



STRATEGIC PLAN REPORT:

STUDENT SUCCESS

*We commit to reach, challenge,
and prepare every student for
success in school and life.*

Narrative Summary for
Fiscal Year 2021

December 2021

FAIRFAX COUNTY PUBLIC SCHOOLS

Scott Brabrand, Ed.D.
Division Superintendent

Marty K. Smith
Chief Operating Officer

GOAL CHAMPION

Noël Klimenko
Assistant Superintendent, Instructional Services

OFFICE OF RESEARCH AND STRATEGIC IMPROVEMENT

Ludmila Z. Hruda, Director
Samantha Karalus, Specialist

Strategic Plan Report: Student Success Executive Report

December 2021



Overview

- The Student Success Strategic Plan Report is one of four reports developed by Fairfax County Public Schools (FCPS) to provide a public accounting of performance on its strategic aims. It provides division leadership and the School Board with information to judge progress, guide improvement, and account for the use of public funds.
- The Student Success Strategic Plan Report reviews the progress FCPS has made toward attaining the performance targets laid out in the *Strategic Focus SYs 2018-20*.
- This report contains three Desired Outcome (the “What”) intended to drive the priority work and funding in the Division. Within each Desired Outcome, one or more Aspirations describe what we hope to see when the Desired Outcome is fully realized. The metrics in the report measure progress toward the target. The annual reports presented to the School Board provide division leadership and the School Board with information to judge progress, guide improvement, and account for the use of public funds.

Desired Outcome: Elimination of Gaps

SY 2020-21 Performance

The table below shows the progress made toward meeting the SYs 2018-20 performance targets for each metric.

What: FCPS will eliminate gaps in opportunity, access, and achievement for all students.	
How: Transform current practices to ensure all students achieve academic excellence through staff use of the Closing the Achievement Gap Framework.	
	Performance Code
Aspiration: All students will be successful in reading and mathematics	
Metrics:	No Progress During this Reporting Year
• Pass rates on reading SOLs	No Progress During this Reporting Year
• Pass rates on mathematics SOLs	No Progress During this Reporting Year
• Percent of Grade 3 students who read at or above grade level (based on progress reports)	No Progress During this Reporting Year
• Percent of EL students who become English proficient in five years	No Progress During this Reporting Period

Aspiration: All students will graduate on time, college or career ready.	
Metrics:	No Progress During this Reporting Period
<ul style="list-style-type: none"> Percent of students who either pass a college-level exam or earn an industry certification before graduation 	Met or Exceeded the Target
<ul style="list-style-type: none"> Virginia on-time graduation rates 	No Progress During this Reporting Period
<ul style="list-style-type: none"> Percent of students with plans for college or career on the Senior Survey 	No Progress During this Reporting Period
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.	
Metrics:	Met or Exceeded the Target
<ul style="list-style-type: none"> Percent and number of high school students with access to an FCPS provided individual computer or tablet 	Met or Exceeded the Target
Aspiration: Participation and performance rates will be similarly high across student groups in Advanced Academic Programs (AAP).	
Metrics:	Progressed Toward Target
<ul style="list-style-type: none"> Number of schools offering the Young Scholars program [Opportunity] 	Progressed Toward Target
<ul style="list-style-type: none"> Number of schools offering local level IV instruction [Opportunity] 	Progressed Toward Target
<ul style="list-style-type: none"> Percent of classrooms where students receive instructional experiences using AAP curriculum [Opportunity] 	Met or Exceeded the Target
<ul style="list-style-type: none"> Percent of students participating in AAP (Grades 3-8) [Access] 	Progressed Toward Target
<ul style="list-style-type: none"> Percent of AAP students demonstrating advanced performance in Reading or Mathematics on SOL tests (Grades 3-8) [Achievement] 	No Progress During this Reporting Period
Aspiration: Participation and performance rates will be similarly high across student groups in advanced coursework.	
Metrics	Progressed Toward Target
<ul style="list-style-type: none"> Percent of students who participate in Algebra 1 by 8th grade [Access] 	Progressed Toward Target
<ul style="list-style-type: none"> Percent of students who demonstrate proficiency (pass course and Algebra 1 SOL) in Algebra 1 by 8th grade [Achievement] 	No Progress During this Reporting Period
<ul style="list-style-type: none"> Percent of students who participate in honors courses (Grades 7 to 12) [Access] 	Progressed Toward Target
<ul style="list-style-type: none"> Percent of students who demonstrate proficiency (pass course) in one or more honors courses (Grades 7 to 12) [Achievement] 	Met or Exceeded the Target
<ul style="list-style-type: none"> Percent of students who participate in Advanced Placement (AP) or International Baccalaureate (IB) courses by end of high school [Access] 	No Progress During this Reporting Period
<ul style="list-style-type: none"> Percent of students who demonstrate proficiency (pass course) in at least one Advanced Placement (AP), International Baccalaureate (IB) or Dual Enrollment (DE) course by the end of high school [Achievement] 	Met or Exceeded the Target
<ul style="list-style-type: none"> Percent of students who earn a passing score on one or more AP or IB exams by the end of high school 	Progressed Toward Target

What: All future FCPS families will access high-quality early learning experiences .	
How: Enhance FCPS partnership with families and the county government to ensure young children are ready for kindergarten using the Fairfax County Equitable School Readiness plan.	
Aspiration: All future FCPS students will enter kindergarten with the essential skills needed for school success.	Performance Code
Metric: <ul style="list-style-type: none"> Percent of students with executive functioning skills at kindergarten entry 	Progressed Toward Target

What: All FCPS PreK-12 students will continuously progress in their development of Portrait of a Graduate (POG) attributes	
How: Increase student opportunities to apply Portrait of a Graduate skills to real-world problems through teacher use of the Learning Model.	
Aspiration: All students will meet grade level expectations for Portrait of a Graduate outcomes	Performance Code
Metric: <ul style="list-style-type: none"> Percent of students who demonstrate proficiency (matrix rating of “proficient” or higher) on their end of year POG Presentation of Learning 	No data available

Conclusions

Aspiration: All students will be successful in reading and mathematics

- In SY 2020-21, FCPS made efforts to ensure students continued to learn during the unusual situation of the COVID-19 pandemic. These efforts were necessary to provide supports to schools, teachers, students, and families during the unusual way instruction was delivered during SY 2020-21. FCPS was able to demonstrate a higher pass rate on the reading and mathematics SOLs for all students compared to the overall pass rates for the state. However, FCPS moved farther from reaching the targets on any of the metrics compared to the baseline and previous years’ performances. Therefore, it is unlikely that FCPS will achieve its targets toward the aspiration of eliminating gaps in reading and mathematics in the near future. Additionally, even though this year was unusual, the metrics presented in previous reporting years (SY 2017-18 thru SY 2019-20) showed no progress in eliminating gaps in reading and mathematics, which indicates that even before the pandemic began the actions FCPS was taking toward this aspiration were not sufficient to achieve it.
- The strategic actions taken in SY 2020-21 toward elimination of gaps in reading and mathematics were generally unique to the circumstances of this school year as they required the work of staff to shift from what was typically done to focusing on mitigating the impacts of the COVID-19 pandemic on teaching and learning. Without these efforts, student performance in reading and mathematics may have been lower. In comparison to prior years, many of the strategic actions undertaken to

eliminate gaps in reading and mathematics were one-time actions requiring large investments of staff time rather than ongoing actions that continue over multiple years. Moving forward, FCPS will not need to streamline curriculum to manage delivery of instruction through a virtual format, provide large-scale professional development for all teachers on virtual and concurrent learning environments, or create a toolbox for providing virtual accommodations to students. If there is another situation like COVID-19 that shifts instruction to a largely virtual format, FCPS will already have knowledge and resources developed to make the shift easier than what was needed in SY 2020-21.

- The MTSS supports, including professional development that FCPS provided in SY 2020-21 are aligned with research-based practices on eliminating gaps and should be continued. While all student groups showed downward trends and will need support, English learners, in particular, have consistently been the lowest performers in FCPS even prior to the pandemic and showed the largest decreases in metric performance data during this reporting year. During SY 2020-21, English learner students were provided with specialized support during the school day, primarily through the ESOL program, and low intensity tutoring, which did not prevent large decreases in performance among students in this group. While the additional support of tutoring that was provided to English learner students in SY 2020-21 is a research-based intervention, the afterschool tutoring was low in intensity (estimated as one hour during the year for participating students) and insufficient. Further supports are needed for English learner students than what was provided this year or in prior years.
- In last year's Goal Champion Response, FCPS highlighted that cross-departmental teams were seeking to learn from bright spots within FCPS where gaps had been reduced. It is likely that the implementation of this was limited due to the focus on reducing the impact of the COVID-19 pandemic. It is not yet known how long it may take for students to get back on track after the pandemic, so FCPS should prepare to address learning loss and widened gaps for the next several years and look for bright spots among schools making quick progress on this front. Recovery from the COVID-19 pandemic is likely going to be a multi-year effort. FCPS has already planned a new reading initiative, Equitable Access to Literacy, aimed at changing reading instruction to better support learning by all students. A similar emphasis on mathematics instruction is likely necessary because FCPS' mathematics performance decreases were even larger than those in reading. Elimination of gaps in reading and mathematics should remain a priority for the school division with concerted research-based efforts that support progress each year on reading and mathematics, along with close monitoring to support effectiveness of the implemented efforts.

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

- In SY 2020-21, FCPS met its graduation targets for all student groups. However, some student groups in FCPS continue to experience high rates of dropping out of school, particularly Hispanic students and English learners with these two groups having considerable overlap. Centrally-funded OTG resource teachers were placed in schools with relatively high percentages of students in these groups and eight of 11 schools with OTG resource teachers experienced increased graduation rates. The OTG resource teachers may have helped increase the graduation rates, though new grading policies that reduced the number of F's in SY 2020-21 may have also positively impacted on-time graduation rates. If the latter is the primary reason behind the graduation rate increases, it may be especially important that the OTG resource teachers continue working at schools over the next several years to ensure that students' academic and social needs are met. In last year's reporting, the Goal Champion Response for this aspiration indicated expanded analysis capacity and data monitoring tools for various stakeholders were underway to support improved performance. This was not a specific action this year but the OTG teacher activities are certainly

one place where additional data tools and expanded analysis capacity would be helpful to track students over multiple years. Additionally, actions taken in SY 2020-21 to provide additional resources to students and families to support on-time graduation should continue, particularly programs in new sites that will reap the benefits of the invested start-up costs for the next few years and family workshops and information sessions that are cost-effective.

- Additionally, gaps remain in the types of diploma students earn within student groups. Specifically, Asian and White students attained advanced diplomas at higher rates than all other student groups and English learners and students with disabilities most often attained a standard diploma. The requirements of an advanced diploma are considered pipelines to college acceptance and success, so differences in the types of diplomas received by students in different groups likely have consequences for attaining a college diploma. There is much to unravel about why student groups differ in their attainment of advanced versus standard diplomas, but the discrepancies should be better understood and, if they stem from systemic inequities rather than student or family choice be addressed by FCPS.
- While students graduated at very high rates, FCPS did not meet its targets for the percentage of students passing a college-level exam, dual enrollment course or earning an industry certification before graduation or for the percentage of students indicating college or career plans. That is, compared with baseline, FCPS did not make progress on its metric data representing preparation of students for college or career. Some of the downward trends are likely a continuation of the same pandemic-related impacts seen in the prior year. However, given improvements over the prior year, this year's data looks like it is moving in the right direction, even if it is lower than during the pre-pandemic baseline years. While offering the PSAT and SAT free of charge is a strategy to help ensure equity in college access, FCPS must ensure that students feel prepared for college-level coursework. For students who choose not to attend college, FCPS must offer them opportunities for industry certification to ensure they are ready to enter the workforce. It is possible that supports needed by students toward both these aims differ now than they did pre-pandemic. FCPS should watch these metrics carefully to see whether they not only return to pre-pandemic levels but can reach toward the target levels or whether they require new strategic actions from FCPS to support such a rebound and growth.

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.

- FCPS continued to meet its aspiration of providing all high school students with access to a 1:1 device, and even hastened the timeline to provide access to students in grades 3-8 during SY 2020-21. As such, the implementation of FCPSOn in SY 2020-21 meant that gaps in access to devices among students in most grade levels were eliminated. In addition, students who needed access to internet received supports from FCPS, who provided devices to access the internet and partnered with organizations to ensure internet availability. Digital access was extremely important during SY 2020-21 as a vast majority of students learned virtually for most of the school year. Without access to devices, many FCPS students would not have been able to continue to learn in SY 2020-21. FCPS has now positioned itself well for students to continue to have digital access in future school years.
- Even though access to devices was especially important during SY 2020-21, FCPS should not only continue to provide access, but should focus on objectives related to the integration of technology into teaching and learning. Additionally, professional development on blended learning (see the Reading and Mathematics aspiration for information) has been provided to schools since the beginning of the FCPSOn initiative, with specific individuals identified within schools (Learning

Innovation Teams) receiving the professional development and supporting the implementation of blended learning through the use of technology in the classroom. Shifting objectives to the use of technology within teaching and learning would support the Division's return on investment for the large expenditure FCPS has made to provide equitable access to devices. As technology continues to be an important part of college and career readiness, continuing to expand teacher understanding of technology integration into their instruction and student understanding of effective technology use for learning is necessary. FCPS is committed to adhering to the [International Society for Technology in Education \(ISTE\) standards](#), which provide research-based competencies for students and educators around learning digitally. FCPS will need to ensure that implementation of these standards is made with fidelity by providing continuous professional development and monitoring. Additionally, given that the evaluation of FCPS on that outside consultants had been contracted to complete halted in SY 2020-21 due to the COVID-19 pandemic, FCPS should consider how to attain in-depth information to support continuous improvement in the use of the technology for instruction and learning.

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

- In SY 2020-21, FCPS made progress on all metrics toward the aspiration that participation will be similarly high across student groups in accessing FCPS' higher rigor, Advanced Academic Programs, whether that was participation at the AAP center or local school programming, or related programming (i.e., Young Scholars, use of AAP curriculum in all classrooms). Similar to SY 2019-20, only two student groups (White and Asian) met or exceed the performance target for participation in SY 2020-21. One particular group that continued to show concerning participation levels were English Learner students, with only 1 percent of English Learner students taking part in AAP in SY 2020-21, a decline from 2 percent in SY 2019-20. In support of reversing this trend, as use of local norms increased the percentage of Hispanic (and Black) students identified for the screening pool, FCPS should expand the use of local norms for creation of the automatic screening pathway to all elementary schools. Increased AAP participation may also follow from FCPS offering Young Scholars and Local Level IV AAP services at more schools, though FCPS has made progress toward but not yet reached its targets for expanding the number of schools offering these two programs.
- FCPS has a multi-pronged strategy to increase participation in all levels of AAP, including offering AAP instructional experiences in all elementary classrooms, increasing the number of schools that offer Young Scholars and local level IV AAP services, and using local building norms (along with national norms) to identify students for the automatic screening pool pathway for AAP level IV central selection. As FCPS has increased participation over the last three years, FCPS should continue with its multi-pronged strategy. Currently, all Title I schools have at least 1 AART. FCPS' October 2020 presentation to the Board on strategies for increasing equitable participation supported placing at least one AART in every elementary school, which may be a consideration as resources allow. With or without additional AART positions, FCPS should continue to provide professional development to new AARTs on the use of revised planning and pacing guides to increase the use of AAP curriculum in all classrooms. FCPS has successfully expanded use of the AAP curriculum to the targeted level so should now aim to make sure it is available in all general education classrooms. FCPS should also assess if AARTs need additional supports to help general education classroom teachers use AAP curriculum.

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

- The final Elimination of Gaps aspiration focuses on both participation and performance in advanced coursework at the middle and high school levels. Overall, FCPS had mixed success at providing equitable participation in advanced coursework across all metrics used to measure progress on this aspiration. Specifically, FCPS made progress on one of the participation metrics (Honors) and did not make progress on the other two (Algebra I; AP, IB, or DE course). The aspiration to increase participation in advanced coursework has been long-standing and progress has not been sufficient to meet targets. Hispanic and English learner student groups consistently showed the least progress, although compared to previous years, participation for English Learner students in advanced coursework has improved. Similar to what was found in SY 2019-20, additional analyses of coursework participation demonstrated that gaps in participation exist in elementary school with AAP participation as one of the common pathways to Algebra I participation by 8th grade, especially for English learners. However, these analyses were conducted on students who did participate in Algebra I by 8th grade, an Honors course by 12th grade, or an AP, IB, or DE course by graduation. This means that increasing participation in more rigorous coursework as early as possible for underrepresented students is likely to be one pathway to eliminating gaps in participation in advanced coursework in the future. Additionally, FCPS should also consider how students who did not participate in earlier advanced coursework can end up participating in later grades without having taken advantage of those earlier pathways. The latter effort may involve engaging with students to understand what led them to take these courses without previous experience in advanced coursework. Additionally, for English learner students, it would be beneficial to understand current academic needs and determine how to meet those needs and meet the goal of participation in advanced coursework at the same time.
- The actions that FCPS typically takes to increase participation, including the implementation of the AVID program and Secondary Young Scholars, have not been sufficient to move FCPS toward more equitable participation. Given that participation in advanced coursework in middle and high school relies heavily on open enrollment, FCPS may need to expand efforts to identify students to take advanced coursework and provide counseling around enrollment and additional supports once enrolled.
- FCPS met or exceeded the target for two of the metrics in student performance in advanced courses (proficiency in Honors and proficiency in AP/IB courses) and made progress on one of the metrics (passing an AP or IB exam). However, additional analyses showed that AP pass rates for all student groups and IB pass rates for some student groups were lower in SY 2020-21 compared to previous years, which was likely due to the unusual way students learned throughout the school year and the stress of the pandemic. Usually almost all FCPS students participating in more rigorous coursework meet performance expectations in these courses (with lower performance seen in percentages passing an AP or IB exam). The impact of the difference between the performance this year versus prior years on the AP and IB exams may impact the percentages of future cohorts of twelfth graders who pass one or more of these exams prior to high school graduation. The analysis of performance of students in advanced coursework highlights that student performance in SY 2020-21 was negatively impacted among all FCPS students, regardless of whether students had struggled in school previously. FCPS should continue to provide tutoring supports for students taking advanced coursework in an effort to improve performance for all students given the decrease in pass rates, but especially for student groups where performance is typically low, where greater decreases were seen.
- The metrics about advanced coursework performance also do not capture all students, as the calculation is based on students participating in advanced coursework. As such, if participation increases there is likely a need for additional supports for some students who have not historically participated in advanced coursework. One way to approach this could be expansion of the two

research-based actions FCPS undertook this year for this aspiration (tutoring to support success in advanced coursework; additional advising and summer programs for underrepresented students). The efforts taken by FCPS to increase performance in advanced coursework should continue and may need to be expanded once participation of underrepresented student groups increases.

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

- The early months of the COVID-19 pandemic, which included the closure of many childcare centers and preschools, appears to have had a negative impact on executive functioning skills at kindergarten entry. Specifically, in SY 2019-20, 76 percent of all kindergartners entered FCPS with these skills, while in the current reporting year, only 61 percent of all kindergartners entered FCPS with the requisite executive functioning skills. This finding is similar to the findings earlier in the report that achievement dropped at other grades during the COVID-19 pandemic. What is different about the early learning metric is that it is a measure of kindergartners' skills at the beginning of SY 2020-21, when the effects of the closure of preschools in Spring 2020 were most fresh and before most of the assessed students had received a year's worth of instruction in FCPS. In contrast, the SOL measures assess students' knowledge at the end of SY 2020-21—after FCPS had the opportunity to instruct students in mathematics and reading. The findings regarding kindergarten students' executive functioning skills indicates that the closure of preschools, including FCPS' FECEP program, nullified at least some of the positive effects that preschool attendance typically has on students. For example, economically disadvantaged students did not exhibit benefits from a prekindergarten experience, even though in SY 2019-20, having a prekindergarten experience was especially advantageous for economically disadvantaged students.
- Recognizing that children under age five were immensely affected by the pandemic, FCPS revamped instructional resources and related processes that support young children's social emotional development. FCPS created an SEL Google Classroom page that included professional development on two evidence-based SEL programs (Second Step and Conscious Discipline), screening information, and other SEL supports. Additionally, FCPS implemented a new process to more quickly identify children with developmental delays and refer them for services. It is difficult to see the impact of these actions within their first year so they should be continued and may result in more children entering kindergarten prepared to learn in future years. Furthermore, and future costs should be less, as staff will not need to take the same professional development. Additionally, COVID-19 prevented FCPS from implementing Bridge to Kindergarten in Summer 2020. In SY 2019-20, FCPS expanded Bridge to Kindergarten and the ROI calculated in FY 2020's Student Success Strategic Plan Report found the action to be a cost-effective strategy to improving children's executive functioning skills. FCPS should return to implementing Bridge to Kindergarten now that it is safe to learn in person. All of these actions, while helpful, are relatively small and FCPS will need to continue to invest in FECEP and work with its county partners to prepare children to be successful in kindergarten and close preparedness gaps.

Aspiration: All students will meet grade level expectations for Portrait of a Graduate (POG) outcomes

- In comparison to previous years, FCPS was able to utilize more PBAs during SY 2020-21, which can directly feed into students' evidence of growth in POG POL portfolios. This allowed assessment of POG attributes for more students in third through twelfth grade. Although FCPS was not able to capture the POG POL metric centrally, expanding the PBA waivers meant that students were able to demonstrate their development of POG attributes for some content areas while taking the SOL

for other areas. As such, meaningful progress was made toward assessing the development of students' POG skills. While a balanced assessment approach was used on an increased number of students, there is still no centralized method of understanding the performance of students on the PBAs. Instead, PBA performance is embedded in marks, which also account for factors beyond the performance assessments. The lack of centralized data poses a challenge to FCPS being able to understand the extent to which students are demonstrating POG attributes.

- While PBAs can support POG POLs, the efforts in this area were not sufficient to understand how students progressed in their POG development divisionwide because there was a pause on POG POLs in SY 2020-21. If awarded the SDI designation, FCPS will be required to implement a plan for all students to engage in POG POLs by 2026, which will help facilitate accountability toward this priority. Furthermore, FCPS would need to undertake efforts described in last year's Strategic Plan report to integrate POG into regular instruction, which included additional staffing and divisionwide professional development. Additionally, a centralized system for capturing the data on POG POLs is necessary. Some of these efforts had planned implementation in SY 2020-21 but were halted due to the resources needed during the COVID-19 pandemic and shifting priorities. Unfortunately, the COVID-19 pandemic not only affected student learning in SY 2020-21, but also limited budgetary resources available to support POG during this reporting year and will likely continue to do so in the years ahead. These limited resources do not position FCPS well to do the work that would be needed to ensure all students develop POG attributes and are able to demonstrate them through POG POLs.

Future Considerations

Elimination of Gaps

Strategic Concerns

Efforts to support unfinished learning brought on by the COVID-19 pandemic will likely require multiple years of support to mitigate the negative academic impacts seen across all student groups, including those who have been historically academically most challenged or historically academically most successful.

English learners, in particular, continue to show pervasive and larger negative impacts than other groups so are likely to require intensive, consistent, and long-lasting supports, including the efforts of FCPS' on time graduation resource teachers.

FCPS will continue to require close monitoring of student needs and associated provision of appropriate tiered responses via MTSS to mitigate academic challenges students are facing so gaps in student performance do not continue to grow.

FCPS should investigate the different entry points to advanced coursework participation to understand areas of success and where barriers continue to exist.

FCPS should strive to better understand whether there are systemic reasons within the Division's control that are contributing to student groups varying in the percentages of students receiving advanced diplomas and, if so, work to promote equitable opportunities to attain this type of diploma.

Now that all FCPS students in Grades 3 to 12 have access to a 1:1 device, FCPS should revamp its strategic aims related to technology away from device provision and toward effective integration of digital resources into teaching and competent use of digital devices and resources for learning (e.g., the ISTE standards).

Performance of students in advanced programming and courses should be monitored to see if it rebounds or requires greater supports to return to pre-pandemic levels.

FCPS needs to ensure in the middle and high school level that all students demonstrating high aptitude and high performance are strongly encouraged to enroll in advanced coursework, with strategic outreach.

Budget Considerations

* Denotes a consideration with associated funding that has already been allocated or is requested in the Superintendent's Proposed Budget for FY 23.

*Providing English learners with the supports they need should be a budget priority.

*FCPS should continue to allocate available special funding (e.g., ESSER III) appropriately toward efforts targeting improved student performance and decreased gaps in both reading and mathematics for students falling below expected levels of performance.

*FCPS' new reading initiative, Equitable Access to Literacy, that is seen as a cornerstone to improvements in reading performance among all students requires additional positions to support the development of curricular materials and the implementation of instructional changes at schools.

*FCPS has budgeted \$750,000 of ESSER III funds between FY 22 and FY 24 to provide professional development to use the Graduation Requirements Summary Analysis Tool to support improved graduation rates. After ESSER III funds expire, FCPS may need to budget \$200,000 annually to ensure staff continue to know how to use the tool.

*FCPS should prioritize teacher planning time and professional development opportunities that support teachers in gaining the necessary knowledge and skills to meet current learning needs of students.

*Positions and programs that have been supported with one-time funding (such as through ESSER III) should be evaluated and, if necessary, added to annual budgets.

Math resource teachers should be funded for every elementary school.

The third year of the AAP study should be funded.

Additional budget is needed for summer programs to promote more equitable access to the programming at the elementary and middle school levels.

Policy

The FCPS School Board may wish to consider revisions to the Advanced Academic Programs, Grades K-12 policy (FCPS Policy 3335.2) to capture a commitment to equity in access to advanced program opportunities.

Early Education

Strategic Concerns

FCPS should continue to monitor the SY 2020-21 kindergarten cohort for executive functioning skills using the Child Behavior Rating Scale given the low percentage of students rated as having sufficient executive functioning skills, given the known long-term impact on students' education without having the skills.

Budget Considerations

FCPS should continue to implement and provide professional development around the evidence-based programs, Second Step and Conscious Discipline to strengthen FECEP's focus on executive functioning skills of students.

Policy

None

Portrait of a Graduate

Strategic Concerns

None

Budget Considerations

None

Policy

None

Table of Contents

Introduction	1
Desired Outcomes and Aspirations for Student Success.....	1
Uses of Annual Strategic Plan Goal Reports.....	2
Report Organization and Features	3
Metrics and Performance Judgments	4
Costs and Return on Investment	4
Elimination of Gaps	7
<i>Aspiration: Reading and Math</i>	7
SY 2020-21 Outcomes and Analysis	7
SY 2020-21 Actions, Costs, and Return on Investment	15
Conclusions	21
Goal Champion Response to Conclusions.....	23
<i>Aspiration: College and Career Readiness</i>	24
SY 2020-21 Outcomes and Analysis	24
SY 2020-21 Actions, Costs, and Return on Investment	27
Conclusions	33
Goal Champion Response to Conclusions.....	34
<i>Aspiration: Digital Access</i>	35
SY 2020-21 Outcomes and Analysis	35
SY 2020-2021 Actions, Costs, and Return on Investment	36
Conclusions	37
Goal Champion Response to Conclusions.....	38
<i>Aspiration: Advanced Academic Programs (AAP)</i>	39
SY 2020-21 Outcomes and Analysis	39
SY 2020-21 Actions, Costs, and Return on Investment	43
Conclusions	46
Goal Champion Response to Conclusions.....	47
<i>Aspiration: Advanced Coursework</i>	48
SY 2020-21 Outcomes and Analysis	48
SY 2020-21 Actions, Costs, and Return on Investment	58
Conclusions	60
Goal Champion Response to Conclusions.....	62
Future Considerations	63

Early Education	65
SY 2020-21 Outcomes and Analysis	65
SY 2020-21 Actions and Costs.....	67
Conclusions	71
Goal Champion Response to Conclusions.....	72
Future Considerations	73
Portrait of a Graduate	74
SY 2020-21 Outcomes and Analysis	74
SY 2020-21 Actions, Costs, and Return on Investment	75
Conclusions	77
Goal Champion Response to Conclusions.....	77
Future Considerations	79
Appendix A	80
Appendix B	86
Appendix C	90

Introduction

FCPS' Strategic Plan contains four goal areas, each with a set of Desired Outcomes (the "What") intended to drive the priority work and funding in the Division. Within each Desired Outcome, one or more Aspirations describe what we hope to see when the Desired Outcome is fully realized. This report reflects the status of FCPS' progress toward its Desired Outcomes and Aspirations identified in FCPS' School Years (SY) 2018-20 Strategic Focus for the Student Success goal area. The report reflects data about FCPS' functioning and performance during SY 2020-21 / fiscal year (FY) 21.

There are two things to note that are important context in the interpretation of the information provided in this report. First, this reporting year occurred during the COVID-19 pandemic, which altered the typical operations of how FCPS provides instruction to students. Specifically, about half of all FCPS students received instruction virtually for more than half of the school year and about half received it virtually throughout the year. COVID-19 not only affected how instruction was delivered, but also affected Virginia Department of Education (VDOE) testing requirements, how FCPS conducted regular business, and the impacts on instruction and learning needed to be factored in when decisions were made for the school division. Second, the reporting for SY 2020-21 reflects aims that were not necessarily the highest priority or most urgent work that FCPS engaged in during the year. More specifically, Desired Outcomes and Aspirations in the SY 2018-20 Strategic Focus that are being reported on were supposed to be revisited and officially revised for use after SY 2019-20. In fact, the work to revise the Strategic Focus began during SY 2019-20. However, once the COVID-19 crisis began in March 2020, priorities shifted to managing the crisis and its impacts on instruction, students, and staff, delaying the creation of a new Strategic Focus for SY 2020-21 and beyond. This is not to say that the Desired Outcomes and Aspirations identified in the SY 2018-20 Strategic Focus were unimportant during this reporting year but rather that there were competing, and often more pressing, priorities requiring attention.

Desired Outcomes and Aspirations for Student Success

The SY 2018-20 Strategic Focus includes the following Desired Outcomes and Aspirations for the Student Success goal:

Elimination of Gaps

- **What:** FCPS will **eliminate gaps in opportunity, access, and achievement for all students.**
- **How:** Transform current practices to ensure all students achieve academic excellence through staff use of the Closing the Achievement Gap Framework.
- **Aspirations:**
 - All students will be successful in reading and mathematics
 - All students will graduate on time, college or career ready
 - 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
 - Participation and performance rates will be similarly high across student groups in Advanced Academic Programs (AAP)
 - Participation and performance rates will be similarly high across student groups in advanced coursework

Early Education

- **What:** All future FCPS families will access **high-quality early learning experiences**.
- **How:** Enhance FCPS partnership with families and the county government to ensure young children are ready for kindergarten using the Fairfax County Equitable School Readiness plan.
- **Aspiration:** All future FCPS students will enter kindergarten with the essential skills needed for school success.

Portrait of a Graduate

- **What:** All FCPS PreK-12 students will continuously progress in their development of **Portrait of a Graduate (POG) attributes**
- **How:** Increase student opportunities to apply Portrait of a Graduate skills to real-world problems through teacher use of the Learning Model.
- **Aspiration:** All students will meet grade level expectations for Portrait of a Graduate outcomes.

Uses of Annual Strategic Plan Goal Reports

The annual Strategic Plan goal reports fulfill the requirements outlined in FCPS Policy 1405.3, *Accountability for Division Efficiency and Effectiveness*, regarding accountability for the strategic plan to the School Board and public on FCPS' progress toward meeting strategic goals (referred to in the policy as level 2 accountability). Strategic Plan goal reports also play a role in FCPS' continuous improvement framework, called the Strategic Decision-Making Cycle (SDMC; see Figure 1 below). The SDMC framework is designed to provide ongoing improvement in the use of funds available to the Division, while also requiring study of the effectiveness of FCPS programs, services, projects, and initiatives, supported by these funds. The framework highlights four systematic steps for deciding how and where to expend funds and other resources to support actions that should allow FCPS to address its strategic priorities. SDMC allows FCPS to connect the resources it invests to the effectiveness of its strategic efforts. The steps in the cycle are listed below:

- Identifying and aligning resources to the most critical and effective efforts that support strategic aims (Plan).
- Allocating and monitoring the use of funds toward these efforts (Do).
- Monitoring and communicating the outcomes of the work and its association to resource usage (Study).

- Adjusting resource allocations for subsequent years based on the impacts from prior efforts (Act).

