EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

GOAL 3 REPORT

FCPS

2024–25

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Executive Summary

The Fairfax County Public Schools (FCPS) Strategic Plan 2023-30, approved by the FCPS School Board in June 2023, charts a seven-year journey for the Division to accomplish its five student-focused strategic goals.

- **Goal 1: Strong Start.** Every student will develop foundational academic skills, curiosity, and a joy for learning necessary for success in Pre-K through 12th grade.
- **Goal 2: Safe, Supported, Included, and Empowered.** Every student will experience an equitable school community where student health and well-being are prioritized, and student voice is centered.
- **Goal 3: Academic Growth and Excellence.** Every student will acquire critical and creative thinking skills, meet/exceed high academic standards, and achieve their highest academic potential.
- **Goal 4: Equitable Access and Opportunity.** Every student will have access to high-quality academic programming and resources to support their success.
- **Goal 5: Leading for Tomorrow's Innovation.** Every student will graduate ready to thrive in life after high school and with the skills to navigate, adapt, and innovate for a sustainable future.

This report presents data associated with Goal 3, *Academic Growth and Excellence with a focus on reading by 3rd grade, successful completion of Algebra 1 by 8th grade, and advanced course taking in high school.* Table 1 provides an overview.

Table 1: *Detailed Summary of Goal 3 Priority Accountability Measures*

	Measure F. Reading at Grade Level by End of 3rd Grade	***Measure C. Successful Completion of Algebra 1 by End of 8th Grade***	***Measure D. Successful Completion of Advanced Coursework in HS***
How FCPS did in SY 2023-24	70% of students passed the G3 Reading SOL, up 1 percentage point from baseline but short of the Division target; 72% of students passed the G3 Reading VAAP, down 6 percentage points from baseline and short of the Division target.	59% of 8th graders earned a verified credit in Algebra 1, up from 51% at baseline (+8 percentage points) and exceeding the Division target.	85% of high school graduates completed 1+ AP, IB, DE, or 1.0 weighted course or earned CTE completer status, up from 84% at baseline (+1 percentage point) and falling just below the Division target.
Why this measure is important	Reading by 3rd grade is crucial for students to progress through FCPS and is linked to a number of other Goal priorities, including a student's likelihood of excelling at advanced coursework, persisting through high school, graduating on time, and enrolling in college.	Completing Algebra 1 in middle school is crucial for students to pursue advanced math (and often science) in high school and is linked to a number of other Goal priorities, including a student's likelihood of persisting in math in high school and enrolling in college.	Succeeding in advanced coursework in high school increases a student's odds of post-secondary success (college acceptance, enrollment, and completion; higher earnings) and is linked to a number of other Goal priorities, including course access and graduation equity.
How different student groups are impacted	Multiracial, White, and Asian students, and those with a 504 plan, had rates 5 percentage points above average; Black and Hispanic students, Multilingual learners, students who were Economically Disadvantaged, and Students with Disabilities had rates 5 percentage points below. No student group had a rate within 5 percentage points of the average.	Multiracial, White, and Asian students, and those with a 504 plan, had rates 5 percentage points above average; Black and Hispanic students, Multilingual learners, students who were Economically Disadvantaged, and Students with Disabilities had rates 5 percentage points below. No student group had a rate within 5 percentage points of the average.	Multiracial and Asian students, and those with a 504 plan, had rates 5 percentage points above average; Hispanic students, Multilingual learners, students who were Economically Disadvantaged, and Students with Disabilities had rates 5 percentage points below. White students were the only group with a rate within 5 percentage points of the average.
What FCPS is doing	1. Standardize evidence-based literacy curriculum across the Division 2. Assess student literacy and risk across the Division 3. Embed reading goals into School Improvement & Innovation Plans 4. Leverage evidence-based tech to support student learning 5. Provide targeted resources, support, and monitoring to identified schools 6. Provide consistent, aligned support to at-risk and struggling students 7. Accelerate English language proficiency for Multilingual learners 8. Tailor supports to Students with Disabilities 9. Leverage Goal Innovation Team	1. Revise K-7 mathematics curriculum and standard course pathway 2. Educate and increase utilization of Algebra I open enrollment 3. Engage schools focused on tackling Algebra 1 enrollment and success 4. Tailor supports to Students with Disabilities using explicit instruction and evidence-based interventions 5. Increase language accessibility of mathematics instruction 6. Focus on students who need extra support in successfully completing Algebra 1 7. Leverage Goal Innovation Team	1. Provide personalized long-term academic and career counseling to all students 2. Embed advanced courses into School Improvement & Innovation Plans 3. Standardize curricular rigor to ensure students are prepared for advanced coursework 4. Increase the number and variety of advanced courses taught in high schools 5. Encourage advanced course taking at identified schools 6. Encourage advanced course taking in underrepresented student groups 7. Support academic advancement of students with different learning needs 8. Leverage Goal Innovation Team

Background on the FCPS Strategic Planning Process

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 SY 2023-24, 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 and 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 FCPS Policy 1405.3, Accountability for Division Efficiency and Effectiveness 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 SY 2023-24, 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 1 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 also has 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 D). 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 3 can be found in Appendix C.

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 SY 2023-24) and the new adjusted baseline data are presented when they provide a comparison of the same metric with the same years in the baseline.

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 presenting rates at baseline and for SY 2023-24, all numbers have been rounded to the nearest whole number unless otherwise indicated.

Introduction

This report focuses on:

GOAL 3: ACADEMIC GROWTH AND EXCELLENCE

Students will acquire critical and creative thinking skills, meet/exceed high academic standards, and achieve their highest academic potential.

Measures

- **A.** Growth and performance in coursework (e.g., course grades, grade point average [GPA], meeting Individualized Education Program [IEP] goals, and language acquisition goals) (including students with 504s)
- **B.** Growth and performance on state/national/international assessments in reading, math, social studies, and science
- **C.** Successful completion of Algebra 1 by 8th grade
- **D.** Evidence of progression towards or successful completion of advanced coursework (e.g., Honors, Advanced Placement [AP], International Baccalaureate [IB], dual enrollment, Career and Technical Education [CTE], etc.)
- **E.** Growth with evidence in at least one/two self-identified Portrait of a Graduate skills, annually
- **F.** Students reading on grade level by the end of 3rd grade

This report provides data for each of the six measures in Goal 3 (see Appendix A and B), with a focus on Measures C, D, and F. These areas were selected as early implementation priorities by the Division and will continue to be a focus during SY 2024-25, with the expectation that improving the outcomes on these measures will positively impact other measures within the Strategic Plan.

- **Students reading on grade level by the end of 3rd grade.** Reading is a crucial life skill and expected of students as they progress through FCPS. By the end of 3rd grade, students begin moving away from "learning to read" to "reading to learn," where reading becomes a tool to gain and apply knowledge in a range of subjects. By late elementary school, students who can read have an educational advantage over their peers that facilitates later success in school, including on Strategic Plan Goal measures such as excelling at advanced coursework[1] (Goal 3), avoiding dropping out and graduating on time[2] (Goal 5), and enrolling in college[3] (Goal 5). As a result, a sustained focus on 3rd grade reading is expected to lead to long-term improvements in several other Goal measures.

- **Successful completion of Algebra 1 by 8th grade.** Students who take Algebra 1 in middle school are at a distinct advantage by the time they get to high school. Practically, they will have the ability to pursue advanced math courses, such as calculus, along with more math-intensive science courses. Students with a strong math aptitude who complete Algebra 1 before grade 9 are also at greater odds of academic success in middle and high school than equally-strong peers who did not pursue Algebra 1 in middle school. This success includes a number of measures relevant to other Goals in the Strategic

[1] Goldhaber, D., Wolff, M., & Daly, T. (2021). *Assessing the Accuracy of Elementary School Test Scores as Predictors of Students' High School Outcomes*. CALDER Working Paper No. 235-0821-2.
[2] Lesnick, J., Goerge, R.M., & Smithgall, C. (2010). *Reading on grade level in third grade: How is it related to high school performance and college enrollment?* Chicago, IL: Chapin Hall at the University of Chicago; and Hernandez, D. (2011). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Foundation for Child Development and the AnnieE. Casey Foundation, 2011).
[3] Lesnick, J., Goerge, R.M., & Smithgall, C. (2010). *Reading on grade level in third grade: How is it related to high school performance and college enrollment?* Chicago, IL: Chapin Hall at the University of Chicago

Plan, including stronger patterns of attendance[4] (Goal 2), persistence in advanced math[5] (Goal 3), and college attendance[6] (Goal 5). From an equity perspective, research has found that placing students in Algebra 1 in 8th grade based on aptitude or academic performance has also been shown to reduce the association between student demographics (race-ethnicity, income) and course placement.[7] Similar to 3rd grade reading, a sustained focus on Algebra 1 by 8th grade is expected to lead to long-term improvement in several other Goal measures.

- **Evidence of progression towards or successful completion of advanced coursework.** High school students who pursue *college-level* coursework, including Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment (DE), are more likely to enroll in and complete college[8] and to see higher earning potential.[9] Positive effects have also been observed for students pursuing CTE courses in high school, including an increased likelihood of graduating and enrolling in a two-year college or working immediately after high school graduation (researchers did not detect a statistically significant impact on enrollment in a four-year college or post-graduate earnings).[10] A sustained focus on advanced coursework–including college-level, weighted 1.0 courses, and career-technical completer–is expected to improve student outcomes for Goal 5.

[4] Brummet, Q., Liebert, L., Domina, T., Yoo, P., & Penner, A. (2023). Early Algebra Affects Peer Composition. EdWorkingPaper, 23 -878.
[5] McEachin, A., Domina, T., & Penner, A. (2020). Heterogeneous Effects of Early Algebra across California Middle Schools. Journal of Policy Analysis and Management, 39(3) and Spielhagen, F. R. (2006). Closing the achievement gap in math: The long-term effects of eighth-grade algebra. Journal of Advanced Academics, 18(1)
[6] Spielhagen, F. R. (2006). Closing the achievement gap in math: The long-term effects of eighth-grade algebra. Journal of Advanced Academics, 18(1)
[7] Dougherty, S. M., Goodman, J. S., Hill, D. V., Litke, E. G., & Page, L. C. (2015). Middle school math acceleration and equitable access to eighth-grade algebra: Evidence from the Wake County Public School system. Educational Evaluation & Policy Analysis, 37(1).
[8] For a full discussion, see Kevelson, M. J. C., Millett, C. M., Slutzky, C., & Saunders, S. R. (2023). Equity levers: What predicts enrollment in and number of college-level courses taken in high school? (Research Report No. RR-23-06). ETS.
[9] Jackson, C.K. (2010). A Little Now for a Lot Later. *Journal of Human Resources,* 45 (3).
[10] Lindsay, J., Hughes, K., Dougherty, S. M., Reese, K., & Joshi, M. (2024). What we know about the impact of career and technical education: A systematic review of the research. American Institutes for Research, Career and Technical Education Research Network.

Student Groups Examined in this Report

Students who were 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, or receipt of services for Early Head Start, FCPS Pre-K, migrants, homelessness, and/or foster care.

Multilingual Learners. 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. Their English Language Proficiency (ELP) Levels are measured by the WIDA ACCESS, an assessment of a student's ability to listen, speak, read, and write in English. Those ELP Levels are defined as:

- *Level 1:* Current Multilingual learners **entering** in their ability to listen, speak, read, and write in English.
- *Level 2:* Current Multilingual learners **emerging** in their ability to listen, speak, read, and write in English.
- *Level 3:* Current Multilingual learners **developing** in their English language proficiency.
- *Level 4:* Current Multilingual learners **expanding** their English language proficiency.
- *Level 6a-6d:* Former Multilingual learners who are **English proficient**, no longer eligible for English language development services, and within their four years of monitoring.
- *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.

Students with Disabilities. 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 categorized as Level 1 receive special education services for less than 50 percent of their instructional hours.
- *Level 2*: Students with Disabilities categorized as Level 2 receive special education services for 50 percent or more of their instructional hours.

Students with a 504 Plan. Students with a 504 Plan are those students who have qualified for and are receiving modifications, accommodations, or services through a 504 Plan under Section 504 of the Rehabilitation Act of 1973.

Boys, Girls, and Students who identify as LGBTQIA+. Student gender as represented in this report is based on the official FCPS record in the Student Information System (see Regulation 2603 for additional information). FCPS does not collect data on student sexual orientation or gender identity (beyond what is recorded in SIS). Where possible, FCPS reports additional local or national external data on the experiences of the broader group of students who identify as LGBTQIA+.

Intersected Student Groups. In recognition that there is not independence in different student groups,[11] Goal Reports present data on intersected student groups to examine the overlap between categories.

[11] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8095182/

Reading by the End of 3rd Grade

The ability to read and write is a crucial life skill that becomes increasingly necessary as students progress through the public education system and are expected to read to gain knowledge, complete assignments, and demonstrate comprehension in a range of subjects. The move from "learning to read" to "reading to learn" begins in the 3rd grade and accelerates quickly. By late elementary school, more skilled readers have an academic advantage over their peers as they gain knowledge, apply textual analysis, and develop familiarity with new technical words. Reading in later elementary school has been linked to improvements in cognition (improved memory/retention,[12] increased brain activity[13]) and behavior (such as attention[14]) that facilitate success in school, including on many Strategic Plan Goal measures. For example, research suggests that students who are reading by the end of 3rd grade are more likely to excel at advanced coursework[15] (Goal 3), avoid dropping out and graduate on time[16] (Goal 5), and enroll in college[17] (Goal 5).

Third grade also marks the point where it becomes increasingly difficult for students who are not reading at grade level to "catch up",[18] particularly if frustration leads to reading avoidance and slows the acquisition of knowledge and vocabulary. Numerous studies have detected that reading ability *by the end of 1st grade* is highly predictive of later reading ability,[19] such that 79 percent of the variance in high school reading ability can be accounted for by intensity of instruction in first grade.[20] The role of reading in widening the achievement gap has been described as an example of the "Matthew Effect", where early reading ability leads to cognitive, behavioral, and motivational gains that continue to influence academic performance.[21]

For most students in Virginia, 3rd grade reading proficiency is assessed during the spring Standards of Learning (SOL) examination, where students demonstrate their ability to comprehend literary and information text and use vocabulary development and word analysis strategies. A small number of students are exempted from taking the Grade 3 Reading SOL based on VDOE rules,[22] including students with a significant cognitive disability, who take the Virginia Alternative Assessment Program (VAAP) reading test instead.

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[12] Takeuchi, H. Taki, Y., Hashizume, H., Asano, K., Asano, M., Sassa, Y., Yokota, S., Kotozaki, Y., Nouchi, R., and Kawashima, R. (2016). Impact of reading habit on white matter structure: Cross-sectional and longitudinal analyses NeuroImage, 133 and Taylor, B. M. (1980). Children's Memory for Expository Text after Reading. *Reading Research Quarterly*, *15*(3).

[13] Houston, S. M., Lebel, C., Katzir, T., Manis, F. R., Kan, E., Rodriguez, G. G., & Sowell, E. R. (2014). Reading skill and structural brain development. *Neuroreport*, *25*(5).

[14] Roberts, G., Rane, S., Fall, A. M., Denton, C. A., Fletcher, J. M., & Vaughn, S. (2015). The Impact of Intensive Reading Intervention on Level of Attention in Middle School Students. *Journal of clinical child and adolescent psychology : the official journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53*, *44*(6).

[15] Goldhaber, D., Wolff, M., & Daly, T. (2021). Assessing the Accuracy of Elementary School Test Scores as Predictors of Students' High School Outcomes. CALDER Working Paper No. 235-0821-2.

[16] Lesnick, J., Goerge, R.M., & Smithgall, C. (2010). Reading on grade level in third grade: How is it related to high school performance and college enrollment? Chicago, IL: Chapin Hall at the University of Chicago; and Hernandez, D. (2011). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Foundation for Child Development and the AnnieE. Casey Foundation, 2011. Also see Mader, J. (2021). 'The Reading Year': First grade is critical for reading skills, but kids coming from disrupted kindergarten experiences are way behind. The Hechinger Report.

[17] Lesnick, J., Goerge, R.M., & Smithgall, C. (2010). Reading on grade level in third grade: How is it related to high school performance and college enrollment? Chicago, IL: Chapin Hall at the University of Chicago

[18] Torgesen, J. K., Alexander, A. W., Wagner, R. K., Rashotte, C. A., Voeller, K. K., & Conway, T. (2001). Intensive remedial instruction for children with severe reading disabilities: immediate and long-term outcomes from two instructional approaches. *Journal of learning disabilities*, *34*(1).

[19] See, for example, Ferrer, E., Shaywitz, B.A., Holahan, J.M., & Shaywitz, S.E. (2023). Early reading at first grade predicts adult reading at age 42 in typical and dyslexic readers. *npj Science of Learning,* 8(51); Shaywitz, S. E., Fletcher, J. M., Holahan, J. M., Schneider, A. E., Marchione, K. E., Stuebing, K. K., Francis, D. J., Pugh, K. R., and Shaywitz, B. A. (1999). Persistence of dyslexia: The Connecticut longitudinal study at adolescence. Pediatrics, 104(6); Francis, D. J., Shaywitz, S. E., Stuebing, K. K., Shaywitz, B. A., and Fletcher, J. M. (1996). Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis. Journal of Educational Psychology, 88(1), 3-17.Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first to fourth grades. Journal of Educational Psychology, 80(4), 437-447.

[20] EAB. (2019). Narrowing the Third Grade Reading Gap. EAB Associates.

[21] Röthlisberger, M., Zangger, C., & Juska-Bacher, B. (2023). Matthew effect in vocabulary and reading: A comparison of good and average readers in Grade 1 to Grade 3. International Journal of Educational Research Open, 5.

[22] These exemptions include in-state and out-of-state transfer students meeting enrollment criteria; students who were absent throughout the testing window, had a medical emergency, or were otherwise not assessed by the school; and Multilingual learners with less than 12 instructional months in U.S. public schools.

In SY 2023-24, 70 percent of FCPS students (8,508) demonstrated proficiency on the Grade 3 Reading SOL, compared to 71 percent of 3rd graders in other Washington Area Board of Education (WABE) districts in Northern Virginia and 67 percent of 3rd grade students in Virginia. The pass rates for these geographies over the last three years are presented in Table 2. According to data from the National Assessment of Educational Progress (NAEP), rates of reading proficiency in Virginia are comparable to the national average, suggesting that FCPS students are similar in reading ability to the national average.[23]

***Table 2**: Pass Rate on the Grade 3 Reading SOL, FCPS Compared to Virginia*

	SY 2021-22	SY 2022-23	SY 2023-24
FCPS	**72%** 8,964 out of 12,484	**70%** 8,770 out of 12,599	**70%** 8,508 out of 12,217
Other Districts in Northern Virginia*	**72%** 11,713 out of 16,335	**70%** 11,505 out of 16,385	**71%** 11,642 out of 16,345
Virginia	**68%** 59,653 out of 88,336	**66%** 58,863 out of 89,026	**67%** 58,990 out of 88,207

Note: *Washington Area Boards of Education (WABE) districts in Virginia, including Alexandria City, Arlington County, Falls Church City, Loudoun County, Manassas City, Manassas Park City, and Prince William County. Data source is VDOE Build-A-Table. Virginia data includes Fairfax County. Percentages were rounded to the nearest whole number.

As noted, a small number of FCPS students (60 in SY 2023-24) took the Virginia Alternative Assessment Program (VAAP) reading test instead of the Grade 3 Reading SOL. Seventy-two percent passed the Grade 3 Reading VAAP. It is important to note that the federal Every Student Succeeds Act (ESSA) restricts the number of Students with Disabilities who can receive an alternate assessment at one percent of all students tested. The Commonwealth and FCPS have historically exceeded this cap, leading to the launch of a new state assessment tool (effective July 1, 2024) that helps school districts better align to the parameters of VAAP disability guidelines. FCPS implemented this new tool in 2022, leading to fewer students taking the VAAP in SY 2023-24. Other school districts in Virginia began implementing the new tool on July 1, 2024, and are expected to also see a decline in VAAP participation in SY 2024-25 onward.

***Table 3**: Pass Rate on the Grade 3 Reading VAAP, FCPS Compared to Virginia*

	SY 2021-22	SY 2022-23	SY 2023-24
FCPS	**70%** 59 out of 84	**76%** 63 out of 83	**72%** 43 out of 60
Other Districts in Northern Virginia*	**73%** 121 out of 165	**77%** 157 out of 205	**88%** 145 out of 164
Virginia	**76%** 774 out of 1,016	**81%** 928 out of 1,151	**85%** 955 out of 1,120

Note: *Washington Area Boards of Education (WABE) in Virginia with data for all three years: Arlington, Loudoun, and Prince William counties. Virginia data includes Fairfax County. Data source is VDOE Build-A-Table. Percentages were rounded to the nearest whole number.

[23]In 2022, 32 percent of U.S. fourth grade students scored “proficient” in reading and 61 percent scored at “basic proficient” in reading. The rates in Virginia were 32 percent and 60 percent, respectively. See NAEP. (2024). State Achievement-Level Results, 2022.

Performance by Student Groups

Consistent with national trends,[24] White, Asian, and Multiracial students have above-average pass rates on the Grade 3 Reading SOL. In FCPS, students with a 504 plan also had a higher than average pass rate. Conversely, Multilingual learners had the lowest rate (33%), followed by students who were Economically Disadvantaged and Hispanic students (44% and 43%, respectively). No student group had a rate within five percentage points of the Division average, suggesting a wide disparity in reading ability based on student group membership. Progress from baseline to SY 2023-24 was small but positive for nearly all groups. However, Multilingual learners and Black students experienced a small decline in reading rates by 3rd grade.

***Table 4**: Pass Rate on the Grade 3 Reading SOL*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*69%*	*41%*	*34%*	*44%*	*80%*	*81%*	*61%*	*41%*	*82%*	*82%*
Adjusted Baseline %	**69%**	**41%**	**34%**	**44%**	**80%**	**81%**	**61%**	**41%**	**82%**	**82%**
Baseline numerator	8,072	1,632	1,169	774	279	1,750	674	1,306	650	3,665
Baseline denominator	11,765	3,956	3,480	1,752	350	2,164	1,106	3,187	791	4,471
SY 2023-24 %	**70%**	**44%**	**33%**	**46%**	**82%**	**83%**	**59%**	**43%**	**85%**	**83%**
SY 2023-24 numerator	8,508	1,742	1,039	946	391	1,850	653	1,469	753	3,764
SY 2023-24 denominator	12,217	3,970	3,140	2,060	479	2,222	1,106	3,429	881	4,531
Change (adjusted baseline to SY 2023-24)	**+1%**	**+3%**	**-1%**	**+2%**	**+2%**	**+2%**	**-2%**	**+2%**	**+3%**	**+1%**

Note: Data source is the VDOE SSWS Student Performance Roster--English for Accreditation. Pearson records were used to add test details as needed.

Figure 1 shows progress towards the goal that all 3rd grade students will pass the Grade 3 Reading SOL. In order for students to be within 5 percentage points of this goal by 2030, FCPS has created targets that represent steady progress over time. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years in order to meet our goals. Exceeding the growth line in any one year means less growth is needed in subsequent years and/or our goals may be met before 2030. The annual targets for all students, pictured in dark blue, represent progress of 3.71 percentage points each year from the baseline.

In SY 2023-24, FCPS targeted a pass rate of 73 percent or higher. Actual performance was 70 percent, meaning FCPS fell below the target for SY 2023-24. Pass rates will need to increase by 6 percentage points in SY 2024-25 to meet next year's target.

FCPS has created similar targets for each student group, based on their starting point in relation to the final targets. The chart plots the necessary trajectories for student groups with the highest and lowest pass rates (Multiracial students and Multilingual learners, respectively) to achieve FCPS' 2030 goal. FCPS holds every student to the same 2030 target and the difference between student groups illustrates the improvements sought to support all students in reaching these goals. Growth for several student groups fell more than 5

[24] See NAEP. (nd). The Nation's Report Card: 2022 Reading State Snapshot.

percentage points below target, including Multilingual learners (10 percentage points below target), Black students (7 percentage points below), Hispanic students (6 percentage points below), and Students with Disabilities and those who were Economically Disadvantaged (both 5 percentage points below target). Table 5 provides additional details about the targets for each student group on this metric.

***Figure 1**: Growth Target - Pass Rate on the Grade 3 Reading SOL*

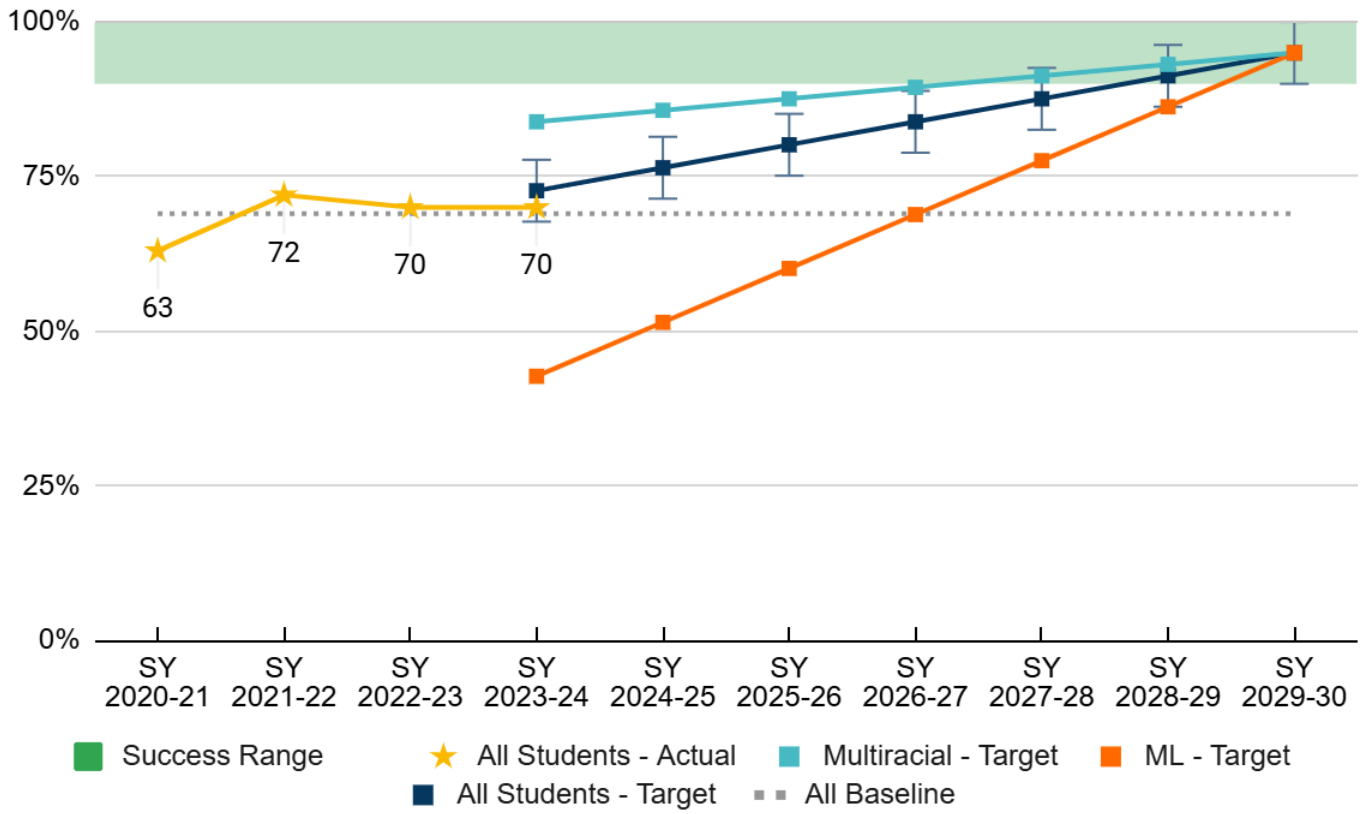


***Table 5**: Growth Target - Pass Rate on the Grade 3 Reading SOL*

Student Group	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	**69%**	41%	34%	44%	80%	81%	61%	41%	82%	82%
SY 2023-24 Target	**73%**	49%	43%	51%	82%	83%	66%	49%	84%	84%
SY 2023-24 Actual	**70%**	44%	33%	46%	82%	83%	59%	43%	85%	83%
SY 2024-25 Target	**76%**	56%	51%	59%	84%	85%	71%	56%	86%	86%
Target Annual Progress (%pts)	**3.71**	7.71	8.71	7.29	2.14	2.00	4.86	7.71	1.86	1.86

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.

