



STRATEGIC PLAN

“SUCCESS” – METRICS, TARGETS, AND ASPIRATIONS

February 2019

Strategic Plan “Success” – Metrics, Targets, and Aspirations

This Strategic Plan is a living document and will undergo regular review of the “Success” pieces, including the metrics, targets, and aspirations.

Organization

The first section of the document is organized by goal area and lists the “What,” “How,” and Aspirational Statements for the goal (see pages 2 through 6). **Each aspirational statement is a hyperlink that allows the reader to navigate to the metric and baseline information for that goal.** A link at the bottom of each page takes the reader back to the selected goal areas.

Below is a description of what is contained on the hyperlinked pages:

- Aspiration:¹ What FCPS hopes to see when the desired outcome is fully realized;
- Metric: What data point will be used to assess progress toward the aspiration;
- Three-Year² Baseline: FCPS’ level of success during the most recent three years prior to upcoming reporting. For most metrics, the 3-year baseline is presented as both a percentage and number.
 - The count (#) is the 3-year average of the numerator for the percentage calculation. Any count that was not a whole number was rounded up.
- SYs 2018-20 Target: FCPS’ expected level of success at the end of 2020.
 - Most targets were set by calculating the distance between the 3-year baseline and the aspiration then by dividing the distance into three 2-year³ increments of growth; this value was then added (if the metric should increase) or subtracted (if the metric should decrease) to the baseline.
 - Adjustments to the targets were made when trends showed little movement on a given metric, but still reflect the minimal Virginia accreditation standards. In SYs 2018-20, additional resources will be invested so that FCPS can reach its 2024 goal.
 - Every 2-years, the approach to setting targets will be re-evaluated based on current FCPS performance.
- SYs 2022-24 Aspiration:⁴ The value to depict what FCPS hopes to see when the desired outcome is fully realized.

¹ For more information on Aspirations, please see Appendix A.

² All baselines are 3-year averages, except for those where data were unavailable for the prior three years.

³ The timeframe of 6 years was chosen because of the tiered approach to prioritizing the Desired Outcomes adopted by the School Board.

⁴ Two metrics have an additional 2028 and 2030 Aspiration that reflects a planned amount of time to achieve the aspiration.

Goal 1: Student Success

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

Aspirational Statements

Note: This version of the Student Success aspirations explicitly states that all students (to include Asian, Black, Hispanic, White, Economically Disadvantaged, English Learners, and Students with Disabilities) will achieve in every area.

What

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

How

Transform current practices to ensure all students achieve academic excellence through staff use of the [Closing the Achievement Gap Framework](#).

Success

Aspirational Statements

All students will:

- [Be successful in reading and mathematics; \(click here\)](#)
- [Be college or career ready by graduation;](#)
- [Graduate on time;](#)
- [Have a plan for college or career after high school;](#)
- [Have access to an FCPS provided individual computer or tablet consistent with One Fairfax's policy of digital access for all residents;](#)

Participation and performance rates will be similarly high across student groups (closing gaps) in:

- [Advanced Academic Programs;](#)
 - [Algebra 1 by 8th grade;](#)
 - [Honors courses;](#)
 - [Advanced Placement \(AP\) and International Baccalaureate \(IB\) courses.](#)
-

Goal 1: Student Success

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

What

All future FCPS families will access high-quality early learning experiences.

How

Enhance FCPS partnership with families and the county government to ensure young children are ready for kindergarten using the [Fairfax County Equitable School Readiness plan](#).

Success

Aspirational Statement

- [All future FCPS students will enter kindergarten with the essential skills needed for school success.](#)
-

What

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

How

Increase student opportunities to apply [Portrait of a Graduate skills](#) to real-world problems through teacher use of the [Learning Model](#).

Success

Aspirational Statement

- [All students will meet grade-level expectations for Portrait of a Graduate outcomes as measured by their performance on end-of-year POG Presentations of Learning \(including Capstone experiences\).](#)
-

Goal 2: Caring Culture

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

What

All FCPS employees will demonstrate cultural responsiveness when supporting families, students, and other staff.

How

All FCPS employees will successfully complete cultural competence training.

Success

Aspirational Statements

- [All students will feel respected and included at school.](#)
 - [All families will feel respected at their school.](#)
 - [All staff will feel respected at work.](#)
 - [All staff will view student behavior through a culturally responsive lens.](#)
-

What

FCPS will use best practices to enable students and staff to make healthy life choices.

How

Increase school and department awareness and use of practices that support positive individual wellness.

Success

Aspirational Statements

- [All students will report positive relationships with peers and adults.](#)
 - [All students will report healthy social-emotional skills.](#)
 - [All students will report healthy lifestyle behaviors.](#)
 - [All students will be drug- and alcohol-free.](#)
 - [All schools will have low rates of students with frequent absences.](#)
 - [No students will have disruptive behavior referrals.](#)
 - [All employees will have the opportunity to take advantage of wellness resources.](#)
-

Goal 3: Premier Workforce

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

What

FCPS will offer market-competitive compensation packages.

