

Fairfax County Public Schools (FCPS) Strategic Planning Data Glossary for 4-Lens Data Analysis Protocol™, Winter 2022-23

Updated 01.05.2023

The following data glossary provides reference information to help understand the context, content, and presentation of data elements used within the FCPS Strategic Planning Process 4-Lens Data Protocol in November and December 2022.

Page	Data Indicator
11-13	Kindergarten Readiness - Students meeting criteria on Virginia Kindergarten Readiness Program (VKRP)

Measure: Phonological Awareness Literacy Screening (PALS)

- PALS is an assessment of early literacy skills developed by the University of Virginia and used as part of the Virginia Kindergarten Readiness Program (VKRP) suite of assessments.
- Used in the fall of kindergarten to determine each student’s level of kindergarten readiness with regards to the following early literacy skills: rhyme, beginning sounds, alphabet recognition, letter sounds, and spelling.
- The reported metric provides the percentage of enrolled kindergarten students in each reporting group who met the fall PALS benchmark.
- Metric rates are calculated using fall PALS data extracts from the University of Virginia for student benchmark outcomes (numerator) and FCPS September membership files for kindergarten enrollment (denominator).

Measure: Early Mathematics Assessment System (EMAS)

- EMAS is an assessment of early mathematical skills adapted by the University of Virginia and used as part of the VKRP suite of assessments.
- Used in the fall of kindergarten to determine each student’s level of kindergarten readiness with regards to the following early mathematical skills: geometry, patterning, numeracy, computation, and counting.
- The reported metric provides the percentage of enrolled kindergarten students in each reporting group who met the fall EMAS benchmark.
- Metric rates are calculated using fall VKRP data extracts from the University of Virginia for student benchmark outcomes (numerator) and FCPS September membership files for kindergarten enrollment (denominator).
- This assessment was first implemented in Virginia in fall 2019. No EMAS assessments were available in fall 2020 due to virtual instruction.

Measure: Child Behavior Rating Scale (CBRS)

- CBRS is a report of teachers’ perceptions of students’ self-regulation and social skills adapted by the University of Virginia and used as part of the VKRP suite of assessments.
- Used in the fall of kindergarten to record each student’s perceived level of kindergarten readiness with regards self-regulation and social skills, based on the teacher’s observations of the student’s behavior, interactions, and engagement with materials and tasks in the classroom over the first few weeks of the school year.
- The reported metric provides the percentage of enrolled kindergarten students in each reporting group who met the fall self-regulation CBRS benchmark.
- Metric rates are calculated using fall VKRP data extracts from the University of Virginia for student benchmark outcomes (numerator) and FCPS September membership files for kindergarten enrollment (denominator).
- This assessment was first implemented in Virginia in fall 2019. In Fall 2020, CBRS assessments were completed based on teachers’ observations of students in the virtual learning environment.

Additional information about all three VKRP assessments is available at <https://vkrponline.org/virginia-kindergarten-readiness-program-2/how-it-works/the-assessments/>

Page	Data Indicator
14	Average Daily Attendance Rate

In Virginia, all students aged five (5) through eighteen (18) are required to attend school regularly. FCPS records student attendance every day school is in session. The attendance rate is calculated as total student days present to total membership days. Additional information is available at: <https://www.fcps.edu/attendance>

Pages	Data Indicator
15	Chronic Absenteeism Rate - % of students absent 10 percent or more of the school year

