



VISION 2025

LAUNCHING
THRIVING
FUTURES

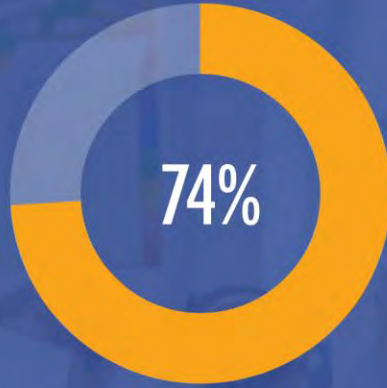
ACHIEVING A
LASTING IMPACT

FAST FACTS

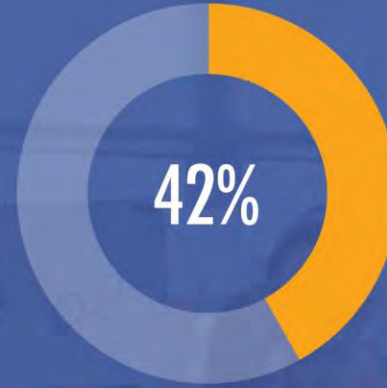


2ND DIVISION
SIZE

1ST MOST
DIVERSE



MINORITY
POPULATION



ECONOMICALLY
DISADVANTAGED

EMPLOYEES

7,255 TEACHERS

5,420 STAFF

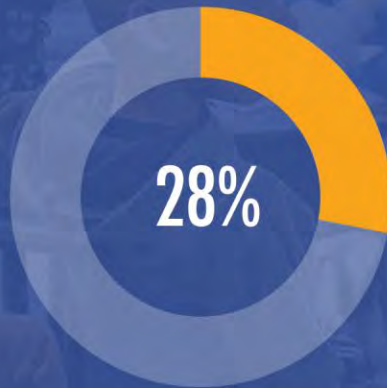
4,033 OTHER

16,708 TOTAL

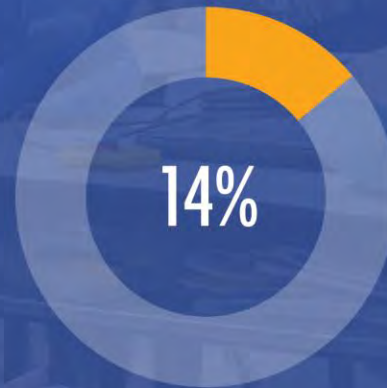


32ND DIVISION
SIZE

10TH MOST
DIVERSE



ENGLISH
LEARNERS



STUDENTS
WITH DISABILITIES

STUDENT ENROLLMENT

91,760 TOTAL

Source: Data based on the PWCS.edu
Interactive Dashboard, July 29, 2024



REGIONAL CONTEXT

Demographics and Cost Per Pupil

| | Fall 2023 Count | Black | Hispanic | White | Asian | Multiple Races | Students with Econ. Disadv. | English Learner | Students with Disabilities | FY 2024 Cost Per Pupil |
|-----------------------|--------------------|--------------|--------------|--------------|--------------|-------------------|-----------------------------------|--------------------|----------------------------------|---------------------------|
| State | 1,262,262 | 21.5% | 19.4% | 44.2% | 7.6% | 6.9% | 43.5% | 14.1% | 14.4% | --- |
| Arlington | 27,536 | 10.8% | 30.3% | 41.9% | 9.0% | 7.9% | 27.8% | 26.2% | 15.0% | \$24,612 |
| Alexandria | 16,439 | 24.4% | 37.5% | 26.9% | 6.6% | 4.1% | 66.9% | 43.6% | 11.6% | \$21,356 |
| Loudoun | 82,028 | 7.3% | 19.2% | 40.4% | 26.0% | 5.9% | 24.5% | 19.6% | 11.8% | \$19,905 |
| Fairfax | 180,982 | 9.8% | 28.7% | 36.1% | 18.7% | 6.3% | 38.5% | 26.5% | 16.3% | \$19,795 |
| Prince William | 90,654 | 19.1% | 36.9% | 26.2% | 11.2% | 6.2% | 38.7% | 27.7% | 13.4% | \$16,390 |
| Manassas City | 7,676 | 9.1% | 69.7% | 11.9% | 3.6% | 5.4% | 47.9% | 50.6% | 10.8% | \$16,340 |
| Manassas Park | 3,410 | 7.0% | 70.3% | 10.3% | 6.0% | 6.2% | 51.9% | 48.8% | 15.1% | \$15,205 |

Note: Demographic information comes from VDOE School Quality Profiles. Cost per pupil information comes from 2024 Washington Area Boards of Education (WABE) Guide.

SCHOOL ACCREDITATION

School performance is measured on multiple indicators:

- Overall proficiency and growth in English and mathematics.
- Overall proficiency in science.
- Achievement gaps among student groups in English and mathematics.
- Chronic absenteeism.
- Graduation rate (high school only).
- Dropout rate (high school only).
- College, Career, and Civic Readiness Index (high school only).

ACCREDITATION RATINGS

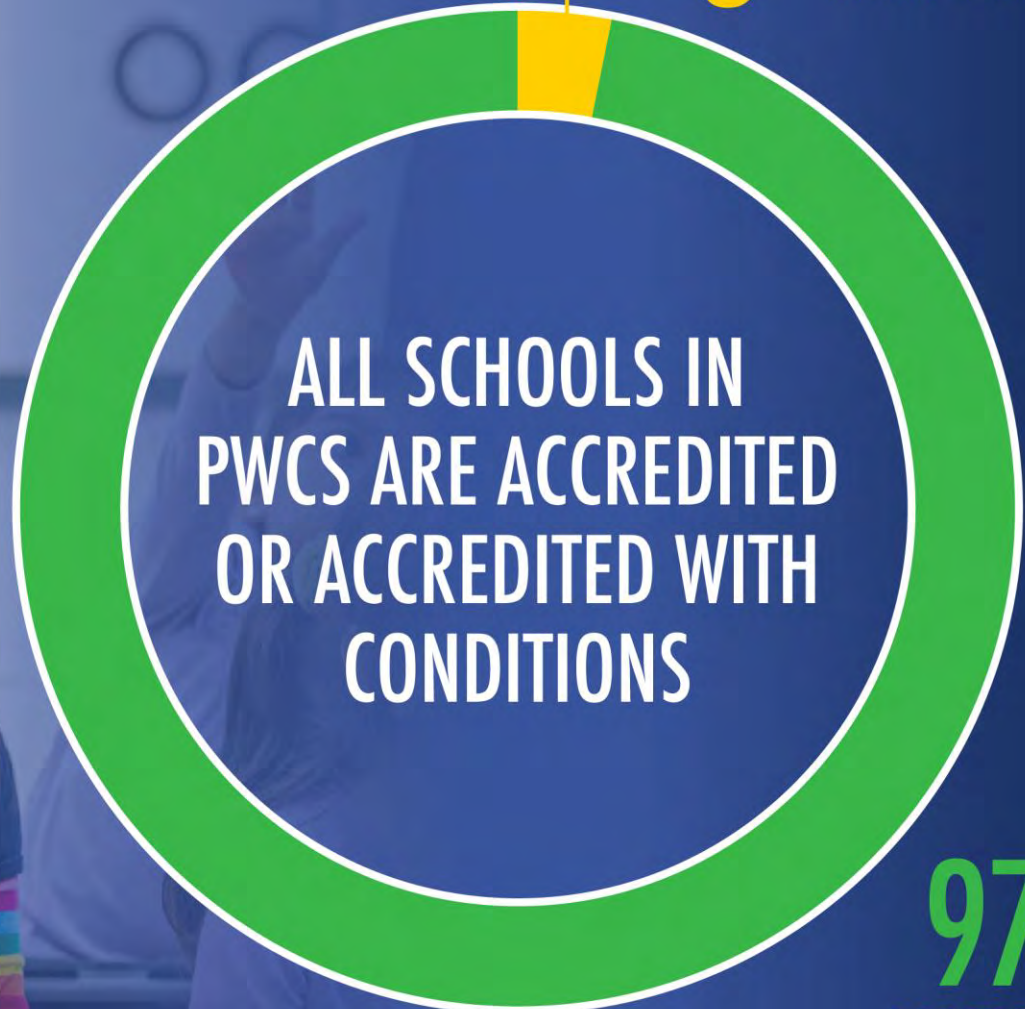
ACCREDITED Schools with all school-quality indicators at either Level One or Level Two.

ACCREDITED WITH CONDITIONS Schools with one or more school-quality indicators at Level Three.

ACCREDITATION DENIED Schools that fail to adopt or fully implement required corrective actions to address Level Three school-quality indicators.



3% ACCREDITED WITH CONDITIONS



ALL SCHOOLS IN PWCS ARE ACCREDITED OR ACCREDITED WITH CONDITIONS

97%
ACCREDITED

SCHOOL PERFORMANCE FRAMEWORK

CHANGES FOR SY2025-26

Elementary School



Middle School



High School



WILDLY IMPORTANT GOAL

95%

on-time graduation
rate by 2025

Essential drivers to achieve this goal

5% decrease
in chronic
absenteeism

10% decrease
in English
Learner
drop out

85% SOL scores
across core
content areas





LEARNING AND ACHIEVEMENT FOR ALL

1.1

PWCS WILL PROVIDE
EQUITABLE OPPORTUNITIES
TO ALL STUDENTS TO ACHIEVE
AT HIGH LEVELS.

1.2

PWCS WILL PREPARE
STUDENTS FOR POST-SECOND-
ARY EDUCATION AND THE
WORKFORCE.

1.3

PWCS WILL PREPARE ALL
STAFF MEMBERS TO SUPPORT
AND CHALLENGE ALL
STUDENTS.



