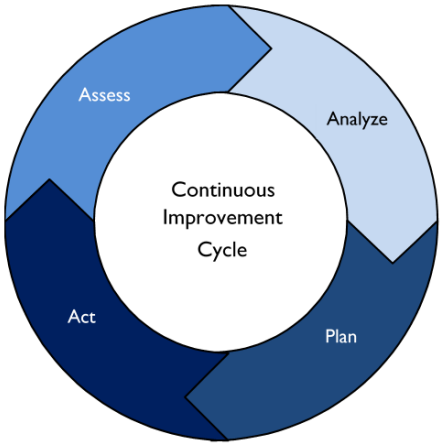
Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

The Academy Assessment is a component of the NAF Continuous Improvement Cycle. To assess status, academies collect and report data in the Data Center, score the Academy Assessment, and store documentation in evidence folders. The data from various sources are analyzed to determine the academy's level of fidelity to the model and ability to reach strong academic outcomes for students. Results inform planning and action step for improvement.



Layout and Instructions
The Academy Assessment is structured around four elements that reflect the NAF model:

- Academy Development and Structure
- Advisory Boards
- Curriculum and Instruction
- Work-Based Learning

Each of these elements is comprised of three to five standards, which elaborate important aspects of the NAF model. Each standard is followed by several strategic actions that reflect the everyday academy practices to support each standard. It is at this action level where you will respond to questions and prompts regarding your academy's implementation of the NAF model.

Evidence

Evidence is required to receive a final score. The left side of each screen lists evidence needed to verify selections for each strategic actions. Create an electronic folder to store evidence. The link to the electronic folder should be placed in the box at the bottom on the Review Team page. Go to the Quality Center or ASH to check out templates for evidence collection and for more detailed information about the process.

Scoring
In order to receive a score, you must fill out the online version in its entirety.

For Further Information

Please direct questions about specific items on the tool to your NAF regional director.

Guide Questions

Definitions for the terms that are underlined throughout the docoument can be found at: http://quality.naf.org/resources-1

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

1 Academy Development and Structure

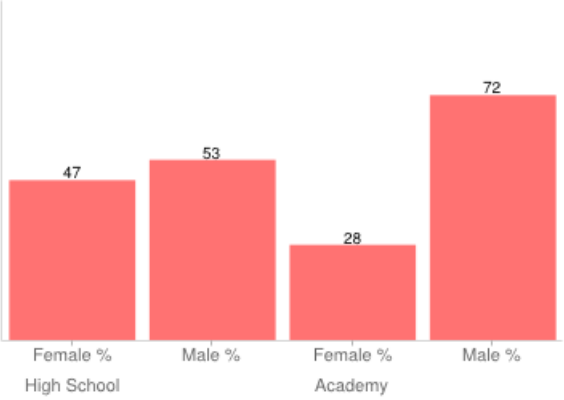
Student Recruitment and Enrollment

A student-choice recruitment process with special outreach to NAF's target student population is used and results in a sufficient enrollment that reflects the demographics of the school.

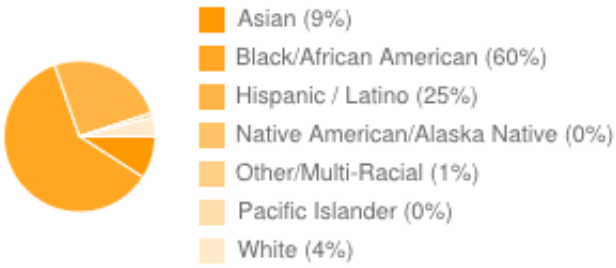
Evidence Binder

Data Center Evidence

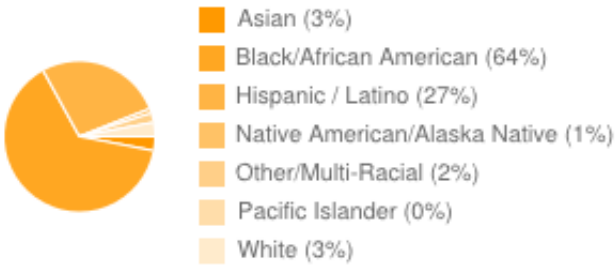
High School Gender Breakdown (%)



