EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

GOAL 3 REPORT

FCPS

2025–26

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Executive Summary

In June 2023, the Fairfax County Public Schools (FCPS) School Board approved the Division's Strategic Plan 2023-30, which represented a year-long effort to bring together the diverse perspectives of more than 117,000 parents/caregivers, staff, students, and community members. The approved plan contains five goals, each with a set of measures that the Division is using to gauge progress and an equity commitment that articulates what FCPS will do to ensure excellence, equity, and opportunity for all students. The Strategic Plan charts a seven-year journey for the Division to accomplish five student-focused strategic goals:

- **Goal 1: Strong Start: Pre-K-12.** Every student will develop foundational academic skills, curiosity, and a joy for learning necessary for success in Pre-K through 12th grade.
- **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 annual report examines progress on Goal 3, and includes data on the six associated measures:

- **3A:** 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)
- **3B:** Growth and performance on state/national/international assessments in reading, math, social studies, and science
- **3C:** Successful completion of Algebra 1 by 8th grade
- **3D:** 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.)
- **3E:** Growth with evidence in at least one/two self-identified Portrait of a Graduate skills, annually
- **3F:** Students reading on grade level by the end of 3rd grade

This report focuses on **Excellence in Language Arts** and **Excellence in Mathematics**. See Figures 1-2. Additional data related to these measures can be found in Appendix A.

Figure 1: *Excellence in Language Arts*

How FCPS did in SY 2024-25	In SY 2024-25, 79 percent of FCPS students passed the Reading SOL, exceeding the state average and up two percentage points from baseline. The pass-advanced rate (23%) exceeded the state average and all other large local divisions, and 88 percent of AP/IB English exams resulted in a passing score. FCPS remains committed to its Strategic Priority of Reading by 3rd Grade: in SY 2024-25, 71 percent of students passed the Grade 3 Reading SOL, up two percentage points from baseline.
Strategic Priority	Early reading is a strong predictor of later reading and writing skill and is important for keeping students on track in their subjects, as literacy skills continue to develop throughout the school years as students build fluency, vocabulary, comprehension, and academic reading skills. As such, 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.
How different student groups are impacted	Students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Black and Hispanic students continue to have Reading SOL pass rates (including on the Grade 3 Reading SOL) that fall substantially below the Division average. For FCPS to meet its 2030 goals for these student groups, growth will need to be accelerated in future years.
What FCPS is doing	**Strategy 1. Provide all students with literacy instruction based on the science of reading** ● Train all K-8 teachers to provide instruction based on the science of reading ● Provide additional language instruction for Multilingual learners ● Adjust instruction based on the needs of Students with Disabilities ● Establish and monitor classroom-level expectations for instruction **Strategy 2. Identify and intervene early with students at risk of not reading at grade level** ● Implement student reading plans and interventions based on assessed risk ● Provide opportunities for summer learning ● Staff each school with a reading specialist ● Group at-risk students with similar literacy needs for targeted intervention **Strategy 3: Provide additional resources and support to schools with high levels of need** ● Group all 3rd graders with similar literacy needs for targeted intervention/enrichment at select schools ● Pilot enhancements to 1st grade phonics instruction at schools receiving Title I funds ● Expand literacy staffing and training at schools receiving Title I funds **Strategy 4. Support Multilingual learners in gaining English language skills** ● Use data tools to monitor Multilingual learners' needs and language instruction ● Tailor interventions based on student's educational needs ● Address the language and learning needs of Multilingual learners with Disabilities ● Offer biliteracy interventions to students with limited home-language literacy or instruction **Strategy 5. Partner with families in their students' reading** ● Regularly communicate the results of K-6 literacy common assessments ● Partner with families to support student literacy ● Engage families in students' English language skills and educational progress

Figure 2: *Excellence in Mathematics*

How FCPS did in SY 2024-25	In SY 2024-25, 78 percent of FCPS students passed their math SOL, exceeding the state average and up seven percentage points from baseline. The pass-advanced rate on Math SOLs (20%) also exceeded the state average and all other large local divisions. Half of FCPS students in grades 5-9 passed a math SOL in above-grade-level content, including 8th graders passing an SOL in Algebra 1 or higher. These rates outpace the state average and neighboring school divisions. FCPS remains committed to its Strategic Priority of Algebra 1 by 8th grade: 61 percent of students earned a verified credit in Algebra 1 by the end of 8th grade, up ten percentage points from baseline.
Why this measure is important	Algebra 1 by the end of 8th grade, while focused on the middle school years, is expected to increase mathematics skills in elementary school and in high school, as students benefit from deeper understanding of and connections between concepts and skills. As a result, completing Algebra 1 in middle school 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.
How different student groups are impacted	Students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Black and Hispanic students continue to have rates substantially below the Division average in Math SOL pass rates (grades 3-8, EOC) and in receipt of a verified credit in Algebra 1 before the end of 8th grade. For FCPS to meet its 2030 goals for these student groups, growth will need to be accelerated in future years.
What FCPS is doing	**Strategy 1. Prepare all students for Algebra 1 by 8th grade as the standard (default) course** ● Revise K-7 mathematics curriculum and course structure ● Train teachers in revised curriculum and evidence-based mathematics instruction ● Improve the integrity of implementation of core mathematics program ● Expand access to advanced mathematical concepts in elementary school ● Utilize screener data to support elementary school students gaining knowledge ● Train teachers in strategies to build students' conceptual understanding **Strategy 2. Increase the utilization of Algebra 1 open enrollment** ● Educate students and families about opportunities for advanced mathematics ● Revise enrollment practices for middle school advanced mathematics ● Embed Algebra 1 by 8th grade goals into School Improvement and Innovation Plans ● Create a community of schools to develop and refine enrollment strategies ● Increase the number of middle school teachers able to teach Algebra 1 **Strategy 3. Provide additional support and intervention to help students succeed in Algebra 1** ● Support students with knowledge gaps in Algebra 1 ● Provide summer programming to bridge Math 7 to Algebra 1 ● Increase language accessibility of mathematics instruction

Methods used in FCPS Goal Reports

FCPS monitors its Strategic Plan through annual Goal Reports, which present data for the most recent school year on FCPS' 31 accountability measures compared against a pre-plan baseline and annual targets. Targets were set assuming the Division needs to make linear progress toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. When baseline performance falls within a pre-defined "zone of success" (typically, 95 to 100%), the target is set to "maintain" to reflect that student groups are expected to meet or exceed the level of performance from the baseline year.

Falling below the target in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target may position FCPS to meet the goals ahead of schedule and reduce the improvement needed later. Targets are not reset based on current year performance, including for student groups whose baseline performance fell within the zone of success (i.e., with a target of "maintain") with current year performance below this range. Reports may also present additional data without annual targets to provide context and support monitoring of factors that contribute to strategic outcomes. Finally, annual Goal Reports highlight strategies that FCPS is pursuing to achieve desired performance. 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. They also provide the Board with information to support broader policy and budget deliberations.

FCPS sets and monitors progress against targets for students based on five mutually-exclusive categories of race-ethnicity – Asian (non-Hispanic), Black (non-Hispanic), Hispanic (any race), White (non-Hispanic), and Multiracial (non-Hispanic)[1] – and for four student service groups:

1. **Students who were Economically Disadvantaged (Econ Dis)** met, at any point during the school year, criteria making them eligible for free or reduced-price meals (including students whose families have declined the benefits) 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.
2. **Multilingual Learners (MLs)** have been classified by WIDA ACCESS, an assessment of a student's ability to listen, speak, read, and write in English, as demonstrating (a) limited English language proficiency (ELP 1-4) or (b) recent English proficiency, gained in the last four years after having received ESOL services (ELP 6a-d). In SY 2024-25, Multilingual learners in kindergarten whose ELP level had not been established were listed as level 9. Goal Reports always note the ELP levels included when displaying data on Multilingual learners.
3. **Students with Disabilities (SWD)** have an Individualized Education Program (IEP), including those who receive special education services for less than 50 percent of their instructional hours (categorized as Level 1) and those who receive special education services for 50 percent or more of their instructional hours (categorized as Level 2).
4. **Students with a 504 Plan (504 plan)** qualify for and are receiving modifications, accommodations, or services under Section 504 of the Rehabilitation Act of 1973.

[1] State and local reporting omits students identified as American Indian or Alaska Native students (0.3% of enrollment) and Native Hawaiian or Pacific Islander (0.1% of enrollment).

Data on students who belong to *multiple* reported categories are also presented throughout Goal Reports where insights are relevant.

Figure 3 provides a high-level overview of FCPS' Fall SY 2024-25 membership across eight of the nine student groups tracked in Division strategic plan reports. Data from the state average and other large school divisions in Northern Virginia are provided for comparison. Data on students who have a 504 plan is not reported by the Virginia Department of Education (VDOE).

Figure 3: *Composition of Fall Membership, SY 2024-25*

	All Students	Econ Dis	MLs		SWD	Asian	Black	Hispanic	Multiracial	White
			Current (1-4, 9)	Former (6a-d)						
FCPS	180,558	41%	21%	6%	17%	18%	10%	29%	6%	36%
State	1,261,387	43%	12%	3%	15%	8%	21%	20%	7%	43%
Alexandria	16,613	46%	38%	7%	12%	7%	23%	38%	5%	27%
Arlington	27,986	26%	21%	6%	15%	9%	11%	31%	8%	41%
Loudoun	81,578	25%	14%	6%	12%	27%	7%	20%	6%	39%
Prince William	90,629	34%	22%	7%	14%	12%	19%	37%	6%	26%

Note: Data source is VDOE Build a Table, 9/19/25. VDOE annually collects statistics on the number of students enrolled on September 30.

For each metric that has targets, FCPS indicates the extent to which the most recent school year's annual performance met these targets. As shown in Figure 4, when FCPS meets an annual or SY 2029-30 target, the "Target Met" designation is used. When performance did not meet the annual target but was approaching SY 2029-30 targets (generally, within five percentage points of the SY 2029-30 target), the "Approaching" designation is used. When performance has improved from the baseline but not met the previous two criteria, the "Progress" designation is used. Finally, when performance has not improved from baseline, the "Baseline" designation is used.

Figure 4: *Performance Framework Used in SY 2025-26 Goal Reports*

Target Met	Performance met annual target and/or SY 2029-30 target (typically 95-100%)
Approaching	Performance within 5 percentage points of meeting SY 2029-30 target (typically 90-94%)
Progress	Performance progressed beyond baseline but did not meet the annual target
Baseline	Performance did not improve from baseline

For any metric with targets where the denominator for the "all" group is less than 100, targets are set on the "all" group and no additional student group data are shown.

FCPS utilizes data from a variety of sources in its Goal Reports, including but not limited to:

- **FCPS Student Records Collection.** Except in cases where the VDOE provides a specific student roster for metric reporting, all demographic information was pulled from a single point-in-time Student Records Collection (SRC) to allow for greater standardization of student reporting across metrics and goals. Beginning with the End of Year (EOY) SY 2024-25 SRC, student's reported gender was restricted to "male" and "female" in the state demographic file to comply with revised VDOE guidance following changes in federal policy. The category of "other" was inactivated for reporting; for students whose official records indicate "other," schools contact parents/guardians to identify appropriate coding.
- **VDOE website.** FCPS uses performance data for the state and other school divisions in Northern Virginia pulled directly from the VDOE website, as specified throughout these reports.
- The **National Student Clearinghouse** (NSC) provides data on college enrollment for high school students across the country. As of 2025, 97 percent of students attending US public and private higher education were enrolled in institutions that participated in the NSC.
- External and internal surveys, including:
    - The **FCPS Student Experience Survey**, a confidential, voluntary survey of FCPS students in grades 3-12 that was launched in Spring 2025, expected to be administered annually.
    - The **FCPS Senior Survey,** an annual survey of 12th grade students expected to graduate during the school year (through August), typically administered in May.
    - The **Fairfax County Youth Survey,** an anonymous, voluntary survey of students in grades 6, 8, 10, and 12, typically administered annually in November.
    - The **Virginia School Survey of Climate and Working Conditions,** an anonymous, state-required survey of students in grades 6-12, typically administered annually in February/March in alternating years to students in grades 9-12 and grades 6-8.

Excellence in Language Arts

The ability to effectively receive and communicate information–to listen, read, speak, and write–is essential for students to gain knowledge, complete assignments, and convey their understanding.

Over time, students who develop and hone these skills, particularly written language skills, are more likely to pass standardized assessments (including in non-language arts subjects like math and science[2]), access advanced coursework,[3] graduate high school,[4] and enroll in college.[5] When entering the workforce, they are more likely to be employed full-time[6] and to have skills that transfer immediately to their career.[7]

One of the primary ways that students demonstrate language skills is through standardized assessments. Specifically, students' reading and writing skills are assessed, as appropriate, through Standards of Learning (SOL) assessments, Virginia Alternative Assessment Program (VAAP) assessments, WorkKeys: Business Writing Exams, Advanced Placement (AP) Exams, International Baccalaureate (IB) Exams, SAT results, and World-Class Instructional Design and Assessment (WIDA) assessments. Figure 5 provides a summary of relevant data points, including comparison data when available.

Figure 5: *Percent of Students Passing Literacy Assessments, SY 2024-25*

	FCPS	State	Alexandria	Arlington	Loudoun	Prince William
PROFICIENCY IN LANGUAGE ARTS						
Reading SOL Pass Rate (3-8, EOC)	79%	74%	61%	79%	82%	76%
Reading VAAP Pass Rate (3-8, HS)	84%	91%	79%	84%	93%	93%
ADVANCED SKILL IN LANGUAGE ARTS						
Reading SOL Pass-Advanced Rate	23%	14%	13%	22%	20%	14%
AP/IB English Exam Pass Rate	88%	n/a	n/a	n/a	n/a	n/a
Average SAT Reading Score	596	480	n/a	n/a	n/a	n/a
GROWTH IN ACADEMIC ENGLISH LANGUAGE SKILLS						
WIDA Progress	58%*	54%	51%	54%	56%	55%

Note: Data source is VDOE build-a-table, accessed November 21, 2025; VDOE School Quality Profiles, accessed December 18, 2025; internal FCPS data pull; 2025 Virginia SAT Suite of Assessments Annual Report; College Board. (2025). State and District Integrated Report.

* FCPS' WIDA progress was reported as 58% in State School Quality Profiles.

[2] Cromley, J. G. (2009). Reading achievement and science proficiency: International comparisons from the Programme on International Student Assessment. *Reading Psychology, 30*(89).

[3] 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*.

[4] Hernandez, D. (2011). *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. Foundation for Child Development and the Annie E. Casey Foundation, 2011

[5] 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

[6] OECD. (2024). *Do Adults Have the Skills They Need to Thrive in a Changing World?* Survey of Adult Skills 2023

[7] ALL IN: The Adult Literacy & Learning Impact Network. (2025). *Advancing Adult Literacy: Mobilizing Business & the Beltway*.

Proficiency in Language Arts

Most students in grades 3-8 and in high school (typically grade 11) demonstrate their reading ability during annual SOLs.[8] Students with the most significant cognitive disabilities are exempted and may take the VAAP instead. In SY 2024-25, 79 percent of FCPS students passed the Reading SOL, exceeding the state average and between the rates of other large divisions in Northern Virginia. The pass rate for the VAAP was 84 percent, below the state average and between the rates of other divisions. See Figure 6.

Figure 6: *Number and Percent of Students Passing State Literacy Assessments, SY 2024-25*

	FCPS	State	Alexandria	Arlington	Loudoun	Prince William
Reading SOL Pass Rate (3-8, EOC)	**79%**	**74%**	**61%**	**79%**	**82%**	**76%**
Numerator	72,834	474,522	4,744	11,360	35,611	35,642
Denominator	92,354	642,432	7,723	14,325	43,243	46,834
Reading VAAP Pass Rate (3-8, HS)	**84%**	**91%**	**79%**	**84%**	**93%**	**93%**
Numerator	426	5,439	50	71	291	557
Denominator	507	5,949	63	85	314	599

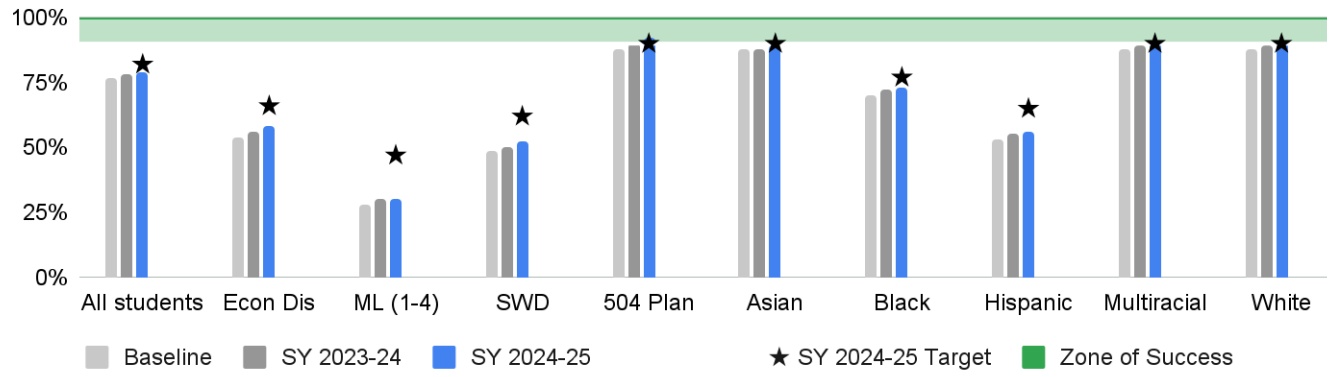
Note: Data source is VDOE build-a-table, accessed December 18, 2025.

The VDOE allows school divisions to choose from several approved tests to award a verified credit in Writing. While the state's Writing SOL is available in high school and most divisions participate, it is not required[9] for participation under the Every Student Succeeds Act (ESSA) and just 114 FCPS students took it in SY 2024-25. Instead, based on state flexibility, FCPS has elected to use the WorkKeys Business Writing assessment, along with AP and IB English exams, as the primary approach for students to earn verified credits in Writing for graduation. In SY 2024-25, 12,855 FCPS students took the WorkKeys Business Writing assessment, and 97 percent passed. Figure 53, Appendix B provides more information on scoring. Data on WorkKeys pass rates are not available for the state and nearby divisions.

[8] Exemptions include transfer students meeting enrollment criteria; students who were absent throughout the testing window, had a medical emergency, or were otherwise not assessed; and Multilingual learners with less than 12 instructional months in U.S. public schools.
[9] The SOL Writing test is only required in cases when a student with an IEP is expected to seek a Special Permission Locally Awarded Verified Credit-Accommodation, when a student needs access to paper/pencil format or a testing accommodation not supported by the substitute test, or when a family has requested their student access the SOL test.

FCPS' SY 2024-25 Reading SOL pass rate of 79 percent was two percentage points higher than baseline. White and Multiracial students and those with a 504 plan each met their annual target for SY 2024-25. Compared to the Division average, Multilingual learners, Students with Disabilities, students who were Economically Disadvantaged, and Black and Hispanic students had substantially lower pass rates. For FCPS to meet its 2030 goals for these student groups, growth will need to be accelerated in future years.

Figure 7: *SOL Annual Pass Rate for Reading (Grades 3-8, EOC) (Measure 3B)*

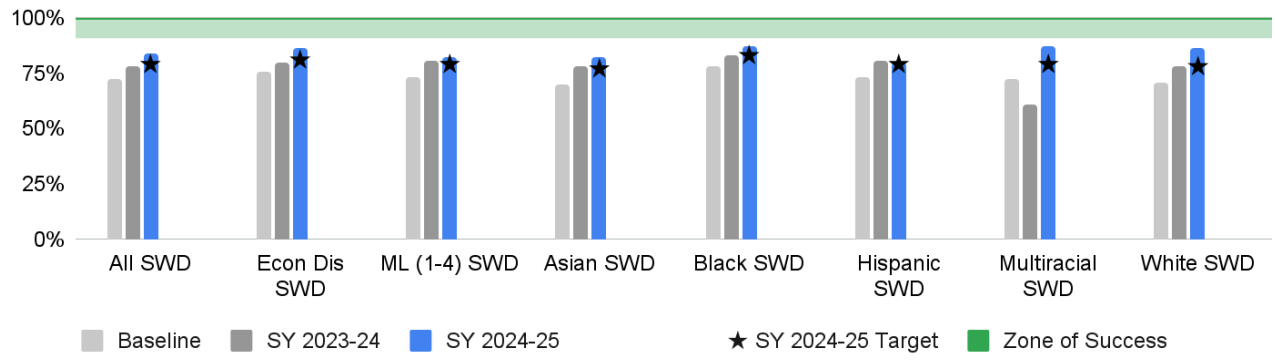


	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**77%**	**54%**	**28%**	**49%**	**88%**	**88%**	**70%**	**53%**	**88%**	**88%**
Numerator	63,837	14,583	4,204	5,993	3,491	14,498	5,748	11,799	4,614	26,939
Denominator	82,719	26,927	15,136	12,209	3,960	16,443	8,188	22,056	5,217	30,495
SY 2023-24	**78%**	**56%**	**30%**	**50%**	**90%**	**88%**	**72%**	**55%**	**89%**	**89%**
Numerator	70,721	16,352	5,171	7,152	4,933	15,262	6,451	13,542	5,393	29,813
Denominator	91,006	29,012	17,391	14,236	5,462	17,278	8,978	24,772	6,029	33,568
SY 2024-25	**79%**	**58%**	**30%**	**52%**	**92%**	**89%**	**73%**	**56%**	**90%**	**90%**
Numerator	72,834	16,537	5,339	7,594	5,548	15,485	6,555	14,439	5,582	30,505
Denominator	92,355	28,554	17,591	14,544	6,021	17,397	8,940	25,627	6,174	33,833
Target	82%	66%	47%	62%	90%	90%	77%	65%	90%	90%
Performance	Progress	Progress	Progress	Progress	Target Met	Progress	Progress	Progress	Target Met	Target Met

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

The pass rate for the Reading VAAP increased 12 percentage points from baseline, and all student groups met their annual targets. Variation between student groups was minimal. See Figure 8. 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 to 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 divisions better align to the parameters of VAAP disability guidelines. FCPS implemented this tool in 2022, and fewer students took the VAAP in SY 2023-24 and in SY 2024-25.

Figure 8: *VAAP Annual Pass Rate for Reading (Grades 3-8, HS) (Measure 3B)*



	All SWD	Econ Dis SWD	ML (1-4) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Baseline	**72%**	**76%**	**73%**	**70%**	**78%**	**73%**	**72%**	**71%**
Numerator	456	174	256	84	79	114	23	151
Denominator	630	229	349	120	102	156	32	214
SY 2023-24	**78%**	**80%**	**81%**	**78%**	**83%**	**81%**	**61%**	**78%**
Numerator	486	185	271	90	90	125	17	159
Denominator	620	230	336	116	109	155	28	205
SY 2024-25	**84%**	**86%**	**82%**	**82%**	**87%**	**80%**	**87%**	**86%**
Numerator	426	165	236	73	82	122	20	124
Denominator	507	191	287	89	94	152	23	144
Target	79%	81%	79%	77%	83%	79%	79%	78%
Performance	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met

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

Advanced Skill in Language Arts

Several measures provide insight into how FCPS students demonstrate advanced performance in reading and writing. These include advanced scores on the Reading and Writing SOLs, success in AP and IB English exams, and results on the SAT Evidence-Based Reading and Writing section. Taken together, these results showcase the extent to which FCPS students have attained higher levels of academic literacy.

Last year, 23 percent of FCPS students passed the Reading SOL at an advanced level, referred to as a "pass advanced." See Figure 9. These rates exceed the state average and all other local large divisions. As noted earlier, most students take the Work Keys - Business Writing assessment, which does not have a comparable rate of "pass-advanced".

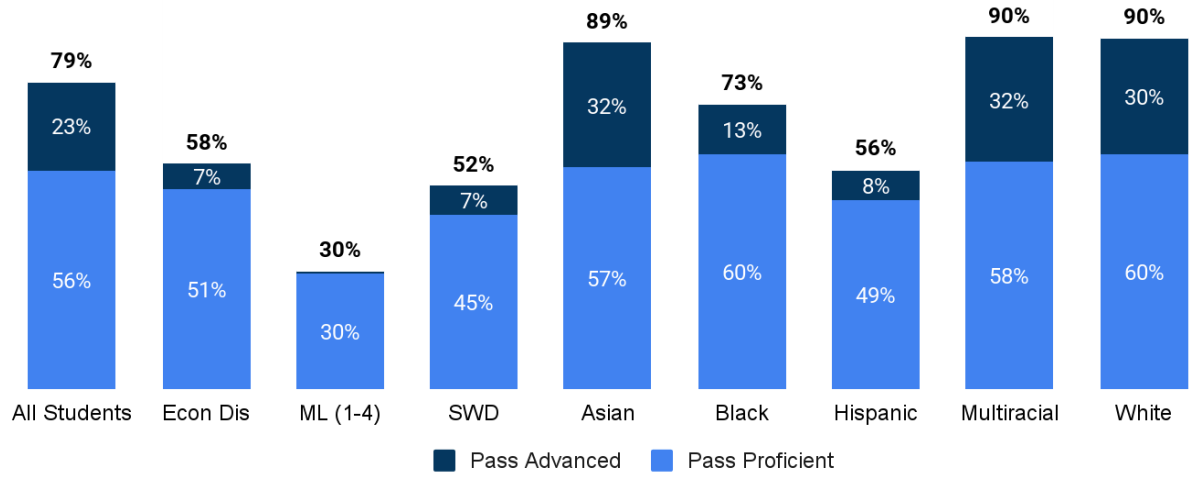
Figure 9: *Number and Percent of Students Passing Reading SOLs at Advanced Level, SY 2024-25*

	FCPS	State	Alexandria	Arlington	Loudoun	Prince William
Reading SOL Pass-Advanced Rate (3-8, EOC)	**23%**	**14%**	**13%**	**22%**	**20%**	**14%**
Numerator	20,857	92,459	980	3,220	8,434	6,757
Denominator	92,354	642,432	7,723	14,325	43,243	46,834

Note: Data source is VDOE build-a-table, accessed December 18, 2025

Pass advanced rates vary by student group, as shown in Figure 10. About one-third of Asian and Multiracial students (32%, each) demonstrated advanced reading levels on the SOL, followed by 30 percent of White students. All other student groups had pass-advanced rates substantially below the Division average.

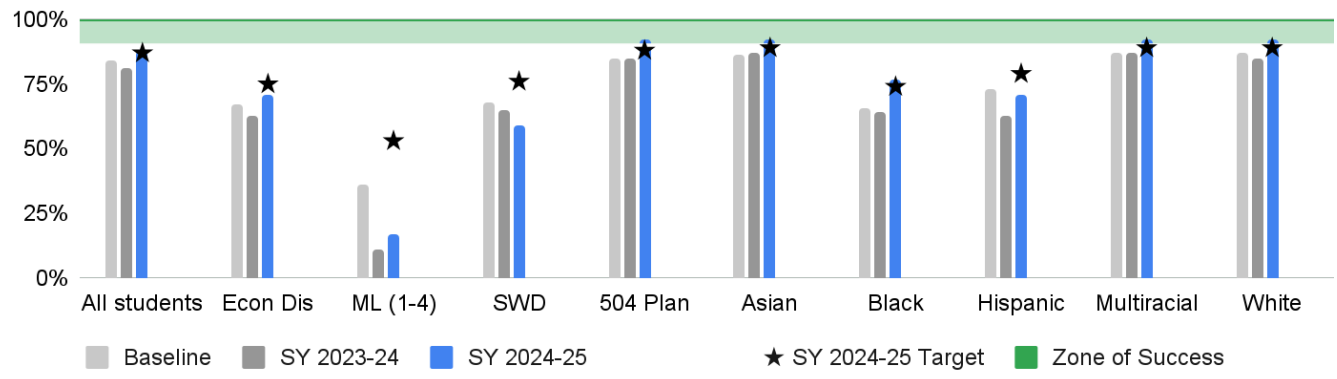
Figure 10: *Number and Percent of Students Passing Reading SOLs, by Level, SY 2024-25*



Note: Data source is VDOE build-a-table, accessed December 4, 2025. Pass proficient and pass advanced rates may not add to the total pass rate shown due to rounding. For example, 0.7 percent of Multilingual learners passed-advanced and 29.7 percent passed-proficient, for a pass rate of 30.4 percent.

Students also demonstrated advanced language arts skills by passing an AP or IB English end-of-course exam (see Figure 53, Appendix B for scoring), which also qualifies them for a verified credit in Reading and Writing and may result in transferable college credits. In SY 2024-25, FCPS students took 6,963 AP/IB English exams, and 88 percent resulted in a passing score. FCPS met its target for this metric, up four percentage points from baseline. Asian, Black, Multiracial, and White students and those with a 504 plan also met their annual target. See Figure 11. Students who were Economically Disadvantaged, current Multilingual learners, Students with Disabilities, and Black and Hispanic students were substantially less likely than the Division average to pass an AP/IB English exam. It is important to note that, overall, approximately 800 more AP/IB exams were taken in SY 2024-25 than at baseline, with particularly large increases for student groups whose rates were below the Division average.

