



**EXCELLENCE
EQUITY &
OPPORTUNITY**

2023-30 STRATEGIC PLAN

Goal 1 Report

October 24, 2024





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 1: Strong Start: Pre-K-12

Every student will develop foundational academic skills, curiosity, and a joy for learning necessary for success in Pre-K through 12th grade.

Equity Commitment: We will ensure authentic and affirming partnerships with families and key stakeholders by engaging in collaborative decision making that results in each student's success.

- A. Availability of Pre-K programs (including inclusive Pre-K) to meet community need
- B. Students meeting criteria for kindergarten readiness
- C. Students demonstrating self-regulation attention skills (Pre-K–3, and beyond)
- D. Multilingual Learners meeting expected growth and reclassification criteria
- E. Early and consistent access to and preparation for advanced instruction and enrichment opportunities
- F. Students meeting standards at defined entry and transition points

Note: [Goal 1 Baseline report](#) was presented on December 14, 2023

Multilingual Learner Progress towards English Language Proficiency



Assessing Multilingual Learner Progress toward English Language Proficiency

- Assessment administered to students with a home language other than, or addition to English, to determine if they are in need of language services.
- Students who are identified as Multilingual learners (MLs), based on assessment results, receive appropriate support and are assessed annually using the WIDA ACCESS assessment to monitor progress in English language development.
- Students must make defined progress in the four assessed domains (reading, writing, listening, and speaking) between two years of WIDA ACCESS scores to meet the state standard for progress towards English language proficiency.
- FCPS expects to see positive impacts across multiple measures within the Strategic Plan for Multilingual learners by improving outcomes on this metric.

Percent of FCPS Students Meeting State Standard Significantly Higher than Prior School Year

Percent of FCPS Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency, Compared to Virginia Overall

	2022-23	2023-24
FCPS	49%	56%
Virginia	50%	53%

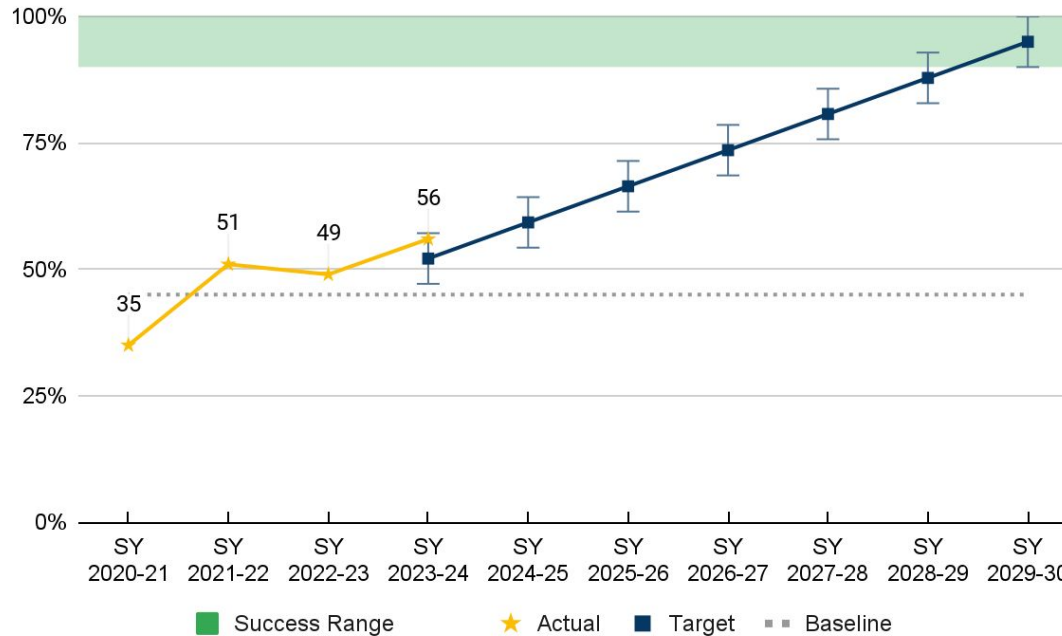
Note: Data source is SSWS VDOE Title III report. Virginia data includes all divisions in the state including Fairfax.

