

Magnet Long-Range Plan Working Groups Q&A:

General Questions:

1. Can we request that at least one or two Board members sit in one or two meetings a year for clarity and update, so that working group information can be correctly carried over to Board for review in advance?
 - a. We will forward this request to Doug Ayars COO for his consideration.
2. Is data available showing the numbers of military students in the military schools? Can it be shown in Black/non-Black also?
 - a. Jackson = 66 Black/7 Non-Black; Ribault = 44 Black/14 Non-Black; Highlands = 160 Black/139 Non-Black
3. Will Jacksonville Beach Elementary bus service be express routes next year?
 - a. Express routes for Magnet Programs are being implemented for Secondary Schools only (meaning Middle School students and High School students only). There are no current plans to change transportation for Elementary School Magnet Programs.
4. Can the group get the entire budget for Magnet schools?
 - a. Total Magnet Budget is \$2.04 mil for 2008/09. A breakout of this information is included in the .pdf file "Magnet Budget 2008-2009" available on the website.
5. Can you provide transportation zone maps for ES, MS, & HS.
 - a. The 7 elementary transportation zone maps are available in a .pdf attachment named "Magnet Program Transportation Maps" on the website. We have large maps for the working group meetings showing for elementary and middle and high school boundary maps.
6. Can you provide funding breakdown for schools?
 - a. Page 8 of the Magnet Fact Pack outlines how the Magnet specific funding is allocated to the programs. Additional information regarding the amount of Magnet funding relative to overall budget for schools is available will be added to the website as soon as it is available.
7. Is there a funding timeline for the Inspirations Village?
 - a. As part of the original grant for the Inspirations Village the school board agreed to support the Magnet Programs going forward. An "end date" for this support was not established.

Utilization/Capacity

8. Does capacity include portables?- Obviously at Lee, 9 portables were place to house Early college, so the capacity issue at Lee could be misleading. The Early College students do not result in overcrowded classroom situations. The portables were place there when the program was called the Jacksonville Early College program and was not considered part of Lee. This is a critical distinction to make so as not to reduce the current magnet population at Lee.
 - a. Capacity does include portables. The Florida Department of Education recognizes portables as capacity additions to schools identified in the Florida Inventory of School

Houses (FISH). This is also used as a unit of measure to meet Concurrency requirements as identified in the Inter-Local Agreements (ILA's) with each municipality in Duval County as it is the State process of measuring capacity levels.

9. How are the students who attend classes at FCCJ adjusted for in utilization calculations?
 - a. The students enrolled in EC and attending at the FCCJ campus are included in the Lee or Ribault numbers. We count all students in the utilization measurement due to the fact that schedules vary and many times overlap. The utilization formula assumes that at some point all students will occupy the school at one given time.
10. What percentage of student capacity does it take to pay for a school to break even...referring to a business decision?
 - a. As part of ACE 1.0 all schools are targeted to have utilization within 85% and 105% of their FISH (Florida Inventory of School Houses) capacity. This level of utilization is deemed to be appropriate for financial as well as facility/building use. What should be noted here is that utilization does not always gauge a financial "break-even" point. School size has much to do with this, in that smaller schools do not generate enough FTE dollars to fund all of the support that has to occur in a school. This could include full time media specialists, resource teachers, full time guidance and these are just a few examples.
11. In schools like Ribault, could we start a Magnet Program officially that will draw children with interest of multi-interest?
 - a. This question is appropriate to be addressed by the working groups in their discussions on May 21st and May 28th.
12. How many Dedicated Magnet Schools are at the Elementary level?
 - a. Three (Jacksonville Beach Elementary, Pine Forest, J.Allen Axson)
13. Do we have data on parent volunteer hours at magnet schools and non-magnet schools?
 - a. We have requested this information and we will add it to the website as soon as possible.
14. If the purpose of magnets was to pull students into the inner city, why is there a magnet at the beach (Jacksonville Beach Elementary)? Can we get a history of why Jacksonville Beach Elementary was made a magnet?
 - a. Jacksonville Beach was the Black school at the beach prior to the court order for forced busing. When we went to a voluntary desegregation plan using magnet programs in 1991-1992 Jax Beach became a magnet because it would have been racially identifiable as a neighborhood school. The area has become gentrified since then. Also, the purpose of Magnet Programs are to work toward achievement of the four School Board Policy Goals (A,B,C & D) as outlined in the Magnet Fact Pack. In the Stipulation and Agreement, there were Attachment C schools that were 75% or greater Black (which included Jax Beach) and in addition there were schools listed on Attachment D that were situated in predominately white neighborhoods (with 15% or less black population) and the district was required to offer programs and provide transportation and intensively recruit black students to these schools so that they too could operate in

