



**EXCELLENCE
EQUITY &
OPPORTUNITY**

2023-30 STRATEGIC PLAN

Goal 4 Report

April 23, 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

Academic Preparedness for Postsecondary Success

By 2031, 72% of all jobs and 85% of living-wage jobs will require a college degree or credential.

Two course taking patterns predict college entrance and completion (degree/ credential):

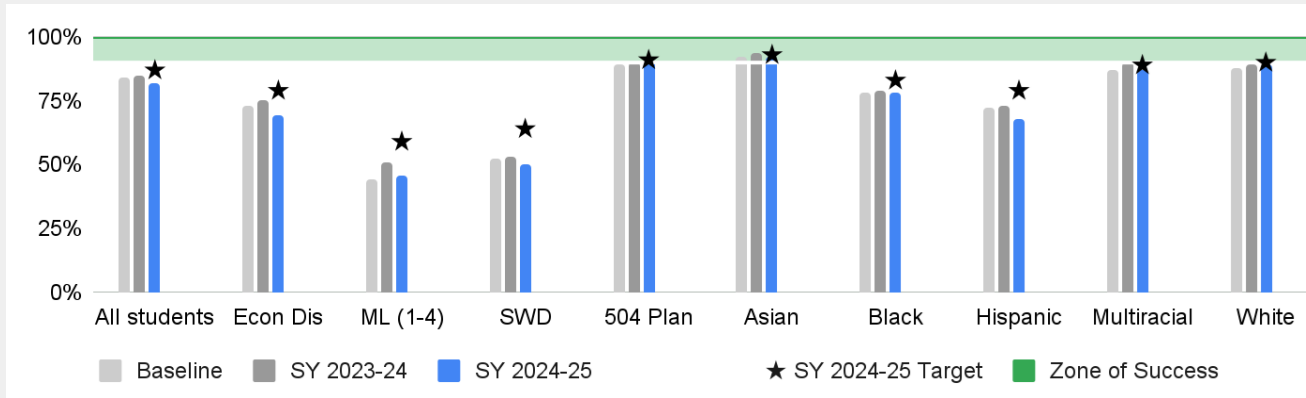
- **College and Career Preparatory Courses**
Completing AP/IB/DE courses and/or CTE sequence
- **Academic Intensity in Core Subjects**
Completing courses throughout HS at advanced level



College and Career Preparatory Courses



Graduates with College-Level Courses or CTE Completer Status

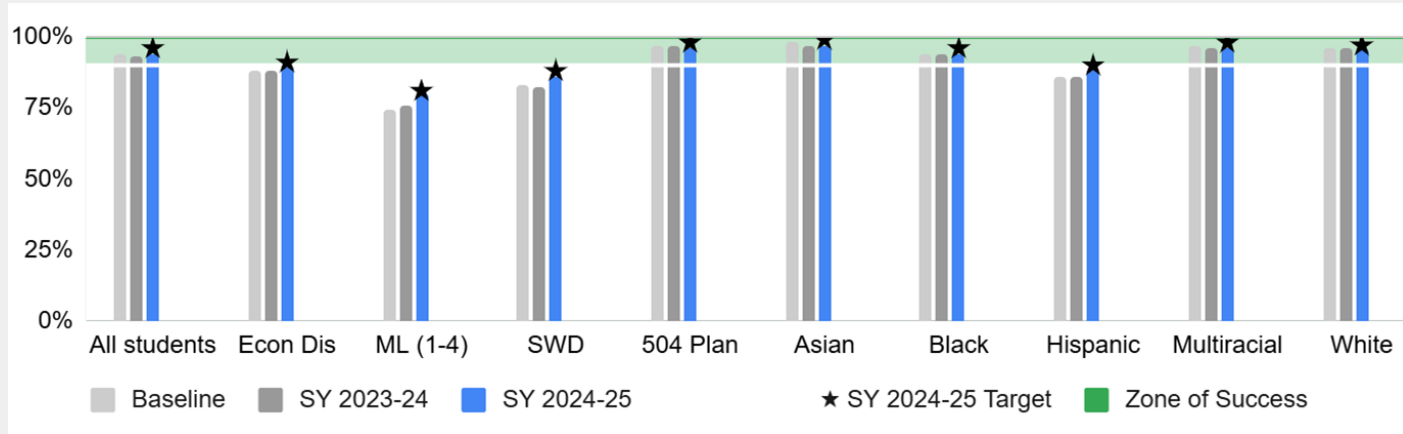


Percent of Students in the Senior Cohort who Earned a C- or Higher in at Least one AP/IB/DE or Other 1.0 Weighted Course and/or Earned CTE Completer Status Before Graduating

