STRATEGIC PLAN REPORT: CARING CULTURE

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

Narrative Summary for SY 2018-19

October 2019
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Introduction

This Strategic Plan report is the second Caring Culture report to be completed since the School Board’s adoption of the Strategic Plan SY 2018-20 Focus on March 7, 2019. The adopted plan includes streamlined outcomes the division is focusing on for school years (SYs) 2018-20, along with enhanced metrics and streamlined targets to demonstrate progress on those outcomes. This Caring Culture report reflects FCPS’ functioning, including actions and outcomes, school year 2018-19 (July 2018 through June 2019). Because the approval of the enhanced Strategic Plan occurred near the end of the reporting period, the actions described in this report were not intentionally aligned with the now-approved metrics and targets. Nonetheless, the actions reported on in this report were intended to further most approved metrics. Future reports will describe intentionally-aligned actions implemented to help the division reach its desired outcomes.

Report Organization

Reporting on each outcome comprises six sections:

- **Overview** of SY 2018-19 performance and progress toward the 2018-20 Targets for each of the plan’s four associated Aspirations.

- **Detail** of SY 2018-19 and progress toward the 2018-20 Targets in each of the following subsections. The detail subsections are repeated for each of the plan’s Aspirations.
  - **Outcomes Narrative** details the performance on each metric and highlights progress toward the 2018-20 Target.
  - **Actions Narrative** highlights individual activities falling under the overarching strategic action (“How”) that staff implemented. In this first year, since it is a look back at SY 2018-19, when these structures were not in place, these activities describe what FCPS undertook during the reporting year. In future years, the activities listed in this section will describe programs, services, projects, and initiatives that are part of the Division’s High-Level Work Plans developed specifically to achieve each outcome.
  - **Return on Investment (ROI) Analysis** provides evidence of the relation between funds expended on activities and strategic benefits. ROI can also support decisions made on whether to continue, modify, or end activities within the High-Level Work Plans. In this first year of reporting on the new metrics, ROI analysis should not be used for this latter purpose as SY 2018-19 activities were not specifically intended to support the new metrics.
  - **Data Analysis and Conclusions** provides an analysis of the effectiveness of the activities taken to make progress toward the goal and what adjustments, if any, are recommended for FCPS to make continued progress or extend efforts to new initiatives.

- **Future Considerations** contains implications for policy, funding, and/or strategic concerns.

Performance Color Codes

For this report, each metric listed in the “What” section has a color-coded assessment of overall progress on each metric toward the SYs 2018-20 Targets. The assessments of progress reported on in this report are interim assessments toward the SYs 2018-20 Target and, therefore, any improvement since baseline was judged as having progressed toward the target. Both the overall assessment and the color-coding of FY 2019 performances used the following color codes:
Dark teal indicates that SY 2018-19 performance met or exceeded the SYs 2018-20 target.

Light teal indicates that SY 2018-19 performance progressed toward the SYs 2018-20 target.

Yellow-green indicates that SY 2018-19 performance made limited progress toward the 2018-20 target, meaning performance was above the baseline, but not improved performance over the prior reporting year.

Yellow indicates that SY 2018-19 performance did not make progress toward the SYs 2018-20 target.

Overall assessments for metrics with subgroups added one additional category: In cases where the metric includes performance by subgroups, all the subgroups had to have met the SYs 2018-20 Target for Overall Progress to be color-coded dark teal, and all but one subgroup needed to have progressed toward the target (not including limited progress) to be color-coded light teal. For any metric where a majority of the subgroups showed progress (even if only limited progress), but one or more did not make progress was color-coded yellow-green. For any metric where the majority of subgroups were not showing progress, the performance was color-coded yellow.

**Return on Investment**

This is the second year that ROI information is being included in FCPS’ annual Strategic Plan reporting. In this second year, the ROI calculations are based on funds that could be directly tied to new or enhanced actions associated with the current metrics. It is anticipated that future reports will allow for more complex ROI analyses, as we align our programs, services, projects, and initiatives to the focused plan and our new metrics and targets.

FCPS uses a continuum of approaches for evaluating the link between expenditures and benefits to analyze ROI (see graphic below). As approaches increase along this continuum, so do the time, data, and expertise required for execution. Less complex approaches are more descriptive than evaluative, describing outcomes observed after related funds are spent. More complex approaches become increasingly evaluative and, in some cases, can definitively link specific expenditures to their related benefits. The five approaches that Fairfax County Public Schools (FCPS) uses to assess the return on investment are:

- **Cost per participant** describes expenditures in relation to the number of participants in a program or project, or the number of recipients of services provided by a service or initiative.
- **Cost description** is a process of identifying observed benefits or outcomes that are associated with a specific program, service, project, or initiative that has been funded, such as improvements to student achievement, operational efficiency, or teacher retention.
- **Monetary ROI** evaluates whether a monetary investment results in a monetary gain larger than the initial investment amount (for example, cost savings or cost avoidance).
- **Impact ROI** is used to show non-monetary benefits (for example, student achievement, operational efficiency, teacher retention) associated with the funding for a program, service, project, or initiative compared to the benefits and associated funding for a different program, service, project, or initiative (either in or outside FCPS). FCPS previously used the term “Academic ROI” for this type of ROI analysis; the term was revised to allow for analysis of either academic or operational benefits, as long as they can be compared quantitatively for different programs, services, projects, or initiatives.
- **Social ROI** evaluates a combination of monetary, impact, and community outcomes\(^1\) to assess the full impact of funds spent.

\[\text{Continuum of ROI Analyses}\]

\[1\text{ Cost-per-Participant}\]

\[2\text{ Cost Description}\]

\[3\text{ Monetary ROI}\]

\[4\text{ Academic ROI}\]

\[5\text{ Social ROI}\]

\[\text{Time}\]

\[\text{Complexity (Data and Expertise)}\]

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

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.

SY 2017-18 Performance

<table>
<thead>
<tr>
<th>Aspiration: All students, families, and staff members will feel respected and included at school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metrics:</strong></td>
</tr>
<tr>
<td>- Percent of students who report feeling respected and included at school on the State Climate Survey</td>
</tr>
<tr>
<td>- Percent of families who report feeling respected on the Family Engagement Survey</td>
</tr>
<tr>
<td>- Percent of staff who report feeling respected at work on the Employee Engagement Survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspiration: All staff members will view student behavior through a culturally responsive lens</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric:</strong></td>
</tr>
<tr>
<td>- Number of staff referrals for disruptive behavior</td>
</tr>
</tbody>
</table>
Detail

Respect and Inclusion

**SY 2018-19 Outcomes**

*FCPS continued to make progress in creating a welcoming environment for students, performing very close to the intended targeted level of performance expected at the end of 2020.*

With 84 percent of students reporting on the State Climate Survey that they felt respected at school during SY 2018-19, FCPS performed 6 percentage points above baseline and very near the 85 percent target expected by the end of 2020.

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**Percent of students who report feeling respected at school on the State Climate Survey**

<table>
<thead>
<tr>
<th>Year</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>78%</td>
</tr>
<tr>
<td>2018-19</td>
<td>84%</td>
</tr>
</tbody>
</table>

**Overall Performance**

- **Aspirational Value**: 100%
- **SYs 2018-20 Target**: 85%
- **SY 2018-19 Performance**: 84% (n=4,897)
- **2-Year baseline**: 78% (n=4,759)

Data Source: Virginia Department of Criminal Justice Services, State Climate Survey: Survey items include: “Teachers and other adults at this school: care about students,” “want students to do well,” “listen to what students have to say,” “treat students with respect.”

*No new data on staff perceptions of feeling respected were collected during SY 2018-19 as the Employee Engagement Survey was not given.*
FCPS will need to continue to use the previously reported data from SY 2017-18 to guide improvement efforts toward meeting the SYs 2018-20 target for staff perceptions.

