EXCELLENCE
EQUITY &
OPPORTUNITY

2023–30 STRATEGIC PLAN

May 23, 2024

BASELINE
Goal 4 Report

FCPS®

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	**B**	**C**	**D**
Differentiated & Culturally Responsive Learning Environments	Vibrant Home, School, & Community Partnerships	Diverse, Adaptive, & Supported Workforce	Culture of Equity, Excellence, & Accountability

Elementary School

Students Enrolled in 6th Grade Advanced Mathematics

All Students	Econ. Dis.	ML (ELP 1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
35%	17%	3%	11%	37%	51%	26%	17%	44%	41%
4,807 out of 13,750	804 out of 4,678	59 out of 2,264	235 out of 2,192	246 out of 656	1,381 out of 2,693	362 out of 1,409	632 out of 3,718	379 out of 862	2,035 out of 5,011

Table 6, Page 14

Foreign Language in Elementary School (FLES)

- Elementary School World Language Models:
  - Foreign Language in the Elementary Schools (FLES)
  - Dual Language Immersion

Elementary Schools with FLES	Title I Elementary Schools with FLES	Non-Title I Elementary Schools with FLES
39%	38%	40%
56 out of 142	16 out of 42	40 out of 100

Note: Baseline includes data from the 2020-21 through 2022-23 school year.

Table 1, Page 8

Elementary World Language Expansion

Year	Action	Notes
2024-2025	Expansion and Transition Planning for 86 new FLES school sites	• Identify resources and staffing • Decision structures for: ○ Which schools ○ Which languages • Community engagement and outreach
2025-2026	17 new schools	• Hiring, onboarding, & training new staff • Providing professional development to existing staff • Integrating programs into new schools ○ Adjusting instructional and specials schedules ○ Identifying classroom space
2026-2027	17 new schools	
2027-2028	17 new schools	
2028-2029	17 new schools	
2029-2030	18 new schools	

Equitable Access and Opportunity

	Elementary Schools
World Languages*	Regular exposure for all students to at least one World Language.
STEAM*	Regular exposure to STEAM instruction for all students.
Fine and Performing Arts*	Maintain high quality fine and performing arts offerings.
Advanced Coursework*	Increase Advanced Math enrollment and access.

Increasing inclusive opportunities in courses and programs.

Middle and High School

Middle School Honors Participation

Average Number of Honors Courses Successfully Completed Annually									
All Students	**Econ. Dis.**	**ML (ELP 1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
2.1	1.2	0.3	0.6	2.3	2.7	1.7	1.2	2.5	2.4
60,019 out of 29,189	12,342 out of 10,233	1,496 out of 4,608	2,542 out of 4,419	3,427 out of 1,501	15,794 out of 5,770	5,151 out of 3,038	9,619 out of 8,323	4,246 out of 1,709	24,966 out of 10,266

Note: The numerator is number of classes taken and the denominator is number of students.

Table 7, Page 15

Availability of Select CTE/STEM Middle School Elective Offerings

	Schools Offering 1 or more courses (n=26)	Schools offering 2 or more courses (n=26)
Human Services Courses (Family and Consumer Sciences)	100% (26)	81% (21)
STEM Courses (STEM Solutions, Engineering, Technology Education)	100% (26)	96% (25)
Information Technology Courses (Computer Exploration, Coding, Computer Solutions)	96% (25)	92% (24)

Table 3, Page 10

Availability of Select Fine and Performing Arts Middle School Elective Offerings

	Schools Offering 1 or more courses (n=26)	Schools Offering 2 or more courses (n=26)
Theatre Arts (Adv Spch & Theatre Appr, Theatre Arts Appr, Tech Theatre Appr, Musical Theatre Appr)	100% (26)	100% (26)
Band (Beginning, Intermediate, Advanced)	100% (26)	100% (26)
Orchestra (Beginning, Intermediate, Advanced)	100% (26)	100% (26)
Chorus (Beginning, Sopr Alto, Tenor Bass, Vocal Ensemble, Intermediate, Advanced, Show Swing)	100% (26)	92% (24)
Visual Arts (Art, 3D Art, Computers in Art, Art Foundations/ Extensions)	100% (26)	100% (26)

Table 3, Page 10

Middle School World Language Offerings

- Nine different languages offered at FCPS Middle Schools:
  - American Sign Language (ASL), Arabic, Chinese, French, German, Japanese, Korean, Latin, and Spanish

2 or More World Language Offerings	3 or More World Language Offerings	4 or More World Language Offerings	5 World Language Offerings
96%	62%	38%	8%
25 out of 26	16 out of 26	10 out of 26	2 out of 26

Note: Languages that have a heritage speaker option are counted with the non-heritage speaker option (ex: Spanish and Spanish for Heritage speakers are counted as one language offering).

