



**NEBRASKA CENTER FOR RESEARCH ON
CHILDREN, YOUTH, FAMILIES & SCHOOLS**

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Nebraska School Improvement Grants: Cohort Achievement Trends

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Introduction

As part of the Elementary and Secondary Education Act (ESEA), State Educational Agencies (SEAs) are awarded School Improvement Grants (SIGs) to aid the lowest achieving schools in their respective state. The SIGs, authorized under section 1003(g) of Title I, are then distributed by the SEAs to Local Education Agencies via a competitive process. Schools identified by their LEAs as the most in need of funds and the most committed to improvement are awarded the funds with the primary goal to improve student achievement.

The Nebraska Bureau for Education Research, Evaluation and Policy (EREP) began contracting with NDE in 2014-2015 to conduct an evaluation of SIG. The initial work by EREP focused on developing a framework for evaluating SIG on an annual basis. The current report examines six-year trends in selected academic indicators.

The Nebraska Department of Education (NDE) began awarding Local Education Agencies (LEA) School Improvement Grants (SIG) in the fall of 2009. Since then, funding has been provided to 23 persistently low achieving Nebraska schools demonstrating the greatest need for funds to realize sustainable improvements. Three schools have been awarded a second round of funding for the 2016-2017 cohort. Total funding across all Nebraska cohorts is equal to \$34,081,799.

Cohort	Total Allocation	School	Tier	Intervention Model	SIG Allocation
1	\$12,663,476	Crawford Elementary	1	Transformation	\$1,259,970
		Santee High	1	Transformation	\$1,616,492
		Santee Elementary	1	Transformation	\$1,527,551
		Elliott Elementary	1	Transformation	\$3,348,743
		Madison Elementary	1	Transformation	\$1,508,750
		Minatare Elementary	1	Transformation	\$1,440,547
		Winnebago High	1	Transformation	\$1,961,423
2	\$5,670,652	Madison Middle	1	Transformation	\$1,697,504
		Stapleton Elementary	1	Transformation	\$1,098,553
		Walthill Elementary	1	Transformation	\$1,475,500
		Walthill High	1	Transformation	\$1,399,095
3	\$2,888,619	Umo N Ho N Nation Elementary	1	Transformation	\$1,778,869
		Umo N Ho N Nation Middle	1	Transformation	\$414,286
		Umo N Ho N Nation High	1	Transformation	\$695,464
4	\$2,705,385	Shelton Elementary	3	Tier 3	\$364,000
		Winnebago Elementary	1	Transformation	\$2,341,385
5	\$2,745,035	Westbrook Elementary	3	Tier 3	\$298,000
		Schuyler Middle	1	Transformation	\$2,072,035
		Madison High	3	Tier 3	\$375,000
6	\$2,900,000	Lincoln High	2	Transformation	\$1,263,401
		Wakonda Elementary	1	Turnaround	\$1,636,599
7	\$4,508,632	Schuyler Central High	2	Transformation	\$1,370,095
		Paddock Road Elementary	3	Tier 3	\$277,000
		Walthill Elementary	1	Transformation	\$1,311,010
		Umo N Ho N Nation Elementary	1	Transformation	\$950,527
		Madison Middle	3	Tier 3	\$600,000

SIG Models

Per federal guidelines put forth in 2010, schools receiving SIG funds are required to use one of the following models:

- **Transformation:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.
- **Turnaround:** Replace the principal and rehire no more than 50% of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.

These guidelines were amended in February of 2015 to include additional models, including:

- **State Developed Alternative Model:** Implement a state-developed model given it is approved by the U.S. Secretary of Education and addresses the Department of Education's Turnaround principles.
- **Evidence-Based, Whole-School Reform Strategy:** Implement a whole-school reform strategy in conjunction with a third-party strategy developer. Evidence consistent with the What Works Clearinghouse standards must be presented to support the efficacy of the strategy.
- **Early Learning Model:** Must include the implementation of a number of early learning strategies including offering full-day kindergarten, establishing a high-quality preschool program, replacing the previous principal, implementing rigorous evaluation systems for teachers and principals, among others.

Another key aspect of the amendment was the potential for a school to receive a 5-year award as opposed to the previous 3-year award. For more detailed information the amendments to the SIG program, refer to *School Improvement Grants: Guidance and Tools for the 2015 Amended Regulations* (Redding, Dunn & McCauley, 2015).

