Magnet Schools Assistance Program (MSAP)
District Interview Protocol

Hello, my name is _____. I'm from Mathematica Policy Research (or Social Policy Research Associates - SPR). Mathematica is a nonpartisan research organization which conducts research in education and other public policy areas. [OR SPR is a nationally recognized small business that provides research, evaluation and technical assistance services and is partnering with Mathematica on this study].

As you're aware, we're conducting a national study of the Magnet Schools Assistance Program (MSAP) for the U.S. Department of Education to learn more about whether magnet schools promote diversity and boost student achievement, and whether particular features of magnet schools are associated with greater success. Right now, we're in the process of speaking to districts that received a 2016 or 2017 MSAP grant from the U.S. Department of Education to talk about their student recruitment and admissions process and to determine whether those grantees' schools would be a good fit for the next phase of the study.

To complete this interview, you may find it helpful to have the following information on hand:

- ☐ **Admissions preferences for each MSAP school**

- ☐ **(*if applicable*) Percent of students attending each MSAP school from outside the district**

- ☐ **(*if applicable*) School lottery details from 2018 including:**

    - ☐ **The lowest grade for which a lottery was conducted**

    - ☐ **The total number of students to be enrolled in the lottery grade**

    - ☐ **The total number of applicants for the lottery grade prior to the lottery**

    - ☐ **The number of applicants for the lottery grade excluded from the lottery because they had guaranteed or automatic admission**

    - ☐ **The number of applicants for the lottery grade included in the lottery**

    - ☐ **Number of lottery participants offered admission initially, based on lottery results (initial lottery "winners")**

    - ☐ **Number of lottery participants not offered admission initially, based on lottery results (initial lottery "losers")**

- ☐ **(*if applicable*) Lottery waitlist details from 2018, including:**

    - ☐ **The number of students offered admission at the time of the lottery, including students with guaranteed or automatic admission and initial lottery "winners," who enrolled in the school in fall 2018**

    - ☐ **The number of students offered admission at the time of the lottery who declined the offer and enrolled in a different school in fall 2018**

    - ☐ **Number of lottery participants not offered admission at the time of the lottery (initial lottery "losers") who enrolled in the school in fall 2018 via waitlist offer**

    - ☐ **Number of initial lottery "losers" never offered admission for fall 2018**

[INTERVIEWER: WE SENT A STUDY SUMMARY ALONG WITH THE CUSTOMIZED SCREENER PROTOCOL TO THE DISTRICT CONTACT IN ADVANCE OF THE INTERVIEW. PLEASE ASK IF THEY'VE RECEIVED IT, READ IT, AND HAVE ANY QUESTIONS. IF THEY HAVEN'T RECEIVED IT OR READ IT, YOU CAN READ THE SUMMARY BELOW.]

Did you receive the study summary we previously sent, and have you read through it? If so, do you have any questions?

[INTERVIEWER: READ THE FOLLOWING IF THE DISTRICT CONTACT HASN'T RECEIVED THE SUMMARY OR READ THROUGH IT.] **We are beginning the study by speaking to all 2016 and 2017 MSAP grantee districts for two reasons: first, to help us get a picture of how MSAP grantees handle student recruitment and admissions across the board. This information will become part of a short report so that current and future grantees can learn about each other's practices. Second, we're trying to figure out how many grantee schools might be eligible to include in a study of magnet school effectiveness down the road. Magnet schools may be included in that study if they have more students applying to attend than available seats, and if they allocate some of those seats among applicants using random admissions lotteries.**

Grantee districts and schools that are eligible for the Effectiveness Study will be asked to provide additional data in the future. If the Department of Education decides to pursue the study, we'll be following up with grantees that might be included early next year to discuss participation in more detail.

Mathematica Policy Research and its subcontractor SPR follow the confidentiality and data protection requirements of the Institute of Education Sciences at the Department of Education (Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for research purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. We will not provide information that identifies respondents to anyone outside the study team, except as required by law.

Do you have any questions before we get started?

