

Documentation for SIG public-use data file, SY 2010–11 through 2013–14

**Documentation for the School Improvement Grants
Public-Use Data File for Cohorts 1–4,
School Years 2010–11 through 2013–14**

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Documentation for SIG public-use data file, SY 2010–11 through 2013–14

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1.0 Introduction

1.1. Purpose

The purpose of this document is to provide information that researchers need in order to analyze School Improvement Grants (SIG) data. Section 1 provides background about School Improvement Grants (SIG). Section 2 explains which SIG cohorts and school years are included in the data file. Section 3 summarizes the data sources used to create the SIG data file and section 4 describes how the data file was constructed. Sections 5 explains the disclosure avoidance techniques that are used to protect respondents' privacy, and section 6 recommends weights that users should use in analyses. Appendix A provides information about the timeliness and quality of *EDFacts* data. Appendix B provides a record layout for the SIG public-use data.

1.2. School Improvement Grants program background

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, are grants to state educational agencies (SEAs) to support competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need and strongest commitment to using the funds to substantially raise the achievement of students in their lowest performing schools. In general, SEAs must give priority to LEAs with Title I-eligible schools ranked in the bottom 5 percent of such schools, as determined from student achievement and lack of progress in improving student achievement, as well as secondary schools with a graduation rate below 60 percent over a number of years. LEAs seeking funding to serve such schools must implement one of four school interventions: the turnaround model, transformation model, restart model, or school closure.

A **turnaround model** is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:
 - a) Screen all existing staff and rehire no more than 50 percent; and
 - b) Select new staff;
- (3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (4) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed

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- with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the superintendent or chief academic officer, or enter into a multiyear contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
 - (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards;
 - (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - (8) Establish schedules and implement strategies that provide increased learning time; and
 - (9) Provide appropriate social-emotional and community-oriented services and supports for students.

A transformation model is one in which an LEA must do the following:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
 - a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (4) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

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- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide ongoing mechanisms for family and community engagement.

A **restart model** is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

A **school closure model** occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Schools eligible to receive funding through the SIG program are categorized into the following three tiers:

1.2.1 Tier I Schools

Any Title I school in improvement, corrective action, or restructuring that—

- (1) Is among the lowest achieving 5 percent of Title I schools in improvement, corrective action, or restructuring or the lowest achieving five Title I schools in improvement, corrective action, or restructuring in the state, whichever number of schools is greater; or
- (2) Is a high school that has had a graduation rate, as defined in 34 CFR section 200.19(b), that is less than 60 percent for a number of years.

At its option, an SEA also may identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that—

- (1) Has not made adequate yearly progress for at least two consecutive years; or
- (2) Is in the state's lowest quintile of performance as determined by proficiency rates on the state's assessments under Section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
- (3) Is no higher achieving than the highest achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of "persistently lowest-achieving schools" in Section I.A.3 of SIG final requirements.

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1.2.2 Tier II Schools

Any secondary school that is eligible for, but does not receive, Title I funds that—

- (1) Is among the lowest achieving 5 percent of secondary schools or the lowest achieving five secondary schools in the state that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (2) Is a high school that has had a graduation rate as defined in 34 CFR section 200.19(b) that is less than 60 percent for a number of years.

At its option, an SEA also may identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that—

- (1) Has not made adequate yearly progress for at least two consecutive years; or
- (2) Is in the state’s lowest quintile of performance as determined by proficiency rates on the state’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
- (3) Is no higher achieving than the highest achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of SIG final requirements; or
- (4) Is a high school that has had a graduation rate as defined in 34 CFR section 200.19(b) that is less than 60 percent for a number of years.

1.2.3 Tier III Schools

Any Title I school in improvement, corrective action, or restructuring that is not a Tier I school or Tier II school.

At its option, an SEA also may identify as a Tier III school a school that is eligible for Title I, Part A funds that—

- (1) Has not made adequate yearly progress for a least two years; or
- (2) Is in the state’s lowest quintile of performance based on proficiency rates on the state’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
- (3) Does not meet the requirements to be a Tier I or Tier II school

Tier III schools are not required to implement a SIG intervention model. As a result, these schools are not obligated to report leading indicator data to the U.S. Department of Education.

The public-use data file for school years 2010–11 through 2013–14 includes data on SIG schools in cohorts 1, 2, 3, and 4. Cohort 1 SIG schools are Tier I and II schools that received SIG funds to begin implementation of a SIG intervention model in the 2010–11 school year. Cohort 2 SIG schools are Tier I and II schools that received SIG funds to begin implementation of a SIG intervention model in the 2011–12 school year. Cohort 3 SIG schools are Tier I and II schools that received SIG funds to begin implementation of a SIG intervention model in the 2012–13

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school year. Cohort 4 SIG schools are Tier I and II schools that received SIG funds to begin implementation of a SIG intervention model in the 2013–14 school year. The SIG program is currently funding cohort 5, which includes Tier I and Tier II schools beginning implementation in the 2014–15 school year. (See table 2 for SIG implementation patterns)

For more information about SIG, see <http://www2.ed.gov/programs/sif/index.html>.

2.0 SIG cohorts

Designation of SIG schools into cohorts 1, 2, 3, and 4 in the data file is based on the school year of the grant implementation. This designation may differ from how states refer to their schools that are implementing SIG. Updated lists of Tier I and II SIG-awarded schools in cohorts 1, 2, 3, and 4 are available on the OSS website: <http://www2.ed.gov/programs/sif/index.html>.

Table 1 shows designations of SIG cohorts 1 through 4 by implementation year. The data file includes data for school year (SY) 2010–11 through 2013–14 for cohorts 1, 2, 3, and 4 (see bolded years). Cohort 5 and baseline data for school year 2009–10 for cohort 1 are excluded from the data file. Baseline data for the other cohorts are included.

Table 1. SIG cohort definition by implementation year

Cohort	Baseline year	Implementation year 1	Implementation year 2	Implementation year 3	Implementation year 4
Cohort 1	2009–10	2010–11	2011–12	2012–13	2013–14
Cohort 2	2010–11	2011–12	2012–13	2013–14	2014–15
Cohort 3	2011–12	2012–13	2013–14	2014–15	2015–16
Cohort 4	2012–13	2013–14	2014–15	2015–16	2016–17

NOTE: Bolded years are included in the data file.

The number of years schools have implemented SIG intervention models varies because schools may start at different years and they may not implement SIG for all four years. Also, not all states implemented a fourth year. Interrupted implementation may be due to suspension and subsequent renewal of SIG funding, for example. A pattern in which a school stops implementing SIG intervention model after the first or second year may result from the closing of the school. Table 2 shows the different patterns in which SIG cohorts 1, 2, 3, and 4 have implemented the grants between the 2010–11 and 2013–14 school years.

Table 2. SIG Model implementation pattern for cohort 1–4 schools: SY 2010–11 through SY 2013–14

Cohort	Implementing SIG model SY 2010–11	Implementing SIG model SY 2011–12	Implementing SIG model SY 2012–13	Implementing SIG model SY 2013–14	Count
1	No	No	Yes	Yes	1
1	No	Yes	Yes	Yes	3
1	Yes	No	No	No	29
1	Yes	No	Yes	Yes	9

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Cohort	Implementing SIG model SY 2010–11	Implementing SIG model SY 2011–12	Implementing SIG model SY 2012–13	Implementing SIG model SY 2013–14	Count
1	Yes	Yes	No	No	23
1	Yes	Yes	Yes	No	5
1	Yes	Yes	Yes	Yes	760
2	NA	No	Yes	Yes	16
2	NA	Yes	No	No	13
2	NA	Yes	Yes	No	8
2	NA	Yes	Yes	Yes	445
3	NA	NA	No	Yes	6
3	NA	NA	Yes	No	1
3	NA	NA	Yes	Yes	152
4	NA	NA	NA	Yes	184

3.0 SIG data sources

This section summarizes the data sources used to create the SIG data file. More information about the data file variables is given in the record layout in appendix B.

3.1 *EDFacts* data files

Table 3 shows the *EDFacts* data files that were used in creating the SIG data file. All data in *EDFacts* are organized into data groups and reported to the U.S. Department of Education (ED) by SEAs using defined file specifications.

Table 3. *EDFacts* data files included in the SIG data file

File name	Data group (DG)	School year
N167 School Improvement Grants leading indicator data	DG 729, 731, 732, 733, 734, 735, and 745	SY 2010–11, SY 2011–12, SY 2012–13, SY 2013–14
N150 Regulatory Adjusted-Cohort Graduation Rate	DG 695	SY 2010–11, SY 2011–12, SY 2012–13, SY 2013–14
N151 Cohorts for Regulatory Four-Year Adjusted-Cohort Graduation Rate	DG 696	SY 2010–11, SY 2011–12, SY 2012–13, SY 2013–14
C175 Academic Achievement in Mathematics ¹	DG 583	SY 2010-11, SY 2011–12, SY 2012–13, SY 2013-14
C178 Academic Achievement in Reading (Language Arts) ¹	DG 584	SY 2010-11, SY 2011–12, SY 2012-13, SY 2013–14

¹ Between SY 2010-11 and SY 2011-12, the file specification numbers changed from C075 and C078 to C175 and C178 respectively.

Text below includes a brief explanation for the data groups listed in table 3. For more details

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about the data files and to download the data, please see <http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html>.

