



Evaluation of Project EXPLORE

East Baton Rouge Parish School System
Magnet School Assistance Program (MSAP)

Year 5 Report (2021-22)

CONTACT

Dr. Watson Scott Swail
Swaillandis, Inc.
Virginia Beach, VA 23456

Phone: (757) 513-8266
Email: wswail@swaillandis.com

SUBMITTED TO:

Ms. Theresa Porter
Director, MSAP
East Baton Rouge Parish School
System
1050 South Foster Drive
Baton Rouge, LA 70806

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www.swaillandis.com



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Much of Swaillandis' research focuses on the access to and through postsecondary education and many of our projects are related to federally-funded initiatives involving the preparation and training of teachers, school reform efforts, student college readiness, postsecondary retention, return on investment in education, and workforce outcomes.

The Principal Investigator for this study is Dr. Watson Scott Swail with analytical support from Ms. Kimberly Ann Landis and Dr. William Smith.

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INTRODUCTION

The federal MSAP Program (Magnet School Assistance Program) was established in 1984 as part of an approved public-school desegregation plan for school districts across the United States. MSAP grantees use their federal funds to develop and implement high-quality magnet schools in order to decrease minority group isolation and increase student academic achievement. The specific objectives and goals of MSAP are specified in Title V, Part C, Sections 5301-5311 of the Elementary and Secondary Education Act of 1965.

EBR is the second largest school district in the state of Louisiana and serves over 40,000 students and enlists the professional services of 5,200 employees, inclusive of 3,000 teachers. In October 2017, EBR was notified by the US Department of Education – Office of Innovation & Improvement, that their application for an MSAP grant (CFDA 84.165A) was successful. EBR was awarded \$14,931,594 over a five-year period beginning in fall 2017. EBR proposed Project EXPLORE (Encompassing Exciting Program Learning Opportunities for a Rewarding Education) for their MSAP grant, a focus on STEM (Science, Technology, and Engineering, and Mathematics) and STEAM (with the added “arts”) at these EBR schools:

- **Villa del Rey Elementary School’s** focus is an interdisciplinary pedagogy which views reading as the essential element in Science, Technology, Engineering, Arts and Mathematics (STEAM) instruction. Using the state curriculum as the guide, the school is creating learning experiences that are student centered, focused on Robotics, Coding, and Renewable Energy.
- **Park Forest Elementary School’s** theme focuses on Creative Sciences & Arts with a concentration in Renewable Energy and Water Conservations. The goal of the faculty and staff is to actively engage students in discovering how to preserve the global environment with hands-on, inquiry-based learning opportunities which helps them become critical thinkers and problem solvers.
- **Park Forest Middle School’s** STEAM Education concept utilizes all of the thematic components to get students excited about Science, Technology, the Arts, and Mathematics through the use of scientific inquiry and the engineering design process. Courses of study include Animation and Coding, Engineering, Entertainment Technology/Digital Media, Renewable Energy/Environmental Studies, and Robotics.
- **Belaire High School’s** Creative Sciences and Arts Magnet is devoted to promoting Science, Technology, Engineering, Arts, and Mathematics (STEAM) academics through diverse and rigorous teaching and learning. The school incorporates STEAM education by offering the instructional pathways of Robotics, Animation, Coding, Engineering, and Entertainment Technology with the overarching theme of Renewable Energy.

All four schools have a recent history of shifting demographics and the flight of businesses and working families from the area, leaving schools more segregated with high percentages of Black students. Through the MSAP grant and by establishing these schools as magnet schools, it is hoped that families will be motivated to move back and participate in their schools.

SwailLandis is an international research and policy firm dedicated to educational equity and opportunity issues. The purpose of the evaluation was to conduct a thorough process and impact assessment of the program for EBR. The initial scope of work for this project was to detail the first three years of the project, resulting in an Interim Report in October 2020 followed by a complete Year 1-3 Report submitted in January of 2021. Upon request by EBR, a Summary Report was prepared and delivered to the U.S. Department of Education in May 2021. In May 2022, a Year 4 report was delivered to EBR. This document serves as the fifth and final report for MSAP covering Years 1 through 5 (2017-18 to 2021-22).

The research process involved the collection of academic data from EBR as well as interviews and focus groups with teachers, MSAP Directors, and Principals. While the original plan included annual site visits, the pandemic forced the cancellation of those visits in Year 3 and 4 of the grant. SwailLandis was able to conduct the first and only site visit in September of 2022.

In summer of each contract year, EBR's Division of Accountability, Assessment, and Data Analytics provided SwailLandis with a data file complete with state-level standardized test data. Other indicators included student background data, GPA, attendance, transfer status, and other related variables. SwailLandis conducted inferential analysis to determine the statistical significance and rigor of the data. Technical information and data tables can be found in the Section 4 of this report.

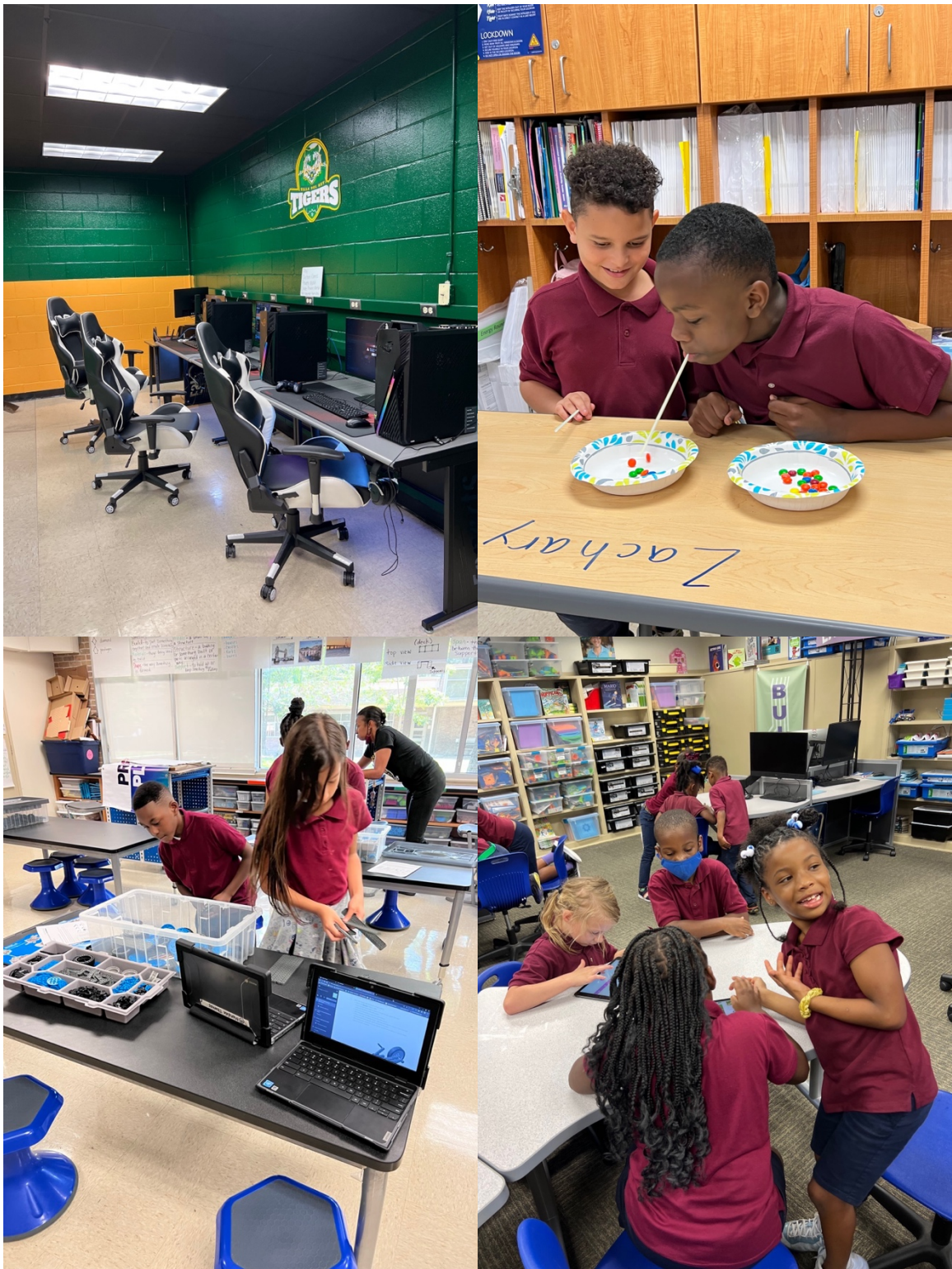
Each year of the program offered an opportunity for the SwailLandis research team to interview key staff, inclusive of the MSAP EBR staff, school principals, local MSAP directors, and teachers. The final interviews were carried out in person during the September 2022 site visit. All interviews and focus groups were recorded with consent and transcribed and coded for analysis. Details from this year's interviews are embedded into this report.

This final report includes four sections. Part 1 provides an overview of the program complete with information from our September 2022 site visit, in which the SwailLandis team was able to visit each of the schools and meet with the MSAP teachers and school leadership, as well as a "lessons learned" summary. Part 2 provides a detailed data overview of the program while Part 3 provides analysis and discussion on each of the four magnet schools in EBR. Part 4 provides technical information and the overall data tables for each school.

Findings in Brief

The following summary provides an overview of Year 5 (2021-22). Particulars for each of the four MSAP schools may be found in Section 3 of the report.

- 496 students were enrolled in MSAP at the four partner schools, representing 31 percent of all students in those schools. This is down from 519 the previous year.
- Villa del Rey Elementary had the highest MSAP enrollment in Year 5 with 143 students, up slightly from 139 in Year 4. Park Forest Middle increased from 88 to 124 students in Year 5, while both Belaire High and Park Forest Elementary School saw significant drops of 34 and 29 students, respectively.
- The highest percentage of MSAP enrollment compared to total school population in Year 5 level was at the third and fourth grades (47 and 41 percent) while the lowest was in the 12th grade.
- Girls outnumbered boys at the MSAP schools in Year 5 (53 vs 47 percent) while the reverse was seen in the non-MSAP population (46 vs 54 percent). Overall, boys were slightly overrepresented at the four MSAP schools over the course of the entire grant (52 percent).
- Black students represented 82 percent of the MSAP population and Hispanics 12 percent, very similar to Year 4 numbers. These numbers were also similar for the non-MSAP population.
- 8 percent of MSAP students were considered Limited English Proficient (LEP) compared to 14 percent of non-MSAP students.
- 89 percent of MSAP and non-MSAP students were categorized as economically disadvantaged (ECD).
- 5 percent of MSAP students had an IEP (Individual Education Plan) compared to 13 percent of non-MSAP students.
- On average, MSAP students in the four schools receive Free or Reduced-Price Lunch (FRL) than their non-MSAP peers (68 versus 72 percent).
- MSAP students attended, on average, 151 days of school in Year 5, down from 160 in Year 4. This compared to 135 days for non-MSAP students, which is also down from 148 days from Year 4.
- MSAP students had 11 days of unexcused absences compared to 17 for non-MSAP students.
- 23 percent of MSAP students transferred in compared to 31 percent of non-MSAP students; 2 percent of MSAP students transferred out compared to 13 percent of non-MSAP students.



1 INSIGHTS

This section of the report provides a summation of what we saw, heard, and reviewed during our involvement in the MSAP grant.

1.1 The “Best of MSAP”

“MSAP is changing the mindset of students and parents.

We are a hidden gem!”

Administrators resonated with a sense of pride regarding the visible additions such as signage, technology, building model classrooms, gardens, and studios the MSAP resources afforded for the students, families, and community to see. Staff applauded the supplies and equipment they were able to purchase with MSAP funds and distribute to support students’ hands-on learning during the challenging virtual learning period of the COVID-19 pandemic. It was also shared that extending the MSAP Grant period from three-to-five years was a “Best of” factor that allowed grantees more time to plan, implement, and build partnerships to augment sustainability of the MSAP grant. While all administrators and staff acknowledged that the instrumental resources allotted through the MSAP Grant funding were ‘wonderful,’ needed, and appreciated, it was the overall impact the MSAP program experience had on the students, parents, schools, and community that was noted most frequently as the “Best of the MSAP Grant.”

Staff and administrators touted that students and their parents were allowed to choose to attend MSAP at their school and stated, “You don’t get that everywhere.” They liked the concept of school choice, and that parents and children were choosing to attend their school because of MSAP.

“I love my magnet program! I love that my school is a choice!”

What students are exposed to through MSAP was repeatedly identified as the “Best of MSAP.” Teachers conveyed that MSAP students benefit from exposure to real-world experiences like the application of robotics, making podcasts, and hands on problem-based learning activities. Students are provided more opportunities to explore career interests, what working in that profession might be like, and/or what they may want to study in college. Most importantly, teachers expressed the benefit of students being exposed to “like-minded individuals” through collaboration in their selected thematic programs.

“MSAP students are exposed to so many things! And not just the MSAP students. MSAP has helped other classes as well.”

“I think it (MSAP) helps with the overall experience of school for the kids. It gives them more opportunities, gives them a better idea of ... different schools and helps them to pursue different avenues and pathways.”

“This (MSAP) is the exposure that these kids need. I really think it's helped us tremendously since I've been here.”

“It broadens students’ minds and horizons.”

Numerous teachers observed increased motivation of MSAP students as the “Best of MSAP” and described it in the following ways:

“It (MSAP) has improved student motivation and positive behavior.”

“Students are excited and want to learn.”

"(MSAP) Sets the bar high for students and they aspire to excel."

"It (MSAP) does set the kids apart... Their goals are different than some of the other kids (not in MSAP)."

"They look forward to college. They ask questions about it. They want to understand, and they also want to know more about their pathways and what they want to do after."

"They also see that there's more opportunities that we (MSAP) give. So, they ask about those different things... they know what they know, they're going to let us know what they know, and they kind of say, 'what kind of opportunities can I get with what I know?'"

One of the elements of MSAP at EBR that separates it from other magnet schools in the district is the absence of GPA or other academic indicators in the admission criteria for students. Several administrators and teachers expressed their support of no GPA requirement to enroll in MSAP and stated it specifically as the "Best of MSAP":

"I'm glad we are not an academic magnet program. I love that they (students) have other opportunities to be successful and not just the highest grade in the class."

"My favorite thing is that we are not an academic. That is my most favorite thing."

"A lot of our kids, they cannot be academic. And that's okay."

"I have a doctorate ... He (my little brother) never went to college, and he makes triple what I could ever think of making ... that just was never his thing. Do we want kids to read and write and do math? Yes, of course, absolutely. But I love that they have other opportunities here."

"Even if they don't have that academic aptitude, they see themselves being successful in school, learning that they don't have to be the highest academic because you can be smart in other areas."

"A couple years ago, there was this student that wasn't seen as an equal intellectually by his peers, and he rocked this particular problem in robotics that even the highest achieving students couldn't figure out. All of a sudden, there's a connection between peers and a level of respect that wasn't there. At the same time, it gave him competence to achieve more in those academic core subjects."

"The Best thing is MSAP drives interests and not grades."

Administrators were eager to confirm the "Best of MSAP" were the teachers and the "young, spirited energy" they bring to the school. "MSAP teachers are more than just content teachers, they do everything around the school." One administrator explained the impact the teachers have on the school culture and several staff declared the school culture as the "Best of MSAP":

"I love my MSAP program! I love my MSAP teachers! It changes the whole dynamics of the school!"

"You're just thinking about the joy of learning. The joy, you know, the process. You're not, 'We have to be on a pace and schedule.' So, when (students) are able to come into a room and have the materials and have the time to just start putting everything together. We're working - like how to work as a group. Everyone has a job. They're slowly learning how to do that job. They have a role to do ... I just feel like anytime that a child can come out of that classroom ... and you're all on the same level, and you're able to apply and learn and just, explore without that academic or that classroom pressure ... I know their units that the teachers are covering. So, I'm still bringing that in, but I feel like it's in a more relaxed learning explorer type situation than in the regular classroom."

"Students like coming to school. We all work really well together. I think that families can see that we really are here for your kids and we will work with you on whatever you need. We are here. I think that has played a lot into why the kids like coming to school. The parents like coming to school. All family, not just the parents, but their families overall, like to come to school and see all the cool things we have. We hear all the time, nobody else has this — not just the things that we have, but the culture of the school and how open everyone is. It really is like a family. I know. That's like a cliché kind of thing to say."

Staff and administrators did not hesitate to testify about what they felt was the "Best of MSAP" which encompassed the positive student experience of school choice, no GPA requirement for enrollment, exposure to like-minded peers, career exploration, problem-based learning, the MSAP teachers, increased opportunities and resources, and the healthy school culture. Ultimately, the "Best of MSAP" variables identified were all components that augment student success.

"The best part of MSAP is seeing the kids' reactions when they realize what they can do and realize what they are capable of."

"I think there are things that we could absolutely do better. But I would not trade this program for anything. I'm for anything that's good for kids and I just feel like this (MSAP) is really great for kids!"

1.2 Challenges

Some of the challenges and concerns identified by the MSAP staff, school administration, and MSAP teachers were related to the planning and implementation – especially regarding the pandemic, changes in leadership and staff, scheduling, lack of financial resources, student pathways, recruitment and retention of students and staff, academic preparedness, student behavioral issues, developing partnerships, and sustaining MSAP long term.

MSAP staff acknowledged not having a planning phase built into the front end of the grant created some challenges during implementation. One of the challenges surfaced when too many pathways were initiated at the beginning of the MSAP grant. While the staff were skilled at finding creative resources, those resources sometimes challenged them to stay on a track more closely aligned to the MSAP theme and curricular goals. Another early trial reported was developing the curriculum simultaneously to teaching it. One staff described it as "Trying to build the plane while you are flying it." Some of the pathways are innovative such as having a recording studio in a middle school or elementary school. It is a continuous work in progress to determine what the curriculum should be and how to establish a sequential pathway for students as they progress from elementary through high school.

"Most people have never had a studio in their school, not like that in a middle school, or even in an elementary school. So now what does that look like? What are we teaching? What do we want them to learn? What do we want them to

learn to have at the end of sixth grade? Seventh grade? So we're not doing the same thing over and over again."

Not having intentional pathways established became a challenge for both students and teachers when students transitioned from school to school. elementary school to middle school or from middle school to high school because of the varying levels of exposure a student had to an earlier MSAP pathway. One staff member said, "We have not done an intentional pathway from elementary to middle school to high school, so we lose students at the middle school." This is currently being addressed by teachers from the various grade levels meeting over the summer and throughout the year to sketch out those vertical alignments. An additional test to developing new course curriculum is the impact of teacher retention.

"Some of these classes are being built by the person who originally started it, and then that person didn't complete it. The person that's coming behind them, is taking what they did and building upon it. I just wish we had more of a foundation at the beginning."

Changes in leadership at the district level, including the superintendent, has caused MSAP staff to ensure everyone is well informed and kept updated on the MSAP grant compliance, progress, and alignment with district goals. Teachers were tasked with adjusting to the district scheduling change this year.

"District changed this year to 90-minute block periods with reduction of staff. Last year staff had more planning periods and that was taken away. We went to AB scheduling to fit classes in. It is more difficult to keep students focused for longer periods of time."

Recruitment of students and staff was a common challenge conveyed. All interviewed said they need to improve their marketing to get students and families to visit the schools. Each school was confident from experience that once a family visits the school and sees what they have to offer they want their children to enroll.

"Having these programs for the students to be able to come and experience, like a whole entire sound studio, sound engineering, and those kinds of things. It's important for them to see that."

Some stakeholders felt the task is changing parents preconceived perceptions that MSAP is a magnet program, therefore, their child will have more work to do and somehow translate into more work for them as parents, as well. It was also noted that some parents want their children to attend a magnet school and not a magnet program within a school because they feel it is not as esteemed. It was also mentioned parents just want their children to attend other schools that are known to be prestigious. Administration reported that parents have said MSAP is not as rigorous if there is not a GPA requirement.

Staff and administrators commented on how many other magnet and charter schools exist and are competing for the same students. "The Charter schools have a little more wiggle room," said one stakeholder. "Whenever the state scores are released, EBR gets blasted in the news, but you very rarely see anything negative about the Charter school." They shared that many parents are overwhelmed with the process of determining which school is best for their child. Next year, the district is starting Focus Choice Schools and hopes to be awarded a new MSAP grant to expand the program as well. The increasing number of competitors also impacts the success of recruiting and retaining MSAP staff and teachers.

"A lot of Charter schools are popping up and paying teachers more."

"They (teachers) are going to charter schools for the money. It's not because they want to go to charter, it's just with the prices of everything rising and inflation."

Some teachers noted that not having a GPA requirement elicits some negative behaviors in students who are not academically prepared.

“Oftentimes, from what I've seen, a lot of them have some reading difficulties. if it's involved in trying to read or to comprehend something is when you notice the change in behavior. I have some who are in intervention, but they're still in our program. We have to be able to accommodate, just to make sure that they understand you can be this, it just may take a different route, but we'll get there eventually.”

“Some of the kids that I find that struggle are the ones to have behavioral issues sometimes. What I've come to realize it's because they don't understand. So, it's just me taking the time with them, pulling them off on the side, calming them down, that they know the expectation in the in the classroom, and what we do and we don't do, and then bringing them back in. Then making sure that they understand the content. Because everything that we mostly do in my class is project based. So, you know, just them not feeling nervous, not feeling like they can't do it. There's no more I can't do this. Just them feeling like you could do anything that you put your mind to, your dreams, if you choose not to lie, you know, ... you can keep going and just having to understand that having them believe in themselves. They give all that behavior, just because they're covering insecurities.”

While all the schools touted the strong partnerships they currently have, they all expressed the struggle and need to develop more partnerships - especially, as this MSAP funding period ends. A lot of businesses have left the area over the years.

“There's so much pressure on principals. It's a double-edged sword, because you want to make sure that have a little more than just one or two things so that the students are exposed to all of these wonderful things. There's not a lot in this area. A lot of the businesses have traveled more towards south Baton Rouge - the big businesses that could afford to come in and kind of help are not in this area anymore. So, it makes it hard.”

“Sam's has closed. The Dunkin Donuts closed. A lot of big businesses closed. We're just bailing on this region. I grew up right down the street, about a mile west of here. I've seen it just kind of really take a decline in the businesses that are available.”

“I always am looking for good people and ways to bring them into the program. They understand my passion. I look at networking and partnerships. They always have their ear listening for wonderful ideas.”

“The grant is ending, and we needed more time ... we would like the grant to last longer. We need more time to bring in partnerships and resources.”

1.3 Impact of COVID-19

The COVID-19 pandemic was a disrupter, not just for implementation of the MSAP grant, but to the entire education system across the world. While the pandemic presented multiple challenges to EBR, it also accelerated innovation.

“People say COVID just did so much (negative) and was a huge challenge. But really, it made us think out of the box. We had to be innovative ... that's when

we started thinking about our outdoor classrooms and doing things with the Sunday University Ag[riculture] Center, the LSU Ag Center, partnering with the LSU School of Veterinary Science, partnering with farmers, and just thinking about what we could do outdoors. It enhanced our program. It helps us to think in a more innovative way."

"I don't know if we hadn't been faced with COVID if we would have thought of a lot of this stuff."

The fear for the safety of one's health, closed schools' doors and drove education to be done virtually. This became a major implementation challenge as much of the MSAP curriculum is problem-based learning with hands on resources, labs, camps, and field trip components. Recruitment efforts seemed fruitless as parents weren't sending their kids back to schools. Teachers had to rethink how to disseminate resources to students, access, and utilize technology efficiently to engage students through virtual instruction. In addition, both teachers and students had to find ways to troubleshoot technology issues, i.e., accessible internet and lag during musical instruction and presentations. When students began to return to school, the tasks of sanitizing labs, wearing mask, and social distancing presented hurdles for MSAP labs.

