

**Guide to Reporting
Magnet Schools Assistance Program
Performance Measures**

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Background

Magnet Schools Assistance Program Performance Measures

Performance measures specify ways to assess performance and provide evidence to demonstrate progress toward achieving program-level and project-level objectives and purposes. There are two types of Magnet Schools Assistance Program (MSAP) performance measures:

- Government Performance and Results Act (GPRA) performance measures—program-level measures established for reporting to Congress under the Government Performance and Results Act; and
- Project-level performance measures—specific project-level measures that grantees establish in their approved grant application to meet the project objectives.

The MSAP Performance Measures are part of the MSAP grant reporting requirements, and must be assessed and reported as described in this *Guide*. Project-level performance measures are developed at the grant level and approved by the U.S. Department of Education (ED) individually. Grantees are required to use the ED 524B form: Section A to (1) report MSAP project performance targets; (2) document actual performance; and (3) provide an explanation of progress for each of your MSAP project-level performance measures. The GPRA Table should be used to report on GPRA Performance Measures 1, 2, 3, and 6.

GPRA Performance Measures

As part of a government-wide effort to improve the performance and accountability of all federal programs, the U.S. Congress passed GPRA in 1993, establishing a process for using performance indicators to (1) set program performance goals; (2) measure and report program results; and (3) focus on quality of service and customer satisfaction. To implement GPRA, ED developed performance indicators, also known as GPRA Performance Measures.

GPRA Performance Measures are program-level measures that are used by MSAP and MSAP grantees to quantify and report progress toward meeting program-level objectives in annual performance reports as required by the Elementary and Secondary Education Act of 1965, as amended, Title V, Part C. Annual performance measure reporting is required by MSAP regulations, and will help ED to (1) identify successes and potential challenges among grantees; (2) design MSAP technical assistance services; (3) provide performance reports to Congress; and (4) improve MSAP overall.

The current MSAP GPRA Performance Measures are

- **GPRA Performance Measure 1:** The percentage of magnet schools whose student applicant pool eliminates, reduces, or prevents minority group isolation.
- **GPRA Performance Measure 2:** The percentage of magnet schools whose students from major racial/ethnic groups meet or exceed state adequate yearly progress standards in reading/language arts.

- **GPRA Performance Measure 3:** The percentage of magnet schools whose students from major racial/ ethnic groups meet or exceed state adequate yearly progress standards in mathematics.
- **GPRA Performance Measure 4:** The percentage of magnet schools that received assistance that are still operating magnet school programs three years after federal funding ends.
- **GPRA Performance Measure 5:** The percentage of magnet schools that received assistance that meets or exceeds state adequate yearly progress standards at least three years after federal funding ends.
- **GPRA Performance Measure 6:** The cost per student in a magnet school.

MSAP Project-Level Performance Measures

MSAP grantees must also report on project-level performance measures. These are the specific measures grantees established in their approved applications to address the MSAP Statutory Purposes. Report data pertaining to project-level performance measures on form ED 524B.

Purpose of Guide

This *Guide* will assist the 2010 MSAP grant cohort in accurately reporting GPRA data to ED and demonstrates how ED will calculate each measure. The *Guide* provides essential information, including special reporting considerations for completing the GPRA table, which focuses on GPRA Performance Measures 1, 2, 3, and 6 listed above. Data for GPRA Performance Measures 4 and 5 will be collected and reported 3 years after federal funding ends.

MSAP GPRA Table

Grantees are required to complete a separate GPRA Table for each school participating in their grant projects, and submit the table(s) with the Ad Hoc Report on October 31, 2011. The reporting table consists of four parts: (1) Part I. School Demographic Data; (2) Part II. GPRA Performance Measure 1 Data; (3) Part III. GPRA Performance Measures 2 and 3 Data; and (4) Part IV. GPRA Performance Measure 6 Data. Refer to the respective section of this *Guide* for instructions on completing each of the four parts of the Table.