N167 School Improvement Grants leading indicator data includes the following data elements, with the *EDFacts* data groups in parentheses—

- Student attendance rates (DG 731)
- Teacher attendance rates (DG 735)
- Increased learning time data (DG 745), which includes a binary indicator of any increased learning time, and the types of increased learning time (longer school year, longer school day, before and after school, summer school, weekend school, and other); school year length in minutes (DG 729)
- Advanced course-taking data, which includes the number of students enrolled in advanced coursework (DG 732)
- Number enrolled in dual enrollment courses (DG 733)
- Number enrolled in both advanced courses and dual enrollment courses (DG 734)

The data elements in the SIG public-use data file for SY 2010–11 through SY 2013–14 are in the form in which they were reported in the *EDFacts* data groups except for the advanced coursework percentage, which was calculated as follows:

The numerator of the advanced coursework percentage was calculated as the sum of the number of students enrolled in advanced courses (DG 732) plus the number of students enrolled in dual enrollment courses (DG 733), minus the number of students enrolled in both advanced coursework and dual enrollment courses (DG 734). The denominator of this percentage was the number of students in grades 9 through 12 reported in the Common Core of Data (CCD) for the same year.

N150 Regulatory adjusted-cohort graduation rate (ACGR) file includes ACGR, which is defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. The four-year ACGR also includes students who graduate in less than four years. The graduation rate data in the SIG data file is populated with the public-use files.

N151 Cohorts for regulatory four-year adjusted-cohort graduation rate file includes data on the total number of students who form the cohort for the graduating class in the ACGR.

N075 and C175 academic achievement in mathematics file includes the unduplicated number of students who completed the state assessment in mathematics for whom a proficiency level was assigned in SY 2010–11 (N075), SY 2011–12, and SY 2012–13, and 2013-14 (C175). The file also includes the percentage of students in the school that scored at or above proficient in a mathematics assessment in a given school year.

N078 and C178 academic achievement in reading/language arts file includes the unduplicated number of students who completed the state assessment in reading/language arts in SY 2010–11 (N078), SY 2011–12, SY 2012–13, and 2013-14 (C178) and for whom a proficiency level was

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assigned. The file also includes the percentage of students in the school that scored at or above proficient in a reading/language arts assessment in a given school year.

3.2 Common Core of Data

In addition to *EDFacts* data, the data file includes data from the National Center for Education Statistics (NCES) Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey for SY 2010–11, SY 2011–12, SY 2012–13, and SY 2013–14. More information about the CCD is available at <http://nces.ed.gov/ccd/ccddata.asp>. The variables drawn from the CCD are—

- STATUS: School status (whether a school was open/operational)
- TOTFRL: Total of free-lunch-eligible and reduced-price-lunch-eligible students
- MEMBER: Total students, all grades
- AM: American Indian/Alaska Native students
- ASIAN: Asian students
- HISP: Hispanic students
- BLACK: Black non-Hispanic students
- WHITE: White non-Hispanic students
- PACIFIC: Hawaiian Native/Pacific Islander students
- TR: Students belonging to two or more races
- PK: Total prekindergarten students
- KG: Total kindergarten students
- G01: Total grade 1 students
- G02: Total grade 2 students
- G03: Total grade 3 students
- G04: Total grade 4 students
- G05: Total grade 5 students
- G06: Total grade 6 students
- G07: Total grade 7 students
- G08: Total grade 8 students
- G09: Total grade 9 students
- G10: Total grade 10 students
- G11: Total grade 11 students
- G12: Total grade 12 students
- UG: Total ungraded students

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Bureau of Indian Education schools are not included in the data file because they do not annually report school-level data.

3.3 Data quality assessment of SIG leading indicator data

Each state's SY 2010–11, SY 2011–12, SY 2012–13, and 2013–14 SIG data as submitted to *EDFacts* were assessed on timeliness, completeness, and validity by using the following criteria:

Timeliness

A state's data file was determined to be timely if *EDFacts* file N167 was submitted by the scheduled due date (2/10/2012 for SY 2010–11 data, 1/31/2013 for SY 2011–12 data, 1/10/2014 for SY 2012–13 data, and 1/9/2015 for SY 2013–14 data).

Completeness

A state's data file was determined to be complete if all data groups contained values for at least 80 percent of SIG cohorts 1, 2, 3, and 4 schools.

Validity

A state's data file was determined to be valid if, for each data group, at least 80 percent of submitted values were within the plausible range. (See appendix A for further information of plausibility.)

4.0. Data file construction

The files were merged according to the unique NCES-assigned year-specific school identification code (NCESSCH). First, the SIG-awarded school list was merged with the SY 2010–11, 2011–12, 2012–13, and 2013–14 SIG leading indicator data. Then, the merged SIG school list and SIG leading indicator data file was merged with the CCD and *EDFacts* graduation and academic achievement files (listed in sections 3.1 and 3.2) by year (SY 2010–11, 2011–12, 2012–13, and 2013–14). Finally, data on assessment incomparability flags due to changes in state assessments were merged by state.

4.1. Assessment data exclusion flags

In order to increase the comparability of the assessment results across years, researchers should exclude a school from the average proficiency rate if

- The SIG school implemented the closure model or the school no longer participated in the SIG program in any of the years in the data file.
- The school was flagged to be excluded in assessment analyses.
- The school did not offer any tested grades in the analysis years based on whether the grade enrollments in the CCD data file were missing or zero.

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- The school was not open in any of the analysis years, based on CCD data.
- The school added or lost more than one grade level of instruction (unless the changes affected only grade levels below grade 3).
- The state significantly changed the assessment used for reporting in N075/C175, N078/C178, or both between SY 2010–11 and SY 2011–12, between SY 2011–12 and SY 2012–13, or between SY 2012–13 and SY 2013–14. These exclusions were specific to the subjects (reading or mathematics) and grade span (either grades 3–8 or grades 9–12) affected by the changes. For example, if a state’s only assessment change was in high school reading between SY 2010–11 and SY 2011–12, those schools would still be included in all analyses of mathematics assessment data and for analyses of reading assessment for grades 3 to 8. If a state was a census field test state for a subject in a specific school year, the assessment in that subject for that school year was flagged as not comparable. These exclusion rules resulted in the following separate exclusion flags for states with—
 - Mathematics assessment change for grades 3–8, SY 2010–11 to SY 2011–12
 - Reading assessment change for grades 3–8, SY 2010–11 to SY 2011–12
 - Mathematics assessment change for grades 9-12, SY 2010–11 to SY 2011–12
 - Reading assessment change for grades 9-12, SY 2010–11 to SY 2011–12
 - Mathematics assessment change for grades 3–8, SY 2011–12 to SY 2012–13
 - Reading assessment change for grades 3–8, SY 2011–12 to SY 2012–13
 - Mathematics assessment change for grades 9-12, SY 2011–12 to SY 2012–13
 - Reading assessment change for grades 9-12, SY 2011–12 to SY 2012–13
 - Mathematics assessment change for grades 3–8, SY 2012–13 to SY 2013–14
 - Reading assessment change for grades 3–8, SY 2012–13 to SY 2013–14
 - Mathematics assessment change for grades 9-12, SY 2012–13 to SY 2013–14
 - Reading assessment change for grades 9-12, SY 2012–13 to SY 2013–14

4.2 Recoding of the SIG leading indicator data

This section describes the recoding of some of the SIG leading indicator variables. The following codes were used when data were missing, not applicable, or implausible: –1, –2, and –9, respectively.

Increased_Learning_Time_Indicator:

- If Increased_Learning_Time_Indicator was equal to ‘No’ and values *were provided* for at least one of the following variables—Longer_School_Year, Longer_School_Day, Before_or_After_School, Weekend_School, Summer_School, Other—the values for these six variables were coded as –2.

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- If Increased_Learning_Time_Indicator was equal to ‘No’ and *no* values were provided for any of the following variables—Longer_School_Year, Longer_School_Day, Before_or_After_School, Weekend_School, Summer_School, Other—the values for the six variables noted were coded as –2.
- If Increased_Learning_Time_Indicator was equal to ‘Yes’ and no values were provided for at least one of the following variables—Longer_School_Year, Longer_School_Day, Before_or_After_School, Weekend_School, Summer_School, Other—the values for these six variables were coded as –1.
- If Increased_Learning_Time_Indicator and all individual increased learning time variables are missing, these variables were recoded as –1.
- If Increased_Learning_Time_Indicator variable is missing, but some or all individual increased learning time variables are not missing, only Increased_Learning_Time_Indicator variable was coded as –1.
- Blank cells indicate that the school did not increase learning time by that particular type. For example, if Longer_School_Year is blank, the school did not increase learning time by implementing a longer school year.

Student_Attendance_Rate and Teacher_Attendance_Rate:

- Missing values were coded as –1
- School reported zeroes were coded as –9
- See section 4.3 for an explanation for values coded as -2.

School_Year_Minutes:

- Missing values were coded as –1.
- Values less than 40,000 and greater than 165,000 were coded as –9.
- See section 4.3 for an explanation for values coded as -2.

Advanced_Coursework_Rate, Dual_Enrollment_Rate, Dual_Enr_AND_Adv_Course_Rate, and Dual_Enr_OR_Adv_Course_Rate:

- All four variables were coded as –2 for schools that do not offer high school grades.
- All four variables were coded as –1 for schools that are missing all SIG leading indicator data and offer high school grades.
- All four variables were coded as –1 for Illinois schools in SY 2011–12 that offer high school grades.
- Then,
 - Missing values were coded as 0 for schools that offer high school grades.
 - If the state-reported value in DG 734 was greater than either DG 732 or DG 733, all four variables were coded as –9.

