OMNI

EVALUATION OF NCLB TITLE I, PART A: SCHOOL IMPROVEMENT GRANT PROCESS

EVALUATION YEAR 2 REPORT - REVISED

SUBMITTED TO THE COLORADO DEPARTMENT OF EDUCATION

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EXECUTIVE SUMMARY

OMNI Institute (OMNI) was contracted to assist the Colorado Department of Education (CDE) in its evaluation of the School Improvement Grant (SIG) process. The goal of the SIG process is to target low performing Title I schools and provide an intensive two year intervention aimed at improving students' academic achievement. The three main goals of evaluation efforts to date were the following: 1) Provide a descriptive overview of schools participating in the SIG process; 2) Assess the degree of impact of participation in the SIG process on school achievement outcomes; and 3) Identify school characteristics that are linked to the effectiveness of the SIG process. This report provides results from the evaluation to date, and recommendations based on evaluation findings.

Methods

Data for the SIG evaluation were provided by CDE and were primarily of three types: 1) School Improvement status information, including school participation in the SIG process; 2) School-level student demographic characteristics; and 3) School achievement data based on the Colorado Student Assessment Program (CSAP). Data were aggregated from the student-level CSAP data to calculate school-level demographic and performance indicators. Steps were taken to clean, merge, and prepare the data files for analysis. For the effectiveness analyses, schools that completed the two years of programming (i.e., schools from Cohorts 1-4) were included as participating schools (*SIG Schools*, n=80); schools that would have been eligible to participate in SIG, but did not do so, were selected to serve as comparison schools (*No Grant Schools*, n=46). Multiple types of schools were considered for the descriptive analyses (e.g., non-Title I) and student level data were examined for student growth percentile analyses.

Key Findings to Date

Descriptive Overview of Participating Schools

- A higher number of eligible schools have elected to participate in the SIG process over the years than not to participate in the process, indicating that the SIG program has reached a high percentage of low-performing schools.
- Elementary schools comprised the largest share of schools participating in the SIG process at 66% (n=53), followed by middle (28%; n=22) then high (6%; n =5) schools.
- Schools that participated in the SIG process served students at-risk for not meeting the state's academic standards. On average, demographic characteristics for the students attending SIG schools were as follows:
  - Over 80% of students qualified for free or reduced lunch;
  - Over 85% of students identified as an ethnic minority;

- Almost 30% of students were not or had limited English proficiency; and
- Over 25% of students qualified for free or reduced lunch *and* identified as a minority *and* were not or had limited English proficiency.

❖ SIG schools on average had much higher populations of students in poverty, of an ethnic minority, and of English Language Learners than students in Title I schools that had not been on School Improvement and non-Title I schools.

❖ No Grant comparison schools also had high populations of students in poverty, of an ethnic minority, and of English Language Learners.

❖ 57 schools were identified as going on School Improvement for the first time in the 2009-2010 academic year. On average, the new schools on School Improvement had lower populations of at-risk students than schools historically on School Improvement. However, the new schools on School Improvement had higher populations of at-risk students than Title I schools not on School Improvement and non-Title I schools.

Evidence of Program Impact

❖ <u>Percentage of Students in a School Partially Proficient or Higher in Reading and in Math</u>

- SIG schools had significantly higher percentages of students performing partially proficient or higher in reading and in math from the pre-review to post-SIG implementation. Specifically,
  - The median percentage of students in a school that were partially proficient or higher in reading prior to receiving a School Support Team (SST) visit was 72.3% and 68.7% for elementary and middle schools, respectively. At post year 1, the median percent increased to 75.9% and 74.4% for elementary and middle schools, respectively.
  - The median percentage of students in a school that were partially proficient or higher in math prior to receiving a SST visit was 73.4% and 58.5% for elementary and middle schools, respectively. At post year 1, the median percent increased to 80.1% and 65.9% for elementary and middle schools, respectively.
- Visual inspection of changes in the percentage of students performing partially proficient or higher in reading and in math for SIG and a matched set of No Grant schools indicated that, in some cases, SIG schools may have been increasing their percentages at a higher rate than the matched No Grant comparison schools. Limited sample sizes precluded the use of statistical tests to assess whether these differences were likely due to chance.

- Achieving AYP and Exiting School Improvement Status
  - 22% and 19% of SIG elementary and middle schools achieved AYP overall in 2009, respectively.
  - 31% and 13% of SIG elementary and middle schools were off School Improvement in 2010, respectively.
  - 28% and 24% of SIG elementary and middle schools achieved AYP in reading in 2009, respectively.
  - 44% and 43% of SIG elementary and middle schools achieved AYP in math in 2009, respectively.
  - No statistically significant differences were found in the percentage of SIG and No Grant elementary schools exiting School Improvement status and achieving AYP outcomes (there were too few No Grant middle schools to statistically compare SIG and No Grant middle schools on the outcome indicators).
  - No clear pattern emerged when visually examining changes in AYP indicators over time for SIG and a matched group of No Grant schools.
- Median School Growth Percentiles
  - In 2009, the median growth of students in SIG and No Grant elementary schools in reading was 46% and 47%, respectively; this difference was not statistically significant. On average, students in No Grant elementary schools had higher growth percentiles than students in SIG schools in math (SIG median growth percentile = 46.0; No Grant median growth percentile= 49.0).
  - In 2009, students in No Grant middle schools had higher growth percentiles than students in SIG schools for both reading and math (SIG reading and math median growth percentile = 44.0 and 47.0, respectively; No Grant reading and math median growth percentile = 56.0 and 60.0). Note that students from only 6 No Grant middle schools were included in the analyses compared to students in 21 SIG schools.
- Cohort Specific Summaries
  - **Cohort 1:** Schools received their reviews in the 2004-2005 school year. On average, this Cohort began in their pre-review year with higher percentages of students performing partially proficient or higher in reading and in math compared to other Cohorts. This Cohort showed steady gains in most outcomes over time until just recently. A current examination demonstrates that very few elementary schools from Cohort 1 made AYP overall in 2009 and students in these elementary schools often had the lowest growth percentiles in 2009 compared to students in other cohorts. These findings suggest that, elementary schools in this Cohort may be struggling to sustain their gains and may benefit from additional services.

- **Cohort 2:** Schools received their reviews in the 2005-2006 school year. On average, this Cohort began with lower percentages of students scoring partially proficient or higher in reading and in math compared to other Cohorts. This Cohort has shown steady and notable gains in the percent of students performing partially proficient or higher in reading and in math over time, but few schools had achieved AYP or exited School Improvement status by the 2008-2009 academic year.
- **Cohort 3:** Schools received their reviews in the 2006-2007 school year. On average, this Cohort has demonstrated some notable gains, especially in reading. In 2009, the median growth percentile of students in elementary schools in reading was 52.0, and half of the elementary and half of the middle schools had achieved AYP in reading. In addition, five of the 12 elementary schools were off School Improvement in 2010 and the median growth percentile in math of students in elementary schools was 51.0.
- **Cohort 4:** Schools received their reviews in the 2008-2009 school year. At this point, no clear patterns emerged for this group of schools.

Predictors of Success

- Baseline performance of SIG schools was associated with successful outcomes.
  - Schools that were on their first year of School Improvement (SI1) when they received the SST review had the highest percentages of schools achieving AYP in 2009 and exiting School Improvement status by 2010.
  - Schools that had achieved AYP in 2009 and were off School Improvement status in 2010 had higher percentages of students performing partially proficient or higher in reading and in math during their pre-review year than schools that did not achieve those outcomes.
  - Catching schools early when they first go on School Improvement may be beneficial for schools. CDE may want to encourage schools to participate in the process as soon as schools are eligible.
- There was little evidence that school demographic characteristics were associated with successful outcomes for schools. This may be due, in part, to limited variability in some of the demographic indicators (e.g., many of the schools had very high populations of students in poverty).

Limitations

- In general, there were smaller numbers of No Grant than SIG schools, which made comparisons between the groups on outcomes difficult. This was especially true for middle schools.

- There was not a straightforward means to assign No Grant schools the equivalent of a 'baseline' year. Thus, the evaluation was limited in its ability to compare changes in No Grant and SIG schools' outcomes over time.
- At this point in the evaluation, the analyses were not able to accommodate the nested structure of the data. The SIG process is a school-level intervention aimed at improving student-level outcomes. In some analyses, student data were aggregated to the level of the school (e.g., percentage of students scoring partially proficient or higher in the school) to conduct school-level analyses. Other analyses were examined at the student-level (e.g., student growth percentile analyses).
- Some of the evaluation relied on visual inspection of patterns in the data – these patterns should be viewed as preliminary as sample sizes were too small to assess statistically whether any apparent differences were likely due to chance.
- The evaluation did not consider other program activities or services that schools were receiving. No Grant schools may have received additional programming that SIG schools did not or vice versa. The evaluation was not able to control for or consider potential impacts of participation in other school-wide programs or services.
- Data were not available on program activities. All schools were treated as if they had similar interventions. However, Cohorts were examined separately because some program activities were dissimilar for different Cohorts (e.g., formal liaisons and debriefs were program activities added at Cohort 2; the debrief/planning process was enhanced at Cohort 3; and there were administration changes to the processes over time). However, because these changes are confounded with year of participation in the program and Cohorts had some different group characteristics, it is difficult to know whether differences in outcomes across Cohorts were due to programming activities, time since participation, or differences in schools' characteristics.

Recommendations and Next Steps

- We suggest that the SIG evaluation explore opportunities to model the nested structure of the data using multi-level modeling.
- We suggest that the SIG evaluation would benefit from the use of additional data sources and evaluation tools. The SIG process is an intensive, comprehensive effort that is designed to enhance multiple aspects that influence school success. This evaluation noted some promising trends in the data, especially regarding improvements for SIG schools in the median percentage of students performing partially proficient or higher in reading and in math. However, we suggest the following evaluation activities to enhance CDE's understanding of the SIG process.
    - An examination of the data collected as part of the SST review and revisit process (when possible) would help provide a richer understanding of schools' needs, as

identified in the SST review, and strategies schools are using to address those needs. This approach would help to examine mechanisms that may link SIG activities to improved student achievement.

- Interviews or surveys with school staff would provide in-depth data to understand successful strategies as well identify any barriers in the SIG process. This level of understanding would help CDE refine and adapt its programming to better serve schools.

Evaluation of NCLB Title I, Part A: School Improvement Grant Process
2004-2009 ACADEMIC YEARS' DATA
Prepared by OMNI Institute
June 2010

Background

OMNI Institute (OMNI) was contracted to assist the Colorado Department of Education (CDE) in its evaluation of the School Improvement Grant (SIG) process. The goal of the SIG process is to target low performing Title I schools to provide an intensive two year intervention aimed at improving students' academic achievement. The main program components of the SIG process are as follows: 1) An hour long orientation provided by CDE to orient schools to the process; 2) A one week School Support Team (SST) visit, which culminates in a comprehensive and detailed report; 3) Two debriefing sessions during which the report is disseminated to school leadership staff, and then to all staff; 4) The development of an improvement plan; 5) The implementation of the improvement plan; and 6) For some schools, a three day revisit by three SST members. The participation process takes approximately two years (excluding the revisit). The following three broad goals were identified for the evaluation of the SIG process:

1. Provide a descriptive overview of schools participating in the SIG process.
2. Assess the degree of impact of participation in the SIG process on achievement outcomes.
3. Identify school characteristics that are linked to the effectiveness of the SIG process.

Evaluation strategies were developed to address each goal using existing data sources. These are detailed throughout this report.

Methods

Data Cleaning

A series of steps were taken to clean and prepare the data for analysis. Much of this work entailed organizing the data to accurately append or merge files across different data sources; identifying the correct school information when inconsistencies across files were noted; classifying a school's level of participation in the SIG process based on their pattern of Title I funding and receiving an SST review and/or year 2 grant funding; and recoding variables for analysis. The cleaning process resulted in two final files: 1) The primary analysis file that contained data on schools on School Improvement between 2005 and 2010 that fully participated or did not participate in the SIG process (schools that partially participated were not included in the analyses - see the next two sections outlining the inclusion of schools); and 2) A file that contained demographic information on Title I and non-Title I schools that were not on School Improvement between 2005 and 2010.

In addition, based on requests from CDE, 2009 student level growth percentile data were merged into the school level file to conduct student level analyses on CSAP growth data.

Inclusion of Participating Schools

Participating schools fall into six separate Cohorts, based on the years during which they participated in the SIG process. Evaluation questions were addressed using schools that participated in the process from Cohorts 1-4. Schools in Cohort 5 were currently participating in their second year of funding and schools in Cohort 6 were participating in their first year of funding at the time of this report; thus, these schools were not included in the analyses conducted below. In addition, the following four schools from Cohorts 1-4 that participated in the SIG process were excluded from all analyses:

1. *Carbondale Elementary* (#429) was part of Cohort 1 and closed the year after receiving the SST visit.
2. *East Middle School* (#2390) was part of Cohort 3 and closed the year after receiving the SST visit.
3. *La Jara Second Chance High School* (#4837) was part of Cohort 4 and did not receive year 2 funds.
4. *Farrell B. Howell* (#4140) was a part of Cohort 4, but data indicated that the school was not on School Improvement in its SST year and thus may not have had similar eligibility as other schools.

Appendix A provides a description of each fully participating school, including Title I status between 2005 and 2009, School Improvement status (SI status) during the review year, the team that provided the SST review, and funding information. Table 1 displays the number of schools that participated in Cohorts 1 through 4 by elementary, middle, and high school levels. In total, 80 schools have completed the process (66% were elementary schools, 28% were middle schools, and 6% were high schools). Another 20 schools from Cohort 5 were in their second year of participation (15 elementary; 5 middle; 0 high) at the time of this report; these schools are expected to complete the process at the end of the 2009-2010 academic year.

Table 1: Number of Schools in each Cohort by EMH

	EMH Designation			
Cohort	Elem	Middle	High	Total
1	14	7	1	22
2	12	8	1	21
3	13	4	3	20
4	14	3	0	17
Total	**53**	**22**	**5**	**80**

Identification of 'No Grant' Comparison Schools

Schools on School Improvement that have not participated in the SIG process to date were selected to serve as comparison schools - these schools are referred to as 'No Grant' schools throughout this report. This process allowed for the evaluation to compare, to the extent possible, outcomes of schools that participated in the SIG process to schools that were eligible to participate but did not do so. To be included as a No Grant comparison school, the school must have met the following criteria:

1. On School Improvement at least one year between 2005 and 2008,
2. Not a participant of the pilot Cohort or Cohorts 1 - 5,
3. Did not receive an SST review through achievement gap, reallocated, or other funds, and
4. Had a relatively consistent pattern of Title I funding across the years (i.e., no significant gaps in Title I service between 2005 and 2009; final list was approved by CDE).

In total, 46 schools were identified as possible comparison schools – 34 elementary (74%), 8 middle schools (17%), and 4 high schools (9%). Appendix B provides school-level information about each identified No Grant school.

School Indicators

In this section we provide a brief description of the indicators used for the evaluation of the School Improvement Grant process.

School Demographic Characteristics

Table 2 provides a list of the demographic indicators used, including how they are abbreviated in this report, whether the variable is categorical or continuous, and response options or coding information. The table describes how student level information was aggregated to obtain school-level indicators. To examine the characteristics of participating and non-participating schools, data were further aggregated across years for an individual school. Prior evaluation efforts indicated that there were relatively few changes in the demographic characteristics of schools on average from year to year. The average value for each demographic characteristic for each school was calculated by computing the mean using values from all available data: 2006, 2007, 2008, and 2009. Appendices C and D provide school-level information about each of the four demographic indicators (FRL, N/LEP, Minority, at-risk) for SIG and No Grant schools, respectively.

Table 2: School Demographic Characteristics Indicators

School Demographic Indicator	Abbreviation	Type	Response Options/Coding
Percentage of Students Qualifying for Free or Reduced Lunch	FRL	Continuous	Calculated from student level CSAP data file: Number of students in file qualifying for free or reduced lunch divided by total number of students in the file
Percentage of Students with No or Limited English Proficiency	N/LEP	Continuous	Calculated from student level CSAP data file: Number of students in file coded NEP or LEP divided by total number of students in the file
Percentage of Minorty Students	Minority	Continuous	Calculated from student level CSAP data file: Number of students in file coded Minority divided by total number of students in the file
Percentage of Students FRL *and* N/LEP *and* Minority	At-Risk	Continuous	Calculated from student level CSAP data file: Number of students in file coded FRL *and* N/LEP *and* Minority divided by total number of students in the file

Performance Indicators

Multiple sources of data were used to examine schools' academic performance. Table 3 provides a list of the indicators used, including how they are abbreviated in this report, whether the variable is categorical or continuous, whether the indicator was used for overall, reading, or math performance, and response options or coding information. Appendices E and F provide school-level information on SI status and AYP indicators for SIG and No Grant schools, respectively.

Table 3: Performance Indicators

Performance Indicator	Abbreviation	Type	Overall	Reading	Math	Response Options/Coding
Exited School Improvement Status for the 2009-2010 Academic Year	OFF10	Categorical	√			ON; OFF
School Improvement Status	SI Status	Categorical	√			SI1; SI2; CA; RP; RI1; RI2; RI3; RI4
Adequate Yearly Progress	AYP	Categorical	√	√	√	YES; NO
Percentage of Students in School Partially Proficient or Higher	%PP	Continuous		√	√	Percentage of students who were partially proficient or higher in each school - calculated using student level CSAP data
Student Median Growth Percentile*	None	Continuous		√	√	Student level growth percentile data calculated by CDE

*This inidicator is at the student rather than school level

Results

Results are organized according to the three broad evaluation goals. Section 1 presents descriptive information about the demographic characteristics of participating SIG schools and how those schools compared to other types of schools. Section 2 presents results from three different analytic approaches used to examine outcomes of schools that have participated in the SIG process and, when appropriate, how those outcomes compared to schools that were eligible to participate but did not do so. Section 3 presents results of the analyses examining associations between characteristics of schools and their success to date as measured by achieving AYP, exiting School Improvement status, and having students with high median growth percentiles on average. The final section

provides a summary of the findings and suggestions and recommendations for future evaluation efforts.

Section 1: School Characteristics.

What are the characteristics of schools participating in the School Improvement Grant process? Do these schools have different student populations than other types of non-participating schools?

The goal of the findings presented in Section 1 is to describe schools that have completed the School Improvement Grant process to date and to examine how participating schools compared to other types of schools. This step is important for understanding the characteristics of schools being served and whether schools being served have different characteristics compared to other types of schools. Results will provide CDE with a better understanding of the types of schools seeking services, as well as to help contextualize any observed differences among schools when examining program outcomes. For these analyses, schools were grouped according to the following criteria:

1. *SIG Schools*: Schools that completed the SIG process from Cohorts 1-4 (i.e., received their review between 2005 and 2008; n=80).
2. *No Grant Schools:* Schools that were on School Improvement in any year from 2005 to 2008 but did not participate in any component of the SIG process as described above (n = 46).
3. *New on Improvement in 2010:* Schools that were on their first year of School Improvement in 2009-2010 (n = 57).
4. *Title I Schools not on School Improvement*: Schools that received Title I services in any year between 2006 and 2009 but were not on School Improvement between 2005 and 2009 (n = 572)[1].
5. *Non-Title I Schools*: Schools that did not receive Title I services between 2006 and 2009 (n=1356)[1].

Table 1.1 presents the following information for each group of schools: (1) The median value for the group (the middle of the distribution with half of the observed scores above the median and half of the observed scores below the median value); (2) The mean value for the group (the arithmetic average); (3) The standard deviation (SD; a measure of the variability within the group around the mean), (4) The lowest observed score for the group (Minimum); and (5)The highest observed score for the group (Maximum). Figures 1.1 through 1.4 display the median values for each demographic characteristic for each group of schools.

[1] Title I status was taken from the CSAP all school file, which contained data from 2006 to 2009.

Table 1.1: School Demographic Characteristics by Type of School

		Median	Mean	SD	Minimum	Maximum
% FRL						
	SIG	81.8%	76.9%	15.7%	28.3%	97.7%
	No Grant	85.5%	84.2%	9.1%	52.0%	95.3%
	New On Improvement 09-10	67.8%	67.1%	16.6%	31.3%	96.0%
	T1	55.9%	54.5%	22.4%	0.0%	100.0%
	NonT1	22.3%	27.3%	21.1%	0.0%	100.0%
% N/LEP						
	SIG	29.6%	30.6%	18.2%	0.6%	67.4%
	No Grant	31.3%	33.7%	18.6%	1.7%	75.5%
	New On Improvement 09-10	24.4%	24.4%	17.5%	0.5%	66.8%
	T1	4.5%	10.8%	14.9%	0.0%	93.3%
	NonT1	2.0%	5.0%	8.7%	0.0%	91.3%
% Minority						
	SIG	85.9%	76.5%	22.9%	18.8%	98.7%
	No Grant	92.0%	87.7%	14.1%	23.0%	99.5%
	New On Improvement 09-10	69.7%	65.1%	24.3%	11.6%	98.3%
	T1	37.3%	43.1%	29.4%	0.0%	100.0%
	NonT1	22.0%	29.6%	22.0%	0.0%	100.0%
% At-Risk						
	SIG	26.0%	27.4%	16.7%	0.6%	63.9%
	No Grant	28.6%	30.5%	17.5%	1.7%	72.8%
	New On Improvement 09-10	18.7%	21.5%	16.0%	11.6%	61.3%
	T1	3.4%	9.2%	13.3%	0.0%	93.3%
	NonT1	1.0%	3.4%	6.3%	0.0%	63.3%

Note: SIG (n=80); No Grant (n=46); New on Improvement 09-10 (n=57); T1 (n=572); NonTI (n=1356)

Figure 1.1.1: Median Percentage of Students in School Qualifying for Free or Reduced Lunch by School Type

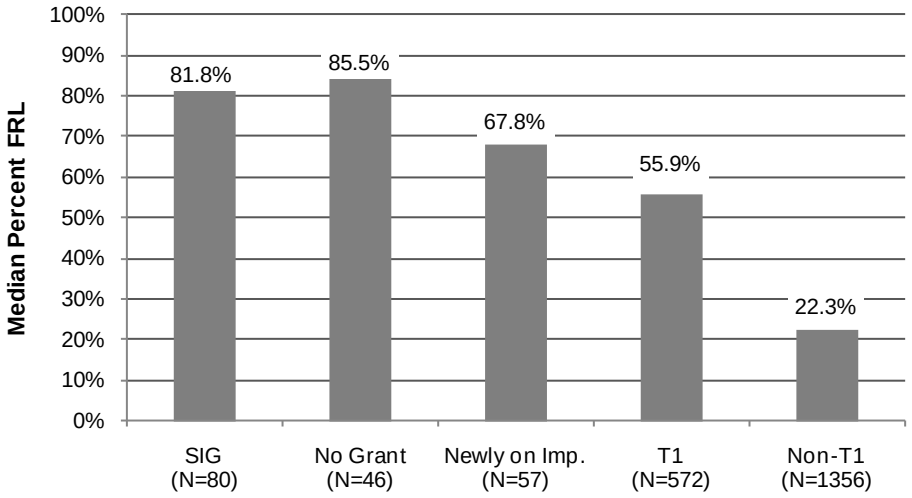


Figure 1.1.2: Median Percentage of Students in School that Have No or Limited English Proficiency by School Type

