Appendix V—Innovative Educational Methods and Practices in MSAP Schools

Table A-V-1
Themes Adopted by MSAP Schools, by Percentage at Each Level

	Elementary (%) (N=175)	Middle (%) (N=71)	High (%) (N=40)
Math	14.9	18.3	12.5
Science	24.6	31.0	32.5
Technology	32.6	31.0	45.0
Academic	17.4	12.7	27.5
Language	4.0	2.8	7.5
Gifted and Talented Education (GATE)	3.4	5.6	0.0
Arts	21.1	26.8	15.0
Career	2.3	11.3	42.5
Communications	18.9	15.5	12.5
Community	0.0	7.0	2.5
Global Studies	8.6	11.3	15.0
Comprehensive model	22.3	21.1	12.5
Other themes	9.7	9.9	2.5

n=286 schools
Note: N excludes 6 combined-level schools.
Source: MSAP applications and performance reports

Table A-V-2
Percentage of MSAP Elementary, Middle, and High Schools That Have Adopted Externally Developed Comprehensive Models: Overall and by Title I Status

	Elementary (%) (N=158)	Middle (%) (N=65)	High (%) (N=36)
Overall	56.3	53.9	55.6
Title I Status			
Non-Title I	39.5	57.1	52.4
Targeted	57.9	43.8	75.0
Schoolwide	62.4	57.1	54.6

n=265 schools
Source: MSAP Principal Survey, 1999-2000, Items 27 and 32

Table A-V-3
Specific Comprehensive Models Adopted by MSAP Schools

Model	%
International Baccalaureate	11.0
Success for All	9.0
Montessori	8.3
Coalition of Essential Schools	4.8
Mastery Learning	3.5
Microsociety	3.5
Paideia	3.5
Accelerated Schools	2.8
Comer	2.8
Multiple Intelligences	2.1
Other	49.0

n=145 schools
Source: MSAP Principal Survey, 1999-2000, Item 27

Table A-V-4
Percentage of MSAP Schools That Have Introduced Changes in Mathematics, Science, Language Arts, or Social Studies since Receipt of the MSAP Award: Overall and by Title I Status

	Math (%)	Science (%)	Language Arts (%)	Social Studies (%)
Overall	52.8	47.9	59.0	41.0
By Title I status				
Non-Title I	30.3	24.2	42.4	18.2
Targeted	62.5	43.8	81.3	43.8
School-wide	59.0	56.8	61.1	48.4

n=261 schools
n=144 schools
Source: MSAP Principal Survey, Items 25 and 32

Table A-V-5
Types of Changes in Mathematics, Science, Language Arts, or Social Studies Introduced in MSAP Elementary Schools

	Mathematics (n=128)	Science (n=107)	Language Arts (n=124)	Social Studies (n=90)
Alignment	10.2	7.5	12.1	10.0
Skills focus	1.6	0.0	12.1	1.1
New courses	10.9	7.5	4.0	6.7
Integration across subjects	14.1	18.7	26.6	31.1
Organization	10.2	5.6	16.9	5.6
Higher-order skills	35.2	37.4	11.3	20.0
Technology	10.9	8.4	7.3	7.8
Other	7.0	15.0	9.7	17.8

Table A-V-6(a)
Specific Activities Required by MSAP Elementary Schools by Title I Status

Requirement	Non-Title I (%)	Targeted Assistance (%)	School-wide (%)
One hour of reading each day	100	95	98
One hour of math each day	95	81	94
Three hours of science each week	79	67	66
Required number of books to read	68	71	55
Required amount of writing	79	71	69
Required oral presentation	58	48	39
Required amount of homework	84	76	74
Portfolio	68	67	54

n=155 schools
Source: MSAP Principal Survey, 1999-2000, Item 46

Table A-V-6(b)
Specific Activities Required by MSAP Middle Schools by Title I Status

Requirement	Non-Title I (%)	Targeted Assistance (%)	School-wide (%)
One hour of reading each day	19	27	44
Required number of books to read	48	80	69
Required amount of writing	57	53	75
Required oral presentation	33	40	44
Required amount of homework	33	80	69
Portfolio	48	67	56
Individual or small group project	71	73	78

n=68 schools
Source: MSAP Principal Survey, 1999-2000, Item 51

Table A-V-6(c)
Specific Activities Required by MSAP High Schools by Title I Status

Requirement	Non-Title I (%)	Targeted Assistance (%)	School-wide (%)
Year-long or semester-long project	21	33	42
Required number of books to read	63	67	58
Required amount of writing	63	100	67
Required oral presentation	50	67	50
Required amount of homework	71	100	50
Portfolio	42	33	67
Individual or small group project	67	67	67

n=39 schools
Source: MSAP Principal Survey, 1999-2000, Item 52

Table A-V-7
Percentage of MSAP Elementary, Middle, and High Schools That Require Different Number of Activities

