



**EXCELLENCE
EQUITY &
OPPORTUNITY**

2023-30 STRATEGIC PLAN

Goal 2 Report

December 19, 2024



FCPS®



STRATEGIC PLAN 2023-30 GOALS

1 Strong Start: Pre-K-12

2 Safe, Supported, Included, and Empowered

3 Academic Growth and Excellence

4 Equitable Access and Opportunity

5 Leading for Tomorrow's Innovation

The Four Pillars identify what FCPS must do well to be able to reach our goals for all students.

A

Differentiated &
Culturally Responsive
Learning Environments

B

Vibrant Home, School,
& Community
Partnerships

C

Diverse, Adaptive, &
Supported Workforce

D

Culture of Equity,
Excellence, &
Accountability

Goal 2: Safe, Supported, Included, and Empowered

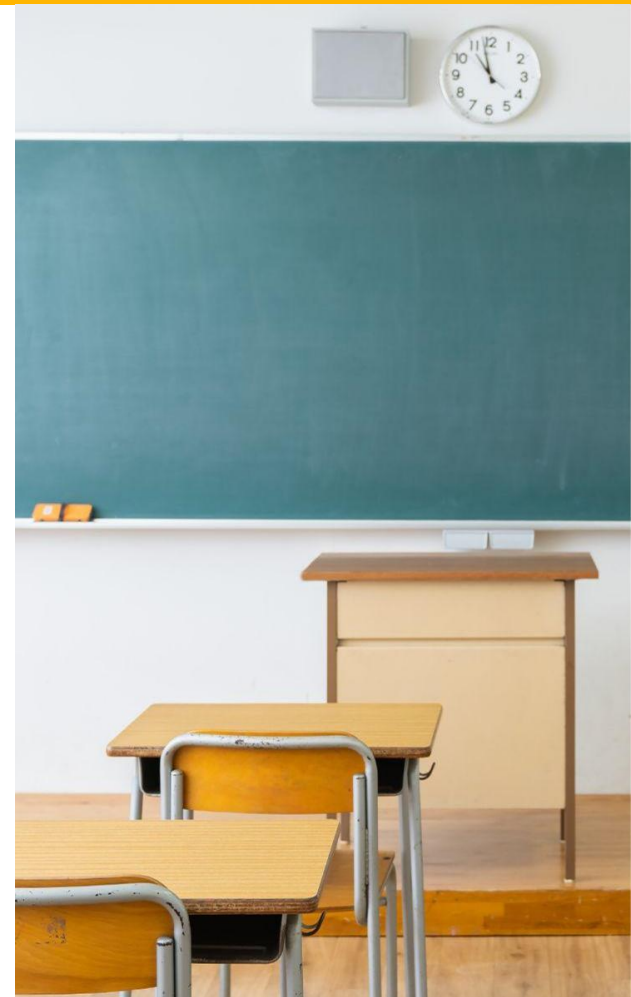
Every student will experience an equitable school community where student health and well-being are prioritized, and student voice is centered.

Equity Commitment: We will amplify student voice to inform our approaches, honor students' identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture.

- A. Student academic inclusion and engagement
- B. Positive school climate (safety, inclusion, and sense of belonging; academic support; inclusive, academically-focused culture; and teacher-student trust)
- C. Student access to the necessary emotional, behavioral, mental, and physical health services to support their successful engagement in school
- D. Student attendance and absenteeism rates
- E. Student participation in extracurricular, co-curricular, or leadership activities
- F. Disciplinary disproportionality

[Goal 2 Baseline report](#) was presented on April 25, 2024 and a [Goal 2 Addendum](#) was presented on July 18, 2024

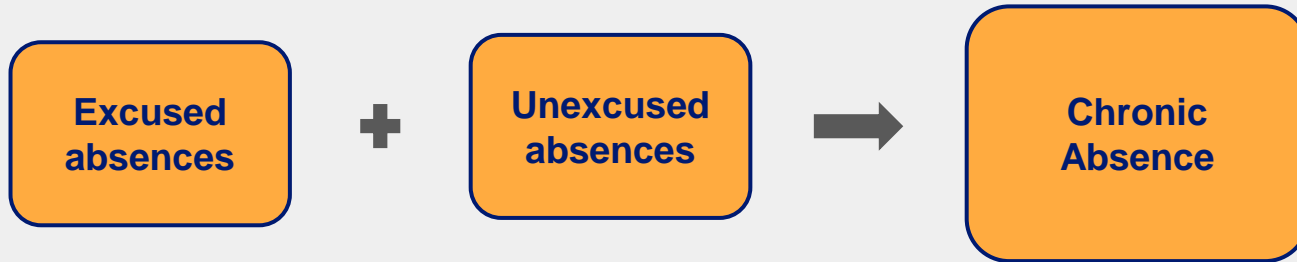
Chronic Absenteeism



Attendance and Chronic Absenteeism

Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

Chronic absenteeism is defined as **missing 10 percent or more of the school year for any reason.**



VDOE chronic absenteeism calculations exclude students who are enrolled less than 50 percent of the school year and students who receive homebound at any point during the school year.

FCPS Chronic Absenteeism Rates Lower than Overall Virginia Rates

Percent of FCPS Students who were Chronically Absent Compared to Virginia Overall			
	2021-22	2022-23	2023-24
FCPS	15.30%	17.10%	12.80%
Virginia	20.10%	20.00%	16.10%

Note: Data source is VDOE School Quality Profile as of 11/14/2024. In SY 2023-24 flexible instruction time was applied to chronic absenteeism rates. Virginia data includes Fairfax County.