Academy Ethnicity Breakdown



High School Ethnicity Breakdown



Academy Grade Breakdown

Strategic Actions

1.1.a Outreach efforts seek out at-risk students who represent NAF's target student population, and an open, choice-based enrollment process is used to ensure that academy demographics reflect the overall school or the district if the academy is a school. Our academy...
(select all that apply)

- ■ has an open enrollment process that does not select or reject students based on their academic record
- ■ has an open enrollment process based on student interest or choice
- ■ outreach efforts explicitly seek out students who represent NAF's target student population
- ■ demographics reflect those of our school or district (if the academy is a school)
- ❑ None of these

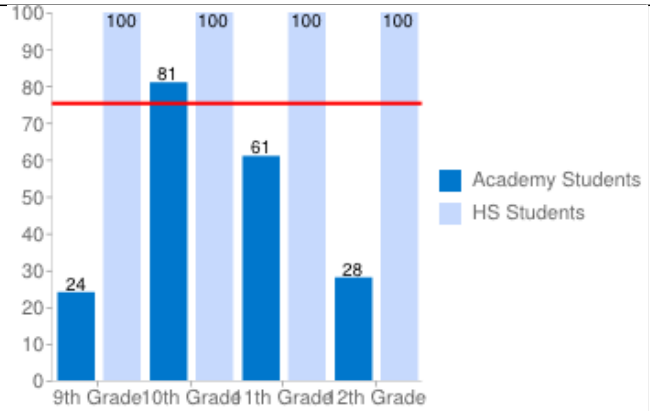
1.1.b Automatically answered with data center entries. Recruitment efforts result in student enrollment numbers that increase each year until the academy enrolls a minimum of 75 students per grade level.
select academy program status...

- ● our program is fully implemented
- ❍ our program is not fully implemented

our academy...

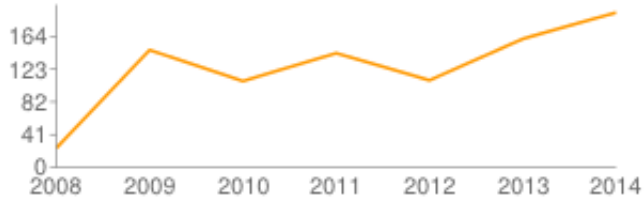
- ❍ enrolls at least 75 students in each grade or 300 (4-year program), 225 (3-year program) 150 (2-year program)
- ❍ enrolls at least 50 students in each grade level or 200 (4-year program), 150 (3-year) 100 (2-year)
- ● enrolls less than 50 students in each grade level but increased overall enrollment by at least 20%
- ❍ enrolls less than 50 students in each grade level and did not increase overall enrollment by 20%

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC



Red Horizontal Line represents 75 students
Please note, for the purposes of the above chart, the High School students per grade will not exceed 100 students.
Total Number of academy students: 194

Academy Enrollment by Year



1.1.c Recruitment procedures ensure that applicants and their families know that the academy is part of a national network and is designed to impact students' post-graduation plans using theme-based curricula. Our academy recruitment procedures ensure that applicants and their families know that the academy is..
(select all that apply)

- ■ part of a national network
- ■ designed to impact students' post-graduation opportunities for life success
- ■ providing theme-based curriculum at each grade level
- ❑ None of these

1.1.d Parent and student orientation is provided so that applicants and their families are aware of the curriculum, student support, advisory board and partnership involvement, and work-based learning opportunities. In addition, a highlight of the relationship of the academy and the National Academy Foundation would ensure attendees know that the program is part of a national network. A formal orientation for the incoming academy students and their parents addresses...
(select all that apply)

- ■ the academy curriculum
- ■ student support
- ■ advisory board and partnership involvement
- ■ work-based learning
- ■ role of the national network
- ❑ no formal orientation was provided for incoming students and their parents

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

Personalized Environment

A personalized environment is created in the academy.

Evidence Binder

Data Center Evidence

9th	10th	11th	12th
✔	✔	✔	✔

Strategic Actions

1.2.a Academy students are scheduled as a group into NAF theme courses as well as in two or more core academic courses such as language arts, math, science, or social studies. At all grades of the academy students are scheduled as a group...