A. MSAP-FUNDED SCHOOL-LEVEL INFORMATION

In this interview we are asking for information about schools in your district that received an MSAP grant since FY 2010. Our records indicate that your district received MSAP grant(s) in [PRE-FILL GRANT YEARS 2010, 2014, 2016, AND/OR 2017].

> **First, we want to identify the type of each magnet school. For each of these MSAP-funded schools:**

A1. **Is the magnet program school-wide, or is it a separate program (within a broader school) for only a portion of the school's students?**

A2. **Is the magnet program:**

1. A magnet program or school that was converted from a non-magnet public school,
2. A revised or enhanced program in a magnet school that was already operating before the grant award,
3. A new magnet program or school started from scratch, or
4. For 2010 or 2014 grantees, no longer operating as a magnet program or school?

School name and grant year	A1. Is the magnet program a separate program within a broader school? [CHECK IF APPLICABLE]	A2. Is the magnet program [CHECK ONE ONLY]:			
		Converted from a non-magnet public school	Revised existing magnet program	New magnet program	No longer operating as a magnet
[PREFILL NAME/GRANT YEAR 1]	1 ☐	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 2]	1 ☐	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 3]	1 ☐	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 4]	1 ☐	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 5]	1 ☐	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 6]	1 ☐	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 7]	1 ☐	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 8]	1 ☐	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 9]	1 ☐	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 10]	1 ☐	1 ☐	2 ☐	3 ☐	4 ☐

B. MSAP-FUNDED SCHOOL APPLICATIONS AND ADMISSIONS

The next set of questions are to help us better understand how students apply to, and become enrolled in, the MSAP-funded schools we talked about in the prior section.

B1. **Do any of the MSAP-funded schools in your district have any specific requirements for admission (often referred to as "screened" schools)?**

INTERVIEWER: THIS IS NOT EXPECTED TO BE COMMON AMONG MSAP GRANT SCHOOLS, BUT MAY INCLUDE REQUIREMENTS LIKE ADMISSIONS TESTS, AUDITIONS, PRIOR ACHIEVEMENT, INTERVIEWS, TEACHER RECOMMENDATIONS, OR SPECIAL NEEDS.

1 ☐ Yes (*specify*) _____

0 ☐ No

B2. **Is there a default or "zoned" school students attend if they do not apply or are not accepted to a MSAP-funded school, another magnet school, or a charter school in your district? Please indicate whether students have a default or zoned school at each of the elementary, middle, and high school levels in your district.**

1. Yes, students attend a default or zoned school if they do not apply or are not accepted to a MSAP-funded or other choice school at this grade level.
2. No, students at this grade level are required to make a school choice.

Grade level	Students attend a default or zoned school if they do not apply or are not accepted to a MSAP-funded or other choice school at this grade level	Students who apply to schools at this grade level are required to make a school choice
Elementary schools	1 ☐	2 ☐
Middle schools	1 ☐	2 ☐
High schools	1 ☐	2 ☐

B3. Do students submit separate applications to each MSAP-funded magnet school they are interested in attending, or is there a single or common application where students indicate the schools they are interested in applying to in the district—either among choice schools or among any district schools?

If the application process is the same for each MSAP-funded school, go to C3a to mark the category that best describes how applications are administered. If the application process differs by school, go to C3b to mark the category that best describes how applications are administered for each individual school.

	Students submit a separate application to attend this school	Students submit single or common application to attend this school and any other magnet/choice school of interest in the district	Students submit a single or common application to attend this or *any* school in the district ("open choice" or "full choice")	Other [SPECIFY]
B3a. PROCESS FOR ALL SCHOOLS	1 ☐	2 ☐	3 ☐	99 ☐ _____
B3b. School name and grant year				
[PREFILL NAME/GRANT YEAR 1]	1 ☐	2 ☐	3 ☐	99 ☐ _____
[PREFILL NAME/GRANT YEAR 2]	1 ☐	2 ☐	3 ☐	99 ☐ _____
[PREFILL NAME/GRANT YEAR 3]	1 ☐	2 ☐	3 ☐	99 ☐ _____
[PREFILL NAME/GRANT YEAR 4]	1 ☐	2 ☐	3 ☐	99 ☐ _____
[PREFILL NAME/GRANT YEAR 5]	1 ☐	2 ☐	3 ☐	99 ☐ _____
[PREFILL NAME/GRANT YEAR 6]	1 ☐	2 ☐	3 ☐	99 ☐ _____
[PREFILL NAME/GRANT YEAR 7]	1 ☐	2 ☐	3 ☐	99 ☐ _____
[PREFILL NAME/GRANT YEAR 8]	1 ☐	2 ☐	3 ☐	99 ☐ _____
[PREFILL NAME/GRANT YEAR 9]	1 ☐	2 ☐	3 ☐	99 ☐ _____
[PREFILL NAME/GRANT YEAR 10]	1 ☐	2 ☐	3 ☐	99 ☐ _____

