

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Independent Analysis Unit

INFORMATIVE

TO: Members, Board of Education
Austin Beutner, Superintendent

DATE: August 30, 2018

FROM: Glenn Daley, Director Independent Analysis Unit
Analyst: Q. Tien Le, Ph.D.

SUBJECT: COMPARING STUDENT COMPOSITON IN MAGNET AND NON-MAGNET PROGRAMS

The purpose of this informative is to respond to Board Member questions regarding the composition of magnet programs.¹ To do this, we analyze enrollment patterns in magnet programs during the 2003-2004 through 2015-2016 school years and identify student characteristics that predict magnet school enrollment.

SUMMARY

- Magnet programs in L.A. Unified are more racially balanced than non-magnet programs; however, achieving racial balance is not necessarily the same as achieving racial equity.
- Magnet programs in L.A. Unified provide higher-achieving environments than what students would otherwise encounter.
- White and Asian students, on average, tend to enroll in lower-poverty magnet programs while Black and Hispanic students are enrolled at high-poverty magnet programs.
- Students who are proficient in math are 33% more likely to be enrolled in a magnet program compared to a student who is not proficient in math.
- Magnet programs serve a smaller share of English learners than non-magnet programs.
- Magnets serve a smaller share of students with special needs.
- Magnet students come from households with higher education levels compared to non-magnet students.
- Students identified as gifted are 153% more likely to be enrolled in a magnet program than students who are not identified as gifted.
- English learners are 8% less likely to enroll in a magnet program than students who are never identified as English learners.
- Students with college-educated parents are 40% more likely to be enrolled in a magnet program compared to students whose parents did not graduate from college.

BACKGROUND

Magnet schools are a common way for school districts to comply with desegregation orders. Magnet schools typically emphasize a special curricular focus with the goal of attracting White students to schools with high shares of racial/ethnic minorities.² Though magnet schools were created with the

¹ In this informative, magnet programs refers to both magnet centers and magnet schools.

² Goldring, E., & Smrekar, C. (2000). Magnet schools and the pursuit of racial balance. *Education and Urban Society*, 33(1), 17-35.

explicit goal of desegregation, the goal of magnet schools has since evolved. Magnet schools are now under pressure to perform many other duties beyond desegregation. For example, magnet schools are now also expected to be centers of innovation.

To ensure that magnet schools are still achieving their original purpose of desegregation, researchers studying magnet programs recommend the following practices: explicit desegregation goals, free transportation, outreach to the public, and noncompetitive admissions policies such as open enrollment.³ Similarly, research on magnet programs in the United States has found that schoolwide magnets are more successful in maintaining racially integrated environments than magnet programs within schools. School-within-a-school programs are prone to within school segregation, racially sorting students into two schools that share the same roof.⁴

The first magnet school in L.A. Unified opened in the 1970's due to a court order to integrate. In 1963, the parents of Mary Ellen Crawford and others brought a class action lawsuit against the Los Angeles City Board of Education for exercising discriminatory attendance boundary practices. Crawford, an African-American teenager, attempted to enroll at South Gate High School, the closest high school to her home. The District refused her request and directed her to enroll at Jordan High School which was further away from her home. While the student population at Jordan High School was 99% African-American, the study body at South Gate High School was 98% White.

In 1970, Judge Alfred Gitselson ruled that the Los Angeles City Board of Education engaged in de jure segregation and ordered the Board to prepare a desegregation plan for the District. The Board of Education appealed, and the case was eventually brought to the California Supreme Court, which upheld Judge Gitselson's decision but added that desegregation is not strictly defined in terms of racial/ethnic percentages. In Judge Gitselson's original ruling, the District was directed to alleviate the harms of *racial/ethnic* segregation; the California Supreme Court reversed this part of the ruling by ordering the District to take "reasonable and feasible steps to alleviate the harms of segregation *regardless* of the cause."

One component of the District's voluntary integration plan is magnet programs, which were created to address the five harms of racial isolation: low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowding.

To understand enrollment patterns in magnet programs, this informative answers the following questions:

1. How does student composition differ between magnet programs, non-magnet programs, and gifted magnet programs?
 - a. Do magnet program preferences differ by race?
2. To what extent does the likelihood of enrolling in a *magnet program* differ across student subgroups?
3. To what extent does the likelihood of enrolling in a *gifted magnet program* differ across student subgroups?

³ Frankenberg, E., Siegel-Hawley, G., & Orfield, G. (2008). The forgotten choice? Rethinking magnet schools in a changing landscape. Los Angeles, CA: The Civil Rights Project.

