


High School Acceleration Programs Expansion

May 24, 2010

Kickoff Breakfast

Today's Focus

Share information on the status of acceleration program development and implementation by focusing on the following questions:

- Where are we now?
 - Where do we want to go?
 - How will we get there?
 - How will we know we are (getting) there?
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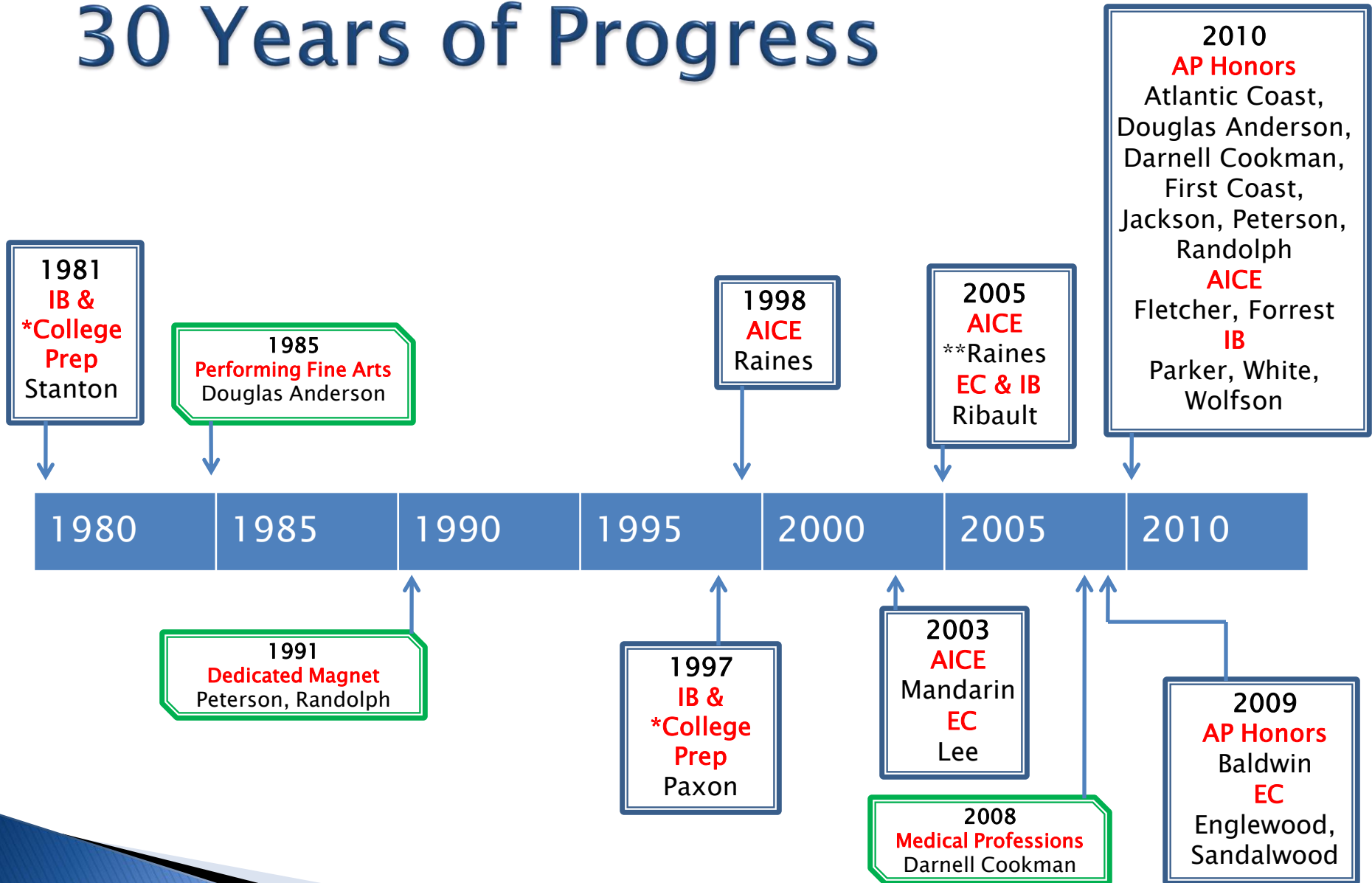
Where are we now?

