EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

Goal 4 Report

April 7, 2026



Objectives

- Provide the School Board with an update on the Division's progress towards meeting the Strategic Plan 2023-30 Goal 4 measures.
- Provide contextual data that informs our work.
- Discuss the work the Division is doing as it relates to Goal 4.
- 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 4: Equitable Access and Opportunity

Every student will have access to high-quality academic programming and resources to support their success.

Equity Commitment: We will prioritize data that describes student outcomes and lived experiences, to allocate resources and supports that are responsive to each student's strengths and need

A. Availability of, accessibility to, and student enrollment in coursework in the arts, STEAM, career and technical education, trades, technology, and world languages
B. Availability of and enrollment in advanced, rigorous coursework and programs (K-12)
C. Student access to and participation in formalized systems of early intervention, academic and other supports, including special education services and services for Multilingual learners
D. Disproportionality in course-taking patterns and participation in inclusive settings
E. Consistent availability of and accessibility to electives, extracurricular, co-curricular, and enrichment activities

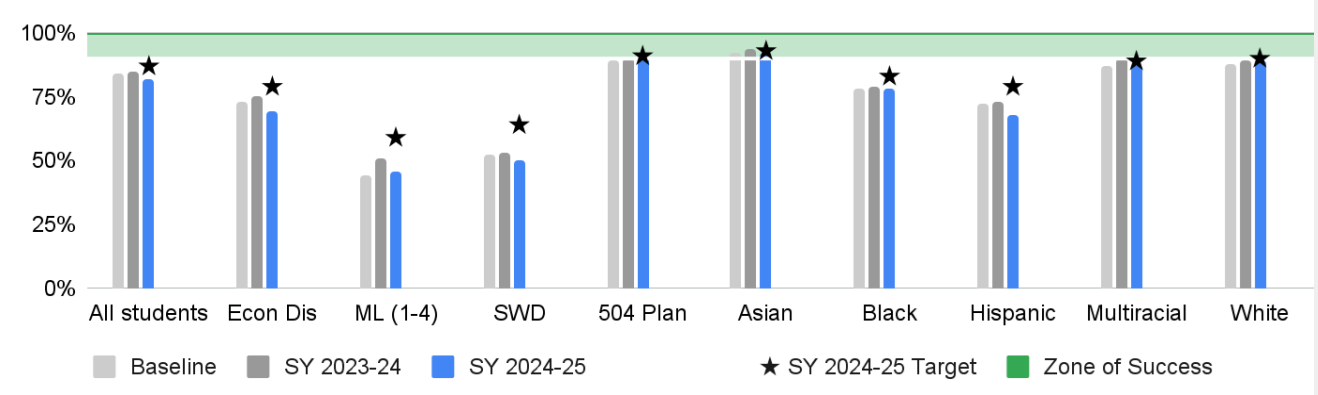
Goal 4 Baseline report was presented on May 23, 2024. SY 2024-25 Goal 4 report was presented on March 27, 2025.

Academic Preparedness for Postsecondary Success

- Researchers anticipate that by 2031, 72% of all jobs and 85% of living-wage jobs will require some level of postsecondary education or training.
- 86% of FCPS 2025 graduating seniors plan to attend college. The skills they acquire through **advanced and career preparatory (CTE) courses** can help propel them to postsecondary success (college completion, workforce readiness, employment).
- These courses can be used to meet diploma requirements but are not the only path to graduation.



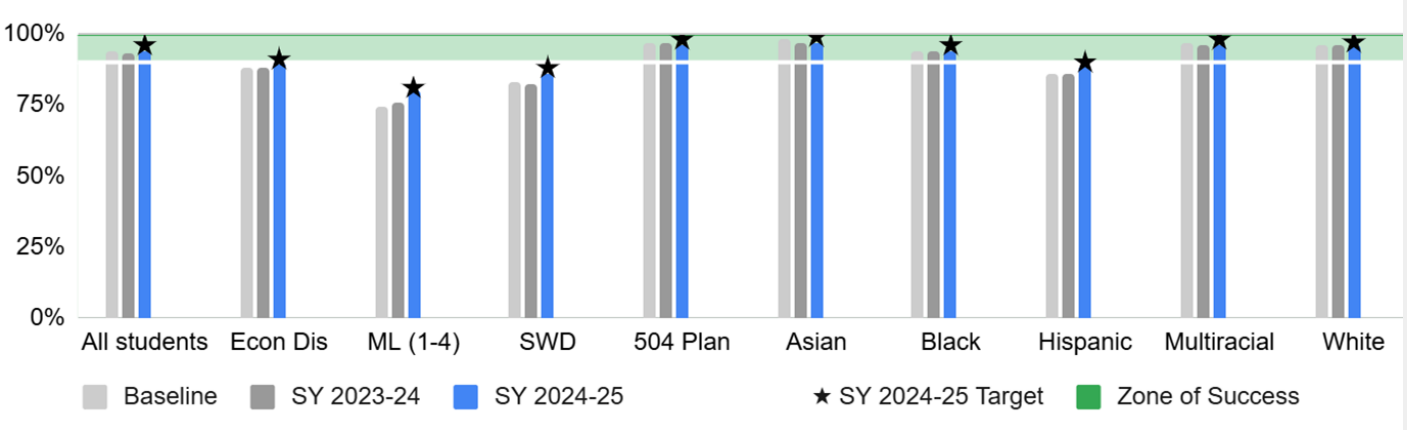
Seniors with College-Level Courses or CTE Completer Status



Percent of Students in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	84%	73%	44%	52%	89%	92%	78%	72%	87%	88%
SY 2023-24	85%	75%	51%	53%	90%	94%	79%	73%	90%	89%
SY 2024-25	**82%**	**69%**	**46%**	**50%**	**91%**	**92%**	**78%**	**68%**	**87%**	**89%**
Numerator	11,905	3,023	779	948	1,148	2,734	1,215	2,691	726	4,492
Denominator	14,435	4,355	1,691	1,892	1,267	2,977	1,561	3,942	835	5,061
SY 2024-25 Target	87%	79%	59%	64%	91%	93%	83%	79%	89%	90%
Performance	Baseline	Baseline	Progress	Baseline	Target Met	Approaching	Baseline	Baseline	Baseline	Progress

Note: Data source is course history (AP, IB, DE, or 1.0 weighted course) and state record collection (for CTE completer).

