emergency Medical Technician

The fire and emergency medical sciences course, now called Emergency Medical Technician (EMT), was implemented in 2004-05. The curriculum was developed through a partnership with the Fairfax Fire and Rescue Department and Northern Virginia Community College and meets the requirements of the Virginia

Department of Education and the Virginia Office of Emergency Medical Services training program. High school juniors and seniors successfully completing the course may sit for the two part National Registry Emergency Medical Technician exam and may earn national certification. Additional industry certifications are also available.

The Fairfax County Fire and Rescue Department has been a valued partner since the program's inception, and they continue to offer support to the program by sharing facilities, providing opportunities for student ride-along experiences, required for eligibility to sit for the NREMT. Fairfax County Fire and Rescue EMTs regularly volunteer in the classroom and support the practical portion of the NREMT.

Firefighting

The partnership with the Fairfax County Fire and Rescue Department expanded during the 2016-17 school year to include firefighting. The expanded partnership supports the high school firefighting program by hosting the class at the Fairfax County Fire and Rescue Training Academy facility on West Ox Road where students attend class every other day all day and are fully immersed in the training academy. Each year students enrolled in the firefighting class become a cohort and move through the didactic and practical course together, earning certifications for Firefighting 1 and 2 as well as hazardous materials training. Students graduate from the academy equipped with required certifications necessary to be a firefighter.

The recommended sequence of courses for students is Emergency Medical Technician in grade 11 and Firefighting in grade 12. This combination of courses allows for the most certifications and greatest employability.

Advanced Placement Institute® Summer Institute (APSI)

Each June FCPS, in cooperation with the College Board, hosts an Advanced Placement Summer Institute (APSI) for teachers. The APSI is 30 hours of intensive professional development in AP subject content and pedagogy. Institute consultants are experienced Advanced Placement teachers and readers who have demonstrated their ability to help other teachers prepare to teach AP classes. FCPS recommends that teachers of advanced placement courses attend the institute every five to seven years. The APSI is advertised within FCPS, to surrounding jurisdictions, and on the College Board professional development site. Approximately 600+ teachers participate in the institute each year.

Work-based Learning

Work-based Learning Opportunities are available to students in many curricular areas. Specifically, in Career and Technical Education students may participate in 4 different high level programs.

Youth apprenticeship allows students to begin the apprenticeship program while still in high school. Partnering with local businesses, students gain their on the job training in a business while their classroom hours count towards the instructional portion of the program. Upon completion of a youth apprenticeship, both the job training and instructional hours will transfer to the adult apprenticeship program. This allows a student to complete the adult program at an accelerated rate.

Clinical experiences are found in a variety of health and medical sciences programs. Programs that include state licensing such as Certified Nurse Assistant and Licensed Practical Nurse have strict state

guidelines on required hours and clinical locations to give students a solid foundation before moving to the state required licensing test and ultimately the state issued license.

Apprenticeship Related Instruction

Apprenticeship training serves the community by developing skilled workers who provide needed goods and services demanded by the community. Apprenticeships train workers already employed as helpers to advance professionally and economically. They provide vital services such as electricity, plumbing, and air conditioning required for health, safety, and comfort: all necessary for maintaining and upgrading our standard of living.

National curriculum is adapted and enhanced with the input of local trade advisory committees. Over 400 local employers participate annually. Classroom instruction in physics, mathematics, theory, materials, common practices, safety, and applicable codes specific to the trainee's trade is offered to anyone in the Northern Virginia region. Coordination for delivery of this instruction is done by the FCPS Office of Adult & Community Education Apprenticeship Program. Courses are offered in a variety of formats including in person, online and, hybrid. The local network of instructional providers includes FCPS, the Associated Builders and Contractors Association, the International Brotherhood of Electrical Workers, and Northern Virginia Community College.

The Plumbing, Heating, and Cooling Contractors of Northern Virginia, and the Mount Vernon Chapter of the Virginia Association of Surveyors, also provide assistance essential to the success of this training program.

Academic oversight and collaboration among sixteen regional Apprenticeship Related Instruction Coordinators is directed by the Virginia Community College System and the Virginia Apprenticeship Council. Apprenticeship training is provided in partnership with the Virginia Department of Labor and Industry and the Federal Bureau of Apprenticeship Training.

