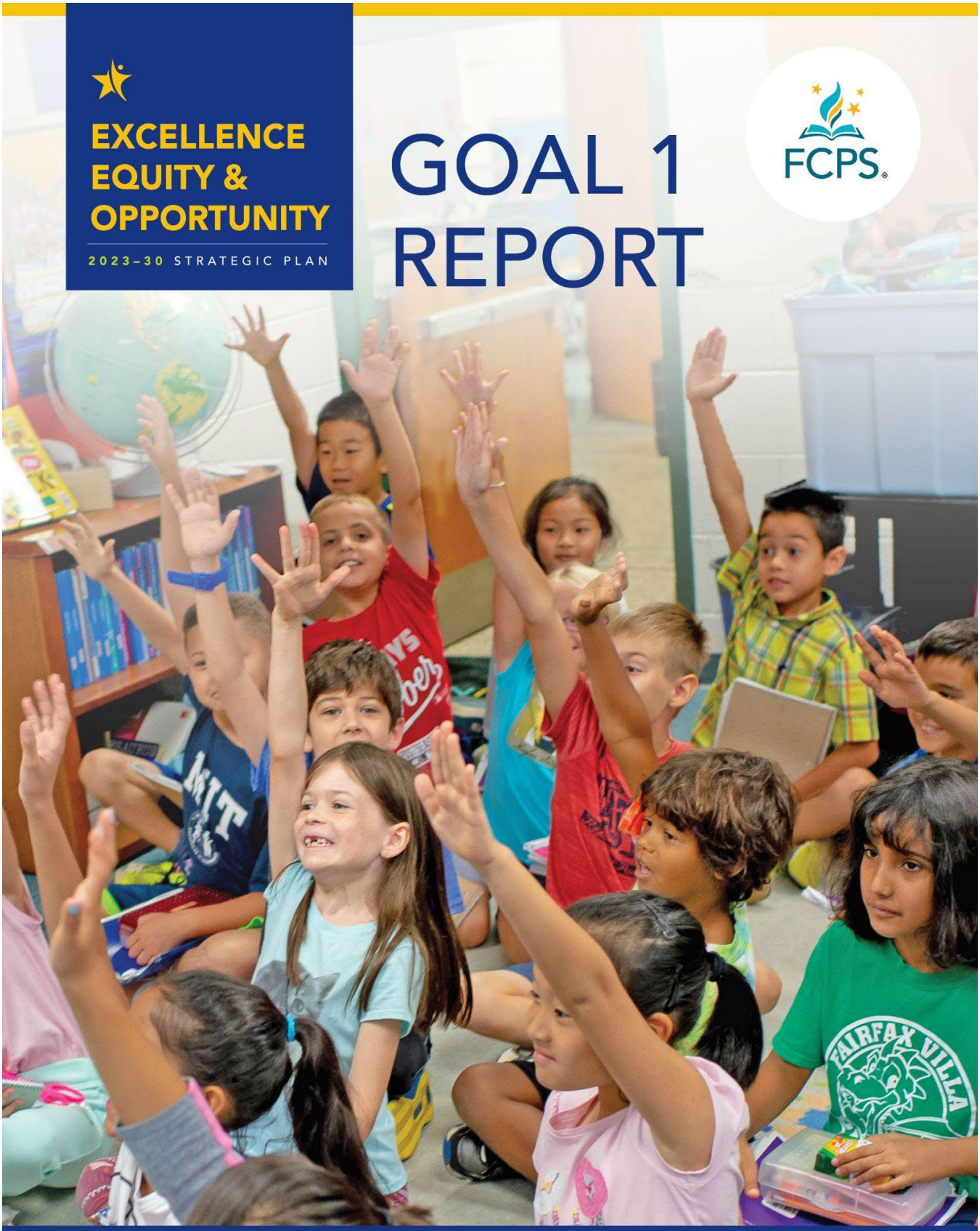
EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

GOAL 1 REPORT

FCPS



2026–27

Table of Contents

Executive Summary **3**
Strategic Priority: Pre-K Experience **8**
Strategy 1. Help address community demand for Pre-K 11
Strategy 2. Expand opportunities for inclusive Pre-K 13
Strategy 3. Strengthen school readiness through evidence-based Pre-K 15
Strategic Priority: English Language Acquisition **21**
Strategy 1. Provide and monitor direct, explicit English Language Development (ELD) instruction for all Multilingual learners 24
Strategy 2. Reinforce English language skills during content instruction 25
Strategy 3. Support students and schools not making expected progress 26
Strategy 4. Engage students and families in students' WIDA and educational progress 29
Conclusion **31**
Appendix A: Data and Targets for Goal 1 Metrics **32**
Appendix B: Additional Goal 1 Data **64**
Appendix C: Assessing ML Progress Toward English Language Proficiency **70**
Appendix D: Goal 1 Metrics Changes from the 2025-26 Report **72**
Appendix E: Strategic Plan Equity Commitments **74**
Appendix F: Legislative Strategies **76**
Appendix G: References **78**

Executive Summary

In June 2023, the Fairfax County Public Schools (FCPS) School Board approved the Division's Strategic Plan 2023-30, the result of 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 FCPS monitors through annual Goal Reports. These reports are aligned to FCPS Policy 1405.3, Accountability for Division Efficiency and Effectiveness. They play an important role in sharing FCPS' continuous improvement efforts and informing broader policy and budget deliberations.

This report examines progress on Goal 1, *Strong Start: Pre-K Through 12*, across six strategic measures:

1A. Availability of Pre-K programs (including inclusive Pre-K) to meet community need

1B. Students meeting criteria for kindergarten readiness

1C. Students demonstrating self-regulation attention skills (Pre-K-3, and beyond)

1D. Multilingual learners meeting expected growth and reclassification criteria

1E. Early and consistent access to and preparation for advanced instruction and enrichment opportunities

1F. Students meeting standards at defined entry and transition points

This report focuses on Measures A, B, D, and F in the context of two Divisionwide priorities to provide students with a strong start to the school year:

- Pre-K Experience
- English Language Acquisition

Pre-K Experience

Students who begin kindergarten with foundational academic and behavioral skills are at a strong advantage in school. They tend to show higher achievement on assessments. They are also more likely to graduate on-time, with a higher GPA, fewer suspensions, and better attendance.

High-quality Pre-K experience can improve kindergarten readiness, particularly for students experiencing economic and/or educational risk factors. In FCPS, 71 percent of kindergarteners who had Pre-K experience demonstrated school readiness in the fall of 2025, compared to 36 percent without Pre-K experience.

An increasing percentage of FCPS students enter kindergarten with this crucial experience. In 2025-26, 83 percent of families of kindergarteners reported their child had formal Pre-K experience, up nine percentage points from baseline and meeting FCPS' annual target. Rates have increased due to more students being served through FCPS Pre-K or the Virginia Preschool Initiative (VPI) Fairfax program, up eight percentage points since 2022-23. Students who attend FCPS Pre-K access evidence-based curriculum, supportive teacher-student interactions, and an increasingly inclusive setting: in 2025-26, 37 percent of FCPS Pre-K Students with Disabilities received the majority of special education and related services in a regular early childhood program, up 17 percentage points from 2022-23 and meeting FCPS' annual target.

FCPS has identified four key strategies to support students' in accessing early learning experiences that provide a strong start to school:

Strategy 1. Help address community demand for Pre-K

- Increasing capacity of FCPS Pre-K to meet community need
- Leveraging partnerships to connect families with community-based Pre-K opportunities
- Advocating for increased access to publicly-funded Pre-K

Strategy 2. Expand opportunities for inclusive Pre-K

- Providing inclusive classrooms at FCPS sites with Early Childhood Programming
- Recruiting community peers at sites without co-located programs
- Creating pathways for FCPS educators to earn an ECSE endorsement
- Providing professional development to support inclusion expansion

Strategy 3. Strengthen school readiness through evidence-based Pre-K

- Providing professional development to new teachers in evidence-based curriculum
- Providing professional development that supports Social Emotional Learning
- Facilitating supportive interactions between teachers and students
- Building teacher capacity around evidence-based curriculum and differentiation
- Expanding Pre-K models that support school readiness

Strategy 4. Support transitions and foundational skill development

- Adjusting the kindergarten schedule to ease the transition to kindergarten
- Providing targeted programs that prepare children for kindergarten
- Accelerating growth for students who fall behind on academic benchmarks

English Language Acquisition

English language skills are crucial for students to gain knowledge, complete assignments, and communicate their understanding, including on state assessments. Over the long-term, language ability can impact students' completion of advanced coursework and their graduation and postsecondary outcomes.

FCPS educates approximately 35,000 Multilingual learners who are working toward academic and social English language proficiency (ELP). Reaching academic proficiency in a language takes time. To monitor that students are staying on track, FCPS assesses Multilingual learners' language acquisition annually through the WIDA language assessment. In 2025-26, 60 percent of assessed Multilingual learners met state standards for WIDA progress, up 15 percentage points from baseline. Seventeen percent demonstrated proficiency and successfully exited ML (formerly ESOL) services, up ten percentage points from baseline.

FCPS has identified four key strategies to support Multilingual learners' English language acquisition, setting them up for a strong start to each school year:

Strategy 1. Provide and monitor direct, explicit instruction in English Language Development (ELD) for all Multilingual learners.

- Providing clear expectations and targeted professional development for ELD
- Strategically scheduling Multilingual learners to maximize language acquisition
- Providing supplemental adaptive ELD resources
- Assessing and responding to student growth throughout the year

Strategy 2. Reinforce English language skills during content instruction

- Equipping classroom and content teachers with a common set of high-leverage practices to meet the needs of Multilingual learners
- Matching content and classroom instruction to students' assessed needs
- Promoting oral language development and peer interactions in the classroom

Strategy 3. Support students and schools not making expected progress.

- Strengthening MTSS systems to respond to students' ELD needs
- Providing targeted ELD support for Multilingual learners not demonstrating progress
- Addressing the language and learning needs of Multilingual learners with Disabilities
- Offering biliteracy interventions to students who enter FCPS with limited literacy or instruction in their home language (SLIFE)
- Monitoring and supporting schools with low rates of WIDA progress

Strategy 4. Engage students and families in students' WIDA and educational progress

- Building educator capacity to engage and inform families about WIDA and ML services
- Supporting families in strengthening English language skills at home
- Recognizing students who have demonstrated English language proficiency
- Communicating in students' and families' correspondence language

Methods

For each metric presented in this report, 2025-26 school year performance is compared against (1) a pre-Strategic Plan implementation baseline and (2) annual targets needed to reach FCPS' 2029-30 school year goals and labeled as described below. Note that "performance" is now shown as "status" and some labels have been re-named (definitions remain the same as last year):

- **Met (previously "Target Met"):** Performance met annual target and/or 2029-30 target (typically 95-100%)
- **Near (previously "Approaching"):** Performance is within five percentage points of meeting 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

FCPS monitors progress for students overall, for five mutually-exclusive categories of race-ethnicity[1] (Asian, Black, Hispanic, White, and Multiracial) and for four 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 Multilingual Learned (ML, formerly ESOL) services (ELP 6a-d). 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).
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.

Data on students who belong to *multiple* categories (intersectionality data) are shown when insights are relevant.

Full detail about all metrics used in this report, including numerators ("num"), denominators ("denom"), and targets, can be found in Appendix A of this report.

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

FCPS utilizes data from a variety of sources across its five Goal Reports:

- The **FCPS Student Records Collection (SRC)** provides student demographic information from a single point-in-time.
- The **VDOE website** provides 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.
- The **Abl (BetterLesson) Platform** provides district and school-level estimates of seniors' likelihood of postsecondary success based on the academic intensity of their course-taking patterns.
- 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. An adapted version was available to students accessing the adapted curriculum.
- 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 survey of students, educators, and staff, typically administered annually in February/March in alternating years to schools serving students in grades 9-12 and in grades 6-8.
- The FCPS **SEL Screener**, an instrument administered twice a year to students in grades 3 through 12, that assesses the extent to which students feel their school community makes them feel valued, included, and supported.

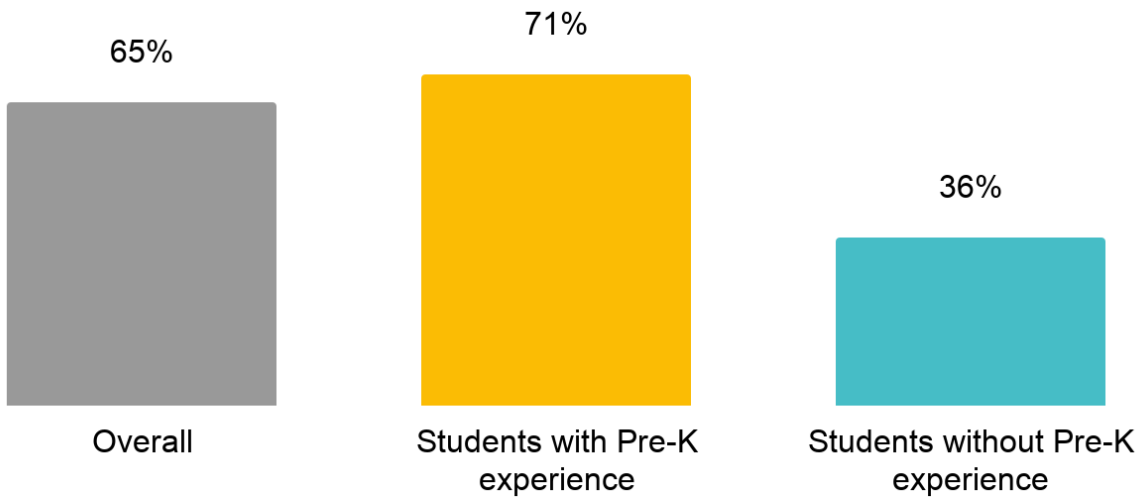
Strategic Priority: Pre-K Experience

For most children, the transition to kindergarten is a significant change. For some, it is the first time they have been away from family members for an extended period of time and represents a transition into a more formal learning environment, with higher expectations for both academic achievement and behavior.[2]

Students who enter kindergarten with social-emotional maturity and foundational academic skills (such as counting, recognizing shapes and letters, and writing their name) may find the transition goes more smoothly. They enter at an advantage, which sets them up for early success and tends to persist over time. Students who enter kindergarten "ready" for school consistently score higher on standardized assessments in elementary and middle school.[3] By high school, they are more likely to graduate, with a higher GPA, better attendance, and fewer suspensions.[4] Sustained effects hold across student groups, highlighting the importance of early school readiness in closing academic achievement gaps.

High-quality Pre-K experience can directly impact kindergarten readiness,[5] particularly for Multilingual learners and students who are Economically Disadvantaged.[6] These effects can be observed in FCPS kindergarteners, as shown in Figure 1.

Figure 1: *Percent of Kindergartners who Meet Grade Level Expectations for Reading, Mathematics, and Self-Regulation in the Fall, 2025-26 (Measure 1B)*

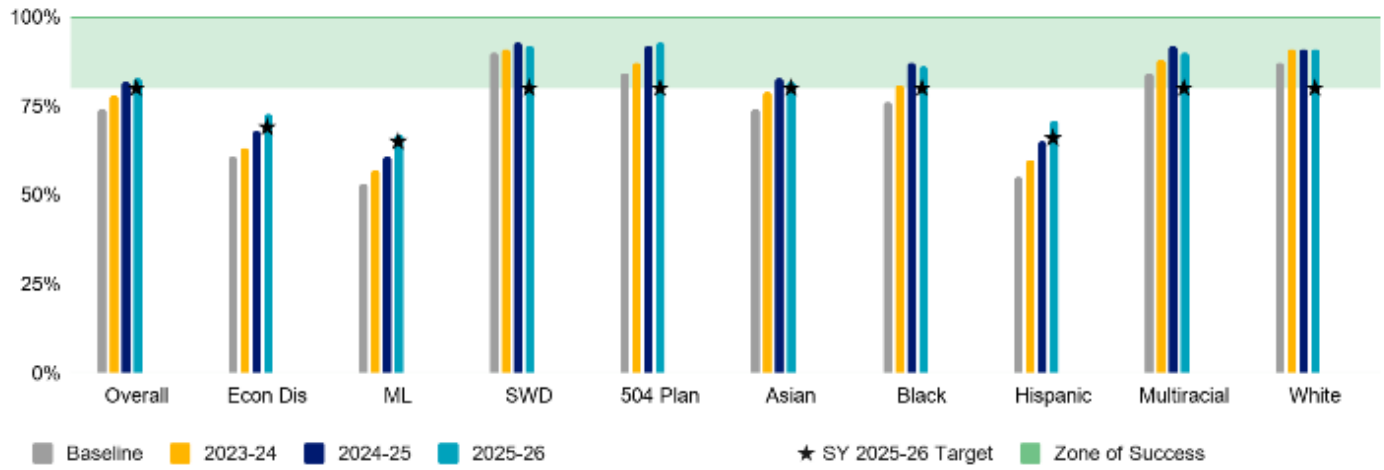


Note: Source is VALLSS, EMAS and CBRS (self-regulation) results for students participating in all three assessments.

[2] Jiang et al, 2021
[3] Ricciardi et al, 2021; Hunter, 2024; Clarity Social Research Group, 2023
[4] Clarity Social Research Group, 2023
[5] Gilliam & Zigler, 2001; Applied Survey Research, 2013; Durkin et al, 2022; Kamenetz, 2022; Fischer, Keily, & Weyer, 2020; Pianta at et al, 2021
[6] Fischer, Keily, & Weyer, 2020

During the 2025-26 school year, 83 percent of FCPS kindergarteners entered with Pre-K experience, up nine percentage points since the baseline. Double digit increases in Pre-K experience were observed for Hispanic students (+16 percentage points from baseline), Multilingual learners (+14), students who were Economically Disadvantaged (+12), and Black students (+10). See Figure 2.

Figure 2: *Percent of Students who Enter Kindergarten with Pre-K Experiences (Measure 1A)*

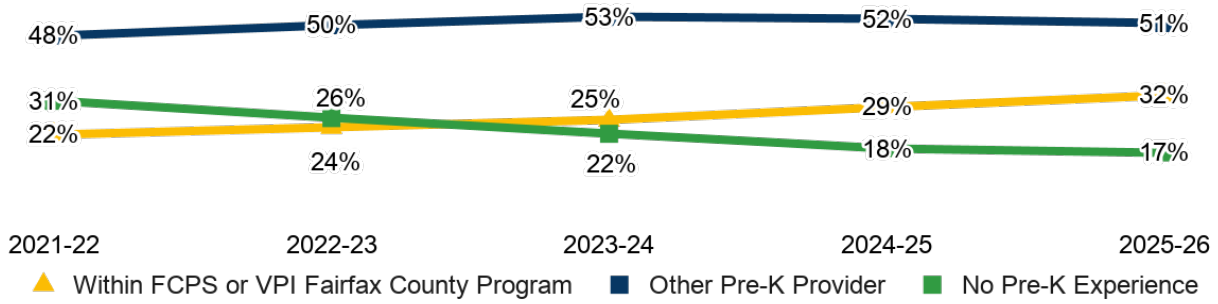


	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**74%**	**61%**	**53%**	**90%**	**84%**	**74%**	**76%**	**55%**	**84%**	**87%**
Num	9,219	2,587	1,723	1,576	64	1,628	850	2,020	692	3,998
Denom	12,433	4,271	3,278	1,760	76	2,186	1,122	3,673	820	4,586
2023-24	**78%**	**63%**	**57%**	**91%**	**87%**	**79%**	**81%**	**60%**	**88%**	**91%**
Num	9,749	3,688	2,159	1,862	103	1,629	956	2,324	736	4,069
Denom	12,482	5,828	3,785	2,049	118	2,067	1,176	3,864	835	4,492
2024-25	**82%**	**68%**	**61%**	**93%**	**92%**	**83%**	**87%**	**65%**	**92%**	**91%**
Num	9,857	2,962	2,265	2,056	117	1,621	940	2,443	804	4,009
Denom	12,066	4,358	3,701	2,209	127	1,942	1,083	3,732	870	4,390
2025-26	**83%**	**73%**	**67%**	**92%**	**93%**	**82%**	**86%**	**71%**	**90%**	**91%**
Num	9,592	2,983	2,376	2,096	110	1,560	893	2,501	784	3,821
Denom	11,553	4,105	3,540	2,277	118	1,909	1,042	3,514	868	4,179
Target	maintain	69%	65%	maintain	maintain	maintain	maintain	66%	maintain	maintain
Status	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met

Note: Source is FCPS Student Information System and FCPS Pre-Kindergarten Experience Form. Before the 2025-26 school year, Multilingual learners in kindergarten were given a level of ELP 9. Starting in the 2025-26 school year Multilingual learners in kindergarten are assessed and provided an ELP level of 1-4.

The recent increase in kindergarteners entering with Pre-K experience is driven in part by increased access to FCPS Pre-K. FCPS provides Pre-K to all eligible preschool-aged children as identified through Child Find and to a limited number of students with economic and educational risk factors. The rate of FCPS kindergarteners who attended FCPS Pre-K (or a program operated by the Virginia Preschool Initiative Fairfax County program) grew by eight percentage points from 2022-23 to 2025-26. See Figure 3.

Figure 3: *Percent of Kindergarteners, by Pre-K Experience*



Note: Source is FCPS Student Information System. Includes kindergartners registered at any point during a school year. Percents do not add to 100 due to rounding.

Pre-K experiences can be particularly impactful when Students with Disabilities learn alongside students without IEPs. In these settings, Students with Disabilities are more likely to develop the skills needed for kindergarten,[7] including language and social skills for students with more severe disabilities.[8] Inclusion may also help foster positive attitudes between children with IEPs and without IEPs.[9] VDOE's Special Education Performance Report monitors the composition of students in Pre-K classrooms across the state. VDOE has not yet released its report for the 2025-26 school year. FCPS estimates that for the 2025-26 school year, just under 37 percent of children with IEPs aged three through five who were enrolled in a preschool program attended a regular early childhood program and received the majority of special education and related services in the regular early childhood program (Indicator 6a). This rate has increased consistently and substantially since Strategic Plan implementation. Based on this internal projection, FCPS anticipates exceeding the annual state target for inclusion when official data are released by VDOE. See Figure 4.

