

Appendix M

Purposes of Variables in Principal Survey
2009-2010 SCHOOL YEAR

Purposes of Variables in Principal Survey 2009-2010 School Year

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	What was the count of full- and part-time teachers who were teaching here in October 2006 and October 2009?	Description of Sample	Staff and Teacher Characteristics			X		X		X		X	
L-1	1a	Full-time teachers	Description of Sample	Staff and Teacher Characteristics			X		X	X	X		X	
L-1	1b	Part-time teachers	Description of Sample	Staff and Teacher Characteristics			X		X	X	X		X	
L-1	2	How many new full and part time teachers did your school hire over the three school years from 2007-2008 through 2009-2010?	Description of Sample	Staff and Teacher Characteristics			X		X		X		X	
L-1	2a	Full-time teachers	Description of Sample	Staff and Teacher Characteristics			X		X		X		X	
L-1	2b	Part-time teachers	Description of Sample	Staff and Teacher Characteristics			X		X		X		X	
L-2	3	How many of your school's full-time and part-time teachers in 2009-2010 were members of the following groups?	Description of Sample	Staff and Teacher Characteristics					X		X			
L-2	3a	Hispanic or Latino, of any race	Description of Sample	Staff and Teacher Characteristics					X		X			
L-2	3b	American Indian or Alaska Native, not Hispanic or Latino	Description of Sample	Staff and Teacher Characteristics					X		X			
L-2	3c	Asian, not Hispanic or Latino	Description of Sample	Staff and Teacher Characteristics					X		X			
L-2	3d	Black, not Hispanic or Latino	Description of Sample	Staff and Teacher Characteristics					X		X			

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L-2	3e	Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	Description of Sample	Staff and Teacher Characteristics					X		X			
L-2	3f	White, not Hispanic or Latino	Description of Sample	Staff and Teacher Characteristics					X		X			
L-2	3g	Two or more races, not Hispanic or Latino	Description of Sample	Staff and Teacher Characteristics					X		X			
L-2	4	How many staff members did your school employ in 2009-2010 in the following categories?	Description of Sample	Staff and Teacher Characteristics										
L-2	4a	General education teachers	Description of Sample	Staff and Teacher Characteristics			X	X	X	X		X		
L-2	4b	Gym, drama, music or art teachers	Description of Sample	Staff and Teacher Characteristics			X	X	X	X		X		
L-2	4c	Special education and related service providers	Description of Sample	Staff and Teacher Characteristics			X	X	X	X		X		
L-2	4d	ESL/bilingual education teachers	Description of Sample	Staff and Teacher Characteristics			X	X	X	X		X		
L-2	4e	Reading teachers/specialists	Description of Sample	Staff and Teacher Characteristics			X	X	X	X		X		
L-2	4f	Teachers of gifted/talented	Description of Sample	Staff and Teacher Characteristics			X	X	X	X		X		
L-2	4g	School nurses or health professionals	Description of Sample	Staff and Teacher Characteristics			X	X	X	X		X		
L-2	4h	School psychologists, social workers, or counselors	Description of Sample	Staff and Teacher Characteristics			X	X	X	X		X		
L-2	4i	Paraprofessionals (e.g., classroom aides or library assistants)	Description of Sample	Staff and Teacher Characteristics			X	X	X	X		X		

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L-2	4j	Library media specialists/librarians	Description of Sample	Staff and Teacher Characteristics			X		X	X	X		X	
L-3	5	How many students is your school currently designed to serve? (If your school consists entirely of portable [temporary] buildings, check here: <input type="checkbox"/> and enter the number of students the portable [temporary] buildings are designed to serve on the line above. Then skip to question 7.)	Description of Sample Magnet programs may be less effective in crowded or inadequate facilities	School Facilities and Resources				X	X	X	X		X	
L-3	6a	Does this school have one or more portable (temporary) buildings?	Description of Sample Magnet programs may be less effective in crowded or inadequate facilities	School Facilities and Resources				X	X	X	X		X	
L-3	6b	How many additional students (i.e., beyond the number reported above in response to question #3) are the portable (temporary) buildings designed to serve?	Description of Sample Magnet programs may be less effective in crowded or inadequate facilities	School Facilities and Resources				X	X	X	X		X	
L-3	7	What is the total number of computers in this school?	Description of Sample – Indicator of technology in school	School Facilities and Resources					X	X	X			
L-3	8	Of the total number of computers in this school, how many are used for instructional purposes?	Description of Sample – Indicator of use of technology in school for instruction	School Facilities and Resources					X	X	X			
L-3	9	Do most students have access to the Internet through computers located in this school?	Description of Sample – Indicator of student access to technology.	School Facilities and Resources					X	X	X			

