SIG

School Improvement Grants
National Summary

School Year 2012–13

Introduction

The School Improvement Grants (SIG) program is a key component of the U.S. Department of Education's strategy for helping states and districts turn around the nation's lowest performing schools. Since 2010, the SIG program has provided funding to more than 1,500 of the country's lowest performing schools that have demonstrated the greatest need and the strongest commitment to implement rigorous reforms to raise student achievement.

This School Improvement Grants National Summary analyzes achievement, graduation rates, and leading indicator data from the first three cohorts of schools that received SIG funds.[1] The three cohorts of SIG schools began implementing reforms in 2010–11, 2011–12, and 2012–13, respectively. This summary provides an overview of the changes that occurred in these schools during the first three years of SIG implementation.

This summary has five sections. The first section outlines key findings from the analysis. The second section describes SIG schools from all three cohorts, including student demographic information and breakdowns by school level, locale, and model. The third section presents data on student achievement across time in SIG schools. Please note that a substantial number of schools were excluded from the achievement data analysis because of changes over time in state assessments and other structural changes to the school (e.g., grades served). The fourth section includes information on graduation rates across time in SIG schools. The final section analyzes the SIG leading indicators, which include teacher and student attendance rates, available hours of learning time, increases in learning time, and advanced course-taking rates. Complete data tables and information on the number of schools reporting data are included in the appendices.

SIG Key Findings

- **Many SIG schools are making gains in mathematics and reading proficiency.** Cohort 1 schools, which have implemented SIG reforms for three years (2010–11 to 2012–13), increased the percentage of students who are proficient in mathematics by 8 and by 6 percentage points in reading. In Cohort 2 schools, the increase was 5 percentage points in mathematics and 4 in reading during the two years of SIG implementation (2011–12 to 2012–13). Cohort 3 schools increased the percentage of students who scored proficient in mathematics by 2 percentage points and by 1 percentage point in reading during their first year of SIG implementation (2012–13).
- **Graduation rates are improving in many SIG high schools.** Nearly one half of Cohort 1 high schools and 38 percent of Cohort 2 high schools increased their adjusted cohort graduation rates (ACGRs) by 6 or more percentage points from 2010–11 to 2012–13, compared to a quarter of all public high schools. Similarly, nearly one half of Cohort 3 high schools increased their ACGRs by 4 or more percentage points from 2011–12 to 2012–13, compared with approximately a quarter of all public schools.
- **SIG schools are providing students with multiple opportunities for increased learning time.** Fifty percent of Cohort 1 schools, 54 percent of Cohort 2 schools, and 43 percent of Cohort 3 schools offered more than one type of increased learning time for students in 2012–13. For all three cohorts, the three most common types of increased learning time were: before and after school activities, a longer school day, and summer school.

[1] The Bureau of Indian Education schools are excluded due to lack of data.

Cohort Description

Table 1. Characteristics of all public and SIG Cohorts 1, 2, and 3 schools: 2012–13

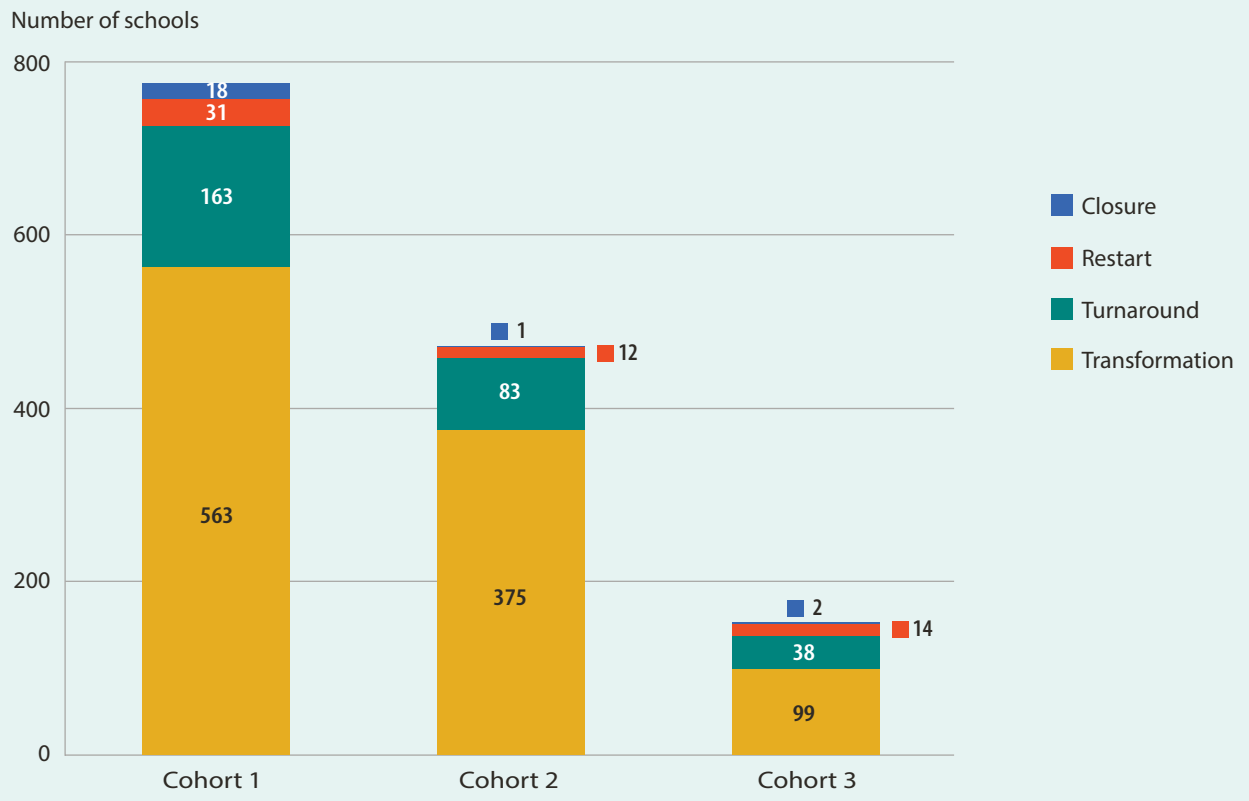
	All public schools	Cohort 1 SIG schools	Cohort 2 SIG schools	Cohort 3 SIG schools
Number of schools	102,890	775	471	153
Total funding (in thousands)	n/a	$1,883,919	$1,322,451	$ 419,866
Average funding (in thousands)	n/a	$2,512	$2,875	$2,800
Total number of students served	49,937,000	475,000	281,000	89,000
Average school enrollment	518	635	600	610
Percentage of students eligible for free or reduced-price lunch	52%	79%	75%	80%
Race/ethnicity percentage distribution of students				
American Indian/Alaska Native	1%	2%	2%	2%
Asian	5%	3%	2%	2%
Hispanic	25%	34%	31%	45%
Black	16%	43%	42%	39%
White	51%	17%	21%	11%
Hawaiian/Pacific Islander	0%	0%	0%	0%
Two or more races	3%	2%	2%	1%
School level				
Primary schools	55%	27%	31%	40%
Middle schools	17%	18%	20%	28%
High schools	21%	47%	42%	30%
Other schools*	7%	8%	7%	2%
Locale				
Urban	27%	56%	54%	61%
Suburban	32%	18%	20%	22%
Town	14%	8%	9%	7%
Rural	28%	18%	16%	10%

* "Other schools" refers to those schools with a grade configuration not falling within the elementary (low grade: PK–3; high grade: PK–8), middle (low grade: 4–7; high grade: 4–9), or high school (low grade: 7–12; high grade: 12 only) categories.

NOTE: Twenty-eight Cohort 1 schools, two Cohort 2 schools, and seven Cohort 3 schools did not have student information in CCD and are not included in reports of Total number of students served, Total school enrollment, students eligible for free or reduced-price lunch, or race/ethnicity composition. In addition, eleven Cohort 1 schools, ten Cohort 2 schools, and four Cohort 3 schools were missing data on free or reduced-priced lunch eligibility in CCD. Twenty-four Cohort 1 schools, one Cohort 2 school, and five Cohort 3 schools did not have CCD data for school level, and sixteen Cohort 1 schools and one Cohort 2 schools did have not locale data in CCD in 2011–12. SIG award amounts are reported for 750 Cohort 1 schools, 460 Cohort 2 schools, and 150 Cohort 3 schools. Percentage values for characteristics with multiple categories may not total 100 percent because of rounding.

Cohort Description

Figure 1. Number of SIG awarded schools, by cohort, by model: 2012–13



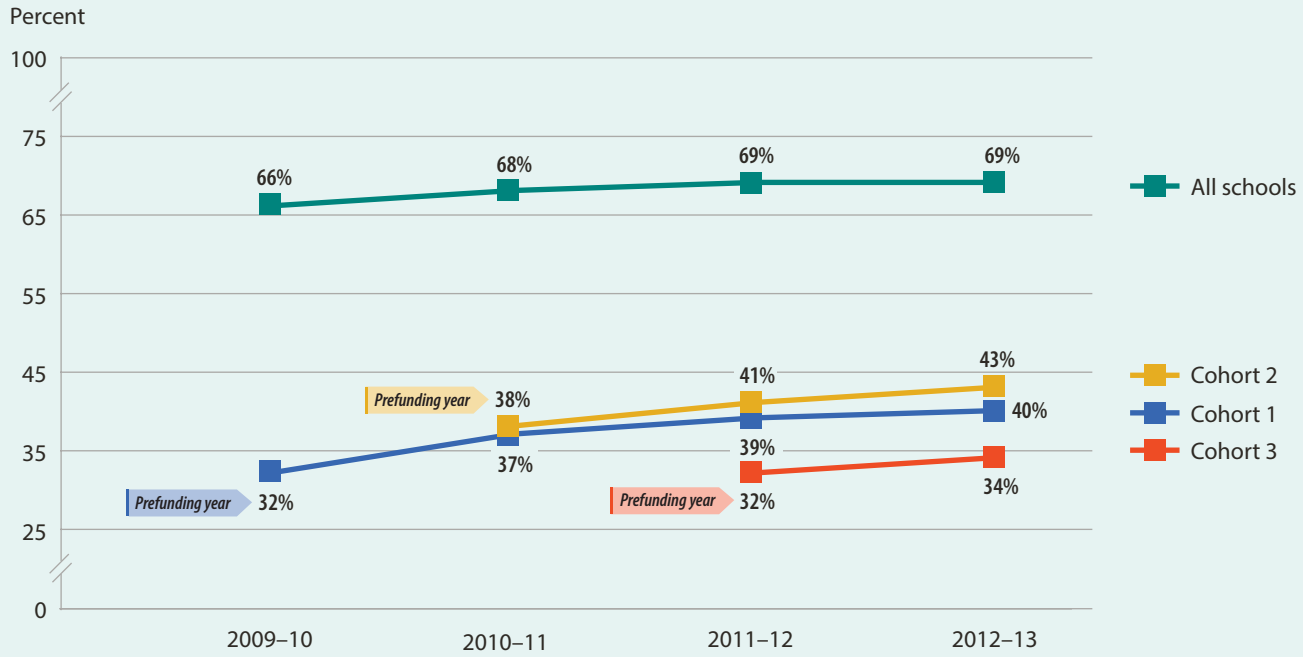
NOTE: Definitions for each SIG model are available in the technical documentation, which is available at http://www2.ed.gov/programs/sif/index.html.