Completion of Honors and CTE Courses by End of 11th Grade

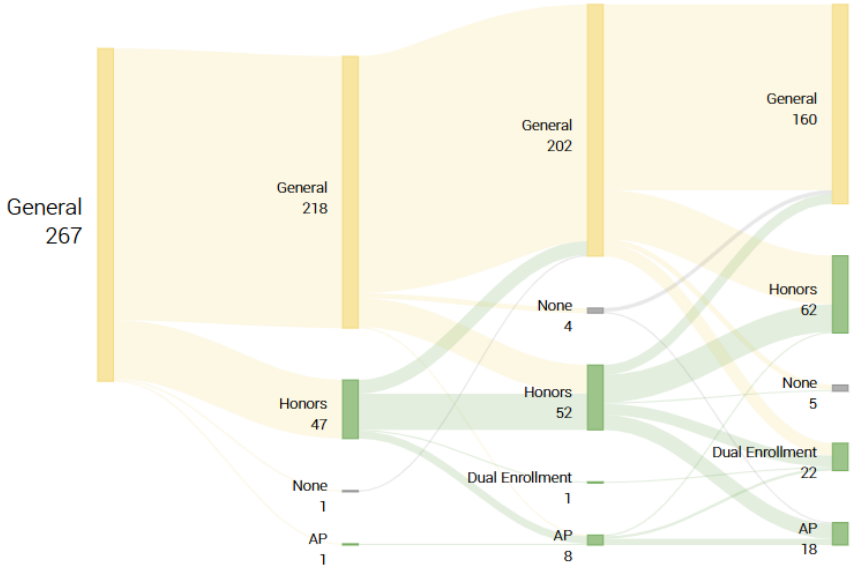


Percent of Students who Successfully Completed an Honors Course or CTE Course by the end of 11th Grade										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	**94%**	**88%**	**74%**	**83%**	**97%**	**98%**	**94%**	**86%**	**97%**	**96%**
SY 2023-24	**93%**	**88%**	**76%**	**82%**	**97%**	**97%**	**94%**	**86%**	**96%**	**96%**
SY 2024-25	**94%**	**89%**	**78%**	**83%**	**99%**	**98%**	**95%**	**88%**	**96%**	**97%**
Numerator	14,295	4,365	1,949	1,609	1,302	3,131	1,443	3,800	852	5,003
Denominator	15,195	4,883	2,506	1,933	1,320	3,210	1,521	4,337	886	5,172
SY 2024-25 Target	94%	90%	80%	86%	maintain	maintain	maintain	89%	maintain	maintain
Performance	Target Met	Progress	Progress	Baseline	Target Met	Target Met	Target Met	Progress	Target Met	Target Met

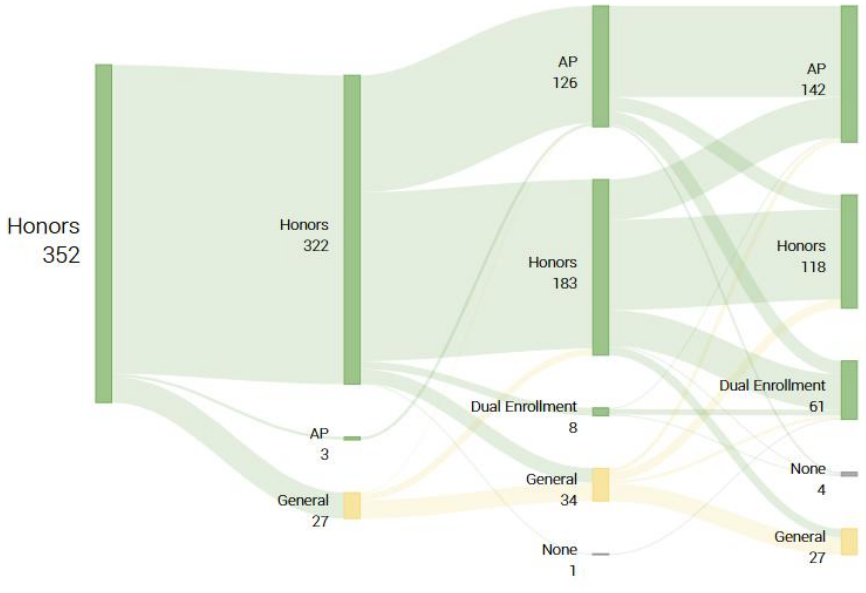
Note: Data source is course history. Denominators only include active students. Successful completion is earning a C- or higher.