Table 2, Page 9

High School Participation in Advanced Coursework

Average Number of Weighted Courses Successfully Completed Annually									
All Students	**Econ. Dis.**	**ML (ELP 1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
2.5	1.3	0.2	0.5	2.7	3.9	1.9	1.2	3.0	2.9
151,272 out of 59,743	24,911 out of 19,134	1,660 out of 8,109	4,270 out of 8,230	10,314 out of 3,825	47,713 out of 12,324	11,503 out of 6,114	19,432 out of 16,355	9,809 out of 3,271	62,360 out of 21,464

Note: The numerator is number of classes taken and the denominator is number of students. Includes all weighted courses (honors, AP, IB, DE, Advanced).

Table 8, Page 16

Availability of Select CTE/STEM High School Elective Offerings

	High Schools Offering 1 or more courses (n=24)	High Schools offering 2 or more courses (n=24)
Education and Training Courses*+ (Work Awareness & Trans, IB Pers & Prof Skills, Early Childhood, Teachers for Tmrw, Educ for Employment, EFE Opportunities, Apprenticeship, Internship)	100% (24)	96% (23)
Marketing, Sales, and Service Courses+ (Exploration, Marketing, Strategic Management, Global, Fashion, Entrepreneurship)	100% (24)	100% (24)

Table 5, Page 13

* Denotes availability of courses in this pathway through FCPS Online Campus.
+Denotes availability of courses in this pathway through HS Academy.

Availability of Select CTE/STEM High School Elective Offerings

	High Schools Offering 1 or more courses (n=24)	High Schools offering 2 or more courses (n=24)
Information Technology Courses*+ (Digital Applications, IB Digital Society, Cybersecurity Fund, Information Systems (Adv), CS Programming, Adv Programming, Game Design, Des Multi-Med Web Tech, Web Page Development)	100% (24)	88% (21)
Engineering Courses*+ (STEM Design, STEM Pre-Engineering, Electronics 1-2, STEM Adv Elec Robo, Integ Engineering, STEM Robotics, Engineering Drawing, STEM Engineering, STEM Adv Engineering, Aerospace Science)	96% (23)	92% (22)
Computer Science Courses* (CS, AP CS A, AP CS Pr, IB CS, CS Capstone, CS Data Structures, Dis STR & Comp Org, CS Foundations)	92% (23)	63% (15)

Table 5

* Denotes availability of courses in this pathway through FCPS Online Campus.
+Denotes availability of courses in this pathway through HS Academy.

Availability of Select Fine and Performing Arts High School Elective Offerings

	Schools Offering 1 or more courses (n=24)	Schools offering 2 or more courses (n=24)
Theatre Arts (Theatre Arts, IB Theatre Arts, Musical Theatre, Technical Theatre, Design & Production)	100% (24)	100% (24)
Band (Beginning Band, Band, Advanced Band)	100% (24)	96% (23)
Orchestra (Beginning Orchestra, Orchestra, Advanced Orchestra)	100% (24)	100% (24)
Chorus (Beginning Chorus, Chorus, Vocal, Ensemble, Sopr Alto Chorus, Tenor Bass Chorus, Advanced Chorus, Show Swing Choir, Jazz Choir)	100% (24)	96% (23)
Visual Arts - Art & Design Courses (AP/IB Arts and Contemporary Media)	100% (24)	100% (24)
Arts, AV Technology and Communications (Digital Arts, Computer Graphics, Animation)	100% (24)	100% (24)

Table 5, Page 13

2022 Career Pathways Study

- Comparison of FCPS course offerings to regional industry growth and occupation salaries indicated general alignment with labor market trends.

- Overall offerings and outcomes for FCPS generally exceed those in other large national school districts.

- Opportunities to improve support and participation for Students with Disabilities and Multilingual learners.

- Students reporting difficulty accessing courses associated with location and transportation factors.

- Identified priority areas for expansion included Information Technology and Education.

