EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

GOAL 4 REPORT

FCPS



2025–26

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Executive Summary

In June 2023, the Fairfax County Public Schools (FCPS) School Board approved the Division's Strategic Plan 2023-30, which represented a year-long effort to bring together the diverse perspectives of more than 117,000 parents/caregivers, staff, students, and community members. The approved plan contains five goals, each with a set of measures that the Division is using to gauge progress and an equity commitment that articulates what FCPS will do to ensure excellence, equity, and opportunity for all students. The Strategic Plan charts a seven-year journey for the Division to accomplish five student-focused strategic goals:

- **Goal 1: Strong Start: Pre-K-12.** Every student will develop foundational academic skills, curiosity, and a joy for learning necessary for success in Pre-K through 12th grade.
- **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.
- **Goal 3: Academic Growth and Excellence.** Every student will acquire critical and creative thinking skills, meet/exceed high academic standards, and achieve their highest academic potential.
- **Goal 4: Equitable Access and Opportunity.** Every student will have access to high-quality academic programming and resources to support their success.
- **Goal 5: Leading for Tomorrow's Innovation.** Every student will graduate ready to thrive in life after high school and with the skills to navigate, adapt, and innovate for a sustainable future.

This annual report examines progress on Goal 4, and includes data on the 5 associated measures:

- **4A:** Availability of, accessibility to, and student enrollment in coursework in the arts, STEAM, career and technical education, trades, technology, and world languages
- **4B:** Availability of and enrollment in advanced, rigorous coursework and programs (K-12)
- **4C:** Student access to and participation in formalized systems of early intervention, academic and other supports, including special education services and services for Multilingual learners
- **4D:** Disproportionality in course-taking patterns and participation in inclusive settings
- **4E:** Consistent availability of and accessibility to electives, extracurricular, co-curricular, and enrichment activities

This report presents data on measures A, B, and D. See Figure 1. Additional data can be found in Appendix A.

Figure 1: *Summary of Goal 4 Strategic Priorities*

	Academic Preparation for Postsecondary Success
What this measure is and why it is important	Immediate postsecondary success, whether in college, military, or the workforce, is influenced by a range of factors, including the skills that students acquire through advanced and career preparatory courses. High school students who pursue advanced coursework are more likely to enroll in and complete college, particularly when courses were taken in core subjects like English, social studies, math, science, and world languages. Likewise, students who pursue CTE coursework are more likely to develop the hard and soft skills that employers and colleges seek in applicants.
How FCPS did in SY 2024-25	The vast majority (82%) of students in the 2025 senior cohort successfully completed college-level coursework or earned CTE Completer status prior to graduation. This rate is down from the baseline of 84 percent. In particular, most students completed college-level coursework prior to graduation (73% of the 2025 Senior Cohort) and demonstrated academic intensity in core subjects (74% of the AbI Cohort). Indicators of advanced and career preparatory course-taking in earlier grades (7-11) suggest that later cohorts may show higher levels of academic preparation for postsecondary readiness.
How student groups are impacted	Rates of advanced course-taking were substantially lower than the Division average for students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Black and Hispanic students.
What FCPS is doing	**Strategy 1. Prepare students for rigorous coursework in high school** ● Consistently expose students to curricular rigor across courses ● Equip students with the prerequisite skills needed for advanced courses ● Help students develop academic habits that support success in advanced courses ● Support students who are academically advanced and facing potential barriers **Strategy 2: Revise scheduling and academic advising practices** ● Use academic planning to connect courses to postsecondary interests ● Emphasize persistence and advanced coursework during academic advising ● Support schools in strategic scheduling ● Change mindsets about access to advanced courses ● Increase placement of Students with Disabilities in general education settings **Strategy 3. Encourage courses and credentials that signal postsecondary readiness** ● Expand variety of advanced courses that meet graduation requirements ● Offer and encourage CTE certifications ● Partner with community colleges to support DE transfer credits ● Prepare students to take nationally or internationally recognized assessments ● Increase access to World Languages Credit by Exam

Methods used in FCPS Goal Reports

FCPS monitors its Strategic Plan through annual Goal Reports, which present data for the most recent school year on FCPS' 31 accountability measures compared against a pre-plan baseline and annual targets. Targets were set assuming the Division needs to make linear progress toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. When baseline performance fell within a pre-defined "zone of success" (typically, 95 to 100%), the target was set to "maintain" to reflect that student groups are expected to meet or exceed the level of performance from the baseline year.

Falling below the target in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target may position FCPS to meet the goals ahead of schedule and reduce the improvement needed later. Targets are not reset based on current year performance, including for student groups whose baseline performance fell within the zone of success (i.e., with a target of "maintain") with current year performance below this range. Reports may also present additional data without annual targets to provide context and support monitoring of factors that contribute to strategic outcomes. Finally, annual Goal Reports highlight strategies that FCPS is pursuing to achieve desired performance. Annual Goal Reports are aligned to FCPS Policy 1405.3, Accountability for Division Efficiency and Effectiveness and play an important role in sharing FCPS' continuous improvement efforts with the School Board and public. They also provide the Board with information to support broader policy and budget deliberations.

FCPS sets and monitors progress against targets for students based on five mutually-exclusive categories of race-ethnicity – Asian (non-Hispanic), Black (non-Hispanic), Hispanic (any race), White (non-Hispanic), and Multiracial (non-Hispanic)[1] – and for four student service groups:

1. **Students who were Economically Disadvantaged (Econ Dis)** met, at any point during the school year, criteria making them eligible for free or reduced-price meals (including students whose families have declined the benefits) via application, qualification for federal aid such as Temporary Assistance for Needy Families (TANF) and Medicaid, or receipt of services for Early Head Start, FCPS Pre-K, migrants, homelessness, and/or foster care.
2. **Multilingual Learners (MLs)** have been classified by WIDA ACCESS, an assessment of a student's ability to listen, speak, read, and write in English, as demonstrating (a) limited English language proficiency (ELP 1-4) or (b) recent English proficiency, gained in the last four years after having received ESOL services (ELP 6a-d). In SY 2024-25, Multilingual learners in kindergarten whose ELP level had not been established were listed as level 9. Goal Reports always note the ELP levels included when displaying data on Multilingual learners.
3. **Students with Disabilities (SWD)** have an Individualized Education Program (IEP), including those who receive special education services for less than 50 percent of their instructional hours (categorized as Level 1) and those who receive special education services for 50 percent or more of their instructional hours (categorized as Level 2).
4. **Students with a 504 Plan (504 plan)** qualify for and are receiving modifications, accommodations, or services under Section 504 of the Rehabilitation Act of 1973.

[1] State and local reporting omits students identified as American Indian or Alaska Native students (0.3% of enrollment) and Native Hawaiian or Pacific Islander (0.1% of enrollment).

Data on students who belong to *multiple* reported categories are also presented throughout Goal Reports where insights are relevant.

Figure 2 provides a high-level overview of FCPS' Fall SY 2024-25 membership across eight of the nine student groups tracked in Division Strategic Plan reports. Data from the state average and other large school divisions in Northern Virginia are provided for reference. Data on students who have a 504 plan are not reported by the Virginia Department of Education (VDOE).

Figure 2: *Composition of Fall Membership, SY 2024-25*

	All Students	Econ Dis	MLs		SWD	Asian	Black	Hispanic	Multiracial	White
			Current (1-4, 9)	Former (6a-d)						
FCPS	180,558	41%	21%	6%	17%	18%	10%	29%	6%	36%
State	1,261,387	43%	12%	3%	15%	8%	21%	20%	7%	43%
Alexandria	16,613	46%	38%	7%	12%	7%	23%	38%	5%	27%
Arlington	27,986	26%	21%	6%	15%	9%	11%	31%	8%	41%
Loudoun	81,578	25%	14%	6%	12%	27%	7%	20%	6%	39%
Prince William	90,629	34%	22%	7%	14%	12%	19%	37%	6%	26%

Note: Data source is VDOE Build a Table, 9/19/25. VDOE annually collects statistics on the number of students enrolled on September 30.

For each metric that has targets, FCPS indicates the extent to which the most recent school year's annual performance met these targets. As shown in Figure 3, when FCPS meets an annual or SY 2029-30 target, the "Target Met" designation is used. When performance is approaching SY 2029-30 targets (generally, within five percentage points of the SY 2029-30 target), the "Approaching" designation is used. When performance has improved from the baseline but not met the previous two criteria, the "Progress" designation is used. Finally, when performance has not improved from baseline, the "Baseline" designation is used.

Figure 3: *Performance Framework Used in SY 2025-26 Goal Reports*

Target Met	Performance met annual target and/or SY 2029-30 target (typically 95-100%)
Approaching	Performance is within 5 percentage points of meeting SY 2029-30 target (typically 90-94%)
Progress	Performance progressed beyond baseline but did not meet the annual target
Baseline	Performance did not improve from baseline

For any metric with targets where the denominator for the "all" group is less than 100, targets are set on the "all" group and no additional student group data are shown.

FCPS utilizes data from a variety of sources in its Goal Reports, including but not limited to:

- **FCPS Student Records Collection.** Except in cases where the VDOE provides a specific student roster for metric reporting, all demographic information was pulled from a single point-in-time Student Records Collection (SRC) to allow for greater standardization of student reporting across metrics and goals. Beginning with the End of Year (EOY) SY 2024-25 SRC, student's reported gender was restricted to "male" and "female" in the state demographic file to comply with revised VDOE guidance following changes in federal policy. The category of "other" was inactivated for reporting; for students whose official records indicate "other," schools contact parents/guardians to identify appropriate coding.
- **VDOE website.** FCPS uses performance data for the state and other school divisions in Northern Virginia pulled directly from the VDOE website, as specified throughout these reports.
- The **National Student Clearinghouse** (NSC) provides data on college enrollment for high school students across the country. As of 2025, 97 percent of students attending US public and private higher education were enrolled in institutions that participated in the NSC.
- The **Abl (BetterLesson) Platform** provides district and school-level estimates of seniors' likelihood of succeeding in college coursework and earning their degree, based on the academic intensity of their coursework, grades, and standardized test results.
- Student voice data, including:
    - The **FCPS Student Experience Survey**, a confidential, voluntary survey of FCPS students in grades 3-12 that was launched in Spring 2025, expected to be administered annually. An adapted version was available to students accessing the adapted curriculum.
    - The **FCPS Senior Survey,** an annual survey of 12th grade students expected to graduate during the school year (through August), typically administered in May.
    - The **Fairfax County Youth Survey,** an anonymous, voluntary survey of students in grades 6, 8, 10, and 12, typically administered annually in November.
    - The **Virginia School Survey of Climate and Working Conditions**, an anonymous survey of students, educators, and staff, typically administered annually in February/March in alternating years to schools serving students in grades 9-12 and in grades 6-8.
    - The FCPS **SEL Screener**, an instrument administered twice a year to students in grades 3 through 12, that assesses the extent to which students feel their school community makes them feel valued, included, and supported.

Academic Preparation for Postsecondary Success

FCPS seeks to prepare each and every graduate for success in the career pathway(s) of their choosing. For the majority of students, this pathway will likely require additional education at a four-year or two-year college. By 2031, 72 percent of *all* jobs are expected to require some level of postsecondary education or training, and 42 percent are expected to require at least a bachelor's degree.[2] Jobs that offer stable, living wage employment with opportunity for growth have even higher expectations for postsecondary education and training (85%), particularly a college degree (66%).[3] Overall, 86 percent of FCPS graduating seniors in the Class of 2025 report planning to attend college.

A graduate's "readiness" for postsecondary success, whether in college, military, or the workforce, is influenced by several factors, including skills acquired through **advanced** and **career preparatory** courses:

- **Advanced Coursework.** High school students who pursue a college-level course of study–including Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment (DE)–are more likely to enroll in and complete college.[4] These trends hold across student groups[5] and do not appear to vary by the program of study (e.g., DE versus AP[6]). This postsecondary impact is strong for students who demonstrate proficiency in college-level subjects by passing the associated exam.[7]
- **Career Preparatory Coursework.** High school students who participate in CTE are statistically more likely to graduate high school with employability and college-ready skills and to enroll in a two-year college and/or find employment after high school graduation.[8]

While all comprehensive high schools in FCPS offer a range of advanced and career preparatory courses, students are not required to take these courses to graduate high school. Instead, they have choice in whether they take, for example, core courses required for graduation at a more advanced level (e.g., AP English versus English 11) or an advanced and CTE courses as one of their electives.

This report examines patterns of college and career preparatory coursework among graduating seniors, honors and CTE coursework in earlier grades, and academic intensity in core subjects (AbI cohort).

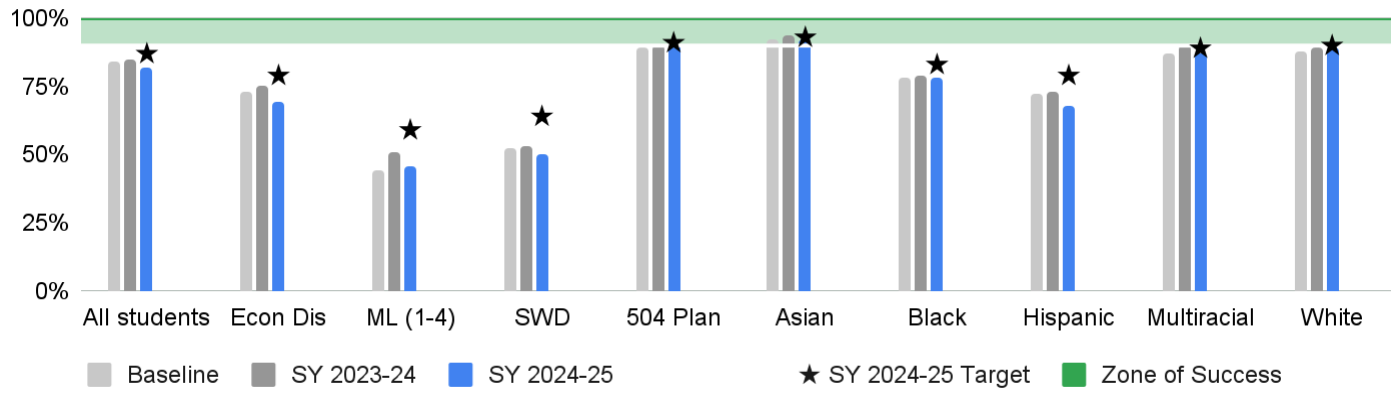
[2] Carnevale, A.P., Smith, N., Van Der Werf, M., & Quinn, M.C. (2023). After Everything: Projections of Jobs, Education, and Training Requirements through 2031.Georgetown University Center on Education and the Workforce.
[3] Strohl, J., Gulish, A., & Morris, C. (2024). The Future of Good Jobs. Georgetown University Center on Education and the Workforce.
[4] Kevelson, M. J. C., Millett, C. M., Slutzky, C., & Saunders, S. R. (2023). Equity levers: What predicts enrollment in and number of college-level courses taken in high school? (Research Report No. RR-23-06). ETS.
[5] Godfrey, K., Wyatt, J., & Beard, J. (2016). Exploring college outcomes for low-income AP exam takers with fee reductions. ResearchReport No. 2016-2. College Board.
[6] Kevelson, M. J. C., Millett, C. M., Slutzky, C., & Saunders, S. R. (2023). Equity levers: What predicts enrollment in and number of college-level courses taken in high school? (Research Report No. RR-23-06). ETS.
[7] Conger, D., Long, M.C., & McGhee, R. (2023). Advanced Placement and Initial College Enrollment: Evidence from an Experiment. *Education Finance and Policy*, 18(1); Dougherty, Chrys & Mellor, L. & Jian, S.. (2006). The Relationship Between Advanced Placement and College Graduation. National Center for Educational Accountability And Hargrove, L., Godin, D., & Dodd, B. (2008). College Outcomes Comparisons by AP® and Non-AP High School Experiences. The College Board, Research Report No. 2008-3.
[8] Lindsay, J., Hughes, K., Dougherty, S. M., Reese, K., & Joshi, M. (2024). What we know about the impact of career and technical education: A systematic review of the research. American Institutes for Research, Career and Technical Education Research Network.