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L-4	10	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 and Safety			X		X	X	X	X		
L-4	10a	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 and Safety			X		X	X	X	X		
L-4	10b	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 and Safety			X		X	X	X	X		
L-4	10c	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 and Safety			X		X	X	X	X		

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L-4	10d	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 and Safety			X		X	X	X	X		
L-4	10e	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 and Safety			X		X	X	X	X		
L-4	10f	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 and Safety			X		X	X	X	X		
L-4	10g	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 and Safety			X		X	X	X	X		

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L-4	10h	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 and Safety			X		X	X	X	X		
L-4	10i	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 and Safety			X		X	X	X	X		
L-4	11	Did any of the following types of problems occur at this school during the 2009-2010 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 Climate and Safety			X		X	X	X	X		

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L-4	11a	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 Climate and Safety			X		X	X	X	X		
L-4	11b	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 Climate and Safety			X		X	X	X	X		
L-4	11c	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 Climate and Safety			X		X	X	X	X		

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L-4	11d	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 Climate and Safety			X		X	X	X	X		
L-4	11e	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 Climate and Safety			X		X	X	X	X		
L-4	11f	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 Climate and Safety			X		X	X	X	X		
L-5	12a	In the 2009-2010 school year, did this school provide teachers 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-5	12b	<p>Were the following used to provide teachers with time for professional development during regular contract hours?</p> <ul style="list-style-type: none"> • Substitutes to cover teachers' classes? • Early dismissal or late start for students? • Professional days built in before the beginning of the school year? • Professional days built in during the school year? • Professional days built in after the school year? • Common planning time for teachers for professional development? • Reduced teacher work loads (Less time in the classroom with students, or less time or assigned non-instructional duties) for professional development? 	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-5,6	13	<p>During the 2009-2010 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"> • In-depth study in the core academic subjects taught • New methods of teaching (e.g., cooperative learning) • State or district curriculum and performance standards • Integration of educational technology in the grade or subject taught • Student performance assessment (e.g., methods of testing, interpreting assessment data, applying results to modify instruction) • Classroom management (including student discipline) • Addressing the needs of students with limited English proficiency or from diverse cultural backgrounds • Addressing the needs of students with disabilities • Addressing the needs of struggling readers • Other (Please specify) 	Investment in staff development is one of the mechanisms for effectiveness of magnet programs	Professional Development			X	X	X		X	
L-6	14	<p>Does this school use coaches to help teachers strengthen their teaching in the following areas?</p> <ul style="list-style-type: none"> • Reading • Mathematics 	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-7	15	<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"> 1- Building basic literacy skills (reading, math, writing, speaking) 2- Encouraging academic excellence 3- Promoting occupational or vocational skills 4- Promoting good work habits and self-discipline 5- Promoting personal growth (self-esteem, self-knowledge, etc.) 6- Promoting human relations skills 7- Promoting multi-cultural awareness or understanding 8- Fostering religion or spiritual development 	Use to see whether schools with academic focus promote student achievement and whether magnet schools display greater emphasis on academic performance	Goals and Decision Making			X	X	X	X		X	
L-7	16	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-7	16a	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-7	16b	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-8	17	<p>During the 2009-2010 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"> • Open house or back-to-school night • Regularly scheduled school-wide parent-teacher conferences • Special subject-area events (e.g., science fair, concert) • Parent education workshops or courses offered • Parent-child learning activities at school • Parents as volunteers in the school • Parents involved in instructional issues • Parents involved in governance • Parents involved in budget decisions 	<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	X	
L-9	18	<p>Which of the following best describes your school's primary focus in terms of program content?</p>	<p>Distinguishing program features of magnet schools from comparison schools; features intended to attract non-resident students and improve achievement of resident and non-resident students.</p>	Programs and Practices				X	X	X	X		

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L-9	18a	We have a comprehensive curriculum (no specialized area of focus)	Distinguishing program features of magnet schools from comparison schools; features intended to attract non-resident students and improve achievement of resident and non-resident students.	Programs and Practices					X	X	X	X	
L-9	18b	We have a special curricular focus (e.g., arts, math/science, foreign language, character education)	Distinguishing program features of magnet schools from comparison schools; features intended to attract non-resident students and improve achievement of resident and non-resident students.	Programs and Practices					X	X	X	X	
L-9	18c	Our curriculum is based on a particular educational philosophy or set of values (e.g., Montessori, open school)	Distinguishing program features of magnet schools from comparison schools; features intended to attract non-resident students and improve achievement of resident and non-resident students.	Programs and Practices					X	X	X	X	

