



**EXCELLENCE  
EQUITY &  
OPPORTUNITY**

2023-30 STRATEGIC PLAN

# Goal 2 Report

March 26, 2026





# STRATEGIC PLAN 2023-30 GOALS

- 1 Strong Start: Pre-K-12
- 2 Safe, Supported, Included, and Empowered
- 3 Academic Growth and Excellence
- 4 Equitable Access and Opportunity
- 5 Leading for Tomorrow's Innovation

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

**A**

Differentiated &  
Culturally Responsive  
Learning Environments

**B**

Vibrant Home, School,  
& Community  
Partnerships

**C**

Diverse, Adaptive, &  
Supported Workforce

**D**

Culture of Equity,  
Excellence, &  
Accountability

# Goal 2 Report Explores Strategic Priorities around School Climate

Goal 2 considers the range of experiences that shape how students feel about school:

1. **School Connectedness and Belonging**
2. **Regular Attendance**
3. **Limited, Consistent Use of Suspension**
4. **Inclusion of Students with Disabilities**



# School Connectedness and Belonging

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# Student-Reported Connectedness and Belonging

Among students who responded to the 2025 Student Experience Survey:

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



# Highlights of Strategic Actions in SY 2025-26

## Strategy 1: Strengthen students' social and emotional skills

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

## Strategy 2: Encourage positive interactions outside the classroom

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

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

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



# Regular School Attendance

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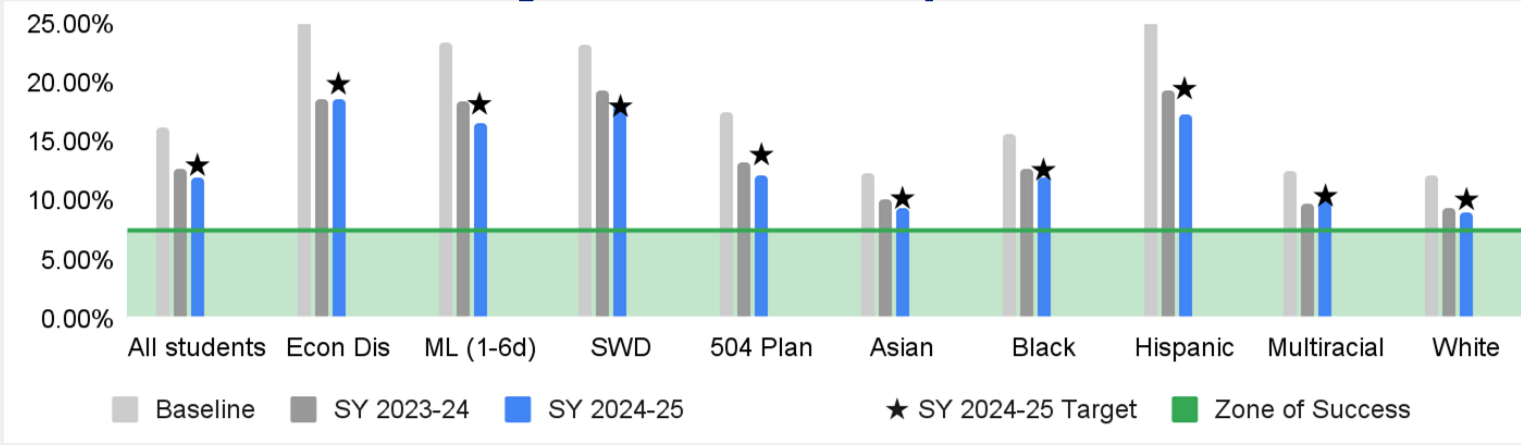