B4. **Is there a maximum number of schools, including MSAP schools, students can apply to? Please indicate the category that best describes how options are offered at each of the elementary, middle, and high school levels in your district.**

1 ☐ Students may rank or apply to a <u>specific, maximum number of schools</u> from among all the options in the district.

2 ☐ Students may rank or apply to a <u>specific, maximum number of schools</u>, from a list customized for the student (e.g., schools they are eligible to attend based on their home address).

3 ☐ Students may rank or apply to <u>as many schools as they want</u> from among all the options in the district.

4 ☐ Students may rank or apply to <u>as many schools as they want</u>, from a list customized for the student (e.g., schools they are eligible to attend based on their based on their home address).

Grade level	Students may rank or apply to a maximum number of schools from among all the options in the district	Students may rank or apply to a maximum number of schools, from a list customized for the student	Students may rank or apply to as many schools as they want from among all the options in the district	Students may rank or apply to as many schools as they want, from a list customized for the student
Elementary schools	1 ☐	2 ☐	3 ☐	4 ☐
Middle schools	1 ☐	2 ☐	3 ☐	4 ☐
High schools	1 ☐	2 ☐	3 ☐	4 ☐

B5. **Who has responsibility for the process of determining which applicants are admitted to a MSAP-funded school: the individual schools, the district, or some other third party, firm, or contractor external to the district?**

1 ☐ Individual schools

2 ☐ The district

3 ☐ Third party, firm, or contractor external to the district ⟶ SKIP TO SECTION C

4 ☐ Other [SPECIFY] _____

B6. **If the individual MSAP schools are responsible for the admissions process, to what extent does the district monitor it (for example, by receiving reports of the number of applications and admissions by groups of students, whether there is a wait list, how many students are offered admission off of the wait list, etc.)?**

1 ☐ Monitor closely

2 ☐ To some extent

3 ☐ Not at all ⟶ SKIP TO SECTION E

C. SCHOOL-LEVEL PREFERENCES AND DEMAND

C1. **Some MSAP-funded schools give preference to specific groups of students when they are admitting them. For each of the MSAP-funded schools, please indicate which (if any) of the following groups of students receive admissions preferences.**

	FOR EACH SCHOOL, MARK ALL THAT APPLY				
	MSAP SCHOOL 1: _____	**MSAP SCHOOL 2:** _____	**MSAP SCHOOL 3:** _____	**MSAP SCHOOL 4:** _____	**MSAP SCHOOL 5:** _____
a. No admission preferences	n ☐ N/A	n ☐ N/A	n ☐ N/A	n ☐ N/A	n ☐ N/A
b. Students from area of residence or base school(s) located close to the MSAP school *(specify)* _____	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
c. Students from area of residence or base school(s) considered high socioeconomic status *(specify)* _____	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
d. Students from area of residence or base school considered low socioeconomic status *(specify)* _____	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
e. Students from families with high socioeconomic status	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
f. Students from families with low socioeconomic status	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
g. High achieving students	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
h. Low achieving students	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
i. Students considered "at risk"	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
j. Students NOT considered "at risk"	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
k. Students who might otherwise attend a crowded or overcrowded school	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES

I.   Other *(specify):* _____

1	☐ YES	1	☐ YES	1	☐ YES	1	☐ YES	1	☐ YES

INTERVIEWER: CONTINUE TO NEXT PAGE FOR SCHOOLS 6-10 (IF NEEDED).