- The Transformation model was used in the majority of SIG schools in all three cohorts (73 percent in Cohort 1, 80 percent in Cohort 2, and 65 percent in Cohort 3).
- The Turnaround model was the second most frequent SIG model in all three cohorts (21 percent of Cohort 1 schools, 18 percent of Cohort 2 schools, and 25 percent of Cohort 3 schools).
- The Restart model was used in 4 percent of Cohort 1 schools, 3 percent of Cohort 2 schools, and 9 percent of Cohort 3 schools.
- The Closure model was the least frequent model and was used in 2 percent of Cohort 1 schools, in a single Cohort 2 school, and in two Cohort 3 schools. By design, the Closure model involves closing a school; thus, Closure model schools are not included in the analyses of leading indicators or student achievement in this report.

Student Achievement in SIG Schools

Changes in average student proficiency on state reading and mathematics assessments in Cohorts 1, 2, and 3 SIG schools and all schools are presented in figures 2 through 5. A substantial number of schools, about one half in some cohorts, were excluded from these figures because of changes over time in state assessments or because specific schools had incomplete data in any of the years being displayed. More information on the percentage of schools included in each figure is included in the table notes, and data on the number of schools included are presented in the Appendix B tables referenced in the notes. A complete list of which SIG schools were excluded from each analysis is included in the National Summary technical documentation, which can be found at http://www2.ed.gov/programs/sif/index.html.

Figure 2. Average percentage of students scoring proficient on state mathematics assessments in schools: 2009–10 to 2012–13

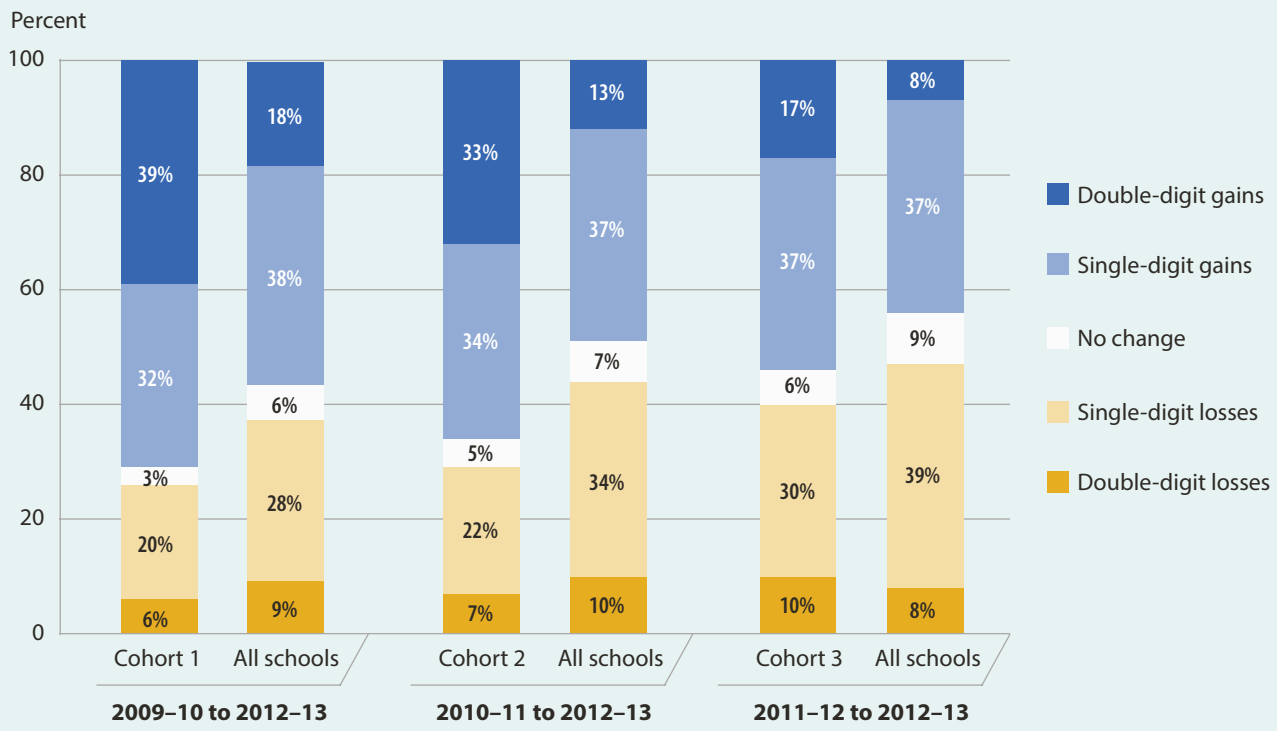


NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, only 50 percent of Cohort 1 schools, 46 percent of Cohort 2 schools, 83 percent of Cohort 3 schools, and 46 percent of all schools are included in this figure. Exclusions for assessment changes between 2009–10 and 2012–13 were applied to the all school and Cohort 1 percentages, while exclusions were applied to the Cohorts 2 and 3 percentages between years for which data are displayed; therefore all lines in this graph are not directly comparable. Data are weighted by the number of valid test-takers within years. See appendix tables A-2, A-3, A-4, and B-1 and the technical documentation at http://www2.ed.gov/programs/sif/index.html.

- Cohorts 1, 2, and 3 SIG schools that were comparable across time (see figure note) demonstrated increases in average mathematics proficiency that were greater than those of all schools for the same time periods.
- The increase in average mathematics proficiency in comparable SIG schools was 8 percentage points for Cohort 1, 5 percentage points for Cohort 2, and 2 percentage points for Cohort 3 between the prefunding year and 2012–2013. In all schools, the average mathematics proficiency scores increased 3, 1, and 0 percentage points, respectively, during the corresponding time periods.

Student Achievement in SIG Schools

Figure 3. Percentage of schools making gains and losses in mathematics proficiency rates: prefunding year to 2012–13

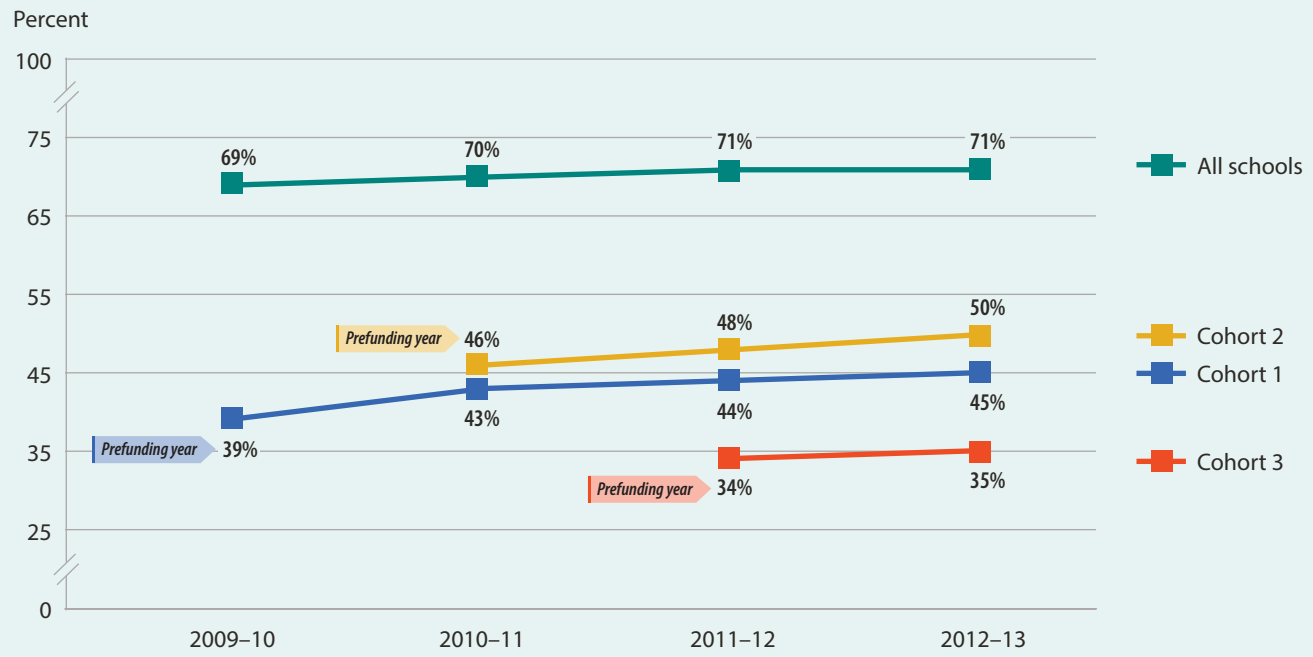


NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, only 50 percent of Cohort 1 schools and 46 percent of all schools are included in this figure for 2009–10 to 2012–13, 46 percent of Cohort 2 schools and 54 percent of all schools are included for 2010–11 to 2012–13, and 83 percent of Cohort 3 schools and 68 percent of all school are included for 2011–12 to 2012–13. Year span specific exclusions were applied to the all schools and cohort percentages in each section of this figure, and, therefore, the percentages are comparable within but not across time frames. Percentages are unweighted. See the technical documentation and tables A-5, A-6, A-7, and B-2 in the appendices.

