Title:	**Center for Reinventing Public Education, SIG Report Cover**	
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Center for Reinventing Public Education (CRPE) report presents findings regarding SIG implementation at the state, district, and school level. They also present a set of recommendations for the US Department of Education, states, and districts. How do these findings and recommendations pertain to the SBE's task to create a "Phase II" accountability system, in light of the charge to move forward with a required action process using state and local intervention models beginning in 2013?	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	The Center for Reinventing Public Education (CRPE) conducted a series of interviews in School Improvement Grant (SIG, also known as MERIT) schools in early 2011, during the first cohort's initial implementation year. They have produced a set of findings and recommendations that were presented in Tinkering Toward Transformation: A Look at Federal School Improvement Grant Implementation, published in March 2012. Their findings are that the schools, at that point in the grant, did not demonstrate "bold and transformative" change as envisioned by the US Department of Education. OSPI has provided student achievement data from SIG schools as of spring of 2012, which is also included in the attached memo.	

The Center for Reinventing Public Education School Improvement Grant Report

Background

Washington State has two cohorts of School Improvement Grant (SIG) schools. The first cohort started their implementation in school year 2010-11. The second cohort includes four schools in Required Action Districts, and their implementation began in school year 2011-12. These schools were in the lowest 5 percent of schools over a three-year period in reading, math, and for schools that graduated students, graduation rates. SBE has had multiple presentations by OSPI staff over the past two years to provide updates on this project. Just recently, OSPI posted an evaluation report on which compiles data from the first cohort of SIG schools (see http://www.k12.wa.us/Improvement/pubdocs/MERITeoy2010-11.pdf).

In March 2012, the University of Washington's Center for Reinventing Public Education (CRPE) released a new report titled *Tinkering Toward Transformation: A Look at Federal School Improvement Grant Implementation*. The report is a result of interviews with a subset of School Improvement Grant (SIG) schools in their first year of implementation. The report provides a critical look at SIG implementation as well as a set of recommendations for the US Department of Education, states, and districts.

Summary

The full CRPE report is available online, and the Executive Summary is provided in Appendix A. The report concludes that the schools, at that point in the grant, did not demonstrate "bold and transformative" change as envisioned by the US Department of Education. Robin Lake and Sarah Yatsko will provide a PowerPoint presentation regarding their findings.

OSPI has provided student achievement data from SIG schools as of spring of 2012, which is available in Appendices B and C.

Policy Consideration

SBE and OSPI are charged in E2SSB 6696 to create a Phase II accountability system to implement the Achievement Index for identification of schools in need of improvement, including those that are not Title I schools, and the use of "state and local intervention models and state funds through a required action process beginning in 2013." Given this responsibility, Board Members will discuss how the findings and recommendations in the CRPE report might pertain to a next generation accountability system.

Action Expected

For discussion only.

Tinkering Toward Transformation:

A Look at Federal School Improvement Grant Implementation

EXECUTIVE SUMMARY

MARCH 2012

AUTHORS:
Sarah Yatsko, Robin Lake,
Elizabeth Cooley Nelson,
and Melissa Bowen

Center on Reinventing Public Education
University of Washington Bothell
425 Pontius, Suite 410
Seattle, Washington 98109

www.crpe.org

UNIVERSITY of WASHINGTON BOTHELL

center on reinventing public education

The Center on Reinventing Public Education (CRPE) was founded in 1993 at the University of Washington. CRPE engages in independent research and policy analysis on a range of K–12 public education reform issues, including finance & productivity, human resources, governance, regulation, leadership, school choice, equity, and effectiveness.

CRPE's work is based on two premises: that public schools should be measured against the goal of educating all children well, and that current institutions too often fail to achieve this goal. Our research uses evidence from the field and lessons learned from other sectors to understand complicated problems and to design innovative and practical solutions for policymakers, elected officials, parents, educators, and community leaders.

EXECUTIVE SUMMARY

"When a school continues to perform in the bottom 5 percent of the state and isn't showing signs of progress or has graduation rates below 60 percent over a number of years, something dramatic needs to be done."[1]

—U.S. Secretary of Education Arne Duncan

In late 2009, the U.S. Department of Education (DOE) announced a sharp increase of the budget for the Title 1 School Improvement Grant (SIG) program from $500 million to $3.5 billion. The DOE then made the grants competitive, focused on the lowest-performing schools, and restricted the turnaround options for the schools that applied for the money. In September 2010, 815 schools opened their doors as SIG schools. Seventeen of them were in Washington state.[2]

Although most of SIG funding is funneled directly to the struggling schools, school districts play a pivotal role in the process. They are responsible for determining which schools to include in an application, as well as completing and submitting the application to their state education agency. Districts also must oversee the grant and provide schools with guidance and support as they spend the money and implement their turnaround plans.

A limited number of studies have examined the nature and extent of district involvement in transforming low-performing schools. Those studies suggest that school turnaround is far more likely to succeed when district initiatives are coherent, focus on instruction, monitor progress with leading indicators of successful turnaround, and provide schools with critical supports, such as guidance on the use of data and the flexibility to choose staff.[3]

This research looks at the early implementation of SIG awards in a selected group of schools and districts in one state, Washington, to learn what kinds of school- and district-level changes are underway and how they compare to the intent of the grants. The research focused on how districts supported work at SIG schools, as well as how school improvement strategies were unfolding in the early implementation phase of the grant.

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1. "Pennsylvania to Receive $21.5 Million to Turn Around Its Persistently Lowest-Achieving Schools," U.S. Department of Education Press Release, May 26, 2011. Available at http://www.ed.gov/news/press-releases/pennsylvania-receive-215-million-turn-around-its-persistently-lowest-achieving-s.

2. Washington state received SIG funding for 18 schools, including one closure. Data courtesy of U.S. Department of Education website: http://data.ed.gov/grants/school-improvement-grants

3. Ken Leithwood, Characteristics of High-Performing School Districts: A Review of Empirical Evidence (Toronto, Canada: Ontario Institute for Studies in Education, University of Toronto, 2008); V. Darleen Opfer et al., "The District Effect: Systemic Responses to High Stakes Accountability Policies in Six Southern States," American Journal of Education 114, no. 2 (2007): 299-332; Milbrey McLaughlin and Joan Talbert, Reforming Districts: How Districts Support School Reform (Seattle, WA: Center for the Study of Teaching and Policy, University of Washington, 2003)

An Overview of the School Improvement Grant

First implemented in 2007 and dramatically redesigned in 2009, the U.S. Department of Education's School Improvement Grant (SIG) program is intended to dramatically increase student performance in the nation's worst-performing schools. The program identifies the bottom 5 percent of schools that receive federal Title I dollars and asks states to distribute funds, up to $2 million per year for the first cohort, via competitive grants.[1] The money is supposed to go to the schools that demonstrate the greatest likelihood of achieving "turnaround," defined as whole-school redesign that results in dramatic cultural shifts with rapid increases in student achievement. To qualify for the grants, schools must meet the DOE's criteria as persistently failing, and districts must demonstrate that schools can successfully implement one of the four models provided by the DOE.[2]

1. *School Improvement Grants: Early Implementation Under Way, but Reforms Affected by Short Time Frames* (Washington, DC: U.S. Government Accountability Office, 2011). Available at http://www.gao.gov/assets/330/321780.pdf.

2. "School Improvement Grants, " U.S. Department of Education briefing, 2011. Available at www2.ed.gov/programs/sif/090825sigv2.ppt.

METHODOLOGY

Between March and June 2011, a team of researchers from the University of Washington's Center on Reinventing Public Education (CRPE) conducted a field study of 9 of the 17 schools that were awarded School Improvement Grants to improve student achievement in their schools.[4] Interviews began approximately ten months after school recipients were announced and five months after implementation. Researchers interviewed state department of education officials, teachers' union executives, district superintendents, and district officials who worked administering the grant or providing support to recipient schools. During school visits, researchers interviewed the principal, vice principal (if there was one), and two or three teachers at each school. A total of 44 one-hour interviews of school, district, and state personnel were completed.

