



**EXCELLENCE
EQUITY &
OPPORTUNITY**

2023-30 STRATEGIC PLAN



GOAL 5 REPORT



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 eight measures associated with Goal 5, *Leading for Tomorrow's Innovation*:

- **Measure A:** Availability of, accessibility to, and participation in multiple pathways and work-based learning opportunities (e.g., shadowing; internship; apprenticeship; and Career and Technical Education)
- **Measure B:** Attainment of FCPS Portrait of a Graduate competencies and digital and financial literacy
- **Measure C:** Supported and successful transitions leading to high school graduation and postsecondary opportunities
- **Measure D:** Students on track for graduation at the end of 9th grade
- **Measure E:** Increase in the percentage of students earning an Advanced Studies Diploma
- **Measure F:** Reduction of the percentage of students earning an Applied Studies Diploma
- **Measure G:** Enrollment in college, entry into the workforce or public service, enlistment in military, or other, verifiable post-secondary plan
- **Measure H:** Students innovating and preparing for the future

This report provides detailed information on priority measures C through G, collectively discussed under the theme of Graduation Equity, as shown in Table 1.

Table 1: Detailed Summary of Goal 5 Priority Accountability Measure

	Graduation Equity
How FCPS did in SY 2023-24	In SY 2023-24, 94.58 percent of students in the Class of 2024 graduated on-time and 3.81 percent dropped out, an improvement from the baseline on both measures. FCPS is on track to meet its overall goals for SY 2029-30 but will need to continue to focus on identified student groups to ensure all students are successful. FCPS continues to monitor credit accrual in 9th grade as a key predictor of graduation equity: in SY 2023-24, 94 percent of 9th graders had accrued 5 or more credits, a decline of 1 percentage point from baseline. Among seniors preparing for graduation in 2024, 99 percent reported postsecondary plans, including enrolling in college, pursuing additional training, enlisting, or working.
Why this measure is important	A high school diploma is a necessary prerequisite for many postsecondary pathways, whether a student seeks to pursue work or additional education. These expanded opportunities contribute to higher earnings over a lifetime. Graduation equity is the culmination of many other Strategic Plan Goals.
How different student groups are impacted	Nearly all student groups had rates of on-time graduation and dropout within 5 percentage points of the Division average. Hispanic students and Multilingual learners were the only student groups where on-time graduation was 5 or more percentage points below average, and Hispanic Multilingual learners had especially low rates of on-time graduation. Similar trends were observed for student groups with heightened levels of dropout.
What FCPS is doing	<ol style="list-style-type: none"> 1. Systematically identify and support students at-risk of not graduating on time; 2. Provide targeted support to schools with higher rates of dropout or other risk factors; 3. Support school engagement and postsecondary momentum; 4. Ensure appropriate use of credit accommodations; 5. Strengthen transcript evaluation and advisement/scheduling practices; and 6. 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 and 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 the 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 5 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 the 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 hundredth (two decimal places) to allow FCPS to detect changes on measures that are already very close to 100 percent (such as with on-time graduation) or 0 percent (such as with dropout), unless otherwise indicated.

This report also uses data from the FCPS senior survey and the National Student Clearinghouse to examine student plans and outcomes after leaving high school.

- The FCPS senior survey is an annual survey of 12th grade students expected to graduate during the school year (through August). Because seniors are asked to provide information on their postsecondary plans, admissions decisions from colleges, and the college they plan to attend, the survey is conducted after May 1 to account for admission deadlines from most colleges and universities.
- The National Student Clearinghouse (NSC) provides data on college enrollment for high school students across the country. As of 2025, 97 percent of students attending US public and private higher education were enrolled in institutions that participated in the NSC. The NSC does not track other outcomes, such as enrollment in training/credential programs, military enlistment, or work.

Student Groups Examined in this Report

Students who were Economically Disadvantaged. A student is noted as Economically Disadvantaged if, at any point during the school year, they meet criteria making them eligible for free or reduced-price meals, including students whose families have declined the benefits. Students may be identified as eligible for free or reduced-price meals via application, qualification for federal aid such as Temporary Assistance for Needy Families (TANF) and Medicaid, or receipt of services for Early Head Start, FCPS Pre-K, migrants, homelessness, and/or foster care.

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, or 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,¹ Goal Reports present data on intersected student groups to examine the overlap between categories.

¹ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8095182/>

Graduation Equity

Measures C, D, E, F, and G

As a school system, FCPS seeks *graduation equity*: that all students graduate FCPS with a plan for life after high school and a way to demonstrate their qualifications for postsecondary success.

Nearly all careers that a student may want to pursue require a diploma; the most recent estimates suggest that 94 percent of jobs will require a high school diploma by 2031.² For students who seek one of the 72 percent of jobs that require postsecondary education or training, a diploma or equivalent is a necessary prerequisite for admission into four-year colleges and universities, and into most community colleges and trade schools.³ Registered apprenticeships also typically require that applicants have a high school diploma or GED.⁴ Long term, individuals who possess a high school diploma have higher earnings over their lifetime⁵ and access to a wider range of career and educational opportunities from which to select.

A diploma opens doors. To be successful, students also benefit from understanding the range of options available to them after they graduate and from having an actionable postsecondary plan that may include college, training/apprenticeship, working, volunteering, or military enlistment.

In Virginia, graduates generally earn one of three diplomas:

1. The **Standard Diploma**, which requires that students earn 22 high school credits across a defined set of courses, including some credits that must be accompanied by a passing score on an associated SOL, an approved substitute exam, or by earning Locally Awarded Verified Credits.
2. The **Advanced Studies Diploma**, which requires that students earn 26 credits, including additional coursework in math, social studies, science, world languages, and advanced courses.⁶
3. The **Applied Studies Diploma**, which is offered to Students with Disabilities if they complete the requirements of their IEP and those set out by the Virginia Board of Education but do not meet the requirements for the Standard Diploma. Students who receive this diploma are eligible to continue their education with FCPS, including the pursuit of a Standard or Advanced Studies Diploma, until they are no longer eligible for special education services. While recognized by VDOE as a diploma, the Applied Studies Diploma is not a federally recognized diploma and recipients may be limited in qualifying for higher education, federal financial aid, and employment.⁷

Most students have four years from the time when they first enter 9th grade to earn these diplomas. Per VDOE rules, Students with Disabilities and Multilingual learners are eligible to extend the amount of time taken to pursue their diploma and may remain in high school until they graduate, withdraw, or complete the school year in which they turn 22. As such, Virginia considers a student to have graduated “on-time” if they earn an Advanced Studies, Standard, or Applied Studies Diploma within 4 years of entering 9th grade, or by age 22 if they are Students with Disabilities or Multilingual Learners who have maintained high school enrollment.

² Georgetown University Center on Education and the Workforce. (2023). [After Everything: Projections of Jobs, Education, and Training Requirements through 2031](#).

³ While some community colleges do not require a high school diploma for admission, students who wish to earn credits at a community college and then transfer to a four-year college will generally need a diploma or GED equivalency.

⁴ U.S. Department of Labor. [Appendix D. Qualifications And Selection Procedures](#). Bulletin 2011-10.

⁵ U.S. Department of Labor, Bureau of Labor Statistics. (n.d.). Median weekly earnings \$606 for high school dropouts, \$1,559 for advanced degree holders. *The Economics Daily*. Torpey, E. (June 2021). *Data on display: Education pays, 2020*. U.S. Department of Labor, Bureau of Labor Statistics.

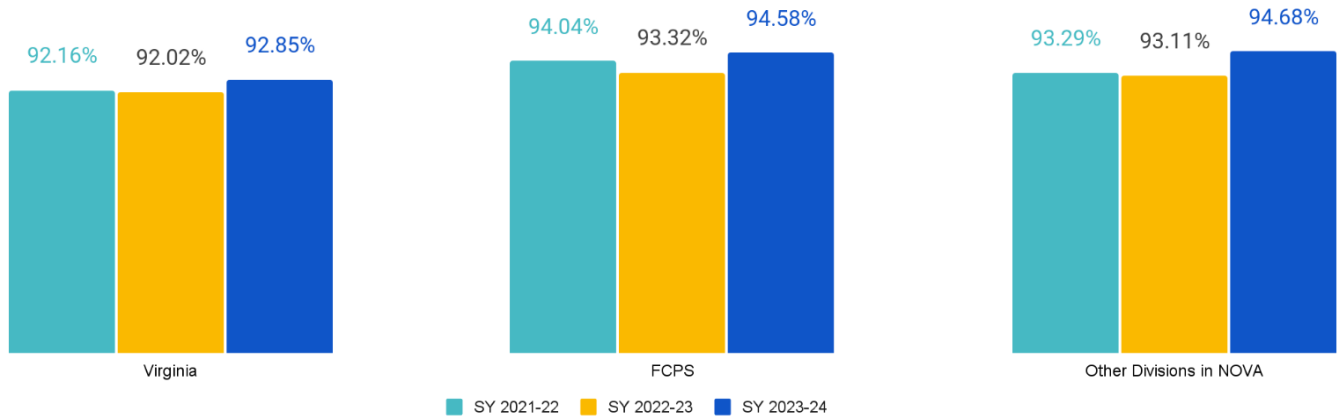
⁶ Virginia is one of a handful of states to offer an Advanced Studies Diploma. See Education Commission on the States. (2023). [High School Graduation Requirements 2023](#). Some Virginia school divisions also offer the IB Diploma as an advanced, standalone option.

⁷ FCPS. (n.d.). [Understanding the Applied Studies Diploma](#).

On-Time Graduation

As shown in Figure 1 below, 94.58 percent of the FCPS Class of 2024 graduated on-time, slightly higher than the overall state average (92.85%) and in line with most other school divisions in Northern Virginia (94.68%). The FCPS rate for SY 2023-24 is slightly higher than for SY 2022-23 and SY 2021-22.

Figure 1: Rate of On-Time Graduation in FCPS, Virginia, and Other Northern Virginia Divisions, SY 2023-24



Note: Data source is VDOE Build-A-Table. Accessed March 17, 2025. Other Divisions in NOVA includes Alexandria, Arlington, Falls Church, Loudoun, Manassas City, Manassas Park, and Prince William.

When rates are examined by student group, nearly all groups had a graduation rate within 5 percentage points of the Division average. The exception was Multilingual learners and Hispanic students, who had rates 5 or more percentage points below average (76% and 86%, respectively). These two student groups, along with students who were Economically Disadvantaged, also saw on-time graduation rates increase by 2 or more percentage points from baseline. See Table 2.

Table 2: VDOE On-Time Graduation Rates

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	94%	91%	73%	95%	99%	99%	96%	82%	98%	99%
Adjusted Baseline %	94.06%	91.42%	72.83%	94.90%	98.69%	98.58%	96.26%	82.37%	98.14%	98.65%
Baseline numerator	13,904	3,937	1,764	1,816	1,031	3,048	1,450	3,200	756	5,407
Baseline denominator	14,782	4,306	2,423	1,914	1,045	3,092	1,507	3,884	770	5,481
SY 2023-24%	94.58%	93.60%	76.03%	94.36%	98.08%	98.49%	95.16%	85.84%	97.58%	98.37%
SY 2023-24 numerator	14,068	4,829	1,703	1,772	1,226	3,004	1,475	3,486	808	5,236
SY 2023-24 denominator	14,874	5,159	2,240	1,878	1,250	3,050	1,550	4,061	828	5,323
Change (adjusted baseline to SY 2023-24)	+0.52%	+2.18%	+3.20%	-0.54%	-0.61%	-0.09%	-1.10%	+3.47%	-0.56%	-0.28%

Note: Data source is OGR cohort roster. The previously reported baseline was rounded to the nearest percent while the adjusted baseline includes two decimal places.

Figure 2 shows progress towards the goal that all students will meet the criteria for on-time graduation. In order for students to be within 5 percentage points of this goal by 2030, FCPS has created targets that represent steady progress over time. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years, while exceeding the growth line means less growth will be needed in subsequent years and/or our goals may be met before 2030. The annual targets for all students, pictured in dark blue, represent an annual increase of 0.14 percentage points from baseline. The chart also plots the necessary trajectories for student groups with the highest and lowest graduation rates (Asian students and Multilingual learners, respectively). In SY 2023-24, FCPS targeted an overall on-time graduation rate of 94.19 percent. Actual performance was 94.58 percent; FCPS met the target for SY 2023-24. Nearly all student groups met the annual targets or had rates of on-time graduation at or above 95 percent; Students with Disabilities had a graduation rate just short of the target. Table 3 provides additional details on targets for each student group.

Figure 2: Growth Targets for On-Time Graduation

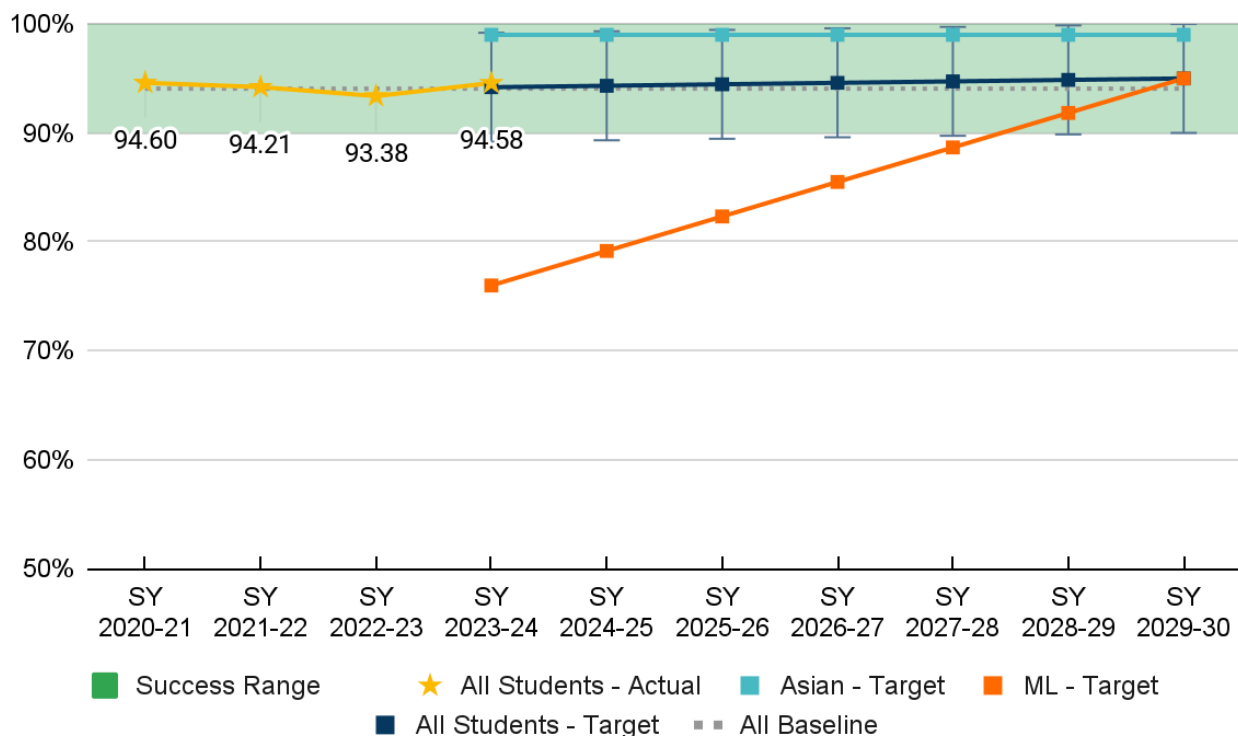


Table 3: Growth Targets for On-Time Graduation

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	94.06%	91.42%	72.83%	94.90%	98.69%	98.58%	96.26%	82.37%	98.14%	98.65%
SY 2023-24 Target	94.19%	91.93%	76.00%	95.00%	98.69%	98.58%	96.26%	84.17%	98.14%	98.65%
SY 2023-24 Actual	94.58%	93.60%	76.03%	94.36%	98.08%	98.49%	95.16%	85.84%	97.58%	98.37%
SY 2024-25 Target (at or above)	94.33%	92.44%	79.16%	95.00%	98.69%	98.58%	96.26%	85.98%	98.14%	98.65%

Note: Targets are calculated starting with the adjusted baseline percentage. SY 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

VDOE reports on-time graduation rates for Multilingual learners classified as ELP Levels 1-6d, which includes former Multilingual learners (ELP Levels 6a-d) who are English proficient, no longer eligible for language services, and within 4 years of monitoring. Overall, current Multilingual learners (ELP Levels 1-4) had rates of on-time graduation increase by 7.53 percentage points from baseline, with the most gains concentrated among students classified as ELP Level 1 and ELP Level 2. Former Multilingual learners, whose rates were already higher than the Division average, saw minimal change from the baseline. See Table 4.