- ❍ into NAF theme courses plus two or more core academic courses
- ❍ into NAF theme courses plus one core academic course
- ❍ into NAF theme courses only
- ● Students are not scheduled into academy courses as a group, or at all grades in our academy

1.2.b Automatically answered with data center entries. Academy serves as the organizational structure in a four-year high school program of study. By design, it links core courses with technical content at each grade level, with a minimum of 4 NAF courses (or their equivalent) which are sequenced and coordinated.

- ❍ program is fully implemented, having graduated a class; students complete at least 4 NAF courses by graduation
- ● program is fully implemented, having graduated a class; students do not complete 4 NAF courses by graduation
- ❍ program is not fully implemented, having not yet graduated a class; four NAF courses are currently being taught in the academy
- ❍ program is not fully implemented, having not yet graduated a class; one NAF course is being taught in each operating grade
- ❍ program is not fully implemented, having not yet graduated a class; one NAF course is NOT being taught in each operating grade

1.2.c There is a weekly common planning time or other formal collaboration time for the academy team of more than three staff members, so that integrated instruction, student supports and college and career planning can occur across disciplines and grade levels. During this school year, more than three of our academy staff...

- ❍ meets for common planning time or other formal collaboration time more than once a week
- ● meets for common planning or other formal collaboration time at least once a week
- ❍ meets for common planning time or formal collaboration time at least once a month
- ❍ do not meet formally and regularly

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

1.2.d All academy students receive career-themed guidance on college exploration and college choices based on their individual interests.

- ❍ in the past year, students in grades 9 (or 10 if the academy is a three year program) -12th received career-themed guidance on college exploration and college choices based on their interests
- ● career-themed guidance on college exploration and college choices based on their interests occurred for students in grades 11-12
- ❍ only students in grade 12 received career-themed guidance on college exploration and college choices based on their interests
- ❍ career-themed guidance on college exploration is not part of our academy program for students

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

Data Collection and Review

Ongoing review of the academy data is used for program improvement and to benchmark student progress.

Evidence Binder

Data Center Evidence

Data Center Submission

Data Center Section	Accurate and Complete	Inaccurate or Incomplete
Academy Profile	✔	
High School Profile	✔	
Academy Graduation Profile	✔	
Teachers & Courses	✔	
Internship Details	✔	

Strategic Actions

1.3.a Our academy collects, analyzes and reports student data including characteristics (grade level, gender, race/ethnicity, ELL) and performance on a variety of outcome measures to make comparisons to the high school, in general. Data also includes the extent to which the academy retains its students and improves student performance.
Academy data is...
(select all that apply)

- ■ collected and analyzed
- ■ compared to the high school in general
- ■ used for continuous improvement
- ❑ None of these

1.3.b Data review by the advisory board, academy leadership, and school administration is an integral component of the continuous improvement cycle of the academy. Our academy data is regularly reviewed by...
(select all that apply)

- ■ the academy advisory board
- ■ academy staff leaders
- ■ school administrators
- ■ district administrators
- ❑ No regular review of academy data is occuring

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

Academy Leadership

Academy leadership is broad-based, strategic, and sufficiently staffed.

Evidence Binder

Data Center Evidence

Strategic Actions

1.4.a The academy leadership structure includes clearly publicized responsibilities and may involve academy staff, school administrators, district administrators and advisory board members and partners. Our academy leadership structure is clearly defined and includes a wide range of stakeholders. Our academy has... (select all that apply)

- ■ a clearly defined, publically available academy organizational chart
- ■ academy leadership structure includes representatives from at least three stakeholder groups (including district, school, academy, advisory board, guidance and perhaps student representatives)
- ❑ no clearly defined academy leadership structure is available

1.4.b School leaders recruit and hire uniquely qualified staff and retain them to promote quality and sustainability. School leaders publicly advocates for the program in the community, supporting the academy as part of a larger whole-school transformation effort. School leaders... (select all that apply)

- ■ recruit and hire staff uniquely qualified academy staff
- ■ work to retain the team of academy teachers from year to year advocate for the program in the community
- ■ leaders publically advocate for the academy
- ■ support the academy as part of a whole-school transformation effort
- ❑ None of these

1.4.c There is a defined structure for managing administrative and facilitative responsibilities within the academy that includes time for communicating with NAF and coordinating the program.