How

Increase competitiveness of salaries for all employees.

Success

Aspirational Statement

- [FCPS will maintain all pay scales within 95 to 105 percent of market pay.](#)
-

What

FCPS will recruit, hire, and retain exceptional employees.

How

Strengthen divisionwide use of fair and consistent practices to recruit, hire, and retain a diverse workforce.

Success

Aspirational Statements

- [Every open teaching position will have at least five highly qualified applicants.](#)
 - [All teaching positions will be filled by July 1.](#)
 - [Employee retention rates will be within the National Average.](#)
 - [The diversity of qualified teacher applicants will match the diversity of Fairfax County residents.](#)
 - [The diversity of hired teachers will match the diversity of qualified teacher applicants.](#)
-

Goal 4: Resource Stewardship

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

What

Fiscal budgeting and allocation will maximize FCPS effectiveness and efficiency.

How

Enhance FCPS process for allocating resources to consider strategic initiatives, equity, and effectiveness.

Success

Aspirational Statements

- FCPS will maintain a cost per pupil \pm \$1,000 of the average cost per pupil of the Washington Area Boards of Education (WABE) average.
 - All schools will have adequate classroom space for students, eliminating the need for trailers.
 - All spending will be allocated using the Strategic Decision-Making Cycle.
 - FCPS will maintain schools that all students, families, and staff consider safe.
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Student Success

What: FCPS will **eliminate gaps** in opportunity, access, and achievement for all students.

For any Student Success metric, reported percentages reflect percentages of students within the student group who meet the metric criteria (not percentages of all students meeting the criteria who belong to the student group).

For example, the Asian percentage for pass rates on reading SOLs reflects the number of Asian students who passed the reading SOLs divided by the total number of Asian students who took the reading SOL.

Aspirational Statement: All students will be successful in reading and mathematics.

Achievement Gap

Metric: Pass rates on reading SOLs

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %	91%	72%	69%	92%	67%	63%	57%
3-Year Baseline #	17,358	7,269	15,443	35,252	18,337	14,775	8,002
SYs 18-20 Target	94%	81%	79%	95%	75%*	75%*	75%*
SYs 22-24 Aspiration	100%	100%	100%	100%	100%	100%	100%

Note: This metric includes alternate assessments. English Learners include both current EL students and former EL students who are in their first 4 years of monitoring. Data source: Education Support Decision Library

Metric: Pass rates on mathematics SOLs

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %	93%	69%	65%	90%	64%	63%	54%
3-Year Baseline #	20,901	8,902	19,017	41,455	5,659	19,734	9,361
SYs 18-20 Target	97%	79%	77%	93%	76%	75%	70%*
SYs 22-24 Aspiration	100%	100%	100%	100%	100%	100%	100%

Note: This metric includes alternate assessments. English Learners include both current EL students and former EL students who are in their first 4 years of monitoring. Data source: Education Support Decision Library

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

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %	85%	68%	55%	88%	52%	47%	48%
3-Year Baseline #	2,378	990	2,143	4,760	2,447	2,120	741
SYs 18-20 Target	90%	79%	70%	92%	68%	65%	65%
SYs 22-24 Aspiration	100%	100%	100%	100%	100%	100%	100%

Note: For this metric, students with disabilities do not include Category B, level 2 students. Data source: Office of Student Testing

Metric: Percent of EL students who become English proficient in five years.

Percent of students	
3-Year Baseline %	Under development
3-Year Baseline #	
SYs 18-20 Target	
SYs 22-24 Aspiration	100%

Virginia is currently defining an approach to measuring growth to English proficiency in five years. Virginia's approach should be available in winter 2019. FCPS will align its approach and data to Virginia's once it becomes available.

Target Calculations:

Targets were calculated by subtracting the distance from the baseline and the aspiration (100%), dividing the distance into two 3-year increments, and adding that value to the baseline.

* These Targets were set at the minimal Virginia accreditation standards (75% passing for reading and 70% passing for mathematics) when trends showed little movements. In SYs 2018-20, additional resources will be invested so that FCPS can reach the aspiration.

[Return to Student Success Aspirational Statements](#)

Student Success

What: FCPS will **eliminate gaps** in opportunity, access, and achievement for all students.

For any Student Success metric, reported percentages reflect percentages of students within the student group who meet the metric criteria (not percentages of all students meeting the criteria who belong to the student group).

For example, the Asian percentage for pass rates on reading SOLs reflects the number of Asian students who passed the reading SOLs divided by the total number of Asian students who took the reading SOL.

Aspirational Statement: All students will be college or career ready by graduation.

Achievement Gap

Metric: Percent of students who either pass a college-level exam or earn an industry certification before graduation

	Asian	Black	Hispanic	White	Econ. Dis	EL	SWD
3-Year Baseline %	73%	39%	43%	69%	42%	8%	19%
3-Year Baseline #	2,029	555	1,026	4,108	1,164	37	295
SYs 18-20 Target	82%	59%	62%	79%	61%	39%	46%
SYs 22-24 Aspiration	100%	100%	100%	100%	100%	100%	100%

Note: College-level exam refers to AP/IB tests. For this metric, students with disabilities do not include Category B, level 2 students. Data source: Department of Information Technology

Aspirational Statement: All students will graduate on time.

