EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

Goal 3 Report

January 13, 2026



Objectives

- Provide the School Board with an update on the Division's progress towards meeting the the Strategic Plan 2023-30 Goal 3 measures.
- Provide contextual data that informs our work.
- Discuss the work the Division is doing as it relates to Goal 3.
- Discuss policy, budget, and strategic considerations for the School Board moving forward to achieve these goals by 2030.

STRATEGIC PLAN 2023-30 GOALS

1 Strong Start: Pre-K-12

2 Safe, Supported, Included, and Empowered

3 Academic Growth and Excellence

4 Equitable Access and Opportunity

5 Leading for Tomorrow's Innovation

The Four Pillars identify what FCPS must do well to be able to reach our goals for all students.

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

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.

Equity Commitment: 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.

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

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

C. Successful completion of Algebra 1 by 8th grade

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

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

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

Goal 3 Baseline report was presented on December 4, 2023 and the SY 2024-25 report was presented on February 20, 2025

Excellence in Language Arts



Assessing Excellence in Language Arts in SY 2024-25

- **By students' proficiency in reading and writing**
  - 79% passed Reading SOL (3-8, EOC)
  - 84% passed Reading VAAP (3-8, HS)
- **By students' advanced skills in reading and writing**
  - 23% pass-advance rate on Reading SOL (3-8, EOC)
  - 88% pass rate on AP/IB English exams
  - 596 average SAT ERW (Reading) score
- **By growth in academic English language skills**
  - 58% met state standard for WIDA progress

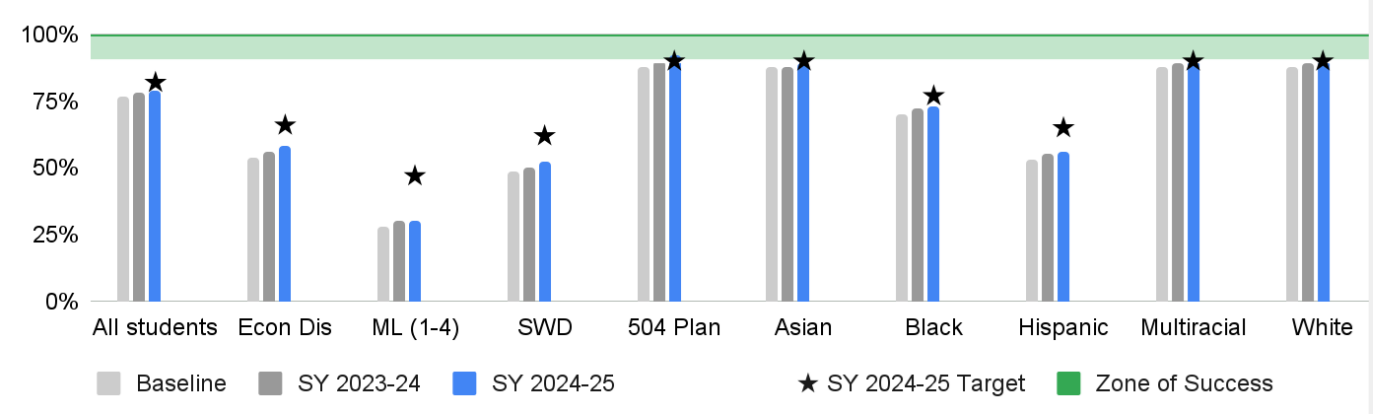


Performance in Language Arts

	FCPS	State	Alexandria	Arlington	Loudoun	Prince William
PROFICIENCY IN LANGUAGE ARTS, SY 2024-25						
Reading SOL Pass Rate (3-8, EOC)	**79%**	74%	61%	79%	82%	76%
Reading VAAP Pass Rate (3-8, EOC)	**84%**	91%	79%	84%	93%	93%
ADVANCED SKILL IN LANGUAGE ARTS, SY 2024-25						
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, SY 2024-25						
WIDA Progress	**58%**	54%	51%	54%	56%	55%