Figure 1: Strategic Decision-Making Cycle for Resource Allocation (SDMC)



The overall aim of SDMC is to guide FCPS' alignment of resources to the school division's priorities and judge whether resources have been used for actions that effectively support FCPS' progress toward strategic aims. SDMC not only requires FCPS to carefully consider funding and other resource allocations but also take into consideration the effectiveness of its efforts in achieving FCPS' highest priority objectives while making continuous improvement on both the funding and impact fronts.

Report Organization and Features

Annual Strategic Plan reporting includes an executive report which describes performance on the metrics associated with each Desired Outcome and highlights the most important points from the Student Success Strategic Plan Report. The body of the report is organized by the Desired Outcomes with subsections for each Aspiration as described below (see Background on Student Success section below for specifics on the Desired Outcomes and Aspirations for the Student Success goal area). At the end of each Desired Outcome, there is a section listing important considerations for future. Three appendixes provide supporting information for the reports.

Similar to last year, this report offers features that provide an accountability lens with information that is linked to the SDMC framework. All but one of the sections under each Aspiration are the work of FCPS' Office of Research and Strategic Improvement (ORSI), which allows for objective and independent judgments of FCPS' performance. The Goal Champion, who is the FCPS Leadership Team member overseeing the work in a goal area, provides a response to the conclusions drawn by ORSI. Information provided about each Aspiration reflects the following sections:

- **SY 2020-21 Outcome and Analysis** details the progress FCPS made toward performance targets for metrics, judgment of performance, and, when possible, additional analyses to extend understanding of the performance (see Metrics and Performance Judgments section below for more information).
- **SY 2020-21 Actions, Costs, and Return on Investment (ROI)** provides a description of high leverage strategic actions that supported current levels of performances toward an Aspiration, how the strategic actions were funded, and the ROI. Actions included in this section were identified by

the Goal Champion and departments engaged in the strategic work (see Costs and ROI section below for more information).

- **Conclusions** synthesize across sections to describe the effectiveness of the actions for making progress toward the Aspirations and what changes, if any, are needed to maintain or meet the target for the Aspiration.
- **Goal Champion Response** provides the Goal Champions' perspective on performance and includes next steps (either currently underway or to be planned/implemented).

Future Considerations are provided for each Desired Outcome to highlight what the Superintendent and Cabinet believe the School Board should consider for the future, including policy, budget, and strategic considerations. These considerations are developed with input from the Goal Champion and ORSI.

Appendixes include trend data for metrics over time (Appendix A), strategic costs associated with each goal area (Appendix B), and performance data tables, and charts for metrics not highlighted in the Outcomes Narrative (Appendix C).

Metrics and Performance Judgments

Strategic Plan report metrics are used to measure progress toward performance targets. These metrics, approved by the School Board in March 2018 were selected to be the best representation of performance toward the aspiration. Metrics reflect both direct (e.g., discipline incidents) and indirect measures (e.g., survey data), based on data availability and relevance to the aspiration.

The Outcomes and Analysis sections have color-coded judgments of overall progress for metrics toward the SYs 2018-20 targets. The color-coding of the SY 2020-21 / FY 21 performances use the following color codes:

	Dark teal indicates that FY 21 performance met or exceeded the SYs 2018-20 target.
	Light teal indicates that FY 21 performance progressed beyond baseline but did not meet the SYs 2018-20 target.
	Yellow indicates that FY 21 performance did not make progress beyond baseline toward meeting the SYs 2018-20 target.

The same color-coding was used within the graphs in reporting on metric data, including color-coding of individual student or staff groups. In cases where the metric includes performance by student or staff groups, all the groups had to have met the SYs 2018-20 Target for Overall Progress to be color-coded **dark teal** and all but one group needed to have progressed toward the target to be color-coded **light teal**. For any metric where more than one group was not showing progress, the performance was color-coded **yellow**.

Costs and ROI

Each strategic action has cost and ROI information, which provides additional transparency about the resources FCPS has invested during the reporting year to attain its Aspirations and the value attached to that investment. The costs reported in the annual Strategic Plan reports are not represented in this manner in either the approved budget or program budget documents. ORSI gathers these costs for each specific action from department contacts involved in the work. Just as the majority of FCPS' budget reflects staff salary and benefits, the costs related to actions often primarily capture monetization of the time staff worked on the action during the year by converting their time investment into the associated salary and benefit costs. The costs also frequently span multiple departments, offices, and programs. For example, a strategic action to provide professional development to staff about virtual instruction might include the costs of the

100 hours in total that five central staff spent developing and delivering the professional development, as well as the four hours spent by 10,000 teachers attending the professional development. These types of costs are referenced in cost sections as “Salary and Benefits (Time Investment).” Additionally, if hourly positions supported the work with 30 hours of work or a book was provided to all participants, these investments of resources in the cost section would be labeled as “Hourly (Direct Cost)” and “Operating Expenses,” respectively.

In addition to describing the monetized resources FCPS invested in an action during the year, the report also includes ROI information for each action. FCPS is leading the way in developing and applying an ROI approach within a K-12 educational setting. ROI analyses evaluate the link between funds invested in actions undertaken to achieve strategic outcomes and the extent of benefits to FCPS in making these investments. The approach is aligned to the SDMC framework and allows FCPS to (1) capture the benefits of its investments, especially when those investments are large; (2) determine the effectiveness of its budget decisions so funds can be allocated or reallocated to better achieve its goals; and (3) be accountable and transparent in its use of public funds. ROI information can support strong decision-making in FCPS by highlighting where investment of funds yields benefits that indicate continued funding is a wise decision and where fund investment yields neutral or negative impacts that indicate continued funding is a poor decision.

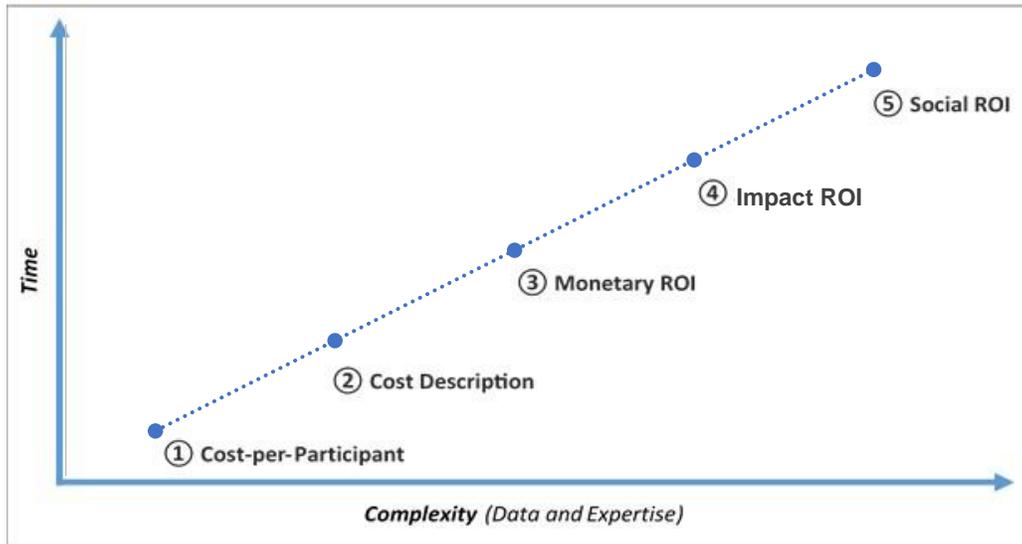
FCPS uses a continuum of approaches for evaluating the link between expenditures and benefits to analyze ROI (see Figure 2 below). FCPS developed these approaches following a review of available literature on ROI and tailoring them to a K-12 school district context. Compared to using ROI in the private sector, where expenditures are expected to yield profits, expenditures in K-12 are spent in the pursuit of variable benefits. The continuum of ROI approaches used in FCPS reflects the monetary and non-monetary benefits expected from expenditures in K-12 education (primarily student achievement). These approaches allow for better conversations between publicly-funded organizations, such as school divisions and community funding sources, and allows for variable benefits to be accounted for. As approaches increase along this continuum, so do the time, data, and expertise required for execution. Less complex approaches are more descriptive than evaluative, describing outcomes observed after related funds are spent. More complex approaches become increasingly evaluative and, in some cases, can definitively link specific expenditures to their related benefits. For goal reporting, FCPS strives to use more evaluative approaches that answer the Division’s information needs.

The five approaches that FCPS uses to assess the return on investment are:

- **Cost per participant** describes expenditures in relation to the number of participants in a program or project, or the number of recipients of services provided by a service or initiative.
- **Cost description** is a process of identifying observed benefits or outcomes that are associated with a specific program, service, project, or initiative that has been funded, such as improvements to student achievement, operational efficiency, or teacher retention.
- **Monetary ROI** evaluates whether a monetary investment results in a monetary gain larger than the initial investment amount (e.g., cost savings or cost avoidance).
- **Impact ROI** is used to show non-monetary benefits (e.g., student achievement, operational efficiency, teacher retention) associated with the funding for a program, service, project, or initiative compared to the benefits and associated funding for a different program, service, project, or initiative (either in or outside FCPS).
- **Social ROI** evaluates a combination of monetary, impact, and community outcomes¹ to assess the full impact of funds spent.

¹ Monetary outcomes include benefits such as cost savings or cost avoidance such as benefits of early childhood expenditures on reducing special education costs. Impact outcomes include those non-monetary benefits to the school division, such as increasing high school graduation rates or operational efficiencies. Community outcomes include benefits to others outside the school division, such as a decreasing welfare dependence.

Figure 2: Continuum of ROI Analyses



Additionally, to support understanding of the cost per participant figures computed in many of the ROI analyses, ORSI examined the range of cost per participant values to determine cut-off points for categorizing small, medium, or large investments. This information is especially important this year as “returns” in the guise of progress on performance metrics were scarce. Table 1 describes the cost ranges for cost per participant values that reflect a student, a staff member receiving professional development, or a school. These costs can then be interpreted within the scope of the activity involved and the intensity of that activity in supporting the associated aspiration. For example, a cost per participant categorized as large would be reasonable if the strategic action should be having a direct impact on student learning but would be a questionable use of funds if it were narrow in scope or had only a tangential or indirect impact on student learning.

Table 1: Categorized Cost Per Participant Values

Type of Participant	Student	Staff member receiving professional development	School
Cost Category			
Small	\$1 - \$19	\$1 - \$19	\$1 - \$9,999
Medium	\$20 - \$99	\$20 - \$99	\$10,000 - \$49,999
Large	\$100 or more	\$100 or more	\$50,000 or more

ELIMINATION OF GAPS

Aspiration: All students will be successful in reading and math.

SY 2020-21 Outcomes and Analysis

There are four metrics measuring the Aspiration “All students will be successful in reading and math,” which include:

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

In the prior reporting year (SY 2019-20), students did not take the SOL after the emergency closure in the spring of 2020 due to the COVID-19 pandemic. Within the context of this report, this means trends from the prior year’s performance, which was the first year of the pandemic, cannot be identified. Additionally, while the SOL tests were administered in SY 2020-21, parents could opt students out of taking them, which was the same situation for the WIDA ACCESS assessment that is used to determine English proficiency for English Learner students, meaning not all students who would have typically participated in testing did so during SY 2020-21.

Metric Data

In SY 2020-21, FCPS did not make progress toward the targeted performance levels for pass rates on the reading SOL.

In SY 2020-21, student pass rates on the reading SOL exams were lower compared to the last time the SOL was administered in SY 2018-19. Specifically, in SY 2020-21 the pass rate on the reading SOL was 73 percent, compared to an 81 percent pass rate in SY 2018-19. Students who learned virtually the entire year passed the SOL at a higher rate (78 percent) than students who learned concurrently in the spring (72 percent) or in person in the spring (70 percent), which highlights how unusual SY 2020-21 was for many students (see [Study of Teaching and Learning during the COVID Pandemic, Report 3](#) for more details). None of the student groups met the targets in SY 2020-21 for pass rates on the reading SOL. While performance in SY 2020-21 was especially low, all student groups performed below the baseline established with the SY 2018-20 Strategic Focus with none of the student groups progressing toward targets in SY 2017-18 and 2018-19. Similar to other years, in SY 2020-21 the Asian and White student groups were closest to meeting the targets (8 and 9 percentage points from the target, respectively), with the Black student group following at 15 percentage points from the target. The Hispanic, economically disadvantaged, and students with disabilities student groups were about 30 percentage points away from their targets (31 percentage points, 27 percentage points, and 29 percentage points, respectively). English learner students were the farthest from the performance target, needing to increase performance by 49 percentage points to meet the target.

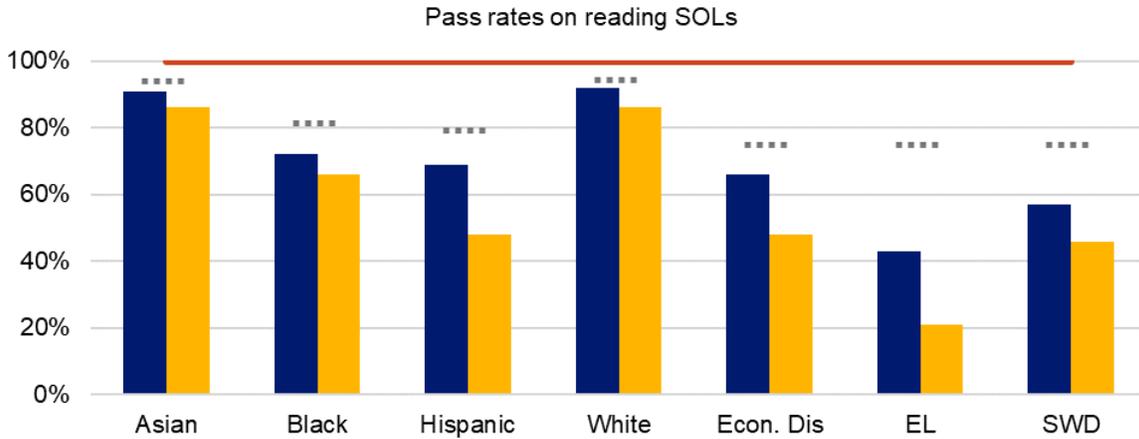
While these data indicate that FCPS has not achieved its goal of reducing gaps in reading performance on the SOL, they do not capture the entire FCPS population who would normally take the SOL. In SY 2020-21, parents were allowed to opt their student out of taking the SOL. In fact, approximately one-third (33,000)² fewer students took the reading SOL in SY 2020-21 compared to SY 2018-19. Analyses conducted for FCPS’ third report on teaching and learning during the COVID pandemic³ demonstrated that students who took the SOL during SY 2020-21 were demographically similar to those who took it in SY 2018-19 and to

² In SY 2018-19, 98,014 students took a Reading SOL exam compared to 65,163 in SY 2020-21.

³ [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/C8P5VJ1216D9/\\$file/DL%20Rpt%203.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/C8P5VJ1216D9/$file/DL%20Rpt%203.pdf).

ELIMINATION OF GAPS

FCPS membership that year. Furthermore, the report described inferential analyses that controlled for any small differences between the demographic make-up and showed that performance was still lower in SY 2020-21 compared to prior years.



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	94%	81%	79%	95%	75%	75%	75%
SY 20-21 Performance ⁴	86%	66%	48%	86%	48%	21%	46%
SY 20-21 Performance n	11,772	4,236	8,566	20,429	11,253	2,682	4,499
3-Year Baseline	91%	72%	69%	92%	66%	43%	57%
3-Year Baseline n	17,428	7,288	15,459	35,204	18,247	5,255	8,039

Overall Performance
No Progress During this Reporting Period

Note: This metric reflects unadjusted results for all students taking the SOL and available alternate assessments in reading. For students taking multiple attempts of the same test, only the highest outcome is reported. English Learner baseline values were reviewed in May 2019 to reflect only current ELs (ELP 1-4). For this metric, all targets are set at or above the Standards of Accreditation Performance Level 1 benchmark of 75 percent. This metric reflects students who opted to take the SOL in SY 2020-21 and does not account for all students. Data Source: Office of Assessment and Reporting

Additional Data Analysis

Asian, White, Black, and students with disabilities student groups had higher reading pass rates compared to Virginia, whereas the Hispanic, economically disadvantaged, and English learner student groups had lower pass rates compared to Virginia.

In SY 2020-21, FCPS had a 73 percent pass rate on the reading SOL for all students, which was higher than the rest of Virginia (69 percent). Additionally, the FCPS Asian, Black, White, and student with disabilities student groups also had higher pass rates compared to the rest of the state and other large districts. However, some of FCPS' most vulnerable groups, including the Hispanic, economically disadvantaged, and English learner student groups had lower performance compared to Virginia (by 6 percentage points, 6 percentage points, and 3 percentage points, respectively). These data provide a way to benchmark FCPS against the rest of the state. Table 2 presents data on the largest school districts in Virginia to help understand how FCPS performed in comparison to other districts. Figure 3 shows the range of pass rates presented in Table 2 through the vertical lines and how FCPS (blue bar) and the state of Virginia (green triangle) performed. While these data provide a way of benchmarking FCPS' rates, there is no information about the population of students that opted into the SOLs in these other districts, so comparisons should be interpreted with caution.

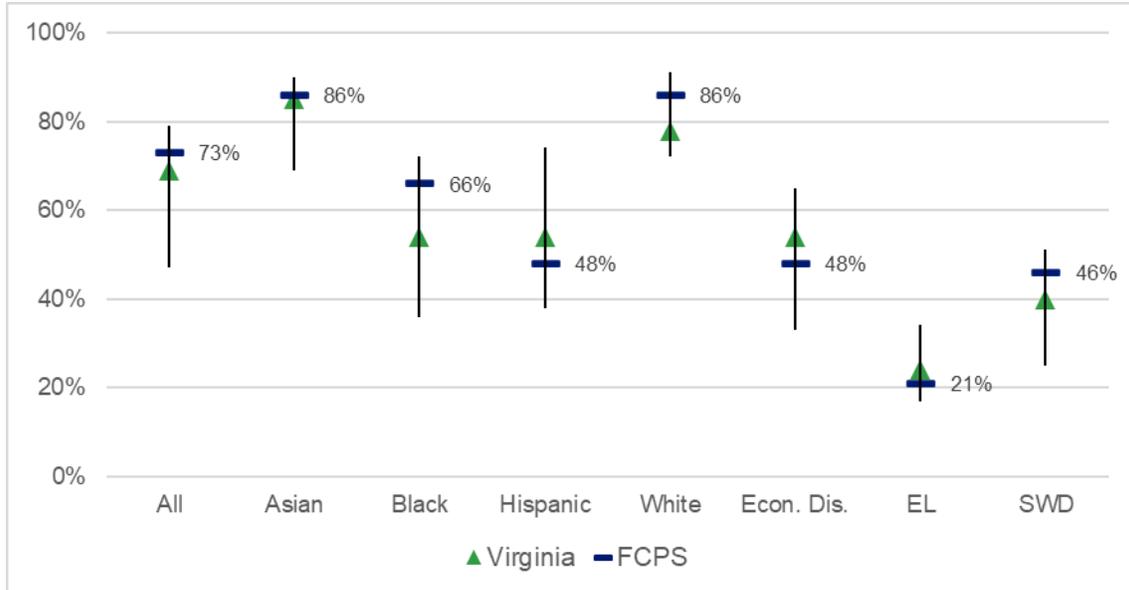
Ultimately, these data show that while FCPS' overall performance was relatively positive despite the challenges with the COVID-19 pandemic, FCPS must provide extra supports for Hispanic, economically

⁴ SY 2020-21 Performance. Dark teal met or exceeded the target. Light teal Progressed toward the target. Yellow did not progress toward the target.

ELIMINATION OF GAPS

disadvantaged, and English learner students in order to reduce gaps between student groups and between FCPS performance and the state's.

Figure 3: Comparison of FCPS reading SOL pass rates to Virginia and a subset of large Virginia school districts



Note: The vertical lines represent the range of pass rates from Virginia, FCPS, and the other large school districts in Virginia. The blue bars represent FCPS pass rates and the green triangle represents Virginia pass rates. Data Source: Virginia Department of Education

Table 2: Comparison of FCPS reading SOL pass rates to Virginia and a subset of large Virginia school districts

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Virginia	69%	85%	54%	54%	78%	54%	24%	40%
FCPS	73%	86%	66%	48%	86%	48%	21%	46%
Arlington County	77%	83%	61%	53%	91%	51%	25%	47%
Chesapeake City	74%	87%	59%	74%	82%	59%	34%	43%
Chesterfield County	64%	77%	52%	48%	73%	50%	19%	36%
Henrico County	63%	85%	46%	45%	74%	45%	27%	32%
Loudoun County	79%	90%	72%	55%	83%	53%	27%	51%
Newport News City	53%	73%	45%	50%	72%	44%	17%	25%
Norfolk City	54%	80%	43%	54%	76%	44%	21%	29%
Prince William County	72%	80%	71%	59%	85%	58%	29%	50%
Richmond City	47%	90%	36%	38%	79%	33%	18%	28%
Spotsylvania County	71%	78%	60%	59%	79%	58%	26%	42%
Stafford County	68%	69%	61%	59%	77%	51%	22%	39%
Virginia Beach	78%	88%	59%	72%	85%	65%	34%	47%

Data Source: Virginia Department of Education

Metric Data

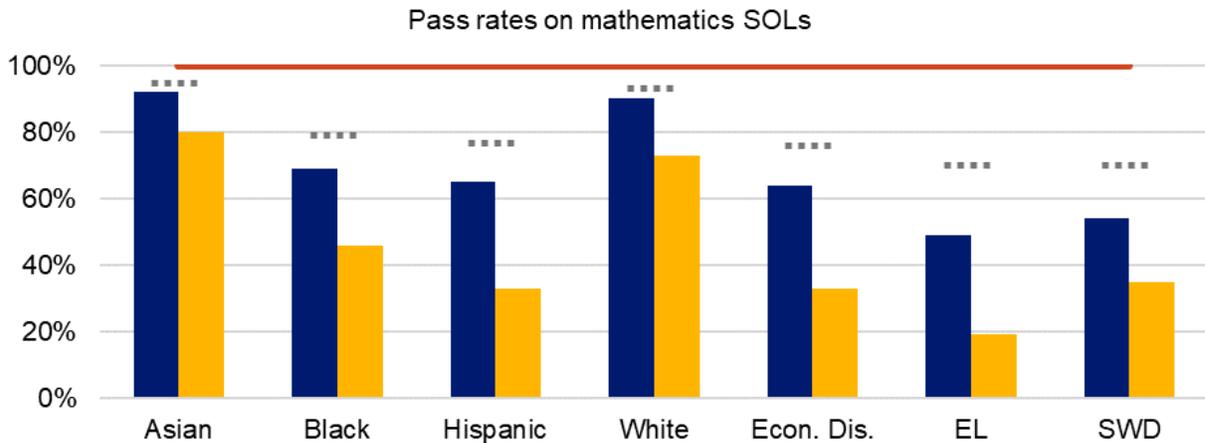
In SY 2020-21, FCPS did not make progress toward the targeted performance levels for pass rates on the mathematics SOL.

In SY 2020-21, student pass rates on the mathematics SOL exams (61 percent) were lower compared to SY 2018-19 (86 percent), the last year SOL tests had been previously administered. Similar to the reading SOL exams, students who learned virtually the entire year passed the SOL at a higher rate (65 percent) than students who learned concurrently in the spring (58 percent) or in person in the spring (58 percent);

ELIMINATION OF GAPS

see [Study of Teaching and Learning during the COVID Pandemic, Report 3](#) for more details). In SY 2020-21, none of the student groups met the targeted performance levels on mathematics pass and, in fact, all demonstrated performance that was below baseline levels. Additionally, the difference between SY 2020-21 performance and the targeted performance level was fairly large, ranging from a 15 percentage points (Asian) to a 51 percentage point difference (English learner students). In comparison, during SY 2018-19, students made progress from baseline levels and there was a smaller range of differences between the performance in that year and the targeted performance level (range was a 1 percentage point difference (White) to a 15 percentage point difference (English Learner students). This means that FCPS will need to focus efforts on increasing mathematics performance for all students.

Similar to the information provided for reading, these data do not provide complete information for all FCPS students because parents could opt students out of taking the exam. In SY 2020-21, approximately one-third (41,000)⁵ fewer students took a mathematics SOL exam in SY 2020-21 compared to SY 2018-19. The same analyses regarding the demographic make-up of students taking the reading SOL were conducted for the mathematics SOL and showed that there were only minor differences in the demographic make-up of students taking the mathematics SOL in SY 2020-21 compared to those who took it in SY 2018-19 and FCPS membership, and that controlling for those differences still indicated lower performance in SY 2020-21.



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	95%	79%	77%	93%	76%	70%	70%
SY 20-21 Performance ⁶	80%	46%	33%	73%	33%	19%	35%
SY 20-21 Performance n	11,889	3,196	6,490	19,099	8,485	2,664	3,597
3-Year Baseline	92%	69%	65%	90%	64%	49%	54%
3-Year Baseline n	20,858	8,898	19,058	41,458	22,916	8,922	9,374

Overall Performance
No Progress During this Reporting Period

Note: This metric reflects unadjusted results for all students taking the SOL and available alternate assessments in mathematics. For students taking multiple attempts of the same test, only the highest outcome is reported. English Learner baseline values were reviewed in May 2019 to reflect only current ELs (ELP 1-4). For this metric, all targets are set at or above the Standards of Accreditation Performance Level 1 benchmark of 75 percent. Importantly, this metric reflects students who opted to take the SOL in SY 2020-21 and does not account for all students. Data Source: Office of Assessment and Reporting

⁵ In SY 2018-19, 112,289 students took a mathematics SOL exam compared to 71,471 in SY 2020-21

⁶ **SY 2020-21 Performance.** **Dark teal** met or exceeded the target. **Light teal** Progressed toward the target. **Yellow** did not progress toward the target.

ELIMINATION OF GAPS

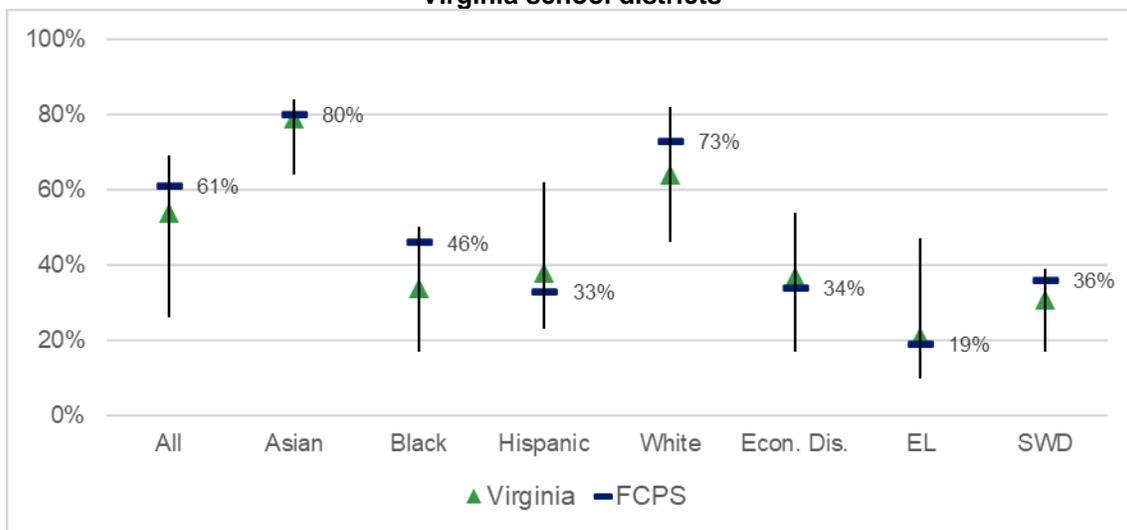
Additional Data Analysis

Asian, White, Black, and students with disabilities student groups had higher pass rates on the mathematics SOL compared to Virginia, whereas the Hispanic, economically disadvantaged, and English learner student groups had lower pass rates compared to Virginia.

The overall pass rate on the mathematics SOL was 61 percent for Fairfax County, which was 7 percentage points higher than the Virginia pass rates (54 percent). In addition, the pass rates for the Asian, Black, White, and student with disabilities student groups were better in FCPS compared to Virginia (by 1 percentage point, 12 percentage points, 9 percentage points, and 5 percentage points, respectively). FCPS performed worse compared to Virginia for the Hispanic (5 percentage points lower), the economically disadvantaged student group (4 percentage points lower), and the English learner (2 percentage points lower) student groups. See Table 3 and Figure 4 for more details about the comparison of FCPS to Virginia and data of how the other large districts in Virginia performed on the mathematics SOL.

These data show that overall, FCPS performed better on the mathematics SOL compared to the rest of the state, but for the student groups that have large gaps within FCPS (Hispanic, economically disadvantaged, and English learners), there are gaps between performance in FCPS and performance in the state. This means that FCPS needs to provide additional supports to those student groups in order to reduce the gaps that were likely exacerbated by the COVID-19 pandemic.

Figure 4: Comparison of FCPS mathematics SOL pass rates to Virginia and a subset of large Virginia school districts



Note: The vertical lines represent the range of pass rates from Virginia, FCPS, and the other large school districts in Virginia. The blue bars represent FCPS pass rates and the green triangle represents Virginia pass rates. Data Source: Virginia Department of Education

ELIMINATION OF GAPS

Table 3: Comparison of FCPS mathematics SOL pass rates to Virginia and a subset of large Virginia school districts

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Virginia	54%	79%	34%	38%	64%	37%	21%	31%
FCPS	61%	80%	46%	33%	73%	34%	19%	36%
Arlington County	65%	73%	46%	38%	82%	36%	22%	35%
Chesapeake City	58%	82%	41%	55%	68%	41%	33%	35%
Chesterfield County	52%	75%	33%	34%	65%	32%	19%	29%
Henrico County	48%	80%	26%	31%	59%	29%	25%	21%
Loudoun County	64%	84%	50%	35%	66%	34%	24%	37%
Newport News City	33%	64%	25%	31%	51%	24%	14%	18%
Norfolk City	26%	66%	17%	27%	46%	17%	12%	17%
Prince William County	54%	69%	49%	39%	68%	39%	23%	36%
Richmond City	32%	78%	18%	23%	66%	18%	10%	22%
Spotsylvania County	54%	67%	40%	43%	62%	39%	22%	34%
Stafford County	50%	65%	37%	39%	59%	32%	19%	29%
Virginia Beach	69%	84%	46%	62%	77%	54%	47%	39%

Data Source: Virginia Department of Education

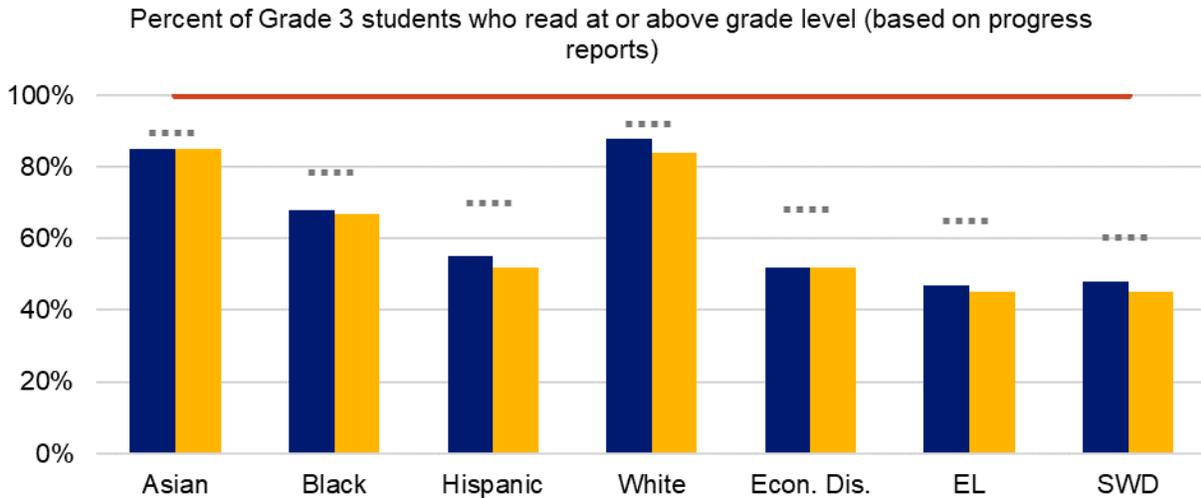
Metric Data

Most student groups in SY 2020-21 did not make progress in increasing the percent of Grade 3 students who read at or above grade level, except for students with disabilities whose performance increased.