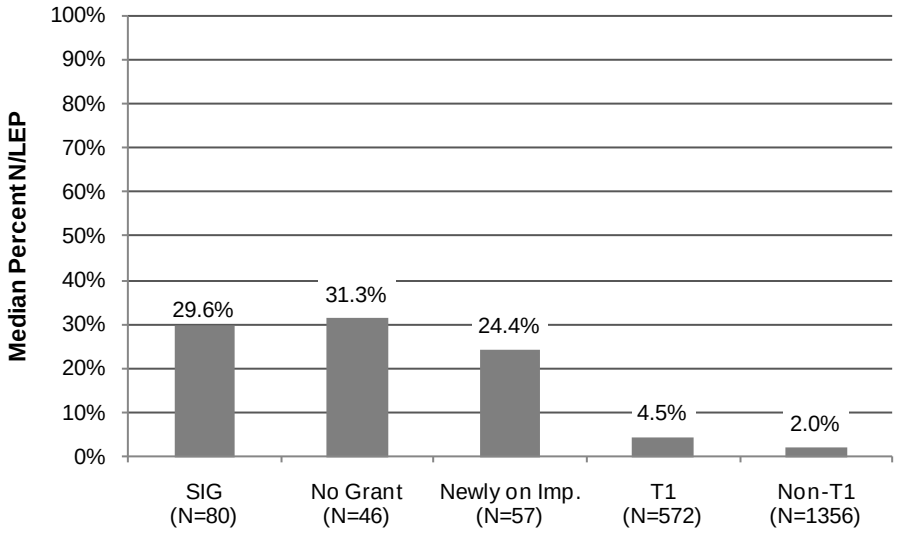


Figure 1.1.3: Median Percentage of Minority Students in School by School Type

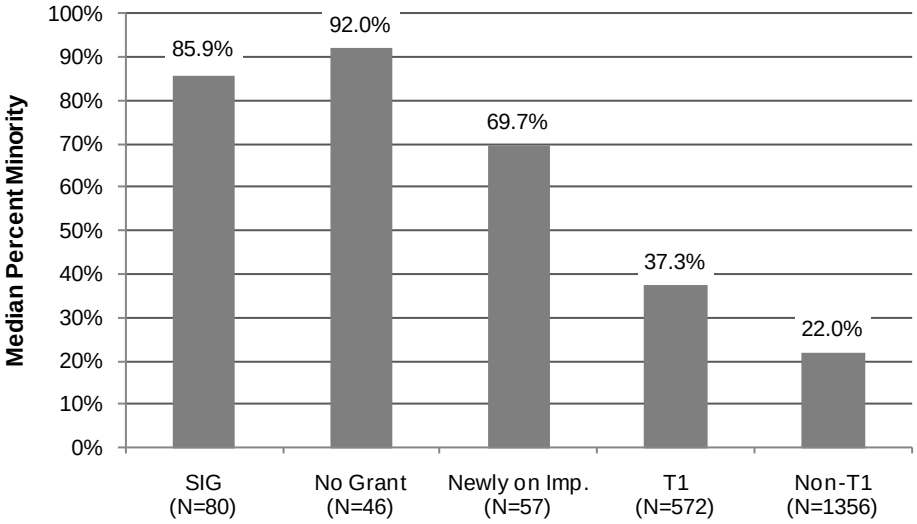
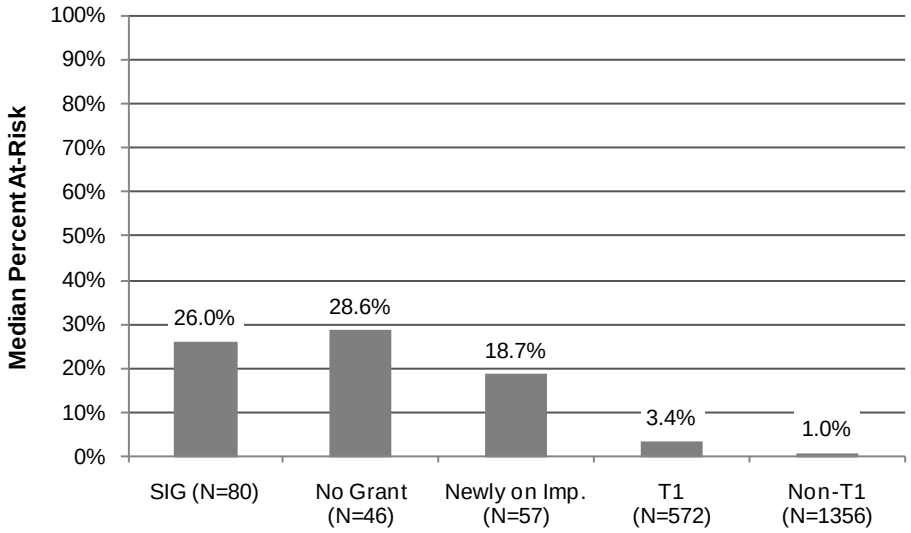


Figure 1.1.4: Median Percentage of Students in School that Qualify for Free or Reduced Lunch *and* have No or Limited English Proficiency *and* are Minority (At-Risk) by School Type



1.1. Summary of School Characteristics

The pattern in the data was consistent across each school demographic characteristic on median values. No Grant schools had the highest values followed closely by SIG schools. Schools that were new on School Improvement in 2010 had the next highest values, followed by Title I schools that were not currently on and did not have a history of being on School Improvement. Non-Title I schools had the lowest values on average.

There were also some notable differences in the variability or distribution of scores for SIG and No Grant schools across the different indicators. Specifically, the median percentage of students that qualified for free or reduced lunch or were ethnic minorities was high for both groups; however, the variability was much higher for SIG schools. That is, the No Grant group of schools tended to have fewer schools with lower percentages of FRL and ethnic minority students; the SIG group had schools with a broader range on those demographic characteristics. Distributions for English Language Learners (N/LEP) and at-risk students were similar among SIG and No Grant schools, and there was generally a wide range of scores for these variables in both groups. The differences in distributional characteristics of the percentage of students qualifying for free/reduced lunch or identifying as a minority should be kept in mind when interpreting differences in performance between SIG and No Grant schools in the effectiveness analyses.

Section 2: Program Effectiveness

What are the outcomes for schools that participated in the SIG process? How do these outcomes compare to schools that did not participate?

The goal of this section is to present results that describe how schools were performing after participation in the SIG process, and to determine to the extent possible, how SIG schools' academic achievement compared to the achievement of schools that were eligible but did not participate in the process. The following three analytic approaches were used to answer these evaluation questions:

1) An examination of change in SIG schools' academic performance from pre-review to post-grant years, including a test of whether SIG schools were performing significantly better at post-implementation than at pre-review (*indicators*: median percentage of students in a school that scored partially proficient or higher in reading and in math);
2) An examination of change in academic performance comparing the progress of each SIG Cohort group of schools to a matched group of comparison No Grant schools to assess whether SIG schools were improving at a greater rate than schools that did not participate in the SIG process (*indicators:* median percentage of students in a school who scored partially proficient or higher in reading and in math, exiting School Improvement status, and achieving AYP overall); and
3) An examination of the academic performance of SIG schools in the most recent year (2008-2009), including a comparison of whether a higher percentage of SIG schools were successful than No Grant schools (*indicators of success:* off School Improvement status in 2010; achieved AYP in 2009 overall, in reading and in math; and students with high median growth percentiles in reading and in math in 2009).

When possible, statistical tests were conducted to assess whether any observed differences in school performance were likely due to chance alone. In this evaluation, non-parametric tests were used because of the small sample sizes and because of the exploratory nature of the evaluation. Specifically, non-parametric tests are more flexible when examining small samples than are parametric tests and their use does not assume that the populations being compared are normally distributed. The tests are less sensitive to outliers or extreme scores because they examine differences in the rank ordering of the data rather than the actual values. Disadvantages of non-parametric tests are that they are often less powerful at detecting underlying differences in the data and results do not provide estimates of the size of the effect. Although for certain analyses sample sizes might have permitted the use of parametric tests, non-parametric tests were used throughout for consistency.

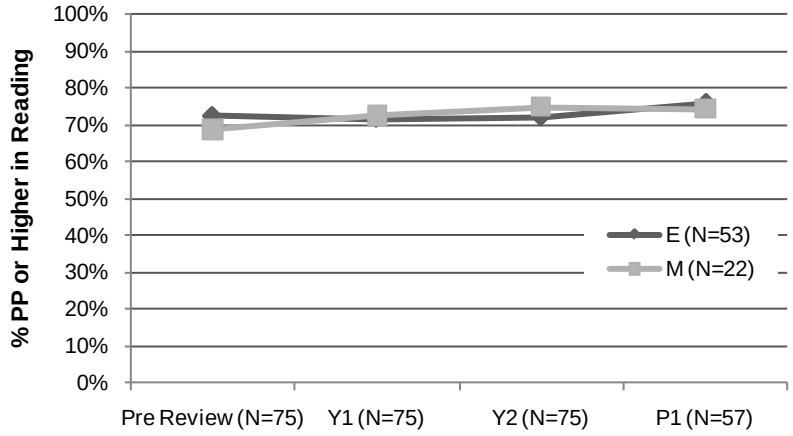
2.1 Analytic Approach #1: Change in Academic Achievement from Pre-Review to Post-Implementation

The goal of this set of analyses was to examine whether SIG schools showed increases in their academic performance from the year before receiving the SST review to post-implementation. It is important to examine whether schools are showing incremental gains over time to assess their progress. In this set of analyses, data were combined across Cohorts and organized according to year of participation in the process (i.e., pre-review, year 1 (SST year), year 2 (implementation year), and post 1 (post participation year 1)). Cohorts were in different stages of the process across years so only outcomes that did not change their criteria from 2004 to 2009 were included in these analyses. For example, AYP targets change every three years and may not be comparable across years. Outcomes examined in this set of analyses were the median percentages of students in a school that scored partially proficient or higher in reading and in math. Analyses were conducted separately for elementary and middle schools (high schools were excluded from analyses due to the small number of high schools participating in the SIG process). Please note that Cohorts 1-4 are graphically represented in the pre-review, year 1, and year 2 time points; only Cohorts 1-3 are graphically represented at all four time points because Cohort 4 was currently in its first year post-implementation at the time of this assessment. Statistical analyses were conducted with data from only Cohorts 1-3 because these schools had data for pre-review and post-year 1 time points.

Reading Achievement. Figure 2.1.1 displays the median percentage of students in a school that scored partially proficient or higher in reading as a function of year of participation in the SIG process. Data were graphed separately for elementary and middle schools. The N in the legend reflects the

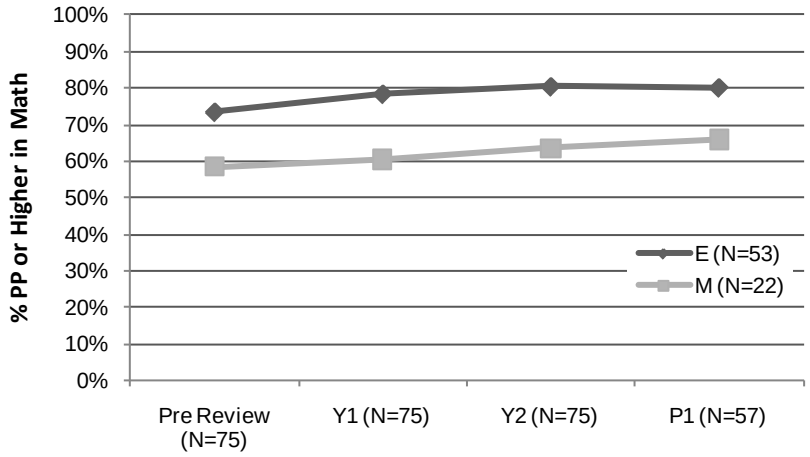
sample size for the pre-review, Y1, and Y2 years (in P1 there were 38 elementary schools and 19 middle schools). The median percentage of students in a school that scored partially proficient or higher in reading before receiving an SST visit was 72.3% and 68.7% for elementary and middle schools, respectively. At post-year 1, the median percentage increased to 75.9% and 74.4% for elementary and middle schools, respectively. Wilcoxon signed rank tests indicated that the difference between the distribution of scores at pre-review and post-year 1 was statistically significant for both elementary and middle schools ($Z = -2.89$, $p < .01$ for elementary schools; $Z = -3.06$, $p < .01$ for middle schools).

Figure 2.1.1: Median Percentage of Students in Schools Who Scored Partially Proficient or Higher in Reading by Year of Participation



Math Achievement. Figure 2.1.2 shows the median percentage of students who scored partially proficient or higher in math as a function of year of participation in the SIG process. Data were graphed separately for elementary and middle schools. The N in the legend reflects the sample size for the pre-review, Y1, and Y2 years (in P1 there were 38 elementary schools and 19 middle schools). The median percentage of students scoring partially proficient or higher in math before receiving an SST visit was 73.4% and 58.5% for elementary and middle schools, respectively. At post-year 1, the median percentage increased to 80.1% and 65.9% for elementary and middle schools, respectively. Wilcoxon signed rank tests indicated that the difference between the distribution of scores at pre-review and post-year 1 was statistically significant for both elementary and middle schools ($Z = -3.95$, $p < .01$ for elementary schools; $Z = -3.22$, $p < .01$ for middle schools).

Figure 2.1.2: Median Percentage of Students in Schools Who Scored Partially Proficient or Higher in Math by Year of Participation



2.2. Analytic Approach #2: Change in Academic Achievement Comparing SIG Schools to Matched No Grant Schools

Results from the above section indicated that, on average, students' academic achievement in reading and in math was improving in schools that participated in the SIG process. The next set of analyses was conducted to assess whether students in SIG schools were increasing their academic achievement to a greater extent than students in schools that did not participate in the SIG process. As mentioned in the Methods section, a series of steps were undertaken to select No Grant schools for comparison purposes. It is important to note that there were markedly fewer schools that were able to serve as comparison schools than schools that participated in the SIG process (80 SIG schools and 46 No Grant schools). The difference in the number of middle schools was especially notable (22 SIG middle schools; 8 No Grant middle schools). In addition, because No Grant schools were eligible to participate in the SIG process at any stage in the School Improvement progression, there was not a straightforward means to determine when to assign a pre-review, year 1, year 2, etc. equivalent timeframe for No Grant schools, which further complicated the evaluation design. Before presenting results, a description of the approach used to identify comparison schools for this set of analyses is provided.

Matching No Grant Schools. A process was undertaken to further refine the selection of No Grant schools. The overall aim was to create a group of schools that was similar to SIG schools based on the length of time a school was on School Improvement and by EMH level. This step was important to reduce bias in the analyses and ensure that any differences in performance outcomes were not simply due to differences in the number of elementary, middle, or high schools, or the number of

years a school was on School Improvement. As such, for each school in each Cohort, a No Grant school was randomly selected to serve as a comparison school for that Cohort (if available). The process was as follows:

1. The comparison school had to match identically to a SIG school on EMH and SI status in the appropriate year.
    a. For example, if there were two Cohort 1 SIG elementary schools on Corrective Action (CA) in their SST year (0405), then two No Grant elementary schools on CA in 0405 were randomly selected from all the elementary schools on CA in 0405 for the Cohort 1 comparison group. This process was conducted for each Cohort by each school-level and SI status.
2. Schools at any phase of restructuring implementation were grouped together to increase the number of comparison schools.
    a. For example, a Cohort 3 SIG elementary school on restructuring implementation year 2 (RI2) could have a comparison school selected if it was an elementary school on restructuring implementation year 1 (RI1) or restructuring implementation year 3 (RI3) in the appropriate year.
3. Schools may have been selected to serve as a comparison school for more than one Cohort to increase the number of comparison schools.
    a. For example, a school on CA in 0405 may have been chosen as a comparison school for a Cohort 1 school on CA. If that school was on restructuring planning (RP) the next year (0506), it may have been chosen as a comparison school for a Cohort 2 school on RP.
4. Appendix A provides information on SIG schools for which there was a No Grant school selected to serve in the comparison group (i.e., if there is a check mark in the 'control' column, that school had a No Grant match); Appendix B provides information on No Grant schools that were selected to serve as a comparison school for each cohort.

In total, of the 46 No Grant schools, 12 schools were not selected to serve as comparison schools, 17 schools were selected once, 10 schools were selected twice, 5 schools were selected 3 times, and 2 schools were selected 4 times. Table 2.2.1 provides information about the number of SIG schools in each Cohort by EMH, the number of No Grant matches for each group, and the number of SIG schools excluded from the analyses due to the lack of No Grant schools with the proper matching characteristics. For example, nine of the 14 elementary schools in Cohort 1 were included in this set of analyses because they had a No Grant elementary school that matched their SI status in their review year. Five elementary schools in Cohort 1 were not included in analyses because there were

no other elementary schools that matched their SI status in 04-05. Overall, 19 of the 80 SIG schools (23.8%) were excluded from the analyses in this section through the matching process. Although this approach resulted in the loss of schools, it enabled the evaluation to examine change in additional indicators of school achievement because the matching process equated the SIG and No Grant matched group by year and it ensured that any observed differences in achievement changes were not due differences in the length of time on School Improvement and number of elementary, middle, or high schools included. Statistical tests were not conducted for this set of analyses due to the small sample sizes. Coupled with results from the other analytic approaches, this method is intended to provide CDE with a more fine-grained examination of how SIG schools were changing in their academic performance over time compared to relatively similar schools that did not receive SIG services.

Table 2.2.1: Numbers of Participating SIG Schools, No Grant Matched Schools, and SIG Schools Excluded from Analyses by Cohort and EMH

	Elementary			Middle			High			Total		
Cohort	SIG	No Grant	# SIG Lost	SIG	No Grant	# SIG Lost	SIG	No Grant	# SIG Lost	SIG	No Grant	# SIG Lost
1	14	9	5	7	5	2	1	0	1	22	14	7
2	12	9	3	8	5	3	1	1	0	21	15	6
3	13	9	4	4	2	2	3	3	0	20	14	6
4	14	14	0	3	3	0	0	0	0	17	17	0
Total	**53**	**41**	**12**	**22**	**15**	**7**	**5**	**4**	**1**	**80**	**60**	**19**

Treatment of EMH Levels.

Because of the small sample sizes for this set of analyses, it was desirable to combine schools across EMH levels when possible. The following describes criteria used for combining EMH for each outcome indicator:

1. *Exiting School Improvement Status and AYP.* Analyses examining schools that have come off of School Improvement and achieved AYP were conducted combining all elementary, middle and high schools. This was done because EMH is factored into the calculation of whether a school achieves AYP and, subsequently, its School Improvement status. Although there may be differences in achieving outcomes as a function of school-level, having the same number of elementary, middle, and high schools in each SIG and No Grant group helped to control for the effect of EMH level.
2. *Percentage of Students in School Partially Proficient or Higher in Reading and Math.* The percentage of students scoring partially proficient or higher in a school may look different as a function of the EMH level. Data from the School-Wide and Targeted Assistance (SWTA) evaluation were examined to determine whether median percentages of students scoring partially

proficient or higher in reading and in math for Title I schools were different as a function of EMH. For reading, data indicated that the median percentages were relatively similar for elementary and middle schools but different for high schools; for math, elementary, middle, and high schools all demonstrated different medians. Thus, analyses for reading achievement combined elementary and middle schools. Analyses for math included only elementary schools due to the small number of middle and high schools in each Cohort.

School Improvement Status and AYP (EMH Combined).

Figure 2.2.1 provides data on the percentage of schools that exited School Improvement by year, Cohort, and SIG participation. The first year on the x-axis (or bottom of the figure) indicates the review year and the N in the legend reflects sample sizes in the review year. The first year is 0% for both groups because all SIG schools were on School Improvement during their review year, and all No Grant schools were matched to be on the same year of School Improvement. Visual inspection of the figures indicated that some schools, from both the SIG and No Grant groups, exited School Improvement each year, but the pattern across years and Cohorts was not consistent. Overtime, Cohort 1 schools showed a slightly greater percentage of schools off School Improvement than their No Grant counterparts; however, Cohort 2 No Grant schools showed a greater percentage of schools that exited School Improvement compared to their SIG counterparts (although they were very similar to each other in percentage in 2010). SIG schools from Cohorts 3 and 4 were showing increases over time in the percent of schools exiting School Improvement. Figure 2.2.2 provides data on the percentage of schools that achieved AYP by year, Cohort, and SIG participation. The first year, on the x-axis (or bottom of figure), represents the pre-review year; the N in the legend reflects sample sizes in the pre-review year. A visual inspection of the figures did not reveal a consistent or easily interpretable pattern of change.

Figure 2.2.1: Percentage of Schools that Came Off School Improvement by Year, Cohort, and SIG Participation

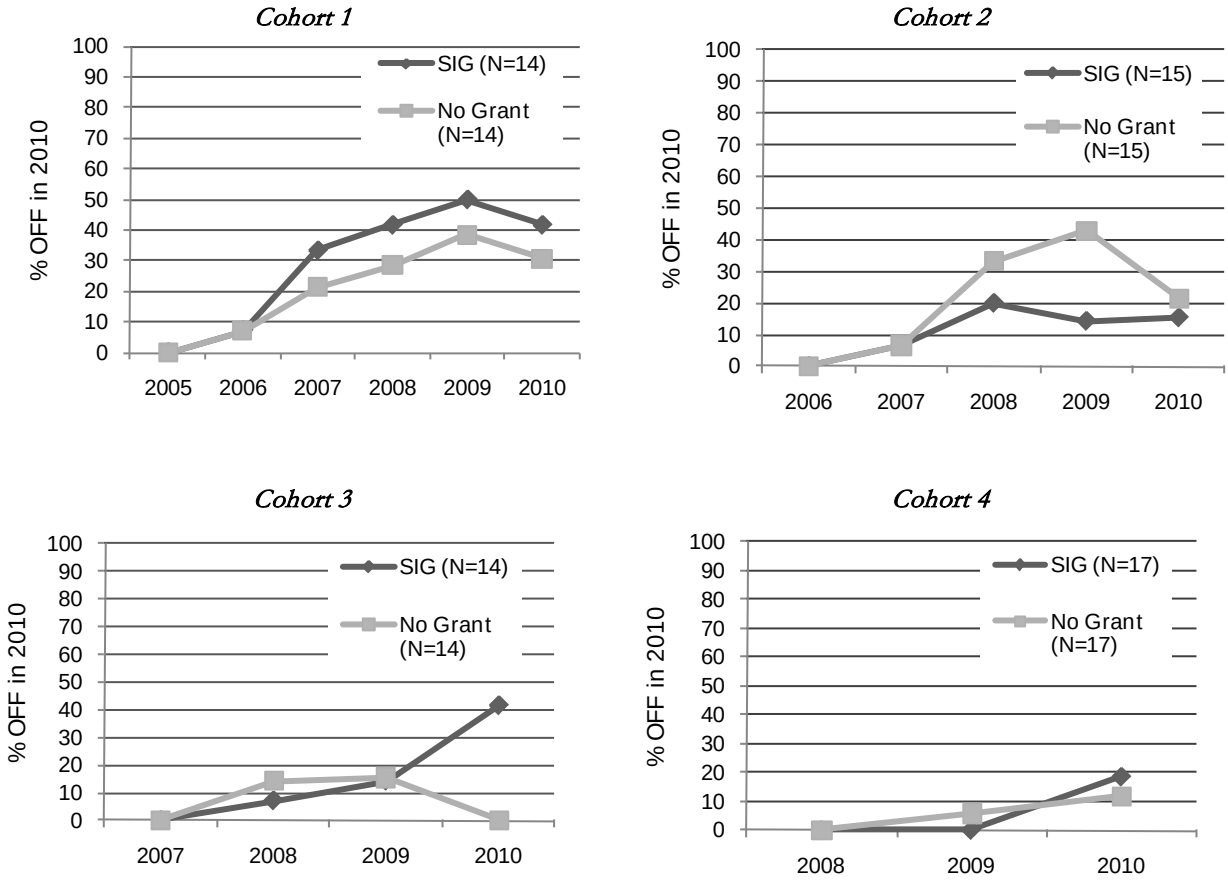
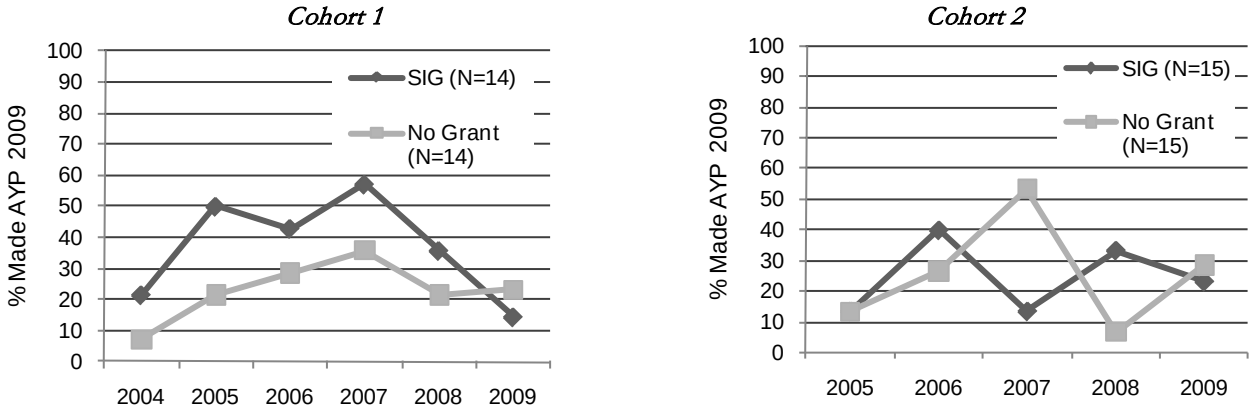
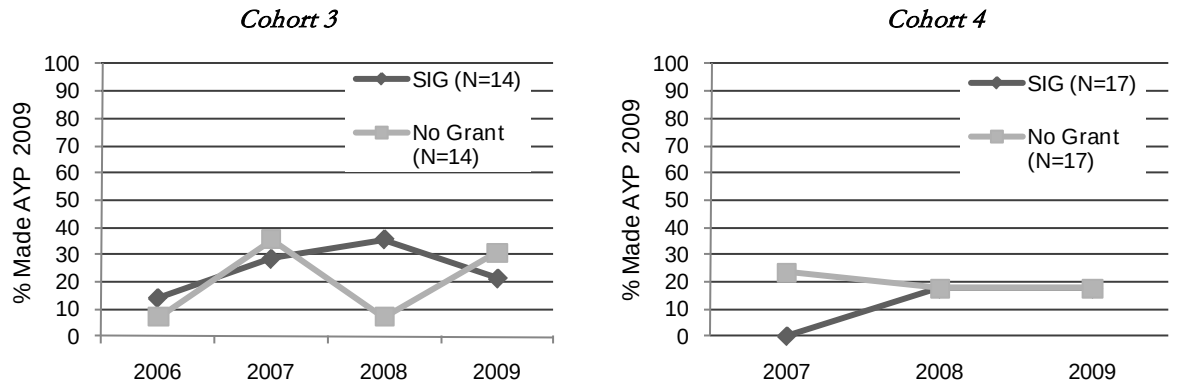


Figure 2.2.2: Percentage of Schools that Achieved AYP by Year, Cohort, and SIG Participation





Percentage of Students in School who Scored Partially Proficient or Higher in Reading and Math.