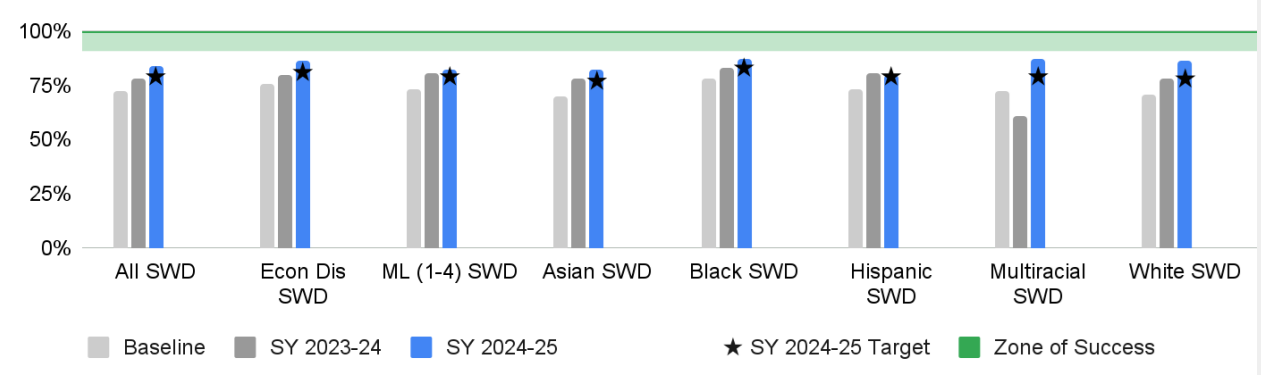
Color coding of FCPS reflects whether Division is above (blue) or below (yellow) state average.

Reading SOL Pass Rates (Grades 3-8 and HS End of Course)



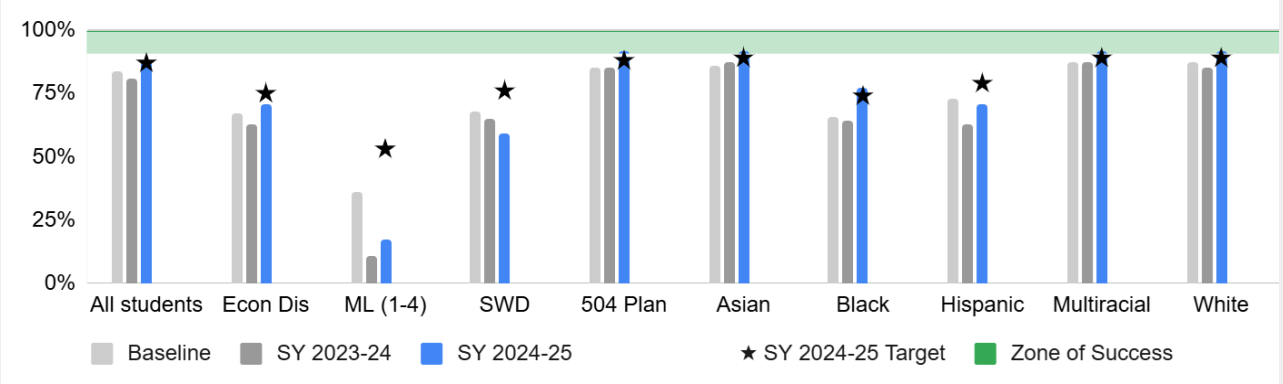
SOL Annual Pass Rate for Reading (Grades 3-8, EOC)										
	All Students	**Econ Dis**	**ML (1-4,9)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	77%	54%	28%	49%	88%	88%	70%	53%	88%	88%
SY 2023-24	78%	56%	30%	50%	90%	88%	72%	55%	89%	89%
SY 2024-25	**79%**	**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

Reading VAAP Pass Rates (Grades 3-8 and HS)



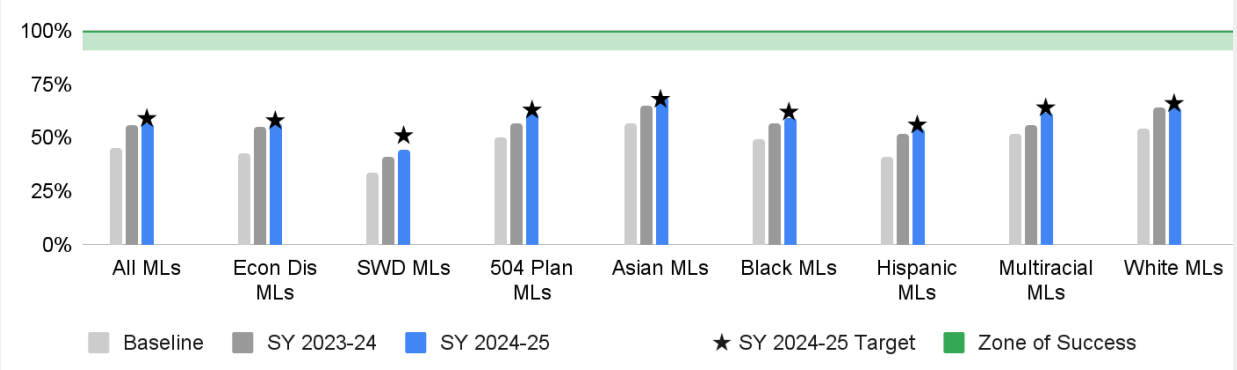
Reading VAAP Pass Rate (3-8, HS)								
	All SWD	**Econ Dis SWD**	**ML (1-4) SWD**	**Asian SWD**	**Black SWD**	**Hispanic SWD**	**Multiracial SWD**	**White SWD**
Baseline	72%	76%	73%	70%	78%	73%	72%	71%
SY 2023-24	78%	80%	81%	78%	83%	81%	61%	78%
SY 2024-25	**84%**	**86%**	**82%**	**82%**	**87%**	**80%**	**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

