

ACE ACADEMIC MODEL

Responses to Questions generated during Meetings

1. Which programs are at capacity?

2008-2009 Acceleration Program Enrollment Data

Program /School	Capacity 9 th grade	9 th current enrollment	10 th current enrollment	11 th current enrollment	12 th current enrollment
Early College: Ribault	50	48	32	26	12
Early College: Lee	100	68	72	61	40
AICE: Raines	75	45	25	29	31
AICE: Mandarin	150	141	125	72	51
IB: Paxon	150	113	115	75	39
IB: Ribault	50	44	27	26	NA
IB: Stanton	150	152	155	133	132

2. What is the history of eligibility and continuity requirements?

School/Program	Entrance Requirements		Continuation Requirements	
	Board Requirement	School Requirement	Board Requirement	School Requirement
Stanton IB	No	Yes	Yes (9/8/1998)	
Paxon IB	No	Yes	Yes (9/8/1998)	
Ribault IB	No	Yes	No	Yes
Mandarin AICE	No	Yes	No	Yes
Raines AICE	No	Yes	No	Yes
Lee Early College	Yes (12/7/2004)		Yes (12/7/2004)	
Ribault Early College	No	Yes	No	Yes

*The actual criteria are already presented in the packet of information from the first meeting

3. Can we define probationary period and the process?

Participation is an academic improvement plan, to include a period of probation for no less than one semester, shall be required for students at risk of not meeting the performance standards. The academic improvement plan shall include, but not be limited to, peer tutoring, after-school help sessions, weekly progress reports, and other strategies designed to assist the student. A diverse academic review committee (ARC) will be established at each school at the beginning of each school year. This committee will review the progress of all students at the end of each grading period. A conference will be held with each student at risk of not meeting the standards and his/her parent in order to develop the academic improvement plan. Written notification of the conference shall be the responsibility of the principal/principal's designee. Upon the recommendation of the ARC, a student who achieves a grade point average above 2.0 for each of the last two grading periods, but whose overall grade point average for a year is below 2.0, may have the probationary period extended for up to one year. (Per Board Approval September 8, 1998)

ACE ACADEMIC MODEL

Responses to Questions generated during Meetings

4. Dual Enrollment FTE explanation.

- Dual enrollment is the enrollment of an eligible secondary student in a postsecondary course at a public or eligible nonpublic community college, university, or career center (Section 1007.271, F.S.).
- Credit must be earned at both institutions.
- The course must offer credit leading to a high school diploma and a career certificate, or an associate or baccalaureate degree.
- Career education dual enrollment is available for secondary students seeking a degree or certificate from a complete job preparatory program, but is not intended to sustain student enrollment in isolated career courses.
- Early admission is a form of dual enrollment through which eligible secondary students enroll in an eligible postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree.
- Participation in the early admission program is limited to students who have completed a minimum of six semesters of full-time secondary enrollment, including studies undertaken in the ninth grade.
- Dual enrollment students earn the Grades 9-12 Basic Cost Factor at the home school while dually enrolled elsewhere.
- Each of these forms of dual enrollment is included in the calculation of full-time equivalent students.
- Legislation enacted in 2007 allows school districts that follow 4 x 4 block scheduling to claim the equivalent FTE as if it were taught in the school district. Students in grades K-12 who are enrolled for more than six semesters in practical arts, family, and consumer