Not all students and teachers overcame the barriers COVID built, and some did not return to schools once they reopened. The fear of COVID lingered and resurged. Some students remained virtual for the safety of their health. Some schools still display "masks required" signs. It was necessary for other students to help with income by working or becoming the care giver for family members as daycare centers and schools closed or parents worked. Staff expressed agreement that things are getting better, "opening up," "people are getting a little more excited again," and "Without COVID we would be so much further along."

1.4 Recruitment and Retention

Recruiting and retaining students and teachers for MSAP was noted as a team effort from all stakeholders. Some common themes they have used to recruit students were to be visible, sell the opportunities MSAP provides, and continuously assess what is working and what is not. The most emphasized effort reported was utilizing social media to post and promote everything MSAP is doing. Teachers reported they are "putting everything out there that we are doing!" Administrators and staff shared one of the most effective recruiting strategies is getting the students and families onsite to see the resources MSAP provides and what the students are doing with them. They also capitalize on the proximity of MSAP being a program within a school. This allows for internal recruiting of students that see MSAP and encourage those that want to be a part of it to enroll. Being visible and 'telling their story' via social media, word of mouth, advertising, recruitment events, and having an open invitation for students and families to visit has helped increase student enrollment. Another recruitment tactic was described as "reinventing and promoting ourselves as one of the competitors now." MSAP staff and school principals discussed the development of intentional pathways through elementary, middle, and high school and increasing diversity where students "will see someone like them" which could entice students to enroll and stay with MSAP. Several expressed, "Establishing an intentional pathway would not only retain students in MSAP through grade school but increase matriculation into higher education since students already know this is what they want to do and what to expect academically at the post-secondary level." Student retention is impacted positively by the parents seeing and hearing from their own children what they learn and do in their own words. It was reported that parents articulate their satisfaction with MSAP on a regular basis and feel they made the right school choice for their child. Parents will request for siblings to be enrolled in the program as well. MSAP staff said they recently reviewed their social media use for recruiting so they could assess and modify marketing strategies as MSAP evolves. One principal concluded, "Once we get them here on campus, it's a done deal. The students enroll. That works for staff we recruit as well."

Another principal offered they have been fortunate to recruit staff from within. She said, "I'm always looking for good people and ways to bring them into the MSAP program. They understand my passion." The consensus among administration is MSAP teachers' characteristics tend to be more nurturing and supportive. One explained, "You're looking for those staff members who have the skill sets that you need and training in the

industry you are seeking, but I'm looking for somebody who is different. A little diverse. Someone who can bring something else to the table." When searching for MSAP teachers, they are looking for the knowledge from experience a candidate has to offer to the students which is not always someone who "checks the boxes" for a traditional teacher in education. Pedagogy can be developed with support of the magnet office and professional development.

The major challenge in retaining MSAP teachers was identified as the higher pay offered by competing schools and their own background industry in the area. Staff revealed they are asked to do a lot for what they are paid, and money is not the reason they stay. They conveyed the reasons they stay are because "they love their jobs, the students, and the culture of their schools."

One principal talked about what she has observed with teachers, "if you have a complacent attitude, you don't last long here because others are like the Energizer Bunny, and they are 'bringing it' as they say in the gaming field. They are going to try and engage you, go around you, or step over you, ... I need forward thinkers that will take us to the next level. If you can't do that, we're going to help you but then after a while, it's like you said, 'We hire for success. We fire for success.' It works both ways."

1.5 Student Success

MSAP stakeholders noted that their students tend to do better academically than other students, even though MSAP is not an "academic" program, per se, given that no academic records are used during the admissions process. These positive findings are noted in the academic analysis later in this report. Among areas that impact student success include an improvement in students' aspirations towards higher goals; the opening of career possibilities that students thought were either closed or unknown before MSAP; the impact of the state-of-the-art technology on learning; the attitudes and energy of the MSAP teachers; and the difference in pedagogy compared to standard, non-MSAP classes. School is more fun in MSAP. Stakeholders provided specifics:

"(MSAP) helps them (students) to pursue different avenues ... like there's a medical school and just different routes and avenues that they can go down ... this is the exposure that these kids need. I really think it's helped us tremendously since I've been here."

"What I saw was that from year one to year five, is that leadership is being built between the kids. So, as long as they're staying on the same, path, it's pretty much easier to create a self-led, a student-led class and a student-taught class. So, they're teaching each other."

"I see now that when you expose the kids at this age, you're looking at a lot of those kids will actually become engineers and scientists of that nature, because they have that vision. They have the background. They see it at an early age, and they have solved a lot. You know, from the standard of saying, I'm coming out of high school, say going into engineering, going into physics or that nature — If you don't have that background, what they see now - means a lot. So, when it gets to that high school college level — they actually fly."

"It does set the kids apart ... their goals are different than some of the other kids. They look forward to college. They ask questions about it (college). They want to understand, and they also want to know more about their pathways and what they want to do after."

Some of the teachers noted that the students who were less successful in MSAP tended to lack creativity, have insecurities, and lack of confidence. As well, there were some students whose reading and mathematics skills were a barrier to success.

1.6 School Administration, Faculty, and Staff

There were many positive comments about the impact of MSAP on the professional staff at the four schools. One principal noted that staff retention improved with the MSAP grant. While many teachers in the school moved around, the MSAP teachers have been more prone to stay in the program.

Collaboration between teachers is essential in MSAP and it was noted that the connections between MSAP teachers were positive and healthy compared to other teachers in the building. That stated, MSAP teachers also worked to engage non-MSAP teachers, creating a fully collaborative process that went beyond the MSAP program.

“Teachers felt more empowered in the sense that they had this select group of kids in the content area of courses that they required to do some project-based learning and different activities in their family, which then transferred into the general population. So, when we began to reach out, not just with our program, but to a string of things to improve the school, everyone — in essence — embraced the newness. Now, most people think they're a part of (MSAP) even if they're out of the main classes: they look at it as school life. So, it's kind of a change in the trajectory of the school. It's much more upbeat and focused, and towards a common goal.”

“The magnet teachers ... when they're not hosting class, there are not in their classrooms. We're supporting other teachers; they're making sure that they're enhancing what those teachers are doing in a classroom ... you're a teacher leader. And so, you're in those classrooms with those teachers, making them feel a part. And that's what we do.”

Planning is core to the success of MSAP, and the grant, as well as COVID, caused teachers and administrators to plan better. Teachers are trusting of each other and have a sense of ‘MSAP faith’ that they will succeed.

Many of the teachers came from industry and are trained and highly skilled in their fields. They tend to bring a different feel to the job. One principal commented: “They MSAP teachers bring this young, spirited energy to the school.” Another suggested that the program has been largely successful because of the teachers, who she said were “way too modest.” The teachers have helped build a sense of pride.

“I definitely see a shift in the perspective of the teachers, like ‘what is good teaching,’ and it's almost like, rather than being ‘these’ kids, it's become ‘our’ students. And I think that's really important because they are our students ... there's just more of a sense of ownership of the school and its success overall. And I think resources help that. Because the teachers feel like they have what they need to be successful, even if it's kind of out there. We have that sense of pride.”

“The mindset of the teachers is so different now. More collaborative. More synergy.”

The support of the MSAP Office at the Administrative level has helped the schools implement and build the program over the years. The program’s director has recently been elevated to serve as Executive Director of Innovation at EBR, which also oversees the MSAP program. In addition, she is the current president of the Magnet Schools of America Association. EBR recently submitted a new MSAP proposal to the US Department of Education which would support expansion to an additional four schools.

1.7 Parents & Community

The community in which the MSAP schools reside has gone through a difficult time over the past several decades. Business and stores have closed. People have left the area. As someone described to us, it is a grocery desert and people have to travel long ways to access decent stores. The MSAP stakeholders believe that the program is helping to revitalize the area, even if in a small way.

"The grant has afforded us opportunities and allowed us to be a beacon of hope and light in this community ... we wanted to be a part of the renaissance/bringing back the community in this area. Historically, we wanted to start this in 2017, we tell people we are part of the historical renaissance."

Amazon is building a facility only a mile from one of the MSAP Schools, which excites one of the MSAP directors: "So, we can't wait until they are really up and running. Because they will be one of our partners. Like we're gonna go in there with intentions of, 'Hey, look at us.' "

Stakeholders believe that parental involvement has increased at the MSAP schools. During the site visit, one site director mentioned that they recently had a grandparents' breakfast which used to attract about 10 adults. This time they packed the school with people waiting outside. Another principal mentioned that they had 200 people in the auditorium for an open house where they used to have 50.

"I think that pillars of magnet really challenged us to focus on that parental involvement, that communication that community buy in, in a way that we hadn't before, and really challenged us to What does parent involvement mean? And really look at the ethnicities and cultures within our population and say, 'How does it look at everyone within every family?' "

1.8 Sustainability

As the MSAP Project EXPLORE Grant nears the end of the funding period they addressed sustainability plans. MSAP administration reported East Baton Rouge's Magnet Office has a strong history and can support schools that grants have ended. Thus, MSAP in these four schools is continuing after the grant. The magnet office has added additional positions and the schools feel supported by those people checking in and offering help. Each one of the magnet schools has a magnet budget through the district each year. While they understand the funding is expected to be reduced, they also believe some activities can be absorbed into what the schools are doing, i.e., curriculum planning and vertical alignment and professional development. For example, during a summer Park Forest Elementary, Park Forest Middle, and Belaire High School met to build out the curriculums because they all have a renewable energy teacher. They worked on how to bring in the traditional part of the school into what they are doing with renewable energy. They looked at what they were doing with magnet and what they could do school wide. Having this existing documentation of the program development allows for each leader, including someone new, to sustain and grow what has been implemented in MSAP. Next year schools will have to choose three pathways for ninth graders to follow (Pathways to Bright Futures Program) and to take dual enrollment to ultimately have two years towards an associate degree or go through a work-based experience model. While MSAP is ahead on the development of pathways, budget concerns loom regarding the maintenance and updates to equipment and technology purchased through the MSAP grant.

"We have taken MSAP and used it as a great starting point. But we did not just say, 'Okay, we've got it set up, and we're good.' We are constantly growing, looking for ways to improve, looking for ways to enhance and make the experiences better, not just for the students, but for the families, as well as our teachers."

The staff and administrators explained they are sustaining more of the grant each year and strive to continue to do so. This was the ultimate goal for one school and why sustaining MSAP is important to them:

"Historically speaking, this used to be the booming part of town. We had the mall. We had a lot of businesses. We had grocery stores. We had everything you need and it was in this part of town ... Around the 90s it started fading away. We have very little as far as businesses are concerned. When we took on the (MSAP) grant, we said we want to be part of the renaissance of bringing this neighborhood area back. I believe the grant helped us to do that... putting the people here. I think that's key - letting them know 'you are a part of this'... We're always looking for different and innovative ways of bringing in others to this community. When people come in (to see MSAP), they're like, 'What are you all about and what do you stand for?'... We tell our partners, 'We are part of the renaissance of this area.' And we definitely are. We wanted to go down in history that we came in, in 2017 and we changed the outlook on this area. Each year, we have added a lab. We have gained new partners and now we are starting to see businesses come back. We have a grocery store in the area, and we now have a pharmacy. We have different kinds of little boutiques if you go down the street on the strip. We'd like to think we are part of that. We go out and we recruit families and partners. We tell people we are part of the renaissance of this area."

1.9 Lessons Learned and Suggestions

MSAP staff and school administrators shared some of the lessons they learned during the implementation of the MSAP Grant and some of their recommended changes.

- Planning Year.** A common point we heard was they wish they had a planning year and focused on developing and streamlining the curriculum into vertical alignment before they had to begin implementation. The lack of a planning year put enormous pressure on teachers to create a curriculum on the fly and slowly craft their plan as the semesters rolled on. *"We needed to incorporate a planning year ... we need to have the curriculum writing happen with experts before implementation. It would have made a huge difference."* Some might view a planning year as an unexpected gift, but with a project the size of MSAP, financially and otherwise, and the need to ramp up quickly, such a period would seem more critical than optional.
- Curriculum and Pedagogy.** Building on the planning year point, MSAP teachers had to create their curriculum and pedagogy. While the research team was not involved in the project until Year 3, surely the quick start was challenging — if not problematic — for MSAP staff. A secondary issue was found to be a problem when MSAP schools lost teaching staff. This required the hiring of another MSAP teacher who then had to pull together whatever curriculum the prior teacher had left. This can be a problem in any academic situation; in MSAP, it is magnified by the need to develop new curriculum. It is important that MSAP teachers document curriculum, pedagogy, and assessment both for their own records and development as well as for the legacy of the program. That is, for whomever may follow after.
- Creating Pathways.** Teachers were grateful for the pathways that began in elementary school so students can experience earlier career choices, stay engaged, and accumulate the necessary skills. This was challenging for students who moved from an elementary MSAP program to middle or middle to high school, where there was no vertical curriculum pathway. This is something that needs to be improved throughout the MSAP schools and program.
- Recruitment.** Recruitment throughout the project was challenging, and more challenging for some schools than others. The change in the district over time and the shrinking local business sector created a difficult image and challenge for EBR. Louisiana State Report Cards for the schools didn't help at the time, with two of the schools rated "D" and two "F"s in 2018 (there are no data from 2020-22 due to the pandemic).

School	2019 Grade	2018 Grade
Park Forest Middle	F	F
Park Forest Elementary	C	D
Belaire High	D	F
Villa del Rey Elementary	D	D

MSAP provided a fiscal input and a shot of adrenaline to the four schools — and perhaps four new schools by a new MSAP grant — which was heralded as creating a “renaissance” for the district. MSAP has used billboards, events, mailers, radio ads, and other strategies to get the message out about the program since it is, by design, a voucher program for students. But families have to be convinced that sending their child to another school is worth the extra time and effort that it may take. Thus, recruitment, throughout the five-year life of MSAP, remained a challenge. Over time, if MSAP continues to progress, it will start to sell itself. Even now, it is near its limit in terms of students, so overpopulation could be an issue in 2-3 years. Some teachers and directors talked about the need to ‘Tell Your Story’ as part of recruitment and marketing because it helps generate interest, enroll more students, and engage more partnerships that all help sustain MSAP. “But the biggest piece is still the story for me. I feel like I only wanted to tell big moments when it first started. Those small moments add up to the big moments and that is the thing that’s gonna make the program shine ... We are no longer the best kept little secret.”

“But unfortunately, perception, it takes a while to change perception. And to really make a permanent difference here, it’s going to take three or four years to change the way people think about us just based on their previous experiences perception what they read.”

- **Professional Development.** The professional development can be enhanced to provide more support for teachers. At the start of MSAP in 2017, teachers were afforded exciting professional development opportunities. In our first report for Years 1 – 3, teachers mentioned this to us:

“It was the best conference I’ve ever been to. It was hands-on. They didn’t just lecture to us every day. We worked every day. So, it was like we’re learning as we’re working. And I was like, wow, like this is the best conference I’ve ever been to.”

“I remember we went to a conference in Baltimore two years ago. I was just mind blown by the different sessions that they had. Every little thing was useful. So, I’ve definitely been impacted in a positive way from professional development.”

As with many things, the pandemic curtailed similar opportunities for teachers. In fact, the first major in-person MSAP professional development opportunity is scheduled within weeks of the publication of this report.

“I’d like to see better professional development, like, project-based learning, dealing with collaboration and small group instruction, and just advancing our thematic programs.” There were calls for more professional development, especially given their varied curriculum and pedagogy. *“I wish they had a trainer role through MSAP to help coach new programs to get them started. An MSAP Instructional Coach that can support teachers, etc ... for new grantees.”*

- **Building Trust.** Teachers shared valuable lessons learned about supporting their MSAP students and helping them succeed. They recognized if a student isn’t good in one aspect, they are in another, and it is just a matter of “getting the kids out of their comfort zone to see what works for them.” Another found if a student lacks creativity, they sometimes need more time and working in groups helps them more instead of struggling by themselves. One realized when they encountered behavioral issues with students

it was because they didn't understand a concept or were trying to cover insecurities. They discovered resolutions came by calming them down, sharing the expectations, helping them find other ways to find solutions, and ensuring them "they can do anything they put their minds to, their dreams ... and believing in themselves." Another teacher said, "Make sure your students know that you care about what they're interested in. Especially from a music standpoint, when they see us as ... musicians ourselves, they think she's not going to be interested in what we listen to. So, when I take the things that I want them to learn and incorporate them into what they like already, then now we're both on the same page. And we're still learning music at the end of the day." Some were self-reflecting when they shared, "I've been learning to trust my team, to trust the other teachers and trust the students to produce the actual work. When they see what they can come up with... that's the satisfaction for me."

- **Team Building.** One the essential elements that came out of MSAP was the importance of team building and collaboration. Several stakeholders mentioned that they would like to see even more of this, not just within MSAP, but across the schools. They see themselves as a resource beyond their particular classrooms, labs, and students, and can help non-MSAP learning as well. "We need to incorporate MSAP school-wide, how to function as a wholistic school utilizing all of our programs... This is how English scores have raised up since we've been working on this project. This is how math has gotten better. That is the bigger picture of what I want to see."
- **Community Partnerships.** A couple lessons learned about partnerships was developing them sooner and share what MSAP has, like the recording studio, and connect to the community and bring them in to utilize it because they found it so helpful. The other is to strengthen the partnerships by letting them know informally what MSAP is doing on a consistent basis and not always a formal presentation. They learned that a simple phone call or email to share accomplishments generated more in return from the partners. One teacher noted in an earlier report about the successes and challenges of getting people involved in the schools:

"We're building better rapport with the community and getting community partners. But I think one thing we're still working on is making sure we have better relationships with our parents."

- **The Grant Period.** It was often suggested that the grant period be longer than the five years. This sentiment was likely enhanced by the imposition of the pandemic, which had the effect of pausing the grant, even though it was still ongoing and virtual. Still, there exists a "before," "during," and "after" mentality about COVID-19 and how the program operated. Before the pandemic hit, MSAP was beginning to hit its stride, only to be halted in March 2020. EBR has effectively lengthened the grant from the five year federally-funded period by providing internal support to the schools.
- **Class Size.** There were calls to reduce the class size of MSAP classes. In several of the labs, working with 25-plus students can be difficult for individualized learning projects. Especially in some lab areas, this can be problematic. During the site visit, the research team saw classes of various sizes, including many that had a limited number of students (e.g., 15).



2 DATA OVERVIEW

2.1 MSAP Enrollment

MSAP was introduced to EBR during the 2017-18 academic year at Villa del Rey Elementary School, Park Forest Elementary School, Park Forest Middle School, and Belaire High School. In the five years since the start of the MSAP program in 2017-18, 944 (unduplicated) students have been enrolled in MSAP across the four schools (Exhibit 1).

In Year 1 of MSAP (2017-18), 197 students were recruited and enrolled in the program (Exhibit 2). By Year 5 (2021-22), enrollment had grown to 496 students, with a high enrollment point of 519 in Year 4 (2020-21). MSAP students represent approximately 23 percent of total enrollment at the four schools. Even throughout the pandemic, MSAP enrollment remained markedly steady, albeit via online learning during the entire 2020-21 academic year.

Exhibit 1. Number of Unduplicated MSAP and Non-MSAP Students, Year 1 (2017-18) to Y5 (2021-22), by School

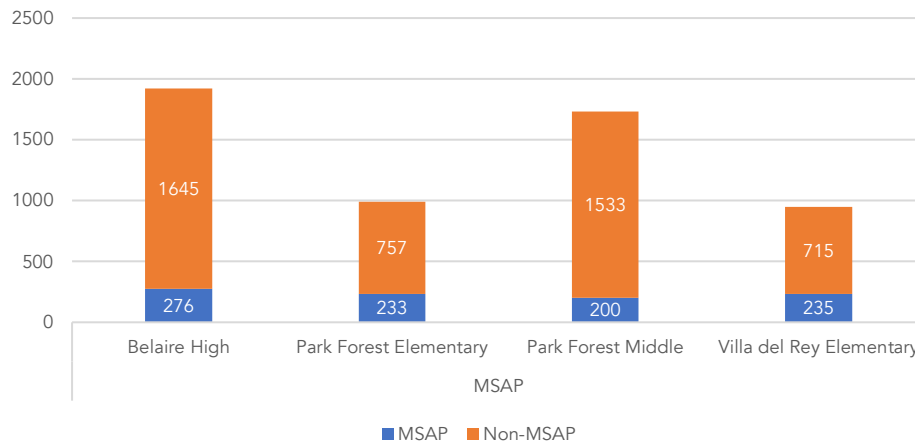


Exhibit 2. Number of MSAP and Non-MSAP Students in All Four MSAP Schools, Pre-MSAP (2016-17) to Y5 (2021-22)

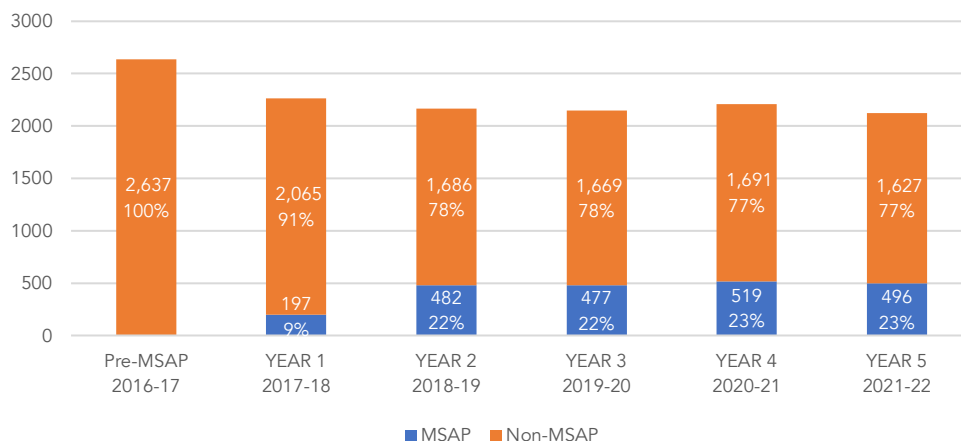


Exhibit 3 and Exhibit 4 illustrate enrollment at each of the MSAP schools across the five years of the grant and also the percent distribution of MSAP students at each of the schools in Year 5 (2021-22). As exhibited, Park Forest Elementary School had the highest number of MSAP students with 158 students in 2020-21 but fell to 129 in Year 5 (2021-22). In Year 5, Villa del Rey Elementary School had the highest number of MSAP students with 143, while Belaire High had the lowest with 100.

With regard to the percentage of MSAP students in each school, Villa del Rey Elementary School had the highest ratio of MSAP to non-MSAP students in Year 5 (2021-22) with 34 percent, down three points from Year 5. Park Forest Elementary remained second with 24 percent (down from 34 percent), followed by Park Forest Middle School (24 percent, up from 13 percent) and Belaire High School (17 percent, down from 20 percent). Readers will clearly note that the pandemic created large volatility in student enrollments at public schools across the country.

