

SIG

School Improvement Grants
National Summary

School Year 2011–12



Introduction

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

The School Improvement Grants National Summary provides an analysis of SIG school metrics from the first two cohorts of schools that received SIG funds. The first cohort of grantees began implementing reforms in the 2010–11 school year, with a second cohort of grantees beginning reforms in the 2011–12 school year. This summary examines 2010–11 and 2011–12 SIG school metrics including teacher and student attendance rates, available hours of learning time, increases in learning time, and advanced coursetaking rates, as well as graduation rates. Combined with previously released student achievement data (available at <http://www2.ed.gov/programs/sif/assessment-results-cohort-1-2-sig-schools.pdf>), this summary provides an early snapshot of the changes that occurred in schools during the initial stages of SIG implementation.

This summary consists of four sections. The first section outlines key findings from the analysis. The second section provides a description of SIG schools from both cohorts including student demographic information and breakdowns by school level, locale and model. The third section provides an analysis of the SIG school metrics. The fourth section presents data on graduation rates over time in SIG schools. Complete data tables and information on the number of schools reporting data are included in the appendices.

SIG Key Findings

- **Many SIG high schools are making strides in improving their graduation rates.** Nearly half of SIG Cohort 1 high schools and 41 percent of SIG Cohort 2 high schools increased their adjusted cohort graduation rates by 4 or more percentage points from 2010–11 to 2011–12, compared to 29 percent of all public high schools.
- **Students in SIG schools in rural locales are taking more advanced courses.** Cohort 1 and 2 schools in rural locales demonstrated the largest average gains in advanced coursetaking rates between 2010–11 and 2011–12. The rate increased by about 7 percentage points in Cohort 1 rural schools (from 17 to 24 percent), and by about 4 percentage points in Cohort 2 rural schools (from 10 to 14 percent).
- **SIG schools are providing students with opportunities for more learning time.** In 2011–12, the average amount of available learning time was 1,291 hours for SIG Cohort 1 schools, and 1,308 for SIG Cohort 2 schools. SIG schools are expanding available learning time in a variety of ways including, lengthening the school day, providing before and after school activities, and offering weekend school. Although not directly comparable due to differences in definitions of time use, the national average school year length for regular schools in 2011–12 was 1,212 hours which is less than the average learning time for both SIG Cohort 1 and 2 schools.

Cohort Description

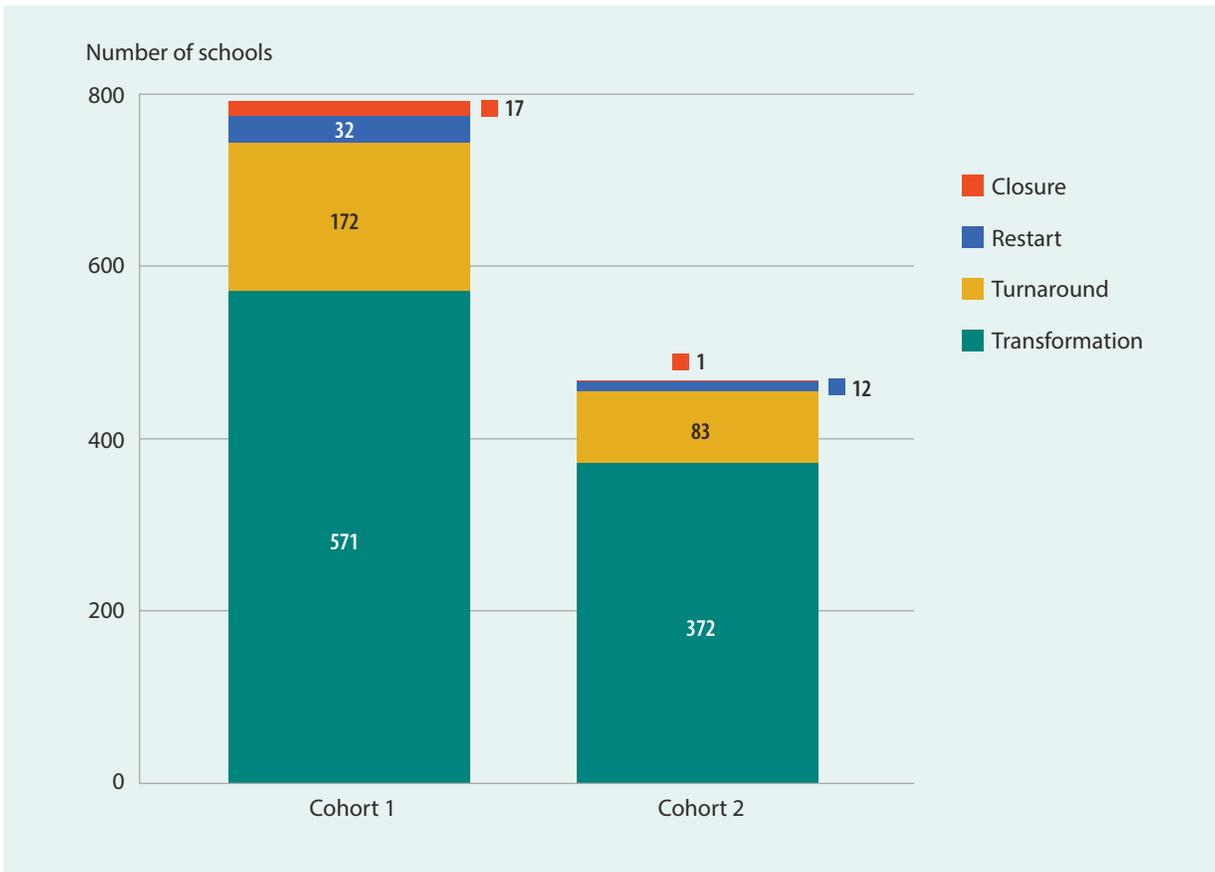
Table 1. Characteristics of all public and Cohort 1 and 2 SIG schools: 2011–12