As noted earlier, a smaller number of Students with Disabilities (60 in SY 2023-24) take the VAAP. In SY 2023-24, 72 percent of the 60 FCPS 3rd grade students who took the Grade 3 Reading VAAP passed, a decline of 6 percentage points from baseline. The pass rates for most student groups are too small to report.

***Table 6**: Pass Rate on the Grade 3 Reading VAAP*

	All Students	Econ Dis	ML (1-4)	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*78%*	*78%*	*79%*	*TS*	*TS*	*80%*	*TS*	*79%*
Adjusted Baseline %	**78%**	**78%**	**79%**	**TS**	**TS**	**80%**	**TS**	**79%**
Baseline numerator	61	29	35	TS	TS	16	TS	18
Baseline denominator	79	37	45	TS	TS	20	TS	23
SY 2023-24 %	**72%**	**75%**	**76%**	**TS**	**TS**	**TS**	**TS**	**TS**
SY 2023-24 numerator	43	18	22	TS	TS	TS	TS	TS
SY 2023-24 denominator	60	24	29	TS	TS	TS	TS	TS
Change (adjusted baseline to SY 2023-24)	**-6%**	**-3%**	**-3%**	TS	TS	TS	TS	TS

Note: Data source is the VDOE SSWS Student Performance Roster--English for Accreditation. Pearson records were used to add test details as needed. Groups with denominators less than 20 are noted as too small (TS).

FCPS did not meet its targeted growth of 2.43 percentage points for passage of the Grade 3 Reading VAAP and instead saw a six percentage point decline in its pass rate from baseline. As a result, the Division will need to increase its pass rate by over 8 percentage points in SY 2024-25 to remain on target for our 2030 goals (see Figure 2 and Table 7 for additional details).

***Figure 2**: Growth Target - Pass Rate on the Grade 3 Reading VAAP*

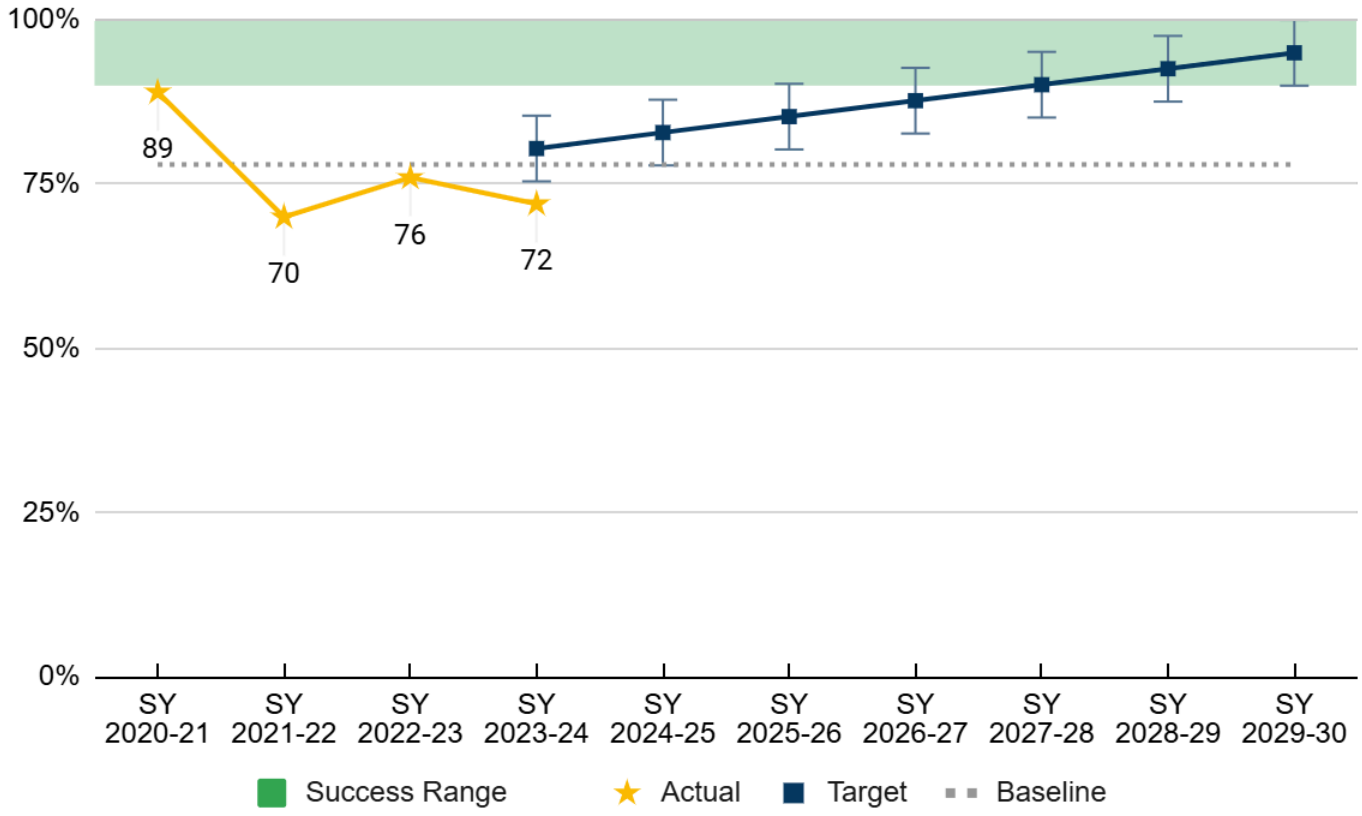


***Table 7**: Growth Target - Pass Rate on the Grade 3 Reading VAAP*

Student Group	All students	Econ Dis	ML (1-4)	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	**78%**	78%	79%	TS	TS	80%	TS	79%
SY 2023-24 Target	**80%**	80%	81%	TS	TS	82%	TS	81%
SY 2023-24 Actual	**72%**	75%	76%	TS	TS	TS	TS	TS
SY 2024-25 Target	**83%**	83%	84%	TS	TS	84%	TS	84%
Target Annual Progress (%pts)	**2.43**	2.43	2.29	TS	TS	2.14	TS	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. Groups with denominators less than 20 are noted as too small (TS).

Reading by the End of 3rd Grade for Multilingual Learners

While Multilingual learners have some of the lowest reading rates by 3rd grade overall, there is substantial variation within this student group. More than half of Multilingual learners who are Asian or Multiracial demonstrated proficiency in reading by 3rd grade, and nearly half of Multilingual learners with a 504 plan or who are Black or White passed. Multilingual learners with Disabilities (15%) and those who are Hispanic (22%) had rates of 3rd grade reading well below the Division average and the average for Multilingual learners. The intersected groups of Multilingual learners who saw the most growth from baseline were those who are also Asian (+6 percentage points) or Multiracial (+3 percentage points). While these gains are positive, the students who already had higher rates at baseline saw the most improvement. See Table 8.

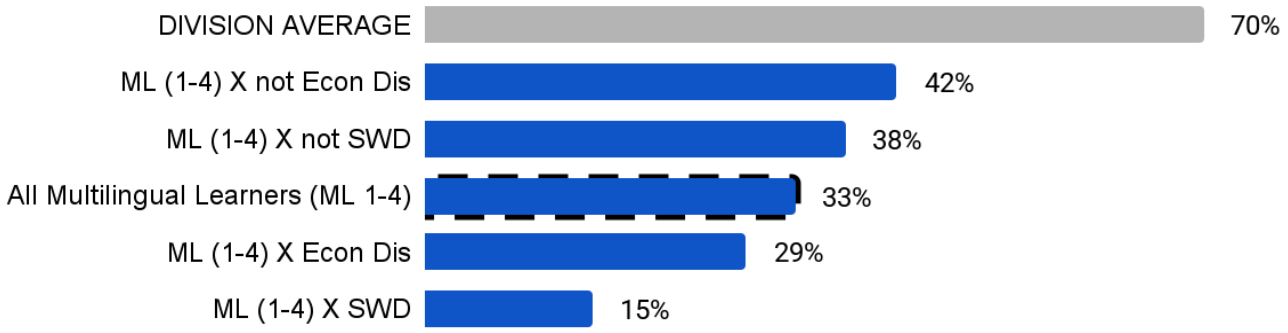
Table 8: *Pass Rate on the Grade 3 Reading SOL for Multilingual Learners, Intersected With Other Student Groups*

	All MLs (1-4)	**Econ Dis MLs**	**SWD MLs**	**504 Plan MLs**	**Asian MLs**	**Black MLs**	**Hispanic MLs**	**Multiracial MLs**	**White MLs**
OLD Baseline	*34%*	*28%*	*17%*	*not reported*	*51%*	*45%*	*24%*	*49%*	*48%*
Adjusted Baseline %	**34%**	**28%**	**17%**	**47%**	**51%**	**45%**	**24%**	**49%**	**48%**
Baseline numerator	1,169	710	108	17	325	103	503	19	213
Baseline denominator	3,480	2,538	624	35	632	229	2,115	40	445
SY 2023-24 %	**33%**	**29%**	**15%**	**46%**	**57%**	**45%**	**22%**	**52%**	**45%**
SY 2023-24 numerator	1,039	611	94	17	334	84	438	11	169
SY 2023-24 denominator	3,140	2,126	627	37	584	187	1,950	21	377
Change (adjusted baseline to SY 2023-24)	**-1%**	**+1%**	**-2%**	**-1%**	**+6%**	**0%**	**-2%**	**+3%**	**-3%**

Note: Data source is the VDOE SSWS Student Performance Roster--English for Accreditation. Pearson records were used to add test details as needed.

Figure 3 provides further insight into how Grade 3 Reading SOL pass rates differ for Multilingual learners based on their intersection with other student groups. While Multilingual learners who were not Economically Disadvantaged had higher pass rates, they still were approximately 30 percentage points below the Division average. The lowest rates were for Multilingual learners with Disabilities, 55 percentage points below the Division average and 23 percentage points below Multilingual learners without Disabilities.

Figure 3: *Pass Rate on the Grade 3 Reading SOL for Multilingual Learners, by Other Student Groups*



Pass rates also varied substantially for Multilingual learners by ELP level. Among ELP level 1 students (about 550 students), just 4 percent demonstrated proficiency. As ELP levels increase, so does reading proficiency, such that ELP level 4 students have surpassed the Division average by 23 percentage points. Former Multilingual learners had the highest rate of any student group examined for this report: 98 percent passed the Grade 3 Reading SOL in SY 2023-24, well outpacing the Division average of 70 percent. While most Multilingual learners saw nominal changes from baseline, students classified as ELP level 4 increased by 13 percentage points and Former Multilingual learners increased by 5 percentage points. See Table 9.

Table 9: *Pass Rate on the Grade 3 Reading SOL for Multilingual Learners, by ELP Level*

	All ML (1-4)	**ELP Level 1**	**ELP Level 2**	**ELP Level 3**	**ELP Level 4**	**Former MLs (6a-6d)**
OLD Baseline	*34%*	*4%*	*13%*	*48%*	*80%*	*not reported*
Adjusted Baseline %	**34%**	**4%**	**13%**	**48%**	**80%**	**93%**
Baseline numerator	1,169	18	144	729	273	515
Baseline denominator	3,480	514	1,080	1,535	344	557
SY 2023-24 %	**33%**	**4%**	**13%**	**51%**	**93%**	**98%**
SY 2023-24 numerator	1,039	23	145	651	220	400
SY 2023-24 denominator	3,140	556	1,081	1,266	237	409
Change (adjusted baseline to SY 2023-24)	**-1%**	**+0%**	**0%**	**+3%**	**+13%**	**+5%**

Note: Data source is the VDOE SSWS Student Performance Roster--English for Accreditation. Pearson records were used to add test details as needed. Multilingual learners with fewer than 12 instructional months in U.S. public schools are exempted from the Grade 3 Reading SOL.

Reading by the End of 3rd Grade for Students who are Economically Disadvantaged

Overall, 44 percent of students who were Economically Disadvantaged passed the Grade 3 Reading SOL, about 3 percentage points higher than baseline. Substantial differences were observed within this group of students. Asian and Multiracial students who were Economically Disadvantaged had pass rates in excess of 60 percent and also saw the largest gains from baseline (+9 and +6 percentage points, respectively). Students who were Economically Disadvantaged and had a 504 plan also made substantial gains (+5 percentage points) from baseline. Nearly all intersected groups made some gains, except for Black students who were Economically Disadvantaged (-1 percentage point). Students who are Economically Disadvantaged who were also Hispanic, Students with Disabilities, or Multilingual learners continue to have very low pass rates, where fewer than one-third of these student groups demonstrated 3rd grade reading proficiency. See Table 10.

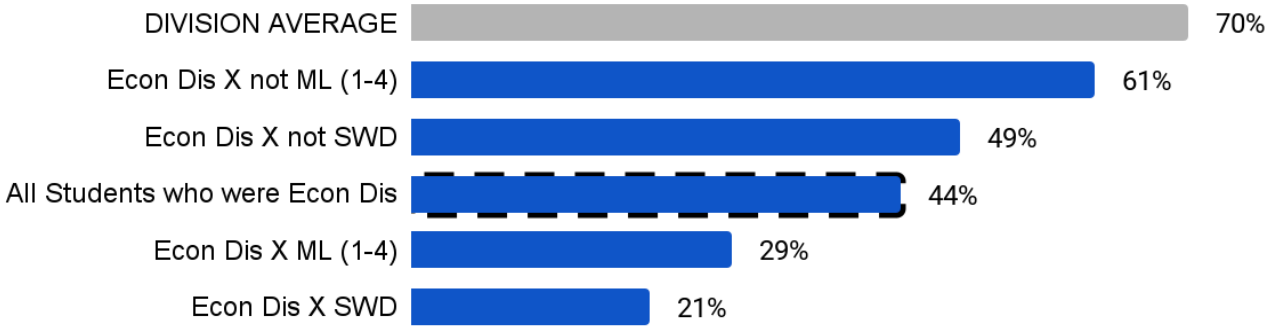
Table 10: *Pass Rate on the Grade 3 Reading SOL for Economically Disadvantaged Students, Intersected With Other Student Groups*

	All Econ Dis	**ML (1-4) Econ Dis**	**SWD Econ Dis**	**504 Plan Econ Dis**	**Asian Econ Dis**	**Black Econ Dis**	**Hispanic Econ Dis**	**Multiracial Econ Dis**	**White Econ Dis**
OLD Baseline	*41%*	*28%*	*19%*	*not reported*	*59%*	*50%*	*30%*	*57%*	*56%*
Adjusted Baseline %	**41%**	**28%**	**19%**	**52%**	**59%**	**50%**	**30%**	**57%**	**56%**
Baseline numerator	1,632	710	123	26	297	298	663	56	310
Baseline denominator	3,956	2,538	652	50	502	592	2,193	98	550
SY 2023-24 %	**44%**	**29%**	**21%**	**57%**	**68%**	**49%**	**32%**	**63%**	**58%**
SY 2023-24 numerator	1,742	611	162	38	367	289	691	63	328
SY 2023-24 denominator	3,970	2,126	758	67	542	584	2,156	100	567
Change (adjusted baseline to SY 2023-24)	**+3%**	**+1%**	**+2%**	**+5%**	**+9%**	**-1%**	**+2%**	**+6%**	**+2%**

Note: Data source is the VDOE SSWS Student Performance Roster--English for Accreditation. Pearson records were used to add test details as needed.

Figure 4 provides more nuance to differences in these pass rates. Overall, students who were Economically Disadvantaged and not Multilingual learners (Econ Dis X not ML) in SY 2023-24 had the highest pass rates, nine percentage points below the Division average and 32 percentage points higher than students who were Economically Disadvantaged Multilingual learners (Econ Dis X ML). The group with the lowest rate was Economically Disadvantaged Students with Disabilities (Econ Dis X SWD), who were nearly 50 percentage points below the Division average and 28 percentage points below students who were Economically Disadvantaged without disabilities (Econ Dis X not SWD).

Figure 4: *Pass Rate on the Grade 3 Reading SOL for Economically Disadvantaged Students, by Other Student Groups*



Reading by the End of 3rd Grade for Students with Disabilities

Overall, 46 percent of Students with Disabilities passed the Grade 3 Reading SOL, a 2 percentage point increase from baseline. White and Multiracial Students with Disabilities had the highest pass rates, at 63 percent. At the same time, four other intersected groups of Students with Disabilities (those who were also Multilingual learners, were Economically Disadvantaged, Black, or Hispanic) had rates far below the average for all Students with Disabilities or the Division average. Asian Students with Disabilities were the only intersected group to see gains of 5 or more percentage points from baseline.

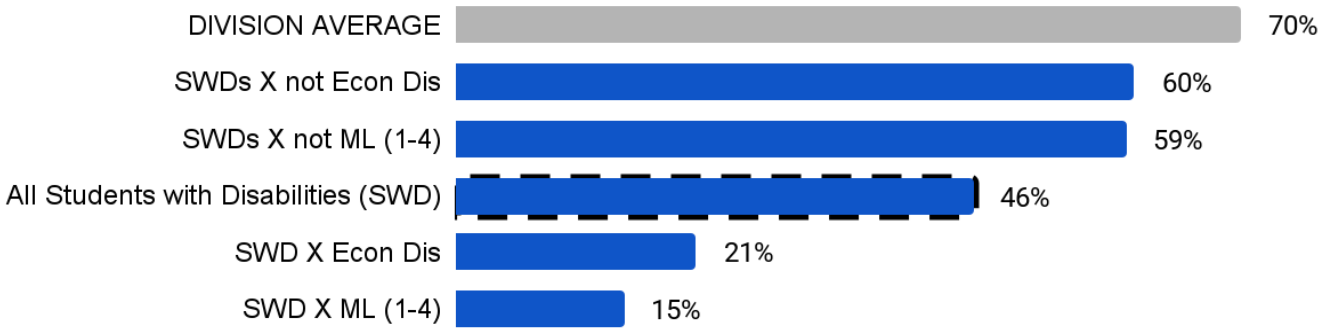
Table 11: *Pass Rate on the Grade 3 Reading SOL for Students With Disabilities, Intersected With Other Student Groups*

	All SWD	**Econ Dis SWD**	**ML (1-4) SWD**	**Asian SWD**	**Black SWD**	**Hispanic SWD**	**Multiracial SWD**	**White SWD**
OLD Baseline	*44%*	*19%*	*17%*	*44%*	*26%*	*22%*	*61%*	*61%*
Adjusted Baseline %	**44%**	**19%**	**17%**	**44%**	**26%**	**22%**	**61%**	**60%**
Baseline numerator	774	123	108	71	42	116	58	483
Baseline denominator	1,752	652	624	161	163	526	94	799
SY 2023-24 %	**46%**	**21%**	**15%**	**49%**	**27%**	**24%**	**63%**	**63%**
SY 2023-24 numerator	946	162	94	95	55	153	85	557
SY 2023-24 denominator	2,060	758	627	194	202	636	134	878
Change (adjusted baseline to SY 2023-24)	**+2%**	**+2%**	**-2%**	**+5%**	**+1%**	**+2%**	**+2%**	**+3%**

Note: Data source is the VDOE SSWS Student Performance Roster--English for Accreditation. Pearson records were used to add test details as needed.

Figure 5 reveals similar pass rates for Students with Disabilities who were not Economically Disadvantaged (60%) and Students with Disabilities who were not Multilingual learners (59%), each around 10 percentage points below Division average. Students with Disabilities who were Economically Disadvantaged or Multilingual learners had far lower pass rates. The most notable, as described earlier, are Multilingual learners with Disabilities, with a pass rate 55 percentage points below Division average and 44 percentage points below Students with Disabilities who were not Multilingual learners. These data suggest that while Students with Disabilities may need extra support, their status as Economically Disadvantaged and/or Multilingual learner may be more of a factor in their pass rates.

Figure 5: *Pass Rate on the Grade 3 Reading SOL for Students With Disabilities, by Other Student Groups*



Students with Disabilities classified as Level 2 had a substantially lower pass rate (22%) than Level 1 Students with Disabilities (61%) and the Division Average (70%). Rates for Level 1 and Level 2 students in SY 2023-24 did not vary substantially from baseline. See Table 12.

Table 12: *Pass Rate on the Grade 3 Reading SOL for Students With Disabilities, by Level*

	All Students	All SWD	Level 1	Level 2
OLD Baseline	*69%*	*44%*	*59%*	*22%*
Adjusted Baseline %	**69%**	**44%**	**59%**	**22%**
Baseline numerator	8,072	774	604	154
Baseline denominator	11,765	1,752	1,020	709
SY 2023-24 %	**70%**	**46%**	**61%**	**22%**
SY 2023-24 numerator	8,508	946	765	171
SY 2023-24 denominator	12,217	2,060	1,253	790
Change (adjusted baseline to SY 2023-24)	**+1%**	**+2%**	**+2%**	**0%**

Note: Data source is the VDOE SSWS Student Performance Roster--English for Accreditation. Pearson records were used to add test details as needed.

Reading by the End of 3rd Grade by Gender and Sexual Orientation

Consistent with national trends, girls were more likely than boys to pass the Grade 3 Reading SOL.[25] Research examining educational outcomes for LGBTQIA+ students in early elementary school is extremely limited, making it difficult to examine 3rd grade reading levels for these students.

Table 13: *Pass Rate on the Grade 3 Reading SOL, by Gender*

	All Students	Boys	Girls	Nonbinary
Adjusted Baseline %	**69%**	**66%**	**72%**	**TS**
Baseline numerator	8,072	3,967	4,104	TS
Baseline denominator	11,765	6,040	5,724	TS
SY 2023-24 %	**70%**	**67%**	**72%**	**TS**
SY 2023-24 numerator	8,508	4,217	4,287	TS
SY 2023-24 denominator	12,217	6,258	5,954	TS
Change (adjusted baseline to SY 2023-24)	**+1%**	**+1%**	**0%**	**TS**

Note: Data source is the VDOE SSWS Student Performance Roster--English for Accreditation. Pearson records were used to add test details as needed. Groups with denominators less than 20 are noted as too small (TS).

[25] See NAEP. (nd). The Nation's Report Card: 2022 Reading State Snapshot.

Reading by the End of 3rd Grade by Select Goal Priorities

Consistent with research on the link between chronic absenteeism and early academic performance,[26] FCPS students who were chronically absent in SY 2023-24 had far lower rates of 3rd grade reading proficiency: just half passed the Grade 3 Reading SOL, compared to 71 percent of 3rd graders who were not chronically absent during the school year. See Table 14.

***Table 14**: SY 2023-24 Pass Rate on the Grade 3 Reading SOL, by Chronic Absenteeism Status*

	All Students	Not chronically absent	Chronically absent
SY 2023-24 %	**70%**	**71%**	**50%**
SY 2023-24 numerator	8,508	8,024	484
SY 2023-24 denominator	12,217	11,251	966

Note: Pass rates and chronic absenteeism rates are for SY 2023-24. The table shows those students who were or were not chronically absent in the same school year that they took the Grade 3 Reading SOL.

High-quality Pre-K experiences that help students develop early literacy skills can support later reading ability.[27] In SY 2023-24, 74 percent of students with Pre-K experience passed the Grade 3 Reading SOL, compared to 52 percent of students who had not had this experience.

***Table 15**: SY 2023-24 Pass Rate on the Grade 3 Reading SOL, by Pre-K Experience*

	All Students	With Pre-K Experience	Without Pre-K	Pre-K Unknown
SY 2023-24 %	**70%**	**74%**	**52%**	**68%**
SY 2023-24 numerator	8,508	5,557	901	2,050
SY 2023-24 denominator	12,217	7,461	1,727	3,029

Note: Information about student Pre-K experience is gathered as part of kindergarten registration. Students who registered after kindergarten show as “unknown” in this table.

[26] Chang, H. & Romero, M. (2008). Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades. National Center for Children in Poverty, Columbia University and London, R. A., Sanchez, M., & Castrechini, S. (2016). The dynamics of chronic absence and student achievement. *Education Policy Analysis Archives*, *24*(112).

[27] Hjetland, H.N., Brinchmann, E.I., Scherer, R. and Melby-Lervåg, M. (2017), Preschool predictors of later reading comprehension ability: a systematic review. Campbell Systematic Reviews, 13. Swain, W. A., Springer, M. G., & Hofer, K. G. (2015). Early Grade Teacher Effectiveness and Pre-K Effect Persistence: Evidence From Tennessee. *AERA Open*, *1*(4). For a recent summary of research on the effects of preschool experiences on academic outcomes, see Burchinal, M., Whitaker, A. Jenkins, J.,Bailey, D., Watts, T., Duncan, G, & Hart*, E. (2024).* Unsettled science on longer-run effects of early education. *Science,* 384.

Strategic Improvement Efforts Focused on Reading by 3rd Grade

Research suggests that while virtually all children possess the cognitive ability to read by 3rd grade, most are not able to simply "pick up" reading without direct support.[28] For the majority of students, the ability to read is rooted not in cognitive ability but in exposure to formal and informal language instruction. These root causes can be articulated into a framework organized at the division, classroom, and student level, as shown in Figure 6.