- Daily attendance is critical to success in school. A student is considered chronically absent if he or she misses an average of two or more full instructional days per month regardless of whether the absences are excused or unexcused. For example, a student who is enrolled 180 school days and misses 18 or more full days of school would be considered chronically absent.
- Chronic absenteeism rates are determined using a three-step process. Note that students assigned to homebound services for all or part of the year are excluded from these calculations.
 - First, a student's end-of-year record is reviewed to determine if he or she was enrolled for at least half of the school days that year.
 - Students assigned to homebound services for all or part of the year are excluded from calculations.
 - Days enrolled include days present, days absent, and days unscheduled. Days when the student received home-based services are omitted from these counts.
 - If the student's enrollment is 50 percent or greater of the days school was in session, then the student is included in chronic absenteeism calculations. The total count of these students forms the denominator for the chronic absenteeism rate.
 - Next, the student's full day absences for the year are compared to their days enrolled (full days absent divided by days enrolled). If the student was absent 10 percent or more of their enrolled days, then they count as chronically absent for calculations. This forms the numerator for the chronic absenteeism rate.
 - Finally, the number of students chronically absent (numerator) is divided by the number of students enrolled at least half the year (denominator) to determine a chronic absenteeism rate for the school, division, etc. *(Adapted from Virginia Department of Education)*
- Note that because the chronic absenteeism rate includes all students enrolled 50 percent or more of the school year, frequently the denominator for chronic absenteeism is larger (sometimes substantially so) than the school membership numbers at any point in time. For example, FCPS reported 38,689 English learners enrolled for 2022 SY, but 47,641 English learners are counted in the chronic absenteeism denominator for 2022 SY.
- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group. *The 2020-2021 denominator for Native Hawaiian/ Other Pacific Islander group was corrected for the publicly posting.*
- Under state reporting guidelines, students attending programs or centers, such as Burke School, Cedar Lane, Alternative Learning Centers, etc., outcomes are reported at the student's base school. In region reporting, outcomes for special purpose schools are reported with their associated region. For example, students for Thomas Jefferson High School for Science and Technology (TJHSST) are counted with Region 2, Key Center School are counted with Region 3, and Mountain View High School are counted

with Region 4. Fairfax County Adult High School is not associated with a region and is included only in overall outcomes and are not part of region break-downs.

Pages	Data Indicator
16-19	Performance on State Tests - Students demonstrating proficiency on Virginia Standards of Learning (SOL) Assessments in Reading, Mathematics, and Science

The percentage of students who met or exceeded expectations for achievement in English Reading, Mathematics and Science, by performing at the proficient level or advanced level on Standards of Learning tests and other state assessments. This incorporates Virginia Alternative Assessment Program (VAAP) results with SOL results in reporting for students with disabilities.

- State assessments are expected for all students in grades 3-8 and high school students who need the assessment to fulfill requirements for federal participation and/or verified credit for graduation. Limited exemptions are available for English learners in their first 12 months in U.S. public schools. Additionally, families may refuse participation for their students. In the 2020-21 school year, the Virginia Department of Education expanded family options to include refusals based on pandemic concerns, resulting in lower than normal participation rates divisionwide.
- The English Learners (EL) group includes students currently eligible for ESOL services (ELP 1-4). Formerly EL students are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group.

Pages	Data Indicator
20-23	Achievement in Rigorous Coursework - % of students who scored 3 or higher on Advanced Placement exams, received a CTE/Career Pathway Certification, received Dual Enrollment Course Credit, received an International Baccalaureate (IB) diploma

Achievement in Rigorous Coursework represents the % of students in each subgroup who achieved in courses aimed at developing college and career readiness (e.g., scoring a 3 or higher on AP exams or receiving an IB diploma). Please note that the various coursework indicators should not be compared to each other but rather viewed for patterns within each measure.

- The AP exam performance and Dual Enrollment credit metrics are calculated based on the number of students attaining the particular outcome (numerator) out of all students enrolled in grades 9-12.
- The CTE Pathways metrics are calculated based on the number of students completing at least one CTE/career pathway certification within the past three years (numerator) out of all students enrolled in grades 9-12 (denominator). In addition to “career-ready” credentials, counts include students passing the Workplace Readiness Skills (WRS) test and the Working in Support of Education (WISE) test.
- The IB diploma metric is calculated based on the number of students earning an IB diploma (numerator) out of the graduating seniors who took at least one IB course in their high school career.
- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group.
- In region reporting, outcomes for specialized schools, programs, and centers are reported with their associated region. For example, Cedar Lane School is counted with Region 1, Thomas Jefferson High School for Science and Technology (TJHSST) is counted with Region 2, Key Center School is counted with Region 3, Mountain View High School is counted with Region 4. Fairfax County Adult High School and non-traditional school programs such as Interagency Alternative Secondary (IAS)

are not associated with a region and, therefore, are included in overall outcomes but are not part of region breakouts.