Achievement Gap

Metric: Virginia on-time graduation rates

	Asian	Black	Hispanic	White	Econ. Dis	EL	SWD
3-Year Baseline %	97%	92%	77%	97%	85%	66%	90%
3-Year Baseline #	2,676	1,384	2,321	5,911	2,826	1,314	1,633
SYs 18-20 Target	98%	95%	80%	98%	90%	72%*	93%
SYs 22-24 Aspiration	100%	100%	100%	100%	100%	100%	100%

Note: * These targets were adjusted by 5 percentage points when trends showed little movement. In SYs 2018-20, additional resources will be invested so that FCPS can reach the aspiration. Data source: Virginia Department of Education

Aspirational Statement: All students will have a plan for college or career after high school.

Achievement Gap

Metric: Percent of students with plans for college or career on the Senior Survey

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %	99%	97%	97%	98%	97%	90%	93%
3-Year Baseline #	2,689	1,384	2,338	5,841	2,812	393	1,576
SYs 18-20 Target	100%	98%	98%	99%	98%	93%	95%
SYs 22-24 Aspiration	100%	100%	100%	100%	100%	100%	100%

Data source: Department of Information Technology

[Return to Student Success Aspirational Statements](#)

Student Success

What: FCPS will **eliminate gaps** in opportunity, access, and achievement for all students.

For any Student Success metric, reported percentages reflect percentages of students within the student group who meet the metric criteria (not percentages of all students meeting the criteria who belong to the student group).

For example, the Asian percentage for pass rates on reading SOLs reflects the number of Asian students who passed the reading SOLs divided by the total number of Asian students who took the reading SOL.

Aspirational Statement: All students will have access to an FCPS provided individual computer or tablet consistent with [One Fairfax's](#) policy of digital access for all residents.

Access Gap

Metric: Percent and number of high school students with access to an FCPS provided individual computer or tablet

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %	7%	11%	13%	4%	11%	16%	9%
3-Year Baseline #	735	646	1,862	1,044	1,125	1,086	694
SYs 18-20 Target	100%	100%	100%	100%	100%	100%	100%
SYs 22-24 Aspiration	100%	100%	100%	100%	100%	100%	100%

Data source: Student Information System

[Return to Student Success Aspirational Statements](#)

Student Success

What: FCPS will **eliminate gaps** in opportunity, access, and achievement for all students.

For any Student Success metric, reported percentages reflect percentages of students within the student group who meet the metric criteria (not percentages of all students meeting the criteria who belong to the student group).

For example, the Asian percentage for participating in AAP reflects the number of Asian students who participated in AAP divided by the total number of Asian students enrolled in Grades 3 through 8.

Aspirational Statement: Participation and performance rates will be similarly high across student groups in Advanced Academic Programs (AAP)

Opportunity Gap

Metric: Number of schools offering the Young Scholars program

		Schools
3-Year Baseline	%	62%
3-Year Baseline	#	88 out of 141
SYs 18-20 Target		106 out of 141
SYs 22-24 Aspiration		141 out of 141

Note: Schools include all elementary schools, **including** AAP centers. Data source: Office of Student Testing

Metric: Number of schools offering local level IV instruction

		Schools
3-Year Baseline	%	48%
3-Year Baseline	#	54 out of 112
SYs 18-20 Target		73 out of 112
SYs 22-24 Aspiration		112 out of 112

Note: Schools include all elementary schools, **excluding** AAP centers. Data source: Office of Student Testing

Metric: Percent of classrooms where students receive instructional experiences using AAP curriculum

		Classrooms
3-Year Baseline	%	Under development
3-Year Baseline	#	
SYs 18-20 Target		
SYs 22-24 Aspiration		

Student Success

What: FCPS will **eliminate gaps** in opportunity, access, and achievement for all students.

Aspirational Statement: Participation and performance rates will be similarly high across student groups in Advanced Academic Programs (AAP) (continued)

Access Gap

Metric: Percent of students participating in AAP (Grades 3-8)

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %	40%	13%	9%	29%	7%	1%	6%
3-Year Baseline #	6,667	1,134	1,788	9,611	1,739	157	580
SYs 18-20 Target	At or above 25%	17%	14%	At or above 25%	13%	9%	12%
SYs 22-24 Aspiration (Interim)	At or above 25%	At or above 25%	At or above 25%	At or above 25%	At or above 25%	At or above 25%	At or above 25%
SYs 28-30 Aspiration	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups

Note: FCPS aspires to have equal participation across all student groups. The interim aspiration is set at the total percentage of FCPS students participating in AAP during the baseline years, which is 25 percent, n=20,678. Participation includes level IV eligible students and students who were not eligible but receive level IV instruction. For this metric, students with disabilities do not include Category B, level 2 students. Data source: Student Information System