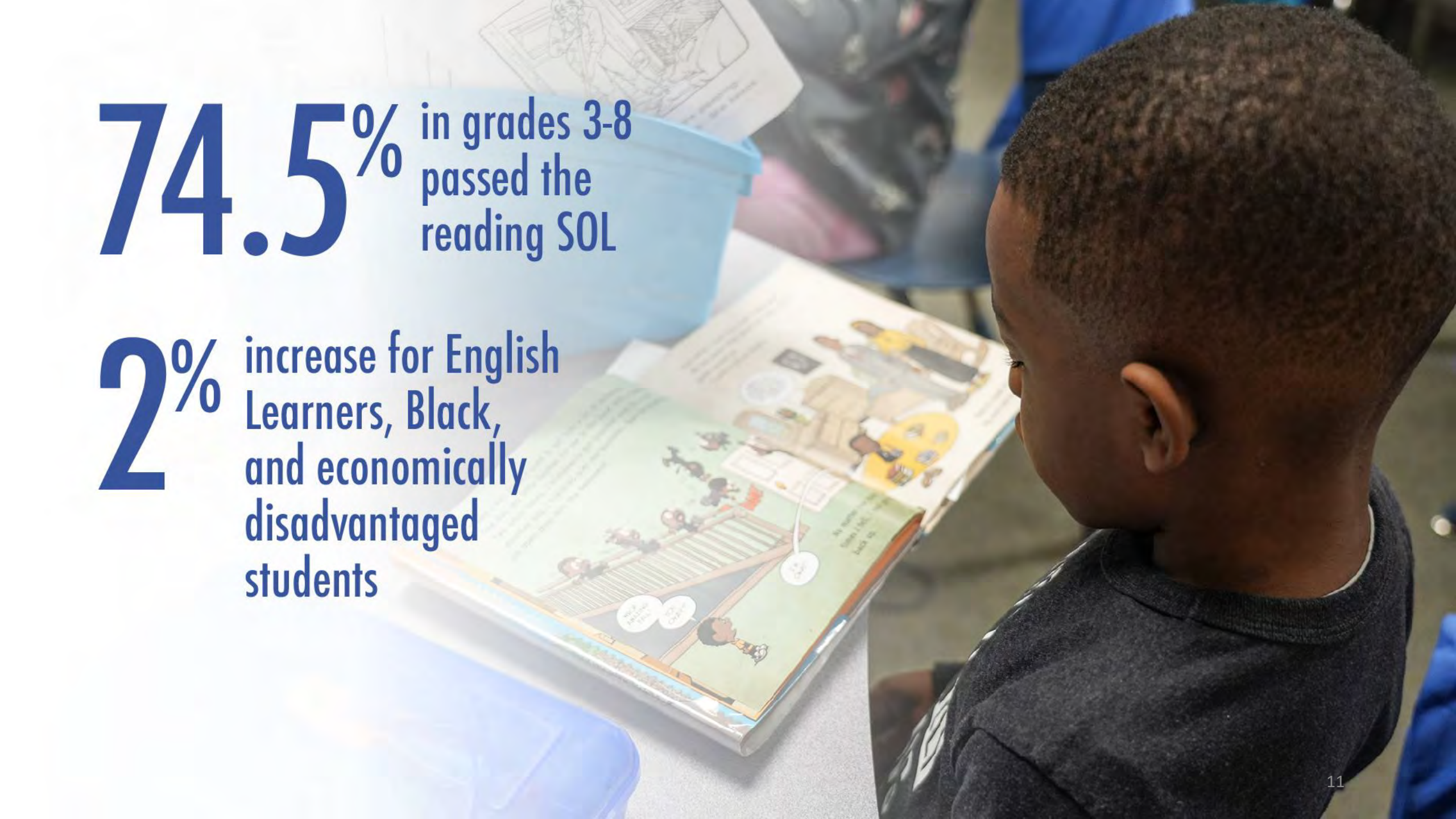
KEY IDEAS

- PWCS made gains on SOL pass rates and outperformed the state but accelerated improvement is needed across all student groups in all content areas.
- Early literacy remains an area for growth.
- On-time graduation rates increased significantly over the prior year.
- English Learners demonstrated significant growth in language acquisition.



KEY IDEAS

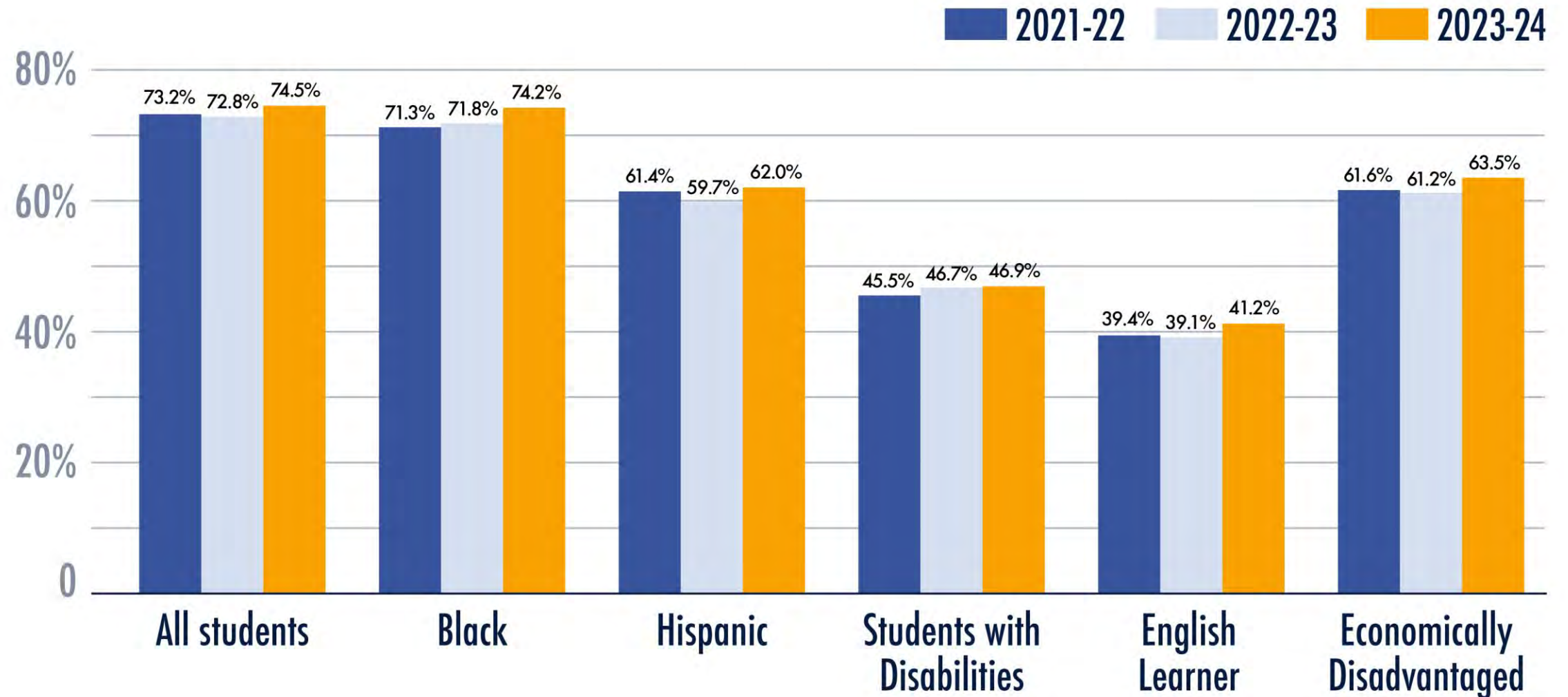
- SAT and PSAT participation rates increased.
- Performance gaps for English Learners and Students with Disabilities remain.

A young boy with short dark hair, wearing a dark grey t-shirt, is shown in profile from the back, looking at an open book on a desk. The book has colorful illustrations of people and buildings. In the background, there are other students and a blue container. The overall scene is a classroom setting.