	All public schools	Cohort 1 SIG schools	Cohort 2 SIG schools
Total schools	103,483	792	468
Total SIG awards (in thousands)	n/a	\$1,919,650	\$1,319,122
Average three-year grant award per school (in thousands)	n/a	\$2,506	\$2,868
Total number of students served	49,769,085	485,233	276,036
Total school enrollment (school average)	511	633	592
Students eligible for free or reduced-price lunch (average percent of students)	48%	75%	71%
Race/ethnicity composition (average percent of students)			
American Indian/Alaskan Native	1%	2%	2%
Asian	5%	2%	2%
Hispanic	24%	33%	31%
Black	16%	44%	42%
White	51%	17%	21%
Hawaiian/Pacific Islander	0%	1%	0%
Two or more races	3%	2%	2%
School level (percent of schools)			
Primary schools	55%	26%	32%
Middle schools	17%	19%	19%
High schools	21%	47%	41%
Other schools*	7%	8%	8%
Locale (percent of schools)			
Urban	26%	56%	53%
Suburban	28%	17%	20%
Town	14%	7%	9%
Rural	32%	20%	18%

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

NOTE: Twenty-six Cohort 1 schools and two Cohort 2 schools did not have student information on CCD and are not included in reports of Total number of students served, Total school enrollment, Students eligible for free or reduced-price, or Race/ethnicity composition lunch. In addition, 31 Cohort 1 schools and three Cohort 2 schools were missing data on free or reduced priced lunch eligibility on CCD. Nineteen Cohort 1 schools and one Cohort 2 school did not have school-level data on CCD, and thirteen Cohort 1 schools did not have Locale data on CCD in 2011–12. SIG Award amounts were reported for 766 Cohort 1 schools and 460 Cohort 2 schools. Percentage values for characteristics with multiple categories may not sum to 100 due to rounding.

Figure 1. Number of SIG awarded schools, by cohort, by model: 2011–12



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

- The Transformation model was used in the majority of SIG schools in both cohorts (72 percent in Cohort 1 and 79 percent in Cohort 2).
- The Turnaround model was the second most frequent SIG model for both cohorts and was used in 22 percent of Cohort 1 schools and 18 percent of Cohort 2 schools.
- The Restart model was used in 4 percent of Cohort 1 schools and 3 percent of Cohort 2 schools.
- The Closure model was the least frequent model and was used in 2 percent of Cohort 1 schools and in a single Cohort 2 school. By design, the Closure model involves closing the school and thus Closure model schools are not included in the analyses of school metrics or student achievement in this SIG National Summary report.

SIG School Metrics

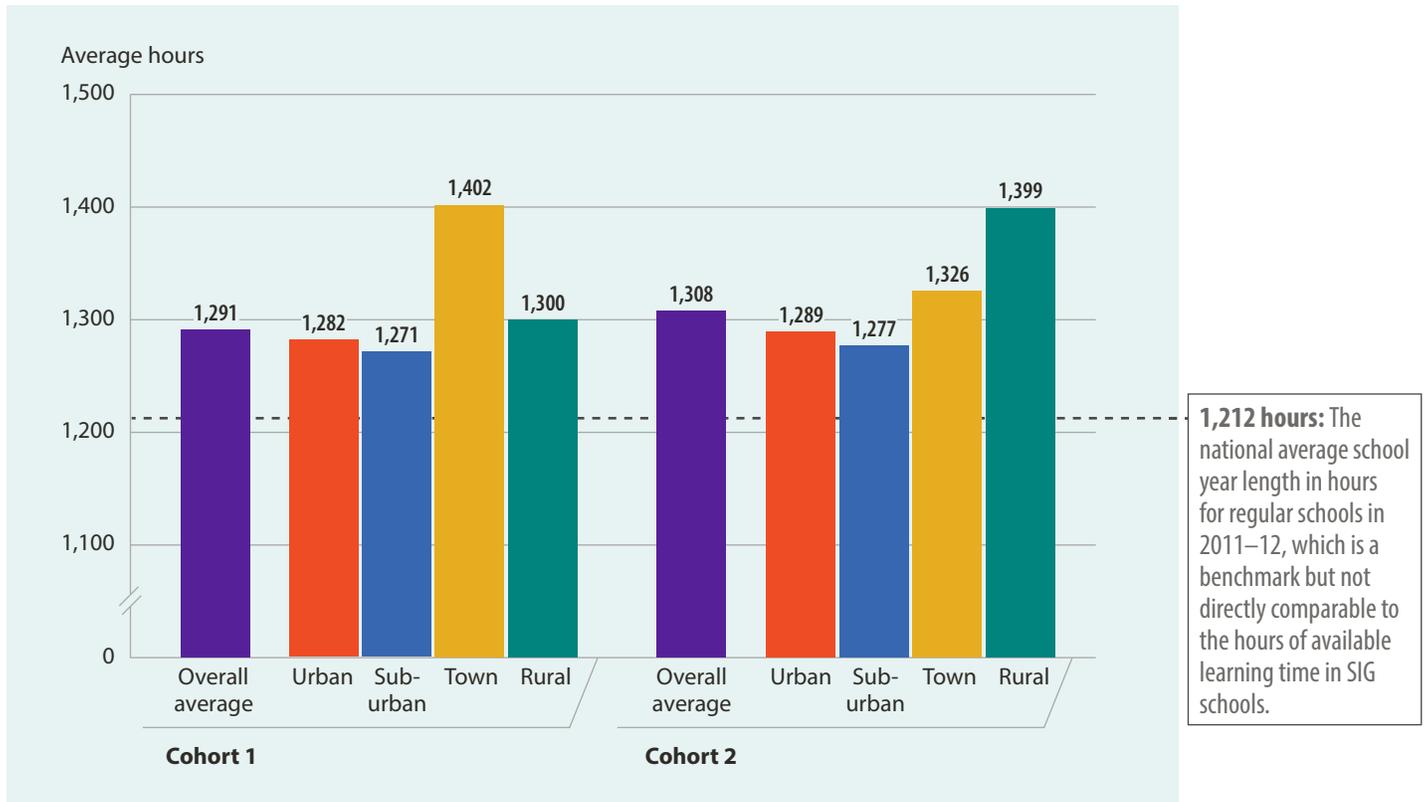
SIG school metrics for Cohort 1 and 2 SIG schools from the 2010–11 and 2011–12 school years are presented in tables 2 and 3 and figures 2 through 4. Table 2 presents an overview of all the SIG school metrics, which include teacher and student attendance rates; available hours of learning time; and increases in learning time, and, for high schools, data on advanced coursetaking rates. Table 3 and figures 2 through 4 present detailed results for increased learning time, and advanced coursetaking/dual enrollment coursetaking rates. The numbers reported in this table are based on the schools that reported data for each element, and thus each row represents a different set of SIG schools as indicated by the column of schools reporting for each cohort. Closure model SIG schools are not included in these tables. SIG school metrics for the pre-funding year for Cohort 1 (school year 2009–10) were not available and are not displayed in the tables below. SIG school metrics for the pre-funding year for Cohort 2 (school year 2010–11) are included in the following tables.