Exhibit 3. MSAP Enrollment by School, Y1 (2017-18) to Y5 (2021-22)

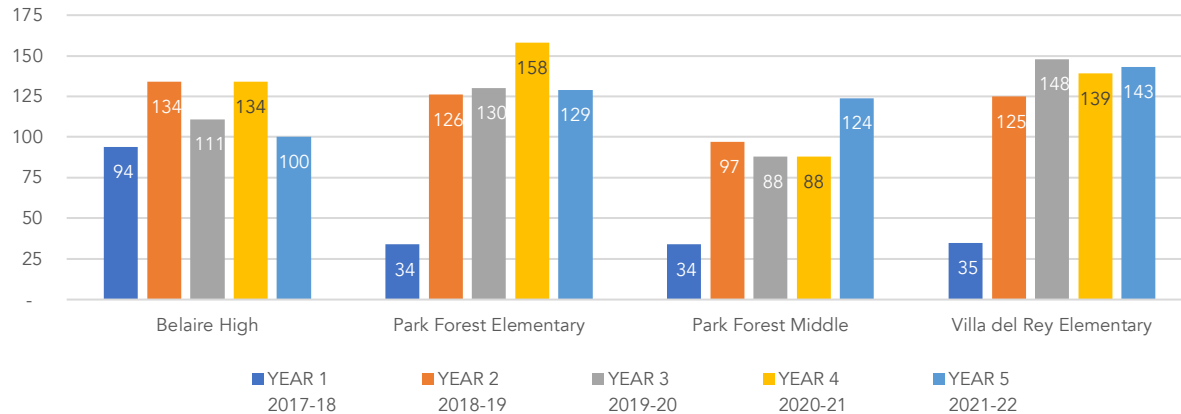
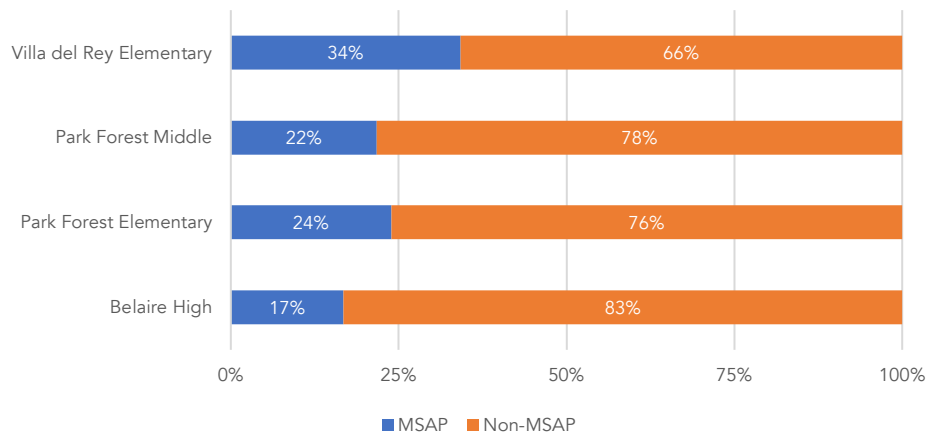
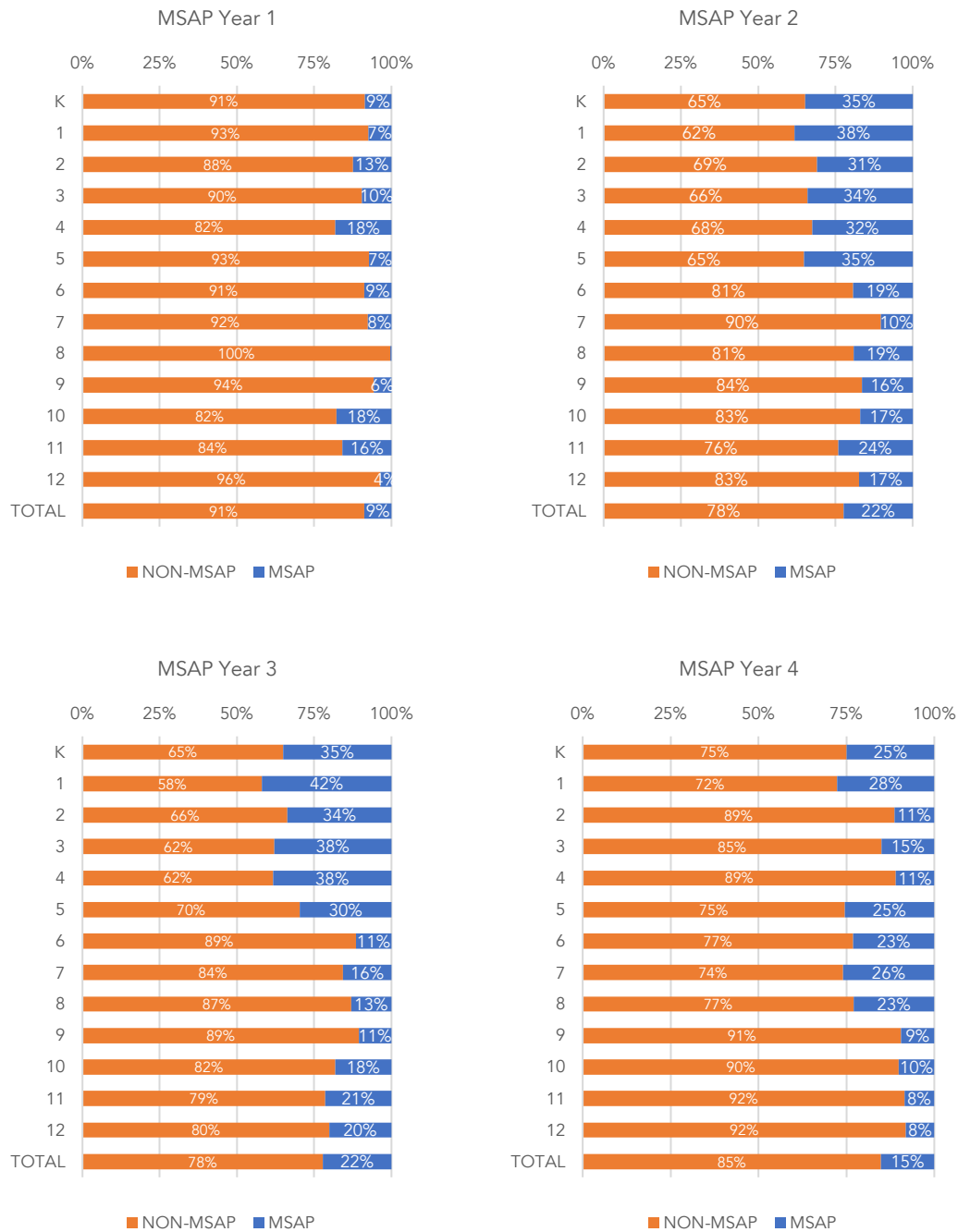


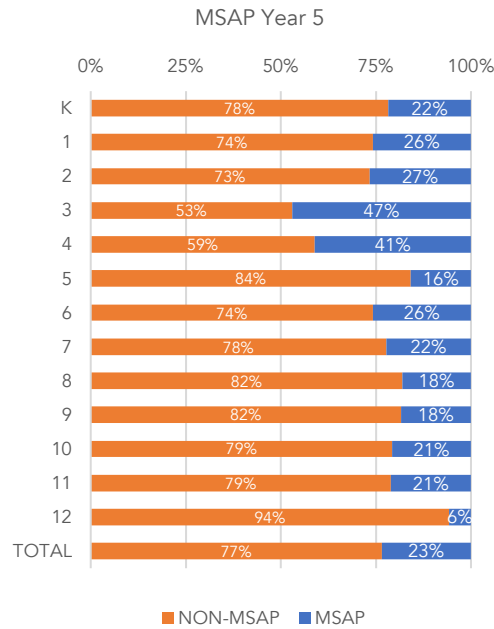
Exhibit 4. Student Enrollment for MSAP and Non-MSAP Students, by School, Y5 (2021-22)



Although the average MSAP/Non-MSAP ratio is 23 percent across all schools, in Year 5 the largest ratio was at the third and fourth grade levels with 47 and 41 percent respectively, compared to the lowest ratio of 6 percent in the twelfth grade. As can be seen in Exhibit 5 these ratios vary from year to year.

Exhibit 5. Percentage of MSAP Versus Non-MSAP Students at MSAP Schools, by Grade, Y1 (2017-18) to Y5 (2021-22)





2.2 Gender

Across the four MSAP schools, boys had a slightly higher representation than girls (52 vs 48 percent). However, girls were more likely to enroll in MSAP than boys (53 vs 47 percent) in the aggregate. Conversely, 54 percent of non-MSAP students were boys. In the pre-MSAP year (2016-17), girls and boys were equally distributed at the MSAP schools. In the first years of the MSAP program, girls far over-represented boys, initially with 65 percent in Year 1. By the fifth and final year of this study, things were more normally distributed, with girls at 49 percent and boys 51 percent.

By school, girls were had a higher representation at Villa del Rey Elementary (54 percent) while boys were more represented at Park Forest Middle (56 percent). The other two schools, Belaire High and Park Forest Elementary, were relatively even by gender. When comparing between MSAP and non-MSAP students in the schools, 58 percent of Belaire High non-MSAP students were more likely to be boys compared to 52 percent of MSAP students. This was also the case at Villa del Rey Elementary, where 51 percent of non-MSAP students were boys compared to 46 percent of MSAP students.

Exhibit 6. Unduplicated Gender Distribution of MSAP and Non-MSAP Students, Y1 (2017-18) to Y5 (2021-22)

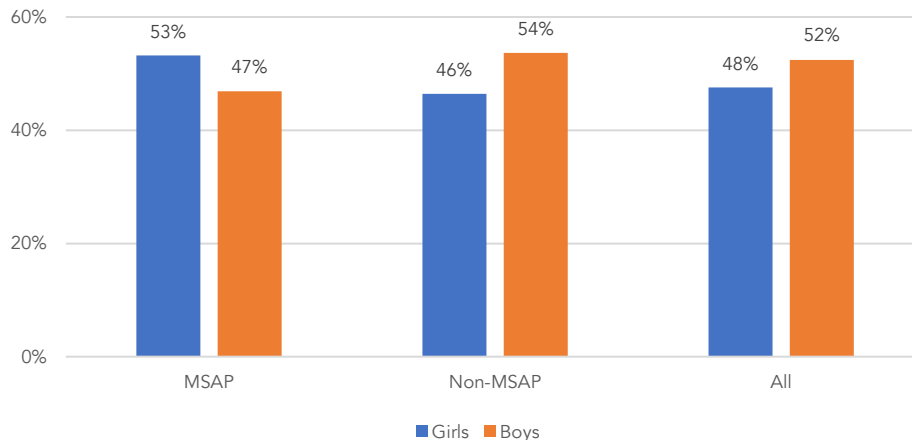


Exhibit 7. Gender Distribution of MSAP and Non-MSAP Students, Pre-MSAP (2016-17) to Y5 (2021-22)

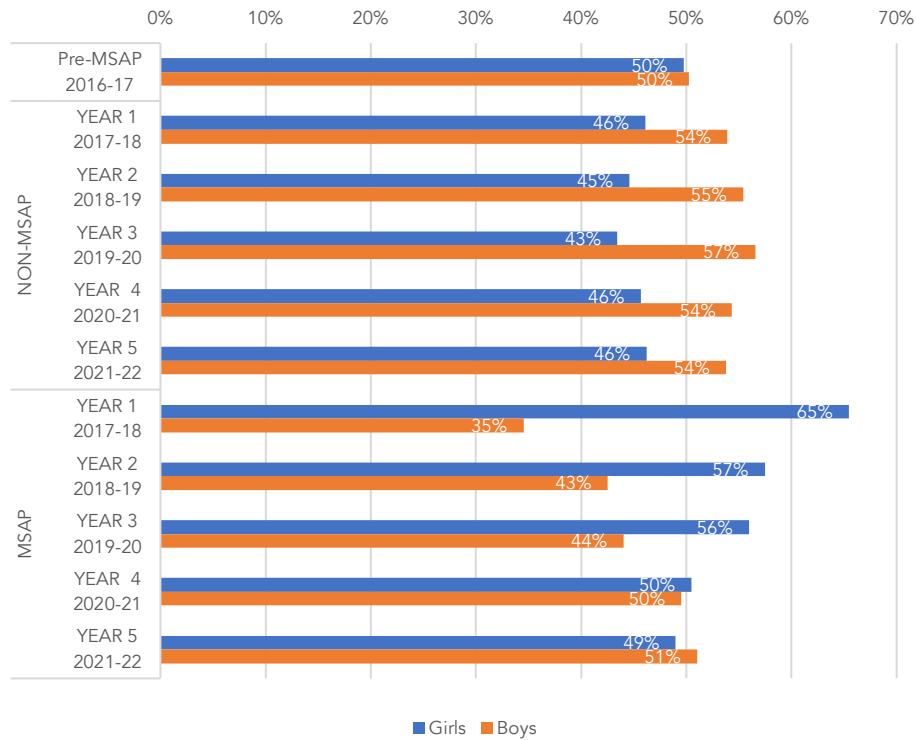
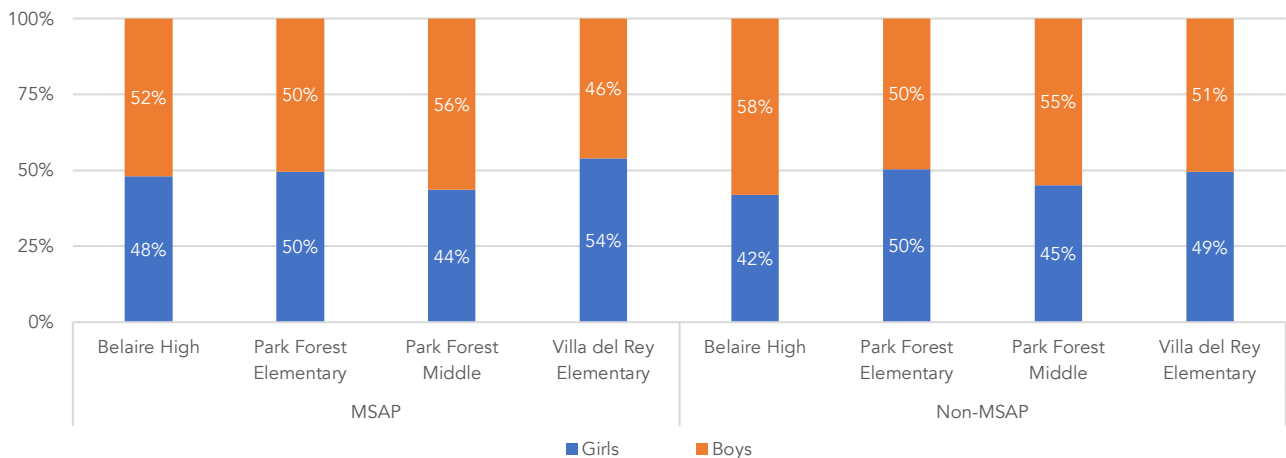


Exhibit 8. Gender Distribution of MSAP and Non-MSAP Students, Y5 (2021-22), by School



2.3 Race/Ethnicity

Based on unduplicated student counts, 81 percent of students at MSAP schools were Black, 15 percent Hispanic/Latino, and 4 percent of other race/ethnic groups in Year 5 of the program. The ratio by MSAP versus non-MSAP student was also similar at the schools, with 82 percent of MSAP students represented as Black compared to 81 percent of non-MSAP students. In the Pre-MSAP year (2016-17), 86 percent of students at these schools were Black, 9 percent Hispanic, and also 4 percent of other designation. Thus, the schools, as a whole, became slightly more diverse during MSAP than before.

Exhibit 10 focuses on the year-to-year racial composition of students between MSAP and non-MSAP students in the schools. Note that these data are not unduplicated, so the percentages are slightly different than above. The chart graphically illustrates how both MSAP and non-MSAP student groups in the program became more diverse in each succeeding year, with Black students representing 78 percent of MSAP and 77 percent of non-MSAP students. The increase in diversity came as the population became more Hispanic/Latino during the MSAP years. Among MSAP students, the percent of Hispanic/Latinos in the program rose from 8 percent in Year 1 to 16 percent in Year 2. Among non-MSAP students, the increase rose from 12 to 19 percent. The percentage of other groups, mostly attributed to White students, stead relatively steady throughout the program.

By school, Villa del Rey Elementary had the most diverse MSAP school population with 26 percent non-Black students compared to Park Forest Elementary with 12 percent. When comparing MSAP to non-MSAP populations, Belaire High and Park Forest Elementary were less diverse among their MSAP population compared to the non-MSAP students in those schools. Park Forest Middle was similar in both groups, while Villa del Rey Elementary was more diverse than their non-MSAP students.

Exhibit 9. Unduplicated Race/Ethnic Distribution (Percentage) of MSAP and Non-MSAP Students, Y1 (2017-18) to Y5 (2021-22) inclusive

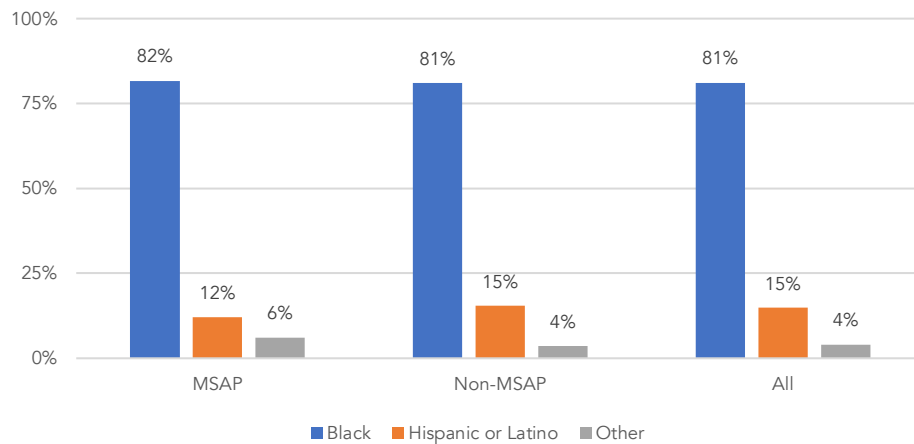


Exhibit 10. Race/Ethnic Distribution (Percentage) of MSAP and Non-MSAP Students, Pre-MSAP (2016-17) to Y5 (2021-22)

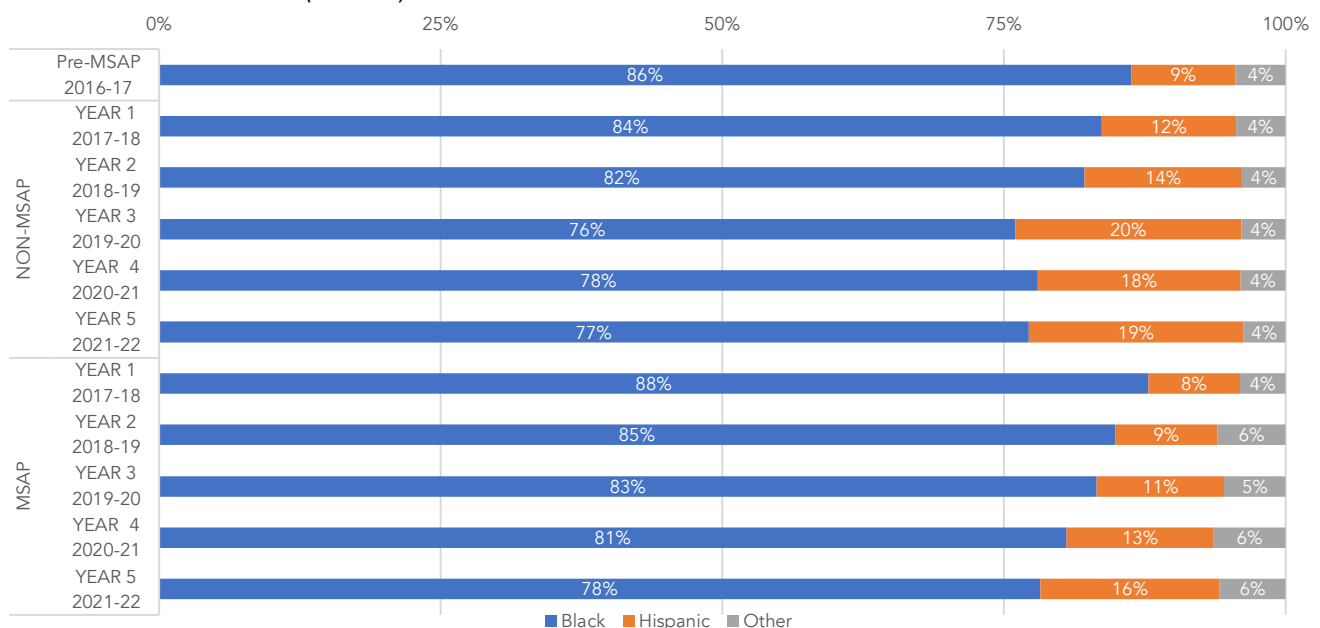
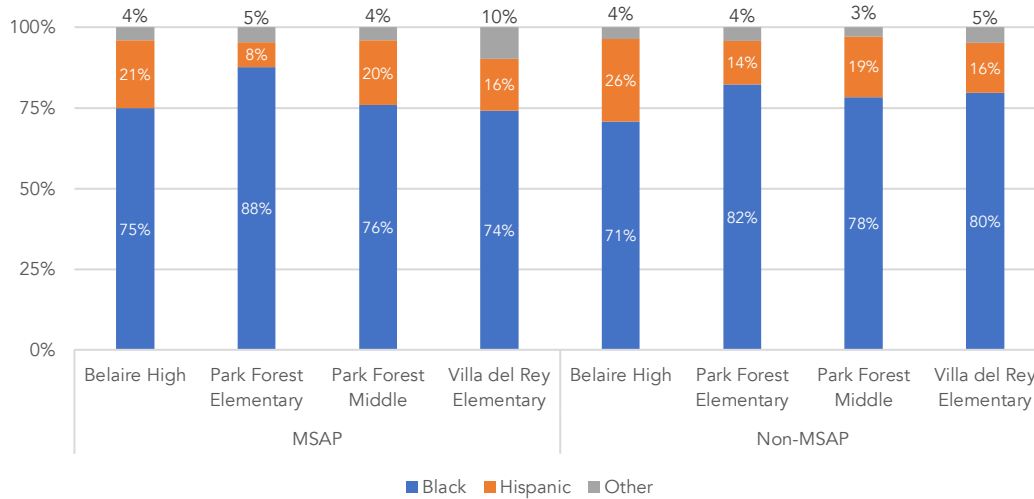


Exhibit 11. Race/Ethnic Distribution (Percentage) of MSAP and Non-MSAP Students, Y5 (2021-22), by School



2.4 Limited English Proficient (LEP)

The major theme that emerged for Limited English Proficiency (LEP) students in the MSAP schools is that MSAP students were less likely to have English as their second language. As illustrated below (Exhibit 12), the percent of non-MSAP students who were LEP is much larger than those in the MSAP program. In Year 1 of the program, 11 percent of non-MSAP students were LEP compared to only 2 percent of MSAP students. The percentages in both groups grew over time. By Year 5, 14 percent of non-MSAP students were LEP and 8 percent of MSAP students. This likely has much overlap with the growth in Hispanic/Latino students in the four MSAP schools during the same time period.

In Year 5, 13 percent of all students in the four schools were LEP status. However, Belaire High was 18 percent LEP compared to only 8 percent at Park Forest Elementary. As well, Belaire High had the largest differential between MSAP and non-MSAP students: 7 percent of MSAP students were LEP compared to 20 percent of non-MSAP students. Park Forest Middle was the lone school where MSAP students had a higher percentage of LEP students (17 percent) versus non-MSAP students (14 percent).