	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	84%	73%	44%	52%	89%	92%	78%	72%	87%	88%
SY 2023-24	85%	75%	51%	53%	90%	94%	79%	73%	90%	89%
SY 2024-25	82%	69%	46%	50%	91%	92%	78%	68%	87%	89%
Numerator	11,905	3,023	779	948	1,148	2,734	1,215	2,691	726	4,492
Denominator	14,435	4,355	1,691	1,892	1,267	2,977	1,561	3,942	835	5,061
SY 2024-25 Target	87%	79%	59%	64%	91%	93%	83%	79%	89%	90%
<i>Performance</i>	Baseline	Baseline	Progress	Baseline	Target Met	Approaching	Baseline	Baseline	Baseline	Progress

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

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



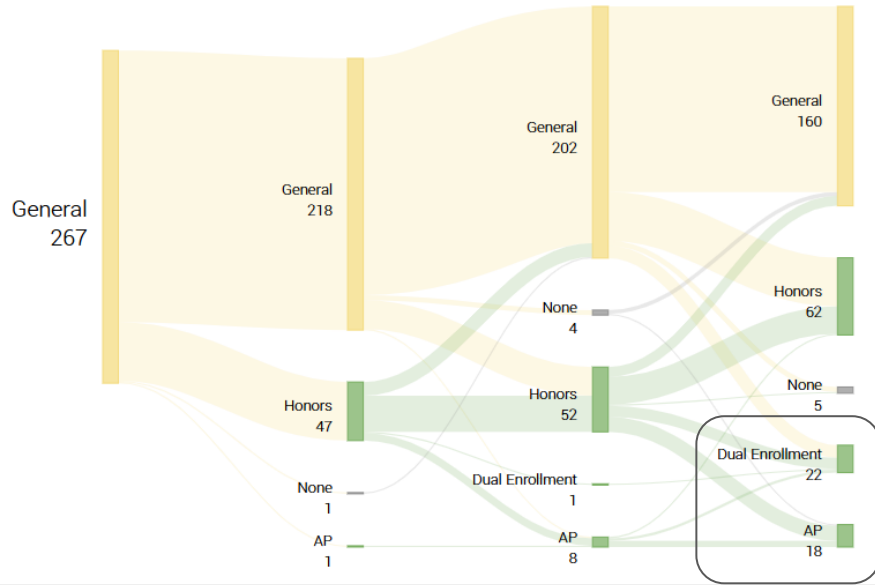
Percent of Students who Successfully Completed an Honors Course or CTE Course by the end of 11th Grade

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

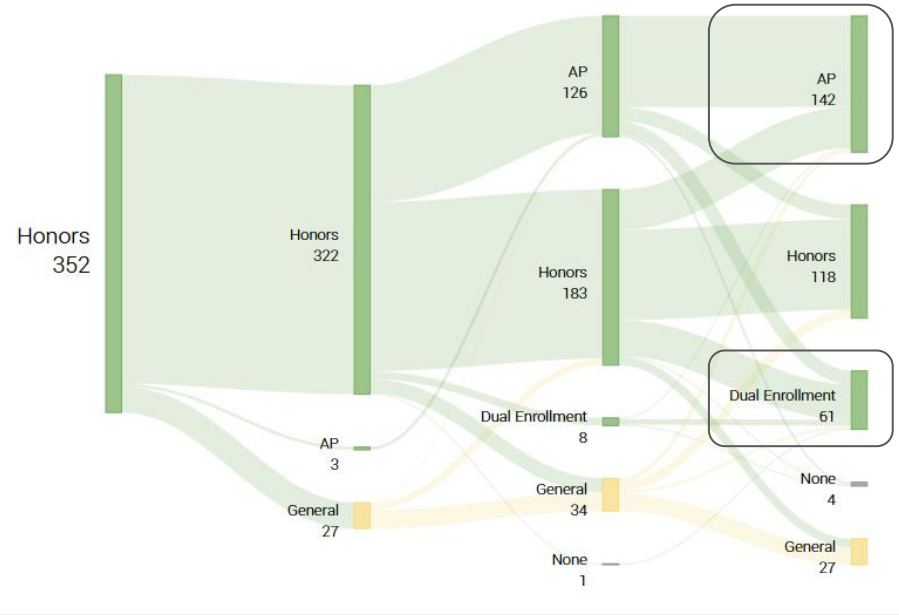
Note: Data source is course history. Denominators only include active students. Successful completion is earning a C- or higher.