- For information about course offerings, see the course catalog at <https://insys.fcps.edu/CourseCatOnline/frontPanel/1041/nocourselist/0/0/0/1>

Pages	Data Indicator
24-28	D/F Grades in a Core Subject - % of Grade 7-12 students with at least one D or F grade in: ELA, Math, Science, Social Science

The proportion of students in each subgroup who received 1/more low mark in a Core Subject. The low mark counts include students who received D+, D, F, I, or WF Final Mark in a Core Subject for English, Social Studies, Mathematics, Science, or ESOL course (numerator). Rates are based on all students receiving a final mark (denominator), even though the student may not have finished the school year at FCPS.

- The counts include six graders attending Poe, Glasgow, or Holmes Middle schools and a few six graders that enroll and take a course at another middle school.
- ESOL course counts are included with English course counts for this report.
- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group.
- In region reporting, outcomes for specialized schools, programs, and centers are reported with their associated region. For example, Cedar Lane School is counted with Region 1, Thomas Jefferson High School for Science and Technology (TJHSST) is counted with Region 2, Key Center School is counted with Region 3, and Mountain View High School is counted with Region 4. Fairfax County Adult High School and non-traditional school programs such as Interagency Alternative Secondary (IAS) are not associated with a region and, therefore, are included in overall outcomes but are not part of region breakouts.

Pages	Data Indicator
29-31	4-year and 5-year Graduation Rates - Virginia On-Time Graduation Rate

The Virginia On-Time Graduation Rate is based on four years of longitudinal student-level data in the commonwealth's Educational Information Management System. The Virginia On-Time Graduation Rate takes into consideration student mobility, changes in student enrollment, policy and instructional practices such as 9th-grade retention. The formula also recognizes that some students with disabilities and limited English proficient (LEP) students are allowed more than the standard four years to earn a diploma and are still counted as "on-time" graduates.

- **4-year rates** are calculated based on the students scheduled to complete their "on-time" cohort. For general education students, this reflects diplomas earned within four years from the time they entered ninth grade for the first time. For English learners and students with disabilities, this could represent more than four years, so long as the student remained actively in school for the duration and is still eligible for free public education under federal and state law.
- **5-year rates** are an update to reported 4-year rates posted on a 1-year delay. This rate adds in any students from the prior year's "on-time" cohort who successfully completed diploma requirements within the intervening 12 months. This might include general education students who needed more than four years to complete their diploma requirements or students with disabilities and English learners who were not actively enrolled at the end of their cohort year but later returned to complete

their diploma requirements.

- When viewing 4- and 5-year rates together, it is important to pick and follow a cohort group. For example, if you might compare the Class of 2021 5-year rate to the Class of 2021 4-year rate to see how the additional year impacted access to a diploma for that cohort.
- Note that the English learner group reported for Virginia On-Time Graduation Rate includes students currently eligible for ESOL services (ELP 1-4) in addition to former English learners in their first four years after exiting ESOL services (ELP 6a-6d). As with other reporting, the Economically Disadvantaged group reflects students eligible for free or reduced-price meals and the Students with Disabilities group includes all students with an IEP (students with a 504 Plan but not IEP are not part of this disability reported group).
- Under state reporting guidelines, students attending programs or centers, such as Burke School, Cedar Lane, Alternative Learning Centers, etc., outcomes are reported at the student’s base school. In region reporting, outcomes for special purpose schools are reported with their associated region as of August 2022. Specifically, students for Thomas Jefferson High School for Science and Technology (TJHSST) and Kilmer Center School are counted with Region 2 and students for Key Center School are counted with Region 3. Bryant High School, Fairfax County Adult High School, and Mountain View High School are not associated with a region as of August 2022 and, therefore, are included only in overall outcomes and are not part of region break-downs.