Cybersecurity

In response to increased demand for cybersecurity jobs, cybersecurity courses and experiences are being expanded in FCPS. During the 2020-2021 school year, high level cybersecurity courses were offered at four school sites: Chantilly Academy, Marshall Academy, Edison Academy, and Mount Vernon High School. The CyberSecurity Fundamentals course started in the 2018-19 school year and is now offered at 20 schools. FCPS has partnered with Northern Virginia Community College on two grants to increase the Technology Talent Pipeline in Northern Virginia. Through this partnership, students at 2 FCPS high schools will have the opportunity to participate in an IT Externship during the 2021-22 school year and 10 FCPS teachers attended Cyber training in July 2021.

Additionally, more than 20 FCPS schools with close to 100 total teams will participate in the National Youth Cyber Education Program, CyberPatriot. At the center of CyberPatriot is the National Youth Cyber Defense Competition. The competition puts teams of high school and middle school students in the position of newly hired IT professionals tasked with managing the network of a small company.

Genesys Works

Genesys Works is a non-profit that aims to support students on free and reduced lunch and who will be the first in their families to attend college by providing workforce skills training, meaningful internships, Google certifications, and impactful relationships. FCPS established a partnership with Genesys Works in 2015 to expand existing internship and work-based learning opportunities available to students. Before beginning an internship, students complete a seven-week summer program to gain comprehensive workforce training and college credit for an Introduction to Information Systems course. After being placed in an internship, students receive continuous professional development and postsecondary planning support from Genesys Works throughout the school year.

In the first year of the partnership, 21 students from six high schools (South Lakes, Falls Church, Lewis, Mount Vernon, Justice, and West Potomac) participated in year-long paid internships focusing on information technology and business operations. Currently, Genesys Works has served over 200 students from ten high schools (South Lakes, Falls Church, Lewis, Mount Vernon, Justice, and West Potomac, Herndon, West Springfield, Bryant, and George Marshall) in its summer training and internship program.

Transition Support Resource Center (TSRC), Bryant High School

The Office of Nontraditional School Programs manages the VDOE Regional Alternative Education Grant that is shared between FCPS and Alexandria City Public Schools (ACPS). ACPS is given two seats at the The Transition Support Resource Center (TSRC), Bryant High School location. The TSRC program is a short-term intervention program, typically one semester to one year in length. Teachers use a combination of small group instruction and online learning to provide access to content. The TSRC focus is to improve each student's academic performance and help with a successful re-entry into his or her next educational placement.

Leland House

The Fairfax/Falls Church Community Services Board partially funded the construction of Leland House a 45-day intervention and stabilization home for youth in crisis and who cannot remain in their home. Leland House is operated by United Methodist Family Services and serves Fairfax County and Falls Church City Public Schools youth. FCPS Nontraditional School Programs provides continued educational services to the youth at Leland House. Falls Church City Public Schools is charged the homebound rate as set forth in Notice 2206 for each youth.

Part VII: Division Technology Plan

The Fairfax County Public Schools (FCPS) Technology Plan supports the mission, vision, objectives, and priorities of the Fairfax County School Board, and aligns with the Educational Technology Plan for Virginia. FCPS emphasizes the use of effective technology in instruction, administration, and business operations. Our technology vision is to enable efficient student- and staff-centered secure technology platforms which enhance classroom learning experience and help build an empowered community of learning. FCPS also recognizes cybersecurity as a growing area of focus for successful Division operations and is committed to continue protecting and securing staff and student digital assets.

FCPS provides a pathway to personalized learning by providing devices to every student, giving students equitable access to learning resources, as well as control over the path, place and time for learning. Over the past 2 years, FCPS has accelerated its 1:1 program to reach every grade level with recent emphasis on exploring age appropriate devices for our youngest learners.

FCPS' goal of preparing students for college and the workplace would be incomplete in the 21st century without an emphasis on education about technology, particularly how to keep themselves safe in the emerging digital environment. Over the next three years, FCPS will develop and deploy a cybersafety training program for all students and staff.

FCPS recently implemented a Professional Development and Talent Management System which serves as a common learning platform for all staff and allows technology integration with numerous professional learning resources for teachers, enabling opportunities to support deeper personalization and self paced learning.

Over the next two years, the FCPS technology approach will leverage a foundation of outstanding customer service to promote a new focus on user experience. We will implement this with a proactive approach that seeks to understand staff, student, and parent interactions with FCPS technology to synthesize and simplify the key digital interactions.

FCPS continues to expand its network capacity keeping in line with the growing demand for digital access in our school buildings. Over the past 18 months, multiple upgrades were performed to the FCPS network and IT continues to monitor and upgrade wireless coverage within our schools and buildings as new learning patterns emerge. Additional infrastructure enhancements will focus on securing our networks and implementing stronger controls supporting student and staff access from wherever and whenever they happen to engage with the FCPS IT systems.