Percent of Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency

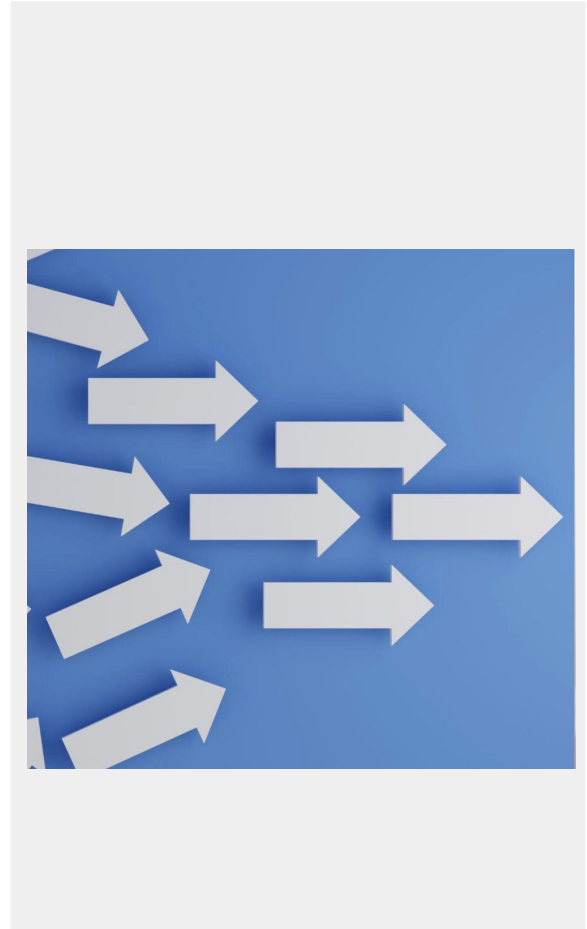
	ALL MLs (ELP 1-4)	Econ Dis MLs	SWD MLs	504 Plan MLs	Asian MLs	Black MLs	Hispanic MLs	Multiracial MLs	White MLs
<i>Old Baseline</i>	45%	43%	34%	48%	57%	49%	41%	52%	54%
Adjusted Baseline	45% 10,334 out of 22,929	43% 7,482 out of 17,482	34% 1,829 out of 5,431	50% 114 out of 230	57% 1,968 out of 3,463	49% 701 out of 1,426	41% 6,240 out of 15,397	52% 89 out of 171	54% 1,299 out of 2,391
SY23-24	56% 15,174 out of 27,306	55% 12,463 out of 22,833	41% 2,819 out of 6,839	57% 192 out of 338	65% 2,658 out of 4,067	57% 885 out of 1,564	52% 9,617 out of 18,471	56% 102 out of 183	64% 1,857 out of 2,916
Change (adjusted baseline to 23-24)	+11%	+12%	+7%	+7%	+8%	+8%	+11%	+4%	+10%

Note: Data source is VDOE SSWS report K-12 EL Student Report. Students included in this metric had to have taken the WIDA ACCESS exam in at least two consecutive years.

Growth Targets for Percent of Multilingual Learners who Meet the State Standard for Progress Toward English Language Proficiency



Strategic Improvement Efforts Focused on Multilingual Learner Progress towards English Language Proficiency



Continuing Strategies

- Continue state and federal advocacy.
- Ensure all Multilingual learners (MLs) receive appropriate English Language Development (ELD) instruction.
- Provide schools with consultation and strategies to improve outcomes for Long-Term Multilingual Learners.
- Offer ESOL (English for Speakers of Other Languages) PRAXIS test prep to certified teachers who wish to become ESOL endorsed.



Continuing Strategies

- Purchased new instructional resources for English Language Development (ELD) instruction.
- Offer English Language Development (ELD) summer program for Multilingual learners.
- Provide professional development on strategies that promote English Language Development (ELD) in content area settings.
- Facilitate data-driven programming conversations with school administrators around strategic scheduling and programming for MLs.



New Strategies

- Progress monitor schools with less than 50 percent of students making expected WIDA Growth.
- Pilot a digital English Language Development (ELD) resource.
- Train ESOL Services Staff in Sheltered Instruction Observation Protocol (SIOP).
- Develop comprehensive multi-year improvement plan for Multilingual Learner English Language Development (ELD).