- The percentages of Cohorts 1, 2, and 3 SIG schools that were comparable across time (see table note) that had double-digit gains in average mathematics proficiency were greater than those of all schools for the same time periods.
- The percentage of comparable Cohort 1 SIG schools making double-digit gains in mathematics proficiency rates between the prefunding school year (2009–10) and 2012–13 was more than twice the percentage for all schools (39 percent vs. 18 percent).
- The percentage of comparable Cohort 2 SIG schools making double-digit gains in mathematics proficiency rates between the prefunding school year (2010–11) and 2012–13 was more than twice the percentage for all schools (33 percent vs. 13 percent).
- The percentage of comparable Cohort 3 SIG schools making double-digit gains in mathematics proficiency rates between the prefunding school year (2011–12) and 2012–13 was more than twice the percentage for all schools (17 percent vs. 8 percent).
- From 2011–12 to 2012–13, 10 percent of Cohort 3 SIG schools had double-digit losses in mathematics proficiency rates compared with 8 percent of all schools.

Student Achievement in SIG Schools

Figure 4. Average percentage of students scoring proficient on state reading assessments in Cohorts 1–3 SIG and all schools: 2009–10 to 2012–13

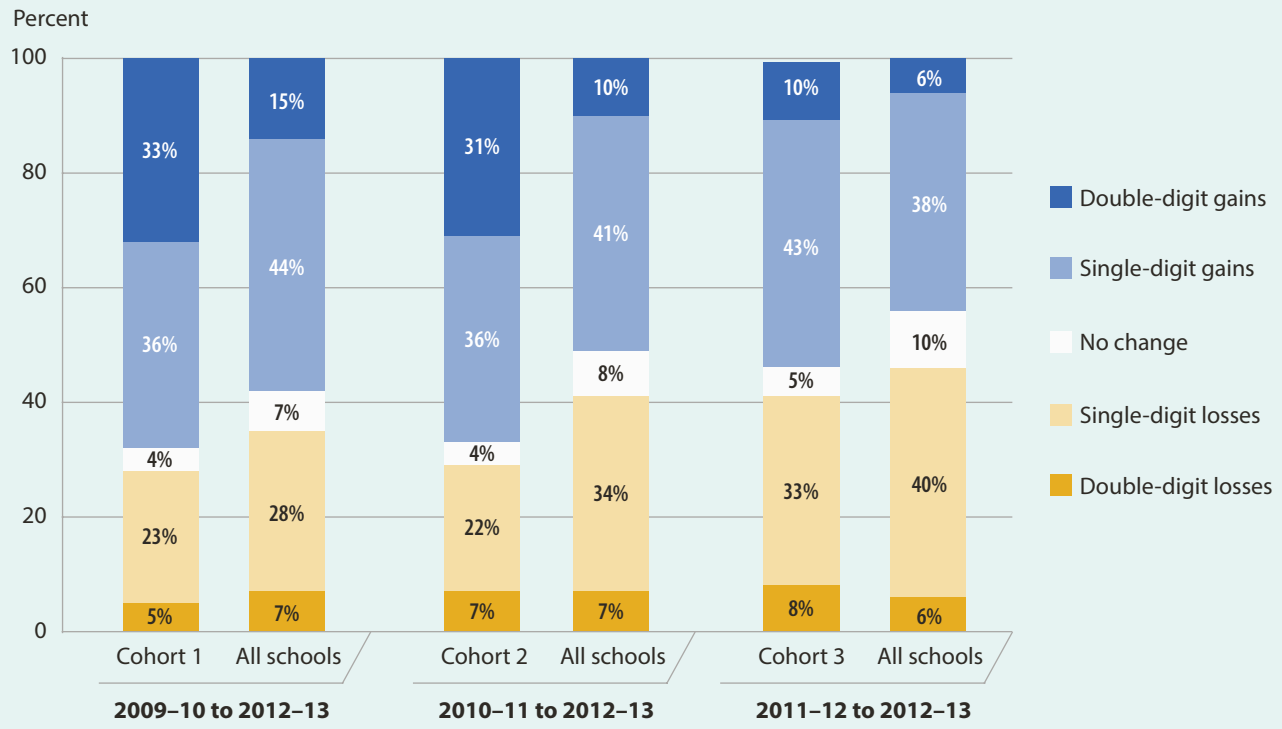


NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, only 55 percent of Cohort 1 schools, 54 percent of Cohort 2 schools, 78 percent of Cohort 3 schools, and 51 percent of all schools are included in this figure. Exclusions for assessment changes between 2009–10 and 2012–13 were applied to the all school and Cohort 1 percentages, while exclusions were applied to the Cohorts 2 and 3 percentages between years for which data are displayed; therefore, all lines in this graph are not directly comparable. Data are weighted by the number of valid test-takers within years. See the technical documentation and tables A-8, A-9, A-10, and B-3 in the appendices.

- Cohorts 1, 2, and 3 SIG schools that were comparable across time (see table note) demonstrated increases in average reading proficiency that were greater than those of all schools for the same time periods.
- The increase in average reading proficiency in comparable SIG schools was 6 percentage points for Cohort 1, 4 percentage points for Cohort 2, and 1 percentage point for Cohort 3 between the prefunding year and 2012–13. In all schools, the average reading proficiency scores increased 2, 1, and 0 percentage points, respectively, during the corresponding time periods.

Student Achievement in SIG Schools

Figure 5. Percentage of schools making gains and losses in reading proficiency rates: prefunding year to 2012–13



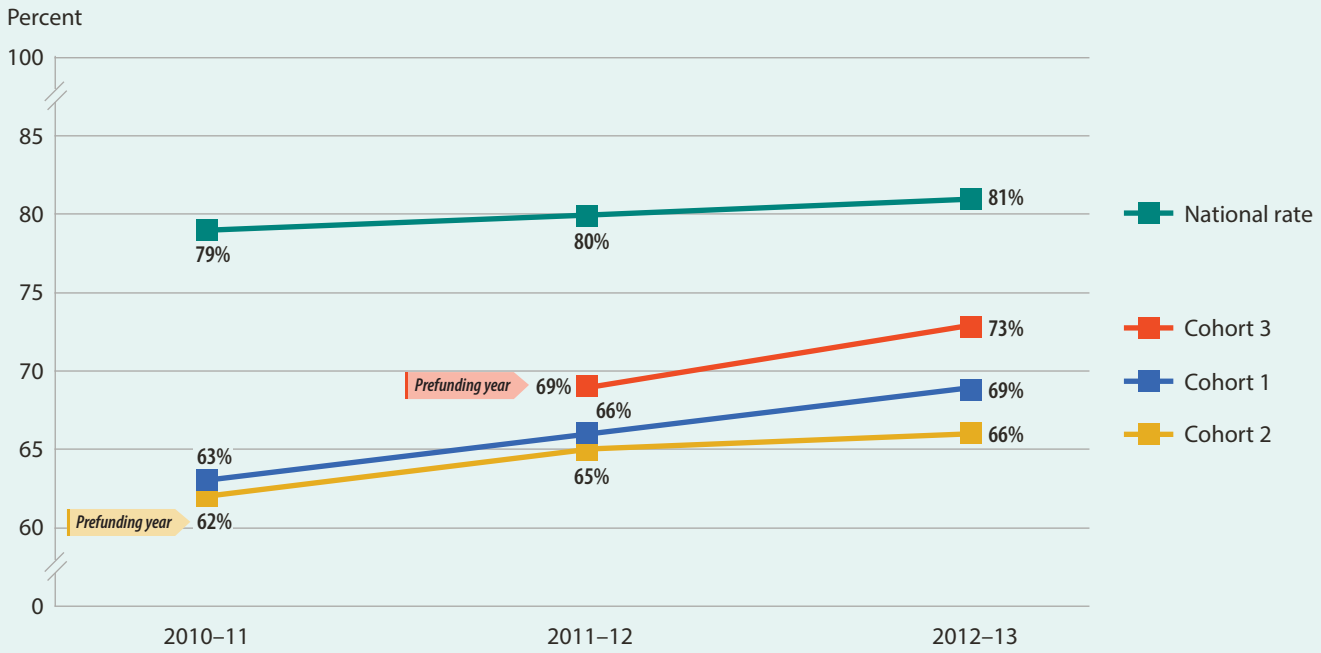
NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, only 55 percent of Cohort 1 schools and 51 percent of all schools are included in this figure for 2009–10 to 2012–13, 54 percent of Cohort 2 and 53 percent of all schools are included for 2010–11 to 2012–13, and 78 percent of Cohort 3 schools and 68 percent of all schools are included for 2011–12 to 2012–13. Year span specific exclusions were applied to the all school and cohort percentages in each section of this figure, and, therefore, the percentages are comparable within but not across time frames. Percentages are unweighted. See the technical documentation and tables A-11, A-12, A-13, and B-4 in the appendices.

- The percentages of Cohorts 1, 2, and 3 SIG schools that were comparable across time (see table note) that had double-digit gains in average reading proficiency were greater than those of all schools for the same time periods.
- The percentage of comparable Cohort 1 SIG schools making double-digit gains in reading proficiency rates between the prefunding school year (2009–10) and 2012–13 was more than twice the percentage for all schools (33 percent vs. 15 percent).
- The percentage of Cohort 2 SIG schools making double-digit gains in reading proficiency rates between the prefunding school year (2010–11) and 2012–13 was more than three times the percentage for all schools (31 percent vs. 10 percent).
- The percentage of Cohort 3 SIG schools making double-digit gains in reading proficiency rates between the prefunding school year (2011–12) and 2012–13 was higher than the percentage for all schools (10 percent vs. 6 percent).
- From 2011–12 to 2012–13, 8 percent of Cohort 3 SIG schools had double-digit losses in reading proficiency rates compared with 6 percent of all schools.

Graduation Rates in SIG Schools

Changes across time in the average adjusted cohort graduation rates (ACGRs) in Cohorts 1, 2, and 3 SIG schools are presented in figures 6 through 8. The regulatory four-year ACGR 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. The four-year ACGR also includes students who graduate in less than four years.

