EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

Goal 2 Report

March 3, 2026



Objectives

- Provide the School Board with an update on the Division's progress towards meeting the the Strategic Plan 2023-30 Goal 2 measures.
- Provide contextual data that informs our work.
- Discuss the work the Division is doing as it relates to Goal 2.
- Discuss policy, budget, and strategic considerations for the School Board moving forward to achieve these goals by 2030.

STRATEGIC PLAN 2023-30 GOALS

1 Strong Start: Pre-K-12

2 Safe, Supported, Included, and Empowered

3 Academic Growth and Excellence

4 Equitable Access and Opportunity

5 Leading for Tomorrow's Innovation

The Four Pillars identify what FCPS must do well to be able to reach our goals for all students.

A	B	C	D
Differentiated & Culturally Responsive Learning Environments	**Vibrant Home, School, & Community Partnerships**	**Diverse, Adaptive, & Supported Workforce**	**Culture of Equity, Excellence, & Accountability**

Goal 2: Safe, Supported, Included, and Empowered

Every student will experience an equitable school community where student health and well-being are prioritized, and student voice is centered.

Equity Commitment: We will amplify student voice to inform our approaches, honor students' identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture.

A. Student academic inclusion and engagement
B. Positive school climate (safety, inclusion, and sense of belonging; academic support; inclusive, academically-focused culture; and teacher-student trust)
C. Student access to the necessary emotional, behavioral, mental, and physical health services to support their successful engagement in school
D. Student attendance and absenteeism rates
E. Student participation in extracurricular, co-curricular, or leadership activities
F. Disciplinary disproportionality

Goal 2 Baseline report was presented on April 25, 2024 and a Goal 2 Addendum was presented on July 18, 2024. The SY 2024-25 Goal 2 report was presented on December 19, 2024.

Goal 2 Report Explores Strategic Priorities around School Climate

School Climate refers to the range of experiences that shape how students feel about school:

- School Connectedness and Belonging
- Regular Attendance
- Limited, Consistent Use of Suspension
- Inclusion of Students with Disabilities



School Connectedness and Belonging



Sense of Belonging and Positive Relationships

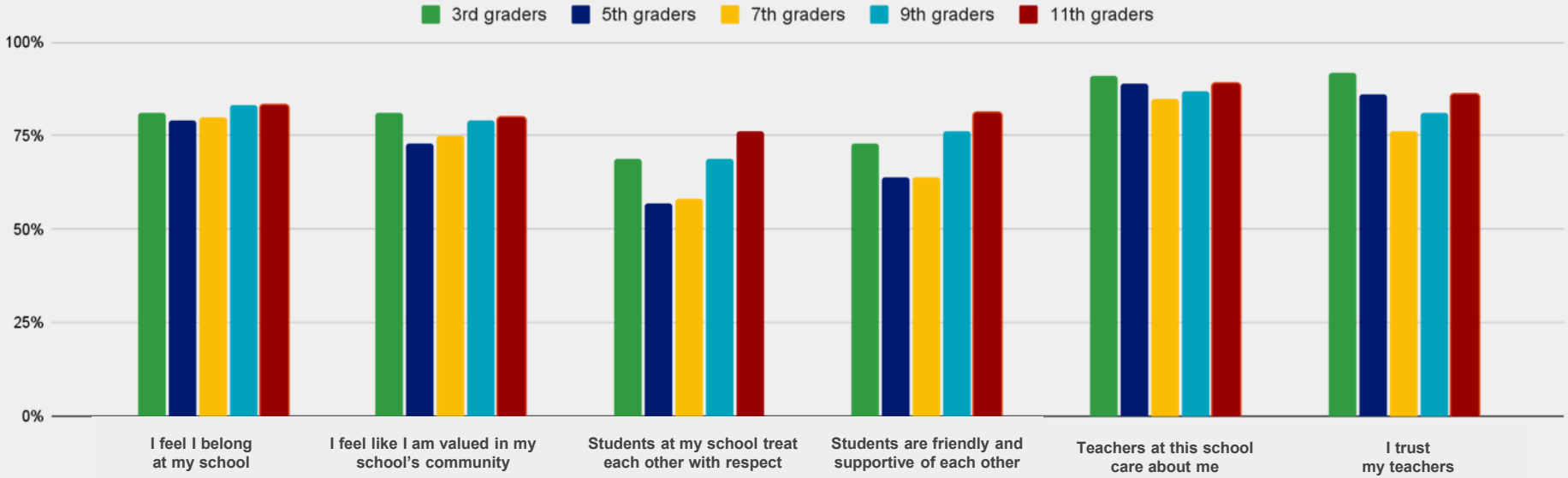
Among students who responded to the 2025 Student Experience Survey:

- Most felt a sense of **school belonging**.
  - 81% felt that they belong at their school
  - 77% felt valued in their school community
- About two-thirds reported positive **peer relationships**.
  - 71% felt that their peers are friendly and supportive
  - 65% felt that their peers treat one another with respect
- Most reported positive **teacher-student relationships**.
  - 88% felt that teachers who care about them
  - 84% trust their teachers



Belonging and Relationships by Grade

Percent of Students in Grades 3-12 who Agreed with School Climate Statements, SY 2024-25, by Grade



Note: Data source is FCPS Student Experience Survey, 2025. Sample sizes (n) range from 83,872 to 86,625.

Self-Reported Participation in Afterschool Activities

Percent of Students in Grades 6, 8, 10, and 12, by Past-Month Afterschool Activities					
	All Students	**Grade 6**	**Grade 8**	**Grade 10**	**Grade 12**
Baseline	66%	64%	60%	67%	72%
SY 2023-24	69%	67%	64%	70%	74%
SY 2024-25	69%	69%	65%	69%	73%

Note: Data source is Fairfax County Youth Survey. N=38,655 in SY 2024-25, 34,422 in SY 2023-24, and 37,181 at baseline (SY 2021-22 and SY 2022-23)
Afterschool activities could include options offered off campus.