Figure 6: *Factors Linked to Higher Rates of Early Literacy*

Division-Level Factors

- **Approach to Reading Professional Development.** Focus on science of reading, particularly before rolling out curricular changes; willingness to change / ability to deprioritize ineffective strategies; level of support and coaching for teachers in translating professional learning into practice; regular monitoring of teacher implementation of professional learning (direct observation of practices rather than teacher self-report)
- **Identification and Monitoring Systems:** Use of high-quality screeners to identify at-risk children; common approach to early intervention for students based on risk for developing reading difficulties

Classroom-Level Factors

- **Strong Core Classroom Instruction.** Teacher use of evidence-based literacy instruction in, for example, explicit and systematic phonics, language comprehension (focus on knowledge building), and writing; use of decoding in lieu of pictures or context to identify unfamiliar words; use of small group, cross-classroom instruction (grouping based on specific reading skill deficits, not generic reading level or classroom assignment); use of literacy blocks to focus on foundational skills (instead of read alouds or reading stations)
- **Teacher Knowledge, Skills, and Abilities**. Understanding of the foundations of effective literacy instruction to ensure alignment of instruction (particularly when tailoring curriculum to meet individual student/classroom needs); knowledge of strategies for teaching phonemic awareness, phonics, vocabulary, fluency and comprehension; formal training (preparation programs, undergraduate, graduate) focused on phonemic teaching; willingness to change / unlearn prior way of teaching reading

Student- and Family-Level Factors

- **Reading Readiness.** Years of formal education, including Pre-K; oral language skills (vocabulary, background knowledge, complex syntax) and exposure to print language;[29] cognitive ability
- **Ongoing Support for Learning**. Explicit, ongoing instruction in home / community; regular school attendance; exposure to explicit, formal, high-quality literacy instruction over the summer (including access as well as community perceptions of / stigma around summer school); lack of family stressors; reading in the home

Note: Adapted from Torgeson, J.K. (2004). Avoiding the Devastating Downward Spiral; Feister, L. (2013). Early Reading Research Confirmed A Research Update on the Importance of Third-Grade Reading. Annie E. Casey Foundation; EAB. (2019). Narrowing the Third Grade Reading Gap. EAB Associates.

[28] Researchers estimate that 30 percent of students will learn to read regardless of instructional quality, 50 percent will learn to read with explicit and direct instruction in foundational skills, 15 percent require additional time and support, and 5 percent struggle with severe cognitive impairments that are likely to continue through their schooling. EAB. (2019). Narrowing the Third-Grade Reading Gap. Embracing the Science of Reading. District Leadership Forum Research Briefing. See detailed discussion in https://www.pedagogynongrata.com/the-95-rule

[29] Torgesen (2004) describes two core groups of students at-risk for reading difficulties: (1) those with weaknesses in the phonological domain (learning to read words accurately and fluently) but adequate oral language ability and (2) those with weaknesses in the phonological domain along with limited oral language ability (vocabulary, exposure to complicated syntax, and general background knowledge) and print-related knowledge. See Torgeson, J.K. (2004). Avoiding the Devastating Downward Spiral.

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. With regard to reading by 3rd grade, the FCSB Legislative Program has several positions either specifically focused on this measure or areas that are related to the outcomes on this measure. Specifically, the FCPS Legislative Program supports:

- Continued implementation of literacy instruction that is grounded in the science of reading.
- Increased access to family literacy programs and adult English classes for parents and guardians of English learners.
- Additional state-level K-12 resources, including additional instructional and support positions, targeted to assist schools with high concentrations of or numbers of students in poverty.
- Special education programs that help every child learn to his or her potential. These programs necessarily include additional and mandatory federal and state funding to help local school divisions deliver those services.
- Expanded alternatives for demonstrating subject matter competency and for earning verified credits as deemed appropriate by a student's Individualized Education Program (IEP) team.
- Development of subject matter assessments in a student's native language for both academic screening assessments, such as Early Mathematics Assessment System (EMAS) and Language and Literacy Screener (LLS), and assessments of grade level content standards, such as Standards of Learning (SOL) and Virginia Growth Assessment (VGA) tests.
- Subject matter assessments that adhere to universal design principles, including "plain language" assessments, to ensure more accurate measurement of content knowledge.
- Reasonable reporting requirements, guidelines, and regulations for both early intervention and remediation programs that do not compromise their objectives of improving student academic achievement.
- Funding formulas that distribute state aid for early intervention and remediation programs for all eligible students by using the local school division's composite index or .5000 – whichever is lower.

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

Public education; student literacy measures HB 647 (Coyner) and SB 624 (Lucas) clarify several provisions of the Virginia Literacy Act (the Act), enacted during the 2022 Regular Session of the General Assembly and effective with the 2024-2025 school year, including (i) clarifying that the term "evidence-based literacy instruction" does not include practices that instruct students to gain meaning from print through the use of (a) three-cueing, which includes semantic, syntactic, and graphophonic cues; (b) meaning, structure, and visual cues; or (c) visual memory for word recognition; (ii) removing the option to use a literacy screener approved by the Department of Education for certain purposes enumerated in the Act; (iii) requiring the Department to develop a list of core literacy curricula for students in kindergarten through grade five and supplemental instruction practices and programs and intervention programs for students in kindergarten through grade eight that consist of evidence-based literacy instruction aligned with science-based reading research; and (iv) requiring each divisionwide literacy plan to address how the local school board will align (a) core reading and literacy curriculum for students in kindergarten through grade five and (b) screening, supplemental instruction, and interventions for students in kindergarten through grade eight with evidence-based literacy instruction practices aligned with science-based reading research.

117 #6c Virginia Language and Literacy Screening System for Grades Pre-K-8

This amendment (i) provides $6.9 million the first year and $4.9 million the second year to develop and maintain the Virginia Language and Literacy Screening System (VALLS), (ii) provides $3.4 million each year to continue support for literacy coaching, technical assistance and professional development as required by the Virginia Literacy Act (VLA), (iii) authorizes the Virginia Literacy Partnership to collect fees from publishers to offset costs to review reading curriculum materials for alignment with the VLA, (iv) redirects existing funding related to the implementation of the VLA to the University of Virginia's Literacy Partnership, and (v) delays the implementation of literacy screener for grades 4-8 and associated literacy plans for one year. The amendment also directs remaining federal pandemic relief balances from Learning Acceleration Grants be used to supplant general funds in the first year. This represents a net increase of $5.7 million in fiscal year 2025 and $3.7 million in fiscal year 2026 from the amounts proposed in the introduced budget for implementation of the VLA.)

Strategies

To improve the share of students reading by the end of 3rd grade, FCPS is currently focusing on a core set of universal, school-targeted, and student-targeted strategies that:

- Standardize curriculum and instructional delivery to align with evidence-based practices,
- Target supports for schools with higher rates of struggling and at-risk students, and
- Provide personalized support for students who face individual challenges in reading by 3rd grade.

Universal Strategies

Strategy 1. Standardize evidence-based literacy curriculum across the Division. (NEW ACTIONS IN SY 2024-25)

Since SY 2021-22, FCPS has been committed to **implementing evidence-based literacy instruction** through the Equitable Access to Literacy Plan. In SY 2024-25, implementation of this plan merged with the requirements of the Virginia Literacy Act,[30] including the implementation of a common literacy curriculum across all K-6 classrooms (Benchmark Advance). To support the implementation of the new Benchmark Advance curriculum, the FCPS elementary language arts office has developed a suite of supplemental resources (including a Benchmark Playbook, a common pacing calendar, and implementation guides for each grade level unit) that provide expectations and guidelines for instructional decision-making. The FCPS implementation guides are aligned to the FCPS calendar and instructional minutes, with a schedule of when and how each lesson should be taught, and include helpful resources to support lesson preparation, considerations for instruction and cultural responsiveness, and grading guidelines.

The Virginia Literacy Act also requires all school divisions to outline a plan to monitor division level progress on implementation. FCPS has developed the Literacy Core Team structure as one way to satisfy this requirement. In SY 2024-25, all elementary schools (and the middle schools with Grade 6) in FCPS were required to develop a **Literacy Core Team** consisting of both school leaders and teacher leaders who monitor their school's implementation of evidence-based literacy instruction and develop actions to improve implementation. Literacy Core Team members attend quarterly professional development focused on the implementation of Benchmark Advance and complete reflections. In between these quarterly meetings, the Literacy Core Team complete school-based walkthroughs to collect implementation data and develop an action plan as a result of their observations. This cycle of improvement allows school-based teams to evaluate the implementation of the curriculum in each classroom and provide support at the school, team, and classroom level. When teams return for the next Literacy Core Team meeting following their school-based work, they complete a self-assessment outlining what they observed during walkthroughs and the actions they took as a result. This process provides division-level data regarding the implementation of the curriculum and allows division leaders to tailor ongoing professional development and job-embedded support.

In the years since the implementation of the Equitable Access to Literacy Plan, FCPS has focused on **offering professional learning around the principles of evidence-based literacy instruction (EBLI)** to literacy leaders and teachers. Beginning in SY 2024-25, all K-8 classroom, special education, and ESOL teachers are required to receive EBLI training to satisfy the requirements of the Virginia Literacy Act. Multiple pathways exist

[30] The alignment between the Equitable Access to Literacy Plan and Virginia Literacy Act can be seen in the complete list of FCPS Equitable Access to Literacy Plan strategies.

for teachers to satisfy this requirement, including training through LETRS, IMSE (e.g., Orton Gillingham), and the EBLI Canvas courses developed by the University of Virginia in partnership with VDOE. Prior to this school year, approximately 2,000 staff members were trained in each of these programs. In SY 2024-25, approximately 7,700 teachers are currently enrolled in training, with over 6,000 teachers completing the full EBLI Canvas Course. To ensure teachers have time to complete this training and other professional responsibilities, FCPS is providing seven early-release Mondays for elementary schools. **All elementary teachers are also required to complete training on Benchmark Advance.** Approximately 6,076 out of 6,149 teachers have completed this training, which includes approximately 4,000 teachers who elected to complete their training during the summer months at a 3-day summer literacy institute and approximately 2,000 teachers who completed the training in the fall of SY 2024-25. Ongoing training in implementing Benchmark Advance is being provided to schools through literacy leader meetings, literacy core team meetings, and job-embedded coaching facilitated by division-level literacy resource teachers and school-based literacy leaders.

Strategy 2. Assess student literacy and risk across the Division. (NEW ACTIONS IN SY 2024-25)

To satisfy the requirements of the Virginia Literacy Act, students must complete **end-of-unit assessments** as part of the new curriculum, offering teachers a snapshot of student performance on grade-level standards and allowing them to tailor instruction to meet student needs. These systemwide common assessments will also provide division-level data on the implementation of Benchmark Advance and the progress students are making toward mastery of grade-level standards.

As a part of the implementation of the Virginia Literacy Act and in alignment with the Equitable Access to Literacy Plan, in SY 2024-25, all K-2 students and select Grade 3 students will take the new **Virginia Language and Literacy Screening System (VALLSS) assessment**, a one-on-one assessment that measures student's word recognition and language comprehension.

Strategy 3. Embed reading goals into School Improvement and Innovation Plans.

All elementary schools are required to have a **goal and associated action plan in their School Improvement and Innovation Plan (SIIP)** focused on students reading by the end of grade 3. School SIIPs are monitored by Region Offices with feedback provided to school leaders throughout the year.

Strategy 4. Leverage evidence-based technology to support student learning.

Students also access the computer-based **Lexia Core5 program**, which provides students with a personalized learning pathway based on their placement test and progress within the program. This evidence-based program provides additional explicit instruction to at-risk students and has shown positive results. In SY 2024-25, 42 percent of students who met their expected usage and 27 percent of all students advanced at least one grade level in Core5. Additionally, 54 percent of students who used Core5 with fidelity and 22 percent of all students reached skills at or above their grade level.

School-Targeted Strategies

Strategy 5. Provide targeted resources, support, and monitoring to identified schools.

FCPS has identified schools that had low growth and mastery in grades 1 and 2 in reading last year as part of its **Project Momentum (PM) Early Literacy Focus**. Regions are meeting quarterly to review reading progress at these schools. Principals are required to give teacher feedback a minimum of three times a week using walkthrough forms aligned with Benchmark Advance.

FCPS is also providing **specialized support for PM schools that had less than 50 percent of students making adequate WIDA progress** to ensure progress monitoring and implementation of Tier 2 and 3 instruction for these students. FCPS implemented a multi-tiered systems of support (MTSS) spreadsheet to identify and progress monitor these students. These targeted schools have regular check in meetings and quarterly professional development. All school principals received professional development on how to analyze WIDA data and strategies for Tier 1, 2, and 3 to support Multilingual learners. Because so many Multilingual learners did not make progress, the support with instruction and monitoring at the PM schools should increase WIDA progress and overall Reading progress as measured by VALLSS, iReady, and SOL. Non-PM schools have also begun using this MTSS process with recommended instructional programs.

Title I schools receive funding that can be used for supplemental staffing, including literacy intervention teachers, literacy resource teachers, and instructional coaches. These positions provide direct support to students and job embedded professional development to teachers. Title I provides funding for additional teachers to be trained in evidence-based literacy interventions and for materials for the evidence based literacy interventions. In SY 2024-25, the Title I office has provided funding for cohorts of teachers to attend IMSE Orton Gillingham training each month, and also provides funding for approved intervention materials, such as UFLI teacher manuals and Benchmark Steps to Advance kits. Title I also supports strong partnerships with families focused on strategies to support students' literacy development at home and at school.

Student-Targeted Strategies

Strategy 6. Provide consistent, aligned support to at-risk and struggling students. (NEW ACTIONS IN SY 2024-25)

Based on their VALLSS assessment, students who are identified as at high risk of developing persistent reading difficulties and needing additional explicit instruction in word recognition receive an **individualized student reading plan** and an additional 2.5 hours of intervention instruction per week. The student reading plan includes an end-of-year goal with biweekly progress monitoring to determine whether the student is making adequate progress toward meeting that goal. The implementation of VALLSS and reading plans for students demonstrating risk will ensure that FCPS identifies the students most at-risk and provides them with the intensive support they need in addition to strong Tier 1 instruction.

In order for schools to enact the required student reading plans and provide intervention services to at-risk students, all schools were required to include a daily 30 minute intervention block. In some schools with a substantial number of high risk students, a **“walk to intervention” model** is utilized wherein students are grouped across the grade level based on need and then “walk” to their intervention group to receive targeted instruction during this block. This model uses an “all-hands-on-deck” approach that pulls in additional personnel beyond the grade level teachers to work with intervention groups, ensuring group size stays as small

as possible and necessary and the instructional focus and delivery for that group of students is specific to their need. This may include the reading specialist, special education teacher(s), resource teachers, tutors, etc.

During the intervention block, students receive **intensive intervention instruction using VDOE-approved, evidence-based programs** adopted by FCPS. Teachers receive training on specific intervention programs to support at-risk students and are supported by their local reading specialist with implementation. Over the last few years, FCPS has offered Orton Gillingham training through the Institute of Multisensory Education (IMSE), which provides an extensive 5-day course in the foundations of the Orton Gillingham methodology and training in how to implement the aligned IMSE program. In addition, reading specialists, teachers, and other staff have been trained in the University of Florida Institute (UFLI) Foundations program, which is a scripted intervention program aligned to evidence-based literacy instruction in foundational skills, that is another option for schools to use for literacy intervention for at-risk students. Finally in the winter of SY 2024-25, FCPS adopted and purchased the SPIRE intervention program, which is an intensive, scripted program based in Orton Gillingham methodology and recommended for students who need even more intensive intervention with more structure and repetition than other intervention programs.

In the summer of 2024, additional support for at-risk students was provided through **summer learning programs**, including the SOAR program which provided K-6 students with the opportunities to strengthen core mathematics and language arts skills by focusing on essential standards that prepare students for success at the start of next school year.

FCPS is also pursuing a number of strategies to **increase student access to pre-K experiences and reduce chronic absenteeism**, each of which are strongly linked to a student's ability to read at grade level, An overview of FCPS' strategies specific to these topics can be found in the SY 2024-25 Goal 1 and Goal 2 Strategic Plan reports.

Strategy 7. Accelerate English language proficiency for Multilingual learners. (NEW ACTIONS IN SY 2024-25)

Benchmark Express is the new elementary Basal resource for English Language Development (ELD), providing access to a comprehensive ELD curriculum aligned with Benchmark Advance. All Multilingual learners in grades K-6 on the SOL pathway are expected to receive instruction in both Benchmark Advance and Benchmark Express for their current grade level. These language development lessons are provided by an ESOL certified teacher. Benchmark Express provides systematic English language development instruction with content-integrated comprehension, vocabulary, grammar, and syntax lessons. Each unit and lesson align to the WIDA language proficiency standards with explicit instructional opportunities across the four language domains of listening, reading, speaking, and writing. Benchmark Express differentiates and scaffolds instruction based on students' English proficiency, responding to Multilingual learners' unique strengths and needs, and provides instructional continuity across elementary schools in English Language Development with systematic and authentic integration of language and academic content.

In addition to core programming during the academic year, in summer 2024, FCPS offered **summer programs specifically to support Multilingual learners** with developing language and literacy utilizing and piloting the Benchmark Express program. Also during summer 2024, the Office of ESOL Services and the Title I Office established the Explorers program which provided explicit ELD to 389 elementary Multilingual learners 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 is monitoring the progress of these students and tracking their WIDA ACCESS scores in spring 2025 to determine the impact of the program.

As noted in FCPS' Strategic Plan Goal 1 Report for SY 2024-25, all school-based administrators have received required training in **high-leverage instructional strategies** for Multilingual learners. 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 8. Tailor supports to Students with Disabilities. (NEW ACTIONS IN SY 2024-25)

FCPS is continuing to offer **tailored evidence-based literacy instruction** training to staff who work with Students with Disabilities who access an adapted curriculum. The training pulls information from other content regarding evidence-based literacy instruction and makes it explicit to the identified staff working with students accessing an adapted curriculum.

FCPS also focuses **support for identifying and serving students with dyslexia and related disorders**. The K-12 dyslexia specialist is responsible for supporting this work at a Division level and also provides training and support to local reading specialists. As required by the Virginia Literacy Act, each local reading specialist will serve as the dyslexia advisor for their school, requiring them to have training in the identification of and appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder. In SY 2024-25, the K-12 dyslexia specialist has provided ongoing training and on-demand support to literacy leaders to support them with fulfilling this requirement. Additionally, they consult directly with schools regarding individual cases to provide expert recommendations and ensure students receive appropriate services according to their identified needs and educational experiences.

Strategy 9. Leverage Goal Innovation Team. (NEW ACTIONS IN SY 2024-25)

The Goal 3 Reading by 3rd Grade Innovation Team is focused on increasing the share of 3rd graders reading at grade level in FCPS. As a part of that work, the team is identifying innovative ways to improve existing outcomes. These recommendations will inform the strategies that are presented in future goal reports. Given the needs identified in this report, this may include:

- Additional supports for students from intersected student groups, including Multilingual learners with Disabilities, Multilingual learners who are Economically Disadvantaged, and Students with Disabilities who are Economically Disadvantaged
- Exploring low/no cost resources for students to continue learning at home (e.g., consistent offering of Lexia to students after school / over the summer)
- Supports for students who have phonics awareness/reading aptitude but not in English, including evaluating existing models
- Minimizing the impact of screening on instruction

Successful Completion of Algebra 1 by 8th Grade

Students who take Algebra 1 in middle school are at a distinct advantage by the time they get to high school.

One of these advantages is practical. Due to course sequencing, students who wish to take advanced mathematics courses in high school (such as Calculus) will need to finish Algebra 1 in middle school to complete sequenced prerequisites (Geometry, Algebra 2, Precalculus). These advanced courses also allow students to pursue more math-intensive science classes. Because of the logistical realities of course sequencing, a divisionwide focus on middle school Algebra 1 can foster equitable pathways to advanced coursework in high school and open more doors to post-secondary opportunities and success. In fact, Algebra 1's position as a "gateway course" is one of the reasons the metric is tracked by the Civil Rights Data Collection, a national program that monitors student access to educational opportunities in compliance with federal civil rights laws.[31]

Students with strong math aptitude who complete Algebra 1 before grade 9 also have greater odds of academic success in middle and high school. Compared to peers *with similar math ability who do not complete middle school Algebra 1*, students with strong math skills who take Algebra 1 in middle school (a) have higher school test scores (in both math and language arts) and better attendance in middle school,[32] (b) are more likely to pursue advanced math in high school (with still no difference in underlying ability, based on standardized tests),[33] and are more likely to attend college.[34] Researchers detected that regular exposure to high-achieving peers through Algebra 1 was a key ingredient in students' achievement.[35] Other studies have found a strong correlation between the grade in which Algebra 1 was taken and later post-secondary enrollment.[36]

The effect of middle school Algebra 1 on students who do not show strong math aptitude is less well understood.[37] One study found that students who took *and failed* Algebra 1 in 8th grade did not differ significantly in math proficiency from those who completed lower-level math courses, but demonstrated lower math interest and identity, and were less likely to meet college requirements in the eleventh grade.[38] These findings reinforce the importance of preparing students for success prior to enrolling in Algebra 1 and offering ongoing support to currently enrolled students who are struggling with Algebra 1 completion.

From an equity perspective, research has found that placing students in Algebra 1 in 8th grade based on aptitude or academic performance can reduce the association between student demographics and course placement,[39] suggesting that divisions with aptitude-based automatic enrollment policies (in addition to open enrollment for all students) may be able to narrow some of the gaps in middle school Algebra 1 completion.

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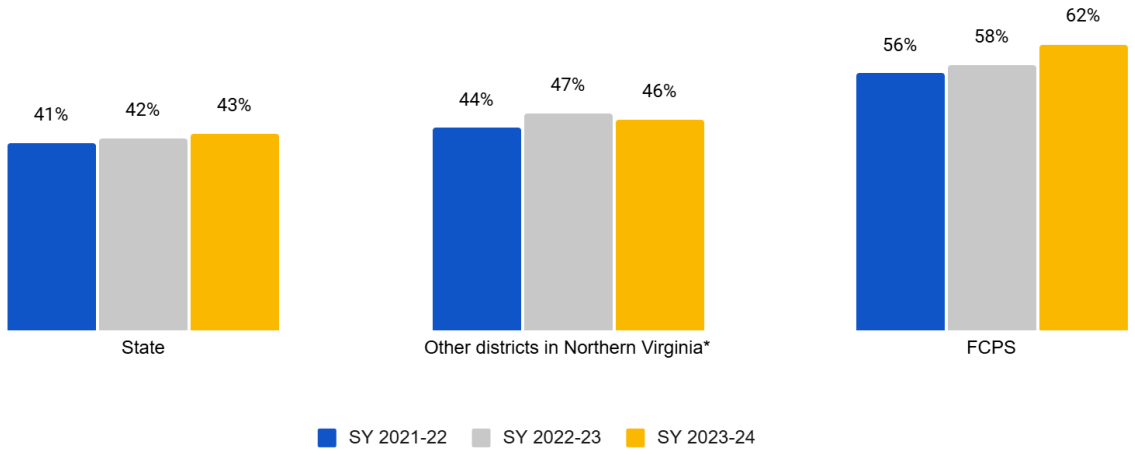
[31] U.S. Department of Education. (2024). Student Access to and Enrollment in Mathematics, Science, and Computer Science Courses and Academic Programs in U.S. Public Schools. 2020-21 Civil Rights Data Collection.
[32] Brummet, Q., Liebert, L., Domina, T., Yoo, P., & Penner, A. (2023). Early Algebra Affects Peer Composition. EdWorkingPaper, 23 -878.
[33] McEachin, A., Domina, T., & Penner, A. (2020). Heterogeneous Effects of Early Algebra across California Middle Schools. Journal of Policy Analysis and Management, 39(3) and Spielhagen, F. R. (2006). Closing the achievement gap in math: The long-term effects of eighth-grade algebra. Journal of Advanced Academics, 18(1).
[34] Spielhagen, F. R. (2006). Closing the achievement gap in math: The long-term effects of eighth-grade algebra. Journal of Advanced Academics, 18(1)
[35] Brummet, Q., Liebert, L., Domina, T., Yoo, P., & Penner, A. (2023). Early Algebra Affects Peer Composition. EdWorkingPaper, 23 -878.
[36] U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09) Second Follow-up Restricted-Use Data File (NCES 2018-141).
[37] Crawley, P. (2018). The effect of mandating algebra for all students in grade 8 versus grade 9 in a small suburban K-12 school district in New Jersey. Doctoral Dissertation, Seton Hall University.
[38] Howard, K. E., Romero, M., Scott, A., & Saddler, D. (2015). Success after failure: Academic effects and psychological implications of early universal algebra policies. Journal of Urban Mathematics Education, 8(1).
[39] Dougherty, S. M., Goodman, J. S., Hill, D. V., Litke, E. G., & Page, L. C. (2015). Middle school math acceleration and equitable access to eighth-grade algebra: Evidence from the Wake County Public School system. Educational Evaluation & Policy Analysis, 37(1). Also see Mollenkamp, D. (2024).Talented Students Are Kept From Early Algebra. Should States Force Schools to Enroll Them? EdSurge. Also see McEachin, A., Domina, T., & Penner, A. (2020). Heterogeneous Effects of Early Algebra across California Middle Schools. Journal of Policy Analysis and Management, 39(3)

Since the 1990s, these well-known positive effects have prompted lawmakers to focus on Algebra 1 completion in middle school.[40] From 1990 to 2000, the rates of middle school enrollment in Algebra 1 grew by 50 percent (16% to 24%); by 2013, nearly half of 8th graders were enrolled in Algebra 1 or higher, with rates leveling off in the past decade.[41] The most recent estimate suggests that a quarter of 8th graders nationwide took Algebra 1 in SY 2020-21.[42] At the school level, an estimated 61 percent of middle schools in the United States offer Algebra 1 or higher, and 48 percent of high schools offer Calculus.[43]

In SY 2023-24, 59 percent of FCPS students received a verified credit in Algebra 1 by the end of 8th grade, meaning that they both passed the Virginia Algebra 1 SOL and passed their Algebra 1 class. Comparable data are not reported by the state. However, the state does report the number of students in 8th grade who take and pass a high school math SOL (Algebra 1, Algebra 2, or Geometry), which is presented in Figure 7 to provide a comparison between FCPS, non-FCPS Virginia WABE divisions (other districts in Northern Virginia), and state-level data. In SY 2023-24, an estimated 62 percent of 8th graders in FCPS passed a high school math SOL, compared to 46 percent of 8th graders in other districts in Northern Virginia and 43 percent of 8th graders across the Commonwealth. FCPS has sustained steady progress over time. It is important to note that this pass rate–62 percent–is slightly higher than the share of FCPS students who earned a verified credit in Algebra 1 by the end of 8th grade (59%), likely due to students passing the SOL but not the course.

Figure 7: *Percent of 8th Graders who Passed a High School Math SOL*



Note: State data includes Fairfax County. * Washington Area Boards of Education (WABE) in Virginia, including Alexandria City, Arlington County, Falls Church City, Loudoun County, Manassas City, Manassas Park City, and Prince William County. Calculated using VDOE build-a-table for Fairfax County, Northern Virginia, and statewide counts of students enrolled in grade 8 who took the Algebra 1, Geometry, or Algebra 2 SOL exam, divided by total count of eighth grade students taking a math exam.