Achievement Gap

Metric: Percent of AAP students demonstrating advanced performance in Reading or Mathematics on SOL tests (Grades 3-8)

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %	81%	54%	58%	74%	53%	33%	69%
3-Year Baseline #	5,419	613	1,037	7,086	924	52	401
SYs 18-20 Target	88%	69%	72%	82%	69%	56%	80%
SYs 22-24 Aspiration	100%	100%	100%	100%	100%	100%	100%

Note: The aspiration will be set at the highest performing group in order to close the gap in performance in AAP. For this metric, students with disabilities do not include Category B, level 2 students. The 3-year baseline for all students is 74 percent, n=15,257. Data source: Office of Student Testing.

[Return to Student Success Aspirational Statements](#)

Student Success

What: FCPS will **eliminate gaps** in opportunity, access, and achievement for all students.

For any Student Success metric, reported percentages reflect percentages of students within the student group who meet the metric criteria (not percentages of all students meeting the criteria who belong to the student group).

For example, the Asian percentage for participating in AAP reflects the number of Asian students who participated in AAP divided by the total number of Asian students enrolled in Grades 3 through 8.

Aspirational Statement: Participation and performance rates will be similarly high across student groups in Algebra 1 by 8th grade.

Access Gap

Metric: Percent of students who participate in Algebra 1 by 8th grade

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %	80%	42%	34%	72%	32%	11%	17%
3-Year Baseline #	2,235	597	1,046	4,030	1,254	197	284
SYs 18-20 Target	At or above 61%	48%	43%	At or above 61%	42%	28%	32%
SYs 22-24 Aspiration	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups

Note: FCPS aspires to have equal participation across student groups. The 18-20 Target is based on the participation rate for all students in the division for which the 3-year baseline was 61 percent, n=8,410. For this metric, students with disabilities do not include Category B, level 2 students. Data source: Student Information System.

Achievement Gap

Metric: Percent of students who demonstrate proficiency (pass course and Algebra 1 SOL) in Algebra 1 by 8th grade

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %	98%	96%	94%	97%	94%	92%	93%
3-Year Baseline #	2,196	573	985	3,904	1,185	181	265
SYs 18-20 Target	99%	97%	96%	98%	96%	95%	95%
SYs 22-24 Aspiration	100%	100%	100%	100%	100%	100%	100%

Note: For this metric, students with disabilities do not include Category B, level 2 students. Performance is indicated by final course marks and performance on the Algebra 1 SOL. The 3-year baseline for all students was 97 percent, n=8,146. Data source: Office of Student Testing.

[Return to Student Success Aspirational Statements](#)

Student Success

What: FCPS will **eliminate gaps** in opportunity, access, and achievement for all students.

For any Student Success metric, reported percentages reflect percentages of students within the student group who meet the metric criteria (not percentages of all students meeting the criteria who belong to the student group).

For example, the Asian percentage for participating in AAP reflects the number of Asian students who participated in AAP divided by the total number of Asian students enrolled in Grades 3 through 8.

Aspirational Statement: Participation and performance rates will be similarly high across student groups in honors courses.

Access Gap

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

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %	82%	56%	41%	79%	41%	9%	21%
3-Year Baseline #	13,853	4,966	8,093	27,389	9,733	903	2,069
SYs 18-20 Target	At or above 68%	60%	49%	At or above 68%	49%	29%	37%
SYs 22-24 Aspiration	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups

Note: FCPS aspires to have equal participation across student groups. The 18-20 Target is based on the participation rate for all students in the division for which the 3-year baseline was 68 percent, n=57,556. For this metric, students with disabilities do not include Category B, level 2 students. Data source: Student Information System.

Achievement Gap

Metric: 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
3-Year Baseline %	90%	88%	88%	89%	88%	92%	87%
3-Year Baseline #	12,499	4,392	7,089	24,304	8,523	829	1,796
SYs 18-20 Target	93%	92%	92%	92%	92%	94%	91%
SYs 22-24 Aspiration	100%	100%	100%	100%	100%	100%	100%

Note: For this metric, students with disabilities do not include Category B, level 2 students. Performance will be indicated by final course marks. The 3-year baseline for all students is 89 percent, n=51,210. Data source: Office of Student Testing

[Return to Student Success Aspirational Statements](#)

Student Success

What: FCPS will **eliminate gaps** in opportunity, access, and achievement for all students.

For any Student Success metric, reported percentages reflect percentages of students within the student group who meet the metric criteria (not percentages of all students meeting the criteria who belong to the student group).

For example, the Asian percentage for participating in AAP reflects the number of Asian students who participated in AAP divided by the total number of Asian students enrolled in Grades 3 through 8.

Aspirational Statement: Participation and performance rates will be similarly high across student groups in Advanced Placement (AP) and International Baccalaureate (IB) courses.