Strategic Actions in SY 2025-26

Strategy 1: Strengthen students' social and emotional skills

- New toolkits based on high need areas on student SEL screener
- Structured opportunities for students and staff to talk through data and develop school-based solutions

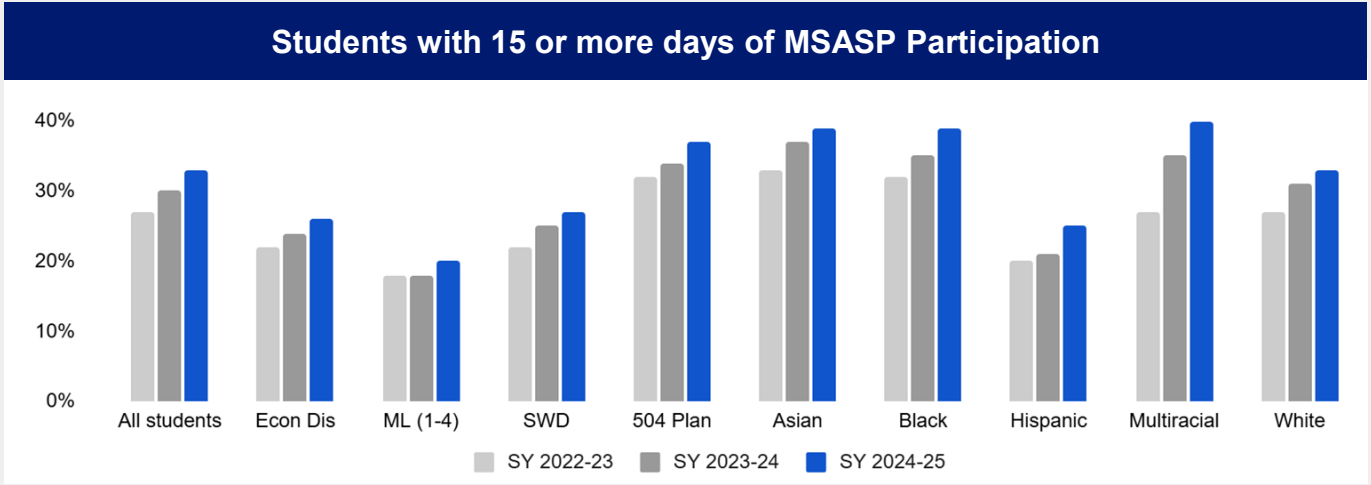
SEL Screener Results, by Grade Band, Spring SY 2024-25			
	Overall	**Grades 3-5**	**Grades 6-12**
Supportive Relationships Students feel supported through their relationships with friends, family, and adults at school	**87%**	88%	86%
Social Awareness and Relationship Skills Students consider the perspectives of others, empathize with people with different experiences, build strong and healthy relationships, and know how to agree to disagree	**65%**	63%	66%
Sense of Belonging Students feel they are valued members of their school community	**59%**	61%	58%

Note: Data source is FCPS SEL Screener. Sample sizes (n) are 35,321 students in grades 3-5 and 73,230 students in grades 6-12.

Strategic Actions in SY 2025-26

Strategy 2: Encourage positive interactions outside the classroom

- Peer ambassadors for new and transfer students
- Safe spaces for students to connect on issues of identity and wellness
- Variety of school-based activities



Note: Data source is MSAS administrative data. Beginning in SY 2023-24 FCPS began offering Cross Country and Track at all middle schools.

Strategic Actions in SY 2025-26

Strategy 3: Prevent and respond to incidents of bullying, harassment, and hate speech

- Core instruction for all students and additional support for those at risk of engaging in bullying
- Coordinated, consistent response to bullying, harassment, and hate speech

Percent of Students in Grades 6, 8, 10, and 12 who Report Bullying is a Problem at Their School, by Grade					
	All Students	**Grade 6**	**Grade 8**	**Grade 10**	**Grade 12**
Feel Bullying is a Problem at Their School	33%	43%	40%	26%	23%
Have Been Bullied at School in the Past Year	14%	25%	16%	8%	6%

Note: Data source is Fairfax County Youth Survey. Sample sizes (n) range from 39,169 to 39,540

Regular School Attendance



The Importance of Regular School Attendance

- Attendance linked to school engagement, stronger relationships, and academic success (test scores, graduation, college enrollment)
- Missing even a few days of school can have negative effects on students
- Chronic Absenteeism occurs when students miss 10% or more of the school year (about 18 days), including excused and unexcused absences

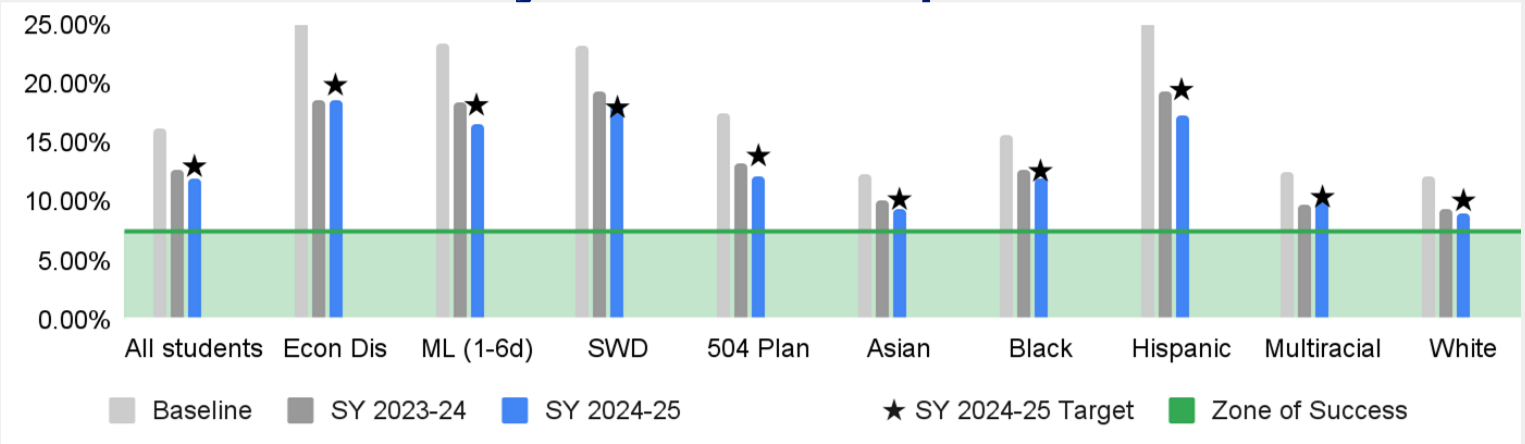


Chronic Absenteeism Rates (VDOE)

VDOE Measure of Chronic Absenteeism, SY 2024-25					
FCPS	**State**	**Alexandria**	**Arlington**	**Loudoun**	**Prince William**
11.9%	14.7%	13.8%	12.1%	14.1%	13.8%

Note: Data source is VDOE School Quality Profiles, accessed January 28, 2026. Rates include adjustments from IPFIT hours.