[40] Covelli, L. Kaufman, J.H., & Ozek, U. (2024). Socioeconomic and Racial Discrepancies in Algebra Access, Teacher, and Learning Experiences. Findings from the American Mathematics Educator Study. RAND.
[41] See Loveless, T. (2008). THE MISPLACED MATH STUDENT Lost in Eighth-Grade Algebra. Brookings; and Northern, A.m. (2024). Why are policies that push Algebra 1n eighth grade successful? The Fordham Institute.
[42] Covelli, L. Kaufman, J.H., & Ozek, U. (2024). Socioeconomic and Racial Discrepancies in Algebra Access, Teacher, and Learning Experiences. Findings from the American Mathematics Educator Study. RAND.
[43] Most recent estimates from SY 2021-21 Civil Rights Data Collection.

Performance by Student Groups

From baseline to SY 2023-24, the percent of students receiving a verified Algebra 1 credit by the end of 8th grade increased by eight percentage points, from 51 percent at baseline to 59 percent in SY 2023-24. Substantial gains of 5 or more percentage points were seen across nearly all student groups. The largest gains were seen for students with a 504 plan, Multiracial students, and Black students, all of whose rates of middle school completion of Algebra 1 increased by 10 or more percentage points.

Overall, disparities in middle school Algebra 1 completion rates persist. Asian, Multiracial, and White students continue to have rates well above the Division average. Research has identified similar disparities in 8th grade Algebra 1 by race-ethnicity, with rates higher for White and Asian students.[44] Students who were Economically Disadvantaged, Students with Disabilities, and Multilingual learners had rates far below the Division average, as did Black and Hispanic students. See Table 16.

***Table 16**: Percent of Students who Receive a Verified Credit in Algebra 1 by the end of 8th Grade*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*51%*	*28%*	*7%*	*15%*	*51%*	*73%*	*38%*	*27%*	*61%*	*61%*
Adjusted Baseline %	**51%**	**28%**	**7%**	**15%**	**52%**	**73%**	**38%**	**27%**	**61%**	**61%**
Baseline numerator	7,222	1,304	133	303	410	2,058	560	1,025	506	3,041
Baseline denominator	14,025	4,642	1,971	2,050	784	2,826	1,458	3,854	830	4,995
SY 2023-24 %	**59%**	**37%**	**11%**	**22%**	**64%**	**79%**	**48%**	**33%**	**72%**	**69%**
SY 2023-24 numerator	7,879	1,970	253	441	559	2,070	649	1,187	627	3,308
SY 2023-24 denominator	13,292	5,267	2,296	1,983	872	2,622	1,353	3,634	869	4,764
Change (adjusted baseline to SY 2023-24)	**+8%**	**+9%**	**+4%**	**+7%**	**+12%**	**+6%**	**+10%**	**+6%**	**+11%**	**+8%**

Note: Data source is the Student Course History report in SIS. Denominator represents all 8th grade students. Numerator represents students who earned a verified credit in Algebra 1 by the end of 8th grade. To earn a verified credit a student must pass the course and pass the associated end-of-course assessment.

Figure 8 shows progress towards the goal that all FCPS students will earn a verified credit in Algebra 1 before the end of 8th grade. In order for students to be within 5 percentage points of this goal by 2030, FCPS has created targets that represent steady progress over time. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years in order to meet our goals. Exceeding the growth line in any one year means less growth is needed in subsequent years and/or our goals may be met before 2030.

The annual targets for all students, pictured in dark blue, represent progress of 6.29 percentage points each year from the baseline. FCPS has created similar targets for each student group, based on their starting point in relation to the final targets. The chart plots the necessary trajectories for student groups with the highest and lowest rates (Asian students and Multilingual learners, respectively) to achieve FCPS' 2030 goal. FCPS holds every student to the same target and the difference between student groups illustrates the improvements sought to support all students.

[44] https://files.eric.ed.gov/fulltext/EJ753970.pdf

In SY 2023-24, FCPS targeted a rate of 57 percent or higher. Actual performance was 59 percent, meaning FCPS exceeded its target for SY 2023-24. Asian, Black, White, and Multiracial students and those with a 504 plan had rates at or above target, while progress fell short for Multilingual learners (9 percent points below target) and Hispanic students and Students with Disabilities (each 4 percentage points below).

***Figure 8**: Growth Target - Percent of Students who Receive a Verified Credit in Algebra 1 by the end of 8th Grade*

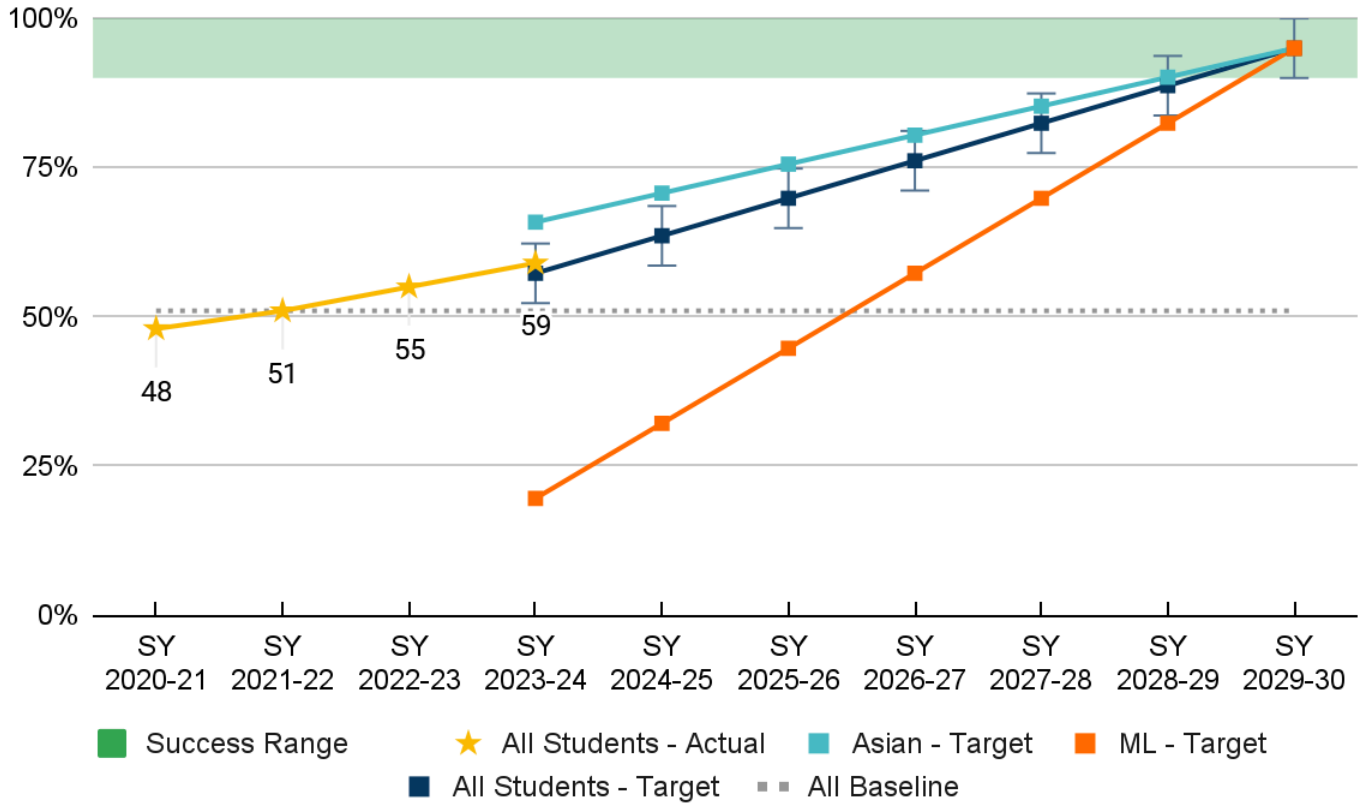


***Table 17**: Growth Target - Percent of Students who Receive a Verified Credit in Algebra 1 by the end of 8th Grade*

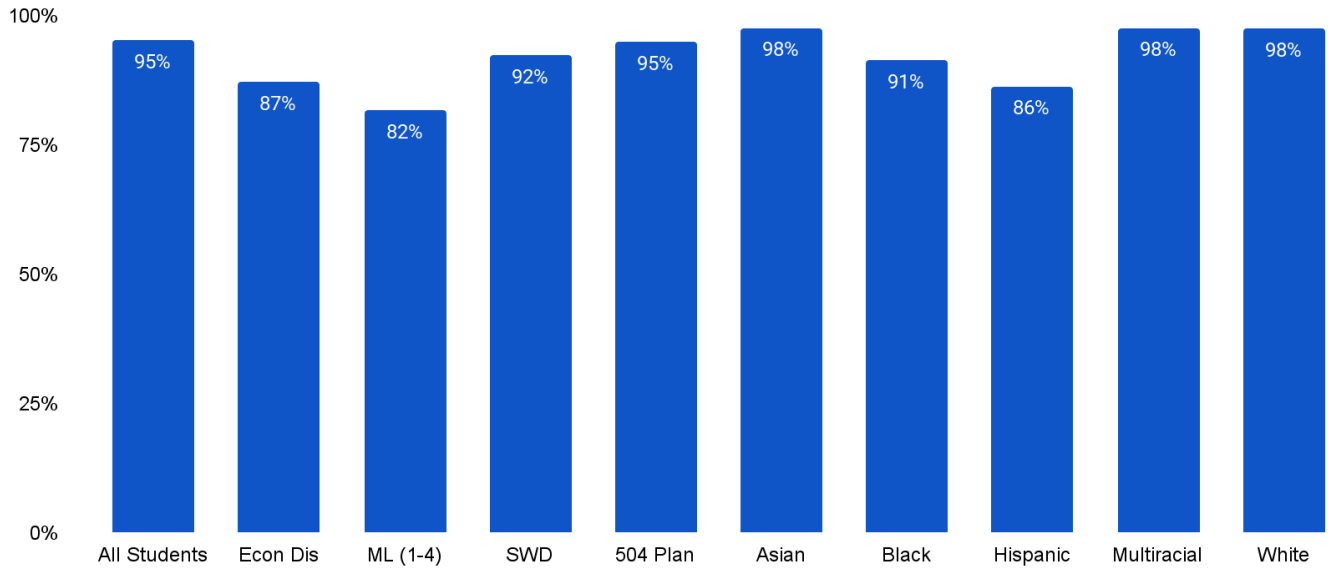
Student Group	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	**51%**	28%	7%	15%	52%	73%	38%	27%	61%	61%
SY 2023-24 Target	**57%**	38%	20%	26%	58%	76%	46%	37%	66%	66%
SY 2023-24 Actual	**59%**	37%	11%	22%	64%	79%	48%	33%	72%	69%
SY 2024-25 Target	**64%**	47%	32%	38%	64%	79%	54%	46%	71%	71%
Target Annual Progress (%pts)	**6.29**	9.57	12.57	11.43	6.14	3.14	8.14	9.71	4.86	4.86

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.

The vast majority of students (95%) who completed Algebra 1 by the end of 8th grade earned a C- or higher. While some student groups struggled more than others (rates were lowest for Multilingual learners at 82%), no student group had rates below 80 percent, suggesting that most students who complete Algebra 1 earn at least a C-.

These data also suggest that the primary driver of students not earning a verified credit (VC) in Algebra 1 is related to low enrollment, not underperformance once a student is in the course. For example, as noted earlier, 11 percent of Multilingual learners earned a verified credit in Algebra I (253 out of 2,296) in SY 2023-24. The primary reason that these students did not earn a verified credit was due to low enrollment: just 14 percent of Multilingual learners enrolled in and completed the course (327 out of 2,296). See Figure 9.

***Figure 9**: Of Those Completing Algebra 1 by end of 8th Grade, Percent With a Final Mark of C- or Higher, SY 2023-24*



Note: The denominator for this table is those who were enrolled in and completed Algebra 1 (completion is anyone with a final grade, including an F).

Algebra 1 by 8th Grade for Multilingual Learners

Overall, Asian Multilingual learners and those with a 504 plan showed substantial gains from baseline. See Table 18. The tremendous progress for these student groups is laudable and also demonstrates a widening gap between certain student groups.

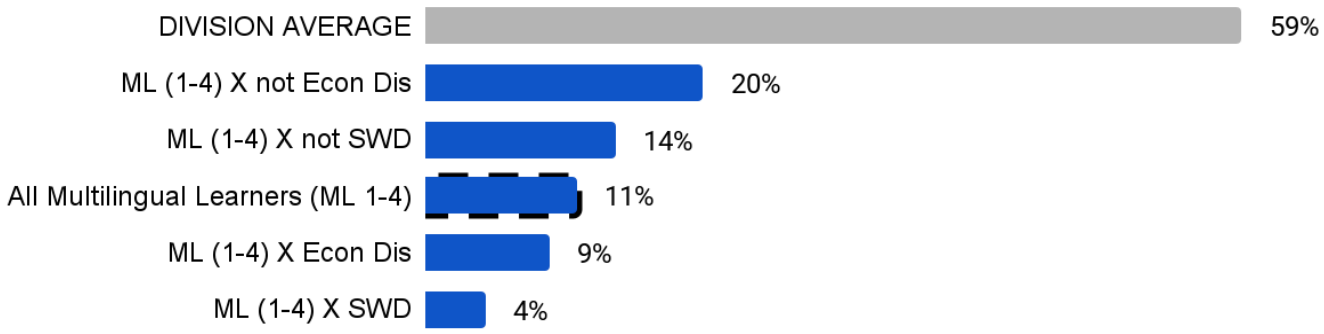
***Table 18**: Percent of Multilingual Learners who Received a Verified Credit in Algebra 1 by the end of 8th Grade, Intersected With Other Student Groups*

	All MLs (1-4)	Econ Dis MLs	SWD MLs	504 Plan MLs	Asian MLs	Black MLs	Hispanic MLs	Multiracial MLs	White MLs
OLD Baseline	*7%*	*5%*	*1%*	*not reported*	*18%*	*10%*	*3%*	*TS*	*12%*
Adjusted Baseline %	**7%**	**5%**	**1%**	**9%**	**18%**	**12%**	**3%**	**TS**	**11%**
Baseline numerator	133	78	10	2	48	15	46	TS	23
Baseline denominator	1,971	1,464	692	26	264	128	1,361	TS	199
SY 2023-24 %	**11%**	**9%**	**4%**	**15%**	**26%**	**12%**	**6%**	**TS**	**17%**
SY 2023-24 numerator	253	171	30	5	90	18	94	TS	44
SY 2023-24 denominator	2,296	1,890	681	33	346	149	1,518	TS	260
Change (adjusted baseline to SY 2023-24)	**+4%**	**+4%**	**+3%**	**+6%**	**+8%**	**0%**	**+3%**	**-**	**+6%**

Note: Data source is the Student Course History report in SIS.

While Multilingual learners who were also Economically Disadvantaged or Students with Disabilities had exceptionally low rates of earning a verified credit in Algebra 1 by 8th grade, Multilingual learners who were not Economically Disadvantaged and those without disabilities also had very low rates, suggesting that this student group may need extra support. See Figure 10.

***Figure 10:** Percent of Multilingual Learners who Received a Verified Credit in Algebra 1 by the end of 8th Grade, by Other Student Groups*



By ELP level, those at the lowest level also had low rates of earning a verified credit in Algebra 1. Fewer than 1 in 20 students at ELP level 1 and 2 earned a verified credit. Rates were also lower than the Division average for students at ELP levels 3 and 4, but also saw the greatest gains from baseline. The most progress was made by former Multilingual learners, who increased by 13 percentage points from baseline, and of whom half received a verified credit in Algebra 1 in middle school. See Table 19.

***Table 19**: Percent of Students who Receive a Verified Credit in Algebra 1 by the end of 8th Grade, by ELP Level*

	All MLs (1-4)	**ELP 1**	**ELP 2**	**ELP 3**	**ELP 4**	**Former MLs (6a-6d)**
OLD Baseline	*7%*	*2%*	*2%*	*9%*	*22%*	*Not reported*
Adjusted Baseline %	**7%**	**1%**	**2%**	**9%**	**21%**	**37%**
Baseline numerator	133	6	11	74	41	586
Baseline denominator	1,971	423	484	872	191	1,598
SY 2023-24 %	**11%**	**2%**	**4%**	**16%**	**32%**	**50%**
SY 2023-24 numerator	253	14	24	153	62	789
SY 2023-24 denominator	2,296	611	548	946	191	1,572
Change (adjusted baseline to SY 2023-24)	**+4%**	**+1%**	**+2%**	**+7%**	**+11%**	**+13%**

Note: Data source is the Student Course History report in SIS.

Algebra 1 by 8th Grade for Students who are Economically Disadvantaged

Overall, 37 percent of students who were Economically Disadvantaged received a verified credit in Algebra 1 by 8th grade, up 9 percentage points from baseline. Students in this group who were also White or Multiacial, or had a 504 plan, saw double digit improvements in their receipt of a verified credit in Algebra 1. See Table 20.

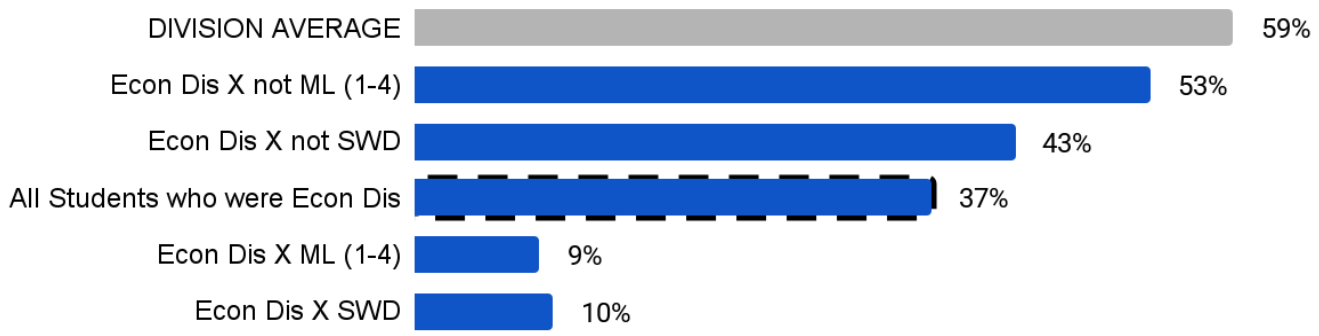
***Table 20**: Percent of Economically Disadvantaged Students who Receive a Verified Credit in Algebra 1 by the end of 8th Grade, Intersected With Other Student Groups*

	All Econ Dis	ML (1-4) Econ Dis	SWD Econ Dis	504 Plan Econ Dis	Asian Econ Dis	Black Econ Dis	Hispanic Econ Dis	Multiracial Econ Dis	White Econ Dis
OLD Baseline	*28%*	*5%*	*4%*	*not reported*	*53%*	*31%*	*19%*	*33%*	*37%*
Adjusted Baseline %	**28%**	**5%**	**4%**	**26%**	**53%**	**31%**	**19%**	**32%**	**37%**
Baseline numerator	1,304	78	41	25	354	224	490	32	195
Baseline denominator	4,642	1,464	930	97	669	733	2,584	99	533
SY 2023-24 %	**37%**	**9%**	**10%**	**41%**	**62%**	**39%**	**25%**	**50%**	**52%**
SY 2023-24 numerator	1,970	171	96	59	459	300	673	76	446
SY 2023-24 denominator	5,267	1,890	954	144	735	769	2,727	152	863
Change (adjusted baseline to SY 2023-24)	**+9%**	**+4%**	**+6%**	**+15%**	**+9%**	**+8%**	**+6%**	**+18%**	**+15%**

Note: Data source is the Student Course History report in SIS. Overall rate for Economically Disadvantaged students was reported accurately (28%) in the Baseline Goal 3 Report Appendix. However, the number was mistakenly reported as 15% in Table 46 of the SY 2023-24 Baseline Report.

Students who were Economically Disadvantaged but not Multilingual learners had rates very close to the Division average, suggesting that a student's status as Economically Disadvantaged is less of an influence on their participation in Algebra 1 than their language acquisition status. See Figure 11.

***Figure 11**: Percent of Economically Disadvantaged Students who Receive a Verified Credit in Algebra 1 by the end of 8th Grade, by Other Student Groups*



Algebra 1 by 8th Grade for Students with Disabilities

Overall, Students with Disabilities saw a large increase in receipt of verified Algebra 1 credit (+7 percentage points from baseline), though the rate is still well below the Division average. Students with Disabilities who were also Economically Disadvantaged, Multilingual learners, Black, or Hispanic had rates at or below 10 percent. The largest gains from baseline were seen for White Students with Disabilities. See Table 21.

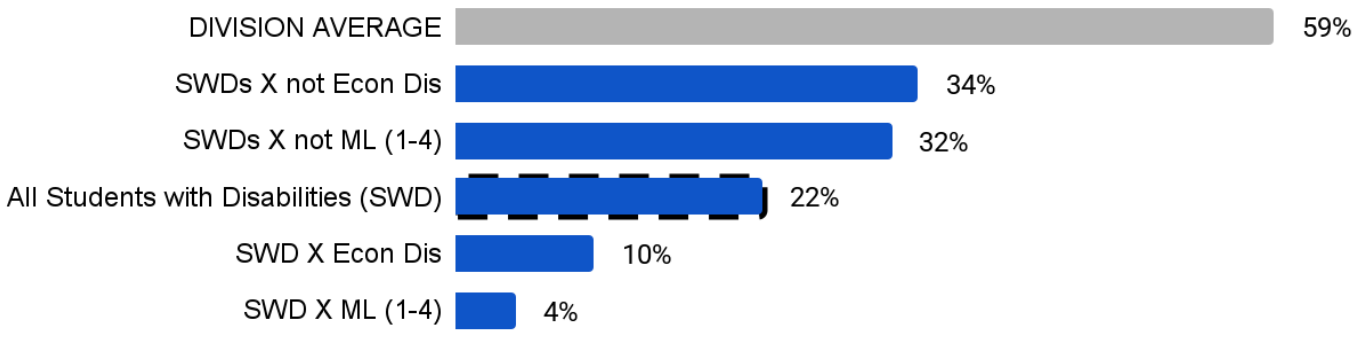
***Table 21**: Percent of Students With Disabilities who Receive a Verified Credit in Algebra 1 by the end of 8th Grade, Intersected With Other Student Groups*

	All SWD	Econ Dis SWD	ML(1-4) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
OLD Baseline	*15%*	*4%*	*2%*	*22%*	*5%*	*6%*	*24%*	*25%*
Adjusted Baseline %	**15%**	**4%**	**1%**	**22%**	**5%**	**6%**	**24%**	**25%**
Baseline numerator	303	41	10	38	15	43	27	179
Baseline denominator	2,050	930	692	173	276	763	114	715
SY 2023-24 %	**22%**	**10%**	**4%**	**29%**	**9%**	**9%**	**30%**	**35%**
SY 2023-24 numerator	441	96	30	50	23	59	38	269
SY 2023-24 denominator	1,983	954	681	173	246	666	127	762
Change (adjusted baseline to SY 2023-24)	**+7%**	**+6%**	**+3%**	**+7%**	**+4%**	**+3%**	**+6%**	**+10%**

Note: Data source is the Student Course History report in SIS.

Figure 12 examines additional data for Students with Disabilities. While Students with Disabilities who were also Economically Disadvantaged or Multilingual learners had very low rates of Algebra 1 completion by end of 8th grade, Students with Disabilities who did not have these secondary traits also rates far below the Division average, suggesting that this student group may need extra support in pursuing and completing Algebra 1.

***Figure 12:** Percent of Students With Disabilities who Received a Verified Credit in Algebra 1 by the end of 8th Grade, by Other Student Groups*



Just eight percent of Students with Disabilities classified as Level 2 received a verified credit in Algebra 1 by the end of 8th grade, compared to 53 percent of Students with Disabilities classified as Level 1 and 59 percent of all students. The rate for Level 2 students has increased from baseline, however, up 3 percentage points, suggesting the Division is making progress for these students. See Table 22.

***Table 22**: Percent of Students With Disabilities who Receive a Verified Credit in Algebra 1 by the end of 8th Grade, by Level*

	All Students	**All SWD**	**SWD Level 1**	**SWD Level 2**
OLD Baseline	*51%*	*15%*	*44%*	*5%*
Adjusted Baseline %	**51%**	**15%**	**43%**	**5%**
Baseline numerator	7,222	303	231	71
Baseline denominator	14,025	2,050	538	1,510
SY 2023-24 %	**59%**	**22%**	**53%**	**8%**
SY 2023-24 numerator	7,879	441	337	104
SY 2023-24 denominator	13,292	1,983	635	1,348
Change (adjusted baseline to SY 2023-24)	**+8%**	**+7%**	**+10%**	**+3%**

Note: Data source is the Student Course History report in SIS.

Algebra 1 by 8th Grade by Gender and Sexual Orientation

Differences in receipt of a verified credit in middle school Algebra 1 were not observed by gender. See Table 23.

While data are not available for the LGBTQIA+ student group in FCPS, research has found that sexual minority youth (a subset of this student group) are significantly less likely to enroll in advanced math courses in high school[45] and that high school LGBTQIA+ students have significantly lower rates of math identity, interest, and enjoyment than their peers.[46] Studies have detected significant variation in these math outcomes when the broader LGBTQIA+ student group is intersected with other characteristics, such as by race/ethnicity,[47] and for specific sexual identities.[48] Generally, students who identify as LGBTQIA+ may avoid advancing in math due to concerns about receiving a bad grade in an already hostile environment, particularly in STEM courses, or feeling like a poor "fit".[49]

***Table 23**: Percent of Students who Receive a Verified Credit in Algebra 1 by the end of 8th Grade, by Gender*

	All Students	Boys	Girls	Nonbinary
Adjusted Baseline %	**51%**	**51%**	**52%**	**62%**
Baseline numerator	7,222	3,703	3,506	13
Baseline denominator	14,025	7,279	6,726	21
SY 2023-24 %	**59%**	**59%**	**60%**	**TS**
SY 2023-24 numerator	7,879	3,993	3,870	TS
SY 2023-24 denominator	13,292	6,809	6,464	TS
Change (adjusted baseline to SY 2023-24)	**+8%**	**+8%**	**+8%**	**--**

Note: Data source is the Student Course History report in SIS. Groups with denominators less than 20 are noted as too small (TS).

[45] Gottfried, M., Estrada, F., and Sublett, C. (2015). STEM Education and Sexual Minority Youth: Examining Math and Science Coursetaking Patterns among High School Students. High School Journal, 99(1).
[46] Suárez, M. I., Garvey, J. C., Dolan, C. V., & Shaheen, M. (2024). Exploring Queer and Trans Students' Mathematics Identity in Relation to STEM as a White Cisheteropatriarchal Space. *AERA Open*, *10*
[47] Suárez, M. I., Garvey, J. C., Dolan, C. V., & Shaheen, M. (2024). Exploring Queer and Trans Students' Mathematics Identity in Relation to STEM as a White Cisheteropatriarchal Space. *AERA Open*, *10*
[48] Voigt, M. (2022). A quantitative exploration of Queer-spectrum students' experiences in introductory undergraduate mathematics courses. *PloS one*, *17*(10).
[49] For a full discussion of the research, see Voigt, M. (2022). A quantitative exploration of Queer-spectrum students' experiences in introductory undergraduate mathematics courses. *PloS one*, *17*(10).