74.5% in grades 3-8
passed the
reading SOL

2% increase for English
Learners, Black,
and economically
disadvantaged
students

READING SCORES IN GRADES 3-8 IMPROVED OVER THE PRIOR YEAR

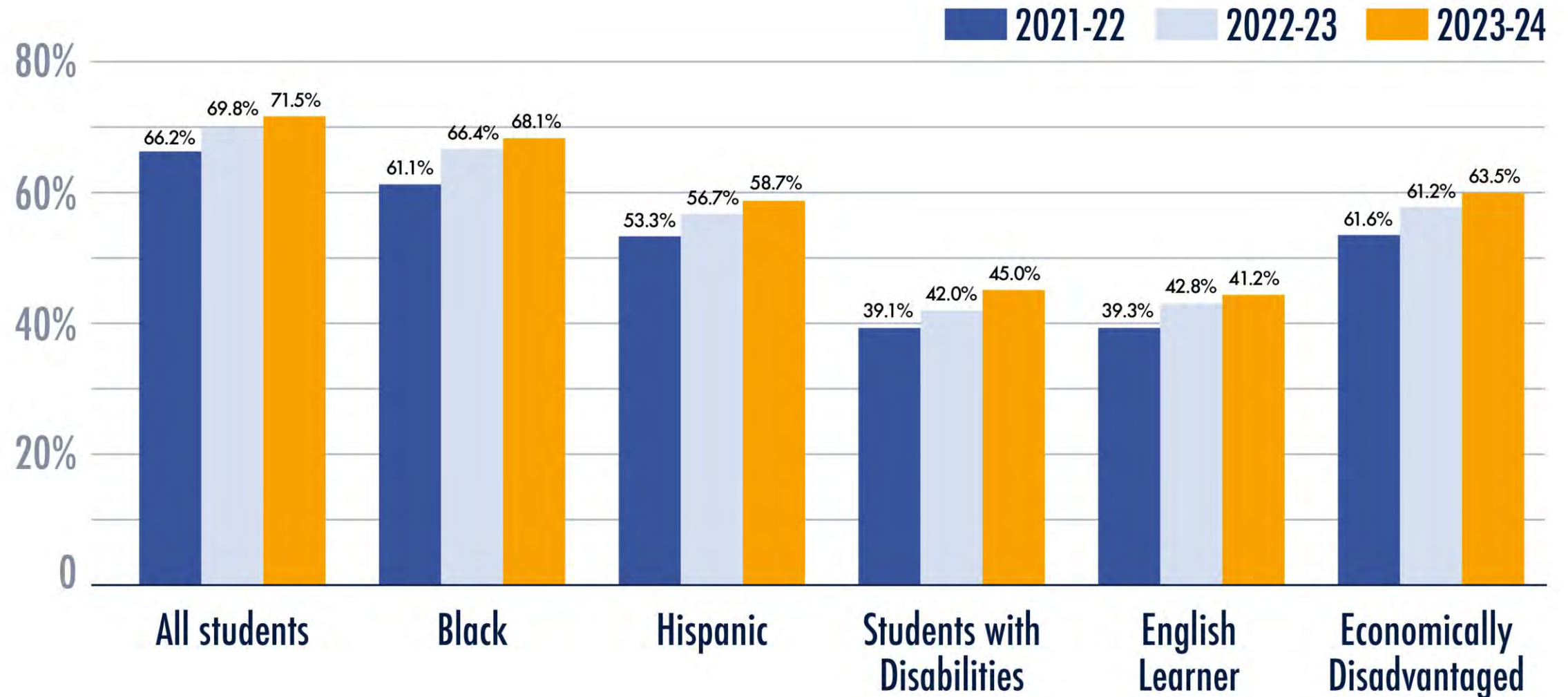




71.5% mathematics SOL pass rate in grades 3-8

3% increase for students with disabilities

GRADES 3-8 SHOWED INCREASES IN MATH SCORES ACROSS ALL GROUPS

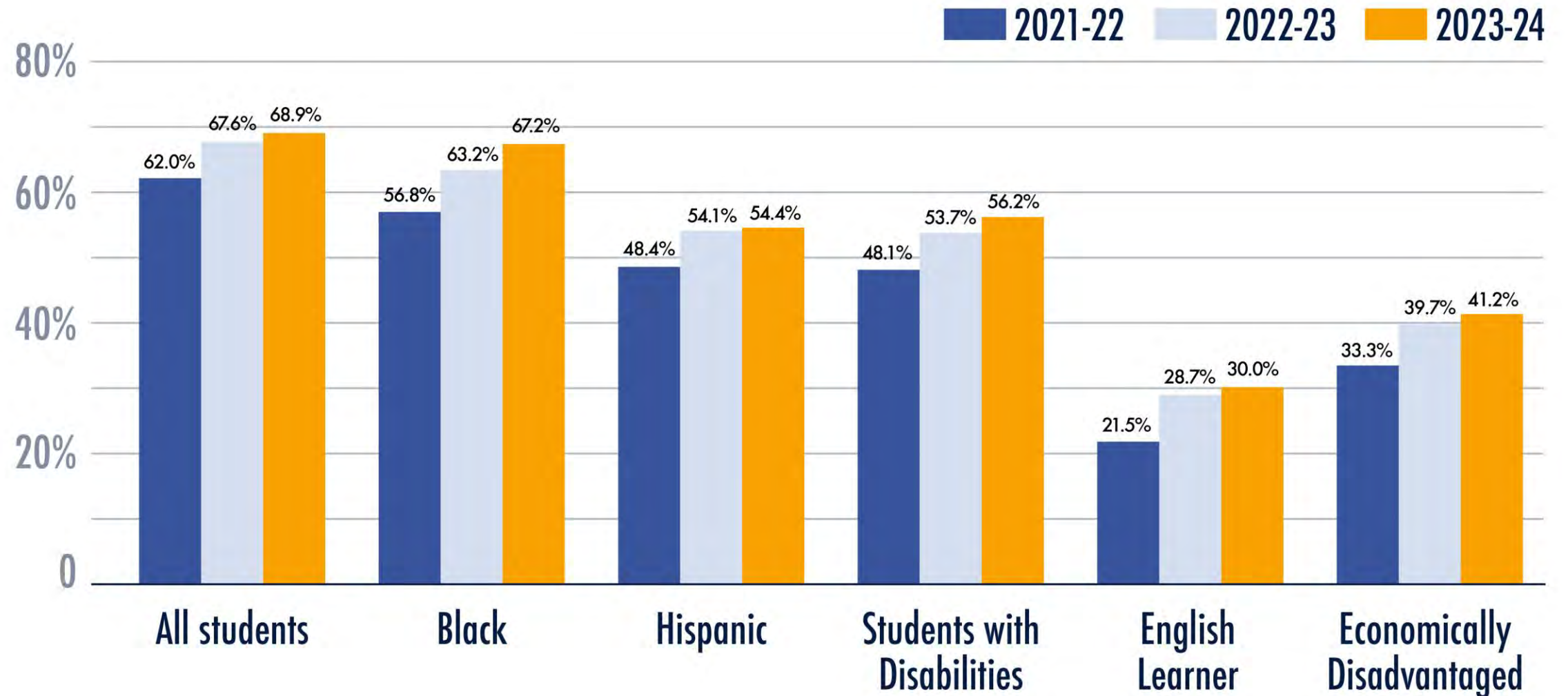


A photograph of a classroom where students are engaged in a science activity. They are holding light sensors and looking upwards, presumably at a light source. The room is dimly lit, with the primary light coming from the sensors and a source above. The students are seated at desks, and the background shows typical classroom elements like bulletin boards and a whiteboard.

68.9%

of students in
grades 3-8 passed
the science SOL

SCIENCE PASS RATES INCREASED OVER THE PRIOR YEAR



PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS)



78.9%

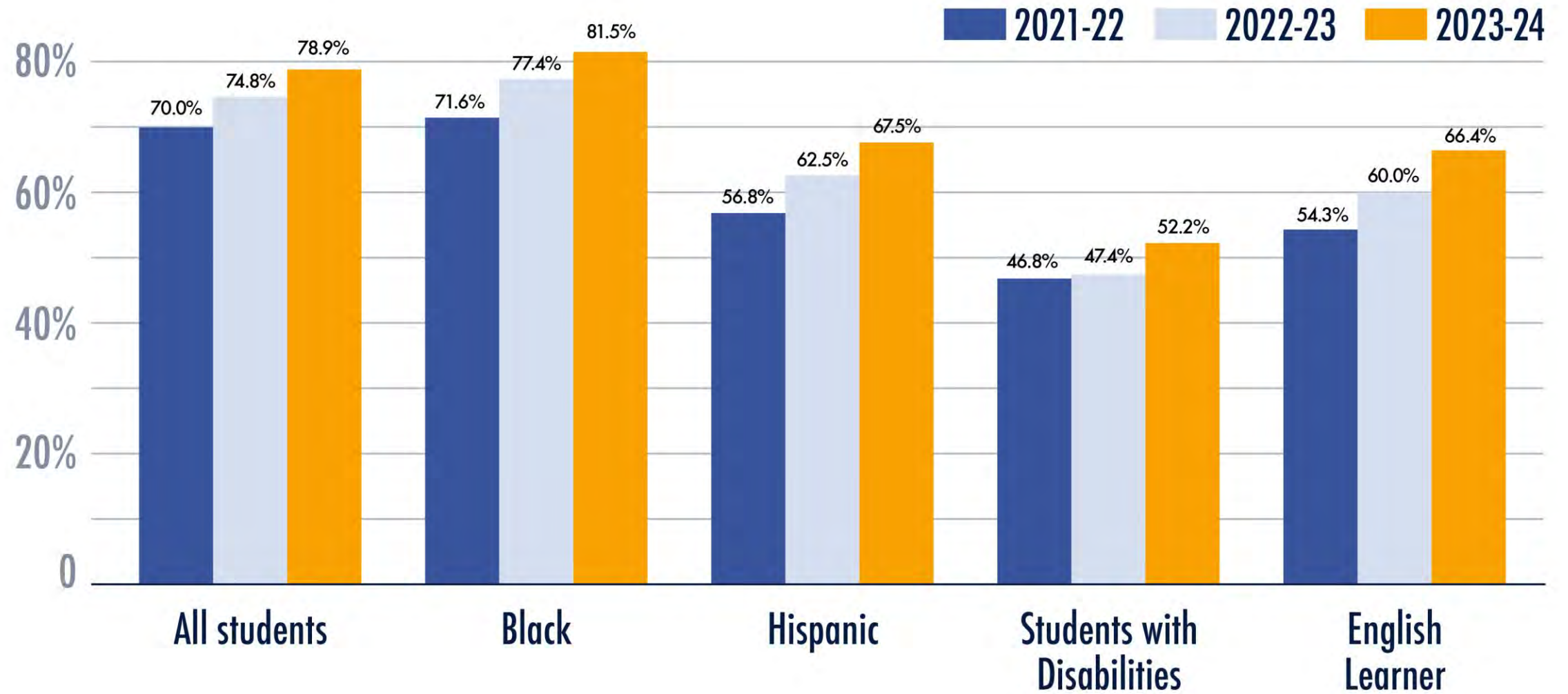
A donut chart with a yellow segment representing 78.9% and a grey segment representing the remaining 21.1%. The chart is positioned on the left side of the slide, overlapping the classroom background.