According to Florida Statute 1011.62 Funds for operation of schools.--If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(i) *Calculation of full-time equivalent membership with respect to dual enrollment instruction*.--Students enrolled in dual enrollment instruction pursuant to s. 1007.271 may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. Instructional time for dual enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 full-time equivalent student membership, as provided in s. 1011.61(4). Dual enrollment full-time equivalent student membership shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the full-time equivalent student membership for an equivalent course if it were taught in the school district. Students in dual enrollment courses may also be calculated as the proportional shares of full-time equivalent enrollments they generate for a community college or university conducting the dual enrollment instruction. Early admission students shall be considered dual enrollments for funding purposes. Students may be enrolled in dual enrollment instruction provided by an eligible independent college or university and may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. However, those provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, shall not apply to students who select the option of enrolling in an eligible independent institution. An independent college or university which is located and chartered in Florida, is not for profit, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or the Accrediting Council for Independent Colleges and Schools, and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program. Students enrolled in dual enrollment instruction shall be exempt from the payment of tuition and fees, including laboratory fees. No student enrolled in college credit mathematics or English dual enrollment instruction shall be funded as a dual enrollment unless the student has successfully completed the relevant section of the entry-level examination required pursuant to s. 1008.30.

ACE ACADEMIC MODEL

Responses to Questions generated during Meetings

5. What is Dual Enrollment’s impact on capacity? Are they counted in the schools’ utilization?

Currently the approach is to count all students who appear in Genesis and then divide this by the FISH (Florida Inventory of School Houses) capacity as calculated by the State of Florida. This gives a % utilization which we are targeting to keep between 85% and 105%. Dual enrollment students (including Early College Program students) are counted in Genesis, therefore they are included in the calculation of each school’s capacity. We are reconfirming this approach with Tallahassee (State DoE).

6. How were decisions made on which programs are at current school locations?

School	Program	Why Program is at this location	Date
Lee	Early College	Grant to SECME – Bill and Melinda Gates Foundation. Selected to complement the Math/Science/Engineering magnet program already in place at Lee.	2003-2004
Ribault	Early College	To attract and retain Raines and Ribault attendance areas students through the addition of specialized academic programs to enhance rigorous academic offerings at these schools. Programs opened to students from outside the attendance area on a space available basis.	May 3, 2005 Board Item November 1, 2005
AICE	Mandarin	Implemented as an additional magnet program to help bring school back to diversity goals of the district.	2004-2005
AICE	Raines	To attract and retain Raines and Ribault attendance areas students through the addition of specialized academic programs to enhance rigorous academic offerings at these schools. Programs opened to students from outside the attendance area on a space available basis. *Note: Raines previously had AICE as one of its magnet programs from 1999-2000 thru 2003-2004. The program was reinstated for 2005-2006 as a special academic program.	May 3, 2005 Board Item November 1, 2005
IB	Stanton	Started in 1981 as the district’s first magnet school with the mission to provide a highly advanced academic program for students in grades 7-12. From the beginning the school has offered advanced, honors, AP, and IB (it was one of 5 IB programs in Florida available at that time)	1981
IB	Paxon	Created as a mirror magnet to Stanton where the enrollment had grown to over 1800 students on a campus designed for 1400. Other sites were considered, but Paxon was selected.	1996-1997
IB	Ribault	To attract and retain Raines and Ribault attendance areas students through the addition of specialized academic programs to enhance rigorous academic offerings at these schools. Programs opened to students from outside the attendance area on a space available basis.	May 3, 2005 Board Item November 1, 2005

7. Can you define Program costs and how they are funded?

The programs are funded mostly from SAI (Supplemental Academic Instruction) funds. These funds pay for things such as salaries, benefits, teaching positions, administrative (in school administrator),

ACE ACADEMIC MODEL

Responses to Questions generated during Meetings

coordinator positions, supplies, fees, travel and contracted services. Supplemental revenue is possible from State Funded payments related to passing AP scores (see response to questions #8 and #15).

8. Is there a difference in revenue for schools that have only AP courses vs. an official “AP Program”?

Revenue from the State of Florida is determined by the State Legislature. Currently it is based on passing AP exam scores. The payments are the same if the student takes a single AP course/exam as if the student were to take an AP course/exam within an “AP Program”. However, we feel that a formal AP Program may attract more students and that each student may take a greater number of AP courses which may result in a greater number of passing AP exam scores – thus a larger payment in total vs. ad hoc attendance in AP courses.

