

Profile of a Virginia Graduate

BRIEFING REPORT



JUNE 2020



Arlington
Public
Schools



PROFILE OF A VIRGINIA GRADUATE

The Profile of a Virginia Graduate was developed to describe the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them “life-ready”—prepared for college and/or work and to be successful in life. The Profile is the framework for the Board of Education’s revision of graduation requirements that went into effect for freshmen entering high schools in the fall of the 2018-19 school year, or the graduating class of 2022.

PROFILE OF A VIRGINIA GRADUATE

A student meeting the Profile of a Virginia Graduate has achieved the commonwealth’s high academic standards, and graduates with workplace skills, a sense of community and civic responsibility, and a career plan aligned with his or her interests and experiences. Additionally, the Profile of a Virginia Graduate requires that students must have the opportunity to learn about workplace expectations and career options in their own communities and elsewhere.

The overall on-time graduation rate for the APS Class of 2019 is 92.5%, (1,636 students), remaining consistently high with past years’ performances. The graduation rate for the three comprehensive high schools is 96%. In 2019, 65% of APS students who graduated earned an Advanced Studies or IB diploma, and 90% of those responding to a survey reported that

they plan to continue their education with a post-secondary experience.

STANDARD AND VERIFIED CREDITS

Virginia revised its graduation requirements under the Profile of Virginia Graduates, effective for students entering the ninth grade in 2018-19 (Class 2022).

For a standard diploma, a student will continue to need 22 standard units of credits and five verified units of credit.

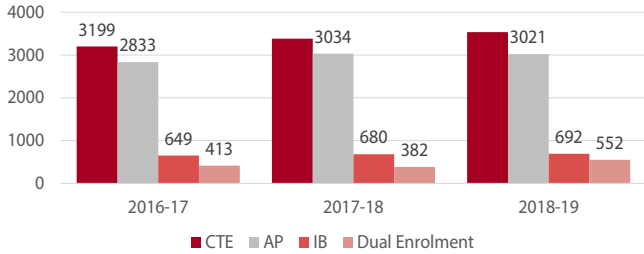
For an advanced studies diploma, a student will now need 26 standard units of credits and five verified units of credit, as well as an Advanced Placement (AP), Dual Enrollment (DE), or International Baccalaureate (IB) course, or a career and technical education credential.

In alignment with the new graduation requirements for the Profile of a Virginia Graduate, we continue to encourage APS students to enroll in Advanced Placement, International Baccalaureate, Dual Enrollment, and Career and Technical Education (CTE) courses. AP, IB, DE, and CTE courses provide our students additional opportunities to stretch themselves through added course rigor, helping prepare them for the academic challenges of higher education.

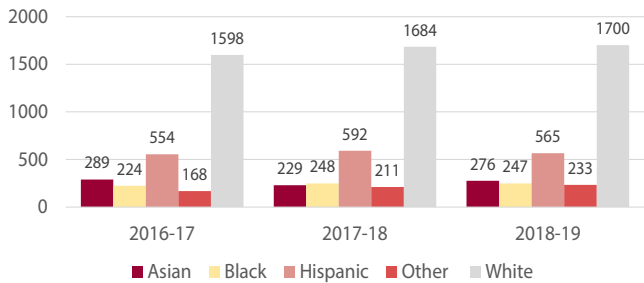
DATA THAT PROVIDES INSIGHT

APS student enrollment data for the last three years shows growth for Advanced Placement, International Baccalaureate, Dual Enrollment and CTE courses.

ENROLLMENT IN ADVANCED COURSES OVERALL

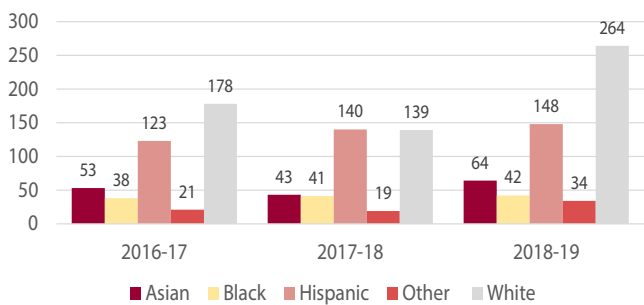


ENROLLMENT IN AP COURSES BY ETHNICITY



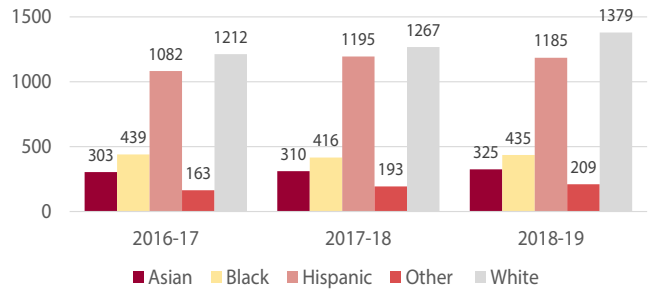
Student enrollment in Advanced Placement courses has remained steady for all ethnicity groups over the past three years (2016-2019).

