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Executive Summary

The 2024-25 Goal 1 report identifies several strengths and opportunities for FCPS to continue to provide a strong start for students, Pre-K to 12th Grade.

Key Takeaways:

- The percentage of kindergarten students who have a Pre-K experience continues to increase, with students being served both within and outside of FCPS.
- 78 percent of kindergarten students who entered FCPS without a Pre-K experience were economically disadvantaged.
- The number of economically disadvantaged kindergarten students has increased by 36 percent since the baseline.
- The number of income eligible four-year olds on the waitlist for FCPS Pre-K has increased by 42 percent from SY 2021-22.
- The number of students found eligible for early childhood services through Child Find has increased by 39 percent since SY 2018-19.
- FCPS has increased the percentage of students meeting the criteria for Virginia Department of Education (VDOE) Indicator 6a, but remains below the state target.
- 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 when compared to the baseline.
- Students with disabilities have high rates of Pre-K experience (91%) but lower rates of kindergarten readiness (48%).
- Fully meeting community need for Pre-K and meeting VDOE targets for Indicator 6a will require FCPS to continue to expand seats for income eligible students.
- State and federal advocacy, as well as local partnerships, to address gaps in Pre-K needs should continue.
- 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.
- While FCPS is now surpassing the state overall in MLs meeting state standards for progress towards English language proficiency, continued efforts will need to be made to reach our 2030 targets.

Background

In June 2023, the Fairfax County Public Schools (FCPS) School Board approved the Division's new Strategic Plan 2023-30, which represented an almost year-long effort to bring together the diverse perspectives of more than 117,000 parents/caregivers, staff, students, and community members and input gathered through 65 planning meetings. The approved plan contains five goals, each with a related equity commitment articulating what FCPS will do to ensure equity for all its students, as well as a set of measures identifying what information the Division will make available to gauge progress on its strategic goals. Additionally, the plan highlights Four Pillars, which serve as the foundation for FCPS' work in support of its Strategic Plan goals. As Superintendent Reid has described, the Strategic Plan 2023-30 serves as FCPS' North Star to ensure excellence, equity, and opportunity for each and every student from now through 2030.

During the 2023-24 school year, five baseline goal reports and one addendum (Goal 2) were approved by the FCPS School Board as the starting point for the 2023-30 plan. These baseline reports included an initial set of metrics that operationalized the measures in the approved plan and described FCPS' understandings at the time about performance on goals and strategies that should lead to improvement. All 2023-24 baseline reports are available on the FCPS website.

Annual goal reports, such as this one, will be presented for each of the five Strategic Plan goals for the duration of the Strategic Plan 2023-30. Annual reports will describe FCPS' progress (or change) from baseline levels of performance on each of the goals as well as provide additional contextual data to support understanding of accountability metrics and improvement efforts. In addition, annual reports will include descriptions of what FCPS is doing to support the desired performance improvements and any changes to strategies previously selected to ensure efforts are focused on the most effective strategies. This continuous improvement approach should allow FCPS to refine its strategies over time, hone in on strategies that are demonstrating the greatest success, and ensure widespread use of the most effective strategies.

Annual goal reports are aligned to <u>FCPS Policy 1405.3</u>, <u>Accountability for Division Efficiency and Effectiveness</u> and play an important role in sharing FCPS' continuous improvement efforts with the School Board and public to provide transparency and accountability. Finally, annual goal reports provide the Board with information to support broader policy and budget deliberations.

Continuous Improvement and Strategic Alignment

The Strategic Plan 2023-30 charts a seven-year journey for FCPS to accomplish its strategic goals. FCPS will need to make consistent improvements over time to achieve its strategic aims. As FCPS implements its strategies and works to align efforts throughout the Division, knowledge of performance, underlying (or root) causes, and effective strategies will continue to evolve. This means that strategies and data presented within these annual reports may be shifted based on data and resource availability and continued insight into the goals the Division is pursuing.

To support continuous improvement, FCPS will be relying upon improvement charted through multiple approaches that will allow the Division to drive the identified priorities into the work of individual staff and support their contributions to the improvement work at schools and in central office departments. During the 2023-24 school year, FCPS began using a new approach to School Improvement and Innovation Plan (SIIP) development that focused all FCPS schools around several Strategic Plan metrics (e.g., in support of Goal 3, Reading by 3rd Grade and mathematics in elementary schools, Algebra I by 8th Grade and reading in middle

schools, performance in coursework and progress to advanced coursework in high schools). This alignment and focus is continuing for SY 2024-25.

During SY 2024-25, FCPS will have seven multidisciplinary Goal Innovation Teams as a part of the portfolio of strategic improvement work. Also within the portfolio of strategic improvement work for FCPS is the Enhancement Plan for Students with Disabilities and a series of projects supporting the Strategic Plan goals. Goal Innovation Teams consist of both school and department staff and provide a roadmap for creating alignment throughout the Division that is focused on improving student outcomes based on the Strategic Plan Initial Priorities (see Appendix E). Teams will systematically address identified challenges within the Division using a research-based framework from Harvard's Public Education Leadership Project (PELP). Lastly, all central office departments will continue the development of annual Department Improvement Plans, focused on a set of Key Performance Indicators (KPIs), aligned to the Strategic Plan.

These combined efforts seek to cascade the strategy into the organization and align the work of each school and department to the Strategic Plan.

Data Methodology

During SY 2023-24 baseline reporting, approximately 200 data points were provided across all five goal reports in order to establish the starting point for FCPS' new Strategic Plan. This included contextual data as well as key metrics that FCPS will track over time to understand progress towards the 2030 goals. For the 2024-25 Goal Reports, some metrics that were reported during baseline reports have been updated or subsumed given data available across all five Strategic Plan Goal Reports. In addition, several metrics have been added. These changes have been made to provide greater clarity, precision and focus for the desired outcomes within the Strategic Plan Goal measures. Updates to the metrics included in Goal 1 can be found in Appendix D.

For SY 2024-25--except in cases where the Virginia Department of Education (VDOE) provides a specific student roster for metric reporting--all demographic information was pulled from a consistent student data source, the Student Records Collection (SRC). Aligning demographic data for Strategic Plan reports to these VDOE sources allows for greater standardization of student reporting across metrics and goals.

- The SRC file is prepared as part of required periodic state reporting designed to monitor enrollment and demographic information with consistent definitions across divisions. The fall or end-of-year SRC files are used as the source of demographic data for most Strategic Plan metrics to ensure alignment with state-reported information for students enrolled at any point during the school year.
- Strategic Plan metrics that are directly aligned to the state accountability metrics for which VDOE distributes a student roster for calculations use the student demographic indicators within this state-generated roster file rather than the SRC demographics. In most cases, the roster demographics closely resemble those in the SRC files, with variance due mainly to the reporting date. However, for certain state metrics, the VDOE uses an expanded definition of Multilingual learners, which includes formerly Multilingual students. In these cases, the English language proficiency (ELP) levels are specified in reporting. When relevant, additional disaggregation by ELP level will be provided using student demographic information from the SRC file.

To provide for a consistent comparison over time, the baseline data within the 2024-25 reports was also recalculated using these VDOE demographic source files. This recalculation has resulted in some changes to baseline data compared to what was previously reported. For transparency, both the former baseline data (reported in the 2023-24 school year) and the new adjusted baseline data are presented.

Unless otherwise noted, FCPS used a cumulative three-year baseline (typically reflecting SYs 2020-21, 2021-22, and 2022-23 data). Data tables in this report list both the numerator and the denominator used to compute each percentage. When calculating baselines the numerators, denominators, and percentages have been rounded to the nearest whole number. When calculating SY 2023-24 data, only percentages have been rounded to the nearest whole number.

Introduction

This report focuses on:

GOAL 1: STRONG START: PRE-K-12

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

Measures

- 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

This report will provide data for each of the six measures in Goal 1 (see Appendix C), with a focus on availability of Pre-K programs (including inclusive Pre-K) to meet community need, kindergarten readiness, and Multilingual learners meeting expected growth and reclassification criteria. Pre-K program availability and Multilingual learner growth were selected as early implementation priorities by the Division and will continue to be a focus during the 2024-25 school year.

The 2023-24 Goal 1 Baseline Report, identified consistent patterns when comparing the outcomes of students with Pre-K experiences (without regard to the quality of those experiences) to students without Pre-K experiences. Students with Pre-K experiences (as defined by the FCPS Pre-Kindergarten Experience Form completed by families at the time of registration) performed consistently higher than students without a Pre-K experience with regard to meeting kindergarten readiness expectations, meeting grade-level expectations on spring reading and mathematics screeners in grades 1-3, self-regulation and attention skills marks for grades K-3, and pass rates on Grade 3 Reading SOLs. In particular, the 2023-24 Goal 1 Baseline Report, presented at the regular Board meeting on December 14, 2024, highlighted a 29 percentage point performance gap on the Grade 3 reading SOL when comparing students with a Pre-K experience to students without a Pre-K experience.

The FCPS baseline data shows similar results to the <u>Virginia Kindergarten Readiness Program</u> (VKRP) data that indicates gaps in opportunity prior to kindergarten entry can lead to gaps in school readiness, which includes literacy, mathematics, and executive functioning. Together, these data suggest that Pre-K experiences can drive higher rates of academic and executive functioning performance. As such, the Division is continuing to focus on Pre-K as a priority within the Strategic Plan with the expectation that increased Pre-K participation will have a positive impact on multiple measures within the plan.

All of the 2023-24 baseline goal reports also underscored the need for FCPS to focus on improving outcomes for Multilingual learners. Across all five baseline goal reports, the success of Multilingual learners was identified as a key strategic focus for the Division. For example, the <u>Goal 3 Baseline Report</u> identified significant gaps between overall student performance and Multilingual learner performance on all three of the Division's initial priorities for Goal 3- Reading by 3rd, Algebra 1 by 8th grade, and advanced coursework in high school. The Division is continuing to focus on Multilingual learners meeting expected growth and reclassification criteria

within the Strategic Plan.	

with the expectation that improving English language development will positively impact multiple measures

Key Terminology

English Language Proficiency (ELP) Levels

ELP levels are measured by the <u>WIDA ACCESS</u>, which is an assessment that measures students' ability to listen, speak, read, and write in English. Current Multilingual learners are those eligible for English language development services. Former Multilingual learners are those who have demonstrated English proficiency and are within four years of monitoring after exiting English language development services.

- *ELP level 1:* Current Multilingual learners who are categorized as ELP level 1 are entering in their ability to listen, speak, read, and write in English.
- ELP level 2: Current Multilingual learners who are categorized as ELP level 2 are emerging in their ability to listen, speak, read, and write in English.
- *ELP level 3:* Current Multilingual learners who are categorized as ELP level 3 are developing in their English language proficiency.
- ELP level 4: Current Multilingual learners who are in ELP level 4 are expanding English language proficiency.
- ELP level 6a-6d: Former Multilingual learners who are in ELP level 6a-6d, meaning they are English
 proficient, are no longer eligible for English language development services, and are within their four
 years of monitoring.
- *ELP level 9:* Current kindergarten Multilingual learners who have not yet had a full assessment of their ability to listen, speak, read, and write in English.

Student with Disability Levels

Students with Disabilities are students with an Individualized Education Program (IEP). In some goal reports, this data will be further disaggregated by level.

- Level 1: Students with Disabilities at level 1 receive special education services for <u>less than 50 percent</u> of their instructional hours.
- Level 2: Students with Disabilities at level 2 receive special education services for <u>50 percent or more</u> of their instructional hours.

Economically Disadvantaged

A student is noted as Economically Disadvantaged if, at any point during the school year, they meet criteria making them eligible for free or reduced-price meals, including students whose families have declined the benefits. Students may be identified as eligible for free or reduced-price meals via application, qualification for federal aid such as Temporary Assistance for Needy Families (TANF) and Medicaid, and students receiving services through Early Head Start programs, FCPS Pre-K programs, migrant services, homeless services, and/or foster care services.

Intersectionality

Intersectionality refers to the idea that there is not independence in different social categories including race/ethnicity, socioeconomic status, service groups, etc. Research¹ suggests that it is not sufficient to study groups of individuals in sole categories, but rather to look at the overlap between categories.

¹ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8095182/

FCPS Early Childhood Program

At the time of this report, the Commonwealth of Virginia has not enacted universal preschool, or the practice of children under the age of five being provided with a free, public early childhood education, as a state policy. Participation in early childhood programs is a family choice, however, families may also encounter significant barriers to accessing early childhood programming for their children.

During SY 2023-24, the majority of kindergarten students, 53 percent, entered FCPS having had a Pre-K experience outside of FCPS while 25 percent had a Pre-K experience within FCPS or in the <u>Virginia Preschool Initiative</u> (VPI) Fairfax County program, and the remaining 22 percent had no Pre-K experience. Because FCPS programs are currently only designed to serve students who meet specific eligibility criteria, it is expected that the majority of students accessing Pre-K will do so outside of FCPS and some families may also make an intentional decision not to pursue Pre-K prior to kindergarten.

Figure 1 provides information about student Pre-K experiences, by location, for the last three years. The data shows that over the past three years, the number and percent of kindergarten students without a Pre-K experience is declining while the number and percent of kindergarten students accessing FCPS/Fairfax County VPI programs and early childhood programs outside of FCPS are both increasing.

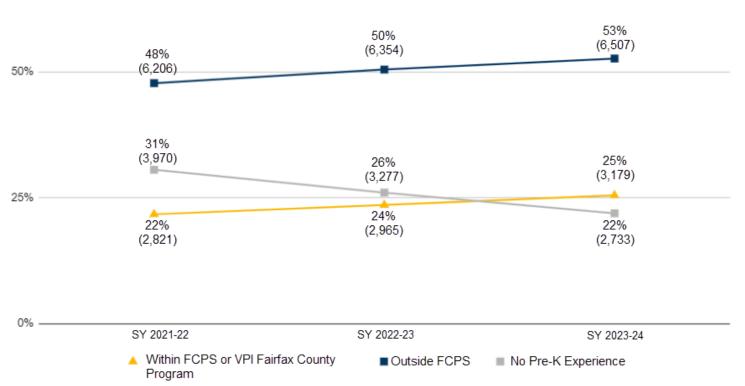


Figure 1: Student Pre-K Experience by Location

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

FCPS Early Childhood Programs and Eligibility

FCPS provides early childhood education to students who are economically disadvantaged, students meeting other specialized eligibility criteria, such as homelessness or being in foster care, and students with disabilities. Access to FCPS early childhood programs is initiated either through the Child Find process, for students with disabilities, or through an application process for students who meet certain income or educational risk factors. Child Find is the process of identifying children with potential special education needs as well as educating the community about child development and the importance of early intervention. Child Find services are provided for children ages 20 months through five years by the FCPS Early Childhood Identification and Services (ECID&S) program. FCPS ECID&S program staff members serve as liaisons providing assistance and information to local community preschools, child care programs, Head Start, and Family and Early Childhood Education Programs (FECEP). ECID&S staff members also perform community outreach to increase public awareness of the importance of early intervention, and to ensure that all members of the Fairfax County community are able to access Child Find services, if needed. Child Find screenings are conducted at one of three early childhood assessment sites and are free to children ages 20 months to 5 years old who are Fairfax County or City of Fairfax residents.

Students with Individualized Education Programs (IEPs) access FCPS early childhood programs and services based on their IEP and may receive services in a special education classroom, general education classroom or in a setting outside of FCPS (child care, residential facility, or home). Special education classrooms include the Early Childhood Class Based (ECCB) program and the Preschool Autism Class (PAC). ECCB programs are half-day programs for students aged 2-5 years. ECCB is available at 69 sites in SY 2024-25. PAC programs consist of three full days and two early release days for students aged 2-5 years and PAC is being offered at 69 sites in SY 2024-25. Additionally, some students with IEPs are served through Early Childhood resource services. Providing resource level services allows students to receive services in the natural environment which includes the general education classroom, a private early childhood classroom or daycare, or at home.

Students may also access FCPS early childhood programs if they meet eligibility criteria based on economic or educational risk factors. Students who are accessing FCPS early childhood through this pathway receive services through Early Head Start or FCPS Pre-K Programs. Early Head Start serves students aged six weeks to three years. There are currently six Early Head Start classrooms located at three different sites. FCPS Pre-K programs serve four-year olds and some three-year olds when space allows. There are currently 126 classrooms at 73 sites. It is important to note that students with IEPs may be served in any of these classrooms depending on their needs.

Families seeking access to early childhood programs based on economic or educational risk factors complete an <u>application</u> that is reviewed by the Office of Early Childhood staff. Program staff complete a family interview to determine potential economic and educational risk factors and what paperwork will need to be submitted by the family. Once the paperwork is collected, the completed application is reviewed by the program staff to determine eligibility. Eligible students are placed in classrooms where space is available. If the program does not have space availability, students are added to the FCPS program waitlist. Additionally, FCPS shares the program waitlist with Neighborhood and Community Services County partners in Early Childhood Program and Services (ECPS) to support meeting community needs. Once eligible for the program, FCPS staff assist families in completing the FCPS enrollment and health forms to enroll at individual elementary schools.

A FCPS early childhood location map is provided in Appendix A.

Inclusive Early Childhood Programming

FCPS is focusing on increasing inclusive early childhood programming for students with disabilities, meaning students with IEPs receive the majority of their instruction in a general education setting. FCPS is currently implementing the following inclusion models:

- Paired Classroom- In this model, a special education preschool class (consisting of one teacher and one instructional assistant) is paired with a general education Pre-K class (also consisting of one teacher and one instructional assistant). This pairing allows for flexible grouping and ensures equitable access, as well as consistent implementation of services. With two teachers and two classrooms, this model allows for inclusion while maintaining enrollment capacity for both special education students and income-eligible students. Students in Early Childhood Class Based (ECCB), Preschool Autism Class (PAC), and income eligible Pre-K may participate in the Paired Classroom inclusion model when both the Early Childhood Special Education and general education classes are co-located. Students receiving special education services in this model receive the majority (approximately 2 hours daily) of their instruction engaging in whole class, medium, or small groups lessons with their peers without IEPs.
- Single Teacher- The single-teacher model is a full-day, full-inclusion program. These classes are staffed with one dually certified teacher and one instructional assistant. Each single-teacher inclusion classroom can serve 13 students: eight general education and five students with IEPs. Schools where the Early Childhood Inclusion Program (ECIP) class is the only early childhood classroom have an additional instructional assistant due to the teachers' additional case management responsibilities.
- Itinerant- In this model, an Early Childhood Special Education (ECSE)-endorsed teacher and instructional assistant travel between two Pre-K classrooms, collaborating and co-teaching with the general education Pre-K endorsed teachers. A special education certified teacher and instructional assistant (from an existing ECCB self-contained class) are assigned to the two Pre-K classrooms transitioning between the classes to support the needs of students with disabilities. This model includes two Pre-K classrooms each with a Pre-K certified teacher and an instructional assistant. The ECCB teacher provides direct services to individual students with disabilities and serves as the case manager for students with IEPs in both classrooms. Each classroom serves 14 income-eligible students and four students with IEPs, all students attending full-day sessions five days a week. Students in ECCB and income eligible Pre-K participate in the Itinerant inclusion model when the classes are co-located as this model collapses an ECCB section and consolidates programs, in order to serve students in an inclusive setting.
- Community Peers- The Community Peers program enables FCPS to extend inclusive experiences to students with disabilities by recruiting, selecting, and having community children without disabilities join the classrooms to serve as peer models. This model is used when an ECSE classroom is not co-located with a general education classroom, due to facilities constraint or when there are not like-age peers, and does not meet requirements for inclusion as defined by the Virginia Department of Education (VDOE) Indicator 6a.