### Teachers

<table>
<thead>
<tr>
<th>Aspirational Value</th>
<th>SY 2018-19 Performance</th>
<th>SY 2018-19 Performance</th>
<th>Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspirational Value</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>SY 2018-20 Target</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2-Year baseline</td>
<td>63% (n=8,441)</td>
<td>79% (n=579)</td>
<td>52% (n=1,817)</td>
</tr>
</tbody>
</table>

* The Employee Engagement Survey was not administered in SY 2018-19.

Data Source: Department of Human Resources. Employee Engagement Survey; Survey items included “My school leadership team/office leadership team implements policies fairly in my school or department,” “I work in an atmosphere where there is mutual respect among staff.”

Family engagement data were obtained for the first time in SY 2018-19 and showed that a large majority of FCPS families feel respected.

FCPS launched the Family Engagement Survey in SY 2018-19, which revealed that 83 percent of families reported that they feel respected at FCPS schools. The SYs 2018-20 target is 89 percent requiring FCPS to increase family perceptions of respect by 6 percentage points to meet it.
**WELCOMING ENVIRONMENT**

Percent of families who report feeling respected at school on the Family Engagement Survey

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>2018-19 Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline not available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>83%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Performance**

<table>
<thead>
<tr>
<th></th>
<th>Aspirational Value</th>
<th>SYs 2018-20 Target</th>
<th>SY 2018-19 Performance</th>
<th>3-Year baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>89%</td>
<td>83% (n=25,602)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Data Source: Office of Professional Learning and Family Engagement; Family Engagement Survey; Survey item included “How respected do you feel at your school.” The Family Engagement Survey, which was developed in spring 2019, therefore Baseline data is unavailable. The SYs 2018-20 Target for Families was calculated by subtracting the SY 2018-19 Performance from the Aspirational Value and dividing by three.
WELCOMING ENVIRONMENT

**SY 2018-19 Actions**

- Enhanced professional development efforts in equity and cultural responsiveness:
  - Operational Cultural Proficiency Cohorts
  - Module III for all operational and instructional staff
  - Equity leads training
  - Annual Equity Symposium (August 2018)
  - Principals and Equity leads completed the Race, Equity, and Leadership Professional Development
  - All County Principal Meetings and All County Assistant Principal Meetings included a focus on increasing equity in schools
  - Additional staff positions were created for FY20 to support this work including the director of Equity and Family Engagement and coordinator or Equity and Student Conduct positions

- Continued equity and cultural responsiveness professional development offered previously:
  - Instructional Cultural Proficiency Cohorts
  - Module II

- The Family Engagement Survey was created and implemented to gather baseline and future data on families’ perceptions of respect and inclusion.
  - Data were provided at the division, region, and school level

- Collaborated with schools to integrate work in support of a welcoming environment into School Improvement and Innovation Plans (SIIPs), as needed.

- The Parent Resource Center provides information about the PRC, our You Tube Channel, library, tutor list and workshop list to families in 8 languages. We record many of our workshops for our You Tube Channel. You Tube videos may be captioned in over 100 languages so that all families have access to this important information.

- Professional development on building a positive culture and climate is provided for candidates in the principal pool, and first year principals

- School teams conduct Welcoming Walks at the beginning of the school year to build relationships with families

- Welcoming Atmosphere Walk-throughs are provided to schools by Family and School Partnerships staff

- Title I schools create Family Engagement compacts each year

- “Getting to Know FCPS” New Family Orientation is provided by Family and School Partnerships

- A forum titled “Valuing the African American Voice in Education K-12” is being provided for teachers

- Phone lines are available in eight languages for families who have questions or concerns

- Parent Liaisons serve as the connectors between home and school

- Multi-cultural panels are held at schools to explore cultural values and practices
Return on Investment

Student feelings of respect improved one percentage point for every $95,000 of FCPS operating funds invested. [Cost Description]

FCPS is engaged in a multi-year effort to create a welcoming environment through professional development in equity and cultural responsiveness for all staff members. Because the data described in this report were collected during fall 2018, the SY 2018-19 efforts would not yet have been delivered or had time to impact this outcome. Thus, the ROI analysis for activities related to students’ feelings of respect considered actions that had occurred during the prior school year (2017-18) and their associated costs. Specifically, the ROI analysis examined costs associated with the Annual Equity Symposium, Module II, and Instructional Cultural Proficiency Cohorts that occurred during SY 2017-18. SY 2017-18 investments in equity and cultural responsiveness training totaled approximately $450,000\(^2\), with an expectation that the impact would increase over time as more staff members participated in training. Approximately $190,000 of this total came from FCPS operating funds, while the remaining cost of $260,000 came from grants. Data from the fall of 2018 shows 84 percent of students felt respected and included, an increase of 2 percentage points over the prior year, yielding a $95,000 investment for every percentage point increase in student feelings of respect.

As described above regarding actions FCPS undertook during SY 2018-19 to support respect and inclusion, FCPS continued and enhanced its professional development for equity and cultural responsiveness throughout SY 2018-19. The total cost for this professional development was just over $800,000, with FCPS covering approximately one-fifth of the cost ($180,000) from operating funds and the remaining costs accounted for through grant funding ($620,000). The cost to FCPS across all equity and cultural responsiveness (ECR) professional development was approximately $7 per employee. Most of the operational fund expenditures supported staffing and stipend costs for training of Equity leads ($175,000). Most of the grant funding covered staff members, a symposium on equity, and cultural proficiency training for staff. Because parent data was first collected in the spring of 2018 and no staff data were collected during SY 2018-19, ROI related to the SY 2018-19 investments will be examined in relation to next year’s outcomes.

Data Analysis and Conclusions

Based on the data available for this reporting period, FCPS is making good progress in creating school environments where students feel respected and included. To reach the 2020 Target would require an increase of one percentage point over the SY 2018-19 performance level. The trajectory

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\(^2\) The SY2017-18 Caring Culture Strategic Plan Report, presented in June 2019, indicated total costs of $333,471 for ECR training. This figure included both operating and grant funds. Since that report, ECR training costs for SY 2017-18 have been adjusted upward to include benefit costs for staff and one additional SY 2017-18 training that occurred late in the year.
of improvement since baseline indicates that FCPS is likely to meet its 2020 Target level with the actions it is currently pursuing. These actions are primarily professional development for equity and cultural responsiveness, a majority of which are paid for through grant funding.

Due to limited data, less clarity is possible around FCPS meeting its 2020 Targets with staff and families. Staff data were unavailable for this reporting period because the Employee Engagement Survey was not administered during SY 2018-19. The 2020 Targets for staff will require improvement of at least 7 to 16 points over baseline, depending on the staff subgroup. However, as shown in Appendix A, last year only one of the subgroups (support staff) showed meaningful improvements. Without additional data from SY 2018-19, it is not possible to know whether the equity and cultural responsiveness trainings that FCPS is pursuing to impact staff perceptions of respect and inclusion are having their intended impact, especially among school-based staff who did not show much change from baseline last year. The good news in the family data, is that a large majority of families report feeling respected and included. FCPS will need to wait to see the improvement trajectory for families since so far only year of data has been collected.

Cultural Responsiveness

**SY 2018-19 Outcomes**

The number of disruptive behavior incidents remained relatively unchanged for all student groups in SY 2018-19.