Despite these large gains, disparities exist by ELP level: in SY 2023-24, students classified as Level 4 and 6a-d have rates of on-time graduation at or above the Division average, students classified as Level 3 had rates slightly below average (~6 percentage points), and students at Level 2 and 1 with rates far below the Division average (~25 and 62 percentage points, respectively). Overall, 70.98 percent of current Multilingual learners (ELP 1-4) graduated on-time, compared to 97.19 percent of former Multilingual learners. Students with higher levels of English Proficiency are also more likely to graduate because most students need a certain level of language skill to pass necessary courses and SOL exams.

Table 4: On-Time Graduation Rates for FCPS Multilingual Learners

	ELP 1	ELP 2	ELP 3	ELP 4	Current ML (ELP 1-4)	Former ML (ELP 6a-d)
<i>OLD Baseline</i>	22%	57%	86%	91%	63%	98%
Adjusted Baseline %	22.02%	56.74%	86.07%	91.48%	63.45%	97.73%
Baseline numerator	103	208	622	179	1,112	646
Baseline denominator	468	366	723	196	1,752	661
SY 2023-24%	32.16%	69.58%	88.82%	94.16%	70.98%	97.19%
SY 2023-24 numerator	137	295	675	145	1,252	449
SY 2023-24 denominator	426	424	760	154	1,764	462
Change (baseline to SY 2023-24)	+10.14%	+12.84%	+2.75%	+2.68%	+7.53%	-0.54%

Note: Data source is OGR cohort roster. The previously reported baseline was rounded to the nearest percent while the adjusted baseline includes 2 decimal places.

When Multilingual learner status is intersected with student groups, nearly all student groups had rates of on-time graduation above 90 percent, regardless of whether they were Multilingual learners. Many had rates above 95 percent, the target for this measure. For most student groups, the rates of on-time graduation for students who were also Multilingual learners were close to the rates for students who were not Multilingual learners. Students were Economically Disadvantaged, Hispanic students, and White Students had large differences in rates of on-time graduation based on whether they were also classified as a Multilingual learner (1-6d). See Table 5.

Table 5: On-Time Graduation Rates for FCPS Students, by Multilingual Learner (1-6d) Status, SY 2023-24

	All Students	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Overall	94.58%	93.60%	94.36%	98.08%	98.49%	95.16%	85.84%	97.58%	98.37%
ML (1-6d)	76.03%	86.42%	91.12%	TS	94.01%	94.67%	68.73%	TS	90.28%
Not ML (1-6d)	97.87%	96.62%	95.74%	98.12%	98.95%	95.21%	96.59%	97.65%	98.71%
Difference (not ML to ML)	21.84	10.20	4.62	TS	4.94	0.55	27.86	TS	8.43

Note: Data source is OGR cohort roster. Students who are not ML (1-6d) refers to students who do not have an ELP Level, including students who are uncategorized Multilingual learners.

Consistent with overall rates of on-time graduation for Students with Disabilities, those classified as Level 1 and Level 2 did not show substantial variation from the Division average of 94.58 percent or the rate overall for Students with Disabilities of 94.36 percent. Rates for students classified as Level 1 (98.52%) were some of the highest observed across any student groups. See Table 6.

Table 6: On-Time Graduation Rates for FCPS Students With Disabilities

	All SWD	SWD - Level 1	SWD - Level 2
<i>OLD Baseline</i>	95%	98%	91%
Adjusted Baseline %	94.90%	98.97%	94.30%
Baseline numerator	1,816	1,125	667
Baseline denominator	1,914	1,136	707
SY 2023-24%	94.36%	98.52%	91.76%
SY 2023-24 numerator	1,772	1,198	557
SY 2023-24 denominator	1,878	1,216	607
Change (baseline to SY 2023-24)	-0.54%	-0.45%	-2.54%

Note: Data source is OGR cohort roster. The sum of Level 1 and Level 2 is not equal to the total number of SWD as some students are "uncategorized" SWD in data source.

Pathways to Graduation

To graduate with a Standard Diploma, students must earn a minimum of 22 high school credits, including 16 in specific courses and many of which must be accompanied by a passing score on an associated state assessment.⁸ Because graduation reflects the accumulation of credits over time, students' total credit accrual can help identify those at risk of not graduating on-time.⁹ Specifically, FCPS tracks the percentage of 9th grade students who earned at least five credits in 9th grade.

As shown in Table 7 below, 94 percent of 9th grade students were on track to graduate in SY 2023-24, with rates down slightly from baseline. Hispanic students and Multilingual learners were the only two student groups with rates substantially below the Division average. Targets for this metric can be found in Appendix A.

Table 7: Percent of 9th Grade Students who Earned 5 or More Credits in 9th Grade

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	95%	90%	84%	93%	97%	99%	96%	88%	98%	98%
Baseline numerator	14,537	4,728	2,768	1,940	790	3,000	1,490	3,985	845	5,157
Baseline denominator	15,326	5,262	3,283	2,082	811	3,043	1,555	4,552	864	5,251
SY 2023-24%	94%	88%	84%	91%	97%	98%	94%	86%	98%	98%
SY 2023-24 numerator	14,172	5,264	3,074	1,929	882	2,985	1,401	3,911	846	4,961
SY 2023-24 denominator	15,075	5,971	3,673	2,114	908	3,038	1,489	4,574	863	5,040
Change (adjusted baseline to SY 2023-24)	-1%	-2%	0%	-2%	0%	-1%	-2%	-2%	0%	0%

Note: Data source is the final marks earned in 9th grade. Adjusted baseline includes students who were in 9th grade in SY 2020-21, SY 2021-22, and SY 2022-23. The Baseline Goal 3 report included this measure, but used a different cohort (students in the graduating Classes of 2021, 2022, and 2023 for whom 9th grade data were available). Because of these methodological differences, no old baseline is provided.

It is important to note some of the limitations in using this indicator to predict on-time graduation:

- Additional elements of a student's record can enhance predictability. For example, researchers at the Oregon Department of Education validated the strong predictive power of credits accrued in freshman year but found that secondary measures can make models more accurate (e.g., while only 41 percent of students without sufficient credits in 9th grade graduated, the rate rose to 68 percent for those who went on to have good attendance in 10th grade and participate in CTE).¹⁰ Similarly, an analysis of graduation outcomes in a school district in Colorado determined that *earlier warning signs*—specifically middle school core subject grades and disciplinary record—can be used to detect graduation risk as well as the odds of being off track by 9th grade.¹¹

⁸ 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.

⁹ See Elaine M. Allensworth, E. M. & Easton, J.Q. (2005). The On-Track Indicator as a Predictor of High School Graduation. Consortium on Chicago School Research at the University of Chicago.

¹⁰ Oregon Department of Education. (n.d.). [Predictors of On-time High School Graduation](#).

¹¹ Perfetti-Deany, Dina, "Identifying Early Warning Indicators for Improved High School Outcomes for Students" (2021). Dissertations. 798

- While 9th grade credit accrual is a reliable predictor of *overall* graduation, it may be less predictive for specific student groups. For example, as reflected in FCPS' SY 2023-24 Baseline [Goal 5](#) report, Multilingual learners had far lower rates of on-time graduation (63% at baseline) than their accrual of 5 or more credits in 9th grade (85% at baseline) would suggest. Looking to the studies noted above, researchers in Oregon found that 9th grade credit accrual was less predictive of four-year graduation for those who were Economically Disadvantaged or receiving special education services,¹² and those in Colorado determined that earlier warning signs were more predictive of graduation outcomes for boys, White students, and Students with Disabilities.¹³ Because of these known limitations, researchers have begun to advocate for models that *adjust* for student group membership and intersectionality.¹⁴
- As detailed in the Strategies section of this report, school staff work with students who are off-track in 9th grade to get them back on track toward earning their diploma. As a result, the rate of on-time graduation may be higher than the rate of 9th grade credit accrual.

Graduation Outcomes

Overall, among the 14,874 FCPS students in the Class of 2024, 61.98 percent graduated with an Advanced Studies Diploma, 31.02 percent graduated with a Standard Diploma, 1.58 percent graduated with an Applied Studies Diploma, 3.81 percent dropped out, and less than 2 percent had another outcome, such as earning their GED or a certification of completion.

When broken out by specific graduation outcomes, FCPS has a much different pattern than the state and its neighboring divisions, with higher rates of FCPS students earning an advanced diploma (61.98%) than the state average (51.04%) and other divisions in Northern Virginia (59.48%). The percentage of FCPS students in the Class of 2024 who dropped out (3.821%) is slightly lower than the state average (4.50%) and on par with the average for other divisions in Northern Virginia (3.66%). See Table 8.

Table 8: Graduation Outcomes of the Class of 2024

	Virginia	FCPS	Other Divisions in NOVA
Class of 2024 (students)	98,624	14,874	17,995
Graduated	92.85%	94.58%	94.68%
Advanced	51.04%	61.98%	59.48%
Standard	39.91%	31.02%	33.87%
Applied	1.89%	1.58%	1.33%
Completer	1.07%	0.93%	0.63%
Dropped out	4.50%	3.81%	3.66%
Other	1.59%	0.67%	1.02%

Note: Data source is VDOE build-a-table; other outcomes are still enrolled or have a long-term absence. Students with Advanced Diplomas include those issued an Advanced Studies or IB diploma. "Completer" includes non-graduates who earned a GED (including through the [Individual Student Alternative Education Plan \(ISAEPP\)](#)) or Certificate of Completion. "Dropped out" includes students whose status is unconfirmed by the state. "Other" includes students who are still enrolled (but whose cohort has not been adjusted to a later year) or classified as a long-term absence (including long-term medical and emergency family absences).

¹² Oregon Department of Education. (2018). [On-Track Status as a Predictor of Graduation](#).

¹³ Perfetti-Deany, Dina, "Identifying Early Warning Indicators for Improved High School Outcomes for Students" (2021). Dissertations. 798

¹⁴ Le, B., Black, K. E., Carlson, C., Miciak, J., Romano, L., Francis, D., & Kieffer, M. J. (2024). Ever English Learner 4-Year Graduation: Toward an Intersectional Approach. *Educational Researcher*, 53(6).

Examining Outcomes of Graduates By Diploma Type Received

Among the 14,068 students who graduated in SY 2023-24, 66 percent received an Advanced Studies Diploma, 33 percent received a Standard Diploma, and 1.67 percent received an Applied Studies Diploma. Rates changed slightly between baseline and SY 2023-24, but were not substantially different overall or for any student group. Asian, White, and Multiracial students had substantially higher rates of earning an Advanced Studies Diploma than the Division average. Students who were Economically Disadvantaged, Students with Disabilities, Multilingual learners, and Black and Hispanic students had substantially higher rates of earning a Standard Diploma, with all but Black students having rates above 50 percent. See Table 9.

Table 9: Diploma Outcomes by Student Group

<i>Graduates who Received an Advanced Studies Diploma</i>										
	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
<i>OLD Baseline</i>	68%	46%	9%	22%	72%	83%	55%	46%	73%	75%
Adjusted Baseline %	68%	46%	23%	22%	72%	83%	55%	46%	73%	75%
Baseline numerator	9,449	1,813	401	398	744	2,537	797	1,484	554	4,049
Baseline denominator	13,904	3,937	1,764	1,816	1,031	3,048	1,450	3,200	756	5,407
SY 2023-24%	66%	46%	23%	22%	69%	82%	52%	45%	72%	73%
SY 2023-24 numerator	9,219	2,213	400	396	846	2,452	764	1,569	579	3,823
SY 2023-24 denominator	14,068	4,829	1,703	1,772	1,226	3,004	1,475	3,486	808	5,236
Change (adjusted baseline to SY 2023-24)	-2%	0%	0%	0%	-3%	-1%	-3%	-1%	-1%	-2%
<i>Graduates who Received a Standard Diploma</i>										
	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
<i>OLD Baseline</i>	31%	52%	83%	67%	28%	16%	43%	52%	25%	24%
Adjusted Baseline %	31%	52%	72%	67%	28%	16%	43%	52%	25%	24%
Baseline numerator	4,247	2,051	1,268	1,209	287	474	623	1,662	190	1,283
Baseline denominator	13,904	3,937	1,764	1,816	1,031	3,048	1,450	3,200	756	5,407
SY 2023-24%	33%	52%	70%	64%	31%	17%	46%	53%	27%	26%
SY 2023-24 numerator	4,614	2,498	1,185	1,141	380	515	676	1,834	221	1,342
SY 2023-24 denominator	14,068	4,829	1,703	1,772	1,226	3,004	1,475	3,486	808	5,236
Change (adjusted baseline to SY 2023-24)	+2%	0%	-2%	-3%	+3%	+1%	+3%	+1%	+2%	+2%

Note: Data source is OGR cohort roster. The baseline reported last year represented graduates who were Multilingual learners ELP levels 1-4.