Number of requirements	Elementary (%) (N=156)	Middle (%) (N=68)	High (%) (N=40)
0	1	7	8
1	2	12	8
2	5	10	10
3	10	10	13
4	11	15	13
5	12	13	23
6	14	18	18
7	19	15	10
8	27	—	—

Table A-V-8(a)
Aspects of Professional Community in MSAP Elementary Schools

	Strongly disagree	Disagree	Agree	Strongly agree
Rules for student behavior consistently enforced by teachers	2	6	54	38
Teachers support rule enforcement by principal	1	2	41	56
Teachers coordinate across grades	1	12	63	23
School seems like big family	2	6	50	41
Staff members support each other	1	2	46	51
Most teachers willing to put in extra hours	1	5	37	57
Most teachers share beliefs about mission	1	2	46	51
Most teachers seek new ideas	1	6	40	53
Most teachers care about students	1	1	26	72
Administrators and teachers collaborate	2	1	40	57
Ethnic differences among staff create tensions	74	19	6	1
I have confidence in expertise of teachers	1	2	52	46
I usually look forward to working each day	1	2	28	69
Sometimes I feel it's a waste of time to do my best	81	15	2	2

n=159 schools
Source: Principal Survey, 1999-2000, Item 11

Table A-V-8(b)
Aspects of Professional Community in MSAP Middle Schools

	Strongly disagree	Disagree	Agree	Strongly agree
Rules for student behavior consistently enforced by teachers	0	16	60	24
Teachers support rule enforcement by principal	0	3	49	48
Teachers coordinate across grades	2	13	60	26
School seems like big family	2	16	57	25
Staff members support each other	0	2	59	40
Most teachers willing to put in extra hours	2	6	52	40
Most teachers share beliefs about mission	0	6	59	35
Most teachers seek new ideas	2	8	57	33
Most teachers care about students	3	2	46	49
Administrators and teachers collaborate	0	3	51	46
Ethnic differences among staff create tensions	60	29	8	3
I have confidence in expertise of teachers	0	5	59	37
I usually look forward to working each day	0	5	33	62
Sometimes I feel it's a waste of time to do my best	81	17	2	0

n=63 schools
Source: Principal Survey, 1999-2000, Item 11

Table A-V-8(c)
Aspects of Professional Community in MSAP High Schools

	Strongly disagree	Disagree	Agree	Strongly agree
Rules for student behavior consistently enforced by teachers	0	14	73	14
Teachers support rule enforcement by principal	0	0	70	30
Teachers coordinate across grades	0	22	68	11
School seems like big family	0	16	59	24
Staff members support each other	0	11	41	49
Most teachers willing to put in extra hours	0	11	38	51
Most teachers share beliefs about mission	0	11	65	24
Most teachers seek new ideas	0	8	70	22
Most teachers care about students	0	5	32	62
Administrators and teachers collaborate	0	5	51	43
Ethnic differences among staff create tensions	0	16	5	5
I have confidence in expertise of teachers	0	3	41	57
I usually look forward to working each day	0	3	30	68
Sometimes I feel it's a waste of time to do my best	76	22	3	0

n=63 schools
Source: Principal Survey, 1999-2000, Item 11

Table A-V-9
Extent of Professional Community in MSAP Elementary, Middle, and High Schools

Scale score range	Professional community scale	Elementary (%) (N=159)	Middle (%) (N=63)	High (%) (N=37)
1.00–1.24	Strongly disagree	1	0	0
1.25–1.74		1	0	0
1.75–2.24	Disagree	1	2	0
2.25–2.74		1	6	8
2.75–3.24	Agree	24	27	22
3.25–3.74		41	51	54
3.75–4.00	Strongly agree	32	14	16

n=259 schools
Note: n excludes 6 principals from combined-level schools.
Source: Principal Survey, 1999-2000, Item 11

Table A-V-10
Student Problems in MSAP Elementary, Middle, and High Schools

Type of problem	Elementary School (%)				Middle School (%)				High School (%)			
	Serious	Moderate	Minor	None	Serious	Moderate	Minor	None	Serious	Moderate	Minor	None
Tardiness	8	33	50	8	9	45	33	13	16	41	41	3
Absenteeism	4	23	45	28	11	23	45	20	11	46	38	5
Transience	12	28	33	27	16	25	30	30	22	19	41	19
Apathy	1	13	40	46	8	33	42	17	14	36	28	22
Lack of parent involvement	11	36	33	19	20	48	22	9	22	41	16	22
Poverty	36	31	23	10	38	36	19	8	30	35	22	14
Unprepared to learn	25	34	31	11	23	34	36	6	30	32	22	16
Poor health	5	25	42	28	9	23	48	19	5	16	43	35