SIG Effectiveness Studies

The Institute of Education Sciences (IES) has undergone a number of efforts to identify the impact of the SIGs across the nation. The largest and most comprehensive of which is a six-year, 15 million dollar, study titled *Implementation and Impact Evaluation of Race to the Top and School Improvement Grants*. The National Center for Education Evaluation and Regional Assistance (NCEE), a center of IES is contracting with Mathematica Policy Research, Inc., American Institutes for Research, and Social Policy Research Associates to conduct the study. In addition to the implementation and impact study, NCEE has

released various reports and briefs related to SIGs. The table below displays information about the various releases; all reports and briefs can be found via the NCEE website at <http://ies.ed.gov/ncee/>.

NCEE Reports Related to SIG

Title	Type	Date Released
<i>Baseline Analyses of SIG Applications and SIG-Eligible and SIG-Awarded Schools</i>	Report	May 2011
<i>School Improvement Grants: Analyses of State Applications and Eligible and Awarded Schools</i>	Report	October 2012
<i>A Focused Look at Schools Receiving School Improvement Grants That Have Percentages of English Language Learners</i>	Evaluation Brief	April 2014
<i>Operational Authority, Support, and Monitoring of School Turnaround</i>	Evaluation Brief	October 2014
<i>Are Low-Performing Schools Adopting Practices Promoted by School Improvement Grants?</i>	Evaluation Brief	October 2014
<i>Building Teacher Capacity to Support English Language Learners in Schools Receiving School Improvement Grants</i>	Evaluation Brief	November 2015
<i>State Capacity to Support School Turnaround</i>	Evaluation Brief	May 2015
<i>Usage of Practices Promoted by School Improvement Grants</i>	Report	September 2015
<i>Case Studies of Schools Receiving School Improvement Grants: Final Report</i>	Report	April 2016
<i>School Improvement Grants: Implementation and Effectiveness</i>	Report	January 2017

Achievement Trends

The following section uses longitudinal analyses to compare SIG schools to two samples of Title I schools: those identified as “Needs Improvement” according to Consecutive Years Progress and Title I schools not in Needs Improvement status. The final sample of Title I schools consists of only those schools that have NeSA – Reading and NeSA – Mathematics scale scores for all 5 data years from 2010-2011 to 2015-2016. Inclusion in the comparison group for any specific cohort is based upon the Title I and CYP statuses in the baseline year. For example, the baseline year for the 2012-2013 cohort is based on the schools’ statuses in the 2011-2012 data year. The school remains in the comparison group for all data years within a cohort, giving a longitudinal view of change over time on the selected outcome measure. The number of schools included in the comparison groups for each cohort is indicated in the legend.

The graphs and tables below display average scale scores for NeSA-Reading and NeSA-Math over a six-year period from 2010-2011 to 2015-2016. A scale score of 135 and above indicates ‘Exceeds Standards’, 85 to 134 indicate ‘Meets Standards’, and below 85 indicate ‘Below Standards’. Vertical lines indicate when SIG funding was received. Any years prior to SIG funding are considered baseline years. Visual inspection of the trends is conducted to determine if a change in the outcome measures is observed after a school received SIG funding as compared to the non-SIG schools that did not receive funding. Caution should be taken, however, in attributing any observed effects specifically to the SIG program as alternative explanations cannot be ruled out by the current design.

Data Definitions

The following definitions were adopted from the Nebraska Education Profile: <http://nep.education.ne.gov>. All data was sourced from the Nebraska Student and Staff Record System.

Average Years of Experience: Average years of experience represents the total number of years an individual has been in education, including the current school year. Years Experience is reported as a whole number.

English Language Learners (ELL): The English Language Learners are the percent of students in grades PK-12 who are limited English proficient from Fall Membership. (The percentage is calculated using the the number of students in grades K-12 who are limited english proficient divided by the number of students in grades K-12 as reported in the October or Fall membership.) The October or Fall membership includes students enrolled on the last Friday in September.

Free/Reduced Priced Meals (FRL): Students Eligible for Free/Reduced Priced Meals displays the percent of students in grades PK-12 who are Eligible for Free or Reduced Price Meals; or Eligible for Free Special Milk from Fall Membership. (The percentage is calculated using the the number of students in grades PK-12 who are Eligible for Free or Reduced Price Meals; or Eligible for Free Special Milk divided by the number of students in grades PK-12 as reported in the October or Fall membership.) The October or Fall membership includes students enrolled on the last Friday in September.

