

Archived Information

MAGNET SCHOOLS ASSISTANCE PROGRAM

Goal: To assist in the desegregation of schools served by local educational agencies. Legislation: Title V, Part A, of the Elementary and Secondary Education Act (ESEA) of 1965, as amended (20 U.S.C. 7201-7213).	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$75	2000	\$110
	1990	\$113	2001	\$110
	1995	\$112	2002 (Requested)	\$110

Program Description

The Magnet Schools Assistance Program (MSAP) assists in the desegregation of schools by providing support for (1) the elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students; (2) the development and implementation of magnet school projects that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging state content and performance standards; (3) the development and design of innovative educational methods and practices; and (4) courses of instruction within magnet schools that will substantially strengthen students' knowledge of academic subjects and their grasp of tangible and marketable vocational skills.

Magnet schools are designed as a voluntary tool for desegregating schools by establishing educational programs that draw students of different racial and ethnic backgrounds together. The MSAP legislation provides for a program of grants to Local Education Agencies (LEAs), which then fund pre-designated schools. School districts may use MSAP funds for (1) planning and promoting activities directly related to the expansion, continuation, or enhancement of academic programs and services offered at magnet schools; (2) purchasing books, materials, and equipment (including computers) that are necessary for the programs and are directly related to improving vocational skills or students' knowledge of math, science, history, English, foreign languages, art, or music; and (3) paying the salaries of licensed or certified elementary and secondary school teachers in magnet schools. However, MSAP grantees are prohibited from using MSAP funds for transportation.

A recent study found that MSAP subgrants average \$300,000 per school per grant year, with a wide range across the projects. In 1998–1999, the school budgets ranged from \$11,000 (for a school during a planning year) to a high of \$844,000 (for a school establishing a technology-based program).

Program Performance

OBJECTIVE 1: FEDERALLY FUNDED MAGNET PROGRAMS ELIMINATE, REDUCE, OR PREVENT THE INCIDENCE AND THE DEGREE OF MINORITY STUDENT ISOLATION IN TARGETED SCHOOLS.

Indicator 1.1 Minority group isolation: Increasing percentages of targeted schools will <i>eliminate, reduce, or prevent</i> minority group isolation according to their individual objective.			Assessment of Progress	Sources and Data Quality
Targets and Performance Data			<p>Status: No 2000 data but progress toward the 2000 target is likely.</p> <p>Explanation: MSAP projects targeted 261 schools with desegregation objectives in 1998-99. A total of 112, or 43 percent, of the 259 schools for which data are available showed some progress toward achieving their desegregation objective.</p> <ul style="list-style-type: none"> In 1998-99 there were 16 schools seeking to <u>prevent</u> minority group isolation (MGI), of which 63% succeeded in maintaining minority students at or below 50 percent for the 1998-99 school year; 29 schools seeking to <u>eliminate</u> MGI by the 2000-2001 school year, of which 59 percent succeeded in reducing MGI by one-quarter of one percent (i.e., 0.25 percent) or more; 182 schools aiming to <u>reduce</u> MGI, of which 36 percent succeeded in reducing MGI by one-quarter of one percent or more; Thirty-two schools with <u>unique objectives required</u> by a court or other government agency, of which 63 percent made progress in meeting those objectives. These schools were evaluated as making progress if they reduced the proportion of students in the race-ethnic group(s) specified in their required desegregation plan or maintained the proportion of students in those groups at or below a specified threshold. 	<p>Source: National Center for Education Statistics, Common Core Data, 1997-98 and 1998-99. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001.</p> <p>Validation Procedure: Data validated by NCES review procedures and NCES Statistical Standards.</p> <p>Limitation of Data and Planned Improvements: Student recruitment activities (the primary tool to meet desegregation objectives) generally occur in the spring. Since the first year grant award was made in the summer of 1998, it was too late to be used for initial recruitment. Impact of the grant on recruitment will not be seen until the second year of the grant. Thus the 1998-99 data shows only whether projects made <i>progress</i> toward meeting their objectives rather than <i>actually</i> meeting their objectives (with progress meaning reducing MGI by one-quarter of one percent or more).</p> <p>The CCD race-ethnic counts for each school are based on October 1st enrollments, the one exception being that districts were permitted in 1997-98 to use December 1st counts if the district was unable to provide race-ethnic data for the earlier date. When data for a targeted school are not available in the CCD, the information provided by the grantees is used to make the evaluation of progress toward the goal.</p>
<i>Percent of targeted schools meeting their objective</i>				
Year	Actual Performance	Performance Targets		
1998:	43%			
1999:	No Data Available	No specific target set		
2000:	No Data Available	<ul style="list-style-type: none"> 50% of participating schools fully achieve their desegregation objective 65% of participating schools either fully achieve their desegregation objective or make some progress towards achieving that objective. 		
2001:		Continuing increase		
2002:		Continuing increase		

OBJECTIVE 2: FEDERALLY FUNDED MAGNET PROGRAMS OR INNOVATIVE PROGRAMS STRENGTHEN STUDENTS' KNOWLEDGE OF ACADEMIC SUBJECTS AND SKILLS NEEDED FOR SUCCESSFUL CAREERS IN THE FUTURE.

Indicator 2.1 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>Status: Unable to judge.</p> <p>Explanation: 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 submitted.</p>	<p>Source: Analysis of 1998 Magnet Schools Assistance Program applications; Magnet Schools Assistance Program annual performance reports; Magnet Schools Assistance Program Evaluation.</p> <p><i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001.</p> <p>Validation Procedure: Data supplied by grant recipients. No formal verification applied.</p> <p>Limitation of Data and Planned Improvements: Not applicable.</p>	
Year	Actual Performance			Performance Targets
1998:	No Data Available			
1999:	No Data Available			No specific target set
2000:	No Data Available			Continuing increase
2001:				Continuing increase
2002:				