of students met
the end of year
benchmark

12%

Increase for
English Learner
students over the
last two years

STUDENTS MEETING THE PALS BENCHMARK HAS INCREASED



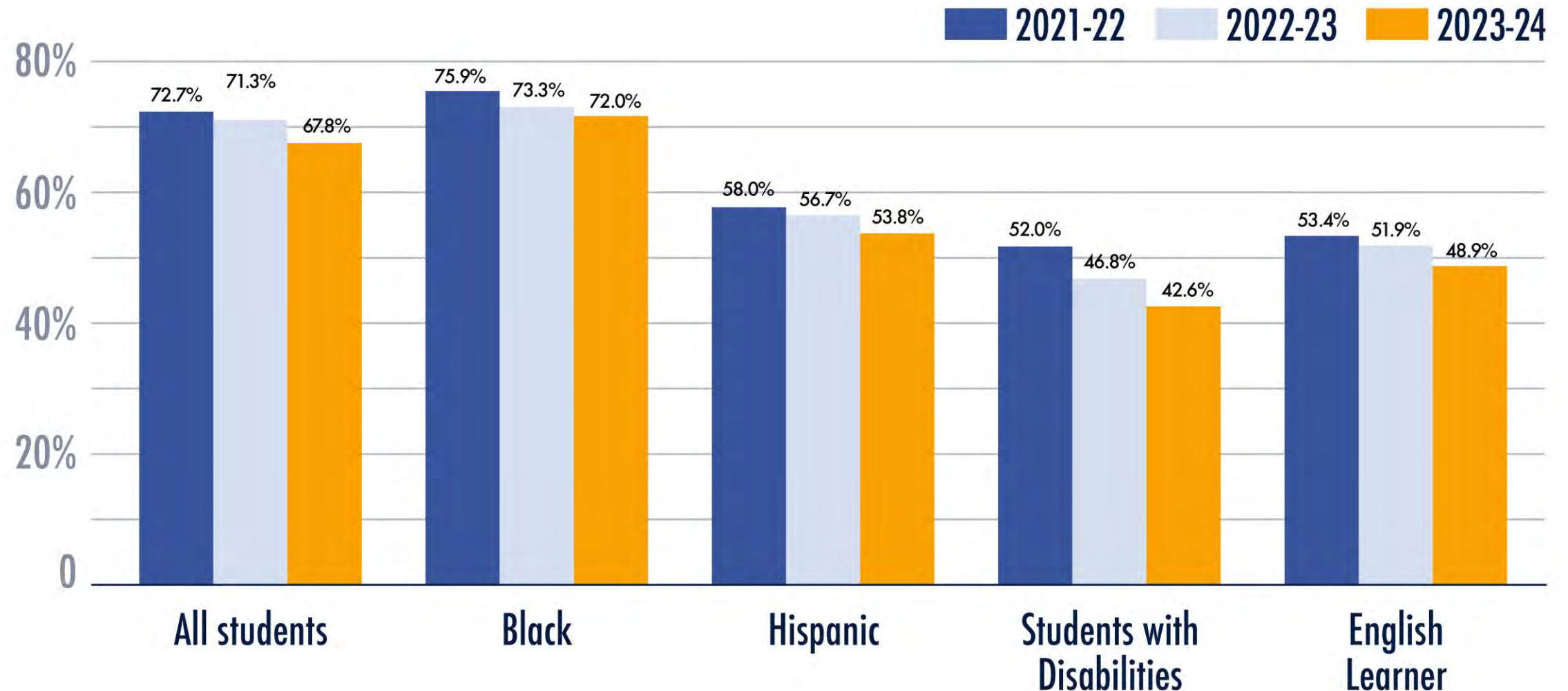
67.8%

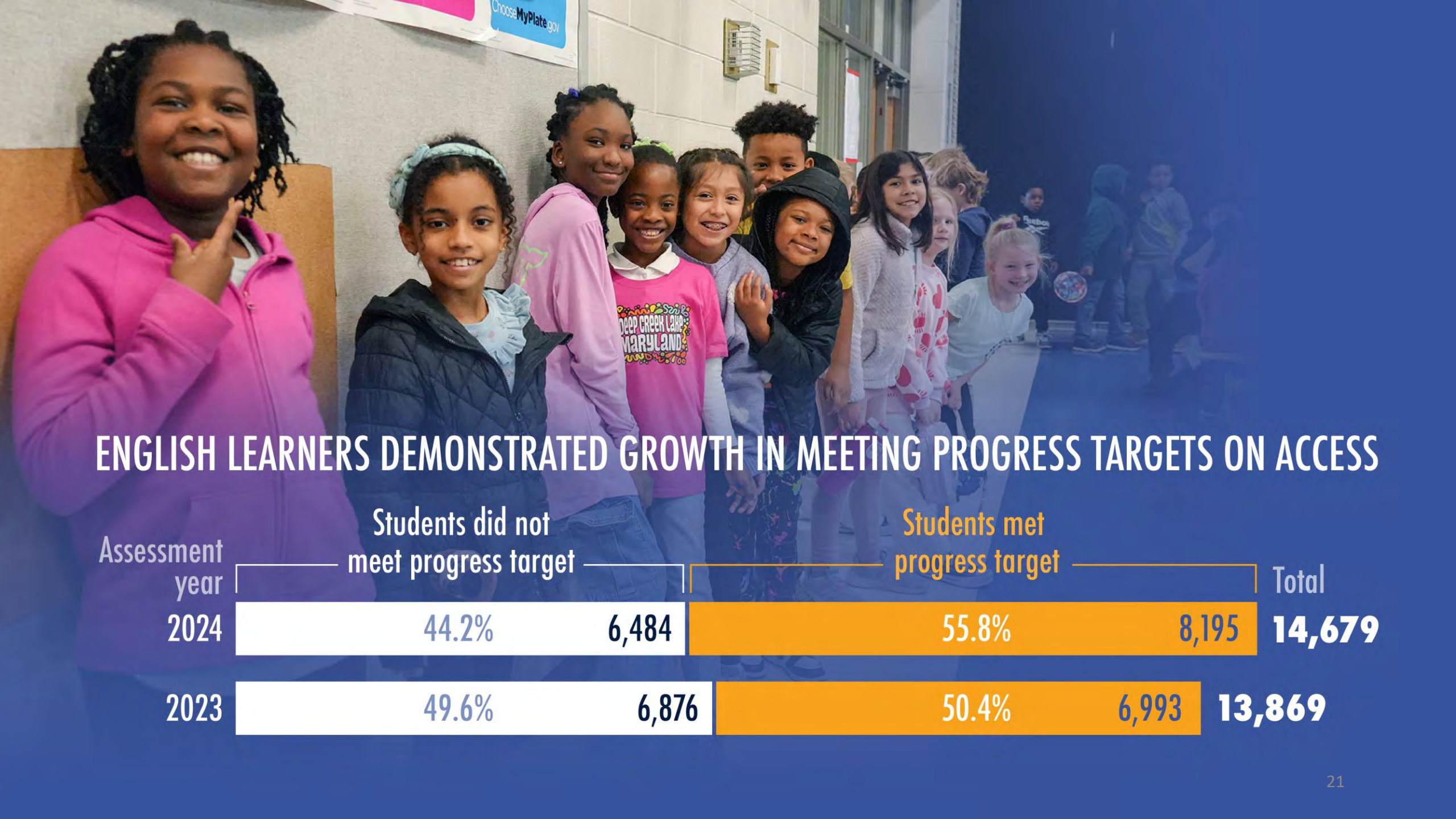
of 2nd grade students
were on or above grade
level in reading as
measured by HMH

