Strategic Focus Report
SY 2018-19

» Portrait of a Graduate Attributes
» Elimination of Gaps
» Early Education

» Efficient Budgeting and Allocation
» Market-Competitive Compensation
  » Exceptional Employees
» Premier Workforce
» Caring Culture
» Welcoming Environment
  » Healthy Life Choices

Student Success
2019 STUDENT SUCCESS HIGHLIGHTS

100% of FCPS schools exceeded the Federal benchmark for English Learner Growth

1,195 Rising kindergarteners enrolled in Bridge to K during summer 2018; students made about 6 months of progress during the program

595,068 Hours of community engagement and service learning by our students

19,336 Students engaged in summer learning programming for student success

89% of FCPS graduates attending post-secondary programs

86% of FCPS graduates earned at least one industry certification

70% of FCPS graduates passed and AP/IB or Dual Enrollment course

237 National Merit semi-finalists Class of 2020

1218 Average FCPS SAT score (VA: 1113, US: 1039)
### FCPS STUDENT MEMBERSHIP: COMPARISONS TO OTHER VIRGINIA SCHOOL DIVISIONS

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fairfax County</td>
<td>187,830</td>
</tr>
<tr>
<td>2.</td>
<td>Prince William County</td>
<td>90,876</td>
</tr>
<tr>
<td>3.</td>
<td>Loudoun County</td>
<td>82,238</td>
</tr>
<tr>
<td>4.</td>
<td>Virginia Beach City</td>
<td>68,624</td>
</tr>
<tr>
<td>5.</td>
<td>Chesterfield County</td>
<td>61,608</td>
</tr>
<tr>
<td>6.</td>
<td>Henrico County</td>
<td>51,523</td>
</tr>
<tr>
<td>7.</td>
<td>Chesapeake City</td>
<td>40,898</td>
</tr>
<tr>
<td>8.</td>
<td>Norfolk City</td>
<td>30,087</td>
</tr>
<tr>
<td>9.</td>
<td>Stafford County</td>
<td>29,485</td>
</tr>
<tr>
<td>10.</td>
<td>Newport News City</td>
<td>28,654</td>
</tr>
<tr>
<td>11.</td>
<td>Arlington County</td>
<td>27,434</td>
</tr>
<tr>
<td>12.</td>
<td>Richmond City</td>
<td>24,763</td>
</tr>
</tbody>
</table>

**FCPS Free/Reduced Lunch Population:**
- Fairfax County: 59,050
- Prince William County: 55,662
- Loudoun County: 55,662
- Virginia Beach City: 40,898
- Chesterfield County: 40,898
- Henrico County: 40,898
- Chesapeake City: 30,087
- Norfolk City: 30,087
- Stafford County: 29,485
- Newport News City: 28,654
- Arlington County: 27,434
- Richmond City: 24,763

**FCPS English Learners Population:**
- Fairfax County: 55,662
- Prince William County: 55,662
- Loudoun County: 55,662
- Virginia Beach City: 40,898
- Chesterfield County: 40,898
- Henrico County: 40,898
- Chesapeake City: 30,087
- Norfolk City: 30,087
- Stafford County: 29,485
- Newport News City: 28,654
- Arlington County: 27,434
- Richmond City: 24,763

**FCPS Special Education Population:**
- Fairfax County: 27,257
- Prince William County: 27,257
- Loudoun County: 27,257
- Virginia Beach City: 20,157
- Chesterfield County: 20,157
- Henrico County: 20,157
- Chesapeake City: 11,734
- Norfolk City: 11,734
- Stafford County: 11,734
- Newport News City: 10,644
- Arlington County: 10,193
- Richmond City: 7,771

**Source:** VDOE Fall 2018 Membership
STUDENT SUCCESS DESIRED OUTCOMES

» FCPS will eliminate gaps in opportunity, access, and achievement for all students.

» All future FCPS families will access high-quality early learning experiences.