Figure 4: *Percent of Students with Disabilities who met Criteria for VDOE Indicator 6a (Measure 1A)*

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
FCPS Actual	16.21%	16.79%	20.28%	24.10%	28.04%	36.92%*
VDOE Target	24.65%	24.90%	25.15%	25.40%	25.65%	25.90%
Status	Not met	Not met	Not met	Not met	Met	Anticipate met

Note: Source is VDOE Special Education Performance Reports and FCPS internal data pull. *The VDOE has not yet published the 2025-26 Special Education Performance Report.

VDOE's Special Education Performance Report also provides data on school readiness for Students with Disabilities. The 2024-25 report, the most recent published by VDOE, shows that the majority of Students with Disabilities who entered FCPS Pre-K below age expectations made substantial growth in the acquisition and use of knowledge and skills (94%).

[7] Lawrence, Smith, & Banerjee, 2016
[8] Rafferty, Piscitelli, & Boettcher, 2003
[9] Lawrence, Smith, & Banerjee, 2016

Community demand for Pre-K is ongoing. In fall of 2025, 1,961 kindergartners (17%) entered FCPS without Pre-K experience, of whom 1,060 reported residing in Fairfax County prior to kindergarten. To better understand any barriers, these families were asked why their student did not attend Pre-K. About half reported that this arrangement was based on their family's preference or the specific needs of their child. This finding is consistent with national research: in one national survey, 54 percent of families whose children were not in early education reported that they would not switch even if formal options were made free or convenient.[10] Roughly one quarter of families reported a logistical barrier to accessing Pre-K, including cost, location, transportation, or program hours. See Figure 5.

Figure 5: *Reason why Families Report not Having Pre-K, Among Those who Resided in Fairfax, 2025-26*

	Overall	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Student Count	**1,060**	**635**	**650**	**96**	**TS**	**190**	**64**	**592**	**47**	**164**
Preference	52%	53%	50%	42%	TS	50%	44%	52%	51%	54%
Logistics	25%	23%	25%	24%	TS	24%	31%	24%	30%	26%
Did not specify	24%	24%	26%	34%	TS	26%	25%	24%	19%	21%

Note: Source is FCPS Kindergarten Registration Form via FCPS Student Information Systems. Student group membership is based on status in kindergarten, not the year prior. May not add to 100% due to rounding.

FCPS has identified four key strategies to support students in accessing early learning experiences that support a strong start to their K-12 experience: helping address community demand for Pre-K, expanding inclusive experiences, supporting skill development and growth through evidence-based programming, and responding to gaps in readiness in kindergarten. The status of each action is identified throughout the report.

Strategy 1. Help address community demand for Pre-K

Action 1.1. Increase capacity of FCPS Pre-K to meet community need [Continuing]
FCPS Pre-K programs that serve children with economic and educational risk factors use a braided funding stream from federal, state, and local contributions. Between 2023-24 and 2025-26, FCPS invested 6.1 million dollars to add 34 Pre-K classrooms. These classrooms are meant to serve both students with economic and educational risk factors. During this time, the overall capacity of FCPS to serve Pre-K students with economic and educational risk factors increased by over 600 slots, from 1,826 slots in the 2022-23 school year to 2,486 slots this year. While there are still over two applications for every FCPS grant-funded Pre-K slot, the increased capacity has addressed some of the demand in the community as evidenced by kindergarteners entering without a Pre-K experience. See Figure 6.

Figure 6: *Number of Applications and Full-Day Slots for Students with Economic and Educational Risk Factors*

	2022-23	2023-24	2024-25	2025-26	2026-27 (projected)
Applications	5,029	5,619	5,345	5,269	n/a
Pre-K Slots	1,826	2,064	2,198	2,378	2,486

Note: Source is FCPS, 2026. Applications include applications to Early Head Start.

[10] Smith & Owens, 2023

Continued focus is needed to align program locations and configurations to maximize existing resources and to support inclusive Pre-K. Ongoing evaluation of program location is also required to place programs in proximity to best meet community need. Investments in Pre-K support the staffing, facility enhancements, instructional materials, transportation, and specialized services necessary to address gaps in access and ensure sustainable, high-quality service delivery. Total costs vary depending on the Pre-K inclusion model implemented and existing space availability. More details about planned school renovations can be found in the Capital Improvement Plan (CIP) for FY 2026-30.

Action 1.2. Leverage partnerships to connect families with community-based Pre-K opportunities [Continuing]
FCPS does not have the capacity to serve all families with economic or educational risk factors who apply to its Pre-K program. To help families find Pre-K in the community, FCPS partners with Fairfax County Government Early Childhood Programs and Services, including utilizing the coordinated enrollment process to exchange waitlist information and serve more children. As of April 2026, there were 404 students on FCPS' Pre-K waitlist, a decline from 474 in April 2025. See Figure 7. To continue to meet demand, Fairfax County Government plans to open additional early education sites at Kingstowne (Hopkins House) in Fall 2026 and at The Commons (formerly the Original Mount Vernon High School) in Spring 2027. Sites are also planned at the Willard-Sherwood Health and Community Center and the Hybla Valley Community Center in the coming years.

***Figure 7**: FCPS Waitlist of Unserved Income-Eligible 3 and 4 Year Olds*

	April 2024	April 2025	April 2026
Total Students	429	474	404

Note: Source is FCPS internal data.

Action 1.3. Advocate for increased access to publicly-funded Pre-K [Continuing]
The cost of Pre-K was the top *logistical* barrier reported by Fairfax families whose rising kindergartener did not attend Pre-K. In 2025, the average annual cost for Pre-K in Fairfax County was $22,300 per child,[11] or about 35 percent of the pre-tax income of a family living at or near poverty.[12] (The federal Department of Health and Human Services considers child care to be "affordable" if the cost is less than seven percent of pre-tax household income.[13]) Early childhood programs in Fairfax County report having space to take on more children,[14] with approximately 1,500 public and private providers reporting a total capacity of 53,000 slots,[15] but many programs do not participate in Virginia's Child Care Subsidy Program, which can limit their actual *financial accessibility* to families who need care.

With Fairfax County Government, FCPS School Board members and staff participate in the Successful Children and Youth Policy Team (SCYPT), a cross-sector governing body that establishes community-wide goals and priorities for public policy related to children, youth, and families, including school readiness. In 2025, the SCYPT provided input into the County's Early Childhood Programs and Services Strategic Plan, Strong Foundations Bright Futures. Expanding county-level access for financial assistance to include moderate-income families – who exceed state subsidy thresholds but still struggle with preschool costs – is a strategy in the plan. The SCYPT committee formally endorsed the plan's recommendations related to school readiness. FCPS also continues to advocate at the state and federal level, as outlined in the Fairfax County School Board State and Federal Legislative Program, for expanded funding for Pre-K. See Appendix F.

[11] Accessed August 26, 2026 from the Virginia Early Childhood Foundation
[12] The household income for a family of four at or below 200 percent of federal poverty was $64,300 in 2025.
[13] Bipartisan Policy Center, 2020
[14] Fairfax County Government, 2026
[15] Accessed August 26, 2026 from the Virginia Early Childhood Foundation

Strategy 2. Expand opportunities for inclusive Pre-K

Action 2.1. Provide inclusive classrooms at FCPS sites with Early Childhood Programming [Changes]
FCPS is utilizing four distinct staffing models to increase inclusion across its Pre-K classrooms. The selection of the model used in any one school is based on existing or new programs and staff licensure:

1. **Single-Teacher Model.** One teacher with both general education and special education credentials, supported by two instructional assistants, teaches a full-day Pre-K class. Classes typically consist of eight students without IEPs and five students with IEPs.

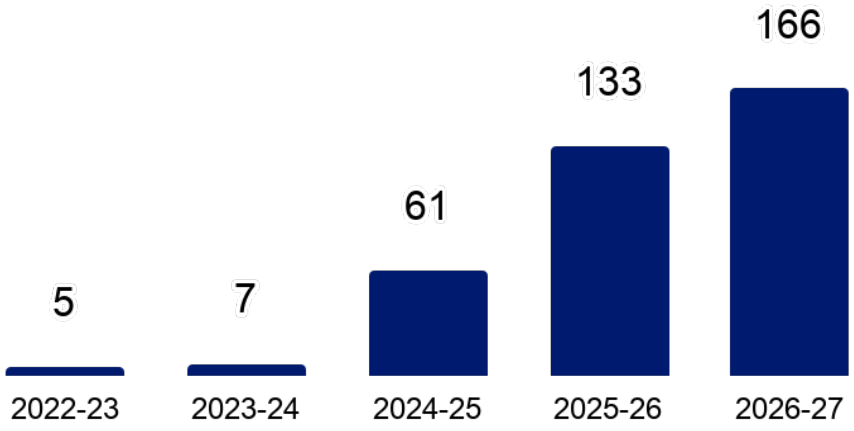
2. **Itinerant Model.** An Early Childhood Special Education (ECSE) endorsed teacher, with the support of an instructional assistant, co-plans and co-teaches alongside two general education Pre-K teachers across two Pre-K classrooms. Classes typically consist of fourteen students without IEPs and four students with IEPs.

3. **Paired Model.** One ECSE class is paired with a Pre-K class. For most of the morning, students with IEPs learn alongside peers without IEPs through whole-class, medium-group, and small-group activities. Groups are arranged so that at least half of students do not have IEPs. Each classroom is staffed by a teacher and one or more instructional assistants. Classes typically consist of 18 students without IEPs and six to eight students with IEPs.

4. **Co-Teaching Model.** One Pre-K class and one ECCB class are combined into a single, full-day classroom. An ECSE-endorsed teacher co-teaches for the full day with a general education teacher and instructional assistant. Classes typically consist of 12 students without IEPs and six students with IEPs.

FCPS began using Itinerant and Paired models during the 2024-25 school year to expand opportunities for Students with Disabilities to learn alongside typically-developing peers. For the 2026-27 school year, FCPS launched the Co-Teaching model at five additional sites. All schools with co-located early childhood programs utilize at least one inclusion model. These efforts have dramatically increased the number of inclusive classrooms over time. See Figure 8.

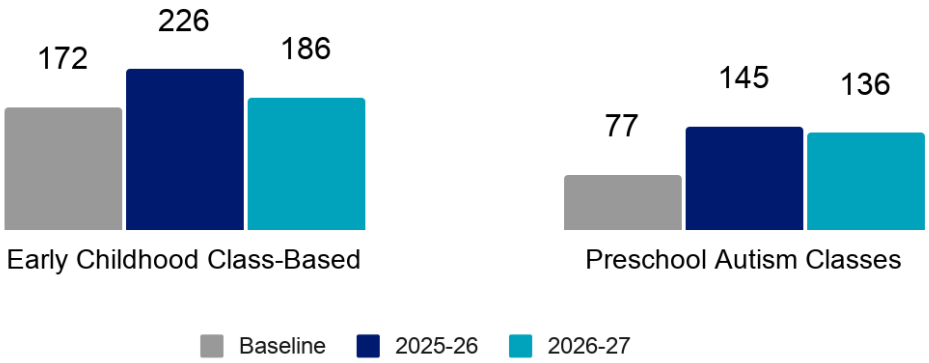
Figure 8: *Number of FCPS Classrooms Serving Three and Four Year Olds Using an Inclusion Model*



Note: Source is FCPS internal data, 2026. Paired classrooms will count once for each classroom.

The shift toward inclusive Pre-K is also evident in a decreased number of special education classrooms (Early Childhood Class Based and Preschool Autism Classes), as shown in Figure 9.

Figure 9: *Number of FCPS Early Childhood Special Education Classes*



Note: Source is FCPS internal data, August 2026.

Action 2.2. Recruit community peers at sites without co-located programs [Continuing]
One challenge to increasing inclusion is program location. Of the FCPS schools currently serving Pre-K Students with Disabilities, over 25 percent do not have co-located Pre-K classrooms serving students without IEPs. FCPS continues to address these structural challenges as new programs open. However, building capacity, the location of need, and/or travel time for students present logistical challenges.

In response to these constraints, FCPS recruits community peers (students without IEPs) to learn alongside Students with Disabilities in existing ECSE classrooms at schools without co-located programs. Note that because only a small number of community peers can be recruited before classrooms reach capacity, Students with Disabilities comprise the majority of the classroom and this model does not meet inclusion requirements under VDOE Indicator 6a. Since 2022-23, intentional recruitment efforts have increased the number of self-contained ECSE classrooms with community peers from four to 88. See Figure 10.

Figure 10: *Community Peers Classrooms Over Time*

2022-23	2023-24	2024-25	2025-26
4	46	64	88

Note: Source is FCPS internal data.

Action 2.3. Create pathways for FCPS educators to earn an ECSE endorsement [Continuing]
Building a pipeline of qualified educators is key to supporting the expansion of inclusive early childhood programs. To adequately staff inclusive Pre-K, FCPS has partnered with James Madison University and George Mason University to offer a pathway for current FCPS teachers to earn an ECSE Endorsement. Since the 2023–24 school year, 20 teachers have earned this endorsement, and an additional 25 candidates are currently enrolled and working towards program completion. FCPS also provides access to the introductory course needed for a teacher to qualify for provisional licensure in ECSE. Since the 2023-24 school year, 72 new ECSE teachers have been provided the introductory course at GMU at no charge.

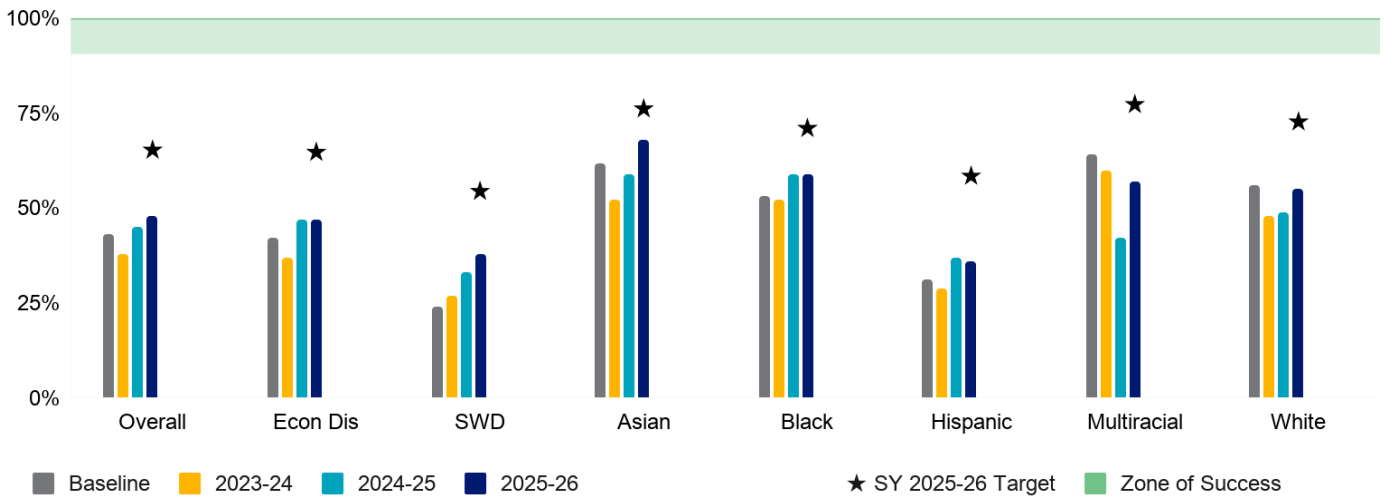
Action 2.4. Provide professional development to support inclusion expansion [Newly Added]
FCPS provides ongoing professional development to build teacher capacity for inclusive practices. During the 2025–26 school year, FCPS developed a professional learning series to support teachers implementing the Preschool Autism Classroom (PAC) Paired Model. Eleven schools with co-located PAC and Pre-K programs participated in training focused on co-planning, adult roles during paired instruction, strategies for preparing learners by previewing upcoming lessons/tasks, and using data to support play and social behavior.

Specialists, teacher coaches, and school teams also participated in professional learning led by Autism Consultants Dr. Jane Pryne and Nancy Pack as part of FCPS' Phase I inclusion cohort (see FCPS' 2025-26 Goal 2 Report). Throughout the year, teaching teams will continue to receive ongoing professional development focused on early childhood curriculum and best practices, co-teaching, behavior management, and the coordination of academic content with social-emotional learning.

Strategy 3. Strengthen school readiness through evidence-based Pre-K

FCPS monitors school readiness among four-year olds enrolled in its Pre-K programs. Among students who took academic and behavioral assessments in the spring of 2026, 48 percent met all grade-level benchmarks, an increase of five percentage points from the baseline. For FCPS to meet its 2030 goals, growth will need to be accelerated in future years. See Figure 11.

Figure 11: *Percent of Four-year old Students in FCPS Pre-K Programs who Meet the Benchmark for Both Academic and Self-Regulation in the Spring (Measure 1B)*



	Overall	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**43%**	**42%**	**24%**	**TS**	**62%**	**53%**	**31%**	**64%**	**56%**
Num	653	484	46	TS	131	125	254	19	124
Denom	1,516	1,158	188	TS	210	235	816	29	221
2023-24	**38%**	**37%**	**27%**	**TS**	**52%**	**52%**	**29%**	**60%**	**48%**
Num	702	595	73	TS	129	130	294	26	120
Denom	1,828	1,593	273	TS	246	249	1,031	43	251
2024-25	**45%**	**47%**	**33%**	**TS**	**59%**	**59%**	**37%**	**42%**	**49%**
Num	1,126	987	292	TS	206	186	450	25	257
Denom	2,484	2,106	873	TS	351	315	1,231	59	522
2025-26	**48%**	**47%**	**38%**	**TS**	**68%**	**59%**	**36%**	**57%**	**55%**
Num	1,222	810	335	TS	259	171	423	45	320
Denom	2,523	1,712	889	TS	383	288	1,176	79	587
Target	65%	65%	54%	-	76%	71%	58%	77%	73%
Status	Progress	Progress	Progress	-	Progress	Progress	Progress	Baseline	Baseline

Note: Baseline includes school years 2021-22 (EMAS, CBRS, PALS) and 2022-23 (EMAS, CBRS, LLS/VALLSS). To be included in these data, students must have been 4 years or older on September 30th of the given school year with valid results from all three assessments.

Action 3.1. Provide professional development to new teachers in evidence-based curriculum [Continuing]
The quality of a student's Pre-K experience can greatly impact school readiness.[16] The Virginia Quality Birth to Five (VQB5) system monitors different aspects of early childhood quality, including the use of evidence-based curriculum aligned with Virginia's Early Learning and Development Standards. All FCPS Pre-K sites use an evidence-based curriculum.[17] Specifically, FCPS' Pre-K Program of Study aligns to the Head Start Child Development and Early Learning Framework and Virginia's Early Learning and Development Standards, and prepares students with the literacy, math, and social-emotional skills needed for kindergarten.

To support new teachers' knowledge of the evidence-based curriculum and instruction, FCPS designs and facilitates a three-year professional development series, such that the first years aligns the four domains of the FCPS Learning Model with early childhood evidence-based practices, the second year targets foundational literacy and math skills, and the third year includes LETRS for Early Childhood (a professional learning course that deepens teacher knowledge and skill in early literacy), as well as computational thinking and foundational math skills. This strategic approach supports the readiness, retention, and success of these educators. In the 2025-26 school year, 88 new teachers received this training. FCPS also facilitated a series of professional development sessions to help teachers learn strategies to support student self-regulation, engage in deeper exploration of core instructional content, and develop a stronger understanding of best practices specific to the kindergarten classroom. These sessions are intended for new and second-year kindergarten teachers who did not attend last school year, as well as new instructional assistants.

Action 3.2. Provide professional development that supports Social Emotional Learning [Continuing]
To develop social-emotional skills, teaching teams utilize the Second Step Early Learning curriculum and Conscious Discipline practices.[18] Second Step provides daily, age-appropriate lessons and activities to support young children in developing the skills needed for learning, emotional regulation, developing friendships, and the transition to kindergarten. Conscious Discipline is a neuroscience-informed methodology that focuses on safety through emotional regulation, connection through building a compassionate culture, and problem-solving by changing perspectives and responses to conflict. Both the curriculum and practices can be tiered and differentiated to meet the needs of all students.

In the 2025-26 school year, FCPS early childhood teachers and instructional assistants participated in professional development focused on building teaching teams' repertoire of best practices that meet the academic and social-emotional learning needs of young learners. All Pre-K and ECSE teaching teams participated in a professional development series focused on developmentally-appropriate behavior management and co-teaching/co-planning, as well as monthly collaborative learning teams and centralized coaching support. FCPS also provided the original 10-session Conscious Discipline Courses Building Resilient Classroom, with a new daytime virtual check-in option for kindergarten instructional assistants, as well as professional development around executive functioning.

[16] Votruba-Drzal, E.; Walters,2014; Bartik & Hershbein, 2018; Bridgespan Group, 2014; Gray-Lobe, Pathak, & Walters, 2023; Durkin et al, 2022; Kamenetz, 2022; Fischer, Keily, & Weyer, 2020
[17] Virginia Department of Education, 2025
[18] Greenberg, 2023

Action 3.3. Facilitate supportive interactions between teachers and students [Newly Added]
The VQB5 system uses the CLASS tool to assess publicly-funded Pre-K programs across three domains:

1. **Emotional Support**, such as the degree of comfort, warmth, and respect in teacher-student interactions; teacher awareness and responsibility to students needs; promotion of child autonomy

2. **Classroom Organization**, such as behavior management; management of instructional time, transitions, and routines; student engagement through clear objectives, interesting materials

3. **Instructional Support**, such as activities that promote higher-order thinking; high-quality student feedback; language modeling.

FCPS ratings on the CLASS tool are similar to the state average for assessed programs. To continue to support Pre-K and ECSE teachers in cultivating positive, supportive classrooms that build school readiness, FCPS provides centralized feedback and coaching on each CLASS domain and uses this data alongside Virginia Kindergarten Readiness Program (VKRP), Virginia Language & Literacy Screening System (VALLSS), and classroom observations to inform professional development needs and monitor for impact.