Chronic Absenteeism by Student Group

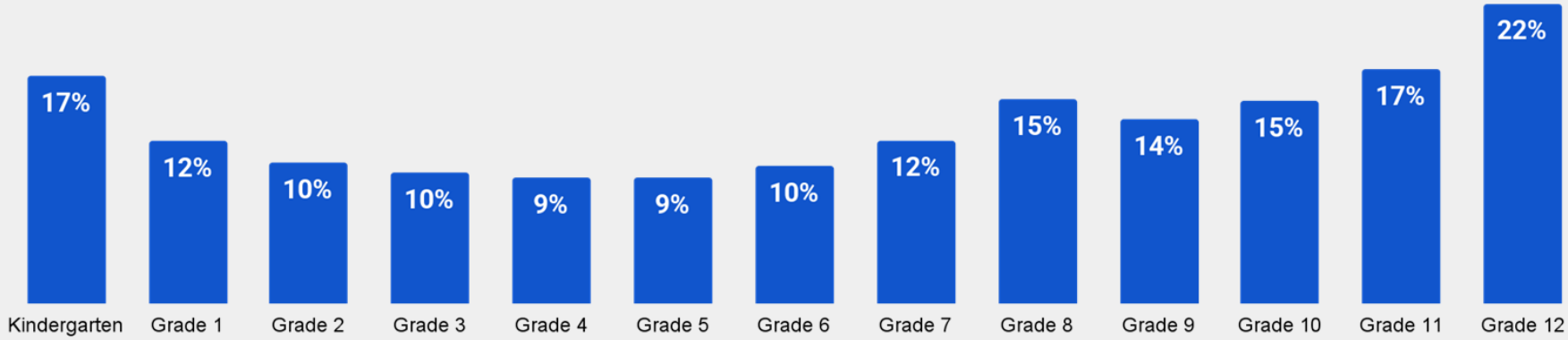


Percent of Students who Were Chronically Absent										
	All Students	**Econ Dis**	**ML (1-6d, 9)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	**16.2%**	**25.9%**	**23.5%**	**23.2%**	**17.5%**	**12.3%**	**15.6%**	**25.3%**	**12.6%**	**12.1%**
SY 2023-24	**12.8%**	**18.6%**	**18.4%**	**19.3%**	**13.2%**	**10.2%**	**12.8%**	**19.4%**	**9.7%**	**9.4%**
SY 2024-25	**11.9%**	**18.7%**	**16.6%**	**18.2%**	**12.2%**	**9.3%**	**12.0%**	**17.4%**	**9.9%**	**9.1%**
Numerator	20,751	10,727	8,038	5,127	1,251	3,058	2,045	8,750	1,136	5,676
Denominator	174,777	57,228	48,351	28,193	10,265	32,823	16,998	50,333	11,420	62,503
Target	≤ 13.0%	≤ 19.9%	≤ 18.2%	≤ 18.0%	≤ 13.9%	≤ 10.2%	≤ 12.6%	≤ 19.5%	≤ 10.4%	≤ 10.1%
Performance	Target Met	Target Met	Target Met	Progress	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met

Note: Data source is EOY Student Record Collection. Baseline includes 2021-22 and 2022-23. In SYs 2023-24 and 2024-25 rates include adjustments from IPFIT hours.

Students Missing Ten Percent or More of the School Year by Grade, SY 2024-25

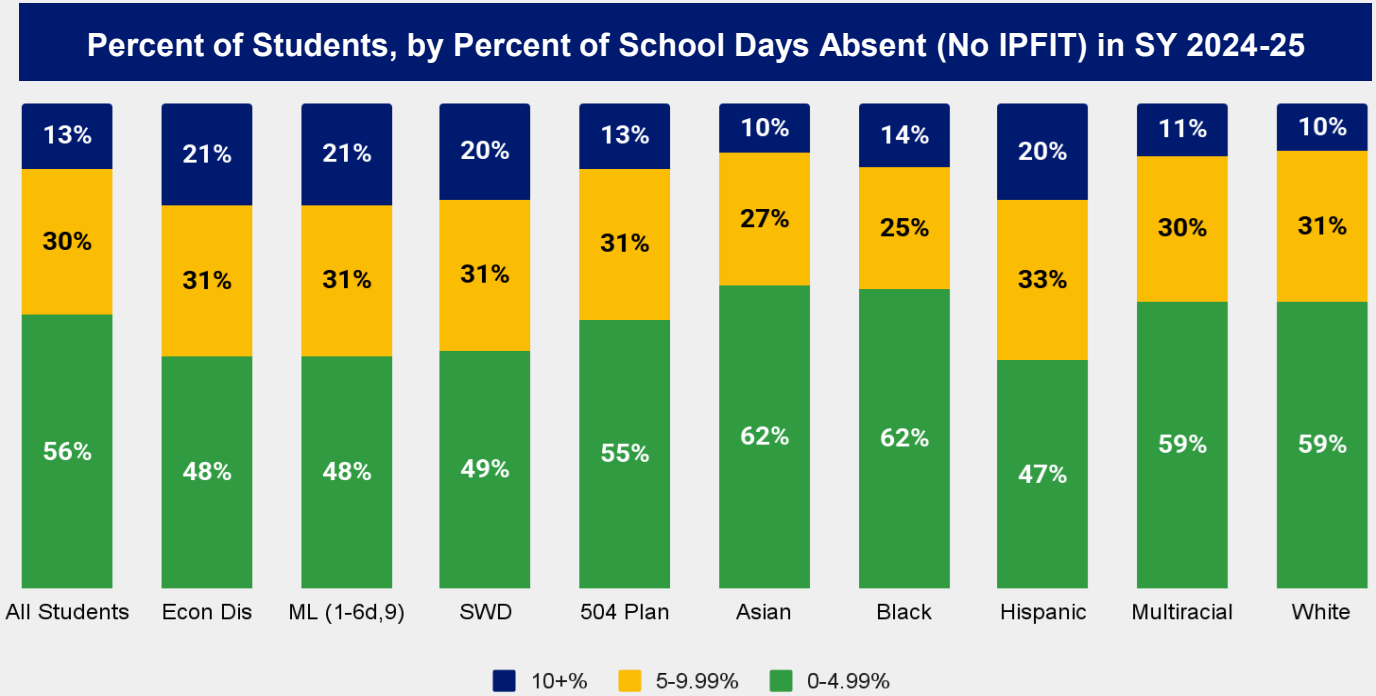
Percent of Students who Missed Ten Percent or More of the School Year (No IPFIT) in SY 2024-25, by Grade



Note: Data source is EOY Student Record Collection.