FCPS made limited progress in reducing behavior referrals during SY 2018-19. For two subgroups (Hispanic, and students with disabilities [SWD]) performance stayed exactly the same as it had been during the prior year (see Appendix A for SY 2017-18 performance), though this was an improvement over baseline. For black students, referrals decreased since baseline by two incidents per 100 black students. For Asian students, the number of disruptive behavior incidents increased by one incident per 100 Asian students. The number of incidents per 100 economically disadvantaged students increased from SY 2017-18 but remained below baseline. Finally, from baseline to SY 2018-19, the number of staff referrals for disruptive behavior had not moved for white and English learner students.
# WELCOMING ENVIRONMENT

## Performance Target

The chart below shows the number of staff referrals for disruptive behavior among different groups during the reporting period. The performance targets for different groups are as follows:

### Aspiration
- **Asian**: 0.0 Per 100
- **Black**: 0.0 Per 100
- **Hispanic**: 0.0 Per 100
- **White**: 0.0 Per 100
- **Econ. Dis.**: 0.0 Per 100
- **EL**: 0.0 Per 100
- **SWD**: 0.0 Per 100

### Performance Target
- **Asian**: 0.0 Per 100
- **Black**: 13.3 Per 100
- **Hispanic**: 7.7 Per 100
- **White**: 3.2 Per 100
- **Econ. Dis.**: 10.4 Per 100
- **EL**: 7.9 Per 100
- **SWD**: 14.9 Per 100

### SY 2018-19 Performance*
- **Asian**: 3.0 per 100
- **Black**: 18.0 per 100
- **Hispanic**: 10.0 per 100
- **White**: 5.0 per 100
- **Econ. Dis.**: 15.0 per 100
- **EL**: 12.0 per 100
- **SWD**: 20.0 per 100

### 3-Year Baseline
- **Asian**: 2.0 per 100
- **Black**: 20.0 per 100
- **Hispanic**: 12.0 per 100
- **White**: 5.0 per 100
- **Econ. Dis.**: 16.0 per 100
- **EL**: 12.0 per 100
- **SWD**: 22.0 per 100

* - **met or exceeded the Target.** - **progressed toward the Target.** - **progressed toward the Target from baseline but regressed from SY2017-18.** - **did not progress toward the Target.**

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

Data source: Student Information System
SY 2018-19 Actions

The equity and cultural responsiveness trainings described above as contributing to a respectful and inclusive environment were also intended to support culturally responsive practices of staff and, therefore, contribute to performance on the discipline referrals metric. In addition to those trainings, the following additional actions were undertaken by FCPS during SY 2018-19 to support culturally responsive practices, particularly in relation to disruptive behaviour referrals:

• Piloted the Perspectives Experience Program (PEP) in middle schools, a staff program that research shows is successful in reducing racial disparities in disciplinary infraction rates
• Conducted the FCPS Discipline Study, which included internal and external review of discipline data and practices, including disproportionality
• Developed the FCPS Equity Plan for Discipline Policy and Practices based on internal and external recommendations of the FCPS Discipline Study
• Collaborated with schools to integrate work in support of a welcoming environment into School Improvement and Innovation Plans (SIIPs), as needed.

Return on Investment

ROI will be completed in future reporting after a full year of implementing actions in the FCPS Equity Plan for Discipline Policy and Practices, including Equity and Cultural Proficiency professional development specifically targeting discipline.

Data Analysis and Conclusions

Overall, the actions that FCPS has to date undertaken in support of culturally responsive practices in responding to student behavior do not seem to be having a meaningful impact on disruptive behavior referrals. However, many factors in addition to staff responses to student behavior impact referrals for disruptive behaviors. And, many of the actions undertaken to eliminate disproportionality in discipline referrals are also intended to impact other outcomes valued by FCPS so cannot be judged solely on this metric. Nonetheless, additional efforts need to be taken to allow FCPS to show progress in discipline referrals by subgroup. As noted above, some of the actions undertaken during SY 2018-19, such as the development of the FCPS Equity Plan for Discipline Policy and Practices, are likely to have future impacts. In particular, a new ECR module, which will be delivered to staff in spring of 2020, will specifically target support for decreasing disproportionality in referrals.
Future Considerations

Strategic Concerns

- Equity and Cultural Responsiveness Module V training, to be delivered to all staff members in spring 2020, has been identified as response to a recommendation in the FCPS Discipline Study. The training specifically targets support for improved discipline, behavior, and school climate practices and, thus, should improve discipline referral disparities that stem from staff biases.

Policy

- Implement recommendations from FCPS Equity Plan for Discipline Policy and Practices.

Budget

- Continue to fund divisionwide professional development around cultural responsiveness.
- Consider increasing funding for Cultural Proficiency Cohorts.
- Support recurring funding for the continued implementation family engagement survey and divisionwide family engagement plan.
Overview

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.

SY 2018-19 Performance

<table>
<thead>
<tr>
<th>Aspiration: All students will report healthy social-emotional skills and lifestyle behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metrics:</strong></td>
</tr>
<tr>
<td>• Percent of students who report being drug- and alcohol-free on the Fairfax County Youth Survey</td>
</tr>
<tr>
<td>• Percent of students who report three or more assets on the Fairfax County Youth Survey</td>
</tr>
<tr>
<td>• Percent of students who report healthy social-emotional skills on the Fairfax County Youth Survey</td>
</tr>
<tr>
<td>• Percent of students who report healthy nutrition behaviors, healthy amounts of exercise, and healthy amounts of sleep on the Fairfax County Youth Survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspiration: All schools will have low rates of students with frequent absences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric:</strong></td>
</tr>
<tr>
<td>• Number of schools with low rates of students with frequent absences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspiration: No students will have disruptive behavior referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric:</strong></td>
</tr>
<tr>
<td>• Percent of students with disruptive behavior referrals</td>
</tr>
<tr>
<td><strong>Aspiration:</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Metric:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Detail
Healthy Social-Emotional Skills and Lifestyle Behaviors

SY 2018-19 Outcomes

*FCPS made progress on one of the six metrics (drug-free youth) and no progress on the other three metrics assessing social-emotional skills and lifestyle behaviors.*

Drug-Free Youth

In SY 2018-19, FCPS continued to make progress toward increasing the percent of students who report being drug- and alcohol-free. In SY 2018-19 a question was added to the survey to begin a discussion about prevention and intervention needs due to student vaping rates. According to the 2018 Youth Survey data, lifetime prevalence rates for vaping was below the national average; however, Fairfax County youth were more likely than their peers nationally to report vaping in the past month. Nonetheless, the addition of the vaping item to the Youth Survey did not change the overall data values for FCPS students. This indicates that adding vaping to this metric does not increase the overall percent of students who report being drug-and alcohol-free, meaning those who vape are also engaging in use of other drugs and alcohol and those who do not vape are also free of other drugs. Overall, the SY 2018-19 performance shows that 79 percent of FCPS students report being drug-and alcohol-free.

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

<table>
<thead>
<tr>
<th>Baseline</th>
<th>SY 2018-19 Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>77%</td>
<td>79%</td>
</tr>
</tbody>
</table>

100%  80%  60%  40%  20%  0%

77%  79%
Overall Performance

<table>
<thead>
<tr>
<th>Aspirational Value</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYs 2018-20 Target</td>
<td>85%</td>
</tr>
<tr>
<td>SY 2018-19 Performance</td>
<td>79% (n=26,130)</td>
</tr>
<tr>
<td>3-Year baseline</td>
<td>77% (n=25,150)</td>
</tr>
</tbody>
</table>

Data Source: Fairfax County; Fairfax County Youth Survey; Survey items included the following: "On how many occasions during the past 30 days have you: had beer, wine, or hard liquor?" “used marijuana?” “taken painkillers without a doctor’s order?” “taken a prescription drug other than painkillers without a doctor’s order?” “used LSD or other hallucinogens?” “taken over-the-counter drugs to get high?” “sniffed glue or breathed the contents of an aerosol can?” “used cocaine or crack?” ”used Ecstasy?” ”taken steroids without a doctor’s order?” ”taken methamphetamine?” ”used heroin?” ”taken ‘synthetic marijuana’ to get high?” and “Have you ever vaped?”

