Evaluation of SIG Schools (Cohorts 1 and 2):
Celebrating Some Success While Acknowledging Continuing Challenges

Introduction

Program Background

The School Improvement Grant (SIG) is a three-year grant that requires awardees to implement one of four intervention models (Turnaround, Transformation, Restart, and Closure) approved by the U.S. Department of Education (USDE). The Colorado Department of Education (CDE) annually identifies eligible schools based on three years of school performance data and invites the districts of those schools to compete for a grant to partner with the state in increasing the academic performance of students within those schools.

In January, 2012, Colorado was awarded an ESEA Flexibility Waiver, wherein the state was approved to identify SIG awardees as the state's priority schools (the lowest performing 5%). As part of the waiver, Colorado was approved to utilize the existing SIG awardees, which had begun implementation in 2010-2011, as Cohort 1 of priority schools and identify and award new SIG schools as priority schools moving forward[1]. Since that time, five cohorts of priority schools have implemented SIG models and the first two cohorts of priority schools have completed implementation of the three-year grant. Some Cohort 1 schools were awarded an extension to spend their award in an additional year, making their grant a four-year grant (three years of funds expanded into four years of implementation)[2].

This report summarizes the evaluation of Cohort 1 and 2 SIG schools based on their performance on the same metrics that are used for identifying schools for the grant. Additional metrics were used when possible to ascertain the impact of the program.

Evaluation Background

The USDE[3] and several other organizations[4] have conducted and published evaluations of SIG schools with varying results, typically relying on

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[1] For the purpose of this report, SIG and priority are synonymous and used interchangeably.
[2] For additional information about the grant and awardees, please visit http://www.cde.state.co.us/fedprograms/tieredinterventiongrantresources or contact Brad Bylsma, Colorado's SIG Program Administrator, Bylsma_b@cde.s
[3] For example, http://www2.ed.gov/programs/sif/sig_state_data_summary_sy1 http://www2.ed.gov/programs/sif/assessment-results-cohort-1-2-sig-schools.pc http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20114019 and http://ies.ed.gov/ncee/pubs/20124060/

SIG School Successes

School Performance Frameworks

- 12 out of 22 schools (that were open in year 3) earned an official SPF rating of Improvement or Performance for two consecutive years
- 4 schools earned a Performance rating the last year of the grant
- 10 schools had a higher rating by the end than in the baseline (pre-grant) year

Reading

- 17 out of 19 schools had a higher percent proficient and advanced at the end of the grant than the baseline (pre-grant) year
- The average increase in percent proficient and advanced from baseline to Year 3 was 9.1 points
- 12 out of 17 schools had a higher Median Growth Percentile (MGP) at the end of the grant than at baseline
- 6 out of 17 schools had MGPs over 50

Math

- 16 out of 19 schools had a higher percent proficient and advanced at the end of the grant than the baseline (pre-grant) year
- The average increase in percent proficient and advanced from baseline to Year 3 was 9.9 points
- 11 out of 17 schools had a higher MGP at the end of the grant than at baseline
- 10 out of 17 schools had MGPs over 50

For number of schools in each type of analyses see the section on "Schools Included."

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publicly available data. Varying results are partly due to lack of access to data and partly due to the operationalization of terms. For example, the USDE's report defines proficiency as students performing at partially-proficient, proficient, or advanced on the state assessment (former AYP definitions), whereas other reports define proficiency as proficient and advanced only.

The Colorado Department of Education conducts its own evaluation of the state's priority (SIG) schools using data available to the state. The summative evaluation of the first two cohorts, including the schools that were granted a fourth year extension, indicates that most schools are performing higher than prior to the grant but some continue to struggle. Given the baseline performance of these schools, some continuing challenges are to be expected, but not at the expense of overlooking the accomplishments of those that have improved.

Methodology

Students Included

Unless otherwise noted, the same inclusion and exclusion rules that are used for identifying schools were applied for any analyses conducted in this report. Consistent with state accountability inclusion and exclusion rules, students identified as October new to school were excluded for achievement and growth results. Students who were expelled from the school were also excluded, as well as students who took another test form or withdrew from the school during the test window. Only those students with a valid score were included for achievement results (excludes students flagged as "did not test.") Similarly, only those students with a valid growth percentile were included for growth results. Aligned to state accountability measures, Lectura results were included for reading achievement and CoAlt results were included for both reading and math achievement.

Schools Included

Cohort 1

Twenty-three schools were funded as Cohort 1 SIG schools. Of those, 11 implemented the Transformation model, 7 implemented the Turnaround model, 1 implemented the Restart model, and 4 implemented the Closure model. Because the four Closure models closed after funding (as planned and approved to do), data for latter years are not available for those schools. Therefore, they are not included in this evaluation report.

Three Cohort 1 schools had their funding discontinued due to failure to comply with grant requirements after the first year of implementation. Those schools are included in this report for informational and comparison purposes; however, their data is excluded from the longitudinal analyses of the schools implementing the program for the full term of the grant.

Sixteen schools implemented programs for the full term of the grant (after the closed schools and no-longer-funded schools are removed). Some of the Cohort 1 schools were transitioned (phased) into other schools. Therefore, the phased-in schools do not have Pre-Grant data (and sometimes Year 1 data) since they were not the original awarded school. One school, Lake Middle School is now closed. For these analyses, those seven schools were considered separately due to the unique transition plans of each, leaving 10 Cohort 1 schools in the achievement and growth analyses. However, the phase-in/phase-out schools were included in the SPF analyses (resulting in 15 schools from Cohort 1 in those analyses).

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[4] For example, http://ies.ed.gov/ncee/pubs/20144008/, http://www.air.org/resource/focused-look-schools-receiving-school-improvement-grants-have-high-percentages-english, or http://www.aplusdenver.org/work/reports

As previously stated, some Cohort 1 schools received an extension to continue implementing the selected reform models into a fourth year. Separate analyses were conducted to compare fourth year performance of those schools to those not awarded an extension to assess the impact of the fourth year implementation.

Cohort 2
Nine Cohort 2 schools were originally funded as Cohort 2; however, only 7 of those were included in this evaluation. Of the original Cohort 2 schools, 8 implemented the Transformation model and 1 implemented the Turnaround model[5]. One school, Spann Elementary School, closed after only 1 year of implementation and therefore does not have any data for years 2 and 3 to be included in the analyses. Additionally, Fulton Elementary School was initially funded as a SIG school. However, the principal of the school had been replaced more than two years prior to the grant implementation, resulting in the school not qualifying as a SIG grantee. Fulton's data is presented in the data tables for information purposes only but the school is not included in any of the counts presented throughout this report.

Two K-8 schools were funded at both the elementary and middle school levels (Meadow Community School and Trevista ECE-8 at Horace Mann). In order for the results to be compared to other schools at the same grade level, the achievement results (see below) for these schools are included separately by grade level. However, SPF and growth analyses were conducted at the school level (not at the grade level). Therefore, for the Cohort 2 schools, 9 schools are represented in the achievement analyses and 7 in the SPF and growth analyses. Again, the data tables include Fulton's data, but it is not included in the analyses.

Data Analyses
Frameworks (22 total schools; includes phase-in and phase-out schools in the totals)
Since the implementation of the waiver in January 2012, the eligibility criteria for identifying priority schools has included earning a Turnaround or Priority Improvement rating on the State's School Performance Frameworks (SPF)[6]. It is important to note that the eligibility criteria used to identify the first round of eligible schools as part of the waiver application were slightly different than those applied for the more recent cohorts of SIG schools. Furthermore, as part of the waiver approval process, the first list of eligible schools was used for both cohort 1 and 2. Therefore, by the time that the waiver was approved and eligible schools applied for and were awarded SIG, some schools had a higher performance rating than during the year of eligibility determinations.

The USDE-approved exit criterion from Priority status is earning an Improvement or Performance rating for two consecutive years. Therefore, the analyses in this report begin with a look at the school's performance on the state accountability system using official SPF ratings earned the year prior to program implementation, across implementation years, and post-implementation (see *Frameworks* in the Results section of this report).

Table 1. List of Schools Included in the SPF Analyses

School Name	School Number	TIG EMH	Cohort
CENTRAL HIGH SCHOOL	1454	H	1
CLIFTON ELEMENTARY SCHOOL	1686	E	1

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[5] Trevista ECE-8 at Horace Mann initially selected a Transformation model for Year 1, but switched to Turnaround in Year 2.