Figure 16, Page 18

Days Missed in SY 2024-25, by Student Group



Note: Data source is EOY Student Record Collection.

Strategic Actions in SY 2025-26

Strategy 1: Encourage regular school attendance

- Consistent, clearly communicated expectations about attendance
- Variety of mediums to reinforce the importance of attendance

Strategy 2: Address student barriers to attendance

- Access to health and mental wellness services
- Basic needs assistance, including wrap-around, family-centered services

Strategy 3: Help students catch up following frequent or extended absences

- Return to learn plans
- In-Person Flexible Instruction Time

Chronic Absenteeism on Day 101 of the School Year	
SY 2024-25	**SY 2025-26**
12.9%	10.5%

Note: Data source is FCPS Attendance Dashboard

Key Findings

School Connectedness and Belonging

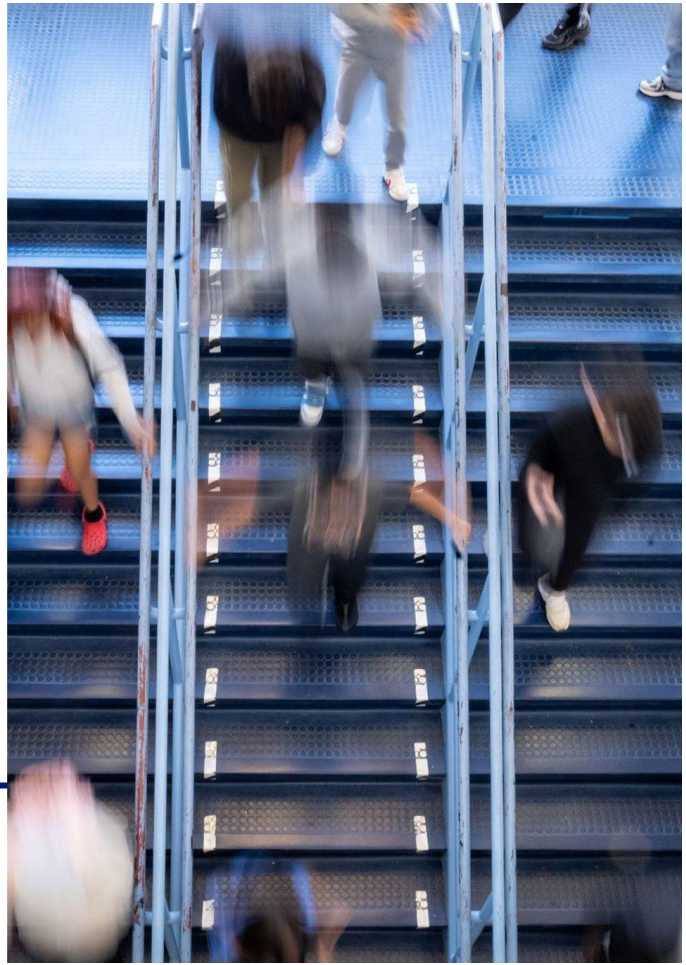
- Most students report a sense of belonging and positive relationships with teachers and between other students. Relationships with peers and teachers were strongest in early elementary school and high school.
- 69% students participate in afterschool activities (a 3 percentage point increase from baseline) and 33% of middle school students participated in MSASP (for 15 days or more).



Regular School Attendance

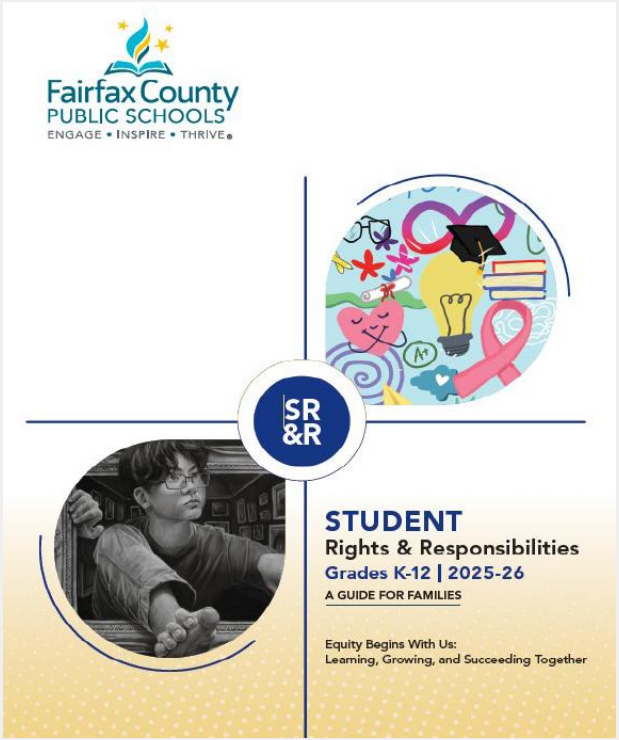
- 11.9% of students were chronically absent in SY 2024-25, a 4 percentage point improvement from baseline
- Students in kindergarten and late high school continue to have above-average rates of absenteeism.

Limited, Consistent Use of Suspension



The Importance of Limited, Consistent Use of Suspension

- Suspension is the temporary removal of a student from the learning environment following a behavioral violation (as outlined in FCPS' *Student Rights & Responsibilities*).
- This form of discipline can have serious, negative impacts on suspended students (academics, attendance, behavior) and on school climate.
- To minimize impact, suspensions should be used rarely and applied consistently.