⁴ *ibid*

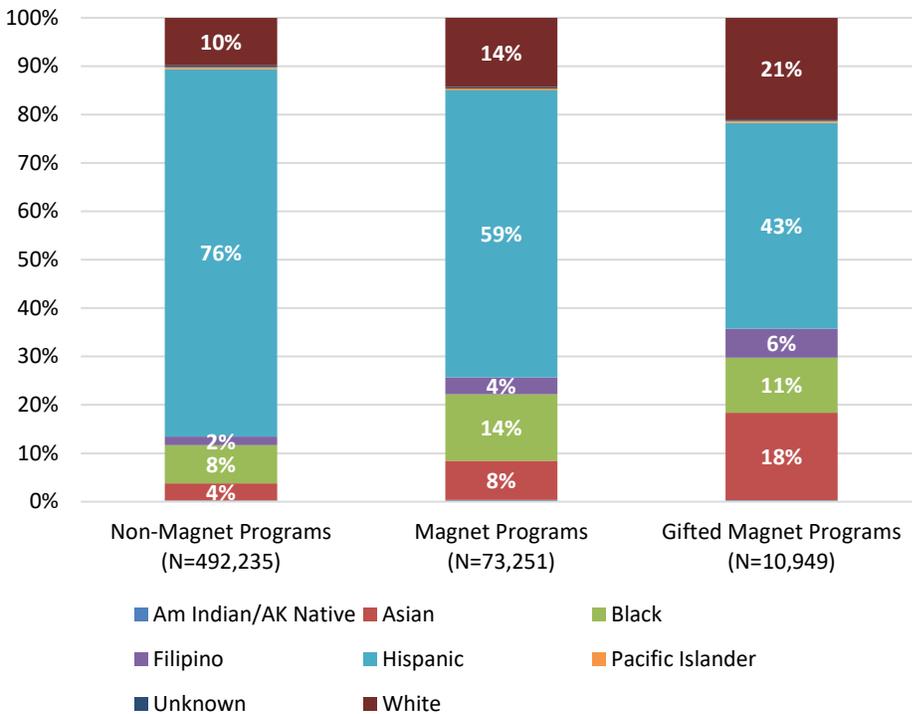
FINDINGS

Magnet Programs Are More Racially/Ethnically Diverse than Non-Magnet Programs

District demographic data from the 2015-2016 school year show that magnet programs are more racially/ethnically diverse than non-magnet programs. We adopt the California Department of Education’s definition of ethnic diversity: the more evenly distributed the student body, the more ethnically diverse.⁵ However, we also find that students with higher academic achievement tend to leave their assigned residence school to attend magnet programs. The latter half of our report discusses this trend—the relationship between student achievement and the likelihood of enrolling in a magnet program.

The color bands in Figure 1 become more evenly distributed as we move from the left bar to the right bar. The left bar displays the racial/ethnic composition of non-magnet programs which is as follows: 76% Hispanic, 10% White, 8% Black, 4% Asian, 2% Filipino, and 1% Other. The middle bar, which represents the composition of magnet programs, has more evenly distributed color bands. Compared to non-magnet programs, magnet programs have a lower share of Hispanic students and higher share of White, Asian, Black, and Filipino students. The rightmost bar, which displays the composition of gifted magnet programs, has the most evenly distributed color bands. This indicates that gifted magnet programs, on average, provide the most racially integrated environments; however, achieving racial balance is not the same as achieving equity. In a district like L.A. Unified where students of color represent the vast majority of the population, achieving racial balance means that White students may be overrepresented in magnet schools while Hispanic students are underrepresented relative to the District average, raising concerns about equitable access. We return to this issue later in the informative.

Figure 1. Racial/Ethnic Composition of Magnet and Non-Magnet Programs, 2015-2016



Source: MiSiS Files, 2015-2016

⁵ <https://www.ed-data.org/article/Ethnic-Diversity-Index>

Magnet Preferences Differ by Race

Though magnet programs are more racially/ethnically diverse than non-magnet programs, enrollment preferences differ by race, resulting in a situation where White/Asian students are typically enrolled in lower-poverty magnet schools while Black and Hispanic students are enrolling at high-poverty magnet programs.

Table 1 disaggregates magnet preferences by race. Column 1 lists the magnet programs with the highest number of Asian students in descending order. Across all magnet programs during the 2015-216 school year, the magnet program with the largest number of Asian students was Los Angeles Center for Enriched Studies (LACES), followed by Sherman Oaks Center for Enriched Studies (SOCES), Balboa Elementary School, Van Nuys High School, and Bravo High School.

There is overlap in magnet preferences between Asian families and White families. LACES, SOCES, and Balboa Elementary School are among the top choices for Asian families and White families, and all three of the aforementioned schools have lower shares of students qualifying for free and reduced price lunch compared to the District average of 79%. For example, during the 2015-2016 school year, the share of students qualifying for free and reduced price meals at LACES, SOCES, and Balboa Elementary are 55%, 53%, and 24%, respectively.