As noted, approximately 1.67 percent of FCPS graduates earned an Applied Studies Diploma in SY 2023-24. However, because only Students with Disabilities are eligible to receive this diploma, it is more useful to look at the receipt of this diploma for student groups who are also Students with Disabilities (intersectionality data). In SY 2023-24, 13.3 percent of graduates who were Students with Disabilities earned an Applied Studies Diploma, up slightly from the baseline. Nearly one in four Multilingual learners with Disabilities and Asian Students with Disabilities earned this diploma type, each well above the overall rate for Students with Disabilities. It is important to exercise caution when interpreting data for Multiracial students with Disabilities, as there were fewer than 100 students in this intersected group in SY 2023-24 or at baseline. See Table 10.

Table 10: Percent of Graduates With Disabilities Receiving Applied Studies Diploma, by Intersected Student Group

	All SWD	Econ Dis SWD	ML SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Adjusted Baseline %	11.50%	10.30%	18.20%	20.90%	12.80%	9.10%	12.20%	10.60%
Baseline numerator	208	73	95	37	31	54	12	75
Baseline denominator	1,816	712	523	175	243	593	96	705
SY 2023-24%	13.30%	14.40%	23.00%	24.00%	15.60%	12.70%	9.10%	11.00%
SY 2023-24 numerator	235	118	118	37	35	83	8	71
SY 2023-24 denominator	1,772	817	513	154	224	656	88	643
Change (adjusted baseline to SY 2023-24)	+1.80%	+4.10%	+4.80%	+3.10%	+2.80%	+3.60%	-3.10%	+0.40%

Note: Data source is OGR cohort roster. Rates for Applied Studies Diploma show two decimal places due to the small number of students receiving this diploma type.

Most students who received an Applied Studies Diploma did not earn an additional diploma. Among the Class of 2022 with an Applied Studies Diploma (the most recent school year for which there is complete data on 2-year outcomes), 3 percent earned a Standard Diploma within 2 years of graduating (and none earned an Advanced Studies Diploma). See Table 11. This rate for the Class of 2022 was lower than for the Class of 2021 due to an increase in the share of students with an Applied Studies Diploma leaving FCPS after graduation (50 percent of students in the Class of 2022 earning the Applied Studies Diploma left FCPS after graduation, compared to 28 percent of the Class of 2021). Preliminary data for the Class of 2023 show a similar trend.

Table 11: Two-Year Outcomes Among Students Earning the Applied Studies Diploma, by Graduating Class

	Class of 2021	Class of 2022	Class of 2023
Students earning the applied studies diploma	179	218	255
% earned Standard Diploma in first year after graduation	4%	1%	2%
% earned Standard Diploma in second year after graduation	1%	2%	pending
% still enrolled two years after graduation	36%	33%	pending
% left FCPS within two years after graduation (no additional diploma)	31%	15%	pending
% left FCPS immediately after graduation (no additional diploma)	28%	50%	52%

Note: Data source is end of year SRC. No students in these cohorts had earned an Advanced Studies Diploma within two years of receiving the Applied Studies Diploma; "pending" reflects data that are not yet available.

Examining Outcomes by Rates of Four-Year Graduation

Most students who graduate on-time do so by earning a federally-recognized diploma (Standard or Advanced Studies) within 4 years of first beginning 9th grade. This graduation metric, known as the Four-Year Adjusted Cohort Graduation Rate (ACGR), is the federal government's primary way of tracking graduation outcomes across states.¹⁵ In SY 2021-222, the last year for which federal data are available, it was 87 percent. In Virginia, this rate is called the 4-year Federal Graduation Indicator (4-year FGI) and was 89 percent. FCPS was higher than national and state averages in SY 2021-22 at 91 percent.¹⁶

In January 2025, VDOE amended the State Board of Education's accountability measures to stop tracking the Graduation and Completion Index (GCI) and instituted a new [School Performance and Support Framework \(SPSF\)](#) that tracks the 4-year FGI along with the share of students who earn any Virginia Board of Education-recognized diploma within six years (6-year FGI). In the new framework, high schools receive more points (15% of their SPSF total) for the number of students who graduate in four years with a federally-recognized diploma than the number who graduate in six years with any diploma, which gives high schools fewer points (5% of their SPSF total). High schools do not receive any points for students who take longer than six years to graduate.

In SY 2023-24, FCPS' 4-year FGI was 90.71 percent, about 4 percentage points below the rate of on-time graduation (94.58%). The two student groups permitted to extend the time taken to graduate have a substantial difference between their rate of on-time graduation and their rate of four-year graduation. In SY 2023-24, 79.29 percent of Students with Disabilities met the criteria for the 4-year FGI (graduated in four years with a Standard or Advanced Studies Diploma), compared to 94.36 percent of FCPS Students with Disabilities who met the VDOE criteria for on-time graduation. In addition, last year, 69.62 percent of Multilingual learners (1-6) who graduated met the criteria for 4-year FGI, compared to 76.03 percent who met the VDOE criteria for on-time graduation. See Table 12.

Rates of 6-year FGI are not yet available for SY 2023-24. In SY 2021-22, the last year for which complete data are reported by VDOE, the 6-year FGI was 92.82 percent, compared to a 94.04 rate of on-time graduation.

Table 12: Graduation Outcomes by Student Group, SY 2023-24

	On-time graduation rate			4-year graduation rate			Percentage Point Difference
	Graduates	Cohort	Rate	Graduates	Cohort	Rate	
All students	14,068	14,874	94.58%	13,572	14,962	90.71%	-3.87
Multilingual learners (1-6d)	1,703	2,240	76.03%	2,315	3,325	69.62%	-6.41
Students with Disabilities	1,772	1,878	94.36%	1,489	1,878	79.29%	-15.07

Note: Data source is VDOE build-a-table, accessed February 27, 2025. The 4-year graduation rate shows the percent of FCPS students who earned a Standard or Advanced Diploma within 4 school years of first entry into 9th grade. For example, SY 2023-24 shows the graduation rate for students who were first-time 9th graders in SY 2020-21. It includes students who transferred into FCPS (based on the year they first entered 9th grade) and excludes students who are deceased, incarcerated, or transferred.

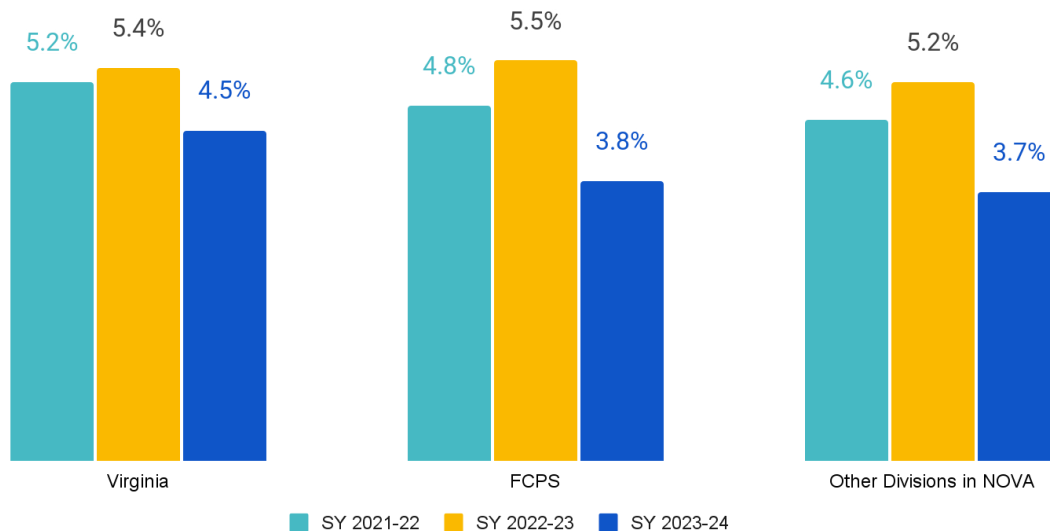
¹⁵ Strive Together and the Urban Institute. (2023). [Cradle-to-Career Outcomes Data Guides: High School Graduation](#).

¹⁶ National Center for Education Statistics. (2024). [High School Graduation Rates](#).

Examining Outcomes by Prevalence of Dropout

Students who do not graduate on-time include those who have “dropped out.” A student is generally considered to have dropped out if they withdraw from FCPS without transferring to another school district or have an unconfirmed status at the end of the cohort year. As noted, the percentage of FCPS students who dropped out generally tracked with the state average and with other divisions in Northern Virginia. In SY 2023-24, rates in FCPS and other Northern Virginia divisions were about 0.7 percentage points lower than the state average. See Figure 3.

Figure 3: Percent of Students Dropping Out in FCPS, Virginia, and Other Northern Virginia Divisions, SY 2023-24



Note: Data source is VDOE Build-A-Table. Accessed March 17, 2025. Other Divisions in NOVA includes Alexandria, Arlington, Falls Church, Loudoun, Manassas City, Manassas Park, and Prince William.

Multilingual learners (1-6d) and Hispanic students experienced a substantial decline in their dropout rates from baseline. Because these student groups also had the highest rates overall at baseline, these recent declines suggest that the gap between student dropout rates is narrowing. See Table 13.

Table 13: Percent of Students who Dropped Out (VDOE Dropout Rates)

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	5%	7%	25%	4%	TS	1%	3%	16%	TS	1%
Adjusted Baseline %	5.00%	7.01%	24.99%	4.08%	0.51%	0.91%	2.68%	15.82%	1.17%	0.78%
Baseline numerator	739	302	605	78	5	28	40	614	9	43
Baseline denominator	14,782	4,306	2,423	1,914	1,045	3,092	1,507	3,884	770	5,481
SY 2023-24%	3.81%	4.46%	19.33%	4.05%	0.80%	0.72%	2.77%	11.06%	1.57%	0.71%
SY 2023-24 numerator	567	230	433	76	10	22	43	449	13	38
SY 2023-24 denominator	14,874	5,159	2,240	1,878	1,250	3,050	1,550	4,061	828	5,323
Change (adjusted baseline to SY 2023-24)	-1.19%	-2.55%	-5.66%	-0.03%	+0.29%	-0.19%	+0.09%	-4.76%	+0.40%	-0.07%

Note: Data source is OGR cohort roster. The previously reported baseline was rounded to the nearest percent, while the adjusted baseline includes 2 decimal places.

Figure 4 shows progress towards the goal that no students will dropout. In order for students to be within 2.5 percentage points of this goal by 2030, FCPS has created targets that represent steady progress over time. The annual targets for all students, pictured in dark blue, represent an annual decline in the dropout rate of 0.36 percentage points from baseline. In SY 2023-24, FCPS targeted a dropout rate of 4.64 percent or lower. The actual performance was 3.81 percent, meaning FCPS met the target for SY 2023-24. All student groups met or maintained their target in SY 2023-24. Table 14 provides additional details about the targets for each student group on this metric.

Figure 4: Growth Targets for Percent of Students in Graduating Cohort who Dropped Out (VDOE Dropout Rate)

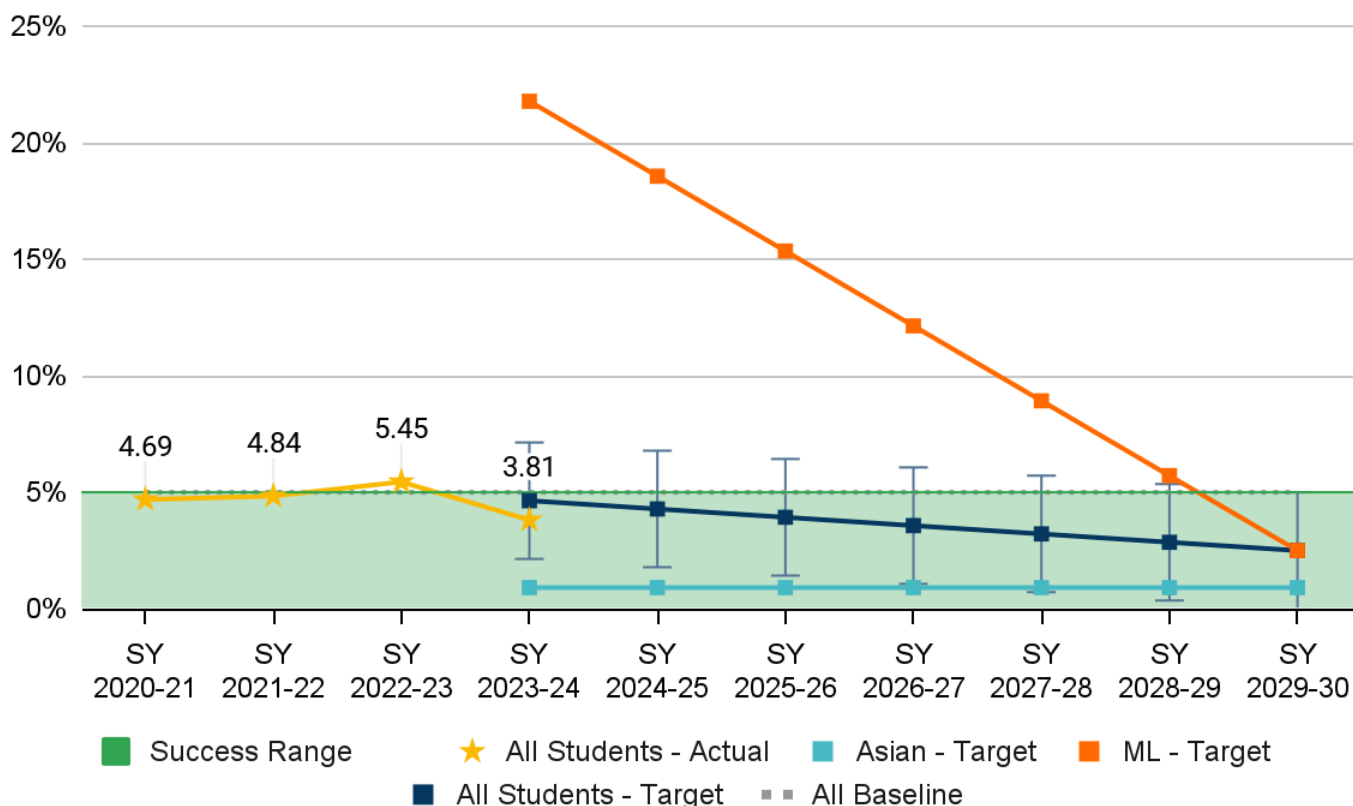


Table 14: Growth Targets for Percent of Students in Graduating Cohort who Dropped Out (VDOE Dropout Rate)

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	5.00%	7.01%	25.00%	4.08%	0.51%	0.91%	2.68%	15.82%	1.17%	0.78%
SY 2023-24 Target	≤ 4.64%	≤ 6.37%	≤ 21.79%	≤ 3.50%	≤ 0.51%	≤ 0.91%	≤ 2.65%	≤ 13.92%	≤ 1.17%	≤ 0.78%
SY 2023-24 Actual	3.81%	4.46%	19.33%	4.05%	0.8%	0.72%	2.77%	11.06%	1.57%	0.71%
SY 2024-25 Target (at or below)	≤ 4.29%	≤ 5.72%	≤ 18.57%	≤ 2.91%	≤ 0.51%	≤ 0.91%	≤ 2.63%	≤ 12.01%	≤ 1.17%	≤ 0.78%

Note: Targets are calculated starting with the adjusted baseline percentage. SY 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

As with on-time graduation, a deeper dive into the dropout rates for Multilingual learners, the student group with the highest rate of dropout, can shed light on student groups who may need concentrated support. Multilingual learners classified as ELP Level 1 and 2 had very high rates of dropout at baseline and also saw double digit improvements in SY 2023-24, with dropout rates improving by approximately 16 percentage points for these groups. Former Multilingual learners have a dropout rate that is lower than the Division average. See Table 15.