Schools Significantly Improved Chronic Absenteeism

Percent of Schools that met VDOE Level 1 Accreditation Status for Chronic Absenteeism		
	Adjusted Baseline	SY 2023-24
Percent	67%	96%
Baseline numerator (schools)	130	187
Baseline denominator (schools)	195	195

Note: Data source is School Accreditation Reports from VDOE. Baseline is two years (2021-22 and 2022-23) as accreditation for chronic absenteeism was waived in SY 2020-21. In SY 2023-24 flexible instruction time was applied to chronic absenteeism rates. This adjustment was not in place for baseline years. VDOE chronic absenteeism calculations exclude students who are enrolled less than 50 percent of the school year and students who receive homebound at any point during the school year. Of the schools meeting the VDOE level 1 threshold, 32 schools met that criteria through an R10 status, meaning they reduced chronic absenteeism enough to move up a level even though their actual percentage was not 15 or less. FCPS did not report this metric during SY 2023-24.

Percent of Students Who Were Chronically Absent

	All Students	Econ Dis	ML (1-4, 9, and 6a-d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	16% 28,447 out of 175,692	26% 14,895 out of 57,525	23% 11,257 out of 47,984	23% 6,149 out of 26,531	18% 1,436 out of 8,187	12% 4,169 out of 33,960	16% 2,695 out of 17,246	25% 12,256 out of 48,500	13% 1,378 out of 10,976	12% 7,810 out of 64,327
SY 2023-24	13% 22,534 out of 176,300	19% 13,337 out of 71,532	18% 8,993 out of 48,825	19% 5,352 out of 27,698	13% 1,255 out of 9,522	10% 3,401 out of 33,427	13% 2,211 out of 17,220	19% 9,711 out of 50,088	10% 1,088 out of 11,242	9% 6,004 out of 63,591
Change (adjusted baseline to 2023-24)	-3%	-7%	-5%	-4%	-5%	-2%	-3%	-6%	-3%	-3%

Note: Adjusted baseline includes SYs 2021-22 and 2022-23. In SY 2023-24 flexible instruction time was applied to Chronic Absenteeism rates. VDOE chronic absenteeism calculations exclude students who are enrolled less than 50 percent of the school year and students who receive homebound at any point during the school year. The Multilingual learner group includes all ELP groups as reported by VDOE. FCPS reported the inverse of this metric during the baseline report using a three-year baseline.

Growth Targets for Percent of Students who are Chronically Absent

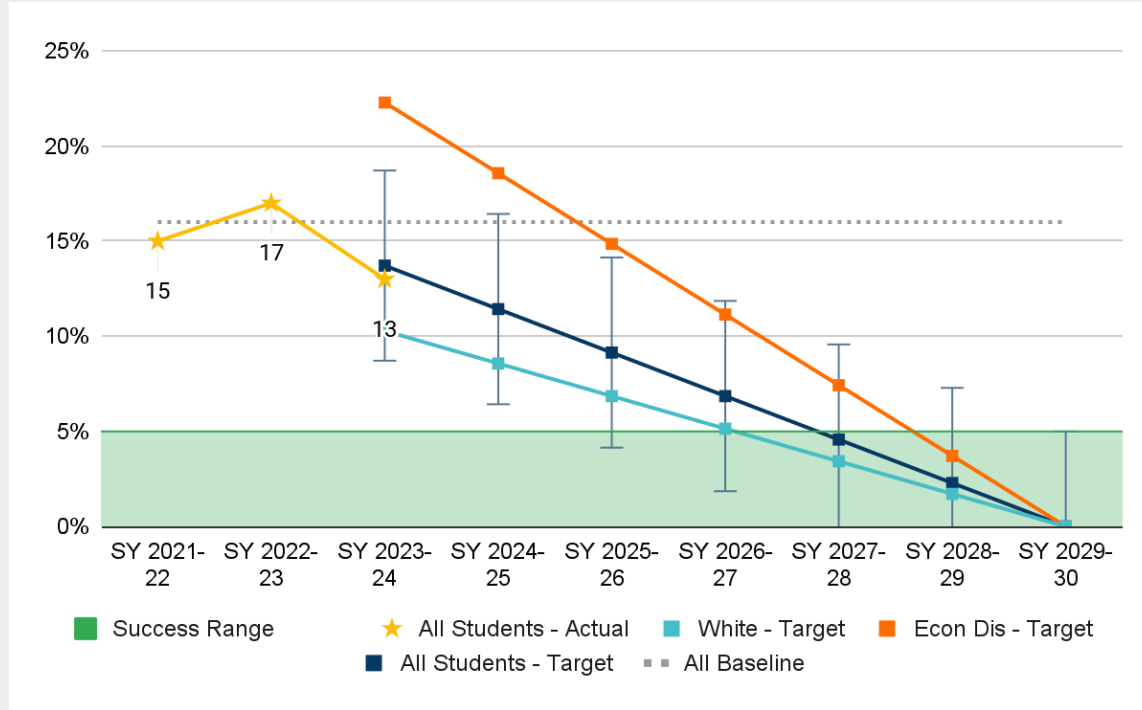
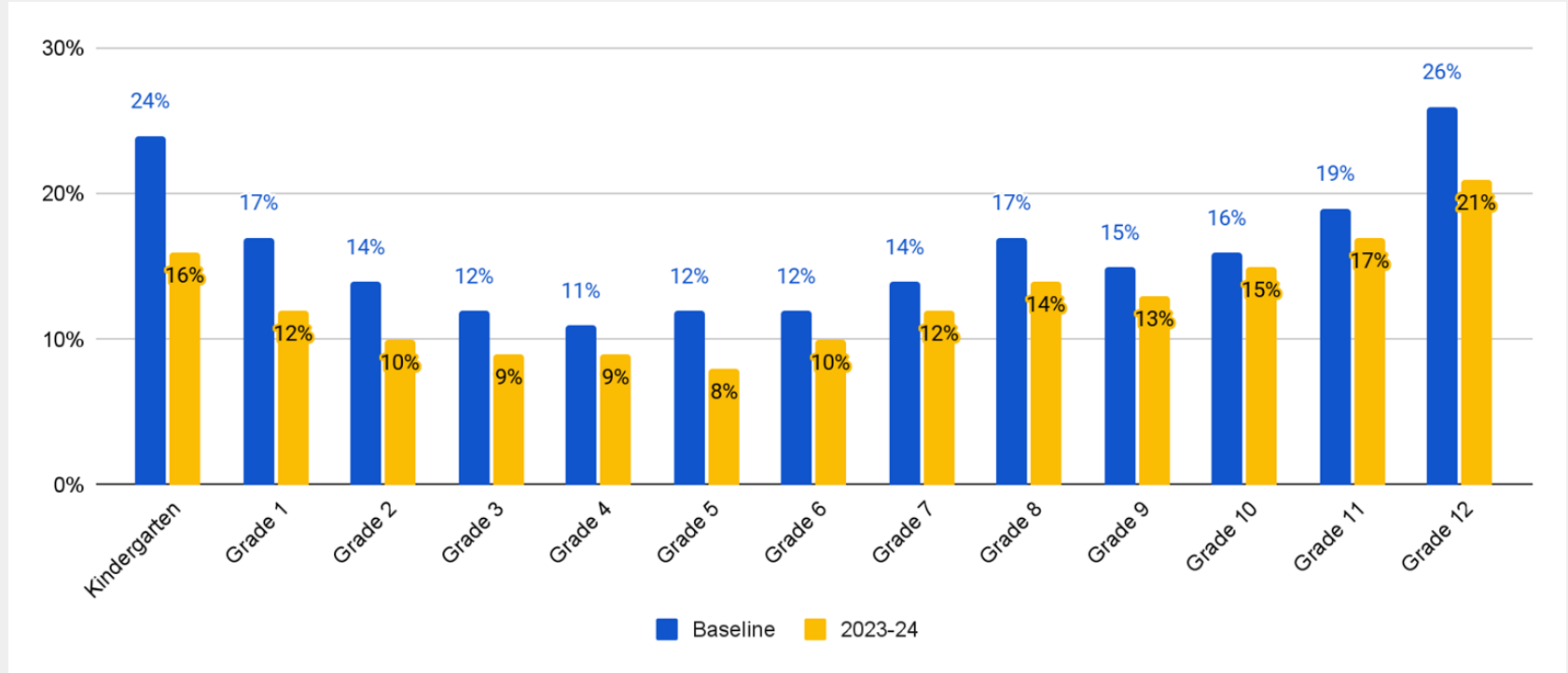