Another way FCPS sought to capture reading performance is whether students in third grade met the benchmark for reading on or above grade level, as indicated by their progress reports. FCPS teachers are provided with guidelines in how to mark reading level each year. The data presented below provide information on how well students read based on what was taught to them in third grade, whereas the SOL covers the reading content standards for third grade, which includes knowledge and skills related to reading (e.g., use of dictionaries).

In SY 2020-21, FCPS did not make overall progress toward the target, with all student groups performing at the same level or below the baseline. In contrast to results from the reading SOL, students who learned virtually the entire year did not greatly out-perform other students in Grade 3 reading (virtual all year = 74 percent, concurrent in the spring = 75 percent, and in person in the spring = 72 percent). Asian students had the smallest difference between SY 2020-21 performance and the targeted performance level with a 5 percentage point difference, followed by White students with an 8 percentage point difference, and Black students with a 12 percentage point difference. Economically disadvantaged and students with disabilities had a 16 percentage point difference between SY 2020-21 performance and the target. Hispanic and English learner students had the largest differences in performance in SY 2020-21 and the target which were 18 and 20 percentage point differences each. While all student groups need support, the Hispanic and English learners will need the most support in reading for FCPS to reach the aspiration. There is considerable overlap between English learner students and Hispanic students (60 percent of all of the English learner students in this sample were also Hispanic (2,412 out of 4,031), so when providing additional supports to English learner students, it is likely that the Hispanic student group will also be affected.

ELIMINATION OF GAPS



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	90%	79%	70%	92%	68%	65%	61%
SY 20-21 Performance ⁷	85%	67%	52%	84%	52%	45%	45%
SY 20-21 Performance n	2,069	825	1,821	3,870	2,444	1,816	868
3-Year Baseline	85%	68%	55%	88%	52%	47%	48%
3-Year Baseline n	2,377	990	2,144	4,760	2,446	2,120	802

Overall Performance
No Progress During this Reporting Period

Note: This metric reflects teacher reported text levels used when assessing students in the classroom, as documented on the end-of-year (or most recent) progress report. Data Source: Student Information Systems.

Additional Data Analysis

Across all student groups, students with prekindergarten experiences performed better in reading at third grade compared to those without prekindergarten experiences.

Additional analyses showed that 79 percent of third grade students who had prekindergarten experience (6,242 out of 7,946) were reading on grade level at the end of 3rd grade, compared to 65 percent who did not have prekindergarten experience (3,089 out of 4,732). These differences were statistically significant and were considered to be a small effect ($ES=0.15$).⁸ As described in the Early Education Desired Outcome section, prekindergarten experiences are important to developing executive functioning skills, which help students succeed in school. In addition, the literacy component of many prekindergarten experiences can help students achieve earlier in reading.⁹

Across all student groups, students with prekindergarten experiences had a larger percentage of students who read at or above grade level in third grade (see Table 4).¹⁰ Similar to the results found in SY 2019-20, Black students did not have statistically significant differences between those who had prekindergarten experiences and those who did not. The largest advantages among students with prekindergarten

⁷ SY 2020-21 Performance. **Dark teal** met or exceeded the target. **Light teal** Progressed toward the target. **Yellow** did not progress toward the target.

⁸ This is a statistically significant difference with $X^2=269$, $p < .001$.

⁹ Dickinson, D. K. & Porche, M.V. (2011). Relation between language experiences in preschool classrooms and children's kindergarten and fourth-grade language and reading abilities. *Child Development*. Retrieved from: https://www.jstor.org/stable/pdf/29782878.pdf?casa_token=Tlq0NixQSZkAAAAA:5f4sE79c5jGcueCw61aXfGQsA5f_tRsUrFlcu5y7G3HwTBwblwqcb8hM3joHOjWcR56YRYT6Q-1f0cOIHLFqWJxNz2F8I0pKjG1luxvfiQdhySGie0ug.

¹⁰ All comparisons were statistically significant, except for the Black student group $p < .001$: Asian $X^2=48$, Hispanic $X^2=45$, White $X^2=20$, Econ Dis. $X^2=31$, ELL $X^2=18$, SWD $X^2=19$.

ELIMINATION OF GAPS

experience were seen for Hispanic students (13 percentage points) and Students with Disabilities (25 percentage points), which was a similar finding to those presented in the SY 2019-20 Student Success Report. These data highlight the importance of prekindergarten experiences for FCPS students and show that gaps in these experiences are linked with performance years later.

Table 4: Comparison of the percent of students reading at or above grade level in third grade with and without prekindergarten experiences

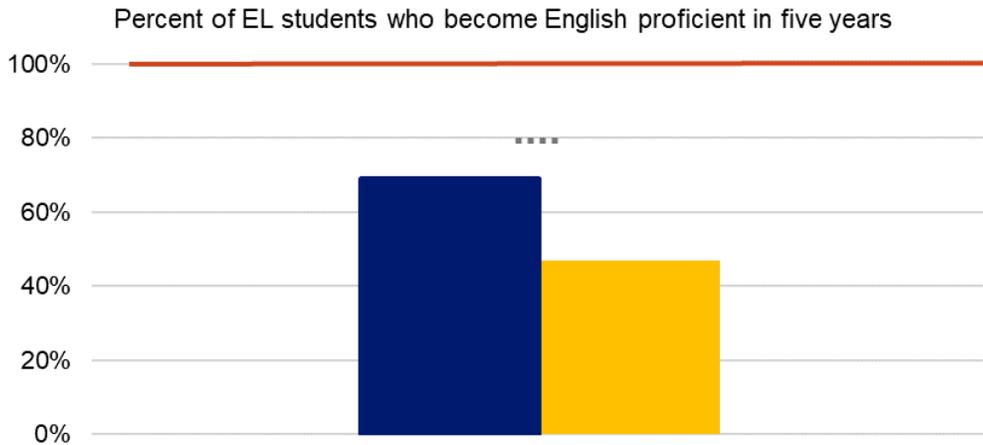
	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Percent and Number Reading on Grade level <u>without</u> prekindergarten experiences	78% n=672	66% n=332	45% n=832	74% n=1,008	49% n=1,104	45% n=888	23% n=201
Percent and Number Reading on Grade level <u>with</u> prekindergarten experiences	89% n=1,397	68% n=493	58% n=989	85% n=2,862	56% n=1,340	49% n=928	48% n=667

Data Source: Student Information Systems

Metric Data

In SY 2020-21, the percentage of English Learner students who had achieved English proficiency within five years decreased from the baseline, moving FCPS farther from the performance target.

In SY 2020-21, 47 percent of English learner students met the requirements to be classified as English proficient after five years compared to 69 percent at baseline. English proficiency is determined by students taking the WIDA ACCESS assessment over the course of multiple years. In SY 2020-21, the WIDA was optional for English learners who were concerned about taking an in-person assessment during the COVID-19 pandemic, which may account for some of the lowered performance. However, it is more likely that providing English learner students with the supports that were needed to become English proficient was more challenging during the COVID-19 pandemic. For instance, throughout SY 2020-21, English learner students had limited quality opportunities to practice English with native and former English learner peers.



ELIMINATION OF GAPS

		Percent of Students
Aspiration		100%
Performance Target	*****	79%
SY 20-21 Performance		47%
SY 20-21 Performance n		2,101
3-Year Baseline		69%
3-Year Baseline n		2,365

Overall Performance
No Progress During this Reporting Period

Note: This metric reflects EL students who attained proficiency within five years out of all ELs who entered FCPS ESOL services five years prior, including those who failed to meet proficiency despite being enrolled in FCPS more than 50 percent each year. Proficiency is defined by an overall composite score of 4.4 or higher on the WIDA ACCESS for ELLs 2.0 assessment. Calculations do not include EL Students with Disabilities who received an alternate annual ELP assessment because the scores produced by these assessments do not allow for a student to be identified as “proficient.” Data Source: Office of Assessment and Reporting

Additional Data Analysis

The majority of English learners who begin their five-year cohort at beginner level of English proficiency did not become English proficient in five years.

The different patterns of becoming English proficient based on beginning English Language Proficiency (ELP level) during SY 2020-21 were similar to those in SY 2019-20. As shown in Table 5, about one-third of the students that enter with ELP levels indicating beginning proficiency attain proficiency within five years, whereas the majority of those with intermediate (78 percent) or advanced proficiency (85 percent) ELP levels attain proficiency. Additionally, about half of students identified in kindergarten (ELP 9) end up being proficient by the time they reach fourth grade, indicating that students identified in kindergarten are likely at different levels of English proficiency. While these results may not be surprising, it is important for FCPS to consider how much time is reasonable for students with beginning ELP levels to become English proficient, and how to support the minority of students in intermediate and advanced levels who did not become English proficient within five years.

Table 5: Percent and number of 2021 English learner cohort proficient by 2021 by initial English proficiency

Initial English Proficiency (2017)	Proficient in 2021	
	Percent	Number
Kindergarten ELs (ELP 9)	Percent	49%
	Number	1,213
Beginning Levels (ELP 1 and 2)	Percent	33%
	Number	487
Intermediate Levels (ELP 3 and 4)	Percent	78%
	Number	372
Advanced Levels (ELP 5)	Percent	85%
	Number	29

SY 2020-21 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken toward the Aspiration that “All students will be successful in reading and math” in SY 2020-21. Each strategic action will include a brief description, an explanation of the how the strategic action was financed, and a ROI analysis. The aspiration focuses on the following actions, identified by the Goal Champion:

- Developed streamlined curriculum and resources in response to the different learning environments used during SY 2020-21 (i.e., virtual, concurrent, in-person in spring).
- Provided professional development targeting teacher preparedness for virtual learning.
- Expanded Multi-Tiered Systems of Support (MTSS) in response to the COVID-19 pandemic.

ELIMINATION OF GAPS

- Developed an accommodations toolbox of strategies and resources for providing students with disabilities and students with 504 plans access to accommodations at home.
- Provided additional instructional time in English language development, reading, and/or mathematics for English learner students by directly allocating funds to schools.

All of the actions below were efforts taken to minimize the impact of the COVID-19 pandemic on teaching and instruction. With the exception of the MTSS response and the additional instructional time for English learners, the actions described resulted in resources that may be used in subsequent years but will not require the same amount of investment as needed in SY 2020-21. Additionally, all of the ROI information for this aspiration reflects cost per participant information because the metric data demonstrated consistently lower performance than in the past, preventing an association between investment and improvements in performance.

Strategic Action: Developed streamlined curriculum and resources in response to the different ways instruction was delivered to students during SY 2020-21 (i.e., virtual, concurrent, in-person in spring).

Description

The COVID-19 pandemic required FCPS to change how instruction was delivered in SY 2020-21, which included learning virtually, learning concurrently (i.e., some days virtually, some days in person), and learning in-person in Spring 2021. In response, FCPS streamlined curriculum for both general and special education and provided resources to support instruction of the streamlined curriculum. Streamlining curriculum reduced the breadth and depth of topics that teachers were required to teach during SY 2020-21, in an effort to focus solely on the most essential content. These activities were intended to help teachers provide the most relevant instruction to the 180,028 students enrolled in the fall of SY 2020-21.

To streamline the curriculum, FCPS aligned the standards considered essential (as identified by central office staff and teacher teams) to the pacing, sequencing, and time within units of study. FCPS published curriculum for general and special education teachers and communicated the revised curriculum through a variety of divisionwide and site-level communications and trainings. FCPS created ready-to-use resources for teachers to use in the different learning environments in all content areas and grade levels. Additional resources were provided for instruction of students receiving English for Speakers of Other Languages (ESOL) and Advanced Academic Placement (AAP) services. In addition, resources were provided to help special education students and parents know how to access selected programs at home.

Costs

In SY 2020-21, it cost \$1.2 million to streamline the curriculum and create resources for instruction, all of which came from the operating budget.

The majority of costs (\$1,063,272) came from salaried staff investment of time to create concept-based units that, when possible, cut across disciplines; create resources, including “grab and go” virtual resources in literacy, mathematics, and other subjects; and adapt resources throughout the year as needed. An additional \$177,262 accounted for hourly funds to pay teachers to help develop tiered curriculum with varied levels of instructional rigor, create rubrics for formative and summative assessments, and adjust resources throughout the year. A total of \$1,204,534 was expended from the operating budget.

ELIMINATION OF GAPS

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$1,063,272			\$1,063,272
Hourly (Direct Cost)	\$177,262			\$177,262
Operating Expenses	\$0			\$0
Total Costs	\$1,240,534	\$0	\$0	\$1,240,534

Return on Investment

FCPS invested \$7 per student to streamline the SY 2020-21 curriculum to account for the different learning environments that students experienced (ROI Approach: Cost per participant).

FCPS developed streamlined curriculum and resources to help instructors provide meaningful instruction on the most relevant content. As such, FCPS invested \$1,240,534 to support the learning of over 180,000 students during SY 2020-21, resulting in a cost of \$7 per student. This was a relatively small investment, especially given that the action impacted what was taught to all students. Furthermore, given the necessity of the streamlined curriculum to reducing burden on teachers, it appears to have been a reasonable investment.

Strategic Action: Provided professional development targeting teacher preparedness for virtual learning.

Description

FCPS provided professional development to general education and special education teachers prior to the start of SY 2020-21 to ensure that students received quality instruction despite the changes in instructional delivery and the streamlining of curriculum. In August 2020, in addition to regular in-service training on specific content areas, FCPS offered approximately 80 virtual professional development sessions about teaching during SY 2020-21 to general education teachers, each which were recommended for staff to participate in based on the subject taught but were not required. Of the 80 offerings, a majority (57) were asynchronous, while 11 had both synchronous and asynchronous components and 12 were synchronous. In addition, special education teachers and paraprofessionals were offered specialized training across 62 synchronous, asynchronous, and hybrid sessions to help them prepare for the return to school that included topics on curriculum, accommodations, assessments, behavior interventions, and engaging students in the virtual environment. Teachers also had the option of attending the International Society for Technology in Education (ISTE) Summer Conference to support setting up a virtual classroom environment, building relationships with students virtually, and using digital tools. Other resources were provided through MyPDE throughout the school year, including asynchronous professional development that was offered to all educators in the winter of 2020-21 and two synchronous webinars and resources facilitated by experts in virtual instruction that supported educators with concurrent instruction. Across all the professional development sessions, attendance totaled 49,722 teacher participants.

Costs

In SY 2020-21, it cost approximately \$16.1 million in operating costs for FCPS to provide professional development around virtual and concurrent learning.

ELIMINATION OF GAPS

The majority of costs in providing professional development around virtual learning accounted for salaried staff's time toward activities related to this action (\$16,064,969). Specifically, \$15,522,952 came from salaried staff's time to attend the sessions and \$542,017 came from salaried staff's time to develop curriculum and provide the training to teachers. Hourly staff also spent time developing curriculum resources (\$26,388). Additionally, there was a cost of \$47,141 to obtain digital resources for teachers to use during virtual instruction. Together, these costs totaled \$16,138,498 to prepare teachers for teaching in a virtual and concurrent environment in SY 2020-21.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$16,064,969			\$16,064,969
Hourly (Direct Cost)	\$26,388			\$26,388
Operating Expenses	\$47,141			\$47,141
Total Costs	\$16,138,498	\$0	\$0	\$16,138,498

Return on Investment

To prepare teachers for the virtual learning environment in SY 2020-21, FCPS invested \$325 per teacher who attended a professional development session. (ROI approach: Cost per participant)

FCPS invested approximately \$16.1 million in operating funds to prepare teachers for virtual learning that was necessitated because of the pandemic. Across all professional development sessions, attendance totaled 49,722 teachers. This results in a cost per attendee of \$325, which is a large investment per participant when compared with other investments in professional development within FCPS. The investment was likely larger because it was about something new (delivering instruction solely virtually) and required widespread availability given that teacher preparation was crucial to delivering quality instruction virtually during the school year. This investment is likely to be a single investment for SY 2020-21 now that FCPS has returned almost all students to in-person instruction.

Strategic Action: Expanded Multi-Tiered Systems of Support (MTSS) in response to the COVID-19 pandemic.

Description

In a typical year, FCPS staff in the Office of School Support (OSS) within the Department of School Improvement and Supports provide targeted supports to schools identified as needing critical support by directly working in schools to build the capacity of classroom teachers and collaborative teams to implement tiered instruction (i.e., Project Momentum). In SY 2020-21, as a result of the shutdown during the COVID-19 pandemic, the work of this office shifted greatly. OSS led a MTSS team of central office staff that supported virtual learning by helping schools implement outreach strategies to students and families, identify students with learning gaps, and monitor and report progress of the identified students. The MTSS team added enhancements to data systems to better monitor student progress and supports provided to students. Finally, the MTSS team implemented a multi-pronged strategy to support students' transition to in-person learning, including collaborating with other central office staff to develop resources for virtual and concurrent instruction; providing professional development to teachers; providing coaching and classroom support; and working with school leaders to ensure that they had systems and structures in place to track

ELIMINATION OF GAPS

student progress, identify gaps, and intervene when needed. Throughout the year, the MTSS team consulted and coached teachers to ensure the created resources were implemented appropriately. These supports were provided to all schools.

Costs

To provide additional MTSS supports to schools, FCPS expended about \$30 million across operating costs and grant funds.

The majority of costs accounted for salaried staff's time which totaled \$28,237,107 in operating costs and \$1,920,261 in grant funds from Title IIA, Coordinating Early Intervening Services (CEIS), and Project Momentum, for a total of \$30,157,368 in staffing costs. The most costly portion of salaried staff's time was the attendance of FCPS salaried school-based staff in professional development sessions, office hours, and other types of supports (\$26,629,217 from the operating budget). An additional \$3.5 million split between operating costs (\$1,607,890) and grant funds (\$1,920,261) accounted for central office staff's time to identify resources to support instruction; work with schools to create actionable goals; provide data to support instructional decision-making; provide support for data systems and data collection; and provide support for student identification, intervention, and progress monitoring. The cost for central office resource teachers to model, co-teach, coach, develop resources, and provide professional development is also included in the \$3.5 million. There were additional material costs including staff's professional development, professional membership and dues, reference books, and instructional supplies. In total, this action cost \$30,158,505.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$28,237,107	\$1,920,261		\$30,157,368
Hourly (Direct Cost)	\$0	\$0		\$0
Operating Expenses	\$1,137	\$0		\$1,137
Total Costs	\$28,238,244	\$1,920,261	\$0	\$30,158,505

Return on Investment

FCPS invested about \$143,000 per school for each of 198 FCPS schools to receive expanded MTSS supports during the COVID-19 pandemic. (ROI approach: Cost per participant)

The total investment that FCPS made in SY 2020-21 to provide expand MTSS supports to schools during the COVID-19 pandemic was \$28,238,244. All 198 schools received these supports, which resulted in a \$142,617 investment per school. While this is a large investment compared to other investments that FCPS made per school, the intent was to successfully provide students the supports that they needed academically, behaviorally, and for wellness. Given that academic gaps already existed and were exacerbated from the unusual pandemic year, while student wellness and behavior were also negatively impacted (see [Study of Teaching and Learning during the COVID Pandemic, Report 3](#) for more details), establishing a strong MTSS system was crucial to supporting students.

ELIMINATION OF GAPS

Strategic Action: Developed an accommodations toolbox that included strategies and resources on how students with disabilities and students with 504 plans could access accommodations at home.

Description

Given that most students with disabilities and those with 504 plans received virtual instruction for most of the school year, FCPS recognized the need to continue to provide accommodations virtually. As such, based on guidance from the VDOE, FCPS developed a toolbox that parents, students, and FCPS staff could access to provide students with accommodations at home. FCPS provided professional development to 829 school-based staff and more comprehensive professional development for 50 new special education teachers. Approximately 40 accommodations were included in the toolbox, which served 25,890 students with disabilities and 6,361 students with an active 504 plan (32,251 students total).

Costs

Approximately \$40,000 in operating funds were spent to provide the online accommodations toolbox for FCPS staff, parents, and students.

The costs accounted for staff time to develop the resources within the accommodations toolbox, create asynchronous training for staff, and hold bi-weekly office hours. The costs also accounted for a 20-minute professional development for school-based staff on how to use and access the accommodations toolbox, as well as a 1.5-hour professional development for new special education teachers.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$41,158			\$41,158
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$0			\$0
Total Costs	\$41,158	\$0	\$0	\$41,158

Return on Investment

FCPS spent less than \$1 per student with a disability or 504 plan enrolled in SY 2020-21 to ensure students received accommodations during virtual and concurrent learning by creating a toolbox accessible to teachers, students, and parents. (ROI Approach: Cost per participant)

In SY 2020-21, FCPS served 32,251 students with disabilities or those with 504 plans. To ensure students received accommodations during virtual and concurrent learning, FCPS invested a total of \$41,158 or \$0.78 for every student with a disability enrolled that year in FCPS. This was a minimal investment to ensure students who need extra supports had accommodations they would have received in a typical year.

Strategic Action: Provided additional instructional time in English language development, reading and mathematics for English learner students by directly allocating funds to schools.

Description

In SY 2020-21, FCPS central office staff and the School Board recognized the additional supports that EL students might need, given the changes in operations due to the COVID-19 pandemic. The School Board approved funds that were provided to elementary, middle, and high schools to provide small group extended

ELIMINATION OF GAPS

English Language Development instruction to EL students identified through the MTSS. This enhanced instruction supported the development of ELs to communicate information, ideas, and concepts across the curriculum within the language domains of listening, speaking, reading, and writing. These instructional opportunities were typically provided before and after school, or on the weekends both in-person and virtually. FCPS estimates that about 12,280 English learner students were served in small groups of three to four students through these opportunities. A total of 3,557 additional hours of instruction were provided to EL students during SY 2020-21, which equates to approximately one hour of tutoring per English learner.

Costs

FCPS spent approximately \$123,000 in operating funds to provide additional supports to English learner students outside the instructional day.

The majority of costs for this action was the \$122,219 in operating costs to pay ESOL teachers for small group extended English Language Development (ELD) instruction during the summer of 2020 and beyond contract hours during SY 2020-21. Specifically, FCPS elementary schools accessed funds to provide 2,605 hours of Extended ELD, middle schools accessed funds to provide 699 hours of Extended ELD, and high schools accessed funds to provide 253 hours of Extended ELD. There was some additional work of central office staff in the Office of ESOL services to communicate and process payment for teachers, costing \$1,109 in salary and benefits. The total cost from this action was \$123,328, all of which came from operating funds.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$1,109			\$1,109
Hourly (Direct Cost)	\$122,219			\$122,219
Operating Expenses	\$0			\$0
Total Costs	\$123,328	\$0	\$0	\$123,328

Return on Investment

In SY 2020-21, FCPS invested \$10 for every English learner student who accessed additional instructional time to increase student performance in English language development, reading, and mathematics. (ROI Approach: Cost per participant)

FCPS invested \$10 for each of the 12,280 English learner students who utilized the additional instructional time, for a total investment of \$123,327 in operating costs. This is a small investment per student which matches the small amount (one hour, on average) of tutoring received by the participating English learner students. However, as the WIDA ACCESS and SOL results indicate, more supports are needed.

Conclusions

In SY 2020-21, FCPS made efforts to ensure students continued to learn during the unusual situation of the COVID-19 pandemic. These efforts were necessary to provide supports to schools, teachers, students, and families during the unusual way instruction was delivered during SY 2020-21. FCPS was able to demonstrate a higher pass rate on the reading and mathematics SOLs for all students compared to the overall pass rates for the state. However, FCPS moved farther from reaching the targets on any of the metrics compared to the baseline and previous years' performances. Therefore, it is unlikely that FCPS will achieve its targets toward the aspiration of eliminating gaps in reading and mathematics in the near future.

ELIMINATION OF GAPS

Additionally, even though this year was unusual, the metrics presented in previous reporting years (SY 2017-18 thru SY 2019-20) showed no progress in eliminating gaps in reading and mathematics, which indicates that even before the pandemic began the actions FCPS was taking toward this aspiration were not sufficient to achieve it.

The strategic actions taken in SY 2020-21 toward elimination of gaps in reading and mathematics were generally unique to the circumstances of this school year as they required the work of staff to shift from what was typically done to focusing on mitigating the impacts of the COVID-19 pandemic on teaching and learning. Without these efforts, student performance in reading and mathematics may have been lower. In comparison to prior years, many of the strategic actions undertaken to eliminate gaps in reading and mathematics were one-time actions requiring large investments of staff time rather than ongoing actions that continue over multiple years. Moving forward, FCPS will not need to streamline curriculum to manage delivery of instruction through a virtual format, provide large-scale professional development for all teachers on virtual and concurrent learning environments, or create a toolbox for providing virtual accommodations to students. If there is another situation like COVID-19 that shifts instruction to a largely virtual format, FCPS will already have knowledge and resources developed to make the shift easier than what was needed in SY 2020-21.

The MTSS supports, including professional development that FCPS provided in SY 2020-21 are aligned with research-based practices on eliminating gaps and should be continued.^{11,12} While all student groups showed downward trends and will need support, English learners, in particular, have consistently been the lowest performers in FCPS even prior to the pandemic and showed the largest decreases in metric performance data during this reporting year. During SY 2020-21, English learner students were provided with specialized support during the school day, primarily through the ESOL program, and low intensity tutoring, which did not prevent large decreases in performance among students in this group. While the additional support of tutoring that was provided to English learner students in SY 2020-21 is a research-based intervention,¹³ the afterschool tutoring was low in intensity (estimated as one hour during the year for participating students) and insufficient. Further supports are needed for English learner students than what was provided this year or in prior years.

In last year's Goal Champion Response,¹⁴ FCPS highlighted that cross-departmental teams were seeking to learn from bright spots within FCPS where gaps had been reduced. It is likely that the implementation of this was limited due to the focus on reducing the impact of the COVID-19 pandemic. It is not yet known how long it may take for students to get back on track after the pandemic, so FCPS should prepare to address learning loss and widened gaps for the next several years and look for bright spots among schools making quick progress on this front. Recovery from the COVID-19 pandemic is likely going to be a multi-year effort. FCPS has already planned a new reading initiative, Equitable Access to Literacy, aimed at changing reading instruction to better support learning by all students. A similar emphasis on mathematics instruction is likely necessary because FCPS' mathematics performance decreases were even larger than those in reading. Elimination of gaps in reading and mathematics should remain a priority for the school division with concerted research-based efforts that support progress each year on reading and mathematics, along with close monitoring to support effectiveness of the implemented efforts.

¹¹ Carter, P. L., & Welner, K. G. (2013). *Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance*. New York: Oxford University Press.

¹² Panasonic Foundation. (2007, December). *Breaking the Links Between Race, Poverty & Achievement*. Retrieved from Strategies for School System Leaders on District-Level.

¹³ Calderon, M., Slavin, R. & Sanchez, M. (2011). Effective instruction for English learners. *The Future of Children*. P 103 -127. https://www.jstor.org/stable/pdf/41229013.pdf?casa_token=QGXEf7ichGYAAAAA:F1L7ccPk5yUksVyxpKXLkoC5eoEDPr24oolXMVOPrVtL3nhybRuOvsMJnUwjEi4t_Aav7YkyHg7T5pz6Pbd3wxQxddl5kR7k1y9iOJQOQJWjUGeODFYAQ

¹⁴ Goal Champion Responses in SY 2019-20 reporting provided the Goal Champions' perspective on FCPS' progress on its aspirations and included next steps (either currently underway or to be planned/implemented) related to the conclusions drawn by ORSI.

ELIMINATION OF GAPS

Goal Champion Response to Conclusions

Agree. Gaps between student group performance in mathematics and reading remain persistent and the impact of the COVID closures has negatively impacted student achievement across all groups. The drop of SOL pass rates in both reading and math for SY 2020-21 is not unique to FCPS. This trend is consistent with neighboring counties and overall state trends, as well as nationwide data. FCPS' divisionwide SOL pass rates in both reading and math are still higher than state averages for all reporting groups except for Hispanic, EL and Economically Disadvantaged groups.

While the pass percentage of students in the English learner (EL) subgroup remains low, disaggregated data show that pass percentages increase as English proficiency increases. In fact, the pass percentage for former ELs is comparable to students who were never English learners. This would indicate that as students gain English proficiency, they simultaneously gain greater understanding of content in language arts and mathematics. A particular challenge for the EL group in FCPS is that 78 percent are both EL and are eligible for Free/Reduced Meals. For ELs to steadily improve in their English proficiency, collaboration among professionals is critical. In the 2021-22 school year, we introduced new approaches to reaching all our teachers and administrators of ELs. All FCPS teachers and administrators must complete an asynchronous professional development module on Essential Practices for English learners. This module provides information on instructional best practices and where to find resources to assist both students and families. All school administrators must also complete a module on Leading English learners. This module focuses on the legal requirements associated with providing high-quality EL programming in the school setting. In addition, using ESSER funding, the ESOL office now has four EL instructional coaches who work specifically with collaborative teams to promote the use of scaffolds and increased oral language in classrooms with ELs. For the third year in a row, the ESOL Services office is providing Title III funds directly to schools to support projects that increase EL family engagement.

Recognizing the operational and instructional challenges that COVID presented for schools, as well as many academic and socioemotional challenges for students, there is also agreement that the strategic actions in this area positively impacted students last year. The work of staff in schools and in the central office was vital in preparing for virtual and, ultimately, concurrent learning. Additionally, bolstering MTSS processes in schools allowed for individualized attention for students and likely contributed to other measures of student success, such as overall and advanced graduation rates. These actions provide sustained benefit to the division as it navigates continued instructional change and the need for increased student support.

Several promising strategic actions are underway in the SY 2021-22 school year that will help support learning despite the challenges posed by the pandemic. The district has coordinated support between schools and the central office to design and implement significant academic and wellness intervention at all schools utilizing ESSER III funding. ESSER plans allow for the creation of school-based intervention specialists that work to connect students with Tier 2 and Tier 3 supports based on targeted MTSS data. These supports include bolstering school day and after school intervention programs, creating mentoring and tutoring programs, and developing home-family partnerships in literacy and mathematics. Schools are supported by newly created central positions focused around ESSER planning, who coordinate school-based professional development around topics such as finance, wellness, and instruction. Additionally, direct support is provided by existing offices, including the language arts and math departments.

Additional efforts within Instructional Services are designed to continue to refine Tier I instruction and learning. These include the integration of ST Math into the curriculum, new middle school language arts resources, and the use of NoRedInk in middle and high schools. Each of these additions provide teachers with assessments and resources to support student learning. In addition, significant effort is underway to refine curriculum and instruction to align to the science of reading and include systematic and explicit instruction in phonological awareness and phonics through the FCPS Equitable Access to Literacy (EAL) plan. The division is also investing in providing required professional development for all teachers and administrators working with English learners so that everyone working with ELs is well-equipped with the essential practices necessary for EL success.

ELIMINATION OF GAPS

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

SY 2020-21 Outcomes and Analysis

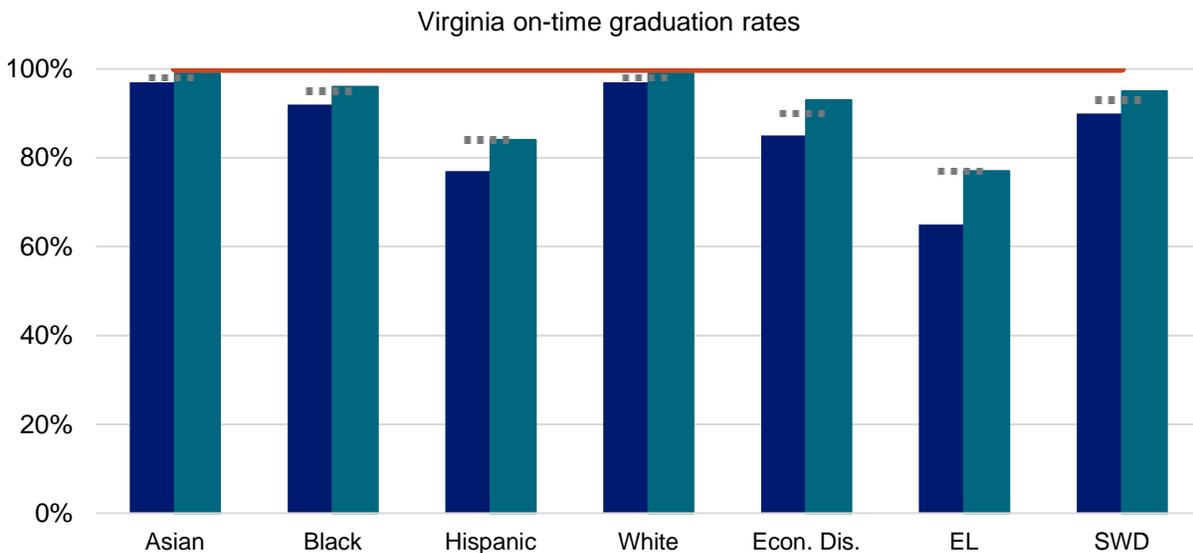
There are three metrics measuring the Aspiration “All students will graduate on time, college or career ready.” All metrics for this Aspiration are presented below:

- Virginia on-time graduation rates.
- Percent of students with plans for college or career on the Senior Survey.
- Percent of students who pass a college-level exam, pass a dual enrollment course, or earn an industry certification before graduation.

