

Recommended Framework for Assistance to Magnet Schools on Probationary Status

DRAFT - 04-20-2016

Framework for Magnet Schools and Programs in determining Probationary Magnet Status

This document has been developed in an effort to create a process to eliminate redundant, undersubscribed, and low achieving magnet schools and magnet programs, per recommendation #5 of the MSA Review.

This document will serve as a framework for *discussion* around key criteria that may be helpful in determining the probationary status of a magnet school or a magnet program.

Framework for Magnet Schools and Programs in determining Probationary Magnet Status

The criteria used to determine the status of Magnet Programs will include but not limited to student achievement data, magnetism, fidelity of implementation and diversity index.

This framework will assist in determining specific supports needed at individual magnet schools.

This framework will also assist in determining if and when a school exits probation or opts out of magnet status.

Framework and Criteria for Determining the Probationary Status of Magnet Schools and Programs

Promoting Student Achievement / Student Learning	Increasing Magnetism	Fidelity of Implementation to Curriculum, Instruction and Magnet Theme	Diversity
School does not meet AMO for two consecutive years.	School no longer attracts students outside of resides area.	The magnet program does not have a clearly defined or relevant theme.	School does not meet district diversity index.
School KPREP percent proficient/distinguished scores in Reading and Math decline for two consecutive years.	School does not actively promote or communicate their magnet theme to the public and the community.	The magnet theme is not integrated or evident in appropriate content areas.	
School KPREP growth scores in Reading and Math decline for two consecutive years.		The magnet theme is not accessible to all students (ELL, ECE, AA, F/R).	
School KPREP gap scores in Reading and Math decline for two consecutive years.			
MST KPREP scores in Science decline for two consecutive years.			
CCR / Industry certifications decline for two consecutive years			

Framework and Criteria for Supporting Magnet Schools on Probationary Status

Promoting Student Achievement / Student Learning	Increasing Magnetism	Fidelity of Implementation to Curriculum, Instruction and Magnet Theme	Diversity
Maintain an intentional focus on core instruction (tier 1).	Ensuring systems are in place to attract and retain students.	Work with Human Resources to ensure highly qualified teachers are in place to support the magnet theme.	Inform Student Assignment of any possible diversity issues.
Assist schools in developing systems to ensure a guaranteed and viable curriculum for all students.	Ensure each school has a written marketing plan.	Provide embedded professional development to support key connections between curriculum maps and magnet themes.	Ensure communication resources are available in a variety of languages to support diversity.
Ensure alignment of learning targets with curriculum instruction and assessment in every classroom.	Work with the staff of Community and Business Partnerships to explore creative approaches to increase magnetism.	Provide professional learning opportunities (conferences) for school leadership teams to attend in order to maintain and increase magnet theme implementation.	Partner with communication entities to ensure underrepresented families know how to apply to magnet schools.
Utilize CASCADE data system to continuously monitor student progress of mastery of standards.		Connect probationary schools with exemplary magnet programs across the country for visitation and learning opportunities.	Partner with Early Childhood Family Service workers to communicate and share the application process with families.

Framework and Criteria for Exiting Probationary Status

Promoting Student Achievement / Student Learning	Magnetism	Fidelity of Implementation to Curriculum, Instruction and Magnet Theme	Diversity
School meets Annual Measurable Objective.	School attracts students outside of resides area.	The magnet program has a clearly defined or relevant theme.	School meets district diversity index.
School KPREP percent proficient/distinguished scores in Reading and Math increases.	School actively promotes and communicates their magnet theme to the public and the community.	The magnet theme is integrated and evident in appropriate content areas.	
School KPREP growth scores in Reading and Math increase.		The magnet theme is accessible to all students (ELL, ECE, AA, F/R).	
School KPREP gap scores in Reading and Math increase.			
MST KPREP scores in Science increase.			

Framework and Criteria for Opting Out of Magnet Status

Promoting Student Achievement / Student Learning	Magnetic Properties	Fidelity of Implementation to Curriculum, Instruction and Magnet Theme	Diversity
School does not meet AMO for three consecutive years.	After monitoring and support, school still does not attract students outside of resides area.	After monitoring and support, the magnet program does not have a clearly defined or relevant theme.	After monitoring and support, school still does not meet district diversity index.
School KPREP percent proficient/distinguished scores in Reading and Math decline for three consecutive years.	After monitoring and support, school does not actively promote or communicate their magnet theme to the public and the community.	After monitoring and support, the magnet theme is not integrated or evident in appropriate content areas.	
School KPREP growth scores in Reading and Math decline for three consecutive years.		After monitoring and support, the magnet theme is not accessible to all students (ELL, ECE, AA, F/R).	
School KPREP gap scores in Reading and Math decline for three consecutive years.			
MST KPREP scores in Science decline for three consecutive years.			
CCR / Industry certifications decline for two consecutive years			

Suggested Committee Members

Representatives from the following departments :

- Optional & Magnet Office (Academic Services)
- Student Assignment
- Magnet School Principal
- Achievement Area Assistant Superintendent
- Magnet Coordinator (school-level)
- Data Management & Research