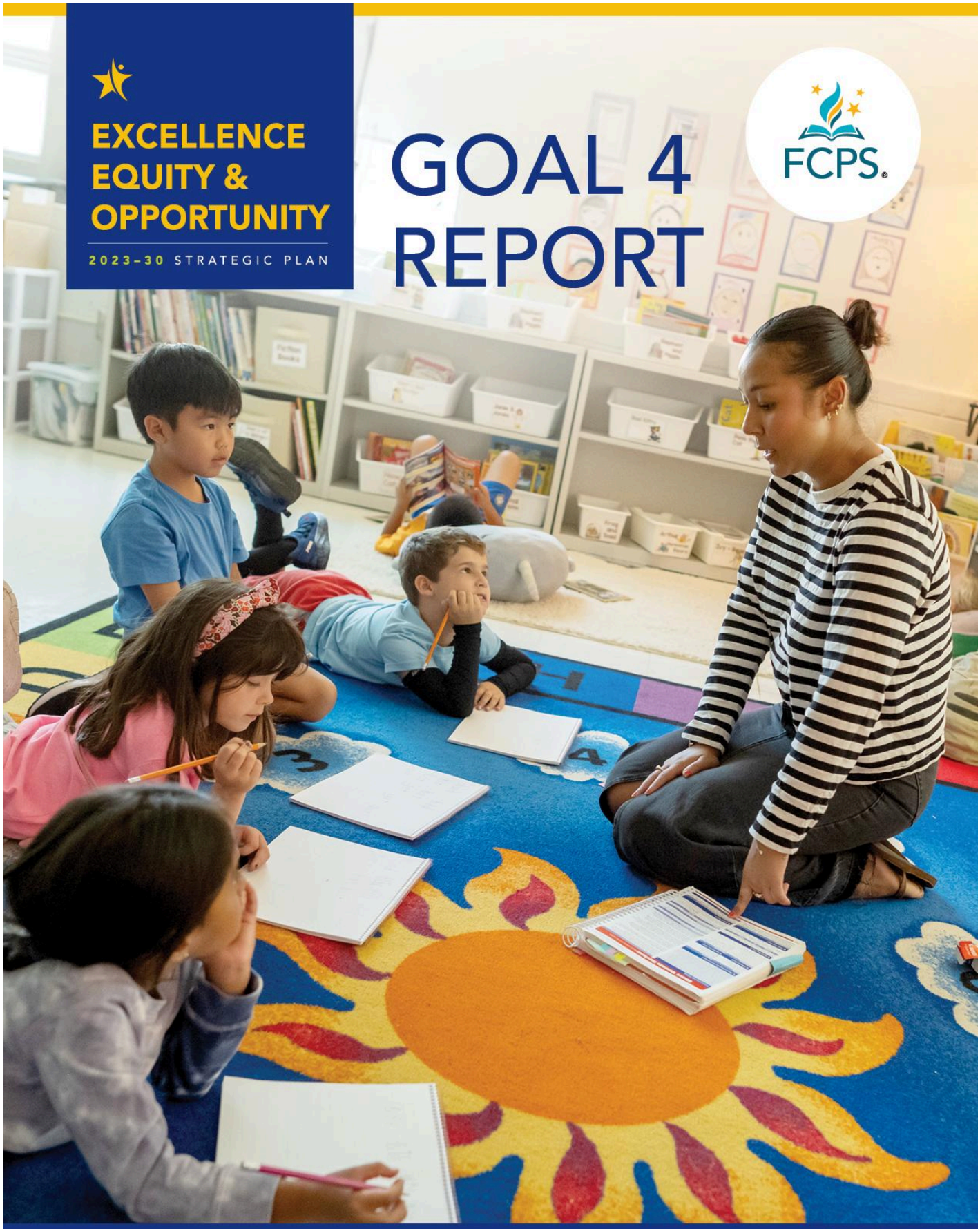
EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

GOAL 4 REPORT

FCPS



2024–25

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Executive Summary

The Fairfax County Public Schools (FCPS) Strategic Plan 2023-30, approved by the FCPS School Board in June 2023, charts a seven-year journey for the Division to accomplish its five student-focused strategic goals.

- **Goal 1: Strong Start.** 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 report presents data on the six measures associated with Goal 4, *Equitable Access and Opportunity*:

- **Measure A:** Availability of, accessibility to, and student enrollment in coursework in the arts, STEAM, career and technical education, trades, technology, and world languages
- **Measure B:** Availability of and enrollment in advanced, rigorous coursework and programs (K-12)
- **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
- **Measure D:** Disproportionality in course-taking patterns and participation in inclusive settings
- **Measure E:** Consistent availability of and accessibility to electives, extracurricular, co-curricular, and enrichment activities

This report focuses on Measures B and D and Measure E, as shown in detail in Table 1.

Table 1: *Detailed Summary of Goal 4 Priority Accountability Measures*

	Academically Intense Course Taking	Access to Activities
How FCPS did in SY 2023-24	In SY 2023-24, 75% of students in the SY 2024 senior cohort had academically intense course taking patterns. The greatest gap in rates was by Multilingual learner (ML) status (69 percentage points): 12% of students who were classified as ML levels 1-4 by the end of their senior year had completed academically intense courses, compared to 81% of students who were not ML levels 1-4 at the end of their senior year.	In SY 2023-24, 72% of FCPS high school students who completed the Virginia Climate Survey experienced no difficulty participating in academic or extracurricular activities. During the same year, 62% of FCPS students (grades 6, 8, 10, and 12) who completed the Fairfax County Youth Survey participated in afterschool activities at least a few times each month, and 49% participated daily in school- based activities. All students in grades 3-12 will be surveyed through the 2025 Student Experience Survey to gauge access.
Why this measure is important	Linked to: ● On-time graduation ● College enrollment and completion ● Higher earnings Focusing on academically intense course taking can lead to improvement across other Strategic Plan Goals.	Linked to: ● Well-being (self-esteem, belonging, mental health) ● Reduced risky behaviors ● College enrollment ● College competitiveness Increasing participation in activities can lead to improvements across other Strategic Plan Goals.
How different student groups are impacted	Asian, White, and Multiracial students had rates substantially above the Division average. Hispanic and Black students, Multilingual learners, and Students with Disabilities had rates substantially below the Division average. No differences were detected by gender.	Among high school students, Hispanic students reported less ability to participate in activities. Students with various risk factors (transferred from other high school, high rates of absenteeism, out-of-school suspensions, lacking positive relationship with adult at school, issues with school climate/safety/bullying, recent symptoms of anxiety and/or depression) also reported lower rates of ability to participate.
What FCPS is doing	1. Utilize course taking data to revise offerings, pathways, and requirements across the Division 2. Focus academic advisement and enrollment practices on strategic scheduling 3. Prepare all students for the rigor of advanced coursework 4. Increase the number and variety of advanced courses offered 5. Identify and resolve common barriers to accessing academically intense courses	1. Offer a variety of engaging afterschool activities 2. Understand and address barriers to participation 3. Leverage Goal Innovation Team

Background on the FCPS Strategic Planning Process

In June 2023, the Fairfax County Public Schools (FCPS) School Board approved the Division's new Strategic Plan 2023-30, which represented an almost year-long effort to bring together the diverse perspectives of more than 117,000 parents/caregivers, staff, students, and community members and input gathered through 65 planning meetings. The approved plan contains five goals, each with a related equity commitment articulating what FCPS will do to ensure equity for all its students, as well as a set of measures identifying what information the Division will make available to gauge progress on its strategic goals. Additionally, the plan highlights Four Pillars, which serve as the foundation for FCPS' work in support of its Strategic Plan goals. As Superintendent Reid has described, the Strategic Plan 2023-30 serves as FCPS' North Star to ensure excellence, equity, and opportunity for each and every student from now through 2030.

During SY 2023-24, five baseline goal reports and one addendum (Goal 2) were approved by the FCPS School Board as the starting point for the 2023-30 plan. These baseline reports included an initial set of metrics that operationalized the measures in the approved plan and described FCPS' understandings at the time about performance on goals and strategies that should lead to improvement. All 2023-24 baseline reports are available on the FCPS website. Annual goal reports, such as this one, will be presented for each of the five Strategic Plan goals for the duration of the Strategic Plan 2023-30. Annual reports will describe FCPS' progress (or change) from baseline levels of performance on each of the goals and provide additional contextual data to support understanding of accountability metrics and improvement efforts. In addition, annual reports will include descriptions of what FCPS is doing to support the desired performance improvements and any changes to strategies previously selected to ensure efforts are focused on the most effective strategies. This continuous improvement approach should allow FCPS to refine its strategies over time, hone in on strategies that are demonstrating the greatest success, and ensure widespread use of the most effective strategies. 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 to provide transparency and accountability. Finally, annual goal reports provide the Board with information to support broader policy and budget deliberations.

Continuous Improvement and Strategic Alignment

The Strategic Plan 2023-30 charts a seven-year journey for FCPS to accomplish its strategic goals. FCPS will need to make consistent improvements over time to achieve its strategic aims. As FCPS implements its strategies and works to align efforts throughout the Division, knowledge of performance, underlying (or root) causes, and effective strategies will continue to evolve. This means that strategies and data presented within these annual reports may be shifted based on data and resource availability and continued insight into the goals the Division is pursuing.

To support continuous improvement, FCPS will be relying upon improvement charted through multiple approaches that will allow the Division to drive the identified priorities into the work of individual staff and support their contributions to the improvement work at schools and in central office departments. During SY 2023-24, FCPS began using a new approach to School Improvement and Innovation Plan (SIIP) development that focused all FCPS schools around several Strategic Plan metrics (e.g., in support of Goal 3, Reading by 3rd Grade and mathematics in elementary schools, Algebra 1 by 8th Grade and reading in middle schools, performance in coursework and progress to advanced coursework in high schools). This alignment and focus is continuing for SY 2024-25.

During SY 2024-25, FCPS also has multidisciplinary Goal Innovation Teams as a part of the portfolio of strategic improvement work. Also within the portfolio of strategic improvement work for FCPS is the Enhancement Plan for Students with Disabilities and a series of projects supporting the Strategic Plan goals. Goal Innovation Teams consist of both school and department staff and provide a roadmap for creating alignment throughout the Division that is focused on improving student outcomes based on the Strategic Plan Initial Priorities (see Appendix D). Teams will systematically address identified challenges within the Division using a research-based framework from Harvard's Public Education Leadership Project (PELP). Lastly, all central office departments will continue the development of annual Department Improvement Plans, focused on a set of Key Performance Indicators (KPIs), aligned to the Strategic Plan.

These combined efforts seek to cascade the strategy into the organization and align the work of each school and department to the Strategic Plan.

Data Methods & Sources

During SY 2023-24 baseline reporting, approximately 200 data points were provided across all five goal reports in order to establish the starting point for FCPS' new Strategic Plan. This included contextual data as well as key metrics that FCPS will track over time to understand progress towards the 2030 goals. For SY 2024-25 Goal Reports, some metrics that were reported during baseline reports have been updated or subsumed given data available across all five Strategic Plan Goal Reports. In addition, several metrics have been added. These changes have been made to provide greater clarity, precision and focus for the desired outcomes within the Strategic Plan Goal measures. Updates to the metrics included in Goal 4 can be found in Appendix C.

For SY 2024-25--except in cases where the Virginia Department of Education (VDOE) provides a specific student roster for metric reporting--all demographic information was pulled from a consistent student data source, the Student Records Collection (SRC). Aligning demographic data for Strategic Plan reports to these VDOE sources allows for greater standardization of student reporting across metrics and goals.

- The SRC file is prepared as part of required periodic state reporting designed to monitor enrollment and demographic information with consistent definitions across divisions. The fall or end-of-year SRC files are used as the source of demographic data for most Strategic Plan metrics to ensure alignment with state-reported information for students enrolled at any point during the school year.
- Strategic Plan metrics that are directly aligned to the state accountability metrics for which VDOE distributes a student roster for calculations use the student demographic indicators within this state-generated roster file rather than the SRC demographics. In most cases, the roster demographics closely resemble those in the SRC files, with variance due mainly to the reporting date. However, for certain state metrics, the VDOE uses an expanded definition of Multilingual learners, which includes formerly Multilingual students. In these cases, the English language proficiency (ELP) levels are specified in reporting. When relevant, additional disaggregation by ELP level will be provided using student demographic information from the SRC file.

To provide for a consistent comparison over time, the baseline data within SY 2024-25 reports was also recalculated using these VDOE demographic source files. This recalculation has resulted in some changes to baseline data compared to what was previously reported. For transparency, both the former baseline data (reported in SY 2023-24) and the new adjusted baseline data are presented when they provide a comparison of the same metric with the same years in the baseline. Unless otherwise noted, FCPS used a cumulative three-year baseline (typically reflecting SYs 2020-21, 2021-22, and 2022-23 data). Data tables in this report list both the numerator and the denominator used to compute each percentage. When presenting rates at baseline and for SY 2023-24, all numbers have been rounded to the nearest whole number unless otherwise indicated.

The Strategic Plan includes five equity commitments (see Appendix E) that focus on centering student voice and experiences as FCPS works towards accomplishing the 2030 goals of the Strategic Plan. To support this goal, this report draws insights from a number of student surveys:

- The **Fairfax County Youth Survey** (FCYS) is an anonymous, voluntary survey of students in grades 8, 10, and 12, typically administered annually in November; a modified version of the survey is given to students in grade 6. The FCYS is part of the statewide Virginia Youth Survey. In SY 2023-24, approximately 40,000 FCPS students completed the survey, including 11,444 students in 6th grade (87% of enrolled 6th grade students) and 28,545 students in grades 8, 10, and 12 (66%, with declining participation rates among older grades).[1] The full results of SY 2023-24 Fairfax County Youth Survey are available on the Fairfax County government website.

- The **Virginia School Survey of Climate and Working Conditions** (Climate Survey) is an anonymous, state-required survey of students in grades 6-12, typically administered in late winter of the school year. Surveys are administered in alternating years to students in grades 9-12 (even years) and grades 6-8 (odd years). In SY 2023-24, approximately 25,000 FCPS high school students completed the survey, representing 21 comprehensive high schools and 5 FCPS non-traditional and magnet schools. School and Division-level results from the Climate Survey are available on the Virginia Department of Criminal Justice Services website.

- During SY 2024-25, FCPS launched a **Student Experience Survey** that will enable the Division to better understand how students in grades 3 through 12 experience school. The survey was piloted at select schools from December 2 to December 13 to develop the final survey instrument. The survey was fully administered to all students in grades 3 through 12 (who were not opted out) between February 24 to March 7. For both the pilot and the full survey administration, parents had the ability to opt their children out of participation. The results of the Student Experience Survey will allow FCPS to report on several Goal 2 metrics, set annual improvement targets, and monitor data over time. Further, this information will allow FCPS to include student voice in decision making to support positive school culture, student engagement, access, opportunity, and more.

The first section of this report also includes an analysis of academically intense course taking patterns by an independent consultant, Abl. Abl reviewed transcripts of all students in their senior year with FCPS (who had attempted 18 or more credits) and assigned each a score based on the total number of credits earned in math, science, English, social studies, and world languages; the number of credits earned while in high school; and the number of credits earned at an advanced (AP, IB, DE)/honors level. Additional points were given to students who completed Biology, Chemistry, Physics, and Calculus, Statistics, or AP Computer Science. Abl's methodology is based on an extensive literature review of predictors of postsecondary success and has been empirically derived from National Student Clearinghouse data: students who achieve Abl targets have a 65 percent chance of getting a B- or higher GPA in college and are more likely to enroll in and complete college.

[1] Based on participation rates reported in FCYS data explorer compared against reported enrollment; see Fairfax County Youth Survey for grade 6 and grades 8-10-12.

Student Groups Examined in this Report

Students who were Economically Disadvantaged. A student is classified as Economically Disadvantaged if, at any point during the school year, they meet eligibility criteria for free or reduced-price meals; 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.

Multilingual Learners. Current Multilingual learners are those eligible for English language development services. Former Multilingual learners are those who have demonstrated English proficiency and are within four years of monitoring after exiting English language development services. Their English Language Proficiency (ELP) Levels are measured by the WIDA ACCESS, an assessment of a student's ability to listen, speak, read, and write in English. Those ELP Levels are defined as:

- *Level 1:* Current Multilingual learners entering in their ability to listen, speak, read, and write in English.
- *Level 2:* Current Multilingual learners emerging in their ability to listen, speak, read, and write in English.
- *Level 3:* Current Multilingual learners developing in their English language proficiency.
- *Level 4:* Current Multilingual learners expanding their English language proficiency.
- *Level 6a-6d:* Former Multilingual learners who are English proficient, no longer eligible for English language development services, and within their four years of monitoring.
- *Level 9:* Current kindergarten Multilingual learners who have not yet had a full assessment of their ability to listen, speak, read, and write in English.