Figures 2.2.3a and 2.2.3b display the median percentage of students in a school that scored partially proficient or higher in reading and in math as a function of year and SIG participation, respectively. Please note that the y-axes of all figures in this section are on a 50% to 100% scale to provide a clearer visualization of trends in the data. The first year on the x-axis represents the pre-review year for the respective Cohort and the N in the legend reflects sample sizes in the pre-review year. As mentioned above, the reading analyses included elementary and middle schools combined, and math analyses included elementary schools only.

Visual inspection of the figures revealed some interesting trends. First, it appears that there were differences among SIG Cohorts on the average baseline performance and achievement trajectories. For example, Cohort 1 schools had higher percentages of students scoring partially proficient or higher on average at baseline compared to other Cohorts; this finding was true for both math and reading. Cohort 1 SIG schools also had higher percentages than the No Grant matched schools. Further, Cohort 1 SIG schools appeared to maintain or increase their achievement over time. Cohort 2 schools, as a group, started relatively low on their percentages of students scoring partially proficient or higher in reading and in math; however, figures indicated a steady growth over time, especially compared to their No Grant counterparts. In addition, Cohort 3 schools showed some promising increases in their reading and math achievement compared to their No Grant counterparts.

Figure 2.2.3a: Median Percentage of Students in Schools That Scored Partially Proficient or Higher in Reading

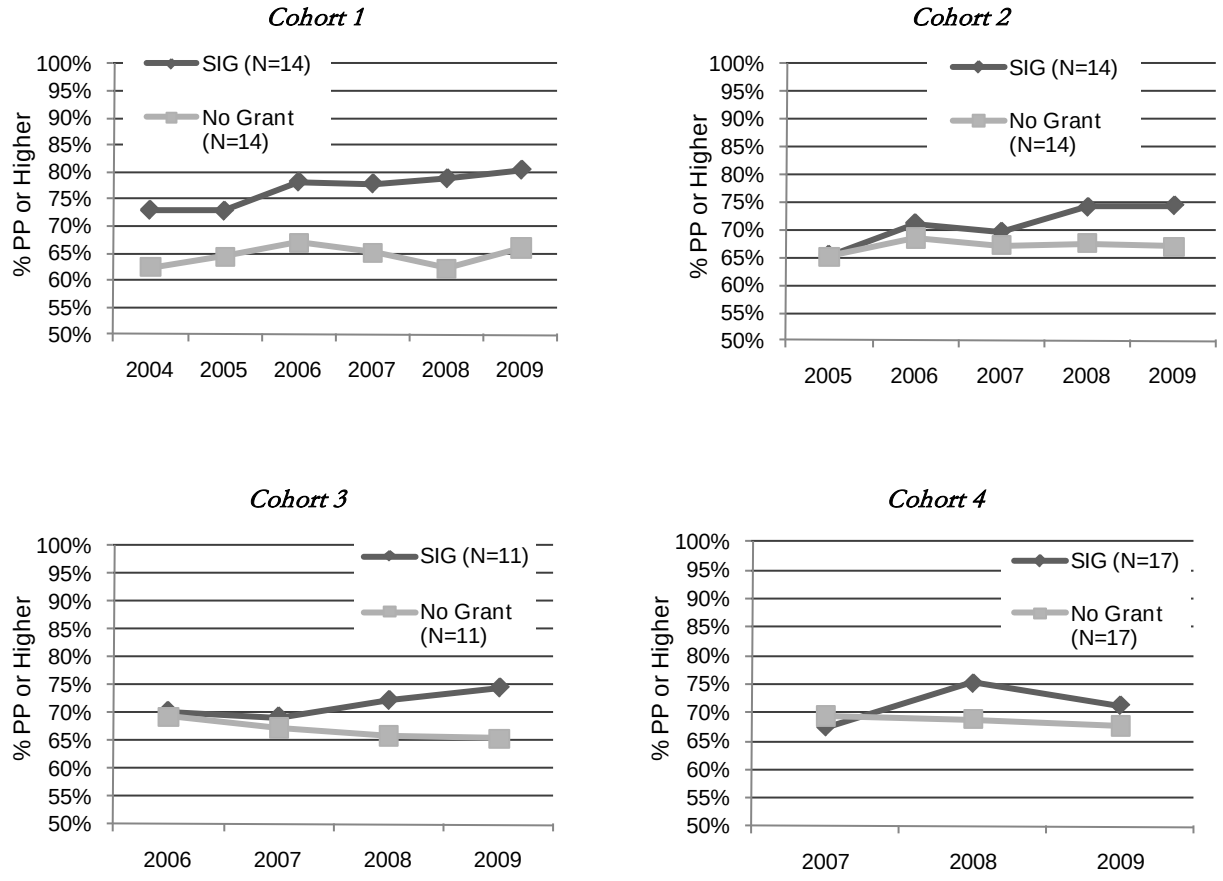
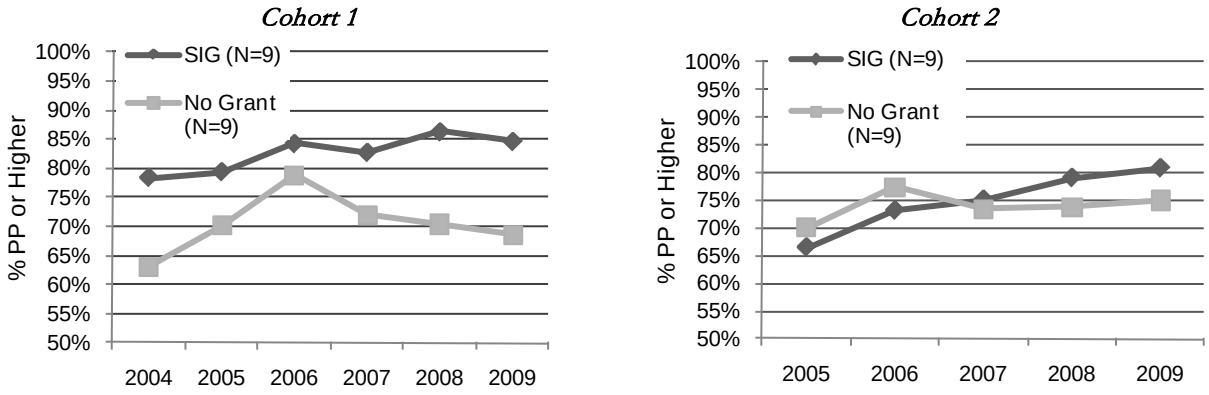
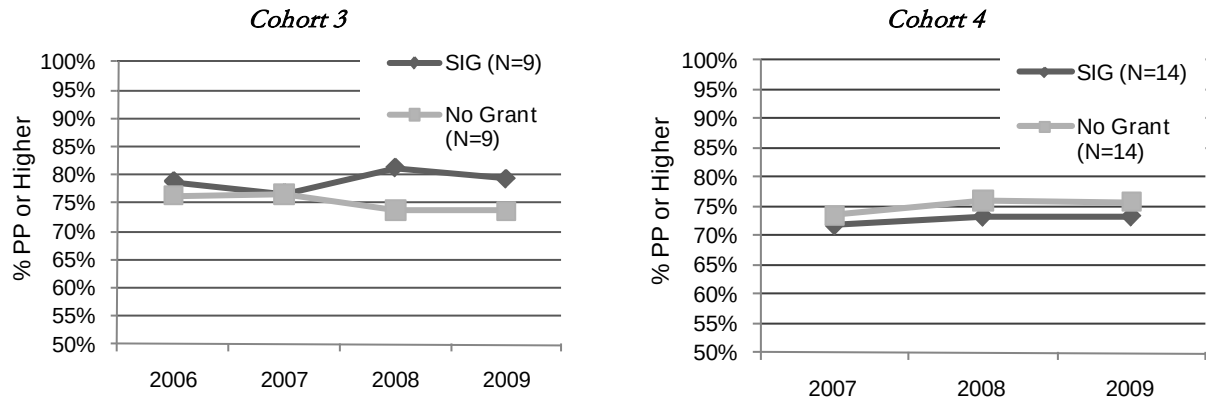


Figure 2.2.3b: Median Percentage of Students in School That Performed Partially Proficient or Higher in Math





2.3 Analytic Approach #3: Academic Achievement in 2008-2009.

The above approaches provided a year by year look at the progress of SIG schools and how that progress compared to a matched group of No Grant schools. The goal of this third set of analyses was to examine the academic success of SIG schools to date and to examine whether SIG schools had a higher percentage of successful schools than No Grant schools. Six indicators of success were examined: 1) Off School Improvement in 2010; 2) Achieved AYP overall in 2009; 3) Achieved AYP in reading in 2009; 4) Achieved AYP in math in 2009; 5) Median of student growth percentiles in reading in 2009; and 6) Median of student growth percentiles in math in 2009. One limitation of analytic approach #2 presented above was that some schools were excluded from analyses because they could not be appropriately matched with a No Grant school. Analyses presented in this section included all possible SIG and No Grant schools for which data were available[2]. However, as noted above, a markedly higher percentage of middle schools participated in the SIG process than were represented in the No Grant group. Because there may be differences in school success depending on whether a school is an elementary, middle, or high school, all analyses in this section were conducted separately by school level to reduce any bias introduced by unequal school level group representation. It was not possible to control for length of time a school was on School Improvement in this set of analyses, nor was it possible to examine high schools for school level analyses due to the small sample size. When sample sizes permitted and when appropriate, statistical tests were conducted to determine whether there were significant differences between SIG and No Grant schools on any of the indicators.

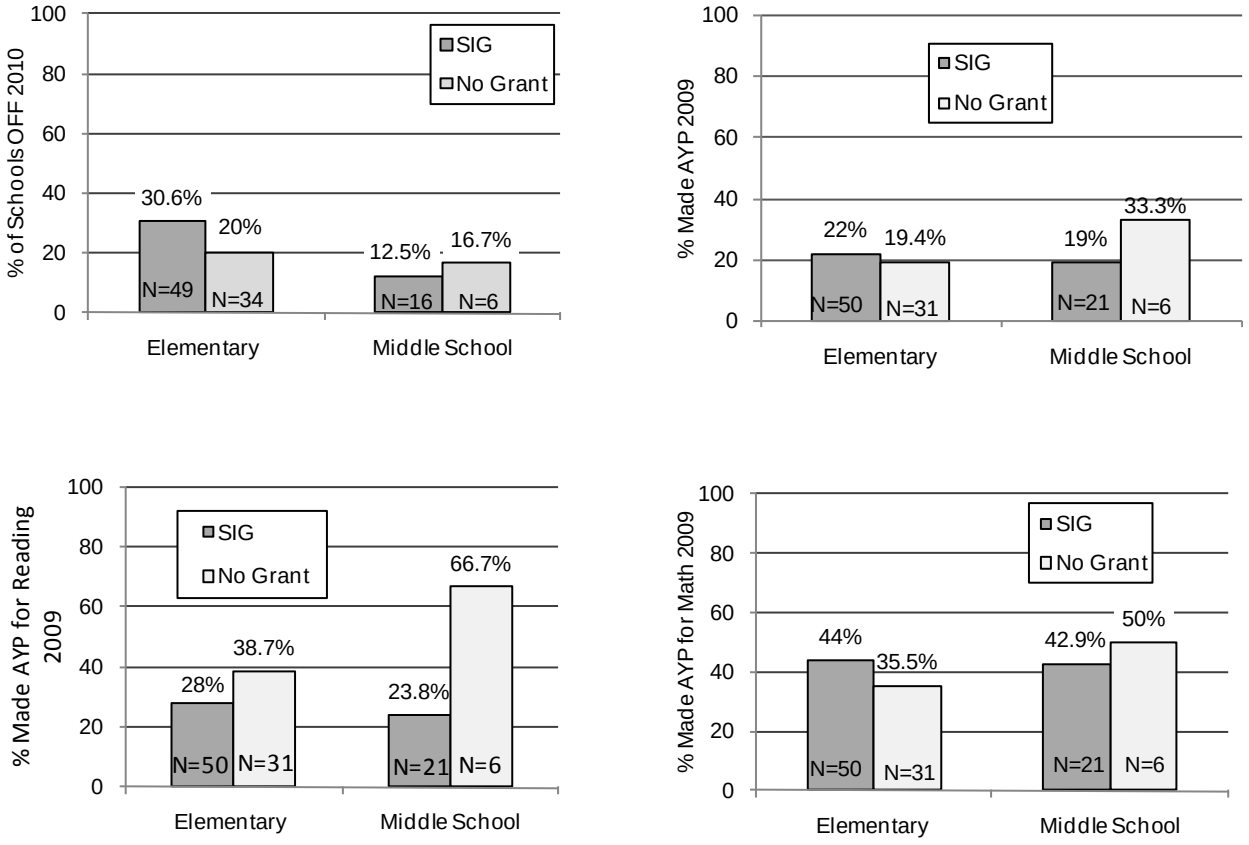
[2] 17 schools (6 No Grant and 11 SIG) were missing School Improvement Status data in 2010 because they either closed or did not receive Title I funding; nine schools (5 No Grant and 4 SIG schools) were missing 2009 AYP data likely because they closed.

Off School Improvement in 2010 and Achieving AYP in 2009

Figure 2.3.1 displays the percentage of successful schools on the School Improvement status and AYP indicators as a function of SIG participation separately for elementary and middle schools. It is important to note that there were only six No Grant middle schools included in these graphs (two of the eight possible No Grant schools had closed by 2008-2009). Thus, it is difficult to compare the success of No Grant middle schools to SIG middle schools because the percentages can be strongly influenced by the outcomes of only one or two No Grant schools. Data for high schools were not graphed due to the small number in each group (5 SIG and 4 No Grant). None of the high schools in either group had exited School Improvement status in 2010. Of the five SIG high schools, one achieved AYP overall, two achieved AYP in reading, and one achieved AYP in math; of the four No Grant high schools, two achieved AYP overall, three achieved AYP in reading, and two achieved AYP in math.

When looking across the four indicators shown in Figure 2.3.1, no consistent pattern in the data emerged. For example, a higher percentage of SIG elementary schools (30.6%) had exited School Improvement status than No Grant elementary schools (20.0%); a similar percentage of SIG and No Grant elementary schools had achieved AYP overall (22.0 and 19.4%, respectively); and a higher percentage of No Grant elementary schools (38.7%) achieved AYP in reading than SIG elementary schools (28.0%). A series of chi squared analyses were conducted to determine whether there were statistically significant differences in the percentage of successful SIG and No Grant elementary schools (the small number of No Grant middle schools precluded comparison significance tests for middle schools). Across each indicator, there were no statistically significant differences in the percentage of successful schools as a function of participation in SIG.

Figure 2.3.1: Percentage of Schools that Achieved AYP Indicators of Success as a Function of SIG Participation and School Level



Median Growth in Reading and in Math in 2009

CDE calculates student growth percentiles to provide information on how well a student's achievement is progressing compared to his or her academic peers. By examining student growth percentiles, one can assess whether students in SIG schools were showing higher growth on average in 2009 compared to students in No Grant schools. To examine this question, the median of the student growth percentiles was calculated for students in SIG schools and for students in No Grant schools. Thereafter, non-parametric statistical tests were conducted to determine whether the distribution of the median growth percentiles was significantly different for students in SIG schools compared to students in No Grant schools. Because student level data were used, sample sizes were often large and could accommodate statistical tests at all school levels. However, it is important to note that these analyses did not control for school size and the number of students in SIG schools was often much larger than the number of students in No Grant schools.

Reading. Table 2.3.1 presents the median growth percentile in reading for students in SIG schools and students in No Grant schools by school level. For example, the median growth percentile of the 5,874 students in the 50 participating SIG elementary schools was 46.0 for reading. Similarly, the median growth percentile of the 3,318 students in the 31 No Grant elementary schools was 47.0 for reading. Mann-Whitney rank-sum tests were conducted to determine whether there were significant differences in the distribution of growth percentiles between students in SIG and No Grant schools by school level. Results indicated that students in No Grant middle schools had higher average median growth rankings in reading than students in SIG middle schools. There were no significant differences at the elementary or high school levels.

Table 2.3.1: Median Growth Percentile in Reading of Students in SIG and No Grant Schools by School Level

School Level	School Type	N (schools)	N (students)	2009 Median Growth
E	SIG	50	5874	46.0
	No Grant	31	3318	47.0
M	SIG	21	8511	44.0
	No Grant*	6	2642	56.0
H	SIG	5	1608	46.0
	No Grant	4	892	49.5
*p<.05				

Math. Table 2.3.2 presents the median growth percentile in math for students in SIG schools and students in No Grant schools by school level. For example, the median growth percentile of the 6,364 students in the 50 participating SIG elementary schools was 46.0 for math; the median growth percentile of the 3,489 students in the 31 No Grant elementary schools was 49.0 for math. Mann-Whitney rank-sum tests were conducted to determine whether there were significant differences in the distribution of school median growth percentiles between SIG and No Grant schools at each level. Results indicated that for elementary and middle schools, student in No Grant schools had significantly higher rankings of median growth than students in students in SIG schools. There were no significant differences at the high school level.

Table 2.3.2: Median Growth Percentile in Math of Students in SIG and No Grant Schools by School Level

School Level	School Type	N (schools)	N (students)	2009 Median Growth
E	SIG	50	6364	46.0
	No Grant*	31	3489	49.0
M	SIG	21	8521	47.0
	No Grant*	6	2651	60.0
H	SIG	5	863	46.0
	No Grant	4	452	44.5
*p<.05				

Cohort Specific

Analyses conducted in approach #3 do not consider when SIG schools participated in the process. For example, it is possible that schools that began the process in 2005 were performing differently in 2009 than schools that began the process two years later in 2007. In addition, there were programmatic differences between cohorts that may impact results. Thus, each indicator of success was examined separately as a function of cohort participation. Table 2.3.3 provides information about the total number of schools with available data for each outcome and the percentage of those schools that were successful by each outcome by school level for each cohort. For example, 13 elementary schools from Cohort 1 had SI status data in 2010 and 38.5% of those schools were off School Improvement in 2010; 14 elementary schools from Cohort 1 had AYP data in 2009 and 7.1% of the 14 schools made AYP overall, 14.3% made AYP in reading, and 50% made AYP in math. Visual inspection of the table provided some interesting trends in the data. In general, a higher percentage of SIG schools achieved AYP in math than in the other outcome areas. For elementary schools, Cohort 3 had a relatively high percentage of schools achieving success on each of the indicators. Cohort 1 had a relatively high percentage of schools off School Improvement status in 2010; however, only 7.1% achieved AYP overall in 2009, indicating that next year more Cohort 1 schools may be on School Improvement again. With respect to middle schools, Cohorts 3 and 4 had too few to examine. A couple of the Cohort 1 middle schools showed successful outcomes whereas none of the Cohort 2 middle schools achieved the indicators of success (except 1 school achieved AYP in math in 2009).

Table 2.3.3: Number and Percentage of Schools Achieving Success by Cohort and Level

Cohort	EMH	Off 2010		Made AYP 2009		Made Read AYP 09		Made Math AYP 09	
		N	% Off	N	% AYP	N	% AYP	N	% AYP
1	E	13	38.5	14	7.1	14	14.3	14	50.0
1	M	6	33.3	7	42.9	7	42.9	7	71.4
1	H	1	0.0	1	100.0	1	100.0	1	100.0
2	E	10	20.0	10	30.0	10	30.0	10	50.0
2	M	7	0.0	7	0.0	7	0.0	7	14.3
2	H	1	0.0	1	0.0	1	0.0	1	0.0
3	E	12	41.7	12	33.3	12	50.0	12	41.7
3	M	1	0.0	4	25.0	4	50.0	4	50.0
3	H	2	0.0	3	0.0	3	33.3	3	0.0
4	E	14	21.4	14	21.4	14	21.4	14	35.7
4	M	2	0.0	3	0.0	3	0.0	3	33.3

Tables 2.3.4 and 2.3.5 present the median growth percentile in 2009 for students in SIG schools by Cohort and school level for reading and for math, respectively. Median growth percentiles for Cohorts with too few students are not reported (i.e. less than 20 students). For elementary and middle schools, Kruskal-Wallis Tests were conducted to determine whether the distribution of student growth percentiles was significantly different as a function of Cohort participation. This overall test indicated that there were significant differences between Cohorts. Follow-up Mann-Whitney tests were conducted to assess between which Cohorts differences were found. Below we describe the key differences that were found.

For students in elementary schools, Cohort 3 had significantly higher mean rankings than the other cohorts in both math and reading. This was the only Cohort to have a reading and math median higher than the 50th percentile. Students in Cohort 1 elementary schools generally had significantly lower mean rankings than students in the other Cohorts in math and reading (except that it was similar to Cohort 4 in reading). Students in Cohort 2 and 4 elementary schools were similar to each other.

For students in middle schools, the pattern was different from the findings for students in elementary schools and for reading and for math. Specifically, for reading, Cohorts 1 and 3 were similar to each other and had higher mean rankings than Cohorts 2 and 4, which were similar to each other. For math, Cohorts 1 and 2 were similar to each other and had mean higher rankings than Cohorts 3 and 4, which were similar to each other.