College and Career Preparatory Coursework among Graduating Seniors

In SY 2024-25, 82 percent of graduating seniors successfully completed college-level coursework or earned CTE Completer status (by meeting the requirements for a concentration or sequence of specific CTE courses).[9] This rate declined two percentage points from baseline. See Figure 4.

Four student groups increased from the baseline or had performance levels above 90 percent. Rates were substantially lower than the Division average for students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Hispanic students. These student groups were also less likely to graduate with a federally recognized diploma, which can further limit their ability to access postsecondary opportunities.[10]

***Figure 4**: 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 (Measure 3D)*



	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%**
Numerator	11,710	2,846	482	951	923	2,805	1,143	2,289	654	4,783
Denominator	13,909	3,921	1,105	1,823	1,035	3,048	1,456	3,196	755	5,411
SY 2023-24	**85%**	**75%**	**51%**	**53%**	**90%**	**94%**	**79%**	**73%**	**90%**	**89%**
Numerator	11,968	3,637	657	956	1,101	2,828	1,166	2,554	729	4,642
Denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
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). For targets beyond SY 2024-25 see Appendix B.

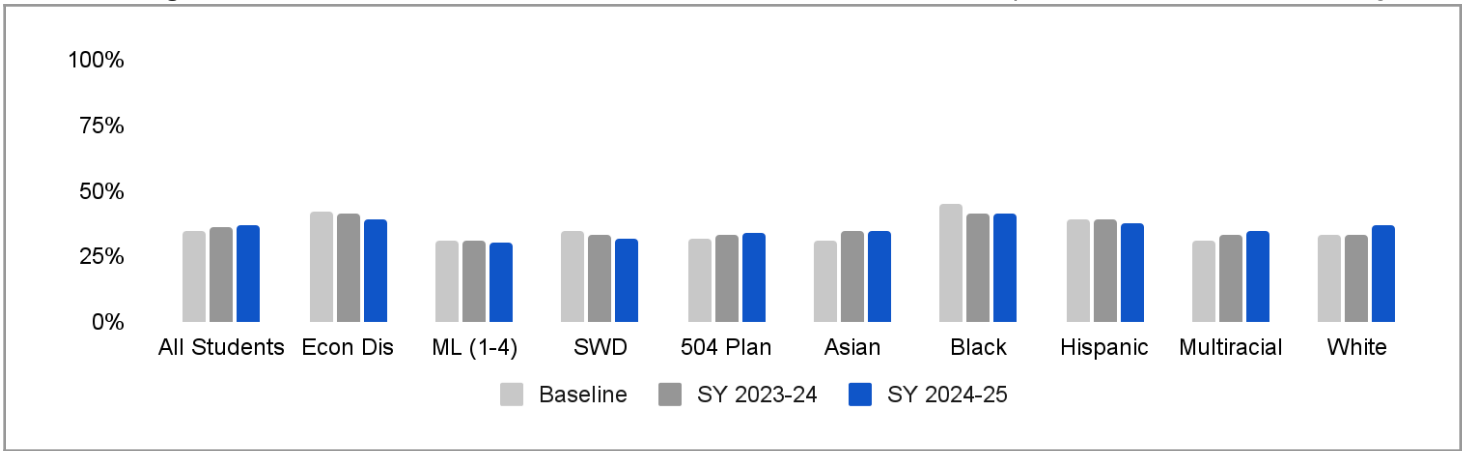
To better understand the decline from baseline in graduating seniors with advanced and CTE coursework, data were further disaggregated to examine advanced courses and CTE Completer status separately.

[9] https://www.fcps.edu/academics/high/career-and-technical-educatione/industry-credentials
[10] FCPS. (2025). SY 2025-26 Goal 5 report.

CTE Completer Status

Overall, 37 percent of students in the 2025 senior cohort earned CTE Completer status before graduating, up 2 percentage points from baseline. See Figure 5. By student group, outcomes appear to be more equitably distributed than at baseline, as student groups with higher rates of CTE Completer status at baseline have seen declines while student groups with lower rates have seen increases. In SY 2024-25, Students with Disabilities and Multilingual learners had rates substantially lower than the Division average.

Figure 5: *Percent of Students in the Senior Cohort who Earned CTE Completer Status Before Graduating*



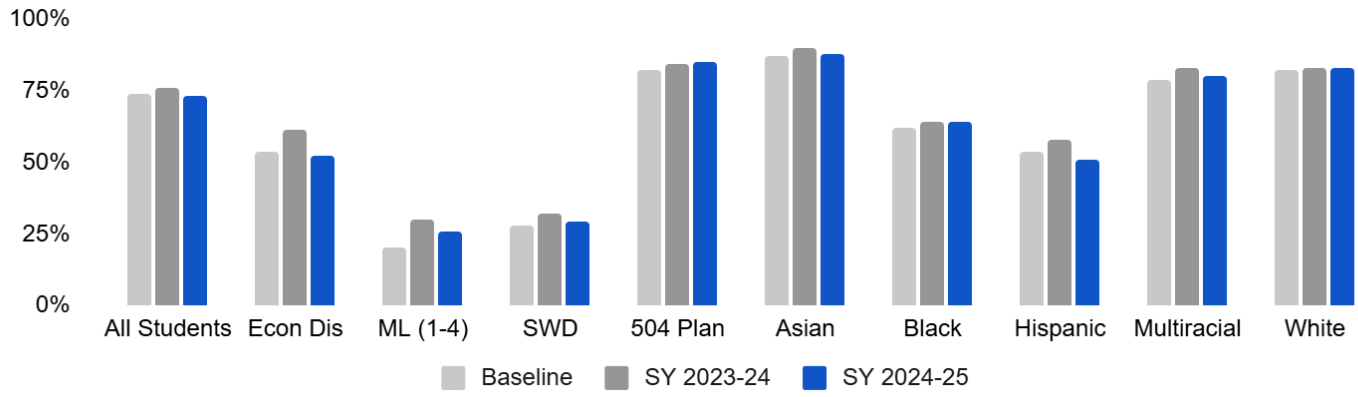
	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**35%**	**42%**	**31%**	**35%**	**32%**	**31%**	**45%**	**39%**	**31%**	**33%**
Numerator	4,907	1,652	340	639	336	960	655	1,246	232	1,798
Denominator	13,909	3,921	1,104	1,823	1,035	3,048	1,456	3,196	755	5,411
SY 2023-24	**36%**	**41%**	**31%**	**33%**	**33%**	**35%**	**41%**	**39%**	**33%**	**33%**
Numerator	5,054	1,956	394	594	409	1,049	609	1,364	264	1,746
Denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
SY 2024-25	**37%**	**39%**	**30%**	**32%**	**34%**	**35%**	**41%**	**38%**	**35%**	**37%**
Numerator	5,347	1,711	502	610	426	1,035	638	1,485	293	1,875
Denominator	14,435	4,355	1,691	1,892	1,267	2,977	1,561	3,942	835	5,061

Note: Data source is state record collection. In the FCPS SY 2025-26 Goal 5 report, this metric was reported for MLs using ELP levels 1-6d. To align with data in this report, this chart shows current Multilingual learners.

College-Level Coursework

In SY 2024-25, 73 percent of graduating seniors successfully completed a college-level course. See Figure 6. This rate declined by one percentage point from baseline. Rates for current Multilingual learners increased by six percentage points from baseline but were down from the previous year. This student group, along with students who were Economically Disadvantaged, Students with Disabilities, and Black and Hispanic students, had rates substantially below the Division average. Multilingual learners with Disabilities (not shown) had especially low rates of college-level course-taking at 15 percent.

Figure 6:*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 Before Graduating*



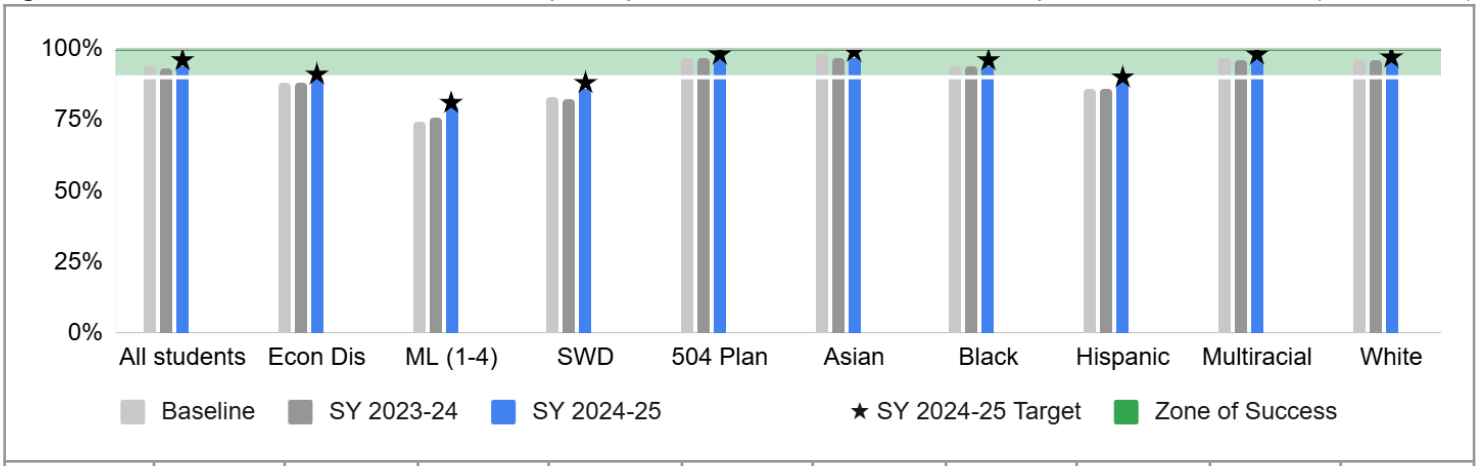
	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**74%**	**54%**	**20%**	**28%**	**82%**	**87%**	**62%**	**54%**	**79%**	**82%**
Numerator	10,341	2,122	218	509	845	2,664	900	1,727	598	4,422
Denominator	13,909	3,921	1,105	1,823	1,035	3,048	1,456	3,196	755	5,411
SY 2023-24	**76%**	**61%**	**30%**	**32%**	**84%**	**90%**	**64%**	**58%**	**83%**	**83%**
Numerator	10,735	2,937	388	578	1,023	2,705	952	2,015	675	4,347
Denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
SY 2024-25	**73%**	**52%**	**26%**	**29%**	**85%**	**88%**	**64%**	**51%**	**80%**	**83%**
Numerator	10,533	2,268	433	557	1,078	2,617	994	2,023	667	4,191
Denominator	14,435	4,355	1,691	1,892	1,267	2,977	1,561	3,942	835	5,061

Note: Data source is course history.

Honors and CTE Course-Taking in Earlier Grades

There is evidence that the recent downward trend for the senior cohort may shift in future cohorts. In SY 2024-25, 94 percent of students completed one or more honors-level (or higher) or CTE courses by the end of 11th grade, aligned with baseline levels and up from a slight decline in SY 2023-24. See Figure 7. The student group that experienced the largest increase from baseline was Multilingual learners (+4 percentage points). Gaps by student group tend to mirror those seen in coursetaking among graduating seniors.

Figure 7: *Percent of Students who Successfully Completed an Honors or CTE Course by the end of 11th Grade (Measure 3D)*

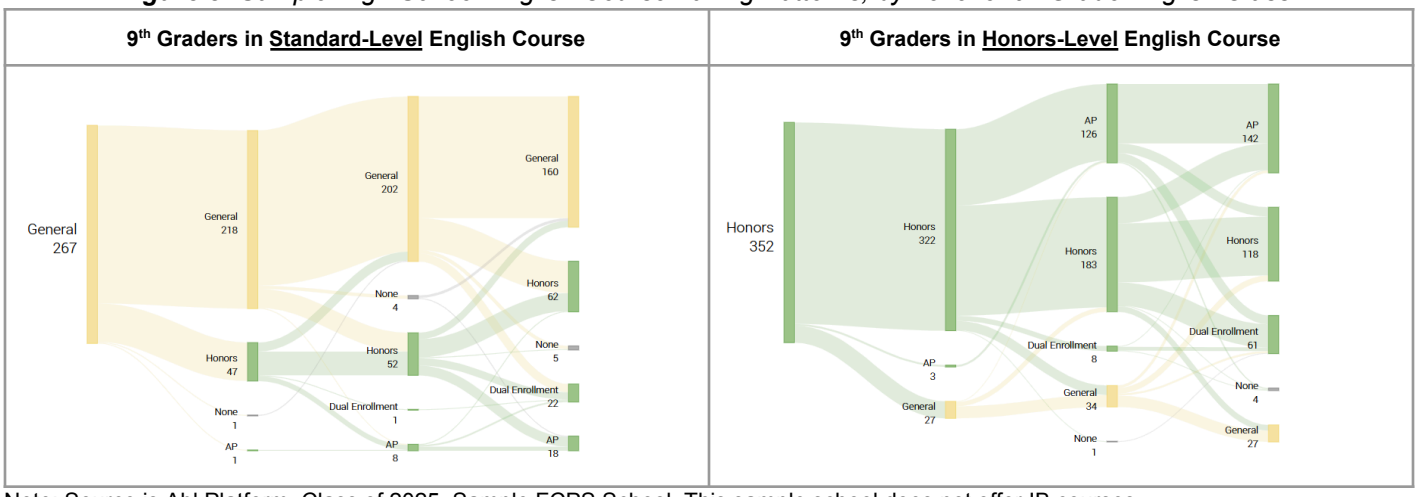


	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**94%**	**88%**	**74%**	**83%**	**97%**	**98%**	**94%**	**86%**	**97%**	**96%**
Numerator	13,695	4,021	1,434	1,571	1,000	3,016	1,384	3,347	767	5,132
Denominator	14,643	4,577	1,926	1,897	1,029	3,091	1,473	3,899	795	5,334
SY 2023-24	**93%**	**88%**	**76%**	**82%**	**97%**	**97%**	**94%**	**86%**	**96%**	**96%**
Numerator	14,029	5,066	1,919	1,641	1,153	2,908	1,472	3,870	798	4,923
Denominator	15,075	5,762	2,537	1,996	1,185	2,995	1,569	4,512	834	5,104
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. For targets beyond SY 2024-25 see Appendix B.

Student enrollment in honors coursework can help predict college-level course completion among graduating seniors. Figure 8 shows the course-taking patterns of two cohorts of students at a sample high school in FCPS: 9th graders who took a *standard-level* English course (43%) and 9th graders who took an *honors-level* English course (57%). Of the students who began in standard English, 15 percent had moved into college-level English by 12th grade, compared to 57 percent of students who began in honors English.

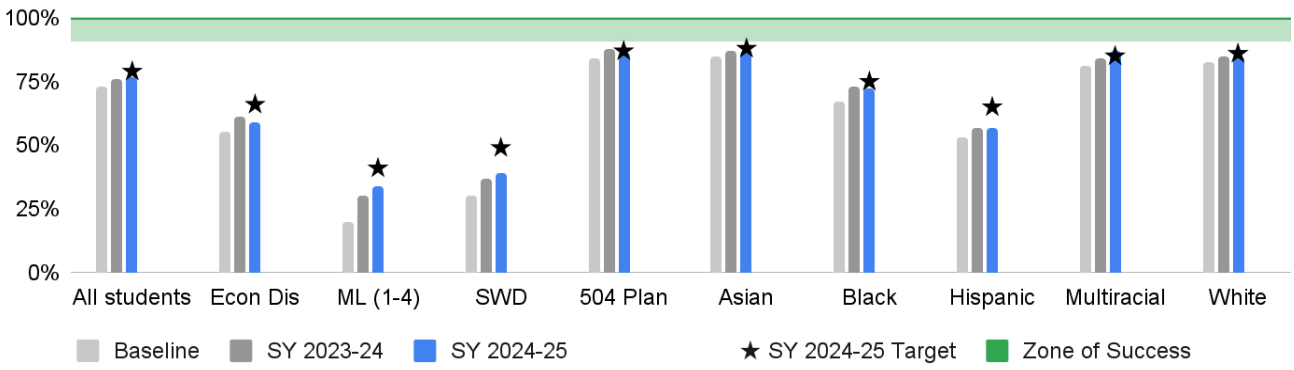
Figure 8: *Sample High School English Course-Taking Patterns, by Level of 9th Grade English Class*



Note: Source is Abl Platform, Class of 2025, Sample FCPS School. This sample school does not offer IB courses.