FINDINGS

CRPE researchers found that School Improvement Grants have inspired districts and schools in Washington state to approach the work on turnaround in ways that, with some exceptions, are only marginally different from past school improvement efforts. All the SIG schools have increased learning time and restructured teacher evaluations, some have

4. Names of the districts and schools studied are not revealed to ensure the anonymity of the interviewees.

changed instructional approaches or curriculum, and most, if not all, have added staff and increased and enhanced teacher professional development. However, despite the hard work on the part of many district administrators, principals, and especially teachers, the overwhelming majority of the schools studied so far exhibit little evidence of the type of bold and transformative changes described by Secretary of Education Arne Duncan. In nearly every case, the districts studied treated the SIG as they do other grant programs: as incremental additions to ongoing activities, rather than as a tool for completely reimagining what's possible for students. Just as concerning, the capacity of these districts to help schools radically rethink how they approach teaching and learning appears to be limited.

The clear message from the DOE is that School Improvement Grants are intended to help districts make bold decisions in order to completely reinvent their schools. Many forces, however—including politics, fear of controversy, lack of knowledge, and the constraints of collective bargaining—have prevented districts from choosing controversial interventions for schools. Specifically, researchers found that:

At the district level:

- Tight timelines and rushed negotiations with unions limited what models were chosen, as well as how they were implemented.
- Districts' communications about how grants were awarded, how they would be implemented, and the goals and consequences for failure were often confusing and incomplete.
- District oversight focused on compliance with the formal federal grant terms, not support for school-level efforts and prodding to help overcome inertia.
- Federal materials strongly encouraged school-level autonomy, but districts rarely granted it.
- Districts were unable to articulate a theory of change for chronically poor-performing schools.

At the school level:

- Peripheral or "kitchen sink" improvement strategies were more prevalent than focused turnaround efforts.
- Less than a quarter of the schools visited had employed a "laser focus" strategy to school turnaround. These schools followed the research-based turnaround formula, which included a strong shift in school culture to one of high expectations, regular use of multiple data points to inform instruction, and heavy focus on high-quality teaching through targeted professional development.

- Changes in human resource policies to facilitate the removal of ineffective teachers were incremental and limited by cumbersome processes.
- The connection between the stated turnaround strategy and the actual use of SIG funds was often weak.

At the state level:

- Changes instituted by the state's department of education in how it supports districts and schools undertaking turnaround failed to have the intended impact on the ground.

In all the SIG schools visited, it was clear that many positive changes were underway and that the majority of staff took their charge to improve the schools very seriously. Indeed, some SIG schools were able to draw teachers who were excited to work in a school undertaking significant change. Across the board, principals and teachers were working extremely hard, and many schools reported that parent satisfaction was up. At one school, a new inclusion model for special education students—a complete shift from how this group of students had previously been served—was touted as highly successful. In another school, teachers were much more willing to be videotaped, and receive feedback on their classroom lessons. Teachers in many schools talked about how different their buildings felt this year. Despite the added challenges, morale was higher in some cases and many teachers reported they were collaborating more. All of the SIG schools visited had reworked their schedules to increase the amount of time students spent on math and humanities. It was common for teachers and principals to express pride over what they had been able to accomplish so far.

A report by the Baker Evaluation Research Consulting Group (BERC) confirms this finding.[5] BERC was contracted by Washington state's Office of the Superintendent of Public Instruction to conduct an "Assessment of Progress" in the state's 17 SIG schools. BERC consultants found that SIG funding helped schools focus and improve professional development of and communication between teachers. However, the report also describes a failure to make early progress on what are arguably the most important aspects of school turnaround—"Rigorous Teaching and Learning" and "Instruction."

Despite all the hard work, there was a clear disparity between the DOE's demand for research-based bold and dramatic change and what was happening on the ground at this

5. "Assessment of Progress in MERIT Schools - Synthesis Report," Prepared by The BERC Group Under Contract for District and School Improvement and Accountability, Office of the Superintendent of Public Instruction, Olympia, Washington, June 2011.

group of SIG schools. Although it is too early to realize the full impact from the changes that were made at the schools on the standardized testing results, it is still important to note that an examination of 2009-2010 and 2010-2011 MAP scores in Washington state shows that not one of the schools in the CRPE sample outpaced the state in terms of growth for reading and math in every grade tested. When comparing test results of the SIG schools to the scores in their home districts, slightly more than half the schools were outpaced by their district's averages in one or more grades for reading and math. All of the "laser focus" schools showed growth in test scores that was either on par with or exceeded their district averages in all grades and subjects tested.

Compared to where these schools had been prior to the implementation of the grant, it appeared that several had made progress in both school culture and learning. However, when viewed against the standard for a successful turnaround set by the DOE, it is clear that most SIG schools in Washington state are making only marginal changes, similar to ones made in the past. This is despite the tremendous financial investment in both dollars ($900,000 per year per school, on average[6]) and principal and teacher time. By and large, the schools were not creating targeted, school-wide strategies to improve instruction and attack a culture of low expectations.

The lack of school-level change is not surprising, given that district personnel generally failed to provide strong guidance, support, and oversight to ensure dramatic change in student learning. Districts made almost no effort to invest in new capacities to support low-performing schools, generally failed to recruit principals with turnaround expertise, had no theory of action about the kinds of schools they wanted to see, and made little effort to hold schools accountable.

Experience has shown that bold and dramatic changes are necessary to turn around the lowest-performing schools. This was the intent of the School Improvement Grants and the vision of the DOE for SIG schools. One year in, expectations have not been met. Many principals and teachers are more than willing to put in the necessary time and effort to improve schools. Unfortunately, Washington state districts so far have failed to take full advantage of these efforts.

6. "Schools Selected for Federal Improvement Grants Released," Press Release, State of Washington Office of Superintendent of Public Instruction, April 27, 2010. Available at http://www.k12.wa.us/Communications/PressReleases2010/SchoolImprovementGrants.aspx.

RECOMMENDATIONS

By avoiding the problems described in this report, those administering future School Improvement Grant programs and other grants targeted at the nation's lowest-performing schools could improve their chances of affecting dramatic, not incremental, improvement. Recognizing the different roles that federal, state, and local education agencies play in support of school turnaround work, the report recommends that:

- The U.S. Department of Education should make it difficult to win SIG funding, implement more rigorous application requirements, give more planning time for program rollout, and ensure that states and districts are exposed to successful models.
- States must shift from a role where they simply manage compliance to one where they are turnaround partners, building pipelines of turnaround leaders and teachers, helping districts and schools identify lead partners to assist schools, communicating expected results, and providing the regulatory and policy support for districts that want more flexibility.
- Districts should create a turnaround office whose job it is to remove barriers to successful transformation, and take responsibility for schools implementing a well thought-out, comprehensive, evidence-based vision of change.

THE BERC GROUP

Student Achievement Improvement (MERIT) 2010 to 2011

Student Achievement Improvements in Washington State's MERIT Schools

In 2010, in an effort to improve education and educational opportunities across the nation, the federal government provided funding for School Improvement Grants (SIG) to support the lowest performing districts and schools. Schools and districts throughout the country applied for these grants and the program now serves more than 730 schools nationally (Klein, 2011). Schools and districts accepting SIG money are required to adopt one of four federally defined school intervention models: *Closure*, *Restart*, *Turnaround*, or *Transformation*.

In Washington State, 17 schools from nine different districts received a grant under this program. These schools were named Models of Equity and Excellence through Rapid Improvement and Turnaround (MERIT) by OSPI and began working together on the implementation of their improvement plans in the summer of 2010.