There were too few high school students with valid reading and math growth percentile data in Cohort 1 and 4 to conduct significance tests. Therefore, the only comparison reported is between

Cohort 2 and 3. For both reading and math, Cohort 2 students had a significantly higher mean ranking of the median growth percentiles than students in Cohort 3. It is interesting to note that the 35 students with reading growth percentile data in the one Cohort 1 high school had very high growth on average (median growth = 73.0).

Table 2.3.4: Median Growth in Reading for Students in SIG Schools by Cohort and School Level

School Level	Cohort	N (schools)	N (students)	2009 Median Growth
E	1	14	1917	44.0
E	2	10	1153	46.0
E	3	12	1282	52.0
E	4	14	1522	44.0
M	1	7	1989	45.0
M	2	7	3607	43.0
M	3	4	1670	48.0
M	4	3	1245	41.0
H	1	1	35	73.0
H	2	1	807	47.0
H	3	3	766	44.0
H	4	0	0	N/A

Table 2.3.5: Median Growth in Math for Students in SIG Schools by Cohort and School Level

School Level	Cohort	N (schools)	N (students)	2009 Median Growth
E	1	14	1966	41.0
E	2	10	1235	45.0
E	3	12	1489	51.0
E	4	14	1674	48.0
M	1	7	1990	48.0
M	2	7	3617	49.0
M	3	4	1674	44.0
M	4	3	1240	44.0
H	1	1	13	-
H	2	1	437	52.0
H	3	3	413	41.0
H	4	0	0	N/A

2.4 Summary of Outcomes of SIG Participation

Three approaches were used to assess the effectiveness of participation in the SIG process. In the first, changes in the percentage of students in a school that scored partially proficient or higher in reading and in math were examined as a function of year of participation in the SIG process. Results from this approach were supportive of program efficacy – significant increases in the percentage of students in a school that scored partially proficient or higher from pre-review to post-participation were noted for elementary and middle schools in both math and reading achievement areas.

In the second approach, SIG schools were matched by school level and School Improvement status to a group of schools that were eligible but did not participate, No Grant schools. SIG and No Grant schools were compared to each other on multiple performance indicators. Because these analyses were conducted separately for each Cohort, sample sizes were too small to conduct tests of statistical differences in outcomes between SIG and No Grant schools. Overall, a visual inspection of the pattern of change in the percentage of schools that had exited School Improvement status or achieved AYP overtime was difficult to interpret. There was quite a bit of variability in the percentages for each year and for each Cohort. This may be due in part to the small numbers of schools examined in each Cohort of schools (any one school can greatly influence the percentage when sample sizes are small) and changing AYP requirements across the years. In contrast, visual examination of the graphs of changes in the median percentage of students scoring partially proficient or higher in reading and in math indicated some possible trends. In general, although not for all, SIG schools appeared to be increasing their percentages at a higher rate than their matched No Grant counterparts. Cohort 2 schools in particular showed consistent increases in the median percentage of students in a school that scored partially proficient or higher in reading and in math, and these schools had started with relatively low percentages on average. Cohorts 1 and 3 demonstrated increased median percentages as well.

In the third approach, SIG schools were compared to No Grant schools on performance outcomes from the 2008-2009 academic year (off School Improvement in 2010 and achieving AYP in 2009). These analyses were conducted at the school level. Because of the very small number of No Grant middle schools, it was difficult to make any comparisons between SIG and No Grant schools at the middle school level. Looking at the achievement of SIG middle schools as whole indicated that relatively few participating middle schools were currently off School Improvement or had achieved AYP. SIG middle schools appeared to be performing better in math than in reading. For example, 43% of SIG middle schools achieved AYP in math whereas 23% achieved AYP in reading. A finer grained look at SIG middle schools suggested that there may be some differences by Cohort. Cohort

1 middle schools had a higher percentage of successful outcomes than Cohort 2 middle schools (there were too few middle schools in Cohorts 3 and 4 to get a sense of them as a group). Results for elementary schools indicated no significant differences between SIG and No Grant schools on the outcomes and patterns were inconsistent across outcome measures. When looking at individual Cohorts, Cohort 3 stood out has having a high percentage of successful schools.

In addition, the median growth percentile in reading and in math in 2009 was calculated for students in SIG and No Grant schools by school level. Results suggested that reading growth was similar on average for SIG and No Grant elementary students. However, students in No Grant elementary schools had higher growth (49.0) than students in SIG elementary schools (46.0). Moreover, students in No Grant middle schools had notably high median growth percentiles (56.0 and 60.0 in reading and in math, respectively). In contrast, SIG middle schools had low median growth percentiles (44.0 in reading and 47.0 in math). It is critical to note that sample sizes were unequal, and at the middle school level, students from only six No Grant schools were represented. Finally, there were differences in growth as a function of Cohort membership. Notably, elementary students from Cohort 3 had the highest growth in reading and in math.

Section 3: Predictors of Success

What are the school characteristics that predict successful outcomes for SIG schools? Do characteristics differ for SIG and No Grant Schools?

The goal of analyses presented in this section was to examine factors that contributed to successful outcomes for schools on School Improvement. The first set of factors examined were baseline achievement indicators for SIG schools and were as follows: 1) The school's SI status during their review year; 2) The percentage of students in a school that performed partially proficient or higher in reading in the year prior to their SST review; and 3) The percentage of students in a school that performed partially proficient or higher in math in the year prior to their SST review. These analyses were conducted to assess whether there was an association between schools' achievement before SIG and their later success. The second set of factors examined were demographic characteristics of schools. Demographic characteristics were not dependent upon year of participation in the SIG program (i.e., they were calculated by averaging across all available years of data) so the evaluation was able to examine these predictors of outcomes for both SIG and No Grant schools.

Each school characteristic was examined with respect to four outcome indicators of success: 1) Off School Improvement status in 2010; 2) Achieved AYP in 2009; 3) Achieved AYP in reading in 2009; and 4) Achieved AYP in math in 2009. Similar to the process described in Section 2, schools were

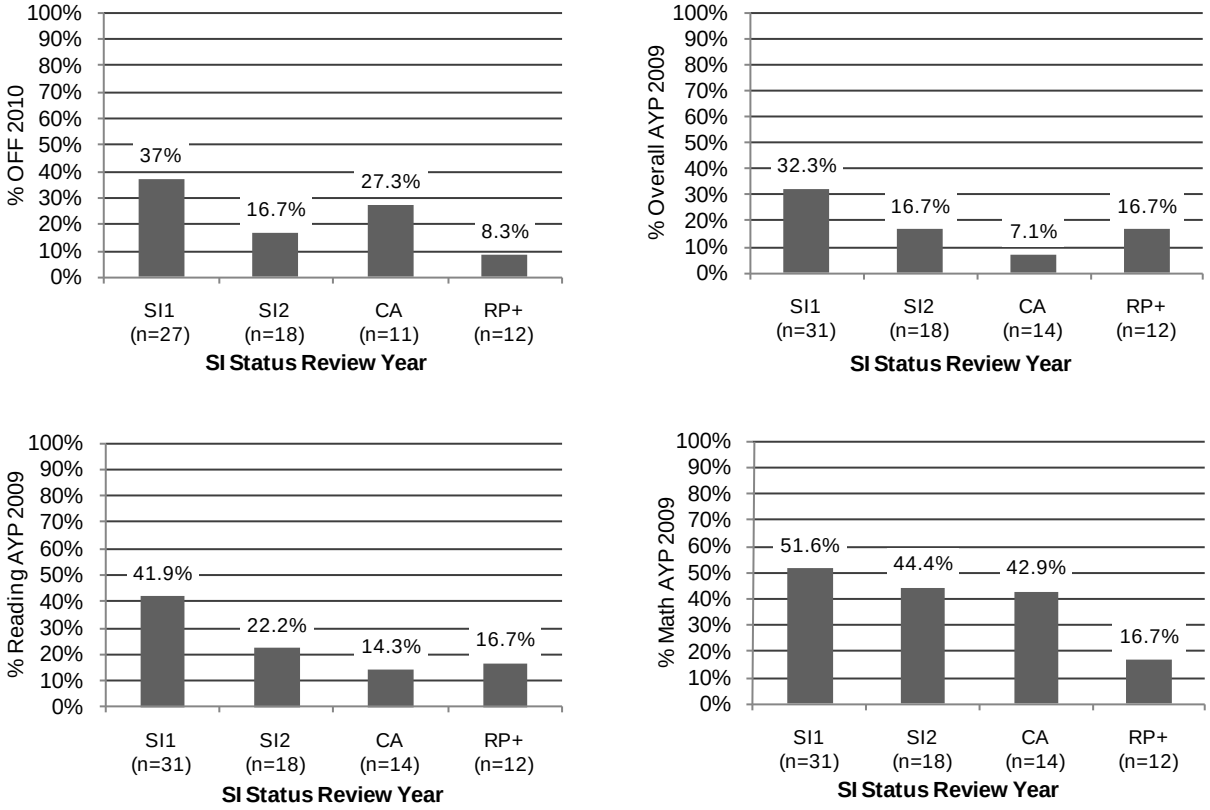
combined across school levels to increase sample sizes when possible. Finally, non-parametric statistical tests were conducted, when appropriate, to determine whether there were significant associations between school characteristics and successful outcomes.

3.1: Baseline Performance of SIG Schools

School Improvement Status at Review Year (EMH combined)

Figure 3.1.1 displays the percentage of schools that were off School Improvement status and achieved AYP as a function of their SI status during the review year. Overall, the highest percentages of successful outcomes were observed in schools that were on their first year of School Improvement (SI1) when receiving the SST review. The pattern was less clear for schools in their second year of School Improvement (SI2), on Corrective Action (CA), or in any phase of restructuring (RP+) at their review year. Please use caution when interpreting the findings due to the small sample sizes in some of the groups.

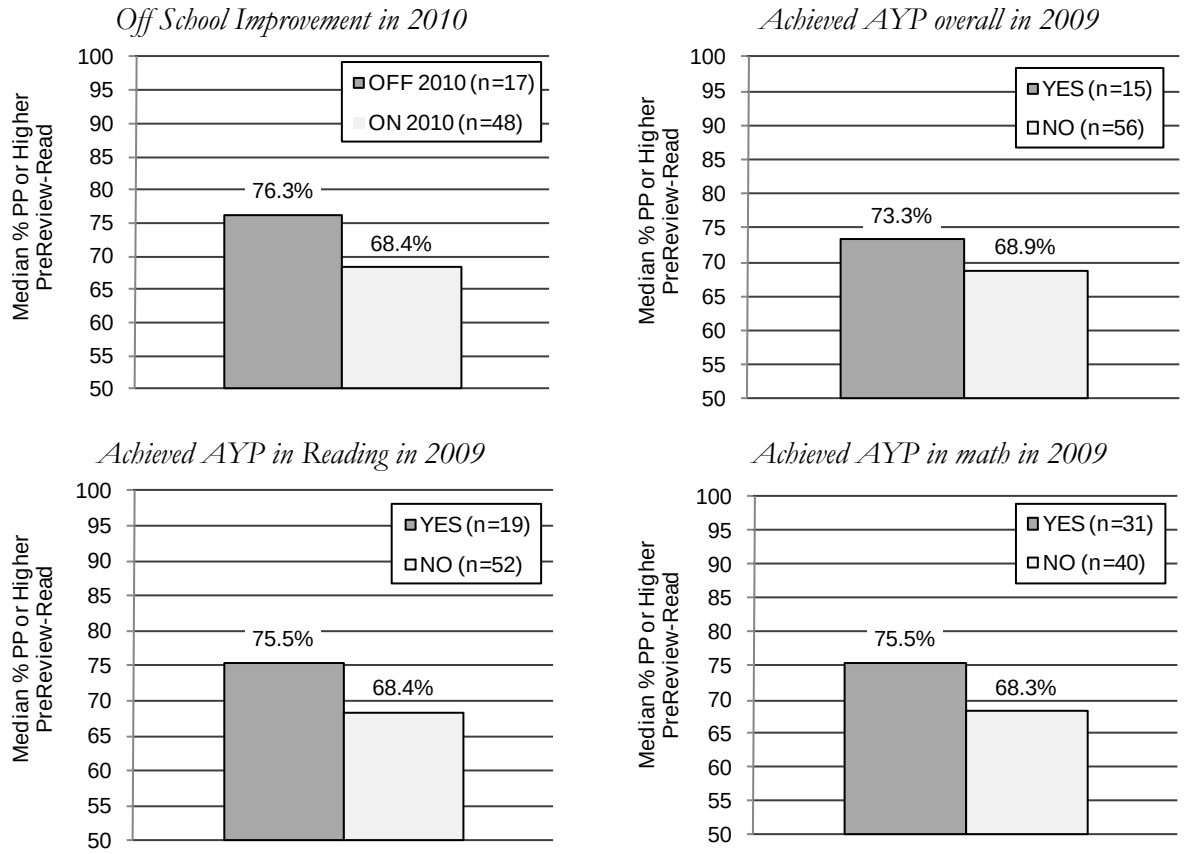
Figure 3.1.1: Percentage of Schools Achieving Successful Outcomes by SI Status in Review Year



Percentage of Students Partially Proficient or Higher Pre-Review

Reading (EM combined, High Schools Excluded). Figure 3.1.2 displays the median percentage of students who scored partially proficient or higher in reading as a function of whether schools exited School Improvement in 2010, and achieved AYP overall, in reading, and in math in 2009. For three of the four outcomes, Mann-Whitney rank-sum tests revealed that successful schools started with significantly higher percentages of students who scored partially proficient or higher in reading during their pre-review year. Schools that achieved AYP overall did not have significantly different percentages of students scoring partially proficient or higher in reading at the pre-review year.

Figure 3.1.2: Median Percentage of Students in School Who Scored Partially Proficient or Higher in Reading at Pre-Review by School Achievement Outcome

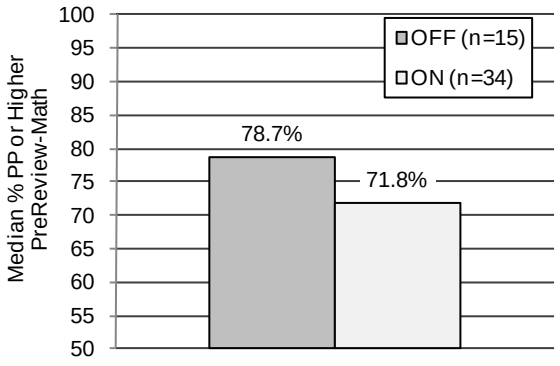


Math (Elementary Only). Figure 3.1.3 displays the median percentage of students who scored partially proficient or higher in math as a function of whether schools achieved success in each of the outcome areas. For all four indicators, Mann-Whitney rank-sum tests revealed that successful

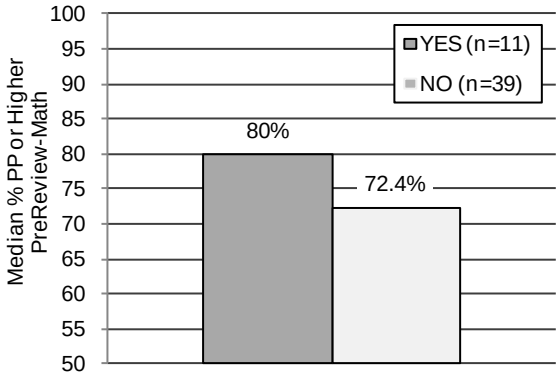
schools had significantly higher percentages of students who scored partially proficient or higher in math during their pre-review year than schools that did not achieve the outcome.

Figure 3.1.3: Median Percentage of Students in School Who Scored Partially Proficient or Higher in Math at Pre-Review by School Achievement Outcome

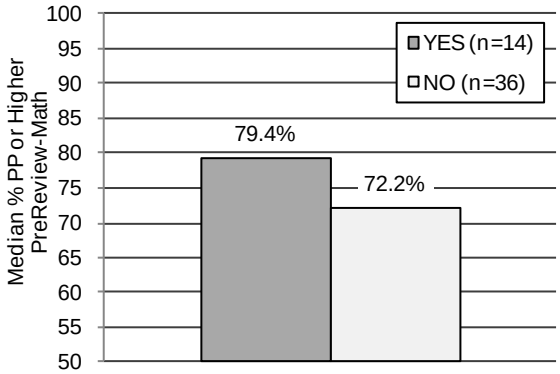
Off School Improvement in 2010



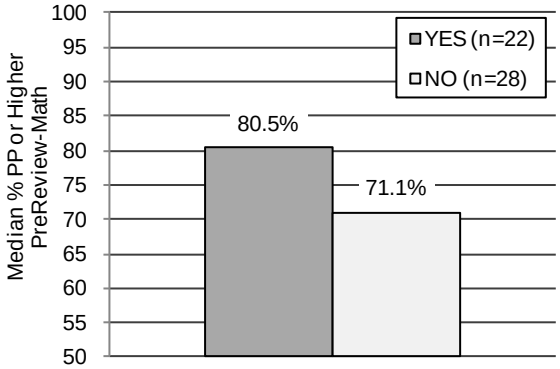
Achieved AYP overall in 2009



Achieved AYP in Reading in 2009



Achieved AYP in math in 2009



3.2: School Demographic Indicators (EMH combined)

Figures 3.2.1 through 3.2.4 present the median percentage of students in the school on each demographic characteristic as a function of successful outcomes. Results are presented for both SIG and No Grant schools. A series of Mann-Whitney rank sum tests were conducted to determine whether schools that achieved successful outcomes were different on demographic characteristics than schools that did not achieve successful outcomes. Of the 32 tests conducted, significance was

achieved twice. For SIG schools only, schools that were off School Improvement status and that had achieved AYP in math had significantly fewer minority students than schools that were on School Improvement and did not achieve AYP in math.

Figure 3.2.1: Median Percentage of Students in Schools on Demographic Characteristics by SIG Participation and School Improvement Status in 2010

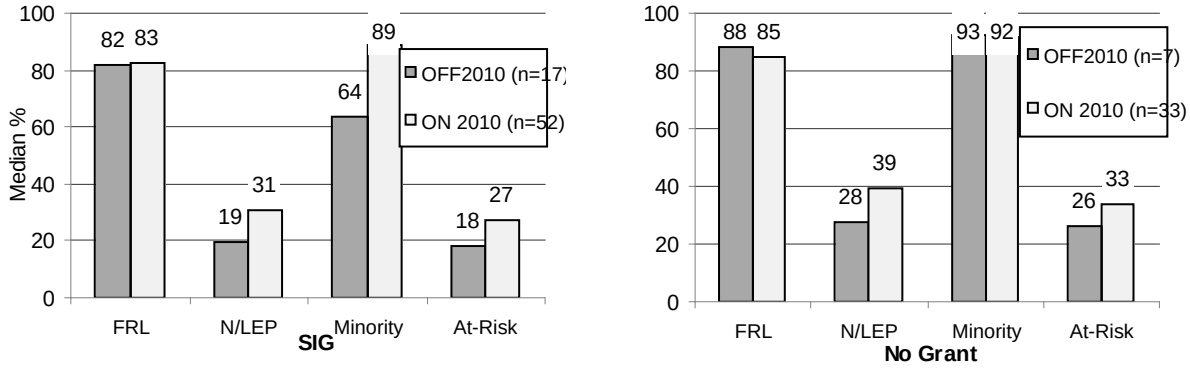


Figure 3.2.2: Median Percentage of Students in Schools on Demographic Characteristics by SIG Participation and Achieving AYP in 2009

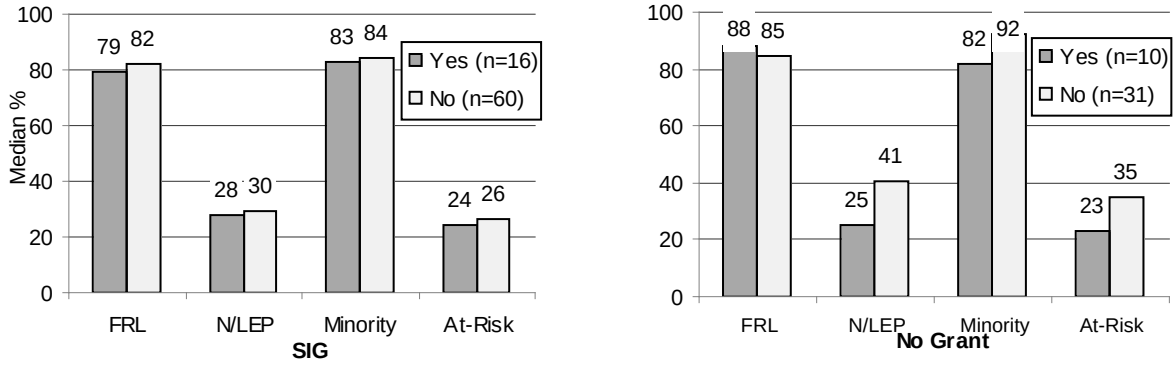


Figure 3.2.3: Median Percentage of Students in Schools on Demographic Characteristics by SIG Participation and Achieving AYP in Reading in 2009.

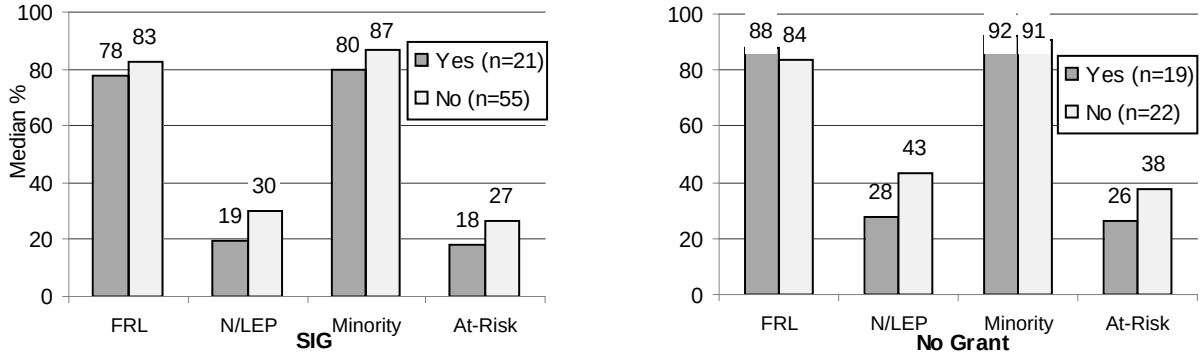
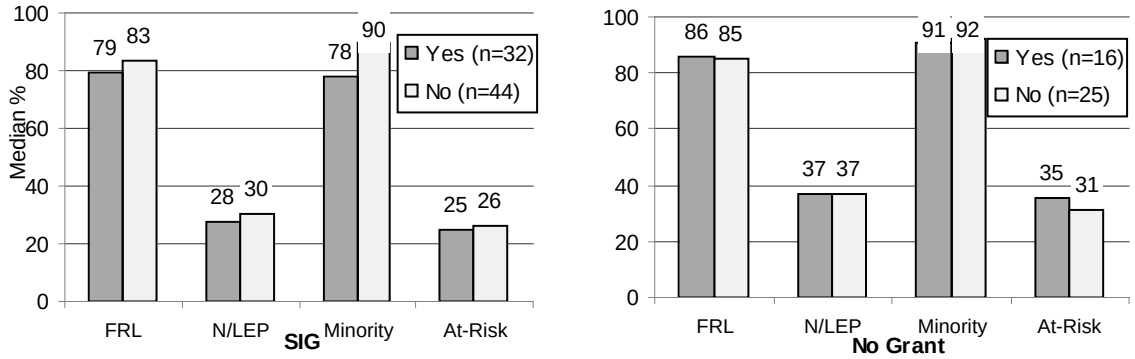


Figure 3.2.4: Median Percentage of Students in Schools on Demographic Characteristics by SIG Participation and Achieving AYP in math in 2009.