» All FCPS PreK-12 students will continuously progress their development of Portrait of a Graduate (POG) attributes.
**Reading and Mathematics**

**Aspiration:** All students will be successful in reading and mathematics.

**Metrics:**

- Pass rates on mathematics SOLs **[Achievement]**
- Pass rates on reading Standards of Learning (SOLs) **[Achievement]**
- Percent of Grade 3 students who read at or above grade level (based on progress reports) **[Achievement]**
- Percent of EL students who become English proficient in five years **[Achievement]**

<table>
<thead>
<tr>
<th>Progressed Toward Target</th>
<th>No Progress During This Reporting Period</th>
<th>Limited Progress During This Reporting Period</th>
<th>Metric Under Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed SOLs</td>
<td>Passed SOLs</td>
<td>Passed SOLs</td>
<td>Passed SOLs</td>
</tr>
<tr>
<td>Passed Standards of</td>
<td>Passed Standards of Learning SOLs</td>
<td>Passed Standards of Learning SOLs</td>
<td>Passed Standards of</td>
</tr>
<tr>
<td>Passed Grade 3</td>
<td>Passed Grade 3</td>
<td>Passed Grade 3</td>
<td>Passed Grade 3</td>
</tr>
<tr>
<td>Passed EL proficiency</td>
<td>Passed EL proficiency</td>
<td>Passed EL proficiency</td>
<td>Passed EL proficiency</td>
</tr>
</tbody>
</table>
## Summary:

All student groups progressed towards the target, exceeding both the baseline and previous year performance.
Scores declined slightly for all student groups over prior year

VDOE removal of the Virginia Grade Level Alternative (VGLA) assessment continues to impact performance for ELs, Hispanic, and Economically Disadvantaged students on this metric.
CAG: Reading and Mathematics

Summary:
» Reading levels for all student groups increased from the baseline
» Black student reading levels increased 8 points from baseline
» Economically Disadvantaged student reading levels increased 10 points from baseline
**Summary:**

- FCPS continues to exceed state and federal targets for annual EL progress.
- For the SY 2018-19, 68% of ELs achieved proficiency in English within five years of enrollment in FCPS.
## College-Career Readiness

**Aspiration:** All students will graduate on time, college or career ready.

**Metrics:**

- Virginia on-time graduation rates **[Achievement]**
- Percent of students who either pass a college-level exam, pass a Dual Enrollment course, or earn an industry certification before graduation **[Achievement]**
- Percent of students with plans for college or career on the Senior Survey **[Achievement]**
Summary:

- Graduation rates have increased over baseline for all student groups except Hispanic students.
- Persistent gaps in graduation rates among student groups must be addressed.

### Virginia On-Time Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Econ. Dis.</th>
<th>EL</th>
<th>SWD</th>
<th>Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspirational Value</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>SY 2019-20 Target</strong></td>
<td>96%</td>
<td>95%</td>
<td>90%</td>
<td>98%</td>
<td>90%</td>
<td>72%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td><strong>SY 2018-19 Performance</strong></td>
<td>% 98%</td>
<td>93%</td>
<td>75%</td>
<td>98%</td>
<td>86%</td>
<td>68%</td>
<td>92%</td>
<td>Limited Progress During This Reporting Period</td>
</tr>
<tr>
<td></td>
<td>n 2,975</td>
<td>1,444</td>
<td>2,923</td>
<td>5,583</td>
<td>3,437</td>
<td>2,015</td>
<td>1,787</td>
<td></td>
</tr>
<tr>
<td><strong>SY 2017-18 Performance</strong></td>
<td>% 98%</td>
<td>94%</td>
<td>74%</td>
<td>98%</td>
<td>87%</td>
<td>67%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n 2,734</td>
<td>1,395</td>
<td>2,624</td>
<td>5,726</td>
<td>3,229</td>
<td>1,837</td>
<td>1,742</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>% 97%</td>
<td>92%</td>
<td>77%</td>
<td>97%</td>
<td>65%</td>
<td>66%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n 2,676</td>
<td>1,384</td>
<td>2,321</td>
<td>5,911</td>
<td>2,826</td>
<td>1,314</td>
<td>1,633</td>
<td></td>
</tr>
</tbody>
</table>

* SY 2018-19 met or exceeded target; SY 2018-19 progressed toward target compared to both the baseline and prior year; SY 2018-19 made limited progress toward target, exceeding the baseline but without further improvement from the prior year; SY 2018-19 did not progress toward target compared to baseline.