AP/IB English Exams Pass Rates



Percent of AP/IB English Exams with a Passing Mark										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	84%	67%	36%	68%	85%	86%	66%	73%	87%	87%
SY 2023-24	81%	63%	11%	65%	85%	87%	64%	63%	87%	85%
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

WIDA Progress Rates



Percent of Multilingual Learners Meeting State Standard for Progress Toward English Proficiency									
	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%
SY 2023-24	56%	55%	41%	57%	65%	57%	52%	56%	64%
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

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

WIDA Progress and SOL Reading Pass Rates, by ELP Level

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%**

Strategic Priority: Reading by 3rd Grade



Focus on Reading by 3rd Grade: Why it Matters and Why it Happens

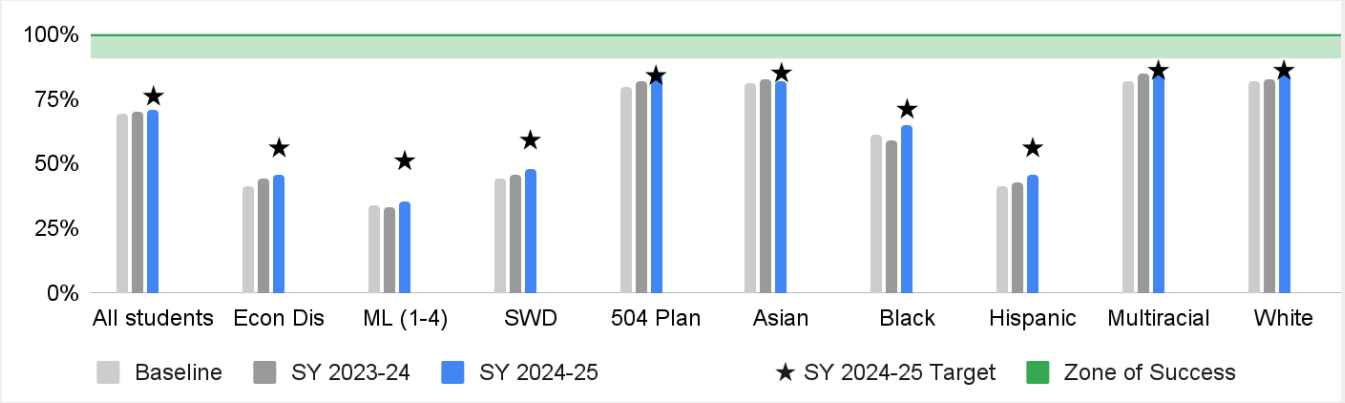
Why it matters

- Linked to:
  - Long-term reading and writing skills
  - Persistence into advanced coursework
  - On-time graduation
  - College enrollment
- Focusing on increasing reading by 3rd grade is expected to lead to improvement across other Strategic Plan Goals.

Why it happens

- Division/School-Level Factors
  - Approach to reading professional development
  - Identification and Monitoring Systems
- Classroom-Level Factors
  - Strong core classroom instruction
  - Teacher knowledge, skills, and abilities
- Student/Family-Level Factors
  - Reading readiness
  - Ongoing support for learning

Grade 3 Reading SOL Pass Rates



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%
SY 2023-24	70%	44%	33%	46%	82%	83%	59%	43%	85%	83%
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

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Grade 3 Reading VAAP SOL Pass Rates

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

Strategies to Achieve Reading by 3rd Grade

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



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

Highlights

- Teacher training in Evidence Based Literacy Instruction (EBLI) and associated curriculum [*Continuing*]
- New ML microcredential rolling out later this year [*New*]
- Training, guidance, and resources for adjusting instruction to meet needs of Students with Disabilities [*Continuing*]
- Walkthroughs to help FCPS monitor implementation at the classroom and school level [*Changes*]
- Common assessments help identify and address grade-level, classroom-level, and student-level trends [*New*]