Table 1 provides additional details about the current FCPS early childhood programs.

Table 1: FCPS Early Childhood Programs

Class	Eligibility Criteria	Ages Served	Length of School Day	Inclusion Models Currently Used
Early Childhood Class Based (ECCB)	IEP eligible for Early Childhood Special Education (ECSE)	2-5 years	Half Day	Paired Classroom Itinerant Single Teacher Community Peers*
Preschool Autism Class (PAC)	IEP eligible for Early Childhood Special Education (ECSE)	2-5 years	3 Full Days and 2 Early Release Days	Paired Classroom Community Peers*
Early Head Start	Income & Educational Risk Factor Eligibility	6 weeks - 3 years	Full Day	N/A
Pre-K	Income & Educational Risk Factor Eligibility	4 year olds (3 year olds when space allows)	Full Day	Paired Classroom Itinerant Single Teacher

Note: *The community peers model does not meet the requirements for VDOE Indicator 6a.

Funding for Early Childhood Programs

FCPS early childhood programs that serve income eligible children use a braided funding stream from federal, state, and local contributions so classrooms operate under both the Federal Head Start Program Performance Standards and the Virginia Preschool Initiative (VPI) Guidelines. VPI is a state-funded grant designed to provide quality preschool education to at-risk four-year-olds who are not served by the Federal Head Start Program. VPI aims to reduce disparities among young children when they enter formal school and to address risk factors that can lead to early academic failure. To receive state funding, localities must develop a local plan for their VPI programs, which must include provisions for quality preschool education, health services, family engagement, and comprehensive services such as health, mental health, nutrition, and transportation.

Local, federal, and VPI funds are braided for FCPS' Pre-K programming to receive per enrolled student funding allocation, which maximizes funding resources for materials and staff. Matching local funds are required by the grants with Head Start/Early Head Start requiring a 20 percent match and VPI funded slots in FCPS Pre-K requiring a 50 percent match. Local dollars are currently funding approximately 61.7 percent of the FCPS Pre-K and Early Head Start program.

Early Childhood Special Education services are funded with both federal and FCPS operating funds. Approximately 1 percent of special education early childhood programs are federally funded and the majority of funds used to provide programs and services are local dollars. For FY 2025, VDOE also encouraged Fairfax County to use VPI funding to better support children with special needs. Students served in our special education programs are not required to meet income eligibility. This is the first year FCPS will claim VPI funding for students served in ECCB programs.

Early Childhood (Pre-K) Experiences for Students

During SY 2023-24, 78 percent of all students entered kindergarten having experienced some form of Pre-K, including community-based, FCPS-provided, private, and home-based experiences (see Table 2). This represented a 4 percentage point increase from the adjusted baseline. Asian, Black, and Hispanic student groups had significant increases (5 percentage points) in Pre-K experiences while Multilingual learners (MLs), Multiracial and White students all had 4 percentage point increases in Pre-K experiences.

Students with Disabilities, students with a 504 Plan, White and Multiracial students all had significantly higher rates of Pre-K experience when compared to the Division average. Black and Asian students had similar rates when compared to the Division average (i.e., no more than four percentage points higher or lower than 78%). Multilingual learners, Hispanic, and Economically Disadvantaged students had significantly lower rates when compared to the Division average.

Table 2: Percent of Students who Enter Kindergarten with Pre-K Experiences

	Table 2.1 Growth of Stadente with Enter Mindergarten with the N Experiences										
	All students	Econ Dis	ML (ELP 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White	
OLD BASELINE	75%	62%	55%	90%	85%	76%	77%	57%	85%	88%	
Adjusted Baseline %	74%	61%	53%	90%	84%	74%	76%	55%	84%	87%	
Baseline numerator	9,219	2,587	1,723	1,576	64	1,628	850	2,020	692	3,998	
Baseline denominator	12,433	4,271	3,278	1,760	76	2,186	1,122	3,673	820	4,586	
SY 2023-24%	78%	63%	57%	91%	87%	79%	81%	60%	88%	91%	
SY 2023-24 numerator	9,749	3,688	2,159	1,862	103	1,629	956	2,324	736	4,069	
SY 2023-24 denominator	12,482	5,828	3,785	2,049	118	2,067	1,176	3,864	835	4,492	
Change (adjusted baseline to SY 2023-24)	+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 <u>FCPS Pre-Kindergarten Experience Form</u> and the denominator is the number of FCPS kindergartners who were enrolled at any time during SY 2023-24.

Early Childhood Experience (Pre-K) for Economically Disadvantaged Students

Of the 2,733 students who entered FCPS without a Pre-K experience during the 2023-24 school year, 78 percent of them (2,140) were Economically Disadvantaged. While FCPS saw increases in both the total number and percentage of kindergarten students who are Economically Disadvantaged with Pre-K experiences when compared to the adjusted baseline, the number of kindergarten students who are Economically Disadvantaged is also growing.

The number of kindergarten students who were Economically Disadvantaged increased by 36 percent from the baseline (4,271 students) to SY 2023-24 (5,828 students). Figure 2 provides data from the last three school years to help illustrate these trends including the number of kindergarten students registered at any point in the school year, the number of those students without a Pre-K experience, the number of Economically Disadvantaged kindergarten students that registered at any point during the school year, and the number of Economically Disadvantaged kindergarten students without a Pre-K experience.

While the number of kindergarten students and those without a Pre-K experience has declined over the past three years, the number of Economically Disadvantaged kindergarten students and the number of Economically Disadvantaged kindergarten students without a Pre-K experience has continued to increase. This data suggests that while FCPS is serving more income eligible students in its Pre-K programs, there is also a growing number of students who could meet income eligibility for FCPS early childhood programs. Additional information is needed to determine if families were residents of Fairfax County during the year prior to enrolling in kindergarten and if their income the year prior to entering kindergarten would have made them eligible for FCPS early childhood programs.

SY 2021-22 SY 2022-23 SY 2023-24 15.000 12.997 12,596 12,482 10,000 5,828 4,652 4.078 5.000 3.970 3,277 2,733 2,140 1,986 1.804

Figure 2: 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.

K Students w/o Pre-K

K Students Registered

Pre-K experience data were also examined by the intersectionality of the Economically Disadvantaged student group with other groups shown in Table 3. For each intersected student group, the percentage of students with a Pre-K experience was lower than the same overall student group (i.e: 53% of MLs who are Economically Disadvantaged had a Pre-K experience as compared to 57% of MLs overall). Economically Disadvantaged students who were Black (77%), Multiracial (78%), White (78%), or were Students with Disabilities (86%) had

Econ Dis K Students w/o Pre-K

Econ Dis K Students Registered

significantly higher percentages of Pre-K experiences when compared to all Economically Disadvantaged students. Economically Disadvantaged students who were Hispanic (54%) or MLs (53%) had significantly lower rates of Pre-K experiences and Asian students (65%) had similar rates when compared to all Economically Disadvantaged students.

Table 3: Percent of Economically Disadvantaged Students who Enter Kindergarten with Pre-K Experiences Intersected with Other Student Groups

	ALL Econ Dis	MLs (ELP 9) Econ Dis	SWD Econ Dis	Asian Econ Dis	Black Econ Dis	Hispanic Econ Dis	Multiracial Econ Dis	White Econ Dis
OLD BASELINE	62%	54%	86%	64%	76%	55%	71%	73%
Adjusted Baseline %	61%	52%	86%	62%	76%	52%	71%	73%
Baseline numerator	2,587	1,155	588	338	458	1,234	76	470
Baseline denominator	4,271	2,223	685	541	607	2,353	108	645
SY 2023-24%	63%	53%	86%	65%	77%	54%	78%	78%
SY 2023-24 numerator	3,688	1,649	893	462	596	1,643	158	814
SY 2023-24 denominator	5,828	3,124	1,039	713	774	3,069	203	1,044
Change (adjusted baseline to SY 2023-24)	+2%	+1%	0%	+3%	+1%	+2%	+7%	+5%

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

Table 4 further illustrates the impact of Economic Disadvantage on each student group by examining Pre-K experience for the overall student group, the student group when intersected with Economic Disadvantage, and the student group who was not classified as Economically Disadvantaged. These data suggest that if FCPS is able to continue to improve Pre-K experiences for Economically Disadvantaged students, the Division should see increases in Pre-K experiences across other student groups.

Table 4: Percent of Students who Enter Kindergarten with Pre-K Experiences Intersected with and without Economic Disadvantage

	All students	ML (ELP 9)	SWD	Asian	Black	Hispanic	Multiracial	White
	78%	57%	91%	79%	81%	60%	88%	91%
All SY 2023-24%	9,749 out of	2,159 out of	1,862 out of	1,629 out of	956 out of	2,324 out of	736 out of	4,069 out of
31 2023-24 //	12,482	3,785	2,049	2,067	1,176	3,864	835	4,492
	91%	77%	96%	86%	90%	86%	91%	94%
Not Econ Dis SY 2023-24%	6,061 out of	510 out of	969 out of	1,167 out of	360 out of	681 out of	578 out of	3,255 out of
31 2023-24 /0	6,654	661	1,010	1,354	402	795	632	3,448
	63%	53%	86%	65%	77%	54%	78%	78%
Econ Dis SY 2023-24%	3,688 out of	1,649 out of	893 out of	462 out of	596 out of	1,643 out of	158 out of	814 out of
31 2023-24 //	5,828	3,124	1,039	713	774	3,069	203	1,044

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

Early Childhood Experience (Pre-K) for Multilingual Learners

During SY 2023-24, 59 percent (1,626 out of 2,733) of the kindergarten students that entered FCPS without a Pre-K experience were Multilingual learners (MLs). Data were examined by the intersectionality of the ML student group with other groups shown in Table 5. Only one intersected group was approximately the same as the as the overall Division average for all MLs (i.e., no more than four percentage points higher or lower than 57%), specifically students who were both Economically Disadvantaged and MLs. When compared to all MLs, a significantly larger percent of MLs who were also Students with Disabilities (87%), Asian (69%), Black (78%), Multiracial (78%), and White (70%) had Pre-K experiences. A significantly smaller percent of MLs who were also Hispanic (49%) had Pre-K experiences when compared to all MLs.

Table 5: Percent of Multilingual Learners who Enter Kindergarten with Pre-K Experiences Intersected with Other Student Groups

	ALL MLs (ELP 9)	Econ Dis MLs	SWD MLs	Asian MLs	Black MLs	Hispanic MLs	Multiracial MLs	White MLs
Adjusted Baseline %	53%	52%	85%	63%	73%	44%	73%	67%
Baseline numerator	1,723	1,155	493	425	136	874	19	280
Baseline denominator	3,278	2,223	582	675	185	2,000	26	420
SY 2023-24%	57%	53%	87%	69%	78%	49%	78%	70%
SY 2023-24 numerator	2,159	1,649	626	505	158	1,158	18	324
SY 2023-24 denominator	3,785	3,124	716	733	203	2,382	23	465
Change (adjusted baseline to SY 2023-24)	+4%	+1%	+2%	+6%	+5%	+5%	+5%	+3%

Note: Data source is the Student Information System. Baseline data was not previously presented on this intersectionality data.

Early Childhood Experience (Pre-K) for Students with Disabilities

Data were examined by the intersectionality of the Students with Disabilities group with other groups shown in Table 6. Hispanic (85%), Black (86%), and Economically Disadvantaged (86%) Students with Disabilities had significantly lower percentages of Pre-K experiences when compared to all Students with Disabilities. White Students with Disabilities (96%) had significantly higher rates of Pre-K experiences compared to all Students with Disabilities. The remaining intersected groups were all approximately the same as the overall Division average for all Students with Disabilities (i.e., no more than four percentage points higher or lower than 91%).

Table 6: Percent of Economically Disadvantaged Students who Enter Kindergarten with Pre-K Experiences Intersected with Other Student Groups

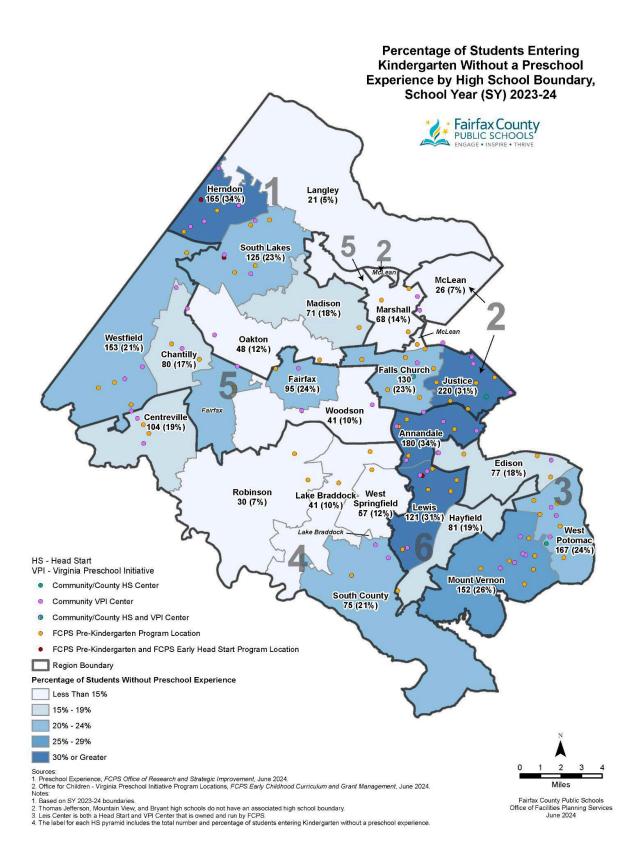
	ALL SWD	Econ Dis SWD	ML (ELP 9) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD	
OLD BASELINE	90%	86%	85%	90%	86%	83%	88%	95%	
Adjusted Baseline %	90%	86%	85%	90%	86%	83%	88%	95%	
Baseline numerator	1,576	588	493	178	131	418	82	760	
Baseline denominator	1,760	685	582	198	153	505	94	801	
SY 2023-24%	91%	86%	87%	95%	86%	85%	88%	96%	
SY 2023-24 numerator	1,862	893	626	213	202	520	106	814	
SY 2023-24 denominator	2,049	1,039	716	224	236	611	121	848	
Change (adjusted baseline to SY 2023-24)	+1%	0%	+2%	+5%	0%	+2%	0%	+1%	

Note: Data source is the Student Information System.

Community Need

FCPS uses several data points to understand community needs for early childhood programming. One way to examine this data is through the use of heat maps that help better understand the need, based on locations throughout Fairfax County. Figure 3 shows a heat map that describes the percentage and number of kindergarten students without Pre-K experiences in SY 2023-24. The lighter the color on the heat map, the lower the concentration of students without Pre-K experiences. In contrast, the darker the color on the heat map, the higher the concentration of students without Pre-K experiences. While the data previously presented highlighted the overall percent of students without Pre-K experiences and the gaps that exist between student groups, this heat map illustrates the areas within the community that have lower rates of Pre-K experiences and where additional Pre-K access may be needed to close gaps.

Figure 3: Percentage of Students Entering Kindergarten in SY 2023-24 Without a Pre-K Experience by High School Boundary



FCPS also tracks waitlist trends for income eligible programs to understand where there may be unmet need. FCPS is required to maintain a waitlist for early childhood programs serving children who meet income or educational risk factors based on Section 642(g) of the Head Start Act. Programs must enroll 100 percent of its funded enrollment and maintain an active waiting list at all times with ongoing outreach to the community and activities to identify underserved populations. The waitlist, ranking children according to the selection criteria, must be developed at the beginning of each enrollment year and maintained during the year. This allows programs to be fully enrolled and to ensure that slots are able to be filled immediately should a family move during the school year, creating an opening in the program. While waitlists for FCPS early childhood programs serving children who meet income or other educational risk factors will never reach zero, the goal is to serve as many children as possible. As such, FCPS shares waitlist data with our County partners to support as many children accessing early childhood programs as possible.

With the exception of SY 2020-21, the four-year-old waitlist data in Table 7 shows an annual increase in the number of students who were on the waitlist as of March 31, each year. During SY 2023-24, 304 four-year olds were on the waitlist as of the end of March which represented a 42 percent increase from SY 2021-22. This increase could be attributed to a growing demand for these services as well as additional outreach efforts to ensure eligible families are aware of programs available for their children.

Table 7: Historical Waitlist Data for four-year-olds FCPS Programs Serving Income Eligible Children

SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24
114	178	61	214	226	304

Note: Waitlist data is as of March 31 each year. Data in this table was provided by the Instructional Services Department (ISD) based on internal tracking.

While a larger number and percentage of Economically Disadvantaged students are entering kindergarten with Pre-K experiences, the waitlist for programs is also increasing which aligns with the overall growth seen in the total number of Economically Disadvantaged kindergarten students. Additional information about the waitlist by FCPS Pyramid is available in Appendix B.

Table 8 provides information about the percent of income eligible three- and four-year-old students who applied for FCPS Pre-K that were served. This includes families who completed an application and met the criteria for income below the 200 percent federal poverty level (FPL). For SY 2023-24, 2,427 families met this criteria and 1,908 students were served. Students who were not served in the program could have remained on the waitlist, relocated outside of FCPS, been served by another program outside of FCPS, or did not participate in another early childhood experience. It is important to consider these limitations when interpreting the data, however, this information supports FCPS' understanding of community need. When compared to the baseline, FCPS experienced a 31 percent increase in the total number of three- and four-year-old income eligible applications while maintaining the percentage of eligible students served (79%). To increase the percentage of eligible students served, FCPS will need to continue to expand access to Pre-K programs for these students.