Metric Data

All student groups reached or exceeded performance targets for on-time graduation in SY 2020-21.

All student groups experienced an increase in on-time graduation rates and reached or exceeded performance targets in SY 2020-21. Asian and White students experienced graduation rates of 99 percent, exceeding their target of 98 percent. Similarly, Black students (graduation rate of 96 percent), students with disabilities (95 percent), and economically disadvantaged students (93 percent) exceeded their respective targets of 95 percent, 93 percent, and 90 percent. Hispanic students and English learners met their performance targets of, respectively, 84 percent and 77 percent.



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	98%	95%	84%	98%	90%	77%	93%
SY 20-21 Performance	99%	96%	84%	99%	93%	77%	95%
SY 20-21 Performance n	3,023	1,454	3,103	5,534	3,887	1,907	1,821
3-Year Baseline	97%	92%	77%	97%	85%	65%	90%
3-Year Baseline n	2,676	1,383	2,321	5,856	2,825	1,314	1,640

Overall Performance
Met or Exceeded Target

Note: This metric reflects the official four-year Virginia graduation rate. English Learners represent both current ELs (ELP levels 1-5) and former ELs in their first four years of monitoring (ELP levels 6a-6d). Data Source: Virginia Department of Education

Additional Data Analysis

Asian and White students attained advanced diplomas at higher rates than other student groups.

ELIMINATION OF GAPS

Virginia offers different high school diploma types, though most students receive either a standard or an advanced studies diploma. To receive a standard diploma, students must complete a set number of courses, including those in English, mathematics, science, and social studies courses. To receive an advanced studies diploma, students must complete additional required courses (e.g., four credits each of mathematics, science, and social studies are required, instead of three credits each for a standard diploma). Virginia awards applied studies diplomas to students identified as having a disability who complete the requirements of the individualized education programs (IEPs) but do not meet the requirements for any named diploma.¹⁵ In FCPS, overall, 69 percent of graduating students attained an advanced diploma, with over three-quarters of Asian students (84 percent) and White students (76 percent) attaining such a diploma. About half of graduating Black students (54 percent), Hispanic students (47 percent), and economically disadvantaged students (47 percent) attained such a diploma. Less than a quarter of English Learners (23 percent) and students with a disability (21 percent) graduates attained an advanced diploma. English Learners (74 percent) and students with a disability (69 percent) most often graduated with a standard diploma. Nine percent of graduating students with disabilities received an applied studies diploma. While FCPS examined diploma type by disability status, the n-sizes were too small to report in this way, due to privacy concerns.

Table 6. SY 2020-21 Diploma type, by student group

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
SY 20-21 Advanced diploma rate (n)	84% (2,524)	54% (790)	47% (1,450)	76% (4,201)	47% (1,811)	23% (444)	21% (387)
SY 20-21 Standard diploma rate (n)	16% (477)	44% (638)	52% (1,613)	23% (1,262)	52% (2,021)	74% (1,403)	69% (1,263)
SY 20-21 Applied studies diploma rate (n)	1% (22)	2% (26)	1% (40)	1% (71)	1% (55)	3% (60)	9% (171)

Note: Only graduating students are included in this table.

Within the 2021 graduation cohort, five percent of students dropped out, with disproportional rates of dropout among Hispanic students and English language learners.

The 2021 graduation cohort included 672 students who dropped out,¹⁶ which represents 5 percent of students. This is the same dropout rate as in SY 2019-20, though more students (881) dropped out in SY 2019-20. As shown in Table 7, the dropout rate was much higher for Hispanic students (15 percent; 551 students) and English Learners (23 percent, 549 students), which includes an overlap of students within the two groups. Economically disadvantaged students also experienced dropout rates higher than the district average, at 6 percent (233 students).

Table 7. SY 2020-21 Dropout rate, by student group

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
SY 20-21 Dropout rate	1%	3%	15%	1%	6%	23%	4%
SY 20-21 Dropout n	24	41	563	48	242	562	85

Metric Data

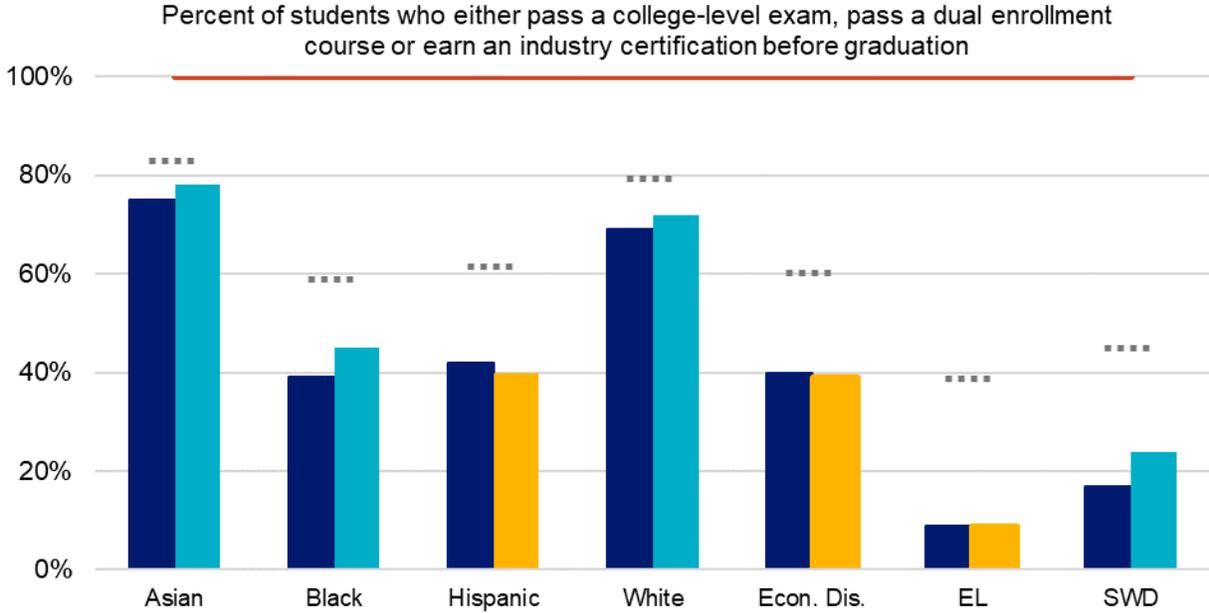
In SY 2020-21, student groups did not make progress in the percentage of students who either pass a college-level exam, pass a dual enrollment course, or earn an industry certification before graduation.

¹⁵ Virginia Department of Education. (n.d.) Graduation Requirements.

<https://www.doe.virginia.gov/instruction/graduation/index.shtml>. Accessed 12 November 2021.

¹⁶ "Drop outs" represent all non-graduates, non-completers who have discontinued school. These students have not earned a credential and are not enrolled in school.

ELIMINATION OF GAPS



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	83%	59%	62%	79%	60%	39%	45%
SY 20-21 Performance	78%	45%	40%	72%	39%	9%	24%
SY 20-21 Performance n	2,369	662	1,245	3,998	1,468	112	394
3-Year Baseline	75%	39%	42%	69%	40%	9%	17%
3-Year Baseline n	2,029	555	1,026	4,108	1,164	37	295

Overall Performance
No Progress During this Reporting Period

Data Source: Student Information System

Compared with the baseline, in SY 2020-21, four student groups experienced an increase in the percentage of students who either passed a college-level exam, passed a dual enrollment course, or earned an industry certification before graduation. Only the students with disabilities group experienced an increase from SY 2019-20, increasing from 23 percent to 24 percent. Other student groups decreased between 1 and 3 percentage points between SY 2019-20 and SY 2020-21. While none of the student groups met their performance targets, some student groups were closer to their targets than others. Specifically, Asian and White students were 5 and 7 percentage points, respectively, below their target; Black students were 14 percentage points below; Hispanic students, economically disadvantaged students, and students with disabilities were over 20 percentage points below their targets; and English Learners were 30 percentage points from their target.

Metric Data

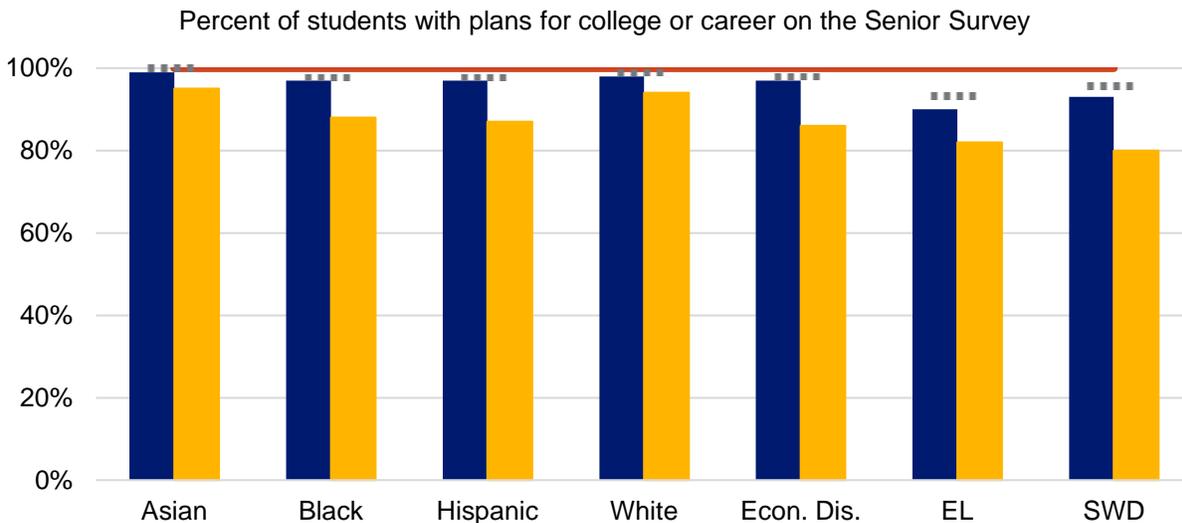
In SY 2020-21, across all student groups, a smaller percentage of students reported college or career plans compared with the baseline.

Compared with the baseline, in SY 2020-21, a smaller percentage of FCPS students reported plans for college or career on the Senior Survey. No student group met the target for SY 2020-21, though all student groups reported gains compared with SY 2019-20, when COVID-19 likely caused plans to be uncertain. COVID-19 is likely still linked with student uncertainty of their futures than before the pandemic, but the gains compared to last year demonstrate more stability for students. Specifically, English Learner students reported the greatest increase in plans for college or career, increasing 13 percentage points from 69

ELIMINATION OF GAPS

percent in SY 2019-20 to 82 percent in SY 2020-21. Hispanic and economically disadvantaged students increased 6 percentage points to 87 and 86 percent, respectively. Black students increased 4 percentage points to 88 percent. Students with disabilities increased 2 percent to 78 percent and Asian and White students each increased 1 percentage point, to 95 percent and 94 percent, respectively.

While no student groups met their targets, some student groups, such as Asian and White students, were closer to their targets than other student groups. Specifically, Asian and White students were 5 percentage points below their targets. Students in the Black, Hispanic, economically disadvantaged, and English Learner student groups were between 10 and 12 percentage points below their targets. Students with disabilities were the farthest away from their target, reporting a gap in college and career plans of 16 percentage points.



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspiration	100%	100%	100%	100%	100%	100%	100%	No Progress During this Reporting Period
Performance Target	100%	98%	98%	99%	98%	93%	96%	
SY 20-21 Performance	95%	88%	87%	94%	86%	82%	80%	
SY 20-21 Performance n	2,844	1,259	2,674	5,116	3,275	1,540	1,451	
3-Year Baseline	99%	97%	97%	98%	97%	90%	93%	
3-Year Baseline n	2,689	1,384	2,338	5,841	2,812	393	1,576	

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, service-oriented gap year, or other educational experiences.
Source: Student Information System

SY 2020-21 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken toward the Aspiration that “All students will graduate on time, college or career ready” in SY 2020-21. Each strategic action will include a brief description and an explanation of the how the strategic action was financed. The report focuses on the following actions, identified by the Goal Champion:

- Increased availability of student and family resources that support post-secondary college and career preparation.
- Provided the SAT and PSAT free of cost to students.
- Provided expanded direct services to students focused on increasing access to equitable post-secondary opportunities and activities necessary for college and career readiness.
- Centrally funded On-Time Graduation resource teachers in 11 high schools.

ELIMINATION OF GAPS

Strategic Action: Increased availability of student and family resources that support post-secondary college and career preparation.

Description

FCPS provided workshops and information events to reduce the barriers that many students face in accessing post-secondary opportunities. These efforts included:

- **Free Application for Federal Student Aid (FAFSA) Completion Workshops.** FCPS partnered with College Access Fairfax to provide information on paying for college, FAFSA completion, and scholarship presentations and interactive workshops for students and families. In total there were 17 county-wide and 13 school events held throughout the year attended by 2,203 students and their families.
- **Family Information Sessions.** FCPS offered family information sessions where college and career information was shared through the College Success Programs (CSP), including the College Partnership Program (CPP), Advancement via Individual Determination (AVID), and the Early Identification Program (EIP). Presentations included “Impact of COVID on College Admissions” (181 registrations), “LatinX College Student Panel” (50 registrations), and “Spanish Admissions Panel” (11 registrations).
- **College and Career Preparation Events.** In addition to the individual programming of AVID, CPP, EIP, and Pathway to the Baccalaureate, FCPS hosted a variety of college and career preparation events throughout summer 2020 and SY 2020-21. Students were provided virtual options to hear from and connect with industry professionals in various ways. Industry Panel Discussions were provided based on Career Pathways that align with the career interest Naviance reports pulled for FCPS students. Panelists answered questions about various college and career readiness topics to include employability skills, career pathways and labor market information relating to growing future talent pipelines. Other sessions that were offered include interviewing tips and tricks, resume writing sessions, and mock interviews. FCPS successfully leveraged virtual resources available to FCPS staff and students, and as a result, experienced a dramatic increase in student and family registrations for these college and career preparation divisionwide events during the SY 2020-21, increasing from 257 registrations in SY 2019-20 to 6,423 registrations.

Costs

In SY 2020-21, it cost approximately \$45,000 in operating costs to increase the availability of student and family resources that support post-secondary college and career preparation.

The majority of costs to increase access to post-secondary opportunities came from operating expenses (\$45,208) and totaled \$60,528. Over half of these costs, totaling \$34,016, accounted for salaried staff's time, of which \$15,319 was paid for with a Perkins grant. FCPS provided \$25,000 of operating costs to support the non-profit community partner College Access Fairfax in the provision of financial aid resources and supports to FCPS students. Hourly operating costs totaling \$1,511 supported family information sessions and college and career preparation events.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$18,697	\$15,319		\$34,016
Hourly (Direct Cost)	\$1,511	\$0		\$1,511
Operating Expenses	\$25,000	\$0		\$25,000
Total Costs	\$45,208	\$15,319	\$0	\$60,528

ELIMINATION OF GAPS

Return on Investment

In SY 2020-21, FCPS invested approximately \$5 per participant to increase the availability of student and family resources that support post-secondary college and career preparation. (ROI Approach: Cost per participant)

FCPS invested \$45,208 in operating funds to increase access to post-secondary opportunities. FAFSA Completion Workshops and Family Information sessions were attended by 2,445 students and their families and College and Career Preparation events had 6,423 student and family registrants. Event registrations totaled 8,868 students and families, though some students and families could have attended multiple events. The investment of \$5 per participant is a small investment. As workshops and information sessions can be accessed by a large number of people at a single time, these are cost-effective ways to provide student and family resources to support post-secondary college and career preparation.

Strategic Action: Provide the SAT and PSAT for free of cost.

Description

To ensure equity in access to the SAT and PSAT assessments, which support college attendance, FCPS provided an opportunity for students to take the exams free of cost. While FCPS has provided the PSAT for free to students at one grade level for years, SY 2020-21 was the first year FCPS offered the SAT free of cost. FCPS held School Day SAT and PSAT at every high school, allowing any senior to take the SAT exam and all 10th and 11th grade students to take the PSAT exam at their base school for free during the school day. In September 2020, 7,078 seniors in the Class of 2021 took the SAT exam, 7,524 11th graders took the PSAT, and 14,778 10th graders took the PSAT. Recall that FCPS students were learning virtually in September 2020. Health concerns combined with the fact that over half of 4-year colleges did not require the SAT for Fall 2021 admission,¹⁷ may have reduced the number of 12th graders who took the SAT on the designated school day.

Costs

In SY 2020-21, it cost approximately \$736,000 in operating costs to provide the SAT and PSAT for free to students.

The majority of costs for students to take the SAT and PSAT for free covered costs of the testing booklets (\$568,818). The investment of staff time to plan for the implementation of the free SAT and PSAT equaled \$167,511.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$167,511			\$167,511
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$568,818			\$568,818
Total Costs	\$736,329	\$0	\$0	\$736,329

¹⁷ Georgetown University. (2020). *Most U.S. colleges have dropped ACT/SAT requirement for fall 2021 admission.* <https://feed.georgetown.edu/access-affordability/most-u-s-colleges-have-dropped-act-sat-requirement-for-fall-2021-admission/>. Accessed 7 December 2021.

ELIMINATION OF GAPS

Return on Investment

In SY 2020-21, FCPS invested approximately \$19 per student that took the SAT or PSAT free of charge. (ROI Approach: Cost per participant)

FCPS invested \$736,329 in operating funds to provide the SAT and PSAT free of charge. 29,380 students took the SAT or PSAT for free of charge, resulting in a cost per participant of \$19. As the cost of the SAT is normally \$55,¹⁸ the cost of \$19 per participant—a small investment—is a reasonable cost for FCPS to ensure equity in access for students.

Strategic Action: Provided expanded direct services to students focused on increasing access to equitable post-secondary opportunities and activities necessary for college and career readiness.

Description

FCPS increased school sites and opportunities for students from populations that are historically underrepresented in college to access targeted assistance, support, and resources for college and career readiness, access, and success. In SY 2020-21, CSP increased the number of school sites for Advancement via Individual Determination (AVID) and the College Partnership Program (CPP), increased enrollment and retention of students in the Early Identification Program (EIP) and piloted a College Success Programs (CSP) summer bridge Launch to College for graduating seniors' successful transition to college.

- AVID provides students with study skills and motivational activities to help them be successful in math and reading, as well as graduate from high school and attend college. AVID increased opportunities and access to students by adding one more AVID school (Herndon High School), providing opportunity for 25 students to access the AVID elective. This included professional development for 50 Herndon staff including Principal, DSS, AVID Coordinator, elective teachers, school counselor, and other teachers. Ongoing coaching and support was also provided to Herndon High School as it implemented AVID in alignment with the Coaching and Certification Instrument.
- In recognition that none of the CSP programs were in alternative schools, the College Partnership Program (CPP) expanded to two alternative schools (Bryant High and Mountain View High School), increasing the opportunity for students to access the resources and support of CPP. Training and coaching were provided to the new CPP Advocates (school-based sponsors) who supported 29 students at the two schools. CPP Advocates held virtual meetings and chats to provide resources, support, and professional development. During the summer, students attended the 3-week virtual college summer experience. Students received academic planning, preparation and support for college and career readiness.
- The EIP is a multi-year college preparatory program for first generation college-bound middle and high school students. Students must commit to the 5-year program (8th grade through 12th grade graduation). EIP focused its efforts to retain students in EIP for all five years. The number of students in EIP increased by 12 students, from 227 students in SY 2019-20 to 239 students in SY 2020-21. In partnership with George Mason University, students attended workshops and events to prepare them for college success.
- CSP implemented a summer bridge program, called Launch to College, for 2021 FCPS graduates designed to increase college awareness, combat “summer melt,” and increase successful transition to college. Students who participated in the program were given opportunities to complete required tasks for college; provided a website to access materials and resources; and engaged in real talk time with school counselors, college and career specialists, employment transition representatives,

¹⁸ College Board. (n.d.) Fees. <https://collegereadiness.collegeboard.org/sat/register/fees>. Accessed 11 November 2021.

ELIMINATION OF GAPS

College Success Programs staff, and college representatives. 359 students registered for Launch to College.

Costs

Overall, in SY 2020-21, it cost approximately \$148,000 to provide expanded services to students focused on increasing access to equitable post-secondary opportunities.

All of the costs to expand the provision of direct services to students focused on increasing access to equitable post-secondary opportunities came from operating costs, including approximately \$47,000 to expand AVID to Herndon High School, approximately \$28,000 to expand CPP to two alternative high schools, approximately \$55,000 to fund EIP, and approximately \$18,000 to implement Launch to College. Specifically, a time investment of \$137,706 in operating costs allowed staff to manage, coordinate, take professional development, and provide direct service for the four programs. An additional \$9,824 in hourly costs funded program support and an EIP liaison.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$137,706			\$137,706
Hourly (Direct Cost)	\$9,824			\$9,824
Operating Expenses	\$0			\$0
Total Costs	\$147,530	\$0	\$0	\$147,530

Return on Investment

In SY 2020-21, FCPS invested approximately \$347 per participant to provide expanded services to students focused on increasing access to equitable post-secondary opportunities. (ROI Approach: Cost per participant)

FCPS invested approximately \$148,000 in operating funds to serve additional students through AVID, CPP, EIP, and Launch to College. Specifically, AVID was expanded to a new school and served an additional 25 students; CPP was expanded to two schools and served an additional 29 students; EIP served an additional 12 students; and Launch to College served 359 students, resulting in a total of 425 additional students experiencing direct services. The costs, which are categorized as large in comparison to other actions, focus on expanding the provision of services to new sites and, therefore, include one-time professional development costs that will not recur. While the professional costs are significant in FY 21, these programs' cost per participant will decrease as the programs remain at the sites. For example, the FY 2020 Student Success strategic plan report included the *continued implementation* of AVID as an action (whereas this action in FY 21 focuses on the *expansion* of sites). Without the need for up-front professional development costs, the FY 2020 ROI for AVID was \$63 for each of the 2,520 AVID students served that year, which would be categorized as a medium cost of programming. Furthermore, benefits from expanding these programs will be realized in later years as students continue to participate in them at the expansion sites.

ELIMINATION OF GAPS

Strategic Action: Centrally-funded On-Time Graduation resource teachers in 11 high schools.

Description

For the first time, in SY 2020-21, FCPS allocated school-based staffing for a total of 9.0 FTE On-Time Graduation (OTG) resource teachers in a total of 11 high schools.¹⁹ Previously, some schools had allocated their own staffing for similar positions. OTG resource teachers serve multiple roles in the school community including leading a school-based team to build collective responsibility around on-time graduation, providing alternative options to students, supporting students in the enrollment and transition process, and preventing dropouts. OTG resource teachers enable more students to be identified and receive strategic, needed support in a timelier manner so that they may graduate on-time prepared for college and/or career. To prepare for SY 2020-21, FCPS provided the OTG resource teachers with 11 hours of professional development on topics such as creating an effective school-based OTG team, crafting action plans with the attendance specialists, and identifying OTG and dropout concerns using FCPS and VDOE databases. Central office staff who oversee OTG efforts, including the two resource teacher positions that were added to the central office in SY 2019-20, provided on-going support to OTG resource teachers, including weekly, in-person support; support investigating and locating dropouts; and technical support around data management. Of the 11 high schools that received support from the OTG resource teachers, eight high schools experienced higher graduation rates in SY 2020-21 than in SY 2019-20.

Costs

Overall, in SY 2020-21, it cost approximately \$1.67 million to centrally fund OTG resource teachers in 11 high schools, including their professional development and support, all of which was from operating funds.

All the costs (\$1,670,260) to centrally fund OTG resource teachers in 11 high schools, including their professional development and support, came from operating funds. The majority of the funds (approximately \$1,280,000) went towards the salary and benefits of the nine new OTG resource teachers. An additional \$390,000 paid for the professional development and support for the new OTG resource teachers, including central office staff time to develop and administer the professional development and support.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$1,670,206			\$1,670,206
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$0			\$0
Total Costs	\$1,670,206	\$0	\$0	\$1,670,206

Return on Investment

In SY 2020-21, FCPS invested approximately \$1.67 million in OTG resource teachers and professional development that was associated with increased graduation rates at eight of 11 schools receiving these services. (ROI Approach: Cost description)

¹⁹ The 11 high schools were Annandale, Bryant, Centerville, Falls Church, Herndon, Justice, Lewis, Mount Vernon, Mountain View, South Lakes, and West Potomac.

ELIMINATION OF GAPS

FCPS invested approximately \$1,670,206 in operating funds to provide 11 schools with OTG resource teachers and professional development and support for the resource teachers. Eight high schools receiving OTG resource teacher support in SY 2020-21 experienced increased graduation rates, while three schools did not. High school graduation is the culminating event of a four-year experience so the impact of the OTG resource teachers is likely to grow over the next several years. Additionally, while the investment of over \$1.67 million is a large one, appropriate graduation rates are needed for high schools to maintain state accreditation and a high school diploma has been shown to benefit an individual through increased earnings,²⁰ making the investment a good one for the community.

Conclusions

In SY 2020-21, FCPS met its graduation targets for all student groups. However, some student groups in FCPS continue to experience high rates of dropping out of school, particularly Hispanic students and English learners with these two groups having considerable overlap. Centrally-funded OTG resource teachers were placed in schools with relatively high percentages of students in these groups and eight of 11 schools with OTG resource teachers experienced increased graduation rates. The OTG resource teachers may have helped increase the graduation rates, though new grading policies that reduced the number of F's in SY 2020-21 may have also positively impacted on-time graduation rates. If the latter is the primary reason behind the graduation rate increases, it may be especially important that the OTG resource teachers continue working at schools over the next several years to ensure that students' academic and social needs are met. In last year's reporting, the Goal Champion Response for this aspiration indicated expanded analysis capacity and data monitoring tools for various stakeholders were underway to support improved performance. This was not a specific action this year, but the OTG teacher activities are certainly one place where additional data tools and expanded analysis capacity would be helpful to track students over multiple years. Additionally, actions taken in SY 2020-21 to provide additional resources to students and families to support on-time graduation should continue, particularly programs in new sites that will reap the benefits of the invested start-up costs for the next few years and family workshops and information sessions that are cost-effective.

Additionally, gaps remain in the types of diploma students earn within student groups. Specifically, Asian and White students attained advanced diplomas at higher rates than all other student groups and English learners and students with disabilities most often attained a standard diploma. The requirements of an advanced diplomas are considered pipelines to college acceptance and success, so differences in the types of diplomas received by students in different groups likely have consequences for attaining a college diploma. There is much to unravel about why student groups differ in their attainment of advanced versus standard diplomas, but the discrepancies should be better understood and, if they stem from systemic inequities rather than student or family choice be addressed by FCPS.

While students graduated at very high rates, FCPS did not meet its targets for the percentage of students passing a college-level exam, dual enrollment course or earning an industry certification before graduation or for the percentage of students indicating college or career plans. That is, compared with baseline, FCPS did not make progress on its metric data representing preparation of students for college or career. Some of the downward trends are likely a continuation of the same pandemic-related impacts seen in the prior year. However, given improvements over the prior year, this year's data looks like it is moving in the right direction, even if it is lower than during the pre-pandemic baseline years. While offering the PSAT and SAT free of charge is a strategy to help ensure equity in college access, FCPS must ensure that students feel prepared for college-level coursework. For students who choose not to attend college, FCPS must offer

²⁰ U.S. Bureau of Labor Statistics. (2020). *Learn more earn more: Education leads to higher wages, lower unemployment.* <https://www.bls.gov/careeroutlook/2020/data-on-display/education-pays.htm>. Accessed 7 December 2021.

ELIMINATION OF GAPS

them opportunities for industry certification to ensure they are ready to enter the workforce. It is possible that supports needed by students toward both these aims differ now than they did pre-pandemic. FCPS should watch these metrics carefully to see whether they not only return to pre-pandemic levels but can reach toward the target levels or whether they require new strategic actions from FCPS to support such a rebound and growth.

Goal Champion Response to Conclusions

Agree. The conclusions presented in the report are accurate. Additional data analysis did show FCPS not only achieved upward trends in overall graduation rates, but also experienced gains in the proportion of graduates earning Advanced Studies diplomas across the past three years for all student groups. While our student outcomes certainly benefited from state pandemic flexibilities, the division's systemic support structures within schools have also played an important role and will be critical in sustaining similar results for the Class of 2022 and beyond. As suggested in the conclusions, students attaining industry credentials rebounded in SY 2020-21, but the pandemic-related impacts continued to be in effect.

As noted, centrally funding the OTG resource teachers at schools with lower OTG is working to improve the graduation rate. With the help of these additional on-time graduation monitors and cross-departmental collaboration, more support was given to specific student groups in specific schools. Research indicates that drop-out prevention needs to start earlier in high school especially for Hispanic students, economically disadvantaged students and English learners with both data monitoring and responsive actions in place throughout the year. Efforts are underway in SY 2021-22 to expand analytical capacity and make data monitoring tools available to various stakeholders with the help of the Department of Information Technology. The impact of College Success programs also contributed to the improved OTG rates. In SY 2020-21, 100 percent of CSP students graduated on time. Within student groups 100 percent of Hispanic and 100 percent English Learner CSP students graduated on time.

The division is currently working on a comprehensive career pathway study. This study will support improvement of the division's career and workforce readiness programs. In addition, in SY 2021-22, the College Success Programs (CSP) will begin the *Launch to College* program in the spring rather than the summer to include both Juniors and Seniors and increase communication methods using strategic outreach efforts to ensure that parents and families are aware of college and financial information, knowledge and preparation.

ELIMINATION OF GAPS

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

SY 2020-21 Outcomes and Analysis

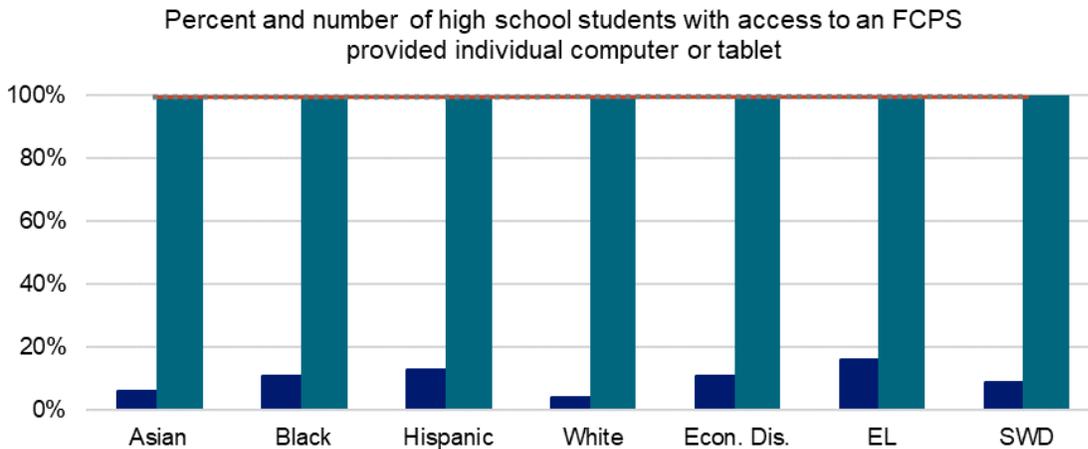
There is one metric measuring the Aspiration “Through the FCPSOn initiative, all students will have access to an FCPS provided individual computer or tablet consistent with One Fairfax’s policy of digital access for all residents.” The sole metric for this Aspiration is presented below:

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

Metric Data

In SY 2020-21, FCPS met the target for providing all high school students with access to a one-to-one FCPS provided computer or tablet.