9. What are the program success rates?

a. Entry to Graduation

2007-2008 Completion Data

Program: School	# of test takers (12 th)	# of test takers (11 th)	# of exams taken	# of exams passed	# of Diploma candidates	# of diploma recipients
IB: Stanton	129	135	806	751	129	119
IB: Paxon	43	60	326	226	43	36
AICE: Mandarin	27 13 diploma recipients 25 juniors need only 2 passed exams as seniors to receive the diploma	54 12 diploma recipients				
		# of Seniors	Seniors receiving H. S. diploma		Seniors receiving AA Degree	
Early College: Lee		13	12		10	

b. How many qualified for 75-100% Bright Futures Program by school – those not in accelerated also.

IB Diploma recipients are an automatic 100%; AICE diploma recipients get the 100% IF they complete 75 hours of community service and have it logged in Genesis.

10. Why does Cambridge University not set criteria, but Duval County does?

The Authorizing Agencies (e.g. Cambridge University, International Baccalaureate) determine their own criteria for their own programs. The Authorizing Agencies have set requirements for successful completion via their standardized end-of-course examinations. The criteria developed in DCPS schools highlights the rigorous nature of these programs and is directed at maintaining performance levels that will increase the students’ likelihood to ultimately be successful on the Authorizing Agency’s end-of-course examinations. Students who do not pass the exams will not receive the AICE or IB diploma but will instead receive a standard diploma (along with a certificate of participation in the program).

A preliminary analysis of other districts in the USA, who have implemented AICE and IB, reveals that while some schools or districts have little or no district specific criteria, many other schools and districts do, in fact, develop their own unique criteria.

ACE ACADEMIC MODEL

Responses to Questions generated during Meetings

11. Space & Equipment needs by Program, are there special requirements for these four programs? Is this available at all schools?

There are no special requirements for these programs beyond the standard space, equipment and facilities required at all our district high schools.

12. Capacity and utilization of facilities.

See matrix below.

Sch. No.	FACILITY	Type	2006-2007 Enroll	2007-2008 Enroll	2008-2009 Enroll	School Capacity 10-03-08	% Enroll / Capacity 08/09
3107	Anderson, Douglas Senior High	SENIOR HIGH	1,070	1,040	1,145	1,089	105%
3038	Baldwin Junior Senior High	COMBINATION	1,044	1,196	1,180	996	118%
3090	Englewood Senior High	SENIOR HIGH	1,982	1,924	1,723	1,863	92%
3265	First Coast Senior High	SENIOR HIGH	2,244	2,412	2,237	2,163	103%
3223	Fletcher, Duncan U. Senior High	SENIOR HIGH	2,617	2,505	2,377	2,049	116%
3241	Forrest, Nathan B. Senior High	SENIOR HIGH	1,838	1,852	1,590	1,785	89%
3035	Jackson, Andrew Senior High	SENIOR HIGH	1,713	1,616	1,333	1,432	93%
3033	Lee, Robert E. Senior High	SENIOR HIGH	2,021	1,899	1,846	1,497	123%
3260	Mandarin Senior High	SENIOR HIGH	2,910	2,936	2,970	2,502	119%
3268	New High School AAA-Opening June 2010	New	0	0	0	2,200	0%
3086	Parker, Terry Senior High	SENIOR HIGH	1,930	1,855	1,864	1,863	100%
3075	Paxon School SAS	SENIOR HIGH	1,523	1,544	1,514	1,519	100%
3280	Peterson, Frank H. Academy	SENIOR HIGH	1,280	1,241	1,206	1,284	94%
3165	Raines, William M. Senior High	SENIOR HIGH	1,477	1,304	1,138	1,840	62%
3285	Randolph, A. Philip Academy	SENIOR HIGH	740	969	949	1,212	78%
3096	Ribault, Jean Senior High	SENIOR HIGH	991	950	1,131	1,680	67%
3237	Sandalwood Senior High	SENIOR HIGH	2,980	3,148	2,958	2,701	110%
3153	Stanton College Preparatory School	SENIOR HIGH	1,446	1,464	1,527	1,553	98%
3248	White, Edward H. Senior High	SENIOR HIGH	2,204	2,274	2,031	2,143	95%
3224	Wolfson, Samuel W. Senior High	SENIOR HIGH	1,912	1,902	1,888	1,826	103%

ACE ACADEMIC MODEL

Responses to Questions generated during Meetings

13. Transportation costs?

As a parameter of this project transportation costs should not increase e.g. newly added programs will not provide transportation to students who live outside of the school's existing boundary. Recommendations of the working groups should focus on programs for each school designed to appeal to students within the boundary of that school.

