Educational Design Team
Promises/Cautions of High School Models

Overview:

At the July 11, 2019 meeting, the Educational Design Team identified core common values to guide the design process for both possible high school models, two schools and a connected network. Next, they focused on developing ideas for a two high school model. After collaboratively designing and presenting models, they used the value-based rubric to evaluate and comment on the models. Finally, they individually reflected on the two high school concept and wrote down areas of promise and opportunity of a two high school model as well as areas of concern or caution.

At the July 25, 2019 meeting, the EDT repeated the process of collaboratively designing and reviewing connected high school models. As with the two-high school design meeting, the culminating activity included individual reflection and written comments about the areas of promise and caution for a connected high school network. In both cases, members were asked to comment on either the two school model or the connected model as a whole, not specific design options within those models.

Attachment:

The attached document includes all written comments from EDT members regarding:
- Promises of a two high school model
- Cautions of a two high school model
- Promises of a connected high school network
- Cautions of a connected high school network

The responses are listed as written, and then sorted according to general topic of the comment.

Two School: Promise/Opportunities	
Comment	**Theme**
increased participation for students in all activities, including sports due to smaller size	access/participation
more access to opportunities (science fair, soccer team, etc)	access/participation
opportuntiy for more students to participate in special programs, events, and extra curricular activities (science fair, soccer team)	access/participation
more sports opportunities for more kids	access/participation
more opportunity for students with more spots available in heavily requested courses	access/participation
more student access to extracurriculars and athletics - more students can be involved	access/participation
more opportunity for students to take advantage of opportunities we already have (such as CTE offerings)	access/participation
Smaller sizes of classes	capacity
alleviate capacity issues	capacity
smaller class size	capacity
school is currently bursting at the seams	capacity
much needed space	capacity
more space and less crowded classes	capacity
career and college ready	career/college pathways
achievement - success for all based on their own learning and pathway choices	career/college pathways
more focus on CTE and career paths with two different schools	career/college pathways
more focus on CTE programs	career/college pathways
career and college paths	career/college pathways
possibly more choice for students	choice/opportunity
more opportunity for students' choice	choice/opportunity
different models that may fit different student learning styles and preferences	choice/opportunity
focus on student interests	choice/opportunity
preparation for Alexandria's future - no better time than the present	innovation/improvement
ability of our schools to focus/specialize which can facilitate improvements	innovation/improvement
With fewer foci, can increase quality, rigor	innovation/improvement
Opportunity to solve problems that cannot be solved in 4000 student school (discipline, attendance, lunch schedules, advisory, etc)	innovation/improvement
Possibly more CTE programs - building trades, plumbing, etc	innovation/improvement
collaboration	innovation/improvement
two different types of HS	innovation/improvement
refine our current programs	innovation/improvement
opportunity to look at what other programs we need and which ones we should cut back on (expand programs like culinary arts, auto tech, etc)	innovation/improvement
allows us to look at our existing programs and what we can change/improve	innovation/improvement
something different - change is good	innovation/improvement
ability to create new opportunities for students - seminars, partnerships, experiential learning	innovation/improvement
partnerships with business/community	relationships/community
smaller learning environments can lend to more relationships, meet needs of more students	relationships/community
Better personal relationships with students to ensure no students slip through the cracks	relationships/community
sense of community, belonging, better teacher/student focus. TC can be overwhelming from a student standpoint, a smaller campus might alleviate anxiety and allow introverts to shine	relationships/community
potential for closer relationships between admin, faculty, and students in a smaller environment (This could also be achieved by smaller academies/learning communities, and intentionality under and structure	relationships/community
better relationship building (teachers to students)	relationships/community
smaller population = less likely for students to fall through cracks	relationships/community
smaller learning evironments (relationship building)	relationships/community
easier to manage and provide emotional supports for our students	social/emotional
more 1:1 support for students' social and emotional needs	social/emotional
keep students in building - no travel time	transportation