- ● An academy director with daily or weekly scheduled release time leads the academy so that there is ample opportunity to perform effectively the functions of the academy.
- ❍ Distributed leadership involves the academy director and several staff in defined leadership functions. Team is responsible for program administrative and facilitative functions, including communicating with NAF and coordinating the program
- ❍ There is no regularly scheduled release or other designated time daily or weekly to perform functions for the academy program.

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

1.4.d Our academy has a designated counselor(s) who knows students well and who is familiar with the unique characteristics and needs of the academy. The counselor(s) participates actively in team meetings, plays a role in recruiting students, coordinating interventions, and aligning course selection and work based learning experiences with student interests. The counselor(s) guides students with college and career planning. The counselor(s)...
(select all that apply)

- ■ is part of the academy team
- ■ assists with student recruitment
- ■ assists with coordination of interventions and student supports
- ■ aligns course selection with student interests
- ■ aligns work-based learning with student interests
- ■ guides students in college and career planning
- ❑ None of these

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

Professional Development

District, school, academy leaders and partners participate in regularly scheduled professional development and collaboration.

Evidence Binder

Data Center Evidence

Strategic Actions

1.5.a Professional development occurs at various levels, school, district, regional and state/or national, featuring academy teachers participating in regularly or occasionally scheduled meetings and other trainings to design integrated projects , coordinate work-based learning strategies, develop college readiness activities, and personalized supports for students

	Regularly at team meetings	Occasionally at school based PD (once a semester)	Annually at state/national conferences (At least once a year)	Never
Designing integrated projects	❍	❍	●	❍
Coordinating work-based learning strategies	●	❍	❍	❍
Developing college readiness activities	●	❍	❍	❍
Developing personalized supports for students	●	❍	❍	❍
Strategizing about academy business...	●	❍	❍	❍

1.5.b The academy team provides training session(s) for advisory board members and partners that assures their confidence to engage with student through work-based learning and project-based learning, and to participate in scoring the Academy Assessment. Trainings are conducted for participating in...
(select all that apply)...

- ■ work-based learning (guest speaker, job shadow, career fair participant, mock interviews)
- ■ project-based learning (such as culminating project evaluations)
- ■ scoring the Academy Assessment
- ❑ no training sessions are provided for advisory board and partners

1.5.c NAF sponsored professional development includes staff attending NAF Next, engaging in learning modules or webinars and participating in NAF sponsored regional support activities offered through regional teams. Our academy attended...
(select all that apply)

- ■ NAF Next
- ■ NAF webinars
- ■ Learning Modules
- ■ e-college courses
- ❑ None of these

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

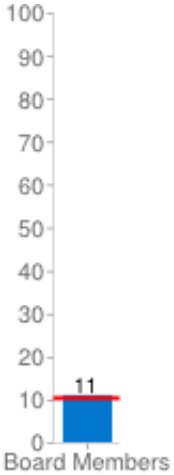
2 Advisory Board

Advisory Board Membership and Operations

A formally organized Advisory Board operates with broad-based community representation.

Evidence Binder

Data Center Evidence



Red horizontal line represents 10 advisory board members

Relationship	Number
Academy Director	1
Teacher	3
Business/Industry Partner	2
Higher Education Partner	1
Community Partner	1
Parent/Guardian	1
School Administrator	2
District Administrator	0
Students	0

Strategic Actions

2.1.a Automatically answered with data center entries. Advisory board recruitment efforts result in at least 10 members representing all aspects of the academy industry including business and industry leaders, higher education, parents, students, academy directors and school/district administrators. Our Advisory Board membership currently features...
(select all that apply)

- ■ 10 or more members
- ■ academy director/teacher leaders
- ■ business and industry partners
- ■ higher education and community partners
- ■ parents and/or students
- ■ school and/or district administrators
- ❑ None of these

2.1.b The advisory board has created operational documents including a strategic plan, updated by-laws, and a succession plan to help the academy to grow and sustain. Our advisory board has...
(select all that apply)