Currently, the MERIT schools are just beginning their second year of implementation and recently received the student achievement results from the Washington State Comprehensive assessment (MSP or HSPE) their students took last spring (2011). These results can now be compared to last year's results (2010) and to the state average. Looking at these comparisons provides beginning outcome data on whether the MERIT schools are improving their student achievement. Figures 1 and 2 display the percentage of students meeting standard on the 2010 and 2011 reading and math MSP for the five elementary schools involved in MERIT compared to the state average for elementary schools.[1]

On the reading MSP, the MERIT elementary schools improved by about 10 percentage-points from 2010 to 2011, while the state average for elementary schools remained the same. On the math MSP test, the MERIT elementary schools improved by about 16 percentage-points from 2010 to 2011, while the state average for elementary schools improved by about 4 percentage-points.

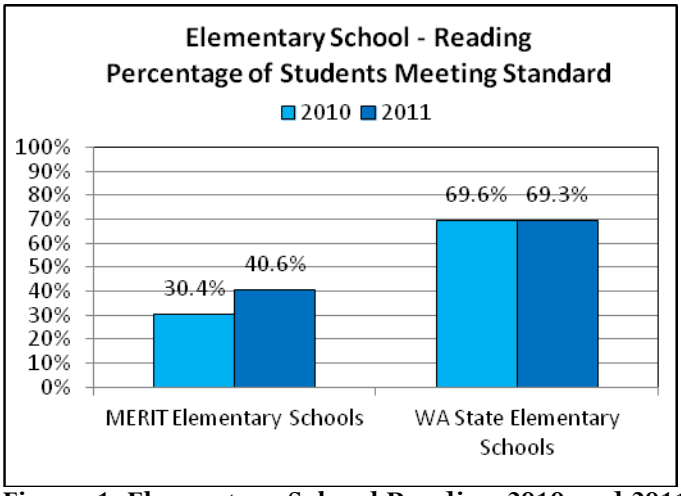

Figure 1. Elementary School Reading 2010 and 2011 MSP Results

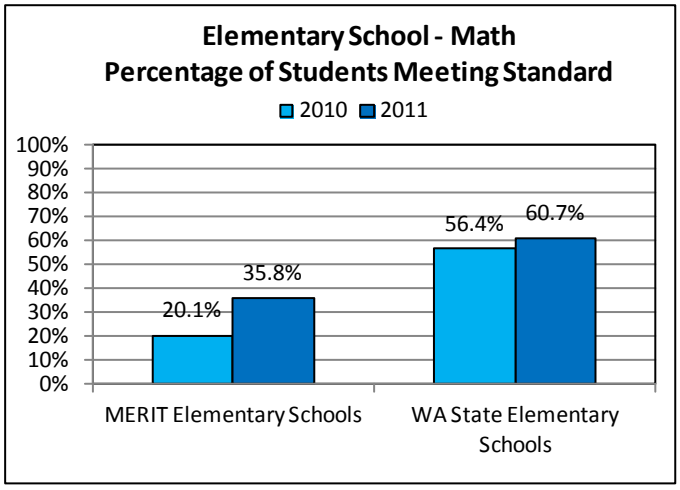

Figure 2. Elementary School Math 2010 and 2011 MSP Results

[1] For this analysis we averaged the results from 3rd, 4th, and 5th grade for each school and then aggregated the results. School level results were obtained from the OSPI report card: http://www.k12.wa.us/.

Gains for the nine MERIT middle schools were not as substantial in comparison to the elementary schools. The MERIT middle schools and the state average for middle schools did not improve on the reading portion of the MSP from 2010 to 2011 (see Figure 3).[2] Improvement on the math MSP was evident over this time period, with the MERIT middle schools improving by about 8 percentage-points, while the state average improved by approximately 2 percentage-points (see Figure 4).

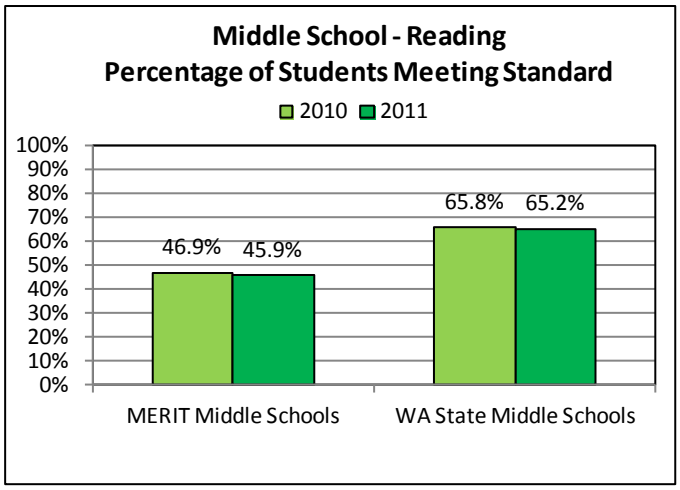

Figure 3. Middle School Reading 2010 and 2011 MSP Results

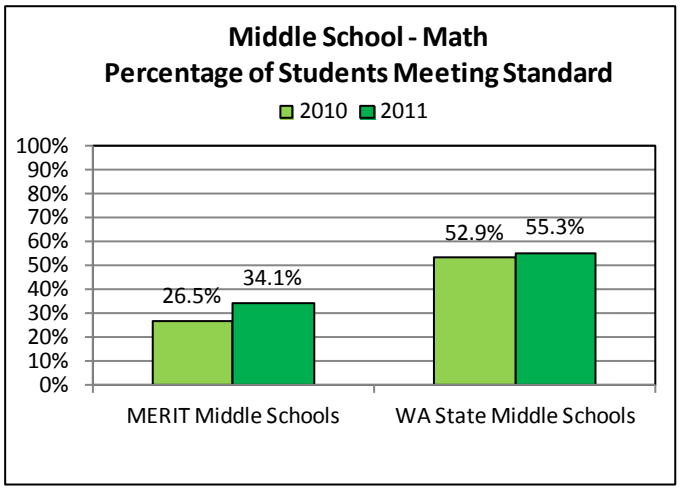

Figure 4. Middle School Math 2010 and 2011 MSP Results

The three MERIT high schools showed improvement in student achievement on the reading portion of the HSPE from 2010 to 2011. Over this time period, the MERIT high schools improved by about 7 percentage-points, while the state average improved by approximately 3 percentage-points (see Figure 5).[3]

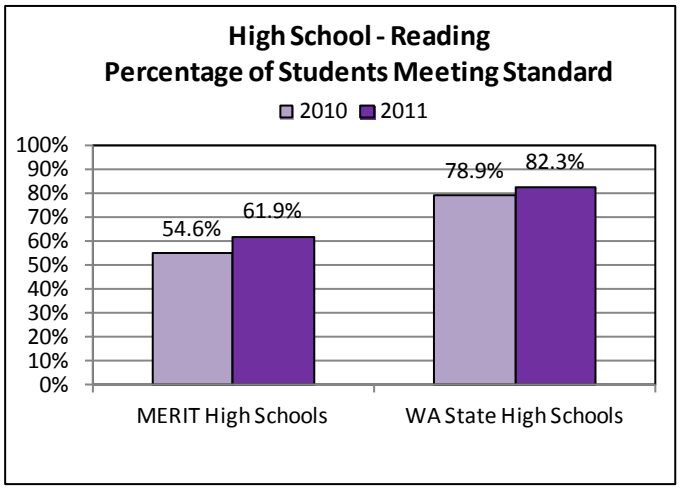

Figure 5. High School Reading 2010 and 2011 MSP Results

Overall, the MERIT schools showed improvement in student achievement on state assessments for most grade levels and subject areas and in most cases the improvements were more substantial than improvements in the state average. The most significant improvement occurred at the elementary school level with the MERIT elementary schools improving by 10 and 16 percentage-points on the reading and math portions of the MSP, respectively.

Changing a system takes many years. Staff members at the MERIT schools are attempting to undertake major improvement efforts in a very short period of time, and the staffs are attempting these changes after many years of demonstrating little progress. MERIT schools have taken on this work voluntarily in recognition that improvements are necessary. These schools are courageously taking steps to improve, and are pioneering innovative and creative ways to solve the problems plaguing schools throughout the nation. Although major improvements still need to be made at all of the schools, clearly early measures indicate that these schools are already making improvements in student achievement and are implementing the necessary elements to bring about the cultural shift necessary to improve their school.

