



High School Program of Studies: Academies and Pathways

School Board Presentation
November 30, 2023





Essential Questions

- What information supports the academy and pathway models for schools?
- Where did the idea for the academies and pathways originate?
- What school divisions in Virginia currently have academies and pathways on a large scale?
- What are the proposed academies and pathways in the 2024-2025 Program of Studies?
- What is the suspected impact of the academies and pathways for all students at Alexandria City High School?









The Vision for Academies and Pathways

• 2019 Vision for Learning



- Relationships
- Learners as Leaders and Owners (of their own learning experience)
- Community is an authentic context for learning
- Experiential learning (or learning by doing)
- Learner as apprentice; Teacher as mentor and facilitator

Research

Trends in Contemporary High School Learning

<p>Out-of-Building Learning Experiences: Off-campus field studies, internships, apprenticeships</p> <p><i>Pictured: The Metropolitan Regional Career and Technical High School ("The Met"), Providence, RI</i></p>	 	<p>Hybrid Learning: Virtual and face-to-face individualized learning programs</p> <p><i>Pictured: T.C. Satellite Campus Faculty, Alexandria City Public Schools</i></p>
<p>Authentic and Experiential Learning: Project-based learning, community connections</p> <p><i>Pictured: Crosstown High School, Memphis, TN</i></p>	 	<p>Thematic Career-based Learning Centers: Purpose-built facilities for interdisciplinary studies in industry themes — e.g. Business, Medical Sciences, Design and Engineering, Human Service Professions, and STEM</p> <p><i>Pictured: Center for Advanced Professional Studies (CAPS), Overland Park, KS</i></p>
<p>Personalized Learning & Pathways: High degree of student voice and choice throughout learning process</p> <p><i>Pictured: Albemarle County Public Schools, Charlottesville, VA</i></p>	 	<p>Global Studies and World Languages:</p> <p><i>Pictured: Academy of Global Studies (AGS), Cincinnati, OH</i></p>

18 | The High School Project: Inspiring a Future for Alexandria | Appendix A: Discover, Vision, and Research



The Research Conducted in 2019

Educational Design Team (EDT) reviewed the **extensive body of research** presented to ACPS as part of its **nation-wide review of high school expansion models** pursued and/or implemented by school divisions or districts with **similar or relevant demographics**, anticipated **enrollment growth** issues, and a **highly engaged community**.

- Stantec and Fielding Nair International (FNI) conducted a national scan of high school expansion models during the summer and fall of 2018.
- The EDT reviewed the research and the 18 exemplary sites identified by FNI, including the study's emphasis upon such 21st century skills as complex problem solving, critical thinking, and creativity necessary for future success.
- Key finding relevant to the current work:
 - Personalize the high school experience through **smaller learning communities** and **student choice regarding pathways** and approaches to the learning process.



Academies and Pathways Expectations

Virginia Department of Education states:

*"Virginia acknowledges the importance of career and technical education to students and the commonwealth through **diploma seals** awarded by the Board of Education, by recognizing **industry credentialing** in its diploma requirements, and through the use of **Career Pathways as an integral part of the newly required Academic and Career Plan.**"*



Current Academy Data

● Pathways Leading to College and Career Readiness

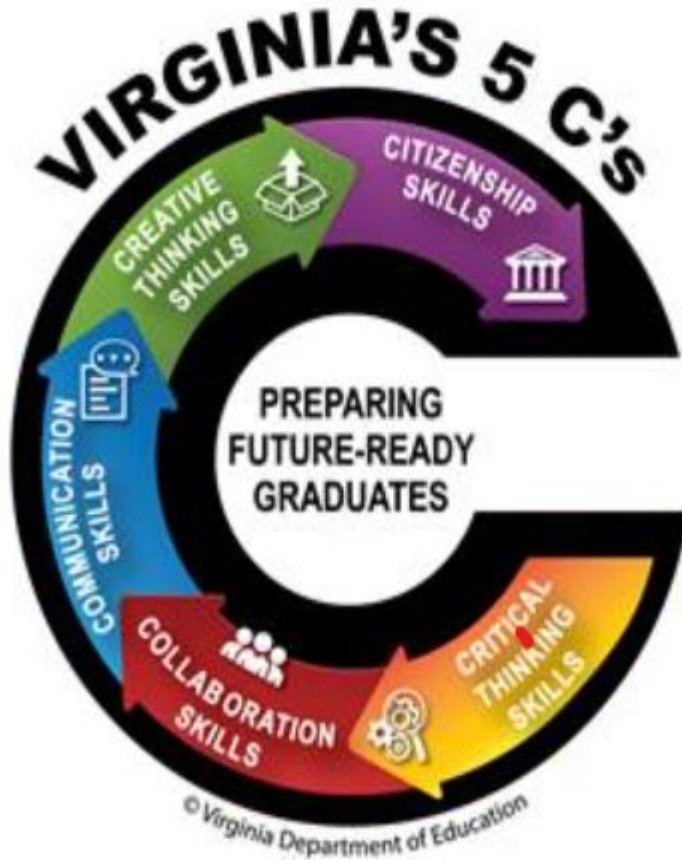
- **STEM Academy**
 - Grade 9: 103 students
 - Grade 10: 101 students
- **Academy of Finance**
 - 114 students
- **Governor's Health Sciences Academy**
 - Grade 9 (to include IA): 92 (9 from IA)
 - Grade 10: 14 students
 - Grade 11: 63 students
 - Grade 12: 85 students