Students with Disabilities. Students with Disabilities are students with an Individualized Education Program (IEP). In some goal reports, this data will be further disaggregated by level.

- *Level 1*: Students with Disabilities categorized as Level 1 receive special education services for less than 50 percent of their instructional hours.
- *Level 2*: Students with Disabilities categorized as Level 2 receive special education services for 50 percent or more of their instructional hours.

Students with a 504 Plan. Students with a 504 Plan are those students who have qualified for and are receiving modifications, accommodations, or services through a 504 Plan under Section 504 of the Rehabilitation Act of 1973.

Boys, Girls, and Students who identify as LGBTQIA+. Student gender is based on the official FCPS record in the Student Information System (SIS) (see Regulation 2603 for additional information). FCPS does not collect data on student sexual orientation or gender identity (beyond what is recorded in SIS). Where possible, FCPS reports additional local or national external data on the experiences of the broader group of students who identify as LGBTQIA+.

Intersected Student Groups. In recognition that there is not independence in different student groups,[2] Goal Reports present data on intersected student groups to examine the overlap between categories.

[2] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8095182/

Academically Intense Course Taking Patterns

As a school system, FCPS seeks to support all students in preparing for postsecondary pathways of their choosing. And for the majority of students, their chosen pathway will likely require additional education and training at four-year or two-year college. Recent research estimates that by 2031, 72 percent of jobs will require postsecondary education or training, and 42 percent will require at least a bachelor's degree. The rates in Virginia are nearly identical to the national average.[3]

A student's course selection decisions can dramatically affect their postsecondary outcomes. While all courses can benefit students, research suggests that high school students who pursue math, science, English, social studies, and world languages[4] for the duration of their high school education–and at an advanced/honors level–are more likely to graduate high school, enroll in a four-year college, and earn a bachelor's degree.[5] This pattern, referred to as **academically intense course taking**, is most pronounced for math and science: high school students who take these courses at an advanced level are more prepared for college STEM courses[6] and more likely to enroll in college, succeed in first-year courses, and persist to graduation.[7] Effects have been observed for student groups with lower rates of college going. For example, one study found that high-achieving Black, Hispanic, and Economically Disadvantaged students who took advanced math in high school had better high school outcomes (on-time, higher GPA) and postsecondary outcomes (college enrollment, persistence, GPA) than high-achieving peers who did not take advanced math. 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.[8]

Course selection decisions become particularly important for students in middle and high school, when students have more choice in the level of course they take and in the subjects they study as electives:

- In elementary school, students do not choose courses; they are enrolled in courses based on state requirements, availability, and assessed needs.
- In middle school, students typically choose some of their courses, including approximately two electives each year and the option to enroll in honors-level state-required courses (such as honors English).[9]
- In high school, students typically have a range of course options and levels from which to choose, including honors-level and college-level (AP, IB, DE) alternatives of required courses and room in their schedule to select an average of three elective courses each year–and more if they earned high school credits while in middle school.[10]

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[3] Georgetown University Center on Education and the Workforce. (2023). After Everything: Projections of Jobs, Education, and Training Requirements through 2031.

[4] 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).

[5] 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).

[6] 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. REL 2018-279; 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).

[7] 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.

[8] Baker, M., Morgan, I., & Wade, G. (2023). Opportunities Denied: High Achieving Black and Latino Students Lack Access to Advanced Math. Education Trust These findings are also consistent with Spencer, 2012.

[9] Virginia's Standards of Learning framework requires public school students to complete a certain set of core courses each year, typically including English, Social Studies, Math, Science, and PE/Health.

[10] For students enrolled in FCPS' high schools, a full course load generally consists of 7 classes each year, or 28 "slots" across 4 years of high school. Sixteen of these slots must be filled by specific classes that are minimally required to graduate with a Standard Diploma. The majority of FCPS students choose to pursue the Advanced Studies Diploma, which carries additional requirements.

FCPS initially examined course taking patterns in the baseline Goal 4 report as the percent of graduating seniors earning credits beyond minimum graduation requirements in math, science, and world languages. As shown in Table 2, in SY 2023-24, 75 percent of graduating seniors earned at least 1 math credit beyond Algebra 2, 77 percent earned 4 science credits, and 78 percent earned 3 or more world language credits. Rates were consistently higher than the Division average for Asian, White, and Multiracial students along with those who had a 504 plan. Rates were consistently lower for Black and Hispanic students, students who were Economically Disadvantaged, Students with Disabilities, and Multilingual learners.

While these data provide a useful marker of the percent of students who are going above the minimum courses required for graduation, they do not provide a holistic view of student course taking patterns across subjects and do not account for differences in level taken.

***Table 2**: Percent of Graduating Seniors Earning Credits Beyond Standard Graduation Requirements*

	All students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Percent with at Least one Math Credit Beyond Algebra 2										
SY 2023-24 %	**75%**	**55%**	**15%**	**30%**	**83%**	**89%**	**65%**	**51%**	**82%**	**83%**
SY 2023-24 numerator	10,526	2,667	204	539	1,019	2,691	967	1,820	669	4,339
SY 2023-24 denominator	14,119	4,841	1,344	1,807	1,223	3,007	1,479	3,549	811	5,213
Percent with at Least Four Science Credits										
SY 2023-24 %	**77%**	**61%**	**32%**	**41%**	**82%**	**89%**	**70%**	**58%**	**83%**	**84%**
SY 2023-24 numerator	10,871	2,946	431	744	1,004	2,686	1,029	2,070	674	4,373
SY 2023-24 denominator	14,119	4,841	1,344	1,807	1,223	3,007	1,479	3,549	811	5,213
Percent with at Least Three World Language Credits										
SY 2023-24 %	**78%**	**67%**	**42%**	**32%**	**82%**	**89%**	**64%**	**69%**	**81%**	**82%**
SY 2023-24 numerator	11,068	3,257	566	575	1,001	2,689	949	2,435	655	4,299
SY 2023-24 denominator	14,119	4,841	1,344	1,807	1,223	3,007	1,479	3,549	811	5,213

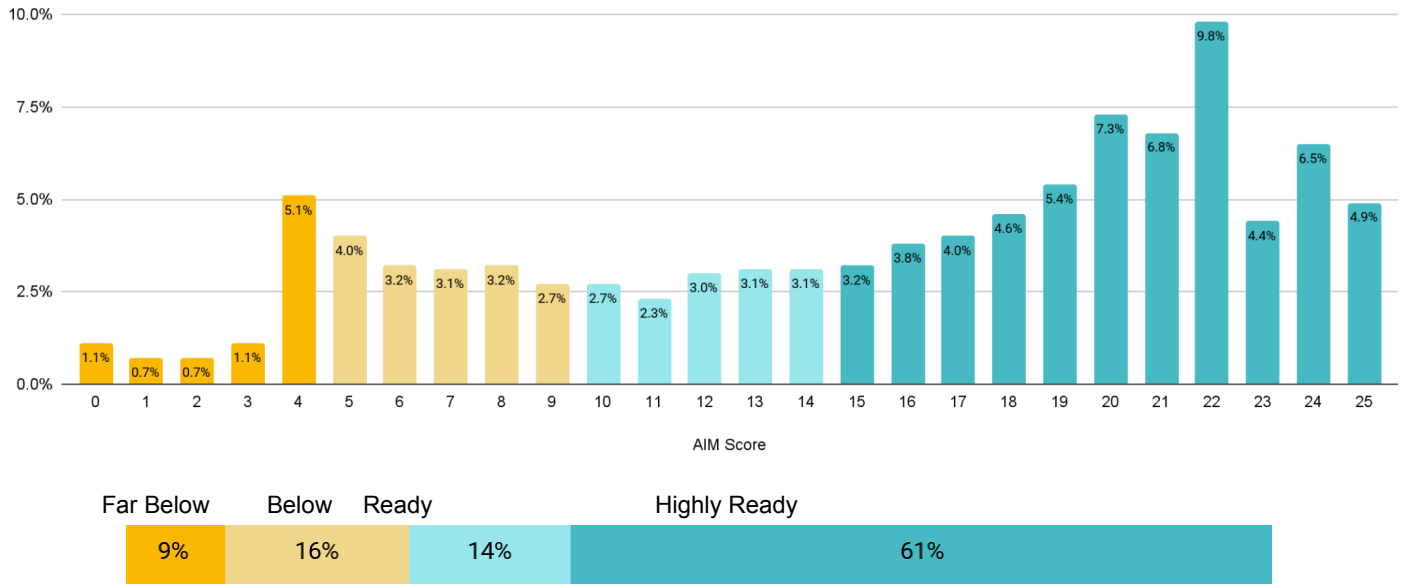
Note: See Appendix 2 for baseline data. World languages data includes any credits earned in a world language.

To dive deeper, FCPS contracted with an independent consultant, Abl, to launch a pilot that examined patterns of academically intense course taking in the context of students' overall readiness for postsecondary success. While Abl's analysis is intended to serve primarily as an internal tool for school leaders to examine and respond to trends, the analysis also sheds light as a Division on students' academically intense course taking patterns (Measure B) and potential disproportionality in those course taking patterns (Measure D).

Abl assesses academically intense course taking patterns by looking at the transcripts of students who had attempted 18 or more credits in a given senior year cohort (based on 9th grade entry date), including students who earned high school credits outside of FCPS (such as transfer students). Abl assigns each transcript a score based on the total number of credits earned in math, science, English, social studies, and world languages; the number of credits the student earned while in high school; and the number of credits earned at an advanced (AP, IB, DE) or honors level. Additional points are given to students who complete a terminal math course, Biology, Chemistry, and Physics. Abl's methodology is based on an extensive literature review of predictors of postsecondary success and has been empirically derived from National Student Clearinghouse data. Their work shows that students who achieve targets across Abl's measures (academically intense course taking patterns, along with GPA and test scores) have a 65 percent chance of getting a B- or higher GPA in college and an overall higher likelihood of college enrollment, persistence, and completion.

The range of scores, from 0 to 25, are presented in Figure 1 below and show that 75 percent of FCPS' 2024 senior cohort had academically intense course taking patterns that left them ready for postsecondary education (score 10 or higher), including 61 percent who were highly ready (score of 15 or higher). Conversely, 25 percent of students had course taking patterns that did not prepare them for postsecondary education, including 9 percent falling "far below". It is important to note that all comprehensive high schools in Fairfax County offer additional, advanced coursework in math, science, social studies, English, and world languages.

Figure 1: *Percent of Students in the 2024 Senior Cohort by Academically Intense Course Taking Patterns*



Note: Abl analysis of student transcripts for the 2024 senior cohort (9th graders in SY 2020-21) who attempted at least 18 high school credits.

Rates varied substantially by student group, with 90 percent of Asian students, 85 percent of White students, 83 percent of Multiracial students, 82 percent of Students without an IEP, and 81 percent of not Multilingual Learners (ELP levels 1-4) having academically intense course taking patterns. In contrast, 65 percent of Black students, 51 percent of Hispanic students, 25 percent of Students with Disabilities, and 12 percent of Multilingual learners (1-4) had academically intense course taking patterns. It is important to note that among Hispanic students, 67 percent who were not Multilingual learners had academically intense course taking patterns.

Marginal differences were observed between boys, girls, and students who identify as nonbinary (as a reminder, these data do not provide a complete count of nonbinary students, as data only reflects students identified as such in SIS).[11] Rates for students who were Economically Disadvantaged are not available for this analysis.

Table 3: *Percent of Students in the 2024 Senior Cohort with Academically Intense Course Taking Patterns*

	All Students	ML (1-4)	Not ML (1-4)	SWD	Not SWD	Asian	Black	Hispanic	Multiracial	White	Boys	Girls	Nonbinary
SY 2023-24 %	**75%**	**12%**	**81%**	**25%**	**82%**	**90%**	**65%**	**51%**	**83%**	**85%**	**71%**	**79%**	**70%**
SY 2023-24 numerator	10,393	164	10,229	429	9,964	2,638	927	1,821	658	4,311	5,093	5,261	39
SY 2023-24 denominator	13,905	1,328	12,577	1,738	12,167	2,930	1,420	3,603	794	5,100	7,187	6,662	56

Note: Abl analysis of student transcripts for the 2024 senior cohort (9th graders in SY 2020-21) who attempted at least 18 high school credits.

Using the SY 2023-24 data as baseline, Figure 2 shows progress towards the 2030 goal that 100 percent of students will have academically intense course taking patterns. In order for students to be within 5 percentage points of this final goal, FCPS has created annual targets that represent steady progress over time. The target for all students, pictured in dark blue, represents progress of 3.33 percentage points each year from baseline. FCPS has created similar targets for each student group, based on their starting point in relation to the final targets. The chart plots the necessary trajectories for student groups with the highest and lowest rates from baseline (Asian students and Multilingual learners, respectively) to achieve FCPS' 2030 goal. See Table 4 for additional details.

[11] See Regulation 2603 for additional information

***Figure 2**: Growth Targets - Percent of Students in the Senior Cohort with Academically Intense Course Taking Patterns*

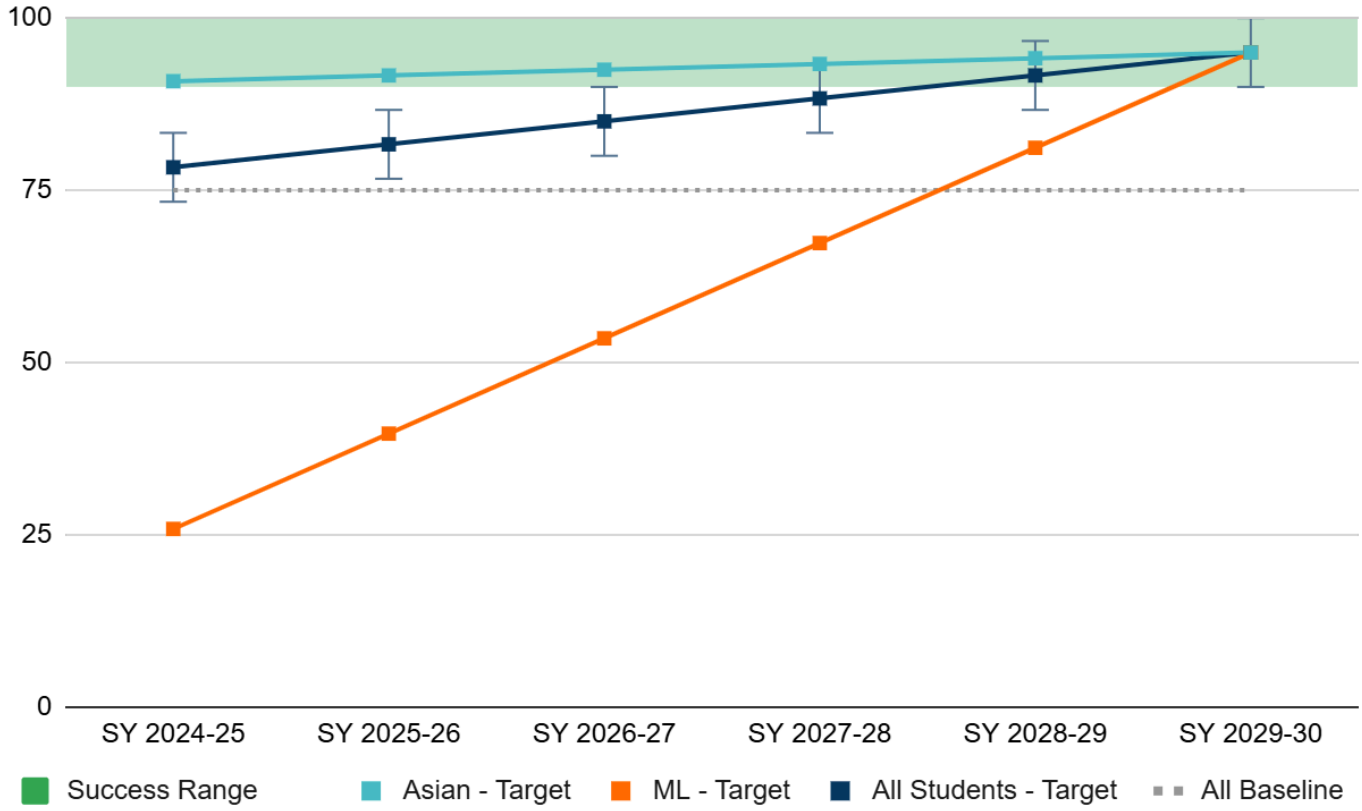


***Table 4**: Growth Targets - Percent of Students in the Senior Cohort with Academically Intense Course Taking Patterns*

Student Group	All students	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White
Baseline	**75%**	12%	25%	90%	65%	51%	83%	85%
SY 2024-25 Target	**78%**	26%	37%	91%	70%	58%	85%	87%
SY 2025-26 Target	**82%**	40%	48%	92%	75%	66%	87%	88%
Target Annual Progress (%pts)	**3.33**	13.83	11.67	0.83	5.00	7.33	2.00	1.67

The largest gap between mutually exclusive student groups–a useful measure of disproportionality in course taking patterns, or Measure D–was for Multilingual learners (1-4), 12 percent of whom completed academically intense coursework compared to 81 percent of students who were not Multilingual learners (1-4), or a gap of 69 percentage points. Closing this gap will be crucial for ensuring equitable postsecondary outcomes for all FCPS students.