Reference: Klein, A. (2011, April 25). Federal Program Serves More than 730 Schools. *Education Week*.

[2] For this analysis we averaged the results from 6th, 7th, and 8th grade for each school and then aggregated the results. School level results were obtained from the OSPI report card: http://www.k12.wa.us/.

[3] High school math state assessment results are not displayed because the assessment changed to an End of Course exam in 2011.

Performance vs. Improvement

2009, 2010, and 2011 Proficiency-based View

Based on Analysis of Persistently Low Achieving Schools in WA State

MERIT Cohort-I

The Center for Educational Effectiveness

The Center for Educational Effectiveness

The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

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Contact Information:
Phone: 425-283-0384
Fax: 425-947-0066
info@effectiveness.org
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Better Data. Better Decisions. Better Schools.

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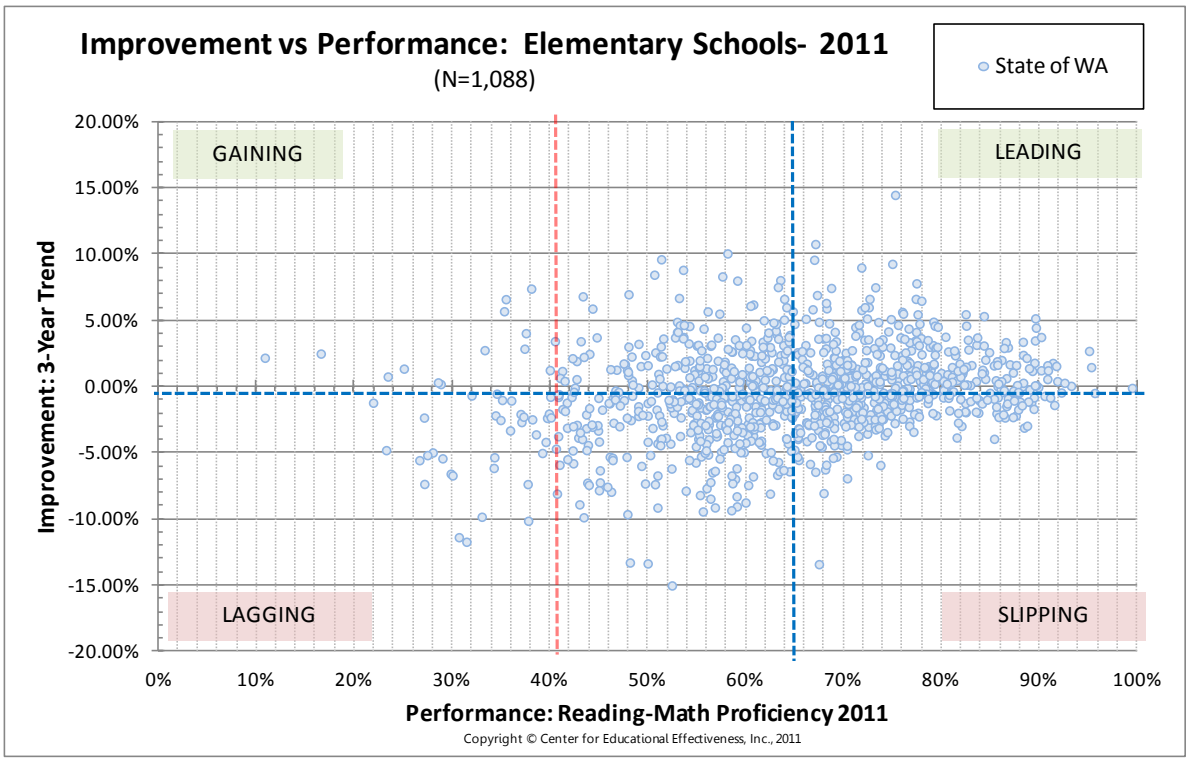
Interpreting The Quadrants



In each of the graphs the dotted BLUE lines indicate the state median for that measure. Note that the medians are grade-band specific. The dotted-RED line indicates the bottom 5% of the state in proficiency.

Simple definitions for each of the four quadrants on these graphs:

LEADING (upper-right quadrant): Schools in this quadrant are above the state in performance and above the state in trend of improvement.

GAINING (upper-left quadrant): Schools in this quadrant are performing below the state median in performance but are above the state median in trend of improvement.

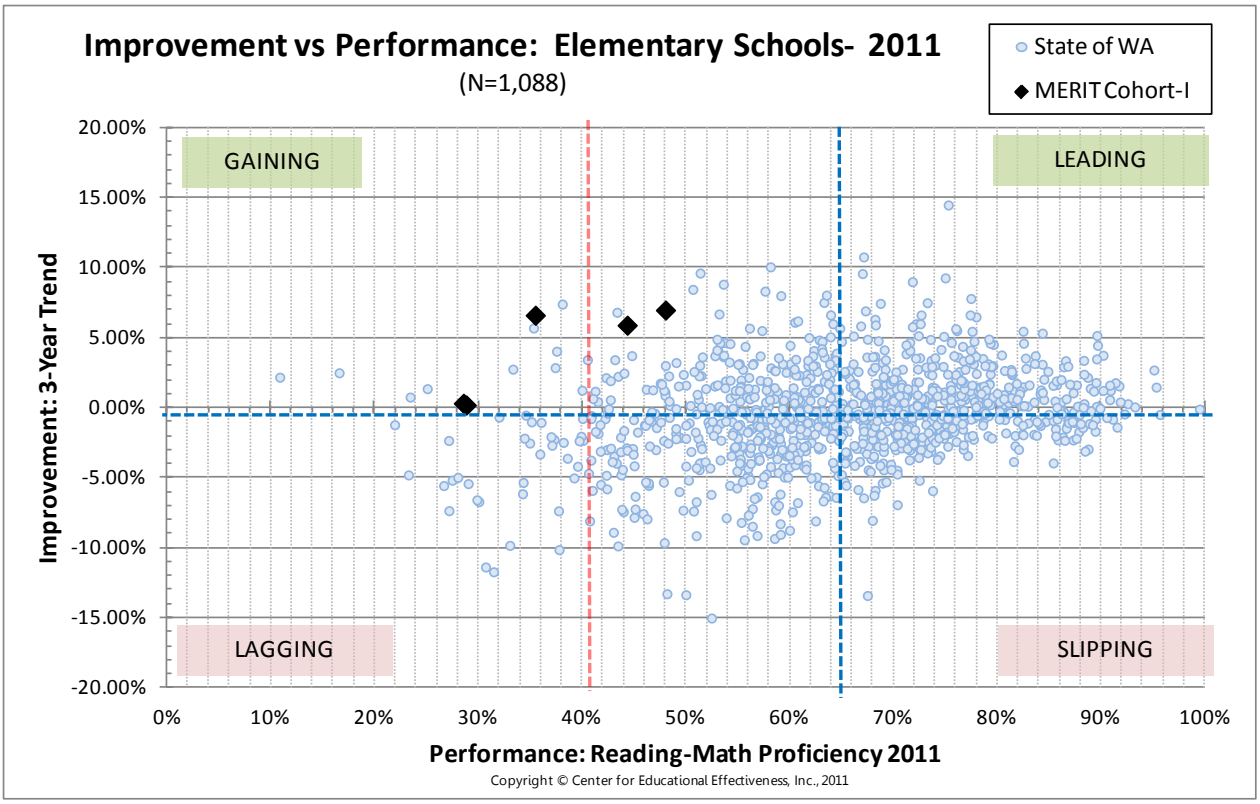
SLIPPING (lower-right quadrant): Schools in this quadrant are performing (in 2011) above the state median but their 3-year trend of improvement is below the state (if negative it means that scores are declining).

LAGGING (lower-left quadrant): Schools in this quadrant are performing below the state median in performance and below the state median in trend of improvement. These are the schools in need of the greatest attention and improvement focus.