Resources:

- *Definition of On-Time Graduation Rate:*
<https://www.doe.virginia.gov/home/showpublisheddocument/19826/638042969086000000>
- *Calculation Guide for On-Time Graduation Rate:*
<https://www.doe.virginia.gov/home/showpublisheddocument/19830/638042969611900000>
- *State Cohort Reports within Interactive Build-A-Table Tool:*
<https://p1pe.doe.virginia.gov/buildatable/cohortgraduation>

Pages	Data Indicator
32-37	Post-secondary Outcomes - Student-reported plans for after graduation

Post-secondary outcome data is based on information obtained from seniors who completed the senior survey to indicate their post-secondary plans. When viewing these data, it is important to keep in mind that these outcomes are student self-reported.

- **Donut graphs** reflect the distribution of respondents’ post-secondary plans across the division and across each region. The segments of each donut may be compared to answer the question: “What pathways were most often selected by students in FCPS (or in this Region)?”
- **Horizontal bars** reflect the proportion of students within each reporting group who elected a particular pathway. For example, of all students divisionwide who chose to go to 2-year colleges, 0.3% were American Indian/Alaska Native, 15.7% per Asian, etc. Horizontal like-color groups should be viewed together to answer the question: “Which student groups most often chose this post-secondary pathway?”
- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group.
- In region reporting, outcomes for specialized schools, programs, and centers are reported with their associated region. For example, Cedar Lane School is counted with Region 1, Thomas Jefferson High School for Science and Technology (TJHSST) is counted with Region 2, Key Center School is counted with Region 3, and Mountain View High School is counted with Region 4. Fairfax County Adult High School and non-traditional school programs such as Interagency Alternative Secondary (IAS) are not associated with a region and, therefore, are included in overall outcomes but are not part of region breakouts.

Pages	Data Indicator
39-40	Student Enrollment

Enrollment represents the number of students counted in membership by the school division. Membership was from the end-of-year and includes all students who received instructional services from FCPS at some time during the school year, from grades PK through post-graduate students.

- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group.
- In region reporting, outcomes for specialized schools, programs, and centers are reported with their associated region. For example, Cedar Lane School is counted with Region 1, Thomas Jefferson High School for Science and Technology (TJHSST) is counted with Region 2, Key Center School is counted with Region 3, and Mountain View High School is counted with Region 4. Fairfax County Adult High School and non-traditional school programs not associated with a FCPS region are reported as REGION 9 for this metric.

Pages	Data Indicator
41-49	Representation Index - % of students in each racial/ethnic group who are receiving Special Education Services, who are economically disadvantaged, who are English learners, who are experiencing Homelessness, and who are in foster care.

The Representation Index for a subgroup is calculated by dividing the percentage of students for that subgroup (e.g., special education, economically disadvantaged etc.), by the percentage that the subgroup represents out of the total enrolled students in the Division. Indexes below 1 show that the group is underrepresented for that metric, while indexes above 1 show that the group is overrepresented. The higher the index, the greater the disproportionality and thus level of possible concern. For example, Hispanic students in Region 5 make up only 20.54% of the overall population but represent 50% of the homeless population.

- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group.
- In region reporting, outcomes for specialized schools, programs, and centers are reported with their associated region. For example, Cedar Lane School is counted with Region 1, Thomas Jefferson High School for Science and Technology (TJHSST) is counted with Region 2, Key Center School is counted with Region 3, and Mountain View High School is counted with Region 4. Fairfax County Adult High School and non-traditional school programs not associated with a FCPS region are reported as REGION 9 for this metric.

