School Improvement Grants:

Progress Report from America's Great City Schools

Council of the Great City Schools

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Executive Summary

This report measures trends in performance among urban schools receiving federal School Improvement Grant (SIG) awards as part of the American Recovery and Reinvestment Act of 2009 (ARRA). Additionally, we aim to document how member districts of the Council of the Great City Schools implemented SIG and specifically what effects the program had on student test scores and school "holding power" – the ability of high schools to move students through the system on a timely basis.

Finally, based on interviews with district and school-based staff in several case study districts, we identify and describe the common characteristics of successful and unsuccessful implementation of the SIG program in Council schools and districts.

Quantitative Results

Results of our analysis across states for grades three through eight in both math and reading indicate that the gaps in the percentages of students scoring at or above Proficient on state assessments between SIG-award schools and the two comparison groups (SIG-eligible schools that did not receive grants and non-SIG-eligible schools) appear to have narrowed steadily over the first two years of the grants, and then leveled off in the third year.

Moreover, the findings suggest that SIG-award schools also reduced the percentage of students in the lowest proficiency levels on state assessments. In many respects, this measure could be considered the most relevant assessment of the impact of the SIG investment, as more than one out of every three students in SIG-award schools were classified in the lowest performance level on state assessments.

In addition, while the performance of fourth and eighth graders on NAEP and changes in high school enrollment trends cannot be directly attributed to the SIG investment, the data generally reinforce the SIG findings. In elementary and middle grades, the percentage of students in the lowest performance category is at its lowest level since these data were collected.

And in high school, the data show that school districts have improved their ability to promote students from one high school grade to the next, which resulted in less of a "pile-up" in the ninth grade and higher percentages of students in the final two grade levels of high school.

Interestingly, when looking at these achievement outcomes for the two most commonly used SIG intervention models implemented by schools—the transformation model and the turnaround model—the analysis revealed no statistically significant differences in their rates of improvement.

Qualitative Results

In addition to looking at state and national assessment data and high school enrollment trends, the Council conducted a qualitative review of selected urban districts and schools to determine how they used their SIG funds. The updated SIG program and the significant funding behind it have provided an important opportunity for districts to redesign their support structures for struggling schools; recruit effective teachers and principals; change the climate and expectations for students in these buildings; and engage parents and the community.

Moreover, funds were used to foster partnerships with external organizations to support schools, provide counseling, health, and mentoring services to students; and enhance teacher capacity to analyze data and improve practice. The funds, and how they were distributed and tracked, have allowed people to gauge—to some degree—what worked and what didn't in ways that the old SIG program did not.

Based on this review, we were able to identify several features that appeared to lead to more successful implementation efforts. These included:

- A clear, coherent, and coordinated district plan for supporting and turning around the lowest-performing schools—and strong commitment for comprehensively executing this plan.
- Interventions that were focused on *instructional* improvements and provided schools with high quality instructional programming and materials.
- The coordination of instructional interventions and strategies that complemented each other.
- Professional development that built staff instructional capacity.
- Principals who were invested in a vision for improvement and were able to communicate these priorities to teachers, staff, students, and the community.
- Principals who were given the flexibility to make staff changes or remove ineffective educators.
- The ability to leverage data to identify the specific academic needs of struggling students, determine needs for professional development, and decide on intervention strategies.

Looking forward, a major challenge facing all SIG schools will be the need to sustain academic gains after the substantial amounts of federal support go away. Urban district and school leaders interviewed for this project voiced both optimism and concern for the future. The SIG program provided districts with opportunities for intensive reform and collaboration to meet the needs of struggling schools. Whether these improvements are sustainable will ultimately determine the value and impact of the endeavor.

Introduction

In February 2012, the Council of the Great City Schools (Council) published a report on the rollout of the federal School Improvement Grant (SIG) program in the organization's member districts that received awards as part of the American Recovery and Reinvestment Act of 2009 (ARRA).[1]

This 2014 report serves as a follow-up to the original work and attempts to measure trends in performance among urban schools receiving the initial grants. This new report also seeks to better understand how member districts of the Council implemented SIG and specifically what effects the program had on student test scores and school "holding power," i.e., the ability of schools to retain their high school students grade-by-grade and move them through the system on a timely basis. To accomplish this, we analyzed key performance indicators on the first cohort of schools receiving grant awards (SIG-award schools) and compared those indicators to:

1) SIG-Eligible Schools – those schools deemed eligible to receive SIG awards, but not receiving any funding in Cohort 1 *or Cohort 2* of the award cycle, and
2) Non-SIG-Eligible Schools – those schools across the country not eligible to receive SIG funding due to higher levels of student achievement.

SIG funding specifically targeted low-achieving schools across the country, which were often poor and high-minority, and included a large number of schools in Council-member districts. Consequently, the Council was interested in answering the following research questions in this study:

1) How did SIG-award schools perform compared to SIG-eligible and non-SIG-eligible schools as measured by:
    a) changes in the percentage of students scoring at or above the Proficient level on state *reading and mathematics* exams in grades three through eight, , and
    b) changes in the percentage of students scoring at the lowest levels in reading and mathematics, generally the below Basic level, on state exams in grades three through eight?
2) What were the changes in the percentage of students enrolled in each high school grade (i.e., grades nine, 10, 11, and 12) in Council-member districts?
3) What were the trends in performance, particularly at the below Basic level, in reading and math among students in large city schools on the National Assessment of Educational Progress (NAEP)?
4) What were common characteristics of successful and unsuccessful implementation of the SIG program in Council schools and districts?

The first research question was addressed quantitatively by comparing three groups of schools (i.e., SIG-award schools, SIG-eligible schools that did not receive grants, and non-SIG-eligible schools) across the country and within each state over time. The second research question was answered by analyzing enrollment data by grade

[1] Lachlan-Haché, J., Naik, M., & Casserly, M. (2012, February). *The School Improvement Grant Rollout in America's Great City Schools.* Retrieved from the Council of the Great City Schools website: http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/SIG%20Report.pdf

and year among Council-member districts with SIG grants. The third question used NAEP results, particularly results among students scoring below Basic, to corroborate state test results. Finally, the last research question was answered through interviews with district and school-based staff in several case study districts.

Background

Funding for SIG was initially authorized by Congress in the Elementary and Secondary Education Act (ESEA) of 1965 and amended by *No Child Left Behind* (NCLB) in 2002. States were able to apply to the U.S. Department of Education directly to receive funds under Section 1003(g) or take a percentage of their total Title I, Part A funds to provide local educational agency (LEA) sub-grants under Section 1003(a). Prior to ARRA, the investment in SIG was difficult to ascertain because states and districts could set aside a percentage of their Title I, Part A funding for the program and they did not have to report the amounts back to the Department. A direct line-item appropriation for SIG funding was introduced by Congress in 2007 when $125 million was authorized for the program.

The federal appropriation for SIG was increased to $546 million in 2009, but at the request of the Obama Administration, the amount of funding for the SIG program was increased significantly by Congress as part of the ARRA allocation in FY 2009. The ARRA appropriation added $3 billion of additional funds for the program, bringing the total investment in turning around the nation's poorest performing schools to just over $3.5 billion for the year.

As a result of the additional dollars, the U.S Department of Education established new criteria for identifying schools that were eligible to receive funding.[2] The new requirements emphasized the identification of "persistently lowest-achieving" schools across a state. These schools, once identified, were divided into three tiers and priority for funding went to schools in Tier I and Tier II. Each state was required to create its own definition of "persistently lowest-achieving" schools and criteria were provided as guidance in the identification process. Specifically, Tier I schools could be any school that:

a) Is among the lowest-performing five schools, or lowest-performing five percent of schools (whichever is greater) that are Title I-participating, and is identified for school improvement, corrective action, or restructuring under NCLB; or

b) Is a high school that has a graduation rate lower than 60 percent.

States could also identify additional schools for Tier I status if the school:

1) Is an elementary school that is at least as low-achieving as the highest-achieving of the above schools, and either has not made Adequate Yearly Progress (AYP) for at least two consecutive years, or has a reading and math proficiency rate in the lowest quintile in the state (can be Title I-participating or Title I-eligible).

Tier II schools can be any secondary school that:

[2] Meléndez de Santa Ana, T. (2010, January). *Letter to Chief State School Officers*. Retrieved from the U.S. Department of Education website: http://www2.ed.gov/programs/sif/dcl.pdf

a) Is among the lowest-performing five secondary schools that are Title I-eligible (but not participating), or are in the lowest-performing five percent of schools, whichever is greater; or

b) Is a Title I-eligible (but not participating) high school that has a graduation rate lower than 60 percent over a number of years.

States could also identify additional schools for Tier II status if the school is a Title I participating school and it:

1) Either is at least as low-achieving as the highest-achieving of the above schools or has a graduation rate of less than 60 percent over a number of years; and

2) Either did not make AYP in the last two consecutive years or has a reading and math proficiency rate in the lowest quintile of the state.

Additional criteria were provided for the identification of Tier III schools such that a Tier III school could be a school that does not meet the requirements for Tier I or Tier II and is either:

a) A Title I-participating school identified for improvement, corrective action, or restructuring; or

b) A Title I-eligible (including Title I-participating) school that has not made AYP in the last two years, or has a reading and math proficiency rate in the lowest quintile of the state.

The table below summarizes the total number of SIG-award and SIG-eligible schools in each tier.

Table 1. SIG-eligible and SIG-award Schools by Tier and Grade-span Served

	Total Eligible &Awarded Schools		**Total Tier 1 Eligible & Awarded Schools**		**Total Tier 2 Eligible & Awarded Schools**		**Total Tier 3 Eligible & Awarded Schools**		**Total Elem-Middle eligible & Award (PK-8) Schools**		**Total HS (Grade 9-12) Eligible & Award Schools**	
	SIG Eligible	SIG Awarded	SIG Eligible	SIG Awarded	SIG Eligible	SIG Awarded	SIG Eligible	SIG Awarded	SIG Eligible	SIG Awarded	SIG Eligible	SIG Awarded
Schools in States with CGCS Members	14,090	1,032	998	467	951	275	12,141	290	11,749	637	2,247	386

In addition, school districts receiving SIG funds were required to select an intervention model for every school they included in their application that was a Tier I or Tier II school. The four intervention models were—

1) **Turnaround Model:** Schools replace the principal and at least half of their staff; implement teacher recruitment and retention strategies; provide embedded professional development aligned with the turnaround effort; adopt a new governance structure, perhaps by making the school accountable to a central turnaround office; increase use of student data to improve curricular program and student

outcomes; increase learning time; and provide social-emotional and community-oriented services and supports for students. Additional strategies are also permitted.

2) **Transformation Model:** Schools replace the principal; reform principal and teacher evaluations and reward the most effective teachers and leaders for increasing student achievement; provide embedded professional development aligned with the turnaround effort; implement teacher recruitment, incentive, and retention strategies; increase learning time; increase use of student data to improve curricular program and student outcomes; and provide operational flexibility and sustained support. Additional strategies are also permitted.

3) **Restart Model:** School converts or closes and then reopens under a charter school operator, a charter management organization (CM), 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.

4) **Closure Model:** LEA closes the low-performing school and moves students to a nearby school with higher performance. These schools may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Finally, the selection process for Tier 1 and Tier 2 schools resulted in a set of schools that was substantially different from schools nationally (see Table 2). For instance, the percent of students in SIG schools that were eligible for a free or reduced price lunch or were African American or Hispanic was substantially larger than the percent of these students nationwide. Moreover, the majority of schools awarded SIG grants were in cities rather than in suburbs, towns, or rural areas.

Table 2. Percentage of Schools Awarded Tier 1 and Tier 2 SIG Grants in 2010-11

	All Schools	SIG Schools
Student Characteristics		
Percent free lunch	39.2	68.7
Percent free or reduced lunch	47.0	76.2
Percent Black or Hispanic	38.0	76.6
Locale		
City	24.9	57.2
Suburb	28.1	16.6
Town	14.1	7.0
Rural	32.9	19.1
Grade Level		
Primary grades	56.4	24.0
Middle grades	17.8	20.5
High school grades	20.0	48.4
Other	5.7	7.0

Methodology

In 2013, the U.S. Department of Education (ED) released a report, *School Improvement Grant State Summaries: Cohort 1 Schools* (School Year 2010-11 Data),[3] highlighting state-level performance of SIG schools (Cohort 1 schools began implementing SIG models in the 2010-11 school year). The ED report also provided aggregate state data for Cohort 1 SIG schools on several student demographic variables and other indicators, including adjusted-cohort graduation rates, average school year minutes, student and teacher attendance, high school advanced course-taking rates, and the percentage of students scoring Proficient or higher on state assessments in reading and mathematics.

The details of the ED report will not be duplicated in this Council analysis. However, readers are encouraged to reference the ED report for more detailed descriptions of student characteristics in SIG schools across states, types of SIG schools by school intervention model (transformation, turnaround, etc.), and the locale of SIG schools (urban, suburban, rural, or town).

The Council's 2012 report also provided a detailed description of the characteristics of SIG schools but the unit of analysis was urban school districts and schools rather than states. This new 2014 report also focuses on urban schools but analyzes a slightly different set of school-improvement indicators to see if we can get a better sense of how these schools did with SIG funding. A description of the methodology for the analyses is presented below.

Measuring Test-score Performance in Grades Three through Eight

NCLB stipulated that all states were required to assess students annually in reading and mathematics in grades three through eight. This new Council report analyzes changes in these grades on state-test results from the baseline year (2009-10—the year before new SIG funds were available) through the 2012-13 school year. Council researchers compared changes in the percentage of students at or above each state's proficiency levels who were enrolled in one of three types of schools (i.e., SIG-award schools in each state, a random sample of SIG-eligible but non-award schools in each state, and a random sample of non-SIG eligible schools in each state). The research team only collected data from the 38 states in which a Council-member district was present.

In addition, the Council research team was interested in any decline in the percentage of students in the lowest performance level in states where there were at least two performance levels below the Proficient designation. For example, many states identify four performance levels where Level 1 and Level 2 are not considered Proficient and Level 3 and Level 4 are considered Proficient or above. Our analysis examined changes over time in the percentage of students at Level 1. Other states identify students in three levels only, where Level 1 is not considered Proficient and Level 2 and Level 3 are considered Proficient or above. Our analysis did not include students in the lowest performance level in these states since the changes in Level 1 are reflected in changes in Level 2 and Level 3. The Council examined trends both within state and across states.

[3] U. S. Department of Education (June, 2013). School Improvement Grant State Summaries: Cohort 1 Schools (School Year 2010-11 Data). Retrieved from http://www2.ed.gov/programs/sif/sig_state_data_summary_sy10-11.pdf.

The analysis also aggregated results across grades at the elementary school level but not at the high school level. The research team was keenly aware of problems in analyzing changes in student achievement across grade levels, across years, and across states with very different assessments and very different standards of rigor. Ho, Lewis, and MacGregor[4] note that any interpretation of growth across grade, time, and states is largely dependent on the rigor of the proficiency cut scores set on individual state exams. They note that two states with the same student achievement baseline, that adopt the same student growth model at the same time, and who have similar increases in student achievement will likely have different proportions of students Proficient on state exams. Other studies have reached similar conclusions.[5]

To be as cautious as possible, then, comparisons over time were not reported where the state assessment, state proficiency levels, or cut-scores changed during the four years in question (i.e., school years 2009-10 through 2012-13). For example, Florida transitioned from the FCAT to the FCAT 2.0 in 2011, so scores on districts and schools in Florida were not included in the four-year longitudinal analysis contained in this report because they were not fully comparable from year to year. A full list of states that were excluded from the analysis for these reasons is presented in Table 3. Nonetheless, student performance in Council-member districts in these excluded states are provided in Appendix A so the reader can see the data, but they are not included in aggregate comparisons in the body of the report.

In addition, states conducting annual testing in the fall have been excluded from the longitudinal analysis. In these states, the content of the assessments generally reflected the prior year's curriculum. For example, grade three fall assessments measure progress on the second grade curriculum. In the Council's judgment, the misalignment between curriculum and grade levels in these states invalidates the assessment results for the purposes of this analysis. These states included Rhode Island, Wisconsin, and Michigan.

Moreover, the Council team drew its data directly from state websites or through direct requests to state research departments, but states were excluded from the analysis if the team was unable to obtain electronic results from either source. These states included Alaska, Iowa, Kansas, Louisiana, Nebraska, Oklahoma, and Washington, D.C - although data were obtained for the District of Columba Public Schools (see Table 3).

In some states - Alaska for example - data were provided, but the format did not allow a comparison to other states. For example, Alaska's data were reported in rate categories or bands (e.g., >90%, 10% or less, etc.) rather than as nominal rates. Oklahoma provided data as Adobe Acrobat files only, and requests to the state department of education for electronic files that could be manipulated were unsuccessful. Results for the District of Columbia Public Schools were available on the local education agency website, but efforts to obtain data for the entire city were unsuccessful.

[4] Ho, A. Lewis, D, & MacGregor-Garris, J. (2009). The dependence of growth-model results on proficiency cut scores. *Educational Measurement: Issues and Practice*, *28*(4), 15-26. doi:10.1111/j.1745-3992.2009.00159.x

[5] See for example: Koretz, D. & Hamilton, L. (2006). Testing for accountability in K-12. In R. Brennan (Ed.), *Educational Measurement* (4th Ed., pp. 531-578). Westport, CT: American Council on Education/Praeger. or Heck, R. (2006). Assessing school achievement progress: Comparing alternative approaches. *The Journal of Leadership for Effective & Equitable Organizations, 42*(5), 667-699. doi:10.1177/0013161X06293718

In addition, this report looks at the numbers of SIG schools that made progress on state test scores in various ranges of improvement and the numbers of SIG schools that made no progress. Ultimately, the analysis of state test score data on SIG schools was conducted on schools in 15 states and 27 Council-member school districts.

Table 3. Council of the Great City Schools State and District Participation

State	District	Electronic Data Available	Changed Assessment in 2010-11		Changed Assessment in 2011-12		Changed Assessment in 2012-13	
			Math	Reading/ ELA	Math	Reading/ ELA	Math	Reading/ ELA
AK	Anchorage School District	No						
AL	Birmingham City Schools	Yes						
CA	Fresno Unified, Long Beach Unified, Los Angeles Unified, Oakland Unified, Sacramento Unified, Santa Ana Unified, San Diego Unified, San Francisco Unified	Yes						
CO	Denver Public Schools	Yes					Yes	Yes
CT	Bridgeport Public Schools	Yes						
DC	District of Columbia Public Schools	District Only						
FL	Broward County Public Schools, Miami-Dade County Public Schools, Duval County Public Schools, Hillsborough County School District, Orange County Public Schools, The School District of Palm Beach County	Yes	Yes	Yes				
GA	Atlanta Public Schools	Yes						
HI	Hawaii State Department of Education	No SIG Schools						
IA	Des Moines Public Schools	No						
IL	Chicago Public Schools	Yes					Yes	Yes
IN	Indianapolis Public Schools	Yes						
KS	Wichita Public Schools	No						
KY	Jefferson County Public Schools	Yes			Yes	Yes		
LA	East Baton Rouge Parish School Board, Orleans Parish School Board	No						
MA	Boston Public Schools	Yes					Yes	Yes
MD	Baltimore City Public Schools	Yes						
MI	Detroit Public Schools	Fall Test						
MN	Minneapolis Public Schools, St. Paul Public Schools	Yes	Yes					Yes

State	District	Electronic Data Available	Changed Assessment in 2010-11		Changed Assessment in 2011-12		Changed Assessment in 2012-13	
			Math	Reading/ ELA	Math	Reading/ ELA	Math	Reading/ ELA
MS	Jackson Public Schools	Yes						
NC	Charlotte-Mecklenburg Schools, Guilford County Schools	Yes					Yes	Yes
NE	Omaha Public Schools	No						
NJ	Newark Public Schools	Yes						
NM	Albuquerque Public Schools	Yes						
NV	Clark County School District	Yes		Yes				
NY	Buffalo Public Schools, New York City Public Schools, Rochester City School District	Yes					Yes	Yes
OH	Cincinnati Public Schools, Cleveland Metropolitan School District, Columbus City Schools, Dayton Public Schools, Toledo Public Schools	Yes						
OK	Oklahoma City Public Schools	No						
OR	Portland Public Schools	Yes	Yes			Yes		
PA	The School District of Philadelphia, Pittsburgh Public Schools	No Results for 12-13						
RI	Providence Public School District	Fall Test						
SC	Charleston County School District	Yes						
TN	Shelby County Schools, Metropolitan Nashville Public Schools	Yes						
TX	Austin Independent School District, Dallas Independent School District, El Paso Independent School District, Fort Worth Independent School District, Houston Independent School District	Yes			Yes	Yes		
VA	Norfolk Public Schools, Richmond Public Schools	Yes			Yes			Yes
WA	Seattle Public Schools	Yes						
WI	Milwaukee Public Schools	Fall Test						

Finally, the research team selected a random sample of SIG-eligible but not funded schools and non-SIG-eligible schools in each state to compare to all SIG-award schools in that state and across states. And the research team

compared the trends of both turnaround schools and transformation schools to see if there was a difference in their respective rates of change.

Measuring High School Enrollment by Grade

No Child Left Behind (NCLB) amendments to the Elementary and Secondary Education Act of 2002 also mandated annual student achievement tests once in high school. However, student achievement assessments at the high school level occur at varying grades from state to state (i.e., some states assess students at ninth grade and others at 10th, 11th or 12th). As a result, measuring changes in student performance on state assessments in high school is problematic because not everyone is testing the same grades as they do in grades three through eight.

In addition, state assessments administered in grades 10, 11, and 12 often exclude students who fail to gain the necessary high school credits for promotion into the next grade(s). Consequently, any analysis of state performance in the upper grades sometimes excludes the lowest-performing students in high school. This concern is exacerbated in a report like this that is looking particularly at trends among the lowest-performing schools.

For these reasons, the research team decided not to analyze test scores at the high school level like it did at the elementary level. Instead, the team elected to analyze the proportion of students enrolled annually in grades nine, 10, 11, and 12 relative to the total high school population as a measure of a school's "holding power" at the high school level and a "leading indicator" of graduation. A number of studies[6] have identified timely movement of students from one grade to another as a key predictor of high school completion. Measures of success in ninth grade, for instance, including on-time promotion to 10th grade, the number of failing grades (Fs) in core courses, and the number of course credits earned have been consistently linked to high school success and graduation.

As a result, the Council's research team elected to use the number and percent of students enrolled in grades nine through 12 as an indicator of progress toward graduation.

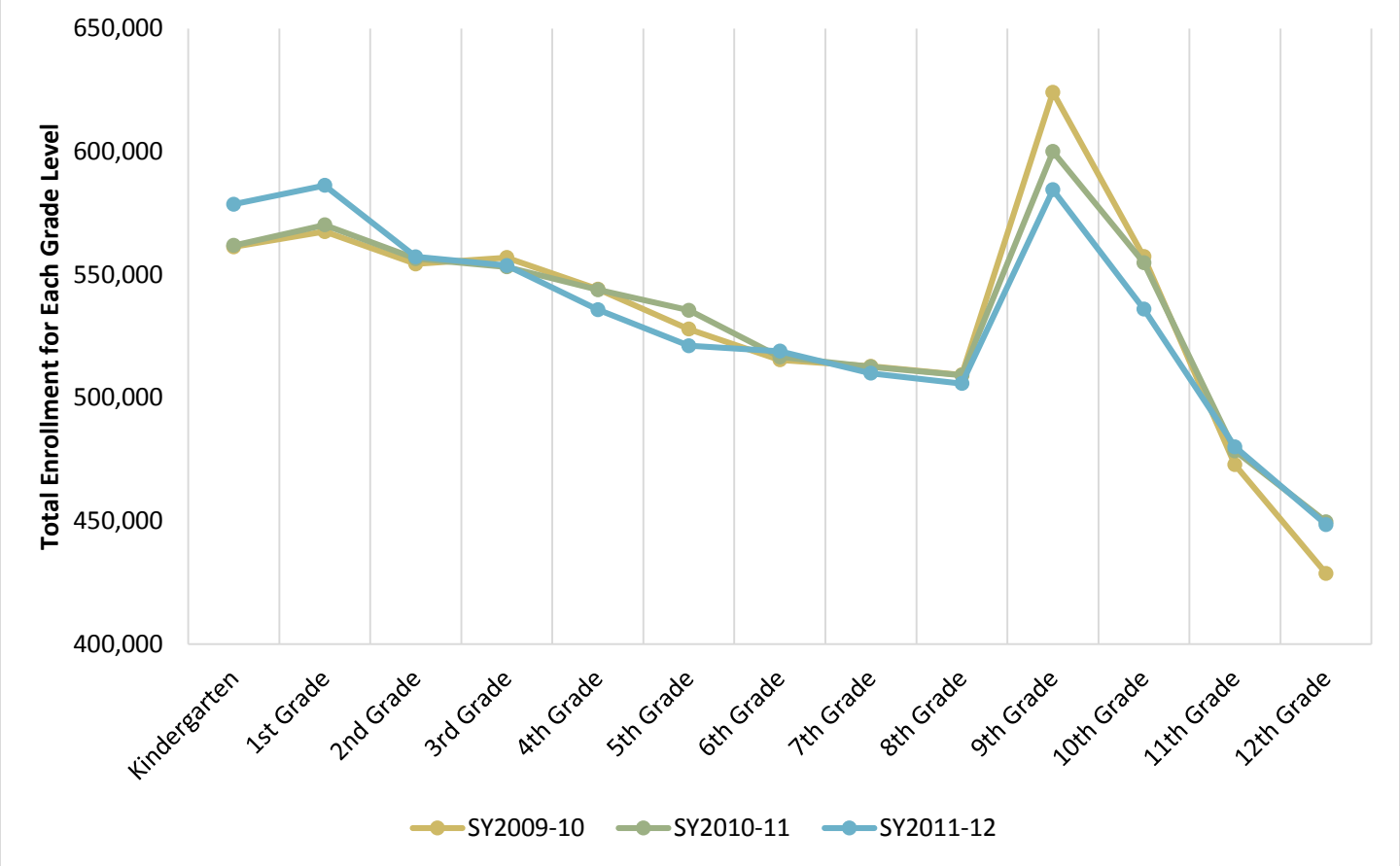
In particular, we hypothesized that the number of retained (repeat) ninth graders would decline as schools improved instruction and academic supports for students. As a result, the proportion of 10th, 11th, and 12th grade students enrolled should increase over time (changes could also be due to policy changes). As an example, Figure 1 illustrates the actual enrollment pattern by grade across all Council districts nationwide. This study assesses changes in this pattern at the district level—not the school level--before and after the SIG investment.

Clearly, the proportion of ninth grade students enrolled is significantly higher than the proportion of 10th, 11th, and 12th grade students. The data show a common and long-standing enrollment pattern with which many readers may not be familiar. What one is looking at are large numbers of ninth graders who are stacking up because they have not passed core courses and have not accumulated sufficient credits to move to subsequent grades. Smoothing out this distribution is one possible effect that SIG might have on urban school systems.

[6] See for example Allensworth, E. & Easton, J. (2005). The on-track indicator as a predictor of high school graduation. Chicago: Consortium on Chicago School Research at the University of Chicago. Retrieved from http://ccsr.uchicago.edu/sites/default/files/publications/p78.pdf

However, Council researchers did not apply this measure to individual schools because district decisions regarding open enrollment, magnet programs, and the like make school-level enrollment patterns inconsistent. District-level enrollment patterns were more stable, and provided a better indicator of improvement although the methodology meant that we necessarily included schools that were not associated with SIG and may not have been low-performing.

Figure 1. CGCS K-12 District Enrollment Profile



NAEP Data

The Council's research team also looked at NAEP data to see if it corroborated results we were seeing on state tests. Unfortunately, NAEP results are not provided on a school-by-school basis, but the team's hypothesis was that district-level trends on NAEP, particularly among the lowest-achieving students, might reflect some of the SIG-award trends since there were disproportionate numbers of these low-performing schools in large cities. This is not a direct measure of SIG's effects, but we would expect to see trend lines among SIG-award schools and large city schools generally moving in the same directions. To see if that was true, we looked at changes in performance levels on NAEP, especially changes in the percentages of students in large city schools who scored below Basic levels of performance in reading and math.

Qualitative Data

Finally, the research team interviewed district and building-level staff from urban school districts that showed substantial test-score gains in their SIG schools and districts whose SIG school showed little to no improvements. Approximately 50 individuals were interviewed from eight districts: Cleveland, Columbus, Denver, Miami-Dade County, Milwaukee, Philadelphia, San Francisco, and Seattle. Interviewees included superintendents, SIG program directors, principals, and teachers in SIG schools.

Limitations of the Study

The Council attempted to answer a number of critical questions about the federal SIG program, but found that one's ability to do so was seriously hampered by the quality of the data. Other analysts will run into the same problems. This is unfortunate because federal policymakers are left without a clear and unambiguous picture of whether this major investment in turning around the nation's lowest-performing schools worked as intended. Worse, it leaves advocates both for and against the program to argue their positions without the evidence one needs to decide who is correct.

Still, we wanted to present as much data as possible but with a clear understanding of some of the limitations in this study. First, as was discussed earlier, data were retrieved for this study from state departments of education or from their websites. This meant that there were inconsistencies in how and what data were reported. For instance, many states reported the percentage of Proficient students across grade levels without reporting the number of students tested in each grade level. As a result, the Council's research team was unable to calculate a weighted proficiency level for schools based on the number of test takers at each grade level. In schools where the number of students assessed was reported, the research team compared the difference between the mean performance calculations and the weighted mean performance based on the number of students tested. These differences were not statistically significant.

Moreover, we could not adjust trends by percentages of student poverty, English language learners, or other student demographic data. Data on these variables were not consistently reported by states on each school. And we were not able to access any longitudinal student-by-student trends. All data are cross-sectional across grades.

In addition, school performance measures did not correct for differences in state accountability or "n-size" rules for excluding students from school assessment results. For example, state procedures sometimes exclude students from state reports when they do not meet minimum guidelines for being enrolled for a "full academic year." In addition, states may classify some students as "Out of District" or "Out of State" test takers. Students in these categories may not be included in building-level reports, and our analysis, as a result, may not include all students tested in SIG schools.

Furthermore, to maintain consistency across states, a mean annual performance was calculated as an average of the proficiency rate across all grade levels within a school. But, the number of grade levels included in a school's analysis varied according to the number of grades served by the schools. Nonetheless, we think that most of the anomalies are consistent from year-to-year and wash out across districts.

Also, we were not able to say anything about the relative effects of the restart or closure models because they were used so infrequently.[7] Consequently, little from our results can be gleaned about the effectiveness of private turnaround contractors or the merits of turning schools into charters.

We have also made every attempt to sort out why some SIG schools made progress and others did not, but there was no way for us to attribute gains or lack thereof to any single strategy. There often appeared to be a mix of explanations. We devote considerable narrative in this report to laying out some of these explanations.

Finally, state - and by default district - attrition was a significant limitation in the study. The Council's research team excluded a number of states and districts from the study for various reasons. Changes in state assessments were noted earlier as a reason to exclude states from the analysis, a situation that applied not only to our study but to the study by the Department of Education. For all intents and purposes, the effectiveness of the federal government's initiative to turn around the nation's lowest-performing schools was left to the mercy of states' constantly changing testing practices.

Results

Quantitative Results

School Performance in Grades Three through Eight on State Assessments

Results of our analysis across states for grades three through eight are provided in Figure 2 (math) and Figure 3 (reading/ELA). As expected, the percentage of Proficient students in SIG-award schools before the grants were administered was lower than the proficiency rates of a random sample of schools that were eligible to (but did not) receive SIG funding, as well as a random sample of schools across the country that were not SIG-eligible. In the 2009-10 baseline year, SIG-eligible schools not awarded grants had a proficiency rate in mathematics that was 21.7 percentage points higher than SIG-award schools, and non-SIG-eligible schools had a proficiency rate that was 37.2 percentage points higher. In reading, the differences were 16.9 and 34.1 percentage points, respectively. In other words, the targeting of funds to the very lowest-performing schools appears to have been accomplished.

In general, the achievement gaps between SIG-award schools and the two comparison groups appear to have narrowed steadily for the first two years, and then leveled off in the third year. Two years after the initial SIG awards (2011-12), the proficiency gap in math between SIG-award and SIG-eligible schools was reduced to 14.9 points. And the gap between SIG-award schools and the non-eligible state sample was reduced to 30.1 points. The gaps remained about the same in 2012-13 at 14.6 points and 29.9 points, respectively. In reading, there was a similar trend. The mean difference in proficiency among SIG schools in the 2011-12 school year was reduced to 14.5 points compared to SIG-eligible schools and 30.5 points compared to the random sample of non-eligible schools. In the 2012-13 school year, the gaps between SIG-award and SIG-eligible schools was reduced to 13.8 points and to 29.7 points compared to the sample of non-eligible schools across states.

[7] By and large, school districts did not use federal SIG funds when they closed schools.

The Council's research team was also interested in the movement of students out of the lowest performance category in states that had at least two performance levels below Proficient. In many respects, this measure could be considered the most relevant assessment of the impact of the SIG investment, as more than one out of every three students in SIG-award schools was classified in the lowest performance level on state assessments - 41.9 percent in math and 33.7 percent in reading. Figure 4 (math) and Figure 5 (reading/ELA) suggest that SIG-award schools did reduce the percentage of students in the lowest proficiency levels on state assessments. The gap in mathematics between SIG-funded schools and SIG-eligible schools was 17.8 percentage points in the baseline year and between SIG-funded and non-SIG schools was 25.5 percentage points. By the 2011-12 academic year, the gap between SIG-funded and SIG-eligible schools was 9.7 percentage points and between SIG-funded and non-SIG schools was 17.3 percentage points. In 2012-13, the gaps remained about the same.

In reading, similar changes were observed. The gap in reading between SIG-funded and SIG-eligible schools was 11.0 percentage points in the baseline year and between SIG-funded and non-SIG schools was 20.2 percentage. By 2011-12, the gap between SIG-funded and SIG-eligible schools was reduced to 7.6 percentage points and between SIG-funded and non-SIG schools was 15.4 percentage points. The 2012-13 differences were similar to those in 2011-12.

Figure 2. Mean Percentage of Students in Grades 3-8 Performing At or Above Proficient in Mathematics by SIG Group from SY2009-10 to SY2012-13

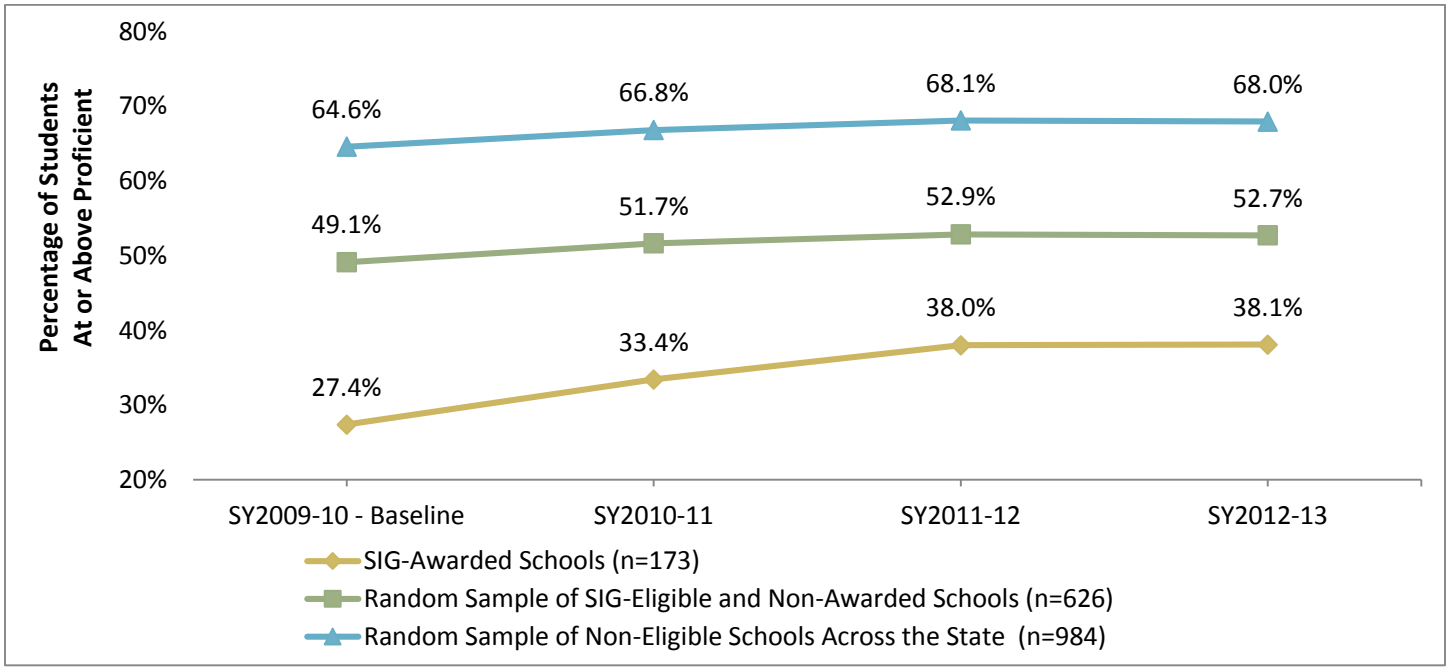


Figure 3. Mean Percentage of Students in Grades 3-8 Performing At or Above Proficient in Reading by SIG Group from SY2009-10 to SY2012-13

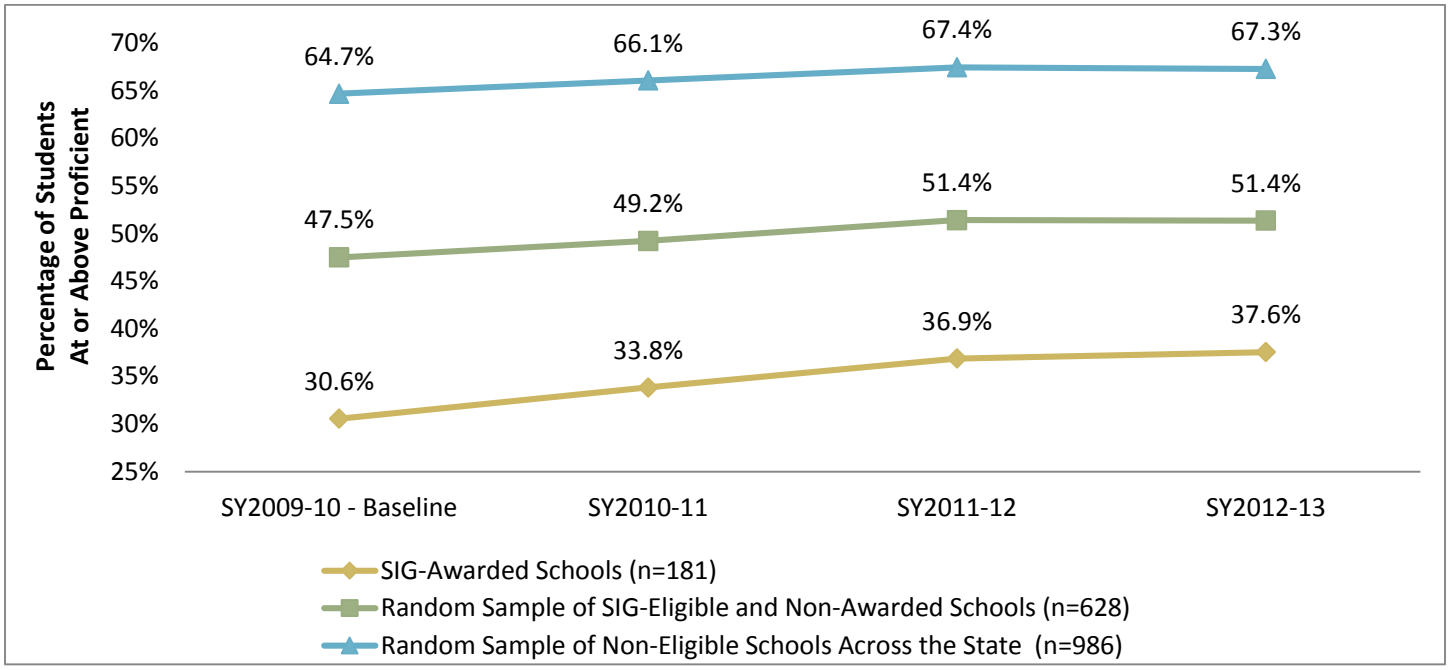


Figure 4. Mean Percentage of Students in Grades 3-8 Performing Below Basic in Mathematics by SIG Group from SY2009-10 to SY2012-13

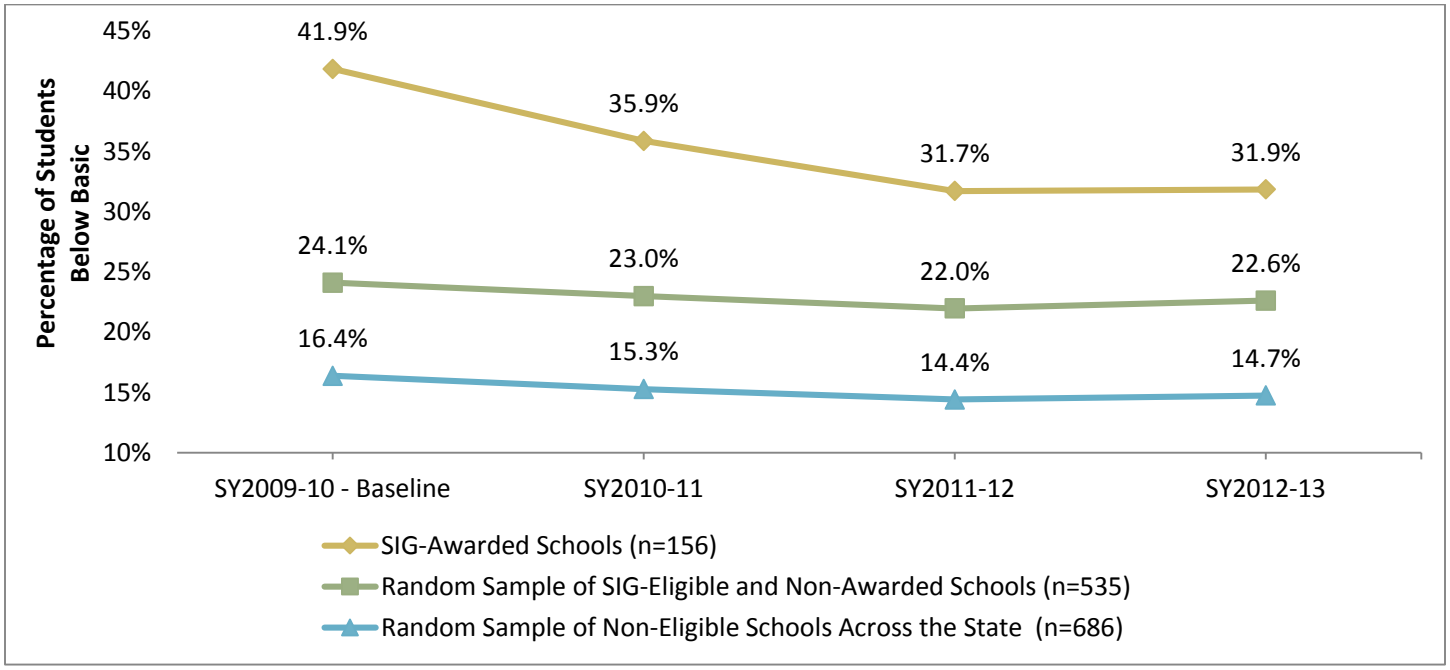
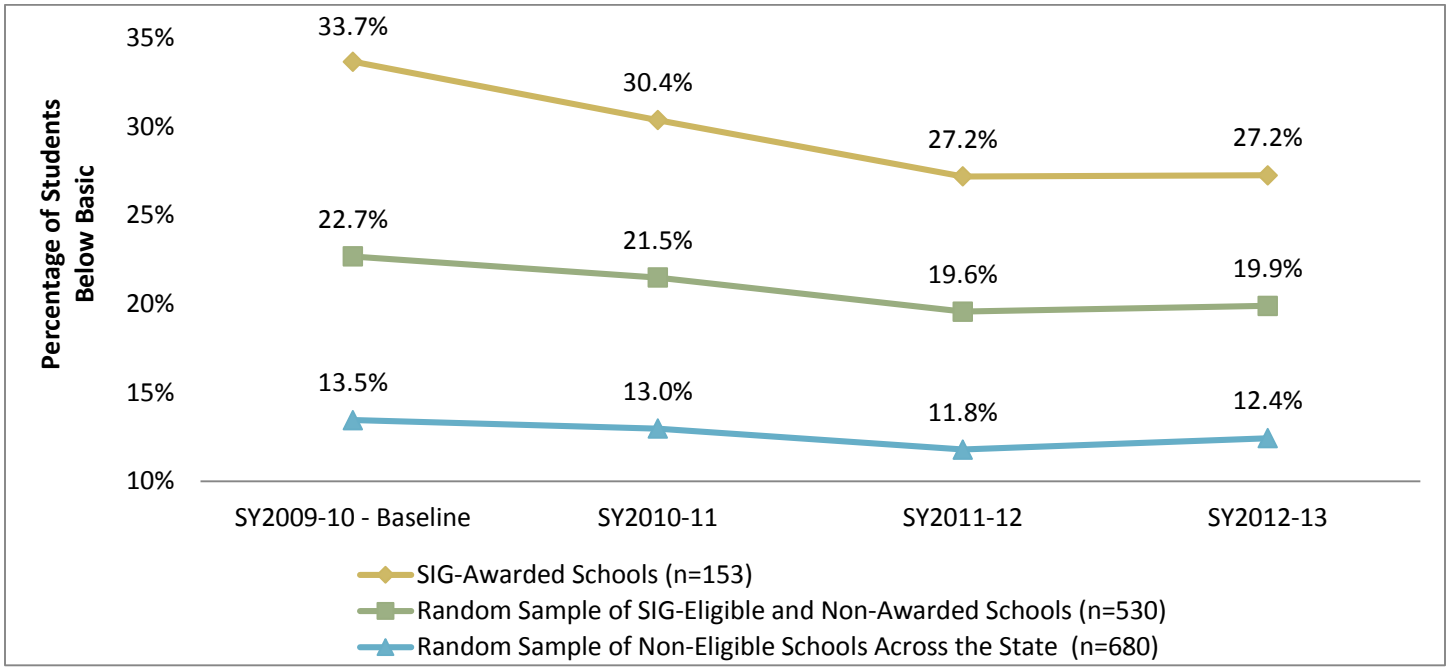


Figure 5. Mean Percentage of Students in Grades 3-8 Performing Below Basic in Reading by SIG Group from SY2009-10 to SY2012-13



The research team also examined the numbers of SIG schools in each sample that made improvement. We did this because looking at average proficiency scores alone does tell one about how many schools were affected. The results are displayed in Figures 6 and 7. The results indicated that 45.9 percent of SIG-award schools in Council districts made gains greater than 10 percentage points between 2009-10 and 2012-13 in math. In addition, some 12.2 percent of these schools made gains between five and 10 percentage points, while 27.0 percent of these SIG schools showed no improvement (see Figure 6). In some cases, SIG schools in Council districts made more progress in math than other SIG-funded schools, SIG-eligible but not funded schools, and non-SIG schools; in other cases they did not.

In reading, the results indicated that 29.9 percent of SIG-award schools in Council districts made gains greater than 10 percentage points between 2009-10 and 2012-13. In addition, some 22.1 percent of these schools made gains between five and 10 percentage points, while 23.4 percent of these SIG schools showed no improvement (see Figure 7). Again, in some cases, SIG schools in Council districts made more progress in reading than other SIG-funded schools, SIG-eligible but not funded schools, and non-SIG schools; in other cases they did not.

