



A.C.E. TIME:

A John A. Holmes Initiative

Monday, November 1st, 2010

Edenton-Chowan Schools Board of Education Presentation

What is A.C.E. Time?

- A school initiative proposed by school administrators and developed with teacher input.
- This program is based on similar programs across the state and nation.
- A.C.E. stands for Achieving Continuous Excellence.
- It is a 20-minute block between 1st and 2nd period, allotting 1-hour and 25-minutes per class.



Why implement such a program?

- *Our goal is to...*
 - Increase student involvement in clubs
 - Reduce course failures
 - Provide freshmen with the needed support for a successful transition to high school



How does it work?

Freshmen...

- Participate in mentoring activities Monday – Wednesday
- Participate in “exploratory time” on Thursday *(if they have a 77 or better in every class)*
- Participate in “focused intervention” on Thursday *(if they have less than a 77 in any class)*
- Participate in a club of their choice every Friday

Upperclassmen...

- Participate in “exploratory time” Monday – Thursday *(if they have a 77 or better in every class)*
- Participate in “focused intervention” Monday – Thursday *(if they have less than a 77 in any class)*
- Participate in a club of their choice every Friday



How does it work?

- We have 20 freshmen mentoring groups and 18 focused intervention groups.
- Students are assigned to focused intervention for a two-week period.
- Progress reports are sent home every two-weeks for all students who receive a grade less than a 77 in any class.
- Students can change “exploratory time” locations on a daily basis. Students cannot leave campus.



How does it work?

- Mentors were trained over the summer and provided a curriculum. Mentors meet every Thursday to discuss issues and plan for the next week.
- Attendance is taken and recorded daily.
- Students “missing” from focused intervention, mentoring, or an exploratory time are reported daily during 3rd period to administration and the entire school via email.





THE DATA

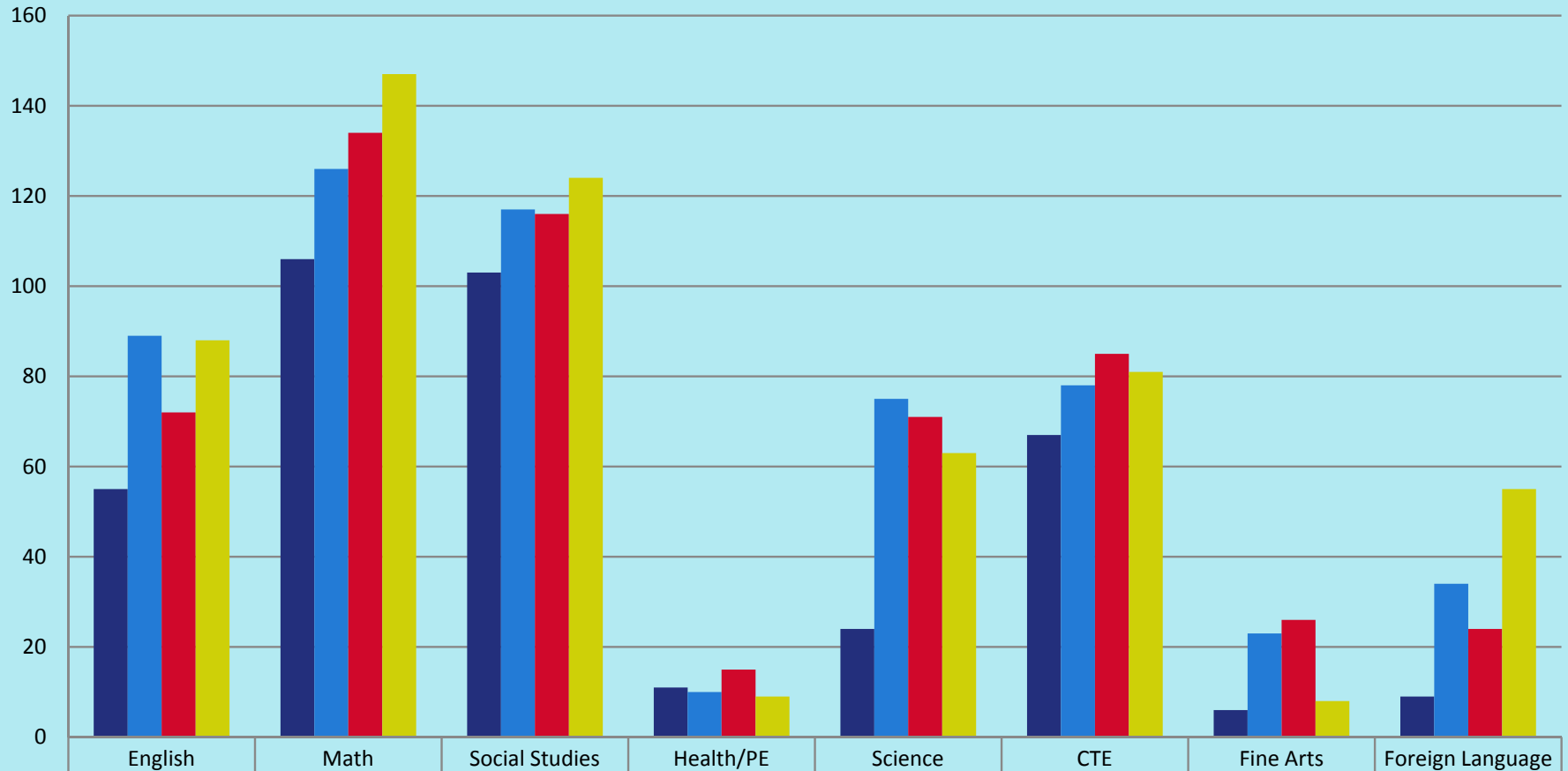


The Basics

- How many individual students have been assigned to focused intervention (*if a student needs intervention in more than one course they have only been counted once in this number*)?
 - Session 1 = 270 students
 - Session 2 = 324 students (an increase of 54 students)
 - Session 3 = 329 students (an increase of 5 students)
 - Session 4 = 341 students (an increase of 12 students)
- How many students have needed focused intervention for an individual course (*this includes students who have been assigned to more than one course*)?
 - Session 1 = 381 students
 - Session 2 = 552 students (an increase of 171 students)
 - Session 3 = 543 students (a decrease of 7 students)
 - Session 4 = 575 students (an increase of 32 students)



Number of Students Assigned to Focused Intervention by Department



	English	Math	Social Studies	Health/PE	Science	CTE	Fine Arts	Foreign Language
FI #1	55	106	103	11	24	67	6	9
FI #2	89	126	117	10	75	78	23	34
FI #3	72	134	116	15	71	85	26	24
FI #4	88	147	124	9	63	81	8	55

Special Notes...

- The numbers include students who are enrolled in COA courses, but these students are not permitted to attend focused intervention due to community college regulations.
- Approximately 20% of students assigned to a focused intervention session rotate out and are not assigned to a consecutive session.
- How many students are assigned because of more than one course?
 - Session 1 = 85 students (31%)
 - Session 2 = 161 students (50%)
 - Session 3 = 143 students (43%)
 - Session 4 = 160 students (50%)



QUESTIONS???