[6] For information about the State's Performance Frameworks, please visit the Accountability and Data Analysis Unit's webpage (http://www.cde.state.co.us/Accountability/PerformanceFrameworks).

COLLEGIATE PREPARATORY ACADEMY	1295	H	1
FAIRVIEW ELEMENTARY SCHOOL	2876	E	2
FRANCIS M. DAY ELEMENTARY SCHOOL	3144	E	2
GILPIN ELEMENTARY SCHOOL	3426	E	1
GREENLEE ELEMENTARY SCHOOL	3655	E	1
HANSON ELEMENTARY SCHOOL	6534	E	1
HASKIN ELEMENTARY SCHOOL	1412	E	1
JAMES H RISLEY MIDDLE SCHOOL	4376	M	1
LAKE INTERNATIONAL SCHOOL	5255	M	1
LEMUEL PITTS MIDDLE SCHOOL	5048	M	1
MEADOW COMMUNITY SCHOOL	0502	EM	2
MESA ELEMENTARY SCHOOL	5834	E	2
MONTBELLO HIGH SCHOOL	5995	H	1
NOEL COMMUNITY ARTS SCHOOL	6239	M	1
NORTH HIGH SCHOOL	6314	H	1
SHERIDAN ELEMENTARY SCHOOL	3054	E	1
SHERRELWOOD ELEMENTARY SCHOOL	7860	E	2
STRIVE PREP - LAKE	9390	M	1
TREVISTA ECE-8 AT HORACE MANN	8909	EM	2
WESTMINSTER ELEMENTARY SCHOOL	9462	E	2

Achievement (19 schools, includes open schools; no defunded or phase-in or phase-out schools; separated by grade level)

Another criterion that leads to priority identification is continuous low achievement, defined as having low percent proficient and advanced on the reading and math state assessments for three years. The analyses in this report were conducted using results of the reading and math Transitional Colorado Assessment Program (TCAP)[7]. Under *Achievement* in the Results section, the percent of students within each school that performed at the proficient or advanced level the year prior to identification were compared to each year thereafter, including post-implementation (when available, see Years of Data below for an explanation of data available).

Table 2. List of Schools Included in the Achievement Analyses

School Name	School Number	EMH	Cohort
CENTRAL HIGH SCHOOL	1454	H	1
CLIFTON ELEMENTARY SCHOOL	1686	E	1
GILPIN ELEMENTARY SCHOOL	3426	E	1
GREENLEE ELEMENTARY SCHOOL	3655	E	1
HANSON ELEMENTARY SCHOOL	6534	E	1
HASKIN ELEMENTARY SCHOOL	1412	E	1

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[7] For information about state assessments, please visit the Assessment Unit's webpage (http://www.cde.state.co.us/assessment/coassess).

JAMES H RISLEY MIDDLE SCHOOL	4376	M	1
LEMUEL PITTS MIDDLE SCHOOL	5048	M	1
NORTH HIGH SCHOOL	6314	H	1
SHERIDAN ELEMENTARY SCHOOL	3054	E	1
FAIRVIEW ELEMENTARY SCHOOL	2876	E	2
FRANCIS M. DAY ELEMENTARY SCHOOL	3144	E	2
MEADOW COMMUNITY SCHOOL	502	E	2
MEADOW COMMUNITY SCHOOL	502	M	2
MESA ELEMENTARY SCHOOL	5834	E	2
SHERRELWOOD ELEMENTARY SCHOOL	7860	E	2
TREVISTA ECE-8 AT HORACE MANN	8909	E	2
TREVISTA ECE-8 AT HORACE MANN	8909	M	2
WESTMINSTER ELEMENTARY SCHOOL	9462	E	2

Growth (17 schools; includes open schools; no defunded or phase-in or phase-out schools; at the school level)
Supplemental analyses were conducted to track the performance of the schools on the Colorado Growth Model, comparing the Median Growth Percentile (MGP) of each school prior to grant implementation, during implementation and post-implementation (when available).

Table 3. List of Schools Included in the Growth Analyses

School Name	School Number	EMH	Cohort
CENTRAL HIGH SCHOOL	1454	H	1
CLIFTON ELEMENTARY SCHOOL	1686	E	1
GILPIN ELEMENTARY SCHOOL	3426	E	1
GREENLEE ELEMENTARY SCHOOL	3655	E	1
HANSON ELEMENTARY SCHOOL	6534	E	1
HASKIN ELEMENTARY SCHOOL	1412	E	1
JAMES H RISLEY MIDDLE SCHOOL	4376	M	1
LEMUEL PITTS MIDDLE SCHOOL	5048	M	1
NORTH HIGH SCHOOL	6314	H	1
SHERIDAN ELEMENTARY SCHOOL	3054	E	1
FAIRVIEW ELEMENTARY SCHOOL	2876	E	2
FRANCIS M. DAY ELEMENTARY SCHOOL	3144	E	2
MEADOW COMMUNITY SCHOOL	502	EM	2
MESA ELEMENTARY SCHOOL	5834	E	2
SHERRELWOOD ELEMENTARY SCHOOL	7860	E	2
TREVISTA ECE-8 AT HORACE MANN	8909	EM	2
WESTMINSTER ELEMENTARY SCHOOL	9462	E	2

Years of Data

In order to compare school performance from before implementation to after implementation, the grant years are aligned across cohorts and the analyses are presented based on implementation year rather than school year. The pre-grant year was 2009-2010 for Cohort 1 and 2010-2011 for Cohort 2. Implementation Year 1 was 2010-2011 for Cohort 1 and 2011-2012 for Cohort 2 (see Table 4). For Cohort 1 schools, a fourth year of data was available and included in these analyses as post-grant for those with three years of implementation and those with four years of implementation. Because Cohort 2's last year of implementation was the 2013-2014 school year, the most recent data available, only end-of-grant data could be included.

Table 4. Years of Data Included in Analyses and Terms Used in Report

Cohort	Years of Implementation	Baseline (Pre-Grant)	Year 1	Year 2	Year 3	Year 4
1	3	2009-2010	2010-2011	2011-2012	2012-2013 (End-of-Grant)	2013-2014 (Post-Grant)
1	4*	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014 (End-of-Grant)
2	3	2010-2011	2011-2012	2012-2013	2013-2014	Not Available Yet

*Some Cohort 1 schools were granted an extension to continue to use grant funds from year 3 to implement the SIG program in an additional year (referred to in this report as Year 4).

Results

Contextual Data and Frame of Reference

To provide the context for changes in performance for these schools, the statewide longitudinal trends and trends of other Title I schools are provided for comparison purposes and as a frame of reference. It is imperative to understand the magnitude of effort required to increase overall student achievement.

Performance Frameworks

The distribution of schools within SPF plan type assignments has remained relatively consistent across the last five years. Other than small fluctuations, approximately 3% of Colorado schools received a Turnaround plan type and 7% received a Priority Improvement plan type. This pattern suggests that movement in the SIG schools' SPF ratings is more likely attributable to school-level changes than to statewide trends in the accountability system.

Table 5. Longitudinal Distribution of School Plan Type Assignments Across the State[8]

School Plan Type	2010		2011		2012		2013		2014	
	#	%	#	%	#	%	#	%	#	%
Performance Plan	1092	67.2%	1144	69.5%	1200	70.7%	1211	70.9%	1198	70.5%
Improvement Plan	337	20.7%	301	18.3%	332	19.6%	329	19.3%	332	19.5%
Priority Improvement Plan	130	8.0%	147	8.9%	126	7.4%	119	7.0%	114	6.7%
Turnaround Plan	67	4.1%	55	3.3%	40	2.4%	49	2.9%	55	3.2%
Total	**1626**		**1647**		**1698**		**1708**		**1699**	

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[8] Table referenced from the 2014 CDE School Plan Type Assignments PowerPoint on the Accountability and Data Analysis Unit's webpage (http://www.cde.state.co.us/Accountability/PerformanceFrameworkResults).

Achievement

The percent achievement of all schools in the state, as well as the Title I schools, has stayed stable across the years covered in this evaluation.

