



March 8, 2022

FCPS Strategic Plan Focus 2018-20

Strategic Plan: Goal 1, Student Success

SY 2020-21 ANNUAL REPORT

Request of the School Board

**Approve the
Strategic Plan Goal 1 Student Success
report for SY 2020-21/ FY 21**

Agenda

- Background
- Key points from Strategic Plan Goal 1
 - Linked School Board Actions
 - Overview of Metric Performance
 - FY 21 Operating Costs for Strategic Actions
 - Conclusions about Goal Actions
 - Goal Champion Response to Conclusions
 - Future Considerations

Goal 1: Student Success



- FCPS will eliminate gaps in opportunity, access, and achievement for all students
- All future FCPS families will access high-quality early learning experiences
- All FCPS PreK-12 students will continuously progress in their development of Portrait of a Graduate attributes

Student Success Linkages to School Board Decisions

- Delayed the start of the 2020-21 school year to allow for professional development on effective virtual teaching
- Allocated funds for additional 1:1 devices and Internet access for teachers and students
- Provided a temporary exception that allowed families who permanently relocated outside of Fairfax County to remain enrolled in FCPS for the 2020-21 school year
- Approved piloting local norms for Advanced Academic Program level IV services
- Approved a plan to transition from virtual to in-person learning
- Approved FCPS' application for School Division of Innovation (SDI) Designation

Metric Performance Summary

- All students will be successful in reading and mathematics
- All students will graduate on time, college or career ready
- All students will have access to an FCPS provided individual computer or tablet
- Participation and performance rates will be similarly high across student groups in Advanced Academic Programs (AAP) and advanced coursework
- All future FCPS students will enter kindergarten with the essential skills needed for school success
- All students will meet grade level expectations for Portrait of a Graduate outcomes

Met or Exceeded Target	Progressed Toward Target	No Progress During this Reporting Period	No Data Available in SY 2020-21
5	5	11	1

Elimination of Gaps

Early Education

Portrait of a Graduate

Metric Performance Highlights

- FCPS continued to narrow gaps in access and opportunity, especially by:
 - Providing students with access to technology
 - Increasing participation in elementary school advanced academic programs
 - Reducing opportunity and access gaps for traditionally underrepresented student groups
 - Improving equitable participation among student groups in Algebra I by 8th grade
- Achievement data reflected the challenges of COVID-19:
 - Student achievement on SOLs declined compared to previous years and achievement gaps grew.
 - Overall, the FCPS pass rates for reading and mathematics were higher than the state average. However, FCPS underperformed in these SOLs for Hispanic, economically disadvantaged, and English learner students compared to the state.
- All student groups met or exceeded the Division's target for Virginia on-time graduation rates, though student groups differed in the types of diploma earned.
- The percent of kindergarten students demonstrating executive functioning skills declined. However, prekindergarten experiences continued to have a positive effect on these skills.
- Data were not available for the Portrait of a Graduate Desired Outcome.

Elimination of Gaps

Early Education

Portrait of a Graduate

FY 21 Cost Highlights

Elimination of Gaps Actions	Overall Cost	Staff Time	Materials/ Equipment	Other
FCPSOn Expansion	\$39,000,000	X	X	
Expand Multi-Tier Systems of Support (MTSS)	\$28,200,000	X	X	External PD
Provide professional development for virtual and concurrent learning	\$16,100,000	X		
AAP curriculum expansion	\$1,799,000	X		
On-time graduation resources	\$1,670,000	X		
Streamline curriculum	\$1,241,000	X		
Support for historically underrepresented students in advanced coursework	\$890,000	X		
Expand access to post-secondary opportunities	\$884,000	X	X	
Local Level IV AAP investments	\$407,000	X	X	
English learner supports	\$123,000	X		
Post-secondary college and career preparation	\$45,000	X		Partner support

Elimination of Gaps

Early Education

Portrait of a Graduate

FY 21 Cost Highlights

Early Education Actions	Overall Cost	Staff Time	Materials/ Equipment	Other
Implementation of FECEP	\$12,649,000	X	X	
Supported young children's social-emotional development	\$287,433	X	X	

Portrait of a Graduate Actions	Overall Cost	Staff Time	Materials/ Equipment	Other
Expansion of project-based assessments	\$333,000	X		

Elimination of Gaps

Early Education

Portrait of a Graduate

Goal Conclusion Highlights

- **Elimination of Gaps**

- Strategic actions in SY 2020-21 to eliminate gaps were generally unique to the pandemic circumstances
- FCPS should continue the expanded MTSS approach in future years while FCPS recovers from the impact of the pandemic
- Streamlining the curriculum and providing professional development on virtual and concurrent teaching were necessary investments to respond to COVID-interrupted instructional delivery
- FCPS should prepare to address unfinished learning and widened gaps over the next several years with many students, especially the Division's English learner students
- While 8 of the 11 schools that staffed On-time Graduation Resource Teachers showed improved graduation rates compared to previous years, FCPS should continue to monitor the extent of their impact given the timing of the resources with the context of the pandemic.
- Reasons for differences in the types of diplomas earned by students need to be better understood
- Now that FCPS has attained its aspiration to provide computing devices to all students, it is important to focus on objectives that reflect the integration of technology into teaching and learning
- FCPS made progress toward aspirations of similarly high participation across student groups in accessing higher rigor programming so should continue its approach