In SY 2024-25, 77 percent of middle school students earned a C- or higher in at least one honors course by the end of 8th grade, up four percentage points from baseline. See Figure 9. As with early high school course-taking patterns, the largest gains were seen with Multilingual learners (+14 percentage points). Substantial gains from baseline were also observed for Students with Disabilities (+9 percentage points), Black students (+5 percentage points), and Multiracial students (+6 percentage points). Gaps persist, however, between student groups.

Figure 9: *Percent of Middle School Students who Successfully Complete an Honors Course by the end of 8th Grade (Measure 3D)*



	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%**
Numerator	10,271	2,533	389	606	655	2,404	967	2,039	671	4,145
Denominator	13,995	4,620	1,958	2,047	782	2,822	1,452	3,839	829	4,993
SY 2023-24	**76%**	**61%**	**30%**	**37%**	**88%**	**87%**	**73%**	**57%**	**84%**	**85%**
Numerator	10,141	3,190	692	736	769	2,272	991	2,079	730	4,029
Denominator	13,274	5,260	2,291	1,972	872	2,620	1,351	3,628	868	4,757
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. For targets beyond SY 2024-25 see Appendix B.

Around 8 percent of middle school students reported being interested but being unable to participate in honors courses. Rates were substantially above the Division average for the same student groups who had lower rates of honors course completion, suggesting a need to better understand student barriers to accessing honors coursework in middle school to increase participation. See Figure 10.

Figure 10: *Percent of Middle School Students who Report Being Interested But Unable to Participate in Honors Courses, SY 2024-25*

All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
8%	14%	20%	16%	5%	6%	12%	13%	5%	6%

Note: Data source is FCPS Student Experience Survey, 2025. Sample size (n) is 16,365.

Academic Intensity in Core Subjects (Abl Cohort)

While advanced coursework can be impactful in any subject, students who pursue English, social studies, math, science, and world language courses[11] for the duration of their high school experience–and at a higher level of rigor–are at an advantage in terms of entering, persisting, and completing postsecondary studies.[12] In particular, high school students who take advanced math and science courses are more likely to enroll in college, succeed in their first-year courses and STEM courses,[13] and earn their degree.[14]

Beyond college, exposure to advanced core coursework can equip students entering the job market with immediately transferable skills. Most living wage jobs require basic skills in mathematics, writing, and communication[15] and students who enter the job market after graduation with strong math and language skills are more likely to find full-time employment and to earn higher wages.[16] Advanced, persistent course-taking in core subjects can help students develop these skills.

In SY 2024-25, FCPS began working with Abl (now a BetterLesson company) to examine high school students' course-taking patterns in core subjects. Their analysis has found that students who meet all of the the following three criteria have a 65 percent chance of getting a B- or higher GPA in college and are more likely to earn their college degree:[17]

1. **Academic Intensity:** Students whose high school transcripts demonstrate rigorous course-taking patterns, based on Abl's holistic evaluation of credits earned in:
    a. English, social studies, math, science, and a single world language across multiple years of high school (*persistent* course-taking);
    b. AP, IB, DE, and honors English, social studies, math, science, and world languages courses (*advanced* course-taking); and
    c. Biology, chemistry, physics, and the highest level of math attainment (*STEM course-taking*).
2. **Cumulative GPA:** Students who have an unweighted GPA greater than or equal to 3.33, and
3. **Test Scores:** Students who have an SAT score (or equivalent) of 1120 or greater.

Of the three factors, academic intensity is the strongest predictor of postsecondary readiness and the focus of this section of the report. Note that Abl's initial analysis includes all students who were 9th graders in SY 2020-21 and SY 2021-22 (regardless of their expected graduation year) and who have 18 or more credit attempts on their high school transcript, including those with course failures and those who did not take the SAT or equivalent.

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[11] Ogut, B., Circi, R., & Yee, D. (2021) Why Does High School Coursework Matter? The Case for Increasing Exposure to Advanced Courses. American Institutes for Research.; Adelman, C. (2006). The Toolbox Revisited: Paths to Degree Completion From High School Through College. U.S. Department of Education; and Long, M. C., Iatarola, P., & Conger, D. (2009). Explaining Gaps in Readiness for College-Level Math: The Role of High School Courses. *Education Finance and Policy*, *4*(1).

[12] Long, M. C., Conger, D., & Iatarola, P. (2012). Effects of High School Course-Taking on Secondary and Postsecondary Success. *American Educational Research Journal*, *49*(2).

[13] Borman, T., Margolin, J., Garland, M., Rapaport, A., Park, S.J., & LiCalsi, C. (2017). Associations between predictive indicators and postsecondary science, technology, engineering, and math success among Hispanic students in Texas. Regional Educational Laboratory Southwest; Long, M. C., Iatarola, P., & Conger, D. (2009). Explaining Gaps in Readiness for College-Level Math: The Role of High School Courses. *Education Finance and Policy*, *4*(1); Sadler, P., & Sonnert, G. (2018). The Path to College Calculus: The Impact of High School Mathematics Coursework on JSTOR. Journal for Research in Mathematics Education, 292.

[14] American Association of State Colleges and Universities. (2006). High School Coursework: Policy Trends and Implications for Higher Education. AASCU.; Spencer, A. (2012). High school rigor and good advice: Setting up students to succeed. Fordham Institute.

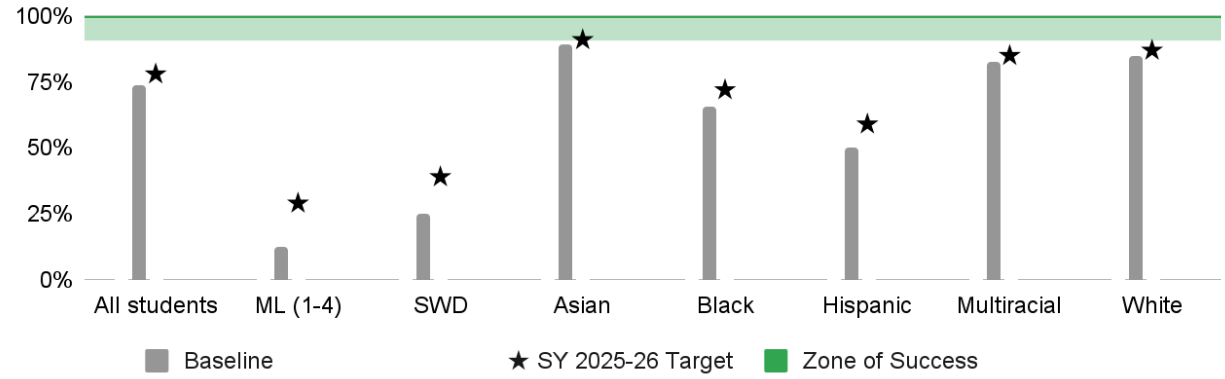
[15] Cite Good jobs here

[16] OECD. (2024). *Do Adults Have the Skills They Need to Thrive in a Changing World?* Survey of Adult Skills 2023; James, J. (2013). *The Surprising Impact of High School Math on Job Market Outcomes*. Federal Reserve Bank of Cleveland.

[17] Abl's SAT threshold is above benchmarks set by the College Board. Among SAT tests taken by the FCPS Classes of 2024 and 2025, 91% met the College Board's reading/writing threshold of 480 (a 75% chance of earning at least a C in first-semester, credit-bearing history, literature, social sciences, or writing courses) and 76% met the math threshold of 530 (a 75% chance of earning at least a C in first-semester, credit-bearing algebra, statistics, precalculus, or calculus courses). These estimates exclude students who did not take the SAT.

Using a two-year baseline that combines AbI Cohorts 2024 and 2025, whose course enrollment decisions were completed prior to FCPS commencing work with AbI, 74 percent of students demonstrated academic intensity. Rates varied substantially by student group, with rates for Black (66%), Hispanic (50%), Students with Disabilities (25%), and current Multilingual learners (12%) substantially below the Division average. See Figure 11. Full implementation of AbI scheduling tools is expected for SY 2026-27 course enrollment.

***Figure 11**: Percent of Students in the AbI Cohort Meeting Academic Intensity Benchmark (Measure 4B)*

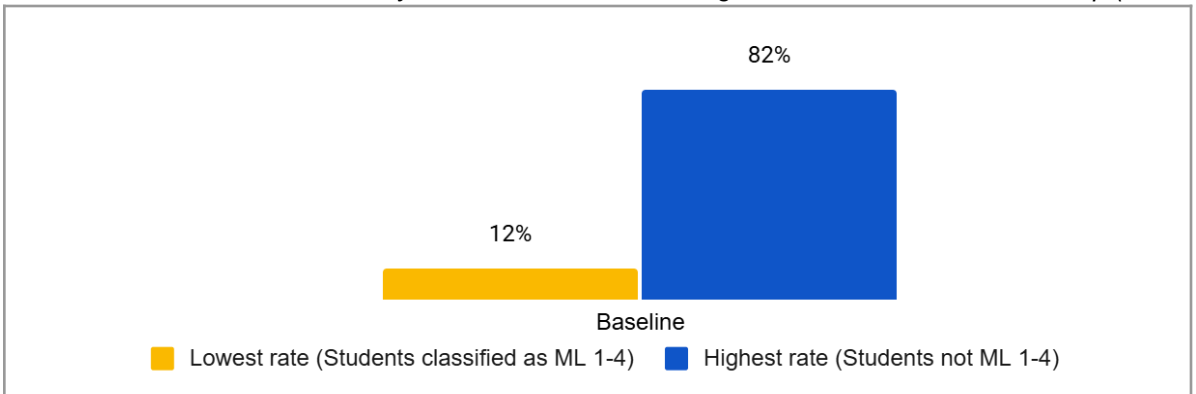


	All Students	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline	**74%**	**12%**	**25%**	**90%**	**66%**	**50%**	**83%**	**85%**
Numerator	10,480	200	446	2,613	974	1,909	673	4,276
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056
SY 2025-26 Target	78%	29%	39%	91%	72%	59%	85%	87%

Note: Data source is AbI analysis of students who were 9th graders in SY 2020-21 and SY 2021-22 and have 18 or more credits on their high school transcript. Baseline includes SYs 2023-24 and 2024-25.

The largest gap between mutually exclusive student groups is for current Multilingual learners, 12 percent of whom completed academically intense coursework compared to 82 percent of students who were not Multilingual learners (1-4), or a gap of 70 percentage points. See Figure 12.

***Figure 12:** Difference in Academic Intensity of AbI Cohort Between Highest and Lowest Student Group (Measure 4D)*



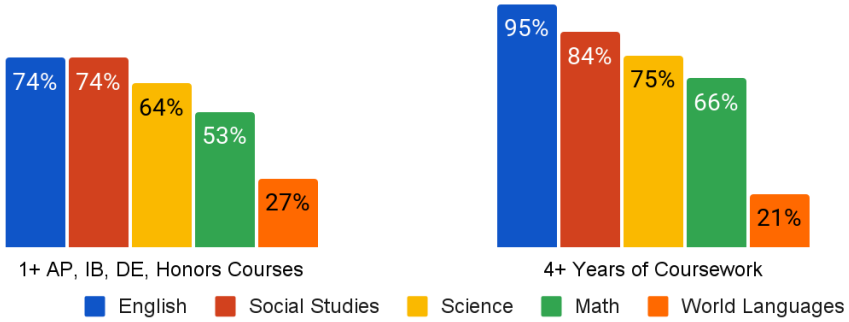
Highest rate (Students not ML 1-4)	82%
Lowest rate (Students classified as ML 1-4)	12%
Baseline	**70 percentage point gap**
SY 2025-26 Target	57 percentage point gap

Note: Data source is AbI analysis of senior cohort attempting 18 or more high school credits. Baseline includes SYs 2023-24 and 2024-25. Gap is calculated as difference between highest rate (Students not ML 1-4) and lowest rate (ML 1-4).

Advanced and Persistent Coursework in Specific Subjects

AbI examines advanced course-taking and persistence in *specific subject areas* to identify opportunities to increase students' academic intensity. Overall, rates of persistence into four years of a subject tend to be higher than rates of advanced course-taking. See Figure 13 for a summary; additional detail by subject can be found in the following pages.

Figure 13: *Advanced Course-Taking and Persistence in the AbI Cohort at Baseline, by Subject Area*

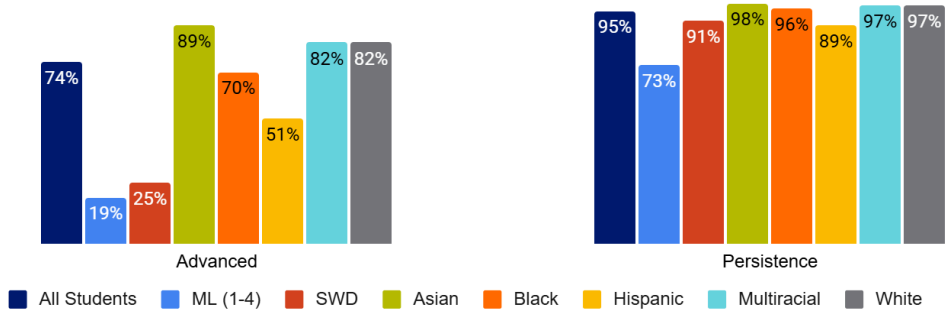


Note: Data source is AbI analysis of senior cohort attempting 18 or more high school credits. Baseline includes SYs 2023-24 and 2024-25.

English Course-Taking Patterns

At baseline, 95 percent of the AbI Cohort completed four or more years of postsecondary-preparatory English and 74 percent completed advanced coursework. Hispanic students and Multilingual learners had rates substantially below the Division average on both metrics. Students with Disabilities had rates of advanced course-taking substantially below the Division average. See Figure 14.

Figure 14: *Advanced Course-Taking and Persistence in English in the AbI Cohort, Baseline*



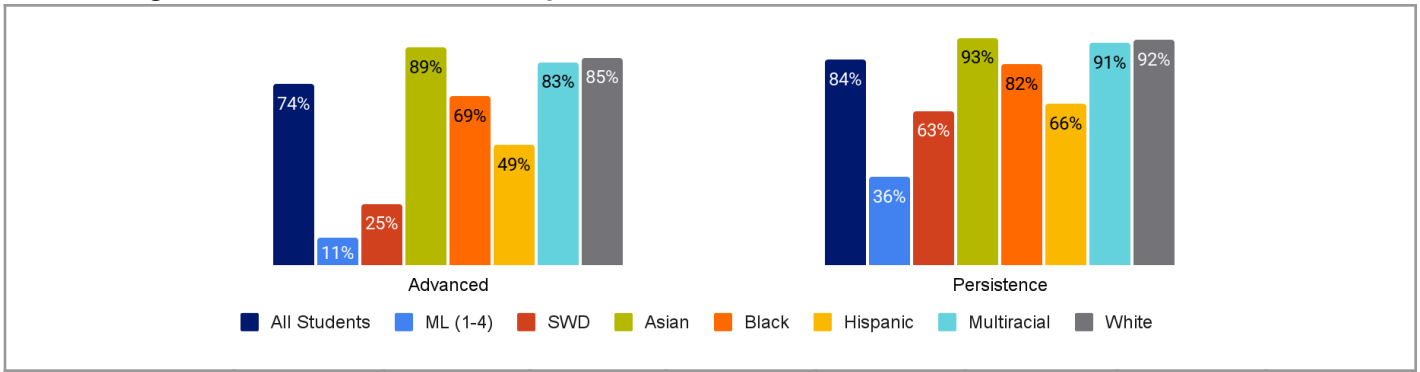
	All Students	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White
1+ advanced courses	**74%**	**19%**	**25%**	**89%**	**70%**	**51%**	**82%**	**82%**
Numerator	10,451	305	456	2,585	1,033	1,971	672	4,148
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056
4 years in subject	**95%**	**73%**	**91%**	**98%**	**96%**	**89%**	**97%**	**97%**
Numerator	13,460	1,165	1,634	2,850	1,420	3,412	795	4,929
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056

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

Social Studies Course-Taking Patterns

At baseline, 84 percent of the Abl Cohort completed four years of postsecondary-preparatory social studies and 74 percent completed advanced coursework. Multilingual learners, Students with Disabilities, and Hispanic students had rates substantially below the Division average on both metrics. Black students had rates substantially below the Division average on advanced social studies courses. See Figure 15.