a desegregated manner. The goal for these schools was at least 20% black. The goal for attachment C schools was at least 45% non black.

15. How many magnet spaces are available per non-dedicated magnet schools?
 - a. This varies on a school by school basis. One consideration is the overall capacity of the school and the estimated number of neighborhood students who are likely to attend each year. The .pdf attachment named Magnet Program Offerings 2008/09 has additional data about each program. Also, you can refer to the Table 1 Summary Chart distributed at May 19 meeting.
16. How do neighborhood students in Magnet Program affect (or not) magnet spaces available for non-neighborhood magnet student in a non-dedicated whole school?
 - a. In a “whole school” Magnet Program if a neighborhood student applies through the magnet lottery they will be given a magnet designation but this will not affect the number of magnet seats available for non-neighborhood applicants. Additionally, all students at the school are intended to benefit from the magnet curriculum, regardless of their magnet status (e.g. even if a neighborhood student does not fill out an application).
17. How many seats at Dedicated Magnet Schools are reserved for students in the feeder Magnet Program?
 - a. No seats are “reserved”; however for students who are continuing in the same Magnet Program theme (also called Program Continuity = PC priority) they do receive a “PC” priority in the magnet lottery – thus increasing their chances of being selected in the lottery. It has been our practice to make sure that students eligible for PC get placed, providing it is the first choice on the magnet application.
18. School Board member W.C. Gentry recently asked why gifted magnet schools are permitted to take in students from schools with full-time gifted programs. If one of the School Board approved goals is to balance the utilization of schools to lose enrollment through an unofficial policy of benign neglect? If having schools under capacity is so inefficient, why has the school district tolerated this for so long?
 - a. The School Choice office cannot deny a student the right to choice even if a gifted program is housed in their school. Examination of consequences of the current approach is a valid area for discussion for the working groups.
19. How does geography impact magnet attraction?
 - a. Geography is a likely factor in the decision process of students and parents.
20. Is there any understanding or the distribution of magnet attendance?
 - a. Pages 19 and 22 of the Magnet Fact Pack provide some data for where students are coming from who attend one of the Dedicated Magnet Middle Schools and High Schools. Additional information would need to be gathered if the data provided is deemed insufficient.
21. Can you provide elementary, middle, and high school maps for magnet school locations?
 - a. These maps will be made available on the website.
22. Can you provide the utilization of all schools in the District?

- a. The .pdf attachment “Master Planning File dated 9/22/08” has this information and is available on the website.