A separate ACE Transportation Committee is being formed which will look at transportation costs across the district. Recommendations, concerns or issues regarding transportation will be addressed by this committee.

14. Students near school enrollment by boundary?

15. What is the current pass rate vs. AP Enrollment?

For 2006/07 there were 4,666 passing AP exam scores out of 16,195 tests taken.

For 2007/08 there were 4,892 passing AP exam scores out of 20,712 tests taken.

16. Diversity of students within schools.

SCHOOL	BLACK	NON-BLACK
Robert E. Lee	63%	37%
Andrew Jackson	91%	9%
Baldwin	16%	84%
Paxon Advanced Studies	32%	68%
Terry Parker	51%	49%
Englewood	35%	65%
Jean Ribault	93%	7%
Douglas Anderson	19%	81%
Stanton College Prep	24%	76%
William Raines	98%	2%
Fletcher	16%	84%
Wolfson	55%	45%
Sandalwood	26%	74%
Forrest	54%	46%
Ed White	20%	80%
First Coast	52%	48%
Mandarin	20%	80%
Peterson	43%	57%
Randolph	79%	21%

17. Does this process apply to Peterson, Randolph and Douglas Anderson?

Due to the unique mission and additional coursework in place at each school, Peterson, Randolph, and Douglas Anderson are not required to add a program at this time. They are included in this process to highlight their unique assets, that are available to students district-wide and, at the school's discretion, may wish to consider if the acceleration programs are feasible in their specific circumstances.

18. What is the training and support to get AP Honors program at school?

All AP teachers in the AP Honors Program are encouraged to participate in the College Board AP training. This is a weeklong in-depth, content area training usually held in the summer. Additionally,

ACE ACADEMIC MODEL

Responses to Questions generated during Meetings

the district, in collaboration with College Board, will provide AP teachers and leaders with instructional strategies and best practices that will help non-traditional AP students to be successful in AP courses. AP Coordinators and guidance counselors will attend professional development specifically designed to implement the AP Honors Program.

19. Will Springboard be modified to help increase success in future AP classes?

Springboard is currently designed to improve a students' performance and improve their chances to be successful in AP courses. There are no plans to modify Springboard.

20. ESE access to accelerated programs.

Access for ESE students to accelerated programs should be based on (a) the individual needs/capabilities of each student and (b) the specific program of study outlined as outlined by the IEP. We should approach this idea in a different way. There is no reason to automatically assume that, because a student has been identified as a student with a disability, that they could not/should not have access/participate in an advanced or accelerated program. This practice is prohibited by federal statute. It should be presumed that any student has access unless there are indicators -referenced above - that their participation would be inappropriate.

21. ESOL access to accelerated programs

ESOL students will have access to these programs.

22. What middle school level programs are being offered to prepare students for going into Accelerated Programs?

All Middle Schools	Algebra 1
Paxon Middle	International Baccalaureate Middle Years Program
Lake Shore	International Baccalaureate Middle Years Program
Ft. Caroline	International Baccalaureate Middle Years Program
Darnell-Cookman	Academically Talented and Gifted
J. W. Johnson	Academically Talented and Gifted
Julia Landon	Academically Talented and Gifted
Kirby-Smith	Gifted and Advanced (math, science, technology)
LaVilla SOTA	Gifted and Advanced (visual and performing arts)

23. 7th Grade FCAT Scores were noted as entry criteria, do any programs revisit data, for example 10th grade FCAT scores?