In contrast, the magnet programs with the highest number of Hispanic students (see Column 3 of Table 1) have high shares of students qualifying for free and reduced price meals. This trend holds for Black students as well. The magnet program with the largest number of Black students enrolled, King Drew, has 90% of students qualifying for free or reduced price meals. Similarly, the share of students qualifying for free or reduced price meals for Windsor Hills Elementary, Wright Middle School, and Westchester High School are 88%, 69%, and 72%, respectively.

It is important to note that there is no overlap between the five most popular choices for Asian families and the five most popular choices for Black families. Similarly, there is no overlap between the most popular choices of Black families and the most popular choices of White families, and there is no overlap between the most popular choices of White families and Hispanic families. One explanation for these findings is that residential segregation has grown significantly in the past few decades,⁶ making it difficult for families from certain racial/ethnic backgrounds to access low-poverty magnet programs.

Table 1. Magnet Preferences by Race, 2015-2016

Asian	Black	Hispanic	White
LACES	King Drew HS	Bravo HS	SOCES
SOCES	Windsor Hills	Wilmington MS	LACES
Balboa ES	Wright MS	Griffith MS	Cleveland Charter HS
Van Nuys HS	Westchester HS	King Drew HS	Nobel Charter MS
Bravo HS	Hamilton HS	Orthopaedic HS	Balboa ES

⁶ Reardon, S. F., & Bischoff, K. (2011). Income inequality and income segregation. *American Journal of Sociology*, 116(4), 1092-1153.

Magnet Programs Serve a Smaller Share of English Learners

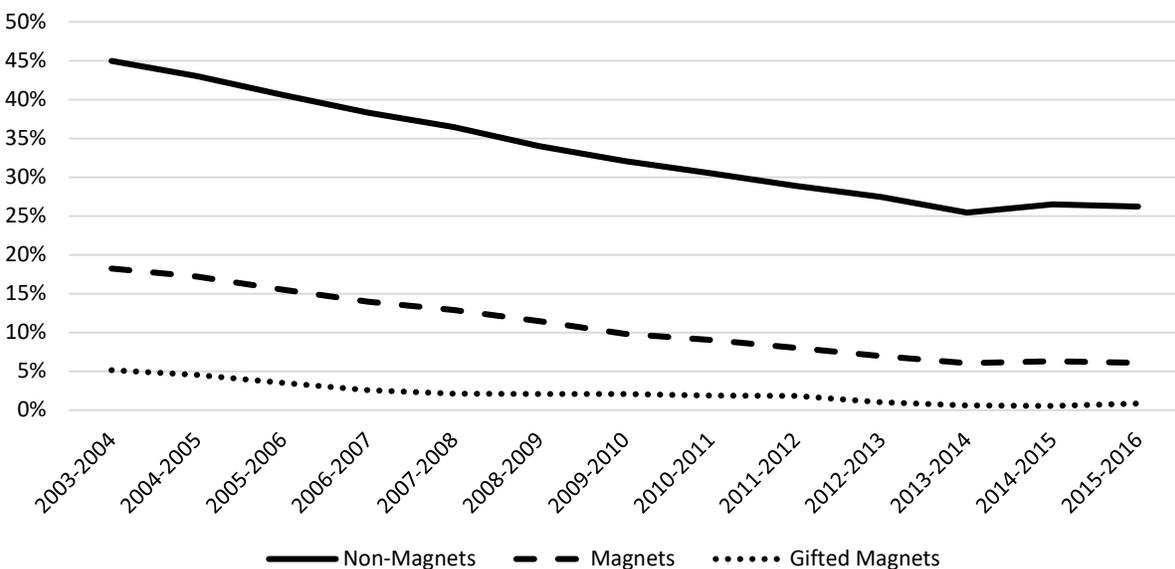
Magnet programs serve a smaller share of English learners (ELs) than non-magnet programs, with gifted magnet programs serving the smallest share of ELs. During the 2015-2016 school year, English learners comprised 26% of non-magnet programs, 6% of magnet programs, and 1% of gifted magnet programs. Across all thirteen years that are included in this analysis, the share of ELs in non-magnet programs is at least two times larger than the share of ELs in magnet programs.

The difference between gifted magnets and non-magnet programs is even more stark. Across all years in the analysis, less than 6% of students in gifted magnet programs are classified as English learners. There are several possible explanations for the small share of ELs in gifted magnet programs relative to the share of ELs in the District. One possible explanation is that the Gifted and Talented Education (GATE) identification process, which involves the student being recommended for screening, does not accurately distinguish between language ability and intellectual/academic ability. Recommendations to the GATE program must be supported by school records, which may not provide an accurate picture of the student’s intellectual/academic ability. As an example, low course marks and SBAC scores may be a reflection of English exposure rather than intellectual/academic ability.

