Table of Contents

Executive Summary

Overview: The Magnet Schools Assistance Program (MSAP) and This Evaluation O-1
The Magnet Schools Assistance Program O-2
Figure O-1. Number of MSAP Grants Received by District Recipients O-3
Figure O-2. Relationships among ED's Magnet Schools Assistance Program (MSAP), MSAP-funded Districts, and MSAP-supported Schools O-4
Evaluation of the Magnet School Assistance Program O-4
Evaluation Questions O-4
Figure O-3. Purposes and Strategies of the Magnet Schools Assistance Program and Associated Evaluations Questions and Report Chapters O-6
Five Studies O-7
Data Collected in 1999–2000 ..... O-7
Table O-1. Response Rates for Year 1 Data Collection from 57 MSAP Projects and 284 MSAP Schools O-8
What This Report Includes and How It Is Organized O-8
Comparison Groups Used in This Report O-8
Organization of the Report O-9

I. Characteristics of MSAP-supported Schools and Programs I-1
Grade Levels of MSAP Schools and Types of Programs I-1
Figure I-1. Type of Magnet Program, by Level I-2
Themes of Programs I-2
First Year (1998–99) Program Enrollment I-3
Total Enrollment I-3
Minority Enrollment I-3
Figure I-2. Percent Minority Enrollment in PWS and Whole School Programs, by Level I-4
Characteristics of Students in MSAP-supported Schools I-4
Figure I-3. Mean Percentage Enrollment of Racial-Ethnic Minorities within Districts for MSAP and Non-MSAP Schools, 1998–99 ..... I-5
Figure I-4. Mean Percentage Enrollment of Socioeconomically Disadvantaged Students in MSAP and Non-MSAP Schools within Districts, by Level: 1998–99 ..... I-6
Title I Programs in MSAP-supported Schools I-6
Figure I-5. Percentage of MSAP-funded Schools with Targeted and School-wide Title I Programs Compared with Schools Nationally I-7
What We Learned I-8
What We Hope to Learn I-8

II. Characteristics of MSAP Districts II-1
Type of Desegregation Plan II-1
Demographic and Enrollment Characteristics II-1
Type of Community II-1
District Enrollment II-2
Figure II-1. Size of District Enrollment, by Type of Desegregation Plan II-3
Socioeconomic Status II-3
Race and Ethnic Group Levels of Enrollment II-4
Figure II-2. Percentage of Districts by Race-Ethnic Group Representing a Majority of Students Enrolled in District Schools: 1997–98 ..... II-4

Trends in Enrollment by Race and Ethnicity II-5
Figure II-3. Average Percentage of Student Enrollment in MSAP Districts, by Race-Ethnicity: 1993–94 and 1997–98 ..... *II-6*
Distribution of Students in High Minority Enrollment Schools II-6
Figure II-4. Average Percentage of Minority Students Attending High Minority Enrollment Schools in MSAP Districts, by Type of Desegregation Plan: 1997–98 ..... *II-7*
Figure II-5. Average Percentage of Minority Students Attending High Minority Enrollment Schools in MSAP Districts, by School Year: 1993–94 and 1997–98 ..... *II-8*
Figure II-6. Average Percentage of Students Attending Schools with 50 Percent or More Minority Student Enrollment in MSAP Districts, by Race-Ethnicity and Year: 1993–94 and 1997–98 ..... *II-9*
School Choices within MSAP Districts II-9
Waiting Lists II-10
Educational Alternatives to MSAP Programs II-10
Figure II-7. Percentage of Districts Reporting a Great Deal of Competition for Students from Other Types of Schools, by Type of Desegregation Plan *II-11*
What We Learned II-11
What We Hope to Learn II-12

III. Desegregation Objectives and Recruitment Strategies III-1
Desegregation Objectives of MSAP's Targeted Schools III-1
Figure III-1. Desegregation Objectives of MSAP's Targeted Schools, by Type of Desegregation Plan *III-3*
Recruitment Strategies III-3
Figure III-2. Percentage of Districts with Specific Types of Participation of School Staff, Students, and Parents in Recruitment Effort *III-4*
Outreach Activities III-5
Figure III-3. Percentage of Districts Using Specific Types of Outreach to Recruit Students *III-5*
Targeted Recruitment III-6
Figure III-4. Extent to Which Districts Focus Outreach Efforts on Targeted Groups of Students, by Type of Desegregation Plan *III-7*
Use of Performance Criteria for Selection of Students III-7
Figure III-5. Percent of MSAP Schools Using Performance Criteria for Admitting Students, by Grade Level *III-8*
What We Learned III-9
What We Hope to Learn III-9

IV. Systemic Reform in MSAP Projects and Schools IV-1
MSAP Support of District Reform Strategies IV-1
Figure IV-1. Percentage of MSAP Districts Placing Major Emphasis on Standards-based Reform Strategies *IV-3*
Figure IV-2. Percentage of MSAP Schools Adopting Research-based Reform Models in Districts with Heavy or Moderate/No Emphasis on Research-based Models *IV-4*
Figure IV-3. Percentage of MSAP Schools Adopting Class Size Reduction Strategies in Districts with Heavy or Moderate/No Emphasis on Class Size Reduction *IV-5*
Alignment with Frameworks, Standards, and Assessments IV-5
Figure IV-4. Influence of State Frameworks and Assessments on MSAP Themes and Goals *IV-7*
Accountability for Student Performance IV-8