Table 8: Percent of Income Eligible Three- and Four-year-old Students who Applied for FCPS Pre-K That Were Served

	SY 2020-21	SY 2021-22	SY 2022-23	Baseline	SY 2023-24
Percentage of Income Eligible Students who applied that were served	75%	79%	83%	79%	79%
Total # of students below 200% Federal Poverty Level (FPL)who were served in Pre-K classrooms	1,230	1,530	1,645	1,468	1,908
Total # of completed (program-eligible) applications that are below 200% the Federal Poverty Level (FPL)	1,644	1,946	1,973	1,854	2,427

Note: Data source is Instructional Services Department information from ChildPlus data system. Data on this metric was previously reported during the baseline, however, did not account for students who were not added to the waitlist.

Figure 4 shows progress towards our 2030 goal for all students on this metric, "Percent of income eligible three- and four-year-old students who applied for FCPS Pre-K that were served." The baseline of 79 percent represents a 3-year average of SY 2020-21, SY 2021-22, and SY 2022-23. In order for FCPS to be within 5 percentage points of our final goal of 100 percent by 2030, the Division has created targets that represent steady progress over time. The annual targets, pictured in dark blue, represent progress of just over 2 percentage points each year. This means, FCPS expected to have 81 percent of students served in SY 2023-24 compared to 79 percent of students actually being served. Table 9 provides growth targets for SY 2024-25.

Figure 4: Growth Target - Percent of Income Eligible Three- and Four-year-old Students who Applied for FCPS Pre-K
That Were Served

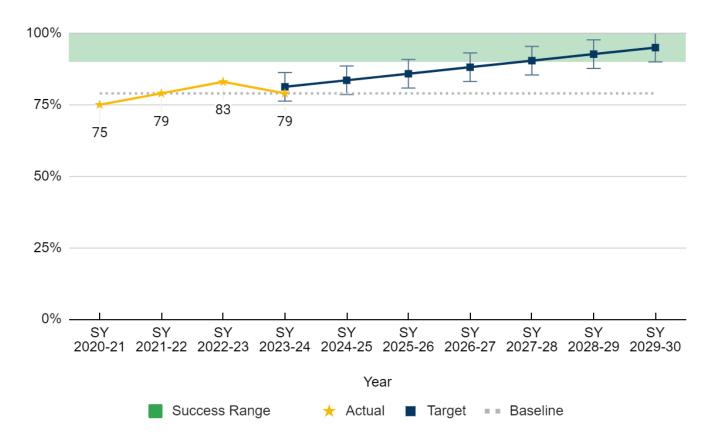


Table 9: Growth Target - Percent of Income Eligible Three- and Four-year-old Students who Applied for FCPS Pre-K That Were Served

Baseline	SY 2023-24 Target	SY 2023-24 Actual	SY 2024-25 Target	Target Annual Progress (%pts)	
79%	81%	79%	84%	2.29	

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. SY 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

Figure 5 provides a heat map showing the percentage of kindergartners who were eligible for Free and Reduced Meals (FRM) who entered kindergarten in SY 2023-24 without a preschool experience, by pyramid. While not all of these students may have been residing in FCPS the year prior to kindergarten, this data, coupled with waitlist information, helps FCPS identify where there is a need to expand classrooms to serve Economically Disadvantaged four-year-old students.

Figure 5: Percentage of Students Eligible for Free and Reduced Meals Entering Kindergarten in SY 2023-24 Without a Preschool (Early Childhood) Experience by High School Boundary

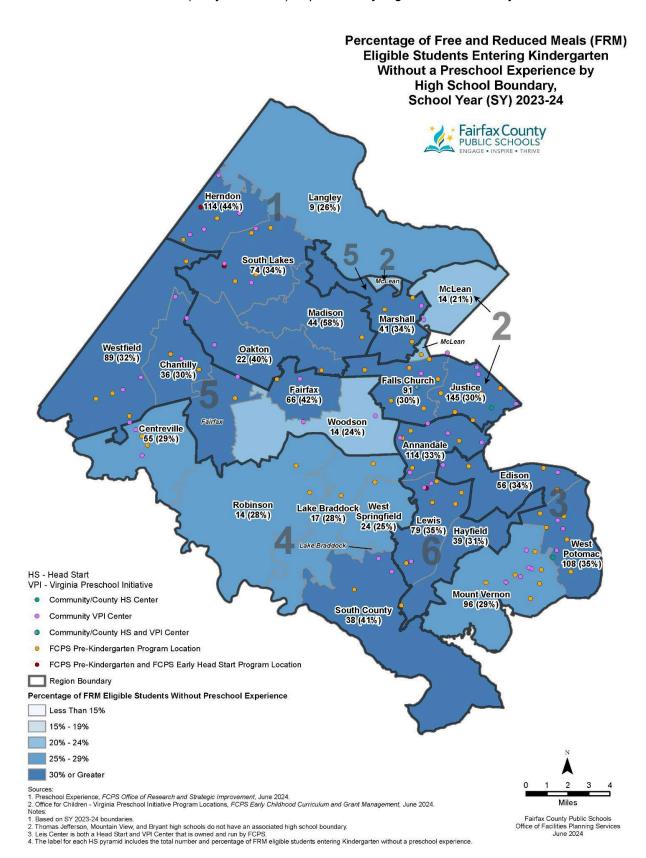


Figure 6 provides historical Child Find referral data which provides additional contextual information regarding the need for early childhood programming for students with IEPs. With the exception of SY 2020-21, referrals to Child Find remained relatively stable from SY 2018-19 through SY 2023-24. However, the number of students assessed and found eligible has increased during the same period of time.

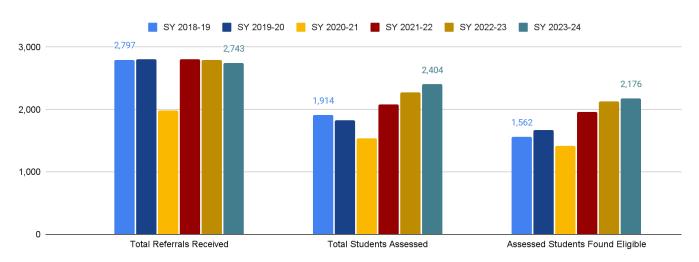


Figure 6: Child Find Data Over Time

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

As more children are found eligible for services through Child Find, additional classrooms are often needed to provide legally required early childhood services to students with IEPs. It is important to note that these programs do not maintain a waitlist as Divisions are required to provide services to eligible students.

Early Childhood Inclusion

As the number of students with Individualized Education Programs (IEPs) receiving early childhood services in FCPS classrooms increases, FCPS will need to ensure there is adequate growth in general education early childhood seats in order to provide inclusive early childhood offerings and meet the Virginia Department of Education (VDOE) targets for preschool children with IEPs.

The VDOE produces annual Special Education Performance Reports that summarize overall state and individual school division performance. These reports include two indicators (each with three parts) that focus on inclusion for students with an IEP. The Goal 2 report will provide additional data on the VDOE inclusion metrics while this report specifically focuses on Indicator 6a, 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.*

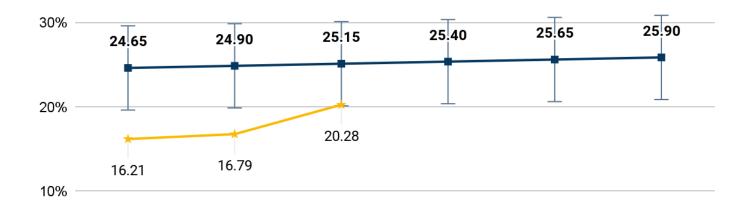
In FCPS, students who are counted in the 6a Indicator include those who are in classrooms that are providing single teacher inclusion, paired classroom inclusion, or itinerant classroom inclusion model. This also includes students whose special education and related services can be provided in the general education Pre-K setting and students whose parents have enrolled them in a privately paid child care or daycare program within Fairfax County who receive FCPS provided special education services in that setting.

Figure 7 provides FCPS data for Indicator 6a, 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 their special education and related services in the regular early childhood program. During the most recent three years of reporting, FCPS did not meet the state target for Indicator 6a. The annual increases to the state targets for Indicator 6a are presented through 2025-26, when the last target date is identified. In the 2022-23 reporting year, Fairfax County's rate for Indicator 6a was 20.28 percent. The state target for the 2025-26 reporting year is 25.90 percent. To reach this target FCPS needs to make 1.87 percentage points of growth each year. The VDOE typically releases indicator reports to the public around June 1 of each year so FCPS expects to see our SY 2023-24 data in the report released in June 2025.

Figure 7 illustrates the growth needed to meet the VDOE target and Table 10 provides the same information in a table format.

Figure 7: FCPS Performance on VDOE Indicator 6a Compared to State Targets







Note: Data source is <u>VDOE Special Education Performance Reports</u>

Table 10: FCPS Performance on VDOE Indicator 6a Compared to State Targets

	SY 2020-21	SY20 21-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Actual	16.21%	16.79%	20.28%	-	-	-
VDOE Target	24.65%	24.90%	25.15%	25.40%	25.65%	25.9%
State Target Met	Not Met	Not Met	Not Met	-	-	-

Note: Data source is <u>VDOE Special Education Performance Reports</u>. Data for 2023-24 SY has not yet been reported by the VDOE.

Kindergarten Readiness

FCPS assesses kindergarten readiness at the beginning of the school year in reading, mathematics, and executive functioning. The screeners administered during these years were the Phonological Awareness Literacy Screening (PALS) (reading), Early Mathematics Assessment System (EMAS) (mathematics), and the Child Behavior Rating Scale (CBRS) (executive functioning). During SY 2024-25, FCPS will administer the Virginia Language and Literacy Screening System (VALLSS) to kindergarten students in place of the PALS screener.

The purpose of this metric is to understand the skills that FCPS students have as they enter kindergarten. Meeting the criteria for this metric meant that students had to meet the benchmarks for all three skills. When compared with the adjusted baseline data in Table 11, overall fall readiness declined by 2 percentage points which did not represent a significant difference. Only two student groups were significantly different from baseline reporting. The Students with Disabilities group declined by 5 percentage points and the 504 Plan student group declined by 11 percentage points. It is important to note the overall number of students with 504 plans when considering this data. When compared to the adjusted baseline, there were not significant improvements in fall kindergarten readiness overall or for any individual student group.

Table 11: Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Fall

	All	Econ Dis SWD 504 Plan Asian Black Hispanic				Multiracial	White		
	students						·		
OLD BASELINE	71%	46%	52%	67%*	83%	68%	44%	82%	84%
Adjusted Baseline %	71%	46%	53%	88%	83%	68%	44%	82%	84%
Baseline numerator	7,848	1,653	517	26	1,538	663	1,376	641	3,609
Baseline denominator	11,102	3,569	983	29	1,858	975	3,143	778	4,309
SY 2023-24%	69%	46%	48%	77%	79%	68%	43%	85%	82%
SY 2023-24 numerator	7,657	1,830	577	20	1,454	694	1,414	668	3,407
SY 2023-24 denominator	11,133	3,942	1,204	26	1,842	1,028	3,279	790	4,154
Change (adjusted baseline to SY 2023-24)	-2%	0%	-5%	-11%	-4%	0%	-1%	+3%	-2%

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. At the time of these assessments kindergarten student WIDA Screener assessments had not yet been reported, therefore Multilingual learner data is not included. To be included in this data, students must have participated in all three fall screener assessments.

This data was further disaggregated to understand how readiness differed for students with and without Pre-K experiences. Table 12 shows the percentage of kindergarteners who met grade level expectations for reading, mathematics, and executive functioning in the fall, by Pre-K experience. Students with a Pre-K experience

^{*}In last year's baseline data student 504 plan information included students who had a plan at any time during the school year. The recalculated baseline data only includes students who had a 504 plan in the fall. This accounts for the discrepancy in baselines.

outperformed students without a Pre-K experience on fall readiness by 37 percentage points (76% compared to 39%). When compared to the baseline data, there was no significant difference for students with a Pre-K experience with regard to fall readiness. For students without a Pre-K experience, however, readiness declined by 9 percentage points which was significantly different than baseline reporting. These differences align with the VKRP information about the importance of having a Pre-K experience.

Table 12: Percent of Kindergartners who met Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Fall by Pre-K Experiences

	All FCPS Kindergarteners	Kindergarteners with Pre-K experiences	Kindergarteners without Pre-K experiences
OLD BASELINE	71%	78%	48%
Adjusted Baseline %	71%	78%	48%
Baseline numerator	7,848	6,529	1,320
Baseline denominator	11,102	8,337	2,766
SY 2023-24%	69%	76%	39%
SY 2023-24 numerator	7,657	6,823	834
SY 2023-24 denominator	11,133	8,988	2,145
Change from baseline to SY 2023-24	-2%	-2%	-9%

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

Figure 8 shows progress towards the 2030 goals for this metric, the "percent of kindergarteners who met grade level expectations for reading, mathematics, and executive functioning in the fall". The baseline of 71 percent represents a two year average of SY 2021-22 and SY 2022-23. In order for students to be within 5 percentage points of our final goal of 100 percent by 2030, FCPS has created targets that represent steady progress over time. The annual targets for all students, picture in dark blue, represents progress of approximately 3.5 percentage points each year. This means, in SY 2023-24, FCPS expected to have a 74 percent success rate, compared to a 69 percent actual.

FCPS has created similar targets for each student group, based on their starting point in relation to the final targets. The chart plots the student group with the highest performance on this metric (currently students with 504 Plans) and the student group with the lowest performance on this metric (currently students who are Hispanic). To illustrate the difference in current achievement to 2030 expected achievement, both student groups are displayed showing steady progression targets - roughly 1 percentage point gains each year for students with 504 plans and just over 7 percentage point gains for Hispanic students. FCPS holds every student to the same 2030 targets and the difference between student groups illustrates the improvements we seek to support all students in reaching these goals. Table 13 provides additional details about the targets for each student group on this metric.

Figure 8: Growth Targets for Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Fall

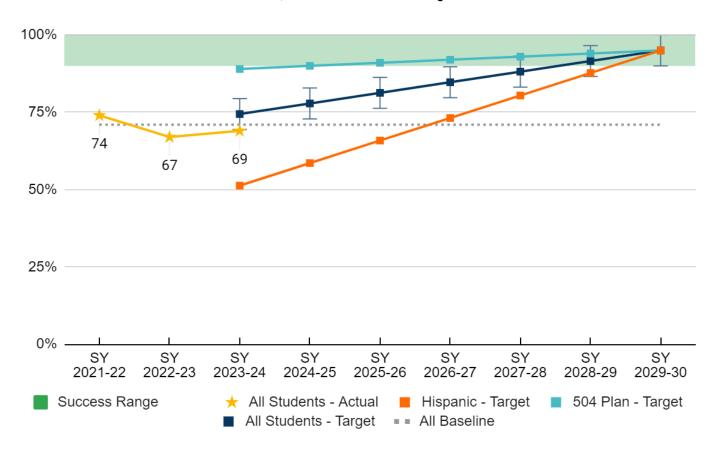


Table 13: Growth Targets for Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Fall, by Student Groups

	wathernation, and Excounter Functioning in the Fall, by Otadon Croupe									
Student Group	All students	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White	
Adjusted Baseline	71%	46%	53%	88%	83%	68%	44%	82%	84%	
SY 2023-24 Target	74%	53%	59%	89%	85%	72%	51%	84%	86%	
SY 2023-24 Actual	69%	46%	48%	77%	79%	68%	43%	85%	82%	
SY 2024-25 Target	78%	60%	65%	90%	86%	76%	59%	86%	87%	
Target Annual Progress (%pts)	3.43	7.00	6.00	1.00	1.71	3.86	7.29	1.86	1.57	

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. SY 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

Kindergarten Readiness for Economically Disadvantaged Kindergartners

Table 14 provides intersectionality data for fall readiness by looking at the Economically Disadvantaged student group intersected with other student groups. Economically Disadvantaged students who are also Asian, Black, Multiracial or White all had significantly higher percentages of students who met grade level expectations than the overall group. Economically Disadvantaged students who were also Hispanic or a Student with Disabilities had significantly lower percentages of students that met grade level standards, when compared to the overall group.

Table 14: Percent of Economically Disadvantaged Students who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Fall Intersected With Other Student Groups

	Mathematics, and Executive Functioning in the Fair Intersected With Other Student Groups								
	ALL Econ Dis	SWD Econ Dis	Asian Econ Dis	Black Econ Dis	Hispanic Econ Dis	Multiracial Econ Dis	White Econ Dis		
OLD BASELINE	46%	32%	68%	61%	32%	55%	61%		
Adjusted Baseline %	46%	36%	68%	61%	33%	56%	61%		
Baseline numerator	1,653	140	308	322	651	53	315		
Baseline denominator	3,569	392	450	525	1,972	95	515		
SY23-24%	46%	33%	63%	63%	34%	71%	56%		
SY 2023-24 numerator	1,830	173	300	374	751	87	313		
SY 2023-24 denominator	3,942	523	473	592	2,186	122	555		
Change (adjusted baseline to SY 2023-24)	0%	-3%	-5%	+2%	+1%	+15%	-5%		

Note: Data source is screener results (PALS, EMAS, and CBRS). At the time of these assessments kindergarten student WIDA Screener assessments had not yet been reported, therefore Multilingual learner data is not included.

Given the significant differences on this metric between students with and without a Pre-K experience (see Table 12) and the significantly lower rates of Economically Disadvantaged students with a Pre-K experience, it will be important for FCPS to continue to focus on opportunities to close these readiness gaps through early childhood programs and experiences.

Kindergarten Readiness for Students with Disabilities

Table 15 provides intersectionality data for Students with Disabilities on the same metric. Three intersected groups performed significantly higher than the overall group, namely Students with Disabilities who were also Asian, Multiracial, and White. Students with Disabilities who were also Economically Disadvantaged, Black, or Hispanic had significantly lower rates of students meeting grade level expectations when compared to all Students with Disabilities.