Part I. School Demographic Data

Complete Part I of the GPRA Table by entering school demographic data in rows 1-9, including the official name of your grant project and general demographic information for each MSAP-funded school. Follow the instructions below to complete the items in the corresponding row.

School demographic data	
1. School name:	
2. Grantee name:	
3. Grades: Check all grades served by your magnet program.	<input type="checkbox"/> Pre-K <input type="checkbox"/> First <input type="checkbox"/> Third <input type="checkbox"/> Fifth <input type="checkbox"/> Seventh <input type="checkbox"/> Ninth <input type="checkbox"/> Eleventh <input type="checkbox"/> K <input type="checkbox"/> Second <input type="checkbox"/> Fourth <input type="checkbox"/> Sixth <input type="checkbox"/> Eighth <input type="checkbox"/> Tenth <input type="checkbox"/> Twelfth
4. What is the school's magnet program type?	<input type="checkbox"/> Whole-school <input type="checkbox"/> Partial
5. Are you a Title I funded school?	<input type="checkbox"/> Yes→ GO TO 6 <input type="checkbox"/> No→ SKIP TO 8
6. Are you in Title I school improvement?	<input type="checkbox"/> Yes→ GO TO 7 <input type="checkbox"/> No→ SKIP TO 8
7. What is your Title I school improvement status?	<input type="checkbox"/> Improvement <input type="checkbox"/> Corrective action <input type="checkbox"/> Restructuring
8. Has this school been identified by your state as a persistently lowest-achieving school?	<input type="checkbox"/> No→ SKIP TO Part II: GPRA Performance Measure 1 data <input type="checkbox"/> Yes→ GO TO 9
9. Does this school receive School Improvement Grant (SIG) funds?	<input type="checkbox"/> No <input type="checkbox"/> Yes

- **Row 1.** Enter the official name of the school in which the MSAP program is located.
- **Row 2.** Enter the official name of the MSAP grantee. This is your local education agency (LEA), which could comprise a school district, consortium, or chartered school.
- **Row 3.** Check all grades served by the magnet program. If a school has grades K-8, but the magnet program only serves grades K-4, please indicate this by only marking grades K-4.
- **Row 4.** Check whether the school has a whole-school magnet program or a partial magnet program, also known as a program(s)-within-a-school (PWS).
- **Row 5.** Indicate whether your MSAP project is located in a school that receives Title I funding by checking "Yes" or "No". If your MSAP project is located in a Title I funded school, continue to row 6. If your magnet program is located in a school that does not receive Title I funds, skip to row 8.
- **Row 6.** Indicate whether the Title I funded school is in school improvement by checking "Yes" or "No". If the Title I school is in school improvement, continue to row 7. If the Title I school is not in school improvement, skip to row 8.
- **Row 7.** Identify the school improvement stage for the current reporting year by checking "improvement", "corrective action", or "restructuring". School districts are required to implement an escalating tier system for the lowest performing schools; the tiers are improvement, corrective action, and restructuring.

- **Row 8.** Indicate whether your state identified the MSAP-funded school(s) as a “persistently lowest achieving school” by checking “Yes” or “No”. If “yes”, continue to row 9; if “no”, skip to Part II. GPRA Performance Measure 1 Data.

A persistently lowest achieving school, as determined by the state, is any Title I school in improvement, corrective action, or restructuring that (1) is among the lowest achieving 5 percent of Title I schools in improvement, corrective action, or restructuring, or the lowest achieving five Title I schools in improvement, corrective action, or restructuring in the state, whichever number of schools is greater; (2) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (3) is a secondary school that is eligible for but does not receive Title I funds, and is among the lowest achieving 5 percent of secondary schools or the lowest achieving five secondary schools in the state that are eligible for but do not receive Title I funds, whichever number of schools is greater.

- **Row 9.** Indicate whether the MSAP-funded school receives School Improvement Grant (SIG) funds by checking “Yes” or “No”.

Part II. GPRA Performance Measure 1 Data

Part II of the GPRA Table collects information related to minority group isolation, in which applicant pool and enrollment data are reported:

GPRA Measure 1: The percentage of magnet schools whose student applicant pool eliminates, reduces, or prevents minority group isolation.