Figure 6. Percentage of Schools in Grades 3-8 Improving in Math by Category and School Type from SY2009-10 to SY2012-13

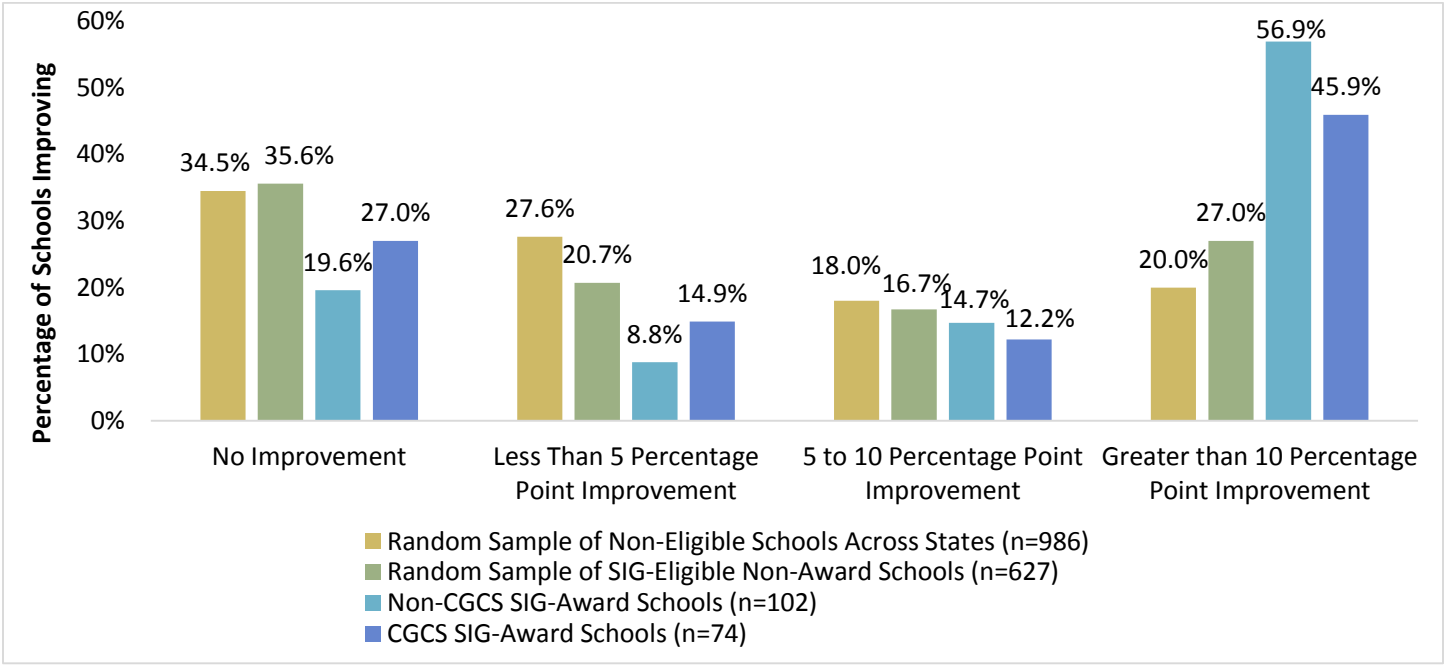
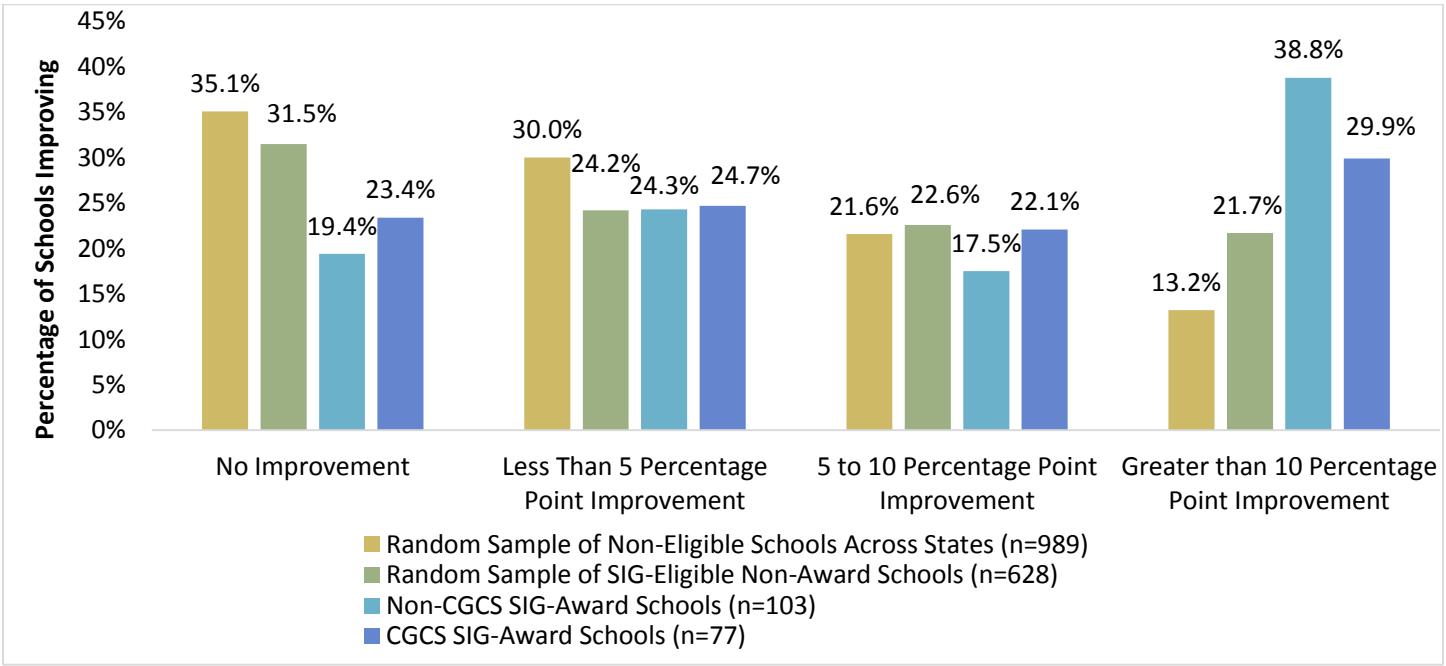


Figure 7. Percentage of Schools in Grades 3-8 Improving in Reading by Category and School Type from SY2009-10 to SY2012-13



Transformation vs. Turnaround Schools

As described earlier in this report, schools were required by the U.S. Department of Education to select a SIG intervention model to implement as part of the improvement process. The Council's research team conducted a statistical comparison of the two most commonly used intervention models and their relative improvements. Few districts chose to close low performing schools with their SIG dollars, and only a small number of schools selected the restart model. Since the sample size for these two models was small, they were not included in this analysis.

Most of the schools participating in the SIG intervention chose either the transformation or turnaround intervention models. Figures 8 and 9 show changes for the two main models in the percentages of students Proficient or above in reading and math over the four year period.

Figures 10 and 11 show changes for the two models in the percentage of students performing below Basic in reading and math. For all four analyses, there were no statistically significant differences between the transformation and turnaround SIG intervention models in their rates of improvement.

Figure 8. Transformation Compared to Turnaround Model Mean Percentage of Students in Grades 3-8 Performing At or Above Proficient in Mathematics from SY2009-10 to SY2012-13

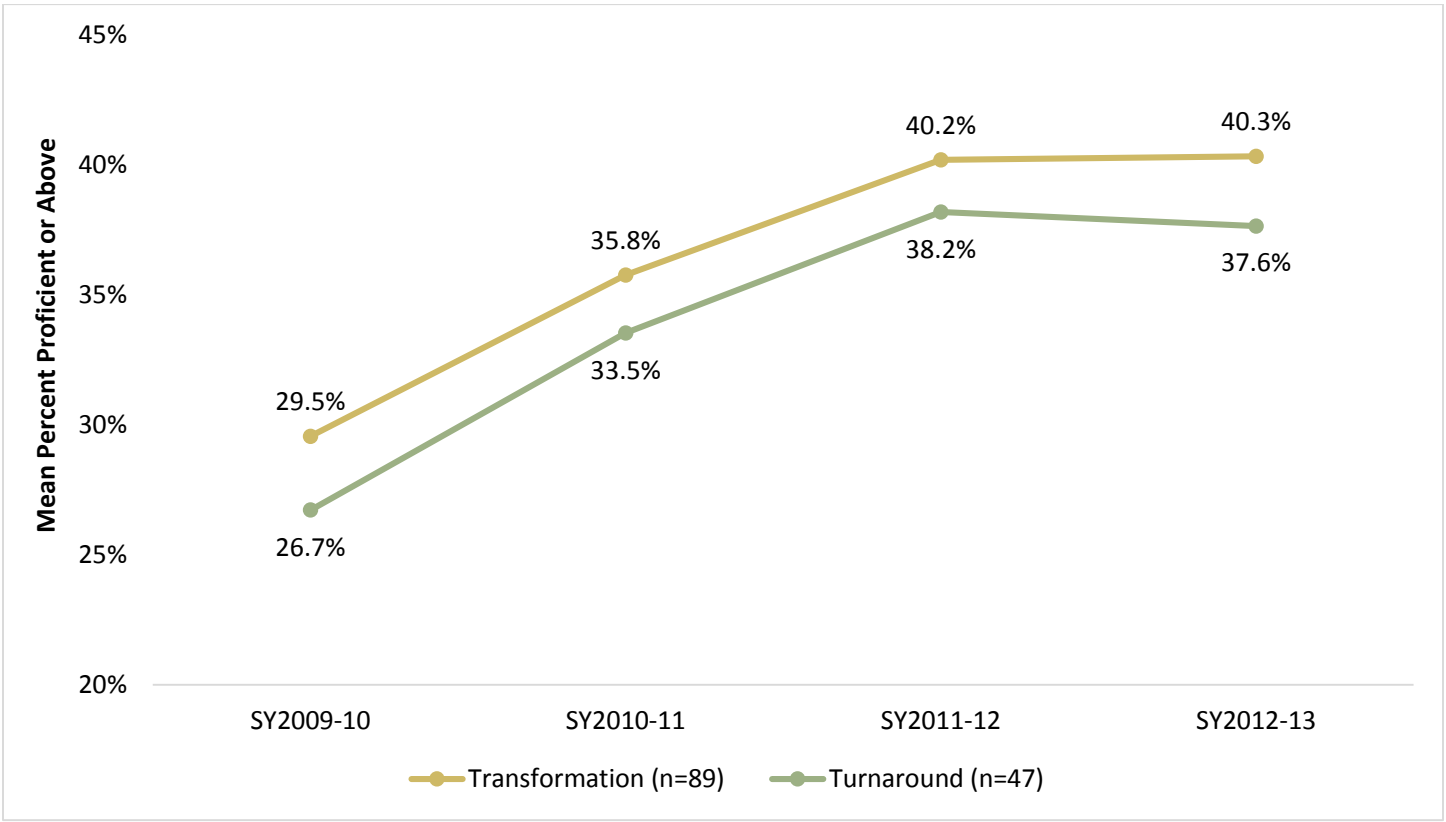


Figure 9. Transformation Compared to Turnaround Model Mean Percentage of Students in Grades 3-8 Performing At or Above Proficient in Reading from SY2009-10 to SY2012-13

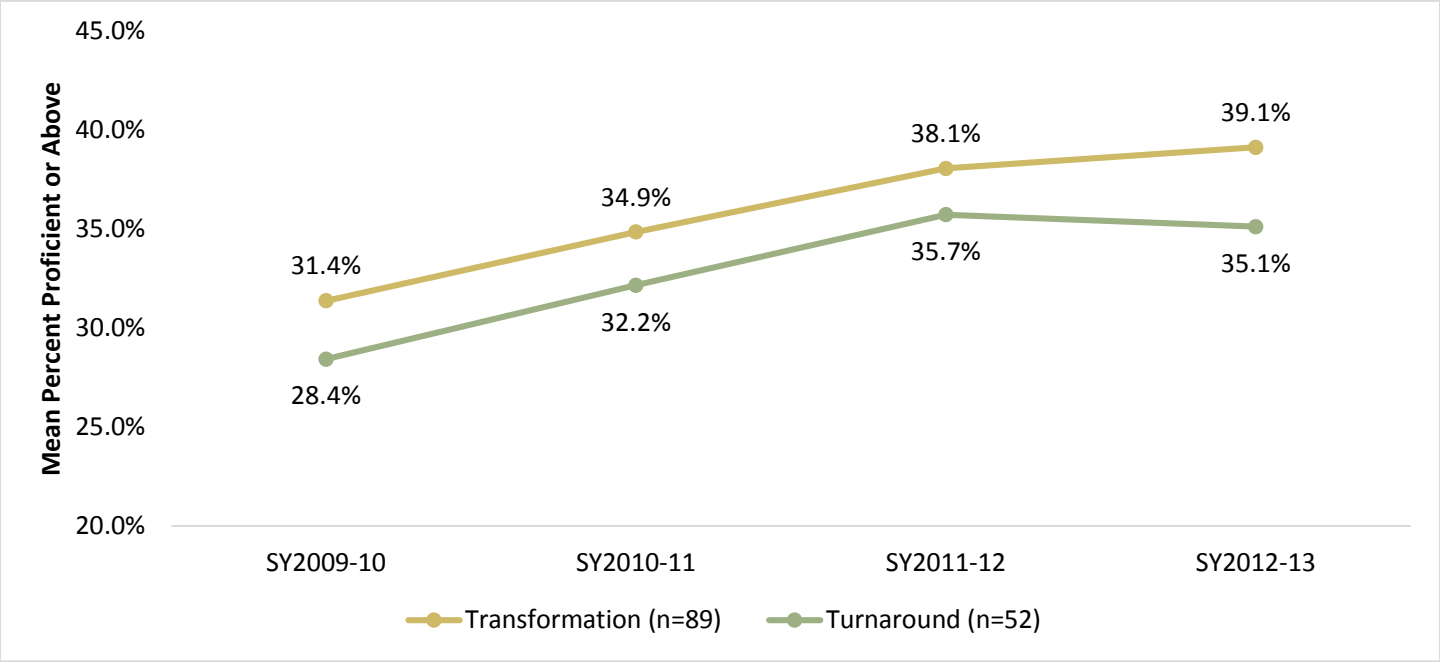


Figure 10. Transformation Compared to Turnaround Model Mean Percentage of Students in Grades 3-8 Performing Below Basic in Math from SY2009-10 to SY2012-13

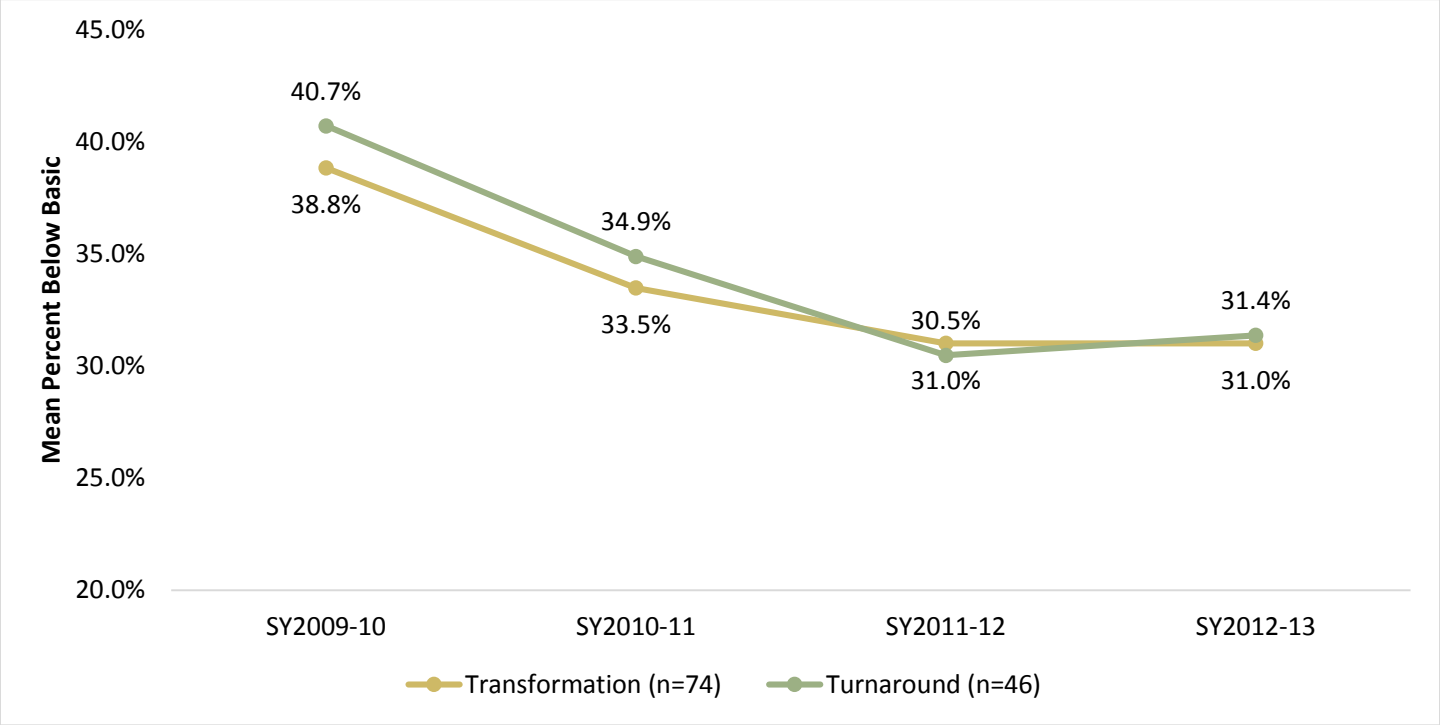
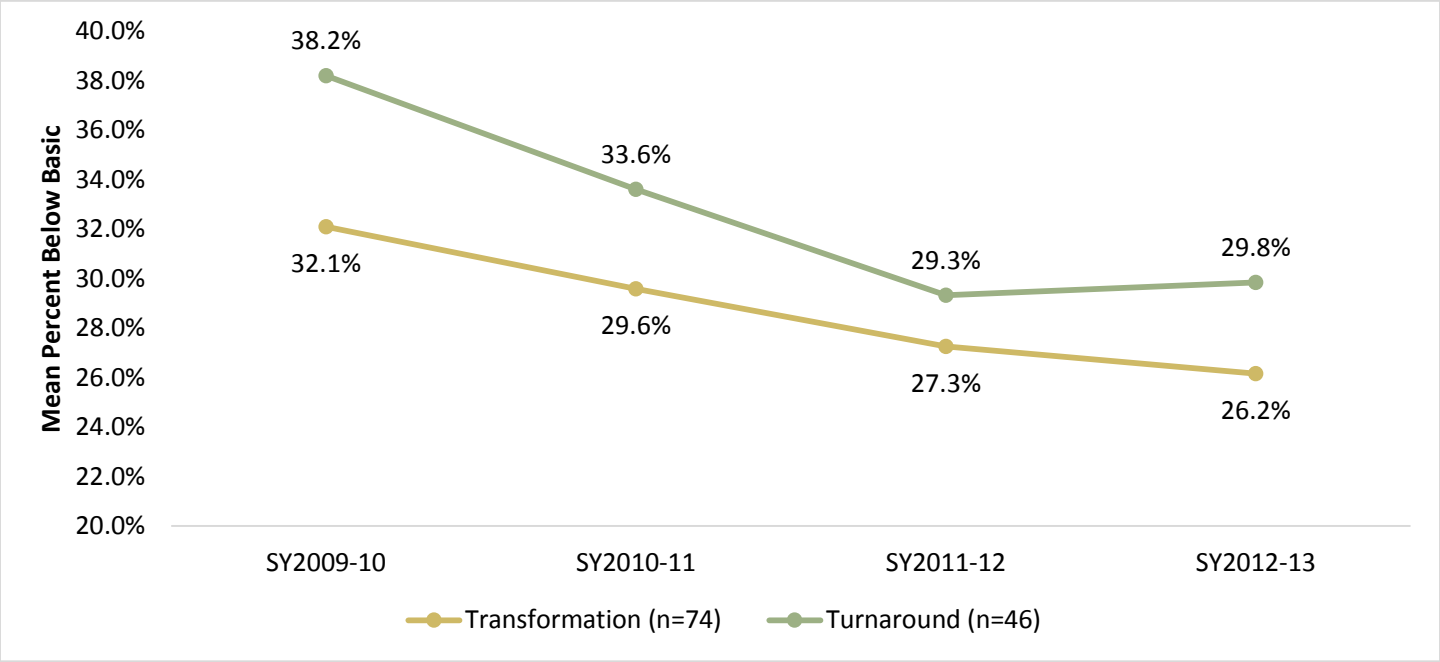


Figure 11. Transformation Compared to Turnaround Model Mean Percentage of Students in Grades 3-8 Performing Below Basic in Reading from SY2009-10 to SY2012-13



This lack of difference between the two models in their rates of improvement is somewhat unexpected because there was a presumption that the transformation model might not have as pronounced an effect as the turnaround model. In fact, the Department of Education capped the percent of schools that could use the transformation approach because it was viewed as the least rigorous (and possibly least effective) and therefore most likely to be used by school officials. The Department of Education prohibited an LEA from using the transformation model in more than half of its SIG schools if nine or more Tier I and Tier II schools were included in the district's application. The main difference between the two models was that turnaround schools were supposed to replace at least half the staff and adopt a new governance structure, while transformation schools had no such requirements.

The interviews for this project, however, suggested that there was more variation in practices *within* each reform model than between them. It could have been the case that a school's new staff were not significantly different or better than the staff they replaced. It could also have been that the new governance models weren't any better than the original ones, or that governance as defined by these models has no real impact on student achievement. In addition, both models were permitted to use additional strategies that were not always clearly specified. It could be that these strategies, along with the allowable uses of funds that were identical from one model to another, produced similar results.

Student Performance on the NAEP Assessment

We also examined results from the National Assessment of Educational Progress (NAEP) to see if these data corroborated what we saw with the state-test data. Again, the reader should keep in mind that NAEP does not

measure the progress of specific and identifiable schools – these data are simply an indirect indicator of whether the lowest-performing students in urban schools are improving.

Figures 12 through 19 show changes since 2003 in fourth- and eighth-grade NAEP reading and mathematics performance levels for both Large Cities and the National Public sample.

For both groups (Large Cities and the National Public sample), the data show consistent declines in the percentage of students in the lowest performance category (below Basic). While these trends were evident prior to the new SIG investment (2003 – 2009), the trends after the new SIG grants were implemented showed continued progress and are consistent with findings from the state assessment data presented in the previous section.

We did not see a discernable difference in the biennial rates of change among students who were below Basic before and after the new SIG program went into effect.

Still, the 2011 and 2013 NAEP results were attained after the new version of SIG was implemented and improvement was evident. In fourth grade reading, the percentage of students in the Large Cities sample who scored below the Basic performance level declined from 46.1 percent in 2009 to 42.7 percent in 2013 (see Figure 12). Over the same period, the percentage of large-city school fourth graders scoring at the Basic level remained fairly steady at around 31 percent, and the percentage of large city students scoring at or above the Proficient level increased from 22.7 percent to 25.9 percent.

Similarly, the national sample (which included the large cities) saw declines in the below Basic group over the same period and increases in the percentage of students scoring at the Proficient level, but both the increases and decreases were somewhat smaller at the national level than at the large city level (see Figures 12, 13).

At the eighth-grade level in reading, the percentage of large city students scoring below Basic dropped from 37.1 percent to 31.9 percent or 5.2 percentage points between 2009 and 2013. During the same period, the percentage of large city students scoring at the Proficient and Advanced levels increased 4.5 percentage points. Nationally, the pattern of change was similar between 2009 and 2013, with those scoring below Basic declining 2.9 points and those scoring at Proficient or Advanced levels increasing 3.8 percentage points.

Again, the overall improvements were somewhat larger in the large cities (where a disproportionate number of SIG schools are concentrated) than nationally (see Figures 14, 15).

In math, fourth graders in large cities were also improving. The percentage of large city students scoring below Basic dropped 3.3 points between 2009 and 2013, and the percentage of students at or above Proficient increased 4.5 points. At the national level, the percentage of students below Basic dropped by 1.1 points, while the percentages at or above the Proficient level increased by 3.0 points (see Figures 16, 17).

In eighth grade, the percentage of large city students scoring below Basic in math dropped 5.0 percentage points between 2009 and 2013, while the percentage at or above Proficient increased by 3.1 points over the same period. At the national level, the percent of students scoring below Basic dropped 1.7 points, while the percentages at or above Proficient increased by 1.9 points (see Figures 18, 19).

Figure 12. Percentage of Students in Large Cities in each NAEP Performance Level on Grade 4 Reading from 2003 to 2013

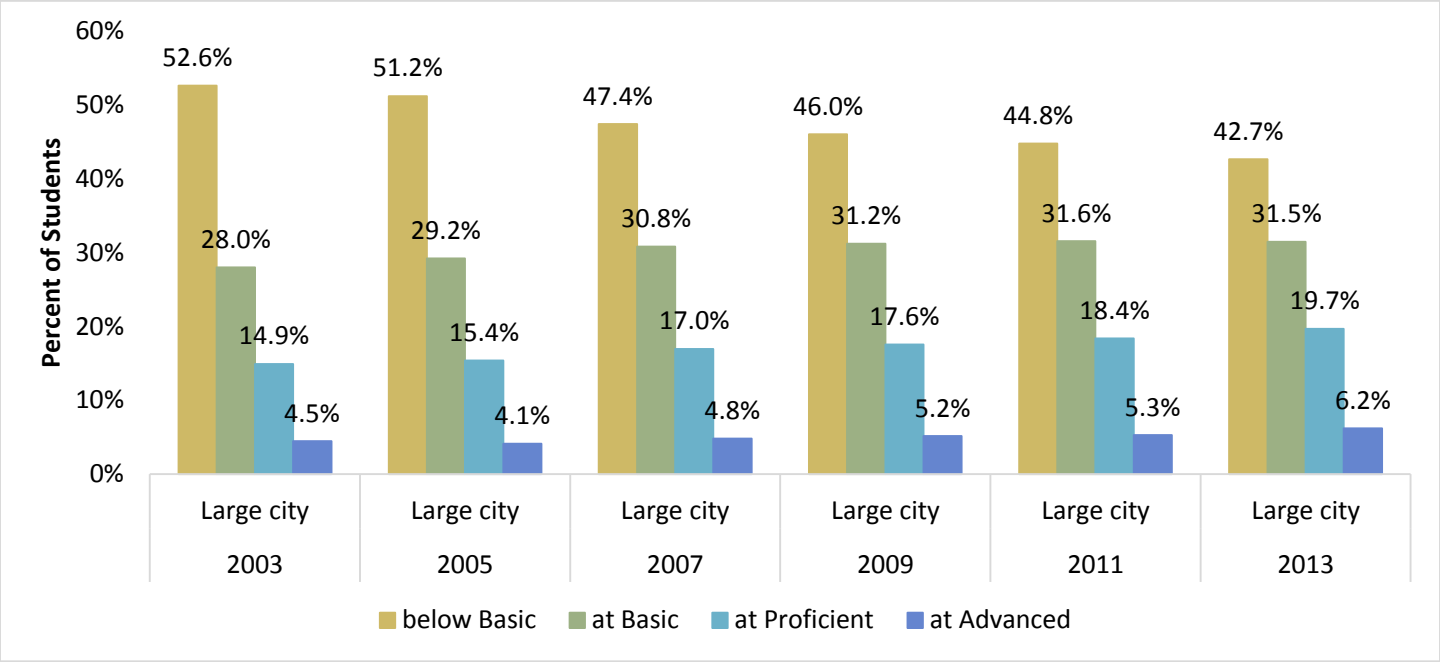


Figure 13. Percentage of the Nation's Public School Students in each NAEP Performance Level on Grade 4 Reading from 2003 to 2013

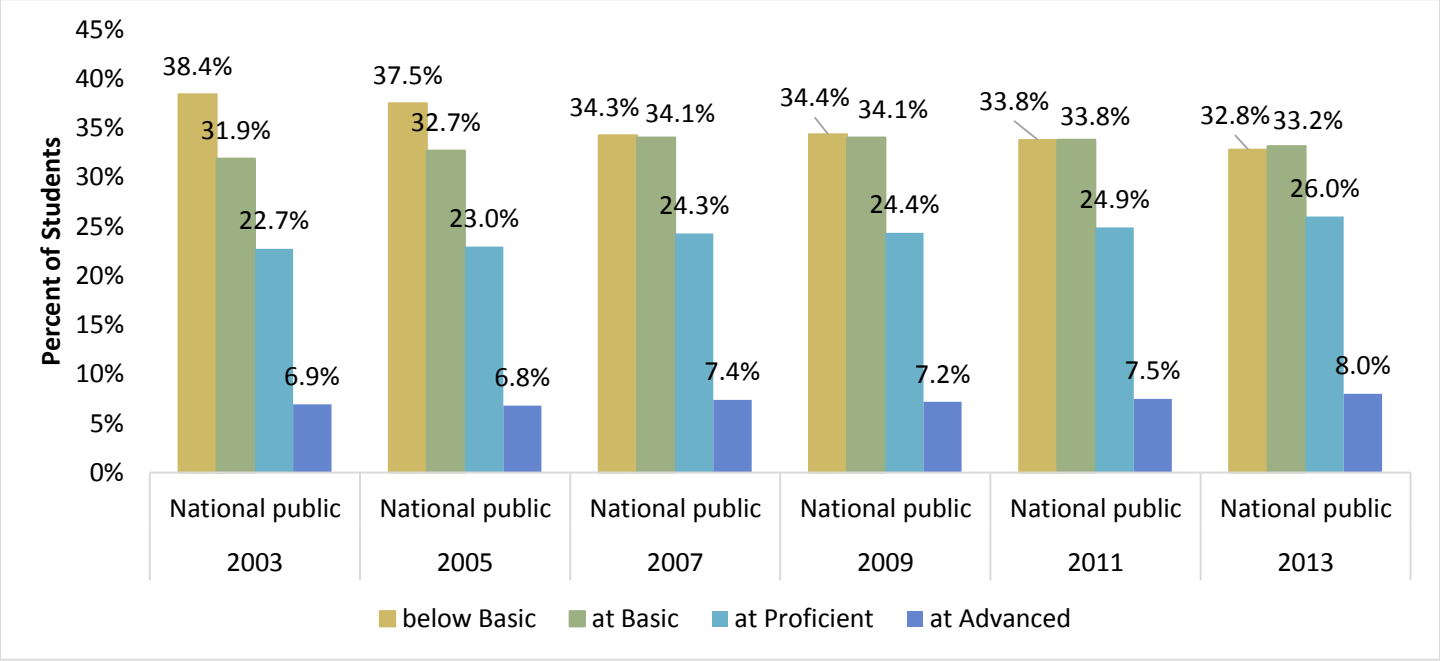


Figure 14. Percentage of Students in Large Cities in each NAEP Performance Level on Grade 8 Reading from 2003 to 2013

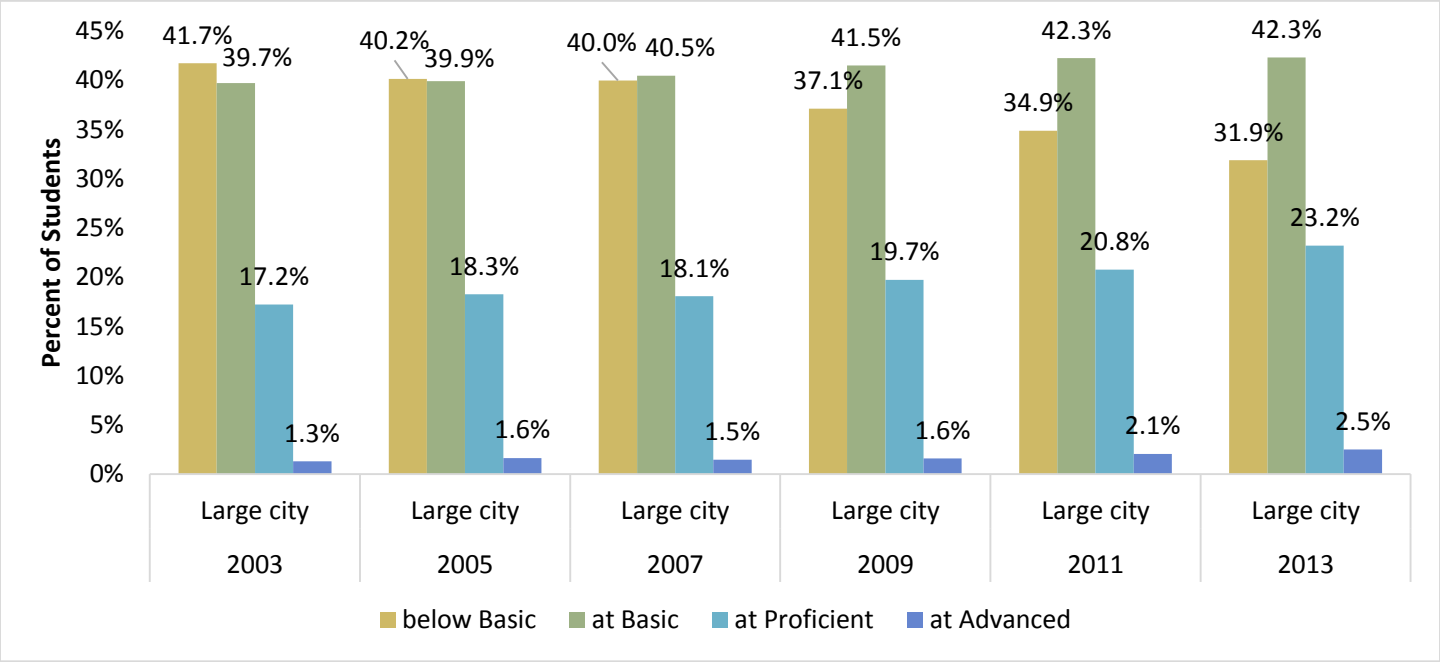


Figure 15. Percentage of the Nation's Public School Students in each NAEP Performance Level on Grade 8 Reading from 2003 to 2013

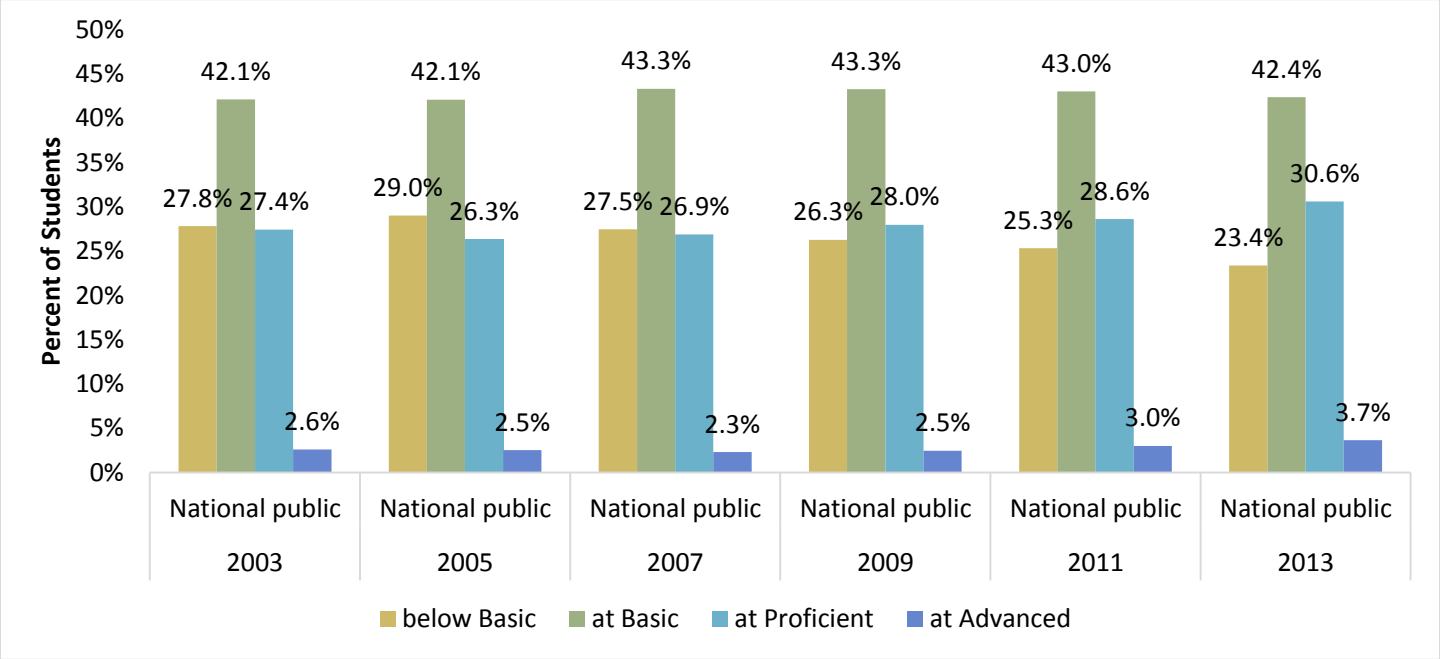


Figure 16. Percentage of Students in Large Cities in each NAEP Performance Level on Grade 4 Mathematics from 2003 to 2013

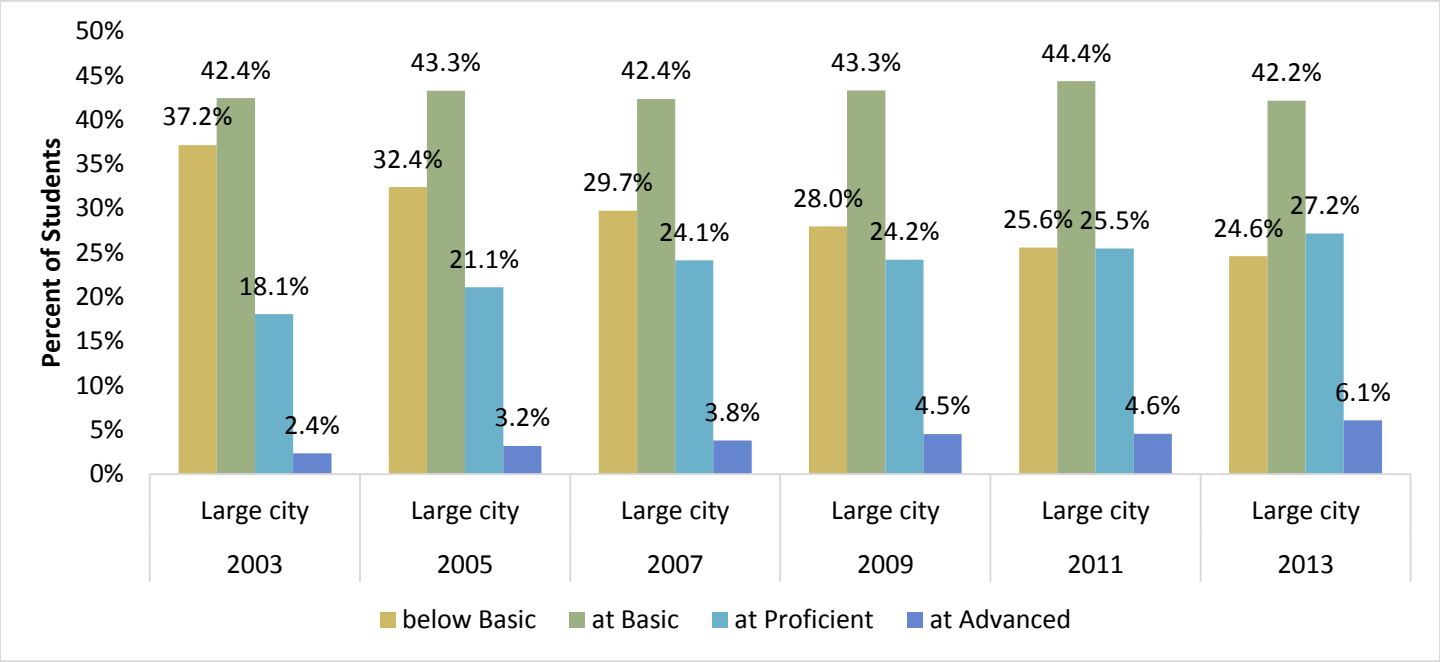


Figure 17 Percentage of the Nation's Public School Students in each NAEP Performance Level on Grade 4 Mathematics from 2003 to 2013

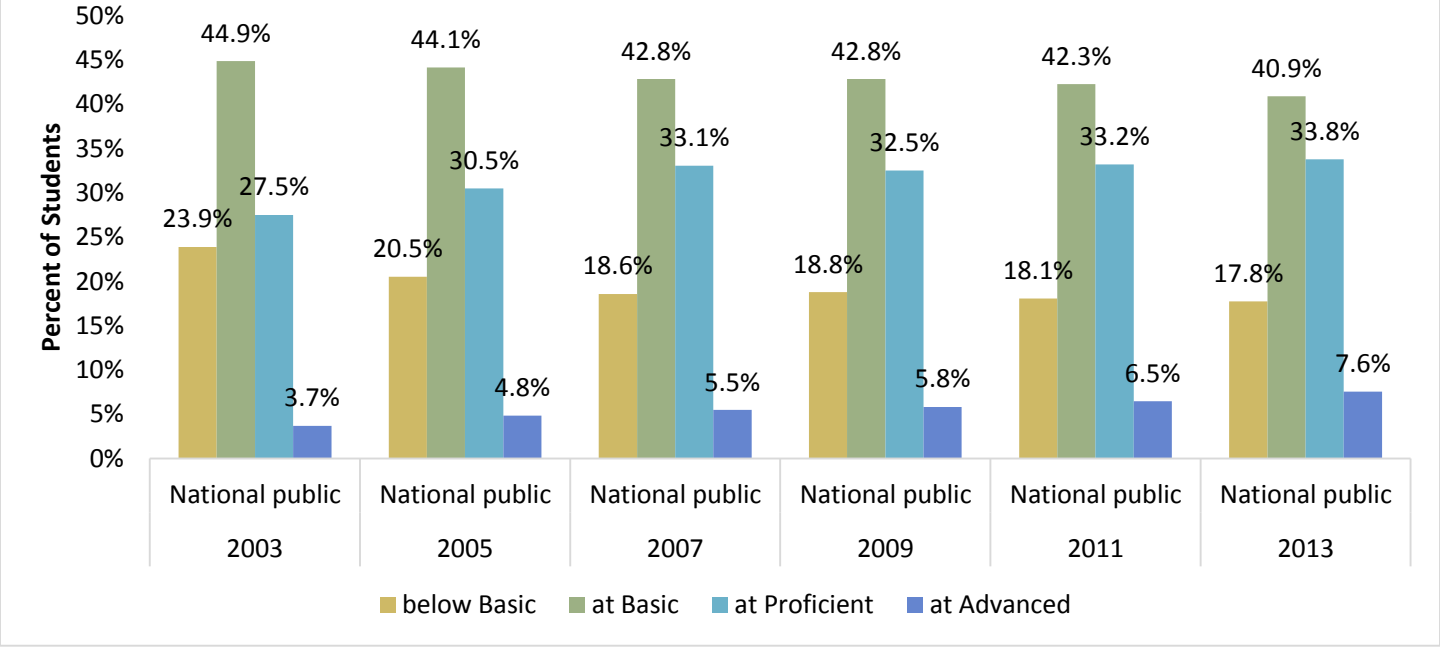


Figure 18. Percentage of Students in Large Cities in each NAEP Performance Level on Grade 8 Mathematics from 2003 to 2013

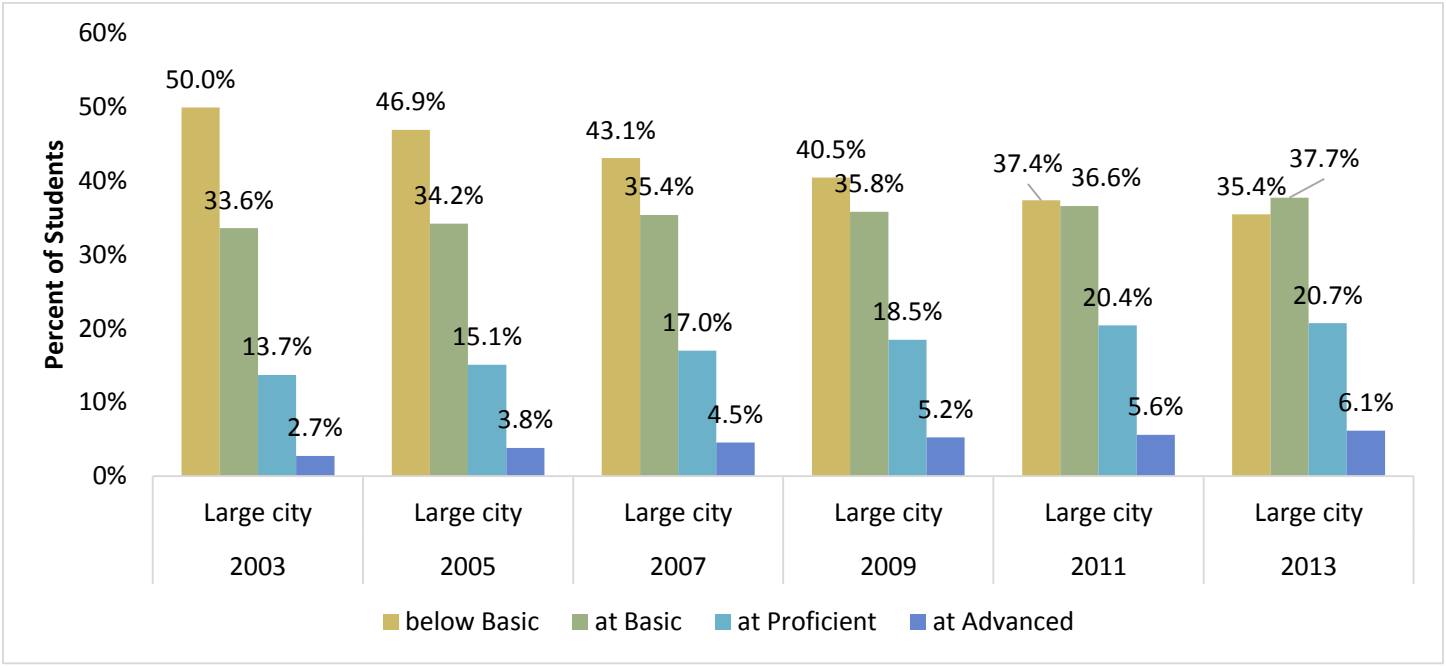
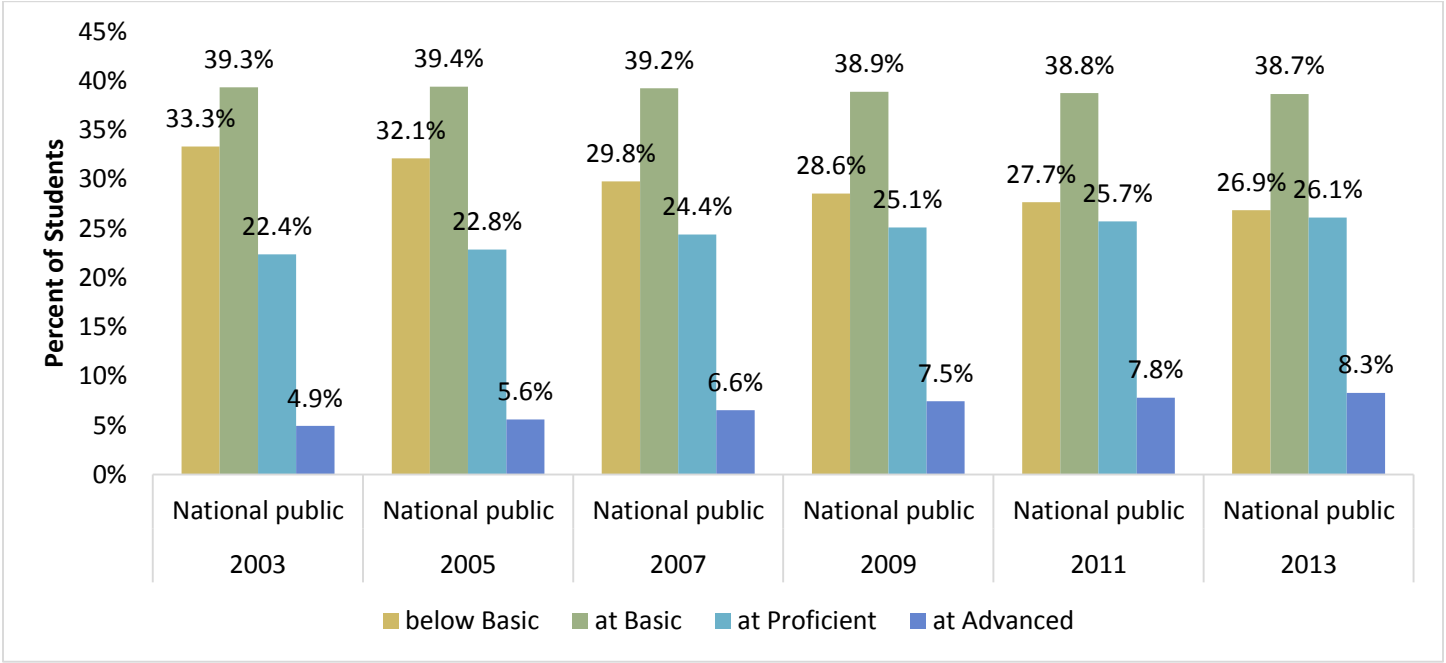


Figure 19 Percentage of the Nation's Public School Students in each NAEP Performance Level on Grade 8 Mathematics from 2003 to 2013



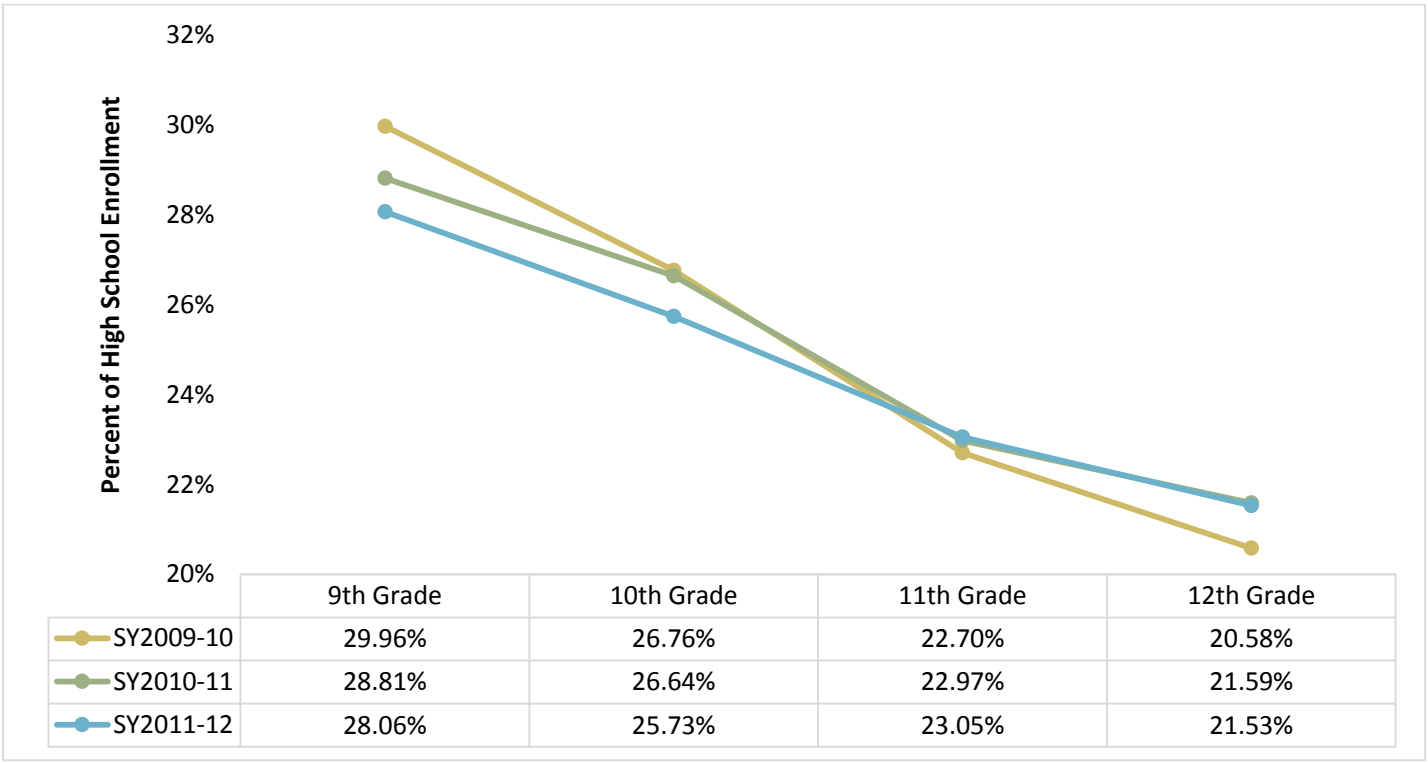
High School Enrollment Trends in CGCS Districts

We also examined trends in grade-by-grade enrollment in the Great City Schools to see if there were any indications that schools were improving their "holding power"—which would be evident if the percentages enrolled in each high school grade were beginning to look more similar. All things being equal, we would expect the percentage of students at each grade level to be roughly the same (25 percent). Again, this is an indirect indicator that could be affected by any number of factors other than SIG. However, data indicating that grade-level enrollment was not smoothing out might suggest that SIG was not having any broad effects on urban schools.