Figure 11: *Percent of AP/IB English Exams with a Passing Mark (Measure 3B)*



	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**84%**	**67%**	**36%**	**68%**	**85%**	**86%**	**66%**	**73%**	**87%**	**87%**
Numerator	5,179	566	11	68	376	1,687	304	492	363	2,319
Denominator	6,199	843	31	100	444	1,953	457	679	419	2,674
SY 2023-24	**81%**	**63%**	**11%**	**65%**	**85%**	**87%**	**64%**	**63%**	**87%**	**85%**
Numerator	5,241	791	10	82	473	1,703	352	467	403	2,301
Denominator	6,431	1,248	88	126	555	1,950	553	746	462	2,698
SY 2024-25	**88%**	**71%**	**17%**	**59%**	**92%**	**92%**	**77%**	**71%**	**92%**	**92%**
Numerator	6,110	825	31	106	600	1,930	455	708	459	2,530
Denominator	6,963	1,159	187	181	650	2,097	593	992	499	2,753
Target	87%	75%	53%	76%	88%	89%	74%	79%	89%	89%
Performance	Target Met	Progress	Baseline	Baseline	Target Met	Target Met	Target Met	Baseline	Target Met	Target Met

Note: Data source is IB and AP test data. Two-year baseline used (SYs 2021-22 and 2022-23). Includes all tests recognized as AP or IB English within the FCPS course catalog.

The national pass rate for the AP English Language and Composition and AP English Literature and Composition exams (a score of 3 or higher) was 74 percent in 2025;[10] the international pass rate was 89 percent for an IB English Language and Literature exam (a score of 4 or higher) and 70 percent for an IB Film exam.[11] It is important to note that these comparison rates are influenced by local practices around which students are eligible to access and test in advanced courses, and some school districts may limit enrollment in these courses.

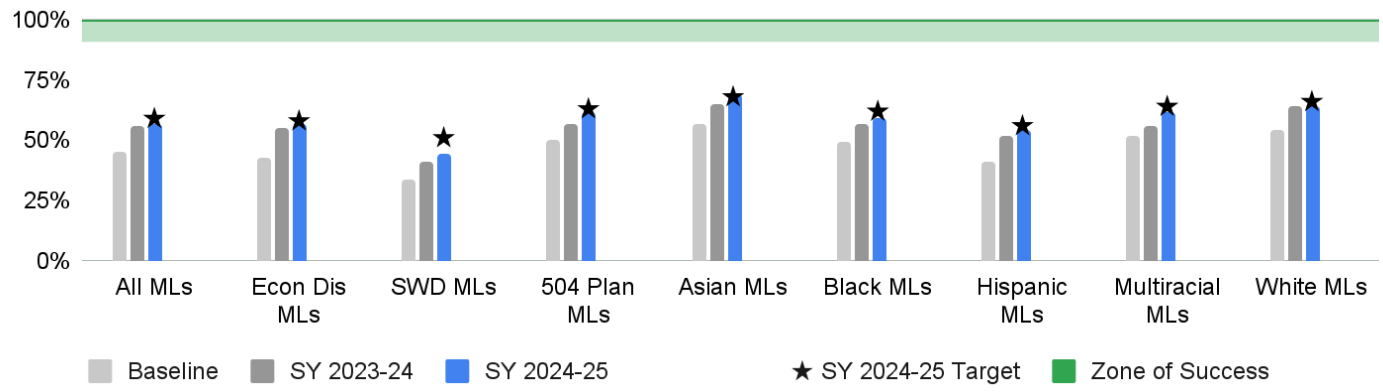
[10] https://apstudents.collegeboard.org/about-ap-scores/score-distributions
[11] https://www.ibo.org/globalassets/new-structure/about-the-ib/pdfs/dpcp-final-statistical-bulletin-may-2025_en.pdf

Growth in Academic English Language Skills (Multilingual Learners)

Multilingual learners' English language skills (reading, writing, listening, and speaking) are assessed annually through the WIDA ACCESS assessment. Based on their performance, as described in FCPS' SY 2025-26 Goal 1 report, students are placed into English language proficiency (or ELP) levels that reflect their ability to use English in social and academic settings and the extent to which they require visual or graphic support.

Students are expected to make annual progress toward English language proficiency, based on standards set forth by VDOE. In SY 2024-25, 57 percent of Multilingual learners met the state standard for progress towards English language proficiency, an increase of 12 percentage points from baseline and up 1 percentage point from the previous year. See Figure 12.

Figure 12: *Percent of Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency (Measure 3A)*



	All MLs	Econ Dis MLS	SWD MLs	504 Plan MLS	Asian MLs	Black MLs	Hispanic MLs	Multiracial MLs	White MLs
Baseline	**45%**	**43%**	**34%**	**50%**	**57%**	**49%**	**41%**	**52%**	**54%**
Numerator	10,334	7,482	1,829	114	1,968	701	6,240	89	1,299
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%**
Numerator	15,174	12,463	2,819	192	2,658	885	9,617	102	1,857
Denominator	27,306	22,833	6,839	338	4,067	1,564	18,471	183	2,916
SY 2024-25	**57%**	**57%**	**44%**	**62%**	**69%**	**59%**	**54%**	**62%**	**64%**
Numerator	15,777	10,945	3,022	237	2,728	917	10,089	106	1,870
Denominator	27,442	19,160	6,859	382	3,982	1,542	18,708	170	2,917
Target	59%	58%	51%	63%	68%	62%	56%	64%	66%
Performance	Progress	Progress	Progress	Progress	Target Met	Progress	Progress	Progress	Progress

Note: Data source is VDOE SSWS report K-12 EL Student Report. Students included in this metric had to have taken the WIDA ACCESS exam in at least two consecutive years. FCPS' WIDA progress was reported as 58% in State School Quality Profiles.

A student making adequate progress toward English language proficiency does not necessarily have the language skills to pass the English language Reading SOL. However, except for exemptions noted above, students who take the WIDA Access Assessment also take the Reading SOL or VAAP and a Writing assessment, including those who have already been assessed as having minimal English language skills.

As shown in Figure 13, the majority of students assessed at ELP levels 1-3 did not pass the Grade 3-8 and End of Course (EOC) Reading SOL, despite high rates of WIDA progress. These students are still developing their academic language skills and require visual and graphic support. Former Multilingual learners had a pass rate that exceeded the Division average (79%) by 8 percentage points.

Figure 13: *WIDA Progress and Reading SOL Pass Rates, by ELP Level, SY 2024-25*

		Students Meeting the State Standard for Progress (Grades K-12)		Students Passing Reading SOL (Grades 3-8, EOC)	
ELP Level	**ELP Skills***	**WIDA Test Takers**	**% Met the State Standard for Progress**	**SOL Test Takers**	**% Passing**
Current FCPS Multilingual Learners		**27,442**	**57%**	**17,591**	**30%**
Level 1	Minimal social and academic language with visual and graphic support (VGS)	6,126	42%	2,674	4%
Level 2	Some social and general academic language with VGS	6,980	58%	4,355	11%
Level 3	Full social and some specific academic language with VGS	11,123	64%	8,017	38%
Level 4	Full social English and some technical academic language	3,212	62%	2,547	66%
Former FCPS Multilingual Learners					
Level 6a-d	Demonstrated proficiency and being monitored (0-4 years since exit)	n/a	n/a	8,918	88%

Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed. Note that these two metrics are not directly comparable due to differences in grades included.
*Information on ELP level can be found in the bulletin: Using WIDA MODEL to Support Instructional Planning for Multilingual Learners.

Strategic Priority: Early Literacy

FCPS specifically monitors students' *early* reading abilities, a strong predictor of later reading and writing skill[12] and linked to the development of other factors that support lifelong academic achievement,[13] such as memory/retention and attention.[14] Early reading is also important for keeping students on track, as these skills continue to develop throughout the school years as students build fluency, vocabulary, comprehension, and academic reading skills.[15] Students who are not reading at grade level in elementary schools will likely find it difficult to catch up to their peers[16] and may become frustrated, which can lead to reading avoidance and slow the acquisition of knowledge and vocabulary necessary for other courses.

In SY 2024-25, 71 percent of FCPS students passed the Grade 3 Reading SOL, compared to 67 percent of 3rd graders in Virginia and between the rates of other divisions. Very few FCPS students took the Grade 3 Reading VAAP, of whom 90 percent passed, compared to the state average of 94 percent and between the rates of other divisions. See Figure 14.

Figure 14: *Pass Rates on the Grade 3 Reading SOL and VAAP, SY 2024-25*

	FCPS	State	Alexandria	Arlington	Loudoun	Prince William
Grade 3 Reading SOL Pass Rate	**71%**	**67%**	**56%**	**73%**	**74%**	**71%**
Numerator	9,258	61,657	706	1,559	4,347	4,701
Denominator	12,995	92,123	1,272	2,137	5,854	6,607
Grade 3 Reading VAAP Pass Rate	**90%**	**94%**	**100%**	**75%**	**95%**	**94%**
Numerator	64	859	12	9	56	99
Denominator	71	915	12	12	59	105

Note: Data source is VDOE build-a-table, accessed November 25, 2025. Percent passing includes both pass and pass-advanced rates.

FCPS' Grade 3 Reading SOL pass rate increased two percentage points between baseline and SY 2024-25. See Figure 15. As with overall reading pass rates, variation is considerable between student groups, as none were within five percentage points of the Division average. Instead, students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Black and Hispanic students had rates substantially below the Division average. Asian, Multiracial, and White students and those with a 504 plan (who also met their annual target) had rates substantially above the Division average. Three student groups saw growth from baseline of 5 percentage points: students who were Economically Disadvantaged, Hispanic students, and students with a 504 plan. For FCPS to meet its 2030 goals, growth will need to accelerate in future years.

[12] Kim, Y.G., Petscher, Y., Wanzek, J., & Al Otaiba, S. (2018). Relations between Reading and Writing: A Longitudinal Examination from Grades 3 to 6. *Reading and Writing, 31*(7).

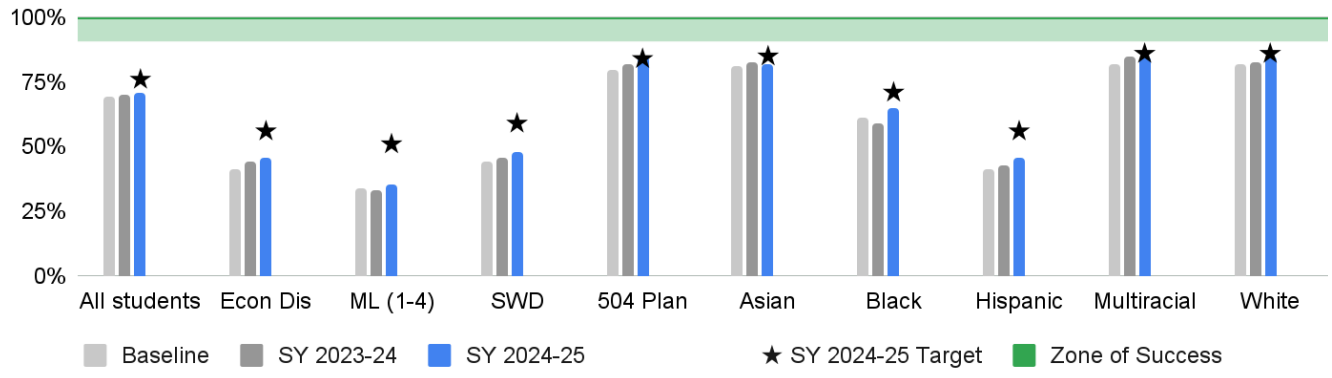
[13] Röthlisberger, M., Zangger, C., & Juska-Bacher, B. (2023). Matthew effect in vocabulary and reading: A comparison of good and average readers in Grade 1 to Grade 3. International Journal of Educational Research Open, 5.

[14] 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); 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).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, 44*(6).

[15] Duff, D., Tomblin, J. B., & Catts, H. (2015). The influence of reading on vocabulary growth: A case for a Matthew effect. Journal of Speech, Language, and Hearing Research, 58(3). WIDA. (2024). Expanding Reading Instruction With Multilingual Learners. WIDA Focus Bulletin.

[16] 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).

Figure 15: *Pass Rate on the Grade 3 Reading SOL (Measure 3F)*



	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**69%**	**41%**	**34%**	**44%**	**80%**	**81%**	**61%**	**41%**	**82%**	**82%**
Numerator	8,072	1,632	1,169	774	279	1,750	674	1,306	650	3,665
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%**
Numerator	8,508	1,742	1,039	946	391	1,850	653	1,469	753	3,764
Denominator	12,217	3,970	3,140	2,060	479	2,222	1,106	3,429	881	4,531
SY 2024-25	**71%**	**46%**	**35%**	**48%**	**85%**	**82%**	**65%**	**46%**	**85%**	**85%**
Numerator	9,258	1,874	1,217	1,049	543	1,814	771	1,700	774	4,174
Denominator	12,995	4,070	3,510	2,178	637	2,224	1,188	3,720	910	4,913
Target	76%	56%	51%	59%	84%	85%	71%	56%	86%	86%
Performance	Progress	Progress	Progress	Progress	Target Met	Progress	Progress	Progress	Progress	Progress

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

Pass rates on the VAAP increased substantially from baseline, and the Division met its annual target. See Figure 16. Data on student groups are not reported due to the small number of students taking the VAAP.

Figure 16: *Pass Rate on the Grade 3 Reading VAAP (Measure 3F)*

	All SWD
Baseline	**78%**
Numerator	61
Denominator	79
SY 2023-24	**72%**
Numerator	43
Denominator	60
SY 2024-25	**90%**
Numerator	64
Denominator	71
Target	83%
Performance	Target Met

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

Research has identified multiple factors that influence early literacy. As shown in Figure 17, division and school-level factors (approach to professional development, identification and monitoring systems) and classroom-level factors (strong core classroom instruction, teacher knowledge and skills) affect early literacy.[17] Student-level and family-level factors that drive reading abilities include reading readiness and ongoing support for learning.[18] It is important to note that while virtually all children possess the ability to read and write, most are not able to "pick up" reading without direct exposure to formal language instruction.[19] In this way, student-level factors can be said to interact with the supports and structures available to them in their school.

Figure 17: *Factors Linked to Higher Rates of Early Literacy*

Division- and School-Level Factors

- **Approach to Reading Professional Development.** Focus on the science of reading, particularly before rolling out curricular changes; 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 children at risk of developing reading difficulties; a common approach to early intervention

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 (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[20]
- **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 summer school); access to whole-child supports; 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.

[17] Institute of Education Sciences, What Works Clearinghouse. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). U.S. Department of Education. https://ies.ed.gov/ncee/wwc/PracticeGuide/21; Institute of Education Sciences, What Works Clearinghouse. (2010). Improving reading comprehension in kindergarten through 3rd grade (NCEE 2010-4038). U.S. Department of Education. https://ies.ed.gov/ncee/wwc/PracticeGuide/19

[18] Institute of Education Sciences, What Works Clearinghouse. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). U.S. Department of Education. https://ies.ed.gov/ncee/wwc/PracticeGuide/14

[19] 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

[20] 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 to Achieve Excellence in Language Arts

The 2026 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 FCSB Legislative Program supports:

- Additional funding resources for the provision of appropriate academic and English language instructional programs and supports, including reduced classroom staffing ratios, and for appropriate content area and language proficiency assessments for English learners (H1)
- Funding English language proficiency assessments in the same manner as the state pays for other assessments required for state or federally-mandated accountability programs (H2)
- Additional state resources to provide appropriate services to English learner students new to the United States who enter Virginia schools with limited or interrupted formal education (SLIFE students) (H4)
- Increased state resources for interpretation and translation services, access to family literacy programs, and adult English classes for parents and guardians of English learners (H5)
- An accountability system that identifies and focuses on those schools and divisions that are most in need of improvement with school improvement guidelines and expectations that are grounded in evidence of effectiveness, and that allow flexibility for school divisions to adopt evidence-based improvement models that align with their specific goals and improvement focus (T2)
- Allowing sufficient implementation time for necessary adjustments in local instructional practice, student course selection, and staffing whenever there are changes to state accountability measures (T9)
- Reductions in the number and impact of mandated, standardized assessments on students, teachers, and schools, shifting toward a more balanced assessment system, including performance-based assessments that inform instruction (T15)
- Expanded use of nationally and internationally benchmarked substitute assessments, including continued flexibility to use substitute growth assessments in place of the grade 3-8 Virginia Growth Assessment (VGA) or the removal of through-year VGA testing requirements (T16)
- 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 Virginia Language and Literacy Screening System (VALLSS), and assessments of grade level content standards, such as Standards of Learning (SOL) tests (T17)
- Subject matter assessments that adhere to universal design principles, including "plain language" assessments, to ensure more accurate measurement of content knowledge (T18)
- Standards of Learning content standards that emphasize a realistic body of content knowledge, conceptual understanding, application, and critical thinking; and that de-emphasize rote memorization and low-level thinking skills (T20)
- A comprehensive review of state content standards, curriculum guidelines, and assessments to ensure state policies promote culturally responsive educational practices free of systemic racism, discrimination, and background knowledge biases (T21)
- Development of enhanced assessment management and data monitoring tools for use by divisions to improve efficiency and consistency in their application of revised state testing expectations and to strengthen and support their use of assessment data to inform instructional decisions and to design appropriate student interventions (T23)
- Continued implementation of literacy instruction that is grounded in the science of reading (T24)

- Maximizing instructional time prior to SOL assessment administration, while allowing sufficient time to accommodate students with multiple required tests, students with testing accommodations permitting multiple days to complete each test, as well as students who might require assessment retakes (T29)
- The FCSB supports better alignment between post-secondary teacher and administrator preparation, licensure requirements (state and federal), and the actual skills and content knowledge educators need to succeed. This includes emphasizing classroom and behavior management, understanding the needs of students receiving special education services and of English learners, universal design principles, and literacy instruction based on the science of reading. (AB6)

During the 2025 General Assembly session, several bills were considered related to Excellence in Language Arts. Figure 18 presents information on six relevant bills and budget amendments that passed.

Figure 18: *Passed Bills and Budget Amendments Related to Excellence in Language Arts*
2025 Virginia General Assembly Session

Technical - Fairfax County Early Reading Intervention Item 125 #7c	This budget amendment includes $2.7 million each year from the general fund, reflecting updated literacy screening data for Fairfax County.
SOQ Program Technical Updates (Governor's Introduced Budget)	Increases State funding for English Learner Teachers by $48.8 million in FY 2025 based on actual fall 2024 enrollment and proficiency levels. The FY 2026 projection for English Learner Teachers increases by $61.9 million.
Literary Fund Support for Teacher Retirement Item 125 #10c	Increases the Literary Fund amount designated for teacher retirement costs in the second year from $150.0 million to $175.0 million. This action results in general fund savings of $175.0 million which are redirected to other education initiatives.
HB 2053 (Reaser) Certain education preparation programs; self-audit; student literacy instruction and the identification of students at risk for learning disabilities; report.	Requires each education preparation program offered by a public institution of higher education or private institution of higher education that has not yet been audited in accordance with relevant provisions of law to complete a self-audit for compliance with requirements set forth in relevant law relating to coursework, student mastery, and field experience in student literacy instruction and the identification of students at risk for learning disabilities utilizing a rubric developed and provided by the Department of Education, with metrics that analyze the degree to which it has met each such requirement, and to submit the results of such audit and a plan for closing any gaps to the House Committee on Education and the Senate Committee on Education and Health no later than November 1, 2026.
HB 2777 (Rasoul)/ SB 955 (VanValkenburg) Public schools; textbooks and other high-quality instructional materials.	Makes several changes relating to the textbooks and other high-quality instructional materials that are utilized as the curriculum basis for public elementary and secondary school student instruction, including (i) requiring each local school board to adopt and implement textbooks and other high-quality instructional materials in English language arts for grades six through 12 and mathematics, science, and history and social studies for grades kindergarten through 12 and requiring the Department of Education to support such local adoption and implementation in several ways and (ii) requiring each education preparation program offered by a public institution of higher education or private institution of higher education or alternative certification program that provides training for any student seeking initial licensure by the Board of Education with certain endorsements to include a program of coursework and clinical experience and require all such students to demonstrate mastery in identifying and implementing textbooks and other high-quality instructional materials. The provisions of the bill, with the exception of a provision that requires a study of and report on the textbook review and approval process by November 1, 2025, have a delayed effective date of July 1, 2026.

Strategic Improvement Efforts to Achieve Excellence in Language Arts through Reading by 3rd Grade

To achieve the Strategic Plan goal that all FCPS students will be reading by 3rd grade by SY 2029-30, the Division has identified five priority strategies:

Strategy 1. Provide all students with literacy instruction based on the science of reading

Strategy 2. Identify and intervene early with students at risk of not reading at grade level

Strategy 3. Provide additional resources and support to schools with high levels of need

Strategy 4. Support Multilingual learners in gaining English language skills

Strategy 5. Partner with families in their students' reading

The current status of actions in SY 2025-26 are identified throughout the report in brackets.

Strategy 1. Provide all students with literacy instruction based on the science of reading

Action 1.1. Train all K-8 teachers to provide instruction based on the science of reading [Continuing]

All FCPS students receive Evidence-Based Literacy Instruction (EBLI). To satisfy the requirements of the Virginia Literacy Act,[21] FCPS began using Benchmark Advance K-6 in SY 2024-25 for all students and Attainment for students with significant cognitive disabilities accessing an adapted curriculum. Students also receive supplemental literacy support through Lexia Core 5, Newsela ELA, and UFLI Foundations (K-2). More information can be found in FCPS' Biennial Division Literacy Plan. Beginning in SY 2024-25, all K-8 classroom, special education, and ESOL teachers have been required to receive training in general EBLI; K-6 teachers are required to receive training in Benchmark Advance. Ongoing training in implementing Benchmark Advance is 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. FCPS also provides tailored EBLI training to staff working with students who access an adapted curriculum.

Action 1.2. Provide additional language instruction for Multilingual learners [Continuing]

To equip all teachers with a common set of high-leverage practices to meet the needs of Multilingual learners, FCPS provides training in Project GLAD (Guided Language Acquisition Design). In this sheltered instruction model, content teachers modify instruction to provide explicit linguistic support. Through this approach, classroom teachers acquire a collection of research-based classroom strategies to support language acquisition and proficiency in grade-level standards. As of December 8, 2025, 1,023 teachers have received at least one component of Project GLAD training. In SY 2025-26, the Division will launch a Multilingual learner microcredential to increase teacher effectiveness in working with Multilingual learners in their classrooms. The microcredential is scheduled to be ready in the second semester of SY 2025-26. Teachers with an existing license may also add an ESOL endorsement. In June 2025, 887 FCPS elementary school teachers had an ESOL endorsement, up from 842 just two years prior.

[21] 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.

1.3. Adjust instruction based on the needs of Students with Disabilities [Continuing]

All students in grades K-6 with disabilities who plan to take the Reading SOL (i.e., who do not have a significant cognitive disability that places them on the adapted curriculum) receive EBLI through Benchmark Advance. This curriculum includes numerous embedded scaffolds to support teachers with meeting the diverse needs of all learners during Tier 1 instruction. *Accommodating Students with Special Needs*, a resource within the curriculum, supports teachers in planning instruction for all students including accommodations addressing specific disabilities and the needs of advanced learners for each component of the literacy block. Benchmark Advance's incorporation of meta-cognitive skills (such as adjusting one's learning approach to the content, knowing when to review materials, time management) also provide a critical link as all students transition from learning to read to reading to learn, but may be particularly impactful to Students with Disabilities in managing their own learning process and applying knowledge more broadly.

FCPS provides all teachers with consistent guidance and resources to meet the needs of Students with Disabilities in their classroom, including strategies for scaffolding instruction for Students with Disabilities and serving students in multi-age classrooms. Instructional staff receive professional development to support them with implementing the instructional materials with integrity. The professional development that staff receive through Benchmark training, literacy leadership meetings, and special education department chair meetings, as well as optional office hours and additional professional learning opportunities, highlight the scaffolds and supports available in the instructional materials and provide teachers with practical strategies to implement these resources in planning and daily classroom instruction.

Action 1.4. Establish and monitor classroom-level expectations for instruction [Changes]

To support consistent implementation of the Benchmark Advance curriculum across the Division, FCPS has developed a Benchmark Playbook, a common pacing calendar, and implementation guides for each grade level unit in K-6 that provide expectations and guidelines for instructional decision-making. The guides are aligned to the FCPS calendar and instructional minutes, with a schedule of when and how each lesson should be taught, and include resources to support lesson preparation, considerations for instruction and cultural responsiveness, and grading guidelines. This year, lesson-specific teacher notes were added to the implementation guides that provide teachers with concrete guidance and resources to enhance the implementation of Benchmark according to student needs, such as visual scaffolds and explicit phonics routines for additional practice.

As described in FCPS' Biennial Division Literacy Plan, Literacy Core Teams composed of school and teacher leaders at each FCPS elementary school monitor and respond to their school's implementation of EBLI. All elementary schools are required to have goals in their School Improvement and Innovation Plans (SIIPs) focused on reading by 3rd grade. SIIPs are monitored by schools and Region Offices with regular feedback to school leaders. School leaders also attend quarterly professional development focused on the implementation of Benchmark Advance and conduct school walkthroughs to collect implementation data and develop an action plan. This cycle of improvement allows school-based teams to provide support at the school, team, and classroom level. Teams also complete a self-assessment outlining what they observed during walkthroughs and the resulting actions, providing Division leaders with insights to tailor ongoing professional development and support. See Figure 19.

Figure 19: *Plan for Monitoring Implementation of EBLI*

Responsible Entity	Progress Monitoring Tool	Frequency
Schools	School Improvement and Innovation Plans for Reading by Grade 3	3 times/year
Schools	VLA school level self-assessment and reflection (include process monitoring)	4 times/year
Schools	Instructional walkthroughs; Debriefing and coaching observed teachers	4 times/year
Central Office	Review of VLA School-level self-assessment and reflection	2-3 times/year
Central Office	VLA Division-level self-assessment and reflection	1-2 times/year
Central Office	Surveys of teachers and school-based administrators	1-2 times/year
Central Office	Instructional walkthroughs; Debriefing school leaders, coaches, Literacy Core Team	4 times/year

Note: Source is FCPS Biennial Division Literacy Plan

In addition, all K-6 students complete common assessments in every unit as part of Benchmark Advance, offering teachers a snapshot of student performance on grade-level standards and allowing them to tailor instruction to meet student needs. These common assessments also provide division-level data on the implementation of Benchmark Advance to support monitoring of teaching and learning at a Division level.

Strategy 2. Identify and intervene early with students at risk of not reading at grade level

Action 2.1. Implement student reading plans and interventions based on assessed risk [Changes]

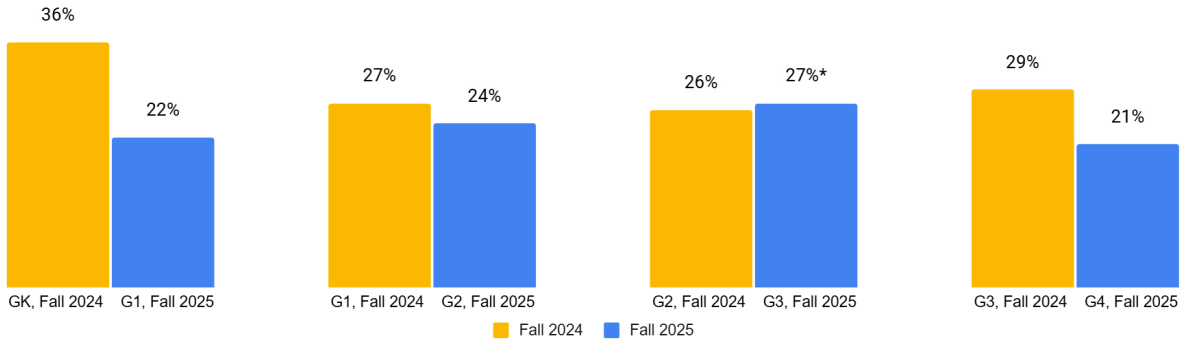
Beginning in SY 2024-25, all FCPS K-2 students began taking the Virginia Language and Literacy Screening System (VALLSS) assessment, which measures a student's risk of developing reading difficulties and is required by the Virginia Literacy Act. Students identified as at high-risk of developing persistent reading difficulties, including students with an IEP, receive an additional 2.5 hours of intervention instruction per week, as outlined and monitored through an individualized reading plan. All elementary schools provide these interventions during a daily 30-minute intervention block where students receive intensive instruction using one of the VDOE-approved, evidence-based programs adopted by FCPS and as aligned to their specific needs. For the list of specific interventions, see FCPS' Biennial Division Literacy Plan.

This year, FCPS began providing additional detailed, evidence-based[22] guidance to schools to develop, implement, and monitor student reading plans, including support in selecting the most appropriate program and progress monitoring tools to accelerate student growth. Explicit guidance was provided in developing reading plans for Students with Disabilities. The Division also purchased evidence-based intervention SPIRE resources for all elementary schools and began training teachers in the use of the program. SPIRE, which appears on the VDOE's list of approved evidence-based programs, is an intensive, scripted program based in Orton-Gillingham methodology that focuses on foundational skills through advanced decoding, fluency, and comprehension.