Standard versus Honors English in 9th Grade (Sample High School)

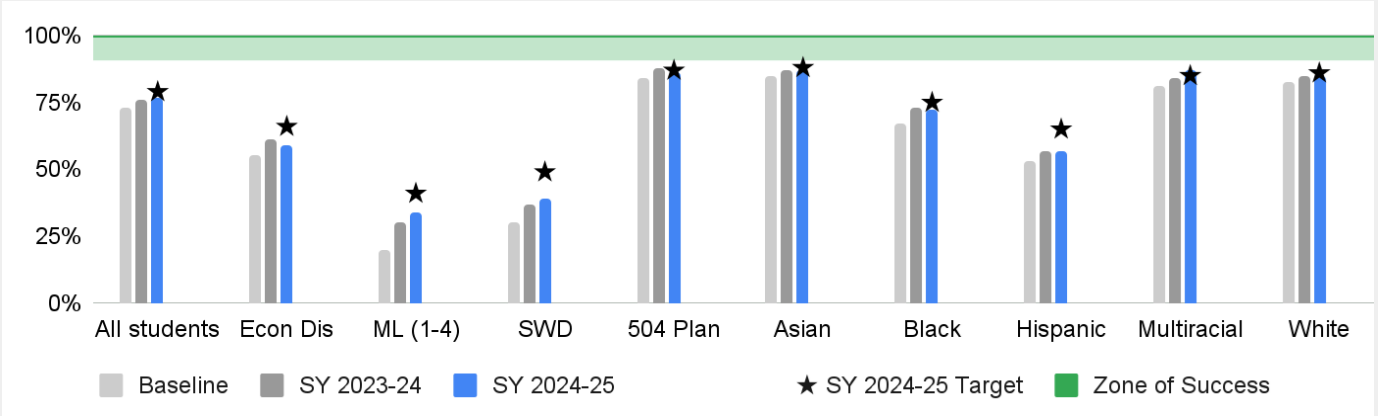
9th Graders in Standard English



9th Graders in Honors English



Completion of Honors Courses in Middle School



Percent of Middle School Students who Successfully Complete an Honors Course by the end of 8th Grade										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	**73%**	**55%**	**20%**	**30%**	**84%**	**85%**	**67%**	**53%**	**81%**	**83%**
SY 2023-24	**76%**	**61%**	**30%**	**37%**	**88%**	**87%**	**73%**	**57%**	**84%**	**85%**
SY 2024-25	**77%**	**59%**	**34%**	**39%**	**86%**	**87%**	**72%**	**57%**	**87%**	**85%**
Numerator	10,467	2,561	853	792	810	2,320	995	2,151	783	4,173
Denominator	13,673	4,351	2,521	2,028	942	2,666	1,387	3,758	895	4,903
SY 2024-25 Target	79%	66%	41%	49%	87%	88%	75%	65%	85%	86%
Performance	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Target Met	Progress

Note: Data source is course history. Denominators only include active students. Successful completion is earning a C- or higher.

Academic Intensity in Core Subjects



Abl/BetterLesson Assessment of College Readiness

ACADEMIC INTENSITY

Definition
Measure of overall pattern of course taking

Includes:
- Years of Course Taking
- Advanced Coursework
- STEM Course Progression

MOMENTUM BENCHMARK
10 Points

CUMULATIVE GPA

Definition
High school cumulative grades earned (GPA unweighted on a 4.0 scale)