Inclusive Early Childhood Experiences (Pre-K)

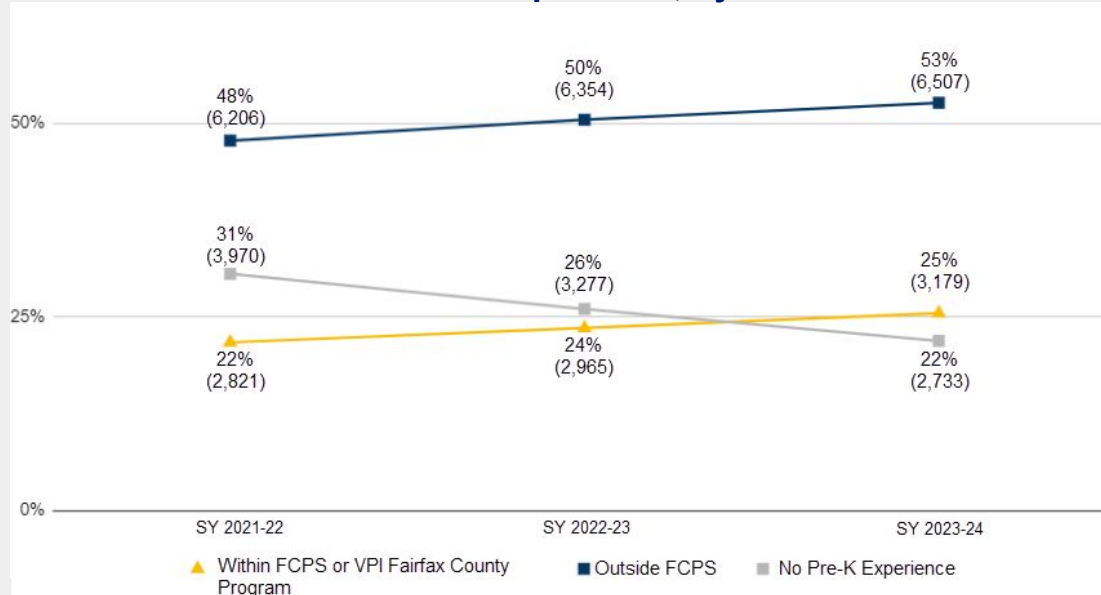


Current State of Early Childhood in Virginia and FCPS

- Virginia is not currently a universal Pre-K state.
- Participation in early childhood programs is a family choice, however, families may also encounter significant barriers to accessing early childhood programming for their children.
- FCPS provides early childhood (Pre-K) programs that serve:
 - Students with Individualized Education Programs (IEPs)
 - Students with economic or other educational risk factors
- In SY 2023-24, 25 percent of kindergarten students completed Pre-K through FCPS or Fairfax County Virginia Preschool Initiative (VPI) programs.

More Students Accessing Pre-K Within and Outside of FCPS

Student Pre-K Experience, by Location



Note: Data source is the Student Information System. Data includes kindergartners who were registered at any point during a school year.

Funding Early Childhood in FCPS

- Approximately 1 percent of **special education early childhood programs** are funded with federal dollars.
 - The majority of funds used to provide programs are local dollars.
 - For FY 2025, FCPS will also claim VPI funding to support these programs.
- Programs serving students with **economic or educational risk factors** braid funding from federal, state, and local sources to provide programs.
 - This includes VPI state-funded grant, designed to provide high quality preschool education to at-risk four-year-olds who are not served by the Federal Head Start program.
 - FCPS currently funds approximately **61.7 percent** of the budget for these programs through local dollars.

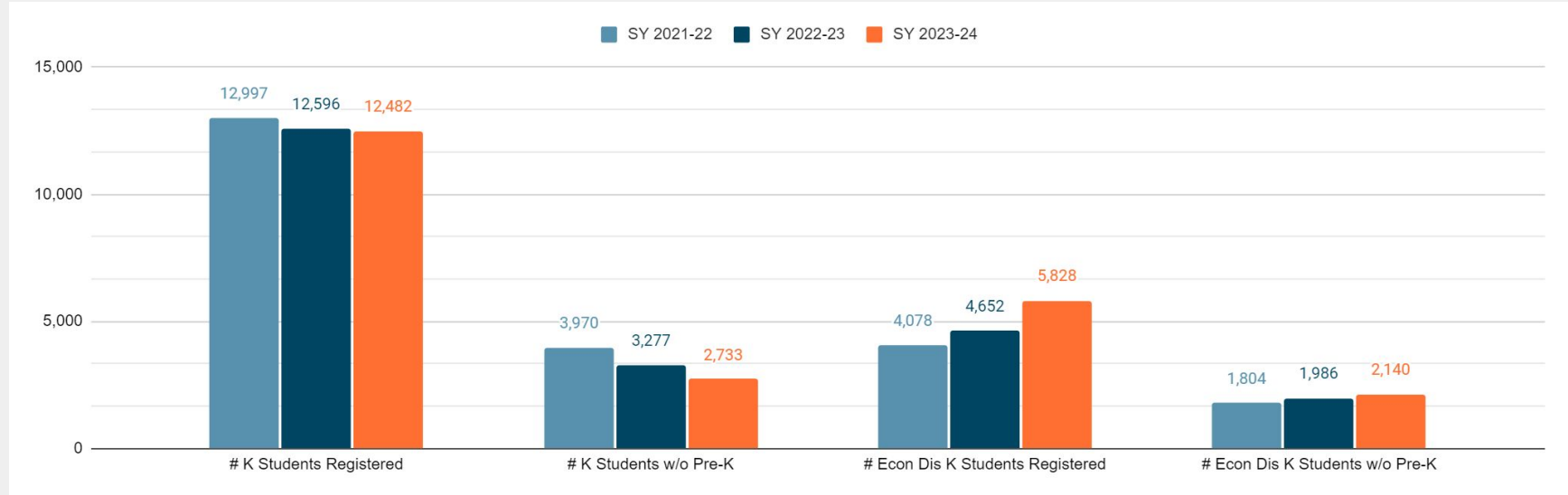
Percent of Students who Enter Kindergarten with Pre-K Experiences

