

# **Appendix M**

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## *Purposes of Variables in Principal Survey*



### Purposes of Variables in Principal Survey

Page No.	Item No.	Text of Item	Description of Use	Topic	Research Questions									
					Outcome	Covariate	Mediating Variable	Moderating Variable	Descriptive Comparison - Treatment Groups	Descriptive Comparison - National	E-1 - Resident Student Achievement	E-2 - Minority Group Isolation	E-3 - Non-resident Student Achievement	E-4 - Program Evolution
L-1	1	Approximately how many staff members did your school employ in 2006-2007 in the following categories?	Description of Sample	Staff and Teacher Characteristics					X	X	X			
L-1	1a	Regular classroom teachers	Description of Sample	Staff and Teacher Characteristics					X	X	X			
L-1	1b	Gym, drama, music or art teachers	Availability of specialized staff is one of the mechanism for effectiveness of magnet programs	Staff and Teacher Characteristics			X		X	X	X		X	
L-1	1c	Special education and related service providers	Availability of specialized staff is one of the mechanism for effectiveness of magnet programs	Staff and Teacher Characteristics			X		X	X	X		X	
L-1	1d	ESL/Bilingual education teachers	Availability of specialized staff is one of the mechanism for effectiveness of magnet programs	Staff and Teacher Characteristics			X		X	X	X		X	
L-1	1e	Reading teachers/specialists	Availability of specialized staff is one of the mechanism for effectiveness of magnet programs	Staff and Teacher Characteristics			X		X	X	X		X	

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L-1	1f	Teachers of gifted/talented	Availability of specialized staff is one of the mechanism for effectiveness of magnet programs	Staff and Teacher Characteristics			X		X	X	X		X	
L-1	1g	School nurse or health professional	Description of Sample	Staff and Teacher Characteristics					X	X	X			
L-1	1h	School psychologist or social worker	Description of Sample	Staff and Teacher Characteristics			X		X	X	X		X	
L-1	1i	Paraprofessionals (e.g., classroom aides)	Availability of specialized staff is one of the mechanism for effectiveness of magnet programs	Staff and Teacher Characteristics			X		X	X	X		X	
L-1	1j	Library media specialists/librarian	Availability of specialized staff is one of the mechanism for effectiveness of magnet programs	Staff and Teacher Characteristics			X		X	X	X		X	
L-1	2	How many of your school's full-time and part-time teachers in 2006-207 were members of the following groups?	Description of Sample	Staff and Teacher Characteristics					X	X	X			
L-1	2a	Asian or Pacific Islander	Description of Sample	Staff and Teacher Characteristics					X	X	X			
L-1	2b	Hispanic, regardless of race	Description of Sample	Staff and Teacher Characteristics					X	X	X			
L-1	2c	Black, not of Hispanic origin	Description of Sample	Staff and Teacher Characteristics					X	X	X			

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L-1	2d	White, not of Hispanic origin	Description of Sample	Staff and Teacher Characteristics					X	X	X			
L-1	2e	American Indian or Alaska Native	Description of Sample	Staff and Teacher Characteristics					X	X	X			
L-2	3	What is the current capacity of this school's building(s)?	Description of Sample Magnet programs may be less effective in crowded or inadequate facilities	School Facilities				X	X	X	X		X	
L-2	4a	Does this school have one or more temporary buildings?	Description of Sample Magnet programs may be less effective in crowded or inadequate facilities	School Facilities				X	X	X	X		X	
L-2	4b	What is the capacity of the temporary building(s)?	Description of Sample Magnet programs may be less effective in crowded or inadequate facilities	School Facilities				X	X	X	X		X	
L-2	5	What is the total number of computers in this school?	Description of Sample	School Resources					X	X	X			
L-2	6	Of the total number of computers in this school how many are used for instructional purposes?	Description of Sample	School Resources					X	X	X			
L-2	7	Do most students have access to the Internet through computers located in this school?	Description of Sample Access to information resources and learning tools may be one mechanism by which magnet programs improve achievement	School Resources										

