

Magnet Schools
Assistance Program
(MSAP) Grant

2017-2022

WCPSS Magnet Schools Assistance Program Grant (MSAP) History

MSAP Award Year(s)	Award Amount	Magnet Schools in Grant Project
1985-86	\$3.8 million	6 Schools: Apex, Hunter, Ligon, Enloe, Carnage, & Daniels
1992-93	\$2.6 million	8 Schools: Conn, Fuller, Hunter, Poe, Bugg, Powell, Ligon & Enloe
1995-96	\$6.3 million	6 Schools: Bugg, Poe, Carnage, Ligon, Enloe, and Southeast Raleigh
1998-2001	\$7.5 million	4 Schools: East Millbrook, Carnage, Fuller & Conn
2001-04	\$7.4 million	5 Schools: Moore Square, Brooks, Joyner, Powell, Millbrook ES
2007-10	\$8.3 million	3 Schools: Southeast Raleigh, East Garner, Garner
2013-16 (14-17)	\$10.3 million	5 Schools: Carroll, Green, Fox, Moore Square, Poe
1985-2014	\$46.2 million	TOTAL AWARD AMOUNT

New Magnets Since 2012

MSAP Funded

Fox

Green

Carroll

MSAP Initiated

Athens

Reedy Creek MS

Local

Kingswood

Broughton

Jeffreys Grove

Daniels

Hodge

Stough

MSAP Grant Purposes

(with ESSA updates included)

PURPOSE 1: The elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools;

PURPOSE 2: The development, implementation, and expansion of magnet school programs that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State standards;

PURPOSE 3: The development, design, and expansion of innovative educational methods and practices that promote diversity and increase choices in public elementary schools and public secondary schools and public educational programs;

PURPOSE 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable career, technological, and professional skills of students attending such schools;

PURPOSE 5: Improving the capacity of local educational agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated; and

PURPOSE 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or employment.

MSAP Grant Considerations

- (1) Must be a newly designated magnet school program or an existing magnet school program but with a proposed significantly revised theme - USED required
- (2) Will be looking for situations where strategies related to eliminating, reducing, or preventing minority group isolation and increasing academic achievement can be complimented by strategies which increase socioeconomic integration - To align with ESSA
- (3) Applicants must describe how their LEA defines or identifies minority group isolation. For purposes of our two most recent applications it has been individual subgroup percentages substantially higher than the district average. - This is not defined by USED but our choice, which has been received as acceptable under the current funded grant.
- (4) The identified schools will not negatively impact surrounding schools - This is always a question of Office of Civil Rights (OCR). The intention of the grant is not to address MGI at identified schools and then shift or begin to create the same challenge in other schools.
 - Must have a viable draw area to attract magnet students
- (5) Must submit a voluntary desegregation plan, which includes a Board resolution, unless under a court ordered desegregation plan.
- (6) Will expect students to be selected by some kind of lottery process rather than academic examination
- (7) Must meet Evidence of Promise Standards

Magnet Principles

(revised 2015)

- WCPSS Magnet Programs are an important and critical mechanism helping to:
 - Reduce high concentrations of poverty, and
 - Promote diverse populations, and
 - Maximize use of school facilities, and
 - Provide innovative and/or expanded educational opportunities.

Considerations for Selecting Schools for the Magnet Schools Assistance Program (MSAP) Grant

MSAP Consideration:	MSAP Consideration:	MSAP Consideration:	MSAP Consideration:	MSAP Consideration/ Magnet Principle 1:	Magnet Principle 2:	Magnet Principle 3:	Magnet Principle 4:
% minority student population that exceeds the district average (e.g. Hispanic and/or African American)	Are significantly under-enrolled and have room to attract students to help reduce, eliminate, or prevent minority group isolation	Draw from schools in the district that will help reduce, prevent or eliminate minority group isolation without “hurting” the surrounding schools.	Academic Achievement aligned w/ ESSA (<i>academic performance at schools</i>)	Reduce High Concentrations of Poverty	Promote Diverse Populations	Maximize use of school facilities	Provide expanded educational opportunities