Table 2. SIG school metrics for Cohorts 1 and 2 SIG schools: 2010–11 and 2011–12

	Cohort 1			Cohort 2		
	2010–11	2011–12	Number of schools	2010–11 <i>(Pre-funding year)</i>	2011–12	Number of schools
Attendance rates						
Average school student attendance rate	91%	91%	730	91%	91%	378
Average school teacher attendance rate	94%	93%	667	93%	93%	297
Learning time						
Average available hours of learning time	n/a	1,291	734	n/a	1,308	426
Percentage of SIG schools offering increased learning time	n/a	76%	745	n/a	87%	449
High school indicators						
Average advanced-coursetaking rate	18%	20%	375	14%	16%	157

NOTE: Average attendance rates, average available hours of learning time and percentages of schools offering increased learning time were weighted by student enrollments from the CCD. Average advanced coursetaking rates were weighted by enrollment in grades 9 to 12 from the CCD. Increased learning time data for 2010–11 are not comparable over time and are not displayed. See tables B-1 through B-5 in appendix B.

Figure 2. Average hours of available learning time in SIG schools, by cohort and locale: 2011–12



NOTE: The average hours of available learning time for SIG schools reflects the total amount of learning time available for all students attending a SIG school, including increases in learning time through a longer school year, longer school day, before or after school time, summer school, weekend school or other programs. Available learning time data for 2010–11 are not comparable over time and are not displayed. Hours of available learning time are reported for 95 percent of Cohort 1 schools and 91 percent of Cohort 2 schools in 2011–12. Data are weighted by enrollment in 2011–12. See tables A-4 and B-3 in the appendices.

- As an approximate benchmark, the national average school year length in hours for regular schools in 2011–12 was 1,212 hours based on the 2011–12 Schools and Staffing Survey from the National Center for Education Statistics. Though not directly comparable, the average amount of available learning time in SIG Cohort 1 and 2 schools was greater than the national average school year length.
- In 2011–12, the average amount of available learning time was 1,291 hours for SIG Cohort 1 schools, and 1,308 for SIG Cohort 2 schools. Cohort 1 schools’ average available learning time was 79 hours more than the national average school year length, which is roughly equivalent to 12 average (6.7 hour) school days. Cohort 2 schools’ average available learning time was 96 hours more than the national average school year length, roughly equivalent to 14 average school days.
- SIG Cohort 1 schools located in towns had more available learning time than the overall average by 111 hours, a difference roughly equivalent to 17 average school days.
- SIG Cohort 2 schools located in rural areas had more available learning time than schools in other locales.

Table 3. Percentage of SIG schools providing any increased available learning time, overall and by type: 2011–12

	Cohort 1	Cohort 2
SIG schools providing any increased learning time	76%	87%
Increased learning time type		
Longer school year	13%	16%
Longer school day	39%	40%
Before or after school	57%	61%
Summer school	42%	50%
Weekend school	26%	28%
Other	16%	11%
SIG schools providing two or more types increased learning time	56%	63%

NOTE: Increased learning time is defined as any programmatic change that includes additional learning time available to all students. Increased learning time data for 2010–11 are not comparable over time and are not displayed. Increased learning time data was reported for 96 percent of schools in Cohorts 1 and 2 in 2011–12. Data are weighted by enrollment in 2011–12. See tables A-5 and B-4 in the appendices.