Another possible explanation for the low share of ELs in gifted magnet programs is parents’ access to information. Students may be referred for GATE screening by a parent, teacher, friend, or self-referral. Parents who are more knowledgeable about District policies can advocate for their children to be screened for GATE services, resulting in some students having greater access to gifted programs independent of their intellectual/academic ability.

All three lines in Figure 2 have a negative slope, indicating that the share of ELs has steadily decreased across time for both magnet and non-magnet programs. Possible explanations for this trend include population shifts or the District’s increasing success in reclassifying ELs. Identifying the cause for the negative slopes in Figure 2 is beyond the scope of this informative but is an important area for future research.

Figure 2. Share of English Learners by Program, 2003-2004 through 2015-2016



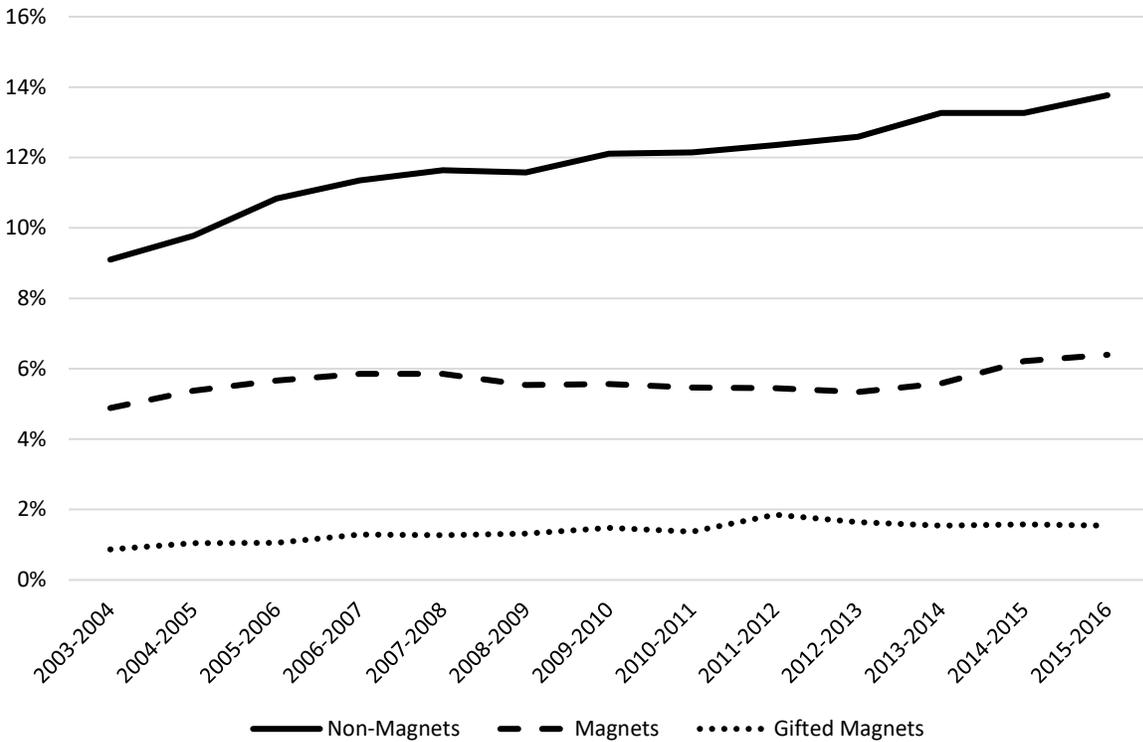
Source: MiSiS Files, 2003-2004 through 2015-2016

Magnets Serve a Smaller Share of SPED Students

During the 2015-2016 school year, SPED students comprised 13% of non-magnet programs, 6% of magnet programs, and 2% of gifted magnet programs. This trend holds across all years used in the analysis, with non-magnet schools serving the greatest share of SPED students and gifted magnet programs serving the smallest share of SPED students.

While the share of SPED students remains fairly stable in gifted programs, hovering between 1-2%, the share of SPED students in non-magnet programs has increased across time. During the 2003-2004 school year, SPED students comprised 9% of non-magnet programs and this number has steadily increased to 14% in the 2015-2016 school year. Across a thirteen year span, the share of SPED students in non-magnet programs has increased by roughly 50% while the share of SPED students in magnet programs has remained relatively stable.