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L-3	8	Indicate how much you agree or disagree with the following statements about the school's climate.	Magnet programs are expected to promote a sense of community that will be reflected in a better school climate which serves to promote student achievement and attract non-resident students	School Climate			X		X	X	X	X		
L-3	8a	Parents are actively involved in this school's programs.	Magnet programs are expected to promote a sense of community that will be reflected in a better school climate which serves to promote student achievement and attract non-resident students	School Climate			X		X	X	X	X		
L-3	8b	Teacher absenteeism is a problem at this school.	Magnet programs are expected to promote a sense of community that will be reflected in a better school climate which serves to promote student achievement and attract non-resident students	School Climate			X		X	X	X	X		
L-3	8c	Teacher turnover is a problem at this school.	Magnet programs are expected to promote a sense of community that will be reflected in a better school climate which serves to promote student achievement and attract non-resident students	School Climate			X		X	X	X	X		

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L-3	8d	Child absenteeism is a problem at this school.	Magnet programs are expected to promote a sense of community that will be reflected in a better school climate which serves to promote student achievement and attract non-resident students	School Climate			X		X	X	X	X		
L-3	8e	The community served by this school is supportive of its goals and activities.	Magnet programs are expected to promote a sense of community that will be reflected in a better school climate which serves to promote student achievement and attract non-resident students	School Climate			X		X	X	X	X		
L-3	8f	There is a consensus among administrators and teachers on goals and expectations.	Magnet programs are expected to promote a sense of community that will be reflected in a better school climate which serves to promote student achievement and attract non-resident students	School Climate			X		X	X	X	X		
L-3	8g	Order and discipline are maintained satisfactorily in the building(s).	Magnet programs are expected to promote a sense of community that will be reflected in a better school climate which serves to promote student achievement and attract non-resident students	School Climate			X		X	X	X	X		

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L-3	8h	Overcrowding is a problem at this school.	Magnet programs are expected to promote a sense of community that will be reflected in a better school climate, which serves to promote student achievement and attract non-resident students. (Note that this is a measure of perceived crowdedness as contrasted with an objective measure based on density as in items 8 and 9 above.)	School Climate			X		X	X	X	X		
L-3	8i	Parents of children in this school are welcome to observe classes any time they are in session.	Magnet programs are expected to promote a sense of community that will be reflected in a better school climate which serves to promote student achievement and attract to non-resident students	School Climate			X		X	X	X	X		
L-3	9	Did any of the following types of problems occur at this school during the 2006-2007 school year?	Magnet programs are expected to promote a sense of community which should be reflected in a safer environment which would facilitate student learning and make the school more attractive to non-resident students	School Safety			X		X	X	X	X		



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L-3	9a	Children bringing weapons to school?	Magnet programs are expected to promote a sense of community which should be reflected in a safer environment which would facilitate student learning and make the school more attractive to non-resident students	School Safety			X		X	X	X	X		
L-3	9b	Things being taken directly from children or teachers by force or threat of force at school or on the way to or from school?	Magnet programs are expected to promote a sense of community which should be reflected in a safer environment which would facilitate student learning and make the school more attractive to non-resident students	School Safety			X		X	X	X	X		
L-3	9c	Children or teachers being physically attacked or involved in fights?	Magnet programs are expected to promote a sense of community which should be reflected in a safer environment which would facilitate student learning and make the school more attractive to non-resident students	School Safety			X		X	X	X	X		

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L-3	9d	Children bringing in or using alcohol at school?	Magnet programs are expected to promote a sense of community which should be reflected in a safer environment which would facilitate student learning and make the school more attractive to non-resident students	School Safety			X		X	X	X	X		
L-3	9e	Children bringing in or using illegal drugs at school?	Magnet programs are expected to promote a sense of community which should be reflected in a safer environment which would facilitate student learning and make the school more attractive to non-resident students	School Safety			X		X	X	X	X		
L-3	9f	Vandalism of school property?	Magnet programs are expected to promote a sense of community which should be reflected in a safer environment which would facilitate student learning and make the school more attractive to non-resident students	School Safety			X		X	X	X	X		
L-4	10a	In the 2006-2007 school year, did this school provide <b>teachers</b> with time for professional development during regular contract hours?	Investment in staff development is one of the mechanisms for effectiveness of magnet programs	Professional Development			X		X	X	X	X		

