



Richland Two Magnet Programs Review
(Standards and Indicators based on National MSA Standards for Excellence)

The Richland Two Magnet Review process is based on the Magnet Schools of America National Standards of Excellence. The Standards and Indicators are listed below. You will be asked to provide supporting evidence to each of the indicators by uploading files that provide proof of compliance.

Richland Two Magnet Programs will complete a full review on all standards on a 3 year rotation. During the interim years, programs will complete a self-review on two of the 10 standards: Standard 6 –Student Achievement and another standard selected during the pre-review conference.

Scoring Key: 1 – Does not meet R2 standard
2 – Developing
3 – Meets R2 standard
4 – Exceeds R2 standard

Some standards have more than one indicator. The score for the multi indicator standards will be calculated by taking the average score of all indicators for that particular standard.

DIVERSITY

Standard 1: Student Recruitment and Selection

a) The school/program has an annual recruiting and marketing plan as well as clear entrance and acceptance policies that provide every student with an equal opportunity to apply and attend the school.

- Does Not Meet
- Developing
- Meets
- Exceeds

Recruiting strategies in place

1. No recruiting strategies in place
2. Recruiting strategies planned but not implemented
3. Recruiting strategies implemented
4. Recruiting strategies are well implemented with measurable results

Attach evidence:

b) The magnet school/program’s recruiting and marketing plan encompasses a collection of measurable parameters for success

- Does Not Meet
- Developing
- Meets
- Exceeds

Number of qualified applicants

1. Program at less than 50% capacity
 2. At less than 75% capacity
 3. At 100% capacity
 4. At 100% capacity with qualified applicants in the wait list or pool
- Program popularity (total number of applicants)**
3 year trend

Program at capacity

1. Openings at all grade levels
2. Openings at one or two grade levels
3. Program at capacity at all grade levels
4. Full with strong retention rate

Attach evidence:

c) There are transportation policies set up to make certain that every student has equal ability to apply/attend the magnet school/program.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Program works with parents to ease transportation challenges

1. No communication with parents about transportation
2. Communication is limited to District Policy and Car Rider drop-off policies
3. Communication includes Neighborhood Car Pool assistance and information on Comet Pass in addition to basic policy information
4. Program actively seeks opportunities to pilot innovative transportation options and works directly with parents to assist with transportation issues.

Attach evidence:

Standard 2: Diversity and Equity

a) The demographic diversity of the district and community is represented throughout the student population as the magnet school/program attracts and retains students supporting integration, equity, and diversity.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Diversity and Equity (check all that apply)

- Diversity in applicant pool reflective of District diversity
- Diversity in selection
- Diversity reflected in recruitment materials and website
- Evidence of targeted recruitment

Attach evidence:

b) Magnet school policies are considerate of student diversity.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

1. Environment in which students demonstrate limited respect for individual differences
2. Environment in which students generally demonstrate respect for individual differences
3. Consistently uses strategies and practices that are likely to enable students to demonstrate respect for differences related to background, identity, language, strengths and challenges.
4. Environment in which students respect and affirm differences.

Attach evidence:

c) Staff attends professional development to ensure teaching in theme-based, diverse, and educational environments is embedded in their school/program.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Teachers participate in PD

1. Teachers do not participate in PD
2. Some teachers participate in PD
3. All teachers participate in PD
4. Teachers participate, facilitate and lead on-going professional development

Attach evidence:

INNOVATIVE CURRICULUM AND PROFESSIONAL DEVELOPMENT

Standard 3: Theme and Curriculum Fidelity

a) The magnet school/program has a consistently apparent and visibly clear theme that is defined and fully embedded into subjects and courses.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Specialized courses related to theme

1. No specialized courses
2. Specialized courses at some grade levels
3. Theme related specialized courses at all grade levels
4. Students have a choice of specialized courses at all grade levels

Field Studies related to magnet theme

1. No field studies
2. Students participate in Field Studies, but they are unrelated to the magnet theme
3. Students participate in Field Studies related to the magnet theme
4. Students participate in multiple Field Studies related to the magnet theme at each grade level

Activities/Speakers related to the magnet theme

1. No speakers or activities related to magnet theme
2. Students have speakers or activities not related to the magnet theme
3. Students have speakers or activities related to the magnet theme at each grade level
4. Students have multiple speakers or activities related to the magnet theme at each grade level

Evidence attached:

Program Narrative:

b) The magnet school/program's curriculum is documented, analyzed, reviewed, and adjustable as needed among grade levels.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Curriculum documentation