Figure 15: *Advanced Course-Taking and Persistence in Social Studies in the Abl Cohort, Baseline*



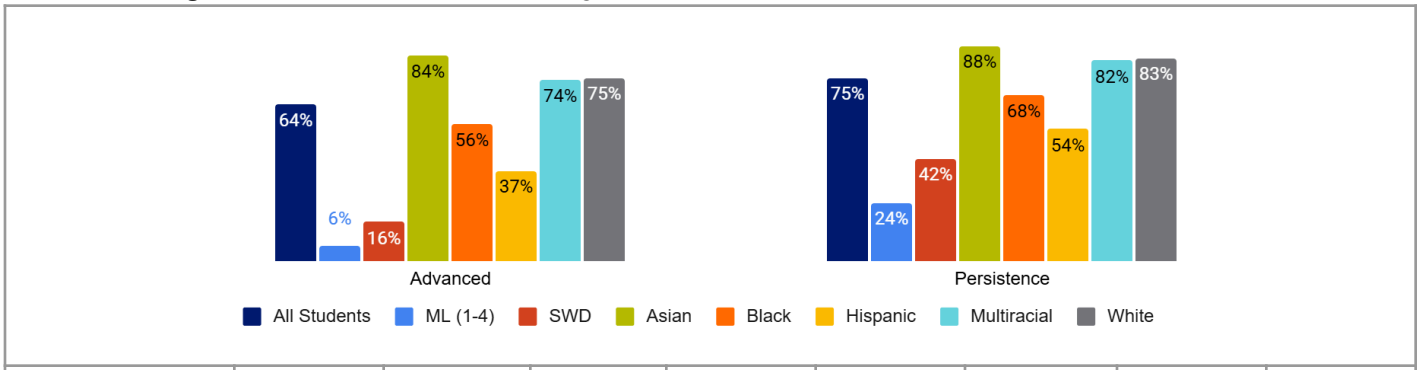
	All Students	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White
1+ advanced courses	**74%**	**11%**	**25%**	**89%**	**69%**	**49%**	**83%**	**85%**
Numerator	10,510	181	458	2,603	1,017	1,889	677	4,283
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056
4 years in subject	**84%**	**36%**	**63%**	**93%**	**82%**	**66%**	**91%**	**92%**
Numerator	11,936	581	1,135	2,722	1,218	2,542	746	4,660
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056

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

Science Course-Taking Patterns

At baseline, 75 percent of the Abl Cohort completed four years of postsecondary-preparatory science and 64 percent completed advanced coursework. Multilingual learners, Students with Disabilities, and Black and Hispanic students had rates substantially below the Division average on both metrics. See Figure 16.

Figure 16: *Advanced Course-Taking and Persistence in Science in the Abl Cohort, Baseline*

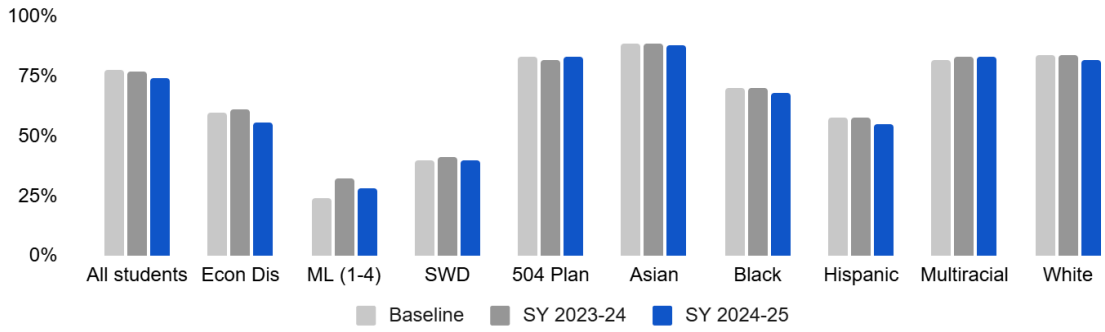


	All Students	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White
1+ advanced courses	**64%**	**6%**	**16%**	**84%**	**56%**	**37%**	**74%**	**75%**
Numerator	9,130	99	295	2,457	825	1,429	603	3,782
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056
4 years in subject	**75%**	**24%**	**42%**	**88%**	**68%**	**54%**	**82%**	**83%**
Numerator	10,571	382	754	2,583	1,008	2,066	671	4,204
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056

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

Consistent with the AbI analysis, 74 percent of the Class of 2025 graduated with four or more science credits. Rates have been declining since the baseline. Gaps by student group mirror those noted above in the AbI analysis. See Figure 17.

***Figure 17**: Percent of Students in the Senior Cohort Graduating with at Least Four Science Credits*



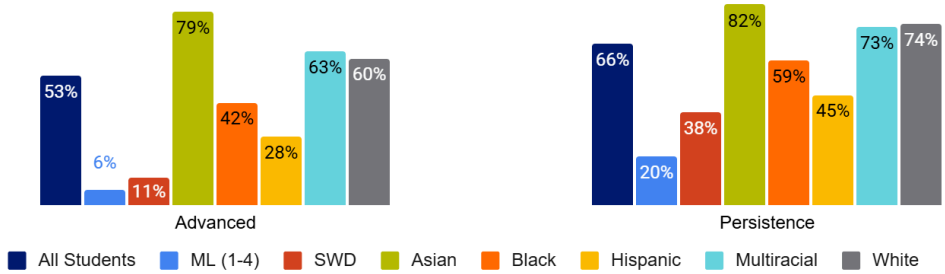
	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**78%**	**60%**	**24%**	**40%**	**83%**	**89%**	**70%**	**58%**	**82%**	**84%**
Numerator	10,837	2,352	276	734	856	2,721	1,012	1,890	621	4,558
Denominator	13,944	3,949	1,144	1,822	1,034	3,048	1,454	3,232	756	5,410
SY 2023-24	**77%**	**61%**	**32%**	**41%**	**82%**	**89%**	**70%**	**58%**	**83%**	**84%**
Numerator	10,871	2,946	431	744	1,004	2,686	1,029	2,070	674	4,373
Denominator	14,119	4,841	1,344	1,807	1,223	3,007	1,479	3,549	811	5,213
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

At baseline, 66 percent of the AbI Cohort completed four years of postsecondary-preparatory math in high school and 53 percent completed advanced coursework. Multilingual learners, Students with Disabilities, and Black and Hispanic students had rates substantially below the Division average on both metrics. See Figure 18.

***Figure 18:** Advanced Course-Taking and Persistence in Math in the AbI Cohort, Baseline*

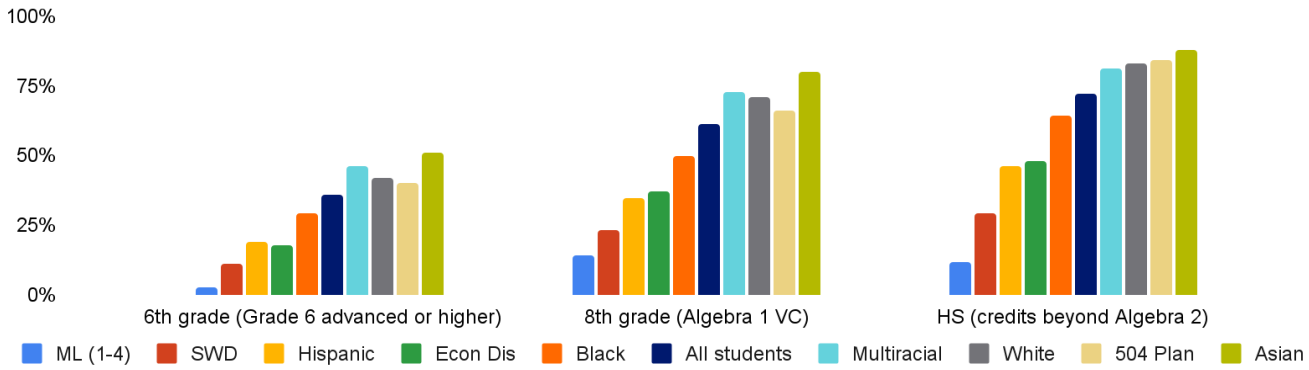


	All Students	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White
1+ advanced courses	**53%**	**6%**	**11%**	**79%**	**42%**	**28%**	**63%**	**60%**
Numerator	7,557	96	199	2,294	627	1,059	511	3,041
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056
4 years in subject	**66%**	**20%**	**38%**	**82%**	**59%**	**45%**	**73%**	**74%**
Numerator	9,355	318	688	2,391	872	1,720	594	3,743
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056

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

Gaps in advanced math course-taking in high school appear linked to earlier entry into an advanced sequence. Some of this association is logistical. As students take additional years of a subject, the available remaining options are more likely to be at an advanced level. For example, while students do not need to earn high school math credits in middle school (i.e., Algebra 1 or higher) to take math courses beyond Algebra 2, student groups who complete more advanced content earlier (e.g., advanced math in 6th grade, Algebra 1 by the end of 8th grade) have more opportunities to persist beyond Algebra 2. (See Appendix C for historical data on 6th grade advanced math enrollment). See Figure 19.

***Figure 19**: Percent of Students Completing Certain Mathematics Courses, SY 2024-25*



Note: Data source is end of year enrollment from SIS and SIS elementary/middle school class extract. Includes 6th graders taking 6th advanced math or higher.

Students who completed the 2025 Student Experience Survey were asked about their participation in different mathematics courses at their school. Overall, around one in six students reported being interested but being unable to participate in high school level math courses like algebra and geometry (middle school) and "harder" math courses (elementary school). Rates were highest for Multilingual learners, about one in five of whom were interested but unable to participate in harder or high-school level math. These data suggest that many students are interested in taking more advanced math courses than in which they are currently enrolled. Identifying additional pathways for these students to access advanced content may help reduce gaps in course-taking that are present in 6th grade and persist into high school. See Figure 20.

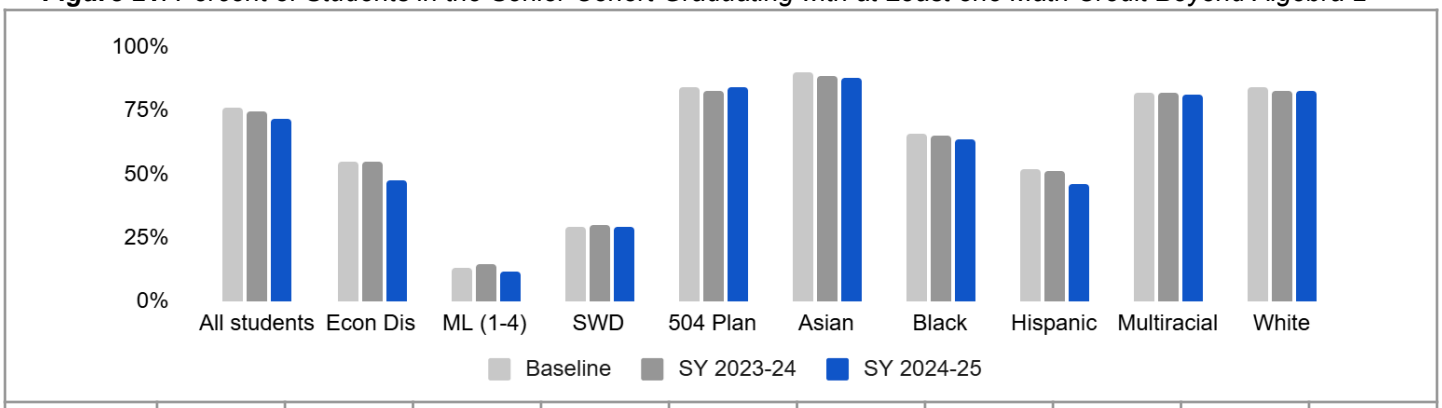
***Figure 20:** Percent of Students who Report Being Interested But Unable to Participate in Harder Math Courses, SY 2024-25*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
High school math (Alg, Geo) in middle school	**16%**	18%	20%	18%	14%	16%	18%	17%	16%	15%
Harder math in elementary school	**17%**	21%	22%	18%	15%	16%	18%	21%	15%	14%

Note: Data source is FCPS Student Experience Survey, 2025. Sample size (n) is 42,059 for elementary and 16,356 for middle school.

FCPS also monitors persistence in math beyond Algebra 2. As shown in Figure 21, the majority of the Class of 2025 graduated with one or more math credits beyond Algebra 2 (72%). This rate is likely higher than the rate of persistence observed by Abl because it is based on credits earned, including for courses taken in middle school. Rates of students persisting past Algebra 2 have been declining since the baseline. Substantial declines from the baseline were seen for students who were Economically Disadvantaged (down seven percentage points) and Hispanic students (down six percentage points). Gaps between student groups generally mirror those observed in the Abl analysis.

***Figure 21**: Percent of Students in the Senior Cohort Graduating with at Least one Math Credit Beyond Algebra 2*



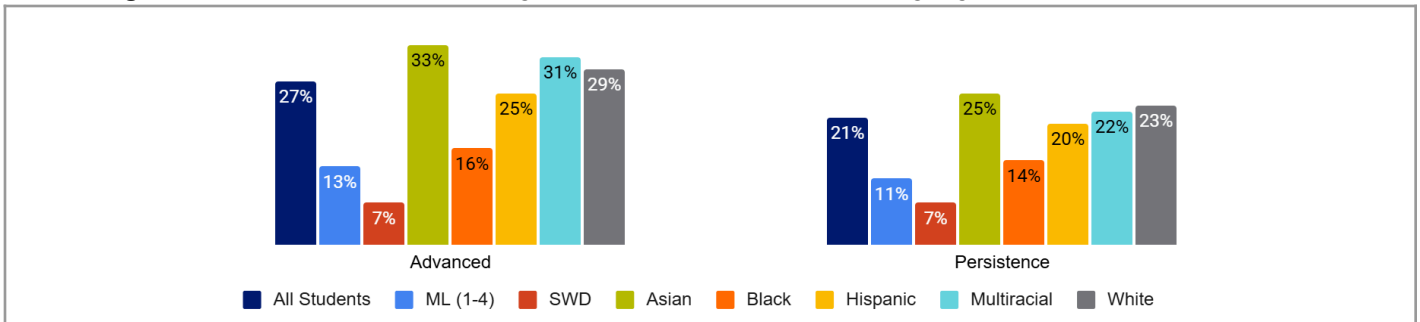
	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**76%**	**55%**	**13%**	**29%**	**84%**	**90%**	**66%**	**52%**	**82%**	**84%**
Numerator	10,561	2,155	144	525	865	2,740	957	1,688	622	4,522
Denominator	13,944	3,949	1,144	1,822	1,034	3,048	1,454	3,232	756	5,410
SY 2023-24	**75%**	**55%**	**15%**	**30%**	**83%**	**89%**	**65%**	**51%**	**82%**	**83%**
Numerator	10,526	2,667	204	539	1,019	2,691	967	1,820	669	4,339
Denominator	14,119	4,841	1,344	1,807	1,223	3,007	1,479	3,549	811	5,213
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

In SY 2024-25, 21 percent of the Abl Cohort completed four years of postsecondary-preparatory content in a *single* world language in high school and 27 percent completed advanced coursework. Multilingual learners, Students with Disabilities, and Black students had rates substantially below the Division average on both metrics. See Figure 22.

