

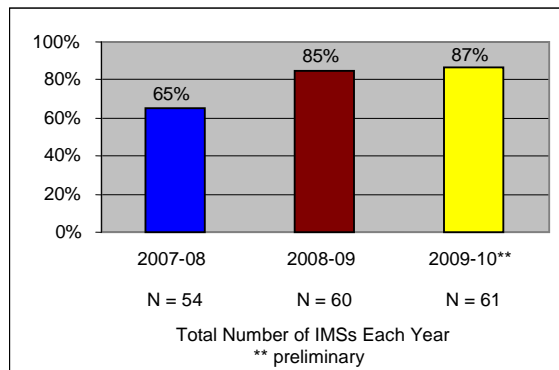
Program Report Card: Interdistrict Magnet School Program (Connecticut State Department of Education)

Quality of Life Result: All Connecticut students have a successful transition to adulthood, assume a contributing role in a world-class workforce, and become productive members of their community and society at large.

Contribution to Result: Interdistrict Magnet Schools (IMSS) are one of the public school choice options that are raising the educational attainment level of participating students throughout the state through high-quality, racially/economically integrated education. These schools directly provide educational choices that contribute to a more highly educated work force and reduce racial, ethnic and economic isolation. IMSS maximize the opportunity for each student to achieve his or her highest potential by offering challenging, relevant and rigorous curriculum and instruction. In addition, these programs provide a creative and flexible environment that values each student's unique abilities, talents, interests and learning styles. Greater student learning and engagement in school lead directly to a more prosperous adulthood with greater contributions to the economy and society.

Partners: Institutions of higher education, business and industry, theme-specific associations/groups, educational researchers and parents.

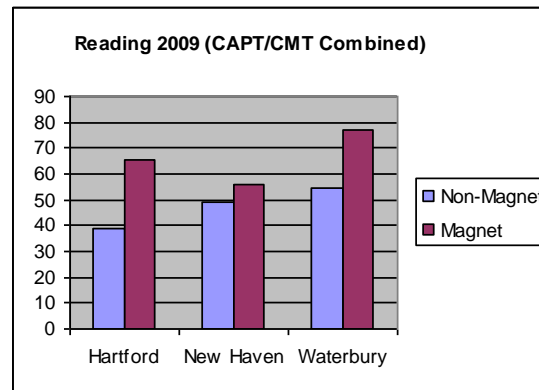
Performance Measure 1: Number and percentage of IMSS meeting statutory racial isolation target of at least 20% white students.



Story behind the baseline: The percentage of IMSS meeting the standard (at least 20% white) is continually growing, currently at 87%, up from 65% two years earlier. However, approximately 40% of the schools meeting the standard are only *marginally* above it, thus risking falling below the standard with only a slight shift in white student enrollment from year to year. Enhanced marketing, better recruitment strategies and the influence of specific requirements resulting from the *Sheff* decision (requiring Hartford-area IMSS to meet a specific student diversity standard) help explain the two-year improvement in this measure. The number of IMSS increased from 54 to 61 between 2007-08 and 2009-10.

Proposed actions to turn the curve: The Connecticut State Department of Education (CSDE) will build upon existing enrollment management plans (EMPs) in assisting IMSS that are below or marginally above the threshold with expanding and improving their recruitment strategies. An EMP is a school-level mechanism designed to ensure sufficient enrollment, equitable access, and that student systems to support success and retention are in place. Recruitment strategies may include greater interaction between IMSS administrators and potential feeder school children and families, action videos, and other methods beyond program literature.

Performance Measure 2: Percentage of Hartford, New Haven and Waterbury resident students at or above proficiency in reading in both IMSS and the city public schools (non-magnets).



of Students Tested in Reading (2009 CMT/ CAPT)

	Hartford	New Haven	Waterbury
Magnet	1955	2216	628
Non-magnet	7560	5443	7697

Note: These data reflect students in *tested* grades only. These three cities are chosen as they are the only urban areas with at least three IMSS serving significant numbers of city students from which to base valid comparisons.

Story behind the baseline: Resident students of urban centers who attend IMSS outperform students in the city public schools in reading. The distinction between magnet and non-magnet schools is nearly identical for mathematics. To control for differences in the baseline of students when they enter IMSS, an analysis of student academic *growth* between 2008 and 2009 yielded nearly identical results – IMSS students grew at a greater rate than non-IMSS students, and New Haven's IMSS student growth lagged behind that of Hartford and Waterbury.