Figure 20 shows changes in the percentage of students at each high school grade level in the aggregated Great City Schools over two years of the SIG grant period and the year before the new SIG program went into effect. It is important to note that the overall high school enrollment remained the same (2.083 million students) between 2009-10 and 2010-11.

As the graph illustrates, the percentage of ninth grade students dropped or improved slightly over the study period while the percentage of students in 11th and 12th grade showed some gains or improvements. In other words, urban school districts did appear to improve their ability to promote students from one high school grade to the next, which resulted in less of a "pile-up" in the ninth grade and higher percentages of students in the final two grade levels of high school.

Figure 20. Percentage of Students Enrolled in High School across CGCS Districts by Grade from SY2009-10 to SY2011-12



	9th Grade	10th Grade	11th Grade	12th Grade
SY2009-10	29.96%	26.76%	22.70%	20.58%
SY2010-11	28.81%	26.64%	22.97%	21.59%
SY2011-12	28.06%	25.73%	23.05%	21.53%

Quantitative Summary

Taken individually, each of the analyses presented in this report may not provide a compelling argument for improvements in the lowest-performing SIG schools across the country. However, taken collectively, these data provide convincing evidence that the investment in the lowest-performing schools improved educational outcomes for students in participating schools in Council districts. While the most frequently used intervention models (i.e., transformation and turnaround) appear to produce similar results, the changes in the percentage of students scoring below Basic and at or above Proficient levels on state assessments show that gaps between students in SIG schools and schools across the state decreased significantly.

In addition, while the performance of fourth and eighth graders on NAEP and changes in high school enrollment trends cannot be directly attributed to the SIG investment, the data generally reinforce the SIG findings. In elementary and middle grades, the percentage of students in the lowest performance category is at its lowest level since these data were collected. And in high school, the data show preliminary signs that schools are moving more students into the 11th and 12th grades. It is likely that this trend is a leading indicator of improvements in high school graduation rates.

Qualitative Results

Uses of SIG Funds

In addition to looking at state and national assessment data and high school enrollment trends, the Council conducted a qualitative review of selected urban districts and schools to determine how they used their SIG funds.

Districts and schools were chosen for this qualitative portion of the study based on state math and reading test results. Some urban districts were chosen because their SIG schools demonstrated an increase in performance on their state assessments, and others were chosen because they showed no change or decreased performance.

Research staff from the Council then interviewed central office employees and school-based personnel (including principals and teachers) who were involved in the design and/or implementation of the SIG grants between 2009 and 2013.

Case Study Questions

The purpose of the interviews was to determine how SIG schools used their federal grant funds and to identify common patterns or themes that might explain why some schools improved and others did not. The interviews with district staff members, principals, and teachers focused on the following questions:

- What was the political and organizational context of the district during the SIG implementation?
- What were the districts' instructional areas of focus during the study period?

- What were the schools' goals and objectives during that period, and what was the process for setting and monitoring progress toward those goals?
- What kinds of interventions were put into place to turn around academic performance in SIG schools?
- How were SIG-funded schools held accountable for improving student achievement? What methods or measures were used?
- What professional development was available for teachers and administrators to address the academic needs of students and special populations in SIG schools?
- What plans did schools and districts develop for sustaining programs and processes implemented with SIG funding?

The results of the interviews are summarized in the sections below.

Political and Organizational Context

Urban school districts often faced conflicting demands around how to use their SIG dollars with their lowest-performing schools. These districts also faced challenges in determining what the central priorities of the SIG program were and how they were expected to use their funds. In addition, many SIG-eligible schools were subject to turnaround efforts before the new SIG program—sometimes multiple turnaround efforts—with uneven results. How districts experienced and dealt with these uncertainties and conflicting demands, and what lessons they learned from their previous turnaround results, sometimes affected how they thought about their challenges and how they used their new SIG funds.

The Council's 2012 report on SIG discussed a number of challenges that districts faced over the years in attempting to improve these schools, including difficulties with the removal and recruitment of staff, community and union resistance to school changes or closures, the ability to secure and retain sufficient resources to launch and sustain the turnaround efforts, and conflicting demands from various stakeholders.

Interviews with district and school staff for this report confirmed that these issues continued to plague reform efforts under the new SIG program. One district indicated that it received ongoing pressure from its state to close the lowest-performing schools, while at the same time there was pressure from parents and others to keep the schools open. In another district, the turnaround work had been going on for about eight years and the system had learned a great deal about what worked, while another district had just started its reform efforts. Some districts enjoyed relatively stable personnel over the grant period, while others saw major staffing changes both before and during the SIG period.

In addition, many personnel interviewed for this project reported that their SIG schools were in disarray prior to the grant, resulting from a lack of strong district support for low-performing schools and a mechanism to coordinate work in these schools. One district reported that increasing decentralization over the years had weakened central-office capacity to help struggling schools, leaving many individual schools to do what they

thought best without much direction or coordination. Another district added that school-level leadership was often a challenge, citing one SIG school whose previous principal was constantly away or out sick, leaving school personnel to fend for themselves. There were also cases where the opposite dynamic was at play. That is, the district had too many turnaround strategies, consultants, state teams, and others who significantly hampered a coherent approach to the reforms.

A number of districts also indicated they struggled with what organizational structures to put into place to support the school turnarounds. Many thought the best way to serve these schools was to group them into specialized administrative units or "regions" that receive dedicated and concentrated support. Many superintendents worked with their school boards and the public on the benefits of creating these zones, highlighting the tailored services and supports that the schools would receive.

In one district, a new superintendent pushed for more centralization prior to SIG, and the grant funding helped to propel the district's reorganization. But other districts encountered school-level resistance to this type of centralized support. Sometimes schools had the wherewithal to handle the autonomy, but sometimes they did not, resulting in uneven reform efforts among schools depending on personnel capacity and expertise.

Goals and Objectives

To receive funds under the program, school districts submitted applications to their states on behalf of the turnaround schools. Applications required districts to articulate formal written goals and objectives, along with what intervention model was being chosen and what improvement strategies were being put into place. Sometimes these goals were very clear and were accompanied with definitive indicators of success, and in other cases the goals were more overarching and generalized.

In addition, the exact nature of the districts' roles in defining school improvements differed substantially from site to site. Sometimes goals and objectives were set by the district and in some cases they were set by the schools—or they were set in tandem. Interviewees did not report to the Council's research team that states provided strong technical assistance to districts and schools in setting goals and objectives, but this situation no doubt varied from state to state and from one applicant to the next.

Supporting SIG Schools. A critical component of district plans to turn around their lowest-performing schools involved ensuring that adequate supports for SIG schools were in place – both at the central office and building levels. These supports varied from site to site. One district built a team of instructional supervisors and curriculum specialists with SIG funds to conduct school-level reviews and develop plans to improve instructional delivery. Another district indicated that they hired instructional specialists in reading, math, and science, and divided workloads among eligible elementary and middle schools and the high schools.

Another district had central-office staff members look at common concerns and deficiencies at each SIG school, and worked with principals and school staff to produce common instructional procedures. One district provided each SIG high school with its own reading and math coach. Some districts used SIG dollars to boost the capacity of their central offices to provide technical assistance and support to schools; others placed the support more

directly into the schools. And, as indicated earlier, a number of districts established their own "superintendent's district" or specialized administrative units to support SIG schools.

Teacher Buy-in and Ownership in the Turnaround Process. Interviews also revealed that districts knew significant changes in these schools would require strong support and commitment from teachers and their organizations. To build that support, one district began the SIG work by articulating that the district would be setting higher expectations and stronger accountability for results at all levels, beginning with the superintendent and school board. This sense of commitment from the top of the system helped convince staff members in SIG schools that the turnarounds would require special dedication and effort.

In other districts, teachers were made aware of necessary changes before the SIG transition began and were given the opportunity to transfer. The central office in one district worked with its teacher union to ensure that remaining teachers worked longer hours but received extra pay for the extra time—an extra 30 minutes a day. Another district developed a Memorandum of Understanding (MOU) with teachers stipulating that they attend all professional development offered as part of the turnaround work, undertake specified initiatives and interventions to transform the school, and give a three-year commitment to ensure continuity. If the school met its goals, teachers would receive a $2,500 performance-based stipend with SIG funds.

Data and Data Use. One of the most consistent ways that districts leveraged their SIG dollars involved the use of data to inform teaching and learning. In one district, teachers at SIG schools met in August for 20 hours to analyze data from the prior year and set achievement goals for the upcoming year. In another district, every school was assigned a SIG monitor or facilitator responsible for collecting and inputting data into an online data tool, and tracking student assessment results.

In fact, one of the most common uses of SIG funds involved more regular assessment of student progress. One district, for example, used monthly formative tests created by teachers to assess mastery of the most recently covered instructional material. And another district began using quarterly assessments in SIG schools along with their end-of-year assessments to measure progress, providing teachers with faster feedback on results and additional guidance on how to interpret scores and modify classroom instructional practice.

School Climate and Morale. Some districts also emphasized improving school climate as a way to boost academic attainment since research points to the importance of students feeling safe, respected, supported, and engaged. In one district, SIG schools used their funds to hire a full-time social worker, counselor, and nurse. Another district focused on the arts in order to provide students with new ways to express themselves. One school worked to infuse project-based learning across subjects to keep students engaged in classroom instruction, and a number of schools used SIG funds to provide Positive Behavior Supports to better monitor and reward appropriate classroom conduct.

Parents and the Community. Districts with SIG schools also used program dollars to engage families and communities in improving student achievement. One district hired community-relations specialists with program resources to improve parent and community engagement throughout the school system. A number of districts also

held community meetings prior to SIG implementation to let families know what was required by the grants and what the school system would be doing.

In one district, a newly chosen principal at a SIG school organized focus groups of teachers and parents to provide input on SIG planning. Another district created a parent advisory program at each SIG location so families could better personalize learning for their children and strengthen communications with the school's family specialist. And another SIG school decided to partner with local organizations to create art residencies that allowed local artists to teach at the school and gave local business leaders a way to invest in turnaround efforts.

Personnel and Staffing

A major part of the turnaround effort with new SIG resources involved getting the right principal and teachers into place to do the difficult work. Many school systems were able to capitalize on SIG funding to bolster and target their recruiting efforts, offering both salary bonuses and pay-for-performance incentives. Districts also incentivized new principals by offering central office supports such as professional development, uniquely designed interventions, and the opportunity to select the turnaround model and define the programmatic initiatives they thought would work best.

In addition to recruiting principals, districts used SIG funds to provide bonuses for teachers to work in SIG schools. A number of districts extended the school day, offering teachers a supplemental contract and pay for the additional time. Other districts formulated Memoranda of Understanding (MOU) with teacher organizations that that outlined additional teacher responsibilities.

Terms of one sample MOU included stipends for teachers who taught at SIG schools, common planning time, and professional development during the day when master schedules didn't otherwise allow for the time. An MOU in another district allowed for the creation of uniquely designed instructional pacing guides and required the district to develop templates for new lesson plans.

In order to recruit the best teachers with SIG dollars, one new principal worked with the union to allow the school to hire outside the state. The same principal also worked with the union on teacher effectiveness measures, as well as terms allowing the SIG principal to remove teachers if they were rated ineffective on the district's teacher evaluation system. The work done by this principal also helped another SIG school in the same district in their recruiting and personnel efforts.

Districts also sought teachers who understood the need for changes in school culture and who were willing to demonstrate effective instruction and teamwork. One SIG school used their district's Innovation Awards to create both monetary and professional incentives, encouraging teacher teams to be evaluated on their instructional innovations. Many teachers interviewed by the study team recognized that SIG funding brought changes they had long been seeking, including unique administrative structures for low performing schools, additional supports from the central office, and more resources for instructional supervisors and coaches, content area specialists, social workers, and counselors.

Finally, districts and principals sought teachers with SIG dollars who would excel despite a school's challenges, be accountable for their work, identify problematic practices, and help the school develop solutions to long-standing challenges. Some districts indicated that replacing ineffective staff members was not a significant obstacle because SIG schools already experienced significant teacher churn every year. In other districts, teachers eventually left on their own accord because they were unwilling to undertake the school's challenges or increase their hours as part of a new extended day. It was clear in some cases that the significant new work that was required in SIG schools, along with the new scrutiny that SIG funding brought from the district and state, helped some ineffective or uncommitted instructors realize that a turnaround school was not the best assignment for them.

Interventions

Interviews also revealed that increased instructional time, often in the form of an extended school day, was a key use of SIG funds. In fact, districts that added a class period during the regular school day with SIG funds reported that the extra time helped improve student achievement. For example, the additional instructional time allowed SIG schools in one district to introduce block schedules, giving teachers the opportunity to double up on math lessons for struggling students. Other teachers interviewed by the research team used the extra time to create more personalized and differentiated instruction and provide more opportunities to work with families.

In some places, SIG funds were used to create additional instructional time outside the school day. In one district, SIG schools used part-time literacy tutors as part of the reading intervention for students. Regular-day classes focused on small group work and more individualized attention, while after-school time focused on tutoring. In addition to an extended-day program, one school created a ten-week Saturday academy with SIG funds for middle school students, a seven-week academy for high school students, and a literacy academy for students in grades six through nine.

In other districts, the additional time was coupled with a new and more rigorous curriculum and programming, often with a literacy focus. A number of districts used their SIG funds to purchase or develop new instructional materials and specialized interventions to address the instructional needs of students in the targeted schools.

SIG funds were also used to target struggling students in turnaround schools. For instance, some SIG schools hired specialists to work specifically with English language learners (ELL) and students with disabilities (SWD). During the day, specialists would use their free period to work with ELLs and students with disabilities in specific grade bands. In other schools, ELL and SWD specialists co-taught with general education teachers. Both ELL and SWD students were scheduled in clusters, allowing more individualized attention and lower teacher-student ratios in core classes. And in one SIG school with disproportionately large numbers of ELLs, officials put specific interventions into place schoolwide that addressed the needs of these students.

Schools also used a variety of Response-to-Intervention (RTI) systems, pull-out approaches, or push-in models for students needing dedicated instructional or behavioral support. Instructional assistants were used for small group instruction in some SIG schools, while others pulled out students for up to 90 minutes a week to work with

a reading specialist. Schools also used RTI clinics, providing extra help and support for students before they were returned to the regular classroom.

In addition, schools used SIG funds to purchase new materials, technology, and instructional programs for low-performing student groups. One example involved the acquisition of instructional programs with lesson plans and software specifically designed for ELLs and professional development for ESL teachers. In another district, SIG schools introduced an aggressive, research-based instructional program for ELLs at the lowest English proficiency levels. Some SIG schools also provided interventions in both English as well as students' native languages to ensure that instructional time was devoted to both content acquisition and language development. Other schools used SIG funds to purchase online assessments specifically designed for ELL students.

Moreover, some schools used SIG funding to make changes in academic instruction and educational approaches. One school moved to project-based learning for all students and began using an online portal that could be accessed by teachers, students, and parents. SIG schools in another district implemented student-centered learning methods that involved safety, social-emotional-behavioral supports, and wrap-around services. Grant funds also allowed schools to hire social workers, nurses, student advisors, and parent coordinators, and some SIG schools reported that turnaround efforts created new opportunities to partner with external groups such as AVID, City Year, College Summit, Peace Corps, and Communities in Schools and to contract with outside consulting organizations and groups for specialized services.

Professional Development

Many districts also understood that the success of their SIG interventions would rely heavily on training and professional development. While there was only a short period between when the first round of SIG funds were awarded and when the initial school year started, many districts began professional development immediately. In one school system, the low-performing schools targeted for SIG funding participated in summer academies with professional development on the specific overhaul models that would be undertaken in their schools. Teachers who were unable to attend the academies were allowed to attend weekend sessions. In addition, SIG schools implementing Positive Behavioral Supports provided staff with training on this strategy. In another district, SIG schools began the school year with very young and inexperienced staff, and the district worked with them over the summer to build a literacy program from scratch.

This example of professional development began before the initial start of school, but the significant instructional changes that SIG required also prompted a sustained investment of time and SIG dollars for teacher training throughout the school year. All of the districts interviewed by the research team provided embedded professional development once school was in session, with required training such as off-campus retreats to work on specific problem areas, twice-weekly meetings for collaborative planning time, and Friday professional development sessions. Newer teachers were often paired with veteran or "effective" teachers. And schools used flexible scheduling to accommodate common planning time during the day or after school. Some SIG schools also developed their own professional development for instructional coaches and assistant principals to help them

support teachers. In one district, for instance, literacy coaches funded with SIG dollars met with content specialists twice a month for training.

SIG schools also worked to make sure that professional development was appropriate for the specific needs of their students. For instance, teachers received training on ways to measure academic progress and assess student Lexile levels, as well as ways to differentiate instruction and determine appropriate instructional interventions. In some schools, training was realigned to help teachers with ELLs and students with disabilities.

Schools also targeted professional development on specific academic weaknesses or subjects of concern. Math and literacy coaches worked with educators during planning time, as well as in classrooms to provide one-on-one support and supplemental instructional assistance. Coaches in SIG schools were also available to facilitate discussions among teachers on how to improve classroom practice. Many teachers in SIG schools were also visited in their classrooms by principals, sometimes on a weekly basis, and received feedback during weekly instructional meetings supported with SIG funds.

Data use was also a key part of the ongoing training that teachers received in SIG schools. Most districts examined by the research team ensured that teachers in SIG schools were provided professional development on data analysis, interpretation, and use. Districts and schools also provided regular data reports that monitored student performance levels, language proficiency, and special education classification, while teachers were provided training on resources to address identified student needs.

One district articulated an expectation that teachers in SIG schools were to spend part of each day analyzing student data. Another district reported that SIG teachers met after school for 90 minutes every Monday throughout the school year, and at least half of the time was devoted to data analysis. Some SIG schools had weekly departmental meetings to review data and develop short-cycle assessments based on performance levels. Other schools conducted weekly data discussions to analyze trends in math and reading performance. Teachers used results from these data sessions to discuss effective instructional practices, something that some interviewees indicated was not common before SIG.

Accountability

Finally, there were multiple ways in which districts and schools were monitored and held accountable for results under the SIG program. A widespread practice was the use of walkthroughs and classroom observations to monitor new instructional approaches. Many states sent representatives to visit classrooms and review student-performance data. All district-level staff members interviewed for this project also made site visits to SIG schools to review instructional practices, observe student behavior, and provide feedback to teachers, principals, and district leaders. In one school system, central office assistant superintendents visited SIG schools on a daily basis to monitor teaching and professional development, meet with building principals and instructional leaders, and discuss progress and resource gaps. The district's content specialists also visited schools, observed classroom instruction, and met with academic coaches. This same district also had observation periods dedicated solely to the instruction of ELL students.

In another district, regional support teams scheduled visits to teacher meetings and classrooms in their assigned SIG schools. The regional teams would note instructional practices and collect data during their classroom visits, bringing the results to weekly meetings of the district's regional teams. These weekly meetings identified strengths and weakness, outlined professional development possibilities at both the regional and school levels, and discussed necessary interventions.

The on-site work of academic coaches in some SIG schools also helped create and preserve a culture of high expectations and keep schools focused on improving achievement. In most cases, academic coaches funded by SIG were in classrooms working with teachers to improve instructional strategies and provide continual feedback to help teachers improve. In one school system, all school-based academic coaches had a meeting every two weeks to report how their schools were doing with SIG reforms, based on each coach's daily or weekly classroom visits.

Visits to schools by central office staff helped keep SIG schools accountable, and kept district leadership focused on finding resources to improve instructional practices. In one district, the central office conducted instructional reviews with staff members from its transformation office, a school site leadership team, and other support staff. A representative from the teachers union would also attend. These visits helped district leaders and principals assess needs at each school in a comprehensive manner and design interventions and supports.

In a number of cases, districts hired non-profit organizations with SIG funds to turn around their low-performing schools. In one such instance, the group helped develop the school's reform strategies, and was key in planning and implementing strategy along with monitoring school improvement efforts. The group observed classrooms every week, and conducted data reviews every month. The group also provided a leadership liaison who managed a caseload of teachers and performed two formal reviews during the school year.

A number of districts also had teacher evaluation systems that provided another layer of accountability in SIG schools. Regardless of whether the districts had a formal evaluation system in place, all of them used performance data and assessment results to improve classroom instruction and tailor interventions for struggling students. In a number of districts, student assessments were conducted almost weekly to monitor performance and identify instructional practices that yielded better results. In another district, formative assessment results were used to group students by achievement level, with each group re-evaluated every two weeks and provided new lesson plans to meet their evolving needs.

This extensive use of performance data represented a major shift for some teachers and administrators. In some SIG schools, this was the first time teachers and administrators learned to interpret data on student performance, keep track of individual achievement results, use the results to inform instruction, and stay accountable for results.

What Worked and What Didn't

Our analysis of state-test data on the first cohort of SIG schools found overall positive results in over seventy percent of Council schools. As is often the case, however, there were also substantial numbers of schools with

mixed outcomes. Our goal in conducting this review was to determine the extent of improvement and to ascertain why some SIG schools seemed to improve academically and others did not.

A *first* major theme that distinguished SIG schools that improved from SIG schools that did not was the coherence of the overall district and state strategy for supporting and turning around their lowest-performing schools—and how well these plans were executed. More successful SIG schools benefited from plans that clearly articulated how a turnaround school's instructional program was to be enhanced, how professional development on the instructional program was to be delivered, and how the school would be supported. In each case, the turnaround strategies that were created and supported in a collaborative, coordinated manner, with staff in schools, the district, and the state working together, tended to be more cohesive and more easily implemented than strategies built on contradictory advice or those that met with interference from multiple state or local authorities and external partners.

There were clearly situations where state and local authorities did not work together and the result was less coherent and effective programming. For example, a lack of coordination of instructional interventions among state, local, and school officials resulted in SIG schools having multiple intervention strategies of mixed quality or interventions that clashed instructionally with one another foisted on them. We saw this situation repeatedly when looking at SIG schools that had not made progress.

In other instances, states bypassed the district and worked directly with schools on their turnaround approaches, at times encouraging SIG schools to opt out of their districts' curriculum. However, these schools often did not have the know-how to determine what should replace the district's instructional guidelines. The result of this state advice was that strategic direction at the district level was undermined, little academic support was provided by either the state or the local school system, and little improvement was seen. In other words, an important factor in improving and sustaining SIG outcomes appears to be the active direction, involvement, coordination, and support of the LEA.

Strategic coordination and planning also drove the success—or failure—of district restructuring efforts. Many districts, for instance, created some form of "superintendent's district" to address the needs of their lowest-performing schools. This often required the naming of a senior administrator who reported to the superintendent and was given authority to intensify instructional strategies in the system's lowest- performing schools. This structural fix seemed to work in some places but not in others. Where it worked, one could see well-coordinated and high-quality interventions being put into place in the lowest-performing schools pursuant to a comprehensive districtwide turnaround strategy. By contrast, where the results were not as strong, SIG schools reported that they experienced inconsistent direction and guidance, weak instructional interventions, inconsistent meddling, and the lack of a coherent turnaround plan. The result appeared to be disconnected and disjointed efforts at the school level where success depended almost entirely on the capacity and skills of those working in the school. In fact, this lack of districtwide strategy at times led to the schools in the specialized grouping receiving less coherent, well-coordinated support than other schools throughout the district.

In addition, a dynamic that appeared to affect a district's ability to provide strategic support to its lowest-performing schools involved its history of site-based management. We have little evidence to suggest that more centrally-managed school districts produce fewer low-performing schools than decentralized systems or vice versa, but interviews conducted for this report suggest that decentralized systems may have relinquished some of their capacity to help individual schools when they get into trouble.

A *second* factor driving the success of SIG schools was the extent to which the support they received was focused on *instructional* improvements. SIG schools that saw academic progress often reported that they were supported in a way that directly enhanced instructional delivery. On the other hand, less effective SIG schools were more likely to report that the support they received from either state or local entities emphasized grant compliance, auditing requirements, or job protection. For instance, one school reported being frustrated by the priority that both state and district administrators gave to grant compliance rather than academic intervention efforts.

Of course, the quality of the instructional programming—and the professional development and supports that came with it—was critical. Our research team saw two major dynamics here. The first involved states, districts, and schools who used SIG funds to develop or purchase instructional materials or interventions that research clearly indicated could improve academic outcomes for students in struggling schools. Sometimes this also meant extending instructional time, implementing individualized tutorials, or rescheduling the school day in a way that allowed for more academic exposure and permitted time for teachers to review strategies and improve practice. Where these tactics were done well, SIG schools had a better chance of improving.

On the other hand, sometimes states, districts, or schools used SIG funds to retain organizations and supports that were not likely to improve academic outcomes on their own. For instance, there were examples of organizations like City Year, Communities in Schools, the Urban League, and others being brought into schools as part of the overhaul process. These are fine groups that are often capable of providing much needed wrap-around and other community supports, but are not always capable of boosting instructional capacity. Sometimes more emphasis was put on these groups than on groups or strategies that could enhance academic results.

Some of this dynamic may also explain why the two main reform models did not seem to produce differing effects. The two models were probably too much alike on the instructional strategies that could really make a difference academically and only different on things that were not likely to matter much.

A *third* overriding impression that our research team came away with was the fundamental importance of school staffing. Having an effective principal is a well-known prerequisite for an effective school, and this long-standing finding is even more valid when turning around a chronically-underperforming school. Schools and districts saw more positive results when principals were invested in a vision for improvement and were able to communicate these priorities to teachers, staff, students, and the community than when these dynamics were not present. Leaders who were able to energize, inspire, and motivate teachers were a key ingredient of turnaround efforts in the more effective SIG schools. In addition, more effective SIG schools invested part of their resources in boosting the capacity of the principals to lead and support the overhauls.

Consequently, principals who were effective in turning around SIG schools reported that they were provided professional development and were given flexibility to make staff changes or remove ineffective educators. Principals reported that the flexibility to hire and recruit teachers willing to invest greater energy and time in the school helped all aspects of the reform effort. These principals sought teachers who had a clear understanding of the challenges they were about to encounter and had the commitment needed to meet those challenges and thrive in otherwise difficult settings. Effective principals took it upon themselves to support and develop the skills of their teachers, which enhanced staff morale and built a more positive culture in the school.

School leaders at both the district and school levels who had difficulty removing ineffective staff, hiring stronger teachers, or supporting the turnaround work found that their vision for improvement was difficult or impossible to achieve. Sometimes the inability to hire and manage staff was the result of district decisions to limit this authority at the building level, but in most cases both the district and SIG schools had difficulty removing low-performing staff or they found themselves having to move less-effective staff from SIG schools to other schools in the same district.

In other cases, teacher and administrator organizations and unions fought or watered down the dismissal of staff even when it was clear that the staff had not been able to improve conditions at the schools. In such instances, the emphasis of the SIG program was on protecting and funding jobs rather than on improving student results. The ambiguity at the federal level about whether the SIG grants were meant to reform the schools or to bolster staff positions as part of ARRA contributed to this tension and added to the uncertainty in the field about what the program was meant to accomplish.

Another staffing issue in SIG schools that struggled to improve was the mismatch of people who developed the turnaround plans and those who had responsibility for carrying out the plans. In some cases, the staff members who wrote the school-level portion of the SIG application were displaced by new staff in order to meet the requirement that half or more of school personnel be replaced. The result was that new staff who were charged with carrying out the turnaround plan did not buy into the plan in the same way that the original staff did.

A *fourth* factor that appeared to distinguish more effective school turnaround efforts from less effective ones involved the use of data. By itself, the presence of data was not the determining factor in the improvement of these schools, but places where SIG appeared to boost outcomes were able to leverage the data they had in order to identify the specific academic needs of struggling students, determine needs for professional development, and decide on intervention strategies.

SIG schools that were less adept at the use of data did not appear to improve as fast. In addition, less effective SIG schools appeared to make little effort to evaluate what they were doing or to assess why some interventions worked and others did not.

Finally, a major challenge facing all of SIG schools was the need to sustain any academic gains after the substantial amounts of federal support went away. In some interviews conducted for this project, staff members were optimistic about the path forward. For instance, one district indicated that the literacy coaches supported by

the grants provided strong professional development to teachers that would be sustained long after the grant funds ran out. Others voiced optimism around the new skills teachers developed around data and their use of it to improve classroom practice.

Nonetheless, interviews also revealed doubts about the future with SIG. These concerns are valid, given the substantial leveling off of gains in reading and math scores in the third year of the program among cohort 1 schools. Staff members in one school indicated that they no longer received SIG funds and that there were no discussions about transitioning or sustaining the work before the funds were actually gone. As a result, once funds expired, the school began struggling as a number of grant-funded coaches, teachers, and tutors moved on.

It is clear that, while grant funding provided a temporary solution in some schools, it did not solve long-term and larger systemic issues. In order to continue SIG interventions, districts and schools are now forced to make difficult financial decisions, and many are unconvinced that there are sufficient funds that could be redeployed within the district to make up the difference.

Other districts explained that as SIG funding dwindled, there were fewer opportunities for collaboration and support from one school to another or from district and/or state leaders. Staff in another district indicated that preserving the improved school climate was going to be the hardest thing to sustain, as students continue to have social, emotional, and behavioral needs long after their social workers, counselors, and nurses disappear. One stated simply that, "You can't go from $1 million to $70,000 and think that's going to get the job done." It was clear from the interviews that few policymakers at the federal, state, or local levels had given much thought to how to sustain program gains after the funds began to run out.

In sum, the case studies revealed that there were multiple ways that chronically low-performing schools could be improved, but there were an even greater number of ways in which their failure could be perpetuated.

Conclusions and Discussion

Most large city school districts were pursuing school turnaround strategies of one kind or another well before ARRA and the new SIG program were put into place. Still, it was not always clear that districts and schools learned broad lessons from that previous work about what was effective and what wasn't. To be sure, the federal government did not evaluate the previous version of SIG in a way that could have more effectively guided the new version. Much of what *was* learned at the federal level about turning around low-performing schools was gleaned from research of questionable quality about the sanctions implemented as part of *No Child Left Behind.* Other research has been conducted over decades about what makes a school effective, but it was not clear how the lessons from this work were applied to SIG implementation at federal, state, or local levels.

Nonetheless, the data from this study of state test score trends on cohort 1 schools under SIG indicates that a significant portion of (although not all) schools receiving SIG grants improved. These improvements were generally greater at the below Basic level of performance than at the Proficient level and above. In other words, there was particularly strong progress among the lowest-achieving students in these SIG schools.

However, it should be noted that performance in these SIG schools continued to be low even after three years of intervention and support. In fact, on average, the percentage of students who were Proficient and above in these schools after three years of the program remained below eligible schools that were not funded. It was also discouraging to note that performance gains leveled off after three years at relatively low levels.

That being said, we think there is reason for cautious optimism from what we saw—if the federal government, states, and local school districts learn from initial lessons articulated in this and other research reports. In particular, if the improvement trends observed in the analysis provided here could be maintained, then additional progress is possible and SIG could become part of an ongoing scalable strategy to improve urban schools. We learned from SIG, however, that a considerable investment of funding and energy are required to support the nation's lowest performing schools.

The updated SIG program and the significant funding behind it have provided an important opportunity for districts to renew their efforts to improve individual schools. The funding also helped districts recruit effective teachers and principals; change the climate and expectations for students in these buildings; and engage parents and the community. Moreover, funds were used to foster partnerships with external organizations to support schools, provide counseling, health, and mentoring services to students; and enhance teacher capacity to analyze data and improve practice. The funds, and how they were distributed and tracked, allowed people to gauge—to some degree—what worked and what didn't in ways that the old SIG program did not.

To that end, this report provided data from a variety of sources at national, state, and city levels to better understand what effects the federal SIG program had on chronically low-achieving urban schools. The data included state assessment trends, NAEP results, district-level enrollment figures by grade, and interviews with teachers and administrators. The research design for this analysis, of course, does not satisfy the rigors of a causal research study, but the trends suggest that progress has been made over the past few years in schools and districts receiving SIG funding. Moreover, while this report cannot attribute the changes identified solely to activities related to SIG awards, the evidence—both direct and indirect—suggests that schools implementing the grants showed progress, compared with peer schools that did not receive funding.

The variables presented in this report will continue to be monitored by the Council to assess whether or not the improvements observed here are sustained. In addition, we may look at other cohorts of grantees to see whether lessons were being learned and applied, and if the trajectory of academic gains differs from the first cohort.

Nonetheless, one's ability to track progress among these schools is being made much more difficult by the constant changing of state assessments from year to year. This is unfortunate because the nation is left without a way to gauge whether an important policy change and financial investment is effective. This void is likely to leave the public debate in a place where people argue for and against this important program without adequate data to back up their points. At the very least, Congress and the Department of Education should require some kind of long-term evaluation to see how sustainable the improvements are and why. Only at that point will we have a clearer understanding of why some of these schools improved and others didn't. We hope this report is a step in that direction.

Appendix A

Reading and Math School Means for at or above Proficient and Below Basic by District

Alabama

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
All State SIG Award Schools	56.12	(10)	60.21	(10)	63.02	(10)		
State SIG eligible but Not Awarded	71.90	(32)	73.02	(32)	76.16	(32)		
State Random Sample of Non-SIG Eligible	80.94	(37)	83.59	(37)	84.69	(37)		

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
All State SIG Award Schools	45.38	(10)	49.51	(10)	50.37	(10)		
State SIG eligible but Not Awarded	64.03	(32)	64.44	(32)	69.15	(32)		
State Random Sample of Non-SIG Eligible	76.72	(53)	79.70	(53)	83.33	(53)		

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
All State SIG Award Schools	2.77	(10)	0.87	(10)	1.30	(10)		
State SIG eligible but Not Awarded	0.92	(32)	0.82	(32)	0.56	(32)		
State Random Sample of Non-SIG Eligible	1.05	(33)	0.58	(33)	0.81	(33)		

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
All State SIG Award Schools	1.31	(10)	0.62	(10)	0.60	(10)		
State SIG eligible but Not Awarded	1.84	(32)	1.97	(32)	1.24	(32)		
State Random Sample of Non-SIG Eligible	2.02	(53)	1.63	(53)	1.10	(53)		

CALIFORNIA

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Fresno Unified	22.17	(3)	30.17	(3)	37.92	(3)	39.42	(3)
Los Angeles Unified	19.28	(6)	19.67	(6)	25.28	(6)	26.39	(6)
Oakland Unified	22.56	(3)	25.00	(2)	32.17	(2)	26.50	(2)
San Diego Unified	32.83	(2)	35.17	(2)	38.00	(2)	38.67	(2)
San Francisco Unified	27.27	(8)	32.33	(8)	39.21	(7)	38.76	(7)
Santa Ana Unified	26.50	(2)	30.33	(2)	33.33	(2)	31.67	(2)
All State SIG Award Schools	27.53	(42)	32.43	(41)	36.82	(39)	36.19	(43)
State SIG eligible but Not Awarded	39.43	(310)	41.35	(307)	44.63	(297)	42.48	(314)
State Random Sample of Non-SIG Eligible	53.71	(300)	55.43	(305)	58.36	(306)	56.35	(360)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Fresno Unified	28.08	(3)	34.42	(3)	39.00	(3)	42.17	(3)
Los Angeles Unified	22.31	(6)	23.39	(6)	28.53	(6)	26.78	(6)
Oakland Unified	27.50	(3)	25.25	(2)	27.75	(2)	22.83	(2)
San Diego Unified	49.17	(2)	59.50	(2)	67.00	(2)	62.50	(2)
San Francisco Unified	28.25	(8)	35.55	(8)	49.28	(7)	54.89	(7)
Santa Ana Unified	23.00	(2)	28.33	(2)	28.00	(2)	23.50	(2)
All State SIG Award Schools	32.15	(42)	40.45	(41)	48.11	(39)	46.55	(43)
State SIG eligible but Not Awarded	46.11	(309)	48.55	(306)	50.00	(297)	49.16	(314)
State Random Sample of Non-SIG Eligible	57.81	(303)	59.87	(302)	61.06	(300)	60.85	(358)

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Fresno Unified	42.83	(3)	32.50	(3)	25.17	(3)	20.33	(3)
Los Angeles Unified	48.94	(6)	48.22	(6)	41.50	(6)	38.89	(6)
Oakland Unified	41.89	(3)	39.67	(2)	35.00	(2)	32.00	(2)
San Diego Unified	33.17	(2)	31.33	(2)	24.00	(2)	26.50	(2)
San Francisco Unified	40.05	(8)	33.75	(8)	28.74	(7)	26.88	(7)
Santa Ana Unified	40.00	(2)	34.83	(2)	31.50	(2)	28.67	(2)
All State SIG Award Schools	37.54	(42)	32.40	(41)	28.37	(39)	28.13	(38)
State SIG eligible but Not Awarded	27.28	(310)	26.13	(307)	23.17	(297)	23.54	(292)
State Random Sample of Non-SIG Eligible	18.46	(300)	18.05	(305)	15.69	(306)	16.09	(303)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
Fresno Unified	41.25	(3)	41.50	(3)	38.08	(3)	28.25	(3)
Los Angeles Unified	51.42	(6)	51.36	(6)	45.19	(6)	48.33	(6)
Oakland Unified	41.17	(3)	41.50	(2)	39.75	(2)	46.00	(2)
San Diego Unified	20.83	(2)	16.33	(2)	14.83	(2)	15.83	(2)
San Francisco Unified	44.93	(8)	35.40	(8)	25.29	(7)	20.42	(7)
Santa Ana Unified	47.50	(2)	38.17	(2)	38.83	(2)	44.08	(2)
All State SIG Award Schools	39.03	(42)	32.84	(41)	26.48	(39)	32.63	(7)
State SIG eligible but Not Awarded	27.14	(309)	25.80	(306)	24.80	(297)	25.47	(292)
State Random Sample of Non-SIG Eligible	20.18	(303)	18.51	(302)	17.78	(300)	17.71	(296)

COLORADO

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Denver Public Schools	32.27	(6)	29.96	(4)	25.86	(3)		
All State SIG Award Schools	42.63	(8)	41.28	(8)	49.48	(7)		
State SIG eligible but Not Awarded	50.85	(22)	45.15	(24)	45.13	(23)		
State Random Sample of Non-SIG Eligible	65.54	(45)	64.62	(49)	66.00	(49)		

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Denver Public Schools	23.22	(6)	20.71	(4)	15.59	(3)		
All State SIG Award Schools	30.71	(8)	34.37	(8)	36.34	(7)		
State SIG eligible but Not Awarded	47.48	(22)	41.96	(24)	40.29	(23)		
State Random Sample of Non-SIG Eligible	66.81	(48)	64.45	(49)	65.44	(51)		

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Denver Public Schools	34.41	(6)	31.89	(4)	36.66	(3)		
All State SIG Award Schools	23.23	(8)	23.15	(8)	18.38	(7)		
State SIG eligible but Not Awarded	18.66	(22)	22.45	(24)	20.69	(23)		
State Random Sample of Non-SIG Eligible	13.31	(45)	12.68	(49)	12.42	(49)		

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
Denver Public Schools	42.13	(6)	40.84	(4)	52.16	(3)		
All State SIG Award Schools	30.21	(8)	30.04	(8)	25.79	(7)		
State SIG eligible but Not Awarded	18.71	(22)	24.03	(24)	24.04	(23)		
State Random Sample of Non-SIG Eligible	9.20	(48)	9.83	(49)	9.55	(51)		

CONNECTICUT

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Bridgeport	35.38	(1)	41.93	(1)	43.47	(1)	47.32	(1)
All State SIG Award Schools	31.72	(7)	34.98	(8)	48.09	(8)	39.79	(8)
State SIG eligible but Not Awarded	56.94	(25)	61.29	(23)	64.66	(23)	64.67	(25)
State Random Sample of Non-SIG Eligible	78.79	(36)	79.05	(35)	81.00	(34)	79.11	(38)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Bridgeport	58.27	(1)	55.77	(1)	57.43	(1)	52.35	(1)
All State SIG Award Schools	48.77	(7)	48.14	(8)	50.23	(8)	44.46	(8)
State SIG eligible but Not Awarded	70.87	(25)	73.27	(23)	71.28	(23)	70.48	(25)
State Random Sample of Non-SIG Eligible	83.84	(38)	85.95	(35)	84.31	(35)	81.78	(37)

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Bridgeport	47.05	(1)	42.73	(1)	36.22	(1)	37.55	(1)
All State SIG Award Schools	53.69	(7)	48.71	(8)	37.11	(8)	44.24	(7)
State SIG eligible but Not Awarded	29.99	(25)	26.50	(23)	21.94	(23)	22.42	(22)
State Random Sample of Non-SIG Eligible	12.78	(36)	13.40	(35)	11.14	(34)	12.60	(31)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
Bridgeport	58.27	(1)	55.77	(1)	57.43	(1)	27.02	(1)
All State SIG Award Schools	27.20	(7)	28.40	(8)	27.89	(8)	32.63	(7)
State SIG eligible but Not Awarded	12.91	(25)	11.58	(23)	12.73	(23)	13.23	(22)
State Random Sample of Non-SIG Eligible	6.71	(38)	5.78	(35)	6.63	(35)	8.84	(35)

DISTRICT of COLUMBIA (DCPS Schools Only)

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
DCPS	17.52	(3)	20.78	(3)	16.96	(3)	22.07	(3)
All State SIG Award Schools								
State SIG eligible but Not Awarded	38.90	(7)	36.52	(7)	33.38	(7)	39.46	(7)
State Random Sample of Non-SIG Eligible	41.91	(7)	39.66	(7)	41.44	(7)	37.99	(7)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
DCPS	25.58	(3)	29.81	(3)	20.41	(3)	25.96	(3)
All State SIG Award Schools								
State SIG eligible but Not Awarded	42.83	(7)	33.77	(7)	36.64	(7)	41.66	(7)
State Random Sample of Non-SIG Eligible	40.09	(7)	46.65	(7)	48.45	(7)	43.23	(7)

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
DCPS	37.30	(3)	37.41	(3)	42.10	(3)	41.12	(3)
All State SIG Award Schools								
State SIG eligible but Not Awarded	20.24	(7)	22.71	(7)	22.52	(7)	18.45	(7)
State Random Sample of Non-SIG Eligible	14.47	(7)	15.05	(7)	16.03	(7)	18.96	(7)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
DCPS	31.53	(3)	26.33	(3)	39.24	(3)	33.68	(3)
All State SIG Award Schools								
State SIG eligible but Not Awarded	18.85	(7)	24.08	(7)	22.06	(7)	19.24	(7)
State Random Sample of Non-SIG Eligible	17.66	(7)	16.41	(7)	15.30	(7)	19.51	(7)