3.3: Summary of Predictors of Success

In general, results indicated that the sooner schools participated in the SIG process, the more likely they were to achieve success as indicated by exiting School Improvement status and achieving AYP. Specifically, schools on their first year of School Improvement in their review year had the highest percentages of successful schools. In addition, schools with higher percentages of students who scored partially proficient or higher in reading and in math in the pre-review year were more likely to achieve success than schools with lower percentages of students who scored partially proficient or higher in reading and in math in the pre-review year. This suggests that early intervention may be beneficial for schools. This may have implications for CDE, considering the large number of schools that are new on School Improvement in the 2009-2010 academic year.

Finally, few demographic characteristics of schools were significantly associated with successful outcomes. Two of the 32 statistical tests conducted achieved statistical significance: SIG schools

with higher percentages of minority students were less likely to be off School Improvement in 2010 and achieve AYP in math in 2009 than SIG schools with lower percentages of minority students. It may be that schools with more minority students have more difficulty achieving AYP outcomes due to increased targets for subgroups of students. These differences were only noted for schools that participated in the SIG process. It is important to recall that No Grant schools had relatively homogenous minority populations so there may not have been enough variability among No Grant schools to detect differences in outcomes. It is also important to note that sample sizes were often small for successful schools, which may limit the possibility of detecting underlying differences in the data.

Conclusions and Next Steps

The evaluation in fiscal year 2 focused on three areas: 1) Describing characteristics of SIG schools and how those characteristics compared to other types of schools; 2) Assessing the impact of SIG participation on the achievement of students in schools; and 3) Identifying predictors of success in the program. Some of these evaluation questions were able to be answered more fully using the existing data whereas others had less clear answers because of data limitations and inconsistencies in the results. Below, please find an overall summary of the findings and suggestions for next steps regarding the evaluation of the SIG process.

Key Findings

Characteristics of SIG Schools

There was clear indication that schools that participated in the SIG process were serving at-risk students. On average, SIG schools served student populations of over 80% in poverty, over 85% identifying as an ethnic minority, and almost 30% identifying as English Language Learners. On average, just over one-quarter were students that qualified for free/reduced lunch, identified as an ethnic minority, *and* were English Language Learners. Thus, it is clear that CDE via the SIG process is working with schools that are serving students who traditionally have been at-risk for lower achievement. Schools that were on School Improvement but did not participate in the SIG process were also serving at-risk students. Schools that were eligible but did not participate tended to have more homogenous populations of students in poverty and of an ethnic minority than schools that did participate.

It is also important to note that a fairly large group of schools went on School Improvement for the first time this year (2009-2010). AYP targets increased two years prior and schools that were on the

cusp of achieving AYP may no longer be able to meet the more rigorous requirements. This new group of schools had different average student characteristics than schools that had historically been on School Improvement. New schools on School Improvement served higher percentages of at-risk students than Title I schools not on School Improvement and non-Title I schools; however, their student bodies had fewer at-risk students than schools previously on School Improvement. Thus, these new schools needing services may have different school characteristics than schools on School Improvement in the past.

Program Impact

CDE indicated that one of the primary objectives for the evaluation was to assess the effectiveness of the SIG process in improving student achievement. The gold standard of assessing effectiveness in research is to use an experimental design - to randomly assign eligible schools to participate in a 'treatment' or 'control' group and to then track outcomes to determine whether schools that participated in a 'treatment' improved at a greater rate than schools that did not participate. However, random assignment is often not feasible in real-world settings and can result in denying or postponing service provision for qualifying schools. When schools self-select to receive services, it can be possible to compare outcomes for schools that elected to participate to schools that did not elect to participate. This latter approach was used in the SIG evaluation. However, this approach has limitations when there are pre-existing differences between the groups, and unequal and small sample sizes. To attempt to overcome some of these limitations, the data were examined using three approaches and multiple indicators of success to assess whether any trends emerged. However, because of the exploratory nature of this approach and the fact that many of the findings relied on visual inspection of the data, results should be interpreted cautiously. In addition, the evaluation could not consider at this point other, non-SIG programs or services that No Grant schools may have been receiving that might have impacted their performance. It is also important to note that the relatively small sample size for the No Grant group compared to the SIG group indicated that a higher percentage of qualifying schools elected to participate in the SIG process than to not participate. Although this provided limitations to the evaluation, it also indicates that CDE is reaching many eligible schools and providing them with intensive services.

In general, results of the effectiveness analyses were somewhat complex. Results differed to some extent depending on the analytical strategy used and the specific outcome examined. When we examined change in the median percentage of students in a school that scored partially proficient or higher in reading and in math, outcomes were promising. There was a significant increase in the median percentage of students scoring partially proficient or higher in both reading and in math

from the pre-review period to the post-review period. Further, when comparing Cohorts of SIG schools to a matched group of No Grant schools on changes in the median percentage of students who scored partially proficient or higher in reading and in math, there was some indication that SIG schools might be improving at a greater rate than No Grant schools; however, limited sample sizes precluded the use of statistical tests to assess whether these differences were likely due to chance.

When examining exit from School Improvement status and achievement of AYP as outcomes, the pattern across all SIG and No Grant schools was less clear. When examining success to-date (defined as being off School Improvement in 2010 and achieving AYP indicators in 2009), there was some success among elementary schools (approximately 30% were off School Improvement and 22% achieved AYP); however, these rates were not significantly different from No Grant schools. SIG middle schools also showed some success (approximately 12% were off Improvement in 2010 and 19% achieved AYP), but there were too few No Grant middle schools to make comparisons. The changing AYP requirements over time, differences between Cohorts in schools' baseline achievement, and the amount of time since they participated in SIG posed challenges for examining the academic progress of SIG schools as a group.

Finally, analyses of student growth percentiles revealed that student in No Grant elementary schools generally had higher growth percentiles than students in SIG elementary schools in math in 2009. In addition, students in No Grant middle schools generally had higher growth percentiles than students in SIG middle schools for math and reading in 2009. It is important to note that there were only six No Grant middle schools, and these schools were doing well overall. It is possible that No Grant schools received other interventions or had other characteristics that were not captured in this evaluation.

Cohort Level Analyses

This section provides a description of some of the trends noted when examining each SIG Cohort across the various outcomes.

Cohort 1. Cohort 1 schools received their reviews in 2004-2005. On average, this Cohort of schools had higher percentages of students scoring partially proficient or higher in reading and in math in their pre-review year compared to other Cohorts. This Cohort showed steady gains in achievement outcomes – the percentage of students in a school who scored partially proficient or higher in reading and in math increased over time, over half had made AYP in 2007, and the percentage of schools exiting School Improvement status over time showed steady gains, with half of Cohort 1 schools off School Improvement in 2009. However, a current examination of this

cohort suggests that some of these schools have gone back on School Improvement in 2010 and very few made AYP overall in 2009. In addition, elementary school students from Cohort 1 had relatively low growth in 2009 on average. Thus, Cohort 1 elementary schools were showing initial successes after participation, but may be struggling to sustain those gains in the face of changing AYP requirements. This evidence suggests that Cohort 1 schools may require additional assistance to sustain their improvements.

Cohort 2. Cohort 2 schools received their reviews in 2005-2006 and showed some different characteristics on average from Cohort 1 schools. In general, these schools had lower percentages of students scoring partially proficient or higher in reading and in math at pre-review compared to Cohort 1. On average, the percentages increased over time, most dramatically in math (please note that only elementary schools were examined for math). However, very few of these schools made AYP over time and exited School Improvement status, which may be due to these schools having started relatively low on performance. Their gains in percentages of students scoring partially proficient or higher in reading and in math are encouraging.

Cohort 3. Cohort 3 schools received their reviews in 2006-2007 and have just finished their first year after implementation. There were some promising results for this Cohort as well. Five of the 12 elementary schools were off School Improvement in 2010. In addition, this Cohort showed strong reading outcomes: The median student growth percentile in reading for elementary schools was 52.0%, and half of the elementary schools and half of the middle schools achieved AYP in reading.

Cohort 4. Cohort 4 schools received their reviews in 2008 and have just finished implementation. At this point no clear patterns emerged in the data.

Predictors of Success

The overall pattern in the data was that baseline performance was associated with successful achievement of AYP outcomes. SIG schools that were on their first year of School Improvement had the highest percentage of schools achieving AYP and exiting School Improvement status. In addition, successful schools had significantly higher percentages of students partially proficient in reading and in math in the pre-review year than schools that did not achieve AYP markers of success. This suggests that catching schools early in the process may be beneficial for achieving NCLB indicators. There was less evidence that school demographic characteristics were predictive of success. Some of this may be due to limited variability in the data (e.g., there may be too few schools with lower rates of students in poverty to see whether schools with lower rates of poverty would be more successful than schools with higher rates of poverty). There was some evidence that schools with lower percentages of minority students were more successful than schools with higher

percentages; however, this effect was only detected for two of the four outcome indicators. It is possible that schools that have more AYP targets to meet have more difficulty achieving AYP outcomes.

Recommendations

We suggest that the SIG evaluation would benefit from the use of additional data sources and evaluation tools. The SIG process is an intensive, comprehensive effort that is designed to enhance many aspects of schools and the current data sources and statistical methods used in this evaluation may not best capture the impact of the program on schools. There was some evidence that the SIG process is helping schools improve the academic achievement of students, as measured by the Colorado Student Assessment Program, by increasing the percentage of students in the school that score partially proficient or higher in reading and in math. However, findings from the analyses of 2009 student growth percentiles were less encouraging. The SIG process is based on the understanding that school reform in multiple areas will lead to improved student achievement, but this evaluation was not able to examine mechanisms that may link SIG activities to student achievement outcomes. Additional evaluation methods could provide a more detailed representation of SIG's impact on student achievement. Specifically, the examination of data collected as part of the school support team reviews and re-visits would provide an avenue to examine more proximal outcomes (looking specifically at areas schools are targeting and their achievement in those areas) as well as provide a more in depth understanding of schools' needs, as indicated by their reviews. In addition, interviews with school staff would provide a rich data source to understand successful strategies that schools have implemented as well as identify any barriers in the SIG process. This level of understanding would help CDE refine and adapt its programming to better serve schools. This could be especially important considering the high number of new schools on School Improvement in 2010 that may request participation in the SIG process.

Appendix A: SIG Schools

Cohort1

District Name	School Number	School Name	EMH	SI Status 05	06	07	08	09	SI Y1	Team	Cost of Review	Year 1 Funds	Year 2 Funds	Control
Adams 12 Five Star Schools	1878	Coronado Elementary	E	SW	SW	SW	SW	SW	CA	Team 2 (Karen Benner)	$17,762.0	$32,238.0	$100,000.0	✓
Adams 12 Five Star Schools	2918	Federal Heights Elem.	E	SW	SW	SW	SW	SW	CA	Team 2 (Karen Benner)	$17,122.0	$32,003.0	$100,000.0	✓
Adams 12 Five Star Schools	5706	McElwain Elementary	E	SW	SW	SW	SW	SW	CA	Team 2 (Karen Benner)	$15,571.0	$34,429.0	$100,000.0	
Adams 12 Five Star Schools	8842	Thornton Elementary	E	SW	SW	SW	SW	SW	CA	Team 2 (Karen Benner)	$18,315.0	$31,685.0	$100,000.0	
Adams County 14	5982	Monaco Elementary	E	SW	SW	SW	SW	SW	SI2	Team 5 (Tina Kerschen)	$19,407.2	$30,592.0	$100,000.0	✓
Center 26 Jt	1412	Haskin Elementary	E	SW	SW	SW	SW	SW	SI1	Team 1 (Nancy Wear)	$17,850.0	$32,150.0	$100,000.0	✓
Gunnison Watershed Re1j	3690	Gunnison Elem.	E	TA	TA	TA	TA	TA	SI1	Team 6 (Jean Bonelli)	$18,978.1	$29,918.0	$100,000.0	
Ignacio 11 Jt	4252	Ignacio Intermediate	E	SW	SW	SW	SW	SW	SI2	Team 3/4 Centennial BOCES	$16,941.0	$33,059.0	$100,000.0	✓
Jefferson County R-1	5972	Molholm Elementary	E	SW	SW	SW	SW	SW	SI2	Team 6 (Jean Bonelli)	$18,880.0	$30,120.0	$100,000.0	✓
Miami/Yoder 60 Jt	5850	Miami-Yoder (PK-12)	E	SW	SW	SW	SW	SW	SI1	Team 5 (Tina Kerschen)	$17,249.6	$32,746.0	$99,420.0	
Moffat County Re:No 1	1936	Craig Intermediate	E	TA	TA	NA		NS	SI1	Team 2 (Karen Benner)	$19,669.0	$9,000.0	$100,000.0	✓
Montezuma-Cortez Re	4546	Kemper	E	SW	SW	SW	SW	SW	SI2	Team 1 (Nancy Wear)	$15,508.0	$33,871.0	$100,000.0	✓
Montezuma-Cortez Re	5436	Manaugh Elementary	E	SW	SW	SW	SW	SW	SI2	Team 1 (Nancy Wear)	$15,508.0	$34,500.0	$100,000.0	✓
St Vrain Valley Re 1j	7464	Rocky Mountain Elem.	E	TA	TA	TA	TA	TA	SI1	Team 6 (Jean Bonelli)	$18,650.0	$31,350.0	$100,000.0	
Adams County 14	4516	Kearney Middle	M	TA	TA	SW	SW	SW	SI1	Team 5 (Tina Kerschen)	$19,559.0	$30,441.0	$121,330.0	✓
Adams County 14	20	Adams City Middle	M	TA	SW	SW	SW	SW	SI1	Team 5 (Tina Kerschen)	$16,193.0	$33,700.0	$100,000.0	✓
Ault-Highland Re-9	3961	Highland Middle	M	TA	TA	NA		NS	CA	Team 5 (Jean Bonelli)	$18,490.0	$29,937.0	$100,000.0	✓
Centennial R-1	1396	Centennial Jr. High	M	SW	SW	SW	SW	SW	SI2	Team 1 (Nancy Wear)	$18,933.0	$0.0	$100,000.0	
Center 26 Jt	1416	Skoglund Middle	M	SW	SW	SW	SW	SW	SI1	Team 1 (Nancy Wear)	$18,365.0	$31,635.0	$100,000.0	✓
Jefferson County R-1	6474	O'Connell Middle	M	TA	TA	SW	SW	SW	SI1	Team 6 (Jean Bonelli)	$18,153.5	$31,846.0	$100,000.0	
Pueblo City 60	4376	Risley Middle	M	SW	SW	SW	SW	SW	CA	Team 5 (Tina Kerschen)	$16,228.0	$33,772.0	$100,000.0	✓
Centennial R-1	1398	Centennial Sr. High	H	SW	SW	SW	SW	SW	SI2	Team 1 (Nancy Wear)	$18,933.0	$0.0	$100,000.0	

Cohort 2

District Name	School Number	School Name	EMH	SI Status 05	06	07	08	09	SI Y1	Team	Cost of Review	Year 1 Funds	Year 2 Funds	Control
Boulder Valley Re 2	8978	University Hill Elem.	E	SW	SW	SW	SW	SW	SI2	Team 6 (Jean Bonelli)	$19,325.0	$0.0	$100,000.0	
Brighton 27j	6294	North Elem.	E	SW	SW	SW	SW	SW	SI1	Team 5 (Tina Kerschen)	$19,325.0	$5,000.0	$125,000.0	✓
Denver County 1	8006	Smith Renaissance	E	SW	SW	SW	SW	SW	CA	Team 2 (Karen Benner)	$19,325.0	$30,675.0	$100,000.0	✓
Denver County 1	220	Amesse Elem.	E	SW	SW	SW	SW	SW	RP	Team 2 (Karen Benner)	$19,325.0	$19,325.0	$100,000.0	
Denver County 1	5685	McGlone Elementary	E	SW	SW	SW	SW	SW	SI1	Team 5 (Tina Kerschen)	$19,325.0	$30,675.0	$100,000.0	✓
Denver County 1	5940	Maria Mitchell	E	SW	SW	SW	SW	NS	RP	Team 4 (Judi Herm)	$19,325.0	$30,675.0	$100,000.0	
Greeley 6	6774	Billie Martinez Elem.	E	SW	SW	SW	SW	SW	CA	Team 2 (Karen Benner)	$19,325.0	$19,325.0	$100,000.0	✓
Greeley 6	54	Romero Elem.	E	SW	SW	SW	SW	SW	SI1	Team 2 (Karen Benner)	$19,325.0	$19,325.0	$100,000.0	✓
Montrose County Re-1j	7106	Pomona Elem.	E	TA	TA	TA	SW	SW	SI1	Team 3 (Shelly Lantz)	$22,350.0	$22,350.0	$92,727.0	✓
Weld County S/D Re-8	8930	Twombly Elem.	E	SW	SW	SW	SW	SW	SI1	Team 1 (Nancy Wear)	$19,325.0	$25,018.0	$100,000.0	✓
Westminster 50	7952	Skyline Elem.	E	SW	SW	SW	SW	SW	SI2	Team 6 (Jean Bonelli)	$19,325.0	$30,367.0	$100,000.0	✓
Westminster 50	496	Baker Elem.	E	SW	SW	SW	SW	SW	SI2	Team 6 (Jean Bonelli)	$19,325.0	$30,675.0	$100,000.0	✓
Adams 12 Five Star Schools	5814	Thornton Middle	M	TA	TA	TA	SW	SW	SI2	Team 2 (Karen Benner)	$19,325.0	$5,000.0	$125,000.0	✓
Adams 12 Five Star Schools	6830	Niver Creek Middle	M	TA	TA	TA	SW	SW	SI2	Team 2 (Karen Benner)	$22,350.0	$22,350.0	$100,000.0	
Denver County 1	6350	Bruce Randolph Middle	M	SW	SW	SW	SW	SW	SI2	Team 1 (Nancy Wear)	$22,350.0	$30,675.0	$100,000.0	
Denver County 1	4656	Kepner Middle School	M	SW	SW	SW	SW	SW	RP	Team 5 (Tina Kerschen)	$19,325.0	$19,325.0	$100,000.0	✓
Denver County 1	7370	Rishel Middle	M	SW	SW	SW	SW	SW	RP	Team 5 (Tina Kerschen)	$19,325.0	$30,675.0	$100,000.0	✓
East Otero R-1	4842	La Junta Middle	M	TA	TA	TA	TA	TA	SI2	Team 3 (Shelly Lantz)	$19,325.0	$25,675.0	$100,000.0	✓
Jefferson County R-1	9506	Wheatridge Middle	M	TA	TA	SW	SW	SW	SI2		$0.0	$0.0	$30,000.0	
Pueblo City 60	1898	Corwin Middle	M	SW	SW	SW	SW	NS	SI1	Team 5 (Tina Kerschen)	$19,325.0	$0.0	$130,680.0	✓
Denver County 1	10	Abraham Lincoln HS	H	SW	SW	SW	SW	SW	SI2	Team 6 (Jean Bonelli)	$19,325.0	$30,675.0	$100,000.0	✓

Cohort 3

District Name	School Number	School Name	EMH	SI Status 05	06	07	08	09	SI Y1	Team	Cost of Review	Year 1 Funds	Year 2 Funds	Control
Aguilar Reorganized 6	58	Aguilar Elementary	E	SW	SW	SW	SW	SW	SI1		$19,325.00	$0.00	$125,680.00	✓
Delta County 50(J)	3330	Garnet Mesa Elem.	E	SW	SW	SW	SW	SW	SI1	Team 8 (Ava Lanes)	$19,325.00	$28,579.00	$100,000.00	✓
Delta County 50(J)	5154	Lincoln Elem.	E	SW	SW	SW	SW	SW	SI1	Team 8 (Ava Lanes)	$19,325.00	$29,636.00	$100,000.00	✓
Denver County 1	1788	College View Elem.	E	SW	SW	SW	SW	SW	RP	Team 4 (Judi Herm)	$19,325.00	$30,675.00	$100,000.00	✓
Denver County 1	4450	Johnson Elementary	E	SW	SW	SW	SW	SW	SI2	Team 4 (Judi Herm)	$19,325.00	$30,675.00	$100,000.00	✓
Denver County 1	1528	Cheltenham Elem.	E	SW	SW	SW	SW	SW	RP	Team 4 (Judi Herm)	$19,325.00	$30,675.00	$100,000.00	✓
Denver County 1	6188	Munroe Elementary	E	SW	SW	SW	SW	SW	RP	Team 2 (Karen Benner)	$19,325.00	$30,675.00	$100,000.00	✓
Denver County 1	9496	Richard Castro Elem.	E	SW	SW	SW	SW	SW	RI	Team 2 (Karen Benner)	$22,350.00	$27,650.00	$100,000.00	
Denver County 1	1928	Cowell Elementary	E	SW	SW	SW	SW	SW	RI		$19,325.00	$30,675.00	$0.00	
Denver County 1	8422	Swansea Elem.	E	SW	SW	SW	SW	SW	RI	Team 2 (Karen Benner)	$19,325.00	$30,675.00	$100,000.00	
Denver County 1	7314	Remington Elem.	E	SW	SW	SW	SW	NS	RI	Team 4 (Judi Herm)	$19,325.00	$30,675.00	$100,000.00	
Garfield Re-2	9231	Wamsley Elementary	E	SW	SW	SW	SW	SW	SI1	Team 3 (Shelly Lantz)	$19,325.00	$30,675.00	$100,000.00	✓
Jefferson County R-1	2496	Edgewater Elem.	E	SW	SW	SW	SW	SW	SI1	Team 7 (Sue Schafer)	$19,325.00	$30,675.00	$100,000.00	✓
Brighton 27j	9230	Vikan Middle	M	TA	TA	TA	TA	NS	SI1	Team 5 (Tina Kerschen)	$19,325.00	$30,675.00	$100,000.00	
Brighton 27j	6638	Overland Trail Middle	M	TA	TA	TA	TA	NS	SI1	Team 5 (Tina Kerschen)	$19,325.00	$30,675.00	$100,000.00	
Denver County 1	7942	Skinner Middle	M	SW	SW	SW	SW	SW	RI2	Team 1 (Nancy Wear)	$22,350.00	$27,650.00	$100,000.00	✓
Denver County 1	4822	Kunsmiller Middle	M	SW	SW	SW	SW	SW	CA	Team 1 (Nancy Wear)	$19,325.00	$30,000.00	$100,000.00	✓
Denver County 1	6314	North High School	H	SW	SW	SW	SW	SW	SI2	Team 6 (Jean Bonelli)	$22,350.00	$27,650.00	$100,000.00	✓
Denver County 1	9408	West High	H	SW	SW	SW	SW	SW	CA	Team 6 (Jean Bonelli)	$22,350.00	$27,650.00	$100,000.00	✓
Pueblo City 60	7748	Keating High	H	TA	TA	SW	SW	SW	SI1	Team 1 (Nancy Wear)	$19,325.00	$27,742.00	$100,000.00	✓