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

Highlights

- Student reading plans and interventions to help reduce reading gaps [*Changes*]
- Summer learning opportunities for Multilingual learners [*Changes*]
- “Walk-to-Intervention” at all schools following early success [*Changes*]

Percent of Students at High-Risk for Reading Difficulties Based on Screener Results, Fall 2024 to Fall 2025

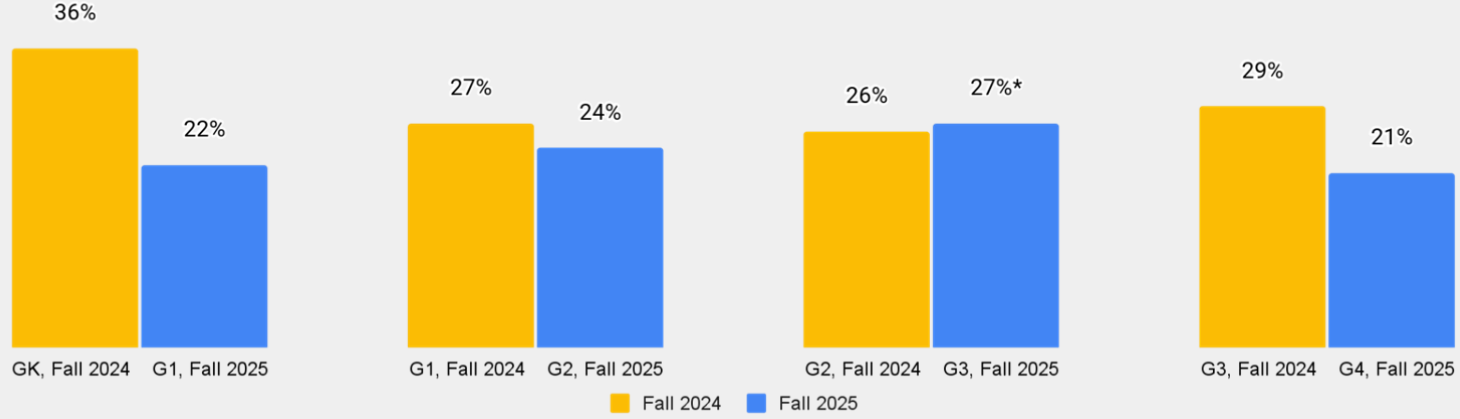


Figure 20, Page 25

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

Highlights

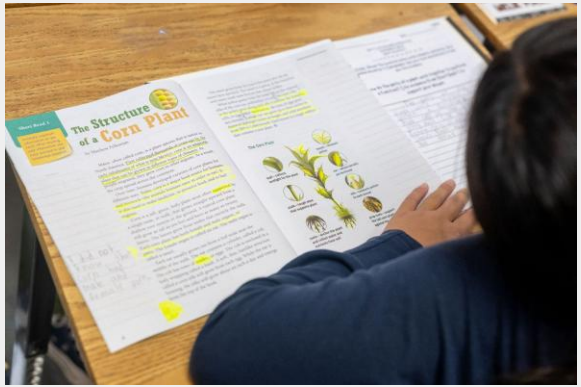
- "Walk-to-Read" at 29 schools to provide intervention/enrichment to all 3rd graders [*New*]
- Project Momentum support at 29 schools [*Continuing*]
- Enhancements to 1st grade phonics instruction (ECRI) in 12 schools following early successes [*New*]

Percent of 1st Graders Assessed as High Risk of Reading Difficulty, by 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%

Strategy 4. Support Multilingual learners in gaining English language skills

Highlights

- New data tools and walkthrough guides help schools monitor instruction for Multilingual learners [*Changes*]
- ESOL teachers and Special Education teachers trained on working with Multilingual learners with Disabilities [*New*]
- Biliteracy interventions for students with limited home-language literacy or instruction (SLIFE students) [*Continuing*]



Strategy 5. Partner with families in their students' reading

Highlights

- Letters to K-6 families with the results of each Benchmark unit of study [*New*]
- Title I Parent Advisory Committee (TPAC) to strengthen and elevate family engagement [*Continuing*]
- Family engagement events to support literacy at home [*Continuing*]



Key Takeaways

FCPS students demonstrate strong skill in language arts

- In SY 2024-25, 79% passed a Reading SOL (+2 percentage points from baseline), and 23% passed advanced. Rates exceed the state average; the pass-advanced rate exceeds the state and all neighboring divisions.
- 88% of AP/IB English exams resulted in a passing score (+4 per pts from baseline).
- 57% of Multilingual learners met the state standard for progress in language proficiency (+12 per pts from baseline).
- Despite gains from baseline, gaps persist across student groups.