Note: This metric reflects the official four-year Virginia graduation rate, reporting students who earn a state Board-recognized diploma. Earned certificates of completion and General Education Diplomas (GEDs) do not count toward this rate. The measure allows additional time to graduate for ELs and students with disabilities, as permitted under the law. For this metric, the English Learners group represents both current ELs (ELP levels 1-6) and former ELs in their first four years of monitoring (ELP levels 6a-6d). Data source: Virginia Department of Education.
CAG: College-Career Readiness

**Summary:**

- All student groups have declined from the previous year.
- While performance declined in SY18-19, the percentage of students reporting plans for college or career after high school remains high across all student groups.

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### Percent of Students with Plans for College or Career on the Senior Survey

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Econ. Dis.</th>
<th>EL</th>
<th>SWD</th>
<th>Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspirational Value</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>SY 2019-20 Target</strong></td>
<td>100%</td>
<td>98%</td>
<td>98%</td>
<td>95%</td>
<td>98%</td>
<td>93%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td><strong>SY 2018-19 Performance</strong></td>
<td>%</td>
<td>98%</td>
<td>97%</td>
<td>95%</td>
<td>97%</td>
<td>95%</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td><strong>n</strong></td>
<td>2,904</td>
<td>1,389</td>
<td>2,776</td>
<td>5,425</td>
<td>3,282</td>
<td>761</td>
<td>1,635</td>
<td></td>
</tr>
<tr>
<td><strong>SY 2017-18 Performance</strong></td>
<td>%</td>
<td>95%</td>
<td>98%</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td><strong>n</strong></td>
<td>2,799</td>
<td>1,400</td>
<td>2,665</td>
<td>5,717</td>
<td>3,236</td>
<td>529</td>
<td>1,701</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>%</td>
<td>99%</td>
<td>97%</td>
<td>97%</td>
<td>96%</td>
<td>97%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>n</strong></td>
<td>2,689</td>
<td>1,384</td>
<td>2,338</td>
<td>5,841</td>
<td>2,812</td>
<td>393</td>
<td>1,576</td>
<td></td>
</tr>
</tbody>
</table>

*SY 2018-19 met or exceeded target; SY 2018-19 progressed toward target compared to both the baseline and prior year; SY 2018-19 made limited progress toward target, exceeding the baseline but without further improvement from the prior year; SY 2018-19 did not progress toward target compared to baseline.*

Note: This metric reflects graduates and completers in the senior cohort who responded to the Senior Survey as having plans for college, military, employment, apprenticeship, career education (e.g., career transition services), service-oriented gap year (e.g., mission), or other educational experiences (e.g., college preparatory school). Source: Student Information System.
This metric was updated in Fall 2019 to include Dual-Enrollment course completion

Gaps persist among student groups earning scores, credits and credentials prior to high school graduation
Digital Access

**Aspiration:** Through the FCPSOn initiative, all students will have access to an FCPS provided individual computer or tablet consistent with One Fairfax’s policy of digital access for all residents.

**Metric:**

- Percent and number of high school students with access to an FCPS provided individual computer or tablet [Access]

*Limited Progress During This Reporting Period*
Summary:

» Percentage of students with access to an FCPS individual computer or tablet for high school students has remained relatively consistent with the previous year; however the number of students has increased.
**Advanced Academic Programs**

**Aspiration:** Participation and performance rates will be similarly high across student groups in Advanced Academic Programs (AAP).

**Metrics:**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Met or Exceeded Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of classrooms where students receive instructional experiences using AAP curriculum</td>
<td><strong>Opportunity</strong></td>
</tr>
<tr>
<td>Percent of students participating in AAP (Grades 3-8)</td>
<td><strong>Access</strong></td>
</tr>
<tr>
<td>Percent of AAP students demonstrating advanced performance in Reading or Mathematics on SOL tests (Grades 3-8)</td>
<td><strong>Achievement</strong></td>
</tr>
<tr>
<td>Number of schools offering the Young Scholars model</td>
<td><strong>Opportunity</strong></td>
</tr>
<tr>
<td>Number of schools offering Local Level IV instruction</td>
<td><strong>Opportunity</strong></td>
</tr>
</tbody>
</table>
Summary:

- Gains were made in AAP participation for all but one student group in SY 2018-19.
- The number of students in historically under-represented populations have increased significantly from the baseline.
Summary:

» FCPS made progress in increasing the number of schools that offer Local Level IV instruction
» An additional 4 schools added Local Level IV programs in SY 2018-19
Summary:
» FCPS made progress towards increasing opportunities to participate in the Young Scholars model
» 90 of 141 schools offered Young Scholars programs in the 2018-19 school year, an additional 2 schools from the prior year
Summary:

- SY 2018-19 was the first year that FCPS collected information on the percent of classrooms where students receive instructional experiences using AAP curricular resources.
- During SY 2018-19, 34% percent of classrooms provided AAP curricular experiences.
**Summary:**

The percent of students earn Pass Advanced scores on SOLs declined slightly for most student groups.
### Advanced Coursework

**Aspiration:** Participation and performance rates will be similarly high across student groups in advanced coursework.

**Metrics:**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students who participate in Algebra 1 by eighth grade [Access]</td>
<td>No Progress</td>
</tr>
<tr>
<td>Percent of students who demonstrate proficiency (pass course and Algebra 1 SOL) in Algebra 1 by eighth grade [Achievement]</td>
<td>No Progress</td>
</tr>
<tr>
<td>Percent of students who participate in Honors courses (Grades 7 to 12) [Access]</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Percent of students who participate in Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment courses by the end of high school [Access]</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Percent of students who demonstrate proficiency (pass course) in one or more Honors courses (Grades 7 to 12) [Achievement]</td>
<td>No Progress</td>
</tr>
<tr>
<td>Percent of students who demonstrate proficiency (pass course) in at least one AP, IB, or Dual Enrollment course by the end of high school [Achievement]</td>
<td>No Progress</td>
</tr>
<tr>
<td>Percent of students who earn a passing score on one or more AP or IB exams by the end of high school [Achievement]</td>
<td>No Progress</td>
</tr>
</tbody>
</table>
CAG: Advanced Coursework

### Summary:

- Asian and White student groups have exceeded the participation target.
- Black students made progress towards the participation target.
- Hispanic, Economically Disadvantaged, EL, and SWD participation rates decreased slightly.

### Percent of Students Who Participate in Algebra 1 by Eighth Grade

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Econ. Dis.</th>
<th>EL</th>
<th>SWD</th>
<th>Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspirational Value</strong></td>
<td>Equal Across Student Groups</td>
<td>Equal Across Student Groups</td>
<td>Equal Across Student Groups</td>
<td>Equal Across Student Groups</td>
<td>Equal Across Student Groups</td>
<td>Equal Across Student Groups</td>
<td>Overall Performance</td>
<td></td>
</tr>
<tr>
<td><strong>SY 2019-20 Target</strong></td>
<td>At or above 61%</td>
<td>48%</td>
<td>43%</td>
<td>At or above 61%</td>
<td>42%</td>
<td>26%</td>
<td>32%</td>
<td>No Progress During This Reporting Period</td>
</tr>
<tr>
<td><strong>SY 2018-19 Performance</strong></td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
</tbody>
</table>
### Percent of Students Who Demonstrate Proficiency in Algebra 1 by Eighth Grade (Pass Course and SOL)

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Econ. Dis.</th>
<th>EL</th>
<th>SWD</th>
<th>Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspirational Value</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>SY 2019-20 Target</td>
<td>99%</td>
<td>97%</td>
<td>96%</td>
<td>98%</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>SY 2018-19 Performance</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>No Progress During This Reporting Period</td>
</tr>
<tr>
<td>n</td>
<td>2,219</td>
<td>614</td>
<td>1,044</td>
<td>3,742</td>
<td>1,295</td>
<td>92</td>
<td>238</td>
<td></td>
</tr>
<tr>
<td>SY 2017-18 Performance</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>2,347</td>
<td>595</td>
<td>1,044</td>
<td>3,867</td>
<td>1,258</td>
<td>125</td>
<td>275</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>2,196</td>
<td>573</td>
<td>985</td>
<td>3,904</td>
<td>1,185</td>
<td>181</td>
<td>265</td>
<td></td>
</tr>
</tbody>
</table>

* ■ SY 2018-19 met or exceeded target; □ SY 2018-19 progressed toward target compared to both the baseline and prior year; ▲ SY 2018-19 made limited progress toward target, exceeding the baseline but without further improvement from the prior year; ▼ SY 2018-19 did not progress toward target compared to baseline.