Districts strive to have all schools in the upper-right quadrant (Leading). If not Leading, then Gaining. In Slipping, an extremely high performing building may not be worried about a small downward trend of improvement – but these schools should be watched carefully– after all, this is a 3-year trend of improvement.

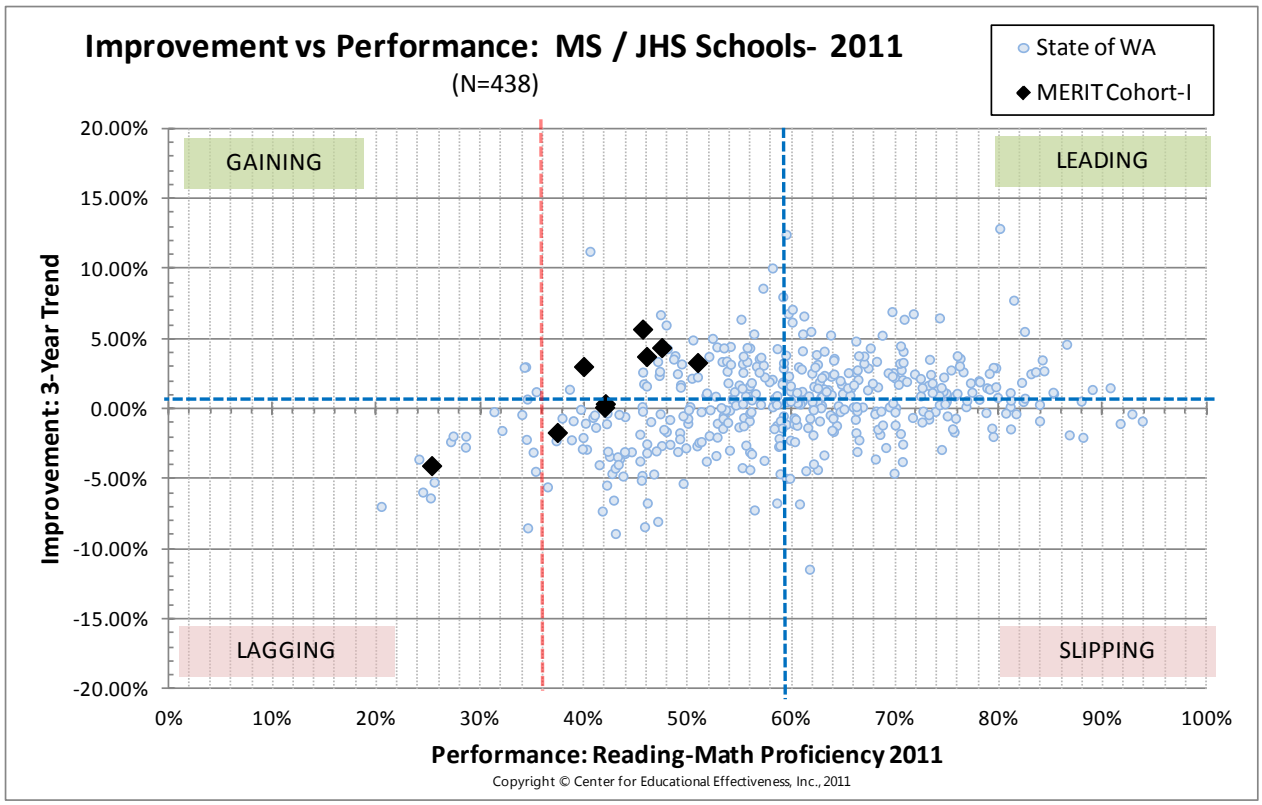
Section 1: Combined Reading and Mathematics Performance vs. Improvement

Elementary Schools: Combined Reading and Math



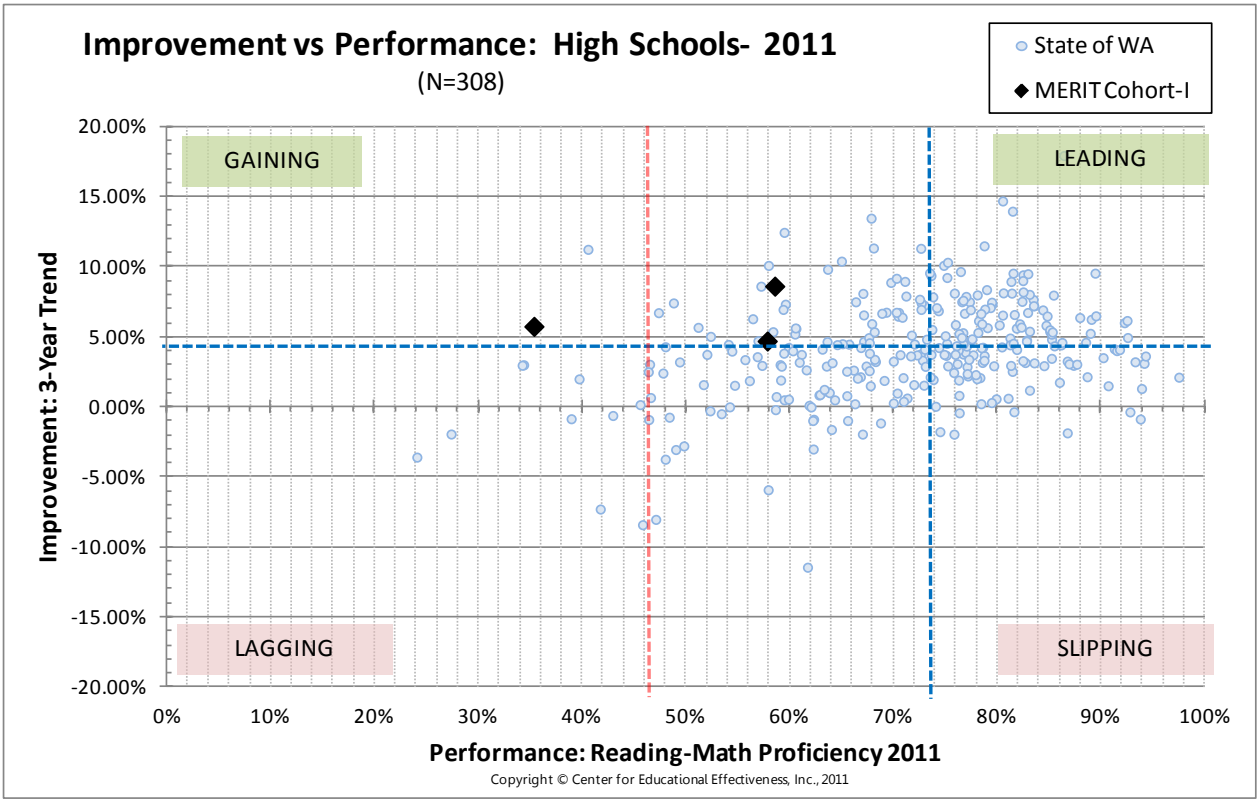
Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