# Chronic Absenteeism Rates (VDOE)

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

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

# Chronic Absenteeism by Student Group



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

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

# Highlights of Strategic Actions in SY 2025-26

## Strategy 1: Encourage regular school attendance

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

## Strategy 2: Address student barriers to attendance

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

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

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

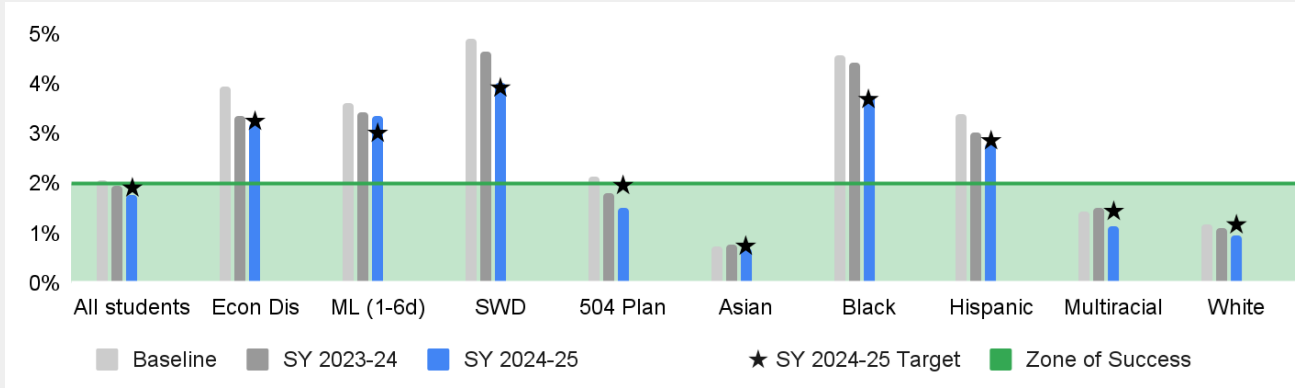


# Limited, Consistent Use of Suspension

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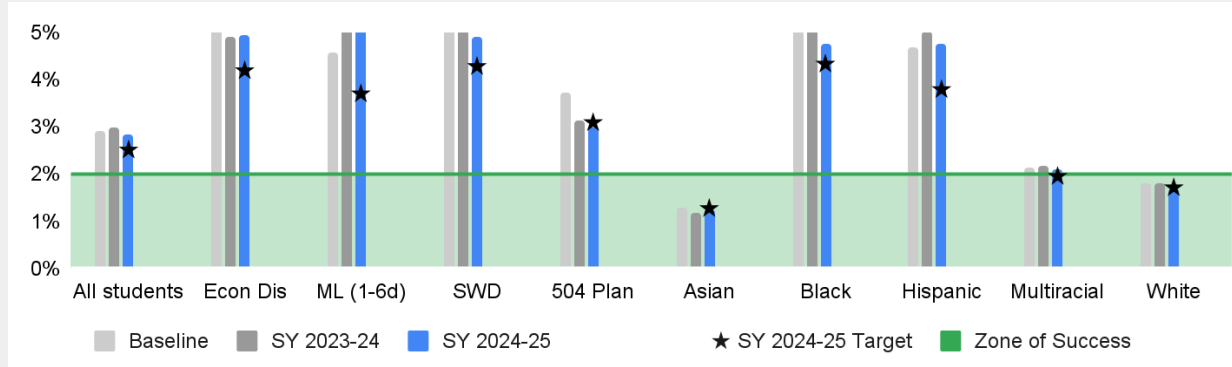
# Out-of-School Suspensions