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L-9	18d	Other	Distinguishing program features of magnet schools from comparison schools; features intended to attract non-resident students and improve achievement of resident and non-resident students.	Programs and Practices					X		X	X	X	
L-9	19	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"> • None (assignment is random) • Grouping students by ability (i.e., homogeneous by ability) • Maintaining mixed-ability classrooms • Maintaining socioeconomic diversity • Maintaining race-ethnic diversity • Maintaining same-sex classrooms • Matching teacher strengths to student needs 	Addresses school practices that may effect internal minority group isolation of students, which in turn are expected to have an impact on student performance	Programs and Practices					X		X	X	X	

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L-10	20	As a general school policy, how many hours and minutes <u>per week</u> do third-grade students in your school spend learning each of the following subjects? <i>(Write in the total numbers of hours and minutes per week. Example: For 1 ½ hours per day, write “1” hours and “30” minutes per week. The time spent in individual subjects should sum to the total instructional time per week.)</i> If there are no third-grade students in your school, check here <input type="checkbox"/> and skip to Question 22.	Indicate extent to which allocation of time to subject areas differ between magnet and non-magnet and how this relates to achievement	School Improvement Strategies			X		X	X	X		X	
L-10	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 Strategies			X		X	X	X		X	
L-10	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 Strategies			X		X	X	X		X	
L-10	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 Strategies			X		X	X	X		X	

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L-10	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 Strategies			X		X	X	X		X	
L-10	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 Strategies			X		X	X	X		X	
L-10	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 Strategies			X		X	X	X		X	
L-10	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 Strategies			X		X	X	X		X	
L-10	20h	Total Instructional Time Per Week	Indicate extent to which allocation of time to subject areas differ between magnet and non-magnet and how this relates to achievement	School Improvement Strategies			X		X	X	X		X	

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L-11	21	Looking back over the last three school years (2007-2008 through 2009-2010), 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 Strategies										
L-11	21a	School was 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 Strategies			X	X	X	X		X		
L-11	21b	School was 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 Strategies			X	X	X	X		X		
L-11	21c	School was 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 Strategies			X	X	X	X		X		

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L-11	21d	School was 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 Strategies			X		X	X	X		X	
L-11	21e	School was 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 Strategies			X		X	X	X		X	
L-11	21f	School was 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 Strategies			X		X	X	X		X	
L-11	21g	School was 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 Strategies			X		X	X	X		X	

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L-11	21h	School was 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 Strategies			X		X	X	X		X	
L-11	21i	School was 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 Strategies			X		X	X	X		X	
L-11	21j	School was 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 Strategies			X		X	X	X		X	
L-12	22	For each of the following extended-time instructional 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 Strategies			X		X	X	X		X	

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L-12	22-1	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 Strategies			X		X	X	X		X	
L-12	22-2	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 Strategies			X		X	X	X		X	
L-12	22-3	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 Strategies			X		X	X	X		X	

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L-13	23	<p>Please indicate the school improvement activities, if any, your school took either as a response to not making Adequate Yearly Progress (AYP), or to avoid failing to meet AYP, and the year(s) in which your school engaged in that activity by marking an X in the appropriate box(es).</p> <ul style="list-style-type: none"> No action taken as none was required Adopted program improvement plan Converted to magnet school Converted to charter school Hired outside expert to advise school Offered students transfers to schools of choice that are not in need of improvement Offered students supplemental education services Implemented new instructional approaches or curricula Extended length of school day or year Selectively replaced staff members whose performance was related to reason for failure to meet AYP Decreased authority of school administrators Reconstituted the school* Contracted with a private entity to manage the school Turned over operation of the school to the state Other (specify) Don't know what activities were undertaken 	<p>Comparative description of response of magnet and treatment schools to low performance. (Note: will be combined with AYP status from public sources and years in school improvement from Project Director Interview to indicate severity of problem with low performance.)</p>	School Improvement Strategies					X		X		X	

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L-14	24	Prior to the 2009-2010 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			
L-14	24a	As principal of this school	Description of Sample. Experience and continuity of principal expected to promote student achievement	Principal Background		X				X		X			
L-14	24b	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			
L-14	25a	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			
L-14	25b	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			
L-14	26	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			