Part VIII: Assessment of Divisionwide Needs and Community Participation

Assessing divisionwide student achievement goals and engaging stakeholders in reaching those goals will continue. Participation and long-term commitment of community and staff are essential activities for continuous improvement. The division wide, departmental and school improvement plans are operational statements of continuous, long-range goals.

Fairfax County Public Schools has a wide variety of opportunities for community participation, including serving on the School Board Advisory Committees, attending division level community meetings and focus groups, completing comprehensive surveys, submitting comments and questions via the FCPS website and engaging with FCPS on social media platforms. In addition to these avenues for communication, the School Board and Superintendent will continue to provide opportunities for parents and community members to express their views on issues (boundaries, budget) through public hearings at School Board meetings and community meetings.

In the spirit of continuous improvement, efforts will continue to improve planning processes to better:

- assess the long- and short-term needs of the school division

- align timeframes, measures, terminology, and other planning elements at the division and school levels
- synchronize accountability and other planning processes
- eliminate redundancy among planning documents
- perpetuate the involvement of stakeholders

Part IX: Corrective Action Plan

For the 2020-21 school year, FCPS is in full compliance with all the standards related to the requirements of 22.1-253.13:1 et seq. of the Code of Virginia (Standards of Quality for Public Schools in Virginia). Based on this fully compliant status, no corrective action plan is currently in place.

Although all schools in Fairfax County currently have a status of “Accreditation Waived” as per [Superintendent’s memo 198-20](#), FCPS continues to monitor and support schools that have any Level Three School Quality Indicators based on 2019 Accreditation status, as provided in [8VAC20-131-400](#). These schools revisit their comprehensive needs assessment (CNA), update their comprehensive school improvement plan (CSIP), and are monitored regularly by the division and VDOE’s Office of School Quality (OSQ). Five schools receive monitoring for Level Three status: Fort Belvoir Elementary for English Achievement Gap and Annandale High School, Herndon High School, Justice High School, and Mount Vernon High School for Dropout Rate.

For more details, see:

http://www.doe.virginia.gov/statistics_reports/sol-pass-rates/index.shtml (SOL test results for schools, school divisions and the state by grade level, course and content area)
http://www.doe.virginia.gov/statistics_reports/accreditation_federal_reports/accreditation/index.shtml;

Part X: Parent and Family Involvement

The following initiatives highlight FCPS’ commitment to engaging parents and family members in K-12 education to support student achievement and healthy growth and development.

[Office of Research and Strategic Improvement Study of Teaching and Learning during the COVID Pandemic.](#)

The 2021 FCPS Family Engagement Survey was not administered; however family engagement items were included in this comprehensive survey as a part of this Study of Teaching and Learning during the COVID Pandemic.

The following results were reported:

- Eighty-six percent of families felt respected by their child’s school.
- Eight-eight percent of families felt respected by their child’s teachers or other staff at school.
- Seventy-four percent of families reported they receive enough information from their child’s school about what they can do at home to support their child’s learning.
- Eight percent of families reported the school staff kept them informed of their child's progress.

The feedback provided will help FCPS strengthen family engagement and continue to foster a Caring Culture throughout FCPS.

Office of Professional Learning and Family Engagement Initiatives

Family and School Partnerships in the Office of Professional learning and Family Engagement currently provides a variety of opportunities to build the capacity of families and schools through services and resources that are designed to provide additional communication and community support for families in under-engaged communities. These services and resources include, but are not limited to:

Family Liaison Program: FCPS provides support for over 200 school-based family liaisons who serve as a link between families and schools. They facilitate family-school communication, which empowers families to become more active partners in their children's education. The family liaison's role is to help orient and engage families who are not traditionally active in school activities. Family liaisons work in the schools and community to help families get the information and assistance they need to support their children at home and to ensure their academic success. The family liaisons represent a variety of cultures, languages, and races and are one component in a school's effort to enhance family engagement.

Getting to Know FCPS (GTK): Getting to know FCPS is an interactive parent orientation session offered in multiple languages that provides information about the school system and the importance of families' engagement in their child's education. These sessions are available daily at the FCPS Welcome Center.

Parent Information Phone Lines: Families can call language specific phone numbers in FCPS to obtain information on services, supports and programs in FCPS. Staff members respond to questions within 24 hours of the call. In addition to English, phone lines are available for families who feel more comfortable communicating in Amharic, Arabic, Chinese, Farsi, Korean, Spanish, Urdu or Vietnamese. Staff members return the calls within 24 hours.