Note: This metric reflects students participating in Algebra 1 by eighth grade who passed both the Algebra 1 SOL test and also passed their eighth grade mathematics course (Algebra 1 or higher) with a grade of D or better. The Students with Disabilities group reported for this metric represents a subset of students with IEPs; it does not include students receiving Category B, Level 2 services. Data source: Student Information System and Education Decision Support Library.

### Summary:
While progress was not made toward the metric target, proficiency rates across student groups remain high.
Summary:

» All student groups except English Learners made progress towards the target

» The number of Hispanic and Economically Disadvantaged has increased significantly from baseline numbers
CAG: Advanced Coursework

**Summary:**

Although the percentage of students demonstrating proficiency in each student group did not increase in SY2018-19, proficiency rates remain high at between 96%-100% for all student groups.
Summary:

- All groups except Hispanic students made progress or remained consistent with baseline data
- Participation gaps among student groups continue to persist
### Summary:

- All student groups either remained consistent with or surpassed baseline data.
- All student groups have a high proficiency level ranging from 97% to 99%.

### Table: Percent of Students Who Demonstrate Proficiency in AP, IB, or Dual Enrollment Courses by the End of High School (Pass Course)

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Econ. Dis.</th>
<th>EL</th>
<th>SWD</th>
<th>Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspirational Value</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>SY 2019-20 Target</strong></td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>100%</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>SY 2018-19 Performance</strong></td>
<td>% 99%</td>
<td>59%</td>
<td>99%</td>
<td>99%</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
<td>No Progress During This Reporting Period</td>
</tr>
<tr>
<td>n</td>
<td>2,549</td>
<td>514</td>
<td>4,184</td>
<td>4,437</td>
<td>1,733</td>
<td>87</td>
<td>402</td>
<td></td>
</tr>
<tr>
<td><strong>SY 2017-16 Performance</strong></td>
<td>% 99%</td>
<td>58%</td>
<td>97%</td>
<td>99%</td>
<td>98%</td>
<td>96%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>2,375</td>
<td>759</td>
<td>1,373</td>
<td>4,570</td>
<td>1,745</td>
<td>66</td>
<td>383</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>% 99%</td>
<td>59%</td>
<td>97%</td>
<td>99%</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>2,211</td>
<td>708</td>
<td>1,180</td>
<td>4,528</td>
<td>1,375</td>
<td>38</td>
<td>301</td>
<td></td>
</tr>
</tbody>
</table>

Note: This metric was redefined in September 2019 to incorporate proficiency in Dual Enrollment courses. Baseline, target, and prior year performance rates were calculated based on revised methodology. The metric reflects graduates and completers in the senior cohort who passed one or more AP, IB, or Dual Enrollment course by the end of high school, out of students taking these courses. Reported courses are those with a grade of D or better taken during the regular school year while enrolled in FCPS. The Students with Disabilities group reported for this metric represents a subset of students with IEPs; it does not include students receiving Category B, Level 2 services. Data source: Student Information System.
Summary:

- All but one student group increased exam performance over the prior year.
- The number of students earning passing scores across student groups has increased.
STUDENT SUCCESS DESIRED OUTCOMES

» FCPS will eliminate gaps in opportunity, access, and achievement for all students.

» All future FCPS families will access high-quality early learning experiences.

» All FCPS PreK-12 students will continuously progress in their development of Portrait of a Graduate (POG) attributes.
Early Education

Aspiration: All future FCPS students will enter kindergarten with the essential skills needed for school success.