Figure 6. Average adjusted cohort graduation rates for SIG and all high schools: 2010–11 to 2012–13

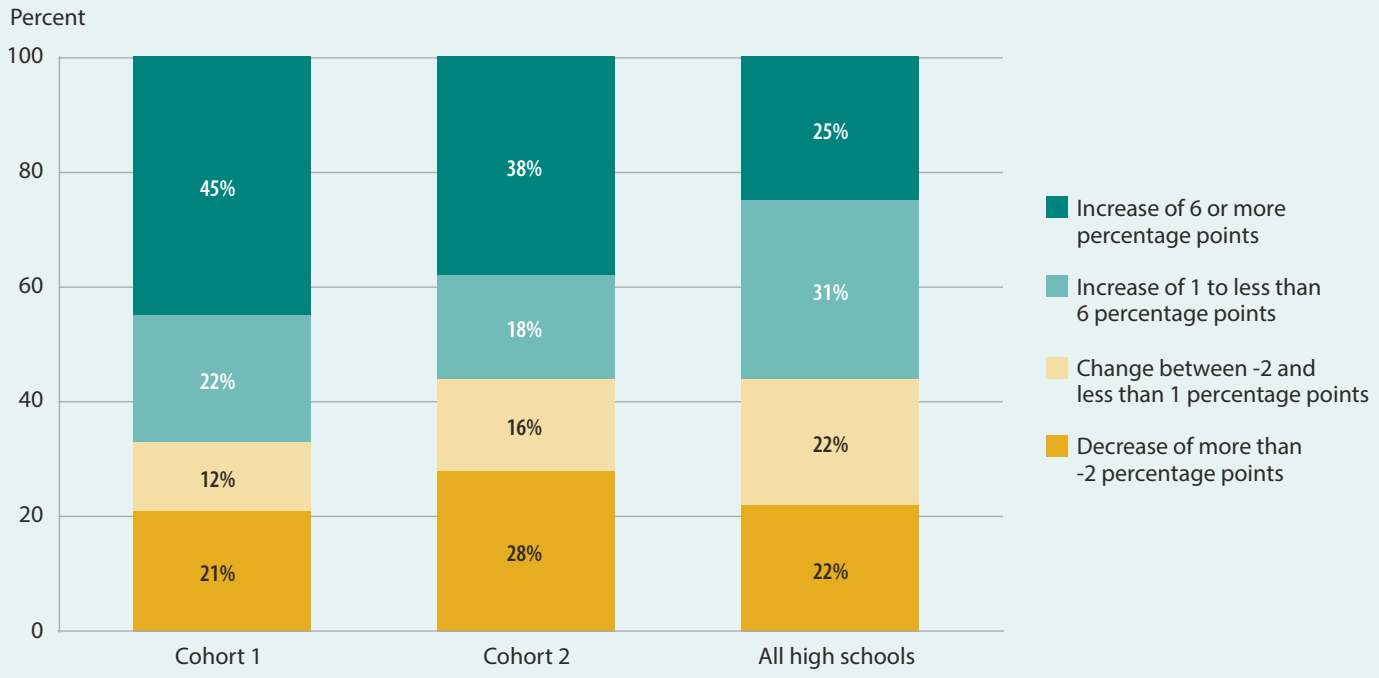


NOTE: Cohort 1 graduation rates for the prefunding year (2009–10) are not displayed because they were not available. The regulatory four-year adjusted cohort graduation rate (ACGR) is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. The four-year ACGR also includes students who graduate in less than four years. The national ACGR displayed in this figure can be found on the NCES website at https://nces.ed.gov/ccd/tables/ACGR_2010-11_to_2012-13.asp. The percentage of SIG high schools reporting graduation data for all years was 95 percent for Cohort 1 and 85 percent for both Cohorts 2 and 3. Exclusions for graduation rate changes between 2010–11 and 2012–13 were applied to the all school and Cohorts 1 and 2 percentages, while exclusions were applied to the Cohort 3 percentages between years for which data are displayed; therefore, not all lines in this graph are directly comparable. Data are weighted by cohort size in 2010–11, 2011–12, and 2012–13. See tables A-14 and B-5 in the appendices.

- From 2010–11 to 2012–13, the average ACGRs in Cohorts 1 and 2 SIG schools increased more than the national average.
- Cohort 1 schools' average ACGRs increased about 6 percentage points (from 63 percent to 69 percent), and the Cohort 2 schools' average ACGRs increased about 4 percentage points (from 62 percent to 66 percent).
- Between 2011–12 and 2012–13, the average ACGRs in Cohort 3 SIG schools increased more than the national average.
- From 2011–12 to 2012–13, Cohort 3 schools' average ACGRs increased about 4 percentage points (from 69 percent to 73 percent).

Graduation Rates in SIG Schools

Figure 7. Percentage of SIG Cohorts 1 and 2 and all public schools by categories of change in average adjusted cohort graduation rates: 2010–11 to 2012–13

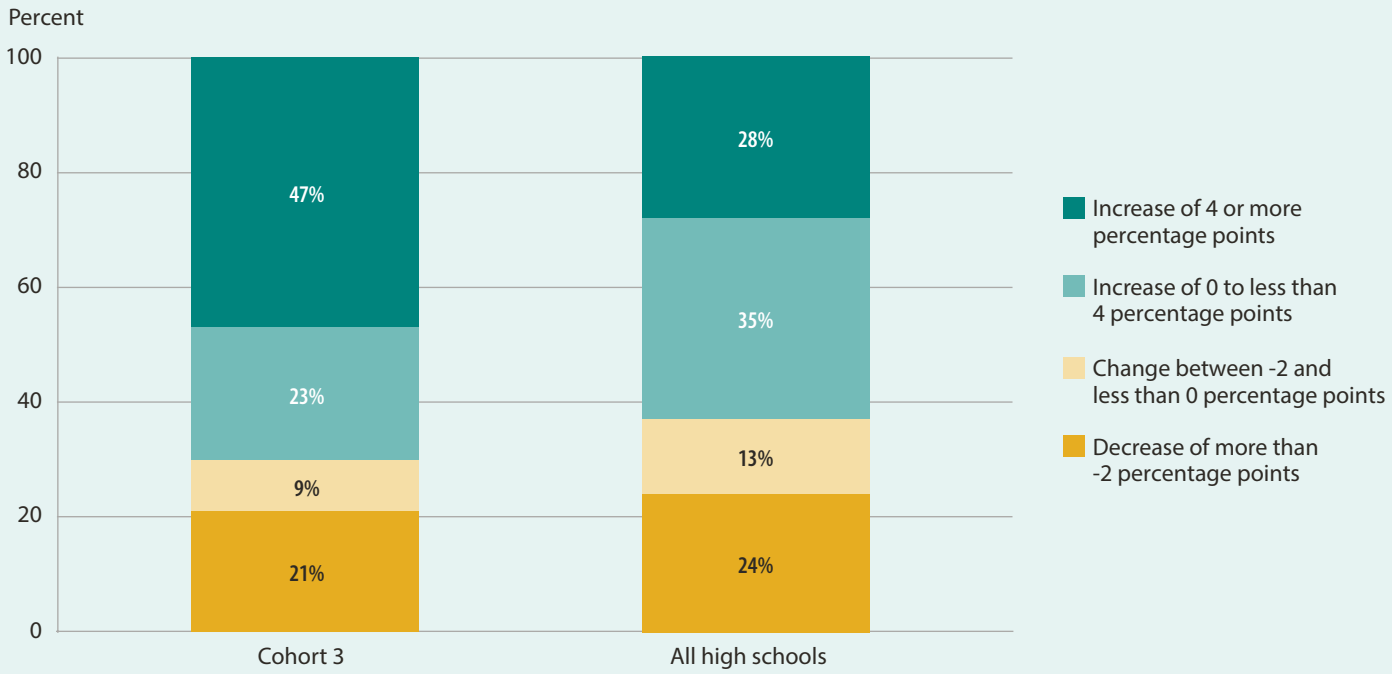


NOTE: The regulatory four-year adjusted cohort graduation rate (ACGR) is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. The four-year ACGR also includes students who graduate in less than four years. Changes in schools' ACGRs were calculated using whole integers. For each bar, the categories of change in schools' ACGRs are based on the quartiles of change for all public high schools. Because differences were calculated between integers, the distribution for all public high schools does not break into groups of exactly 25 percent. The percentage of Cohorts 1 and 2 SIG high schools reporting graduation data for all years was 95 and 85 percent, respectively. About 85 percent of all public high schools were included in this table. Categories may not total 100 percent due to rounding. Percentages are unweighted. See tables A-15 and B-5 in the appendices.

- About 45 percent of Cohort 1 SIG high schools and 38 percent of Cohort 2 SIG high schools increased their ACGRs by 6 or more percentage points from 2010–11 to 2012–13, compared with 25 percent of all public high schools.
- At the same time, a larger percentage of Cohort 2 SIG high schools than all public high schools decreased their ACGRs by more than 2 percentage points (28 percent vs. 22 percent).

Graduation Rates in SIG Schools

Figure 8. Percentage of SIG Cohort 3 and all public schools by categories of change in average adjusted cohort graduation rates: 2011–12 to 2012–13



NOTE: The regulatory four-year adjusted cohort graduation rate (ACGR) 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. The four-year ACGR also includes students who graduate in less than four years. Changes in schools' ACGRs were calculated using whole integers. For each bar, the categories of change in schools' ACGRs are based on the quartiles of change for all public high schools. Because the differences were calculated between integers, the distribution for all public high schools does not break into groups of exactly 25 percent. The percentage of Cohort 3 SIG and all public high schools reporting graduation data for both years was 96 and 85 percent, respectively. Categories may not total 100 percent due to rounding. Percentages are unweighted. See tables A-16 and B-5 in the appendices.

- Between 2011–12 and 2012–13, about 47 percent of Cohort 3 SIG high schools increased their ACGRs by 4 or more percentage points, compared with 28 percent of all public high schools.
- At the same time, a smaller percentage of Cohort 3 SIG high schools than all public high schools decreased their ACGRs by more than 2 percentage points (21 percent vs. 24 percent).

SIG Leading Indicators

SIG leading indicators for Cohorts 1, 2, and 3 SIG schools from 2010–11 through 2012–13 are presented in tables 2 and 3 and figure 9. Table 2 overviews all the leading indicators, which include teacher and student attendance rates; available hours of learning time; increases in learning time; and, for high schools, data on advanced course-taking rates. Table 3 presents detailed results for increased learning time, and figure 9 presents advanced course-taking/dual enrollment course-taking rates. Closure model SIG schools are not included in these tables. Leading indicator data for the prefunding year for Cohort 1 (2009–10) were not available and are not displayed in this section. Leading indicator data for the prefunding years for Cohort 2 (2010–11) and Cohort 3 (2011–12) are included in table 2 and figure 9.

The numbers reported in table 2 are based on the schools that reported data for each element for all years for which data are reported. As a result, each row represents a different set of SIG schools reporting for each cohort. The number of SIG schools reporting data for each cohort can be found in tables B-6 through B-10 in appendix B.

