

Program of Studies 2027-2028

Information Item

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November 12, 2026

Presentation Outline



Student Academic Growth and Success

- Purpose
- Process Overview
- Middle School Additions & Deletions
- High School Additions & Deletions
- High School Revisions
- Next Steps

Purpose of the Program of Studies



Student Academic Growth and Success

- Provides students and families with **course offerings**
- Supports the **advisement process** for students and families
- Offers steps for **academic and career planning** for grades 6–12; includes **course requirements and expectations**
- Defines **graduation requirements**
- Links school-based learning with the **knowledge and skills** required for success in the workplace
- **Lists support offered** to students

Program of Studies Process



Student Academic Growth and Success

Staff Proposals

Office of Academics, Middle & High School Principals, and Directors of Counseling Discussion and Review

Chief Academic Officer Review of Final Recommendations With Superintendent

School Board Information Item & Action

Middle School Additions & Deletions for 2027-2028

Additions

No additions for Middle School this year

Deletions

CTAE: Individual Development

High School Additions for 2027-2028

CTAE

- Collison Repair Technology I, DE (previous pilot at ACC)
- Restaurant Operations Specializations (Grace Hopper)

English Language Arts

- Elements of Reading Strategies (ACHS only)

Science

- Earth Science II: Oceanography (Yorktown)
- Physics C: Mechanics, AP (previous pilot at WL)
- Physics C: Electricity & Magnetism, AP (previous pilot at WL)

World Language

- Arabic IV (previous pilot at ACC)
- Korean I, II, III (available to all through Grace Hopper)
- Spanish for Fluent Speakers II (Grace Hopper)
- Spanish for Fluent Speakers III (previous pilot at ACC)

High School Deletions 2027-2028

CTAE	• Catering & Banquet Specialization

Science	• Introduction to Biology
	• Selected Topics in:
	  • *Biology, AP*
	  • *Chemistry, AP*
	  • *Environmental Science, AP*
	  • *Physics I, AP*
	  • *Physics II, AP*
	  • *Physics C, AP*

Social Studies	• Leadership Skills for Diversity Peer Trainers

AP Science Courses: Rationale and Intended Outcomes

Expand Student Opportunity

- Create room for electives, advanced coursework, world languages, arts, CTE, and specialized programs
- Reduce scheduling conflicts that limit student course choices

Improve Scheduling and Staffing

- Increase master-schedule flexibility
- Support more balanced sections, class sizes, and staffing
- Reduce differences in teacher and student course loads across departments

Align Course Structures

- College Board does not require AP Science courses to be double blocked
- Align more closely with APS Dual Enrollment (DE) course structures
- Bring APS scheduling practices closer to those used by other school divisions