Membership: The official count of Nebraska public school students is taken on the last Friday in September of each school year. The count is taken by grade, gender and race/ethnicity. Each student is counted only once by the school district in which they receive the majority of their instruction. Each student must be counted in a grade level. There is no "ungraded" category. Districts set the student's grade level. That means some students may be counted in grades typical of their chronological age or based on local policy. Students who are 0 to 21 years of age may be enrolled in Nebraska's public schools.

Mobility: Any child who enters or leaves school between the last Friday in September and the last day of school is counted in the mobility rate. An individual child is counted only once. The percentage is calculated using the the number of students in grades K-12 who are mobile divided by the number of students in grades K-12 as reported in the October or Fall membership.) The October or Fall membership includes students enrolled on the last Friday in September.

Teachers with Master's: The Master's Degree represents the percent of teaching staff with a Master's Degree, Master's Degree plus hours, Specialist Degree (EDS) or Doctorate. Master's Degree percentage is figured using the count of teachers with Master's Degrees divided by the number of teachers (teacher count included in this grid is based on FTE, see Teacher: Count definition above) multiplied by 100.

SIG COHORT 1

As part of Nebraska SIG Cohort 1, 5 elementary schools and 2 high schools representing 6 districts received funds prior to the beginning of the 2010-2011 school year. All of these schools were defined by NDE as Tier I Schools. *Crawford Elementary School* serves approximately 125 students from pre-K through 6th grade. Located in the community of Crawford, a small rural community of 1000 people located in the far northwestern corner of the state, ethnic diversity is very limited with approximately 95% of the student population being White. *Santee Community Schools* serves approximately 149 students within the confines of the Santee Sioux Nation Reservation in Northeast Nebraska. Located in the village of Santee, a community of approximately 500 people. The student population is nearly 90% Native American, the majority of whom are from low socio-economic families. Approximately 50% of Santee students live in a single parent or grandparent as caregiver home. *Elliott Elementary* Belongs to the Lincoln Public School district, the second largest public school district in Nebraska. Elliott's strength lies in its diversity. The ethnic breakdown does not capture the cultural and linguistic diversity of the school. There is a growing population of children, new to the United States from the Middle East and Europe, reflected in the ethnic code of white. There are 26 first languages spoken by the children at Elliott. *Madison Elementary School* Located in the community of Madison, Nebraska. The community of nearly 2400 people is situated in Northeast Nebraska. Madison Elementary School serves a high proportion of Hispanic students. *Minatare Elementary School* A rural school located in the far western Nebraska community of Minatare. The Minatare community has a population just over 800. Approximately 80% of the students are designated with free or reduced lunch status and over 44% are minority students. *Winnebago Public Schools* Located in northeastern Nebraska in Winnebago, a village of less than 800 residents. The student body is approximately 93% American Indian. The majority of the students are members of the Winnebago Tribe of Nebraska.

Table 1. Student Race/Ethnicity Counts for Cohort 1 SIG Schools.

School Name	HI	AI/AN	AS	BL/AA	NH/PI	WH	2+
Crawford Elementary	2	4	0	0	0	117	0
Santee High	4	52	0	0	0	0	0
Santee Elementary	12	105	0	0	0	2	0
Elliott Elementary	116	13	40	0	46	110	46
Madison Elementary	157	1	1	3	0	36	0
Minatare Elementary	47	3	0	0	0	61	0
Winnebago High	8	122	0	0	0	1	0

Note: HI = Hispanic, AI/AN = American Indian or Alaskan Native, AS = Asian, BL/AA = Black or African American, NH/PI = Native Hawaiian or Pacific Islander, WH = White, 2+ = Two or more races.

Table 2. School Characteristics for Cohort 1 SIG Schools.

School Name	Grade Range	%FRL	%ELL	%Mobility	Membership	%Teachers with Master's	Avg. Years Experience
Crawford Elementary School	PK-6	39.8	*	9.6	104	14.3	17.9
Santee High School	9-12	80.4	*	37.5	56	28.6	9.4
Santee Elementary School	K-6	79.8	*	22.6	93	20.0	9.9
Elliott Elementary School	K-5	93.0	33.5	28.1	388	27.5	8.9
Madison Elementary School	PK-5	59.1	13.3	22.9	188	38.1	19.3
Minatare Elementary School	K-6	73.9	18.9	26.1	111	0.0	14.0
Winnebago High School	9-12	77.9	*	42.0	131	44.4	13.9

SIG Cohort 1 Elementary Schools

There are no baseline NeSA data available for cohort 1 in either reading or math. For reading, most SIG schools show a general upward trend over the course of the six years of available data, consistent with trends in the two comparison groups. Madison Elementary School's reading scores dropped slightly from 2011-2012 to 2012-2013 but then recovered in the following year. Similar trends are seen in the comparison groups for math as in reading. Santee Elementary showed its largest growth in scores in the year following the end of their SIG funding, 2013-2014.