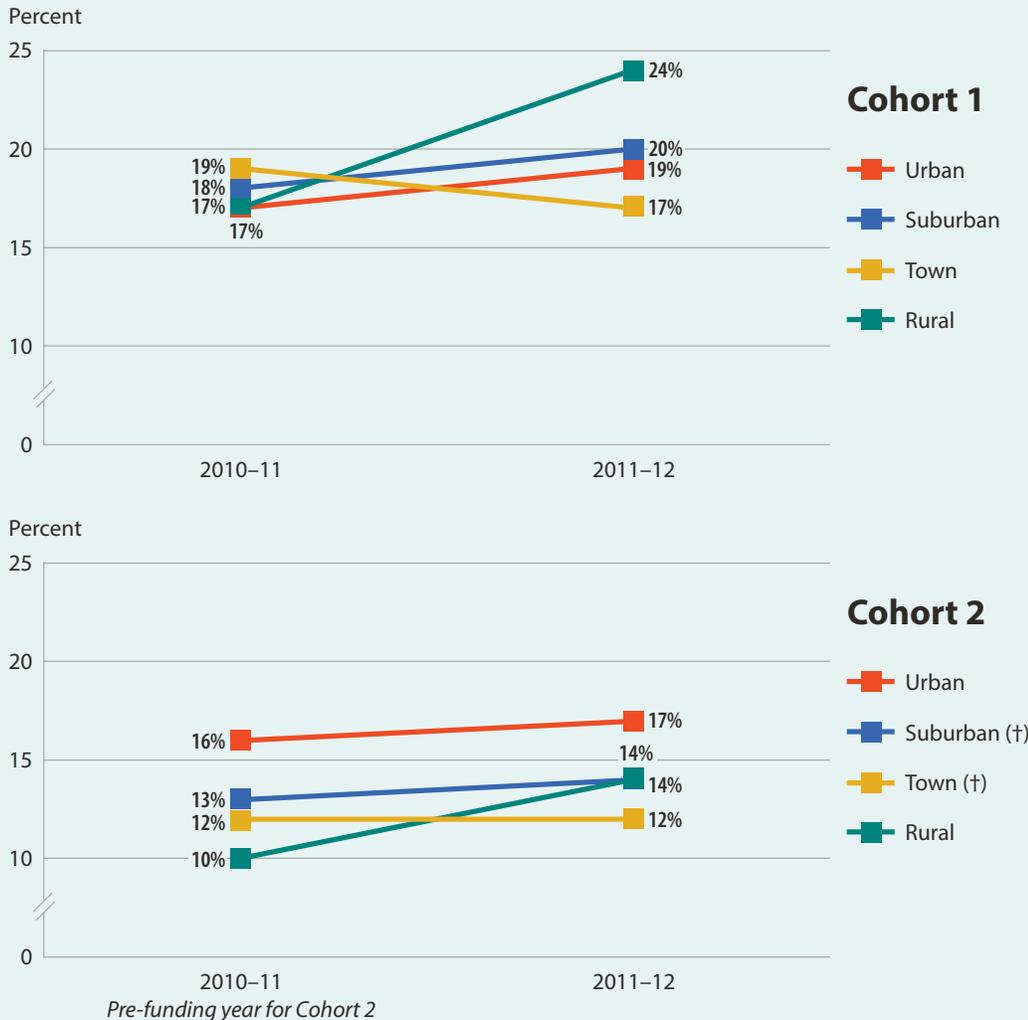
- In 2011–12, about 76 percent of SIG Cohort 1 and 86 percent of SIG Cohort 2 schools had programs that included making some type of increased learning time available to all students in the school.
- For both SIG cohorts, increased learning time most often took the form of before- or after-school activities, followed by summer school programs.
- About 56 percent of Cohort 1 schools and 63 percent of Cohort 2 schools provided more than one type of increased learning time.

For more information

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

Figure 3.

Average percentage of students participating in advanced coursetaking or dual enrollment courses in SIG Cohort 1 and 2 high schools by locale: 2010–11 to 2011–12