Action 3.4. Build teacher capacity around evidence-based curriculum and differentiation [Newly Added]
In the 2025-26 school year, all Pre-K, Early Head Start, Early Childhood Class-based, and PAC teachers engaged in professional development sessions, Collaborative Learning Team meetings, quarterly data dialogues, and coaching cycles. The meetings help teachers to identify and implement responsive instructional strategies to support school readiness through foundational literacy, numeracy, and social-emotional skills. Over the summer of 2026, all Pre-K and ECCB, ECR, and PAC teachers and instructional assistants also participated in a full-day professional development focused on planning and differentiating the curriculum throughout the day to meet the needs of all learners. Workshops focused on social-emotional learning used the Second Step curriculum and Conscious Discipline practices.

An estimated 71 percent of students in FCPS Pre-K serving students with educational and economic risk factors are Multilingual learners,[19] who also benefit from differentiated instruction. In 2025-26, Guided Language Acquisition Design (GLAD) strategies were incorporated into the curriculum to support Multilingual learners, with a specific focus on vocabulary development. All teachers received training on how to use these instructional resources and strategies. In 2026-27, 12 additional early childhood central office staff are being trained in GLAD strategies where they will learn research-based strategies to expand teaching repertoire in instructional practices for listening, speaking, reading, and writing.

Action 3.5. Expand Pre-K models that support school readiness [Changes]
Numerous research studies have shown that students who receive Montessori programming in Pre-K and/or early elementary school have stronger academic outcomes (especially in math and language/literacy), executive functioning skills, and creativity.[20] In the 2025-26 school year, FCPS began offering a new, full-day Montessori program at Bucknell Elementary School to support students' kindergarten readiness. The program served 86 Pre-K students who reside in the West Potomac pyramid in multi-age classrooms. The program also served 39 kindergarteners to support ongoing school readiness. Classrooms are curated with authentic Montessori materials, which support school readiness by helping students develop confidence, self-motivation, curiosity, concentration, focus, collaboration, mentorship, communication, and positive associations with school and learning. During the 2026-27 school year, the Montessori program was expanded to Great Falls Elementary School for students who reside in the Langley pyramid. The Great Falls

[19] FCPS, 2026
[20] Randolph et al, 2023

location is serving as a tuition pilot, with Pre-K families paying monthly fees according to a sliding scale based on household income.

Strategy 4. Support transitions and foundational skill development

Action 4.1. Adjust the kindergarten schedule to ease the transition to kindergarten [Continuing]

For most children, including those with Pre-K experience, kindergarten represents a significant change and higher expectations of academics and behavior.[21] To help students transition to kindergarten, the Early Childhood Office revised the existing *Kindergarten Day in the Life* schedule during the 2023-24 school year. Choice-Time was reintroduced to provide a designated time in the daily schedule to support the development of self-regulation, social skills, oral language, and vocabulary. The schedule is now broken into two parts; Part 1 is a suggested schedule for quarter 1 to support the unique needs that arise for young learners transitioning to kindergarten. This schedule includes time for teachers to build positive relationships with a focus on social-emotional learning, executive functioning skills, and creating routines, procedures, and transitions. During the 1st quarter, content areas have slightly shorter blocks of time that increase through the quarter as students' stamina expands. In Part 2 of the *Kindergarten Day in the Life* schedule, the content blocks increase to their recommended times, an intervention block is added, and Choice Time is continued.

Action 4.2. Provide targeted programs that prepare children for kindergarten [Continuing]

FCPS and the Fairfax County Government Early Childhood Programs and Services support kindergarten readiness through additional opportunities for preschool-aged children. Families who are on the current waitlist for FCPS programs, exceed the income threshold for FCPS programs, or are not seeking a full-day program are directed to these offerings. See Figure 12 for more details on programs and children served.

Figure 12: *FCPS-Facilitated Programs Designed to Support Kindergarten Readiness*

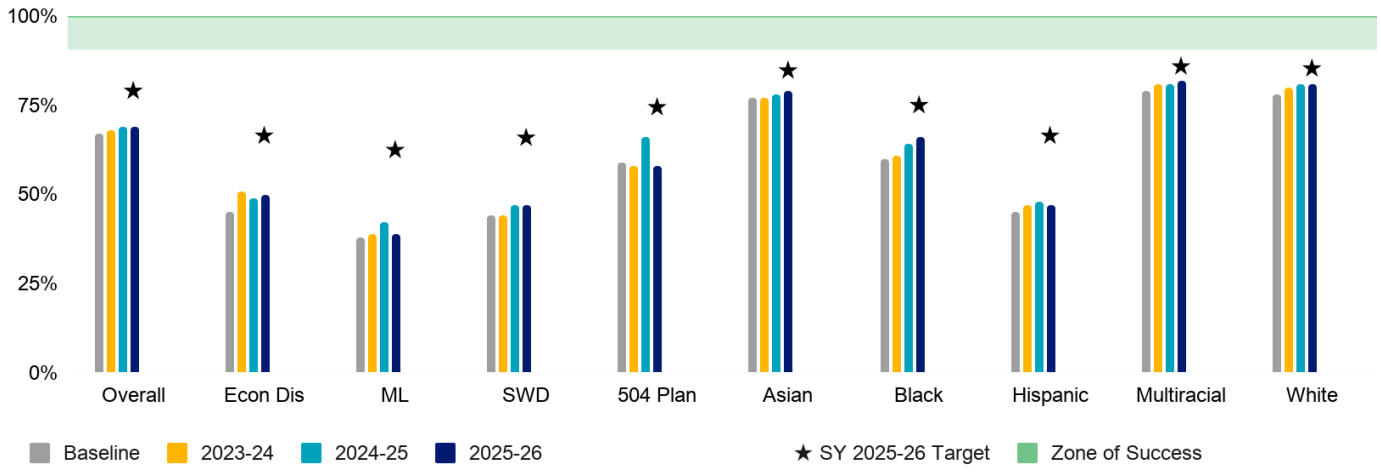
Program	Core Focus	2024-25	2025-26
Home Instruction for Parents of Preschool Youngsters (HIPPY)	Weekly individual or small group meetings with families to strengthen parent-child relationships and parent-child teaching	331	216
Bridge to Kindergarten	Summer program that helps rising kindergarteners without Pre-K experience develop social-emotional and executive functioning skills	78	575
Family Literacy	Weekly classes where children receive literacy and numeracy instruction and Pre-K experiences while families acquire basic language skills and information on how to support their children's education	93	155
Early Literacy	Weekly program where families and children participate in "school-like" experiences	510	426
WEEPlay	Family-child playgroups that incorporate social-emotional, literacy, and numeracy concepts through play and activities	65	56
All Ages Read Together	Flexible, part-time early literacy program for children whose families do not qualify for publicly-funded programs or who cannot afford preschool.	118	111

Note: Source is FCPS internal data. Note that students may have participated in more than one program.

[21] Jiang et al, 2021

Action 4.3. Accelerate growth for students who fall behind on academic benchmarks [Continuing]
The Virginia Kindergarten Readiness Program (VKRP) sets expectations for kindergarteners in reading (spelling, sounding out), math (recognizing shapes, identifying patterns, performing simple addition and subtraction, counting), and self-regulation (listening, following directions, maintaining focus). In spring of kindergarten, 69 percent of kindergarteners met all three readiness benchmarks, up two percentage points from baseline. See Figure 13. Black students and students who were Economically Disadvantaged saw the greatest increases since baseline. Students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, students with a 504 plan, and Hispanic students had rates substantially below the Division average. For FCPS to meet its 2030 goals and close gaps between student groups, growth will need to be accelerated in future years.

Figure 13: *Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Self-Regulation in the Spring (Measure 1F)*



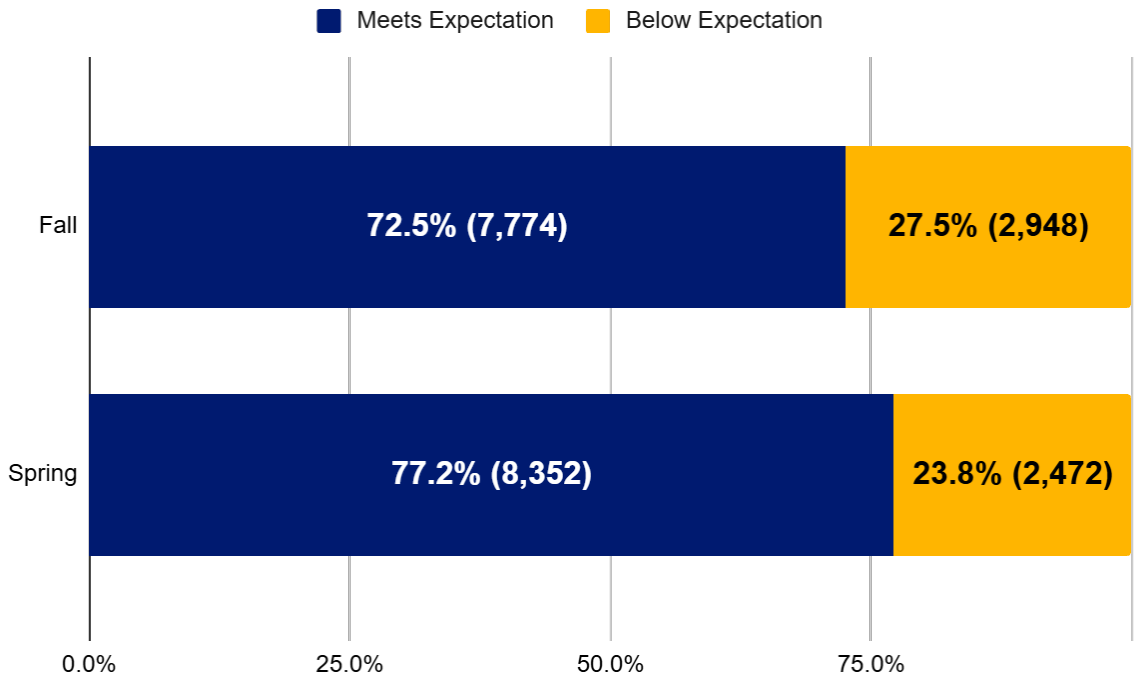
	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**67%**	**45%**	**38%**	**44%**	**59%**	**77%**	**60%**	**45%**	**79%**	**78%**
Num	7,799	1,761	1,264	669	55	1,517	613	1,543	633	3,466
Denom	11,699	3,883	3,295	1,534	93	1,976	1,029	3,426	804	4,421
2023-24	**68%**	**51%**	**39%**	**44%**	**58%**	**77%**	**61%**	**47%**	**81%**	**80%**
Num	7,770	2,654	1,320	728	65	1,474	632	1,644	648	3,342
Denom	11,481	5,202	3,353	1,642	112	1,914	1,037	3,516	800	4,171
2024-25	**69%**	**49%**	**42%**	**47%**	**66%**	**78%**	**64%**	**48%**	**81%**	**81%**
Num	7,569	1,908	1,356	818	81	1,376	606	1,614	660	3,285
Denom	10,994	3,869	3,219	1,741	123	1,756	948	3,351	818	4,075
2025-26	**69%**	**50%**	**39%**	**47%**	**58%**	**79%**	**66%**	**47%**	**82%**	**81%**
Num	7,442	1,863	1,143	891	68	1,407	629	1,540	663	3,179
Denom	10,760	3,734	2,921	1,892	117	1,790	947	3,245	811	3,932
Target	79%	66%	62%	66%	74%	85%	75%	66%	86%	85%
Status	Progress	Progress	Progress	Progress	Baseline	Progress	Progress	Progress	Progress	Progress

Note: Source is screener results (PALS/VALLSS, EMAS, and CBRS). A 2-year baseline (2021-22 and 2022-23) is used. To be included in these data, students must have participated in all three screener assessments. Before the 2025-26 school year, Multilingual learners in kindergarten were given a level of ELP 9. Starting in the 2025-26 school year Multilingual learners in kindergarten are assessed and provided an ELP level 1-4.

To support foundational learning in kindergarten, FCPS provides differentiated instruction to students who either enter public school below expected levels or who struggle with grade-level content throughout the year.[22] This focus on early, accelerated intervention is crucial for students to catch up to their peers and develop the foundational skills necessary for success in first grade and beyond. At the start of the second quarter of school, a thirty-minute intervention block is leveraged to support students whose fall screener data reflects risk factors in literacy and/or math.

Kindergarten students who score in the high-risk category on the fall Virginia Language & Literacy Screening System or VALLSS (the assessment used to demonstrate "school readiness" in the literacy domain) must have a reading plan created with goals that align with their area of need and receive 2.5 hours of intervention per week. Overall, interventions are working. The percent of kindergarteners meeting VALLSS benchmarks rose from 72.5 percent in the fall to 77.2 percent in the spring. See Figure 14.

Figure 14: *Percent of Kindergarteners Meeting Fall and Spring Literacy Benchmarks, 2025-26*



Note: Source is FCPS internal data on VALLSS.

[22] Fairfax County Public Schools, 2016

Strategic Priority: English Language Acquisition

Approximately one in five FCPS students is a current Multilingual learner working toward full academic and social English language proficiency (ELP). Within this group, students range from having:

- Minimal social and academic language skills (29% of Multilingual learners are Level 1)
- Some social and general academic language skills (23% of Multilingual learners are Level 2)
- Full social and some specific academic language skills (36% of Multilingual learners are Level 3)
- Full social and some technical academic language skills (12% of Multilingual learners are Level 4)

ELP levels are based on students' assessed skills in speaking, listening, reading, and writing on the WIDA ACCESS assessment, or Alternate ACCESS assessment for students with significant cognitive difficulties.

Developing Multilingual learners' ability to read, write, listen, and speak social and academic English is crucial for their educational success. Language represents the primary mechanism through which students gain knowledge, complete assignments, and communicate their understanding. In particular, to demonstrate proficiency on state standards of learning (SOL) assessments, students must generally be able to read, at grade-level, in English; those who do not have sufficient English language skills will struggle to demonstrate their understanding, even in subjects they otherwise know. Students who are unable to fully learn and communicate in academic English may get behind and find it difficult to catch up to peers, impacting their ability to complete advanced coursework,[23] graduate high school,[24] and enroll in college.[25]

For example, Figure 15 shows the percent of students who passed both their reading and math SOLs at different transition points, by their assessed ELP level. Students at higher ELP levels tend to have higher SOL pass rates. Former Multilingual learners who have recently exited services (ELP 6a-d) show very high levels of preparation for the next grade, compared to current Multilingual learners and the Division average. Data on these metrics for additional grades and student groups can be found in Appendix A.

Figure 15: *Percent of Students Passing Reading and Math SOLs, by ELP Level, 2025-26 (Measure 1F)*

	Division Average	Current ML ELP 1	Current ML ELP 2	Current ML ELP 3	Current ML ELP 4	Former ML ELP 6a-d
3rd graders	69%	4%	11%	46%	85%	98%
8th graders	74%	1%	4%	16%	45%	75%

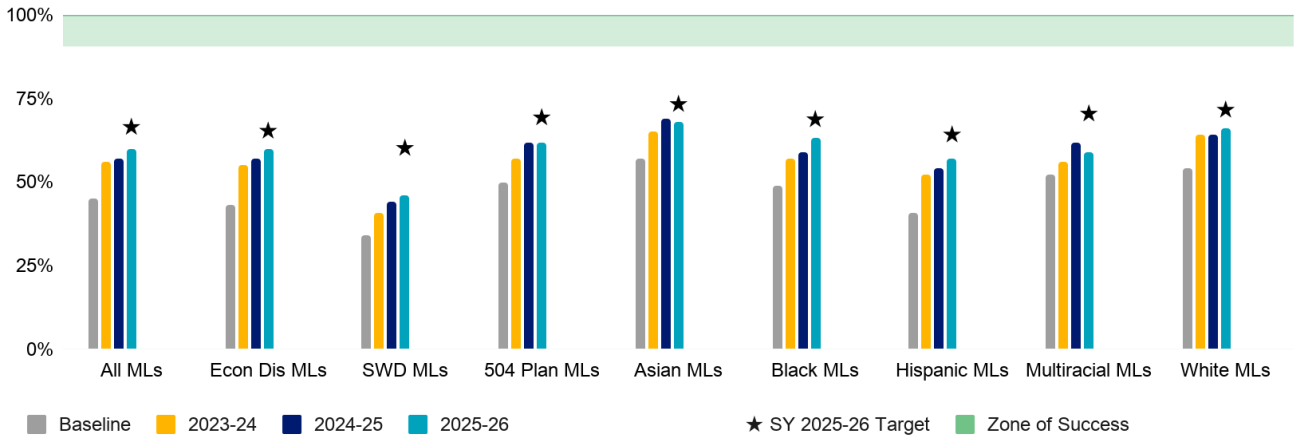
Note: Source is SOL test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric.

Reaching full academic proficiency in a language takes time (most studies place the estimate at five to seven years[26]). To monitor that students are making steady gains, FCPS administers the WIDA ACCESS assessment annually. Standards increase as students get older, with higher expectations for content-specific knowledge and vocabulary in addition to general academic English skills.

[23] Goldhaber, Wolff, & Daly, 2021
[24] Lesnick, Goerge, & Smithgall, 2010; Hernandez, 2011; Mader, 2021
[25] Lesnick, Goerge, & Smithgall, 2010
[26] National Academies of Science, Engineering, and Medicine, 2017

In spring of 2026, 60 percent of Multilingual learners who had two years of assessment records met state progress standards (see Appendix C). This rate represents an increase of 15 percentage points from baseline. Nearly all student groups experienced double digit gains from the baseline. Multilingual learners who were Economically Disadvantaged experienced the largest gains from baseline at 17 percentage points. However, differences persist. Multilingual learners with Disabilities had the lowest rate at 46 percent, or 14 percentage points below the Division average. Asian and White Multilingual learners had rates substantially above the Division average. See Figure 16.

Figure 16: *Percent of Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency (Measure 1D)*



	Overall	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**45%**	**43%**	**34%**	**50%**	**57%**	**49%**	**41%**	**52%**	**54%**
Num	10,334	7,482	1,829	114	1,968	701	6,240	89	1,299
Denom	22,929	17,482	5,431	230	3,463	1,426	15,397	171	2,391
2023-24	**56%**	**55%**	**41%**	**57%**	**65%**	**57%**	**52%**	**56%**	**64%**
Num	15,174	12,463	2,819	192	2,658	885	9,617	102	1,857
Denom	27,306	22,833	6,839	338	4,067	1,564	18,471	183	2,916
2024-25	**57%**	**57%**	**44%**	**62%**	**69%**	**59%**	**54%**	**62%**	**64%**
Num	15,777	10,945	3,022	237	2,728	917	10,089	106	1,870
Denom	27,442	19,160	6,859	382	3,982	1,542	18,708	170	2,917
2025-26	**60%**	**60%**	**46%**	**62%**	**68%**	**63%**	**57%**	**59%**	**66%**
Num	15,936	10,881	3,013	248	2,672	905	10,376	88	1,833
Denom	26,602	18,178	6,577	399	3,913	1,434	18,210	149	2,786
Target	66%	65%	60%	69%	73%	69%	64%	70%	72%
Status	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress

Note: Source is VDOE SSWS report K-12 EL Student Report. Note that the denominator includes only Multilingual learners who took the WIDA ACCESS exam in at least two consecutive years (about 81% of Multilingual learners).

FCPS also monitors Multilingual learners' achievement of academic and social English language proficiency. In the 2025-26 school year, 17 percent of Multilingual learners achieved proficiency and exited Multilingual Learner (ML) services. The rate increased by seven percentage points from baseline. Note that the rate of program exit is expected to be low, as students generally only exit ML services from higher ELP levels after several years of English Language Development (ELD) instruction. In 2025-26, 24 percent of students assessed at ELP level 3 and 53 percent of students at ELP level 4 exited ML services. See Figure 17.

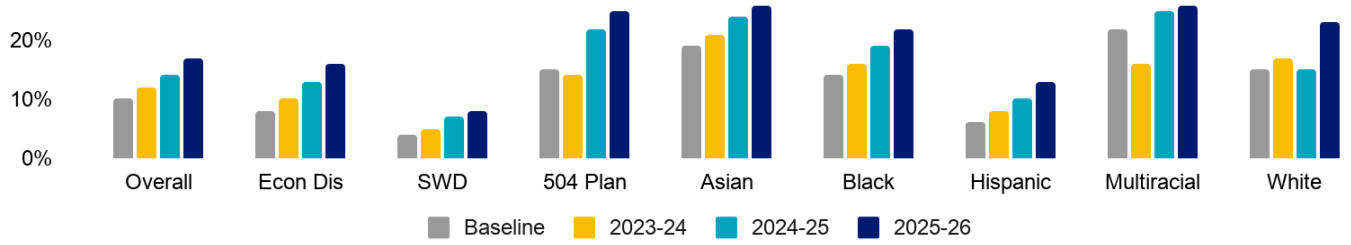
Figure 17: *Percent of Multilingual Learners who Successfully Exited ESOL Services, by ELP Level, 2025-26*

	ELP 1-4	ELP level 1	ELP level 2	ELP level 3	ELP level 4
Baseline	10%	1%	3%	18%	48%
2023-24	12%	1%	4%	22%	53%
2024-25	14%	1%	4%	22%	53%
2025-26	**17%**	**1%**	**5%**	**24%**	**53%**

Note: Source is VDOE SSWS report K-12 EL Student Report. Baseline is school years 2021-22 and 2022-23.

Compared to the Division average for all Multilingual learners, students who were Asian, Black, Multiracial, or White, or who had a 504-plan had substantially higher rates of program exit. Multilingual learners with Disabilities' rate of program exit (8%) was substantially below the Division average. See Figure 18.