Diversity/Unitary Status

- 23. Isn't the use of Magnet Programs for “diversity” also applicable (according to original purpose of magnets) for socio-economic diversity?
 - a. Magnet Policy 5.46 was amended 11/10/08 to include a priority for SES. VII D. SES is a priority in the lottery for K-5 programs.
- 24. How can Jacksonville Beach Elementary be allowed to exist with such lopsided racial statistics?
 - a. All programs should be evaluated based on how well they achieve the four School Board Policy Goals A, B, C & D not a single objective. Also, as a correction to the information previously supplied, the original Magnet Fact Pack should have indicated that the 1991 Stipulation and Agreement and the School Board Policy both recognize that the demographics in certain areas impact the balance of some schools. As such, the Magnet Fact Pack should have noted that the 1991 Stipulation and Agreement established magnet schools as the voluntary desegregation plan and provided for a goal of 10% Black in Zone 7 (Jacksonville Beach Elementary is in Zone 7 and is at 7% Black as of 2008/09).
- 25. Why was Jacksonville Beach Elementary not included in the school by school comparison of % of African-American with and w/o magnets?
 - a. Dedicated Magnet Schools would not have a population without Magnet Students (since they do not have a neighborhood boundary). However, in response to this question we have now calculated the demographics for students in the former attendance area of all the dedicated magnet schools. Students who live in these areas receive Priority 1 in the lottery. This information is available in the .pdf attachment “Dedicated Magnet Former Attendance Areas” available on the website.
- 26. When a dedicated magnet, located in an African American neighborhood, falls well below the unitary % status, why is it still retained as a dedicated magnet?
 - a. Programs should be evaluated based on how well they achieve the four School Board Policy Goals A, B, C & D not a single objective. Also, Unitary Status is not related to any specific school, instead, the District is evaluated across all the schools to determine if the District, as a whole meets, the intent outlined by Unitary Status.
- 27. What are the current racial demographics for the county?
 - a. Based on the categories of Black and non-Black the demographics of the District are 43% Black and 57% non-Black.
- 28. Please break down the 57% “non-black” into its constituent groups.
 - a. A more detailed breakout of the demographics for 2008/09 are: 42% White, 43 % Black, 7% Hispanic, 4% Asian, 0.2% American Indian, 4% Multi-racial. For historical data please see the table below.
- 29. My children are African-American/Mexican. What paperwork did you utilize (form) did you get this information from?

- a. Parents/student select their own designation which is recorded in Genesis (therefore in the above example an individual could chose to identify themselves as African-American, Hispanic or Multi-racial and this determination is up to the individual).
- 30. Please plan to have more categories than black/non-black.
 - a. This recommendation should be considered as an output from the working group discussion. However, our recommendation would be to continue to track Black, non-Black in addition to whatever other tracking is used.
- 31. Why no slide of school by school comparison of percentage of African American with & w/o magnets for Dedicated Magnet Schools? (pg. 29)
 - a. Dedicated magnet schools would not have any population of students without Magnets – therefore a comparison is not possible. Also, please see the answer to question #25 for additional information.
- 32. Does Duval County Public Schools wait until a lawsuit to worry about diversity?
 - a. No.
- 33. I would like to see the data of academic achievement (FCAT scores) of black vs. non-black in Magnet Programs and non-Magnet Programs.
 - a. Performance data for schools is available via the [duvalschools.org](http://www.duvalschools.org) website under “schools” then “instructional research and accountability” at: http://www.duvalschools.org/reseval/Schools/Schools_2008.asp
- 34. How can the middle school Dedicated Magnet Schools be unitary and the high schools barely be making it? Can we find out where the students in the Dedicated Magnet Schools come from before entering the dedicated magnet?
 - a. Page 19 and 22 of the Magnet Fact Pack shows where the students would be attending if they were not attending a dedicated magnet school. Demographic data for the High School Dedicated Magnets is available on pages 30-33 of the Magnet Fact Pack. Since the lottery does not use race as a consideration (and cannot legally use race as a consideration) we cannot directly control the demographics of any school. (Also, to clarify, individual schools do have demographic data, but Unitary Status was granted to the District as a whole and means that the District had done everything practicable to desegregate all of its schools). A request has been made to obtain more detailed data. We will publish the information on the website as soon as it is available.
- 35. Are the Magnet Programs in diverse schools successful?
 - a. Each program should be evaluated against all four of the School Board Policy Goals A, B, C & D and not against a single objective. The data provided in Table 1 and Table 2 can be cross-referenced to assess the diversity of each program/school.
- 36. What is the participation for programs in diverse schools?
 - a. Please refer to Table 1 summary and we can provide Table 2 which shows each school as diverse or not diverse which will be provided in the May 21st meeting.
- 37. Please provide more information on the Unitary Status parameters.
 - a. The School Board Unitary Policy on Magnet Programs was distributed at the May 19th working group meeting. Additional commentary on this policy will be provided in the May 21st working group meeting.