In SY 2020-21, FCPS continued to achieve its goal of providing equitable access to an FCPS provided individual computer or tablet. The prior year, SY 2019-20, had been the first reporting year that FCPS met the target of 100 percent of all high school students having access to a FCPS provided individual computer or tablet. Given the COVID-19 pandemic, meeting the aspiration of providing 100 percent of high school students with a device meant that students could continue to learn when FCPS had to shift to virtual learning for all students during the beginning of the school year. It also provided students with the option to continue to learn virtually or concurrent for the remainder of the year.



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	100%	100%	100%	100%	100%	100%	100%
SY 20-21 Performance	100%	100%	100%	100%	100%	100%	100%
SY 20-21 Performance n	12,388	6,027	15,075	21,843	18,371	6,881	8,262
3-Year Baseline	6%	11%	13%	4%	11%	16%	9%
3-Year Baseline n	735	646	1,862	1,044	1,125	1,086	694

Overall Performance
Met or Exceeded Target

Data Source: Student Information Systems

ELIMINATION OF GAPS

Additional Data Analysis

In addition to high school students, all students in grades 3-8 also received access to FCPS provided devices. Specifically, this accounted for 51,252 elementary students and 29,605 middle school students, allowing all student groups to have equitable access to devices in these grades. The timeline outlined in the FCPSOn initiative indicated a plan to provide middle school students with devices by the end of SY 2020-21, regardless of the COVID-19 pandemic. However, FCPS had to pivot to ensure learning could continue when students were unable to attend school five days a week in person by providing access to middle school students at the beginning of SY 2020-21 and additional access to elementary students during this school year. In total, FCPS provided all 139,497 grade 3-12 students with access to a tablet or laptop computer, ensuring that 100 percent of students in all student groups had equitable access to computing devices at these grade levels.

SY 2020-2021 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken toward the Aspiration that “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” in SY 2020-21. Each strategic action will include a brief description, an explanation of the how the strategic action was financed, and a ROI analysis. The report focuses on the following action, identified by the Goal Champion:

- Provided computing devices (and internet access, as needed), to all students in grades 3-12 to ensure and support learning during the pandemic.

Strategic Action: Provided computing devices (and internet access, as needed), to all students in grades 3-12 to ensure and support learning during the pandemic.

Description

The original FCPSOn rollout plan included providing all middle school students with 1:1 access to laptops by the end of SY 2020-21, with students in grades 3 to 8 to follow in the subsequent two years. However, when the COVID-19 pandemic required FCPS to move from all in-person learning to virtual learning, students quickly needed devices. At the beginning of SY 2020-21, FCPS worked to provide students in grades 3 to 8 with devices. In addition, FCPS was able to retire some devices that were outdated and could not support virtual learning and use remaining devices in existing inventory to provide take-home devices for many students in grades PreK–2. The work to ensure students could access learning involved maintaining current devices and providing new devices when current devices became too outdated.

In addition to devices, FCPS had several initiatives that promoted internet access for students to attend school virtually. For example, FCPS distributed more than 7,000 MiFi devices to students in SY 2020-21 which provided internet access. FCPS also partnered with Cox Communications to subsidize the cost of internet services to qualifying families, allowing many students access to their virtual classrooms.

Associated with student use of these devices, FCPS also provided resources to students and parents to support asynchronous learning from home. Resources included:

- Increased licensing, access, and training materials for a variety of online tools, which ensured FCPS classrooms could function in collaborative ways (e.g., Pear Deck, which is an interactive online tool where teachers can prepare game-like materials for learning and students can ask questions anonymously).
- Provided online access through an FCPS server to needed applications that could not run on a standard laptop, allowing students to access these applications remotely.
- Repurposed existing cable and streaming channels to allow for broader access to curriculum by students from home.

ELIMINATION OF GAPS

- Created a Parent Technology Help Desk that helped parents troubleshoot when technology issues occurred.

Costs

In SY 2020-21, it cost approximately \$39 million for FCPS to provide devices and internet access to students.

Costs were relatively split between staff time and material costs. Staffing time accounted for salaried staff to plan for the distribution of devices, handle logistics around device acquisition and expenditures, distribute devices, and provide ongoing technical support for student devices. The total expense for staff time was \$19,101,711, all of which came from the operating budget. The next largest expenditure was \$18 million to lease devices for Grade 3-12 students to ensure access to 1:1 devices. These 1:1 devices were covered by the County and State Coronavirus Relief Fund (CRF) which was incorporated into the operating budget. In addition to devices, FCPS also provided MiFi devices, unlimited data service for the MiFi devices, and other internet access for students without access to WiFi. The total expense for providing students with internet access was \$1,530,134 from the operating budget, and \$76,520 from the Vision grant. The MiFi devices will need to be maintained, but the large cost to purchase the devices was made in SY 2019-20 and SY 2020-21.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$19,101,711	\$0		\$19,101,711
Hourly (Direct Cost)	\$0	\$0		\$0
Operating Expenses	\$19,530,134	\$76,520		\$19,606,654
Total Costs	\$38,631,845	\$76,520	\$0	\$38,708,365

Return on Investment

FCPS invested \$277 per student in grades 3-12 to ensure 1:1 device access during SY 2020-21. (ROI Approach: Cost per participant)

The total investment in operating costs was \$38,631,845 to provide all 139,497 students in grades 3-12 with access to an FCPS provided device during SY 2020-21, or a \$277 per student investment. This was a large investment that matched the direct support that students received by having access to a device. However, these costs are a more than four-fold increase over the cost per student reported last year (\$76) for similar device access but also included expanded licensing and other supporting costs. This year's investment ensured that students had equitable access to instruction during virtual learning, which almost all FCPS students experienced for most of the school year due to safety concerns as a result of the COVID-19 pandemic, and was, therefore, crucial given the circumstances of the 2020-21 school year.

Conclusions

FCPS continued to meet its aspiration of providing all high school students with access to a 1:1 device, and even hastened the timeline to provide access to students in grades 3-8 during SY 2020-21. As such, the implementation of FCPSOn in SY 2020-21 meant that gaps in access to devices among students in most grade levels were eliminated. In addition, students who needed access to internet received supports from FCPS, who provided devices to access the internet and partnered with organizations to ensure internet availability. Digital access was extremely important during SY 2020-21 as a vast majority of students

ELIMINATION OF GAPS

learned virtually for most of the school year. Without access to devices, many FCPS students would not have been able to continue to learn in SY 2020-21. FCPS has now positioned itself well for students to continue to have digital access in future school years.

Even though access to devices was especially important during SY 2020-21, FCPS should not only continue to provide access, but should focus on objectives related to the integration of technology into teaching and learning. Additionally, professional development on blended learning (see the Reading and Mathematics aspiration for information) has been provided to schools since the beginning of the FCPSOn initiative, with specific individuals identified within schools (Learning Innovation Teams) receiving the professional development and supporting the implementation of blended learning through the use of technology in the classroom. Shifting objectives to the use of technology within teaching and learning would support the Division's ROI for the large expenditure FCPS has made to provide equitable access to devices. As technology continues to be an important part of college and career readiness, continuing to expand teacher understanding of technology integration into their instruction and student understanding of effective technology use for learning is necessary. FCPS is committed to adhering to the [International Society for Technology in Education \(ISTE\) standards](#), which provide research-based competencies for students and educators around learning digitally. FCPS will need to ensure that implementation of these standards is made with fidelity by providing continuous professional development and monitoring. Additionally, given that the evaluation of FCPSOn that outside consultants had been contracted to complete halted in SY 2020-21 due to the COVID-19 pandemic. FCPS should consider how to attain in-depth information to support continuous improvement in the use of the technology for instruction and learning.

Goal Champion Response to Conclusions

Agree. All students had and continue to have access to a computer device because of virtual and concurrent learning that occurred during the onset of the pandemic in SY 2020-21. Therefore, we have met the FCPSOn aspiration that all students will have access to an individual FCPS device. FCPS must ensure all students have equitable access to computer devices and reliable internet to access virtual instruction as needed, support students in meeting the demands of our everyday society and workforce and be a catalyst for students reaching the Portrait of a Graduate skills.

Continuous professional development in the use of technology in teaching and learning is a cornerstone of the [FCPSOn Comprehensive Plan](#). Educators across the division will continue to have the opportunity to receive both synchronous and asynchronous professional development.

In SY 2021-22, efforts are focused on ensuring ongoing access to devices, professional learning, and curriculum resources to support best practices for blended learning. The divisionwide implementation of Schoology also provides a comprehensive, common platform for instructional staff that will support a unified approach to professional development. The division is also implementing a plan to purchase more age-appropriate iPad devices with keyboard case for students in grades PreK and K, as well as Windows non-touch laptop devices for students in grades 1 and 2 through the Emergency Connectivity Fund (ECF) reimbursement grant. Instructional support and resources will be provided throughout the implementation period.

ELIMINATION OF GAPS

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

SY 2020-21 Outcomes and Analysis

There are five metrics measuring the Aspiration “Participation and performance rates will be similarly high across student groups in Advanced Academic Programs (AAP).” Key metrics, which provide data central to determining progress toward the Desired Outcome, are included below.

The following key metrics are presented below:

- Percent of students participating in AAP (Grades 3-8).
- Number of schools offering the Young Scholars program.
- Number of schools offering local level IV instruction.
- Percent of classrooms where students receive instructional experiences using AAP curriculum.

In SY 2019-20, the percentage of classrooms where students received instructional experiences using AAP curriculum was not available due to the emergency closure at the beginning of the COVID-19 pandemic. Therefore, comparison of performance from the first year of the COVID-19 pandemic to the current reporting year is not possible.

The following key metric is included in Appendix C because not all students receiving AAP services took part in SOL testing during SY 2020-21, skewing the available metric data:

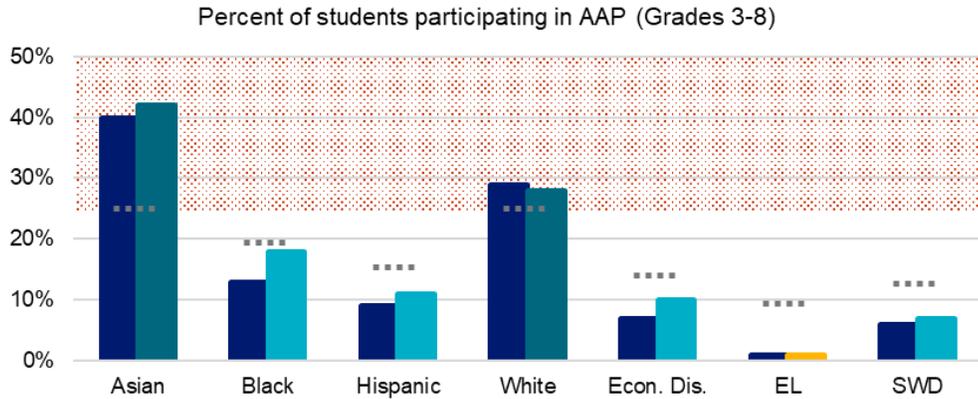
- Percent of AAP students demonstrating advanced performance in Reading or Mathematics on SOL tests (Grades 3-8).

Metric Data

In SY 2020-21, FCPS made progress toward the target for student participation in Advanced Academic Programs (AAP).

During SY 2020-21, six student groups' AAP participation rates progressed towards the target since baseline and one student group (English Learners) did not make any progress towards the target. Similar to SY 2019-20, White and Asian student groups exceeded the target during SY 2020-21 (though White students' participation rate was one percentage point lower than at baseline). Students in the Black, Hispanic, economically disadvantaged, and students with disabilities groups made progress in SY 2020-21 compared to baseline, but only the economically disadvantaged student group improved over the prior year's performance. Black student participation remained one percentage point away from meeting the target and made meaningful progress from the baseline with a five percentage point increase. Hispanic, economically disadvantaged students, and students with disabilities student groups have made progress in participation since baseline, but remain 4, 4, and 6 percentage points away from meeting the target, respectively. English Learner students decreased AAP participation between SY 2019-20 and SY 2020-21, from 2 percent to 1 percent, leaving 8 percentage points between SY 2020-21 performance and the target.

ELIMINATION OF GAPS



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	At or above 25%						
Performance Target	At or above 25%	At or above 19%	At or above 15%	At or above 25%	At or above 14%	At or above 9%	At or above 13%
SY 20-21 Performance	42%	18%	11%	28%	10%	1%	7%
SY 20-21 Performance n	6,691	1,487	2,410	8,343	3,012	214	685
3-Year Baseline	40%	13%	9%	29%	7%	1%	6%
3-Year Baseline n	6,666	1,134	1,788	9,610	1,739	156	579

Overall Performance
Progressed Toward Target

Note: This metric reflects all students in grades 3-8 documented with AAP Level IV Status. 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

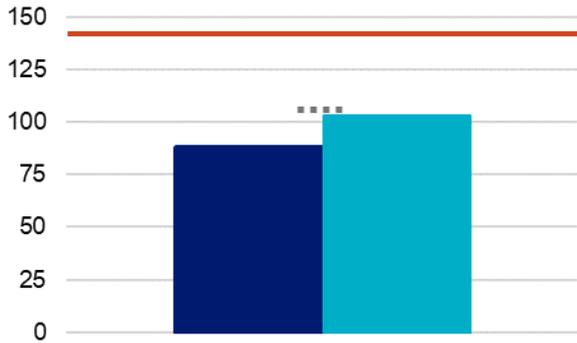
Metric Data

In SY 2020-21, the number of schools that offered Young Scholars increased and the number of schools that offered local level IV instruction remained the same as in SY 2019-20.

The Young Scholars program is designed to promote advanced coursework for students who are typically underrepresented in such courses. FCPS has increased the number of schools that offer Young Scholars by 15 schools since the baseline, including adding seven in SY 2020-21. Additionally, FCPS increased the number of schools that offer local AAP level IV instruction by 14 since the baseline, though no new schools were added during the mostly virtual SY 2020-21. Although progress has been made on both metrics, performance has yet to reach the targets, falling short by three schools offering Young Scholars and by six schools offering local level IV instruction.

ELIMINATION OF GAPS

Number of schools offering the Young Scholars program

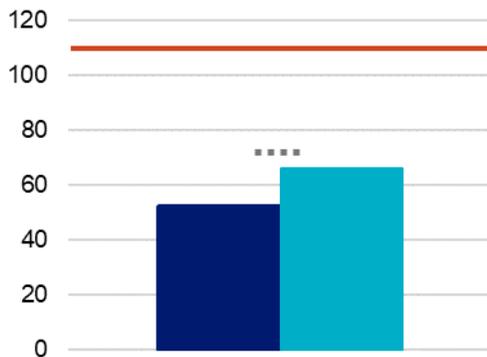


		Number of schools
Aspiration	—	141
Performance Target	****	106
SY 20-21 Performance	■	103
3-Year Baseline	■	88

Data Source: Office of PreK-12 Curriculum and Instruction

Overall Performance
Progressed Toward Target

Number of schools offering local level IV instruction



		Number of schools
Aspiration	—	112
Performance Target	****	72
SY 20-21 Performance	■	66
3-Year Baseline	■	52

Note: This metric does not include AAP Center schools. Data Source: Student Information Systems.

Overall Performance
Progressed Toward Target

Metric Data

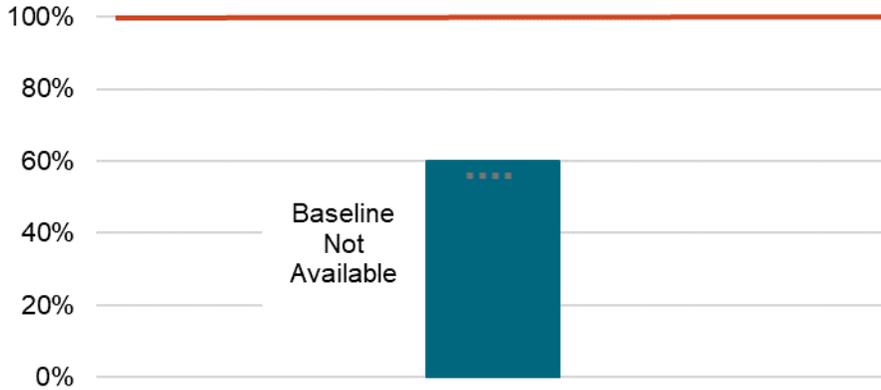
In SY 2020-21, 60 percent of classrooms provided students with instructional experiences using AAP curriculum, indicating that FCPS exceeded its target.

Data was collected on this metric for the first time in SY 2018-19; as such, there is no baseline data. In SY 2018-19, 34 percent of all classrooms provided instructional experiences with AAP curriculum. A target of 56 percent was then established that, if met, would cut the gap between the SY 2018-19 outcome and the aspiration (100 percent) by one-third. Data on this metric was not collected in SY 2019-20 due to the

ELIMINATION OF GAPS

emergency shut down caused by the COVID-19 pandemic. In SY 2020-21, FCPS provided AAP content-specific curriculum in Tier I instruction at least once per quarter in 60 percent of classrooms in grades Kindergarten through six, exceeding the target. FCPS is also more than halfway to its aspirational goal of all elementary classrooms providing students with instructional experiences using AAP curriculum.

Percent of classrooms where students receive instructional experiences using AAP curriculum



		Percent of classrooms
Aspiration		100
Performance Target		56
SY 20-21 Performance		60
SY 20-21 n		2,470
3-Year Baseline		Not available

Overall Performance
Met or Exceeded Target

Data Source: Student Information Systems.

Additional Analysis

Of the AAP students that took a Reading or Mathematics SOL, performance was lower for all student groups compared to the baseline and in SY 2018-19.

Table 8 presents information about the percentage of AAP students who took a reading or mathematics SOL that passed advanced. All student groups had lower performance this school year compared to the baseline and other school years. These results are similar to those that showed lower performance on the SOL generally and provides insight that the changes to instruction and curriculum in SY 2020-21 due to the COVID-19 pandemic also affected students taking advanced coursework.

Table 8: Percent and number of AAP students passing advanced on the reading or mathematics SOL

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Percent and Number Passing Advanced in SY 2020-21	64% n=3,647	34% n=400	32% n=614	54% n=3,690	29% n=686	13% n=25	51% n=271
Percent and Number Passing Advanced in SY 2018-19	81% n=5,881	54% n=792	56% n=1,288	75% n=7,081	53% n=1,360	30% n=79	70% n=471
Percent and Number Passing Advanced at baseline	81% n=5,419	54% n=613	58% n=1,037	74% n=7,086	53% n=924	33% n=52	69% n=401

ELIMINATION OF GAPS

SY 2020-21 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken toward the Aspiration that “Participation and performance rates will be similarly high across student groups in Advanced Academic Programs (AAP)” in SY 2020-21. AAP offered a continuum of advanced academic services to meet a broad range of elementary and middle school students’ need. Each strategic action includes a brief description of the action, an explanation of the how the strategic action was financed, and a ROI analysis. The aspiration focuses on the following actions, identified by the Goal Champion:

- Integrated resources in planning and pacing guides to support increased use of AAP curriculum in Tier I general education classrooms at the elementary level.
- Prepared additional schools to offer local level IV AAP services.
- Piloted the use of local building norms, in addition to national norms, to supplement the creation of the second grade automatic central screening pool pathway for AAP level IV selection.

Strategic Action: Integrated resources in planning and pacing guides to support increased use of AAP curriculum in Tier I general education classrooms at the elementary level.

Description

Typically, FCPS expects that each K-6 classroom will incorporate elements of AAP curriculum into Tier 1 instruction quarterly. FCPS wanted to ensure that students could continue to access AAP curriculum during distance learning due to the COVID-19 pandemic. Therefore, FCPS developed an online support site with grab-and-go resources to support implementation of AAP curriculum components. FCPS also aligned AAP curriculum resource guides with K-6 quarterly planning and pacing guides.

Costs

Overall, in SY 2020-21, it cost approximately \$1.8 million to support increased use of AAP curriculum in Tier I general education through revised planning and pacing guides, all of which was from operating funds.

All costs to increase the use of AAP curriculum in Tier 1 instruction in elementary classrooms came from operating funds to cover salary and benefits of central office staff and Advanced Academic Resource Teachers (AARTs), totaling \$1,799,120. Specifically, 125 AARTs each participated in 165.25 hours of training, at a total cost of \$1,684,000. Central office staff’s time accounted for \$115,120 to develop curriculum resources, such as the grab and go lessons.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$1,799,120			\$1,799,120
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$0			\$0
Total Costs	\$1,799,120	\$0	\$0	\$1,799,120

ELIMINATION OF GAPS

Return on Investment

In SY 2020-21, FCPS invested approximately \$728 per classroom that provided students with instructional experiences using AAP curriculum to support classrooms in using the AAP curriculum. (ROI Approach: Cost per participant)

FCPS invested approximately \$1,799,000 in operating funds to increase the use of AAP curriculum in Tier 1 instruction and 2,470 classrooms provided such instruction at least once per quarter in grades Kindergarten through six. As such, FCPS invested \$728 per classroom. Assuming an average classroom size of 22 students,²¹ this equates to a cost of \$33 per student—a moderate investment to provide students with AAP instructional experiences. However, the benefits of the professional development will last beyond a single year as the AARTs continue to implement what they learned, likely reducing per classroom costs in future years.

Strategic Action: Prepared additional schools to offer local level IV AAP services.

Description

During SY 2020-21, FCPS prepared ten schools to begin offering local level IV services during SY 2021-22 (phase 1 of expansion to all elementary schools). To prepare these ten schools, FCPS held five 1-hour sessions for school leaders and a 3-day (18-hour) intensive professional development experience for grade 3 teachers and other resource teachers (e.g., Advanced Academic Resource Teachers (AARTs), instructional coaches). The 3-day intensive experience differed from preparation in prior years and was necessitated due to COVID-19. In a typical year, teachers who will implement local level IV for a grade level have a year of training and practice using the level IV planning guide before implementing AAP curriculum on a full-time basis. Instead, teacher preparation during SY 2020-21 did not involve the year-long practice. Therefore, the grade 3 teachers in the ten phase 1 schools will continue to receive support throughout SY 2021-22 as FCPS prepares the next grade levels at the phase 1 schools. The expansion of the number of sites that offer local level IV AAP services is intended to allow eligible students to remain at their neighborhood school and allow additional students who have not been identified for level IV services to gain access to AAP curriculum.

Costs

Overall, in SY 2020-21, it cost approximately \$407,000 to prepare ten schools to offer local level IV services during the 2021-22 school year, all of which was from operating funds.

The activities during SY 2020-21 to prepare 10 schools to offer local level IV services cost a total of \$407,217, all of which came from operating funds. The majority of the costs accounted for salaried central office and school-based staff's time (\$357,217). Specifically, training for teachers, administrators, and AARTs at the ten schools cost about \$321,000 and central staff invested about \$36,000 of their time in planning the summer training and supporting teachers and staff at the 10 schools. Additionally, grade 3-4 curriculum resources were purchased for the ten schools at a cost of \$50,000, paid for with operating funds.

²¹ FCPS Elementary Class Size Averages, 2019. <https://www.fcps.edu/sites/default/files/media/pdf/FCPS-ElementaryClassSize-2019-10-31.pdf>.

ELIMINATION OF GAPS

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$357,217			\$357,217
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$50,000			\$50,000
Total Costs	\$407,217	\$0	\$0	\$407,217

Return on Investment

In SY 2020-21, FCPS invested approximately \$41,000 per school to prepare school staff to offer local level IV services during the 2021-22 school year. (ROI Approach: Cost per participant)

FCPS invested approximately \$407,000 in operating funds to prepare ten schools to offer local level IV services during the following school year (SY 2021-22), or an investment of \$40,700 per school. This amount per school is categorized as a medium investment for these start-up costs needed to train to prepare a school to provide local level IV services. The benefits of the training should last beyond a single year as the schools ramp up local level IV instruction for hundreds of students each year.

Strategic Action: Piloted the use of local building norms, in addition to national norms, to supplement the creation of a second grade pool for AAP level IV selection.

Description

In response to the external research study on equity in AAP conducted in SY 2019-20, in SY 2020-21, FCPS piloted the use of local norms to identify second grade students for the automatic screening pool pathway for AAP level IV central selection at all 105 elementary schools that offered local level IV services. This action was intended to increase the number of students in the automatic screening pool, particularly for students from Title I schools. The second grade automatic screening pool is one of two pathways for applying for AAP level IV services. The second pathway is through referrals. By using local norms, in addition to the traditionally used national norms to create the automatic screening pool, students' needs for advanced differentiation are considered within the local context of their available access to curriculum and peer group. As per usual procedures, after FCPS central office staff identified students using local norms, the school created a holistic portfolio for consideration for centralized screening. Due to the COVID-19 pandemic, AARTs did not receive training on how local norms worked to identify additional students until after holistic portfolios were due. The total percentage of second grade students tagged for the automatic screening pool was comparable to past years. However, unlike in past years, every school that was part of the local norm pilot had students tagged for the automatic screening pool. The local building norm approach captured 367 students (out of the 1,420 students in the second grade pool pathway) who would not have been tagged to be screened for level IV services through a national norm approach. The action was especially impactful for Black and Hispanic student groups, who experienced increases in the percentage identified for the screening pool pathway from 2.7 percent to 4.9 percent for Black students and 5.5 percent

ELIMINATION OF GAPS

to 11.2 students for Hispanic students. Similarly, English Learner students experienced an increase in the percentage identified for the screening pool pathway from 6.7 percent to 10.8 percent.

Costs

Overall, in SY 2020-21, it cost approximately \$20,000 in staff time to use local building norms to supplement the creation of the second grade automatic central screening pool pathway for AAP level IV selection, all of which was from operating funds.

The costs for this action funded a 2-hour training for 125 AARTs on the use of local building norms which represents an investment of staffs' time equaling \$20,322 from operating funds. While FCPS central office staff identified all students for automatic screening pool, it was important for AARTs to understand the new process, as they are the ones responsible for creating the holistic portfolios.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$20,322			\$20,322
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$0			\$0
Total Costs	\$20,322	\$0	\$0	\$20,322

Return on Investment

In SY 2020-21, FCPS invested approximately \$55 per student that was identified via local norms and would not have been identified via national norms. (ROI Approach: Impact)

FCPS invested \$20,322 in operating funds to use local building norms and the local building norm approach captured 367 students who would not have been tagged to be screened for level IV services through a national norm approach. This resulted in a \$55 investment per identified student, a moderate expense, for this one year. This ROI value, however, is inflated because the training should carry over into future years, allowing identification of additional students through the local norms process who are not known yet so cannot be included in the calculation of this year's ROI.

Conclusions

In SY 2020-21, FCPS made progress on all metrics toward the aspiration that participation will be similarly high across student groups in accessing FCPS' higher rigor, AAP, whether that was participation the AAP center or local school programming, or related programming (i.e., Young Scholars, use of AAP curriculum in all classrooms). Similar to SY 2019-20, only two student groups (White and Asian) met or exceed the performance target for participation in SY 2020-21. One particular group that continued to show concerning participation levels were English Learner students, with only 1 percent of English Learner students taking part in AAP in SY 2020-21, a decline from 2 percent in SY 2019-20. In support of reversing this trend, as use of local norms increased the percentage of Hispanic (and Black) students identified for the screening pool, FCPS should expand the use of local norms for creation of the automatic screening pathway to all elementary schools. Increased AAP participation may also follow from FCPS offering Young Scholars and Local Level IV AAP services at more schools, though FCPS has made progress toward but not yet reached its targets for expanding the number of schools offering these two programs.

FCPS has a multi-pronged strategy to increase participation in all levels of AAP, including offering AAP instructional experiences in all elementary classrooms, increasing the number of schools that offer Young

ELIMINATION OF GAPS

Scholars and local level IV AAP services, and using local building norms (along with national norms) to identify students for the automatic screening pool pathway for AAP level IV central selection. As FCPS has increased participation over the last three years, FCPS should continue with its multi-pronged strategy. Currently, all Title I schools have at least 1 AART. FCPS' October 2020 presentation to the School Board on strategies for increasing equitable participation supported placing at least one AART in every elementary school, which may be a consideration as resources allow. With or without additional AART positions, FCPS should continue to provide professional development to new AARTs on the use of revised planning and pacing guides to increase the use of AAP curriculum in all classrooms. FCPS has successfully expanded use of the AAP curriculum to the targeted level so should now aim to make sure it is available in all general education classrooms. FCPS should also assess if AARTs need additional supports to help general education classroom teachers use AAP curriculum.

Goal Champion Response to Conclusions

Agree. Progress has been made towards the four metrics. FCPS continues to build on prior practices by dedicating resources to increase access to rigorous instruction. Central office staff has worked in partnership with school-based AARTs to create, promote awareness of, and implement new resources, such as the "Tier 1 Access to Rigor Toolkit," to support collaborative team-based professional learning in order to increase access of AAP curriculum and strategies within all classrooms. The school board's commitment to ensuring every elementary school has a 1.0 FTE AART is an important component to job-embedded professional learning for access to rigor through coaching in both collaborative teams and co-teaching opportunities. Additionally, the expansion of local level IV services with expectations for fidelity of implementation supports increased access and opportunity for students to experience AAP strategies across all settings.

Within the screening and identification processes, FCPS will expand the research-based practice of using local norms that was piloted in FY 21 to a districtwide procedure and will continue to provide professional learning to understand current research in the field of gifted education related to promoting both equity and excellence.

Work is underway during SY 2021-22 to focus on growth in representation across the English Learners subgroup. There are two considerations that add context to data on English Learners. One is that a characteristic of gifted English Learners is frequently rapid acquisition of language. As such, in future reports, both current as well as former EL students will be included in the analysis. Data including both current and former EL students shows that 16 percent of ELs are identified for level IV services, a percentage more aligned with other subgroup measures. A second is that it is important to consider the range of differentiated/advanced services (AAP levels II, III, and IV) in meeting the needs of ELs rather than exclusively level IV (full-time in all four content areas) services. Data including both current and exited EL students shows that 50 percent of ELs are identified for levels II-IV, a percentage that exceeds many other subgroup measures.

In FY 22, FCPS began a three-year plan to staff all elementary schools with a 1.0 AART and all middle schools with a .5 AART. The AART role leads multiple complex facets of this ongoing professional learning through inclusion on local school instructional leadership teams, coaching opportunities with teachers, and family engagement, as has been noted by multiple AAPAC reports as well as the 2020 AAP External Program Review.

FCPS has a multi-year plan to expand local level IV services to increase equitable access to the full continuum of AAP services in neighborhood elementary schools as well as to expand and strengthen implementation of the Young Scholars model to all schools in the district. FCPS staff will continue to support schools and communities who are beginning local level IV programs. Central office staff continue to strengthen K-12 awareness and fidelity of implementation of the local level IV services and Young Scholars model. Further, the FY 22 budget includes new per pupil allocation for K-8 extracurricular enrichment opportunities for Young Scholars to supplement summer learning enrichment programs and close opportunity gaps.

ELIMINATION OF GAPS

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

SY 2020-21 Outcomes and Analysis

There are seven metrics measuring the Aspiration “Participation and performance rates will be similarly high across student groups in advanced coursework.” The following metrics are presented below:

- Percent of students who participate in Algebra I by 8th grade.
- Percent of students who participate in honors courses (7th to 12th grade).
- Percent of students who participate in Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment (DE) courses by end of high school.
- Percent of students who demonstrate proficiency (pass course and Algebra I SOL) in Algebra I by 8th grade.
- Percent of students who demonstrate proficiency (pass course) in one or more honors courses (Grades 7 to 12).
- Percent of students who demonstrate proficiency (pass course) in at least one Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment course by the end of high school.
- Percent of students who earn a passing score on one or more AP or IB exams by the end of high school.

