

Analysis of Options for Education Center Instructional Focus

WORKING DRAFT

Elements	Weight 1-10	Washington-Lee Expansion Options			Program Options						
		Washington-Lee Ninth-Grade Academy	Expansion of W-L	International Baccalaureate	High Tech/STEM	Leadership/ Public Service High School	World Language High School	STEAM High School	Creative & Performing Arts High School	Early College High School	Business High School
<p>Systemic Need: The program complements current APS programs or fills a needed gap.</p>	8	<p>Meets Expectations</p> <p>W-Lee currently offers Small Learning Communities (SLC), the ninth-grade academy is an SLC, provided in a separate physical space.</p> <p>Complements middle school programs, current W-Lee program</p>	<p>Meets Expectations</p> <p>Make W-Lee larger than Wakefield and Yorktown.</p> <p>Adding 600 students expands overall capacity to 2,808.</p>	<p>Meets Expectations</p> <p>Expands access to IB program for students in other neighborhood H.S. attendance zones. However, in 2017-18 there is no waiting list for IB.</p>	<p>Does Not Meet Expectations</p> <p>Duplicates Arlington Tech program and does not address an additional gap or fill a need. (Arlington Tech needs to grow to capacity, there is not waiting list today and this would create competition among APS offerings.0</p>	<p>Partially Meets Expectations</p> <p>Program can complement current offerings, but does not fill a gap.</p>	<p>Partially Meets Expectations</p> <p>Program fills a gap by providing face-to-face instruction for Arabic, German, Chinese, and Japanese. The program could create a gap for students in other schools or programs who may no longer have face-to-face instruction for these languages.</p>	<p>Partially Meets Expectations</p> <p>Program duplicates some Arlington Tech program, minus the Arts.</p>	<p>Meets Expectations</p> <p>Program fills a gap by providing a fine arts focus that is not currently in APS offerings.</p>	<p>Meets Expectations</p> <p>Program complements Dual Enrollment courses currently offered across high schools.</p> <p>Fills a needed gap for students who face challenges in completing a college degree after high school, by providing the support needed for an Associate's degree while in high school.</p>	<p>Partially Meets Expectations</p> <p>Program can complement current offerings, but does not fill a gap.</p>
<p>Workforce demands: This instructional focus prepares students for success in the 21st century workforce. Graduates will develop the technical skills, abilities, and confidence to actively participate in a yet to be defined workplace of their generation. The focus promotes development of the Five Cs in all of the students that attend.</p>	10	<p>Meets Expectations</p> <p>Continuation of an existing HS program</p>	<p>Meets Expectations</p> <p>Continuation of an existing HS program</p>	<p>Meets Expectations</p> <p>Continuation of an existing HS program</p>	<p>Meets Expectations</p> <p>Develops skills that are aligned with current and projected critical needs and opportunities in the US and global workforce.</p>	<p>Meets Expectations</p> <p>Develops skills that are aligned with current and projected critical needs and opportunities in the US and global workforce.</p>	<p>Meets Expectations</p> <p>Develops skills that are aligned with current and projected critical needs and opportunities in the US and global workforce.</p>	<p>Meets Expectations</p> <p>Develops skills that are aligned with current and projected critical needs and opportunities in the US and global workforce.</p>	<p>Partially Meets Expectations</p> <p>Curriculum would build skills in some areas of arts, but not necessarily be as effective in developing all Five Cs.</p>	<p>Meets Expectations</p> <p>Develops skills that are aligned with current and projected critical needs and opportunities in the US and global workforce.</p>	<p>Partially Meets Expectations</p> <p>Curriculum would build skills in some areas of business, but not necessarily be as effective in developing all Five Cs.</p>