Note: n excludes 6 principals from combined-level schools.
Percent includes moderate to serious problems.
n varies from 254 to 260 schools with item
Source: MSAP Principal Survey, 1999-2000, Item 11

Table A-V-11
Extent of Problems in MSAP Elementary, Middle, and High Schools

Scale score range	Extent of problem	Elementary (%) (N=159)	Middle (%) (N=64)	High School (%) (N=37)
1.00–1.24	Not a problem	4	2	3
1.25–1.74		15	11	16
1.75–2.24	Minor problem	23	20	8
2.25–2.74		32	27	27
2.75–3.24	Moderate problem	17	17	30
3.25–3.74		10	23	14
3.75–4.00	Serious problem	0	0	3

Note: n excludes 6 principals from combined-level schools
Source: MSAP Principal Survey, 1999-2000, Item 11

Table A-V-12
Challenges in MSAP Elementary, Middle, and High Schools

Challenge	Elementary School (%)				Middle School (%)				High School (%)			
	Serious	Moderate	Minor	None	Serious	Moderate	Minor	None	Serious	Moderate	Minor	None
Physical conflict	1	13	42	44	2	22	55	22	0	5	59	35
Robbery or theft	1	3	34	62	3	8	48	41	0	0	65	35
Vandalism	1	6	36	57	0	8	47	45	3	5	51	41
Verbal abuse of teachers	0	2	34	64	6	17	39	38	0	16	41	43
Physical abuse of teachers	0	1	8	91	0	5	13	83	0	0	14	86
Disrespect for teachers	1	7	52	40	6	27	43	24	6	14	44	36
Cutting class	0	0	3	97	0	5	44	52	6	25	53	17
Pregnancy	0	1	0	99	0	3	34	63	8	14	54	24
Alcohol use	0	0	2	98	2	2	30	67	3	0	73	24
Drug use	0	0	1	99	2	3	35	60	3	5	73	19
Possession of weapons	0	0	8	92	0	3	27	70	0	0	41	59
Dropping out	0	0	2	98	0	3	27	70	8	19	46	27

N varies from 258 to 260 schools with item
Source: MSAP Principal Survey, 1999-2000, Item 12

Table A-V-13
Percentage of MSAP Schools Conducting Surveys of Parents and Students (for self-assessment)

	Elementary (%)	Middle (%)	High (%)
Conduct parents survey	59	52	51
Conduct students survey	57	60	59

n=261 schools
Note: n excludes 6 principals from combined-level schools.
Source: MSAP Principal Survey, 1999-2000, Item 22

Table A-V-14
Percentage of MSAP Schools That Have Adopted Specific Practices for Low-Achieving Students

Specific practice for low-achieving students	Prior to the MASP award	Since the award	Plan in the next two years	No plan
Providing additional instructional time for low-achieving students before or after school, on weekends, or during the summer	55%	28%	13%	4%
Individualized or small-group instruction provided by regular staff for students with academic difficulties or protracted absences	57%	27%	14%	2%
Tutoring provided by individuals other than regular staff	62%	16%	14%	7%

n=255 schools
Note: n excludes 6 principals from combined-level schools
Source: MSAP Principal Survey, 1999-2000, Item 25

Table A-V-15
Average Percent of IEP and LEP Students Included in Magnet Programs in MSAP Elementary, Middle, and High Schools

	Elementary (%)	Middle (%)	High (%)
Involve students with IEPs in regular Magnet activities	86%	78%	69%
Involve students with IEPs in Magnet activities specifically designed to accommodate students with special needs	40%	44%	25%
Involve students with LEPs in regular Magnet activities	80%	86%	72%
Involve students with IEPs in Magnet activities specifically designed to accommodate LEP students	37%	32%	26%

n=134 schools for IEP items and 174 schools for LEP items
Note: n excludes 6 principals from combined-level schools.
Source: MSAP Principal Survey, 1999-2000, Items 13-14

Table A-V-16
Average Percent of MSAP Elementary, Middle, and High Schools That Have Provided Information to Other Schools or Other Audiences

	Elementary (%)	Middle (%)	High (%)
Provided information, hosted visits, or provided professional development opportunities to educators from other schools in my district, state, or out of state	66%	72%	81%
Received requests for information or permission to visit from reporters, researchers, or any other individuals or groups besides educators or parents	72%	77%	81%

n varies from 254 to 256 schools with items
Note: n excludes 6 principals from combined-level schools.
Source: MSAP Principal Survey, 1999-2000, Items 37-38