Exhibit 12. Percentage of MSAP and Non-MSAP Students with Limited English Proficiency (LEP), Pre-MSAP (2016-17) to Y5 (2021-22)

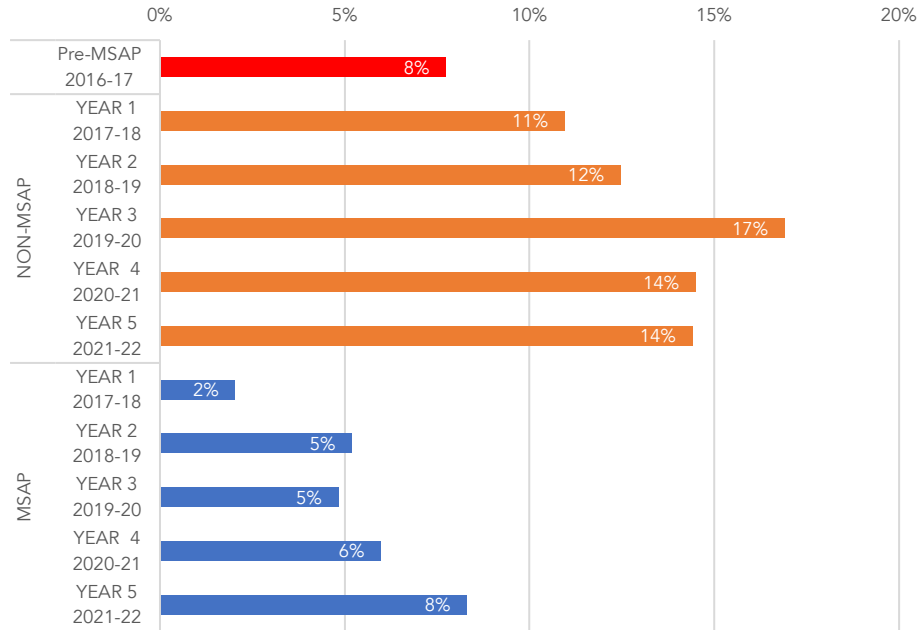
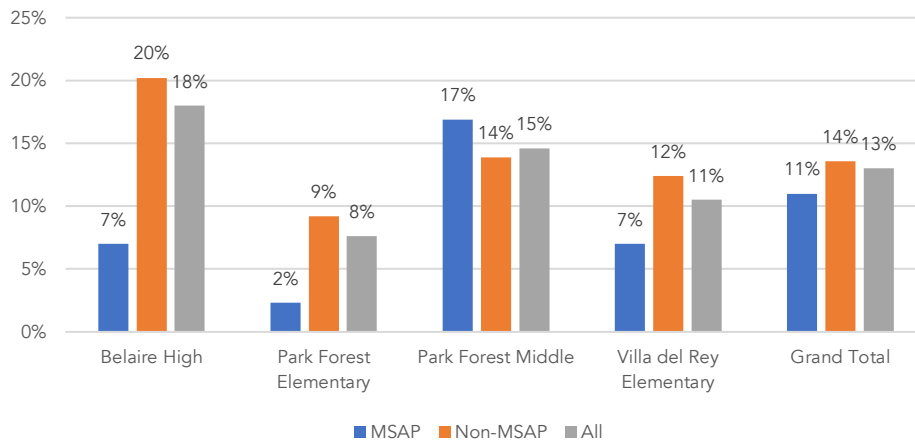


Exhibit 13. Percentage of MSAP and Non-MSAP Students with Limited English Proficiency (LEP), Y5 (2021-22), by School



2.5 Economically Disadvantaged Status

Since the inception of the MSAP program at the four schools, the entire school populations—MSAP and non-MSAP—have become more economically disadvantaged. In Year 1, the ECD rate was 75 percent across the four schools; by Year 5, that rate increased to 89 percent.¹ There is a nominal difference in ECD rates by MSAP status.

The data by school in Year 5 also illustrates the similarity in MSAP versus non-MSAP students with regard to ECD status as there are virtually no differences within and between schools.

Exhibit 14. Percentage of MSAP and Non-MSAP Students Who Are Economically Disadvantaged (ECD), Pre-MSAP (2016-17) to Y5 (2021-22)

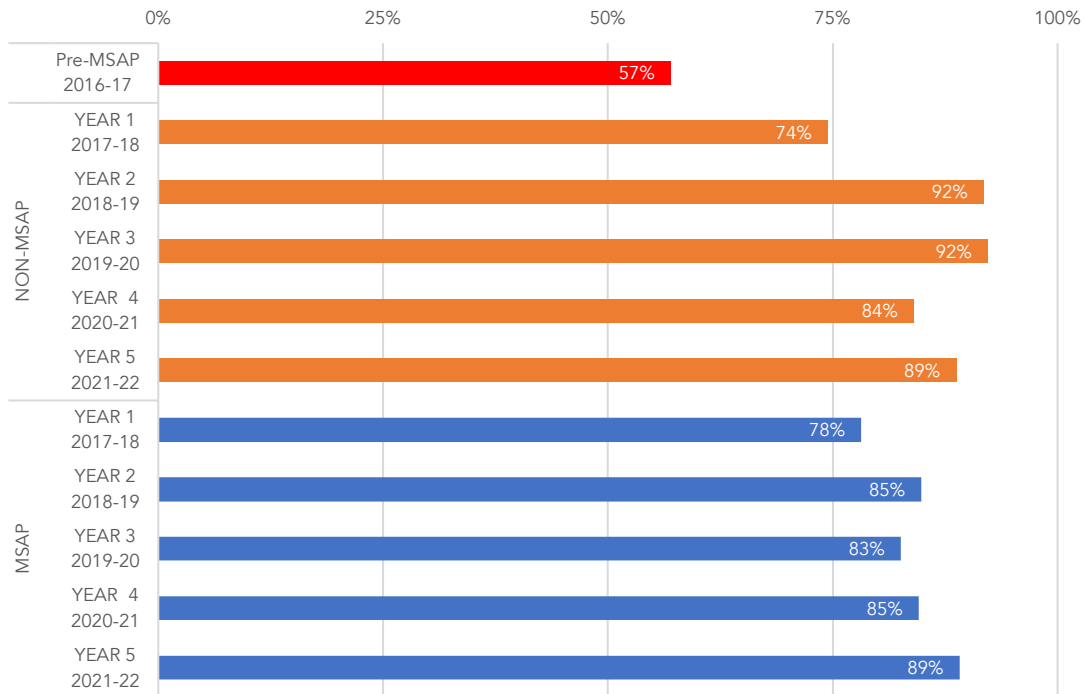
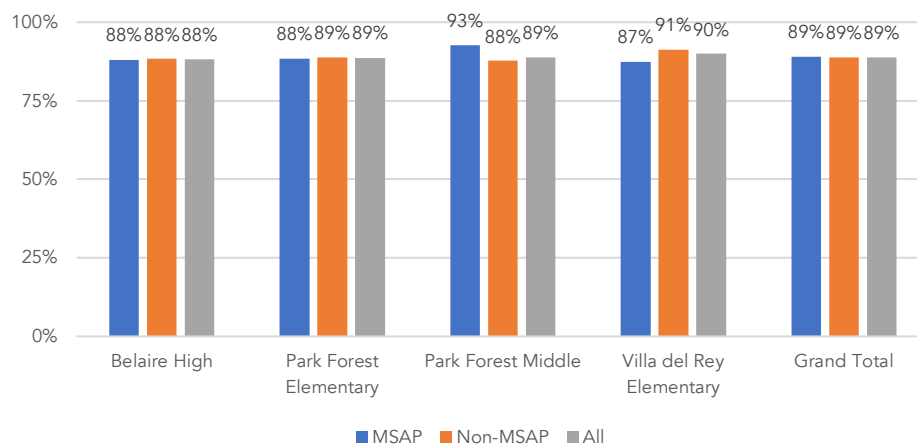


Exhibit 15. Percentage of MSAP and Non-MSAP Students Who Are Economically Disadvantaged (ECD), Y5 (2021-22), by School



¹ Note that the Pre-MSAP year recorded a 57 percent ECD rate across the district. Unfortunately, we cannot substantiate this data as it is far off the MSAP years, due either to a definition change at the district level or a problem in the original dataset.

2.6 Special Education Status

Across all five years of MSAP, 12 percent of students at the four MSAP schools had an IEP and were considered Special Education Status (SPED). As illustrated in the Exhibit below, 11 percent of students in the Pre-MSAP year (2016-17) were SPED. Of interest is the variation in SPED status between MSAP and non-MSAP students throughout the program. On average, approximately 4 percent of MSAP students were of SPED status compared to between 14 percent of non-MSAP students throughout the program. This variation is highlighted by school in Exhibit 17 below. The SPED ratio for MSAP students ranges from 3 percent at Belaire High to 6 percent at Villa del Rey Elementary. Among non-MSAP students, the ratio runs from 7 percent at Park Forest Elementary to 17 percent at Park Forest Middle School, which is somewhat interesting given that the elementary is the prime feeder to the middle school. Still, some thought should probably be advised on why this variation in SPED students between the MSAP program and the non-MSAP peers.

Exhibit 16. Percentage of MSAP and Non-MSAP Students Who Have an IEP/Special Education Status (SPED), Pre-MSAP (2016-17) to Y5 (2021-22)

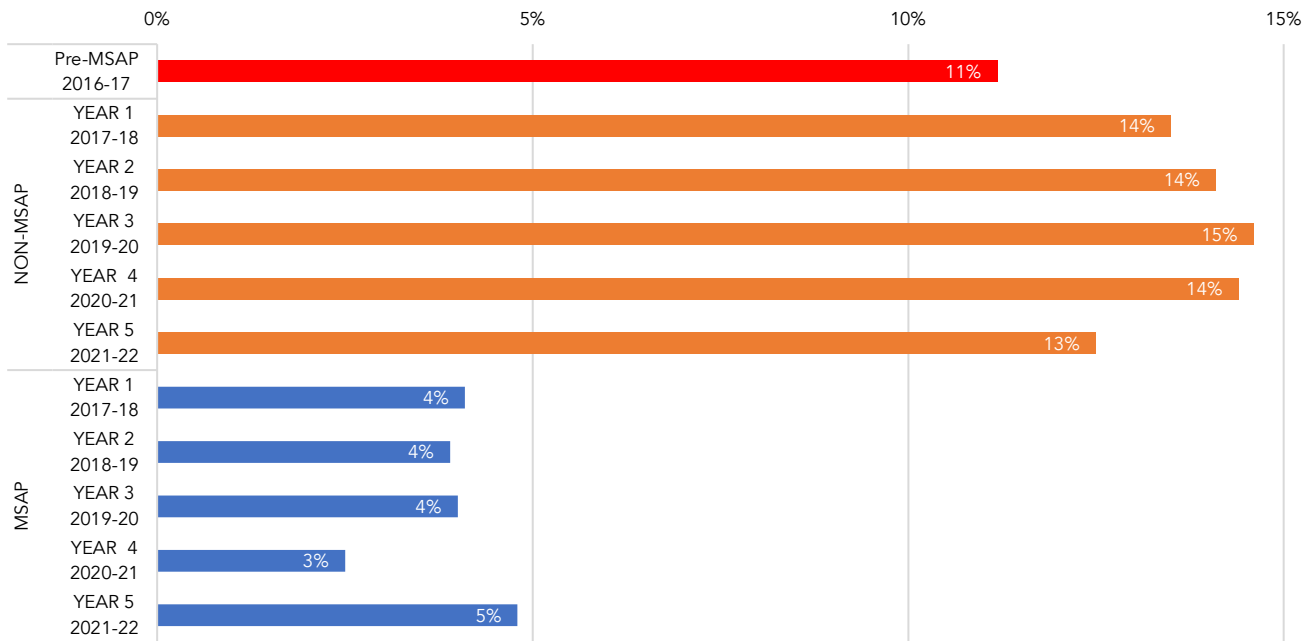
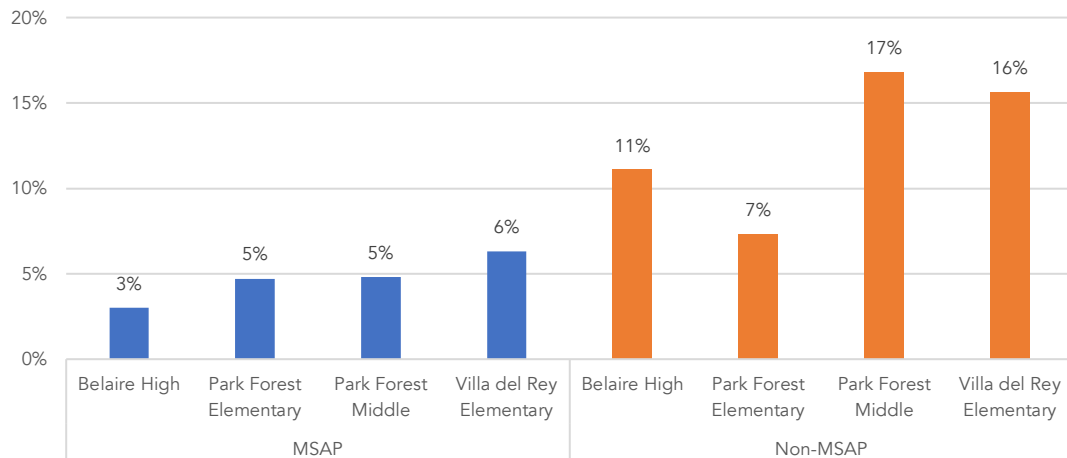


Exhibit 17. Percentage of MSAP and Non-MSAP students Who Have an IEP/Special Education Status, Y5 (2021-21), by School



2.7 Free or Reduced-Price Lunch

Another indicator of social and economic status is free or reduced-price lunch (FRL), a proxy for low-income status. Overall, 71 percent of students at the four MSAP schools received FRL in Year 5 (2021-22). The variation by MSAP status and school were marginal, with 68 percent of MSAP students receiving FRL compared to 72 percent of non-MSAP students. As illustrated in the Exhibits below, the FRL rate at schools ranged from 64 percent overall at Belaire High to 76 percent at Park Forest Middle. Readers should note that FRL rate typically decreases in the secondary grades as some students begin not to label themselves as FRL per social stigma.

In addition, the FRL rates did not change dramatically across years, although there was a decrease during the 2020-21 year.

Exhibit 18. Percentage of MSAP and Non-MSAP students Who Receive Free or Reduced-Price Lunch, Y3 (2019-20) to Y5 (2021-22)

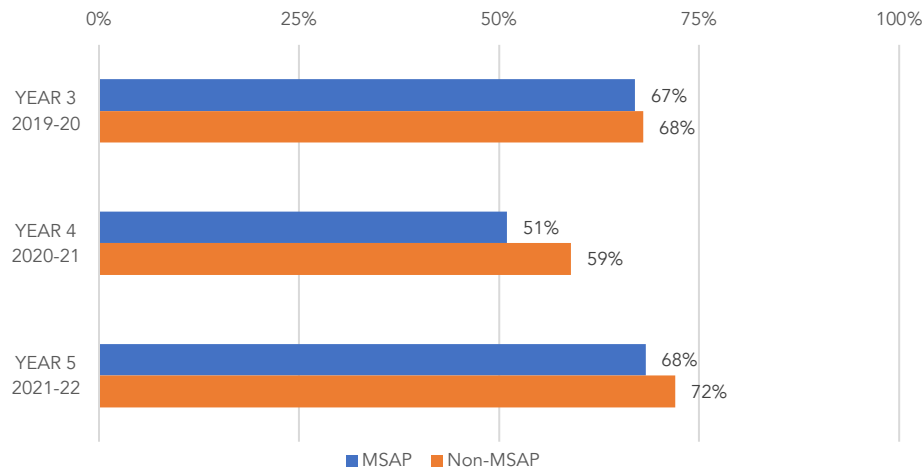
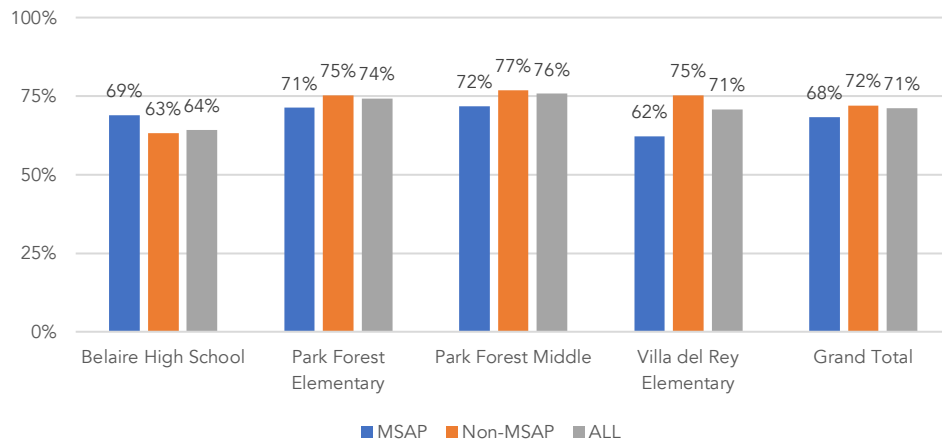


Exhibit 19. Percentage of MSAP and Non-MSAP students Who Receive Free or Reduced-Price Lunch, Y5 (2021-22), by School



2.8 Attendance

Attendance is an important indicator that sheds light on student learning. Students who show up to school tend to have better academic outcomes than other students. Put simply, attending school matters. Prior to MSAP, average attendance at the four schools was 148 days. Over time, this increased for all students until the pandemic stifled that growth. By Year 3 (2019-20), attendance had increased to 168 days for MSAP students and 162 days for non-MSAP students. Two years later these numbers dropped precipitously. By Year 5 (2021-22), attendance for MSAP students dropped to 151 days and 135 days for their non-MSAP peers. These numbers should rebound over the next few years.

Attendance at the two elementary schools was the highest at 157 days in Year 5 for MSAP students compared to approximately 142 for non-MSAP students. The middle and high school showed lower number and lesser differences between MSAP and non-MSAP students, although the former was still elevated in comparison.

Exhibit 20. Number of Days of Attendance for MSAP and Non-MSAP Students, Pre-MSAP (2016-17) to Y5 (2021-22)

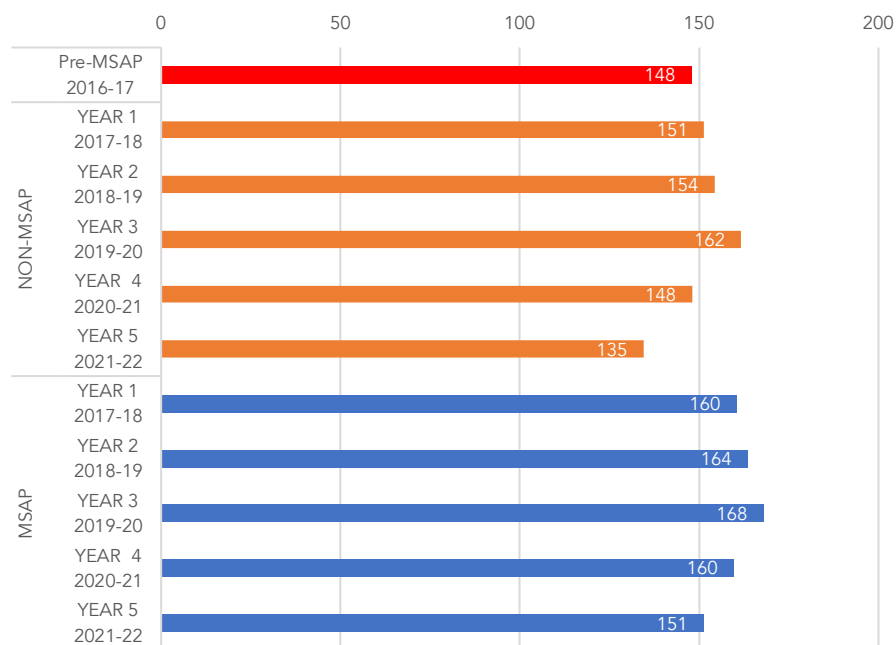
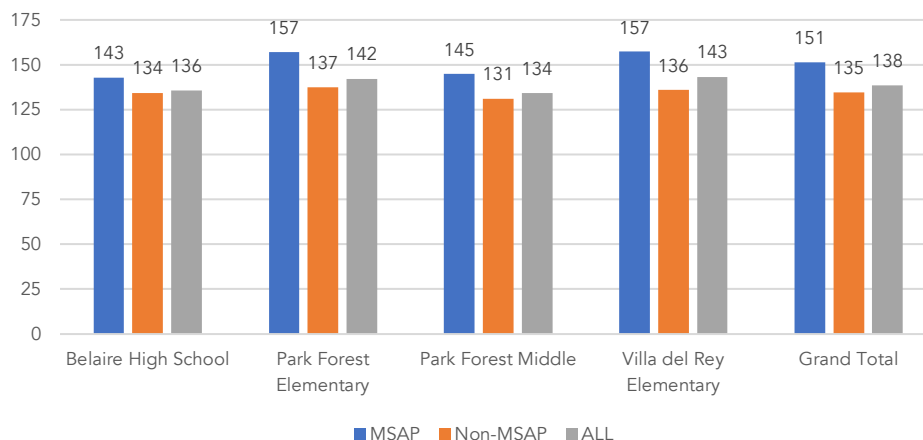


Exhibit 21. Number of Days of Attendance for MSAP and Non-MSAP students, by MSAP School, Y5 (2021-22), by School



2.9 Unexcused Absences

As with attendance status, unexcused absences serve as proxy for ‘ready to learn’ for students. The four schools had an average of nine unexcused absences before MSAP was established. Even in Year 1 of the program we can see a major difference between MSAP and non-MSAP students with regard to unexcused absences. MSAP students were much less likely to have unexcused absences than their non-MSAP peers. In Year 1 (2017-18), MSAP students had 7 unexcused absences compared to 14 for non-MSAP students. By Year 5 (2021-22), both groups had risen to 11 and 17 days, respectively. This is more likely a product of the pandemic than any other reason.

The data, by school, also shows that MSAP students were less likely to incur unexcused absences. The two elementary schools had lower average absences than the middle and high schools, which is also expected.