Strategic Improvement Efforts Focused on Algebra 1 by 8th Grade

There are several factors that may affect successful Algebra 1 completion in middle school. See Figure 13.

Figure 13: *Factors Linked to Middle School Algebra 1 Enrollment and Success*

School-Level Factors

- **Availability and enrollment practices.** Algebra availability in middle schools; opt-in/opt-out policies; eligibility criteria; use of objective criteria (performance on standardized assessments or aptitude tests, prior academic performance); use of subjective criteria (recommendations from counselors/teachers, parent advocacy, principal knowledge of student) in enrollment decisions
- **Course sequencing and academic grouping.** Practice of separating students by achievement level (separate courses, smaller groups within a single course); availability of math courses other than Algebra 1 and general math in middle school; availability of AP/IB mathematics in feeder high schools

Classroom-Level Factors

- **Teacher preparation.** Programs that math teachers completed (including student-teaching), math teacher credentials and licensures, highest level of degree attained
- **Classroom practices.** Amount of time spent on direct Algebra 1 instruction versus addressing other issues (going over content below grade level, providing verbal instruction, conducting tests/quizzes, and maintaining order/discipline)

Student- & Family-Level Factors

- **Mathematical preparedness.** Prerequisite level of technical mathematical skill and understanding; readiness to work with abstract mathematical definitions, models and representations; ability to make connections among mathematical structures.
- **Problem solving and precision**. Persevere in making sense of tasks using mathematical reasoning and computational thinking; checking work; ability to spend requisite time working through assignments.

Note: FCPS synthesis of findings from Covelli, L. Kaufman, J.H., & Ozek, U. (2024). Socioeconomic and Racial Discrepancies in Algebra Access, Teacher, and Learning Experiences. Findings from the American Mathematics Educator Study. RAND.

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. With regard to Algebra 1 by 8th grade, the FCSB Legislative Program has several positions either specifically focused on this measure or areas that are related to this measure. Specifically, the FCPS Legislative Program supports:

- Continued access to rigorous and advanced mathematics instruction in grades K-12.
- Additional state-level K-12 resources, including additional instructional and support positions, targeted to assist schools with high concentrations of or numbers of students in poverty.
- Special education programs which help every child learn to his or her potential, which necessarily include additional and mandatory federal and state funding to help local school divisions deliver those services.
- The development of subject matter assessments in a student's native language for both academic screening assessments, such as Early Mathematics Assessment System (EMAS) and Language and Literacy Screener (LLS), and assessments of grade level content standards, such as Standards of Learning (SOL) and Virginia Growth Assessment (VGA) tests.
- Subject matter assessments that adhere to universal design principles, including "plain language" assessments, to ensure more accurate measurement of content knowledge.

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

- **Virginia STEM Education Advisory Board; purpose and duties, historically underrepresented students HB 615 (Price)** expands the purpose of the Virginia Science, Technology, Engineering, and Mathematics (STEM) Education Advisory Board to include promoting the participation of historically underrepresented students, as defined in the bill, in primary and secondary schools in STEM education. The bill expands the duties of the Board to effectuate this additional purpose.

In addition, the Virginia Board of Education's new School Performance and Support Framework, which will produce its first set of school performance ratings this Fall based on current 2024-2025 school year data, includes a measure of advanced coursework as a component of Middle School readiness. For the first year of the new system, student advanced mathematics coursework (including Algebra by 8th Grade) will make up 10 percent of each middle school's overall performance score.

Strategies

To improve Algebra 1 completion by the end of 8th grade, FCPS is currently focusing on a core set of universal, school-targeted, and student-targeted strategies including:

- Preparing all students for Algebra 1 by Grade 8 and encouraging middle school enrollment in Algebra 1,
- Providing opportunities for collaboration and learning for identified schools, and
- Provide personalized support for students who are underrepresented in Algebra I.

Universal Strategies

Strategy 1. Revise K-7 mathematics curriculum and standard course pathway. (NEW ACTIONS IN SY 2024-25)

Currently, FCPS' advanced math pathway prepares students for Algebra 1 in grade 8, while the standard pathway (Virginia Mathematics Standards of Learning) prepares students for Algebra 1 in grade 9. While students in grade 8 are permitted to enroll in Algebra 1 without prerequisites, the standard course sequencing does not prepare them for this level of rigor. For this reason, the Instructional Services Department (ISD) mathematics team is working to **revise the K-7 Mathematics curriculum** to increase coherence, alignment, depth, and complexity of FCPS' K-12 mathematics curriculum and prepare students to enroll in and succeed in Algebra 1 by grade 8. New curriculum guides are being published in grades Pre-K through 12 that align to the Virginia 2023 Standards of Learning and to the FCPS Framework for Instruction. The revised curriculum also **integrates computational and algebraic thinking and extensions** to prepare students at all grades for Algebra 1 by grade 8 and **integrates Computer Science (CS) and STEAM learning** to support student success with engaging, rigorous learning experiences. Principals, teachers, and teacher leaders have reported that the new curriculum strongly aligns with the new 2023 VDOE Mathematics standards, is more rigorous, and provides more students opportunities to access advanced mathematics services in grade 3.

FCPS is also **compacting the standard course structure** to incorporate all components of the 2023 Virginia Mathematics SOL for grades 5 through 8 into grades 5 through 7. In SY 2023-24, Math 3 and Math 3 Advanced have also been realigned to increase depth, complexity, and acceleration. Changes to grades 4-6 will be rolled out in subsequent years to ensure that current 3rd graders will default to Algebra 1 in 8th grade by SY 2029-30. See Table 24. For students in secondary school, the curriculum was revised to increase depth, complexity, and acceleration in honors math courses by aligning to the Secondary Honors Framework.

Table 24: *Prior and new Math Course Pathways for Standard and Advanced*

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Prior Standard Course Pathway	Grade 3 Math	Grade 4 math	Grade 5 math	Grade 6 math	Math 7 or Math 7HN	Prealgebra
New Standard Course Pathway	Grade 3 Math *curriculum updated SY 2024-25*	Grade 4 math *curriculum updated SY 2025-26*	Grade 5 math *curriculum updated SY 2026-27*	Grade 6 math *curriculum updated SY 2027-28*	Prealgebra *curriculum updated SY 2028-29*	Algebra 1
Prior Advanced Course Pathway	Grade 3 Adv Math	Grade 4 Adv Math	Grade 5 Adv math (grade 6 SOL)	Grade 6 Adv math (grade 7 SOL)	Math 7 HN (grade 8 SOL)	Algebra 1 HN
New Advanced Course Pathway	Grade 3 Adv Math *curriculum updated SY 2024-25*	Grade 4 Adv Math *curriculum updated SY 2025-26*	Grade 5 Adv math (grade 6 SOL) *curriculum updated SY 2026-27*	Grade 6 Adv math (grade 7 SOL) *curriculum updated SY 2027-28*	Prealgebra HN (grade 8 SOL) *curriculum updated SY 2028-29* or	Algebra 1 HN or
					Algebra 1 HN	Geometry HN

A more rigorous and accelerated curriculum necessitates increased teacher efficacy with best practices in teaching mathematics to include developing an understanding of concepts and procedures through problem-solving, reasoning, and discourse.[50] Instructional quality remains a key factor in students' preparation for success in Algebra 1. This will require FCPS to provide **professional development** that improves K-7 teachers' implementation of best practices in mathematics teaching, including intervention and revised K-7 curriculum. Over the past year, the ISD Mathematics team has provided professional development on the new 2023 Standards of Learning, Computational Thinking, and rigorous mathematics instruction. Professional development has also been provided to secondary teachers on the 2023 Standards of Learning, how to design and deliver lessons aligned to the FCPS Framework for Instruction, and how to leverage Measures in Academic Progress (MAP) Growth assessments to design targeted instruction. Approximately 98 percent of 656 secondary math teachers who attended FCPS' fall professional development sessions reported that they had an improved understanding of the new Standards of Learning and how to design and deliver lessons aligned to FCPS Framework for Instruction. The team is also conducting quarterly professional development with elementary principals and math leads where school teams learn about the Computational Algebraic Thinking Standards in grades K-6, and how to design and deliver lessons aligned to FCPS Framework for Instruction.

The accelerated adoption of the 2023 Virginia Mathematics Standards of Learning also necessitates **new aligned instructional resources for mathematics** in grades K-12. Every seven years FCPS issues a Request for Proposals (RFP) for Basal instructional materials in mathematics. This process was scheduled to start in SY 2025-26 and has been accelerated to begin this school year. The intention is for Basal resources to be adopted in SY 2024-25 and implemented in secondary schools during SY 2025-26 and elementary schools during SY 2026-27. Once implemented, instruction will be better aligned to the new standards and in rigor across classrooms.

Strategy 2. Educate and increase utilization of Algebra I open enrollment. (NEW ACTIONS IN SY 2024-25)

FCPS has allowed students to enroll in *select* advanced math courses without prerequisites since 2011, which means that students can choose to take Math 7 Honors in 7th grade and Algebra 1 in 8th grade, regardless of

[50] Covelli, L. Kaufman, J.H., & Ozek, U. (2024). Socioeconomic and Racial Discrepancies in Algebra Access, Teacher, and Learning Experiences. Findings from the American Mathematics Educator Study. RAND.

their previous math classes (open enrollment does not apply to students who wish to take Algebra 1 in 7th grade). However, many in the community are still not fully aware of this policy. The mathematics team is working to **educate students and families about Algebra 1 eligibility and open enrollment**, including communicating the opportunities available to students who take Algebra 1 by grade 8. Examples of outreach include family webinars that help families understand the mathematics pathways and outline strategies to support their students in math.

FCPS' mathematics team is also working with principals across the Division to build an understanding of the current and future mathematics pathways, provide guidance on improving mathematics outcomes, and co-design professional development. This **collaboration between principals and the central mathematics teams** has helped pyramids align professional development to improve instructional quality and align on methods to increase the enrollment of underrepresented student groups in Algebra 1. For example, the Annandale Pyramid designed and implemented a series of professional development workshops where teachers from across the pyramid learned together in vertical and horizontal teams. Other pyramids have aligned their communication with families emphasizing open enrollment in middle school and encouraging students to enroll in Math 7 Honors as a 7th grader or Algebra 1 as an 8th grader.

All middle schools are required to have a **goal and associated action plan in their School Improvement and Innovation Plan (SIIP)** focused on students successfully completing Algebra 1 by the end of grade 8. School SIIPs are monitored by Region Offices with feedback provided to school leaders throughout the year. The ISD Math Team team has also examined SIIPs to assist school leaders in connecting learning from quarterly professional development and their school improvement efforts around increased Algebra 1 access.

Finally, the mathematics team has partnered to design and launch the **Math Success Dashboard**, which includes tools to monitor the number of students on track to take Algebra 1 by grade 8, filters to help identify students for advanced coursework, and monitor student progress. The team continues to conduct professional development with school leaders on how to use it.

School-Targeted Strategies

Strategy 3. Engage middle schools focused on tackling Algebra 1 enrollment and success.

FCPS has created an **Algebra Access Network Improvement Community (AANIC)** specifically designed to increase the diverse representation of students who participate and are proficient in Algebra 1 by the end of 8th grade and to build systems that support student success in Algebra 1. The eighteen participating schools in the AANIC use Improvement Science techniques to examine school-level data related to mathematics participation and proficiency, investigate and evaluate strategies to increase participation while maintaining proficiency, and plan to implement and monitor changes. Schools in the AANIC receive coaching for their school teams on implementing their ideas and measuring the effects. The AANIC grew by three schools this year and will continue to add schools to ensure that all schools eventually participate in this improvement initiative. Early results from the AANIC are promising. Across all cohorts, participating schools have increased the percentage of students enrolled in Algebra 1 by 8th grade from 56 percent in SY 2021-22 to 65 percent in SY 2023-24 and 70 percent in SY 2024-25. As context, the Division average in SY 2023-24 was 59 percent.

Student-Targeted Strategies

Strategy 4. Tailor supports to Students with Disabilities using explicit instruction and evidence-based interventions. (NEW ACTIONS IN SY 2024-25)

A new **asynchronous training for teachers** will help staff learn about specific strategies when teaching certain Students with Disabilities math skills through math instruction, including those they need in order to be prepared for Algebra 1. Currently, the number of interventions available for Students with Disabilities that pinpoint specific math skills is limited. This training will help special education teachers with their specially-designed instruction and can help general education teachers with students who are struggling with certain concepts. The Department of Special Services (DSS) will be partnering with the ISD Math team to expand the scope of existing training.

FCPS is also reviewing options for increasing the number of general education and special education teachers who participate in **Add+Vantage Math Recovery (AVMR)**, where teachers use a scripted intervention curriculum to support numeracy instruction. Currently, each FCPS elementary school has at least one AVMR-trained teacher, who is trained to help all students (including but not limited to Students with Disabilities) to build flexibility with foundational numeracy, observes student behaviors to make instructional decisions, and provides instruction that is targeted at the edge of the child's current knowledge; accelerating their learning.

Strategy 5. Increase language accessibility of mathematics instruction. (NEW ACTIONS in SY 24-25)

To support Multilingual learners in Algebra 1, FCPS is conducting a pilot that uses Mathspace's Print Spanish textbook and other supplementary resources to **offer instruction/assessment in a student's native language**. Key Middle School was recruited this summer. During the school year, Algebra 1 teachers have been co-planning units and lessons that align with the 2023 SOL standards, the Mathspace textbook, and other relevant tools to cater to the diverse needs of Multilingual learners.

Strategy 6. Focus on students who need extra support in successfully completing Algebra 1.

Written documentation of curricular changes can help minimize student knowledge gaps as they progress to Algebra 1. For example, a 2014 report found that, "the overall strong sequencing of the FCPS curriculum is threatened by FCPS acceleration practices that create gaps in sequencing… [with] most pathways to acceleration in elementary and middle school result[ing] in gaps unless teachers backfill missed curriculum from the prior course."[51] The study determined that middle school teachers had not been directed to backfill missed standards from the prior grade, resulting in systemic gaps that required differentiated instruction. At the time, teachers were required to determine what gaps need to be filled when students accelerate, rather than having these gaps identified and addressed in the written curriculum. In focus groups, teachers noted that backfilling of instruction on missed standards was handled inconsistently and difficult to complete given the other demands of the curriculum.

To ensure teachers have the resources and materials to backfill such content, the ISD Math team has included support materials in Math 7HN, and Algebra 1/HN that addresses content that students may not have been exposed to if they moved from Math 6 to Math 7HN or Math 7 to Algebra 1. In 2023 Mathspace Skills Check-in was purchased for all middle school students. The digital learning platform provides students with **customized**

[51] https://www.boarddocs.com/vsba/fairfax/Board.nsf/files/9V8NQ760E359/$file/Math%20Study%20-%20Final%20Report%20v15%20lzh.pdf

content and practice. The Team is also continuing to provide professional development on how to leverage Measures in Academic Progress (MAP) Growth assessments to design targeted instruction.

Strategy 7. Leverage Goal Innovation Team.

The Goal 3 Algebra 1 by 8th Grade Innovation Team is focused on increasing the share of students who complete Algebra 1 by the end of 8th grade. As a part of that work, the team is identifying innovative ways to improve existing outcomes. These recommendations will inform the strategies that are presented in future goal reports. The Goal Team will investigate additional targeted strategies needed to address areas of concern identified in this report. This may include:

- Consideration of criteria to automatically enroll students into Algebra 1 based on performance (in addition to open enrollment), and
- Evaluate Algebra I credentials/endorsements/certifications of current teachers, including linking data on state licenses to internal FCPS HR systems and inventorying existing strategies to support teachers working to obtain their Algebra I endorsement.
- Further explore known barriers (root causes) to students enrolling and successfully completing Algebra 1 by the end of the eighth grade develop potential strategies, including a focus on student groups that are currently underrepresented.

Successful Completion of Advanced Coursework in High School

FCPS students can pursue a range of advanced courses while in high school, including college-level courses (Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE)), advanced courses that carry a 1.0 weight, and Career and Technical Education (CTE) courses that lead to a completer status.[52] All comprehensive high schools in FCPS offer advanced courses, though options may vary.[53]

Research finds that high school students who pursue *college-level* coursework, including AP, IB, and DE, are more likely to enroll in and complete college.[54] Such trends have been observed across student groups, including those who were Economically Disadvantaged (compared to similarly-achieving peers not taking advanced coursework),[55] and do not vary by the particular program that a student pursues (research has generally found no difference in college enrollment, persistence, rigor, or completion between students who pursued DE versus AP).[56] Many of the positive effects of college-level course taking appear to be *causal*: for example, passing the AP exam has been shown to increase college enrollment[57] and graduation,[58] along with improved earning potential.[59] The research is mixed on how post-secondary outcomes vary for students who take the course but do not pass the associated exam[60] or who pursue a specific *number* of courses (some research suggests that college GPA and degree attainment peak at three AP courses, others five; one study detected two DE courses was optimal).[61]

Positive effects have also been observed for students pursuing CTE courses in high school. A recent systematic review of rigorous research found that student participation in CTE had statistically significant positive impacts on students' high school academic achievement, graduation, employability skills, college readiness, enrollment in a *two*-year college, and employment after high school graduation. Researchers did not detect a statistically significant impact on enrollment in a four-year college or post-graduate earnings.[62]

As of SY 2022-23, FCPS AP test takers had a higher overall pass rate (73%) than the state (65%) or the U.S. average (60%).[63] During the same year, there were just over 4,900 CTE completers in FCPS, about 11 percent of the 46,000 statewide.[64] When compared to other states and the District of Columbia, Virginia has the seventh largest secondary-school CTE enrollment in the country.[65]

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[52] Virginia defines a CTE completer as, "a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation, or an approved alternative education program" Virginia Department of Education. CTERS User's Manual – 2024-2025.
[53] The ten most common CTE pathways in FCPS, which accounted for 75 percent of student completers, were Marketing Management, Programming and Software Development, Diagnostic Services, Therapeutic Services, Recreation, Amusements and Attractions, Facility and Mobile Equipment Maintenance, General Management, Restaurants and Food/Beverage Services, Law Enforcement Services, and Information Support and Services. CTE Completers by Career Pathway by Division - Virginia
[54] For a full discussion, see Kevelson, M. J. C., Millett, C. M., Slutzky, C., & Saunders, S. R. (2023). Equity levers: What predicts enrollment in and number of college-level courses taken in high school? (Research Report No. RR-23-06). ETS.
[55] Godfrey, K., Wyatt, J., & Beard, J. (2016). Exploring college outcomes for low-income AP exam takers with fee reductions. ResearchReport No. 2016-2. College Board.
[56] For a full discussion, see Kevelson, M. J. C., Millett, C. M., Slutzky, C., & Saunders, S. R. (2023). Equity levers: What predicts enrollment in and number of college-level courses taken in high school? (Research Report No. RR-23-06). ETS.
[57] Jackson, C.K. (2010). A Little Now for a Lot Later. *Journal of Human Resources,* 45 (3)
[58] Smith, J., Hurwitz, M., & Avery, C. (2017). Giving College Credit Where It Is Due: Advanced Placement Exam Scores and College Outcomes. Journal of Labor Economics 2017 35:1
[59] Jackson, C.K. (2010). A Little Now for a Lot Later. *Journal of Human Resources,* 45 (3)
[60] Conger, D., Long, M.C., & McGhee, R. (2023). Advanced Placement and Initial College Enrollment: Evidence from an Experiment. *Education Finance and Policy*, 18(1); Dougherty, Chrys & Mellor, L. & Jian, S.. (2006). The Relationship Between Advanced Placement and College Graduation. National Center for Educational Accountability And Hargrove, L., Godin, D., & Dodd, B. (2008). College Outcomes Comparisons by AP® and Non-AP High School Experiences. The College Board, Research Report No. 2008-3.
[61] Kevelson, M. J. C., Millett, C. M., Slutzky, C., & Saunders, S. R. (2023). Equity levers: What predicts enrollment in and number of college-level courses taken in high school? (Research Report No. RR-23-06). ETS.
[62] Lindsay, J., Hughes, K., Dougherty, S. M., Reese, K., & Joshi, M. (2024). What we know about the impact of career and technical education: A systematic review of the research. American Institutes for Research, Career and Technical Education Research Network.
[63] College Board. Advanced Placement (AP) Data by Race/Ethnicity and FCPS internal dashboard
[64] https://data.virginia.gov/eu/dataset/cte-completers-by-career-pathway-by-division-virginia
[65] https://ctek12funding.careertech.org/state-by-state-table/

Performance by Student Groups

The vast majority (85%) of the graduating class of 2024 successfully completed advanced coursework in high school, earning a C- or better in at least one AP, IB, DE, or 1.0 weighted course or earning a CTE completer status. This rate is up slightly from the baseline of 84 percent. Progress from baseline was comparable across most student groups. Multilingual learners saw the most growth from baseline, up 7 percentage points from 44 percent to 51 percent.

Asian and Multiracial students and those with a 504 plan have rates at or above 90 percent, while other student groups–students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Hispanic students had rates that were 10 or more percentage points below the Division average. In particular, just around half of Multilingual learners and Students with Disabilities successfully completed advanced coursework.

***Table 25**: Percent of Students in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*85%*	*74%*	*42%*	*55%*	*90%*	*93%*	*80%*	*71%*	*88%*	*89%*
Adjusted Baseline %	**84%**	**73%**	**44%**	**52%**	**89%**	**92%**	**78%**	**72%**	**87%**	**88%**
Baseline numerator	11,710	2,846	482	951	923	2,805	1,143	2,289	654	4,783
Baseline denominator	13,909	3,921	1,105	1,823	1,035	3,048	1,456	3,196	755	5,411
SY 2023-24 %	**85%**	**75%**	**51%**	**53%**	**90%**	**94%**	**79%**	**73%**	**90%**	**89%**
SY 2023-24 numerator	11,968	3,637	657	956	1,101	2,828	1,166	2,554	729	4,642
SY 2023-24 denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
Change (adjusted baseline to SY 2023-24)	**+1%**	**+2%**	**+7%**	**+1%**	**+1%**	**+2%**	**+1%**	**+1%**	**+3%**	**+1%**

Note: Data source is course history (AP, IB, DE, or 1.0 weighted course) and state record collection (for CTE completer).

Figure 14 shows progress towards the goal that all FCPS students will graduate high school having completed advanced coursework. In order for students to be within 5 percentage points of this goal by 2030, FCPS has created targets that represent steady progress over time. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years in order to meet our goals. Exceeding the growth line in any one year means less growth is needed in subsequent years and/or our goals may be met before 2030. The annual targets for all students, pictured in dark blue, represent progress of 1.57 percentage points each year from the baseline. In SY 2023-24, FCPS fell just slightly below its target of 86 percent of students completing advanced coursework in high school.

FCPS has created similar targets for each student group, based on their starting point in relation to the final targets. The chart plots the necessary trajectories for student groups with the highest and lowest rates (Asian students and Multilingual learners, respectively) to achieve FCPS' 2030 goal. FCPS holds every student to the same 2030 target and the difference between student groups illustrates the improvements sought to support all

students in reaching these goals. Most student groups met or were within a percentage point of their SY 2023-24 target. The exception was Students with Disabilities, whose rate was five percentage points below target, and Hispanic students, who were two percentage points below target. See Figure 14 and Table 26.

***Figure 14**: Growth Target - Percent of Students in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating*

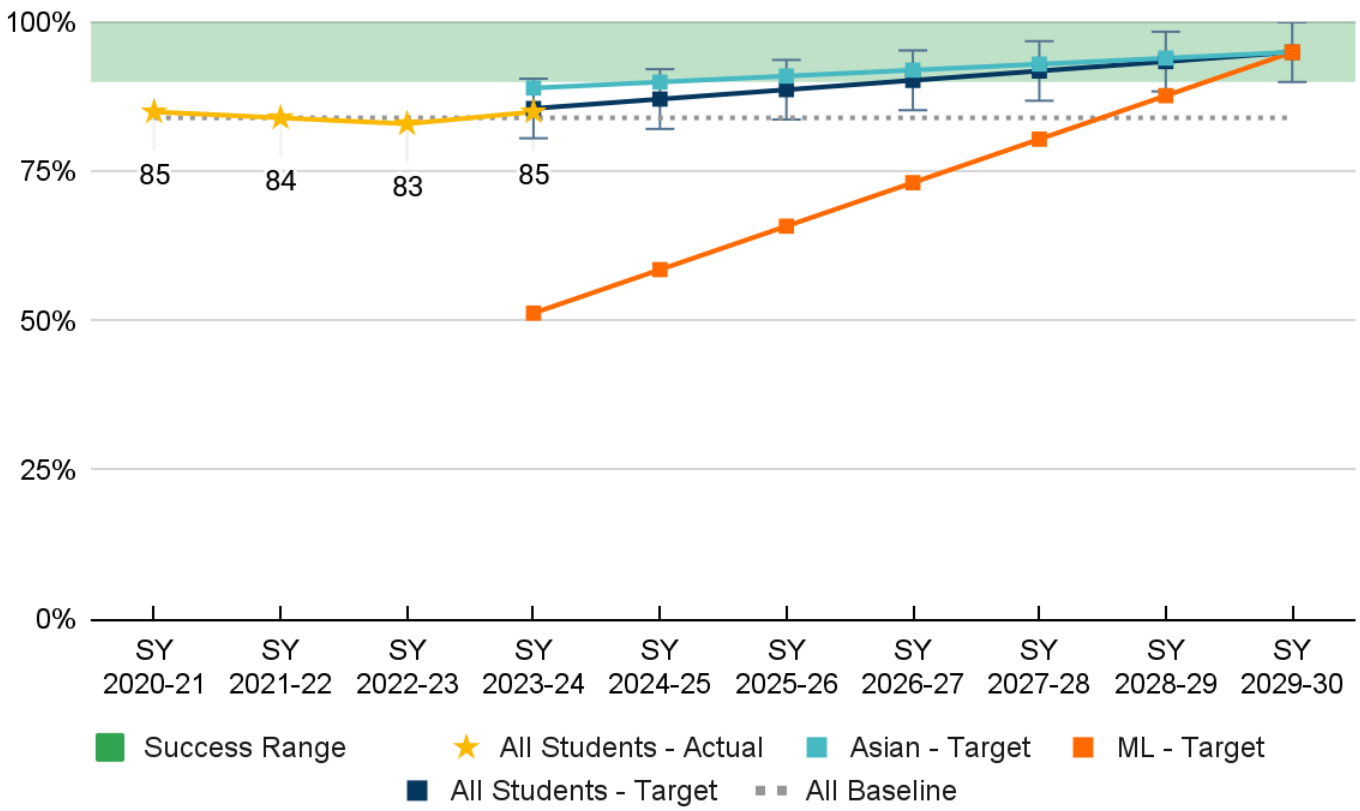

***Table 26**: Growth Target - Percent of Students in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating*

Student Group	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	**84%**	73%	44%	52%	89%	92%	78%	72%	87%	88%
SY 2023-24 Target	**86%**	76%	51%	58%	90%	92%	80%	75%	88%	89%
SY 2023-24 Actual	**85%**	75%	51%	53%	90%	94%	79%	73%	90%	89%
SY 2024-25 Target	**87%**	79%	59%	64%	91%	93%	83%	79%	89%	90%
Target Annual Progress (%pts)	**1.57**	3.14	7.29	6.14	0.86	0.43	2.43	3.29	1.14	1.00

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.