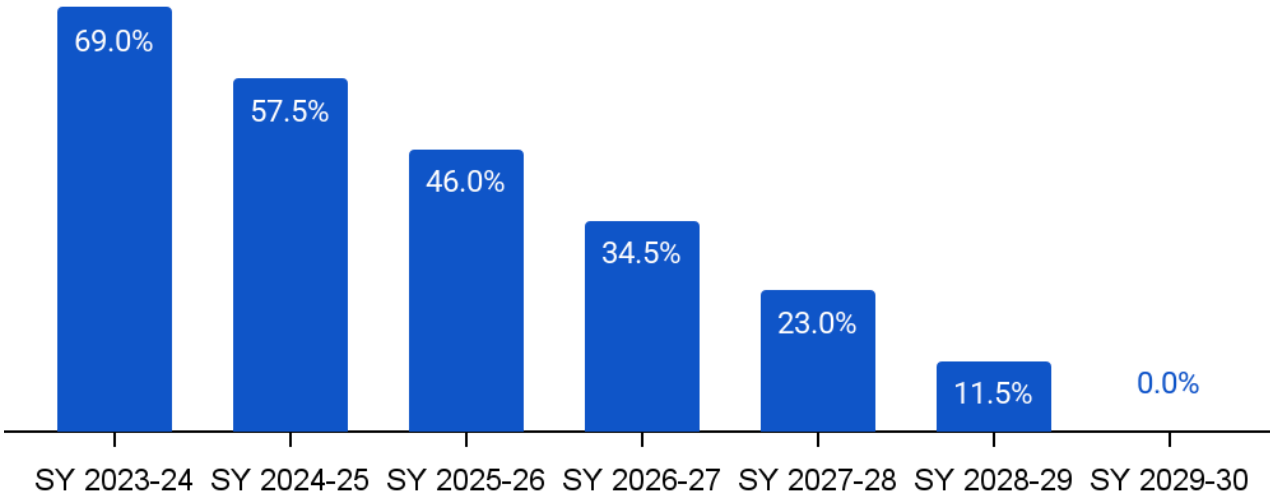
Table 5: *Gap in Academically Intense Course Taking Patterns for Students in the Senior Cohort*

	% with Academically Intense Course Taking Patterns
Highest rate (Students not ML 1-4)	81%
Lowest rate (Students classified as ML 1-4)	12%
SY 2023-24 percentage point gap	**69%**

Note: Abl analysis of student transcripts for the 2024 senior cohort (9th graders in SY 2020-21) who attempted at least 18 high school credits.

As FCPS achieves the annual targets noted above for overall and student group rates of academically intense course taking, the Division will also make progress toward reducing disproportionality in course taking patterns. In SY 2024-25, if targets are met, the gap between students who are Multilingual learners and students who are not Multilingual learners will narrow to 58 percentage points and will decrease steadily by ten percentage points each year until SY 2029-30, when the gap will be zero as all students reach their target. See Figure 3.

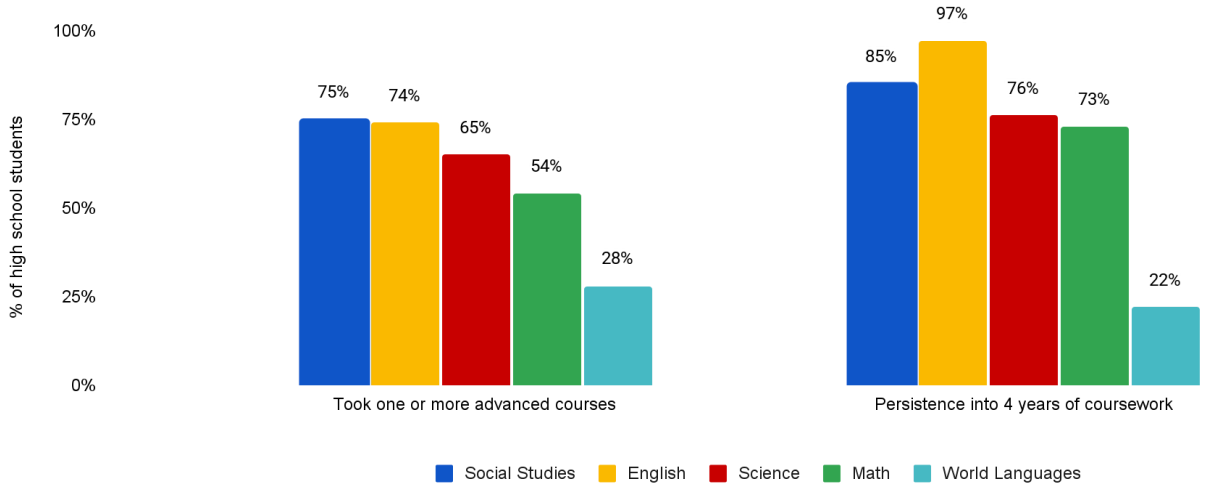
Figure 3: *Growth Targets - Gap in Academically Intense Course Taking Patterns for Students in the Senior Cohort*



Academically Intense Course Taking within Academic Areas

Abl also analyzed course taking patterns by subject area. As shown in Figure 4, around three-quarters of students in the senior cohort completed advanced/honors English and social studies courses; these rates fall for students taking advanced/honors courses in science (65%), math (54%), and world languages (28%). Similarly, while the vast majority of students earned four credits of English and social studies, rates were lower for science (76%), math (73%), and world languages (22%).

Figure 4: *Percent of Students in the 2024 Senior Cohort by Course Taking in Select Subject Areas*

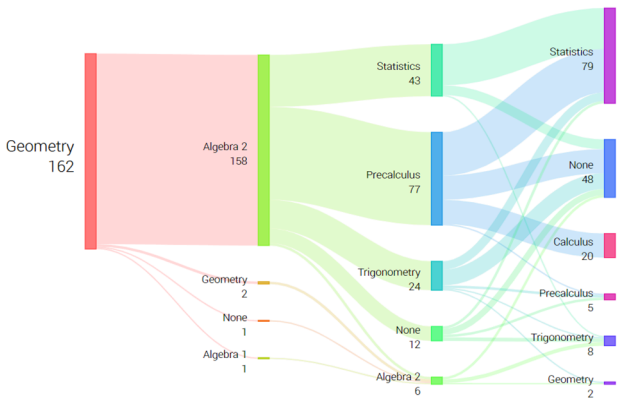


Note: Abl analysis of student transcripts for the 2024 senior cohort (9th graders in SY 2020-21) who attempted at least 18 high school credits.

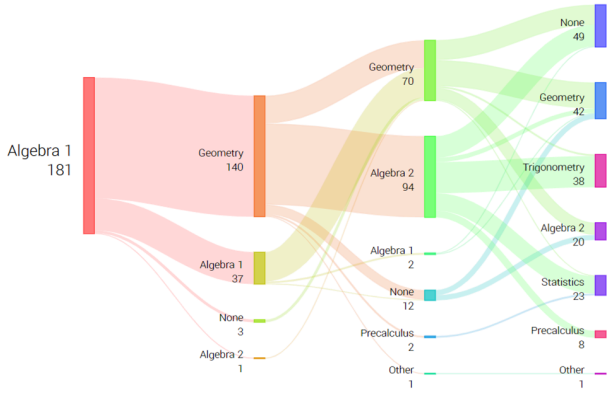
These findings suggest that the Division could increase rates of academically intense course taking by focusing on patterns observed within math, science, and world languages. For example, as shown in the sample chart below for a deidentified high school, students who are taking Geometry and Algebra 1 in 9th grade each have the opportunity to progress to Precalculus by graduation. However, less than half of students at this sample school took advantage of the opportunity: 48 percent of those in Geometry took Precalculus and only 6 percent in Algebra 1 took the course. These patterns can be leveraged by schools to improve course taking patterns for students regardless of where they enter – and also highlight the importance of policies that encourage Algebra 1 in 8th grade in improving students' academically intense course taking. See Figure 5.

Figure 5: *Math Course Taking Patterns by 9th Grade Enrollment, Sample FCPS High School*

Students enrolled in Geometry in 9th grade



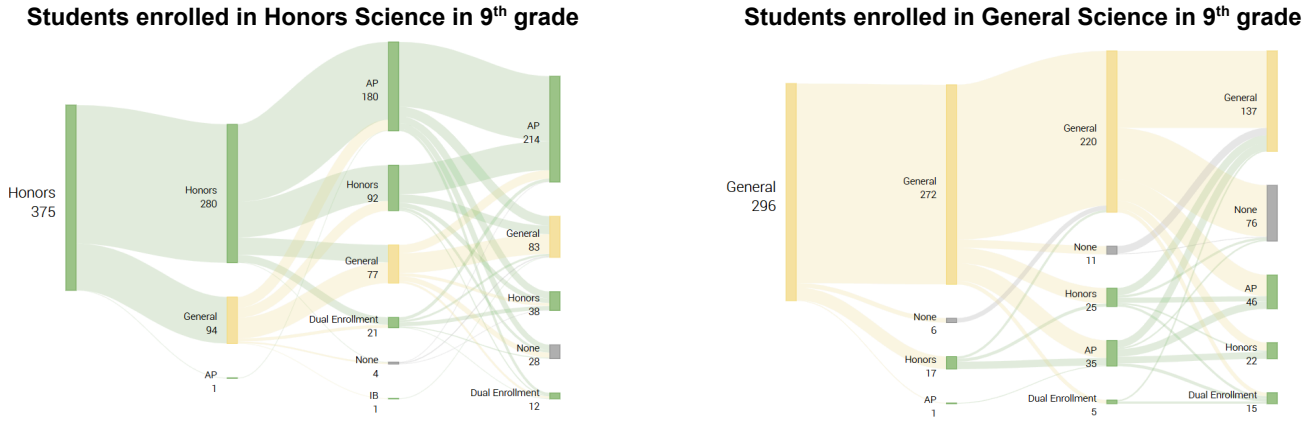
Students enrolled in Algebra 1 in 9th grade



Note: Abl analysis of student transcripts for the 2024 senior cohort (9th graders in SY 2020-21) who attempted at least 18 high school credits.

In science, nearly all 9th grade students begin their coursework in Biology, but some students elect into honors-level Biology. This decision to take honors science in 9th grade influences their persistence into four years of science: among students who took honors level science in 9th grade at one sample high school, 93 percent took a science class during their senior year and 70 percent took an advanced/honors level course. In comparison, 74 percent of students who began in general science took a science course during their senior year, and just 28 percent enrolled in an advanced/honors science course. See Figure 6.

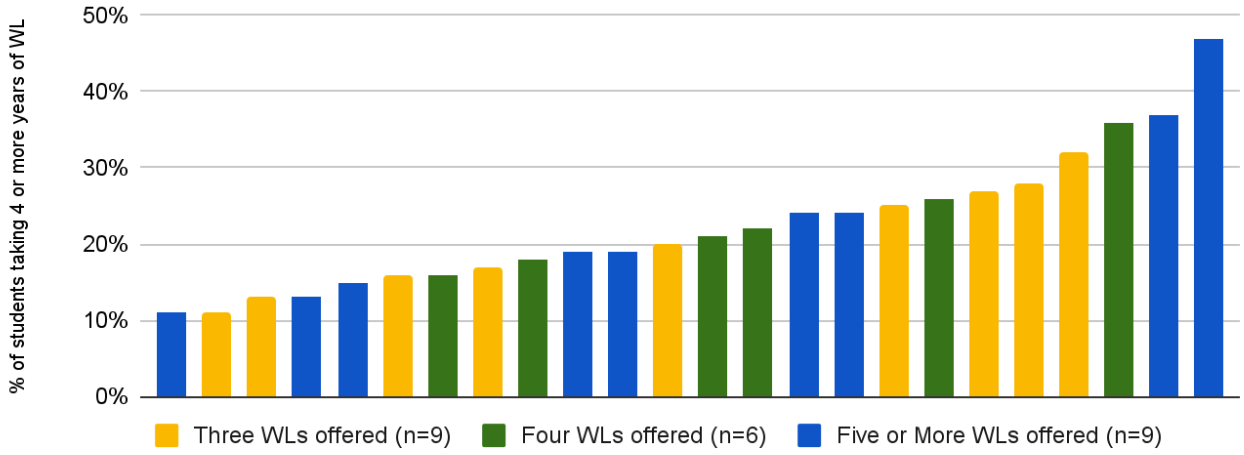
Figure 6: *Science Course Taking Patterns by 9th Grade Enrollment, Sample FCPS High School*



Note: Abl analysis of student transcripts for the 2024 senior cohort (9th graders in SY 2020-21) who attempted at least 18 high school credits.

In world languages, course taking patterns varied substantially by high school, such that a number of high schools had over a third of the 2024 senior cohort complete 4 years of a world language, while others had just over 10 percent. This school-level variation, however, does not appear to be a function of the number of world languages offered, as schools offering 5 or more world languages are represented at the bottom, middle, and top of the distribution. See Figure 7. This finding is consistent with research, which has not found evidence of a link between the overall variety of courses offered in a subject and student outcomes,[12] and some evidence that offering too much choice can negatively impact postsecondary outcomes and widen equity gaps.[13]

Figure 7: *Percent of Students in the 2024 Senior Cohort Earning 4 or More Credits in a World Language (WL), by Number of World Languages Available at Their School*



Note: FCPS analysis of Abl data.

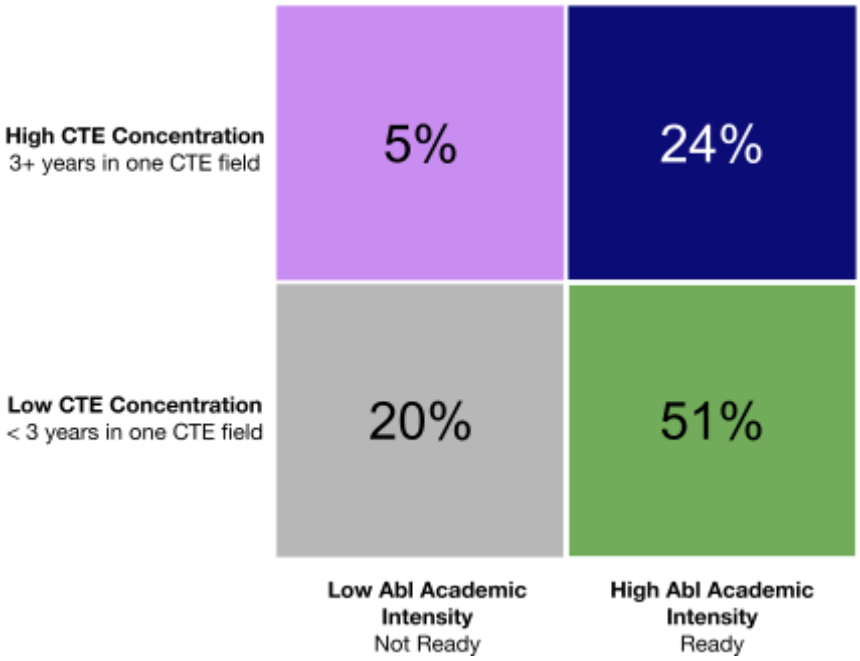
[12] Wagner, M. (2020). Elective Course Choice as a Factor in K12 Graduation Rates. Winona State University.
[13] Long, M. C., Conger, D., & Iatarola, P. (2012). Effects of High School Course-Taking on Secondary and Postsecondary Success. *American Educational Research Journal*, *49*(2).

Course taking patterns are just one facet of postsecondary readiness. Abl also considers students' performance in their academic coursework (measured by unweighted GPA) and test scores (measured by PSAT/SAT/ACT performance) when estimating student readiness for postsecondary education.[14] These additional data points are important for understanding persistent gaps in readiness for college-level coursework and reveal a gap in readiness for a number of student groups, particularly Black FCPS students. This finding is consistent with external research, which found that certain student groups experience wide gaps in academic performance and test scores despite their increased enrollment in rigorous high school courses.[15] See Appendix B for detailed information.

Likewise, there are other pathways to postsecondary success beyond college readiness. As explored in the SY 2024-25 Goal 3 report, a recent systematic review of rigorous research found that student participation in CTE had statistically significant positive impacts on students' high school academic achievement, graduation, employability skills, college readiness, enrollment in a *two*-year college, and employment after high school graduation (no statistically significant impact on enrollment in a *four-year* college or post-graduate earnings).[16]

However, consistent with findings from the Goal 3 report, most students who pursue 3 or more years in a single CTE pathway also have academically intense course taking patterns. In fact, Abl's analysis shows that just five percent of students in the 2024 senior cohort achieved a high level of CTE concentration (3 or more years in a single CTE field) without also pursuing academically intense courses. The two pathways are not mutually exclusive, and for 24 percent of students in the 2024 senior cohort, show a level of readiness for the rigors of college and a specialization in a particular pathway. See Figure 8.