FCPS remains committed to its Strategic Priority of Reading by 3rd Grade

- In SY 2024-25, 71% of students passed the Grade 3 Reading SOL (+2 percentage points from baseline) and 90% of students passed the Grade 3 Reading VAAP (+12 percentage points from baseline).
- Year-over-year screeners show declining percentage of students identified as high-risk of reading difficulties.
- To continue to see gains, FCPS is prioritizing: (1) consistent Tier 1 evidence-based literacy instruction across schools, (2) early identification and intervention, (3) targeted school supports, (4) student and family engagement, and (5) accelerated English language development.

Excellence in Mathematics



Assessing Excellence in Mathematics in SY 2024-25

- **By students' proficiency in mathematics**
  - 78% passed Math SOL (3-8, EOC)
  - 68% passed Math VAAP (3-8, HS)
- **By students' advanced skills in mathematics**
  - 20% pass-advanced rate on Math SOL (3-8, EOC)
  - 49% took and passed an SOL in above-grade-level content
  - 79% of AP/IB mathematics exams passed
  - 587 average SAT Math score

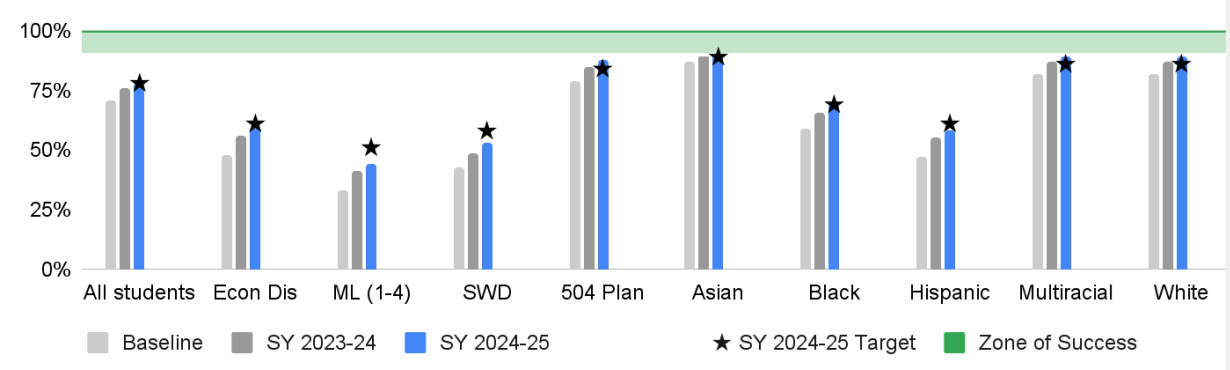


FCPS Performance in Math Compared to State Average and Other Divisions

	FCPS	State	Alexandria	Arlington	Loudoun	Prince William
PROFICIENCY IN MATHEMATICS, SY 2024-25						
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, SY 2024-25						
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

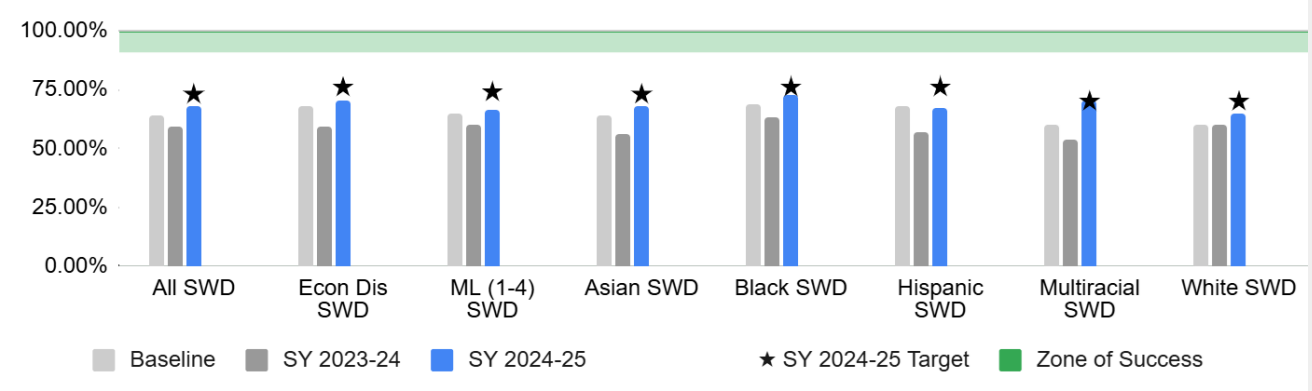
Color coding of FCPS reflects whether Division is above (blue) or below (yellow) state average.