38. Does lottery look at race?
- a. No, race is not considered in the lottery. This is based on the fact that the District was declared Unitary in 1999 and, as such, the District cannot consider race in the assignment of students to schools. Prior to the District being declared Unitary (i.e., from 1991 – 1999) race was used.
39. Can you provide school grades for each of the magnet schools?
- a. The .pdf attachment “Official 2008 School Grades” has the most recent school grades for all schools as well as historical grade information. We have also added a .pdf with magnet school specific information called “Magnet Schools Only FCAT grades”.

Program

40. Why not put full time gifted at each elementary school?
- a. This recommendation can be considered by the working groups as part of this process. One consideration is that it may be very costly since each elementary school might not have a sufficient number of gifted students to be self-sufficient.
41. Why does the main entry point for gifted Dedicated Magnet Schools take place at Kindergarten when giftedness has not been staffed?
- a. This question can be considered by the working groups as part of this process. Also, there are 2 themes at Jacksonville Beach Elementary: Academically Talented and Gifted. It is not intended to only serve gifted children.
42. Why are gifted programs still considered unique and innovative programs, even though they exist in neighborhood schools?
- a. Gifted programs do exist in some (but not all) Elementary schools. However, at one time these programs were not as commonly available as they are today, in fact, there was a time when no full-time gifted programs were available. Changes to the current approach can be considered by the working groups as part of this process.
43. Since the priority system for the magnet lottery has become unwieldy and difficult to understand, can we re-evaluate those criteria?
- a. Yes, this question can be considered by the working groups as part of this process.
44. How does participation in a feeder Magnet Program effect a child’s chance in the lottery?
- a. Lottery priorities that take account of prior participation in a Magnet Program do exist in some cases. This priority can increase the chances of a student being selected in certain other Magnet Programs. Page 48 and 49 in the Magnet Catalogue outline the priorities for the Lottery in detail. To date, we have honored PC and placed students in the next school level as long as it is the first choice on the magnet application.
45. What Magnet Program(s) does the District consider “Magnet Programs” at Ribault HS?
- a. Military Science is the only Magnet Program. IB and Early College are Special Academic Programs which offer many of the same characteristics as Magnet Programs but they are slightly different. The programs are described in detail in the Magnet Catalogue.
46. Should Landon MS be added to the must pass bullet?

- a. Since it has not yet been officially added to the schools approved by the School Board to have Academic Performance Standards we have not listed it, at this time.
47. Neighborhood priority- Please provide a listing or map of the neighborhood's that are given priority to the magnet schools.
- a. We are working to develop information for the dedicated magnet schools and we will make a copy available online at the website as soon as it is ready.
48. Can you provide a bar graph of the waiting list preferences (theme) for 2 years?
- a. Bar Graphs showing the number of students on a wait list from 2008/09 and also from the most recent lottery which was for the 2009/10 school year are available on the website in .pdf format called "Wait List Data".
49. I see them clustering around Gifted/Talented & Performing Arts.
- a. Please see answer to question #48.
50. What impact do the priorities of the magnet system have on the Board goals?
- a. The data provided in the Magnet Fact Pack attempt to highlight the current situation. This question can be considered by the working groups as part of this process.
51. Somebody said "we shouldn't have gifted/talented Magnet Program because gifted/talented isn't unique". There is a lot of research that talks about how beneficial it is to have ability grouping for highest achievers. How is this addressed in this working committee?
- a. This question can be considered by the working groups as part of this process.
52. For Thursday's meeting, what are the problems we are being asked to address?
- a. The working group meetings are meant to solicit input from the teams regarding appropriate strategies to achieve (or better achieve) the 4 School Board Goals A, B, C & D. Examples and instructions will be provided to the working groups.
53. Can you provide an explanation of lottery priorities?
- a. At the beginning of the May 21st meeting we will provide additional detail about how the lottery process works, including priorities.
54. What is the program continuity impact on the lottery system?
- a. We have provided a file with information regarding the number of lottery acceptances and the acceptances by priority for each of the Dedicated Magnet programs. This is available on the website in .pdf file named "Program Continuity Data". Also please see the answer to question #50.
55. What are the demographics for Landon Middle School