Figure 3. Share of SPED Students by Program, 2003-2004 through 2015-2016



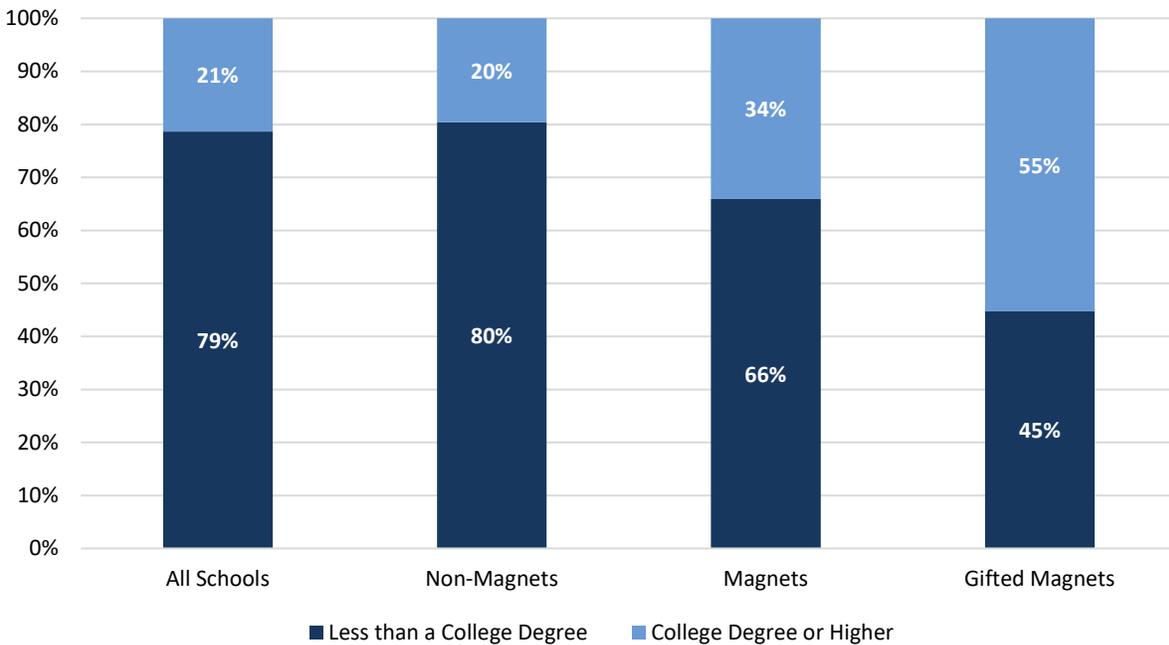
Source: MiSiS Files, 2003-2004 through 2015-2016

Magnet School Students Come From Households with Higher Education Levels

There are substantial differences in parent education level across the various programs, with gifted magnets having the highest share of parents with a college degree or higher. Over half of students in gifted programs come from college educated households while 21% of all students in the District come from college-educated households.

The overrepresentation of college-educated parents in magnet programs compared to the District average suggests that certain families are more likely to take advantage of magnet programs than other families. The latter half of this informative discusses the student characteristics that are strongly associated with magnet school enrollment. Targeted recruitment, a tool already utilized by Student Integration Services, can be further leveraged to ameliorate potential inequities.

Figure 4. Parent Education Level by Program, 2015-2016



Source: MiSiS Files, 2015-2016

Magnet Programs Provide Higher-Achieving Environments Than What Students Would Otherwise Encounter

We compare Smarter Balanced Assessment Consortium (SBAC) scores of magnet enrollees' current school to their assigned residence school, or the school they may have attended had they not been admitted to a magnet program.⁷

Magnet enrollees from all racial/ethnic backgrounds move from lower-achieving schools to higher-achieving schools. Hispanic students in magnet schools move from residence schools in which 25% of students meet or exceed standards to a school in which 42% of students meet or exceed SBAC math standards. The movement from a lower-achieving school to a higher-achieving school is true for Native American, Asian, Black, Pacific Islander, and White students.

It is important to note the variation in SBAC scores in Column 1. Black students are assigned to residence schools in which 20% of students met state standards. Similarly, Native American and Hispanic students are assigned to residence schools with relatively low shares of students meeting state standards. In contrast, White and Asian students are assigned to residence schools that have larger shares of students meeting state standards. The variation in Column 1 is, in part, the manifestation of residential segregation leading to disparate schooling experiences for students from different racial/ethnic backgrounds.

Column 3 of Table 2 is the difference in the share of students meeting standards at a magnet student's current school and the magnet students' assigned residence school. On average, students from all racial/ethnic groups move to schools in which the share of students meeting standards is about 18 percentage points higher than their assigned residence school.