Table 15: Percent of Multilingual Learners who Dropped Out, by ELP Level

	ELP 1	ELP 2	ELP 3	ELP 4	Current ML (1-4)	Former ML (6a-d)
<i>OLD Baseline</i>	75%	37%	12%	8%	34%	2%
Adjusted Baseline %	74.41%	36.89%	12.41%	8.35%	33.62%	2.02%
Baseline numerator	348	135	90	16	589	13
Baseline denominator	468	366	723	196	1,752	661
SY 2023-24%	58.22%	20.28%	9.34%	3.90%	23.30%	2.16%
SY 2023-24 numerator	248	86	71	6	411	10
SY 2023-24 denominator	426	424	760	154	1,764	462
Change (adjusted baseline to SY 2023-24)	-16.19%	-16.61%	-3.07%	-4.45%	-10.32%	+0.14%

Note: Data source is OGR cohort roster.

When viewed by student group, Multilingual learners consistently had higher rates of dropout than their peers in the same student group who were not Multilingual learners. These differences were most pronounced for Hispanic students (1.92% of Hispanic students who were not Multilingual learners dropped out, compared to 25.59% of Hispanic students who were Multilingual learners). See Table 16.

Table 16: Percent of Students who Dropped Out, by Multilingual Learners Status, SY 2023-24

	All Students	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Overall	3.81%	4.46%	4.05%	0.80%	0.72%	2.77%	11.06%	1.57%	0.71%
ML (1-6)	19.33%	10.76%	6.22%	TS	4.93%	2.67%	25.59%	5.56%	6.02%
Not ML (1-6)	1.06%	1.82%	3.12%	0.73%	0.29%	2.79%	1.92%	1.48%	0.49%
Difference (not ML to ML)	-18.27	-8.95	-3.10	TS	-4.64	0.12	-23.67	-4.07	-5.53

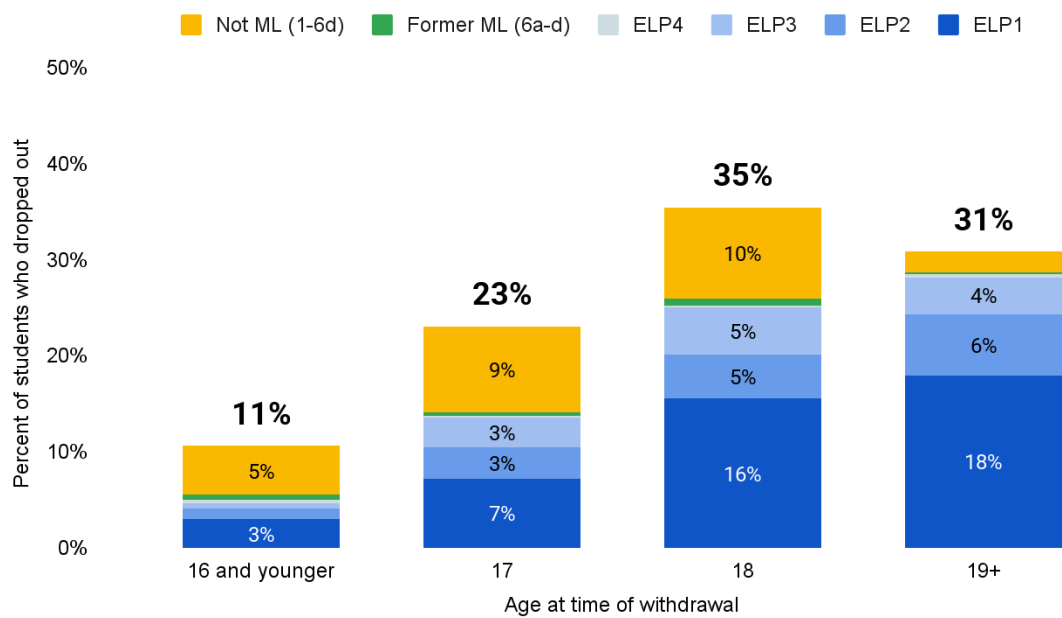
Note: Data source is OGR cohort roster. Students who are not ML (1-6d) refers to students who do not have an ELP Level, including students who are uncategorized Multilingual learners.

As shown in Figure 5, two-thirds of the Class of 2024 who dropped out of school were age 18 and over at the time of their withdrawal, and 31 percent were 19 and older. Around one in four students who dropped out were age 17, and 11 percent were age 16 and younger.

Older students who dropped out were much more likely to be current Multilingual learners: 29% of all students who dropped out were current Multilingual learners age 19 and older, and 54 percent were current Multilingual learners age 18 and older. Younger students who dropped out were more evenly split. As noted above, dropout rates are very high for students classified as ELP Level 1 (58.22%) and Level 2 (20.28%).

Overall, 72 percent of the Class of 2024 who dropped out were current Multilingual learners (1-4) and nearly half (44%) were classified as ELP level 1, suggesting that FCPS could potentially improve its dropout rate by focusing on structures and supports that prepare these learners for graduation.

Figure 5: Age at Withdrawal, by Multilingual Learner Status, SY 2023-24



Note: Data source is OGR cohort roster. ML status reflects ELP level at the time of withdrawal. Students who are not ML (1-6d) refers to students who do not have an ELP Level, including students who are uncategorized Multilingual learners.

Postsecondary Plans and Outcomes

To be successful in life after high school, students benefit from having a clear idea of what they want to do immediately after graduation, such as enrolling in college, pursuing other forms of education (such as training or apprenticeship), working, volunteering, or military enlistment. Among students who completed the SY 2023-24 senior survey, nearly all (99%) students had postsecondary plans, and no student groups had rates 5 or more percentage points below the Division average. Most students (87%) planned to enroll in college, 7 percent planned to work or enlist in the military, and 5 percent planned to pursue other education. Asian, White, and Multiracial students and those with a 504 plan were substantially more likely to report plans for college, while Multilingual learners, Students with Disabilities, and Hispanic students were substantially more likely to report plans to work/enlist or pursue other education. Students who were Economically Disadvantaged also reported higher rates of pursuing work/military. See Table 17. Targets on the percent of seniors reporting postsecondary plans can be found in Appendix B.

Table 17: Percent of Seniors Reporting Postsecondary Plans on the Senior Survey, by Student Group

	All students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline										
Respondents to Senior Survey	13,376	3,670	1,618	1,621	1,001	2,963	1,366	3,022	728	5,253
% with postsecondary plans	98%	97%	94%	95%	99%	99%	98%	96%	99%	99%
% plan to enroll in college	88%	77%	62%	70%	92%	96%	87%	72%	91%	92%
% plan to work or enlist	7%	15%	25%	14%	4%	2%	7%	18%	5%	4%
% plan to pursue other education	3%	5%	8%	11%	3%	1%	4%	6%	3%	3%
SY 2023-24										
Respondents to Senior Survey	13,695	4,589	1,651	1,620	1,203	2,939	1,428	3,384	793	5,094
% with postsecondary plans	99%	98%	97%	97%	99%	99%	99%	97%	99%	99%
% plan to enroll in college	87%	77%	59%	68%	91%	96%	87%	71%	91%	92%
% plan to work or enlist	7%	13%	26%	15%	4%	2%	6%	17%	4%	4%
% plan to pursue other education	5%	9%	12%	14%	5%	1%	7%	10%	4%	4%

Note: Data source is FCPS Senior Survey question "What is your post-graduation plan?" Students without a specific postsecondary plan include responses of "I'm not sure. I need guidance from my counselor." and "Undecided/no plans"; 464 students were excluded from the total because they did not respond to all or part of the survey.

In addition to monitoring students' postsecondary plans, FCPS also has access to data on college enrollment through the National Student Clearinghouse. Among the FCPS Class of 2023, 74 percent of students enrolled in college within 4 months of graduation, compared to 61 percent nationally.¹⁷ Consistent with national trends, rates were higher for Asian students and lower for Hispanic students. Multilingual learners (1-6d), whose rates are not reported nationally, had the lowest rate of enrollment at 37 percent. While college enrollment rates

¹⁷ FCPS analysis of data from U.S. Bureau of Labor Statistics. (2024). [Table 1. Labor force status of 2023 high school graduates and 2022-2023 high school dropouts 16 to 24 years old by school enrollment, educational attainment, sex, race, and Hispanic or Latino ethnicity. October 2023.](#)

within 4 months of graduation exceeded the national average, they fall below the share of seniors who indicated an intention to go to college, as shown in Table 18.

Table 18: Percent of Students With Graduation Plans Versus Percent Enrolled in College, Class of 2023

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
% who plan to attend college	88%	78%	62%	68%	91%	96%	87%	73%	92%	92%
% enrolled in college within 4 months after graduation	74%	60%	37%	47%	79%	85%	71%	53%	76%	81%

Note: Data source for plans to enroll in college is the FCPS Senior Survey. Data source for 4-month college enrollment is National Student Clearinghouse among graduates (any diploma) of the Class of 2023, including students who began 9th grade prior to SY 2019-20.

VDOE also uses National Student Clearinghouse data to track the percentage of high school graduates who enroll in college within 16 months of earning a federally-recognized diploma. This measure was required by the U.S. Department of Education under the State Fiscal Stabilization Fund (SFSF) indicator (c)(11) of the American Recovery and Reinvestment Act of 2009, and is still being tracked by the state. To ensure consistency across states, the federal measure includes only students who earn a federally-recognized diploma within four years of entering high school¹⁸ (in contrast, FCPS tracks outcomes for all students who earn a Virginia Board of Education-recognized diploma “on-time,” including those who extended their time to graduate beyond four years). While the methods differ, this measure is useful for comparing FCPS to the state and other local school divisions. Overall and across student groups, FCPS had higher rates of college-going than the state average and than other divisions in Northern Virginia. In particular, rates were higher than in nearby divisions for boys (9 percentage points higher) and Multiracial and Black students (8 and 9 percentage points higher, respectively). See Table 19.

Table 19: Among Students who Graduated in Four Years With a Federally-Recognized Diploma in SY 2022-23, Percent Attending College Within 16 Months of Earning Diploma, in Virginia, FCPS, and Other Divisions in NOVA

	Virginia	FCPS	Other Divisions in NOVA
All Students	64%	79%	72%
Econ Dis	50%	65%	61%
Multilingual Learners (1-6d)	48%	53%	51%
Students with Disabilities	42%	60%	54%
Asian	86%	89%	86%
Black	58%	81%	73%
Hispanic	52%	57%	55%
Multiracial	64%	83%	74%
White	67%	85%	78%
Girls	71%	82%	76%
Boys	58%	77%	68%

Note: Data source is VDOE [Postsecondary Enrollment Reports](#) State Fiscal Stabilization Fund Indicator (C)(11). Other divisions in Northern Virginia include Alexandria, Arlington, Falls Church, Loudoun, Manassas, Manassas Park, and Prince William. This data includes only students who earn a federally-recognized diploma within four years of entering high school.

¹⁸ Virginia Department of Education. (2012). [FAQ: Postsecondary Enrollment Reports State Fiscal Stabilization Fund Indicator \(c\)\(11\)](#).

Strategic Efforts To Increase Graduation Equity

External research has identified several factors that influence the rate of on-time graduation (and conversely, reduce the likelihood that a student will drop out) in other school districts. These factors may be relevant to FCPS. See Figure 6.

Figure 6: Factors Linked to Higher Rates of Students who Graduate On-Time with a Postsecondary Plan

Division-Level Factors

- **Course Availability:** Offering of CTE programming; socioemotional skills training; college-oriented programming; summer school offerings
- **School Structures:** Availability of non-traditional and alternative schools

School-Level Factors

- **Schedule Flexibility:** Presence of professional learning community (PLC) / culture of teacher collaboration; school and class structure (e.g., small learning communities, career academies, block schedules, class size reduction); community service initiatives
- **Student Supports:** Use of attendance monitoring and response systems; mentoring and counseling; case management; presence of academic support classes, tutoring, and/or homework assistance

Student- and Family-Level Factors

- **Student Academic Performance.** Language skills, including reading by third grade; prior academic achievement (e.g., grades in Grades 8 and 9); absence of / low rates of course failure, especially in grade 9; regular school attendance, classroom attention/focus, positive classroom behavior
- **Protective Factors.** Absence of family stressors (particularly chronic poverty) and presence of family/community supports; extent of parent-school involvement

Note: Adapted from Zheng, Y., Gao, X., Shen, J., Johnson, M. R., & Y. Krenn, H. (2023). A Meta-Analysis of the Predictors of On-time High School Graduation in the United States. *NASSP Bulletin*, 107(2). Hahn, R. A., Knopf, J. A., Wilson, S. J., Truman, B. I., Milstein, B., Johnson, R. L., Fielding, J. E., Muntaner, C. J., Jones, C. P., Fullilove, M. T., Moss, R. D., Ueffing, E., Hunt, P. C., & Community Preventive Services Task Force (2015). Programs to increase high school completion: a community guide systematic health equity review. *American Journal of Preventive Medicine*, 48(5).

State and Federal Advocacy

While there are many strategies that lie within the control of the Division to increase graduation equity, advocacy at the state and federal levels is needed when it relates to requirements that are prescribed by state and federal lawmakers or agencies working under their direction. For example, increasing student opportunities to earn course credit for work experience would allow more students to create school schedules that support continued engagement while being responsive to their personal and family needs. In addition, providing students with more course options that can be used to fulfill certain graduation requirements (e.g., allowing a credit from a nursing course to meet a science requirement for graduation) would support both students transferring to FCPS with these credits already earned as well as current FCPS students.