1. There is no documentation of magnet program curriculum
2. There is documentation of standards/theme based curriculum for some grade levels- not all
3. There is documentation of standards/theme based curriculum for all grade levels

4. The documentation of standards/theme based curriculum shows clear articulation between grade levels

c) The magnet school/programs ensures that all student learning modes are met and that students are college and career ready.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Accommodating diverse learning styles

1. Limited and/or inappropriate practices to accommodate differences
2. Some appropriate practices to accommodate differences, but not common practice
3. Uses appropriate practices to accommodate differences in learning styles, needs, interests and levels of readiness
4. Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed established standards

Standard 4: Professional Development

a) All teachers and faculty staff have high quality training to support the theme.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

There are opportunities for Professional Development related to theme

1. No professional development opportunities
2. Professional development opportunities are provided, but are not related to theme
3. Evidence of professional development supporting Magnet theme
4. Professional development is on-going and supports Magnet theme

The Lead Teacher participates in Professional development

1. Lead Teacher does not participate in PD
2. Lead Teacher participates in PD unrelated to magnets
3. Lead Teacher participates in specialized PD related to magnets
4. Lead Teacher participates, facilitates and leads on-going professional development

Attach evidence:

b) Teachers communicate and collaborate consistently to create themed lessons/units.

Does Not Meet

Developing

Meets

Exceeds

There are regularly scheduled opportunities for teacher collaboration

1. no regularly scheduled opportunities for teacher collaboration
2. teachers have the opportunity to collaborate once a semester
3. teachers have regularly scheduled collaboration time
4. teachers meet to collaborate weekly and plan clearly articulated and/or interdisciplinary units of study

Themed units are developed and utilized

1. no themed units developed
2. themed units are being developed and there is a plan for implementation
3. theme based units are developed and fully implemented
4. The majority of instruction is themed and evident at all grade levels

Attach evidence:

c) The magnet school/program gives professional development high priority to enhance the school's theme as well as target students' needs.

Does Not Meet

Developing

Meets

Exceeds

Teachers are encouraged to attend instructional workshops and conferences

1. Teachers do not participate in conferences and workshops
2. Some teachers participate in conferences and workshops by their own initiative
3. There is a plan in place to support teachers in attending relevant workshops and conferences
4. Conference and workshop attendance is an expectation for all teachers and funds are available for registration, travel and substitute teachers.

Conference/workshop attendance

Program Narrative:

Attach evidence:

ACADEMIC EXCELLENCE

Standard 5: Instructional Fidelity

a) All faculty and staff are aware that multiple methods of teaching and learning must be practiced throughout the school to support the theme.

Does Not Meet

Developing

Meets

Exceeds

Multiple methods of teaching and learning

1. Teachers recognized the need for differentiation, but there is no evidence of differentiation in classroom instruction
2. Teachers understand the variation in development levels and often differentiate instruction
3. Identifies students' developmental levels and consistently differentiates instruction
4. Teachers collaborate with colleagues to develop appropriately differentiated thematic units

Attach evidence:

b) Twenty-first century skills in student collaboration and problem solving are key components of the instructional design.

Does Not Meet

Developing

Meets

Exceeds

Instruction offers opportunity for students to apply 21st century skills in collaboration and problem solving

1. There are few opportunities for student collaboration and problem solving
2. Teachers are actively developing opportunities for students to apply 21st Century skills in collaboration and problem solving
3. The use of 21st Century skills is fully integrated in collaboration and problem solving activities and all instruction
4. 21st Century skills are imbedded in all instruction and students are given frequent opportunities for collaborative problem solving

Attach evidence:

c) Assessments are relevant to the learning objectives and to improving achievement amongst all students.

Does Not Meet

- Developing*
- Meets*
- Exceeds*

Assessments are relevant and result in improving achievement

1. Indicators are sometimes used to monitor and evaluate student progress
2. Indicators are frequently used to monitor and evaluate student progress
3. Multiple indicators, both formative and summative, are used to monitor student progress and inform instruction
4. Teachers use the information gained for the assessment activities to improve teaching practice and student learning

Attach evidence:

Standard 6: Student Achievement

a) Narrowing achievement gaps are evident and a standard in data analysis for corrective teaching and course redesign.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Narrowing achievement gaps are evident. (Elementary and Middle growth)

1. The difference in the percent of students meeting their MAP growth target in both Reading and Mathematics does not change or increases.
2. The difference in the percent of students meeting their MAP growth target in either Reading or Mathematics decreases.
3. The difference in the percent of students meeting their MAP growth target in both Reading and Mathematics decreases.
4. The difference in the percent of students meeting their MAP growth target in both Reading and Mathematics decreases three or more.