When reporting student applicant pool and enrollment data in rows 10–28, use data reported as of September 30 for the upcoming school year. For example, when reporting data for:

- Grant Year 1, report the number of applications received by and enrollments as of September 30, 2011 for the 2011-12 school year;
- Grant Year 2, report the number of applications received by and enrollments as of September 30, 2012 for the 2012-13 school year; and
- Grant Year 3, report the number of applications received by and enrollments as of September, 30 2013 for the 2013-14 school year.

Reporting Data by Race/Ethnicity

In the October 19, 2007 Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education (Guidance) (72 FR 59266, Oct. 19, 2007), at <http://www.ed.gov/legislation/FedRegister/other/2007-4/101907c.html>, ED established new requirements for collecting and reporting disaggregated racial and ethnic data under the programs it administers. ED also announced that districts must begin reporting data using the new collection procedures and reporting categories no later than the 2010-11-school year. The racial/ethnic categories in this table reflect the change.

Part II of the GPRA Table requires grantees to report student applicant pool and enrollment data by race and ethnicity using the following categories: American Indian or Alaska Native, Asian,

Black or African-American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White, and Two or more races.

Reporting Data by Magnet School Type

Follow the instructions below that apply to each type of magnet school in your project (i.e., whole-school magnet program or partial magnet program). Report only raw numbers not percentages.

- **If a “whole-school” magnet program**, enter the “actual” total number of applications received by the end of the respective grant year. This is the number of applications received from students who were actively recruited with MSAP funds.
- **If a “partial” magnet program**, enter the “actual” total number of applications submitted to your magnet program. Do not include applications to the general school program.

Applicant pool data:

Enrollment data:

Number of applications received for:	2011-12	Number of students who applied and then enrolled:	2011-12
10. American Indian or Alaska Native students:		18. American Indian or Alaska Native students:	
11. Asian students:		19. Asian students:	
12. Black or African-American students:		20. Black or African-American students:	
13. Hispanic or Latino students:		21. Hispanic or Latino students:	
14. Native Hawaiian or Other Pacific Islander students:		22. Native Hawaiian or Other Pacific Islander students:	
15. White students:		23. White students:	
16. Two or more races:		24. Two or more races:	
17. Total students who applied (items 10–16):		25. Total students who applied and then enrolled (items 18–24):	
		26. Number of new students not required to apply for admission:	
		27. Number of continuing students who enrolled:	
		28. Total school enrollment (items 25–27):	

Applicant Pool Data

Report the number of applications received. Continuing students often are not required to re-apply to their school; therefore, continuing students should be included in the enrollment data but not in the applicant pool data.

- **Rows 10-16.** Enter the number of student applications received for each racial and ethnic category included in the table.
- **Row 17.** Enter the total number of student applications received. This number should equal the sum of the values reported in rows 10-16.

Enrollment Data

Report the total number of students who applied to and then enrolled in the magnet program.

- **Rows 18-24.** Enter the number of students who applied and then enrolled by the racial and ethnic categories included in the table.
- **Row 25.** Enter the total number of new students who applied and then enrolled in this magnet program. This number should equal the sum of the values reported in rows 18-24.
- **Row 26.** Enter the number of new students who enrolled, but were not required to apply to the magnet program.
- **Row 27.** Enter the number of continuing students. These are students who were already enrolled in the magnet program and were not required to reapply for admission.
- **Row 28.** Report the total number of new and continuing students enrolled in the magnet program. This number should equal the sum of the values reported in rows 25-27.

Part III. GPRA Performance Measures 2 and 3 Data

Part III of the GPRA Table pertains to the two student achievement GPRA Performance Measures, in which adequate yearly progress (AYP) data are reported:

GPRA Performance Measure 2: The percentage of magnet schools whose students from major racial/ethnic groups meet or exceed state adequate yearly progress standards in reading/language arts.