The [2025 Fairfax County School Board \(FCSB\) State and Federal Legislative Program](#) outlines the Board's stance on state and federal matters. As it relates to graduation equity, the FCSB Legislative Program supports:

- Standards of Accreditation (SOA) that fairly assess school performance based on balanced measures of student achievement, student academic progress, engagement, and outcomes toward college and workforce readiness goals, and that adequately account for the diverse learning needs of all Virginia students.
- Addressing contradictions between the federal adjusted cohort graduation rate (ACGR), which focuses on 4-year graduation rates, and federal special education laws allowing students to access services until age 22.
- Accreditation standards that recognize the unique circumstances of Multilingual learners new to the United States with limited or interrupted formal schooling (SLIFE students) when incorporating these students into state measures of non-academic student performance like graduation and life-readiness using similar practices and measures as those currently used for Multilingual learner student academic performance.
- Additional flexibility regarding graduation requirements for out-of-state transfer students, including leveraging flexibility for military transfer students provided under the Interstate Compact on Educational Opportunity for Military Children.
- Additional flexibility for older and non-traditional students to obtain high school credit through General Education Development (GED) programs, concurrent enrollment, enrollment in adult education high school completion courses, including expansion of virtual instructional offerings.
- Allowing for the substitution of skills-based courses focused on college readiness and college-level skills, such as the Advancement Via Individual Determination (AVID) elective course, for other required high school graduation standard course credits, such as Career and Technical Education (CTE).
- Ensuring students have multiple pathways to earn a diploma and the flexibility to explore career clusters of interest in preparation for postsecondary opportunities including: increasing the number of high school elective courses that can substitute as graduation requirements in other content areas, additional routes to fulfilling graduation requirements in lieu of a year-long course, additional opportunities for Career and Technical Education (CTE) coursework and credentials to fulfill verified credit requirements, and recognition of relevant coursework in middle school.
- Ensuring students have multiple pathways to earn a diploma, as well as access to dual enrollment and high-quality work-based learning opportunities to prepare for postsecondary and workforce opportunities.

- Additional high-quality work-based learning opportunities for students while enrolled in high school to increase exposure to and exploration of career pathways, including expanded internship, externship, apprenticeship, journeyman programs, service learning, credit-bearing partnerships, and other work-based learning opportunities.
- The creation of employer incentives to make work-based learning and workforce development opportunities available for students, including students with disabilities, English Learners, and low-income students.
- Initiatives to address barriers to accessing high-quality work-based learning opportunities for both general education and special education students, including the provision of transportation.

Strategies to Improve Graduation Equity

FCPS saw improved rates of on-time graduation (and reduced dropout) across student groups, especially Hispanic students and Multilingual learners. Some of the most impactful strategies in SY 2023-24 included:

- Leveraging data tools and dashboards to support at-risk students and engage in targeted follow-up and re-enrollment of students who had withdrawn from school or whose status was unconfirmed;
- Monitoring and providing oversight of schools with high levels of risk;
- Focusing on reducing chronic absenteeism (a common precursor to dropout) and student engagement, resulting in improvements in overall attendance, particularly among seniors; and
- Supporting Multilingual learners' progress toward English language proficiency, resulting in large gains that likely contributed to similar increases in on-time graduation for Multilingual learners.

To continue to increase the share of students who graduate on-time with a postsecondary plan, FCPS is continuing many of its strategies from previous years, with new actions flagged throughout the report.

Strategy 1. Systematically identify and support students at-risk of not graduating on time.

FCPS has a **variety of data tools to identify** students who are not on-track to graduate. These tools include: (a) the Multi-Tiered Systems of Support (MTSS) process to identify and monitor students who need additional academic and behavioral support; (b) the On-Time Graduation Dashboard to monitor students' progress towards graduation requirements (and their risk of drop out) and provide individualized planning and support to get students back on track; and (c) the Attendance Dashboard to identify and support students at risk of missing 10 percent or more of the academic year, including tracking attendance plans and conferences for students with multiple unexcused or unverified absences. In SY 2024-25, FCPS expanded the On-Time Graduation Dashboard to monitor rates of 4-year FGI in alignment with Virginia SPSF requirements.

Administrators and staff leverage these tools to provide **targeted follow-up to identified students**. This work includes monitoring grades of students who are behind-cohort, intervening with students who have concerning attendance patterns, and locating students who have recently withdrawn from school due to 15 consecutive absences. Students who drop out are re-engaged to create a path towards returning to their base school, registering with a nontraditional school, or registering with a new school (if outside of FCPS). School staff have the opportunity to attend regular meetings where they learn and discuss how to effectively reach out to at-risk and withdrawn students. Each quarter, school staff use the OTG Dashboard and SIS to identify students who are currently at risk of not graduating on-time, noting the specific graduation requirements that are missing and if any additional interventions and/or actions are needed. Beginning in SY 2023-24 (and continuing in SY 2024-25), FCPS requires enrolled students who are not on track to graduate with their cohort to have **individualized graduation plans**, developed with their families. Plans and progress are reviewed quarterly.

Some students are at risk of not graduating due to a lack of verified credits in core subjects, including those who passed a course but did not pass the associated SOL. To help these students pass the SOL and earn verified credits, school staff leverage Student-Detail-By-Question (SDBQ) data within the SOL Performance Detail workbook reports to design a **data-driven SOL remediation** plan based on areas of strengths and those that need additional focus. Potential remediation strategies include conferencing with the student to reflect upon prior SDBQ reports and review SOL examples, partnering with the strongest staff member(s) available to provide the intervention, utilizing high quality remediation materials sorted by topic and/or reporting categories, providing explicit instruction on test-taking strategies (e.g., use of SOL accommodations, Desmos, Test-Nav, and question-solving techniques), and promoting consistent student attendance for interventions.

FCPS also offers professional development to **strengthen transition support and advisement for Multilingual learners** who face language barriers to earning required credits toward graduation. In SYs 2023-24 and 2024-25, all school leadership teams participated in Multilingual learner programming conversations, which build staff Multilingual learner data literacy by contextualizing and unpacking linguistic, academic, behavioral, and wellness data with school teams. Through these conversations, ESOL Office staff modeled an approach to strategic scheduling that ensures all Multilingual learners receive ESOL services based on their instructional and linguistic needs and have ample opportunity for English Language Development. FCPS also **adjusted ESOL programming and course sequencing** to streamline a path for Multilingual learners to begin required courses while focusing on their English Language Development (ELD).

As noted in FCPS' SY 2024-25 [Goal 1 Report](#), schools may also request a Multilingual learner (ML) Consultation from the Office of ESOL Services as part of the MTSS process. The ML Consultation supports school teams in **identifying solutions for long-term Multilingual learners** (i.e., those who have received ESOL services for more than five years) experiencing ongoing academic challenges. The Office of ESOL Services staff guides schools in reviewing a long-term Multilingual learner's educational history with the student's family. The end result is a plan for revised programming, instruction, and progress monitoring. In SY 2023-24, the Office of ESOL Services facilitated 284 individual ML consultations.

FCPS is leveraging several flexible options to improve on-time graduation and reduce dropout rates, including summer, evening, and virtual/hybrid learning opportunities. For example, the Division has provided **no-cost summer credit recovery** and offerings for the last two years using Elementary and Secondary School Emergency Relief (ESSER) funds and plans to continue no-cost summer credit recovery in 2025. Schools also use Varsity Tutors and Edmentum, a digital curriculum provider, to support students in various ways, including maintaining progress toward graduation. Edmentum also supports credit recovery and remediation in traditional high schools and serves as a credit accrual resource option in non-traditional high schools. In SY 2022-23, FCPS piloted the **Twilight program** in three of its comprehensive high schools, with support from three non-traditional schools. The program provides students with targeted intervention in small, blended learning classes taught by experienced staff, facilitating rapid credit recovery and accrual to achieve on-time graduation or meet promotion requirements. The program has expanded to 12 FCPS high schools. As of SY 2024-25, Annandale, Centreville, Edison, Fairfax, Falls Church, Herndon, Justice, Lewis, Mount Vernon, West Potomac, Westfield, and South Lakes provide Twilight options to their students. In SY 2023-24, among the 287 students who participated in the Twilight program, 90 percent had earned back credits toward their diploma and 61 percent had graduated. The program currently has 428 participants in SY 2024-25.

Some students may require additional non-academic support to graduate on time. For example, FCPS partners with community-based organizations to **support student health needs that impact school participation and completion**. Hazel Health mental health services are available to all HS students. This cohort was selected due to the higher prevalence of need and the greater appropriateness of telehealth as a treatment option for older students. Short-Term Behavioral Health (STBH) services are also accessible to students at all high schools, middle schools, and Title I elementary schools. FCPS has also engaged in discussions with students and their families to understand what factors contribute to students dropping out, including empathy interviews with high school Multilingual learners and their families.

Strategy 2. Provide targeted support to schools with higher rates of dropout or other risk factors.

FCPS provides a number of resources to select high schools to support on-time graduation.

In SY 2020-21, **On-Time Graduation Resource Teachers** (OTG RTs) were placed at nine FCPS high schools with higher dropout rates (Annandale, Centreville, Falls Church, Herndon, Justice, Lewis, Mount Vernon, South Lakes, and West Potomac). OTG RTs work to identify potential dropouts, locate students, and re-engage them in school by partnering with school counselors to create and monitor plans for seniors and identify alternative pathways to accelerated credit recovery/accrual for students not on track to graduate in 4 years. OTG RTs also partner with school staff and families to ensure proper documentation for enrollment and withdraws/transfers, provide education about on-time graduation, and identify and monitor incoming and newly enrolled students who require additional support. From SYs 2018-19 to 2023-24, schools with an OTG RT saw a 4.8 percentage point increase in overall on-time graduation rates, with a 12.4 percentage point increase for Hispanic students and a 10.7 percentage point increase for Multilingual learners. In comparison, schools without an OTG RT saw more muted increases in graduation rates overall (+2.4 percentage points) and for Hispanic students (+9.9 percentage points) and Multilingual learners (+5.9 percentage points). See Table 20.

Table 20: On-Time Graduation Rates for High Schools, With and Without OTG RT

	Schools with an OTG RT		Schools without an OTG RT	
	SY 2024 Rate	Change, 2019 to 2024	SY 2024 Rate	Change, 2019 to 2024
All Students	93.8%	+4.8	95.1%	+2.4
Econ Dis	94.8%	+8.0	92.1%	+6.7
ML (1-6d)	80.4%	+10.7	70.5%	+5.9
SWD	93.1%	+2.1	95.3%	+2.3
Asian	98.4%	+0.9	98.5%	+0.7
Black	94.9%	+1.1	95.5%	+3.0
Hispanic	88.1%	+12.4	83.2%	+9.9
Multiracial	97.1%	+0.5	97.8%	+1.4
White	98.3%	+0.3	98.4%	+0.2

For SY 2024-25, 14 schools receive tiered additional support for dropout prevention through the Department of School Improvement and Support (DSIS) and/or **Project Momentum**. Schools with FCPS-funded or designated staff for FGI are supported in continuously monitoring the status of students in graduation cohorts and accurately projecting their FGI rates and dropout counts on a regular basis. These data points are critical to support planning and reflection with school leaders and school counseling teams as they work towards state accountability goals. Schools also conduct records reviews in collaboration with DSIS and School Counseling Services (SCS) staff to identify opportunities to accelerate timelines towards a diploma for those students who are off-track for graduation. Strategies are identified to support schools with improvement efforts, including strengthening processes to identify and prevent potential dropouts, leveraging MTSS processes to resolve attendance barriers and implement interventions, and raise awareness of Tier 1 concerns to school leaders.

Since SY 2019-20, FCPS has provided an **additional school counselor to support newcomer Multilingual learners and their families** at Annandale, Centreville, Edison, Falls Church, Herndon, Justice, Lewis, Mount Vernon, South Lakes and West Potomac. The additional school counselor, in most cases, is a bilingual Spanish speaker, and is assigned specifically to newcomer Multilingual learners within their first year or two years in US schools. This counselor advises students on courses and helps students and families toward a pathway to graduation. The assigned counselor can provide focused, personalized attention to students and

families as they navigate the U.S. education system for the first time. In addition, students and families of newly enrolling Multilingual learners in high school receive support from a Multilingual learner family partnership specialist at the Student Registration Welcome Centers who orients students and their families to the graduation requirements and pathways. As part of this orientation, the family partnership specialist, who is an experienced school counselor, connects students and families with the school counselor.

Strategy 3. Support school engagement and postsecondary momentum.

Students are more likely to be on-track to graduate when they have a clear postsecondary pathway and fewer barriers to getting there. To support postsecondary planning in high school, students engage in **academic and career planning** in Advisory during Learning Seminar and through opportunities available through their student services' departments. Academic and career planning includes goal-setting, course planning, and exploration of content and careers through a wide variety of available course options. High school students also have access to a **College and Career Specialist** at their high school and a Career Experience Specialist for those enrolled in an Academy program. These staff members facilitate extensive programming to support students with their exploration and planning, such as presentations by college admissions representatives, connections to work and work-based learning opportunities, gap year programming, career fairs, parent programming, military exploration and ASVAB testing, engagement with Northern Virginia Community College (NOVA), and information about paying for college and FAFSA completion. Additionally, events such as Instruction 2 Industry and College Fair are regional community events supported by FCPS.

The FCPS Career and Transition Services (CTS) program provides services and supports that **prepare Students with Disabilities to transition to a variety of postsecondary options**:

- Every high school in FCPS has at least one Employment and Transition Representative (ETR) who works directly with students and families, offering input into the transition plan in the IEP and providing support and training relevant to student transition planning.
- FCPS operates two Career Centers that offer a supported employment setting where Students with Disabilities aged 18-22 can spend time developing workplace and independent living skills.
- FCPS has four Secondary Transition to Employment Programs (STEPs) that provide opportunities for Students with Disabilities for competitive employment and non-paid work experience.
- CTS supervises 19 Special Education Resource Teachers who utilize an inclusive model to push into CTE courses and provide supports for Students with Disabilities to increase access to accommodations and modifications in CTE coursework. Resource teachers also work to incorporate Universal Design for Learning (UDL) practices that promote inclusion and career development for Students with Disabilities.

These general and specialized supports can help **connect students to work-based learning opportunities**. For example, FCPS Adult and Community Education (ACE) offers self-paced/online classes that can be connected to paid apprenticeship programs with participating employers, and coordinates with FCPS Career and Transition Services (CTS) and Virginia Department of Rehabilitative Services to support apprenticeships specifically for Students with Disabilities. Other apprenticeships include the FCPS Office of Facilities Maintenance's recruitment of students for the Trades for Tomorrow program, a paid Youth Registered Apprenticeship offered in Carpentry, Construction Technology, Electricity, HVAC, and Welding. CTE students hired into the Trades for Tomorrow apprenticeship program receive specialized on-the-job training, exposure to multiple trade career paths, and opportunities for entry-level employment within FCPS after graduation.