Positive Relationships with Peers and Adults

In SY 2018-19, the percent of students who report having three or more assets on the Fairfax County Youth Survey was steady from the baseline. Eighty-five percent of FCPS students indicated that they had three or more assets. Assets include having high personal integrity, having community adults to talk to, performing community service, participating in extracurricular activities, having teachers recognize good work, and having parents available to help. Students who have three or more assets are more likely to develop healthy life skills and have greater academic success.

3 https://www.fairfaxcounty.gov/health-humanservices/3-succeed
Overall Performance

Aspirational Value 100%

SYs 2018-20 Target 90%

SY 2018-19 Performance 85% (n=27,026)

3-Year baseline 85% (n=27,801)

No Progress During this Reporting Period

Data Source: Fairfax County; Fairfax County Youth Survey. Asset items from survey are: “I think sometimes it is okay to cheat at school,” “My teacher notices when I am doing a good job and lets me know about it,” “How many times have you volunteered to do community service?” “There are lots of adults in my neighborhood I could talk to about something important,” “How many times have you participated in school or non-school-based activities after the regular school day ended?” “If I had a personal problem, I could ask my mom or dad for help.”

Healthy Social-Emotional Skills

FCPS did not make progress in increasing the percentage of students who reported healthy social-emotional skills on the Fairfax County Youth Survey in SY 2018-19 and, in fact, fell one percentage point below baseline levels.
Overall Performance

Aspirational Value

<table>
<thead>
<tr>
<th>SYs 2018-20 Target</th>
<th>76%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2018-19 Performance</td>
<td>63% (n=31,952)</td>
</tr>
<tr>
<td>3-Year baseline</td>
<td>64% (n=20,548)</td>
</tr>
</tbody>
</table>

No Progress During this Reporting Period

Data Source: Fairfax County; Fairfax County Youth Survey. Survey Item was “On a scale of 1 to 10, where 1 means little or no stress and 10 means a great deal of stress, how would you rate your average level of stress during the past month?”

Healthy Lifestyle Behaviors

Nutrition: The percentage of students who report eating healthy foods on a regular basis remains below baseline levels at 38 percent (versus 40 percent at baseline). This indicates that roughly 60 percent of FCPS students do not report eating enough vegetables and fruit daily. Proper nutrition not only supports healthy habits, but also fuels the body for school success.

Exercise: The percentage of students reporting getting an hour or more of exercise five or more days per week has decreased by five percentage points since the baseline. The decrease in the percent of students who exercise five days a week is concerning, considering the vast benefits of physical activity.

Sleep: Less than one-third of FCPS students reported getting eight or more hours of sleep on a school night during SY 2018-19, with performance on this metric decreasing three percentage points
since baseline. Fewer hours of sleep have been shown to be related to negative consequences for FCPS students, including lower academic performance, an increase in stress and increased drug-use.

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

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>SY 2018-19 Performance</th>
<th>Baseline</th>
<th>SY 2018-19 Performance</th>
<th>Baseline</th>
<th>SY 2018-19 Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>40%</td>
<td>38%</td>
<td>53%</td>
<td>48%</td>
<td>31%</td>
<td>28%</td>
</tr>
<tr>
<td>Exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Performance**

<table>
<thead>
<tr>
<th></th>
<th>Nutrition</th>
<th>Exercise</th>
<th>Sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspirational Value</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>SYs 2018-20 Target</td>
<td>60%</td>
<td>67%</td>
<td>52%</td>
</tr>
<tr>
<td>SY 2018-19 Performance*</td>
<td>38% (n=12,084)</td>
<td>48% (n=15,283)</td>
<td>28% (n=8,797)</td>
</tr>
<tr>
<td>3-Year baseline</td>
<td>40% (n=13,087)</td>
<td>53% (n=16,337)</td>
<td>31% (n=9,512)</td>
</tr>
</tbody>
</table>

*met or exceeded the Target. □ progressed toward the Target. □ progressed toward the Target from baseline but regressed from SY 2017-18. □ did not progress toward the Target.

Data Source: Fairfax County; Fairfax County Youth Survey. Survey Items included the following: Nutrition—“During the past 7 days how many times did you: eat fruit?” “eat green salad?” “eat other vegetables?” Exercise—“During the past seven days, on how many days were you physically active for a total of at least 60 minutes per day?” Sleep—“On an average school night, how many hours of sleep do you get?”
**SY 2018-19 Actions**

**Drug-Free Youth**

- Implemented new health curriculum in K-10 that addresses healthy life choices, including being drug- and alcohol-free.
  - Kindergarten and grade one instruction focused on medicines and the need to only use medicine under adult supervision.
  - Instruction on the effects of alcohol, tobacco, and inhalants began in grade two; vaping and e-cigarettes began in grade six; marijuana and opioids began in grade seven. These topics continued through grade 10.
  - At all grade levels, instruction on refusal skills and resources for help and assistance was included.
  - During the second semester, grade 11 students received a substance use prevention lesson from alcohol and other drug (AOD) seminar teachers or SAPS.
  - At the end of SY 2018-19, grade 12 students either completed a teacher-directed or student-directed lesson on substance use prevention.
  - Moving forward, the grades 11 and 12 substance use prevention instruction will be an annual requirement.
- Hiring and implementation of other recommendations of the plan began in SY 2018-19 (Opioid Taskforce). This included hiring six SAPS and a half time supervisor to change the delivery model, covering more schools and responding to students at their school location.
- The Division changed the discipline approach for first-time possession and first-time usage policies in the Student Rights and Responsibilities (SR&R) regulation.
- The Division expanded access to substance abuse prevention services throughout the pyramids.

**Positive Relationships with Peers and Adults**

- Promoted positive relationships with peers and adults by:
  - Broadening the Three to Succeed program to include more FCPS events, such as the Special Education Conference, Mental Wellness Conference, and community events;
  - Launching Three to Succeed multi-media campaign in October 2018. The Three to Succeed campaign was developed in SY 2017-18 in partnership with Fairfax County with major funding provided by the Board of Supervisors. The Three to Succeed program seeks to educate the community about the benefits for children of having at least three assets (supports, opportunities, and relationships) in their lives.
  - Piloting the Friend 2 Friend as a Kognito® module in the health curriculum. This is a game-based simulation for adolescents that builds awareness, knowledge, and skills about mental health while reducing stigma. It prepares youth to recognize signs of distress, reach out to a friend they are concerned about, and help identify a trusted adult for support.
Healthy Social-Emotional Skills

-Added school psychology and school social work positions approved by the School Board, resulting in a full-time school psychologist or school social worker in 16 middle schools. Monitoring data on FCPS school psychologists and school social workers indicate that schools with additional staff increased provision of services (especially individual and group counselling).

-Expanded wellness screenings to all middle schools.

-Explored reasons why students are reporting higher levels of stress and took efforts to reduce extraneous stressors within the schools.

-Implemented Our Minds Matter clubs in 18 high schools. This is a student led club that makes a positive impact on mental health awareness for students that focuses on education, resources and social connectedness.

-Trained school psychologists and school social workers in the newly developed and nationally recognized teen Mental Health First Aid program, an educational program that increases awareness of signs of mental distress and teaches help seeking behaviors.

-Trained high school students in Youth Mental Health First Aid program.

-Expanded Sources of Strength programming to Robinson Secondary. This program focuses mental health and wellness education in fostering protective factors in a peer to peer format.

-Students led transition programs that welcomed new students in 14 schools as part of the student ambassador clubs, which has a focus on social-emotional skills.