MOMENTUM BENCHMARK
3.33 GPA

TEST SCORES

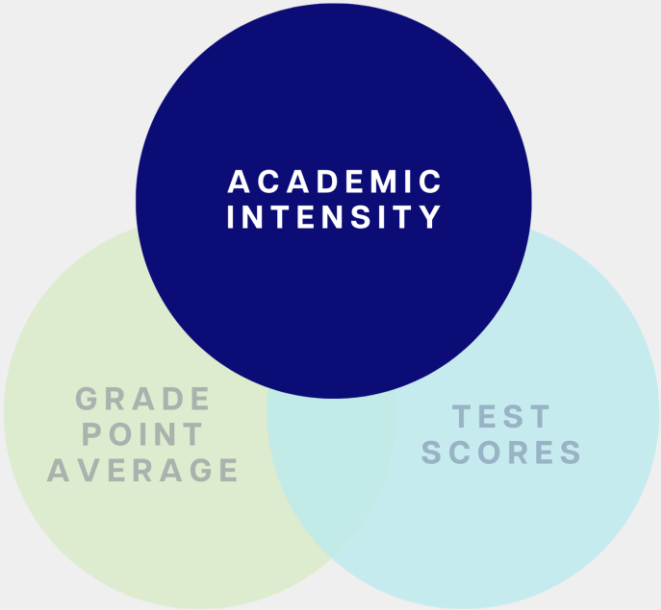
Definition
- SAT
- PSAT
- ACT

Scores normed to SAT via published concordance tables

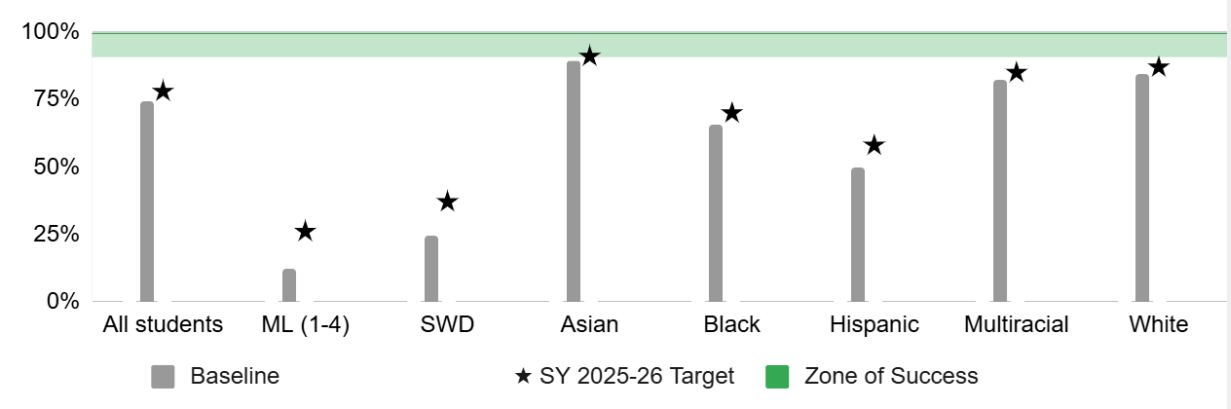
MOMENTUM BENCHMARK
1120

AbI/BetterLesson Analysis

- Academic Intensity is based on:
  - The level at which courses were taken (*advanced*)
  - The number of years of courses taken in high school (*persistence*)
- Limited to subject areas of English, social studies, math, science, and world languages
- Includes students who started as 9th graders four years prior and attempted 18+ credits (“AbI Cohort”)
- Generates a final score that indicates whether a student is “postsecondary ready”



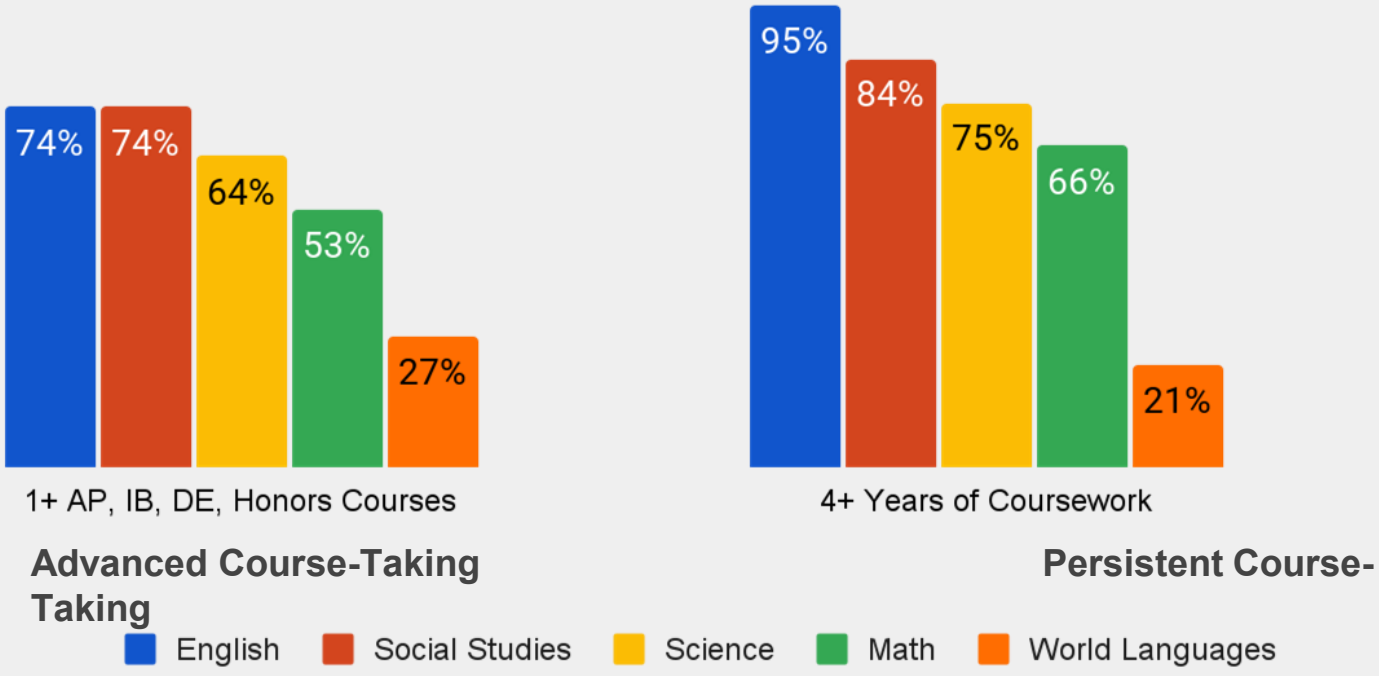
Overall Academic Intensity



Percent of Students in the AbI Cohort Meeting Academic Intensity Benchmark								
	All students	**ML (1-4)**	**SWD**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	**74%**	**12%**	**25%**	**90%**	**66%**	**50%**	**83%**	**85%**
Numerator	10,480	200	446	2,613	974	1,909	673	4,276
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056
SY 2025-26 Target	78%	29%	39%	91%	72%	59%	85%	87%

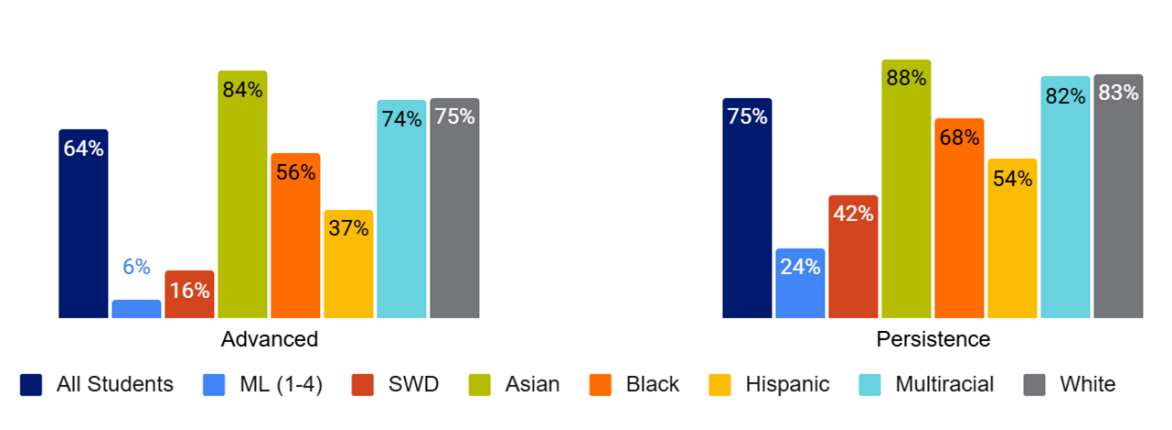
Note: Data source is AbI analysis of senior cohort attempting 18 or more high school credits. Baseline includes SYs 2023-24 and 2024-25.