FLORIDA

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Broward			18.50	(2)	39.00	(2)	39.00	(2)
Duval			30.60	(5)	38.73	(5)	38.73	(5)
Hillsborough			45.00	(1)				
Miami			31.25	(8)	40.88	(8)	40.88	(8)
Orange			46.00	(1)	31.67	(1)	31.67	(1)
Palm Beach			20.00	(1)	31.67	(1)	31.67	(1)
All State SIG Award Schools			33.06	(16)	33.06	(17)	33.06	(17)
State SIG eligible but Not Awarded			17.07	(87)	25.56	(89)	25.56	(89)
State Random Sample of Non-SIG Eligible			65.72	(121)	55.66	(120)	55.66	(120)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
Broward			56.17	(2)	32.33	(2)	32.33	(2)
Duval			46.47	(5)	34.33	(5)	34.33	(5)
Hillsborough			35.00	(1)				
Miami			47.79	(8)	34.95	(8)	34.95	(8)
Orange			40.00	(1)	30.33	(1)	30.33	(1)
Palm Beach			20.00	(1)	29.67	(1)	29.67	(1)
All State SIG Award Schools			33.06	(16)	40.08	(17)	40.08	(17)
State SIG eligible but Not Awarded			17.07	(87)	29.24	(89)	29.24	(89)
State Random Sample of Non-SIG Eligible			65.30	(133)	52.93	(130)	52.93	(130)

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Broward			18.50	(2)	39.00	(2)	39.00	(2)
Duval			30.60	(5)	38.73	(5)	38.73	(5)
Hillsborough			45.00	(1)				
Miami			31.25	(8)	40.88	(8)	40.88	(8)
Orange			46.00	(1)	31.67	(1)	31.67	(1)
Palm Beach			20.00	(1)	31.67	(1)	31.67	(1)
All State SIG Award Schools			33.06	(16)	33.06	(17)	33.06	(17)
State SIG eligible but Not Awarded			17.07	(87)	25.56	(89)	25.56	(89)
State Random Sample of Non-SIG Eligible			15.09	(118)	18.54	(120)	18.54	(120)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
Broward			18.50	(2)	37.17	(2)	37.17	(2)
Duval			30.60	(5)	34.87	(5)	34.87	(5)
Hillsborough			45.00	(1)				
Miami			31.25	(8)	34.94	(8)	34.94	(8)
Orange			46.00	(1)	43.67	(1)	43.67	(1)
Palm Beach			20.00	(1)	29.67	(1)	29.67	(1)
All State SIG Award Schools			33.06	(16)	40.08	(17)	40.08	(17)
State SIG eligible but Not Awarded			17.07	(87)	29.24	(89)	29.24	(89)
State Random Sample of Non-SIG Eligible			13.74	(127)	22.98	(130)	22.98	(130)

GEORGIA

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
All State SIG Award Schools								
State SIG eligible but Not Awarded	83.40	(21)	86.14	(21)	88.68	(21)	91.76	(21)
State Random Sample of Non-SIG Eligible	89.62	(78)	90.73	(79)	92.45	(75)	95.17	(80)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
All State SIG Award Schools								
State SIG eligible but Not Awarded	63.33	(21)	69.45	(21)	69.81	(21)	74.30	(21)
State Random Sample of Non-SIG Eligible	77.51	(68)	83.75	(64)	80.98	(64)	85.22	(70)

ILLINOIS

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
All State SIG Award Schools	66.70	(1)	64.00	(1)	58.50	(1)	19.65	(5)
State SIG eligible but Not Awarded	58.47	(83)	61.64	(74)	61.84	(72)	37.43	(109)
State Random Sample of Non-SIG Eligible	77.46	(159)	78.41	(162)	78.59	(163)	58.36	(228)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
All State SIG Award Schools	61.45	(1)	74.50	(1)	63.00	(1)	38.40	(5)
State SIG eligible but Not Awarded	71.26	(83)	73.38	(74)	73.32	(72)	40.01	(109)
State Random Sample of Non-SIG Eligible	85.35	(133)	86.05	(120)	86.06	(120)	59.52	(178)

INDIANA

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Indianapolis Public Schools	23.82	(2)	32.66	(2)				
All State SIG Award Schools	47.21	(2)	56.11	(2)	61.95	(2)	57.57	(5)
State SIG eligible but Not Awarded	64.28	(39)	68.11	(37)	68.39	(38)	71.05	(41)
State Random Sample of Non-SIG Eligible	73.75	(67)	77.53	(69)	78.77	(68)	79.67	(84)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Indianapolis Public Schools	30.30	(2)	38.28	(2)				
All State SIG Award Schools	48.53	(2)	50.10	(2)	62.81	(2)	60.48	(5)
State SIG eligible but Not Awarded	65.30	(40)	69.12	(37)	69.41	(38)	75.22	(41)
State Random Sample of Non-SIG Eligible	77.99	(62)	81.14	(62)	83.78	(62)	84.75	(81)

MASSACHUSETTES

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Boston	23.26	(9)	27.44	(9)	29.06	(9)		
All State SIG Award Schools	33.67	(1)	31.00	(1)	36.67	(1)		
State SIG eligible but Not Awarded	55.81	(51)	54.76	(51)	55.24	(49)		
State Random Sample of Non-SIG Eligible	61.74	(58)	60.19	(56)	59.22	(57)		

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Boston	22.44	(8)	29.19	(9)	30.28	(9)		
All State SIG Award Schools	10.33	(1)	12.67	(1)	17.33	(1)		
State SIG eligible but Not Awarded	47.10	(51)	45.16	(51)	45.85	(49)		
State Random Sample of Non-SIG Eligible	54.31	(81)	55.09	(79)	55.70	(78)		

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Boston	29.93	(9)	26.61	(9)	28.81	(9)		
All State SIG Award Schools	24.00	(1)	26.67	(1)	22.00	(1)		
State SIG eligible but Not Awarded	10.47	(51)	11.07	(51)	13.37	(49)		
State Random Sample of Non-SIG Eligible	8.80	(58)	9.17	(56)	9.88	(57)		

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
Boston	41.44	(8)	32.19	(9)	33.37	(9)		
All State SIG Award Schools	55.67	(1)	59.67	(1)	51.67	(1)		
State SIG eligible but Not Awarded	18.87	(51)	20.25	(51)	20.80	(49)		
State Random Sample of Non-SIG Eligible	15.13	(81)	14.10	(79)	15.42	(78)		

MARYLAND

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Baltimore City	49.92	(6)	48.58	(5)	48.21	(5)	52.92	(6)
All State SIG Award Schools	57.16	(4)	59.35	(4)	56.42	(4)	62.25	(4)
State SIG eligible but Not Awarded	73.76	(8)	70.22	(8)	67.79	(8)	66.59	(8)
State Random Sample of Non-SIG Eligible	84.66	(50)	85.46	(51)	85.23	(50)	84.00	(52)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Baltimore City	57.48	(3)	62.58	(3)	61.59	(2)	36.04	(6)
All State SIG Award Schools	29.00	(1)	37.50	(2)	40.80	(1)	40.74	(4)
State SIG eligible but Not Awarded	79.61	(7)	71.72	(8)	77.07	(7)	58.82	(8)
State Random Sample of Non-SIG Eligible	84.65	(52)	84.24	(53)	84.22	(53)	76.12	(59)

MICHIGAN

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Detroit Public Schools	17.20	(3)	23.32	(2)				
All State SIG Award Schools	29.09	(7)	37.07	(8)	42.07	(8)		
State SIG eligible but Not Awarded	31.75	(4)	31.99	(4)	32.46	(8)		
State Random Sample of Non-SIG Eligible	58.90	(101)	61.23	(97)	64.71	(94)		

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Detroit Public Schools	2.94	(3)	3.57	(2)				
All State SIG Award Schools	7.85	(7)	13.50	(8)	12.43	(8)		
State SIG eligible but Not Awarded	10.49	(4)	10.26	(4)	8.31	(8)		
State Random Sample of Non-SIG Eligible	33.68	(110)	33.51	(109)	39.96	(103)		

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Detroit Public Schools	52.28	(3)	43.76	(2)				
All State SIG Award Schools	40.14	(7)	32.15	(8)	25.97	(8)		
State SIG eligible but Not Awarded	42.22	(4)	39.85	(4)	31.22	(8)		
State Random Sample of Non-SIG Eligible	16.78	(101)	14.61	(97)	12.89	(94)		

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
Detroit Public Schools	84.11	(3)	84.48	(2)				
All State SIG Award Schools	71.30	(7)	66.11	(8)	67.64	(8)		
State SIG eligible but Not Awarded	71.38	(4)	71.78	(4)	76.11	(8)		
State Random Sample of Non-SIG Eligible	40.65	(110)	39.91	(109)	38.20	(103)		

MINNESOTA

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Minneapolis Public Schools	24.15	(3)	28.66	(3)	30.13	(3)		
St. Paul Public Schools	22.98	(1)	31.20	(1)	34.58	(1)		
All State SIG Award Schools	46.10	(7)	49.17	(7)	51.75	(8)		
State SIG eligible but Not Awarded	61.11	(38)	66.40	(35)	66.79	(32)		
State Random Sample of Non-SIG Eligible	72.49	(57)	72.30	(57)	75.24	(53)		

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Minneapolis Public Schools	47.78	(3)	41.35	(3)	39.42	(3)		
St. Paul Public Schools	42.00	(1)	40.98	(1)	44.00	(1)		
All State SIG Award Schools	27.72	(7)	24.45	(7)	22.67	(7)		
State SIG eligible but Not Awarded	19.10	(38)	14.59	(35)	15.72	(32)		
State Random Sample of Non-SIG Eligible	10.48	(57)	11.15	(57)	10.12	(56)		

MISSOURI

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Kansas City Public Schools			19.38	(2)	14.40	(2)	17.55	(2)
St. Louis Public Schools	11.56	(10)	12.07	(10)	14.16	(10)	12.32	(10)
All State SIG Award Schools	21.80	(13)	22.32	(11)	23.31	(10)	24.85	(13)
State SIG eligible but Not Awarded	36.08	(56)	38.53	(50)	38.61	(50)	39.55	(57)
State Random Sample of Non-SIG Eligible	52.00	(82)	51.06	(80)	52.73	(80)	49.25	(88)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Kansas City Public Schools			13.75	(2)	18.73	(2)	13.33	(2)
St. Louis Public Schools	9.27	(10)	11.24	(10)	13.13	(10)	11.62	(10)
All State SIG Award Schools	20.31	(13)	20.17	(11)	23.28	(10)	26.11	(13)
State SIG eligible but Not Awarded	36.50	(56)	39.83	(50)	41.69	(50)	41.52	(57)
State Random Sample of Non-SIG Eligible	51.72	(78)	52.26	(76)	55.70	(75)	54.32	(80)

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Kansas City Public Schools			27.53	(2)	29.75	(2)	26.10	(2)
St. Louis Public Schools	37.50	(10)	35.38	(10)	32.94	(10)	35.23	(10)
All State SIG Award Schools	20.15	(13)	18.07	(11)	16.38	(10)	15.96	(10)
State SIG eligible but Not Awarded	14.39	(56)	12.54	(50)	13.37	(50)	12.13	(50)
State Random Sample of Non-SIG Eligible	6.95	(82)	6.79	(80)	6.21	(80)	7.57	(82)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
Kansas City Public Schools			44.03	(2)	38.30	(2)	44.33	(2)
St. Louis Public Schools	44.96	(10)	43.03	(10)	37.56	(10)	39.94	(10)
All State SIG Award Schools	34.71	(13)	33.67	(11)	28.67	(10)	25.82	(10)
State SIG eligible but Not Awarded	13.94	(56)	11.48	(50)	11.07	(50)	10.81	(50)
State Random Sample of Non-SIG Eligible	9.07	(78)	7.48	(76)	6.93	(75)	7.70	(71)

MISSISSIPPI

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
All State SIG Award Schools	25.27	(3)	24.89	(3)	31.96	(3)	35.12	(3)
State SIG eligible but Not Awarded	32.21	(19)	33.73	(20)	40.46	(19)	42.74	(23)
State Random Sample of Non-SIG Eligible	48.44	(28)	50.59	(27)	51.78	(27)	51.81	(29)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
All State SIG Award Schools	23.08	(3)	35.87	(3)	41.46	(3)	50.17	(3)
State SIG eligible but Not Awarded	39.92	(19)	40.99	(20)	45.19	(19)	51.85	(23)
State Random Sample of Non-SIG Eligible	56.86	(30)	61.61	(31)	63.76	(31)	69.27	(30)

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
All State SIG Award Schools	27.61	(3)	26.18	(3)	22.88	(3)	23.33	(3)
State SIG eligible but Not Awarded	23.02	(19)	21.42	(20)	20.25	(19)	22.95	(20)
State Random Sample of Non-SIG Eligible	15.10	(28)	13.82	(27)	14.75	(27)	16.02	(26)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
All State SIG Award Schools	39.40	(3)	30.09	(3)	23.71	(3)	24.64	(3)
State SIG eligible but Not Awarded	26.55	(19)	26.93	(20)	22.79	(19)	19.47	(19)
State Random Sample of Non-SIG Eligible	16.76	(30)	13.84	(31)	12.56	(31)	10.79	(27)

NORTH CAROLINA

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12 (n)		Mean Reading Percent Proficient or Above AY 2012-13 (n)	
Guilford County Schools	33.73	(1)	47.77	(1)	49.67	(1)		
All State SIG Award Schools	28.43	(7)	28.64	(8)	27.78	(7)		
State SIG eligible but Not Awarded	57.43	(80)	58.55	(81)	58.86	(78)		
State Random Sample of Non-SIG Eligible	68.69	(89)	70.60	(92)	69.91	(92)		

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12 (n)		Mean Math Percent Proficient or Above AY 2012-13 (n)	
Guilford County Schools	59.37	(1)	79.47	(1)	87.07	(1)		
All State SIG Award Schools	38.46	(7)	36.37	(8)	39.78	(7)		
State SIG eligible but Not Awarded	73.44	(80)	43.94	(81)	74.74	(78)		
State Random Sample of Non-SIG Eligible	78.80	(74)	78.96	(75)	80.83	(75)		

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12 (n)		Mean Reading Percent Below Basic AY 2012-13 (n)	
Guilford County Schools			28.15	(1)	19.50	(1)		
All State SIG Award Schools	36.60	(3)	26.56	(4)	26.50	(2)		
State SIG eligible but Not Awarded	16.10	(76)	15.26	(76)	14.97	(73)		
State Random Sample of Non-SIG Eligible	11.80	(85)	10.79	(89)	10.36	(90)		

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12 (n)		Mean Math Percent Below Basic AY 2012-13 (n)	
Guilford County Schools	14.73	(1)	5.60	(1)	5.00	(1)		
All State SIG Award Schools	15.33	(6)	6.31	(4)	9.83	(5)		
State SIG eligible but Not Awarded	6.42	(79)	6.15	(80)	5.93	(76)		
State Random Sample of Non-SIG Eligible	6.73	(74)	5.79	(73)	6.29	(75)		

NEW JERSEY

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13 (n)	
Newark Public Schools	20.25	(2)	22.02	(1)	17.70	(1)	24.33	(1)
All State SIG Award Schools	30.79	(4)	33.68	(4)	29.49	(3)	27.97	(7)
State SIG eligible but Not Awarded	35.23	(26)	34.72	(26)	33.34	(26)	35.71	(29)
State Random Sample of Non-SIG Eligible	61.85	(71)	62.36	(72)	62.29	(73)	63.71	(97)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Newark Public Schools	35.18	(1)	35.38	(1)	35.78	(1)	34.00	(1)
All State SIG Award Schools	26.53	(4)	33.52	(4)	42.84	(3)	39.50	(7)
State SIG eligible but Not Awarded	40.54	(26)	45.51	(26)	44.57	(26)	47.46	(29)
State Random Sample of Non-SIG Eligible	77.64	(93)	79.92	(94)	78.55	(96)	79.12	(115)

NEW MEXICO

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Albuquerque Public Schools	30.30	(2)	28.08	(2)	34.22	(2)	30.93	(2)
All State SIG Award Schools	28.69	(4)	27.47	(4)	31.99	(4)	33.13	(7)
State SIG eligible but Not Awarded	32.47	(10)	33.70	(10)	33.13	(10)	32.88	(23)
State Random Sample of Non-SIG Eligible	54.26	(33)	50.44	(32)	51.92	(32)	50.12	(47)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Albuquerque Public Schools	12.94	(2)	19.75	(2)	27.68	(2)	22.60	(2)
All State SIG Award Schools	18.64	(4)	21.24	(4)	26.34	(4)	25.16	(7)
State SIG eligible but Not Awarded	22.98	(10)	26.53	(10)	25.89	(10)	22.84	(23)
State Random Sample of Non-SIG Eligible	44.28	(33)	45.30	(33)	47.43	(32)	46.23	(43)

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Albuquerque Public Schools	19.47	(2)	33.77	(2)	27.00	(2)	27.35	(2)
All State SIG Award Schools	23.16	(4)	29.53	(4)	32.07	(4)	29.03	(4)
State SIG eligible but Not Awarded	22.11	(10)	27.92	(10)	26.74	(10)	24.87	(11)
State Random Sample of Non-SIG Eligible	11.30	(33)	16.73	(32)	16.51	(32)	15.61	(32)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
Albuquerque Public Schools	21.54	(2)	40.53	(2)	32.11	(2)	36.99	(2)
All State SIG Award Schools	22.57	(4)	30.44	(4)	29.19	(4)	31.63	(4)
State SIG eligible but Not Awarded	17.45	(10)	31.80	(10)	27.25	(10)	27.02	(11)
State Random Sample of Non-SIG Eligible	10.39	(33)	17.77	(33)	17.62	(32)	18.33	(32)

NEVADA

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2011-12(n)	
Clark County School District	32.23	(1)	46.70	(1)	65.53	(1)	65.53	(1)
All State SIG Award Schools	51.15	(7)	45.92	(7)	53.58	(8)	53.58	(8)
State SIG eligible but Not Awarded	49.78	(22)	44.55	(23)	48.32	(23)	48.32	(23)
State Random Sample of Non-SIG Eligible	61.96	(20)	58.36	(21)	63.48	(21)	63.48	(21)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2011-12(n)	
Clark County School District	44.20	(1)	63.40	(1)	68.50	(1)	68.50	(1)
All State SIG Award Schools	58.68	(8)	66.77	(8)	71.31	(8)	71.31	(8)
State SIG eligible but Not Awarded	52.06	(22)	58.28	(23)	59.09	(23)	59.09	(23)
State Random Sample of Non-SIG Eligible	65.46	(16)	68.04	(17)	72.13	(17)	72.13	(17)

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2011-12(n)	
Clark County School District	17.23	(1)	25.80	(1)	15.93	(1)	15.93	(1)
All State SIG Award Schools	7.99	(7)	26.73	(7)	22.74	(8)	22.74	(8)
State SIG eligible but Not Awarded	9.76	(22)	28.90	(23)	26.20	(23)	26.20	(23)
State Random Sample of Non-SIG Eligible	5.84	(20)	21.00	(21)	17.10	(21)	17.10	(21)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2011-12(n)	
Clark County School District	31.67	(1)	19.00	(1)	7.30	(1)	7.30	(1)
All State SIG Award Schools	12.97	(8)	10.57	(8)	7.18	(8)	7.18	(8)
State SIG eligible but Not Awarded	18.46	(22)	16.18	(23)	13.48	(23)	13.48	(23)
State Random Sample of Non-SIG Eligible	12.39	(16)	11.02	(17)	8.36	(17)	8.36	(17)

NEW YORK

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Buffalo Public Schools	13.50	(1)	12.83	(1)	12.67	(1)		
New York City Department of Education	19.33	(1)	28.33	(1)	17.33	(1)		
All State SIG Award Schools	16.28	(3)	11.39	(3)	16.00	(3)		
State SIG eligible but Not Awarded	29.08	(45)	29.82	(45)	32.54	(41)		
State Random Sample of Non-SIG Eligible	53.34	(135)	53.24	(138)	55.79	(139)		

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Buffalo Public Schools	13.67	(1)	15.17	(1)	16.83	(1)		
New York City Department of Education	31.67	(1)	54.00	(1)	34.00	(1)		
All State SIG Award Schools	16.92	(3)	14.99	(3)	19.28	(3)		
State SIG eligible but Not Awarded	34.44	(45)	37.80	(45)	41.02	(41)		
State Random Sample of Non-SIG Eligible	60.39	(156)	62.26	(153)	64.51	(150)		

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
All State SIG Award Schools	40.36	(3)	41.87	(3)	37.72	(3)		
State SIG eligible but Not Awarded	22.69	(45)	21.26	(45)	19.94	(41)		
State Random Sample of Non-SIG Eligible	9.67	(135)	8.86	(138)	9.16	(139)		

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13 (n)	
All State SIG Award Schools	12.39	(16)	11.02	(17)	8.36	(17)		
State SIG eligible but Not Awarded	18.89	(45)	18.11	(45)	18.24	(41)		
State Random Sample of Non-SIG Eligible	7.72	(156)	7.13	(153)	7.05	(150)		

OHIO

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Cincinnati City	38.57	(4)	54.12	(4)	60.65	(5)	60.41	(5)
Cleveland Municipal	38.80	(5)	39.24	(5)	38.76	(5)	34.53	(5)
Columbus City School District	34.33	(4)	42.18	(4)	42.72	(4)	49.49	(3)
Dayton City					48.70	(1)	41.10	(1)
All State SIG Award Schools	60.81	(5)	61.73	(6)	65.84	(6)	76.29	(10)
State SIG eligible but Not Awarded	63.77	(81)	66.14	(81)	67.26	(81)	68.66	(107)
State Random Sample of Non-SIG Eligible	81.57	(117)	83.68	(114)	83.79	(117)	84.19	(169)

District Name	Mean Reading Math Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Cincinnati City	30.28	(4)	45.25	(4)	53.46	(5)	44.17	(5)
Cleveland Municipal	23.21	(5)	25.03	(5)	23.34	(5)	21.88	(5)
Columbus City School District	20.82	(4)	34.94	(4)	36.20	(4)	30.55	(3)
Dayton City					33.70	(1)	27.70	(1)
All State SIG Award Schools	53.06	(5)	55.58	(6)	58.00	(6)	71.94	(10)
State SIG eligible but Not Awarded	56.61	(81)	59.13	(81)	59.84	(81)	57.47	(107)
State Random Sample of Non-SIG Eligible	74.10	(108)	75.45	(108)	75.72	(109)	73.81	(155)

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Cincinnati City	30.15	(4)	20.99	(4)	16.55	(5)	17.41	(5)
Cleveland Municipal	35.40	(6)	33.80	(6)	33.65	(5)	36.85	(5)
Columbus City School District	34.77	(4)	28.09	(4)	30.25	(4)	24.89	(3)
Dayton City					30.80	(1)	33.00	(1)
All State SIG Award Schools	18.46	(5)	15.38	(6)	14.23	(6)	11.51	(4)
State SIG eligible but Not Awarded	18.49	(92)	15.25	(84)	15.26	(81)	15.03	(81)
State Random Sample of Non-SIG Eligible	8.13	(117)	6.74	(114)	6.90	(112)	7.34	(112)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13 (n)	
Cincinnati City	39.38	(4)	21.73	(4)	20.79	(5)	22.45	(5)
Cleveland Municipal	44.85	(6)	42.02	(6)	42.54	(5)	49.41	(5)
Columbus City School District	47.07	(4)	29.91	(4)	29.53	(4)	37.79	(3)
Dayton City					30.55	(1)	26.90	(1)
All State SIG Award Schools	22.21	(5)	20.70	(6)	17.22	(6)	14.18	(4)
State SIG eligible but Not Awarded	22.28	(92)	18.51	(82)	18.10	(81)	20.25	(81)
State Random Sample of Non-SIG Eligible	11.93	(114)	10.94	(108)	10.23	(107)	12.48	(104)

OREGON

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
All State SIG Award Schools					54.69	(5)		
State SIG eligible but Not Awarded					58.19	(56)		
State Random Sample of Non-SIG Eligible					73.73	(39)		

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
All State SIG Award Schools			53.85	5	49.64	(5)		
State SIG eligible but Not Awarded			52.47	57	52.19	(56)		
State Random Sample of Non-SIG Eligible			63.91	51	65.94	(52)		

PENNSYLVANIA

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13 (n)	
The School District of Philadelphia	27.85	(12)	34.16	(6)	29.04	(5)		
Pittsburgh Public Schools	35.50	(2)	37.45	(1)	37.60	(1)		
All State SIG Award Schools	42.88	(14)	45.12	(14)	43.42	(14)		
State SIG eligible but Not Awarded	53.53	(53)	55.04	(52)	48.96	(52)		
State Random Sample of Non-SIG Eligible	72.07	(98)	72.83	(98)	70.76	(99)		

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
The School District of Philadelphia	35.10	(12)	44.33	(6)	31.97	(5)		
Pittsburgh Public Schools	35.69	(2)	40.43	(1)	35.40	(1)		
All State SIG Award Schools	46.72	(14)	48.73	(14)	48.11	(14)		
State SIG eligible but Not Awarded	61.95	(53)	63.60	(52)	56.79	(52)		
State Random Sample of Non-SIG Eligible	82.45	(93)	82.99	(92)	79.41	(93)		

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
The School District of Philadelphia	49.46	(12)	39.43	(6)	50.45	(5)		
Pittsburgh Public Schools	43.19	(2)	39.27	(1)	35.68	(1)		
All State SIG Award Schools	32.78	(14)	32.38	(14)	34.42	(14)		
State SIG eligible but Not Awarded	25.27	(53)	24.22	(52)	29.88	(52)		
State Random Sample of Non-SIG Eligible	13.39	(98)	12.59	(98)	14.03	(99)		

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
The School District of Philadelphia	42.99	(12)	34.47	(6)	44.57	(5)		
Pittsburgh Public Schools	44.38	(2)	34.23	(1)	37.15	(1)		
All State SIG Award Schools	31.76	(14)	29.78	(14)	29.79	(14)		
State SIG eligible but Not Awarded	18.35	(53)	18.78	(52)	22.32	(52)		
State Random Sample of Non-SIG Eligible	6.37	(93)	6.58	(92)	7.83	(93)		

RHODE ISLAND

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Providence	33.67	(2)	33.25	(2)	32.50	(2)		
All State SIG Award Schools								
State SIG eligible but Not Awarded	49.69	(23)	49.15	(24)	50.63	(20)		
State Random Sample of Non-SIG Eligible	75.33	(9)	75.39	(9)	75.02	(9)		

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Providence	20.00	(2)	21.00	(2)	24.17	(2)		
All State SIG Award Schools								
State SIG eligible but Not Awarded	36.17	(22)	38.75	(23)	42.18	(19)		
State Random Sample of Non-SIG Eligible	67.19	(9)	63.79	(9)	66.34	(9)		

SOUTH CAROLINA

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Charleston	33.33	(1)	34.33	(1)	42.27	(1)	49.53	(1)
All State SIG Award Schools	44.81	(12)	46.44	(12)	46.55	(12)	49.74	(12)
State SIG eligible but Not Awarded	45.58	(6)	45.54	(6)	44.50	(6)	55.69	(6)
State Random Sample of Non-SIG Eligible	74.53	(42)	73.84	(42)	73.86	(42)	76.66	(42)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Charleston	34.47	(1)	44.80	(1)	46.20	(1)	50.47	(1)
All State SIG Award Schools	41.52	(12)	44.40	(12)	43.47	(12)	44.22	(12)
State SIG eligible but Not Awarded	41.80	(6)	46.49	(6)	48.51	(6)	52.39	(6)
State Random Sample of Non-SIG Eligible	69.51	(41)	73.34	(41)	72.46	(41)	70.84	(41)

TENNESSEE

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Davidson County	20.76	(12)	25.68	(12)	28.85	(12)	28.87	(12)
Memphis	10.93	(6)	12.10	(6)	14.56	(6)	15.28	(6)
All State SIG Award Schools	35.74	(9)	40.39	(9)	40.74	(9)	42.76	(11)
State SIG eligible but Not Awarded	23.11	(2)	22.71	(2)	28.59	(2)	36.30	(2)
State Random Sample of Non-SIG Eligible	44.73	(61)	47.16	(61)	49.37	(61)	50.48	(65)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Davidson County	9.54	(12)	17.83	(12)	27.00	(12)	27.09	(12)
Memphis	6.22	(6)	9.44	(6)	13.60	(6)	17.12	(6)
All State SIG Award Schools	23.52	(9)	31.64	(9)	36.59	(9)	38.27	(11)
State SIG eligible but Not Awarded	29.11	(2)	29.00	(2)	37.52	(2)	44.37	(2)
State Random Sample of Non-SIG Eligible	34.10	(68)	40.03	(65)	45.75	(66)	49.24	(71)

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Davidson County	33.84	(12)	27.82	(12)	23.33	(12)	26.66	(12)
Memphis	46.75	(6)	45.42	(6)	40.23	(6)	40.30	(6)
All State SIG Award Schools	19.72	(9)	17.05	(9)	18.14	(9)	19.73	(9)
State SIG eligible but Not Awarded	34.45	(2)	29.00	(2)	25.22	(2)	18.83	(2)
State Random Sample of Non-SIG Eligible	13.90	(61)	12.49	(61)	11.15	(61)	11.58	(60)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
Davidson County	62.39	(12)	47.82	(12)	34.06	(12)	35.30	(12)
Memphis	68.38	(6)	62.17	(6)	52.74	(6)	45.66	(6)
All State SIG Award Schools	40.93	(9)	31.76	(9)	28.42	(9)	26.09	(9)
State SIG eligible but Not Awarded	34.13	(2)	29.06	(2)	20.23	(2)	18.52	(2)
State Random Sample of Non-SIG Eligible	24.82	(68)	19.71	(65)	15.44	(66)	14.45	(64)

TEXAS

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Fort Worth ISD	75.17	(2)	67.67	(2)				
All State SIG Award Schools	77.19	(14)	68.67	(13)				
State SIG eligible but Not Awarded	83.83	(156)	82.35	(154)				
State Random Sample of Non-SIG Eligible	88.79	(253)	87.10	(262)				

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Fort Worth ISD	66.67	(2)	70.67	(2)				
All State SIG Award Schools	56.37	(14)	57.85	(13)				
State SIG eligible but Not Awarded	77.82	(156)	78.90	(154)				
State Random Sample of Non-SIG Eligible	85.52	(248)	86.20	(246)				

VIRGINIA

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Norfolk City	73.27	(2)	69.70	(2)	71.01	(2)		
Richmond City	76.26	(2)	73.55	(2)	78.95	(2)		
All State SIG Award Schools	79.84	(47)	81.66	(47)	82.81	(46)		
State SIG eligible but Not Awarded	69.50	(1)						
State Random Sample of Non-SIG Eligible	88.60	(60)	87.98	(61)	88.33	(60)		

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Norfolk City	60.40	(2)	46.66	(2)				
Richmond City	66.73	(2)	65.11	(2)				
All State SIG Award Schools	81.13	(47)	82.24	(46)				
State SIG eligible but Not Awarded	78.58	(1)						
State Random Sample of Non-SIG Eligible	88.09	(82)	86.32	(80)				

WASHINGTON

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
Seattle Public Schools	28.17	(2)	44.17	(2)	46.58	(2)	60.50	(2)
All State SIG Award Schools	42.11	(13)	43.49	(12)	48.37	(12)	49.79	(15)
State SIG eligible but Not Awarded	56.30	(55)	57.32	(55)	59.92	(55)	63.10	(62)
State Random Sample of Non-SIG Eligible	64.59	(68)	64.71	(66)	66.57	(66)	70.08	(92)

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
Seattle Public Schools	19.33	(2)	31.40	(2)	40.50	(2)	52.65	(2)
All State SIG Award Schools	26.22	(13)	34.12	(12)	40.54	(12)	43.29	(15)
State SIG eligible but Not Awarded	43.86	(55)	48.94	(54)	52.22	(55)	53.63	(62)
State Random Sample of Non-SIG Eligible	56.51	(78)	59.46	(77)	61.94	(79)	62.53	(105)

District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
Seattle Public Schools	32.18	(2)	22.42	(2)	18.10	(2)	14.25	(2)
All State SIG Award Schools	23.30	(13)	22.51	(12)	20.21	(12)	19.86	(12)
State SIG eligible but Not Awarded	14.18	(55)	13.02	(55)	11.30	(55)	12.66	(55)
State Random Sample of Non-SIG Eligible	10.27	(68)	10.30	(66)	8.93	(66)	10.43	(65)

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
Seattle Public Schools	60.73	(2)	37.43	(2)	40.38	(2)	28.85	(2)
All State SIG Award Schools	47.55	(13)	42.97	(12)	36.99	(12)	36.14	(12)
State SIG eligible but Not Awarded	31.33	(55)	29.16	(55)	26.13	(55)	25.16	(55)
State Random Sample of Non-SIG Eligible	21.88	(78)	21.10	(78)	19.44	(79)	19.51	(80)

WISCONSIN

District Name	Mean Reading Percent Proficient or Above AY 2009-10 (n)		Mean Reading Percent Proficient or Above AY 2010-11 (n)		Mean Reading Percent Proficient or Above AY 2011-12(n)		Mean Reading Percent Proficient or Above AY 2012-13(n)	
MILWAUKEE	47.62	(24)	48.58	(24)	43.95	(22)		
All State SIG Award Schools	73.00	(1)	71.33	(1)	67.00	(1)		
State SIG eligible but Not Awarded	45.78	(10)	57.02	(6)	62.50	(5)		
State Random Sample of Non-SIG Eligible	79.61	(50)	81.33	(51)	81.11	(55)		

District Name	Mean Math Percent Proficient or Above AY 2009-10 (n)		Mean Math Percent Proficient or Above AY 2010-11 (n)		Mean Math Percent Proficient or Above AY 2011-12(n)		Mean Math Percent Proficient or Above AY 2012-13(n)	
MILWAUKEE	36.29	(24)	34.63	(24)	32.92	(22)		
All State SIG Award Schools	84.00	(1)	67.00	(1)	65.50	(1)		
State SIG eligible but Not Awarded	37.88	(10)	54.25	(6)	61.80	(5)		
State Random Sample of Non-SIG Eligible	77.90	(49)	79.32	(59)	80.12	(60)		

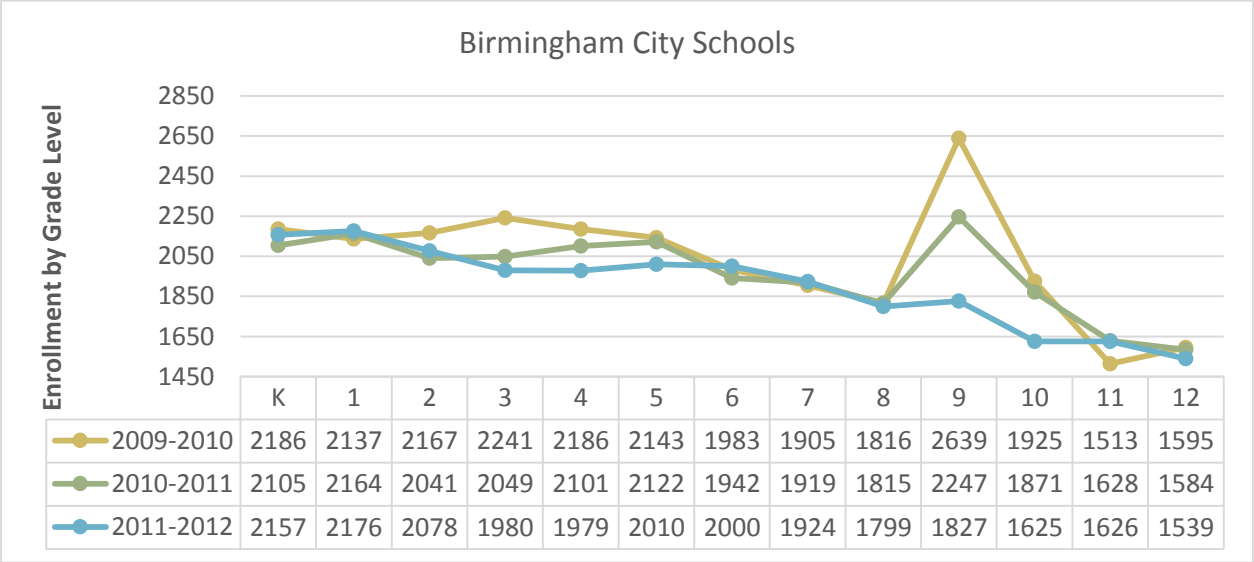
District Name	Mean Reading Percent Below Basic AY 2009-10 (n)		Mean Reading Percent Below Basic AY 2010-11 (n)		Mean Reading Percent Below Basic AY 2011-12(n)		Mean Reading Percent Below Basic AY 2012-13(n)	
MILWAUKEE	20.26	(24)	19.09	(24)	22.27	(22)		
All State SIG Award Schools	1.00	(1)	3.00	(1)	5.00	(1)		
State SIG eligible but Not Awarded	22.26	(10)	13.91	(6)	11.03	(5)		
State Random Sample of Non-SIG Eligible	5.43	(50)	4.65	(51)	5.56	(55)		

District Name	Mean Math Percent Below Basic AY 2009-10 (n)		Mean Math Percent Below Basic AY 2010-11 (n)		Mean Math Percent Below Basic AY 2011-12(n)		Mean Math Percent Below Basic AY 2012-13(n)	
MILWAUKEE	39.77	(24)	43.37	(24)	44.72	(22)		
All State SIG Award Schools	6.50	(1)	12.00	(1)	12.50	(1)		
State SIG eligible but Not Awarded	43.68	(10)	29.78	(6)	23.23	(5)		
State Random Sample of Non-SIG Eligible	10.22	(53)	10.49	(59)	9.60	(60)		

Appendix B

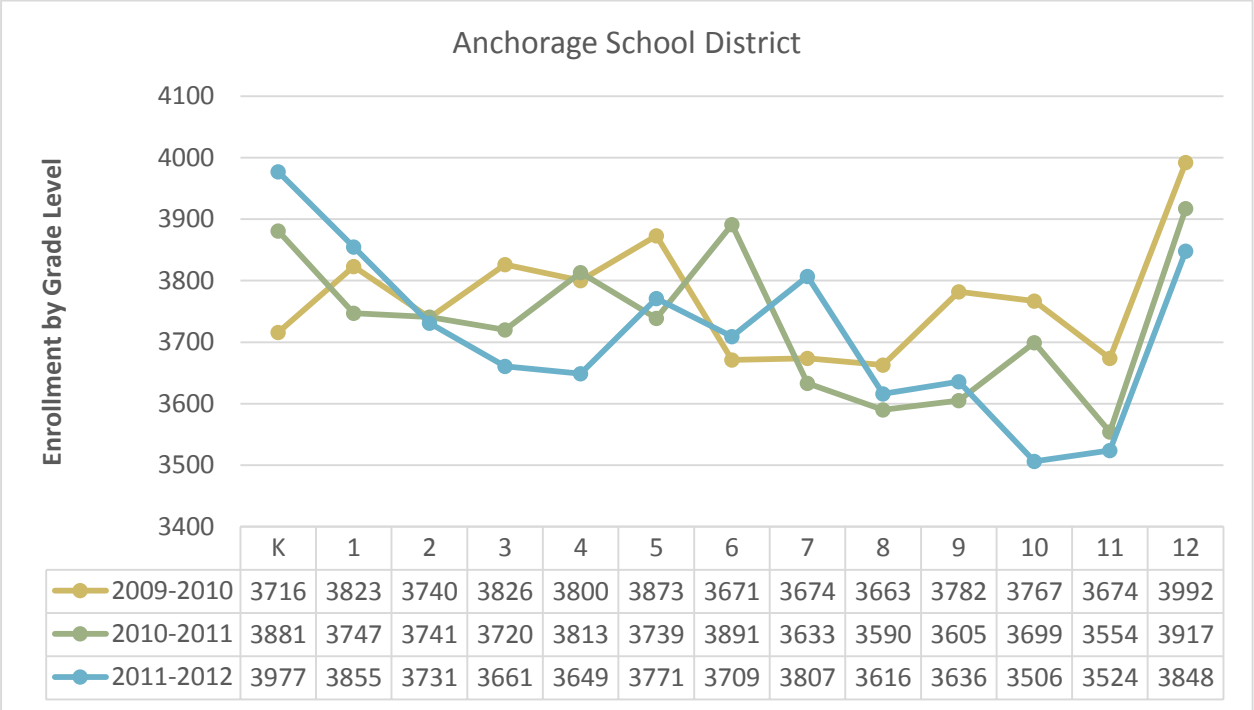
High School Enrollment Trends by District

Alabama



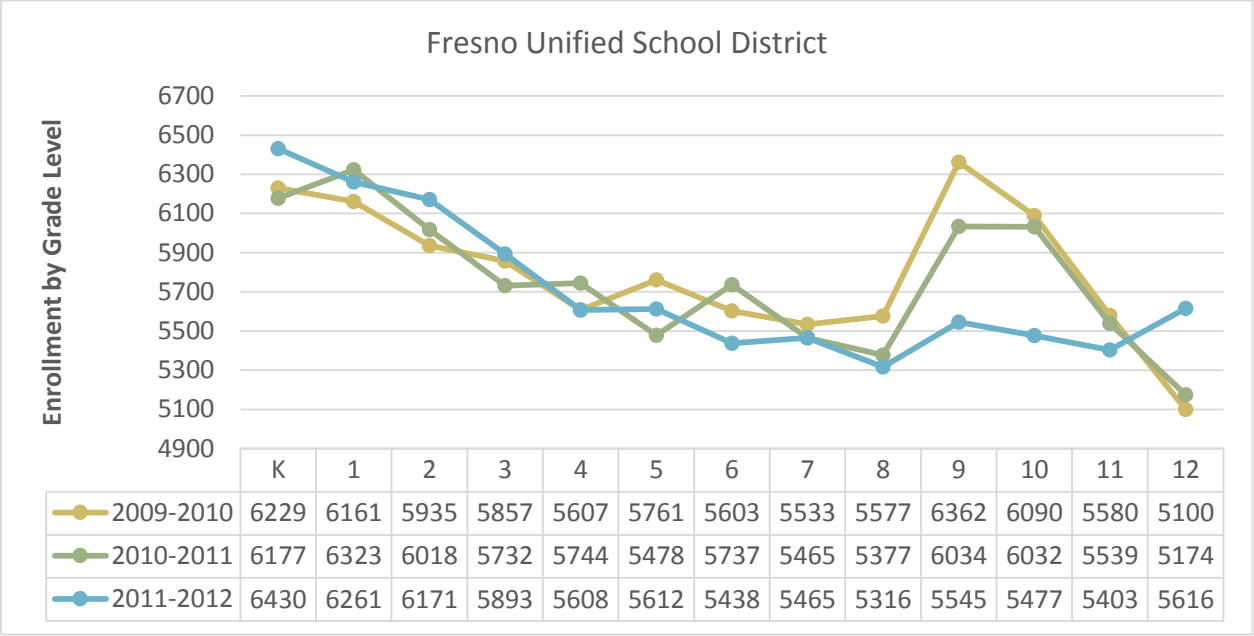
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	2186	2137	2167	2241	2186	2143	1983	1905	1816	2639	1925	1513	1595
2010-2011	2105	2164	2041	2049	2101	2122	1942	1919	1815	2247	1871	1628	1584
2011-2012	2157	2176	2078	1980	1979	2010	2000	1924	1799	1827	1625	1626	1539

Alaska

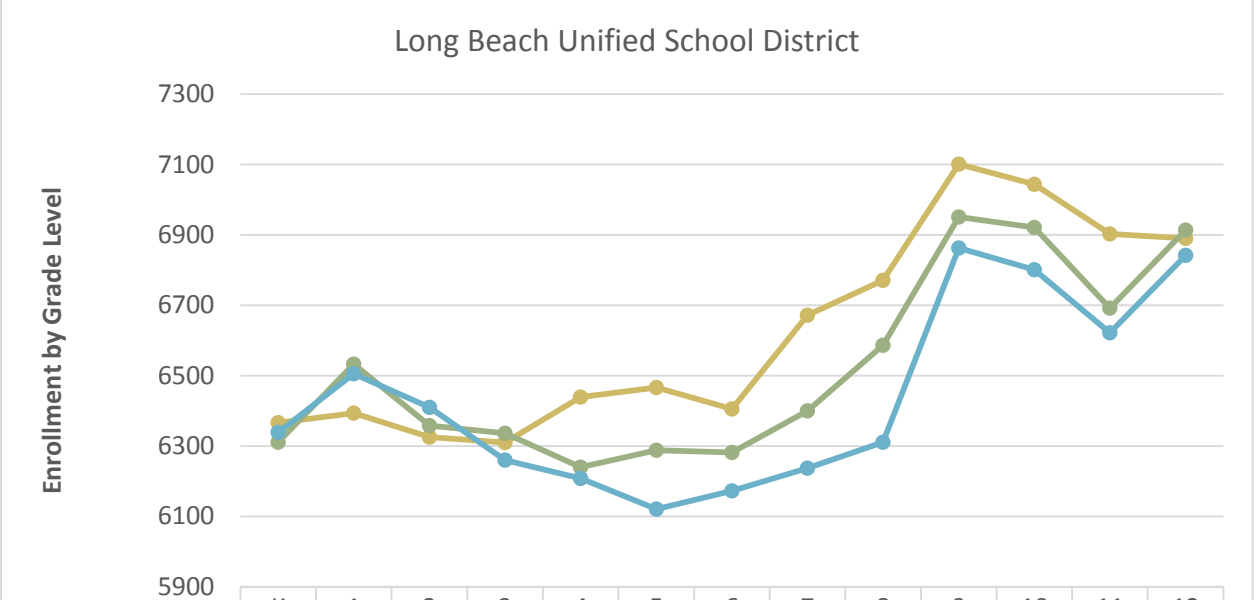


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	3716	3823	3740	3826	3800	3873	3671	3674	3663	3782	3767	3674	3992
2010-2011	3881	3747	3741	3720	3813	3739	3891	3633	3590	3605	3699	3554	3917
2011-2012	3977	3855	3731	3661	3649	3771	3709	3807	3616	3636	3506	3524	3848