*Change has a considerable psychological impact on the human mind. To the **fearful** it is threatening because it means that things may get worse. To the **hopeful** it is encouraging because things may get better. To the **confident** it is inspiring because the challenge exists to make things better.*

~ King Whitney, Jr.



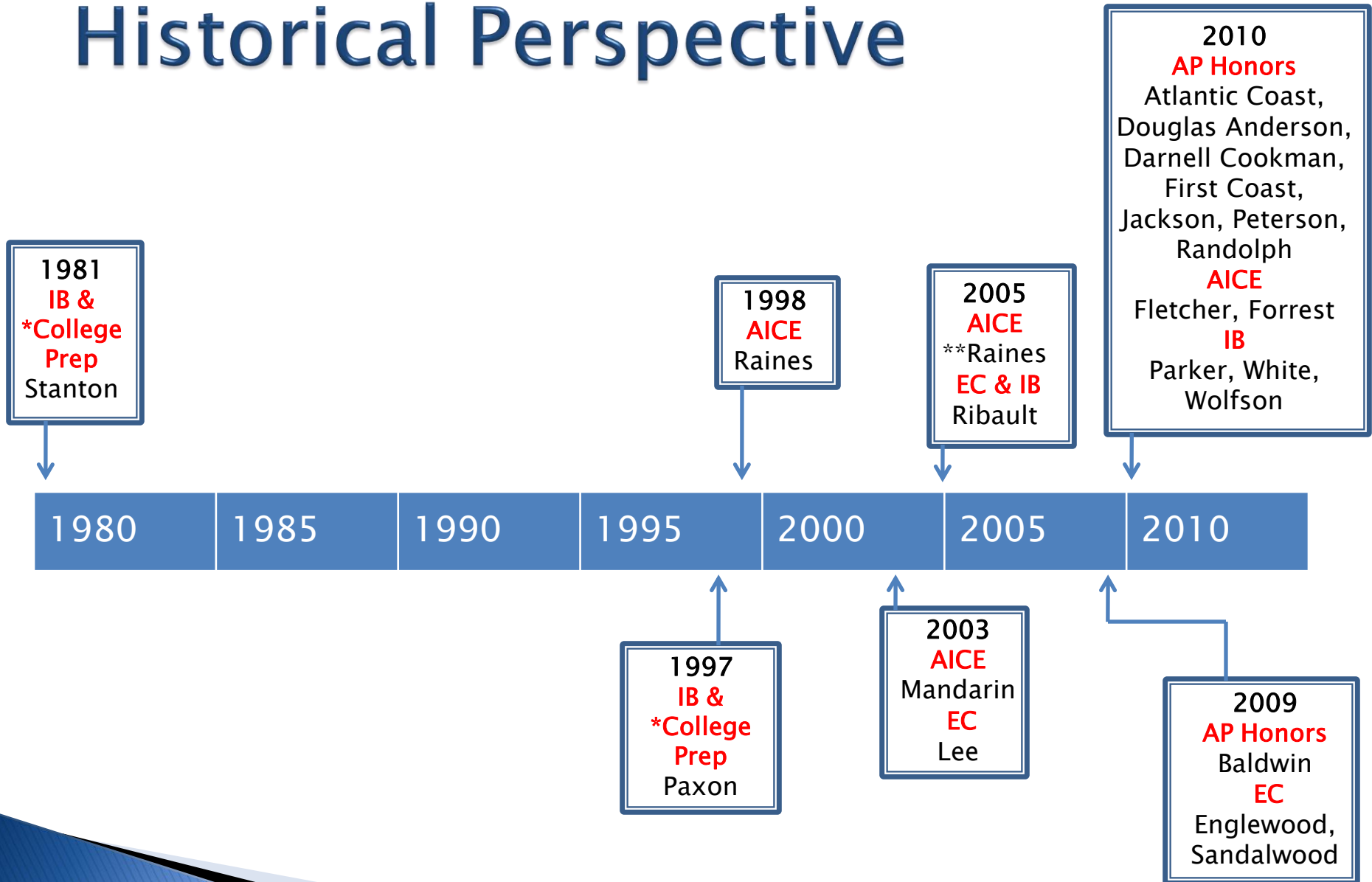
30 Years of Progress



*College Prep is now considered AP Honors

**Board approved plan to revitalize Cambridge AICE at Raines

Historical Perspective



*College Prep is now considered AP Honors

**Board approved plan to revitalize Cambridge AICE at Raines

Acceleration programs by school

Quadrant	School	Program(s)
East	Atlantic Coast	AP Honors
East	Fletcher	Cambridge AICE
East	Parker	IB Diploma
East	Sandalwood	Early College
North	First Coast	AP Honors
North	Jackson	AP Honors
North	Raines	Cambridge AICE
North	Ribault	IB Diploma & Early College
South	Englewood	Early College
South	Mandarin	Cambridge AICE
South	Wolfson	IB Diploma
West	Baldwin	AP Honors
West	Forrest	Cambridge AICE
West	Lee	Early College
West	White	IB Diploma
Dedicated Magnets	Darnell-Cookman	AP Honors
Dedicated Magnets	Douglas Anderson	AP Honors
Dedicated Magnets	Paxon	IB Diploma & AP Honors