-Added a student strand to the Mental Health and Wellness Conference.

-Worked with Superintendent’s Student Advisory Council to expand its understanding of and thinking about how to manage good and bad stress.

-School psychologists identified SMART-R goals focused on evidenced-based practices with students and consultations with teachers to implement interventions within classroom settings.

-Provided implementation and coaching of MTSS framework to schools and staff across central departments.

-Provided staff development in social-emotional-behavioral instruction, intervention, with an increased emphasis in trauma informed care through joint county/school partnerships.

* FCPS continues to focus on many areas of wellness, including stressors. Special Services staff met with the Superintendent’s Student Advisory Council (SAC) to explore reasons for student reported stress. The collaboration with SAC included discussion on academics, extra curriculars, social media, family, and sleep. Student representatives also presented to the School Health Advisory Committee (SHAC) to share their experiences, opinions, and observations. Student representatives also stated their recommendations that the Fairfax County Youth Survey (FCYS) be revised to remove some questions and to include additional questions about student mental health.
Fairfax County Youth Survey (FCYS) briefings are used to foster protective factors by training psychologists (available also to social workers and counselors) to interpret and present FCYS data to administrators and school staff on how to increase school, family, and community assets. Staff continued to train adults in Youth Mental Health First Aid to recognize signs of need and assist families to access support. Evidence-based trainings are provided to clinicians in the areas of anxiety, depression, trauma, in partnership with the Healthy Minds Consortium of Fairfax County. Students who participated in evidence-based interventions demonstrated positive outcomes.

FCPS continued to organize the Mental Health and Wellness Conference. The 2018 keynote speaker spoke directly about the positive aspects of stress and managing stress in your day-to-day life; she offered a breakout session for attendees in addition to the keynote; also worked with students in the student strand.

Healthy Lifestyle Behaviors

During SY 2018-19, FCPS engaged in the following efforts to support healthy lifestyle behaviors.

Nutrition

- During the summer of 2018, FCPS served over 200,000 meals (breakfast and lunch) at no-cost in eligible areas of need.
- Added 82 salad bars to our National School Lunch Program meal service, allowing students to make healthy food choices at lunch.
- Expanded the breakfast in the classroom (BIC) programs to at least 38 schools to eliminate any barriers that may be tied to school meals served in the cafeteria. BIC allows all participating students to eat substantial breakfast meals at no-cost, regardless of individual eligibility.
- Continued efforts to provide free meals to students throughout the school year and the summer months through programs such as Community Eligibility Program (CEP), the USDA Summer Food Service Program, and Super Snack.

Exercise

- During SY 2018-19, through the Safe Routes to Schools Program, 12,689 elementary and middle school students received bike safety and skills instruction, 111 schools held International Walk to School Day events, and 95 schools held Bike to School Day events to promote physical activity through active transportation to and from school.

Sleep

- Implemented new health curriculum in all schools that addresses healthy life choices, including engaging in healthy nutrition and exercise behaviors, and the importance of sleep.
The new high school health curriculum required that students in grades 9 and 10 develop wellness portfolios, evaluating their current health behaviors, set goals, and monitor their progress throughout the year. Goals are student selected. Schools had access to an online application for students to record personal fitness levels, set goals, monitor progress, and complete personal logs for nutrition and sleep as a way of monitoring self-selected goals. It should be noted that while new curriculum was implemented in SY 2018-19, at the time of the youth survey, only a small portion of schools would have implemented the new curriculum within the first quarter.

**Return on Investment (ROI)**

**Drug-Free Youth**

ROI analyses were not undertaken for these actions because they were not expected to have had sufficient time to impact the data, which is collected early in November of each school year. ROI for actions related to drug-free youth will be provided in next year’s report.

**Positive Relationships with Peers and Adults**

ROI analyses were explored but could not be completed. The Three to Succeed campaign was associated with minimal costs ($100); available data were not sufficiently sensitive to pick up the potential impact of the Friend 2 Friend pilot.

**Healthy Social-Emotional Skills**

_**No immediate impact on students’ healthy social emotional skills was associated with the $2.6 million invested in mental health staffing during SY 2018-19.**_ [Cost Description]

For SY 2018-19, FCPS increased school social work staffing to full-time at 16 middle schools and school psychology staffing to full-time at seven schools through the addition of nine social work and nine psychology positions. The addition of these positions, which cost $2.6 million paid from FCPS operating costs, was associated with a one percentage point decline in student reports of healthy social emotional skills. Thus, FCPS had a negative return on investment during SY 2018-19 for the invested funds. However, the new staff had been in place for under three months when the social emotional health data were gathered in November 2018 so there may not have been sufficient time to see an impact on students. ORSI will look again at ROI next year to analyse with the increased staffing had an impact after the new positions were in place for a full year.

**Healthy Lifestyle Behaviors**

_**Improvement in students’ nutrition habits could not be associated with an investment of $285,000 in salad bars**_ [Cost Description]
During SY 2018-19, FCPS added salad bars at 32 schools serving over 21,000 students at a cost of approximately $14 per student. Approximately three-fourths of the cost ($210,000) reflected staff time to support implementation of salad bars and, thus, came from operating funds. The remaining costs were associated with equipment needed to support salad bars. In addition, FCPS used $62,000 in grant funding for other equipment costs. Costs related to the Community Eligibility Program (CEP), which provides free breakfast and lunch to all students in a school, are more difficult to capture. FCPS’ Financial Services Department estimates that $5 million in revenue was lost by providing all 13,000 students at the 19 schools receiving CEP for the first time in SY 2018-19 with free meals.

**Data Analysis and Conclusions**

**Drug-Free Youth**

The percent of FCPS students who report they are drug free is slowly improving from year to year. However, the pace of improvement is likely insufficient to meet FCPS’ 2020 Target on this metric. The newly implemented health curriculum for kindergarten through grade 10 that addresses healthy life choices, including being drug- and alcohol-free, may have a cumulative effect over time as students receive instruction on this topic during elementary, middle, and high school. In its first year of implementation, however, it did not appear to make major inroads in raising the percentage of students who are drug-free. It may take more time for the current actions to have their intended impact or FCPS may need to enhance its actions to ensure greater increases in the number of students who are drug free.

**Positive Relationship with Peers and Adults**

The *Three to Succeed* campaign does not appear to have made impact in SY 2018-19 to support improvements on positive student relationships. Perhaps it will over time, but it appears additional actions would be needed to have FCPS meet its Target in this area. SY 2018-19 performance on this metric indicates slightly downward movement in relation to baseline. Thus, FCPS will need to enhance its actions to better support positive movement on this metric.

**Healthy Social-Emotional Skills**

Improvement on this metric is likely associated with both ensuring reasonable levels of stress among students, as well as promoting positive coping strategies for dealing with stress. In order to meet the SY 2020 Target, FCPS will need to consider implementation of evidenced-based practices that strongly correlate to students’ social–emotional skill level and impacts their sense of belongingness to school environments. The renewed efforts on implementation of MTSS is a part of this work, as are the instructional and evidence-based programs directly related to social, emotional instruction and skills.

**Healthy Lifestyle Behaviors**
All three measures of healthy lifestyle behaviors in students showed declining performance since baseline indicating FCPS is not likely to meet its 2020 Targets in this area. Two of the actions FCPS has taken in relation to nutrition—expanded salad bars and providing free breakfast and lunch to all students at CEP school—should have been associated with improvement in healthy nutrition among students. However, given that Youth Survey data cannot be linked back to a specific school, it is difficult to uncover whether this improvement occurred. None of the actions FCPS undertook in relation to exercise or sleep seem to be supporting improved performance. Better data availability at the school level would support FCPS’ ability to tie its actions more directly to outcomes.