There are currently 4,542 students enrolled in PowerSchool. Our existing academy models only support 12.6% of our student population.





Profile of a Virginia Graduate



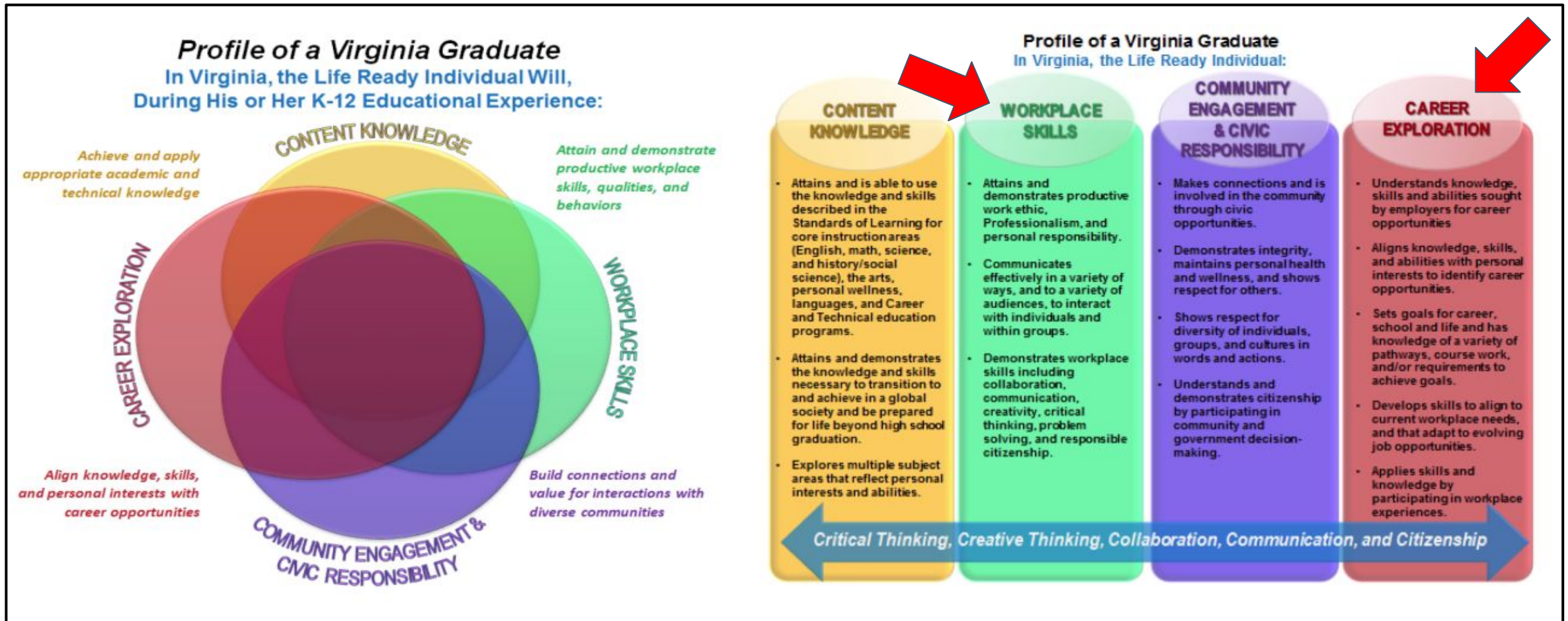
The Profile of a Virginia Graduate describes the knowledge, skills, experiences and attributes that students must attain to be successful in college and/or the work force and to be "life ready."