Figure 18: *Percent of Multilingual Learners who Reached Proficiency*



	All	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**10%**	**8%**	**4%**	**15%**	**19%**	**14%**	**6%**	**22%**	**15%**
Num	3,413	1,951	285	49	1,060	295	1,392	58	594
Den	34,444	24,373	7,460	329	5,621	2,061	22,461	265	3,898
2023-24	**12%**	**10%**	**5%**	**14%**	**21%**	**16%**	**8%**	**16%**	**17%**
Num	4,194	2,981	358	54	1,223	324	1,904	36	693
Den	36,394	30,185	7,888	387	5,810	2,076	23,985	225	4,136
2024-25	**14%**	**13%**	**7%**	**22%**	**24%**	**19%**	**10%**	**25%**	**15%**
Num	4,967	3,097	573	95	1,367	372	2,385	57	591
Den	35,477	24,501	7,885	432	5,730	1,995	23,365	228	3,971
2025-26	**17%**	**16%**	**8%**	**25%**	**26%**	**22%**	**13%**	**26%**	**23%**
Num	5,517	3,424	583	113	1,411	422	2,741	51	871
Den	32,775	22,049	7,673	444	5,440	1,896	21,340	197	3,771

Source: Data source is VDOE SSWS report K-12 EL Student Report. Baseline is school years 2021-22 and 2022-23.

During 2025-26, FCPS' rate of Multilingual learner progress and proficiency was higher than the state average and within range of other divisions in Northern Virginia. See Figure 19.

Figure 19: *Multilingual Learner Progress and Proficiency, 2025-26*

	FCPS	Virginia	Alexandria	Arlington	Loudoun	Prince William
Progress	60%	57%	54%	61%	60%	57%
Proficiency	17%	14%	11%	16%	17%	16%

Note: Source is VDOE School Quality Profiles, which label Multilingual learners as "English Learners"

FCPS has identified four key strategies to support Multilingual learners in their English language acquisition: providing explicit instruction in English language development, reinforcing English language skills during content instruction, supporting students and schools not making expected progress, and engaging students and families in WIDA progress. The status of each action is identified throughout the report.

Strategy 1. Provide and monitor direct, explicit English Language Development (ELD) instruction for all Multilingual learners

Federal law requires school districts to provide Multilingual learners with effective language instruction that promotes the development of English proficiency, helping students build the vocabulary, language structures, and discourse necessary to access standard curriculum. In FCPS, Multilingual Learner Services teachers (ML teachers, formerly ESOL) provides explicit English Language Development (ELD) instruction using Benchmark Express (grades K-6), HMH English 3D (grades 7-8), and Cengage/National Geographic Lift and Pathways (grades 9-12) that align to WIDA ELD Standards.

Action 1.1. Provide clear expectations and targeted professional development for ELD [Continuing]
FCPS has developed clear instructional expectations and targeted professional development to guide leaders and teachers in implementing high-impact ELD programming and strategies across the curriculum. During the 2025-26 school year, FCPS launched new ELD walkthrough tools, which allow FCPS staff and school administrators to systematically observe and provide feedback on ML teachers' use of high-impact instructional practices and alignment with Basal resources. Teams of ML Services staff, Region leaders and school administrators conducted ELD walkthroughs at 150 schools. Each team used observations to provide feedback directly to ML teachers. Insights gathered from walkthrough data led to additional professional development for teachers on creating language goals and objectives, facilitating student conferencing and using WIDA charts to monitor progress. ELD walkthroughs will continue in 2026-27.

Action 1.2. Strategically schedule Multilingual learners to maximize language acquisition [Continuing]
To grow the language skills of current Multilingual learners and expand their ability to access advanced coursework, the Division regularly supports school staff in strategically grouping Multilingual learners for ELD instruction based on their individual learner profile, WIDA test data, and areas of need. Language skills can also be accelerated by placing Multilingual learners in content courses with English-proficient peers. In 2025-26, FCPS launched the Secondary Program Implementation dashboard, which helps secondary school staff monitor the provision of explicit ELD and the placement of Multilingual learners in courses with students who are English proficient. This dashboard has also been used to monitor student outcomes based on how they receive ELD, such as through a standalone ELD course, a language arts class, or advisory. In 2025-26, 62 percent of middle school Multilingual learners and 59 percent of high school Multilingual learners receiving ELD through a standalone course met WIDA progress expectations, compared with 57 percent and 53 percent, respectively, of Multilingual learners overall at those school levels.

Action 1.3. Provide supplemental adaptive ELD resources [Continuing]
To supplement core ELD instruction, FCPS has expanded the use of adaptive digital resources that provide personalized ELD support to Multilingual learners. During the 2025-26 school year, eleven middle schools and eleven high schools used Summit K12 Connect to Literacy, a digital ELD resource that provides Multilingual learners with additional practice in reading, writing, listening, and speaking using a similar platform and functionality to the WIDA ACCESS assessment. Additionally, in 2025-26, elementary schools receiving Title I funding implemented Summit K12 with identified students to provide in-school and at-home practice in ELD. Results have shown that the supplemental use of Summit K12 showed the greatest impact for students in grades 4 through 12 at ELP levels 3 and 4 and when used in conjunction with student conferencing to discuss progress and set meaningful goals. In 2026-27, elementary schools using Summit K12 will focus on ELP levels 3 and 4 in grades 4 and up. At the middle and high school level, schools will have licenses for all ELP levels and receive professional learning on student conferencing.

Action 1.4. Assess and respond to student growth throughout the year [Continuing]
English language acquisition is a continuous, dynamic process where skills develop at different rates. Listening and reading skills, for example, tend to show steady, rapid advancement as foundational comprehension takes hold. Meanwhile, skills in speaking and writing follow a more gradual trajectory, as expressing ideas through speaking and writing requires additional time and integrated practice.

During the 2025-26 school year, all schools were required to administer systemwide ELD common assessments in speaking and writing, aligned to the 2020 WIDA ELD Standards Framework. This expectation across schools completes a two-year roll-out, which began in the 2024-25 school year. School teams access data from ELD common assessments through a centralized dashboard to monitor progress, create student language goals, and guide instructional decisions. All ML teachers received training in how to access these data tools and were expected to share information with other professionals at their school. Note that ML teachers assess reading and listening skills through individual lessons throughout the school year and through standard language arts common assessments.

Strategy 2. Reinforce English language skills during content instruction

While research shows that students are more likely to make progress in English language acquisition when exposed to structured, intentional ELD instruction, several factors influence the speed with which students develop proficiency in a second language, including how the language is taught and supported throughout the school day. In particular, students are more likely to make language progress and attain proficiency when ELD is reinforced through other classes as students gain subject-specific knowledge and vocabulary.[27]

Action 2.1 Equip classroom and content teachers with a common set of high-leverage practices to meet the needs of Multilingual learners [Continuing]
FCPS provides professional development 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. During the 2025-26 school year, FCPS trained 700 teachers in Project GLAD, and as of August 2026, 1,600 FCPS teachers have received at least one component of Project GLAD training. This research-based instructional framework for Multilingual learners has also been incorporated into the FCPS Learning Model to equip all teachers with a common set of high-leverage practices to meet the needs of Multilingual learners in their daily instruction.

FCPS also provides professional development and ongoing support focused on high-impact strategies and scaffolding for Multilingual learners at different proficiency levels, implementing structured student talk routines, conducting classroom visits to observe peer-to-peer interactions, and promoting the use of high leverage practices to support academic language use during these interactions. In summer 2026, all classroom teachers, content teachers, and specialists received professional learning training on language objectives, academic talk, and scaffolding to help them recognize, experience, and apply these high-impact instructional practices. Ongoing, more in-depth training around each of the high-impact strategies will be provided in the 2026-27 school year.

[27] Echevarria, 2021

During the 2025-26 school year, the Division also launched, and 68 teachers completed, a microcredential to increase teacher effectiveness in working with Multilingual learners in their classrooms. Teachers with an existing license may also add an ESOL endorsement. In June 2026, 1,918 FCPS teachers (12.2%) had an ESOL endorsement. See Figure 20. Additionally, FCPS is offering two academy classes during fall 2026. The first class will prepare interested teachers to take the ESOL Endorsement Praxis, and the second class will support classroom and content teachers on best practices when working with Multilingual learners.

Figure 20: *Number and Percent of FCPS Teachers With ESOL Endorsement*

	June 2023	June 2024	June 2025	June 2026
Number of Teachers	1,688	1,793	1,914	1,918
Percent of Teachers	11.0%	11.5%	12.0%	12.2%

Note: Source is FCPS internal data, August 2026

Action 2.2. Match content and classroom instruction to students' assessed needs [Continuing]
FCPS provides data tools that give classroom and content teachers direct access to students' WIDA scores by domain (listening, speaking, reading, and writing). These tools help teachers recognize the language skills students already bring to the classroom and use that information to make instructional decisions, including planning appropriate scaffolds, differentiating tasks, and identifying opportunities for students to build on their strengths while developing additional language skills. The data tools can also be used during Collaborative Learning Team (CLT) planning to support conversations about student strengths, needs, access to grade-level content, instructional strategies, and progress over time. Schools also use these data to monitor student progress. ML teachers, who receive centralized annual training in how to access data tools, are expected to share information with other professionals at their school and support colleagues in interpreting the data and applying it to classroom instruction

Action 2.3. Promote oral language development and peer interactions in the classroom [Continuing]
Research suggests that a focus on developing students' listening and speaking skills in the classroom – such as creating opinion pieces, making presentations on topics, and participating in debates – is important for gaining proficiency.[28] FCPS provides professional development and ongoing support focused on scaffolding for Multilingual learners at different proficiency levels, implementing structured student talk routines, conducting classroom visits to observe peer-to-peer interactions, and promoting the use of high-leverage practices to support academic language use during these interactions.

Strategy 3. Support students and schools not making expected progress

Multilingual learners' ELD progress depends on a multitude of factors, including their age[29] and initial English Language Proficiency (ELP).[30] Generally, students who enter school younger and at higher ELP levels are more likely to make steady annual progress and to take less time to reach full academic English proficiency. For example, research suggests that a kindergartener who enters school with full social English and some academic language proficiency in English (ELP level 3-4) will take two to three years to achieve proficiency, while their same-age peers with beginning English skills (ELP level 1) require more than five years.[31]

As noted, there has been a substantial increase in the percent of students meeting the state standard for WIDA progress, with very large increases observed in students assessed at ELP Level 3 (up 19 percentage points) and Level 4 (up 17 percentage points from baseline). However, the majority of students classified as

[28] Echevarria, 2021
[29] Hartshorne, Tenenbaum, & Pinker, 2018
[30] Hakuta, Butler, and Witt, 2000
[31] Haas et al, 2016a-b

ELP level 1 continue to not make progress, with rates relatively flat over the last three years. It is important to note that when a student enters at an ELP level 1, the amount of language needed to demonstrate growth is significant. See Figure 21.

***Figure 21**: Percent of Multilingual Learners who met the State Standard for Progress Toward English Language Proficiency, by ELP Level*

	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4
Baseline	35%	48%	48%	44%
2023-24	43%	58%	61%	57%
2024-25	42%	58%	64%	62%
2025-26	42%	63%	67%	61%

Note: Source is VDOE SSWS report K-12 EL Student Report.

Action 3.1. Strengthen MTSS systems to respond to students' ELD needs [Continuing]
School-based Multi-Tiered System of Support (MTSS) teams are responsible for matching Multilingual learners who have not met VDOE language growth targets to appropriate interventions. MTSS teams use multiple data sources to understand a student's background (e.g., ELP level at time of entry, time spent in U.S. schools) as they identify, select, implement, and adjust interventions. When students have not made WIDA progress despite interventions, FCPS also provides data-informed ML consultations to school teams as part of the MTSS process. During the consultation, FCPS' Office of ML Services staff guide schools in reviewing the student's educational history, gathering information on home language literacy, analyzing and contextualizing student data, and developing a plan for targeted instruction, intervention, and progress monitoring. In the 2025-26 school year, 201 ML consultations were conducted. ML consultations are also available for former Multilingual learners (6a-d) experiencing academic or social-emotional needs.

In June 2026, the FCPS School Board approved updates to Regulation 2217.5, which concerns intervention and the Dual Language Assessment (DLA) procedures for Multilingual learners with academic, behavioral, or social-emotional needs. To support implementation of this regulation, FCPS began requiring that MTSS teams apply a common set of decision rules to ensure consistent, data-driven decision making when selecting and providing interventions for Multilingual learners. All schools are expected to complete associated professional development on these decision rules by the beginning of October 2026. FCPS is monitoring compliance with these revised regulations.

Action 3.2. Provide targeted ELD support for Multilingual learners not demonstrating progress [Continuing]
Language expectations (both in the classroom and on the WIDA assessment) become more complex as students get older. To demonstrate proficiency, students need both a command of general academic language as well as specialized vocabulary, grammar, and background knowledge in specific content areas.[32] As a result, reaching language proficiency becomes significantly more challenging as Multilingual learners progress into higher grade levels, highlighting the need for targeted ELD support for students not making expected progress. When a Multilingual learner is not making progress in ELD, ML teachers provide Tier 2 intensified ELD, or short-term, explicit instruction in a student's specific language development needs. Progress is monitored and students are re-assessed to ensure they have mastered the targeted language feature. Student-level ELD progress is monitored as part of the MTSS process.

In the summer of 2026, FCPS offered focused ELD summer programming for Multilingual learners in grades 3-12 to help students maintain their language proficiency over the summer. The 2026 Explorers Summer Learning Program provided a three-week English language instructional experience for students in grades 3-

[32] National Academies of Science, Engineering, and Medicine, 2017

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 551 learners from federally-identified elementary schools designated as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). To assess student growth, teachers administered pre- and post-assessments in writing, and results showed that 79% of students demonstrated growth. The 2026 Language and Literacy Connections for Multilingual learners served 290 students in grades 7-12 at English language proficiency levels 1-4. Designed to build academic language across the content areas, this three-week online course fostered critical and creative thinking while targeting reading, writing, listening, and speaking skills. Through daily interactive instruction with a teacher and their peers, students engaged in active, authentic language practice which was further reinforced by asynchronous, independent reading and writing practice.

Action 3.3. Address the language and learning needs of Multilingual learners with Disabilities [Changes]
During the 2025-26 school year, 46 percent of Multilingual learners with Disabilities made expected WIDA progress, compared to 64 percent of Multilingual learners without disabilities. All Multilingual learners, including those with Disabilities, receive ELD instruction from an ML teacher. Multilingual learners with Disabilities on the adapted pathway (VAAP) require collaboration to determine the time, frequency, and setting of ELD and receive ELD according to their grade-level Virginia Essentialized Standards of Learning. In the 2025-26 school year, FCPS offered professional learning opportunities for ML teachers who work with Multilingual learners with Disabilities. FCPS' offices of ML Services and Special Education Instruction also provided joint professional learning for ML and Special Education teachers to enhance accessibility of the core curriculum for all students. During the summer of 2026, Language Arts, ML Services, and Special Education Instruction collaborated to provide the Summer Literacy Symposium, which provided 450 teachers and leaders with training in scaffolding Language Arts instruction while maintaining rigor and fostering student independence.

Action 3.4. Offer biliteracy interventions to students who enter FCPS with limited literacy or instruction in their home language (SLIFE) [Continuing]
Every year, FCPS welcomes Multilingual learners who have experienced formal interruption in schooling and have significant gaps in home language literacy, a factor that research has shown to influence ELD.[33] The majority of these students speak Spanish at home. At both the elementary and secondary levels, FCPS supports the implementation of a biliteracy intervention, aligned with evidence-based research that shows that strengthening a student's home language supports ELD and literacy skills. For students who speak languages other than Spanish at the secondary level, FCPS has designed intervention courses delivered in English that build both language and literacy. In 2025-26, 12 secondary schools offered SLIFE literacy interventions, including two focused on biliteracy, three on SLIFE in a language other than Spanish, and seven in a second-year course for SLIFE Literacy.

[33] National Academies of Science, Engineering, and Medicine, 2017

Action 3.5. Monitor and support schools with low rates of WIDA progress [Continuing]
In 2025-26, 79 percent of schools met the state standard for WIDA progress, up from 46 percent at baseline and six percentage points higher than the previous year. See Figure 22.

Figure 22: *Percent of Schools That Meet the State Standard of the Percent of Multilingual Learners Making Expected Progress Toward English Language Proficiency (Measure 1D)*

	Baseline	2023-24	2024-25	2025-26
Percent	**46%**	**71%**	**70%**	**79%**
Numerator	89	137	135	151
Denominator	193	192	193	192

Note: 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.

Schools that do not meet state or FCPS' internal standards for WIDA progress are required to develop an associated School Innovation and Improvement Plan (SIIP) goal. In 2025-26, 94 schools were required to have a SIIP goal based on their WIDA progress. In 2026-27, this number declined and 62 schools are currently required to have an associated SIIP goal. A subset of these schools also participate in Project Momentum. These schools develop a plan focused on improving WIDA progress, identify individual student goals and plans for each student that did not meet VDOE ML progress targets, document progress monitoring data for each student, and receive additional professional development throughout the year to support best practices for working with Multilingual learners. Of the 36 schools with a WIDA Project Momentum designation in 2025-26, 94 percent showed improvement.

Strategy 4. Engage students and families in students' WIDA and educational progress

Families of Multilingual learners who responded to the 2025-26 FCPS Family Engagement Survey reported high levels of engagement, such as perceiving their child's school as a welcoming environment (94%) and experiencing strong family-school partnerships (87%). Beyond this general positive sentiment, families and students benefit from being engaged directly in students' language acquisition,[34] which can take many forms:

- *Culturally-responsive classrooms* where teachers have high expectations, value students' linguistic and cultural assets, create a safe community, and encourage students to build relationships.
- *Proactive information sharing and support for families*, from understanding the purpose and logistics of WIDA assessments to navigating ML services and the broader school system.
- *Student-centered assessment practices,* where students receive regular encouragement as they pursue years of WIDA assessments and feedback on assessed strengths and areas of growth
- *Clearly communicated benefits of achieving academic English proficiency*, including the expanded ability to participate in coursework and more room in a student's schedule to pursue electives and other enrichment opportunities.
- *Educator capacity to partner with Multilingual learners' families*, including the knowledge, skills, and culturally-responsive practices needed to build trust, communicate effectively, and engage families as partners in students' language development and WIDA progress.

Action 4.1. Build educator capacity to engage and inform families about WIDA and ML services [Changes]
FCPS provides resources to schools that support family engagement and partnership, including workshop templates and family-friendly materials that explain how FCPS schools foster ELD, how to interpret WIDA scores, the stages of language acquisition, and the importance of maintaining the home language. FCPS

[34] Echevarria, 2021; Zacarian, 2023

also provides engagement tools, such as sample slide decks and visuals, that schools can adapt to share consistent, research-based messages with families. Together, these resources help educators build the knowledge, skills, and culturally-responsive practices needed to communicate effectively and partner with families, while supporting families to better understand language development and apply strategies at home to strengthen home language and English skills. During the 2025-26 school year, FCPS refined these resources and provided professional development to schools on how to use them effectively in partnership with families. FCPS also began posting family score reports for spring 2026 WIDA ACCESS and Alternate ACCESS assessments to SIS ParentVue Documents. Families can receive translated copies of the report.

Action 4.2. Support families in strengthening English language skills at home [Continuing]
As discussed in the previous section, FCPS offers multiple programs to support families' language skills, including Family Literacy, Early Literacy, and HIPPY. In particular, 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 families. Children and families learn side by side, fostering a shared commitment to language growth and academic achievement. Beyond literacy, the program helps families navigate FCPS, access community resources, deepen their role as partners in their students' education, and build collaborative, respectful relationships with schools. In 2025-26, FCPS continued to enhance and promote these programs with a clear focus on building family capacity, fostering strong school-home relationships, and positively impacting student success.

Action 4.3. Recognize students who have demonstrated English language proficiency [Changes]
For students graduating in the 2025-26 school year, FCPS began providing an ML proficiency cord to students who achieved English language proficiency at any point during their K-12 academic career. This recognition celebrates students' language development and academic achievement while honoring their multilingual strengths and contributions to FCPS school communities. Schools also received a letter of explanation to share with families to help communicate the purpose and significance of this recognition. Graduates in the Class of 2026 were awarded over 4,000 ML proficiency cords.

Action 4.4. Communicate in students' and families' correspondence language [Changes]
During the 2025–26 school year, FCPS launched a pilot that allows high school students to use a new student function of TalkingPoints to send and receive messages using their preferred communication method and language. Students can engage directly with teachers and school staff, while built-in translation features help support meaningful two-way communication. FCPS will continue to evaluate the pilot and use feedback to inform divisionwide implementation during the 2026-27 school year. FCPS also initiated several changes to make documents and communication more accessible to families whose preferred language is not English, including increased translations for SIS documents and the launch of a new WhatsApp AI chatbot. Schools were also given guidance to make large family events (such as back-to-school night) more accessible, such as providing digital broadcast ("streaming") presentations so families can access subtitles in their home language, distributing pre-record presentations by content / grade-level teams via Talking Points, and arranging translation services so families can engage fully in their home language.

Conclusion

No matter when they join FCPS, all students benefit from a strong start to their education.

Students who enter kindergarten with foundational skills in reading, math, and self-regulation are more likely to thrive in their current grade. Over time, these skills support ongoing academic achievement, including higher test scores and better grades through high school (**Goal 3**) and increased likelihood of graduating on-time (**Goal 5**) with fewer suspensions and better attendance (**Goal 2**). For many students, these foundational skills are developed through formal Pre-K experiences.

Many students come to FCPS as Multilingual learners, with a variety of experiences, educational backgrounds, and previous exposure to English. No matter where they begin, students who develop strong social and academic English language skills – listening, speaking, reading, and writing – will be better able to gain knowledge, complete assignments, and communicate their understanding, including on state assessments (**Goal 3**). Over the long-term, language ability is linked to advanced course taking (**Goal 4**) and likelihood of graduating and enrolling in college (**Goal 5**). Beyond academics, communication is also core to developing friendships and feeling safe, supported, included, and empowered (**Goal 2**).