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

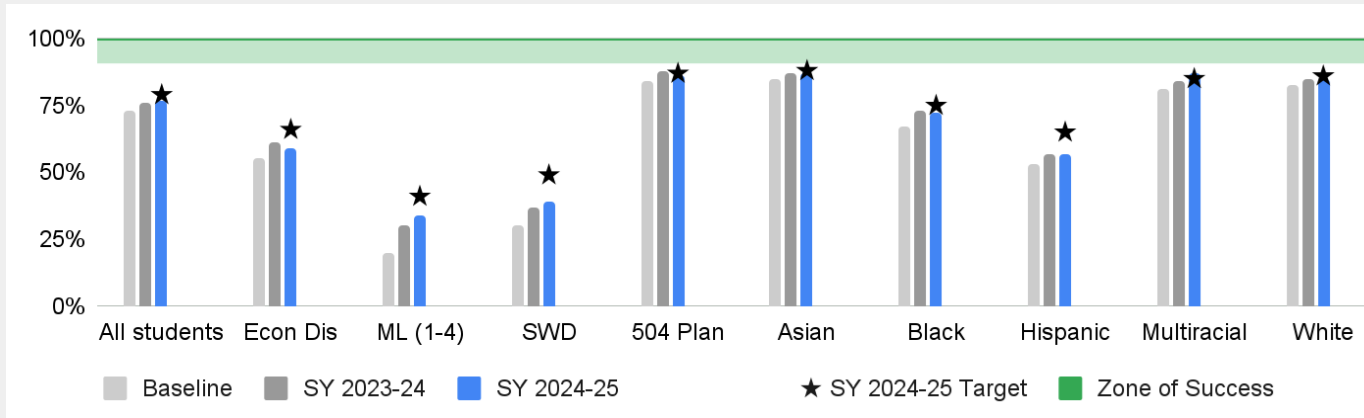
9th Graders in Standard English



9th Graders in Honors English



Completion of Honors Courses by End of 8th Grade



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

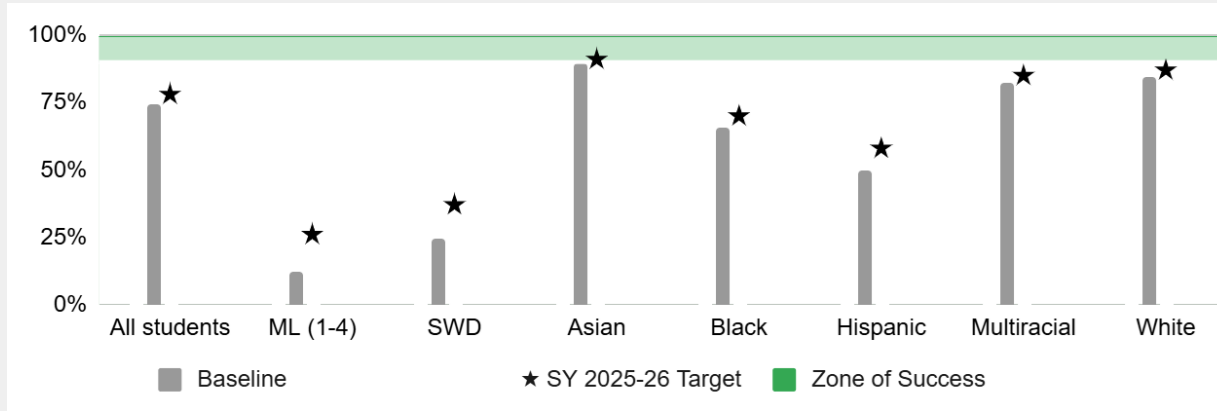
	All Students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	73%	55%	20%	30%	84%	85%	67%	53%	81%	83%
SY 2023-24	76%	61%	30%	37%	88%	87%	73%	57%	84%	85%
SY 2024-25	77%	59%	34%	39%	86%	87%	72%	57%	87%	85%
Numerator	10,467	2,561	853	792	810	2,320	995	2,151	783	4,173
Denominator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

