

# Archived Information

## Magnet Schools Assistance Program - 2002

CFDA Number: 84.165 - Magnet Schools Assistance

### Goal 8: To assist in the desegregation of schools served by local educational agencies

Objective 8.1 of 2: Federally funded magnet programs eliminate, reduce, or prevent the incidence and the degree of minority student isolation in targeted schools

Indicator 8.1.1 of 1: Minority group isolation: Increasing percentages of targeted schools will eliminate, reduce, or prevent minority group isolation according to their individual objective.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percent of targeted schools meeting their objective</i>			<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> Unvalidated data for school year 01-02 (which corresponds to FY2002) enrollment was included in performance report and analysis of these data is pending.</p> <p><b>Explanation:</b> Data for FY 1998 grantee cohort indicates that MSAP projects targeted 295 schools with desegregation objectives in 1999-00. The data suggest that a total of 139, or 47%, of the 295 schools for which data are available either achieved their benchmarks (34 schools) or showed some progress toward achieving their desegregation objective (105 schools). In 2001, a new cohort of grant recipients includes 60 school districts implementing projects to support 289 magnet schools. Of those schools, approximately 80% have proposed objectives to reduce minority group isolation. Remaining schools have proposed objectives to eliminate or prevent minority group isolation or to reduce minority group isolation in feeder schools. As yet unvalidated data for school year 01-02 enrollment was included in performance reports and analysis of these data are pending.</p>	<p><b>Source: NCES Survey/Assessment Survey/Assessment:</b> Common Core of Data.</p> <p><b>Additional Source Information:</b> NCES and Common Core of Data., 1997-98, 1998-99 and 1999-00.</p> <p><b>Frequency:</b> Annually. <b>Collection Period:</b> 2002 - 2003 <b>Data Available:</b> August 2003 <b>Validated By:</b> No Formal Verification.</p> <p><b>Limitations:</b> Most student recruitment occurs at the entry grade of a school. The data presented in 'Assessment of Progress' does not address the extent to which progress being made toward the achievement of desegregation objectives is being masked by other factors. Additionally, for the FY 2001 cohort of grants, grants could not be made early enough to permit the conduct of recruitment activities that would affect enrollment in the fall of 2001.</p> <p><b>Improvements:</b> For FY 2001 cohort of grants, data quality is improved by deferring analysis until validated version is released by NCES.</p>
Year	Actual Performance	Performance Targets		
1998	43			
2001		50		

Objective 8.2 of 2: Federally funded magnet programs or innovative programs strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

**Indicator 8.2.1 of 1: Improved student achievement: Students will show achievement gains in core subjects, as well as in applied learning skills, that meet or exceed the gains for students in the district as a whole.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percent of targeted schools meeting their objective</i>			<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> For new grantees whose projects began with school year 2001-02, student achievement data are pending and expected.</p> <p>Information contained in the first year report of a program evaluation of FY 1998 being conducted by the American Institutes for Research indicates that more than 80 percent of MSAP districts report that they place a major emphasis on establishing high standards for students and on aligning curricula with standards. When compared with large high-poverty districts in 1998-99, MSAP districts appear to place somewhat more emphasis on new approaches to curriculum and instruction (technology and reform models).</p> <p>The AIR is completing an evaluation of FY 1998 MSAP grant recipients that will provide data on actual performance through the final year of those projects.</p> <p><b>Explanation:</b> AIR has reported that a variety of factors have impeded progress in conducting an analysis of student achievement gains. These factors include imprecision in some objectives; substantial changes in the state and district assessment programs upon which objectives were based; grantee reliance on alternative assessments; and the delayed submission of student achievement results that were not available until after performance reports were due. Data are pending and expected.</p>	<p><b>Additional Source Information:</b> Analysis of 1998 Magnet Schools Assistance Program applications; Magnet Schools Assistance Program annual performance reports; Magnet Schools Assistance Program Evaluation.</p> <p><b>Frequency:</b> Annually. <b>Collection Period:</b> 2002 - 2003 <b>Data Available:</b> August 2003 <b>Validated By:</b> No Formal Verification.</p> <p><b>Improvements:</b> Suggestions are welcome.</p>
Year	Actual Performance	Performance Targets		
2001		50		