SCHOOL RECRUITMENT AND ADMISSIONS SURVEY

Mathematica Policy Research is 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. As part of this effort, we are asking all schools that received a 2016 or 2017 MSAP grant from the U.S. Department of Education to answer a few questions about their student recruitment process. The questions below ask about student recruitment targets, strategies, and challenges specific to [SCHOOL NAME].

S1a. In the first column, please indicate which, if any, group(s) of students [SCHOOL NAME] is targeting for recruitment this year.

S1b. In the second column, please rank the top 3 highest-priority groups of students [SCHOOL NAME] targets for recruitment. Mark a “1” for the category that is your school’s highest priority group, a “2” for the next highest priority group, and a “3” for the third priority group.

|  | S1a | S1b |
| --- | --- | --- |
|  | MARK ALL THAT APPLY | MARK 3 ANSWERS ONLY |
|  | Groups of students recruited | Rank the top 3 groups recruited  |
| a. Students from a specific attendance zone or neighborhood(s) considered to have low socioeconomic status  | 1 □ | | | |
| b. Students from a specific attendance zone or neighborhood(s) considered to have high socioeconomic status | 2 □ | | | |
| c. Students from a defined attendance zone or neighborhood targeted for other reasons (such as proximity to the school) | 3 □ | | | |
| d. Students who might otherwise attend a crowded or overcrowded school | 4 □ | | | |
| e. Students from families with high socioeconomic status | 5 □ | | | |
| f. Students from families with low socioeconomic status | 6 □ | | | |
| g. Black students | 7 □ | | | |
| h. Hispanic students  | 8 □ | | | |
| i. White students | 9 □ | | | |
| j. Students from other racial/ethnic groups (e.g. American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander) | 10 □ | | | |
| k. Higher-achieving students | 11 □ | | | |
| l. Lower-achieving students | 12 □ | | | |
| m. Students who might otherwise attend a different choice school in the district (including charter schools or other magnet schools) | 13 □ | | | |
| n. Students who might otherwise leave the district (to attend an out-of-district school or private school) | 14 □ | | | |
| o. Other *(specify)* | 15 □ | | | |
|   |  |  |

S2a. In the first column, please indicate the practices or strategies [SCHOOL NAME] uses to recruit any of these targeted groups of students.

S2b. In the second column, for each recruitment practice used by [SCHOOL NAME], please indicate how successful you believe that strategy has been in recruiting targeted students over the past year: very successful, somewhat successful or not successful. If you have not used this strategy in the past, please mark ‘N/A, new strategy’.

|  | **S2a** | **S2b** |
| --- | --- | --- |
|  | MARK ALL THAT APPLY | MARK ONE PER ROW |
|  | **Recruitment practice**  | **Very successful** | **Somewhat successful** | **Not successful** | **N/A, new strategy** |
| **SCHOOL VISITS AND TOURS** |  |  |  |  |  |
| a. School visits are offered for prospective parents  | 1 □ | 1 □ | 2 □ | 3 □ | d □ |
| b. School visits are offered for prospective students | 2 □ | 1 □ | 2 □ | 3 □ | d □ |
| c. School visits are offered during school hours | 3 □ | 1 □ | 2 □ | 3 □ | d □ |
| d. School visits are offered after school hours | 4 □ | 1 □ | 2 □ | 3 □ | d □ |
| e. Transportation is provided to/from school visits | 5 □ | 1 □ | 2 □ | 3 □ | d □ |
| f. Child care is provided for interested parents during school visits | 6 □ | 1 □ | 2 □ | 3 □ | d □ |
| g. Current school leaders make presentations during school visits | 7 □ | 1 □ | 2 □ | 3 □ | d □ |
| h. Current school teachers make presentations during school visits | 8 □ | 1 □ | 2 □ | 3 □ | d □ |
| i. Parents of current students make presentations during school visits | 9 □ | 1 □ | 2 □ | 3 □ | d □ |
| j. Students make presentations during school visits | 10 □ | 1 □ | 2 □ | 3 □ | d □ |
| k. Students help conduct school tours for prospective parents or students | 11 □ | 1 □ | 2 □ | 3 □ | d □ |
| **PRESENTATIONS/VISITS OUTSIDE THE SCHOOL** |  |  |  |  |  |
| l. Current school teachers/staff visit other district schools to recruit prospective students | 12 □ | 1 □ | 2 □ | 3 □ | d □ |
| m. Current students visit other district schools to recruit prospective students | 13 □ | 1 □ | 2 □ | 3 □ | d □ |
| n. District or school staff make presentations at churches or community organizations for prospective parents/students | 14 □ | 1 □ | 2 □ | 3 □ | d □ |
| o. District or school staff make home visits to prospective parents/students | 15 □ | 1 □ | 2 □ | 3 □ | d □ |
| p. District or school staff present Information about the school at school fairs or other district-sponsored events | 16 □ | 1 □ | 2 □ | 3 □ | d □ |
| q. District or school staff make telephone calls to prospective parents to provide information | 17 □ | 1 □ | 2 □ | 3 □ | d □ |
| r. Parents of current students make telephone calls to prospective parents to provide information | 18 □ | 1 □ | 2 □ | 3 □ | d □ |
| **ACCESS TO INFORMATION ABOUT THE SCHOOL** |  |  |  |  |  |
| s. Print materials (such as brochures) about the school are available for prospective parents orstudents | 19 □ | 1 □ | 2 □ | 3 □ | d □ |
| t. Digital materials (such as websites) for the school are available for prospective parents orstudents | 20 □ | 1 □ | 2 □ | 3 □ | d □ |
| u. Information (print or digital) is provided directly to prospective students | 21 □ | 1 □ | 2 □ | 3 □ | d □ |
| v. Information (print or digital) is provided to parents who request it | 22 □ | 1 □ | 2 □ | 3 □ | d □ |
| w. Information (print or digital) is provided to all parents of prospective students | 23 □ | 1 □ | 2 □ | 3 □ | d □ |
| x. School promotes itself on social media | 24 □ | 1 □ | 2 □ | 3 □ | d □ |
| y. District promotes school on social media | 25 □ | 1 □ | 2 □ | 3 □ | d □ |
| z. School promotes itself in print, television or radio advertisements | 26 □ | 1 □ | 2 □ | 3 □ | d □ |
| aa. District promotes school in print, television or radio advertisements | 27 □ | 1 □ | 2 □ | 3 □ | d □ |
| bb. Other (specify) | 28 □ | 1 □ | 2 □ | 3 □ | d □ |
|   |  |  |  |  |  |