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- If the values reported in DG 732, DG 733, or DG 734 were greater than the sum of the total number of students in grade 9 (G09), grade 10 (G10), grade 11 (G11), and grade 12 (G12) from the Common Core of Data Public Elementary/Secondary School Universe Survey, all four variables were coded as –9.

4.3 Missing values

Both CCD and *EDFacts* SIG data use the following codes when data were missing, not applicable, or implausible: -1, -2, and -9, respectively.

After the data merge, the following recoding for missing values was implemented:

- For schools not found in CCD (e.g., closed in later years), missing CCD non-school-identity data were coded as not applicable -2. However, missing school identity data, such as NCES local education agency ID (LEAID), name of the education agency that operates this school (LEANM), and name of the school (SCHNAM) were replaced with available data in the nearest future year. If no information was available in the future years, the missing data were replaced with available data in the nearest past year.
- For schools not found in SIG leading indicator data,
 - a. If the school has a SIG model of Transformation, Turnaround, or Restart in that year,
 - i. Missing SIG leading indicator data were coded as -2 for advance course/dual enrollment variables if there is no high school enrollment.
 - ii. Otherwise, missing SIG leading indicator data were coded as -1.
 - b. If the school does not have a SIG model of Transformation, Turnaround, or Restart in that year, missing SIG leading indicator data were coded as -2.

In contrast, *EDFacts* graduation and assessment public-use data files use blanks when the data were missing values. Therefore, in this data file, missing *EDFacts* graduation and assessment data were kept as blank.

The record layout in appendix B includes a description for each variable in the data file. If a variable contains blank values, the description provides an explanation for them.

5.0 Privacy protection

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. FERPA requires that when data are released on groups of students, certain steps be taken to ensure someone cannot ascertain a student's individual identity (that is, so that the data do not disclose individual characteristics of a student). This may be possible, for example, if the number of students in an individual cell in the data table is small enough that certain characteristics of an individual student can be revealed. In order to protect students' privacy, ED applied a combination of disclosure avoidance techniques, including a suppression of data for very small groups of students and a modest "blurring" (described in a later section) of the data reported for all other students. Together, these steps protect the information of all students by preventing someone from determining with any reasonable certainty a specific student's information.

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For the suppression of the graduation rate or assessment data, please see <http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html>.

The process by which the privacy protections were applied to SIG leading indicator data is as follows.

Step one: Protection of data for small groups

Because it is often easy to identify specific individuals when data are presented for small numbers of students, ED has suppressed all cells with 1–5 students. These suppressions are identified by “PS.”

Step two: Blurring of data for medium-sized groups

The magnitude of the reported ranges is determined by the size of the group whose data are being reported. For example, cells with the fewest students (6–15) are reported with the widest ranges (e.g., $< 50\%$ or $\geq 50\%$). As the number of students reported increases, the magnitude of the range decreases, until there are more than 300 students in a cell, at which point the results are reported as a whole number. The ranges used for various sized groups are presented in table 4.

Table 4. Ranges used for reporting SIG leading indicator data

High school membership (sum of the total students in grade 9, grade 10, grade 11, and grade 12) equals:	Top and bottom coding used for reporting the Advanced_Coursework_Rate, Dual_Enrollment_Rate, Dual_Enr_AND_Adv_Course_Rate, and Dual_Enr_OR_Anv_Course_Rate
1–5	PS (data suppressed)
6–15	$<50\%$, $\geq50\%$
16–30	$\leq20\%$, $\geq80\%$
31–60	$\leq10\%$, $\geq90\%$
61–300	$\leq5\%$, $\geq95\%$
Greater than or equal to 301	$\leq1\%$, $\geq99\%$

6.0 Weighting

Weights should be used to ensure that the results reflect the percentages of students in SIG schools who attended schools with the associated SIG leading indicator data, adjusted cohort graduation rate results, and achievement results.

- Achievement proficiency rate can be weighted by the number of valid test takers submitted in the ED*Facts* N075, N175, N078, and N178 data files.
- Adjusted cohort graduation rate can be weighted by the ED*Facts* adjusted cohort graduation rate cohort student counts submitted via N151, upon which the adjusted cohort graduation rates are based.

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- Student attendance rates, teacher attendance rates, and increased learning time data—including types of increased learning time and school year length in hours—can be weighted by the CCD student counts for each school.
- Advanced course-taking rate results can be weighted by the CCD student counts for grades 9 through 12 in SIG schools.

Appendix A. Data completeness and quality of ED*Facts* data (File N167)

Table A-1A. Number and percentage of schools reporting plausible values: 2010–11 school year

ED<i>Facts</i> Field Names	Cohort 1: Number of Schools reporting plausible values	Cohort 1: Percent of Schools reporting plausible values	Cohort 1: Number of Schools expected to report
DG 729 School Year Minutes	756	93.7	807
DG 731 Student Attendance	787	97.5	807
DG 735 Teacher Attendance	723	89.6	807
DG 732 Advanced Coursework	431	93.5	461
DG 733 Dual Enrollment	431	93.5	461
DG 734 Adv. Course and Dual Enrollment	431	93.5	461
Adv. Course or Dual Enrollment (derived)	431	93.5	461

Note: Enrollments in all grades were used to determine the number of schools expected for school year minutes, student attendance rates, and teacher attendance rates. Enrollments in grades 9–12 were used to determine the number of schools expected for advanced coursework and dual enrollment. Therefore, the numbers for these variables are the same in all rows. The table shows school counts and percentage reporting plausible values in the 2010–11 school year.

Table A-1B. Number and percentage of schools reporting plausible values: 2011–12 school year

ED<i>Facts</i> FieldNames	Cohort 1: Number Schools reporting plausible values	Cohort 1: Percent of Schools reporting plausible values	Cohort 1: Number of Schools expected to report	Cohort 2: Number Schools reporting plausible values	Cohort 2: Percent of Schools reporting plausible value	Cohort 2: Number of Schools expected to report
DG 729 School Year Minutes	740	96.4	768	429	92.5	464
DG 731 Student Attendance	761	99.1	768	451	97.2	464
DG 735 Teacher Attendance	735	95.7	768	412	88.8%	464
DG 732 Advanced Coursework	411	95.8	429	197	81.1	243
DG 733 Dual Enrollment	411	95.8	429	197	81.1	243
DG 734 Adv. Course and Dual Enrollment	411	95.8	429	197	81.1	243

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EDFacts FieldNames	Cohort 1: Number Schools reporting plausible values	Cohort 1: Percent of Schools reporting plausible values	Cohort 1: Number of Schools expected to report	Cohort 2: Number Schools reporting plausible values	Cohort 2: Percent of Schools reporting plausible value	Cohort 2: Number of Schools expected to report
Adv. Course or Dual Enrollment (derived)	411	95.8	429	197	81.1	243

Note: Enrollments in all grades were used to determine the number of schools expected for school year minutes, student attendance rates, and teacher attendance rates. Enrollments in grades 9–12 were used to determine the number of schools expected for advanced coursework and dual enrollment. Therefore, the numbers for these variables are the same in all rows. The table shows school counts and percentage reporting plausible values in the 2011–12 school year.

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Table A-1C. Number and percentage of schools reporting plausible values: 2013–14 school year

EDfacts Fieldnames	Cohort 1: Number Schools reporting plausible values	Cohort 1: Percent of Schools reporting plausible values	Cohort 1: Number of Schools expected to report	Cohort 2: Number Schools reporting plausible values	Cohort 2: Percent of Schools reporting plausible value	Cohort 2: Number of Schools expected to report	Cohort 3: Number Schools reporting plausible values	Cohort 3: Percent of Schools reporting plausible value	Cohort 3: Number of Schools expected to report
DG 729 School Year Minutes	718	95.2	754	415	88.7	468	135	91.2	148
DG 731 Student Attendance	721	95.6	754	452	96.6	468	144	97.3	148
DG 735 Teacher Attendance	718	95.2	754	419	89.5	468	135	91.2	148
DG 732 Advanced Coursework	402	95.7	420	223	90.3	247	45	91.8	49
DG 733 Dual Enrollment	402	95.7	420	223	90.3	247	45	91.8	49
DG 734 Adv. Course and Dual Enrollment	402	95.7	420	223	90.3	247	45	91.8	49
Adv. Course or Dual Enrollment (derived)	402	95.7	420	223	90.3	247	45	91.8	49

Note: Enrollments in all grades were used to determine the number of schools expected for school year minutes, student attendance rates, and teacher attendance rates. Enrollments in grades 9–12 were used to determine the number of schools expected for advanced coursework and dual enrollment. Therefore, the numbers for these variables are the same in all rows. The table shows school counts and percentage reporting plausible values in the 2012–13 school year.