	All Students	Econ. Dis.	ML (ELP 9)	SWD	504 Plan	Asian	Black	Hispanic	Two or More	White
<i>Old Baseline</i>	75%	62%	55%	90%	85%	76%	77%	57%	85%	88%
Adjusted Baseline	74% 9,219 out of 12,433	61% 2,587 out of 4,271	53% 1,723 out of 3,278	90% 1,576 out of 1,760	84% 64 out of 76	74% 1,628 out of 2,186	76% 850 out of 1,122	55% 2,020 out of 3,673	84% 692 out of 820	87% 3,998 out of 4,586
SY23-24	78% 9,749 out of 12,482	63% 3,688 out of 5,828	57% 2,159 out of 3,785	91% 1,862 out of 2,049	87% 103 out of 118	79% 1,629 out of 2,067	81% 956 out of 1,176	60% 2,324 out of 3,864	88% 736 out of 835	91% 4,069 out of 4,492
Change (adjusted baseline to 23-24)	+4%	+2%	+4%	+1%	+3%	+5%	+5%	+5%	+4%	+4%

Note: Data source is Student Information System. The numerator is the number of kindergarten students with Pre-K experiences, as determined by the [FCPS Pre-Kindergarten Experience Form](#) and the denominator is the number of FCPS kindergartners who were enrolled at any time during the 2023-24 school year.