		FOR EACH SCHOOL, MARK ALL THAT APPLY				
		MSAP SCHOOL 6: _____	**MSAP SCHOOL 7:** _____	**MSAP SCHOOL 8:** _____	**MSAP SCHOOL 9:** _____	**MSAP SCHOOL 10:** _____
a.	No admission preferences	n ☐ N/A	n ☐ N/A	n ☐ N/A	n ☐ N/A	n ☐ N/A
b.	Students from area of residence or base school(s) located close to the MSAP school (*specify*) _____	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
c.	Students from area of residence or base school(s) considered high socioeconomic status *(specify)* _____	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
d.	Students from area of residence or base school(s) considered low socioeconomic status *(specify)* _____	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
e.	Students from families with high socioeconomic status	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
f.	Students from families with low socioeconomic status	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
g.	High achieving students	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
h.	Low achieving students	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
i.	Students considered "at risk"	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
j.	Students NOT considered "at risk"	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
k.	Students who might otherwise attend a crowded or overcrowded school	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES
l.	Other *(specify):* _____	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES	1 ☐ YES

INTERVIEWER: IF NO MSAP-FUNDED SCHOOLS GIVE ADMISSION PREFERENCE TO SPECIFIC GROUPS OF STUDENTS, SKIP TO C3.

C2. **Which of the following processes most accurately reflects preferences in admissions for each school? Please mark all that apply.**

1. Students in a given preference group are **automatically admitted** to the school, or have to be allowed to attend the school no matter what (for example, these students may live in a particular neighborhood zone, or attend a particular feeder school).
2. Individual students in a given preference group are assigned higher **weights or probabilities** of admission based on preference characteristics.
3. **Quotas, predetermined ratios, or a specific number or percentage of reserved seats** are allocated for different preference groups.
4. Preference groups are **admitted sequentially** (such that all students in a given group are offered admission before moving on to the group with the next highest preference).

School name and grant year	How preferences are reflected in admissions [MARK ALL THAT APPLY]:			
	Automatic admission	Weights or probabilities	Reserved seats	Sequential admission
[PREFILL NAME/GRANT YEAR 1]	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 2]	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 3]	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 4]	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 5]	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 6]	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 7]	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 8]	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 9]	1 ☐	2 ☐	3 ☐	4 ☐
[PREFILL NAME/GRANT YEAR 10]	1 ☐	2 ☐	3 ☐	4 ☐

C3. For each MSAP-funded school, please indicate whether any out-of-district students attend, and if so, the approximate percentage of attendees that come from outside the district.

School name and grant year	Do any out-of-district students attend? [CHECK IF APPLICABLE]		If YES, the percentage from outside the district
[PREFILL NAME/GRANT YEAR 1]	1	☐ YES	|___|___|___|%
[PREFILL NAME/GRANT YEAR 2]	1	☐ YES	|___|___|___|%
[PREFILL NAME/GRANT YEAR 3]	1	☐ YES	|___|___|___|%
[PREFILL NAME/GRANT YEAR 4]	1	☐ YES	|___|___|___|%
[PREFILL NAME/GRANT YEAR 5]	1	☐ YES	|___|___|___|%
[PREFILL NAME/GRANT YEAR 6]	1	☐ YES	|___|___|___|%
[PREFILL NAME/GRANT YEAR 7]	1	☐ YES	|___|___|___|%
[PREFILL NAME/GRANT YEAR 8]	1	☐ YES	|___|___|___|%
[PREFILL NAME/GRANT YEAR 9]	1	☐ YES	|___|___|___|%
[PREFILL NAME/GRANT YEAR 10]	1	☐ YES	|___|___|___|%

C4a. For each MSAP-funded school, in the event that there are more students interested in attending than open seats that are available to them, is a lottery or randomized admissions process used for some or all of the applicants to determine who is admitted (understanding this will be consistent with the stated preferences and priorities described above, if applicable)?