Math SOL pass rates (Grades 3-8, and HS End of Course)



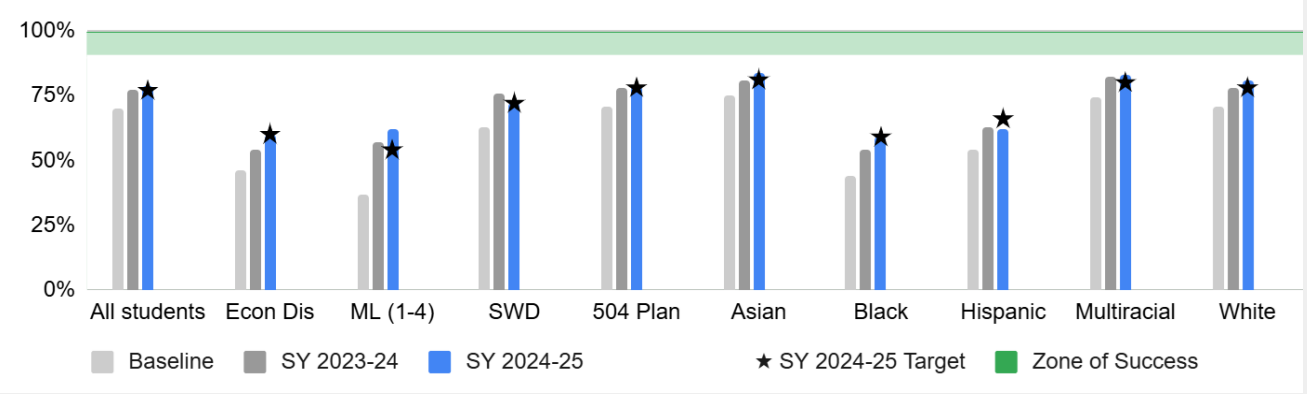
SOL Annual Pass Rate for Mathematics (Grades 3-8, EOC)										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	71%	48%	33%	43%	79%	87%	59%	47%	82%	82%
SY 2023-24	76%	56%	41%	49%	85%	90%	66%	55%	87%	87%
SY 2024-25	**78%**	**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

Math VAAP pass rates (Grades 3-8 and HS)



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%**
SY 2023-24	**59%**	**59%**	**60%**	**56%**	**63%**	**57%**	**54%**	**60%**
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

AP/IB Mathematics Exam Pass Rates



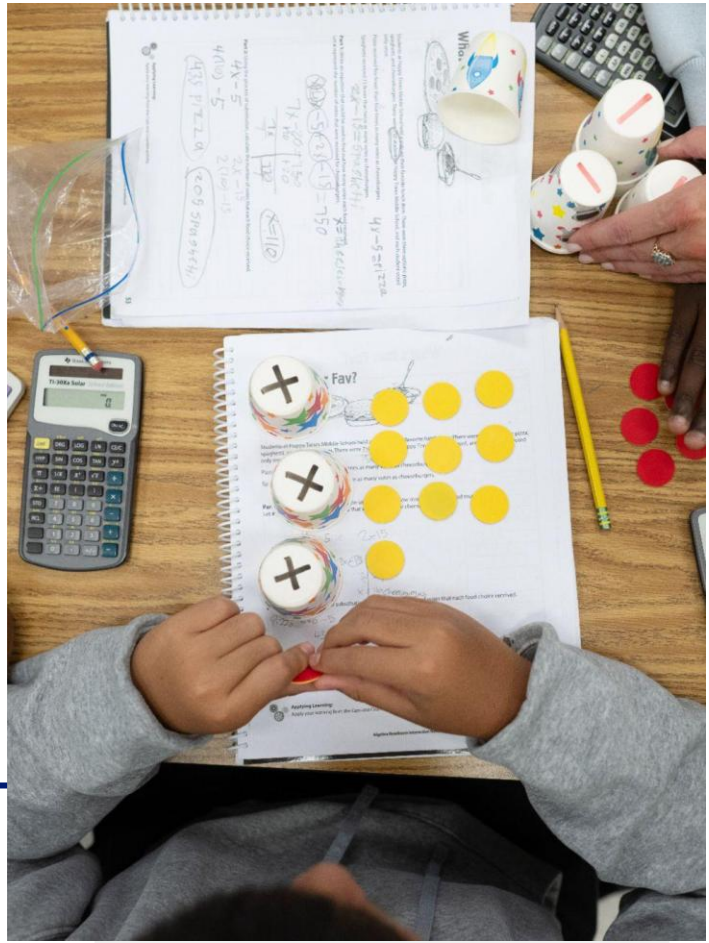
Percent of AP/IB Mathematics Exams with a Passing Mark										
	All Students	**Econ Dis**	**ML (1-4,9)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	70%	46%	37%	63%	71%	75%	44%	54%	74%	71%
SY 2023-24	77%	54%	57%	76%	78%	81%	54%	63%	82%	78%
SY 2024-25	**79%**	**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