Table 6. Statewide Achievement (Grades 3 – 10)

Statewide	Reading Percent Proficient and Advanced					Math Percent Proficient and Advanced				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Title I - Schoolwide (Excluding TIG Cohorts 1 & 2)	51.7	51.1	52.4	53.4	52.6	47.1	47.7	47.4	48.1	47.1
Title I - Targeted Assistance (Excluding TIG Cohorts 1 & 2)	68.9	68.4	68.8	70.0	69.7	62.7	63.0	62.9	64.1	64.7
Statewide - All Elementary Schools	69.9	70.4	71.4	71.6	71.2	69.9	69.8	69.8	70.3	69.9
Statewide - All Middle Schools	70.0	68.7	69.6	69.4	69.3	54.1	55.9	55.6	56.6	56.6
Statewide - All High Schools	70.1	68.1	70.5	70.9	69.8	37.1	36.7	37.2	38.3	38.3

Growth

The state Median Growth Percentile is 50. The Title I schools' MGPs across the years are provided below as a frame of reference.

Table 7. Title I Schools Median Growth Percentiles

Statewide (excluding Cohort 1 and 2 TIG schools)	Reading Median Growth Percentile					Math Median Growth Percentile				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Title I – Schoolwide	49.0	49.0	49.0	49.0	48.0	50.0	50.0	48.0	48.0	48.0
Title I - Targeted Assistance	48.0	49.0	48.0	49.0	48.0	48.0	46.0	48.0	48.0	48.0

After Three Years of Implementation

Performance Frameworks

Eleven schools earned an SPF rating of Improvement or Performance for two consecutive years by the end of Year 3 and therefore, meet the USDE-approved criteria for exiting priority status. Four of those schools were Cohort 2. Haskin Elementary School qualified for exit criteria after grant funding ended, bringing the total to 12 schools meeting exit criteria. These schools will be noted for deeper analyses to determine what factors contributed to their successful exit of priority status.

Table 8. Official SPF Ratings of Schools That Earned an Improvement or Performance Rating for Two Consecutive Years

School Name	School Number	TIG EMH	Cohort	Official SPF Rating			
				Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3
MEADOW COMMUNITY SCHOOL	0502	EM	2	Improvement	Improvement	Improvement	Performance
COLLEGIATE PREPARATORY	1295	H	1	-	New School (Performance)	Performance	Improvement

ACADEMY							
CENTRAL HIGH SCHOOL	1454	H	1	Priority Improvement	Priority Improvement	Improvement	Improvement
CLIFTON ELEMENTARY SCHOOL	1686	E	1	Performance	Performance	Performance	Improvement
SHERIDAN ELEMENTARY SCHOOL	3054	E	1	Turnaround	Turnaround	Improvement	Improvement
FRANCIS M. DAY ELEMENTARY SCHOOL	3144	E	2	Priority Improvement	Performance	Performance	Improvement
MESA ELEMENTARY SCHOOL	5834	E	2	Performance	Performance	Performance	Performance
NOEL COMMUNITY ARTS SCHOOL	6239	M	1	-	New School (Performance)	Improvement	Improvement
NORTH HIGH SCHOOL	6314	H	1	Priority Improvement	Priority Improvement	Improvement	Improvement
SHERRELWOOD ELEMENTARY SCHOOL	7860	E	2	Turnaround	Improvement	Improvement	Improvement
STRIVE PREP - LAKE	9390	M	1	New School (Performance)	Performance	Performance	Performance
FULTON ELEMENTARY SCHOOL*	3272	E	2	Priority Improvement	Performance	Improvement	Improvement

*Fulton Elementary School was initially approved to implement a SIG grant. However, after two years of funding, the source of funding was changed from 1003(g) to 1003(a) because they did not meet the requirements of the SIG grant. Specifically, the school's principal was replaced more than two years prior to the grant. However, all other aspects of the SIG grant were implemented; therefore, the school's data is provided for comparison and information purposes.

An additional four schools ended implementation at a higher SPF rating than the baseline year, for at least one year. Although they have not yet met the exit criteria, their improved ratings are noteworthy. In addition, Hanson Elementary School earned a higher SPF rating during the post-grant year (Improvement) than the baseline year rating of Priority Improvement.

Table 9. Official SPF Ratings of Schools That Earned a Higher SPF Rating in Year 3 of Implementation than the Baseline Year

School Name	School Number	TIG EMH	Cohort	Official SPF Rating			
				Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3
FAIRVIEW ELEMENTARY SCHOOL	2876	E	2	Priority Improvement	Performance	Priority Improvement	Performance
JAMES H RISLEY	4376	M	1	Turnaround	Turnaround	Turnaround	Priority Improvement

School Name	School Number	EMH	Cohort				
MIDDLE SCHOOL							
LEMUEL PITTS MIDDLE SCHOOL	5048	M	1	Turnaround	Turnaround	Turnaround	Improvement
TREVISTA ECE-8 AT HORACE MANN	8909	EM	2	Turnaround	Priority Improvement	Turnaround	Priority Improvement[*]

*Based on the state's calculations, this school had earned a performance rating on the state performance frameworks. The district has its own performance rating system, which includes additional indicators. The district lowered the school's rating to priority improvement in the Request to Reconsider Process.

Reading Achievement: Schools that Completed 3 Years of Implementation
Of the schools from both Cohorts that implemented the program for three full years (N = 19 broken down by grade level; not including closed schools, phase-in/phase-out schools, nor defunded schools), one school (James H. Risley Elementary) had a lower percent proficient and advanced in reading at the end of Year 3 than the year prior to implementation (Pre-Grant Year) and five schools (see Table 10) had a higher percent proficient and advanced after Year 2 than Year 3. However, it is noteworthy that 17 of the 19 schools had a higher percent proficient and advanced at the end of Year 3 than the baseline year.

The percent proficient and advanced from Pre-Grant Year to End-of-Grant Year increased an average of 9.1 percentage points across the 19 schools. Haskin Elementary School had the highest increase (26.3%) from Pre-Grant Year (30.6%) to Year 3 (56.9%). Three other elementary schools had an increase of over 15 percentage points from baseline to Year 3 (Mesa, Meadow Community [elementary level only], and Sherrelwood). Conversely, James H. Risley declined in percent proficient and advanced by 2.0 percentage points from Pre-Grant Year (44.1%) to end of Year 3 (42.1%).

The average percent proficient for schoolwide Title I schools for the past two years has been around 53%. Six of the SIG schools have a higher percentage in Year 3 than the Title I average (Clifton, Haskin, Fairview, and Mesa Elementary Schools, Meadow Community [elementary only], and Central High School).

Table 10. Reading Achievement of Schools that have Completed Three Years of Implementation (dark green is the highest percent for that school across the years and light green is the second highest percent)

School Name	School Number	EMH	Cohort	Reading Percent Proficient and Advanced				Difference in Reading % (Pre-Grant Year to Year 3)
				Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3	
CENTRAL HIGH SCHOOL	1454	H	1	51.7	47.9	58.0	54.2	2.5
CLIFTON ELEMENTARY SCHOOL	1686	E	1	52.4	64.2	60.9	63.8	11.4
GILPIN ELEMENTARY SCHOOL	3426	E	1	31.3	29.4	31.4	36.4	5.1
GREENLEE ELEMENTARY SCHOOL	3655	E	1	32.0	31.2	38.9	37.8	5.8
HANSON ELEMENTARY SCHOOL	6534	E	1	35.1	28.7	45.9	38.6	3.5
HASKIN ELEMENTARY SCHOOL	1412	E	1	30.6	35.8	51.1	56.9	26.3
JAMES H RISLEY MIDDLE SCHOOL	4376	M	1	44.1	33.4	41.9	42.1	-2.0