Community Liaisons: Six FCPS community liaisons, co-located at the school system's three Welcome Center locations for student registration throughout the county, support families by providing information about, and connections to, resources and services in the community and school system. They provide FCPS orientation presentations and connect the parents with the parent liaison(s) at the school(s) their children would be attending. Support from community liaisons at registration resulted in better informed newly arrived FCPS families who had the resources and information needed to more effectively support their children.

Welcoming Atmosphere Walk-Through (WAWT): A self-assessment process for schools to examine how inviting a school is to parents and their school community that is completed with a team of stakeholders. Three components are examined during the visit: building, grounds and staff, schoolwide practices and policies, practices and policies, and communication tools. A written report is provided to the school principal of the team's observations, along with commendations of and recommendations for their welcoming practices.

Immigrant Family Reunification Program (IFRP): The Immigrant Family Reunification Program (IFRP) is a four-pronged effort by Fairfax County Public Schools to: first, identify immigrant students going through family reunification, and to invite their parents to join them in parenting education classes (*Families Reunite/Familias Reunidas* and/or *Parent Project®*); second, provide professional development to school staff on immigration issues that affect students; third, train interested personnel to teach the parenting class, *Families Reunite* in FCPS communities; fourth, support efforts to create student and parent-led support groups in the school communities and connect families to FCPS trained personnel such as the IFRP program assistant, school social workers, counselors, and psychologists.

Early Literacy Program: A free interactive parent education and school readiness program for Spanish, Korean, Arabic and African heritage families with children ages five and under. Families attend the program with their child to assist families with supporting kindergarten readiness and healthy development at home through culturally responsive practices and strategies.

Home Instruction for Parents with Preschool Youngsters (HIPPY): FCPS' HIPPY program is the only HIPPY program in the state of Virginia. HIPPY staff partner with families to prepare their children for success in school, particularly those most at risk because of poverty, limited education and English proficiency. This home visiting program is an evidenced-based family support model that works with families in their homes and/or in a group setting at a school or community setting. This thirty-week program currently serves families from 33 countries who speak 19 different languages.

Parent Resource Center

The FCPS Parent Resource Center (PRC) works to encourage parent participation in the educational decision-making process by fostering the parent/professional partnership; promoting parent awareness of the services provided by FCPS for all children and especially children with learning challenges, special needs, and disabilities and their families. The PRC collaborates with FCPS departments and community organizations; and local and national authors, researchers, and presenters to provide free opportunities with the express goals of encouraging the development of essential knowledge needed to participate in the educational decision-making process; developing an understanding of the critical role family engagement plays in the education of all students; and supporting access to a network of supports.

Military Connected Families

FCPS has the honor of serving over 11,000 military connected youth and FCPS benefits from having their families as part of our school community. To better serve military connected youth and their families, FCPS in cooperation with the U.S. Army Garrison at Fort Belvoir, constituted a Process Action Team (MCY-PAT). Through the development of partnerships within FCPS and across the community, the MCY-PAT built and cultivated positive relationships with military connected families, our local university, military leadership, and non-profit organizations. These strong partnerships resulted in increased recognition of our military connected youth, increased community engagement, increased faculty knowledge and awareness of services and resources to support military connected youth and family engagement, and decrease in stress related to geographic mobility and adjustment challenges.

Twenty Fairfax County public schools were recognized in 2019 and 2020 as Virginia Purple Star schools, indicating they are military-friendly schools that have demonstrated their commitment to meeting the needs of military-connected students and their families. To earn this recognition, schools must also demonstrate their commitment to meeting the needs of military students by providing resources and programming on issues important to military families, such as transitions and academic planning. The recognition was presented by the Virginia Department of Education and the Virginia Council on the Interstate Compact on the Educational Opportunity for Military Children.

Appendix A

The departments and offices responsible for the coordination of major planning responsibilities are listed below. These departments and offices are under the direction of a Chief Operating Officer, a Chief Equity Officer, and a Chief Academic Officer.

Fairfax County School Board

Fairfax County School Board Strategic Plan (Approved July 2015; Revised March 2019) reflects the updated beliefs, vision, mission, goals, overarching strategies, actions, desired outcomes and metrics of the Fairfax County School Board.

<https://www.fcps.edu/about-fcps/strategic-plan>

Department of Facilities and Transportation Services (Chief Operating Officer)

The mission of the Department of Facilities and Transportation Services (FTS) is to provide facilities that are clean, safe, energy-efficient, sustainable, comfortable, and conducive to efficient and effective educational and support activities; to provide safe and efficient student transportation; and to protect students, employees, grounds, and property.