Table 15: 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

	Executive I undustring in the I am interesected vital Care Stadent Creape									
	ALL SWD	Econ Dis SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD			
OLD BASELINE	52%	32%	62%	36%	34%	57%	62%			
Adjusted Baseline %	53%	36%	66%	43%	36%	58%	60%			
Baseline numerator	517	140	68	33	103	28	284			
Baseline denominator	983	392	103	76	284	48	470			
SY 2023-24%	48%	33%	56%	32%	35%	58%	57%			
SY 2023-24 numerator	577	173	75	36	134	36	293			
SY 2023-24 denominator	1,204	523	134	114	378	62	512			
Change (adjusted baseline to SY 2023-24)	-5%	-3%	-10%	-11%	-1%	0%	-3%			

Note: Data source is screener results (PALS, EMAS, and CBRS). At the time of these assessments kindergarten student WIDA Screener assessments had not yet been reported, therefore Multilingual learner data is not included.

Given the high rates of Pre-K experiences for Students with Disabilities (91%) and the lower rate of kindergarten readiness on this metric, FCPS should investigate ways to further strengthen existing readiness efforts for Students with Disabilities.

Readiness for First Grade- Transition

Each spring, FCPS kindergarten students are administered screeners to measure the percentage of students that met end-of-year grade level expectations in reading, mathematics, and executive functioning. This data supports the Division's understanding of students who may need additional support as they prepare to transition to first grade. The screeners administered during these years were Phonological Awareness LiteracyScreening (PALS) (reading), Early Mathematics Assessment System (EMAS) (mathematics), and the Child Behavior Rating Scale (CBRS) (executive functioning). During SY 2024-25, FCPS will administer the Virginia Language and Literacy Screening System (VALLSS) to kindergarten students in place of the PALS screener.

During these years, students with a home language other than or in addition to English were eligible to be deferred from participation in the fall reading and mathematics screeners. As a result, for many Multilingual students, the spring assessment was their first time taking this type of screener. Because the same group of students are not assessed in fall and spring, and the expectations for the two tests are not the same, the data between the two should not be used as a proxy for growth.

Table 16 provides data on spring screeners, including a two year baseline to provide a consistent comparison with screeners, across years. For students to be included in the data set, they had to take all three spring assessments and meet grade level expectations on all three. Overall, 68 percent of students who participated in all three screeners met grade level expectations. There was a significant increase (6 percentage points) in the performance of Economically Disadvantaged students from the adjusted baseline. No other groups had significant changes in performance when compared to the adjusted baseline. Asian, Multiracial and White students had scores that were significantly higher than overall student performance whereas all remaining student groups had scores that were significantly lower than overall student performance on this metric.

Table 16: Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Spring

	All students	Econ Dis	ML (ELP 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD BASELINE	62%	39%	35%	40%	59%	73%	54%	40%	75%	74%
Adjusted Baseline %	67%	45%	38%	44%	59%	77%	60%	45%	79%	78%
Baseline numerator	7,799	1,761	1,264	669	55	1,517	613	1,543	633	3,466
Baseline denominator	11,699	3,883	3,295	1,534	93	1,976	1,029	3,426	804	4,421
SY 2023-24%	68%	51%	39%	44%	58%	77%	61%	47%	81%	80%
SY 2023-24 numerator	7,770	2,654	1,320	728	65	1,474	632	1,644	648	3,342
SY 2023-24 denominator	11,481	5,202	3,353	1,642	112	1,914	1,037	3,516	800	4,171
Change (adjusted baseline to SY 2023-24)	+1%	+6%	+1%	0%	-1%	0%	+1%	+2%	+2%	+2%

Note: Data source is screener results (PALS, EMAS, and CBRS). The adjusted baseline is a 2-year baseline because the reading screener in spring 2021 was not the same screener used in the years 2021-22, 2022-23, and 2023-24. iReady was used in the 2020-21 school year while PALS was used in the subsequent years. Baseline data reported in last year's Goal 1 Baseline report used all three baseline years. To be included in this data, students must have participated in all three screener assessments (reading, math, executive functioning).

Table 17 provides information about the same metric disaggregated by Pre-K experience. While 68 percent of all students counted in this metric met grade level benchmarks, there were significant differences for students with and without Pre-K experiences. Seventy three percent of students with a Pre-K experience met the grade level expectations in the spring whereas 47 percent of students without Pre-K experiences met the grade level expectations.

Table 17: Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Spring by Pre-K Experiences

	All FCPS Kindergarteners	Kindergarteners with Pre-K experiences	Kindergarteners without Pre-K experiences
OLD BASELINE	71%	78%	48%
Adjusted Baseline %	67%	73%	49%
Baseline numerator	7,799	6,276	1,523
Baseline denominator	11,699	8,614	3,085
SY 2023-24%	68%	73%	47%
SY 2023-24 numerator	7,770	6,656	1,114
SY 2023-24 denominator	11,481	9,108	2,373
Change (adjusted baseline to SY 2023-24)	+1%	+0%	-2%

Note: Data source is screener results (PALS, EMAS, and CBRS). The adjusted baseline is a 2-year baseline because the reading screener in spring 2021 was not the same screener used in the years 2021-22, 2022-23, and 2023-24. iReady was used in the 2020-21 school year while PALS was used in the subsequent years. Baseline data reported in last year's Goal 1 report used all three baseline years. To be included in this data, students must have participated in all three screener assessments (reading, math, executive functioning). Percent meeting benchmarks has been rounded to the nearest whole number.

Figure 9 shows progress towards the 2030 goals for this metric, the "percent of kindergarteners who met grade level expectations for reading, mathematics, and executive functioning in the spring." The adjusted baseline of 67 percent represents a two year average of SY 2021-22 and 2022-23. In order for students to be within 5 percentage points of our final goal of 100 percent by 2030, FCPS has created targets that represent steady progress over time. The annual targets for all students, pictured in dark blue, represents progress of 4 percentage points each year. This means, in SY 2023-24, FCPS expected to have a 71 percent success rate, compared to a 68 percent actual.

The chart also plots the student group with the highest performance on this metric (currently Multiracial students) and the student group with the lowest performance on this metric (currently students who are Multilingual learners). Both student groups are displayed showing steady progression targets - roughly 2 percentage point gains each year for Multiracial students and just over 8 percentage point gains for MLs. Table 18 provides additional details about the targets for each student group on this metric.

Figure 9: Growth Targets for Percent of Kindergartners who Meet Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Spring

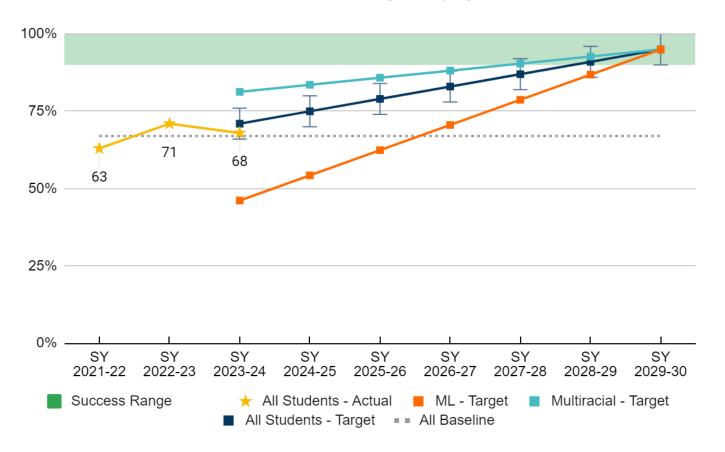


Table 18: Growth Targets for Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Spring, by Student Groups

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Student Group	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	67%	45%	38%	44%	59%	77%	60%	45%	79%	78%
SY 2023-24 Target	71%	52%	46%	51%	64%	80%	65%	52%	81%	80%
SY 2023-24 Actual	68%	51%	39%	44%	58%	77%	61%	47%	81%	80%
SY 2024-25 Target	75%	59%	54%	59%	69%	82%	70%	59%	84%	83%
Target Annual Progress (%pts)	4.00	7.14	8.14	7.29	5.14	2.57	5.00	7.14	2.29	2.43

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

Economically Disadvantaged Student Readiness for First Grade

Table 19 provides intersectionality data for spring readiness by looking at the Economically Disadvantaged student group intersected with other student groups. FCPS made significant improvements from the baseline on this metric for all Economically Disadvantaged students and for Multiracial and White students who are also Economically Disadvantaged. No other intersected groups had significant changes in performance from the baseline data.

Economically Disadvantaged students who are also Asian, Black, Multiracial or White all had significantly higher percentages of students who met grade level expectations than the overall group. All remaining student groups had significantly lower percentages of students that met spring expectations, when compared to the overall group.

Table 19: Percent of Economically Disadvantaged Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Spring, Intersected With Other Student Groups

	ALL Econ Dis	MLs (ELP 9) Econ Dis	SWD Econ Dis	Asian Econ Dis	Black Econ Dis	Hispanic Econ Dis	Multiracial Econ Dis	White Econ Dis
OLD BASELINE	46%	32%	32%	68%	61%	32%	55%	61%
Adjusted Baseline %	45%	34%	27%	62%	53%	36%	55%	56%
Baseline numerator	1,761	762	153	305	289	788	56	317
Baseline denominator	3,883	2,224	567	491	546	2,164	103	565
SY 2023-24%	51%	35%	23%	66%	57%	40%	66%	66%
SY 2023-24 numerator	2,654	972	125	417	386	1,110	126	602
SY 2023-24 denominator	5,202	2,746	540	636	680	2,765	192	907
Change (adjusted baseline to SY 2023-24)	+6%	+1%	-4%	+4%	+4%	+4%	+11%	+10%

Note: Data source is screener results (PALS, EMAS, and CBRS). The adjusted baseline is a 2-year baseline because the reading screener in Spring 2021 was not the same screener used in the years 2021-22, 2022-23, and 2023-24. iReady was used in the 2020-21 school year while PALS was used in the subsequent years. Baseline data reported in last year's Goal 1 report used all three baseline years. To be included in this data, students must have participated in all three screener assessments (reading, math, executive functioning).

Multilingual Learner Student Readiness for First Grade

Table 20 provides intersectionality data for spring readiness by looking at the Multilingual learner student group intersected with other student groups. FCPS made significant improvements from the baseline on this metric for Black students who are MLs. No other intersected groups had significant changes in performance from the baseline data.

ML students who are also Asian, Black, Multiracial or White all had significantly higher percentages of students who met grade level expectations than the overall group. Economically Disadvantaged students who are MLs had similar rates to the overall group. Students with Disabilities and Hispanic students who are MLs had significantly lower percentages of students that met spring expectations, when compared to the overall group.

Table 20: Percent of Multilingual Learner Kindergartners who Meet Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Spring, Intersected With Other Student Groups

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	ALL MLs (ELP 9)	Econ Dis MLs	SWD MLs	Asian MLs	Black MLs	Hispanic MLs	Multiracial MLs	White MLs
Adjusted Baseline %	38%	34%	23%	59%	29%	29%	42%	46%
Baseline numerator	1264	762	115	388	39	590	13	182
Baseline denominator	3295	2224	505	661	131	2014	30	395
SY 2023-24%	39%	35%	23%	58%	51%	31%	45%	48%
SY 2023-24 numerator	1,320	972	125	376	85	666	9	177
SY 2023-24 denominator	3,353	2,746	540	646	166	2,134	20	372
Change (adjusted baseline to SY 2023-24)	+1%	+1%	0%	-1%	+22%	+2%	+3%	+2%

Note: Data source is screener results (PALS, EMAS, and CBRS). The adjusted baseline is a 2-year baseline because the reading screener in spring 2021 was not the same screener used in the years 2021-22, 2022-23, and 2023-24. iReady was used in the 2020-21 school year while PALS was used in the subsequent years. To be included in this data, students must have participated in all three screener assessments (reading, math, executive functioning). No baseline was reported on this intersectionality data for 2023-24.

Students with Disabilities Readiness for First Grade

Table 21 provides intersectionality data for spring readiness by looking at the Students with Disabilities group intersected with other student groups. No intersected groups had significant changes in performance from the baseline data.

Students with Disabilities who are also Multiracial or White had significantly higher percentages of students who met grade level expectations than the overall group. Students with Disabilities who are also Asian had similar rates to the overall group. All remaining intersected groups had significantly lower percentages of students that met spring expectations, when compared to the overall group.

Table 21: Percent of Kindergarten Students With Disabilities who Meet the Grade Level Expectations for Reading, Mathematics, and Executive Functioning in the Spring, Intersected With Other Student Groups

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	ALL SWD	Econ Dis SWD	ML (ELP 9) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
OLD BASELINE	52%	32%	30%	62%	36%	34%	57%	62%
Adjusted Baseline %	44%	27%	23%	49%	30%	28%	49%	54%
Baseline numerator	669	153	115	78	39	126	43	379
Baseline denominator	1534	567	505	160	131	452	87	697
SY 2023-24%	44%	31%	23%	45%	25%	31%	53%	57%
SY 2023-24 numerator	728	249	125	78	43	161	55	385
SY 2023-24 denominator	1,642	804	540	174	169	518	103	671
Change (adjusted baseline to SY 2023-24)	0%	+4%	0%	-4%	-5%	+3%	+4%	+3%

Note: Data source is screener results (PALS, EMAS, and CBRS). The adjusted baseline is a 2-year baseline because the reading screener in Spring 2021 was not the same screener used in the years 2021-22, 2022-23, and 2023-24. iReady was used in the 2020-21 school year while PALS was used in the subsequent years. Baseline data reported in last year's Goal 1 report used all three baseline years. To be included in this data, students must have participated in all three screener assessments (reading, math, executive functioning).

Strategic Improvement Efforts Focused on Early Childhood Experiences and Kindergarten Readiness

There are several factors that contribute to increasing the percentage of students with early childhood experiences and their readiness for kindergarten. First, early childhood education is not required or fully funded for all four-year-old children in Virginia. In addition, FCPS is currently only funded to provide early childhood services to students who meet specific eligibility criteria which results in about one quarter of all kindergarten students accessing their early childhood programming through FCPS. Finally, many children enter kindergarten having lived outside of FCPS the year prior. As a result, FCPS should focus efforts on two key strategies with regard to increasing early childhood experiences that lead to better kindergarten readiness. These two key strategies are continued advocacy and partnership with local, state, and federal officials to expand funding and opportunities for early childhood education for all children and expanding access to existing FCPS early childhood programs.

State and Federal Advocacy

The 2025 Fairfax County School Board (FCSB) State and Federal Legislative Program outlines the Board's stance on significant state and federal matters. The Board has identified the most critical issues for FCPS as "priorities" which includes increased state per-pupil funding for early childhood programming and related facilities costs. The FCSB also advocates for local flexibility in funding options and eligibility standards which aim to ensure that programs are accessible to a wider range of families and provide the necessary support for young children's development. Specifically, the FCSB Legislative Program advocates for:

- Increased state funding to support early childhood programs.
- Minimizing start-up costs and reducing or eliminating any required local match for these programs.
- Flexibility in eligibility criteria for VPI to account for local at-risk factors and regional variations.
- Increasing the income eligibility threshold for VPI to 350% of the federal poverty level.
- Providing more options for families to enroll in VPI after the initial fall membership verification date.

While federal policies have generally supported early childhood education, progress in this area has been hindered by several factors. Funding fluctuations, state-level variations, a lack of standardized quality metrics, and teacher shortages have all contributed to limitations in access and quality of early childhood education programs. While Virginia has made progress in early childhood education, several similar factors are hindering progress. Addressing these issues requires a comprehensive approach involving increased funding, improved teacher recruitment and retention, and targeted support for underserved communities.

During the 2024 General Assembly session, several bills were considered related to early childhood. Of note were the following bills that passed:

HB 419/SB 54 which aims to address the need for affordable, high-quality early childhood care and education services by providing state general funds to support the provision of these services to families. To determine the necessary funding, the Department of Education will report annually on the projected general funds needed for the upcoming two fiscal years based on the cost of quality rate per child. This projection will be used to maintain the current number of slots, increase the number of slots based on a projected growth report, and eventually eliminate waitlists by fully accommodating parent demand. The bills also require regional entities, local school divisions, and localities to indicate their respective slot needs for different early childhood care and

education programs. The Department of Education will reallocate available slots, make adjustments based on family preferences, and prioritize the expenditure of current-year state general funds.

Item 125.10 #1c consolidates funding for the Child Care Subsidy Program, Mixed Delivery Program, and Virginia Preschool Initiative. It provides additional funding to support these programs, including \$8.9 million in the first year and \$40.9 million in the second year from the general fund, along with \$25.0 million in non-general funds. Additionally, the amendment restores the VPI composite index funding cap to 0.5000.

Passage of <u>HB 419/SB 54</u>, while not directly increasing state support for additional slots, will help to facilitate the collection of statewide data regarding actual local needs and waitlists in hopes of better alignment of state resources with local demand. Item 125.10 #1c reversed a Governor's proposed change in how the shares of state and local funding responsibility were calculated for the VPI. Currently, FCPS shares responsibility equally with the state for VPI funding, but the Governor's proposal would have determined funding responsibilities based on the local composite index (LCI). With FCPS' current LCI of .6579, that change would have increased local funding responsibility to over 65 percent and reduced state VPI funding to Fairfax by over \$5M.

FCPS should continue state and federal advocacy to expand funding for and access to early childhood education.

Local Advocacy and Partnership

The <u>Successful Children and Youth Policy Team</u> (SCYPT) is composed of leaders from multiple sectors within Fairfax County. The team's role is to set community-wide goals and priorities for public policy as it relates to children, youth, and families. Membership on the team is divided equally among representatives from Fairfax County Government, FCPS staff, and the community. Two members from both the Board of Supervisors and the FCPS School Board participate.

The SCYPT focuses on a <u>number of initiatives</u> including children entering kindergarten ready to succeed. In 2012, the SCYPT endorsed a <u>set of recommendations</u> related to ensuring all children enter kindergarten ready to succeed. The broader and more comprehensive <u>Fairfax County Equitable School Readiness Strategic Plan</u> was endorsed in 2017, and the recommendations of the <u>School Readiness Resource Panel</u> were endorsed in 2020. The <u>current Fairfax Countywide Strategic Plan</u> identifies access to early childhood education as a priority with four associated strategies including <u>creating</u> a plan and model to ensure access to high-quality early childhood education (prioritizing efforts based on need by geographic area and/or population).