LEMUEL PITTS MIDDLE SCHOOL	5048	M	1	48.4	42.7	47.9	48.5	0.1
NORTH HIGH SCHOOL	6314	H	1	30.2	36.9	44.6	44.5	14.3
SHERIDAN ELEMENTARY SCHOOL	3054	E	1	45.0	38.4	47.5	48.2	3.2
FAIRVIEW ELEMENTARY SCHOOL	2876	E	2	42.3	48.3	41.9	56.6	14.3
FRANCIS M. DAY ELEMENTARY SCHOOL	3144	E	2	29.6	32.1	35.9	35.9	6.4
MEADOW COMMUNITY SCHOOL	502	E	2	36.9	36.6	42.1	54.0	17.0
MEADOW COMMUNITY SCHOOL	502	M	2	42.2	42.7	47.6	51.0	8.8
MESA ELEMENTARY SCHOOL	5834	E	2	43.0	44.9	55.6	61.2	18.2
SHERRELWOOD ELEMENTARY SCHOOL	7860	E	2	30.7	41.4	43.0	45.9	15.2
TREVISTA ECE-8 AT HORACE MANN	8909	E	2	30.5	30.9	33.3	35.5	5.0
TREVISTA ECE-8 AT HORACE MANN	8909	M	2	21.8	27.5	21.6	26.3	4.5
WESTMINSTER ELEMENTARY SCHOOL	9462	E	2	28.6	41.8	46.9	41.9	13.3
FULTON ELEMENTARY SCHOOL	3272	E	2	29.2	36.8	35.6	38.2	9.0

* School changed school codes (originally 3638) between Pre-Grant Year and Year 1 of the grant.
** Fulton Elementary School was initially approved to implement a SIG grant. However, after two years of funding, the source of funding was changed from 1003(g) to 1003(a) because they did not meet the requirements of the SIG grant. Specifically, the school's principal was replaced more than two years prior to the grant. However, all other aspects of the SIG grant were implemented; therefore, the school's data is provided for comparison and information purposes.

Math Achievement: Schools that Completed 3 Years of Implementation
On the math state assessment, three schools (Central High, James H. Risley Middle, and Hanson Elementary) had a lower percent proficient and advanced at the end of Year 3 than Pre-Grant Year. It is commendable that the other 16 schools (see Table 11) had an increase, even though some of them had their highest percentage after another year than the last year (e.g., Year 2).

The percent proficient and advanced from Pre-Grant Year to End-of-Grant Year increased an average of 9.9 percentage points across the 19 schools. Haskin Elementary School had the highest percent increase (30.8%) in math moving from 31.5% in Pre-Grant Year to 62.3% proficient and advanced by the end of Year 3. Sherrelwood had the second highest change from 24.4% at baseline to 51.1% by end of Year 3, which is a 26.7% increase. Four other elementary schools increased by over 15 percentage points (Clifton, F.M. Day, Meadow Community [elementary only], and Trevista [elementary only]). Hanson Elementary School dropped by 4.8 percentage points from Pre-Grant Year (36.6%) to end of Year 3 (31.8%).

The average percent proficient and advanced for schoolwide Title I schools in the state has been between 47 and 48 percent in the past two years. At the end of Year 3, eight SIG schools had a percentage higher than the Title I average (Clifton, Haskin, Sheridan, Fairview, Meadow Community [elementary only], Mesa, Sherrelwood, and Trevista [elementary only]).

Table 11. Math Achievement of Schools that Have Completed Three Years of Implementation (dark green is the highest percent for that school across the years and light green is the second highest percent)

School Name	School Number	EMH	Cohort	Math Percent Proficient and Advanced	Difference in Math % (Pre-

				Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3	Grant Year to Year 3)
CENTRAL HIGH SCHOOL	1454	H	1	12.2	8.8	9.3	9.5	-2.7
CLIFTON ELEMENTARY SCHOOL	1686	E	1	44.5	68.2	66.1	63.2	18.7
GILPIN ELEMENTARY SCHOOL	3426	E	1	29.1	19.6	19.6	33.3	4.2
GREENLEE ELEMENTARY SCHOOL	3655	E	1	37.1	35.2	31.5	41.9	4.7
HANSON ELEMENTARY SCHOOL	6534	E	1	36.6	27.3	38.3	31.8	-4.8
HASKIN ELEMENTARY SCHOOL	1412	E	1	31.5	39.4	46.6	62.3	30.8
JAMES H RISLEY MIDDLE SCHOOL	4376	M	1	15.7	14.3	12.1	14.5	-1.2
LEMUEL PITTS MIDDLE SCHOOL	5048	M	1	22.1	21.0	22.0	23.8	1.8
NORTH HIGH SCHOOL	6314	H	1	9.2	11.1	9.9	13.5	4.3
SHERIDAN ELEMENTARY SCHOOL	3054	E	1	47.6	52.1	46.3	53.3	5.7
FAIRVIEW ELEMENTARY SCHOOL	2876	E	2	47.9	48.3	47.7	55.6	7.7
FRANCIS M. DAY ELEMENTARY SCHOOL	3144	E	2	29.8	34.5	42.1	45.1	15.3
MEADOW COMMUNITY SCHOOL	502	E	2	40.0	38.9	49.6	63.8	23.8
MEADOW COMMUNITY SCHOOL	502	M	2	13.8	21.8	25.4	25.9	12.1
MESA ELEMENTARY SCHOOL	5834	E	2	49.4	59.1	61.4	62.5	13.1
SHERRELWOOD ELEMENTARY SCHOOL	7860	E	2	24.4	42.7	55.5	51.1	26.7
TREVISTA ECE-8 AT HORACE MANN	8909	E	2	38.3	29.8	40.6	55.1	16.8
TREVISTA ECE-8 AT HORACE MANN	8909	M	2	17.3	26.4	21.6	24.1	6.8
WESTMINSTER ELEMENTARY SCHOOL	9462	E	2	32.5	40.4	43.6	36.8	4.3
FULTON ELEMENTARY SCHOOL	3272	E	2	35.3	38.9	40.5	47.1	11.7

* School changed school codes (originally 3638) between Pre-Grant Year and Year 1 of the grant.
**Fulton Elementary School was initially approved to implement a SIG grant. However, after two years of funding, the source of funding was changed from 1003(g) to 1003(a) because they did not meet the requirements of the SIG grant. Specifically, the school's principal was replaced more than two years prior to the grant. However, all other aspects of the SIG grant were implemented; therefore, the school's data is provided for comparison and information purposes.

Achievement: Phase-In and Phase-Out Schools
In Cohort 1, three schools phased-out and students were transitioned to new schools. Comparing the achievement of those schools to other schools in Cohort 1 and Cohort 2 was complicated because transitions timelines varied by school, including the grades that were transitioned from one school to another. Therefore, the analysis for each is presented separately as they are not comparable to the other schools or to each other.

Lake Schools
Lake Middle School phased into Lake International and Strive PREP–Lake and Lake Middle was closed by the end of Year 3. Therefore, Lake Middle School's baseline year is compared to the two latter schools' end of Year 3 data. Lake Middle School's Pre-Grant Year percent proficient and advanced was 38.2% in reading and 24.4% in math. Strive-Prep had an increase to 38.9% in reading at the end of Year 3, but had a 17% increase in math compared to the Lake baseline (unfortunately, that is still a decline from Strive's earlier achievement). Lake International's Year 3 percent is lower than the baseline year in reading, but had a 8.6% increase in math.

Montbello and Collegiate

Montbello High School closed after the 2013-14 school year, transitioning students into Collegiate Preparatory Academy. Montbello has data for all four years with a decrease in percent proficient and advanced from Pre- to Post-Grant Years in both reading and math. Collegiate Preparatory has data for both Year 2 and Year 3, with both year's percentages being higher than the Montbello baseline year in both reading (10.4% increase) and math (6.9% increase).

Noel Schools

Rachel B. Noel Middle School transitioned students to Noel Community Arts School and closed prior to the 2013-14 school year, but has data for all four years. Noel Middle school has experienced a steady decline across the four years in both reading and math. The Year 3 percent proficient for Noel Community Arts is lower than the baseline data for Noel Middle School in both reading and math.