Cohort 4

District Name	School Number	School Name	EMH	SI Status 05	06	07	08	09	SI Y1	Team	Cost of Review	Year 1 Funds	Year 2 Funds	Control
Boulder Valley Re 2	6962	Escuela Bilingue Pioneer (Pioneer Elementary)	E	SW	SW	SW	SW	SW	SI1	Team 6 (Jean Bonelli)	$19,325.00	$30,675.00	$100,000.00	✓
Denver County 1	408	Valdez Elementary	E	SW	SW	SW	SW	SW	SI1	Team 7 (Larry Sargent)	$19,625.00	$30,375.00	$100,000.00	✓
Denver County 1	3704	Gust Elementary	E	SW	SW	SW	SW	SW	SI2	Team 7 (Larry Sargent)	$19,325.00	$30,675.00	$100,000.00	✓
Denver County 1	5998	Oakland Elementary	E	SW	SW	SW	SW	SW	CA	Team 8 (Ava Lanes)	$22,350.00	$27,650.00	$100,000.00	✓
Denver County 1	3478	Godsman Elementary	E	SW	SW	SW	SW	SW	RP	Team 4 (Judi Herm)	$0.00	$30,675.00	$100,000.00	✓
Denver County 1	7694	Schenck Elementary	E	SW	SW	SW	SW	SW	RI2	Team 4 (Judi Herm)	$22,350.00	$27,650.00	$100,000.00	✓
Denver County 1	3038	Ford Elementary	E	SW	SW	SW	SW	SW	RI3	Team 4 (Judi Herm)	$22,350.00	$27,650.00	$100,000.00	✓
East Otero R-1	4841	La Junta Intermediate	E	SW	SW	SW	TA	SW	SI1	Team 3 (Shelly Lantz)	$19,325.00	$30,675.00	$99,815.00	✓
Garfield 16	3578	Bea Underwood Elementary	E	SW	SW	SW	SW	SW	SI1	Team 3 (Shelly Lantz)	$19,325.00	$30,675.00	$100,000.00	✓
Greeley 6	1228	Cameron Elementary	E	SW	SW	SW	SW	SW	SI1	Team 6 (Jean Bonelli)	$19,325.00	$30,675.00	$100,000.00	✓
Jefferson County R-1	4802	Kullerstrand Elementary	E	SW	SW	SW	SW	SW	SI1	Team 5 (Tina Kerschen)	$19,325.00	$30,675.00	$100,000.00	✓
Jefferson County R-1	2550	Eiber Elementary	E	SW	SW	SW	SW	SW	SI1	Team 5 (Tina Kerschen)	$19,325.00	$30,675.00	$100,000.00	✓
Jefferson County R-1	7078	Pleasant View Elementary	E	SW	SW	SW	SW	SW	SI1	Team 5 (Tina Kerschen)	$7,600.00	$30,675.00	$100,000.00	✓
Westminster 50	3144	F.M. Day Elementary	E	SW	SW	SW	SW	SW	SI1	Team 6 (Jean Bonelli)	$19,325.00	$20,383.00	$86,695.00	✓
Colorado Springs 11	2722	Emerson-Edison Charter Academy	M	TA	SW	SW	SW	SW	CA	Team 2 (Karen Benner)	$22,350.00	$27,650.00	$100,000.00	✓
Denver County 1	3600	Grant Middle School	M	SW	SW	SW	SW	SW	CA	Team 1 (Nancy Wear)	$0.00	$30,675.00	$100,000.00	✓
Denver County 1	6784	Rachel B Noel M/S	M	SW	SW	SW	SW	SW	CA	Team 7 (Larry Sargent)	$22,350.00	$27,650.00	$100,000.00	✓

Appendix A (Continued)

Cohort 5

District Name	School Number	School Name	EMH	SI Status 05	06	07	08	09	Team	Cost of Review	Year 1 Funds	Year 2 Funds
Boulder Valley Re 2	1842	Columbine Elem.	E	SW	SW	SW	SW	SW	Jean Bonelli	$19,065.00	$30,935.00	N/A
Denver County 1	3032	Force Elementary	E	SW	SW	SW	SW	SW	Jan Bahner	$19,065.00	$30,935.00	N/A
Denver County 1	6912	Phillips Preparatory	E	SW	SW	SW	SW	SW	Larry Sargent	$19,065.00	$30,935.00	N/A
Denver County 1	2364	Eagleton	E	SW	SW	SW	SW	SW	Tina Kerschen	$19,065.00	$30,935.00	N/A
Denver County 1	1774	Colfax Avenue	E	SW	SW	SW	SW	SW	Karen Benner	$19,065.00	$30,935.00	N/A
Denver County 1	8232	Stedman Elementary	E	SW	SW	SW	SW	SW	Carolyn Griffis	$19,065.00	$30,935.00	N/A
Denver County 1	3778	Harrington K-6 Beacon School	E	SW	SW	SW	SW	SW	Carolyn Griffis	$19,065.00	$30,935.00	N/A
Denver County 1	3638	Greenlee K-8	E	SW	SW	SW	SW	SW	Larry Sargent	$19,065.00	$30,935.00	N/A
Denver County 1	9050	Valverde Elementary	E	SW	SW	SW	SW	SW	Shelly Lantz	$19,065.00	$30,935.00	N/A
Denver County 1	4762	Knapp Elementary	E	SW	SW	SW	SW	SW	Carolyn Griffis	$19,065.00	$30,935.00	N/A
Denver County 1	3512	Goldrick Elementary	E	SW	SW	SW	SW	SW	Jan Bahner	$19,065.00	$30,395.00	N/A
Sheridan 2	3054	Fort Logan Elementary	E	SW	SW	SW	SW	SW	Karen Benner	$19,065.00	$30,395.00	N/A
St Vrain Valley Re 1j	1844	Columbine Elem.	E	TA	TA	TA	TA	TA	Jean Bonelli	$19,065.00	$30,395.00	N/A
Thompson R-2j	9674	Winona Elementary	E	SW	SW	SW	SW	SW	Larry Sargent	$19,065.00	$29,150.00	N/A
Westminster 50	2876	Fairview Elementary	E	SW	SW	SW	SW	SW	Jean Bonelli	$19,065.00	$30,935.00	N/A
Denver County 1	5605	Martin Luther King Early College	M	SW	SW	SW	SW	SW	Nancy Wear	$22,090.00	$30,935.00	N/A
Jefferson County R-1	366	Arvada Middle	M	TA	TA	TA	TA	SW	Tina Kerschen	$19,065.00	$30,395.00	N/A
Pueblo City 60	3206	Freed Middle School	M	SW	SW	SW	SW	SW	Shelly Lantz	$19,065.00	$30,935.00	N/A
Pueblo City 60	5048	Pitts Middle	M	TA	TA	SW	SW	SW	Shelly Lantz	$19,065.00	$30,935.00	N/A
Sheridan 2	7837	Sheridan Middle	M	SW	SW	SW	SW	SW	Karen Benner	$19,065.00	$30,395.00	N/A

Appendix B: No Grant Schools

District Name	School Number	School Name	EMH	SI Status 05	06	07	08	09	10	T1 Status 05	06	07	08	09	10	Cohort Control (✓=selected) 1	2	3	4
ADAMS-ARAPAHOE 2	6728	PARIS ELEMENTARY	E				SI1	SI1	SI2	SW	SW	SW	SW	SW	SW				✓
ADAMS-ARAPAHOE 2	2618	ELKHART ELEMENTARY	E				SI1	SI2	CA	SW	SW	SW	SW	SW	SW				✓
ADAMS-ARAPAHOE 2	5361	LYN KNOLL ELEMENTARY	E			SI1	SI1	SI2	CA	SW	SW	SW	SW	SW	SW				✓
ADAMS-ARAPAHOE 2	7558	SABLE ELEMENTARY	E			SI1	SI1	SI2	CA	SW	SW	SW	SW	SW	SW			✓	✓
ADAMS-ARAPAHOE 2	4973	LAREDO ELEMENTARY	E			SI1	SI2	SI2	CA	SW	SW	SW	SW	SW	SW			✓	
ADAMS-ARAPAHOE 2	9514	WHEELING ELEMENTARY	E			SI1	SI2	SI2	CA	SW	SW	SW	SW	SW	SW				
ADAMS-ARAPAHOE 2	4970	LANSING ELEMENTARY	E		SI1	SI1	SI2	CA	RP	SW	SW	SW	SW	SW	SW		✓		
ADAMS-ARAPAHOE 2	3272	FULTON ELEMENTARY	E		SI1	SI1	OFF	OFF	SI1	SW	SW	SW	SW	SW	SW		✓	✓	
ADAMS-ARAPAHOE 2	7932	SIXTH AVENUE ELEMENTARY	E		SI1	SI1	OFF	OFF	SI1	SW	SW	SW	SW	SW	SW		✓	✓	
ADAMS-ARAPAHOE 2	9060	VAUGHN ELEMENTARY	E	CA	CA	OFF	OFF	OFF	SI1	SW	SW	SW	SW	SW	SW	✓			
ADAMS-ARAPAHOE 2	2992	FLETCHER ELEMENTARY	E			SI1	SI2	SI2		SW	SW	SW	SW	SW					
COLORADO SPRINGS	9660	WILSON ELEMENTARY	E		SI1	SI1	OFF	OFF	OFF	SW	SW	SW	SW	SW	SW		✓		
DENVER COUNTY 1	418	ASHLEY ELEMENTARY	E	SI1	SI1	SI2	SI2	SI2	OFF	SW	SW	SW	SW	SW	SW	✓			
DENVER COUNTY 1	6254	NEWLON ELEMENTARY	E	SI1	SI2	CA	CA	OFF	OFF	SW	SW	SW	SW	SW	SW	✓	✓		✓
DENVER COUNTY 1	7698	SCHMITT ELEMENTARY	E		SI1	SI1	OFF	OFF	OFF	SW	SW	SW	SW	SW	SW				
DENVER COUNTY 1	540	BARRETT ELEMENTARY	E	SI2	OFF	OFF	OFF	OFF	OFF	SW	SW	SW	SW	SW	SW	✓			
DENVER COUNTY 1	5578	MARRAMA ELEMENTARY	E				SI1	SI2	SI2	NS	SW	SW	SW	SW	SW				✓
DENVER COUNTY 1	1400	CENTENNIAL K-8	E				SI1	SI2	CA	NS	TA	SW	SW	SW	SW				
DENVER COUNTY 1	2652	ELLIS ELEMENTARY	E				SI1	SI2	CA	SW	SW	SW	SW	SW	SW				
DENVER COUNTY 1	3641	GREEN VALLEY ELEMENTARY	E				SI1	SI2	CA	NS	SW	SW	SW	SW	SW				✓
DENVER COUNTY 1	6957	PIONEER CHARTER SCHOOL	E				SI1	SI2	CA	SW	SW	SW	SW	SW	SW				✓
DENVER COUNTY 1	6002	MONTCLAIR ELEMENTARY	E			SI1	SI1	SI1	SI2	SW	SW	SW	SW	SW	SW				✓
DENVER COUNTY 1	1816	COLUMBIAN ELEMENTARY	E			SI1	SI2	CA	RP	SW	SW	SW	SW	SW	SW			✓	✓
DENVER COUNTY 1	2258	DOULL ELEMENTARY	E		SI1	SI2	SI2	CA	CA	SW	SW	SW	SW	SW	SW		✓	✓	
DENVER COUNTY 1	520	BARNUM ELEMENTARY	E	SI2	CA	RP	RP	RI1	RI2	SW	SW	SW	SW	SW	SW	✓	✓	✓	✓
DENVER COUNTY 1	2856	FAIRMONT K-8	E	SI2	CA	RP	RI	RI2	RI2	SW	SW	SW	SW	SW	SW	✓		✓	✓
DENVER COUNTY 1	3296	GARDEN PLACE ELEMENTARY	E	SI2	CA	RP	RI	RI2	RI2	SW	SW	SW	SW	SW	SW	✓		✓	✓
DENVER COUNTY 1	3426	GILPIN K-8	E	CA	CA	RP	RI	RI2	RI3	SW	SW	SW	SW	SW	SW	✓	✓		
DENVER COUNTY 1	2880	FAIRVIEW ELEMENTARY	E	SI2	SI2	OFF	OFF	OFF	SI1	SW	SW	SW	SW	SW	SW	✓	✓		
DENVER COUNTY 1	7982	SMEDLEY ELEMENTARY	E			SI1	SI2			SW	SW	SW	SW	NS					
DENVER COUNTY 1	9520	WHITEMAN ELEMENTARY	E			SI1	SI2			SW	SW	SW	SW	NS					
DENVER COUNTY 1	3734	HALLETT ELEMENTARY	E	SI1	SI2	CA	CA			SW	SW	SW	SW	NS					
ELLICOTT 22	2638	ELLICOTT ELEMENTARY	E				SI1	SI1	OFF	SW	SW	SW	SW	SW	SW				✓
GARFIELD RE-2	3967	HIGHLAND ELEMENTARY	E				SI1	SI2	SI2	SW	SW	SW	SW	SW	SW				
ADAMS-ARAPAHOE 2	6310	NORTH MIDDLE SCHOOL	M	SI1	SI2	CA	CA	RP	RP	SW	SW	SW	SW	SW	SW	✓	✓	✓	✓
ADAMS-ARAPAHOE 2	9396	WEST MIDDLE SCHOOL	M	SI1	SI1	SI2	CA	RP	RI1	SW	SW	SW	SW	SW	SW	✓	✓		✓
DENVER COUNTY 1	1866	ACE COMMUNITY CHALLENGE CHARTER	M				SI1	SI1	SI2	SW	SW	SW	SW	SW	SW				
DENVER COUNTY 1	3990	HILL CAMPUS OF ARTS AND SCIENCES	M		SI1	SI2	CA	CA	RP	SW	SW	SW	SW	SW	SW				✓
DENVER COUNTY 1	4910	LAKE MIDDLE SCHOOL	M	CA	RP	RI	RI2	RI3	RI4	SW	SW	SW	SW	SW	SW	✓	✓		
DENVER COUNTY 1	6988	PLACE MIDDLE SCHOOL	M		SI1	SI2	SI2	sch		SW	SW	SW	SW						
DENVER COUNTY 1	4094	HORACE MANN MIDDLE SCHOOL	M	CA	RP	RI	RI2	sch		SW	SW	SW	SW			✓	✓	✓	
PUEBLO CITY 60	9785	YOUTH & FAMILY ACADEMY	M	SI1	SI2	SI2	OFF	OFF	OFF	SW	SW	SW	SW	SW	SW	✓	✓		
DENVER COUNTY 1	1866	ACE COMMUNITY CHALLENGE CHARTER	H				SI1	SI2	SI2	SW	SW	SW	SW	SW	SW				
DENVER COUNTY 1	40	RIDGE VIEW ACADEMY CHARTER	H			SI1	SI2	CA	CA	SW	SW	SW	SW	SW	SW			✓	
DENVER COUNTY 1	5995	MONTBELLO HIGH SCHOOL	H		SI1	SI2	CA	RP	RI1	SW	SW	SW	SW	SW	SW			✓	
PUEBLO CITY 60	9785	YOUTH & FAMILY ACADEMY	H	SI1	SI2	CA	RP	RI1	RP	SW	SW	SW	SW	SW	SW		✓	✓	

Appendix C: SIG Schools' Demographics

Cohort 1

District Name	School Number	School Name	EMH	Percentage (%)of Students with Free or Reduced Lunch Status				Percentage of all Students in School who are NEP or LEP				Percentage of all Students in School who are of Non-white Ethnicity				Percentage of all Students in School who Qualify for FRL, are a minority, AND are NEP/LEP			
				2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	2009
Adams 12 Five Star Schools	1878	Coronado Elementary	E	71.0	81.0	88.4	86.3	43.0	46.3	43.1	37.0	73.4	75.0	81.8	82.5	38.2	44.4	43.1	35.6
Adams 12 Five Star Schools	2918	Federal Heights Elem.	E	72.9	84.1	88.9	95.3	24.9	41.0	50.6	51.3	48.9	58.2	71.3	77.5	21.3	38.8	48.3	51.0
Adams 12 Five Star Schools	5706	McElwain Elementary	E	84.5	88.3	90.2	89.2	40.1	46.8	44.0	48.5	88.2	90.3	87.0	85.6	35.8	43.5	42.9	47.4
Adams 12 Five Star Schools	8842	Thornton Elementary	E	70.2	81.5	80.2	83.4	39.6	48.7	40.1	40.7	76.4	83.3	86.9	81.4	32.7	43.3	34.5	36.0
Adams County 14	5982	Monaco Elementary	E	87.3	91.3	85.5	89.0	44.2	49.5	53.6	49.3	80.1	78.6	83.6	82.3	40.9	44.7	46.8	45.5
Center 26 Jt	1412	Haskin Elementary	E	89.4	94.0	95.5	93.7	17.7	21.6	20.3	18.1	89.4	93.1	92.5	92.9	17.7	21.6	19.6	17.3
Gunnison Watershed Re1j	3690	Gunnison Elem.	E	26.5	27.4	29.1	30.1	7.9	11.5	13.2	11.9	19.0	23.4	20.1	17.1	6.6	10.3	10.7	10.0
Ignacio 11 Jt	4252	Ignacio Intermediate	E	69.3	61.3	58.9	57.6	4.7	3.5	1.3	2.0	65.3	61.3	62.3	62.3	4.0	2.1	0.7	1.3
Jefferson County R-1	5972	Molholm Elementary	E	79.3	81.6	91.1	93.0	28.9	28.6	28.9	29.3	74.5	77.0	78.7	80.9	25.0	25.8	27.2	28.8
Miami/Yoder 60 Jt	5850	Miami-Yoder (PK-12)	E	61.9	54.8	47.8	55.6	1.0	1.1	3.0	3.2	18.6	18.3	17.9	20.6	1.0	1.1	3.0	3.2
Moffat County Re:No 1	1936	Craig Intermediate	E	31.5	32.3	33.8	34.6	4.8	7.9	7.0	6.7	14.5	18.0	20.9	21.7	4.8	7.6	6.0	5.9
Montezuma-Cortez Re	4546	Kemper	E	61.5	60.6	51.5	55.6	14.4	35.9	8.6	6.3	43.7	51.8	48.0	45.3	12.1	27.1	5.6	6.3
Montezuma-Cortez Re	5436	Manaugh Elementary	E	77.4	77.2	71.1	70.9	20.3	33.3	12.7	17.1	58.2	59.3	59.0	61.4	19.8	30.9	10.8	14.6
St Vrain Valley Re 1j	7464	Rocky Mountain Elem.	E	86.6	85.2	85.1	83.4	69.6	69.9	58.3	63.8	88.9	87.5	86.9	87.7	65.5	63.1	53.0	57.7
Adams County 14	4516	Kearney Middle	M	86.0	87.7	76.7	80.6	29.5	32.2	22.3	33.3	86.5	88.1	87.5	85.5	27.8	31.1	17.5	29.1
Adams County 14	20	Adams City Middle	M	77.6	88.8	61.6	79.5	23.2	29.4	30.8	29.8	77.0	80.8	79.8	80.9	20.3	29.1	20.9	25.4
Ault-Highland Re-9	3961	Highland Middle	M	49.5	50.3	46.4	49.2	10.8	8.5	9.4	6.4	34.6	34.2	32.3	33.7	9.4	8.5	9.4	6.4
Centennial R-1	1396	Centennial Jr. High	M	82.1	79.5	83.8	75.7	0.0	66.7	54.1	48.7	89.7	87.2	91.9	94.6	0.0	48.7	43.2	37.8
Center 26 Jt	1416	Skoglund Middle	M	87.3	79.5	85.2	90.7	17.9	15.6	10.2	9.3	86.6	89.3	88.6	91.8	17.9	14.8	10.2	8.3
Jefferson County R-1	6474	O'Connell Middle	M	62.2	70.4	67.3	76.5	18.7	25.3	25.4	22.4	64.1	66.1	74.6	77.9	15.8	17.6	19.1	19.6
Pueblo City 60	4376	Risley Middle	M	90.5	92.5	91.6	91.9	5.6	8.9	5.2	7.1	87.7	89.1	91.9	90.1	5.1	8.9	5.2	6.0
Centennial R-1	1398	Centennial Sr. High	H	88.9	63.9	83.8	74.3	0.0	50.0	59.5	65.7	91.1	91.7	94.6	94.3	0.0	13.9	43.2	42.9

Cohort 2

District Name	School Number	School Name	EMH	Percentage of Students with Free or Reduced Lunch Status				Percentage of all Students in School who are NEP or LEP				Percentage of all Students in School who are of Non-white Ethnicity				Percentage of all Students in School who Qualify for FRL, are a minority, AND are NEP/LEP			
				2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	2009
Boulder Valley Re 2	8978	University Hill Elem.	E	63.8	63.8	58.7	62.8	58.6	57.7	54.1	55.8	73.0	72.5	72.2	70.8	57.9	56.4	51.1	53.1
Brighton 27j	6294	North Elem.	E	77.6	74.0	73.9	85.0	40.2	43.1	39.0	44.6	86.2	84.8	86.7	87.1	38.5	40.7	34.9	42.5
Denver County 1	8006	Smith Renaissance	E	79.2	80.0	83.6	64.9	19.2	36.2	35.2	32.4	96.8	96.9	97.7	91.4	14.4	30.0	32.0	25.4
Denver County 1	220	Amesse Elem.	E	90.0	91.4	95.1	95.2	40.4	45.5	40.5	44.8	96.1	95.5	98.1	96.4	38.3	42.9	39.0	44.1
Denver County 1	5685	McGlone Elementary	E	74.6	71.3	82.2	87.0	39.8	61.6	60.4	64.4	98.8	98.7	98.0	96.5	28.5	43.9	52.0	56.1
Denver County 1	5940	Maria Mitchell	E	98.3	94.1	92.9	NA	39.5	47.1	42.0	NA	97.7	96.3	97.0	NA	39.0	45.6	39.6	NA
Greeley 6	6774	Billie Martinez Elem.	E	97.3	96.7	98.7	97.9	57.8	73.9	65.8	60.9	97.3	98.4	98.7	97.9	56.6	72.7	65.4	60.9
Greeley 6	54	Romero Elem.	E	80.7	88.9	83.8	88.5	36.5	47.5	54.0	52.5	81.2	84.3	89.4	89.6	34.8	45.0	49.0	49.2
Montrose County Re-1j	7106	Pomona Elem.	E	42.1	46.8	50.6	55.4	7.5	9.1	6.8	7.2	23.7	26.6	24.5	24.9	5.6	8.7	5.6	6.0
Weld County S/D Re-8	8930	Twombly Elem.	E	68.9	45.6	55.7	70.8	37.8	42.7	41.5	42.9	70.0	69.7	68.7	67.9	36.0	29.1	28.8	37.5
Westminster 50	7952	Skyline Elem.	E	86.7	85.5	91.0	84.3	28.3	39.3	40.9	46.0	85.6	89.8	91.0	88.1	26.7	33.3	37.9	41.1
Westminster 50	496	Baker Elem.	E	84.8	83.8	75.6	NA	47.7	50.7	52.6	NA	89.4	88.7	87.8	NA	42.4	47.9	43.6	NA
Adams 12 Five Star Schools	5814	Thornton Middle	M	65.9	78.3	82.3	81.5	31.9	33.9	30.1	25.0	73.0	79.7	79.3	80.0	26.5	31.5	28.4	23.4
Adams 12 Five Star Schools	6830	Niver Creek Middle	M	62.8	75.1	80.6	85.3	23.9	32.1	28.2	29.1	60.1	65.2	71.8	75.1	19.9	28.5	27.0	27.2
Denver County 1	6350	Bruce Randolph Middle	M	93.8	93.7	93.9	95.4	14.6	23.9	27.0	32.2	97.6	98.1	98.1	97.7	13.7	22.0	26.1	30.7
Denver County 1	4656	Kepner Middle School	M	91.9	84.8	80.8	85.3	32.8	37.4	33.9	44.2	96.8	96.9	97.4	96.7	30.9	30.1	25.5	36.7
Denver County 1	7370	Rishel Middle	M	85.9	81.0	85.4	77.1	16.8	26.3	27.0	33.3	97.6	96.9	95.4	93.6	14.9	20.2	23.2	25.2
East Otero R-1	4842	La Junta Middle	M	64.6	62.9	65.9	65.8	1.1	2.6	1.3	0.7	63.1	61.1	57.2	56.8	1.1	2.6	1.3	0.4
Jefferson County R-1	9506	Wheatridge Middle	M	76.1	74.0	80.6	89.2	21.4	23.2	22.1	19.1	74.1	70.0	79.4	78.5	19.1	19.6	19.1	18.2
Pueblo City 60	1898	Corwin Middle	M	93.6	91.2	87.2	NA	6.4	4.7	6.3	NA	78.1	78.5	82.3	NA	6.1	3.5	6.3	NA
Denver County 1	10	Abraham Lincoln HS	H	80.4	87.7	86.8	85.9	25.5	36.3	27.1	31.6	95.4	95.4	96.4	96.2	21.8	32.1	23.8	28.3