Figure 22: *Advanced Course-Taking and Persistence in a World Language in the Abl Cohort, Baseline*



	All Students	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White
1+ advanced courses	**27%**	**13%**	**7%**	**33%**	**16%**	**25%**	**31%**	**29%**
Numerator	3,886	201	118	965	237	959	250	1,465
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056
4 years in subject	**21%**	**11%**	**7%**	**25%**	**14%**	**20%**	**22%**	**23%**
Numerator	3,030	170	119	729	200	749	181	1,164
Denominator	14,161	1,601	1,805	2,919	1,477	3,834	816	5,056

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

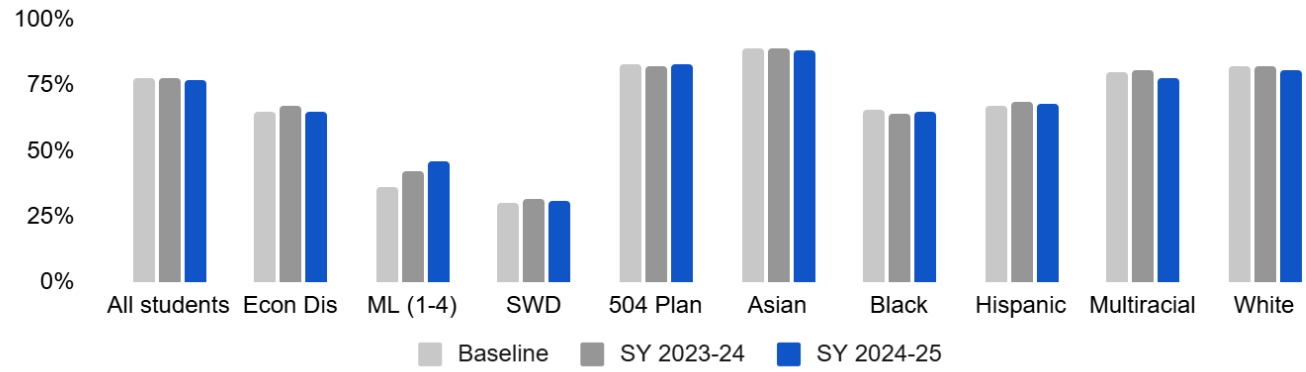
A number of state and local policies around world languages may influence students' world language course-taking patterns as examined by Abl. See Figure 23.

Figure 23: *Impact of FCPS/VDOE Policy on Abl Score in World Languages*

FCPS/VDOE Policy	Impact on Abl Score
Students may earn 3 world language credits by taking the World Languages Credit by Exam (FCPS Regulation 2442)	Credits count for WL, but students may not be able to persist in this language if not offered at FCPS
Multilingual learners may earn 4 world languages credits for completion of specific English Language Development courses (FCPS Regulation 2442)	Credits do not count for WL
Students with Disabilities whose IEP specifies a credit accommodation for world language may earn an Advanced Studies Diploma with two credits in computer science in lieu of a world language.	Credits may count for math but do not count for WL
Students may earn an Advanced Studies Diploma by taking two years of two separate world languages (e.g., Spanish 1 and 2, and French 1 and 2)	Credits count as 2 years of WL, not 4
FCPS students can begin earning high school credits in world language while in middle school.	Credits earned in middle school do not count for WL
World languages are not typically offered at an advanced level until students enter their fourth year in that language or demonstrate an equivalent level of proficiency.	Credits cannot be earned at an advanced level across all years

FCPS' internal measure of world language persistence shows that the majority of the Class of 2025 graduated with three or more world language credits (77%), with rates slightly below baseline. Compared to the baseline, Multilingual learners saw a ten percentage point gain in the percent earning three or more credits in a world language. Gaps by student group are generally consistent with the Abl analysis. See Figure 24.

***Figure 24**: 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%**
Numerator	10,936	2,560	416	542	862	2,726	955	2,182	608	4,431
Denominator	13,944	3,949	1,144	1,822	1,034	3,048	1,454	3,232	756	5,410
SY 2023-24	**78%**	**67%**	**42%**	**32%**	**82%**	**89%**	**64%**	**69%**	**81%**	**82%**
Numerator	11,068	3,257	566	575	1,001	2,689	949	2,435	655	4,299
Denominator	14,119	4,841	1,344	1,807	1,223	3,007	1,479	3,549	811	5,213
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. World languages data includes any credits earned in a world language.

Most students reported having access to world languages on the 2025 Student Experience Survey. In SY 2024-25, 8 percent of high school students reported being interested but unable to participate in a world language. See Figure 25. Rates varied by student group. High school students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Hispanic students reported rates of unmet demand substantially above the Division average. The specific reasons why students were unable to access world languages (such as schedule conflicts, course requirements, parent consent, availability of a specific world language) were not asked on the survey.

***Figure 25:** Percent of High School Students who Report Being Interested But Unable to Participate in World Languages, SY 2024-25 (Measure 4A)*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
High	**8%**	13%	22%	13%	6%	7%	9%	13%	6%	6%

Note: Data source is Fairfax County 2025 Student Experience Survey, students who responded that they were interested, but unable to participate / the option was not offered at their school. Sample size (n) is 24,628.

Strategies to Improve Academic Preparation for Postsecondary Success

To achieve the Strategic Plan goal that all students access academic programming to support their success by SY 2029-30, the Division has identified three priority strategies:

Strategy 1. Prepare students for rigorous coursework in high school

Strategy 2. Revise scheduling and advising practices

Strategy 3. Encourage courses and credentials that signal postsecondary readiness

The current status of actions in SY 2025-26 are identified throughout the report in brackets.

Strategy 1. Prepare students for rigorous coursework in high school

Action 1.1. Consistently expose students to curricular rigor across courses [Continuing]

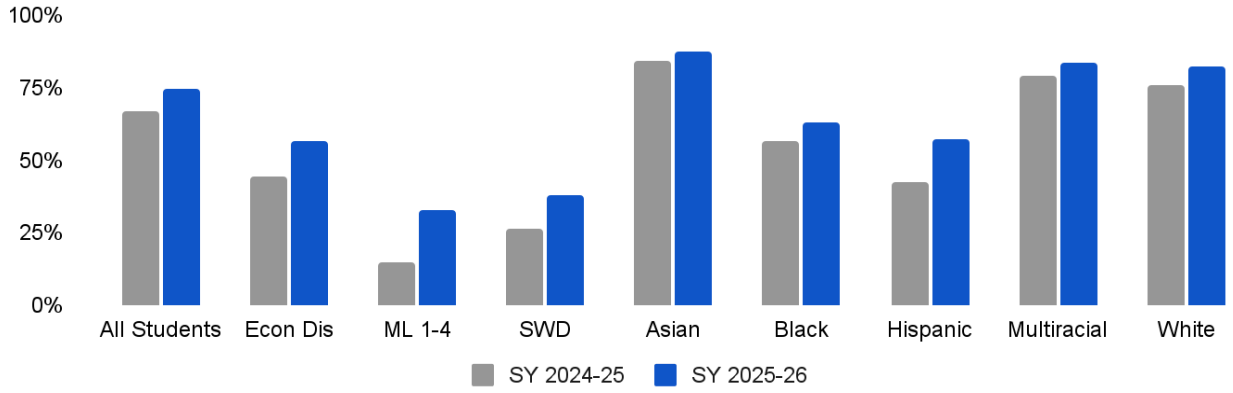
FCPS has developed an Honors Framework that articulates the elements of rigorous instruction in standard and honors-level math, science, English, and social studies courses that prepare students for advanced coursework in high school. The framework is informed by the research-based Parallel Curriculum and Enrichment Triad models. In SY 2025-26, FCPS continues to focus on clear and consistent communication about the new framework with teachers, staff, and families, including offering student-facing information to help students choose honors courses during open enrollment and professional development for teachers to learn about the framework (including targeted learning for leaders like department chairs and Collaborative Team leaders). This year, FCPS also piloted a Classroom Reflective Practice tool at two middle schools with the AART and assistant principals at each school. Starting in SY 2026-27 (post-piloting), FCPS will begin collecting data from classroom walkthroughs to monitor Division strengths and areas for improvement that may need targeted professional learning. In SY 2025-26, FCPS' work with AbI will expand to middle schools, with a focus on how student access to consistent curricular rigor can prepare them for academic intensity in high school.

Action 1.2. Equip students with the prerequisite skills needed for advanced courses [Changes]

Many advanced courses offered in FCPS have sequenced prerequisites that students must satisfy before they can enroll. For example, AP Calculus and IB Physics require the successful completion of four years of high school level math (Algebra 1, Geometry, Algebra 2, and Precalculus with Trigonometry). To remove barriers to accessing and succeeding[18] in advanced coursework, FCPS provides opportunities for students to enroll in select sequenced prerequisites in middle school. As noted in the SY 2025-26 Goal 3 report, FCPS is focused on increasing the number of students who complete Algebra 1 in middle school, which is crucial if students plan to satisfy all sequenced math prerequisites and access certain advanced math and science courses by the time they are seniors. FCPS has seen a steady increase in the percent of 8th graders enrolled in Algebra 1 or higher. See Figure 26. FCPS also continues to expand opportunities for students to accelerate as soon as they are ready, such as the expansion of Algebra 1 for 6th graders during SY 2025-26.

[18] Xin Ma. (2009). Understanding the Relationship Between Mathematics and Science Coursework Patterns. *Teachers College Record, 111*(9).

Figure 26: *Percent of 8th Graders Enrolled in Algebra 1 or Higher*



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.

To grow the language skills of current Multilingual learners and expand their ability to access advanced coursework, the Division provides explicit English Language Development (ELD) instruction and regularly supports school staff in strategically grouping Multilingual learners for ELD based on their individual learner profile, WIDA data, and areas of need. Language skills can also be accelerated by placing Multilingual learners in courses with students who are more proficient in English. In SY 2025-26, FCPS launched the Secondary Program Implementation dashboard, which helps secondary school staff monitor the provision of explicit ELD and the placement of Multilingual learners in courses with students who are English proficient. For more detail on work being done to grow Multilingual learners' language skills, see FCPS' SY 2025-26 Goal 1 Report.

Action 1.3. Help students develop academic habits that support success in advanced courses [Continuing]

The Advancement Via Individual Determination (AVID) program is a national model designed to support students capable of a college preparatory path in completing the most rigorous curriculum, actively participating in the school community, enrolling in a four-year college, and becoming educated and responsible participants and leaders. AVID supports participating students in pursuing advanced coursework through a focus on specific instructional strategies, sustained tutoring, and academic planning, and can also be infused school-wide to support the academic learning and executive functioning skills that encourage and support academic preparedness. Students who participate in AVID are also encouraged to enroll in at least one AP, IB, DE, or CTE course. This school year, FCPS has supported several opportunities for AVID-focused professional development, including over 400 teachers, administrators, and school counselors who participated in the 2025 AVID Summer Institute. In SY 2025-26, AVID expanded and now operates in 76 elementary, middle, and high schools. For SY 2026-27, two additional elementary schools and one high school are slated to become AVID sites.

Action 1.4. Support students who are academically advanced and facing potential barriers [Changes]

Advanced course-taking in core subjects can be particularly impactful for students with high levels of achievement and/or aptitude from historically underrepresented student groups.[19] FCPS monitors and intervenes with students identified as academically advanced who also belong to a student group with historically lower rates of enrollment in advanced courses. FCPS offers the Young Scholars (YS) program to support students identified for AAP services and/or who are accessing advanced courses who are from historically underrepresented student groups. In elementary school, staff support YS students with challenging coursework and activities that promote *preparation* for advanced coursework. To strengthen continuity of support, a new structure has been incorporated into the AAP screening application that provides documentation of MTSS-like supports to help teachers understand how to meet students' needs in advanced coursework as they transition through school levels (e.g., elementary to middle school) or if they move schools. As of January 2026, approximately 18,000 FCPS students were served by YS, or about 3 percent of all students, and the vast majority were accessing advanced coursework, including 97 percent of students in elementary school, 87 percent in middle school, and 83 percent in high school. See Figure 27.

Figure 27: *Percent of Young Scholars Accessing Advanced Coursework, SY 2025-26*

Elementary	Middle	High
97%	87%	83%

Note: Source is FCPS internal analysis

Approximately 6,000 FCPS students (6%) are academically advanced Students with Disabilities and students with a 504 plan, referred to as 2e learners. In SY 2025-26, FCPS created a division-level and school-level dashboard to monitor 2e learners' enrollment in advanced courses. A 2e icon is also visible to remind teachers of students' specific learning needs and required accommodations. As of January 2026, approximately 13 percent of 2e learners were not accessing advanced coursework. For these students, schools were directed to use academic advising time to understand students' potential barriers and to encourage students to sign up for advanced courses for the coming school year (SY 2026-27).

Strategy 2: Revise scheduling and academic advising practices

Action 2.1. Use academic planning to connect courses to postsecondary interests [Changes]

Early and consistent exposure to learning experiences that highlight personal growth can help students understand the link between coursework and future aspirations. To support this ongoing, intentional growth, students in FCPS develop a personalized Academic Career Plan (ACP), with a focus on learning experiences that support career awareness, growth in Portrait of a Graduate measures, and connection to future plans. The ACP is a resource during the academic advising process by which families and school staff can support students in making course selections aligned with their academic and post-secondary goals and interests. The inclusion of the 3E (Enrollment, Employment, Enlistment) experiences in the ACP is expected to encourage higher completion rates of advanced coursework.

Prior to high school, students gain early exposure and awareness of high school and postsecondary pathways through Career Investigations activities in middle school. These activities prepare students for

[19] These students were also more likely to have math teachers with clear goals and counselors with high standards and a focus on college preparatory activities. Baker, M., Morgan, I., & Wade, G. (2023). Opportunities Denied: High Achieving Black and Latino Students Lack Access to Advanced Math. Education Trust; Spencer, A. (2012). High school rigor and good advice: Setting up students to succeed. Fordham Institute.

academic advising conversations by exploring interests and strengths. Career Investigations, which was available as an optional middle school semester course offering, is now a standard course offering for SY 2026-27. Schools will continue to leverage Responsive Advisory Meeting lessons, school electives fairs, Naviance, and community events to support course planning before students finalize course selections.

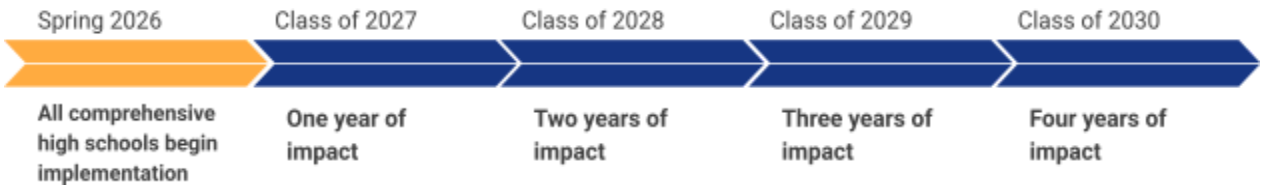
Action 2.2. Emphasize persistence and advanced coursework during academic advising [Changes]

To help students make informed, college and career-driven decisions during course selection, FCPS is reviewing and updating its current academic advising practices in elementary, middle, and high school. In SY 2025–26, FCPS focused on increasing consistency across schools, including creating an Academic Advising Checklist to align course selection practices across schools and providing professional development to all school counseling professionals on K–12 Math Pathways. FCPS has also developed uniform messaging about the availability and benefits of students pursuing advanced coursework. This year, for example, FCPS developed: (a) internal dashboards, grades 7–12 course sequencing charts, course explorer tools, and public webpages to communicate clear academic pathways and timelines with students and families; (b) public videos to encourage the pursuit of higher level math; (c) a new feature in Parent VUE that allows families to review and acknowledge their student's course requests for the upcoming school year; (d) guidance on school-based Curriculum Nights to promote consistent messaging; and (e) transition events at middle and high schools and student ambassador programs (see the FCPS SY 2025-26 Goal 2 Report) to welcome students to their new school.

Action 2.3. Support schools in strategic scheduling [Changes]

In SY 2024-25, 21 high schools began using an online platform developed by Abl to identify and address potential gaps in student postsecondary readiness and develop research-informed strategies that shift school culture and practice to ensure each and every student is welcome, supported, and able to pursue rigorous courses. Schools developed strategies based on their students' course-taking patterns, which may have focused on, for example, curriculum, use of instructional time, course recruitment, course offerings, staffing, policies and procedures, family communication and engagement, and school culture. This work aligns to high school School Innovation and Improvement Plan (SIIP) goal requirements, which are monitored by Region Offices with feedback provided to school leaders throughout the year. In SY 2025-26, FCPS expanded this work to all remaining high schools. See Figure 28. Each school identified a goal for improving academic intensity for their students and are expected to use the online platform to monitor student course selection during the academic advising window. Over half of high schools are focused on persistence and advanced course-taking in mathematics. In SY 2025-26, 17 high schools saw an increase in the number of students requesting advanced math for SY 2026-27 compared to current year enrollment.