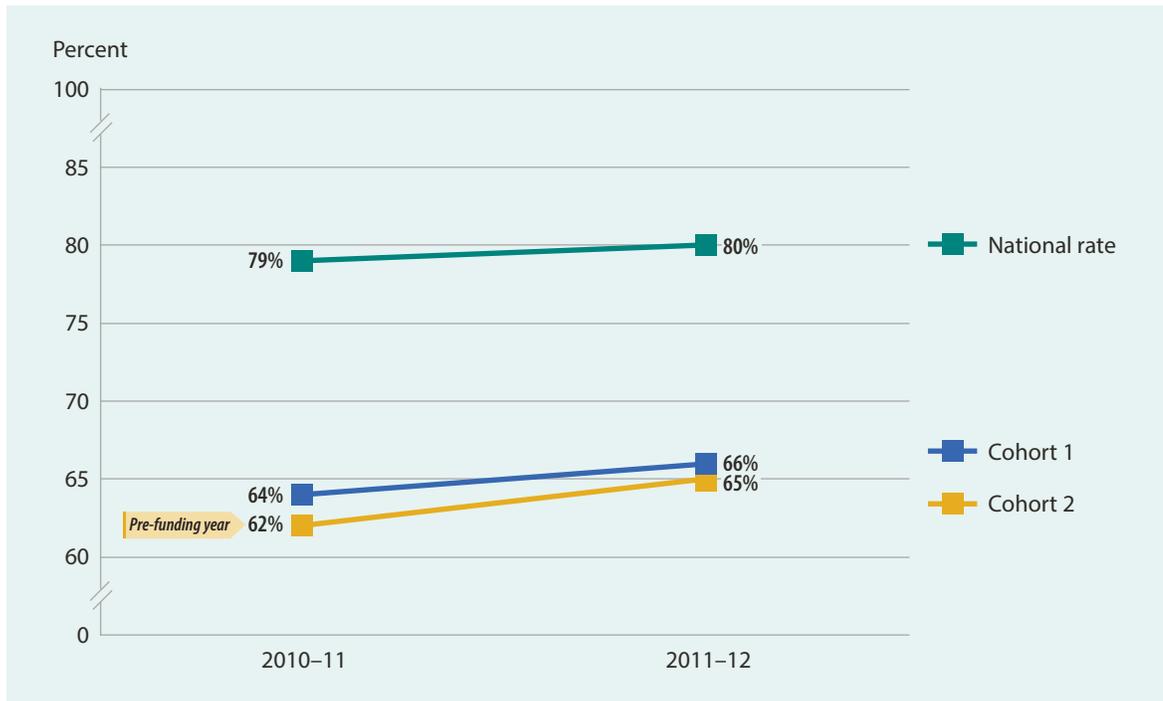
NOTE: Cohort 1 advanced coursetaking/dual enrollment data for the pre-funding year (2009–10) are not displayed because they were not available. Advanced coursetaking data were reported for 90 percent of Cohort 1 high schools and 66 percent of Cohort 2 high schools. Data are weighted by enrollment in grades 9 through 12 in 2010–11 and 2011–12. See tables A-6 and B-5 in the appendices.

† Data based on fewer than 30 schools; interpret with caution.

- In 2011–12, the overall advanced coursetaking rates in Cohort 1 and 2 schools were about 2 percentage points higher than in 2010–11. The rate grew from 18 to 20 percent in Cohort 1 schools and from 14 to 16 percent in Cohort 2 schools. (Data not shown; see table A-6.)
- Cohort 1 and 2 schools in rural locales demonstrated the largest average gains in advanced coursetaking rates between 2010–11 and 2011–12. The rate increased by about 7 percentage points in Cohort 1 rural schools (from 17 to 24 percent), and by about 4 percentage points in Cohort 2 rural schools (from 10 to 14 percent).
- Compared to 2010–11, town schools had slightly lower advanced coursetaking rates in 2011–12, with a decline of about 2 percentage points for Cohort 1 and less than a percentage point for Cohort 2.

SIG Graduation Rates

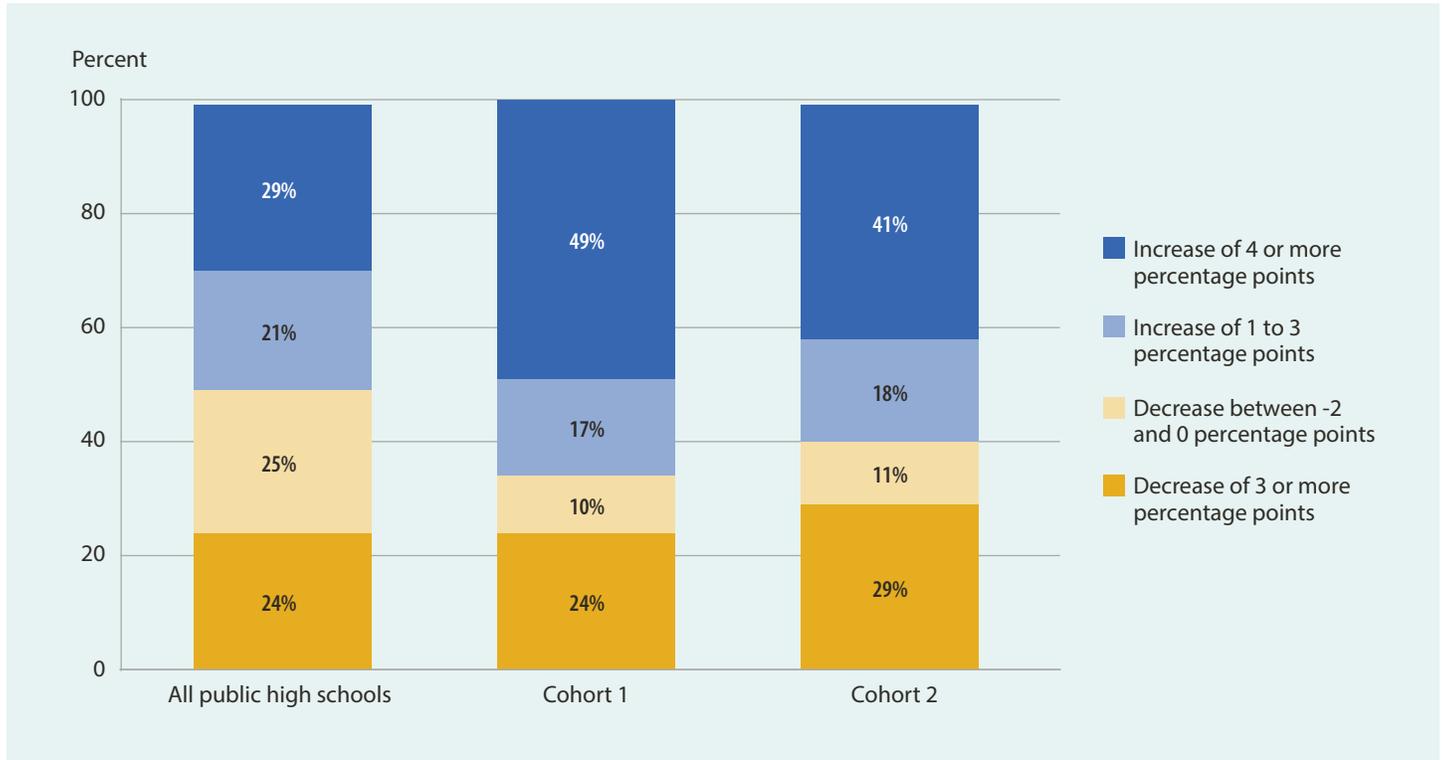
Figure 4. Average adjusted cohort graduation rates for SIG and all high schools: 2010–11 and 2011–12