Table 2. Percent of Students Meeting Standards at Students' Current Magnet School Compared to Students' Residence School By Race, 2015-2016

	<u>Column 1</u>	<u>Column 2</u>	<u>Column 3</u>
	% of students who met SBAC math standards at residence school	% of students who met SBAC math standards at magnet school	Difference between Column 2 and Column 1
Native American	23%	41%	18%
Asian	33%	50%	17%
Black	20%	40%	20%
Hispanic	25%	42%	17%
Pacific Islander	28%	47%	19%
White	33%	49%	16%

Note. We remove students in gifted magnets from this analysis because admissions to a gifted magnet is selective, relying on intellectual/ability in some cases, which would naturally lead to higher test scores. However, the same findings still hold if gifted programs were included in the analysis. Source: MiSIS Files, 2015-2016

⁷ This analysis uses data from MiSIS and FOCUS to determine students' residence schools. The reliability of these findings rely on the accuracy of data regarding residence schools.

Student Demographics Can Predict Magnet School Enrollment

Since enrollment in magnet programs is voluntary, there will be families who take advantage of these programs and families that do not. It is important to identify what factors play a role in magnet enrollment because these factors may shed light on barriers to access.

Though some students in a neighborhood enroll at their residence school, or the school that is within their attendance boundary, other students enroll at schools that are not their residence school. For this analysis, we use a statistical model⁸ to compare students who enroll in magnet schools to students who do not enroll in magnet schools but are assigned to the same residence school. In other words, we look at students who grew up in the same neighborhood but made different decisions about school enrollment. By doing so, we are better able to adjust for differences across neighborhoods. For instance, families who live in the attendance boundary of Porter Ranch Community School may have a different inclination for applying to a magnet school than families who live in the attendance boundary of Crenshaw High School.

Using student-level administrative data from the District, we can determine the residence school to which a student is assigned. Students who live in the attendance boundary of a particular school are assigned to that school as their residence school. Though the majority of students do attend their residence schools, roughly 31% do not.⁹

To measure the likelihood that a certain student will enroll in a magnet program, we use a longitudinal dataset that tracks the 2003-2004 cohort of kindergarteners until the 2015-2016 school year. By following a cohort of students, we are able to determine if they ever enroll in a magnet program during their time in the District.

For students assigned to the same residence school, we find that student background are correlated with magnet enrollment:

- English learners are 8% *less* likely to be enrolled in a magnet program than students who are never identified as English learners.
- Female students are 8% *more* likely to be enrolled in a magnet program than male students.
- Students with college-educated parents are 40% *more* likely to be enrolled in a magnet program compared to students whose parents did not graduate from college.
- Students identified as gifted are 13% *more* likely to be enrolled in a magnet program than students who are not identified as gifted.

The likelihood of enrolling in a magnet program is strongly correlated with students' background characteristics, suggesting that there are barriers to access for certain families. For instance, students with college-educated parents are significantly more likely to enroll in a magnet program than students from households with no college degree. There are several possible explanations for this outcome. Magnet programs may appeal more strongly to college-educated parents, or college-educated parents are more successful at gaining admissions to magnet programs. Gaining admission includes finding out about magnet programs, filling out the magnet application accurately, submitting the application by the deadline, and understanding how the point system works. Parents who are more familiar with the point system may be able to "game the system" in such a way that increases the number of points their children

⁸ We use a conditional logistic regression with fixed effects for residence school to measure the relationship between student characteristics and the likelihood of enrolling in a magnet program. The model also includes adjustments for parent education level, race/ethnicity, English learner status, gifted and talented education eligibility, achievement levels on standardized tests, and gender. Full results table can be found in the Appendix.

⁹ This percentage was calculated using data from L.A. Unified administrative files.

have accumulated. If this is indeed the case, then the District may need to adjust admissions policies and practices to improve equitable access.

Another background characteristic that is strongly correlated with magnet enrollment is language background. English learners are less likely to enroll in magnet programs than students from English-speaking homes. This finding suggests that linguistic minorities may face additional barriers to access that may be related to language. Understanding why certain families are less likely to enroll in magnet programs is beyond the scope of the current informative but is an important area for future study. Equitable access can be improved when the District can identify the reasons why some families apply and some families do not apply to magnet programs.

Not only is home language strongly correlated with magnet enrollment, student achievement is also predictive of whether or not a student enrolls in a magnet program:

- Students who are proficient in math are 33% *more* likely to enroll in a magnet program compared to students who are not proficient in math.
- Students who are proficient in English language arts are 23% *more* likely to enroll in a magnet program compared to a student who is not proficient.

