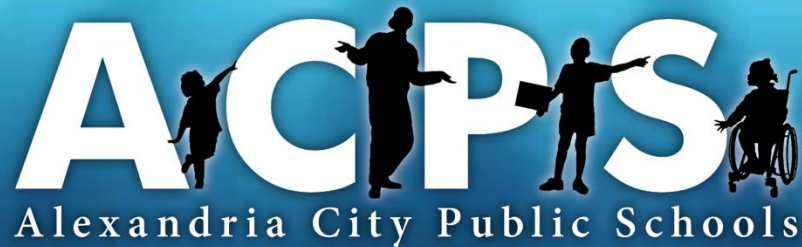


The High School Project



Final Strategy Recommendation

School Board Meeting
January 10, 2019

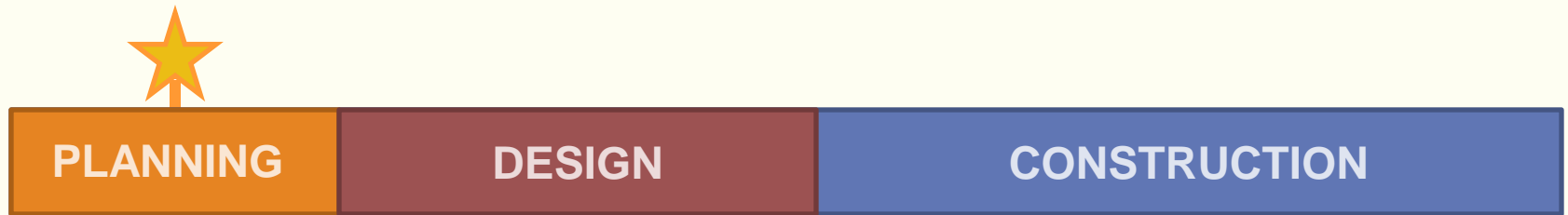


Every Student Succeeds

Informational Framework

- This document is intended to provide an overview of the planning work accomplished over the past several months to develop the recommended strategy for **The High School Project**.
- It does not repeat the details of the planning process, research, community engagement or educational vision, which were initially presented to the School Board on November 8 and again during the public work session on November 26, 2018. It only discusses those which contributed to the recommended strategy.
- This document addresses the comments and feedback received from the School Board during meetings in November and December, 2018.
- This document is meant to foster greater understanding by the School Board and community of the factors that influenced the recommendation for a **connected high school network**. As the planning process continues more will be learned and such details and considerations will further inform a final implementation plan to the School Board.
- The School Board's commitment to an expansion strategy by the end of this month is critical for planning work to remain on schedule and fully explore the many opportunities afforded by **The High School Project**.

Timeline



We are here – about half way through planning. A strategy is needed to continue through the planning phases and begin design by summer 2019.

Essential Questions

- What work has been done in recent years that led to The High School Project?
- What imperatives/aspirations are driving The High School Project?
- What could the strategy recommendation of a “connected high school network” mean?
- How was the strategy recommendation developed on November 8, 2018?
- What key considerations did the School Board ask for staff to include since the November 8, 2018 meeting and how do these impact the strategies?
- What considerations and next steps will continue to influence the development and evaluation of implementation plans for the chosen strategy?

Prior Planning Work

- High School Educational Specifications (adopted January 2017)
 - “Educational facility planning and design can help maximize learning by considering differentiated instruction and recognizing that one size does not fit all when it comes to learning environments” (p. 12)
- Long Range Educational Facilities Plan (Phase II adopted May 2018, City Council supported June 2018)
 - Multiple analyses recommended for future high school building capacity including site analyses and grade level reconfiguration; emphasis on planning for the final solution so that short-term solutions do not become long-term solutions
 - “Build additional capacity for T.C. Williams High School at the King Street Campus, at the Minnie Howard Campus, and/or at another location within the City” (Chapter 4.77).
- Grade Level Feasibility Study (Completed in May 2018)
 - “Dividing students along grade levels leads to the perception [of] the Grade 9 school not being ‘real’ high school, a lack of vertical planning among teachers, and logistical challenges for students.” (Presentation – May 10, 2018, p. 20)

The High School Project: Inspiring a Future for Alexandria

Defining the Need

1. High School Capacity

- T.C. Williams: King Street - Current enrollment exceeds 3,100 students
Capacity is calculated as **2,928** students
- T.C. Williams: Minnie Howard – Current enrollment exceeds 850 students
Capacity is calculated as **859** students; Building is in need of renovation
- High school enrollment expected to approach **5,000** students in the next 5-10 years;
- Space for approximately an additional 1,200 students, as well as a renovation of the Minnie Howard campus and/or relocation of the 859 capacity, for a total of approximately **2,100 student capacity is the planning requirement**
- CIP project funds need to be determined prior to FY 2021-2030 budget cycle

2. Learning Opportunities

- Aligned to/supplement current programs and offerings
- Informed by higher education and future workforce credential requirements
- Provide more personalized pathways that reflect learner needs and interests



Framing the Challenge

ACPS must expand high school capacity and simultaneously seek to expand learning opportunities and experiences, providing optimal and equitable learning environments for all students.