Screener data suggest that these interventions are working for many students. Figure 20 follows grade-level cohorts for grades K-3 in Fall 2024, and shows the percent assessed as high-risk for developing reading difficulties in Fall of 2024 and in Fall of 2025 after a year of intervention. Kindergarteners, 1st graders, and 3rd graders each saw declines in risk. Students who were in 2nd grade in SY 2024-25 took the VALLSS screener in Fall 2024 and the iReady screener in Fall 2025, making it challenging to compare the two rates.

[22] Lexia. A Guide to Ehri's Phases of Reading: 4 Steps to Literacy Success.

***Figure 20**: Students at High-Risk for Reading Difficulties Based on Screener Results, Fall 2024 to Fall 2025*



Note: Data source is FCPS workbook Screening_Growth Summary Level Workbook, VALLSS (K-2) and iReady (Grade 3).
*Change in screeners between Grade 2 and Grade 3.

For students not reading by grade 3, FCPS continues to offer interventions to help students close gaps and read on grade level. In SY 2025-26, students in Grades 4-8 began receiving reading plans and additional intervention based on their performance on prior-year SOLs, VALLSS, and iReady.

Action 2.2. Provide opportunities for summer learning [Changes]

In the summer of 2024, additional support for students identified as at risk of developing persistent reading difficulties was provided through summer learning programs, including the SOAR program which provided K-6 students with the opportunities to strengthen language arts skills by focusing on essential standards that prepare students for success at the start of the next school year. In the summer of 2025, FCPS also offered focused ELD summer programming to support Multilingual learners with language proficiency. The 2025 Explorers Summer Learning Program provided a three-week English language instructional experience for Multilingual learners struggling in their language acquisition in grades 3–6 using Benchmark Express, writing, and project-based learning. Students participated in activities designed to strengthen reading, writing, listening, and speaking skills. The program served 360 learners from elementary schools receiving Title I funding. To measure impact, teachers administered pre- and post-assessments in writing, and results showed that 95 percent of students maintained or grew in their language skills.

Action 2.3. Staff each school with a reading specialist [Continuing]

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 serves as the dyslexia advisor for their school, with training in the identification of students with dyslexia or a related disorder and appropriate interventions, accommodations, and teaching techniques. The FCPS K-12 dyslexia specialist provides ongoing training and on-demand support to literacy leaders in fulfilling this requirement. Additionally, they consult directly with schools regarding individual cases to provide expert recommendations and to ensure students receive appropriate services according to their identified needs and educational experiences.

Action 2.4. Group at-risk students with similar literacy needs for targeted intervention [Changes]

For many years, schools across FCPS have utilized a walk-to-intervention model wherein students identified as at high-risk for developing later reading difficulties are grouped across the grade level based on their assessed need and then "walk" to their intervention group to receive targeted instruction during this block. Historically, this model was used only at schools with a substantial number of students at high risk of developing reading difficulties. In SY 2024-25, 48 elementary school leaders reported using Walk-to-Intervention. These schools reduced the percent of students identified as high-risk in kindergarten through 3rd grade by 5.4 percent from fall to spring, compared to 3.9 percent of schools not using this approach. In SY 2025-26, all elementary schools are expected to implement Walk-to-Intervention for students in all grades who have been assessed as high-risk.

Strategy 3: Provide additional resources and support to schools with high levels of need

Action 3.1. Group all 3rd graders with similar literacy needs for targeted intervention/enrichment at select schools [New]

Since SY 2015-16, FCPS has identified and provided additional support and monitoring to schools through Project Momentum (PM). Beginning in SY 2025-26, this work is further supported by a team of Division leaders who meet regularly across departments and regions to plan and monitor for instructional impact based on Strategic Plan priorities. Twenty-nine elementary schools have been identified as part of the Division's PM Early Literacy Focus based on 3rd grade reading outcomes from last year. As part of this initiative, school leadership teams are expected to: (1) hold monthly or quarterly progress monitoring meetings that include classroom observations of literacy instruction and intervention for K-3; (2) engage in weekly observation and feedback of K-3 classrooms; and (3) complete required professional development that includes formal trainings and Collaborative Learning Visits.

In SY 2025-26, FCPS implemented the "Walk-to-Read" model for all 3rd graders enrolled at the 29 identified schools. In this model, students identified as at high-risk for developing later reading difficulties receive targeted instruction alongside other 3rd graders with similar assessed needs (as they do in Walk-to-Intervention, see Figure 21), while students assessed as low-risk and moderate-risk also receive intervention/enrichment to accelerate their literacy skills alongside peers with their same needs. This model pulls in additional personnel beyond grade level teachers (such as reading specialists, special education teachers, resource teachers, tutors) to work with intervention groups, ensuring group size stays as small as possible and the instructional focus and delivery for that group of students is specific to their need.

Figure 21: *Overview of FCPS Models for Reading Intervention for 3rd Graders, SY 2025-26*

	Walk-to-Read	**Walk-to-Intervention**
3rd Graders at High-Risk of Reading Difficulties	Grouped *across* classrooms	Grouped *across* classrooms
3rd Graders at Low/Med-Risk of Reading Difficulties	Grouped *across* classrooms	Grouped *within* classrooms
Expectation in SY 2025-26	3rd graders at PM schools	Students in grades K-2 and 4-6 at PM schools Students in grades K-6 at non-PM schools

Action 3.2. Pilot enhancements to 1st grade phonics instruction at schools receiving Title I funds [New]

While FCPS specifically monitors reading ability in 3rd grade, numerous studies have detected that a student's reading ability in 1st grade is highly predictive of later skill,[23] such that 79 percent of the variance in high schoolers' reading ability is explained by the intensity of instruction in 1st grade.[24] First grade also represents a pivotal year for the development of phonics, decoding, and fluency that provide the foundation for later reading skill and comprehension.

In SY 2024-25, FCPS began piloting Enhanced Core Reading Instruction (ECRI), an enhancement to Benchmark for 1st graders, at two elementary schools receiving Title I funding that had historically high levels of risk. The program primarily focuses on Tier 1 and Tier 2 teaching, providing teachers with professional development and materials to improve the alignment of Tier 2 with core Tier 1 (Benchmark) instruction. Students in groups of 3-5 are pretaught content that will be taught in the core classroom soon. Initial results show a substantial reduction in the percentage of 1st graders assessed as high risk from fall to spring, with especially large impacts for Multilingual learners at ECRI sites. See Figure 22. In SY 2025-26, FCPS set aside Title I funding to support ECRI in 1st grade in 10 additional elementary schools. The Division is considering further expansion in SY 2026-27.

Figure 22: *Percent of 1st Graders Assessed as High-Risk of Reading Difficulty, by Receipt of Title I Funding and Participation in ECRI, SY 2024-25*

	All Students			Current Multilingual Learners (1-4,9)		
	Fall	**Spring**	**Change**	**Fall**	**Spring**	**Change**
All FCPS Schools	26.6%	24.8%	-1.8%	58.9%	53.5%	-5.4%
Schools receiving Title I funds In ECRI Pilot	**41.0%**	**21.9%**	**-19.1%**	**73.2%**	**38.8%**	**-34.4%**
Schools receiving Title I funds not in ECRI Pilot	44.8%	42.2%	-2.7%	65.1%	59.7%	-5.3%

Note: Data source is internal FCPS analysis, EDSL, 11/18/2025

Action 3.3. Expand literacy staffing and training at schools receiving Title I funds [Continuing]

Schools receiving Title I funding can use their funds to pay for additional EBLI training and materials and/or supplemental staffing, such as literacy intervention teachers, literacy resource teachers, and instructional coaches who provide direct support to students and job-embedded professional development to teachers.
In SY 2024-25, central and school-based FCPS Title I funding paid for materials and training through the Institute for Multi-Sensory Education (IMSE)'s Orton-Gillingham structured literacy approach, a highly systematic, multisensory method for addressing phonological awareness, phonics, fluency, vocabulary, and comprehension. Combined with other instructional resources, such as UFLI and Benchmark Advance Intervention materials, this funding strengthened foundational reading instruction across schools receiving Title I funds. The training primarily focused on K–2 teachers and educators working with students in later elementary and middle school who need support in word recognition skills (including ESOL teachers, Reading Specialists, resource teachers, and teachers serving students with multiple disabilities).

[23] 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.
[24] EAB. (2019). Narrowing the Third Grade Reading Gap. EAB Associates.

Strategy 4. Support Multilingual learners in gaining English language skills

Action 4.1. Use data tools to monitor Multilingual learners' needs and language instruction [Changes]

In addition to Tier 1 EBLI through Benchmark Advance, Multilingual learners also began receiving English Language Development (ELD) core K-6 curricula through Benchmark Express in SY 2024-25. Unit topics align to Benchmark Advance to ensure seamless support for Tier 1 instruction. In SY 2025-26, FCPS introduced new tools that provide a structured framework for monitoring Multilingual learners' receipt of ELD services, promoting the use of research-based strategies that support language acquisition.

These tools include:

1. ML Link, which provides a streamlined portal to multiple ML data tools;
2. The ML Progress and Proficiency dashboard, which provides school administrators with data on student progress towards proficiency;
3. The Multilingual Learner Profile, which provides classroom and content teachers with direct access to students' WIDA listening, speaking, reading, and writing scores to identify student strengths and areas of growth;
4. The ELD Progress Monitoring dashboard, which provides data from ELD Common Assessments in speaking and writing, allowing school teams to monitor progress, create student language goals, and guide instructional decisions; and
5. ELD walkthrough tools, which are aligned to elementary, middle and high school ELD basal resources to ensure consistent application of high-impact instructional practices within ELD settings.

In summer 2025, all ESOL teachers received training in how to access these tools and are expected to share information with other professionals at their school.

For SY 2025-26, schools who fell below the Division target for the percent of students making adequate WIDA progress are required to have a SIIP goal focused on increasing Multilingual learner progress. FCPS is also providing specialized support through Project Momentum (PM) for schools that had low rates of students making adequate WIDA progress to ensure that students are receiving required ELD instruction and intervention as needed and that administration progress monitors student data and the impact of interventions. The identified schools have either monthly or quarterly progress monitoring meetings. All PM WIDA identified schools are required to attend professional development to deepen understanding of available data to inform leadership actions and prepare students for success on the WIDA assessment. PM WIDA identified schools also have access to ML Resource Teachers who provide coaching to teachers on effective ELD instruction and best practices for Multilingual learners.

Action 4.2. Tailor interventions based on student's educational needs [Changes]

FCPS is providing professional development on using multiple data sources to understand Multilingual learners' background (e.g., ELP level at time of entry, time spent in U.S. schools) in order to identify, select, implement, and monitor appropriate Tier 3 interventions. In SY 2025-26, school teams are receiving updated guidance, professional development, and instructional resources that enable Multilingual learners to be matched to available literacy interventions based on literacy screening and diagnostic assessments. When implementing reading plans, schools also receive specific instructional recommendations and resources to maximize the effectiveness of literacy interventions for Multilingual learners.

Action 4.3. Address the language and learning needs of Multilingual learners with Disabilities [Changes]

In SY 2024-25, 19 percent of Multilingual learners with Disabilities passed the Grade 3 Reading SOL, 60 percentage points below the Division average (79%) and 20 percentage points lower than Multilingual learners without an IEP (39%). In SY 2025-26, the Office of ESOL Services is providing professional development sessions for ESOL teachers and school administrators in working with Multilingual learners with Disabilities. The Office of ESOL Services and the Office of Special Education Instruction will provide joint professional learning for ESOL and Special Education teachers to enhance the accessibility of core curriculum for all students. To further support Multilingual learners with Disabilities on the adapted pathway (VAAP), school teams will collaborate to determine the time, frequency, and setting of ELD and provide ELD according to Virginia Essentialized Standards of Learning (VESOL) standards.

Action 4.4. Offer biliteracy interventions to students with limited home-language literacy or instruction [Continuing]

Research suggests that Multilingual learners are more likely to read and write in English when they are already familiar with vocabulary and concepts in their *primary* language, reinforcing the importance of students maintaining their home language and the importance of providing non-English materials and resources as students develop English language proficiency.[25] To support Multilingual learners with gaps in home language literacy, FCPS offers biliteracy interventions designed to strengthen students' home language skills as they develop English language and literacy skills. In SY 2024-25, a total of 31 schools (including 20 elementary schools) implemented these interventions, and students demonstrated measurable gains in language and literacy development. Specifically, of the 125 students receiving the biliteracy intervention in FCPS, the majority (83 students) made gains within their English Language proficiency level, and 26 students saw a full proficiency level increase. Sixteen students did not make gains.

Strategy 5. Partner with families in their students' reading

Action 5.1 Regularly communicate the results of K-6 literacy common assessments [New]

The Division strives to communicate with families using easy to understand language to build knowledge and capacity around student literacy, school programming, and language expectations. Teachers in each elementary school use centrally-developed letters that highlight the key instructional focus areas for each Benchmark unit of study. The letter is shared with families at the end of each unit along with a printed report and/or information on how to access additional student data in Schoology. Letters are sent in families' preferred correspondence language. Families may also access results from Benchmark common assessments and other standardized testing through centrally-provided tools, such as Schoology. In SY 2025-26, departments are working to transition the family reporting process into SIS ParentVUE to further support consistency across schools and to reduce teacher workload in preparing reports.

Action 5.2 Partner with families to support student literacy [Newly Added]

FCPS provides multiple options for families to learn about the literacy program at their school, literacy development, and/or how they can partner with school staff to support their children's literacy success. Schools may use preexisting events as vehicles for family literacy engagement, including curriculum nights, parent coffees, PTA meetings, assessment information sessions, and Lexia sessions. The Division's Family

[25] https://www.readingrockets.org/topics/early-literacy-development/articles/learning-read-and-write-what-research-reveals

Resource Center also offers targeted literacy engagement opportunities for students with specific literacy needs, such as dyslexia workshops.

FCPS has a Title I Parent Advisory Committee (TPAC), a divisionwide group of parents and school representatives who partner with the Title I Office to strengthen and elevate family engagement across all schools receiving Title I funds. TPAC is charged with making recommendations to the Title I program, annually reviewing the Family Engagement Policy, and responding to the School Board's charge through an annual presentation and report. In SY 2025-26, TPAC's is focused on Equitable Access to Literacy, with a specific emphasis on how families are supported, informed, and empowered as partners in their children's literacy development. TPAC will continue to rigorously review the implementation of the division's Equitable Access to Literacy plan through a family engagement lens.

Finally, Special Education and Section 504 information is communicated to families throughout the school year through various public-facing communication channels, including the quarterly Special Education and Section 504 newsletter and the Principals Toolkit. This information may include updates to special education and Section 504 services, important dates, and upcoming events. FCPS identified communications best practices for schools to effectively deliver this information and increase family engagement.

Action 5.3. Engage families in students' English language skills and educational progress [Continuing]

FCPS offers a number of programs to support students and families' language skills. For example, the Family Literacy Program equips Multilingual learners' families with tools to build their own English literacy skills while supporting their children's learning. Families engage in interactive workshops that highlight effective home practices, explore the role of multilingualism in student success, and build connections with school staff and other parents. Children and parents learn side by side, fostering a shared commitment to language growth and academic achievement. Beyond literacy, the program supports families in navigating FCPS, accessing community resources, and deepening their role as partners in their students' education.

Schools can also leverage several internal resources to strengthen partnerships with families of Multilingual learners, such as *Partnering for Literacy: Engaging and Collaborating with Multilingual Families* (which offers practical strategies, culturally responsive approaches, and language-access tips to support meaningful literacy-focused engagement and the *Multilingual Family Podcast, In A Few Words* that delivers timely school information in Arabic, English, Korean, and Spanish). In SY 2025–26, FCPS will continue to enhance and promote these programs across the Division with a focus on building parent capacity, fostering strong relationships between families and schools, and impacting student success.

Excellence in Mathematics

Mathematical knowledge is crucial as students progress through the K-12 system and pursue success in college and career.

In their early years, students master foundational concepts in addition, subtraction, multiplication, division, fractions, and percentages, which form the building blocks on which more advanced math is based.[26] They also learn broader skills in mathematical reasoning, analysis, critical thinking, and problem solving, which are important in a variety of subjects but especially the sciences, as "mathematics provides the grammar of science—the rules for analyzing scientific ideas and data rigorously".[27]

These foundational math skills can have lasting effects. Researchers have found that early math knowledge (pre-K-1) is highly predictive of math achievement through age 15[28] and represents one of the most significant early predictors of later academic achievement.[29] By high school, students with stronger math skills are more likely to access and succeed in advanced math and science courses,[30] attend school,[31] graduate high school, and enroll in college.[32] Adults with stronger numeracy skills are also more likely to be employed full-time[33] and to have higher wages,[34] including among those who did not attend college.[35]

FCPS students demonstrate their mathematical skills through standardized assessments, including SOLs, VAAP assessments, AP Exams, IB Exams, and SAT results. Figure 23 provides summary detail.

Figure 23: *Percent of Students Passing Mathematics Assessments, by Level, SY 2024-25*

	FCPS	State	Alexandria	Arlington	Loudoun	Prince William
PROFICIENCY IN MATHEMATICS						
Math SOL Pass Rate (3-8, EOC)	78%	72%	55%	79%	82%	75%
Math VAAP Pass Rate (3-8, HS)	68%	79%	63%	71%	81%	83%
ADVANCED SKILL IN MATHEMATICS						
Math SOL Pass Advanced Rate (3-8, EOC)	20%	12%	7%	19%	18%	13%
Above-Grade SOL Pass Rate, 5th-9th graders	49%	28%	19%	33%	44%	19%
AP/IB Math Exam Pass Rate*	79%	n/a	n/a	n/a	n/a	n/a
Average SAT Math Score	587	530	n/a	n/a	n/a	n/a

Note: Data source is VDOE build-a-table, accessed December 18, 2025; 2025 Virginia SAT Suite of Assessments Annual Report; College Board. (2025). State and District Integrated Report.

[26] Institute of Education Sciences, What Works Clearinghouse. (2013). *Teaching math to young children* (NCEE 2014-4005). U.S. Department of Education. https://ies.ed.gov/ncee/wwc/PracticeGuide/18

[27] American Association for the Advancement of Science Project 2061. (1990). Science for All Americans. Also see Institute of Education Sciences, What Works Clearinghouse. (2021). *Assisting students struggling with mathematics: Intervention in the elementary grades* (NCEE 2021-010). U.S. Department of Education. https://ies.ed.gov/ncee/wwc/PracticeGuide/26

[28] Watts, T.W., Duncan, G.J., Siegler, R.S., & Davis-Kean, P.E. (2014) What's Past is Prologue: Relations Between Early Mathematics Knowledge and High School Achievement. Education Research, 43(7); Austin, W. et al. (2023). Academic mobility in U.S. public schools: Evidence from nearly 3 million students. *Journal of Public Economics, 228*.

[29] Flynn, K., & Douglas, A. (2025). How early childhood exposure to math builds toward academic success. EdSource.

[30] For a detailed literature review, see Sikes-Thurston, E.P. (2019). *How does taking Algebra 1 by 8th Grade effect Students' High School Science Course-taking Patterns?* Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of Doctor of Education In Educational Leadership and Policy Studies

[31] Mattera, S.K., Jacob, R., MacDowell, C., & Morris, P.A. (2021). *Long-Term Effects Of Enhanced Early Childhood Math Instruction: The Impacts of Making Pre-K Count and High 5s on Third-Grade Outcomes.* MDRC.

[32] Duncan, G.J. & Magnuson, K. (2013). Investing in Preschool Programs. Journal of Economic Perspectives 27(2); Ten Braak, D., Lenes, R., Purpura, D. J., Schmitt, S. A., & Størksen, I. (2022). Why do early mathematics skills predict later mathematics and reading achievement? The role of executive function. *Journal of Experimental Child Psychology, 214*.

[33] OECD. (2024). Do Adults Have the Skills They Need to Thrive in a Changing World? Survey of Adult Skills 2023

[34] MDRC. (2025). *Early math and long-term success: Evidence on the economic and academic outcomes associated with early numeracy.* MDRC.

[35] James, J. (2013). *The Surprising Impact of High School Math on Job Market Outcomes*. Federal Reserve Bank of Cleveland.

Proficiency in Mathematics

In SY 2024-25, 78 percent of FCPS students demonstrated proficiency in mathematics by passing the state SOL. These rates exceeded the state average and fell within the range of other large divisions in Northern Virginia. In contrast, VAAP pass rates for mathematics fell below the state average and most other divisions in Northern Virginia. See Figure 24.

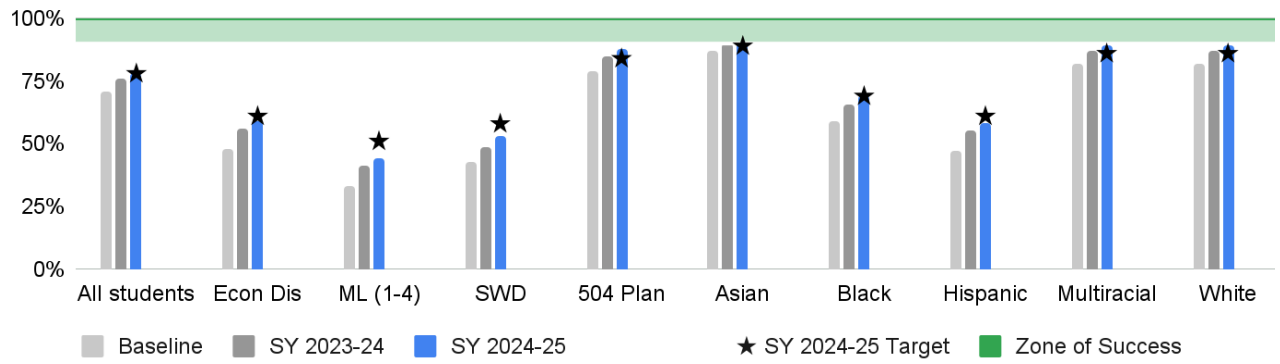
Figure 24: *Percent of Students Passing Mathematics Assessments, SY 2024-25*

	FCPS	State	Alexandria	Arlington	Loudoun	Prince William
Math SOL Pass Rate (3-8, EOC)	**78%**	**72%**	**55%**	**79%**	**82%**	**75%**
Numerator	75,599	482,079	4,748	11,752	36,633	36,626
Denominator	96,414	665,393	8,711	14,828	44,919	49,052
Math VAAP Pass Rate (3-8, EOC)	**68%**	**79%**	**63%**	**71%**	**81%**	**83%**
Numerator	344	4,709	40	60	264	484
Denominator	507	5,940	64	85	324	580

Note: Data source is VDOE build-a-table, accessed December 18, 2025

FCPS' overall math SOL pass rate has increased steadily since baseline, and the Division met its annual target in SY 2024-25. All student groups made progress, and five met their targets, including Asian, Black, Multiracial, and White students and those with a 504 plan. While students who are Economically Disadvantaged, current Multilingual learners, Students with Disabilities, and Black and Hispanic students had pass rates substantially below the Division average, progress since baseline has been substantial, with multiple groups seeing double digit gains. See Figure 25.

Figure 25: *SOL Annual Pass Rate for Mathematics (Grades 3-8, EOC) (Measure 3B)*



	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**71%**	**48%**	**33%**	**43%**	**79%**	**87%**	**59%**	**47%**	**82%**	**82%**
Numerator	62,014	13,972	5,878	5,549	3,129	14,798	5,091	11,445	4,429	26,012
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%**
Numerator	72,595	17,983	8,799	7,337	4,485	16,002	6,203	14,997	5,344	29,764
Denominator	95,672	32,129	21,314	15,020	5,261	17,877	9,470	27,414	6,158	34,330
SY 2024-25	**78%**	**59%**	**44%**	**53%**	**88%**	**90%**	**69%**	**58%**	**89%**	**89%**
Numerator	75,599	18,355	9,172	7,969	5,172	16,632	6,455	16,051	5,606	30,589
Denominator	96,414	30,904	20,836	15,120	5,863	18,388	9,387	27,549	6,329	34,377
Target	78%	61%	51%	58%	84%	89%	69%	61%	86%	86%
Performance	Target Met	Progress	Progress	Progress	Target Met	Target Met	Target Met	Progress	Target Met	Target Met

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

There was minimal variation by student group for VAAP pass rates. Nearly all monitored student groups made progress from the baseline, following a decline in pass rates in SY 2023-24 for most student groups. This includes a four percentage point increase for students overall, and Multracial Students with Disabilities met the annual target. See Figure 26.

Figure 26: *VAAP Annual Pass Rate for Mathematics (Grades 3-8, HS) (Measure 3B)*

	All SWD	Econ Dis SWD	ML (1-4) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Baseline	**64%**	**68%**	**65%**	**64%**	**69%**	**68%**	**60%**	**60%**
Numerator	406	157	230	77	70	106	19	130
Denominator	632	231	351	121	102	156	32	215
SY 2023-24	**59%**	**59%**	**60%**	**56%**	**63%**	**57%**	**54%**	**60%**
Numerator	365	135	203	66	70	89	15	121
Denominator	622	230	339	118	111	155	28	203
SY 2024-25	**68%**	**70%**	**66%**	**68%**	**73%**	**67%**	**70%**	**65%**
Numerator	344	133	191	60	69	102	16	94
Denominator	507	191	289	88	95	152	23	145
Target	73%	76%	74%	73%	76%	76%	70%	70%
Performance	Progress	Progress	Progress	Progress	Progress	Baseline	Target Met	Progress

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

As noted earlier, 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 divisions 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 and in SY 2024-25.

Advanced Mathematics

In SY 2024-25, 20 percent of FCPS students passed the Math SOL at an advanced level. These rates exceed the state average and all other large school divisions in Northern Virginia. See Figure 27.

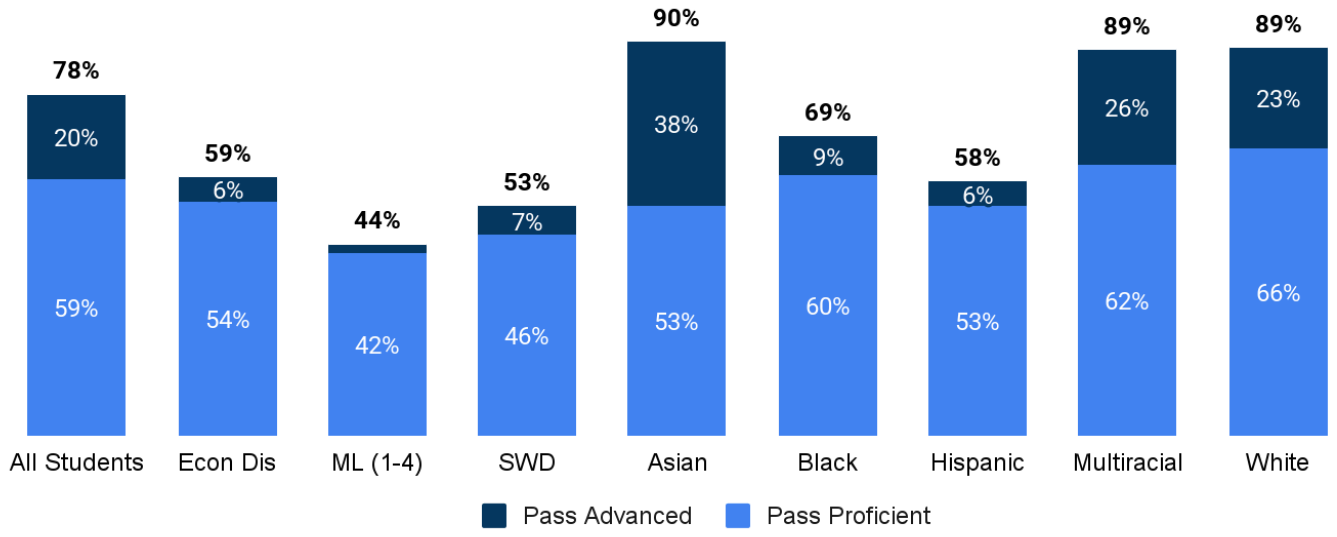
Figure 27: *Percent of Students Passing-Advanced on Math SOL, SY 2024-25*

	FCPS	State	Alexandria	Arlington	Loudoun	Prince William
Math SOL Pass-Advanced Rate (3-8, EOC)	**20%**	**12%**	**7%**	**19%**	**18%**	**13%**
Numerator	18,862	78,242	600	2,792	8,187	6,586
Denominator	96,414	665,393	8,711	14,828	44,919	49,052

Note: Data source is VDOE build-a-table, accessed December 18, 2025

Pass-advanced rates varied by student group, as shown in Figure 28. Asian and Multiracial students had rates substantially above the Division average. Several student groups had rates substantially below the Division average, including students who were Economically Disadvantaged (6%), Multilingual learners (2%), Students with Disabilities (7%), and Black (9%) and Hispanic (6%) students.

Figure 28: *Percent of Students Passing Math SOLs, by Level, SY 2024-25*



Note: Data source is VDOE Build-a-Table, accessed Dec 4, 2025. Pass proficient and pass advanced rates may not add to the total pass rate shown due to rounding.

Students also demonstrate an advanced understanding of mathematics by passing an SOL in above-grade-level content. Beginning in 5th grade, FCPS students enrolled in advanced mathematics begin taking mathematics SOLs above their grade level (for example, 5th graders enrolled in Grade 5 Advanced Math take the Grade 6 Math SOL). For 8th graders, this means taking a high school level mathematics SOL (Algebra 1 or higher), and for 9th graders, a math SOL in Geometry or higher.

As shown in Figure 29, nearly half of FCPS students in grades 5-9 took and passed an SOL covering above-grade-level content, outpacing the state average and higher than other divisions in Northern Virginia.