Beyond the reading data shown, a recent UCONN study of Hartford-area IMSS found a *statistically significant* positive impact of the IMSS program on mathematics and reading achievement of urban middle and high school students. It is unclear if the difference in IMSS student performance across cities is related to the number or percentage of city resident students attending IMSS.

Program Report Card: Interdistrict Magnet School Program

Proposed actions to turn the curve: The CSDE will target site visitations to IMSs that lag behind others in student achievement in mathematics and/or reading, and enlist identified schools in the state’s school accountability and support program. From a leadership standpoint, specific school leadership competencies in monitoring staff performance through student outcomes, support for staff and accountability, and distributive leadership will be part of a new CSDE site visitation instrument for IMS programs. As 2009 is a baseline year, CSDE will analyze multi-year trends in the performance of IMSs with respect to their counterparts in city schools, and among IMSs across cities. CSDE will continue to commission or conduct formal qualitative and quantitative program evaluations to cover a wider geographical area and elementary school analyses to better evaluate the effectiveness of IMSs statewide. Additionally further research is necessary to understand *why* resident Hartford IMS students achieve at statistically significant higher rates than their Hartford public school counterparts as identified in the UCONN Study.

Performance Measure 3: Percentage of high school students attending and staying in school in IMSs and the city public high schools.

Attendance Rate of City Resident Students		
	Non-Magnet High Schools	Magnet High Schools
Hartford	82.0%	95.7%
New Haven	87.0%	91.1%
Waterbury	90.1%	95.6%
# of Schools	13	21

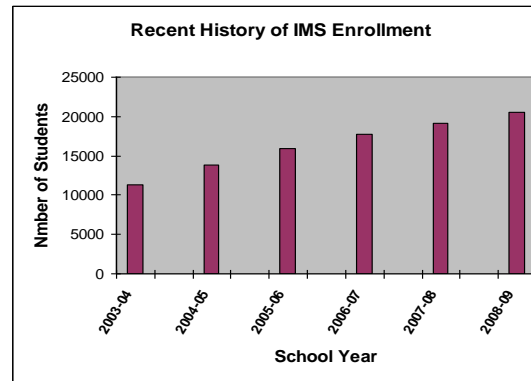
Source: UCONN Center for Educ. Policy Analysis, 2009.

Story behind the baseline: IMSs typically expect that a combination of theme-based curricula and smaller class sizes will ensure that students will stay engaged in their education. Attendance rates reflect the average percentage of days students attend school. When comparing “like-students”, IMS city resident students attend school at a statistically significant higher rate than students in the city public high schools. Student engagement in IMSs is reinforced by the fact that their

2007-08 annual dropout rate of 0.8% was nearly one-third of the 2.5% in the city public high schools.

Proposed actions to turn the curve: The CSDE will identify IMSs that excel in student retention and identify specific successful strategies used to keep students in school, such as building positive relationships within the school community, including families. CSDE will then work closely with IMSs that have higher dropout or lower attendance rates in employing identified successful strategies. CSDE will engage staff or school leaders from successful IMSs in the trainings. Site visits will be targeted in high schools with higher dropout rates and other evidence of school culture and climate challenges. CSDE will continue to commission or conduct formal program evaluations to cover a wider geographical area and expand to elementary school analyses. Steps will be taken to ensure that pure numerical differences in the data are deemed meaningful enough through appropriate research methodology.

Performance Measure 4: Number of students enrolled in IMSs.



Story behind the baseline: IMS enrollment has nearly doubled in the past five years, growing from 11,324 to 20,599. This has afforded more students the experience of learning in a more racially/economically integrated setting. Since its inception as a funded program in 1995-96 with 8 schools and 1522 students,

the rate of enrollment growth has been consistent resulting in 60 IMSs by 2008-09. The superior academic achievement of IMSs revealed in Performance Measure 2 continues to positively impact the achievement of more students, and results in increasing demand for IMSs. In order to stay in compliance with the provisions of the *Sheff* court settlement, the number of students participating in Hartford-area IMSs must continue to grow.

Proposed actions to turn the curve: While most IMSs are enrolled to maximum capacity and are known to have sizeable wait lists, the CSDE currently does not know the *actual* demand for magnet schools statewide. Wait list data is not collected beyond the Hartford region, and interest in IMSs beyond those who apply or enroll is not currently measured. Future analysis of such information will assist CSDE in ensuring maximum outreach for this high-interest program.