The 5 Cs of the Profile of a Virginia Graduate:

- Critical Thinking
- Citizenship
- Creative Thinking
- Communication
- Collaboration



Profile of a Virginia Graduate (cont.)





VIRGINIA DIPLOMA TYPES & GRADUATION REQUIREMENTS CLASS OF 2022 & BEYOND

Advanced Diploma 26 Course Credits*

- 4 English
- 4 Math
- 4 Science
- 4 History
- 2 Health/PE

First Aid/CPR/AED Training

- 1 Economics and Personal Finance
- 3 World Languages (or 2 of 2)
- 1 Fine Arts or CTE
- 3 Electives (Including a sequential)

**Includes one online AND one AP or DE course*

Standard Diploma 22 Course Credits*

- 4 English
- 3 Math
- 3 Science
- 4 History (specific to ACPS)
- 2 Health/PE

First Aid/CPR/AED Training

- 1 Economics and Personal Finance
- 1 World Languages, Fine Arts or CTE
- 1 Fine Arts or CTE
- 3 Electives (Including a sequential)

**Includes one online course AND one CTE Credential or Honors/AP/DE Course*

5 Verified Credits (Standards of Learning Assessments)

- 2 English
- 1 Math
- 1 Science
- 1 History



Academic Advisement and College & Career Planning

Per the Virginia Department of Education, middle and high schools students should have:

"...a personal learning plan and course of study that aligns with the student's academic and career goals. The Academic and Career Plan must include but is not limited to:

- *A **program of study for high school graduation** and a **postsecondary career pathway** based on the student's academic and career interests.*
- *A review and update, if necessary, before the student enters the ninth and eleventh grades.;*
- *The signatures of the student, student's parent or guardian and school official(s) designated by the principal."*
- Professional School Counselors support this effort through the academic advisement period. This happens annually with students, counselors, and families.



College & Career Planning: Connection to Career Investigations

- ACPS proposed Career Investigations in the 2024-25 Program of Studies to support this work through curriculum and instruction in the middle school. The curriculum in the course requires students to analyze their personal assets; explore career clusters, career pathways, or occupations; and draft an Academic and Career Plan based on their academic and career interests.
- The curriculum was developed by Virginia Department of Education, in collaboration with WHRO Education and *Commonwealth Cascades*, and can be accessed online as an alternate method to delivering Career Investigations.



College & Career Planning: Career Clusters

Virginia's CTE Resource Center

Contact Us Credential Portal Search Q

Educators Parents & Students Career Clusters Resources Services About

Career Clusters

Career clusters help to organize Virginia's career and technical education programs and curricula, and are helpful for creating student plans of study. There are 17 clusters, representing 83 career pathways. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems.



Examples of Career Clusters

Career Clusters

Virginia's CTE curriculum frameworks, student competency records (SCR), course sequence lists, and credentialing information are available here!

[Explore Careers & Curricula](#)