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Table A-1D. Number and percentage of schools reporting plausible values: 2013–14 school year

EDFact Fieldnames	Cohort 1: Number Schools reporting plausible values	Cohort 1: Percent of Schools reporting plausible values	Cohort 1: Number of Schools expected to report	Cohort 2: Number Schools reporting plausible values	Cohort 2: Percent of Schools reporting plausible value	Cohort 2: Number of Schools expected to report	Cohort 3: Number Schools reporting plausible values	Cohort 3: Percent of Schools reporting plausible value	Cohort 3: Number of Schools expected to report	Cohort 4: Number Schools reporting plausible values	Cohort 4: Percent of Schools reporting plausible value	Cohort 4: Number of Schools expected to report
DG 729 School Year Minutes	236	32.8	719	409	90.1	454	136	93.2	146	165	95.4	173
DG 731 Student Attendance	290	40.3	719	446	98.2	454	145	99.3	146	172	99.4	173
DG 735 Teacher Attendance	251	34.9	719	402	88.5	454	132	90.4	146	165	95.4	173
DG 732 Advanced Coursework	158	39.5	400	232	95.1	244	54	98.2	55	64	90.1	71
DG 733 Dual Enrollment	158	39.5	400	207	84.8	244	54	98.2%	55	43	60.6%	71
DG 734 Adv. Course and Dual Enrollment	158	39.5	400	207	84.8	244	54	98.2	55	43	60.6%	71
Adv. Course or Dual Enrollment (derived)	158	39.5	400	207	84.8	244	54	98.2	55	43	60.6	71

Note: Enrollments in all grades were used to determine the number of schools expected for school year minutes, student attendance rates, and teacher attendance rates. Enrollments in grades 9–12 were used to determine the number of schools expected for advanced coursework and dual enrollment. Therefore, the numbers for these variables are the same in all rows. The table shows school counts and percentage reporting plausible values in the 2013–14 school year.

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Values were determined to be implausible if any of the following occurred:

- Student attendance rates (DG 731) or teacher attendance rates (DG 735) were reported as zero, greater than 100 percent, or below 40 percent;
- School year minutes (DG 729) were below 40,000, greater than 165,000, or reported as zero;
- The number of students who completed advanced coursework and dual enrollment classes (DG 734) was greater than the number of students who completed advanced coursework (DG 732) or the number of students who completed dual enrollment classes (DG 733); or
- The number of students who completed advanced coursework, dual enrollment classes, or advanced coursework and dual enrollment classes exceeded total high school membership.

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Table A-2. Data quality results: 2010–11

State	Timeliness	Completeness	Validity
Alabama	N	Y	Y
Alaska	Y	Y	Y
Arizona	N	Y	Y
Arkansas	Y	Y	Y
Bureau of Indian Education	N	N	NA
California	Y	Y	Y
Colorado	Y	Y	Y
Connecticut	N	Y	N
Delaware	Y	N	Y
District of Columbia	Y	Y	N
Florida	Y	Y	Y
Georgia	Y	Y	Y
Hawaii	Y	Y	Y
Idaho	Y	Y	Y
Illinois	N	Y	Y
Indiana	Y	Y	Y
Iowa	Y	Y	Y
Kansas	Y	Y	Y
Kentucky	Y	Y	N
Louisiana	Y	Y	Y
Maine	Y	Y	N
Maryland	Y	Y	Y
Massachusetts	N	N	Y
Michigan	Y	Y	Y
Minnesota	Y	Y	Y
Mississippi	Y	Y	Y
Missouri	Y	N	Y
Montana	Y	Y	Y
Nebraska	Y	Y	Y
Nevada	Y	Y	Y
New Hampshire	Y	Y	N
New Jersey	Y	Y	Y
New Mexico	N	Y	N
New York	N	N	N

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State	Timeliness	Completeness	Validity
North Carolina	Y	N	Y
North Dakota	NA	NA	NA
Ohio	Y	Y	Y
Oklahoma	N	Y	Y
Oregon	Y	Y	Y
Pennsylvania	Y	Y	Y
Puerto Rico	NA	NA	NA
Rhode Island	N	N	Y
South Carolina	Y	Y	Y
South Dakota	Y	Y	Y
Tennessee	N	Y	Y
Texas	N	Y	Y
Utah	N	Y	Y
Vermont	Y	Y	Y
Virginia	Y	Y	Y
Washington	Y	Y	Y
West Virginia	Y	Y	Y
Wisconsin	N	Y	Y
Wyoming	N	N	N
Total	36	43	42

Note: NA indicates “not applicable.” NA was used when no SY 2010 SIG leading indicator data were received from a state or a state did not have any schools implementing SIG in SY 2010–11. A state’s SY 2010–11 SIG leading indicator data were determined to be timely if they were submitted by the scheduled due date (2/10/2012). The completeness and validity determinations were based on the SIG leading indicator data submitted to the U.S. Department of Education after the Office of State Support’s December 2012 outreach to states through the *EDFacts* Partner Support Center.

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Table A-3. Data Quality Results: 2011–12

State	Timeliness	Completeness	Validity
Alabama	Y	N	Y
Alaska	Y	Y	Y
Arizona	Y	N	Y
Arkansas	Y	Y	Y
Bureau of Indian Education	Y	N	Y
California	N	N	Y
Colorado	Y	Y	Y
Connecticut	N	Y	N
Delaware	Y	N	Y
District of Columbia	N	N	N
Florida	Y	Y	Y
Georgia	Y	Y	Y
Hawaii	Y	Y	Y
Idaho	Y	Y	Y
Illinois	Y	N	Y
Indiana	Y	N	N
Iowa	Y	Y	Y
Kansas	Y	Y	Y
Kentucky	Y	Y	Y
Louisiana	Y	Y	Y
Maine	N	Y	Y
Maryland	Y	Y	Y
Massachusetts	N	N	Y
Michigan	Y	Y	Y
Minnesota	Y	Y	Y
Mississippi	Y	Y	Y
Missouri	Y	Y	Y
Montana	Y	Y	Y
Nebraska	N	Y	Y
Nevada	Y	Y	Y
New Hampshire	Y	Y	Y
New Jersey	N	Y	Y
New Mexico	Y	Y	Y
New York	N	Y	Y

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State	Timeliness	Completeness	Validity
North Carolina	Y	Y	Y
North Dakota	Y	Y	Y
Ohio	N	Y	Y
Oklahoma	Y	Y	Y
Oregon	Y	Y	Y
Pennsylvania	Y	Y	Y
Puerto Rico	Y	Y	Y
Rhode Island	N	N	Y
South Carolina	Y	Y	Y
South Dakota	Y	Y	Y
Tennessee	Y	Y	Y
Texas	N	Y	Y
Utah	N	Y	N
Vermont	Y	Y	N
Virginia	Y	Y	Y
Washington	Y	Y	Y
West Virginia	Y	Y	Y
Wisconsin	Y	Y	Y
Wyoming	Y	N	Y
Total	41	42	48

Note: A state's SY 2011–12 SIG leading indicator data were determined to be timely if they were submitted by the scheduled due date (1/31/13). The completeness and validity determinations were based on the SIG data submitted to the U.S. Department of Education after the Office of State Support's February 2013 outreach to states through the ED*Facts* Partner Support Center.

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Table A-4. Data quality results: 2012–13

State	Timeliness	Completeness	Validity
Alabama	Y	Y	Y
Alaska	Y	Y	Y
Arizona	Y	Y	Y
Arkansas	Y	Y	Y
Bureau of Indian Education	N	N	Y
California	N	Y	Y
Colorado	Y	Y	Y
Connecticut	Y	Y	Y
Delaware	Y	Y	Y
District of Columbia	Y	Y	Y
Florida	Y	Y	Y
Georgia	N	Y	Y
Hawaii	Y	Y	Y
Idaho	Y	N	Y
Illinois	Y	N	Y
Indiana	Y	Y	Y
Iowa	Y	Y	Y
Kansas	Y	Y	Y
Kentucky	Y	Y	Y
Louisiana	Y	Y	Y
Maine	N	Y	Y
Maryland	Y	Y	Y
Massachusetts	N	N	Y
Michigan	Y	Y	Y
Minnesota	Y	Y	Y
Mississippi	Y	Y	Y
Missouri	Y	Y	Y
Montana	Y	Y	Y
Nebraska	Y	Y	Y
Nevada	Y	Y	Y
New Hampshire	Y	Y	Y
New Jersey	N	Y	Y
New Mexico	N	N	Y
New York	N	N	Y

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State	Timeliness	Completeness	Validity
North Carolina	Y	Y	Y
North Dakota	Y	Y	Y
Ohio	Y	Y	Y
Oklahoma	Y	Y	Y
Oregon	Y	Y	Y
Pennsylvania	Y	Y	Y
Puerto Rico	N	N	Y
Rhode Island	N	N	Y
South Carolina	N	Y	Y
South Dakota	Y	Y	Y
Tennessee	Y	Y	Y
Texas	Y	Y	N
Utah	Y	Y	Y
Vermont	Y	Y	Y
Virginia	Y	Y	Y
Washington	Y	Y	Y
West Virginia	N	Y	Y
Wisconsin	Y	Y	N
Wyoming	N	N	Y
Total	40	44	51

Note: A state's SY 2012–13 SIG leading indicator data were determined to be timely if they were submitted by the scheduled due date (1/10/2014). The completeness and validity determinations were based on the SIG leading indicator data submitted to the U.S. Department of Education after the Office of State Support's May 2014 outreach to states through the *EDFacts* Partner Support Center.