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L-4	10b	<p>Were the following used to provide teachers with time for professional development during regular contract hours?</p> <ul style="list-style-type: none"> <li>• Substitutes to cover teachers' classes</li> <li>• Early dismissal or late start for students?</li> <li>• Professional days built in before the beginning of the school year?</li> <li>• Professional days built in during the school year?</li> <li>• Professional days built in after the school year?</li> <li>• Common planning time for teachers for professional development?</li> <li>• Reduced teacher work loads (Less time in the classroom with students, or less time or assigned non-instructional duties) for professional development?</li> </ul>	Investment in staff development is one of the mechanisms for effectiveness of magnet programs	Professional Development			X		X	X	X		X	

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L-4	11	<p>During the 2006-2007 school year, approximately how much emphasis did the school place on professional development for teachers in the following areas?</p> <ul style="list-style-type: none"> <li>• In-depth study in the core academic subjects taught</li> <li>• New methods of teaching (e.g., cooperative learning)</li> <li>• State or district curriculum and performance standards</li> <li>• Integration of educational technology in the grade or subject taught</li> <li>• Student performance assessment (e.g., methods of testing, interpreting assessment data, applying results to modify instruction)</li> <li>• Classroom management (including student discipline)</li> <li>• Addressing the needs of students with limited English proficiency or from diverse cultural backgrounds</li> <li>• Addressing the needs of students with disabilities</li> <li>• Addressing the needs of struggling readers</li> <li>• Other (Please specify)</li> </ul>	Investment in staff development is one of the mechanisms for effectiveness of magnet programs	Professional Development			X		X		X		X	
L-5	12	Does this school use coaches to help teachers strengthen their teaching in the following areas?	Investment in staff development is one of the mechanisms for effectiveness of magnet programs	Professional Development			X		X		X		X	

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L-5	13	<p>We are interested in the importance you place on various educational goals. From the following nine goals, which do you consider the most important, the second most important, and the third most important?</p> <ol style="list-style-type: none"> <li>1- Building basic literacy skills (reading, math, writing, speaking)</li> <li>2- Encouraging academic excellence</li> <li>3- Promoting occupational or vocational skills</li> <li>4- Promoting good work habits and self-discipline</li> <li>5- Promoting personal growth (self-esteem, self-knowledge, etc.)</li> <li>6- Promoting human relations skills</li> <li>7- Promoting multi-cultural awareness or understanding</li> <li>8- Fostering religion or spiritual development</li> </ol>	Use to see whether schools with academic focus promote student achievement and whether magnet schools display greater emphasis on academic performance	School Goals			X	X	X	X		X	
L-6	14	How much ACTUAL influence do you think each of the following groups or people has on decisions concerning the following activities?	Magnet schools are expected to have greater autonomy relative to non-magnet schools and the greater involvement of teachers and principals in decision making at the school is seen as a mechanism for promoting student achievement.	Decision Making			X	X	X	X		X	

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L-6	14a	Establishing curriculum at this school (1) State department of education or other state-level bodies (e.g., state board of education) (2) Local school board (3) School district staff (4) Principal (5) Teachers (6) Curriculum specialists (7) Parent association	Magnet schools are expected to have greater autonomy relative to non-magnet schools and the greater involvement of teachers and principals in decision making at the school is seen as a mechanism for promoting student achievement.	Decision Making			X		X	X	X		X	
L-6	14b	Determining the content of in-service professional development programs for teachers at this school (1) State department of education or other state-level bodies (e.g., state board of education) (2) Local school board (3) School district staff (4) Principal (5) Teachers (6) Curriculum specialists (7) Parent association	Magnet schools are expected to have greater autonomy relative to non-magnet schools and the greater involvement of teachers and principals in decision making at the school is seen as a mechanism for promoting student achievement.	Decision Making			X		X	X	X		X	

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L-7	15	<p>During the 2006-2007 school year, about how many of the parents at your school participated or were involved in each of the following? (“Parents” includes parents and other caregivers.)</p> <ul style="list-style-type: none"> <li>• Open house or back-to-school night</li> <li>• Regularly scheduled school-wide parent-teacher conferences</li> <li>• Special subject-area events (e.g., science fair, concert)</li> <li>• Parent education workshops or courses offered</li> <li>• Parent-child learning activities at school</li> <li>• Parents involved in instructional issues</li> <li>• Parents involved in governance</li> <li>• Parents involved in budget decisions</li> </ul>	<p>Magnet schools offer parents a choice in the education of their children. We anticipate greater parental involvement in magnet schools and hence their child's education, which in turn is reflected in greater student achievement, particularly in the case of non-resident students.</p>	Parental Involvement					X	X	X	X	X	
L-8	16	<p>Does your school have a distinctive program (i.e., a program that goes beyond what is typically offered by most elementary schools in your district) in any of the following?</p>	<p>The distinctiveness of the curriculum/teaching method or other program features of magnet schools are seen as a key factor in attracting and motivating magnet school students.</p>	School Programs			X		X		X	X	X	X