Dedicated Magnets	Peterson	AP Honors
Dedicated Magnets	Randolph	AP Honors
Dedicated Magnets	Stanton	IB Diploma & AP Honors

Targeted Endpoints

AP Honors

- Between 27 and 45 college credits

Depends on the number of AP Exams passed

Cambridge AICE Diploma

- Between 18 and 45 college credits

Depends on the number of AP and/or AICE Exams passed

Early College

- AA degree

IB Diploma

- Between 18 and 45 college credits

Depends on the number of IB and/or AP Exams passed

Student benefits

- ▶ The cost of a college education can be significantly reduced.
- ▶ Students often receive more favorable consideration in the college admission process.¹
- ▶ Once in college, they are more likely to graduate with academic honors, earn higher GPAs, graduate within four years, and be accepted into a doctoral program.¹
- ▶ Additional classroom space is generated in colleges since students need fewer courses when entering college.¹

From Theory to Practice

High School
Acceleration
Programs
Expansion



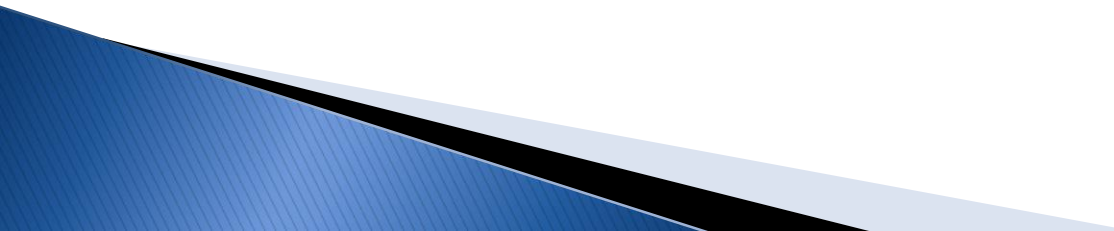
Where do we want to go?

In terms of student achievement and the realization of program goals, the success of a school's acceleration program will reflect the sense of community that exists within the school.