Figure 1, page 18

Percent of Students who were Chronically Absent, by Grade Level



Note: Adjusted baseline includes SYs 2021-22 and 2022-23.

Significant gains in improving Chronic Absenteeism attributed to:

- A divisionwide focus on systems that support good attendance for all students,
- Targeted supports for schools with higher rates of chronic absenteeism, and
- Personalized supports for students and families to remove or reduce individual barriers inhibiting attendance.



Discipline Disproportionality



Discipline Disproportionality

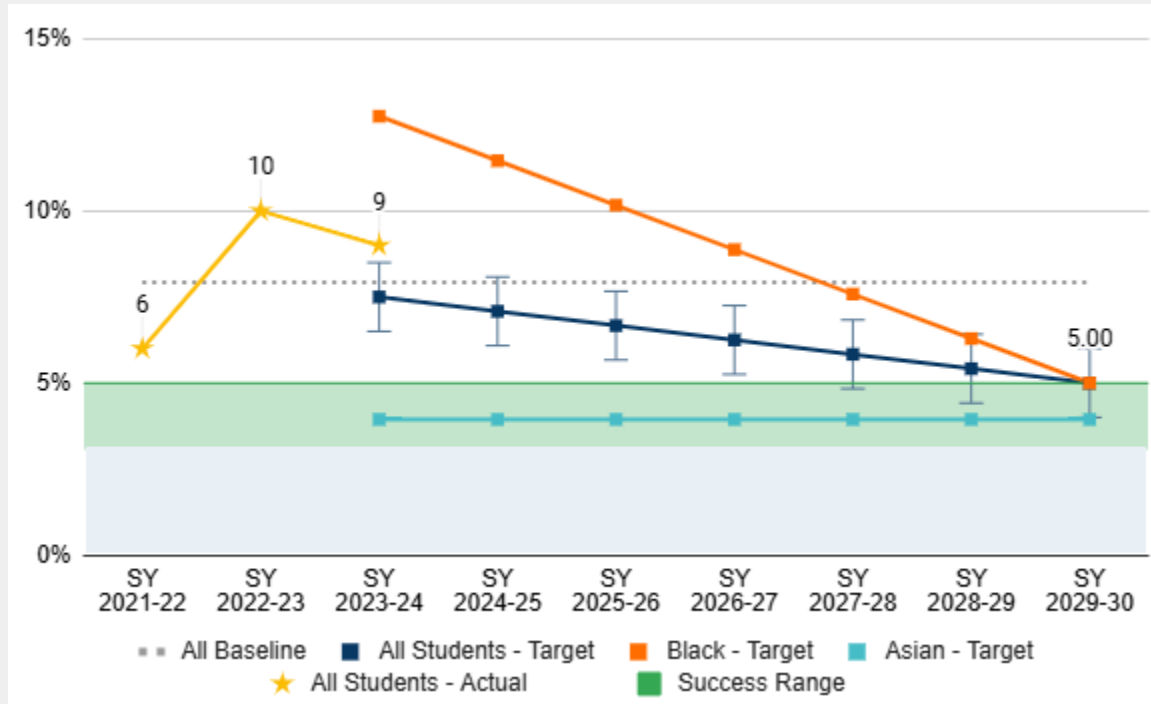
- Discipline disproportionality occurs when students who belong to a given group are disciplined at a higher rate than students who are not a member of that group.
- Nationally, boys, Black and Hispanic students, and Students with Disabilities are the most likely to receive a disciplinary action.
- While less is known about LGBTQIA+ students' experiences with discipline, one recent study from California estimates that these students are about twice as likely to be suspended as their non-LGBTQIA+ peers, with transgender students three times as likely.