- ■ a strategic plan
- ■ updated by-laws
- ■ succession plan
- ❑ None of these

2.1.c Advisory board meets regularly and operates defined committees that advise the program of study, set policies and develop resources. The members also review academy data, participate in the Academy Assessment process and provide input into the academy action plan. Our advisory board...
(select all that apply)

- ■ meets at least once a month (academies less than 4 years old) or meets quarterly (academies over 4 years or older)
- ■ operates defined committees that advise the program of study
- ■ participates in the Academy Assessment process
- ■ reviews data including student performance, work-based learning opportunities, and Academy Assessment outcomes
- ■ provides input on the academy action plan
- ❑ None of these

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

Support for Learning

Advisory Board members actively support teachers and help students attain increased levels of college and career readiness

Evidence Binder

Data Center Evidence

Strategic Actions

2.2.a Advisory board assists academy staff with program of study selections, design, and implementation, as well as provides technical assistance and professional development. In the past year, our advisory board has...
(select all that apply)

- ■ assisted in selection and review of the program of study (curriculum)
- ■ shared latest industry trends with staff
- ■ provided staff with information about new careers in the field
- ■ provided off-site professional or business experience such as summer externships for on-the-job training of staff
- ■ mentored staff
- ❑ None of these

2.2.b Advisory board brings its industry knowledge and expertise to the students through work-based learning activities such as guest speaking and job shadowing. In addition, the advisory board participates in project-based learning such as evaluating culminating projects , Our advisory board has...
(select all that apply)

- ■ shared industry knowledge and expertise with students in a classroom setting such as guest speakers
- ■ provided college and career readiness sessions such as mock interviews, problem solving and communication sessions
- ■ provided work-based learning such as job shadows and career fairs
- ■ assisted with project-based learning such as evaluating culminating projects
- ❑ None of these

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

Support for Sustainability

Advisory Board provides support to develop and sustain the academy.

Evidence Binder

Data Center Evidence

Strategic Actions

2.3.a Advisory board members provide resources to ensure the stability of the academy. In the past year the academy has...
(select all that apply)

- ■ secured human resources by involving new members or partners to sustain and grow the advisory board and academy
- ■ secured financial resources through annual fund raising events and solicitations (including in-kind) that support academy activities such as student scholarship and internship needs.
- ■ secured technical resources to support curriculum development, review of student projects and presentations and to impact teacher knowledge of the field
- ❑ None of these

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

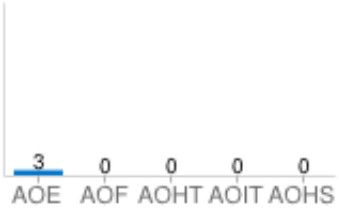
3 Curriculum and Instruction

Program of Study/Integration

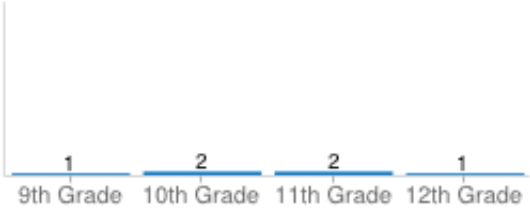
The academy uses NAF curriculum and fully integrates it with the core subject area content.

Evidence Binder

Data Center Evidence
Number of NAF or partner supplied Courses by Theme



Number of NAF or partner supplied Courses by Grade



Course Name	Regularly integrated into 2 or more subjects	Regularly integrated into 1 subject	Not Integrated with any subject
Civil Engineering and Architecture			✔
Computer Intergrated Manufacturing			✔
Introduction to Engineering Design			✔

Strategic Actions

3.1.a **Automatically answered with data center entries** The program of study includes NAF courses integrated into core subjects. Each NAF course is regularly integrated into core subjects.

Note: scores are calculated based on the total number of integrations across subjects in the academy.