The data presented in this report reflect a number of successes and areas for growth within Goal 1:

- **Pre-K Experience**
  Among students who entered kindergarten in 2025-26, 83 percent had Pre-K experience, up +9 percentage points from baseline. This sizable increase has been driven by FCPS / VPI-Fairfax attendance. As programs have expanded, they also offer increasing inclusive experiences for Students with Disabilities: 37 percent of FCPS Pre-K Students with Disabilities were served in an inclusive setting in 2025-26, up 17 points from the 2022-23 school year. These gains reflect FCPS' sustained multi-year investment in expanded Pre-K capacity and strong focus on providing inclusive, evidence-based experiences for young learners. While school readiness has grown since baseline, FCPS will need to accelerate progress to meet its 2030 goals.

- **English Language Acquisition**
  During the 2025-26 school year, 60 percent of Multilingual learners met state progress standards (+15 points from baseline) and 17 percent achieved full academic and social proficiency (+7 percentage points from baseline). These gains can be attributed to a strong focus on direct, explicit ELD instruction and monitoring, with consistent reinforcement throughout Multilingual learners' content classes and at home. To continue to make progress toward its 2030 goals, FCPS will need to focus on closing gaps between student groups, including for dually-identified students who are both Multilingual learners and have an IEP.

Appendix A: Data and Targets for Goal 1 Metrics

Appendix A provides information on metrics associated with Goal 1 of the FCPS Strategic Plan. Most information is presented as follows:

- Measure name
- Metric name
- A **graph** showing the annual change from baseline through the 2025-25 school year for all students and for each analyzed student group. Data for this chart can be found in the table below.
    - For metrics that have a target, this chart also displays the 2025-26 targets and a zone of success that represents the 2030 goal for all students.
- A **table** with rows that show the percent, numerator, and denominator for baseline, the 2023-24 school year, the 2024-25 school year, and the 2025-26 school year and columns that list the values for all students and analyzed student groups.
    - For metrics that have a target, there are two additional rows: the Target row, which lists the target for the 2025-26 school year and the Status row, which assesses performance for the 2025-26 school year against the 2025-26 target.
- For metrics that have a target, a **growth table** with rows that show the performance for each year since baseline, the target for the current year (2025-26) and all years through 2029-30, and a row labeled “Target Annual Progress” that shows the annual percentage point improvement needed to reach the 2030 goal and columns that list the values for all students and analyzed student groups.

Row names used in this appendix:

- **Baseline:** The two-year or three-year average of school years 2021-22 through 2022-23 or 202-21 through 2022-23.
- **Num:** Numerator
- **Denom:** Denominator
- **Target:** The target for the 2025-26 school year
- **Status:** The comparison of performance in 2025-26 against the annual target
- **Target Annual Progress:** The annual percentage point improvement needed to reach the 2030 goal

For column names, FCPS monitors progress for students overall, for five mutually-exclusive categories of race-ethnicity (Asian, Black, Hispanic, White, and Multiracial) and for four service groups:

Econ Dis: Students who were Economically Disadvantaged

ML: Multilingual learners, with ELP levels noted in parentheses

SWD: Students with Disabilities

504 plan: Students with a 504 plan

Measure: 1A, Availability of Pre-K programs (including inclusive Pre-K) to meet community need

Graph for Metric: Percent of Students who Enter Kindergarten with Pre-K Experiences

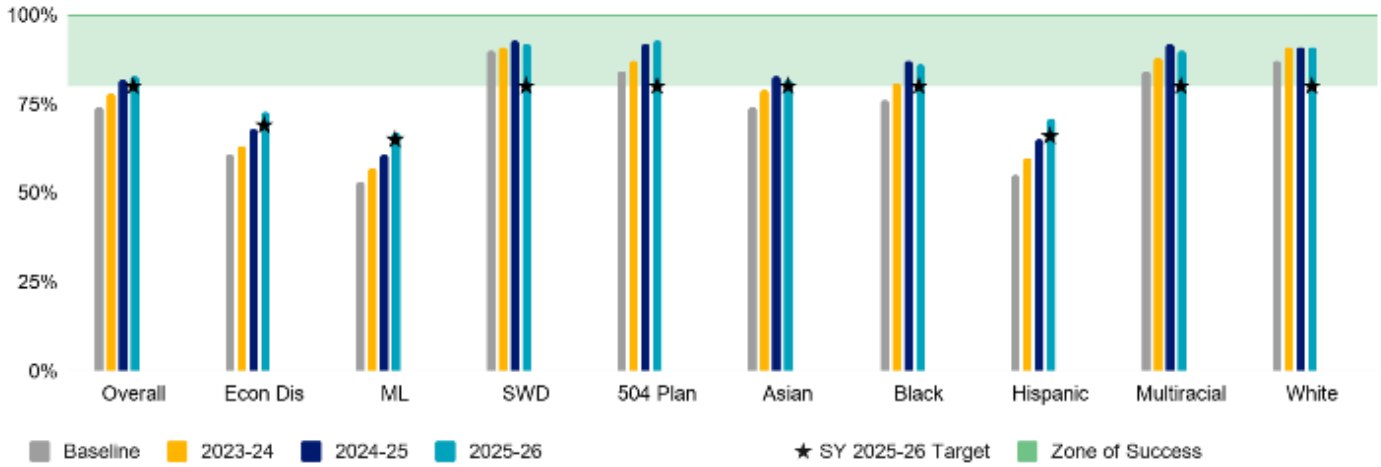


Table for Metric: Percent of Students who Enter Kindergarten with Pre-K Experiences

	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**74%**	**61%**	**53%**	**90%**	**84%**	**74%**	**76%**	**55%**	**84%**	**87%**
Num	9,219	2,587	1,723	1,576	64	1,628	850	2,020	692	3,998
Denom	12,433	4,271	3,278	1,760	76	2,186	1,122	3,673	820	4,586
2023-24	**78%**	**63%**	**57%**	**91%**	**87%**	**79%**	**81%**	**60%**	**88%**	**91%**
Num	9,749	3,688	2,159	1,862	103	1,629	956	2,324	736	4,069
Denom	12,482	5,828	3,785	2,049	118	2,067	1,176	3,864	835	4,492
2024-25	**82%**	**68%**	**61%**	**93%**	**92%**	**83%**	**87%**	**65%**	**92%**	**91%**
Num	9,857	2,962	2,265	2,056	117	1,621	940	2,443	804	4,009
Denom	12,066	4,358	3,701	2,209	127	1,942	1,083	3,732	870	4,390
2025-26	**83%**	**73%**	**67%**	**92%**	**93%**	**82%**	**86%**	**71%**	**90%**	**91%**
Num	9,592	2,983	2,376	2,096	110	1,560	893	2,501	784	3,821
Denom	11,553	4,105	3,540	2,277	118	1,909	1,042	3,514	868	4,179
Target	maintain	69%	65%	maintain	maintain	maintain	maintain	66%	maintain	maintain
Status	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met

Note: Source is Student Information System. The numerator is the number of kindergarten students with Pre-K experiences, as determined by the FCPS Pre-Kindergarten Experience Form and the denominator is the number of FCPS kindergartners who were enrolled at any time during a given school year.

Growth Table for Metric: Percent of Students who Enter Kindergarten with Pre-K Experiences

	Overall	Econ Dis	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline	74%	61%	84%	74%	76%	55%	84%	87%
2023-24 Actual	78%	63%	87%	79%	81%	60%	88%	91%
2024-25 Actual	82%	68%	92%	83%	87%	65%	92%	91%
2025-26 Actual	83%	73%	93%	82%	86%	71%	90%	91%
2025-26 Target	77%	69%	maintain	77%	78%	66%	maintain	maintain
2026-27 Target	77%	72%	maintain	77%	78%	69%	maintain	maintain
2027-28 Target	78%	75%	maintain	78%	79%	73%	maintain	maintain
2028-29 Target	79%	77%	maintain	79%	79%	76%	maintain	maintain
2029-30 Target	80%	80%	maintain	80%	80%	80%	maintain	maintain
Target Annual Progress (%pts)	0.86	2.71	-	0.86	0.57	3.57	-	-

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1A, Availability of Pre-K programs (including inclusive Pre-K) to meet community need

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
FCPS Actual	16.21%	16.79%	20.28%	24.10%	28.04%	36.92%*
VDOE Target	24.65%	24.90%	25.15%	25.40%	25.65%	25.90%
Status	Not met	Not met	Not met	Not met	Met	Anticipate met

Note: Source is VDOE Special Education Performance Reports and FCPS internal data pull. *Data for 2025-26 has not yet been reported by the VDOE therefore this is based on internal FCPS calculations for this metric.

Measure: 1B, Students meeting criteria for kindergarten readiness

Graph for Metric: Percent of Four-year old Students in FCPS Pre-K Programs who Meet the Benchmark for Both Academic and Self-Regulation in the Spring

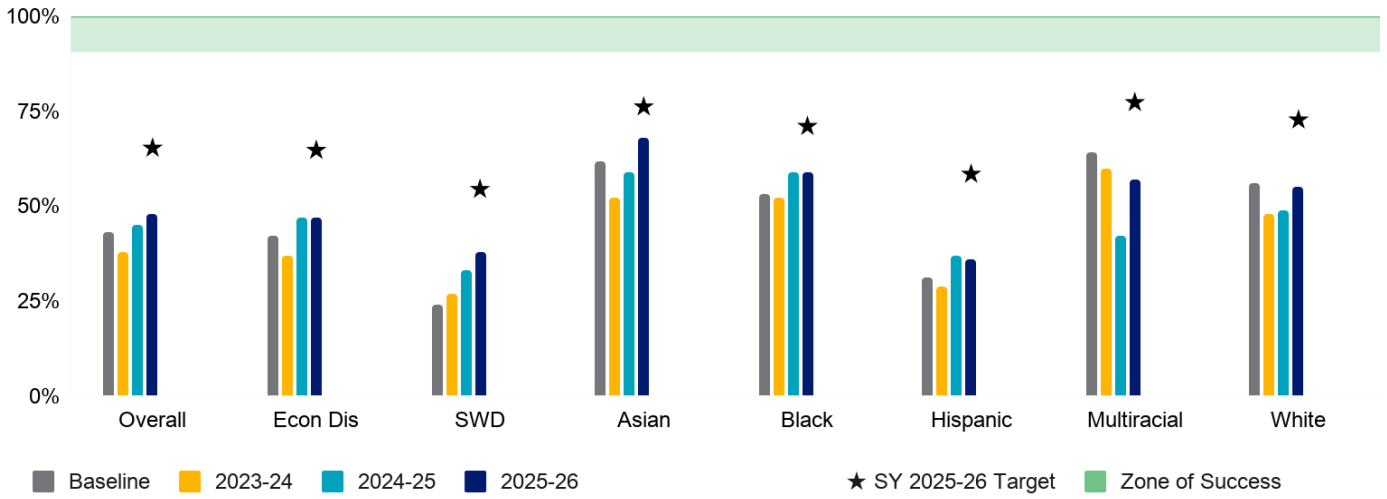


Table for Metric: Percent of Four-year old Students in FCPS Pre-K Programs who Meet the Benchmark for Both Academic and Self-Regulation in the Spring

	Overall	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**43%**	**42%**	**24%**	**TS**	**62%**	**53%**	**31%**	**64%**	**56%**
Num	653	484	46	TS	131	125	254	19	124
Denom	1,516	1,158	188	TS	210	235	816	29	221
2023-24	**38%**	**37%**	**27%**	**TS**	**52%**	**52%**	**29%**	**60%**	**48%**
Num	702	595	73	TS	129	130	294	26	120
Denom	1,828	1,593	273	TS	246	249	1,031	43	251
2024-25	**45%**	**47%**	**33%**	**TS**	**59%**	**59%**	**37%**	**42%**	**49%**
Num	1,126	987	292	TS	206	186	450	25	257
Denom	2,484	2,106	873	TS	351	315	1,231	59	522
2025-26	**48%**	**47%**	**38%**	**TS**	**68%**	**59%**	**36%**	**57%**	**55%**
Num	1,222	810	335	TS	259	171	423	45	320
Denom	2,523	1,712	889	TS	383	288	1,176	79	587
Target	65%	65%	54%	N/A	76%	71%	58%	77%	73%
Status	Progress	Progress	Progress	-	Progress	Progress	Progress	Baseline	Baseline

Note: Baseline includes only school years 2021-22 and 2022-23 for EMAS, CBRS, and PALS (Spring 2022) or LLS/VALLSS (Spring 2023 and later).

Growth Table for Metric: Percent of Four-year old Students in FCPS Pre-K Programs who Meet the Benchmark for Both Academic and Self-Regulation in the Spring

	Overall	Econ Dis	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline	43%	42%	24%	62%	53%	31%	64%	56%
2023-24 Actual	38%	37%	27%	52%	52%	29%	60%	48%
2024-25 Actual	45%	47%	33%	59%	59%	37%	42%	49%
2025-26 Actual	48%	47%	38%	68%	59%	36%	57%	55%
2025-26 Target	65%	65%	54%	76%	71%	58%	77%	73%
2026-27 Target	73%	72%	65%	81%	77%	68%	82%	78%
2027-28 Target	80%	80%	75%	86%	83%	77%	86%	84%
2028-29 Target	88%	87%	85%	90%	89%	86%	91%	89%
2029-30 Target	95%	95%	95%	95%	95%	95%	95%	95%
Target Annual Progress (%pts)	7.43	7.57	10.14	4.71	6.00	9.14	4.43	5.57

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1B, Students meeting criteria for kindergarten readiness

Graph for Metric: Percent of Kindergartners who Meet Grade Level Expectations for Reading, Mathematics, and Self-Regulation in the Fall

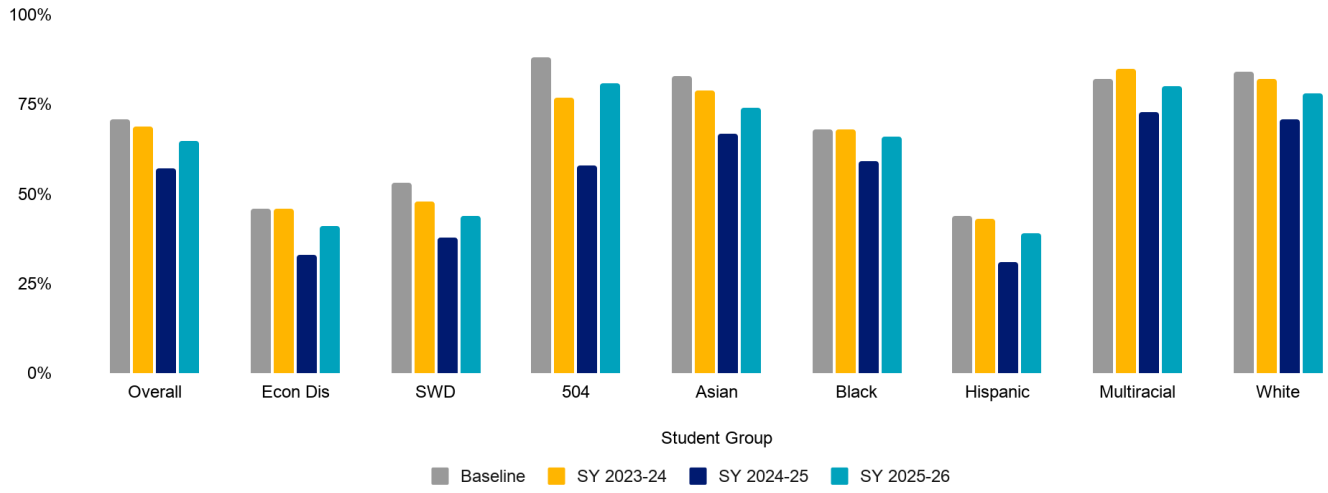


Table for Metric: Percent of Kindergartners who Meet Grade Level Expectations for Reading, Mathematics, and Self-Regulation in the Fall

	Overall	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**71%**	**46%**	**53%**	**88%**	**83%**	**68%**	**44%**	**82%**	**84%**
Num	7,848	1,653	517	26	1,538	663	1,376	641	3,609
Denom	11,102	3,569	983	29	1,858	975	3,143	778	4,309
2023-24	**69%**	**46%**	**48%**	**77%**	**79%**	**68%**	**43%**	**85%**	**82%**
Num	7,657	1,830	577	20	1,454	694	1,414	668	3,407
Denom	11,133	3,942	1,204	26	1,842	1,028	3,279	790	4,154
2024-25	**57%**	**33%**	**38%**	**58%**	**67%**	**59%**	**31%**	**73%**	**71%**
Num	6,323	1,315	519	19	1,167	562	1,042	605	2,923
Denom	11,014	3,993	1,381	33	1,736	946	3,361	828	4,100
2025-26	**65%**	**41%**	**44%**	**81%**	**74%**	**66%**	**39%**	**80%**	**78%**
Num	6,865	1,397	631	26	1,290	607	1,259	643	3,047
Denom	10,593	3,401	1,441	32	1,751	921	3,198	803	3,886

Note: Data source is screener results (PALS, EMAS, and CBRS for baseline and 2023-24; VALLSS, EMAS and CBRS for 2024-25) for students participating in all three assessments. A 2-year baseline was used because there were only 2 years of data available. At the time of these assessments kindergarten student WIDA Screener assessments have not yet been reported, therefore Multilingual learner data is not reported. To be included in this data, students must have participated in all three fall screener assessments. Targets for this metric have been removed due to the Division's limited ability to influence outcomes.

Measure: 1C, Students demonstrating self-regulation attention skills (Pre-K–3, and beyond)

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

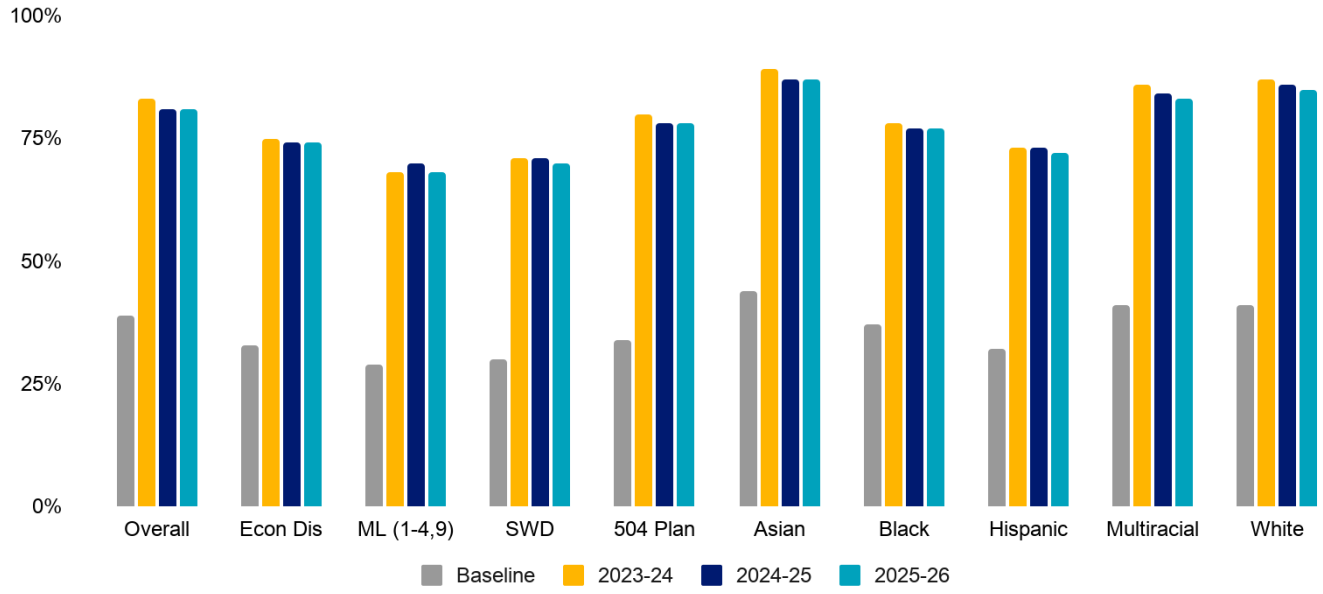


Table for Metric: Percent of Students who Report Strengths on the Self-Management and Responsible Decision-Making Topic on the SEL Screener (Grades 3-12)

	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**39%**	**33%**	**29%**	**30%**	**34%**	**44%**	**37%**	**32%**	**41%**	**41%**
Num	40,533	10,673	5,280	4,222	1,850	9,504	3,736	8,865	2,623	15,663
Denom	103,890	32,289	17,981	13,925	5,457	21,523	10,021	27,536	6,466	37,944
2023-24	**83%**	**75%**	**68%**	**71%**	**80%**	**89%**	**78%**	**73%**	**86%**	**87%**
Num	90,452	31,569	13,594	10,803	5,343	19,868	8,092	21,747	6,011	34,364
Denom	109,558	42,215	20,134	15,167	6,664	22,359	10,327	29,922	7,020	39,465
2024-25	**81%**	**74%**	**70%**	**71%**	**78%**	**87%**	**77%**	**73%**	**84%**	**86%**
Num	88,236	25,221	14,251	10,769	5,593	19,037	7,868	21,907	5,912	33,164
Denom	108,508	33,978	20,316	15,179	7,155	21,961	10,262	30,030	7,068	38,758
2025-26	**81%**	**74%**	**68%**	**70%**	**78%**	**87%**	**77%**	**72%**	**83%**	**85%**
Num	88,770	23,910	12,917	10,945	5,859	19,279	7,765	21,491	6,145	33,744
Denom	109,748	32,221	18,969	15,646	7,542	22,201	10,112	29,891	7,366	39,748

Note: Baseline includes two years of data (school years 2021-22 and 2022-23). During the baseline years there was one question on the SEL screener in the category of “Responsible Decision-Making” and three questions in the category of “Self-Management”. In school year 2023-24, the two categories were combined into one called “Self-Management & Responsible-Decision Making” which had 10 total questions. In school year 2024-25, the number of questions in this category changed. No targets have been set for this metric due to ongoing screener changes.