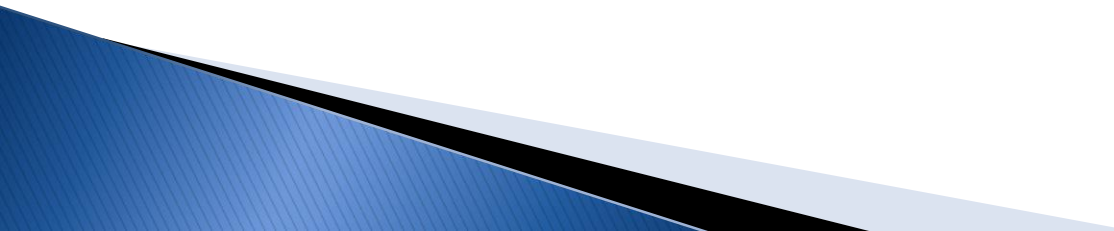
~ Elaine Mann, Chief Officer

High School Education

April 2010

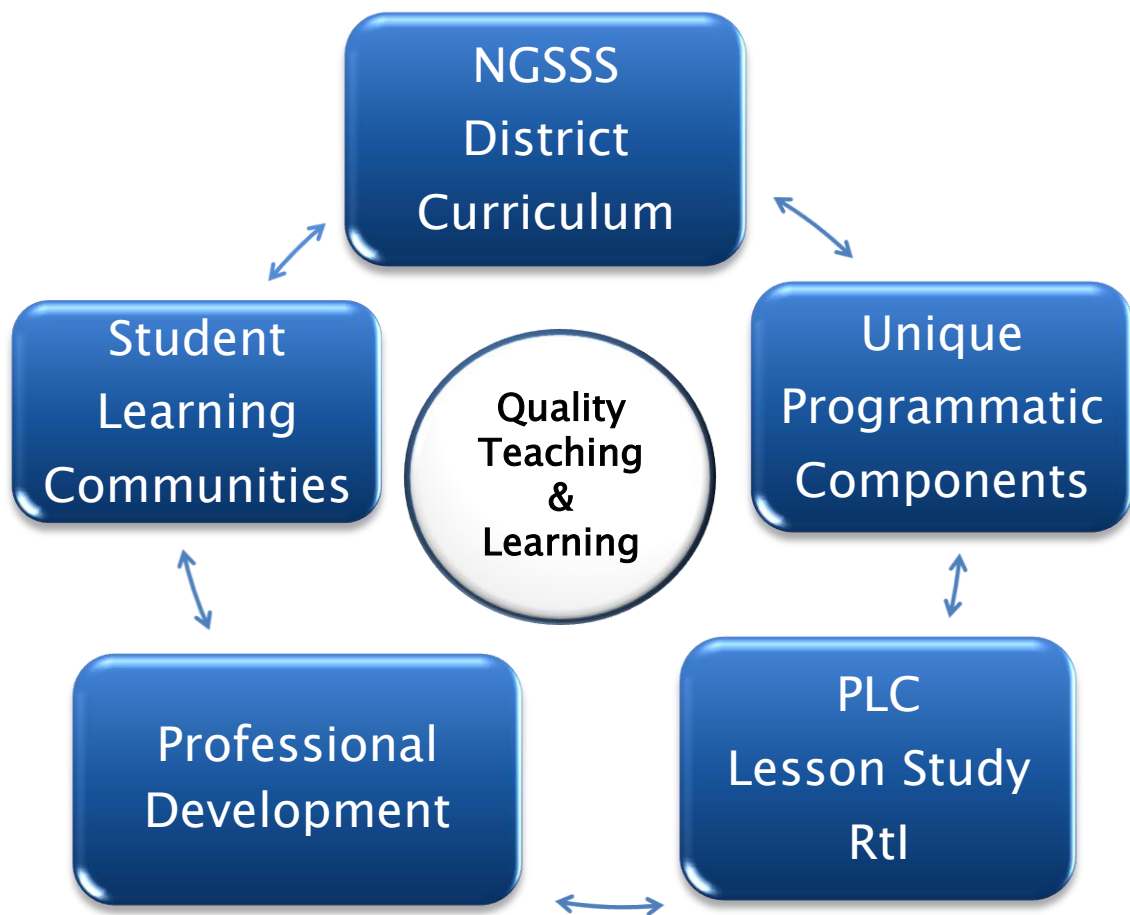


End Goals

- ▶ Fully-functioning, financially self-supporting acceleration programs across the district over time
 - ▶ Continuous PD for program coordinators, teachers, and administrators, k-12 to maintain fidelity of program implementation and sustainability
 - ▶ Continuous PD for school-based and district coaches to support quality instruction and learning
 - ▶ Equity and access for student participation
 - ▶ A leader in the state and nation in the design and sustainability of quality acceleration programs
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How do we achieve our end goals?