In our academy...
- ❍ NAF courses are regularly integrated into at least 7-8 core subjects
- ❍ NAF courses are regularly integrated into a total of 5- 6 core subjects
- ❍ NAF courses are regularly integrated into a total of 3-4 core subjects
- ❍ NAF courses are regularly integrated into a total of 1-2 core subjects
- ● NAF courses are not regularly integrated into core subjects

3.1.b Project-based learning is the primary vehicle by which NAF course themes are integrated into core subject area content, providing a relevant context for student learning. This past year, extended project-based learning projects of at least 2 to 4 weeks were implemented...
- ❍ one project per semester at every grade level
- ❍ one project per year at every grade level
- ● project-based learning is not occurring at all grade levels each year

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

Instructional Practices

NAF instructional practices are known and used by all academy teachers.

Evidence Binder

Data Center Evidence

Strategic Actions

3.2.a Academy teachers regularly use literacy strategies endorsed by NAF (see NAF Learning Handbook) to help students improve their vocabulary, reading comprehension, oral communication, and writing skills. This past year literacy strategies were explicitly used...

- ❍ frequently across all grade levels
- ● occasionally across all grade levels
- ❍ rarely, not at all, or not across all grade levels

3.2.b Academy teaching staff shares best practices and demonstration lessons with others in the academy or school and at state or national conferences. This past year, academy teachers shared lessons and effective teaching strategies...
(select all that apply)

- ■ with the academy teaching team during team meetings
- ■ with colleagues in the school
- ❑ with colleagues at district level sessions
- ❑ at state/national conferences
- ❑ None of these

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

Instructional Supports

Formal supports help all students achieve the extended benefit of NAF academy courses.

Evidence Binder

Data Center Evidence

Strategic Actions

3.3.a The academy team, school counselors and advisory board members ensure that sufficient academic supports (tutoring, Saturday classes, skill workshops, etc.) exist to help all academy students succeed in career and core courses. This past year, academy students received academic support through...
(select all that apply)

- ■ tutoring
- ■ skill workshops
- ■ classes on weekends and or summer school
- ■ credit recovery
- ❑ None of these

3.3.b The academy has established an organized approach to identifying students at risk of failure. In addition to identifying these students, the academy has developed an intervention system to support these students at risk of failure and dropping out. Our academy currently...
(select both if they apply)

- ■ has a system for identifying academy students who are at-risk
- ■ has an organized intervention system in place to support academy students at risk of failure
- ❑ None of these

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

College/Career Readiness

Academy coursework prepares students to be college and career ready.

Evidence Binder

Data Center Evidence

Strategic Actions

3.4.a Academy intentionally builds the college knowledge of students, helping them understand the post-secondary system and culture, research college options, visit college campuses, and navigate issues such as testing, applications, and financial aid. This past year, our academy explicitly worked with students at every grade level so that all academy students complete the following by graduation...
(select all that apply)

- ■ attend at least one organized college visit
- ■ PSAT
- ■ SAT/ACT
- ■ application to at least one college
- ■ access to FAFSA workshops for parents and students
- ■ information of scholarship opportunities through workshops, announcements and one-on-one advising
- ❑ None of these

3.4.b All academy students take a program of study that makes them at least eligible for admission to a state college. In an effort to make students college ready, our academy program has...

- ● a college-prep program of study in place for all of our academy students
- ❍ a college-prep program of study in place for a selection of students in our academy
- ❍ we are at the starting point, this effort has not begun

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

3.4.c Students in our academy have access to multiple post-secondary education options through articulation agreements, industry certifications, dual enrollment, Advanced Placement and IB courses. Our academy has...
(select all that apply)

- ■ articulation agreements
- ❑ industry certifications
- ■ dual enrollment such as College Now
- ■ Advanced Placement courses
- ❑ International Baccalaureate courses
- ❑ None of these

3.4.d Continued as non-scored item. Academy participated in new Student Certification Assessment System (SCAS)

- ❑ Students in our academy have completed criteria for certification
- ❑ Students completed the end of course assessment in at least one course
- ❑ Students completed the end of course assessment in 2-3 courses
- ❑ Students completed the end of course assessment in 4 courses
- ❑ Students completed the culminating project in at least one course
- ❑ Students completed the culminating project in 2-3 courses
- ❑ Students completed the culminating project in 4 courses
- ❑ The Internship Assessment was used by employers of students participating in internships
- ■ Academy did not participate in SCAS

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

4 Work-Based Learning

Provides a WBL Program

Provides a WBL Program to ensure all students graduate college and career ready.