Agriculture, Food & Natural Resources

Architecture and Construction

Arts, Audio/Video Technology and Communications

Business Management and Administration

Education and Training

Energy

Finance

Government and Public Administration

Health Science

Hospitality and Tourism

Human Services

Information Technology

Law, Public Safety, Corrections and Security

Manufacturing

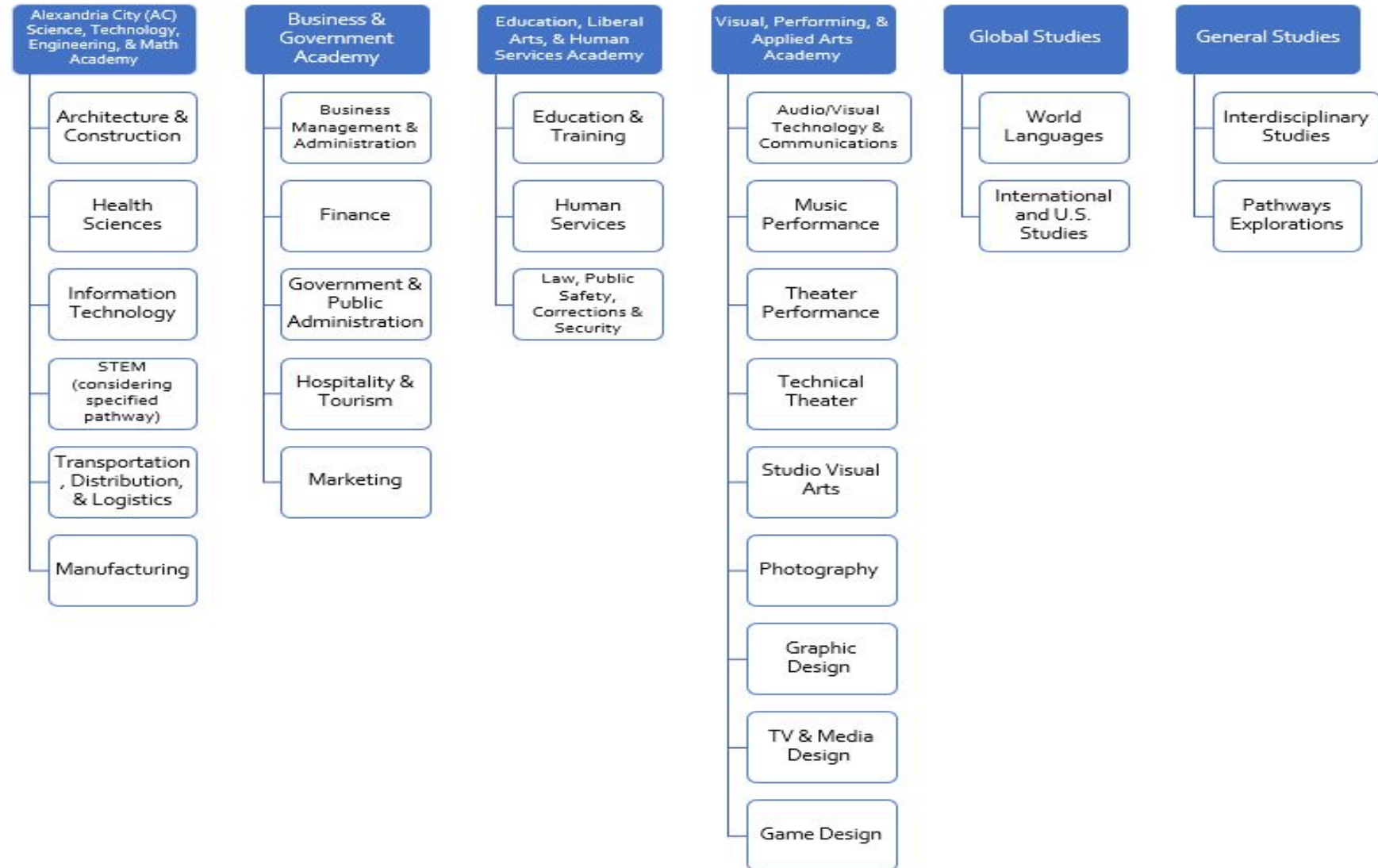
Marketing

Science, Technology, Engineering and Mathematics

Transportation, Distribution and Logistics



Proposed Academies and Pathways

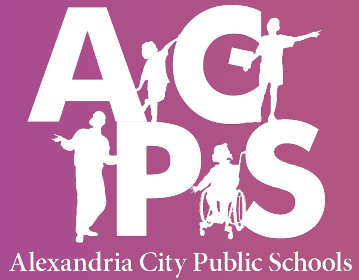




Planning for Academies and Pathways: Master Schedule

- **Year 1 Implementation of Academies and Pathways**
 - Seniors will be able to take courses needed for graduation.
- **Academy Locations**
 - Academies will be located at both Minnie Howard and King Street Campuses based on specialty equipment and the number of sections needed for courses.
- **Pathways**
 - Pathways locations will be confirmed in collaboration the master schedule team, CTE director, and the school administration.
 - Pathway locations will be publicly announced in conjunction with the academic advisement period.
 - Pathways are near completion with the team using the VDOE approved career cluster pathways and the guidance of the CTE Director.





Questions?

Dr. Pierrette Finney, Chief Academic Officer

Email: pierrette.finney@acps.k12.va.us

Carmen Sanders, Executive Director of Instructional Support

Email: carmen.sanders@acps.k12.va.us



Superintendent

Dr. Melanie Kay-Wyatt

School Board

Michelle Rief, Chair
Kelly Carmichael Booz, Vice Chair

Meagan L. Alderton
Willie F. Bailey, Sr.
Abdel-Rahman Elnoubi

Jacinta Greene
Christopher Harris

Tammy Ignacio
Ashley Simpson Baird