Metric Data

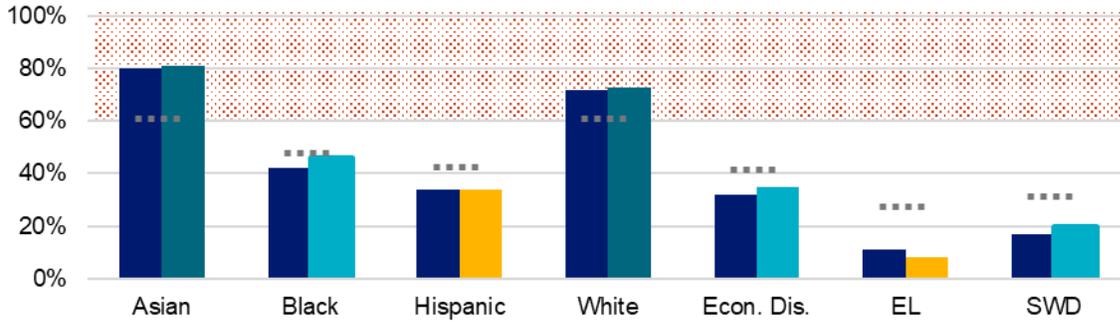
In comparison to SY 2019-20, there were more student groups that had equitable participation in Algebra I by 8th grade.

In SY 2020-21, five out of the seven student groups made progress toward equitable participation by 8th grade, which was an increase from three student groups in SY 2019-20. However, because two out of the seven student groups did not make progress toward equitable participation in Algebra I by 8th grade, FCPS did not make overall progress. Specifically, the five student groups that did make progress toward the targets included Asian, White, Black, economically disadvantaged, and students with disabilities. Asian and White student groups met or exceeded the target for participation in Algebra I by 8th grade. Black, economically disadvantaged, and students with disabilities student groups made progress, but did not meet the target (2 percentage point, 7 percentage point, and 12 percentage point differences, respectively).

Hispanic (remained the same from baseline) and English learner students (decreased by 3 percent from the baseline) did not make progress toward the target in SY 2020-21. English learner students were the furthest from the target with a 20 percentage point difference, whereas Hispanic students were 9 percentage points from the target. There is considerable overlap in these two student groups (71 percent of English learners in this sample were also Hispanic); as such, increasing participation rates for English Learners will also increase participation for Hispanic students.

ELIMINATION OF GAPS

Percent of Students who Participate in Algebra 1 by 8th Grade



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	At or above 61%						
Performance Target	At or above 61%	At or above 48%	At or above 43%	At or above 61%	At or above 42%	At or above 28%	At or above 32%
SY 20-21 Performance ²²	81%	46%	34%	73%	35%	8%	20%
SY 20-21 Performance n	2,259	705	1,308	3,649	1,660	145	360
3-Year Baseline	80%	42%	34%	72%	32%	11%	17%
3-Year Baseline n	2,235	597	1,046	4,030	1,254	197	284

Overall Performance

No Progress During this Reporting Period

Note: For this metric, Students with Disabilities includes a subset of students with IEPs, it does not include students receiving Category B, Level 2 services. Data Source: Student Information Systems

Additional Data Analysis

Gaps in participation in advanced coursework begin in elementary school, especially for English learner students.

Table 9 presents information about the students taking Algebra I by 8th grade, including the percent who received AAP level III and IV services in 6th grade and the percent taking an Honors math course in 7th grade. Of those students who participate in Algebra I by 8th grade, a majority of students (78 percent) receive level III and IV services in 6th grade. While there are differences in the participation rates between racial and ethnic groups, the largest differences can be seen in the percentages of students who received services (i.e., economically disadvantaged, English learner, and students with disabilities) and also participate in advanced coursework. Specifically, among economically disadvantaged students and students with disabilities that took Algebra I by 8th grade, 37 percent received level III or IV services in 6th grade. English learner students²³ had the lowest percentage of students participating in AAP level III and IV in 6th grade.

Of the students who took Algebra I by 8th grade, about half had taken an honors mathematics course in 7th grade. Interestingly, compared to 6th grade, economically disadvantaged students and students with disabilities had a much higher participation rate in honors mathematics courses (and similar participation rates to racial and ethnic student groups), indicating that they may have received additional supports that encouraged participation in middle school honors mathematics. English learner students also had an increase in the participation rate in 7th grade honors mathematics courses compared to participation in 6th grade, but it is clear that honors coursework prior to Algebra I in 8th grade is not a common pathway for English learner students.

²² SY 2020-21 Performance. **Dark teal** met or exceeded the target. **Light teal** Progressed toward the target. **Yellow** did not progress toward the target.

²³ English learner students were those in 8th grade, there may have been former English learners with higher participation in AAP.

ELIMINATION OF GAPS

It is surprising that such a low percentage of economically disadvantaged students and students with disabilities that went on to take Algebra I by 8th grade did not participate in AAP level III and IV services in 6th grade. Eighth grade students have the option to take Prealgebra, Algebra I, or Algebra I honors. Algebraic concepts are developed beginning as early as Kindergarten and concepts build over time. Prealgebra offers the opportunity for students to continue to enforce and build on their understanding incrementally. However, because algebra concepts are developed all through elementary, many students have a strong enough foundation to move to Algebra I after completing math 7.

While FCPS should further examine why pathways might look so different for these students, it is good there were alternative pathways for students to participate in Algebra I by 8th grade beyond participation in advanced coursework in prior years.

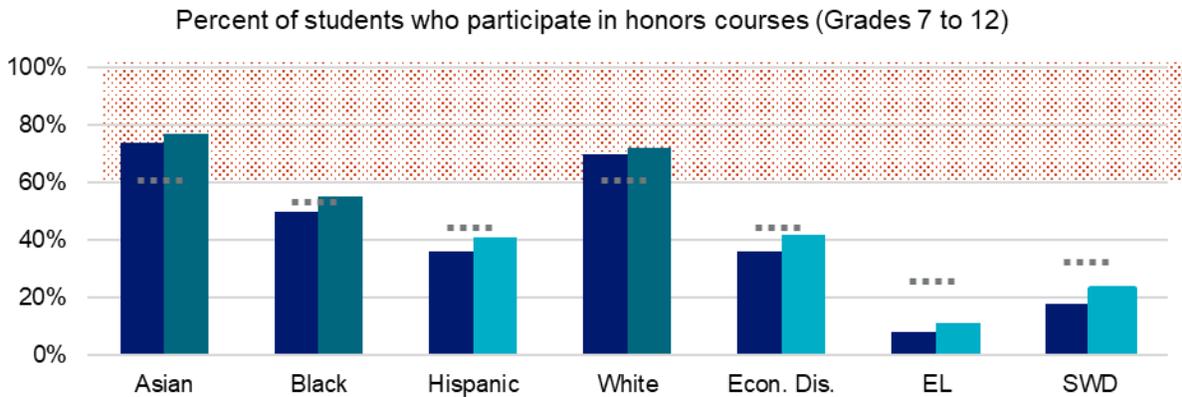
Table 9: Of the students taking Algebra I by 8th grade, participation rates in advanced coursework prior to 8th grade

Student Group	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Percent who Received AAP level III – IV services in 6 th grade	84%	72%	68%	78%	37%	Too small n	37%
Percent who took an Honors Math course in 7 th grade ²⁴	58%	43%	42%	55%	67%	21%	59%

Metric Data

In SY 2020-21, FCPS made progress in equitable participation for Honors courses.

All student groups made progress toward the target in SY 2020-21. Asian, White, and Black student groups all met or exceeded the target of participation in honors courses. SY 2020-21 was the first year that the Black student group had a participation rate that met or exceeded the target. Hispanic, economically disadvantaged, English learner, and students with disabilities student groups all made progress since the baseline. However, Hispanic students had lower participation in SY 2020-21 compared to SY 2019-20 by 2 percentage points. To meet the target, participation would need to increase by 4 percentage points for Hispanic students, 2 percentage points for economically disadvantaged students, 16 percentage points for English learners, and 14 percentage points for students with disabilities. Efforts to increase participation should focus on English learner and students with disabilities participation given that those student groups' participation were the farthest from the target.



²⁴ These data reflect courses marked as honors in SIS marks files.

ELIMINATION OF GAPS

	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspiration	At or above 61%	Progressed Toward Target						
Performance Target	At or above 61%	At or above 54%	At or above 45%	At or above 61%	At or above 44%	At or above 26%	At or above 32%	
SY 2020-21 Performance ²⁵	77%	55%	41%	72%	42%	11%	23%	
SY 2020-21 Performance n	13,973	4,933	9,270	22,924	11,887	1,190	2,348	
3-Year Baseline	74%	50%	36%	70%	36%	8%	18%	
3-Year Baseline n	12,499	4,391	7,089	24,304	8,522	828	1,796	

Note: For this metric, Students with Disabilities includes a subset of students with IEPs, it does not include students receiving Category B, Level 2 services. Data Source: Student Information Systems

Additional Data Analysis

Gaps exist in the student groups who took Honors courses

In SY 2020-21, about 6,740 seniors took at least one Honors course that year, of which 71 percent had taken an honors course in middle school (See Table 10 for more details). About half or more of all of the seniors who took an honors course by 12th grade in each student group took an honors course in middle school, except for English learner students (12th grade status), where the percent was so low that it could not be provided without students being identifiable. Asian and White seniors had the highest participation rates in honors courses prior to high school at 75 and 77 percent, respectively, followed by Black students with participation rates at 66 percent. Hispanic, economically disadvantaged, and students with disabilities student groups had around half of all seniors who took an honors course by 12th grade take an honors course in middle school (54, 56, and 48 percent, respectively).

Additionally, Asian and White seniors who had taken at least one honors course had a higher average of honors courses taken from 7th to 12th grade compared to the other student groups (10.1 and 9.3 on average), which is higher than the average for all students (8.8). All other student groups' average number of honors courses were lower than the average for all students, with English learners and students with disabilities having the lowest number of honors courses (.4 and 4.2, respectively).

These findings are consistent with the metric data that show that gaps in honors participation exist and that more efforts should be taken to meet the goal of equitable participation in honors courses.

Table 10: Additional honors information for 12th grade students who took at least one Honors course by the end of high school²⁶

Student Group	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Average number of honors courses by 12 th grade	8.8	10.1	7.3	6.0	9.3	6.1	0.4	4.2
Maximum number of honors courses by 12 th grade	22	22	20	20	21	21	8	18
Percent who took an honors course in middle school	71% n=4,802	75% n=1,323	66% n=404	54% n=607	77% n=2,200	56% n=777	Too small n	48% n=165

²⁵ SY 2020-21 Performance. **Dark teal** met or exceeded the target. **Light teal** Progressed toward the target. **Yellow** did not progress toward the target.

²⁶ The average and maximum number of honors courses by 12th grade appear to be greater compared to SY 2019-20. In SY 2019-20, a different calculation was used that only captured Honors in middle school rather than all honors courses taken from 7th to 12th grade.

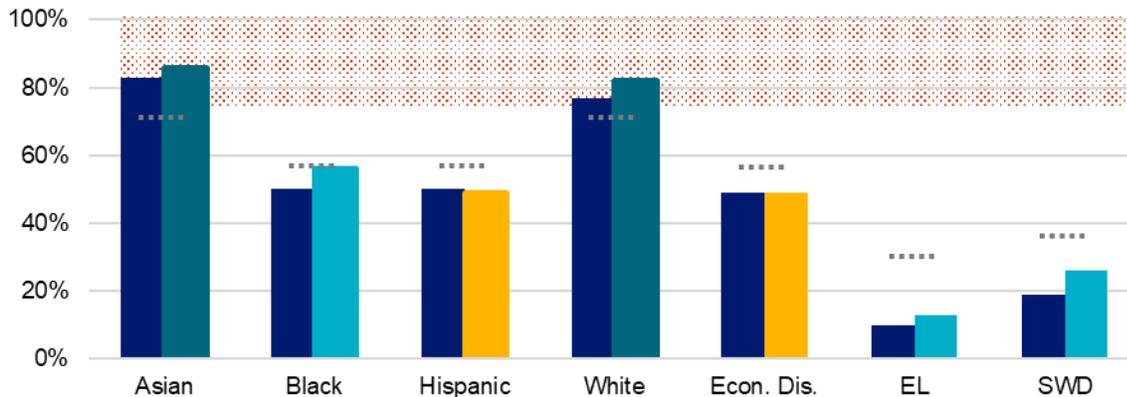
ELIMINATION OF GAPS

Metric Data

While five of the seven student groups progressed toward the target, FCPS did not make overall progress in equitable participation in AP, IB, or Dual Enrollment (DE) courses by the end of high school in SY 2020-21.

Participation rates in AP, IB, or DE courses by the end of high school were similar to those in SY 2019-20. Asian and White students met or exceeded the target in participation in AP, IB, or DE courses by the end of high school in SY 2020-21. Black student participation was 1 percentage point away from meeting the target, which was progress from the baseline, but was the same performance as last year. Compared to SY 2019-20, participation rates in AP, IB, or DE were stalled for all groups, except for students with disabilities who had a lower participation rate in SY 2020-21 by 4 percentage points. Additionally, English learner and students with disabilities participation increased since baseline, but in order to meet the target, these groups would need a 17 percentage point increase and a 10 percentage point increase in participation, respectively. Hispanic and economically disadvantaged student groups did not make any progress from the baseline with Hispanic student participation rates at 1 percentage point below the baseline and economically disadvantaged student participation the same as baseline. Participation for the Hispanic student group and economically disadvantaged student group would need to increase by 8 and 7 percentage points, respectively, to meet the target. Although 5 out of 7 student groups made progress, FCPS did not make overall progress from baseline since there were two student groups that did not make progress.

Percent of students who participate in Advanced Placement (AP) or International Baccalaureate (IB) or Dual Enrollment (DE) courses by end of high school



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	At or above 71%	At or above 71%	At or above 71%				
Performance Target	At or above 71%	At or above 57%	At or above 57%	At or above 71%	At or above 56%	At or above 30%	At or above 36%
SY 2020-21 Performance ²⁷	86%	56%	49%	82%	49% ²⁸	13%	26%
SY 2020-21 Performance n	2,621	884	1,570	4,515	1,915	181	490
3-Year Baseline	83%	50%	50%	77%	49%	10%	19%
3-Year Baseline n	2,255	720	1,221	4,571	1,417	42	297

Overall Performance

No Progress This Reporting Period

Note: For this metric, Students with Disabilities includes a subset of students with IEPs, it does not include students receiving Category B, Level 2 services. Data Source: Student Information Systems

²⁷ SY 2020-21 Performance. **Dark teal** met or exceeded the target. **Light teal** Progressed toward the target. **Yellow** did not progress toward the target.

²⁸ In SY 2019-20, economically disadvantaged students had the same performance. There was a coding error for this metric and it should have shown that the economically disadvantaged student group did not make progress.

ELIMINATION OF GAPS

Additional Data Analysis

Similar to the honors participation additional analysis, there are gaps in earlier honors participation, which could contribute to differences in participation rates in AP, IB, or DE by students' 12th grade year.

Of the cohort who participated in AP, IB, or DE courses, about 75 percent participated in at least one honors course in middle school and 91 percent participated in at least one honors course in high school. This means that participation in honors in middle school is the most common pathway to participating in AP, IB, or DE courses. Similar to the additional analyses for Algebra I and Honors participation, English learner students (12th grade status) had the lowest participation in advanced coursework prior to high school and in at least one honors course in high school. Given that middle and high school honors participation is a likely pathway for participation in AP, IB, or DE courses, efforts should be placed to increase English learner participation in advanced coursework earlier for progress on the metric to be made. It is possible that the English learner students reflected in this analysis did not attend FCPS in middle school. Additionally, this analysis does not account for former English learner status, which may show different participation rates. See Table 11 for more details about the percent and number of students in the SY 2020-21 graduating cohort who took at least one AP, IB, or DE course by 12th grade and had honors experiences in middle school.

Table 11: Percent of seniors who took an AP, IB, or DE course by the end of high school and had an honors experience in middle school and high school

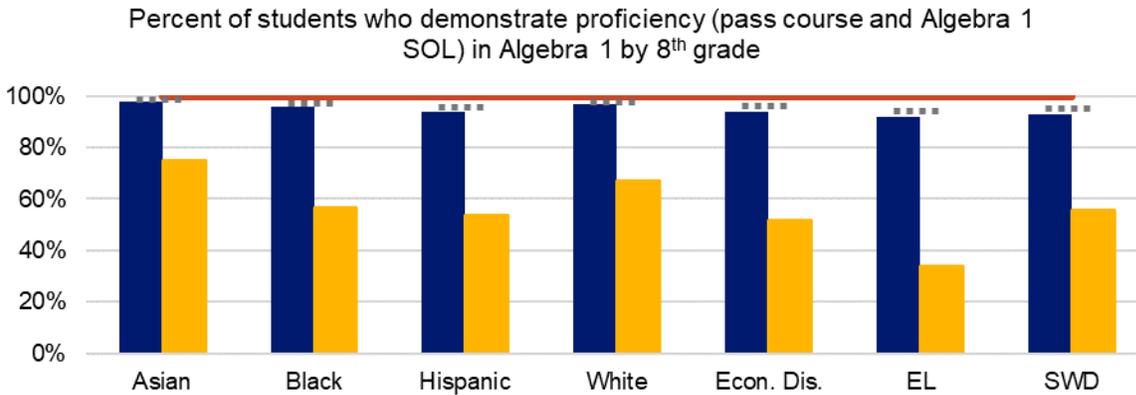
Student Group	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Percent who took at least one honors course in middle school	75% n=7,631	78% n=2,044	70% n=616	63% n=993	79% n=3,544	64% n=1,221	6% n=10	53% n=258
Percent who to at least one honors course in high school	91% n=9,271	94% n=2,471	88% n=779	84% n=1,323	93% n=4,176	84% n=1,614	37% n=67	69% n=337

Metric Data

In SY 2020-21, there were no student groups that made progress in Algebra I proficiency by 8th grade.

All student groups' performance decreased from baseline and new gaps emerged. These data are greatly impacted by performance on the Algebra I SOL and, as noted in the Reading and Math aspiration, student proficiency decreased for all student groups on SOLs in SY 2020-21. The highest performing student group, Asians with a 75 percent rate, performed 23 percentage points below their baseline rate of 98 percent. The lowest performing student group, English learners with a 34 percent rate, performed 58 percentage points below their baseline rate. All other groups performed at least 30 percentage points below their baseline rates. This metric relies on both passing the Algebra I course and the associated SOL. Since middle school students received passing grades in courses almost exclusively (see [Study of Teaching and Learning during the COVID Pandemic, Report 3](#)), the lower performance reflects not receiving a passing SOL score. In prior years, not receiving credit for course and verified credit for the SOL was rare among students taking high school Algebra I while still in middle school. However, during the COVID-19 impacted year, SOL failures had a meaningful impact on FCPS' performance on this metric. Performance on this metric for SY 2020-21 supports what was noted in the previously linked report that lower performance occurred among all students, even those taking advanced coursework, during SY 2020-21.

ELIMINATION OF GAPS



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	99%	97%	96%	98%	96%	95%	95%
SY 2020-21 Performance ²⁹	75%	57%	54%	67%	52%	34%	56%
SY 2020-21 Performance n	1,704	400	709	2,436	863	49	202
3-Year Baseline	98%	96%	94%	97%	94%	92%	93%
3-Year Baseline n	2,196	573	985	3,904	1,185	181	265

Overall Performance

No Progress This Reporting Period

Note: For this metric, Students with Disabilities includes a subset of students with IEPs, it does not include students receiving Category B, Level 2 services. Data Source: Student Information Systems

Metric Data

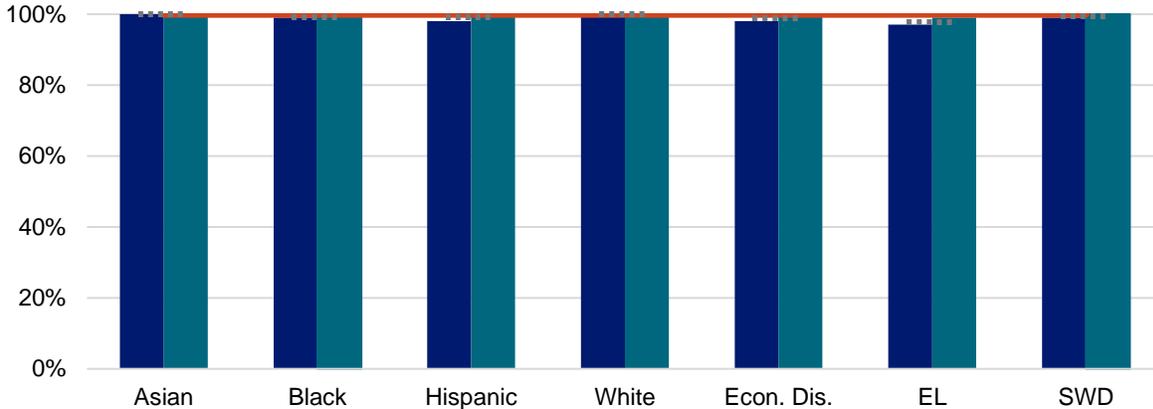
In SY 2020-21 FCPS met its target of equitable performance in Honors proficiency across the different student groups who participated in Honors.

In SY 2020-21, all student groups met or exceeded the target of passing at least one Honors course. In fact, across all student groups there were at least 99 percent of students who passed, indicating that FCPS students enrolled in Honors courses were able to meet the expectations of the courses. In SY 2020-21, there were changes made to grading criteria which likely impacted FCPS' performance on the metric, however performance is very similar to SY 2019-20, where all student groups but English learner students met or exceeded the target (97 percent of English learner students passed at least one Honors course in SY 2019-20, which was only 1 percentage point away from the target).

²⁹ SY 2020-21 Performance. **Dark teal** met or exceeded the target. **Light teal** Progressed toward the target. **Yellow** did not progress toward the target.

ELIMINATION OF GAPS

Percent of students who demonstrate proficiency (pass course) in one or more honors courses (Grades 7 to 12)



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspiration	100%	100%	100%	100%	100%	100%	100%	Met or Exceeded Target
Performance Target	100%	99%	99%	100%	99%	98%	99%	
SY 2020-21 Performance	100%	100%	100%	100%	100%	99%	100%	
SY 2020-21 Performance n	13,971	4,928	9,230	22,921	11,841	1,174	2,347	
3-Year Baseline	100%	99%	98%	100%	98%	97%	99%	
3-Year Baseline n	12,462	4,335	6,982	24,234	8,373	800	1,777	

Note: For this metric, Students with Disabilities includes a subset of students with IEPs, it does not include students receiving Category B, Level 2 services. Data Source: Student Information Systems

Metric Data

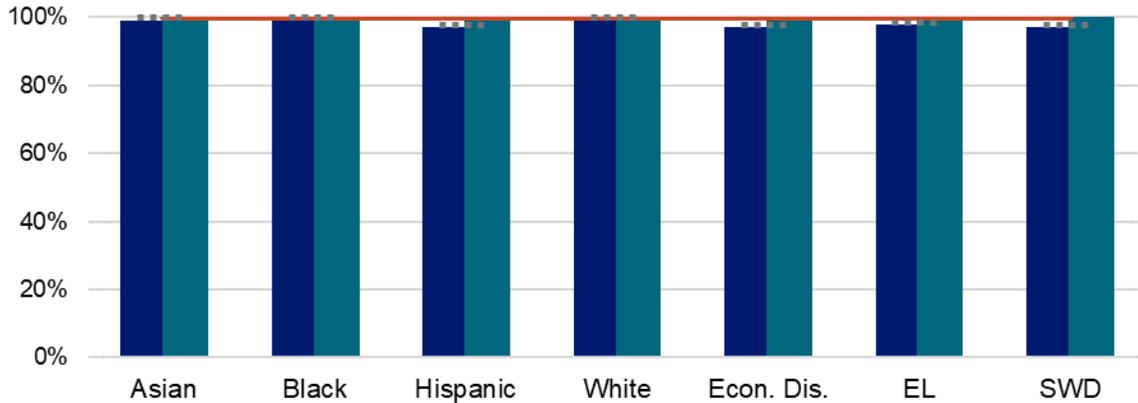
In SY 2020-21, all student groups met or exceeded the target in the percent of students taking at least one AP, IB, or DE course by the end of high school and passing this type of course.

In SY 2020-21, FCPS student groups all had at least 98 percent of all students who took at least one AP, IB, or DE course demonstrating proficiency in at least one AP, IB, or DE course by the end of high school. This means that FCPS has met the performance target of reducing gaps in performance in AP, IB, or DE courses. As mentioned in the previous section, there were changes to grading criteria which could have impacted FCPS' performance in SY 2020-21 on this metric. In SY 2019-20, the range of performance was 97 percent (students with disabilities) to 100 percent (Asian and White students), whereas this year it is 99 to 100 percent of students passing at least one honors course by the end of high school.

³⁰ SY 2020-21 Performance. **Dark teal** met or exceeded the target. **Light teal** Progressed toward the target. **Yellow** did not progress toward the target.

ELIMINATION OF GAPS

Percent of students who demonstrate proficiency (pass course) in at least one Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment (DE) course by the end of high school



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	100%	100%	98%	100%	98%	99%	98%
SY 2020-21 Performance	100%	100%	100%	100%	99%	99%	100%
SY 2020-21 Performance n	2,616	884	1,563	4,510	1,903	180	488
3-Year Baseline	99%	99%	97%	99%	97%	98%	97%
3-Year Baseline n	2,234	710	1,182	4,543	1,374	41	287

Overall Performance
Met or Exceeded Target

Note: For this metric, Students with Disabilities includes a subset of students with IEPs, it does not include students receiving Category B, Level 2 services. Data Source: Student Information Systems

Metric Data

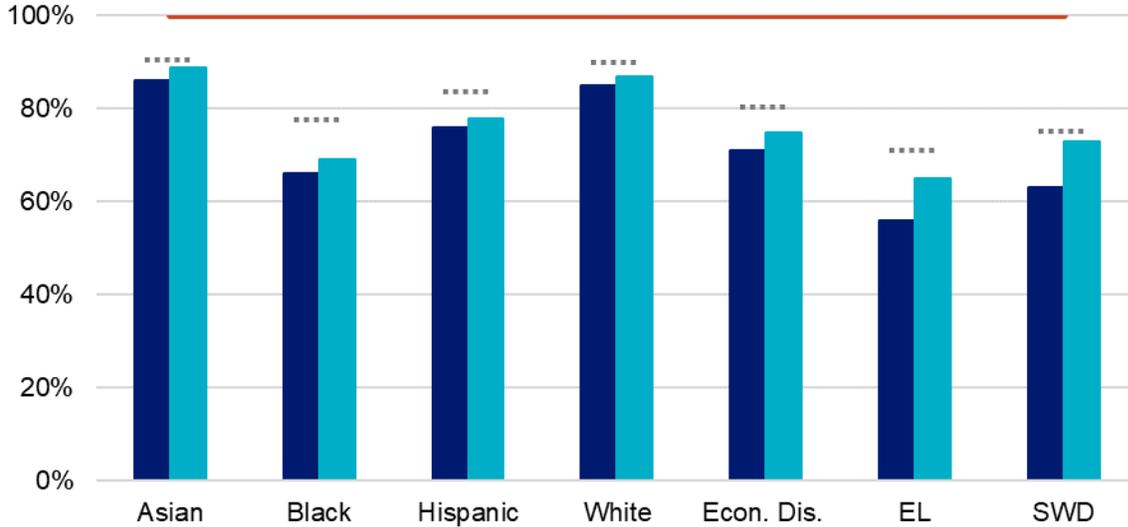
Of the students who took an AP or IB exam, FCPS made progress for all student groups in the percent of students who passed an AP or IB exam by the end of their senior year in SY 2020-21.

In SY 2020-21, all student groups made progress from the baseline in the percent of students who pass an AP or IB exam by the end of their senior year; however, no student group met its target. Compared to SY 2019-20, performance stalled for Asian students, increased for English learner students (13 percentage point increase) and students with disabilities (2 percentage point increase), and decreased for all other student groups by 1 (Hispanic, White, and economically disadvantaged) to 5 percentage points (Black). In particular, the Asian student group was 1 percentage point away from the target, Hispanic and White student groups were 2 percentage points away from the target, and the Black student group was 3 percentage points away from the target. Groups that received services were all farthest away from the target, with economically disadvantaged students 4 percentage points away from the target, students with disabilities 10 percentage points away from the target, and English learner students 11 percentage points away from the target.

³¹ SY 2020-21 Performance. **Dark teal** met or exceeded the target. **Light teal** Progressed toward the target. **Yellow** did not progress toward the target.

ELIMINATION OF GAPS

Percent of students who pass an AP or IB exam by the end of their senior year



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	90%	78%	84%	90%	80%	71%	75%
SY 2020-21 Performance	89%	69%	78%	87%	75%	65%	73%
SY 2020-21 Performance n	2,189	493	934	3,543	1,093	66	249
3-Year Baseline	86%	66%	76%	85%	71%	56%	63%
3-Year Baseline n	1,895	451	848	3,793	918	18	171

Overall Performance
Progressed Toward Target

Note: For this metric, Students with Disabilities includes a subset of students with IEPs, it does not include students receiving Category B, Level 2 services. Data Source: Student Information Systems

Additional Data Analysis

The percentage of AP scores reflective of college pass rates were lower in SY 2020-21 compared to previous years for all race/ethnic student groups, whereas the percentage of IB scores reflective of college pass rates were mixed in SY 2020-21 compared to previous years.

The metric data show that there was progress for students taking AP and IB exams across different student groups. However, these data are buffered by prior years' performance. As such, an analysis was conducted to understand how performance looked on AP or IB exams in SY 2020-21. Tables 12 and 13 show data for Asian, Black, Hispanic, and White students on AP and IB exams in SY 2017-18 through SY 2020-21. AP exams were lower for all race/ethnic student groups by a range of 7 to 12 percentage points, with decreases from the prior year larger for Black and Hispanic students (10 and 12 points, respectively) than for Asian and White students (7 percentage points each). In contrast, pass rates on IB exams were higher for Asian and Hispanic students in SY 2020-21 compared to the previous administration year by 3 and 4 percentage points, respectively, whereas pass rates for Black and White students were lower 3 and 2 percentage points, respectively.

³² SY 2020-21 Performance. Dark teal met or exceeded the target. Light teal Progressed toward the target. Yellow did not progress toward the target.

ELIMINATION OF GAPS

Table 12: Percent of AP exams with passing scores by Race/Ethnicity

Year	Asian	Black	Hispanic	White
SY 2020-21	74% n=9,571	45% n=678	52% n=1,383	67% n=9,593
SY 2019-20	81% n=10,945	55% n=955	64% n=1,786	74% n=11,797
SY 2018-19	81% n=11,988	61% n=1,145	65% n=1,996	79% n=13,454
SY 2017-18	79% n=11,390	57% n=1,101	65% n=1,993	78% n=13,996

Data Source: EDSL; Percentages were calculated by taking the total number of tests passed by each student group and dividing by the total number of tests taken by each student group.

Table 13: Percent of IB exams with passing scores by Race/Ethnicity

Year	Asian	Black	Hispanic	White
SY 2020-21	87% n=1,758	75% n=632	81% n=1,150	86% n=3,214
SY 2019-20	84% n=666	78% n=310	77% n=522	88% n=1,351
SY 2018-19	83% n=648	68% n=264	67% n=439	86% n=1,360
SY 2017-18	82% n=591	67% n=290	66% n=428	83% n=1,322

Data Source: EDSL; Percentages were calculated by taking the total number of tests passed by each student group and dividing by the total number of tests taken by each student group.

SY 2020-21 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken toward the Aspiration that “Participation and performance rates will be similarly high across student groups in advanced coursework” in SY 2020-21. The previous aspiration focused on advanced academic coursework for elementary students, whereas this aspiration focuses on advanced coursework for middle and high school students. Each strategic action will include a brief description, an explanation of the how the strategic action was financed, and a ROI analysis. The aspiration focuses on the following actions, identified by the Goal Champion:

- Continued to provide tutoring support to students taking advanced coursework.
- Provided additional student advising and summer programs intended to increase participation and improve performance of underrepresented students in advanced coursework.

Strategic Action: Continued to provide tutoring support to students taking advanced coursework.

Description

In SY 2020-21, school and community tutors supported 2,980 FCPS students taking advanced coursework through the following three programs, all of which supported underrepresented students succeed in advanced coursework:

- The Advancement via Individual Determination (AVID) College Readiness System is a nonprofit organization that trains educators to close opportunity gaps to prepare all students for college, careers, and life. FCPS has had a long-standing partnership with AVID. In SY 2020-21, tutors using the AVID College Readiness System worked with five to seven middle or high school students during the school day in elective AVID courses. To prepare students for college, tutors used higher

ELIMINATION OF GAPS

order questioning strategies to help students develop critical thinking and problem-solving skills. In SY 2020-21, 2,726 AVID students accessed 75 tutors across 27 school sites.