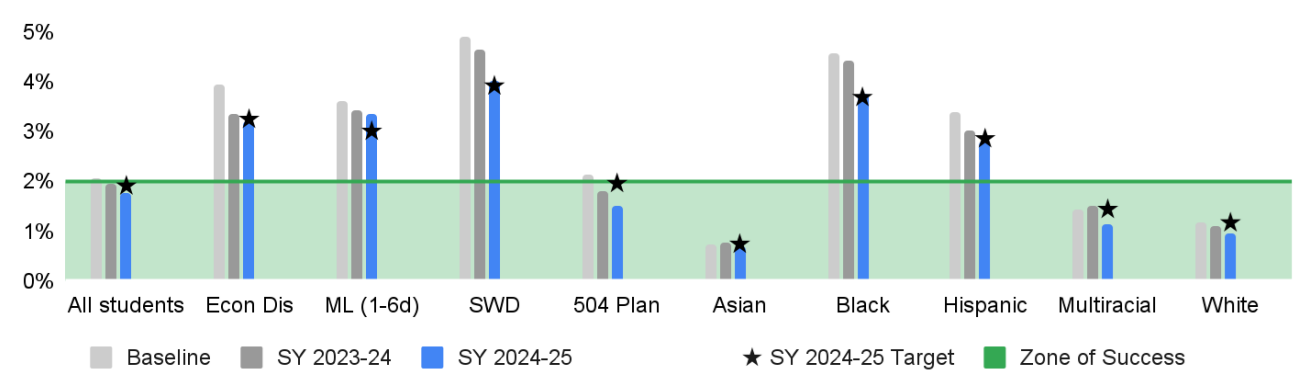


Suspensions Over Time

Total Number of Exclusionary Sanctions in FCPS Over Time		
	SY 2023-24	**SY 2024-25**
In-School Suspension	8,703	8,160
Out-of-School Suspension	6,011	5,128

Note: Data source is internal data pull. This is a count of responses, not students.

Out-of-School Suspensions

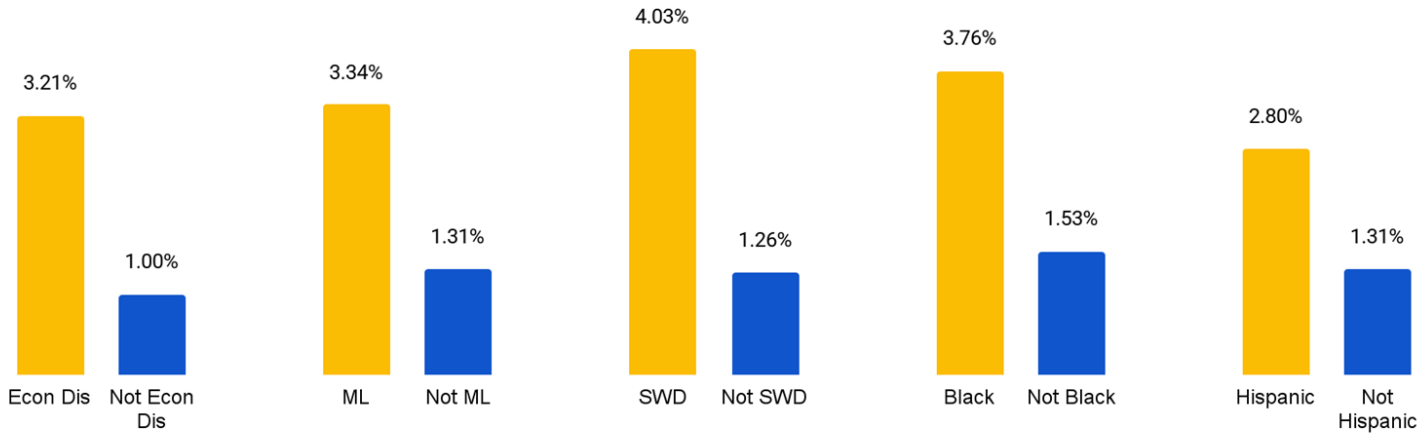


Percent of Students who Received One or More Out-of-School Suspensions										
	All Students	Econ Dis	ML (1-4, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**2.08%**	**3.95%**	**3.62%**	**4.89%**	**2.15%**	**0.74%**	**4.57%**	**3.40%**	**1.44%**	**1.17%**
SY 2023-24	**1.96%**	**3.34%**	**3.42%**	**4.65%**	**1.79%**	**0.77%**	**4.42%**	**3.04%**	**1.51%**	**1.11%**
SY 2024-25	**1.75%**	**3.21%**	**3.34%**	**4.03%**	**1.50%**	**0.70%**	**3.76%**	**2.80%**	**1.13%**	**0.96%**
Numerator	3,290	2,050	1,365	1,333	158	244	696	1,557	135	641
Denominator	188,186	63,933	40,893	33,073	10,535	34,816	18,532	55,535	11,916	66,630
Target	≤ 1.91%	≤ 3.25%	≤ 3.01%	≤ 3.92%	≤ 1.96%	Maintain	≤ 3.69%	≤ 2.86%	Maintain	Maintain
Performance	Target Met	Target Met	Progress	Progress	Target Met	Target Met	Progress	Target Met	Target Met	Target Met

Note: Data source is Student Behavior Administrator Response (SBAR).

Disproportionality in Rates of Out-of-School Suspension

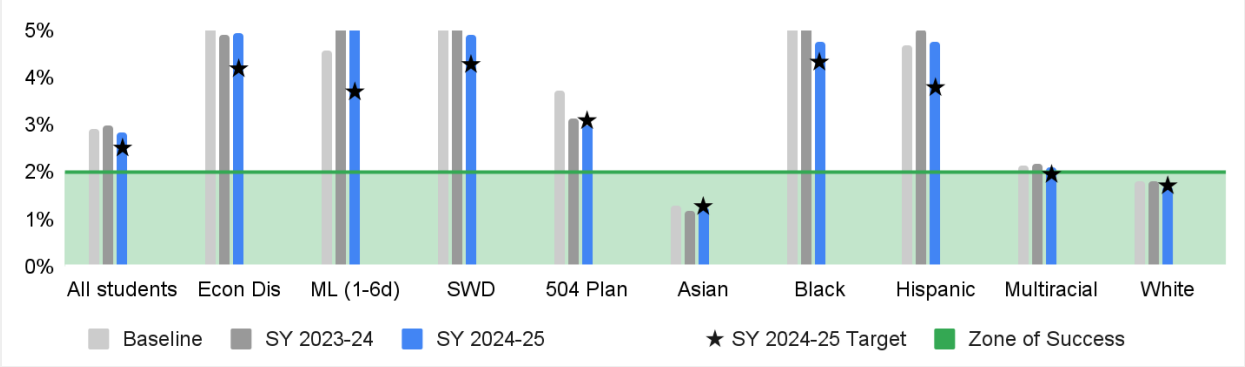
Percent of Students who Received One or More Out-of-School Suspensions, SY 2024-25