Access Gap

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

		Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline	%	83%	50%	50%	77%	49%	10%	19%
3-Year Baseline	#	2,255	720	2,422	5,940	1,417	42	297
SYs 18-20 Target		At or above 70%	57%	57%	At or above 70%	56%	30%	36%
SYs 22-24 Aspiration		Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups	Equal across student groups

Note: FCPS aspires to have equal participation across student groups. The 18-20 Target is based on the participation rate for all students in the division for which the 3-year baseline was 70 percent, n=9,232. For this metric, students with disabilities do not include Category B, level 2 students. Data source: Student Information System.

Achievement Gap

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

		Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline	%	99%	99%	97%	99%	97%	98%	97%
3-Year Baseline	#	2,235	711	1,182	4,543	1,375	41	287
SYs 18-20 Target		100%	100%	98%	100%	98%	99%	98%
SYs 22-24 Aspiration		100%	100%	100%	100%	100%	100%	100%

Note: For this metric, students with disabilities do not include Category B, level 2 students. Performance will be indicated by final course marks. The 3-year baseline for all students is 99 percent, n=9,130. Data source: Department of Information Technology

[Return to Student Success Aspirational Statements](#)

Student Success

What: All future FCPS families will **access high-quality early learning experiences.**

For any Student Success metric, reported percentages reflect percentages of students within the student group who meet the metric criteria (not percentages of all students meeting the criteria who belong to the student group).

For example, the Asian percentage for pass rates on reading SOLs reflects the number of Asian students who passed the reading SOLs divided by the total number of Asian students who took the reading SOL.

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

Metric: Percent of students with executive functioning skills at kindergarten entry

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %				Under development			
3-Year Baseline #							
SYs 18-20 Target							
SYs 22-24 Aspiration							

Virginia is currently defining an approach to measuring executive functioning in kindergarten. Virginia's approach should be available in fall 2019. FCPS will align its approach and data to Virginia's once it becomes available.

[Return to Student Success Aspirational Statements](#)

Student Success

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

For any Student Success metric, reported percentages reflect percentages of students within the student group who meet the metric criteria (not percentages of all students meeting the criteria who belong to the student group).

For example, the Asian percentage for pass rates on reading SOLs reflects the number of Asian students who passed the reading SOLs divided by the total number of Asian students who took the reading SOL.

Aspirational Statement: All students will meet grade-level expectations for Portrait of a Graduate outcomes as measured by their performance on end-of-year POG Presentations of Learning (including Capstone experiences).

Metric: Percent of students who demonstrate proficiency (matrix rating of “proficient” or higher) on their end of year POG Presentation of Learning (Capstone).

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline %							
3-Year Baseline #							
SYs 18-20 Target							
SYs 22-24 Aspiration	100%	100%	100%	100%	100%	100%	100%

Under development

The metric on POG projects is currently being developed. To date, FCPS has 30 schools that have piloted POG projects.

[Return to Student Success Aspirational Statements](#)

Goal 2: Caring Culture

What: All FCPS employees will demonstrate cultural responsiveness when supporting families, students, and other staff.

Aspirational Statement: All students will feel respected and included at school.

Metric: Percent of students who report feeling respected and included at school on the State Climate Survey

		Students
3-Year Baseline	%	79%
3-Year Baseline	#	5,382
SYs 18-20 Target		86%
SYs 22-24 Aspiration		100%

Aspirational Statement: All families will feel respected at their school.

Metric: Percent of families who report feeling respected on the Family Engagement Survey

		Families
3-Year Baseline	%	Under development
3-Year Baseline	#	
SYs 18-20 Target		
SYs 22-24 Aspiration		

The Family Engagement Survey is currently being developed by OPLFE. Pilot survey administration should occur in spring 2019.

Aspirational Statement: All staff will feel respected at work.

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

		Teachers	Administrators	Support
2-Year Baseline	%	63%	79%	52%
2-Year Baseline	#	8,441	579	1,817
SYs 18-20 Target		75%	86%	68%
SYs 22-24 Aspiration		100%	100%	100%

[Return to Caring Culture Aspirational Statement](#)

Goal 2: Caring Culture

What: All FCPS employees will demonstrate cultural responsiveness when supporting families, students, and other staff.

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

Metric: Number of staff referrals for disruptive behavior

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
3-Year Baseline	2.0 per 100 students	20.0 per 100 students	12.0 per 100 students	5.0 per 100 students	15.0 per 100 students	11.0 per 100 students	22.0 per 100 students
SYs 18-20 Target	0.0 per 100 students	13.3 per 100 students	8.0 per 100 students	3.3 per 100 students	10.0 per 100 students	7.3 per 100 students	6.7 per 100 students
SYs 22-24 Aspiration	0.0 per 100 students	0.0 per 100 students	0.0 per 100 students	0.0 per 100 students	0.0 per 100 students	0.0 per 100 students	0.0 per 100 students

Note: The number of referrals includes multiple referrals for the same student.

The 3-year baseline = (total number of referrals for the student group/total number of students in student group enrolled) * 100. Data source: Student Information System

[Return to Caring Culture Aspirational Statement](#)

Goal 2: Caring Culture

What: FCPS will use best practices to enable students and staff to **make healthy life choices**.