Table 2. SIG leading indicators for Cohorts 1–3 SIG schools: 2010–11 to 2012–13

	Cohort 1			Cohort 2			Cohort 3	
	2010–11	2011–12	2012–13	2010–11 *(Prefunding year)*	2011–12	2012–13	2011–12 *(Prefunding year)*	2012–13
Attendance rate								
Student attendance	91%	91%	91%	91%	91%	92%	92%	93%
Teacher attendance	94%	93%	94%	93%	93%	93%	92%	92%
Learning time								
School year length in hours	n/a	n/a	1,294	n/a	n/a	1,315	n/a	1,202
Increased learning time	n/a	n/a	68%	n/a	n/a	79%	n/a	83%
High school indicator								
Average advanced-course taking rate	18%	20%	19%	15%	16%	19%	18%	24%

NOTE: Average attendance rates, average available hours of learning time, and percentages of schools offering increased learning time were weighted by student enrollments from the CCD. Average advanced course-taking rates were weighted by enrollment in grades 9 to 12 from the CCD. The numbers reported in this table are based on the schools that reported data for each element, and thus each row represents a different set of SIG schools. Increased learning time data for 2010–11 and 2011–12 are not comparable across time and are not displayed. See tables A-17 through A-21 and B-6 through B-10 in the appendices.

Table 3. Percentage of SIG schools providing any increased learning time, overall and by type: 2012–13

	Cohort 1	Cohort 2	Cohort 3
SIG schools providing any increased learning time	68%	79%	83%
Increased learning time type			
Longer school year	9%	14%	12%
Longer school day	42%	40%	49%
Before or after school	46%	52%	36%
Summer school	38%	42%	31%
Weekend school	22%	24%	14%
Other	12%	15%	11%
SIG schools providing two or more types of increased learning time	50%	54%	43%

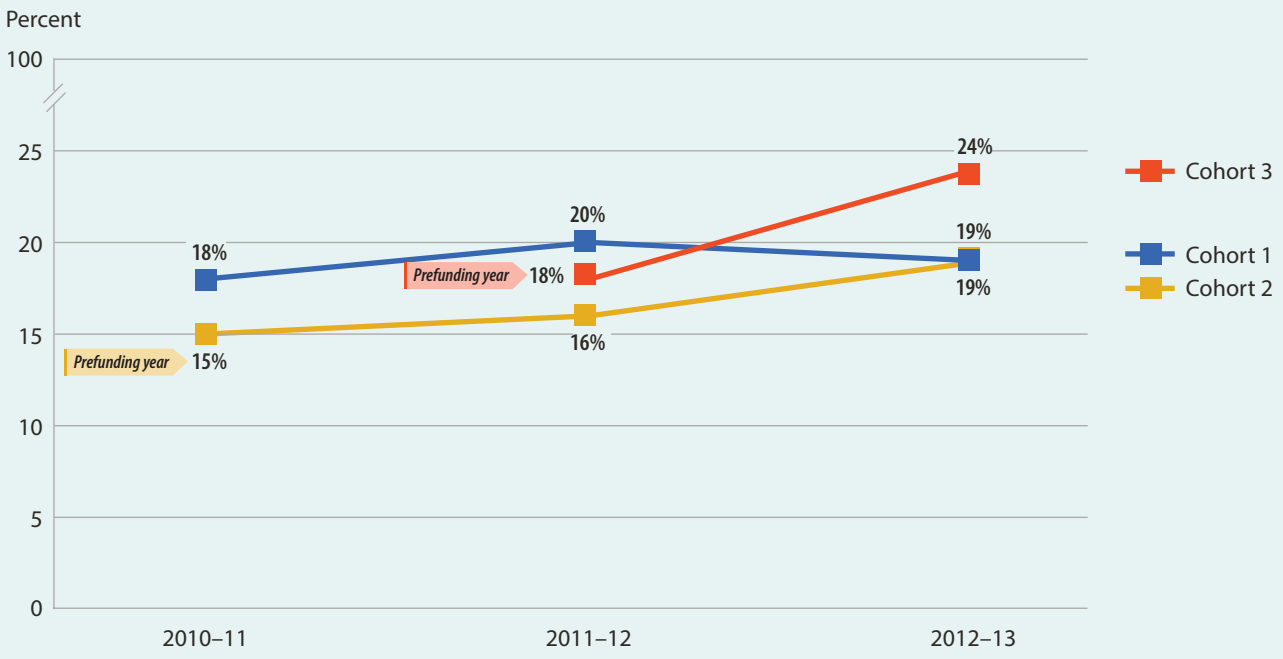
NOTE: Increased learning time is defined as any programmatic change that includes additional learning time available to all students. Increased learning time data were reported for 95 percent of Cohort 1 schools, 97 percent of Cohort 2 schools, and 87 percent of Cohort 3 schools in 2012–13. Data are weighted by enrollment in 2012–13. See tables A-20 and B-9 in the appendices.

- In 2012–13, about 68 percent of SIG Cohort 1 schools, 79 percent of SIG Cohort 2 schools, and 83 percent of Cohort 3 schools had programs that included making some type of increased learning time available to all students in the school.
- For SIG Cohorts 1 and 2, increased learning time most often took the form of before or after school activities. For SIG Cohort 3, increased learning time most often took the form of a longer school day.
- For all three cohorts, the three most common types of increased learning time were longer schools day, before and after school activities, and summer school.
- About 50 percent of Cohort 1 schools, 54 percent of Cohort 2 schools, and 43 percent of Cohort 3 schools provided more than one type of increased learning time.

For more information

For examples of what SIG schools are doing to increase learning time and implement other initiatives to increase student achievement, see http://www2.ed.gov/programs/sif/sigprofiles/index.html.

Figure 9. Average percentage of students participating in advanced course-taking or dual enrollment courses in SIG Cohorts 1, 2, and 3 high schools: 2010–11 to 2012–13



NOTE: Cohort 1 advanced course-taking/dual enrollment data for the prefunding year (2009–10) are not displayed because they were not available. Advanced course-taking data were reported for 86 percent of Cohort 1 high schools, 59 percent of Cohort 2 high schools, and 60 percent of Cohort 3 schools. Data are weighted by enrollment in grades 9 through 12 in 2010–11, 2011–12, and 2012–13. See tables A-21 and B-10 in the appendices.

- In 2012–13, the overall advanced course-taking rate in Cohort 1 SIG schools was about 1 percentage point higher than in 2010–11.
- In 2012–13, the overall advanced course-taking rate in Cohort 2 SIG schools was about 4 percentage points higher than in 2010–11, increasing from 15 percent to 19 percent.
- Between 2011–12 and 2012–13, the overall advanced course-taking rate in Cohort 3 SIG schools increased 6 percentage points, from 18 percent to 24 percent.

Appendix A: Data Tables

The quality of each state's 2010–11, 2011–12, and 2012–13 leading indicator data as submitted to ED*Facts* was assessed by using three criteria. State data files were considered **timely submissions** if their ED*Facts* file N167 was submitted by the scheduled due date (the due date for the 2010–11 data was February 10, 2012, the due date for the 2011–12 data was January 31, 2013, and the due date for the 2012–13 data was January 10, 2014). State data files were considered **complete submissions** if all data groups contained values for at least 80 percent of Cohorts 1, 2, and 3 SIG schools. State data files were considered **valid submissions** if—for each data group—at least 80 percent of the submitted values were within the plausible range.

Table A-1. Timeliness, completeness, and validity of state submitted SIG data: 2010–11 to 2012–13

	2010–11	2011–12	2012–13
Number of states meeting all three criteria (timely, complete, valid)	29	33	36
Number of states with timely submissions	36	41	40
Number of states with complete (> 80%) data	43	42	44
Number of states with valid (> 80%) data	42	48	50

Table A-2. Average percentage of students scoring proficient on state mathematics assessments in Cohort 1 SIG and all schools, by level, locale, and SIG model: 2009–10 to 2012–13

	Cohort 1				All schools			
	2009–10	2010–11	2011–12	2012–13	2009–10	2010–11	2011–12	2012–13
Total	31.8	36.5	38.6	39.6	66.2	68.0	69.1	68.8
School level								
Primary schools	34.2	41.0	44.4	44.5	68.5	70.4	71.1	70.6
Middle schools	31.8	35.8	37.3	38.6	65.5	67.1	68.8	68.4
High schools	30.2	34.1	35.4	37.2	61.2	63.6	64.4	65.4
Other schools	22.5	24.1	26.1	23.6	55.2	56.8	57.5	57.7
Locale								
Urban	31.2	35.7	37.3	38.5	59.3	61.1	61.9	61.7
Suburban	32.7	36.5	39.5	38.7	69.8	71.5	72.4	72.3
Town	28.8	36.5	41.2	44.9	64.6	66.7	67.9	67.4
Rural	36.0	42.1	43.5	45.3	68.6	70.8	72.2	72.0
SIG model								
Transformation	34.2	38.9	39.8	41.1	n/a	n/a	n/a	n/a
Turnaround	26.2	31.0	35.0	35.3	n/a	n/a	n/a	n/a
Restart	27.2	31.5	39.0	39.9	n/a	n/a	n/a	n/a

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 50 percent of Cohort 1 schools and 46 percent of all schools are included in this table. Percentages are weighted by the number of valid test-takers within years. See the technical documentation and table B-1.

Appendix A: Data Tables

Table A-3. Average percentage of students scoring proficient on state mathematics assessments in Cohort 2 SIG and all schools, by level, locale, and SIG model: 2010–11 to 2012–13

	Cohort 2			All schools		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Total	38.3	41.1	42.6	68.0	69.1	68.8
School level						
Primary schools	33.2	36.1	38.1	70.4	71.1	70.6
Middle schools	39.0	41.3	43.5	67.1	68.8	68.4
High schools	33.2	36.9	37.3	63.6	64.4	65.4
Other schools	54.8	54.4	55.0	56.8	57.5	57.7
Locale						
Urban	33.7	36.0	36.8	61.1	61.9	61.7
Suburban	46.5	47.9	49.3	71.5	72.4	72.3
Town	38.9	44.5	46.9	66.7	67.9	67.4
Rural	38.1	44.0	46.1	70.8	72.2	72.0
SIG model						
Transformation	39.0	41.0	42.0	n/a	n/a	n/a
Turnaround	32.8	38.2	40.9	n/a	n/a	n/a
Restart	43.8	50.5	53.5	n/a	n/a	n/a

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 46 percent of both Cohort 2 and all schools are included in this table. Percentages are weighted by the number of valid test-takers within years. See the technical documentation and table B-1.