Exhibit 22. Number of Unexcused Absences of MSAP and Non-MSAP Students, Pre-MSAP (2016-17) to Y5 (2021-22)

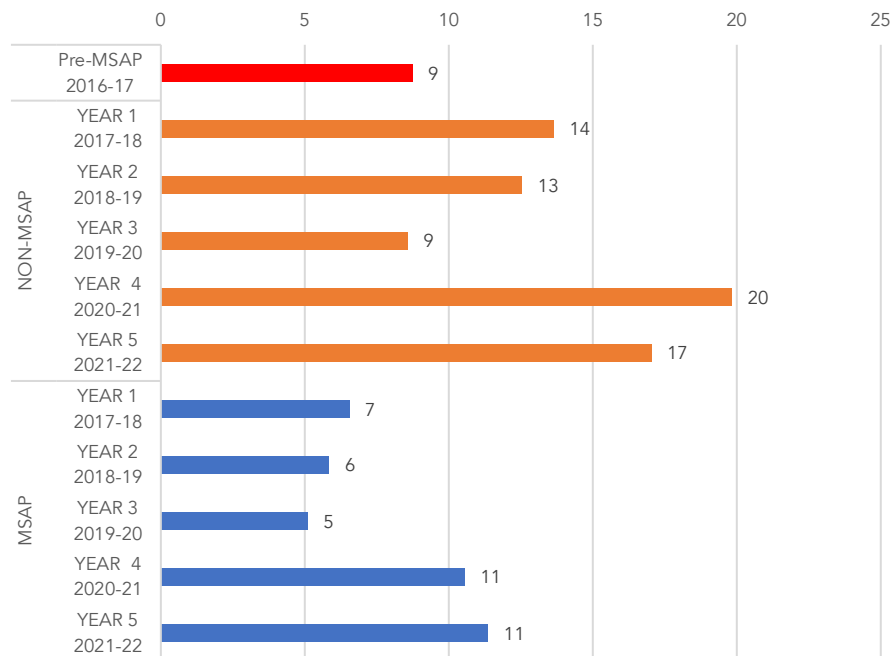
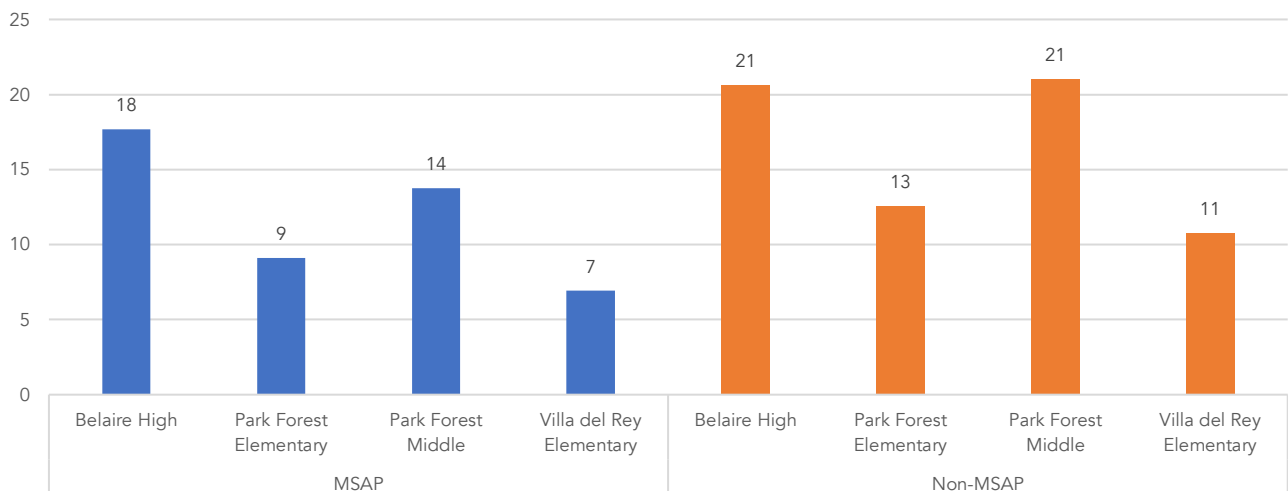


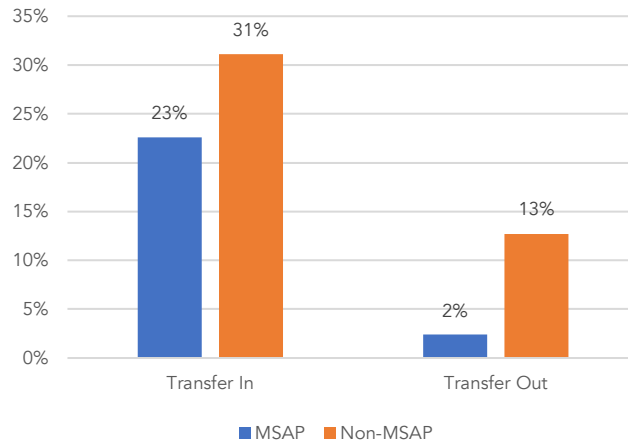
Exhibit 23. Number of Unexcused Absences of MSAP and Non-MSAP Students, Y5 (2021-22), by School



2.10 Transfers

Transfers in and out of the schools is a tangible measure within the MSAP construct of participation, given that a major goal of MSAP is to change the migration of students in and out of the schools for diversity purposes (Exhibit 24). In sum, more non-MSAP students transferred into schools and less MSAP students transferred out in Year 5. This is what we would project and hope to see as a function of word getting out to parents and students. As a result, 23 percent of MSAP students in Year 5 transferred from other schools into the program in 2021-22, while 31 percent of non-MSAP students also transferred into the school. Similarly, we would expect MSAP students to stay in place compared to non-MSAP program students. As a result, only 2 percent of MSAP students transferred out compared to 13 percent of non-MSAP students.

Exhibit 24. Percentage of Transfers In and Out for MSAP and Non-MSAP Students, Y5 (2021-22)





3 SCHOOL-BASED REPORTS

This section provides an overview of key academic and participation data isolated by school. One issue we noted in this year's analysis is that the LEAP data, in particular, seemed volatile when compared with past years. This is likely a result of the relatively small cohort sizes at MSAP schools, especially for MSAP students compared to non-MSAP students. Regardless, we have tried to acknowledge the major jumps or falls in data from last year to this year when appropriate.

3.1 Villa del Rey Elementary School

Enrollment. In Year 5, there were 143 MSAP students, slightly up from the 139 in year 4. MSAP students represent 34 percent of the overall student population at Villa del Rey Elementary. The enrollments stayed relatively steady during the pandemic. MSAP students, when compared to their non-MSAP peers, are more likely to be girls, less likely to be Black, less likely to receive Free or Reduced-Price Lunch, less likely to receive Special Education services, and less likely to be Limited English Proficiency status.

- 54 percent of the MSAP population are girls compared to 50 percent of non-MSAP students.
- 74 percent of MSAP students are Black compared to 80 percent of non-MSAP students.
- 62 percent of MSAP students receive Free or Reduced-Price Lunch compared to 75 percent of non-MSAP students.
- 6 percent of MSAP students are Special Education status compared to 16 percent of non-MSAP students.
- 7 percent of MSAP students are Limited English Proficiency (LEP) compared to 12 percent of non-MSAP students.

Unexcused Absences. On average, MSAP students incur less unexcused absences as non-MSAP students, with the former having 7 days versus 11 days for non-MSAP students in Year 5 (2021-22). Villa del Rey Elementary averaged 9 unexcused absences for all students.

Grade Retention. There were only two occurrences of grade retention at Villa del Rey Elementary in Year 5. Thus, not a major factor for the program.

LEAP Scores. MSAP students scored higher than non-MSAP students in all four LEAP tests (Mathematics, English Language, Science, and Social Studies). In all but Social Studies, MSAP students scored considerably higher than the non-MSAP students. Social Studies seem to be troublesome for students at Villa del Rey.

- **LEAP Math.** 21 percent of MSAP students were Above Basic and 46 percent Below Basic compared to 14 and 61 percent, respectively, for non-MSAP students. 60 percent of MSAP students were at Basic or above compared to 39 percent for non-MSAP students, a gap of 21 percent.
- **LEAP ELA.** 37 percent of MSAP students scored Above Basic and 29 percent Below Basic compared to 24 and 51 percent for non-MSAP students, respectively. 71 percent of MSAP students were at Basic or above compared to 50 percent for non-MSAP students, a gap of 21 percent. The ELA results possibly point to the increased Hispanic population in the school and especially of those in the non-MSAP population.
- **LEAP Science.** 14 percent of MSAP students scored Above Basic and 56 percent Below Basic compared to 10 and 69 percent for non-MSAP students. 44 percent of MSAP students were at Basic or above compared to 31 percent for non-MSAP students, a gap of 13 percent.

- **LEAP Social Studies.** 10 percent of MSAP students scored Above Basic and 66 percent Below Basic compared to 6 and 78 percent for non-MSAP students. 34 percent of MSAP students were at Basic or above compared to 22 percent for non-MSAP students, a gap of 12 percent.

Exhibit 25. Number of Villa del Rey Elementary MSAP and non-MSAP students, Pre-MSAP (2016-17) to Y5 (2021-22)

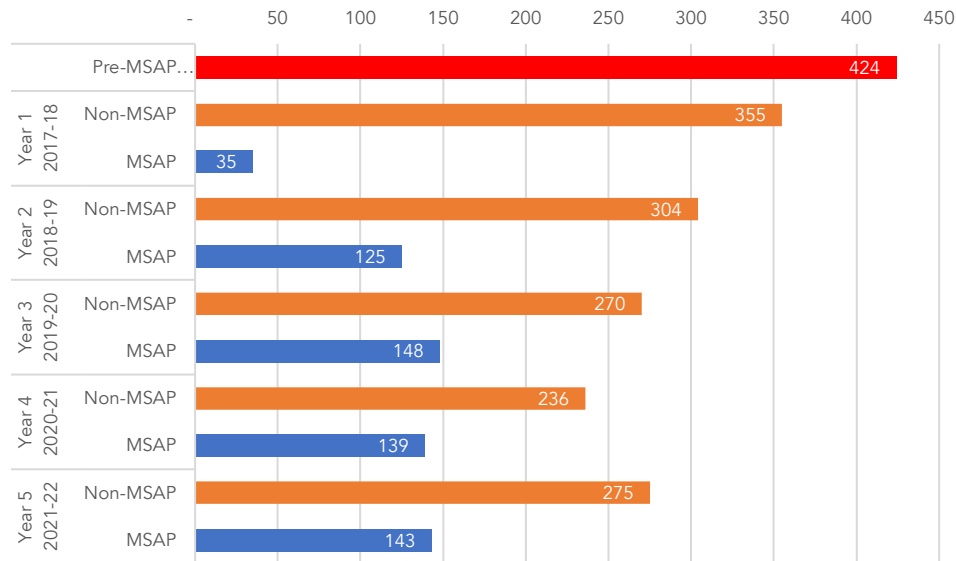


Exhibit 26. Ratio of Various Student Indicators at Villa del Rey Elementary School by MSAP Status, Y5 (2021-22)

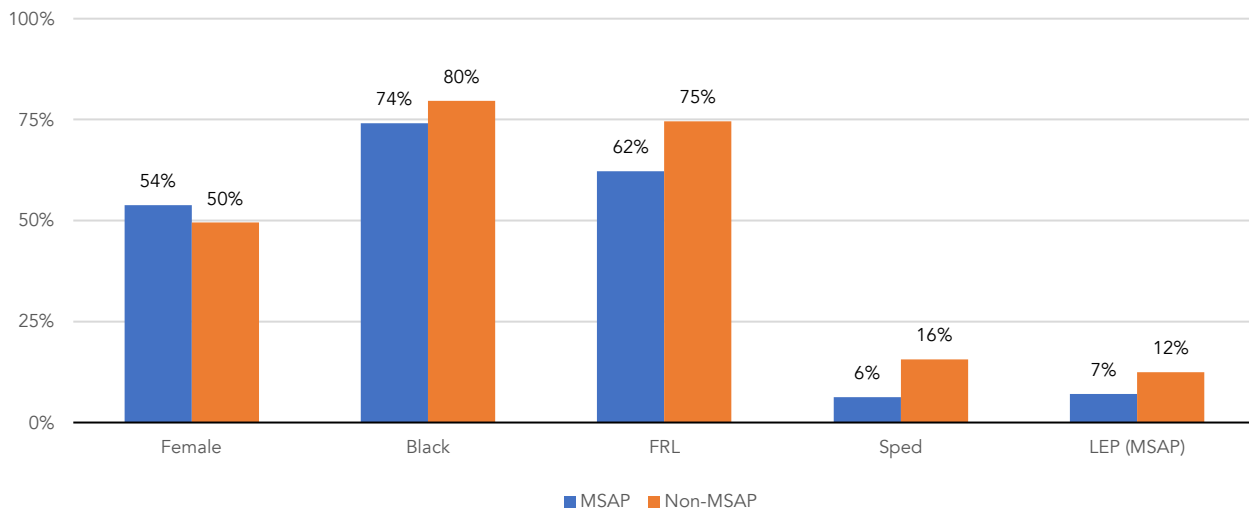


Exhibit 27. Average Number of Unexcused Absences by MSAP Status, Y5 (2021-22)

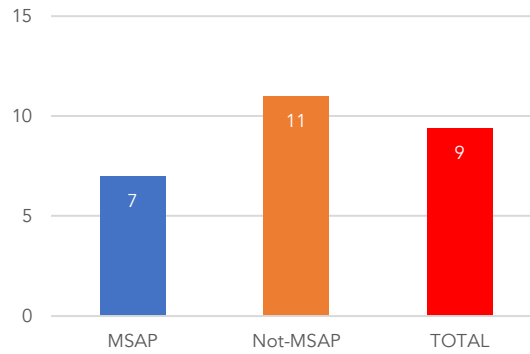
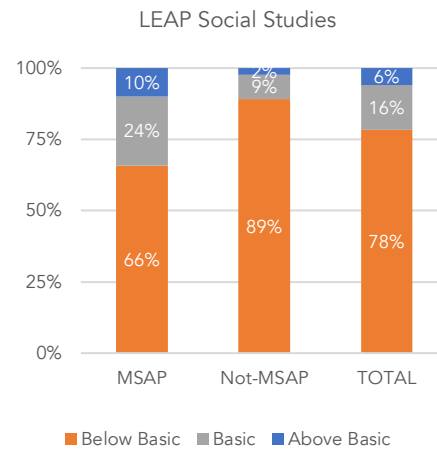
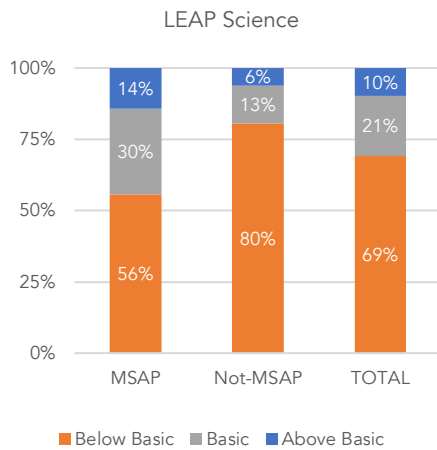
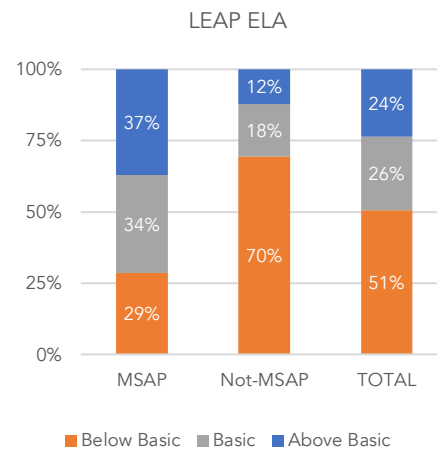
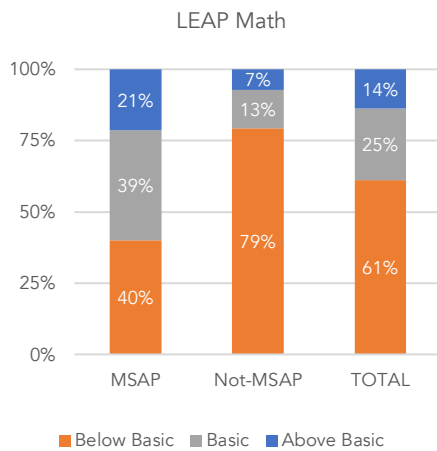


Exhibit 28. LEAP Math, ELA, Science, and Social Studies Outcomes, Villa del Rey Elementary School, Y5 (2021-22)



3.2 Park Forest Elementary School

Enrollment. In Year 5, there were 129 MSAP students at Park Forest Elementary School, a decline of 31 students from the prior year and equivalent to 24 percent of the overall student population, also a reduction from 34 percent in Year 4. This is in part due to a large increase of non-MSAP students at the school, increasing from 308 in Year 4 to 411 in Year 5. When compared with their non-MSAP peers, MSAP students at Park Forest Elementary are more likely to be girls, less likely to be Black, less likely to receive Free or Reduced-Price Lunch, less likely to receive Special Education services, and have a similar Limited English Proficiency status.

- 55 percent of the MSAP population are girls compared to 48 percent of non-MSAP students.
- 79 percent of MSAP students are Black compared to 86 percent of non-MSAP students.
- 64 percent of MSAP students receive Free or Reduced-Price Lunch compared to 79 percent of non-MSAP students.
- 6 percent of MSAP students are Special Education compared to 7 percent of non-MSAP students.
- 8 percent of MSAP students are Limited English Proficiency (LEP) compared to 7 percent of non-MSAP students.

Unexcused Absences. On average, MSAP students have half of the unexcused absences as non-MSAP students. In Y5 (2021-22), MSAP students averaged 8 unexcused absences per year compared to 13 for non-MSAP students.

Grade Retention. There were only two occurrences of grade retention at Park Forest Elementary in Year 5. Thus, not a major factor for the program.

LEAP Scores. MSAP students scored higher than non-MSAP students in all four LEAP tests (Mathematics, English Language, Science, and Social Studies). Social Studies seems troublesome for students at Park Forest Elementary.

- **LEAP Math.** LEAP Math scores were vastly different from the prior year at Park Forest Elementary. 23 percent of MSAP students scored Above Basic (compared to 51 the prior year) and 8 percent Below Basic (compared to 34 percent in Year 4). In comparison, only 13 percent of non-MSAP students scored Above Basic (compared to 24 percent in Year 4) and 14 percent scored Below Basic.
- **LEAP ELA.** 47 percent of MSAP students scored Above Basic and 20 percent (down from 33 percent in Year 4) Below Basic compared to 32 and 37 percent (up from 14 percent) for non-MSAP students.
- **LEAP Science.** 20 percent of MSAP students scored Above Basic and 47 percent Below Basic (up from 37 percent in Year 4) compared to 13 and 62 percent (up from 19 percent) for non-MSAP students.
- **LEAP Social Studies.** 21 percent of MSAP students scored Above Basic and 51 Below Basic (up from 20 percent in Year 4) compared to 14 and 64 percent (up from 7 percent in Year 4) for non-MSAP students.

Exhibit 29. Number of Park Forest Elementary MSAP and Non-MSAP Students, Pre-MSAP (2016-17) to Y5 (2021-22)

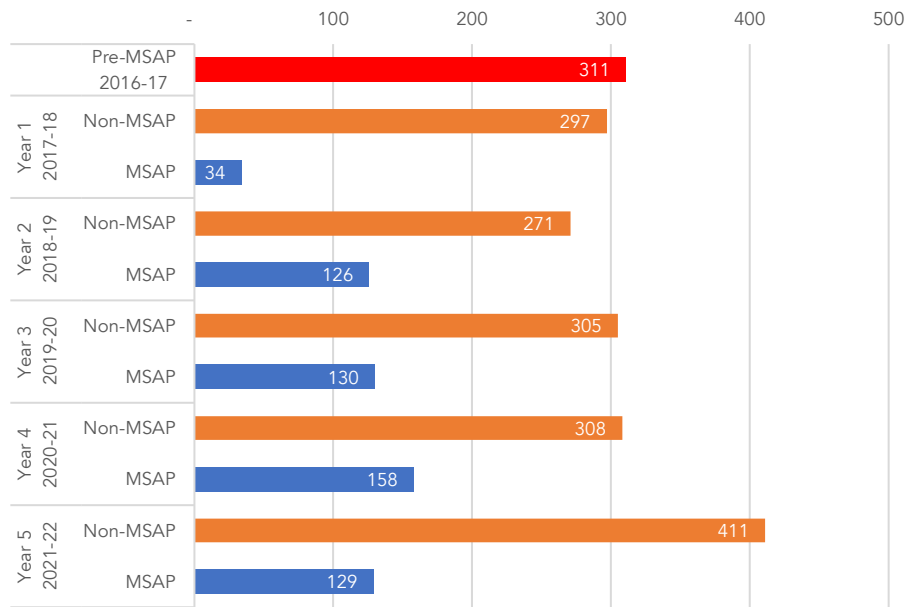


Exhibit 30. Ratio of Various Student Indicators at Park Forest Elementary School by MSAP Status, Y5 (2021-22)

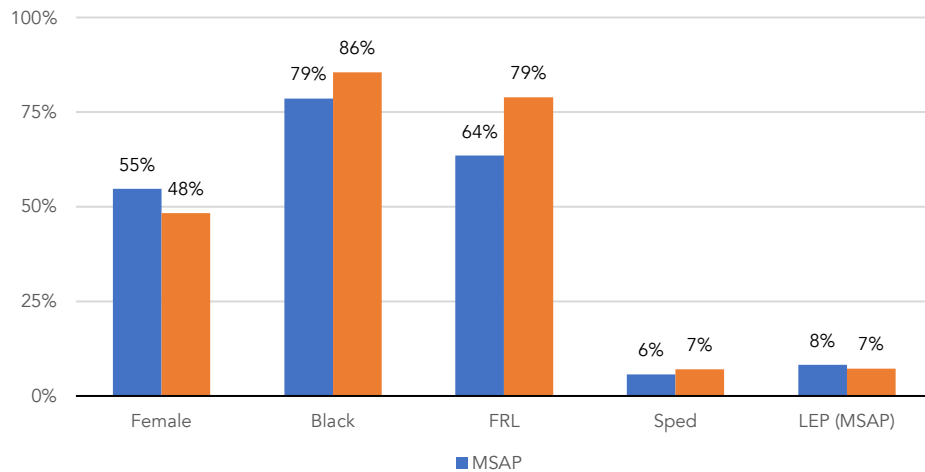


Exhibit 31. Average Number of Unexcused Absences by MSAP Status, Y5 (2021-22)

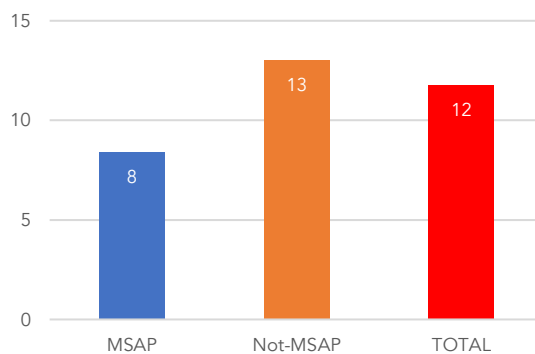
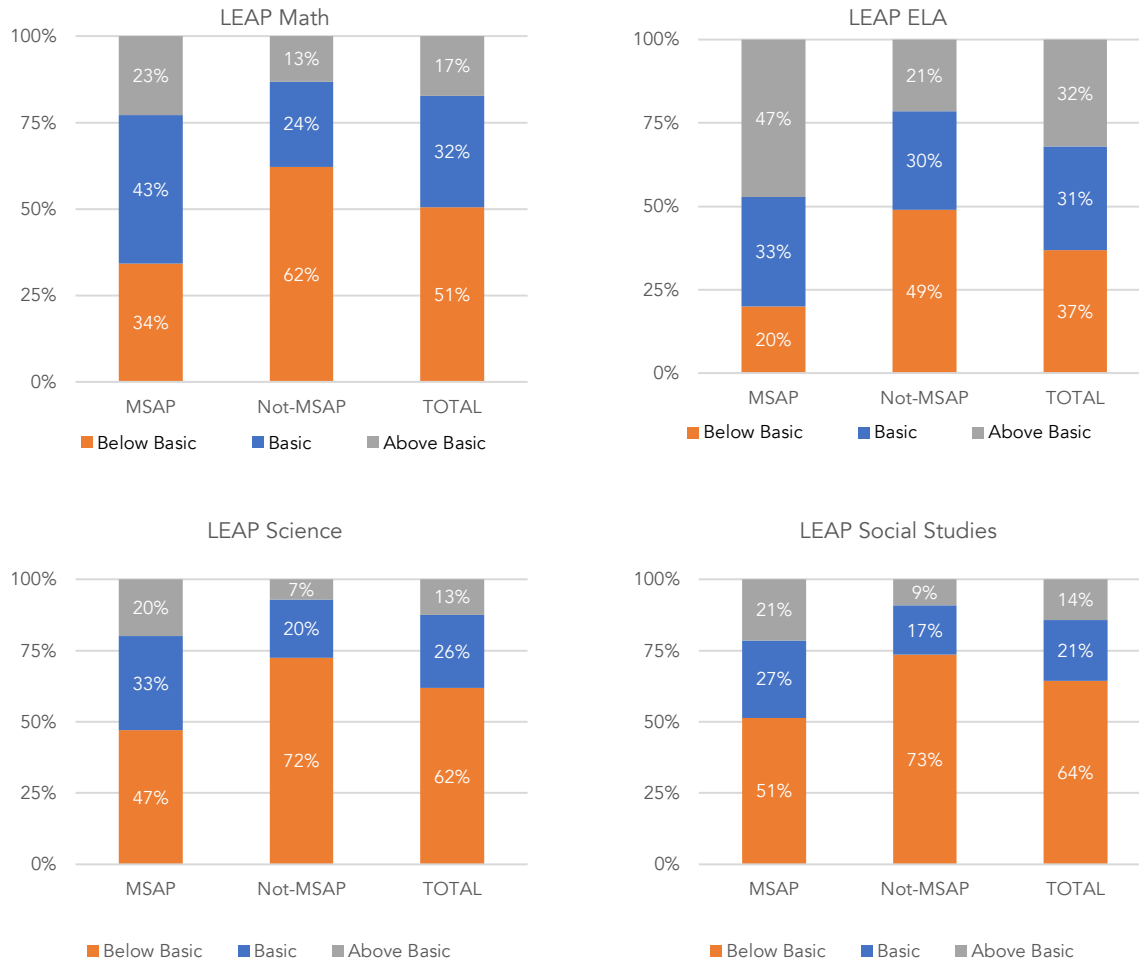


Exhibit 32. LEAP Math, ELA, Science, and Social Studies Outcomes, Park Forest Elementary School, Y5 (2021-22)



3.3 Park Forest Middle School

Enrollment. In Year 5, 124 students were enrolled in the MSAP program at Park Forest Middle School, a significant increase from 88 in Year 4. This represents 22 percent of the overall student population, up from 13 percent in Year 4. Data illustrate that when compared to their non-MSAP peers, MSAP students at Park Forest Middle are about as likely to be girls and Black, less likely to receive Free or Reduced-Price Lunch or Special Education services, and more likely to be Limited English Proficiency status, which reverses the trends found at the elementary level for LEP.