Table 12. Reading and Math Achievement of Phase-In and Phase-Out Schools

School Name	School Number	EMH	Cohort	Reading Percent Proficient and Advanced				Math Percent Proficient and Advanced				Difference in Reading % (Pre-Grant Year to Year 3)	Difference in Math % (Pre-Grant Year to Year 3)
				Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3	Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3		
LAKE MIDDLE SCHOOL	4910	M	1	38.2	33.7	26.7	Closed	24.4	23.9	19.3	Closed		
LAKE INTERNATIONAL SCHOOL	5255	M	1	Phase in from Lake MS	35.1	38.0	35.3	Phase in from Lake MS	44.6	31.3	33.0	-2.9	8.6
STRIVE PREP - LAKE	9390	M	1	Phase in from Lake MS	49.4	47.9	38.9	Phase in from Lake MS	65.1	52.8	41.3	0.7	16.9
MONTBELLO HIGH SCHOOL	5995	H	1	27.9	24.1	19.5	24.1	6.9	7.3	10.3	3.4	-3.8	-3.4
COLLEGIATE PREPARATORY ACADEMY	1295	H	1	Phase in from Montbello	Phase in from Montbello	30.5	38.3	Phase in from Montbello	Phase in from Montbello	20.4	13.7	10.4	6.9
RACHEL B. NOEL MIDDLE SCHOOL	6784	M	1	38.3	31.5	25.1	23.0	26.9	23.1	14.6	13.8	-15.3	-13.1
NOEL COMMUNITY ARTS SCHOOL	6239	M	1	Phase in from Noel MS	Phase in from Noel MS	28.6	26.5	Phase in from Noel MS	Phase in from Noel MS	28.6	22.6	-11.7	-4.3

Achievement: Schools that Did Not Complete Implementation

Three schools' SIG grants were not renewed for funding after Year 1 (Freed Middle School, Roncalli Middle School and Youth and Family Academy Charter [YAFA]). In both reading and math, the achievement of schools that were defunded decreased from Pre-Grant Year to end of Year 3 an average of 17% in reading and 10% in math. Although these schools did not implement SIG in Years 2 and 3, that data is provided for comparison purposes.

Table 13. Reading and Math Achievement of Defunded Schools

School Name	School Number	EMH	Cohort	Reading Percent Proficient and Advanced	Math Percent Proficient and Advanced	Difference in Reading	Difference in Math %

			Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3	Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3	% (Pre-Grant Year to Year 3)	(Pre-Grant Year to Year 3)
FREED MIDDLE SCHOOL	3206	M	1	53.3	41.9	50.0	43.4	26.5	28.9	20.7	22.5	-9.9	-4.0
RONCALI MIDDLE SCHOOL	7481	M	1	59.1	51.4	47.9	44.2	34.5	38.2	22.8	18.2	-14.8	-16.3
YOUTH & FAMILY ACADEMY CHARTER (YAFA)	9785	H	1	43.8	46.7	37.0	16.7	8.7	3.4	0.0	0.0	-27.1	-8.7

Growth: Schools that Completed Three Years of Implementation

Of the 17 schools[9] across both cohorts that completed three years of implementation, six schools had the highest reading MGP at the end of Year 3. For another 6 schools, the end of Year 3 MGP was higher than the baseline, even though another year's MGP was highest (e.g., Year 2).

Nine schools had a higher MGP in math at the end of Year 3 than any other year and an additional two had a higher MGP but not as high as an earlier grant year.

Six of the schools had a reading MGP over 50 by the end of Year 3 (North High School, Meadow Community and Trevista K-8's, and Fairview, Sherrelwood, and Westminster Elementary Schools). Ten schools had a math MGP over 50 by the end of Year 3 (North High School, Meadow Community and Trevista K-8's, and Clifton, Gilpin, Greenlee, Haskin, Sheridan, Fairview and Mesa Elementary Schools). As previously indicated, the MGP of schoolwide Title I schools in the state in 2014 was 48 in both reading and math.

Table 14. Reading and Math Growth of Schools that Have Completed Three Years of Implementation

School Name	School Number	EMH	Cohort	Reading Median Growth Percentile				Math Median Growth Percentile			
				Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3	Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3
CENTRAL HIGH SCHOOL	1454	H	1	40	42	53	45	33	36	38	33
CLIFTON ELEMENTARY SCHOOL	1686	E	1	68	58	36	39	66	77	49	52
GILPIN ELEMENTARY SCHOOL	3426	E	1	52	44	41	38	51	66	12	64
GREENLEE ELEMENTARY SCHOOL*	3655	E	1	30	36	42	31	18	37	42	55
HANSON ELEMENTARY SCHOOL	6534	E	1	39	37	63	45	40	37	59	45
HASKIN ELEMENTARY SCHOOL	1412	E	1	38	43	53	50	50	54	39	64
JAMES H RISLEY MIDDLE SCHOOL	4376	M	1	31	23	37	46	21	22	18	30
LEMUEL PITTS MIDDLE SCHOOL	5048	M	1	34	32	34	43	24	22	20	45
NORTH HIGH SCHOOL	6314	H	1	46	54	53	59	50	51	55	56
SHERIDAN ELEMENTARY SCHOOL	3054	E	1	42	38	55	49	26	47	48	51

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[9] Reminder that for the growth analyses, the data for the two K-8 schools (Meadow Community and Tevista are presented at the whole school level, instead of separately for elementary and middle). Therefore, 17 schools (instead of 19) are included in these analyses.

FAIRVIEW ELEMENTARY SCHOOL	2876	E	2	49	61	45	73	43	51	48	70
FRANCIS M. DAY ELEMENTARY SCHOOL	3144	E	2	46	59	55	46	48	63	57	48
MEADOW COMMUNITY SCHOOL	502	EM	2	49	52	56	62	53	53	49	58
MESA ELEMENTARY SCHOOL	5834	E	2	69	63	55	49	70	78	45	55
SHERRELWOOD ELEMENTARY SCHOOL	7860	E	2	38	55	57	59	39	49	55	30
TREVISTA ECE-8 AT HORACE MANN	8909	EM	2	44	56	48	54	46	56	50	66
WESTMINSTER ELEMENTARY SCHOOL	9462	E	2	37	52	39	51	57	56	46	48
FULTON ELEMENTARY SCHOOL**	3272	E	2	47	59	59	50	45	53	52	53

* School changed school codes (originally 3638) between Pre-Grant Year and Year 1 of the grant.

**Fulton Elementary School was initially approved to implement a SIG grant. However, after two years of funding, the source of funding was changed from 1003(g) to 1003(a) because they did not meet the requirements of the SIG grant. Specifically, the school's principal was replaced more than two years prior to the grant. However, all other aspects of the SIG grant were implemented; therefore, the school's data is provided for comparison and information purposes.

Growth: Phase-in and Phase-out Schools

The growth data for the phase-in and phase-out schools is not very promising. The Year 3 MGP of most of the phase-in schools is lower than the baseline of the phased-out school. The only positive trend is that Collegiate Preparatory has a higher ending reading MGP than the Montbello baseline MGP, but not in math.

Table 15. Reading and Math MGPs of Phase-in and Phase-out Schools

School Name	School Number	EMH	Co-hort	Reading Median Growth Percentile				Math Median Growth Percentile			
				Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3	Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3
LAKE MIDDLE SCHOOL	4910	M	1	61.0	53.0	48.5	Closed	58.0	53.0	46.0	Closed
LAKE INTERNATIONAL SCHOOL	5255	M	1	Phase in from Lake MS	35.0	50.0	38.0	Phase in from Lake MS	60.0	42.0	53.0
STRIVE PREP - LAKE	9390	M	1	Phase in from Lake MS	63.0	63.5	51.0	Phase in from Lake MS	88.0	79.0	58.0
MONTBELLO HIGH SCHOOL	5995	H	1	49.0	50.0	25.5	N<20	53.0	57.0	30.0	N<20
COLLEGIATE PREPARATORY ACADEMY	1295	H	1	Phase in from Montbello	Phase in from Montbello	51.0	55.0	Phase in from Montbello	Phase in from Montbello	69.0	48.5
RACHEL B. NOEL MIDDLE SCHOOL	6784	M	1	52.0	43.5	42.0	40.0	45.0	34.0	34.0	33.5
NOEL COMMUNITY ARTS SCHOOL	6239	M	1	Phase in from Noel MS	Phase in from Noel MS	50.0	45.0	Phase in from Noel MS	Phase in from Noel MS	72.0	40.0

Growth: Schools that Did Not Complete Implementation

In all three defunded schools, the reading and math MGP is highest in the baseline year prior to implementation. Again, this data is only provided for comparison purposes as these schools did not implement SIG in Years 2 and 3.