Percent of Students with One or More Discipline Referral

	All Students	Econ Dis	ML (1-4 and 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	8% 14,934 out of 188,484	13% 8,147 out of 62,550	12% 4,645 out of 39,260	13% 4,138 out of 30,893	10% 838 out of 8,354	4% 1,413 out of 35,808	14% 2,630 out of 18,716	12% 6,321 out of 53,525	6% 705 out of 11,458	6% 3,805 out of 68,235
SY 2023-24	9% 17,859 out of 189,948	14% 11,098 out of 79,009	14% 5,957 out of 41,663	15% 4,879 out of 32,633	11% 1,032 out of 9,723	5% 1,836 out of 35,223	16% 3,076 out of 18,718	14% 7,701 out of 55,925	8% 888 out of 11,739	6% 4,304 out of 67,543
Change (adjusted baseline to 2023-24)	+1%	+1%	+2%	+2%	+1%	+1%	+2%	+2%	+2%	0%

Note: Data source is Student Behavior Administrator Response (SBAR). Adjusted baseline includes SYs 2021-22 and 2022-23.

Growth Targets for Percent of Students with One or More Discipline Referral



Risk Ratios for Students with One or More Discipline Referral

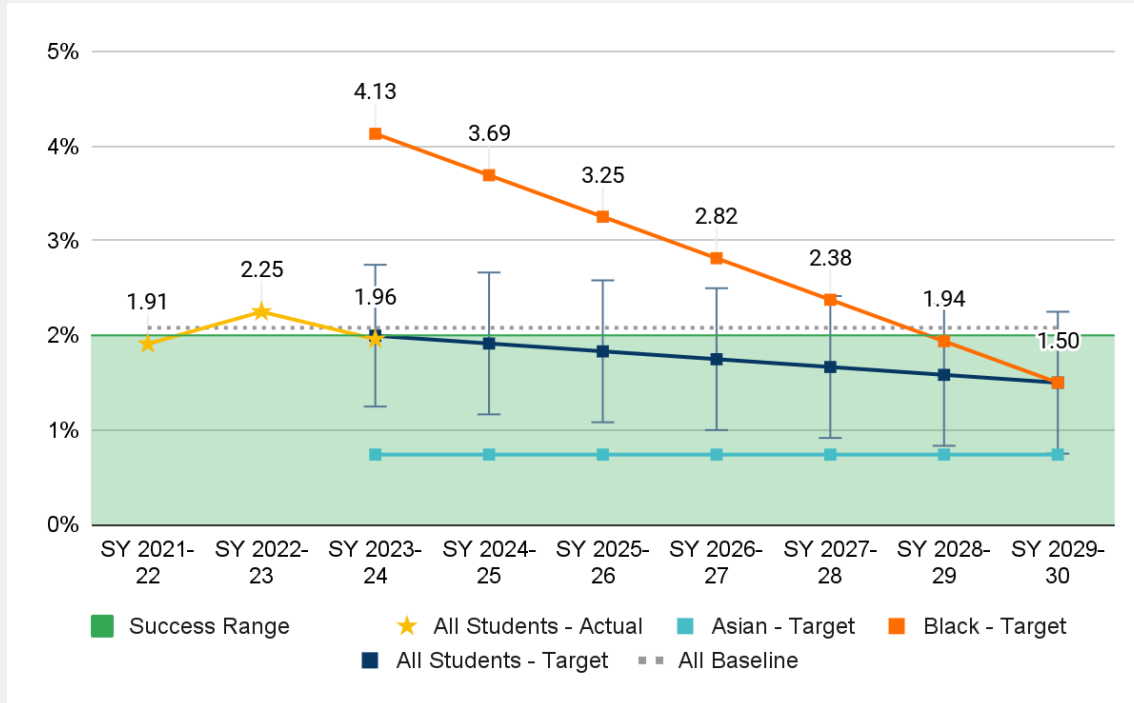
	2021-22	2022-23	2023-24
Econ Dis	2.60	2.28	2.30
ML 1-4 + 9	1.71	1.71	1.78
SWD	2.18	1.81	1.70
504 Plan	1.28	1.26	0.93
Asian	0.43	0.46	0.50
Black	2.05	1.87	1.90
Hispanic	1.86	1.84	1.82
Multiracial	0.76	0.77	0.79
White	0.59	0.61	0.57
Boys	2.42	2.12	2.11
Girls	0.41	0.47	0.47
Nonbinary	1.21	0.59	0.93

Percent of Students with One or More Out-of-School Suspension

	All Students	Econ Dis	ML (1-4, 9, and 6a-d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	2.08% 3,916 out of 188,484	3.95% 2,468 out of 62,550	3.62% 1,420 out of 39,260	4.89% 1,511 out of 30,893	2.15% 180 out of 8,354	0.74% 267 out of 35,808	4.57% 855 out of 18,716	3.40% 1,819 out of 53,525	1.44% 165 out of 11,458	1.17% 795 out of 68,235
SY 2023-24	1.96% 3,731 out of 189,948	3.34% 2,635 out of 79,009	3.42% 1,426 out of 41,663	4.65% 1,516 out of 32,633	1.79% 174 out of 9,723	0.77% 272 out of 35,223	4.42% 827 out of 18,718	3.04% 1,698 out of 55,925	1.51% 177 out of 11,739	1.11% 748 out of 67,543
Change (adjusted baseline to 2023- 24)	-0.12%	-0.61%	-0.20%	-0.24%	-0.36%	+0.03%	-0.15%	-0.36%	+0.07%	-0.06%

Note: Data source is Student Behavior Administrator Response (SBAR). Adjusted baseline includes SYs 2021-22 and 2022-23.