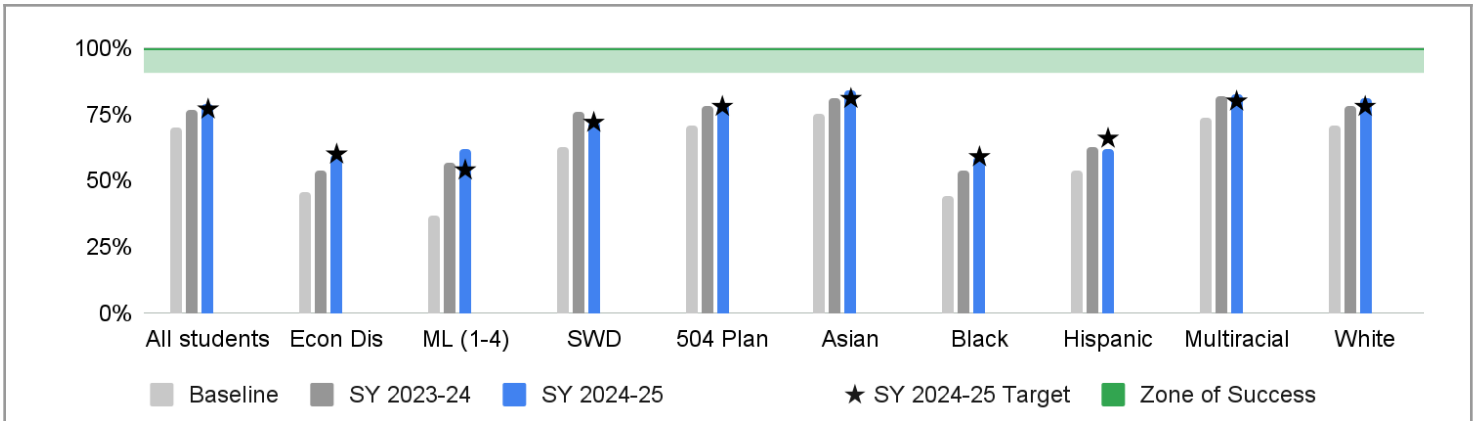
Figure 29: *Percent of Students who Took and Passed an Above-Grade-Level Math SOL, Grades 5-9, SY 2024-25*

	FCPS	State	Alexandria	Arlington	Loudoun	Prince William
5th-9th graders	**49%**	**28%**	**19%**	**33%**	**44%**	**19%**
Numerator	31,931	127,006	1,078	3,247	13,623	6,457
Denominator	65,661	455,964	5,584	9,935	31,121	33,529
5th graders passing Grade 6 SOL +	**33%**	**5%**	**0%**	**0%**	**0%**	**0%**
Numerator	4,397	4,920	0	0	3	6
Denominator	13,153	91,281	1,190	2,074	6,086	6,738
6th graders passing Grade 7 SOL +	**36%**	**19%**	**12%**	**17%**	**48%**	**5%**
Numerator	4,780	16,993	143	353	2,905	341
Denominator	13,267	91,377	1,224	2,056	6,033	6,766
7th graders passing Grade 8 SOL +	**52%**	**34%**	**11%**	**48%**	**55%**	**32%**
Numerator	6,739	31,468	117	984	3,508	2,171
Denominator	13,022	91,569	1,101	2,037	6,334	6,818
8th graders passing Algebra 1 SOL +	**65%**	**44%**	**43%**	**50%**	**60%**	**31%**
Numerator	8,892	40,212	438	960	3,945	2,041
Denominator	13,639	91,811	1,024	1,939	6,537	6,529
9th graders passing Geometry SOL +	**57%**	**37%**	**36%**	**52%**	**53%**	**28%**
Numerator	7,123	33,413	380	950	3,262	1,898
Denominator	12,580	89,926	1,045	1,829	6,131	6,678

Note: Source is FCPS analysis of data from VDOE build-a-table, accessed December 1, 2025. Denominator includes all students who took a Math SOL.

In SY 2024-25, FCPS students took 12,430 AP/IB mathematics exams, and 79 percent resulted in a passing score. (More detail on pass rates can be found in Figure 53, Appendix B). This pass rate represents a nine percentage point gain from baseline. The Division met its overall target. Pass rates were up consistently across student groups, and all but one student group met the SY 2024-25 target. Multiple student groups experienced double digits gains in their pass rates, including students who were Economically Disadvantaged (+14 percentage points from baseline), Multilingual learners (+25 per pts), Black students (+15 per pts), and White students (+10 per pts).

Figure 30: *Percent of AP/IB Mathematics Exams with a Passing Mark (Measure 3B)*



	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**70%**	**46%**	**37%**	**63%**	**71%**	**75%**	**44%**	**54%**	**74%**	**71%**
Numerator	6,132	459	8	86	353	2,991	196	339	414	2,182
Denominator	8,699	994	21	138	496	3,976	451	633	558	3,064
SY 2023-24	**77%**	**54%**	**57%**	**76%**	**78%**	**81%**	**54%**	**63%**	**82%**	**78%**
Numerator	8,645	855	32	155	581	4,001	371	516	650	3,081
Denominator	11,198	1,582	56	205	745	4,917	689	817	791	3,945
SY 2024-25	**79%**	**60%**	**62%**	**72%**	**79%**	**84%**	**59%**	**62%**	**83%**	**81%**
Numerator	9,870	888	53	190	722	4,509	445	703	695	3,484
Denominator	12,430	1,475	85	264	913	5,370	755	1,128	839	4,295
Target	77%	60%	54%	72%	78%	81%	59%	66%	80%	78%
Performance	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Progress	Target Met	Target Met

Note: Data source is IB and AP test data. Two-year baseline used (SYs 2021-22 and 2022-23). Includes all tests recognized as AP or IB Mathematics within the FCPS course catalog.

The national pass rate for the AP Statistics exam is 60 percent, AB Calculus is 64 percent, BC Calculus is 77 percent, AP Computer Science is 67 percent, AP Computer Science Principles is 62 percent, and AP Precalculus was 81 percent in 2025.[36] The international pass rate for IB mathematics exams was 70 percent and for IB computer science exams was 71 percent in 2025.[37] As noted earlier, these rates are influenced by local practices around which students are eligible to access and test in advanced courses, including policies around paying for associated exams.

[36] https://apstudents.collegeboard.org/about-ap-scores/score-distributions
[37] https://www.ibo.org/globalassets/new-structure/about-the-ib/pdfs/dpcp-final-statistical-bulletin-may-2025_en.pdf

Strategic Priority: Middle School Algebra 1 Completion

FCPS specifically monitors the percent of students who earn a verified credit in Algebra 1 before the end of 8th grade by passing the Algebra 1 course and the associated SOL. This strategic priority, while focused on the middle school years, is expected to increase mathematics skills in elementary school and in high school, as students benefit from deep understanding of and connections between concepts and skills and continual attention to how those concepts build over time.

In high school, Algebra 1 also serves as a "gateway course" to higher-level math.[38] Part of this link is logistical: students who want to take advanced mathematics (such as calculus or statistics) will need to complete Algebra 1 in middle school so they have time for sequenced prerequisites.[39] Research suggests that students with earlier Algebra exposure may also be more *successful* in these advanced courses. For example, compared to matched peers who did not complete middle school Algebra 1, students with strong math skills who took Algebra 1 in middle school had higher math test scores, heavily influenced by regular exposure to high-achieving peers.[40] Early Algebra 1 opportunity and preparation is also linked to advanced science coursetaking.[41]

In SY 2024-25, 61 percent of FCPS students received a verified credit in Algebra 1 by the end of 8th grade. While comparable data are not reported by the state, Figure 31 shows that 65 percent of FCPS 8th grade test takers took and passed a high school level SOL (i.e., in Algebra 1, Algebra 2, or Geometry), compared to 44 percent of 8th graders across the Commonwealth and higher than other divisions in the region.

Figure 31: *Percent of 8th Graders who Took and Passed a High School Math SOL, SY 2024-25*

FCPS	State	Alexandria	Arlington	Loudoun	Prince William
65%	44%	43%	50%	60%	31%

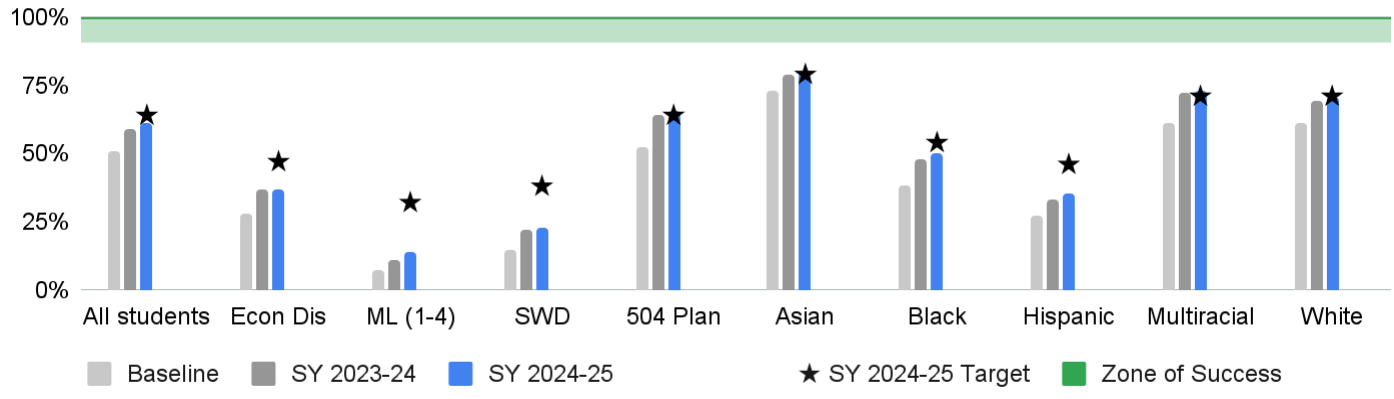
Note: Data source is FCPS analysis of VDOE build-a-table, accessed December 1, 2025

It is important to note that this pass rate is slightly higher than the share of FCPS students who earned a verified credit in Algebra 1 by the end of 8th grade (61%) due to students passing the SOL but not the course, along with differences in methodology (i.e., all students versus all test takers).

[38] 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.
[39] 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).
[40] Brummet, Q., Liebert, L., Domina, T., Yoo, P., & Penner, A. (2023). Early Algebra Affects Peer Composition. EdWorkingPaper, 23 -878.
[41] Xin Ma. (2009). Understanding the Relationship Between Mathematics and Science Coursework Patterns. *Teachers College Record, 111*(9).

In SY 2024-25, the percent of students earning a verified credit in Algebra 1 by the end of 8th grade increased by ten percentage points from the baseline. All student groups made progress, and four student groups (Asian, White, and Multiracial students and those with a 504 plan) met their target. These student groups also had rates substantially above the Division average. See Figure 32. While students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Black and Hispanic students continue to have rates substantially below the Division average, each have seen substantial growth from the baseline. Double digit gains were observed for students with a 504 plan (+14 percentage points) and Black students (+12 percentage points), Multiracial students (+12 percentage points), and White students (+10 percentage points).

Figure 32: *Percent of Students who Receive a Verified Credit in Algebra 1 by the end of 8th Grade (Measure 3C)*



	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**51%**	**28%**	**7%**	**15%**	**52%**	**73%**	**38%**	**27%**	**61%**	**61%**
Numerator	7,222	1,304	133	303	410	2,058	560	1,025	506	3,041
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%**
Numerator	7,879	1,970	253	441	559	2,070	649	1,187	627	3,308
Denominator	13,292	5,267	2,296	1,983	872	2,622	1,353	3,634	869	4,764
SY 2024-25	**61%**	**37%**	**14%**	**23%**	**66%**	**80%**	**50%**	**35%**	**73%**	**71%**
Numerator	8,565	1,681	373	486	635	2,176	725	1,382	673	3,576
Denominator	14,114	4,578	2,699	2,125	969	2,724	1,456	3,945	918	5,003
Target	64%	47%	32%	38%	64%	79%	54%	46%	71%	71%
Performance	Progress	Progress	Progress	Progress	Target Met	Target Met	Progress	Progress	Target Met	Target Met

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

Research has identified a number of factors that influence early completion of Algebra 1. Division and school-level factors (availability, enrollment practices, course sequencing) and classroom-level factors (teacher preparation, classroom practices) affect middle schoolers' enrollment in Algebra 1. Student-level and family-level factors include mathematical preparedness, problem solving, and precision. See Figure 33.

Figure 33: *Factors Linked to Middle School Algebra 1 Completion*

School-Level Factors

- **Availability and enrollment practices.** Algebra availability in middle schools; aptitude-based automatic enrollment;[42] use of objective eligibility criteria (performance on standardized assessments or aptitude tests, prior academic performance) and limited use of subjective criteria (recommendations from counselors/teachers, parent advocacy, principal knowledge of student) in enrollment decisions
- **Course sequencing and academic grouping.** 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 and not 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; performance on prior math assessments
- **Problem solving and precision**. Perseverance in making sense of tasks using mathematical reasoning and computational thinking; habits around editing and 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.

[42] Research suggests 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. 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)

State and Federal Advocacy to Achieve Excellence in Mathematics

The 2026 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 the outcomes on this measure. Specifically, the FCSB Legislative Program supports:

- An accountability system that identifies and focuses on those schools and divisions that are most in need of improvement with school improvement guidelines and expectations that are grounded in evidence of effectiveness, and that allow flexibility for school divisions to adopt evidence-based improvement models that align with their specific goals and improvement focus (T2)
- Allowing sufficient implementation time for necessary adjustments in local instructional practice, student course selection, and staffing whenever there are changes to state accountability measures (T9)
- Reductions in the number and impact of mandated, standardized assessments on students, teachers, and schools, shifting toward a more balanced assessment system, including performance-based assessments that inform instruction (T15)
- Expanded use of nationally and internationally benchmarked substitute assessments, including continued flexibility to use substitute growth assessments in place of the grade 3-8 Virginia Growth Assessment (VGA) or the removal of through-year VGA testing requirements (T16)
- 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 Virginia Language and Literacy Screening System (VALLSS), and assessments of grade level content standards, such as Standards of Learning (SOL) tests (T17)
- Subject matter assessments that adhere to universal design principles, including "plain language" assessments, to ensure more accurate measurement of content knowledge (T18)
- Standards of Learning content standards that emphasize a realistic body of content knowledge, conceptual understanding, application, and critical thinking; and that de-emphasize rote memorization and low-level thinking skills (T20)
- A comprehensive review of state content standards, curriculum guidelines, and assessments to ensure state policies promote culturally responsive educational practices free of systemic racism, discrimination, and background knowledge biases (T21)
- Development of enhanced assessment management and data monitoring tools for use by divisions to improve efficiency and consistency in their application of revised state testing expectations and to strengthen and support their use of assessment data to inform instructional decisions and to design appropriate student interventions (T23)
- Continued access to rigorous and advanced mathematics instruction in grades K-12 (T25)
- Increased flexibility in using state-approved alternative assessments in high school performance and participation calculations within school accountability determinations, including but not limited to Advanced Placement (AP) and International Baccalaureate (IB) assessments for subjects beyond mathematics and expanded access within mathematics calculations (T27)
- Maximizing instructional time prior to SOL assessment administration, while allowing sufficient time to accommodate students with multiple required tests, students with testing accommodations permitting multiple days to complete each test, as well as students who might require assessment retakes (T29)

During the 2025 General Assembly session, several bills were considered related to Excellence in Mathematics. Figure 34 presents information on six relevant bills and budget amendments that passed.

Figure 34: *Passed Bills and Budget Amendments Related to Excellence in Mathematics, 2025 Virginia General Assembly Session*

VDOE - Math Initiative and Grant Program Item 117 #1c	Provides $11.0 million from the general fund the first year and $1.0 million from the general fund the second year and five positions to support the improvement of mathematics education and instruction in public schools in the Commonwealth, including one-time grant funds and the establishment of Mathematics Advisory Task Forces.
HB 1829 (Simonds) Board of Education; certain add-on endorsements for mathematics teachers.	Requires the Board of Education to (i) develop and approve a geometry add-on endorsement for teachers licensed by the Board to provide instruction in geometry for students in kindergarten through grade eight and (ii) amend its regulations establishing the criteria for earning an Algebra 1 add-on endorsement to (a) eliminate the requirements that candidates complete coursework in calculus, Euclidian geometry, probability and statistics, and discrete mathematics and (b) permit candidates to receive a passing score on the Praxis Algebra 1 add-on endorsement exam in lieu of the requirements that candidates complete coursework in elementary functions, introductory college algebra, trigonometry, and linear algebra.
HB 2686 (Callsen) Certain advanced or accelerated mathematics opportunities; policies and criteria for enrollment; data reporting.	Requires each school board to develop and adopt a policy that sets forth the criteria for students in grades five through eight to be eligible to enroll in advanced or accelerated mathematics and requires each such policy to provide for (i) the automatic enrollment of any student in advanced or accelerated mathematics who receives a score on an end-of-year Standards of Learning mathematics assessment that is in the statewide, grade-level upper quartile, subject to course offerings and availability and the opportunity for parental opt-out, (ii) multiple additional pathways to student enrollment in advanced or accelerated mathematics, and (iii) an annual parental notification relating to mathematics coursework. The bill also requires each school board to report and the Department of Education to post on its website certain data relating to advanced or accelerated mathematics participation and performance.
HB 2777 (Rasoul)/ SB 955 (VanValkenburg) Public schools; textbooks and other high-quality instructional materials.	Makes several changes relating to the textbooks and other high-quality instructional materials that are utilized as the curriculum basis for public elementary and secondary school student instruction, including (i) requiring each local school board to adopt and implement textbooks and other high-quality instructional materials in English language arts for grades six through 12 and mathematics, science, and history and social studies for grades kindergarten through 12 and requiring the Department of Education to support such local adoption and implementation in several ways and (ii) requiring each education preparation program offered by a public institution of higher education or private institution of higher education or alternative certification program that provides training for any student seeking initial licensure by the Board of Education with certain endorsements to include a program of coursework and clinical experience and require all such students to demonstrate mastery in identifying and implementing textbooks and other high-quality instructional materials. The provisions of the bill, with the exception of a provision that requires a study of and report on the textbook review and approval process by November 1, 2025, have a delayed effective date of July 1, 2026.

In addition, the Virginia Board of Education's new School Performance and Support Framework, which produced its first set of school performance ratings this fall based on SY 2024-25 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) makes up 10 percent of each middle school's overall performance score.

Strategic Improvement Efforts to Achieve Excellence in Mathematics through Algebra 1 by 8th Grade

To achieve the Strategic Plan goal that all FCPS students will complete Algebra 1 before entering high school in SY 2029-30, the Division has identified three priority strategies:

Strategy 1. Prepare all students for Algebra 1 by 8th grade as the standard (default) course
Strategy 2. Increase the utilization of Algebra 1 open enrollment
Strategy 3. Provide additional support and intervention to help students succeed in Algebra 1

The current status of actions in SY 2025-26 are identified throughout the report in brackets.

Strategy 1. Prepare all students for Algebra 1 by 8th grade as the standard (default) course

Action 1.1. Revise K-7 mathematics curriculum and course structure [Changes]

Historically, FCPS' standard mathematics pathway prepared students to take Algebra 1 in 9th grade. While 8th graders were permitted to enroll in Algebra 1 without prerequisites, the standard course sequencing did not prepare them for this level of rigor. To align the standard pathway to Algebra 1 by grade 8, FCPS developed a plan to compact the standard course structure, incorporating all components of the 2023 Virginia Mathematics SOL for grades 5 through 8 into grades 5 through 7. See Figure 35. In SY 2024-25, curricula for Math 3, Math 3 Advanced, and Middle School Honors Math were realigned to emphasize coherence, alignment, depth, and complexity and to integrate computational and algebraic thinking and extensions to prepare students for Algebra 1 by 8th grade. In SY 2025-26, FCPS rolled out changes to Math 4 and Math 4 Advanced planning and pacing guides and began the process of renaming courses to signal their role in Algebra 1 preparation (for example, changing Math 7 Honors to Prealgebra). To provide increased curricular coherence and more consistent instructional delivery across FCPS, the Division also began piloting new math basal resources for students in grades K-5. Five elementary schools are piloting Amplify and five schools are piloting Carnegie; the remaining 132 schools will continue to use materials from the 2018 basal adoption. An evaluation conducted in partnership with FCPS' Office of Research and Program Evaluation will inform the final materials used across the Division.

Figure 35: *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	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*	Math 7 or Prealgebra *curriculum updated SY 2028-2029*	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) or Algebra 1 HN *curriculum updated SY 2028-29*	Algebra 1 HN or Geometry HN

Action 1.2. Train teachers in revised curriculum and evidence-based mathematics instruction [Continuing]

A more rigorous, accelerated math curriculum requires greater training. Over the past year, FCPS has provided teachers with professional development on the 2023 Standards of Learning, rigorous mathematics instruction, how to design and deliver lessons aligned to the FCPS Framework for Instruction, and best practices in using assessment data to design targeted instruction. Approximately 85 percent of the 656 secondary math teachers who attended fall professional development sessions reported an improved understanding of how systemwide common assessments can be used to plan instruction.

Action 1.3. Improve the integrity of implementation of core mathematics program [Continuing]

In SY 2024-25, FCPS conducted quarterly professional development with elementary principals and math leads, focusing on Computational Algebraic Thinking Standards in grades K-6, and how to design and deliver lessons aligned to FCPS Framework for Instruction. Nearly all (97%) principals reported having a clear understanding of the elements of explicit mathematics instruction and its connection to the FCPS Framework for Instruction. These quarterly meetings will continue in SY 2025-26, with a focus on improving the integrity of implementation of core curriculum and/or intervention programs by using FCPS-adopted resources with fidelity. Specifically, FCPS will be focusing on the degree to which teachers' learning intentions align to rigor of the standards, how they use the system-wide common unit assessments and other assessments to drive instruction, and how they engage students in ownership over their learning. FCPS continues to work with principals to build an understanding of the current and future mathematics pathways, provide guidance on improving mathematics outcomes, and co-design professional development. This collaboration has helped pyramids align professional development to improve instructional quality.

Action 1.4. Expand access to advanced mathematical concepts in elementary school [New]

FCPS is creating new opportunities for elementary school students to access advanced mathematical concepts, focusing on depth, complexity, and acceleration across grades.

- **Early Elementary (grades K-2).** An internal analysis of students meeting grade-level benchmarks for iReady revealed that students were statistically more likely to meet benchmarks if they had mastered numeral identification to 1,000. While this skill appears in the Virginia SOLs in later grades, FCPS began offering this content to 1st graders at all elementary schools receiving Title I funds (43 sites) to evaluate the effectiveness of early exposure. A recent analysis showed that 1st graders who completed the objective scored an average of 7 scale points above their matched peers who did not, representing a third of the expected growth for a 1st grader. In SY 2025-26, FCPS plans to continue this offering at all schools receiving Title I funds.
- **Middle Elementary (grades 3-4).** All 3rd and 4th graders have increased access to advanced math concepts, with opportunities to differentiate instruction at the classroom level by topic. Students who are strong in a particular unit can be given more complex, in-depth assignments and gain exposure to advanced mathematics.
- **Late Elementary (grades 5-6).** All 5th graders and 6th graders in standard math courses (i.e., Math 5 and Math 6) will be exposed to advanced mathematical concepts as content is compacted. Beginning in SY 2025-26, FCPS began expanding access to Algebra 1 HN for 6th graders. At participating elementary schools, students who scored pass-advanced on the Grade 6 Math SOL and who received a Quantile® score of 1125 on the Grade 5 Math Measures of Academic Progress

(MAP) assessment (the top of the "higher achievement" range[43]) were invited to enroll in one of two Algebra 1 HN instructional delivery models: (1) virtual synchronous instruction; and (2) in-person instruction. In the past, 6th graders enrolled in Algebra 1 HN took the course through FCPS online campus or attended a neighboring middle school. Prior enrollment in Algebra 1 HN averaged 50 elementary school students a year. As of fall SY 2025-26, approximately 650 FCPS students are enrolled. FCPS plans to evaluate the effectiveness of the eligibility criteria and delivery models used.

Action 1.5. Utilize screener data to support elementary school students gaining knowledge [New]

This year, FCPS implemented the MAP screening and growth tool for students in grades 1-6. The tool is designed to help teachers understand students' strengths and areas for support. MAP assessments help teachers monitor the growth of every student in learning the content knowledge and skills of the state standards, regardless of their starting point. MAP also provides FCPS with a better understanding of where students are in their learning, with no ceiling effect, and provides a better measure of progress on trajectory. In Fall 2025, FCPS' mathematics team provided guidance to schools on how to use MAP scores to identify what interventions might be needed (specifically Ready Set Math and Math Pathways and Pitfalls, both evidence-based interventions). FCPS also purchased Math Pathways and Pitfalls for all middle schools and provided training on the program. In SY 2025-26, elementary students also had their MAP scores connected to ST Math, a supplemental online math program, providing customized learning paths for students.

Action 1.6. Train teachers in strategies to build students' conceptual understanding [Continuing]

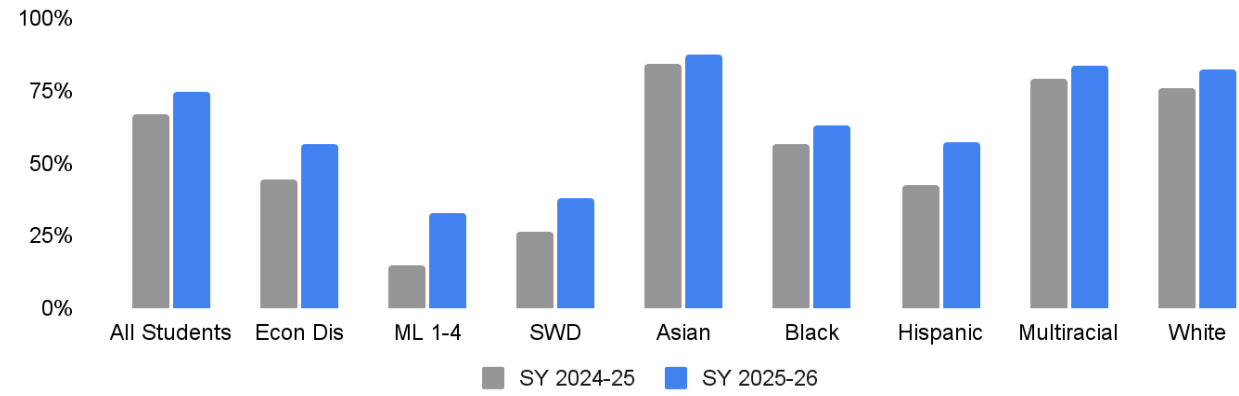
FCPS provides synchronous training to equip teachers with specific strategies for teaching math to Students with Disabilities, including those needed to be prepared for Algebra 1. This training will help special education teachers with their specially-designed instruction and can help general education teachers with students who are struggling with certain concepts. Additionally, FCPS offers training on specially-designed instruction that helps teachers plan and provide instruction based on student's individual needs. FCPS is also reviewing options for increasing the number of general education and special education teachers who participate in Intergrow Numeracy Solutions (formerly Add+Vantage Math Recovery, or AVMR), where teachers use a scripted intervention curriculum to support numeracy instruction. Currently, every FCPS elementary school has at least one teacher who has been trained to help all students build flexibility with foundational numeracy, observe student behaviors to make instructional decisions, and provide instruction that is targeted at the edge of the child's current knowledge to accelerate their learning.

[43] Roughly equivalent to an RIT score of 245, a measure of a student's level of achievement in a particular subject, such that the student has a 50:50 chance of answering correctly an item calibrated at that RIT level. See MAP Growth Math RIT to Quantile and NWEA MAP Norms (K–12)

Strategy 2. Increase the utilization of Algebra 1 open enrollment

FCPS has seen a steady increase in the percent of 8th graders enrolled in Algebra 1 or higher. See Figure 36. Compared to SY 2024-25, the percent of 8th grade Multilingual learners enrolled in Algebra 1 or higher grew by 18 percentage points, with double digit growth also observed for Hispanic students, students who were Economically Disadvantaged, and Students with Disabilities.

Figure 36: *Percent of 8th Graders Enrolled in Algebra 1 or Higher*



	All Students	Econ Dis	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White
SY 2024-25	**67%**	**45%**	**15%**	**27%**	**84%**	**57%**	**42%**	**79%**	**76%**
Numerator	9,177	2,088	323	516	2,252	789	1,592	711	3,737
Denominator	13,714	4,685	2,147	1,935	2,674	1,395	3,767	900	4,914
SY 2025-26	**75%**	**57%**	**33%**	**38%**	**87%**	**63%**	**57%**	**83%**	**82%**
Numerator	9,903	2,268	745	787	2,273	830	2,113	728	3,909
Denominator	13,288	3,990	2,268	2,071	2,605	1,311	3,689	872	4,758

Note: Data source is FCPS Algebra 1 Dashboard (SY 2025-26 data as of 12/8/25). The numerator is all students who are currently enrolled in Algebra 1 or higher in 8th grade. The denominator is all 8th graders.