Table A-4. Average percentage of students scoring proficient on state mathematics assessments in Cohort 3 SIG and all schools, by level, locale, and SIG model: 2011–12 to 2012–13

	Cohort 3		All schools	
	2011–12	2012–13	2011–12	2012–13
Total	31.6	33.8	69.1	68.8
School level				
Primary schools	36.5	38.0	71.1	70.6
Middle schools	28.8	30.8	68.8	68.4
High schools	31.8	34.9	64.4	65.4
Other schools	36.2	35.7	57.5	57.7
Locale				
Urban	30.6	32.6	61.9	61.7
Suburban	30.9	33.7	72.4	72.3
Town	43.6	43.9	67.9	67.4
Rural	38.3	37.2	72.2	72.0
SIG model				
Transformation	32.5	34.4	n/a	n/a
Turnaround	30.0	32.9	n/a	n/a
Restart	28.2	30.0	n/a	n/a

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 83 percent of Cohort 3 schools and 46 percent of all schools are included in this table. Percentages are weighted by the number of valid test-takers within years. See the technical documentation and table B-1.

Table A-5. Average percentage point change in percent of students scoring proficient on state mathematics assessments in Cohort 1 SIG and all schools, by level, locale, and SIG model: 2009–10 to 2012–13

	2009–10 to 2012–13	
	Cohort 1	All schools
Total	7.4	2.4
School level		
Primary schools	10.4	1.9
Middle schools	6.1	2.5
High schools	7.0	4.1
Other schools	0.2	2.6
Locale		
Urban	6.5	2.0
Suburban	6.6	2.2
Town	16.8	2.8
Rural	9.6	3.2
SIG model		
Transformation	6.8	n/a
Turnaround	8.8	n/a
Restart	9.2	n/a
Percentage distribution of schools making gains and losses		
Double-digit losses	6.4%	9.5%
Single-digit losses	19.9%	28.4%
No change	3.3%	5.9%
Single-digit gains	31.6%	37.9%
Double-digit gains	38.8%	18.3%

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 50 percent of Cohort 1 schools and 46 percent of all schools are included in this table. Data by school level, locale, and SIG model are weighted by the average number of valid test-takers between years. Data on losses and gains are unweighted. See the technical documentation and table B-2.

Table A-6. Average percentage point change in percent of students scoring proficient on state mathematics assessments in Cohort 2 SIG and all schools, by level, locale, and SIG model: 2010–11 to 2012–13

	2010–11 to 2012–13	
	Cohort 2	**All schools**
Total	3.9	0.9
School level		
Primary schools	4.8	0.3
Middle schools	4.3	1.2
High schools	5.2	1.7
Other schools	0.0	1.0
Locale		
Urban	3.3	0.6
Suburban	2.0	0.8
Town	8.3	1.2
Rural	8.2	1.3
SIG model		
Transformation	2.7	n/a
Turnaround	8.3	n/a
Restart	9.2	n/a
Percentage distribution of schools making gains and losses		
Double-digit losses	6.7%	9.7%
Single-digit losses	21.5%	33.5%
No change	4.8%	7.0%
Single-digit gains	34.0%	37.0%
Double-digit gains	33.0%	12.8%

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 46 percent of Cohort 2 schools and 54 percent of all schools are included in this table. Data by school level, locale, and SIG model are weighted by the average number of valid test-takers between years. Data on losses and gains are unweighted. See the technical documentation and table B-2.

Table A-7. Average percentage point change in percent of students scoring proficient on state mathematics assessments in Cohort 3 SIG and all schools, by level, locale, and SIG model: 2011–12 to 2012–13

	2011–12 to 2012–13	
	Cohort 3	All schools
Total	1.9	0.1
School level		
Primary schools	1.0	-0.3
Middle schools	2.0	-0.3
High schools	3.0	1.0
Other schools	-0.6	0.1
Locale		
Urban	1.5	-0.1
Suburban	2.8	0.0
Town	0.0	-0.3
Rural	-0.7	-0.1
SIG model		
Transformation	1.4	n/a
Turnaround	3.0	n/a
Restart	1.7	n/a
Percentage distribution of schools making gains and losses		
Double-digit losses	10.2%	8.3%
Single-digit losses	29.7%	38.6%
No change	5.9%	8.5%
Single-digit gains	37.3%	36.6%
Double-digit gains	16.9%	8.0%

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 83 percent of Cohort 3 schools and 68 percent of all schools are included in this table. Data by school level, locale, and SIG model are weighted by the average number of valid test-takers between years. Data on losses and gains are unweighted. See the technical documentation and table B-2.

Appendix A: Data Tables

Table A-8. Average percentage of students scoring proficient on state reading assessments in Cohort 1 SIG and all schools, by level, locale, and SIG model: 2009–10 to 2012–13

	Cohort 1				All schools			
	2009–10	2010–11	2011–12	2012–13	2009–10	2010–11	2011–12	2012–13
Total	39.4	42.7	43.6	45.0	69.0	70.4	71.4	71.1
School level								
Primary schools	31.5	36.6	40.2	40.7	67.0	68.5	69.6	69.1
Middle schools	41.7	42.7	44.0	45.2	70.6	71.5	72.8	72.4
High schools	43.9	48.7	46.9	49.5	72.3	74.4	74.3	75.3
Other schools	27.4	29.3	29.7	30.8	62.7	64.9	65.4	65.5
Locale								
Urban	36.3	39.6	40.6	42.3	61.9	63.5	64.5	64.2
Suburban	44.0	46.7	46.8	47.6	72.1	73.3	74.2	74.0
Town	44.4	49.1	51.8	53.4	68.6	70.3	71.2	71.0
Rural	45.9	49.8	50.7	50.5	72.4	73.9	75.0	74.9
SIG model								
Transformation	42.6	45.8	46.2	47.6	n/a	n/a	n/a	n/a
Turnaround	32.2	36.1	37.5	38.4	n/a	n/a	n/a	n/a
Restart	29.4	30.3	35.3	37.5	n/a	n/a	n/a	n/a

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 55 percent of Cohort 1 schools and 51 percent of all schools are included in this table. Percentages are weighted by the number of valid test-takers within years. See the technical documentation and table B-3.

Table A-9. Average percentage of students scoring proficient on state reading assessments in Cohort 2 SIG and all schools, by level, locale, and SIG model: 2010–11 to 2012–13

	Cohort 2			All schools		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Total	46.2	48.5	50.5	70.4	71.4	71.1
School level						
Primary schools	35.7	38.0	39.4	68.5	69.6	69.1
Middle schools	40.4	42.4	44.6	71.5	72.8	72.4
High schools	49.2	52.0	53.6	74.4	74.3	75.3
Other schools	67.5	67.0	68.9	64.9	65.4	65.5
Locale						
Urban	39.4	41.1	41.9	63.5	64.5	64.2
Suburban	57.3	59.0	62.0	73.3	74.2	74.0
Town	46.8	50.0	54.5	70.3	71.2	71.0
Rural	45.7	51.9	52.6	73.9	75.0	74.9
SIG model						
Transformation	46.9	49.0	51.0	n/a	n/a	n/a
Turnaround	39.0	42.2	42.8	n/a	n/a	n/a
Restart	54.0	55.4	60.1	n/a	n/a	n/a

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 54 percent of Cohort 2 schools and 51 percent of all schools are included in this table. Percentages are weighted by the number of valid test-takers within years. See the technical documentation and table B-3.

Table A-10. Average percentage of students scoring proficient on state reading assessments in Cohort 3 SIG and all schools, by level, locale, and SIG model: 2011–12 to 2012–13

	Cohort 3		All schools	
	2011–12	2012–13	2011–12	2012–13
Total	33.8	35.2	71.4	71.1
School level				
Primary schools	30.5	30.6	69.6	69.1
Middle schools	33.5	34.6	72.8	72.4
High schools	37.8	42.1	74.3	75.3
Other schools	47.0	44.7	65.4	65.5
Locale				
Urban	30.8	31.7	64.5	64.2
Suburban	36.3	38.5	74.2	74.0
Town	35.8	34.0	71.2	71.0
Rural	50.4	53.9	75.0	74.9
SIG model				
Transformation	34.4	36.4	n/a	n/a
Turnaround	32.9	33.4	n/a	n/a
Restart	30.1	28.5	n/a	n/a

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 78 percent of Cohort 3 schools and 51 percent of all schools are included in this table. Percentages are weighted by the number of valid test-takers within years. See the technical documentation and table B-3.

Table A-11. Average percentage point change in percent of students scoring proficient on state reading assessments in Cohort 1 SIG and all public schools, by level, locale, and SIG model: 2009–10 to 2012–13

	2009–10 to 2012–13	
	Cohort 1	All schools
Total	5.3	1.9
School level		
Primary schools	8.8	2.0
Middle schools	3.1	1.5
High schools	4.9	2.6
Other schools	4.0	1.8
Locale		
Urban	5.1	1.8
Suburban	4.4	1.7
Town	9.4	2.3
Rural	5.0	2.5
SIG model		
Transformation	5.0	n/a
Turnaround	5.8	n/a
Restart	7.0	n/a
Percentage distribution of schools making gains and losses		
Double-digit losses	4.5%	7.2%
Single-digit losses	22.7%	27.5%
No change	4.0%	6.6%
Single-digit gains	35.8%	43.5%
Double-digit gains	33.0%	15.2%

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 55 percent of Cohort 1 schools and 51 percent of all schools are included in this table. Data by school level, locale, and SIG model are weighted by the average number of valid test-takers between years. Data on losses and gains are unweighted. See the technical documentation and table B-4.

Table A-12. Average percentage point change in percent of students scoring proficient on state reading assessments in Cohort 2 SIG and all public schools, by level, locale, and SIG model: 2010–11 to 2012–13

	2010–11 to 2012–13	
	Cohort 2	All schools
Total	3.7	0.7
School level		
Primary schools	3.5	0.7
Middle schools	4.0	0.9
High schools	5.3	0.7
Other schools	0.4	0.3
Locale		
Urban	2.4	0.5
Suburban	3.7	0.7
Town	6.6	0.9
Rural	7.5	1.2
SIG model		
Transformation	3.2	na
Turnaround	4.9	na
Restart	7.2	na
Percentage distribution of schools making gains and losses		
Double-digit losses	7.3%	7.4%
Single-digit losses	22.0%	33.8%
No change	4.5%	7.8%
Single-digit gains	35.5%	41.3%
Double-digit gains	30.6%	9.8%

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 54 percent of Cohort 2 schools and 51 percent of all schools are included in this table. Data by school level, locale, and SIG model are weighted by the average number of valid test-takers between years. Data on losses and gains are unweighted. See the technical documentation and table B-4.