NOTE: Cohort 1 graduation rates for the pre-funding year (2009–10) are not displayed because they were not available. The regulatory four-year adjusted cohort graduation rate (ACGR) is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. The four-year ACGR also includes students who graduate in less than four years. The national ACGR rates displayed in this table can be found on the NCES website at <http://nces.ed.gov/pubs2014/2014391/index.asp>. The percentage of SIG high schools reporting graduation data for both years was 96 and 86 percent for Cohorts 1 and 2, respectively. Data are weighted by average cohort size in 2010–11 and 2011–12. See tables A-7 and B-6 in the appendices.

- From 2010–11 to 2011–12, the average adjusted cohort graduation rates in Cohort 1 and 2 SIG schools increased more than the national average.
- Cohort 1 schools’ average adjusted cohort graduation rates increased about 2 percentage points (from 64 to 66 percent), and the Cohort 2 schools’ average adjusted cohort graduation rates increased about 3 percentage points (from 62 to 65 percent).

Figure 5. Percentage of SIG Cohort 1 and 2 and all public schools by categories of change in average adjusted cohort graduation rates: 2010–11 to 2011–12



NOTE: The regulatory four-year adjusted cohort graduation rate (ACGR) is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. The four-year ACGR also includes students who graduate in less than four years. Changes in schools' ACGRs were calculated using whole integers. For each bar, the categories of change in schools' ACGRs are based on the quartiles of change for all public high schools. Since the difference were calculated between integers, the distribution for all public high schools does not break into groups of exactly 25 percent. The percentage of Cohort 1 and 2 SIG high schools reporting graduation data for both years was 96 and 86 percent, respectively, and was 85 percent for all schools. Categories may not sum to 100 percent due to rounding. Percentages are unweighted. See tables A-7, A-8, and B-6 in the appendices.

- Nearly half of SIG Cohort 1 high schools and 41 percent of SIG Cohort 2 high schools increased their adjusted cohort graduation rates by 4 or more percentage points from 2010–11 to 2011–12, compared to 29 percent of all public high schools.
- At the same time, a larger percentage of SIG Cohort 2 high schools than all public high schools decreased their adjusted cohort graduation rates by 3 or more percentage points (29 percent vs. 24 percent).

Appendix A: Data Tables

The quality of each state’s SY2010–11 and SY2011–12 SIG school metrics data as submitted to ED^ofacts was assessed using three criteria. State data files were considered **Timely Submissions** if their ED^ofacts file N167 was submitted by the scheduled due date (due date for the SY2010–11 data was 2/10/2012 and due date for the SY2011–12 data was 1/31/2013). State data files were considered **Complete Submissions** if all data groups contained values for at least 80 percent of SIG Cohort 1 and 2 schools. State data files were considered **Valid Submissions** if for each data group, at least 80 percent of submitted values were within the plausible range.

Table A-1. Timeliness, completeness, and validity of state submitted SIG data: 2010–11 to 2011–12

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

Table A-2. Average student attendance rates in SIG schools, by level, locale, and SIG model: 2010–11 to 2011–12

	Cohort 1		Cohort 2	
	2010–11	2011–12	2010–11 <i>(Pre-funding year)</i>	2011–12
Total	90.9%	91.0%	91.1%	91.3%
School level				
Primary schools	93.4%	93.7%	91.7%	92.6%
Middle schools	93.5%	93.6%	93.3%	93.5%
High schools	89.5%	89.6%	89.3%	89.5%
Other schools	91.0%	90.0%	95.1%	94.3%
Locale				
Urban	90.0%	90.1%	88.9%	89.4%
Suburban	91.2%	91.7%	92.5%	92.8%
Town	93.1%	92.8%	93.5%	93.1%
Rural	93.1%	92.5%	95.0%	94.7%
SIG model				
Transformation	91.3%	91.2%	92.1%	92.0%
Turnaround	89.5%	90.3%	85.9%	88.1%
Restart	89.8% *	90.3% *	89.7% *	90.8% *

* Data based on fewer than 30 schools; interpret with caution.

NOTE: Student attendance data for the Cohort 1 pre-funding year (2009–10) are not displayed because they were not available. The pre-funding year for Cohort 2 schools was 2010–11. The percentage of schools reporting student attendance data was 94 percent for Cohort 1 and 81 percent for Cohort 2. Data are weighted by enrollment in 2010–11 and 2011–12. See table B-1.

