EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

Goal 1 Report

Oct 22, 2026



Goals for 2023-2030 Strategic Plan

1 Strong Start: Pre-K-12

2 Safe, Supported, Included, and Empowered

3 Academic Growth and Excellence

4 Equitable Access and Opportunity

5 Leading for Tomorrow's Innovation



Goal 1: Strong Start: Pre-K-12

A. Availability of Pre-K programs (including inclusive Pre-K) to meet community need
B. Students meeting criteria for kindergarten readiness
C. Students demonstrating self-regulation attention skills (Pre-K–3, and beyond)
D. Multilingual Learners meeting expected growth and reclassification criteria
E. Early and consistent access to and preparation for advanced instruction and enrichment opportunities
F. Students meeting standards at defined entry and transition points

Pre-K Experience



Pre-K Experience: Key Findings in 2025-26

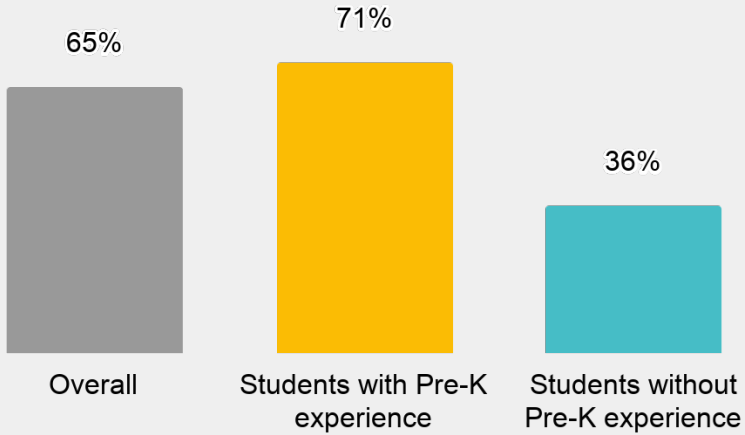


- **Increased access** with 83% of kindergartners entering with Pre-K experience (+9 points from baseline), driven by FCPS / VPI Pre-K
- **Increased Pre-K capacity** of 600 additional slots
- **Greater levels of inclusion** as 37% of FCPS Pre-K students now served in an inclusive setting (+17 points from 2022-23)

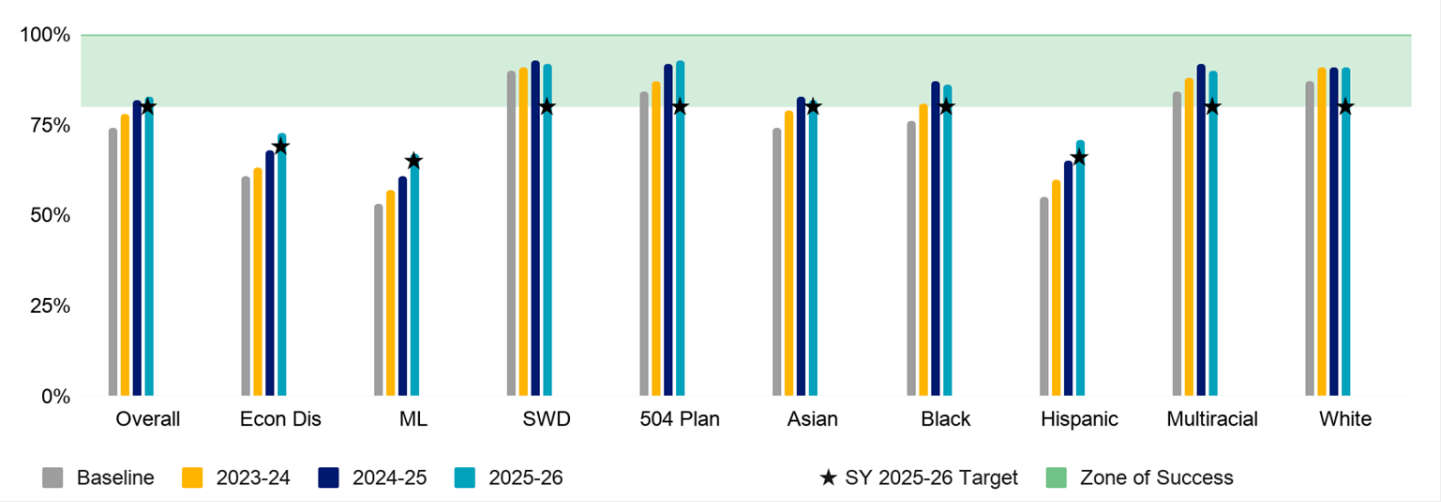
The Importance of Pre-K in School Readiness