- The Early Identification Program (EIP) is a collaborative effort between FCPS, other neighboring divisions, and George Mason University that provides services to students who are the first in their family who would attend college. In SY 2020-21, students at six high schools and seven middle schools received virtual tutoring and mentorship through EIP. The EIP offered individual check-ins with an assigned mentor to discuss a specific assignment or provide personal coaching or other support. In SY 2020-21, 239 students utilized 30 tutors through the EIP.
- The College Success Programs (CSP) is an overarching program within FCPS, that encompasses AVID, EIP, and other programs with the intention of preparing students for the academic rigor of college coursework. In SY 2020-21, the CSP implemented a virtual after-school tutoring (pilot) program to support students in grades K-12. It supported concurrent learning and provided access to students who were unable to meet with tutors in the school building due to the COVID-19 pandemic. CSP also recruited school-based teachers to provide support for students with financial barriers. The tutors assisted 15 different students at least once a week who needed academic support and/or post-secondary planning tools free of charge.

Costs

In SY 2020-21, FCPS spent approximately \$0.75 million in staff time to provide tutoring support to historically underrepresented students.

Across the three programs, the largest expense was in salaried staff time. Specifically, FCPS staff supported and managed the work of the tutors, provided trainings, facilitated teacher-tutor communication, coordinated after-school tutoring programs, recruited and selected tutors, and provided on-going support, which resulted in a cost of \$402,734 in staff time from the operating budget. Hourly costs totaled \$357,746 and included the costs to pay tutors (\$353,967) and for hourly employees to schedule and coordinate tutoring, including advertising, registering, and monitoring weekly sign ups (\$3,779). Together, the costs to provide additional tutoring time for students participating in advanced coursework was \$760,481 in operating costs.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$402,734			\$402,734
Hourly (Direct Cost)	\$357,746			\$357,746
Operating Expenses	\$0			\$0
Total Costs	\$760,481	\$0	\$0	\$760,481

Return on Investment

In SY 2020-21, FCPS invested \$255 per student who received tutoring services in advanced coursework. (ROI Approach: Cost per participant)

In SY 2020-21, FCPS invested a total of \$760,481 in operating costs, which resulted in a \$255 investment for each of the 2,980 students who received additional tutoring supports in advanced coursework. This is a large investment per student but reflects a normal investment for direct services provided to students throughout the year. This was also an investment in FCPS' equity aims, supporting students typically underrepresented in advanced coursework.

ELIMINATION OF GAPS

Strategic Action: Provided additional student advising and summer programs intended to increase participation and improve performance of underrepresented students in advanced coursework.

Description

In SY 2020-21, FCPS central office continued to allocate operating funds to award schools with grants to receive up to \$10,000 to implement school-based programs, including secondary Young Scholars to support performance in AP courses through mentoring, tutoring, and social-emotional support for students. Young Scholars is a program that is intended to increase participation and performance in advanced coursework for students who are historically underrepresented (see AAP aspiration). Secondary Young Scholars is intended to help students already identified in the Young Scholars program be successful in advanced coursework. In SY 2020-21, 20 High Schools received a grant. Each school was assigned a manager who utilized the funds to provide additional supports, such as summer learning programs aimed to help students succeed in advanced coursework and advising services aimed at increasing enrollment of and improving performance of historically underrepresented students in advanced coursework.

Costs

In SY 2020-21, FCPS spent a total of \$130,000 in operating costs to schools to support AP course performance.

The cost of \$130,000 reflects the total amount of money supplied to schools across the division to support students' AP performance. Some of these costs were used to pay direct staff costs for advising and the summer programs, but the details were not able to be captured since schools have individual plans that account for the costs.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$0			\$0
Hourly (Direct Cost)	\$0			\$0
Operating Expenses	\$130,000			\$130,000
Total Costs	\$130,000	\$0	\$0	\$130,000

Return on Investment

FCPS invested approximately \$6,500 for each of the 20 schools that received the grants to support student performance in AP courses. (ROI approach: Cost per participant).

In SY 2020-21, FCPS invested a total of \$130,000 in operating costs to provide money to 20 schools to support performance in AP courses. This resulted in an investment of approximately \$6,500 per school, which is a small investment compared to other per school costs and given that these additional supports likely reach a large number of students.

Conclusions

The final Elimination of Gaps aspiration focuses on both participation and performance in advanced coursework at the middle and high school levels. Overall, FCPS had mixed success at providing equitable participation in advanced coursework across all metrics used to measure progress on this aspiration.

ELIMINATION OF GAPS

Specifically, FCPS made progress on one of the participation metrics (Honors) and did not make progress on the other two (Algebra I; AP, IB, or DE course). The aspiration to increase participation in advanced coursework has been long-standing and progress has not been sufficient to meet targets. Hispanic and English learner student groups consistently showed the least progress, although compared to previous years, participation for English Learner students in advanced coursework has improved. Similar to what was found in SY 2019-20, additional analyses of coursework participation demonstrated that gaps in participation exist in elementary school with AAP participation as one of the common pathways to Algebra I participation by 8th grade, especially for English learners. However, these analyses were conducted on students who did participate in Algebra I by 8th grade, an Honors course by 12th grade, or an AP, IB, or DE course by graduation. This means that increasing participation in more rigorous coursework as early as possible for underrepresented students is likely to be one pathway to eliminating gaps in participation in advanced coursework in the future. Additionally, FCPS should also consider how students who did not participate in earlier advanced coursework can end up participating in later grades without having taken advantage of those earlier pathways. The latter effort may involve engaging with students to understand what led them to take these courses without previous experience in advanced coursework. Additionally, for English learner students, it would be beneficial to understand current academic needs and determine how to meet those needs and meet the goal of participation in advanced coursework at the same time.

The actions that FCPS typically takes to increase participation, including the implementation of the AVID program and Secondary Young Scholars, have not been sufficient to move FCPS toward more equitable participation. Given that participation in advanced coursework in middle and high school relies heavily on open enrollment, FCPS may need to expand efforts to identify students to take advanced coursework and provide counseling around enrollment and additional supports once enrolled.

FCPS met or exceeded the target for two of the metrics in student performance in advanced courses (proficiency in Honors and proficiency in AP/IB courses) and made progress on one of the metrics (passing an AP or IB exam). However, additional analyses showed that AP pass rates for all student groups and IB pass rates for some student groups were lower in SY 2020-21 compared to previous years, which was likely due to the unusual way students learned throughout the school year and the stress of the pandemic. Usually almost all FCPS students participating in more rigorous coursework meet performance expectations in these courses (with lower performance seen in percentages passing an AP or IB exam). The impact of the difference between the performance this year versus prior years on the AP and IB exams may impact the percentages of future cohorts of twelfth graders who pass one or more of these exams prior to high school graduation. The analysis of performance of students in advanced coursework highlights that student performance in SY 2020-21 was negatively impacted among all FCPS students, regardless of whether students had struggled in school previously. FCPS should continue to provide tutoring supports for students taking advanced coursework in an effort to improve performance for all students given the decrease in pass rates, but especially for student groups where performance is typically low, where greater decreases were seen.

The metrics about advanced coursework performance also do not capture all students, as the calculation is based on students participating in advanced coursework. As such, if participation increases there is likely a need for additional supports for some students who have not historically participated in advanced coursework. One way to approach this could be expansion of the two research-based actions FCPS undertook this year for this aspiration (tutoring to support success in advanced coursework; additional advising and summer programs for underrepresented students). The efforts taken by FCPS to increase performance in advanced coursework should continue and may need to be expanded once participation of underrepresented student groups increases.

ELIMINATION OF GAPS

Goal Champion Response to Conclusions

Somewhat Agree. While the conclusions illustrate the ongoing challenges for some students to access advanced course work, there are bright spots worth celebrating in our students' participation and performance in advanced coursework when compared to the previous year. For example, in Algebra I courses participation, the Black student group increased from 42 percent to 46 percent. The economically disadvantaged group increased from 33 percent to 35 percent. The students with disabilities group increased from 14 percent to 18 percent. The English learner subgroup also increased from 6 percent to 8 percent.

In honor courses participation, all student groups made progress compared to the previous year. The Black student group met the target for the first time. English learners' participation rate increased from 9 percent to 12 percent. In AP, IB and DE courses participation, once again the Black student group increased from 56 percent to 61 percent. Students with disabilities increased from 26 percent to 30 percent. English learners also increased from 13 percent to 15 percent which continues the upward trend every year since SY 2018-19. College Success Programs (CSP) continues to see positive outcomes for students participating in Algebra 1 by 8th grade and taking an AP, IB, or DE course by graduation.

In SY 2021-22, policy and practices that enabled these meaningful progressions in providing equitable access to advanced coursework for all students will continue. Several strategic actions are underway to support increased participation and improved performance rates in advanced coursework. For example, the ISD mathematics team continues to promote open enrollment for 7th and 8th grade students in Math 7 Honors and Algebra I, respectively. The Advanced Academics Program (AAP) team regularly provides targeted professional learning for secondary school staff around the Young Scholars model at the secondary level. This work focuses on academic advising and encouraging historically underrepresented students to enroll in at least one honors/AP/IB course based on strengths and interests. The CSP collaborates with the AAP and mathematics team to support and cultivate change with schools to increase participation in Algebra 1 by 8th grade.

ELIMINATION OF GAPS

Future Considerations

The considerations presented in this section have been identified by the Superintendent, with input from the Goal Champion and ORSI, as important needs for the future. Strategic concerns represent important actions the Superintendent recommends be taken in response to the information presented in this report. Budget considerations reflect resource allocation requests related to the contents of this report, as well as efforts that have the potential to impact future budgets; those that have been incorporated into the Superintendent's FY23 Proposed Budget are indicated with a preceding asterisk, while the others should be considered as resources become available. Policy items reflect recommendations to the School Board for new policies or updates to existing policies stemming from the contents of this report.

Strategic Concerns

Efforts to support unfinished learning brought on by the COVID-19 pandemic will likely require multiple years of support to mitigate the negative academic impacts seen across all student groups, including those who have been historically academically most challenged or historically academically most successful.

English learners, in particular, continue to show pervasive and larger negative impacts than other groups so are likely to require intensive, consistent, and long-lasting supports, including the efforts of FCPS' on time graduation resource teachers.

FCPS will continue to require close monitoring of student needs and associated provision of appropriate tiered responses via MTSS to mitigate academic challenges students are facing so gaps in student performance do not continue to grow.

FCPS should investigate the different entry points to advanced coursework participation to understand areas of success and where barriers continue to exist.

FCPS should strive to better understand whether there are systemic reasons within the Division's control that are contributing to student groups varying in the percentages of students receiving advanced diplomas and, if so, work to promote equitable opportunities to attain this type of diploma.

Now that all FCPS students in Grades 3 to 12 have access to a 1:1 device, FCPS should revamp its strategic aims related to technology away from device provision and toward effective integration of digital resources into teaching and competent use of digital devices and resources for learning (e.g., the ISTE standards).

Performance of students in advanced programming and courses should be monitored to see if it rebounds or requires greater supports to return to pre-pandemic levels.

FCPS needs to ensure in the middle and high school level that all students demonstrating high aptitude and high performance are strongly encouraged to enroll in advanced coursework, with strategic outreach to historically underrepresented groups.

Budget Considerations

* Denotes a consideration with associated funding that has already been allocated or is requested in the Superintendent's Proposed Budget for FY 23.

*Providing English learners with the supports they need should be a budget priority.

*FCPS should continue to allocate available special funding (e.g., ESSER III) appropriately toward efforts targeting improved student performance and decreased gaps in both reading and mathematics for students falling below expected levels of performance.

ELIMINATION OF GAPS

*FCPS' new reading initiative, Equitable Access to Literacy, that is seen as a cornerstone to improvements in reading performance among all students requires additional positions to support the development of curricular materials and the implementation of instructional changes at schools.

*FCPS has budgeted \$750,000 of ESSER III funds between FY 22 and FY 24 to provide professional development to use the Graduation Requirements Summary Analysis Tool to support improved graduation rates. After ESSER III funds expire, FCPS may need to budget \$200,000 annually to ensure staff continue to know how to use the tool.

*FCPS should prioritize teacher planning time and professional development opportunities that support teachers in gaining the necessary knowledge and skills to meet current learning needs of students.

*Positions and programs that have been supported with one-time funding (such as through ESSER III) should be evaluated and, if necessary, added to annual budgets.

Math resource teachers should be funded for every elementary school.

The third year of the AAP study should be funded.

Additional budget is needed for summer programs to promote more equitable access to the programming at the elementary and middle school levels.

Policy

The FCPS School Board may wish to consider revisions to the Advanced Academic Programs, Grades K-12 policy (FCPS Policy 3335.2) to capture a commitment to equity in access to advanced program opportunities.

EARLY EDUCATION

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

SY 2020-21 Outcomes and Analysis

There is one metric measuring the Aspiration “All future FCPS students will enter kindergarten with the essential skills needed for school success.” Key metrics, which provide data central to determining progress toward the Desired Outcome, are included below.

The following key metrics are presented below:

- Percent of students with executive functioning skills at kindergarten entry.

This metric reflects data from the Child Behavior Rating Scale (CBRS), which is required by Virginia state law and measures a Kindergartner’s self-regulation, social skills, and wellbeing at the beginning of the school year. FCPS administered this assessment for the first time in Fall of 2019. The self-regulation items are used to determine whether a child has the executive functioning skills needed for children to be prepared to learn in a classroom setting. As shown in SY 2020-21’s Student Success Goal Report, students who entered FCPS with executive functioning skills were more likely to demonstrate life, work, and citizenship skills by the end of their kindergarten year.³³ That is, executive skills at kindergarten entry are precursor skills to key kindergarten skills.

Metric Data

In SY 2020-21, none of the seven student groups met the performance target for executive functioning skills at kindergarten entry.

Over 60 percent of Asian, Black, and White students met the executive functioning standard at kindergarten entry in SY 2020-21; about half of Hispanic, economically disadvantaged students, and English Learners met the standard last year; and 40 percent of students with disabilities met the standard. SY 2020-21 performance for all student groups was at least 16 percentage points below the performance target. Across all student groups, performance was lower in Fall 2020 compared to Fall 2019 (see Appendix A for more details). The students with disabilities student group experienced the largest drop (18 percentage points), with English Learners (12 percentage points) and students in the Black, Hispanic, and economically disadvantaged student groups (all 11 percentage points) also experiencing declines of over 10 percentage points. The Asian and White student groups experienced declines of 7 percentage points. Therefore, gaps in executive functioning at kindergarten entry widened between Asian and White student groups and all other student groups.

It is unknown to what extent scores were lower due to an inability to observe behaviors. However, considering that kindergarten children experienced the closure of many childcare centers and preschools, it is reasonable to conclude that the early months of the COVID-19 pandemic likely had a negative impact on executive functioning skills at kindergarten entry just as was found with other performance data reported on in this report for students in later grades. However, because the school year started in a virtual format, teachers rated performance based on virtual observations. The CBRS is designed to be an in-person rating scale, and validity of the results has not been assessed for virtual observations. In guidance provided to districts and schools, VDOE noted that “observing some of the behaviors on the CBRS may be challenging” (p. 17).³⁴ Therefore, it is possible that some students were scored lower on the CBRS because teachers could not observe certain behaviors.

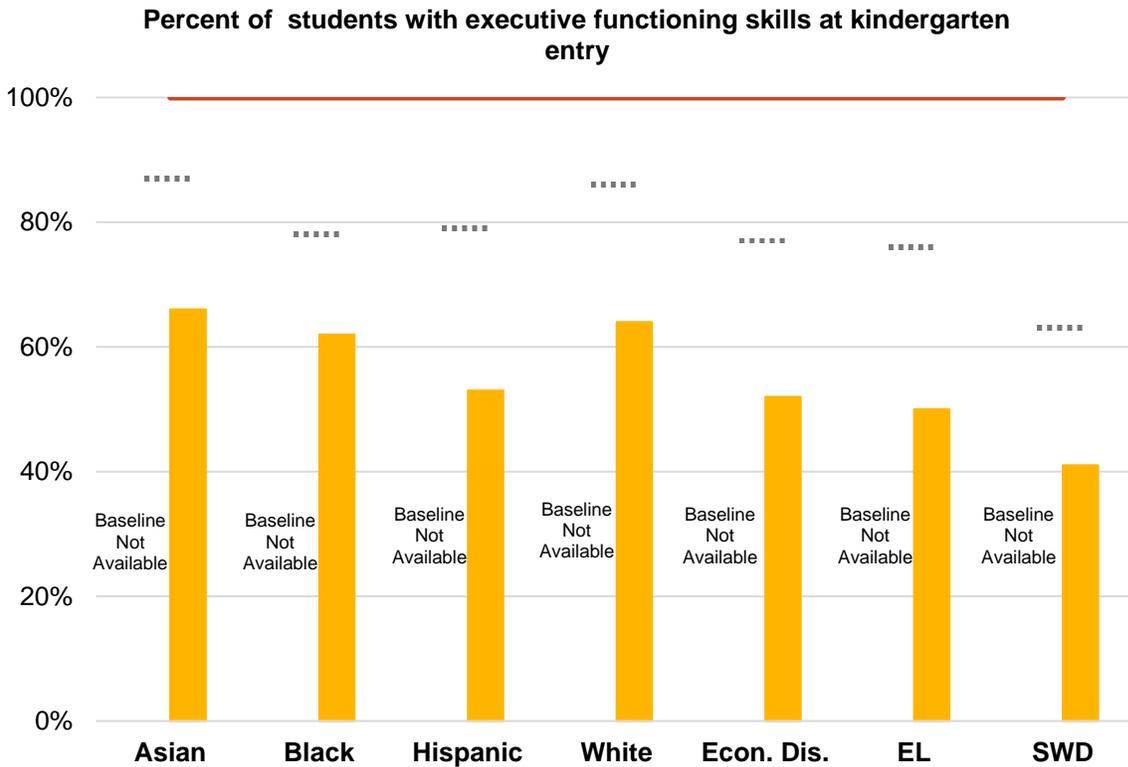
³³ Fairfax County Public Schools. (2021). *Strategic Plan Report: Student Success*.

[https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BY6U4J7A36B4/\\$file/FY20%20Student%20Success%20Report.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BY6U4J7A36B4/$file/FY20%20Student%20Success%20Report.pdf).

³⁴ Virginia Department of Education. (2020). *Virginia Kindergarten Readiness Program Kindergarten Manual*.

https://www.doe.virginia.gov/administrators/superintendents_memos/2020/211-20a.pdf.

EARLY EDUCATION



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	87%	78%	79%	86%	77%	76%	63%
SY 20-21 Performance	66%	62%	53%	64%	52%	50%	41%
SY 20-21 Performance n	1,402	621	1,661	2,481	1,807	1,049	461
3-Year Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-Year Baseline n	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Overall Performance
No Progress During this Reporting Period

Data Source: Office of Assessment and Reporting; The Child Behavior Rating Scale Self-Regulation Subscale. This is the second year that data is available, thus there is no baseline data. Performance targets were calculated by subtracting the SY 2019-20 Performance from the Aspirational Value and dividing by three.

Additional Data Analysis

Students who entered kindergarten in FCPS in Fall 2020 who had a prekindergarten experience were more likely to have executive functioning skills at the beginning of the school year than students without a prekindergarten experience.

Students who entered kindergarten in FCPS in Fall 2020 with prekindergarten experiences showed a statistically significant difference in executive functioning compared to students who did not enter kindergarten with prekindergarten experiences. Specifically, 55 percent of those students who had no preschool experience met the standard on the assessment for executive functioning compared to students with prekindergarten experience, where 63 percent met the standard. After controlling for students' race/ethnicity, economic status, English Learner status (as of January 2021), and disability status, students

EARLY EDUCATION

that experienced a prekindergarten experience were statistically more likely to have met the standards for executive functioning skills.³⁵

Overall, approximately 81 percent of FCPS students (8,863) entered kindergarten in SY 2020-21 having at least some prekindergarten experience, which includes a range of different experiences such as private or public center-based preschool, family home daycare, community center care, and special education preschool. About 65 percent of English Learner and Hispanic students had a prekindergarten experience, as did about 76 percent of economically disadvantaged students. Between 83 and 90 percent of Asian, Black, and White students had a prekindergarten experience and over 99 percent of young children with disabilities had a prekindergarten experience. Table 14 provides the percentage and number of students by student group who met the executive functioning standard at kindergarten, disaggregated by whether they had a prekindergarten experience. In contrast to the prior year, Black and economically disadvantaged students did not exhibit benefits on the CBRS from a prekindergarten experience. In fact, in the prior year, having a prekindergarten experience was especially advantageous for Economically disadvantaged students, with 65 percent of children with a prekindergarten experience demonstrating executive functioning skills, compared with 34 percent without a prekindergarten experience. In contrast, this year the rates were approximately the same for students with (52 percent) and without (51 percent) prekindergarten experience.

Table 14: Percentage and number of students who meet executive functioning standards at kindergarten entry, by prekindergarten experience in SY 2020-21

Student Group	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Percent and Number Meeting Executive Function Standards <u>with</u> prekindergarten	67% (1,197 of 1,783)	61% (512 of 837)	55% (1,139 of 2,088)	65% (2,263 of 3,501)	52% (1,385 of 2,644)	52% (707 of 1,370)	41% (459 of 1,107)
Percent and Number Meeting Executive Function Standards <u>without</u> prekindergarten	61% (205 of 338)	63% (109 of 172)	51% (522 of 1,027)	56% (218 of 391)	51% (422 of 831)	46% (342 of 737)	TS

Note: TS = Number less than 10. Data Source: Student Information Systems

SY 2020-21 Actions and Costs

This section provides information about the strategic actions that were taken toward the Aspiration that “All future FCPS students will enter kindergarten with the essential skills needed for school success” in SY 2020-21. Each strategic action will include a brief description and an explanation of the how the strategic action was financed. The report focuses on the following actions, identified by the Goal Champion:

- Continued to provide students preschool experiences through the Family and Early Childhood Education Program (FECEP).
- Revamped instructional resources and related processes that support young children’s social emotional development.
- Implemented a new process to ask about and respond to developmental concerns expressed by caretakers when enrolling a student for FECEP.

Strategic Action: Continued to provide students preschool experiences through the Family and Early Childhood Education Program (FECEP).

Description

To provide the most vulnerable students with quality early childhood education, housed specifically within FCPS, FECEP continued to be implemented in SY 2020-21. FECEP provides early childhood services to income-eligible zero- to-four-year-old children by offering comprehensive services to support children’s

³⁵ Odds Ratio = 1.348, p<0.001. Controlling for student demographics, students that had a prekindergarten experience increased the odds of meeting the executive functioning standard by 34.8 percent.

EARLY EDUCATION

academic, social-emotional, and physical development. The goal of the program is to provide high-quality early childhood educational services to students and involve parents in the process. FECEP uses a blended funding stream from federal, state, and local contributions with all FECEP classrooms adhering to both the federal Head Start performance standards and the Virginia Preschool Initiative guidelines. As such, students who participate in FECEP are likely to be prepared for kindergarten. During SY 2020-21, the program had 100 classrooms for 3- and 4-year-old children and six Early Head Start classrooms for children younger than 3. FECEP operated in 63 elementary schools and offered 1,848 slots—the same number of slots as in SY 2019-20. Likely due to the pandemic, not all slots were utilized in SY 2020-21, with 1,548 children served by FECEP. This decline is similar to the decline in PreK enrollment across Virginia.³⁶ Despite FECEP under enrollment in SY 2020-21, certain schools and areas did carry waitlists, while other areas had no waitlisted students to fill open slots. At the end of the 2020-21 school year, there were 77 students on the FECEP waitlist.

Similar to the finding above that economically disadvantaged students did not exhibit benefits on the CBRS from a prekindergarten experience, FECEP students did not exhibit benefits on the CBRS, with 56 percent meeting executive functioning standards—similar to the 55 percent of students without a prekindergarten experience meeting executive functioning standards. Considering that in SY 2019-20, FECEP students demonstrated a 17 percentage point advantage over peers without a prekindergarten experience, it is apparent that the closure of in-person preschool significantly impacted the young students who could most benefit from a prekindergarten experience.

Costs

Overall, in SY 2020-21, it cost approximately \$26.2 million to implement the FECEP program, including a reimbursement of \$11.7 million from state and county funds, with \$12.6 million from operating funds.

The majority of the costs to implement FECEP included \$24,566,320 in salary and benefits for FECEP teachers, administrators, instructional assistants, and central office staff who support FECEP. Staffing costs also included time spent at trainings to ensure quality early learning experiences for FECEP students. A direct transfer cost of \$11,735,943 from state and county funds reimbursed FCPS for staffing costs to implement the program. Federal Title I grant funds of \$1,811,845 also supported staff salary and benefits. This left approximately \$11 million in staffing costs paid for by FCPS from operating funds. Hourly costs primarily covered the costs of family services assistants to function as a liaison between parents, community, and school staff (approximately \$161,000), an office assistant (approximately \$16,000), and two classroom monitors (approximately \$13,000), all of which came from operating funds. Non-staffing costs to run the program included facility use and maintenance, contracted services, insurance expenses, and fees totaled \$1,404,187 in operating funds.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$11,018,532	\$1,811,845	\$11,735,943	\$24,566,320
Hourly (Direct Cost)	\$225,811	\$0		\$225,811
Operating Expenses	\$1,404,257	\$0		\$1,404,257
Total Costs	\$12,648,600	\$1,811,845	\$11,735,943	\$26,196,388

³⁶ FCPS filled 84 percent of its FECEP slots in SY 2020-21. Across Virginia, the number of Prekindergarten students fell by 81 percent between SY 2019-20 and SY 2020-21, from 34,373 to 27,986. State data is from Virginia Department of Education. (n.d.) Fall Membership Reports. https://www.doe.virginia.gov/statistics_reports/enrollment/index.shtml

EARLY EDUCATION

Return on Investment

In SY 2020-21, FCPS invested approximately \$8,200 per participating FECEP student. (ROI Approach: Cost per Participant)

FECEP required an investment from FCPS of \$12,648,600 in operating funds and served 1,548 students, resulting in a cost per participant of \$8,171. Considering that FCPS pays for less than half of the cost of FECEP (the total cost per participant was \$16,923), yet accrues the benefits, FCPS' large investment is cost-effective. FECEP's positive effects may not be fully realized until FECEP is implemented as intended, with children attending in-person for an entire school year. That is, the FECEP students who entered kindergarten in Fall 2021 may not have benefited from FECEP as much as FECEP students who entered kindergarten in Fall 2019, or those who will enter in Fall 2022 due to the COVID-related closure of school buildings over two school years.

Strategic Action: Revamped instructional resources and related processes that support young children's social emotional development.

Description

To allow for early identification of the social emotional and executive function needs of students, FCPS has used the Devereux Early Childhood Assessment (DECA) screener for FECEP classrooms for several years. Prior to SY 2020-21, FECEP teachers worked with their resource teachers to select a strategy to support a targeted protective factor. However, beginning in SY 2020-21, DECA goals were created by a centralized team. FECEP teachers then used a step-by-step process guide to use their DECA scores to select one of the centrally created DECA goals. Staff used a web-based computer program to administer the DECA. All FECEP 106 classrooms in FCPS used this new process.

In addition to the new centralized DECA goals, central office staff created a Social Emotional Learning (SEL) Google Classroom page that included professional development on two evidence-based SEL programs (Second Step and Conscious Discipline), screening information, and other SEL supports. Second Step and Conscious Discipline are both associated with improvements to executive functioning in independent research studies.³⁷ All 292 teachers and instructional assistants were enrolled in the Google Classroom and teachers reported using the resources and requested the Google Classroom continue next school year. In addition to the resources offered in the Google Classroom, FCPS offered professional learning and targeted coaching around SEL and executive functioning. Trainings were both asynchronous and synchronous. For example, 40 attendees participated in 10-week Conscious Discipline eCourses and 63 participated in an eCourse on SEL Foundations and Resiliency for Infants and Toddlers. Successful implementation of these instructional resources may result in children entering kindergarten more prepared to learn in future years.

³⁷ Wenz-Gross M, Yoo Y, Upshur CC and Gambino AJ (2018) Pathways to Kindergarten Readiness: The Roles of Second Step Early Learning Curriculum and Social Emotional, Executive Functioning, Preschool Academic and Task Behavior Skills. *Front. Psychol.* 9:1886. doi: 10.3389/fpsyg.2018.01886.

Fuhs, M. (2018). *Preschool Promise Child Assessments Technical Report 2017-2018*. Dayton: University of Dayton. Accessed from <https://consciousdiscipline.s3.us-west-1.amazonaws.com/Articles/Preschool-Promise-FINAL-Technical-Report.pdf> on 3 November 2021.

EARLY EDUCATION

Costs

Overall, in SY 2020-21, it cost approximately \$287,000 in operating costs to revamp instructional resources and related processes that support young children’s social emotional development.

The majority of the costs to revamp instructional resources and related processes that support young children’s social emotional development came from operating funds. The funds covered the cost of 10 hours of professional development for 244 staff that work with young children (\$198,347) and the purchase of Second Step materials (\$83,236) and a web-based computer program to administer the DECA (\$5,850). Central office staff gathered outcomes from DECA to support instruction with social and emotional learning and developed professional development to support social emotional learning. Central office staff costs were paid for with grants from Head Start, Early Head Start, and Virginia Preschool Initiative (\$75,553).

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$198,347	\$75,553		\$273,900
Hourly (Direct Cost)	\$0	\$0		\$0
Operating Expenses	\$89,086	\$0		\$89,086
Total Costs	\$287,433	\$75,553	\$0	\$362,986

Return on Investment

In SY 2020-21, FCPS invested approximately \$186 per FECEP participant to support young children’s social emotional development. (ROI Approach: Cost per participant)

FECEP served 1,548 students and all students benefited from FCPS’ total investment of approximately \$287,000 to revamp instructional resources and processes around social emotional development. This results in a cost per FECEP participant of \$186, categorized as a large investment. However, the costs for professional development were accrued in SY 2020-21, but the benefits will last into future years as teachers will already be trained to better support young children’s social emotional development so this is an inflated cost per student.

Strategic Action: Implemented a new process to ask about and respond to developmental concerns expressed by caretakers when enrolling a student for FECEP.

Description

During enrollment into FECEP for SY 2020-21, FCPS conducted family interviews with new questions asking if caretakers had any concerns about the development of their child. FCPS conducted 2,080 family interviews with the new questions. There were 191 families who expressed concerns around their child’s development and were provided coaching after the family interview. Coaching included covering aspects of the FECEP classroom, the classroom environment, adult to child ratio, and needs of the child. Of the 191 families that expressed concerns, Special Services completed 185 developmental screenings either by phone or virtually. The developmental screenings completed by Special Services included the Ages and Stages Questionnaire (ASQ) and a parent concern questionnaire. Based on the results of the screenings,

EARLY EDUCATION

Special Services provided referrals to Early Childhood Identification & Services to 50 families, with 44 students being identified for services. Prior to SY 2020-21, developmental screenings were not completed before a child was enrolled. This new process allowed FCPS to respond to parent concerns and more quickly identify children with developmental delays in order to provide supportive strategies at the entry into PreK and refer children to Early Identification Services if needed. Successful implementation of this new intake process may result in children entering kindergarten more prepared to learn in future years.

Costs

Overall, in SY 2020-21, it cost approximately \$336,000 to ask about and respond to caregivers' child developmental concerns during FECEP enrollment, all of which was funded by grant funds.

All of the costs to respond to caregivers' child development concerns during FECEP enrollment were paid for with grants from Head Start, Early Head Start, and the Virginia Preschool Initiative. Specifically, grants covered \$250,444 in salary and benefits of central office staff to train staff to implement family interviews, conduct family interviews, discuss concerns with families, and, if warranted, make referrals for special education services. Grants also covered \$85,333 in hourly staff costs for staff to conduct family interviews, discuss concerns with families, and, if warranted, make referrals for special education services.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)		\$250,444		\$250,444
Hourly (Direct Cost)		\$85,333		\$85,333
Operating Expenses		\$0		\$0
Total Costs	\$0	\$335,777	\$0	\$335,777

Return on Investment

A return on investment is not calculated, as no operating funds were used for this action.