Magnetization Chart

MAGNET OBJECTIVES						
Objectives	Considerations	Policy 6200 Pillars A-D	Yes	No	Under Review	Comments:
Reducing High Concentrations of Poverty	Does this school have a disproportionate percentage of F&RL students compared to the district average?					
	Would magnetizing the school minimize high concentrations of low-performing students at the school?					
Promote Diverse Populations	Will the school have a viable market/draw area to attract magnet students?					
	Does this school meet the group 1, 2, or 3 parameters?					
	Will magnetizing this school negatively impact nearby non-magnet schools?					
Maximize use of school facility	Are there available seats to accept magnet applicants?					
	Will siblings have the opportunity to attend this same school?					
	Will adding this magnet program minimize overcrowding at target non-magnet schools?					
	Does the campus have obstacles that would inhibit theme implementation?					
Provide expanded educational opportunities	Is this theme attractive?					
	Would this theme enhance the magnet offerings in the district?					
	Students living within the immediate vicinity can attend the school as base and participate in the program?					
	If the theme is unique, not shared by another magnet school, is the location accessible from around the district?					
	Does the magnet program support magnet program pathway continuity/theme match?					
Other:	Are there long-term challenges at the school?					
	Have other strategies been implemented? If so, what?					
	Can the school effectively implement the theme? (Do they have the desire to host the program?)					
	Cost Implications?					
	Is the program sustainable long-term?					

MSAP 2017-22 Candidate Schools

- Bugg Magnet Elementary School
- Lincoln Heights Elementary School
- Millbrook Magnet Elementary School
- Southeast Raleigh Magnet High School

Bugg Magnet Elementary School

- ⦿ Magnet applications have dropped from 381 in 2007 to 76 in 2016
- ⦿ Actual crowding is 84.4% so there is room to attract more magnet students to decrease minority group isolation
- ⦿ Has not been part of a MSAP grant since 1995
- ⦿ Free and Reduced lunch is 68.8% (ES district avg 37.2%)
- ⦿ 76.1% Black and ES district average is 22.5%
- ⦿ Reading proficiency is 33.8% and district average is 67%
- ⦿ Math proficiency is 27.8% and district average is 69.4%

Lincoln Heights Elementary School

- ⦿ Actual crowding is 95.4% as they are being renovated but will be closer to 70% when the renovation is over; consequently there is room to attract magnet students to decrease minority group isolation
- ⦿ Free and Reduced Lunch is 78.1% (ES district avg 37.2%)
- ⦿ 39.9% Black and ES district average is 22.5%
- ⦿ 30.1% Hispanic and ES district average is 18.4%
- ⦿ Reading proficiency is 46.3% and district average is 67%
- ⦿ Math proficiency is 46.7% and district average is 69.4%

Millbrook Magnet Elementary School

- Magnet applications dropped from 173 in 2007 to 23 in 2016
- Actual crowding is 92.4% so there is room for more magnet students to decrease minority group isolation
- Has not been part of a MSAP grant since 2001
- Free and Reduced Lunch is 70% (ES district avg 37.2%)
- 48% Black and ES district average is 22.5%
- 33.2% Hispanic and ES district average is 18.4%
- Reading proficiency is 47.2% and district average is 67%
- Math proficiency is 42.3% and district average is 69.4%

Southeast Raleigh Magnet High School

- ⦿ Magnet applications have dropped from 485 in 2007 to 113 in 2016
- ⦿ Actual crowding is 82.3% so there is room for more magnet students to decrease minority group isolation
- ⦿ Has not been part of a MSAP grant since 2007
- ⦿ Free and Reduced Lunch is 60.6% (HS district avg 28.9%)
- ⦿ 69.1% Black and HS district average is 26.2%
- ⦿ 18.4% Hispanic and HS district average is 14.5%
- ⦿ Math proficiency is 45.3% and district average is 61%
- ⦿ Biology proficiency is 46.2% and district average is 64.8%
- ⦿ English 2 proficiency is 40.4% and district average is 69%

Board Discussion Process

- Divide into 3 Groups

Fletcher	Kushner	Benton
Sutton	Johnson-Hostler	Martin
Felton	Evans	Hill

Group Discussion

- 1 minute setup/process review
- 5 minutes to discuss: Round Robin with small groups of BOE members
- Collect BOE responses on chart paper and divide into 3 categories – Plus/Delta/Additional Questions
- Repeat for each school

Focus Question

This discussion is an opportunity to gather feedback about the potential MSAP grant schools for the next cycle (2017-22)

Our discussion will be framed around listing the benefits, the challenges and any questions you have about putting these schools in the MSAP grant proposal

MSAP Grant 2017-22 Timeline:

Writing the next grant proposal

- October 2016: Present MSAP Grant Schools to BOE for approval
- November 2016: Bring MSAP 2017-22 grant schools to the BOE for approval
- December 2016: Bring potential magnet themes for discussion
- October-January: Continue to market old magnet themes as we write and build new magnet themes
- January-March: Grant regulations released by US Department of Education
- October-Spring 2017: Work with MSAP Candidate Schools to develop themes and write the grant
- Spring 2017: Edit grant
- Spring 2017: Submit grant
- Spring 2017: Big roll out of new themes to the district to recruit for fall of 2017
- September 2017: Find out if we got the grant
- October: Major recruiting and marketing of new magnet themes for the 2017 magnet fair