Pages	Data Indicator
50-52	Intersectionality: Experiences of students who are economically disadvantaged, who are receiving Special Education services, and who are English learners

Intersectionality data represent the impact of a combination of two or more demographic factors on student experiences, learning and achievement. For example, the effect of a student’s race/ethnicity IN COMBINATION with economic status, disability status, or English learner status. Viewing the outcomes for students within a particular racial/ethnic group WITH and WITHOUT the intersecting demographic factor can help to understand the extent to which individual factors influence student outcomes and how the factors interrelate.

- See the data glossary notes for state assessments (pages 16-19), graduation rates (pages 29-31), chronic absenteeism (page 15), and suspensions (pages 73-75).
- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs and students never identified as eligible for ESOL services are counted as Non-English Learners for intersectionality reporting.
- The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. Students not eligible for free or reduced-price meals show as Non-Economically Disadvantaged for intersectionality reporting.
- The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP and other students without an IEP are counted as Students Without Disabilities for intersectionality reporting.

Page	Data Indicator
53	Participation in Licensed Pre-K Programs - Annual enrollment in division-run PreK programs

FCPS PreK and Early Head Start programs provide a quality preschool experience with comprehensive services at no cost to qualifying families who reside in Fairfax County. This metric reports annual enrollment in the five FCPS-operated preschool programs based on end-of-year data: Virginia Preschool Initiative (VPI), Head Start, Early Head Start, Preschool Special Education, and PAC – Preschool Autism Center. FCPS preschool programs serve students aged 0-5 who have special needs (e.g., identified through Child Find) and/or whose families meet income-eligibility criteria. Students may attend FCPS preschool programs for multiple years and are reported in each year of enrollment. Percentages for this metric reflect the representation of each student group within the overall aged 0-5 FCPS PreK program enrollment. For example in 2021-2022, 34.8% of enrolled FCPS PreK students were economically disadvantaged (1,553 out of 4,465 total students), and 65.1% of those enrolled were students with disabilities (2,907 out of 4,465 total students). Additional information is available in the Early Childhood Education Overview: <https://www.fcps.edu/academics/academic-overview/early-childhood>.

Pages	Data Indicator
54-58	Workforce Diversity and Experience

The workforce data reflects an October 2022 snapshot of employee headcount for contracted full-time and part-time employees. The workforce data does not include temporary, hourly, and substitute employees.

- The Number of Teachers reflects a headcount of all teacher-scale personnel including school-based classroom teachers and specialists (school counselors, librarians, etc.) as well as centrally-based resource teachers. Data for teachers with 3+ years of experience is based on FCPS experience only.

- The Number of Administrators reflects a headcount of all school-based administrator (SBA) scale personnel and includes principals, assistant principals, directors of student services (DSS), and directors of student activities (DSA). *All administrator data in this section represents school-based administrators only.*
- The Number of Support Staff reflects a headcount of all other personnel not captured in the Number of Teacher or Number of Administrators. This category counts both school-based and nonschool-based employees (instructional and operational) .
- In region reporting, outcomes for specialized schools, programs, and centers are reported with their associated region. For example, Cedar Lane School is counted with Region 1, Thomas Jefferson High School for Science and Technology (TJHSST) is counted with Region 2, Key Center School is counted with Region 3, and Mountain View High School is counted with Region 4. Fairfax County Adult High School and non-traditional school programs such as Interagency Alternative Secondary (IAS) are not associated with a region and, therefore, are included in overall outcomes but are not part of region breakouts.

Pages	Data Indicator
59-65	Access to and Enrollment in Rigorous Coursework: Advanced Placement (AP), Career & Technical Education (CTE) Pathway, Dual Enrollment, International Baccalaureate (IB), and Honors classes.

These metrics provide two views of student access to rigorous coursework in two-column bar charts.

- The **left-hand column** represents the proportional representation of each group among all students participating in the specific coursework or program. For example, out of all students taking AP courses, 0.2% were American Indian/Alaska Native, 29.5% were Asian, etc. In this view of the data, larger groups would be expected to have higher rates, and smaller groups would be expected to have lower rates.
- The **right-hand column** provides the comparative participation rate in the specific coursework or program for each subgroup. These bars may be used to explore questions of potential disproportionality in access. Ideally, every student group would have similarly high participation rates in these programs.