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Table A–5. Data Quality Results: 2013–14

State	Timeliness	Completeness	Validity
Alabama	N	Y	Y
Alaska	Y	Y	Y
Arizona	Y	N	Y
Arkansas	Y	Y	Y
Bureau of Indian Education	N	N	N/A
California	Y	Y	N
Colorado	Y	Y	Y
Connecticut	Y	N	Y
Delaware	Y	Y	Y
District of Columbia	Y	Y	Y
Florida	N	N	Y
Georgia	Y	Y	Y
Hawaii	Y	Y	Y
Idaho	Y	Y	N
Illinois	N	Y	Y
Indiana	Y	Y	Y
Iowa	Y	Y	Y
Kansas	Y	Y	Y
Kentucky	Y	Y	Y
Louisiana	Y	N	Y
Maine	N	Y	N
Maryland	Y	Y	Y
Massachusetts	N	N	Y
Michigan	Y	Y	Y
Minnesota	Y	N	Y
Mississippi	Y	Y	Y
Missouri	Y	Y	Y
Montana	Y	Y	Y
Nebraska	N	Y	Y
Nevada	Y	Y	N
New Hampshire	Y	Y	Y
New Jersey	N	Y	Y
New Mexico	N	Y	Y
New York	N	N	Y

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State	Timeliness	Completeness	Validity
North Carolina	Y	Y	N
North Dakota	Y	Y	Y
Ohio	Y	Y	N
Oklahoma	Y	N	Y
Oregon	Y	Y	Y
Pennsylvania	Y	Y	N
Puerto Rico	Y	Y	Y
Rhode Island	N	N	Y
South Carolina	N	Y	Y
South Dakota	Y	N	Y
Tennessee	Y	Y	Y
Texas	Y	N	Y
Utah	N	Y	Y
Vermont	N/A	N/A	N/A
Virginia	Y	Y	Y
Washington	Y	Y	Y
West Virginia	N	Y	Y
Wisconsin	Y	Y	Y
Wyoming	N	Y	Y
Total	37	40	44

Note: NA indicates “not applicable.” NA was used when no SY 2013-14 SIG leading indicator data were received from a state or a state did not have any schools implementing SIG in SY2013-14. A state’s SY 2013–14 SIG leading indicator data were determined to be timely if they were submitted by the scheduled due date (1/9/2015). The completeness and validity determinations were based on the SIG leading indicator data submitted to the U.S. Department of Education after the Office of State Support’s May 2015 outreach to states through the *EDFacts* Partner Support Center.

Appendix B. Record layout for School Improvement Grants (SIG) Public Use Data File

Data file name = SIG Data File_11_18_2016

Number of variables = 219

Number of observations = 1,655

The file contains public-use data for 1,655 School Improvement Grants (SIG) schools for school years 2010 through 2014. The data file includes SIG cohorts 1, 2, 3, and 4, and is available in Excel format.

The record layout includes the following information for each variable:

1. Variable name – unique label of each variable
2. Order – The order that the variable appears in the data set
3. Data type - “AN” = alphanumeric data; “N” = numeric data
4. Description – Description of each variable

Note 1

Unless otherwise stated, all variables are coded as follows:

-1 Missing

-2 Not applicable

-9 Implausible

- “PS” data suppressed (see *Privacy Protection* section for more information)

Some of the variables contain blank values. If that is the case, the variable description provides an explanation.

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Table B. ED Facts Fieldname Descriptions

Variable Name	Order	Data Type	Description
State	1	AN	Two-letter abbreviation state name AK=Alaska MI=Michigan TX=Texas AL=Alabama MN=Minnesota UT=Utah AR=Arkansas MS=Mississippi VA=Virginia AZ=Arizona MO=Missouri VT=Vermont CA=California MT=Montana WA=Washington CO=Colorado NC=North Carolina WV=West Virginia CT=Connecticut ND=North Dakota WI=Wisconsin DE=Delaware NE=Nebraska WY=Wyoming DC=District of Columbia NH=New Hampshire FL=Florida NJ=New Jersey GA=Georgia NM=New Mexico HI=Hawaii NV=Nevada ID=Idaho NY=New York IL=Illinois OH=Ohio IN=Indiana OK=Oklahoma IA=Iowa OR=Oregon KS=Kansas PA=Pennsylvania KY=Kentucky PR=Puerto Rico LA=Louisiana RI= Rhode Island MD=Maryland SC=South Carolina MA=Massachusetts SD=South Dakota ME=Maine TN=Tennessee
LEAID_1011	2	AN	Local Education Agency (district) NCES ID in school year 2010-11
LEAID_1112	3	AN	Local Education Agency (district) NCES ID in school year 2011-12
LEAID_1213	4	AN	Local Education Agency (district) NCES ID in school year 2012-13
LEAID_1314	5	AN	Local Education Agency (district) NCES ID in school year 2013-14
LEANM_1011	6	AN	Local Education Agency (district) name in school year 2010-11
LEANM_1112	7	AN	Local Education Agency (district) name in school year 2011-12

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Variable Name	Order	Data Type	Description
LEANM_1213	8	AN	Local Education Agency (district) name in school year 2012-13
LEANM_1314	9	AN	Local Education Agency (district) name in school year 2013-14
NCESSCH_1011	10	AN	School NCES ID in school year 2010-11
NCESSCH_1112	11	AN	School NCES ID in school year 2011-12
NCESSCH_1213	12	AN	School NCES ID in school year 2012-13
NCESSCH_1314	13	AN	School NCES ID in school year 2013-14
SCHNAM_1011	14	AN	School Name in school year 2010-11
SCHNAM_1112	15	AN	School Name in school year 2011-12
SCHNAM_1213	16	AN	School Name in school year 2012-13
SCHNAM_1314	17	AN	School Name in school year 2013-14
Cohort	18	AN	SIG Cohort 1 = 2010-11 implementation year 1 2 = 2011-12 implementation year 1 3 = 2012-13 implementation year 1 4 = 2014-15 implementation year 1
SY201011SIGModel	19	AN	Type of SIG model being implemented in school year 2010-11 <i>Closure</i> <i>Restart</i> <i>Transformation</i> <i>Turnaround</i> Blank = school was not implementing SIG this school year
SY201112SIGModel	20	AN	Type of SIG model being implemented in school year 2011-12 <i>Closure</i> <i>Restart</i> <i>Transformation</i> <i>Turnaround</i> Blank = the school was not implementing SIG this school year
SY201213SIGModel	21	AN	Type of SIG model being implemented in school year 2012-13 <i>Closure</i> <i>Restart</i>

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Variable Name	Order	Data Type	Description
			<i>Transformation</i> <i>Turnaround</i> Blank = the school was not implementing SIG this school year
SY201314SIGModel	22	AN	Type of SIG model being implemented in school year 2013-14 <i>Closure</i> <i>Restart</i> <i>Transformation</i> <i>Turnaround</i> Blank = the school was not implementing SIG this school year
Increased_Learning_Time_Ind_1011	23	AN	Indicates whether the SIG school increased learning time in school year 2010-11. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Yes</i> <i>No</i>
Longer_School_Year_1011	24	AN	Indicates whether the SIG school increased learning time by implementing a longer school year in school year 2010-11. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Longer school year</i> = the school increased learning time by implementing a longer school year <i>Blank</i> = the school did not increase learning time by implementing a longer school year
Longer_School_Day_1011	25	AN	Indicates whether the SIG school increased learning time by implementing a longer school day in school year 2010-11. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Longer school day</i> = the school increased learning time by implementing a longer school day <i>Blank</i> = the school did not increase learning time by implementing a longer school day
Before_or_After_School_1011	26	AN	Indicates whether the SIG school increased learning time by

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Variable Name	Order	Data Type	Description
			implementing before or after school activities in school year 2010-11. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Before or after school</i> = the school increased learning time by implementing before or after school <i>Blank</i> = the school did not increase learning time by implementing before or after school
Summer_School_1011	27	AN	Indicates whether the SIG school increased learning time by implementing summer school in school year 2010-11. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Summer school</i> = the school increased learning time by implementing summer school <i>Blank</i> = the school did not increase learning time by implementing summer school
Weekend_School_1011	28	AN	Indicates whether the SIG school increased learning time by implementing weekend school in school year 2010-11. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Weekend school</i> = the school increased learning time by implementing weekend school <i>Blank</i> = the school did not increase learning time by implementing weekend school
Other_1011	29	AN	Indicates whether the SIG school increased learning time by implementing other instructional activities in school year 2010-11. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Other</i> = the school increased learning time by implementing “other” <i>Blank</i> = the school did not increase learning time by implementing “other”
Student_Attendance_Rate_1011	30	N	Number of school days students attended divided by the maximum

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Variable Name	Order	Data Type	Description
			number of attendance days in school year 2010-11.
Teacher_Attendance_Rate_1011	31	N	The number of full-time equivalent (FTE) days teachers worked divided by the maximum number of FTE working days in school year 2010-11.
School_Year_Minutes_1011	32	N	Number of minutes that all students were required to be at school and any additional learning time made available to all students in school year 2010-11.
Advanced_Coursework_Rate_1011	33	AN	Number of students in grades 9-12 who completed advanced coursework divided by the total number of students in grades 9-12 in school year 2010-11. See table 4 in the Data Documentation for explanation for range values.
Dual_Enrollment_Rate_1011	34	AN	Number of students in grades 9-12 who completed at least one class in a postsecondary institution divided by the total number of students in grades 9-12 in school year 2010-11. See table 4 in the Data Documentation for explanation for range values.
Dual_Enr_AND_Adv_Crse_Rate_1011	35	AN	Number of students in grades 9-12 who completed at least one class in a postsecondary institution AND advanced coursework divided by the total number of students in grades 9-12 in school year 2010-11. See table 4 in the Data Documentation for explanation for range values.
Dual_Enr_OR_Adv_Crse_Rate_1011	36	AN	Number of students in grades 9-12 who completed at least one class in a postsecondary institution OR advanced coursework divided by the total number of students in grades 9-12 in school year 2010-11. See table 4 in the Data Documentation for explanation for range values.
Increased_Learning_Time_Ind_1112	37	AN	Indicator of whether the SIG school increased learning time in school year 2011-12. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Yes</i> <i>No</i>
Longer_School_Year_1112	38	AN	Indicator of whether the SIG school increased learning time by