Students may further their awareness, exploration, and preparation for postsecondary workplace readiness through specialized Career and Technical Education (CTE) course sequences or programming at high school academies, work-based learning opportunities, industry credentials, and/or dual enrollment coursework. Each of these options provides further opportunities for students to explore their interests, build their skills, or prepare for employment with a recognized industry credential. FCPS is working to **expand student access to CTE opportunities** they can leverage after receiving their high school diploma, including at non-traditional schools where access is limited. For example, in SY 2024-25, Welding was added at Bryant but attached to West Potomac Academy. The online campus also provides a number of CTE offerings that do not require a hands-on component. Efforts to increase student exposure to and enrollment in CTE and academically intense courses support postsecondary momentum and are profiled in FCPS' SY 2024-25 [Goal 3](#) and [Goal 4](#) reports.

FCPS and its partners are collaborating to **make college more attainable and accessible** by offering additional specialized support for college planning and helping to resolve barriers around:

- **Paying for college.** College Access Fairfax, a local community organization, provides training and support to help students complete Free Application for Federal Student Aid and Virginia Alternative State Aid applications and understand options for funding college. Northern Virginia Community College offers free Dual Enrollment (DE) courses for students to earn high school and transferable college credits that can reduce the overall cost of college. Two DE courses are available through partnerships with James Madison University and Marymount University. The DE math courses offered through George Mason University in prior years will transition to being offered through Northern Virginia Community College in SY 2025-26. Finally, the interactive Launch to College Schoology Group provides program participants with information and resources about the financial aid process, shares scholarship opportunities, and offers a platform for students to interact and ask questions of FCPS staff about their postsecondary journey.
- **Readiness/ exposure to college.** The [Early Identification Program](#), a college preparation program for students who are the first generation in their family to go to college in the United States, provides afterschool mentoring and tutoring, Saturday workshops for enrichment in STEM, college information and preparation sessions, leadership conferences, workshops for parents and/or guardians, and a three-week Summer Academy at George Mason University. The [College Partnership Program](#) is offered at all FCPS comprehensive high schools, Bryant, and Mountain View. It includes an advocate responsible for implementing school-based programming with a focus on college and career readiness, including trips to college campuses, career exploration events, and college prep sessions. [AVID](#) (Advancement Via Individual Determination), a national college and career readiness system offered at 28 FCPS secondary schools, supports students in pursuing advanced coursework through instructional strategies, sustained tutoring, and academic planning to increase persistence to college.

As noted earlier, on-time graduation is linked to school attendance and engagement, which are the focus of the [FCPS SY 2024-25 Goal 2 report](#). FCPS is pursuing a number of strategies to **support student engagement and attendance**, which are expected to affect graduation rates as well. For example, in SY 2023-24, FCPS awarded a contract to Edu-Futuro to supplement existing family outreach efforts that aim to engage with families, address barriers to attendance (notably, health issues and family knowledge about the importance of attendance), and prevent students from dropping out of school or becoming chronically absent. Edu-Futuro works with students in schools with high rates of absenteeism to address the root causes of student disengagement and provide multigenerational support strategies.

Strategy 4. Ensure appropriate use of credit accommodations.

FCPS utilizes available, appropriate IEP and 504 Plan accommodations to allow students to meet graduation requirements for the Standard or Advanced Studies Diploma. The accommodations include:

- Credit accommodations that expand the options for earning certain standard and verified credits, such as using part 1 courses that would not otherwise count to meet core credit requirements (e.g., Biology 1 Part 1 for a science requirement);
- [Special Permission Locally Awarded Verified Credit Accommodation](#) (SPLAVC-A) or Locally Awarded Verified Credits for eligible Students with Disabilities who are unable to pass a required SOL; and
- Substituting the two world language credits required for the Advanced Studies Diploma with two computer science credits (students must still take and pass one world language class).

To increase awareness of and access to SPLAVC-A, the Office of Special Education Instruction (OSEI) meets with secondary special education department chairs and school teams to highlight the benefits of early SPLAVC-A submissions, share resources and answer questions about the submission and approval process. OSEI has also partnered with the FCPS Office of Assessment and Reporting to improve the process and resources to support school teams with SPLAVC-A submissions. OSEI has created a Quick Guide to support school teams with the submission requirements and process as well as a Justification Statement Checklist which includes examples for a variety of content areas. These resources not only assist in the submission of the SPLAVC-A paperwork, they also decrease the amount of time between initial submission and feedback from the VDOE. In SY 2024-25, there were 65 SPLAVC-A submissions from September to February, up from 39 during the same months in SY 2023-24.

Strategy 5. Strengthen transcript evaluation and advisement/scheduling practices.

FCPS school counselors and directors of student services review the academic transcripts of all transfer students, ensuring their prior coursework is appropriately documented on the FCPS transcript, including awarding credits and/or documenting state assessments (including substitutions¹⁹), and placing students in appropriate courses. To ensure this process is accurate and timely, FCPS trains counselors in conducting transcript evaluations, as governed by FCPS [Regulation 2408](#).

For mid-year transfers, counselors can employ several strategies to maximize the number of credits that transfer students can earn during the current academic year, including:

- Enrolling students in courses that are equivalent to what they were pursuing at their previous school;
- Counting instructional hours in FCPS-equivalent courses to satisfy minimum required hours;
- Enrolling students in concurrent online courses to supplement any gaps in learning;
- Permitting students to audit courses before taking the full course through summer school;
- Double blocking students to provide full access to content;
- Utilizing Edmentum to help students learn at their own pace and demonstrate proficiency to award academic credit; and
- Changing a student placed in a course on an audit status to credit status if the student demonstrates mastery of the course content (Multilingual learners only).²⁰

¹⁹ VDOE. (n.d.). [Substitute Tests for Verified Credit](#)

²⁰ FCPS. [Request for Audit Status](#)

In SY 2024-25, FCPS started utilizing **course audits** to consistently identify students who may be improperly repeating a course for which they have already earned a credit and Multilingual learners who were not being placed in the correct math or literacy courses or who were being overscheduled. Through this process, schools reduced improper course repeats, misplacement in math courses, and over-scheduling in literacy courses.

This year, FCPS has begun **reviewing current advising practices** across schools and identifying best practices to support positive transitions between grades (including the transition from middle to high school) and progress toward graduation. This ongoing work will be informed by feedback from school teams and student experiences with the advisement process, including what worked well, what could have been improved, and any information gaps. The review will also consider additional opportunities for family outreach with enhanced communication resources and messaging to increase family engagement.

The review will also consider best practices in advising Students with Disabilities and Multilingual learners who have the option to remain in high school beyond the standard four years to complete required courses. Planning for this extended course sequence early in a student's education can help reduce courseload stress and provide the time necessary for academic support classes and those needed for a student's desired diploma / postsecondary plans. FCPS will continue to **educate students and their families about their legal rights and the implications of extending time to graduation**. This work involves reviewing diploma options for Students with Disabilities, who may continue to pursue a Standard or Advanced Diploma after receiving an Applied Studies Diploma, and working with Multilingual learners and their families to understand student needs and willingness to remain enrolled in school beyond 18. FCPS actively educates families, school teams, and administrators about the process. The Office of ESOL Services and Office of Counseling, College, and Career Readiness also bring secondary ESOL teachers and counselors together to discuss best practices in course selection for Multilingual learners.

Finally, FCPS **encourages students earning Certificates of Completion or GED to continue to pursue a diploma**. Per the Code of Virginia, students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a Virginia Board of Education-approved diploma. Currently, in FCPS, Certificates of Completion are available to students who have passed all of the courses required to earn a Standard Diploma but lack the verified credits (i.e., passing score on the associated SOL or equivalent assessment) required to graduate. A student who earns a Certificate of Completion but does not earn a diploma is not considered to have dropped out. Students who are awarded a Certificate of Completion are encouraged to continue to pursue the verified credits required for a Standard Diploma and can continue to access SOL preparation resources and assessments through FCPS at no charge.

Strategy 6. Leverage Goal Innovation Team.

The Goal 5 Graduation Equity Innovation Team is focused on increasing the share of students who graduate on-time with a post-secondary plan. As a part of that work, the team is identifying innovative ways to improve existing outcomes. The team's recommendations will inform the strategies presented in future goal reports.

Given the needs identified in this report, the Goal Innovation Team is exploring additional actions to augment current work under each of this report's strategies including:

- Identifying additional risk factors for students not graduating on-time, validated for specific student groups within FCPS;
- Examining processes for working with students and their families to develop and revise their intended graduation plans;
- Expansion of graduation plans to additional students at risk of not graduating and identify opportunities for credit recovery and accrual in summer and evenings;
- Opportunities to support students as they transition schools, such as students who are newcomer Multilingual learners and students transferring to a non-traditional school;
- Guidance on seat time flexibility to maximize opportunities for mid-year transfers to accrue credits and avoid auditing a course that must be repeated the following year to earn credit;
- Allocation of on-time graduation support to schools with high levels of need; and
- Expansion of existing models that support non-academic barriers to on-time graduation.

Conclusion

FCPS is committed to Graduation Equity, that all students leave FCPS prepared for the next phase of their lives (whether that journey includes work, education, or some other goal) and equipped to demonstrate their qualifications. FCPS wants all students to leave with a plan—and with a high school diploma.

In SY 2023-24, FCPS achieved a number of successes related to Graduation Equity.

- **Improved Rates of Graduation and Dropout.** During SY 2023-24, 94.58 percent of students in the Class of 2024 graduated on-time and 3.81 percent dropped out, an improvement from the baseline on both measures. FCPS is on track to meet its overall goals for SY 2029-30, bolstered by regular tracking of early indicators (such as the share of 9th graders earning 5 or more credits, currently at 94 percent).
- **Narrowing Gap between Student Groups.** Multilingual learners and Hispanic students saw some of the greatest gains in their rates of on-time graduation (and corresponding dip in dropout), suggesting that FCPS is *narrowing* observed gaps by student groups and closer to achieving graduation equity.
- **Nearly all seniors continue to graduate with a plan.** Ninety-nine percent of the Class of 2024 reported postsecondary plans, including enrolling in college, pursuing additional training, enlisting, or working. Rates of college going in FCPS were higher than the national average, the Virginia average, and other school districts in Virginia, but fell below the share of students who report intending to go to college, suggesting that some students need help developing and achieving their postsecondary goals.

In many ways, these successes are the *product* of other Strategic Plan actions that have supported and engaged students.

- Students' past educational experiences (**Goal 1**) influence their progression through K-12 and ability to graduate on-time, particularly newly arrived high school students contending with the practical realities of transfer credits. To ensure students are set up for success in FCPS, the Division is reviewing its advising processes and engaging in course audits, which are expected to boost graduation rates over time as transfer students near their senior year.
- Students' feelings about their school, their teachers, their peers, and themselves can mean the difference between coming to school—engaged and ready to learn—and falling behind. In particular, students who attend school regularly are more likely to graduate on-time (**Goal 2**). FCPS has implemented a number of strategies that have successfully driven down chronic absenteeism, particularly among seniors and student groups who had lower rates of on-time graduation.
- Students who receive the support they need in early years to be successful in reading and math (**Goal 3**) tend to have greater postsecondary momentum (**Goal 4**) that can propel them to graduation and beyond. This is particularly true for Multilingual learners (**Goal 1**). FCPS implemented a number of strategies that have helped Multilingual learners make progress toward English language proficiency, such as targeted consultations with long-term Multilingual learners.

To continue to increase the share of students who graduate on-time with a postsecondary plan, FCPS is continuing many of its strategies from previous years to: (1) systematically identify and support students at-risk of not graduating on time; (2) provide targeted support to schools with higher rates of dropout or other risk factors; (3) support school engagement and postsecondary momentum; (4) ensure appropriate use of credit accommodations; (5) strengthen transcript evaluation and advisement/scheduling practices; and (6) leverage goal innovation team.

Appendix A

DATA AND TARGETS FOR GOAL 5 METRICS

Metrics and Baseline Data for Goal 5 Measure A

Availability of, accessibility to, and participation in Two or More pathways and work-based learning opportunities (e.g., shadowing, internship, apprenticeship, and Career and Technical Education)

Percent of Students who Meet the VDOE Criteria for CCCRI Upon Graduation

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	78%	64%	38%	47%	88%	91%	74%	56%	85%	87%
Baseline numerator	11,549	2,750	911	899	917	2,802	1,113	2,189	658	4,751
Baseline denominator	14,782	4,306	2,423	1,914	1,045	3,092	1,507	3,884	770	5,481
SY 2023-24%	87%	82%	62%	74%	92%	96%	85%	75%	92%	92%
SY 2023-24 numerator	12,994	4,243	1,383	1,384	1,146	2,929	1,321	3,030	764	4,896
SY 2023-24 denominator	14,874	5,159	2,240	1,878	1,250	3,050	1,550	4,061	828	5,323
Change (adjusted baseline to SY 2023-24)	+9%	+18%	+24%	+27%	+4%	+5%	+11%	+19%	+7%	+5%

Note: Data source is OGR cohort roster and alternative accreditation rosters. This metric will no longer be calculated by VDOE under the new SPSF Accountability framework.

Percent of Schools Meeting or Exceeding State CCCRI Requirements for Level one Accreditation

	Schools
Adjusted Baseline %	32%
Baseline numerator	8
Baseline denominator	25
SY 2023-24%	84%
SY 2023-24 numerator	21
SY 2023-24 denominator	25
Change (adjusted baseline to SY 2023-24)	+52%

Note: Data source is accreditation detail report. This metric will no longer be calculated by VDOE under the new SPSF Accountability framework.

Metrics and Baseline Data for Goal 5 Measure B

Attainment of FCPS Portrait of a Graduate competencies and digital and financial literacy

Percent of Students who Demonstrate Growth on one or More POG Attributes as Evidenced in the RUBI Rubrics (Earning a Score of Proficient or Advanced on the RUBI Rubric)

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	2%	1%	1%	1%	2%	2%	1%	1%	2%	2%
Baseline numerator	2,699	436	430	243	148	661	174	408	218	1,229
Baseline denominator	178,091	58,035	45,085	28,014	8,184	34,259	17,413	49,370	11,062	65,297
SY 2023-24 %	4%	2%	3%	3%	5%	5%	3%	2%	5%	5%
SY 2023-24 numerator	6,655	1,516	1,187	743	442	1,670	471	1,099	532	2,872
SY 2023-24 denominator	176,820	72,298	45,821	27,505	9,532	33,444	17,201	50,521	11,252	63,665
Change (adjusted baseline to SY 2023-24)	+2%	+1%	+2%	+2%	+3%	+3%	+2%	+1%	+3%	+3%

Note: This is a two year baseline (SY 2021-22 and SY 2022-23). Metric was not reported last year so no old baseline is available. Data source is RUBI. Metric also reported in Goal 3.