Students Passing Math SOL With Above-Grade-Level Content

Percent of Students in Grades 5-9 who Took and Passed an Above-Grade-Level Math SOL, SY 2024-25						
	FCPS	**State**	**Alexandria**	**Arlington**	**Loudoun**	**Prince William**
5th-9th graders	**49%**	**28%**	**19%**	**33%**	**44%**	**19%**
5th graders (Grade 6 SOL +)	33%	5%	0%	0%	0%	0%
6th graders (Grade 7 SOL +)	36%	19%	12%	17%	48%	5%
7th graders (Grade 8 SOL +)	52%	34%	11%	48%	55%	32%
8th graders (Algebra 1 SOL +)	**65%**	**44%**	**43%**	**50%**	**60%**	**31%**
9th graders (Geometry SOL +)	57%	37%	36%	52%	53%	28%

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

Strategic Priority: Algebra 1 by 8th Grade



Algebra 1 by 8th Grade: Why it Matters and Why it Happens

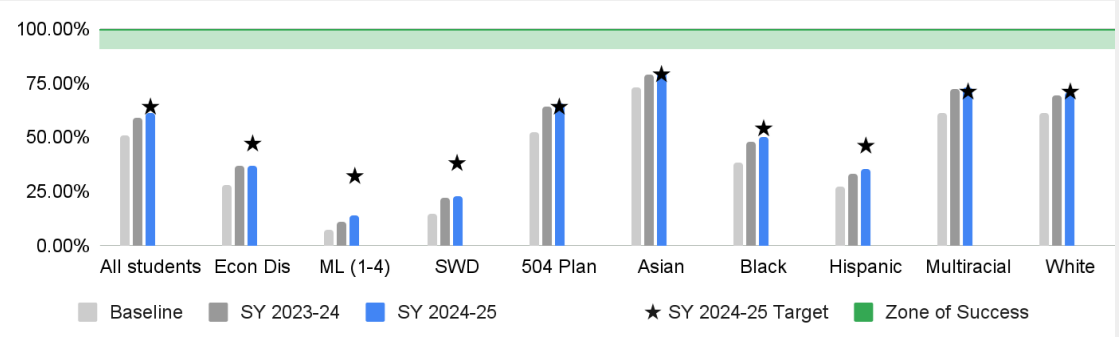
Why it matters

- Linked to:
  - Persistence into advanced coursework
  - College enrollment
- Focusing on increasing Algebra 1 by 8th grade is expected to lead to improvement across other Strategic Plan Goals.

Why it happens

- Division/School-Level Factors
  - Availability and enrollment practices
  - Course sequencing
- Classroom-Level Factors
  - Teacher preparation
  - Classroom practices
- Student/Family Level Factors
  - Students' mathematical preparedness
  - Habits of the Mind

8th Graders With a Verified Credit in Algebra 1



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%
SY 2023-24	59%	37%	11%	22%	64%	79%	48%	33%	72%	69%
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