Two School: Cautions	
Comment	**Theme**
creating access to programs of students' preference or passion	access
would there be two sports teams and sets of fields?	athletics
preparing the community for change	communication
promotion that career or college ready is okay	communication
divides community as we are no longer all Titans	community division
segration	community division
divided community	community division
very expensive, land use?	cost
additional cost of operations for two schools cutting into funding as efficiencies of larger program are lost	cost
one school might not be as diverse due to course offerings	diversity
equity of programs at both schools - CTE, alternative ed, sped and city wide, satellite	equity
make sure it is equitable	equity
we need to be careful of creating school for haves and have nots. both most offer high-level learning opportunities	equity
Community/family members trying to game the system to provide more opportunities at one school instead of using the 2nd high school to increase equity and opportunity	equity
not having some classes at each school	equity
hard to split programs and classes to make them equitable in two separate buildings of different sizes	equity
equity pitfalls: programs, diversity, extracurricular	equity
separation and inequity	equity
duplication of equity issues	equity
how can you "divide" the community to ensure equity within the schools?	equity
creates divides by race/economic challenges of student population (we see that our middle schools already)	equity
everyone is an exception in Alexandria (teachers, students, admin, staff, parents, etc)	equity
isolation of certain students or programs	equity/access
creating the same divides that we already have as one school (programs/access to opportunities)	equity/access
segregation of one group of students (for positive or negative reasons) in one school that decrease the diversity of this community	equity/diversity
how do we make sure both schools look like a slice of Alexandria and not just a reflection of certain neighborhoods?	equity/diversity
limit opportunities that diversity provides	equity/diversity
students getting stuck in one track or another	flexibility
possibly less opportunity for change or too much concentration on particular programs	flexibility
having kids choose programs or tracks too early	flexibility
how and when would kids choose? would they choose based on friends?	flexibility
could they switch and how?	flexibility
instruction training is needed	professional development
Some programs will suffer at first while feeder elementary and middle school programs get addressed (e.g., music, football)	program limitations
resources limited in one area or another (academic and extracurricular)	program limitations
supporting upper/final year classes in every area as numbers of students decrease	program limitations
extracurriculars and where to house athletics	program limitations
having to eliminate certain programs	program limitations
placing of student programs	program limitations
limited elective classes and higher level classes	program limitations
limit partnerships that could benefit students because the partnership could be in one school and not the other	program limitations
equity for split programs. most CTE students take more than one CTE pathway	program limitations
creating a district-wide Titan pride/PBIS	social emotional learning

Connected High School: Promises/Opportunities	
Comment from EDT member	**Theme**
*All students can take what they want	access/opportunity
*STEM pathway for any student - differentiate/individual	access/opportunity
*work-based learning opportunity for every student	access/opportunity
*Open up many opportunities to all students	access/opportunity
*Access & opportunities for all	access/opportunity
*A focused STEAM building where all student will be required to attend. Expose students to higher level of math and science courses	access/opportunity
*More options for all student	access/opportunity
*Students have access to all available resources within serious limitations	access/opportunity
*Access and explanation to all students of all programs available	access/opportunity
*Access to all	access/opportunity
*the promise of a connected network highlights access, opportunities and specific positive outcomes	access/opportunity and achievement
*Separate alternative school	alternative ed
*Athletic programs/extracurricular can stay intact	athletics/extracurricular
*Larger v-tech opportunities	choice/pathways
*Flexible in opportunities we can promote	choice/pathways
*Flexibility within each pathway chosen	choice/pathways
*Avoids assignment process for two high schools and consequences thereof	equity
*Equitable programming and facilities	equity
*Better/larger pool and sports facility	facilities
*More and improved science labs	facilities
*Spaces for flexible learning and testing facilities	facilities
*Flexible spaces	flexibility
*Flexibility	flexibility
Opportunity to expand	flexiblity
*Collaboration & expansion - academic - programming	innovation/improvement
*Newly designed spaces could promote innovation	innovation/improvement
*The goal is to prepare students for the future as best as possible	innovation/improvement
*State of art access	innovation/improvement
*Smaller population at each site could personalize experience	personalization
*Building relationships within a school. Allows us (Titans) to keep the tradition of one school, but still allows opportunities for our complex student body	relationships/community
*We stay the Titans - united community	relationships/community
*Have a base school when students take all core courses at least in 9th grade	relationships/community
*Students share commonality - hear empathy	relationships/community
*Investment of $, people, passion all into 1 TCW = community focal point, source of pride	relationships/community
*Maintain the community togetherness	relationships/community
*Improved connections to community	relationships/community
*Students must feel included as T.C. Titans	relationships/community
*Keping Titans united	relationships/community
*Support services can reach students if all in a large campus	student support
*Targeted support opportunity	student support
*Fluid movement all day between campuses	transportation
*Great if all on one day campus without having to do much with transportation/shuttling	transportation
*Fulfill the board's values	