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<p>Alignment to Profile of a Graduate: This instructional focus aligns with the ambitions of the proposed Virginia Profile of a Graduate. The Virginia Department of Education (VDOE) has begun the process of identifying the essential skills and abilities graduates will need to compete in and contribute to the global economy and community. These skills are categorized as: Career Exploration, Content Knowledge, Workplace Skills, and Community Engagement & Civic Responsibility. The Life Ready Individual will, during his or her K-12 educational experience: Achieve and apply appropriate academic and technical knowledge (Content Knowledge); Attain and demonstrate productive workplace skills, qualities, and behaviors (Workplace Skills); Align knowledge, skills, and personal interests with career opportunities (Career Exploration); Build connections and value for interactions with diverse communities (Community Engagement & Civic Exploration).</p>	10	<p>Meets Expectations</p> <p>Program aligns with profile of a graduate, students build connections and value interactions with diverse communities. SLCs would also allow students to attain workplace skills such as content knowledge.</p>	<p>Meets Expectations</p> <p>Program aligns with profile of a graduate, students build connections and value interactions with diverse communities.</p>	<p>Meets Expectations</p> <p>Program aligns with profile of a graduate, students build connections and value interactions with diverse communities.</p>	<p>Meets Expectations</p> <p>Program aligns with profile of a graduate, students build connections and value interactions with diverse communities.</p>	<p>Meets Expectations</p> <p>Program aligns with profile of a graduate, students build connections and value interactions with diverse communities.</p>	<p>Meets Expectations</p> <p>Program aligns with profile of a graduate, students build connections and value interactions with diverse communities.</p>	<p>Meets Expectations</p> <p>Program aligns with profile of a graduate, students build connections and value interactions with diverse communities.</p>	<p>Meets Expectations</p> <p>Program aligns with profile of a graduate, students build connections and value interactions with diverse communities.</p>	<p>Meets Expectations</p> <p>Program aligns with profile of a graduate, students build connections and value interactions with diverse communities.</p>	<p>Partially Meets Expectations</p> <p>The definition of the Business High School would need to expand to better align with “build connections and value for interactions with diverse communities”.</p>

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<p>Impact on IB at Washington-Lee: The IB program at Washington-Lee will continue to successfully meet the needs of students.</p>	7	<p>Meets Expectations</p> <p>With this change, IB at W-Lee will continue successfully meet the needs of its students. More W-Lee Teachers would need IB training.</p>	<p>Meets Expectations</p> <p>With this change, IB at W-Lee will continue successfully meet the needs of its students. More W-Lee Teachers would need IB training</p>	<p>Meets Expectations</p> <p>With this change, IB at W-Lee will continue successfully meet the needs of its students. More W-Lee Teachers would need IB training</p>	<p>Meets Expectations</p> <p>With this change, W-Lee will continue successfully meet the needs of its students.</p>	<p>Meets Expectations</p> <p>With this change, W-Lee will continue successfully meet the needs of its students.</p>	<p>Meets Expectations</p> <p>With this change, W-Lee will continue successfully meet the needs of its students.</p>	<p>Meets Expectations</p> <p>With this change, W-Lee will continue successfully meet the needs of its students.</p>	<p>Meets Expectations</p> <p>With this change, W-Lee will continue successfully meet the needs of its students.</p>	<p>Meets Expectations</p> <p>With this change, W-Lee will continue successfully meet the needs of its students.</p>	<p>Meets Expectations</p> <p>With this change, W-Lee will continue successfully meet the needs of its students.</p>
<p>Innovation: The instructional focus aligns with shifts being seen in education today and those on the horizon. Personalized learning; Project-based experiences; Internships; Experiential Learning, etc.</p>	7	<p>Does Not Meet Expectations</p> <p>This is not an innovation.</p>	<p>Does Not Meet Expectations</p> <p>This is not an innovation</p>	<p>Meets Expectations</p> <p>This expands an APS innovation, giving more students across the district access to the IB program.</p>	<p>Partially Meets Expectations</p> <p>This is not an innovation, but aligns with educational shifts.</p>	<p>Meets Expectations</p> <p>This is innovative and aligns with educational shifts.</p>	<p>Meets Expectations</p> <p>This is innovative and aligns with educational shifts.</p>	<p>Partially Meets Expectations</p> <p>This is not an innovation, but aligns with educational shifts.</p>	<p>Meets Expectations</p> <p>This is innovative and aligns with educational shifts.</p>	<p>Meets Expectations</p> <p>This is innovative and aligns with educational shifts.</p>	<p>Meets Expectations</p> <p>This is innovative and aligns with educational shifts.</p>
<p>Access to extracurriculars: This program can have either its own extracurricular program, or utilize those of student's home schools.</p>	7	<p>Meets Expectations</p> <p>Students participate in W-Lee's extracurricular offerings.</p> <p>Based on enrollment, W-Lee is currently in the VHSL 6A division. This is the largest VHSL division in Virginia.</p> <p>Expanding the pool of students may help athletics become more competitive with larger schools.</p>	<p>Meets Expectations</p> <p>Students participate in W-Lee's extracurricular offerings.</p> <p>Based on enrollment, W-Lee is currently in the VHSL 6A division. This is the largest VHSL division in Virginia.</p> <p>Expanding the pool of students may help athletics become more competitive with larger schools.</p>	<p>Meets Expectations</p> <p>Students participate in W-Lee's extracurricular offerings.</p> <p>Based on enrollment, W-Lee is currently in the VHSL 6A division. This is the largest VHSL division in Virginia.</p> <p>Expanding the pool of students may help athletics become more competitive with larger schools.</p>	<p>Meets Expectations</p> <p>Students participate in VHSL sports at their home high school</p> <p>Program could offer clubs on site.</p>	<p>Meets Expectations</p> <p>Students participate in VHSL sports at their home high school</p> <p>Program could offer clubs on site.</p>	<p>Meets Expectations</p> <p>Students participate in VHSL sports at their home high school</p> <p>Program could offer clubs on site.</p>	<p>Meets Expectations</p> <p>Students participate in VHSL sports at their home high school</p> <p>Program could offer clubs on site.</p>	<p>Meets Expectations</p> <p>Students participate in VHSL sports at their home high school</p> <p>Program could offer clubs on site.</p>	<p>Meets Expectations</p> <p>Students participate in VHSL sports at their home high school</p> <p>Program could offer clubs on site.</p>	<p>Meets Expectations</p> <p>Students participate in VHSL sports at their home high school</p> <p>Program could offer clubs on site.</p>