Fairfax County currently has over 1,700 centers and family child care programs that are licensed and permitted. Of those, 201 centers and 618 family child care homes participate in Head Start, VPI and or subsidy programs. As part of our collective efforts to expand Pre-K services, our county partners at Neighborhood and Community Services (NCS) and Early Childhood Programs and Services (ECPS) anticipate opening new early childhood facilities over the next three years. In the spring and/or summer of 2025 NCS/ECPS plans to open early childhood programs in two locations: Kingstowne and Original Mount Vernon High School. These facilities will collectively serve over 200 children. In Spring 2027 the Willard facility (in the City of Fairfax) will open an early childhood program, accommodating up to 120 children. Future projects include a Hybla Valley Community Center (launch date to be announced) which is expected to serve 75-100 children.

To fully meet the Pre-K needs of the community, efforts to continue and deepen the partnership and commitment from both the school division and county government, to include areas of focus such as funding and space availability, is critical.

Expanding Access to FCPS Early Childhood Programs

The FCPS FY 2025 Approved Budget included \$2.1 million and 26.0 positions to support inclusive preschool expansion. These funds were used to fund staffing, resources, and materials for classrooms. In addition, both the FY 2025 and FY 2024 Approved Budgets included increases responsive to enrollment changes and student needs. Both approved budgets identified several significant drivers to this growth including preschool special education capacity needed across the Division.

Figure 10 provides data regarding the number of early childhood classrooms added from SY 2020-21 through SY 2024-25. During this time period, 25 Pre-K classes were added, 48 ECCB classes were added, and 67 PAC classes were added. No classes were added for Early Head Start.

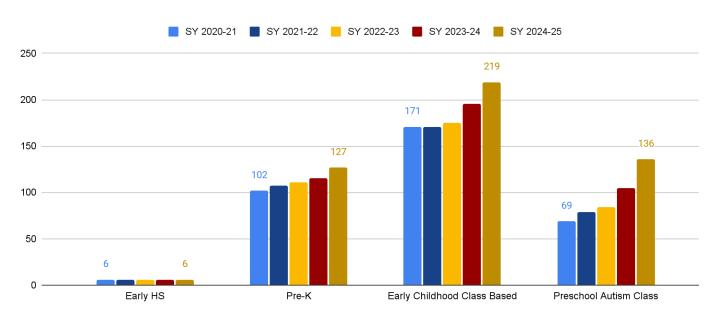


Figure 10: Early Childhood Classrooms Added From SY 2020-21 to SY 2024-25

Note: Data source is ISD and DSS internal tracking.

As was previously stated, during SY 2023-24, the majority of students without an early childhood experience were Economically Disadvantaged. To close that gap and to continue to work towards our inclusion targets, FCPS will need to continue to expand access to early childhood programs for income eligible students while also ensuring continued growth needs for preschool students with IEPs are met.

While FCPS has made strides to expand inclusive early childhood access in recent years, several challenges must be overcome to continue to expand access and opportunity to meet student needs. These include adequate funding, adequate building capacity to add classrooms (and outdoor playgrounds) where they are most needed, existing programs that do not have students with and without IEPs co-located, and the availability of appropriately licensed staff to provide instruction. Even with adequate classroom space, additional barriers exist for families with regard to accessing FCPS early childhood programs including informational barriers, programming hours that don't align with a family's child care needs, and transportation.

Additional Continuing Strategies to Increase Inclusive Early Childhood Experiences and Improve Kindergarten Readiness

To address the availability of Pre-K programs (including inclusive Pre-K) to meet community need, the Division is currently focused on the following additional continuing strategies:

Strategy 1: Elementary renovations include two additional spaces for Early Childhood classrooms.

All elementary school renovations in the currently approved <u>Capital Improvement Plan (CIP) for FY 2025-29</u> starting with schools currently in the design phase include two Pre-K classrooms in the capital project scope. Schools with more than two existing Pre-K classrooms keep the current number in their renovation. In addition, Pre-K classrooms design specs are identical to lower elementary school classrooms, to offer more long-term flexibility.

Strategy 2: Continue financial investments to add classrooms to increase access to Pre-K for income-eligible students.

Seventy eight percent of kindergarteners entering FCPS without a Pre-K experience are Economically Disadvantaged (2,140 out of 2,733). For FCPS to close this gap and increase kindergarten readiness for these students, continued financial investments are needed to expand the number of Pre-K seats for income eligible students. Table 22 provides projected staffing costs needed to expand programs along with how many children can be served within each inclusion model. It is important to note that these costs do not include any facilities enhancements, such as classroom or playground equipment, nor do they include instructional supplies. It is also important to note that current staffing formulas for assistant principals, counselors, librarians, reading teachers, general IAs clerical, custodial, and technology support specialists account for Early Childhood enrollment but that Early Childhood programs in and of themselves do not automatically come with additional staffing in these areas.

Model	Program Length	#of Gen Ed Students	#of SWD	Teachers needed	IAs needed	# classrooms needed	Students served in model	FY 2026 projected staffing cost	Staffing cost per pupil
Single Teacher	Full day	8	5	1.0	1.0*	1	13	\$170,613	\$13,124
Single Teacher	Full day	8	5	1.0	2.0^	1	13	\$223,756	\$17,212
Paired	Full day	18		1.0	1.0		00	#0.44.00C	\$13,124
Classroom	Half day**		8	1.0	1.0	2	26	\$341,226	
Itinerant	Full day	28	8	3.0	3.0	2	36	\$511,839	\$14,218

^{*}Dually certified teacher and 1.0 IA when co-located with ECCB

The facilities cost for adding a new early childhood classroom varies greatly depending on existing space availability (see Table 23). For example, in some classrooms, only minor enhancements are needed, such as outfitting the room with a toilet that is the appropriate specification, so costs can be as little as \$10k whereas the cost to build an entire early childhood classroom in the FCPS Educational Specifications is over \$350k.

[^]Dually certified teacher and 2.0 IAs when not co-located with ECCB

^{**}ECCB teachers providing half day instruction provide resource services to additional students outside of these classrooms.

This range of costs is presented as FCPS has to tailor site-specific solutions depending on the school and the existing programs when adding early childhood classrooms.

Table 23: Range of Internal Facilities Costs for Additional Early Childhood Classrooms

	Ed Spec SF	Total SF	Cost per SF	Total Approx Cost
Ed Spec Pre-K	975 SF+ toilet (30 SF)	1,005	\$350	\$351,750
Adding a toilet to existing classroom	30 SF	30	\$350	\$10,500
Cost to add a duplex trailer to a school				\$95,000
Cost to add a quad trailer to a school				\$185,000

Note: Costing does not include design/permitting fees or external facilities enhancements such as playground equipment.

On February 9, 2023, as part of the annual Capital Improvement Program (CIP) process, the School Board passed a motion allocating \$0.5 million for the design and planning of an Early Childhood Education Center on the land previously designated as a Route 1/Pinewood Lakes Elementary School. With this motion, the land is now referenced in documents as the Route 1/Pinewood Lakes Early Childhood Center. This space would allow for approximately 300-400 Pre-K, Early Head Start, or Preschool Special Education students and expand opportunities for inclusion. The actual number of students would depend on the number of classrooms for each program. As of the CIP for FY 2025-29, this project is currently listed in the outyear (FY 2030). Should additional funding become available, this could be adjusted. Finally, in July 2024, the FCPS School Board approved a revised Policy 8130 to allow for a revised assessment of boundaries. This work may result in an impact on available program space.

Strategy 3: Implement a variety of service delivery models to increase inclusive experiences across sites with differing programs.

Staff from Instructional Services and the Department of Special Services created a comprehensive plan to ensure that every existing and newly created early childhood site has an identified inclusion model with implementation of this plan beginning in SY 2024-25. Depending on the programs at a particular site, the aligned inclusion model will be implemented. Staff strategically place new programs to optimize available inclusion opportunities to the greatest extent possible.

During SY 2023-24, FCPS had seven single-teacher and IA Early Childhood Inclusion Program (ECIP) classrooms serving 56 Pre-K students and 35 students with IEPs. This model was expanded for SY 2024-25 by adding six additional ECIP single-teacher classrooms. These thirteen classes will serve a total of 103 income-eligible Pre-K students and 65 students with IEPs. In Figure 10 ECIP classes are counted as Pre-K classes.

In SY 2024-25, all 26 classes at 23 schools with co-located Pre-K and Early Childhood Special Education classes are implementing the Paired Classroom inclusion model with at least one pair of classes. This will serve, at minimum, 247 students with IEPs. The Pre-K and ECSE teaching teams collaboratively plan lessons and facilitate whole, medium, and small group instruction throughout the school day, providing inclusive instruction and learning for their preschool-aged students.

FCPS began implementing an Itinerant classroom inclusion model in SY 2024-25 by adding new classes at three elementary schools. Each classroom will serve 14 income-eligible students and four students with IEPs. All students attend full-day sessions, five days a week.

Formal and informal data will be collected throughout the year to inform modifications for improvements as FCPS continues to ensure co-location, consolidates classes, and adds Pre-K classes to expand inclusion to meet the needs of the community.

Strategy 4: Implement the Community Peers Model in schools with only ECSE classrooms.

The Community Peers program enables FCPS to extend inclusive experiences to Students with Disabilities by recruiting, selecting, and having community children without disabilities join the classrooms to serve as peer models. This model is used in schools that do not have general education Pre-K classes co-located at the school site due to facilities constraints or where there is not an age-match of students. The community peers become full members of the student body in each classroom. Schools recruit community peers in the spring and summer to join the class in the fall. Recruiting occurs through school-based community communication (e.g., News You Choose, Website) and potential candidates for community peers can be invited for a screening through a playdate session.

Strategy 5: Support a pipeline of qualified educators for early childhood inclusive programs.

In partnership with James Madison University (JMU) and George Mason University (GMU), FCPS' Office of Professional Learning (OPL) offers a pathway for current FCPS staff to earn a Early Childhood Special Education Endorsement or a a dual endorsement in Early Childhood Special Education and Early Childhood Education. Since the 2023-24 school year, eight staff members completed the program and earned an endorsement and during the 2024-25 school year, 14 candidates are currently enrolled and working towards program completion. Building a pipeline of qualified educators is key to supporting expansion of inclusive early childhood programs.

Strategy 6: Continue to leverage Fairfax County Government partnership to reach and meet the diverse needs of families.

Virginia Preschool Initiative (VPI) or Head Start eligible students are served in either an FCPS school or by a community provider. The ongoing collaboration with the Fairfax County Government Neighborhood Community Services/Early Childhood Programs and Services (ECPS) to expand Pre-K in both FCPS schools and the community is critical. This partnership shares in the mission to assist families in locating the Pre-K program that best meets the needs of the family, whether that be with a FCPS program or a community-based program. Staff will continue to leverage the existing structures of the Virginia Quality Birth to Five (VQB5) System by utilizing the coordinated enrollment process and exchanging waitlist information between FCPS and the county's ECPS. In addition, during periods of increased Pre-K enrollment, FCPS and ECPS teams continue to meet weekly or biweekly to coordinate efforts to ensure students can be served whenever possible.

Strategy 7: Increase outreach efforts and partnerships opportunities to engage community non-profit partners to develop a shared vision to address needs and achieve equitable access to Pre-K programs.

FCPS continues to engage the community non-profit partners to develop a shared vision and achieve equitable access to Pre-K programs. FCPS is actively engaging in outreach efforts and partnership opportunities with community non-profit organizations like Fairfax County Opportunity Neighborhoods which allows FCPS to leverage collective impact and engage parent ambassadors within local communities. Our goal is to work collaboratively with our community partners to fulfill the shared vision by addressing the needs of the local community to improve equitable access to Pre-K programs. In an effort to ensure equitable access to Pre-K programs, Early Childhood Programs and Services (ECPS) provides ongoing professional development for community providers through the VDOE and Head Start programs. The Office of Early Childhood collaborates with Family and School Partnerships to offer literacy resources and training for HIPPY and Early Literacy facilitators, further strengthening the community-based support network that is provided by FCPS (see strategy 10 for additional details).

Strategy 8: Increase professional development opportunities to support successful inclusion and academic success.

During SY 2024-25, FCPS early childhood teachers and instructional assistants will continue to participate in professional development offerings together to support inclusion in early childhood classes. This will include a continued focus on meeting academic and social emotional learning needs in early childhood classrooms and building each teaching teams' repertoire in early childhood best practices that are necessary for effectively meeting the varying academic and social needs of FCPS' youngest students.

Educators will continue to participate in professional learning focused on the implementation of the <u>FCPS</u> <u>Equitable Access to Literacy (EAL) plan</u>, to ensure our youngest learners are provided with the early foundational skills of letter recognition and oral language development. Ongoing support and coaching with resources such as the University of Florida Literacy Institute (UFLI), Heggerty, and the use of Alphabet Animal Friends resources as well as continuing to provide teachers with access to LETRS® for Early Childhood Educators will continue to deepen the knowledge and skills of early childhood teachers.

In preparation for the launch of the ECIP inclusion model in SY 2024-25, Pre-K and Early Childhood Special Education (ECSE) teaching teams received professional development in late spring 2024. This training focused on co-teaching strategies and behavior management.

During the August 14, 2024 divisionwide staff development day, all Pre-K and Early Childhood Class Based (ECCB) teachers and instructional assistants participated in workshops covering: Early Learning Literacy and Math as well as Best Practices in Early Learning. These sessions established a shared understanding of the Early Childhood curriculum. Coaching cycles, facilitated collaborative teams meetings and ongoing training in LEXIA, STMath, STEAM, Second Step and Conscious Discipline will continue to be provided to Pre-K, ECCB, and Preschool Autism Class (PAC) teachers and instructional assistants throughout SY 2024-25.

Strategy 9: Ensure Pre-K curriculum meets the needs of Multilingual learners.

The FCPS Pre-K program implemented several high-leverage strategies to support Multilingual learner success during SY 2023-24 that will continue into SY 2024-25. The FCPS curriculum supports a developmentally appropriate and language-rich learning environment to strengthen language acquisition for all learners. Early childhood program staff have attended Guided Language Acquisition Design (GLAD) training

and incorporated specific language acquisition strategies in the Pre-K curriculum and professional development.

Strategy 10: Provide alternative learning experiences to young children and families to increase kindergarten readiness.

Additional access points to early childhood learning experience are provided to interested families by both FCPS and the Fairfax County Government Early Childhood Programs and Services (ECPS). These programs are designed to support parents as they engage their preschool-aged child in learning experiences in the home and community. Families who are on the current waitlist for FCPS programs, exceed the income threshold for FCPS programs, or those not seeking a full-day program are directed to these offerings. FCPS-facilitated programs include:

- WEEPlay: are weekly ninety minute parent and child playgroups hosted in FCPS elementary schools, that incorporate social-emotional, literacy, and numeracy concepts through play and activities facilitated by an instructor. During SY 2023-24, 118 parents and 153 children accessed WEEPlay at four FCPS schools.
- Early Literacy: is a strength-based initiative designed to empower families in fostering kindergarten readiness for their preschool-age children, birth to five. By emphasizing a family-focused approach, the program recognizes parents' pivotal role as their child's first teacher while it prepares children for academic success and healthy development. The Early Literacy program is a high impact family engagement strategy that supports families and their preschool-age children to prepare for kindergarten. Families and their children participate in "school-like" experiences together. This program was offered during the 2023-24 school year virtually and in-person during the day, early evening, and on Saturday mornings. These programs meet at schools, community centers, and some libraries in Fairfax County. These classes meet for two hours, two days a week. These programs are offered for eight weeks in the fall and spring of each school year. This program supports literacy development for African, Arabic, Hispanic, and African Heritage students and families. Below is the participation information for the 2023-24 school year.

Table 24: SY 2023-24 Participation in Early Literacy

		-
	Children	Families
African Heritage Early Literacy	33	32
Arabic Early Literacy	62	56
Hispanic Early Literacy	266	237
Korean Early Literacy	150	144
TOTALS	511	469

Note: Data source is internal tracking by Family & School Partnerships

• Home Instruction for Parents of Preschool Youngsters (HIPPY): is a program that partners with parents to prepare their children for success in school. With HIPPY, parents build on their capacity to be their child's first teacher and strengthen the parent-child relationship. The HIPPY program is a 30-week program where instructors meet individually or in a small group setting for one-hour a week from October through May. Some HIPPY instructors go to individuals homes while some families participate in a group setting at a school or community center. Below is the participation for SY 2023-24.

Table 25: SY 2023-24 Participation in HIPPY

In-person sites (school and community centers)	19 sites
Children	350
Families	335
Home Languages	28

Note: Data source is internal tracking by Family & School Partnerships

- Bridge to Kindergarten (B2K): is a three-week summer program for students entering kindergarten without a prior Pre-K experience. It provides opportunities for social-emotional learning and development of executive functioning skills. During the summer of 2024, 1,600 students attended Bridge to Kindergarten. 55 percent of the rising kindergarten students attending the program had limited or no Pre-K experience and over 200 rising kindergarten students had IEPs. 80 percent of students made progress in the areas of following directions, playing and interacting during recess, and choice and networking with others during the summer program as measured by the B2K pre and post assessment.
- Family Literacy Program: is part of the Office of ESOL Services in FCPS. It is designed to empower and connect Multilingual learner families to their community and with their children's school. Adult learners acquire basic English language skills while learning how to understand, participate, and support their children's education. Families participating are those with students who are not currently enrolled in a Pre-K program. The program is offered as a year-long program during the day at no-cost to families. Adults receive both English language instruction and support to help their child with kindergarten readiness. Children attend with their parent or guardian and receive literacy and numeracy instruction and other preschool experiences.

In addition, the Fairfax County ECPS has partnered with All Ages Read Together (AART), a non-profit organization dedicated to supporting young children, especially those who are most vulnerable, to enter kindergarten prepared to succeed. AART currently runs twelve Pre-K groups serving approximately 100 children. AART's curriculum supports children's social-emotional, cognitive, and physical development, and reflects Virginia's Early Learning and Development Standards.

While these programs do not equate to a Pre-K class experience, they do provide critical learning opportunities for students who have not enrolled in a more traditional full or part-time program.

New Strategies to Increase Inclusive Early Childhood Experiences and Improve Kindergarten Readiness

As FCPS continues to focus on increasing early childhood participation and kindergarten readiness, these strategies are being newly introduced for SY 2024-25.

Strategy 11: Update data collection processes to increase understanding of barriers to early childhood education.