- Decreases in percentage
of students on or above
grade level across all groups



HMH BENCHMARKS: PERCENT OF 2ND GRADERS ON OR ABOVE GRADE LEVEL

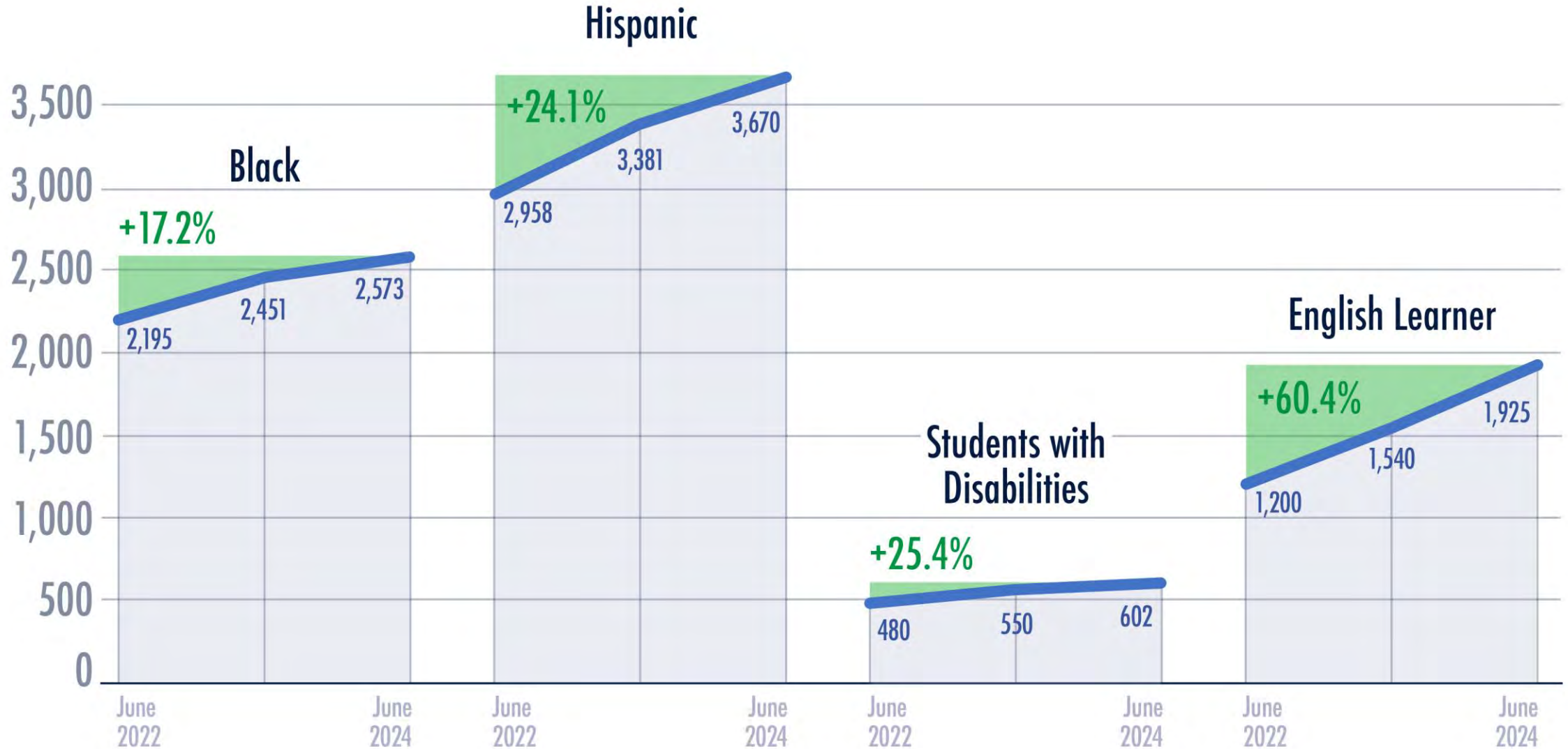




ENGLISH LEARNERS DEMONSTRATED GROWTH IN MEETING PROGRESS TARGETS ON ACCESS

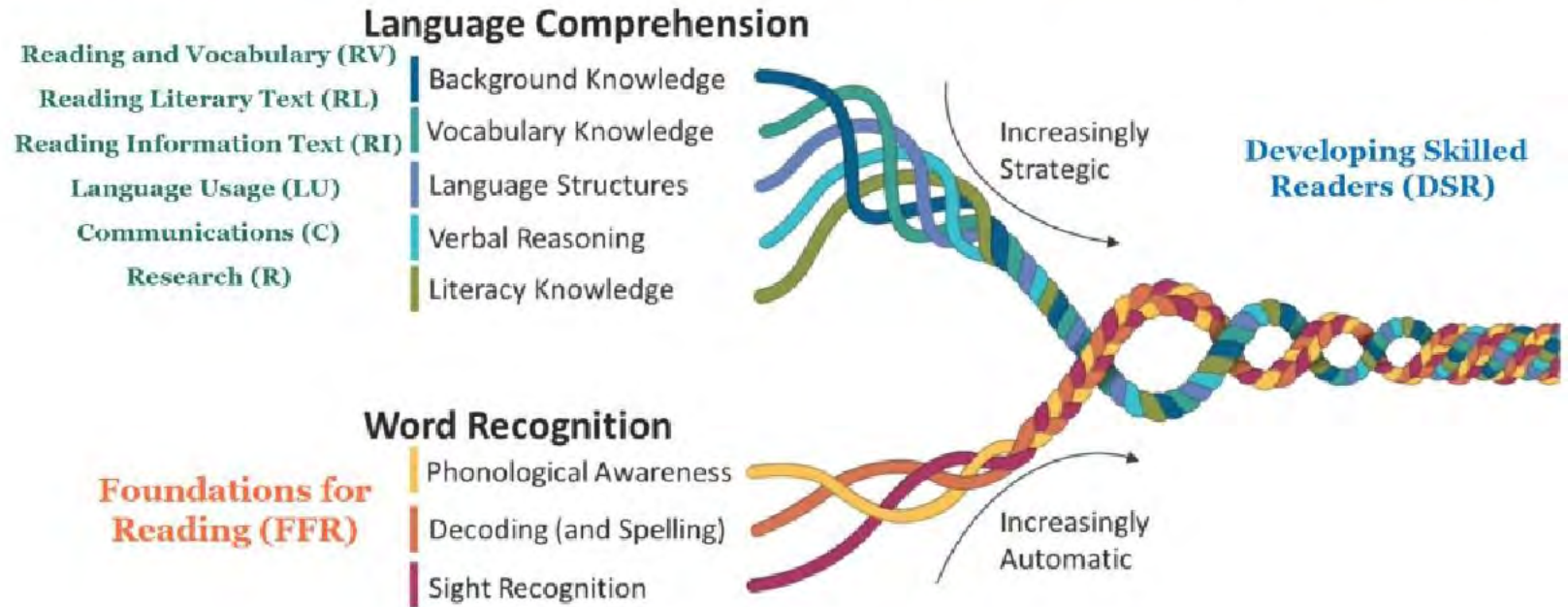
| Assessment year | Students did not meet progress target | | Students met progress target | | Total |
|-----------------|---------------------------------------|-------|------------------------------|-------|---------------|
| | Percentage | Count | Percentage | Count | |
| 2024 | 44.2% | 6,484 | 55.8% | 8,195 | 14,679 |
| 2023 | 49.6% | 6,876 | 50.4% | 6,993 | 13,869 |

ENROLLMENT IN GIFTED PLACEMENT INCREASED ACROSS MULTIPLE GROUPS



LITERACY

Scarborough's Reading Rope & Virginia's English Standards of Learning

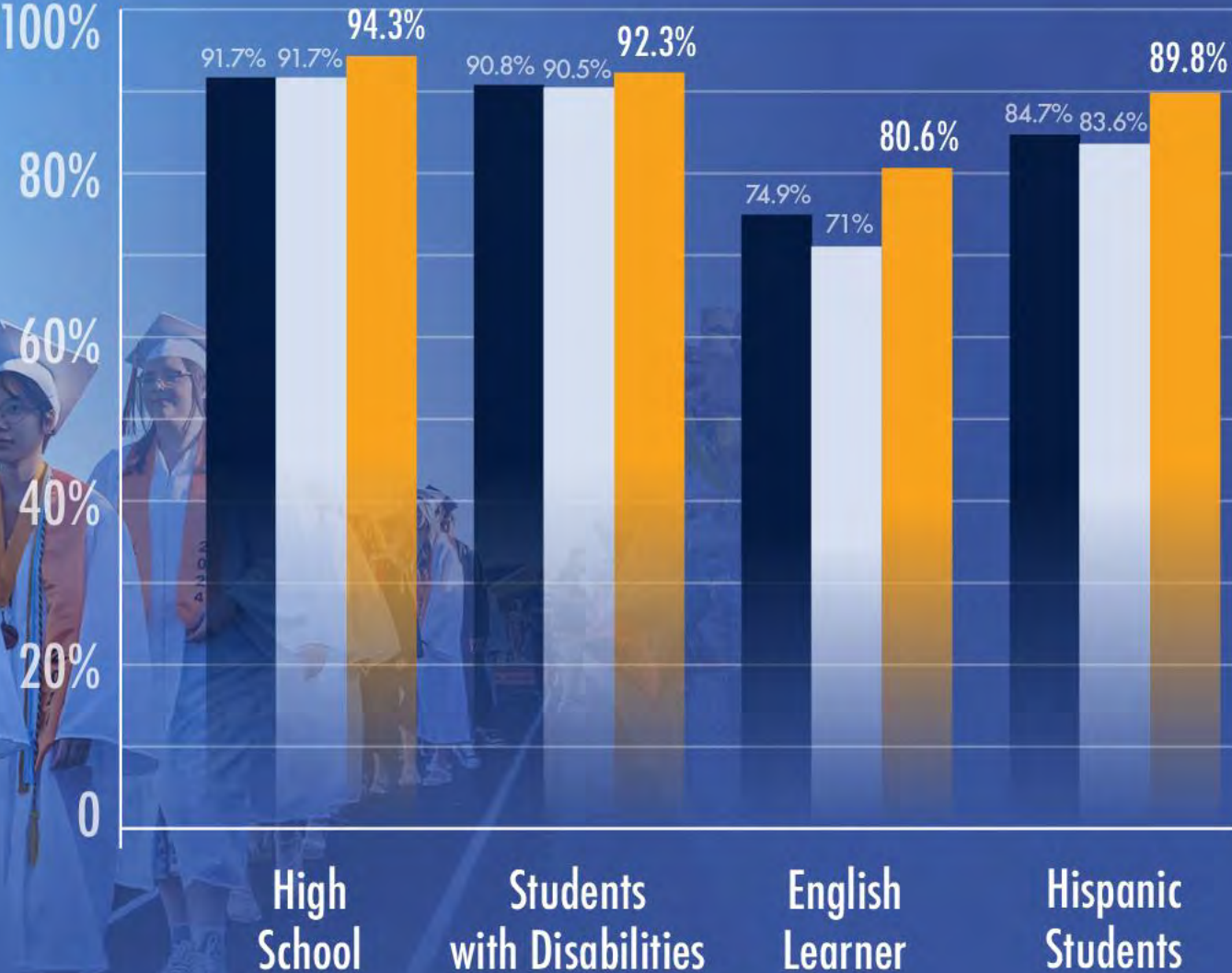


- Comprehensive professional learning
- Commitment to high-quality instructional materials
- Teachers fully supplied with all instructional materials to include manipulatives and other resources

- Clear curriculum guides
- Increased parent communication and engagement

ON-TIME GRADUATION RATES

2022 2023 2024



**CRITICAL ACTIONS
AND NEXT STEPS**

**ON-TIME
GRADUATION**

- **Implement year two of the on-time graduation task force**
 - Enhanced monitoring of student progress in meeting graduation requirements through the Early Warning System, Graduation Monitoring Dashboard, and the Focused Student Support Dashboard
 - Cross-departmental collaboration in providing resources and support
 - Increased focus on student interventions including credit support and credit recovery
 - Expanding the use of Graduation Coaches to more schools
 - Addition of key stakeholders and schools
- **Targeted OTG professional learning during monthly HS Principal Leadership Development meetings**