Figure 28: *Timeline for Implementation of Strategic Scheduling (Abl)*



Action 2.4. Change mindsets about access to advanced courses [Continuing]

FCPS recognizes that perceptions influence course enrollment. To continue to foster a school environment where all students are empowered to pursue academically-intense courses, FCPS strengthened teacher and staff professional learning around asset-based mindsets, focusing on culturally-responsive feedback to improve student engagement and outcomes by creating classrooms where all students feel seen, valued, and included. FCPS' move toward open enrollment in advanced subjects also signals that advanced content is not exclusive and provides a learning opportunity for all students.

Action 2.5. Increase placement of Students with Disabilities in general education settings [Changes]

Students who receive more of their instruction in a general education setting (versus in a self-contained classroom) have more opportunities to access advanced and elective coursework. In SY 2025-26, FCPS will continue working with consultants to increase the inclusion of Students with Disabilities in the general education setting through a phased approach. This work aims to redesign current special education service delivery models in FCPS to maximize student inclusion by improving Tier 1 instruction through Universal Design for Learning (UDL) and considering how and where students receive special education services. Through the efforts to redesign service delivery models, it is anticipated that students will have more access to advanced coursework by considering the portability of services and redesigning the use of current staffing allocations. Rates of Students with Disabilities being served in a regular classroom for 80 percent or more of their day have been increasing steadily over time. See Figure 29.

Figure 29: *Percent of Students With Disabilities Included in Regular Classroom 80% or More of the day, by Grade Level*

	Grade 9	Grade 10	Grade 11	Grade 12
SY 2023-24	53%	50%	49%	47%
SY 2024-25	55%	54%	52%	46%
SY 2025-26	58%	59%	57%	51%

Note: Data source is FCPS internal analysis (December 2025). SY 2025-26 calculations include Multi-Agency Services, Interagency Alt. Secondary, Cedar Lane School, Davis Center, Key Center, Pulley Center, Burke School (ES and MS), Kilmer Center, and Quander Road.

As noted in the FCPS SY 2025-26 Goal 2 Report, in SY 2024-25, FCPS began to offer a dedicated section of Advisory in select schools to provide students with access to Executive Functioning skill development in lieu of enrolling in a separate elective course. A primary goal of this work is to mitigate the issue of skill development courses (e.g., Strategies for Success) taking the place of other student elective options. For SY 2025-26, FCPS' expectation is that every middle and high school offer at least one section of Advisory that includes a focus on the development of executive functioning skills for Students with Disabilities.

Strategy 3. Encourage courses and credentials that signal postsecondary readiness

Action 3.1. Expand variety of advanced courses that meet graduation requirements [Changes]

In SY 2024-25, FCPS received approval for DE Data Science and Geospatial Analysis 2 (JMU) and began offering two new AP classes that can be used to satisfy VDOE graduation requirements, including AP Seminar (English requirement) and AP Human Geography (History requirement). In SY 2025-26, all schools that have AP as their primary advanced programming offered these classes. FCPS is also working to expand DE offerings that meet graduation requirements across FCPS high schools. For example, in SY 2025-26, FCPS partnered with Radford University to offer a cohort of teachers seeking to be credentialed to

teach DE math. There are 20 teachers in this first cohort. FCPS is also planning a cohort with George Mason University for teachers seeking to be credentialed in DE US/VA History. FCPS continues to examine existing opportunities to expand advanced and CTE coursework at non-traditional high schools and identify opportunities for potential expansion, including through the Online Campus.

Action 3.2. Offer and encourage CTE certifications [Continuing]

FCPS middle and high schools offer CTE courses in multiple career clusters. Beyond the base school offerings, high school students also have the opportunity to take in-depth career preparation courses through specialized programming at specific high schools and through six career academies. On the 2025 Student Experience Survey, approximately 15 percent of middle and high school students reported an unmet demand for CTE coursework. See Figure 30. Efforts are underway to expand CTE course offerings in high-demand fields as facilities and staffing allow, including for students at non-traditional schools.

Figure 30: *Percent of Middle and High School Students who Report They are Interested But Unable to Participate in CTE Courses, SY 2024-25 (Measure 4a)*

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Middle School	**15%**	17%	20%	17%	13%	17%	17%	16%	15%	12%
High School	**15%**	18%	21%	16%	12%	16%	15%	17%	13%	13%

Note: Data source is Fairfax County 2025 Student Experience Survey, students who responded that they were interested, but unable to participate / the option was not offered at their school. *Questions about Career and Technical Education were asked only of students in middle and high school. Sample sizes (n) for middle school ranges from 16,387 to 16,464; and for high school, 24,684 to 25,170.

All 36-week high school CTE courses in FCPS prepare students for industry certification. Industry certifications are offered at no cost to the student. Earning an industry credential demonstrates the professional skill level the student has achieved and provides industry-recognized proof that the student is prepared for career-related responsibilities or post-secondary education or training. All professional credentials offered in FCPS are VDOE board-approved, industry-developed, industry-evaluated exams delivered at the end of an aligned CTE course at no cost to the student. In SY 2024-25, there was an increase in industry certifications, credentials earned, and students earning those credentials. See Figure 31.

Figure 31: *Career Credentials Earned in FCPS*

	SY 2023-24	SY 2024-25	Change
State Licensures	215	169	-46
Industry Certifications	11,542	13,333	+1,791
Total Credentials Earned	17,211	19,670	+2,459
Students Earning One or More Credentials	15,132	16,613	+1,481

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

3.3. Partner with community colleges to support DE transfer credits [Newly Added]

The implementation of College and Career Readiness Virginia (CCRV) legislation, which promotes access to DE courses, is underway. Ongoing collaboration continues between FCPS and NOVA to build out infrastructure, develop procedures, and train staff on new platforms. Through CCRV, eligible 11th and 12th grade students can earn the Passport for completing five DE courses and the Unified Certificate of General Studies (UCGS) for completing 10 DE courses at their base school, online campus, or directly through NOVA. These courses are guaranteed to transfer to public Virginia colleges and universities. Students who complete the UCGS receive a certificate from NOVA and a medallion from the Commonwealth. In order to make CCRV more accessible, efforts around teacher credentialing continue to be a priority.

Action 3.4. Prepare students to take nationally or internationally recognized assessments [Changes]

For years, FCPS has offered free, personalized online test preparation through Khan Academy (SAT) and ACT Academy. In SY 2024-25, FCPS began offering additional free virtual SAT and ACT preparation services through Varsity Tutors, including weekly live online classes, on-demand 24/7 chat tutoring, essay editing, and study resources. From April 2024 through March 2026, 463 students engaged in asynchronous SAT, ACT and/or PSAT test preparation, and 312 students participated in live, instructor-led test prep courses. In fall of SY 2026-27, FCPS will expand its test preparation offerings with new PSAT/SAT asynchronous classes through Kaplan for students in grades 9 through 11 at 14 pilot high schools. FCPS high schools also continue to host annual, free testing opportunities for students to take the SAT, PSAT, and National Merit Scholarship Qualifying Test exam. FCPS schools are also encouraging all students enrolled in AP and IB courses to take the associated exam, including requiring conferences if students indicate an intent to opt out.

Action 3.5. Increase access to World Languages Credit by Exam [Newly Added]

FCPS has revised the administration of the World Languages Credit by Exam. Prior to SY 2024-25, students took an internally-created and internally-scored paper/pencil writing assessment at one of three FCPS sites (offered during the evening) or at the ESOL Welcome Center (offered at intake). In SY 2024-25, FCPS shifted to a new nationally-normed, computer-based assessment of students' writing and speaking language skills (Avant Standards-based Measurement of Proficiency, or STAMP) and began offering the exam at every middle and high school during the school day. Testing sites and the ESOL Welcome Center no longer offer the exam. The new exam provides a more holistic assessment of a student's ability to communicate in a language and is offered to students in more languages (54) than the previous paper-based assessment (30). This shift in administration has also expanded access by permitting any student who feels they have the requisite language skills to take the exam during the regular school day. Since SY 2024-25, 6,165 students have taken the new computer-based exam, and 3,734 (61%) scored intermediate-mid proficiency and earned the maximum three world language credits.

Conclusion

As students progress in their education with FCPS, they have increasing choice: in the courses they take, in the level of rigor they pursue, and in the potential careers and pathways that interest them. These choices matter, providing students with new knowledge and skills, an outlet for self-expression, and opening pathways for postsecondary success.

The work of Goal 4–equitable access and opportunity–is core to FCPS' mission and deeply connected to its ability to achieve other strategic goals.

- A student's course-taking is rooted both in their past educational experiences (**Goal 1**) and in their current feelings about their school, their teachers, their peers, and themselves (**Goal 2**).
- Students who received the support needed in early years to be successful in reading and math (**Goal 3**) are more likely to have the technical skill and the scheduling opportunities to pursue advanced and career preparatory courses in high school.
- Students who pursue a rigorous course of study are more likely to persist through high school and graduate on-time (**Goal 5**). In particular, research has shown that exposure to career and technical education can keep students engaged and on track to graduation who may be struggling in other academic subjects.

The data presented in this report reflect a number of successes and areas for growth within the Goal 4 priority of Academic Preparation for Postsecondary Success:

- In SY 2024-25, 82 percent of graduating seniors successfully completed college-level (AP, IB, DE, or 1.0 weighted) coursework or earned CTE Completer status (met the requirements for a CTE concentration or sequence). This rate is down from the baseline of 84 percent.
- About three-quarters of students completed college-level coursework prior to graduation (73% of the 2025 Senior Cohort) and demonstrated academic intensity in core subjects (74% of the Abl Cohort). Large gaps persist across student groups in accessing advanced and career preparatory courses, with particularly large gaps for Multilingual learners.
- Indicators of advanced and career preparatory course-taking in earlier grades (7-11) suggest that later cohorts may show higher levels of academic preparation for postsecondary readiness.

In SY 2025-26, FCPS is focused on three strategic actions to prepare all students for rigorous coursework in high school, revise scheduling and academic advising practices, and encourage courses and credentials that students can use to signal their postsecondary readiness.

Appendix A
DATA AND TARGETS FOR GOAL 4 METRICS

Metrics and Baseline Data for Goal 4 Measure A: Availability of, accessibility to, and student enrollment in coursework in the arts, STEAM, career and technical education, trades, technology, and world languages

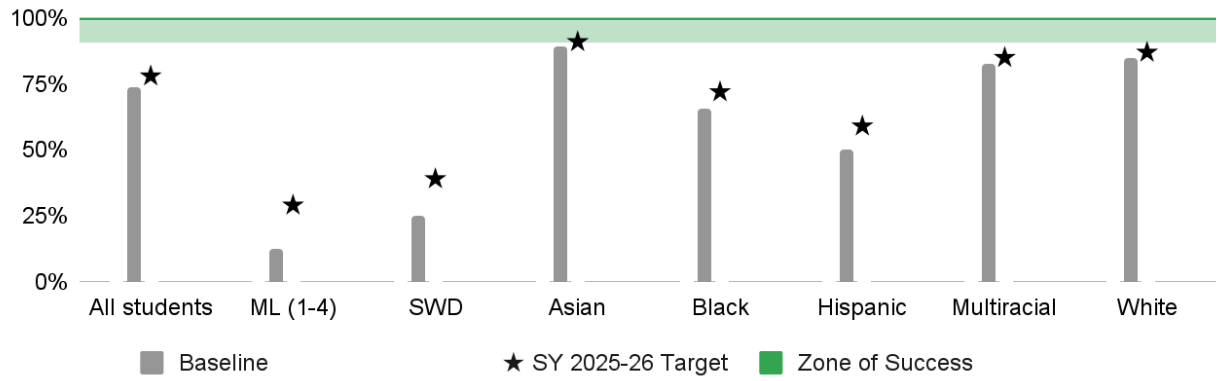
Percent of Students in Grades 3-12 who Report They are Interested but Unable to Participate in Courses at Their School, SY 2024-25

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Students at All Schools										
Arts	**18%**	20%	21%	18%	17%	19%	19%	20%	18%	18%
World Languages	**17%**	20%	22%	19%	15%	16%	18%	20%	17%	16%
STEAM	**16%**	18%	20%	18%	15%	17%	18%	17%	16%	15%
CTE	**15%**	17%	20%	16%	12%	16%	16%	17%	14%	13%
Students at Elementary Schools										
Arts (theater/drama)	**22%**	21%	21%	20%	23%	22%	23%	21%	23%	23%
World Languages	**22%**	23%	21%	20%	20%	21%	23%	23%	21%	21%
STEAM	**16%**	18%	19%	17%	15%	17%	18%	17%	15%	15%
Students at Middle Schools										
Arts	**17%**	20%	24%	19%	15%	18%	17%	21%	14%	14%
STEAM	**19%**	19%	23%	22%	18%	20%	20%	19%	19%	17%
World Languages	**20%**	22%	26%	24%	21%	21%	20%	22%	21%	19%
CTE	**15%**	17%	20%	17%	13%	17%	17%	16%	15%	12%
Students at High Schools										
Arts	**13%**	16%	19%	13%	11%	15%	13%	16%	12%	11%
STEAM	**15%**	18%	21%	16%	14%	15%	16%	17%	14%	14%
World Languages	**8%**	13%	22%	13%	6%	7%	9%	13%	6%	6%
CTE	**15%**	18%	21%	16%	12%	16%	15%	17%	13%	13%

Note: Data source is Fairfax County 2025 Student Experience Survey, students who responded that they were interested, but unable to participate / the option was not offered at their school. Questions about Career and Technical Education were asked only of students in middle and high school. Sample size (n) for elementary school students ranges from 41,903 to 42,085; for middle school, 16,387 to 16,464; and for high school, 24,684 to 25,170.

Metrics and Baseline Data for Goal 4 Measure B: Availability of and enrollment in advanced, rigorous coursework and programs (K-12)

Percent of Students in the Abl 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 Abl analysis of senior cohort attempting 18 or more high school credits in first four years of high school. Baseline includes SYs 2023-24 and 2024-25.

Growth Targets - Percent of Students in the Abl Cohort Meeting Academic Intensity Benchmark

Student Group	All students	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline	**74%**	12%	25%	90%	66%	50%	83%	85%
SY 2025-26 Target	**78%**	29%	39%	91%	72%	59%	85%	87%
SY 2026-27 Target	**82%**	45%	53%	92%	78%	68%	88%	89%
SY 2027-28 Target	**87%**	62%	67%	93%	83%	77%	90%	91%
SY 2028-29 Target	**91%**	78%	81%	94%	89%	86%	93%	93%
SY 2029-30 Target	**95%**	95%	95%	95%	95%	95%	95%	95%
Target Annual Progress (%pts)	**4.20**	16.50	14.06	1.10	5.82	9.04	2.49	2.09

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Percent of Middle School Students who Report Being Interested But Unable to Participate in High School Math Courses Like Algebra or Geometry and in Honors Courses, SY 2024-25										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
High school math courses like Algebra or Geometry	**16%**	18%	20%	18%	14%	16%	18%	17%	16%	15%
Honors courses	**8%**	14%	20%	16%	5%	6%	12%	13%	5%	6%

Note: Data source is FCPS Student Experience Survey, 2025. Sample sizes (n) range from 16,356 to 16.365.

Percent of Elementary School Students who Report They are Interested but Unable to Participate in Harder Math, SY 2024-25										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Harder math	**17%**	21%	22%	18%	15%	16%	18%	21%	15%	14%

Note: Data source is FCPS Student Experience Survey, 2025. Sample size (n) is 42,059.