Risk Ratios for Out-of-School Suspensions

Econ Dis	ML (1-4)	SWD	Black	Hispanic
3.2	2.6	3.2	2.5	2.1

In-School Suspensions

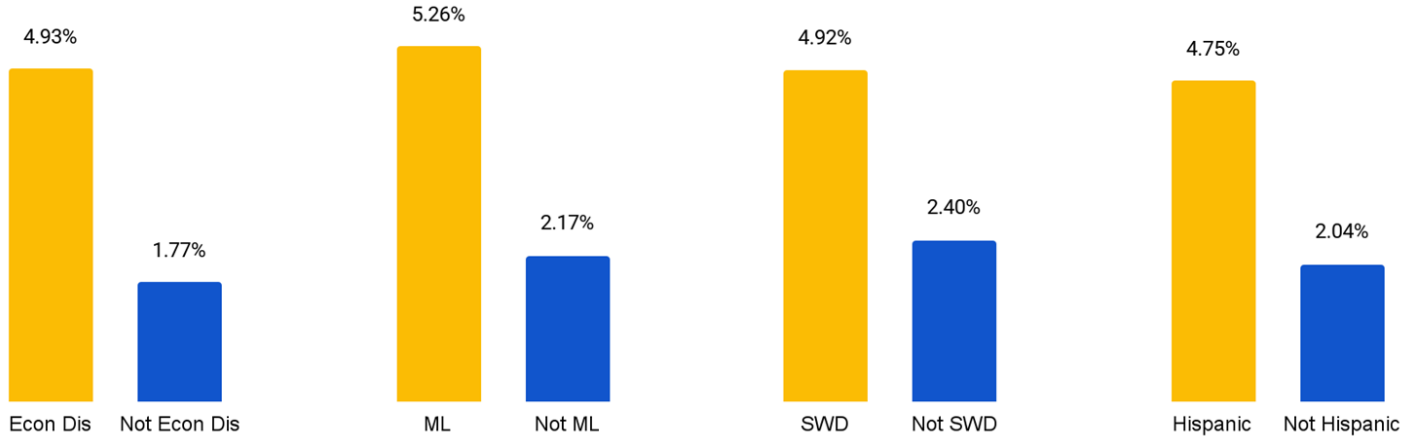


Percent of Students who Received One or More In-School Suspensions										
	All Students	**Econ Dis**	**ML (1-4, 9)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	**2.91%**	**5.26%**	**4.58%**	**5.39%**	**3.72%**	**1.27%**	**5.46%**	**4.70%**	**2.13%**	**1.80%**
SY 2023-24	**3.00%**	**4.90%**	**5.21%**	**5.48%**	**3.15%**	**1.16%**	**5.25%**	**5.03%**	**2.18%**	**1.80%**
SY 2024-25	**2.84%**	**4.93%**	**5.26%**	**4.92%**	**3.00%**	**1.26%**	**4.76%**	**4.75%**	**2.09%**	**1.68%**
Numerator	5,344	3,149	2,150	1,626	316	437	882	2,638	249	1,120
Denominator	188,186	63,933	40,893	33,073	10,535	34,816	18,532	55,535	11,916	66,630
Target	≤ 2.51%	≤ 4.19%	≤ 3.70%	≤ 4.28%	≤ 3.09%	Maintain	≤ 4.33%	≤ 3.79%	≤ 1.95%	≤ 1.71%
Performance	Progress	Progress	Baseline	Progress	Progress	Target Met	Progress	Baseline	Progress	Target Met

Note: Data source is Student Behavior Administrator Response (SBAR).

Disproportionality in Rates of In-School Suspension

Percent of Students who Received One or More In-School Suspensions, SY 2024-25

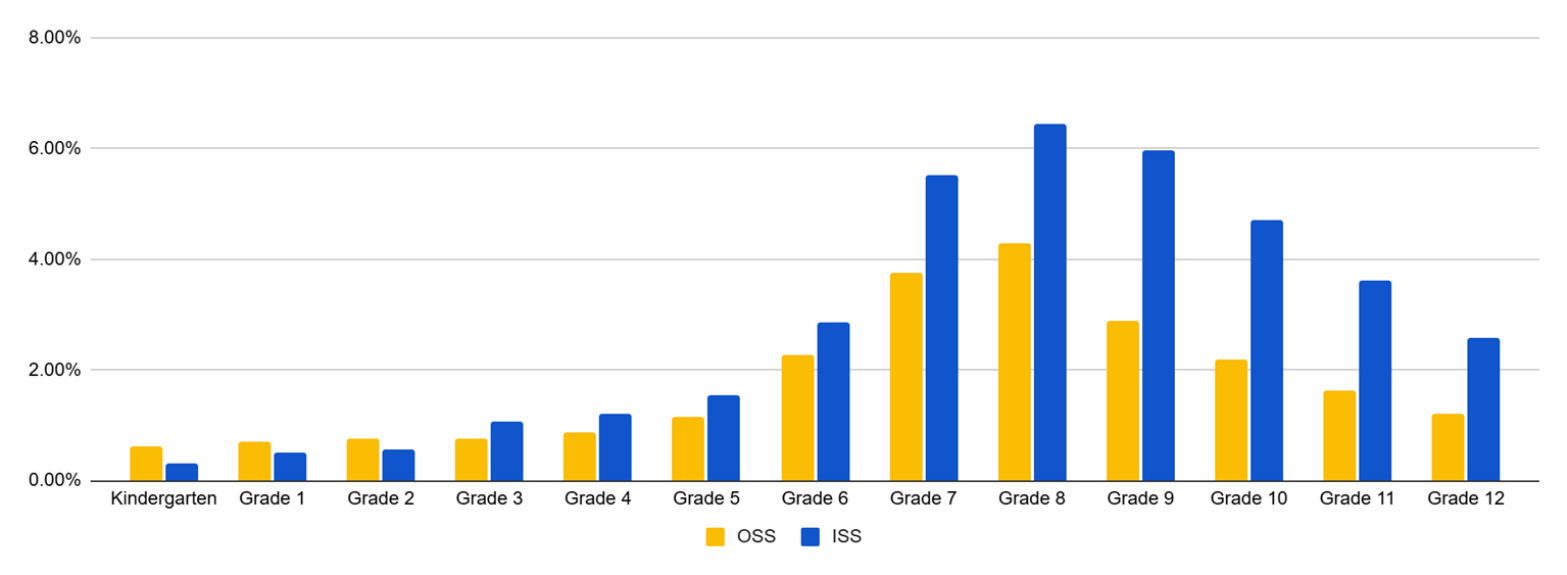


Risk Ratios for In-School Suspensions

Econ Dis	ML (1-4)	SWD	Hispanic
2.8	2.4	2.1	2.3

Figure 25, Page 26

Suspensions by Grade, SY 2024-25



Note: Data source is Student Behavior Administrator Response (SBAR).