Strategies to Achieve Algebra 1 by 8th Grade

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



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

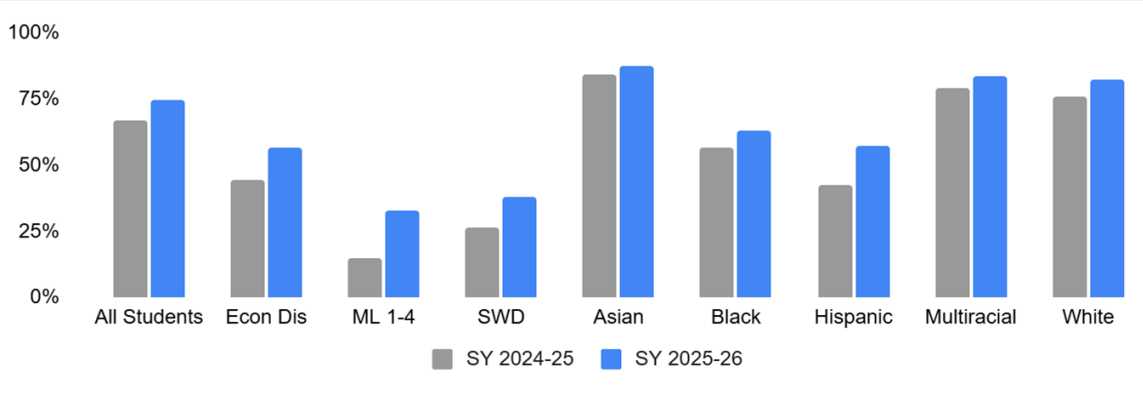
Highlights

- Phased rollout of planned curricular changes [*Changes*]
- Expanded access to advanced content in elementary school [*Changes*]
- MAP screening and growth tool to guide interventions [*New*]



	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

Algebra 1 Enrollment Over Time



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

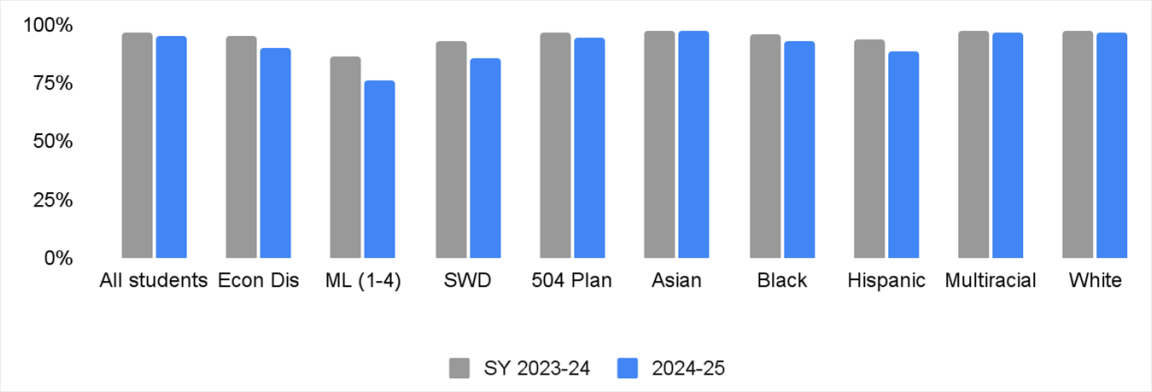
Strategy 2. Increase the utilization of Algebra 1 open enrollment

Highlights

- Revised enrollment practices and increased family outreach [*Changes*]
- Praxis prep to increase the number of middle school teachers able to teach Algebra 1 [*Continuing*]
- Strong success from Algebra Access Network Improvement Communities (AANIC), a consortium of middle schools that test and refine Algebra 1 enrollment strategies [*Continuing*]

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%

SOL Pass Rates Among Algebra 1 Course Completers



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

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

Highlights

- Summer programming to bridge Math 7 to Algebra 1 [*New*]
- Language-accessible math resources (Spanish textbooks, subscription to AI Chat Bot in any language) [*Continuing*]
- Companion course (Algebra 1 Lab) in development for SY 2026-27 enrollment [*New*]



Key Takeaways

FCPS students demonstrate strong skill in mathematics

- In SY 2024-25, 78% passed a math SOL (+ 7 percentage points from baseline) and 20% passed-advanced. Rates exceed the state average; the pass-advanced rate exceeds the state and neighboring divisions.
- 49% of students in grades 5-9 took and passed an above-grade-level SOL, exceeding the state average and other divisions.
- 79% of AP/IB Math exams resulted in a passing score (+9 per pts from baseline).
- Student groups with Math SOL pass rates below the Division average at baseline saw double digit gains.

FCPS remains committed to its Strategic Priority of Algebra 1 by the end of 8th Grade

- In SY 2024-25, 61% of students earned a verified credit in Algebra 1 before the end of 8th grade (+10 percentage points from baseline).
- Enrollment in Algebra 1 continues to increase in SY 2025-26.
- To continue to see gains, FCPS is prioritizing (1) consistent preparation of all students for Algebra 1 by 8th grade, (2) increased utilization of Algebra 1 open enrollment, and (3) additional support to help students succeed in Algebra 1.

EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

Goal 3 Report

January 13, 2026