All students complete a sequenced set of work-based learning experiences as defined by the Internship Gold Standards.

Evidence Binder

Data Center Evidence
The first part of 4.1.a is already populated based on the data center data. The second part should be answered by your academy.

Strategic Actions

4.1.a A three-to four-year series of coordinated and sequenced work-based learning experiences that include activities within career awareness, career exploration and career preparation guarantee that students are provided with learning opportunities that build in sophistication, duration, and intensity and ultimately prepare them for compensated internships.

Academy program status...

- ● program is fully implemented
- ❍ program is not fully implemented

A coordinated, sequenced, work-based learning program is...

- ❍ fully in place for all students
- ● partially in place across the academy
- ❍ not in place

4.1.b Academy work-based learning experiences reinforce NAF and core curricula, emphasizing the College & Career Readiness skills needed for future success in college and the workforce, including creativity, problem solving, communication, collaboration and teamwork, professionalism, self-management and critical thinking. Work-based learning experiences in our academy...
(select all that apply)

- ■ are explicitly aligned with themes and content of NAF courses and core academic courses
- ■ emphasize College & Career Readiness skills such as creativity, problem-solving, communication, collaboration and teamwork, professionalism, self-management, and critical thinking
- ❑ does not align with NAF courses, core academic courses, or College & Career Readiness skills

4.1.c A continuous evaluation process is in place to assess the effectiveness of the work-based learning program and to plan for future refinement and implementation. A continuous evaluation process to assess and improve our academy's work-based learning program is...

- ❍ fully in place
- ● in development
- ❍ not in place

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

Internship Completion

The academy develops and sustains a program of compensated internship experiences for all students.

Evidence Binder

Data Center Evidence
The following evidence is based off the new question asked this year in the Data Center.

100.00% of graduated seniors have had an internship in their junior or senior year from the class of 2014.

Strategic Actions

4.2.a Automatically answered with data center entries. All academy students complete a compensated internship experience before they graduate. The percentage of last year's (2013-2014) seniors who completed a compensated internship experience as a junior or senior was...

- ● 90-100%
- ❍ 70-89%
- ❍ 50-69%
- ❍ below 50%
- ❍ our academy has not reached 12th grade (2013-2014) yet and cannot meet this standard

4.2.b Academy staff and advisory board members work with internship providers to support their logistical needs and to ensure that the internship is a win-win experience for students and the internship provider. This past year (2013-2014/Summer of 2014), internship providers were supported in their logistical and organizational needs by...
(select all that apply)

- ■ academy staff
- ■ advisory board members
- ■ internship providers
- ❑ None of these
- ❑ No internships yet, cannot answer this question

4.2.c This is a non-scored item that will replace 4.2.a in 2015-16. Using this year's data, the automatically populated answer is shown below for your review. All academy students complete a compensated internship experience before they graduate. The number of last year's (2013-14) seniors who completed a compensated internship experience as a junior or senior was...

- ❍ meets internship % criteria and has less than 8 internships
- ❍ meets internship % criteria and 8-25 students had internships
- ● meets internship % criteria and 26-42 students had internships
- ❍ meets internship % criteria and 42+ students had internships
- ❍ does not meet internship % criteria

Academy Assessment (2014-15) » Zebulon B. Vance High School AOE, Charlotte-Mecklenburg Schools - NC

Students' Career Goals

Students, teaching staff and internship providers collaborate to support the students' career goals.

Evidence Binder

Data Center Evidence

Strategic Actions

4.3.a Written, individualized student learning and college/career plans allow for differentiated skills levels, and alignment with student interests, personalized internship experiences and targeted debriefing, reflection and evaluation. Individualized learning and college/career plans that enable us to align academy program elements to student skills, interests, and needs are...

- ❍ fully in place for all students
- ● partially in place across the academy
- ❍ not in place

4.3.b Internship experiences are linked to students' future career goals in order to make learning more engaging and relevant. Last year's (2013-14/Summer of 2014) internship experiences in our academy were...

- ❍ intentionally linked with student-specific career goals
- ● broadly linked with the academy theme
- ❍ None of these / no internships yet