Figure IV-5. Rewards and Sanctions That MSAP Schools May Receive as a Result of Student Performance *IV-9*
Figure IV-6. Number of Types of Sanctions Reported by MSAP Principals *IV-10*
Coordination and Co-funding of MSAP with Other Programs and Activities *IV-10*
Figure IV-7. Extent of Interaction of MSAP Project Director and Other District Staff in Planning and Implementing MSAP Activities *IV-12*
Figure IV-8. Scale Indicating Extent of Coordination between MSAP Project Director and Other District Staff *IV-13*
Figure IV-9. Type and Frequency of Technical Assistance Provided by MSAP Project Directors and Other District-level MSAP Staff *IV-14*
Figure IV-10. Provision of Technical Assistance Focused on Curriculum and Instruction by MSAP Project Directors and Other District-level MSAP Staff *IV-15*
What We Learned IV-15
What We Hope to Learn IV-16

V. Innovative Educational Methods and Practices in MSAP Schools V-1
Figure V-1. Conceptual Framework: Connections between Improved Student Achievement and Various Aspects of Magnet School Educational Programs and Contexts *V-2*
Innovations in the School Program V-3
Figure V-2. Percentage of MSAP School That Have Adopted Various Themes, by Level *V-4*
Figure V-3. Specific Comprehensive Models Adopted by MSAP Schools *V-5*
Innovations in Classroom Instructional Practices V-6
Figure V-4. Percentage of MSAP Elementary Schools That Have Introduced Changes in Mathematics, Science, Language Arts, or Social Studies Since Receipt of the MSAP Award, by Title I Status *V-6*
Innovations in Supports for Teaching and Learning V-7
Figure V-5. Percentage of MSAP Elementary Schools That Require Specified Practices for All Students, by Title I Status *V-9*
Figure V-6. Number of Activities Required by MSAP Elementary Schools *V-10*
Figure V-7. Percentage of MSAP Principals Who Strongly Agree with Aspects of Professional Community in MSAP Schools, by Level *V-11*
Figure V-8. Strength of Professional Community in MSAP Elementary Schools *V-12*
Figure V-9. Percentage of Principals Reporting Serious Student Problems in MSAP Schools, by Level *V-14*
Figure V-10. Extent of Student Problems in MSAP Elementary Schools *V-15*
Figure V-11. Percentage of Principals Reporting Additional Serious Student Problems in MSAP Schools, by Level *V-16*
Responding to Student Needs and Interests V-17
Role of MSAP Schools as Models V-18
What We Have Learned V-19
What We Hope to Learn V-19

VI. Measurement of Student Achievement in MSAP-supported Schools VI-1
Subject Areas Measured by Grantees' Student Achievement Objectives VI-2
Figure VI-1. Percentage of Programs with One or More Objectives in Language Arts and Mathematics, by Level *VI-3*
Figure VI-2. Percentage of Programs with One or More Objectives in Other Subjects and Performance Areas, by Level *VI-4*
Kinds of Performance Measures on which Achievement Objectives Are Based VI-5

Figure VI-3. Performance Data upon which Objectives Are Based (Percentage of Programs With One or More Objectives Based on Measure, by Level) *VI-6*
Types of Objectives Set VI-7
Nature of Change VI-7
Figure VI-4. Types of Performance Level Attainments in Achievement Objectives (Percentage of Programs with One or More Objectives, by Level) *VI-8*
Time Frame VI-9
Figure VI-5. Time Frame for Measuring Achievement Outcomes, by Level *VI-9*
Gap Reduction VI-10
Figure VI-6. Programs with Objectives to Reduce Minority-Non-Minority Achievement Disparities *VI-10*
Kinds of Baseline or Comparison Groups Projects Use to Assess Achievement Outcomes VI-10
Figure VI-7. Baseline Groups for Measuring Progress, by Level *VI-11*
External Reference Groups VI-11
Figure VI-8. Reference Group against which Magnet Student Performance Is Compared, by Level *VI-12*
What We Learned VI-12
What We Hope to Learn VI-13

VII. Implementation of MSAP Projects: Enabled Activities and ED Role VII-1
Planning and Implementation Activities in MSAP Districts VII-1
Plans for Continuing Projects after MSAP Funding Ends VII-2
Enabled Activities—How MSAP Projects Budget and Spend Their Funds VII-3
Differences in Grant Amounts and in Grantees' Distribution of Funds VII-4
Figure VII-1. Percentage of District Costs by Budget Category and Year for 50 MSAP Projects *VII-5*
Figure VII-2. Mean Budget Amounts for 233 MSAP-supported Schools in 50 MSAP Projects, by Year *VII-6*
Other Sources of Support Obtained by MSAP Projects and Schools VII-6
What Federal Funds Enable Projects To Do VII-7
Figure VII-3. Most Important Activities Enabled by MSAP Grant from the Viewpoint of Principals *VII-7*
How MSAP Grants Are Awarded VII-8
Determination of Grant Amounts VII-9
Technical Assistance Provided by ED to MSAP Projects VII-9
Primary Source of Technical Assistance VII-9
Technical Assistance from the Perspective of Grantees VII-9
Purpose and Usefulness of Technical Assistance VII-10
What We Learned VII-10
What We Hope to Learn VII-10

VIII. A Preview of Our Future Reports VIII-1

Glossary

Bibliography