Growth Targets - Percent of Students who Demonstrate Growth on one or More POG Attributes as Evidenced in the RUBI Rubrics (Earning a Score of Proficient or Advanced on the RUBI Rubric)

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	2%	1%	1%	1%	2%	2%	1%	1%	2%	2%
SY 2023-24 Target	15%	14%	14%	14%	15%	15%	14%	14%	15%	15%
SY 2023-24 Actual	4%	2%	3%	3%	5%	5%	3%	2%	5%	5%
SY 2024-25 Target	29%	28%	28%	28%	29%	29%	28%	28%	29%	29%
Target Annual Progress (%pts)	13.29	13.43	13.43	13.43	13.29	13.29	13.43	13.43	13.29	13.29

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. SY 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

Percent of Students who Complete a POG/POL

	All Students	Econ Dis	ML (1-4, 6a-d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	3%	2%	2%	2%	3%	3%	2%	2%	3%	3%
Baseline numerator	4,757	1,070	1,070	649	250	1,025	330	942	360	2,085
Baseline denominator	178,091	58,035	45,085	28,014	8,184	34,259	17,413	49,370	11,062	65,297
SY 2023-24 %	6%	4%	5%	5%	7%	7%	4%	4%	7%	7%
SY 2023-24 numerator	10,170	2,846	2,379	1,441	631	2,350	729	2,075	781	4,206
SY 2023-24 denominator	176,820	72,298	45,821	27,505	9,532	33,444	17,201	50,521	11,252	63,665
Change (adjusted baseline to SY 2023-24)	+3%	+2%	+3%	+3%	+4%	+4%	+2%	+2%	+4%	+4%

Note: This is a two year baseline (SY 2021-22 and SY 2022-23). Metric was not reported last year so no old baseline is available. Data source is EDSL. Metric also reported in Goal 3.

Growth Targets - Percent of Students who Complete a POG/POL

	All Students	Econ Dis	ML (1-4, 6a-d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	3%	2%	2%	2%	3%	3%	2%	2%	3%	3%
SY 2023-24 Target	16%	15%	15%	15%	16%	16%	15%	15%	16%	16%
SY 2023-24 Actual	6%	4%	5%	5%	7%	7%	4%	4%	7%	7%
SY 2024-25 Target	29%	28%	28%	28%	29%	29%	28%	28%	29%	29%
Target Annual Progress (%pts)	13.14	13.29	13.29	13.29	13.14	13.14	13.29	13.29	13.14	13.14

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. SY 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

Metrics and Baseline Data for Goal 5 Measure C

Supported and successful transitions leading to high school graduation and postsecondary opportunities

VDOE On-time Graduation Rates

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	94%	91%	73%	95%	99%	99%	96%	82%	98%	99%
Adjusted Baseline %	94.06%	91.42%	72.83%	94.90%	98.69%	98.58%	96.26%	82.37%	98.14%	98.65%
Baseline numerator	13,904	3,937	1,764	1,816	1,031	3,048	1,450	3,200	756	5,407
Baseline denominator	14,782	4,306	2,423	1,914	1,045	3,092	1,507	3,884	770	5,481
SY 2023-24%	94.58%	93.60%	76.03%	94.36%	98.08%	98.49%	95.16%	85.84%	97.58%	98.37%
SY 2023-24 numerator	14,068	4,829	1,703	1,772	1,226	3,004	1,475	3,486	808	5,236
SY 2023-24 denominator	14,874	5,159	2,240	1,878	1,250	3,050	1,550	4,061	828	5,323
Change (adjusted baseline to SY 2023-24)	+0.52%	+2.18%	+3.20%	-0.54%	-0.61%	-0.09%	-1.10%	+3.47%	-0.56%	-0.28%

Note: Data source is OGR cohort roster. Previously reported baseline was rounded to the nearest percent, while the adjusted baseline includes two decimal places.

Growth Targets - VDOE On-time Graduation Rates

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	94.06%	91.42%	72.83%	94.90%	98.69%	98.58%	96.26%	82.37%	98.14%	98.65%
SY 2023-24 Target	94.19%	91.93%	76.00%	95.00%	98.69%	98.58%	96.26%	84.17%	98.14%	98.65%
SY 2023-24 Actual	94.58%	93.60%	76.03%	94.36%	98.08%	98.49%	95.16%	85.84%	97.58%	98.37%
SY 2024-25 Target	94.33%	92.44%	79.16%	95.00%	98.69%	98.58%	96.26%	85.98%	98.14%	98.65%
Target Annual Progress (%pts)	0.13	0.51	3.17	Maintain or Improve	Maintain or Improve	Maintain or Improve	Maintain or Improve	1.80	Maintain or Improve	Maintain or Improve

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. SY 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

Percent of Students in Graduating Cohort who Dropped Out (VDOE Dropout Rates)										
	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OLD Baseline	5%	7%	25%	4%	TS	1%	3%	16%	TS	1%
Adjusted Baseline %	5.00%	7.01%	24.99%	4.08%	0.51%	0.91%	2.68%	15.82%	1.17%	0.78%
Baseline numerator	739	302	605	78	5	28	40	614	9	43
Baseline denominator	14,782	4,306	2,423	1,914	1,045	3,092	1,507	3,884	770	5,481
SY 2023-24%	3.81%	4.46%	19.33%	4.05%	0.80%	0.72%	2.77%	11.06%	1.57%	0.71%
SY 2023-24 numerator	567	230	433	76	10	22	43	449	13	38
SY 2023-24 denominator	14,874	5,159	2,240	1,878	1,250	3,050	1,550	4,061	828	5,323
Change (adjusted baseline to SY 2023-24)	-1.19%	-2.55%	-5.66%	-0.03%	0.29%	-0.19%	+0.09%	-4.76%	+0.40%	-0.07%

Note: Data source is OGR cohort roster. Previously reported baseline was rounded to the nearest percent, while the adjusted baseline includes two decimal places.

Growth Targets - Percent of Students in Graduating Cohort who Dropped Out (VDOE Dropout Rates)										
	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	5.00%	7.01%	24.99%	4.08%	0.51%	0.91%	2.68%	15.82%	1.17%	0.78%
SY 2023-24 Target	≤ 4.64%	≤ 6.37%	≤ 21.79%	≤ 3.50%	≤ 0.51%	≤ 0.91%	≤ 2.65%	≤ 13.92%	≤ 1.17%	≤ 0.78%
SY 2023-24 Actual	3.81%	4.46%	19.33%	4.05%	0.8%	0.72%	2.77%	11.06%	1.57%	0.71%
SY 2024-25 Target	≤ 4.29%	≤ 5.72%	≤ 18.57%	≤ 2.91%	≤ 0.51%	≤ 0.91%	≤ 2.63%	≤ 12.01%	≤ 1.17%	≤ 0.78%
Target Annual Progress (%pts)	-0.36	-0.64	-3.21	-0.58	Maintain or Improve	Maintain or Improve	-0.03	-1.90	Maintain or Improve	Maintain or Improve

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. SY 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

Metrics and Baseline Data for Goal 5 Measure D

Students on track for graduation at the end of 9th grade

Percent of 9th Grade Students who Earned 5 or More Credits in 9th Grade

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	95%	90%	84%	93%	97%	99%	96%	88%	98%	98%
Baseline numerator	14,537	4,728	2,768	1,940	790	3,000	1,490	3,985	845	5,157
Baseline denominator	15,326	5,262	3,283	2,082	811	3,043	1,555	4,552	864	5,251
SY 2023-24%	94%	88%	84%	91%	97%	98%	94%	86%	98%	98%
SY 2023-24 numerator	14,172	5,264	3,074	1,929	882	2,985	1,401	3,911	846	4,961
SY 2023-24 denominator	15,075	5,971	3,673	2,114	908	3,038	1,489	4,574	863	5,040
Change (adjusted baseline to SY 2023-24)	-1%	-2%	0%	-2%	0%	-1%	-2%	-2%	0%	0%

Note: Data source is the final marks earned in 9th grade. Adjusted baseline includes students who were in 9th grade in SY 2020-21, SY 2021-22, and SY 2022-23. The Baseline Goal 3 report included this measure, but used a different cohort (students in the graduating Classes of 2021, 2022, and 2023 for whom 9th grade data were available). Because of these methodological differences, no old baseline is provided.

Growth Targets - Percent of 9th Grade Students who Earned 5 or More Credits in 9th Grade

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	95%	90%	81%	93%	97%	99%	96%	88%	98%	98%
SY 2023-24 Target	95%	91%	83%	93%	97%	99%	96%	89%	98%	98%
SY 2023-24 Actual	94%	88%	80%	91%	97%	98%	94%	86%	98%	98%
SY 2024-25 Target	95%	91%	85%	94%	97%	99%	96%	90%	98%	98%
Target Annual Progress (%pts)	Maintain or Improve	0.71	2.00	0.29	Maintain or Improve	Maintain or Improve	Maintain or Improve	1.00	Maintain or Improve	Maintain or Improve

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. SY 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets. Given the research shared in this report around indicators for on-time graduation and 9th grade status for Multilingual learners, Students with Disabilities and Students who are Economically Disadvantaged, FCPS intends to update this metric for future goal reporting.

Metrics and Baseline Data for Goal 5 Measure E

Increase in the percentage of students earning an Advanced Studies Diploma

Percentage of Students (Graduates) Earning an Advanced Studies Diploma

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
<i>OLD Baseline</i>	68%	46%	9%	22%	72%	83%	55%	46%	73%	75%
Adjusted Baseline %	68%	46%	23%	22%	72%	83%	55%	46%	73%	75%
Baseline numerator	9,449	1,813	401	398	744	2,537	797	1,484	554	4,049
Baseline denominator	13,904	3,937	1,764	1,816	1,031	3,048	1,450	3,200	756	5,407
SY 2023-24%	66%	46%	23%	22%	69%	82%	52%	45%	72%	73%
SY 2023-24 numerator	9,219	2,213	400	396	846	2,452	764	1,569	579	3,823
SY 2023-24 denominator	14,068	4,829	1,703	1,772	1,226	3,004	1,475	3,486	808	5,236
Change (adjusted baseline to SY 2023-24)	-2%	0%	0%	0%	-3%	-1%	-3%	-1%	-1%	-2%

Note: Data source is OGR cohort roster. Targets will not be set for this metric, however, data will be reported annually. In the Baseline Goal 5 report the ML student group included ELP levels 1-4 only.

Metrics and Baseline Data for Goal 5 Measure F

Decrease the percentage of students earning an Applied Studies Diploma

Percentage of Students (Graduates) Earning an Applied Studies Diploma

	All Students	Econ Dis	ML (1-6d)	SWD	Asian	Black	Hispanic	Multiracial	White
<i>OLD Baseline</i>	2%	2%	9%	12%	1%	2%	2%	1%	1%
Adjusted Baseline %	1.5%	1.9%	5.4%	11.5%	1.2%	2.1%	1.7%	1.5%	1.4%
Baseline numerator	208	73	95	208	37	31	54	12	75
Baseline denominator	13,904	3,937	1,764	1,816	3,048	1,450	3,200	756	5,407
SY 2023-24%	1.7%	2.4%	6.9%	13.3%	1.2%	2.4%	2.4%	1.0%	1.4%
SY 2023-24 numerator	235	118	118	235	37	35	83	8	71
SY 2023-24 denominator	14,068	4,829	1,703	1,772	3,004	1,475	3,486	808	5,236
Change (adjusted baseline to SY 2023-24)	+0.2%	+0.5%	+1.5%	+1.8%	0.0%	+0.3%	+0.7%	-0.5%	0.0%

Note: Data source is OGR cohort roster. Targets will not be set for this metric, however, data will be reported annually. In the Baseline Goal 5 report the ML student group included ELP levels 1-4 only.

Metrics and Baseline Data for Goal 5 Measure G

Enrollment in college, entry into the workforce or public service, enlistment in military, or other, verifiable post-secondary placement

Percent of Students who Enroll in College, Entered the Workforce or Public Service, Enlisted in the Military, or Attained Other Verifiable Postsecondary Placement Within one Year of High School Graduation.

	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 Seniors who Report Having College and Career Plans After High School.

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	98%	97%	94%	95%	99%	99%	98%	96%	99%	99%
Baseline numerator	13,123	3,549	1,528	1,546	988	2,934	1,339	2,908	719	5,182
Baseline denominator	13,376	3,670	1,618	1,621	1,001	2,963	1,366	3,022	728	5,253
SY 2023-24%	99%	98%	97%	97%	99%	99%	99%	97%	99%	99%
SY 2023-24 numerator	13,577	4,530	1,606	1,572	1,198	2,924	1,415	3,333	787	5,064
SY 2023-24 denominator	13,695	4,589	1,651	1,620	1,203	2,939	1,428	3,384	793	5,094
Change (adjusted baseline to SY 2023-24)	+1%	+1%	+3%	+2%	0%	0%	+1%	+1%	0%	0%

Note: Data source is FCPS Senior Survey question "What is your post-graduation plan?" Students without a specific postsecondary plan include responses of "I'm not sure. I need guidance from my counselor." and "Undecided/no plans"; 464 students were excluded from the total because they did not respond to all or part of the survey.

Growth Targets - Percent of Seniors who Report Having College and Career Plans After High Schools.

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	98%	97%	94%	95%	99%	99%	98%	96%	99%	99%
SY 2023-24 Target	98%	97%	95%	95%	99%	99%	98%	96%	99%	99%
SY 2023-24 Actual	99%	98%	97%	97%	99%	99%	99%	97%	99%	99%
SY 2024-25 Target	98%	97%	95%	95%	99%	99%	98%	96%	99%	99%
Target Annual Progress (%pts)	Maintain or Improve	Maintain or Improve	Maintain or Improve	Maintain or Improve	Maintain or Improve	Maintain or Improve	Maintain or Improve	Maintain or Improve	Maintain or Improve	Maintain or Improve

Note: "Target Annual Progress" is calculated starting with the adjusted baseline percentage. SY 2023-24 actual data does not change the amount of annual target progress needed to meet goals by 2030, however, FCPS will need to accelerate growth if targets are not made in any one year in order to reach the 2030 targets.

Student Perception of College and Career Readiness										
	All Students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	Under Development- Student Experience Survey									
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 5 Measure H

Students innovating and preparing for the future

Student Perception of Opportunities for Innovation

	All Students	Econ Dis	ML	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Adjusted Baseline %	Under Development- Student Experience Survey									
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 5 DATA

Table 21: On-Time Graduation Rates for FCPS Multilingual Learners (1-6d), by Intersected Group

	ML (1-6d)	Econ Dis MLs	SWD MLs	504 Plan MLs	Asian MLs	Black MLs	Hispanic MLs	Multiracial MLs	White MLs
OLD Baseline	63%	76%	92%	-	89%	93%	56%	TS	89%
Adjusted Baseline %	72.83%	82.52%	93.22%	TS	95.54%	93.62%	63.88%	TS	93.45%
Baseline numerator	1,764	1,262	523	TS	164	337	1,083	TS	166
Baseline denominator	2,423	1,529	561	TS	172	360	1,696	TS	178
SY 2023-24%	76.03%	86.42%	91.12%	96.00%	94.67%	94.01%	68.73%	TS	90.28%
2023-24 numerator	1,703	1,317	513	24	142	267	1,077	TS	195
2023-24 denominator	2,240	1,524	563	25	150	284	1,567	TS	216
Change (adjusted baseline to SY 2023-24)	+3.20%	+3.90%	-2.10%	-	-0.87%	+0.39%	+4.85%	-	-3.17%

Note: Data source is OGR cohort roster. In the Baseline Goal 5 report the ML student group included ELP levels 1-4 only.