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

Academic Intensity in Core Subjects



Overall Academic Intensity

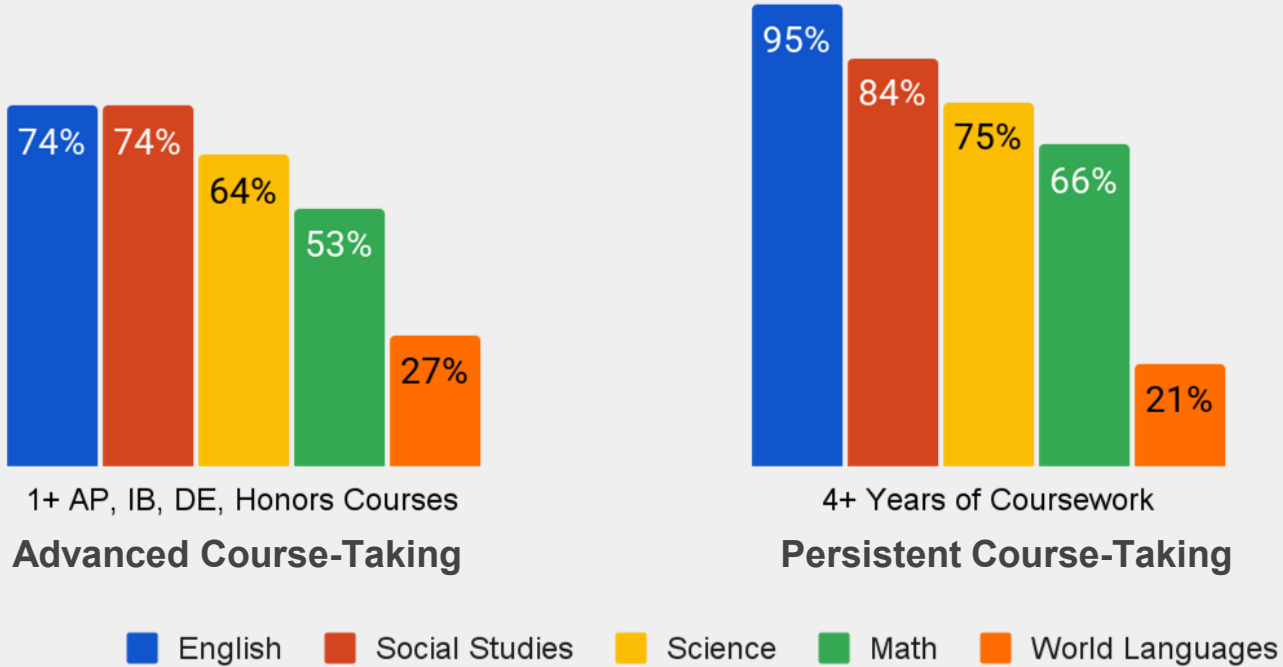


Percent of Students in the Abl Cohort Meeting Academic Intensity Benchmark

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

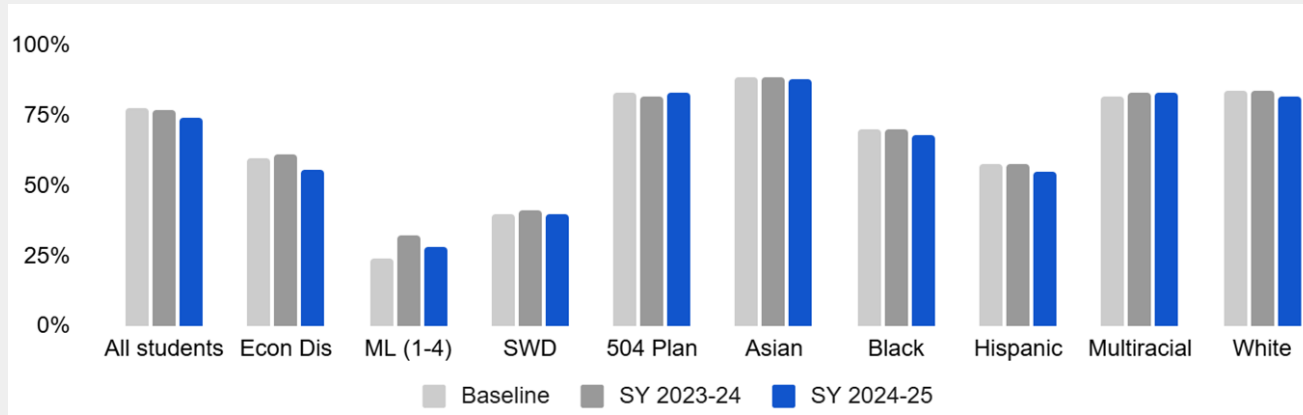
Note: Data source is Abl analysis of senior cohort attempting 18 or more high school credits. Baseline includes SYs 2023-24 and 2024-25.

