

Government Performance and Results Act (GPRA) Table

Part I. School Demographic Data

Part I of the GPRA Table collects MSAP school demographic data. Complete this section by entering school demographic data in items 1-9a.

School demographic data	
1. School name	
2. Grantee name	
3. 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. Is this a Title I funded school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Is this school in Title I improvement?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. How has this school been identified? (Select only one.)	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Approaching target <input type="checkbox"/> Celebration <input type="checkbox"/> Continuous improvement <input type="checkbox"/> Corrective action <input type="checkbox"/> Excelling school <input type="checkbox"/> Focus <input type="checkbox"/> Focus targeted <input type="checkbox"/> Improvement <input type="checkbox"/> Improvement required <input type="checkbox"/> In good standing <input type="checkbox"/> In improvement <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 (Focus) <input type="checkbox"/> Level 4 (Priority) </div> <div style="width: 50%;"> <input type="checkbox"/> Level 5 (Priority) <input type="checkbox"/> Met alternative standard <input type="checkbox"/> Met standard <input type="checkbox"/> On target <input type="checkbox"/> Performance <input type="checkbox"/> Prevent <input type="checkbox"/> Priority <input type="checkbox"/> Priority improvement <input type="checkbox"/> Progressing <input type="checkbox"/> Restructuring <input type="checkbox"/> Review (including focus) <input type="checkbox"/> Reward <input type="checkbox"/> Transitioning <input type="checkbox"/> Turnaround <input type="checkbox"/> Other <input style="width: 100px; height: 15px;" type="text"/> <input type="checkbox"/> Not applicable </div> </div>
8. Has this school been identified by your state as a persistently lowest-achieving school?	<input type="checkbox"/> No <input type="checkbox"/> Yes
9. Does this school receive School Improvement Grant (SIG) funds?	<input type="checkbox"/> No <input type="checkbox"/> Yes
9a. What percentage of students enrolled in this school are eligible for the Free and Reduced-Priced Meal Program for the 2014-15 school year?	<input style="width: 60px; height: 15px;" type="text"/> percent

Part II. GPRA Performance Measure 1 Data

Part II of the GPRA Table collects data for the minority group isolation GPRA Performance Measure, in which applicant pool and student enrollment data are reported.

GPRA Performance Measure 1: The percentage of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority group isolation.

Report both student applicant pool and enrollment data in this section of the GPRA table. Use data reported as of October 1.

Applicant pool data		Enrollment data	
Number of applications received for	Fall 2015	Number of students who applied and then enrolled	Fall 2015
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 students		24. Two or more races students	
16a. Unknown		25. Total students who applied and then enrolled (items 18–24)	
17. Total students who applied (items 10–16a)		Number of new students who enrolled but were not required to apply for admission	
		26a. American Indian or Alaska Native students	
		26b. Asian students	
		26c. Black or African-American students	
		26d. Hispanic or Latino students	
		26e. Native Hawaiian or Other Pacific Islander students	
		26f. White students	
		26g. Two or more races students	
		26h. Total number of new students not required to apply for admission (Items 26a-26g)	
		Number of continuing students who enrolled	
		27a. American Indian or Alaska Native students	
		27b. Asian students	
		27c. Black or African-American students	
		27d. Hispanic or Latino students	
		27e. Native Hawaiian or Other Pacific Islander students	
		27f. White students	
		27g. Two or more races students	
		27h. Total number of continuing students who enrolled (Items 27a-27g)	

	28. Total school enrollment (Items 25, 26h, and 27h)	
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Part III. GPRA Performance Measures 2 and 3 Data

Part III of the GPRA Table collects data for the two student achievement GPRA Performance Measures.

GPRA Performance Measure 2: The percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts.

GPRA Performance Measure 3: The percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics.

State assessment participation data

State assessment achievement data

Number of students that participated in the state assessment in reading/language arts and mathematics	State assessment participation data		Number of students who met or exceeded the state’s standards in reading/language arts and mathematics	State assessment achievement data	
	Reading 2014-15	Math 2014-15		Reading 2014-15	Math 2014-15
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 students			46. Two or more races students		
37. Economically disadvantaged students			47. Economically disadvantaged students		
38. English language learners			48. English language learners		

Part IV. GPRA Performance Measure 4 Data

Part IV of the GPRA Table collects data for the GPRA Performance Measure in which the budget data and number of students served by the MSAP grant are reported:

GPRA Performance Measure 4: The cost per student in a magnet school receiving assistance.