Table 16. Reading and Math Growth of Defunded Schools

School Name	School Number	EMH	Cohort	Reading Median Growth Percentile				Math Median Growth Percentile			
				Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3	Pre-Grant Year (Baseline)	Year 1	Year 2	Year 3
FREED MIDDLE SCHOOL	3206	M	1	34.5	27.0	31.0	33.0	36.0	30.0	21.0	23.0
RONCALI MIDDLE SCHOOL	7481	M	1	36.0	32.0	30.0	33.0	37.0	35.0	13.0	22.0
YOUTH & FAMILY ACADEMY CHARTER (YAFA)	9785	H	1	55.0	47.0	50.5	28.5	66.0	32.0	38.0	36.0

After Four Years of Implementation

The following analyses only include Cohort 1 schools that are still open and have four years of data. It does not include phase-in and phase-out schools due to the previously stated reasons. The total number of schools in this section is 13 schools, seven of which received a fourth year extension. The other schools from Cohort 1 that did not implement for a fourth year, but have Year 4 data available are presented as "Comparison Schools" in the following analyses.

The baseline data of each school was compared to performance at the end of Year 3 and Year 4 to determine if Year 4 implementation resulted in greater performance on the frameworks, achievement, or growth.

Performance Frameworks

Of the seven schools that implemented SIG for a fourth year, three maintained Improvement status (North High School, and Clifton and Sheridan Elementary Schools). Three schools dropped in SPF ratings in Year 4, with James H. Risley and Lemuel Pitts dropping to Turnaround status).

Table 17. SPF Ratings of Fourth Year-Funded Schools

School Name (Fourth Year of Funding)	School Number	TIG EMH	Cohort	Year		
				Pre-Grant Year (Baseline)	Year 3	Year 4
CENTRAL HIGH SCHOOL	1454	H	1	Priority Improvement	Improvement	Priority Improvement
CLIFTON ELEMENTARY SCHOOL	1686	E	1	Performance	Improvement	Improvement
SHERIDAN ELEMENTARY SCHOOL	3054	E	1	Turnaround	Improvement	Improvement
GREENLEE ELEMENTARY SCHOOL*	3655	E	1	New School (Performance)*	Turnaround	Turnaround
JAMES H RISLEY MIDDLE SCHOOL	4376	M	1	Turnaround	Priority Improvement	Turnaround
LEMUEL PITTS	5048	M	1	Turnaround	Improvement	Turnaround

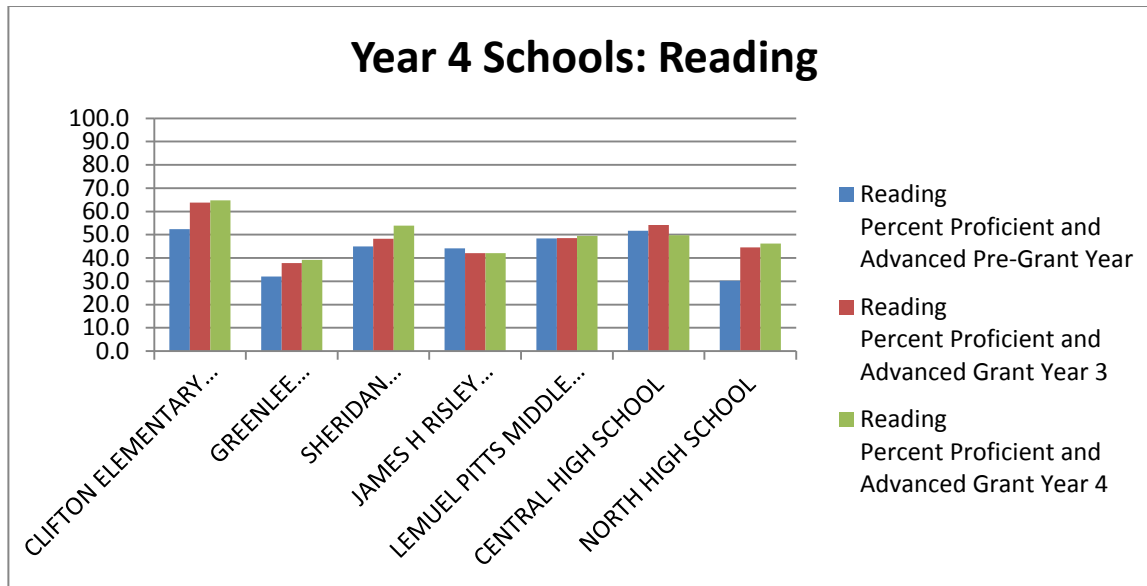| MIDDLE SCHOOL						
NORTH HIGH SCHOOL	6314	H	1	Priority Improvement	Improvement	Improvement

*School changed school codes (originally 3638) between Pre-Grant Year and Year 1 of the grant. The new school code deferred to district rating and received a Performance plan type.
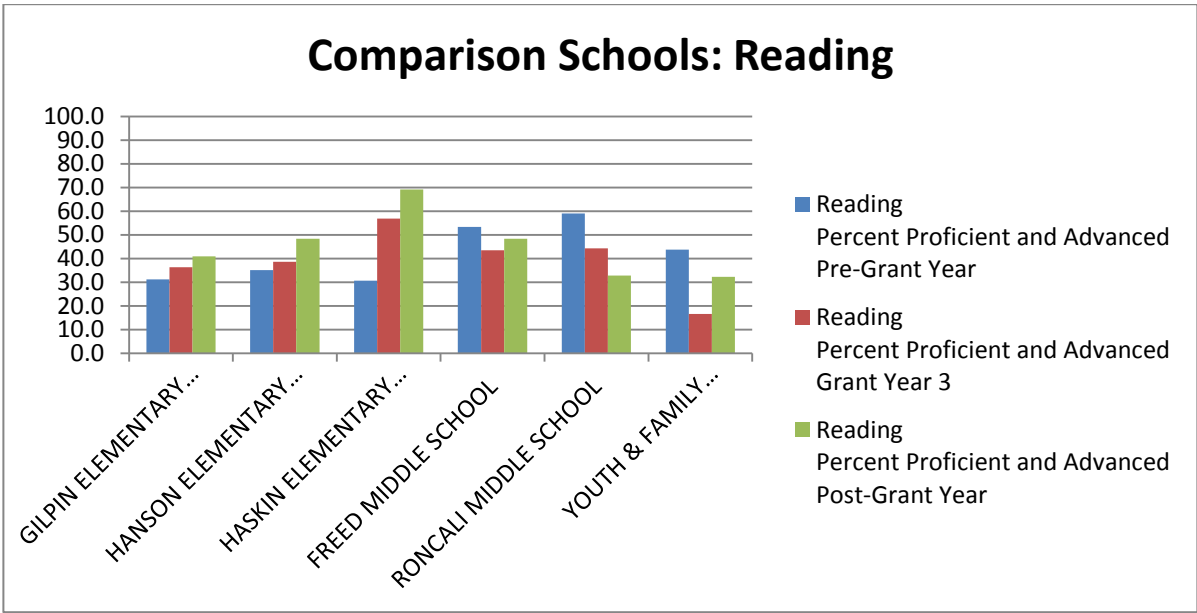
Achievement

Of the seven schools that completed a fourth year, five had a higher percent proficient and advanced after Year 4 in reading than both the end of Year 3 and at baseline (see Graph 1). The fourth year implementers demonstrated a steady incline in percent proficient. Even the schools that only completed three years (Gilpin, Hanson, and Haskin, see Graph 2) continued to increase in reading, with the only schools not increasing being the defunded schools (Freed, Roncalli, and Youth and Family Academy).