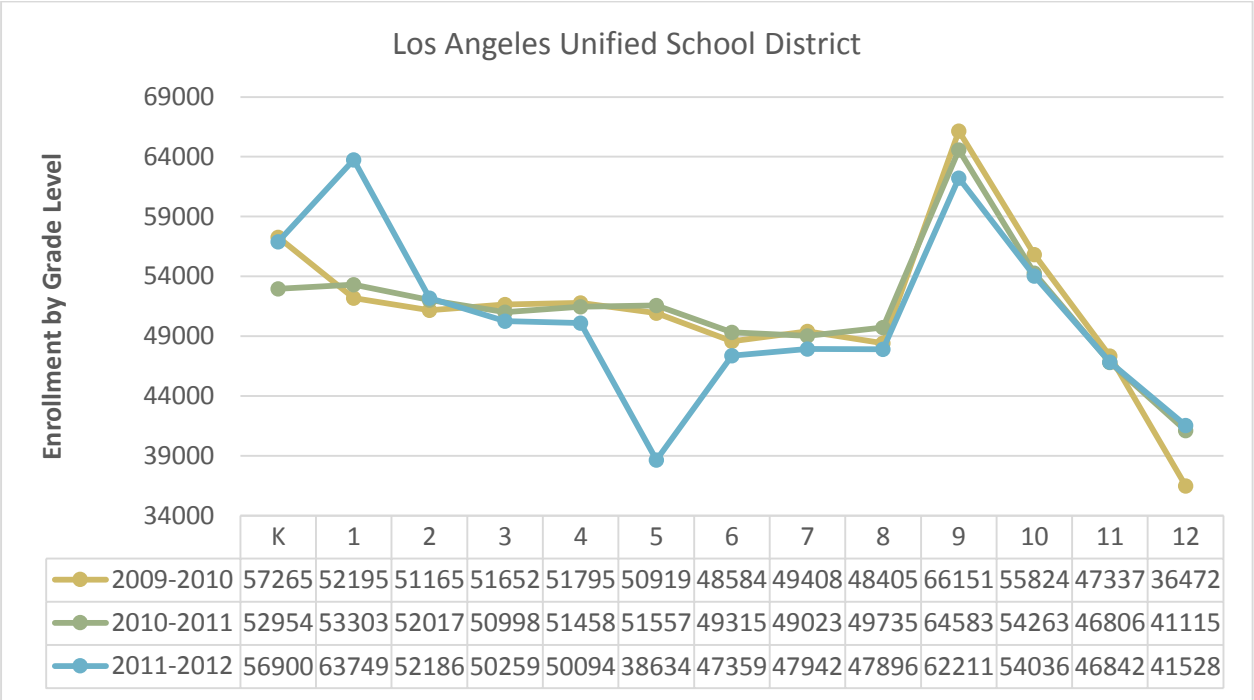
California



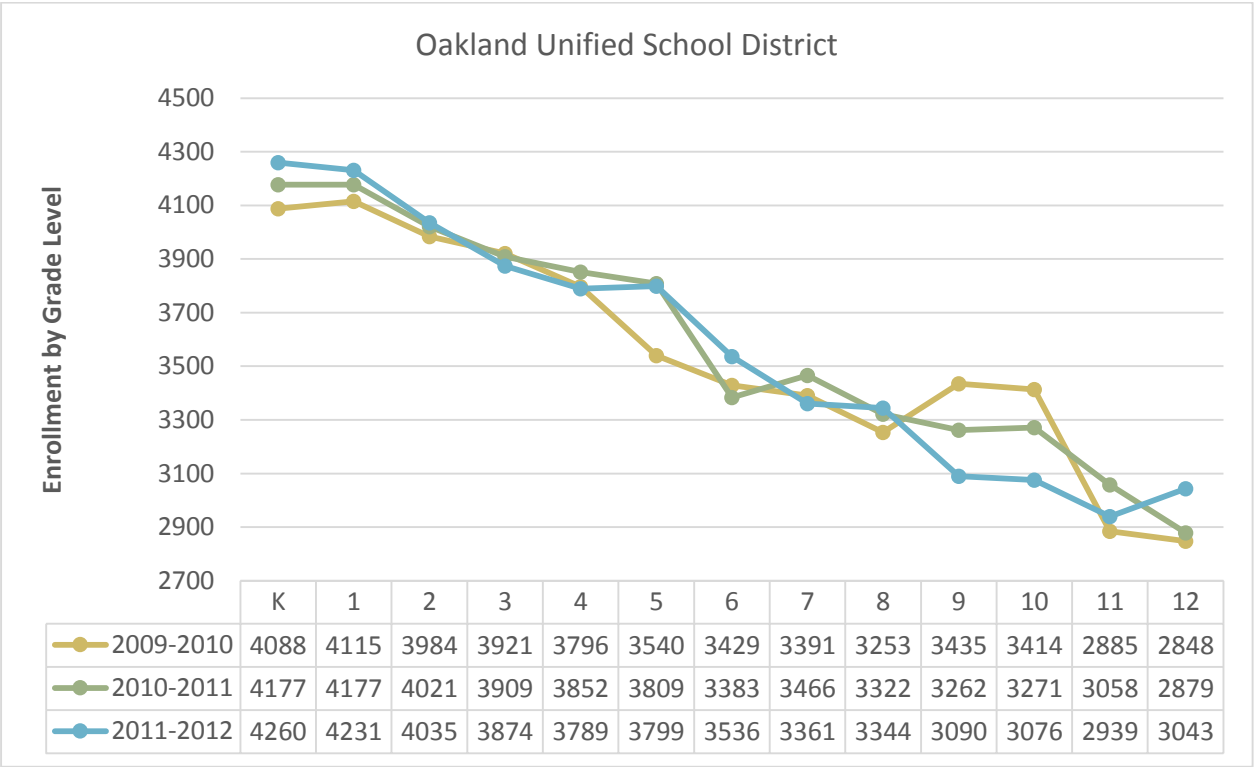
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	6229	6161	5935	5857	5607	5761	5603	5533	5577	6362	6090	5580	5100
2010-2011	6177	6323	6018	5732	5744	5478	5737	5465	5377	6034	6032	5539	5174
2011-2012	6430	6261	6171	5893	5608	5612	5438	5465	5316	5545	5477	5403	5616



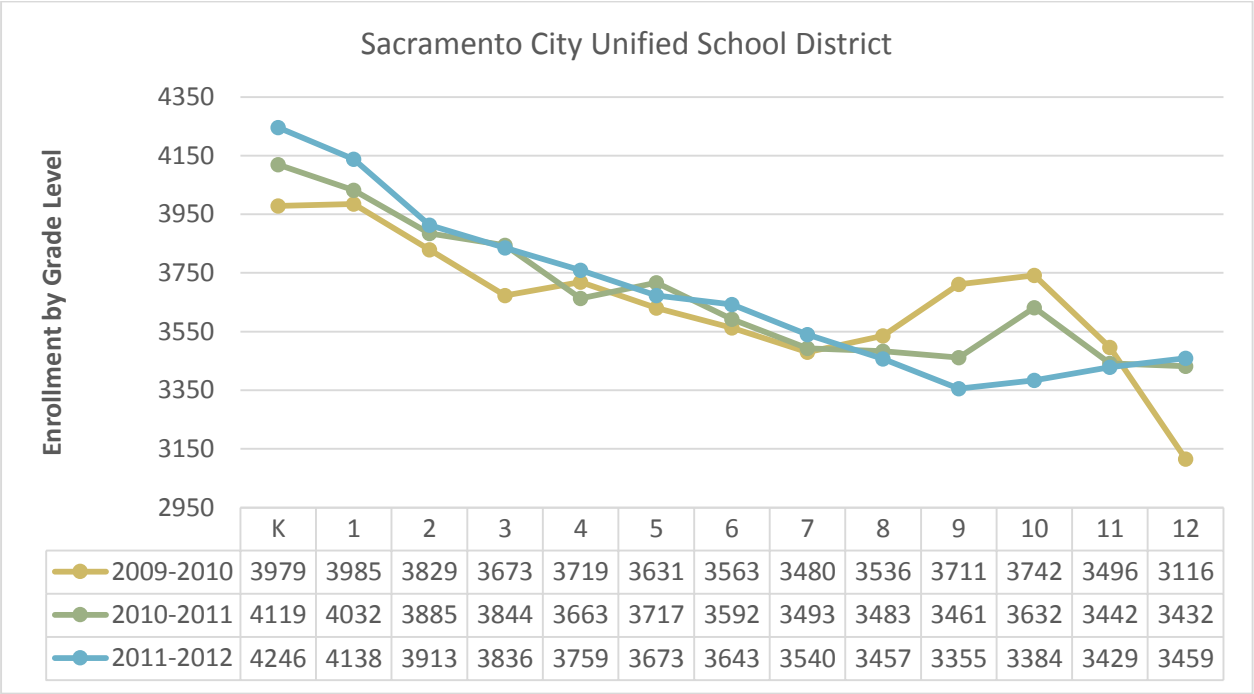
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	6366	6393	6325	6310	6439	6466	6405	6672	6771	7101	7044	6903	6890
2010-2011	6311	6533	6358	6336	6240	6288	6282	6400	6586	6951	6921	6692	6914
2011-2012	6339	6505	6410	6260	6208	6121	6172	6237	6311	6863	6801	6622	6842



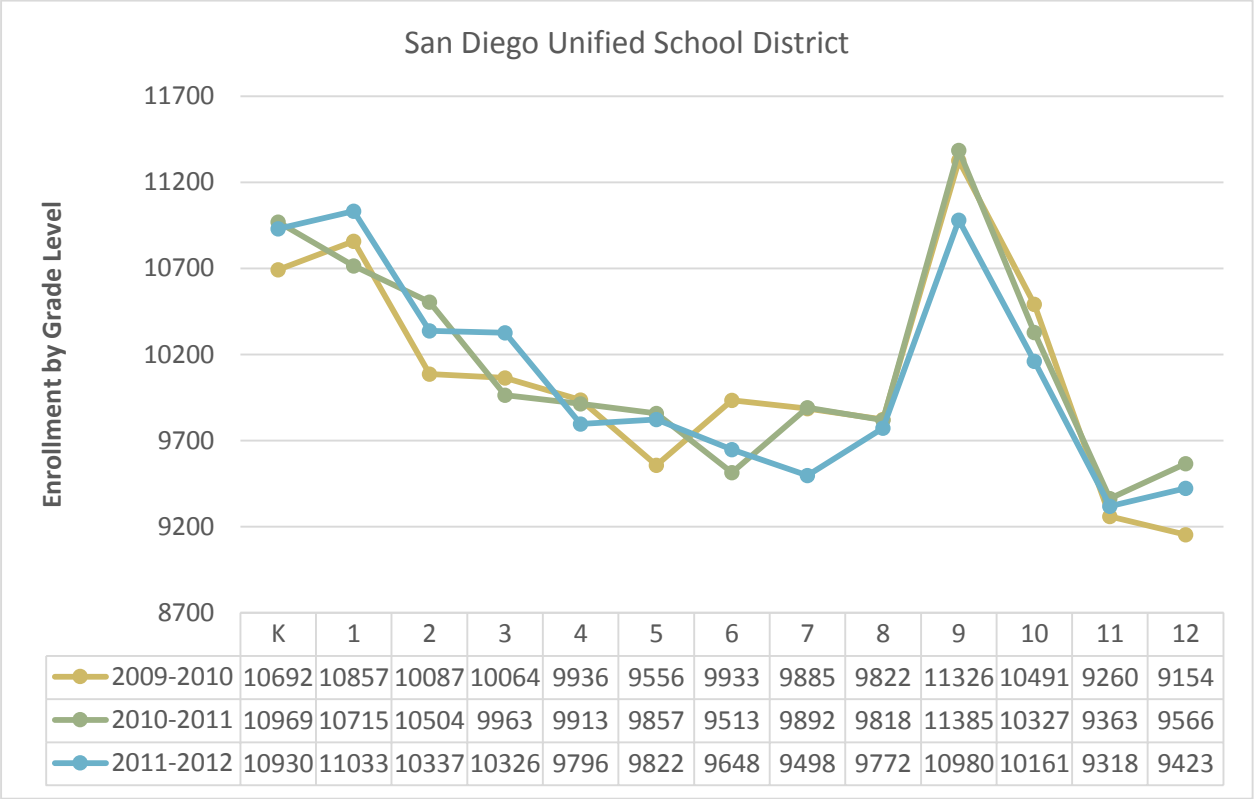
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	57265	52195	51165	51652	51795	50919	48584	49408	48405	66151	55824	47337	36472
2010-2011	52954	53303	52017	50998	51458	51557	49315	49023	49735	64583	54263	46806	41115
2011-2012	56900	63749	52186	50259	50094	38634	47359	47942	47896	62211	54036	46842	41528



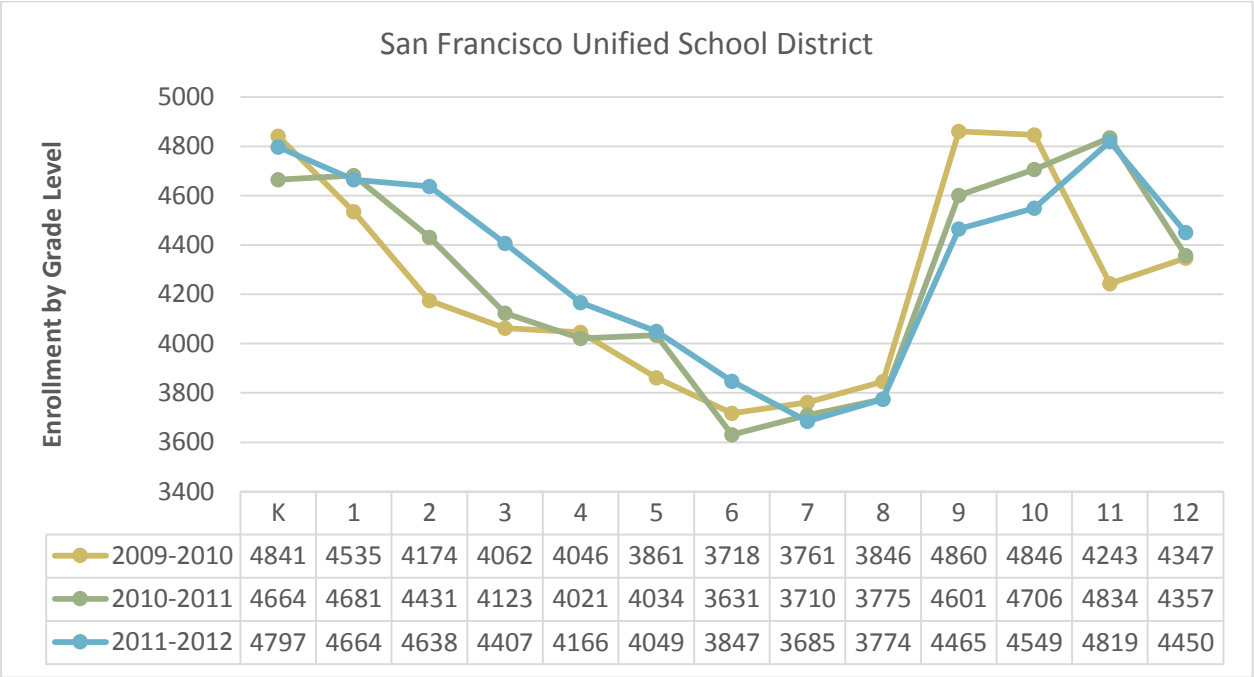
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	4088	4115	3984	3921	3796	3540	3429	3391	3253	3435	3414	2885	2848
2010-2011	4177	4177	4021	3909	3852	3809	3383	3466	3322	3262	3271	3058	2879
2011-2012	4260	4231	4035	3874	3789	3799	3536	3361	3344	3090	3076	2939	3043



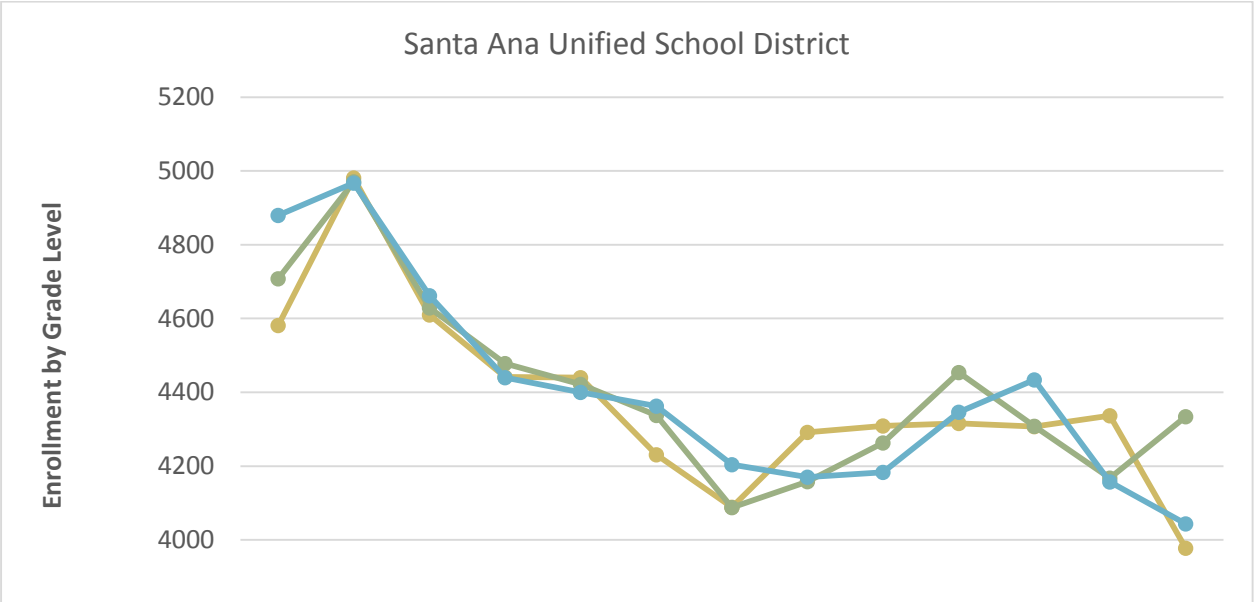
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	3979	3985	3829	3673	3719	3631	3563	3480	3536	3711	3742	3496	3116
2010-2011	4119	4032	3885	3844	3663	3717	3592	3493	3483	3461	3632	3442	3432
2011-2012	4246	4138	3913	3836	3759	3673	3643	3540	3457	3355	3384	3429	3459



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	10692	10857	10087	10064	9936	9556	9933	9885	9822	11326	10491	9260	9154
2010-2011	10969	10715	10504	9963	9913	9857	9513	9892	9818	11385	10327	9363	9566
2011-2012	10930	11033	10337	10326	9796	9822	9648	9498	9772	10980	10161	9318	9423

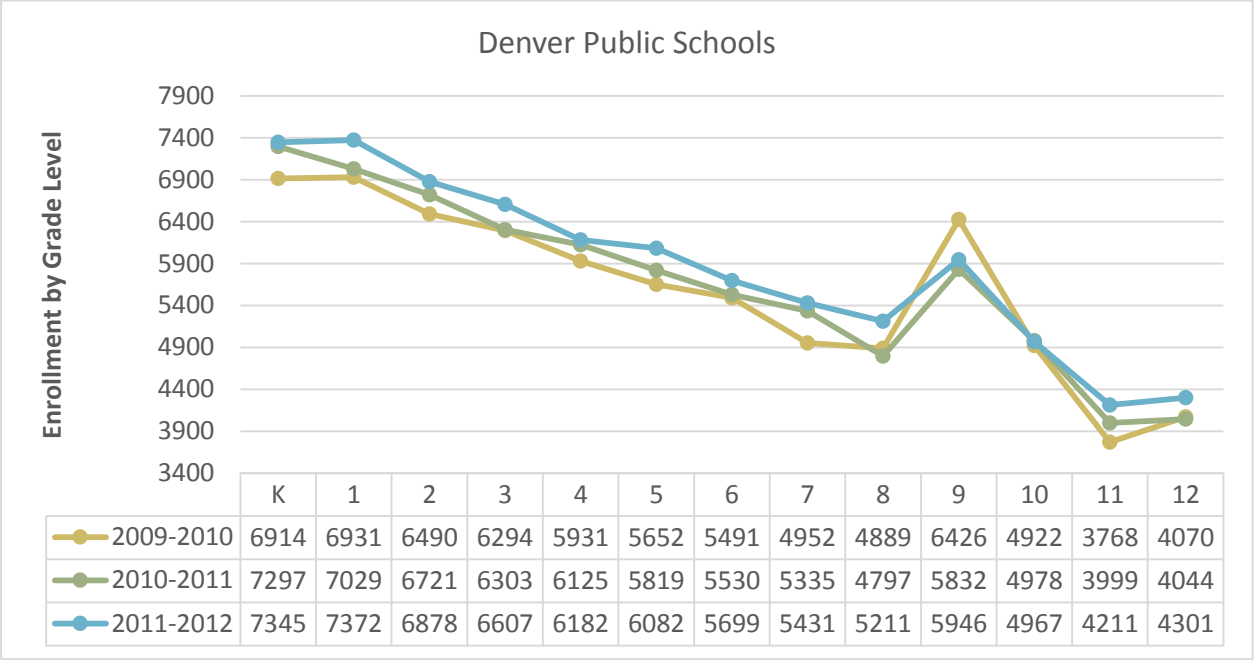


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	4841	4535	4174	4062	4046	3861	3718	3761	3846	4860	4846	4243	4347
2010-2011	4664	4681	4431	4123	4021	4034	3631	3710	3775	4601	4706	4834	4357
2011-2012	4797	4664	4638	4407	4166	4049	3847	3685	3774	4465	4549	4819	4450



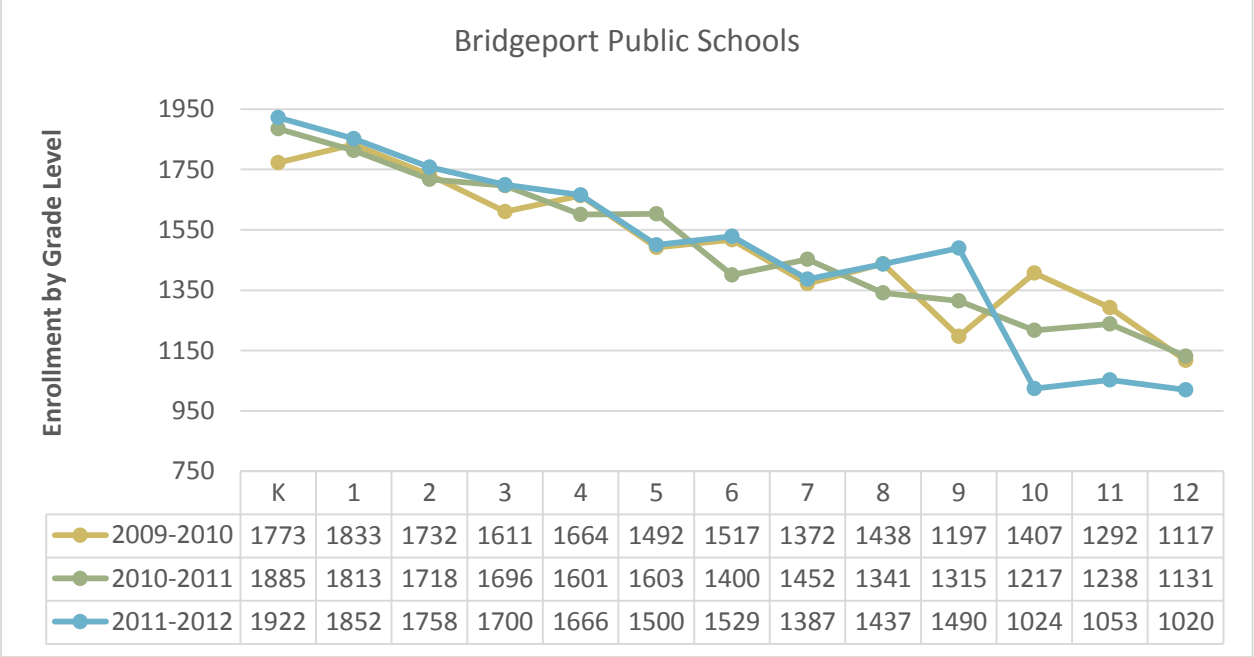
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	4581	4981	4610	4442	4440	4231	4089	4292	4309	4316	4307	4337	3978
2010-2011	4708	4971	4629	4478	4422	4338	4088	4158	4263	4454	4308	4168	4334
2011-2012	4880	4967	4662	4440	4400	4363	4204	4170	4183	4346	4434	4157	4044

Colorado



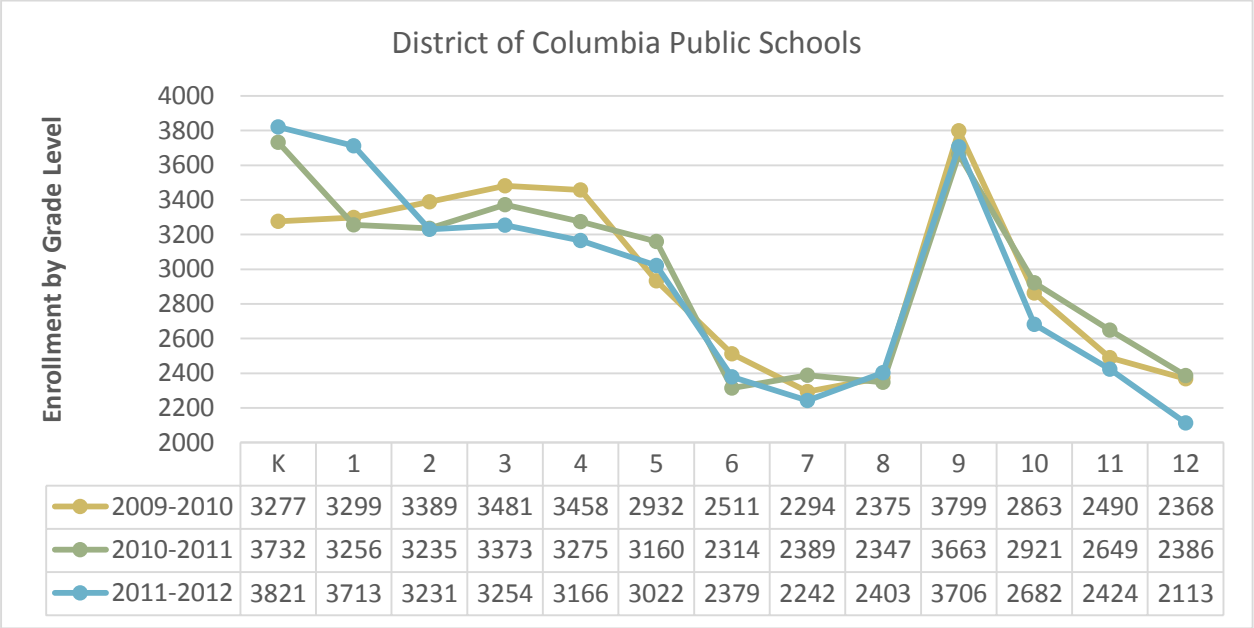
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	6914	6931	6490	6294	5931	5652	5491	4952	4889	6426	4922	3768	4070
2010-2011	7297	7029	6721	6303	6125	5819	5530	5335	4797	5832	4978	3999	4044
2011-2012	7345	7372	6878	6607	6182	6082	5699	5431	5211	5946	4967	4211	4301

Connecticut



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	1773	1833	1732	1611	1664	1492	1517	1372	1438	1197	1407	1292	1117
2010-2011	1885	1813	1718	1696	1601	1603	1400	1452	1341	1315	1217	1238	1131
2011-2012	1922	1852	1758	1700	1666	1500	1529	1387	1437	1490	1024	1053	1020

District of Columbia



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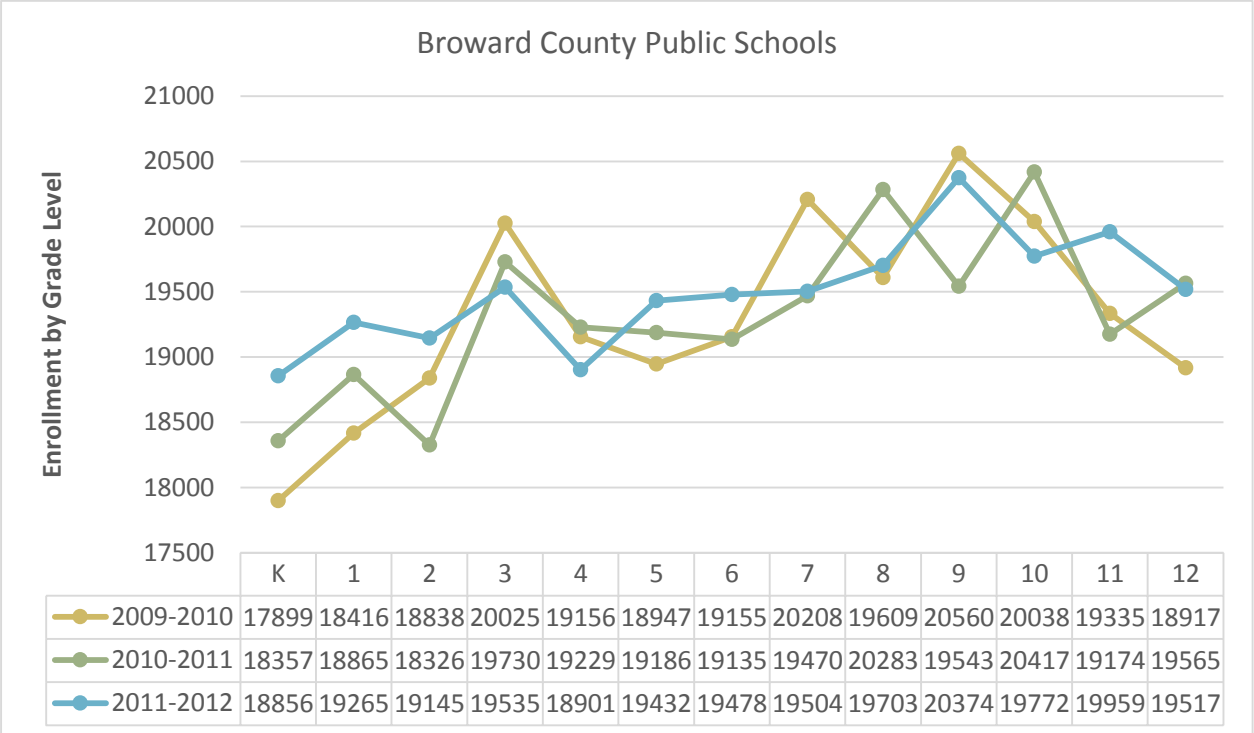
2009-2010	3277	3299	3389	3481	3458	2932	2511	2294	2375	3799	2863	2490	2368
2010-2011	3732	3256	3235	3373	3275	3160	2314	2389	2347	3663	2921	2649	2386
2011-2012	3821	3713	3231	3254	3166	3022	2379	2242	2403	3706	2682	2424	2113

Florida



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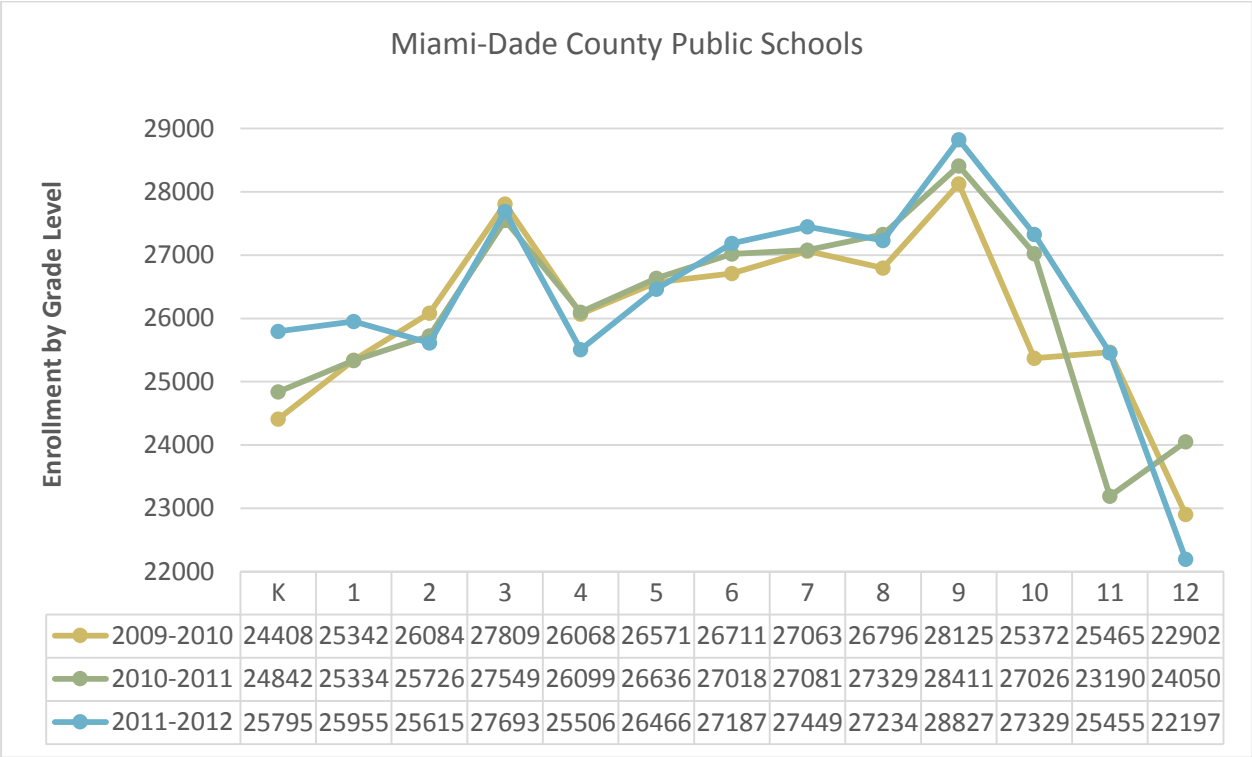
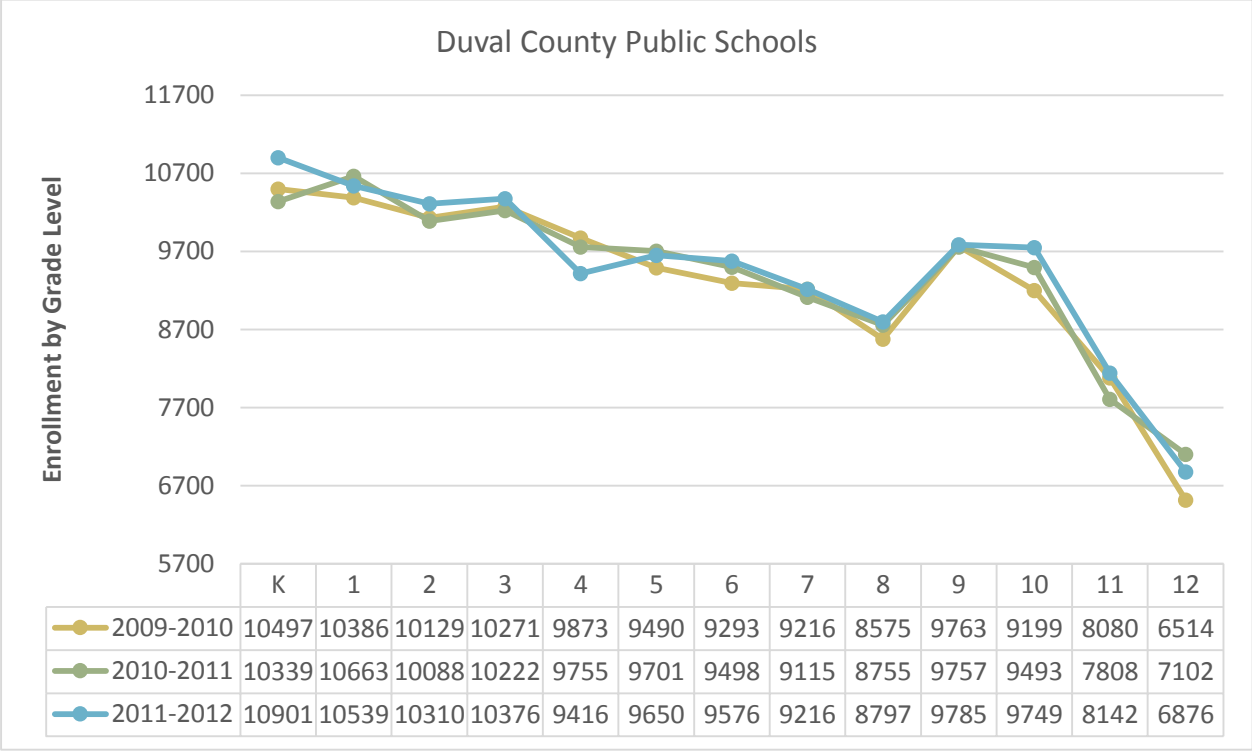
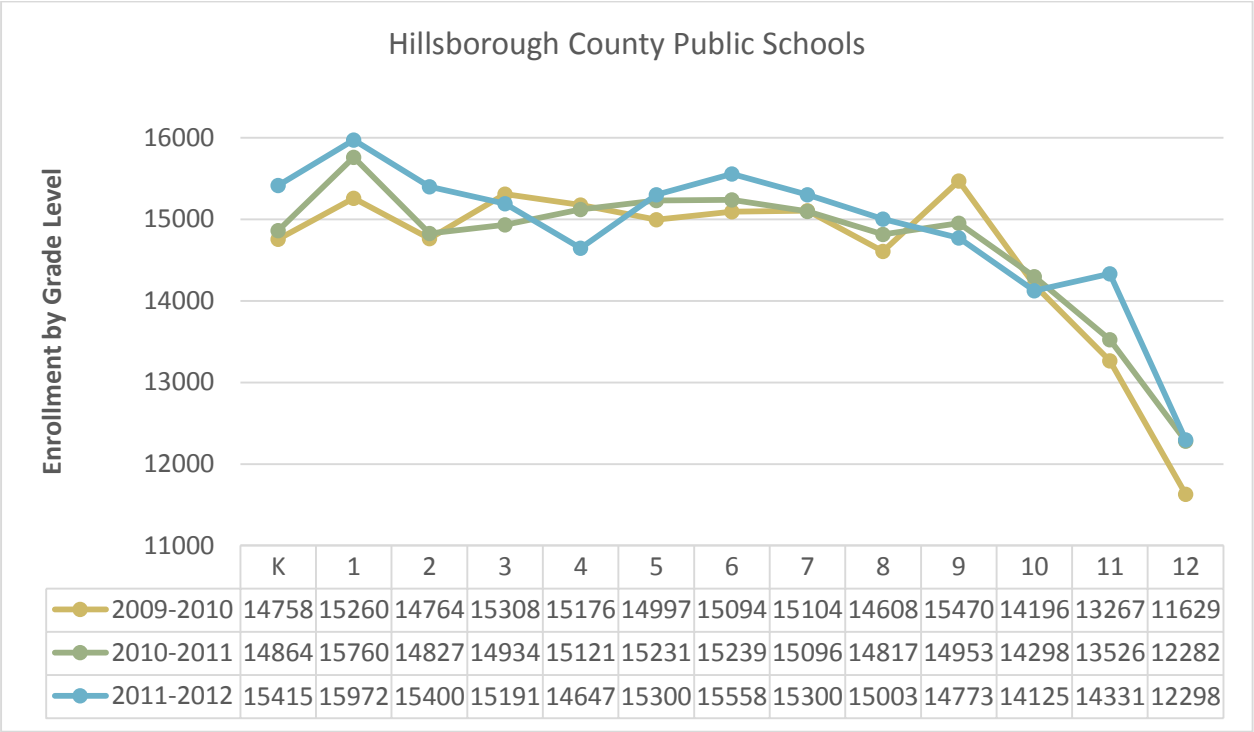
2009-2010	17899	18416	18838	20025	19156	18947	19155	20208	19609	20560	20038	19335	18917
2010-2011	18357	18865	18326	19730	19229	19186	19135	19470	20283	19543	20417	19174	19565
2011-2012	18856	19265	19145	19535	18901	19432	19478	19504	19703	20374	19772	19959	19517



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	24408	25342	26084	27809	26068	26571	26711	27063	26796	28125	25372	25465	22902
2010-2011	24842	25334	25726	27549	26099	26636	27018	27081	27329	28411	27026	23190	24050
2011-2012	25795	25955	25615	27693	25506	26466	27187	27449	27234	28827	27329	25455	22197



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	10497	10386	10129	10271	9873	9490	9293	9216	8575	9763	9199	8080	6514
2010-2011	10339	10663	10088	10222	9755	9701	9498	9115	8755	9757	9493	7808	7102
2011-2012	10901	10539	10310	10376	9416	9650	9576	9216	8797	9785	9749	8142	6876



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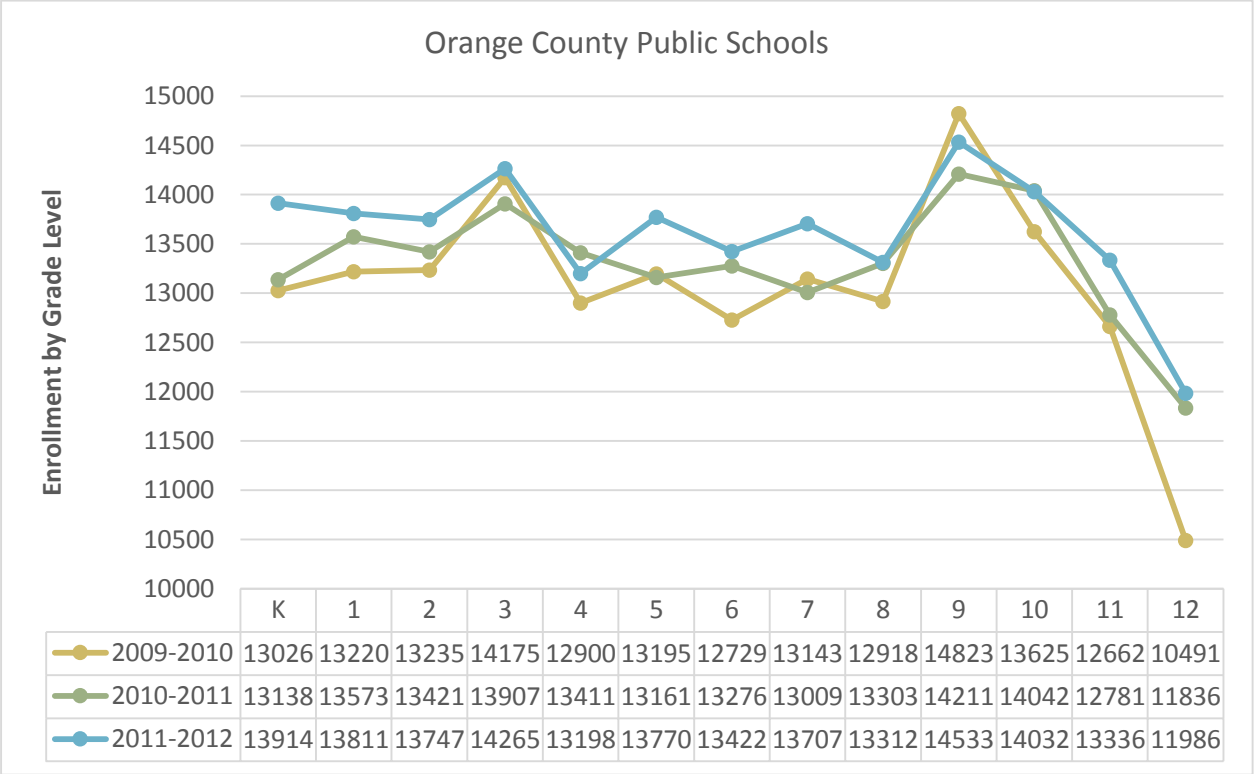
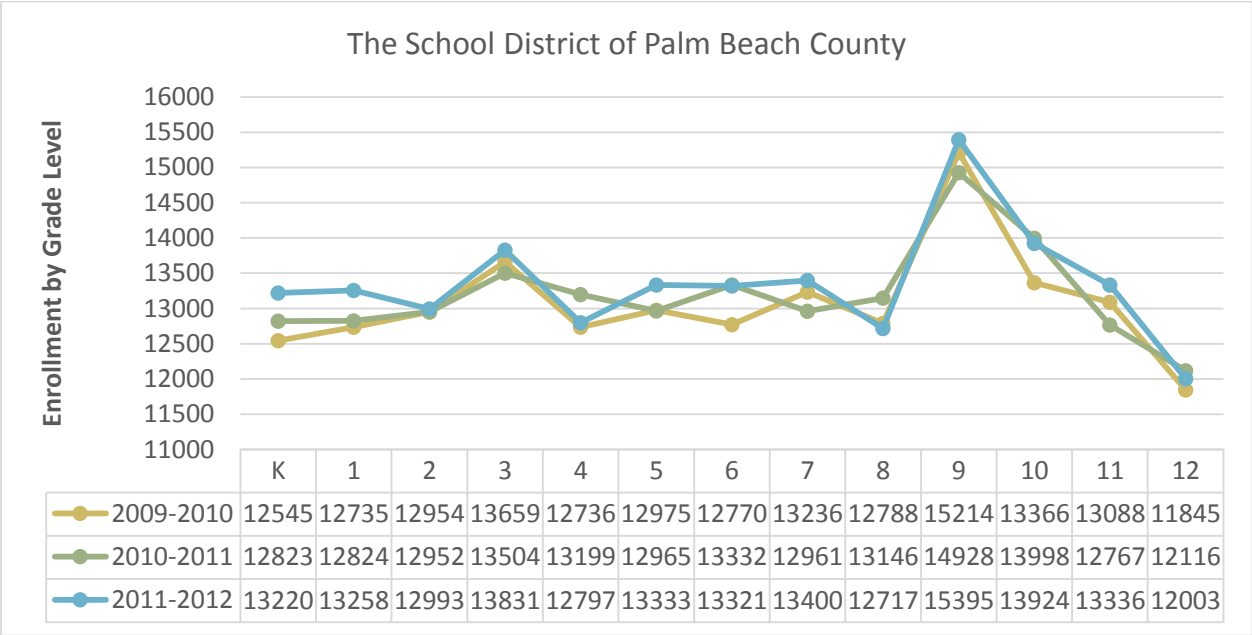
2009-2010	14758	15260	14764	15308	15176	14997	15094	15104	14608	15470	14196	13267	11629
2010-2011	14864	15760	14827	14934	15121	15231	15239	15096	14817	14953	14298	13526	12282
2011-2012	15415	15972	15400	15191	14647	15300	15558	15300	15003	14773	14125	14331	12298

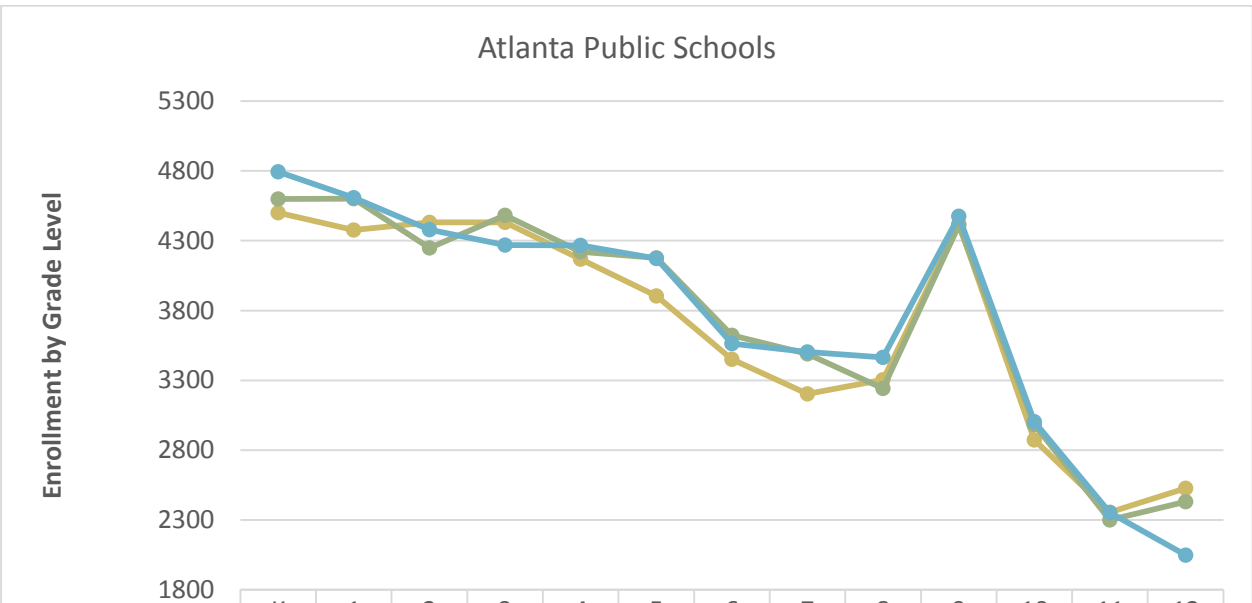


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	13026	13220	13235	14175	12900	13195	12729	13143	12918	14823	13625	12662	10491
2010-2011	13138	13573	13421	13907	13411	13161	13276	13009	13303	14211	14042	12781	11836
2011-2012	13914	13811	13747	14265	13198	13770	13422	13707	13312	14533	14032	13336	11986