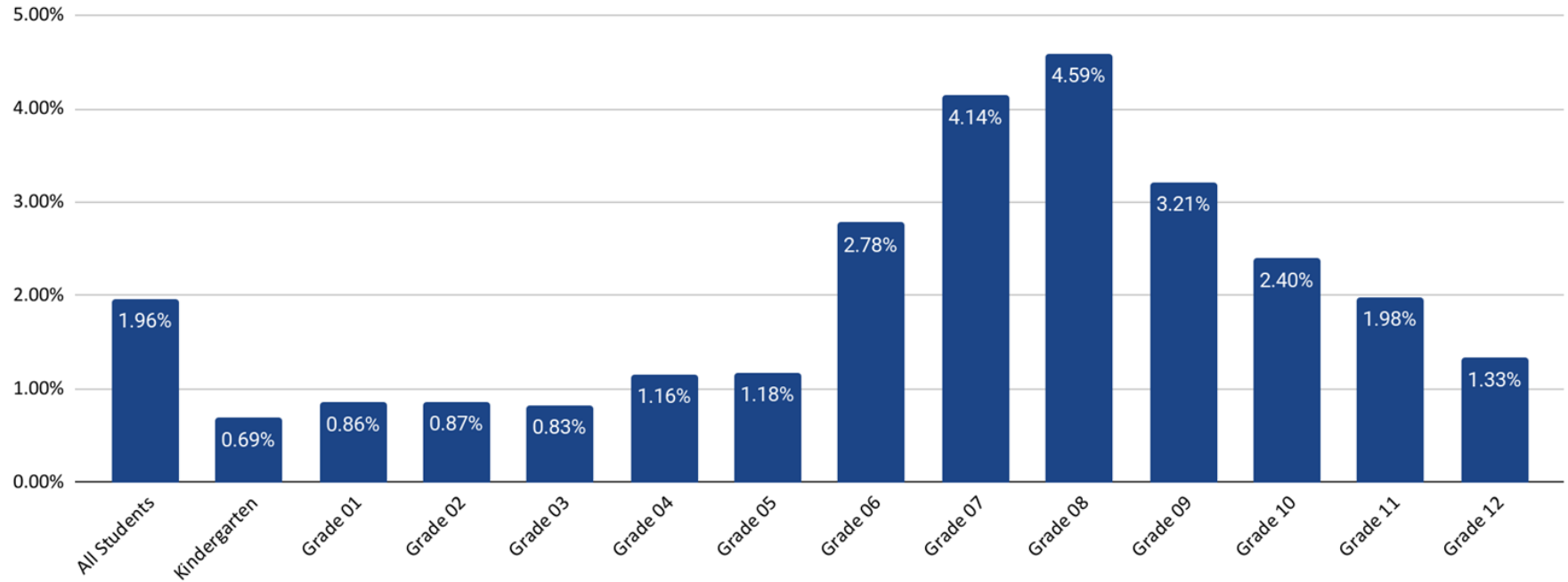
Growth Targets for Percent of Students with One or More Out-of-School Suspension



Out-of-School Suspension Risk Ratio (one or more)

	2021-22	2022-23	2023-24
Econ Dis	3.73	3.19	3.38
MLs 1-4 & 9	2.17	2.15	2.20
SWD	3.57	2.91	3.30
504 Plan	0.95	1.10	0.90
Asian	0.30	0.32	0.34
Black	2.73	2.37	2.60
Hispanic	2.17	2.21	2.00
Multiracial	0.67	0.68	0.75
White	0.43	0.46	0.45
Boys	2.67	2.17	2.08
Girls	0.37	0.46	0.48
Nonbinary	1.49	0.84	1.85

Students with One or More Out-of-School Suspension in SY 2023-24, by Grade Level



To improve discipline disproportionality, FCPS is currently focusing on strategies that:

- Minimize discipline incidents from occurring in the first place,
- Increase consistency of response to behavior incidents,
- Strengthen data collection and monitoring of discipline incidents across the Division,
- Provide targeted supports,
- Reduce the risk of future discipline occurrences.



Student Academic Inclusion



FCPS Vision for Inclusion

- Inclusive experiences for children with and without disabilities and their families create a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full academic potential.
- Our vision is for FCPS students to have the same access to academic, non-academic, extracurricular, community activities, and educational settings as their nondisabled peers, as appropriate, in the most inclusive environment to meet the needs and goals of each individual student.