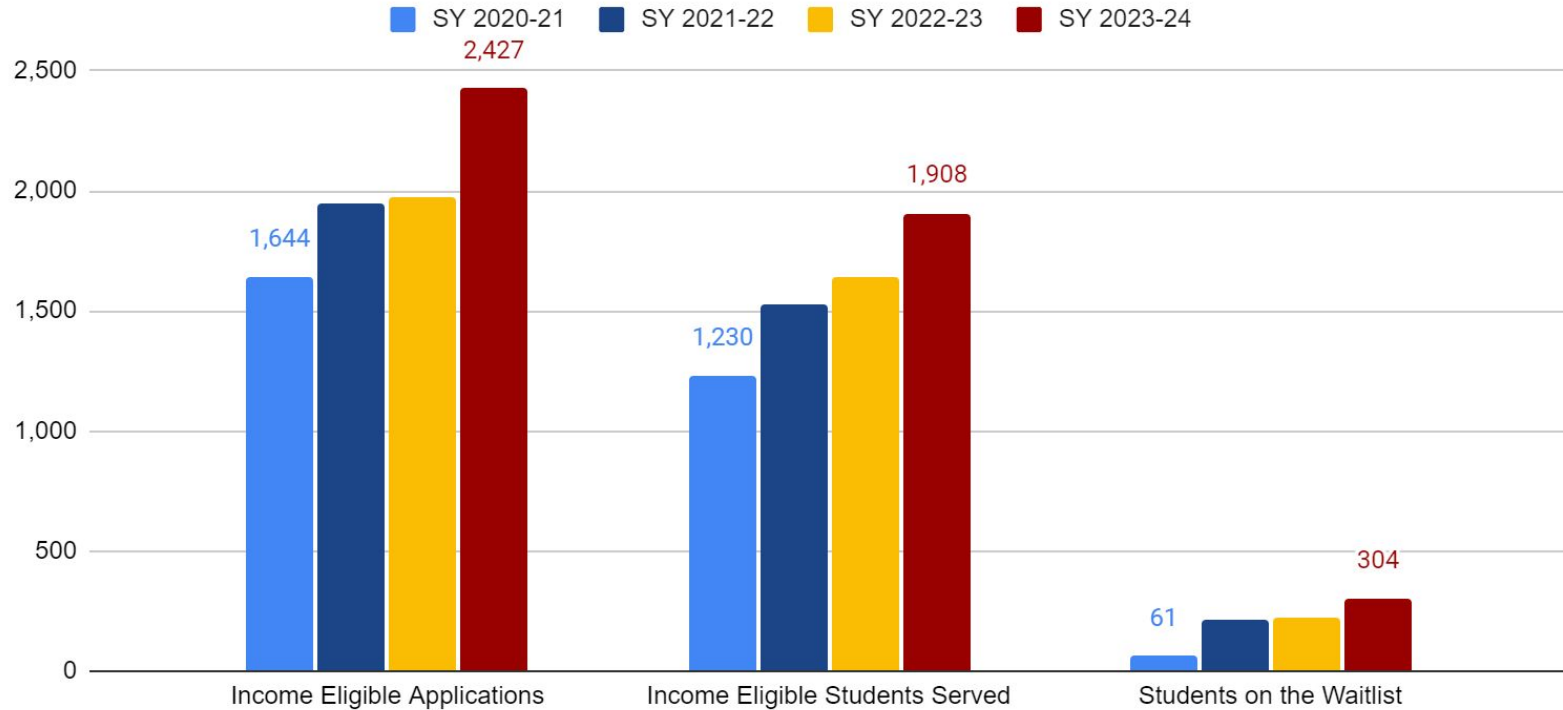
Economically Disadvantaged Kindergarten Student Rates Increasing

Pre-K Experiences of all Kindergartners Compared to Economically Disadvantaged Kindergarten Students Over Time



Note: Data source is the Student Information System. Data reflects students enrolled in kindergarten at any point during the school year.

Growing Need for Income Eligible Pre-K Programming



Growth Target - Percent of Income Eligible Three- and Four-year-old Students who Applied for FCPS Pre-K That Were Served