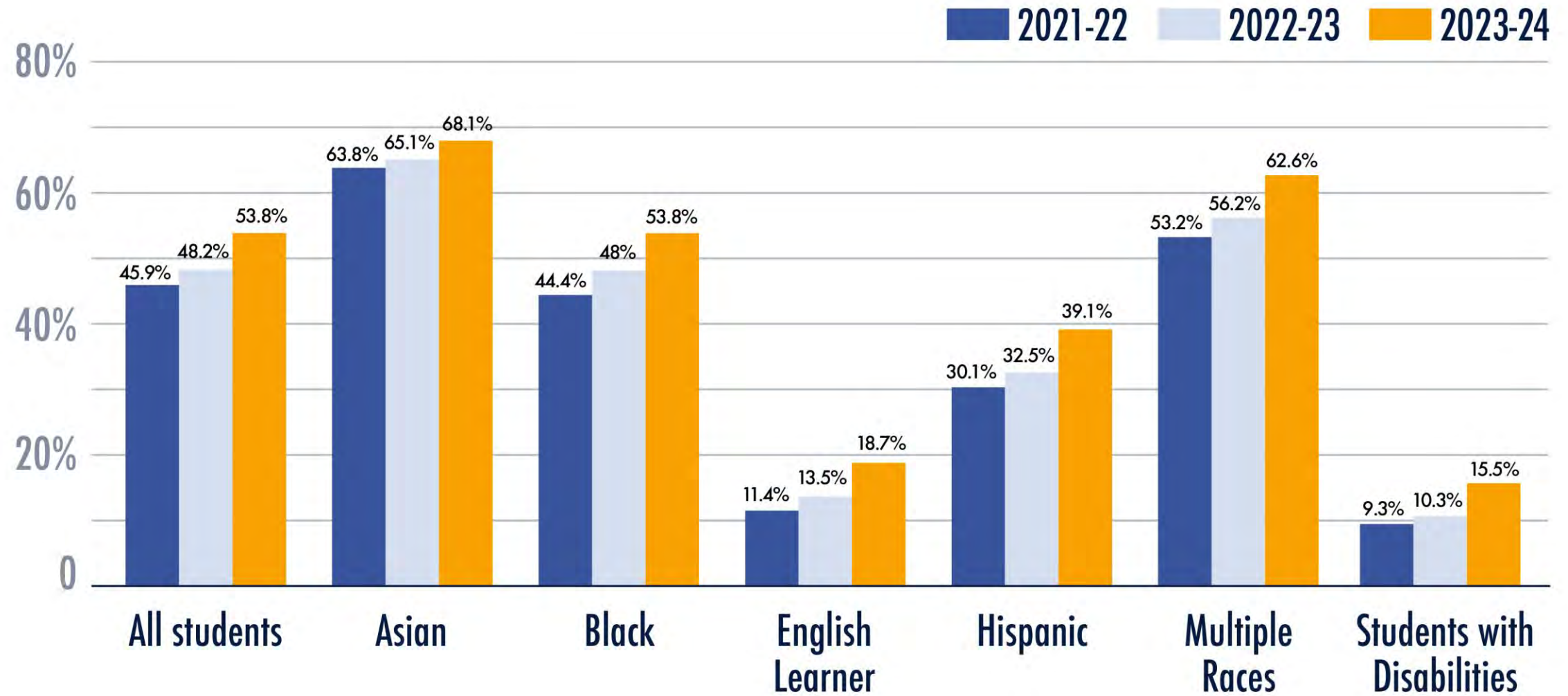
ADVANCED COURSE PARTICIPATION

53.8% of high school students participated in one or more advanced course

5.2% increase in English Learner participation

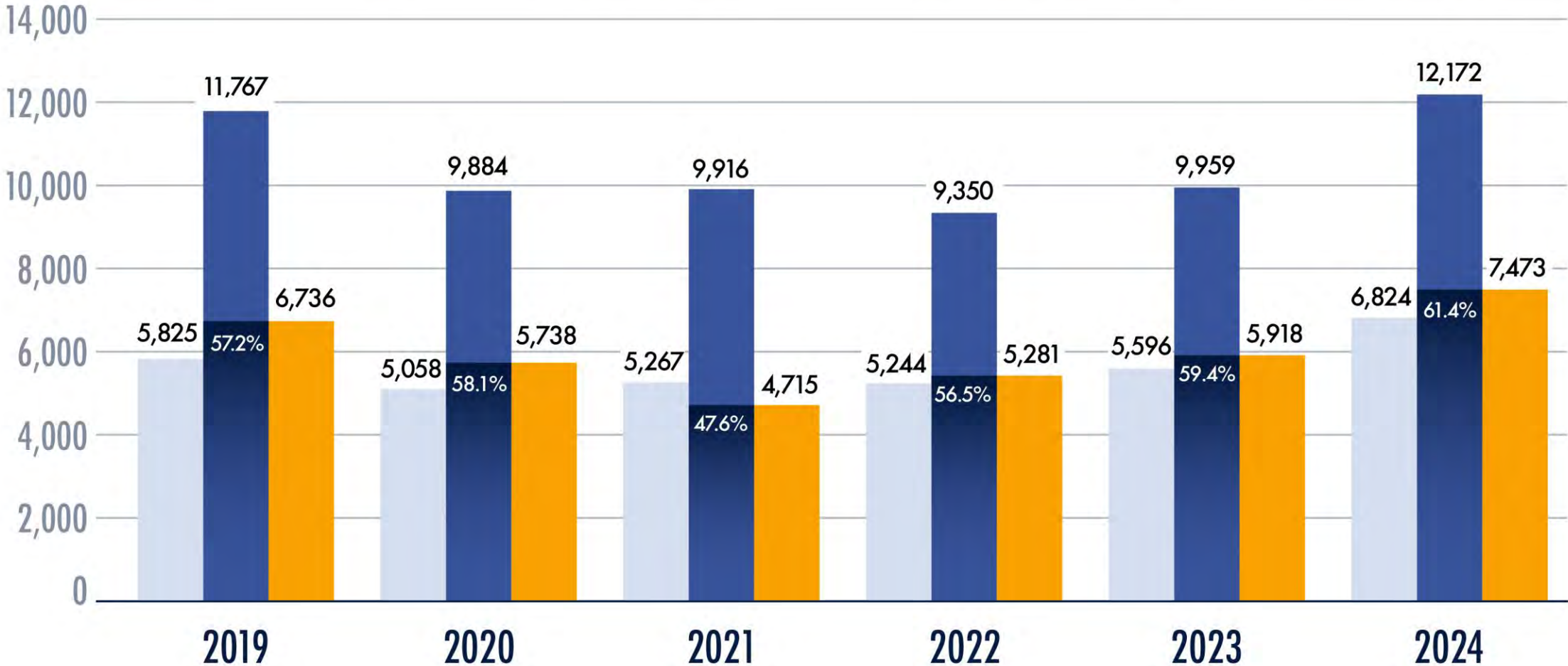
6.5% increase in Hispanic students

PARTICIPATION IN ADVANCED COURSES INCREASED OVER THE PAST YEAR



PWCS INCREASES ADVANCED PLACEMENT PARTICIPATION AND PERFORMANCE

■ Test Takers
 ■ AP Exams
 ■ Exam Scores of 3+
 ■ % of exams taken that yielded score of 3 or higher



SAT AND 8/9 PSAT/NMSQT PARTICIPATION

2

SAT's were administered during the school day in SY2023-24.

66%

of 11th and 12th grade students took the SAT during the year.

78%

of 9-11 grade students participated in the PSAT.

| Grade | # Tests | % of Students | Asian | Black | Hispanic | White | Multiple | English Learner | Students with Disabilities |
|----------------------|---------|---------------|-------|-------|----------|-------|----------|-----------------|----------------------------|
| PSAT (9-11) | 17,165 | 78% | 87% | 84% | 66% | 85% | 66% | 61% | 63% |
| SAT 11 th | 5,380 | 79% | 89% | 83% | 70% | 84% | 85% | 62% | 59% |
| SAT 12 th | 3,782 | 53% | 57% | 63% | 46% | 59% | 51% | 38% | 28% |

SAT PERFORMANCE

Of graduates who took the SAT ...

35% met both the reading and math benchmarks

36% met the mathematics benchmarks

66% met the reading/writing benchmarks

SAT Benchmarks are identified by the College Board as an indicator of success in college

480

Reading/Writing

530

Mathematics

Note: Test takers in the graduating cohort almost doubled from the prior year (about 2600 to almost 5,000)

PSAT PERFORMANCE

Of all students who took the PSAT/NMSQT in 2022-23 ...

21% met both the reading and math benchmarks

23% met the mathematics benchmarks

50% met the reading/writing benchmarks

Of all students who took the PSAT/NMSQT in 2023-24 ...

24% met both reading/writing and mathematics benchmarks

26% met the mathematics benchmarks

50% met the reading/writing benchmarks



POST-SECONDARY PREPARATION

100% of PWCS graduates had a post-secondary plan prior to graduation

74% of graduates planned to attend a 2- or 4-year college

\$123 million in scholarships were offered to PWCS graduates

SCHOLARSHIP TOTALS INCREASED FOR STUDENTS IN COHORT 24

| School Name | 2022 Verified Offers | 2023 Verified Offers | 2024 Verified Offers |
|--------------|------------------------|-------------------------|----------------------|
| Battlefield | \$14,380,218.00 | \$17,578,697.00 | \$18,303,079 |
| Brentsville | \$2,019,203.00 | \$4,775,314.00 | \$5,730,890 |
| Colgan | \$15,028,342.00 | \$16,640,745.00 | \$27,158,153 |
| Forest Park | \$5,947,329.00 | \$6,019,092.00 | \$5,323,409 |
| Freedom | \$3,970,262.00 | \$6,807,575.00 | \$9,569,626 |
| Gainesville | -- | \$4,443,509.00 | \$5,689,256 |
| Gar-Field | \$1,775,543.00 | \$3,578,079.00 | \$6,667,368 |
| Hylton | \$4,464,250.00 | \$11,051,956.00 | \$4,042,071 |
| Independence | -- | \$8,000.00 | \$36,596 |
| Osborn Park | \$16,526,033.00 | \$17,855,132.00 | \$9,929,683 |
| Patriot | \$6,837,298.00 | \$5,040,380.00 | \$9,111,582 |
| Potomac | \$3,110,839.00 | \$5,217,218.00 | \$8,757,644 |
| Unity Reed | \$10,886,161.01 | \$6,351,137.00 | \$1,941,395 |
| Woodbridge | \$6,166,726.00 | \$13,710,422.00 | \$10,788,988 |
| PWCS | \$91,112,204.01 | \$119,077,256.00 | \$123,049,740 |



ADVANCED COURSES

- **Equal Opportunity Schools**
 - Targeted Group Data (grades 10-12):
Students registered for their first AICE/AP/IB/DE course
 - 4% increase (526) economically disadvantaged students
 - 3.1% increase (328) EL students
 - 2.6% increase (246) SPED students
- **Partnership with CollegeBoard to increase teacher use of AP Classroom and other resources designed to target the national standards**
- **New AP courses**
- **Universal opportunities for SAT Preparation and divisionwide administration of PSAT and SAT School Day**
- **Increased visibility and use of AP Potential data**
- **Division review of IB implementation**
- **Increased opportunities for Dual Enrollment**



POSITIVE CLIMATE AND CULTURE

2.1

PWCS WILL PROVIDE A LEARNING ENVIRONMENT WHICH FOSTERS INCLUSIVITY, CONNECTIVENESS, AND ENCOURAGES SOCIAL AND EMOTIONAL WELLNESS FOR ALL.