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Variable Name	Order	Data Type	Description
			implementing a longer school year in school year 2011-12. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Longer school year</i> = the school increased learning time by implementing a longer school year <i>Blank</i> = the school did not increase learning time by implementing a longer school year
Longer_School_Day_1112	39	AN	Indicator of whether the SIG school increased learning time by implementing a longer school day in school year 2011-12. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Longer school day</i> = the school increased learning time by implementing a longer school day <i>Blank</i> = the school did not increase learning time by implementing a longer school day
Before_or_After_School_1112	40	AN	Indicator of whether the SIG school increased learning time by implementing before or after school activities in school year 2011-12. See 4.2 <i>Recoding of the Sig leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Before or after school</i> = the school increased learning time by implementing before or after school <i>Blank</i> = the school did not increase learning time by implementing before or after school
Summer_School_1112	41	AN	Indicator of whether the SIG school increased learning time by implementing summer school in school year 2011-12. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Summer school</i> = the school increased learning time by implementing summer school <i>Blank</i> = the school did not increase learning time by implementing summer school

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Variable Name	Order	Data Type	Description
Weekend_School_1112	42	AN	Indicator of whether the SIG school increased learning time by implementing weekend school in school year 2011-12. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Weekend school</i> = the school increased learning time by implementing weekend school <i>Blank</i> = the school did not increase learning time by implementing weekend school
Other_1112	43	AN	Indicator of whether the SIG school increased learning time by implementing other instructional activities in school year 2011-12. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Other</i> = the school increased learning time by implementing “other” <i>Blank</i> = the school did not increase learning time by implementing “other”
Student_Attendance_Rate_1112	44	N	Number of school days students attended divided by the maximum number of attendance days in school year 2011-12.
Teacher_Attendance_Rate_1112	45	N	The number of FTE days teachers worked divided by the maximum number of FTE working days in school year 2011-12.
School_Year_Minutes_1112	46	N	Number of minutes that all students were required to be at school and any additional learning time made available to all students in school year 2011-12.
Advanced_Coursework_Rate_1112	47	AN	Number of students in grades 9-12 who completed advanced coursework divided by the total number of students in grades 9-12 in school year 2011-12. See table 4 in the Data Documentation for explanation for range values.
Dual_Enrollment_Rate_1112	48	AN	Number of students in grades 9-12 who completed at least one class in a postsecondary institution divided by the total number of students in grades 9-12 in school year 2011-12. See table 4 in the Data Documentation for explanation for range values.
Dual_Enr_AND_Adv_Crse_Rate_1112	49	AN	Number of students in grades 9-12 who completed at least one class

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Variable Name	Order	Data Type	Description
			in a postsecondary institution AND advanced coursework divided by the total number of students in grades 9-12 in school year 2011-12. See table 4 in the Data Documentation for explanation for range values.
Dual_Enr_OR_Adv_Crse_Rate_1112	50	AN	Number of students in grades 9-12 who completed at least one class in a postsecondary institution OR advanced coursework divided by the total number of students in grades 9-12 in school year 2011-12. See table 4 in the Data Documentation for explanation for range values.
Increased_Learning_Time_Ind_1213	51	AN	Indicator of whether the SIG school increased learning time in school year 2012-13. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Yes</i> <i>No</i>
Longer_School_Year_1213	52	AN	Indicator of whether the SIG school increased learning time by implementing a longer school year in school year 2012-13. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Longer school year</i> = the school increased learning time by implementing a longer school year <i>Blank</i> = the school did not increase learning time by implementing a longer school year
Longer_School_Day_1213	53	AN	Indicator of whether the SIG school increased learning time by implementing a longer school day in school year 2012-13. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Longer school day</i> = the school increased learning time by a longer school day <i>Blank</i> = the school did not increase learning time by implementing a longer school day
Before_or_After_School_1213	54	AN	Indicator of whether the SIG school increased learning time by

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Variable Name	Order	Data Type	Description
			implementing before or after school activities in school year 2012-13. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Before or after school</i> = the school increased learning time by implementing before or after school <i>Blank</i> = the school did not increase learning time by implementing before or after school
Summer_School_1213	55	AN	Indicator of whether the SIG school increased learning time by implementing summer school in school year 2012-13. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Summer school</i> = the school increased learning time by implementing summer school <i>Blank</i> = the school did not increase learning time by implementing summer school
Weekend_School_1213	56	AN	Indicator of whether the SIG school increased learning time by implementing weekend school in school year 2012-13. See 4.2 <i>Recoding of the Sig leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Weekend school</i> = the school increased learning time by implementing weekend school <i>Blank</i> = the school did not increase learning time by implementing weekend school
Other_1213	57	AN	Indicator of whether the SIG school increased learning time by implementing other instructional activities in school year 2012-13. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Other</i> = the school increased learning time by implementing “other” <i>Blank</i> = the school did not increase learning time by implementing “other”
Student_Attendance_Rate_1213	58	N	Number of school days students attended divided by the maximum

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Variable Name	Order	Data Type	Description
			number of attendance days in school year 2012-13.
Teacher_Attendance_Rate_1213	59	N	The number of FTE days teachers worked divided by the maximum number of FTE working days in school year 2012-13.
School_Year_Minutes_1213	60	N	Number of minutes that all students were required to be at school and any additional learning time made available to all students in school year 2012-13.
Advanced_Coursework_Rate_1213	61	AN	Number of students in grades 9-12 who completed advanced coursework divided by the total number of students in grades 9-12 in school year 2012-13. See table 4 in the Data Documentation for explanation for range values.
Dual_Enrollment_Rate_1213	62	AN	Number of students in grades 9-12 who completed at least one class in a postsecondary institution divided by the total number of students in grades 9-12 in school year 2012-13. See table 4 in the Data Documentation for explanation for range values.
Dual_Enr_AND_Adv_Crse_Rate_1213	63	AN	Number of students in grades 9-12 who completed at least one class in a postsecondary institution AND advanced coursework divided by the total number of students in grades 9-12 in school year 2012-13. See table 4 in the Data Documentation for explanation for range values.
Dual_Enr_OR_Adv_Crse_Rate_1213	64	AN	Number of students in grades 9-12 who completed at least one class in a postsecondary institution OR advanced coursework divided by the total number of students in grades 9-12 in school year 2012-13. See table 4 in the Data Documentation for explanation for range values.
Increased_Learning_Time_Ind_1314	65	AN	Indicator of whether the SIG school increased learning time in school year 2013-14 See <i>4.2 Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Yes</i> <i>No</i>
Longer_School_Year_1314	66	AN	Indicator of whether the SIG school increased learning time by implementing a longer school year in school year 2013-14. See <i>4.2</i>

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Variable Name	Order	Data Type	Description
			<i>Recoding of the SIG leading indicator data in the Data Documentation for recoding of this variable.</i> <i>Longer school year</i> = the school increased learning time by implementing a longer school year <i>Blank</i> = the school did not increase learning time by implementing a longer school year
Longer_School_Day_1314	67	AN	Indicator of whether the SIG school increased learning time by implementing a longer school day in school year 2013-14 See 4.2 <i>Recoding of the SIG leading indicator data in the Data Documentation for recoding of this variable.</i> <i>Longer school day</i> = the school increased learning time by implementing a longer school day <i>Blank</i> = the school did not increase learning time by implementing a longer school day
Before_or_After_School_1314	68	AN	Indicator of whether the SIG school increased learning time by implementing before or after school activities in school year 2013-14. See 4.2 <i>Recoding of the SIG leading indicator data in the Data Documentation for recoding of this variable.</i> <i>Before or after school</i> = the school increased learning time by implementing before or after school <i>Blank</i> = the school did not increase learning time by implementing before or after school
Summer_School_1314	69	AN	Indicator of whether the SIG school increased learning time by implementing summer school in school year 2013-14. See 4.2 <i>Recoding of the SIG leading indicator data in the Data Documentation for recoding of this variable.</i> <i>Summer school</i> = the school increased learning time by implementing summer school <i>Blank</i> = the school did not increase learning time by implementing summer school
Weekend_School_1314	70	AN	Indicator of whether the SIG school increased learning time by

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Variable Name	Order	Data Type	Description
			implementing weekend school in school year 2013-14. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Weekend school</i> = the school increased learning time by implementing weekend school <i>Blank</i> = the school did not increase learning time by implementing weekend school
Other_1314	71	AN	Indicator of whether the SIG school increased learning time by implementing other instructional activities in school year 2013-14. See 4.2 <i>Recoding of the SIG leading indicator data</i> in the Data Documentation for recoding of this variable. <i>Other</i> = the school increased learning time by implementing “other” <i>Blank</i> = the school did not increase learning time by implementing “other”
Student_Attendance_Rate_1314	72	N	Number of school days students attended divided by the maximum number of attendance days in school year 2013-14.
Teacher_Attendance_Rate_1314	73	N	The number of FTE days teachers worked divided by the maximum number of FTE working days in school year 2013-14.
School_Year_Minutes_1314	74	N	Number of minutes that all students were required to be at school and any additional learning time made available to all students in school year 2013-14.
Advanced_Coursework_Rate_1314	75	AN	Number of students in grades 9-12 who completed advanced coursework divided by the total number of students in grades 9-12 in school year 2013-14. See table 4 in the Data Documentation for explanation for range values.
Dual_Enrollment_Rate_1314	76	AN	Number of students in grades 9-12 who completed at least one class in a postsecondary institution divided by the total number of students in grades 9-12 in school year 2013-14. See table 4 in the Data Documentation for explanation for range values.
Dual_Enr_AND_Adv_Crse_Rate_1314	77	AN	Number of students in grades 9-12 who completed at least one class in a postsecondary institution AND advanced coursework divided

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Variable Name	Order	Data Type	Description
			by the total number of students in grades 9-12 in school year 2013-14. See table 4 in the Data Documentation for explanation for range values.
Dual_Enr_OR_Adv_Crse_Rate_1314	78	AN	Number of students in grades 9-12 who completed at least one class in a postsecondary institution OR advanced coursework divided by the total number of students in grades 9-12 in school year 2013-14. See table 4 in the Data Documentation for explanation for range values.
all_cohort_1011	79	N	The total number of students within the adjusted-cohort in school year 2010-11. Adjusted cohort is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_rate_1011	80	AN	The number of students who graduated in four years or less with a regular high school diploma divided by the number of students who formed the adjusted-cohort in school year 2010-11. For the coding of this variable, please see <i>Regulatory Adjusted Cohort Graduation Rate</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html . <i>Number or range of numbers</i> Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_cohort_1112	81	N	The total number of students within the adjusted-cohort in school year 2011-12. Adjusted cohort is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_rate_1112	82	AN	The number of students who graduated in four years or less with a regular high school diploma divided by the number of students who formed the adjusted-cohort in school year 2011-12.