C4b. If a random process is <u>not</u> used, how are decisions made about who gets to enroll at the school (for example, first-come first-served admissions, or selective admissions based on test scores or other qualifications)?

School name and grant year	C4a.		C4b.
	A lottery or randomized admissions process is used for some or all applicants to determine who is admitted [CHECK IF APPLICABLE]		If NO, how decisions are made about who gets to enroll at the school [SPECIFY]
[PREFILL NAME/GRANT YEAR 1]	1	☐ YES	_____ _____
[PREFILL NAME/GRANT YEAR 2]	1	☐ YES	_____ _____
[PREFILL NAME/GRANT YEAR 3]	1	☐ YES	_____ _____

School name and grant year	C4a. A lottery or randomized admissions process is used for some or all applicants to determine who is admitted [CHECK IF APPLICABLE]	C4b. If NO, how decisions are made about who gets to enroll at the school [SPECIFY]
[PREFILL NAME/GRANT YEAR 4]	1 ☐ YES	_____ _____

INTERVIEWER: CONTINUE TO NEXT PAGE FOR SCHOOLS 5-10 (IF NEEDED).

School name and grant year	C4a. A lottery or randomized admissions process is used for some or all applicants to determine who is admitted [CHECK IF APPLICABLE]	C4b. If NO, how decisions are made about who gets to enroll at the school [SPECIFY]
[PREFILL NAME/GRANT YEAR 5]	1 ☐ YES	_____ _____
[PREFILL NAME/GRANT YEAR 6]	1 ☐ YES	_____ _____
[PREFILL NAME/GRANT YEAR 7]	1 ☐ YES	_____ _____
[PREFILL NAME/GRANT YEAR 8]	1 ☐ YES	_____ _____
[PREFILL NAME/GRANT YEAR 9]	1 ☐ YES	_____ _____
[PREFILL NAME/GRANT YEAR 10]	1 ☐ YES	_____ _____

INTERVIEWER: IF NO MSAP-FUNDED SCHOOLS USE A LOTTERY OR RANDOM ADMISSIONS PROCESS, SKIP TO SECTION D.

C5. **Thinking about the admissions process this past spring (2018) for admission for the current school year (2018-2019), for each MSAP-funded school, which of the following best captures the extent of applications to the school?**

1. There were more applicants than open seats by the application deadline in spring 2018, so a lottery or random process was used to determine admissions.
2. A lottery or random process was not needed in 2018, but demand is expected to increase such that a lottery may be necessary for the following school year (spring 2019 for admission in the 2019-2020 school year).
3. No lottery or random process was used in 2018 nor is one expected to be needed in 2019.

School name and grant year	Extent of applications in spring 2018 [MARK ONE PER SCHOOL]:		
	A lottery was used in 2018	No lottery in 2018 but one may be necessary in 2019	No lottery in 2018 or expected in 2019
[PREFILL NAME/GRANT YEAR 1]	1 ☐	2 ☐	3 ☐
[PREFILL NAME/GRANT YEAR 2]	1 ☐	2 ☐	3 ☐
[PREFILL NAME/GRANT YEAR 3]	1 ☐	2 ☐	3 ☐
[PREFILL NAME/GRANT YEAR 4]	1 ☐	2 ☐	3 ☐
[PREFILL NAME/GRANT YEAR 5]	1 ☐	2 ☐	3 ☐

INTERVIEWER: CONTINUE TO NEXT PAGE FOR SCHOOLS 5-10 (IF NEEDED).

School name and grant year	Extent of applications in spring 2018 [MARK ONE PER SCHOOL]:		
	A lottery was used in 2018	No lottery in 2018 but one may be necessary in 2019	No lottery in 2018 or expected in 2019
[PREFILL NAME/GRANT YEAR 6]	1 ☐	2 ☐	3 ☐
[PREFILL NAME/GRANT YEAR 7]	1 ☐	2 ☐	3 ☐
[PREFILL NAME/GRANT YEAR 8]	1 ☐	2 ☐	3 ☐
[PREFILL NAME/GRANT YEAR 9]	1 ☐	2 ☐	3 ☐
[PREFILL NAME/GRANT YEAR 10]	1 ☐	2 ☐	3 ☐

INTERVIEWER: PROCEED TO SECTION E FOR EACH SCHOOL MARKED "1" ABOVE. THIS SUBSET OF SCHOOLS WILL BE CONSIDERED THE "2018 LOTTERY SCHOOLS." IF NO MSAP-FUNDED SCHOOLS USED A LOTTERY OR RANDOM ADMISSIONS PROCESS IN 2018, SKIP TO SECTION E.