Landon Middle School, #31

Date	Enrollment	6th	7th	8th	Asian %	Black %	Hispanic %	Mixed %	White %	Free/Reduced Lunch%
10/03/2008	553	325	115	113	4	29	5	3	58	23

Lunch percentage was calculated 10/3/2008

56. Can we get numbers of high school students who drop out of a program to go back to their neighborhood school? Can we get numbers and programs of students who drop out of school?
- a. Statistics showing this information have been added to the webpage.
57. What is the diversity of staff at Jacksonville Beach ES compared to the student population?
- a. This question has been forwarded to the personnel department in DCPS.
58. How does this (the diversity of staff at Jacksonville Beach ES) affect the recruitment process for this school?
- a. The process is the same for all schools except those schools who use an audition (e.g. LaVilla and DASOTA).
59. How can we make Douglas Anderson more diverse?
- a. This question can be considered by the working groups as part of this process.
60. Why does DASOTA not meet the policy requirements of at least 70-20%?
- a. The policy sets goals; in this case the goal is to have demographics between 20% Black and 55% Black. This goal is for all schools including magnet and non-magnet schools but this should not be viewed as school by school requirement. The goal is meant to continue the approach for the district to do everything practicable to promote or maintain diversity.
61. What is the racial make-up of the auditioning teams at DA (Douglas Anderson) by categories, i.e. dance, visual arts, etc.
- a. Audition Teams by Arts Area
 - Creative Writing... 3 of 7 are minorities (2 are black)
 - Visual Arts...2 of 7 are minorities (2 are black)
 - Instrumental Music...2 of 6 are minorities (2 are black)
 - Dance...1 of 3 is minority (1 is black)
 - Theatre...1 of 8 is minority (1 is black)
 - Cinematic Arts...1 of 4 is minority (1 is black)
 - Piano...1 of 4 is minority (1 is black)
 - Vocal...1 of 6 is minority (1 is black)
62. What are the criteria for admittance at DA, does it vary by talents, i.e. dance, music?
- a. The criteria for DA admittance in each arts area is outlined in the DA Application on the DA website which is www.da-arts.org.
63. With regard to auditions at DA are FCAT scores considered during the process as well as talent etc.?
- a. No.
64. Why is there not a wait list at DA?
- a. We accept all students who successfully audition.
65. What is the number, race, and gender of students who auditioned in 2009-10 and in 2008-09?
- a. (We do not have the data for 2008-09 but after June 20, we will try to compile data.)
647 students auditioned for the 2009-2010 school year
407 White
155 Black

85 Other race/ethnicity

459 Female

188 Male

66. What is the number, race, and gender of students who were accepted by audition in 2009-10 and in 2008-09?

a. (We do not have the data for 2008-09 but after June 20, we will try to compile data.)

375 students were accepted

246 White

77 Black

52 Other race/ethnicity

266 Female

109 Male

67. What is the criteria for students to remain at DA?

a. Students must maintain a 2.0 GPA and demonstrate adequate progress in their arts major as reflected in our school policy.

68. How many students at DA on probation had to return to their home schools by gender and race for the 2008-09 school year and for 2007-08?

a. Out of 21 students who were on probation for 2008-09 year:

15 white students returned to their home schools (9 female, 6 male)

1 black student returned to his home school (1 male)

5 other race/ethnicity students returned to their home school (2 female, 3 male)

(2007-08 data is still being gathered)

69. What were the criteria for admission at the start of the DA magnet school?

a. An audition process was structured based on other successful arts high schools like the Houston School of the Arts. School was created to meet a special need not being met....and spearheaded by community leaders led by Ann Baker and former Superintendent, Herb Sang.