Metrics and Baseline Data for Goal 4 Measure 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

Percent of Students in Grades 3-12 Reporting Availability of Extra Help From Teachers When Needed, SY 2024-25

	All Students	Econ Dis	ML 1-4	SWD	504	Asian	Black	Hispanic	Multiracial	White
My school has ways to help students who need extra help with their schoolwork.	**88%**	87%	87%	87%	86%	90%	86%	87%	88%	88%
My school is set up to work with students who need extra time to understand their schoolwork.	**84%**	84%	85%	84%	80%	86%	83%	85%	83%	83%
Teachers at my school give extra help when students need it.	**91%**	89%	89%	90%	89%	93%	89%	90%	91%	91%
My school has ways to help students who need extra help with their schoolwork.	**91%**	91%	90%	88%	89%	92%	91%	91%	89%	90%
My school is set up to work with students who need extra time to understand their schoolwork.	**84%**	86%	88%	85%	80%	86%	85%	86%	83%	82%
Teachers at my school give extra help either during class, during advisory, or after school when students have difficulty understanding something.	**91%**	90%	90%	89%	90%	93%	91%	91%	91%	91%

Note: Data source is FCPS Student Experience Survey, 2025. Sample sizes (n) range from 42,557 to 43,537.

Percent of students with a required reading plan who are making expected progress.

Under Development

Metrics and Baseline Data for Goal 4 Measure D: Disproportionality in course-taking patterns and participation in inclusive settings

Difference in Academic Intensity of Abl Cohort Between Highest and Lowest Student Group	
Highest rate (Students not ML 1-4)	82%
Lowest rate (Students classified as ML 1-4)	12%
Baseline	**70 percentage point gap**
SY 2025-26 Target	57 percentage point gap

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

Growth Targets - Difference in Academic Intensity of Abl Cohort Between Highest and Lowest Student Group	
Student Group	**Gap between Highest and Lowest Mutually Exclusive Student Groups**
Baseline (SYs 2023-24 and 2024-25)	70
SY 2025-26 Target	57
SY 2026-27 Actual	44
SY 2027-28 Target	31
SY 2028-29 Target	18
SY 2029-30 Target	5
Target Annual Progress (%pts)	-13

Metrics and Baseline Data for Goal 4 Measure E: Consistent availability of and accessibility to electives, extracurricular, co-curricular, and enrichment activities

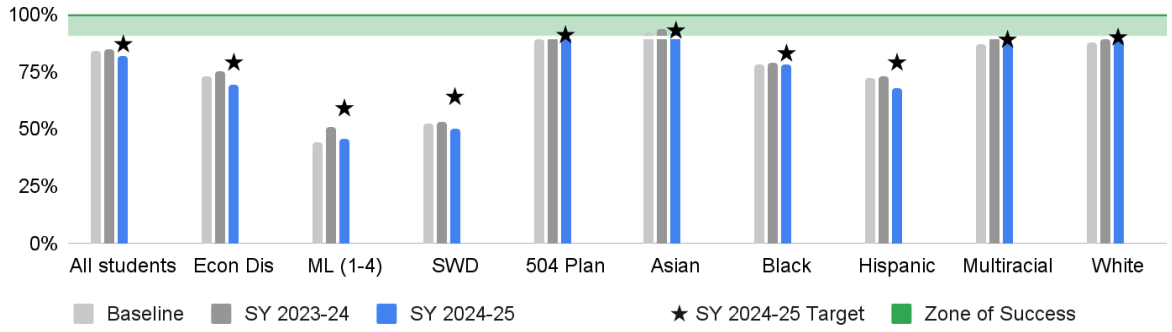
Percent of Students in Grades 3-12 who Report Being Interested But Unable to Participate in Activities at School, SY 2024-25

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
All Students	**20%**	27%	30%	21%	16%	19%	25%	26%	16%	17%
Elementary	**26%**	30%	31%	24%	23%	26%	31%	29%	22%	23%
Middle	**18%**	23%	24%	17%	14%	17%	21%	22%	14%	15%
High	**13%**	23%	31%	16%	9%	11%	16%	23%	8%	8%

Note: Data source is Fairfax County 2025 Student Experience Survey, students who responded that they were interested, but unable to participate / the option was not offered at their school. Sample sizes (n) for elementary school students was 41,903; for middle school, 16,521; and for high school, 25,170.

Appendix B
DATA AND TARGETS FOR GOAL 3 MEASURE D

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%**
Numerator	11,710	2,846	482	951	923	2,805	1,143	2,289	654	4,783
Denominator	13,909	3,921	1,105	1,823	1,035	3,048	1,456	3,196	755	5,411
SY 2023-24	**85%**	**75%**	**51%**	**53%**	**90%**	**94%**	**79%**	**73%**	**90%**	**89%**
Numerator	11,968	3,637	657	956	1,101	2,828	1,166	2,554	729	4,642
Denominator	14,071	4,819	1,288	1,802	1,222	3,005	1,477	3,499	812	5,218
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
Target	87%	79%	59%	64%	91%	93%	83%	79%	89%	90%
Performance	Baseline	Baseline	Progress	Baseline	Target Met	Approaching	Baseline	Baseline	Baseline	Progress

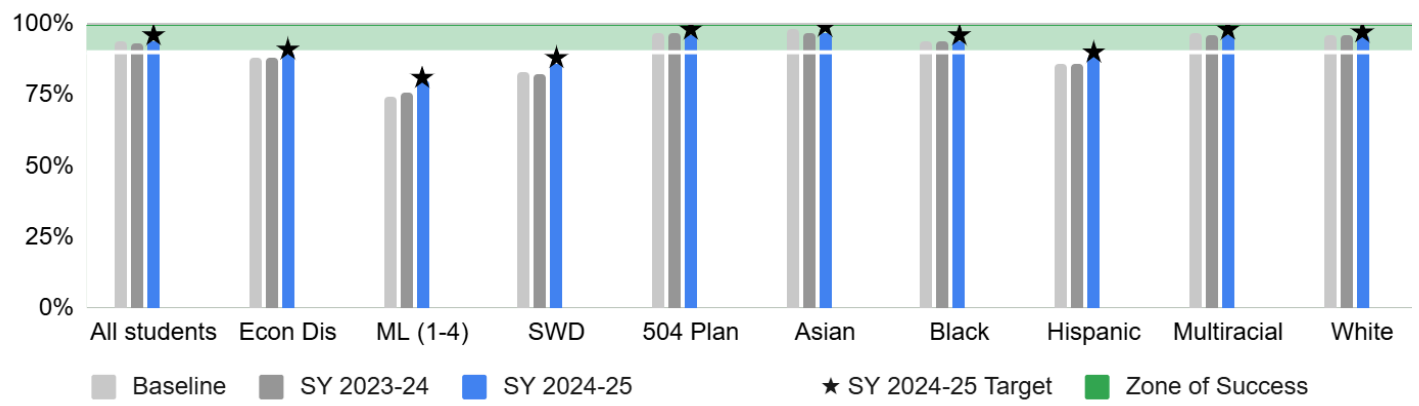
Note: Data source is course history (AP, IB, DE, or 1.0 weighted course) and state record collection (for CTE completer).

Growth Targets - 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 2024-25 Target	**87%**	79%	59%	64%	91%	93%	83%	79%	89%	90%
SY 2024-25 Actual	**82%**	69%	46%	50%	91%	92%	78%	68%	87%	89%
SY 2025-26 Target	**89%**	82%	66%	70%	92%	93%	85%	82%	90%	91%
SY 2026-27 Target	**90%**	86%	73%	77%	92%	94%	88%	85%	92%	92%
SY 2027-28 Target	**92%**	89%	80%	83%	93%	94%	90%	88%	93%	93%
SY 2028-29 Target	**93%**	92%	88%	89%	94%	95%	93%	92%	94%	94%
SY 2029-30 Target	**95%**	95%	95%	95%	95%	maintain	95%	95%	95%	95%
Target Annual Progress (%pts)	**1.57**	3.14	7.29	6.14	0.86	0.43	2.43	3.29	1.14	1.00

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Percent of Students who Successfully Completed an Honors 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%**
Numerator	13,695	4,021	1,434	1,571	1,000	3,016	1,384	3,347	767	5,132
Denominator	14,643	4,577	1,926	1,897	1,029	3,091	1,473	3,899	795	5,334
SY 2023-24	**93%**	**88%**	**76%**	**82%**	**97%**	**97%**	**94%**	**86%**	**96%**	**96%**
Numerator	14,029	5,066	1,919	1,641	1,153	2,908	1,472	3,870	798	4,923
Denominator	15,075	5,762	2,537	1,996	1,185	2,995	1,569	4,512	834	5,104
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
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

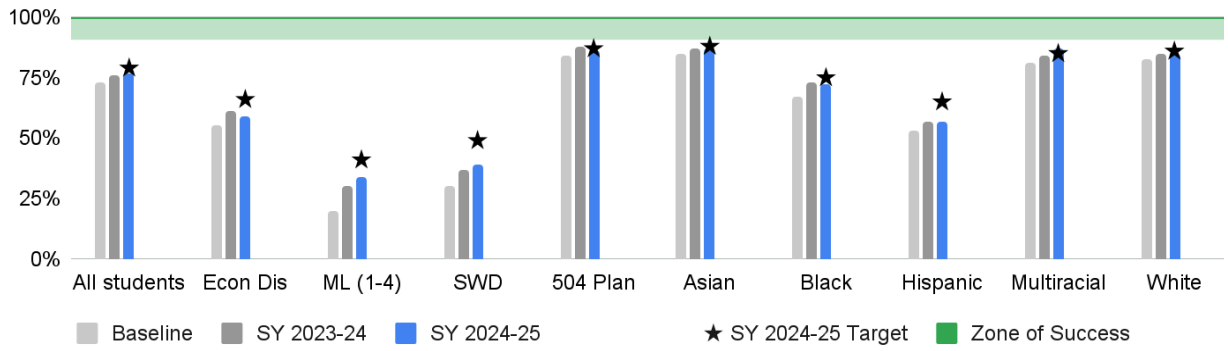
Note: Data source is course history. Denominators only include active students

Growth Targets - Percent of Students who Successfully Completed an Honors or CTE Course by the end of 11th Grade

Student Group	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 Actual	**93%**	**88%**	**76%**	**82%**	**97%**	**97%**	**94%**	**86%**	**96%**	**96%**
SY 2024-25 Target	94%	90%	80%	86%	maintain	maintain	maintain	89%	maintain	maintain
SY 2024-25 Actual	94%	89%	78%	83%	99%	98%	95%	88%	96%	97%
SY 2025-26 Target	94%	91%	83%	88%	maintain	maintain	maintain	90%	maintain	maintain
SY 2026-27 Target	95%	92%	86%	90%	maintain	maintain	maintain	91%	maintain	maintain
SY 2027-28 Target	95%	93%	89%	92%	maintain	maintain	maintain	92%	maintain	maintain
SY 2028-29 Target	95%	94%	92%	93%	maintain	maintain	maintain	94%	maintain	maintain
SY 2029-30 Target	95%	95%	95%	95%	maintain	maintain	maintain	95%	maintain	maintain
Target Annual Progress (%pts)	0.14	1.00	3.00	1.71	maintain	maintain	maintain	1.29	maintain	maintain

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

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%**
Numerator	10,271	2,533	389	606	655	2,404	967	2,039	671	4,145
Denominator	13,995	4,620	1,958	2,047	782	2,822	1,452	3,839	829	4,993
SY 2023-24	**76%**	**61%**	**30%**	**37%**	**88%**	**87%**	**73%**	**57%**	**84%**	**85%**
Numerator	10,141	3,190	692	736	769	2,272	991	2,079	730	4,029
Denominator	13,274	5,260	2,291	1,972	872	2,620	1,351	3,628	868	4,757
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
Target	79%	66%	41%	49%	87%	88%	75%	65%	85%	86%
Performance	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Target Met	Progress

Growth Targets - Percent of Middle School Students who Successfully Complete an Honors Course by the end of 8th Grade

Student Group	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 Actual	**76%**	61%	30%	37%	88%	87%	73%	57%	84%	85%
SY 2024-25 Target	**79%**	66%	41%	49%	87%	88%	75%	65%	85%	86%
SY 2024-25 Actual	**77%**	59%	34%	39%	86%	87%	72%	57%	87%	85%
SY 2025-26 Target	**82%**	72%	52%	58%	89%	89%	79%	71%	87%	88%
SY 2026-27 Target	**86%**	78%	63%	67%	90%	91%	83%	77%	89%	90%
SY 2027-28 Target	**89%**	84%	74%	76%	92%	92%	87%	83%	91%	92%
SY 2028-29 Target	**92%**	89%	84%	86%	93%	94%	91%	89%	93%	93%
SY 2029-30 Target	**95%**	95%	95%	95%	95%	95%	95%	95%	95%	95%
Target Annual Progress (%pts)	**3.14**	5.71	10.71	9.29	1.57	1.43	4.00	6.00	2.00	1.71

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Appendix C
ADDITIONAL GOAL 4 DATA

***Figure 32**: Middle and High School Students Enrolled in Academic Support Classes*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**14%**	**23%**	**41%**	**47%**	**8%**	**6%**	**16%**	**24%**	**10%**	**10%**
Numerator	12,271	6,696	5,236	5,975	423	1,162	1,507	6,035	492	3,031
Denominator	88,897	29,344	12,690	12,602	5,327	18,084	9,145	24,675	4,975	31,677
SY 2023-24	**13%**	**19%**	**33%**	**43%**	**7%**	**6%**	**16%**	**21%**	**10%**	**9%**
Numerator	11,300	6,737	5,173	5,501	440	1,012	1,418	5,451	504	2,858
Denominator	89,127	35,051	15,488	12,812	6,111	17,756	9,122	25,801	5,234	30,822
SY 2024-25	**13%**	**21%**	**34%**	**42%**	**8%**	**7%**	**16%**	**20%**	**10%**	**9%**
Numerator	11,453	6,168	5,484	5,336	501	1,209	1,468	5,350	521	2,860
Denominator	89,282	29,616	16,242	12,657	6,594	17,812	9,178	26,242	5,346	30,336

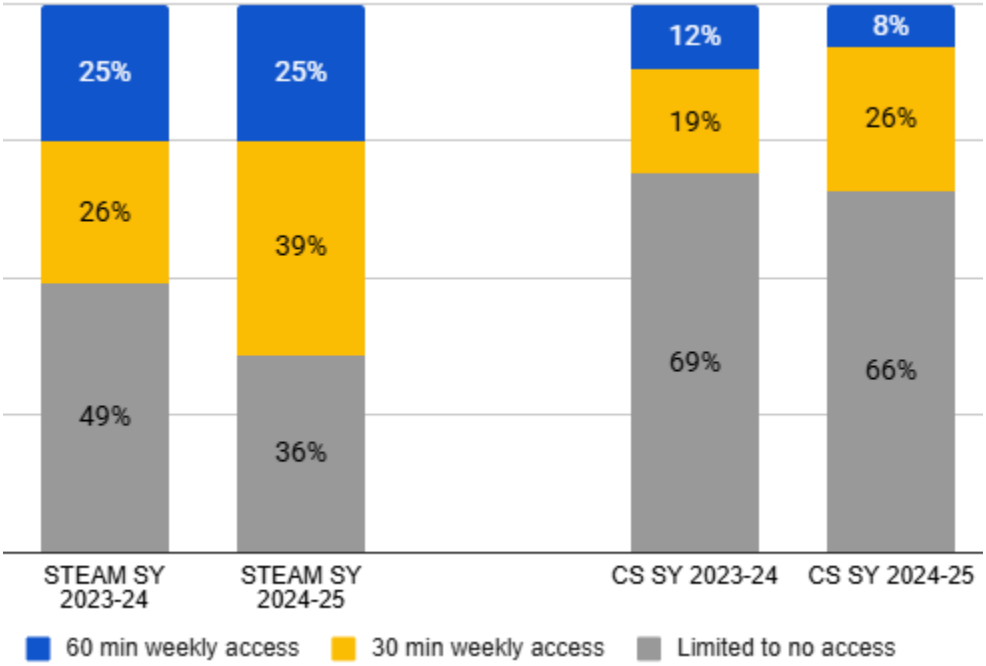
Note: These classes are provided to students in need of additional support. A reduction in the number and percent of students needing these classes indicates improvement. Data source is SIS secondary class extract (course enrollment).