During SY 2024-25, FCPS will begin collecting additional data at the time of kindergarten registration to better understand barriers to early childhood programs. This data will be documented along with existing data collected about early childhood experiences. The additional information will allow FCPS to understand which children, without an early childhood experience, were residing in FCPS prior to enrolling in kindergarten and what, if any, access barriers existed for those that would have been eligible for FCPS programs. FCPS will also conduct focus groups with families to identify ways to strengthen existing outreach and communication efforts.

Strategy 12: Pilot executive functioning curriculum in early childhood classrooms.

During SY 2024-25, FCPS will be piloting an early childhood Tier 1 executive functioning curriculum in five schools. Approximately 225 students across 21 Pre-K and Early Childhood Special Education classrooms will participate in the pilot. Executive functioning skills are essential for preschoolers to develop their cognitive abilities and lay the foundation for future success. Targeted skill development includes impulse control, planning and organization, focus and attention, emotion regulation, and flexible thinking. Data will be collected during the pilot year with the goal to expand use of the curriculum in early childhood classrooms in SY 2025-26.

Strategy 13: Develop recommendations for innovative ways to expand early childhood offerings to eligible students.

The Goal 1 Availability of Inclusive Pre-K Programs Innovation Team is focused on closing the gap of income eligible students entering FCPS without an early childhood education. As a part of that work, the team will identify and present innovative ways to expand inclusive early childhood offerings to eligible students. These recommendations will inform the strategies that are presented in future goal reports.

Multilingual Learner Progress towards English Language Proficiency

The purpose of Goal 1 is to ensure that students receive a strong start, regardless of when they enter FCPS. This section of the report describes the growth of all students who are Multilingual learners (MLs) toward English language proficiency given the impact it has on academic outcomes. This section will discuss data that is associated with Measure D: *Multilingual learners meeting expected growth and reclassification criteria*. Intersectionality data are embedded within the key metric because the metric solely represents students who are MLs.

Students with a primary home language other than, or in addition to English, are administered a WIDA English language proficiency screener to determine if they are in need of language services. Initial screening occurs during the first month of kindergarten or within the first two weeks of a potential ML entering grades 1-12. Students who are identified as MLs, based on their assessment results, are provided with appropriate support and assessed annually using the WIDA ACCESS to monitor progress in their English language development. The WIDA ACCESS is an assessment that helps educators understand students' English language development in four domains (reading, writing, listening, and speaking) and is used to define a student's English Language Proficiency (ELP) level. Additional information about WIDA ACCESS and ML progress can be found in Appendix F.

Table 26 provides information on the percent of students who are MLs that met the state standard for progress toward English language proficiency. VDOE has <u>defined progress</u> as specified differences between two years of WIDA ACCESS scores, depending on the ELP level of the student. To be counted as meeting the benchmark, students who are MLs had to meet the VDOE defined standards for making progress in the four domains of the WIDA ACCESS exam.

During the 2023-24 school year, 56 percent of MLs met the standard for progress towards English language proficiency which represents an 11 percentage point increase from the adjusted baseline. All intersected student groups (with the exception of MLs who are also Multiracial) significantly increased performance with improvements ranging from a 12 percentage point gain to a 7 percentage point gain. MLs who are also Multiracial had a 4 percentage point improvement from the baseline.

MLs who are also Economically Disadvantaged, Black, Hispanic, Multiracial, or have 504 Plans had similar performance rates (i.e., no more than four percentage points higher or lower than 56%) to the ML group overall. Asian and White MLs had significantly higher rates of meeting state progress than the overall ML group while MLs who are also Students with Disabilities had significantly lower rates of meeting state progress.

Table 26: 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
OLD BASELINE	45%	43%	34%	48%	57%	49%	41%	52%	54%
Adjusted Baseline %	45%	43%	34%	50%	57%	49%	41%	52%	54%
Baseline numerator	10,334	7,482	1,829	114	1,968	701	6,240	89	1,299
Baseline denominator	22,929	17,482	5,431	230	3,463	1,426	15,397	171	2,391
SY 2023-24%	56%	55%	41%	57%	65%	57%	52%	56%	64%
SY 2023-24 numerator	15,174	12,463	2,819	192	2,658	885	9,617	102	1,857
SY 2023-24 denominator	27,306	22,833	6,839	338	4,067	1,564	18,471	183	2,916
Change (adjusted baseline to SY 2023-24)	+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.

While performance on this metric improved significantly, FCPS still needs to make significant progress across all student groups, and in particular for students dually identified as Multilingual learners and Students with Disabilities in order to reach our target.

Table 27 compares FCPS performance on the same metric with that of Virginia performance, overall. FCPS performance on this metric improved significantly, by 7 percentage points, between SY 2022-23 and SY 2023-24. Performance for Virginia, overall, improved by 3 percentage points during the same period of time.

Table 27: Percent of FCPS Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency Compared to Virginia Overall

	SY 2022-23	SY 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.

Table 28 provides additional data about performance on this metric by ELP level. Examining this data allows FCPS to further identify where more targeted efforts may be needed to improve overall performance on this metric. Across all ELP levels, there were significant increases in the percent of students meeting the state standard for progress. Students who were ELP levels 2 and 4 had similar rates of performance to all MLs whereas students who were an ELP 3 had significantly higher rates of students meeting the state standard compared to overall ML performance. Students who were ELP level 1 had the lowest rate of students meeting the state standard at 43 percent, which was significantly lower than overall ML performance. This data

suggests that to meet our targets on this metric, FCPS will need to continue to improve performance across all ELP levels with a particular focus on accelerating improvements for students who are ELP level 1.

Table 28: Percent of Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency (by ELP Level)

	ALL MLs (ELP 1-4)	ELP level 1	ELP level 2	ELP level 3	ELP level 4
OLD BASELINE	45%	35%	48%	49%	44%
Adjusted Baseline %	45%	35%	48%	48%	44%
Baseline numerator	10,334	1,786	2,744	4,630	1,174
Baseline denominator	22,929	5,045	5,669	9,547	2,668
SY 2023-24%	56%	43%	58%	61%	57%
SY 2023-24 numerator	15,174	2,673	4,183	6,614	1,703
SY 2023-24 denominator	27,306	6,202	7,227	10,890	2,986
Change (adjusted baseline to SY 2023-24)	+11%	+8%	+10%	+13%	+13%

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.

FCPS also saw a significant increase in the percent of schools that met the state standard on this metric as well, with a 25 percentage point increase from the baseline to SY 2023-24 performance (see Table 29).

Table 29: Percent of Schools That Meet the State Standard of the Percent of Multilingual Learners Making Expected Progress Toward English Language Proficiency

	Schools
OLD BASELINE	46%
Adjusted Baseline %	46%
Baseline numerator	89
Baseline denominator	193
SY 2023-24%	71%
SY 2023-24 numerator	137
SY 2023-24 denominator	192
Change (adjusted baseline to SY 2023-24)	+25%

Note: Data source is VDOE SSWS Federal Accountability Detail Report. The number of Multilingual learners changes every year. When there are not enough students at a particular school to report, the school is not included in the calculations.

Figure 11 shows progress towards the 2030 goals for the "percent of students who are Multilingual learners that met the state standard for progress toward English language proficiency." The adjusted baseline of 45 percent represents a three year average of SY 2020-21, SY 2021-22 and SY 2022-23. The annual targets for all MLs, picture in dark blue, represents progress of just over 7 percentage points each year. This means, in SY 2023-24, FCPS exceeded the target (52%) for SY 2023-24 with 56 percent of all MLs meeting the state standard. Table 30 provides additional data about the annual targets for this metric, by intersectionality group.

Figure 11: Growth Targets for Percent of Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency

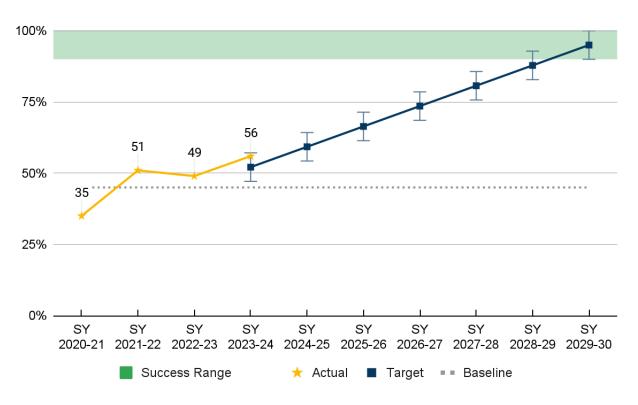


Table 30: Growth Targets for Percent of Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency

Student Group	ALL MLs (ELP 1-4)	Econ Dis MLs	SWD MLs	504 Plan MLs	Asian MLs	Black MLs	Hispanic MLs	Multiracial MLs	White MLs
Baseline	45%	43%	34%	50%	57%	49%	41%	52%	54%
SY 2023-24 Target	52%	50%	43%	56%	62%	56%	49%	58%	60%
SY 2023-24 Actual	56%	55%	41%	57%	65%	57%	52%	56%	64%
SY 2024-25 Target	59%	58%	51%	63%	68%	62%	56%	64%	66%
Target Annual Progress (%pts)	7.14	7.43	8.71	6.43	5.43	6.57	7.71	6.14	5.86

Note: "Target Annual Progress" is calculated starting with the Baseline percentage. 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

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

There are several factors that may inhibit progress on MLs making adequate progress towards English language proficiency which could include: challenges at the elementary school level with providing an adequate number of instructional minutes in explicit ELD instruction to all MLs; a need for more explicit training and feedback in strategies that promote language development for MLs; and student class or course placement decisions that may limit access to rigor and language development opportunities. For many MLs, ELD progress is not a simple four-year process from entry to advanced level.

State and Federal Advocacy

The <u>2025 Fairfax County School Board (FCSB) State and Federal Legislative Program</u> outlines the Board's stance on state and federal matters regarding Multilingual learners. Specifically, the FCSB Legislative Program advocates for:

- Allocating additional resources to ensure that MLs have access to appropriate academic and language instructional programs and supports.
- Decreasing the number of ML students assigned to each ESOL teacher to allow for more individualized attention and support.
- Using assessments that accurately measure MLs language proficiency and content area knowledge to inform instruction and identify areas for support.
- Providing additional resources and support to SLIFE students, who may have limited or interrupted formal education, to help them transition into the U.S. education system.
- Offering more family literacy programs and adult English classes to help parents and guardians of MLs develop their language skills and support their children's education.
- Increased availability of high quality work-based learning and workforce development opportunities for MLs.
- Improved content and coursework instruction on the needs of MLs in teacher and administrator preparation programs.

While Virginia has implemented several policies to improve the education of MLs, certain state policies may inadvertently limit progress in this area. For example, standardized tests that are not culturally sensitive or adequately account for language barriers can lead to inaccurate assessments of MLs' abilities. During the 2024 General Assembly session, several bills were considered related to Multilingual learners.

Of note were the following bills that passed:

Recognizing the unique needs of MLs at different proficiency levels, Virginia has allocated state funding to support increased instructional staffing for MLs (public school funding; ratios of instructional positions to MLs (<u>HB 1247</u> and <u>SB 272</u>). This funding is distributed based on the English proficiency level of each ML student, as established in the general appropriation act.

In support of this legislation, the general appropriation act allocated funding to implement new staffing standards that vary based on ML proficiency levels (Direct Aid - ELL Staffing Ratios Based on Student Proficiency Level (Item 125 #3c). This amendment provides \$37.9M in the first year and \$43.7M in the second year to support increased instructional staffing for MLs. Instead of the current standard of one teacher per 50

identified ML students, the new standards require more teachers for lower-proficiency students. For example, one teacher would be required for every 20 MLs at the lowest proficiency level, while only one teacher would be required for every 50 MLs at the highest proficiency level. This amendment aims to provide more targeted support for MLs based on their individual needs.

Virginia has consolidated its At-Risk Add-On program and revised its funding distribution methodology (Direct Aid - At Risk Add On Program Revisions (Item 125 #2c). This change aims to provide more funding to school divisions with high concentrations of at-risk students, including MLs. The adoption of this budget amendment addresses in part recommendations 8, 9, and 10 from JLARC's 2023 report, "Virginia's K-12 Funding Formula".

Continuing Strategies to Increase Multilingual Learner Progress Towards English Proficiency

FCPS attributes the increase in the percentage of students meeting VDOE ML progress targets to both increased school accountability and support that were both universal and targeted and further detailed in this section. As FCPS continues to focus on increasing the percentage of Multilingual learners meeting growth standards toward English language proficiency, the Division is continuing these strategies for SY 2024-25.

Strategy 1: Ensure all Multilingual learners (MLs) receive appropriate English Language Development instruction.

In summer and fall of 2023, the Office of ESOL Services trained all school administrators in the federal requirements for MLs and instructional strategies that promote language development. This training focused on the key role school administrators play in ensuring that MLs receive federally-required English Language Development (ELD) specialized instruction. For SY 2024-25, the Office of ESOL Services will continue to conduct course audits to ensure all MLs are receiving appropriate ELD services. Migration of the ML Verification information into the Student Information System (SIS) is currently in process to support these efforts.

Strategy 2: Provide schools with consultation and strategies to improve outcomes for Long-Term Multilingual Learners.

As part of each school's Multi-tiered System of Support (MTSS) process, schools may request an Multilingual learner (ML) Consultation from the Office of ESOL Services. The ML Consultation supports school teams in seeking solutions for long-term MLs experiencing ongoing academic challenges. A long-term ML is a student who has received ESOL services for more than five years. The Office of ESOL Services staff guide schools in reviewing a long-term ML's educational history and involves the student's family to discuss relevant information from their perspective. The end result is a plan for revised programming, instruction, and progress monitoring. In SY 2023-24, the Office of ESOL Services facilitated 284 individual ML consultations.

Strategy 3: Offer ESOL (English for Speakers of Other Languages) PRAXIS test prep to certified teachers who wish to become ESOL endorsed.

Similar to other areas in the education field, there is a need for more qualified ESOL teachers across Virginia and in FCPS. In Virginia, certified teachers can add the ESOL endorsement with a passing score on the ESOL Praxis test. Since 2019, the Office of ESOL Services has offered an afterschool course each semester to

prepare current certified teachers for the ESOL Praxis test. In SY 2023-24, 114 teachers took the prep course. For SY 2024-25 both a fall and a spring class will be offered.

Strategy 4: Purchased new instructional resources for English Language Development (ELD) instruction.

All schools have new English Language Development basal resource materials for SY 2024-25; Benchmark Express for grades K-6; HMH for grades 7-8; Cengage/National Geographic for grades 9-12. These new instructional resources are physical materials that support ML student progress in reading, writing, listening and speaking of English. Elementary and middle schools have begun instructing with the new materials; the Cengage/National Geographic materials for high school are expected later this year.

Strategy 5: Offer English Language Development (ELD) summer program for Multilingual learners (MLs).

During summer 2024, the Office of ESOL Services and the Title I Office established the Explorers program which provided explicit ELD to 389 elementary ML students at seven Title I schools. Students engaged in ELD lessons through STEAM content and used the new Benchmark Express instructional materials. The Office of ESOL Services will be monitoring the progress of these students and tracking their WIDA ACCESS scores in Spring 2025 to determine the impact of the program.

Strategy 6: Provide professional development on strategies that promote English Language Development (ELD) in content area settings.

In summer and fall 2023, all school-based administrators received required training in high-leverage instructional strategies for Multilingual learners. The training emphasized the importance of student talk during academic time and providing MLs access to the many programs and activities that FCPS offers. During SY 2023-24, the Office of ESOL Services and the Title I Office trained close to 300 teachers in Project GLAD (Guided Language Acquisition Design) strategies. Through this approach, teachers learned a collection of research-based classroom strategies to support language acquisition and proficiency in grade-level standards.

Strategy 7: Facilitate data-driven programming conversations with school administrators around strategic scheduling and programming for MLs.

The Office of ESOL Services and the Office of School Support began facilitating ML programming conversations with schools during SY 2022-23. The conversations are data-driven discussions that provide schools with tools and resources to identify and implement ML programming that matches the specific needs and profiles of MLs in their school. The current protocol consists of three 90-minute conversations interspersed over a four-to-eight-week period. The protocol supports strategic programming and scheduling that ensures all MLs receive ESOL services based on instructional needs and focus for ELD. During SY 2023-24, the Office of ESOL Services completed programming conversations with 28 schools. We expect the number to increase in 2024-25 as the Office of ESOL Services has trained more staff as facilitators.

New Strategies to Increase Multilingual Learner Progress Towards English Proficiency

As FCPS continues to focus on increasing the percentage of Multilingual learners meeting growth standards toward English language proficiency, these strategies are being newly introduced for SY 2024-25.

Strategy 8: Progress monitor schools with less than 50 percent of students making expected WIDA Growth.

As part of the FCPS Project Momentum model, schools with less than 50 percent of MLs making expected WIDA Growth are being monitored throughout the year. Each of these schools will develop a plan focused on improving WIDA Growth and will document progress monitoring data for each student. These schools will also receive additional professional development three times throughout the year to support best practices for working with MLs.

Strategy 9: Pilot a digital English Language Development (ELD) resource.

During SY 2024-25, nine middle schools and six high schools will be piloting Summit K12 Connect to Literacy, a digital ELD resource in addition to the use of new basal book resources. The intent of this pilot is to provide middle and high school MLs with additional reading, writing, listening and speaking practice both at school and at home. In addition, Summit K12 Connect to Literacy is aligned with the WIDA standards and the WIDA ACCESS assessment. Using Connect to Literacy will familiarize students with the format of the WIDA ACCESS format when they take the test in February and March.

Strategy 10: Train ESOL Services Staff in Sheltered Instruction Observation Protocol (SIOP).

In September 2024, the Office of ESOL Services managers, specialists, and coaches completed Sheltered Instruction Observation Protocol (SIOP) training. This training provided Office of ESOL Services staff with a research-based approach to scaffolding instruction for MLs. Staff will begin doing turnaround training for secondary ELA and Mathematics teachers this school year.

Strategy 11: Develop comprehensive multi-year improvement plan for Multilingual learner English Language Development (ELD).

The Goal 1 Multilingual Learner Success Innovation Team will focus on closing the gap between Multilingual learner students meeting annual growth targets. As a part of that work, the team will identify and present innovative ways to address gaps through a multi-year improvement plan. These recommendations will inform the strategies that are presented in future goal reports.