Narrowing achievement gaps are evident. (Elementary and Middle achievement)

1. The difference in the percent of students scoring at or above the 75th percentile on both Reading and Mathematics does not change or increases.
2. The difference in the percent of students scoring at or above the 75th percentile on either Reading or Mathematics decreases.
3. The difference in the percent of students scoring at or above the 75th percentile on both Reading and Mathematics decreases.
4. The difference in the percent of students scoring at or above the 75th percentile on both Reading and Mathematics decreases three or more.

Narrowing achievement gaps are evident. (High school achievement)

1. The difference in the average scale score on all four EOCEP tests remains the same or increases.

2. The difference in the average scale score on one of the four EOCEP tests decreases.
3. The difference in the average scale score on two of the four EOCEP tests decreases.
4. The difference in the average scale score on three or more of the EOCEP tests decreases.

Data analysis is used to inform instruction.

1. Teachers and instructional leaders make limited use of data to inform instruction and shape curriculum.
2. Teachers and instructional leaders make limited use of data, disaggregated by subgroups, to inform instruction and shape curriculum.
3. Teachers and instructional leaders use some data, disaggregated by subgroups, to inform instruction and shape curriculum.
4. Teachers and instructional leaders use variety of data, disaggregated by subgroups, to inform instruction and shape curriculum.

Attach evidence:

b) The magnet school/program makes a conscientious effort to ensure no disproportionality in student achievement and social behaviors is evident.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

The magnet school/program makes a conscientious effort to ensure no disproportionality in student achievement.

1. The school/program does not have a system in place for monitoring student achievement data.
2. The school/program systematically reviews data to monitor proportionality in student achievement.
3. The school/program systematically and regularly reviews data to monitor proportionality in student achievement.
4. The school/program systematically and regularly reviews data to monitor proportionality in student achievement and provides supplemental instruction to mitigate disproportionality in student achievement.

Attach evidence:

c) The school/program consistently:

- Gathers and reviews data with motives to improve graduation rates
- Recognizes signs of college and career readiness
- Acknowledges strengths and targets areas for growth and improvement

- Does Not Meet*

Developing

Meets

Exceeds

The school/program consistently gathers and reviews data with motives to improve graduation rates.

1. The school/program does not review retention rates and does not have a program to reduce dropout rates.
2. The school/program reviews retention rates and has a program in place to reduce dropout rates.
3. The school/program reviews retention and course failure rates and has a program in place to reduce dropout rates.
4. The school/program consistently and systematically reviews retention and course failure rates and has a program in place to reduce dropout rates.

The school/program consistently recognizes signs of college and career readiness.

1. The school/program does not analyze ACT or WorkKeys data to determine levels of student readiness for success in college or the workplace after graduation.
2. The school/program systematically analyzes ACT and WorkKeys data to determine levels of student readiness for success in college or the workplace after graduation.
3. The school/program systematically analyzes and disaggregates ACT and WorkKeys data to determine levels of student readiness for success in college or the workplace after graduation for all subgroups.
4. The school/program systematically analyzes and disaggregates ACT and WorkKeys data to determine levels of student readiness for success in college or the workplace after graduation for all subgroups and makes adjustments to the instructional program based on student needs.

The school/program consistently acknowledges strengths and targets areas for growth and improvement.

1. The school/program attends Era 5 Data Meeting without prior examination of program data
2. The school/program attends Era 5 Data Meeting prepared to discuss program data knowledgeably
3. The school/program attends Era 5 Data meeting and develops strategies to target areas needing improvement
4. The school/program reviews data regularly and brings plan to target areas needing improvement to Era 5 Data meeting

Attach evidence:

Standard 7: Leadership and Educator Development

a) The school/program's leadership structure and decisions are all based upon collaborative processes supporting the school/program's theme with fidelity.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Collaborative decision making supports program theme and goals with fidelity

1. Programmatic decisions are made without collaboration with stakeholders and without regard to program theme
2. Decisions are made considering theme and goals, but without collaboration
3. Evidence of collaborative decision making supporting program theme and goals
4. Administrators, teachers, parents and students collaborate on key decisions to insure decisions support program theme and goals

Attach evidence:

b) The school/program ensures that the most qualified teachers to meet the needs of the students in the theme-based instruction are serving the school.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Hiring qualified Magnet teachers