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L-8	16a	Distinctive Offering – Curricular focus <ul style="list-style-type: none"> <li>• Academics (rigorous, classical, etc.)</li> <li>• Mathematics</li> <li>• Science</li> <li>• Technology</li> <li>• Arts (visual arts, music, drama, dance, etc.)</li> <li>• Communication</li> <li>• Multicultural/ international awareness</li> <li>• Languages (e.g. dual immersion, Spanish, Chinese)</li> <li>• Character Development</li> <li>• Other distinctive curricular focus (Please specify):</li> </ul>	The distinctiveness of the curriculum/teaching method or other program features of magnet schools are seen as a key factor in attracting and motivating magnet school students.	School Programs			X		X		X	X	X	X
L-8	16b	Distinctive Offering – Instructional approaches <ul style="list-style-type: none"> <li>• Team teaching</li> <li>• Cooperative learning groups</li> <li>• Integrating multi-sensory or hands-on activities</li> <li>• Integrating computers/multi-media</li> <li>• Long-term project-based learning to integrate knowledge</li> <li>• Simulations/role play</li> <li>• Other distinctive instructional approach (Please specify):</li> </ul>	The distinctiveness of the curriculum/teaching method or other program features of magnet schools are seen as a key factor in attracting and motivating magnet school students.	School Programs			X		X		X	X	X	X



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L-8	16c	Distinctive Offering – Assessment approaches <ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• Diagnostic testing</li> <li>• Portfolio assessment</li> <li>• Other distinctive assessment approach (Please specify):</li> </ul>	The distinctiveness of the curriculum/teaching method or other program features of magnet schools are seen as a key factor in attracting and motivating magnet school students.	School Programs			X		X		X	X	X	X
L-9	16d	Distinctive Offering – Comprehensive school reform models <ul style="list-style-type: none"> <li>• Comer School</li> <li>• Accelerated Schools</li> <li>• Success for All/ Roots and Wings</li> <li>• Montessori School</li> <li>• Other distinctive school reform model (Please specify):</li> </ul>	The distinctiveness of the curriculum/teaching method or other program features of magnet schools are seen as a key factor in attracting and motivating magnet school students.	School Programs			X		X		X	X	X	X
L-9	16e	Distinctive Offering – Other <ul style="list-style-type: none"> <li>• Other distinctive offering (Please describe):</li> </ul>	The distinctiveness of the curriculum/teaching method or other program features of magnet schools are seen as a key factor in attracting and motivating magnet school students.	School Programs			X		X		X	X	X	X

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L-9	17	In each grade, which of the following goals are considered <i>important</i> in assigning students to classrooms at the beginning of the school year? <ul style="list-style-type: none"> <li>• None</li> <li>• To group students by ability (i.e. homogeneously by ability)</li> <li>• To maintain mixed ability in classrooms</li> <li>• To maintain socioeconomic diversity</li> <li>• To maintain race-ethnic diversity</li> <li>• To maintain same-sex classrooms</li> <li>• To match teacher strengths to student needs</li> </ul>	Addresses school practices that may effect internal minority group isolation of students, which in turn are expected to have an impact on student performance	School Practices			X		X		X	X		
L-10	18	During the last school year (2006-2007), did this school use the following methods to organize classes or student groups?	Indicate whether magnets are more likely to use innovative classroom practices and whether that may explain differences in student achievement.	School Practices			X		X	X	X		X	
L-10	18a	Traditional grades or academic discipline-based departments	Indicate whether magnets are more likely to use innovative classroom practices and whether that may explain differences in student achievement.	School Practices			X		X	X	X		X	