Connected HS: Cautions	
Comment from EDT member	**Theme**
*Do not have a subject specific school where only students from one school zone take class there	access/opportunity
*careful class options, ex: not only offering higher Ed. class due to STEM academy	access/opportunity
*The more work-based learning opportunities students have the better choices they can make	choice/pathways
*Build work-based learning into student schedule to ensure	choice/pathways
*Over specialization	choice/pathways
*Don't have students specialize too early. Student should be able to explore options in 9+10, then specialize 11+12	choice/pathways
*Don't get boxed in by a program (ex. STEM)	choice/pathways
*Do not pigeon-hole the space - keep it a flexible space	design/flexibility
*Still don't see how EL & SPED fit in - could get messy. Laborious in these already burdened departments	EL/SpEd
*Segregation could happen with 1 building, 2, 3	equity
*No discrimination or segregation (*STEM 9th grade academy)	equity
*Segregation	equity
*MH space must be maximized - once in a generation opportunity	facilities
*Potential to out grow again	facilities
*Building something as 'grand' as TC King street	facilities
*Partnerships (manpower needed) are key to assist with flexibility for all students	implementation
*Sustainability. Is this something that we have the current infrastructure to sustain for years to come?	implementation
*Have we demonstrated the capacity to expand this well?	implementation
*Scheduling will need to be revisited to support model	implementation
*Oversight	implementation
*Master schedule needs to be flawless	implementation
*Highly qualified teachers for new STEM classes that work well with all our populations	implementation
As we move programs around, how are we addressing current problems? Are we ensuring that we strengthen existing programs as we also create new ones?	implementation
*Don't focus on simple optics! Stay true to specific outcomes for all students (i.e. certifications, job skills and employment, college/career ready	implementation
*Don't be afraid to eliminate programs that don't have a lot of student interest	innovation/improvement
*Focusing on what's innovative now and not the future	innovation/improvement
Possible public perception that overcrowding has not been addressed	public perception
*Being everything to everybody	public perception
*Neighbors!!	public perception
*Relationships in this bigger network/school can be together to build with the students who are easily lost or fall in the cracks	relationships/community
*Find ways to make kids feel like they are not at a mini-college and like they are part of a community	relationships/community
*Coalitions would be divisions that already exist if you have too many campuses	relationships/community
*Personalized learning and individual needs/interests are buzzwords that can lead to over-specialization. This erodes the 'high school experience' and community, team feel that comes with shared experience	relationships/community
*Students must feel like they're apart of a community that they are used to	relationships/community
*School Unity & spirit	relationships/community
*Unity & spirit	relationships/community
*Model 5 involves a huge school. there may be disadvantages in having such a large student population	size
*Transportation - if not housed in Chinquapin OK, the parking garage land	transportation
*Must be close	transportation
*Transportation is already a struggle in general how will we accommodate all students?	transportation
*Non traditional student movement during the day	transportation
*Time wasted busing students back and forth	transportation
*Buses/transportation	transportation