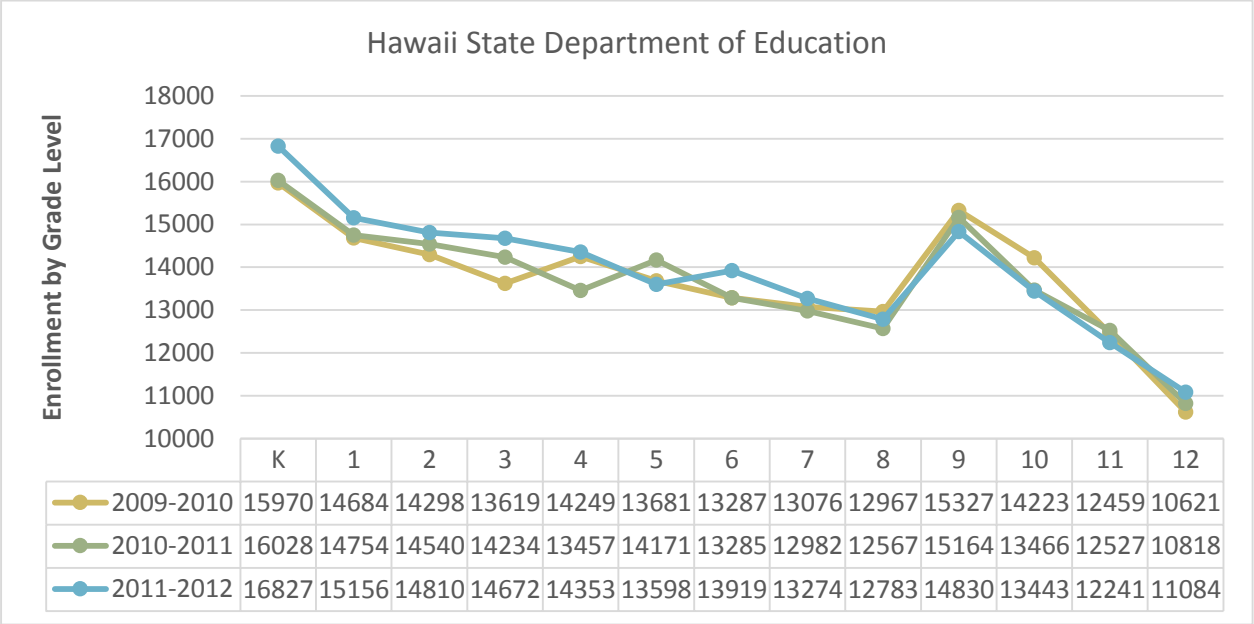
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	12545	12735	12954	13659	12736	12975	12770	13236	12788	15214	13366	13088	11845
2010-2011	12823	12824	12952	13504	13199	12965	13332	12961	13146	14928	13998	12767	12116
2011-2012	13220	13258	12993	13831	12797	13333	13321	13400	12717	15395	13924	13336	12003

Georgia



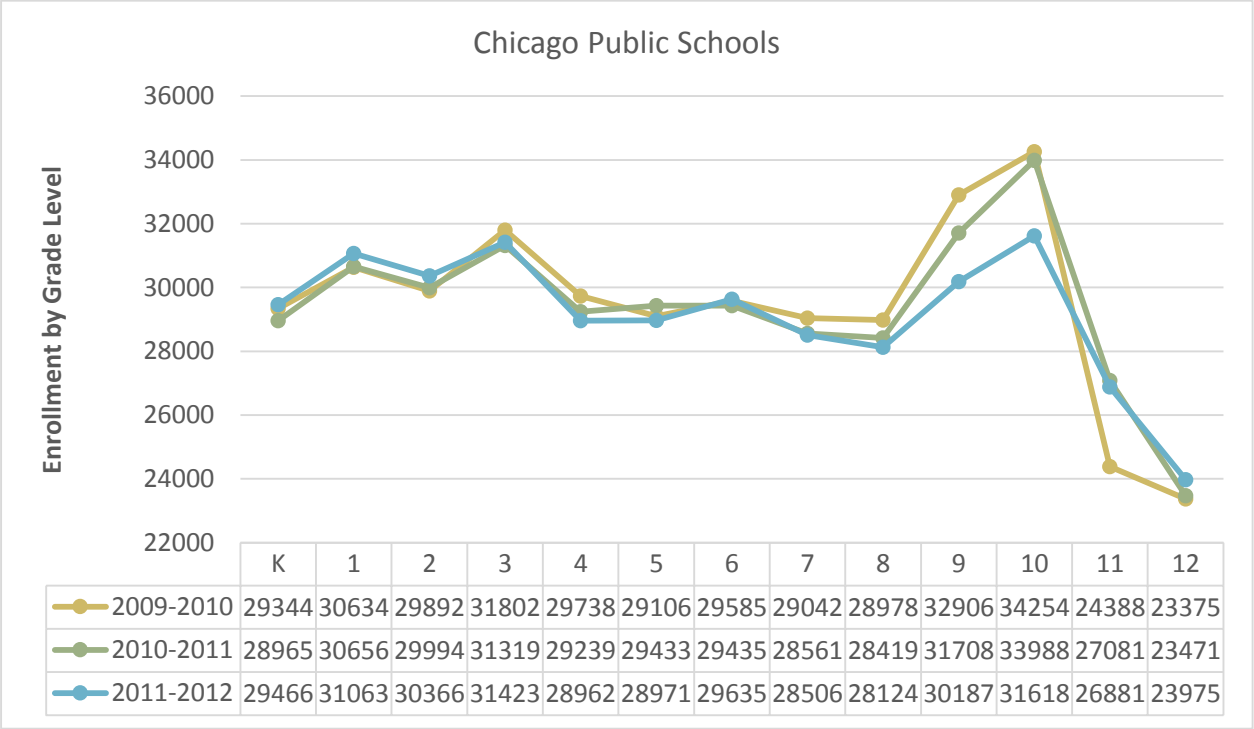
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	4501	4377	4431	4431	4168	3904	3451	3204	3303	4420	2873	2354	2527
2010-2011	4598	4601	4248	4481	4221	4177	3623	3490	3242	4412	2982	2299	2431
2011-2012	4795	4609	4379	4269	4266	4172	3563	3503	3465	4475	3003	2352	2047

Hawaii



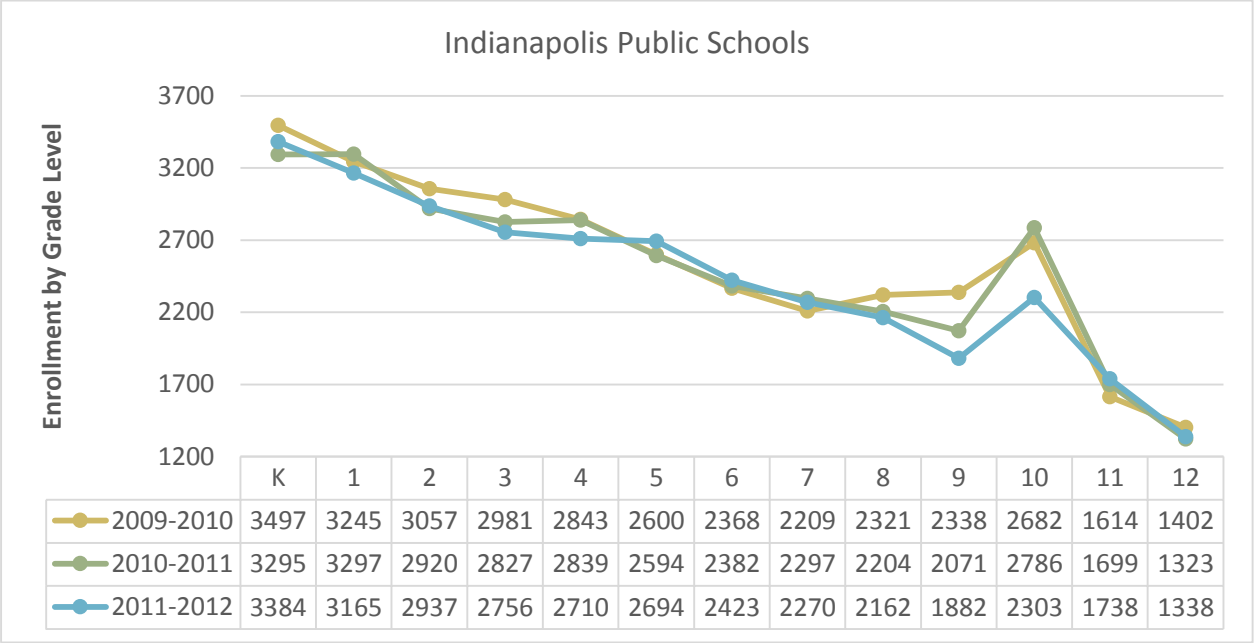
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	15970	14684	14298	13619	14249	13681	13287	13076	12967	15327	14223	12459	10621
2010-2011	16028	14754	14540	14234	13457	14171	13285	12982	12567	15164	13466	12527	10818
2011-2012	16827	15156	14810	14672	14353	13598	13919	13274	12783	14830	13443	12241	11084

Illinois



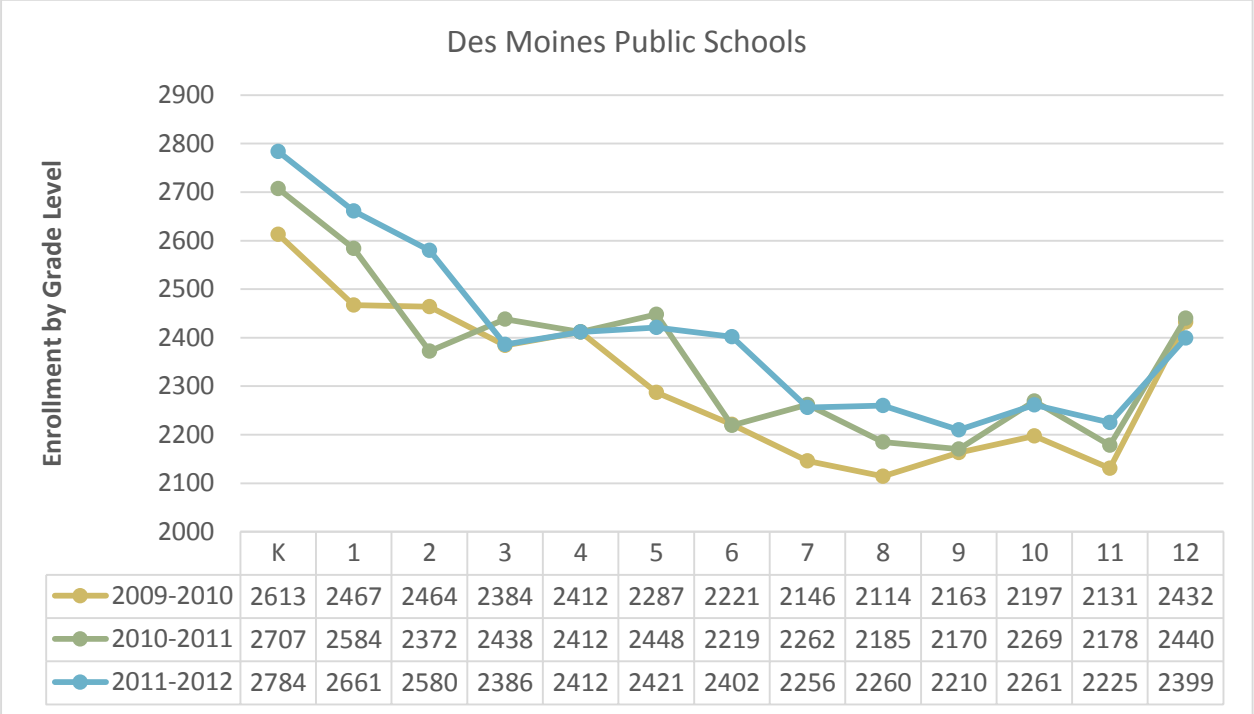
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	29344	30634	29892	31802	29738	29106	29585	29042	28978	32906	34254	24388	23375
2010-2011	28965	30656	29994	31319	29239	29433	29435	28561	28419	31708	33988	27081	23471
2011-2012	29466	31063	30366	31423	28962	28971	29635	28506	28124	30187	31618	26881	23975

Indiana



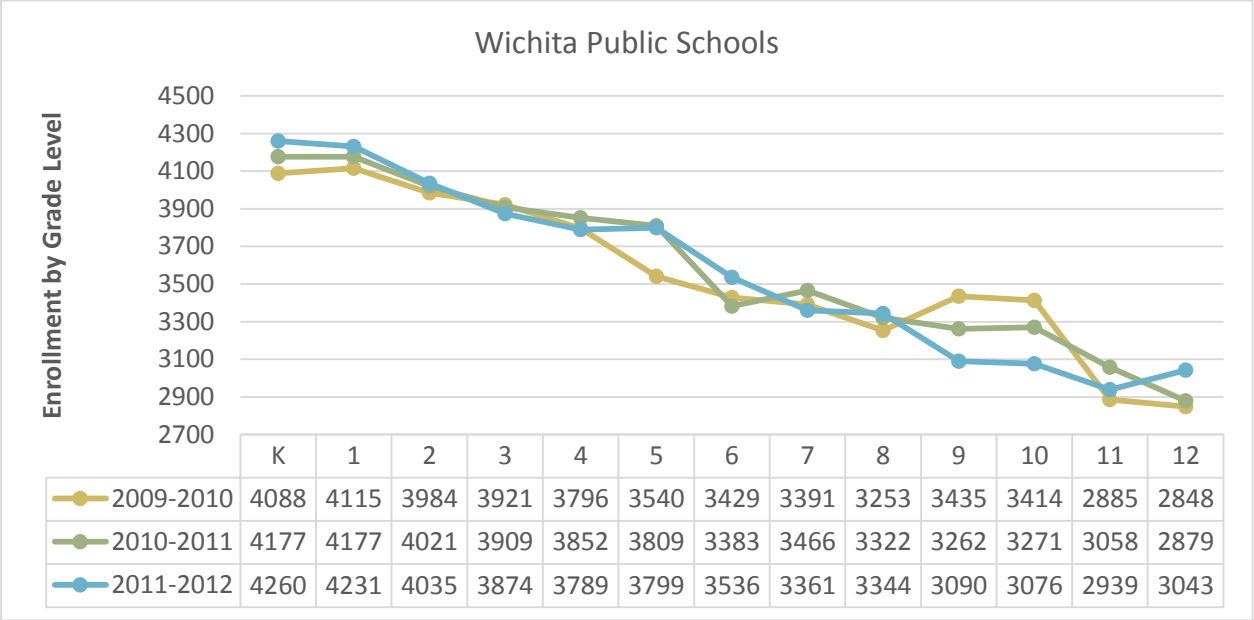
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	3497	3245	3057	2981	2843	2600	2368	2209	2321	2338	2682	1614	1402
2010-2011	3295	3297	2920	2827	2839	2594	2382	2297	2204	2071	2786	1699	1323
2011-2012	3384	3165	2937	2756	2710	2694	2423	2270	2162	1882	2303	1738	1338

Iowa



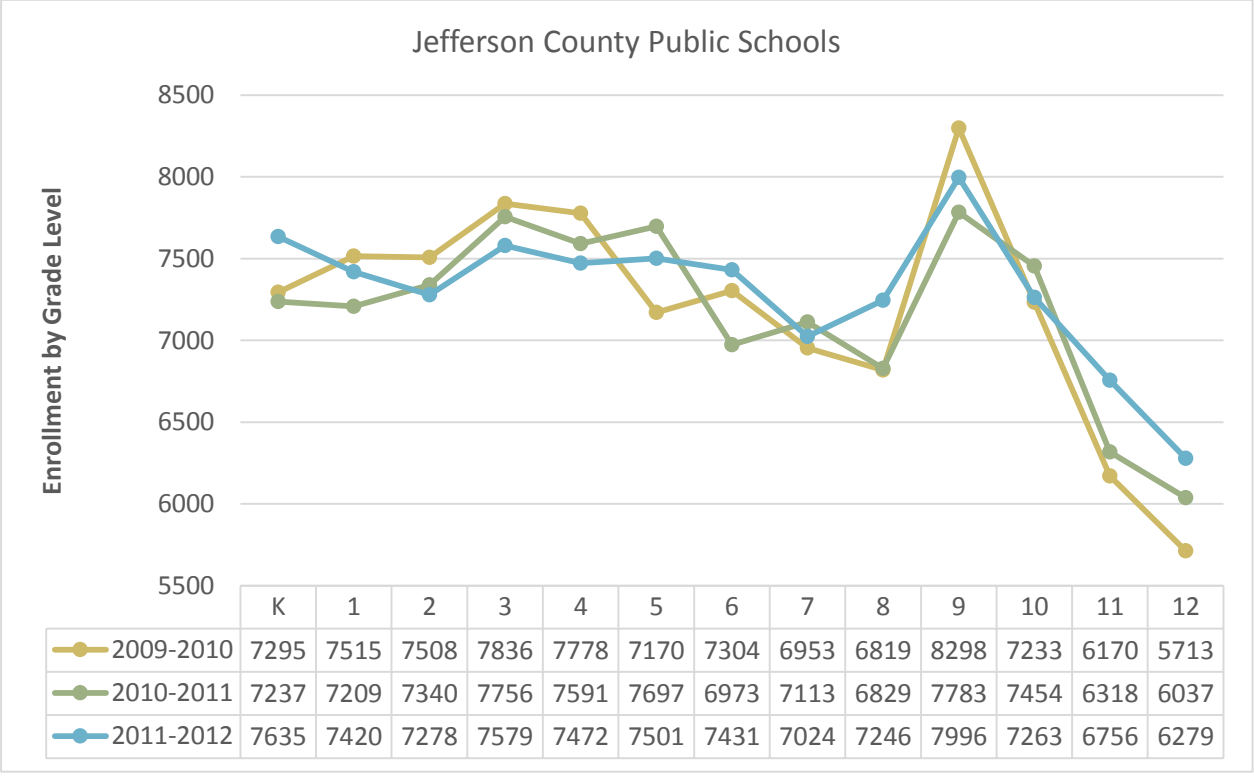
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	2613	2467	2464	2384	2412	2287	2221	2146	2114	2163	2197	2131	2432
2010-2011	2707	2584	2372	2438	2412	2448	2219	2262	2185	2170	2269	2178	2440
2011-2012	2784	2661	2580	2386	2412	2421	2402	2256	2260	2210	2261	2225	2399

Kansas



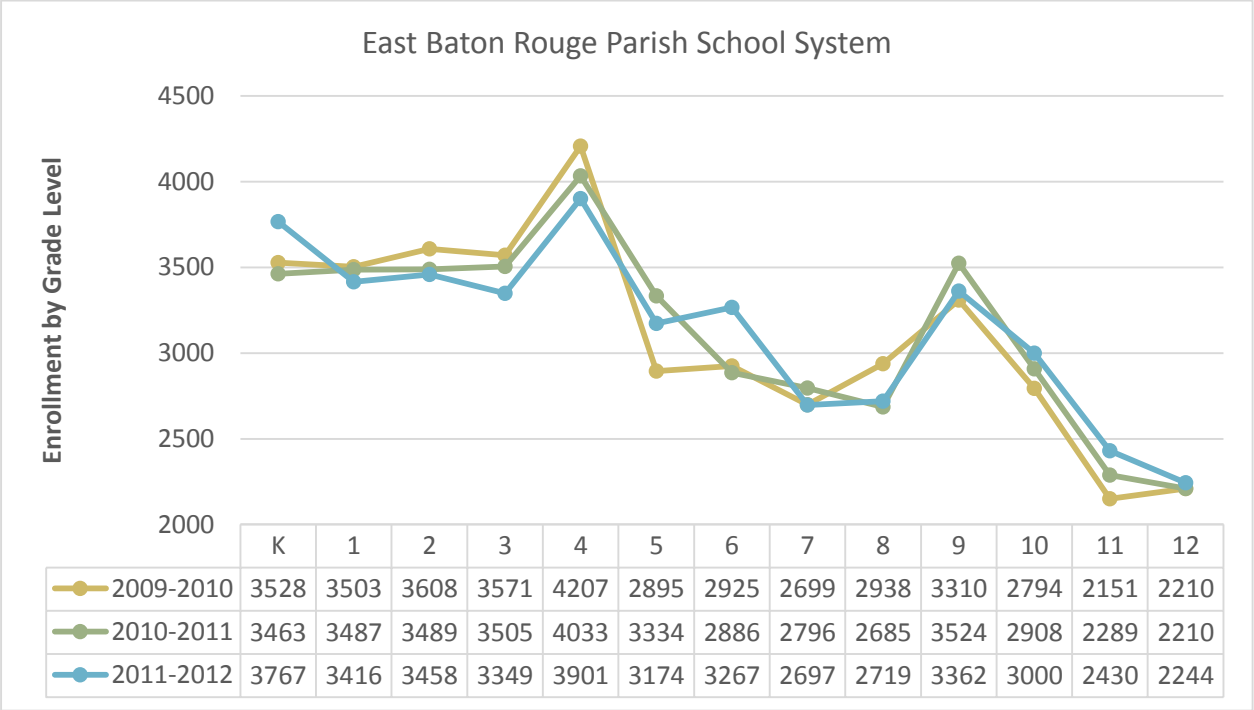
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	4088	4115	3984	3921	3796	3540	3429	3391	3253	3435	3414	2885	2848
2010-2011	4177	4177	4021	3909	3852	3809	3383	3466	3322	3262	3271	3058	2879
2011-2012	4260	4231	4035	3874	3789	3799	3536	3361	3344	3090	3076	2939	3043

Kentucky

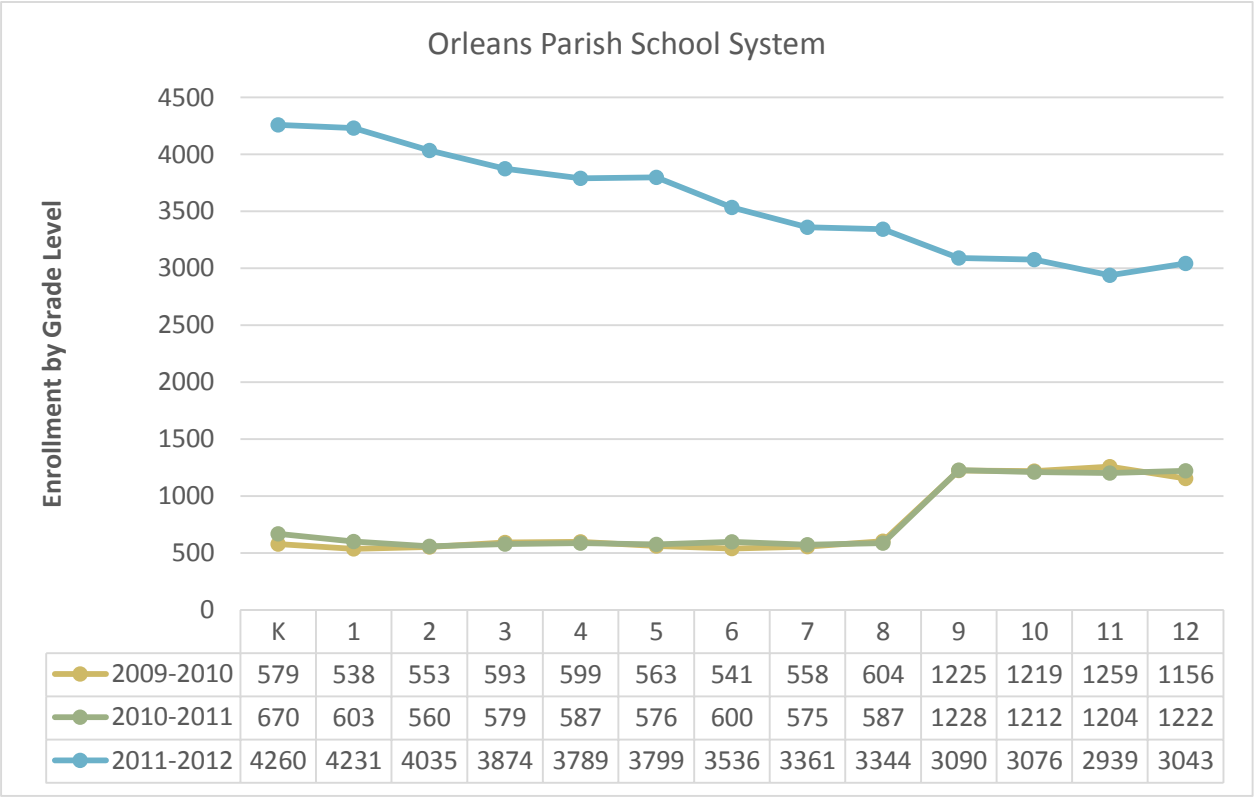


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	7295	7515	7508	7836	7778	7170	7304	6953	6819	8298	7233	6170	5713
2010-2011	7237	7209	7340	7756	7591	7697	6973	7113	6829	7783	7454	6318	6037
2011-2012	7635	7420	7278	7579	7472	7501	7431	7024	7246	7996	7263	6756	6279

Louisiana

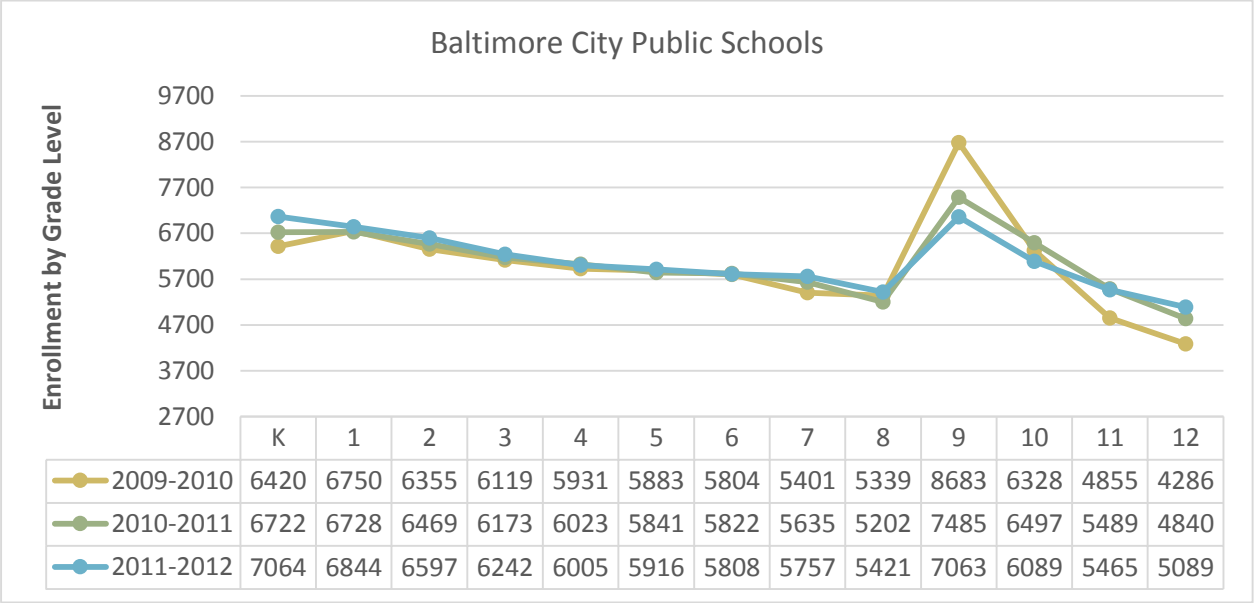


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	3528	3503	3608	3571	4207	2895	2925	2699	2938	3310	2794	2151	2210
2010-2011	3463	3487	3489	3505	4033	3334	2886	2796	2685	3524	2908	2289	2210
2011-2012	3767	3416	3458	3349	3901	3174	3267	2697	2719	3362	3000	2430	2244



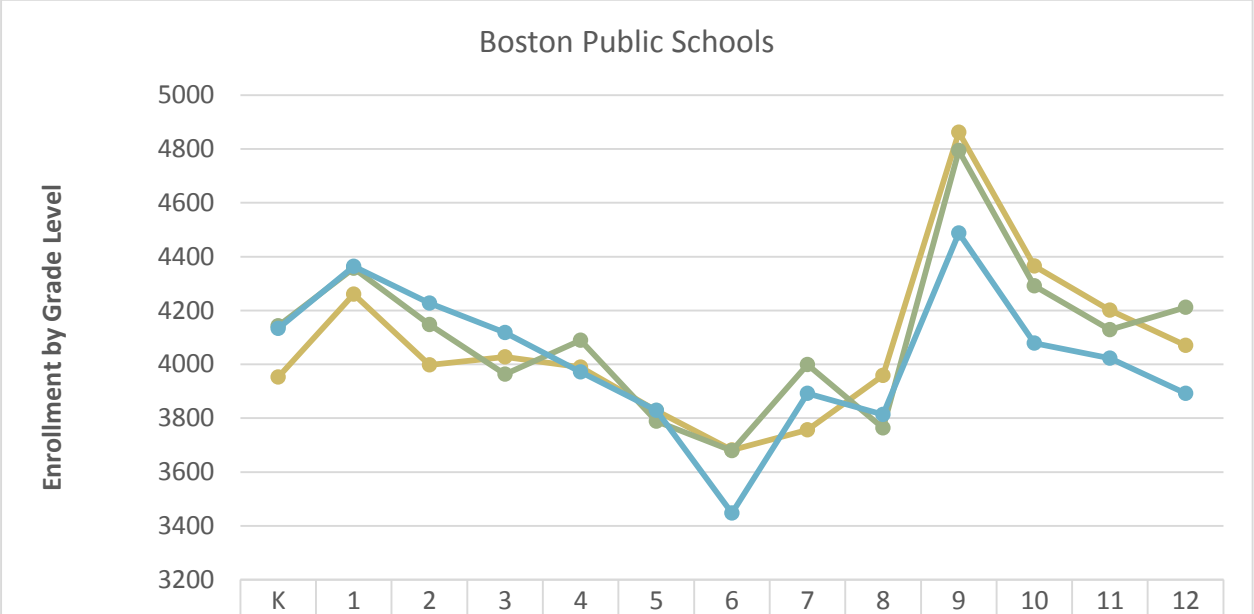
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	579	538	553	593	599	563	541	558	604	1225	1219	1259	1156
2010-2011	670	603	560	579	587	576	600	575	587	1228	1212	1204	1222
2011-2012	4260	4231	4035	3874	3789	3799	3536	3361	3344	3090	3076	2939	3043

Maryland



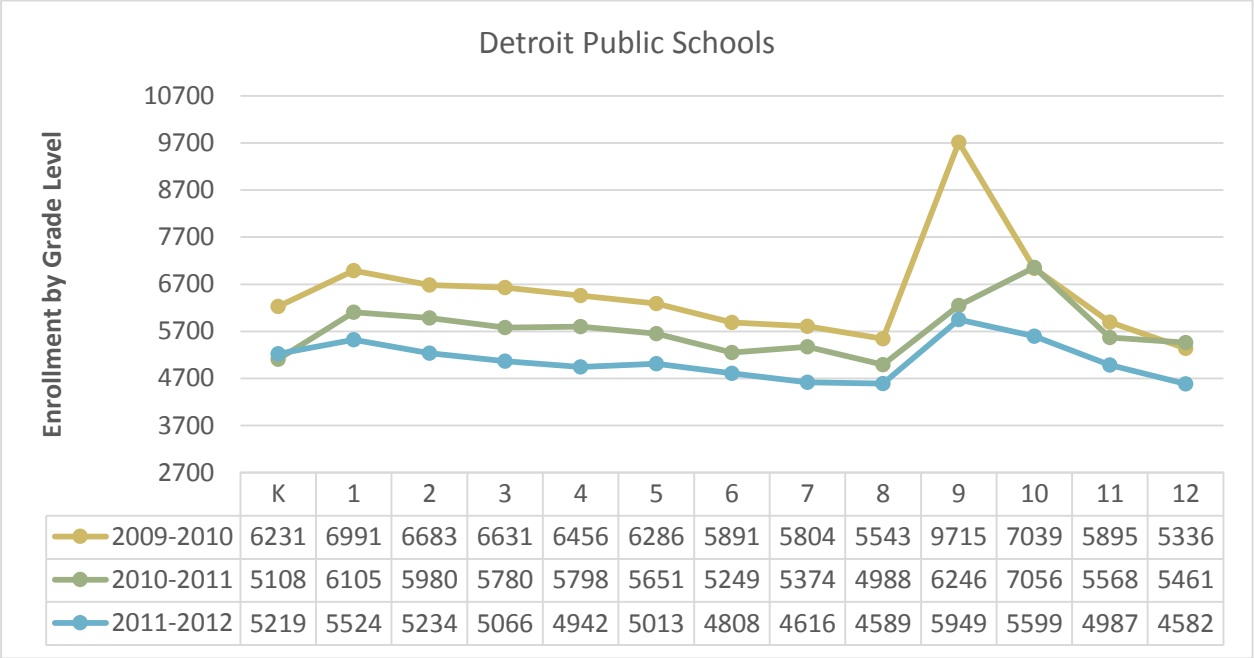
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	6420	6750	6355	6119	5931	5883	5804	5401	5339	8683	6328	4855	4286
2010-2011	6722	6728	6469	6173	6023	5841	5822	5635	5202	7485	6497	5489	4840
2011-2012	7064	6844	6597	6242	6005	5916	5808	5757	5421	7063	6089	5465	5089

Massachusetts



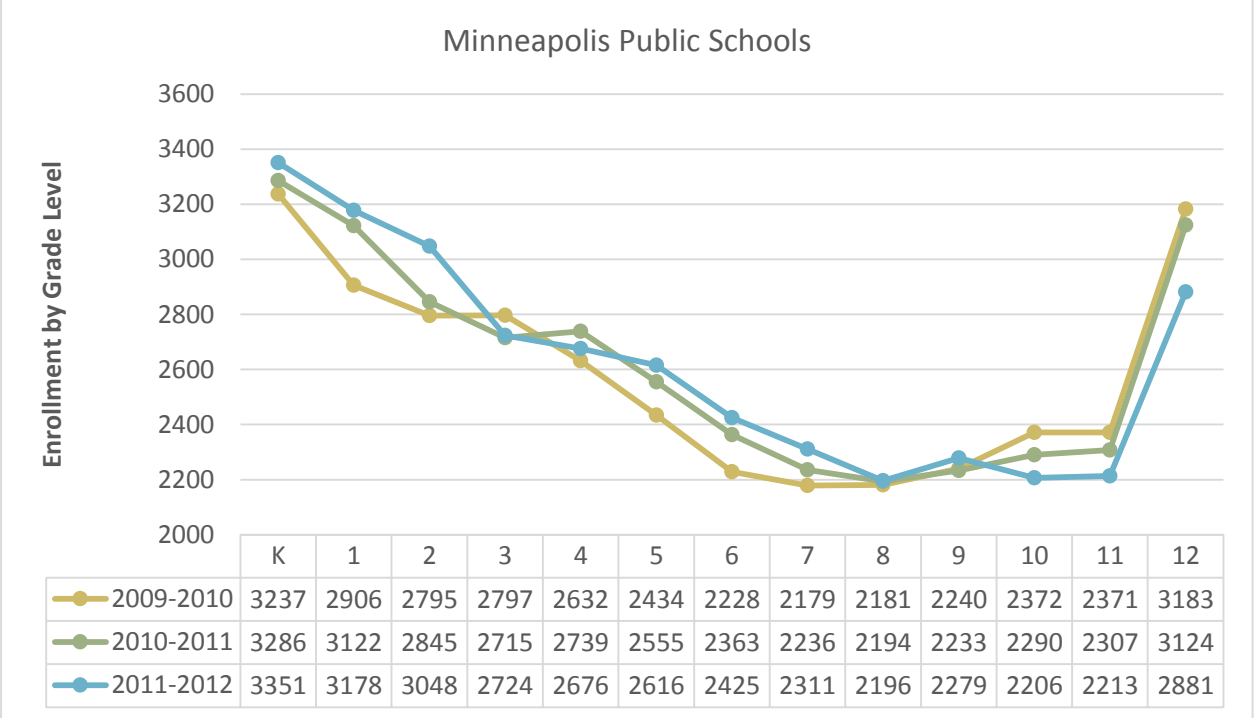
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	3953	4260	3998	4027	3989	3828	3681	3756	3959	4862	4365	4201	4070
2010-2011	4143	4357	4147	3963	4089	3788	3679	3999	3764	4794	4291	4128	4212
2011-2012	4133	4364	4227	4118	3971	3829	3447	3892	3814	4488	4078	4023	3892

Michigan

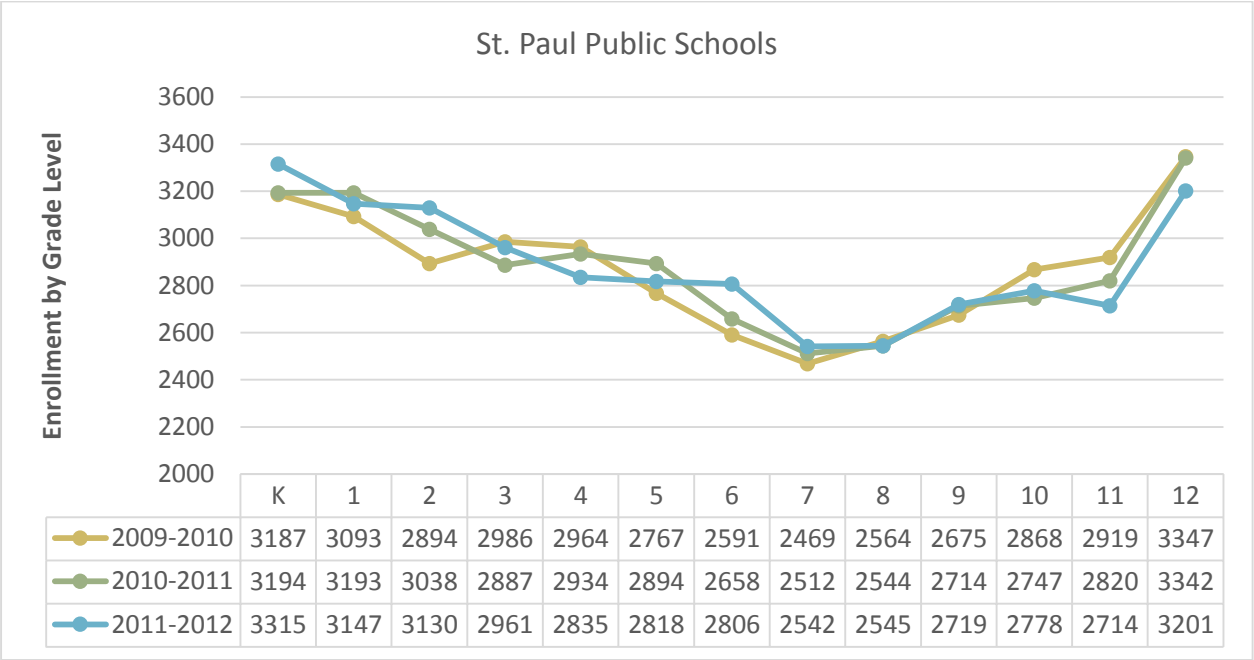


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	6231	6991	6683	6631	6456	6286	5891	5804	5543	9715	7039	5895	5336
2010-2011	5108	6105	5980	5780	5798	5651	5249	5374	4988	6246	7056	5568	5461
2011-2012	5219	5524	5234	5066	4942	5013	4808	4616	4589	5949	5599	4987	4582

Minnesota

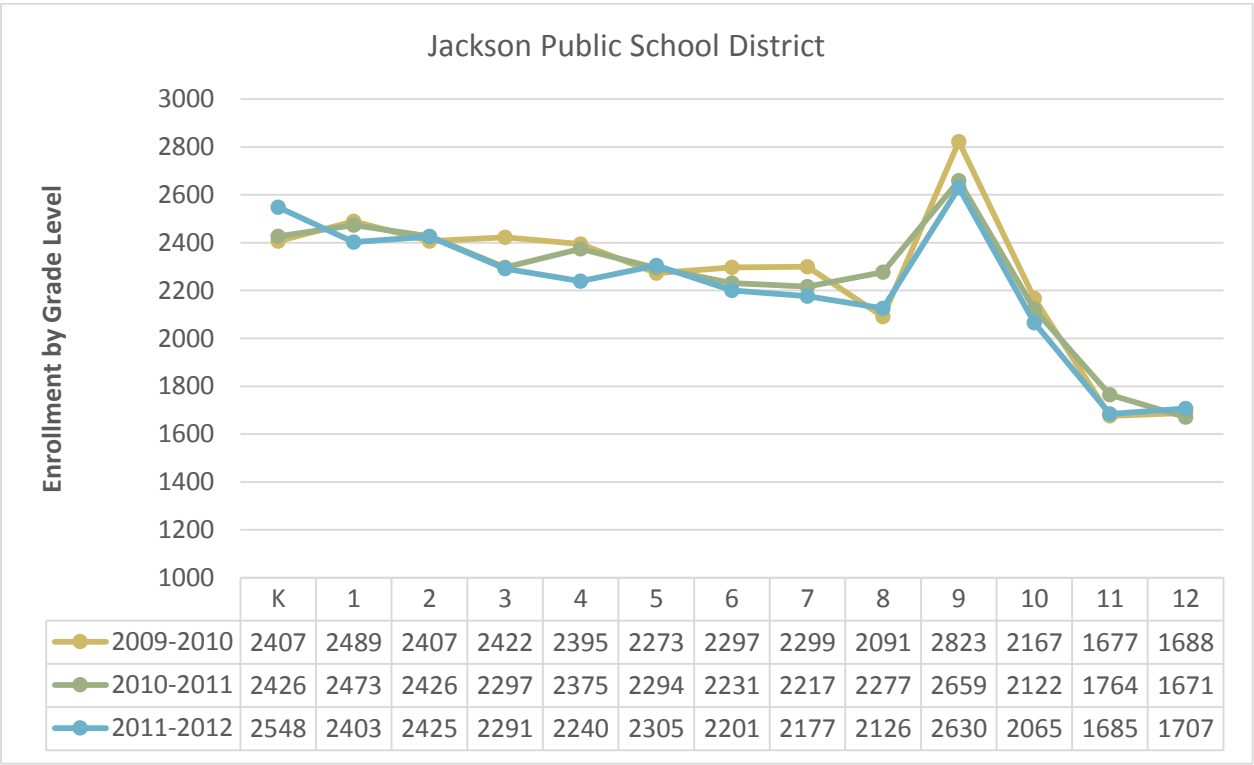


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	3237	2906	2795	2797	2632	2434	2228	2179	2181	2240	2372	2371	3183
2010-2011	3286	3122	2845	2715	2739	2555	2363	2236	2194	2233	2290	2307	3124
2011-2012	3351	3178	3048	2724	2676	2616	2425	2311	2196	2279	2206	2213	2881



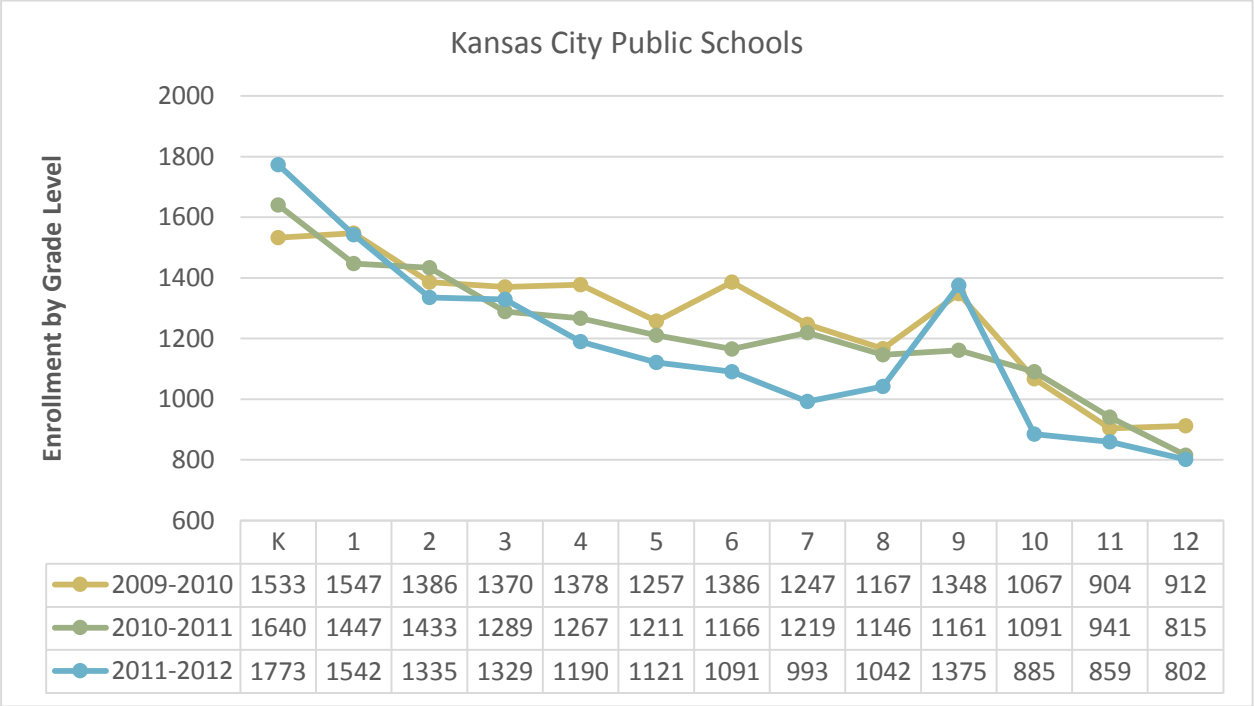
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	3187	3093	2894	2986	2964	2767	2591	2469	2564	2675	2868	2919	3347
2010-2011	3194	3193	3038	2887	2934	2894	2658	2512	2544	2714	2747	2820	3342
2011-2012	3315	3147	3130	2961	2835	2818	2806	2542	2545	2719	2778	2714	3201

Mississippi

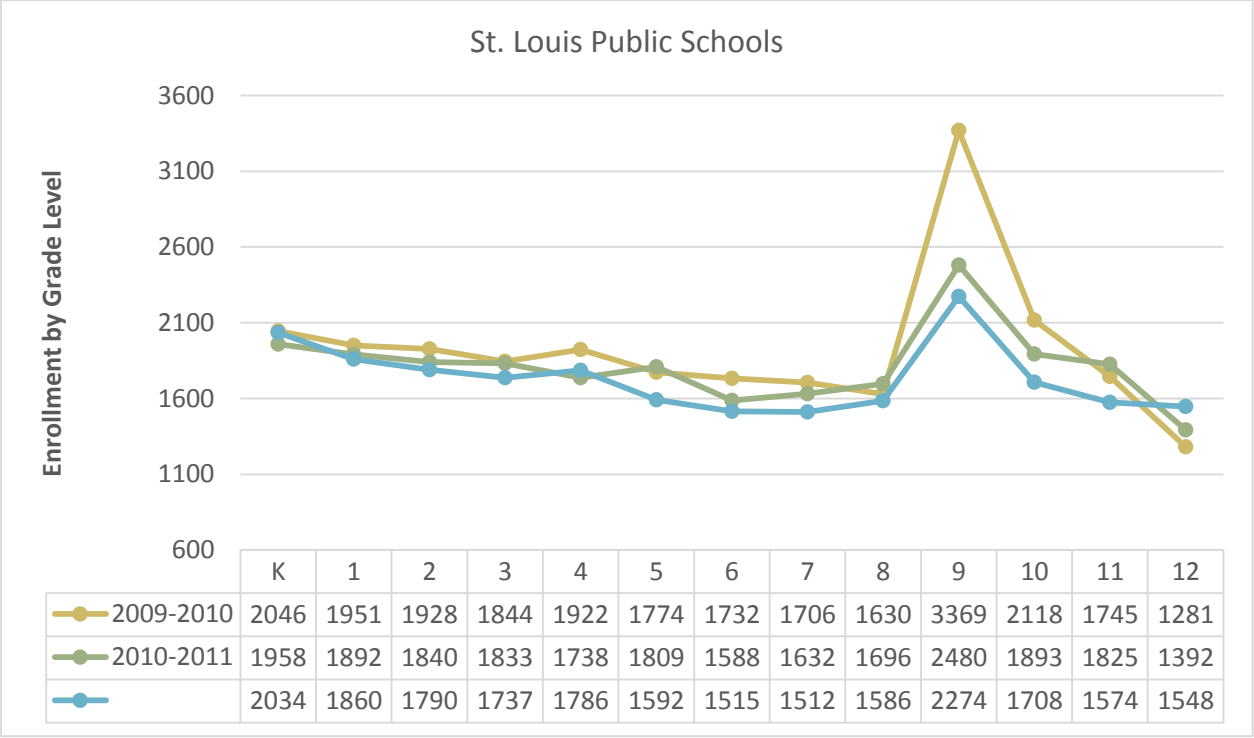


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	2407	2489	2407	2422	2395	2273	2297	2299	2091	2823	2167	1677	1688
2010-2011	2426	2473	2426	2297	2375	2294	2231	2217	2277	2659	2122	1764	1671
2011-2012	2548	2403	2425	2291	2240	2305	2201	2177	2126	2630	2065	1685	1707