Perhaps the key foundational instructional principle necessary for all students to be more college ready is to keep the challenge level constant and vary the amount of support, or scaffolding, that is provided.
~David T. Conley

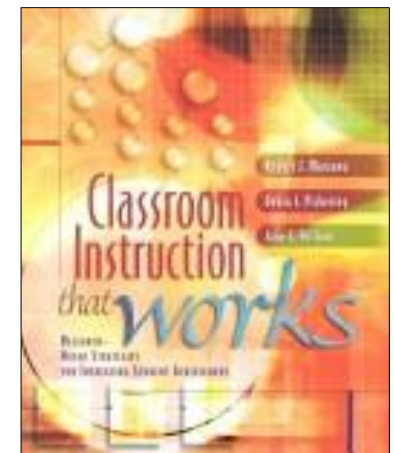
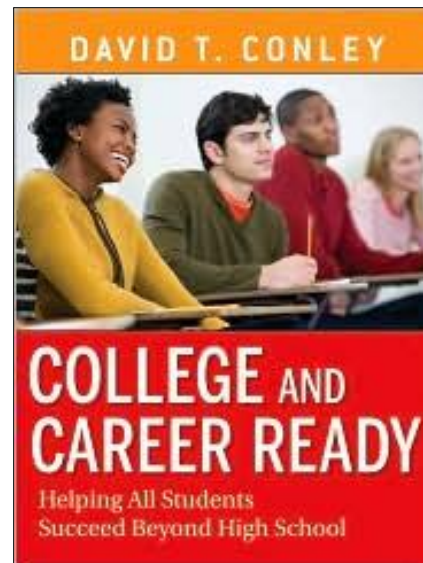
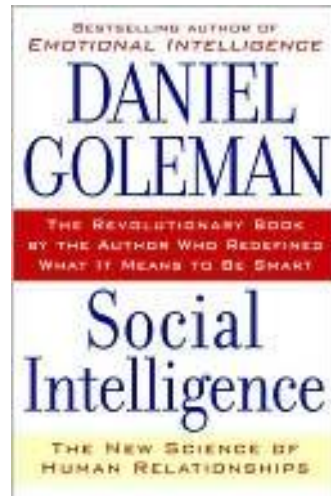
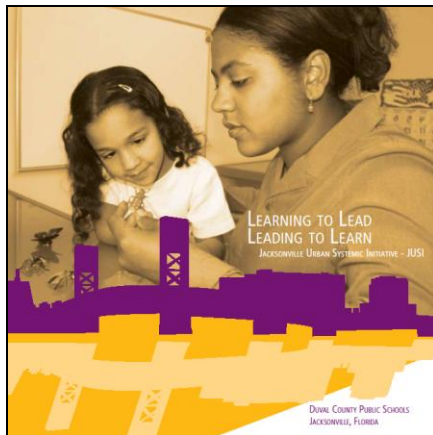
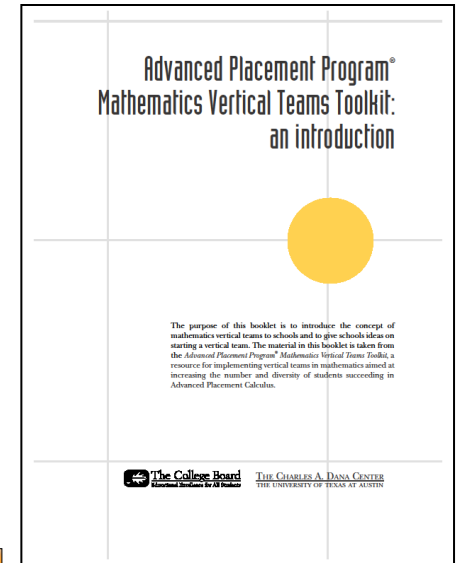
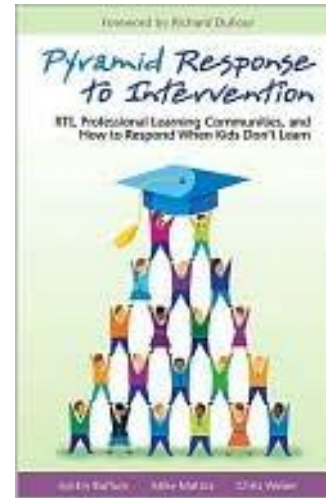
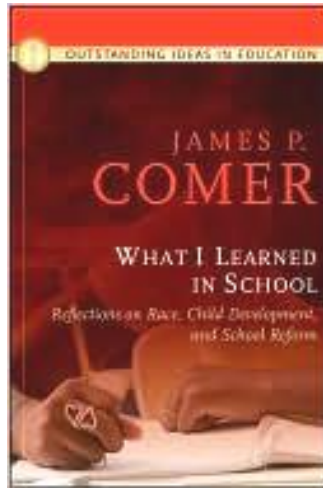
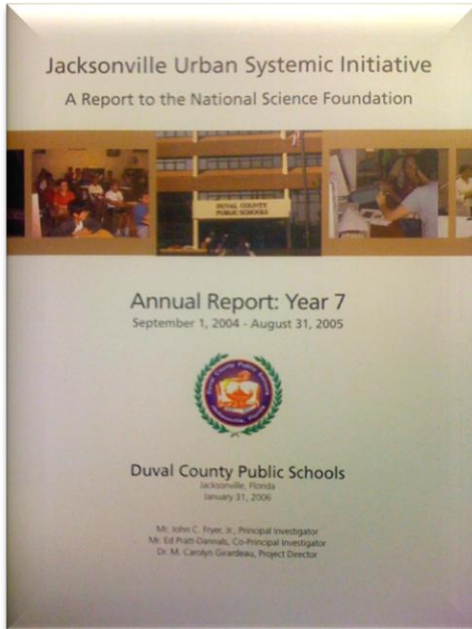