Advanced and Persistent Course-Taking by Subject



Note: Data source is Abl analysis of senior cohort attempting 18 or more high school credits. This baseline data includes SYs 2023-24 and 2024-25.

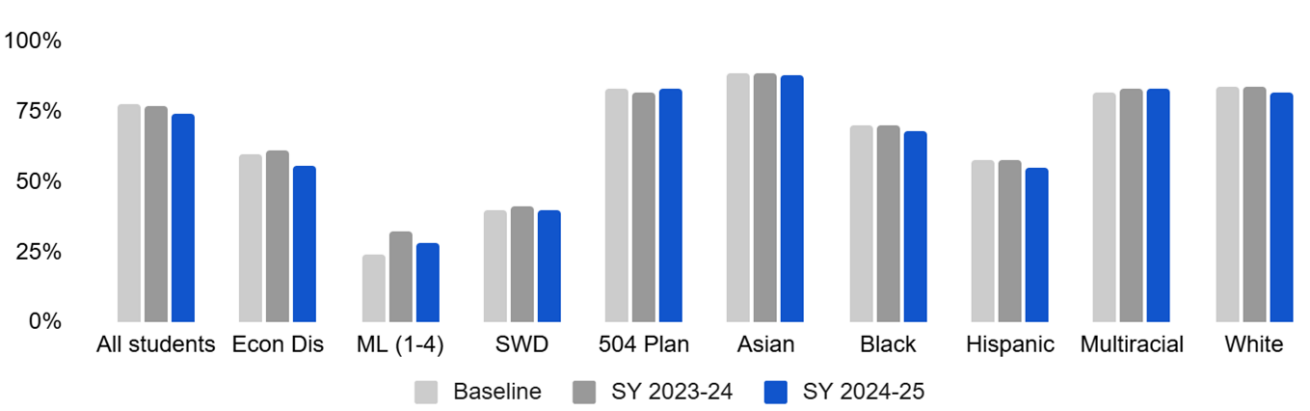
Science Course-Taking Patterns



Advanced Coursetaking and Persistence in Science in the Abl Cohort, Baseline								
	All Students	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White
1+ Advanced Courses	64%	6%	16%	84%	56%	37%	74%	75%
4 Years of Courses	75%	24%	42%	88%	68%	54%	82%	83%

Note: Data source is Abl analysis of senior cohort attempting 18 or more high school credits. Baseline includes SYs 2023-24 and 2024-25.

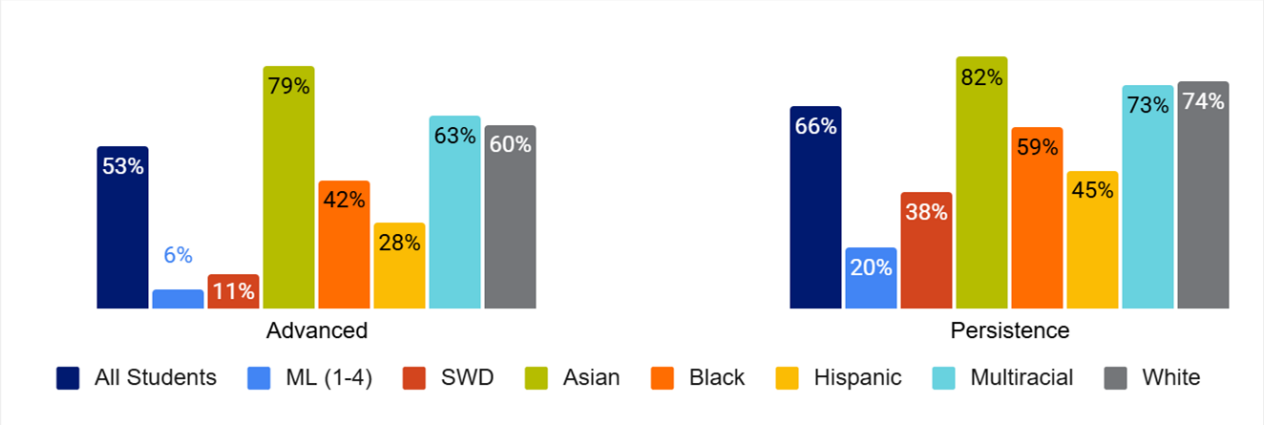
Students in the Senior Cohort Graduating with 4+ Science Credits



Percent of Students in the Senior Cohort Graduating with at Least Four Science Credits										
	All students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	78%	60%	24%	40%	83%	89%	70%	58%	82%	84%
SY 2023-24	77%	61%	32%	41%	82%	89%	70%	58%	83%	84%
SY 2024-25	**74%**	**56%**	**28%**	**40%**	**83%**	**88%**	**68%**	**55%**	**83%**	**82%**
Numerator	10,772	2,478	492	763	1,055	2,608	1,061	2,199	691	4,171
Denominator	14,487	4,398	1,739	1,896	1,268	2,977	1,564	3,986	836	5,065