Once the student is involved in a program the only criteria are the continuity criteria outlined in the ACE Academic Model "toolkit".

24. How will programs be allowed to promote their programs at their schools?

The School Choice/Magnet Programs Department is prepared to assist with advertising school programs via the traditional methods: (1) the annual Magnet Programs/School Choice catalog; (2) the choice website: www.duvalchoice.com; and (3) Magnet Mania and More. In addition, the department can assist schools in the development of a Marketing & Recruitment Plan upon request. The programs are intended to serve students who reside within the attendance area of each school but may serve other students from outside the attendance area on a space available basis.

ACE ACADEMIC MODEL

Responses to Questions generated during Meetings

25. Vision Mission Statement for all four programs.

AICE (Advanced International Certificate of Education) administered by the University of Cambridge International Examinations (CIE).

The CIE mission is to work in partnership with education providers worldwide to deliver high-quality and leading-edge assessment services. We aim to be the preferred international provider of assessment services in the world through harnessing potential, lasting partnerships, high quality, charitable status and innovation.

AP Honors Program: This is a new program and the mission statement will be developed as a result of the ACE Academic Model process.

IB (International Baccalaureate)

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Early College High School (ECHS)*

The Early College High School movement championed by The Bill & Melinda Gates Foundation established a set of Core Principles as drivers of the vision.

- Provide students with an opportunity to earn college credits up to an associate's degree or 2 years toward their baccalaureate while in high school
- Find public funds to cover the college credits
- Remove financial and other barriers to college
- Combine rigorous instruction with intensive support
- Compress the number of years to a high school diploma and a college degree

*The DCPS Early College initiative is best described as an Early College Program. The program is a small learning community housed at the comprehensive high school. The core principles listed above continue to guide program design and implementation.

26. What happens to the current Special Assignment (sic, Transfer) Policy?

The current policy is still applicable. High schools will be asked to designate seats (openings) for Career Academies, Special Academic Programs or Acceleration Programs, and Special Transfer Option students in general. Placement is by lottery if demand exceeds the supply of open seats.

27. Would there be a District required curriculum for all accelerated courses?

No, DCPS would not require a special curriculum for the accelerated courses being considered for implementation in high schools across the district. Each Program (AICE, IB, AP Honors, and Early College) has its own associated curriculum that is designated and mandated by the governing body that monitors each program.

ACE ACADEMIC MODEL

Responses to Questions generated during Meetings

28. Is it true that many students do not actually earn any college credit?

This is not a true statement. Approximately 90% of student in Dual Enrollment classes earn college credit.

29. Is it a concern that not many students are passing AP exams?

Goal 1.B2 in the district strategic plan is to increase enrollment in rigorous courses while Goal 1.B1 is to increase the total number of passing AP exams. A 'percentage pass rate' was not considered the best metric since attendance and participation in an AP course has shown significant positive correlation to student success at the college level, regardless of the student's success on the AP exam.

30. Offering of Macro-Economics vs. Micro-Economics as a requirement for AP Honors?

AP Economics is one of the required courses. Schools may offer and students take either macro economics or micro economics.

31. Is there a weighted grade system for accelerated course?

All grades in courses identified in the DCPS Course Title File as level 3 advanced courses, shall be weighted on the following scale: A=5, B=4, C=3, D=2, F=0. Grades in all other courses shall be weighted on the following scale A=4, B=3, C=2, D=1, F=0 (s.1003.437, F.S.) All AICE, IB, AP, and Dual Enrollment courses are weighted courses.

32. Alternative School Impact

The impact to alternative schools would remain the same as it is now. They do not offer all acceleration courses so there is the possibility that students could fall behind in acceleration courses.