How will we get there?

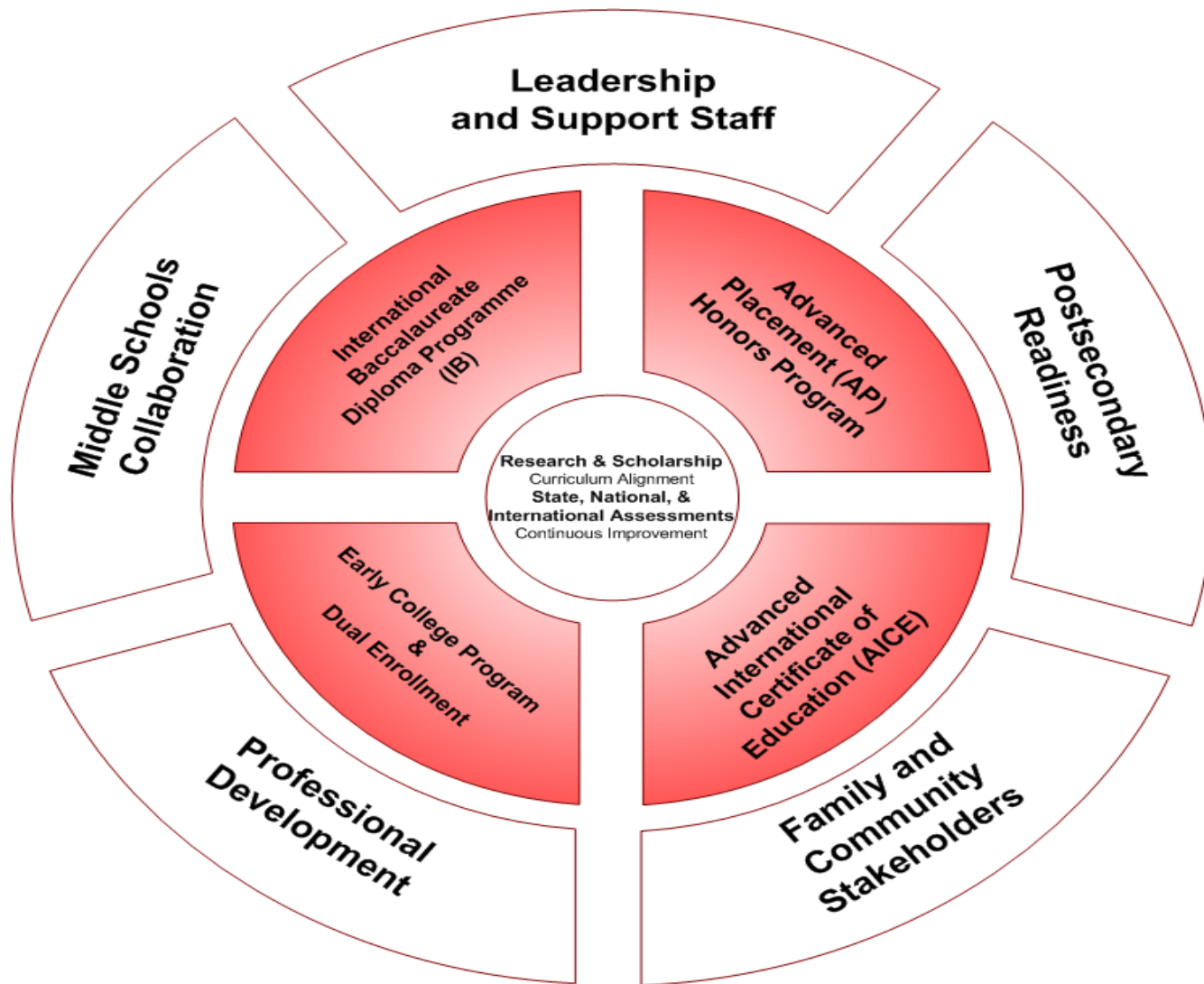
A bridge that works in one place almost never works in another. Each bridge requires careful design that considers its purpose, who will use it, the conditions that exist at its anchor points...and the resources required to construct it.