Note: Data source is SIS course history

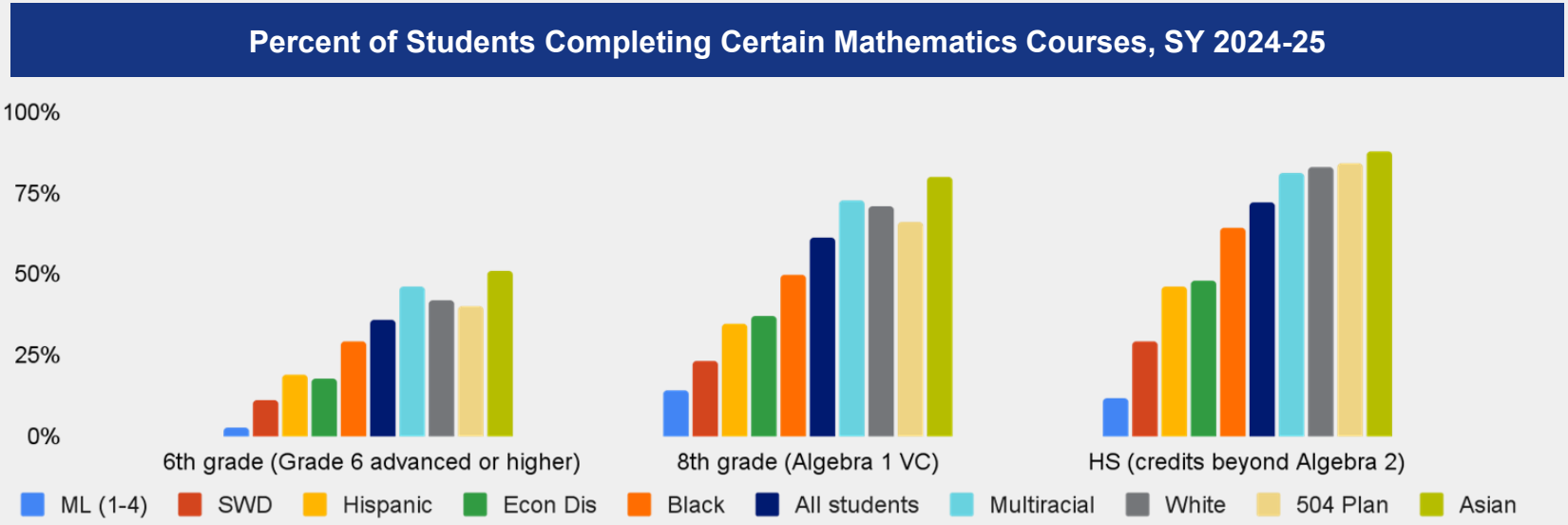
Math Course-Taking Patterns



Advanced Coursetaking and Persistence in Math in the AbI Cohort, Baseline								
	All Students	**ML (1-4)**	**SWD**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
1+ Advanced Courses	53%	6%	11%	79%	42%	28%	63%	60%
4 Years of Courses	66%	20%	38%	82%	59%	45%	73%	74%

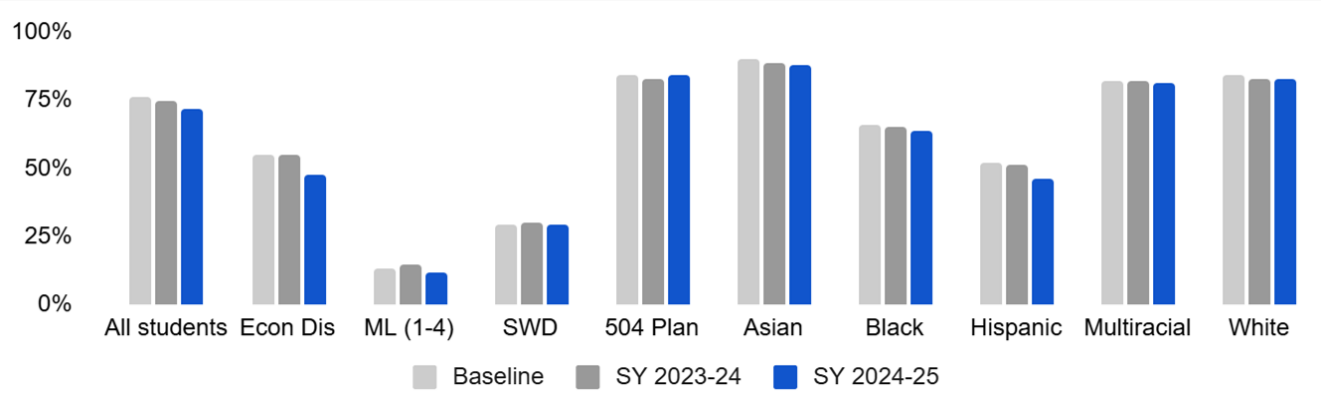
Note: Data source is AbI analysis of senior cohort attempting 18 or more high school credits. Baseline includes SYs 2023-24 and 2024-25.

Patterns in Math Course-Taking Across Grades, SY 2024-25



Note: Data source is end of year enrollment from SIS and SIS elementary/middle school class extract.