GPRA Performance Measure 3: The percentage of magnet schools whose students from major racial/ethnic groups meet or exceed state adequate yearly progress standards in mathematics.

In this section of the GPRA Table, report current school year data rather than upcoming school year data. For example, when entering the number of students who took the state reading and mathematics assessments or who met or exceeded state adequate yearly progress standards for:

- Grant Year 1, report data for the **2010-11** school year
- Grant Year 2, report data for the **2011-12** school year
- Grant Year 3, report data for the **2012-13** school year

Adequate Yearly Progress Data

The first three columns of this section of the GPRA Table capture adequate yearly progress participation data—the number of students who participated in state AYP assessments in reading/language arts and mathematics. The last three columns of this section capture adequate yearly progress achievement data—the number of students participating in state adequate yearly progress assessments for reading/language arts and mathematics who meet or exceed the state's adequate yearly progress standard in reading/language arts and mathematics.

AYP participation data:

AYP achievement data:

Number of students that participated in the state adequate yearly progress assessment in reading/language arts and mathematics:	Reading 2010-11	Math 2010-11	Number of students who meet or exceed the state's adequate yearly progress standard in reading/language arts and mathematics:	Reading 2010-11	Math 2010-11
29. All students:			39. All students:		
30. American Indian or Alaska Native students:			40. American Indian or Alaska Native students:		
31. Asian students:			41. Asian students:		
32. Black or African-American students:			42. Black or African-American students:		
33. Hispanic or Latino students:			43. Hispanic or Latino students:		
34. Native Hawaiian or Other Pacific Islander students:			44. Native Hawaiian or Other Pacific Islander students:		
35. White students:			45. White students:		
36. Two or more races:			46. Two or more races:		
37. Economically disadvantaged students:			47. Economically disadvantaged students:		
38. English learners:			48. English learners:		

- **Row 29.** Enter the total number of students who participated in the state adequate yearly progress assessment in reading/language arts and mathematics. This total should represent the entire school population who participated in the assessments.
- **Rows 30-36.** Enter the total number of students by the racial and ethnic categories included in this table that participated in the state adequate yearly progress assessment in reading/language arts and mathematics.
- **Row 37.** Enter the total number of economically disadvantaged students that participated in the state adequate yearly progress assessment in reading/language arts and mathematics.
- **Row 38.** Enter the total number of English learners who participated in the state adequate yearly progress assessment in reading/language arts and mathematics.
- **Row 39.** Enter the total number of students who meet or exceed the state's adequate yearly progress standard in reading/language arts and mathematics. This total should represent the entire school population that took the assessments and were proficient or above the state's adequate yearly progress standards in reading/language arts and mathematics.
- **Rows 40-46.** Enter the total number of students who meet or exceed the state's adequate yearly progress standard in reading/language arts and mathematics by the racial and ethnic categories included in this table.
- **Row 47.** Enter the total number of economically disadvantaged students who meet or exceed the state's adequate yearly progress standard in reading/language arts and mathematics.

- **Row 48.** Enter the total number of English learners who meet or exceed the state’s adequate yearly progress standard in reading/language arts and mathematics.

Part IV. GPRA Performance Measure 6 Data

Part IV of the GPRA Table collects data on the total number of students served by the magnet program. These data are important for calculating

GPRA Performance Measure 6: The cost per student in a magnet school.

Enter data in this section based on the type of program in your MSAP school (i.e., whole-school magnet program or partial magnet program).

- **If a “whole-school” magnet program,** enter the total number of students served in the magnet school for each year of the grant.
- **If a “partial” magnet program,** enter the total number of students served in the magnet program for each year of the grant.

Cost per student:	2010-11
49. Total annual MSAP funds expended at this school:	
50. Total number of students served by this school’s magnet program	

- **Row 49.** Enter the total dollar amount spent on the magnet program at this school for the current grant reporting year. This is not a cumulative dollar amount for the 3-year grant project and does not pertain to how much money is allocated for the year; it is important to report how much money is actually spent each year of the grant.
- **Row 50.** Enter the total number of students served by the magnet program at this school.