Figure 8: *Percent of Students in the Senior Cohort by Academically Intense Course Taking and CTE Concentration*



Note: Abl analysis of student transcripts for the 2024 senior cohort (9th graders in SY 2020-21) who attempted at least 18 high school credits.

[14] GPA must exceed 3.33 and test scores must exceed 1120 on the SAT or an equivalent exam.
[15] 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).
[16] 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.

Strategic Efforts To Increase Academically Intense Course Taking Patterns

External research has identified several factors that affect course taking patterns in other school districts and may be relevant to FCPS. See Figure 9.

Figure 9: *Factors Linked to Higher Rates of Academically Intense Course Taking Patterns*

Division-Level Factors

- **Course availability and relevance**. Course sequencing; curricular quality / interest to students; alignment of courses and pipelines to postsecondary opportunities; availability of relevant work-based learning to encourage course enrollment and persistence
- **Financial accessibility**. Subsidies for student enrollment; subsidies for student test taking; availability of low/no-cost summer supports (summer bridge programs, summer assignments)

School-Level Factors

- **Recruitment and Enrollment Practices.** Formal use of staff and students in recruitment; academic advising and communication; targeted recruitment and automatic enrollment in coursework based on academic history, student aptitude, and knowledge data
- **School culture.** History of student college-going; college-orientation of peers; teacher/peer expectations; historic course taking patterns; beliefs about whether students can become high achievers; expectations around rigor during senior year; encouragement of "stretch" courses and discouragement of schedule gaps; inclusion of teachers in monitoring and academic advising; diversity of staff teaching courses; lack of clarity / uneven promotion of academically rigorous core courses versus electives
- **Availability/scheduling.** Course availability; availability of high school level courses in middle school; smaller course catalogue; fewer single courses and non-academic courses (e.g., study hall); reduction of schedule conflicts; elimination of tracked pathways; extent of eligibility requirements and prerequisites; total instructional time available during school day; flexibility in determining number and length of periods

Student- and Family-Level Factors

- **Culture and expectations.** Parents' education and knowledge of college preparation; parental preferences around advanced versus elective courses; parental advocacy and school involvement; identity/belonging; family, culture, gender norms; availability of targeted and universal tutoring, including leveraging technology
- **Student skills and interests**. Prior academic achievement; student interest in subject area; student postsecondary plans

Note: Adapted from Kevelson, M.J.C., Millett, C.M., Slutzky, C. and Saunders, S.R. (2023). Equity Levers: What Predicts Enrollment in and Number of College-Level Courses Taken in High School?. ETS Research Report Series, 2023. Abl. (2025). Library of Strategies.

Strategies

To improve academically intense course taking patterns in high school, FCPS is currently focusing on the following core strategies:

Strategy 1. Utilize course taking data to revise offerings, pathways, and requirements across the Division.

As noted in the SY 2024-25 Goal 3 report, the Instructional Services Department (ISD) mathematics team is revising **the K-7 Mathematics curriculum** to increase coherence, alignment, depth, and complexity of FCPS' K-12 mathematics curriculum. New curriculum guides are being published in grades Pre-K through 12 that align to the Virginia 2023 Standards of Learning and to the FCPS Framework for Instruction. Principals, teachers, and teacher leaders have reported that the new curriculum strongly aligns with the new 2023 VDOE Mathematics standards, is more rigorous, and provides more students opportunities to access advanced mathematics services in grade 3. FCPS is also **compacting the standard mathematics course structure** to incorporate all components of the 2023 Virginia Mathematics SOL for grades 5 through 8 into grades 5 through 7. In SY 2023-24, Math 3 and Math 3 Advanced have also been realigned to increase depth, complexity, and acceleration. Changes to grades 4-6 will be rolled out in subsequent years.

A more rigorous and accelerated curriculum necessitates increased teacher efficacy with best practices in teaching mathematics to include developing an understanding of concepts and procedures through problem-solving, reasoning, and discourse.[17] Over the past year, the ISD Mathematics team has provided **professional development** on the new 2023 Standards of Learning and rigorous mathematics instruction. Professional development has also been provided to secondary teachers on the 2023 Standards of Learning, how to design and deliver lessons aligned to the FCPS Framework for Instruction, and how to leverage Measures in Academic Progress (MAP) Growth assessments to design targeted instruction.

FCPS will use insights from this Goal report and Abl data to **review graduation requirements and course offerings/pathways across schools and levels** to increase the share of students engaging in academically intense course taking, such as requiring additional years (credits) of mathematics, and Algebra 1 as the primary default enrollment option for students in 8th grade (unless completed in a prior year).

FCPS will also consider its current rules and practices around **enrollment in advanced courses**, including the use of aptitude and competency-based assessments and criteria for automatic enrollment (opt-out) in advanced courses.

Strategy 2. Focus academic advisement and enrollment practices on strategic scheduling.

Research suggests that, when given a choice, students tend to select courses based on the level of effort needed to achieve a desired grade and the reputation of a teacher, not necessarily their interests, skills, or long-term plans. To ensure students make informed, career-driven decisions about electives and challenge themselves to pursue academically intense courses, FCPS is focused on **reviewing and updating its current practices around academic advisement** in elementary, middle, and high school. In SY 2024-25, FCPS is undergoing a review of current advising practices across schools and identifying best practices to support academically intense course selection for all students, positive transitions between grades, and exposure to a range of high school and postsecondary pathways. This work will be informed by conversations with families and students to learn about their experiences with the advisement process, including what worked well, what

[17] Covelli, L. Kaufman, J.H., & Ozek, U. (2024). Socioeconomic and Racial Discrepancies in Algebra Access, Teacher, and Learning Experiences. Findings from the American Mathematics Educator Study. RAND.

could have been improved, and any information gaps. In the near term, FCPS is also working to align messaging on course selection and academic advising across schools, including issuing an **RFP for a new college and career readiness tool.**

FCPS also recognizes that the current system of course requests is not standardized across schools, which prevents Division leadership from tracking the demand for a specific course or subject and resolving known access barriers to coursework. In SY 2024-25, FCPS launched a student experiences survey to begin to **measure student demand for non-required courses and advanced subject areas**.

As noted, in SY 2024-25, FCPS began a pilot with Abl f**or 21 high school principals to use data on student course-taking patterns, grades, and test scores** to identify issues with students' college readiness and develop strategic interventions in concert with administrative teams. Schools are developing strategies based on their students' course taking patterns and informed by Abl's menu of options related to curriculum, use of instructional time, course recruitment, course offerings, staffing, policies and procedures, and school culture. FCPS plans to expand this pilot in SY 2025-26 (pending Board approval) to remaining high schools and select middle schools.

Strategy 3. Prepare all students for the rigor of advanced coursework.

FCPS has developed an **Honors Framework** that articulates the elements of rigorous instruction that should be embedded in standard and honors-level math, science, English, and social studies courses to consistently prepare students for the rigor of advanced coursework in high school. The framework is informed by two research-based models of instruction for advanced learners: the Parallel Curriculum Model and the Enrichment Triad Model. In the summer of 2024 and throughout SY 2024-25, FCPS has focused on clear and consistent communication about the new framework with teachers, staff, and families and provided formal opportunities for teacher training and support. Honors extensions are currently being updated in the curriculum to match the guidance in the Honors Framework.

As part of this work, FCPS has also **developed uniform messaging about the availability and benefits of students pursuing honors-level courses,** including their importance in preparing students for advanced coursework in high school. In addition, the division is communicating the benefits of Algebra 1 in 8th grade to students and families.

FCPS is also implementing standard **end-of-unit common assessments**, offering teachers a snapshot of student performance on grade-level standards and allowing them to tailor instruction to meet student needs. These systemwide common assessments will also provide division-level data on the **implementation of new Basal resources** (including the Language Arts Basal that has been purchased and the math Basal that is currently in the procurement process) and the progress students are making toward mastery of grade-level standards.

FCPS has expanded **Advancement Via Individual Determination (AVID)**, a national model designed to support students capable of completing a college preparatory path, to 18 additional Title I elementary schools with the specific goal of **helping young learners develop habits** that will prepare them for advanced coursework in middle and high school. As of SY 2024-25, AVID was operating at 25 elementary schools.

FCPS high schools will also continue to **host annual, free testing opportunities** for 12th graders to take the SAT (in October) and for 10th and 11th graders to take the Preliminary SAT (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) exam. The Division also plans to pilot no-cost test preparation services.

Strategy 4. Increase the number and variety of advanced courses offered.

As noted in FCPS' SY 2024-25 Goal 3 Report of the Strategic Plan, the Division continues to **add Dual Enrollment (DE) and Advanced Placement (AP) options in its high schools**. This year, approval for DE Data Science, Fashion Careers (Marymount) and Geospatial Analysis 2 (JMU) has been granted. FCPS offered a total of 50 different DE courses, 10 of which were available through the Online Campus. In SY 2024-25, FCPS will expand the number of AP courses that can be used to satisfy graduation requirements and make advanced courses accessible to students earlier in high school. These courses include AP Seminar, which can be used to satisfy the VDOE graduation requirement for English, and AP Human Geography, which can be used to satisfy the VDOE graduation requirement for History. In SY 2025-26, all schools that have AP as their primary advanced programming will incorporate these classes.

The **FCPS Online Campus course offerings** have also been expanded in recent years to include additional Honors, AP, and DE courses. These courses are accessible to all students across the Division. Online courses can expand access to students who want to take a course not available at their school.

FCPS is also working to **increase access to advanced coursework at non-traditional programs** across the Division. FCPS is continuing to examine existing opportunities at non-traditional high schools and identify gaps and needs for potential expansion, including options for course completion through the Online Campus.

Strategy 5. Identify and resolve common barriers to accessing academically intense courses.

Twice-exceptional (2e) learners are those identified as gifted based on eligibility for Advanced Academic services and as having a disability based on the presence of an individualized education program (IEP) or a 504 Plan. In SY 2024-25, among the approximately 10,000 FCPS students identified as 2e, 88 percent accessed advanced services or coursework, with rates high across grades 1-6 (91%), 7-8 (85%), and 9-12 (85%). The highest participation rates were observed for students with developmental disabilities (96%), speech and language (95%), and those with a 504 Plan (no identified disabilities) (95%). To continue to **increase participation rates in advanced services and/or coursework among 2e learners**, FCPS has pursued a number of key actions in SY 2024-25, including: (a) the development of a multi-year, multi-departmental plan focused on building staff capacity and understanding, engaging students and families, enhancing the IEP process, and improving dual programming across settings; (b) updated resources (handbook, website, employee hub) that provide consistent information to families and instructional staff; (c) improved identification of 2e learners in SIS; (d) quarterly joint Advanced Academic Resource Teachers (AART) and Special Education Department chair meetings to clarify expectations and increase collaboration at the school level; and (e) changes to the Least Restrictive Environment tool to provide considerations for 2e students and the strengths of all students when considering placement options during the IEP process.

A student's ability to pursue advanced coursework is tied to their accrual of credits toward graduation and need for academic support services. For example, a high school student who earned 2 credits of high school-level coursework while in middle school will have room in their schedule for 2 more electives (including advanced courses) than is standard. Similarly, a student enrolled in academic support classes will have fewer opportunities for advanced and elective courses. In SY 2024-25, FCPS implemented a Pilot to expand the

development of Executive Functioning skills for students in grades Pre-K-12. Middle and high schools in the pilot will test how a dedicated section of Advisory can provide students with access to Executive Functioning skill development in lieu of enrolling in a Strategies for Success course. A primary goal of this pilot is to **mitigate the issue of skill development courses (e.g., Strategies for Success) taking the place of other student elective options**.The pilot is expected to expand to additional secondary schools for SY 2025-26.

In the upcoming school year, FCPS will be working with consultants to **increase the inclusion of Students with Disabilities in the general education setting** in 12 pilot schools (6 elementary and 6 secondary). This work is aimed 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 and electives by considering the portability of services and redesigning the use of current staffing allocations.

As observed in the SY 2024-25 Goal 3 Report, FCPS saw a substantial increase in the inclusion and success of Multilingual learners in advanced coursework, in large part due to **adjustments in ESOL programming and course sequencing** that have streamlined a path for Multilingual learners to begin courses required for graduation while focusing on their English Language Development (ELD). The expansion of advanced course offerings including new Advanced Placement and Dual Enrollment courses is expected to continue to positively support Multilingual learners.

Finally, FCPS recognizes that school climate, students' self-perceptions, and teacher reputation influence enrollment in an academically intense course. To continue to foster a school environment where all students are empowered to pursue increasingly academically intense courses, FCPS will strengthen **professional learning for staff around asset-based mindsets**. The Division will also increase the focus on culturally-responsive feedback (i.e., actionable, identity-affirming, and strengths-based) to improve student engagement and outcomes by creating classrooms where all students feel seen, valued, and included by using teaching practices that respect and celebrate each student's culture and language.

Access to Activities

Participation in out-of-classroom activities, such as extracurriculars, co-curriculars, and enrichment options, has been linked to a number of positive outcomes, such as consistent attendance, academic achievement, and college going, as well as positive self-esteem, mental health, feelings of belonging, and decreased likelihood of risky behavior.[18] Associations are particularly strong for students who are Economically Disadvantaged[19] and/or live in neighborhoods with lower household incomes and/or fewer college educated residents.[20]

The type and duration of activities appears to have some influence on these outcomes.

- **Type**. Research suggests that school-based activities may be more beneficial than out-of-school activities,[21] and that specific activities are more strongly associated with certain outcomes (e.g., performing arts with academic persistence, club attendance with fewer internalizing behaviors, service with social capital, sports with initiative).[22] Likewise, participation in certain niche sports have been shown to increase a student's odds of being accepted into a highly selective college.[23]

- **Duration**. Numerous studies have found that students who participate in a modest level of extracurriculars fare better academically than those with intense involvement (multiple activities, heavy time commitment).[24] These associations appear to be lasting: compared to non-participants, students in 10th grade who participated in extracurriculars for 1-15 hours per week had improved academic outcomes in 12th grade and were more likely to earn a postsecondary credential; those who averaged 16 or more hours were comparable to peers who did not participate at all.[25]

Research on the causal effects of student activities is extremely limited.[26] One recent study found that participation in extracurricular activities had modest effects on academic ability for students in 3rd grade onward but negatively impacted student classroom behavior.[27] Another study detected that causality moves in the opposite direction: improved grades led students to increase their participation in extracurriculars, while participation in extracurriculars did not improve grades.[28]

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[18] For a useful summary of these connections, see Carbonaro, W. & Maloney, E. (2019). Extracurricular Activities and Student Outcomes in Elementary and Middle School: Causal Effects or Self-selection? *Socius*, *5.*

[19] Feldman, J. S., Zhou, Y., Weaver Krug, C., Wilson, M. N., Lemery-Chalfant, K., & Shaw, D. S. (2021). Extracurricular involvement in the school-age period and adolescent problem behavior among low-income youth. *Journal of consulting and clinical psychology*, *89*(11).

[20] O'Donnell, A. W., Redmond, G., Gardner, A. A., Wang, J. J. J., & Mooney, A. (2023). Extracurricular activity participation, school belonging, and depressed mood: A test of the compensation hypothesis during adolescence. Applied Developmental Science; Bloomfield CJ, & Barber BL (2011). Developmental experiences during extracurricular activities and Australian adolescents' self-concept: Particularly important for youth from disadvantaged schools. Journal of Youth and Adolescence, 40.

[21] Marsh, H. W., & Kleitman, S. (2002). Extracurricular School Activities: The Good, the Bad, and the Nonlinear." *Harvard Educational Review,* 72(4).

[22] Carbonaro, W. & Maloney, E. (2019). Extracurricular Activities and Student Outcomes in Elementary and Middle School: Causal Effects or Self-selection? *Socius*, *5.*

[23] Park, J. J., Kim, B.H., Wong, N., Zheng, J., Breen, S., Lo, P., Baker, D.J., Rosinger, K.O., Nguyen, M.H., & Poon, O. (2024). Inequality Beyond Standardized Tests: Trends in Extracurricular Activity Reporting in College Applications Across Race and Class. EdWorkingPaper. Brown University; Also see Chetty, R., Deming, D. J., & Friedman, J. N. (2023). Diversifying Society's Leaders? The Causal Effects of Admission to Highly Selective Private Colleges (No. w31492). National Bureau of Economic Research.

[24] Fredricks J. A. (2012). Extracurricular participation and academic outcomes: Testing the over-scheduling hypothesis. *Journal of Youth and Adolescence*, *41*(3); Marsh, H. W., & Kleitman, S. (2002). Extracurricular School Activities: The Good, the Bad, and the Nonlinear." *Harvard Educational Review,* 72(4).