Strategy Recommendation: Connected High School Network

What could this be?

- One additional large building housing multiple programs connected to the home campus.

OR

- Multiple additional buildings varying in size housing co-located programs or single focuses connected to the home campus.

How could this work?

- Each site could be sufficient for students to attend classes at one site all day

OR

- Students can move from one campus to the next as their schedules allow through a developed shuttle system.

Where could this be achieved?

Through the next phases of this work, multiple options will be explored to identify the solution which will include **one or more** of the following:

- a. Expansion/renovation of existing high school programs/facilities:
T.C. Williams: Minnie Howard Campus, T.C. Williams: King Street Campus, Chance for Change and/or T.C. Williams: Satellite Campus
- b. NOVA Early College program
- c. Virginia Tech Innovation Campus potential partnership
- d. Acquisition of property for retrofitting to a school location

The High School Project: Inspiring a Future for Alexandria

*How was this recommendation
formulated originally?*



Research

- Existing conditions (facilities, demographics, culture, plans, resources, etc.)
- Best practice and precedents for contemporary learning
- Local, regional, global context (policy, skills, jobs, etc.)

Engagement of Stakeholders

- Parents, teachers, students, elected officials, ACPS/City staff, business and higher education leaders
- Town Halls, online surveys, focus groups
- On-going, continuous process