Measure: 1C, Students demonstrating self-regulation attention skills (Pre-K–3, and beyond)

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

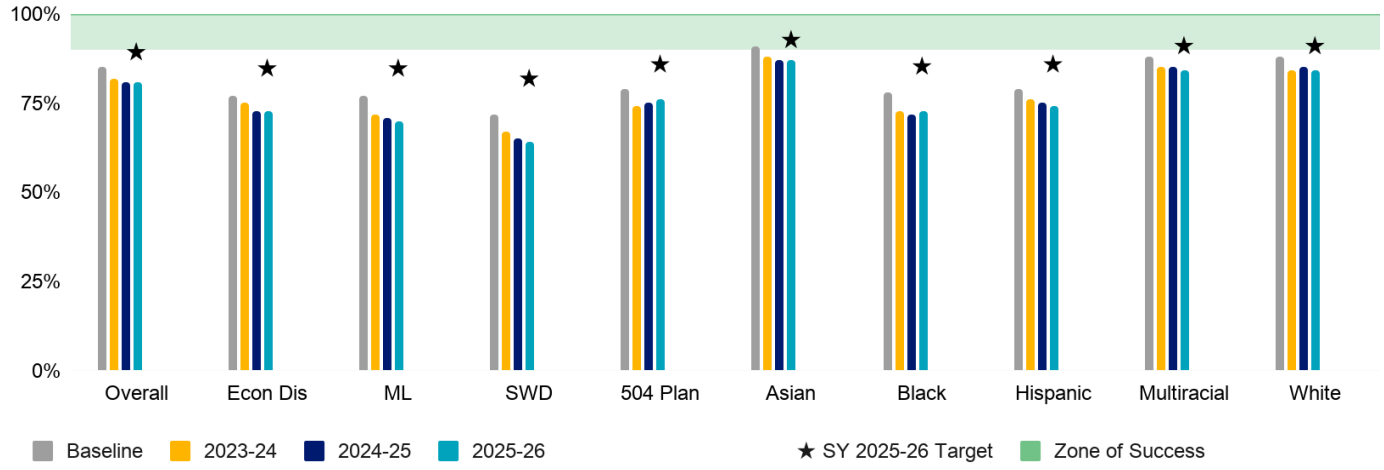


Table for Metric: Percent of K-6 Students who Regularly or Consistently Demonstrate Self-regulation Attention Skills on the Elementary Progress Report

	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**85%**	**77%**	**77%**	**72%**	**79%**	**91%**	**78%**	**79%**	**88%**	**88%**
Num	74,173	22,826	14,970	9,387	1,965	14,753	6,493	18,898	5,115	28,632
Denom	87,137	29,494	19,558	13,114	2,490	16,245	8,279	23,934	5,807	32,530
2023-24	**82%**	**75%**	**72%**	**67%**	**74%**	**88%**	**73%**	**76%**	**85%**	**84%**
Num	72,051	28,179	14,442	9,754	2,555	13,854	5,971	19,071	5,137	27,738
Denom	88,294	37,592	19,959	14,644	3,463	15,738	8,134	25,173	6,041	32,862
2024-25	**81%**	**73%**	**71%**	**65%**	**75%**	**87%**	**72%**	**75%**	**85%**	**85%**
Num	70,941	20,954	13,550	9,740	2,824	13,435	5,772	18,783	5,195	27,479
Denom	87,559	28,863	19,207	15,066	3,771	15,361	8,014	25,202	6,129	32,511
2025-26	**81%**	**73%**	**70%**	**64%**	**76%**	**87%**	**73%**	**74%**	**84%**	**84%**
Num	68,676	20,233	14,707	9,736	3,114	13,057	5,713	18,016	5,156	26,469
Denom	85,070	27,881	20,941	15,283	4,116	15,037	7,827	24,257	6,142	31,485
Target	89%	85%	85%	82%	86%	93%	85%	86%	91%	91%
Status	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline

Note: Data source is final grades from the Student Information System.

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

	Overall	Econ Dis	ML(1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	85%	77%	77%	72%	79%	91%	78%	79%	88%	88%
2023-24 Actual	82%	75%	72%	67%	74%	88%	73%	76%	85%	84%
2024-25 Actual	81%	73%	71%	65%	75%	87%	72%	75%	85%	85%
2025-26 Actual	81%	73%	70%	64%	76%	87%	73%	74%	84%	84%
2025-26 Target	89%	85%	85%	82%	86%	93%	85%	86%	91%	91%
2026-27 Target	91%	87%	87%	85%	88%	93%	88%	88%	92%	92%
2027-28 Target	92%	90%	90%	88%	90%	94%	90%	90%	93%	93%
2028-29 Target	94%	92%	92%	92%	93%	94%	93%	93%	94%	94%
2029-30 Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Target Annual Progress (%pts)	1.43	2.57	2.57	3.29	2.29	0.57	2.43	2.29	1.00	1.00

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1D, English Language Learners meeting expected growth and reclassification criteria

Graph for Metric: Percent of Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency

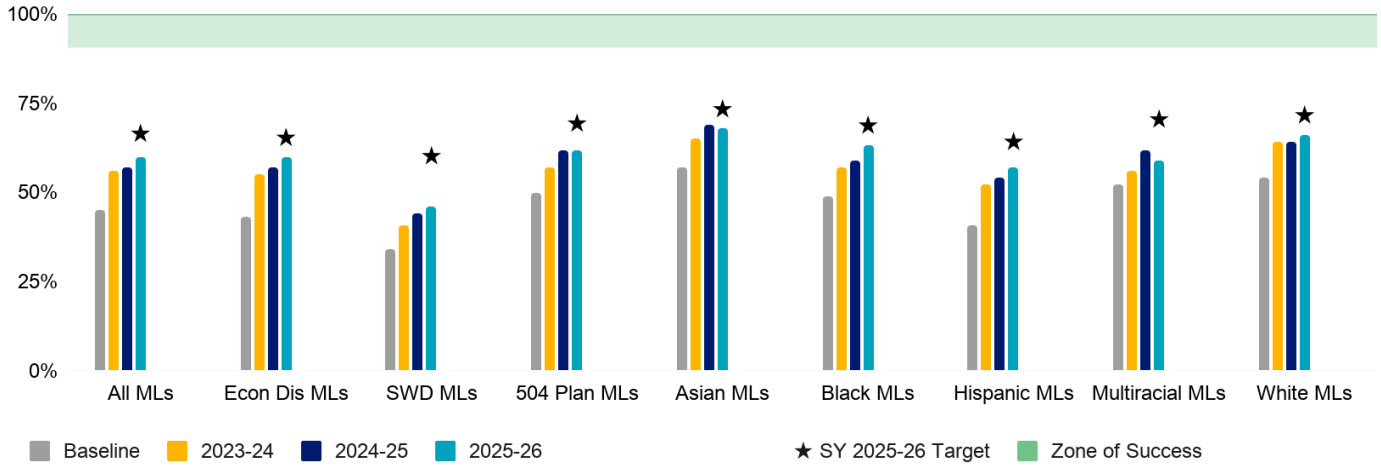


Table for Metric: Percent of Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language Proficiency

	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%**
Num	10,334	7,482	1,829	114	1,968	701	6,240	89	1,299
Denom	22,929	17,482	5,431	230	3,463	1,426	15,397	171	2,391
2023-24	**56%**	**55%**	**41%**	**57%**	**65%**	**57%**	**52%**	**56%**	**64%**
Num	15,174	12,463	2,819	192	2,658	885	9,617	102	1,857
Denom	27,306	22,833	6,839	338	4,067	1,564	18,471	183	2,916
2024-25	**57%**	**57%**	**44%**	**62%**	**69%**	**59%**	**54%**	**62%**	**64%**
Num	15,777	10,945	3,022	237	2,728	917	10,089	106	1,870
Denom	27,442	19,160	6,859	382	3,982	1,542	18,708	170	2,917
2025-26	**60%**	**60%**	**46%**	**62%**	**68%**	**63%**	**57%**	**59%**	**66%**
Num	15,936	10,881	3,013	248	2,672	905	10,376	88	1,833
Denom	26,602	18,178	6,577	399	3,913	1,434	18,210	149	2,786
Target	66%	65%	60%	69%	73%	69%	64%	70%	72%
Status	Progress	Progress	Progress	Progress	Progress	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.

Growth Table for Metric: Percent of Students who are Multilingual Learners That Meet the State Standard for Progress Toward English Language 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%
2023-24 Actual	56%	55%	41%	57%	65%	57%	52%	56%	64%
2024-25 Actual	57%	57%	44%	62%	69%	59%	54%	62%	64%
2025-26 Actual	60%	60%	46%	62%	68%	63%	57%	59%	66%
2025-26 Target	66%	65%	60%	69%	73%	69%	64%	70%	72%
2026-27 Target	74%	73%	69%	76%	79%	75%	72%	77%	77%
2027-28 Target	81%	80%	78%	82%	84%	82%	80%	83%	83%
2028-29 Target	88%	88%	86%	89%	90%	88%	87%	89%	89%
2029-30 Target	95%	95%	95%	95%	95%	95%	95%	95%	95%
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 FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1D, English Language Learners meeting expected growth and reclassification criteria

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

	All schools
Baseline	**46%**
Num	89
Denom	193
2023-24	**71%**
Num	137
Denom	192
2024-25	**70%**
Num	135
Denom	193
2025-26	**79%**
Num	151
Denom	192

Source: 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. The target is for 100% of schools to meet this benchmark.

Measure: 1E, Early and consistent access to and preparation for advanced instruction and enrichment opportunities

Graph for Metric: Percent of Students With at Least one High School Credit Before Entering 9th Grade

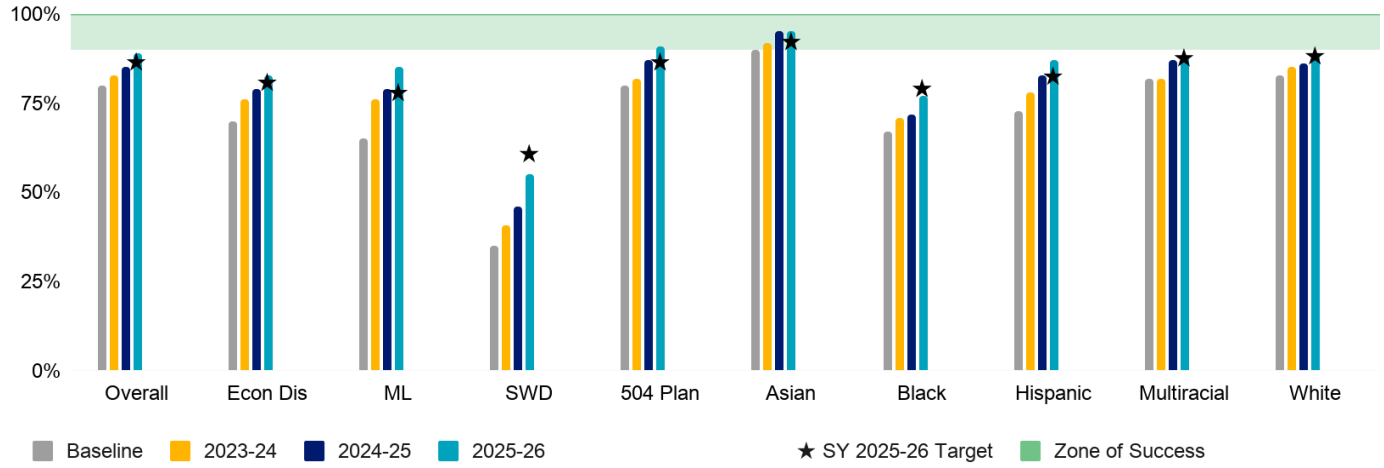


Table for Metric: Percent of Students With at Least one High School Credit Before Entering 9th Grade

	Overall	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**80%**	**70%**	**65%**	**35%**	**80%**	**90%**	**67%**	**73%**	**82%**	**83%**
Num	11,202	3,239	1,274	722	626	2,551	983	2,811	680	4,128
Denom	14,028	4,636	1,975	2,068	781	2,823	1,458	3,855	830	5,000
2023-24	**83%**	**76%**	**76%**	**41%**	**82%**	**92%**	**71%**	**78%**	**82%**	**85%**
Num	11,002	4,011	1,743	823	717	2,407	957	2,845	717	4,035
Denom	13,302	5,270	2,300	1,997	872	2,620	1,355	3,635	870	4,772
2024-25	**85%**	**79%**	**79%**	**46%**	**87%**	**95%**	**72%**	**83%**	**87%**	**86%**
Num	11,718	3,434	2,008	955	820	2,537	1,007	3,107	786	4,227
Denom	13,714	4,360	2,540	2,067	942	2,674	1,395	3,766	899	4,915
2025-26	**89%**	**83%**	**85%**	**55%**	**91%**	**95%**	**77%**	**87%**	**88%**	**89%**
Num	11,724	3,512	1,911	1,116	932	2,489	1,009	3,187	762	4,234
Denom	13,234	4,223	2,252	2,041	1,026	2,615	1,311	3,650	870	4,738
Target	86%	81%	78%	61%	86%	92%	79%	82%	88%	88%
Status	Met	Met	Met	Progress	Met	Met	Progress	Met	Met	Met

Source: Student Information System.

Growth Table for Metric: Percent of Students With at Least one High School Credit Before Entering 9th Grade

	Overall	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	80%	70%	65%	35%	80%	90%	67%	73%	82%	83%
2023-24 Actual	83%	76%	76%	41%	82%	92%	71%	78%	82%	85%
2024-25 Actual	85%	79%	79%	46%	87%	95%	72%	83%	87%	86%
2025-26 Actual	89%	83%	85%	55%	91%	95%	77%	87%	88%	89%
2025-26 Target	86%	81%	78%	61%	86%	92%	79%	82%	88%	88%
2026-27 Target	89%	84%	82%	69%	89%	93%	83%	86%	89%	90%
2027-28 Target	91%	88%	86%	78%	91%	94%	87%	89%	91%	92%
2028-29 Target	93%	91%	91%	86%	93%	94%	91%	92%	93%	93%
2029-30 Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Target Annual Progress (%pts)	2.14	3.57	4.29	8.57	2.14	0.71	4.00	3.14	1.86	1.71

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1F, Students meeting standards at defined entry and transition points

Graph for Metric: Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Self-Regulation in the Spring

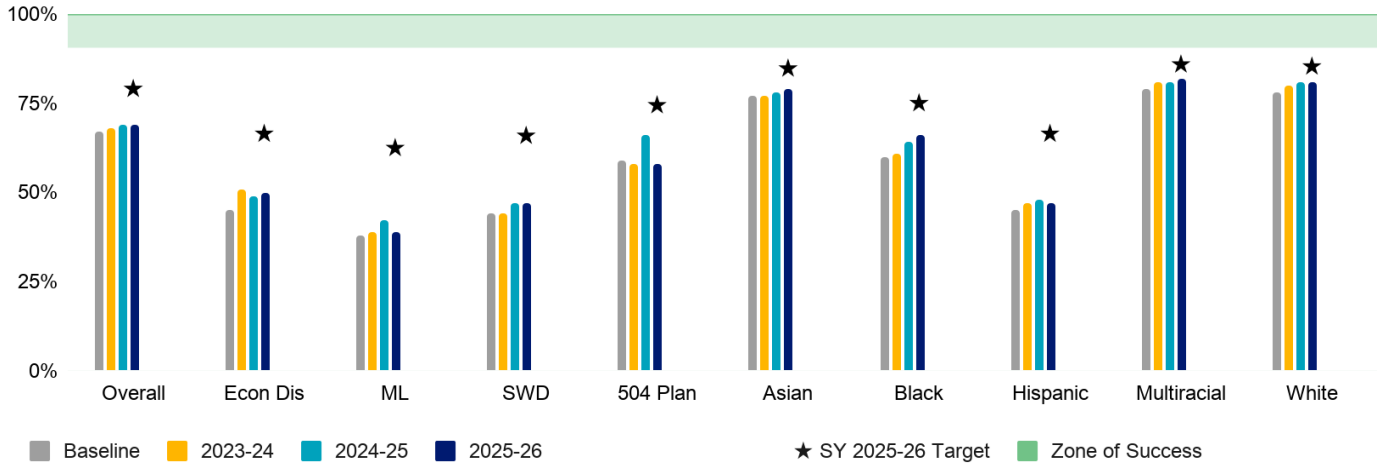


Table for Metric: Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Self-Regulation in the Spring

	Overall	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**67%**	**45%**	**38%**	**44%**	**59%**	**77%**	**60%**	**45%**	**79%**	**78%**
Num	7,799	1,761	1,264	669	55	1,517	613	1,543	633	3,466
Denom	11,699	3,883	3,295	1,534	93	1,976	1,029	3,426	804	4,421
2023-24	**68%**	**51%**	**39%**	**44%**	**58%**	**77%**	**61%**	**47%**	**81%**	**80%**
Num	7,770	2,654	1,320	728	65	1,474	632	1,644	648	3,342
Denom	11,481	5,202	3,353	1,642	112	1,914	1,037	3,516	800	4,171
2024-25	**69%**	**49%**	**42%**	**47%**	**66%**	**78%**	**64%**	**48%**	**81%**	**81%**
Num	7,569	1,908	1,356	818	81	1,376	606	1,614	660	3,285
Denom	10,994	3,869	3,219	1,741	123	1,756	948	3,351	818	4,075
2025-26	**69%**	**50%**	**39%**	**47%**	**58%**	**79%**	**66%**	**47%**	**82%**	**81%**
Num	7,442	1,863	1,143	891	68	1,407	629	1,540	663	3,179
Denom	10,760	3,734	2,921	1,892	117	1,790	947	3,245	811	3,932
Target	79%	66%	62%	66%	74%	85%	75%	66%	86%	85%
Status	Progress	Progress	Progress	Progress	Baseline	Progress	Progress	Progress	Progress	Progress

Note: Data source is screener results (PALS, EMAS, and CBRS). This is a 2-year baseline because the reading screener in Spring 2021 was not the same screener used in the years 2021-22, 2022-23, and 2023-24. To be included in this data, students must have participated in all three screener assessments.

Growth Table for Metric: Percent of Kindergartners who Meet the Grade Level Expectations for Reading, Mathematics, and Self-Regulation in the Spring

	Overall	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	67%	45%	38%	44%	59%	77%	60%	45%	79%	78%
2023-24 Actual	68%	51%	39%	44%	58%	77%	61%	47%	81%	80%
2024-25 Actual	69%	49%	42%	47%	66%	78%	64%	48%	81%	81%
2025-26 Actual	69%	50%	39%	47%	58%	79%	66%	47%	82%	81%
2025-26 Target	79%	66%	62%	66%	74%	85%	75%	66%	86%	85%
2026-27 Target	83%	74%	71%	73%	80%	87%	80%	74%	88%	88%
2027-28 Target	87%	81%	79%	80%	85%	90%	85%	81%	90%	90%
2028-29 Target	91%	88%	87%	88%	90%	92%	90%	88%	93%	93%
2029-30 Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Target Annual Progress (%pts)	4.00	7.14	8.14	7.29	5.14	2.57	5.00	7.14	2.29	2.43

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030..

Measure: 1F, Students meeting standards at defined entry and transition points

Graph for Metric: Percent of 3rd Graders Passing Reading and Math SOLs

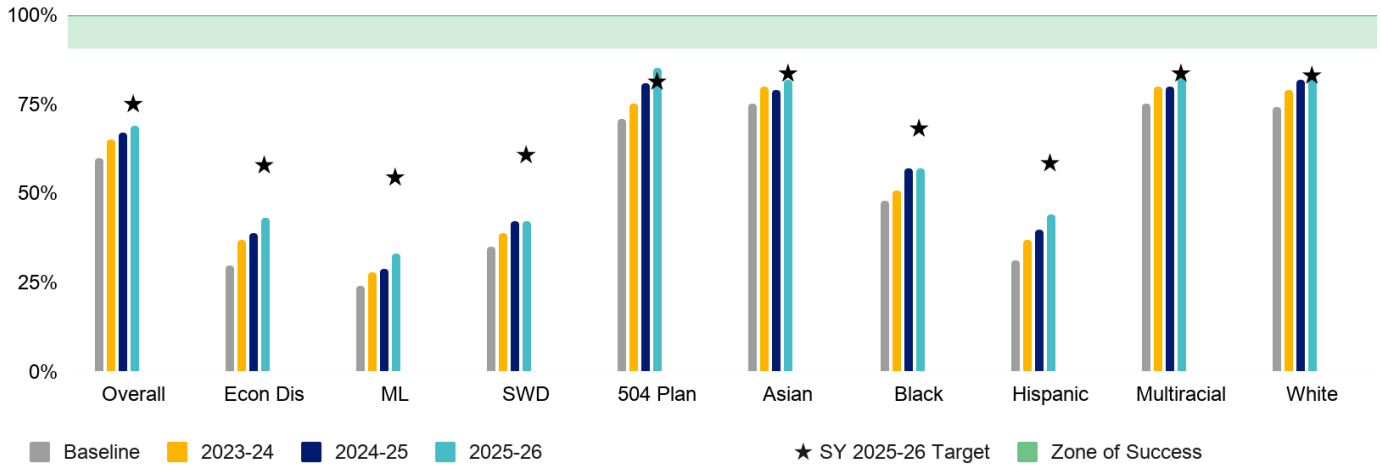


Table for Metric: Percent of 3rd Graders Passing Reading and Math SOLs

	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**60%**	**30%**	**24%**	**35%**	**71%**	**75%**	**48%**	**31%**	**75%**	**74%**
Num	6,998	1,172	825	608	247	1,603	514	978	586	3,295
Denom	11,592	3,880	3,414	1,728	349	2,130	1,079	3,126	780	4,433
2023-24	**65%**	**37%**	**28%**	**39%**	**75%**	**80%**	**51%**	**37%**	**80%**	**79%**
Num	7,797	1,429	860	787	355	1,766	546	1,239	704	3,527
Denom	12,070	3,907	3,101	2,031	475	2,209	1,077	3,375	876	4,488
2024-25	**67%**	**39%**	**29%**	**42%**	**81%**	**79%**	**57%**	**40%**	**80%**	**82%**
Num	8,674	1,601	1,032	903	512	1,761	671	1,485	731	4,004
Denom	12,975	4,059	3,504	2,172	636	2,224	1,181	3,716	910	4,904
2025-26	**69%**	**43%**	**33%**	**42%**	**85%**	**82%**	**57%**	**44%**	**83%**	**83%**
Num	8,447	1,758	1,103	885	530	1,736	621	1,571	751	3,739
Denom	12,256	4,046	3,343	2,132	626	2,123	1,095	3,590	910	4,495
Target	75%	58%	54%	61%	81%	84%	68%	58%	84%	83%
Status	Progress	Progress	Progress	Progress	Met	Progress	Progress	Progress	Progress	Met

Note: Data source is SOL test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric.