Advanced and Persistent Course-Taking by Subject



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

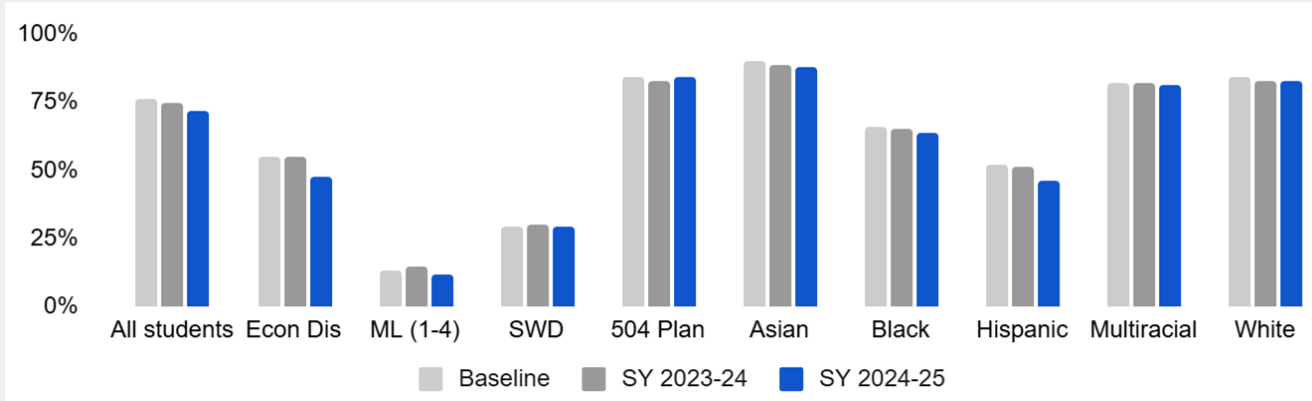
Graduating Seniors with 4+ Science Credits



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

Note: Data source is SIS course history

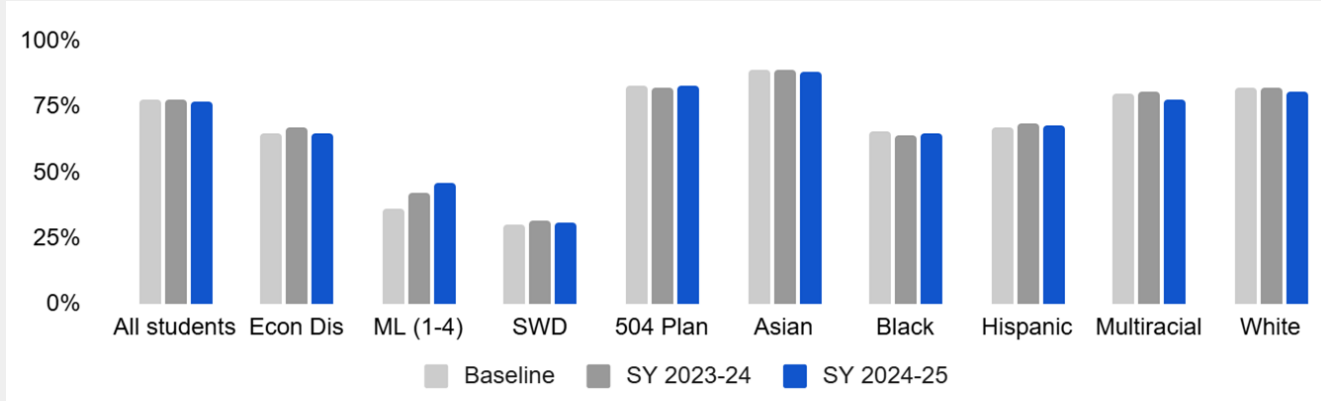
Graduating Seniors with Math Beyond Algebra 2



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

Note: Data source is SIS course history

Graduating Seniors with 3+ World Language Credits



Percent of Students in the Senior Cohort Graduating with at Least Three World Language Credits

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

Note: Data source is SIS course history

Strategies



Highlights of Strategic Actions in SY 2025-26

Strategy 1. Prepare students for rigorous coursework in high school

- Expansion of Abl in middle school
- Honors framework support consistent curricular rigor
- Continued focus on Algebra 1 completion in middle school

Strategy 2. Revise scheduling and academic advising practices

- Strategic scheduling through Abl (course requests for SY 2026-27)
- Increased teacher capacity to serve Students with Disabilities in inclusive settings
- Feature in ParentVUE to review and acknowledge student course requests

Strategy 3. Encourage courses and credentials that signal postsecondary readiness

- Offer and encourage CTE certifications
- Partnerships to recognize DE transfer credits
- Expanded access to World Languages Credit by Exam

Key Takeaways

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





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