Metric:

- Percent of students with executive functioning skills at kindergarten entry
### Kindergarteners Entering with Early Literacy Skills
(At or Above the 40th Percentile on the iReady Reading Test)

<table>
<thead>
<tr>
<th></th>
<th>SY 2016-17</th>
<th></th>
<th></th>
<th>SY 2017-18</th>
<th></th>
<th></th>
<th>SY 2018-19</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># testing</td>
<td># at benchmark</td>
<td>%</td>
<td># testing</td>
<td># at benchmark</td>
<td>%</td>
<td># testing</td>
<td># at benchmark</td>
<td>%</td>
</tr>
<tr>
<td>All Students</td>
<td>1,402</td>
<td>966</td>
<td>69%</td>
<td>12,507</td>
<td>8,223</td>
<td>66%</td>
<td>11,411</td>
<td>7,249</td>
<td>64%</td>
</tr>
<tr>
<td>Asian</td>
<td>295</td>
<td>203</td>
<td>69%</td>
<td>2,298</td>
<td>1,676</td>
<td>73%</td>
<td>1,986</td>
<td>1,368</td>
<td>69%</td>
</tr>
<tr>
<td>Black</td>
<td>124</td>
<td>84</td>
<td>68%</td>
<td>1,102</td>
<td>716</td>
<td>65%</td>
<td>1,026</td>
<td>577</td>
<td>56%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>301</td>
<td>132</td>
<td>44%</td>
<td>3,324</td>
<td>1,442</td>
<td>43%</td>
<td>2,549</td>
<td>1,121</td>
<td>44%</td>
</tr>
<tr>
<td>White</td>
<td>573</td>
<td>459</td>
<td>80%</td>
<td>4,985</td>
<td>3,785</td>
<td>76%</td>
<td>5,062</td>
<td>3,617</td>
<td>71%</td>
</tr>
<tr>
<td>Econ. Dis.</td>
<td>354</td>
<td>162</td>
<td>46%</td>
<td>3,826</td>
<td>1,588</td>
<td>42%</td>
<td>2,877</td>
<td>1,199</td>
<td>42%</td>
</tr>
<tr>
<td>EL</td>
<td>483</td>
<td>216</td>
<td>45%</td>
<td>4,578</td>
<td>1,835</td>
<td>40%</td>
<td>2,767</td>
<td>972</td>
<td>35%</td>
</tr>
<tr>
<td>SWD</td>
<td>76</td>
<td>38</td>
<td>50%</td>
<td>1,017</td>
<td>542</td>
<td>53%</td>
<td>797</td>
<td>405</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Total Without Formal Preschool Experience</strong></td>
<td><strong>289</strong></td>
<td><strong>136</strong></td>
<td><strong>47%</strong></td>
<td><strong>2,479</strong></td>
<td><strong>1080</strong></td>
<td><strong>44%</strong></td>
<td><strong>1,895</strong></td>
<td><strong>786</strong></td>
<td><strong>41%</strong></td>
</tr>
<tr>
<td><strong>Total With Preschool Experience</strong></td>
<td><strong>1,113</strong></td>
<td><strong>830</strong></td>
<td><strong>75%</strong></td>
<td><strong>10,028</strong></td>
<td><strong>7,143</strong></td>
<td><strong>71%</strong></td>
<td><strong>9,516</strong></td>
<td><strong>6,463</strong></td>
<td><strong>68%</strong></td>
</tr>
</tbody>
</table>

*Note: This table reflects fall iReady reading test results for entering kindergarteners. The iReady reading benchmark is based on the 40th percentile nationally. Results for SY 2016-17 represent performance from 16 pilot schools; results for SY 2017-18 and SY 2018-19 represent divisionwide performance. All years report the last fall reading result for active students in September membership. ELs include all students eligible for kindergarten ESOL services. Data Source: Education Decision Support Library and Student Information System*

**Summary:**
- Gaps in early literacy skills are present between the Black, Hispanic, Economically Disadvantaged, EL, and SWD student groups compared to the White and Asian student groups.
Students Entering Kindergarten without Preschool Experience by High School Pyramid

Percentage of Students
- 4% - 10%
- 11% - 15%
- 16% - 21%
- 22% - 27%
- 28% - 32%
- 33% - 38%

FCPS Kindergartners as of September 30, 2018 - Preschool Experience
STUDENT SUCCESS DESIRED OUTCOMES

» FCPS will eliminate gaps in opportunity, access, and achievement for all students.