S2c. Who is primarily responsible for implementing the student outreach and recruitment activities listed above for [SCHOOL NAME]?

 1 □ All student recruitment is conducted by current school staff, parents, and students

 2 □ Most student recruitment is conducted by current school staff, parents, and students, with some support from district staff

 3 □ Student recruitment is conducted equally by district staff and current school staff, parents, and students

 4 □ Most student recruitment is conducted by district staff, with some support from current school staff, parents, and students

 5 □ All student recruitment is conducted by district staff

S2d. Are any of [SCHOOL NAME]’s recruitment activities carried out by entities other than district staff, school staff, parents and students?

 1 □ No

 2 □ Yes – please describe:

S3a. Many magnet schools find it difficult to achieve all of their recruitment goals. In the first column, please mark the challenges you perceive in recruiting the groups of students targeted by [SCHOOL NAME].

S3b. In the second column, please rank [SCHOOL NAME]’s top 3 recruiting challenges. Mark a “1” for the category that is your school’s biggest recruiting challenge, a “2” for the next biggest challenge, and a “3” for the third biggest recruiting challenge.

|  | S3a | S3b |
| --- | --- | --- |
|  | MARK ALL THAT APPLY | MARK 3 ANSWERS ONLY |
|  | Recruiting challenges | Top 3 recruiting challenges |
| a. The school’s theme or specialty focus is not attractive to applicants | 1 □ | | | |
| b. The school’s academic performance is considered low | 2 □ | | | |
| c. The school is considered too academically rigorous | 3 □ | | | |
| d. The school climate is considered to be poor | 4 □ | | | |
| e. The school is considered to be located in an unsafe neighborhood | 5 □ | | | |
| f. The student body is considered to be insufficiently diverse | 6 □ | | | |
| g. Students in recruited groups believe this school does not enroll enough students who are similar to themselves | 7 □ | | | |
| h. The school is farther than parents or students are willing to travel | 8 □ | | | |
| i. Transportation options to school are limited or costly | 9 □ | | | |
| j. Charter schools are more popular | 10 □ | | | |
| k. Private schools are more popular | 11 □ | | | |
| l. Not enough staff time available to effectively recruit students | 12 □ | | | |
| m. Staff don’t have the right qualifications to recruit students | 13 □ | | | |
| n. Staff have difficulty getting into other schools to recruit students | 14 □ | | | |
| o. Insufficient or inaccurate description of school options in district materials for potential students and their parents | 15 □ | | | |
| p. Other *(specify)* | 16 □ | | | |
| q. Other *(specify)* | 17 □ | | | |
| r. Other *(specify)* | 18 □ | | | |

S4a.Does the district provide transportation services for students enrolled in [SCHOOL NAME]? If so, are these services offered to all enrolled students or only to those residing a certain distance from school (such as those living outside an attendance zone)?

 0 □ No

 1 □ Yes, for students residing a specified distance from school

 2 □ Yes, for all students

S4b. (IF YES) Please specify what types of transportation services the district provides for [SCHOOL NAME]:

 1 □ School district managed transportation (yellow buses)

 2 □ City bus pass, metro subway pass, or light rail pass

 3 □ Another type of transportation *(specify)*

Thank you very much for completing this survey.

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.