Race/ethnicity also play a role in magnet program enrollment. Compared to Hispanic students:¹⁰

- Asian students are 128% *more* likely to enroll in magnet programs.
- White students are 77% *more* likely to enroll in magnet programs.
- Black students are 70% *more* likely to enroll in magnet programs.
- Filipino students are 36% *more* likely to enroll in magnet programs.

Race/ethnicity is strongly associated with magnet enrollment. Asian, White, and Black students are significantly more likely to enroll in a magnet program than Hispanic students. If racial/ethnic diversity is defined as having an equal distribution of students, then, on the one hand, this finding indicates that the District's magnet program is making progress towards desegregation. Since the majority (74%) of students in the District are Hispanic, the only way to create more racially balanced schools is to decrease the share of Hispanic students and increase the share of students from other racial/ethnic backgrounds. However, from the perspective of equitable access, it appears that Hispanic students have a lower likelihood of enrolling in magnet programs than the other racial/ethnic groups. This finding illustrates the complexity of maintaining racially integrated environments in a highly segregated city.

¹⁰ Including race as a categorical variable in a regression model requires that one of the subgroups serve as the reference group. Typically, the reference group is the largest subgroup which is Hispanic in this case.

Student Characteristics Predict Gifted Magnet Enrollment

Similar to other magnet programs, enrollment in gifted magnet programs is voluntary. However, gifted magnets differ from other magnets in the District in that gifted magnets are selective and require students to demonstrate high ability.¹¹

To measure student characteristics that are associated with gifted magnet enrollment but independent of eligibility requirements, we restrict our sample to students who have been identified as gifted for this particular analysis.¹² By doing so, we can better understand which types of student profiles are more likely to be enrolled in gifted magnet programs—given that they are eligible.

Of students who are identified as gifted, we find strong associations between students' background characteristics and gifted magnet enrollment. Specifically, we find that among students who are identified as gifted and are assigned to the same residence school:

- ELs are 27% *less* likely to enroll in a gifted magnet program compared to non-ELs.
- Students eligible for special education services are 57% *less* likely to enroll in a gifted magnet program, even though they are identified as gifted.
- Students who are proficient in English language arts standards are 42% *more* likely to enroll in a gifted magnet program compared to students who are not proficient.
- Students with college-educated parents are 61% *more* likely to enroll in a gifted magnet program compared to students whose parents never attended college.

We find that racial/ethnic background is strongly associated with gifted magnet enrollment, even among students who are identified as gifted. Compared to gifted Hispanic students:

- Gifted Asian students are 172% *more* likely to enroll in a gifted magnet program.
- Gifted Black students have the *same* likelihood of enrolling in a gifted magnet program as gifted Hispanic students.
- Gifted White students are 46% *more* likely to enroll in a gifted magnet program.
- Gifted Filipino students are 74% *more* likely to enroll in a gifted magnet program.

If the District's goal is to ensure equitable access to gifted magnet programs for all students who are identified as gifted, then we should see no significant relationships between race and the likelihood of gifted magnet enrollment. However, this is not yet the case in L.A. Unified. Results from our statistical model show that Asian, White, and Filipino students who are identified as gifted are significantly more likely to enroll in a gifted magnet program than Hispanic students who are gifted. Similarly, Asian, White, and Filipino students who are identified as gifted are more likely to enroll in a gifted magnet program than Black students who are gifted. The District's establishment of the Gifted Network for African American/Black Students and Families¹³ is an important step towards increasing the visibility of gifted Black youth on the District's policy agenda.

¹¹ http://echoices.lausd.net/ParentGuide/18-19/choices_2018_2019_plus_dual_language_web.pdf

¹² We use a conditional logistic regression with fixed effects for residence school to measure the relationship between student characteristics and the likelihood of enrolling in a gifted magnet program. The model also includes adjustments for parent education level, race/ethnicity, English learner status, gifted and talented education eligibility, achievement levels on standardized tests, and gender. Full results table can be found in the Appendix.

¹³ <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/172/home/Parent%20Letter%202018-2019.pdf>

CONCLUSION

Magnet programs in L.A. Unified exist in a legal and demographic landscape that are not conducive to racial integration. Recent Supreme Court rulings such as *Parents Involved in Community Schools vs. Seattle School District No. 1* have made it more difficult for school districts to implement desegregation plans. In addition, L.A. Unified is located in a highly segregated city. Researchers studying the impact of magnet funding on racial integration find that “in districts where overall minority enrollments exceed 50 percent, eliminating or preventing minority isolation in individual schools may be an unrealistic goal.”¹⁴ This does not mean that desegregation is not a worthwhile goal; rather, school desegregation becomes an even *more* important goal given the current demographic shifts. Despite these legal and demographic challenges to desegregation, the District has made progress towards racial integration.