33. What is the historical performance by program, by school, by year including profile of the entrance class, # of participants, GPA of participants split into categories of below 2.0, 2.0-2.5, 2.6-3.0, 3.1-3.5 and above 3.5, the # of completions, # of exams passed, # of program certifications awarded, # of degrees awarded, GPA of completions split into categories of below 2.0, 2.0-2.5, 2.6-3.0, 3.1-3.5 and above 3.5, post secondary success of completions e.g. BS, BA, MA, MS, PhD, EDD, JD, MD and bright future recipients?

Not all of the disaggregated data listed above are readily available; however, program success is addressed in the answer to question #9 and past results of the district are shown in the baseline data contained in the district strategic plan.

34. What historical data is available across the district for AP course performance for all high schools?

Data regarding performance of AP programs by school can be found at the following web link.

Click the school name to go to a specific page for each school.

<http://www.duvalschools.org/reseval/DistrictPerformance/APE.htm>

35. Will representatives from AAA high school be added to the ACE Academic Model working group?

The populations who currently attend surrounding schools encompass the students (and teachers and parents) who will attend AAA High School. Because the student and staff populations of AAA High School have yet to be determined, we have not elected representatives to the ACE Academic Model working groups at this time, however the existing working teams will be directed to consider and make recommendations for AAA High School.

ACE ACADEMIC MODEL

Responses to Questions generated during Meetings

36. ESOL and ESE self-contained classes could be used to balance under-utilized schools.

This is a statement, therefore we will record this as feedback.

37. Do we have plans for setting a time-frame for the introduction of these program scenarios: all in one year, two years, or a variety?

The programs will be phased in over a number of years. At the end of this process a report will be presented to the superintendent he will consider the scenarios and work with district staff to determine an appropriate implementation plan. This is likely to take several years to fully implement.

38. Will students be allowed to opt to attend a school within their attendance area with open seats even if they are scheduled to attend an existing program that is also not at capacity?

Students basically have the right to attend the school that is their "attendance area school." If a student is already enrolled in a choice program, the student may cancel that program during the summer and reenroll in the "attendance area school" for the upcoming school year. If a student is already enrolled in a choice program, and wishes to return to the attendance area school at some point during the school year, then the parent must complete the "Request to Return to Attendance Area School Form" process which first must be approved by the principal of the attendance area school and then by the principal of the choice school. In some cases, students who live in the attendance area of a particular school may not be able to return to that school during the school year if the attendance area school is at or over capacity and the principal cannot accept the student without exceeding class size limitations. However, if the attendance area school has open seats at the time the request is made, the principal should approve the transfer. Every effort is made by all parties to limit frivolous moves and to hold transfers to educationally sound points in the school year such as the end of a grading period.

39. Is the reverse of this true as well? Meaning, if a student wants to attend a school outside of their attendance area, will that be permitted?

At a high level, the plan is to allow students to attend other programs which are not available at their neighborhood school, if the receiving school is under 105% utilization and if seats are also available in the program. However, since these new programs will not be "magnet" programs, no transportation will be provided by the district to other schools.

40. Will a year of planning be provided prior to implementation?

No decision has been made at this point, however, this suggestion will be captured and included in the feedback. Also, please feel free to provide this input via the written or on-line survey.

41. Would Terry Parker begin with a 9th grade Pre-IB Program, and then grow it over a four year period? Begin with 9th and 10th and grow over two to three years? What is the expectation?

No decision has been made at this point, however, this approach appears reasonable and can be considered. Please feel free to provide this input via the written or on-line survey.

42. What is the success rate in Early College and Dual Enrollment Courses? Passing rate, graduation rate. Are GPA's dropping due to the courses?

Please refer to question #9 for data regarding success rates.

ACE ACADEMIC MODEL

Responses to Questions generated during Meetings

43. Check number of programs at Sandalwood High?

We will check the AP classes offered by

44. It is possible to track the graduated Lee Early College seniors to see where they are? Are they continuing/pursuing a four year degree? Or are they happy with their two year degree? Or have they experienced a brain meltdown?

Currently the district does not perform this type of tracking. This suggestion could be considered going forward. Please feel free to provide this input via the written or on-line survey.