Table A-3. Average teacher attendance rates in SIG schools, by level, locale, and SIG model: 2010–11 to 2011–12

	Cohort 1		Cohort 2	
	2010–11	2011–12	2010–11 <i>(Pre-funding year)</i>	2011–12
Total	93.7%	93.4%	92.9%	92.8%
School level				
Primary schools	94.0%	93.7%	91.8%	92.2%
Middle schools	93.3%	93.2%	90.3%	90.7%
High schools	93.7%	93.4%	93.1%	92.4%
Other schools	93.8%	92.7%	97.1% *	97.4% *
Locale				
Urban	93.7%	93.3%	93.2%	92.6%
Suburban	93.4%	93.3%	90.7%	90.9%
Town	94.0%	94.1%	92.1%	91.4%
Rural	94.0%	93.3%	95.3%	95.8%
SIG Model				
Transformation	93.9%	93.5%	93.0%	92.7%
Turnaround	92.9%	92.9%	93.3%	93.5%
Restart	93.8% *	93.8% *	89.0% *	90.1% *

* Data based on fewer than 30 schools; interpret with caution.

NOTE: Teacher attendance data for the Cohort 1 pre-funding year (2009–10) are not displayed because they were not available. The pre-funding year for Cohort 2 schools was 2010–11. The percentage of schools reporting teacher attendance data was 86 percent for Cohort 1 and 64 percent for Cohort 2. Data are weighted by enrollment in 2010–11 and 2011–12. See table B-2.

Table A-4.

Average hours of available learning time for SIG schools, by level, locale, and SIG model: 2011–12

	Cohort 1	Cohort 2
Total	1,291	1,308
School level		
Primary schools	1,247	1,278
Middle schools	1,262	1,280
High schools	1,309	1,287
Other schools	1,305	1,534
Locale		
Urban	1,282	1,289
Suburban	1,271	1,277
Town	1,402	1,326
Rural	1,300	1,399
SIG Model		
Transformation	1,310	1,311
Turnaround	1,214	1,296
Restart	1,315 *	1,294 *

* Data based on fewer than 30 schools; interpret with caution.

NOTE: Increased learning time data was reported for 95 percent of Cohort 1 schools and 91 percent of Cohort 2 schools in 2011–12. Increased learning time data for 2010–11 are not comparable over time and are not displayed. Data are weighted by enrollment in 2011-12. See table B-3.

Table A-5.

Percentage of SIG schools offering any increased learning time, by level, locale, SIG model, and increased learning time type: 2011–12

	Cohort 1	Cohort 2
Total	76.1%	86.6%
School level		
Primary schools	71.6%	79.7%
Middle schools	81.2%	78.3%
High schools	75.2%	90.1%
Other schools	89.6%	97.3%
Locale		
Urban	73.4%	91.7%
Suburban	75.5%	68.9%
Town	80.4%	80.7%
Rural	86.9%	93.8%
SIG Model		
Transformation	78.6%	86.3%
Turnaround	65.2%	90.0%
Restart	85.3%	70.4% *
Increased learning time type		
Longer school year	12.6%	15.5%
Longer school day	38.8%	40.1%
Before or after school	56.6%	60.9%
Summer school	41.6%	50.0%
Weekend school	25.8%	27.8%
Other	16.0%	11.2%
SIG schools providing two or more types of increased learning time	56.0%	63.4%

* Data based on fewer than 30 schools; interpret with caution.

NOTE: Increases in learning time may be due to a longer school year, longer school day, before or after school time, summer school, weekend school or other programs. Increased learning time data for 2010–11 are not comparable over time and are not displayed. Increases in learning time are reported for 96 percent of Cohort 1 and Cohort 2 schools in 2011–12. Data are weighted by enrollment in 2011–12. See table B-4.

Table A-6. Average advanced coursetaking rates in Cohort 1 and 2 SIG high schools, by locale and SIG model: 2010–11 to 2011–12

	Cohort 1		Cohort 2	
	2010–11	2011–12	2010–11 <i>(Pre-funding year)</i>	2011–12
Total	17.6%	19.8%	13.9%	15.6%
Locale				
Urban	17.4%	19.2%	15.6%	17.0%
Suburban	18.2%	19.9%	12.9% *	14.2% *
Town	18.7%	17.1%	12.1% *	11.7% *
Rural	16.9%	23.6%	9.9%	14.0%
SIG Model				
Transformation	17.8%	20.5%	15.0%	16.8%
Turnaround	16.9%	17.1%	9.8% *	11.2% *
Restart	5.7% *	3.9% *	1.1% *	2.1% *

* Data based on fewer than 30 schools; interpret with caution.

NOTE: Advanced coursetaking includes students in dual enrollment courses. Cohort 1 advanced coursetaking/dual enrollment data for the pre-funding year (2009–10) are not displayed because they were not available. Advanced coursetaking data were reported for 90 percent of Cohort 1 schools and 66 percent of Cohort 2 schools. Data are weighted by enrollment in grades 9 through 12 in 2010–11 and 2011–12. See table B-5.

Table A-7. Average adjusted cohort graduation rate for Cohorts 1 and 2 SIG high schools, by level, locale, and SIG model: 2010–11 to 2011–12

	Cohort 1		Cohort 2	
	2010–11	2011–12	2010–11 <i>(Pre-funding year)</i>	2011–12
Total	63.7%	66.2%	62.4%	65.2%
Locale				
Urban	59.7%	61.4%	60.8%	63.6%
Suburban	66.9%	70.4%	61.2%	65.3%
Town	70.3%	74.6%	70.0% *	71.6% *
Rural	71.9%	74.6%	68.1%	69.3%
SIG Model				
Transformation	64.9%	67.5%	64.8%	66.8%
Turnaround	59.6%	61.1%	54.1% *	57.6% *
Restart	51.2% *	52.3% *	36.6% *	63.1% *

* Data based on fewer than 30 schools; interpret with caution.