**Attendance**

**SY 2018-19 Outcomes**

*The 153 schools with low rates of students with frequent absences reflected limited progress toward the target because FCPS’ performance was better than at baseline but not as strong as it had been the prior year.*

In SY 2018-19, the number of schools with low rates of students with frequent absences (less than 10 percent of students) was 153, a 10-school increase from the baseline level of 143. However, this result was not as strong as what had been seen in the prior year (see Appendix A for SY 2017-18 performance), resulting in a rating of limited progress. The SYs 2018-20 target is 167, meaning that FCPS needs to increase the number of schools of schools with low rates of students with frequent absences by 14 to hit the target.
SYs 2018-20 Target | 167 out of 191 (87%) | Limited Progress During this Reporting Period
---|---|---
SY 2018-19 Performance | 153 out of 191 (80%) |
3-Year baseline | 143 out of 191 (75%) |
Data source: VDOE School Quality Profile

**SY 2018-19 Actions**

- Expanded the Check and Connect program to increase attendance rates, reduce dropouts and increase academic achievement.
  - SMARTR goals from central departments showed promising outcomes with Check and Connect fully implemented. Specifically, growth in attendance for over 50 percent of students and over 30 percent increase in achievement data.
- Worked with parents and the larger community to support understanding of the importance of regular school attendance, and to alert parents and students to the possible negative impact of missing even a few days per month
- Provided access to “Attendance Matters” trainings for all school administrators
- Intervention and Prevention Services supported attendance team meetings of high schools with higher rates of chronic absenteeism.

**Return on Investment (ROI)**

The $138,000 of operating funds that FCPS invested in Check and Connect was linked to lower rates of chronic absenteeism at schools participating for at least two years but did not improve the number of schools with low rates of students with frequent absenteeism. [Cost Description].

FCPS invested a total of $4,714 in each of the 23 schools that had Check and Connect last year, for a total of approximately $108,000, with no change in the number of these schools experiencing chronic absenteeism. The costs included training to improve fidelity for existing program schools ($322 per school) and staff time for school social workers ($4,392 per school).

While these investments resulted in lowering the percent of students who were chronically absent by .8 percentage points, the same schools were categorized as having chronic absenteeism in SY 2017-18 and in SY 2018-19. None-the-less, three of these schools experienced meaningful improvements in attendance of three to nine percentage points. As fidelity of implementation has been a concern, staff will study the practices at those schools that have had the most success in decreasing absenteeism rates.

**Data Analysis and Conclusions**

While FCPS appeared to be on a positive path toward its 2020 Target last year, there was backsliding during SY 2018-19 in some schools with low rates of frequently absent students. As shown in Appendix A, last year FCPS had 162 schools with low rates of frequently absent students
and was within five schools of meeting the 2020 Target. During SY 2018-19, as the number of schools decreased to 153, FCPS moved 14 schools away from the 2020 Target of 167 schools, leaving questions as to whether the Division would be able to meet its Target. ROI analyses of the Check and Connect program show inconsistent results for the program as a whole but more success at individual schools. Given improvement was stronger at schools who had participated in the program longer, the program may require additional time to be implemented sufficiently well to see an impact. As mentioned above, staff will study the practices at those schools that have had the most success and find ways to share these successful techniques with other schools.

**Disruptive Behaviors**

**SY 2018-19 Outcomes**

Percentages of students with disruptive behavior referrals continued to increase at the middle school level while remaining approximately the same at the elementary and high school levels, as well as overall.

<table>
<thead>
<tr>
<th>Level</th>
<th>Percent of Students with Disruptive Behavior Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Increase from baseline by 0.1%</td>
</tr>
<tr>
<td>Middle</td>
<td>Increase from baseline by 0.5%</td>
</tr>
<tr>
<td>High</td>
<td>No increase from baseline but increase from SY 2017-18</td>
</tr>
</tbody>
</table>

In SY 2018-19, the percent of students with disruptive behavior referrals increased from the baseline by 0.1 percent. Specifically, increases from the baseline occurred at the elementary and middle school levels, with the percent of middle school students with disruptive behavior referrals increasing by 0.5 percent. The percent of high school students with disruptive behavior referrals did not increase from baseline but did increase from SY 2017-18 (see Appendix A for SY 2017-18 performance). Overall, FCPS remains relatively stable in the percent of students with disruptive behavior referrals but should be concerned with evaluating the discipline practices in middle schools.
### Overall Performance

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspirational Value</strong></td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>SYs 2018-20 Target</strong></td>
<td>2.3%</td>
<td>1.0%</td>
<td>4.7%</td>
<td>3.3%</td>
</tr>
<tr>
<td><strong>SY 2018-19 Performance</strong>*</td>
<td>3.5% (n=6,796)</td>
<td>1.6% (n=1,609)</td>
<td>7.6% (n=2,310)</td>
<td>4.3% (n=2,541)</td>
</tr>
<tr>
<td><strong>3-Year baseline</strong></td>
<td>3.4% (n=6,679)</td>
<td>1.5% (n=1,524)</td>
<td>7.1% (n=2,035)</td>
<td>4.8% (n=2,872)</td>
</tr>
</tbody>
</table>

* met or exceeded the Target. ☑ progressed toward the Target. □ progressed toward the Target from baseline but regressed from SY 2017-18. □ did not progress toward the Target.

Data source: Student Information System

### SY 2018-19 Actions

- Implemented social-emotional learning programs
- The SR&R document was revised based on external and internal studies on discipline and model guidance from the VDOE. The revisions reflect the MTSS model, which created leveled systems of prevention and intervention when addressing student behavior, with a specific outlook on equity.
• Continued efforts to reduce the number of discipline referrals for disruptive behaviors by implementing a positive behavior approach.
• Expanded implementation of MTSS models at FCPS schools
• Initiated a request for proposal to select a social-emotional learning curriculum
• The SOSAs continued to support efforts around disproportionality, including unpacking discipline data to inform decision-making, supporting students while suspended, managing school-based credit recovery programs, and building restorative practices
• Conducted discipline study, which included internal and external review of discipline data and practices. The studies resulted in a series of recommendations for reducing the percent of students with disruptive behavior referrals, which were taken into consideration in the development of the FCPS Equity Plan for Discipline Policy and Practices.
• Increased restorative justice interventions with over 1239 students served, especially for elementary students who were referred for discipline.
• Implemented the Recognize, Understand, Label, Express, and Regulate emotions (RULER), a social-emotional program, in 11 more schools.

**Return on Investment (ROI)**

Limited change in disruptive behavior referrals was related to an investment in MTSS of approximately $.3 million in operating funds. [Cost Description]

During SY 2018-19, FCPS worked to embed MTSS in schools at a total cost of $1.0 million, including both operating and grant funding. The majority of funds, $0.7 million are covered by grants which pay for staffing (three specialists, most of the manager’s costs and half of a specialist and resource teacher). The $.03 million of operating funds went to staffing and professional development efforts. Specifically, these funds paid for one resource teacher and partially covered staff costs for another resource teacher, a specialist and the program manager. The funds supported staff in offering direct support to regions and centralized trainings on MTSS. Included in the $0.3 million is $60,000 to cover hourly teacher costs, substitutes, and reference materials. The central trainings in support of the MTSS framework had the potential to impact 188,295 students at the 198 schools who attended for a per student investment of $6.

**Data Analysis and Conclusions**

The focus of actions FCPS undertook in SY 2018-19 in support of decreasing students’ disruptive behavior referrals that are included here provide students with support so that they do not behave in disruptive ways (as compared to supports for staff to view behavior through a culturally responsive lens which was the focus of actions in the Welcoming Environment section related to disruptive behavior referrals). FCPS has shown improvements from baseline only at the high school level, while data indicate the Division is not improving at the elementary and middle school levels. However,
FCPS is still in the early stages of implementing the MTSS framework, especially the behavioral and wellness components. As central office staff builds schools’ capacity to implement the framework through more embedded training and as the behavioral and wellness components are emphasized, it is expected that disruptive behaviors among students will decrease. Progress on this metric will need to be monitored over time as the MTSS model becomes more deeply embedded in school practices.