Middle Schools: Combined Reading and Math



Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

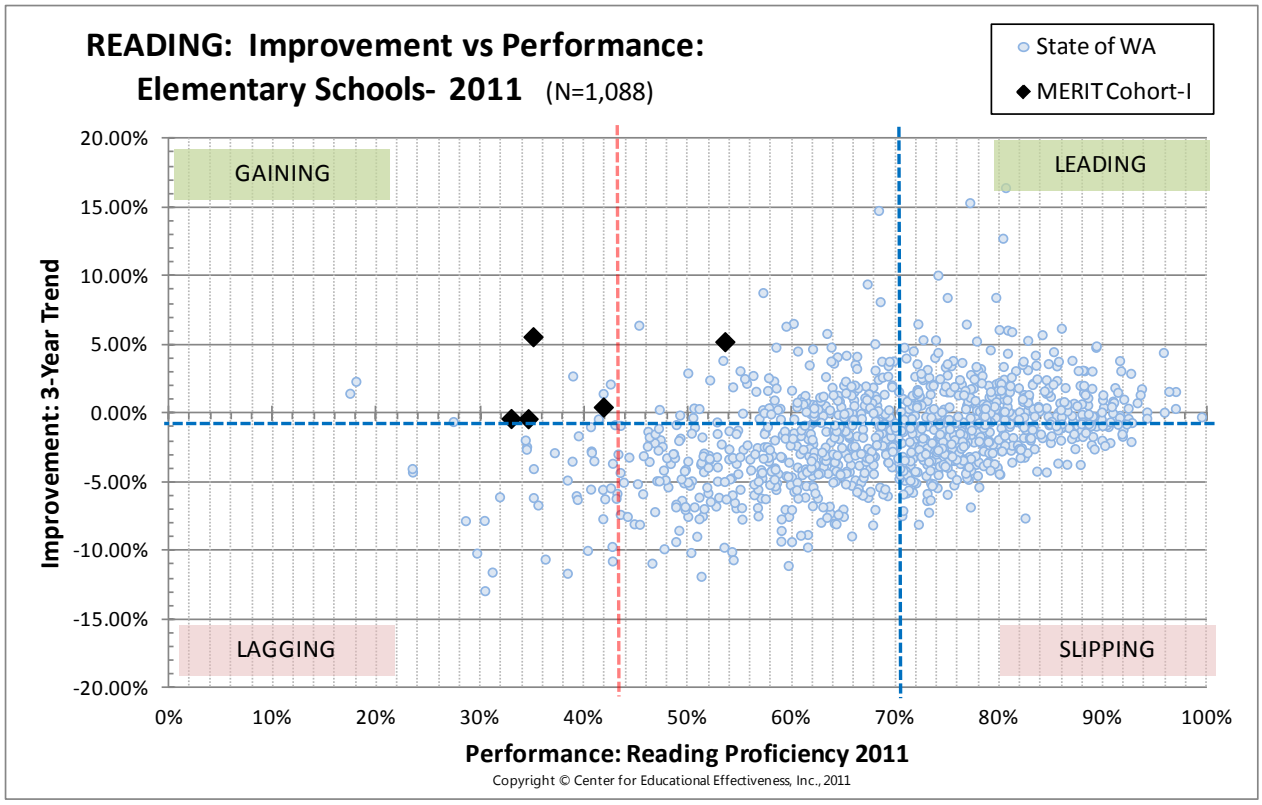
High Schools: Combined Reading and Math



Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

Section 3: **Reading** Performance vs. Improvement

Elementary Reading



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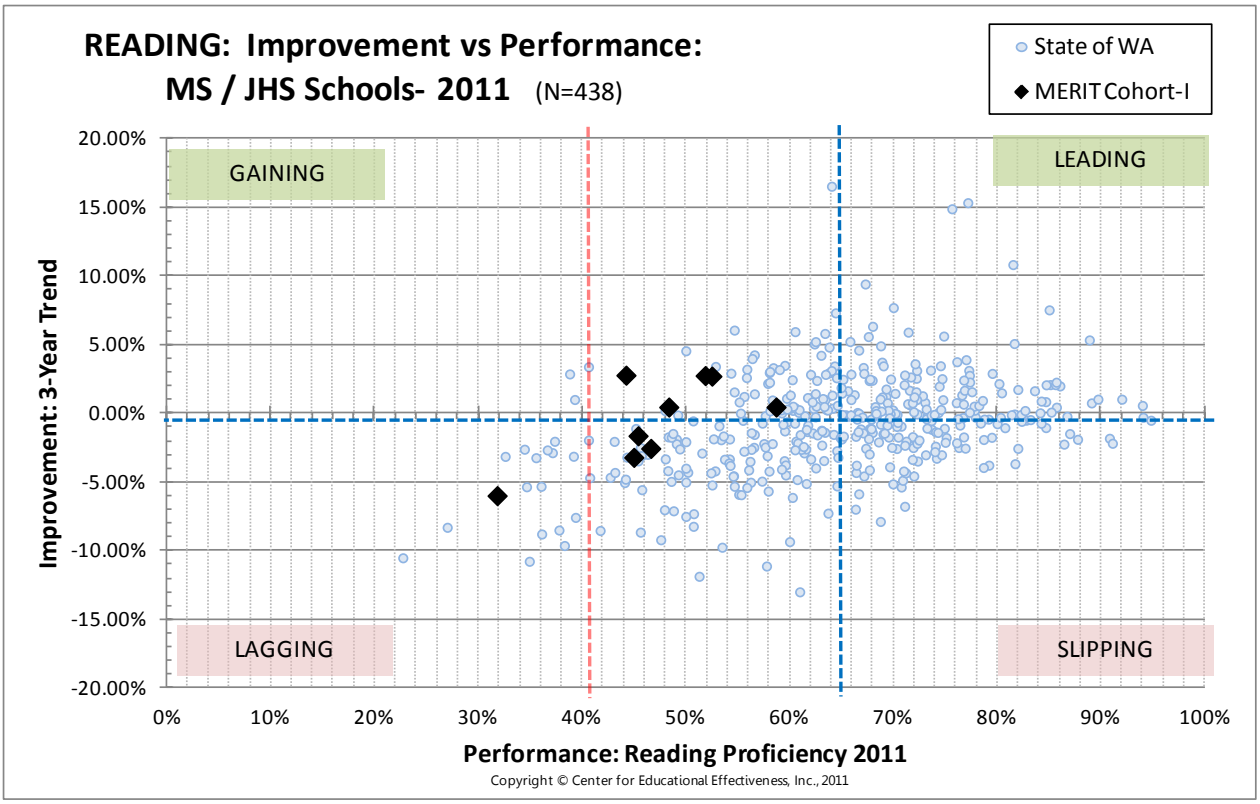
Middle School Reading