2022-23 Virginia and FCPS Performance on Indicators 5 and 6

	State Performance	FCPS Performance	Target
5a. Percent of students with an IEP in kindergarten through age 21 included in regular classroom 80 percent or more of the day	69.92%	57.01%	≥72.60%
5b. Percent of students with an IEP in kindergarten through age 21 included in regular classroom less than 40 percent of the day	9.66%	11.75%	≤7.90%
5c. Percent of students with an IEP in kindergarten through age 21 served in separate public or private school, residential, home-based, or hospital facility	3.72%	2.94%	≤3.71%
6a. Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program	28.23%	20.28%	≥25.15%
6b. Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility	41.57%	59.74%	≤38.35%
6c. Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home	3.99%	8.53%	≤5.75%

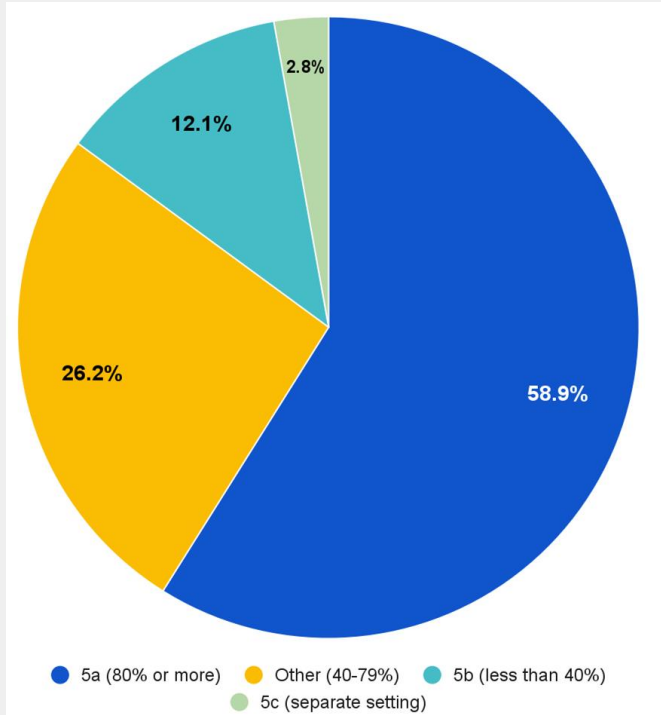
Note: Data Source is [VDOE](#). Green indicates met target, red indicates did not meet target

Future Inclusion Data and Targets

- Additional inclusion metrics will be identified for future reporting based on work with an inclusion expert.
- Metrics under consideration include:
 - Academic outcome data (standardized tests)
 - Monitoring of student access to after-school activities
 - Teacher satisfaction data
 - Student SEL and sense of belonging data
 - Behavior and discipline data
- Additional data points for consideration include:
 - Universal screener data throughout the year
 - Student reading plan data
 - MTSS data
 - POG POL access and skill attainment data
 - Common assessment data
 - 2e student access to advanced-level coursework



FCPS Estimated Time Spent in Inclusive Settings for Students with IEPs Grades K- Age 21, SY 2023-24

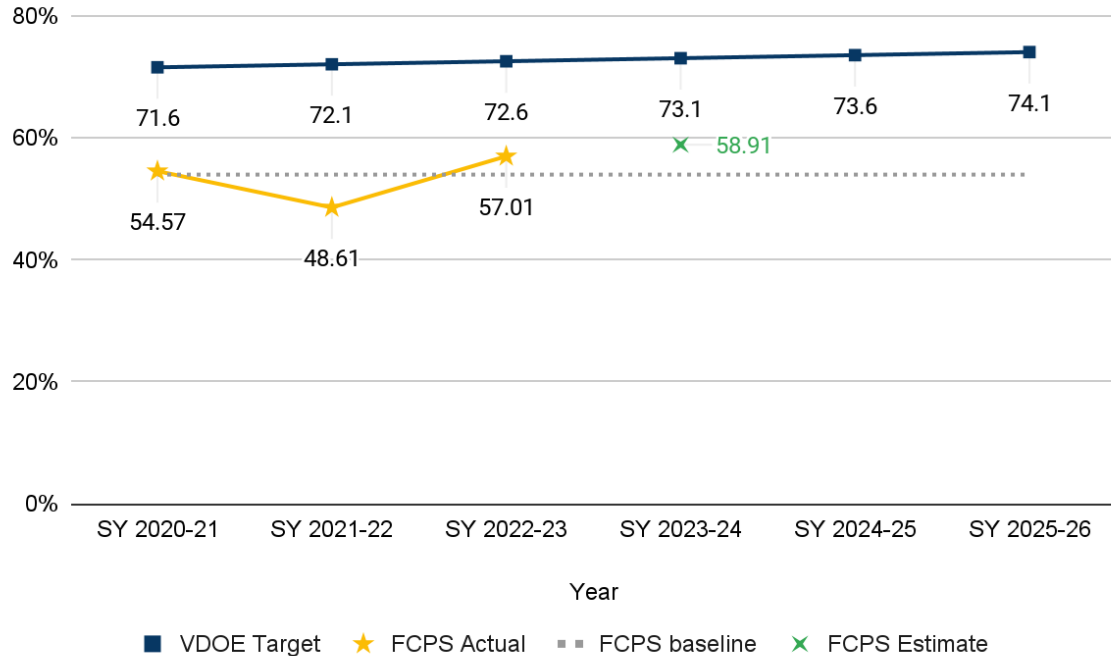


5a. Percent of students with an IEP in kindergarten through age 21 included in regular classroom 80 percent or more of the day.

5b. Percent of students with an IEP in kindergarten through age 21 included in regular classroom less than 40 percent of the day.

5c. Percent of students with an IEP in kindergarten through age 21 served in separate public or private school, residential, home-based, or hospital facility.