ENROLLMENT IN DUAL ENROLLMENT COURSES BY ETHNICITY



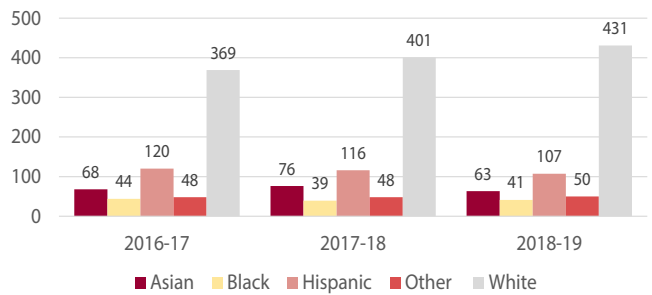
While the number of White and "Other" students enrolled in dual enrollment courses has increased over the past three school years (2016-2019), other ethnicity groups continue to be underrepresented. In order to increase enrollment by all ethnicity groups, APS is offering more Dual Enrollment classes at each of the comprehensive high schools, in addition to the Career Center.

ENROLLMENT IN CTE COURSES BY ETHNICITY



Student enrollment has increased in Career and Technical courses by all ethnicity groups, except for our Black/African American students whose enrollment in CTE courses remains steady. We are offering more CTE classes at each of the comprehensive high schools in addition to the Career Center to eliminate any opportunity gaps in CTE courses.

ENROLLMENT IN IB COURSES BY ETHNICITY



While the overall number of White students' enrollment in IB courses increased over the past three years, the number of minority students enrolled in IB courses remains underrepresented.

Currently, the IB program is only being offered at Washington-Liberty for 11th to 12th graders with limited seating. To address this limitation, we are looking to the expansion of Washington-Liberty with the former Ed Center to increase the number of seats in the program.





CAREER EXPLORATION AND PLANNING

The career-planning component of the Profile of a Virginia Graduate provides an opportunity for students to learn more about the employment options and career paths they will first explore in elementary and middle school. The chart below provides an overview of the various work-based opportunities APS students have experienced in high school in the last three years to promote college, career and civic readiness. In the last few years, Arlington Tech students have had the opportunity to job shadow with the Arlington Chamber of Commerce. Similarly, with the expansion of the Capstone experience at Arlington Tech, students have connected their CTE pathways with a senior work-based-learning capstone experience at a local business, industry or post-secondary institution.

WORK-BASED LEARNING OPPORTUNITIES

Data does not include 2019-20 numbers due to unexpected closure of schools in third quarter

School/Program	2016-17	2017-18	2018-19
Senior Experience W&L	480	464	537
Senior Experience Yorktown	380	374	388
Senior Project Wakefield	302	356	410
AYES	15	9	15
Arlington Tech	-	-	66
C-CAP	5	4	1
Urban Alliance	32	24	27
PRIME	30	30	30
MIPA	12	16	12
PEP	52	48	57
High School Life Skills & Stratford	37	33	25

MOVING FORWARD

- Career, Technical, and Adult Education will continue to explore opportunities for students to access internships, externships, and work-based learning experiences that meet the needs of our students. Many of our current partnerships already provide various work-based learning opportunities, summer camps, and other weekend activities for students to experience newer technologies in university and college labs. Business partnerships also help our students gain insight into the world of work, career exploration, and college opportunities.
- Elementary counselors will implement the Virginia Department of Education (VDOE) Academic and Career Plan Portfolio for elementary students to accompany them to middle school. Beginning in the elementary school years, students will explore the different occupations associated with career clusters and select areas of interest. This begins the development of an academic and career plan portfolio (ACPP) to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals.
- During middle school, we will implement the academic planning goals of VDOE that build upon the middle school Career Investigations Course. Middle school students will complete a locally selected career-interest inventory and select a career pathway. To support development of the Academic and Career Plan (ACP), middle school students will complete the Career Investigations Course which will address planning for academic courses, work-based learning opportunities, completion of industry certifications, possible independent projects, and postsecondary education.