GPRA Performance Measure Calculations

GPRA Performance Measures will be calculated using data in this table as well as additional data captured after the 3-year grant ends. The formulas for analyzing each GPRA Performance Measure are described below:

- **GPRA Performance Measure 1:** The percentage of magnet schools whose student applicant pool eliminates, reduces, or prevents minority group isolation.

This is a yearly aggregate measure. The total number of schools whose applicant pools eliminate, reduce, or prevent minority group isolation will be divided by the total number of schools.

- **GPRA Performance Measure 2:** The percentage of magnet schools whose students from major racial/ethnic groups meet or exceed state adequate yearly progress standards in reading/language arts.

This is a yearly aggregate measure. The total number of students who meet or exceed the state’s adequate yearly progress standards in reading/ language arts will be divided by

the total number of students participating in the state's reading/language arts adequate yearly progress assessment.

- **GPRA Performance Measure 3:** The percentage of magnet schools whose students from major racial and ethnic groups meet or exceed state adequate yearly progress standards in mathematics.

This is a yearly aggregate measure. The total number of students who meet or exceed the State's proficient level of academic achievement on the state adequate yearly progress assessment in mathematics will be divided by the total number of students participating in the State mathematics adequate yearly progress assessment.

- **GPRA Performance Measure 4:** The percentage of magnet schools that received assistance that are still operating magnet school programs 3 years after federal funding ends.

This is a long-term measure. A contractor will be hired by the program to contact grantees 3 years after funding has ended to determine the percentage of magnet schools still in operation.

- **GPRA Performance Measure 5:** The percentage of magnet schools that received assistance that meet or exceed state adequate yearly progress standards at least 3 years after federal funding ends.

This is a long-term measure. A contractor will be hired by the program to contact grantees three years after funding has ended to determine the percentage of magnet schools meeting state standards.

- **GPRA Performance Measure 6:** The cost per student in a magnet school.

This measure is calculated by dividing row 49 (total annual MSAP funds expended) by row 50 (total number of students served by the magnet program).

Appendix 1: OMB Racial and Ethnic Category Definitions

In 1997, the Office of Management and Budget (OMB) adopted new standards for classifying race and ethnicity and provided guidelines in 2000. On October 19, 2007, the U.S. Department of Education (ED) issued guidance on how education institutions should collect and maintain racial and ethnic data, as well as how these data will be aggregated and reported to ED. Implementation of this new guidance was required by fall 2010, in time to report data for the 2010-11 school year. The definitions for the racial and ethnic categories in the GPRA Table are below.

- **American Indian or Alaska Native.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. (Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity is available from the OMB website at <http://www.whitehouse.gov/omb/fedreg/1997standards.html>).
- **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity is available from the OMB website at <http://www.whitehouse.gov/omb/fedreg/1997standards.html>).
- **Black or African American.** A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African-American." (Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity is available from the OMB website at <http://www.whitehouse.gov/omb/fedreg/1997standards.html>).
- **Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino." (Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity are available on the OMB website at <http://www.whitehouse.gov/omb/fedreg/1997standards.html>).
- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. The term "Native Hawaiian" does not include individuals who are native to the state of Hawaii by virtue of being born there. In addition to Native Hawaiians, Guamanians, and Samoans, this category would include the following Pacific Islander groups reported in the 1990 census: Carolinian, Fijian, Kosraean, Melanesian, Micronesian, Northern Mariana Islander, Palauan, Papua New Guinean, Ponapean (Pohnpelan), Polynesian, Solomon Islander, Tahitian, Tarawa Islander, Tokelauan, Tongan, Trukese (Chuukese), and Yapese. The Interagency Committee recommended that data for Central and South American Indians be included in the American Indian or Alaska Native category. (Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity is available from the OMB website at <http://www.whitehouse.gov/omb/fedreg/1997standards.html>).

- **White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity is available from the OMB website at <http://www.whitehouse.gov/omb/fedreg/1997standards.html>).

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