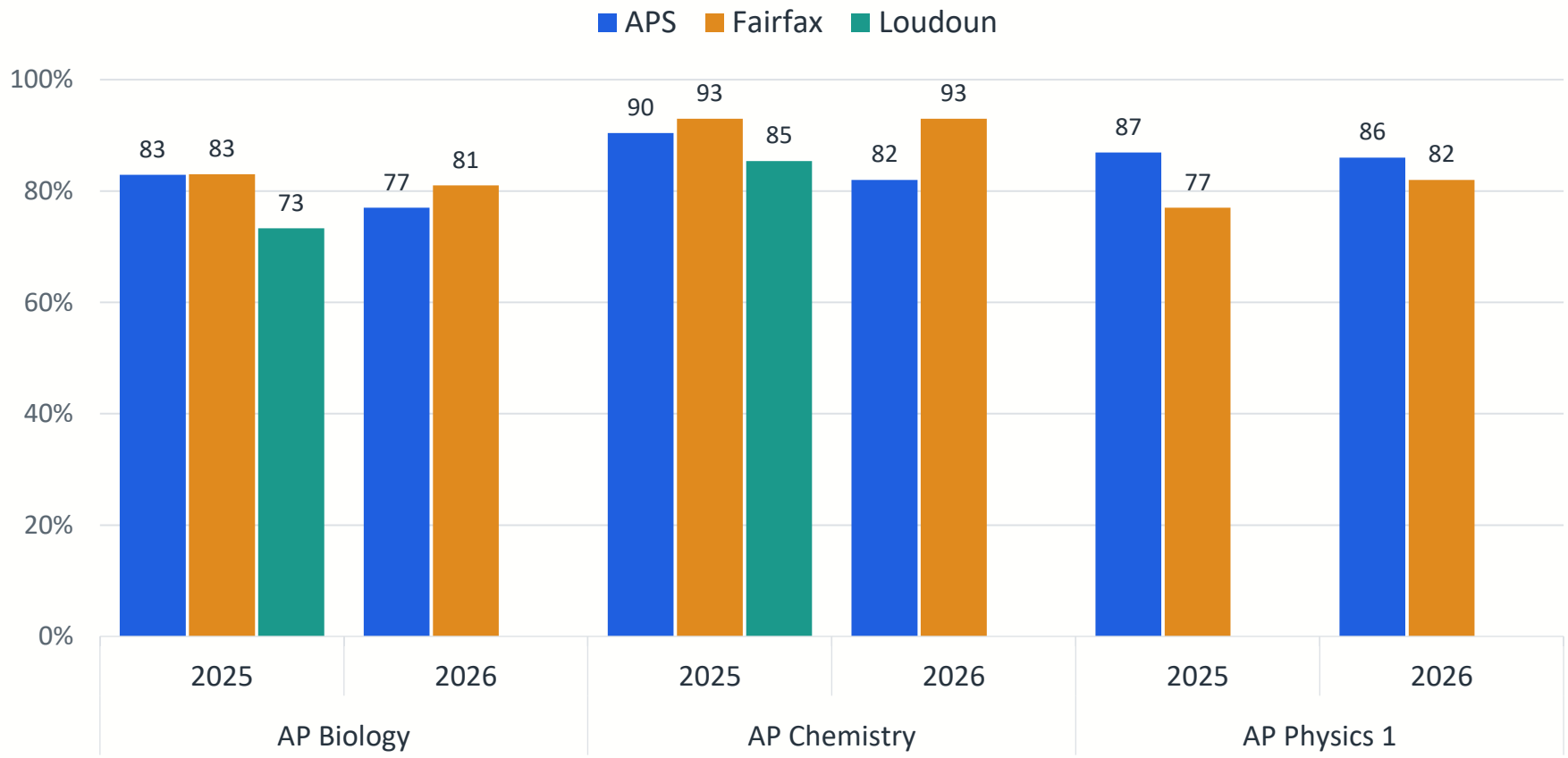
Decision consideration: Balance student choice and scheduling flexibility with sufficient time for content, laboratories, support, and AP exam preparation.

AP Results: Biology, Chemistry, Physics 1

Student Academic Growth and Success

APS AP outcomes remain broadly comparable to neighboring divisions across AP science courses.

2025 and 2026: Percent of AP exams scoring 3 or higher, APS vs. Fairfax and Loudoun



