

Project Abstract – New York City School Districts 14 and 32 Interdistrict Consortium

A brief description of major objectives/performance measures:

Objective 1: Minority group and socioeconomic isolation will be reduced at 5 highly minority group isolated magnet schools; minority group and socioeconomic isolation will be reduced by specific percentage points each year (1.1 – 1.6); Each year, each magnet school will receive at least 65 applications (1.7).

Objective 2: All students will receive instruction that includes their school's systemic reforms and magnet themes in units and courses aligned with CCSS and State standards. Each year, core academic magnet units will meet school and project quality criteria (2.1).

Objective 3: All students in each magnet school program will receive magnet theme instruction for a specific number of hours per week (3.1).

Objective 4: Each year, each magnet school will attain its EAMOs or Safe Harbor criteria for all students and for all student subgroups for ELA, mathematics and science (4.1- 4.3); By the end of each project year, the percentage of "All students," students from major racial and ethnic subgroups and low income students in magnet schools who score proficient or above for ELA and math (4.4, 4.5) will increase compared to the previous year. Test scores of magnet school students will be higher than the scores of non-magnet comparison school students. The results will be statistically significant (4.6-4.7). By the end of the project period, magnet school students will develop mastery of the magnet curriculum (4.8).

Objective 5: Provide professional development for magnet school teachers related to improvement of curriculum, instruction and magnet theme development and integration. Magnet school teachers will receive at least 50 hours each year of professional development related to systemic reforms and at least 50 hours each year of professional development related to the magnet theme (5.1, 5.2).

Objective 6: All students enrolled in magnet schools will have equitable access to high quality education. Each year, for each magnet school, specific percentages of classes will reflect their grade's enrollment for each racial/ethnic group by ± 15 percentage points (elementary grades) and ± 15 percentage points for each racial/ethnic group and gender for STEM classes (middle grades) (6.1). There will be an increase in parent participation at each magnet school. Each year, there will be an increase (compared with the previous year) in parent participation in the magnet schools (6.2).

Names of magnet schools, special curricular programs, and number of students who will participate (2015-16): PS 120: The Magnet School for Architecture, Engineering, and Design (426 students); PS 123: The Magnet School for STEAM (745 students); PS 157: The Magnet School for Civic Leadership in Health and Science (489 students); PS 196: The Magnet School of Communication and Media Arts (343); and MS 582: The Magnet School for Multimedia, Technology, and Urban Planning (245 students).