[25] Hsu, H., Lee, K., Bentley, J., & Acosta, S. (2019). Investigating the Role of School-Based Extracurricular Activity Participation in Adolescents' Learning Outcomes: A Propensity Score Method. Journal of Education and Learning, 8(4).

[26] A systematic review of the literature in 2010 did not determine causal effects across the 29 studies examined. See Shulruf, B. (2010) Do extra-curricular activities in schools improve educational outcomes? A critical review and meta-analysis of the literature. *Int Rev Educ* 56.

[27] Carbonaro, W. & Maloney, E. (2019). Extracurricular Activities and Student Outcomes in Elementary and Middle School: Causal Effects or Self-selection? *Socius*, *5.*

[28] Hunt, H. D. (2005). The Effect of Extracurricular Activities in the Educational Process: Influence on Academic Outcomes? *Sociological Spectrum, 25*(4).

Accessibility of Activities in FCPS

Students in middle and high school have access to a range of Division-funded afterschool activities, including academic enrichment (tutoring and homework help); visual, fine, and performance arts; character and leadership development; civic engagement and community service; college readiness and career exploration; cultural enrichment and diversity; health and wellness; recreation, social; social studies and language enrichment; sports, interscholastic; and STEM (science, technology, engineering, and math).

Students at Title I elementary schools have access to a small set of Title I-funded activities, including Mathematical Olympiad, Science Olympiad, and three other options (such as spelling bees, chess, and robotics). Activities at non-Title I elementary schools are currently more dependent on partnerships with external organizations and the involvement of parent organizations; these activities often involve fees and/or require students to provide their own transportation.

Although all secondary school students attend a school where activities are available, not all students are able to participate. In SY 2023-24, among FCPS high school students (grades 9-12) who responded to the Virginia School Survey of Climate and Working Conditions ("Climate Survey"):

- 72 percent reported that they were able to participate in available academic or extracurricular activities (setting not specified);
- 12 percent reported that they did not want to participate in available activities; and
- 16 reported that they were unable to participate.

The survey, which is administered in alternating years to middle school students, found even higher rates of ability to participate among middle school students: in SY 2022-23, 86 percent of FCPS students in grades 6-8 reported being able to participate in activities, compared to 75 percent of middle school students in Virginia.[29]

Looking just at the high school data from SY 2023-24, rates varied along a number of student factors. Compared to the Division average:

- **Student Characteristics.** Hispanic students were substantially less likely to report being able to participate, while White students were substantially more likely. Differences were not substantial by gender or by grade.

- **Additional Student Factors.** Students who had transferred to the school (i.e., those who did not enter as freshmen) were less likely to be able to participate, as were students who had missed 11 or more days of school and students with an out-of-school suspension. School climate also mattered, as students who lacked a positive relationship with an adult, experienced a negative school climate, had been bullied, and/or felt unsafe at school were less likely to be able to participate. Students with self-reported moderate to severe recent symptoms of anxiety and/or depression were less likely to participate.

For full detail, see Table 6.

[29] https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/law-enforcement/files/vcscs/3.%20Student_Snapshot_Report_v2_STATE_Formatted.pdf

Table 6: *Percent of High School Students (grades 9-12) by Ability to Participate in Activities in SY 2023-24*

	% able to participate in available options	% did not want to participate in available options	% unable to participate in available options	Number of Respondents
Division Average	72%	12%	16%	25,004
Student Characteristics				
Asian students	76%	10%	14%	4,572
Black students	76%	12%	12%	2,113
Hispanic students	60%	17%	23%	5,910
Multiracial students	76%	9%	15%	1,821
White students	79%	9%	12%	7,490
Girls	72%	10%	17%	11,414
Boys	74%	13%	13%	11,776
9th graders	73%	13%	14%	7,585
10th graders	73%	12%	15%	6,730
11th graders	72%	11%	17%	6,197
12th graders	72%	10%	18%	4,492
Additional Student Factors				
Transferred from another high school	64%	13%	23%	2,070
Do not feel safe inside school*	58%	14%	28%	1,464
Moderate symptoms of anxiety/depression**	57%	13%	30%	2,493
11+ absences this school year	56%	19%	25%	2,464
1+ out-of-school suspensions	55%	18%	28%	666
Negative school climate*	55%	16%	29%	2,009
Bullied	54%	14%	32%	1,542
No positive relationship with adult at school	53%	22%	25%	2,165
Severe symptoms of anxiety/depression**	48%	14%	37%	1,571

Note: Data source is Virginia School Survey of Climate and Working Conditions, student edition, SY 2023-24, question, "Please indicate if and why you have a difficult time participating in academic or extracurricular activities. Mark all that apply." Students who selected "I do not have a difficult time participating" were coded as able to participate, students who selected "I chose not to participate because the activities are not of interest to me" and no other options were coded as not wanting to participate, and all other answer choices (other obligations/activities, feeling unwelcome, school safety concerns) were coded as unable to participate.

* Students who responded that they slightly agree or slightly disagree were coded as neutral.

** Symptoms of anxiety and depression based on student responses to questions aligned with PHQ-4 diagnostic screener.

Among high school students unable to participate in available activities, the majority reported that they could not participate due to other obligations or outside activities (72%), and a smaller share reported not feeling they would fit in or be welcome (33%) or feeling safe at school (8%). In SY 2022-23, middle school students reported interpersonal barriers (shyness, feeling awkward/judged, not fitting in, bullying/harassment/conflict, disliking teachers/staff) and logistics (family issues, time constraints, other commitments).

Participation in Activities

In SY 2023-24, 62 percent of students in grades 6, 8, 10, and 12 who completed the Fairfax County Youth Survey (FCYS) reported participating in afterschool activities (at any location) at least 2-3 times a month, and 49 percent reported participating daily in *school-based* afterschool activities. See Table 7.

It is important to note that, similar to research on academically intense course taking patterns, studies have shown that while activity participation rates vary by school, those differences do not appear related to school resources or the number of activities offered as much as the *composition* of the student body. Schools with a large share of students who are Economically Disadvantaged tend to have lower participation rates because students who are Economically Disadvantaged have lower participation rates regardless of where they go to school.[30] These trends have been observed in the United States and internationally.[31]

By Student Race-Ethnicity

Multiriacial and Asian students had the highest rates of participation in afterschool activities 2-3 times per month and in daily school-based activities; Black students had higher rates for school-based activities. Hispanic students had rates well below the Division average on both measures of participation.

Table 7: *Percent of Students (Grades 6, 8, 10, 12) Reporting Participation in Afterschool Activities, by Race/Ethnicity*

	All Students	Asian	Black	Hispanic	Multiracial/ Other	White
*Participated in Afterschool Activities in Any Setting at Least 2-3 Times per Month**						
Adjusted Baseline %	**60%**	**64%**	**54%**	**40%**	**67%**	**72%**
Baseline numerator	22,332	8,997	6,870	6,235	3,590	17,825
Baseline denominator	37,215	14,068	12,637	15,720	5,357	24,644
SY 2023-24 %	**62%**	**68%**	**57%**	**42%**	**69%**	**74%**
SY 2023-24 numerator	21,680	5,339	2,020	3,714	1,736	8,334
SY 2023-24 denominator	34,914	7,891	3,527	8,906	2,498	11,220
Change (baseline to SY 2023-24)	**+2%**	**+4%**	**+3%**	**+2%**	**+2%**	**+2%**
*Participated in school-based afterschool activities daily***						
Adjusted Baseline %	**47%**	**56%**	**42%**	**39%**	**53%**	**49%**
Baseline numerator	19,654	3,909	2,641	3,104	1,402	6,049
Baseline denominator	37,112	6,992	6,312	7,886	2,666	12,265
SY 2023-24 %	**49%**	**54%**	**54%**	**39%**	**58%**	**51%**
SY 2023-24 numerator	17,639	4,259	1,895	3,495	1,428	5,716
SY 2023-24 denominator	34,765	7,816	3,521	8,900	2,476	11,189
Change (baseline to SY 2023-24)	**+2%**	**-2%**	**+12%**	**0%**	**+5%**	**+2%**

Note: Adjusted baseline is SY 2021-22 and SY 2022-23 weighted average. "Multiracial/Other" is a single category that students selected.
* Data source is the Fairfax County Youth Survey (FCYS) question, "How many times have you participated in school or non-school-based activities after the regular school day ended?"
** Data source is the Fairfax County Youth Survey (FCYS) question, "On an average school day, how many hours do you spend staying after school to participate in a team, club, program, etc.?".

[30] https://nces.ed.gov/pubs95/web/95741.asp
[31] Hjalmarsson, S. (2023). Pay to play? Economic constraints and participation in extracurricular activities. *European Sociological Review*, 39(4).

By Gender and LGBTQIA+ Identity

Boys and girls reported similar rates of participation overall and in school-based afterschool activities. This gap has narrowed since baseline. Students who identify as lesbian, gay, bisexual, transgender, and nonbinary (LGBTQ+, a subset of the broader student group who identify as LGBTQIA+) reported substantially higher rates than the Division average for school-based activities. See Table 8.

***Table 8**: Percent of Students (Grades 8, 10, 12) Reporting Participation in Afterschool Activities, by Gender and LGBTQIA+*

	All Students	Boys	Girls	LGBTQ+*
*Participated in Afterschool Activities in Any Setting at Least 2-3 times per Month**				
Adjusted Baseline %	**60%**	**58%**	**62%**	**62%**
Baseline numerator	16,301	15,594	16,144	5,348
Baseline denominator	27,195	26,797	26,023	8,638
SY 2023-24 %	**62%**	**62%**	**62%**	**64%**
SY 2023-24 numerator	15,143	7,312	7,369	1,835
SY 2023-24 denominator	24,530	11,852	11,938	2,846
Change	**+2%**	**+4%**	**0%**	**+3%**
*Participated in School-Based Afterschool Activities Daily***				
Adjusted Baseline %	**54%**	**50%**	**58%**	**58%**
Baseline numerator	14,680	6,730	7,539	2,477
Baseline denominator	27,108	13,350	13,063	4,306
SY 2023-24 %	**57%**	**54%**	**59%**	**62%**
SY 2023-24 numerator	13,868	6,366	7,049	1,764
SY 2023-24 denominator	24,365	11,739	11,879	2,831
Change	**+3%**	**+4%**	**+2%**	**+4%**

Note: Adjusted baseline is SY 2021-22 and SY 2022-23 weighted average

* Data source is the Fairfax County Youth Survey (FCYS) question, “How many times have you participated in school or non-school-based activities after the regular school day ended?” for grades 8, 10, and 12.

** Data source is the Fairfax County Youth Survey (FCYS) question, “On an average school day, how many hours do you spend staying after school to participate in a team, club, program, etc.?" for grades 8, 10, and 12.

By Grade

Participation in school-based afterschool activities is lowest for students in late elementary school (Grade 6) and highest for students in high school (Grades 10 and 12). It is important to note that while students in 6th grade have the lowest rate of school-based afterschool activities, they were just as likely as students in 10th (and close to those in 12th grade) to participate in afterschool activities overall. This finding suggests that while students in 6th grade have similar levels of participation in extracurriculars as their high school age peers, they are more likely to participate in those activities off of school grounds. See Table 9.

***Table 9**: Percent of Students Reporting Regular Participation in School-Based Afterschool Activities, by Grade Level*

	All Students	Grade 6	Grade 8	Grade 10	Grade 12
*Participated in Afterschool Activities in Any Setting at Least 2-3 times per month**					
Adjusted Baseline %	**60%**	**60%**	**55%**	**61%**	**66%**
Baseline numerator	22,332	12,062	11,060	11,475	10,067
Baseline denominator	37,215	20,040	20,073	18,950	15,367
SY 2023-24 %	**62%**	**63%**	**57%**	**63%**	**66%**
SY 2023-24 numerator	21,680	6,438	5,281	5,541	4,321
SY 2023-24 denominator	34,914	10,196	9,213	8,758	6,559
Change (adjusted baseline to SY 2023-24)	**+2%**	**+3%**	**+2%**	**+3%**	**0%**
*Participated in School-Based Afterschool Activities daily***					
Adjusted Baseline %	**47%**	**28%**	**41%**	**59%**	**65%**
Baseline numerator	19,654	2,778	4,136	5,571	4,973
Baseline denominator	37,112	10,004	10,003	9,449	7,655
SY 2023-24 %	**49%**	**31%**	**46%**	**62%**	**64%**
SY 2023-24 numerator	17,639	3,194	4,249	5,424	4,195
SY 2023-24 denominator	34,765	10,215	9,149	8,699	6,517
Change (adjusted baseline to SY 2023-24)	**+2%**	**+3%**	**+5%**	**+3%**	**-1%**

Note: Adjusted baseline is SY 2021-22 and SY 2022-23 weighted average.

* Data source is the Fairfax County Youth Survey (FCYS) question, “How many times have you participated in school or non-school-based activities after the regular school day ended?”

** Data source is the Fairfax County Youth Survey (FCYS) question, “On an average school day, how many hours do you spend staying after school to participate in a team, club, program, etc.?"

By Type

Data is not available on the specific types of extracurriculars that students pursue. However, in SY 2023-24, 78 percent of middle school students participated in the Middle School Afterschool Program (MSASP) at least once, which has provided a set of no-cost, daily afterschool activities at every middle school since SY 2006-07. MSASP includes at least one activity in academic, performing & visual arts, character development/leadership, STEM, social studies & language, fitness, wellness, & nutrition, recreation/social, and sports.

Students can choose how frequently they participate in MSASP. As shown in Table 10, in SY 2023-24, 14 percent of middle school students spent 30 or more days in the program (equivalent to about once a week), and 30 percent spent 15 or more days in the program (equivalent to about twice a month, see Appendix B).

Table 10: *Middle School Afterschool Program Participation*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Students with any MSASP Participation										
SY 2022-23 %	**75%**	**70%**	**63%**	**68%**	**79%**	**79%**	**79%**	**69%**	**76%**	**77%**
SY 2022-23 numerator	22,578	7,307	6,336	3,075	1,335	4,602	2,470	5,888	1,376	8,144
SY 2022-23 denominator	29,954	10,386	10,002	4,510	1,680	5,829	3,126	8,521	1,813	10,534
SY 2023-24 %	**78%**	**74%**	**66%**	**70%**	**85%**	**81%**	**80%**	**72%**	**81%**	**79%**
SY 2023-24 numerator	23,791	9,518	7,711	3,265	1,486	4,686	2,578	6,390	1,563	8,466
SY 2023-24 denominator	30,647	12,919	11,700	4,659	1,758	5,750	3,223	8,849	1,921	10,765
Change (SY 2022-23 to SY 2023-24)	**+3%**	**+4%**	**+3%**	**+2%**	**+6%**	**+2%**	**+1%**	**+3%**	**+5%**	**+2%**
Students with 30 or more days of MSASP Participation										
SY 2022-23 %	**12%**	**10%**	**7%**	**10%**	**15%**	**16%**	**16%**	**8%**	**13%**	**12%**
SY 2022-23 numerator	3,725	1,021	738	460	245	955	505	711	228	1,310
SY 2022-23 denominator	29,954	10,386	10,002	4,510	1,680	5,829	3,126	8,521	1,813	10,534
SY 2023-24 %	**14%**	**11%**	**8%**	**12%**	**17%**	**20%**	**17%**	**9%**	**16%**	**14%**
SY 2023-24 numerator	4,436	1,483	913	569	295	1,172	556	822	304	1,556
SY 2023-24 denominator	30,647	12,919	11,700	4,659	1,758	5,750	3,223	8,849	1,921	10,765
Change (SY 2022-23 to SY 2023-24)	**+2%**	**+1%**	**+1%**	**+2%**	**+2%**	**+3%**	**+1%**	**+1%**	**+3%**	**+2%**

Note: Data source is MSAS administrative data

In SY 2023-24, 30 percent of high school students participated in Virginia High School League (VHSL) sports, up from 27 percent at baseline. Rates were highest among White students (42%), Multiracial students (41%), and students with a 504 plan (35%). Conversely, seven other student groups (Asian students, Students with Disabilities, students who were Economically Disadvantaged, Hispanic students, and Multilingual learners) had rates five percentage points below the Division average. White and Asian students and those with a 504 plan saw a five percentage point increase from baseline. See Table 11.

Data on other high school activities are not available at this time.