***Figure 33**: Percent of Students Enrolled in 6th Grade Advanced Math*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**35%**	**17%**	**3%**	**11%**	**37%**	**51%**	**26%**	**17%**	**44%**	**41%**
Numerator	4,806	804	58	235	246	1,381	361	632	379	2,035
Denominator	13,750	4,677	2,264	2,192	656	2,693	1,409	3,718	862	5,010
SY 2023-24	**34%**	**20%**	**2%**	**11%**	**40%**	**51%**	**26%**	**17%**	**45%**	**40%**
Numerator	4,642	1,151	63	240	322	1,321	342	649	386	1,929
Denominator	13,560	5,787	2,698	2,264	815	2,590	1,332	3,879	860	4,849
SY 2024-25	**36%**	**18%**	**3%**	**11%**	**40%**	**51%**	**29%**	**19%**	**46%**	**42%**
Numerator	4,970	812	79	268	349	1,292	377	725	417	2,144
Denominator	13,795	4,473	2,437	2,338	882	2,551	1,317	3,881	904	5,087

Note: Data source is end of year enrollment from SIS and SIS elementary/middle school class extract. Includes 6th graders taking 6th advanced math or higher.

***Figure 34**: Percent of Elementary Students With Dedicated Time for STEAM & Computer Science*



Note: Data is from FCPS STEAM and CS annual survey.

***Figure 35**: Percentage of Academy Enrollment by High School SY 2024-25*

Chantilly Academy 1,667 enrolled	**Edison Academy** 933 enrolled	**Fairfax Academy** 1,370 enrolled	**Falls Church Academy** 941 enrolled	**Marshall Academy** 1,122 enrolled	**West Potomac Academy** 1,199 enrolled
Chantilly HS 42% (699)	Edison HS 29% (266)	Fairfax HS 31% (420)	Falls Church HS 34% (323)	Marshall HS 49% (550)	West Potomac HS 38% (460)
Herndon HS 10% (173)	West Potomac HS 14% (126)	Chantilly HS 9% (122)	Marshall HS 11% (107)	Langley HS 12% (135)	Mount Vernon HS 12% (145)
Westfield HS 10% (164)	West Springfield HS 13% (120)	Madison HS 9% (122)	Annandale HS 10% (96)	Madison HS 10% (112)	Lewis HS 12% (144)
Centreville HS 10% (167)	Hayfield SS 10% (92)	Oakton HS 9% (118)	Oakton HS 8% (72)	McLean HS 9% (106)	West Springfield HS 8% (99)
South Lakes HS 7% (115)	Mount Vernon HS 7% (67)	Woodson HS 8% (114)	Woodson HS 7% (65)	Justice HS 9% (100)	Hayfield SS 8% (95)
Robinson SS 5% (84)	Lake Braddock SS 7% (62)	West Springfield HS 6% (82)	Justice HS 7% (62)	Oakton HS 5% (56)	Edison HS 8% (91)
Woodson HS 4% (69)	South County HS 6% (60)	Centreville HS 5% (64)	Madison HS 6% (55)	Falls Church HS 4% (50)	South County HS 5% (59)
Fairfax HS 4% (62)	Lewis HS 5% (49)	Westfield HS 4% (54)	McLean HS 4% (42)		Justice HS 3% (32)
Oakton HS 2% (35)	Justice HS 3% (29)	South Lakes HS 3% (38)	Fairfax HS 4% (34)		Lake Braddock SS 2% (28)
Madison HS 2% (26)	Falls Church HS 3% (24)	Robinson sS 3% (36)	Lake Braddock SS 3% (28)		
	Annandale HS 2% (22)	Herndon HS 2% (32)			
		Falls Church HS 2% (31)			
		McLean HS 2% (28)			
		Marshall HS 2% (25)			

Note: Includes only those schools or sites that enrolled 20 or more students into an individual academy program. Data source is SIS end of year student enrollment.

Figure 36: *Percent of High School Students Taking AP and/or IB courses*

	FCPS	State	Alexandria	Arlington	Loudoun	Prince William
SY 2022-23	**40%**	**25%**	**26%**	**45%**	**44%**	**23%**
AP Enrollment	29%	22%	26%	36%	44%	21%
IB Enrollment	11%	3%	-	9%	-	2%
SY 2023-24	**40%**	**26%**	**22%**	**45%**	**47%**	**29%**
AP Enrollment	30%	23%	22%	36%	47%	25%
IB Enrollment	10%	3%	-	9%	-	4%
SY 2024-25	**42%**	**29%**	**26%**	**46%**	**49%**	**34%**
AP Enrollment	32%	26%	26%	37%	48%	28%
IB Enrollment	10%	3%	-	9%	1%	6%

Note: Source is School Quality Profiles, accessed 1/14/2026. Overall will double count students taking AP and IB courses in a single year.

Figure 37: *Requirements to Receive a Standard Diploma and Advanced Studies Diploma*

Subject Area	Standard Diploma	Advanced Studies Diploma
English	4 standard credits; 2 verified credits	4 standard credits; 2 verified credits
Mathematics	3 standard credits; 1 verified credit	4 standard credits; 1 verified credit
Science	3 standard credits; 1 verified credit	4 standard credits; 1 verified credit
History and Social Sciences	3 standard credits; 1 verified credit	4 standard credits; 1 verified credit
World Languages	2 standard credits (could also count for Fine Arts/CTE)	3 standard credits
Health and PE	2 standard credits	2 standard credits
Fine Arts/CTE	2 standard credits (could also count for World Languages)	1 standard credit
Economics & Personal Finance	1 standard credit	1 standard credit
Electives	4 standard credits	3 standard credits
Total Credits	**22 standard credits; 5 verified credits**	**26 standard credits; 5 verified credits**

Note: This table reflects the Virginia Department of Education's (VDOE) current high school graduation requirements, which were implemented for the first time for students entering ninth grade in SY 2018-19 or later. During the prior years (including for the Class of 2021, which is part of baseline calculations), requirements included a greater emphasis on receiving verified credits (typically achieved through passing the course and the associated SOL or substitute assessment). Specifically, previously students receiving a Standard Diploma were required to earn six verified credits, while students earning an Advanced Studies Diploma were required to earn nine verified credits, rather than the five verified credits now required for both diploma types, and there were fewer options for earning these credits through performance-based assessments.

Appendix D
LEGISLATIVE STRATEGIES

The 2026 Fairfax County School Board (FCSB) State and Federal Legislative Program outlines the Board's stance on significant state and federal matters. Related to Goal 4, the FCSB Legislative Program supports:

- Increased coordination of college and work readiness standards between K-12 and higher education, including robust collaborative dual enrollment partnerships and course offerings. Such partnerships should include better-coordinated pathways to credentialing of faculty between local school divisions and institutions of higher learning, allowing for mixed classrooms. [D1]
- Continued local flexibility to determine the most appropriate financial arrangements between individual school divisions and higher education institutions to deliver dual enrollment programming at no cost to students and families, regardless of how or where the instruction is provided. [D2]
- Additional high-quality work-based learning opportunities for students while enrolled in high school to increase exposure to and exploration of career pathways, including expanded internship, externship, apprenticeship, journeyman programs, service learning, credit-bearing partnerships, and other work-based learning opportunities. [D3]
- Initiatives to address barriers to accessing high-quality work-based learning opportunities for general education and special education students, as well as for English learners, including the provision of transportation. [D4]
- Ensuring students have multiple pathways to earn a diploma and the flexibility to explore career clusters of interest in preparation for postsecondary opportunities including: increasing the number of high school elective courses that can substitute as graduation requirements in other content areas, additional routes to fulfilling graduation requirements in lieu of a year-long course, additional opportunities for Career and Technical Education (CTE) coursework and credentials to fulfill verified credit requirements, and recognition of relevant coursework in middle school. [D5]
- Allowing for the substitution of skills-based courses focused on college readiness and college-level skills, such as the Advancement Via Individual Determination (AVID) elective course, for other required high school graduation standard course credits, such as Career and Technical Education (CTE). [D6]
- Additional flexibility for older and non-traditional students to obtain high school credit through General Education Development (GED) programs, concurrent enrollment, enrollment in adult education high school completion courses, including expansion of virtual instructional offerings. [D7]
- Additional state funding to help offset the increasing costs of Career and Technical Education credentials. [D8]
- Funding of the student costs for Advanced Placement and International Baccalaureate end-of-course examinations and other related fees. [D9]
- Preserving the state's current split of federal Perkins Career and Technical Education funding which allocates 85 percent of available funding to K-12 institutions. [D10]
- The creation of employer incentives to make work-based learning and workforce development opportunities available for students, including students with disabilities, English Learners, and low-income students. [D11]
- Ensuring that eligibility for financial aid for post-secondary and workforce development programs and opportunities is available to recipients of all of Virginia's diploma types. [D12]
- Funding for post-secondary bridge programs to aid in workforce readiness and connection to career opportunities. [D13]
- Funding to increase the access and participation of under-represented students in fields such as STEAM, digital arts media, and trades requiring specialized skills and training. [D14]
- Funding to provide students with access to explore emerging technology fields such as Artificial Intelligence (AI) and Quantum Information Science (QIS) to build the skills needed for careers of the future. [D15]

During the 2025 General Assembly session, several bills were considered related to Goal 4. Of note were the following bills and budget amendments that passed, as shown in Figure 38. Note that bills from the 2026 legislative session will not be finalized until after the Governor takes actions on General Assembly-passed bills, after the reconvened session scheduled for April 22, 2026.

Figure 38: *Passed Bills and Budget Amendments Related to Goal 4 in 2025 Virginia General Assembly Session*

Budget Items (HB 1600) AP, IB, and Cambridge Assessment Exam Fee Reduction Item 124 #18c.	Provides a $150,000 increase the second year from the general fund, for the AP, IB, and Cambridge Assessment Exam Fee Reduction program, for a total of $900,000 in fiscal year 2026. The program covers all except the last $20 of these exam fees for eligible lower-income students. Current demand for the program has outpaced existing funding.
HB 1694 (Askew) State Council of Higher Education for Virginia; Department of Veterans Services; Virginia Military Survivors and Dependents Education Program; enrollment and eligibility data; report.	Directs the State Council of Higher Education for Virginia, in coordination with the Department of Veterans Services, to submit to the Senate Committee on Finance and Appropriations and the House Committee on Appropriations by November 1 of each year a report on (i) the number of individuals who are qualified survivors and dependents, as that term is defined in applicable law, and have been certified as eligible to participate in the Virginia Military Survivors and Dependents Education Program but are not yet admitted to a public institution of higher education in the Commonwealth and (ii) the best available estimate of the total number of qualified survivors and dependents who are participating in the Program and enrolled in the fall semester at each public institution of higher education in the Commonwealth.
HB 2590 (Cole) Virginia Student Training Employment Pipeline for U.S. Procurement (STEP UP) Program established.	Directs the Department of Education to establish the Virginia Student Training Employment Pipeline for U.S. Procurement (STEP UP) Program for the purpose of facilitating opportunities for any student enrolled in the eleventh or twelfth grade at a public high school in the Commonwealth or enrolled at a comprehensive community college or historically black college or university in the Commonwealth who enters into an agreement with an entity located in the relevant local school division or region that has a procurement contract with the federal government whereby such entity agrees to provide assistance to the student to obtain, prior to graduation, any federal security clearance at the public trust or national security level and any other education, training, or credential that is necessary for the student to be prepared for employment with such entity upon graduation in exchange for a commitment from the student to accept and remain in such an employment position for an agreed-upon period of time after graduation.
HB 2360 (Wilt) High school diploma seal of biliteracy; designation as high-demand industry workforce credential for certain purposes.	Requires the Board of Education to include on its list of industry workforce credentials its diploma seal of biliteracy and to consider such seal to be a high-demand industry workforce credential for the purpose of satisfying graduation requirements.
HB 2454 (Rasoul)/ SB 784 (Sutterlein) Board of Education; public school accountability system; Three "E" Readiness Framework; include and incentivize work-based learning experiences.	Directs the Board of Education to revise its Three "E" Readiness Framework: Employment, Enlistment, and Enrollment, adopted pursuant to the public school accountability system to measure high school student postsecondary readiness, to include as an indicator of postsecondary readiness and incentivize participation in and completion of work-based learning experiences, with the maximum number of points for such indicator awarded to students who participate in a minimum of 90 hours of work-based learning experiences.

In addition, the Virginia Board of Education's new School Performance and Support Framework, which produced its first set of school performance ratings this Fall based on current 2024-2025 school year data, includes various measures of advanced coursework as a component of high school readiness in its "3E Framework." Measures of student AP, IB, and DE course work as well as CTE coursework and credential attainment will all count toward the calculation of each school's "3E Framework" score, making up 25% of each high school's overall performance score calculation.

Appendix E
GOAL 4 METRICS CHANGES FROM THE 2024-25 REPORT

	Metrics
Measure A	A new metric, *Percent of Students in Grades 3-12 who Report They are Interested but Unable to Participate in Courses at Their School, SY 2024-25*, has been added. This metric reflects student responses to the Student Experience Survey, which was given for the first time in SY 2024-25. Therefore no baseline or previous year data are available. Targets have not been set on these data.
Measure B	For the metric, *Percent of Students in the Senior Cohort with Academically Intense Course-Taking patterns* the name has been changed to *Percent of Students in the Abl Cohort Meeting Academic Intensity Benchmark.* The data now includes a 2-year baseline (Abl Cohorts 2024 and 2025), and the targets have been recalculated using the new baseline. Two new metrics have been added. These metrics reflect student responses to the Student Experience Survey, which was given for the first time in SY 2024-25. Therefore no baseline or previous year data are available. Targets have not been set on these data. The two metrics are: ● *Percent of Middle School Students who Report Being Interested But Unable to Participate in High School Math Courses Like Algebra or Geometry and in Honors Courses, SY 2024-25* ● *Percent of Elementary School Students who Report They are Interested but Unable to Participate in Harder Math, SY 2024-25*
Measure C	A new metric, *Percent of Students in Grades 3-12 Reporting Availability of Extra Help From Teachers When Needed, SY 2024-25*, has been added. This metric reflects student responses to the Student Experience Survey, which was given for the first time in SY 2024-25. Therefore no baseline or previous year data are available. Targets have not been set on these data. The metric *Percent of students with a required reading plan who are receiving services* has been replaced by *Percent of Students with a Required Reading Plan who are Making Expected Progress.* This metric is currently under development.
Measure D	For the metric, *Gap in Academically Intense Course-Taking patterns for Students in the Senior Cohort* the name has been changed to *Difference in Academic Intensity of Abl Cohort Between Highest and Lowest Student Group.* The data now includes a 2-year baseline (Abl cohorts 2024 and 2025), and the target is set to reach a gap of 5 percentage points or less by SY 2029-30.
Measure E	A new metric, *Percent of Students in Grades 3-12 who Report Being Interested But Unable to Participate in Activities at School, SY 2024-25*, has been added. This metric reflects student responses to the Student Experience Survey, which was given for the first time in SY 2024-25. Therefore no baseline or previous year data are available. Targets have not been set on these data.

Appendix F
FOCUS OF SY 2025-26 GOAL REPORTS

Goal	Goal Report Area(s) of Focus
Goal #1: Strong Start: Pre-K-12	● School Readiness ● Multilingual Learner Progress
Goal #2: Safe, Supported, Included and Empowered	● School Climate & Discipline ● Student Engagement & Inclusion
Goal #3: Academic Growth and Excellence	● Excellence in Language Arts ● Excellence in Mathematics
Goal #4: Equitable Access and Opportunity	● Postsecondary Momentum
Goal #5: Leading for Tomorrow's Innovation	● Graduation Success

Appendix G
STRATEGIC PLAN EQUITY COMMITMENTS

Goal	Equity Commitment
Goal #1: Strong Start: Pre-K-12	We will ensure authentic and affirming partnerships with families and key stakeholders by engaging in collaborative decision making that results in each student's success.
Goal #2: Safe, Supported, Included and Empowered	We will amplify student voices to inform our approaches, honor students' identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture.
Goal #3: Academic Growth and Excellence	We will utilize available evidence to provide access to challenging academic programs and necessary supports that celebrate each student's humanity, growth, and attainment of high levels of academic performance.
Goal #4: Equitable Access and Opportunity	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 needs.
Goal #5: Leading for Tomorrow's Innovation	We will center student voice data and use evidence to ensure each student is ready to make informed decisions, prepared for a wide range of postsecondary options, and can successfully navigate their future path.