Magnet programs are more racially/ethnically balanced than non-magnet programs. Magnet programs also provide students with higher-achieving environments than what students would otherwise encounter. Magnet enrollees from all racial/ethnic backgrounds move from lower-achieving schools to higher-achieving schools. Hispanic students in magnet schools move from residence schools in which 25% of students met state standards to a school in which 42% of students met state standards. The movement from a lower-achieving school to a higher-achieving school is true for Native American, Asian, Black, Pacific Islander, and White magnet students.

However, as with many educational initiatives, there are unintended consequences and opportunities for growth. Since the majority (74%) of students in the District are Hispanic, the only way to create more racially balanced schools is to decrease the share of Hispanic students and increase the share of students from other racial/ethnic backgrounds. Thus, an unintended consequence of achieving racial balance in magnet programs is creating racial inequity of a different kind; Hispanic students are significantly less likely to be enrolled in magnet programs compared to students from other racial/ethnic groups.

Additionally, student background characteristics are strongly associated with the likelihood of enrolling in a magnet program, suggesting that there may be barriers to access for certain families. Students with college-educated parents are more likely to take advantage of magnet programs. Similarly, students from non-English-speaking backgrounds are less likely to be enrolled in magnet programs than students from English-speaking backgrounds. Gifted Black students are less likely to be enrolled in a gifted magnet program than White and Asian students who are identified as gifted. The same finding is true for Hispanic students identified as gifted; they are less likely to enroll in a gifted magnet program than White and Asian students who are also identified as gifted.

To ameliorate some of these inequities, the District has implemented interventions such as the Gifted Network for African American/Black Students and Families.¹⁵ Such interventions are promising because they are specific, targeted, and consistent.¹⁶

The legal and demographic challenges facing L.A. Unified are not unique to the District. Other school districts facing similar obstacles have adopted the same strategies as the District: interdistrict magnets,

¹⁴ Steele, L., & Eaton, M. (1996). Reducing, Eliminating, and Preventing Minority Isolation in American Schools: The Impact of the Magnet Schools Assistance Program. Washington, D.C.: American Institutes for Research.

¹⁵ <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/172/home/Parent%20Letter%208-20-18.pdf>

¹⁶ Desimone, L. (2002). How can comprehensive school reform models be successfully implemented?. *Review of educational research*, 72(3), 433-479.

pilot schools, whole school magnet programs, and non-competitive admissions policies. A multi-pronged approach is useful in addressing a complex issue.

Given the growth in the number of magnet programs in the District, the Board of Education may be interested in directions for future research. A potential area for research is analyzing the effect of magnet programs on non-magnet programs in terms of both racial composition and academic achievement. Throughout the informative, we posit that achieving racial balance is not necessarily the same as achieving racial equity. A future study could look more closely at how changes in racial composition impact equitable access to specialized educational programs.

Appendix A

Table 1. Odds Ratio from Conditional Logistic Regression of Magnet Program Enrollment on Student Characteristics (N=29,718)

	Odds Ratio
Gifted and Talented Education	2.53*** (0.107)
Female	1.08*** (0.033)
English Learner	0.925*** (0.034)
Special Education	1.03 (0.050)
Race/ethnicity	
Native American	1.14 (0.322)
Asian	2.42*** (0.185)
Black	1.69*** (0.120)
Filipino	1.36** (0.140)
Pacific Islander	1.78* (0.485)
White	1.77*** (0.119)
Proficient in Math	1.33*** (0.053)
Proficient in English Language Arts	1.23*** (0.051)
Parent Education	1.40*** (0.063)

Note. Standard deviations are in parentheses. Achievement variables are dichotomous indicators in which students scoring Proficient or Advanced on the California Standards Test or given a value of 1. Parent education is also a dichotomous indicator with two values: 1= college degree, 0= no college degree.

* $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$.

Table 2. Odds Ratio from Conditional Logistic Regression of Gifted Magnet Program Enrollment on Student Characteristics (N= 4,777)

	Odds Ratio
Female	1.08*** (0.083)
English Learner	0.79*** (0.076)
Special Education	0.64 (0.128)
Race/ethnicity	
Native American	1.14 (0.92)
Asian	2.72*** (0.368)
Black	0.99 (0.228)
Filipino	1.74** (0.300)
White	1.46** (0.190)
Proficient in Math	1.78*** (0.577)
Proficient in English Language Arts	1.42*** (0.240)
Parent Education	1.62*** (0.150)

Note. Standard deviations are in parentheses. Achievement variables are dichotomous indicators in which students scoring Proficient or Advanced on the California Standards Test or given a value of 1. Parent education is also a dichotomous indicator with two values: 1= college degree, 0= no college degree.
* $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$.