Aspirational Statement: All students will report positive relationships with peers and adults.

Metric: Percent of students who report three or more assets on the Fairfax County Youth Survey

Percent of Students		
3-Year Baseline	%	85%
3-Year Baseline	#	28,160
SYs 18-20 Target		90%
SYs 22-24 Aspiration		100%

Aspirational Statement: All students will report healthy social-emotional skills.

Metric: Percent of students who report healthy social-emotional skills on the Fairfax County Youth Survey

Percent of Students		
3-Year Baseline	%	64%
3-Year Baseline	#	20,883
SYs 18-20 Target		76%
SYs 22-24 Aspiration		100%

[Return to Caring Culture Aspirational Statements](#)

Goal 2: Caring Culture

What: FCPS will use best practices to enable students and staff to **make healthy life choices**.

Aspirational Statement: All students will report healthy lifestyle behaviors.

Metric: Percent of students who report healthy nutrition behaviors on the Fairfax County Youth Survey

		Percent of Students
3-Year Baseline	%	38%
3-Year Baseline	#	12,560
SYs 18-20 Target		60%
SYs 22-24 Aspiration		100%

Metric: Percent of students who report healthy amounts of exercise on the Fairfax County Youth Survey

		Percent of Students
3-Year Baseline	%	51%
3-Year Baseline	#	16,657
SYs 18-20 Target		67%
SYs 22-24 Aspiration		100%

Metric: Percent of students who report healthy amounts of sleep on the Fairfax County Youth Survey

		Percent of Students
3-Year Baseline	%	28%
3-Year Baseline	#	9,177
SYs 18-20 Target		52%
SYs 22-24 Aspiration		100%

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Goal 2: Caring Culture

What: FCPS will use best practices to enable students and staff to **make healthy life choices**.

Aspirational Statement: All students will be drug- and alcohol-free.

Metric: Percent of students who report being drug- and alcohol-free on the Fairfax County Youth Survey

Percent of Students		
3-Year Baseline	%	78%
3-Year Baseline	#	25,772
SYs 18-20 Target		85%
SYs 22-24 Aspiration		100%

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

Metric: Number of schools with low rates of students with frequent absences

Schools		
3-Year Baseline	%	81%
3-Year Baseline	#	155 out of 191
SYs 18-20 Target	%	87%
SYs 18-20 Target	#	167 out of 191
SYs 22-24 Aspiration	%	100%
SYs 22-24 Aspiration	#	191 out of 191

Data source: VDOE School Quality Profile

Aspirational Statement: No students will have disruptive behavior referrals.

Metric: Percent of students with disruptive behavior referrals

	All	Elementary	Middle	High
3-Year Baseline	3.5%	1.5%	7.0%	5.0%
3-Year Baseline	6,670	1,524	2,034	2,871
Sys 18-20 Target	2.3%	1.0%	4.7%	3.3%
SYs 22-24 Aspiration	0.0%	0.0%	0.0%	0.0%

Note: Data Source: Student Information System

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Goal 2: Caring Culture

What: FCPS will use best practices to enable students and staff to **make healthy life choices**.

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

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

		EAP Utilization
3-Year Baseline	%	34% (+13% from BoB)
3-Year Baseline	#	8,579
SYs 18-20 Target		Maintain or exceed +13% from BoB
SYs 22-24 Aspiration		Maintain or exceed +13% from BoB

Note: Book of Business (BoB) utilization percentage was an average of 21 percent for 2015-2017. Data source: Department of Human Resources

[Return to Caring Culture Aspirational Statements](#)

Goal 3: Premier Workforce

What: FCPS will offer market-competitive compensation packages.

Aspirational Statement: FCPS will maintain all pay scales within 95 to 105 percent of market pay.

Metric: Percent of FCPS pay scales within 95 to 105 percent compared to market pay

Percent of Pay Scales	
3-Year Baseline	N/A
SYs 18-20 Target	100%
SYs 22-24 Aspiration	100%

Note: FCPS has not previously collected percent of pay scales at market. Data source: Department of Human Resources

[Return to Premier Workforce Aspirational Statements](#)

Goal 3: Premier Workforce

What: FCPS will recruit, hire, and retain exceptional employees.

Aspirational Statement: Every open teaching position will have at least five highly qualified applicants.

Metric: Average number of qualified applicants per teaching position

Number of Applicants	
3-Year baseline	3.4
SYs 18-20 Target	3.9
SYs 22-24 Aspiration	5.0

Data Source: Department of Human Resources, Office of Talent and Acquisition Management

Aspirational Statement: All teaching positions will be filled by July 1.

Metric: Percent of teaching positions filled by July 1

Percent of filled teaching positions		
1-Year baseline	%	96.3%
1-Year baseline	#	15,175
SYs 18-20 Target		97.5%
SYs 22-24 Aspiration		100%

Note: Prior to July 2017, FCPS did not collect data on teaching positions filled by July 1. Data source: Department of Human Resources, Office of Talent and Acquisition Management

Aspirational Statement: Employee retention rates will be within the National Average (85 percent).