Missouri

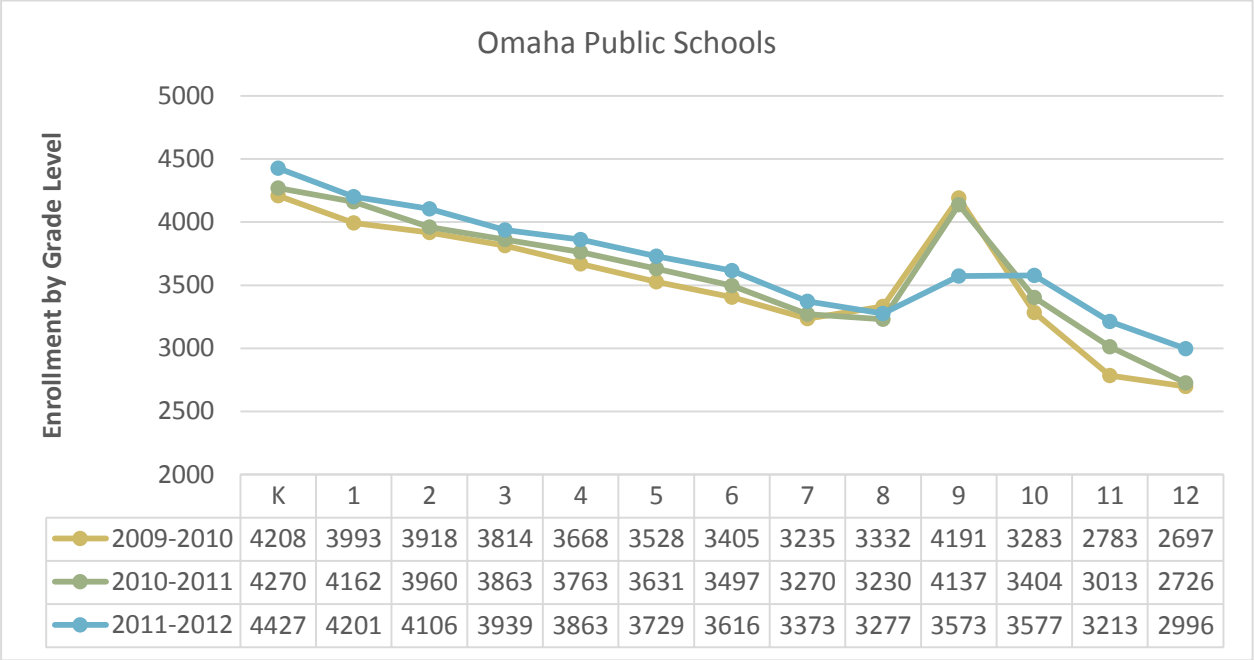


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	1533	1547	1386	1370	1378	1257	1386	1247	1167	1348	1067	904	912
2010-2011	1640	1447	1433	1289	1267	1211	1166	1219	1146	1161	1091	941	815
2011-2012	1773	1542	1335	1329	1190	1121	1091	993	1042	1375	885	859	802



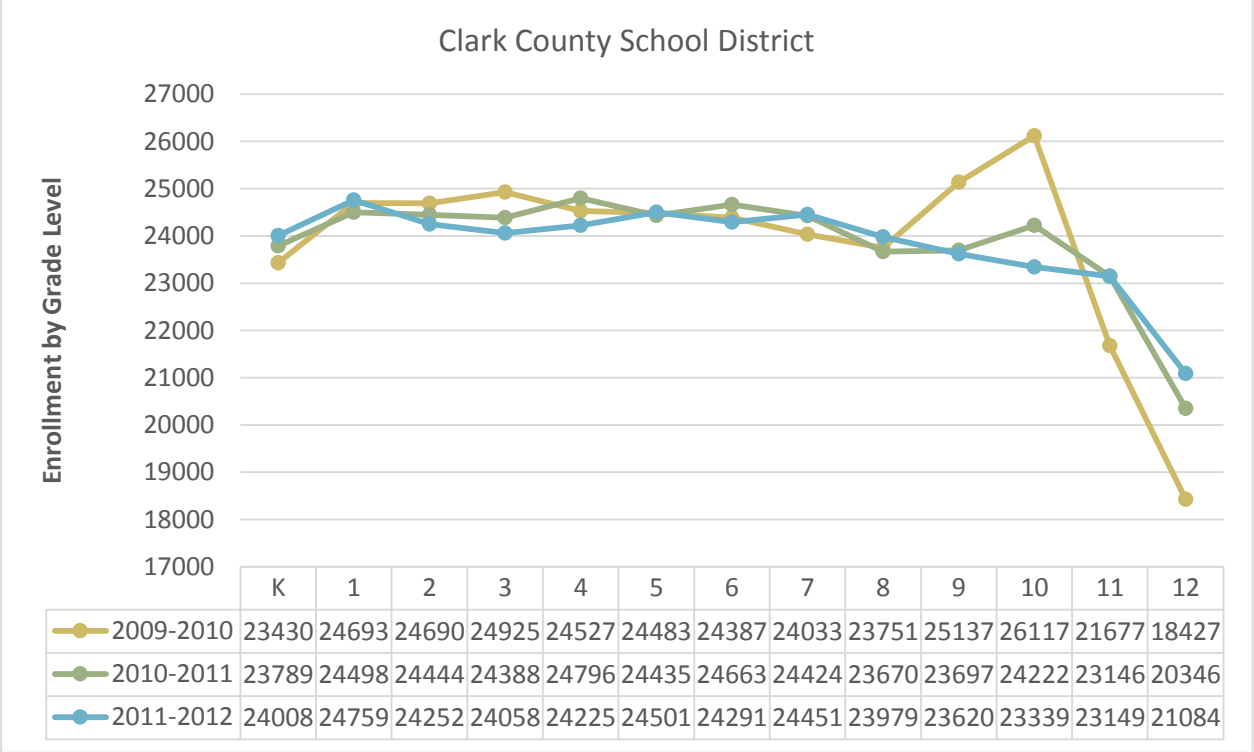
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	2046	1951	1928	1844	1922	1774	1732	1706	1630	3369	2118	1745	1281
2010-2011	1958	1892	1840	1833	1738	1809	1588	1632	1696	2480	1893	1825	1392
	2034	1860	1790	1737	1786	1592	1515	1512	1586	2274	1708	1574	1548

Nebraska



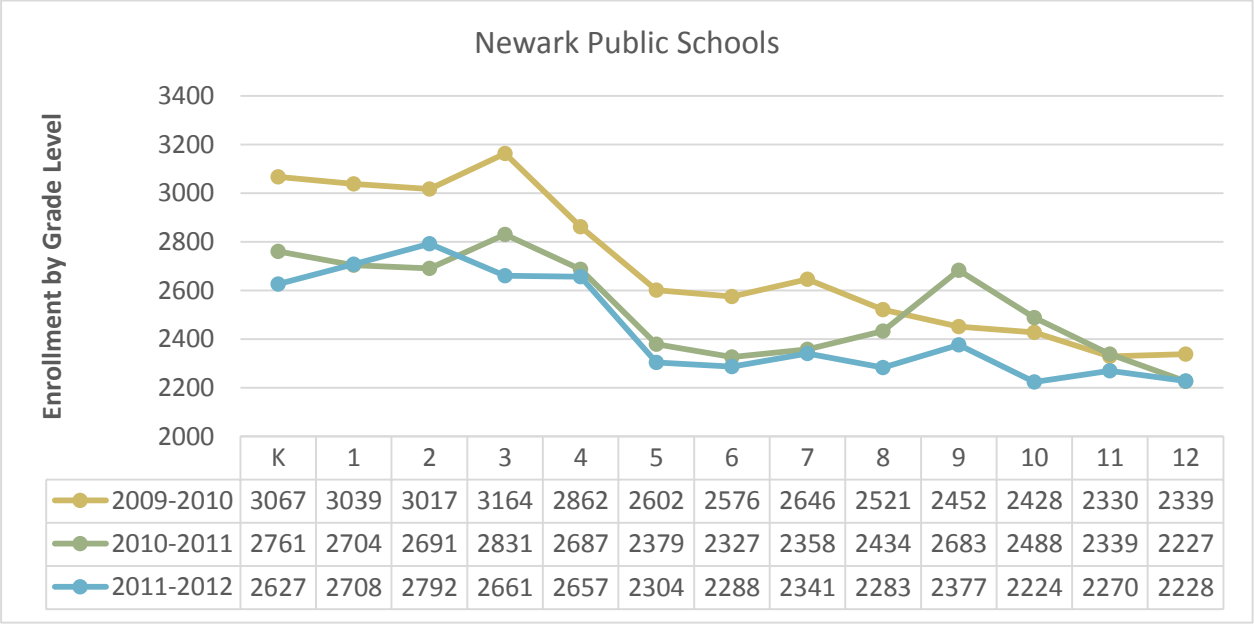
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	4208	3993	3918	3814	3668	3528	3405	3235	3332	4191	3283	2783	2697
2010-2011	4270	4162	3960	3863	3763	3631	3497	3270	3230	4137	3404	3013	2726
2011-2012	4427	4201	4106	3939	3863	3729	3616	3373	3277	3573	3577	3213	2996

Nevada



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	23430	24693	24690	24925	24527	24483	24387	24033	23751	25137	26117	21677	18427
2010-2011	23789	24498	24444	24388	24796	24435	24663	24424	23670	23697	24222	23146	20346
2011-2012	24008	24759	24252	24058	24225	24501	24291	24451	23979	23620	23339	23149	21084

New Jersey



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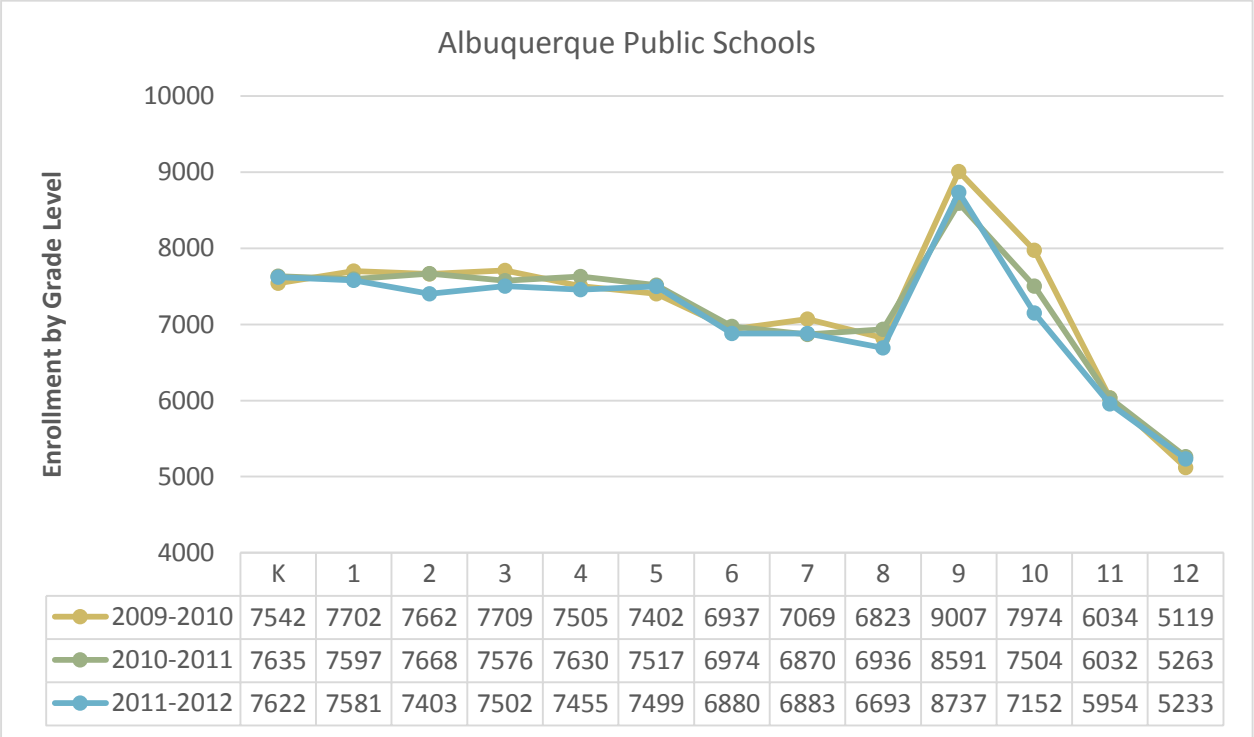
2009-2010	3067	3039	3017	3164	2862	2602	2576	2646	2521	2452	2428	2330	2339
2010-2011	2761	2704	2691	2831	2687	2379	2327	2358	2434	2683	2488	2339	2227
2011-2012	2627	2708	2792	2661	2657	2304	2288	2341	2283	2377	2224	2270	2228

New Mexico



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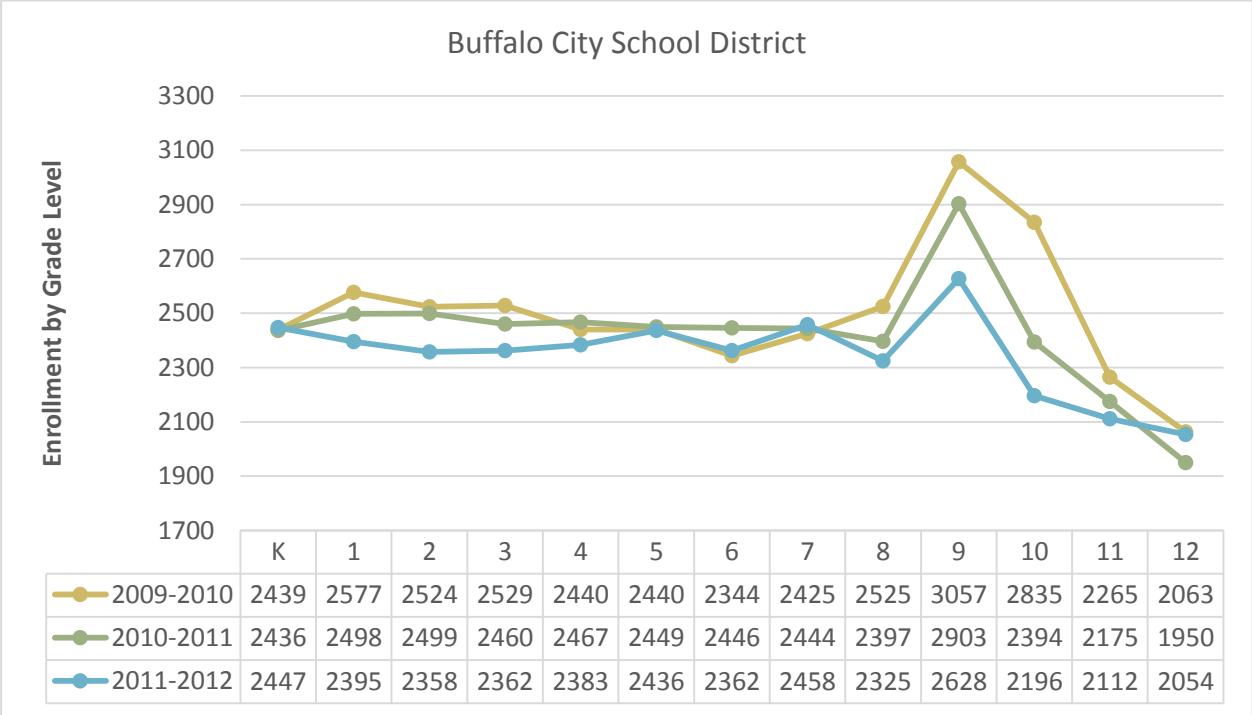
2009-2010	7542	7702	7662	7709	7505	7402	6937	7069	6823	9007	7974	6034	5119
2010-2011	7635	7597	7668	7576	7630	7517	6974	6870	6936	8591	7504	6032	5263
2011-2012	7622	7581	7403	7502	7455	7499	6880	6883	6693	8737	7152	5954	5233

New York



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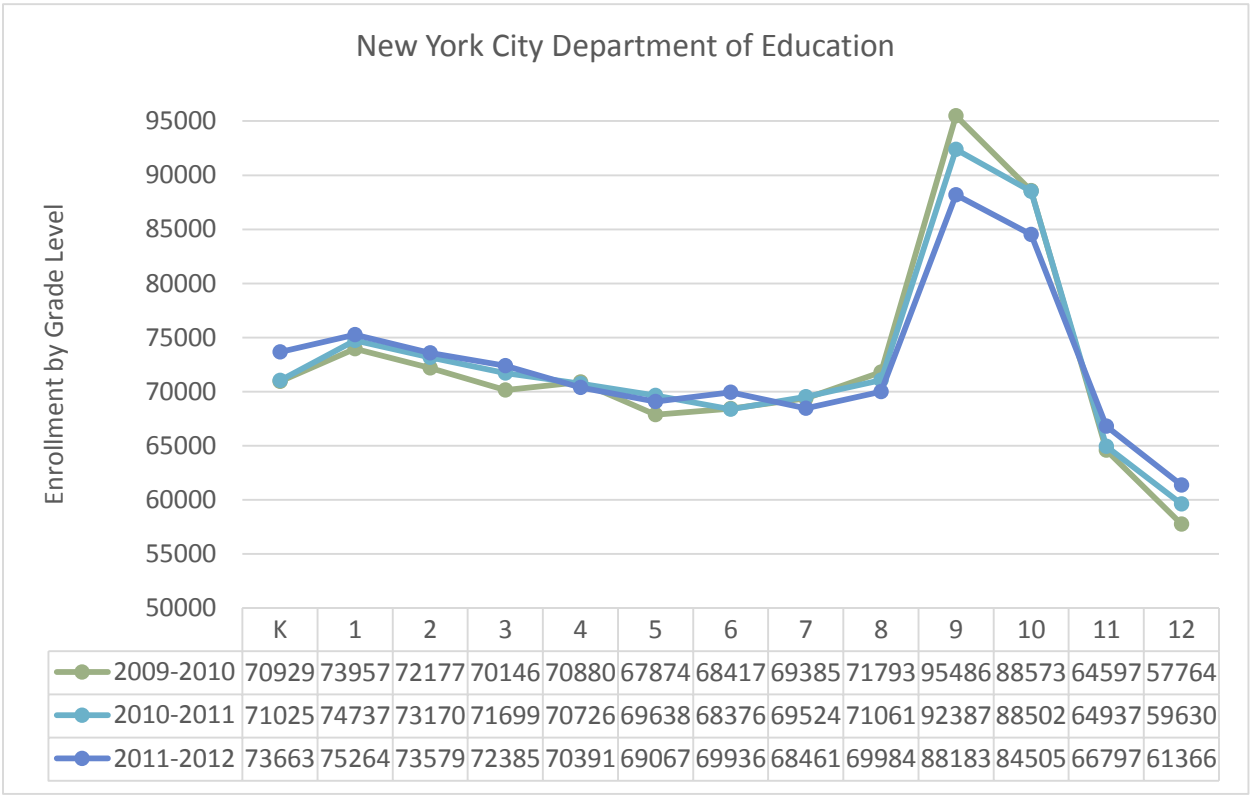
2009-2010	2439	2577	2524	2529	2440	2440	2344	2425	2525	3057	2835	2265	2063
2010-2011	2436	2498	2499	2460	2467	2449	2446	2444	2397	2903	2394	2175	1950
2011-2012	2447	2395	2358	2362	2383	2436	2362	2458	2325	2628	2196	2112	2054



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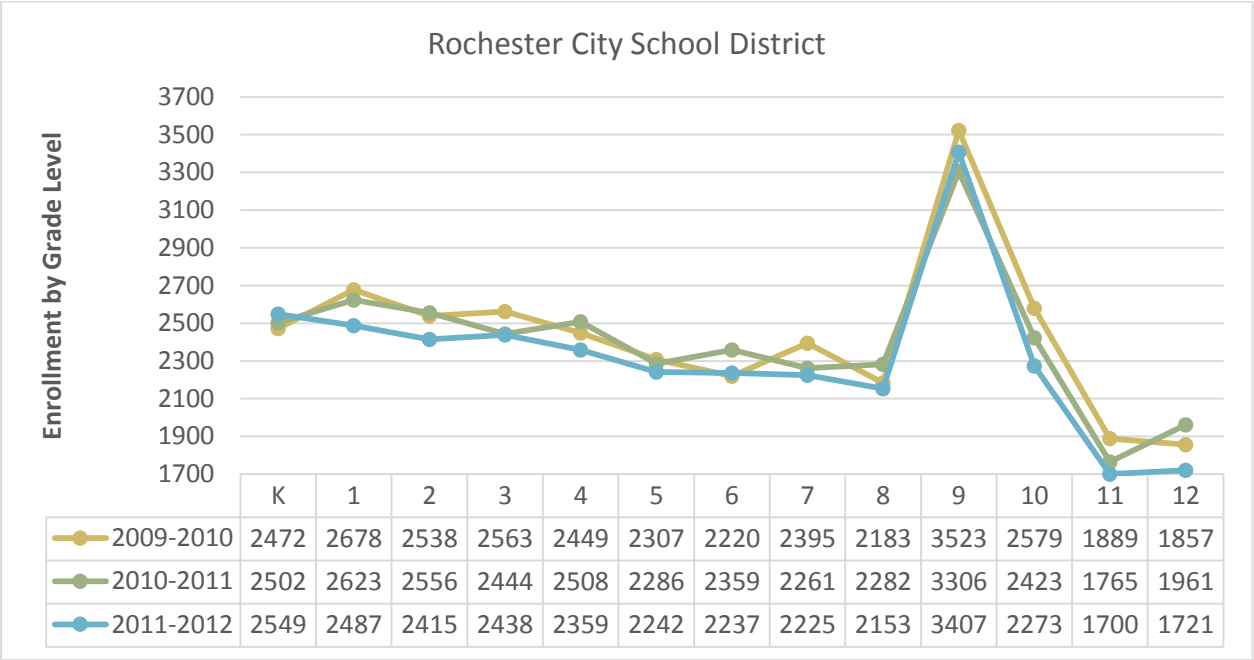
2009-2010	70929	73957	72177	70146	70880	67874	68417	69385	71793	95486	88573	64597	57764
2010-2011	71025	74737	73170	71699	70726	69638	68376	69524	71061	92387	88502	64937	59630
2011-2012	73663	75264	73579	72385	70391	69067	69936	68461	69984	88183	84505	66797	61366



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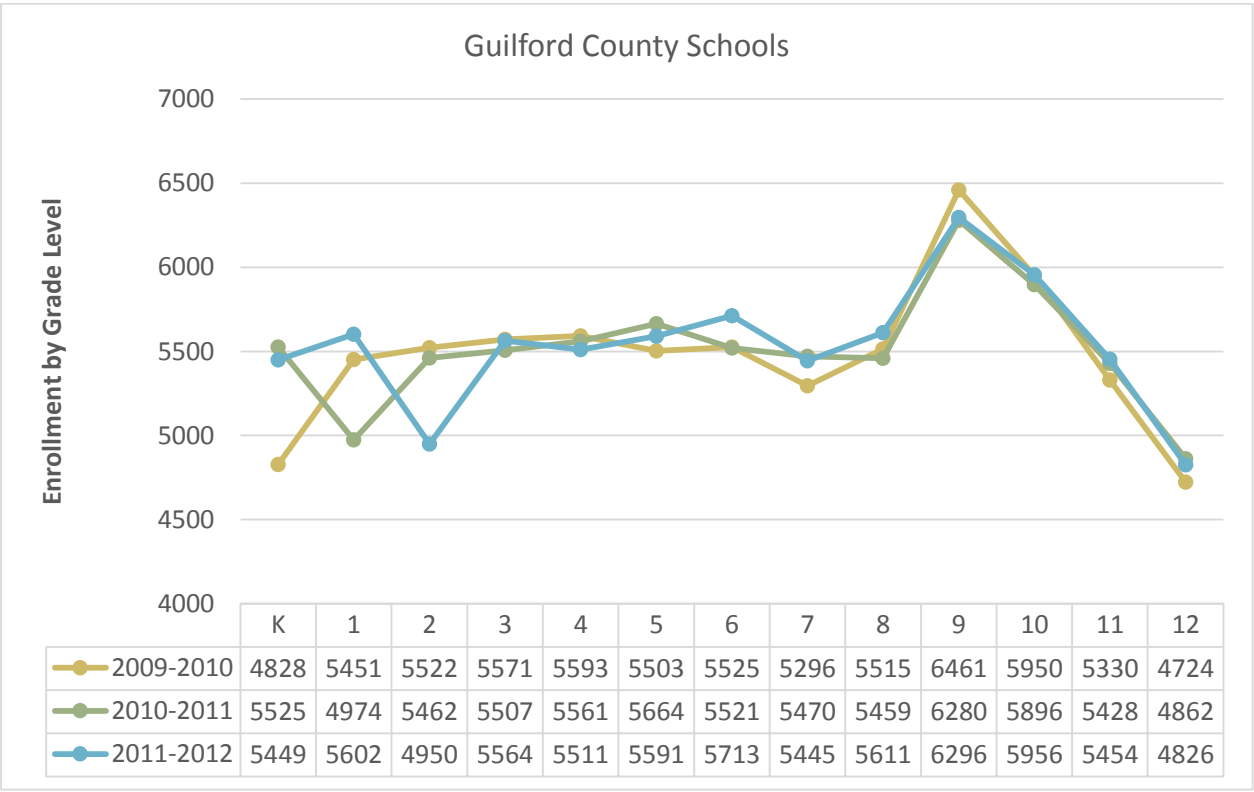
2009-2010	2472	2678	2538	2563	2449	2307	2220	2395	2183	3523	2579	1889	1857
2010-2011	2502	2623	2556	2444	2508	2286	2359	2261	2282	3306	2423	1765	1961
2011-2012	2549	2487	2415	2438	2359	2242	2237	2225	2153	3407	2273	1700	1721

North Carolina



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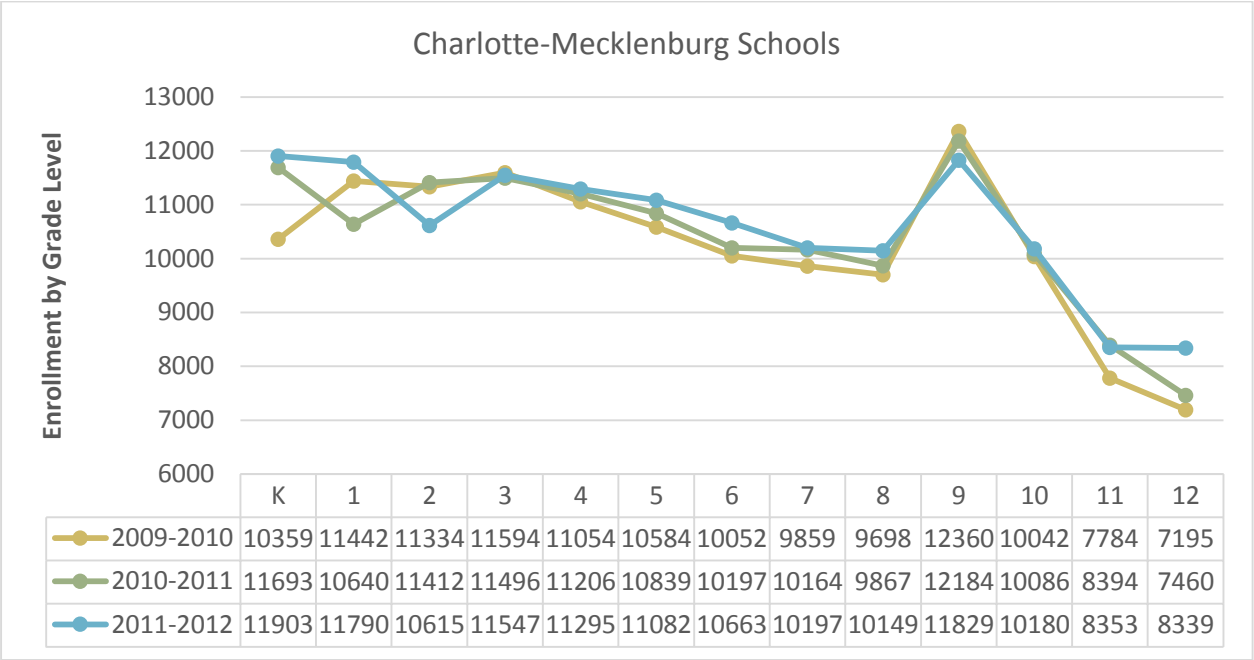
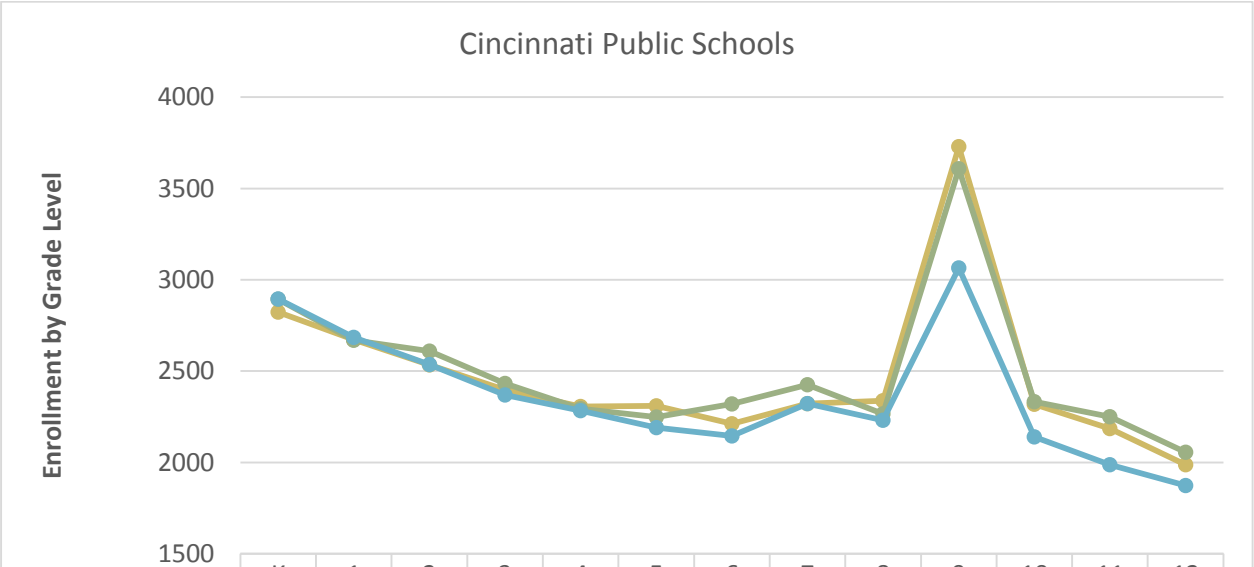
2009-2010	4828	5451	5522	5571	5593	5503	5525	5296	5515	6461	5950	5330	4724
2010-2011	5525	4974	5462	5507	5561	5664	5521	5470	5459	6280	5896	5428	4862
2011-2012	5449	5602	4950	5564	5511	5591	5713	5445	5611	6296	5956	5454	4826

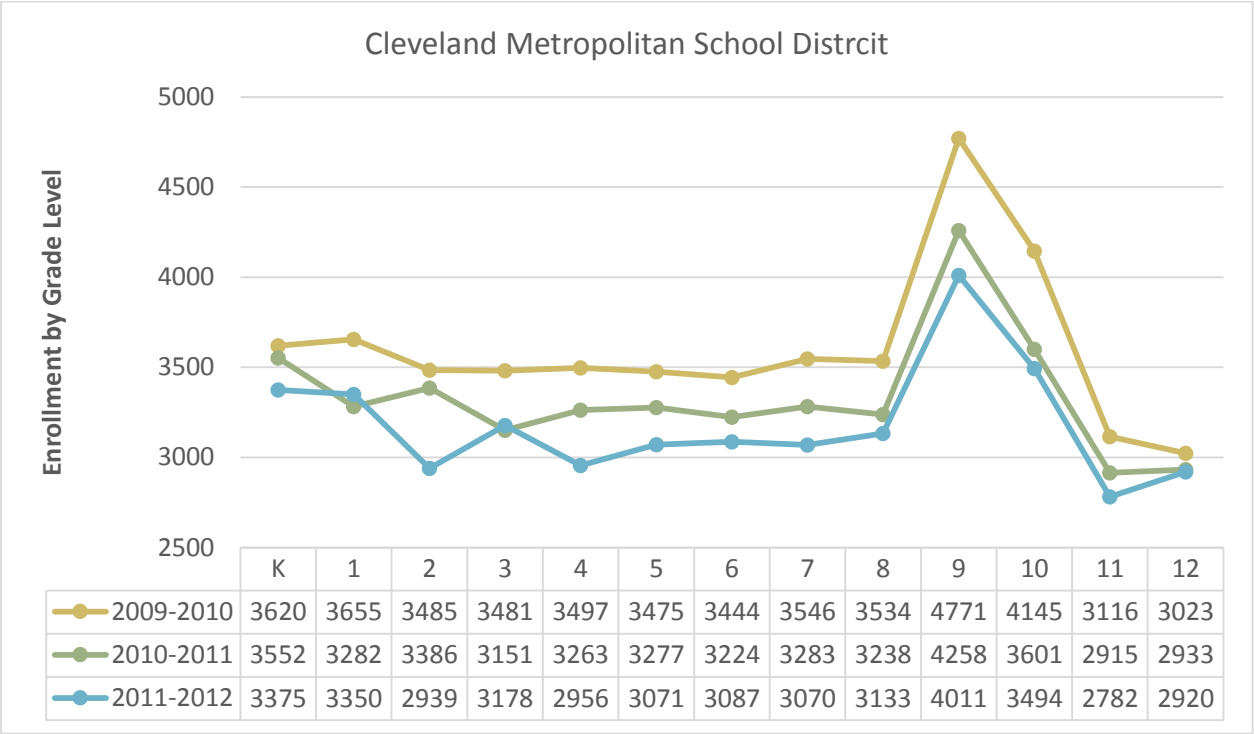


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	10359	11442	11334	11594	11054	10584	10052	9859	9698	12360	10042	7784	7195
2010-2011	11693	10640	11412	11496	11206	10839	10197	10164	9867	12184	10086	8394	7460
2011-2012	11903	11790	10615	11547	11295	11082	10663	10197	10149	11829	10180	8353	8339

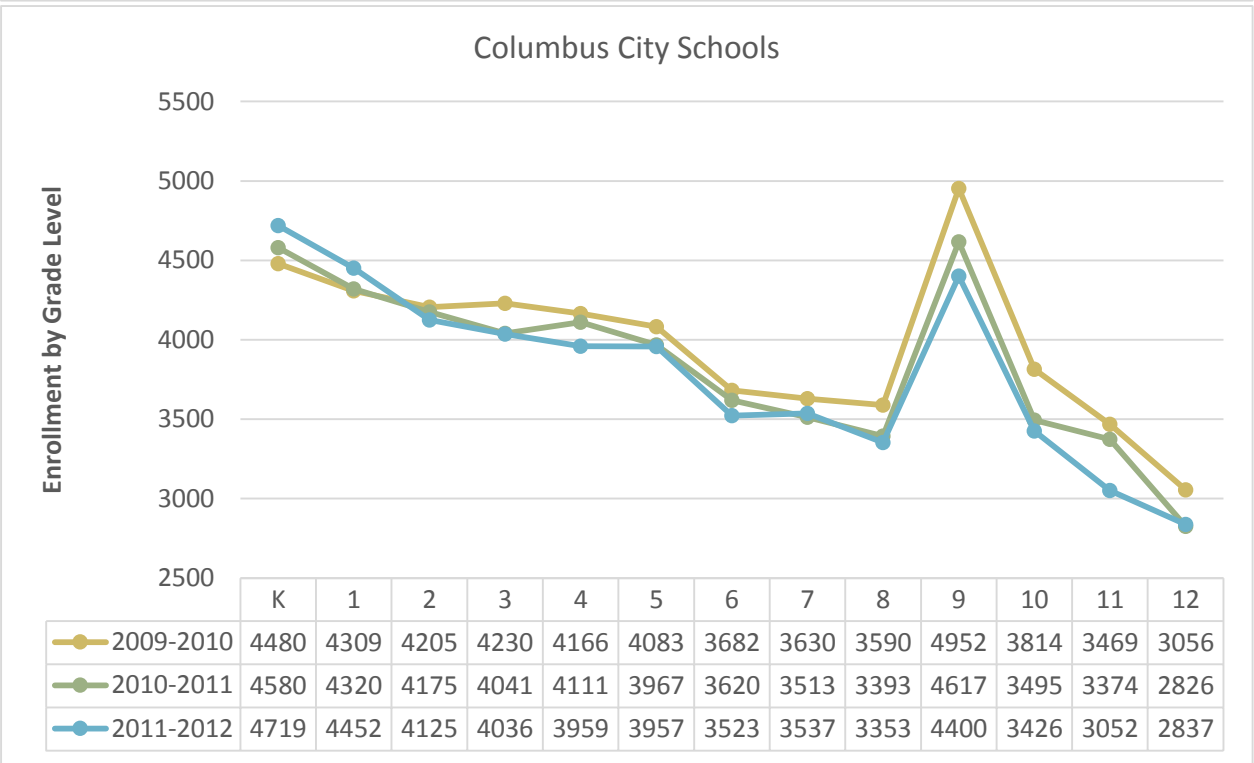
Ohio



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	2823	2672	2534	2397	2306	2310	2212	2322	2337	3729	2319	2186	1987
2010-2011	2893	2668	2609	2432	2294	2248	2320	2426	2266	3607	2332	2250	2056
2011-2012	2895	2685	2536	2370	2284	2190	2144	2321	2231	3065	2139	1987	1873



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	3620	3655	3485	3481	3497	3475	3444	3546	3534	4771	4145	3116	3023
2010-2011	3552	3282	3386	3151	3263	3277	3224	3283	3238	4258	3601	2915	2933
2011-2012	3375	3350	2939	3178	2956	3071	3087	3070	3133	4011	3494	2782	2920



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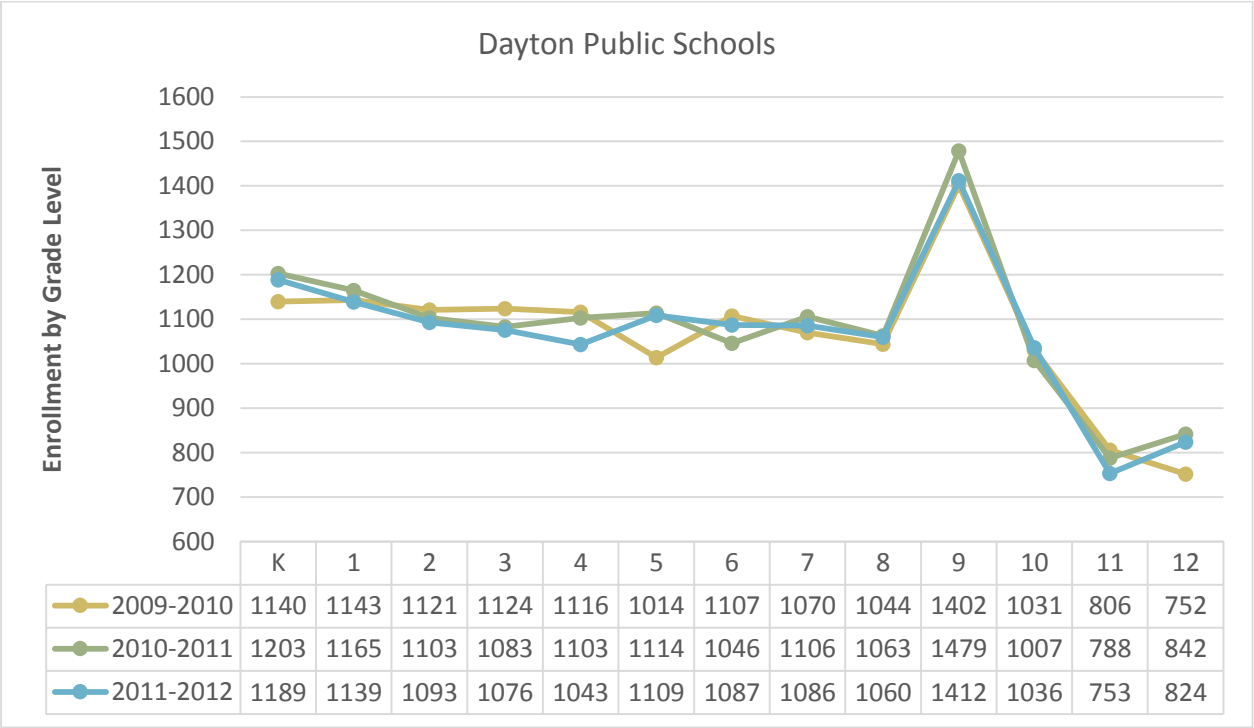
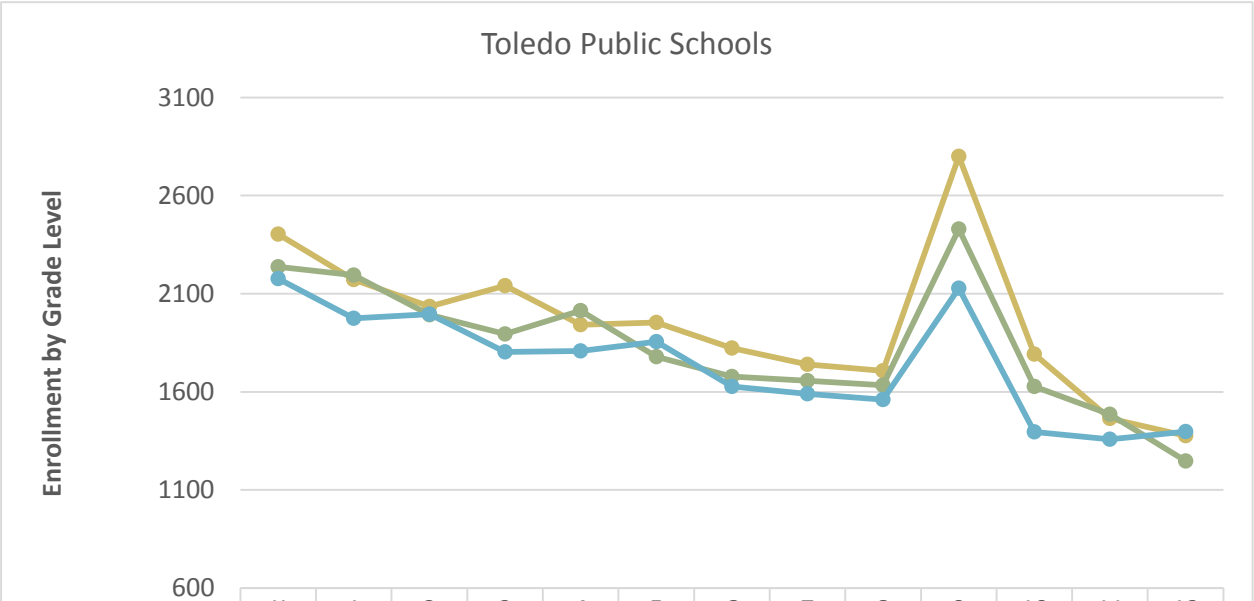
2010-2011	4580	4320	4175	4041	4111	3967	3620	3513	3393	4617	3495	3374	2826
2011-2012	4719	4452	4125	4036	3959	3957	3523	3537	3353	4400	3426	3052	2837

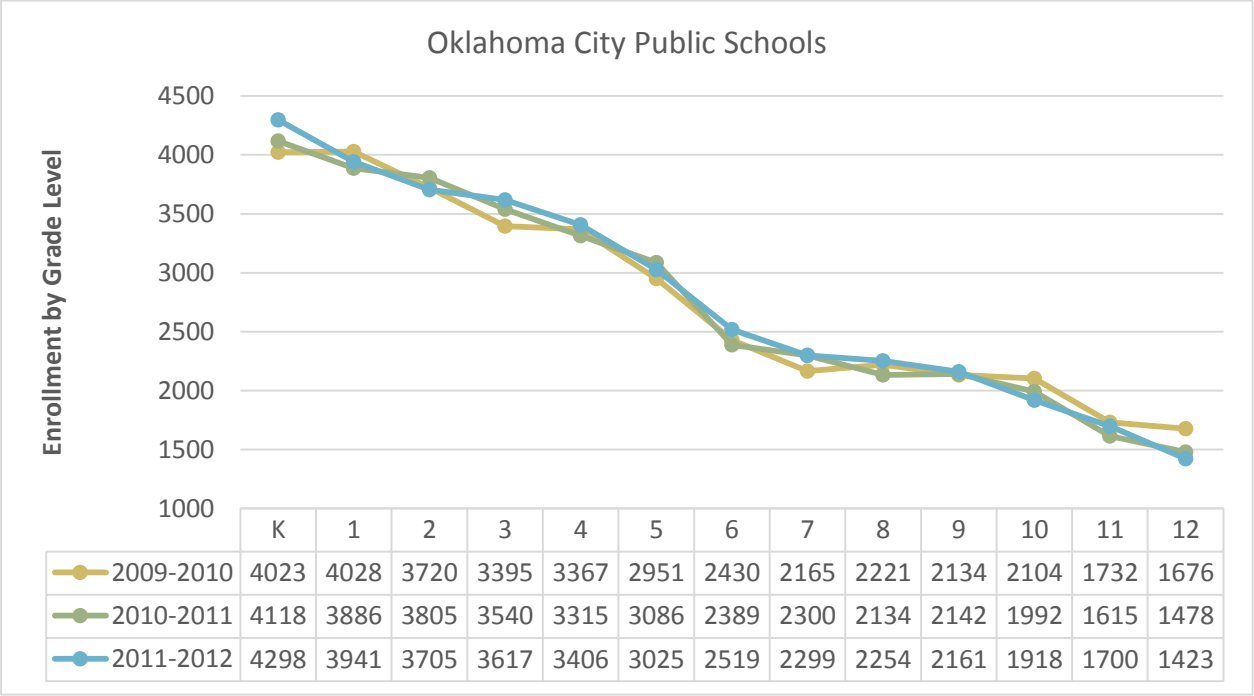


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	1140	1143	1121	1124	1116	1014	1107	1070	1044	1402	1031	806	752
2010-2011	1203	1165	1103	1083	1103	1114	1046	1106	1063	1479	1007	788	842
2011-2012	1189	1139	1093	1076	1043	1109	1087	1086	1060	1412	1036	753	824



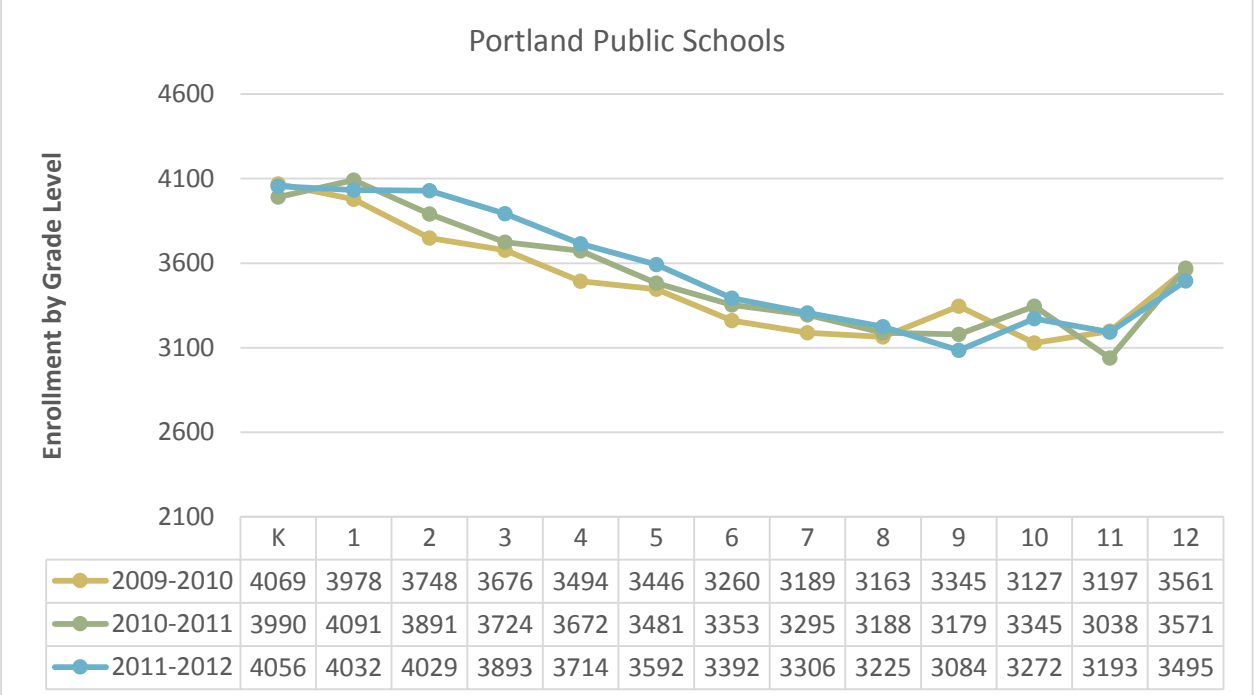
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	2403	2171	2035	2141	1942	1954	1823	1739	1707	2800	1792	1464	1376
2010-2011	2237	2195	1993	1894	2013	1779	1677	1657	1633	2429	1627	1485	1248
2011-2012	2176	1975	1996	1803	1808	1855	1627	1590	1561	2127	1395	1358	1397