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

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

# In-School Suspensions



**Percent of Students who Received One or More In-School Suspensions**

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

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

# Highlights of Strategic Actions in SY 2025-26

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

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

## Strategy 2: Monitor and respond to inconsistent use of discipline

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

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

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



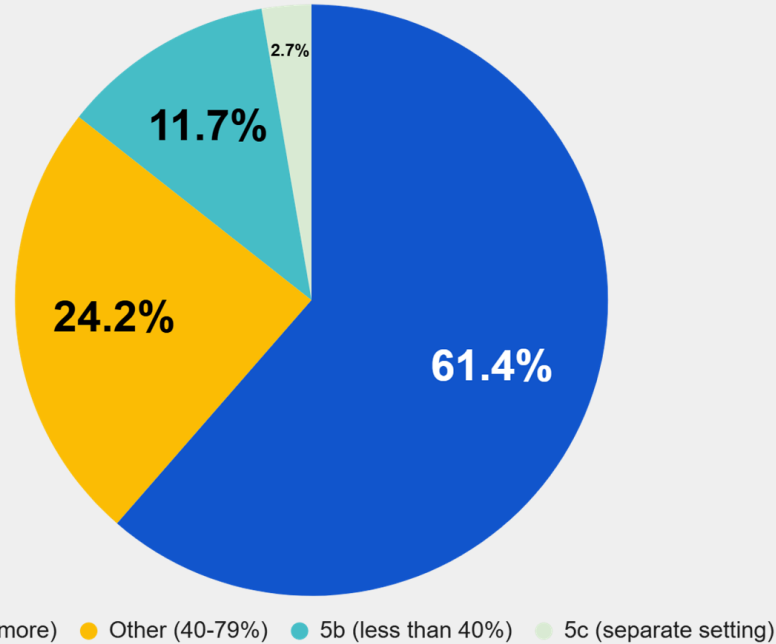
# Inclusion of Students with Disabilities

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# Inclusion of Students with Disabilities (kindergarten through age 21)

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



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

# Performance on VDOE Indicators 5a-c

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

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

# Highlights of Strategic Actions in SY 2025-26

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

- Phased professional development and scheduling support for schools
- Dedicated *Strategies for Success* Advisory sections

## Strategy 2. Strengthen IEP decision making to support inclusive placement

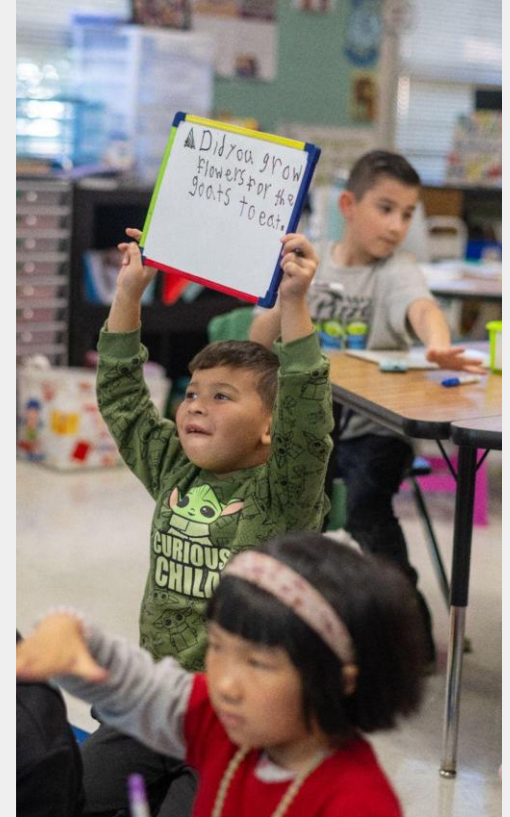
- Updated LRE Data Collection Tool to document placement decisions
- Resources on inclusive conversations in IEP meetings

## Strategy 3: Prepare every teacher to provide inclusive instruction

- Teacher performance evaluations aligned to FCPS Learning Model
- Professional development on UDL with strategies embedded within content area and curriculum guides

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

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



## Key Takeaways

- Most students report feeling connected and a sense of belonging, with especially high rates of teacher-student trust
- Rates of chronic absenteeism and suspensions have improved from the baseline
- 61% of Students with Disabilities (K-21) spend 80% or more of the school day in an inclusive setting, a rate that has been increasing steadily over time
- FCPS remains committed to making progress toward 2030 goals and to closing gaps between groups





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