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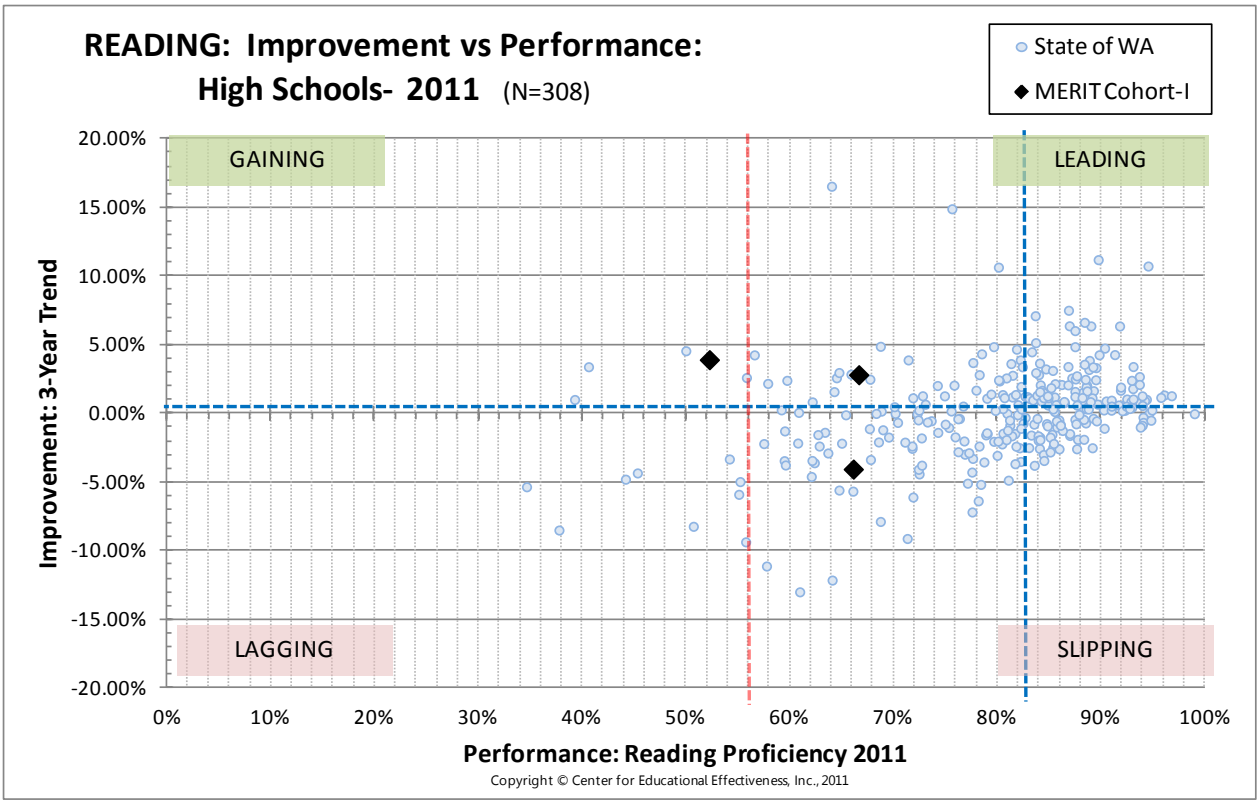
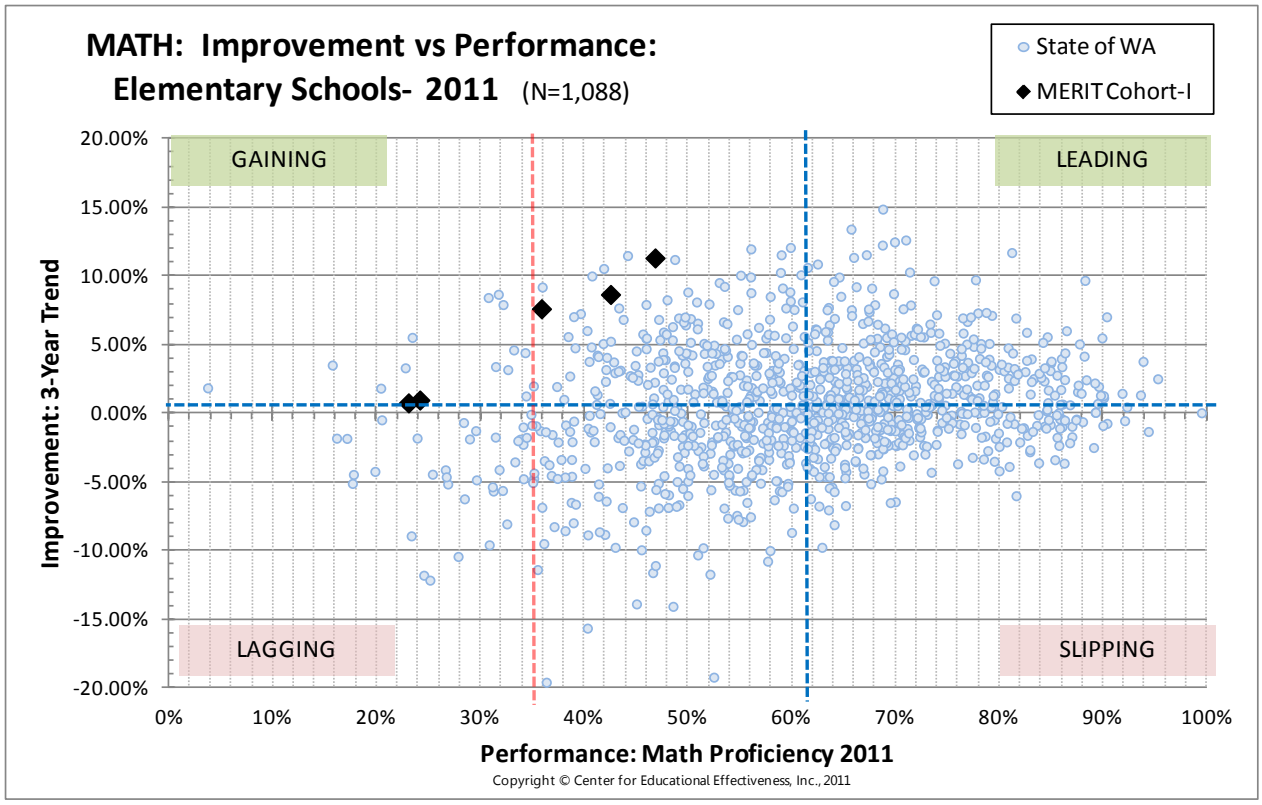
High School Reading



Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

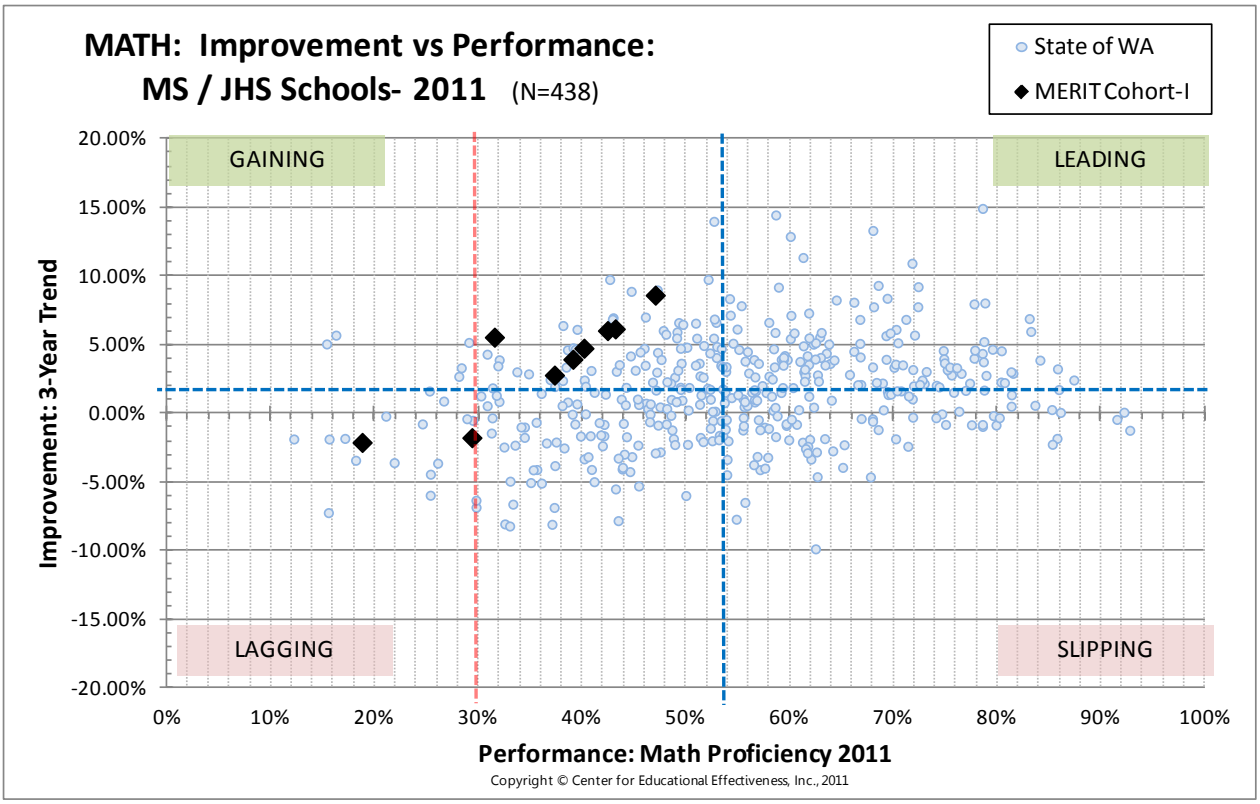
Section 4: **Mathematics** Performance vs. Poverty

