Educational Technology Updates

September 24, 2026

Educational Technology Review Committee (ETRC)

In May 2026, the School Board established the ETRC for the purpose of reviewing the division's current practices and providing recommendations to enhance the responsible, effective, equitable, secure, and developmentally appropriate use of educational technology.

The ETRC provides feedback to the Superintendent on the division's current technology practices, and monitors emerging developments in educational technology that will position FCPS to meet the goals of FCPS' Strategic Plan.

How the ETRC Works

- Includes community members, educators, and students.
- Discusses key topics, including those established by the Superintendent and Board.
- Considers research related to educational technology with respect to learning, screen use, and digital literacy.
- Reviews implementation models and readiness, equitable access and accessibility, staff professional learning and workload implications, and effect on student outcomes and affected constituencies.

ETRC Discussions Informed Changes in SY26–27

Elementary At-Home Device Opt-Out

FCPS implemented a family opt-out option for at-home device use at the elementary level based on School Board direction and ETRC feedback.

Current status:

Schools are monitoring family requests to ensure opt-outs are provided in a timely manner.

Personal Device Use During the School Day

FCPS restricted the use of personal laptops, tablets, smartphones, smartwatches, and other personal computing devices, based on School Board direction and ETRC feedback.

Current status:

Updated expectations were published within SR&R and implemented at the start of the school year.

ETRC Provided Input on Digital Literacy and Responsible Technology Use Practices for SY26-27

Digital Literacy

The ETRC provided feedback on the division digital literacy plan, including the definition, curriculum map, required lesson expectations, and professional learning needs.

Family access and initial implementation

Additional information on digital literacy, including grade-level lesson objectives, was posted on the FCPS website. Quarter 1 lessons were also posted in Schoology for Parents/Guardians.

Staff preparation

All FCPS instructional staff received professional learning on meaningful technology use and the plan for implementing the division's required digital literacy curriculum.

ETRC Summer Review of PreK-K Device Access

PreK–Kindergarten Device Access

At the Board's request, the ETRC provided feedback on the Board's July 2026 restrictions on Kindergarten device access.

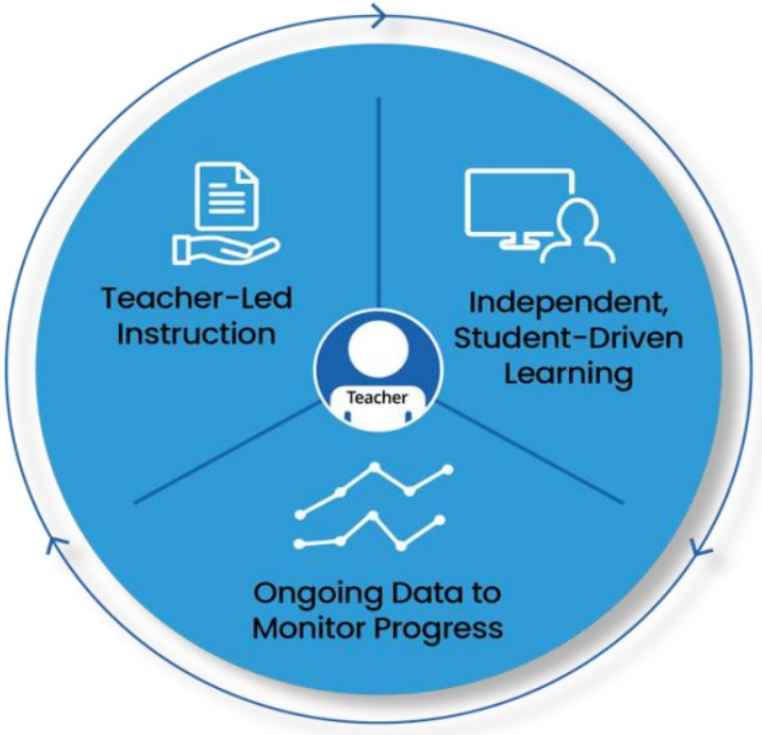
- This included discussion on the use of Lexia for meeting state reading intervention requirements.
- The ETRC recommended including a Lexia use exception to the Board's Kindergarten device restrictions.