Action 2.1. Educate students and families about opportunities for advanced mathematics [Changes]

FCPS has allowed students to enroll in *select* advanced math courses without prerequisites since 2011, which means that students can choose to take Prealgebra (formerly Math 7 Honors) in 7th grade and Algebra 1 in 8th grade, regardless of their previous math classes. However, many families are still not fully aware of this policy. FCPS 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. FCPS communicates with families using accessible language to build understanding and capacity around student and family assets, school programming, and mathematics expectations.

In SY 2025-26, FCPS is developing a set of uniform tools for schools to help families understand mathematics pathways through 12th grade and make informed decisions for their students. For example, FCPS launched videos on available math pathways and a new course explorer to help students and families at high schools offering AP mathematics review potential sequences from 6th grade to graduation (a similar tool for high schools offering IB mathematics is expected later this year). These pathways, as will be discussed in FCPS' SY 2025-26 Goal 4 Report, will include AP Precalculus and Trigonometry, with full deployment expected in SY 2028-29.

Action 2.2. Revise enrollment practices for middle school advanced mathematics [New]

Research has found that placing students in Algebra 1 in 8th grade based on objective performance criteria can reduce the association between student demographics and course placement, resulting in narrower gaps in middle school Algebra 1 completion.[44] In SY 2024-25, FCPS began inviting 7th graders with strong prior academic performance and/or aptitude to enroll in Algebra 1 for the coming school year (SY 2025-26). These invitations were extended to students who: (a) earned a C- or higher in Math 7, (b) scored in the 60th percentile on MAP Growth assessments, or (c) passed the 7th grade state math assessment. To identify students, FCPS designed and launched the Algebra Readiness 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 data to view student progress. FCPS continues to conduct professional development with school leaders on how to use this resource, and in SY 2024-25, the Division began training counselors in using the dashboard to identify students who are likely to succeed in advanced mathematics. In SY 2025-26, FCPS will place eligible students in Algebra 1 as the default course for SY 2026-27, with families able to opt out if desired.

Action 2.3. Embed Algebra 1 by 8th grade goals into School Improvement and Innovation Plans [Continuing]

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 8th grade. School SIIPs are monitored by Region Offices with feedback provided to school leaders throughout the year. FCPS academic departments examine SIIPs to assist school leaders in connecting learning from quarterly professional development and their school improvement efforts around increased Algebra 1 access. One of the primary frameworks that schools apply through SIIP work is the *Framework for Engaging and Student-Centered Mathematics Instruction*, launched in 2020. The framework equips teachers with strategies to actively engage students in meaningful, collaborative learning experiences that promote mathematical sense-making and reasoning, and includes eight evidence-based instructional shifts that help teachers and learners transition from teacher-centered to student-centered teaching practices.[45] All math teachers have been explicitly trained in Shifts 1, 4, and 8 through Divisionwide professional development.

Action 2.4. Create a community of schools to develop and refine enrollment strategies [Continuing]

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 20 participating schools in the AANIC use Improvement Science techniques to examine school-level data related to mathematics participation and proficiency, to investigate and evaluate strategies to increase participation while maintaining proficiency, and to implement and monitor changes. Schools in the AANIC receive coaching for their school teams on implementing their ideas and measuring the effects. In SY 2025-26, the AANIC grew by three schools. Through an iterative process where middle schools test and refine an individualized approach to encouraging students to enroll in Algebra 1, with centralized support and coaching, each cohort of schools has seen large increases in students participating in Algebra 1 by 8th grade. See Figure 37.

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[44] 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); McEachin, A., Domina, T., & Penner, A. (2020). Heterogeneous Effects of Early Algebra across California Middle Schools. *Journal of Policy Analysis and Management, 39*(3).

[45] McGatha, M., Bay-Williams, J. M., Kobett, B. M. C., & Wray, J. A. (2018). *Everything you need for mathematics coaching: tools, plans, and a process that works for any instructional leader: grades K-12*.

Figure 37: *Percent of 8th Graders Enrolled in Algebra 1 or Higher, by AANIC Cohort*

	# Schools	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25
Cohort 1	4	49%	54%	59%	64%
Cohort 2	11	-	48%	54%	59%
Cohort 3	5	-	-	63%	68%

Note: Data source is internal FCPS data pull.

Action 2.5. Increase the number of middle school teachers able to teach Algebra 1 [Continuing]

In SY 2024-25, FCPS offered coursework and Praxis preparation to middle school mathematics teachers identified as needing an Algebra 1 or Secondary Mathematics endorsement. Specifically, FCPS offers Praxis Bootcamp covering content preparation and test taking skills to employees planning to take required Praxis tests for licensure. FCPS also developed an Algebra 1 Praxis preparation course and will develop a similar course for the Mathematics Praxis. As of June 2025, of FCPS' 218 middle school math teachers, 79 percent had an endorsement to teach Algebra 1, including 46 percent who could teach higher-level math, such as Geometry, Algebra 2, and Precalculus (excluding AP, IB, and DE courses). See Figure 38.

Figure 38: *FCPS Middle School Math Teachers With Endorsements to Teach Algebra 1*

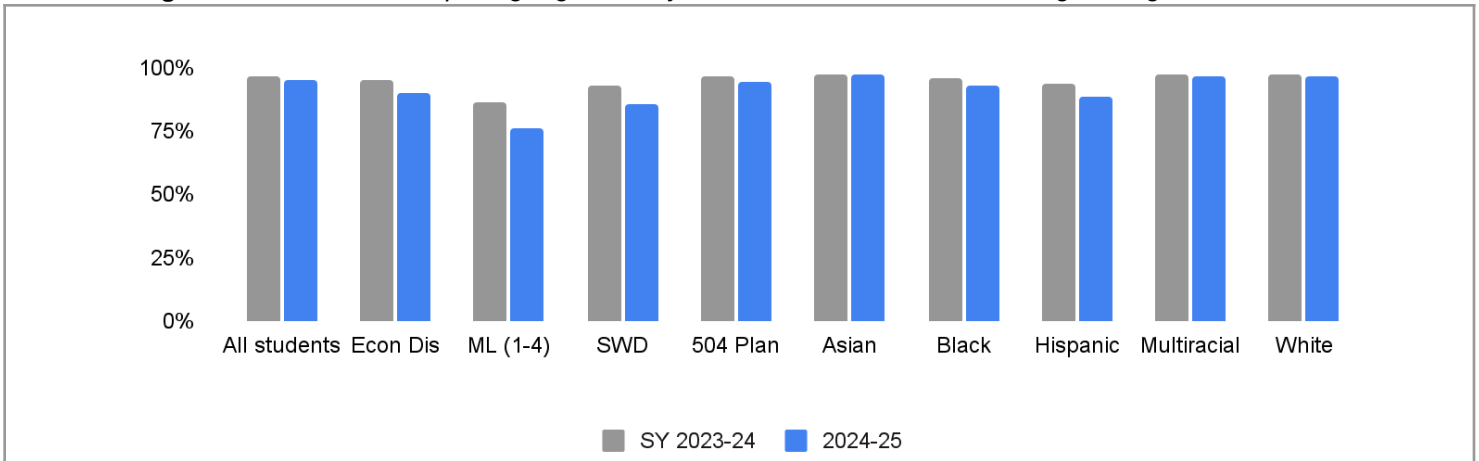
	# MS Math Teachers	# who can teach Algebra 1	% who can teach Algebra 1
June 2023	212	165	78%
June 2024	217	168	77%
June 2025	218	173	79%

Note: Data source is FCPS HR Data Request, December 9, 2025 and represents data as of the last day of each school year.

Strategy 3. Provide additional support and intervention to help students succeed in Algebra 1

Overall, the vast majority of students who took Algebra 1 by the end of 8th grade (i.e., completed the course with any final grade) passed the associated SOL. See Figure 39. Compared to the Division average, Multilingual learners, students who were Economically Disadvantaged, Students with Disabilities, and Hispanic students were less likely to be successful in SY 2024-25, and have seen the largest declines from the previous year. As FCPS expands access to Algebra 1 to more students in middle school, it will need to focus on providing support to ensure students are prepared for Algebra 1 before enrolling and learn core Algebra concepts before advancing into Geometry.

Figure 39: *Of Those Completing Algebra 1 by end of 8th Grade, Those Passing the Algebra 1 SOL*



	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2023-24	**97%**	**95%**	**86%**	**93%**	**97%**	**97%**	**96%**	**94%**	**98%**	**98%**
Numerator	8,218	2,177	310	473	599	2,097	695	1,326	641	3,421
Denominator	8,485	2,293	359	508	619	2,159	723	1,409	656	3,499
SY 2024-25	**95%**	**90%**	**76%**	**86%**	**95%**	**98%**	**93%**	**89%**	**97%**	**97%**
Numerator	8,708	1,739	389	494	650	2,199	739	1,425	688	3,624
Denominator	9,147	1,935	512	576	687	2,254	793	1,602	712	3,750

Note: Data source is course history and SOL test scores.

Action 3.1. Support students with knowledge gaps in Algebra 1 [New]

To earn a verified credit in Algebra 1, students must be prepared for success prior to enrolling and have access to ongoing support if they are struggling with content. These resources are especially important for students who do not show strong math aptitude[46] and for students with knowledge gaps from missed standards from the prior grade, as research suggests that students who fail Algebra 1 in 8th grade have decreased math interest/identity and reduced likelihood of taking advanced math in high school.[47] To ensure teachers have the resources and materials to backfill such content gaps, FCPS has included support materials in middle school math curriculum guides. To support student success, FCPS began developing a companion course – Algebra 1 Lab – in SY 2025-26 that provides targeted support to students with significant knowledge gaps in Algebra 1. Algebra 1 and Algebra 1 Lab may be scheduled as a double block or separately. The course will be available in SY 2026-27.

Additionally, FCPS is piloting two basal textbooks in grade 8 Algebra 1 classrooms. Five schools are piloting Mathspace and five are using Reveal Math by McGraw Hill. Both resources have comprehensive lesson plans, print textbooks and extensive resources and tools that teachers can use to provide scaffold support to students. Mathspace also provides supplemental digital resources. An initial FCPS analysis found that in SY 2024-25, the 3,489 students who completed Mathspace's SOL Algebra 1 prep custom course had a significantly higher average Algebra 1 SOL score (492, nearing the pass-advanced score of 500) than those who did not attempt the course (443).

[46] 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.
[47] 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).

Action 3.2. Provide summer programming to bridge Math 7 to Algebra 1 [New]

In the summer of 2025, FCPS launched Algebra Power Up, a new program to help improve access to and success for 8th graders enrolled in Algebra 1. The three-week program was designed to support 7th grade students who have mastered grade-level content (Math 7) and will move into Algebra 1 in 8th grade. The program helps students strengthen fundamental math and algebraic concepts to provide a solid foundation for success in Algebra 1. It leverages proven AVID strategies, including a comprehensive curriculum with teacher guides and corresponding student interactive notebooks, three weeks of high-engagement content that emphasizes collaboration and a sense of belonging, support for academic success embedded throughout the content, such as academic language and literacy support for all students, including Multilingual learners. Students were recruited from schools where fewer than 60 percent of 8th graders took Algebra 1 or higher during SY 2024-25. Preliminary results suggest that Algebra Power Up was a success. While students typically show no growth over the summer and experience a "summer slide," students participating in Algebra Power Up saw increased or maintained MAP scores. FCPS will continue to measure all students' growth as these students progress through Algebra 1 during SY 2025-26.

Action 3.3. Increase language accessibility of mathematics instruction [Newly Added]

Multilingual learners are much less likely than the Division average (61%) to earn a verified credit in Algebra 1 by the end of 8th grade. While rates for students at ELP levels 1-3 were particularly low, only a third of students at ELP level 4 earned this credit. Former Multilingual learners had rates similar to the Division average at 60 percent. See Figure 40.

Figure 40: *Percent of Current and Former Multilingual Learners who Receive a Verified Credit in Algebra 1 by the end of 8th Grade, by ELP Level, SY 2024-25*

ELP Level	ELP Skills*	# 8th graders	% who received VC in Algebra 1
Current FCPS Multilingual Learners			
Level 1	Minimal social and academic language with visual and graphic support (VGS)	684	2%
Level 2	Some social and general academic language with VGS	621	5%
Level 3	Full social and some specific academic language with VGS	1,042	19%
Level 4	Full social English and some technical academic language	352	34%
Former FCPS Multilingual Learners			
Level 6a-d	Demonstrated proficiency and being monitored (0-4 years since exit)	1,508	60%

Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.
*Information on ELP level can be found in the bulletin: Using WIDA MODEL to Support Instructional Planning for Multilingual Learners.

To support Multilingual learners in Algebra 1, FCPS has expanded access to Mathspace language-accessible resources, including Mathspace digital and Milo (an AI Chat Bot available in any language that integrates with Mathspace digital) to students at all FCPS schools and Spanish textbooks at three schools. FCPS is also using the Spanish resources available from MCGraw Hill in one school. 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. Since the pilot began in SY 2022-23, student usage has increased steadily and initial results are promising: 89 percent of students who piloted Spanish text and Milo reported that these tools were helpful.

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 the inclusion of Students with Disabilities (**Goal 2**).
- Students who can explore activities and interests beyond school (**Goal 2**) 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 (**Goal 5**) and postsecondary momentum (**Goal 4**).

The data presented in this report reflect a number of successes and areas for growth within Excellence in Language Arts and Excellence in Mathematics.

- **Excellence in Language Arts.** In SY 2024-25, 79 percent of FCPS students passed the Reading SOL, exceeding the state average and up two percentage points from baseline. The pass advanced rate (23%) exceeded the state average and all other large local divisions, and 88 percent of AP/IB English exams resulted in a passing score.

  FCPS remains committed to its Strategic Priority of Early Literacy: 71 percent of students passed the Grade 3 Reading SOL, up two percentage points from baseline. While disparities persist across student groups for reading by 3rd grade, Hispanic students, students who were Economically Disadvantaged, and students with a 504 plan saw 5 percentage points in growth from baseline. In SY 2025-26, FCPS will continue to standardize evidence-based literacy curriculum and to assess and respond to student literacy/risk, including providing targeted school strategies and personalized support for students who face individual challenges.

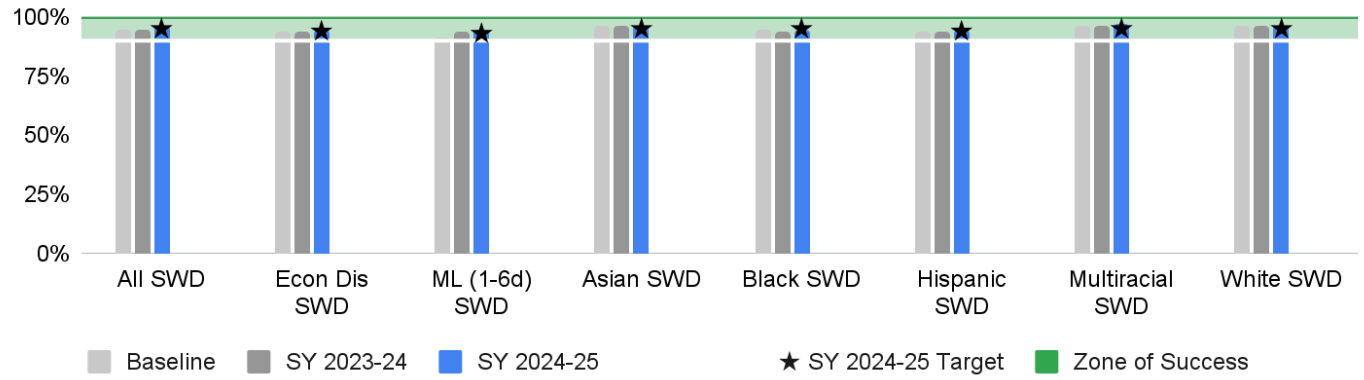
- **Excellence in Mathematics.** In SY 2024-25, 78 percent of FCPS students passed their math SOL, exceeding the state average and up seven percentage points from baseline. The pass advanced rate on Math SOLs (20%) also exceeded the state average and all other large local divisions. FCPS students in grades 5-9 were also far more likely to pass a math SOL in content above grade level. Seventy-nine percent of AP/IB math exams resulted in a passing score.

  FCPS remains committed to its Strategic Priority of Early Algebra: 61 percent of students earned a verified credit in Algebra 1 by the end of 8th grade, up ten percentage points from baseline. Double digit gains were observed for students with a 504 plan (+14 percentage points) and Black students (+12 percentage points), Multiracial students (+12 percentage points), and White students (+10 percentage points). However, disparities persist for Black and Hispanic students, Multilingual learners, students who were Economically Disadvantaged, and Students with Disabilities. In SY 2025-26, FCPS continues its approach to Algebra 1 by 8th grade, including implementing revisions to the K-7 mathematics curriculum/standard pathway and broad efforts to adjust academic advising and educate students and families about open enrollment.

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 (1-6d) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Baseline	**95%**	**94%**	**91%**	**96%**	**95%**	**94%**	**96%**	**96%**
Numerator	11,798	5,610	5,162	1,161	1,588	4,607	542	3,850
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%**
Numerator	10,978	5,172	4,895	1,027	1,445	4,296	569	3,577
Denominator	11,546	5,498	5,210	1,072	1,532	4,575	592	3,710
SY 2024-25	**96%**	**95%**	**95%**	**96%**	**95%**	**95%**	**97%**	**96%**
Numerator	11,406	5,303	5,337	1,082	1,514	4,456	591	3,710
Denominator	11,918	5,606	5,606	1,130	1,592	4,688	608	3,847
Target	Maintain	94%	92%	Maintain	Maintain	94%	Maintain	Maintain
Performance	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met

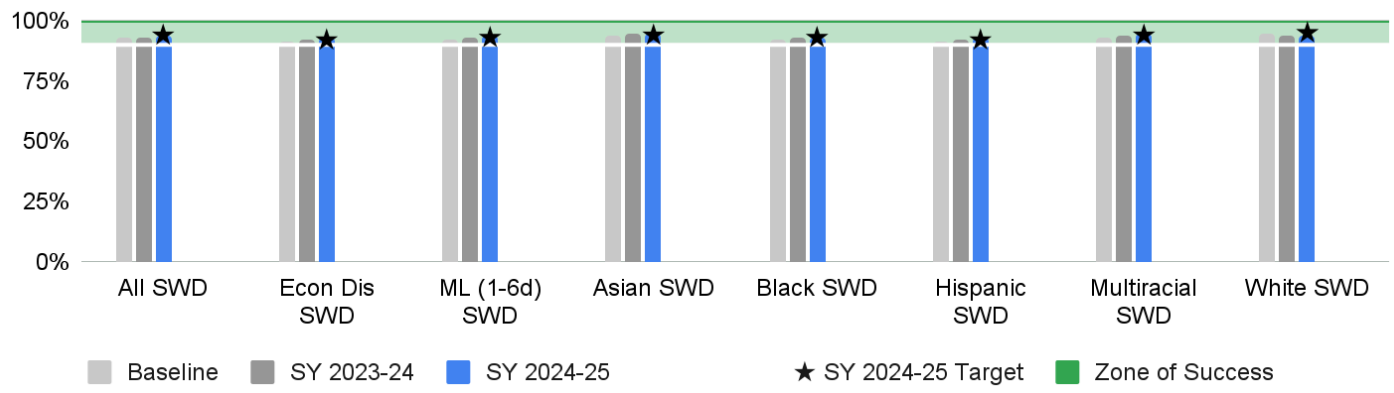
Note: Data source is 3rd quarter progress report data in SEA-STARS.

Growth Targets - Percent of Students Meeting IEP Goals in Reading

Student Group	All SWD	Econ Dis SWD	ML (1-6d) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	All SWD
Baseline	**95%**	94%	91%	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%
SY 2024-25 Actual	**96%**	95%	95%	96%	95%	95%	97%	96%
SY 2025-26 Target	**95%**	94%	93%	Maintain	Maintain	94%	Maintain	Maintain
Target Annual Progress (%pts)	**Maintain**	0.14	0.57	Maintain	Maintain	0.14	Maintain	Maintain

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Percent of Students Meeting IEP Goals in Math



	All SWD	Econ Dis SWD	ML (1-6d) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Baseline	**93%**	**91%**	**92%**	**94%**	**92%**	**91%**	**93%**	**95%**
Numerator	9,456	4,674	4,553	878	1,438	3,791	438	2,871
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%**
Numerator	8,951	4,393	4,267	785	1,308	3,657	464	2,694
Denominator	9,591	4,769	4,606	822	1,410	3,966	494	2,851
SY 2024-25	**94%**	**93%**	**93%**	**95%**	**93%**	**93%**	**95%**	**94%**
Numerator	9,212	4,496	4,409	836	1,377	3,708	504	2,743
Denominator	9,826	4,850	4,716	877	1,473	3,994	532	2,905
Target	94%	92%	93%	94%	93%	92%	94%	*Maintain**
Performance	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Approaching

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

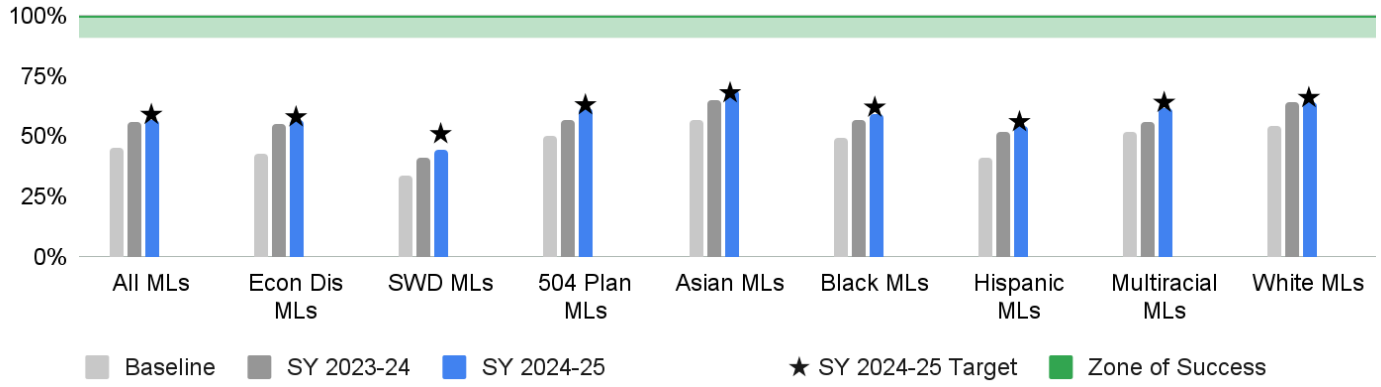
**"Maintain" indicates that student groups should maintain their level of performance at baseline.*

Growth Targets - Percent of Students Meeting IEP Goals in Math

Student Group	All SWD	Econ Dis SWD	ML (1-6d) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	All SWD
Baseline	**93%**	91%	92%	94%	92%	91%	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%	Maintain
SY 2024-25 Actual	**94%**	93%	94%	95%	93%	93%	95%	94%
SY 2025-26 Target	**94%**	93%	93%	94%	93%	93%	94%	Maintain
Target Annual Progress (%pts)	**0.29**	0.57	0.43	0.14	0.43	0.57	0.29	Maintain

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

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



	All MLs	Econ Dis MLS	SWD MLs	504 Plan MLS	Asian MLs	Black MLs	Hispanic MLs	Multiracial MLs	White MLs
Baseline	**45%**	**43%**	**34%**	**50%**	**57%**	**49%**	**41%**	**52%**	**54%**
Numerator	10,334	7,482	1,829	114	1,968	701	6,240	89	1,299
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%**
Numerator	15,174	12,463	2,819	192	2,658	885	9,617	102	1,857
Denominator	27,306	22,833	6,839	338	4,067	1,564	18,471	183	2,916
SY 2024-25	**57%**	**57%**	**44%**	**62%**	**69%**	**59%**	**54%**	**62%**	**64%**
Numerator	15,777	10,945	3,022	237	2,728	917	10,089	106	1,870
Denominator	27,442	19,160	6,859	382	3,982	1,542	18,708	170	2,917
Target	59%	58%	51%	63%	68%	62%	56%	64%	66%
Performance	Progress	Progress	Progress	Progress	Target Met	Progress	Progress	Progress	Progress

Note: Data source is VDOE SSWS report K-12 EL Student Report. Students included in this metric had to have taken the WIDA ACCESS exam in at least two consecutive years. FCPS' WIDA progress was reported as 58% in State School Quality Profiles.

Growth Targets - Percent of Students who are 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
Baseline	45%	43%	34%	50%	57%	49%	41%	52%	54%
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%
SY 2024-25 Actual	57%	57%	44%	62%	69%	59%	54%	62%	64%
SY 2025-26 Target	66%	65%	60%	69%	73%	69%	64%	70%	72%
Target Annual Progress (%pts)	7.14	7.43	8.71	6.43	5.43	6.57	7.71	6.14	5.86

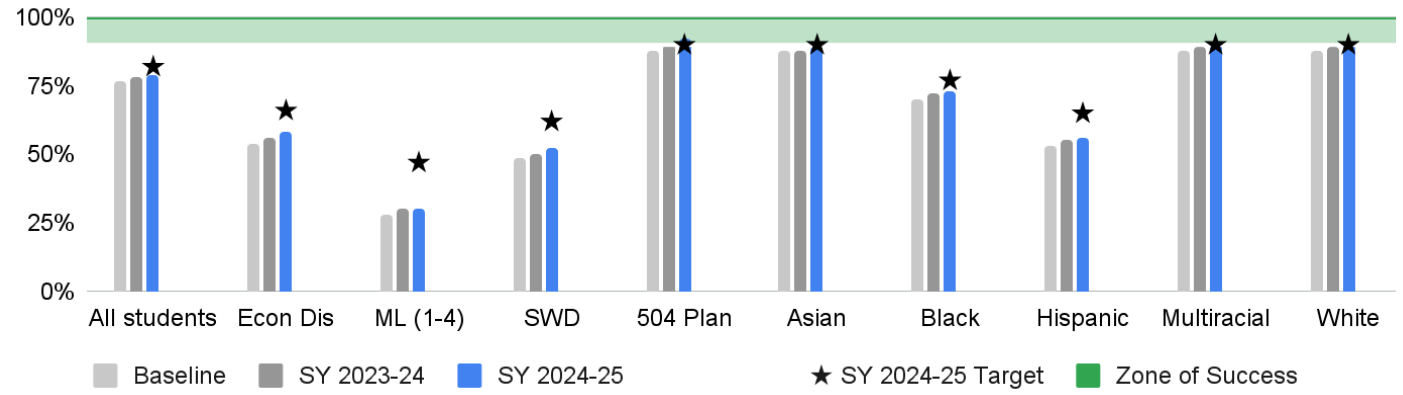
Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Percent of Schools That Meet the State Standard of the Percent of Multilingual Learners Making Expected Progress Toward English Language Proficiency	
	Schools
Baseline %	**46%**
Baseline numerator	89
Baseline denominator	193
SY 2023-24%	**71%**
SY 2023-24 numerator	137
SY 2023-24 denominator	192
SY 2024-25%	**70%**
SY 2024-25 numerator	135
SY 2024-25 denominator	193

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

Metrics and Baseline Data for Goal 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 (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**77%**	**54%**	**28%**	**49%**	**88%**	**88%**	**70%**	**53%**	**88%**	**88%**
Numerator	63,837	14,583	4,204	5,993	3,491	14,498	5,748	11,799	4,614	26,939
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%**
Numerator	70,721	16,352	5,171	7,152	4,933	15,262	6,451	13,542	5,393	29,813
Denominator	91,006	29,012	17,391	14,236	5,462	17,278	8,978	24,772	6,029	33,568
SY 2024-25	**79%**	**58%**	**30%**	**52%**	**92%**	**89%**	**73%**	**56%**	**90%**	**90%**
Numerator	72,834	16,537	5,339	7,594	5,548	15,485	6,555	14,439	5,582	30,505
Denominator	92,355	28,554	17,591	14,544	6,021	17,397	8,940	25,627	6,174	33,833
Target	82%	66%	47%	62%	90%	90%	77%	65%	90%	90%
Performance	Progress	Progress	Progress	Progress	Target Met	Progress	Progress	Progress	Target Met	Target Met

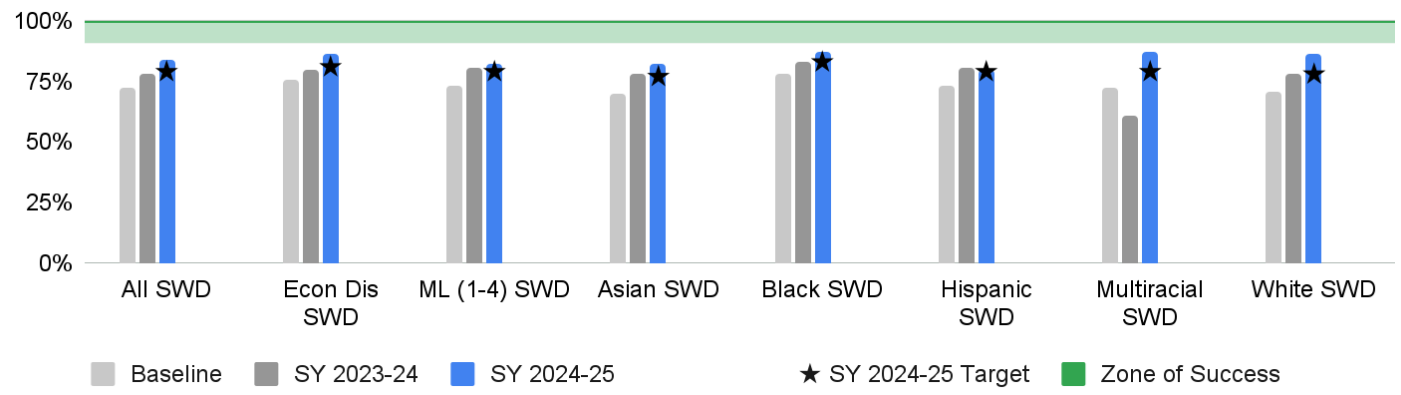
Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.