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Variable Name	Order	Data Type	Description
			For the coding of this variable, please see <i>Regulatory Adjusted Cohort Graduation Rate</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html . <i>Number or range of numbers</i> Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_cohort_1213	83	N	The total number of students within the adjusted-cohort in school year 2012-13. Adjusted cohort is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_rate_1213	84	AN	The number of students who graduated in four years or less with a regular high school diploma divided by the number of students who formed the adjusted-cohort in school year 2012-13. For the coding of this variable, please see <i>Regulatory Adjusted Cohort Graduation Rate</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html . <i>Number or range of numbers</i> Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_cohort_1314	85	N	The total number of students within the adjusted-cohort in school year 2013-14. Adjusted cohort is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_rate_1314	86	AN	The number of students who graduated in four years or less with a regular high school diploma divided by the number of students who formed the adjusted-cohort in school year 2013-14. For the coding of this variable, please see <i>Regulatory Adjusted Cohort Graduation Rate</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html .

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Variable Name	Order	Data Type	Description
			<i>Number or range of numbers</i> Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_mth00numvalid_1011	87	N	Total number of students that completed a mathematics assessment and for whom a proficiency level was assigned in school year 2010-11. Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_mth00pctprof_1011	88	AN	Percentage of students in the school that scored at or above proficient in a mathematics assessment in school year 2010-11. For the coding of this variable, please see <i>Assessment Proficiency</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html . <i>Number or range of numbers</i> Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_mth00numvalid_1112	89	N	Total number of students that completed a mathematics assessment and for whom a proficiency level was assigned in school year 2011-12. Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_mth00pctprof_1112	90	AN	Percentage of students in the school that scored at or above proficient in a mathematics assessment in school year 2011-12. For the coding of this variable, please see <i>Assessment Proficiency</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html . <i>Number or range of numbers</i> Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_mth00numvalid_1213	91	N	Total number of students that completed a mathematics assessment and for whom a proficiency level was assigned in school year 2012-13. Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_mth00pctprof_1213	92	AN	Percentage of students in the school that scored at or above proficient in a mathematics assessment in school year 2012-13. For the coding of this variable, please see <i>Assessment Proficiency</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html . <i>Number or range of numbers</i>

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Variable Name	Order	Data Type	Description
			Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_mth00numvalid_1314	93	N	Total number of students that completed a mathematics assessment and for whom a proficiency level was assigned in school year 2013-14. Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_mth00pctprof_1314	94	AN	Percentage of students in the school that scored at or above proficient in a mathematics assessment in school year 2013-14. For the coding of this variable, please see <i>Assessment Proficiency</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html . <i>Number or range of numbers</i> Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_rla00numvalid_1011	95	N	Total number of students that completed a reading/language arts assessment and for whom a proficiency level was assigned in school year 2010-11. Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_rla00pctprof_1011	96	AN	Percentage of students in the school that scored at or above proficient in a reading/language arts assessment in school year 2010-11. For the coding of this variable, please see <i>Assessment Proficiency</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html . <i>Number or range of numbers</i> Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_rla00numvalid_1112	97	N	Total number of students that completed a reading/language arts assessment and for whom a proficiency level was assigned in school year 2011-12. Blank = School does not have data in <i>EDFacts</i> public-use data file.
all_rla00pctprof_1112	98	AN	Percentage of students in the school that scored at or above proficient in a reading/language arts assessment in school year 2011-12. For the coding of this variable, please see <i>Assessment Proficiency</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html .

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Variable Name	Order	Data Type	Description
			<i>Number or range of numbers</i> Blank = School does not have data in ED <i>Facts</i> public-use data file.
all_rla00numvalid_1213	99	N	Total number of students that completed a reading/language arts assessment and for whom a proficiency level was assigned in school year 2012-13. Blank = School does not have data in ED <i>Facts</i> public-use data file.
all_rla00pctprof_1213	100	AN	Percentage of students in the school that scored at or above proficient in a reading/language arts assessment in school year 2012-13. For the coding of this variable, please see <i>Assessment Proficiency</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html . <i>Number or range of numbers</i> Blank = School does not have data in ED <i>Facts</i> public-use data file.
all_rla00numvalid_1314	101	N	Total number of students that completed a reading/language arts assessment and for whom a proficiency level was assigned in school year 2013-14. Blank = School does not have data in ED <i>Facts</i> public-use data file.
all_rla00pctprof_1314	102	AN	Percentage of students in the school that scored at or above proficient in a reading/language arts assessment in school year 2013-14. For the coding of this variable, please see <i>Assessment Proficiency</i> files in http://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html . <i>Number or range of numbers</i> Blank = School does not have data in ED <i>Facts</i> public-use data file.

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Variable Name	Order	Data Type	Description
STATUS_1011	103	AN	School status in school year 2010-11 1 = School was operational at the time of the last report and is currently operational 2 = School has closed since the time of the last report 3 = School has been opened since the time of the last report 4 = School was in existence, but not reported in a previous year's CCD school universe survey, and is now being added 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency 6 = School is temporarily closed and may reopen within three years
PTOTFRL_1011	104	N	Percentage of free lunch eligible and reduced-price lunch eligible students in school year 2010-11
PK_1011	105	N	Total prekindergarten students in school year 2010-11
KG_1011	106	N	Total kindergarten students in school year 2010-11
G01_1011	107	N	Total grade 1 students in school year 2010-11
G02_1011	108	N	Total grade 2 students in school year 2010-11
G03_1011	109	N	Total grade 3 students in school year 2010-11
G04_1011	110	N	Total grade 4 students in school year 2010-11
G05_1011	111	N	Total grade 5 students in school year 2010-11
G06_1011	112	N	Total grade 6 students in school year 2010-11
G07_1011	113	N	Total grade 7 students in school year 2010-11
G08_1011	114	N	Total grade 8 students in school year 2010-11
G09_1011	115	N	Total grade 9 students in school year 2010-11
G10_1011	116	N	Total grade 10 students in school year 2010-11
G11_1011	117	N	Total grade 11 students in school year 2010-11
G12_1011	118	N	Total grade 12 students in school year 2010-11
UG_1011	119	N	Total ungraded students in school year 2010-11
MEMBER_1011	120	N	The total number of students in school year 2010-11
AM_1011	121	N	The total number of American Indian/Alaska Native students in

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Variable Name	Order	Data Type	Description
			school year 2010-11
ASIAN_1011	122	N	The total number of Asian students in school year 2010-11
HISP_1011	123	N	The total number of Hispanic students in school year 2010-11
BLACK_1011	124	N	The total number of Black, non-Hispanic students in school year 2010-11
WHITE_1011	125	N	The total number of White, non-Hispanic students in school year 2010-11
PACIFIC_1011	126	N	The total number of Hawaiian Native/Pacific Islander students in school year 2010-11
TR_1011	127	N	The total number of two or more races students in school year 2010-11
STATUS_1112	128	AN	School status in school year 2011-12 1 = School was operational at the time of the last report and is currently operational 2 = School has closed since the time of the last report 3 = School has been opened since the time of the last report 4 = School was in existence, but not reported in a previous year's CCD school universe survey, and is now being added 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency 6 = School is temporarily closed and may reopen within three years
PTOTFRL_1112	129	N	Percentage of free lunch eligible and reduced-price lunch eligible students in school year 2011-12
PK_1112	130	N	Total prekindergarten students in school year 2011-12
KG_1112	131	N	Total kindergarten students in school year 2011-12
G01_1112	132	N	Total grade 1 students in school year 2011-12
G02_1112	133	N	Total grade 2 students in school year 2011-12
G03_1112	134	N	Total grade 3 students in school year 2011-12
G04_1112	135	N	Total grade 4 students in school year 2011-12