Metric: FCPS employee retention rates

		Teachers	Administrators	Support
3-Year baseline	%	93%	N/A	N/A
3-Year baseline	#	13,911	N/A	N/A
SYs 18-20 Target		At or above 85%	At or above 85%	At or above 85%
SYs 22-24 Aspiration		At or above 85%	At or above 85%	At or above 85%

Note: FCPS has not previously analyzed retention data on administrators and support staff. The average count for teacher turnover is 1,099. Data source: Department of Human Resources, Office of Talent and Acquisition Management

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Goal 3: Premier Workforce

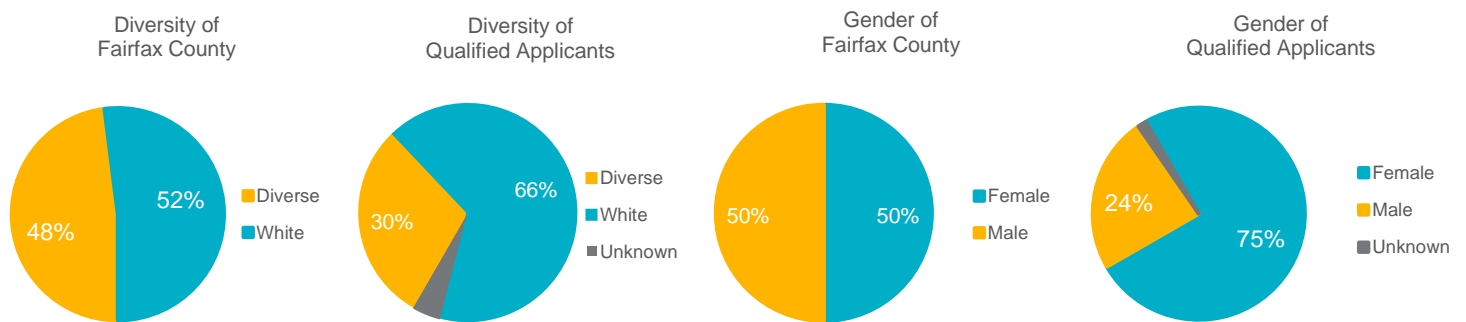
What: FCPS will recruit, hire, and retain exceptional employees.

Aspirational Statement: The diversity of qualified teacher applicants will match the diversity of Fairfax County residents.

Metric: Diversity of qualified teacher applicants compared to the diversity of Fairfax County residents

	Ethnic Diversity (non-White)	Gender Diversity (Male)
3-Year Baseline	18 percentage points below Fairfax County residents	26 percentage points below Fairfax County residents
SYs 18-20 Target	12 percentage points from the SYs 22-24 Aspiration	17 percentage points from the SYs 22-24 Aspiration
SYs 22-24 Aspiration	Same as Fairfax County residents	Same as Fairfax County residents

Data source: Department of Human Resources, Office of Talent and Acquisition Management



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Goal 3: Premier Workforce

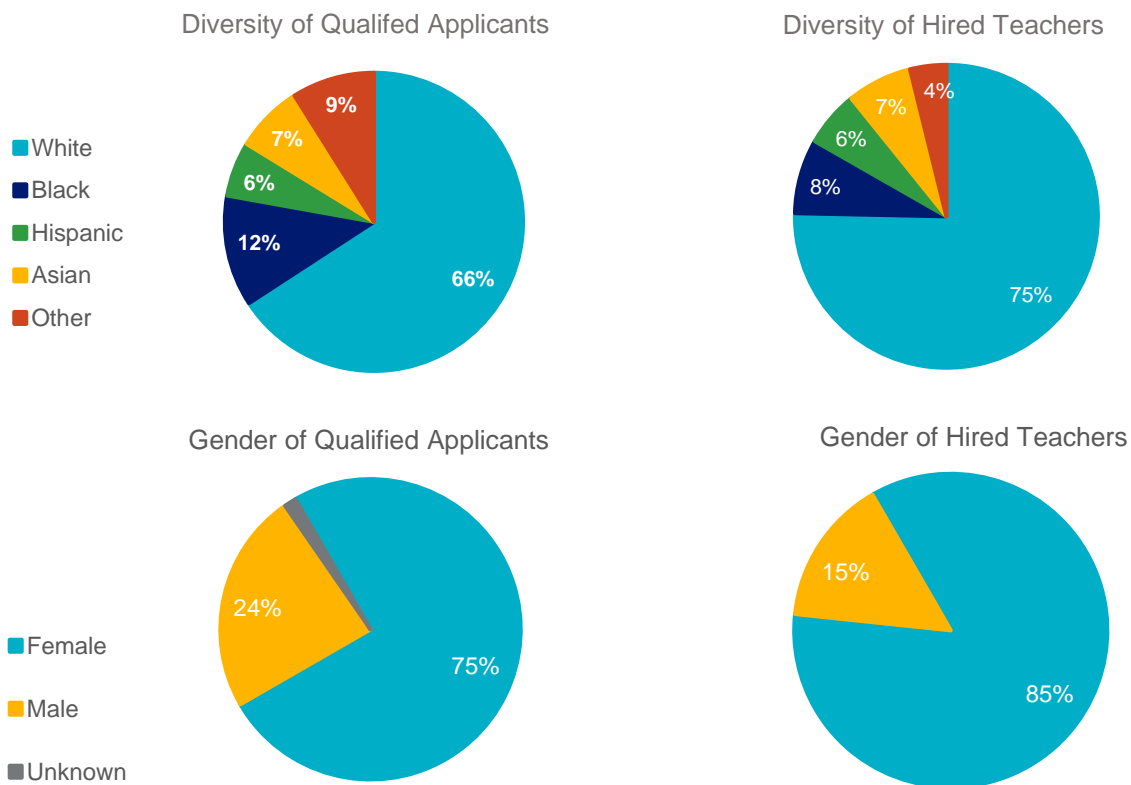
What: FCPS will recruit, hire, and retain exceptional employees.