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

Student Group	All students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**77%**	54%	28%	49%	88%	88%	70%	53%	88%	88%
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%
SY 2024-25 Actual	**79%**	58%	30%	52%	92%	89%	73%	56%	90%	90%
SY 2025-26 Target	**85%**	72%	57%	69%	91%	91%	81%	71%	91%	91%
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: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

VAAP Annual Pass Rate for Reading (Grades 3-8, HS)



	All SWD	Econ Dis SWD	ML (1-4) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Baseline	**72%**	**76%**	**73%**	**70%**	**78%**	**73%**	**72%**	**71%**
Numerator	456	174	256	84	79	114	23	151
Denominator	630	229	349	120	102	156	32	214
SY 2023-24	**78%**	**80%**	**81%**	**78%**	**83%**	**81%**	**61%**	**78%**
Numerator	486	185	271	90	90	125	17	159
Denominator	620	230	336	116	109	155	28	205
SY 2024-25	**84%**	**86%**	**82%**	**82%**	**87%**	**80%**	**87%**	**86%**
Numerator	426	165	236	73	82	122	20	124
Denominator	507	191	287	89	94	152	23	144
Target	79%	81%	79%	77%	83%	79%	79%	78%
Performance	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met

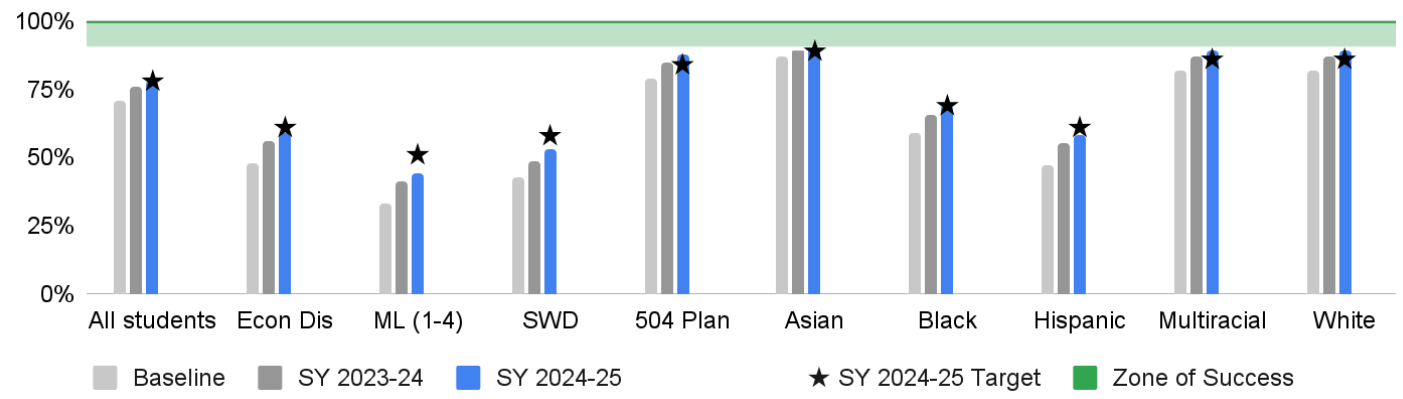
Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.

Growth Targets - VAAP Annual Pass Rate for Reading (Grades 3-8, HS)

Student Group	All SWD	Econ Dis SWD	ML (1-4) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Baseline	**72%**	76%	73%	70%	78%	73%	72%	71%
SY 2023-24 Actual	**78%**	80%	81%	78%	83%	81%	61%	78%
SY 2024-25 Target	**79%**	81%	79%	77%	83%	79%	79%	78%
SY 2024-25 Actual	**79%**	81%	79%	77%	83%	79%	79%	78%
SY 2025-26 Target	**82%**	84%	82%	81%	85%	82%	82%	81%
Target Annual Progress (%pts)	**3.29**	2.71	3.14	3.57	2.43	3.14	3.29	3.43

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

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



	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**71%**	**48%**	**33%**	**43%**	**79%**	**87%**	**59%**	**47%**	**82%**	**82%**
Numerator	62,014	13,972	5,878	5,549	3,129	14,798	5,091	11,445	4,429	26,012
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%**
Numerator	72,595	17,983	8,799	7,337	4,485	16,002	6,203	14,997	5,344	29,764
Denominator	95,672	32,129	21,314	15,020	5,261	17,877	9,470	27,414	6,158	34,330
SY 2024-25	**78%**	**59%**	**44%**	**53%**	**88%**	**90%**	**69%**	**58%**	**89%**	**89%**
Numerator	75,599	18,355	9,172	7,969	5,172	16,632	6,455	16,051	5,606	30,589
Denominator	96,414	30,904	20,836	15,120	5,863	18,388	9,387	27,549	6,329	34,377
Target	78%	61%	51%	58%	84%	89%	69%	61%	86%	86%
Performance	Target Met	Progress	Progress	Progress	Target Met	Target Met	Target Met	Progress	Target Met	Target Met

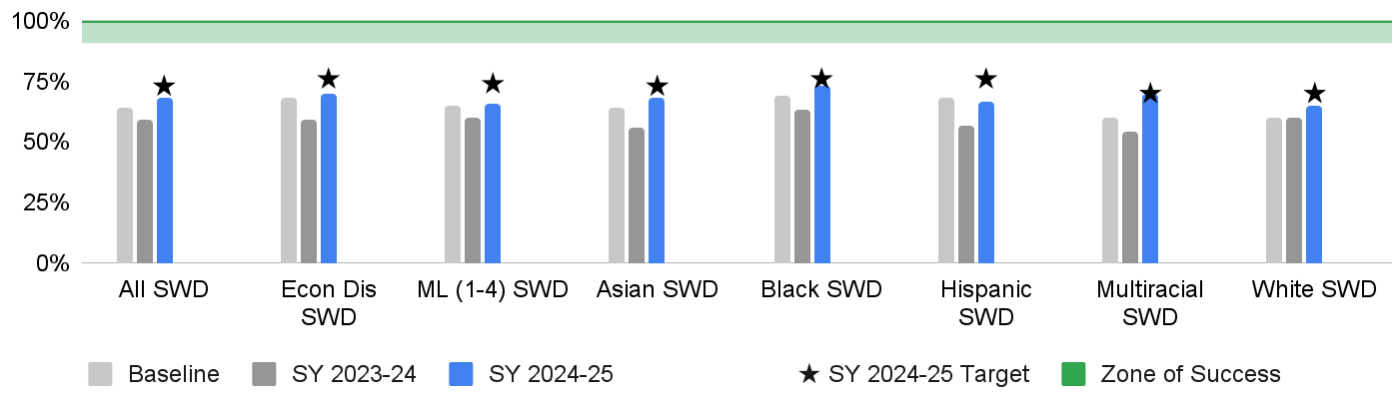
Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.

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

Student Group	All students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**71%**	48%	33%	43%	79%	87%	59%	47%	82%	82%
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%
SY 2024-25 Actual	**78%**	59%	44%	53%	88%	90%	69%	58%	89%	89%
SY 2025-26 Target	**85%**	75%	68%	73%	88%	92%	80%	74%	89%	89%
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: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

VAAP Annual Pass Rate for Mathematics (Grades 3-8, HS)



	All SWD	Econ Dis SWD	ML (1-4) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Baseline	**64%**	**68%**	**65%**	**64%**	**69%**	**68%**	**60%**	**60%**
Numerator	406	157	230	77	70	106	19	130
Denominator	632	231	351	121	102	156	32	215
SY 2023-24	**59%**	**59%**	**60%**	**56%**	**63%**	**57%**	**54%**	**60%**
Numerator	365	135	203	66	70	89	15	121
Denominator	622	230	339	118	111	155	28	203
SY 2024-25	**68%**	**70%**	**66%**	**68%**	**73%**	**67%**	**70%**	**65%**
Numerator	344	133	191	60	69	102	16	94
Denominator	507	191	289	88	95	152	23	145
Target	73%	76%	74%	73%	76%	76%	70%	70%
Performance	Progress	Progress	Progress	Progress	Progress	Baseline	Target Met	Progress

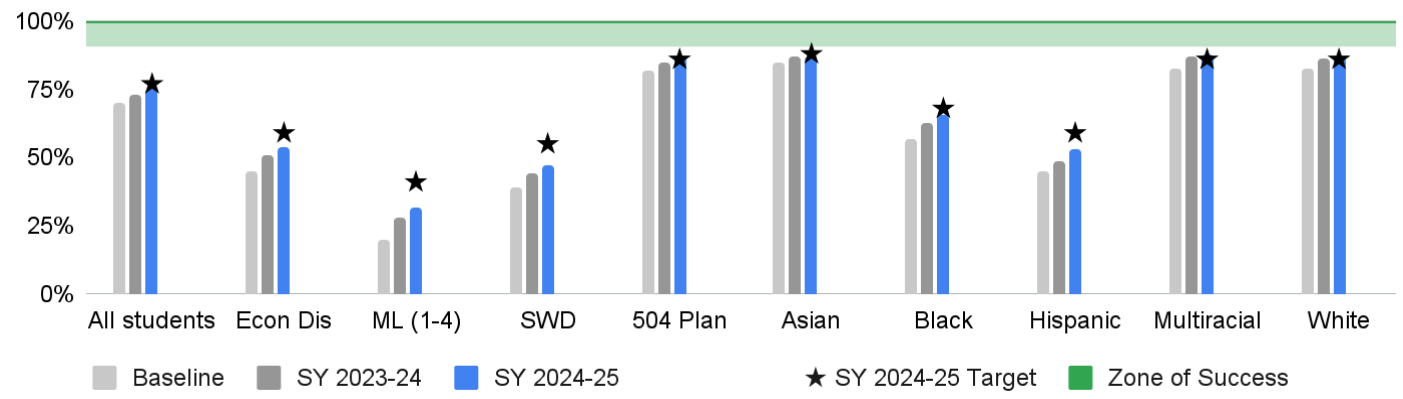
Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.

Growth Targets - VAAP Annual Pass Rate for Mathematics (Grades 3-8, HS)

Student Group	All SWD	Econ Dis SWD	ML (1-4) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Baseline	**64%**	68%	65%	64%	69%	68%	60%	60%
SY 2023-24 Actual	**59%**	59%	60%	56%	63%	57%	54%	60%
SY 2024-25 Target	**73%**	76%	74%	73%	76%	76%	70%	70%
SY 2024-25 Actual	**68%**	70%	66%	68%	73%	67%	70%	65%
SY 2025-26 Target	**77%**	80%	78%	77%	80%	80%	75%	75%
Target Annual Progress (%pts)	**4.43**	3.86	4.29	4.43	3.71	3.86	5.00	5.00

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

SOL Annual Pass Rate for Science (Grade 5, Grade 8, EOC)



	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**70%**	**45%**	**20%**	**39%**	**82%**	**85%**	**57%**	**45%**	**83%**	**83%**
Numerator	28,379	6,046	1,311	2,236	1,700	6,898	2,355	5,001	2,006	12,007
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%**
Numerator	32,343	7,884	2,502	3,017	2,221	7,247	2,930	6,473	2,335	13,224
Denominator	44,465	15,468	8,854	6,872	2,625	8,344	4,679	13,184	2,693	15,382
SY 2024-25	**75%**	**54%**	**32%**	**47%**	**87%**	**87%**	**66%**	**53%**	**88%**	**87%**
Numerator	33,046	8,010	2,932	3,343	2,492	7,171	3,033	6,955	2,455	13,308
Denominator	44,115	14,780	9,114	7,043	2,860	8,252	4,623	13,031	2,791	15,229
Target	77%	59%	41%	55%	86%	88%	68%	59%	86%	86%
Performance	Progress	Progress	Progress	Progress	Target Met	Progress	Progress	Progress	Target Met	Target Met

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 (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**70%**	45%	20%	39%	82%	85%	57%	45%	83%	83%
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%
SY 2024-25 Actual	**75%**	54%	32%	47%	87%	87%	66%	53%	88%	87%
SY 2025-26 Target	**81%**	66%	52%	63%	88%	89%	73%	66%	88%	88%
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: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

VAAP Annual Pass Rate for Science (Grade 5, Grade 8, HS)

	All SWD	Econ Dis SWD	ML (1-4) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Baseline	**61%**	**62%**	**63%**	**60%**	**65%**	**60%**	**TS**	**60%**
Numerator	170	60	95	32	32	43	TS	53
Denominator	279	97	151	53	50	72	TS	88
SY 2023-24	**52%**	**52%**	**49%**	**50%**	**56%**	**49%**	**TS**	**56%**
Numerator	152	47	77	27	25	36	TS	55
Denominator	290	90	157	54	45	73	TS	98
SY 2024-25	**52%**	**52%**	**50%**	**37%**	**63%**	**58%**	**TS**	**49%**
Numerator	126	47	71	15	30	38	TS	38
Denominator	242	90	141	41	48	66	TS	78
Target	71%	71%	72%	70%	74%	70%	TS	70%
Performance	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline	n/a	Baseline

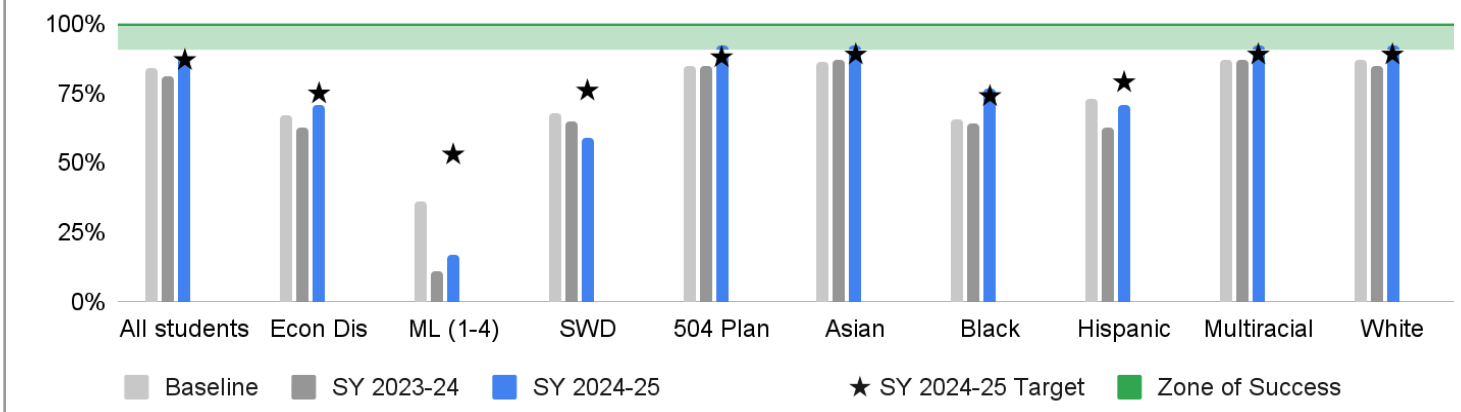
Note: Data source is the VDOE SSWS Student Performance Roster. Pearson records were used to add test details as needed.

Growth Targets - VAAP Annual Pass Rate for Science (Grade 5, Grade 8, HS)

Student Group	All SWD	Econ Dis SWD	ML (1-4) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Baseline	**61%**	62%	63%	60%	65%	60%	TS	60%
SY 2023-24 Actual	**52%**	52%	49%	50%	56%	49%	TS	56%
SY 2024-25 Target	**71%**	71%	72%	70%	74%	70%	TS	70%
SY 2024-25 Actual	**52%**	52%	50%	37%	63%	58%	TS	49%
SY 2025-26 Target	**76%**	76%	77%	75%	78%	75%	TS	75%
Target Annual Progress (%pts)	**4.86**	4.71	4.57	5.00	4.29	5.00	TS	5.00

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Percent of AP/IB English Exams with a Passing Mark



	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**84%**	**67%**	**36%**	**68%**	**85%**	**86%**	**66%**	**73%**	**87%**	**87%**
Numerator	5,179	566	11	68	376	1,687	304	492	363	2,319
Denominator	6,199	843	31	100	444	1,953	457	679	419	2,674
SY 2023-24	**81%**	**63%**	**11%**	**65%**	**85%**	**87%**	**64%**	**63%**	**87%**	**85%**
Numerator	5,241	791	10	82	473	1,703	352	467	403	2,301
Denominator	6,431	1,248	88	126	555	1,950	553	746	462	2,698
SY 2024-25	**88%**	**71%**	**17%**	**59%**	**92%**	**92%**	**77%**	**71%**	**92%**	**92%**
Numerator	6,110	825	31	106	600	1,930	455	708	459	2,530
Denominator	6,963	1,159	187	181	650	2,097	593	992	499	2,753
Target	87%	75%	53%	76%	88%	89%	74%	79%	89%	89%
Performance	Target Met	Progress	Baseline	Baseline	Target Met	Target Met	Target Met	Baseline	Target Met	Target Met

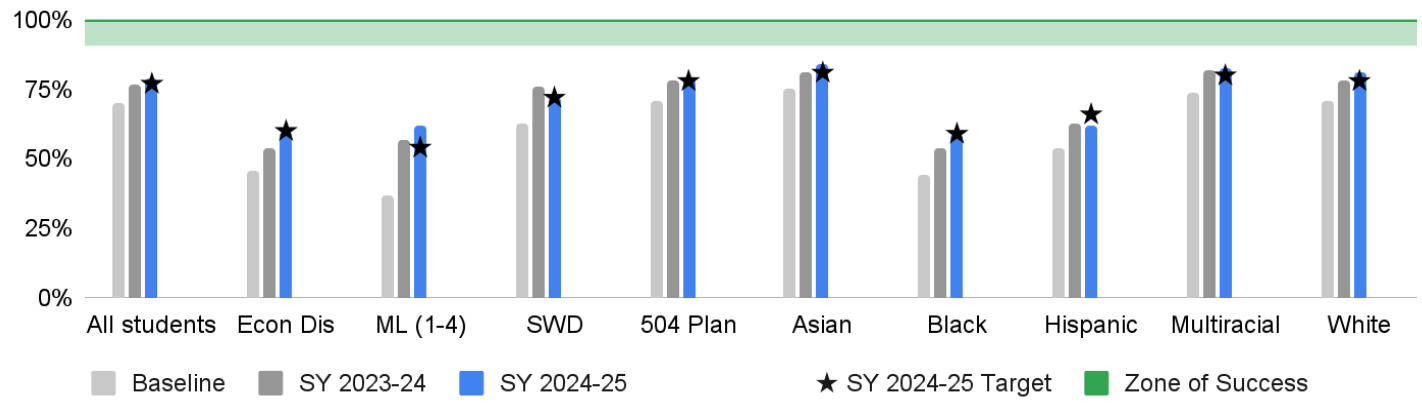
Note: Data source is IB and AP test data. Two-year baseline used (SYs 2021-22 and 2022-23). Includes all tests recognized as AP or IB English within the FCPS course catalog.

Growth Targets - Percent of AP/IB English Exams with a Passing Mark

Student Group	All students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**84%**	**67%**	**36%**	**68%**	**85%**	**86%**	**66%**	**73%**	**87%**	**87%**
SY 2023-24 Actual	**81%**	**63%**	**11%**	**65%**	**85%**	**87%**	**64%**	**63%**	**87%**	**85%**
SY 2024-25 Target	**87%**	75%	53%	76%	88%	89%	74%	79%	89%	89%
SY 2024-25 Actual	**88%**	**71%**	**17%**	**59%**	**92%**	**92%**	**77%**	**71%**	**92%**	**92%**
SY 2025-26 Target	**89%**	79%	61%	80%	89%	90%	78%	82%	90%	90%
Target Annual Progress (%pts)	**1.57**	4.00	8.43	3.86	1.43	1.29	4.14	3.14	1.14	1.14

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Percent of AP/IB Mathematics Exams with a Passing Mark



	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**70%**	**46%**	**37%**	**63%**	**71%**	**75%**	**44%**	**54%**	**74%**	**71%**
Numerator	6,132	459	8	86	353	2,991	196	339	414	2,182
Denominator	8,699	994	21	138	496	3,976	451	633	558	3,064
SY 2023-24	**77%**	**54%**	**57%**	**76%**	**78%**	**81%**	**54%**	**63%**	**82%**	**78%**
Numerator	8,645	855	32	155	581	4,001	371	516	650	3,081
Denominator	11,198	1,582	56	205	745	4,917	689	817	791	3,945
SY 2024-25	**79%**	**60%**	**62%**	**72%**	**79%**	**84%**	**59%**	**62%**	**83%**	**81%**
Numerator	9,870	888	53	190	722	4,509	445	703	695	3,484
Denominator	12,430	1,475	85	264	913	5,370	755	1,128	839	4,295
Target	77%	60%	54%	72%	78%	81%	59%	66%	80%	78%
Performance	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Progress	Target Met	Target Met

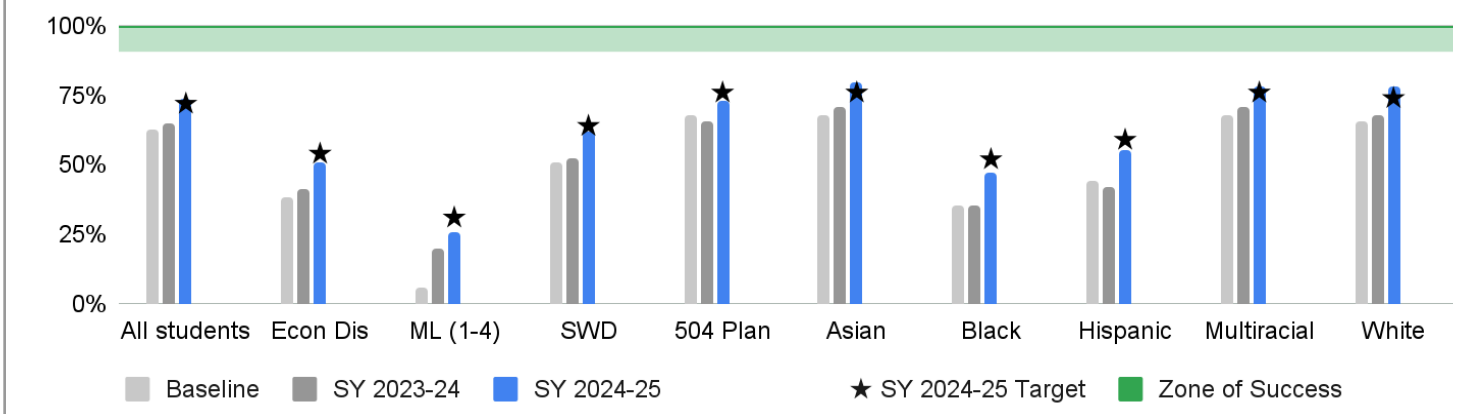
Note: Data source is IB and AP test data. Two-year baseline used (SYs 2021-22 and 2022-23). Includes all tests recognized as AP or IB Mathematics within the FCPS course catalog.

Growth Targets - Percent of AP/IB Mathematics Exams with a Passing Mark

Student Group	All students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**70%**	46%	37%	63%	71%	75%	44%	54%	74%	71%
SY 2023-24 Actual	**77%**	54%	57%	76%	78%	81%	54%	63%	82%	78%
SY 2024-25 Target	**77%**	60%	54%	72%	78%	81%	59%	66%	80%	78%
SY 2024-25 Actual	**79%**	60%	62%	72%	79%	84%	59%	62%	83%	81%
SY 2025-26 Target	**81%**	67%	62%	77%	81%	84%	66%	72%	83%	81%
Target Annual Progress (%pts)	**3.57**	7.00	8.29	4.57	3.43	2.86	7.29	5.86	3.00	3.43

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Percent of AP/IB Science Exams with a Passing Mark



	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**63%**	**38%**	**6%**	**51%**	**68%**	**68%**	**35%**	**44%**	**68%**	**66%**
Numerator	5,162	394	2	67	358	2,099	166	326	370	2,192
Denominator	8,198	1,035	26	130	529	3,097	478	747	541	3,315
SY 2023-24	**65%**	**41%**	**20%**	**52%**	**66%**	**71%**	**35%**	**42%**	**71%**	**68%**
Numerator	5,706	617	7	96	460	2,253	208	396	437	2,392
Denominator	8,824	1,518	35	185	702	3,161	591	933	615	3,493
SY 2024-25	**74%**	**51%**	**26%**	**62%**	**73%**	**80%**	**47%**	**55%**	**78%**	**78%**
Numerator	6,864	664	14	108	580	2,687	299	559	517	2,777
Denominator	9,264	1,309	54	174	794	3,363	641	1,017	661	3,551
Target	72%	54%	31%	64%	76%	76%	52%	59%	76%	74%
Performance	Progress	Progress	Progress	Progress	Progress	Target Met	Progress	Progress	Target Met	Target Met

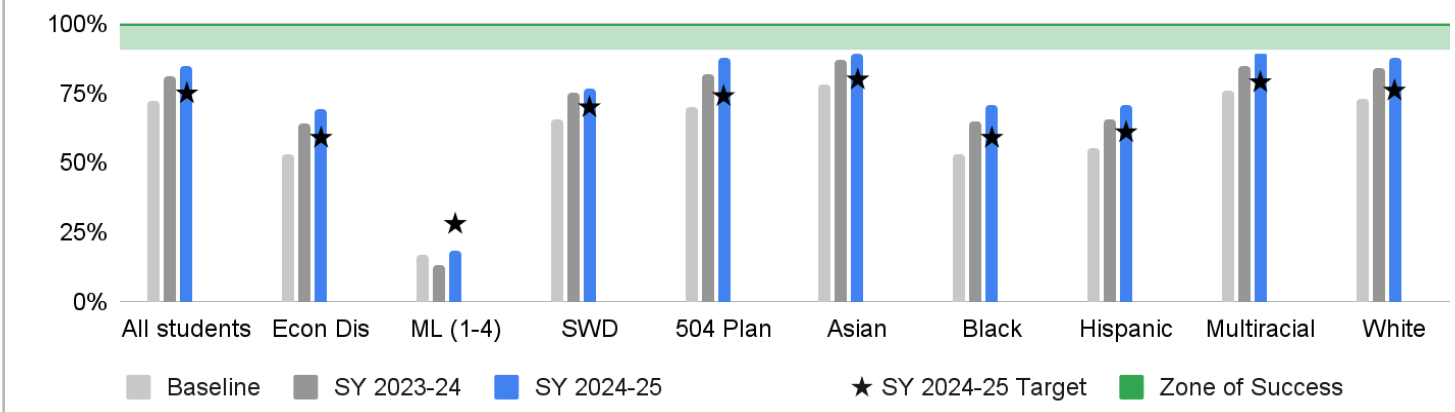
Note: Data source is IB and AP test data. Two-year baseline used (SYs 2021-22 and 2022-23). Includes all tests recognized as AP or IB Science within the FCPS course catalog.

Growth Targets - Percent of AP/IB Science Exams with a Passing Mark

Student Group	All students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**63%**	38%	6%	51%	68%	68%	35%	44%	68%	66%
SY 2023-24 Actual	**65%**	41%	20%	52%	66%	71%	35%	42%	71%	68%
SY 2024-25 Target	**72%**	54%	31%	64%	76%	76%	52%	59%	76%	74%
SY 2024-25 Actual	**74%**	51%	26%	62%	73%	80%	47%	55%	78%	78%
SY 2025-26 Target	**77%**	62%	44%	70%	80%	80%	61%	66%	80%	78%
Target Annual Progress (%pts)	**4.57**	8.14	12.71	6.29	3.86	3.86	8.57	7.29	3.86	4.14

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Percent of AP/IB Social Studies Exams with a Passing Mark



	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**72%**	**53%**	**17%**	**66%**	**70%**	**78%**	**53%**	**55%**	**76%**	**73%**
Numerator	11,606	1,094	8	271	684	4,110	549	876	697	4,493
Denominator	16,095	2,082	47	412	971	5,302	1,035	1,580	919	6,151
SY 2023-24	**81%**	**64%**	**13%**	**75%**	**82%**	**87%**	**65%**	**66%**	**85%**	**84%**
Numerator	13,460	1,755	12	336	947	4,690	770	1,168	837	5,222
Denominator	16,598	2,758	91	451	1,157	5,421	1,181	1,769	985	6,237
SY 2024-25	**85%**	**69%**	**18%**	**77%**	**88%**	**89%**	**71%**	**71%**	**90%**	**88%**
Numerator	14,774	1,729	20	396	1,190	5,230	886	1,377	984	5,466
Denominator	17,417	2,510	109	515	1,359	5,878	1,254	1,943	1,099	6,211
Target	75%	59%	28%	70%	74%	80%	59%	61%	79%	76%
Performance	Target Met	Target Met	Progress	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met

Note: Data source is IB and AP test data. Two-year baseline used (SYs 2021-22 and 2022-23). Includes all tests recognized as AP or IB Social Studies within the FCPS course catalog.