Strategic Actions in SY 2025-26

Strategy 1: Establish clear expectations around student behavior and use of consequences

- Revise SR&R for clarity
- Training for teachers and administrators on classroom routines, behavior expectations, and the use of discipline
- Instruction for students on rights and responsibilities

Strategy 2: Monitor and respond to inconsistent use of discipline

- Division Discipline Requirements (DDR) that standardize practices
- Division processes for monitoring discipline, including work with schools with high rates of disproportionality and/or with few referrals

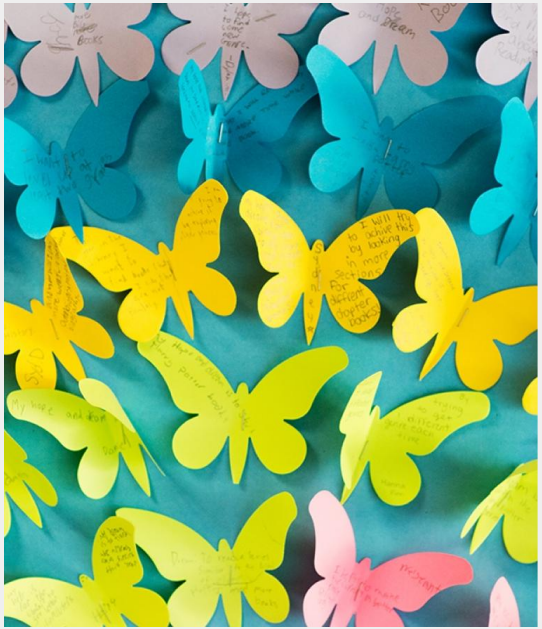
Strategy 3: Minimize risk of repeat and more serious discipline involvement

- Expansion of Restorative Justice
- Pilot for reporting and responding to classroom-managed incidents



Key Findings

- In SY 2024-25, 1.75% of students received an out-of-school suspension and 2.84% received an in-school suspension.
- Rates improved from the baseline on both metrics.
- In spite of these improvements, multiple student groups were suspended at rates at least twice as high as their peers.



Inclusion of Students with Disabilities



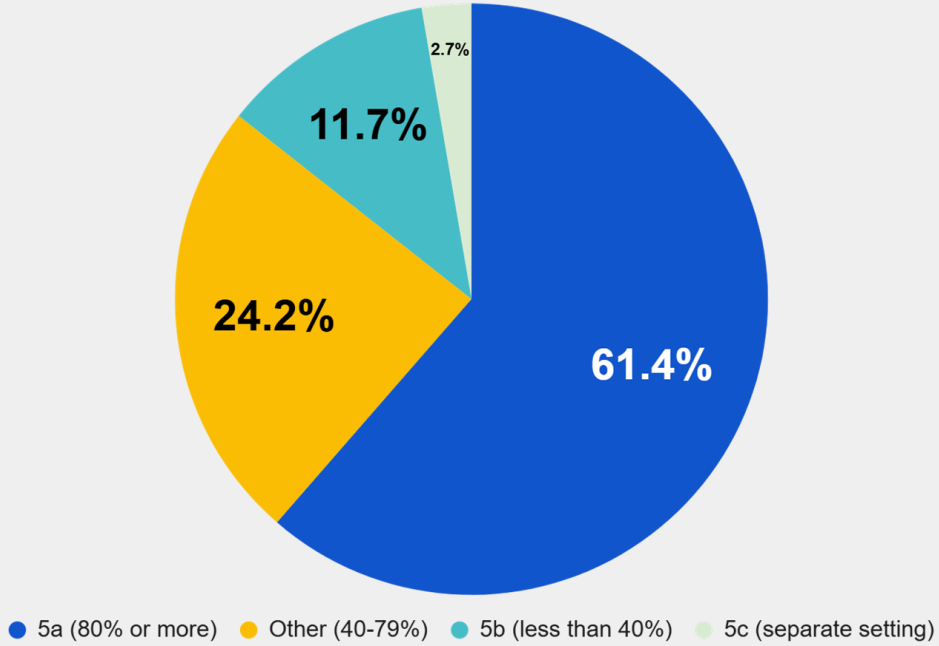
The Importance of Inclusion of Students with Disabilities

- Inclusive experiences create a sense of belonging, support positive relationships, and help all students reach their full potential.
- One marker of inclusion is the extent to which Students with Disabilities spend their school day in a general education setting.
- Inclusion is monitored by VDOE and FCPS in annual Special Education Performance Reports.



Inclusion of Students with Disabilities (kindergarten through age 21)

Estimated Percent of Students with Disabilities, by VDOE Inclusion Criteria, SY 2024-25



Note: SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules.