The High School Project: Inspiring a Future for Alexandria

*How was this recommendation
formulated originally?*

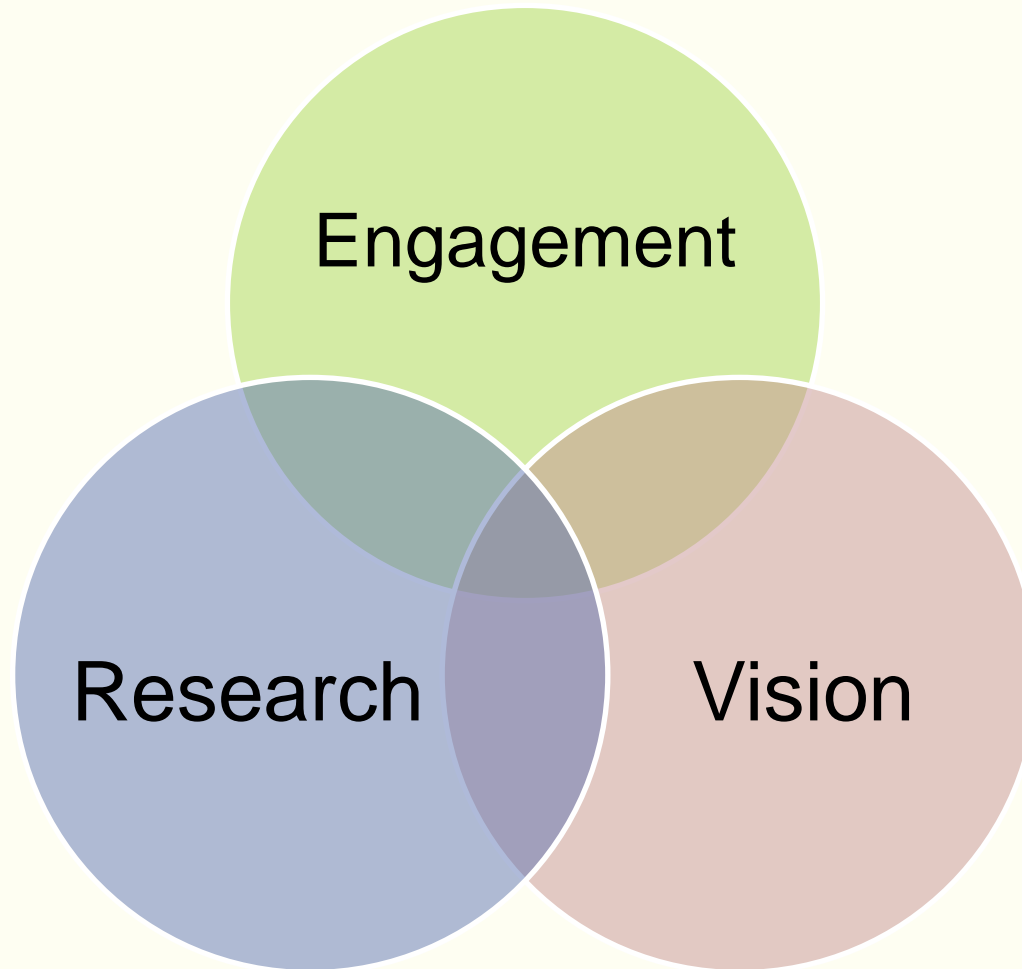
Emerging Educational Vision

- Community-Connected
- Diversity as Strength
- Experiential Learning

“If we think big and act boldly, we can put Alexandria on the map for the skills for which our future graduates are known, and create a talent pipeline into the workplace and higher education for generations to come.”



Support for Strategy Recommendation



Support for Strategy Recommendation: Research

Research

- No examples of expanding traditional comprehensive high schools to accommodate up to 5,000 students.
- Examples of creating additional comprehensive high schools already had 2 or more high schools.
- Albemarle County creates “high school centers” to provide students out-of-building learning experiences.
- Overland Park, KS, creates Center for Advanced Professional Studies to educate the workforce of tomorrow for high demand professions.

Support for Strategy Recommendation: Engagement

Engagement

While a connected high school network was not explicitly advocated for greatly, below are some of the responses that led to the recommendation:

- Students: want to have more choice and flexibility in their schedules, have more paths and real world experiences
- Business, Higher Ed and Community Orgs: think learning should be co-located with work places, use the City as a campus
- Staff: think T.C. King Street is too big, want 9th grade integrated, scared that a solution will not be fast enough
- Parents: want individualized instruction, real world opportunities and to leverage partnerships

Support for Strategy Recommendation: Vision

Vision

Any strategy selected should be able to support the vision; however, a connected high school network promotes the vision by:

- Community Connected: Allowing TCW to have a presence in other locations in the City and create new partnerships;
- Diversity as a Strength: Maintaining “one T.C.” while creating new ways and places for diverse learners;
- Experiential Learning: Could be implemented in any strategy but network allows for innovative and focused spaces which may enhance experiential learning

Additional Considerations for the Recommendation

Since the November 8th Board Meeting, staff was asked to also consider the following in its strategy recommendation:

1. Capital and Operating Cost
2. Flexibility
3. Time for Implementation
4. Pre-K-12 Alignment

Why a Connected High School Network?:

Cost

Detailed cost estimates are not available at this stage in the planning process, however, some cost savings are expected from a connected high school network through:

- **Reduced duplication** in the operating budget for two comprehensive high schools
- More **ability to renovate or retrofit space(s)** rather than expensive new construction
- **Smaller sites are more available** than large sites for a comprehensive high school or swing space and therefore could be less expensive if required
- Greater potential to seek **partnerships and/or alternative financing** smaller focused spaces

Why a Connected High School Network?: Flexibility

While capital and operating costs have not been determined in detail at this time, cost savings from a connected high school network could be associated with:

- More ability to use **smaller spaces**
- Smaller spaces allow for **more sustainability**
- More **easily add on** in the future
- Ability to make **smarter investment** in buildings that could be sold more easily if not needed in the future

Why a Connected High School Network?: Time for Implementation

A connected high school network could provide additional capacity sooner for the following reasons:

- **ACPS already has the framework** of a connected high school network
- **Swing space is not a necessity** to begin design and construction for a connected high school network
- Smaller projects and renovations **take less time** than larger projects and new construction

Why a Connected High School Network?: Pre-K-12 Alignment

Either strategy could promote any program as desired, but the connected high school network could serve as a catalyst for aligning Pre-K – 12 curriculum by:

- Potentially providing **future programs that align** with elementary school curriculums and continue through middle school
- Freeing up or acquiring additional space as part of this process to **serve pre-K through 8 capacity needs**

Also driven by better aligning high school curriculum to students' futures after high school

The School Board is being asked to vote on:

- An educational vision that will embody **community connection, diversity as a strength, and experiential learning.**
- A commitment to evolve the current high school curriculum into a connected high school network that incorporates the proposed educational vision.
- The strategy to provide optimal learning environments and capacity for all ACPS high school students, a connected high school network.

The High School Project: Inspiring a Future for Alexandria

Next Steps...

1. Educational Specifications

- Clarifies capacity, instructional program/objectives and learning space requirements

2. Site(s)

- Land area and amenity requirements
- Owned vs. leased vs. other?

3. Cost

- New construction vs. renovation
- Site development

Questions?

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