**Staff Wellness**

**SY 2018-19 Outcomes**

*FCPS increased the percent of employees who utilized the Employee Assistance Program (Work/Life Balance Program) and remains well within its targeted level of performance on this metric.*

FCPS employees continue to utilize the Employee Assistance Program (EAP), which is promoted as a resource to manage work/life balance, at rates that exceed the provider’s typical utilization statistics at other organizations BoB. In SY 2018-19, there was 49 percent utilization by FCPS staff, indicating that employees are taking advantage of the benefits that FCPS has to offer. The EAP covers a wide range of resources and services from helping with childcare selection to counseling for anxiety or other mental health issues. The top issues that led to individuals seeking confidential counseling remained the same (partner/relationships, anxiety, stress) as in the prior year. The most notable increase for in-person and website access was for life services related to eldercare/childcare, event and leisure activities, and moving. Additionally, there were 2,215 live services accessed (in-person counseling or phone calls) up from 1,806 the year before. EAP was also used when counseling was needed for critical incidents. In 2018-19 there were 39 critical incidents supported with on-site counseling for employee support. There was also increased access for legal and financial resource on the website, indicating that employees are realizing the resource is not just for counseling but also for other areas of work/life balance.
Overall Performance

<table>
<thead>
<tr>
<th>Aspirational Value</th>
<th>Maintain or exceed +13% from BoB</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYs 2018-20 Target</td>
<td>Maintain or exceed +13% from BoB</td>
</tr>
<tr>
<td>SY 2018-19 Performance</td>
<td>49% (+28% from BoB; n= 13,982)</td>
</tr>
<tr>
<td>3-Year baseline</td>
<td>34% (+13% from BoB; n=8,579)</td>
</tr>
</tbody>
</table>

Data source: Vendor data supplied to FCPS’ Department of Human Resources

**SY 2018-19 Actions**

The following actions were taken in SY 2018-19 to promote awareness and utilization of the EAP program:

- Communication to all staff members regarding EAP began in June through e-mail and home mailing
- There were 14 News You Choose articles showcasing different EAP services and 12 EAP newsletters
• The EAP information brochure became available in six languages.
• Wellness liaisons received monthly EAP tips and toolkits to share with the staff at their site.
• The EAP specialist provided 100 program overview presentations across schools, departments, and employee groups to familiarize employees with the resources and how to access the website and app.
• Data analysis is regularly performed to identify employee groups and sites that have not had an overview presentation in a year or more to offer an update for staff.
• Managers and principals were provided information on formal referrals and management tools through communications and presentations.
• New hires received EAP information within a month of their start date and as part of the onboarding process. New teachers specifically received a personal development workshop during Great Beginnings that highlighted the use of EAP.
• FCPS coordinated requests for personal development workshops with the EAP vendor. A total of 19 personal development workshops were provided upon request from FCPS staff.
• FCPS encouraged staff to contact EAP when there were critical incidents. Thirty-nine critical incidents were supported with an on-site EAP counselor. FCPS coordinated the EAP support when critical incidents occurred.

**Return on Investment (ROI)**

*Staff utilization of the Employee Assistance Program increased one percentage point for every $10,500 of operating funds invested in the EAP awareness campaign. [Cost Description]*

ROI analysis focused solely on the efforts FCPS undertook during this reporting year to communicate the benefits available through EAP. Costs for this action amounted to approximately $96,000 in FCPS operating funds, reflecting staff time allocated in support of an awareness campaign. FCPS’ utilization of EAP by staff members extended its use levels by nine percentage points in FY 2019 when compared to the prior year (FY 2018: +19 points from BoB; FY 2019: +28 points from BoB). Thus, FCPS invested approximately $10,500 for every percentage point of increased utilization.

Overall, the cost of the Employee Assistance Program (EAP) is fixed by contract at about $14 per employee, regardless of the level of utilization of this service by employees. In FY 2019, contract costs accounted for about 57 percent of the $420,000 total cost of EAP. The remaining cost reflects staffing used to support EAP, including the awareness campaign. Additionally, FCPS shared the annual fee for the EAP contract with vendors, not accounted for in these overall costs.

**Data Analysis and Conclusions**

The EAP program provides support for staff and their household members in fostering healthy behaviors, including wellness and work/life balance. As such, it should contribute to staff’s perceptions that FCPS offers a caring culture, as well as support for wellness of staff and their household members. FY 2019 utilization indicates that FCPS staff continue to access EAP resources.
at higher levels than staff in other organizations and at a level that meets FCPS’ 2020 target. In fact, EAP utilization during the current reporting period showed considerable growth over the prior year, related to FCPS’ FY19 efforts to promote awareness and utilization of the EAP program. Moving forward FCPS is likely to continue to meet its 2020 target without additional efforts to expand utilization of the program.

With the success of EAP’s utilization, it may be time for FCPS to look at impacts of the program. Alternate metrics focused on impact could support enhanced ROI analyses looking at the program’s impact rather than utilization as is currently done. For example, beyond FCPS, EAP usage data supports a positive impact on performance and behavioral indicators such as absenteeism and presenteeism. FCPS could similarly choose to track this as an indicator of staff wellness. Alternately, FCPS could consider tracking formal referrals to EAP by supervisors. These formal referrals can be and often are utilized for performance improvement as an involuntary measure. Such a paradigm shift in employee performance management would require policy and regulation changes.

Future Considerations

Strategic Concerns
- Support high-fidelity implementation of MTSS
- Refine data collection to be more sensitive to finding impacts of FCPS priorities

Budget
- Current EAP contract will be replaced, which is forecast to result in a cost savings of $62,640 per year (lowered from $13.56 to $11.40 per year per employee for approximately 29,000 employees).
- Support budgeting for resources needed to fully implement the FCPS Equity Plan for Discipline Policy and Practices.
- Continue to support resources that address disproportionality
- Fund remaining SAP specialist positions

Policy
- Continue to support improvements to the SR&R
- Continue to support FCPS Policy 4960.3 that addresses EAP
### Appendix A: Caring Culture Metric Trend Data

#### WELCOMING ENVIRONMENT

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>Trend Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students who report feeling respected and included at school on the State Climate Survey</td>
<td>78%</td>
<td>82%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Percent of families who report feeling respected on the Family Engagement Survey</td>
<td>N/A</td>
<td>N/A</td>
<td>83%</td>
<td>N/A</td>
</tr>
<tr>
<td>Percent of staff who report feeling respected at work on the Employee Engagement Survey</td>
<td>Teachers 63%</td>
<td>61%</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Administrators 79%</td>
<td>82%</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support 52%</td>
<td>59%</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of staff referrals for disruptive behavior (per 100 students in the group)</td>
<td>Asian 2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Black 20</td>
<td>19</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic 12</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White 5</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ. Dis. 16</td>
<td>14</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL 12</td>
<td>11</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD 22</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### HEALTHY LIFE CHOICES