70. What is the criteria admission for 2009

a. Criteria for admissions is posted on the DA website in the application located at www.da-arts.org .

71. We would also like to read the Magnet grant under which DA falls.

a. DA was never a magnet school as defined by the federal magnet program and is not a part of a magnet grant

72. What year did the Magnet office allow the school to become autonomous?

a. N/A

73. What safety nets or grade recovery programs are available for the magnet schools? If students fail out, they are sent back to their neighborhood schools. The FTE stays at the magnet school, right? If so, what incentives do the magnets have for remediating students who are falling behind?

a. Safety nets and grade recovery programs in magnet schools are the same as those in other DCPS schools. If a student withdraws the FTE may or may not stay with the magnet school depending on when the student withdraws. For example, two times per

year a survey is done to allocate FTE. The survey occurs in October and again February. The school which the student is attending at those times will get the FTE. Also, there are no criteria for most magnet programs which would cause a student to “fail out” except those as mentioned on page 6 of the Magnet Fact Pack. For students who do not maintain the performance criteria as stated on page 6 they will stay at the magnet school until the end of their current school year (unless they withdraw out of the program). They are not sent back mid-year.

74. Because of the limited gifted programs in the neighborhood high schools, why doesn't the school system grant continuity to full-time gifted program students in neighborhood schools? Under the status quo, many gifted middle school students are being penalized for attending their neighborhood schools with full-time gifted programs.
 - a. Program continuity is based on participation in a Magnet Program. Also, there are no “gifted programs” at Magnet high schools or any other district high school.
75. What Duval County neighborhood middle schools with full-time gifted programs are currently underutilized?
 - a. Mayport Middle School and Landmark Middle School.
76. Can we get meaningful/current statistical data on the dollar impact on community schools from gifted students leaving for magnet seats as well as the school grade change?
 - a. One Middle School student receives 1.0x the FTE for Duval County which in 2008/09 was \$2,944. A gifted Middle School student would receive 1.33x the FTE which is \$3,916 for 2008/09. District-wide statistical data which isolates the impact of gifted students' attendance pattern is not readily available but we have provided two examples for both Mayport MS and Landmark MS which are the two under enrolled MS's with full time gifted programs. These examples are available on the webpage. As far as the impact on a school's grade, a calculation that isolates the impact from gifted students would require a unique data collection effort which has not been performed to date, however, the impact on school grades from a 2005 study of all dedicated magnet students was provided on page 13-14 of the Magnet Fact Pack.
77. Other school districts require parent volunteer hours and a required GPA for a student to participate in magnets. Why is that not the case in all Duval County Magnet Schools?
 - a. Policy 5.46 Magnet Schools and Programs provides the option for elementary magnet schools to require as a condition of admission that parents sign contracts requiring them to participate in school activities, but does not specifically mention a requirement for parent volunteer hours. Thus far, schools have not requested the school activity requirement. The same policy specifically notes, however, that “no school shall use academic or related criteria for determining whether a student is eligible for a magnet school.” The underlying philosophy has been to give any and all students an opportunity to participate in a magnet program.
78. Why does the district continue IEP's for gifted students that attend Paxon and Stanton when IEP's end for gifted students who attend neighborhood schools?
 - a. Whether a Gifted EP (gifted students don't have IEP's) continues into senior high or not depends on whether gifted services are offered at the schools. It is at the principal's

discretion as to whether or not gifted services are offered, and the type and duration of service. Currently, Paxon, Stanton, Darnell Cookman and Baldwin are offering gifted services. Mandarin High will begin with the 09-10 school year. EPs indicate the type and amount of service offered. If there is no service offered, there would not be an active EP.

79. Do Stanton and Paxon receive additional funding for gifted students that neighborhood schools are not eligible for, even though Stanton and Paxon have no special gifted classes?
 - a. Yes, since students at Paxon and Stanton receive gifted services through the “consultative” method.