- 44 percent of the MSAP population are girls compared to 45 percent of non-MSAP students.
- 76 percent of MSAP students are Black compared to 78 percent of non-MSAP students.
- 72 percent of MSAP students receive Free or Reduced-Price Lunch compared to 77 percent of non-MSAP students.
- 5 percent of MSAP students are Special Education compared to 17 percent of non-MSAP students.
- 17 percent of MSAP students are Limited English Proficiency (LEP) compared to 14 percent of non-MSAP students.

Unexcused Absences. In Year 5, MSAP students had 14 unexcused absences compared to 21 percent for non-MSAP students.

Grade Retention. In Year 5, 3 percent of MSAP students were retained compared to 10 percent for non-MSAP students.

LEAP Scores. MSAP students scored considerably higher than non-MSAP students in all four LEAP tests (Mathematics, English Language, Science, and Social Studies).

- **LEAP Math.** 6 percent (down from 40 percent in Year 4) of MSAP students scored Above Basic and 60 percent Below Basic (zero in Year 4). In comparison, only 2 percent of non-MSAP students scored Above Basic and 76 percent Below Basic (up from 13 percent in Year 4).
- **LEAP ELA.** 53 percent of MSAP students scored Above Basic (compared to 40 percent in Year 4) and 52 percent Below Basic (compared to 8 in Year 4) compared to 12 percent (21 in Year 4) and 2 percent (74 percent in Year 4) for non-MSAP students.
- **LEAP Science.** 12 percent (30 in Year 4) of MSAP students scored Above Basic and 30 percent Below Basic compared to 4 and 75 percent (6 in Year 4) for non-MSAP students.
- **LEAP Social Studies.** 20 percent (35 in Year 4) of MSAP students scored Above Basic and 49 percent (16 in yearY4) Below Basic compared to 5 and 83 percent (from 2 percent in Year 4) for non-MSAP students.

Exhibit 33. Number of Park Forest Middle MSAP and Non-MSAP Students, Pre-MSAP (2016-17) to Y5 (2021-22)

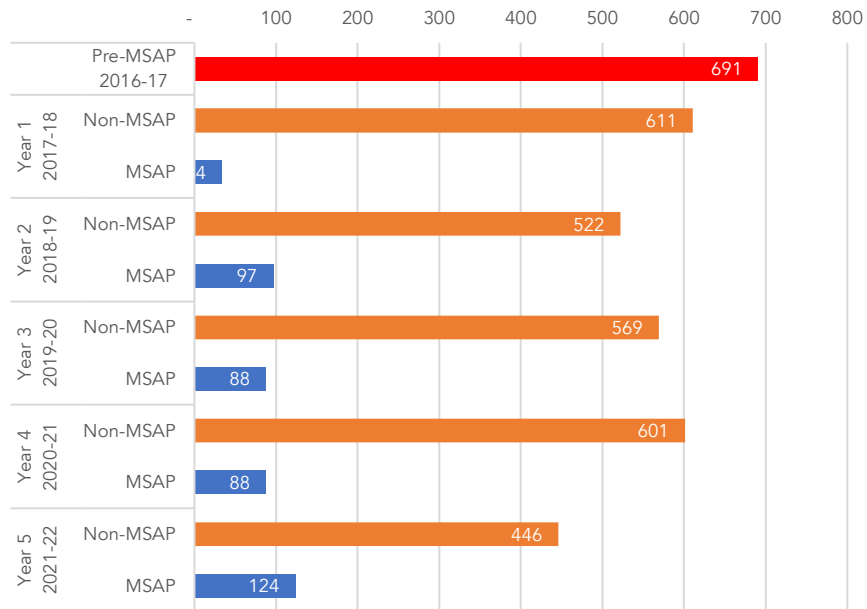


Exhibit 34. Ratio of Various Indicators at Park Forest Middle School by MSAP Status, Y5 (2021-22)

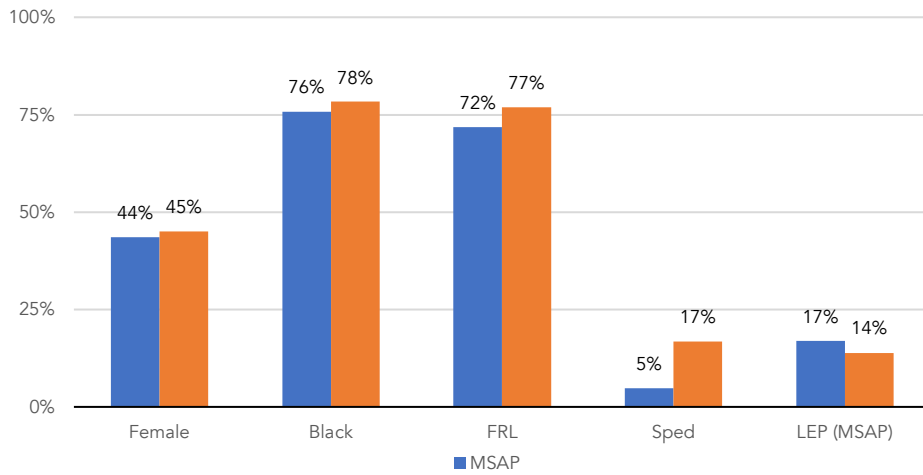


Exhibit 35. Average Number of Unexcused Absences by MSAP Status, Y5 (2021-22)

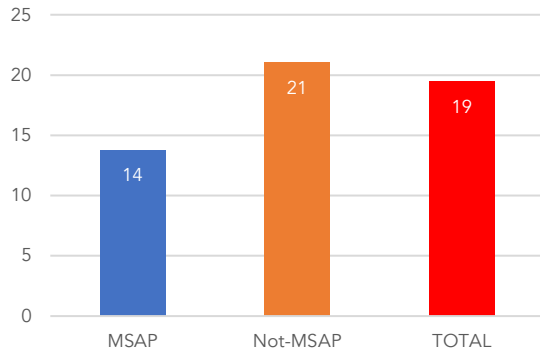


Exhibit 36. Percentage of Students Who Were Retained from Previous Year, by MSAP Status, Y5 (2021-22)

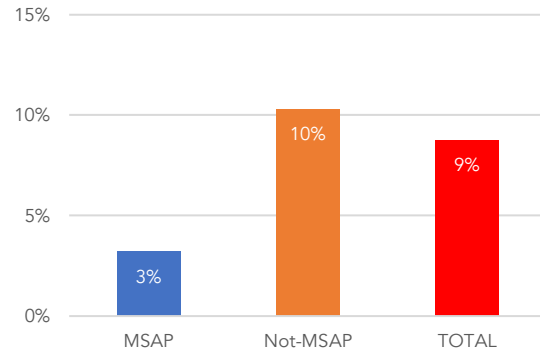
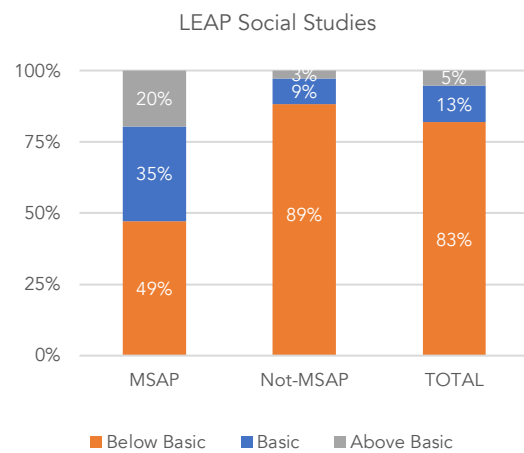
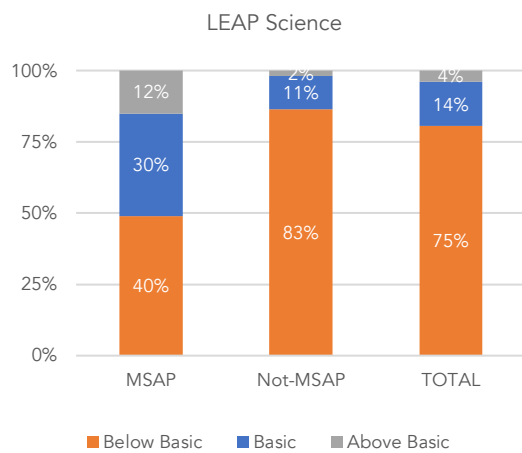
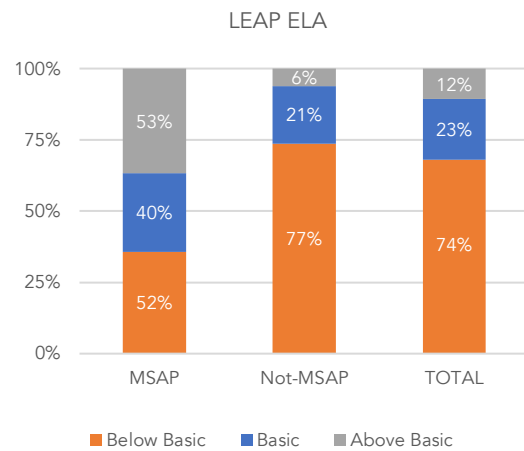
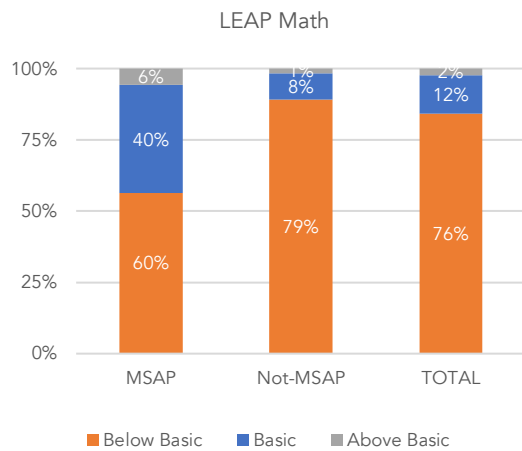


Exhibit 37. LEAP Math, ELA, Science, and Social Studies Outcomes, Park Forest Middle School, Y5 (2021-22)



3.4 Belaire High School

Enrollment. There were 100 MSAP students enrolled at Belaire High in Year 5, down from 134 in Year 4. MSAP students represent 17 percent of the overall student population at Belaire High. Data finds that when compared to their non-MSAP peers, MSAP students are more likely to be girls, more likely to be Black, more likely to be Free and Reduced-Price Lunch, and less likely to receive Special Education services and Limited English Proficiency.

- 48 percent of the MSAP population are girls compared to 42 percent of non-MSAP students.
- 75 percent of MSAP students are Black compared to 71 percent of non-MSAP students.
- 69 percent of MSAP students receive Free or Reduced-Price Lunch compared to 63 percent of non-MSAP students.
- 3 percent of MSAP students are Special Education compared to 11 percent of non-MSAP students.
- 7 percent of MSAP students are Limited English Proficiency (LEP) compared to 20 percent of non-MSAP students.

Unexcused Absences. On average, MSAP students had 18 unexcused absences in Year 5 compared to 21 for non-MSAP students.

Grade Retention. 4 percent of MSAP students were retained by grade in Year 5 compared to 8 percent of non-MSAP.

LEAP Scores. MSAP students scored higher than non-MSAP students in all LEAP tests.

- **LEAP Algebra I.** No MSAP students scored Above Basic while 63 percent scored Below Basic (46 in Year 4). In comparison, 3 percent of non-MSAP students scored Above Basic and 76 percent scored Below Basic.
- **LEAP Geometry.** No MSAP students scored Above Basic (3 percent in Year 4) and 70 percent Below Basic compared to 0 and 88 percent for non-MSAP students.
- **LEAP English I.** 20 percent of MSAP students scored Above Basic and 57 percent (up from 36 percent in Year 4) Below Basic compared to 8 and 79 percent for non-MSAP students.
- **LEAP English II.** 31 percent of MSAP students scored Above Basic and 45 percent Below Basic compared to 9 and 79 percent for non-MSAP students.
- **LEAP US History.** 8 percent of MSAP students scored Above Basic and 79 percent Below Basic compared to 2 and 90 percent for non-MSAP students.
- **LEAP Biology.** 5 percent of MSAP students scored Above Basic and 68 percent Below Basic compared to 2 and 82 percent for non-MSAP students.

Cumulative GPA. MSAP students had an average GPA of 2.77 (similar to Year 4) compared to 2.33 (slightly up) for non-MSAP students.

ACT Scores. MSAP students earned an average of 15.2 (up from 14.9 in Year 4) on the ACT compared to 13.2 (also slightly higher than 12.9 in Year 4) for non-MSAP students. These scores are under the national average of 20.8 and below the basic college entry level of 17-18.

Exhibit 38. Number of Belaire High School MSAP and non-MSAP students, Pre-MSAP (2016-17) to Y5 (2021-22)

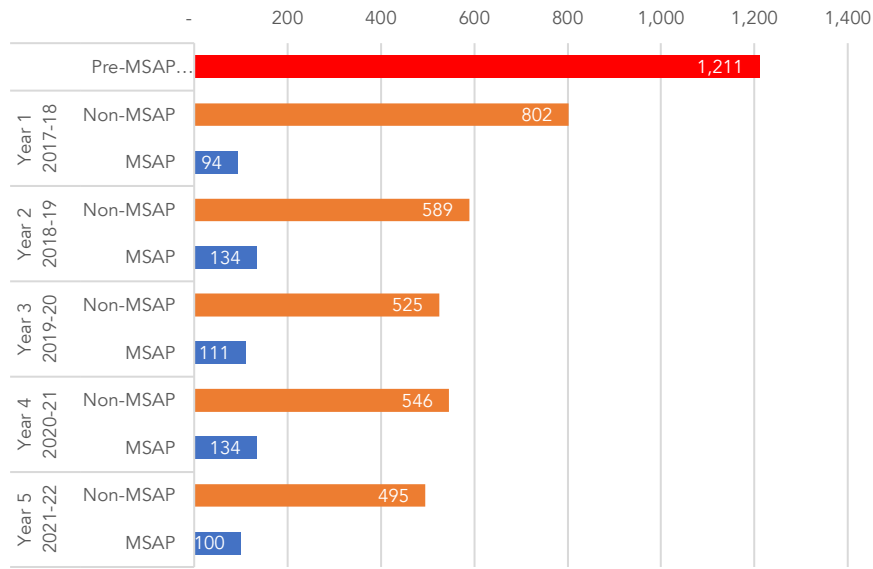


Exhibit 39. Ratio of Various Indicators at Belaire High School by MSAP Status, Y5 (2021-22)

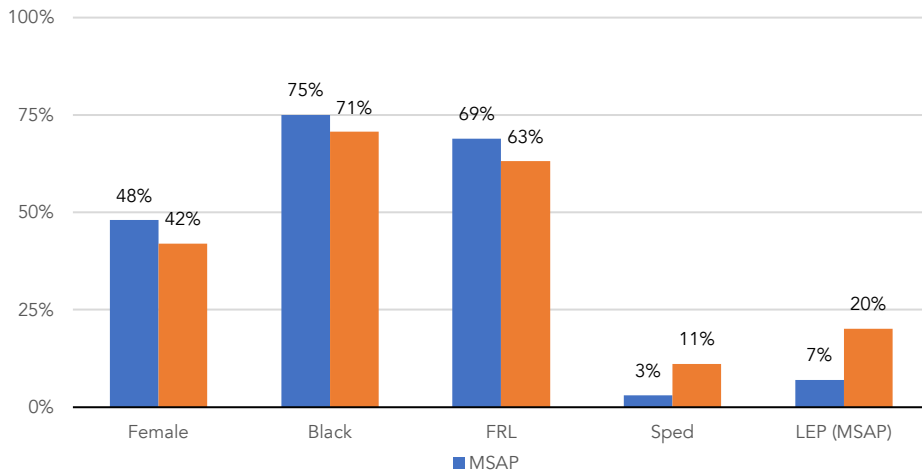


Exhibit 40. Average Number of Unexcused Absences by MSAP Status, Y5 (2021-22)

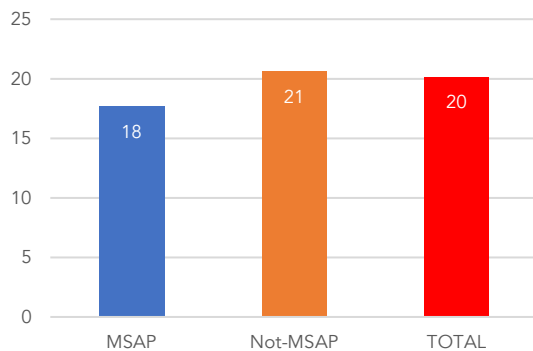


Exhibit 41. Percentage of Students Who Were Retained from Previous Year, by MSAP Status, Y5 (2021-22)

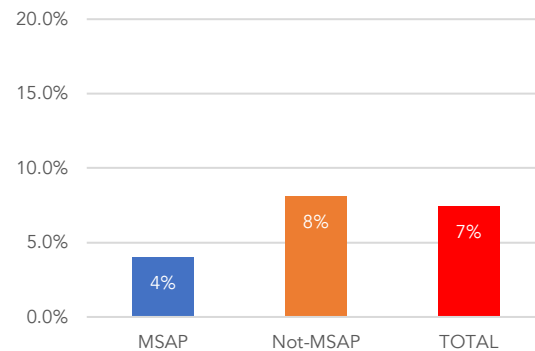


Exhibit 42. LEAP Scores, Belaire High School by MSAP Status, Y5 (2021-22)

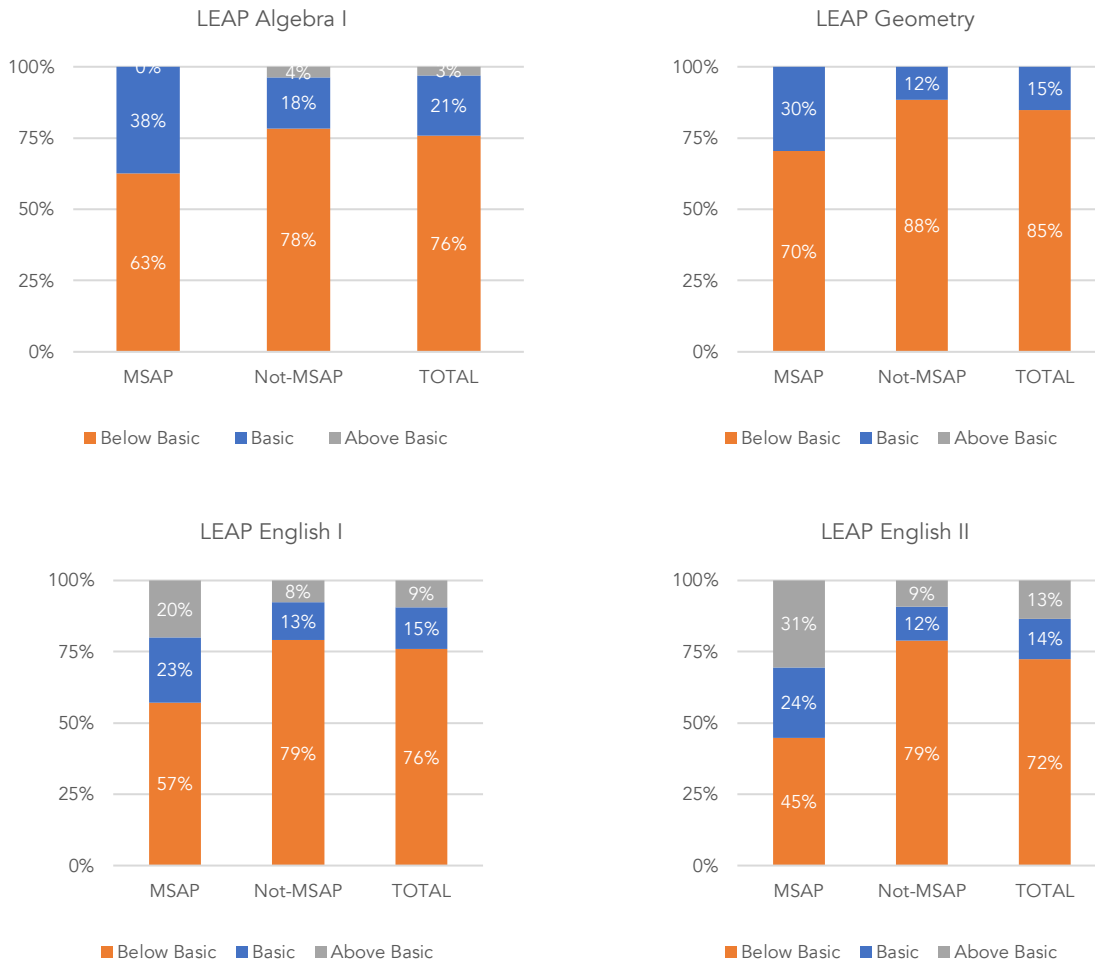


Exhibit 43. LEAP Scores, Belaire High School by MSAP Status, Y5 (2021-22) (continued)

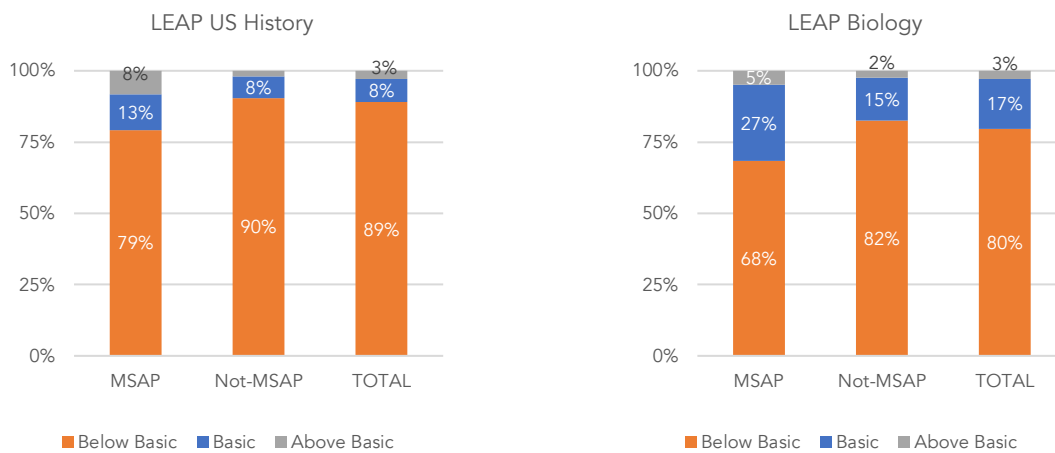
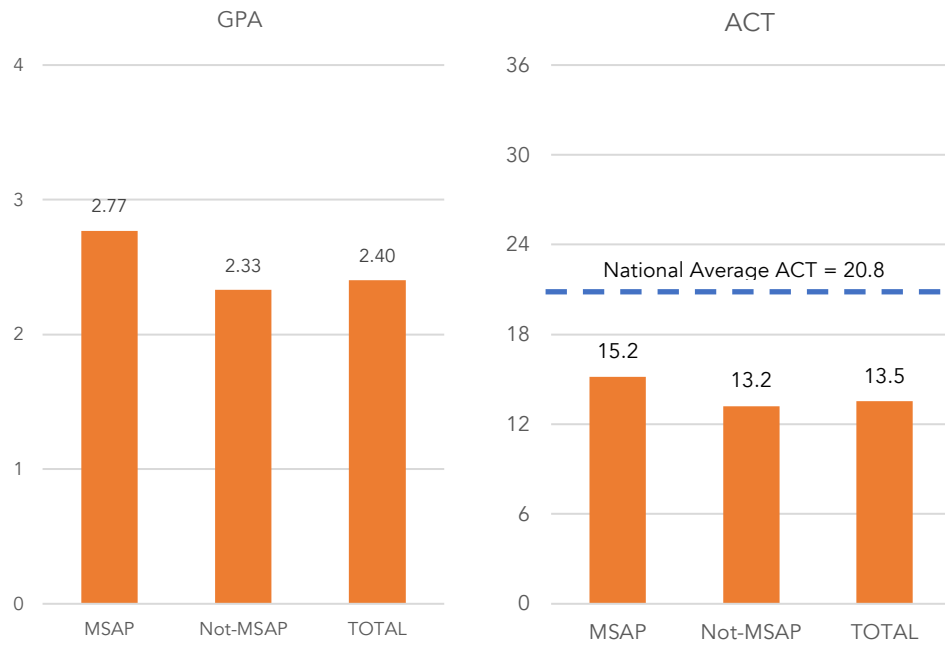


Exhibit 44. GPA and ACT Scores, Belaire High School by MSAP Status, Y4 (2020-21)





4 TECHNICAL NOTES and DATA

4.1 Analytic Approach

4.1.1 Linear or Logistic Regression

Linear or logistic regression is used in this analysis depending on the outcome of interest. Logistic regression is used when the outcome variable is binary (Sperandei, 2014). Linear regression is used when the outcome variable is continuous (Kremelberg, 2010). Simple linear or logistic regression predicts the outcome given only the student status in the MSAP program. Multiple linear or logistic regression predicts the outcome given the student status in MSAP and controlling for available demographic variables (sex, ethnicity, free or reduced lunch, and language proficiency). Statistical significance is set at $p < .05$. Bold cells in the main results table indicate a statistically significant difference is present in the simple regression analysis. Italic cells in the main results table indicate a statistically significant difference is present in the multiple regression analysis. The greatest confidence should be given to those cells that are in bold and italics at the initial difference between MSAP and non-MSAP students is statistically significant, and this difference remains statistically significant after controlling for student demographic characteristics.