Conclusions

The early months of the COVID-19 pandemic, which included the closure of many childcare centers and preschools, appears to have had a negative impact on executive functioning skills at kindergarten entry. Specifically, in SY 2019-20, 76 percent of all kindergartners entered FCPS with these skills, while in the current reporting year, only 61 percent of all kindergartners entered FCPS with the requisite executive functioning skills. This finding is similar to the findings earlier in the report that achievement dropped at other grades during the COVID-19 pandemic. What is different about the early learning metric is that it is a measure of kindergartners' skills at the *beginning* of SY 2020-21, when the effects of the closure of preschools in Spring 2020 were most fresh and before most of the assessed students had received a year's worth of instruction in FCPS. In contrast, the SOL measures assess students' knowledge at the *end* of SY 2020-21—after FCPS had the opportunity to instruct students in mathematics and reading. The findings regarding kindergarten students' executive functioning skills indicates that the closure of preschools, including FCPS' FECEP program, nullified at least some of the positive effects that preschool attendance typically has on students. For example, economically disadvantaged students did not exhibit benefits from a prekindergarten experience, even though in SY 2019-20, having a prekindergarten experience was especially advantageous for economically disadvantaged students.

Recognizing that children under age five were immensely affected by the pandemic, FCPS revamped instructional resources and related processes that support young children's social emotional development. FCPS created an SEL Google Classroom page that included professional development on two evidence-

EARLY EDUCATION

based SEL programs (Second Step and Conscious Discipline), screening information, and other SEL supports. Additionally, FCPS implemented a new process to more quickly identify children with developmental delays and refer them for services. It is difficult to see the impact of these actions within their first year so they should be continued and may result in more children entering kindergarten prepared to learn in future years. Furthermore, and future costs should be less, as staff will not need to take the same professional development. Additionally, COVID-19 prevented FCPS from implementing Bridge to Kindergarten in Summer 2020. In SY 2019-20, FCPS expanded Bridge to Kindergarten and the ROI calculated in FY 2020's Student Success Strategic Plan Report found the action to be a cost-effective strategy to improving children's executive functioning skills. FCPS should return to implementing Bridge to Kindergarten now that it is safe to learn in person. All of these actions, while helpful, are relatively small and FCPS will need to continue to invest in FECEP and work with its county partners to prepare children to be successful in kindergarten and close preparedness gaps.

Goal Champion Response to Conclusions

Agree: A quality prekindergarten experience improves kindergarten readiness and contributes to closing achievement gaps. Recognizing the impact of virtual learning and the pandemic on students, the Office of Early Childhood increased the resources to support FECEP students' social emotional development including professional learning and coaching opportunities for teachers during SY2019-20. Social emotional skills are associated with school success because when students can self-regulate, participate cooperatively with peers, and manage their emotions, they are more available for learning. Countywide programs such as PreK and Bridge to K are dedicated to ensuring high quality early learning experiences for vulnerable families.

Based on the data, PreK and Early Head Start (EHS) is implementing several strategies in SY 2020-21 to ensure students enter kindergarten with the essential skills needed for school success. Three specific strategies are in place to support academic and social readiness. The [Classroom Assessment Scoring System \(CLASS\)](#) is a research-based tool that measures classroom levels of Emotional Support, Classroom Organization and Instructional Support. The second is participating in the [Virginia Kindergarten Readiness Program \(VKRP\)](#) for PreK which supports monitoring of student academic and social-emotional skills. The third is explicitly partnering with parents to increase positive parent and child interactions that support kindergarten readiness. Through family center meetings that incorporate accessible activities, as well as an online parenting resource called [ReadyRosie](#), the division is promoting parent engagement with opportunities for parents to learn and practice new strategies to learn and play with their children. The parents in the PreK and EHS program are asked to respond to the Family Outcomes measurement tool and the Office of Early Childhood will be measuring growth of reported positive parenting child interactions.

EARLY EDUCATION

Future Considerations

The considerations presented in this section have been identified by the Superintendent, with input from the Goal Champion and ORSI, as important needs for the future. Strategic concerns represent important actions the Superintendent recommends be taken in response to the information presented in this report. Budget considerations reflect resource allocation requests related to the contents of this report, as well as efforts that have the potential to impact future budgets; those that have been incorporated into the Superintendent's FY23 Proposed Budget are indicated with a preceding asterisk, while the others should be considered as resources become available. Policy items reflect recommendations to the School Board for new policies or updates to existing policies stemming from the contents of this report.

Strategic Concerns

FCPS should continue to monitor the SY 2020-21 kindergarten cohort for executive functioning skills using the Child Behavior Rating Scale given the low percentage of students rated as having sufficient executive functioning skills, given the known long-term impact on students' education without having the skills.

Budget Considerations

FCPS should continue to implement and provide professional development around the evidence-based programs, Second Step and Conscious Discipline to strengthen FECEP's focus on executive functioning skills of students.

Policy

NONE

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.

SY 2020-21 Outcomes and Analysis

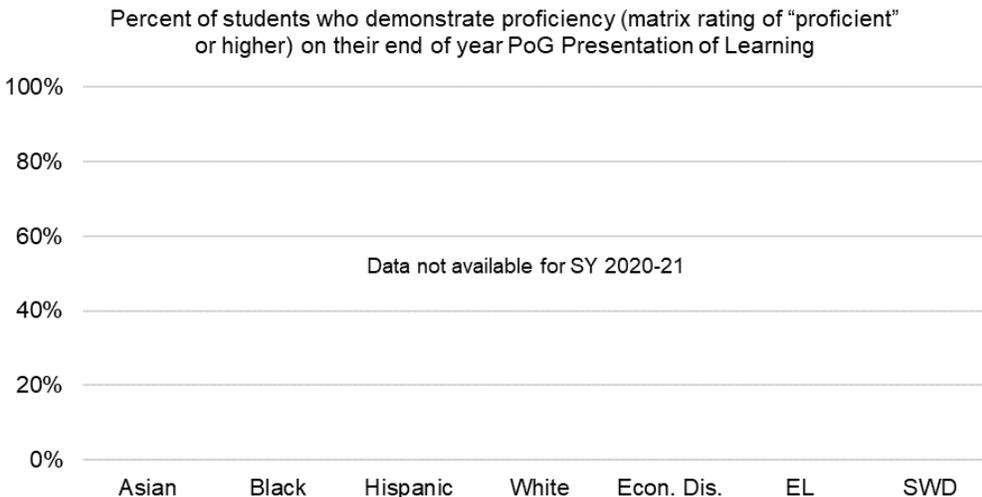
There is one metric measuring the Aspiration “All students will meet grade-level expectations for Portrait of a Graduate (POG) outcomes as measured by their performance on end-of-year POG Presentations of Learning.” The following metric is presented below:

- Percent of students who demonstrate proficiency (matrix rating of “proficient” or higher) on their end of year POG presentations of learning.

Metric Data

In SY 2020-21, the Presentations of Learning metric continued to be unavailable for the Strategic Plan Report

FCPS has not historically collected information on Presentations of Learning (POL) centrally for a variety of reasons, including not having a centralized method of reporting on this data. In SY 2020-21, collection of data on POG POLs were paused due to disruptions from the COVID-19 pandemic. However, students in grades 3–12 were able to engage in performance-based assessments (PBAs; see SY 2020-21 Actions, Costs, and ROI section for more details), which are designed to challenge students to use POG skills. Performance on the PBAs are embedded in students’ marks, and therefore are not singled out as a data point centrally.



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target							
SY 20-21 Performance	The Data for this Desired Outcome are Not Available						
SY 20-21 Performance n							
3-Year Baseline							
3-Year Baseline n							

Overall Performance
Data Not Available

PORTRAIT OF A GRADUATE

SY 2020-21 Actions, Costs, and ROI

This section provides information about the strategic actions that were taken toward the Aspiration that “All students will meet grade-level expectations for Portrait of a Graduate (POG) outcomes as measured by their performance on end-of-year POG Presentations of Learning (POL)” in SY 2020-21. Each strategic action will include a brief description, an explanation of the how the strategic action was financed, and a ROI. The aspiration focuses on the following action, identified by the Goal Champion:

- Set FCPS up for a balanced assessment approach that would allow students to demonstrate POG attributes and skills.

Strategic Action: Set FCPS up for a balanced assessment approach that would allow students to demonstrate POG attributes and skills.

Description

A balanced assessment approach is a combination of assessments that form a comprehensive measure of student learning. In Virginia, a balanced assessment system should include a variety of assessment types to measure student achievement and growth based on content standards, specific learning goals, and the five C's (critical thinking, creative thinking, collaboration, communication, and citizenship ([Virginia Department of Education](#))). The POG POL is a type of assessment that requires students to present a portfolio that is scored using rubric-based criteria. POG POLs rely on several pieces of evidence to demonstrate students' growth over time and require students to reflect on those skills and growth. Unfortunately, the circumstances of the COVID-19 pandemic meant that POG POLs were paused for all students in SY 2020-21. However, FCPS engaged in three activities that paved the way for FCPS to progress in accountability toward the aspiration of all students demonstrating POG attributes, which included the following three activities:

- Expanded the use of performance-based assessments in place of Standards of Learning (SOL) tests.

Performance-based assessments (PBAs) are classroom assessments that require students to apply content knowledge, which challenge students to use POG skills. All PBAs require that students perform a task or create a unique response and are scored using a set of criteria, often in the form a rubric. PBAs move assessment from understanding what a student knows (content) to understanding what a student can do with what they know (application). POG POLs are a culminating type of PBA that require students to demonstrate growth and reflection. As such, increased use of PBAs in the classroom supports POG POLs in two ways: (a) increased practice with application of knowledge and (b) use of PBAs as evidence in POG POL portfolios to demonstrate student growth. Research indicates that PBAs are designed to benefit learners with diverse needs by providing learners with creative ways to demonstrate learning³⁸ and are aligned with students' learning processes and with workforce needs.³⁹

Since SY 2013-14, students in grades 3, 5, 6, and 7 have been able to use local alternative assessments (LAAs) in place of the SOL tests for certain subjects. Guidelines for these alternate assessments include the requirement of at least one PBA within these courses. In SY 2020-21, the state superintendent offered [emergency waivers under Governor's Executive Order 51 \(2020\)](#) to remove the requirement for students to take SOL tests in Grade 4 VA Studies, Grade 8 Writing, and Grade 8 Civics/Economics, allowing use of LAAs instead. Additionally, the emergency waivers allowed for the use of performance assessments for locally awarded verified credits in high school Social Studies courses without requiring that students also take an SOL test. In SY 2020-21, there were a total of 121,989 students who engaged in PBAs including 54,152 elementary students, 29,030 middle school students, and 38,716 high school students. Among the 121,898 total students who engaged in PBAs, slightly more than half were able to participate in a PBA

³⁸ Fisher, D., & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

³⁹ <https://edpolicy.stanford.edu/sites/default/files/events/materials/2011-06-linked-learning-performance-based-assessment.pdf>.

PORTRAIT OF A GRADUATE

because of the emergency waiver issued by the governor (n=66,665). In addition, of the 38,716 high school students who took a PBA in lieu of the SOL, 25,849 students earned a verified credit for graduation using the PBA.

- Participated in the Virginia is for Learners Innovation Network (VaLIN), a collaboration between VDOE and Virginia school divisions to create opportunities for innovative assessment practice.

In SY 2020-21, FCPS also participated in VaLIN, which is a state-wide professional learning network that seeks to create and share instructional approaches aligned to support student’s development of POG attributes. A team of FCPS central office and school-based leaders collaborated with VDOE and other Virginia divisions, identifying balanced assessment practices, including the use of performance assessments, as a key driver for access, opportunity, and outcomes for all students in POG growth. The collaboration resulted in the knowledge that receiving a School Division of Innovation Designation would allow FCPS to apply to extend the waivers to use LAAs in place of the SOL, and in turn, PBAs for the additional grades described above.

- Applied for Virginia’s School Division of Innovation designation.

As a result of VaLIN collaboration and shared learning, FCPS applied for the [School Division of Innovation \(SDI\) Designation](#). This designation is awarded to school divisions that design and implement alternative instructional practices that improve student learning and performance, as well as develop college, career, and citizenship skills. With approval from the FCPS Superintendent and School Board, the FCPS SDI application entailed a five-year plan to grow and measure balanced assessment practices and student achievement within FCPS, with required annual reporting to the state. FCPS’ application requested regulatory flexibility for state assessments under SDI authority ([8VAC20-760-30](#)) to allow for continued use of LAAs and performance assessments in lieu of SOL tests in Grade 4 VA Studies, Grade 8 Writing, Grade 8 Civics/Economics, and high school Social Studies for the duration of the designation. In addition, the application outlined a plan for all students to participate in POG POLs by SY 2025-26, which FCPS will have to adhere to if awarded the designation.

Costs

FCPS spent approximately \$333,000 to pave the way for POG POLs to be used regularly as a means for assessing students’ development of POG attributes.

Specifically, these costs totaled \$332,897 and accounted for salaried and hourly staff’s investment of time to complete activities for this strategic action. The majority of costs accounted for salaried and hourly staff to expand the use of PBAs instead of SOLs (\$275,583 in operating costs), which included creating culturally responsive PBA options, developing resources for teachers, and corresponding with school leaders. Additionally, FCPS salaried and hourly staff worked to apply and obtain approval for the School Division of Innovation designation and collaborated with VaLIN, other departments, and schools to design a data collection and analytics system for POG POL and provide resources on PBAs, which accounted for \$57,315 in operating costs.

Source	Operating Costs	Grants	Transfers	Total Costs
Staff Costs				
Salary and Benefits (Time Investment)	\$329,118			\$329,118
Hourly (Direct Cost)	\$3,779			\$3,779
Operating Expenses	\$0			\$0
Total Costs	\$332,897	\$0	\$0	\$332,897

PORTRAIT OF A GRADUATE

Return on Investment

FCPS invested approximately \$4 for each of the additional 66,665 students to demonstrate POG skills through PBAs instead of taking an SOL test. (ROI Approach: Impact ROI)

As a direct result of FCPS choosing to use the emergency waivers, 66,665 students who would have taken only SOLs were able to engage in a PBA for certain subjects. In other words, these students were impacted above and beyond what would have occurred in any other year, which ultimately meant that more students participated in a balanced assessment approach. The total investment from FCPS to increase the number of students who engaged in PBAs was \$332,897, or a total of \$4 per additional student. This investment was small, which aligns with other investments made to provide students with supplemental resources or activities. However, to fully integrate the development of POG attributes into instruction in all classrooms would likely require a larger investment that directly touches instruction.

Conclusions

In comparison to previous years, FCPS was able to utilize more PBAs during SY 2020-21, which can directly feed into students' evidence of growth in POG POL portfolios. This allowed assessment of POG attributes for more students in third through twelfth grade. Although FCPS was not able to capture the POG POL metric centrally, expanding the PBA waivers meant that students were able to demonstrate their development of POG attributes for some content areas while taking the SOL for other areas. As such, meaningful progress was made toward assessing the development of students' POG skills. While a balanced assessment approach was used on an increased number of students, there is still no centralized method of understanding the performance of students on the PBAs. Instead, PBA performance is embedded in marks, which also account for factors beyond the performance assessments. The lack of centralized data poses a challenge to FCPS being able to understand the extent to which students are demonstrating POG attributes.

While PBAs can support POG POLs, the efforts in this area were not sufficient to understand how students progressed in their POG development divisionwide because there was a pause on POG POLs in SY 2020-21. If awarded the SDI designation, FCPS will be required to implement a plan for all students to engage in POG POLs by 2026, which will help facilitate accountability toward this priority. Furthermore, FCPS would need to undertake efforts described in last year's Strategic Plan report to integrate POG into regular instruction, which included additional staffing and divisionwide professional development. Additionally, a centralized system for capturing the data on POG POLs is necessary. Some of these efforts had planned implementation in SY 2020-21 but were halted due to the resources needed during the COVID-19 pandemic and shifting priorities. Unfortunately, the COVID-19 pandemic not only affected student learning in SY 2020-21, but also limited budgetary resources available to support POG during this reporting year and will likely continue to do so in the years ahead. These limited resources do not position FCPS well to do the work that would be needed to ensure all students develop POG attributes and are able to demonstrate them through POG POLs.

Goal Champion Response to Conclusions

Agree. POG POL data collection was paused in SY 2020-21 due to the disruptions from COVID-19, yet considerable progress was made in implementing a more balanced assessment approach through divisionwide PBAs in grades 3-12. While an aligned assessment approach, PBAs are not a substitute for the strategic plan's POG POL metric as evidence of equitable student access, opportunity, and continuous growth in POG.

Additional significant progress was made through key actions that ultimately can support FCPS success in our POG aspiration, to include:

PORTRAIT OF A GRADUATE

- A centralized POG POL data collection and analytics tool is being developed in partnership with IT. The data tool has an anticipated go-live date of March 2022 to allow for centralized POG POL data beginning in SY 2021-22.
- FCPS was awarded the [Designation as a School Division of Innovation](#) by the Virginia Board of Education and Virginia Department of Education in September 2021. The designation entails [a 5-year plan for expanding balanced assessment practices](#) across the division, to include the extended use of divisionwide PBAs and the implementation of POG POL for all students by 2025-26. Annual reporting on progress towards goals is required to maintain designation status and to allow for the state-provided flexibilities for LAAs/PBAs in place of SOL tests within specific courses for the duration of the designation.

As mentioned in last year's report, all levels of leadership are needed to clearly communicate POG as a priority equity goal/outcome for students. Additional budgetary and staff resources are needed to support the integration of POG within curriculum and aligned professional learning to actualize Student Success POG Goal 1 for all students.

PORTRAIT OF A GRADUATE

Future Considerations

Strategic Concerns

None

Budget Considerations

None

Policy

None

Appendix A

Elimination of Gaps Trend Data⁴⁰

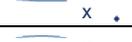
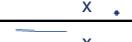
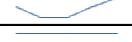
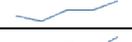
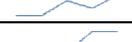
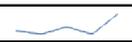
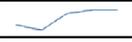
Reading and Mathematics Success						
Metric	Baseline	2017-18	2018-19	2019-20	2020-21	Trend Line
Pass rates on reading SOLs						
Asian	91%	90%	89%	N/A	86%	
Black	72%	72%	71%	N/A	66%	
Hispanic	69%	62%	60%	N/A	48%	
White	92%	91%	90%	N/A	86%	
Econ. Dis.	67%	60%	59%	N/A	48%	
EL	43%	35%	33%	N/A	21%	
SWD	57%	55%	54%	N/A	46%	
Pass rates on mathematics SOLs						
Asian	93%	92%	94%	N/A	80%	
Black	69%	68%	75%	N/A	46%	
Hispanic	65%	64%	70%	N/A	33%	
White	90%	89%	92%	N/A	73%	
Econ. Dis.	64%	63%	69%	N/A	33%	
EL	49%	47%	55%	N/A	19%	
SWD	54%	53%	60%	N/A	35%	
Percent of Grade 3 students who read at or above grade level (based on progress reports)						
Asian	85%	86%	88%	87%	85%	
Black	68%	75%	76%	77%	67%	
Hispanic	55%	63%	62%	59%	52%	
White	88%	89%	89%	87%	84%	
Econ. Dis.	52%	61%	58%	59%	52%	
EL	47%	55%	55%	53%	45%	
SWD	48%	47%	50%	46%	45%	
Percent of EL students who become English proficient in five years						
	69%	65%	68%	60%	47%	

⁴⁰ In the Trend Tables, an x appears where data were unavailable.

College and Career Ready						
Metric	Baseline	2017-18	2018-19	2019-20	2020-21	Trend Line
Percent of students who either pass a college-level exam, pass a dual enrollment course, or earn an industry certification before graduation						
Asian	75%	76%	79%	79%	78%	
Black	39%	40%	44%	47%	45%	
Hispanic	42%	39%	40%	41%	40%	
White	69%	71%	72%	75%	72%	
Econ. Dis.	40%	40%	40%	41%	39%	
EL	9%	9%	10%	11%	9%	
SWD	17%	19%	18%	23%	24%	
Virginia on-time graduation rates						
Asian	97%	98%	98%	98%	99%	
Black	92%	94%	93%	96%	96%	
Hispanic	77%	74%	75%	79%	84%	
White	97%	98%	98%	99%	99%	
Econ. Dis.	85%	87%	86%	90%	93%	
EL	66%	67%	68%	73%	77%	
SWD	90%	91%	92%	95%	95%	
Percent of students with plans for college or career on the Senior Survey						
Asian	99%	99%	98%	94%	95%	
Black	97%	98%	97%	84%	88%	
Hispanic	97%	98%	95%	81%	87%	
White	98%	99%	97%	93%	94%	
Econ. Dis.	97%	98%	95%	80%	86%	
EL	90%	94%	87%	69%	82%	
SWD	93%	95%	91%	78%	80%	

FCPSon						
Metric	Baseline	2017-18	2018-19	2019-20	2020-21	Trend Line
Percent and number of high school students with access to an FCPS provided individual computer or tablet						
Asian	7%	22%	22%	100%	100%	
Black	11%	27%	26%	100%	100%	
Hispanic	13%	37%	38%	100%	100%	
White	4%	13%	13%	100%	100%	
Econ. Dis.	11%	38%	39%	100%	100%	
EL	16%	41%	44%	100%	100%	
SWD	9%	24%	24%	100%	100%	

AAP						
Metric	Baseline	2017-18	2018-19	2019-20	2020-21	Trend Line
Number of schools offering Young Scholars	88	88	90	96	103	
Number of schools offering local level IV instruction	54	60	64	66	66	
Percent of classrooms where students receive instructional experiences using AAP curriculum	N/A	N/A	27%	N/A	60%	
Percent of students participating in AAP (Grades 3-8)						
Asian	40%	42%	43%	42%	42%	
Black	13%	17%	17%	18%	18%	
Hispanic	9%	11%	10%	11%	11%	
White	29%	30%	30%	29%	28%	
Econ. Dis.	7%	9%	9%	9%	10%	
EL	1%	2%	2%	2%	1%	
SWD	6%	7%	6%	7%	7%	
Percent of AAP students demonstrating advanced performance in Reading or Mathematics on SOL tests (Grades 3-8)						
Asian	81%	80%	81%	N/A	50%	
Black	54%	53%	54%	N/A	26%	
Hispanic	58%	57%	56%	N/A	25%	
White	74%	72%	75%	N/A	34%	
Econ. Dis.	53%	52%	53%	N/A	26%	
EL	33%	36%	30%	N/A	15%	
SWD	69%	71%	70%	N/A	35%	

Advanced Coursework Performance						
Metric	Baseline	2017-18	2018-19	2019-20	2020-21	Trend Line
Percent of students who demonstrate proficiency (pass course and Algebra 1 SOL) in Algebra 1 by 8th grade						
Asian	98%	98%	97%	N/A	75%	
Black	96%	94%	95%	N/A	57%	
Hispanic	94%	93%	93%	N/A	54%	
White	97%	98%	97%	N/A	67%	
Econ. Dis.	94%	93%	93%	N/A	52%	
EL	92%	87%	88%	N/A	34%	
SWD	93%	91%	90%	N/A	56%	
Percent of students who demonstrate proficiency (pass course) in one or more honors courses (Grades 7 to 12)						
Asian	100%	100%	100%	100%	100%	
Black	99%	98%	98%	99%	100%	
Hispanic	99%	98%	98%	99%	100%	
White	100%	100%	100%	100%	100%	
Econ. Dis.	98%	98%	98%	99%	100%	
EL	97%	94%	96%	97%	99%	
SWD	99%	98%	99%	100%	100%	
Percent of students who demonstrate proficiency (pass course) in at least one Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment (DE) course by the end of high school						
Asian	99%	99%	99%	100%	100%	
Black	99%	98%	99%	99%	100%	
Hispanic	97%	97%	99%	98%	100%	
White	99%	99%	99%	100%	100%	
Econ. Dis.	97%	98%	98%	98%	99%	
EL	97%	96%	97%	98%	99%	
SWD	98%	97%	98%	97%	100%	
Percent of students who earn a passing score on one or more AP or IB exams by the end of high school						
Asian	86%	85%	88%	89%	89%	
Black	66%	66%	69%	74%	69%	
Hispanic	76%	72%	75%	79%	78%	
White	85%	85%	87%	88%	87%	
Econ. Dis.	71%	67%	71%	74%	75%	
EL	56%	49%	54%	52%	65%	
SWD	63%	65%	63%	71%	73%	

Early Education Trend Data

<i>Early Education</i>						
Metric	Baseline	2017-18	2018-19	2019-20	2020-21	Trend Line
Percent of students with executive functioning skills at kindergarten entry						
Asian	N/A	N/A	N/A	80%	66%	x x x ↘
Black	N/A	N/A	N/A	67%	62%	x x x ↘
Hispanic	N/A	N/A	N/A	68%	53%	x x x ↘
White	N/A	N/A	N/A	79%	64%	x x x ↘
Econ. Dis.	N/A	N/A	N/A	66%	52%	x x x ↘
EL	N/A	N/A	N/A	64%	50%	x x x ↘
SWD	N/A	N/A	N/A	45%	41%	x x x ↘

Portrait of a Graduate Trend Data

<i>Portrait of a Graduate</i>						
Metric	Baseline	2017-18	2018-19	2019-20	2020-21	Trend Line
Percent of students who demonstrate proficiency (matrix rating of “proficient” or higher) on their end of year PoG Presentation of Learning						
Asian	N/A	N/A	N/A	N/A	N/A	x x x x x
Black	N/A	N/A	N/A	N/A	N/A	x x x x x
Hispanic	N/A	N/A	N/A	N/A	N/A	x x x x x
White	N/A	N/A	N/A	N/A	N/A	x x x x x
Econ. Dis.	N/A	N/A	N/A	N/A	N/A	x x x x x
EL	N/A	N/A	N/A	N/A	N/A	x x x x x
SWD	N/A	N/A	N/A	N/A	N/A	x x x x x

Appendix B

Funding to Support SY 2020-21 / FY 21 Strategic Actions

DESIRED OUTCOME: ELIMINATION OF GAPS

Aspiration SY 2020-21 Actions	FY 21 Operating Costs by Action	FY 21 Operating Costs by Aspiration
<i>All students will be successful in reading and math.</i>		\$45,781,762
Developed streamlined curriculum and resources in response to the different learning environments used during SY 2020-21 (i.e., virtual, concurrent, in-person in spring).	\$1,240,534	
Provided professional development targeting teacher preparedness for virtual learning.	\$16,138,498	
Expanded Multi-Tiered Systems of Support (MTSS) in response to the COVID-19 pandemic.	\$28,238,244	
Developed an accommodations toolbox of strategies and resources for providing students with disabilities and students with 504 plans access to accommodations at home.	\$41,158	
Provided additional instructional time in English language development, reading, and/or mathematics for English learner students by directly allocating funds to schools.	\$123,328	
<i>All students will graduate on time, college or career ready</i>		\$2,599,273
Increased availability of student and family resources that support post-secondary college and career preparation.	\$45,208	
Provided the SAT and PSAT free of cost to students.	\$736,329	
Provided expanded direct services to students focused on increasing access to equitable post-secondary opportunities and activities necessary for college and career readiness.	\$147,530	
Centrally funded On-Time Graduation resource teachers in 11 high schools.	\$1,670,206	
<i>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</i>		\$38,631,845
Provided computing devices (and internet access, as needed), to all students in grades 3-12 to ensure and support learning during the pandemic.	\$38,631,845	
<i>Participation and performance rates will be similarly high across student groups in Advanced Academic Programs (AAP)</i>		\$2,226,659
Integrated resources in planning and pacing guides to support increased use of AAP curriculum in tier I general education classrooms at the elementary level.	\$1,799,120	
Prepared additional schools to offer local level IV AAP services	\$407,217	

Piloted the use of local building norms, in addition to national norms, to supplement the creation of the second grade automatic central screening pool pathway for AAP level IV selection.	\$20,322	
<i>Participation and performance rates will be similarly high across student groups in advanced coursework</i>		\$890,481
Continued to provide tutoring support to students taking advanced coursework.	\$760,481	
Provided additional student advising and summer programs intended to increase participation and improve performance of underrepresented students in advanced coursework.	\$130,000	
TOTAL FY 21 OPERATING FUNDS SPENT ON STRATEGIC ACTIONS FOR THIS DESIRED OUTCOME:		\$90,130,020

DESIRED OUTCOME: EARLY EDUCATION

Aspiration SY 2020-21 Actions	FY 21 Operating Costs by Action	FY 21 Operating Costs by Aspiration
<i>All future FCPS students will enter kindergarten with the essential skills needed for school success</i>		\$12,936,033
Continued to provide students preschool experiences through the Family and Early Childhood Education Program (FECEP).	\$12,648,600	
Revamped instructional resources and related processes that support young children’s social emotional development.	\$287,433	
Implemented a new process to ask about and respond to developmental concerns expressed by caretakers when enrolling a student for FECEP.	\$0	
TOTAL FY 21 OPERATING FUNDS SPENT ON STRATEGIC ACTIONS FOR THIS DESIRED OUTCOME:		\$12,936,033

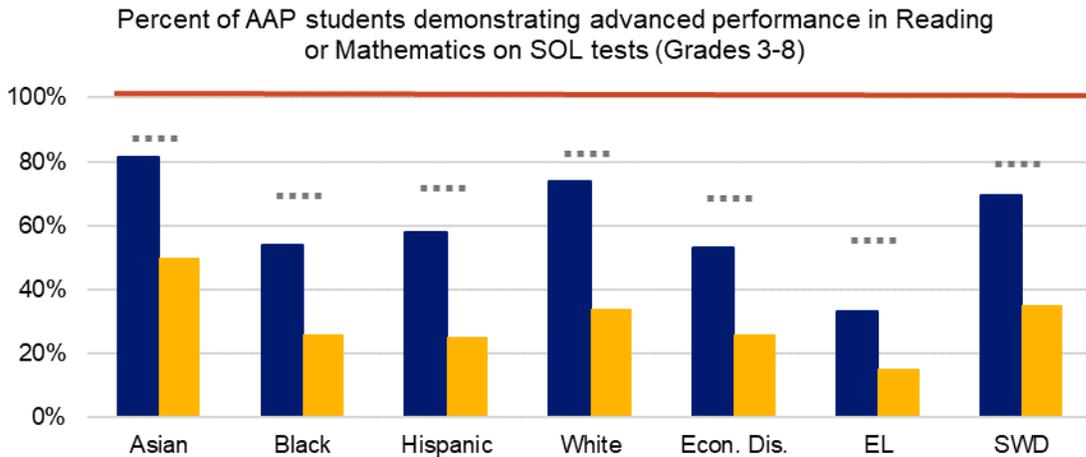
DESIRED OUTCOME: PORTRAIT OF A GRADUATE ATTRIBUTES

Aspiration SY 2020-21 Actions	FY 21 Operating Costs by Action	FY 21 Operating Costs by Aspiration
<i>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.</i>		\$332,897
Set FCPS up for a balanced assessment approach that would allow students to demonstrate POG attributes and skills.	\$332,897	
TOTAL FY 21 OPERATING FUNDS SPENT ON STRATEGIC ACTIONS FOR THIS DESIRED OUTCOME:		\$332,897

Appendix C

Additional Performance Metrics

This section offers additional performance data on metrics that were not included in the main body of the report. There is only one metric that is not included in the main body of the report, which was “the percent of AAP students demonstrating advanced performance in Reading and Mathematics on SOL tests (Grades 3-8).” This metric was not included in the main body of the report because not all students receiving AAP services took part in SOL testing during SY 2020-21, skewing the available metric data. In other words, the information below does not likely reflect accurate performance from students in AAP, making performance seem lower than it actually is. However, there was an overall decrease in performance on the SOL from all students in SY 2020-21 and the information below, coupled with the data found in the [Study of Teaching and Learning during the COVID Pandemic, Report 3](#) indicates that performance concerns do not just apply to typically low performing students.



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Aspiration	100%	100%	100%	100%	100%	100%	100%
Performance Target	88%	69%	72%	82%	69%	56%	80%
SY 20-21 Performance	50%	26%	25%	34%	26%	15%	35%
SY 20-21 Performance n	3,322	380	601	2,849	771	33	243
3-Year Baseline	81%	54%	58%	74%	53%	33%	69%
3-Year Baseline n	5,419	613	1,037	7,086	924	52	402

Note: This metric reflects all students in grades 3-8 documented with AAP Level IV Status.

Overall Performance
No Progress During this Reporting Period