In SY 2023-24, most students who successfully completed advanced coursework before graduation did so by taking an AP, IB, DE, or 1.0 weighted course. Overall, 76 percent of students in the senior cohort earned a C- or better in at least one of these courses. Consistent with research, the highest rate was observed for graduating Asian students (90%).[66] The most substantial gains were for Multilingual learners, whose rate increased from 20 percent to 30 percent. While this rate is still low compared to the Division average, it suggests that FCPS is closing the gap in completion rates for advanced courses in high school. See Table 27.

***Table 27**: Percent of Students in the Senior Cohort who Earned a C- or Higher in at least one AP/IB/DE or Other 1.0 Weighted Course Before Graduating*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	**74%**	**54%**	**20%**	**28%**	**82%**	**87%**	**62%**	**54%**	**79%**	**82%**
Baseline numerator	10,341	2,122	218	509	845	2,664	900	1,727	598	4,422
Baseline denominator	13,909	3,921	1,105	1,823	1,035	3,048	1,456	3,196	755	5,411
SY 2023-24 %	**76%**	**61%**	**30%**	**32%**	**84%**	**90%**	**64%**	**58%**	**83%**	**83%**
SY 2023-24 numerator	10,735	2,937	388	578	1,023	2,705	952	2,015	675	4,347
SY 2023-24 denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
Change (adjusted baseline to SY 2023-24)	**+2%**	**+7%**	**+10%**	**+4%**	**+2%**	**+3%**	**+2%**	**+4%**	**+4%**	**+1%**

Note: Data source is course history.

A smaller share of students in the senior cohort–36 percent–earned CTE completer status. There was minimal variation by student group; only Black students and those who were Economically Disadvantaged earned the CTE completer status at a rate 5 percentage points above the Division average. The greatest gains were seen among Asian students (+4 percentage points from baseline). See Table 28.

***Table 28**: Percent of Students in the Senior Cohort who Earned CTE Completer Status Before Graduating*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	**35%**	**42%**	**31%**	**35%**	**32%**	**31%**	**45%**	**39%**	**31%**	**33%**
Baseline numerator	4,907	1,652	340	639	336	960	655	1,246	232	1,798
Baseline denominator	13,909	3,921	1,105	1,823	1,035	3,048	1,456	3,196	755	5,411
SY 2023-24 %	**36%**	**41%**	**31%**	**33%**	**33%**	**35%**	**41%**	**39%**	**33%**	**33%**
SY 2023-24 numerator	5,054	1,956	394	594	409	1,049	609	1,364	264	1,746
SY 2023-24 denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
Change (adjusted baseline to SY 2023-24)	**+1%**	**-1%**	**0%**	**-2%**	**+1%**	**+4%**	**-4%**	**0%**	**+2%**	**0%**

Note: Data source is state record collection.

[66] Kevelson, M.J.C., Millett, C.M., Slutzky, C., & Saunders, S.R. (2023). Equity Levers: What predicts enrollment in and number of college-level courses taken in high school? ETS Policy Evaluation & Research Center.

Successful Completion of Advanced Coursework in High School for Multilingual Learners

About half of graduating Multilingual learners participated in advanced coursework in high school, and all intersected student groups saw substantial gains from baseline. Rates were highest among Black Multilingual learners and lowest among Multilingual learners with Disabilities. See Table 29.

***Table 29**: Percent of Multilingual Learners in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating, Intersected With Other Student Groups*

	All MLs (1-4)	**Econ Dis MLs**	**SWD MLs**	**504 Plan MLs**	**Asian MLs**	**Black MLs**	**Hispanic MLs**	**Multiracial MLs**	**White MLs**
OLD Baseline	*42%*	*46%*	*40%*	*not reported*	*47%*	*51%*	*39%*	*TS*	*51%*
Adjusted Baseline %	**44%**	**45%**	**36%**	**TS**	**45%**	**50%**	**42%**	**TS**	**47%**
Baseline numerator	482	361	145	TS	72	47	316	TS	43
Baseline denominator	1,105	800	408	TS	162	94	747	TS	93
SY 2023-24 %	**51%**	**53%**	**42%**	**TS**	**52%**	**56%**	**50%**	**TS**	**52%**
SY 2023-24 numerator	657	539	197	TS	82	49	453	TS	64
SY 2023-24 denominator	1,288	1,014	470	TS	158	87	905	TS	122
Change (adjusted baseline to SY 2023-24)	**+7%**	**+8%**	**+6%**	**TS**	**+7%**	**+6%**	**+8%**	**TS**	**+5%**

Note: Data source is course history (AP, IB, DE, or 1.0 weighted course) and state record collection (for CTE completer). Groups with denominators less than 20 are noted as too small (TS).

Rates also increase rapidly by ELP level, with the most substantial gains since baseline observed for students classified as ELP levels 1-3. Over half of graduating seniors at ELP level 3 and 4 and former Multilingual learners completed advanced and/or technical coursework in high school. See Table 30.

***Table 30**: Percent of Multilingual Learners in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating, by ELP level*

	All MLs (1-4)	ELP 1	ELP 2	ELP 3	ELP 4	Former MLs (6a-6d)
OLD Baseline	*42%*	*14%*	*28%*	*47%*	*65%*	*not reported*
Adjusted Baseline %	**44%**	**15%**	**32%**	**46%**	**65%**	**77%**
Baseline numerator	482	16	65	283	117	493
Baseline denominator	1,105	105	201	617	180	643
SY 2023-24 %	**51%**	**26%**	**42%**	**57%**	**65%**	**81%**
SY 2023-24 numerator	657	38	127	395	97	361
SY 2023-24 denominator	1,288	148	302	687	149	445
Change (adjusted baseline to SY 2023-24)	**+7%**	**+11%**	**+10%**	**+11%**	**0%**	**+4%**

Note: Data source is course history (AP, IB, DE, or 1.0 weighted course) and state record collection (for CTE completer).

There was little variation among Multilingual learners based on whether they were also Students with Disabilities or Economically Disadvantaged. However, unlike performance on other metrics in this report, Multilingual learners who were Economically Disadvantaged had a higher rate of advanced coursework completion than Multilingual learners (53%) who were not Economically Disadvantaged (43%). See Figure 15.

***Figure 15**: Percent of Multilingual Learners in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating, by Other Student Groups*

Successful Completion of Advanced Coursework in High School for Students who are Economically Disadvantaged

The majority of graduating seniors who were Economically Disadvantaged completed advanced courses. The largest gains from baseline were observed for students in this group who were also Multiracial (+17 percentage points) or Multilingual learners (+8 percentage points). Asian, Multiricial, and White students who were Economically Disadvantaged had the absolute highest rates in SY 2023-24, with 80 percent or more participating in advanced coursework during their high school years. See Table 31.

***Table 31**: Percent of Economically Disadvantaged Students in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating, Intersected With Other Student Groups*

	All Econ Dis	ML (ELP 1-4) Econ Dis	SWD Econ Dis	504 Plan Econ Dis	Asian Econ Dis	Black Econ Dis	Hispanic Econ Dis	Multiracial Econ Dis	White Econ Dis
OLD Baseline	*74%*	*46%*	*51%*	*not reported*	*86%*	*76%*	*68%*	*70%*	*79%*
Adjusted Baseline %	**73%**	**45%**	**49%**	**74%**	**84%**	**74%**	**67%**	**66%**	**77%**
Baseline numerator	2,846	361	343	66	600	515	1,288	54	380
Baseline denominator	3,921	800	708	90	714	697	1,925	82	492
SY 2023-24 %	**75%**	**53%**	**49%**	**79%**	**88%**	**74%**	**70%**	**83%**	**80%**
SY 2023-24 numerator	3,637	539	404	131	736	578	1,637	99	566
SY 2023-24 denominator	4,819	1,014	828	166	841	778	2,351	120	705
Change (adjusted baseline to SY 2023-24)	**+2%**	**+8%**	**0%**	**+5%**	**+4%**	**0%**	**+3%**	**+17%**	**+3%**

Note: Data source is course history (AP, IB, DE, or 1.0 weighted course) and state record collection (for CTE completer).

Students who were Economically Disadvantaged were substantially less likely to pursue advanced coursework if they were also Multilingual learners or Students with Disabilities. Students who were Economically Disadvantaged but did not have these secondary characteristics had completion rates just a few percentage points below the Division average. See Figure 16.

***Figure 16**: Percent of Economically Disadvantaged Students in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating, by Other Student Groups*

Successful Completion of Advanced Coursework in High School for Students with Disabilities

About half of Students with Disabilities graduated with advanced coursework in SY 2023-24. The largest gains from baseline were seen in Multiracial Students with Disabilities (+9 percent points), with completion rates 8 percentage points higher than for all Students with Disabilities. Black Students with Disabilities were the only group that had a substantial decline in rate (-5 percentage points from baseline). See Table 32.

***Table 32**: Percent of Students With Disabilities in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating, Intersected With Other Student Groups*

	All SWD	**Econ Dis SWD**	**ML (1-4) SWD**	**Asian SWD**	**Black SWD**	**Hispanic SWD**	**Multiracial SWD**	**White SWD**
OLD Baseline	*55%*	*51%*	*40%*	*55%*	*49%*	*52%*	*55%*	*60%*
Adjusted Baseline %	**52%**	**49%**	**36%**	**52%**	**47%**	**48%**	**52%**	**57%**
Baseline numerator	951	343	145	92	114	289	49	405
Baseline denominator	1,823	708	408	177	244	596	95	706
SY 2023-24 %	**53%**	**49%**	**42%**	**56%**	**42%**	**53%**	**61%**	**55%**
SY 2023-24 numerator	956	404	197	88	100	342	55	368
SY 2023-24 denominator	1,802	828	470	157	237	647	90	664
Change (adjusted baseline to SY 2023-24)	**+1%**	**0%**	**+6%**	**+4%**	**-5%**	**+5%**	**+9%**	**-2%**

Note: Data source is course history (AP, IB, DE, or 1.0 weighted course) and state record collection (for CTE completer).

Students with Disabilities who were also Economically Disadvantaged or Multilingual learners had lower completion rates than their peers without these secondary characteristics, but the gap was narrower than for other intersected student groups. This finding suggests that disability status is the primary driver between deviation from the Division average. See Figure 17.

***Figure 17**: Percent of Students With Disabilities in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating, Intersected with Other Student Groups*

Students with Disabilities classified as Level 1 had substantially higher rates of completing advanced coursework (66%) than those at Level 2 (31%). The rate for Level 2 students declined by 5 percentage points from baseline. See Table 33.

***Table 33**: Percent of Students With Disabilities in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating, by SWD Level*

	All students	All SWD	SWD Level 1	SWD Level 2
OLD Baseline	*85%*	*55%*	*69%*	*32%*
Adjusted Baseline %	**84%**	**52%**	**66%**	**31%**
Baseline numerator	11,710	951	741	207
Baseline denominator	13,909	1,823	1,125	672
SY 2023-24 %	**85%**	**53%**	**67%**	**26%**
SY 2023-24 numerator	11,968	956	806	148
SY 2023-24 denominator	14,071	1,802	1,200	579
Change (adjusted baseline to SY 2023-24)	**+1%**	**+1%**	**+1%**	**-5%**

Note: Data source is course history (AP, IB, DE, or 1.0 weighted course) and state record collection (for CTE completer).

Successful Completion of Advanced Coursework in High School by Gender and Sexual Orientation

Girls were substantially more likely than Boys and Nonbinary students to graduate having completed advanced coursework. These findings are consistent with national research, which found that boys were significantly less likely to take AP, IB, or DE courses in high school.[67] While research on nonbinary and other LGBTQIA+ students is more limited, researchers have found that LGBTQIA+ high school students tend to take fewer college preparatory courses than their peers–significantly explained by their level of connectedness to their school and teachers–and show particularly low rates in the pursuit of advanced STEM courses.[68] See Table 34.

***Table 34**: Percent of Students in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating, by Gender*

	ALL	Boys	Girls	Nonbinary
Adjusted Baseline %	**84%**	**81%**	**88%**	**83%**
Baseline numerator	11,710	5,817	5,876	17
Baseline denominator	13,909	7,189	6,700	20
SY 2023-24 %	**85%**	**83%**	**88%**	**78%**
SY 2023-24 numerator	11,968	5,981	5,944	43
SY 2023-24 denominator	14,071	7,246	6,770	55
Change (adjusted baseline to SY 2023-24)	**+1%**	**+2%**	**0%**	**-5%**

Note: Data source is course history (AP, IB, DE, or 1.0 weighted course) and state record collection (for CTE completer).

[67] Kevelson, M.J.C., Millett, C.M., Slutzky, C., & Saunders, S.R. (2023). Equity Levers: What predicts enrollment in and number of college-level courses taken in high school? ETS Policy Evaluation & Research Center.
[68] For a full analysis, see Gottfried, M., Estrada, F., and Sublett, C. (2015). STEM Education and Sexual Minority Youth: Examining Math and Science Coursetaking Patterns among High School Students. High School Journal, 99(1).

Strategic Improvement Efforts Focused on Advanced Coursework in High School

There are several factors that may affect student enrollment in college-level and career-technical courses. Much of the research available has examined the first group–those enrolled in college-level courses, as shown in Figure 18.

Figure 18: *Factor Linked to High School Student Enrollment in College-Level Courses*

Division-Level Factors

- **Financial Accessibility**. Subsidies for student enrollment; subsidies for student test taking

School-Level Factors

- **Availability/Scheduling.** Access to college level courses; eligibility related to placement and tracking prior to high school; schedule conflicts
- **School culture.** History of student college-going; college-orientation of peers; teacher/peer expectation/bias; extent and duration of within-school segregation; beliefs about whether students can become high achievers

Student- and Family-Level Factors

- **Culture and expectations.** Parents' education and knowledge of college preparation; parental advocacy and school involvement; identity/belonging; family, culture, gender norms
- **Academic preparedness**. Prior academic achievement; general math skills

Note: Source is Kevelson, M.J.C., Millett, C.M., Slutzky, C. and Saunders, S.R. (2023). Equity Levers: What Predicts Enrollment in and Number of College-Level Courses Taken in High School?. ETS Research Report Series, 2023.

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. With regard to advanced and CTE coursework in high school, the FCSB Legislative Program has several positions either specifically focused on this measure or areas that are related to this measure. Specifically, the FCPS Legislative Program supports:

- Additional opportunities for Career and Technical Education (CTE) coursework and credentials to fulfill verified credit requirements, and recognition of relevant coursework in middle school.
- Additional state funding to help offset the increasing costs of Career and Technical Education credentials.
- Funding of the student costs for Advanced Placement and International Baccalaureate end-of-course examinations and other related fees.
- Increased coordination of college and work readiness standards between K-12 and higher education, including robust collaborative dual enrollment partnerships and course offerings.
- Continued access to rigorous and advanced mathematics instruction in grades K-12.

During the 2024 General Assembly session, several bills were considered related to advanced and CTE coursework. Of note were the following bills that passed:

- **College and Career Ready Virginia Program and Fund; established and created HB 1087 (Coyner) and SB 627 (Lucas)** establish the College and Career Ready Virginia Fund and requires the Department of Education and the Virginia Community College System (VCCS) to establish the College and Career Ready Virginia Program whereby each school board is required to offer each qualified high school student in the local school division access at the high school to the dual enrollment courses that are sufficient to complete the Passport Program and the Uniform Certificate of General Studies

Program at a public institution of higher education at no cost to such students. The bills establish several enumerated duties for the Department and the System in the administration of the College and Career Ready Virginia Program, including the establishment of a work group to make recommendations no later than November 1, 2024, on the incorporation of a career and technical education program of coursework into the College and Career Ready Virginia Program.

- **Public schools; instructional time; competency-based education HB 1477 (Rasoul)** Requires the Board of Education to provide local school boards maximum flexibility to waive existing instructional clock hour requirements by developing alternative instructional time models in accordance with the Board's regulations and guidelines relating to instructional time waivers. The bill directs the Board, when revising its regulations and adopting Standards of Accreditation, to provide flexibility for school boards to develop programs that provide for acceleration, remediation, and multiple pathways to graduation that permit students to demonstrate competency at different rates.

- **Virginia STEM Education Advisory Board; purpose and duties, historically underrepresented students HB 615 (Price)** expands the purpose of the Virginia Science, Technology, Engineering, and Mathematics (STEM) Education Advisory Board to include promoting the participation of historically underrepresented students, as defined in the bill, in primary and secondary schools in STEM education. The bill expands the duties of the Board to effectuate this additional purpose.

In addition, the Virginia Board of Education's new School Performance and Support Framework, which will produce its first set of school performance ratings this Fall based on current 2024-2025 school year data, includes various measures of advanced coursework as a component of high school readiness in its "3E Framework." Measures of student AP, IB, and DE course work as well as CTE coursework and credential attainment will all count toward the calculation of each school's "3E Framework" score, making up 25% of each high school's overall performance score calculation.

Strategies

To improve completion of advanced coursework in high school, FCPS is currently focusing on a core set of universal, school-targeted, and student-targeted strategies that:

- Increase overall availability and variety of advanced courses offered, preparation, and intentional planning for enrollment,
- Target efforts on high schools with low completion rates for advanced courses, and
- Support under-represented students in seeking out and completing advanced coursework prior to graduation.

Universal Strategies

Strategy 1. Provide personalized long-term academic and career counseling to all students. (NEW ACTIONS IN SY 2024-25)

Early and consistent exposure to learning experiences that highlight personal growth help connect and deepen students' understanding of the link between coursework and future aspirations. To support this ongoing, intentional growth, students in FCPS develop a **personalized Academic Career Plan (ACP)**, with a focus on early and sustained access to learning experiences that support awareness of career pathways, growth in Portrait of a Graduate (POG) measures, and connection to future plans. Additionally, including the College, Career, and Civic Readiness Index (CCCRI)[69] (and moving forward the 3E) experiences as part of the ACP will encourage higher completion rates of both advanced coursework and CTE pathways. The ACP is a resource during the academic advising process by which families and school staff can support students in making course selections aligned with their academic and post-secondary interests. Additionally, FCPS is in the process of creating greater standardization to support successful transitions and academic advising. During the 2024-25 school, all middle and high schools added the academic advising resources in a prominent location on the homepage of their websites. The resources are easy to find and utilize the same icon and title for consistency across schools. In future years, additional communication and instructional resources will be centrally created to support schools with student and family events for academic advising, and the dates for community events related to academic advising and course selection will be shared early in the school year to allow families to plan ahead.

Prior to high school, students gain **early exposure and awareness of high school and postsecondary pathways** through Career Investigations activities in middle school. These activities help to prepare students for academic advising conversations by exploring interests and strengths. Career Investigations is also available as a middle school semester course to students in three pilot schools in SY 2024-25. Schools will continue to leverage Responsive Advisory Meeting lessons, school electives fairs, and community events to support course planning in advance of students finalizing course selections.

In SY 2024-25, FCPS began a pilot with Abl to **use data on student course-taking patterns, grades, and test scores** to help high school principals identify issues with their students' college readiness and to develop strategic interventions in concert with their administrative teams. While much of this work links to Goal 4, it is also expected to strengthen broader academic advisement practices and to help more students pursue advanced coursework in high school.

[69] Note that CCCRI is no longer part of the proposed accreditation system for 2024-25, so there will be a shift in focus to the 3E for Postsecondary Readiness.

Strategy 2. Embed advance coursework goals into School Improvement and Innovation Plans.

All high schools are required to have a goal and associated action plan in their **School Improvement and Innovation Plan (SIIP)** focused on advanced coursework. School SIIPs are monitored by Region Offices with feedback provided to school leaders throughout the year.

Strategy 3. Standardize curricular rigor to ensure students are prepared for advanced coursework. (NEW ACTIONS IN SY 2024-25)

FCPS has developed an **Honors Framework** that articulates the elements of rigorous instruction that should be embedded in Standard and Honors-level math, science, English, and social studies courses to consistently prepare students for the rigor of advanced coursework in high school. The framework is informed by two research-based models of instruction for advanced learners: the Parallel Curriculum Model and the Enrichment Triad Model. In summer 2024 and throughout SY 2024-25, FCPS has focused on clear and consistent communication about the new framework with teachers, staff, and familiars, and provided formal opportunities for teacher training and support. Honors extensions are currently being updated in the curriculum to match the guidance in the Honors Framework. As part of this work, FCPS has also **developed uniform messaging about the availability and benefits of students pursuing honors-level courses,** including their importance in preparing students for advanced coursework in high school.

Strategy 4. Increase the number and variety of advanced courses taught in high schools. (NEW ACTIONS IN SY 2024-25)

Interest in **Dual Enrollment** (DE) has grown significantly in the last few school years. FCPS continues to add DE options in both schools offering current DE courses as well as exploring new courses to be offered as DE. This year, approval for DE Data Science, Fashion Careers (Marymount) and Geospatial Analysis 2 (JMU) has been granted. As of SY 2024-25, 24 high schools and 5 High School Academies offered at least 1 DE course, in addition to FCPS' Online Campus. FCPS offered a total of 50 different DE courses, 10 of which were available through the Online Campus. FCPS saw an increase in the number of students taking DE courses from 7,031 taking 8,463 courses in SY 23-24 to 7,286 students taking 9,219 courses in SY 2024-25.

In SY 2024-25, FCPS will **expand the number of AP courses that can be used to satisfy graduation requirements and make advanced courses accessible to students earlier in high school**. These courses include AP Seminar, which can be used to satisfy the VDOE graduation requirement for English, and AP Human Geography, which can be used to satisfy the VDOE graduation requirement for History. In SY 2025-26, all schools that have AP as their primary advanced programming will incorporate these classes.

The **FCPS Online Campus course offerings** have also been expanded in recent years to include additional/ numerous Honors, Advanced Placement, Career and Technical Education, and Dual Enrollment courses. These courses are accessible to all students across the Division.

School-Targeted Strategies

Strategy 5. Encourage advanced course taking at identified schools.

FCPS has expanded **Advancement Via Individual Determination (AVID)**, a national model designed to support students capable of completing a college preparatory path in (a) completing the most rigorous curriculum, (b) actively participating in the school community, (c) enrolling in a four-year college, and (d) becoming educated and responsible participants and leaders in a democratic society. Specifically, AVID supports students in pursuing advanced coursework through a focus on specific instructional strategies, sustained tutoring, and academic planning. AVID strategies can be infused school-wide to support both academic learning and executive functioning skills across content areas, grade levels and course options.
In SY 2023-24, AVID was operating at 7 elementary schools, 15 middle schools, and 15 high schools. In SY 2024-25, access was expanded to 18 additional elementary schools.

FCPS is also working to **increase access to advanced coursework among students who attend non-traditional programs** across the Division. Bryant has added several CTE offerings in recent years, including courses in Welding (new for SY 2024-25), Business and Information Technology, Cosmetology, Construction Technologies, and Early Childhood Careers.

Student-Targeted Strategies

Strategy 6. Encourage advanced course taking in underrepresented student groups.

A new structure has been incorporated into the AAP screening application that provides documentation of MTSS-like supports for **Young Scholars** students in advanced coursework. Young Scholars is an FCPS program to identify and nurture students with high academic potential who face barriers to access and success in Advanced Academic Programs (AAP) and courses, including students who will be the first in their family to attend college, Multilingual learners, students who are Economically Disadvantaged, and students who are twice exceptional. Over time, teachers have requested more information about what supports a Young Scholar student needs, particularly when transitioning to a new school either from a move or moving from elementary to secondary. This information will help secondary teachers understand how they can support students in advanced coursework and for Young Scholars to continue to access advanced courses in secondary settings.

Strategy 7. Support academic advancement of students with different learning needs. (NEW ACTIONS IN SY 2024-25)

Historically, there has been uneven understanding among teachers about **twice exceptional (2e) learners** (students who are academically advanced and have an IEP or a 504 plan) and how to best serve their unique programming needs. In response, FCPS has developed a project team focused on 2e learners and is currently working to familiarize teachers with the existing 2e Handbook, which will equip teachers to better serve students and answer parent questions. FCPS is also working to better track 2e learners in the Student Information System (SIS) with the explicit goal of monitoring access to and successful completion of advanced coursework.

As noted in FCPS' Strategic Plan Goal 2 Report for SY 2024-25, FCPS has started professional development on the foundations of **Universal Design for Learning** (UDL) for central office and school-based leaders. UDL is an approach to improve and optimize teaching and learning for all students based on scientific brain research on learning. It focuses on minimizing the barriers to learning that exist in the learning environment

and empowers educators to design with an inclusive mindset to provide all learners with access and agency to the learning experience. At the start of SY 2024-25, all school staff across the division engaged in the foundational learning of UDL during the August Staff Development day. All central office staff and school-based leaders, including administrators, will be learning about UDL best practices throughout the year.

FCPS saw a substantial increase in the inclusion and success of Multilingual learners in advanced coursework in SY 2023-24, in large part due to **adjustments in ESOL programming and course sequencing** that have streamlined a path for Multilingual learners to begin courses required for graduation while focusing on their English Language Development (ELD). The expansion of advanced course offerings including new Advanced Placement and Dual Enrollment courses is expected to continue to positively support Multilingual learners.

Strategy 8. Leverage Goal Innovation Team (NEW ACTIONS IN SY 2024-25)

The Goal 3 Completion of Advanced Coursework in High School Innovation Team is focused on increasing the share of students who complete advanced coursework before graduating. As a part of that work, the team will identify innovative ways to improve existing outcomes. These recommendations will inform the strategies that are presented in future goal reports. The Goal Team will investigate additional targeted strategies needed to address areas of concern identified in this report. This may include:

- Examining existing opportunities at non-traditional high schools and special education centers and identify gaps and needs for potential expansion, including options for course completion through the Online Campus.
- Further explore known barriers (root causes) to students pursuing and succeeding in advanced coursework and develop potential strategies, including a focus on student groups that are currently underrepresented (Multilingual learners and/or Students with Disabilities)

Conclusion

Student academic growth and achievement is core to FCPS' mission and deeply connected to the Division's ability to achieve its other strategic goals.

- A student's success in the classroom is rooted both in their past educational experiences (**Goal 1**) and in their current feelings of safety and belonging, manifested in rates of chronic absenteeism, discipline disproportionality, and inclusion of Students with Disabilities (**Goal 2**).
- Students who can explore their passions and find outlets beyond school (**Goal 4**) are more likely to stay engaged in learning and succeed in their core coursework.
- Each of the markers of academic excellence profiled in this report are linked to increased likelihood of on-time graduation and post-secondary success (**Goal 5**).