For each MSAP-funded school that conducted a lottery for admission for the 2018-2019 school year—referred to as "2018 lottery schools"—our next series of questions will help us better understand how many students are interested in attending those schools and how many might ultimately enroll. This information will help us determine whether a school may be eligible for an effectiveness study comparing students who were admitted via a lottery to students who did not receive an admissions offer.

D1. **For each 2018 lottery school identified in the previous section, please provide the following information on its lottery results. If the school lottery is part of a unified lottery process where students rank multiple schools, please provide the following information for students ranking the school <u>as their first choice</u>.**

    a. The lowest grade for which a lottery was conducted

    b. The total number of students to be enrolled in the lottery grade (the total number of slots to be filled; should equal *d + f*)

    c. The total number of applicants for the lottery grade *prior to the lottery* (should equal *d + e*)

    d. The number of applicants for the lottery grade *excluded* from the lottery because they had guaranteed or automatic admission (for example, students promoted from a lower grade at the same school, or students from a particular area of residence or base school)

    e. The number of applicants for the lottery grade *included* in the lottery, whether or not the lottery was combined with lotteries for other schools ("lottery participants," should equal *f + g*)

    f. Number of lottery participants *offered admission* initially, based on lottery results (initial lottery "winners")

    g. Number of lottery participants *not offered admission* initially, based on lottery results (initial lottery "losers")

If the lottery includes quotas, predetermined ratios, or a specific number of reserved seats for different preference groups of students, or the lottery places students into different preference groups and those groups are admitted sequentially (such that all students in a given group are offered admission before moving on to the group with the next highest preference), please report the total number of lottery winners and losers in rows *f* and *g* and proceed to D1a. If the lottery weights students individually based on their characteristics, or if the lottery does not use preference groups, please skip D1a.

	LOTTERY SCHOOL 1: _____	LOTTERY SCHOOL 2: _____	LOTTERY SCHOOL 3: _____	LOTTERY SCHOOL 4: _____	LOTTERY SCHOOL 5: _____
a. Lowest grade for which a lottery was conducted	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|
b. Number of students to be enrolled for the lottery grade (should equal the sum of rows *d + f*)	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
c. Total number of applicants for the lottery grade (should equal the sum of rows *d + e*)	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
d. Number of applicants *excluded* from lottery *(specify groups)* _____	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
e. Number of applicants *included* in the lottery (should equal the sum of rows *f + g*)	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
f. Number of initial lottery "winners"	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|

	LOTTERY SCHOOL 1: _____	LOTTERY SCHOOL 2: _____	LOTTERY SCHOOL 3: _____	LOTTERY SCHOOL 4: _____	LOTTERY SCHOOL 5: _____
g. Number of initial lottery "losers"	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|

D1a. **For lotteries <u>with preference group quotas, predetermined ratios, reserved seats, or sequential admission</u> in 2018, please record the number of winners and losers within each of those groups separately, by group, in the order in which that group is given preference. (In many cases, groups will have either all winners or all losers at the time of the lottery—that's okay!)**