1. Teachers are hired through regular process without input or consideration of Magnet program needs
2. Qualified teachers are hired with input from magnet program, but fit for magnet is not a consideration
3. Magnet leaders help interview and hire qualified teachers with an interest and aptitude for instruction related to magnet theme
4. A collaborative process is used to recruit, interview and hire magnet teachers to "best fit" with theme and program

Attach evidence:

c) The school/program's leadership collaborates with businesses and community members creating partnerships that assist and benefit instruction to sustain a premium magnet school/program.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Business and community member partnerships assist and benefit instruction

1. Business and community partnerships are present, but are not involved with instruction
2. Efforts to include business and community partners in instruction are in place, but not implemented
3. Business and community partnerships are engaged with students in magnet related projects and instructional activities
4. Business and community partners are frequently on campus and in classrooms working with students and teachers to improve instruction and increase academic achievement

Attach evidence:

HIGH QUALITY INSTRUCTIONAL SYSTEMS

Standard 8: District. School and Magnet Relations

a) The district's strategic plan provides an articulation for students K-12 in the magnet programs.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Richland 2 strategic plan includes K-12 articulation for magnet students

1. Magnet programs have a strategic plan, but are separate from comprehensive district plan
2. Magnet programs are a viable part of the R2 strategic plan, but a K-12 articulation for themes is not included
3. Magnet programs are a viable part of the R2 strategic plan and a K-12 articulation for themes is included
4. The R2 strategic plan includes a

Attach evidence:

b.) Each magnet school will have a:

- Dedicated curriculum representative provided by the district who specializes in integrating the theme throughout all subjects
- Financial plan that shows commitment and sustainability once all funding is depleted

Does Not Meet

Meets

Attach evidence:

FAMILY AND COMMUNITY PARTNERSHIPS

Standard 9: Community Engagement and Partnerships

a) The school/program's partnerships are intentionally sought to provide students the best opportunities to prepare for college and career readiness, while supporting the theme.

Does Not Meet

Developing

Meets

Exceeds

Targeted partnerships

1. Established process to welcome and involve businesses and organizations
2. Partnerships are established, but not related to magnet theme
3. Partnerships are related to theme and provide students with career information and internship opportunities
4. Partnerships are a vital part of the instructional program and partners work directly with students and teachers to promote theme related careers

Attach evidence:

b) Established partnerships and stakeholders are provided information regarding the theme implementation and any changes; they are encouraged to participate in decision making for future sustainability/school upgrades.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Partners and stakeholders are encouraged to participate in magnet program decision making

1. The magnet program does not include partners and stakeholders in decision making
2. Partners and stakeholders are present for discussions, but do not play a vital role in decision making
3. Partners and stakeholders are invited in participate in focus groups and their input into decision making is valued
4. There is a comprehensive decision making plan which includes all partners and stakeholders in developing the vision and strategic plan for the magnet program

Attach evidence:

c) The district aids in establishing partnerships that will benefit the magnet theme within its school/program.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

District supports and facilitates career related and curriculum focused partnerships that enhance themes and benefit students.

1. Partnerships are present, but unrelated to theme
2. The Magnet program seeks opportunities for partnerships related to theme
3. R2 staff assists the programs in finding substantial theme based partners related to theme
4. R2 maintains a database of current and potential partners with representatives in every them strand and facilitates contact between partners and programs

Attach evidence:

Standard 10: Family Engagement and Communications

a) Each magnet school/program has a representative parent group that provides feedback about the school/program's operations.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Active family and parent group involved in school operations

1. No active family and parent groups in place
2. Parents invited to participate in focus group
3. Active and diverse focus group with representatives from each grade level
4. Active and diverse focus group that is integral to all decision making and viewed as valuable contributors to magnet decisions

Attach evidence:

b) Each school/program encourages families to engage regularly in the magnet school/program and has established policies for teachers and staff to have continual communication with families through technology including, but not limited to: phone, email, and social media.

- Does Not Meet*
- Developing*
- Meets*
- Exceeds*

Communication with Families

1. Rarely communicates with families except through report cards; rarely responds to communications from families
2. Relies primarily on newsletters and other one-way media; responds promptly to families
3. Regularly uses two-way communication with families and responds promptly and carefully to communications from families
4. Regularly uses two-way communication that supports frequent, proactive, and personalized communications with families

Attach evidence:

c) Throughout the year, the school/program provides the families and community with:

- Student learning showcases pertaining to the theme
- Informative public meetings and outreach events
- School plans and data including academic progress

Does Not Meet

Meets

Attach calendar of scheduled activities, invitations and minutes/narrative of events