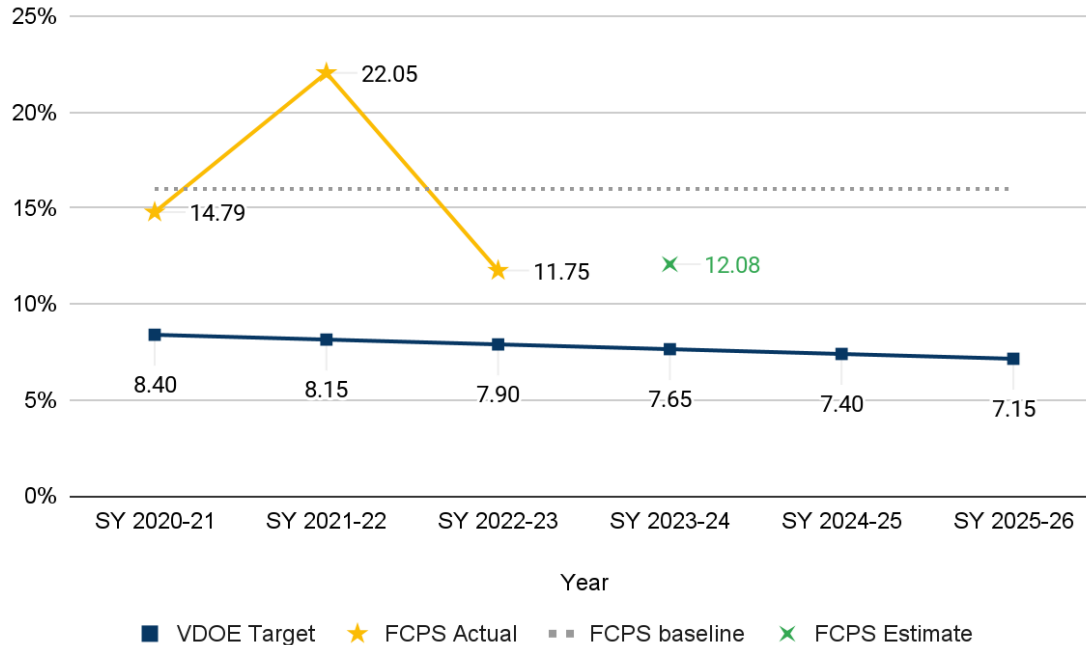
FCPS State-Reported and Estimated Performance on Indicator 5a, Compared to State Targets



Percent of students with an IEP in kindergarten through age 21 included in regular classroom 80 percent or more of the day.

Note: Data source is [VDOE Special Education Performance Reports](#). SY 2023-24 estimate is based on internal FCPS calculations, using the VDOE business rules.

FCPS State-Reported and Estimated Performance on Indicator 5b, Compared to State Targets



Percent of students with an IEP in kindergarten through age 21 included in regular classroom less than 40 percent of the day.

Note: Data source is [VDOE Special Education Performance Reports](#). SY 2023-24 estimate is based on internal FCPS calculations, using the VDOE business rules.

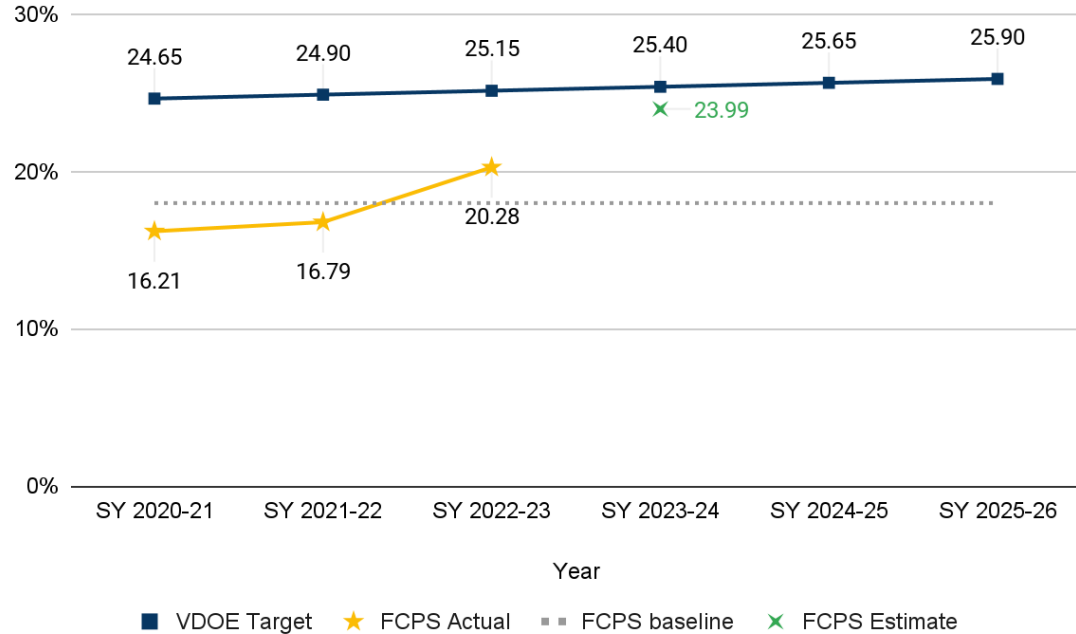
FCPS State-Reported and Estimated Performance on Indicator 5c, Compared to State Targets

Percent of students with an IEP in kindergarten through age 21 served in separate public or private school, residential, home-based, or hospital facility.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
FCPS Percent	3.20%	3.02%	2.94%	2.81%	--	--
VDOE Target	≤ 3.91%	≤ 3.81%	≤ 3.71%	≤ 3.61	≤ 3.51	≤ 3.41
State Target Met	Target Met	Target Met	Target Met	<i>Anticipate Target Met</i>	--	--

Note: Data source is [VDOE Special Education Performance Reports](#). SY 2023-24 estimate is based on internal FCPS calculations, using the VDOE business rules.