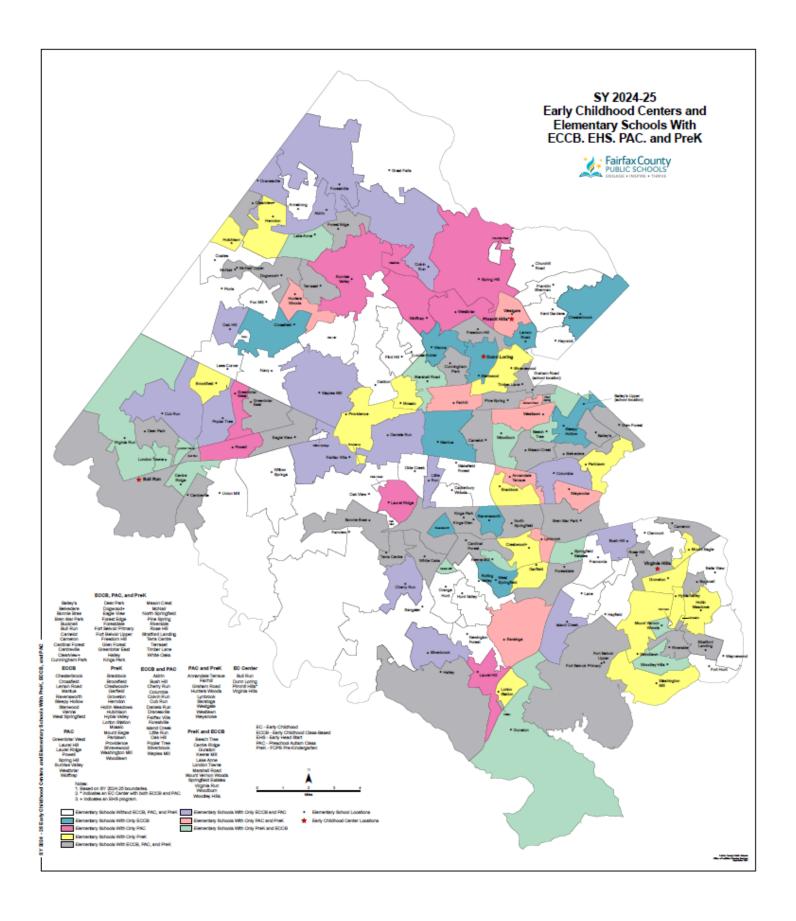
Conclusion

Early childhood (Pre-K) experiences is a Goal 1 priority area that is closely related to the achievement of other Strategic Plan Goal priorities, such as student readiness for kindergarten, readiness for first grade, and later academic performance. FCPS saw increases in Pre-K access during SY 2023-24, however, gaps remain. Three out of four students who entered kindergarten in SY 2023-24 without a Pre-K experience were Economically Disadvantaged. During 2023-24 baseline reporting, FCPS identified performance gaps across multiple measures for Economically Disadvantaged students. By increasing Pre-K access for our Economically Disadvantaged students, FCPS expects to see increases in performance across multiple Strategic Plan measures, over time.

FCPS has a 2030 vision to provide access to inclusive Pre-K for 100 percent of four-year-old children enrolled in our programs. At the present time, FCPS has made gains in this area however the Division is not meeting the state targets for inclusion on VDOE Indicator 6a and will need to continue to focus on consolidating existing programs into inclusion models, aligning the placement of classrooms, and ensuring enrollment of students without IEPs is sufficient to meet the 6a targets. As FCPS works towards this vision, it will require facilities, funding, and teachers with the appropriate endorsements.

Multilingual learner English Language Development is also a Goal 1 priority. FCPS has made significant strides in this area by providing high levels of support and accountability to ensure programs are meeting the needs of students. FCPS plans to continue these successful strategies into SY 2024-25 and will also implement new strategies to continue to focus on improving student outcomes. FCPS expects to see the impact of these improvements across multiple measures within the Strategic Plan over time.

Appendix A EARLY CHILDHOOD PROGRAM LOCATION MAP



Appendix B 2023-24 Waitlist for Four-Year-Old Pre-K Programs, by Pyramid

2023-24 Waitlist for Four-year-old Pre-K Programs, by Pyramid

Pyramid	# 4 year olds on the waitlist in 2023-24
Annandale	23
Centreville	7
Chantilly	5
Edison	13
Fairfax	17
Falls Church	23
Hayfield	4
Herndon	8
Justice	31
Lake Braddock	2
Lewis	48
Madison	7
Marshall	23
McLean	0
Mount Vernon	25
Oakton	4
Robinson	2
South County	5
South Lakes	13
West Potomac	20
West Springfield	2
Westfield	22

Note: Waitlist data is as of March 31 each year. Data in this table was provided by the Instructional Services Department (ISD) based on internal tracking.

Appendix C DATA AND TARGETS FOR GOAL 1 METRICS

Metrics and Baseline Data for Goal 1 Measure A

Availability of Pre-K programs (including inclusive Pre-K) to meet community need

Percent of Students who Enter Kindergarten with Pre-K Experiences

	All students	Econ Dis	ML (ELP 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD BASELINE	75%	62%	55%	90%	85%	76%	77%	57%	85%	88%
Adjusted Baseline %	74%	61%	53%	90%	84%	74%	76%	55%	84%	87%
Baseline numerator	9,219	2,587	1,723	1,576	64	1,628	850	2,020	692	3,998
Baseline denominator	12,433	4,271	3,278	1,760	76	2,186	1,122	3,673	820	4,586
SY 2023-24%	78%	63%	57%	91%	87%	79%	81%	60%	88%	91%
SY 2023-24 numerator	9,749	3,688	2,159	1,862	103	1,629	956	2,324	736	4,069
SY 2023-24 denominator	12,482	5,828	3,785	2,049	118	2,067	1,176	3,864	835	4,492
Change (adjusted baseline to SY 2023-24)	+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 2024-25 school year. The 2024-25 interim target for this metric has been set at 80 percent as data collection is refined.

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

	2020-21	2021-22	2022-23	Adjusted Baseline	2023-24
Percentage of Income Eligible Students who applied that were served	75%	79%	83%	79%	79%
Total # of students below 200% Federal Poverty Level (FPL)who were served in Pre-K classrooms	1,230	1,530	1,645	1,468	1,908
Total # of completed (program-eligible) applications that are below 200% the Federal Poverty Level (FPL)	1,644	1,946	1,973	1,854	2,427

Note: Data Source is Instructional Services Department information from ChildPlus data system. Data on this metric was previously reported during the baseline, however, did not account for students who were not added to the waitlist.

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

Adjusted Baseline	2023-24 Target	2023-24 Actual	2024-25 Target	Target Annual Progress (%pts)
79%	81%	79%	84%	2.29

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

FCPS Perform	FCPS Performance on VDOE Indicator 6a Compared to State Targets										
2020-21 2021-22 2022-23 2023-24 2024-25 2025-26											
FCPS Percent 16.21% 16.79% 20.28%											
VDOE Target	24.65%	24.9%	25.15%	25.40%	25.65%	25.9%					
State Target Met	Not Met	Not Met	Not Met	-	-	-					

Note: Data source is VDOE Special Education Performance Reports. Data for 2023-24 SY has not yet been published by the VDOE.

Metrics and Baseline Data for Goal 1 Measure B

Students meeting criteria for kindergarten readiness

Percent of Four-year old Students in FCPS Pre-K Programs who Meet the Benchmark for both Academic and Executive Functioning in the Spring

	All students	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD BASELINE	42%	41%	22%	TS	61%	52%	30%	62%	54%
Adjusted Baseline %	43%	42%	24%	TS	62%	53%	31%	64%	56%
Baseline numerator	653	484	46	TS	131	125	254	19	124
Baseline denominator	1,516	1,158	188	TS	210	235	816	29	221
SY 2023-24%	38%	37%	27%	TS	52%	52%	29%	60%	48%
SY 2023-24 numerator	702	595	73	TS	129	130	294	26	120
SY 2023-24 denominator	1,828	1,593	273	TS	246	249	1,031	43	251
Change (adjusted baseline to SY 2023-24)	-5%	-5%	+3%	N/A	-10%	-1%	-2%	-4%	-8%

Note: Baseline only includes 21-22 and 22-23. Data unavailable in 20-21 due to pandemic.

Growth Targets - Percent of Four-year old Students in FCPS Pre-K Programs who Meet the Benchmark for both Academic and Executive Functioning in the Spring

Student Group	All students	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	43%	42%	24%	TS	62%	53%	31%	64%	56%
SY 2023-24 Target	50%	50%	34%	N/A	67%	59%	40%	68%	62%
SY 2023-24 Actual	38%	37%	27%	TS	52%	52%	29%	60%	48%
SY 2024-25 Target	58%	57%	44%	N/A	71%	65%	49%	73%	67%
Target Annual Progress (%pts)	7.43	7.57	10.14	N/A	4.71	6.00	9.14	4.43	5.57

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

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

	All students	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD BASELINE	71%	46%	52%	67%*	83%	68%	44%	82%	84%
Adjusted Baseline %	71%	46%	53%	88%	83%	68%	44%	82%	84%
Baseline numerator	7,848	1,653	517	26	1,538	663	1,376	641	3,609
Baseline denominator	11,102	3,569	983	29	1,858	975	3,143	778	4,309
SY 2023-24%	69%	46%	48%	77%	79%	68%	43%	85%	82%
SY 2023-24 numerator	7,657	1,830	577	20	1,454	694	1,414	668	3,407
SY 2023-24 denominator	11,133	3,942	1,204	26	1,842	1,028	3,279	790	4,154
Change (adjusted baseline to SY 2023-24)	-2%	0%	-5%	-11%	-4%	0%	-1%	3%	-2%

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. At the time of these assessments kindergarten student WIDA Screener assessments have not yet been reported, therefore Multilingual learner data is not included. To be included in this data, students must have participated in all three fall screener assessments. *In last year's baseline data student 504 plan information included students who had a plan at any time during the school year. The recalculated baseline data only includes students who had a 504 plan in the fall. This accounts for the discrepancy in baselines.

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

Student Group	All students	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	71%	46%	53%	88%	83%	68%	44%	82%	84%
SY 2023-24 Target	74%	53%	59%	89%	85%	72%	51%	84%	86%
SY 2023-24 Actual	69%	46%	48%	77%	79%	68%	43%	85%	82%
SY 2024-25 Target	78%	60%	65%	90%	86%	76%	59%	86%	87%
Target Annual Progress (%pts)	3.43	7.00	6.00	1.00	1.71	3.86	7.29	1.86	1.57

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

Metrics and Baseline Data for Goal 1 Measure C

Students demonstrating self-regulation attention skills (Pre-K–3, and beyond)

Percent of Students who Report Strengths on the Self-Management and Responsible Decision-Making Topic on the SEL Screener (Grades 3-12)

	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline %	39%	33%	29%	30%	34%	44%	37%	32%	41%	41%
Baseline numerator	40,533	10,673	5,280	4,222	1,850	9,504	3,736	8,865	2,623	15,663
Baseline denominator	103,890	32,289	17,981	13,925	5,457	21,523	10,021	27,536	6,466	37,944
SY 2023-24%	83%	75%	68%	71%	80%	89%	78%	73%	86%	87%
SY 2023-24 numerator	90,452	31,569	13,594	10,803	5,343	19,868	8,092	21,747	6,011	34,364
SY 2023-24 denominator	109,558	42,215	20,134	15,167	6,664	22,359	10,327	29,922	7,020	39,465
Change (adjusted baseline to SY 2023-24)		Not rep	orted due to	o changes i	n SEL scree	ner questic	ns betweer	ı assessme	nt years.	

Note: Baseline includes two years of data (2021-22 and 2022-23). During the baseline years there was one question on the SEL screener in the category of "Responsible Decision-Making" and three questions in the category of "Self-Management". In the 2023-24 school year the two categories were combined into one called "Self-Management & Responsible-Decision Making" which had 10 total questions. No targets have been set for this metric due to ongoing screener changes.

Percent of K-6 Students who Regularly or Consistently Demonstrate Self-regulation Attention Skills on the Elementary Progress Report

	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD BASELINE	83%	76%	75%	70%*	77%	89%	77%	77%	86%	86%
Adjusted Baseline %	85%	77%	77%	72%	79%	91%	78%	79%	88%	88%
Baseline numerator	74,173	22,826	14,970	9,387	1,965	14,753	6,493	18,898	5,115	28,632
Baseline denominator	87,137	29,494	19,558	13,114	2,490	16,245	8,279	23,934	5,807	32,530
SY 2023-24%	82%	75%	72%	67%	74%	88%	73%	76%	85%	84%
SY 2023-24 numerator	72,051	28,179	14,442	9,754	2,555	13,854	5,971	19,071	5,137	27,738
SY 2023-24 denominator	88,294	37,592	19,959	14,644	3,463	15,738	8,134	25,173	6,041	32,862
Change (adjusted baseline to SY 2023-24)	-3%	-2%	-5%	-5%	-5%	-3%	-5%	-3%	-3%	-4%

Note: Data source is final grades from the Student Information System. * This data point was reported incorrectly during the baseline. Numerator and denominator were reported correctly, percentage was inaccurately reported.

Growth Targets - Percent of K-6 Students who Regularly or Consistently Demonstrate Self-regulation Attention Skills on the Elementary Progress Report

Student Group	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	85%	77%	77%	72%	79%	91%	78%	79%	88%	88%
SY 2023-24 Target	86%	80%	80%	75%	81%	92%	80%	81%	89%	89%
SY 2023-24 Actual	82%	75%	72%	67%	74%	88%	73%	76%	85%	84%
SY 2024-25 Target	88%	82%	82%	79%	84%	92%	83%	84%	90%	90%
Target Annual Progress (%pts)	1.43	2.57	2.57	3.29	2.29	0.57	2.43	2.29	1.00	1.00

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

Metrics and Baseline Data for Goal 1 Measure D

English Language Learners meeting expected growth and reclassification criteria

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
OLD BASELINE	45%	43%	34%	48%	57%	49%	41%	52%	54%
Adjusted Baseline %	45%	43%	34%	50%	57%	49%	41%	52%	54%
Baseline numerator	10,334	7,482	1,829	114	1,968	701	6,240	89	1,299
Baseline denominator	22,929	17,482	5,431	230	3,463	1,426	15,397	171	2,391
SY 2023-24%	56%	55%	41%	57%	65%	57%	52%	56%	64%
SY 2023-24 numerator	15,174	12,463	2,819	192	2,658	885	9,617	102	1,857
SY 2023-24 denominator	27,306	22,833	6,839	338	4,067	1,564	18,471	183	2,916
Change (adjusted baseline to SY 2023-24)	+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 - Percent of Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency

Student Group	ALL MLs (ELP 1-4)	Econ Dis MLs	SWD MLs	504 Plan MLs	Asian MLs	Black MLs	Hispanic MLs	Multiracial MLs	White MLs
Adjusted Baseline	45%	43%	34%	50%	57%	49%	41%	52%	54%
SY 2023-24 Target	52%	50%	43%	56%	62%	56%	49%	58%	60%
SY 2023-24 Actual	56%	55%	41%	57%	65%	57%	52%	56%	64%
SY 2024-25 Target	59%	58%	51%	63%	68%	62%	56%	64%	66%
Target Annual Progress (%pts)	7.14	7.43	8.71	6.43	5.43	6.57	7.71	6.14	5.86

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

Percent of Schools That Meet the State Standard of the Percent of Multilingual Learners Making Expected Progress Toward English Language Proficiency

	Schools
OLD BASELINE	46%
Adjusted Baseline %	46%
Baseline numerator	89
Baseline denominator	193
SY 2023-24%	71%
SY 2023-24 numerator	137
SY 2023-24 denominator	192
Change (adjusted baseline to SY 2023-24)	+25%

Note: Data source is VDOE SSWS Federal Accountability Detail Report. The number of Multilingual learners changes every year. When there are not enough students at a particular school to report, the school is not included in the calculations. Target is for 100% of schools to meet this benchmark.

Metrics and Baseline Data for Goal 1 Measure E

Early and consistent access to and preparation for advanced instruction and enrichment opportunities

Percent of High School Students Successfully Completing at Least one College Equivalent Course Before Graduating (AP, IB, DE)

	(* , , .	,									
	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White	
Adjusted Baseline %											
Baseline numerator											
Baseline denominator											
SY 2023-24%			oto wi	ll ha in	aludad	l in the	Cool	2 rong	rt.		
SY 2023-24 numerator		D	iala Wi	ii be iri	cluded	i iri trie	Guar	з геро	or L		
SY 2023-24 denominator											
Change (adjusted baseline to SY 2023-24)											

Growth Targets - Percent of High School Students Successfully Completing at Least one College Equivalent Course Before Graduating (AP, IB, DE)

Student Group Adjusted Baseline	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White		
SY 2023-24 Target												
Actual			Data w	ill be in	ncluded	l in the	Goal	3 repoi	rt			
SY 2024-25 Target												
Target Annual Progress (%pts)												

	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD BASELINE	79%	69%	65%	35%	80%	90%	67%	72%	81%	82%
Adjusted Baseline %	80%	70%	65%	35%	80%	90%	67%	73%	82%	83%
Baseline numerator	11,202	3,239	1,274	722	626	2,551	983	2,811	680	4,128
Baseline denominator	14,028	4,636	1,975	2,068	781	2,823	1,458	3,855	830	5,000
SY 2023-24%	83%	76%	76%	41%	82%	92%	71%	78%	82%	85%
SY 2023-24 numerator	11,002	4,011	1,743	823	717	2,407	957	2,845	717	4,035
SY 2023-24 denominator	13,302	5,270	2,300	1,997	872	2,620	1,355	3,635	870	4,772
Change (adjusted baseline to SY 2023-24)	+3%	+6%	+11%	+6%	+2%	+1%	+3%	+5%	0%	+2%

Note: Data source is Student Information System.