<https://www.fcps.edu/sites/default/files/media/pdf/Proposed-CIP-FY-2022-26.pdf>

Department of Financial Services (Chief Operating Officer)

The mission of the Department of Financial Services (FS) is to protect and maintain the fiscal integrity of FCPS and ensure resources are effectively directed to the classroom. Financial Services plays an active role in fulfilling FCPS' mission by providing accurate, timely, relevant financial information and guidance to the School Board and stakeholders; by demonstrating prudent stewardship of financial resources with integrity and high ethical standards; by streamlining business processes to maximize financial efficiencies; and by promoting school and community wellness and students' readiness to learn.

<https://go.boarddocs.com/vsba/fairfax/Board.nsf/goto?open&id=C2XHSK49CB89>

Department of Information Technology (Chief Operating Officer)

The vision of the Department of Information Technology is to provide information technology leadership, products, and services for Fairfax County Public Schools (FCPS), while managing division-wide information resources, ensuring security and integrity.

<https://www.fcps.edu/department/department-information-technology>

Instructional Services Department (Chief Academic Officer)

The mission of the Instructional Services Department (ISD) is to drive student achievement by leading and guiding teaching and learning across the division. ISD uses current research-based best practices to develop curriculum and guide instruction that is personalized so that all students can reach their full potential and be successful and productive global citizens.

In FY 2021, the mission of ISD also includes supporting the return to schooling from the statewide school closure and continuation of leadership and preparedness for distance learning.

<https://www.fcps.edu/department/instructional-service-department>

School Improvement and Supports (Chief Academic Officer)

The mission of the Department of School Improvement and Supports (DSIS) is to provide strategic, direct, and data-driven supports to schools through a region-based approach for the purpose of increasing student achievement, access, and opportunities for all children.

<https://www.fcps.edu/department/department-school-improvement-and-supports>

Special Services Department (Chief Academic Officer)

The mission of the Department of Special Services is to provide a planned program of instructional, psychological, social, and related services to help schools meet the unique needs of identified students and their families. The department provides a network of support to staff, students, and families that eliminates obstacles, facilitates instruction, and enables students to succeed as individuals within the learning environment.

<https://www.fcps.edu/department/department-special-services>

Office of Government Relations (Chief Operating Officer)

Fairfax County Public Schools Legislative Program: Report of FCPS legislative liaison activities that contribute to the enactment of legislation and the implementation of regulations necessary to promote quality education.

<https://www.fcps.edu/about-fcps/performance-and-accountability/school-board-legislative-program>

Appendix B

The divisionwide comprehensive plan shall include all required sections and updates, as assigned under the direction of the Superintendent and Deputy Superintendent:

- I. The objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement (Chief Academic Officer, Assistant Superintendent for Instructional Services, and the Assistant Superintendent for Special Services);
- II. An assessment of the extent to which these objectives are being achieved (Chief Academic Officer, Assistant Superintendent for Instructional Services, Assistant Superintendent for Special Services);
- III. A forecast of enrollment changes (Chief Operating Officer and the Assistant Superintendent for Facilities and Transportation);
- IV. A plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations (Chief Operating Officer and the Assistant Superintendent for Facilities and Transportation);
- V. An evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions (Chief Academic Officer, Assistant Superintendent for Instructional Services, Assistant Superintendent for Special Services, Chief Operating Officer, Assistant Superintendent for Facilities and Transportation);
- VI. A plan for implementing such regional programs and services when appropriate (Chief Academic Officer, Assistant Superintendent for Instructional Services, Assistant Superintendent for Special Services, Chief Operating Officer, Assistant Superintendent for Facilities and Transportation);
- VII. A technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education (Chief Operating Officer and the Assistant Superintendent for Information Technology);
- VIII. An assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan (Chief Academic Officer, Assistant Superintendent for Instructional Services, Assistant Superintendent for Special Services, Chief Operating Officer, Assistant Superintendent for Facilities and Transportation);
- IX. Any corrective action plan required pursuant to Standard 6, §22.1-253.13:3, (Chief Academic Officer, Assistant Superintendent for Instructional Services, Assistant Superintendent for Special Services);
- X. A plan for parent and family involvement to including building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents (Chief Academic Officer, Assistant Superintendent for Instructional Services, Assistant Superintendent for Special Services, Chief Operating Officer, Assistant Superintendent for Facilities and Transportation); and
- XI. The mission, vision and goals of the school division including an overview of strategic planning efforts. Final preparation and oversight of the updated divisionwide comprehensive plan. (School Board and Division Leadership).

* Section XI is not specifically identified as part of the requirements pursuant to Virginia Department of Education (VDOE), Standard 6 (§22.1-253.13:6) in the Standards of Quality (SOQ) 2011, but essential to the overall implementation of that requirement.