***Table 11**: Percent of High School Students With VHSL Sports Participation*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	**28%**	**16%**	**6%**	**18%**	**32%**	**22%**	**31%**	**16%**	**40%**	**39%**
Baseline numerator	17,441	3,197	596	1,507	1,291	2,763	1,965	2,829	1,357	8,459
Baseline denominator	61,419	19,982	9,232	8,312	4,059	12,424	6,285	17,556	3,392	21,534
SY 2023-24 %	**30%**	**18%**	**7%**	**19%**	**35%**	**25%**	**31%**	**17%**	**41%**	**42%**
SY 2023-24 numerator	18,341	4,173	730	1,584	1,551	3,067	1,956	3,065	1,430	8,738
SY 2023-24 denominator	61,943	23,706	10,489	8,438	4,495	12,410	6,350	18,405	3,477	21,032
Change (adjusted baseline to SY 2023-24)	**+2%**	**+2%**	**+1%**	**+1%**	**+3%**	**+3%**	**0%**	**+1%**	**+1%**	**+3%**

Note: Data source is VHSL unique student file and SIS enrollment. Baseline includes SYs 2021-22 and 2022-23. Includes Baseball (JV), Baseball (Var), Basketball(9th)Boys, Basketball(9th)Girls, Basketball(JV)Boys, Basketball(JV)Girls, Basketball(Var)Boys, Basketball(Var)Girls, Cheerleaders (9th), Cheerleaders (JV), Cheerleaders (Middle), Cheerleaders (Var), Cross Country Boys, Cross Country Girls, E-Sports (VHSL), Field Hockey (9th), Field Hockey (JV), Field Hockey (Var), Football (9th), Football (JV), Football (Var), Golf Coed, Golf Girls, Gymnastics Girls, Lacrosse Boys (JV), Lacrosse Boys (Var), Lacrosse Girls (JV), Lacrosse Girls (Var), Sideline Winter Cheerleading (Varsity), Soccer (JV) Boys, Soccer (JV) Girls, Soccer (Var) Boys, Soccer (Var) Girls, Softball (JV) Girls, Softball (Var) Girls, Swimming Boys, Swimming Girls, Tennis Boys, Tennis Girls, Track and Field Boys, Track and Field Girls, Volleyball Girls (9th), Volleyball Girls (JV), Volleyball Girls (Var), Winter Track Boys, Winter Track Girls, Wrestling (JV), Wrestling (Var)

Strategic Efforts to Increase Access to Activities

There are several factors that may influence student participation in extracurricular activities. See Figure 10.

Figure 10: *Factors Linked to Higher Rates of Access to Activities*

Division-Level Factors

- **Availability**. Available options; timing of options (immediately after school, evenings, weekends)
- **Financial accessibility**. Subsidies for student participation; subsidies for additional expenses (equipment, supplies, uniforms, etc)

School-Level Factors

- **School Climate.** Perceived safety inside of school and on school grounds; feelings about the school/peers; bullying; students feeling unwelcome; cliques
- **Lack of participation restrictions.** Prerequisites; participation caps; competitive acceptance; skills testing

Student- and Family-Level Factors

- **Family factors.** Parental planning around students' postsecondary goals; parental involvement in student choices; family, culture, gender, and community norms; parental support systems; parental obligations/logistics; provision of paid and informal coaching/instruction
- **Student factors**. Student interest in available options; student skill; additional obligations / time use (family, work, academics, non-school-based extracurriculars); preference for team/individual activities

Note: See Bateman, L.J., Jacoby, I, LaDuca, B., McRae, C, & Torres, K. (2024). Extracurricular Participation and Barriers. Oregon Department of Education; Hjalmarsson, S. (2023). Pay to play? Economic constraints and participation in extracurricular activities. *European Sociological Review*, 39(4); Park, J. J., Kim, B.H., Wong, N., Zheng, J., Breen, S., Lo, P., Baker, D.J., Rosinger, K.O., Nguyen, M.H., & Poon, O. (2024). Inequality Beyond Standardized Tests: Trends in Extracurricular Activity Reporting in College Applications Across Race and Class. EdWorkingPaper. Brown University.

Strategies

To improve access to activities, FCPS is currently focused on the following strategies:

Strategy 1. Offer a variety of engaging afterschool activities.

Middle and high school students have access to a range of Division-funded afterschool activities. In SY 2023-24, FCPS **added sports to its Middle School Afterschool Program** (MSASP), including no-cut activities in which all students can participate. At the high school level, FCPS also recently **added two additional sports options** (boys' volleyball and girls' wrestling) to its program offerings at all high schools. Students at Title I Elementary schools have **access to limited Title I-funded activities**, including Science and Math Olympiad, and 3 additional clubs (i.e. chess, spelling bee, robotics).

To continue to expand offerings in line with student interest, FCPS will engage with the Superintendent's Student Advisory Council (SAC) and Student Equity Ambassador Leaders (SEALs) to develop strategies for **understanding and activating student preferences for specific activities.** The SAC meets monthly with 104 student delegates from schools across the Division and provides an opportunity to ensure student voice is involved in key decisions, solicit feedback about ongoing initiatives, and address current and emerging concerns. SEALs is a student leadership group composed of 83 high school students that works to amplify student voices and provide an increased understanding of the student experience through leadership development, projects, and relevant experiences of high school students. These groups can help the Division develop mechanisms for gathering feedback from students who do not participate in activities and for developing ways to encourage students to begin their own clubs or activities at their school.

Strategy 2. Understand and address barriers to participation.

FCPS will use the 2025 Student Experiences Survey and associated focus groups and its conversations with SAC and SEALs to better **understand the specific reasons why students do not participate** in extracurricular activities at school. For example, the Student Experiences Survey will ask students specifically about barriers related to information/awareness, interest, permission, time, cost, and transportation.

As noted in the SY 2024-25 Goal 2 report, FCPS employs a number of strategies designed to **foster a positive school environment** and address issues like chronic absenteeism and discipline disproportionality. Such strategies may also resolve some of the interpersonal barriers to participating in activities. During SY 2023-24, FCPS provided resources, coaching and professional learning to MTSS teams and SEL Screener leads in all schools to support implementation of **Social and Emotional Learning (SEL) practices** for all students that create a positive school environment and build positive relationships (e.g., Morning Meetings and Responsive Advisory Meetings). All teachers and school staff who interact directly with students are strongly encouraged to participate in professional learning entitled "Foundations of SEL and High-Leverage Tier 1 Practices" that addresses building a foundation of SEL and high-leverage practices to support students. These trainings provide high-leverage SEL practices used to build strong relationships with students and positive classroom cultures that enhance well-being.

Schools also deliver **lessons and programs** to help build social and emotional skills and empower students to become independent and productive individuals who make safe and healthy life choices. In K-12 health education, students learn and practice skills in communication, decision making, and conflict resolution. In addition, approximately 80 schools elected to adopt an SEL curriculum to specifically teach core SEL

competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills help students navigate difficult situations, and manage stressors.

FCPS currently has 96 schools with the **Purple Star Designation** with the goal of being a Purple Star Division in the next two years. This designation is awarded to schools for their commitment to supporting military-connected students and families. Purple Star schools support military-connected students by mitigating transition challenges to ensure a smooth start into the new community. All Purple Star schools have a peer-led student ambassador program. Student Ambassadors play a significant role in fostering a positive school environment by intentionally supporting the transition of new students into the school community (one of the risk factors that surfaced in the analysis of Climate Survey data). Ambassadors guide new students through their transition by providing school tours, being a friendly face during lunch and recess, or facilitating opportunities to connect with peers and engage in extracurricular activities. By connecting new military-connected students and all new students, student ambassador programs create a sense of belonging and a supportive environment.

Students who experienced a negative school climate and/or had recent symptoms of anxiety and/or depression were less likely to be able to participate in activities. To address this potential barrier, 23 FCPS high schools and 4 FCPS middle schools offer **Our Minds Matter** clubs, student-led groups that use an upstream suicide prevention model based on resiliency research to cultivate self-care and healthy habits, social connectedness, prosocial skills, and help-seeking behavior. Our Minds Matter not only supports individual student growth but also promotes a safe and caring school climate by reducing the stigma associated with mental health.

Strategy 3. Leverage Goal Innovation Team

An FCPS Goal Innovation Team is focused on increasing the share of students with access to a range of activities in FCPS. As a part of that work, the team is identifying innovative ways to improve existing outcomes. These recommendations will inform the strategies that are presented in future goal reports.

Given the needs identified in this report, this work may include:

- Using student voice to understand and activate preferences;
- Identifying future opportunities to expand division-sponsored elementary school activities;
- Enhancing data collection practices for high school co-curriculars;
- Identifying opportunities to expand activities offered during regular school hours, including classroom-based;
- Leveraging additional insights from the Virginia Climate Survey.

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, in the potential careers and pathways that interest them, and in how they spend their time outside of school. These choices matter, providing students with new knowledge and skills, an outlet for self-expression, and more opportunity after graduation. 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 patterns and ability to participate in activities is rooted both in their past educational experiences (**Goal 1**) and in their current feelings about their school, their teachers, their peers, and themselves. In particular, students who can pursue areas of passions inside and outside of school are more likely to attend school and stay engaged in learning (**Goal 2**).
- Students who received the support needed in early years to be successful in reading and math (**Goal 3**) are more likely to follow academically intense course taking patterns by high school.
- Academically intense course taking and participation in activities outside of school are linked to increased likelihood of persisting through high school, graduating on-time (**Goal 5**) and succeeding in post-secondary outcomes.

The data presented in this report reflect a number of successes and areas for growth within the Goal 4 priorities within and outside of the classroom.

- **Academically Intense Course Taking.** During SY 2023-24, 75 percent of students had academically intense course taking patterns – persisting beyond minimum graduation requirements and taking courses with increasing rigor and intensity. Disparities exist across student groups, particularly Black and Hispanic students, Multilingual learners, and Students with Disabilities. In SY 2024-25, FCPS has pursued a number of strategies to increase the share of students with academically intense course taking patterns, including: utilizing course taking data to revise offerings, pathways, and requirements across the Division; focusing academic advisement and enrollment practices on strategic scheduling; preparing all students for the rigor of advanced coursework; increasing the number and variety of advanced courses offered; and identifying and resolving common barriers to accessing academically intense courses.

- **Access to Activities.** In SY 2023-24, 72 percent of FCPS high school students who completed the Virginia Climate survey reported being able to access academic and extracurricular activities. This temporary measure of access–to be replaced by an internal measure from the FCPS Student Experience Survey–shows a number of student groups that may have trouble accessing activities, including Hispanic students and students who report other risk factors (transfer from another high school, high rates of absenteeism, out-of-school suspensions, lacking positive relationship with adult at school, issues with school climate/safety/bullying, recent symptoms of anxiety and/or depression). In SY 2024-25, FCPS has pursued a number of strategies to increase the share of students reporting access to activities, including: offering a variety of engaging afterschool activities; understanding and addressing barriers to participation; and leveraging the Goal Innovation Team.

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 middle and high students who report no barriers to accessing desired courses in the following areas: fine arts, STEAM, CTE and world languages. (Student Experience Survey)

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	**Under Development**									
Baseline numerator										
Baseline denominator										
SY 2023-24%										
SY 2023-24 numerator										
SY 2023-24 denominator										
Change (adjusted baseline to SY 2023-24)										

Percent of elementary school students who report no barriers to accessing desired programs in the arts, STEAM, or world languages. (Student Experience Survey)

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	**Under Development**									
Baseline numerator										
Baseline denominator										
SY 2023-24%										
SY 2023-24 numerator										
SY 2023-24 denominator										
Change (adjusted baseline to SY 2023-24)										

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 senior cohort with academically intense course taking patterns								
	All Students	**ML (1-4)**	**SWD**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
SY 2023-24 %	**75%**	**12%**	**25%**	**90%**	**65%**	**51%**	**83%**	**85%**
SY 2023-24 numerator	10,393	164	429	2,638	927	1,821	658	4,311
SY 2023-24 denominator	13,905	1,328	1,738	2,930	1,420	3,603	794	5,100

Note: Data source is Abl analysis of 2024 senior cohort data

Growth Targets - Percent of students in the senior cohort with academically intense course taking patterns								
Student Group	**All students**	**ML (1-4)**	**SWD**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Baseline	**75%**	12%	25%	90%	65%	51%	83%	85%
SY 2024-25 Target	**78%**	26%	37%	91%	70%	58%	85%	87%
SY 2025-26 Target	**82%**	40%	48%	92%	75%	66%	87%	88%
Target Annual Progress (%pts)	**3.33**	13.83	11.67	0.83	5.00	7.33	2.00	1.67

Percent of middle school students who report no barriers to accessing desired high school math courses like Algebra or Geometry OR honor courses. (Student Experience Survey)										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline %	**Under Development**									
Baseline numerator										
Baseline denominator										
SY 2023-24%										
SY 2023-24 numerator										
SY 2023-24 denominator										
Change (adjusted baseline to SY 2023-24)										

Percent of elementary school students who report no barriers to desired access to harder math. (Student Experience Survey)										
	All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Adjusted Baseline %	**Under Development**									
Baseline numerator										
Baseline denominator										
SY 2023-24%										
SY 2023-24 numerator										
SY 2023-24 denominator										
Change (adjusted baseline to SY 2023-24)										

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 self-reporting availability of extra help from teachers when needed. (Student Experience Survey)

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	Under Development									
Baseline numerator										
Baseline denominator										
SY 2023-24%										
SY 2023-24 numerator										
SY 2023-24 denominator										
Change (adjusted baseline to SY 2023-24)										

Percent of students with a required reading plan who are receiving services.

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	Under Development									
Baseline numerator										
Baseline denominator										
SY 2023-24%										
SY 2023-24 numerator										
SY 2023-24 denominator										
Change (adjusted baseline to SY 2023-24)										

Metrics and Baseline Data for Goal 4 Measure D

Disproportionality in course-taking patterns and participation in inclusive settings

Gap in academically intense course taking patterns for Students in the Senior Cohort	
	% with Academically Intense Course Taking Patterns
Highest rate (Students not ML 1-4)	81%
Lowest rate (Students classified as ML 1-4)	12%
SY 2023-24 percentage point gap	**69%**

Note: Data source is Abl analysis of 2024 senior cohort data

Growth Targets - Gap in academically intense course taking patterns for Students in the Senior Cohort	
Student Group	**Gap between Highest and Lowest Mutually Exclusive Student Groups**
Baseline (SY 2023-24)	69%
SY 2024-25 Target	58%
SY 2025-26 Target	46%
Target Annual Progress (%pts)	-11.50

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 reporting no barriers to participation in desired activities at their school. (Student Experience Survey)

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	**Under Development**									
Baseline numerator										
Baseline denominator										
SY 2023-24%										
SY 2023-24 numerator										
SY 2023-24 denominator										
Change (adjusted baseline to SY 2023-24)										

Appendix B
ADDITIONAL GOAL 4 DATA

***Table 12**: Percent of Graduating Seniors with at Least one Math Credit Beyond Algebra 2*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*76%*	*55%*	*13%*	*29%*	*84%*	*90%*	*66%*	*52%*	*82%*	*84%*
Adjusted Baseline %	**76%**	**55%**	**13%**	**29%**	**84%**	**90%**	**66%**	**52%**	**82%**	**84%**
Baseline numerator	10,561	2,155	144	525	865	2,740	957	1,688	622	4,522
Baseline 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%**
SY 2023-24 numerator	10,526	2,667	204	539	1,019	2,691	967	1,820	669	4,339
SY 2023-24 denominator	14,119	4,841	1,344	1,807	1,223	3,007	1,479	3,549	811	5,213
Change (adjusted baseline to SY 2023-24)	**-1%**	**0%**	**+2%**	**+1%**	**-1%**	**-1%**	**-1%**	**-1%**	**0%**	**-1%**

Note: Data source is SIS course history

***Table 13**: Percent of Graduating Students with at Least Four Science Credits*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*78%*	*60%*	*24%*	*40%*	*83%*	*89%*	*70%*	*58%*	*82%*	*84%*
Adjusted Baseline %	**78%**	**60%**	**24%**	**40%**	**83%**	**89%**	**70%**	**58%**	**82%**	**84%**
Baseline numerator	10,837	2,352	276	734	856	2,721	1,012	1,890	621	4,558
Baseline 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%**
SY 2023-24 numerator	10,871	2,946	431	744	1,004	2,686	1,029	2,070	674	4,373
SY 2023-24 denominator	14,119	4,841	1,344	1,807	1,223	3,007	1,479	3,549	811	5,213
Change (adjusted baseline to SY 2023-24)	**-1%**	**+1%**	**+8%**	**+1%**	**-1%**	**0%**	**0%**	**0%**	**+1%**	**0%**

Note: Data source is SIS course history

***Table 14**: Percent of Graduating Students with at Least Three World Language Credits*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*78%*	*65%*	*36%*	*30%*	*83%*	*89%*	*66%*	*67%*	*81%*	*82%*
Adjusted Baseline %	**78%**	**65%**	**36%**	**30%**	**83%**	**89%**	**66%**	**67%**	**80%**	**82%**
Baseline numerator	10,936	2,560	416	542	862	2,726	955	2,182	608	4,431
Baseline 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%**
SY 2023-24 numerator	11,068	3,257	566	575	1,001	2,689	949	2,435	655	4,299
SY 2023-24 denominator	14,119	4,841	1,344	1,807	1,223	3,007	1,479	3,549	811	5,213
Change (adjusted baseline to SY 2023-24)	**0%**	**+2%**	**+6%**	**+2%**	**-1%**	**0%**	**-2%**	**+2%**	**+1%**	**0%**

Note: Data source is SIS course history

***Table 15**: Average Number of Weighted Courses Successfully Completed Annually by High School Students*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*2.5*	*1.3*	*0.2*	*0.5*	*2.7*	*3.9*	*1.9*	*1.2*	*3.0*	*2.9*
Adjusted Baseline %	**2.6**	**1.3**	**0.2**	**0.5**	**2.7**	**3.9**	**1.9**	**1.2**	**3.0**	**2.9**
Baseline numerator	156,592	24,910	1,660	4,270	10,313	47,713	11,502	19,432	9,808	62,359
Baseline denominator	59,742	19,132	8,108	8,230	3,825	12,323	6,113	16,354	3,271	21,464
SY 2023-24 %	**2.7**	**1.5**	**0.3**	**0.6**	**2.9**	**4.0**	**2.1**	**1.3**	**3.1**	**3.0**
SY 2023-24 numerator	165,124	34,950	3,111	5,187	12,716	48,901	12,858	22,653	10,769	61,969
SY 2023-24 denominator	60,601	22,989	9,812	8,405	4,439	12,302	6,193	17,591	3,436	20,817
Change (adjusted baseline to SY 2023-24)	**+0.1**	**+0.2**	**+0.1**	**+0.1**	**+0.2**	**+0.1**	**+0.2**	**+0.1**	**+0.1**	**+0.1**

Note: Data source is SIS High School Marks extract.The numerator is the number of weighted courses taken by high school students and the denominator is the number of high school students.