Table A-13. Average percentage point change in percent of students scoring proficient on state reading assessments in Cohort 3 SIG and all public schools, by level, locale, and SIG model: 2011–12 to 2012–13

	2011–12 to 2012–13	
	Cohort 3	All schools
Total	1.1	-0.1
School level		
Primary schools	-0.4	-0.4
Middle schools	0.9	-0.2
High schools	3.2	0.7
Other schools	-2.8	0.0
Locale		
Urban	0.3	-0.3
Suburban	2.1	-0.1
Town	1.5	0.0
Rural	3.0	0.1
SIG model		
Transformation	1.6	n/a
Turnaround	0.1	n/a
Restart	-0.8	n/a
Percentage distribution of schools making gains and losses		
Double-digit losses	8.1%	6.0%
Single-digit losses	33.3%	39.9%
No change	5.4%	9.9%
Single-digit gains	43.2%	38.1%
Double-digit gains	9.9%	5.9%

NOTE: Due to exclusions for assessment changes over time and SIG schools that were not comparable during these periods, 78 percent of Cohort 3 schools and 51 percent of all schools are included in this table. Data by school level, locale, and SIG model are weighted by the average number of valid test-takers between years. Data on losses and gains are unweighted. See the technical documentation and table B-4.

Table A-14. Average adjusted cohort graduation rate for Cohorts 1, 2, and 3 SIG high schools, by locale, and SIG model: 2010–11 to 2012–13

	Cohort 1			Cohort 2			Cohort 3	
	2010–11	2011–12	2012–13	2010–11 *(Prefunding year)*	2011–12	2012–13	2011–12 *(Prefunding year)*	2012–13
Total	63.4	66.2	69.2	62.5	65.2	66.3	69.4	72.9
Locale								
Urban	59.5	61.1	64.4	60.3	63.0	64.7	69.4	71.6
Suburban	67.3	72.5	75.4	60.0	63.6	63.2	67.9	73.3
Town	69.2	73.7	75.2	74.9	76.1	75.7	68.1	74.1
Rural	71.4	73.0	74.6	75.6	78.4	79.1	78.5	79.4
SIG model								
Transformation	64.5	67.5	69.9	65.0	67.1	67.6	71.0	74.6
Turnaround	59.5	61.1	67.3	54.4	57.2	61.5	63.3	66.3
Restart	51.2	52.3	56.4	36.6	63.1	55.8	67.9	71.7

NOTE: Cohort 1 graduation rates for the prefunding year (2009–10) are not displayed because they were not available. The regulatory four-year adjusted cohort graduation rate (ACGR) 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. The four-year ACGR also includes students who graduate in less than four years. The percentage of SIG high schools reporting graduation data for all years was 95 for Cohort 1 high schools, 85 for Cohort 2 schools, and 85 for Cohort 3 schools. Data are weighted by cohort size within years. See table B-5.

Table A-15. Average percentage point change in adjusted cohort graduation rate in Cohorts 1 and 2 SIG and all public schools by locale, SIG model, and schools in categories of change for all schools: 2010–11 to 2012–13

	2010–11 to 2012–13		
	Cohort 1	Cohort 2	All schools
Total	5.4	4.0	2.0
Locale			
Urban	4.5	4.2	1.9
Suburban	7.7	5.0	2.0
Town	6.1	-0.2	2.1
Rural	3.0	3.3	2.2
SIG model			
Transformation	5.0	2.7	n/a
Turnaround	7.5	7.6	n/a
Restart	7.0	20.2	n/a
Percentage distribution of schools by categories of change			
Decrease of more than -2 percentage points	21%	28%	22%
Change between -2 and less than 1 percentage points	12%	16%	22%
Increase of 1 to less than 6 percentage points	22%	18%	31%
Increase of 6 or more percentage points	45%	38%	25%

NOTE: Cohort 1 graduation rates for the prefunding year (2009–10) are not displayed because they were not available. The regulatory four-year adjusted cohort graduation rate (ACGR) 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. The four-year ACGR also includes students who graduate in less than four years. Changes in schools' ACGRs were calculated using whole integers. Percentages in this table are based on the number of schools that fall into quartiles of changes in ACGR for all schools, and, since the differences were calculated between integers, the distribution for all public high schools does not break into groups of exactly 25 percent. The percentage of SIG high schools reporting graduation data for all years was 95 and 85 for Cohorts 1 and 2. Data by school level and locale are weighted by the average cohort size between years. Data on losses and gains are unweighted. See table B-5.

Table A-16. Average percentage point change in adjusted cohort graduation rate in Cohort 3 SIG and all public schools by locale, SIG model, and schools in categories of change for all schools: 2011–12 to 2012–13

	2011–12 to 2012–13	
	Cohort 3	All schools
Total	3.6	0.9
Locale		
Urban	2.6	0.9
Suburban	4.9	1.0
Town	7.1	0.7
Rural	1.5	0.9
SIG model		
Transformation	3.4	n/a
Turnaround	4.4	n/a
Restart	3.7	n/a
Percentage distribution of schools by categories of change		
Decrease of more than -2 percentage points	21%	24%
Change between -2 and less than 0 percentage points	9%	13%
Increase of 0 to less than 4 percentage points	23%	35%
Increase of 4 or more percentage points	47%	28%

NOTE: The regulatory four-year adjusted cohort graduation rate (ACGR) 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. The four-year ACGR also includes students who graduate in less than four years. Changes in schools' ACGRs were calculated using whole integers. Percentages in this figure are based on the number of schools that fall into quartiles of changes in ACGR for all schools, and, since the differences were calculated between integers, the distribution for all public high schools does not break into groups of exactly 25 percent. The percentage of SIG high schools reporting graduation data for all years was 96 for Cohort 3. Data by school level and locale are weighted by the average cohort size between years. Data on losses and gains are unweighted. See table B-5.

Table A-17. Average student attendance rates in SIG schools, by level, locale, and SIG model: 2010–11 to 2012–13

	Cohort 1			Cohort 2			Cohort 3	
	2010–11	2011–12	2012–13	2010–11 *(Prefunding year)*	2011–12	2012–13	2011–12 *(Prefunding year)*	2012–13
Total	91.3	91.3	91.3	91.3	91.5	91.9	92.5	92.5
School level								
Primary schools	93.6	93.9	93.8	92.0	92.7	92.8	94.1	93.8
Middle schools	93.6	93.6	93.7	93.4	93.5	94.0	94.4	94.8
High schools	90.2	90.1	90.0	89.5	89.7	89.9	90.6	90.5
Other schools	91.0	89.9	89.9	95.2	94.6	95.9	75.3	83.1
Locale								
Urban	90.7	90.7	90.6	89.1	89.5	89.8	92.0	92.0
Suburban	91.5	91.7	91.9	93.9	94.3	94.7	93.2	93.1
Town	92.9	92.7	92.9	93.6	93.5	93.5	94.2	95.0
Rural	93.2	92.7	92.3	93.4	92.4	93.1	89.7	90.8
SIG model								
Transformation	91.7	91.5	91.5	92.4	92.1	92.5	92.3	92.5
Turnaround	90.2	90.8	90.6	86.1	88.1	88.9	92.9	92.7
Restart	89.8	90.3	90.5	89.7	90.8	90.0	93.1	91.8

NOTE: Student attendance data for the Cohort 1 prefunding year (2009–10) are not displayed because they were not available. The prefunding year for Cohort 2 schools was 2010–11 and for Cohort 3 schools was 2011–12. The percentage of schools reporting student attendance data was 91 percent for Cohort 1, 82 percent for Cohort 2, and 81 percent for Cohort 3. Data are weighted by enrollment within years. See table B-6.

Table A-18. Average teacher attendance rates in SIG schools, by level, locale, and SIG model: 2010–11 to 2012–13

	Cohort 1			Cohort 2			Cohort 3	
	2010–11	2011–12	2012–13	2010–11 *(Prefunding year)*	2011–12	2012–13	2011–12 *(Prefunding year)*	2012–13
Total	93.7	93.5	93.6	92.8	92.7	93.2	91.8	92.3
School level								
Primary schools	94.0	93.7	94.0	92.3	92.2	92.4	92.8	92.4
Middle schools	93.5	93.2	93.0	90.0	90.3	91.4	91.5	92.7
High schools	93.7	93.5	93.5	92.9	92.4	93.2	91.3	92.0
Other schools	94.2	93.1	94.4	96.7	97.5	96.5	96.2	95.7
Locale								
Urban	93.7	93.5	93.4	92.8	92.1	93.1	92.7	92.4
Suburban	93.5	93.3	93.8	92.9	93.5	92.9	90.2	91.6
Town	94.1	94.0	93.8	91.8	92.7	94.6	93.7	94.1
Rural	93.7	93.0	93.5	93.1	93.1	93.9	91.4	93.8
SIG model								
Transformation	93.9	93.6	93.6	92.7	92.6	93.3	91.6	92.0
Turnaround	92.9	92.9	93.1	93.6	93.6	93.0	91.9	92.9
Restart	93.8	93.8	94.8	89.0	90.1	93.8	92.8	92.8

NOTE: Teacher attendance data for the Cohort 1 prefunding year (2009–10) are not displayed because they were not available. The prefunding year for Cohort 2 schools was 2010–11 and for Cohort 3 schools was 2011–12. The percentage of schools reporting teacher attendance data was 85 percent for Cohort 1, 62 percent for Cohort 2, and 71 percent for Cohort 3. Data are weighted by enrollment within years. See table B-7.

Table A-19. Average hours of available learning time for SIG schools, by level, locale, and SIG model: 2012–13

	Cohort 1	Cohort 2	Cohort 3
Total	1,294	1,315	1,202
School level			
Primary schools	1,206	1,273	1,180
Middle schools	1,264	1,352	1,151
High schools	1,323	1,331	1,246
Other schools	1,359	1,256	1,106
Locale			
Urban	1,294	1,328	1,215
Suburban	1,279	1,261	1,135
Town	1,349	1,428	1,303
Rural	1,286	1,304	1,390
SIG Model			
Transformation	1,310	1,318	1,208
Turnaround	1,245	1,314	1,199
Restart	1,233	1,241	1,144

NOTE: Available learning time data were reported for 94 percent of schools in Cohort 1, 91 percent of schools in Cohort 2, and 84 percent of schools in Cohort 3 in 2012–13. Increased learning time data for prior school years are not comparable over time and are not displayed. Data are weighted by student enrollment in 2012–13. See table B-8.