71% of FCPS kindergarteners with Pre-K experience were “school ready” (meeting reading, math, and behavior benchmarks), compared to 36% of kindergarteners without this experience

Percent of Kindergarteners Meeting Fall Readiness Benchmarks, 2025-26

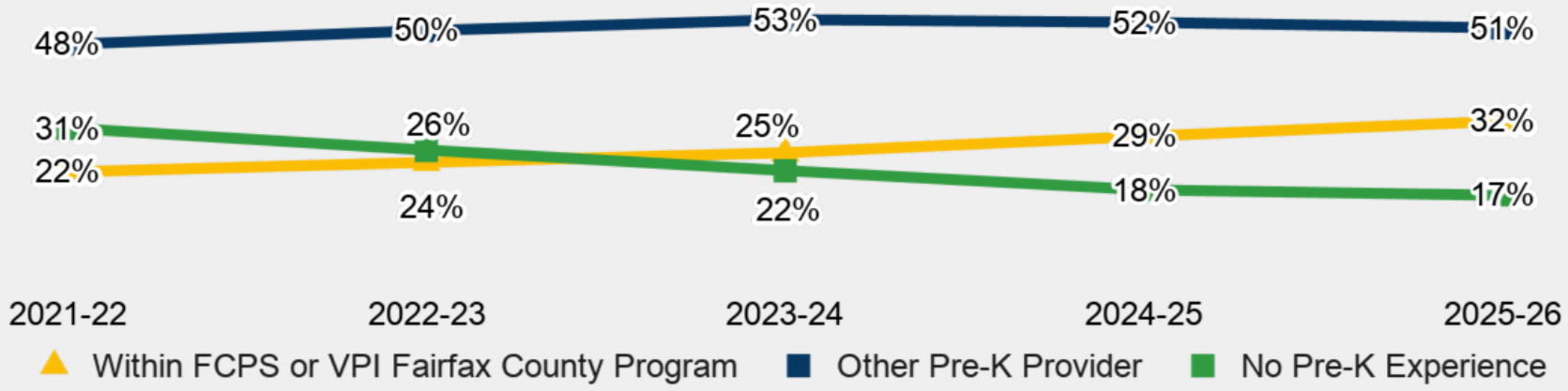


Kindergarteners with Pre-K Experience



	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%
2023-24	78%	63%	57%	91%	87%	79%	81%	60%	88%	91%
2024-25	82%	68%	61%	93%	92%	83%	87%	65%	92%	91%
2025-26	**83%**	**73%**	**67%**	**92%**	**93%**	**82%**	**86%**	**71%**	**90%**	**91%**
Target	maintain	69%	65%	maintain	maintain	maintain	maintain	66%	maintain	maintain
Status	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met

Kindergarteners' Type of Pre-K Experience



VDOE Indicator 6a (Inclusive Pre-K)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
FCPS Actual	16.21%	16.79%	20.28%	24.10%	28.04%	**36.9%***
VDOE Target	24.65%	24.90%	25.15%	25.40%	25.65%	**25.9%**
Status	Not Met	Not Met	Not Met	Not Met	**Met**	**Anticipate Met**

Reasons for Not Accessing Pre-K, 2025-26

1,060 kindergarteners resided in Fairfax County in the year prior to kindergarten and did not attend Pre-K:

- 52% of their families reported *preferring home care*
- 25% of their families reported *exclusively access barriers*, including cost, hours, transportation, and location
- 24% of their families did not state a reason

Does not add to 100% due to rounding

Pre-K Experience Strategies

1. **Help address community demand:** Multi-year investment in expanded Pre-K; community partnerships and advocacy
2. **Expand inclusion:** Inclusive classes at all co-located Pre-K sites; endorsements and professional development
3. **Strengthen school readiness:** New teacher training; evidence-based literacy, math, and social-emotional curriculum
4. **Support transitions and foundational skills:** Community kindergarten prep programs; interventions in kindergarten

English Language Acquisition



English Acquisition: Key Findings in 2025-26

- **Academic performance is stronger as students gain language skills,** with very high pass rates among students who recently demonstrated full proficiency (ELP 6a-d).
- **Substantial growth seen in language acquisition** as 60% of Multilingual learners met state WIDA progress standards (+15 points from baseline).
- **These gains have translated into more students reaching full proficiency,** where 5,500 Multilingual learners (17%) achieved proficiency (+7 points and +2,100 students from baseline).