Follow the instructions below that apply that apply for this school’s magnet program type (i.e., whole-school magnet program or partial magnet program). Report only raw numbers, not percentages.

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	2014-15
49. Total annual MSAP funds expended at this school	
50. Total number of students served by this school’s magnet program	

Part V. GPRA Performance Measure 6 Data

Part V of the GPRA Table collects high school graduation rates. High school graduation rate data will be collected annually to establish trend data. However, the annual measurable objective data will be collected 3 years after the grant ends.

GPRA Performance Measure 6: The percentage of magnet schools that received assistance that meet the State’s annual measurable objectives and, for high schools, graduation rate targets at least three years after Federal funding ends.

Magnet school graduation rate			
Student groups	Four-year adjusted cohort	2014-15	
		Number of students who graduated	Percentage of students who graduated
51. All students			
52. American Indian or Alaska Native students			
53. Asian students			
54. Black or African-American students			
55. Hispanic or Latino students			
56. Native Hawaiian or Other Pacific Islander students			
57. White students			
58. Two or more races students			
59. Economically disadvantaged students			
60. English language learners			

Part VI. Minority Group Isolation Data

Part VI of the GPRA Table also collects data for calculating GPRA performance measure 1 outcomes for each minority/racially isolated group in a magnet school.

GPRA Performance Measure 1: The percentage of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority group isolation.

61. For this school, identify which student group is minority/racially isolated. If the school has more than one minority/racially isolated group, select all that apply.
- American Indian or Alaska Native students
 - Asian students
 - Black or African-American students
 - Hispanic or Latino students
 - Native Hawaiian or Other Pacific Islander students
 - White students

62. Indicate whether each minority/racially isolated group identified in item 61 is located at this MSAP school or at a feeder school.

Racial/ethnic groups	MSAP school	Feeder school
American Indian or Alaska Native students		
Asian students		
Black or African-American students		
Hispanic or Latino students		
Native Hawaiian or Other Pacific Islander students		
White students		

63. Indicate how the school with the minority/racially isolated group(s) plans to change the enrollment percentage of each minority/racially isolated group identified in item 61.

Racial/ethnic groups	Decrease enrollment percentage	Increase enrollment percentage	Maintain enrollment percentage
American Indian or Alaska Native students			
Asian students			
Black or African-American students			
Hispanic or Latino students			
Native Hawaiian or Other Pacific Islander students			
White students			

64. Indicate the targeted racial/ethnic group for the school with the minority/racially isolated group(s). The targeted racial/ethnic group is the group the school would like to enroll more of in order to change the enrollment of the minority/racially isolated group. If the school has more than one targeted racial/ethnic group, select all that apply.

- American Indian or Alaska Native students
- Asian students
- Black or African-American students
- Hispanic or Latino students
- Native Hawaiian or Other Pacific Islander students
- White students

65. Enter an annual target enrollment percentage and an actual enrollment percentage for each minority/racially isolated group selected in item 61. Leave fields blank for racial/ethnic groups that have not been identified as minority/racially isolated.

Racial/ethnic groups	Target enrollment percentage for fall 2015	Actual enrollment percentage for fall 2015
American Indian or Alaska Native students		The actual enrollment percentage will be calculated from the enrollment data reported in Part II of the GPRA Table
Asian students		
Black or African-American students		
Hispanic or Latino students		
Native Hawaiian or Other Pacific Islander students		
White students		

66. Indicate whether the school met its enrollment target for each minority/racially isolated group identified in item 61.

Racial/ethnic groups	Met target	Did not meet target
American Indian or Alaska Native students		
Asian students		
Black or African-American students		
Hispanic or Latino students		
Native Hawaiian or Other Pacific Islander students		
White students		

67. If this school **did not meet** its annual minority/racial group isolation enrollment target, indicate whether the school made progress toward achieving the target. “Made progress” means a school did not meet its annual enrollment target for a minority/racially isolated group, but enrollment for that minority/racially isolated group moved in the right direction.

Select the appropriate response for each minority/racially isolated group identified in item 61. If the school met its target for a particular minority/racially isolated group, select “Not applicable.”

Racial/ethnic groups	Made progress	Did not make progress	Not applicable
American Indian or Alaska Native students			
Asian students			
Black or African-American students			
Hispanic or Latino students			
Native Hawaiian or Other Pacific Islander students			
White students			

Public Burden Statement:

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