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L-10	18b	Grades subdivided into small groups such as "house" or "families"	Indicate whether magnets are more likely to use innovative classroom practices and whether that may explain differences in student achievement.	School Practices			X		X	X	X		X	
L-10	18c	Student groups that remain two or more years with the same teacher (e.g. looping)	Indicate whether magnets are more likely to use innovative classroom practices and whether that may explain differences in student achievement.	School Practices			X		X	X	X		X	
L-10	18d	Interdisciplinary teaching (Interdisciplinary teaching is when two or more teachers with different academic specializations collaborate to teach an interdisciplinary program to the same group of students)	Indicate whether magnets are more likely to use innovative classroom practices and whether that may explain differences in student achievement.	School Practices			X		X	X	X		X	
L-10	18e	Paired or team teaching (Paired or team teaching is when two or more teachers, in the same class, at the same time, are jointly responsible for teaching a single group of students)	Indicate whether magnets are more likely to use innovative classroom practices and whether that may explain differences in student achievement.	School Practices			X		X	X	X		X	

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L-10	19	Looking back over the last three school years (2004-2005 through 2006-2007), how much has your school focused on the following strategies in its improvement efforts?	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-10	19a	School is using student achievement data to inform instruction and school improvement	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-10	19b	School is aligning curriculum and instruction with standards and/or assessments	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-10	19c	School is implementing new instructional approaches or curricula in <u>reading/language arts/English</u>	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	

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L-10	19d	School is implementing new instructional approaches or curricula in <u>mathematics</u>	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-10	19e	School is providing additional instruction to low-achieving students	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-10	19f	School is restructuring the school day to teach core content areas in greater depth (i.e., establishing a literacy block)	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-11	19g	School is increasing instructional time for all students (e.g., by lengthening the school day or year, shortening recess)	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	

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L-11	19h	School is providing extended-time instructional programs (e.g., before-school, after-school or weekend instructional programs)	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-11	19i	School is implementing strategies for increasing parents' involvement in their children's education	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-11	19j	School is increasing the intensity, focus and effectiveness of professional development	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-11	20	As a general school policy, how many hours and minutes per week do third-grade students in your school spend learning each of the following subjects?	Indicate extent to which allocation of time to subject areas differ between magnet and non-magnet and how this relates to achievement	School Improvement			X		X	X	X		X	

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L-11	20a	Mathematics	Indicate extent to which allocation of time to subject areas differ between magnet and non-magnet and how this relates to achievement	School Improvement			X		X	X	X		X	
L-11	20b	Reading/language arts/English	Indicate extent to which allocation of time to subject areas differ between magnet and non-magnet and how this relates to achievement	School Improvement			X		X	X	X		X	
L-11	20c	Science	Indicate extent to which allocation of time to subject areas differ between magnet and non-magnet and how this relates to achievement	School Improvement			X		X	X	X		X	
L-11	20d	Social studies/History	Indicate extent to which allocation of time to subject areas differ between magnet and non-magnet and how this relates to achievement	School Improvement			X		X	X	X		X	
L-11	20e	Art/Music	Indicate extent to which allocation of time to subject areas differ between magnet and non-magnet and how this relates to achievement	School Improvement			X		X	X	X		X	

Page No.	Item No.	Text of Item	Description of Use	Topic	Research Questions									
					Outcome	Covariate	Mediating Variable	Moderating Variable	Descriptive Comparison - Treatment Group	Descriptive Comparison - National	E-1 - Resident Student Achievement	E-2 - Minority Group Isolation	E-3 - Non-resident Student Achievement	E-4 - Program Evolution
L-11	20f	Physical education/Health	Indicate extent to which allocation of time to subject areas differ between magnet and non-magnet and how this relates to achievement	School Improvement			X		X	X	X		X	
L-11	20g	Other	Indicate extent to which allocation of time to subject areas differ between magnet and non-magnet and how this relates to achievement	School Improvement			X		X	X	X		X	
L-12	21	For each of the following extended-time <u>instructional</u> programs, please indicate whether such a program is available in your school, and if so, enter the: A. Number of children served B. Number of hours children are served per week C. Number of weeks children are served per year	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-12	21-1	Before-school tutorial or instructional program	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	