High School World Language Offerings

- Eleven different languages offered at FCPS High Schools:
  - ASL, Arabic, Chinese, French, German, Japanese, Korean, Latin, Russian, Spanish, and Vietnamese

3 or More World Language Offerings	4 or More World Language Offerings	5 or More World Language Offerings	6 or More World Language Offerings
100% 25 out of 25	**64%** 16 out of 25	**44%** 11 out of 25	**20%** 5 out of 25

Note: Languages that have a heritage speaker option are counted with the non-heritage speaker option (ex: Spanish and Spanish for Heritage speakers are counted as one language offering).

Table 4, Page 11

Consistent World Language Offerings

Fall 2024
- Determine the minimum number of World Languages that should be provided at all high schools.
- Solicit feedback from key stakeholders.
- Explore multiple models for implementation based on available resources and historical enrollment patterns.
- Expand flexible offerings (online, virtual, hybrid) of World Languages for continued access to a wide-variety of World Languages for all students.

Fall 2025
- Pilot classrooms with variable enrollment where students on laptops and headphones are accessing online instruction in different World Languages while being supervised by one teacher.
- Develop a multi-year transition plan to sunset programs and staff positions while shifting to a consistent offerings model.
- Communicate to the community the consistent World Language offerings and sunset plans that will begin in Fall 2026.

Spring 2026
- Academic advising and staffing processes incorporate the new consistent World Language offerings.

Fall 2026
- Begin offering a minimum of 4 World Languages at every high school in FCPS.

Equitable Access and Opportunity

	Middle Schools	High Schools	Nontraditional Schools
World Languages*	A minimum number of World Languages will be accessible in all schools.		
CTE/STEM Electives*	A minimum number of CTE & STEM elective course offerings will be accessible in all schools.		
Fine and Performing Arts*	Maintain high quality fine and performing arts offerings.		Increase access to fine and performing arts offerings.
Advanced Coursework*	Increase Honors and Algebra 1 Enrollment	Increase Honors, Advanced, and AP/IB/DE Enrollment	Increase access to Honors, Advanced, and AP/IB/DE

Increasing inclusive opportunities in courses and programs.

Access to Inclusive Opportunities and Supports

Inclusion of Students with Disabilities

Percent of Students with an IEP who are included in the general education setting 80% or more of the day in the baseline years							
All SWD	**Econ. Dis. SWDs**	**ML SWDs (ELP 1-4)**	**Asian SWDs**	**Black SWDs**	**Hispanic SWDs**	**Multiracial SWDs**	**White SWDs**
55% 13,840 out of 25,119	45% 4,325 out of 9,589	37% 3,003 out of 8,141	52% 1,296 out of 2,483	44% 1,286 out of 2,926	48% 3,936 out of 8,203	62% 829 out of 1,342	64% 6,444 out of 10,065

- This three-year baseline data aligns with VDOE Special Education Indicator 5a: Education Environments.
- 2021-22 Special Education Division Performance Report (most recently published VDOE report) has a target of 72.1% for Indicator 5a.

Table 14, Page 21

Middle and High School Students Enrolled in Academic Support Classes

All Students	Econ. Dis.	ML (ELP 1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
14%	23%	41%	47%	8%	6%	16%	24%	10%	10%
12,272 out of 88,897	6,697 out of 29,344	5,236 out of 12,690	5,976 out of 12,602	423 out of 5,327	1,162 out of 18,084	1,508 out of 9,145	6,036 out of 24,675	493 out of 4,975	3,032 out of 31,677

Table 13, Page 20

Improving Equitable Access and Opportunity

Key Ideas

- Reimagining a consistent set of options that are available at all schools
- Increasing flexibility to access opportunities not offered at all schools

Considerations

- Facilities and space needs
- Staffing
- Location and transportation
- Inclusive opportunities
- Size of schools
- Funding

- Technology solutions
- Instructional time
- Infrastructure
- Student interests
- Partnership opportunities
- Future ready

Planned Next Steps

Phase 1 - Continue Data Analysis

- Program review to identify research, best practices, and enrollment patterns of current offerings in select areas.

Phase 2 - Stakeholder Engagement

- Gather stakeholder feedback and data on the programs and courses students need both now and in the future.
- Collaborate with industry and business leaders, community partners, and higher education programs.

Phase 3 - Recommendations

- Develop recommendation for a set of courses/programs that will be more equitably available to all students beginning in the 2025-2026 school year through the conclusion of the Strategic Plan in 2030.

Phase 4 - Implementation

- Develop and implement a multi-year transition plan to shift to a consistent and accessible offerings model and explore innovative models for implementation based on available resources.