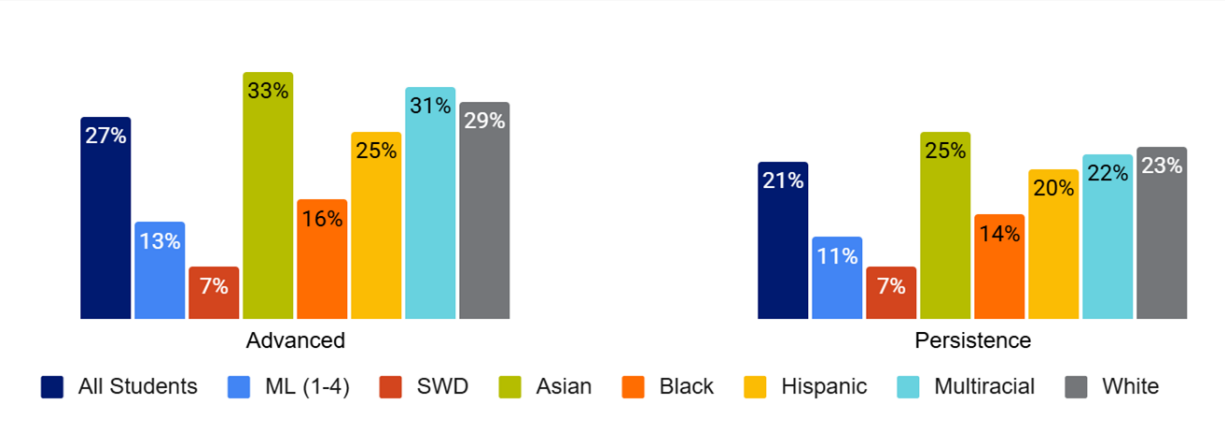
Students in the Senior Cohort Graduating with Math Beyond Algebra 2



Percent of Students in the Senior Cohort Graduating with at Least one Math Credit Beyond Algebra 2										
	All students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	76%	55%	13%	29%	84%	90%	66%	52%	82%	84%
SY 2023-24	75%	55%	15%	30%	83%	89%	65%	51%	82%	83%
SY 2024-25	**72%**	**48%**	**12%**	**29%**	**84%**	**88%**	**64%**	**46%**	**81%**	**83%**
Numerator	10,385	2,132	201	548	1,065	2,626	999	1,841	677	4,198
Denominator	14,487	4,398	1,739	1,896	1,268	2,977	1,564	3,986	836	5,065

Note: Data source is SIS course history

World Language Course-Taking Patterns

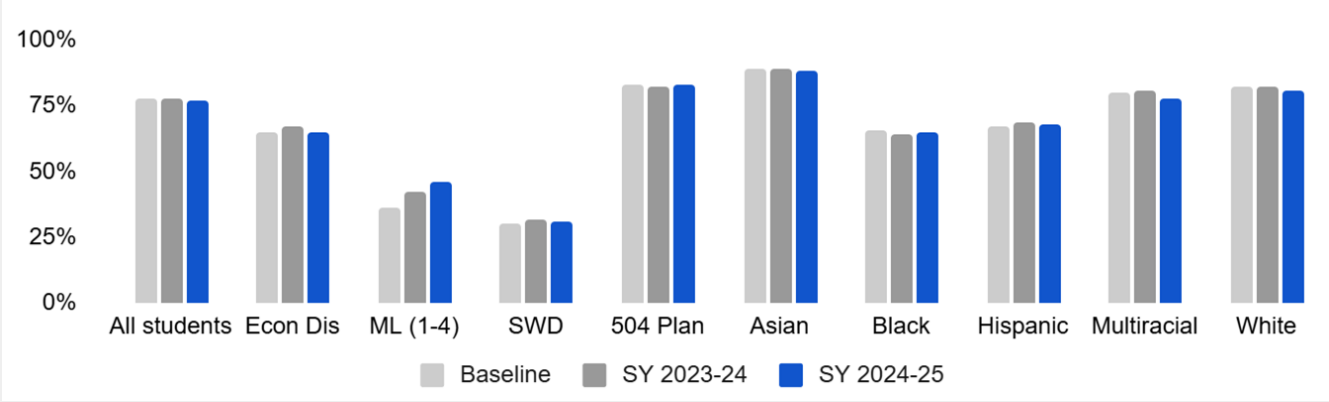


Advanced Coursetaking and Persistence in a World Language in the AbI Cohort, Baseline								
	All Students	**ML (1-4)**	**SWD**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
1+ Advanced Courses	27%	13%	7%	33%	16%	25%	31%	29%
4 Years of Courses	21%	11%	7%	25%	14%	20%	22%	23%

Note: Data source is AbI analysis of senior cohort attempting 18 or more high school credits. Baseline includes SYs 2023-24 and 2024-25.