Growth Targets - Percent of Students With at Least one High School Credit Before Entering 9th Grade

Student Group	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	80%	70%	65%	35%	80%	90%	67%	73%	82%	83%
SY 2023-24 Target	82%	74%	69%	44%	82%	91%	71%	76%	84%	85%
SY 2023-24 Actual	83%	76%	76%	41%	82%	92%	71%	78%	82%	85%
SY 2024-25 Target	84%	77%	74%	52%	84%	91%	75%	79%	86%	86%
Target Annual Progress (%pts)	2.14	3.57	4.29	8.57	2.14	0.71	4.00	3.14	1.86	1.71

Metrics and Baseline Data for Goal 1 Measure F

Students meeting standards at defined entry and transition points

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

	All students	Econ Dis	ML (ELP 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD BASELINE	62%	39%	35%	40%	59%	73%	54%	40%	75%	74%
Adjusted Baseline %	67%	45%	38%	44%	59%	77%	60%	45%	79%	78%
Baseline numerator	7,799	1,761	1,264	669	55	1,517	613	1,543	633	3,466
Baseline denominator	11,699	3,883	3,295	1,534	93	1,976	1,029	3,426	804	4,421
SY 2023-24%	68%	51%	39%	44%	58%	77%	61%	47%	81%	80%
SY 2023-24 numerator	7,770	2,654	1,320	728	65	1,474	632	1,644	648	3,342
SY 2023-24 denominator	11,481	5,202	3,353	1,642	112	1,914	1,037	3,516	800	4,171
Change (adjusted baseline to SY 2023-24)	+1%	+6%	+1%	0%	-1%	0%	+1%	+2%	+2%	+2%

Note: Data source is screener results (PALS, EMAS, and CBRS). The adjusted baseline is a 2-year baseline because the reading screener in Spring 2021 was not the same screener used in the years 2021-22, 2022-23, and 2023-24. iReady was used in the 2020-21 school year while LLS was used in the subsequent years. Baseline data reported in last year's Goal 1 report used all three baseline years. To be included in this data, students must have participated in all three screener assessments (reading, math, executive functioning).

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

Student Group	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	67%	45%	38%	44%	59%	77%	60%	45%	79%	78%
SY 2023-24 Target	71%	52%	46%	51%	64%	80%	65%	52%	81%	80%
SY 2023-24 Actual	68%	51%	39%	44%	58%	77%	61%	47%	81%	80%
SY 2024-25 Target	75%	59%	54%	59%	69%	82%	70%	59%	84%	83%
Target Annual Progress (%pts)	4.00	7.14	8.14	7.29	5.14	2.57	5.00	7.14	2.29	2.43

Percent of 3rd Graders Passing Reading and Math SOLs

	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline %	60%	30%	24%	35%	71%	75%	48%	31%	75%	74%
Baseline numerator	6,998	1,172	825	608	247	1,603	514	978	586	3,295
Baseline denominator	11,592	3,880	3,414	1,728	349	2,130	1,079	3,126	780	4,433
SY 2023-24%	65%	37%	28%	39%	75%	80%	51%	37%	80%	79%
SY 2023-24 numerator	7,797	1,429	860	787	355	1,766	546	1,239	704	3,527
SY 2023-24 denominator	12,070	3,907	3,101	2,031	475	2,209	1,077	3,375	876	4,488
Change	+5%	+7%	+4%	+4%	+4%	+5%	+3%	+6%	+5%	+5%

Note: Data source is SOL test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric. This is a new metric, therefore no previous baseline data is available.

Growth Targets - Percent of 3rd Graders Passing Reading and Math SOLs

	· ·			•	·					
Student Group	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	60%	30%	24%	35%	71%	75%	48%	31%	75%	74%
SY 2023-24 Target	65%	39%	34%	44%	74%	78%	55%	40%	78%	77%
SY 2023-24 Actual	65%	37%	28%	39%	75%	80%	51%	37%	80%	79%
SY 2024-25 Target	70%	49%	44%	52%	78%	81%	61%	49%	81%	80%
Target Annual Progress (%pts)	5.00	9.29	10.14	8.57	3.43	2.86	6.71	9.14	2.86	3.00

	All students	Econ Dis	ML	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline %	63%	64%	62%	63%	TS	TS	73%	TS	57%
Baseline numerator	48	23	27	48	TS	TS	15	TS	13
Baseline denominator	77	37	44	77	TS	TS	20	TS	23
SY 2023-24%	52%	54%	50%	52%	TS	TS	TS	TS	TS
SY 2023-24 numerator	31	13	15	31	TS	TS	TS	TS	TS
SY 2023-24 denominator	60	24	30	60	TS	TS	TS	TS	TS
Change	-11%	-10%	-12%	-11%	N/A	N/A	N/A	N/A	N/A

Note: Data source is VAAP test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric. This is a new metric, therefore no previous baseline data is available.

Growth Targets - Percent of 3rd Graders Passing Reading and Math VAAP

4.71

4.43

Target Annual

Progress (%pts)

4.57

	-			-	-				
Student Group	All students	Econ Dis	ML	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline	63%	64%	62%	63%	TS	TS	73%	TS	57%
SY 2023-24 Target	68%	68%	67%	68%	N/A	N/A	76%	N/A	62%
SY 2023-24 Actual	52%	54%	50%	52%	TS	TS	TS	TS	TS
SY 2024-25 Target	72%	73%	71%	72%	N/A	N/A	79%	N/A	68%

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets

N/A

4.57

N/A

3.14

N/A

5.43

Percent of Rising Middle Schoolers Passing Reading and Math SOLs (5th Rising to 6th)

	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline %	44%	34%	14%	19%	57%	60%	53%	29%	66%	65%
Baseline numerator	479	253	68	34	13	86	69	168	20	135
Baseline denominator	1,099	745	484	177	23	142	131	584	30	208
SY 2023-24%	47%	41%	18%	21%	61%	60%	60%	32%	59%	72%
SY 2023-24 numerator	548	285	101	41	27	96	87	202	17	145
SY 2023-24 denominator	1,162	693	546	195	44	161	146	622	29	202
Change	+3%	+7%	+4%	+2%	+4%	0%	+7%	+3%	-7%	+7%

Note: Data source is SOL test results and VDOE Roster. Math SOL is the assessment taken by the student, not specifically the grade level assessment. Students must have taken both reading and math assessments to count in this metric. This is a new metric, so no previous baseline data is available.

Growth Targets - Percent of Rising Middle Schoolers Passing Reading and Math SOLs (5th Rising to 6th)

	-		-			_	_	-	-	•
Student Group	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	44%	34%	14%	19%	57%	60%	53%	29%	66%	65%
SY 2023-24 Target	51%	43%	26%	30%	62%	65%	59%	38%	70%	69%
SY 2023-24 Actual	47%	41%	18%	21%	61%	60%	60%	32%	59%	72%
SY 2024-25 Target	59%	51%	37%	41%	68%	70%	65%	48%	74%	74%
Target Annual Progress (%pts)	7.29	8.71	11.57	10.86	5.43	5.00	6.00	9.43	4.14	4.29

Percent of	Rising Mid	Idle Schoole	ers Passino	g Reading a	and Math V	'AAP (5 th R	ising to 6 th)		
	All students	Econ Dis	ML	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline %									
Baseline numerator									
Baseline denominator									
SY 2023-24%		All gro	ups are	e too s	mall to	report	for this	s metric	
SY 2023-24 numerator									
SY 2023-24 denominator									
Change									

Note: Data source is VAAP test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric. This is a new metric, therefore no previous baseline data is available.

Percent of Rising Middle Schoolers Passing Reading and Math SOLs (6th Rising to 7th)

	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline %	72%	44%	16%	40%	79%	86%	58%	46%	83%	83%
Baseline numerator	7,969	1,421	218	653	448	1,992	613	1,184	614	3,534
Baseline denominator	11,026	3,199	1,402	1,632	569	2,312	1,058	2,602	738	4,270
SY 2023-24%	75%	50%	19%	42%	86%	89%	64%	51%	85%	85%
SY 2023-24 numerator	8,653	1,656	310	801	661	2,015	699	1,448	689	3,775
SY 2023-24 denominator	11,497	3,296	1,664	1,904	771	2,275	1,086	2,854	809	4,432
Change	+3%	+6%	+3%	+2%	+7%	+3%	+6%	+5%	+2%	+2%

Note: Data source is SOL test results and VDOE Roster. Math SOL is the assessment taken by the student, not specifically the grade level assessment. Students must have taken both reading and math assessments to count in this metric. This is a new metric, so no previous baseline data is available.

Growth Targets - Percent of Rising Middle Schoolers Passing Reading and Math SOLs (6th Rising to 7th)

	_		-			_			-	
Student Group	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	72%	44%	16%	40%	79%	86%	58%	46%	83%	83%
SY 2023-24 Target	75%	51%	27%	48%	81%	87%	63%	53%	85%	85%
SY 2023-24 Actual	75%	50%	19%	42%	86%	89%	64%	51%	85%	85%
SY 2024-25 Target	79%	59%	39%	56%	84%	89%	69%	60%	86%	86%
Target Annual Progress (%pts)	3.29	7.29	11.29	7.86	2.29	1.29	5.29	7.00	1.71	1.71

Percent of Rising Middle Schoolers Passing Reading and Math VAAP(6th Rising to 7th)

	All students	Econ Dis	ML	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline %	69%	75%	68%	69%	TS	TS	TS	TS	63%
Baseline numerator	51	16	27	51	TS	TS	TS	TS	19
Baseline denominator	73	21	39	73	TS	TS	TS	TS	30
SY 2023-24%	67%	66%	69%	67%	TS	TS	TS	TS	67%
SY 2023-24 numerator	49	23	27	49	TS	TS	TS	TS	14
SY 2023-24 denominator	73	35	39	73	TS	TS	TS	TS	21
Change	-2%	-9%	+1%	-2%	N/A	N/A	N/A	N/A	+4%

Note: Data source is VAAP test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric. This is a new metric, therefore no previous baseline data is available.

Growth Targets -Percent of Rising Middle Schoolers Passing Reading and Math VAAP (6th Rising to 7th)

Student Group	All students	Econ Dis	ML	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline	69%	75%	68%	69%	TS	TS	TS	TS	TS
SY 2023-24 Target	73%	78%	72%	73%	N/A	N/A	N/A	N/A	N/A
SY 2023-24 Actual	67%	66%	69%	67%	TS	TS	TS	TS	TS
SY 2024-25 Target	76%	81%	76%	76%	N/A	N/A	N/A	N/A	N/A
Target Annual Progress (%pts)	3.71	2.86	3.86	3.71	N/A	N/A	N/A	N/A	N/A

Percent of 8th Graders Passing Reading and Math SOLs

	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline %	68%	43%	9%	30%	75%	86%	55%	41%	80%	79%
Baseline numerator	7,985	1,552	131	472	499	2,104	637	1,275	562	3,373
Baseline denominator	11,698	3,649	1,479	1,588	665	2,455	1,152	3,093	699	4,249
SY 2023-24%	72%	47%	14%	37%	82%	87%	62%	44%	84%	84%
SY 2023-24 numerator	9,115	1,901	281	683	703	2,179	796	1,501	715	3,888
SY 2023-24 denominator	12,720	4,067	1,981	1,835	854	2,519	1,285	3,397	850	4,622
Change	+4%	+4%	+5%	+7%	+7%	+1%	+7%	+3%	+4%	+5%

Note: Data source is SOL test results and VDOE Roster. Math SOL is the assessment taken by the student, not specifically the grade level assessment. Students must have taken both reading and math assessments to count in this metric. This is a new metric, so no previous baseline data is available.

Growth Targets - Percent of 8th Graders Passing Reading and Math SOLs

Student Group	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	68%	43%	9%	30%	75%	86%	55%	41%	80%	79%
SY 2023-24 Target	72%	50%	21%	39%	78%	87%	61%	49%	82%	81%
SY 2023-24 Actual	72%	47%	14%	37%	82%	87%	62%	44%	84%	84%
SY 2024-25 Target	76%	58%	34%	49%	81%	89%	66%	56%	84%	84%
Target Annual Progress (%pts)	3.86	7.43	12.29	9.29	2.86	1.29	5.71	7.71	2.14	2.29

	All students	Econ Dis	ML	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline %	58%	57%	56%	58%	TS	TS	53%	TS	55%
Baseline numerator	48	15	25	48	TS	TS	12	TS	15
Baseline denominator	83	26	45	83	TS	TS	23	TS	27
SY 2023-24%	63%	64%	59%	63%	TS	TS	TS	TS	69%
SY 2023-24 numerator	52	14	26	52	TS	TS	TS	TS	25
SY 2023-24 denominator	83	22	44	83	TS	TS	TS	TS	36

Note: Data source is VAAP test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric. This is a new metric, therefore no previous baseline data is available.

N/A

N/A

N/A

N/A

+14%

+5%

+5%

Change

+7%

+3%

Growth Targets - Percent of 8th Graders Passing Reading and Math VAAP									
Student Group	All students	Econ Dis	ML	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline	58%	57%	56%	58%	TS	TS	53%	TS	55%
SY 2023-24 Target	63%	62%	62%	63%	N/A	N/A	59%	N/A	61%
SY 2023-24 Actual	63%	64%	59%	63%	TS	TS	TS	TS	69%
SY 2024-25 Target	69%	68%	67%	69%	N/A	N/A	65%	N/A	66%
Target Annual Progress (%pts)	5.29	5.43	5.57	5.29	N/A	N/A	6.00	N/A	5.71

Percent of S	Students	who Ende	d 9 th Grad	e Receivii	ng 5 HS C	redits							
	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White			
Adjusted Baseline %													
Baseline numerator													
Baseline denominator													
SY 2023-24%		Г)ata w	ill ha ir	ocludos	l in the	Goal	5 reno	rt				
SY 2023-24 numerator		Data will be included in the Goal 5 report											
SY 2023-24 denominator													
Change (adjusted baseline to SY 2023-24)													

Growth Targets - Percent of Students who Ended 9th Grade Receiving 5 HS Credits										
Student Group	All students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline										
SY 2023-24 Target										
SY 2023-24 Actual	Data will included in the Goal 5 report									
SY 2024-25 Target	Zata IIII III Coal o l'oport									
Target Annual Progress (%pts)										

Appendix D GOAL 1 METRICS CHANGES FROM THE 2023-24 BASELINE REPORT

	Metrics
Measure A	No Changes
Measure B	No Changes
Measure C	Percent of students who report strengths on the emotional regulation topic on the SEL screener (Grades 3-12). This metric was under development last year.
	This metric is being subsumed into the existing SEL screener metric previously reported in the Goal 1 baseline report (also Measure C) and this report.
Measure D	No Changes
Measure E	Percent of students who accessed advanced academic programs in elementary schools who are enrolled in advanced academic courses or programs in middle school. Percent of students demonstrating above average aptitude receiving part-time or full-time AAP services.
	These metrics are being subsumed into data reported in Goal 3 and 4 measures.
Measure F	Percent of seniors meeting state standards on the CCCRI.
	This metric is being subsumed into the same metric reported in the Goal 5 Baseline Report (Measure A).
Measure F	Percent of entering 9th graders who have not received a verified credit in Algebra I who receive the verified credit by the end of 9th Grade.
	This metric will be subsumed into metrics reported in Goal 3.
Measure F	Percent of Rising MS and HS students who pass all their courses and all associated SOLs prior to entering the next school level. Percent of new MS and new HS students who pass their courses and all associated SOLs during their first year at the next school level. Percent of new elementary students who meet grade level expectations in reading by the end of the year. Percent of new elementary students who meet grade level expectations in mathematics by the end of the year.
	These metrics are being replaced with updated transition metrics outlined below and/or subsumed into Goal 3 or Goal 5 metrics.
Measure F	Percent of 3rd graders passing reading and math SOLs. Percent of 3rd graders passing reading and math VAAP. Percent of rising middle schoolers passing reading and math SOLs. Percent of rising middle schoolers passing reading and math VAAP. Percent of 8th graders passing reading and math SOLs. Percent of 8th graders passing reading and math VAAP. Percent of students who ended 9th grade receiving 5 HS credits. These metrics represent newly reported data, not previously included in baseline reporting.

Appendix E STRATEGIC PLAN INITIAL PRIORITY AREAS

Goal	Initial Priority Area		
Goal #1: Strong Start: Pre-K-12	 Availability of Pre-K (including inclusive Pre-K) to meet community needs Multilingual Learners meeting Expected Growth 		
Goal #2: Safe, Supported, Included and Empowered	 Chronic Absenteeism Discipline Disproportionality Student Academic Inclusion and Engagement 		
Goal #3: Academic Growth and Excellence	 Reading by 3rd Grade Algebra 1 by 8th Grade Advanced Coursework in High School 		
Goal #4: Equitable Access and Opportunity	 Equity in Course Taking Patterns Equity in Extracurricular, Co-Curricular, and Enrichment Activities 		
Goal #5: Leading for Tomorrow's Innovation	Graduation Equity (including students on track for graduation in the 9th grade)		

Appendix F ASSESSING MULTILINGUAL LEARNER PROGRESS TOWARD ENGLISH LANGUAGE PROFICIENCY

Assessing Multilingual Learner Progress toward English Language Proficiency

Students who are identified as current Multilingual learners (ELP levels 1-4 and 9) take the WIDA ACCESS assessment annually in the winter.

- This assessment measures four domains (reading, writing, listening, and speaking).
- A composite score is given based on results across the four domains.
- The change in a student's composite scores between two consecutive years of WIDA ACCESS testing is used to measure progress towards English language proficiency.

Below is the WIDA ACCESS Progress Table and additional guidance used to determine if each student has made growth.

ML WIDA ACCESS Progress Table* Targets for Gain in Composite Score

Prior Year Composite Score	Current Grade Level K-2	Current Grade Level 3-5	Current Grade Level 6-12
1.0-2.4	1.0	0.7	0.4
2.5-3.4	0.4	0.4	0.2
3.5-4.4	0.2	0.2	0.1

^{*} Note that ML progress is calculated based on results from WIDA ACCESS test only. Progress cannot be calculated using results from other English language proficiency assessments..

How to Use the WIDA ACCESS Progress Table to Identify ML Progress

- 1. Confirm the student has a WIDA ACCESS composite score both for the prior year and the current year.
- 2. Find the range matching the student's prior year WIDA ACCESS composite score in the left column. For example, if the student had a prior year composite score of 2.6, the middle column would be used.
- 3. Follow the row to the right to find the column reflecting the student's current grade level. This cell shows the amount of improvement needed to show ML progress. For example, if the student above is a 7th grader, then 0.2 points of improvement would be needed.
- 4. Add this improvement amount to the student's prior year composite score to find the target for this year's composite score. For the example student above, adding the 0.2 improvement needed to the prior year's composite of 2.6 gives a composite target of 2.8 for the current year.
- 5. If the student's current year WIDA ACCESS composite score meets or exceeds this target score—or if the new score is at proficiency (4.4 or higher)—then the student is seen as making "ML progress."