Performance on VDOE Indicators 5a-c

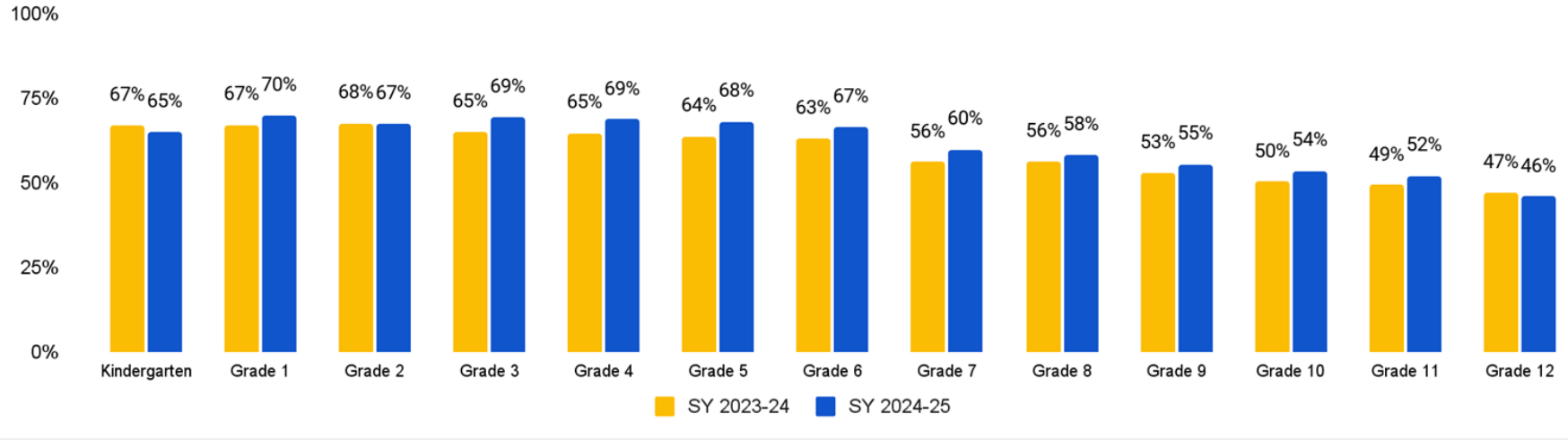
Indicator 5a *Percent included in regular classroom 80% or more of the day*						
	SY 2020-21	**SY 2021-22**	**SY 2022-23**	**SY 2023-24**	**SY 2024-25**	**SY 2025-26**
FCPS Percent	54.57%	48.61%	57.01%	58.95%	61.39%*	-
VDOE Target	71.6%	72.1%	72.6%	73.1%	73.6%	74.1%
State Target Met	Not Met	Not Met	Not Met	Not Met	Anticipate progress	-
Indicator 5b *Percent included in regular classroom less than 40% of the day*						
	SY 2020-21	**SY 2021-22**	**SY 2022-23**	**SY 2023-24**	**SY 2024-25**	**SY 2025-26**
FCPS Percent	14.79%	22.05%	11.75%	12.07%	11.66%*	-
VDOE Target	≤ 8.40%	≤ 8.15%	≤ 7.90%	≤ 7.65%	≤ 7.40%	≤ 7.15%
State Target Met	Not Met	Not Met	Not Met	Not Met	Anticipate progress	-
Indicator 5c *Percent served in separate public or private school, residential, home-based, or hospital facility*						
	SY 2020-21	**SY 2021-22**	**SY 2022-23**	**SY 2023-24**	**SY 2024-25**	**SY 2025-26**
FCPS Percent	3.20%	3.02%	2.94%	2.77%	2.70%*	-
VDOE Target	≤ 3.91%	≤ 3.81%	≤ 3.71%	≤ 3.61	≤ 3.51	≤ 3.41
State Target Met	Target Met	Target Met	Target Met	Target met	Anticipate met	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

Figures 27-29, Pages 32-33

Inclusion Data by Grade Level

Percent of Students with Disabilities in an Inclusive Setting for 80% or More of the School Day (5a)



Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

Strategic Actions in SY 2025-26

Strategy 1. Increase access for Students with Disabilities in general education settings

- Targeted professional development and scheduling support for schools in three phases
- Dedicated *Strategies for Success* Advisory sections
- Clarification on general education teachers' ability to provide special education services

Strategy 2. Strengthen IEP decision making to support inclusive placement

- Updated LRE Data Collection Tool to document placement decisions during the IEP process
- Resources on inclusive conversations in IEP meetings

Estimates for VDOE Inclusion Indicators in SY 2025-26							
	SY 2020-21	**SY 2021-22**	**SY 2022-23**	**SY 2023-24**	**SY 2024-25**	**SY 2025-26**	**SY 2025-26 VDOE Target**
5a	54.57%	48.61%	57.01%	58.95%	61.39%*	**63.79%***	74.1%
5b	14.79%	22.05%	11.75%	12.07%	11.66%*	**11.73%***	≤ 7.15%
5c	3.20%	3.02%	2.94%	2.77%	2.70%*	**2.52%***	≤ 3.41%

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

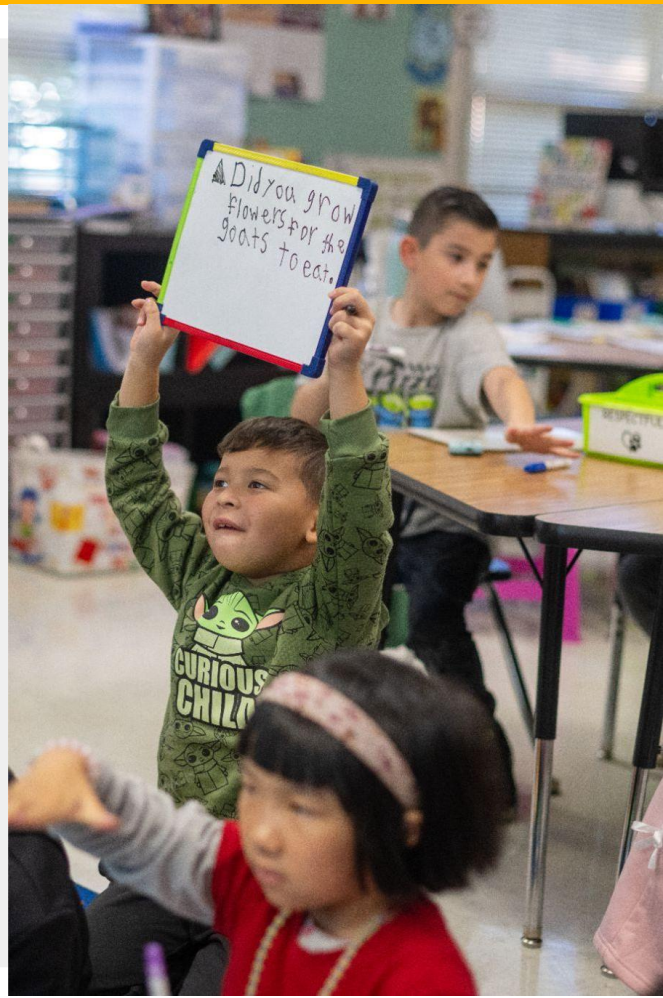
Strategic Actions in SY 2025-26

Strategy 3: Prepare every teacher to offer inclusive instruction

- Teacher performance evaluations aligned to FCPS Learning Model
- Professional development on UDL with strategies embedded within content area and curriculum guides
- Professional development to support increased inclusion for students served in Enhanced Autism Classrooms

Strategy 4: Engage students, families, and community about increased inclusion

- Resources that communicate a shared vision of inclusion
- Collaboration with advocacy and advisory committees



Key Findings

- In SY 2024-25, 61.4% of Students with Disabilities in kindergarten through age 21 spent 80% or more of the school day in an inclusive setting (up 4 percentage points from SY 2022-23).
- FCPS has made steady progress on increasing inclusive experiences for Students with Disabilities.
- Rates of inclusion were highest in 1st grade (70%) and declined beginning in 7th grade, when most FCPS students enter middle school.



EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

Goal 2 Report

March 3, 2026