***Table 16**: Average Number of Honors Courses Successfully Completed Annually by Middle School Students*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*2.1*	*1.2*	*0.3*	*0.6*	*2.3*	*2.7*	*1.7*	*1.2*	*2.5*	*2.4*
Adjusted Baseline %	**2.1**	**1.2**	**0.3**	**0.6**	**2.3**	**2.7**	**1.7**	**1.2**	**2.5**	**2.4**
Baseline numerator	61,044	12,342	1,496	2,542	3,427	15,794	5,151	9,619	4,246	24,965
Baseline denominator	29,190	10,225	4,609	4,419	1,501	5,770	3,038	8,323	1,708	10,225
SY 2023-24 %	**2.2**	**1.4**	**0.4**	**0.7**	**2.4**	**2.8**	**1.8**	**1.2**	**2.6**	**2.5**
SY 2023-24 numerator	62,177	17,048	2,473	3,142	4,005	15,353	5,296	9,866	4,668	25,093
SY 2023-24 denominator	28,522	12,064	5,676	4,408	1,672	5,450	2,931	8,210	1,798	10,003
Change (adjusted baseline to SY 2023-24)	**+0.1**	**+0.2**	**+0.1**	**+0.1**	**+0.1**	**+0.1**	**+0.1**	**0.0**	**+0.1**	**+0.1**

Note: Data source is SIS Middle School Marks extract.The numerator is the number of honors/AAP courses taken by middle school students and the denominator is the number of middle school students.

***Table 17**: 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
OLD Baseline	*14%*	*23%*	*41%*	*47%*	*8%*	*6%*	*16%*	*24%*	*10%*	*10%*
Adjusted Baseline %	**14%**	**23%**	**41%**	**47%**	**8%**	**6%**	**16%**	**24%**	**10%**	**10%**
Baseline numerator	12,271	6,696	5,236	5,975	423	1,162	1,507	6,035	492	3,031
Baseline 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%**
SY 2023-24 numerator	11,300	6,737	5,173	5,501	440	1,012	1,418	5,451	504	2,858
SY 2023-24 denominator	89,127	35,051	15,488	12,812	6,111	17,756	9,122	25,801	5,234	30,822
Change (adjusted baseline to SY 2023-24)	**-1%**	**-4%**	**-8%**	**-4%**	**-1%**	**0%**	**0%**	**-3%**	**0%**	**-1%**

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.

Table 18: *Percent of Students in the 2024 Senior Cohort by Test Scores*

	All Students	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White	Boys	Girls	Nonbinary
Percent Meeting Abl Test Score Benchmark (Equivalent of 1120 on SAT)											
SY 2023-24 %	**45%**	**1%**	**11%**	**69%**	**22%**	**14%**	**58%**	**59%**	**46%**	**45%**	**54%**
SY 2023-24 numerator	6,323	7	190	2,029	309	499	457	3,006	3,293	3,000	30
SY 2023-24 denominator	13,905	1,328	1,738	2,930	1,420	3,603	794	5,100	7,187	6,662	56
Percent of Students for Whom Testing Information is not Available											
SY 2023-24 %	8%	38%	20%	3%	10%	19%	4%	4%	9%	7%	11%
SY 2023-24 numerator	1,164	500	345	80	138	695	31	211	669	489	6
SY 2023-24 denominator	13,905	1,328	1,738	2,930	1,420	3,603	794	5,100	7,187	6,662	56

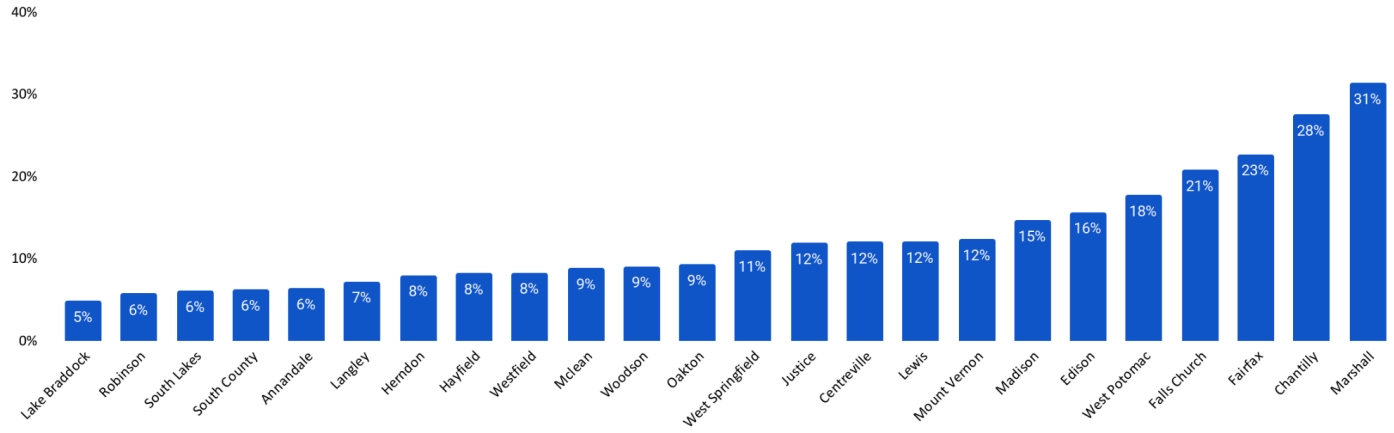
Note: Based on Abl analysis of 2024 senior cohort data.

***Table 19**: Percentage of Academy Enrollment by High School SY 2023-24*

Chantilly Academy 1,746 enrolled	**Edison Academy** 1,010 enrolled	**Fairfax Academy** 1,483 enrolled	**Falls Church Academy** 937 enrolled	**Marshall Academy** 1,133 enrolled	**West Potomac Academy** 1,070 enrolled
Chantilly HS 42% (729)	Edison HS 28% (287)	Fairfax HS 30% (441)	Falls Church HS 35% (326)	Marshall HS 48% (677)	West Potomac HS 37% (396)
Centreville HS 12% (201)	West Springfield HS 13% (131)	Madison HS 9% (134)	Marshall HS 11% (104)	Justice HS 12% (138)	Mount Vernon HS 15% (163)
Westfield HS 10% (181)	Hayfield SS 10% (96)	Woodson HS 8% (120)	Annandale HS 10% (95)	Langley HS 11% (123)	Lewis HS 12% (130)
Herndon HS 9% (160)	West Potomac HS 9% (92)	Chantilly HS 7% (109)	Justice HS 8% (78)	McLean HS 10% (115)	West Springfield HS 9% (98)
South Lakes HS 7% (115)	Mount Vernon HS 8% (82)	Oakton HS 7% (108)	Woodson HS 6% (57)	Madison HS 9% (105)	Hayfield SS 8% (82)
Robinson HS 5% (86)	Lewis HS 8% (81)	Centreville HS 6% (94)	Madison HS 5% (51)	Falls Church HS 5% (57)	Edison HS 7% (72)
Fairfax HS 4% (62)	South County HS 7% (69)	West Springfield HS 5% (70)	Oakton HS 5% (48)	Oakton HS 4% (42)	South County HS 6% (65)
Oakton HS 3% (53)	Lake Braddock SS 7% (67)	Robinson SS 4% (55)	Mclean HS 4% (42)		
Woodson HS 3% (50)	Justice HS 3% (34)	Westfield HS 3% (51)	Fairfax HS 4% (40)		
Mclean HS 1% (24)	Falls Church HS 3% (27)	Falls Church HS 3% (43)	Lake Braddock SS 3% (31)		
Marshall HS 1% (22)	Annandale HS 2% (24)	Mclean HS 3% (41)			
Madison HS 1% (22)		South Lakes HS 2% (37)			
		Marshall HS 2% (36)			
		Herndon HS 2% (31)			
		Lake Braddock SS 2% (31)			
		Justice HS 2% (30)			

Note: Includes only those schools or sites that enrolled 20 or more students into an individual academy program.

Figure 11: *Percent of Students Attending an Academy, by Base School*



Note: TJHSST is not shown in this data. This includes students attending an academy located at their base school.

***Table 20**: High School Academy Course Offerings, SY 2024-25*

	Chantilly	Edison	Fairfax	Falls Church	Marshall	West Potomac
Agriculture, Food and Natural Resources						
Veterinary Science	X*	X*				
Architecture and Construction						
Construction Tech		X*				
Carpentry	X*					
HVAC		X*				
Electrical Eng		X*				
Welding						X*
Arts, Audio/Video Technology and Communications						
TV Media Production			X			X
Theatre						
Music Theatre Workshop			X*			
Adv Musical Theatre			X*			
Pre-Prof Music Theatre			X			
Other Music						
Music Comp Tech			X*			X*
Dance						
Dance			X			X
Broadway Dance			X			X
Hip Hop Dance			X			X
Visual Arts						
Fashion Careers			X*			
Prof Photo Studio			X			
Education and Training						
Teachers for Tomorrow	X	X				
Government and Public Administration						
Arabic			X*		X*	
Chinese			X		X	
Korean	X		X			
Vietnamese				X		
Am Sign Language			X*	X*		
Air Force JROTC	X					
Army JROTC						X
Health Science						
Biotech Foundation HN				X		X
Explore Health Sci	X			X		X

	Chantilly	Edison	Fairfax	Falls Church	Marshall	West Potomac
Health Informatics				X		
Expl Lang Medicine	X			X		X
Medical Coding & Billing				X		
Patient Care Tech				X		
Pharmacy Tech	X*			X*		X*
Dental Careers	X*			X*		X*
Emerg Med Tech				X*		X*
Medical Assistant	X*			X*		X*
Intro to Nursing	X*			X*		X*
Practical Nursing				X		
Phys/Occ Therapy	X					X
Health Science						
Culinary Arts	X*	X*			X*	
Cosmetology	X*	X*			X*	
Information Technology						
Cyber: Oracle 1		X				
Cyber: Network Admin 1	X	X			X	
Cyber: Exploring IT	X	X			X	
Cyber: Systems Tech	X	X			X	
Cyber: Security Cap AV	X	X			X	
Game Design & Dev			X			
Adv Game Design & Dev			X			
Cloud Computing	X	X			X	
Law, Public Safety, Corrections and Security						
911 Dispatch						X*
Firefighting	X					
Criminal Justice	X	X		X	X	X
Marketing, Sales and Service						
Social Media Marketing			X*			X
Marketing Mgmt	X					
Fashion Marketing	X					
Entrepreneurship	X					
Science, Technology, Engineering and Mathematics						
Engineering Math	X					
Engineering Systems	X					

	Chantilly	Edison	Fairfax	Falls Church	Marshall	West Potomac
Robotics Systems	X					
STEM Engineering HN	X					
Transportation, Distribution and Logistics						
Auto Technology	X*	X*			X*	
Auto Collision Svc	X*	X*				

Note: Programs with an asterisk had a waitlist of five or more students for the 2023-24 school year, typically in the level 1 course.

***Table 21**: Percent of Students Enrolled in 6th Grade Advanced Math*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	*35%*	*17%*	*3%*	*11%*	*37%*	*51%*	*26%*	*17%*	*44%*	*41%*
Adjusted Baseline %	**35%**	**17%**	**3%**	**11%**	**37%**	**51%**	**26%**	**17%**	**44%**	**41%**
Baseline numerator	4,806	804	58	235	246	1,381	361	632	379	2,035
Baseline 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%**
SY 2023-24 numerator	4,642	1,151	63	240	322	1,321	342	649	386	1,929
SY 2023-24 denominator	13,560	5,787	2,698	2,264	815	2,590	1,332	3,879	860	4,849
Change (adjusted baseline to SY 2023-24)	**-1%**	**+3%**	**-1%**	**0%**	**+3%**	**0%**	**0%**	**0%**	**+1%**	**-1%**

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.

***Table 22**: Percent of Students Enrolled in Algebra 1 in 8th grade*

	All students	ML (1-4)	SWD	Asian	Black	Hispanic	Multiracial	White
SY 2023-24 %	**64%**	**13%**	**25%**	**83%**	**53%**	**39%**	**75%**	**73%**
SY 2023-24 numerator	,8470	259	472	2,163	714	1,409	650	3,496
SY 2023-24 denominator	13,300	2,072	1,859	2,620	1,355	3,634	871	4,772

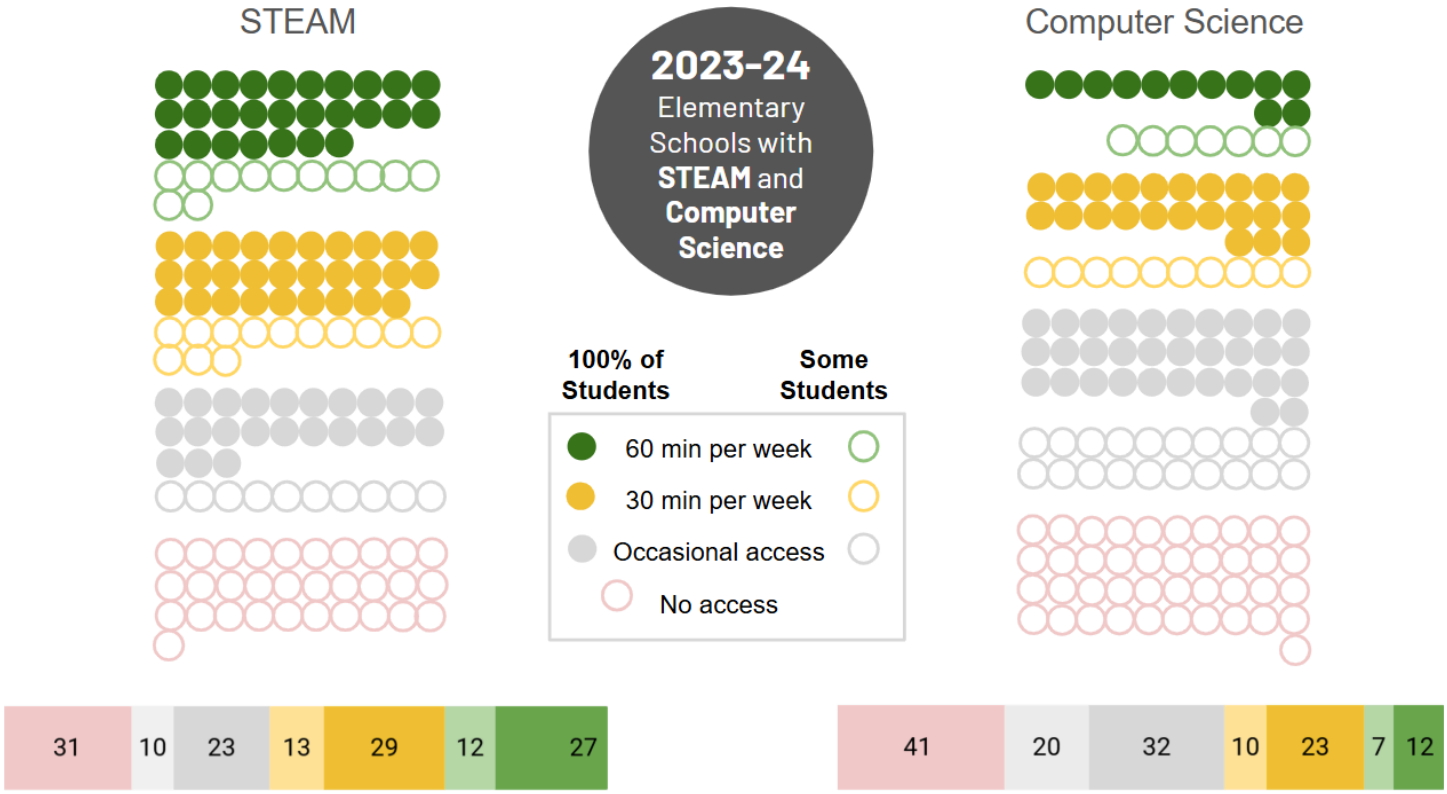
Note: Data source is SIS enrollment. Includes students enrolled in Algebra 1 or higher.