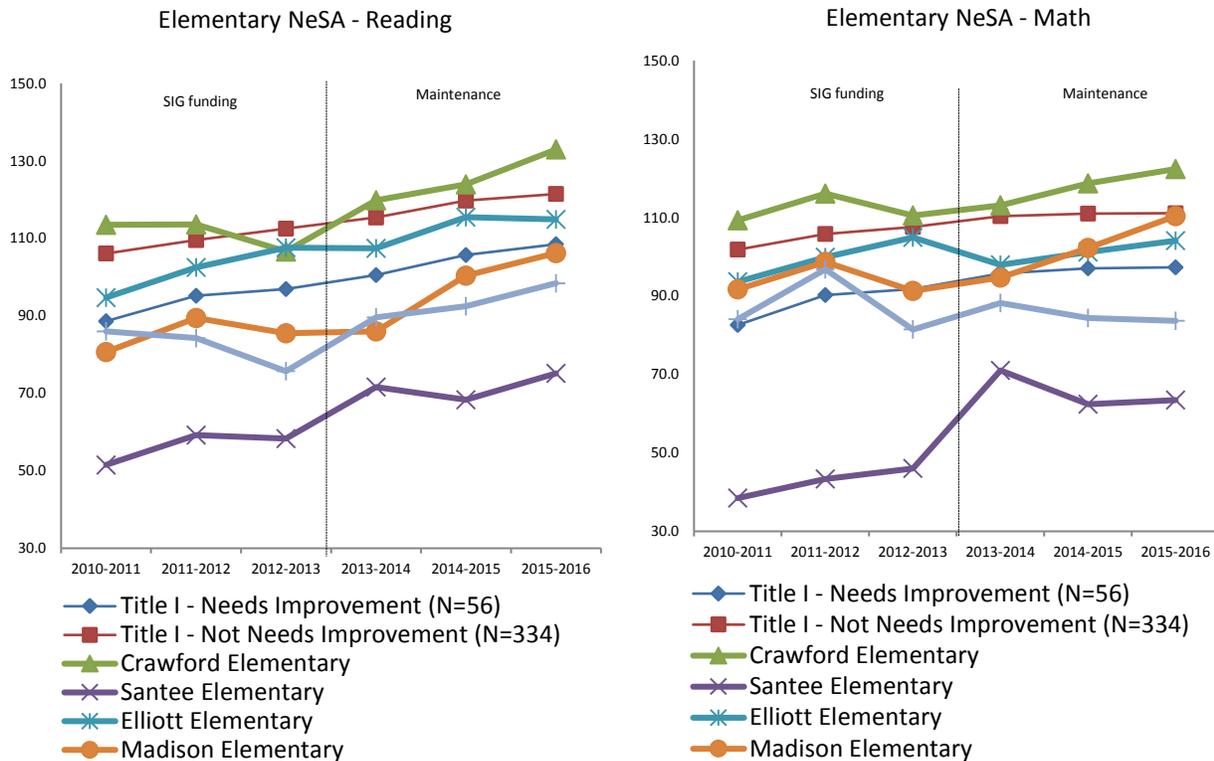


Table 3. SIG Cohort 1 Elementary (**NeSA-Reading**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=56)	88.6	95.2	96.9	100.5	105.7	108.5
Title I - Not Needs Improvement (N=334)	106.1	109.6	112.5	115.4	119.7	121.4
Crawford Elementary	113.5	113.6	106.6	119.9	123.9	132.9
Santee Elementary	51.5	59.2	58.3	71.6	68.3	75.1
Elliot Elementary	94.7	102.5	107.6	107.5	115.5	114.9
Madison Elementary	80.7	89.5	85.5	86.0	100.4	106.2
Minatare Elementary	86.0	84.2	75.7	89.6	92.4	98.4

Table 4. SIG Cohort 1 Elementary (**NeSA-Math**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
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Title I - Needs Improvement (N=56)	101.8	105.8	107.6	110.3	111.0	111.1
Title I - Not Needs Improvement (N=334)	82.6	90.2	91.8	95.7	97.0	97.3
Crawford Elementary	109.3	116.1	110.5	113.1	118.7	122.4
Santee Elementary	38.5	43.3	46.0	71.0	62.4	63.4
Elliot Elementary	93.6	99.8	104.9	98.0	101.2	104.1
Madison Elementary	91.7	98.7	91.3	94.7	102.2	110.4
Minatare Elementary	84.1	96.8	81.4	88.2	84.4	83.7

SIG Cohort 1 High Schools

The reading scale scores varied across the years for Winnebago High School with a large drop seen from 2014-2015 to 2015-2016. Reading scores stayed relatively stable but below both of the comparison groups. 4-year cohort graduation rates rose from 70% in 2012 to 83% in 2016.