Elementary Math



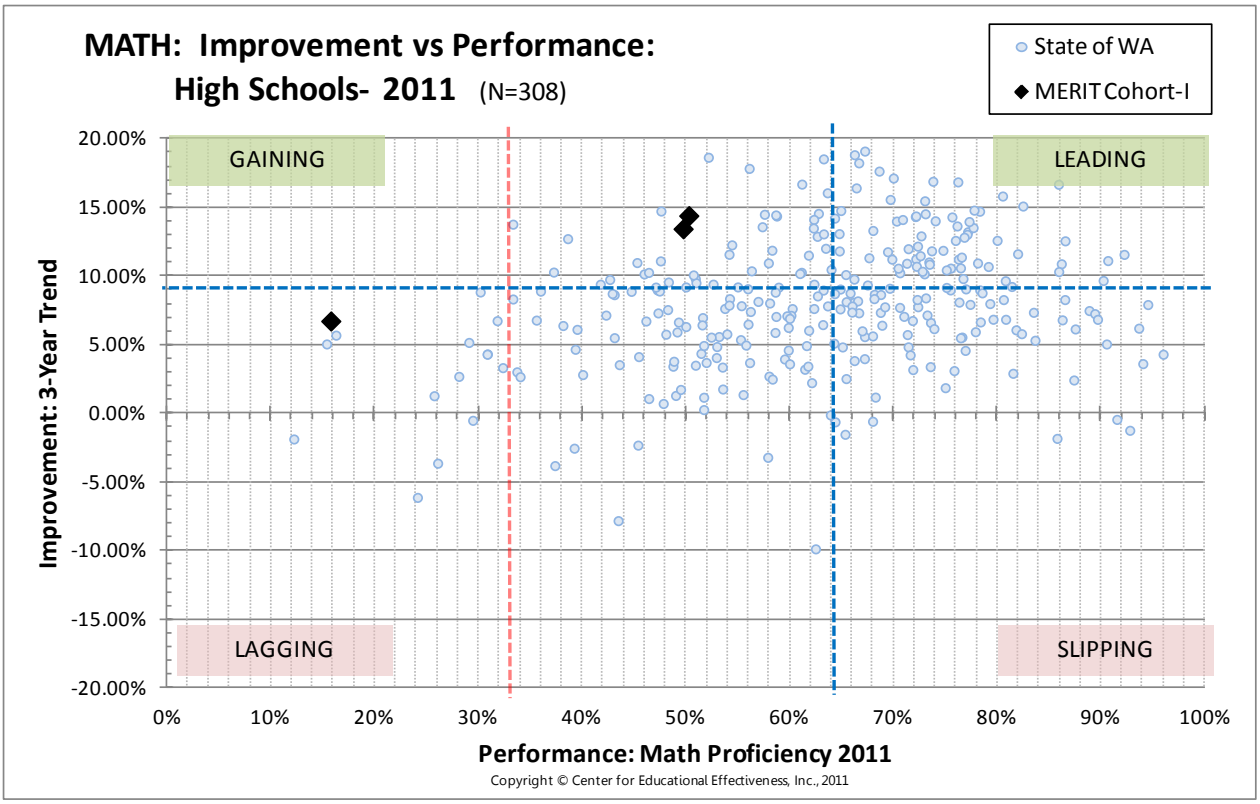
Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

Middle School Math



Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

High School Math



Note: BLUE dotted lines represent median. Dotted RED line represents bottom 5%.

Section 5: Detailed Data Tables

Elementary Data

						Combined Reading & MATH (pg 5)				READING(pg 8)				MATH (pg 11)			
						Proficiency				Proficiency				Proficiency			
School Name	Enrol.	Poverty Percent	Title-I	Title-I Eligible	ELL Percent	2009	2010	2011	**3-Yr Trend**	2009	2010	2011	**3-Yr Trend**	2009	2010	2011	**3-Yr Trend**
Tulalip Elementary	223	81.70	Yes	Yes	3.83	27.9%	24.0%	28.6%	0.3%	33.7%	28.7%	33.0%	-0.4%	22.2%	19.3%	24.2%	1.0%
Hawthorne Elementary School	297	85.53	Yes	Yes	36.84	22.3%	19.3%	35.5%	6.6%	23.9%	19.8%	35.1%	5.6%	20.7%	18.7%	35.9%	7.6%
West Seattle Elementary School	345	88.80	Yes	Yes	33.59	34.1%	29.7%	48.0%	7.0%	43.1%	39.4%	53.6%	5.2%	25.2%	19.9%	42.6%	8.7%
Wellpinit Elementary School	197	83.96	Yes	Yes	0.00	28.5%	27.6%	28.8%	0.2%	35.4%	32.8%	34.6%	-0.4%	21.5%	22.2%	23.1%	0.8%
Adams Elementary School	691	95.50	Yes	Yes	64.92	32.6%	27.7%	44.4%	5.9%	40.9%	30.6%	41.9%	0.5%	24.2%	24.8%	46.8%	11.3%

Middle / Jr. High Data

						Combined Reading & MATH (pg 6)				READING(pg 9)				MATH (pg 12)			
						Proficiency				Proficiency				Proficiency			
School Name	Enrol.	Poverty Percent	Title-I	Title-I Eligible	ELL Percent	2009	2010	2011	3-Yr Trend	2009	2010	2011	3-Yr Trend	2009	2010	2011	3-Yr Trend
Grandview Middle School	791	85.68	Yes	Yes	25.58	33.9%	32.6%	40.0%	3.0%	47.4%	45.6%	48.4%	0.5%	20.5%	19.7%	31.6%	5.6%
Cascade Middle School	534	83.55	Yes	Yes	18.71	41.7%	36.8%	42.0%	0.1%	51.7%	47.0%	46.6%	-2.5%	31.8%	26.6%	37.3%	2.8%
Chinook Middle School	492	78.34	Yes	Yes	22.79	34.2%	39.1%	45.6%	5.7%	38.7%	45.7%	44.2%	2.8%	29.8%	32.5%	47.1%	8.6%
Monticello Middle School	532	69.12	No	Yes	5.32	38.5%	40.6%	46.0%	3.7%	46.4%	50.9%	51.9%	2.8%	30.7%	30.3%	40.2%	4.7%
Totem Middle School	686	49.93	No	Yes	3.33	44.3%	53.0%	50.9%	3.3%	57.8%	67.5%	58.7%	0.5%	30.9%	38.4%	43.2%	6.2%
Angelo Giaudrone Middle Schoo	624	72.19	No	Yes	1.60	38.7%	41.8%	47.5%	4.4%	47.1%	52.0%	52.5%	2.7%	30.4%	31.7%	42.5%	6.0%
Jason Lee	474	79.87	Yes	Yes	2.57	41.3%	34.6%	42.1%	0.4%	51.4%	40.6%	45.0%	-3.2%	31.2%	28.6%	39.1%	3.9%
Stewart	529	73.98	No	Yes	1.77	40.8%	32.1%	37.4%	-1.7%	48.7%	39.5%	45.4%	-1.6%	32.9%	24.6%	29.4%	-1.8%
Washington Middle School	728	97.12	Yes	Yes	37.84	33.4%	31.0%	25.3%	-4.0%	43.8%	41.0%	31.8%	-6.0%	23.0%	21.0%	18.8%	-2.1%

High School Data

						Combined Reading & MATH (pg 7)				READING(pg 10)				MATH (pg 13)			
						Proficiency				Proficiency				Proficiency			
School Name	Enrol.	Poverty Percent	Title-I	Title-I Eligible	ELL Percent	2009	2010	2011	3-Yr Trend	2009	2010	2011	3-Yr Trend	2009	2010	2011	3-Yr Trend
Cleveland High School	678	76.25	No	Yes	15.04	41.3%	40.6%	58.6%	8.6%	61.0%	63.1%	66.7%	2.8%	21.5%	17.8%	50.3%	14.4%
Sunnyside High School	1589	98.67	Yes	Yes	11.27	48.4%	37.8%	57.8%	4.7%	74.3%	61.3%	66.1%	-4.1%	22.8%	13.5%	49.7%	13.4%
Stanton Alternative School	504	75.55	Yes	Yes	23.36	23.9%	23.6%	35.4%	5.8%	44.4%	39.5%	52.3%	3.9%	2.3%	5.9%	15.8%	6.7%