4.2 Limitations

4.2.1 Causal Claims

All results presented in this analysis are correlational. No causal claims can or should be made. Results identify a relationship between MSAP status and the identified outcome variable, both overall and by demographic group. However, it is not possible to identify directionality in the relationship and concerns are especially present over potential selection effects into the program. Future studies should consider using a quasi-experimental approach, such as propensity score matching. Propensity score matching is a statistical matching technique used when random assignment is not possible. It creates statistically equivalent groups, taking into account self-selection bias into the intervention (MSAP) group (Harris & Horst, 2016). One of the risks of propensity score matching, however, is that it reduces the sample size of the groups under analysis – an issue already present in the current analysis.

4.2.2 Sample Size

Small sample size limited the ability to identify statistically significant differences and, in some cases, complete the analysis at all. This is especially apparent in year one where there are approximately 100 MSAP students in both primary/middle school and high school. Attempts to disaggregate by demographic group further reduce the cell size for analysis. While breakdown by year, education level, and demographic group provide more fine-tuned, actionable information, results should be interpreted with caution when sample size is low. Future analysis may consider combining years to increase sample size, but this comes at a cost as tracking improvements in the efficacy of the program over time would not be possible.

4.2.3 Pre-MSAP Analysis

The current study was unable to control for any student characteristics before entering the MSAP program. The inclusion of these characteristics would have increased the confidence that the results are not due merely to differences in groups upon the start of the program. While the inclusion of such characteristics should not replace the suggestion to use a quasi-experimental approach, such as propensity score matching (see causal claims above), it would increase the validity of the current results, given the analytic approach used. To accurately add Pre-MSAP variables the current data set needs to be converted from wide format to long format, this requires a way to uniquely identify each time bound observation per student. As highlighted in the image below, this is not possible given that some students have multiple GPAs reported per year without being able to distinguish the order in which the GPAs occur.

Exhibit 45. GPA for multiple students

	deid_id	gpa	gr	order
1	1191954	1.5	10	2
2	1191954	1.478	12	4
3	1191969	3.437	12	4
4	1192035	2.844	11	3
5	1192035	2.625	09	1
6	1192084	2.349	12	4
7	1192084	1.857	09	1
8	1192084	2.408	10	2
9	1192084	2.163	11	3
10	1192088	1.883	12	4
11	1192227	1.64	10	2
12	1192266	4.218	11	3
13	1192266	4.299	12	4
14	1192342	3.889	11	3
15	1192342	3.917	10	2
16	1192342	4	09	1
17	1192346	2.848	12	4
18	1192353	3.923	12	4
19	1192353	3.873	12	4
20	1192353	3.815	11	3
21	1192353	3.907	12	4

4.2.4 Data Clarification and Assumptions

4.2.4.1 Demographic Variables

Free or reduced lunch. Not available for year one in primary or secondary. Therefore, disaggregated data not provided and free or reduced lunch is not included as a control variable in the regression analysis during year one.

Ethnicity. Coded as black versus non-black given the small sample size of all non-black ethnic groups.

4.2.4.2 Outcome Variables

GPA. Across the entire data set there are 2890 cases where the GPA is coded as zero. Most of these, and most of the cases missing GPA are for before grade 8 (grades 0-7 have no GPAs over 0) but not all. GPA is not included as an outcome in the primary/middle school analysis. GPAs coded as zero in secondary school are assumed to be an error and re-coded as missing.

EOC English III. Scores for an EOC English III test are included in the data set but after inquiring about the score conversion we were informed that there is no EOC English III test. Therefore, EOC English III tests are not included as an outcome in this analysis.

EOC History. Scores for EOC History are presented in three scales. Following the coding approach of other EOC and LEAP tests the numeric scores were coded into above basic (scores in advanced or mastery range), basic (scores in basic range), or below basic (scores in approaching basic or unsatisfactory range). As information provided on the third scale was limited it was assumed that marks identified as NIP (needs improvement) were below basic, FAI (fair) and GOO (good) were basic, and EXC (excellent) were above basic.

LEAP Science. Provided scores for LEAP Science started at 100. Actual test scores for LEAP Science (similar to other LEAP tests) start at 650. Therefore, all scores below 650 were assumed to be an error and re-coded as missing.

ACT Scores. Provided scores for ACT ranged from 0 to 31. Actual scores for the ACT start at 1. Therefore, all ACT scores of 0 were assumed to be an error and re-coded as missing.

Transfer In and Transfer Out. Treated as binary variable – any number of transfers coded as one and no transfer at all coded as zero.

4.3 References

Harris, H. & Horst, S.J. (2016). A brief guide to decisions at each step of the propensity score matching process. *Practical Assessment, Research & Evaluation*, 21(4).

Kremelberg, D. (2010). *Practical Statistics: A Quick and Easy Guide to IBM® SPSS® Statistics, STATA, and Other Statistical Software*. SAGE publications.

Sperandei, S. (2014). Understanding logistic regression analysis. *Biochemia Medica*, 24(1), 12-18.

4.4 Master Data Tables

	Overall		Transfer In		Transfer Out		Unexcused Absences	Retained	
	n	%	n	%	n	%	Mean	n	%
Vill Del Rey Elementary									
MSAP	70	44%	4	5.71%	0	0.00%	5.19	0	0.00%
Not-MSAP	89	55.97%	18	20.22%	0	0.00%	8.96	2	2.25%
Male (MSAP)	31	44.29%	4	12.90%			5.45	0	0%
Male (Not-MSAP)	50	56.18%	11	22.00%			8.86	0	0.00%
Female (MSAP)	39	55.71%	0	0.00%			4.97	0	0.00%
Female (Not-MSAP)	39	43.82%	7	17.95%			9.08	2	5.13%
Black (MSAP)	57	81.43%	4	7.02%			5.72	0	0.00%
Black (Not-MSAP)	69	77.53%	15	21.74%			9.43	2	2.90%
Not Black (MSAP)	13	18.57%	0	0.00%			2.85	0	0%
Not Black (Not-MSAP)	20	22.47%	3	15.00%			7.3	0	0.00%
Free or Reduced Lunch (MSAP)	48	68.57%	3	6.25%			5.56	0	0%
Free or Reduced Lunch (Not-MSAP)	62	69.66%	13	20.97%			9	1	1.61%
Not Free or Reduced Lunch (MSAP)	22	31.43%	1	4.55%			4.36	0	0.00%
Not Free or Reduced Lunch (Not-MSAP)	27	30.34%	5	18.52%			8.85	1	3.70%
Sped + 504 (MSAP)	9	12.86%	1	11%			5.56	0	0%
Sped + 504 (Not-MSAP)	27	30.34%	5	18.52%			7.63	0	0.00%
Not Sped + 504 (MSAP)	61	87.14%	3	4.92%			5.13	0	0.00%
Not Sped + 504 (Not-MSAP)	62	69.66%	13	20.97%			9.53	2	3.23%
LEP (MSAP)	6	8.57%	0	0%			4.67	0	0%
LEP (Not-MSAP)	13	14.61%	3	23.08%			8.62	0	0.00%
Not LEP (MSAP)	64	91.43%	4	6.25%			5.23	0	0.00%
Not LEP (Not-MSAP)	76	85.39%	15	19.74%			9.01	2	2.63%

	LEAP Math						LEAP ELA				
	Below Basic		Basic		Above Basic		Below Basic		Basic		Above Basic
	n	%	n	%	n	%	n	%	n	%	n
Vill Del Rey Elementary											
MSAP	28	40.00%	27	38.57%	15	21.43%	20	28.57%	24	34.29%	26
Not-MSAP	65	79.27%	11	13.41%	6	7.32%	57	69.51%	15	18.29%	10
Male (MSAP)	12	38.71%	10	32.26%	9	29.03%	10	32.26%	9	29.03%	12
Male (Not-MSAP)	32	74.42%	7	16.28%	4	9.30%	31	72.09%	7	16.28%	5
Female (MSAP)	16	41.03%	17	43.59%	6	15.38%	10	25.64%	15	38.46%	14
Female (Not-MSAP)	33	84.62%	4	10.26%	2	5.13%	26	66.67%	8	20.51%	5
Black (MSAP)	24	42.11%	24	42.11%	9	15.79%	16	28.07%	22	38.60%	19
Black (Not-MSAP)	55	85.94%	7	10.94%	2	3.13%	44	68.75%	13	20.31%	7
Not Black (MSAP)	4	30.77%	3	23.08%	6	46.15%	4	30.77%	2	15.38%	7
Not Black (Not-MSAP)	10	55.56%	4	22.22%	4	22.22%	13	72.22%	2	11.11%	3
Free or Reduced Lunch (MSAP)	20	41.67%	20	41.67%	8	16.67%	13	27.08%	17	35.42%	18
Free or Reduced Lunch (Not-MSAP)	47	83.93%	7	12.50%	2	3.57%	37	66.07%	12	21.43%	7
Not Free or Reduced Lunch (MSAP)	8	36.36%	7	31.82%	7	31.82%	7	31.82%	7	31.82%	8
Not Free or Reduced Lunch (Not-MSAP)	18	69.23%	4	15.38%	4	15.38%	20	76.92%	3	11.54%	3
Sped + 504 (MSAP)	5	55.56%	3	33.33%	1	11.11%	3	33.33%	2	22.22%	4
Sped + 504 (Not-MSAP)	16	80.00%	4	20.00%	0	0.00%	16	80.00%	4	20.00%	0
Not Sped + 504 (MSAP)	23	37.70%	24	39.34%	14	22.95%	17	27.87%	22	36.07%	22
Not Sped + 504 (Not-MSAP)	49	79.03%	7	11.29%	6	9.68%	41	66.13%	11	17.74%	10
LEP (MSAP)	4	66.67%	1	16.67%	1	16.67%	4	66.67%	1	16.67%	1
LEP (Not-MSAP)	10	76.92%	2	15.38%	1	7.69%	12	92.31%	1	7.69%	0
Not LEP (MSAP)	24	37.50%	26	40.63%	14	21.88%	16	25.00%	23	35.94%	25
Not LEP (Not-MSAP)	55	79.71%	9	13.04%	5	7.25%	45	65.22%	14	20.29%	10

		LEAP Science						LEAP Social Studies			
		Below Basic		Basic		Above Basic		Below Basic		Basic	
	%	n	%	n	%	n	%	n	%	n	%
Vill Del Rey Elementary											
MSAP	37.14%	39	55.71%	21	30.00%	10	14.29%	46	65.71%	17	24.29%
Not-MSAP	12.20%	66	80.49%	11	13.41%	5	6.10%	73	89.02%	7	8.54%
Male (MSAP)	38.71%	17	54.84%	6	19.35%	8	25.81%	20	64.52%	5	16.13%
Male (Not-MSAP)	11.63%	34	79.07%	5	11.63%	4	9.30%	37	86.05%	4	9.30%
Female (MSAP)	35.90%	22	56.41%	15	38.46%	2	5.13%	26	66.67%	12	30.77%
Female (Not-MSAP)	12.82%	32	82.05%	6	15.38%	1	2.56%	36	92.31%	3	7.69%
Black (MSAP)	33.33%	32	56.14%	19	33.33%	6	10.53%	40	70.18%	13	22.81%
Black (Not-MSAP)	10.94%	52	81.25%	9	14.06%	3	4.69%	58	90.63%	5	7.81%
Not Black (MSAP)	53.85%	7	53.85%	2	15.38%	4	30.77%	6	46.15%	4	30.77%
Not Black (Not-MSAP)	16.67%	14	77.78%	2	11.11%	2	11.11%	15	83.33%	2	11.11%
Free or Reduced Lunch (MSAP)	37.50%	27	56.25%	15	31.25%	6	12.50%	32	66.67%	13	27.08%
Free or Reduced Lunch (Not-MSAP)	12.50%	45	80.36%	10	17.86%	1	1.79%	52	92.86%	3	5.36%
Not Free or Reduced Lunch	36.36%	12	54.55%	6	27.27%	4	18.18%	14	63.64%	4	18.18%
Not Free or Reduced Lunch	11.54%	21	80.77%	1	3.85%	4	15.38%	21	80.77%	4	15.38%
Sped + 504 (MSAP)	44.44%	6	66.67%	1	11.11%	2	22.22%	6	66.60%	1	11.11%
Sped + 504 (Not-MSAP)	0.00%	17	85.00%	2	10.00%	1	5.00%	17	85.00%	2	10.00%
Not Sped + 504 (MSAP)	36.07%	33	54.10%	20	32.79%	8	13.11%	40	65.57%	16	26.23%
Not Sped + 504 (Not-MSAP)	16.13%	49	79.03%	9	14.52%	4	6.45%	56	90.32%	5	8.06%
LEP (MSAP)	16.67%	4	66.67%	2	33.33%	0	0.00%	5	83.33%	1	16.67%
LEP (Not-MSAP)	0.00%	12	92.31%	1	7.69%	0	0.00%	12	92.31%	1	7.69%
Not LEP (MSAP)	39.06%	35	54.69%	19	29.69%	10	15.63%	41	64.06%	16	25.00%
Not LEP (Not-MSAP)	14.49%	54	78.26%	10	14.49%	5	7.25%	61	88.41%	6	8.70%

	Above Basic	
	n	%
Vill Del Rey Elementary		
MSAP	7	10.00%
Not-MSAP	2	2.44%
Male (MSAP)	6	19.35%
Male (Not-MSAP)	2	4.65%
Female (MSAP)	1	2.56%
Female (Not-MSAP)	0	0.00%
Black (MSAP)	4	7.02%
Black (Not-MSAP)	1	1.56%
Not Black (MSAP)	3	23.08%
Not Black (Not-MSAP)	1	5.56%
Free or Reduced Lunch (MS)	3	6.25%
Free or Reduced Lunch (Not	1	1.79%
Not Free or Reduced Lunch	4	18.18%
Not Free or Reduced Lunch	1	3.85%
Sped + 504 (MSAP)	2	22.22%
Sped + 504 (Not-MSAP)	1	5.00%
Not Sped + 504 (MSAP)	5	8.20%
Not Sped + 504 (Not-MSAP)	1	1.61%
LEP (MSAP)	0	0.00%
LEP (Not-MSAP)	0	0.00%
Not LEP (MSAP)	7	10.94%
Not LEP (Not-MSAP)	2	2.90%

	Overall		Transfer In		Transfer Out		Unexcused Absences	Retained	
	n	%	n	%	n	%	Mean	n	%
Park Forest Elementary									
MSAP	48	28%	3	6.25%	0	0.00%	8.42	1	2.08%
Not-MSAP	125	72.25%	25	20.00%	3	2.40%	13.04	1	0.80%
Male (MSAP)	22	45.83%	1	4.55%	0	0.00%	7.91	0	0.00%
Male (Not-MSAP)	59	47.20%	10	16.95%	3	5.08%	15.95	0	0.00%
Female (MSAP)	26	54.17%	2	7.69%	0	0.00%	8.85	1	3.85%
Female (Not-MSAP)	66	52.80%	15	22.73%	0	0.00%	10.44	1	1.52%
Black (MSAP)	39	81.25%	1	2.56%	0	0.00%	8.77	1	2.56%
Black (Not-MSAP)	97	77.60%	21	21.65%	3	3.09%	14.10	1	1.03%
Not Black (MSAP)	9	18.75%	2	22.22%	0	0.00%	6.89	0	0.00%
Not Black (Not-MSAP)	28	22.40%	4	14.29%	0	0.00%	9.36	0	0.00%
Free or Reduced Lunch (MSAP)	32	66.67%	1	3.13%	0	0.00%	9.19	1	3.13%
Free or Reduced Lunch (Not-MSAP)	94	75.20%	21	22.34%	3	3.19%	13.27	1	1.06%
Not Free or Reduced Lunch (MSAP)	16	33.33%	2	12.50%	0	0.00%	6.88	0	0.00%
Not Free or Reduced Lunch (Not-MSAP)	31	24.80%	4	12.90%	0	0.00%	12.35	0	0.00%
Sped + 504 (MSAP)	4	8.33%	0	0.00%	0	0%	13.75	1	25.00%
Sped + 504 (Not-MSAP)	22	17.60%	4	18.18%	0	0.00%	14.95	1	4.55%
Not Sped + 504 (MSAP)	44	91.67%	3	6.82%	0	0.00%	7.93	0	0.00%
Not Sped + 504 (Not-MSAP)	103	82.40%	21	20.39%	3	2.91%	12.63	0	0.00%
LEP (MSAP)	3	6.25%	0	0.00%	0	0%	5.33	0	0.00%
LEP (Not-MSAP)	17	13.60%	2	11.76%	0	0.00%	10.88	0	0.00%
Not LEP (MSAP)	45	93.75%	3	6.67%	0	0.00%	8.62	1	2.22%
Not LEP (Not-MSAP)	108	86.40%	23	21.30%	3	2.78%	13.38	1	0.93%

	LEAP Math						LEAP ELA			
	Below Basic		Basic		Above Basic		Below Basic		Basic	
	n	%	n	%	n	%	n	%	n	%
Park Forest Elementary										
MSAP	18	37.50%	19	39.58%	11	22.92%	10	20.83%	15	31.25%
Not-MSAP	76	62.81%	32	26.45%	13	10.74%	54	44.26%	34	27.87%
Male (MSAP)	7	31.82%	9	40.91%	6	27.27%	4	18.18%	8	36.36%
Male (Not-MSAP)	37	64.91%	14	24.56%	6	10.53%	28	28.28%	14	24.14%
Female (MSAP)	11	42.31%	10	38.46%	5	19.23%	6	23.08%	7	26.92%
Female (Not-MSAP)	39	60.94%	18	28.13%	7	10.94%	26	40.63%	20	31.25%
Black (MSAP)	13	33.33%	19	48.72%	7	17.95%	6	15.38%	14	35.90%
Black (Not-MSAP)	60	63.83%	26	27.66%	8	8.51%	37	38.95%	30	31.58%
Not Black (MSAP)	5	55.56%	0	0.00%	4	44.44%	4	44.44%	1	11.11%
Not Black (Not-MSAP)	16	59.26%	6	22.22%	5	18.52%	17	62.96%	4	14.81%
Free or Reduced Lunch (MSAP)	12	37.50%	14	43.75%	6	18.75%	5	15.63%	12	37.50%
Free or Reduced Lunch (Not-MSAP)	60	65.22%	22	23.91%	10	10.87%	36	38.71%	29	31.18%
Not Free or Reduced Lunch (MSAP)	6	37.50%	5	31.25%	5	31.25%	5	31.25%	3	18.75%
Not Free or Reduced Lunch (Not-MSAP)	16	55.17%	10	34.48%	3	10.34%	18	62.07%	5	17.24%
Sped + 504 (MSAP)	2	50.00%	1	25.00%	1	25.00%	0	0.00%	2	50.00%
Sped + 504 (Not-MSAP)	17	89.47%	2	10.53%	0	0.00%	14	73.68%	4	21.05%
Not Sped + 504 (MSAP)	16	36.36%	18	40.91%	10	22.73%	10	22.73%	13	29.55%
Not Sped + 504 (Not-MSAP)	59	57.84%	30	29.41%	13	12.75%	40	38.83%	30	29.13%
LEP (MSAP)	3	100.00%	0	0.00%	0	0.00%	2	66.67%	0	0.00%
LEP (Not-MSAP)	13	76.47%	2	11.76%	2	11.76%	14	82.35%	2	11.76%
Not LEP (MSAP)	15	33.33%	19	42.22%	11	24.44%	8	17.78%	15	33.33%
Not LEP (Not-MSAP)	63	60.58%	30	28.85%	11	10.58%	40	38.10%	32	30.48%