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<p>Long-term viability: APS will have the resources to sustain and advance this instructional focus.</p>	9	<p>Meets Expectations</p> <p>APS planning factors provide the resources needed to sustain and advance this instructional focus</p>	<p>Meets Expectations</p> <p>APS planning factors provide the resources needed to sustain and advance this instructional focus</p>	<p>Partially Meets Expectations</p> <p>There are additional costs for IB, and the budget will need to increase.</p>	<p>Partially Meets Expectations</p> <p>There are additional costs for launching a STEM program, so the initial budget will need to increase.</p>	<p>Partially Meets Expectations</p> <p>There may be additional costs for this program and the impact on the budget.</p>	<p>Meets Expectations</p> <p>There are additional costs for a focus on the language, and the budget will need to increase.</p>	<p>Meets Expectations</p> <p>APS planning factors provide the resources needed to sustain and advance this instructional focus.</p>	<p>Meets Expectations</p> <p>APS planning factors provide the resources needed to sustain and advance this instructional focus.</p>	<p>Meets Expectations</p> <p>APS planning factors provide the resources needed to sustain and advance this instructional focus</p>	<p>Meets Expectations</p> <p>APS planning factors provide the resources needed to sustain and advance this instructional focus</p>
<p>Vertical articulation: There is a clear K-12 scope and sequence for students interested in this area.</p>	7	<p>Meets Expectations</p> <p>Vertical articulation exists today and fits within the K-12 scope and sequence.</p>	<p>Meets Expectations</p> <p>Vertical articulation exists today and fits within the K-12 scope and sequence.</p>	<p>Partially Meets Expectations</p> <p>Vertical articulation exists but elementary and middle school IB is only available to students who attend Randolph E.S. and Jefferson M.S.</p>	<p>Meets Expectations</p> <p>Vertical articulation exists today and fits within the K-12 scope and sequence.</p>	<p>Partially Meets Expectations</p> <p>There is not a clear articulation from ES and MS related to this topic. There are components in various schools which may lend themselves to this focus but there is not a clear line from one to the other.</p>	<p>Partially Meets Expectations</p> <p>There is not a clear articulation of the curriculum for a theme-based hub, it would need to be created.</p> <p>Other schools with online courses would use different providers, and may not align with scope and sequence.</p>	<p>Meets Expectations</p> <p>Vertical articulation exists today and fits within the K-12 scope and sequence.</p>	<p>Partially Meets Expectations</p> <p>There is not a clear articulation from ES to MS related to this topic. There are components in various schools which may lend themselves to this focus but there is not a clear line from one to the other.</p>	<p>Meets Expectations</p> <p>Vertical articulation exists today and fits within the K-12 scope and sequence.</p>	<p>Partially Meets Expectations</p> <p>There is not a clear articulation from ES to MS related to this topic. There are components in various schools which may lend themselves to this focus but there is not a clear line from one to the other.</p>
<p>Program Access/Equity: The program provides for equitable access for all students.</p>	10	<p>Meets Expectations</p> <p>The program provides for equitable access for students in the W-Lee attendance zone.</p>	<p>Meets Expectations</p> <p>The program provides for equitable access for students in the W-Lee attendance zone.</p>	<p>Meets Expectations</p> <p>Expanding the districtwide IB program will ensure equitable access for students in the attendance zone for other APS high schools.</p>	<p>Meets Expectations</p> <p>Districtwide programs will provide for equitable access for all students.</p>	<p>Meets Expectations</p> <p>Districtwide programs will provide for equitable access for all students.</p>	<p>Meets Expectations</p> <p>Districtwide programs will provide for equitable access for all students.</p>	<p>Meets Expectations</p> <p>Districtwide programs will provide for equitable access for all students.</p>	<p>Meets Expectations</p> <p>Districtwide programs will provide for equitable access for all students.</p>	<p>Meets Expectations</p> <p>Districtwide programs will provide for equitable access for all students.</p>	<p>Partially Meets Expectations</p> <p>Districtwide programs will provide for equitable access for all students.</p>