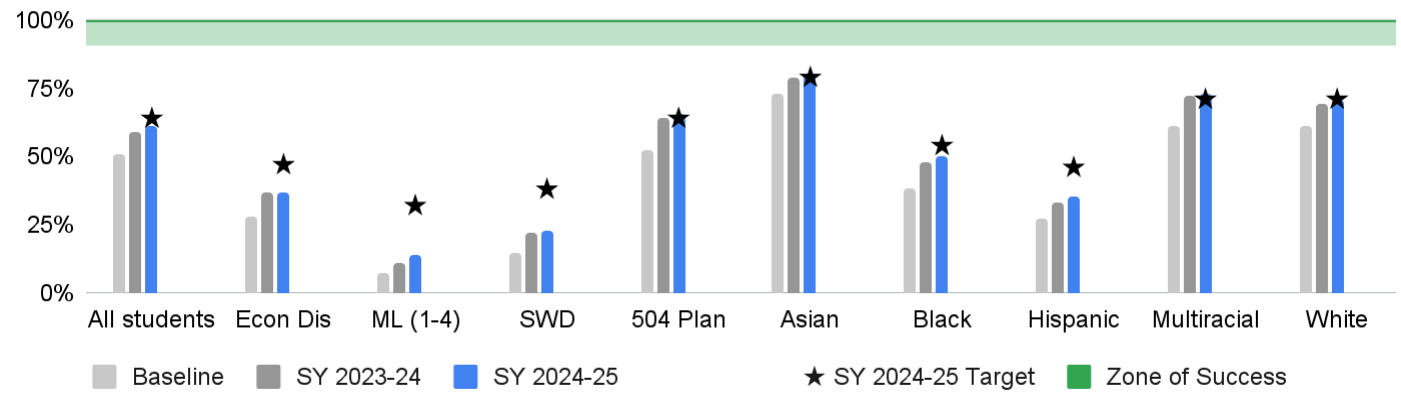
Growth Targets - Percent of AP/IB Social Studies Exams with a Passing Mark

Student Group	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**72%**	53%	17%	66%	70%	78%	53%	55%	76%	73%
SY 2023-24 Actual	**81%**	64%	13%	75%	82%	87%	65%	66%	85%	84%
SY 2024-25 Target	**75%**	59%	28%	70%	74%	80%	59%	61%	79%	76%
SY 2024-25 Actual	**85%**	69%	18%	77%	88%	89%	71%	71%	90%	88%
SY 2025-26 Target	**82%**	71%	50%	78%	81%	85%	71%	72%	84%	82%
Target Annual Progress (%pts)	**3.29**	6.00	11.14	4.14	3.57	2.43	6.00	5.71	2.71	3.14

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

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
Baseline	**51%**	**28%**	**7%**	**15%**	**52%**	**73%**	**38%**	**27%**	**61%**	**61%**
Numerator	7,222	1,304	133	303	410	2,058	560	1,025	506	3,041
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%**
Numerator	7,879	1,970	253	441	559	2,070	649	1,187	627	3,308
Denominator	13,292	5,267	2,296	1,983	872	2,622	1,353	3,634	869	4,764
SY 2024-25	**61%**	**37%**	**14%**	**23%**	**66%**	**80%**	**50%**	**35%**	**73%**	**71%**
Numerator	8,565	1,681	373	486	635	2,176	725	1,382	673	3,576
Denominator	14,114	4,578	2,699	2,125	969	2,724	1,456	3,945	918	5,003
Target	64%	47%	32%	38%	64%	79%	54%	46%	71%	71%
Performance	Progress	Progress	Progress	Progress	Target Met	Target Met	Progress	Progress	Target Met	Target Met

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

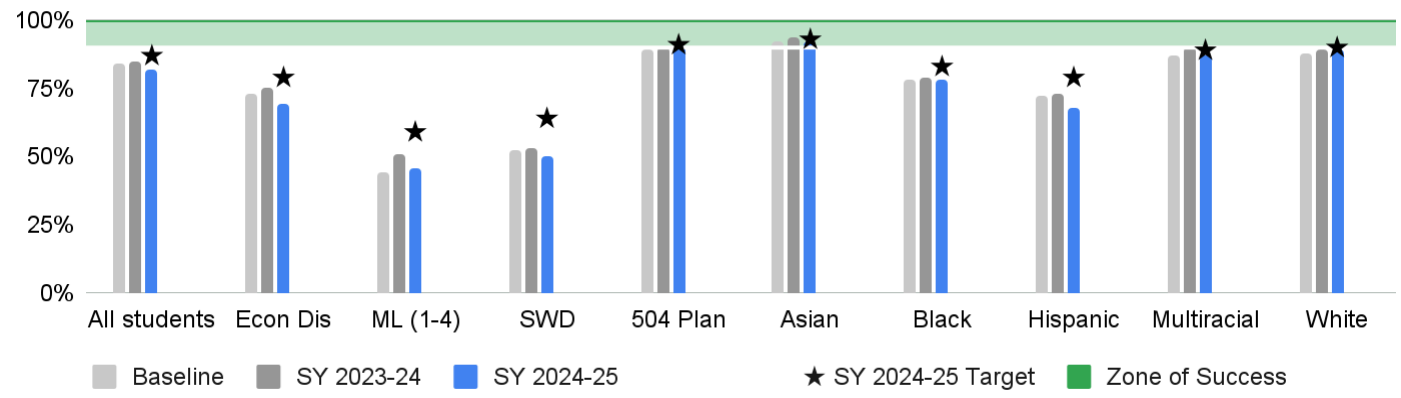
Growth Targets - Percent of Students who Receive a Verified Credit in Algebra 1 by the end of 8th Grade

Student Group	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**51%**	28%	7%	15%	52%	73%	38%	27%	61%	61%
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%
SY 2024-25 Actual	**61%**	37%	14%	23%	66%	80%	50%	35%	73%	71%
SY 2025-26 Target	**70%**	57%	45%	49%	70%	82%	62%	56%	76%	76%
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: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

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
Baseline	**84%**	**73%**	**44%**	**52%**	**89%**	**92%**	**78%**	**72%**	**87%**	**88%**
Numerator	11,710	2,846	482	951	923	2,805	1,143	2,289	654	4,783
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%**
Numerator	11,968	3,637	657	956	1,101	2,828	1,166	2,554	729	4,642
Denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
SY 2024-25	**82%**	**69%**	**46%**	**50%**	**91%**	**92%**	**78%**	**68%**	**87%**	**89%**
Numerator	11,905	3,023	779	948	1,148	2,734	1,215	2,691	726	4,492
Denominator	14,435	4,355	1,691	1,892	1,267	2,977	1,561	3,942	835	5,061
Target	87%	79%	59%	64%	91%	93%	83%	79%	89%	90%
Performance	Baseline	Baseline	Progress	Baseline	Target Met	Approaching	Baseline	Baseline	Baseline	Progress

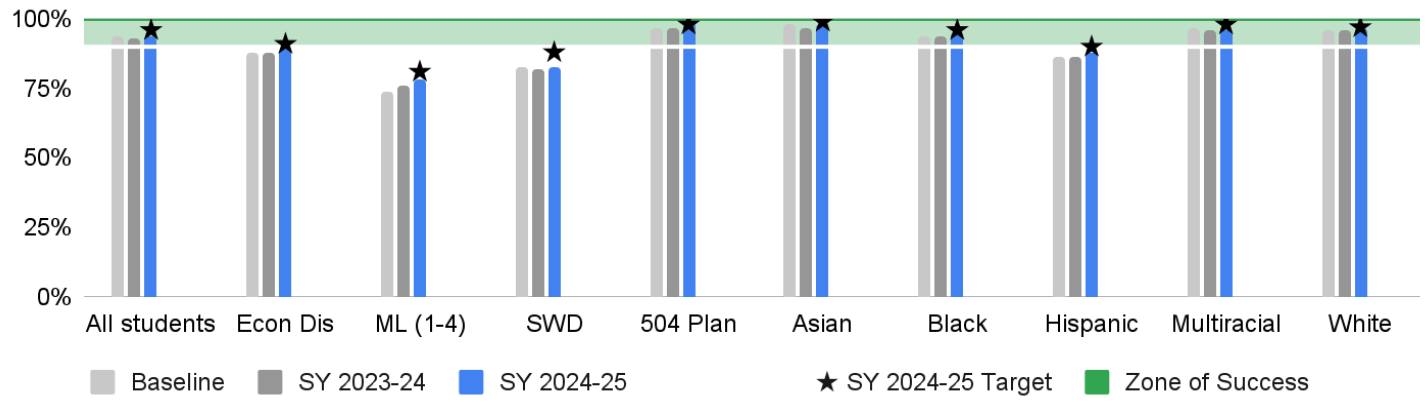
Note: Data source is course history (AP, IB, DE, or 1.0 weighted course) and state record collection (for CTE completer).

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
Baseline	**84%**	73%	44%	52%	89%	92%	78%	72%	87%	88%
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%
SY 2024-25 Actual	**82%**	69%	46%	50%	91%	92%	78%	68%	87%	89%
SY 2025-26 Target	**89%**	82%	66%	70%	92%	93%	85%	82%	90%	91%
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: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

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
Baseline	**94%**	**88%**	**74%**	**83%**	**97%**	**98%**	**94%**	**86%**	**97%**	**96%**
Numerator	13,695	4,021	1,434	1,571	1,000	3,016	1,384	3,347	767	5,132
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%**
Numerator	14,029	5,066	1,919	1,641	1,153	2,908	1,472	3,870	798	4,923
Denominator	15,075	5,762	2,537	1,996	1,185	2,995	1,569	4,512	834	5,104
SY 2024-25	**94%**	**89%**	**78%**	**83%**	**99%**	**98%**	**95%**	**88%**	**96%**	**97%**
Numerator	14,295	4,365	1,949	1,609	1,302	3,131	1,443	3,800	852	5,003
Denominator	15,195	4,883	2,506	1,933	1,320	3,210	1,521	4,337	886	5,172
Target	96%	91%	81%	88%	maintain	maintain	96%	90%	maintain	maintain
Performance	Approaching	Progress	Progress	Baseline	Target Met	Target Met	Target Met	Progress	Target Met	Target Met

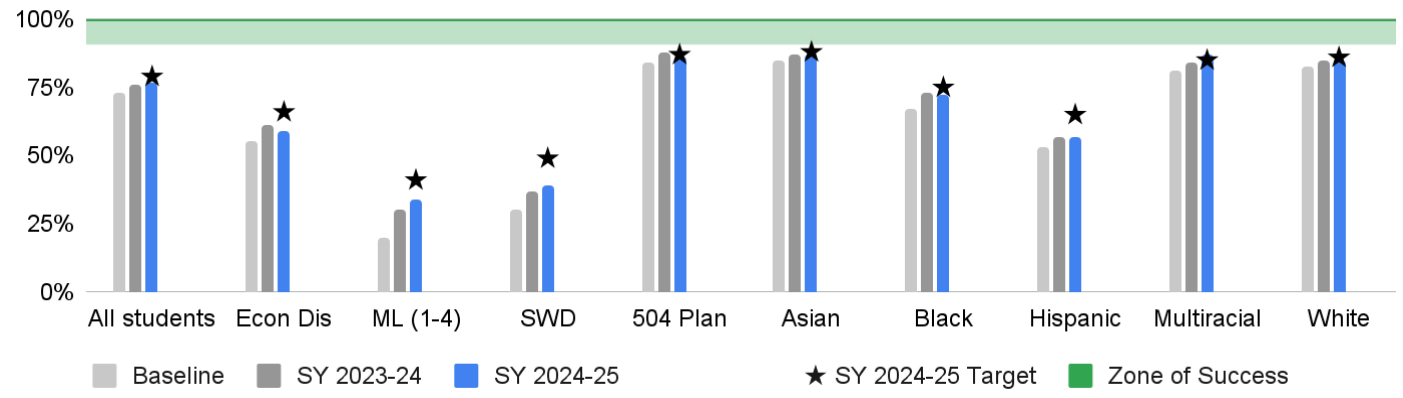
Note: DData source is course history. Denominators only include active students

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
Baseline	**94%**	88%	74%	83%	97%	98%	94%	86%	97%	96%
SY 2023-24 Actual	**93%**	88%	76%	82%	97%	97%	94%	86%	96%	96%
SY 2024-25 Target	**96%**	91%	81%	88%	maintain	maintain	96%	90%	maintain	maintain
SY 2024-25 Actual	**94%**	89%	78%	83%	99%	98%	95%	88%	96%	97%
SY 2025-26 Target	**97%**	93%	85%	90%	maintain	maintain	96%	92%	maintain	maintain
Target Annual Progress (%pts)	**0.86**	1.71	3.71	2.43	maintain	maintain	0.86	2.00	maintain	maintain

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

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
Baseline	**73%**	**55%**	**20%**	**30%**	**84%**	**85%**	**67%**	**53%**	**81%**	**83%**
Numerator	10,271	2,533	389	606	655	2,404	967	2,039	671	4,145
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%**
Numerator	10,141	3,190	692	736	769	2,272	991	2,079	730	4,029
Denominator	13,274	5,260	2,291	1,972	872	2,620	1,351	3,628	868	4,757
SY 2024-25	**77%**	**59%**	**34%**	**39%**	**86%**	**87%**	**72%**	**57%**	**87%**	**85%**
Numerator	10,467	2,561	853	792	810	2,320	995	2,151	783	4,173
Denominator	13,673	4,351	2,521	2,028	942	2,666	1,387	3,758	895	4,903
Target	79%	66%	41%	49%	87%	88%	75%	65%	85%	86%
Performance	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Target Met	Progress

Note: Data source is course history. Denominators only include active students.

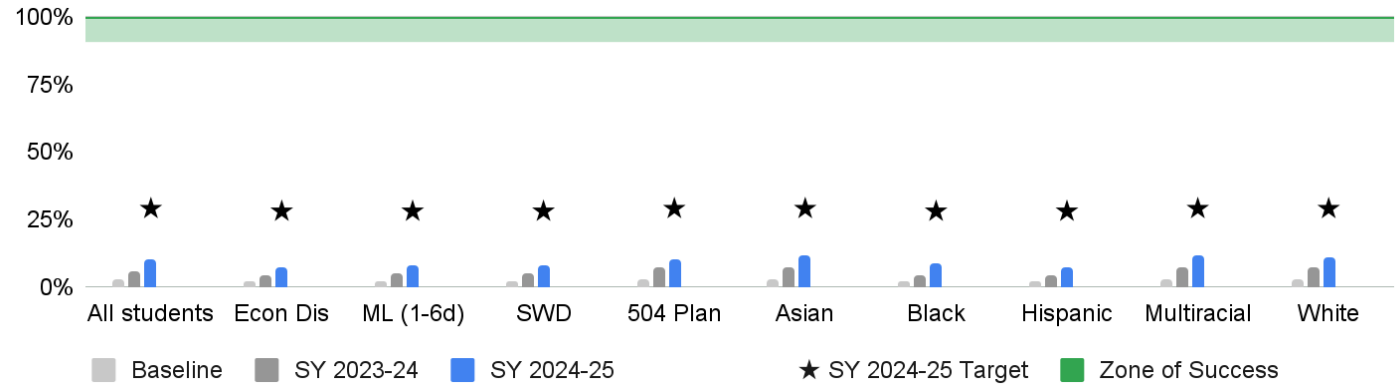
Growth Targets - Percent of Middle School Students who Successfully Complete an Honors Course by the end of 8th Grade

Student Group	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**73%**	55%	20%	30%	84%	85%	67%	53%	81%	83%
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%
SY 2024-25 Actual	**77%**	59%	34%	39%	86%	87%	72%	57%	87%	85%
SY 2025-26 Target	**82%**	72%	52%	58%	89%	89%	79%	71%	87%	88%
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: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

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 Complete a POG/POL (metric also reported in Goal 5)



	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**3%**	**2%**	**2%**	**2%**	**3%**	**3%**	**2%**	**2%**	**3%**	**3%**
Numerator	4,745	1,068	1,096	637	251	1,024	330	938	358	2,080
Denominator	176,552	57,605	48,693	26,603	8,174	34,077	17,309	48,907	10,998	64,573
SY 2023-24	**6%**	**4%**	**5%**	**5%**	**7%**	**7%**	**4%**	**4%**	**7%**	**7%**
Numerator	10,242	2,848	2,454	1,448	630	2,359	732	2,083	789	4,250
Denominator	177,135	72,412	49,531	27,807	9,532	33,506	17,248	50,600	11,267	63,776
SY 2024-25	**10%**	**7%**	**8%**	**8%**	**10%**	**12%**	**9%**	**7%**	**12%**	**11%**
Numerator	17,537	4,226	4,052	2,391	1,061	4,112	1,468	3,532	1,349	7,035
Denominator	175,616	57,477	48,765	28,294	10,341	33,104	17,079	50,318	11,464	62,949
Target	29%	28%	28%	28%	29%	29%	28%	28%	29%	29%
Performance	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress

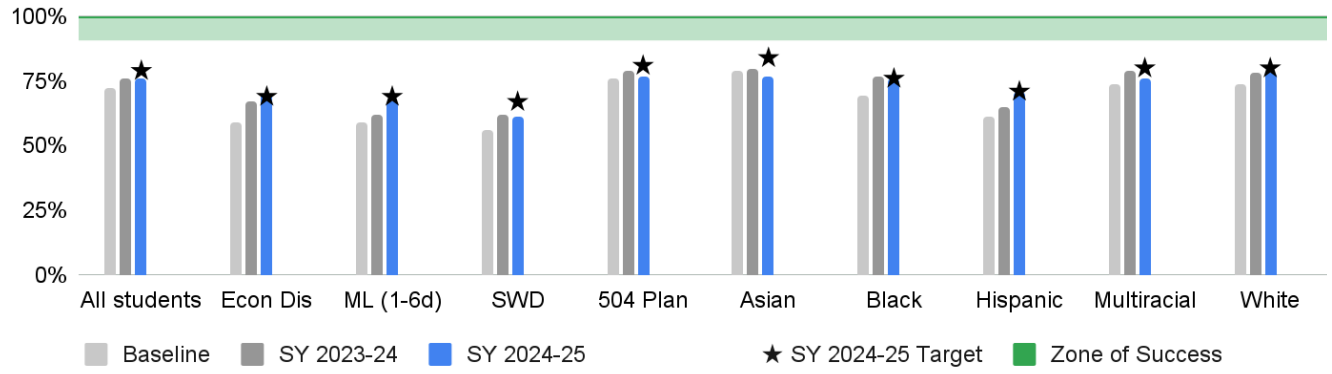
Note: Data source is RUBI and Performance Matters. Last year, this metric included only RUBI so some baseline and SY 2023-24 data has shifted slightly. Baseline is 2 years (SYs 2021-22 and 2022-23)

Growth Targets - Percent of Students who Complete a POG/POL (metric also reported in Goal 5)

Student Group	All students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**3%**	2%	2%	2%	3%	3%	2%	2%	3%	3%
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%
SY 2024-25 Actual	**10%**	7%	8%	8%	10%	12%	9%	7%	12%	11%
SY 2025-26 Target	**42%**	42%	42%	42%	42%	42%	42%	42%	42%	42%
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: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Of the students who attempted a POG/POL, the percent who demonstrated growth on one or more POG Attribute (Earning a Score of Proficient or Advanced) (metric also reported in Goal 5)



	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**72%**	**59%**	**59%**	**56%**	**76%**	**79%**	**69%**	**61%**	**74%**	**74%**
Numerator	3,428	630	643	359	190	810	228	575	266	1,537
Denominator	4,745	1,068	1,096	637	251	1,024	330	938	358	2,080
SY 2023-24	**76%**	**67%**	**62%**	**62%**	**79%**	**80%**	**77%**	**65%**	**79%**	**78%**
Numerator	7,748	1,894	1,530	902	499	1,880	566	1,361	625	3,302
Denominator	10,242	2,848	2,454	1,448	630	2,359	732	2,083	789	4,250
SY 2024-25	**76%**	**70%**	**67%**	**61%**	**77%**	**77%**	**76%**	**71%**	**76%**	**78%**
Numerator	13,309	2,941	2,727	1,465	818	3,153	1,122	2,506	1,019	5,478
Denominator	17,537	4,226	4,052	2,391	1,061	4,112	1,468	3,532	1,349	7,035
Target	79%	69%	69%	67%	81%	84%	76%	71%	80%	80%
Performance	Progress	Target Met	Progress	Progress	Progress	Baseline	Target Met	Target Met	Progress	Progress

Note: Data source is RUBI and Performance Matters. This metric has been recalculated. Denominator now includes only those students who attempted a POG/POL (including partial completions). Baseline is 2 years (SYs 2021-22 and 2022-23)

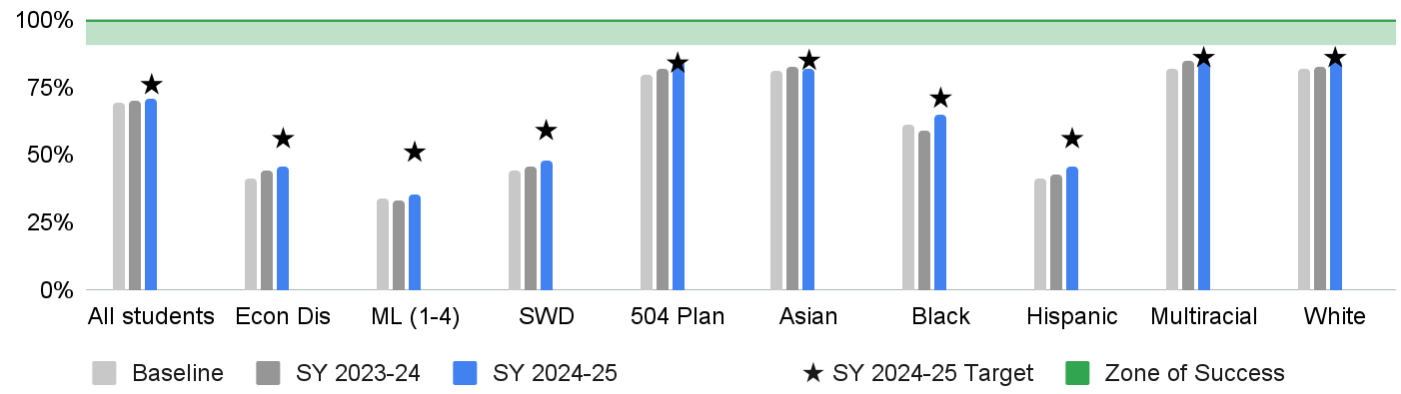
Growth Targets - Of the students who attempted a POG/POL, the percent who demonstrated growth on one or more POG Attribute (Earning a Score of Proficient or Advanced) (metric also reported in Goal 5)

Student Group	All students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**72%**	59%	59%	56%	76%	79%	69%	61%	74%	74%
SY 2023-24 Actual	**76%**	67%	62%	62%	79%	80%	77%	65%	79%	78%
SY 2024-25 Target	**79%**	69%	69%	67%	81%	84%	76%	71%	80%	80%
SY 2024-25 Actual	**76%**	70%	67%	61%	77%	77%	76%	71%	76%	78%
SY 2025-26 Target	**82%**	74%	74%	73%	84%	86%	80%	76%	83%	83%
Target Annual Progress (%pts)	**3.29**	5.14	5.14	5.57	2.71	2.29	3.71	4.86	3.00	3.00

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

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
Baseline	**69%**	**41%**	**34%**	**44%**	**80%**	**81%**	**61%**	**41%**	**82%**	**82%**
Numerator	8,072	1,632	1,169	774	279	1,750	674	1,306	650	3,665
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%**
Numerator	8,508	1,742	1,039	946	391	1,850	653	1,469	753	3,764
Denominator	12,217	3,970	3,140	2,060	479	2,222	1,106	3,429	881	4,531
SY 2024-25	**71%**	**46%**	**35%**	**48%**	**85%**	**82%**	**65%**	**46%**	**85%**	**85%**
Numerator	9,258	1,874	1,217	1,049	543	1,814	771	1,700	774	4,174
Denominator	12,995	4,070	3,510	2,178	637	2,224	1,188	3,720	910	4,913
Target	76%	56%	51%	59%	84%	85%	71%	56%	86%	86%
Performance	Progress	Progress	Progress	Progress	Target Met	Progress	Progress	Progress	Progress	Progress

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
Baseline	**69%**	41%	34%	44%	80%	81%	61%	41%	82%	82%
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%
SY 2024-25 Actual	**71%**	46%	35%	48%	85%	82%	65%	46%	85%	85%
SY 2025-26 Target	**80%**	64%	60%	66%	86%	87%	76%	64%	88%	88%
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: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Pass Rate on the Grade 3 Reading VAAP	
	All SWD
Baseline	**78%**
Numerator	61
Denominator	79
SY 2023-24	**72%**
Numerator	43
Denominator	60
SY 2024-25	**90%**
Numerator	64
Denominator	71
Target	83%
Performance	Target Met

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

Pass Rate on the Grade 3 Reading VAAP	
Student Group	**All SWD**
Baseline	78%
SY 2023-24 Actual	72%
SY 2024-25 Target	83%
SY 2024-25 Actual	90%
SY 2025-26 Target	85%
Target Annual Progress (%pts)	2.43

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Appendix B
ADDITIONAL GOAL 3 DATA

Figure 41: *Percent of K-12 Students who Meet the Grade Level Expectations on Reading Screeners Administered in the Spring*

	All Students	Econ Dis	ML (1-4, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2024-25	**64%**	**42%**	**26%**	**36%**	**75%**	**77%**	**56%**	**41%**	**78%**	**76%**
Numerator	99,584	21,619	9,361	8,690	6,468	22,241	8,384	18,450	8,020	42,142
Denominator	155,844	51,850	35,510	24,033	8,639	28,757	14,978	45,478	10,229	55,784

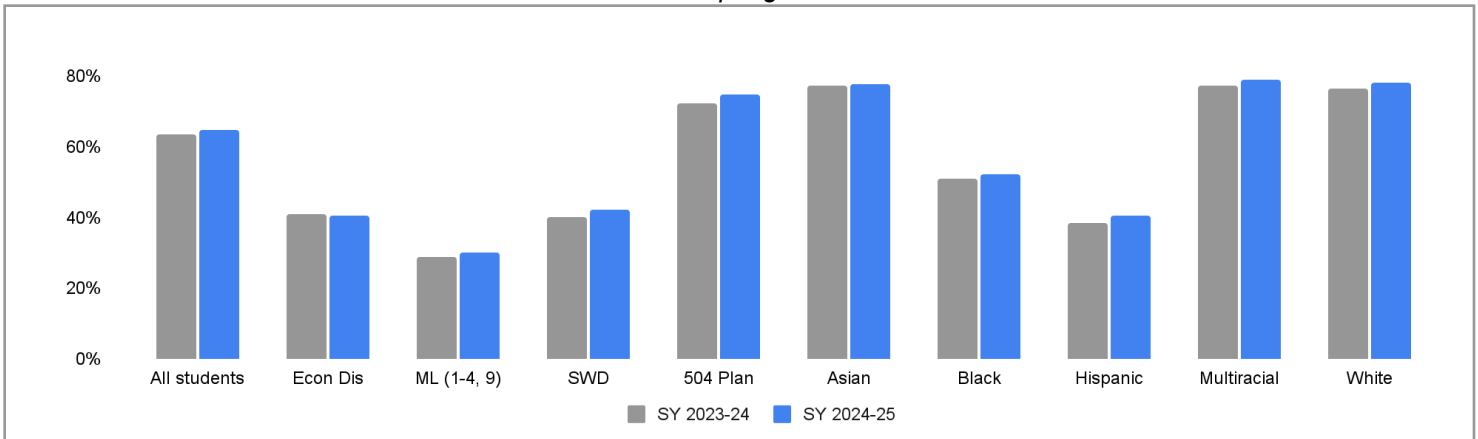
Note: Data source is VALLSS (K-2), iReady (3-8), and MAP (9-12). Previous year data is not included as it was a different screener due to changes in screeners.

Figure 42: *Percent of Students Grades 3-12 who Make Expected Growth From Fall to Spring on Reading Screeners*

	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2024-25	**58%**	**55%**	**53%**	**53%**	**59%**	**61%**	**53%**	**54%**	**60%**	**61%**
Numerator	60,003	18,743	11,488	8,569	3,836	11,408	5,482	16,267	3,989	22,617
Denominator	103,126	34,240	21,681	16,294	6,522	18,684	10,283	29,911	6,673	37,154

Note: Data source is iReady (3-8) and MAP (9-12). Previous year data is not included as it was a different screener.due to changes in screeners.

Figure 43: *Percent of K-6 (ES) Students who Meet the Grade Level Benchmark on Math Screeners Administered in the Spring*



	All Students	Econ Dis	ML(1-4, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2023-24	**64%**	**41%**	**29%**	**40%**	**72%**	**77%**	**51%**	**39%**	**77%**	**77%**
Numerator	54,827	14,896	6,515	5,355	2,474	11,965	4,030	9,442	4,571	24,652
Denominator	86,309	36,411	22,555	13,377	3,424	15,459	7,895	24,506	5,924	32,185
SY 2024-25	**65%**	**40%**	**30%**	**42%**	**75%**	**78%**	**52%**	**41%**	**79%**	**78%**
Numerator	55,159	11,237	6,526	5,764	2,766	11,733	4,049	9,866	4,691	24,644
Denominator	84,924	27,781	21,717	13,702	3,694	15,069	7,735	24,326	5,951	31,508

Note: Data source is iReady for grades 1-6 and EMAS for kindergarten.