Table 22: Comparison of Graduation Rates for SY 2023-24, by Student Groups

	All Students	Econ Dis	ML (1-6)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
OTG Rate	94.58%	93.60%	76.03%	94.36%	98.08%	98.49%	95.16%	85.84%	97.58%	98.37%
FGI 4 year Rate	90.71%	84.84%	69.62%	79.29%	-	96.05%	92.10%	77.80%	95.92%	96.48%
Difference (ppts)	3.87	8.76	6.41	15.07	-	2.44	3.06	8.04	1.66	1.89

Note: Data source is OGR cohort roster and VDOE build-a-table. 504 Plan data not available for FGI 4 year rate.

Table 23: Rates of On-Time Graduation versus 4-Year Graduation, SY 2023-24

	Virginia	FCPS	Other Divisions in NOVA
On-Time Graduation Rate	92.85%	94.58%	94.68%
4-Year FGI Rate	89.81%	90.71%	91.63%
Percentage Point Difference	3.04	3.87	3.05

Note: Rates have been rounded to the nearest percent. NOVA includes Alexandria, Arlington, Falls Church, Loudoun, Manassas City, Manassas Park, and Prince William.

Table 24: Percent of Schools Meeting or Exceeding State GCI Requirements for Level one Accreditation

	Schools
<i>OLD Baseline</i>	97%
Adjusted Baseline %	97%
Baseline numerator	24
Baseline denominator	25
SY 2023-24%	100%
SY 2023-24 numerator	25
SY 2023-24 denominator	25
Change (adjusted baseline to SY 2023-24)	+3%

Note: Data source is accreditation detail report. The VDOE will no longer report GCI accreditation levels with the new accountability system beginning in fall 2025, based on school year 2024-25 outcomes.

Table 25: Percent of Schools Meeting or Exceeding State Dropout Requirements for Level one Accreditation

	Schools
<i>OLD Baseline</i>	88%
Adjusted Baseline %	84%
Baseline numerator	21
Baseline denominator	25
SY 2023-24%	100%
SY 2023-24 numerator	25
SY 2023-24 denominator	25
Change (adjusted baseline to SY 2023-24)	+16%

Note: Data source is accreditation detail report. The VDOE will no longer report dropout accreditation levels with the new accountability system beginning in fall 2025, based on school year 2024-25 outcomes. Differences in rounding rules account for baseline fluctuation.

Table 26: Percent of Graduates who Receive a Standard or Advanced Diploma, by Student Group

	All Students	Econ Dis	ML (1-6d)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
<i>OLD Baseline</i>	99%	98%	91%	89%	100%	99%	98%	98%	98%	98%
Adjusted Baseline %	99%	98%	95%	89%	100%	99%	98%	98%	98%	99%
Baseline numerator	13,696	3,863	1,669	1,608	1,031	3,011	1,419	3,146	744	5,332
Baseline denominator	13,904	3,937	1,764	1,816	1,031	3,048	1,450	3,200	756	5,407
SY 2023-24%	98%	98%	93%	87%	100%	99%	98%	98%	99%	99%
SY 2023-24 numerator	13,833	4,711	1,585	1,537	1,226	2,967	1,440	3,403	800	5,165
SY 2023-24 denominator	14,068	4,829	1,703	1,772	1,226	3,004	1,475	3,486	808	5,236
Change (adjusted baseline to SY 2023-24)	-1%	0%	-2%	-2%	0%	0%	0%	0%	+1%	0%

Note: Data source is OGR cohort roster. Table shows the percent of graduates who earned a Standard or Advanced Studies Diploma within the on-time graduation cohort, which allows additional time for Students with Disabilities and Multilingual learners to graduate.

Table 27: Percent of Graduates who Receive an Applied Studies Diploma, by SWD Level

	All SWD	SWD Level 1	SWD Level 2
Adjusted Baseline %	11%	4%	24%
Baseline numerator	208	42	159
Baseline denominator	1,816	1,125	667
SY 2023-24%	13%	4%	31%
SY 2023-24 numerator	235	53	175
SY 2023-24 denominator	1,772	1,198	557
Change (adjusted baseline to SY 2023-24)	+2%	0%	+8%

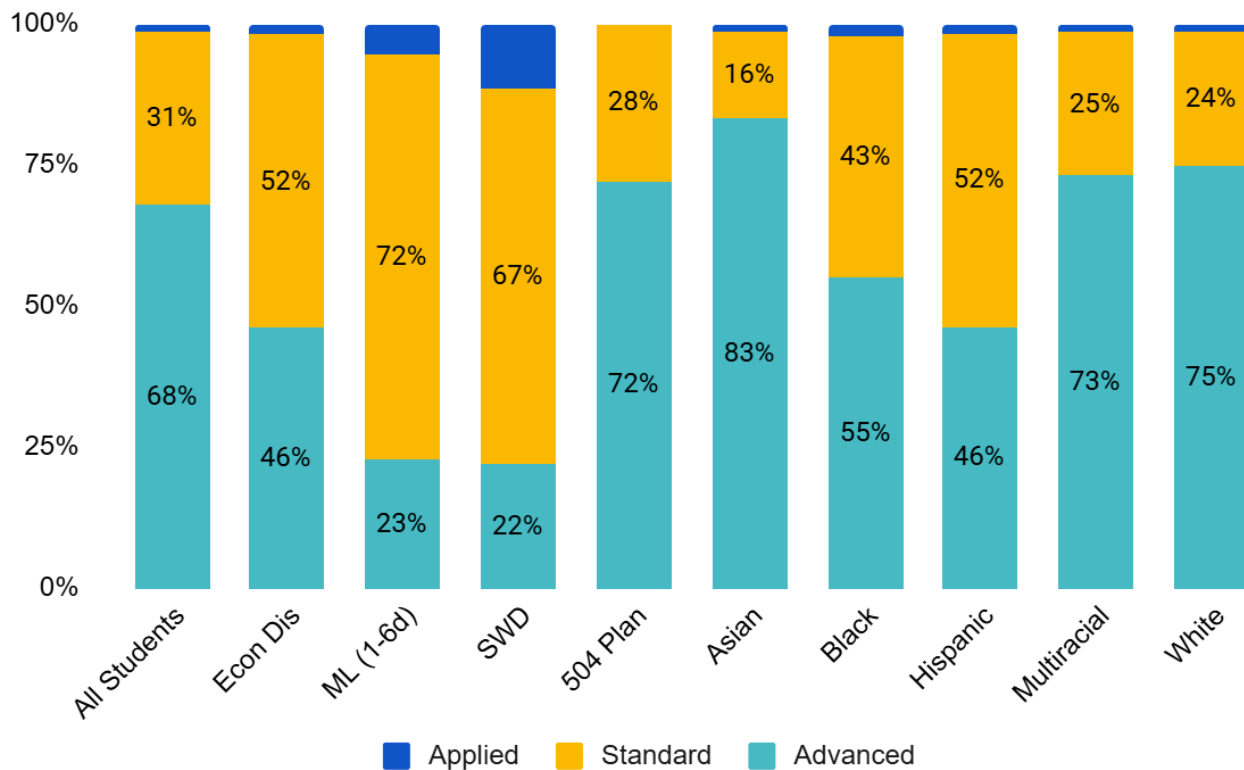
Note: Data source is OGR cohort roster.

Table 28: Percent of Students Meeting IEP Life Skills Goals

	All SWD	Econ Dis SWD	ML (1-6) SWD	Asian SWD	Black SWD	Hispanic SWD	Multiracial SWD	White SWD
Adjusted Baseline %	94%	90%	96%	98%	97%	91%	97%	92%
Baseline numerator	1,218	342	473	217	173	261	70	488
Baseline denominator	1,297	379	491	222	178	287	73	529
SY 2023-24 %	94%	95%	100%	96%	93%	94%	97%	93%
SY 2023-24 numerator	1,106	482	479	199	153	257	66	421
SY 2023-24 denominator	1,179	508	479	208	165	273	68	455
Change (adjusted baseline to SY 2023-24)	0%	+5%	+4%	-2%	-4%	+3%	0%	+1%

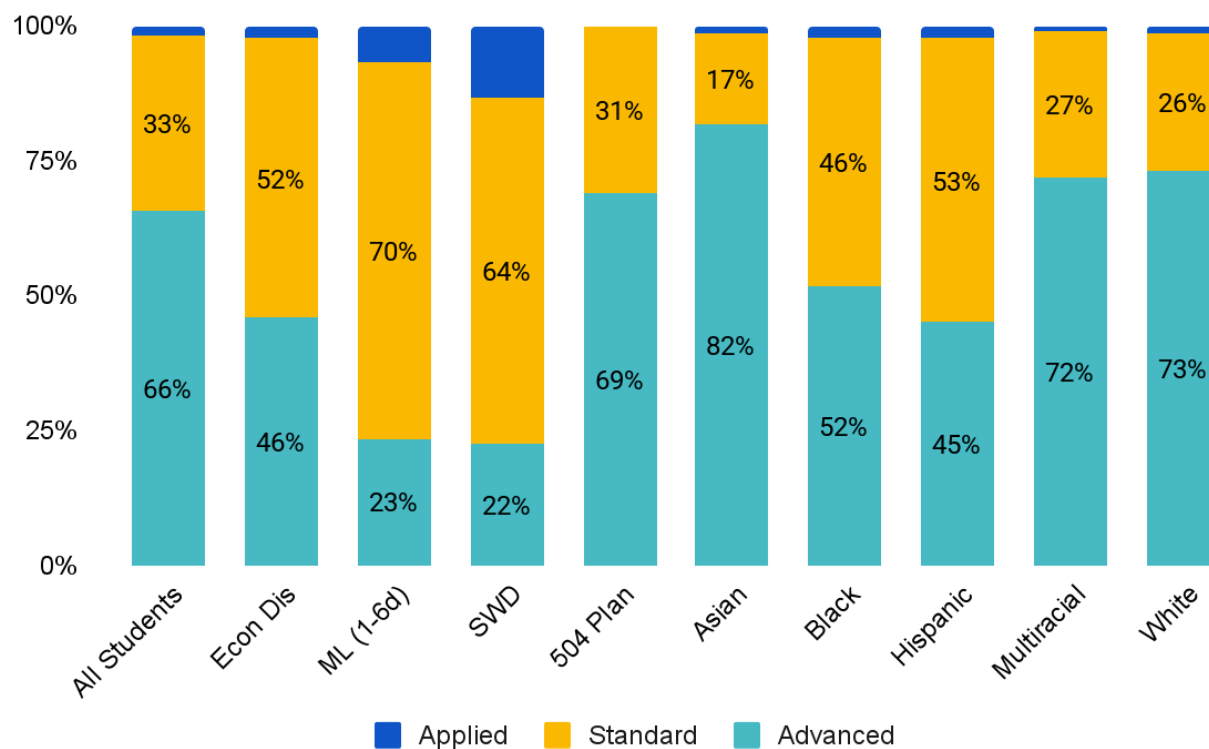
Note: Data source is 3rd quarter progress report data in SEA-STARs.

Figure 7: Diploma Types at Baseline, by Student Group



Note: Data source is OGR cohort roster. In the Baseline Goal 5 report the ML student group included ELP levels 1-4 only.

Figure 8: Diploma Types in SY 2023-24, by Student Group



Note: Data source is OGR cohort roster.

Table 29: Requirements to Receive a Standard Diploma and Advanced Studies Diploma

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

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

Appendix C
GOAL 5 METRICS CHANGES FROM THE 2023-24 BASELINE REPORT

	Metrics
Measure A	<p>Percent of students who meet the VDOE criteria for CCCRI upon graduation.</p> <p>Percent of schools meeting state accreditation requirements for CCCRI.</p> <p><i>These metrics will be reviewed to determine inclusion in 2025-26 reporting with the change to the state's accountability framework (School Performance and Support Framework- SPSF).</i></p>
Measure B	<p>Percent of Students who Demonstrate Growth on one or More POG Attributes as Evidenced in the RUBI Rubrics (earning a score of Proficient or Advanced on the RUBI rubric).</p> <p>Percent of Students who Complete a POG/POL.</p> <p><i>These metrics have been newly added (also reported in Goal 3).</i></p>
Measure C	<p>Percent of students who are on track for graduation at the end of 9th – 11th grades- under development.</p> <p><i>This metric has been subsumed into the existing 9th grade metric which will be further reviewed for 2025-26 reporting.</i></p> <p>Percent of students with disabilities who meet their IEP life skills goals.</p> <p><i>This data continues to be reported as alternative metrics are being considered for 2025-26 reporting.</i></p> <p>Percent of schools meeting or exceeding State GCI requirements for level 1 accreditation.</p> <p>Percent of schools meeting or exceeding State Dropout Rate requirements for level 1 accreditation.</p> <p><i>These data points will sunset for 2025-26 reporting when they will no longer be available due to state changes to the state's accountability framework (School Performance and Support Framework- SPSF).</i></p>
Measure D	<p>Percent of students who ended 9th grade with fewer than 2 D's and F's.</p> <p><i>This metric has been subsumed into existing metrics.</i></p>
Measure E	No changes.
Measure F	No changes.
Measure G	<p>Student perceptions of college and career readiness.</p> <p><i>This metric is currently under development and will be added for 2025-26 reporting.</i></p>
Measure H	<p>Student perceptions of opportunities for innovation.</p> <p><i>This metric is currently under development and will be added for 2025-26 reporting.</i></p>

Appendix D

STRATEGIC PLAN INITIAL PRIORITY AREAS

Goal	Initial Priority Area
Goal #1: Strong Start: Pre-K-12	<ul style="list-style-type: none"> • Availability of Pre-K (including inclusive Pre-K) to meet community needs • Multilingual Learners meeting Expected Growth
Goal #2: Safe, Supported, Included and Empowered	<ul style="list-style-type: none"> • Chronic Absenteeism • Discipline Disproportionality • Student Academic Inclusion and Engagement
Goal #3: Academic Growth and Excellence	<ul style="list-style-type: none"> • Reading by 3rd Grade • Algebra 1 by 8th Grade • Advanced Coursework in High School
Goal #4: Equitable Access and Opportunity	<ul style="list-style-type: none"> • Equity in Course Taking Patterns • Equity in Extracurricular, Co-Curricular, and Enrichment Activities
Goal #5: Leading for Tomorrow's Innovation	<ul style="list-style-type: none"> • 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.