2.2

PWCS STUDENTS AND STAFF WILL FEEL SUPPORTED AND HAVE A STRONG SENSE OF BELONGING.

2.3

PWCS FACILITIES WILL BE WELCOMING, SAFE, AND SUSTAINABLE.



KEY IDEAS

- Overall drop-out rates decreased with significant decreases in the English Learner, Hispanic students, and Students with Disabilities.
- The chronic absenteeism rate for the division dropped over 5%.
- Employee and Teacher Retention rates are above 90%.

CHRONIC ABSENTEEISM

10% The amount of missed school days that constitutes chronic absenteeism

21.7%

16.2%

The chronic absenteeism rate dropped

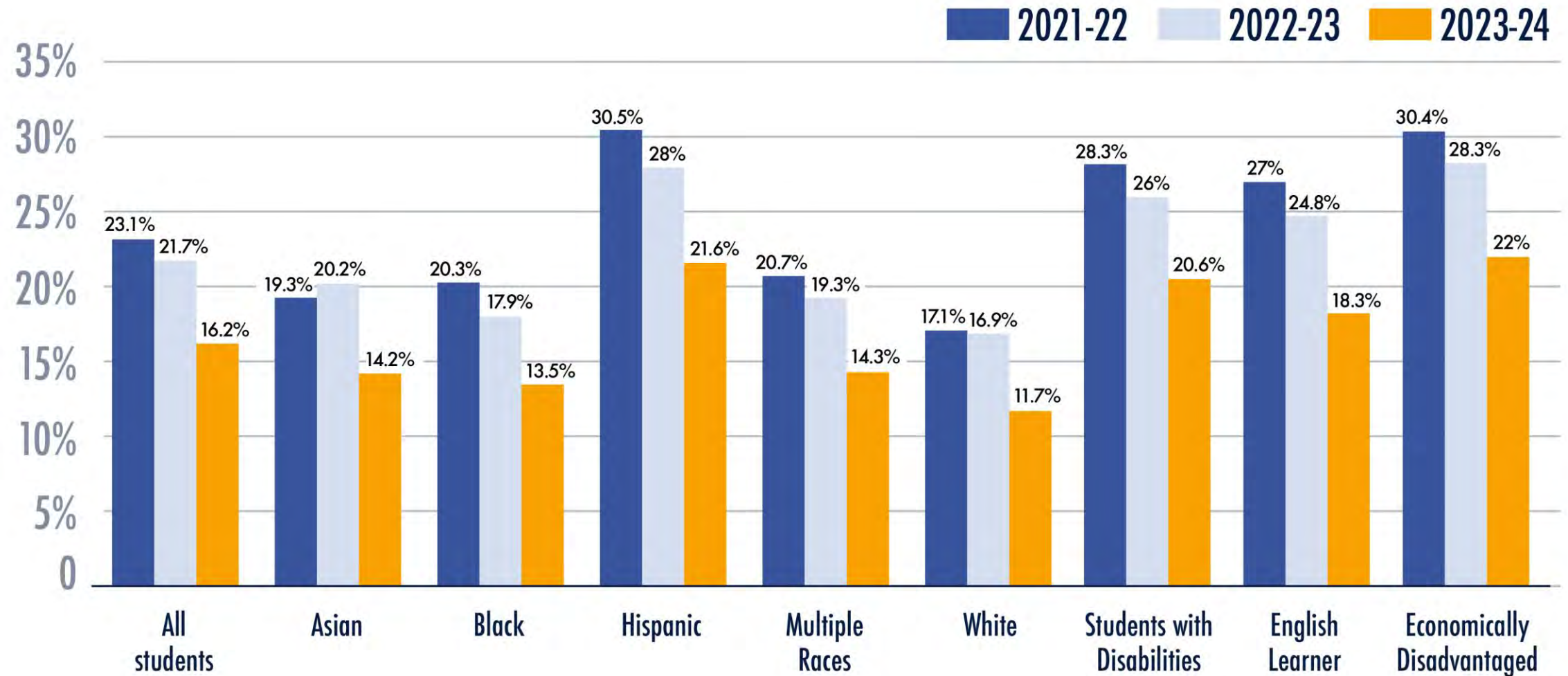
5.5%

55 out of **95**

schools had a decrease of 5 percentage points or more in chronic absenteeism rates.

7 schools had decreases of more than 10% points.

CHRONIC ABSENTEEISM DECREASED ACROSS ALL GROUPS



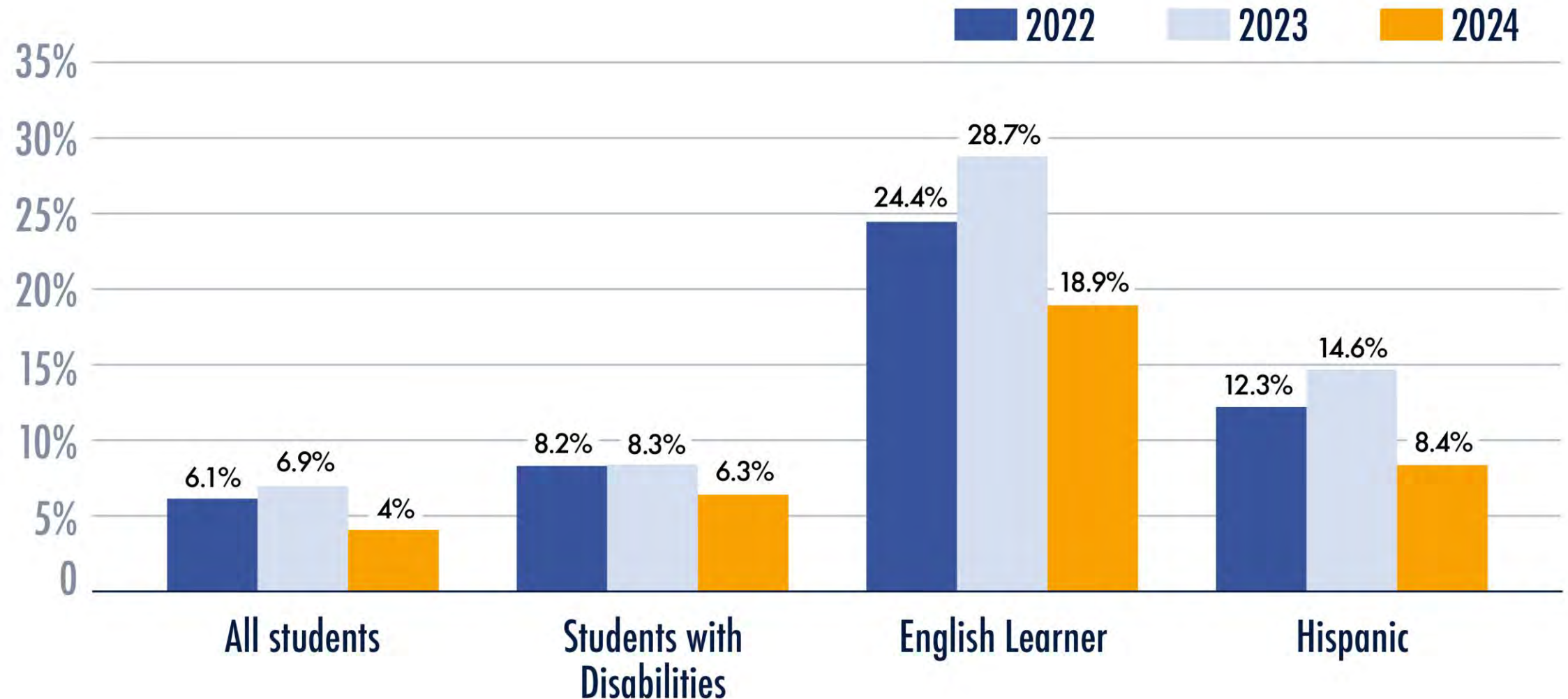
OVERVIEW OF DROPOUT

2.9% Decrease in the overall drop-out rate from 6.9% to 4%

9.8% Decrease in the English Learner drop-out rate from 28.7% to 18.9%

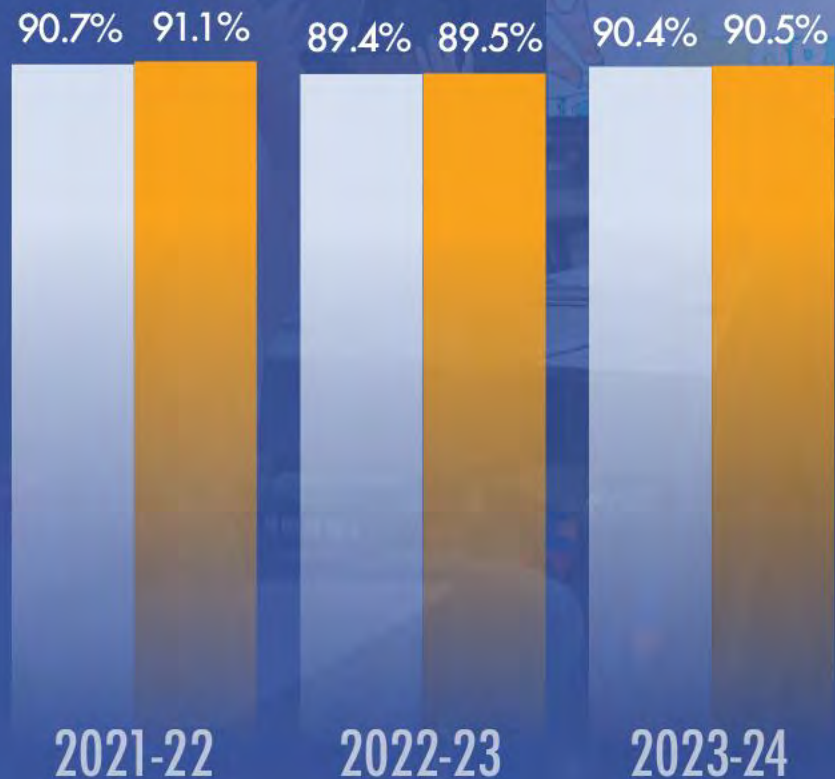
6.2% Decrease in the Hispanic drop-out rate from 14.6% to 8.4%