Oklahoma



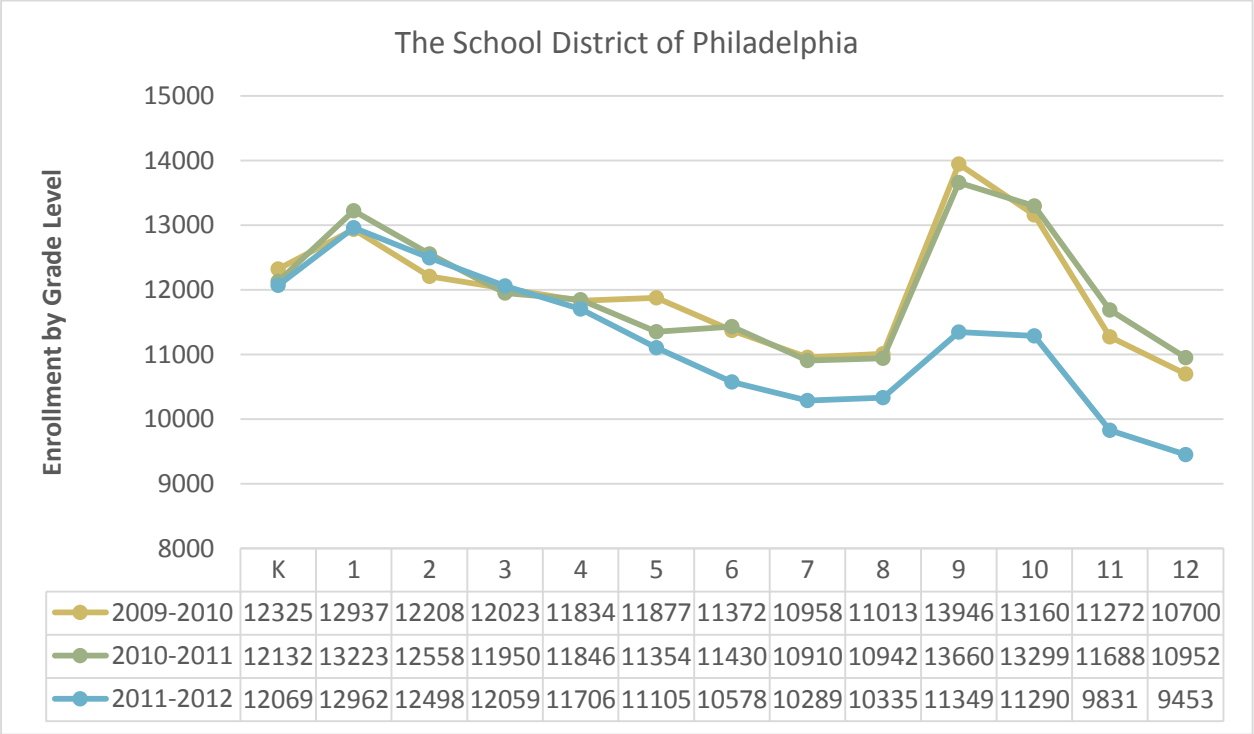
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	4023	4028	3720	3395	3367	2951	2430	2165	2221	2134	2104	1732	1676
2010-2011	4118	3886	3805	3540	3315	3086	2389	2300	2134	2142	1992	1615	1478
2011-2012	4298	3941	3705	3617	3406	3025	2519	2299	2254	2161	1918	1700	1423

Oregon

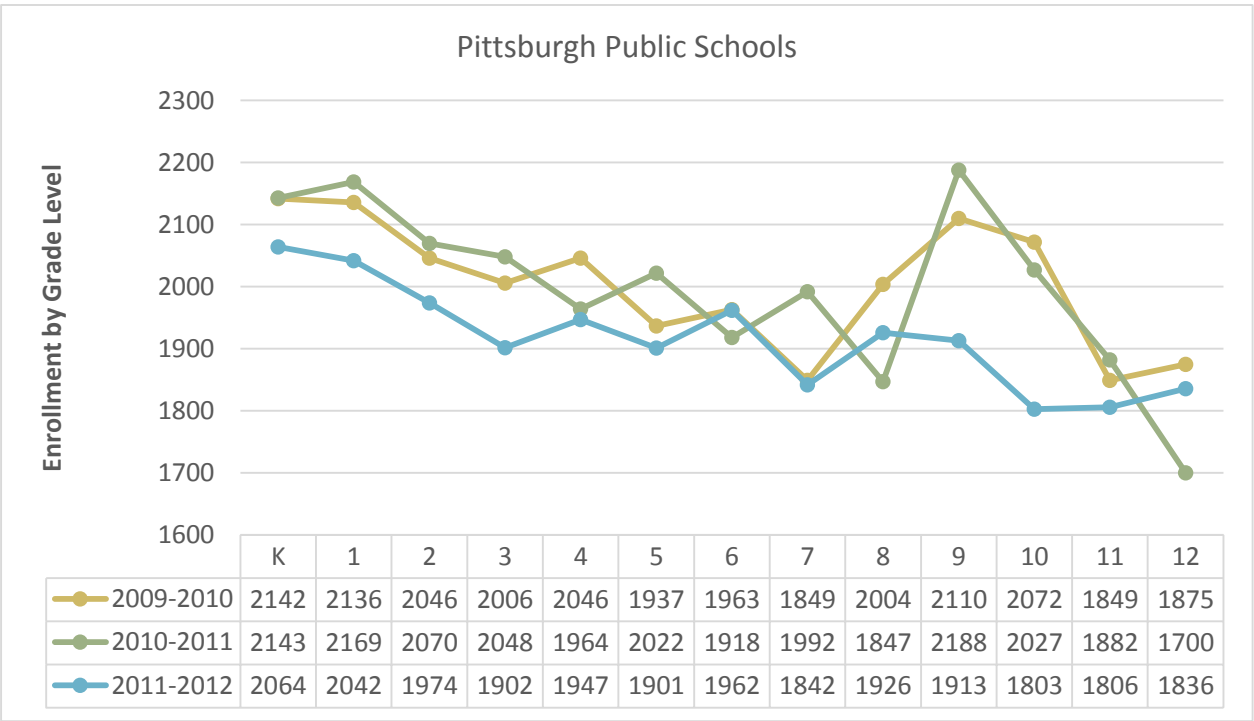


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	4069	3978	3748	3676	3494	3446	3260	3189	3163	3345	3127	3197	3561
2010-2011	3990	4091	3891	3724	3672	3481	3353	3295	3188	3179	3345	3038	3571
2011-2012	4056	4032	4029	3893	3714	3592	3392	3306	3225	3084	3272	3193	3495

Pennsylvania

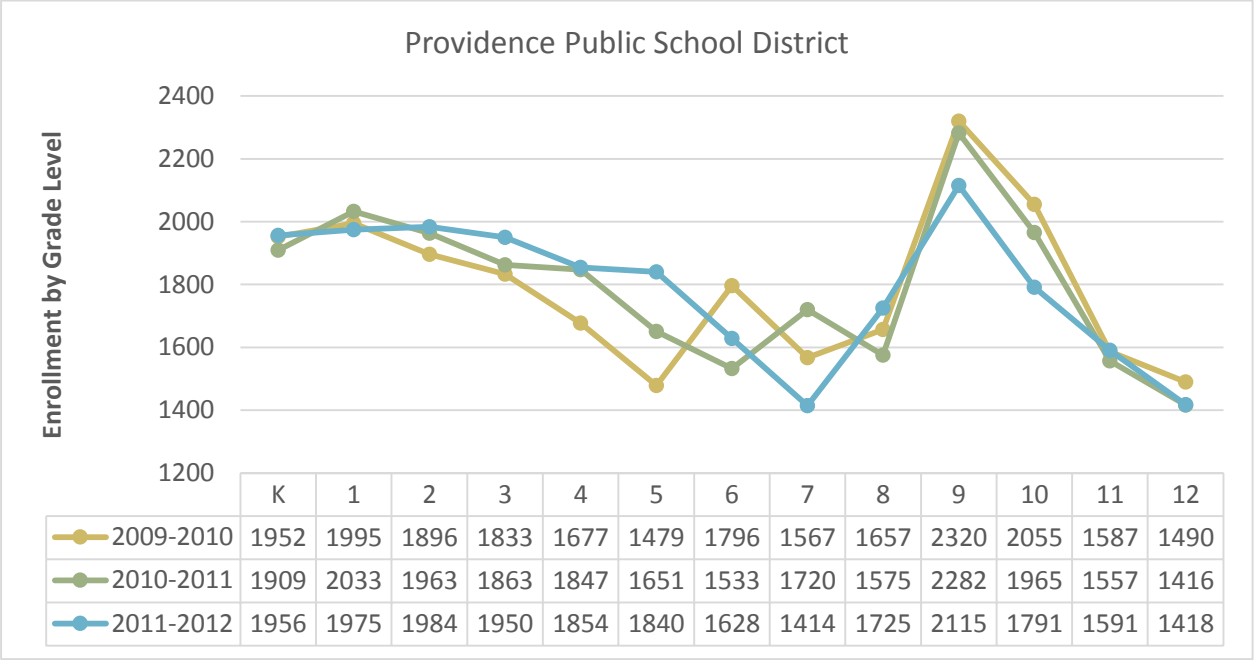


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	12325	12937	12208	12023	11834	11877	11372	10958	11013	13946	13160	11272	10700
2010-2011	12132	13223	12558	11950	11846	11354	11430	10910	10942	13660	13299	11688	10952
2011-2012	12069	12962	12498	12059	11706	11105	10578	10289	10335	11349	11290	9831	9453



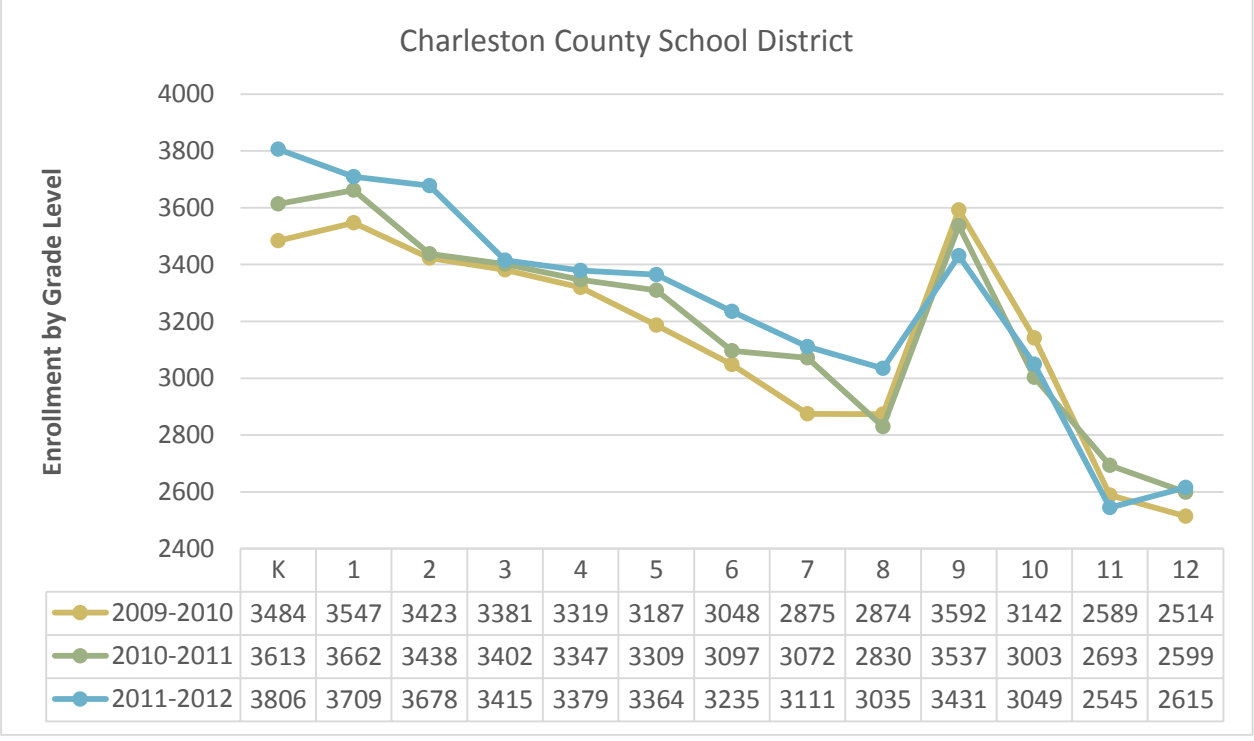
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	2142	2136	2046	2006	2046	1937	1963	1849	2004	2110	2072	1849	1875
2010-2011	2143	2169	2070	2048	1964	2022	1918	1992	1847	2188	2027	1882	1700
2011-2012	2064	2042	1974	1902	1947	1901	1962	1842	1926	1913	1803	1806	1836

Rhode Island



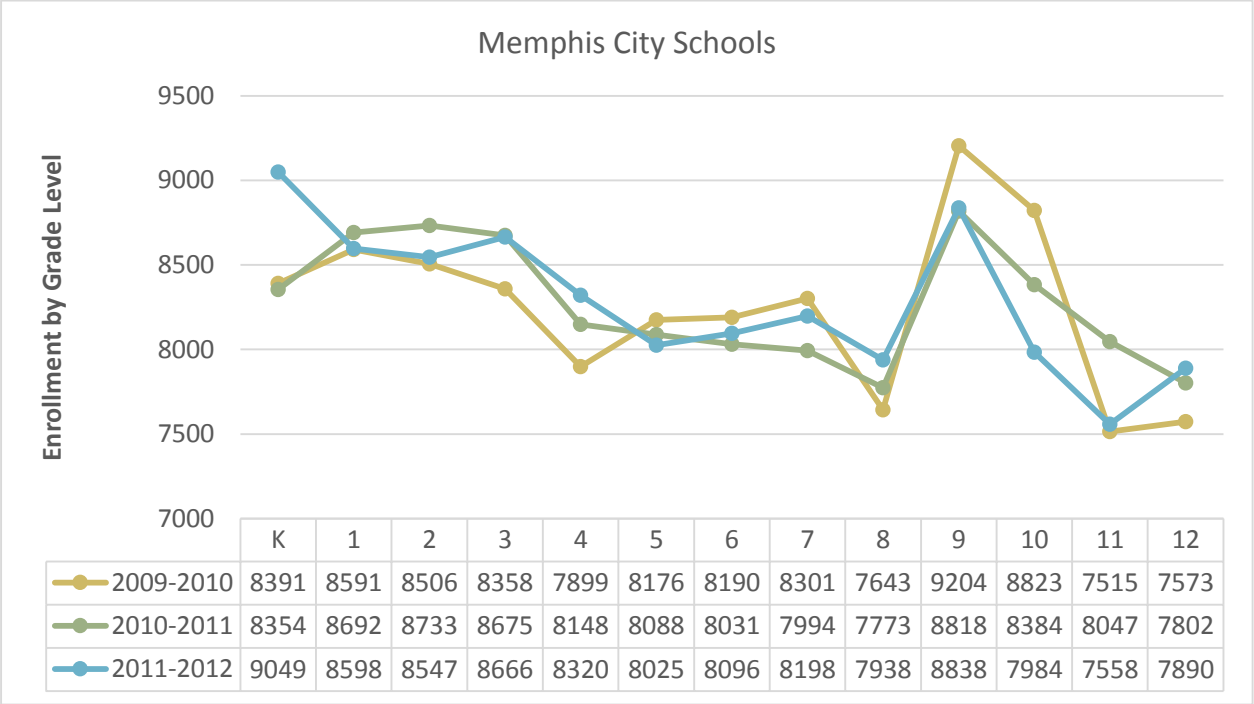
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	1952	1995	1896	1833	1677	1479	1796	1567	1657	2320	2055	1587	1490
2010-2011	1909	2033	1963	1863	1847	1651	1533	1720	1575	2282	1965	1557	1416
2011-2012	1956	1975	1984	1950	1854	1840	1628	1414	1725	2115	1791	1591	1418

South Carolina

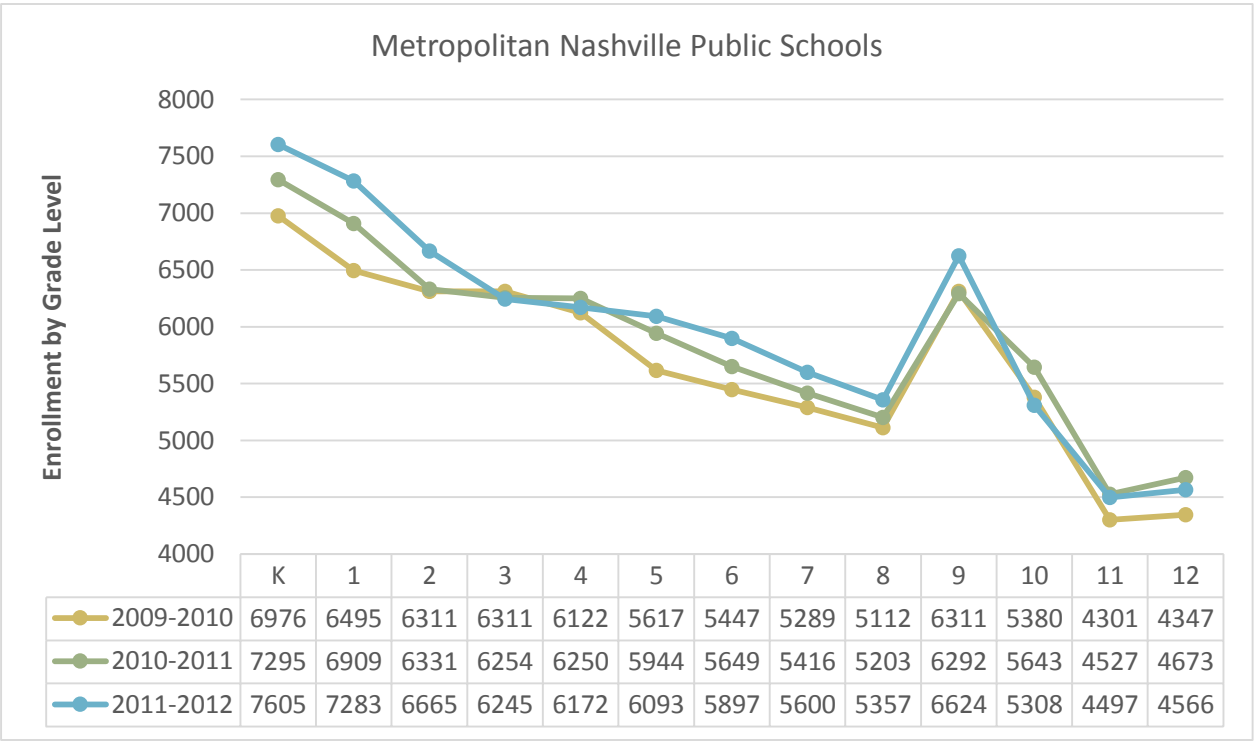


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	3484	3547	3423	3381	3319	3187	3048	2875	2874	3592	3142	2589	2514
2010-2011	3613	3662	3438	3402	3347	3309	3097	3072	2830	3537	3003	2693	2599
2011-2012	3806	3709	3678	3415	3379	3364	3235	3111	3035	3431	3049	2545	2615

Tennessee

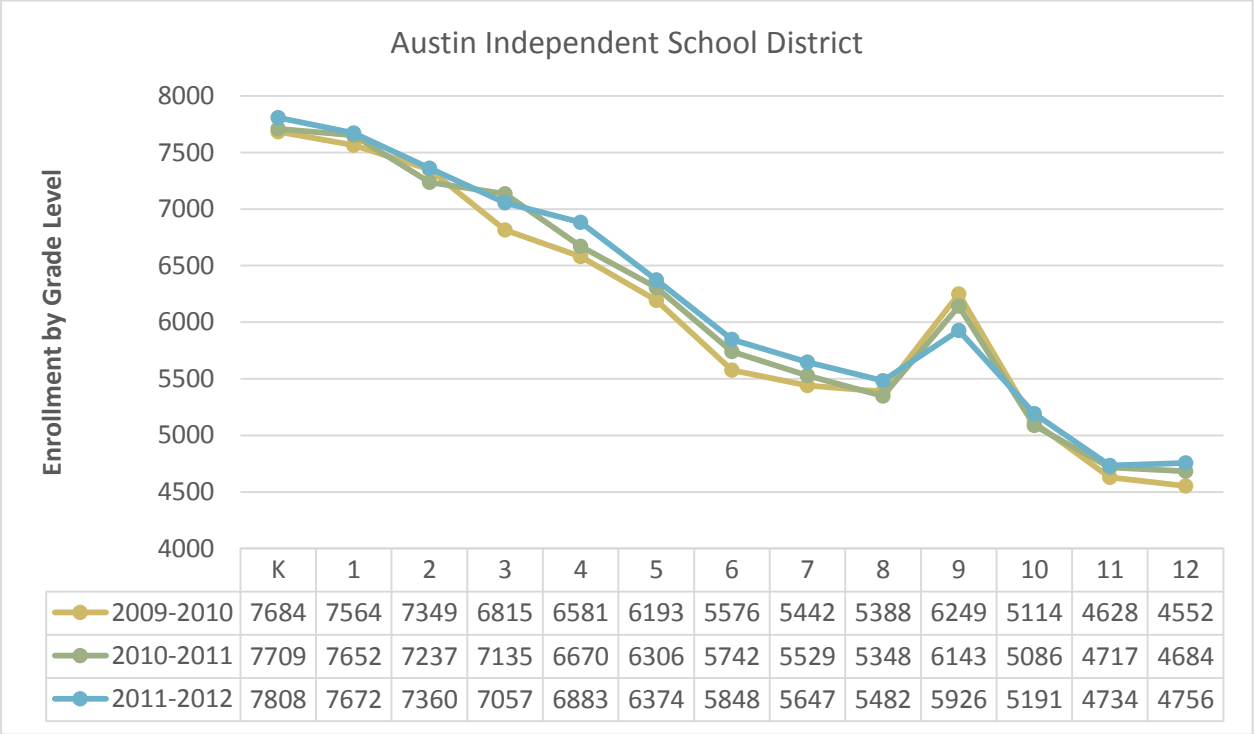


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	8391	8591	8506	8358	7899	8176	8190	8301	7643	9204	8823	7515	7573
2010-2011	8354	8692	8733	8675	8148	8088	8031	7994	7773	8818	8384	8047	7802
2011-2012	9049	8598	8547	8666	8320	8025	8096	8198	7938	8838	7984	7558	7890

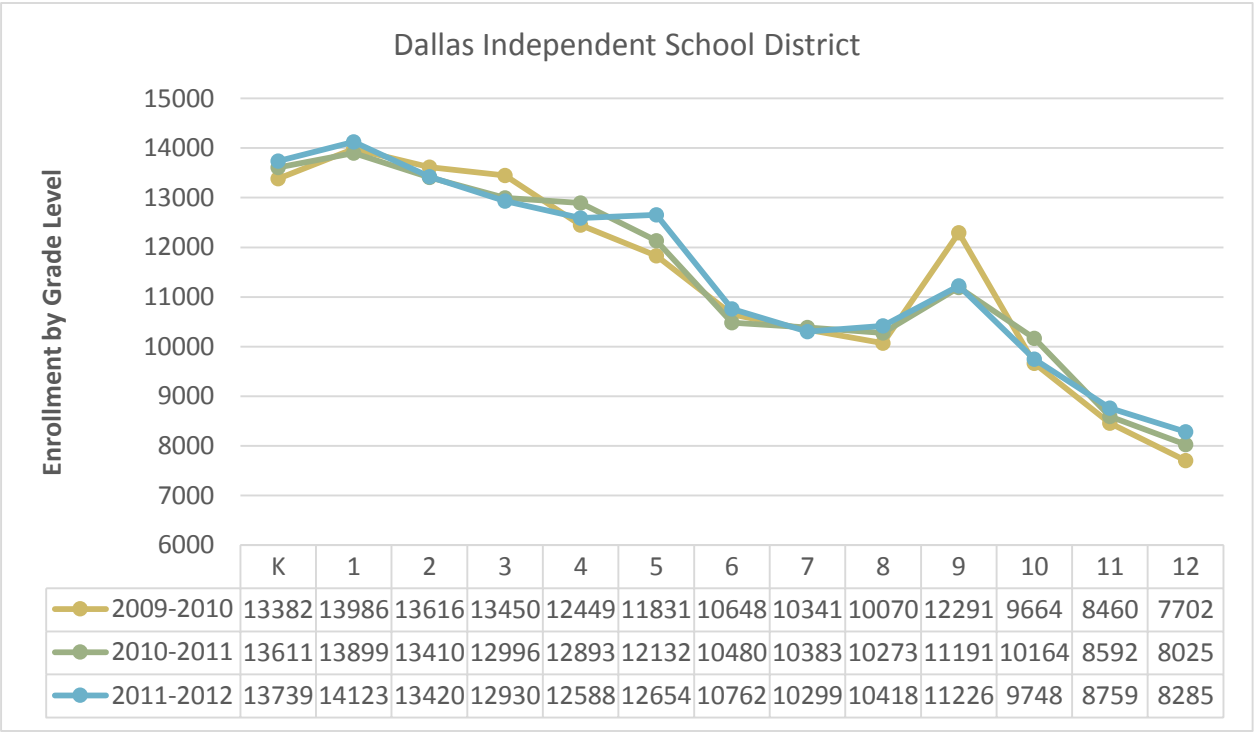


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	6976	6495	6311	6311	6122	5617	5447	5289	5112	6311	5380	4301	4347
2010-2011	7295	6909	6331	6254	6250	5944	5649	5416	5203	6292	5643	4527	4673
2011-2012	7605	7283	6665	6245	6172	6093	5897	5600	5357	6624	5308	4497	4566

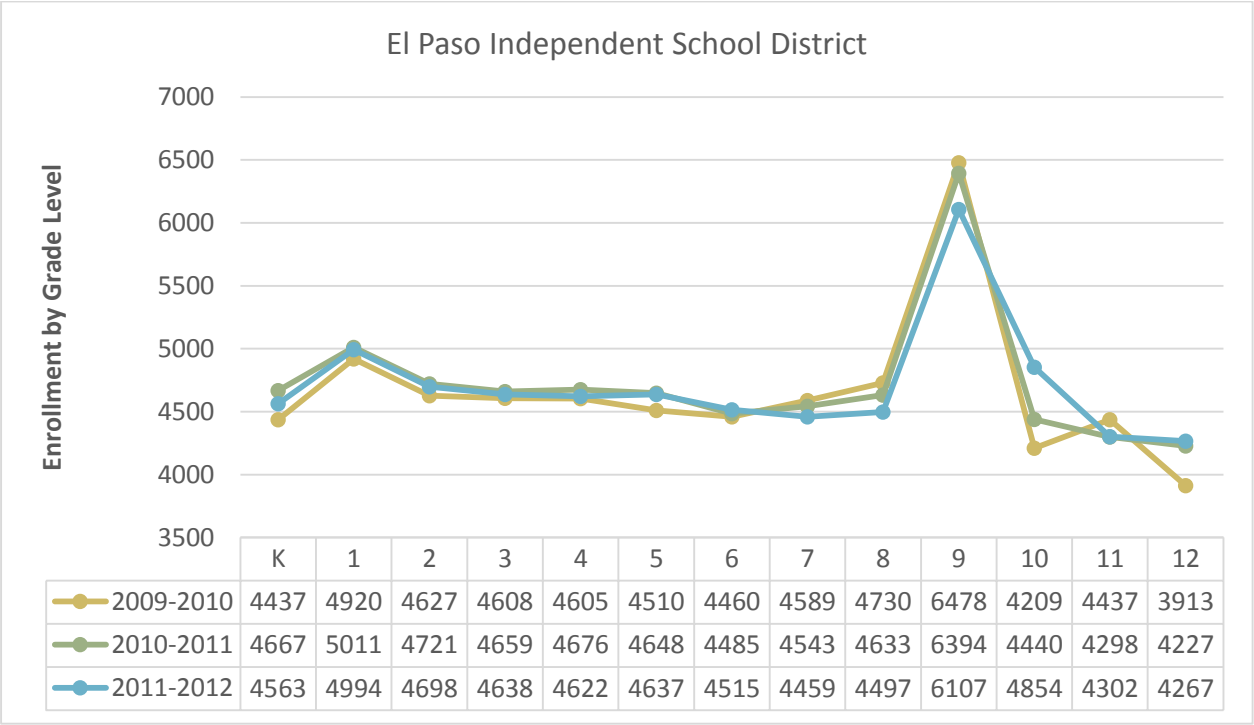
Texas



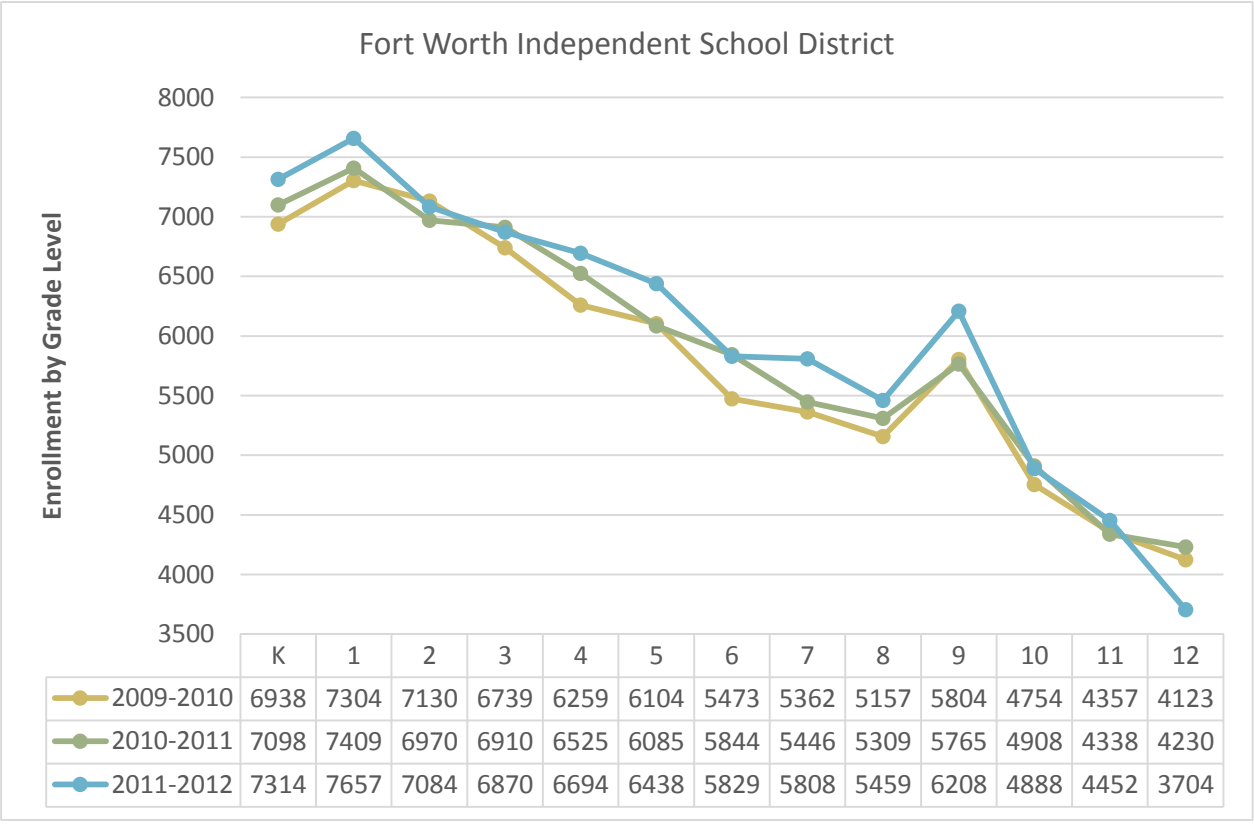
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	7684	7564	7349	6815	6581	6193	5576	5442	5388	6249	5114	4628	4552
2010-2011	7709	7652	7237	7135	6670	6306	5742	5529	5348	6143	5086	4717	4684
2011-2012	7808	7672	7360	7057	6883	6374	5848	5647	5482	5926	5191	4734	4756



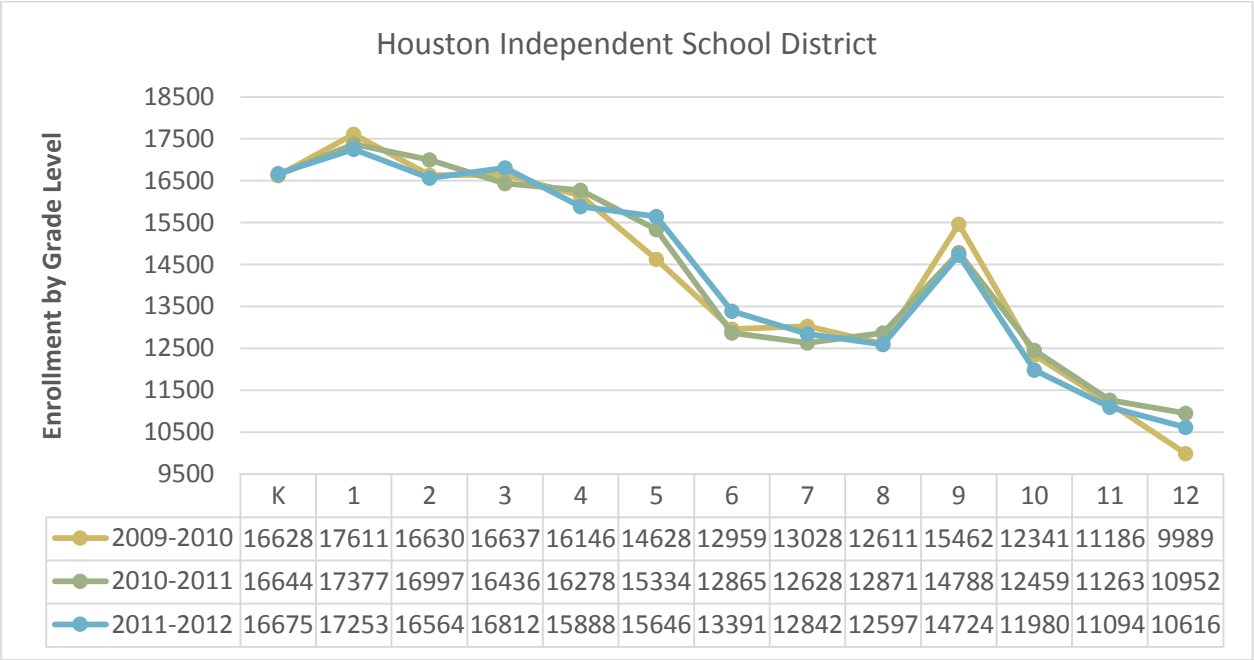
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	13382	13986	13616	13450	12449	11831	10648	10341	10070	12291	9664	8460	7702
2010-2011	13611	13899	13410	12996	12893	12132	10480	10383	10273	11191	10164	8592	8025
2011-2012	13739	14123	13420	12930	12588	12654	10762	10299	10418	11226	9748	8759	8285



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	4437	4920	4627	4608	4605	4510	4460	4589	4730	6478	4209	4437	3913
2010-2011	4667	5011	4721	4659	4676	4648	4485	4543	4633	6394	4440	4298	4227
2011-2012	4563	4994	4698	4638	4622	4637	4515	4459	4497	6107	4854	4302	4267

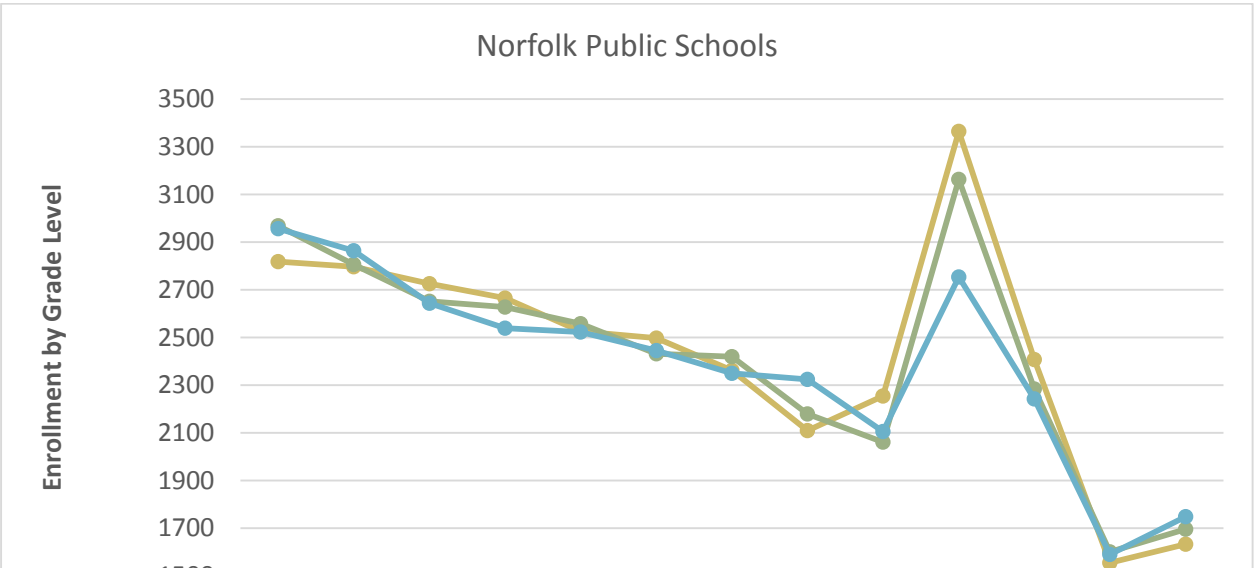


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	6938	7304	7130	6739	6259	6104	5473	5362	5157	5804	4754	4357	4123
2010-2011	7098	7409	6970	6910	6525	6085	5844	5446	5309	5765	4908	4338	4230
2011-2012	7314	7657	7084	6870	6694	6438	5829	5808	5459	6208	4888	4452	3704

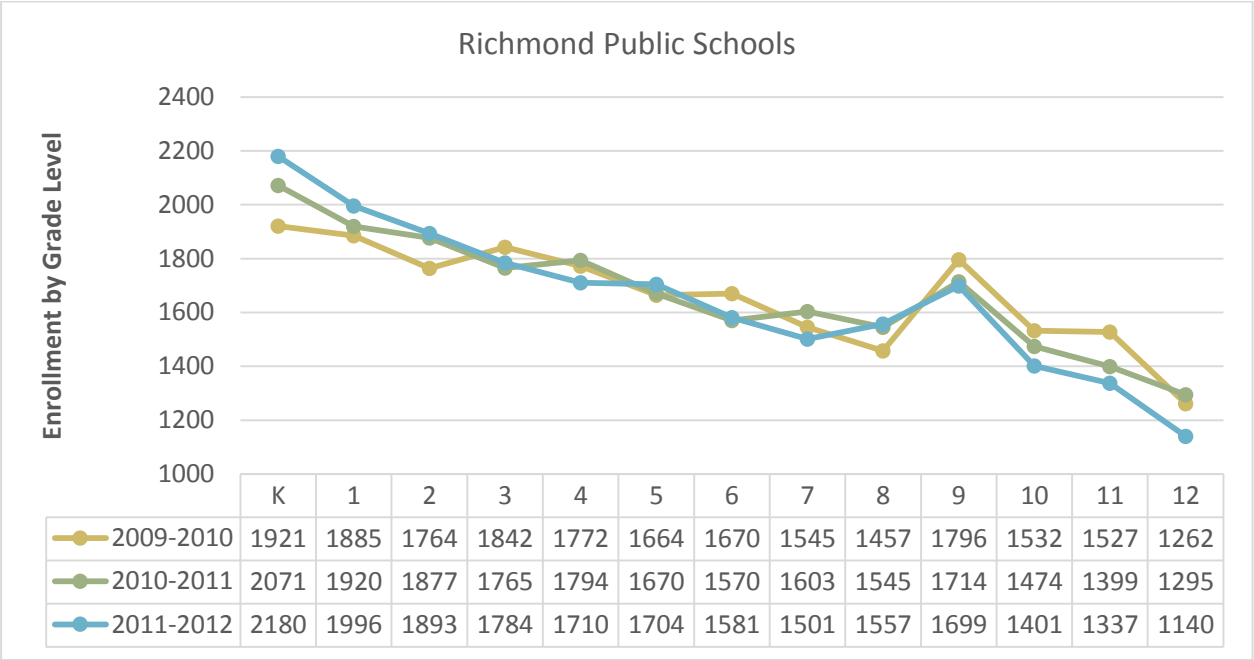


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	16628	17611	16630	16637	16146	14628	12959	13028	12611	15462	12341	11186	9989
2010-2011	16644	17377	16997	16436	16278	15334	12865	12628	12871	14788	12459	11263	10952
2011-2012	16675	17253	16564	16812	15888	15646	13391	12842	12597	14724	11980	11094	10616

Virginia

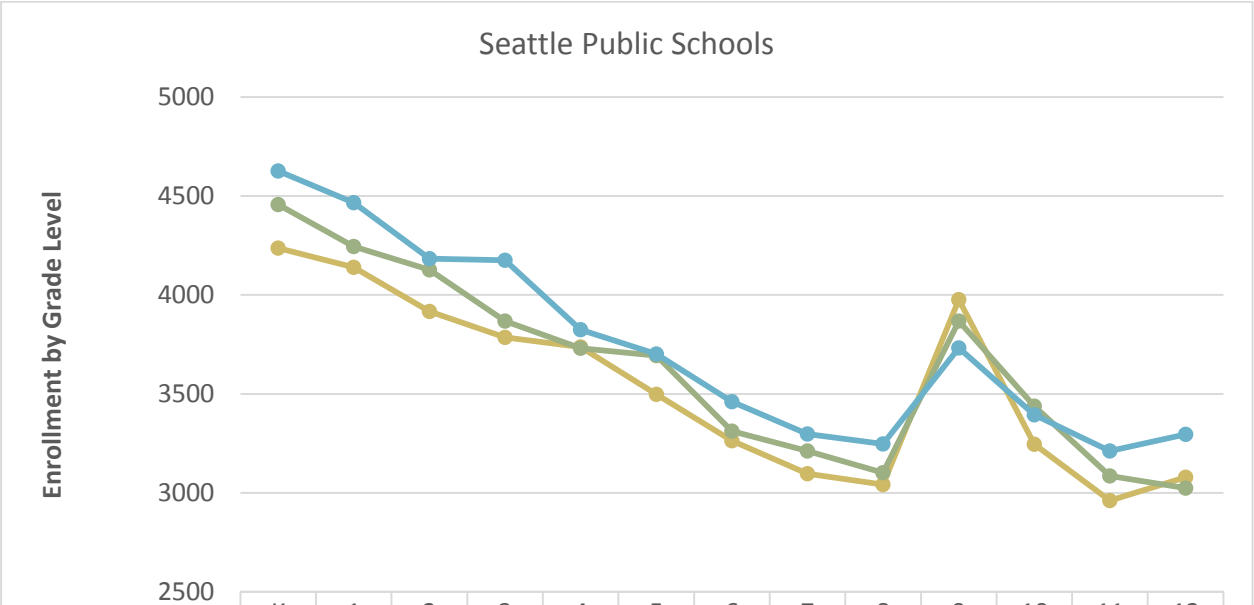


	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	2818	2796	2725	2665	2526	2497	2361	2109	2254	3364	2407	1555	1632
2010-2011	2968	2806	2651	2628	2558	2431	2419	2179	2061	3163	2283	1600	1696
2011-2012	2957	2864	2643	2539	2523	2445	2349	2324	2105	2753	2242	1589	1748



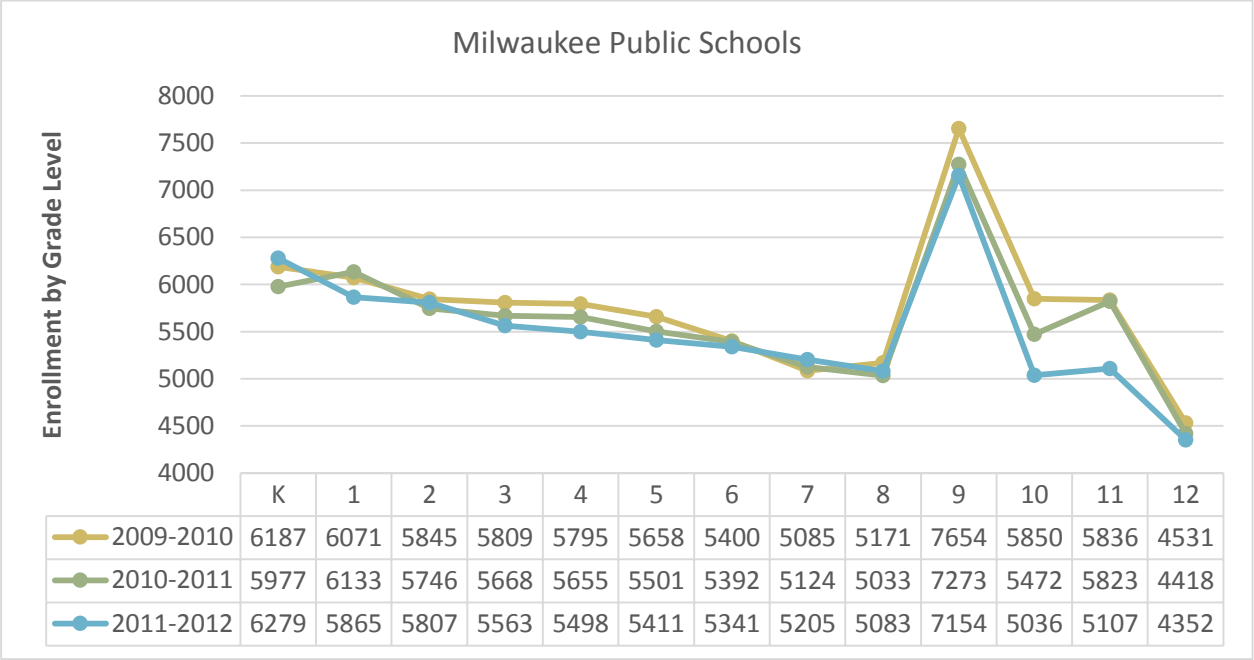
	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	1921	1885	1764	1842	1772	1664	1670	1545	1457	1796	1532	1527	1262
2010-2011	2071	1920	1877	1765	1794	1670	1570	1603	1545	1714	1474	1399	1295
2011-2012	2180	1996	1893	1784	1710	1704	1581	1501	1557	1699	1401	1337	1140

Washington



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	4237	4140	3917	3786	3737	3498	3263	3097	3042	3977	3246	2960	3078
2010-2011	4457	4245	4127	3868	3730	3693	3312	3211	3102	3868	3438	3085	3023
2011-2012	4626	4467	4183	4175	3824	3702	3461	3297	3247	3733	3394	3211	3295

Wisconsin



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-2010	6187	6071	5845	5809	5795	5658	5400	5085	5171	7654	5850	5836	4531
2010-2011	5977	6133	5746	5668	5655	5501	5392	5124	5033	7273	5472	5823	4418
2011-2012	6279	5865	5807	5563	5498	5411	5341	5205	5083	7154	5036	5107	4352

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