Growth Table for Metric: Percent of 3rd Graders Passing Reading and Math SOLs

	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	60%	30%	24%	35%	71%	75%	48%	31%	75%	74%
2023-24 Actual	65%	37%	28%	39%	75%	80%	51%	37%	80%	79%
2024-25 Actual	67%	39%	29%	42%	81%	79%	57%	40%	80%	82%
2025-26 Actual	69%	43%	33%	42%	85%	82%	57%	44%	83%	83%
2025-26 Target	75%	58%	54%	61%	81%	84%	68%	58%	84%	83%
2026-27 Target	80%	67%	65%	69%	85%	86%	75%	68%	86%	86%
2027-28 Target	85%	76%	75%	78%	88%	89%	82%	77%	89%	89%
2028-29 Target	90%	86%	85%	86%	92%	92%	88%	86%	92%	92%
2029-30 Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Target Annual Progress (%pts)	5.00	9.29	10.14	8.57	3.43	2.86	6.71	9.14	2.86	3.00

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1F, Students meeting standards at defined entry and transition points

Table for Metric: Percent of 3rd Graders Passing Reading and Math VAAP

	Overall
Baseline	**63%**
Num	48
Denom	77
2023-24	**52%**
Num	31
Denom	60
2024-25	**66%**
Num	46
Denom	70
2025-26	**60%**
Num	42
Denom	70
Target	77%
Status	Baseline

Note: Data source is VAAP test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric.

Growth Table for Metric: Percent of 3rd Graders Passing Reading and Math VAAP

	Percent
Baseline	63%
2023-24 Actual	52%
2024-25 Actual	66%
2025-26 Actual	60%
2025-26 Target	77%
2026-27 Target	81%
2027-28 Target	86%
2028-29 Target	90%
2029-30 Target	95%
Target Annual Progress (%pts)	4.57

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1F, Students meeting standards at defined entry and transition points

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

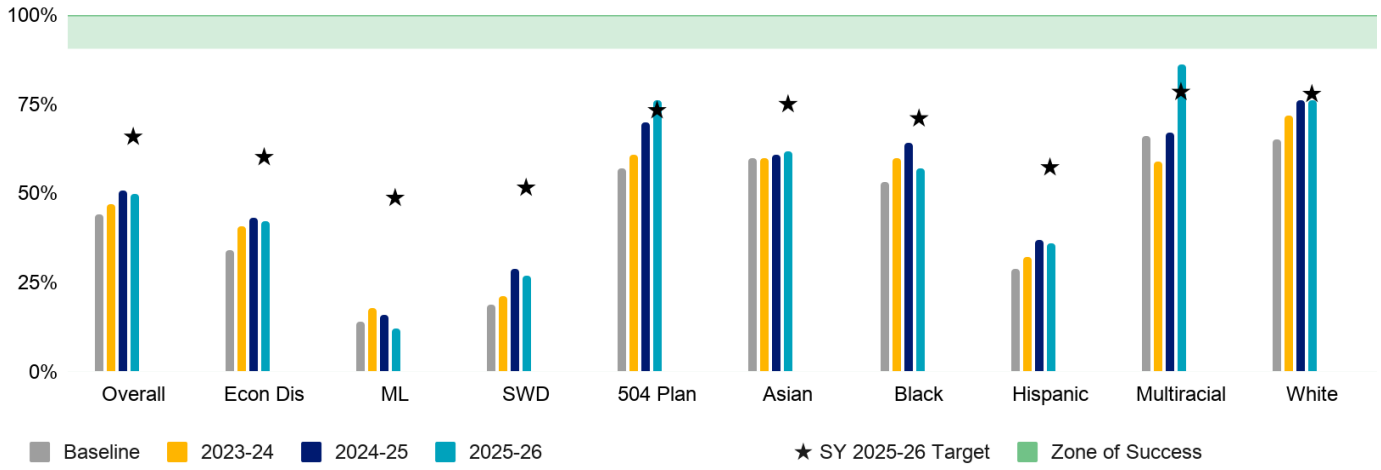


Table for Metric: Percent of Rising Middle Schoolers Passing Reading and Math SOLs (5th Rising to 6th)

	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**44%**	**34%**	**14%**	**19%**	**57%**	**60%**	**53%**	**29%**	**66%**	**65%**
Num	479	253	68	34	13	86	69	168	20	135
Denom	1,099	745	484	177	23	142	131	584	30	208
2023-24	**47%**	**41%**	**18%**	**21%**	**61%**	**60%**	**60%**	**32%**	**59%**	**72%**
Num	548	285	101	41	27	96	87	202	17	145
Denom	1,162	693	546	195	44	161	146	622	29	202
2024-25	**51%**	**43%**	**16%**	**29%**	**70%**	**61%**	**64%**	**37%**	**67%**	**76%**
Num	639	310	91	57	33	91	88	245	26	189
Denom	1,245	724	554	194	47	150	137	670	39	248
2025-26	**50%**	**42%**	**12%**	**27%**	**76%**	**62%**	**57%**	**36%**	**86%**	**76%**
Num	617	291	61	53	45	95	77	259	31	153
Denom	1,240	685	514	194	59	153	134	711	36	201
Target	66%	60%	49%	52%	73%	75%	71%	57%	78%	78%
Status	Progress	Progress	Baseline	Progress	Met	Progress	Progress	Progress	Met	Progress

Note: Data source is SOL test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric.

Growth Table for Metric: Percent of Rising Middle Schoolers Passing Reading and Math SOLs (5th Rising to 6th)

	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	44%	34%	14%	19%	57%	60%	53%	29%	66%	65%
2023-24 Actual	47%	41%	18%	21%	61%	60%	60%	32%	59%	72%
2024-25 Actual	51%	43%	16%	29%	70%	61%	64%	37%	67%	76%
2025-26 Actual	50%	42%	12%	27%	76%	62%	57%	36%	86%	76%
2025-26 Target	66%	60%	49%	52%	73%	75%	71%	57%	78%	78%
2026-27 Target	73%	69%	60%	62%	79%	80%	77%	67%	83%	82%
2027-28 Target	80%	78%	72%	73%	84%	85%	83%	76%	87%	86%
2028-29 Target	88%	86%	83%	84%	90%	90%	89%	86%	91%	91%
2029-30 Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Target Annual Progress (%pts)	7.29	8.71	11.57	10.86	5.43	5.00	6.00	9.43	4.14	4.29

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1F, Students meeting standards at defined entry and transition points

Table for Metric: Percent of Rising Middle Schoolers Passing Reading and Math VAAP (5th Rising to 6th)

Data are too small to report for this metric

Baseline	**-**
Num	-
Denom	-
2023-24	**-**
Num	-
Denom	-
2024-25	**-**
Num	-
Denom	-
2025-26	-
Num	-
Denom	-
Target	-
Status	-

Note: Data source is VAAP test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric.

Measure: 1F, Students meeting standards at defined entry and transition points

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

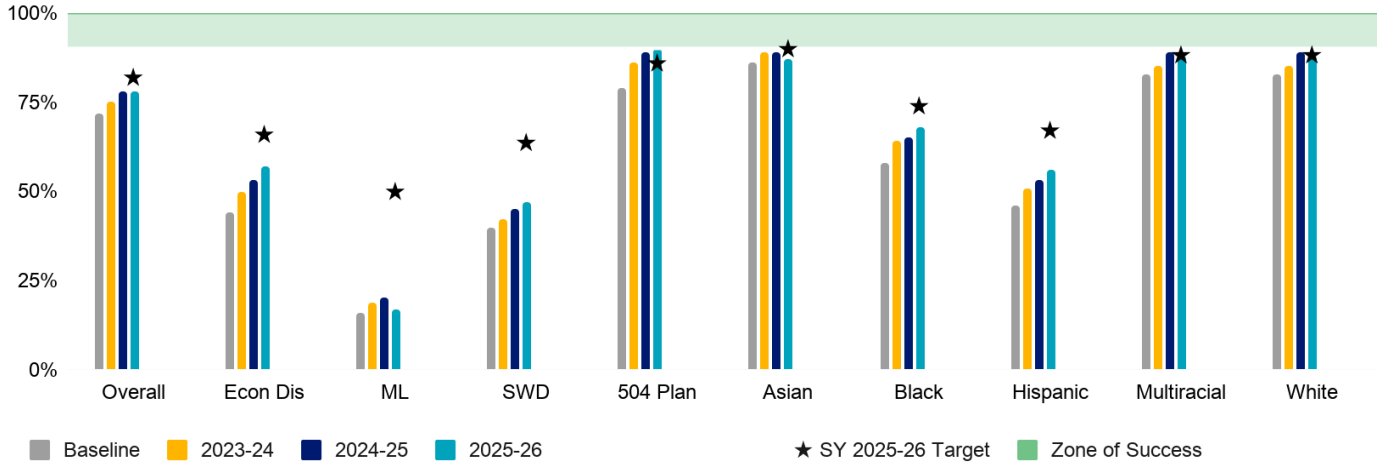


Table for Metric: Percent of Rising Middle Schoolers Passing Reading and Math SOLs (6th Rising to 7th)

	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**72%**	**44%**	**16%**	**40%**	**79%**	**86%**	**58%**	**46%**	**83%**	**83%**
Num	7,969	1,421	218	653	448	1,992	613	1,184	614	3,534
Denom	11,026	3,199	1,402	1,632	569	2,312	1,058	2,602	738	4,270
2023-24	**75%**	**50%**	**19%**	**42%**	**86%**	**89%**	**64%**	**51%**	**85%**	**85%**
Num	8,653	1,656	310	801	661	2,015	699	1,448	689	3,775
Denom	11,497	3,296	1,664	1,904	771	2,275	1,086	2,854	809	4,432
2024-25	**78%**	**53%**	**20%**	**45%**	**89%**	**89%**	**65%**	**53%**	**89%**	**89%**
Num	9,284	1,809	337	906	728	2,009	716	1,588	751	4,185
Denom	11,964	3,411	1,658	1,998	815	2,251	1,099	3,008	840	4,717
2025-26	**78%**	**57%**	**17%**	**47%**	**90%**	**87%**	**68%**	**56%**	**88%**	**88%**
Num	9,299	1,951	258	930	838	1,975	784	1,608	770	4,116
Denom	11,887	3,438	1,502	1,997	926	2,258	1,161	2,858	873	4,672
Target	82%	66%	50%	64%	86%	90%	74%	67%	88%	88%
Status	Progress	Progress	Progress	Progress	Met	Progress	Progress	Progress	Met	Met

Note: Data source is SOL test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric.

Growth Table for Metric: Percent of Rising Middle Schoolers Passing Reading and Math SOLs (6th Rising to 7th)

	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	72%	44%	16%	40%	79%	86%	58%	46%	83%	83%
2023-24 Actual	75%	50%	19%	42%	86%	89%	64%	51%	85%	85%
2024-25 Actual	78%	53%	20%	45%	89%	89%	65%	53%	89%	89%
2025-26 Actual	78%	57%	17%	47%	90%	87%	68%	56%	88%	88%
2025-26 Target	82%	66%	50%	64%	86%	90%	74%	67%	88%	88%
2026-27 Target	85%	73%	61%	71%	88%	91%	79%	74%	90%	90%
2027-28 Target	88%	80%	72%	79%	90%	92%	84%	81%	92%	92%
2028-29 Target	92%	88%	84%	87%	93%	94%	90%	88%	93%	93%
2029-30 Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Target Annual Progress (%pts)	3.29	7.29	11.29	7.86	2.29	1.29	5.29	7.00	1.71	1.71

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1F, Students meeting standards at defined entry and transition points

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

	Overall
Baseline	**69%**
Num	51
Denom	73
2023-24	**67%**
Num	49
Denom	73
2024-25	**72%**
Num	44
Denom	61
2025-26	**62%**
Num	34
Denom	55
Target	80%
Status	Baseline

Note: Data source is VAAP test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric.

Growth Table for Metric: Percent of Rising Middle Schoolers Passing Reading and Math VAAP (6th Rising to 7th)

	Rate
Baseline	69%
2023-24 Actual	67%
2024-25 Actual	72%
2025-26 Actual	62%
2025-26 Target	80%
2026-27 Target	84%
2027-28 Target	88%
2028-29 Target	91%
2029-30 Target	95%
Target Annual Progress (%pts)	3.71

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1F, Students meeting standards at defined entry and transition points

Graph for Metric: Percent of 8th Graders Passing Reading and Math SOLs

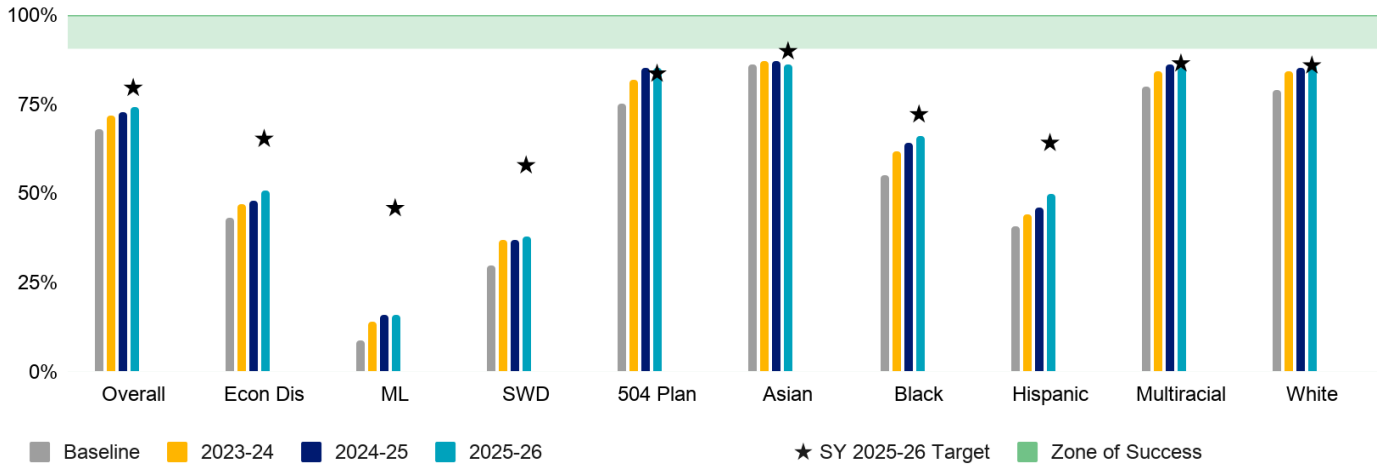


Table for Metric: Percent of 8th Graders Passing Reading and Math SOLs

	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**68%**	**43%**	**9%**	**30%**	**75%**	**86%**	**55%**	**41%**	**80%**	**79%**
Num	7,985	1,552	131	472	499	2,104	637	1,275	562	3,373
Denom	11,698	3,649	1,479	1,588	665	2,455	1,152	3,093	699	4,249
2023-24	**72%**	**47%**	**14%**	**37%**	**82%**	**87%**	**62%**	**44%**	**84%**	**84%**
Num	9,115	1,901	281	683	703	2,179	796	1,501	715	3,888
Denom	12,720	4,067	1,981	1,835	854	2,519	1,285	3,397	850	4,622
2024-25	**73%**	**48%**	**16%**	**37%**	**85%**	**87%**	**64%**	**46%**	**86%**	**85%**
Num	9,627	1,918	348	719	776	2,241	873	1,655	751	4,067
Denom	13,216	4,007	2,243	1,953	913	2,570	1,354	3,585	878	4,766
2025-26	**74%**	**51%**	**16%**	**38%**	**85%**	**86%**	**66%**	**50%**	**85%**	**86%**
Num	9,545	2,084	330	726	847	2,201	833	1,782	728	3,969
Denom	12,942	4,107	2,117	1,893	995	2,563	1,268	3,577	854	4,633
Target	80%	65%	46%	58%	84%	90%	72%	64%	86%	86%
Status	Progress	Progress	Progress	Progress	Met	Baseline	Progress	Progress	Progress	Met

Note: Data source is SOL test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric.

Growth Table for Metric: Percent of 8th Graders Passing Reading and Math SOLs

	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	68%	43%	9%	30%	75%	86%	55%	41%	80%	79%
2023-24 Actual	72%	47%	14%	37%	82%	87%	62%	44%	84%	84%
2024-25 Actual	73%	48%	16%	37%	85%	87%	64%	46%	86%	85%
2025-26 Actual	74%	51%	16%	38%	85%	86%	66%	50%	85%	86%
2025-26 Target	80%	65%	46%	58%	84%	90%	72%	64%	86%	86%
2026-27 Target	83%	73%	58%	67%	86%	91%	78%	72%	89%	88%
2027-28 Target	87%	80%	70%	76%	89%	92%	84%	80%	91%	90%
2028-29 Target	91%	88%	83%	86%	92%	94%	89%	87%	93%	93%
2029-30 Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Target Annual Progress (%pts)	3.86	7.43	12.29	9.29	2.86	1.29	5.71	7.71	2.14	2.29

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1F, Students meeting standards at defined entry and transition points

Table for Metric: Percent of 8th Graders Passing Reading and Math VAAP

	Overall
Baseline	**58%**
Num	48
Denom	83
2023-24	**63%**
Num	52
Denom	83
2024-25	**70%**
Num	63
Denom	90
2025-26	**74%**
Num	48
Denom	65
Target	74%
Status	Met

Note: Data source is VAAP test results and VDOE Roster. Students must have taken both reading and math assessments to count in this metric.

Growth Table for Metric: Percent of 8th Graders Passing Reading and Math VAAP

	Rate
Baseline	58%
2023-24 Actual	63%
2024-25 Actual	70%
2025-26 Actual	74%
2025-26 Target	74%
2026-27 Target	79%
2027-28 Target	84%
2028-29 Target	90%
2029-30 Target	95%
Target Annual Progress (%pts)	5.29

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Measure: 1F, Students meeting standards at defined entry and transition points

Graph for Metric: Percent of Students who Ended 9th Grade Receiving 5 HS Credits

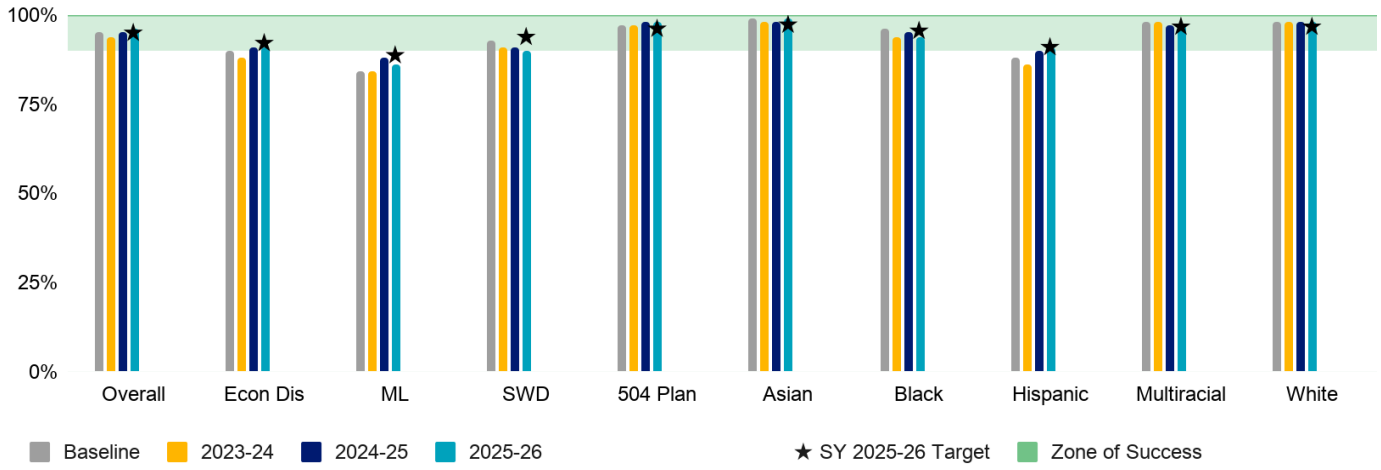


Table for Metric: Percent of Students who Ended 9th Grade Receiving 5 HS Credits

	Overall	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**95%**	**90%**	**84%**	**93%**	**97%**	**99%**	**96%**	**88%**	**98%**	**98%**
Num	14,537	4,728	2,768	1,940	790	3,000	1,490	3,985	845	5,157
Denom	15,326	5,262	3,283	2,082	811	3,043	1,555	4,552	864	5,251
2023-24	**94%**	**88%**	**84%**	**91%**	**97%**	**98%**	**94%**	**86%**	**98%**	**98%**
Num	14,172	5,264	3,074	1,929	882	2,985	1,401	3,911	846	4,961
Denom	15,075	5,971	3,673	2,114	908	3,038	1,489	4,574	863	5,040
2024-25	**95%**	**91%**	**88%**	**91%**	**98%**	**98%**	**95%**	**90%**	**97%**	**98%**
Num	13,726	4,435	2,921	1,883	976	2,819	1,403	3,723	896	4,838
Denom	14,385	4,884	3,309	2,078	998	2,869	1,483	4,125	927	4,933
2025-26	**96%**	**91%**	**86%**	**90%**	**98%**	**99%**	**94%**	**91%**	**97%**	**98%**
Num	13,738	4,208	2,009	1,919	1,123	2,870	1,367	3,527	908	5,005
Denom	14,337	4,601	2,346	2,126	1,148	2,911	1,454	3,878	936	5,095
Target	Maintain	92%	89%	94%	Maintain	Maintain	Maintain	91%	Maintain	Maintain
Status	Met	Near	Progress	Near	Met	Met	Near	Met	Met	Met

Note: Source is the final marks earned in 9th grade.