State requirements around EIRI

- Virginia law requires every student in grades K-3 scoring in the high-risk range on the VALLSS (Virginia Language and Literacy Screening System) assessment to receive 2.5 hours (150 minutes) of reading intervention per week as part of the state's Early Intervention Reading Initiative (EIRI).
- Historically, FCPS has met this state requirement by coupling 1.25 hours per week of teacher-led intervention with 1.25 hours (75 minutes) per week of Lexia's computer-adaptive targeted support.

How Lexia Works: A Blended Learning Model

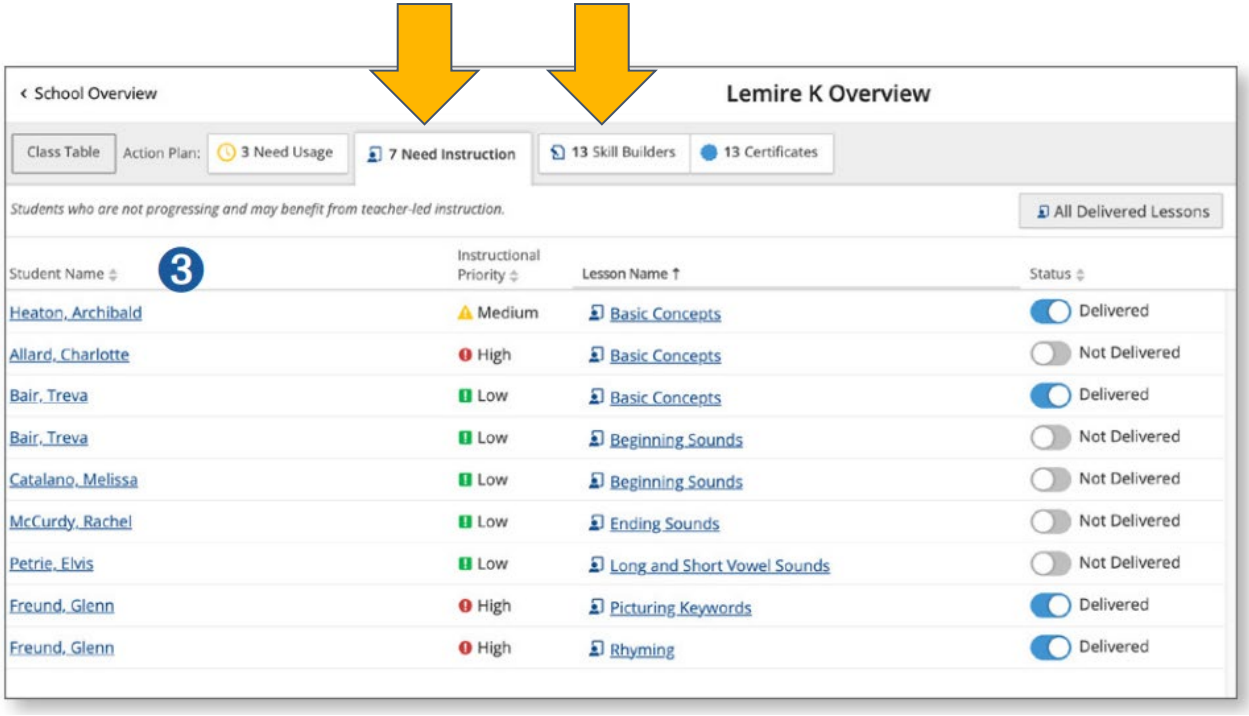
- Each student completes a brief **placement activity** that determines the starting place on their **individual learning path**.
- As students complete learning tasks, the program **adapts in real time** to tailor the learning path to provide tasks targeted to students' individual areas of need.
- Teachers monitor student progress and provide additional **teacher-led lessons** in skills needing additional in-person instruction.



How Teachers Use Lexia to Provide Targeted Instruction & Practice

Teachers are notified about individual students who **“Need Instruction”** on particular skills via in-person lessons.

Teachers access **lesson plans** and **paper-and-pencil “Skill Builders”** to provide additional teacher-led instruction and practice in these skill areas.