Pursuant to Public Act 09-6, a moratorium has been placed on the operating grant of new IMSs, with the exception of *Sheff* schools, until a comprehensive state-wide IMS plan is developed by January 1, 2011. The plan will address the geographic distribution of IMSs, ensuring program quality, school operations, capital expenditures, and other facets of long-term planning. Similarly, new authorizations for state-funded construction on existing IMS facilities are unlikely in the near future due to the current fiscal climate. Consequently, CSDE needs to examine existing space utilization and pursue opportunities to increase enrollment in existing IMSs to avail the demonstrated higher academic achievement setting to more students.

Without additional space, IMSs may need to consider modest changes in space configurations and class sizes without risking diminishing returns of larger classes that are more common in non-magnet, urban public schools in Connecticut. Monitoring space and enrollment for IMS growth is essential for ensuring compliance with mandates of the *Sheff* decision. CSDE will be more active in assisting IMSs with strategies for increasing student/parent interest from feeder schools.

Program Report Card: Interdistrict Magnet School Program

Data Development Agenda

- 1) Identify, define and collect statewide data that will measure the *actual* demand for IMS services, particularly among students/families who are not yet applying to IMSs.
- 2) Identify, define and collect class size and student-staff ratio data to allow for studying the impact of class size on school performance.
- 3) Identify, define and collect student achievement data for grades not tested by CMT and CAPT to assist the measuring of IMS program effectiveness, particularly related to high school and PK-3 educational attainment.
- 4) Identify, define and collect data on successful student recruitment practices in IMSs.
- 5) Identify, define and collect data on successful student support and retention practices in IMSs.

Research Agenda

Program Quality:

- 1) Develop IMS site visitation standards, indicators and protocols for assessing IMS performance and identifying reasons contributing to the performance.
- 2) Commission or conduct formal qualitative and quantitative program evaluations to expand upon the UCONN study of only secondary IMSs in the Hartford region. This expansion will include elementary-level and statewide analyses, and the gleaning of evidence of cause and effect relationships.
- 3) Identify and implement systems of determining the *significance* of differences between magnet and non-magnet school performance measures.
- 4) Investigate what other states have done to assess IMS program effectiveness.

Financial:

- 5) Determine total operational costs per pupil at each IMS and cost differences between IMSs and other schools, include considerations for the relative weight of student need factors that typically impact grant distributions.
- 6) Examine the relationship of educational space (within and beyond existing IMSs) and racial composition targets set by the *Sheff* stipulated agreement; including projections of capital expenditures for options identified to stay in compliance.
- 7) Examine the cost effectiveness of the transportation system of IMS students.
- 8) Incorporate resource equity concerns into the comprehensive IMS plan described in Performance Measure 4.
- 9) Identify untapped funding streams from philanthropists, federal agencies, and other sources.

Current IMS Enrollment and Financial Landscape

61 IMSs serve nearly 23,000 students at an estimated cost of \$155,500,000 for *operations* support.

Two types of IMSs:

- Host - Operated by District.
- RESC - Operated by Regional Education Service Center.

Host magnet funding:

- \$6,730 per out-of-district student (2009-10 and 2010-11).
- \$3,000 per in-district student (2009-10).
- A range of tuition charged to sending districts.

Host magnet funding unique to Hartford as a result of *Sheff* considerations:

- \$12,000 per out-of-district student (2009-10).
- \$13,054 per out-of-district student (2010-11).
- Hartford receives no funding for its own students. The out-of-district cost is intended to cover differential between the per-pupil costs of Hartford students and the per-pupil costs of sending towns, eliminating the need to charge additional tuition to out-of-district students.

RESC per-pupil magnet funding:

- \$7620 (2009-10 and 2010-11) for all students except those in *Sheff* region.
- \$9695 (2009-10) and \$10,440 (2010-11) in *Sheff* region.
- A range of tuition charged to sending districts.

IMS facilities/construction funding:

- 95% state reimbursement rate.
- 5% host district/RESC share

Transportation funding per pupil:

- \$1300 (2009-10 and 2010-11) for all students except those in *Sheff* region.
- \$1400 (2009-10) and \$2000 (2010-11) in *Sheff* region.