Table A-20. Percentage of SIG schools offering any increased learning time, by level, locale, SIG model, and increased learning time type: 2012–13

	Cohort 1	Cohort 2	Cohort 3
Total	68.0	78.7	82.9
School level			
Primary schools	64.0	74.8	85.8
Middle schools	77.0	77.0	86.5
High schools	66.6	79.2	79.4
Other schools	74.7	87.4	37.6
Locale			
Urban	63.7	74.7	84.5
Suburban	70.4	83.7	79.7
Town	72.3	82.6	89.6
Rural	85.7	86.5	80.8
SIG Model			
Transformation	70.6	77.8	84.8
Turnaround	64.7	87.6	82.2
Restart	34.4	54.3	63.4
Increased learning time type			
Longer school year	9.3	14.3	11.8
Longer school day	42.2	40.0	49.3
Before or after school	45.7	52.1	36.3
Summer school	38.4	42.2	31.4
Weekend school	22.4	23.8	14.2
Other	12.0	14.7	11.3
SIG schools providing two or more types of increased learning time	49.6	54.3	43.2

NOTE: Increases in learning time may be due to a longer school year, a longer school day, before or after school time, summer school, weekend school, or other programs. Increased learning time data for prior years are not comparable over time and are not displayed. Increases in learning time are reported for 95 percent of Cohort 1 schools, 97 percent of Cohort 2 schools, and 87 percent of Cohort 3 schools in 2012–13. Data are weighted by student enrollment in 2012–13. See table B-9.

Appendix A: Data Tables

Table A-21. Average advanced course-taking rates in Cohorts 1, 2, and 3 SIG high schools, by locale and SIG model: 2010–11 to 2012–13

	Cohort 1			Cohort 2			Cohort 3	
	2010–11	2011–12	2012–13	2010–11 *(Prefunding year)*	2011–12	2012–13	2011–12 *(Prefunding year)*	2012–13
Total	18.0	20.1	19.1	14.6	15.8	18.7	18.2	24.1
Locale								
Urban	18.0	19.0	18.7	16.3	17.1	18.2	12.7	18.8
Suburban	18.7	23.2	20.5	13.1	14.1	20.7	23.5	32.4
Town	18.8	18.7	18.5	13.1	14.3	20.3	19.5	9.3
Rural	14.6	17.8	16.9	9.2	13.2	13.6	32.2	22.6
SIG model								
Transformation	18.2	20.8	19.4	15.9	17.0	20.3	16.8	22.6
Turnaround	17.6	17.4	17.8	10.4	11.6	12.5	24.3	30.7
Restart	6.0	5.7	7.3	1.1	2.1	4.5	9.4	14.7

NOTE: Advanced course-taking includes students in dual enrollment courses. Cohort 1 advanced course-taking/dual enrollment data for the prefunding year (2009–10) are not displayed because they were not available. Advanced course-taking data were reported for 86 percent of Cohort 1 schools and 60 percent of Cohort 2 and 3 schools. Data are weighted by enrollment in grades 9 through 12 within years. See table B-10.

Appendix B: Number of Schools Reporting Data

Table B-1. Number of schools reporting average percentage of students scoring proficient on state mathematics assessments, by level, locale, and SIG model: 2009–10 through 2012–13

	Cohort 1	Cohort 2	Cohort 3	All schools
Total	361	209	118	40,090
School level				
Primary schools	124	76	51	23,973
Middle schools	80	31	34	7,429
High schools	143	87	31	7,853
Other schools	14	15	2	835
Locale				
Urban	213	112	69	9,850
Suburban	61	38	30	13,851
Town	24	19	7	4,904
Rural	63	40	12	11,485
SIG model				
Transformation	255	169	79	n/a
Turnaround	88	32	31	n/a
Restart	18	8	8	n/a

Appendix B: Schools Reporting Data

Table B-2. Number of schools reporting changes in percentages of students scoring proficient on state mathematics assessments, by level, locale, and SIG model: 2009–10 through 2012–13

	2009–10 to 2012–13		2010–12 to 2012–13		2011–12 to 2012–13	
	Cohort 1	All schools	Cohort 2	All schools	Cohort 3	All schools
Total	361	40,090	209	47,636	118	61,771
School level						
Primary schools	124	23,973	76	27,512	51	34,775
Middle schools	80	7,429	31	8,697	34	11,170
High schools	143	7,853	87	10,163	31	13,279
Other schools	14	835	15	1,264	2	2,547
Locale						
Urban	213	9,850	112	11,872	69	15,658
Suburban	61	13,851	38	15,890	30	20,724
Town	24	4,904	19	6,134	7	7,887
Rural	63	11,485	40	13,740	12	17,502
SIG model						
Transformation	255	n/a	169	n/a	79	n/a
Turnaround	88	n/a	32	n/a	31	n/a
Restart	18	n/a	8	n/a	8	n/a

Appendix B: Schools Reporting Data

Table B-3. Number of schools reporting average percentage of students scoring proficient on state reading assessments, by level, locale, and SIG model: 2009–10 through 2012–13

	Cohort 1	Cohort 2	Cohort 3	All schools
Total	397	245	111	44,080
School level				
Primary schools	134	79	44	25,647
Middle schools	84	46	33	7,881
High schools	167	104	32	9,404
Other schools	12	16	2	1,148
Locale				
Urban	234	129	67	11,004
Suburban	70	50	31	15,349
Town	33	22	4	5,339
Rural	60	44	9	12,388
SIG model				
Transformation	287	203	73	n/a
Turnaround	92	34	30	n/a
Restart	18	8	8	n/a

Appendix B: Schools Reporting Data

Table B-4. Number of schools reporting changes in percentages of students scoring proficient on state reading assessments, by level, locale, and SIG model: 2009–10 through 2012–13

	2009–10 to 2012–13		2010–11 to 2012–13		2011–12 to 2012–13	
	Cohort 1	All schools	Cohort 2	All schools	Cohort 3	All schools
Total	397	44,080	245	47,097	111	62,040
School level						
Primary schools	134	25,647	79	27,043	44	34,936
Middle schools	84	7,881	46	8,539	33	11,206
High schools	167	9,404	104	10,191	32	13,280
Other schools	12	1,148	16	1,324	2	2,618
Locale						
Urban	234	11,004	129	11,793	67	15,871
Suburban	70	15,349	50	16,287	31	21,264
Town	33	5,339	22	5,734	4	7,676
Rural	60	12,388	44	13,283	9	17,229
SIG model						
Transformation	287	n/a	203	n/a	73	n/a
Turnaround	92	n/a	34	n/a	30	n/a
Restart	18	n/a	8	n/a	8	n/a

Table B-5. Number of schools reporting average and changes in the adjusted cohort graduation rate for SIG and all schools, by locale and SIG model: 2010–11 through 2012–13

	Cohort 1	Cohort 2	Cohort 3	All schools
Total	364	177	43	18,333
Locale				
Urban	183	93	20	4,081
Suburban	74	29	11	4,636
Town	37	23	4	2,715
Rural	70	32	8	6,901
SIG model				
Transformation	297	146	32	n/a
Turnaround	57	27	8	n/a
Restart	10	4	3	n/a

NOTE: The "All schools" category reports the number of schools used to determine changes in the adjusted cohort graduation rate, but not to determine the average rates. The 2010–11, 2011–12, and 2012–13 national ACGR rates displayed in figure 6 are based on data from NCES and can be found at https://nces.ed.gov/ccd/tables/ACGR_2010-11_to_2012-13.asp.

Appendix B: Schools Reporting Data

Table B-6. Number of SIG schools reporting teacher attendance rates, by level, locale, and SIG model: 2010–11 through 2012–13

	Cohort 1	Cohort 2	Cohort 3
Total	630	274	111
School level			
Primary schools	171	72	45
Middle schools	119	60	32
High schools	296	120	32
Other schools	44	22	2
Locale			
Urban	353	131	67
Suburban	120	54	23
Town	50	30	8
Rural	107	59	13
SIG model			
Transformation	474	229	72
Turnaround	130	38	29
Restart	26	7	10

Table B-7. Number of SIG schools reporting student attendance rates, by level, locale, and SIG model: 2010–11 through 2012–13

	Cohort 1	Cohort 2	Cohort 3
Total	675	365	127
School level			
Primary schools	177	111	52
Middle schools	126	78	37
High schools	320	147	36
Other schools	52	29	2
Locale			
Urban	371	178	73
Suburban	127	80	33
Town	58	39	8
Rural	119	68	13
SIG model			
Transformation	504	308	86
Turnaround	143	48	30
Restart	28	9	11

Appendix B: Schools Reporting Data

Table B-8. Number of SIG schools reporting hours of available learning time, by level, locale, and model: 2012–13

	Cohort 1	Cohort 2	Cohort 3
Total	704	419	131
School level			
Primary schools	186	128	55
Middle schools	126	85	36
High schools	337	175	38
Other schools	55	31	2
Locale			
Urban	397	219	80
Suburban	130	89	27
Town	56	40	9
Rural	121	71	15
SIG model			
Transformation	523	347	86
Turnaround	151	62	33
Restart	30	10	12

Appendix B: Schools Reporting Data

Table B-9. Number of SIG schools reporting on increased available learning time, by level, locale, SIG model, and increased learning time type: 2012–13

	Cohort 1	Cohort 2	Cohort 3
Total	721	454	140
School level			
Primary schools	194	144	58
Middle schools	129	92	39
High schools	342	185	41
Other schools	56	33	2
Locale			
Urban	409	240	82
Suburban	132	96	34
Town	58	44	9
Rural	122	74	15
SIG model			
Transformation	535	374	93
Turnaround	156	68	34
Restart	30	12	13
Increased learning time (ILT) type			
Longer school year	721	454	140
Longer school day	721	454	140
Before or after school	721	454	140
Summer school	721	454	140
Weekend school	721	454	140
Other	721	454	140
Two or more types of ILT	721	454	140

Appendix B: Schools Reporting Data

Table B-10. Number of SIG high schools reporting advanced course-taking and dual enrollment rates, by locale and SIG model: 2010–11 through 2012–13

	Cohort 1	Cohort 2	Cohort 3
Total	343	137	27
Locale			
Urban	170	71	14
Suburban	72	22	7
Town	35	17	1
Rural	66	27	5
SIG model			
Transformation	284	112	17
Turnaround	56	22	7
Restart	3	3	3