	LOTTERY SCHOOL 1: _____	LOTTERY SCHOOL 2: _____	LOTTERY SCHOOL 3: _____	LOTTERY SCHOOL 4: _____	LOTTERY SCHOOL 5: _____
a. Number of initial lottery "winners" from preference group 1 *(specify)_____*	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
b. Number of initial lottery "losers" from preference group 1	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
c. Number of initial lottery "winners" from preference group 2 *(specify)_____*	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
d. Number of initial lottery "losers" from preference group 2	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
e. Number of initial lottery "winners" from preference group 3 *(specify)_____*	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
f. Number of initial lottery "losers" from preference group 3	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
g. Number of initial lottery "winners" from preference group 4 *(specify)_____*	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
h. Number of initial lottery "losers" from preference group 4	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
i. Number of initial lottery "winners" from preference group 5 *(specify)_____*	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
j. Number of initial lottery "losers" from preference group 5	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
k. Number of initial lottery "winners" from preference group 6 *(specify)_____*	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
l. Number of initial lottery "losers" from preference group 6	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|

	LOTTERY SCHOOL 1: _____	LOTTERY SCHOOL 2: _____	LOTTERY SCHOOL 3: _____	LOTTERY SCHOOL 4: _____	LOTTERY SCHOOL 5: _____
m. Number of initial lottery "winners" from preference group 7 *(specify)_____*	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
n. Number of initial lottery "losers" from preference group 7	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
o. Number of initial lottery "winners" from preference group 8 *(specify)_____*	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|
p. Number of initial lottery "losers" from preference group 8	|___|___|	|___|___|	|___|___|	|___|___|	|___|___|___|

INTERVIEWER: ADD ROWS FOR ADDITIONAL PREFERENCE GROUPS AS NEEDED.

D2. **Roughly what percentage of students who don't get into the lottery grade(s) in each 2018 lottery school do you think end up enrolling in other magnet schools, charter schools, traditional public schools, or private schools?**

Percentage of students enrolling in:	LOTTERY SCHOOL 1: _____	LOTTERY SCHOOL 2: _____	LOTTERY SCHOOL 3: _____	LOTTERY SCHOOL 4: _____	LOTTERY SCHOOL 5: _____
a. Other magnet schools	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%
b. Charter schools	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%
c. Traditional public schools in the district	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%
d. Traditional public schools outside the district	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%
e. Private schools	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%
f. Home schools	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%	|___|___|___|%

D3. **Many magnet schools end up making offers of admission to students from a waitlist if lottery winners decline an offer. For each of the 2018 lottery schools, please provide the following information about acceptances and waitlist offers.**

  a. **The total number of applicants to the lottery grade *prior to the lottery* (should equal D1 *c* as well as D3 *b – d*)**

  b. **The number of students offered admission at the time of the lottery, including students with guaranteed or automatic admission and initial lottery "winners," who enrolled in the school in fall 2018**

  c. **The number of students offered admission at the time of the lottery who declined the offer and enrolled in a different school in fall 2018**

  d. **Number of lottery participants not offered admission at the time of the lottery (initial lottery "losers") who enrolled in the school in fall 2018 via waitlist offer**

  e. **Number of initial lottery "losers" never offered admission for fall 2018**

	LOTTERY SCHOOL 1: _____	LOTTERY SCHOOL 2: _____	LOTTERY SCHOOL 3: _____	LOTTERY SCHOOL 4: _____	LOTTERY SCHOOL 5: _____
a. Total number of students offered admission at the time of the lottery in spring 2018 (should equal both D1 *c* as well as E3 *b - e*)	|___|___|___|	|___|___|___|	|___|___|___|	|___|___|___|	|___|___|___|
b. Number of students offered admission at the time of the lottery who enrolled in the school in fall 2018	|___|___|___|	|___|___|___|	|___|___|___|	|___|___|___|	|___|___|___|
c. Number of students offered admission at the time of the lottery but declined the offer and enrolled in a different school in fall 2018	|___|___|___|	|___|___|___|	|___|___|___|	|___|___|___|	|___|___|___|
d. Number of initial lottery "losers" enrolled in the school in fall 2018 via waitlist offer	|___|___|___|	|___|___|___|	|___|___|___|	|___|___|___|	|___|___|___|

| e. | Number of initial lottery "losers" never offered admission for fall 2018 | |___|___| | |___|___| | |___|___| | |___|___| | |___|___| |

E. LONGITUDINAL DATA AVAILABILITY FOR AN EFFECTIVENESS STUDY

As I mentioned earlier, the Department is interested in conducting an effectiveness study to produce rigorous findings on whether magnet schools promote diversity and boost student achievement, and whether particular features of magnet schools are associated with better outcomes. To help us figure out whether this kind of study is possible, I have just a few more questions about data availability in your school district.