Goal Conclusion Highlights

- **Early Education**
 - Fewer students met executive functioning standards at kindergarten entry, mirroring achievement decreases seen at other grades during the pandemic year
 - FCPS enhanced screening and social-emotional support for preschoolers that should help mitigate the effect of the pandemic
 - Important to restart Bridge to Kindergarten and to continue to invest in PreK and work with county partners to prepare children for success in kindergarten and close preparedness gaps
- **Portrait of a Graduate (POG)**
 - The increase in students who engaged in performance-based assessments, supports meaningful progress in assessing the development of students' POG skills
 - FCPS' request to the Virginia Department of Education to be designated a School Division of Innovation would promote all students participating in Presentations of Learning, which assess students' development of POG attributes, by 2026

Goal Champion Response

Student Success Goal–School Year 2020-21 Highlights

- Ensured equitable access to virtual instruction by providing computers and connectivity to all students
- Re-designed Prek-12 curriculum resources across content areas to support effective virtual instruction
- Provided expanded summer program offerings (including free enrichment camps) to meet students' increased academic and wellness needs
- Revised division regulations and practices resulting in increased number of students obtaining or staying on track for graduation
- Piloted the use of Local Norms with Advanced Academic Program Level IV identification process resulting in increase of historically underrepresented students being identified for eligibility screening
- Intentional division and school-based efforts resulting in increases in participation and performance in advanced coursework

Goal Champion Response

Desired Outcome: Eliminate gaps in opportunity, access, and achievement for all students.

- SY 2021-22 actions to mitigate learning loss and eliminate gaps
 - Redesign of curriculum to include just-in-time assessments, interventions, and extensions to support teachers in addressing differentiation of student needs
 - Leverage mathematics and language arts digital tools that have successful outcome data
 - Development of academic and wellness intervention resources using ESSER III funding, including mentoring and tutoring
 - Additional compensation provided to special education teachers to ensure increased time to support student needs
 - Deepen MTSS practices, leveraging ESSER III funded school-based intervention specialists to ensure student identification and connection to timely, targeted supports
- Develop and implement an Equitable Access to Literacy Plan in alignment with the Science of Reading.
 - Use of Project Management structure to ensure strategic, comprehensive, and collaborative plan development and implementation
 - Implement PreK-2 Phonics and Phonological Awareness instruction in SY 2021-22
 - Conduct K-6 Basal Resource Adoption to ensure coherence of core materials in all schools

Goal Champion Response

Desired Outcome: Eliminate gaps in opportunity, access, and achievement for all students.

- Strategic actions to build the knowledge and skills of school staff in order to improve outcomes for FCPS' English learners.
 - Require professional development for all teachers and administrators on Essential Practices for supporting ELs
 - Targeted school visits by ESOL office to provide feedback to school leaders on instruction, assessment and engagement practices for supporting ELs
 - Use of ESSER funds provided four EL instructional coaches who work specifically with collaborative teams to support fidelity of implementation of Essential Practices for supporting ELs
- Strategic actions to build the knowledge and skills of school staff in order to improve outcomes for students with disabilities.
 - Provide increased job embedded coaching and training in the Science of Reading to support the implementation of specialized literacy interventions
 - Provide increased training, coaching, and support to special education teachers in Orton Gillingham (OG) based multisensory instruction
 - Support provisionally licensed special education teachers as part of the *Great Beginnings* teacher induction program by providing ongoing professional development and coaching support

Goal Champion Response

Desired Outcome: All future FCPS families will access high-quality **early learning experiences**.

- Expansion of the Bridge to Kindergarten (B2K) summer program
- Ongoing coaching and professional learning for teachers based on the Classroom Assessment Scoring System (CLASS), a research-based tool that assesses classroom quality and interactions between teachers and students
- Identifying and responding to individual student needs based on data from the Virginia Kindergarten Readiness Program (VKRP), an assessment system that measures early literacy, mathematics, self-regulation, and social skills.
- Explicit partnering with parents to increase positive parent and child interactions that support kindergarten readiness

Goal Champion Response

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

- Development of Portrait of a Graduate (POG) Portfolios of Learning (POL) data collection and analytics tool with go-live date of March 2022
- Awarded Designation as a *School Division of Innovation* by the Virginia Board of Education and Virginia Department of Education in September 2021.
 - Designation includes the extended use of divisionwide Performance-based Assessments (PBAs) and the implementation of POG POL for all students by 2025-26.

Future Considerations

- **Strategic Concerns**
 - Alleviating negative impacts brought on by the pandemic will require multiple years of targeted efforts by FCPS across all student groups
 - Investigate reasons groups vary in the percentages of students receiving advanced diplomas
 - Continue to monitor the 2020-21 kindergarten cohort for executive functioning skills, given the drop in the number of students demonstrating those skills

Elimination of Gaps

Early Education

Portrait of a Graduate

Future Considerations

- **Budget Considerations**
 - Prioritize funding that supports teacher planning time and professional development opportunities
 - Prioritize funding supports for English learners
 - Continue to allocate special funding toward targeting improved student performance and decreasing achievement gaps in reading and mathematics
 - Allocate additional positions to support the Equitable Access to Literacy reading initiative
 - Ensure that positions and programs that have been supported with one-time funding are evaluated and, if necessary, added to annual budgets
 - Evidence-based professional development should continue to be implemented to support kindergartener's executive functioning skills
- **Policy**
 - FCPS Policy 3335 could be revised to capture a commitment to equity in access to advanced program opportunities

Elimination of Gaps

Early Education

Portrait of a Graduate

STUDENT SUCCESS



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