DROP-OUT RATES FELL ACROSS ALL STUDENT GROUPS



EMPLOYEE RETENTION RATES REMAINED STEADY

■ All Employees ■ Teachers



**CRITICAL ACTIONS
AND NEXT STEPS**

**POSITIVE CLIMATE
AND CULTURE**

- Strategic monitoring and analysis of student attendance and dropout data to inform school attendance efforts, at-risk student engagement and credit recovery, remediation, and alternative learning opportunities.
- Enhance current tracking systems and notification to school leaders to all for re-engagement and case management of students who are dropped due to 15 days of consecutive absences.
- Expand community partnerships and resources to support student health and wellness needs, including support for mental health through access to Hazel Health Telehealth.
- Connect students in need of academic support with tutoring or Success Coaches.
- Targeted outreach to families through the use of SchoolStatus and Attend letter notifications.

**CRITICAL ACTIONS
AND NEXT STEPS**

**YOU
BELONG
HERE**

- Created the You Belong Here Statement of Understanding and through focus groups established the PWCS Five Pillars of Belonging;
- Upbeat Teacher Engagement Survey – expand to more schools;
- Administrative Selection Protocols – monitor for compliance;
- Divisionwide selection protocols and selection guide – launch;
- "Candidate Care" Professional Development – launch;
- Provide Professional Development for All Staff on the "Pillars of Belonging;"
- Continue the "You Belong Here" media campaign; and
- PWCS Proud Employee Recognition Program – launch.



FAMILY AND COMMUNITY ENGAGEMENT

3.1

PWCS WILL ENGAGE FAMILIES AS AUTHENTIC PARTNERS IN EDUCATION TO SUPPORT ACADEMIC PROGRESS.

3.2

PWCS WILL WORK COLLABORATIVELY WITH COMMUNITY AGENCIES AND BUSINESS PARTNERS TO SUPPORT STRATEGIC INITIATIVES.

3.3

PWCS WILL ENSURE HONEST, TRANSPARENT, AND TWO-WAY COMMUNICATION WITH FAMILIES, SCHOOLS, AND THE COMMUNITY TO FOSTER TRUSTING RELATIONSHIPS.



ORGANIZATIONAL COHERENCE

4.1

PWCS WILL CREATE SYSTEMATIC STRUCTURES FOR STRONG CYCLES OF CONTINUOUS IMPROVEMENT.

4.2

PWCS WILL REMOVE BARRIERS TO COMMUNICATION TO FACILITATE COLLABORATION ACROSS OFFICES, SCHOOLS, AND FAMILIES IN THE SPIRIT OF CUSTOMER SERVICE.



KEY IDEAS

- Family engagement remains consistent with prior years.
- Continuous improvement remains a critical lever for realizing organizational changes.



2024 CLIMATE AND CULTURE SURVEY SHOWS CONSISTENT LEVELS OF FAMILY ENGAGEMENT AND TRUST





44 Family Engagement Series (FES) sessions were offered in the 2023-24 school year

8 1st quarter events

15 2nd quarter events

10 3rd quarter events

11 4th quarter events

FAMILY ENGAGEMENT EVENTS

Simultaneous translations provided in Farsi, Sign Language, Spanish, Urdu, Arabic, Korean, Pashto, and Vietnamese.

39% of families who registered for a session attended.

■ Recordings of FES events have been viewed over 2,000 times.



100%

of schools and Central Office
departments improvement
plans are aligned to the
strategic plan



All schools and departments have
validated continuous improvement plans.



All leaders have been trained on the
continuous improvement process.



Systematic progress
monitoring plan is in place.

CRITICAL ACTIONS AND NEXT STEPS

FAMILY ENGAGEMENT AND CONTINUOUS IMPROVEMENT

- **Continuous improvement efforts**
 - Enhance division leadership's understanding and capacity to develop, align, and implement effective tools and strategies for progress monitoring.
 - Promote equitable engagement of centralized supports for schools.
 - Expand opportunities for division leaders to expand their knowledge and capacity for systems thinking and improvement science.
- **Implementing Standards of Excellence for School Advisory Councils ensuring that parents/guardians have the opportunity for authentic engagement.**
- **Increase participation in the PWCS Family Engagement Series for targeted populations (EL, Special Ed, Title 1, Gifted, Specialty Programs, etc.).**
- **On-Time Graduation identified priority schools will have community/business partnerships that provide key support and resources aligned to each school's most critical needs.**

PWCS Interactive Dashboard - PWCS.edu

Student Characteristics

Facility

Class Size

Attendance

Exclusionary Discipline

Climate & Culture Survey

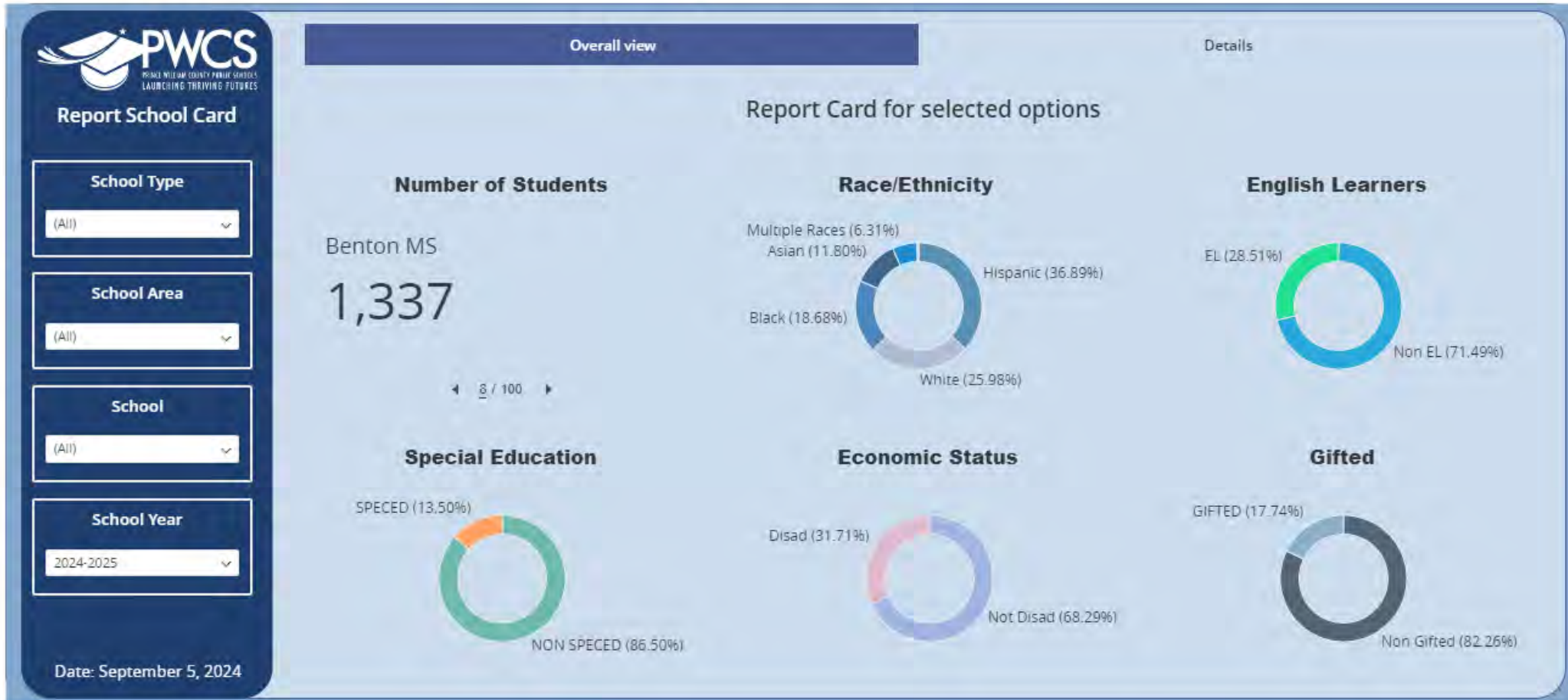
SOL Rates

HMH

SAT

Graduate & Dropout

Advanced Course



VDOE School Quality Profile - <https://schoolquality.virginia.gov/>

Prince William County Public Schools

GENERAL SCHOOL INFORMATION

Division: Prince William County Public Schools

Division Number: 75

Address: 14715 Bristow Road Manassas, VA 20112

Superintendent: Dr. LaTanya D. McDade

Region: 4

[Division Website](#)

[Schools in this Division](#)

Map results may not reflect school division or attendance zone boundaries.



 PRINT REPORT

Accreditation

Assessments

Enrollment

College & Career Readiness

Finance

Learning Climate

Teacher Quality

ESSA

School Readiness

SUMMARY

- Accelerating academic growth and closing achievement gaps is a priority for SY2024-25, as reflected in central office initiatives and continuous improvement plans.
- VLA implementation at all grades is a driving focus for the year.
- The On-Time Graduation Task Force will maintain a concerted effort to improve graduation rates and reduce drop-out rates for all students.
- Engaging families in positive and proactive ways to support the growth of their students will continue to be a priority.
- Continuous improvement plans and enhanced progress monitoring will remain a linchpin in linking actions to data and outcomes.