Graphs 1 and 2. Comparing the Year 4 Reading Achievement of Schools that Implemented a Fourth Year to Cohort 1 Schools that Did Not

Year 4 Schools: Reading

Legend:
- Reading Percent Proficient and Advanced Pre-Grant Year
- Reading Percent Proficient and Advanced Grant Year 3
- Reading Percent Proficient and Advanced Grant Year 4

Schools (x-axis): CLIFTON ELEMENTARY…, GREENLEE…, SHERIDAN…, JAMES H RISLEY…, LEMUEL PITTS MIDDLE…, CENTRAL HIGH SCHOOL, NORTH HIGH SCHOOL
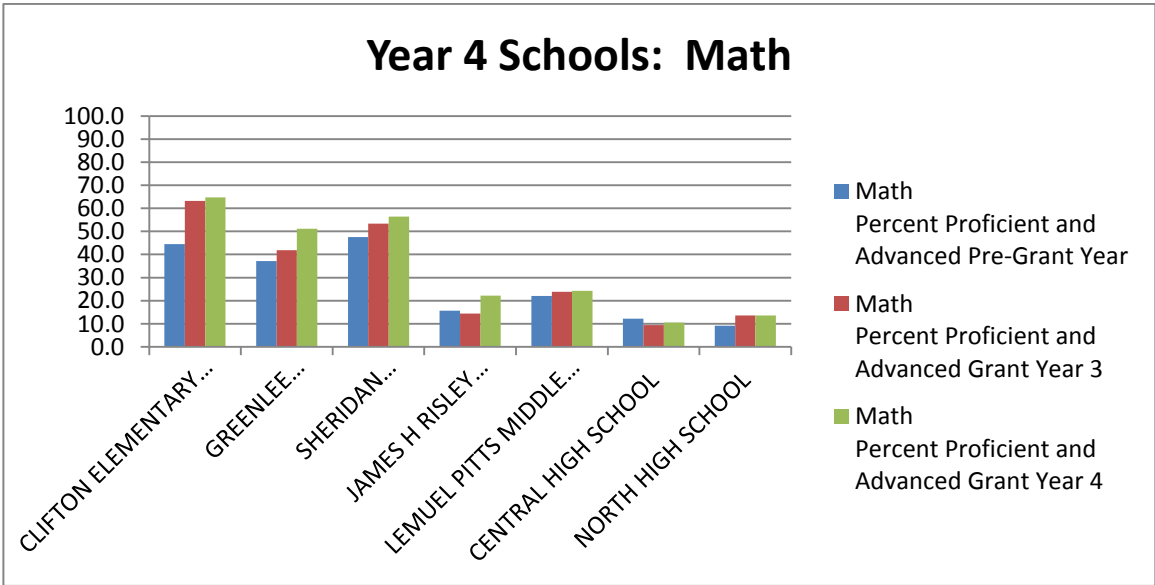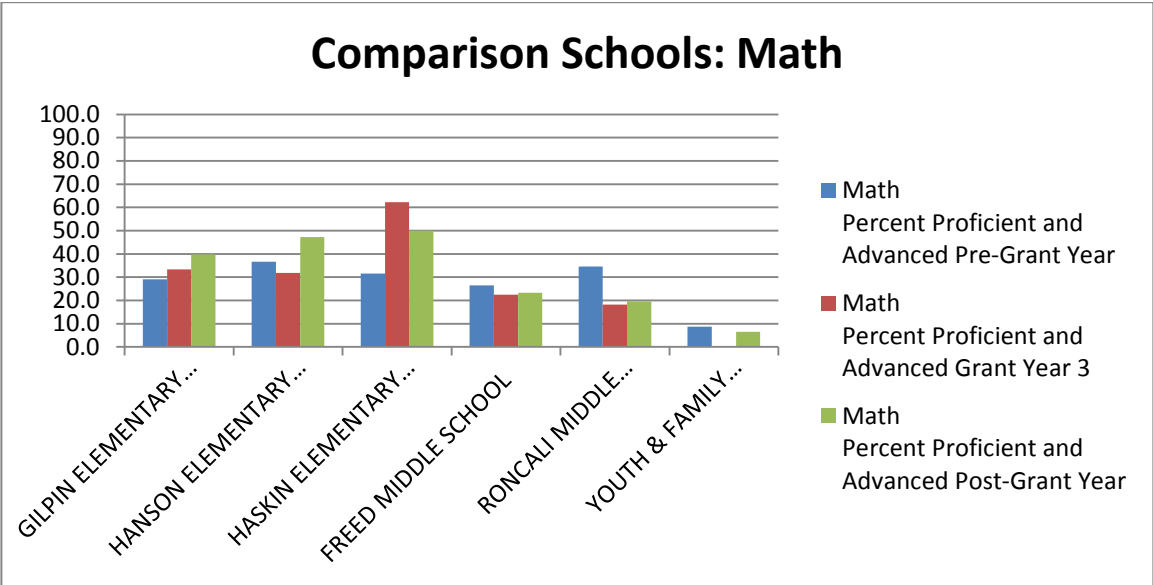
Comparison Schools: Reading

Six of the fourth year implementers had a higher percentage in math after Year 4, compared to baseline and Year 3 (see Graph 3), but only two of the comparison schools (Gilpin and Hanson) had a higher math percentage that year (see Graph 4).
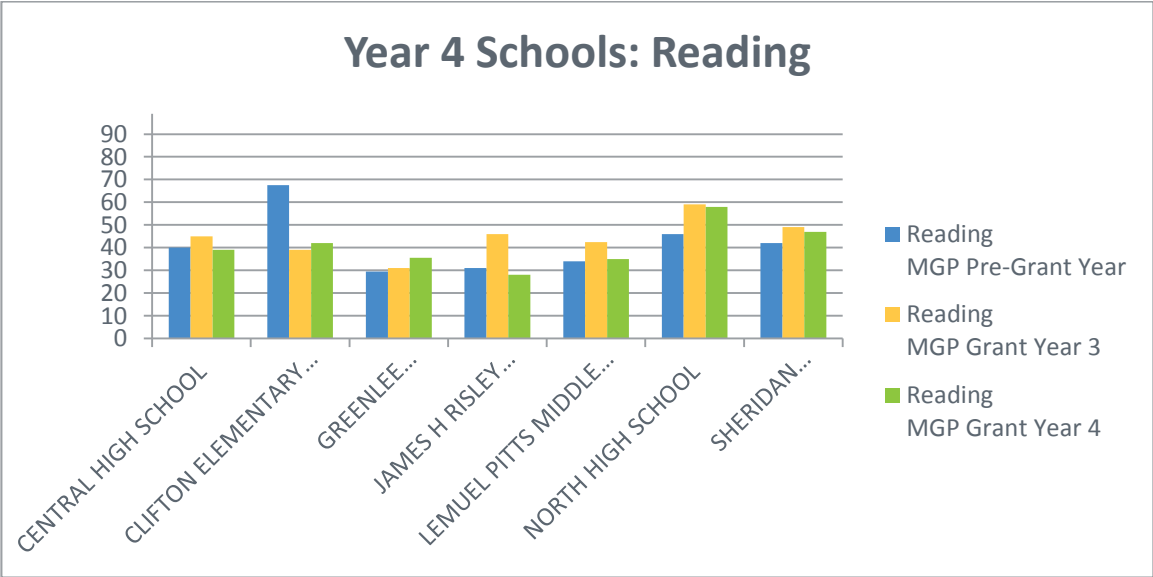
Graphs 3 and 4. Comparing the Year 4 Math Achievement of Schools that Implemented a Fourth Year to Those that Did Not