The Importance of Language in Academic Success

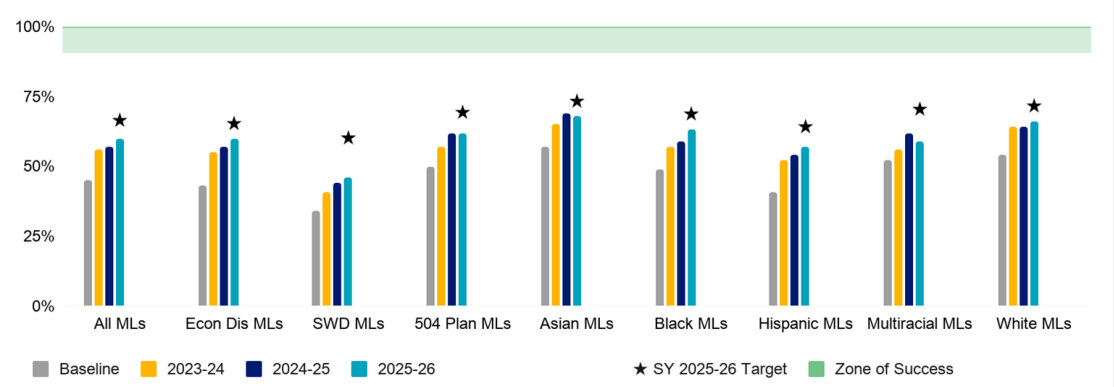
Students Passing Both Reading and Math SOLs, 2025-26

	Division Average	ELP 1	ELP 2	ELP 3	ELP 4	ELP 6
3rd graders	69%	4%	11%	46%	85%	98%
8th graders	74%	1%	4%	16%	45%	75%

How FCPS Measures Multilingual Learner Progress

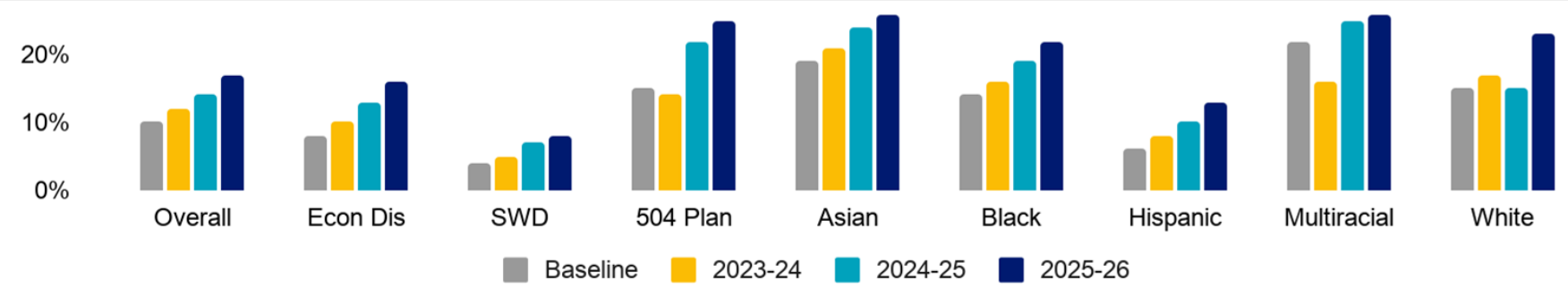
- Each year, Multilingual learners' English language skills in **reading, writing, listening**, and **speaking** are assessed through WIDA ACCESS.
- The state sets expectations for Multilingual learners to make *regular progress* toward English proficiency each year, with the ultimate goal of *exiting the program* by demonstrating English language proficiency.

Students Meeting State WIDA Progress Standards



	Overall	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	45%	43%	34%	50%	57%	49%	41%	52%	54%
2023-24	56%	55%	41%	57%	65%	57%	52%	56%	64%
2024-25	57%	57%	44%	62%	69%	59%	54%	62%	64%
2025-26	**60%**	**60%**	**46%**	**62%**	**68%**	**63%**	**57%**	**59%**	**66%**
Target	66%	65%	60%	69%	73%	69%	64%	70%	72%
Status	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress

Multilingual Learners Reaching Proficiency



	Overall	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	10%	8%	4%	15%	19%	14%	6%	22%	15%
2023-24	12%	10%	5%	14%	21%	16%	8%	16%	17%
2024-25	14%	13%	7%	22%	24%	19%	10%	25%	15%
2025-26	**17%**	**16%**	**8%**	**25%**	**26%**	**22%**	**13%**	**26%**	**23%**

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%

English Language Acquisition Strategies

1. **Provide English Language Development (ELD) instruction:** Basal resources; ELD walkthroughs; strategic scheduling
2. **Reinforce English language skills:** Content teacher training in research-based linguistic support; credentialing support
3. **Targeted Support students and schools:** Learning for teachers of Multilingual learners with Disabilities; SIIP, Project Momentum
4. **Engage students and families:** Language accessibility and partnerships with families

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