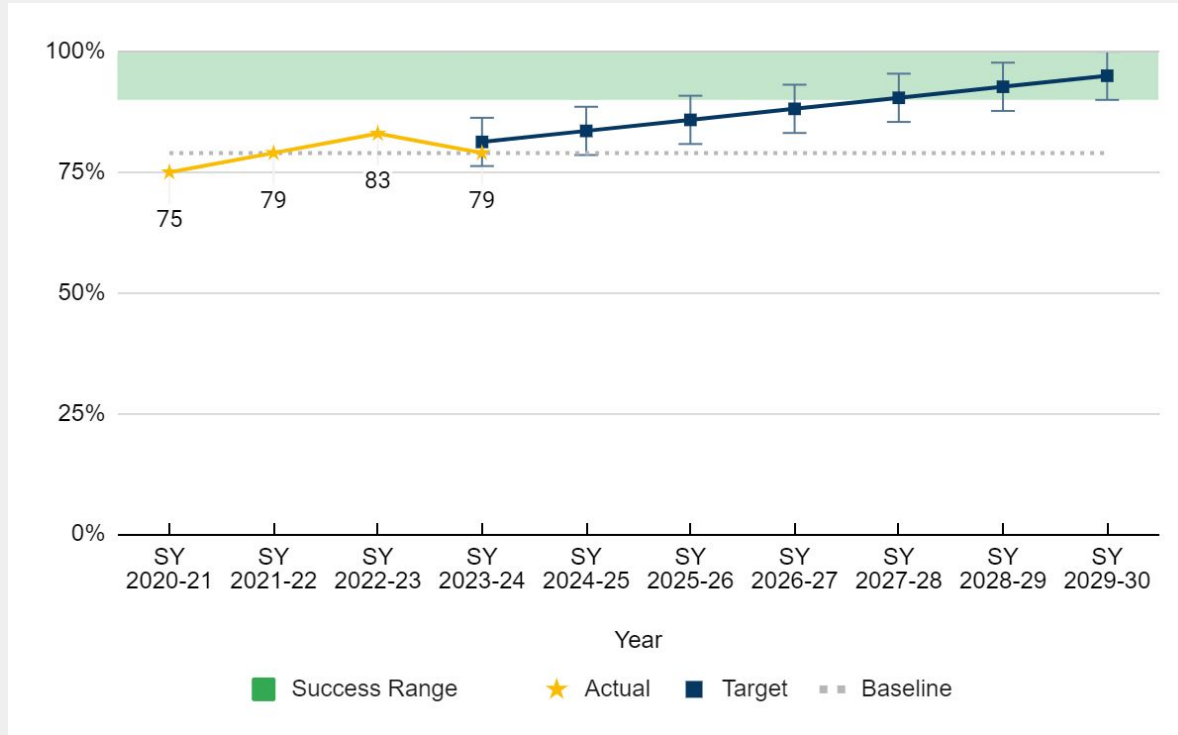
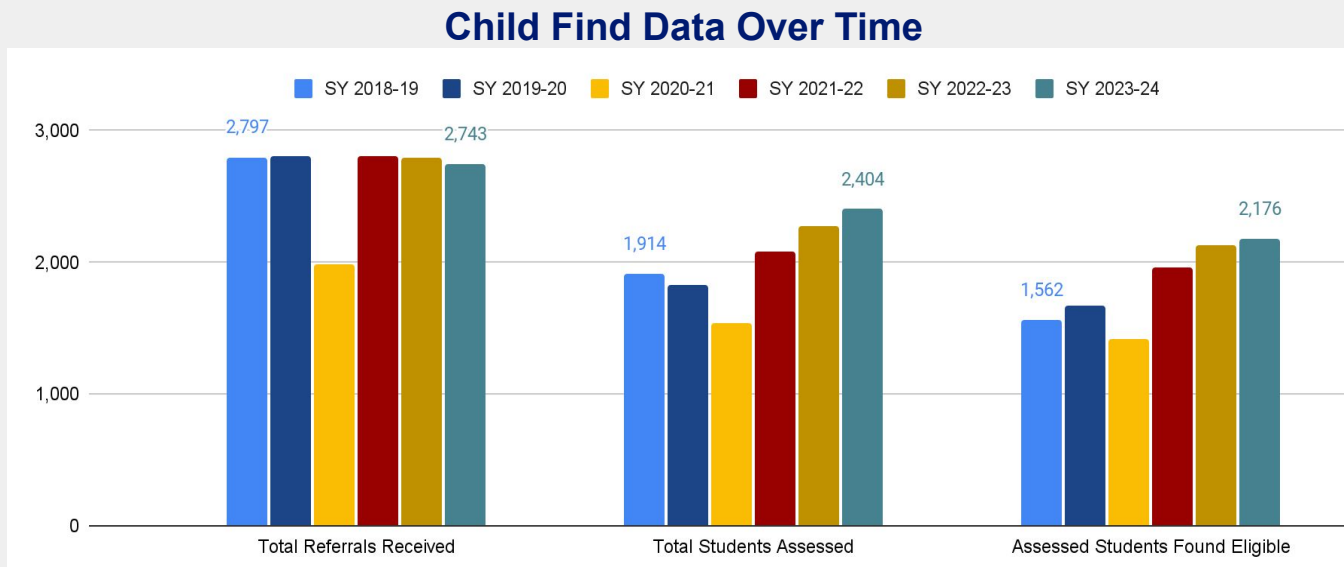