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Variable Name	Order	Data Type	Description
G05_1112	136	N	Total grade 5 students in school year 2011-12
G06_1112	137	N	Total grade 6 students in school year 2011-12
G07_1112	138	N	Total grade 7 students in school year 2011-12
G08_1112	139	N	Total grade 8 students in school year 2011-12
G09_1112	140	N	Total grade 9 students in school year 2011-12
G10_1112	141	N	Total grade 10 students in school year 2011-12
G11_1112	142	N	Total grade 11 students in school year 2011-12
G12_1112	143	N	Total grade 12 students in school year 2011-12
UG_1112	144	N	Total ungraded students in school year 2011-12
MEMBER_1112	145	N	The total number of students in school year 2011-12
AM_1112	146	N	The total number of American Indian/Alaska Native students in school year 2011-12
ASIAN_1112	147	N	The total number of Asian students in school year 2011-12
HISP_1112	148	N	The total number of Hispanic students in school year 2011-12
BLACK_1112	149	N	The total number of Black, non-Hispanic students in school year 2011-12
WHITE_1112	150	N	The total number of White, non-Hispanic students in school year 2011-12
PACIFIC_1112	151	N	The total number of Hawaiian Native/Pacific Islander students in school year 2011-12
TR_1112	152	N	The total number of two or more races students in school year 2011-12

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Variable Name	Order	Data Type	Description
STATUS_1213	153	AN	School status in school year 2012-13 1 = School was operational at the time of the last report and is currently operational 2 = School has closed since the time of the last report 3 = School has been opened since the time of the last report 4 = School was in existence, but not reported in a previous year's CCD school universe survey, and is now being added 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency 6 = School is temporarily closed and may reopen within three years
PTOTFRL_1213	154	N	Percentage of free lunch eligible and reduced-price lunch eligible students in school year 2012-13
PK_1213	155	N	Total prekindergarten students in school year 2012-13
KG_1213	156	N	Total kindergarten students in school year 2012-13
G01_1213	157	N	Total grade 1 students in school year 2012-13
G02_1213	158	N	Total grade 2 students in school year 2012-13
G03_1213	159	N	Total grade 3 students in school year 2012-13
G04_1213	160	N	Total grade 4 students in school year 2012-13
G05_1213	161	N	Total grade 5 students in school year 2012-13
G06_1213	162	N	Total grade 6 students in school year 2012-13
G07_1213	163	N	Total grade 7 students in school year 2012-13
G08_1213	164	N	Total grade 8 students in school year 2012-13
G09_1213	165	N	Total grade 9 students in school year 2012-13
G10_1213	166	N	Total grade 10 students in school year 2012-13
G11_1213	167	N	Total grade 11 students in school year 2012-13
G12_1213	168	N	Total grade 12 students in school year 2012-13
UG_1213	169	N	Total ungraded students in school year 2012-13
MEMBER_1213	170	N	The total number of students in school year 2012-13
AM_1213	171	N	The total number of American Indian/Alaska Native students in

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Variable Name	Order	Data Type	Description
			school year 2012-13
ASIAN_1213	172	N	The total number of Asian students in school year 2012-13
HISP_1213	173	N	The total number of Hispanic students in school year 2012-13
BLACK_1213	174	N	The total number of Black, non-Hispanic students in school year 2012-13
WHITE_1213	175	N	The total number of White, non-Hispanic students in school year 2012-13
PACIFIC_1213	176	N	The total number of Hawaiian Native/Pacific Islander students in school year 2012-13
TR_1213	177	N	The total number of two or more races students in school year 2012-13
STATUS_1314	178	AN	School status in school year 2013-14 1 = School was operational at the time of the last report and is currently operational 2 = School has closed since the time of the last report 3 = School has been opened since the time of the last report 4 = School was in existence, but not reported in a previous year's CCD school universe survey, and is now being added 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency 6 = School is temporarily closed and may reopen within three years
PTOTFRL_1314	179	N	Percentage of free lunch eligible and reduced-price lunch eligible students in school year 2013-14
PK_1314	180	N	Total prekindergarten students in school year 2013-14
KG_1314	181	N	Total kindergarten students in school year 2013-14
G01_1314	182	N	Total grade 1 students in school year 2013-14
G02_1314	183	N	Total grade 2 students in school year 2013-14
G03_1314	184	N	Total grade 3 students in school year 2013-14
G04_1314	185	N	Total grade 4 students in school year 2013-14

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Variable Name	Order	Data Type	Description
G05_1314	186	N	Total grade 5 students in school year 2013-14
G06_1314	187	N	Total grade 6 students in school year 2013-14
G07_1314	188	N	Total grade 7 students in school year 2013-14
G08_1314	189	N	Total grade 8 students in school year 2013-14
G09_1314	190	N	Total grade 9 students in school year 2013-14
G10_1314	191	N	Total grade 10 students in school year 2013-14
G11_1314	192	N	Total grade 11 students in school year 2013-14
G12_1314	193	N	Total grade 12 students in school year 2013-14
UG_1314	194	N	Total ungraded students in school year 2013-14
MEMBER_1314	195	N	The total number of students in school year 2013-14
AM_1314	196	N	The total number of American Indian/Alaska Native students in school year 2013-14
ASIAN_1314	197	N	The total number of Asian students in school year 2013-14
HISP_1314	198	N	The total number of Hispanic students in school year 2013-14
BLACK_1314	199	N	The total number of Black, non-Hispanic students in school year 2013-14
WHITE_1314	200	N	The total number of White, non-Hispanic students in school year 2013-14
PACIFIC_1314	201	N	The total number of Hawaiian Native/Pacific Islander students in school year 2013-14
TR_1314	202	N	The total number of two or more races students in school year 2013-14
usabl_grade38_math_1011_1112	203	AN	Whether grades 3-8 mathematics assessments between school year 2010-11 and school year 2011-12 are comparable <i>Yes</i> <i>No</i>
usabl_grade38_reading_1011_1112	204	AN	Whether grades 3-8 reading/language arts assessments between school year 2010-11 and school year 2011-12 are comparable <i>Yes</i> <i>No</i>

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Variable Name	Order	Data Type	Description
usabl_hs_math_1011_1112	205	AN	Whether high school mathematics assessments between school year 2010-11 and school year 2011-12 are comparable <i>Yes</i> <i>No</i>
usabl_hs_reading_1011_1112	206	AN	Whether high school reading/language arts assessments between school year 2010-11 and school year 2011-12 are comparable <i>Yes</i> <i>No</i>
usabl_grade38_math_1112_1213	207	AN	Whether grades 3-8 mathematics assessments between school year 2011-12 and school year 2012-13 are comparable <i>Yes</i> <i>No</i>
usabl_grade38_reading_1112_1213	208	AN	Whether grades 3-8 reading/language arts assessments school year 2011-12 and school year 2012-13 are comparable <i>Yes</i> <i>No</i>
usabl_hs_math_1112_1213	209	AN	Whether high school mathematics assessments between school year 2011-12 and school year 2012-13 are comparable <i>Yes</i> <i>No</i>
usabl_hs_reading_1112_1213	210	AN	Whether high school reading/language arts assessments between school year 2011-12 and school year 2012-13 are comparable <i>Yes</i> <i>No</i>
usabl_grade38_math_1213_1314	211	AN	Whether grades 3-8 mathematics assessments between school year 2012-13 and school year 2013-14 are comparable <i>Yes</i> <i>No</i>
usabl_grade38_reading_1213_1314	212	AN	Whether grades 3-8 reading/language arts assessments school year 2012-13 and school year 2013-14 are comparable <i>Yes</i>

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Variable Name	Order	Data Type	Description
			<i>No</i>
usabl_hs_math_1213_1314	213	AN	Whether high school mathematics assessments between school year 2012-13 and school year 2013-14 are comparable <i>Yes</i> <i>No</i>
usabl_hs_reading_1213_1314	214	AN	Whether high school reading/language arts assessments between school year 2012-13 and school year 2013-14 are comparable <i>Yes</i> <i>No</i>
Exclude_Assessment_1011	215	AN	Due to special reasons, the school should be excluded from assessment analysis in school year 2010-11 (includes both math and reading assessments). See section 4.1 in the Data Documentation about assessment exclusion flags. <i>Yes</i> = School is flagged for exclusion from the 2010-11 assessments <i>Blank</i> = School is not specifically flagged for exclusion from 2010-11 assessments
Exclude_Assessment_1112	216	AN	Due to special reasons, the school should be excluded from assessment analysis in school year 2011-12 (includes both math and reading assessments). See section 4.1 in the Data Documentation about assessment exclusion flags. <i>Yes</i> = School is flagged for exclusion from the 2011-12 assessments <i>Blank</i> = School is not specifically flagged for exclusion from 2011-12 assessments
Exclude_Assessment_1213	217	AN	Due to special reasons, the school should be excluded from assessment analysis in school year 2012-13 (includes both math and reading assessments). See section 4.1 in the Data Documentation about assessment exclusion flags. <i>Yes</i> = School is flagged for exclusion from the 2012-13 assessments <i>Blank</i> = School is not specifically flagged for exclusion from 2012-13 assessments

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Variable Name	Order	Data Type	Description
Exclude_LI_Grad_1112	218	AN	Due to special reasons, the school should be excluded from leading indicator and graduation rate analysis in school year 2011-12 (See 3.1 -N167 Leading Indicator Data in the Data Documentation for explanation of leading indicators and graduation rate variables). <i>Yes</i> = School is flagged for exclusion from the 2011-12 leading indicator and graduation analyses <i>Blank</i> = School is not specifically flagged for exclusion from 2011-12 leading indicator and graduation analyses
Exclude_LI_Grad_1213	219	AN	Due to special reasons, the school should be excluded from leading indicator and graduation rate analysis in school year 2012-13 (See 3.1 -N167 Leading Indicator Data in the Data Documentation for explanation of leading indicators and graduation rate variables). <i>Yes</i> = School is flagged for exclusion from the 2012-13 leading indicator and graduation analyses <i>Blank</i> = School is not specifically flagged for exclusion from 2012-13 leading indicator and graduation analyses