


Final draft of Magnet Changes - Briefing

10/23/2024



Fondren MS

Division	School Level	NES Status	Type of change
West	MS	NES	Sunset Magnet

Summary of request	Sunset MS IB MYP program.
Context	Fondren’s IB program was authorized by the International Baccalaureate in 2013 and renewed in 2019. Fondren has not been implementing IB since SY21-22. There are zero current staff members who are IB-trained.
Alignment to Board goals	Board Goals #1 & 2 – current NES model implemented at Fondren has proven successful in advancing student outcomes (improvement of 19 percentage points from a F to D). Removing the IB model officially will have no negative impact on the ability for students to meet the Board goals given we have already seen improvement with no implementation of IB.
Rationale for change	Fondren is requesting to sunset the IB magnet given it is no longer being implemented at the school. The magnet is “in name only” and isn’t reflective of the instruction happening on campus. There is no strong impetus to bring IB back to the school, as the school continues to improve under the NES instructional model.
Community Engagement	<p><u>Community/Parent Feedback:</u> Campus gave a survey September 23-24, 2024. 50% of families are neutral about sunsetting the program; 50% somewhat or slightly oppose. Leader believes that this is due to the ideals of IB aligning with Fondren culture.</p> <p><u>Staff Feedback:</u> Campus met with staff on September 26, 2024. 44% of staff support or strongly support sunsetting the program, while only 17% oppose the sunset. Staff quotes include:</p> <ul style="list-style-type: none"> “Teachers and student expectations are high for the NES model and sunsetting the MYP IB program is a great idea. The district needs to allow schools to focus on one program at a time and work well on that program without adding additional programs.” “IB was poorly organized and poorly run at Fondren. The NES model has made significant improvements at our campus such as improving student growth. I don’t see the benefit of reintroducing IB to a campus still acclimating itself with NES. It would complicate matters and honestly, fondren isn’t a school that should be an IB campus as it stands.” <p><u>Student Feedback:</u> At a September 27, 2024, meeting, only 8% of students were even aware of the IB program. About 50% agree that IB functioning appropriately would have been nice, but 100% do not want to have another program on top of NES because they feel they’re doing what they need to now.</p>
Student Impact	Two students currently on magnet transfer, and one is graduating in 2025. One remaining student would be allowed to continue receiving transportation as needed until they graduate from Fondren MS. No students are currently receiving IB instruction.
Budget impact	Negligible (only two students currently on magnet transfer). Funding would need to become available for Fondren’s reaccreditation with IB if this proposal is not approved (~\$100-200K) given that none of the staff members are certified.
Leader statement LaKia Jackson 	<i>The IB MYP has not been implemented at Fondren for the past few years. Currently, no one on the campus is IB trained as required by IB. In 2023-24, Fondren implemented the NES model on campus and has been successful in improving growth in all areas.</i>

ADDITIONAL RESOURCES

What is a High-Quality Magnet Program in HISD?

According to **Magnet Schools of America (MSA)**, high-quality magnet schools adhere to five key pillars that guide their structure and functioning. These pillars help ensure the schools are not only innovative but also accessible and effective in delivering a strong, diverse education. The five pillars are:

1. Diversity

- A high-quality magnet school promotes diverse student enrollment, integrating students of different races, ethnicities, socioeconomic backgrounds, and academic abilities. The goal is to reduce minority group isolation and ensure equitable access to high-quality education.

2. Innovative Curriculum and Professional Development

- Magnet schools offer specialized and innovative curricula designed to engage students. These schools focus on unique themes or programs (e.g., STEM, arts, International Baccalaureate) and invest in professional development to equip teachers with the skills needed to deliver high-level instruction.

3. Academic Excellence

- High-quality magnet schools maintain high academic standards and create environments where all students can achieve at high levels. Academic rigor, accountability, and continuous improvement in student achievement are core components.

4. High-Quality Instructional Systems

- Magnet schools use a student-centered approach to learning, incorporating research-based practices that cater to the individual needs of students. They emphasize assessment systems that guide instruction and support student success.

5. Family and Community Partnerships

- High-quality magnet schools actively involve families and the local community in their educational processes. These partnerships help support the school's mission and ensure students have access to resources that enhance their learning experiences.

These pillars collectively create the foundation for what Magnet Schools of America considers a high-quality magnet school. <https://magnet.edu>