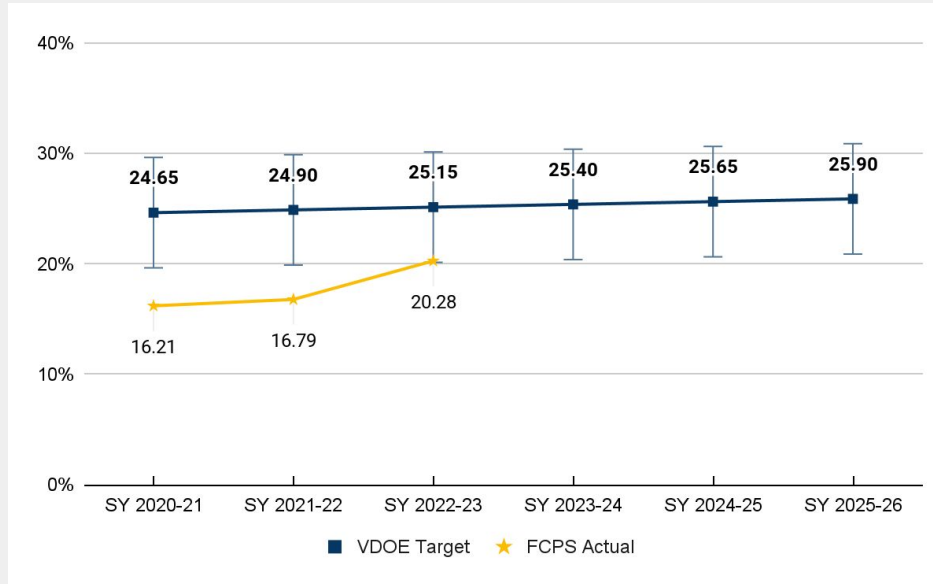
Figure 4, page 25

Students Found Eligible for Special Education Early Childhood Services Increasing



Note: Data in this table was provided by the Department of Special Services (DSS) based on internal tracking of Child Find referrals.

FCPS Performance on VDOE Indicator 6a Compared to State Targets



VDOE indicator 6a reports on the 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](#). Data for 2023-24 SY has not yet been reported by the VDOE.

Kindergarten Readiness



Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Fall

	All Students	Econ. Dis.	SWD	504 Plan	Asian	Black	Hispanic	Two or More	White
<i>Old Baseline</i>	71%	46%	52%	67%	83%	68%	44%	82%	84%
Adjusted Baseline	71% 7,848 out of 11,102	46% 1,653 out of 3,569	53% 517 out of 983	88% 26 out of 29	83% 1,538 out of 1,858	68% 663 out of 975	44% 1,376 out of 3,143	82% 641 out of 778	84% 3,609 out of 4,309
SY23-24	69% 7,657 out of 11,133	46% 1,830 out of 3,942	48% 577 out of 1,204	77% 20 out of 26	79% 1,454 out of 1,842	68% 694 out of 1,028	43% 1,414 out of 3,279	85% 668 out of 790	82% 3,407 out of 4,154
Change (adjusted baseline to 23-24)	-2%	0%	-5%	-11%	-4%	0%	-1%	+3%	-2%

Note: Data source is screener results (PALS, EMAS, and CBRIS). This baseline is a 2-year baseline because there were only 2 years of data available.

Kindergarten Readiness Significantly Higher for Students with Pre-K Experiences

Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Fall, by Pre-K experiences

	All FCPS Kindergartners	Kindergartners with Pre-K experiences	Kindergartners without Pre-K experiences
OLD BASELINE	71%	78%	48%
Adjusted Baseline	71% 7,848 out of 11,102	78% 6,529 out of 8,337	48% 1,320 out of 2,766
SY23-24	69% 7,657 out of 11,133	76% 6,823 out of 8,988	39% 834 out of 2,145
Change (adjusted baseline to 23-24)	-2%	-2%	-9%

Note: Data source is screener results (PALS, EMAS, and CBRS). This baseline is a 2-year baseline because there were only 2 years of data available.

Percent of Students with Disabilities who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Fall Intersected With Other Student Groups

	ALL SWD	Econ Dis SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
<i>Old Baseline</i>	52%	32%	62%	36%	34%	57%	62%
Adjusted Baseline %	53% 517 out of 983	36% 140 out of 392	66% 68 out of 103	43% 33 out of 76	36% 103 out of 284	58% 28 out of 48	60% 284 out of 470
SY23-24%	48% 577 out of 1,204	33% 173 out of 523	56% 75 out of 134	32% 36 out of 114	35% 134 out of 378	58% 36 out of 62	57% 293 out of 512
Change (adjusted baseline to 23-24)	-5%	-3%	-10%	-11%	-1%	0%	-3%

Note: Data source is screener results (PALS, EMAS, and CBRIS). This baseline is a 2-year baseline because there were only 2 years of data available.