Cohort3

District Name	School Number	School Name	EMH	Percentage of Students with Free or Reduced Lunch Status				Percentage of all Students in School who are NEP or LEP				Percentage of all Students in School who are of Non-white Ethnicity				Percentage of all Students in School who Qualify for FRL, are a minority, AND are NEP/LEP			
				2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	2009
Aguilar Reorganized 6	58	Aguilar Elementary	E	85.4	80.7	84.4	76.9	2.4	0.0	0.0	0.0	48.8	41.9	56.3	65.4	2.4	0.0	0.0	0.0
Delta County 50(J)	3330	Garnet Mesa Elem.	E	57.5	56.1	55.7	59.4	13.4	7.6	7.8	6.0	31.8	35.1	34.1	32.7	12.3	7.3	7.1	5.6
Delta County 50(J)	5154	Lincoln Elem.	E	59.1	54.6	59.4	57.3	13.0	8.7	2.3	7.3	32.7	30.7	32.0	32.3	13.0	6.1	2.3	5.7
Denver County 1	1788	College View Elem.	E	89.4	83.7	84.3	90.7	56.1	53.0	40.4	49.5	96.8	97.6	95.2	93.4	50.3	45.2	37.4	44.0
Denver County 1	4450	Johnson Elementary	E	85.6	86.9	89.6	94.6	45.6	56.0	52.8	59.4	98.3	96.0	96.3	96.4	40.0	52.0	49.7	57.6
Denver County 1	1528	Cheltenham Elem.	E	94.1	88.7	84.0	94.0	36.5	47.7	40.3	49.3	97.5	98.0	95.6	93.5	34.5	41.0	33.7	44.8
Denver County 1	6188	Munroe Elementary	E	92.8	85.9	88.9	93.7	37.4	61.7	56.6	60.9	97.8	98.5	98.7	99.2	34.7	54.9	51.3	58.8
Denver County 1	9496	Richard Castro Elem.	E	93.4	86.9	91.6	92.2	42.7	54.9	62.6	69.8	94.5	96.7	96.7	97.5	40.8	48.4	58.6	64.4
Denver County 1	1928	Cowell Elementary	E	94.4	90.4	97.7	98.1	46.2	54.6	58.3	61.7	98.5	99.0	98.6	98.5	44.7	50.0	57.9	61.2
Denver County 1	8422	Swansea Elem.	E	94.1	88.8	88.4	85.7	49.4	57.9	59.9	64.8	97.1	98.2	97.4	97.4	47.7	49.3	51.7	59.1
Denver County 1	7314	Remington Elem.	E	93.9	92.2	95.8	NA	31.3	40.0	37.3	NA	95.7	96.5	96.5	NA	31.3	37.4	36.6	NA
Garfield Re-2	9231	Wamsley Elementary	E	46.6	54.3	49.4	55.2	12.3	20.7	22.3	22.2	35.6	42.1	42.6	51.2	12.3	19.5	21.6	20.2
Jefferson County R-1	2496	Edgewater Elem.	E	79.3	77.6	82.8	90.4	29.7	38.8	37.8	38.0	77.4	81.3	83.3	85.1	26.9	29.2	31.9	32.2
Brighton 27j	9230	Vikan Middle	M	44.6	45.1	45.0	49.5	20.6	18.0	9.8	13.4	58.1	55.5	55.9	56.1	17.3	15.3	8.5	11.5
Brighton 27j	6638	Overland Trail Middle	M	41.0	40.9	41.5	41.2	18.8	17.3	11.3	8.3	53.2	56.4	57.0	55.1	15.9	14.3	9.3	7.0
Denver County 1	7942	Skinner Middle	M	84.2	83.1	83.4	89.4	10.4	14.5	12.1	15.0	87.5	87.9	89.4	94.4	10.0	13.6	10.7	14.3
Denver County 1	4822	Kunsmiller Middle	M	88.6	88.9	91.2	88.2	15.9	25.2	31.3	34.4	93.6	92.6	94.4	94.3	15.9	23.6	29.3	30.8
Denver County 1	6314	North High School	H	82.7	82.3	81.2	77.9	14.3	14.5	16.1	19.7	93.2	93.9	94.9	94.8	12.7	11.5	13.5	15.7
Denver County 1	9408	West High	H	79.5	86.4	84.0	84.6	15.5	21.0	18.0	18.5	94.3	96.0	94.9	94.2	13.2	18.2	14.3	15.4
Pueblo City 60	7748	Keating High	H	82.9	87.7	71.9	80.9	3.2	2.5	3.4	0.7	80.4	79.0	80.1	75.9	2.5	2.5	3.4	0.7

Cohort 4

District Name	School Number	School Name	EMH	Percentage of Students with Free or Reduced Lunch Status				Percentage of all Students in School who are NEP or LEP				Percentage of all Students in School who are of Non-white Ethnicity				Percentage of all Students in School who Qualify for FRL, are a minority, AND are NEP/LEP			
				2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	2009
Boulder Valley Re 2	6962	Escuela Bilingue Pioneer (Pioneer Elementary)	E	52.1	48.6	48.5	46.5	49.1	46.5	45.6	44.3	62.9	58.5	57.3	60.1	44.9	43.2	41.5	39.3
Denver County 1	408	Valdez Elementary	E	96.7	85.8	84.6	84.8	42.1	46.0	42.7	54.2	96.1	94.6	92.3	94.1	42.1	39.9	35.0	47.5
Denver County 1	3704	Gust Elementary	E	82.5	78.5	82.0	84.1	23.5	41.2	37.5	45.3	86.6	84.2	85.5	86.6	22.6	37.8	36.0	42.8
Denver County 1	5998	Oakland Elementary	E	91.7	87.7	87.2	87.1	22.6	36.9	24.4	37.3	98.3	98.5	96.7	94.5	22.6	32.8	23.9	35.8
Denver County 1	3478	Godsman Elementary	E	89.8	82.7	87.6	88.8	44.1	52.9	46.9	58.1	97.5	94.7	94.3	95.1	40.3	43.6	41.6	51.2
Denver County 1	7694	Schenck Elementary	E	90.4	92.6	92.1	92.7	43.6	68.4	66.5	67.8	96.3	97.5	97.2	94.6	42.2	64.3	60.5	63.9
Denver County 1	3038	Ford Elementary	E	81.5	77.5	87.0	73.9	44.8	50.2	45.7	56.2	98.2	97.6	97.0	96.2	33.5	37.4	38.7	42.7
East Otero R-1	4841	La Junta Intermediate	E	67.1	64.7	73.0	70.7	0.3	3.2	2.8	4.0	61.0	59.9	59.7	62.0	0.3	3.2	2.8	3.6
Garfield 16	3578	Bea Underwood Elementary	E	52.1	49.3	46.2	45.3	12.7	19.1	20.4	21.3	34.0	38.1	41.9	39.0	12.7	17.9	19.4	16.0
Greeley 6	1228	Cameron Elementary	E	91.3	86.6	83.5	86.9	24.6	29.4	27.4	26.3	78.1	74.9	76.2	78.3	24.0	28.3	26.2	23.4
Jefferson County R-1	4802	Kullerstrand Elementary	E	51.3	51.6	57.1	76.7	15.3	14.8	13.5	13.7	42.7	43.2	40.6	48.0	12.7	11.6	12.8	13.7
Jefferson County R-1	2550	Eiber Elementary	E	68.6	77.1	81.2	81.5	18.1	22.9	23.2	25.5	59.0	65.6	65.5	70.0	13.8	19.3	19.9	24.5
Jefferson County R-1	7078	Pleasant View Elementary	E	45.7	53.2	67.8	69.6	7.9	7.3	13.6	10.4	19.3	19.3	29.7	32.2	5.7	7.3	11.0	6.1
Westminster 50	3144	F.M. Day Elementary	E	87.0	86.5	82.8	81.3	62.1	68.1	70.7	68.8	88.8	90.8	92.2	86.3	56.5	61.7	62.1	58.1
Colorado Springs 11	2722	Emerson-Edison Charter Academy	M	82.4	84.9	86.8	87.6	23.8	28.3	30.3	37.3	74.0	76.9	77.1	83.2	22.8	27.1	29.5	36.5
Denver County 1	3600	Grant Middle School	M	76.2	76.8	77.0	83.1	10.4	17.1	16.8	23.4	79.3	80.9	79.8	80.2	9.9	13.5	15.6	21.8
Denver County 1	6784	Rachel B Noel M/S	M	79.5	82.0	85.9	91.3	13.0	20.6	21.1	26.1	96.9	97.9	97.3	97.3	11.8	17.9	19.0	25.4

Cohort 5

District Name	School Number	School Name	EMH	Percentage of Students with Free or Reduced Lunch Status				Percentage of all Students in School who are NEP or LEP				Percentage of all Students in School who are of Non-white Ethnicity				Percentage of all Students in School who Qualify for FRL, are a minority, AND are NEP/LEP			
				2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	2009
Boulder Valley Re 2	1842	Columbine Elem.	E	89.0	87.4	87.7	85.6	77.4	79.5	80.7	81.8	89.7	86.1	87.1	85.6	76.7	78.3	78.1	80.1
Denver County 1	3032	Force Elementary	E	88.1	85.4	88.5	91.0	21.2	49.8	45.9	53.4	92.4	91.3	93.1	90.6	19.1	46.1	43.6	48.9
Denver County 1	6912	Phillips Preparatory	E	88.3	87.1	73.5	82.5	13.3	8.1	4.4	4.8	98.3	93.6	89.7	92.1	13.3	6.5	2.9	4.8
Denver County 1	2364	Eagleton	E	93.5	84.4	89.8	89.0	27.7	42.2	34.7	41.1	97.1	95.4	93.8	94.5	26.5	37.0	33.3	37.4
Denver County 1	1774	Colfax Avenue	E	90.1	76.5	72.7	91.0	28.8	45.1	44.4	42.5	94.6	95.1	93.2	94.8	27.9	33.3	33.3	36.6
Denver County 1	8232	Stedman Elementary	E	90.3	81.8	89.4	88.2	19.4	26.3	21.3	28.9	97.9	98.0	98.9	97.0	19.4	24.2	21.3	28.9
Denver County 1	3778	Harrington K-6 Beacon School	E	96.6	90.8	96.5	96.5	32.3	35.3	34.1	40.4	97.4	98.8	97.0	96.5	31.5	33.7	33.5	39.0
Denver County 1	3638	Greenlee K-8	E	93.3	91.5	95.9	95.5	16.6	14.2	18.9	32.6	95.7	92.2	94.7	96.1	16.6	12.8	17.7	30.9
Denver County 1	9050	Valverde Elementary	E	91.9	87.8	93.7	96.6	38.8	44.4	50.0	70.1	93.1	96.1	97.4	98.3	36.9	39.4	46.1	66.7
Denver County 1	4762	Knapp Elementary	E	93.4	85.4	92.3	89.0	64.5	70.0	67.3	71.0	96.1	96.3	97.6	97.8	60.9	60.7	64.1	65.4
Denver County 1	3512	Goldrick Elementary	E	92.3	88.6	93.9	94.3	64.1	61.6	61.7	65.5	93.7	95.3	96.9	96.4	62.3	54.9	60.2	62.6
Sheridan 2	3054	Fort Logan Elementary	E	90.8	87.9	86.1	85.2	27.7	36.1	43.2	42.6	73.6	75.0	79.0	76.7	26.0	33.7	38.4	38.2
St Vrain Valley Re 1j	1844	Columbine Elem.	E	85.5	89.1	89.1	95.7	61.1	58.6	54.9	56.7	89.5	89.1	86.3	86.0	56.4	55.2	52.0	56.1
Thompson R-2j	9674	Winona Elementary	E	50.3	57.0	49.0	58.9	10.9	15.2	14.5	15.6	33.2	36.7	40.0	40.6	10.4	14.6	12.5	13.5
Westminster 50	2876	Fairview Elementary	E	82.4	81.7	81.2	73.7	52.2	47.9	55.8	53.1	87.4	87.3	87.9	88.0	50.9	44.4	50.3	43.4
Denver County 1	5605	Martin Luther King Early College	M	77.7	73.0	77.1	82.1	7.7	21.0	23.7	29.3	93.9	92.7	93.3	93.7	7.5	15.7	19.5	25.4
Jefferson County R-1	366	Arvada Middle	M	63.7	58.7	69.2	75.2	9.9	9.8	12.7	14.6	48.1	45.1	44.2	47.6	8.0	6.3	8.9	11.4
Pueblo City 60	3206	Freed Middle School	M	78.6	78.6	71.8	75.1	3.9	2.2	3.4	2.6	65.7	64.1	60.7	57.7	3.0	1.8	2.6	2.1
Pueblo City 60	5048	Pitts Middle	M	71.5	70.2	65.0	75.0	0.3	1.3	0.9	1.2	54.8	57.1	56.8	60.4	0.3	1.3	0.9	1.2
Sheridan 2	7837	Sheridan Middle	M	77.1	80.8	82.7	80.5	21.8	27.0	23.2	30.9	75.5	73.8	75.0	78.5	20.3	24.2	21.1	25.5

Appendix D: No Grant Schools' Demographics

District Name	School Number	School Name	EMH	Percentage of Students with Free or Reduced Lunch Status				Percentage of all Students in School who are NEP or LEP				Percentage of all Students in School who are of Non-white Ethnicity				Percentage of all Students in School who Qualify for FRL, are a minority, AND are			
				2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	07-09	2006	2007	2008	9-Jul
ADAMS-ARAPAHOE 2	6728	PARIS ELEMENTARY	E	98.0	90.6	91.8	98.3	76.8	75.3	75.3	74.4	95.0	92.4	94.9	95.0	75.8	70.6	70.3	74.4
ADAMS-ARAPAHOE 2	2618	ELKHART ELEMENTARY	E	84.8	85.0	86.1	92.9	54.8	60.0	60.7	64.5	90.4	90.4	92.5	95.3	48.2	54.6	55.0	63.2
ADAMS-ARAPAHOE 2	5361	LYN KNOLL ELEMENTARY	E	82.2	82.1	83.9	89.4	44.5	58.1	60.2	61.8	92.5	95.7	94.9	97.6	41.8	54.7	54.2	57.7
ADAMS-ARAPAHOE 2	7558	SABLE ELEMENTARY	E	80.5	84.0	85.5	88.6	34.0	44.3	44.1	50.2	81.9	86.3	85.5	89.5	32.1	40.1	41.8	47.0
ADAMS-ARAPAHOE 2	4973	LAREDO ELEMENTARY	E	79.5	77.0	77.7	87.5	40.0	51.5	49.3	50.9	83.2	84.3	84.2	86.2	36.3	46.1	43.6	48.7
ADAMS-ARAPAHOE 2	9514	WHEELING ELEMENTARY	E	73.4	78.9	82.1	86.7	45.5	58.2	56.0	51.9	81.6	86.5	90.6	89.4	40.3	49.0	48.8	48.8
ADAMS-ARAPAHOE 2	4970	LANSING ELEMENTARY	E	80.3	77.2	75.0	81.4	39.9	45.7	49.3	48.3	87.9	88.9	93.8	90.1	32.8	37.0	38.9	42.4
ADAMS-ARAPAHOE 2	3272	FULTON ELEMENTARY	E	86.2	90.5	87.6	94.2	54.3	64.8	63.9	67.0	92.9	90.8	92.5	91.3	49.4	60.2	58.9	65.5
ADAMS-ARAPAHOE 2	7932	SIXTH AVENUE ELEMENTARY	E	78.0	79.0	77.2	92.0	49.2	54.2	52.2	59.1	89.0	90.8	88.6	89.5	43.6	48.5	45.6	57.0
ADAMS-ARAPAHOE 2	9060	VAUGHN ELEMENTARY	E	85.5	86.3	81.3	87.8	50.5	52.0	49.6	54.0	85.2	90.2	89.2	92.8	46.0	46.5	43.8	49.0
ADAMS-ARAPAHOE 2	2992	FLETCHER ELEMENTARY	E	91.6	87.1	94.0	96.4	65.5	76.0	68.8	70.3	94.8	96.0	96.8	93.6	62.7	69.8	67.0	69.0
COLORADO SPRINGS	9660	WILSON ELEMENTARY	E	75.6	78.2	78.9	85.1	26.2	21.3	28.9	34.3	64.6	65.3	68.6	69.1	25.8	20.9	26.8	32.0
DENVER COUNTY 1	418	ASHLEY ELEMENTARY	E	97.0	93.2	87.6	92.6	34.9	39.7	32.9	40.7	92.2	93.2	92.0	93.3	34.3	36.3	30.7	39.3
DENVER COUNTY 1	6254	NEWLON ELEMENTARY	E	93.6	91.9	92.6	96.7	35.7	49.2	47.7	57.2	95.2	94.4	97.7	97.2	35.3	45.7	45.8	55.8
DENVER COUNTY 1	7698	SCHMITT ELEMENTARY	E	89.0	92.4	89.7	88.2	42.4	41.2	35.1	43.5	93.6	94.1	93.7	95.3	41.3	38.8	31.0	38.8
DENVER COUNTY 1	540	BARRETT ELEMENTARY	E	91.4	87.9	85.9	72.3	18.6	25.8	21.7	23.4	100.0	97.0	96.7	98.9	18.6	24.2	19.6	17.0
DENVER COUNTY 1	5578	MARRAMA ELEMENTARY	E	63.8	64.7	67.7	71.6	12.0	31.6	36.3	30.9	88.4	92.2	91.5	88.4	10.6	25.3	31.9	26.2
DENVER COUNTY 1	1400	CENTENNIAL K-8	E	77.6	78.4	79.7	84.7	10.4	9.3	7.8	14.8	81.3	83.5	84.9	86.7	9.9	8.8	7.3	13.8
DENVER COUNTY 1	2652	ELLIS ELEMENTARY	E	81.1	81.9	86.4	84.9	35.9	45.8	41.7	51.1	71.9	70.6	71.1	68.6	26.3	31.5	28.5	37.2
DENVER COUNTY 1	3641	GREEN VALLEY	E	66.5	65.3	71.5	71.2	19.1	27.2	21.4	27.6	85.8	87.1	88.7	88.7	15.3	20.1	17.5	23.4
DENVER COUNTY 1	6957	PIONEER CHARTER	E	93.2	90.5	96.4	96.5	23.5	47.5	45.3	57.0	100.0	100.0	98.5	99.3	22.0	43.1	44.5	55.6
DENVER COUNTY 1	6002	MONTCLAIR ELEMENTARY	E	88.4	81.2	78.6	73.8	23.2	26.5	27.0	27.4	90.2	86.3	78.6	75.0	20.5	20.5	23.8	25.6
DENVER COUNTY 1	1816	COLUMBIAN ELEMENTARY	E	90.8	85.2	93.3	92.1	16.5	23.2	29.8	36.0	96.3	98.2	95.2	96.5	16.5	23.2	29.8	36.0
DENVER COUNTY 1	2258	DOULL ELEMENTARY	E	84.0	86.5	91.2	95.0	32.0	35.3	38.5	50.5	92.9	92.8	89.8	92.2	32.0	31.9	35.6	48.2
DENVER COUNTY 1	520	BARNUM ELEMENTARY	E	94.0	90.6	89.8	92.6	44.0	57.4	57.3	59.4	99.5	98.5	98.2	95.6	41.5	54.0	51.1	54.2
DENVER COUNTY 1	2856	FAIRMONT K-8	E	86.7	86.7	73.7	85.6	38.0	33.6	40.7	46.4	94.9	88.3	89.8	94.4	35.4	31.3	27.1	40.0
DENVER COUNTY 1	3296	GARDEN PLACE ELEMENTARY	E	92.8	91.6	92.1	95.8	14.4	36.4	38.1	51.1	96.6	96.8	95.0	95.1	13.9	35.1	36.0	50.4
DENVER COUNTY 1	3426	GILPIN K-8	E	92.5	80.8	87.4	88.1	23.8	31.5	21.0	32.1	97.5	93.9	97.5	97.6	23.8	26.2	16.8	23.8
DENVER COUNTY 1	2880	FAIRVIEW ELEMENTARY	E	92.3	83.5	91.3	97.8	4.4	14.6	16.3	22.5	93.4	92.2	95.7	95.5	3.3	10.7	15.2	21.4
DENVER COUNTY 1	7982	SMEDLEY ELEMENTARY	E	92.4	93.0	93.8	NA	21.2	25.5	27.5	NA	98.8	99.4	98.3	NA	21.2	25.5	27.5	NA
DENVER COUNTY 1	9520	WHITEMAN ELEMENTARY	E	88.3	80.0	77.8	NA	35.1	43.6	50.4	NA	91.9	94.6	93.7	NA	31.5	34.6	35.7	NA
DENVER COUNTY 1	3734	HALLETT ELEMENTARY	E	97.3	93.1	95.5	NA	12.3	25.0	23.9	NA	98.6	98.6	100.0	NA	12.3	25.0	23.9	NA
ELLICOTT 22	2638	ELLICOTT ELEMENTARY	E	61.0	67.4	63.8	67.0	11.0	10.2	8.7	8.0	19.9	22.5	26.8	22.9	11.0	10.2	8.7	8.0
GARFIELD RE-2	3967	HIGHLAND ELEMENTARY	E	52.9	48.9	53.5	52.7	18.0	22.0	21.3	26.8	44.4	53.8	55.5	51.2	16.9	18.8	19.3	22.9
ADAMS-ARAPAHOE 2	6310	NORTH MIDDLE SCHOOL	M	79.0	78.9	79.6	86.5	41.0	51.9	46.6	49.1	89.3	89.4	91.0	91.0	36.2	44.7	39.4	45.8
ADAMS-ARAPAHOE 2	9396	WEST MIDDLE SCHOOL	M	91.8	90.3	93.0	96.2	52.7	55.1	55.4	56.6	95.3	95.3	94.8	95.1	50.5	51.7	53.7	56.2
DENVER COUNTY 1	1866	ACE COMMUNITY CHALLENGE CHARTER	M	93.0	90.1	92.7	91.4	0.0	6.2	13.4	21.4	94.7	98.8	100.0	95.7	0.0	6.2	13.4	21.4
DENVER COUNTY 1	3990	HILL CAMPUS OF ARTS AND SCIENCES	M	78.4	73.9	63.6	59.4	10.1	13.0	12.7	13.3	85.2	79.0	71.3	66.0	9.6	10.5	11.5	11.8
DENVER COUNTY 1	4910	LAKE MIDDLE SCHOOL	M	92.2	77.3	76.1	87.7	15.5	24.1	24.1	25.3	96.2	95.6	92.5	93.3	14.4	17.9	18.8	21.9
DENVER COUNTY 1	6988	PLACE MIDDLE SCHOOL	M	73.3	73.7	81.2	NA	14.0	22.7	18.5	NA	83.0	85.4	85.1	NA	12.3	18.5	15.9	NA
DENVER COUNTY 1	4094	HORACE MANN MIDDLE	M	93.4	87.1	92.8	NA	10.0	16.5	26.1	NA	98.5	97.5	95.7	NA	9.8	13.3	24.2	NA
PUEBLO CITY 60	9785	YOUTH & FAMILY ACADEMY	M	94.9	85.3	87.5	85.2	5.1	0.0	1.8	0.0	84.6	62.3	71.4	77.8	5.1	0.0	1.8	0.0
DENVER COUNTY 1	1866	ACE COMMUNITY CHALLENGE CHARTER	H	74.2	94.6	88.7	93.1	9.7	16.4	7.6	10.3	96.8	96.4	100.0	98.9	6.5	14.6	7.6	9.2
DENVER COUNTY 1	40	RIDGE VIEW ACADEMY CHARTER	H	99.6	59.2	99.3	100.0	1.8	19.0	6.9	13.2	68.4	71.7	71.2	64.2	1.8	10.9	5.8	12.7
DENVER COUNTY 1	5995	MONTBELLO HIGH SCHOOL	H	72.5	70.8	71.1	74.1	12.1	19.5	18.1	18.0	95.5	96.2	96.9	96.8	10.1	14.9	14.1	13.9
PUEBLO CITY 60	9785	YOUTH & FAMILY ACADEMY	H	83.0	86.8	89.3	84.3	1.9	5.3	1.1	1.4	83.0	77.6	71.0	70.0	1.9	4.0	0.0	1.4