The data presented in this report reflect a number of successes and areas for growth within the Goal 3 priorities across students in elementary (reading by 3rd grade), middle (Algebra 1 by end of 8th grade), and high school (successful completion of advanced coursework before graduation).

- **Reading by 3rd Grade.** During SY 2023-24, 70 percent of students passed the Grade 3 Reading SOL, up 1 percentage point from baseline but short of the Division target of 73 percent. Across the Division, of the 60 students who took the Grade 3 Reading VAAP, 72 percent passed, down 6 percentage points from baseline and short of the Division target of 83 percent. Disparities persist across student groups for reading by third grade, particularly Black and Hispanic students, Multilingual learners, students who were Economically Disadvantaged, and Students with Disabilities. In SY 2024-25, FCPS has made a number of major changes to its approach to 3rd grade reading, including standardizing evidence-based literacy curriculum, assessing and responding to student literacy/risk, and providing targeted school strategies and personalized support for students who face individual challenges.

- **Algebra 1 by End of 8th Grade.** In SY 2023-24, 59 percent of 8th graders earned a verified credit in Algebra 1, up 8 percentage points from baseline and exceeding the Division target of 57 percent. FCPS is well on track to achieving its overall 2030 goal. However, disparities persist among student groups, particularly for Black and Hispanic students, Multilingual learners, students who were Economically Disadvantaged, and Students with Disabilities. In SY 2024-25, FCPS has made major changes to its approach to Algebra 1 by 8th grade, including revisions to the K-7 mathematics curriculum/standard pathway and broad efforts to educate students/families about open enrollment. FCPS is also providing tailored support to schools and student groups who are underrepresented across FCPS' middle school Algebra 1 classrooms.

- **Successful Completion of Advanced Coursework in High School.** In SY 2023-24, 85 percent of students in the senior cohort completed at least one AP, IB, DE, or 1.0 weighted course or earned CTE completer status before graduating, up 1 percentage point from baseline and falling just below the Division target of 86 percent. Disparities persist by student groups, with rates for Hispanic, Multilingual learners, students who were Economically Disadvantaged, and Students with Disabilities five or more percentage points below the Division average. In SY 2024-25, FCPS continues to encourage successful completion of advanced coursework in high school, focusing on universal strategies to increase the availability and variety of courses offered, student preparation, planning for enrollment, and providing targeted supports to ensure underrepresented students seek out and complete advanced coursework before graduation.

Appendix A
DATA AND TARGETS FOR GOAL 3 METRICS

Metrics and Baseline Data for Goal 3 Measure A

Growth and performance in coursework (e.g., course grades, grade point average [GPA], meeting Individualized Education Program [IEP] goals, and language acquisition goals) (including students with 504s)

Percent of Students Meeting IEP Goals in Reading

	All SWD	Econ Dis SWD	ML (1-4, 6a-d) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Adjusted Baseline %	**95%**	**94%**	**91%**	**96%**	**95%**	**94%**	**96%**	**96%**
Baseline numerator	11,798	5,610	5,162	1,161	1,588	4,607	542	3,850
Baseline denominator	12,402	5,993	5,682	1,209	1,673	4,912	563	3,993
SY 2023-24 %	**95%**	**94%**	**94%**	**96%**	**94%**	**94%**	**96%**	**96%**
SY 2023-24 numerator	10,978	5,172	4,895	1,027	1,445	4,296	569	3,577
SY 2023-24 denominator	11,546	5,498	5,210	1,072	1,532	4,575	592	3,710
Change (adjusted baseline to SY 2023-24)	**0%**	**0%**	**+3%**	**0%**	**-1%**	**0%**	**0%**	**0%**

Note: Data source is 3rd quarter progress report data in SEA-STARS.

Growth Targets - Percent of Students Meeting IEP Goals in Reading

Student Group	All SWD	Econ Dis SWD	ML (1-4, 6a-d) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Adjusted Baseline	95%	94%	91%	96%	95%	94%	96%	96%
SY 2023-24 Target	95%	94%	92%	96%	95%	94%	96%	96%
SY 2023-24 Actual	95%	94%	94%	96%	94%	94%	96%	96%
SY 2024-25 Target	95%	94%	92%	96%	95%	94%	96%	96%
Target Annual Progress (%pts)	Maintain	0.14	0.57	Maintain	Maintain	0.14	Maintain	Maintain

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

Percent of Students Meeting IEP Goals in Math								
	All SWD	**Econ Dis SWD**	**ML (1-4, 6a-d) SWD**	**Asian SWD**	**Black SWD**	**Hispanic SWD**	**Multiracial SWD**	**White SWD**
Adjusted Baseline %	**93%**	**91%**	**92%**	**94%**	**92%**	**91%**	**93%**	**95%**
Baseline numerator	9,456	4,674	4,553	878	1,438	3,791	438	2,871
Baseline denominator	10,193	5,154	4,948	929	1,560	4,157	470	3,034
SY 2023-24 %	**93%**	**92%**	**93%**	**95%**	**93%**	**92%**	**94%**	**94%**
SY 2023-24 numerator	8,951	4,393	4,267	785	1,308	3,657	464	2,694
SY 2023-24 denominator	9,591	4,769	4,606	822	1,410	3,966	494	2,851
Change (adjusted baseline to SY 2023-24)	**0%**	**+1%**	**+1%**	**+1%**	**+1%**	**+1%**	**+1%**	**-1%**

Note: Data source is 3rd quarter progress report data in SEA-STARS.

Growth Targets - Percent of Students Meeting IEP Goals in Math								
Student Group	**All SWD**	**Econ Dis SWD**	**ML (1-4, 6a-d) SWD**	**Asian SWD**	**Black SWD**	**Hispanic SWD**	**Multiracial SWD**	**White SWD**
Adjusted Baseline	93%	91%	92%	94%	92%	91%	93%	95%
SY 2023-24 Target	93%	92%	92%	94%	92%	92%	93%	95%
SY 2023-24 Actual	93%	92%	93%	95%	93%	92%	94%	94%
SY 2024-25 Target	94%	92%	93%	94%	93%	92%	94%	95%
Target Annual Progress (%pts)	0.29	0.57	0.43	0.14	0.43	0.57	0.29	Maintain

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

Percent of Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency (metric also reported in Goal 1)									
	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 Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency (metric also reported in Goal 1)									
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. 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.

Metrics and Baseline Data for Goal 3 Measure B

Growth and performance on state/national/international assessments in reading, math, social studies, and science

SOL Annual Pass Rate for Reading (Grades 3-8, EOC)

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*77%*	*54%*	*28%*	*49%*	*88%*	*88%*	*70%*	*53%*	*88%*	*88%*
Adjusted Baseline %	**77%**	**54%**	**28%**	**49%**	**88%**	**88%**	**70%**	**53%**	**88%**	**88%**
Baseline numerator	63,837	14,583	4,204	5,993	3,491	14,498	5,748	11,799	4,614	26,939
Baseline denominator	82,719	26,927	15,136	12,209	3,960	16,443	8,188	22,056	5,217	30,495
SY 2023-24 %	**78%**	**56%**	**30%**	**50%**	**90%**	**88%**	**72%**	**55%**	**89%**	**89%**
SY 2023-24 numerator	70,721	16,352	5,171	7,152	4,933	15,262	6,451	13,542	5,393	29,813
SY 2023-24 denominator	91,006	29,012	17,391	14,236	5,462	17,278	8,978	24,772	6,029	33,568
Change (adjusted baseline to SY 2023-24)	**+1%**	**+2%**	**+2%**	**+1%**	**+2%**	**0%**	**+2%**	**+2%**	**+1%**	**0%**

Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.

Growth Targets - SOL Annual Pass Rate for Reading (Grades 3-8, EOC)

Student Group	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	**77%**	54%	28%	49%	88%	88%	70%	53%	88%	88%
SY 2023-24 Target	**80%**	60%	38%	56%	89%	89%	74%	59%	89%	89%
SY 2023-24 Actual	**78%**	56%	30%	50%	90%	88%	72%	55%	89%	89%
SY 2024-25 Target	**82%**	66%	47%	62%	90%	90%	77%	65%	90%	90%
Target Annual Progress (%pts)	**2.57**	5.86	9.57	6.57	1.00	1.00	3.57	6.00	1.00	1.00

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.

VAAP Annual Pass Rate for Reading (Grades 3-8,HS)								
	All Students	**Econ Dis**	**ML (1-4)**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
OLD Baseline	*72%*	*76%*	*74%*	*70%*	*78%*	*73%*	*72%*	*71%*
Adjusted Baseline %	**72%**	**76%**	**73%**	**70%**	**78%**	**73%**	**72%**	**71%**
Baseline numerator	456	174	256	84	79	114	23	151
Baseline denominator	630	229	349	120	102	156	32	214
SY 2023-24 %	**78%**	**80%**	**81%**	**78%**	**83%**	**81%**	**61%**	**78%**
SY 2023-24 numerator	486	185	271	90	90	125	17	159
SY 2023-24 denominator	620	230	336	116	109	155	28	205
Change (adjusted baseline to SY 2023-24)	**+6%**	**+4%**	**+8%**	**+8%**	**+5%**	**+8%**	**-11%**	**+7%**

Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.

Growth Targets - VAAP Annual Pass Rate for Reading (Grades 3-8,HS)								
Student Group	**All students**	**Econ Dis**	**ML (1-4)**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline	**72%**	76%	73%	70%	78%	73%	72%	71%
SY 2023-24 Target	**75%**	79%	76%	74%	80%	76%	75%	74%
SY 2023-24 Actual	**78%**	80%	81%	78%	83%	81%	61%	78%
SY 2024-25 Target	**79%**	81%	79%	77%	83%	79%	79%	78%
Target Annual Progress (%pts)	**3.29**	2.71	3.14	3.57	2.43	3.14	3.29	3.43

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.

SOL Annual Pass Rate for Mathematics (Grades 3-8, EOC)										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
OLD Baseline	*71%*	*48%*	*33%*	*43%*	*78%*	*87%*	*59%*	*47%*	*82%*	*82%*
Adjusted Baseline %	**71%**	**48%**	**33%**	**43%**	**79%**	**87%**	**59%**	**47%**	**82%**	**82%**
Baseline numerator	62,014	13,972	5,878	5,549	3,129	14,798	5,091	11,445	4,429	26,012
Baseline denominator	87,423	29,185	17,687	12,759	3,967	17,083	8,682	24,202	5,413	31,692
SY 2023-24 %	**76%**	**56%**	**41%**	**49%**	**85%**	**90%**	**66%**	**55%**	**87%**	**87%**
SY 2023-24 numerator	72,595	17,983	8,799	7,337	4,485	16,002	6,203	14,997	5,344	29,764
SY 2023-24 denominator	95,672	32,129	21,314	15,020	5,261	17,877	9,470	27,414	6,158	34,330
Change (adjusted baseline to SY 2023-24)	**+5%**	**+8%**	**+8%**	**+6%**	**+6%**	**+3%**	**+7%**	**+8%**	**+5%**	**+5%**

Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.

Growth Targets - SOL Annual Pass Rate for Mathematics (Grades 3-8, EOC)										
Student Group	**All students**	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline	**71%**	48%	33%	43%	79%	87%	59%	47%	82%	82%
SY 2023-24 Target	**74%**	55%	42%	50%	81%	88%	64%	54%	84%	84%
SY 2023-24 Actual	**76%**	56%	41%	49%	85%	90%	66%	55%	87%	87%
SY 2024-25 Target	**78%**	61%	51%	58%	84%	89%	69%	61%	86%	86%
Target Annual Progress (%pts)	**3.43**	6.71	8.86	7.43	2.29	1.14	5.14	6.86	1.86	1.86

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.

VAAP Annual Pass Rate for Mathematics (Grades 3-8, HS)								
	All Students	**Econ Dis**	**ML (1-4)**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
OLD Baseline	*64%*	*68%*	*66%*	*64%*	*69%*	*68%*	*60%*	*60%*
Adjusted Baseline %	**64%**	**68%**	**65%**	**64%**	**69%**	**68%**	**60%**	**60%**
Baseline numerator	406	157	230	77	70	106	19	130
Baseline denominator	632	231	351	121	102	156	32	215
SY 2023-24 %	**59%**	**59%**	**60%**	**56%**	**63%**	**57%**	**54%**	**60%**
SY 2023-24 numerator	365	135	203	66	70	89	15	121
SY 2023-24 denominator	622	230	339	118	111	155	28	203
Change (adjusted baseline to SY 2023-24)	**-5%**	**-9%**	**-5%**	**-8%**	**-6%**	**-11%**	**-6%**	**0%**

Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.

Growth Targets - VAAP Annual Pass Rate for Mathematics (Grades 3-8, HS)								
Student Group	**All students**	**Econ Dis**	**ML (1-4)**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline	**64%**	68%	65%	64%	69%	68%	60%	60%
SY 2023-24 Target	**68%**	72%	69%	68%	73%	72%	65%	65%
SY 2023-24 Actual	**59%**	59%	60%	56%	63%	57%	54%	60%
SY 2024-25 Target	**73%**	76%	74%	73%	76%	76%	70%	70%
Target Annual Progress (%pts)	**4.43**	3.86	4.29	4.43	3.71	3.86	5.00	5.00

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.

SOL Annual Pass Rate for Science (Grade 5, Grade 8, EOC)										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
OLD Baseline	*70%*	*45%*	*20%*	*39%*	*81%*	*85%*	*57%*	*45%*	*83%*	*83%*
Adjusted Baseline %	**70%**	**45%**	**20%**	**39%**	**82%**	**85%**	**57%**	**45%**	**83%**	**83%**
Baseline numerator	28,379	6,046	1,311	2,236	1,700	6,898	2,355	5,001	2,006	12,007
Baseline denominator	40,510	13,414	6,625	5,727	2,075	8,117	4,167	11,216	2,418	14,427
SY 2023-24 %	**73%**	**51%**	**28%**	**44%**	**85%**	**87%**	**63%**	**49%**	**87%**	**86%**
SY 2023-24 numerator	32,343	7,884	2,502	3,017	2,221	7,247	2,930	6,473	2,335	13,224
SY 2023-24 denominator	44,465	15,468	8,854	6,872	2,625	8,344	4,679	13,184	2,693	15,382
Change (adjusted baseline to SY 2023-24)	**+3%**	**+6%**	**+8%**	**+5%**	**+3%**	**+2%**	**+6%**	**+4%**	**+4%**	**+3%**

Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.

Growth Targets - SOL Annual Pass Rate for Science (Grade 5, Grade 8, EOC)										
Student Group	**All students**	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline	**70%**	45%	20%	39%	82%	85%	57%	45%	83%	83%
SY 2023-24 Target	**74%**	52%	31%	47%	84%	86%	62%	52%	85%	85%
SY 2023-24 Actual	**73%**	51%	28%	44%	85%	87%	63%	49%	87%	86%
SY 2024-25 Target	**77%**	59%	41%	55%	86%	88%	68%	59%	86%	86%
Target Annual Progress (%pts)	**3.57**	7.14	10.71	8.00	1.86	1.43	5.43	7.14	1.71	1.71

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.

VAAP Annual Pass Rate for Science (Grade 5, Grade 8, HS)								
	All Students	**Econ Dis**	**ML (1-4)**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
OLD Baseline	*61%*	*62%*	*63%*	*60%*	*65%*	*60%*	*60%*	*60%*
Adjusted Baseline %	**61%**	**62%**	**63%**	**60%**	**65%**	**60%**	**TS**	**60%**
Baseline numerator	170	60	95	32	32	43	TS	53
Baseline denominator	279	97	151	53	50	72	TS	88
SY 2023-24 %	**52%**	**52%**	**49%**	**50%**	**56%**	**49%**	**TS**	**56%**
SY 2023-24 numerator	152	47	77	27	25	36	TS	55
SY 2023-24 denominator	290	90	157	54	45	73	TS	98
Change (adjusted baseline to SY 2023-24)	**-9%**	**-10%**	**-14%**	**-10%**	**-9%**	**-11%**	**--**	**-4%**

Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.

Growth Targets - VAAP Annual Pass Rate for Science (Grade 5, Grade 8, HS)								
Student Group	**All students**	**Econ Dis**	**ML (1-4)**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline	**61%**	62%	63%	60%	655	60%	60%	60%
SY 2023-24 Target	**66%**	67%	68%	65%	69%	65%	65%	65%
SY 2023-24 Actual	**52%**	52%	49%	50%	56%	49%	44%	56%
SY 2024-25 Target	**71%**	71%	72%	70%	74%	70%	70%	70%
Target Annual Progress (%pts)	**4.86**	4.71	4.57	5.00	4.29	5.00	5.00	5.00

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.

Of the AP tests taken in English, Math, Science or SS (for students who also took the course), the percent of passing tests										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline %	**71%**	**49%**	**25%**	**58%**	**70%**	**76%**	**48%**	**53%**	**74%**	**71%**
Baseline numerator (tests passed)	22,349	1,548	11	281	1,410	9,384	775	1,272	1,519	9,342
Baseline denominator (tests taken)	31,686	3,156	43	481	2,012	12,425	1,602	2,397	2,053	13,118
Baseline unique student count	15,394	1,772	34	319	1,080	5,419	900	1,395	998	6,637
SY 2023-24 %	**79%**	**61%**	**32%**	**70%**	**79%**	**83%**	**61%**	**63%**	**83%**	**80%**
SY 2023-24 numerator (tests passed)	28,966	2,764	47	466	2,231	11,673	1,395	2,033	2,112	11,650
SY 2023-24 denominator (tests taken)	36,737	4,560	149	669	2,827	14,037	2,275	3,205	2,554	14,530
SY 2023-24 unique student count	17,049	2,497	104	408	1,426	5,888	1,208	1,777	1,166	6,941
Change (adjusted baseline to SY 2023-24)	**+8%**	**+12%**	**+7%**	**+12%**	**+9%**	**+7%**	**+13%**	**+10%**	**+9%**	**+9%**

Note: Old baseline is not reported as the calculations for the metric have been adjusted. Denominator is the total number of AP tests taken in English, Math, Science, or Social Studies. Numerator is the number of tests passed. An additional row noting the student count has been added for context.

Growth Targets - Of the AP tests taken in English, Math, Science or SS (for students who also took the course), the percent of passing tests										
Student Group	**All students**	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline	**71%**	49%	25%	58%	70%	76%	48%	53%	74%	71%
SY 2023-24 Target	**74%**	56%	35%	63%	74%	79%	55%	59%	77%	74%
SY 2023-24 Actual	**79%**	61%	32%	70%	79%	83%	61%	63%	83%	80%
SY 2024-25 Target	**78%**	62%	45%	69%	77%	81%	61%	65%	80%	78%
Target Annual Progress (%pts)	**3.43**	6.57	10.00	5.29	3.57	2.71	6.71	6.00	3.00	3.43

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.

Of the IB tests taken in English, Math, Science or SS (for students who also took the course), the percent of passing tests scores										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline %	**74%**	**59%**	**26%**	**53%**	**78%**	**76%**	**57%**	**64%**	**80%**	**80%**
Baseline numerator (tests passed)	4,854	897	15	88	390	1,137	391	710	310	2,295
Baseline denominator (tests taken)	6,558	1,531	58	167	502	1,489	681	1,110	388	2,872
Baseline unique student count	2,901	766	47	107	502	596	326	563	170	1,239
SY 2023-24 %	**65%**	**50%**	**12%**	**53%**	**72%**	**69%**	**42%**	**49%**	**74%**	**74%**
SY 2023-24 numerator (tests passed)	4,190	1,333	14	108	382	971	322	529	360	1,997
SY 2023-24 denominator (tests taken)	6,457	2,661	120	203	531	1,407	768	1,084	489	2,693
SY 2023-24 unique student count	2,981	1,281	98	120	531	600	359	591	213	1,210
Change (adjusted baseline to SY 2023-24)	**-9%**	**-9%**	**-14%**	**0%**	**-6%**	**-7%**	**-15%**	**-15%**	**-6%**	**-6%**

Note: Old baseline is not reported as the calculations for the metric have been adjusted. Denominator is the total number of IB tests taken in English, Math, Science, or Social Studies. Numerator is the number of tests passed. An additional row noting the student count has been added for context.

Growth Targets - Of the IB tests taken in English, Math, Science or SS (for students who also took the course), the percent of passing tests scores										
Student Group	**All students**	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline	**74%**	59%	26%	53%	78%	76%	57%	64%	80%	80%
SY 2023-24 Target	**77%**	64%	36%	59%	80%	79%	62%	68%	82%	82%
SY 2023-24 Actual	**65%**	50%	12%	53%	72%	69%	42%	49%	74%	74%
SY 2024-25 Target	**80%**	69%	46%	65%	83%	81%	68%	73%	84%	84%
Target Annual Progress (%pts)	**3.00**	5.14	9.86	6.00	2.43	2.71	5.43	4.43	2.14	2.14

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.

Metrics and Baseline Data for Goal 3 Measure C

Successful completion of Algebra 1 by 8th grade

Percent of Students who Receive a Verified Credit in Algebra 1 by the end of 8th Grade

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*51%*	*28%*	*7%*	*15%*	*51%*	*73%*	*38%*	*27%*	*61%*	*61%*
Adjusted Baseline %	**51%**	**28%**	**7%**	**15%**	**52%**	**73%**	**38%**	**27%**	**61%**	**61%**
Baseline numerator	7,222	1,304	133	303	410	2,058	560	1,025	506	3,041
Baseline denominator	14,025	4,642	1,971	2,050	784	2,826	1,458	3,854	830	4,995
SY 2023-24 %	**59%**	**37%**	**11%**	**22%**	**64%**	**79%**	**48%**	**33%**	**72%**	**69%**
SY 2023-24 numerator	7,879	1,970	253	441	559	2,070	649	1,187	627	3,308
SY 2023-24 denominator	13,292	5,267	2,296	1,983	872	2,622	1,353	3,634	869	4,764
Change (adjusted baseline to SY 2023-24)	**+8%**	**+9%**	**+4%**	**+7%**	**+12%**	**+6%**	**+10%**	**+6%**	**+11%**	**+8%**

Note: Data source is the Student Course History report in SIS.

Growth Targets - Percent of Students who Receive a Verified Credit in Algebra 1 by the end of 8th Grade

Student Group	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	**51%**	28%	7%	15%	52%	73%	38%	27%	61%	61%
SY 2023-24 Target	**57%**	38%	20%	26%	58%	76%	46%	37%	66%	66%
SY 2023-24 Actual	**59%**	37%	11%	22%	64%	79%	48%	33%	72%	69%
SY 2024-25 Target	**64%**	47%	32%	38%	64%	79%	54%	46%	71%	71%
Target Annual Progress (%pts)	**6.29**	9.57	12.57	11.43	6.14	3.14	8.14	9.71	4.86	4.86

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.

Metrics and Baseline Data for Goal 3 Measure D

Evidence of progression towards or successful completion of advanced coursework (e.g., Honors, Advanced Placement [AP], International Baccalaureate [IB], dual enrollment, Career and Technical Education [CTE], etc.)

Percent of Students in the Senior Cohort who Earned a C- or Higher in at least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*85%*	*74%*	*42%*	*55%*	*90%*	*93%*	*80%*	*71%*	*88%*	*89%*
Adjusted Baseline %	**84%**	**73%**	**44%**	**52%**	**89%**	**92%**	**78%**	**72%**	**87%**	**88%**
Baseline numerator	11,710	2,846	482	951	923	2,805	1,143	2,289	654	4,783
Baseline denominator	13,909	3,921	1,105	1,823	1,035	3,048	1,456	3,196	755	5,411
SY 2023-24 %	**85%**	**75%**	**51%**	**53%**	**90%**	**94%**	**79%**	**73%**	**90%**	**89%**
SY 2023-24 numerator	11,968	3,637	657	956	1,101	2,828	1,166	2,554	729	4,642
SY 2023-24 denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
Change (adjusted baseline to SY 2023-24)	**+1%**	**+2%**	**+7%**	**+1%**	**+1%**	**+2%**	**+1%**	**+1%**	**+3%**	**+1%**

Note: Data source is course history (AP, IB, DE, or 1.0 weighted course) and state record collection (for CTE completer).

Growth Targets - Percent of Students in the Senior Cohort who Earned a C- or Higher in at least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating

Student Group	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	**84%**	73%	44%	52%	89%	92%	78%	72%	87%	88%
SY 2023-24 Target	**86%**	76%	51%	58%	90%	92%	80%	75%	88%	89%
SY 2023-24 Actual	**85%**	75%	51%	53%	90%	94%	79%	73%	90%	89%
SY 2024-25 Target	**87%**	79%	59%	64%	91%	93%	83%	79%	89%	90%
Target Annual Progress (%pts)	**1.57**	3.14	7.29	6.14	0.86	0.43	2.43	3.29	1.14	1.00

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.

Percent of 9th - 11th Grade Students who Successfully Complete an Honors Course or at Least one CTE Course by the end of 11th Grade										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
OLD Baseline	*90%*	*82%*	*66%*	*73%*	*95%*	*96%*	*90%*	*80%*	*95%*	*95%*
Adjusted Baseline %	**94%**	**88%**	**74%**	**83%**	**97%**	**98%**	**94%**	**86%**	**97%**	**96%**
Baseline numerator	13,695	4,021	1,434	1,571	1,000	3,016	1,384	3,347	767	5,132
Baseline denominator	14,643	4,577	1,926	1,897	1,029	3,091	1,473	3,899	795	5,334
SY 2023-24 %	**93%**	**88%**	**76%**	**82%**	**97%**	**97%**	**94%**	**86%**	**96%**	**96%**
SY 2023-24 numerator	14,029	5,066	1,919	1,641	1,153	2,908	1,472	3,870	798	4,923
SY 2023-24 denominator	15,075	5,762	2,537	1,996	1,185	2,995	1,569	4,512	834	5,104
Change (adjusted baseline to SY 2023-24)	-1%	0%	+2%	-1%	0%	-1%	0%	0%	-1%	0%

Note: Data source is course history. Denominators only include active students, which accounts for the difference from the old baseline.

Growth Targets - Percent of 9th - 11th Grade Students who Successfully Complete an Honors Course or at Least one CTE Course by the end of 11th Grade										
Student Group	**All students**	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline	**94%**	88%	74%	83%	97%	98%	94%	86%	97%	96%
SY 2023-24 Target	**95%**	90%	78%	85%	97%	98%	95%	88%	97%	97%
SY 2023-24 Actual	**93%**	88%	76%	82%	97%	97%	94%	86%	96%	96%
SY 2024-25 Target	**96%**	91%	81%	88%	98%	99%	96%	90%	98%	97%
Target Annual Progress (%pts)	**0.86**	1.71	3.71	2.43	0.43	0.29	0.86	2.00	0.43	0.57

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.