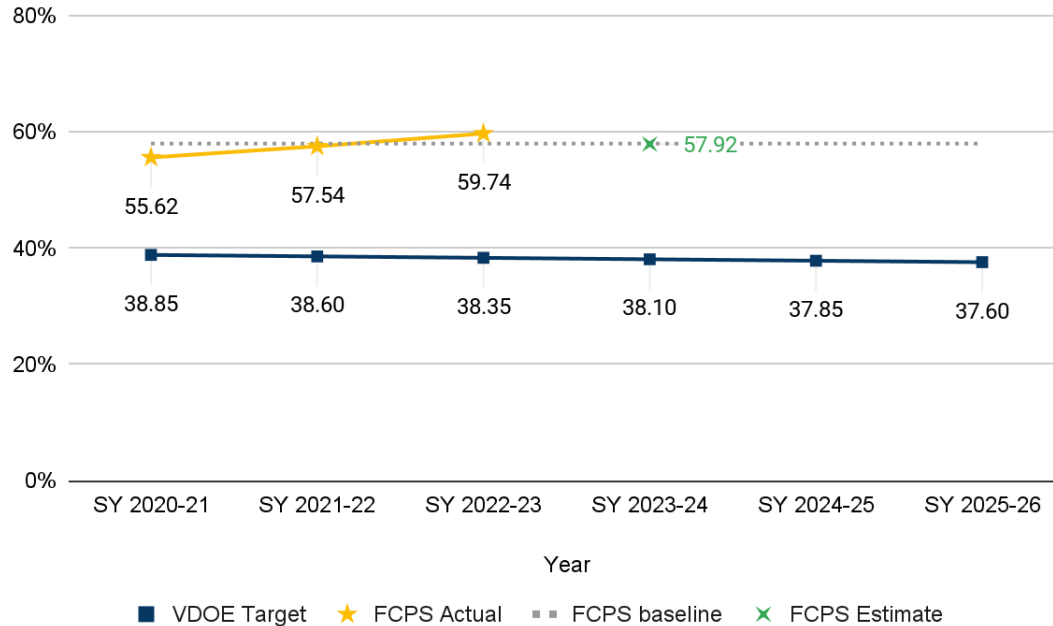
FCPS State-Reported and Estimated Performance on Indicator 6a, Compared to State Targets



Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program.

Note: Data source is [VDOE Special Education Performance Reports](#). SY 2023-24 estimate is based on internal FCPS calculations, using the VDOE business rules.

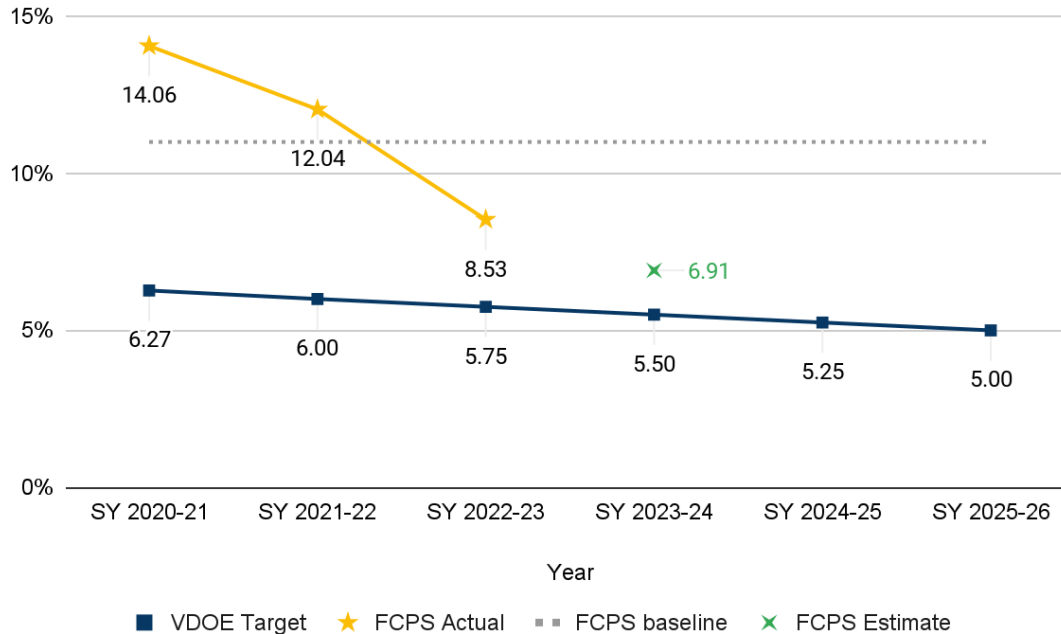
FCPS State-Reported and Estimated Performance on Indicator 6b, Compared to State Targets



Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility.

Note: Data source is [VDOE Special Education Performance Reports](#). SY 2023-24 estimate is based on internal FCPS calculations, using the VDOE business rules.

FCPS State-Reported and Estimated Performance on Indicator 6c, Compared to State Targets



Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home.

Note: Data source is [VDOE Special Education Performance Reports](#). SY 2023-24 estimate is based on internal FCPS calculations, using the VDOE business rules.

To improve inclusion, FCPS is currently focusing on strategies that:

- Better meet the needs of Students with Disabilities in a general education setting,
- Strengthen IEP process for considering placement in more inclusive settings,
- Offer additional supports to schools and regions with low levels of inclusion,
- Leverage external expertise on best-practices and current research on inclusive education in its planning, and
- Increase inclusion for preschool aged children, as outlined in the [2024-25 Goal 1 Report](#).



Conclusions



Key Takeaways

- We met our SY 2023-24 targets for Chronic Absenteeism and Out-of-School Suspensions, but did not meet targets for Discipline Referrals or for most Inclusion measures.
- In SY 2024-25, we will focus on:
 - Sustaining our progress on **Chronic Absenteeism** through ongoing support for students and families and consistent messaging and tracking of attendance.
 - Reducing **Discipline Disproportionality** through primary prevention, consistent reporting and response, and targeted supports to reduce the risk of future occurrences.
 - Creating systems of **Academic Inclusion** through stronger IEP and placement processes and targeted support to teachers/schools, under the guidance of external expertise.



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