			LEAP Science							
	Above Basic		Below Basic		Basic		Above Basic		Below Basic	
	n	%	n	%	n	%	n	%	n	%
Park Forest Elementary										
MSAP	23	47.92%	22	45.83%	15	31.25%	11	22.92%	25	52.08%
Not-MSAP	34	27.87%	84	68.85%	32	26.23%	6	4.92%	83	68.03%
Male (MSAP)	10	45.45%	11	50.00%	6	27.27%	5	22.73%	12	54.55%
Male (Not-MSAP)	16	27.59%	41	70.69%	13	22.41%	4	6.90%	39	67.24%
Female (MSAP)	13	50.00%	11	42.31%	9	34.62%	6	23.08%	13	50.00%
Female (Not-MSAP)	18	28.13%	43	67.19%	19	29.69%	2	3.13%	44	68.75%
Black (MSAP)	19	48.72%	18	46.15%	14	35.90%	7	17.95%	21	53.85%
Black (Not-MSAP)	28	29.47%	66	69.47%	26	27.37%	3	3.16%	64	67.37%
Not Black (MSAP)	4	44.44%	4	44.44%	1	11.11%	4	44.44%	4	44.44%
Not Black (Not-MSAP)	6	22.22%	18	66.67%	6	22.22%	3	11.11%	19	70.37%
Free or Reduced Lunch (MSAP)	15	46.88%	13	40.63%	13	40.63%	6	18.75%	17	53.13%
Free or Reduced Lunch (Not-MSAP)	28	30.11%	64	68.82%	26	27.96%	3	3.23%	60	64.52%
Not Free or Reduced Lunch (MSAP)	8	50.00%	9	56.25%	2	12.50%	5	31.25%	8	50.00%
Not Free or Reduced Lunch (Not-MSAP)	6	20.69%	20	68.97%	6	20.69%	3	10.34%	23	79.31%
Sped + 504 (MSAP)	2	50.00%	2	50.00%	2	50.00%	0	0.00%	3	75.00%
Sped + 504 (Not-MSAP)	1	5.26%	17	89.47%	2	10.53%	0	0.00%	16	84.21%
Not Sped + 504 (MSAP)	21	47.73%	20	45.45%	13	29.55%	11	25.00%	22	50.00%
Not Sped + 504 (Not-MSAP)	33	32.04%	67	65.05%	30	29.13%	6	5.83%	67	65.05%
LEP (MSAP)	1	33.33%	2	66.67%	0	0.00%	1	33.33%	2	66.67%
LEP (Not-MSAP)	1	5.88%	13	76.47%	4	23.53%	0	0.00%	13	76.47%
Not LEP (MSAP)	22	48.89%	20	44.44%	15	33.33%	10	22.22%	23	51.11%
Not LEP (Not-MSAP)	33	31.43%	71	67.62%	28	26.67%	6	5.71%	70	66.67%

	LEAP Social Studies			
	Basic		Above Basic	
	n	%	n	%
Park Forest Elementary				
MSAP	9	18.75%	14	29.17%
Not-MSAP	29	23.77%	10	8.20%
Male (MSAP)	4	18.18%	6	27.27%
Male (Not-MSAP)	14	24.14%	5	8.62%
Female (MSAP)	5	19.23%	8	30.77%
Female (Not-MSAP)	15	23.44%	5	7.81%
Black (MSAP)	8	20.51%	10	25.64%
Black (Not-MSAP)	25	26.32%	6	6.32%
Not Black (MSAP)	1	11.11%	4	44.44%
Not Black (Not-MSAP)	4	14.81%	4	14.81%
Free or Reduced Lunch (MSAP)	7	21.88%	8	25.00%
Free or Reduced Lunch (Not-MSAP)	26	27.96%	7	7.53%
Not Free or Reduced Lunch (MSAP)	2	12.50%	6	37.50%
Not Free or Reduced Lunch (Not-MSAP)	3	10.34%	3	10.34%
Sped + 504 (MSAP)	1	25.00%	0	0.00%
Sped + 504 (Not-MSAP)	3	15.79%	0	0.00%
Not Sped + 504 (MSAP)	8	18.18%	14	31.82%
Not Sped + 504 (Not-MSAP)	26	25.24%	10	9.71%
LEP (MSAP)	0	0.00%	1	33.33%
LEP (Not-MSAP)	3	17.65%	1	5.88%
Not LEP (MSAP)	9	20.00%	13	28.89%
Not LEP (Not-MSAP)	26	24.76%	9	8.57%

	Overall		Transfer In		Transfer Out		Unexcused Absences	Retained	
	n	%	n	%	n	%	Mean	n	%
Park Forest Middle									
MSAP	124	22%	18	14.52%	2	1.61%	13.74	4	3.23%
Not-MSAP	446	78.25%	147	32.96%	13	2.91%	21.02	46	10.31%
Male (MSAP)	70	56.45%	9	12.86%	1	1.43%	12.97	3	4%
Male (Not-MSAP)	245	54.93%	79	32.24%	7	2.86%	20.72	19	9.45%
Female (MSAP)	54	43.55%	9	16.67%	1	1.85%	14.74	1	1.85%
Female (Not-MSAP)	201	45.07%	68	33.83%	6	2.99%	21.38	27	11.02%
Black (MSAP)	94	75.81%	16	17.02%	2	2.13%	12.99	4	4.26%
Black (Not-MSAP)	349	78.25%	117	33.52%	13	3.72%	20.81	36	10.32%
Not Black (MSAP)	30	24.19%	2	6.67%	0	0.00%	16.1	0	0%
Not Black (Not-MSAP)	97	21.75%	30	30.93%	0	0.00%	21.78	10	10.31%
Free or Reduced Lunch (MSAP)	89	71.77%	14	15.73%	2	2.25%	14.66	3	3%
Free or Reduced Lunch (Not-MSAP)	343	76.91%	107	31.20%	11	3.21%	21.45	33	9.62%
Not Free or Reduced Lunch (MSAP)	35	28.23%	4	11.43%	0	0.00%	11.4	1	2.86%
Not Free or Reduced Lunch (Not-MSAP)	103	23.09%	40	38.83%	2	1.94%	19.56	13	12.62%
Sped + 504 (MSAP)	21	16.94%	2	10%	0	0.00%	13.76	1	5%
Sped + 504 (Not-MSAP)	136	30.49%	45	33.09%	5	3.68%	19.1	16	11.76%
Not Sped + 504 (MSAP)	103	83.06%	16	15.53%	2	1.94%	13.74	3	2.91%
Not Sped + 504 (Not-MSAP)	310	69.51%	102	32.90%	8	2.58%	21.86	30	9.68%
LEP (MSAP)	21	16.94%	2	10%	0	0.00%	14.33	1	5%
LEP (Not-MSAP)	62	13.90%	18	29.03%	0	0.00%	24.53	9	14.52%
Not LEP (MSAP)	103	83.06%	16	15.53%	2	1.94%	13.62	3	2.91%
Not LEP (Not-MSAP)	384	86.10%	129	33.59%	13	3.39%	20.45	37	9.64%

	LEAP Math						LEAP ELA			
	Below Basic		Basic		Above Basic		Below Basic		Basic	
	n	%	n	%	n	%	n	%	n	%
Park Forest Middle										
MSAP	87	70.16%	30	24.19%	7	5.65%	66	53.23%	36	29.03%
Not-MSAP	336	85.92%	44	10.33%	16	3.76%	303	71.13%	87	20.42%
Male (MSAP)	49	70.00%	15	21.43%	6	8.57%	41	58.57%	19	27.14%
Male (Not-MSAP)	206	88.41%	21	9.01%	6	2.58%	182	78.11%	37	15.88%
Female (MSAP)	38	70.37%	15	27.78%	1	1.85%	25	46.30%	17	31.48%
Female (Not-MSAP)	160	82.90%	23	11.92%	10	5.18%	121	62.69%	50	25.91%
Black (MSAP)	64	68.09%	24	25.53%	6	6.38%	47	50.00%	28	29.79%
Black (Not-MSAP)	289	86.27%	35	10.45%	11	3.28%	234	69.85%	74	22.09%
Not Black (MSAP)	23	76.67%	6	20.00%	1	3.33%	19	63.33%	8	26.67%
Not Black (Not-MSAP)	77	84.62%	9	9.89%	5	5.49%	69	75.82%	13	14.29%
Free or Reduced Lunch (MSAP)	64	71.91%	20	22.47%	5	5.62%	43	48.31%	28	31.46%
Free or Reduced Lunch (Not-MSAP)	287	86.45%	34	10.24%	11	3.31%	233	70.18%	74	22.29%
Not Free or Reduced Lunch (MSAP)	23	65.71%	10	28.57%	2	5.71%	23	65.71%	8	22.86%
Not Free or Reduced Lunch (Not-MSAP)	79	84.04%	10	10.64%	5	5.32%	70	74.47%	13	13.83%
Sped + 504 (MSAP)	21	100.00%	0	0.00%	0	0.00%	19	90.48%	1	4.76%
Sped + 504 (Not-MSAP)	111	94.87%	6	5.13%	0	0.00%	107	91.45%	9	7.69%
Not Sped + 504 (MSAP)	66	64.08%	30	29.13%	7	6.80%	47	45.63%	35	33.98%
Not Sped + 504 (Not-MSAP)	255	82.52%	38	12.30%	16	5.18%	196	63.43%	78	25.24%
LEP (MSAP)	18	85.71%	3	14.29%	0	0.00%	18	85.71%	3	14.29%
LEP (Not-MSAP)	60	96.77%	2	3.23%	0	0.00%	59	95.16%	3	4.84%
Not LEP (MSAP)	69	66.99%	27	26.21%	7	6.80%	48	46.60%	33	32.04%
Not LEP (Not-MSAP)	306	84.07%	42	11.54%	16	4.40%	244	67.03%	84	23.08%

	LEAP Social Studies			
	Basic		Above Basic	
	n	%	n	%
Park Forest Middle				
MSAP	24	19.35%	8	6.45%
Not-MSAP	58	13.68%	12	2.83%
Male (MSAP)	16	22.86%	4	5.71%
Male (Not-MSAP)	29	12.55%	6	2.60%
Female (MSAP)	8	14.81%	4	7.41%
Female (Not-MSAP)	29	15.03%	6	3.11%
Black (MSAP)	18	19.15%	8	8.51%
Black (Not-MSAP)	46	13.77%	8	2.40%
Not Black (MSAP)	6	20.00%	0	0.00%
Not Black (Not-MSAP)	12	13.33%	4	4.44%
Free or Reduced Lunch (MSAP)	16	17.98%	7	7.87%
Free or Reduced Lunch (Not-MSAP)	47	14.20%	6	1.81%
Not Free or Reduced Lunch (MSAP)	8	22.86%	1	2.86%
Not Free or Reduced Lunch (Not-MSAP)	11	11.83%	6	6.45%
Sped + 504 (MSAP)	3	14.29%	0	0.00%
Sped + 504 (Not-MSAP)	7	5.98%	0	0.00%
Not Sped + 504 (MSAP)	21	20.39%	8	7.77%
Not Sped + 504 (Not-MSAP)	51	16.61%	12	3.91%
LEP (MSAP)	1	4.76%	0	0.00%
LEP (Not-MSAP)	1	1.64%	1	1.64%
Not LEP (MSAP)	23	22.33%	8	7.77%
Not LEP (Not-MSAP)	57	15.70%	11	3.03%

		Overall		Transfer In		Transfer Out		Unexcused	Retention
		n	%	n	%	n	%	Mean	n
High School									
Overall	MSAP	100	16.81%	14	14.00%	0	0.00%	17.69	4
	Not-MSAP	495	83.19%	127	25.66%	12	2.42%	20.64	40
Sex	Male (MSAP)	52	52.00%	6	11.54%	0	0.00%	15.87	1
	Male (Not-MSAP)	287	57.98%	74	25.78%	8	2.79%	19.47	29
	Female (MSAP)	48	48.00%	8	16.78%	0	0.00%	19.67	3
	Female (Not-MSAP)	208	42.02%	53	25.48%	4	1.92%	22.25	11
Ethnicity	Black (MSAP)	75	75.00%	10	13.33%	0	0.00%	15.6	2
	Black (Not-MSAP)	350	70.71%	83	23.71%	7	2.00%	20.18	23
	Not Black (MSAP)	25	25.00%	4	16.00%	0	0.00%	23.96	2
	Not Black (Not-MSAP)	145	29.29%	44	30.34%	5	3.45%	21.74	17
Free or Reduced Lunch	Free or Reduced Lunch (MSAP)	69	69.00%	7	10.14%	0	0.00%	19.28	3
	Free or Reduced Lunch (Not-MSAP)	313	63.23%	70	22.36%	9	2.88%	21.4	20
	Not Free or Reduced Lunch (MSAP)	31	31.00%	7	22.58%	0	0.00%	14.16	1
	Not Free or Reduced Lunch (Not-MSAP)	182	36.77%	57	31.32%	3	1.65%	19.32	20
Sped + 504	Sped + 504 (MSAP)	12	12.00%	2	16.67%	0	0.00%	13.83	0
	Sped + 504 (Not-MSAP)	97	19.60%	21	21.65%	4	4.12%	19.68	10
	Not Sped + 504 (MSAP)	88	88.00%	12	13.64%	0	0.00%	18.22	4
	Not Sped + 504 (Not-MSAP)	398	80.40%	106	26.63%	8	2.01%	20.68	30
English Proficiency	LEP (MSAP)	7	7.00%	1	14.29%	0	0.00%	14.43	0
	LEP (Not-MSAP)	100	20.20%	32	32.00%	5	5.00%	24.35	14
	Not LEP (MSAP)	93	93.00%	13	13.98%	0	0.00%	17.94	4
	Not LEP (Not-MSAP)	395	79.80%	95	24.05%	7	1.77%	19.7	26

	ined	GPA	LEAP Algebra I							
			Below Basic		Basic		Above Basic		Below Basic	
	%	Mean	n	%	n	%	n	%	n	%
MSAP	4.00%	2.77	25	62.50%	15	37.50%	0	0.00%	31	70.45%
Not-MSAP	8.08%	2.33	167	78.40%	38	17.84%	8	3.76%	159	88.33%
Male (MSAP)	1.92%	2.68	11	57.89%	8	42.11%	0	0.00%	15	60.00%
Male (Not-MSAP)	10.10%	2.25	92	77.97%	25	21.19%	1	0.85%	89	83.96%
Female (MSAP)	6.25%	2.88	14	66.67%	7	33.33%	0	0.00%	16	84.21%
Female (Not-MSAP)	5.29%	2.43	75	78.95%	13	13.68%	7	7.37%	70	94.59%
Black (MSAP)	2.67%	2.78	20	58.82%	14	41.18%	0	0.00%	22	66.67%
Black (Not-MSAP)	6.57%	2.34	45	84.91%	6	11.31%	2	3.77%	124	89.21%
Not Black (MSAP)	8.00%	2.76	5	83.33%	1	16.67%	0	0.00%	9	81.81%
Not Black (Not-MSAP)	11.72%	2.3	122	76.25%	32	20.00%	6	3.75%	35	85.37%
Free or Reduced Lunch (MSAP)	4.35%	2.76	15	53.57%	13	46.43%	0	0.00%	21	70.00%
Free or Reduced Lunch (Not-MSAP)	6.39%	2.27	112	77.78%	27	18.75%	5	3.47%	113	89.68%
Not Free or Reduced Lunch (MSAP)	3.23%	2.81	10	83.33%	2	16.67%	0	0.00%	10	71.43%
Not Free or Reduced Lunch (Not-MSAP)	10.99%	2.42	55	79.71%	11	15.94%	3	4.35%	46	85.19%
Sped + 504 (MSAP)	0.00%	2.65	2	50.00%	2	50.00%	0	0.00%	3	60.00%
Sped + 504 (Not-MSAP)	10.31%	2.39	35	83.33%	7	16.67%	0	0.00%	29	100.00%
Not Sped + 504 (MSAP)	4.55%	2.79	23	63.89%	13	36.11%	0	0.00%	28	71.79%
Not Sped + 504 (Not-MSAP)	7.54%	2.31	132	77.19%	31	18.13%	8	4.68%	130	86.09%
LEP (MSAP)	0.00%	2.77	2	100.00%	0	0.00%	0	0.00%	2	66.67%
LEP (Not-MSAP)	14.00%	2.21	36	92.31%	3	7.69%	0	0.00%	25	92.59%
Not LEP (MSAP)	4.30%	2.78	23	60.53%	15	39.47%	0	0.00%	29	70.73%
Not LEP (Not-MSAP)	6.58%	2.38	131	75.29%	35	20.11%	8	4.60%	134	87.58%

	LEAP Geometry				LEAP English I					
	Basic		Above Basic		Below Basic		Basic		Above Basic	
	n	%	n	%	n	%	n	%	n	%
MSAP	13	29.55%	0	0.00%	20	57.14%	8	22.86%	7	20.00%
Not-MSAP	21	11.67%	0	0.00%	166	79.05%	28	13.33%	16	7.62%
Male (MSAP)	10	40.00%	0	0.00%	14	66.67%	2	9.52%	5	23.81%
Male (Not-MSAP)	17	16.04%	0	0.00%	104	87.39%	12	10.08%	3	2.52%
Female (MSAP)	3	15.79%	0	0.00%	6	42.86%	6	42.86%	2	14.29%
Female (Not-MSAP)	4	5.41%	0	0.00%	62	68.13%	16	17.58%	13	14.29%
Black (MSAP)	11	33.33%	0	0.00%	15	51.72%	8	27.59%	6	20.69%
Black (Not-MSAP)	15	10.79%	0	0.00%	102	75.00%	24	17.65%	10	7.35%
Not Black (MSAP)	2	18.18%	0	0.00%	5	83.33%	0	0.00%	1	16.67%
Not Black (Not-MSAP)	6	14.63%	0	0.00%	64	86.49%	4	5.41%	6	8.11%
Free or Reduced Lunch (MSAP)	9	30.00%	0	0.00%	10	50.00%	6	30.00%	4	20.00%
Free or Reduced Lunch (Not-MSAP)	13	10.32%	0	0.00%	97	76.98%	21	16.67%	8	6.35%
Not Free or Reduced Lunch (MSAP)	4	28.57%	0	0.00%	10	66.67%	2	13.33%	3	20.00%
Not Free or Reduced Lunch (Not-MSAP)	8	14.81%	0	0.00%	69	82.14%	7	8.33%	8	9.52%
Sped + 504 (MSAP)	2	40.00%	0	0.00%	5	83.33%	1	16.67%	0	0.00%
Sped + 504 (Not-MSAP)	0	0.00%	0	0.00%	31	86.11%	3	8.33%	2	5.56%
Not Sped + 504 (MSAP)	11	28.21%	0	0.00%	15	51.72%	8	27.59%	6	20.69%
Not Sped + 504 (Not-MSAP)	21	13.91%	0	0.00%	135	77.59%	25	14.37%	14	8.05%
LEP (MSAP)	1	33.33%	0	0.00%	2	100.00%	0	0.00%	0	0.00%
LEP (Not-MSAP)	2	7.41%	0	0.00%	60	96.77%	1	1.61%	1	1.61%
Not LEP (MSAP)	12	29.27%	0	0.00%	18	54.55%	8	24.24%	7	21.21%
Not LEP (Not-MSAP)	19	12.42%	0	0.00%	106	71.62%	27	18.24%	15	10.14%

	LEAP English II						LEAP US History			
	Below Basic		Basic		Above Basic		Below Basic		Basic	
	n	%	n	%	n	%	n	%	n	%
MSAP	22	44.90%	12	24.49%	15	30.61%	19	79.17%	3	12.50%
Not-MSAP	162	79.02%	24	11.71%	19	9.27%	142	90.45%	12	7.64%
Male (MSAP)	14	56.00%	5	20.00%	6	24.00%	10	71.43%	3	21.43%
Male (Not-MSAP)	101	85.59%	10	8.47%	7	5.93%	75	89.29%	7	8.33%
Female (MSAP)	8	33.33%	7	29.17%	9	37.50%	9	90.00%	0	0.00%
Female (Not-MSAP)	61	70.11%	14	16.09%	12	13.79%	67	91.78%	5	6.85%
Black (MSAP)	14	45.16%	8	25.81%	9	29.03%	15	83.33%	2	11.11%
Black (Not-MSAP)	108	75.52%	20	13.99%	15	10.49%	100	87.72%	11	9.65%
Not Black (MSAP)	8	44.44%	4	22.22%	6	33.33%	4	66.67%	1	16.67%
Not Black (Not-MSAP)	54	87.10%	4	6.45%	4	6.45%	42	97.67%	1	2.33%
Free or Reduced Lunch (MSAP)	14	46.67%	9	30.00%	7	23.33%	14	87.50%	2	12.50%
Free or Reduced Lunch (Not-MSAP)	104	78.20%	17	12.78%	12	9.02%	97	91.51%	7	6.60%
Not Free or Reduced Lunch (MSAP)	8	42.11%	3	15.79%	8	42.11%	5	62.50%	1	12.50%
Not Free or Reduced Lunch (Not-MSAP)	58	80.56%	7	9.72%	7	9.72%	45	88.24%	5	9.80%
Sped + 504 (MSAP)	2	40.00%	1	20.00%	2	40.00%	4	80.00%	1	20.00%
Sped + 504 (Not-MSAP)	29	85.29%	3	8.82%	2	5.88%	26	89.66%	2	6.90%
Not Sped + 504 (MSAP)	20	45.45%	11	25.00%	13	29.55%	15	78.95%	2	10.53%
Not Sped + 504 (Not-MSAP)	133	77.78%	21	12.28%	17	9.94%	116	90.63%	10	7.81%
LEP (MSAP)	5	83.33%	0	0.00%	1	16.67%	1	100.00%	0	0.00%
LEP (Not-MSAP)	45	97.83%	1	2.17%	0	0.00%	32	100.00%	0	0.00%
Not LEP (MSAP)	17	39.53%	12	27.91%	14	32.56%	18	78.26%	3	13.04%
Not LEP (Not-MSAP)	117	73.58%	23	14.47%	19	11.95%	110	88.00%	12	9.60%

			LEAP Biology						ACT
	Above Basic		Below Basic		Basic		Above Basic		
	n	%	n	%	n	%	n	%	Mean
MSAP	2	8.33%	41	68.33%	16	26.67%	3	5.00%	15.15
Not-MSAP	3	1.91%	202	82.45%	37	15.10%	6	2.45%	13.21
Male (MSAP)	1	7.14%	23	67.65%	9	26.47%	2	5.88%	15.05
Male (Not-MSAP)	2	2.38%	120	86.33%	18	12.95%	1	0.72%	13.05
Female (MSAP)	1	10.00%	18	69.23%	7	26.92%	1	3.85%	15.27
Female (Not-MSAP)	1	1.37%	82	77.36%	19	17.92%	5	4.72%	13.4
Black (MSAP)	1	5.56%	29	65.91%	13	29.55%	2	4.55%	15
Black (Not-MSAP)	3	2.63%	141	81.50%	28	16.18%	4	2.31%	13.33
Not Black (MSAP)	1	16.67%	12	75.00%	3	18.75%	1	6.25%	15.5
Not Black (Not-MSAP)	0	0.00%	61	84.72%	9	12.50%	2	2.78%	12.91
Free or Reduced Lunch (MSAP)	0	0.00%	27	69.23%	10	25.64%	2	5.13%	14.57
Free or Reduced Lunch (Not-MSAP)	2	1.89%	132	83.02%	25	15.72%	2	1.26%	13.16
Not Free or Reduced Lunch (MSAP)	2	25.00%	14	66.67%	6	28.57%	1	4.76%	16.36
Not Free or Reduced Lunch (Not-MSAP)	1	1.96%	70	81.40%	12	13.95%	4	4.65%	13.32
Sped + 504 (MSAP)	0	0.00%	6	75.00%	2	25.00%	0	0.00%	15.17
Sped + 504 (Not-MSAP)	1	3.45%	37	88.10%	5	11.90%	0	0.00%	13.3
Not Sped + 504 (MSAP)	2	10.53%	35	67.31%	14	26.92%	3	5.77%	15.14
Not Sped + 504 (Not-MSAP)	2	1.56%	165	81.28%	32	15.76%	6	2.96%	13.2
LEP (MSAP)	0	0.00%	4	80.00%	0	0.00%	1	20.00%	12
LEP (Not-MSAP)	0	0.00%	50	96.15%	2	3.85%	0	0.00%	12.5
Not LEP (MSAP)	2	8.70%	37	67.27%	16	29.09%	2	3.64%	15.34
Not LEP (Not-MSAP)	3	2.40%	152	78.76%	35	18.13%	6	3.11%	13.39