Percent of Middle School Students who Successfully Complete an Honors Course by the end of 8th Grade										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline %	**73%**	**55%**	**20%**	**30%**	**84%**	**85%**	**67%**	**53%**	**81%**	**83%**
Baseline numerator	10,271	2,533	389	606	655	2,404	967	2,039	671	4,145
Baseline denominator	13,995	4,620	1,958	2,047	782	2,822	1,452	3,839	829	4,993
SY 2023-24 %	**76%**	**61%**	**30%**	**37%**	**88%**	**87%**	**73%**	**57%**	**84%**	**85%**
SY 2023-24 numerator	10,141	3,190	692	736	769	2,272	991	2,079	730	4,029
SY 2023-24 denominator	13,274	5,260	2,291	1,972	872	2,620	1,351	3,628	868	4,757
Change (adjusted baseline to SY 2023-24)	**+3%**	**+6%**	**+10%**	**+7%**	**+4%**	**+2%**	**+6%**	**+4%**	**+3%**	**+2%**

Note: Metric has been adjusted since last year's baseline report, therefore no old baseline is available.

Growth Targets - Percent of Middle School Students who Successfully Complete an Honors Course by the end of 8th Grade										
Student Group	**All students**	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline	**73%**	55%	20%	30%	84%	85%	67%	53%	81%	83%
SY 2023-24 Target	**76%**	61%	31%	39%	86%	86%	71%	59%	83%	85%
SY 2023-24 Actual	**76%**	61%	30%	37%	88%	87%	73%	57%	84%	85%
SY 2024-25 Target	**79%**	66%	41%	49%	87%	88%	75%	65%	85%	86%
Target Annual Progress (%pts)	**3.14**	5.71	10.71	9.29	1.57	1.43	4.00	6.00	2.00	1.71

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.

Metrics and Baseline Data for Goal 3 Measure E

Growth with evidence in at least one/two self-identified Portrait of a Graduate skills, annually

Percent of Students who Demonstrate Growth on one or More POG Attributes as Evidenced in the RUBI Rubrics (earning a score of Proficient or Advanced on the RUBI rubric)

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	**2%**	**1%**	**1%**	**1%**	**2%**	**2%**	**1%**	**1%**	**2%**	**2%**
Baseline numerator	2,699	436	430	243	148	661	174	408	218	1,229
Baseline denominator	178,091	58,035	45,085	28,014	8,184	34,259	17,413	49,370	11,062	65,297
SY 2023-24 %	**4%**	**2%**	**3%**	**3%**	**5%**	**5%**	**3%**	**2%**	**5%**	**5%**
SY 2023-24 numerator	6,655	1,516	1,187	743	442	1,670	471	1,099	532	2,872
SY 2023-24 denominator	176,820	72,298	45,821	27,505	9,532	33,444	17,201	50,521	11,252	63,665
Change (adjusted baseline to SY 2023-24)	**+2%**	**+1%**	**+2%**	**+2%**	**+3%**	**+3%**	**+2%**	**+1%**	**+3%**	**+3%**

Note: This is a two year baseline (SY 2021-22 and SY 2022-23). Metric was not reported last year so no old baseline is available. Data source is RUBI.

Growth Targets - Percent of Students who Demonstrate Growth on one or More POG Attributes as Evidenced in the RUBI Rubrics (earning a score of Proficient or Advanced on the RUBI rubric)

Student Group	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	**2%**	1%	1%	1%	2%	2%	1%	1%	2%	2%
SY 2023-24 Target	**15%**	14%	14%	14%	15%	15%	14%	14%	15%	15%
SY 2023-24 Actual	**4%**	2%	3%	3%	5%	5%	3%	2%	5%	5%
SY 2024-25 Target	**29%**	28%	28%	28%	29%	29%	28%	28%	29%	29%
Target Annual Progress (%pts)	**13.29**	13.43	13.43	13.43	13.29	13.29	13.43	13.43	13.29	13.29

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.

Percent of Students who Complete a POG/POL										
	All Students	**Econ Dis**	**ML (1-4, 6a-d)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline %	**3%**	**2%**	**2%**	**2%**	**3%**	**3%**	**2%**	**2%**	**3%**	**3%**
Baseline numerator	4,757	1,070	1,070	649	250	1,025	330	942	360	2,085
Baseline denominator	178,091	58,035	45,085	28,014	8,184	34,259	17,413	49,370	11,062	65,297
SY 2023-24 %	**6%**	**4%**	**5%**	**5%**	**7%**	**7%**	**4%**	**4%**	**7%**	**7%**
SY 2023-24 numerator	10,170	2,846	2,379	1,441	631	2,350	729	2,075	781	4,206
SY 2023-24 denominator	176,820	72,298	45,821	27,505	9,532	33,444	17,201	50,521	11,252	63,665
Change (adjusted baseline to SY 2023-24)	+3%	+2%	+3%	+3%	+4%	+4%	+2%	+2%	+4%	+4%

Note: This is a two year baseline (SY 2021-22 and SY 2022-23). Metric was not reported last year so no old baseline is available. Data source is EDSL.

Growth Targets - Percent of Students who Complete a POG/POL										
Student Group	**All students**	**Econ Dis**	**ML (1-4, 6a-d)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline	**3%**	2%	2%	2%	3%	3%	2%	2%	3%	3%
SY 2023-24 Target	**16%**	15%	15%	15%	16%	16%	15%	15%	16%	16%
SY 2023-24 Actual	**6%**	4%	5%	5%	7%	7%	4%	4%	7%	7%
SY 2024-25 Target	**29%**	28%	28%	28%	29%	29%	28%	28%	29%	29%
Target Annual Progress (%pts)	**13.14**	13.29	13.29	13.29	13.14	13.14	13.29	13.29	13.14	13.14

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.

Metrics and Baseline Data for Goal 3 Measure F

Students reading on grade level by the end of 3rd grade

Pass Rate on the Grade 3 Reading SOL

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*69%*	*41%*	*34%*	*44%*	*80%*	*81%*	*61%*	*41%*	*82%*	*82%*
Adjusted Baseline %	**69%**	**41%**	**34%**	**44%**	**80%**	**81%**	**61%**	**41%**	**82%**	**82%**
Baseline numerator	8,072	1,632	1,169	774	279	1,750	674	1,306	650	3,665
Baseline denominator	11,765	3,956	3,480	1,752	350	2,164	1,106	3,187	791	4,471
SY 2023-24 %	**70%**	**44%**	**33%**	**46%**	**82%**	**83%**	**59%**	**43%**	**85%**	**83%**
SY 2023-24 numerator	8,508	1,742	1,039	946	391	1,850	653	1,469	753	3,764
SY 2023-24 denominator	12,217	3,970	3,140	2,060	479	2,222	1,106	3,429	881	4,531
Change (adjusted baseline to SY 2023-24)	**+1%**	**+3%**	**-1%**	**+2%**	**+2%**	**+2%**	**-2%**	**+2%**	**+3%**	**+1%**

Note: Data source is the VDOE SSWS Student Performance Roster--English for Accreditation. Pearson records were used to add test details as needed.

Growth Targets - Pass Rate on the Grade 3 Reading SOL

Student Group	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline	**69%**	41%	34%	44%	80%	81%	61%	41%	82%	82%
SY 2023-24 Target	**73%**	49%	43%	51%	82%	83%	66%	49%	84%	84%
SY 2023-24 Actual	**70%**	44%	33%	46%	82%	83%	59%	43%	85%	83%
SY 2024-25 Target	**76%**	56%	51%	59%	84%	85%	71%	56%	86%	86%
Target Annual Progress (%pts)	**3.71**	7.71	8.71	7.29	2.14	2.00	4.86	7.71	1.86	1.86

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.

Pass Rate on the Grade 3 Reading VAAP								
	All Students	**Econ Dis**	**ML (1-4)**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
OLD Baseline	*78%*	*78%*	*79%*	*TS*	*TS*	*80%*	*TS*	*79%*
Adjusted Baseline %	**78%**	**78%**	**79%**	**TS**	**TS**	**80%**	**TS**	**79%**
Baseline numerator	61	29	35	TS	TS	16	TS	18
Baseline denominator	79	37	45	TS	TS	20	TS	23
SY 2023-24 %	**72%**	**75%**	**76%**	**TS**	**TS**	**TS**	**TS**	**TS**
SY 2023-24 numerator	43	18	22	TS	TS	TS	TS	TS
SY 2023-24 denominator	60	24	29	TS	TS	TS	TS	TS
Change (adjusted baseline to SY 2023-24)	**-6%**	**-3%**	**-3%**	TS	TS	TS	TS	TS

Note: Data source is the VDOE SSWS Student Performance Roster--English for Accreditation. Pearson records were used to add test details as needed.

Growth Targets - Pass Rate on the Grade 3 Reading VAAP								
Student Group	**All students**	**Econ Dis**	**ML (1-4)**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline	**78%**	78%	79%	TS	TS	80%	TS	79%
SY 2023-24 Target	**80%**	80%	81%	TS	TS	82%	TS	81%
SY 2023-24 Actual	**72%**	75%	76%	TS	TS	TS	TS	TS
SY 2024-25 Target	**83%**	83%	84%	TS	TS	84%	TS	84%
Target Annual Progress (%pts)	**2.43**	2.43	2.29	TS	TS	2.14	TS	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.

Appendix B
ADDITIONAL GOAL 3 DATA

Table 36: *Percent of Elementary School Students With all Final Marks at or Above a 3 (in core courses)*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*61%*	*39%*	*32%*	*36%*	*61%*	*73%*	*52%*	*39%*	*72%*	*71%*
Adjusted Baseline %	**61%**	**39%**	**32%**	**36%**	**61%**	**73%**	**52%**	**39%**	**72%**	**71%**
Baseline numerator	53,916	11,623	7,400	4,865	1,548	12,073	4,376	9,488	4,263	23,534
Baseline denominator	88,649	30,074	23,188	13,383	2,521	16,567	8,437	24,350	5,896	33,050
SY 2023-24 %	**59%**	**39%**	**29%**	**33%**	**60%**	**71%**	**50%**	**37%**	**72%**	**70%**
SY 2023-24 numerator	52,541	15,137	6,894	4,926	2,104	11,302	4,123	9,411	4,370	23,158
SY 2023-24 denominator	89,729	38,411	24,143	14,888	3,494	16,020	8,322	25,694	6,085	33,248
Change (adjusted baseline to SY 2023-24)	**-2%**	**0%**	**-3%**	**-3%**	**-1%**	**-2%**	**-2%**	**-2%**	**0%**	**-1%**

Note: Data source is SIS.

Table 37: *Percent of Middle and High School Students With all Final Marks at or Above a C- (in core courses)*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*80%*	*65%*	*58%*	*70%*	*83%*	*90%*	*73%*	*64%*	*87%*	*89%*
Adjusted Baseline %	**80%**	**65%**	**57%**	**70%**	**83%**	**90%**	**73%**	**64%**	**87%**	**89%**
Baseline numerator	66,176	17,629	6,743	8,011	4,087	15,175	6,155	14,550	4,050	25,994
Baseline denominator	82,263	27,216	11,738	11,505	4,940	16,820	8,413	22,869	4,654	29,190
SY 2023-24 %	**75%**	**57%**	**48%**	**61%**	**80%**	**87%**	**66%**	**54%**	**84%**	**86%**
SY 2023-24 numerator	65,923	19,929	7,192	7,629	4,859	15,305	5,948	13,719	4,366	26,284
SY 2023-24 denominator	88,410	34,717	15,135	12,412	6,099	17,655	9,037	25,504	5,203	30,619
Change (adjusted baseline to SY 2023-24)	**-5%**	**-8%**	**-9%**	**-9%**	**-3%**	**-3%**	**-7%**	**-10%**	**-3%**	**-3%**

Note: Data source is SIS. Core courses include those related to English, Mathematics, Science and Social Studies.

Table 35: *Percent of Graduating Students With a Cumulative GPA Above 2.0*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*95%*	*88%*	*81%*	*88%*	*98%*	*98%*	*92%*	*88%*	*97%*	*98%*
Adjusted Baseline %	**95%**	**88%**	**80%**	**87%**	**98%**	**98%**	**91%**	**88%**	**97%**	**98%**
Baseline numerator	13,303	3,513	926	1,608	1,013	3,003	1,341	2,861	733	5,325
Baseline denominator	14,035	4,000	1,161	1,848	1,039	3,063	1,469	3,264	759	5,437
SY 2023-24 %	**95%**	**88%**	**81%**	**87%**	**97%**	**98%**	**91%**	**87%**	**98%**	**98%**
SY 2023-24 numerator	13,380	4,317	1,071	1,579	1,193	2,963	1,348	3,099	797	5,114
SY 2023-24 denominator	14,155	4,879	1,319	1,810	1,224	3,014	1,487	3,543	814	5,236
Change (adjusted baseline to SY 2023-24)	**0%**	**0%**	**+1%**	**0%**	**-1%**	**0%**	**0%**	**-1%**	**+1%**	**0%**

Note: Data source is course history.

Table 39: *Percent of Students who Demonstrate Proficiency on Grade 4 and Grade 8 Local Alternative Assessments*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*94%*	*88%*	*82%*	*88%*	*96%*	*97%*	*92%*	*88%*	*97%*	*97%*
Adjusted Baseline %	**94%**	**88%**	**83%**	**87%**	**96%**	**97%**	**92%**	**88%**	**97%**	**97%**
Baseline numerator	20,775	6,243	3,490	2,921	1,036	4,244	2,022	5,197	1,326	7,901
Baseline denominator	22,055	7,115	4,228	3,339	1,077	4,356	2,200	5,892	1,372	8,112
SY 2023-24 %	**91%**	**82%**	**75%**	**80%**	**96%**	**96%**	**88%**	**79%**	**95%**	**96%**
SY 2023-24 numerator	23,737	8,700	4,472	3,314	1,389	4,754	2,269	5,707	1,656	9,259
SY 2023-24 denominator	26,225	10,645	6,001	4,118	1,451	4,968	2,577	7,179	1,743	9,646
Change (adjusted baseline to SY 2023-24)	**-3%**	**-6%**	**-8%**	**-7%**	**0%**	**-1%**	**-4%**	**-9%**	**-2%**	**-1%**

Note: Data source is elementary report card final marks (grade 4) and quarter marks (grade 8 from SIS..

Table 40: *Percent of Students who Demonstrate District-defined Proficiency on High School Social Studies State Approved Assessments*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*88%*	*81%*	*75%*	*80%*	*89%*	*93%*	*85%*	*80%*	*90%*	*91%*
Adjusted Baseline %	**88%**	**81%**	**75%**	**80%**	**89%**	**93%**	**85%**	**80%**	**90%**	**91%**
Baseline numerator	14,479	4,637	1,896	1,788	812	3,016	1,504	3,840	850	5,205
Baseline denominator	16,521	5,736	2,543	2,221	911	3,231	1,763	4,816	940	5,699
SY 2023-24 %	**89%**	**81%**	**75%**	**83%**	**92%**	**95%**	**88%**	**79%**	**93%**	**94%**
SY 2023-24 numerator	14,828	5,517	2,442	1,873	930	3,077	1,523	4,088	865	5,200
SY 2023-24 denominator	16,694	6,793	3,273	2,269	1,016	3,250	1,733	5,153	929	5,548
Change (adjusted baseline to SY 2023-24)	**+1%**	**0%**	**0%**	**+3%**	**+3%**	**+2%**	**+3%**	**-1%**	**+3%**	**+3%**

Note: Data sources include Test Requirement Status and Student Course History from SIS as well as student test results from SIS via EDSL.

Table 41: *Percent of Students who Made Expected Growth on Fall to Spring on Reading Screeners, Grades 1-3*

	All Students	Econ Dis	ML (1-4)	504	SWD	Asian	Black	Hispanic	Multiracial	White
SY 2023-24 %	**56%**	**49%**	**47%**	**47%**	**58%**	**61%**	**51%**	**48%**	**61%**	**61%**
SY 2023-24 numerator	21,152	8,062	4,990	2,667	691	4,005	1,706	5,234	1,607	8,529
SY 2023-24 denominator	37,550	16,322	10,724	5,696	1,191	6,587	3,319	10,910	2,625	13,968

Note: Data source is iReady. No baseline as data was not reported last year.

Table 42: *Percent of K-12 Students who Meet the Grade Level Benchmark on Reading Screeners Administered in the Spring*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*61%*	*34%*	*18%*	*32%*	*73%*	*75%*	*51%*	*34%*	*76%*	*74%*
Adjusted Baseline %	**61%**	**34%**	**18%**	**31%**	**75%**	**75%**	**51%**	**34%**	**76%**	**74%**
Baseline numerator	74,527	14,489	4,830	5,753	3,656	17,416	6,277	11,799	5,893	32,875
Baseline denominator	122,683	42,365	27,219	18,389	4,880	23,207	12,250	34,643	7,732	44,358
SY 2023-24 %	**66%**	**43%**	**21%**	**36%**	**80%**	**79%**	**57%**	**39%**	**81%**	**79%**
SY 2023-24 numerator	103,907	27,400	7,188	8,497	6,603	23,678	8,808	17,544	8,276	45,197
SY 2023-24 denominator	158,264	64,461	34,060	23,469	8,284	29,841	15,365	44,796	10,272	57,337
Change (adjusted baseline to SY 2023-24)	**+5%**	**+9%**	**+3%**	**+5%**	**+5%**	**+4%**	**+6%**	**+5%**	**+5%**	**+5%**

Note: Data sources include PALS, iReady, and Reading Inventory.

Table 43: *Percent of 1-12 Students who Make Expected Growth From Fall to Spring on Reading Screeners*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*49%*	*41%*	*38%*	*41%*	*55%*	*54%*	*44%*	*41%*	*54%*	*54%*
Adjusted Baseline %	**50%**	**41%**	**38%**	**41%**	**55%**	**55%**	**45%**	**42%**	**55%**	**55%**
Baseline numerator	49,751	13,856	8,281	6,174	2,146	10,339	4,428	11,300	3,519	19,979
Baseline denominator	99,035	33,613	21,538	15,071	3,898	18,835	9,911	27,207	6,373	36,318
SY 2023-24 %	**53%**	**46%**	**42%**	**44%**	**55%**	**57%**	**48%**	**45%**	**57%**	**57%**
SY 2023-24 numerator	60,332	22,057	10,916	7,852	3,189	11,856	5,347	14,601	4,335	23,930
SY 2023-24 denominator	114,862	47,775	26,040	17,859	5,781	20,953	11,173	32,585	7,584	42,080
Change (adjusted baseline to SY 2023-24)	**+3%**	**+5%**	**+4%**	**+3%**	**0%**	**+2%**	**+3%**	**+3%**	**+2%**	**+2%**

Note: Data source is iReady and Reading Inventory.

Table 44: *Percent of K-12 Students who Meet the Grade Level Benchmark on Math Screeners Administered in the Spring*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*54%*	*29%*	*21%*	*29%*	*56%*	*72%*	*41%*	*29%*	*68%*	*67%*
Adjusted Baseline %	**54%**	**29%**	**21%**	**29%**	**57%**	**72%**	**41%**	**29%**	**68%**	**67%**
Baseline numerator	58,786	11,003	5,387	4,720	2,290	14,267	4,377	8,929	4,692	26,315
Baseline denominator	108,577	37,887	26,022	16,228	4,003	19,686	10,757	31,325	6,887	39,487
SY 2023-24 %	**55%**	**34%**	**22%**	**31%**	**60%**	**72%**	**42%**	**30%**	**70%**	**68%**
SY 2023-24 numerator	73,226	19,117	7,194	6,421	3,721	16,922	5,419	12,033	6,022	32,581
SY 2023-24 denominator	132,904	56,693	32,521	20,979	6,226	23,486	12,793	39,478	8,646	47,946
Change (adjusted baseline to SY 2023-24)	**+1%**	**+5%**	**+1%**	**+2%**	**+3%**	**0%**	**+1%**	**+1%**	**+2%**	**+1%**

Note: Data source is EMAS, iReady, and Math Inventory.

Table 45: *Percent of 1-12 Students who Make Expected Growth From Fall to Spring on Math Screeners*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*49%*	*44%*	*42%*	*44%*	*52%*	*53%*	*45%*	*44%*	*52%*	*52%*
Adjusted Baseline %	**49%**	**44%**	**42%**	**44%**	**53%**	**53%**	**45%**	**44%**	**52%**	**52%**
Baseline numerator	43,853	13,014	8,564	5,814	1,808	8,713	3,954	10,765	3,021	17,234
Baseline denominator	88,768	29,786	20,192	13,237	3,432	16,332	8,701	24,335	5,803	33,249
SY 2023-24 %	**53%**	**47%**	**45%**	**47%**	**55%**	**58%**	**49%**	**47%**	**56%**	**56%**
SY 2023-24 numerator	55,683	21,306	11,685	8,002	2,887	10,488	4,975	14,504	3,852	21,656
SY 2023-24 denominator	105,296	44,920	25,805	17,011	5,217	18,200	10,141	30,897	6,882	38,741
Change (adjusted baseline to SY 2023-24)	**+4%**	**+3%**	**+3%**	**+3%**	**+2%**	**+5%**	**+4%**	**+3%**	**+4%**	**+4%**

Note: Data source iReady and Math Inventory.

Table 46: *Of Those Completing Algebra I by end of 8th Grade, Those With a Final Mark of C- or Higher*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2023-24 %	**95%**	**87%**	**82%**	**92%**	**95%**	**98%**	**91%**	**86%**	**98%**	**98%**
SY 2023-24 numerator	7,861	1,930	267	460	559	2,060	642	1,173	621	3,326
SY 2023-24 denominator	8,254	2,215	327	498	589	2,108	703	1,357	636	3,411

Note: Data source is the Student Course History report in SIS

Table 47: *Percent of Students in the Senior Cohort who Earned a C- or Higher in at least one AP/IB/DE or Other 1.0 Weighted Course Before Graduating*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	**74%**	**54%**	**20%**	**28%**	**82%**	**87%**	**62%**	**54%**	**79%**	**82%**
Baseline numerator	10,341	2,122	218	509	845	2,664	900	1,727	598	4,422
Baseline denominator	13,909	3,921	1,105	1,823	1,035	3,048	1,456	3,196	755	5,411
SY 2023-24 %	**76%**	**61%**	**30%**	**32%**	**84%**	**90%**	**64%**	**58%**	**83%**	**83%**
SY 2023-24 numerator	10,735	2,937	388	578	1,023	2,705	952	2,015	675	4,347
SY 2023-24 denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
Change (adjusted baseline to SY 2023-24)	**+2%**	**+7%**	**+10%**	**+4%**	**+2%**	**+3%**	**+2%**	**+4%**	**+4%**	**+1%**

Note: Data source is course history.

Table 48: *Percent of Students in the Senior Cohort who Earned CTE Completer Status Before Graduating*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	**35%**	**42%**	**31%**	**35%**	**32%**	**31%**	**45%**	**39%**	**31%**	**33%**
Baseline numerator	4,907	1,652	340	639	336	960	655	1,246	232	1,798
Baseline denominator	13,909	3,921	1,105	1,823	1,035	3,048	1,456	3,196	755	5,411
SY 2023-24 %	**36%**	**41%**	**31%**	**33%**	**33%**	**35%**	**41%**	**39%**	**33%**	**33%**
SY 2023-24 numerator	5,054	1,956	394	594	409	1,049	609	1,364	264	1,746
SY 2023-24 denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
Change (adjusted baseline to SY 2023-24)	**+1%**	**-1%**	**0%**	**-2%**	**+1%**	**+4%**	**-4%**	**0%**	**+2%**	**0%**

Note: Data source is state record collection.

Table 49: *Student Demographic Information*

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24
All	180,028	178,605	180,100	180,947
Econ Dis	49,989	56,707	67,126	69,720
ML (1-4, 9)	30,178	33,903	35,744	37,023
SWD	25,885	26,670	27,835	29,549
Asian	35,603	34,474	34,159	33,831
Black	18,058	17,636	17,617	17,680
Hispanic	48,871	49,004	50,563	51,953
Multiracial	10,601	10,874	11,221	11,371
White	66,209	65,927	65,840	65,365

Note: This table reflects Full-time Grade K-12 membership within FCPS schools and centers. Data Source is VDOE Fall Membership Build-A-Table.

Appendix C
GOAL 3 METRICS CHANGES FROM THE 2023-24 BASELINE REPORT

	Metrics
Measure A	Percent of 9th-12th grade students who earn sufficient high school course credit to move onto the next grade level. *This metric is being subsumed into Goal 5 metrics.* Of the students with a reading, mathematics, or life skills IEP goal, the percent of students meeting IEP goals in each respective area. *This metric was updated to separate out reporting reading and math. The life skills portion of this metric is being presented in Goal 5.* Of the students who did not have all final marks at or above 3 on the elementary progress reports the prior year, the percent of students who have all final marks at or above a 3 (ES) or a C- (MS) the subsequent year. Of the students who did not have all final marks at or above a C- on the middle or high school report card the prior year, the percent of students who have all final marks at or above a C- the subsequent year Of the students who did not meet IEP goals in reading or mathematics the prior year, the percent of students with IEPs who meet their goals in reading or mathematics the subsequent year *These metrics are being subsumed into existing metrics that report on annual outcomes.*
Measure B	The AP and IB metrics have been updated to reflect the total number of tests passed in the areas of English, Math, Science, or Social Studies out of the total number of tests taken. Total number of unique student test takers is also indicated.
Measure C	Of the schools (ES or MS) that identified a SIIP goal for 3C, the percent of schools making expected progress on their measurable outcomes. *This metric is being subsumed into the existing metric that reports on annual student outcomes.*
Measure D	Percent of middle school students who successfully complete an honors course or at least one CTE course by the end of 8th Grade. *This metric has been updated to isolate honors courses.* Of the students who were not enrolled in an MS Honors or HS 0.5 - 1.0 weighted course the prior year, the percent of students who enrolled in an MS Honors or HS 0.5 - 1.0 weighted course the subsequent year. *This data is being subsumed into existing metrics that report on annual student outcomes.* Of the schools (HS) that identified a SIIP goal for 3D, the percent of schools making expected progress on their measurable outcome. *This data is subsumed in Goal 5 metrics.*
Measure E	POG/POL metrics previously under development have been updated and included.

Measure F	Of the schools (ES) that identified a SIIP goal for 3F, percent of schools making expected progress toward Goal 3F on their measurable outcome. *This metric is being subsumed into the existing metric that reports on annual student outcomes.*

Appendix D
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 E
STRATEGIC PLAN EQUITY COMMITMENTS

Goal	Equity Commitment
Goal #1: Strong Start: Pre-K-12	We will ensure authentic and affirming partnerships with families and key stakeholders by engaging in collaborative decision making that results in each student's success.
Goal #2: Safe, Supported, Included and Empowered	We will amplify student voice to inform our approaches, honor students' identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture.
Goal #3: Academic Growth and Excellence	Every student will acquire critical and creative thinking skills, meet/exceed high academic standards, and achieve their highest academic potential.
Goal #4: Equitable Access and Opportunity	Every student will have access to high-quality academic programming and resources to support their success.
Goal #5: Leading for Tomorrow's Innovation	Every student will graduate ready to thrive in life after high school and with the skills to navigate, adapt, and innovate for a sustainable future.