Figure 22, Page 22

Students in the Senior Cohort Graduating with 3+ World Language Credits



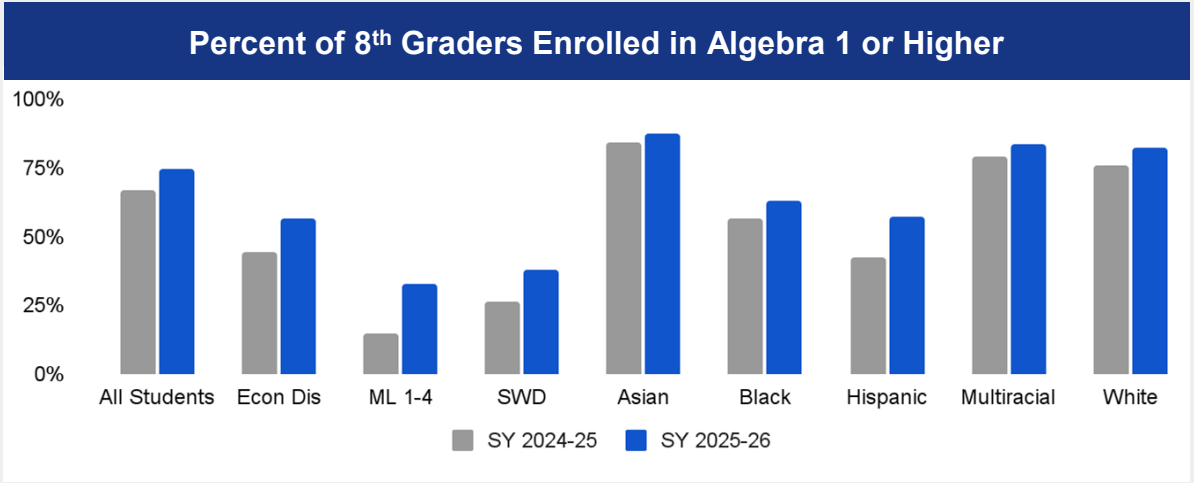
Percent of Students in the Senior Cohort Graduating with at Least Three World Language Credits										
	All students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	78%	65%	36%	30%	83%	89%	66%	67%	80%	82%
SY 2023-24	78%	67%	42%	32%	82%	89%	64%	69%	81%	82%
SY 2024-25	**77%**	**65%**	**46%**	**31%**	**83%**	**88%**	**65%**	**68%**	**78%**	**81%**
Numerator	11,169	2,879	808	594	1,058	2,612	1,021	2,729	651	4,111
Denominator	14,487	4,398	1,739	1,896	1,268	2,977	1,564	3,986	836	5,065

Note: Data source is SIS course history

Strategic Actions in SY 2025-26

Strategy 1. Prepare students for rigorous coursework in high school

- Abl in middle school and honors framework support consistent curricular rigor across courses
- Sustained focus on developing technical skills and academic habits needed for advanced courses
- Support for students who are academically advanced and face potential barriers

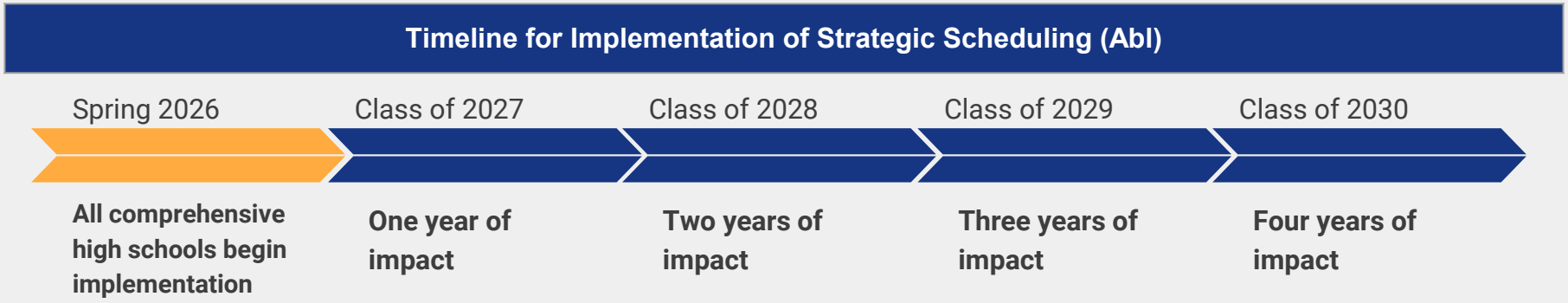


Note: Data source is FCPS Algebra Readiness Dashboard (SY 2025-26 data as of 12/8/25). The numerator is all students who are currently enrolled in Algebra 1 or higher in 8th grade. The denominator is all 8th graders.

Strategic Actions in SY 2025-26

Strategy 2. Revise scheduling and academic advising practices

- New Academic Advising Checklist and public facing resources
- Strategic scheduling through Abl to monitor student course selection
- Increased teacher capacity to serve Students with Disabilities in inclusive settings
- New feature in ParentVUE for families to review and acknowledge student course requests



Work in Action



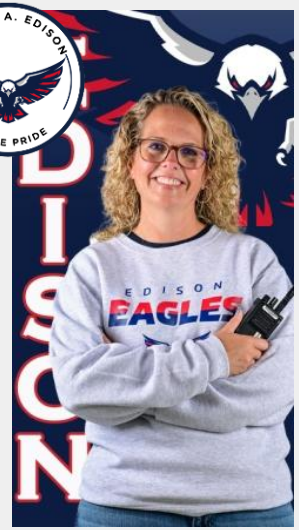
Amy Goodloe
Principal
Chantilly High School



Raven Jones
Principal
McLean High School



Erik Healy
Principal
Centreville High School



Amanda Burke
Principal
Edison High School

Strategic Actions in SY 2025-26

Strategy 3. Encourage courses and credentials that signal postsecondary readiness

- Expanded number of advanced courses that meet graduation requirements
- Offer and encourage CTE certifications
- Partnerships to recognize DE transfer credits
- Expanded access to World Languages Credit by Exam



Note: Source is VDOE School Quality Profiles, accessed 3/2/26

Key Findings

- Advanced and career preparatory courses can help students find success after graduation.
- While 82% of graduating seniors in 2025 successfully completed college-level coursework or earned CTE Completer status, rates have declined from baseline.
- Most seniors graduate with college-level coursework (73%) and academic intensity in core subjects (74%).
- In SY 2025-26, FCPS is focused on preparing students for advanced courses before they enter high school, revising scheduling and academic advising practices, and encouraging courses/credentials that help students signal their postsecondary readiness.



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