Aspirational Statement: The diversity of hired teachers will match the diversity of qualified teacher applicants.

Metric: Diversity of hired teachers compared to the diversity of qualified applicants

	Asian	Black	Hispanic	White	Male	Female
3-Year Baseline	Same as qualified applicants	5 percentage points below qualified applicants	Same as qualified applicants	9 percentage points above qualified applicants	9 percentage points below qualified applicants	10 percentage points above qualified applicants
SYs 18-20 Target	Same as qualified applicants	3 percentage points from SYs 22-24 Aspiration	Same as qualified applicants	6 percentage points from SYs 22-24 Aspiration	6 percentage points from SYs 22-24 Aspiration	7 percentage points from SYs 22-24 Aspiration
SYs 22-24 Aspiration	Same as qualified applicants	Same as qualified applicants	Same as qualified applicants	Same as qualified applicants	Same as qualified applicants	Same as qualified applicants

Data source: Department of Human Resources, Office of Talent and Acquisition Management



[Return to Premier Workforce Aspirational Statements](#)

Goal 4: Resource Stewardship

What: Fiscal budgeting and allocation will maximize FCPS effectiveness and efficiency.

Aspirational Statement: FCPS will maintain cost per pupil \pm \$1,000 of the average cost per pupil of the Washington Area Boards of Education (WABE) average.

Metric: Cost per pupil difference between FCPS and WABE average

FCPS Dollar	
3-Year Baseline	\$35 below the WABE avg (FCPS: \$14,306; WABE: 14,341)
SYs 18-20 Target	Within \pm \$1,000 of WABE avg (2018 WABE avg is \$14,584)
SYs 22-24 Aspiration	Within \pm \$1000 of WABE avg

Data source: Washington Area Boards of Education

Aspirational Statement: All schools will have adequate classroom space for students, eliminating the need for trailers.

Metric: Number of temporary classrooms

Number of Temporary Classrooms	
3-Year Baseline	839
SYs 18-20 Target #	480
SYs 18-20 Target % reduction	57% reduction from baseline
SYs 22-24 Aspiration # (Interim)	240
SYs 22-24 Aspiration % reduction (Interim)	29% reduction from baseline
SYs 26-28 Aspiration	0

Note: FCPS plans to remove all temporary classrooms in 10 years (by 2028). Data source: Department of Facilities and Transportation Services

Aspirational Statement: All spending will be allocated using the Strategic Decision-Making Cycle.

Metric: Dollar amount aligned to the Strategic Plan

Dollar Amount	
3-Year Baseline	\$0
SYs 18-20 Target	Funding for all activities aligned to the 8 areas of focus for SYs 18-20
SYs 22-24 Aspiration	Funding for all activities aligned to the areas of focus for SYs 22-24

[Return to Resource Stewardship Aspirational Statements](#)

Goal 4: Resource Stewardship

What: Fiscal budgeting and allocation will maximize FCPS effectiveness and efficiency.

Aspirational Statement: FCPS will maintain schools that all students, families, and staff consider safe.

Metric: Percent of students who report their school is safe on the State Climate Survey

		Students
3-Year Baseline	%	81%
3-Year Baseline	#	5,492
SYs 18-20 Target		87%
SYs 22-24 Aspiration		100%

Metric: Percent of families who report their school is safe on the Family Engagement Survey

		Families
3-Year Baseline	%	Under development
3-Year Baseline	#	
SYs 18-20 Target		
SYs 22-24 Aspiration		

The Family Engagement Survey is currently being developed by OPLFE. Pilot survey administration should occur in spring 2019.

Metric: Percent of staff who report their worksite is safe on the State Climate Survey

		Staff
3-Year Baseline	%	74%
3-Year Baseline	#	1,364
SYs 18-20 Target		83%
SYs 22-24 Aspiration		100%

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