***Table 23**: Elementary Schools With FLES Program in SY 2023-24*

% of elementary schools with FLES, SY 2023-24	39% 56 out of 142

Note: FLES is currently available in the following languages: Spanish (43), Chinese (7), Arabic (2), French (1), German (1), Japanese (1), and Korean (1). Data for SY 2023-24 is the same as was reported for previous years in the Goal 4 Baseline Report.

***Figure 12**: Elementary Schools with STEAM and Computer Science, SY 2023-24*



Note: Data source is ISD annual STEAM/CS survey

Figure 13: *Percent of High School Students, SY 2023-24, by Subjects Offered at Their School*

Coming Soon

Figure 14: *Percent of Middle School Students, SY 2023-24, by Subjects Offered at Their School*

Coming Soon

Figure 15: *Percent of High School Students by Number of Subjects Offered at their School, SY 2023-24*

Coming Soon

Figure 16: *Percent of Middle School Students by Number of Subjects Offered at their School, SY 2023-24*

Coming Soon

Table 24: *Secondary Courses by Domain and Subject Area*

CTE			
Architecture and Construction	IB Design & Tech SL Architect Drawing Advanced Drawing	**Health**	Healthcare Careers
Business, Management and Administration	Principles of Business Business Law IB Business Mgmt SL IB Business Mgmt HL Business Mgmt	**Health Science**	Medical Code & Bill 1 Medical Code & Bill 2 Nutrition & Wellness Sports Medicine
Computer Science/ Information Technology	Digital Applications Cybersecurity Fund Information Systems Adv Information Sys CS Programming CS Programming DE Advanced Programming HN Adv Programming DE Game Design & Dev Des Multi-Med WebTech Web Page Development AP Computer Science A AP Computer Science Pr IB Computer Sci SL IB Computer Sci HL 2 CS Capstone AV CS Data Structures AV Disc Str & Comp Org DE CS Foundations Computer Exploration Coding & Innov Tech Coding & Innov Tech 2 Computer Solutions	**Hospitality and Tourism**	Sports Enter Marketing Sports Enter Management Hospitality 1 Intro to Culinary Food Hospitality Mgmt Culinary Operations Culinary Arts 1 Culinary Arts 2 Pastry Arts
Education and Training	Work Aware & Trans IB Pers & Prof Skills IB Pers & Prof Skills 1 IB Pers & Prof Skills 2 Early Childhood 1 Early Childhood 1 DE Early Childhood 2 Early Childhood 2 DE Teachers for Tmrw 1 Teachers for Tmrw 1 DE Teachers for Tmrw 2 Teachers for Tmrw 2 DE Educ for Employ 1 Educ for Employment 2 EFE Opportunities Educ for Employment 1 Apprenticeship Internship Career Investigations	**Human Services**	Child Dev & Parenting Cosmetology 1 Cosmetology 2 Cosmetology 3 Family & Consumer Sci 6 Family & Consumer Sci 2 Family & Consumer Sci Family & Consumer Sci 1

CTE			
Engineering	STEM Design STEM Pre-Engineering Electronics 2 STEM Adv Elec Robo HN Integ Engineering 3 HN Electronics 1 STEM Robotics Engineering Drawing STEM Engineering HN Integ Engineering 1 HN STEM AdvEngineering HN Integ Engineering 2 HN Aerospace Science 1 Aerospace Science 2 STEM Solutions Engr 2 Sim & Fab Engr 3 Adv Des & Proto Engr 1 Design & Model Technology Education Intro to Engineering	**Law, Public Safety, Corrections and Security**	Criminal Justice 1 Criminal Justice 2
Finance	Accounting Advanced Accounting	**Marketing, Sales and Service**	Marketing Exploration Marketing 1 Social Media Marketing Strategic Marketing Marketing Management Global Marketing Fashion Marketing 1 Fashion Marketing 2 Entrepreneurship 1 HN Entrepreneurship 1 DE Entrepreneurship 2 HN Entrepreneurship 2 DE
Government and Public Administration	Army JROTC 1 Marine Corps JROTC 1 Navy JROTC 1 Army JROTC 2 Marine Corps JROTC 2 Navy JROTC 2 Army JROTC 3 HN Marine Corps JROTC 3 HN Navy JROTC 3 HN Army JROTC 4 HN Marine Corps JROTC 4 HN Navy JROTC 4 HN	**Transportation, Distribution and Logistics**	Auto Technology 1 Auto Technology 2 Auto Technology 3

Fine Arts			
Art & Design	Studio Art & Design 1 Studio Art & Design 2 Studio Art & Design 3 Studio Art & Design 4 Portfolio Prep AP 2D Art & Design AP 2D Digital Art AP 2D Photography AP 3D Art & Design 2D Studio Art 1 2D Studio Art 2 2D Studio Art 3 3D Studio Art 1 3D Studio Art 2 3D Studio Art 3 3D Studio Art 4	**Orchestra**	Beginning Orchestra Orchestra Intermediate Orchestra Advanced Orchestra HN Orchestra 6 Advanced Orchestra
Arts, Audio/Video Technology and Communications	Digital Art 1 Animation Digital Art 2 Digital Art 3 Digital Art 4 Intro Interior Design	**Other Music**	Music Sampler Music Theory IB Music SL 1 IB Music HL 1 Music Comp Tech 1 Pt1 AP Music Theory IB Music SL 2 IB Music HL 2 General Music 6 Music Partic Lab 1 Music Partic Lab 2
Band	Beginning Band Band Advanced Band HN Band 6 Intermediate Band Advanced Band	**Other Visual Arts**	IB Visual Arts SL 1 IB Visual Arts HL1 AP Drawing AP Art History IB Visual Arts SL 2 IB Visual Arts HL 2 Contemporary Media 1 Contemporary Media 2 Contemporary Media 3 Art Independent Study
Ceramics	3D Art Ceramics 1 3D Art Ceramics 2	**Photography**	Photography 1 Photography 2 Photography 3 Photography 4
Chorus	Beginning Chorus Chorus Vocal Ensemble Sopr Alto Chorus Tenor Bass Chorus Advanced Chorus HN Adv Sopr Alto Chorus HN Adv Tenor Bass Chorus HN Show Swing Choir	**Piano**	Piano Lab 1 Piano Lab 2 Piano Lab 3 Piano Lab

Fine Arts			
	Jazz Choir Soprano Alto Chorus Chorus 6 Intermediate Chorus Int Sopr Alto Chorus Inter Tenor Bass Chorus Advanced Chorus Adv Sopr Alto Chorus Adv Tenor Bass Chorus		
Dance	Dance 1 Dance 2 Dance 3 IB Dance SL Dance 4	**Sculpture**	3D Art Sculpture 1 3D Art Sculpture 2
Ensemble	Jazz Ensemble Jazz Combo Percussion Ensemble String Ensemble Mixed Ensemble Ensembles Brass Ensemble Woodwind Ensemble	**Theatre**	Adv Spch & Theatre Appr Speech & Theatre Appr Theatre Arts Appr Tech Theatre Appr Adv Theatre Arts Appr Musical Theatre Appr
Guitar	Guitar 1 Guitar 2 Guitar 3 Guitar Ensemble 1 Guitar Ensemble 2 HN Guitar Ensemble 2 Guitar	**Theatre Arts**	Theatre Arts 1 Theatre Arts 2 Theatre Arts 3 HN IB Theatre Arts SL 1 IB Theatre Arts HL 1 Musical Theatre Theatre Arts 3 DE Technical Theatre 1 Technical Theatre 2 Technical Theatre 3 HN Technical Theatre 4 HN Theatre Arts 4 HN IB Theatre Arts SL 2 IB Theatre Arts HL 2 Design & Production 1 Design & Production 2 Design & Production 3
Jewelry	3D Art Jewelry 1 3D Art Jewelry 2 3D Art Jewelry	**Visual Arts**	Art 6 Art Foundations 3D Art Exploration Art Extensions Computers in Art

World Languages			
American Sign Language	Am Sign Language 1 Am Sign Language 2 Am Sign Language 3 Am Sign Language 4 HN Intro to ASL	**Korean**	Korean 1 Korean Heritage Spkrs 1 Korean 2 Korean Heritage Spkrs 2 Korean 3 Korean Heritage Spkrs 3 Korean 4 HN Korean 5 HN Korean Immersion 1 Korean 1 Part A Korean 1 Part B Korean Immersion 2
Arabic	Arabic 1 Arabic 2 Arabic 3 Arabic 4 HN Arabic 5 HN IB Arabic SL 1 IB Arabic SL 2 IB Arabic HL 2 Arabic FLES	**Latin**	Latin 1 Latin 2 Latin 3 Latin 4 HN Latin 4 DE Latin 5 HN AP Latin IB Latin SL 1 IB Latin SL 2 IB Latin HL 2
Chinese	Chinese 1 Chinese 2 Chinese 3 Chinese 4 HN	**Russian**	Russian 1 Russian 2 Russian 3 Russian 4 HN Russian 5 HN
French	French 1 French 2 French 3 IB French SL Ab In French 4 HN French 4 DE IB French SL 1 IB French HL 1 IB FrenLang&Lit HL 1 French 5 HN IB French SL 2 IB French HL 2 IB FrenLang&Lit SL 2 IB FrenLang&Lit HL 2 AP French Language French Immersion 1 French 1 Part A French 1 Part B French Immersion 2 Intro to French	**Spanish**	Spanish 1 Span Heritage Spkrs 1 Spanish 2 Span Heritage Spkrs 2 Spanish 3 Span Heritage Spkrs 3 IB Span SL Ab In Spanish 4 HN SpanishCareer Appl HN Spanish 4 DE Span Heritage Spkrs 4 HN IB Span Lang&Lit SL1 IB Span Lang&Lit HL1 IB Spanish SL 1 IB Spanish HL 1 Spanish 5 HN IB Span Lang&Lit SL 2 IB Span Lang&Lit HL 2 IB Spanish SL 2 IB Spanish HL 2 AP Spanish Language AP Spanish Literature Spanish Immersion 1-2 Spanish Immer 1

World Languages			
			Spanish 1 Part A Span Heritage Spkrs 1A Spanish 1 Part B Span Heritage Spkrs 1B Spanish Immersion 2 Spanish Immersion 3 Intro to Spanish
German	German 1 German 2 German 3 German 4 HN IB German SL 1 IB German HL 1 German 5 HN IB German SL 2 IB German HL 2 AP German Language German Immersion 1 German 1 Part A German 1 Part B German Immersion 2	**Vietnamese**	Vietnamese 1 Vietnamese 2 Vietnamese 3 Vietnamese 4 HN Vietnamese 5 HN
Japanese	Japanese 1 Japanese 2 Japanese 3 Japanese 4 HN IB Japanese SL 1 Japanese 5 HN IB Japanese SL 2 AP Japanese Japanese Immersion 1 Japanese 1 Part A Japanese 1 Part B Japanese Immersion 2		

Table 25: *Middle School Afterschool Program Participation*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Students with any MSASP Participation										
SY 2022-23 %	**75%**	**70%**	**63%**	**68%**	**79%**	**79%**	**79%**	**69%**	**76%**	**77%**
SY 2022-23 numerator	22,578	7,307	6,336	3,075	1,335	4,602	2,470	5,888	1,376	8,144
SY 2022-23 denominator	29,954	10,386	10,002	4,510	1,680	5,829	3,126	8,521	1,813	10,534
SY 2023-24 %	**78%**	**74%**	**66%**	**70%**	**85%**	**81%**	**80%**	**72%**	**81%**	**79%**
SY 2023-24 numerator	23,791	9,518	7,711	3,265	1,486	4,686	2,578	6,390	1,563	8,466
SY 2023-24 denominator	30,647	12,919	11,700	4,659	1,758	5,750	3,223	8,849	1,921	10,765
Change (SY 2022-23 to SY 2023-24)	**+3%**	**+4%**	**+3%**	**+2%**	**+6%**	**+2%**	**+1%**	**+3%**	**+5%**	**+2%**
Students with 15 or more days of MSASP Participation										
SY 2022-23 %	**27%**	**22%**	**18%**	**22%**	**32%**	**33%**	**32%**	**20%**	**27%**	**27%**
SY 2022-23 numerator	8,004	2,254	1,778	994	532	1,910	997	1,731	481	2,856
SY 2022-23 denominator	29,954	10,386	10,002	4,510	1,680	5,829	3,126	8,521	1,813	10,534
SY 2023-24 %	**30%**	**24%**	**18%**	**25%**	**34%**	**37%**	**35%**	**21%**	**35%**	**31%**
SY 2023-24 numerator	9,149	3,145	2,062	1,176	595	2,136	1,119	1,848	664	3,338
SY 2023-24 denominator	30,647	12,919	11,700	4,659	1,758	5,750	3,223	8,849	1,921	10,765
Change (SY 2022-23 to SY 2023-24)	**+3%**	**+3%**	**0%**	**+3%**	**+2%**	**+4%**	**+3%**	**+1%**	**+8%**	**+4%**

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Students with 30 or more days of MSASP Participation										
SY 2022-23 %	**12%**	**10%**	**7%**	**10%**	**15%**	**16%**	**16%**	**8%**	**13%**	**12%**
SY 2022-23 numerator	3,725	1,021	738	460	245	955	505	711	228	1,310
SY 2022-23 denominator	29,954	10,386	10,002	4,510	1,680	5,829	3,126	8,521	1,813	10,534
SY 2023-24 %	**14%**	**11%**	**8%**	**12%**	**17%**	**20%**	**17%**	**9%**	**16%**	**14%**
SY 2023-24 numerator	4,436	1,483	913	569	295	1,172	556	822	304	1,556
SY 2023-24 denominator	30,647	12,919	11,700	4,659	1,758	5,750	3,223	8,849	1,921	10,765
Change (SY 2022-23 to SY 2023-24)	**+2%**	**+1%**	**+1%**	**+2%**	**+2%**	**+3%**	**+1%**	**+1%**	**+3%**	**+2%**

Note: Data source is MSAS administrative data

Appendix C
GOAL 4 METRICS CHANGES FROM THE 2023-24 BASELINE REPORT

	Metrics
Measure A	The following metrics have been newly added: *Percent of middle and high students who report no barriers to accessing desired courses in the following areas: fine arts, STEAM, CTE and world languages. (Student Experience Survey)* *Percent of elementary school students who report no barriers to accessing desired programs in the arts, STEAM, or world languages. (Student Experience Survey)*
Measure B	The following metrics have been newly added: *Percent of students in the senior cohort with academically intense course taking patterns* *Percent of middle school students who report no barriers to accessing desired high school math courses like Algebra or Geometry OR honor courses. (Student Experience Survey)* *Percent of elementary school students who report no barriers to desired access to harder math. (Student Experience Survey)*
Measure C	The following metrics have been newly added: *Percent of students self-reporting availability of extra help from teachers when needed. (Student Experience Survey)* *Percent of students with a required reading plan who are receiving services*
Measure D	The following metrics have been newly added: *Gap in academically intense course taking patterns for students in the senior cohort*
Measure E	The following metrics have been newly added: *Percent of students reporting no barriers to participation in desired activities at their school. (Student Experience Survey)*

Appendix D
STRATEGIC PLAN INITIAL PRIORITY AREAS

Goal	Initial Priority Area
Goal #1: Strong Start: Pre-K-12	● Availability of Pre-K (including inclusive Pre-K) to meet community needs ● Multilingual Learners meeting Expected Growth
Goal #2: Safe, Supported, Included and Empowered	● Chronic Absenteeism ● Discipline Disproportionality ● Student Academic Inclusion and Engagement
Goal #3: Academic Growth and Excellence	● Reading by 3rd Grade ● Algebra 1 by 8th Grade ● Advanced Coursework in High School
Goal #4: Equitable Access and Opportunity	● Equity in Course Taking Patterns ● Equity in Extracurricular, Co-Curricular, and Enrichment Activities
Goal #5: Leading for Tomorrow's Innovation	● Graduation Equity (including students on track for graduation in the 9th grade)

Appendix E
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 voice 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.