Growth Targets for Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Fall

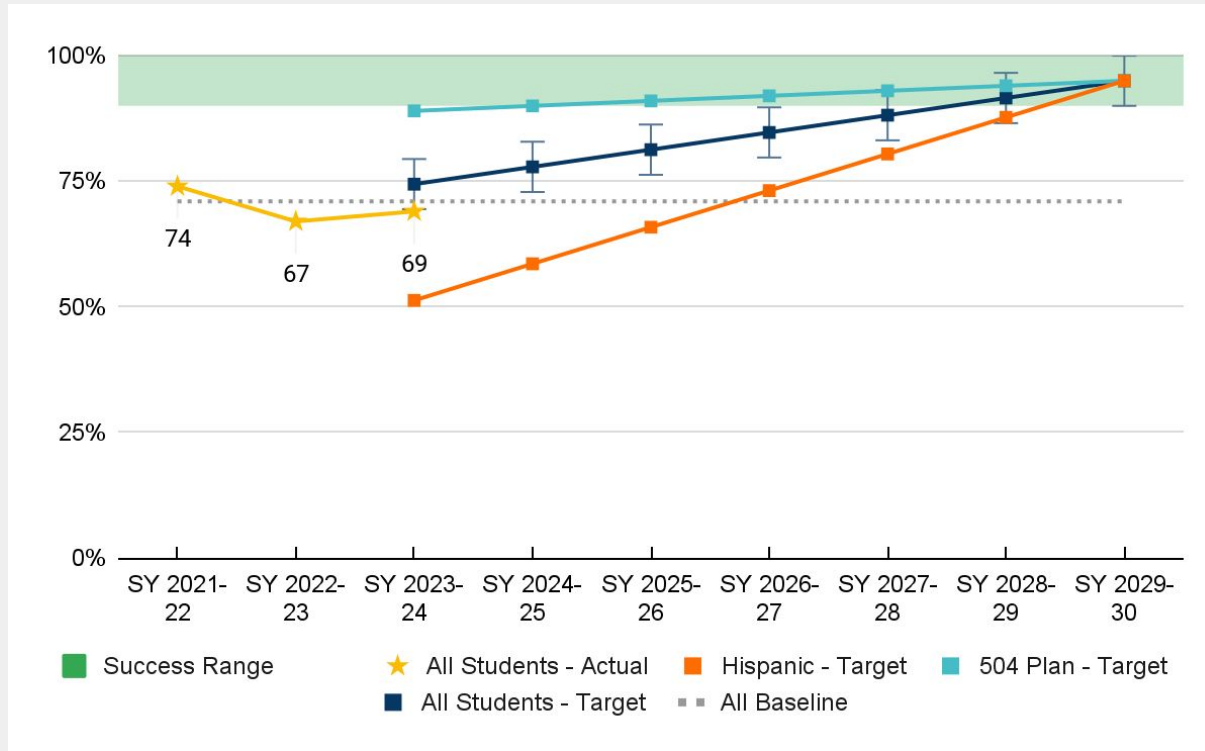


Figure 8, page 32

Strategic Improvement Efforts Focused on Early Childhood Experiences and Kindergarten Readiness



Current Strategies- Expanding Access to Inclusive Pre-K



- Continue state and federal advocacy.
- Continue local advocacy and partnerships to expand early childhood access (ex: Successful Children and Youth Policy Team (SCYPT)).
- Elementary renovations include two additional spaces for Early Childhood classrooms.
- Continue financial investments to add classrooms to increase access to Pre-K for income-eligible students.

Current Strategies- Expanding Access to Inclusive Pre-K

- Implement a variety of service delivery models to increase inclusive experiences across sites with differing programs.
- Support a pipeline of qualified educators for early childhood inclusive programs.
- Increase professional development opportunities to support successful inclusion and academic success.



Continuing Strategies to Support Family Engagement and Kindergarten Readiness

- Continue to leverage Fairfax County Government partnership to reach and meet the diverse needs of families.
- Ensure Pre-K curriculum meets the needs of Multilingual learners.
- Provide alternative learning experiences to young children and families to increase kindergarten readiness.



New Strategies for 2024-25



- Update data collection processes to increase understanding of barriers to early childhood education.
- Pilot executive functioning curriculum in early childhood classrooms.
- Develop recommendations for innovative ways to expand early childhood offerings to eligible students.

Conclusions



- FCPS saw significant increases in the percentage of Multilingual learners (MLs) meeting state standards for progress towards English language proficiency overall and across multiple intersectionality groups. Continued efforts will need to be made to reach our 2030 targets.
- FCPS has made positive strides towards increasing the percentage of kindergarten students with Pre-K experiences, however, gaps remain in particular for Economically Disadvantaged students.
- There are significant differences between the percentage of kindergartners with and without Pre-K experiences meeting grade level expectations in the fall. The gap between the two groups widened in SY 2023-24 school year when compared to the adjusted baseline.
- FCPS will need to continue to expand seats for income eligible students in order to fully meet community need for Pre-K and to meet VDOE targets for Indicator 6a.
- FCPS will need to further examine kindergarten readiness efforts for Students with Disabilities.
- State and federal advocacy, as well as local partnerships, to address gaps in Pre-K needs should continue.



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