» All future FCPS families will access high-quality early learning experiences.

» All FCPS PreK-12 students will continuously progress in their development of Portrait of a Graduate (POG) attributes.
Portrait of a Graduate

Aspiration: All students will meet grade-level expectations for Portrait of a Graduate outcomes as measured by their performance on end-of-year POG Presentations of Learning.

Metric:

- Percent of students who demonstrate proficiency (matrix rating of “proficient” or higher) on their end-of-year POG Presentations of Learning.
Progress Towards Portrait of a Graduate

- **6000+** FCPS teachers are trained in PBL with POG integration in the past 5 years
- **2600+** FCPS teachers received POG or PBL job-embedded professional development in SY 18-19
- **1350+** FCPS teachers participated in POG or PBL academy courses in SY18-19
- **88** Schools have SIIP goals aligned with POG for SY19-20
- **29** POG County Support Teacher leaders supporting scaling high-quality instructional practices in their schools and across the division
Presentations of Learning

CTE & High School Academies

STEAM and Computer Science

Get2Green

Looking Forward:
The expansion and scaling of POG instruction and Presentations of Learning is underway.
ROI/Cost Description: CLOSING OPPORTUNITY, ACCESS, & ACHIEVEMENT GAPS

In FY19, FCPS invested:

» $4.3M for Project Momentum to support school improvement efforts
  • Results indicate that an average of five student groups per school improved their performance on Mathematics SOLs and three student groups per school improved their pass rates on Reading SOLs.

» $68,000 to support improvement in proficiency rates for English Learners
  • Resulted in improvement on WIDA ACCESS assessment in participating schools

» $143,000 to increase AVID
  • EL subgroup at AVID schools improved rates of college and career plans from 85 to 91 percent; other subgroups did not improve

» $495,000 to support existing FCPSOn Phase One schools and prepare for High School Expansion
  • Investment covered staff time, external program evaluation of the pilot, and professional development to prepare schools for future expansion

» $23,000 to expand Local Level IV services
  • Funds supported opening four new Local Level IV programs, including materials and professional learning

» $720,000 for Young Scholars Summer School
  • Funds supported rigorous learning experiences for elementary and middle school students through the Young Scholars summer school program
## SCHOOL BOARD CONSIDERATIONS

<table>
<thead>
<tr>
<th>CAG</th>
<th>Early Education</th>
<th>POG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding:</strong></td>
<td><strong>Policy:</strong></td>
<td><strong>Funding:</strong></td>
</tr>
<tr>
<td>• Revise ESOL staffing formulas at all school levels in response to an increase in ELs entering at ELP level 1</td>
<td>• Advocate at the state level to revise the Virginia Preschool Initiative funding methodology (qualification criteria, composite index, enrollment verifications) to better reflect families’ and communities’ needs.</td>
<td>• Staff central office specialists to support professional learning and implementation by region</td>
</tr>
<tr>
<td>• Increase the number of school counselors in alignment with new SOQ ratios</td>
<td>• Redefine eligibility for enrollment in FCPS PreK programs and adopt a sliding scale for tuition to allow for more classroom diversity in terms of students’ backgrounds and academic/social-emotional needs.</td>
<td>• Provide substitute funding for professional learning offerings</td>
</tr>
<tr>
<td>• Provide targeted funding to support non-academic indicators, social-emotional learning, and academic and career planning to support on-time graduation rates</td>
<td>• Lack of prek data integration into enterprise databases limits the ability for these data to appropriately inform kindergarten transitions</td>
<td>• Allocate funds to create a divisionwide data collection and reporting tool for assessment results</td>
</tr>
<tr>
<td>• Expand full-time AARTs to support AAP Local Level IV and YS programs in all schools</td>
<td></td>
<td><strong>Policy:</strong></td>
</tr>
<tr>
<td>• Staff 1 FTE Elementary Mathematics Resource Teacher (EMRT) in all elementary schools</td>
<td></td>
<td>• Prioritize alternative assessments for internal accountability</td>
</tr>
</tbody>
</table>

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### Funding:
- Additional preschool classrooms (including solutions to existing facilities limitations)
- Increase the number of schools offering Bridge to K
- Strategic PreK family engagement initiative
- Central staffing in ratio with new classrooms and community partnerships to provide professional learning and support