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					Outcome	Covariate	Mediating Variable	Moderating Variable	Descriptive Comparison - Treatment Group	Descriptive Comparison - National	E-1 - Resident Student Achievement	E-2 - Minority Group Isolation	E-3 - Non-resident Student Achievement	E-4 - Program Evolution
L-12	21-2	After-school tutorial or instructional program	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-12	21-3	Weekend tutorial or instructional program	Indicate whether magnets are more likely to implement improvement strategies and whether that may explain differences in student achievement	School Improvement			X		X	X	X		X	
L-12	22	Prior to the 2006-2007 school year, how many years were you employed in each of the following positions?	Description of Sample. Experience and continuity of principal expected to promote student achievement	Principal Background		X			X	X	X			
L-12	22a	As principal of this school	Description of Sample. Experience and continuity of principal expected to promote student achievement	Principal Background		X			X	X	X			
L-12	22b	As principal of another school or schools	Description of Sample. Experience and continuity of principal expected to promote student achievement	Principal Background		X			X	X	X			

Page No.	Item No.	Text of Item	Description of Use	Topic	Research Questions										
					Outcome	Covariate	Mediating Variable	Moderating Variable	Descriptive Comparison - Treatment Group	Descriptive Comparison - National	E-1 - Resident Student Achievement	E-2 - Minority Group	E-3 - Non-resident Student Achievement	E-4 - Program Evolution	
L-12	23a	How many years of elementary or secondary teaching experience did you have PRIOR to becoming a principal?	Description of Sample. Experience and continuity of principal expected to promote student achievement	Principal Background		X				X	X	X			
L-12	23b	Did you hold any school position other than teaching BEFORE you became a principal (e.g., department head, curriculum specialist, assistant principal or program director, guidance counselor, athletic coach, sponsor for student clubs or debate teams)?	Description of Sample. Experience and continuity of principal expected to promote student achievement	Principal Background		X				X	X	X			
L-13	24	What is the highest degree you have earned?	Description of Sample More highly trained principals expected to enhance student achievement	Principal Background		X				X	X	X			
L-13	25	What is your gender?	Description of Sample	Principal Background						X	X	X			
L-13	26	Are you of Hispanic or Latino origin?	Description of Sample	Principal Background						X	X	X			
L-13	27a	What is your race?	Description of Sample	Principal Background						X	X	X			
L-13	27b	Are you enrolled in a state or federally recognized tribe?	Description of Sample	Principal Background						X	X	X			
L-14	28a	What role, if any, did the fact that this school was designated as an MSAP magnet school (i.e., received a federal magnet grant) have in your continuing as principal after the 2003-2004 school year?	Motivation of principal important to program effectiveness.	Principal Role									X	X	X

Page No.	Item No.	Text of Item	Description of Use	Topic	Research Questions									
					Outcome	Covariate	Mediating Variable	Moderating Variable	Descriptive Comparison - Treatment Group	Descriptive Comparison - National	E-1 - Resident Student Achievement	E-2 - Minority Group Isolation	E-3 - Non-resident Student Achievement	E-4 - Program Evolution
L-14	28b	What role, if any, did the fact that this school was designated as an MSAP magnet school (i.e., received a federal magnet grant) have in your becoming principal after the 2003-2004 school year?	Motivation of principal important to program effectiveness	Principal Role				X			X	X	X	
L-14	29	To what extent were you involved in applying for or planning the magnet program for this school (i.e., during the development of the MSAP grant application and the start-up of the program)?	Continuity of school leadership should be expected to increase program effectiveness	Principal Role				X			X	X	X	X
L-14	30	How easy or difficult has it been to build a staff in this school that actively supports the magnet program (e.g., its curriculum, teaching methods, and activities)?	Describes implementation of program. Level of difficulty in building staff could have implications for effectiveness of magnet program	MSAP Implementation				X						X
L-15	31	Was part of the grant period used for planning before the program was implemented at the school?	Describes implementation of program	MSAP Implementation										X
L-15	32	How complete was the implementation of the following components of the intended magnet program by the end of the first (2004-2005) and last (2006-2007) years of the grants? <ul style="list-style-type: none"> <li>Hiring specialist staff</li> <li>Obtaining instructional materials/equipment</li> <li>Curriculum planning</li> <li>Curriculum delivery (e.g., special activities, lessons)</li> </ul>	Describes implementation of program	MSAP Implementation										X