Please note that the various coursework indicators on these pages should not be compared to each other but rather viewed for patterns within each measure.

- The AP, Dual Enrollment, and IB metrics are calculated based on the number of students completing at least one of the particular course type at some point in their high school career (numerator) out of the total graduates in the senior cohort (denominator).
- The Honors metric is calculated based on the number of students completing at least one honors course during the specified year (numerator) out of all students enrolled in grades 7-12 (denominator).
- The CTE Pathways metrics are calculated based on the number of students completing at least one CTE/career pathway course during the specified year (numerator) out of all students enrolled in middle and high school grades 6-12 (denominator).
- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group.
- Because the AP course participation metric is based on the graduate cohort, reporting uses state cohort guidelines for school assignments. Under these rules, outcomes for students attending programs or centers, such as Burke School, Cedar Lane, Alternative Learning Centers, etc., are reported at the student's base school. In region reporting, outcomes for special purpose schools are reported with their associated region. For example, students for Thomas Jefferson High School

for Science and Technology (TJHSST) are counted with Region 2, Key Center School are counted with Region 3, and Mountain View High School are counted with Region 4. Fairfax County Adult High School is not associated with a region and, therefore, is included only in overall outcomes and is not part of region break-downs.

- For information about course offerings, see the course catalog at <https://insys.fcps.edu/CourseCatOnline/frontPanel/1041/nocourserlist/0/0/0/1>

Pages	Data Indicator
66-68	Participating in Full-time Advanced Academic Program (AAP) Services

The data reflects students in Grades 3-8 who participate in full-time (or Level IV) Advanced Academic Program (AAP) services offered by the Division. The metric is calculated based on the number of students showing an AAP status of 04 or 4H (numerator) out of all grade 3-8 students in June membership (denominator).

- The two columns of data provide the same two views as outlined for “Access to and Enrollment in Rigorous Coursework” (pages 59-65) above.
- Data for students experiencing homelessness and students in foster care is available in both graph and table format for the division overall (page 66). Region-level data for these student groups is available in graph format (page 68), where the groups are not too small to report
- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group.
- In region reporting, outcomes for specialized schools, programs, and centers are reported with their associated region. For example, Burke School is counted with Region 4. Non-traditional school programs such as Alternative Learning Center (ALC) are not associated with a region and, therefore, are included in overall outcomes but are not part of region breakouts.
- Additional information about AAP services can be found at <https://www.fcps.edu/academics/academic-overview/advanced-academic-programs>.

Pages	Data Indicator
69-71	8th Grade Students Taking Algebra I or Higher

The 8th grade Algebra participation reflects the cohort of 8th graders who completed Algebra I or a more advanced mathematics course as an eighth grader.

- The two columns of data provide the same two views as outlined for “Access to and Enrollment in Rigorous Coursework” (pages 59-65) above. *Data for students experiencing homelessness was corrected for the public posting.*
- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group.
- In region reporting, outcomes for specialized schools, programs, and centers are reported with their associated region. For example, Burke School is counted with Region 4. Non-traditional school programs such as Alternative Learning Center (ALC) are not associated with a region and, therefore, are included in overall outcomes but are not part of region breakouts.

Pages	Data Indicator
72	Academic and Non-Academic Supports

The data submitted was based on an October 2022 snapshot. Student-staff ratios are calculated based on:

- Budgeted full-time equivalent positions for school psychologists
- Budgeted full-time equivalent positions with allowance for one additional Hearings Office position for school social workers
- Actual numbers of full-time equivalent positions as of October for school counselors
- Actual numbers of full-time equivalent positions as of the end of each fiscal year for school nurses (public health nurses)
- Region reporting for staffing ratios includes certain specialized schools and centers with their associated region but excludes other specialized schools and programs from region counts.
 - Included with region data: Cedar Lane with Region 1, Davis Career Center with Region 2, Kilmer Center School with Region 2, Thomas Jefferson High School for Science and Technology (TJHSST) with Region 2, Key Center School with Region 3, Pulley Career Center with Region 3, Quander Road with Region 3, Burke School with Region 4.
 - Omitted from region data: Bryant High School, Fairfax County Adult High School, Mountain View High School, Achievement Integrity Maturity (AIM), Alternative Learning Center (ALC), Interagency Alternative Secondary (IAS), Multi Agency Services (MAS)

Pages	Data Indicator
73-74	Discipline Index

The Discipline Index for a subgroup is calculated by dividing the percentage of total out-of-school suspensions for that subgroup (numerator) by the percentage that the subgroup represents out of the total enrolled students in the Division (denominator). For example, in 2021-2022, Hispanic students represented 28.08% of all students enrolled in the Division, however they made up 45.27% of total suspensions for that school year. Their discipline index of 1.61 is calculated by dividing 45.27 by 28.08.

- The percentage of total out-of-school suspensions--which serves as the discipline index numerator--represents the number of suspension incidents for the subgroup out of all suspension incidents in the division. For example, the Hispanic total suspension rate of 45.27% represents 2,158 total Hispanic suspensions out of a total 4,767 divisionwide suspensions. *Note that a student may be counted multiple times in this reporting if he or she was suspended on multiple occasions during the school year.*
- The percentage that the subgroup represents out of total enrolled students in the division--which serves as the discipline index denominator--represents the number of enrolled students for the subgroup out of all enrolled students for the division during the school year. For example, the Hispanic representation rate of 28.08% represents 52,808 Hispanic students out of 188,038 total enrolled students for 2021-2022.
- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group.
- In region reporting, outcomes for specialized schools, programs, and centers are reported with their associated region. For example, Cedar Lane School is counted with Region 1, Thomas Jefferson High School for Science and Technology (TJHSST) is counted with Region 2, Key Center School is counted with Region 3, and Mountain View High School is counted with Region 4. Fairfax County Adult High School and non-traditional school programs such as Interagency Alternative Secondary (IAS) are not associated with a region and, therefore, are included in overall outcomes but are not part of region breakouts.

Detailed information about disciplinary procedures, including suspensions, can be found in the FCPS Student Rights and Responsibilities handbook at: <https://www.fcps.edu/system/files/forms/2022-08/SRR-2022-23.pdf>.

Pages	Data Indicator
75	Exclusion Days Rate

The **Exclusion Days Rate** gives the relative total time out of school due to suspensions during SY 2021-2022.

- The graph reflects the distribution of cumulative time excluded for students in a group who experienced out-of-school suspensions. For example, the bar for Hispanic students shows the distribution of time out of school, according to total days suspended: 32.9% of suspended Hispanic students were out of school for one day or less; 37.0% of suspended Hispanic students were out of school 2-3 total days; 12.9% of suspended Hispanic students were out for 4-5 days total; 9.7% of suspended Hispanic were out 6-10 days; and 7.5% of suspended Hispanic students were out of school for more than 10 days.
- The table offers the counts of suspended students from each group whose total days fell within each cumulative range. These counts serve as the numerators used to derive the rates in the graph above. For example, 542 Hispanic students had cumulative suspensions of 1 day or less out of 1,645 total suspended Hispanic students for SY 2021-2022 (with the denominator provided in the margin of the graph above).
- The table also provides percentages reflecting the representation of each student group among all students suspended for each cumulative range. For example, Hispanic students represent 42.9% of all students who were suspended a total of 1 day or less, or 542 out of the 1,262 total division students suspended 1 day or less.
- The English Learners (EL) group includes students currently eligible for ESOL services. Formerly ELs are not included in this group. The Economically Disadvantaged group reflects students eligible for free or reduced-price meals. The Students with Disabilities group includes all students with an IEP. Students with a 504 Plan but no IEP are not part of this reported group.