### Policy:
- Advocate at the state level to revise the Virginia Preschool Initiative funding methodology (qualification criteria, composite index, enrollment verifications) to better reflect families’ and communities’ needs.
- Redefine eligibility for enrollment in FCPS PreK programs and adopt a sliding scale for tuition to allow for more classroom diversity in terms of students’ backgrounds and academic/social-emotional needs.
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- Lack of prek data integration into enterprise databases limits the ability for these data to appropriately inform kindergarten transitions
Appendix

Return on Investment (ROI) analysis prepared by Office of Research and Strategic Improvement
Reading and Mathematics: Actions and Return on Investment (ROI)

» Actions
• Project Momentum
• ELIC and NIC

» Cost Description: Improved pass rates on the Reading or Mathematics SOL at Project Momentum schools were associated with an investment of approximately $28,000 per improved student group.
  • Total cost of Project Momentum approximately $4.3 million

» Impact ROI: English learners in NIC schools made progress in English proficiency at a cost of $23,000 per percentage point increase, but this progress was not reflected in the metric data of Reading SOL performance.
  • Total FCPS operating funds of $68,000, plus an additional $8,000 in grant funds supported NIC
  • FCPS will examine the impact of NIC participation on five year English proficiency rates when these metric data become available

School Year 2018-19
College-Career Readiness: Actions and Return on Investment (ROI)

» Actions
  • Schoolwide AVID

» Impact ROI: Compared to SY 2017-18, the enhanced schoolwide use of AVID was related to one of seven student groups increasing the percent of high school seniors indicating college or career plans at a cost of $143,000 in FCPS operating funds.
  • EL subgroup at AVID schools improved rates of college and career plans from 85 to 91 percent. Other subgroups did not improve.
  • Other student groups either maintained or declined in performance.
FCPSOn Digital Access: Actions and Return on Investment (ROI)

**Actions**
- FCPSOn (original pilot schools)

**Cost per Participant: During SY 2018-19, FCPS invested an average of $10 dollars per high school student to support FCPSOn in the original pilot high schools.**
- Approximately $205,000 spent to support pilot schools; additional $290,000 supported preparation of the remaining high schools for FCPSOn implementation this year
- Investment covered staff time, survey and data usage software (BrightBytes), an external evaluation of the pilot, and professional development related costs (including substitutes)
Advanced Academic Programs (AAP): Actions and Return on Investment (ROI)

» **Actions**
  - Local Level IV expansion
  - Young Scholars Summer School program

» **Cost Description:** Increasing the Local Level IV metric by one school required an investment of $5,700 per school during SY 2018-19.
  - Overall cost of approximately $23,000 for all four schools that covered staff time, professional development, and materials.

» **Impact ROI:** The Young Scholars Summer School program supported four student groups closing the gap in advanced performance on the SOLs faster than other AAP students for an investment of approximately $180,000 per improved subgroup.
  - Faster improvement for four student groups: Asian, Black, Economically Disadvantaged, and English learner students.
  - Total of approximately $720,000 in operating funds spent on Young Scholars Summer School
Advanced Coursework: Actions and Return on Investment (ROI)

- **Actions**
  - Young Scholars Summer School program

- **Impact ROI:** The Young Scholars Summer School program supported better student performance in advanced middle school courses for an investment of approximately $42,500 per student group.
  - $170,000 represents the middle school only costs from the $720,000 total reported in the prior slide
  - An average of four student groups demonstrated improvement in advanced coursework performance on two metrics: Honors courses and Algebra I by 8th grade
Early Education: Actions and Return on Investment (ROI)

- ROI could not be calculated for SY 2018-19 because there was no outcome data. ROI will be included in future years when outcome data become available.
Portrait of a Graduate Attributes: Actions and Return on Investment (ROI)

» Actions
  • Presentations of Learning field test

» Cost Per Participant: During SY 2018-19, the cost per participant for FCPS’ Presentations of Learning field test was $130 per student.
  • Total investment of $325,000 in the Presentations of Learning field test
  • Approximately 2,500 additional students participated in the field test