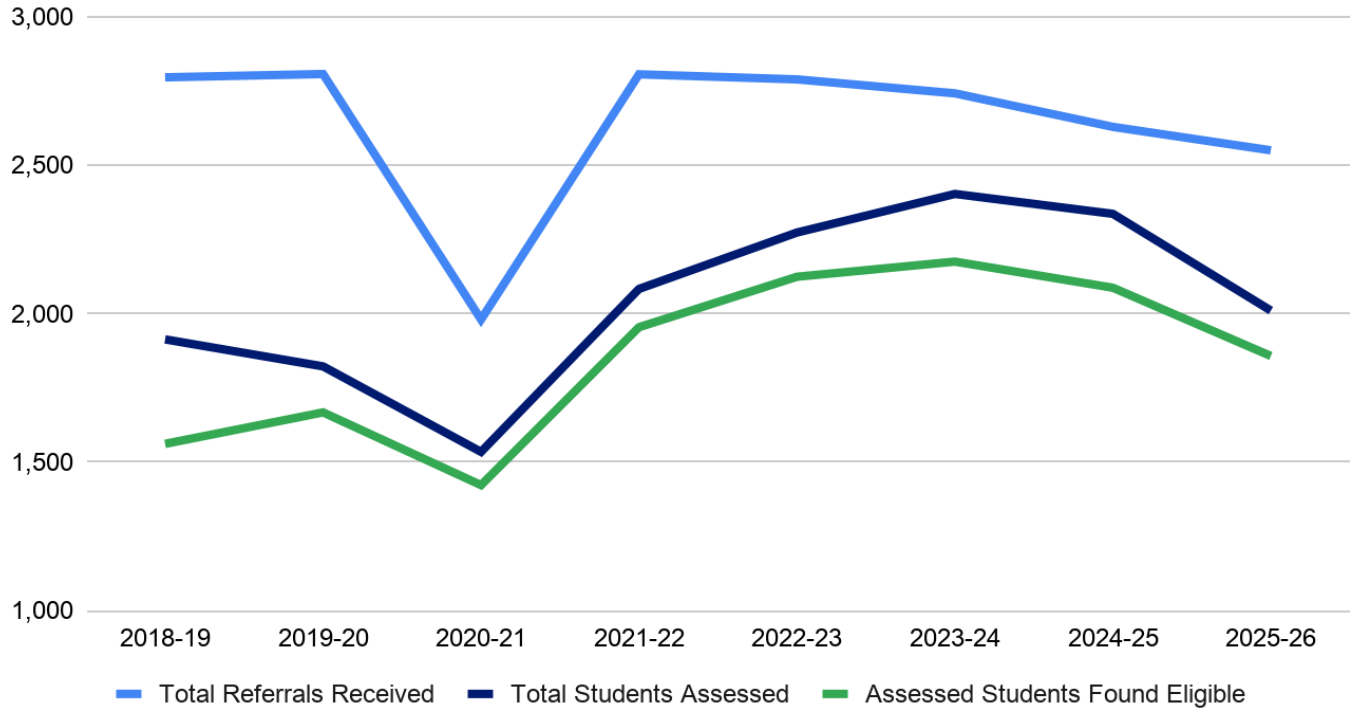
Growth Table for Metric: Percent of Students who Ended 9th Grade Receiving 5 HS Credits

	Overall	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	95%	90%	84%	93%	97%	99%	96%	88%	98%	98%
2023-24 Actual	94%	88%	84%	91%	97%	98%	94%	86%	98%	98%
2024-25 Actual	95%	91%	88%	91%	98%	98%	95%	90%	97%	98%
2025-26 Actual	96%	91%	86%	90%	98%	99%	94%	91%	97%	98%
2025-26 Target	95%	92%	89%	94%	96%	97%	96%	91%	97%	97%
2026-27 Target	95%	93%	90%	94%	96%	97%	95%	92%	96%	96%
2027-28 Target	95%	94%	92%	94%	96%	96%	95%	93%	96%	96%
2028-29 Target	95%	94%	93%	95%	95%	96%	95%	94%	95%	95%
2029-30 Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Target Annual Progress (%pts)	0.00	0.71	1.57	0.29	-0.29	-0.57	-0.14	1.00	-0.43	-0.43

Note: Targets were set assuming FCPS needs to make linear progress from baseline toward its 2030 goals. Not meeting the target means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target means less growth will be needed in subsequent years and/or goals may be met before 2030.

Appendix B: Additional Goal 1 Data

Figure 23: *Child Find Data Over Time*



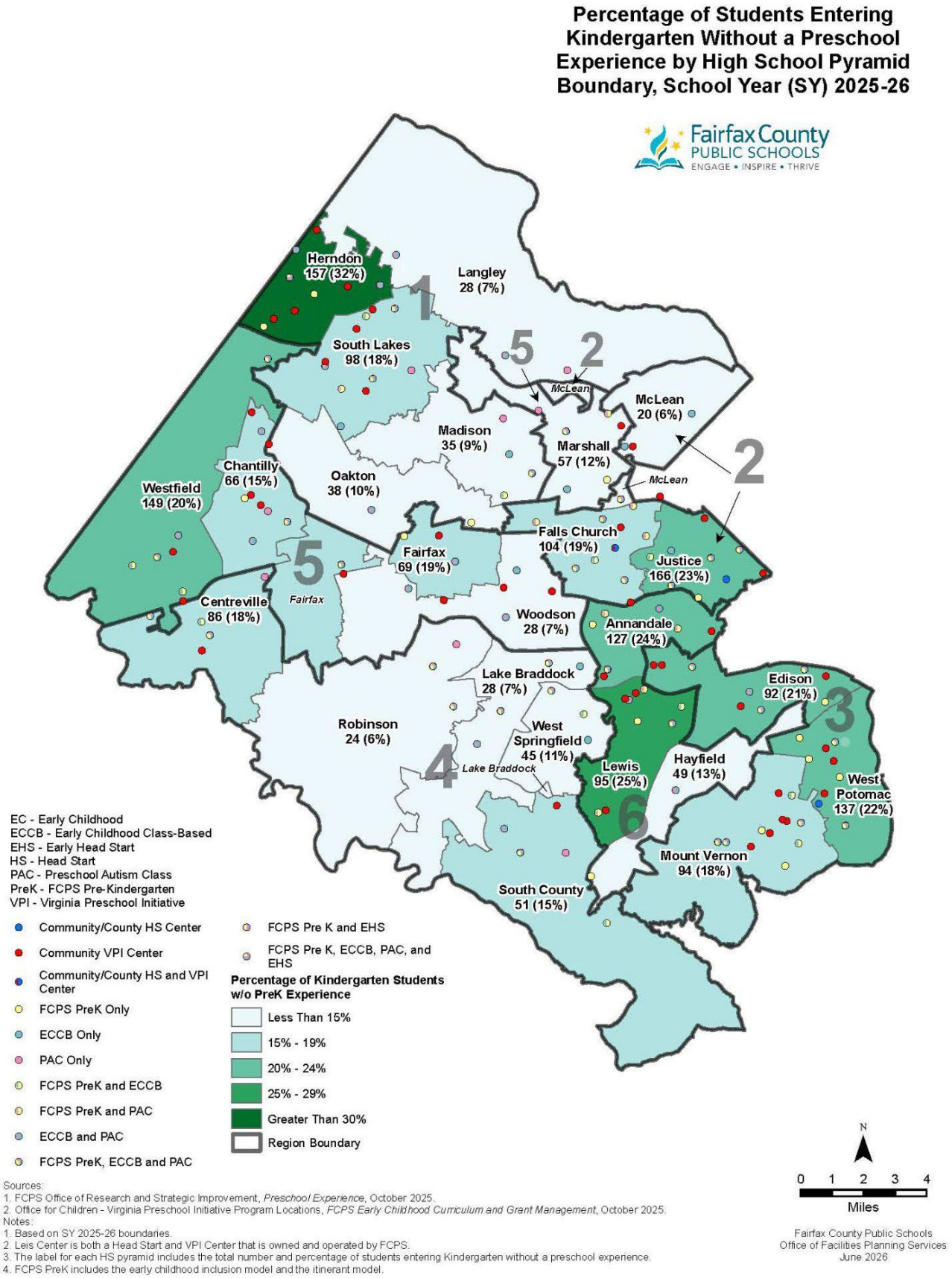
Note: Source is FCPS internal data.

***Figure 24**: Sites Without Co-located Programs, 2026-27 School Year*

Has only Montessori	Has only Pre-K (income eligible programs)	Has only Early Childhood Special Education (ECSE)
Great Falls ES	Braddock ES Groveton ES Herndon ES Hollin Meadows ES Lorton Station ES Mount Eagle ES Parklawn ES Providence ES Washington Mill ES	Aldrin ES Belle View ES Bush Hill ES Canterbury Woods Cherry Run ES Chesterbrook ES Colvin Run ES Crossfield ES Cub Run ES Dranesville ES Fairfax Villa ES Lemon Road ES Little Run ES Mantua ES Pimmit Hills EC Center Powell ES Ravensworth ES Silverbrook ES Sleepy Hollow ES Spring Hill ES Stenwood ES Sunrise Valley ES Vienna ES Waples Mill ES Wolftrap ES

Note: Source is FCPS internal data.

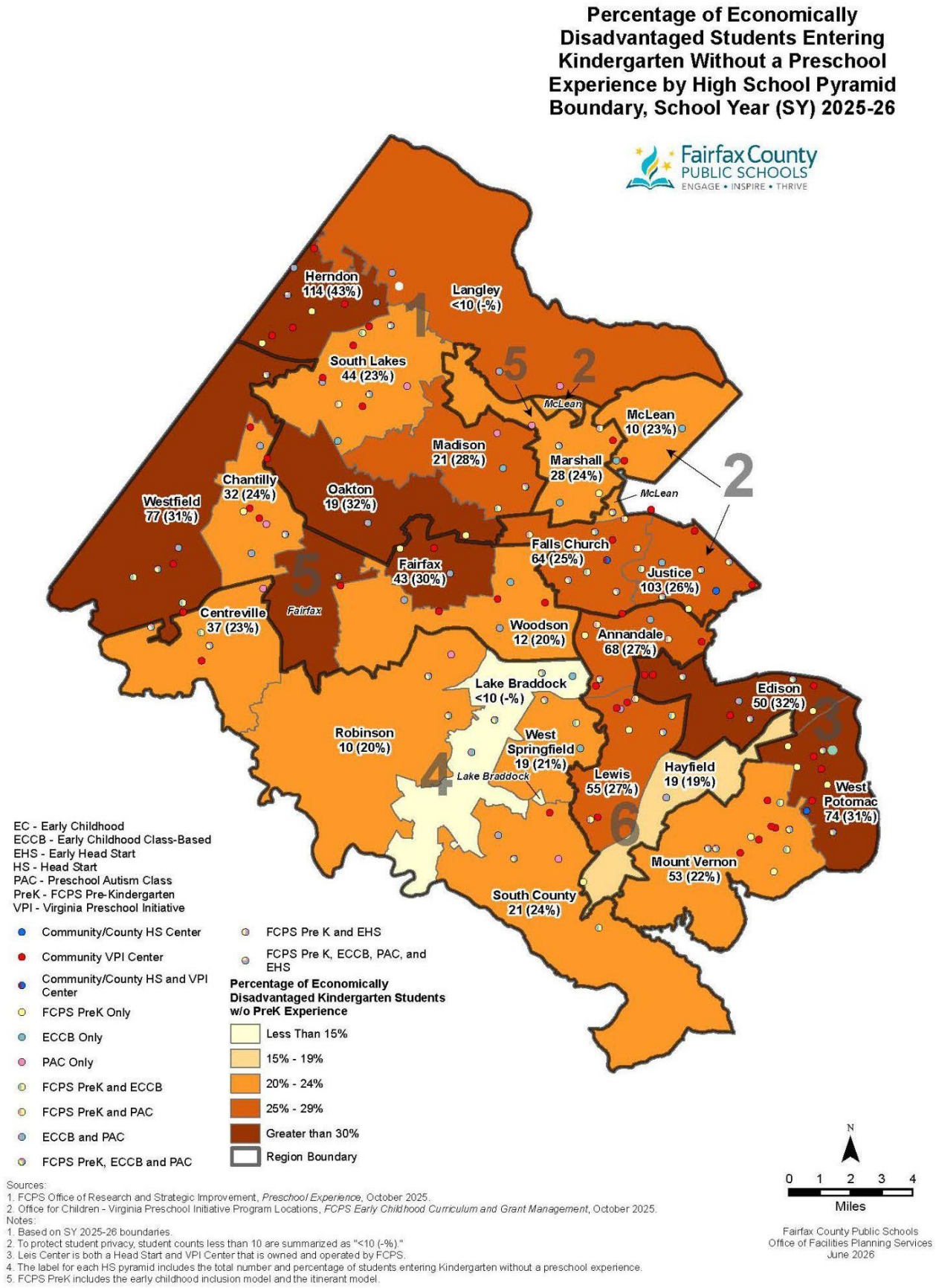
Figure 25: *Percentage of Students Entering Kindergarten Without a Preschool Experience by High School Pyramid Boundary, 2025-26*



Sources:
1. FCPS Office of Research and Strategic Improvement, *Preschool Experience*, October 2025.
2. Office for Children - Virginia Preschool Initiative Program Locations, *FCPS Early Childhood Curriculum and Grant Management*, October 2025.

Notes:
1. Based on SY 2025-26 boundaries.
2. Leis Center is both a Head Start and VPI Center that is owned and operated by FCPS.
3. The label for each HS pyramid includes the total number and percentage of students entering Kindergarten without a preschool experience.
4. FCPS PreK includes the early childhood inclusion model and the itinerant model.

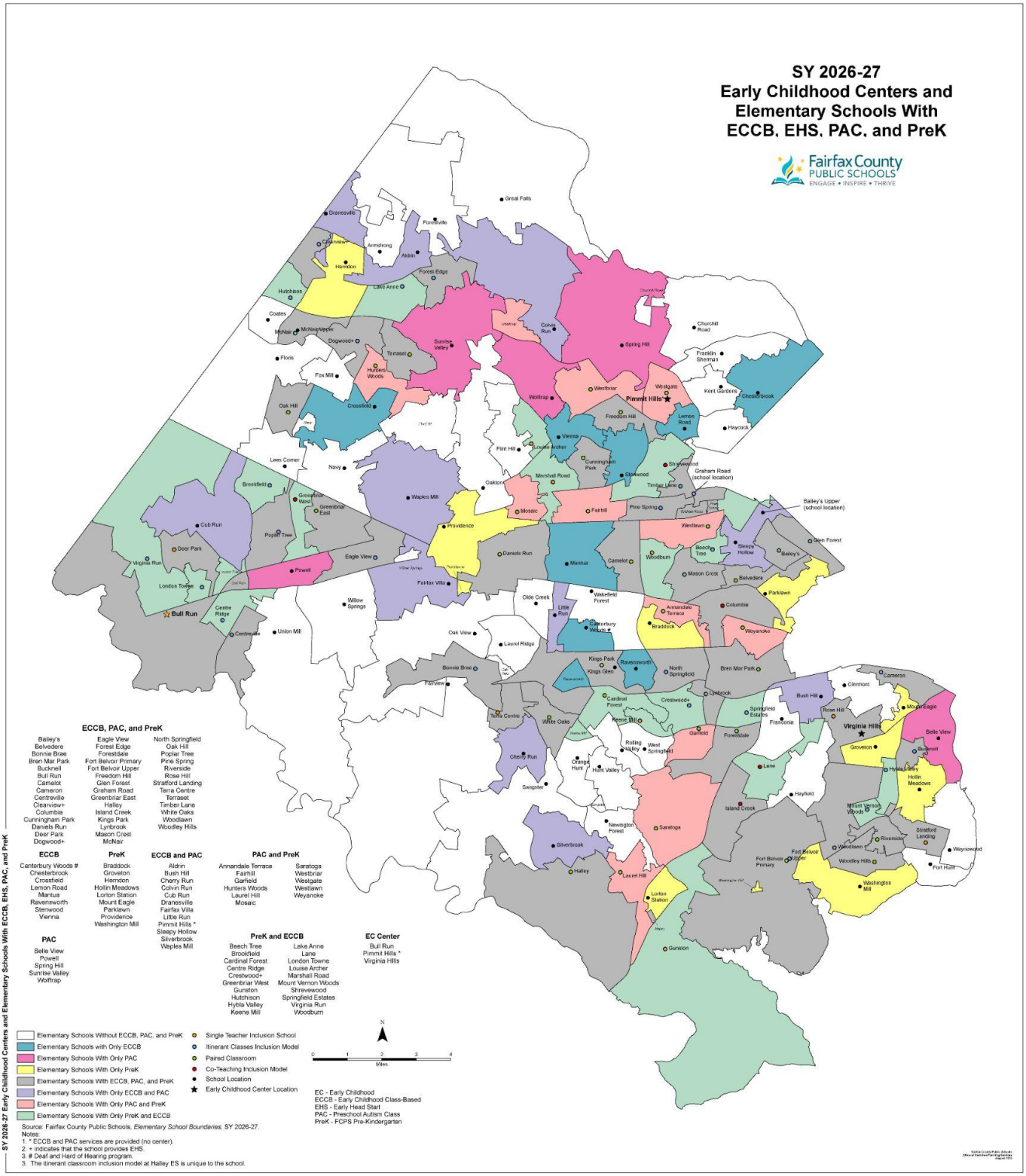
Figure 26: *Percentage of Economically Disadvantaged Students Entering Kindergarten Without a Preschool Experience by High School Boundary, 2025-26*



Sources:
1. FCPS Office of Research and Strategic Improvement, *Preschool Experience*, October 2025.
2. Office for Children - Virginia Preschool Initiative Program Locations, *FCPS Early Childhood Curriculum and Grant Management*, October 2025.

Notes:
1. Based on SY 2025-26 boundaries.
2. To protect student privacy, student counts less than 10 are summarized as "<10 (-%)."
3. Leis Center is both a Head Start and VPI Center that is owned and operated by FCPS.
4. The label for each HS pyramid includes the total number and percentage of students entering Kindergarten without a preschool experience.
5. FCPS PreK includes the early childhood inclusion model and the itinerant model.

Figure 27: *2026-27 Early Childhood Centers and Elementary Schools With ECCB, EHS, PAC, and Pre-K*



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 the 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 1 Metrics Changes from the 2025-26 Report

Measure A

- Sunset the use of “Percent of Income Eligible Three- and Four-year-old Students who Applied for FCPS Pre-K That Were Served”. The data provided an incomplete picture of access, given students who apply may go on to be served by another Pre-K provider, relocate out of the areas, or ultimately decide not to take a slot offered to them. Monitoring the percent of students who are kindergarteners without a Pre-K experience who are also Economically Disadvantaged provides a more precise understanding of the gap to address.

Measure B

- No changes

Measure C

- No changes

Measure D

- No changes

Measure E

- No changes

Measure F

- No changes

Appendix E: Strategic Plan Equity Commitments

Goal #1: Strong Start: Pre-K-12

We will ensure authentic and affirming partnerships with families and key stakeholders by engaging in collaborative decision making that results in each student's success.

Goal #2: Safe, Supported, Included and Empowered

We will amplify student voice to inform our approaches, honor students' identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture.

Goal #3: Academic Growth and Excellence

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.

Appendix F: Legislative Strategies

The 2027 Fairfax County School Board (FCSB) State and Federal Legislative Program outlines the Board's stance on significant state and federal matters. The 2027 FCSB Legislative Program has several positions focused on Goal 1 of the Strategic Plan and specifically supports:

Pre-K Experiences

- State provision of high-quality early childhood programs for all eligible age groups, provided that the state furnishes full funding for implementation and ongoing operation and increases the per pupil funding of such programs.
- In the absence of state provision of full funding, paying particular attention to increasing per pupil funding, minimizing start-up costs, reducing, or eliminating any required local match, and funding assistance for capital facilities.
- Flexibility to account for local at-risk criteria, including regional variations in cost of living, when setting eligibility standards for early childhood programs; particularly for the Virginia Preschool Initiative (VPI).
- Providing school divisions with fully funded VPI slots for eligible families enrolling after the initial fall membership verification date.
- (Opposes) shifting mandated responsibility for early childhood programs and capital facilities funding to localities or subjecting such funding to state equalization formulas.

English Language Acquisition

- 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.

During the 2026 General Assembly session, several bills in the house (HB) and senate (SB) were considered related to Goal 1. Of note were the following bills and budget amendments that passed:

- **HB1208 (Sewell) and SB134 (Locke) - Public education; early childhood care and education; child care access calculations; report.** Requires VDOE to calculate early childhood funding and slot needs based on cost, prior-year data, parental demand, and anticipated expansion needs, with priority to child-care deserts. The calculations are intended to inform (but not mandate) General Assembly funding decisions, while up to $5 million in unused prior-year funds may also be carried forward to address waitlists.
- **HB211 (Gardner) - Head Start State Collaboration Office; state of Head Start and Early Head Start in the Commonwealth; report.** Requires the Head Start State Collaboration Office at VDOE to develop a report on the status of Head Start and Early Head Start in Virginia, no later than December 1, 2026, for consideration by the Commission on Early Childhood Care and Education.
- **HB18 (McClure) and SB3 (Aird) Employee Child Care Assistance Program established.** Establishes a state matching program to encourage employers to contribute toward employees' child-care costs, administered by the Virginia Early Childhood Foundation. The enacted budget provides $25 million for the program.
- **HB30 (Torian) Budget Bill – Provide flexibility for early childhood ratios (language only) Item 126 #1c.** Temporarily authorizes the Superintendent of Public Instruction to increase staff-to-child ratios and group sizes for certain licensed child-care centers and centers participating in the Child Care Subsidy or Mixed Delivery programs, through June 30, 2028.

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