Appendix E: SIG Schools' AYP Outcomes

Cohort 1

School Number	School Name	EMH	Off/On						Overall AYP Status						Reading AYP Status						Math AYP Status					
			05	06	07	08	09	10	04	05	06	07	08	09	04	05	06	07	08	09	04	05	06	07	08	09
1878	Coronado Elem.	E	ON	ON	OFF	OFF	OFF	OFF	N	Y	Y	Y	N	N	N	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y
2918	Federal Hts. Elem.	E	ON	ON	OFF	OFF	OFF	OFF	N	Y	Y	N	Y	N	N	Y	Y	N	Y	N	Y	Y	Y	N	Y	N
5706	McElwain Elem.	E	ON	ON	ON	ON	ON	ON	N	Y	N	N	Y	N	N	Y	N	N	Y	N	Y	Y	Y	N	Y	Y
8842	Thornton Elem.	E	ON	ON	ON	ON	ON	ON	N	Y	N	N	N	N	N	Y	N	N	N	N	Y	Y	Y	Y	N	N
5982	Monaco Elem.	E	ON	ON	OFF	OFF	OFF	OFF	N	N	Y	Y	Y	N	N	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y
1412	Haskin Elem.	E	ON	ON	ON	OFF	OFF	ON	N	N	Y	Y	N	N	N	Y	Y	Y	N	N	N	N	Y	Y	N	N
3690	Gunnison Elem.	E	ON	ON	ON	OFF	OFF	ON	N	N	Y	Y	N	N	N	N	Y	Y	N	N	Y	N	Y	Y	N	Y
4252	Ignacio Intrm.	E	ON	OFF	OFF	OFF	OFF	OFF	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
5972	Molholm Elem.	E	ON	ON	ON	ON	ON	ON	N	Y	N	N	N	N	N	Y	N	Y	N	N	Y	Y	Y	N	Y	Y
5850	Miami-Yoder (PK-12)	E	ON	OFF	OFF	OFF	OFF	OFF	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1936	Craig Intermediate	E	ON	ON	.	.	.	.	N	Y	N	N	N	N	Y	Y	N	Y	N	N	N	Y	N	N	N	N
4546	Kemper	E	ON	ON	ON	ON	ON	ON	Y	N	N	Y	N	N	Y	N	Y	Y	N	N	Y	Y	N	Y	N	N
5436	Manaugh Elem.	E	ON	ON	ON	ON	ON	ON	Y	N	N	N	Y	N	Y	N	N	N	Y	N	Y	N	Y	N	Y	N
7464	Rocky Mtn. Elem.	E	ON	ON	OFF	OFF	OFF	ON	N	Y	Y	Y	N	N	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
4516	Kearney MS	M	ON	ON	ON	ON	ON	ON	N	Y	N	Y	N	N	N	Y	N	Y	N	N	N	Y	Y	Y	N	N
20	Adams City MS	M	ON	ON	ON	ON	ON	ON	N	N	N	N	N	Y	N	N	Y	N	N	Y	N	N	N	Y	N	Y
3961	Highland MS	M	ON	ON	.	.	.	.	N	Y	Y	Y	N	N	N	Y	Y	Y	N	N	N	Y	Y	Y	N	Y
1396	Centennial JH	M	ON	OFF	OFF	OFF	OFF	OFF	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y
1416	Skoglund MS	M	ON	ON	ON	ON	OFF	OFF	N	N	N	Y	Y	Y	N	N	Y	Y	Y	Y	N	Y	N	Y	Y	Y
6474	O'Connell MS	M	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	Y
4376	Risley MS	M	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	Y	Y	N	N	Y	N	N	N	N	N
1398	Centennial HS	H	ON	ON	ON	ON	ON	ON	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	Y

Cohort 2

School Number	School Name	EMH	Off/On						Overall AYP Status						Reading AYP Status						Math AYP Status					
			05	06	07	08	09	10	04	05	06	07	08	09	04	05	06	07	08	09	04	05	06	07	08	09
8978	University Hill Elem.	E	ON	ON	ON	ON	ON	ON	N	N	Y	N	Y	N	N	N	Y	N	Y	N	Y	N	Y	Y	Y	Y
6294	North Elem.	E	.	ON	ON	ON	ON	ON	N	N	Y	N	N	Y	N	N	Y	N	Y	Y	N	Y	Y	N	N	Y
8006	Smith Renaissance	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	Y	N	Y	N
220	Amesse Elem.	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	N	Y	N	N
5685	McGlone Elementary	E	ON	ON	OFF	OFF	ON	ON	N	Y	Y	N	N	N	N	Y	Y	N	N	N	N	Y	Y	N	Y	N
5940	Maria Mitchell	E	ON	ON	ON	ON	.	.	N	N	N	N	Y		N	N	N	N	Y		N	N	N	N	Y	
6774	Billie Martinez Elem.	E	ON	ON	ON	OFF	OFF	OFF	N	N	N	Y	Y	Y	N	N	Y	Y	Y	Y	N	Y	N	Y	Y	Y
54	Romero Elem.	E	.	ON	ON	ON	ON	ON	N	N	Y	N	Y	N	N	N	Y	N	Y	N	N	Y	Y	N	Y	N
7106	Pomona Elem.	E	.	ON	ON	OFF	OFF	OFF	N	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
8930	Twombly Elem.	E	.	ON	ON	ON	ON	ON	N	N	N	N	Y	N	N	N	N	N	Y	N	Y	N	N	N	Y	N
7952	Skyline Elem.	E	ON	ON	ON	ON	ON	ON	N	N	Y	N	N	N	N	N	Y	N	Y	N	Y	N	Y	Y	N	Y
496	Baker Elem.	E	ON	ON	ON	ON	ON	.	N	N	Y	N	Y		N	N	Y	N	Y		Y	N	Y	N	Y	
5814	Thornton Middle	M	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	N
6830	Niver Creek Middle	M	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
6350	Bruce Randolph Middle	M	ON	ON	ON	ON	ON	ON	N	N	N	N	Y	N	N	N	N	N	Y	N	N	N	N	N	Y	N
4656	Kepner Middle School	M	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
7370	Rishel Middle	M	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
4842	La Junta Middle	M	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	Y	N
9506	Wheatridge Middle	M	ON	ON	ON	ON	ON	ON	N	N	N	Y	N	N	N	N	N	Y	N	N	N	Y	N	Y	N	Y
1898	Corwin Middle	M	ON	ON	ON	ON	.	.	N	Y	N	N	N		N	Y	N	N	N		N	Y	N	N	N	
10	Abraham Lincoln HS	H	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Cohort 3

School Number	School Name	EMH	Off/On						Overall AYP Status						Reading AYP Status						Math AYP Status					
			05	06	07	08	09	10	04	05	06	07	08	09	04	05	06	07	08	09	04	05	06	07	08	09
58	Aguilar Elementary	E	.	ON	ON	OFF	OFF	OFF	N	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y
3330	Garnet Mesa Elem.	E	.	.	ON	ON	ON	OFF	Y	N	N	N	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	N	Y	Y
5154	Lincoln Elem.	E	.	.	ON	ON	ON	ON	Y	N	N	Y	N	N	Y	N	N	Y	N	N	Y	Y	N	Y	N	Y
1788	College View Elem.	E	ON	ON	ON	ON	ON	OFF	N	N	Y	N	Y	Y	N	N	Y	N	Y	Y	Y	Y	Y	N	Y	Y
4450	Johnson Elementary	E	.	ON	ON	ON	ON	ON	N	N	N	Y	N	N	N	N	N	Y	N	N	Y	N	N	Y	Y	N
1528	Cheltenham Elem.	E	ON	ON	ON	ON	ON	ON	N	Y	N	N	Y	N	N	Y	N	N	Y	N	Y	Y	Y	N	Y	N
6188	Munroe Elementary	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	Y	N	Y	Y	N	Y	N	N
9496	Richard Castro Elem.	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	Y	N	Y	Y	N	Y	N	N
1928	Cowell Elementary	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	Y	N	N	N	N	N	Y	Y	N	Y	N	N	Y
8422	Swansea Elem.	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	Y	N
7314	Remington Elem.	E	ON	ON	ON	ON	.	.	N	N	Y	N	N		N	N	Y	N	Y		Y	N	Y	N	N	
9231	Wamsley Elementary	E	.	.	ON	ON	ON	OFF	Y	N	N	N	Y	N	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	N
2496	Edgewater Elem.	E	.	.	ON	ON	OFF	OFF	N	N	N	Y	N	N	N	Y	Y	Y	N	Y	Y	N	N	Y	Y	N
9230	Vikan Middle	M	.	.	ON	ON	.	.	Y	N	N	N	N	Y	Y	N	N	N	Y	Y	Y	N	N	N	N	Y
6638	Overland Trail Middle	M	.	ON	ON	ON	.	.	N	N	Y	N	N	N	N	N	Y	N	N	Y	N	N	Y	Y	N	N
7942	Skinner Middle	M	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	Y	N	N
4822	Kunsmiller Middle	M	ON	ON	ON	ON	ON	.	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	Y
6314	North High School	H	.	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
9408	West High	H	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	Y	N	Y	N	N	N	N	N	N
7748	Keating High	H	.	.	ON	ON	ON	.	N	N	N	N	N	N	Y	N	N	N	N	N	N	N	N	N	N	N

Cohort 4

School Number	School Name	EMH	Off/On						Overall AYP Status						Reading AYP Status						Math AYP Status					
			05	06	07	08	09	10	04	05	06	07	08	09	04	05	06	07	08	09	04	05	06	07	08	09
6962	Escuela Bilingue Pioneer (Pioneer Elem.)	E	.	.	.	ON	ON	ON	Y	Y	N	N	Y	N	Y	Y	N	N	Y	N	Y	Y	Y	N	Y	Y
408	Valdez Elementary	E	.	.	ON	ON	ON	ON	N	N	N	N	N	N	Y	N	N	Y	Y	N	N	Y	N	N	N	N
3704	Gust Elementary	E	.	.	ON	ON	ON	ON	Y	N	N	N	N	Y	Y	N	N	N	N	Y	Y	Y	Y	N	N	Y
5998	Oakland Elementary	E	.	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	Y	N	Y	N	N	N	N	N
3478	Godsman Elementary	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	N
7694	Schenck Elementary	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	Y	Y	N	Y	N	N
3038	Ford Elementary	E	ON	ON	ON	ON	ON	ON	Y	N	N	N	Y	N	Y	N	N	N	Y	N	Y	N	Y	N	Y	N
4841	La Junta Intermediate	E	.	.	.	ON	ON	OFF	Y	Y	N	N	Y	N	Y	Y	N	Y	Y	N	Y	Y	N	N	Y	Y
3578	Bea Underwood Elementary	E	.	.	.	ON	ON	ON	Y	Y	N	N	N	N	Y	Y	N	N	N	N	Y	Y	N	N	N	N
1228	Cameron Elementary	E	.	.	.	ON	ON	OFF	Y	N	N	N	N	Y	Y	N	Y	Y	N	Y	Y	Y	N	N	Y	Y
4802	Kullerstrand Elementary	E	.	.	.	ON	ON	OFF	Y	Y	N	N	N	Y	Y	Y	N	Y	N	Y	Y	Y	N	N	Y	Y
2550	Eiber Elementary	E	.	.	.	ON	ON	ON	Y	Y	N	N	N	N	Y	Y	Y	Y	N	N	Y	Y	N	N	N	N
7078	Pleasant View Elementary	E	.	.	.	ON	ON	ON	Y	Y	N	N	N	N	Y	Y	Y	Y	N	N	Y	Y	N	N	N	N
3144	F.M. Day Elementary	E	.	.	.	ON	ON	ON	Y	Y	N	N	N	N	Y	Y	Y	N	N	N	Y	Y	N	N	N	N
2722	Emerson-Edison Charter Academy	M	ON	ON	ON	ON	ON	.	N	N	N	N	N	N	N	N	Y	N	N	N	N	Y	N	Y	N	N
3600	Grant Middle School	M	.	ON	ON	ON	ON	ON	N	N	N	N	N	N	Y	N	N	N	N	N	N	N	N	N	N	Y
6784	Rachel B Noel M/S	M	.	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Cohort 5

School Number	School Name	EMH	Off/On						Overall AYP Status						Reading AYP Status						Math AYP Status					
			05	06	07	08	09	10	04	05	06	07	08	09	04	05	06	07	08	09	04	05	06	07	08	09
1842	Columbine Elem.	E	.	.	.	ON	ON	ON	Y	Y	N	N	N	N	Y	Y	N	N	N	Y	Y	Y	Y	N	N	N
3032	Force Elementary	E	.	ON	ON	ON	ON	OFF	N	N	N	N	Y	Y	N	N	N	N	Y	Y	Y	Y	Y	N	Y	Y
6912	Phillips Preparatory	E	.	.	ON	ON	ON	ON	Y	N	N	Y	N	N	Y	N	Y	Y	N	N	Y	N	N	Y	N	N
2364	Eagleton	E	.	.	ON	ON	ON	ON	Y	N	N	N	N	N	Y	N	N	N	N	N	Y	Y	N	Y	N	N
1774	Colfax Avenue	E	.	ON	ON	ON	ON	ON	N	N	Y	N	N	N	N	N	Y	N	Y	N	Y	Y	Y	Y	N	Y
8232	Stedman Elementary	E	ON	ON	ON	ON	ON	ON	Y	N	Y	N	N	N	Y	N	Y	N	Y	Y	Y	Y	Y	N	N	N
3778	Harrington K-6 Beacon School	E	ON	ON	ON	ON	ON	ON	N	Y	N	N	N	N	N	Y	N	N	N	N	Y	Y	N	Y	N	N
3638	Greenlee K-8	E	ON	ON	ON	ON	ON	ON	N	N	N	Y	N	N	N	N	N	Y	N	N	Y	N	N	Y	Y	N
9050	Valverde Elementary	E	ON	ON	ON	ON	ON	ON	Y	N	N	N	N	N	Y	N	N	N	Y	N	Y	Y	Y	N	N	N
4762	Knapp Elementary	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
3512	Goldrick Elementary	E	ON	ON	ON	ON	ON	ON	N	N	N	N	Y	N	N	N	N	N	Y	N	Y	Y	Y	Y	Y	Y
3054	Fort Logan Elementary	E	ON	.	.	.	ON	ON	Y	Y	Y	N	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	N	N	Y
1844	Columbine Elem.	E	.	.	.	.	ON	ON	Y	Y	Y	N	N	N	Y	Y	Y	N	N	N	Y	Y	Y	N	N	N
9674	Winona Elementary	E	.	.	.	.	ON	ON	Y	Y	Y	N	N	N	Y	Y	Y	Y	N	N	Y	Y	Y	N	N	N
2876	Fairview Elementary	E	.	.	.	.	ON	ON	Y	Y	Y	N	N	N	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	N
5605	Martin Luther King Early College	M	.	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
366	Arvada Middle	M	.	.	.	.	ON	ON	N	Y	N	N	N	N	N	Y	Y	N	N	N	Y	Y	N	Y	N	Y
3206	Freed Middle School	M	.	.	.	.	ON	ON	N	Y	Y	N	N	N	N	Y	Y	N	N	N	N	Y	Y	N	N	N
5048	Pitts Middle	M	.	.	.	.	ON	ON	Y	Y	N	N	N	N	Y	Y	N	Y	N	N	Y	Y	Y	N	N	N
7837	Sheridan Middle	M	ON	ON	ON	ON	ON	ON	N	Y	N	N	N	N	N	Y	Y	Y	N	N	N	Y	N	N	N	N

Appendix F: No Grant Schools' AYP Outcomes

School Number	School Name	EMH	Off/On						Overall AYP Status						Reading AYP Status						Math AYP Status					
			05	06	07	08	09	10	04	05	06	07	08	09	04	05	06	07	08	09	04	05	06	07	08	09
6728	PARIS ELEMENTARY	E	.	.	.	ON	ON	ON	Y	Y	N	N	Y	N	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	N
2618	ELKHART ELEMENTARY	E	.	.	.	ON	ON	ON	Y	N	N	N	N	N	Y	N	Y	N	N	Y	Y	Y	N	N	N	N
5361	LYN KNOLL ELEMENTARY	E	.	.	ON	ON	ON	ON	Y	N	N	N	N	N	Y	N	N	Y	N	N	Y	Y	N	N	Y	Y
7558	SABLE ELEMENTARY	E	.	.	ON	ON	ON	ON	Y	N	N	Y	N	N	Y	Y	N	Y	N	N	Y	N	N	Y	N	N
4973	LAREDO ELEMENTARY	E	.	.	ON	ON	ON	ON	Y	N	N	N	Y	N	Y	N	N	N	Y	N	Y	Y	Y	Y	Y	N
9514	WHEELING ELEMENTARY	E	.	.	ON	ON	ON	ON	Y	N	N	N	N	N	Y	N	N	N	Y	N	Y	Y	N	N	N	N
4970	LANSING ELEMENTARY	E	.	ON	ON	ON	ON	ON	Y	N	N	N	N	N	Y	N	Y	N	N	N	Y	Y	N	N	N	Y
3272	FULTON ELEMENTARY	E	.	ON	ON	OFF	OFF	ON	Y	N	Y	Y	N	N	Y	N	Y	Y	N	N	Y	Y	Y	Y	N	Y
7932	SIXTH AVENUE ELEMENTARY	E	.	ON	ON	OFF	OFF	ON	N	N	N	Y	N	N	N	N	Y	Y	N	N	N	Y	N	Y	N	Y
9060	VAUGHN ELEMENTARY	E	ON	ON	OFF	OFF	OFF	ON	N	N	Y	N	N	N	N	Y	Y	N	Y	N	Y	N	Y	Y	N	N
2992	FLETCHER ELEMENTARY	E	.	.	ON	ON	ON	.	Y	N	N	N	N	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	N	Y
9660	WILSON ELEMENTARY	E	.	ON	ON	OFF	OFF	OFF	N	N	Y	Y	N	Y	N	N	Y	Y	N	Y	Y	Y	Y	Y	N	Y
418	ASHLEY ELEMENTARY	E	ON	ON	ON	ON	ON	OFF	N	N	N	N	Y	N	Y	N	N	N	Y	Y	N	Y	N	Y	Y	N
6254	NEWLON ELEMENTARY	E	ON	ON	ON	ON	OFF	OFF	N	N	N	Y	Y	N	N	N	N	Y	Y	N	Y	N	Y	Y	Y	Y
7698	SCHMITT ELEMENTARY	E	.	ON	ON	OFF	OFF	OFF	N	N	Y	Y	Y	N	N	N	Y	Y	Y	N	Y	N	Y	Y	Y	N
540	BARRETT ELEMENTARY	E	ON	OFF	OFF	OFF	OFF	OFF	Y	Y	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	N	Y	N
5578	MARRAMA ELEMENTARY	E	.	.	.	ON	ON	ON	Y	Y	N	N	N	N	Y	Y	N	N	N	Y	Y	Y	Y	Y	N	N
1400	CENTENNIAL K-8 SCHOOL	E	.	.	.	ON	ON	ON	N	Y	N	N	N	N	N	Y	N	N	N	N	N	Y	Y	N	N	N
2652	ELLIS ELEMENTARY	E	.	.	.	ON	ON	ON	Y	Y	N	N	N	N	Y	Y	Y	Y	Y	N	Y	Y	N	N	N	N
3641	GREEN VALLEY ELEMENTARY	E	.	.	.	ON	ON	ON	Y	Y	N	N	N	N	Y	Y	N	N	N	N	Y	Y	N	N	Y	N
6957	PIONEER CHARTER SCHOOL	E	.	.	.	ON	ON	ON	Y	Y	N	N	N	N	Y	Y	N	N	N	N	Y	Y	Y	N	Y	N
6002	MONTCLAIR ELEMENTARY	E	.	.	ON	ON	ON	ON	Y	N	N	N	N	N	Y	N	N	Y	Y	N	Y	N	Y	N	N	N
1816	COLUMBIAN ELEMENTARY	E	.	.	ON	ON	ON	ON	Y	N	N	N	N	N	Y	N	N	N	N	N	Y	N	Y	Y	N	N
2258	DOULL ELEMENTARY	E	.	ON	ON	ON	ON	ON	N	N	N	N	N	Y	N	N	N	Y	N	Y	Y	N	Y	N	N	Y
520	BARNUM ELEMENTARY	E	ON	ON	ON	ON	ON	ON	N	N	N	Y	N	N	N	N	N	Y	N	N	Y	N	Y	Y	Y	N
2856	FAIRMONT K-8	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	Y	Y	N	N	N	N	N
3296	GARDEN PLACE ELEMENTARY	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	Y	N	N	N	N	N	Y	Y	N	Y	N	N	Y
3426	GILPIN K-8	E	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	Y	N	N	Y	N	N	N	Y	N	N	N	N
2880	FAIRVIEW ELEMENTARY	E	ON	ON	OFF	OFF	OFF	ON	N	Y	Y	Y	N	N	N	Y	Y	Y	N	Y	N	Y	Y	Y	N	N
7982	SMEDLEY ELEMENTARY	E	.	.	ON	ON	.	.	Y	N	N	N	N		Y	N	N	N	Y		Y	N	Y	Y	N	
9520	WHITEMAN ELEMENTARY	E	.	.	ON	ON	.	.	Y	N	N	N	N		Y	N	Y	N	N		Y	N	N	N	N	
3734	HALLETT ELEMENTARY	E	ON	ON	ON	ON	.	.	N	N	N	N	N		Y	N	Y	N	N		N	Y	N	Y	N	
2638	ELLICOTT ELEMENTARY	E	.	.	.	ON	ON	OFF	Y	Y	N	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y
3967	HIGHLAND ELEMENTARY	E	.	.	.	ON	ON	ON	Y	N	N	N	N	Y	Y	N	Y	Y	N	Y	Y	Y	N	N	N	Y
6310	NORTH MIDDLE SCHOOL	M	ON	ON	ON	ON	ON	ON	N	N	N	Y	N	Y	N	N	N	Y	N	Y	N	Y	N	Y	N	Y
9396	WEST MIDDLE SCHOOL	M	ON	ON	ON	ON	ON	ON	N	Y	N	N	N	N	N	Y	N	Y	N	Y	N	Y	N	N	N	N
1866	ACE COMMUNITY CHALLENGE CHARTER	M	.	.	.	ON	ON	ON	Y	Y	N	N	N	N	Y	Y	N	Y	N	Y	Y	Y	N	N	Y	N
3990	HILL CAMPUS OF ARTS AND SCIENCES	M	.	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	Y	N	N
4910	LAKE MIDDLE SCHOOL	M	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y
6988	PLACE MIDDLE SCHOOL	M	.	ON	ON	ON	.	.	N	N	N	N	N		Y	N	N	N	N		N	N	N	Y	N	
4094	HORACE MANN MS	M	ON	ON	ON	ON	.	.	N	N	N	N	N		N	N	N	N	N		N	N	N	N	N	
9785	YOUTH & FAMILY ACADEMY	M	ON	ON	ON	OFF	OFF	OFF	N	N	Y	Y	N	Y	N	N	Y	Y	N	Y	N	N	Y	Y	N	Y
1866	ACE COMMUNITY CHALLENGE CHARTER	H	.	.	.	ON	ON	ON			N	N	N	Y			N	Y	N	Y			N	N	N	Y
40	RIDGE VIEW ACADEMY CHARTER	H	.	.	ON	ON	ON	ON	Y	N	N	N	N	Y	Y	N	N	N	N	Y	Y	Y	N	N	N	Y
5995	MONTBELLO HIGH SCHOOL	H	.	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	N
9785	YOUTH & FAMILY ACADEMY	H	ON	ON	ON	ON	ON	ON	N	N	N	N	N	N	N	N	N	N	N	Y	N	N	Y	Y	N	N