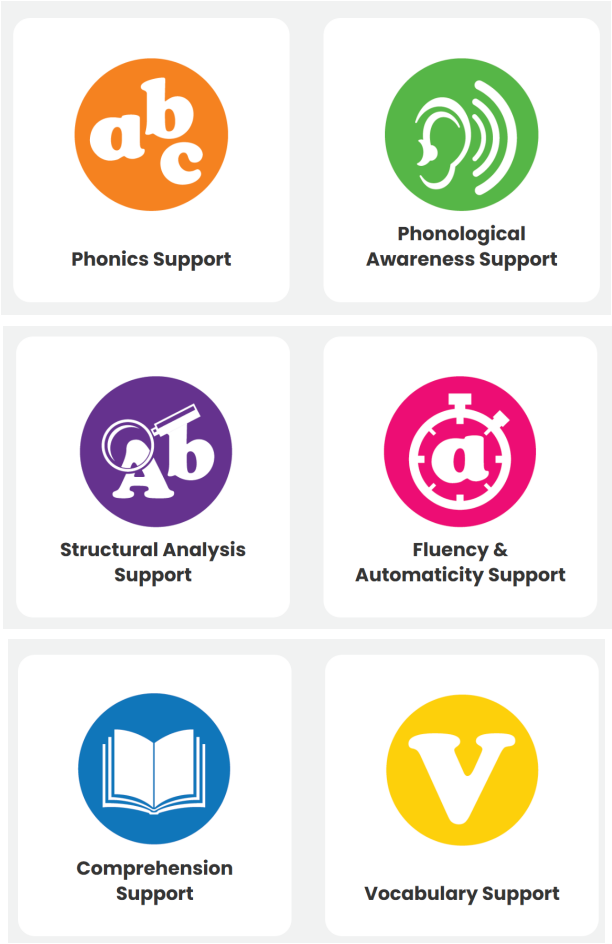
Note: Slides do not represent actual FCPS student names or data.

A Safety Net for At-Risk Readers

CORE: Benchmark Advance provides core instruction in all areas of reading. Lexia supplements the core with additional support in the six areas pictured on this slide.

MORE: For students who need intervention support, Lexia is **paired** with a teacher-led evidence-based intervention program (i.e., 95Pair or SPIRE).

SKILL GAPS: Lexia helps teachers identify and address unexpected or persistent skill gaps in ALL critical areas of reading that may need additional attention **after** initial teaching in core and re-teaching in intervention.



EIRI and Lexia Use in FCPS

- In SY25-26, 30.6% of FCPS kindergarten students required intervention services, with an uneven distribution of students needing intervention services across schools.
- EIRI requires an intervention group size of five or fewer students.
- At schools with higher EIRI eligibility rates, teacher-directed intervention alone cannot be delivered within existing staffing levels.
- Not using Lexia in Kindergarten would require additional staff-led tutoring services to meet EIRI requirements, with an estimated cost range between $325K to $1.6M
    - Note: costs are dependent on actual student distribution across schools, which will only be determined after Fall 2026 VALLSS testing is completed

EIRI and Lexia Use in FCPS - Estimating Need

- The July 2026 Board motion provided an exception to Kindergarten device restrictions for students with IEPs and Multilingual Learners.
    - Based on SY25-26 numbers: 2,786 K students requiring EIRI services would already be covered by this exception.
- Based on SY25-26 data, only **845** additional **Kindergarten** students would be included if an additional Lexia use exception were provided.
    - 50% of these 845 students are concentrated in 33 schools, 26 of which do not receive Title I funding, meaning they do not have additional staffing to support increased teacher-led intervention time.
    - Each of the remaining 109 elementary schools have 0-8 students needing this exception.

Superintendent Recommendation

Recommendation:

- For SY26-27, FCPS will allow limited use of Lexia for Kindergarten students needing additional reading support, up to a maximum of 75 minutes per week. This would be in addition to existing Board approved exceptions for Kindergarten students who require access to and use of such technology devices for Individualized Education Programs, 504 plans, translation purposes, or multilingual education support.
- In addition, FCPS will provide families of Kindergarten students receiving additional reading support with an option to opt-out of Lexia use.