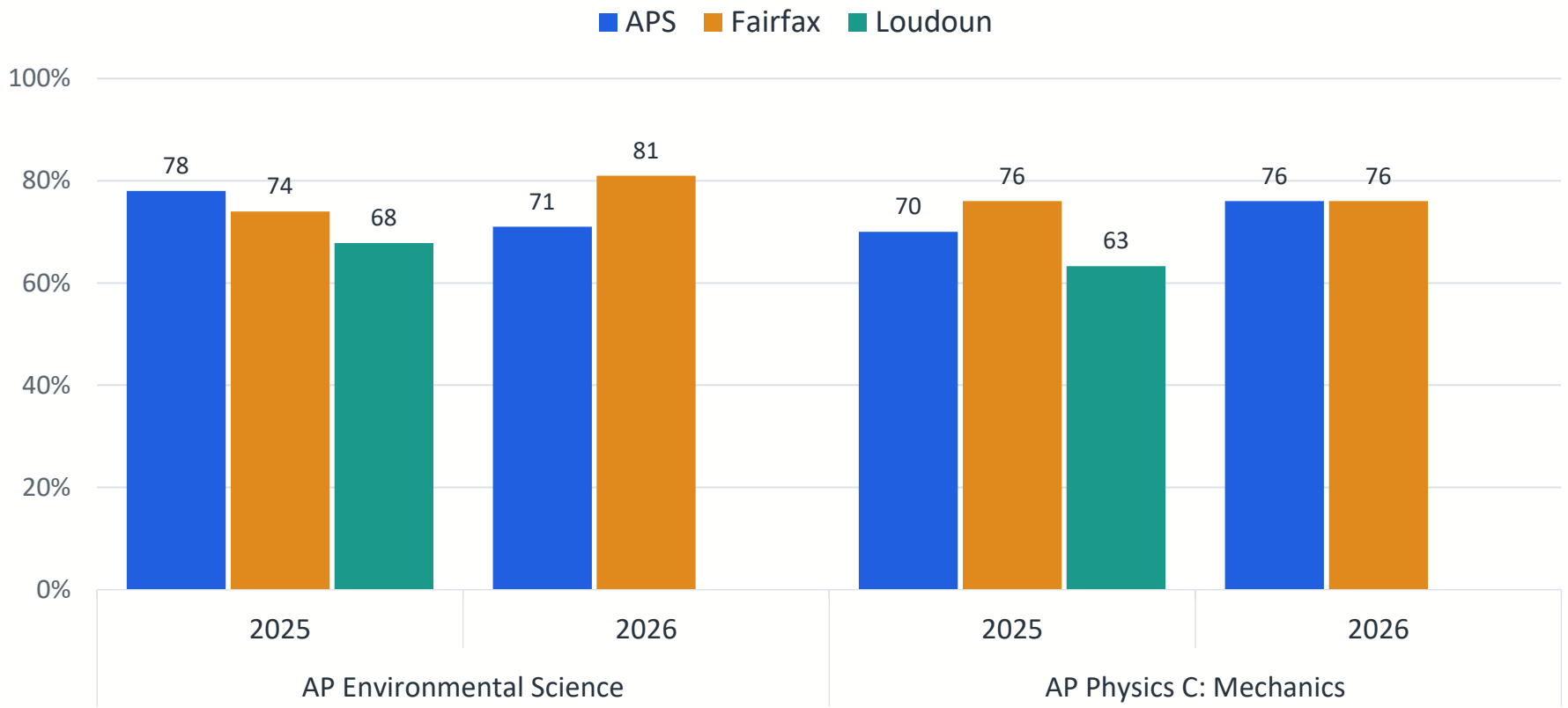
Blank = not yet available: Loudoun 2026 (pending); Loudoun AP Physics 1 (not reported).

AP Results: Environmental Science, Physics C

Student Academic Growth and Success

Year-to-year results vary by course, even when the instructional schedule remains unchanged.

2025 and 2026: Percent of AP exams scoring 3 or higher, APS vs. Fairfax and Loudoun



Blank = not yet available: Loudoun 2026 (pending).

Evidence and Stakeholder Perspectives

Instructional and Equity Concerns

- Time for AP content and meaningful laboratory experiences
- Pacing, readiness, exam outcomes, homework, and student workload
- Access for students needing additional in-class support, including English Learners and students with disabilities
- Differences between science and other AP disciplines

Evidence Informing the Proposal

- Course enrollment and demographics
- AP exam outcomes
- APS single- and double-block experiences and stakeholder feedback

Shared priority: Expand student opportunity while protecting instructional quality, equitable access, laboratory experiences, and student success.

Safeguards, Implementation, and Monitoring

Prepare for Implementation

- Set course-specific curriculum, pacing, and essential laboratory expectations
- Provide collaborative planning and curriculum support
- Communicate expectations and scheduling implications to students and families
- Establish baselines and supports for students needing additional time

Monitor, Report, and Adjust

- Track enrollment, demographics, grades, withdrawals, and AP outcomes
- Monitor pacing, laboratory completion, workload, class size, staffing, and conflicts
- Collect student, teacher, counselor, and administrator feedback
- Report first-year results to the School Board and recommend adjustments

Accountability commitment: Use first-year evidence to determine whether course-specific supports or structural adjustments are needed.

High School Revisions

College Physics (Yearlong to Semester-Based)

Consult for AP Students (Pass/Fail)

World Languages (0.5 Quality Point Revision)

- American Sign Language IV
- Arabic IV, V
- Chinese IV
- French IV, V
- Latin IV, V
- Spanish IV, V

Next Steps

2027-2028 Program of Studies (POS) Information Item to the School Board (November 12, 2026)

Seek School Board Action on the POS (December 17, 2026)

Schools update and prepare course request forms

(January 2027)

Schools engage in the advisement and course request process

(January – February 2027)



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