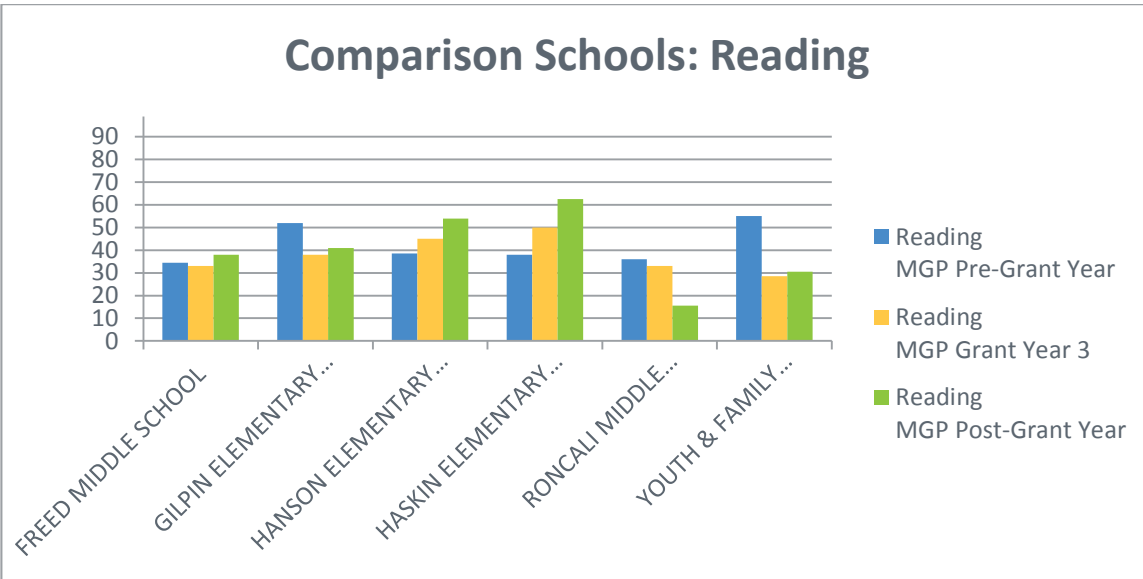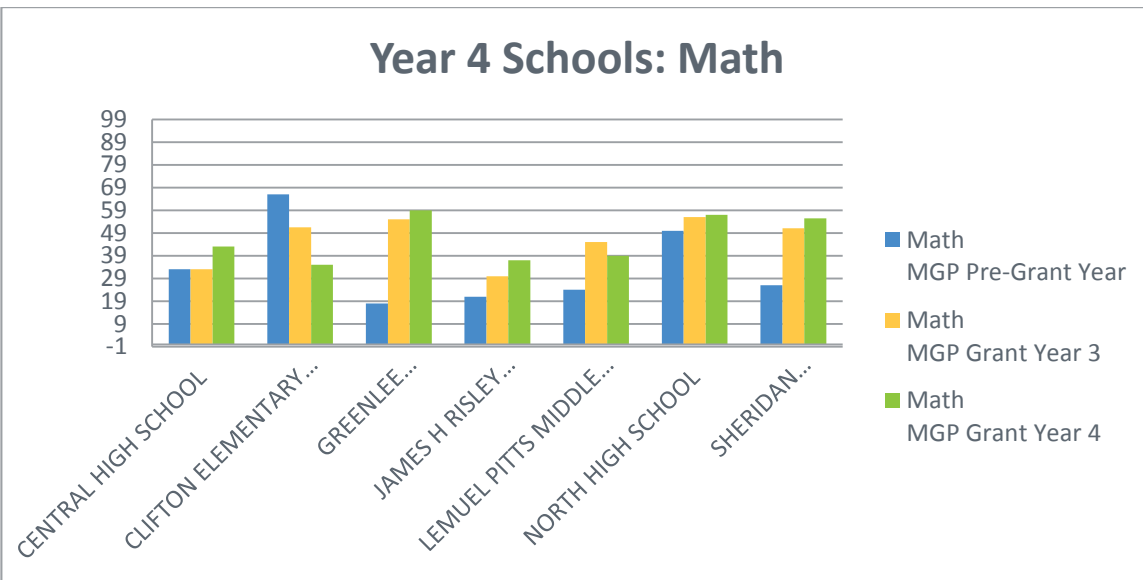**Year 4 Schools: Math**

Comparison Schools: Math

The schools implementing a fourth year have MGPs in that year that ranges between 28 and 58 on reading and 35 to 59 in math (see Graphs 5 and 7). The comparison schools had MGPs with a wider range between 16 and 63 in reading and 19 and 58 in math (see Graphs 6 and 8). The defunded schools had the lowest MGPs in Year 4 (19, 26, and 28 in math) but not necessarily in reading. James H. Risley had the second lowest MGP in reading (28), and two defunded schools had the lowest (Roncalli, 16) and third lowest (YAFA, 31).
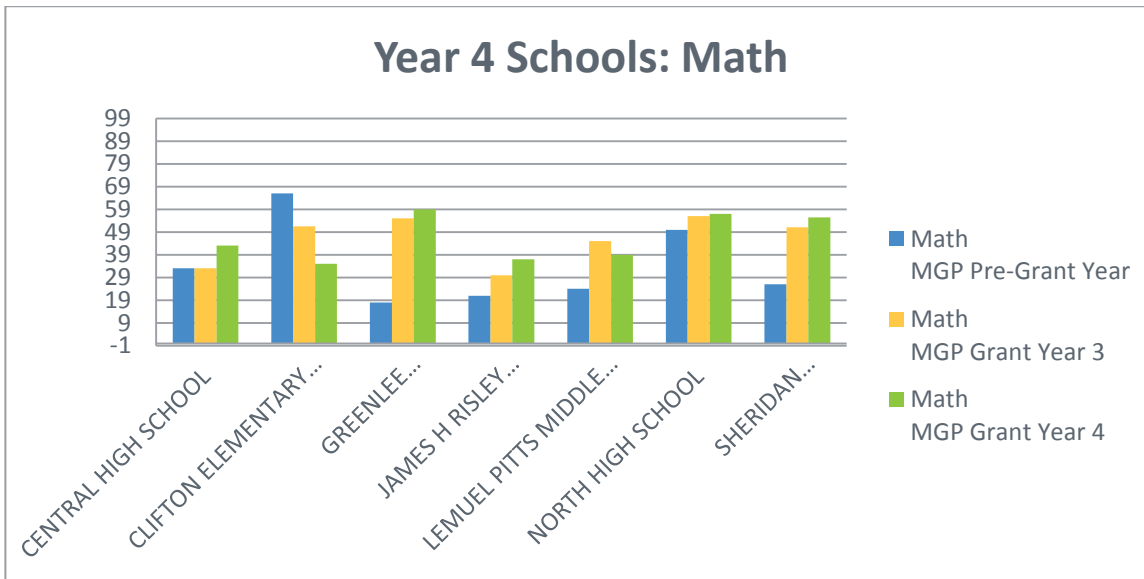
Graphs 5 and 6. Comparing the Year 4 Reading MGPs of Schools that Implemented a Fourth Year to Those that Did Not

Year 4 Schools: Reading

Comparison Schools: Reading

Legend:
- Reading MGP Pre-Grant Year
- Reading MGP Grant Year 3
- Reading MGP Post-Grant Year

(Schools: FREED MIDDLE SCHOOL, GILPIN ELEMENTARY…, HANSON ELEMENTARY…, HASKIN ELEMENTARY…, RONCALI MIDDLE…, YOUTH & FAMILY…)

Graphs 7 and 8. Comparing the Year 4 Math MGPs of Schools that Implemented a Fourth Year to Those that Did Not

Year 4 Schools: Math

Legend:
- Math MGP Pre-Grant Year
- Math MGP Grant Year 3
- Math MGP Grant Year 4

(Schools: CENTRAL HIGH SCHOOL, CLIFTON ELEMENTARY…, GREENLEE…, JAMES H RISLEY…, LEMUEL PITTS MIDDLE…, NORTH HIGH SCHOOL, SHERIDAN…)

Conclusions and Next Steps

The schools that were defunded had a decline in performance. Limited trends are noted for the schools implementing a fourth year or the phase-in/phase-out models. However, of the schools that completed three years of implementation, 55% of the schools (12 out of 22) met the exit criteria from federal priority status, meaning they earned an official SPF rating of Improvement or Performance for two consecutive years. On achievement (percent proficient and advanced), 89% of the schools (17 out of 19) had a higher score on reading and 84% (16 out of 19) had a higher score on math at the end of the grant than the year prior to implementation. When comparing pre-grant growth medians MGPs at the end of the grant, 71% of the schools (12 out of 17) had higher reading MGP and 65% (11 out of 17) had a higher math MGP.

SIG is awarded to the schools achieving in the lowest five percent of the state's Title I schools and high schools with low graduation rates. Given their baseline starting points and the criteria used to determine eligibility for the grant, the current performance of some of the schools is commendable and worthy of further study. The program implementation of the schools with greater improvements will be analyzed to identify strategies and practices that should be replicated in other low performing schools. Lessons can also be learned from the schools whose performance has either declined or varied across the matrices. Results of such deeper analyses can inform administration of the grant and implementation for future cohorts.

In the next phase of the SIG evaluation, Cohort 1 and 2 schools will be divided into three categories based on their performance: schools whose performance has steadily improved, those whose performance has declined or stayed the same, and those with varying results across the years. A deep dive will be conducted to determine implementation efforts and the strategies and practices of each school that may have contributed to that school's performance. The purpose of the follow up analyses will be to identify some of the challenges that continue to pose barriers for the lower performing schools. The following research questions will guide this future work:

1. What are the necessary conditions in districts and schools for dramatic improvements to occur?
2. What are the specific changes in practices that have led to dramatic improvement?
3. What expenditures should be supported by SIG funds to lead to dramatic improvement?

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Where can I learn more?

- http://www.cde.state.co.us/fedprograms/dper/evalrpts#tiasig

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