E1. **Does your district have a longitudinal data system that includes student test scores and enrollment information, allowing you to track individual students' progress across schools and over time or are those data only available at the state level?**

    1 ☐ Yes [GO TO E1a]

    0 ☐ No, longitudinal data are maintained at the state level only

E1a. **Do your grantee schools serve students from multiple feeder districts? If yes, how many districts?**

    1 ☐ Yes [SPECIFY NUMBER OF DISTRICTS_____]

    0 ☐ No [GO TO E2]

E1b. **Do all the feeder districts have longitudinal data available or would student data need to be requested from the state?**

    1 ☐ All feeder districts have longitudinal data available

    2 ☐ Not all feeder districts have longitudinal data available – student data would need to be requested from the state

E2. **In which grades and subjects are test score data available for individual students attending MSAP-funded schools? What type of assessment (for example, statewide assessments by grade level, district-administered tests, or end-of-course exams)?**

Subject	Grade(s) (Circle)	Assessment type
a. Math	K 1 2 3 4 5 6 7 8 9 10 11 12	_____
b. Reading	K 1 2 3 4 5 6 7 8 9 10 11 12	_____
c. Science	K 1 2 3 4 5 6 7 8 9 10 11 12	_____
d. Social Studies	K 1 2 3 4 5 6 7 8 9 10 11 12	_____

E3. **For MSAP-funded schools, how are data on admissions, including lottery results and waitlist offers, maintained?**

    1 ☐ Lottery results and waitlist offers are tracked and maintained using a districtwide electronic or online system managed by the district

    2 ☐ Lottery results and waitlist offers are tracked and maintained districtwide by a contractor or firm external to the district

    3 ☐ Lottery results and waitlist offers are tracked and maintained electronically at the individual school level

    4 ☐ Lottery results and waitlist offers are tracked and maintained manually at the individual school level

E4.   **How long are those admissions data, including lottery results and waitlist offers, archived and accessible? For example, are these data stored indefinitely, stored for a specified number of years, or not archived beyond the admissions period?**

  1 ☐ Admissions data are archived and accessible for all of the MSAP-funded schools indefinitely

  2 ☐ Admissions data are archived and accessible for all of the MSAP-funded schools for a certain number of years [SPECIFY]: _____

  3 ☐ Admissions data for all of the MSAP-funded schools are not archived beyond the admissions period

  4 ☐ The length of time that admissions data are archived varies by school [DESCRIBE]:

  _____

  _____

E5.   **Are there identifiers (e.g., name and date of birth or school, district or state identification numbers) that would allow us to link electronic files containing the longitudinal data on student test scores and enrollment with data on the lottery results?**

  1 ☐ Yes

  0 ☐ No

  d ☐ Don't know

E6.   **Some districts have data on students who attend charter schools located within the geographical boundaries of the district, while others may not. Sometimes this depends on who authorized the charter schools. Does your district maintain the longitudinal data discussed above for students attending charter schools located within the geographical boundaries of the district?**

  1 ☐ Yes, for *all* charter schools located within the geographical boundaries of the district

  2 ☐ Yes, for *some* charter schools located within the geographical boundaries of the district [SPECIFY]: _____

  3 ☐ No, the district does not have data on students attending any charter schools located within the geographical boundaries of the district

  4 ☐ There are no charter schools within the geographical boundaries of the district

Those are all the questions I have. Your patience and cooperation has been incredibly helpful. It will be so important to the success and future of the MSAP program to have rigorous information to share across grantees and with Congress.

To that end, we have a short set of questions for your [2016 and/or 2017] MSAP-funded schools about their individual student recruitment and admissions practices. To support the study, we are requesting that you coordinate with the principals of those schools to complete and return the accompanying school recruitment and admission survey for each school.

We will also get back to you once the Department determines the next steps for the effectiveness study. Thank you again for your time!