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L-14	27	What is your gender?	Description of Sample	Principal Background					X	X	X			
L-14	28	Are you of Hispanic or Latino origin?	Description of Sample	Principal Background					X	X	X			
L-15	29a	What is your race?	Description of Sample	Principal Background					X	X	X			
L-15	29b	Are you enrolled in a state or federally recognized tribe?	Description of Sample	Principal Background					X	X	X			
		2007 MSAP PRINCIPALS ONLY												
L-16	30a	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 2006-2007 school year?	Motivation of principal important to program effectiveness	Principal's connection to school's MSAP program				X			X	X	X	
L-16	30b	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 2006-2007 school year?	Motivation of principal important to program effectiveness	Principal's connection to school's MSAP program				X			X	X	X	
L-16	31	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 expected to increase program effectiveness	Principal's connection to school's MSAP program				X			X	X	X	
L-16	32	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	Implementation of magnet program				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-17	33	<p>How complete was the implementation of the following components of the intended magnet program by the end of the first (2007-2008) and last (2009-2010) years of the grant?</p> <ul style="list-style-type: none"> • Hiring specialist staff • Hiring new staff who are enthusiastic about implementing magnet plan • Providing professional staff development related to intended magnet program • Obtaining instructional materials/equipment • Planning curriculum • Delivering curriculum (e.g., special activities, lessons) • Developing new assessments • Applying new assessments 	Describes implementation of program	Implementation of magnet program										X
L-17	34	<p>How important is completion of the following implementation activities to the success of the magnet program?</p> <ul style="list-style-type: none"> • Hiring specialist staff • Hiring new staff who are enthusiastic about implementing magnet plan • Providing professional staff development related to intended magnet program • Obtaining instructional materials/equipment • Planning curriculum • Delivering curriculum (e.g., special activities, lessons) • Developing new assessments • Applying new assessments 	Describes implementation of program	Implementation of magnet program										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-18	35	<p>In the 2009-2010 school year, approximately what percentage of students in each grade received instruction using the curriculum and/or teaching methods that are part of this school's magnet program? <i>(Please indicate your best estimate for each grade in which students are enrolled at your school. Please leave a row blank if your school does not enroll students in the grade indicated on the left.)</i></p> <ul style="list-style-type: none"> • Kindergarten • First grade • Second grade • Third grade • Fourth grade • Fifth grade • Sixth grade • Seventh grade • Eighth grade 	Level of participation of students is expected to result in higher performance of resident students and greater attraction of non-resident students.	Implementation of MSAP program							X			X
		2004 MSAP PRINCIPALS ONLY												
L-20	36a	What role, if any, did the fact that this school remained a magnet school after the end of the federal MSAP grant have in your continuing as principal after the 2006-2007 school year?	Motivation of principal important to program effectiveness	Principal's connection to school's MSAP program			X			X	X	X		
L-20	36b	What role, if any, did the fact that this school was a magnet school have in your becoming principal after the 2006-2007 school year?.	Motivation of principal important to program effectiveness	Principal's connection to school's MSAP program			X			X	X	X		

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L-20	37	To what extent were you involved in planning for the continuation of the magnet program following the end of the MSAP grant support (i.e., identifying funds to support the program, planning additional curriculum)?	Continuity of school leadership should be expected to increase program effectiveness	Principal's connection to school's MSAP program				X		X	X	X	
L-20	38	Following the end of funding from the MSAP grant, how easy or difficult has it been to maintain a staff 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	Implementation of magnet program				X					X
L-21	39	How complete was the implementation of the following components of the intended magnet program by the end of 2007-2008 and 2009-2010 school years? <ul style="list-style-type: none"> • Hiring specialist staff • Hiring new staff who are enthusiastic about implementing magnet plan • Providing professional staff development related to intended magnet program • Obtaining instructional materials/equipment • Planning curriculum • Delivering curriculum (e.g., special activities, lessons) • Developing new assessments • Applying new assessments 	Describes implementation of program	Implementation of magnet program									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
L-21	40	<p>In the 2009-2010 school year, approximately what percentage of students in each grade received instruction using the curriculum and/or teaching methods that are part of this school's magnet program? <i>(Please indicate your best estimate for each grade in which students are enrolled at your school. Please leave a row blank if your school does not enroll students in the grade indicated on the left.)</i></p> <ul style="list-style-type: none"> • Kindergarten • First grade • Second grade • Third grade • Fourth grade • Fifth grade • Sixth grade • Seventh grade • Eighth grade 	Level of participation of students is expected to result in higher performance of resident students and greater attraction of non-resident students.	Implementation of magnet program							X	X	X