~Susan Loucks-Horsley

Inspirations from research and practice



High School Acceleration Programs Framework



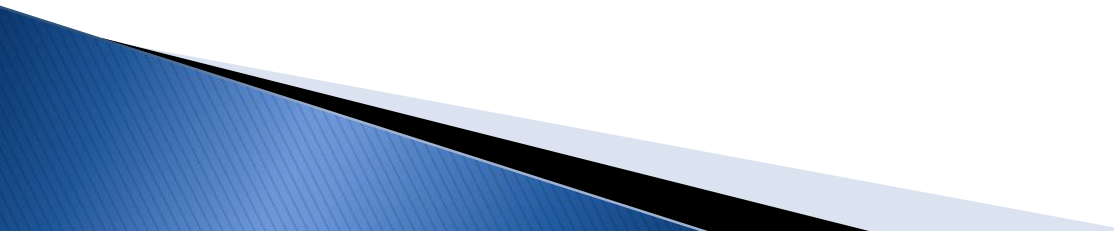
Plan, Do, Check, Act

How will we know we are (getting) there?

*...you got tuh go there tuh know
there. Yo' papa and yo' mama and
nobody else can't tell yuh and
show yuh.*

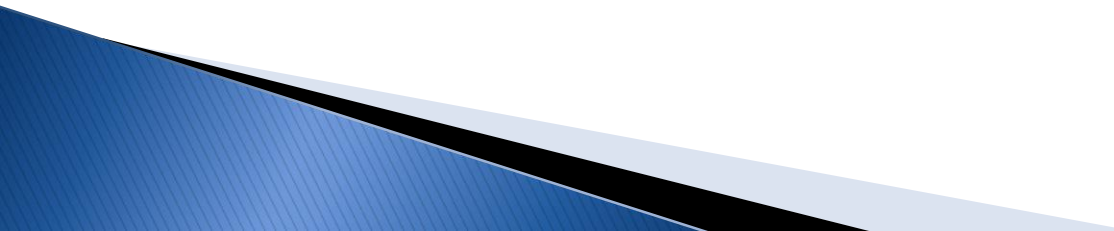
*~Zora Neale Hurston
Their Eyes Were Watching God*

We will know we are getting there when...

- ▶ Principals are champions of this work
 - ▶ School-based HSAP Teams (assistant principal, coordinator, counselor, and core academic instructors) are intentional about postsecondary readiness
 - ▶ Student enrollment in acceleration programs reflect school demographics
 - ▶ Student support systems are in place to address social, emotional, developmental, and academic needs
 - ▶ Assessment of student achievement is consistent across teachers and schools
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We will know we are getting there when...

(continued)

- ▶ Program completion rates and program enrollment are equal
 - ▶ Teachers in like programs participate in professional learning communities
 - ▶ Mechanisms exist between Academic Services, Operations, Human Resources, and Budget to support the day to day work
 - ▶ Community organizations, governmental agencies, faith-based leaders, parents, and students see this expansion as a gateway to closing achievement gaps
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Final Thought...

High schools should be considered successful in proportion to the degree to which they prepare their students to continue to learn beyond high school.

~David T. Conley



Q & A