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<p>Demand: This program is of interest to students and families within APS. See results in Community Questionnaire on School Options</p>	9	<p>Does Not Meet Expectations</p> <p>No clear demand for this program, it already exists.</p>	<p>Does Not Meet Expectations</p> <p>No clear demand for expanding W-Lee.</p>	<p>Meets Expectations</p> <p>Community questionnaire identified IB among the preferred options.</p> <p>Waiting list for:</p> <ul style="list-style-type: none"> • 2017-18 = 0 • 2016-17 = 48 • 2015-16 = 2 	<p>Meets Expectations</p> <p>Community questionnaire identified STEM as the #1 among the options.</p>	<p>Does Not Meet Expectations</p> <p>No clear demand for this program.</p>	<p>Meets Expectations</p> <p>Community questionnaire identified language immersion among the preferred options.</p>	<p>Meets Expectations</p> <p>Community questionnaire identified STEAM as the #1 among the options.</p>	<p>Meets Expectations</p> <p>Community questionnaire identified Arts among the preferred options.</p>	<p>Does Not Meet Expectations</p> <p>No clear demand for this program.</p>	<p>Meets Expectations</p> <p>Community questionnaire identified business among the preferred options.</p>
<p>Staffing availability: Staff will be readily accessible to teach the instructional program</p>	7	<p>Meets Expectations</p> <p>Staff will be readily accessible to teach the instructional program.</p>	<p>Meets Expectations</p> <p>Staff will be readily accessible to teach the instructional program.</p>	<p>Partially Meets Expectations</p> <p>Staff may not be readily accessible to teach the instructional program. It requires new training, at a cost of approximately \$2500-3000 per staff person</p>	<p>Partially Meets Expectations</p> <p>Staff may not be readily accessible to teach the instructional program. These are hard to fill positions, and APS will compete with other school districts and industry for these teachers.</p>	<p>Meets Expectations</p> <p>Staff will be readily accessible to teach the instructional program.</p>	<p>Meets Expectations</p> <p>Staff are currently employed by APS and will be readily accessible to teach the instructional program.</p>	<p>Partially Meets Expectations</p> <p>Staff may not be readily accessible to teach the instructional program. These are hard to fill positions, and APS will compete with other school districts and industry for these teachers.</p>	<p>Meets Expectations</p> <p>Staff will be readily accessible to teach the instructional program.</p>	<p>Partially Meets Expectations</p> <p>APS would need to work with NOVA or another institution to be sure teachers have the appropriate credentials to teach college level courses.</p>	<p>Meets Expectations</p> <p>Staff will be readily accessible to teach the instructional program.</p>
<p>Competitive with other school divisions: This program provides APS students access to successful programs that are offered in surrounding divisions.</p>	5	<p>Does Not Meet Expectations</p> <p>This program is similar to what APS already offers and does not provide a program that is makes APS more competitive with other school divisions.</p>	<p>Does Not Meet Expectations</p> <p>This program is similar to what APS already offers and does not provide a program that is makes APS more competitive with other school divisions.</p>	<p>Meets Expectations</p> <p>This program expands IB and helps APS remain competitive with other school divisions.</p>	<p>Meets Expectations</p> <p>This program is similar to Thomas Jefferson High School for Science & Technology.</p>	<p>Partially Meets Expectations</p> <p>It is unclear if this program is available in neighboring districts or would give APS a competitive edge.</p>	<p>Meets Expectations</p> <p>There are a small number of districts that offer a World Language H.S. This would allow APS to compete with these systems.</p>	<p>Meets Expectations</p> <p>This program is offered in other districts and would give APS a competitive edge.</p>	<p>Meets Expectations</p> <p>This aligns with the Fairfax arts academies and Duke Ellington in Washington DC. It would make APS offerings more competitive.</p>	<p>Meets Expectations</p> <p>Louden offers an Early College Scholars Program, and the addition could give APS a competitive edge.</p>	<p>Meets Expectations</p> <p>It is unclear if this program is available in neighboring districts, but this will give APS a competitive edge.</p>