NOTE: Cohort 1 graduation rates for the pre-funding year (2009–10) are not displayed because they were not available. The regulatory four-year adjusted cohort graduation rate (ACGR) is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. The four-year ACGR also includes students who graduate in less than four years. The percentage of SIG high schools reporting graduation data for both years was 96 and 86 percent for Cohorts 1 and 2. Data are weighted by average cohort size in 2010–11 and 2011–12. See table B-6.

Table A-8.

Average percentage point change in adjusted cohort graduation rate in Cohort 1 and 2 SIG and all public schools by locale, SIG model, and schools in categories of change for all schools: 2010–11 to 2011–12

Total	2010–11 to 2011–12		
	Cohort 1	Cohort 2	All schools
Total	2.6	2.6	1.1
Locale			
Urban	2.0	2.4	1.0
Suburban	3.4	3.8	1.1
Town	4.4	0.8 *	1.4
Rural	2.7	2.9	1.3
SIG Model			
Transformation	2.6	1.9	n/a
Turnaround	2.2	3.9 *	n/a
Restart	3.5 *	26.2 *	n/a
Percentage distribution of schools by categories of change			
Increase of 4 or more percentage points	48.7%	41.3%	29.4%
Increase of 1 to 3 percentage points	16.8%	18.5%	21.2%
Decrease between -2 and 0 percentage points	10.5%	11.4%	25.3%
Decrease of 3 or more percentage points	24.1%	28.8%	24.1%

* Data based on fewer than 30 schools; interpret with caution.

NOTE: Cohort 1 graduation rates for the pre-funding year (2009–10) are not displayed because they were not available. The regulatory four-year adjusted cohort graduation rate (ACGR) is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. The four-year ACGR also includes students who graduate in less than four years. Changes in schools ACGR were calculated using whole integers. Percentages in this figure are based on the number of schools that fall into quartiles of changes in ACGR for all schools, and, since the differences were calculated between integers, the distribution for all public high schools does not break into groups of exactly 25 percent. The percentage of SIG high schools reporting graduation data for both years was 96 and 86 percent for Cohorts 1 and 2. Data are weighted by average cohort size in 2010–11 and 2011–12. See table B-6.

Appendix B: Number of Schools Reporting Data

Table B-1. Number of SIG Cohort 1 and 2 schools reporting student attendance rates, by level, locale, and SIG model: 2010–11 and 2011–12

	Cohort 1	Cohort 2
Total	730	378
School level		
Primary schools	188	114
Middle schools	139	77
High schools	352	155
Other schools	51	32
Locale		
Urban	406	182
Suburban	120	82
Town	56	37
Rural	148	77
SIG Model		
Transformation	543	318
Turnaround	159	51
Restart	28	9

Table B-2.

Number of SIG Cohort 1 and 2 schools reporting teacher attendance rates, by level, locale, and SIG model: 2010–11 and 2011–12

	Cohort 1	Cohort 2
Total	667	297
School level		
Primary schools	180	75
Middle schools	130	63
High schools	315	132
Other schools	42	27
Locale		
Urban	373	136
Suburban	112	60
Town	49	33
Rural	133	68
SIG Model		
Transformation	502	248
Turnaround	139	42
Restart	26	7

Table B-3.

Number of SIG Cohort 1 and 2 schools reporting hours of available learning time, by level, locale, and model: 2011–12

	Cohort 1	Cohort 2
Total	734	426
School level		
Primary schools	190	131
Middle schools	138	83
High schools	349	179
Other schools	57	33
Locale		
Urban	407	213
Suburban	122	87
Town	55	40
Rural	150	86
SIG Model		
Transformation	544	354
Turnaround	161	63
Restart	29	9

Table B-4.

Number of SIG Cohort 1 and 2 schools reporting on increased available learning time, by level, locale, SIG model, and increased learning time type: 2011–12

	Cohort 1	Cohort 2
Total	745	449
School level		
Primary schools	197	145
Middle schools	140	86
High schools	351	185
Other schools	57	33
Locale		
Urban	416	229
Suburban	123	94
Town	56	40
Rural	150	86
SIG Model		
Transformation	552	370
Turnaround	163	68
Restart	30	11
Increased learning time type		
Longer school year	745	449
Longer school day	745	449
Before or after school	745	449
Summer school	745	449
Weekend school	745	449
Other	745	449

Table B-5. Number of SIG Cohort 1 and 2 high schools reporting advanced coursetaking and dual enrollment rates, by locale and SIG model: 2010–11 and 2011–12

	Cohort 1	Cohort 2
Total	375	157
Locale		
Urban	190	78
Suburban	65	24
Town	33	16
Rural	87	39
SIG Model		
Transformation	307	129
Turnaround	63	25
Restart	5	3

Table B-6. Number of schools reporting average and changes in the adjusted cohort graduation rate for SIG and all schools, by level, locale, and SIG model: 2010–11 and 2011–12

	Cohort 1	Cohort 2	All schools
Total	382	184	18,803
Locale			
Urban	195	93	4,116
Suburban	68	30	4,091
Town	33	19	2,588
Rural	86	42	8,008
SIG Model			
Transformation	310	153	n/a
Turnaround	62	27	n/a
Restart	10	4	n/a

NOTE: The “All schools” category reports the number of schools used to determine changes in the adjusted cohort graduation rate, but not to determine the average rates. The national ACGR rates displayed in figure 5 are based on data from NCES and can be found at <http://nces.ed.gov/pubs2014/2014391/index.asp>.