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>Trend Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students who report being drug- and alcohol-free on the Fairfax County Youth Survey</td>
<td>77%</td>
<td>78%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Percent of students who report three or more assets on the Fairfax County Youth Survey</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Percent of students who report healthy social-emotional skills on the Fairfax County Youth Survey</td>
<td>64%</td>
<td>64%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>Percent of students who report healthy nutrition behaviors on the Fairfax County Youth Survey</td>
<td>40%</td>
<td>37%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Percent of students who report healthy amounts of exercise on the Fairfax County Youth Survey</td>
<td>53%</td>
<td>53%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>Percent of students who report healthy amounts of sleep on the Fairfax County Youth Survey</td>
<td>31%</td>
<td>31%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Number of schools with low rates of students with frequent absences (of 191 total schools)</td>
<td>143</td>
<td>162</td>
<td>153</td>
<td></td>
</tr>
<tr>
<td>Percent of students with disruptive behavior referrals</td>
<td>All 3.4%</td>
<td>3.4%</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>Elementary 1.5%</td>
<td>1.4%</td>
<td>1.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle 7.1%</td>
<td>7.4%</td>
<td>7.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High 4.8%</td>
<td>4.3%</td>
<td>4.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of employees who utilized the Employee Assistance Program compared to the Book of Business (BoB) utilization statistics</td>
<td>34%</td>
<td>40%</td>
<td>49%</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Caring Culture Metric Trend Data

The [Fairfax County Youth Survey report](#) from which these data were excerpted does not present the number of students used to calculate the percentages. Based on Youth Survey data files available to FCPS, staff have provided an estimate of the numbers \((n)\). These \(n\) values represent the approximate count of students who affirmed each of the statements below in their survey responses.

### 8th Grade

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Got 8 or more hours of sleep on a school night</td>
<td>57.5%</td>
<td>50.6%</td>
<td>50.0%</td>
<td>48.5%</td>
<td>48.8%</td>
<td>48.2%</td>
</tr>
<tr>
<td>(n\approx6000)</td>
<td>(n\approx5550)</td>
<td>(n\approx5000)</td>
<td>(n\approx4800)</td>
<td>(n\approx5000)</td>
<td>(n\approx4800)</td>
<td></td>
</tr>
<tr>
<td>Did homework for 3+ hours per day</td>
<td>13.1%</td>
<td>11.3%</td>
<td>12.0%</td>
<td>10.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n\approx1400)</td>
<td>(n\approx1200)</td>
<td>(n\approx1300)</td>
<td>(n\approx1100)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10th Grade

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Got 8 or more hours of sleep on a school night</td>
<td>26.1%</td>
<td>22.0%</td>
<td>28.4%</td>
<td>28.4%</td>
<td>26.4%</td>
<td>27.3%</td>
</tr>
<tr>
<td>(n\approx2800)</td>
<td>(n\approx2450)</td>
<td>(n\approx3150)</td>
<td>(n\approx3000)</td>
<td>(n\approx2800)</td>
<td>(n\approx2800)</td>
<td></td>
</tr>
<tr>
<td>Did homework for 3+ hours per day</td>
<td>35.5%</td>
<td>32.0%</td>
<td>30.1%</td>
<td>30.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n\approx4100)</td>
<td>(n\approx3600)</td>
<td>(n\approx3400)</td>
<td>(n\approx3300)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 12th Grade

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Got 8 or more hours of sleep on a school night</td>
<td>16.4%</td>
<td>14.0%</td>
<td>17.2%</td>
<td>16.1%</td>
<td>17.4%</td>
<td>16.9%</td>
</tr>
<tr>
<td>(n\approx1650)</td>
<td>(n\approx1450)</td>
<td>(n\approx1750)</td>
<td>(n\approx1600)</td>
<td>(n\approx1750)</td>
<td>(n\approx1700)</td>
<td></td>
</tr>
<tr>
<td>Did homework for 3+ hours per day</td>
<td>39.5%</td>
<td>38.1%</td>
<td>35.8%</td>
<td>35.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n\approx4200)</td>
<td>(n\approx3900)</td>
<td>(n\approx3800)</td>
<td>(n\approx3800)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Below are student responses to the sleep question among all students and for racial/ethnic subgroups. Information for other subgroups is not available from the Fairfax County Youth Survey data.

![2018 Youth Survey Sleep Frequencies by Race/Ethnicity](chart)

<table>
<thead>
<tr>
<th>Sleep Duration</th>
<th>All (n=32904)</th>
<th>Asian (n=7190)</th>
<th>Black (n=3373)</th>
<th>Hispanic (n=7324)</th>
<th>White (n=12187)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>8%</td>
<td>6%</td>
<td>13%</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>4 or less hours</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>5 hours</td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>6 hours</td>
<td>20%</td>
<td>23%</td>
<td>19%</td>
<td>18%</td>
<td>21%</td>
</tr>
<tr>
<td>7 hours</td>
<td>28%</td>
<td>27%</td>
<td>22%</td>
<td>27%</td>
<td>31%</td>
</tr>
<tr>
<td>8 hours</td>
<td>21%</td>
<td>19%</td>
<td>21%</td>
<td>21%</td>
<td>23%</td>
</tr>
<tr>
<td>9 hours</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>10 or more hours</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>
FCPS contracts with ComPsych Corporation (Guidance Resources GR) for EAP services. GR is a global provider of EAP services and one of the largest EAP providers in the world. CPS utilization has steadily increased year to year. An article by the Society of Human Resource Management from 2016 relates that about 77% of employers offer an EAP and typical engagement rates hover in the 5% range on average.

FCPS’ high utilization rate is due to a number of factors directly related to a strong marketing and promotion program which includes overviews for employees of available resources, a multi-media communication campaign, personal development workshops, and critical support response for employees during crisis. Since the use of the EAP services is anonymous the utilization is determined by the number of touch points both online and in-person vs individual member utilization.

FCPS EAP utilization compared to industry:

- Utilization exceeds industry and Book of Business (BoB) norms
- FY 2019 utilization is more than double vendor BoB
EAP Costs

- The contracted rate for the EAP has remained constant via contract since 2013 at $13.64 per employee per year (PEPY), however, a new contract will provide some cost savings and increased services for the coming year.
- EAP costs PEPY can vary depending on the services chosen. GR and other EAP providers customize the suite of services based on utilization, employee requests, and best practices.
- The total cost for the FCPS EAP is offset as it is shared with health vendors as part of the wellness services. FCPS portion of payment fluctuates with contract alterations.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total *</th>
<th>FCPS</th>
<th>Health Vendor Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>369,814.01</td>
<td>40,611.51</td>
<td>329,202.50</td>
</tr>
<tr>
<td>2014</td>
<td>375,192.96</td>
<td>291,14.38</td>
<td>345,988.58</td>
</tr>
<tr>
<td>2015</td>
<td>360,471.99</td>
<td>14,971.99</td>
<td>345,500</td>
</tr>
<tr>
<td>2016</td>
<td>379,585.08</td>
<td>54,791.87</td>
<td>317,201.52</td>
</tr>
<tr>
<td>2017</td>
<td>378,185.96</td>
<td>230,598.46</td>
<td>147,587.50</td>
</tr>
<tr>
<td>2018</td>
<td>379,302.22</td>
<td>238,705.88</td>
<td>140,596.34</td>
</tr>
<tr>
<td>2019</td>
<td>382,332.06</td>
<td>250,389.71</td>
<td>131,942.35</td>
</tr>
</tbody>
</table>

*includes 2% discount for pre-pay

EAP Full Suite of Services Includes:

- Access 24/7, 365 days/year for employees and household members in-person and via website
- Confidential counseling 4-sessions face to face with a master’s level counselor
- Legal and financial consultations and recourses
- Work/Life balance specialist who can assist in finding resources for employees on a vast array of topics including childcare/eldercare, moving, large item purchases, college/scholarship planning, event planning, pet care, travel and more.
- Content-rich website with chat feature and estate planning
- Wellness coaching for lifestyle management including tobacco-cessation; weight management; fitness; diabetes; stress; and low back issues
- Workshops and webinars for personal development
- Critical incident support for crisis situations which provides an onsite counselor for employees