Figure 44: *Percent of 6 (MS)-12 Students who Meet the Grade Level Benchmark on Math Screeners Administered in the Spring*

	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2024-25	**63%**	**41%**	**22%**	**33%**	**77%**	**80%**	**51%**	**39%**	**77%**	**78%**
Numerator	39,848	9,503	3,040	3,189	3,318	8,840	3,442	8,048	2,875	16,486
Denominator	63,642	23,122	13,813	9,737	4,334	11,083	6,753	20,619	3,729	21,195

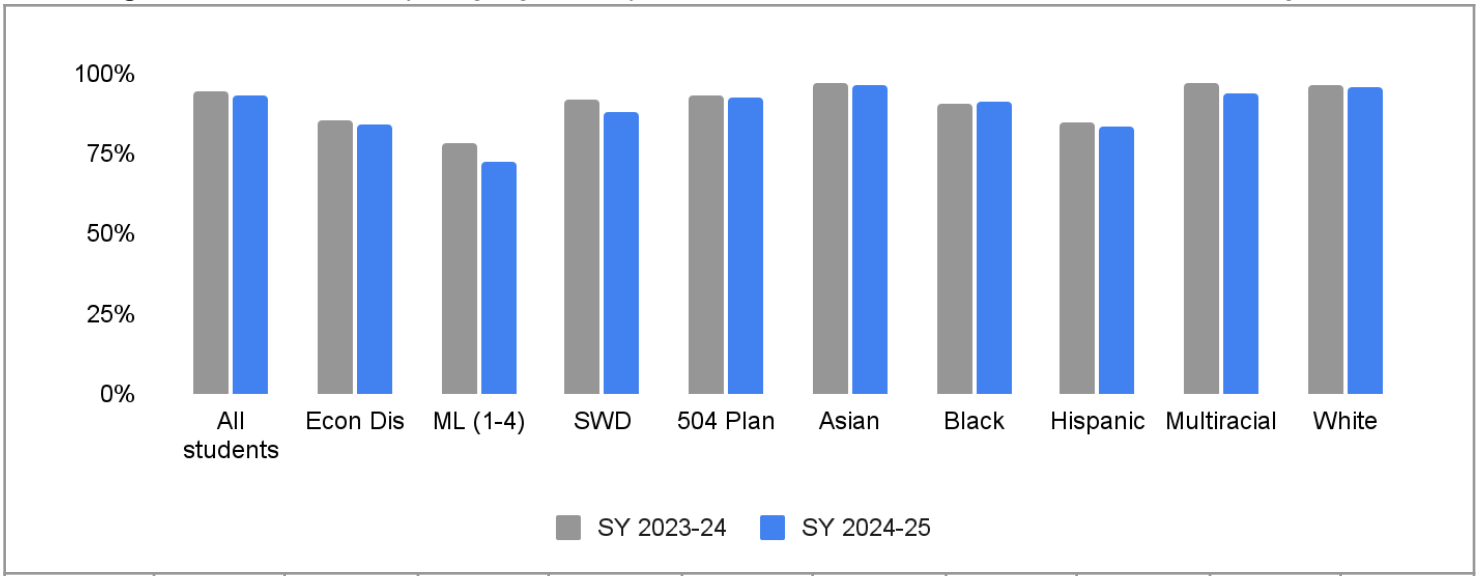
Note: Data source is MAP for SY 2024-25. Previous year data is not included as it was a different screener.due to changes in screeners.

Figure 45: *Percent of Students Grades 1-12 who Make Expected Growth from Fall to Spring on Math Screeners*

	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2024-25	**55%**	**49%**	**48%**	**49%**	**56%**	**61%**	**50%**	**49%**	**58%**	**58%**
Numerator	66,556	20,651	14,146	9,681	3,713	12,624	5,941	18,227	4,493	25,028
Denominator	120,750	41,726	29,239	19,640	6,676	20,856	11,827	36,852	7,760	42,977

Note: Data source iReady (1-6) and MAP (7-12). Previous year data is not included as it was a different screener.due to changes in screeners.

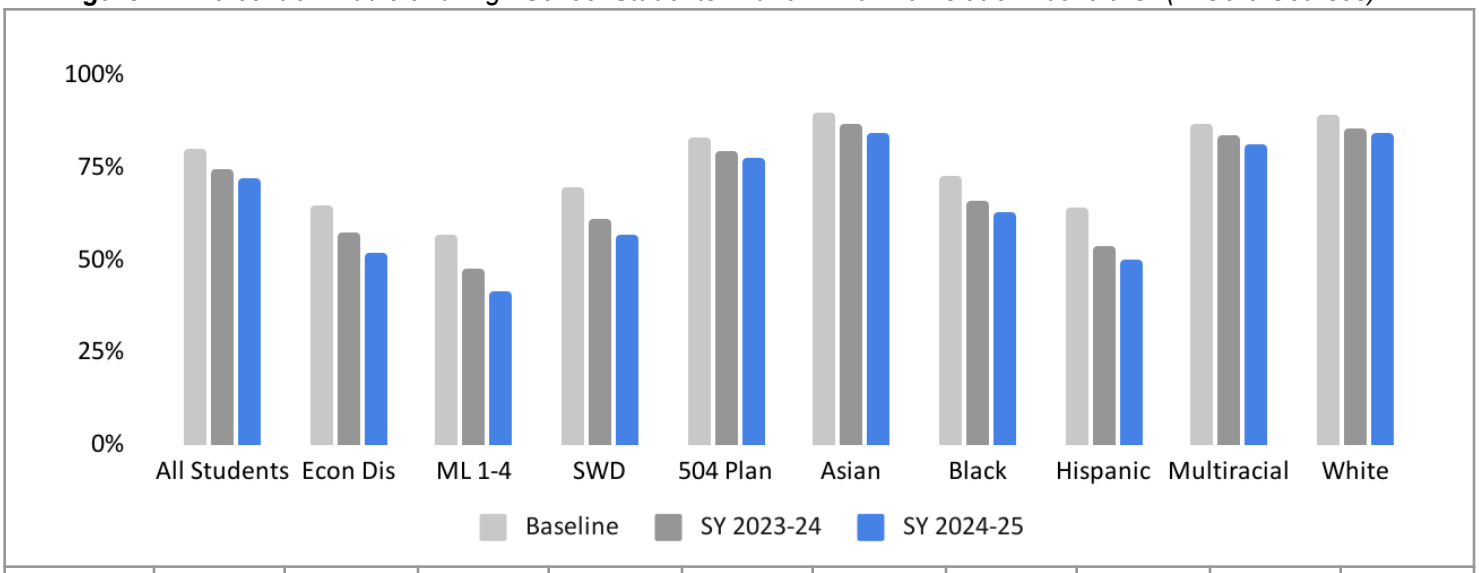
Figure 46: *Of Those Completing Algebra 1 by end of 8th Grade, Those With a Final Mark of C- or Higher*



	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2023-24	**94%**	**85%**	**78%**	**92%**	**93%**	**97%**	**90%**	**85%**	**97%**	**97%**
Numerator	7,998	1,959	280	466	578	2,093	654	1,198	637	3,377
Denominator	8,485	2,293	359	508	619	2,159	723	1,409	656	3,499
SY 2024-25	**93%**	**84%**	**73%**	**88%**	**92%**	**97%**	**91%**	**83%**	**94%**	**96%**
Numerator	8,524	1,623	372	507	635	2,181	724	1,336	667	3,582
Denominator	9,147	1,935	512	576	687	2,254	793	1,602	712	3,750

Note: Data source is Course History.

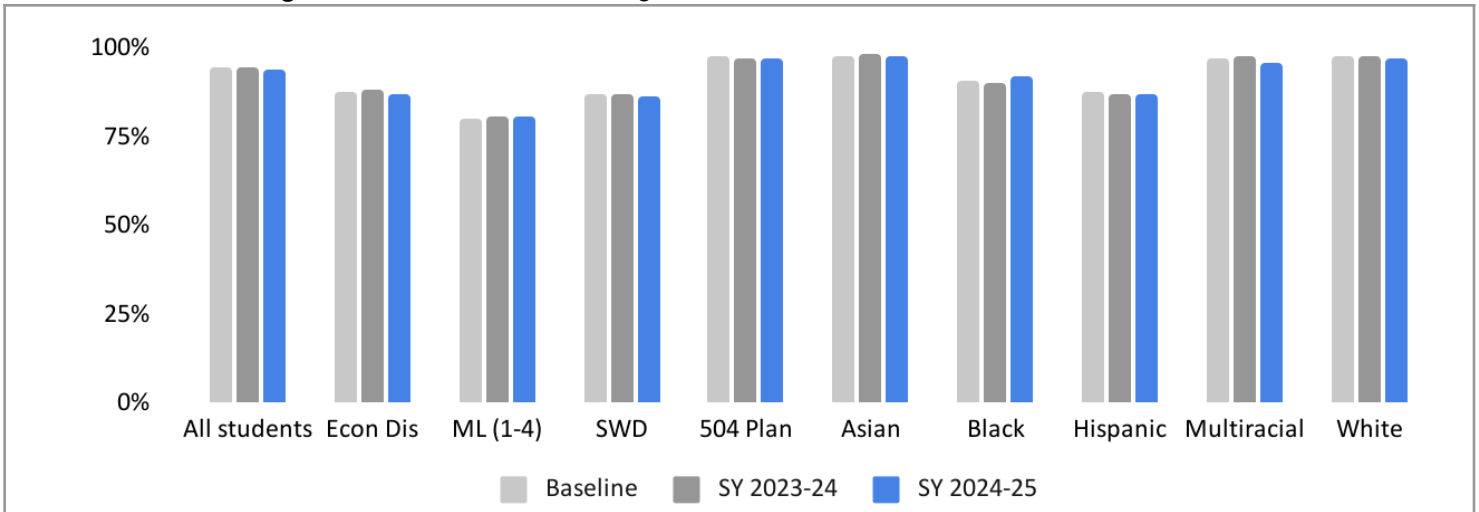
Figure 47: *Percent of Middle and High School Students With all Final Marks at or Above a C- (in Core Courses)*



	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**80%**	**65%**	**57%**	**70%**	**83%**	**90%**	**73%**	**64%**	**87%**	**89%**
Numerator	66,176	17,629	6,743	8,011	4,087	15,175	6,155	14,550	4,050	25,994
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%**
Numerator	65,923	19,929	7,192	7,629	4,859	15,305	5,948	13,719	4,366	26,284
Denominator	88,410	34,717	15,135	12,412	6,099	17,655	9,037	25,504	5,203	30,619
SY 2024-25	**72%**	**52%**	**42%**	**57%**	**78%**	**85%**	**63%**	**50%**	**82%**	**84%**
Numerator	63,227	14,988	6,400	7,088	5,125	14,905	5,657	12,727	4,321	25,360
Denominator	87,647	28,700	15,362	12,400	6,586	17,595	8,976	25,305	5,297	30,115

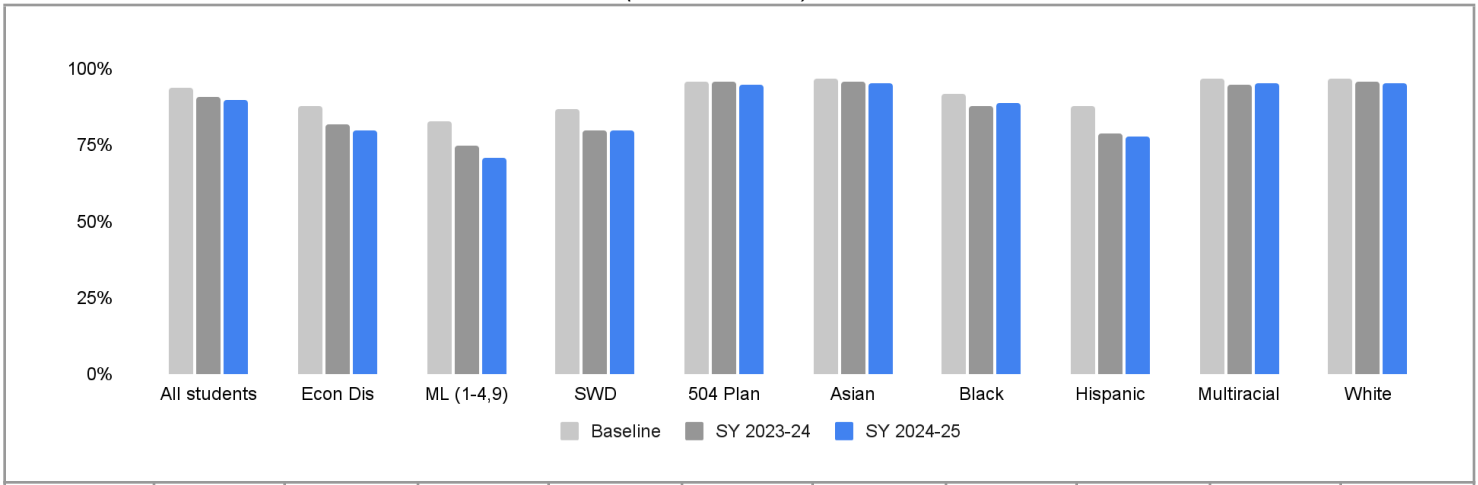
Note: Data source is

Figure 48: *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
Baseline	**95%**	**88%**	**80%**	**87%**	**98%**	**98%**	**91%**	**88%**	**97%**	**98%**
Numerator	13,303	3,513	926	1,608	1,013	3,003	1,341	2,861	733	5,325
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%**
Numerator	13,380	4,317	1,071	1,579	1,193	2,963	1,348	3,099	797	5,114
Denominator	14,155	4,879	1,319	1,810	1,224	3,014	1,487	3,543	814	5,236
SY 2024-25	**94%**	**87%**	**81%**	**86%**	**97%**	**98%**	**92%**	**87%**	**96%**	**98%**
Numerator	13,575	3,789	1,364	1,633	1,229	2,911	1,436	3,428	803	4,939
Denominator	14,435	4,355	1,691	1,892	1,267	2,977	1,561	3,942	835	5,061

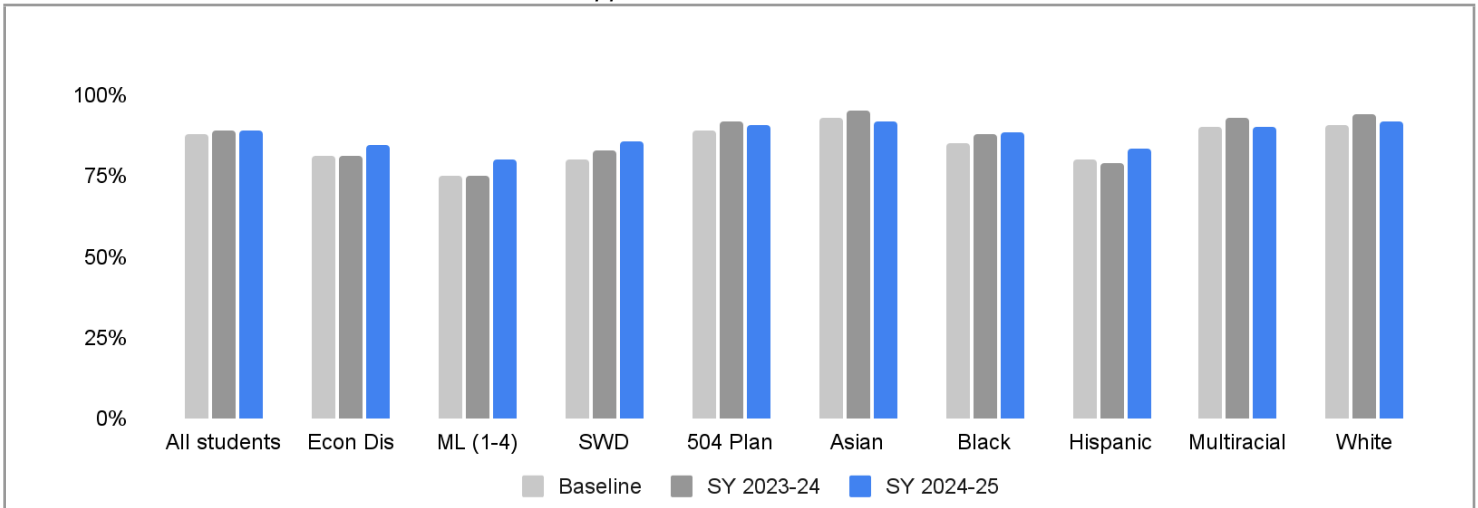
Figure 49: *Percent of Students who Demonstrate Proficiency on Grade 4 and Grade 8 Local Alternative Assessments (Social Studies)*



	All Students	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**94%**	**88%**	**83%**	**87%**	**96%**	**97%**	**92%**	**88%**	**97%**	**97%**
Numerator	20,775	6,243	3,490	2,921	1,036	4,244	2,022	5,197	1,326	7,901
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%**
Numerator	23,737	8,700	4,472	3,314	1,389	4,754	2,269	5,707	1,656	9,259
Denominator	26,225	10,645	6,001	4,118	1,451	4,968	2,577	7,179	1,743	9,646
SY 2024-25	**90%**	**80%**	**71%**	**80%**	**95%**	**95%**	**89%**	**78%**	**95%**	**95%**
Numerator	23,554	6,649	4,071	3,273	1,509	4,746	2,242	5,743	1,697	9,034
Denominator	26,220	8,354	5,760	4,109	1,595	4,977	2,522	7,366	1,782	9,460

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

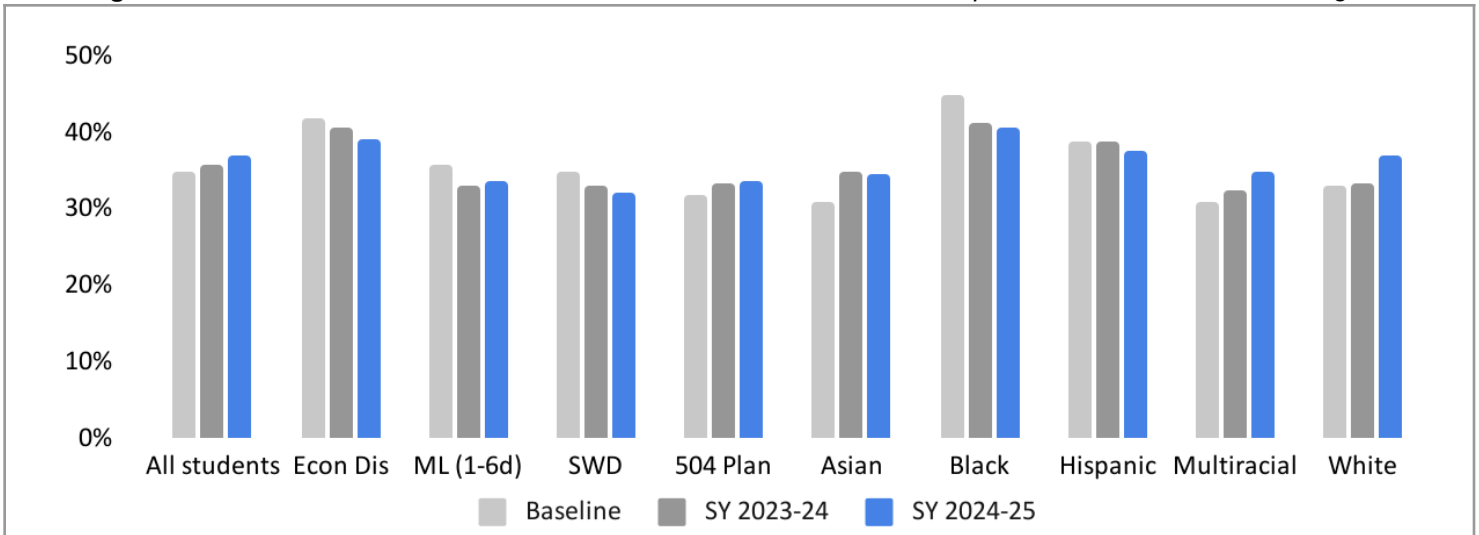
Figure 50: *Percent of Students who Demonstrate District-Defined Proficiency on High School Social Studies State Approved Assessments*



	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**88%**	**81%**	**75%**	**80%**	**89%**	**93%**	**85%**	**80%**	**90%**	**91%**
Numerator	14,479	4,637	1,896	1,788	812	3,016	1,504	3,840	850	5,205
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%**
Numerator	14,828	5,517	2,442	1,873	930	3,077	1,523	4,088	865	5,200
Denominator	16,694	6,793	3,273	2,269	1,016	3,250	1,733	5,153	929	5,548
SY 2024-25	**89%**	**85%**	**80%**	**86%**	**91%**	**92%**	**89%**	**84%**	**90%**	**92%**
Numerator	13,870	4,677	2,578	1,866	975	2,733	1,453	4,023	864	4,745
Denominator	15,611	5,515	3,210	2,173	1,072	2,980	1,637	4,815	958	5,163

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

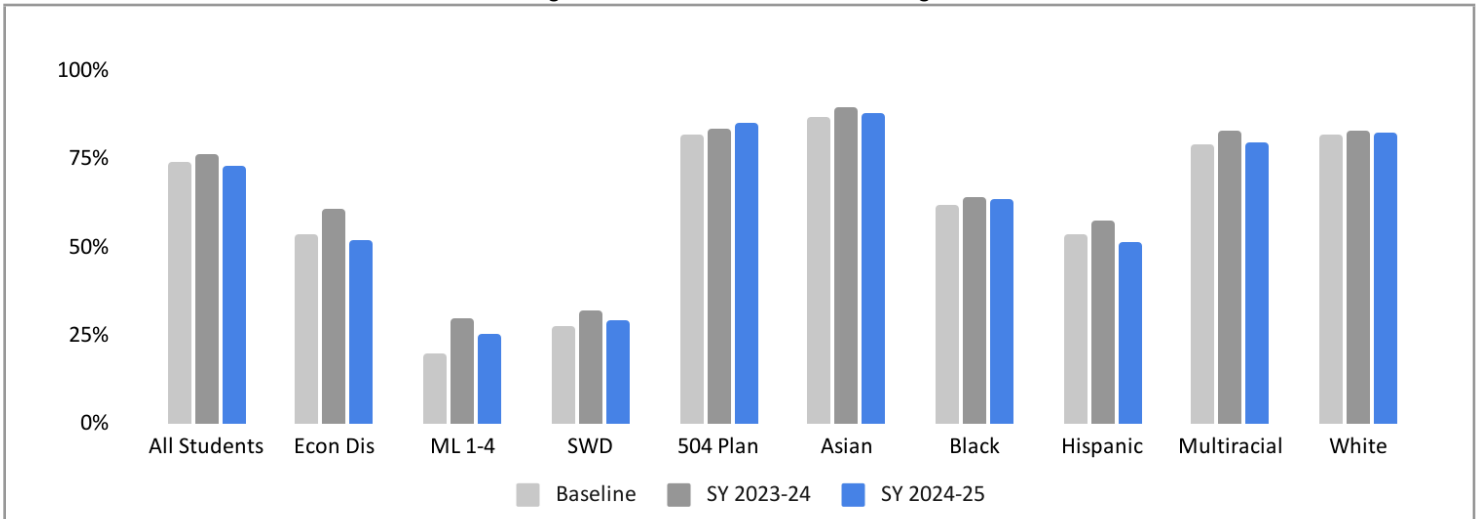
Figure 51: *Percent of Students in the Senior Cohort who Earned CTE Completer Status Before Graduating*



	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**35%**	**42%**	**36%**	**35%**	**32%**	**31%**	**45%**	**39%**	**31%**	**33%**
Numerator	4,907	1,652	621	639	336	960	655	1,246	232	1,798
Denominator	13,909	3,921	1,748	1,823	1,035	3,048	1,456	3,196	755	5,411
SY 2023-24	**36%**	**41%**	**33%**	**33%**	**33%**	**35%**	**41%**	**39%**	**33%**	**33%**
Numerator	5,054	1,956	574	594	409	1,049	609	1,364	264	1,746
Denominator	14,071	4,819	1,731	1,802	1,222	3,005	1,477	3,499	812	5,218
SY 2024-25	**37%**	**39%**	**34%**	**32%**	**34%**	**35%**	**41%**	**38%**	**35%**	**37%**
Numerator	5,347	1,711	737	610	426	1,035	638	1,485	293	1,875
Denominator	14,435	4,355	2,195	1,892	1,267	2,977	1,561	3,942	835	5,061

Note: Data source is state record collection. This metric has been updated to include current and former MLs (ELP levels 1-6d). When previously reported, only current MLs (ELP levels 1-4) were included.

Figure 52: *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
Baseline	**74%**	**54%**	**20%**	**28%**	**82%**	**87%**	**62%**	**54%**	**79%**	**82%**
Numerator	10,341	2,122	218	509	845	2,664	900	1,727	598	4,422
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%**
Numerator	10,735	2,937	388	578	1,023	2,705	952	2,015	675	4,347
Denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
SY 2024-25	**73%**	**52%**	**26%**	**29%**	**85%**	**88%**	**64%**	**51%**	**80%**	**83%**
Numerator	10,533	2,268	433	557	1,078	2,617	994	2,023	667	4,191
Denominator	14,435	4,355	1,691	1,892	1,267	2,977	1,561	3,942	835	5,061

Note: Data source is course history.

Figure 53: *Passing Score Equivalents on WorkKeys, AP, and IB Exams*

	WorkKeys Scoring Rubric	AP Scoring Rubric	IB Scoring Rubric
Passing	5 - Well-developed ideas 4- Somewhat well-developed ideas 3 - Adequately developed ideas	5- Extremely well qualified 4- Very well qualified 3- Qualified	7- Excellent understanding 6- Very good understanding 5- Good understanding 4- Adequate understanding
Not Passing	2 - Thinly developed ideas 1 - Little/no development of ideas 0 - Blank, off-topic, offensive, strongly inappropriate, or not written in English	2- Possibly qualified 1- No recommendation	3- Some understanding 2 - Superficial understanding 1- Very limited understanding

Appendix C
ASSESSING ML PROGRESS TOWARD ENGLISH LANGUAGE PROFICIENCY

Assessing Multilingual Learner Progress toward English Language Proficiency

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

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

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

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

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

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

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

1. Confirm the student has a WIDA ACCESS composite score both for the prior year and the current year.

2. Find the range matching the student's prior year WIDA ACCESS composite score in the left column. For example, if the student had a prior year composite score of 2.6, the middle column would be used.

3. Follow the row to the right to find the column reflecting the student's current grade level. This cell shows the amount of improvement needed to show ML progress. For example, if the student above is a 7th grader, then 0.2 points of improvement would be needed.

4. Add this improvement amount to the student's prior year composite score to find the target for this year's composite score. For the example student above, adding the 0.2 improvement needed to the prior year's composite of 2.6 gives a composite target of 2.8 for the current year.

If the student's current year WIDA ACCESS composite score meets or exceeds this target score—or if the new score is at proficiency (4.4 or higher)—then the student is seen as making "ML progress."

Appendix D
GOAL 3 METRICS CHANGES FROM THE 2024-25 REPORT

	Metrics
Measure A	*No changes*
Measure B	*AP and IB metrics* In last year's report all AP tests (English, Math, Science, and Social Studies) were pooled together to create one metric about the number of tests passed out of the number of tests taken. The same was done for all IB tests. This year AP and IB tests were combined within each subject (English, Math, Science, Social Studies) to create four separate metrics focused on content areas, replacing the previous AP/IB metrics.
Measure C	*No changes*
Measure D	For the metric *Percent of Students in the Senior Cohort who Earned CTE Completer Status Before Graduating* the Multilingual learner reporting group has been updated from ELP levels 1-4 to include ELP levels 1-4 and 6a-d.
Measure E	The metric *Of the Students who Attempted a POG/POL, the Percent who Demonstrated Growth on one or More POG Attribute (Earning a Score of Proficient or Advanced)* now includes scores from two data sources - RUBI and Performance Matters. Additionally, this denominator was changed from all students to those that attempted a POG/POL. The metric *Percent of Students who Complete a POG/POL* now includes scores from two data sources - RUBI and Performance Matters.
Measure F	*No changes*

Appendix E
FOCUS OF SY 2025-26 GOAL REPORTS

Goal	Goal Report Area(s) of Focus
Goal #1: Strong Start: Pre-K-12	● School Readiness ● Multilingual Learner Progress
Goal #2: Safe, Supported, Included and Empowered	● School Climate & Discipline ● Student Engagement & Inclusion
Goal #3: Academic Growth and Excellence	● Excellence in Language Arts ● Excellence in Mathematics
Goal #4: Equitable Access and Opportunity	● Postsecondary Momentum
Goal #5: Leading for Tomorrow's Innovation	● Graduation Success

Appendix F
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 voices 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	We will utilize available evidence to provide access to challenging academic programs and necessary supports that celebrate each student's humanity, growth, and attainment of high levels of academic performance.
Goal #4: Equitable Access and Opportunity	We will prioritize data that describes student outcomes and lived experiences, to allocate resources and supports that are responsive to each student's strengths and needs.
Goal #5: Leading for Tomorrow's Innovation	We will center student voice data and use evidence to ensure each student is ready to make informed decisions, prepared for a wide range of postsecondary options, and can successfully navigate their future path.