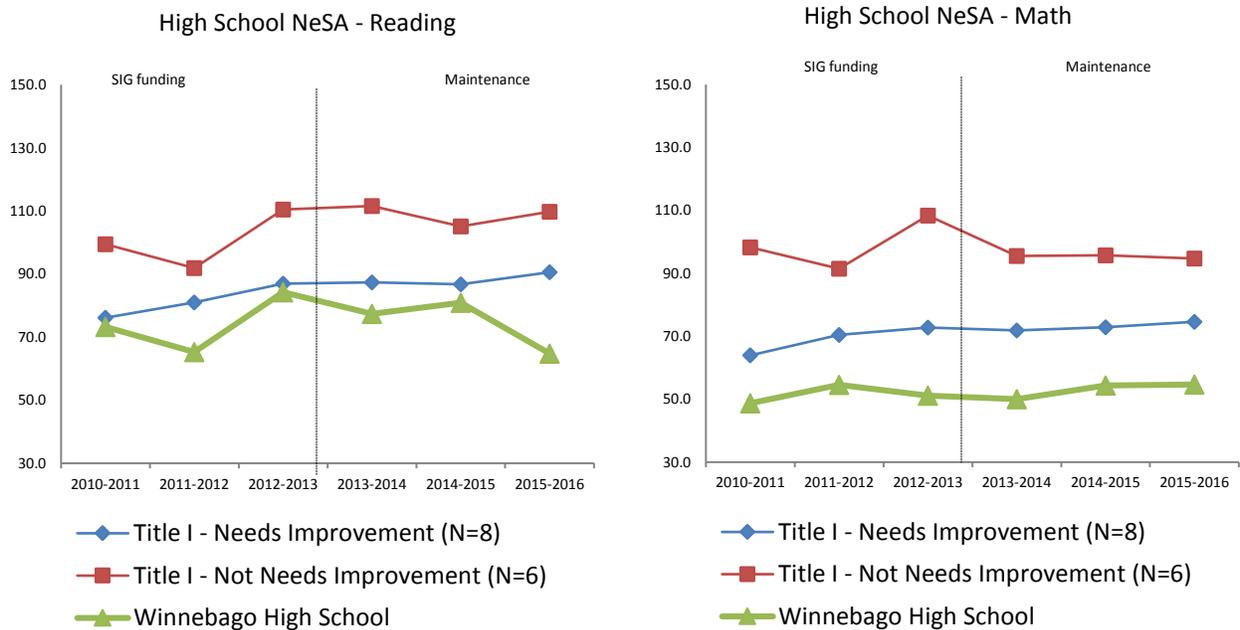


Table 5. SIG Cohort 1 High School (NeSA-Reading) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=5)	76.1	81.0	87.0	87.4	86.7	90.6
Title I - Not Needs Improvement (N=3)	99.5	91.9	110.4	111.6	105.1	109.7
Winnebago High School	73.3	65.3	84.2	77.4	80.9	64.8

Table 6. SIG Cohort 1 High School (NeSA-Math) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=5)	63.9	70.4	72.8	71.9	72.9	74.6
Title I - Not Needs Improvement (N=3)	98.2	91.5	108.4	95.5	95.7	94.7
Winnebago High School	48.7	54.6	51.2	50.0	54.4	54.7

Table 7. Cohort Four-Year Graduation Rates.

	2012	2013	2014	2015	2015	2016
Winnebago High	.70	.85	.77	.81	.81	.83

Note: The Cohort Four-Year Graduation Rate is calculated by dividing the number of students in a cohort who graduate with a regular high school diploma in four years or less by the number of students in the Graduation Cohort, including students who graduate in the summer of the Expected Graduation Year.

SIG Cohort 1 Secondary Schools

Reading and math scale scores for Santee High School stayed relatively stable over the course of the six available data years but well below the comparison group scores.

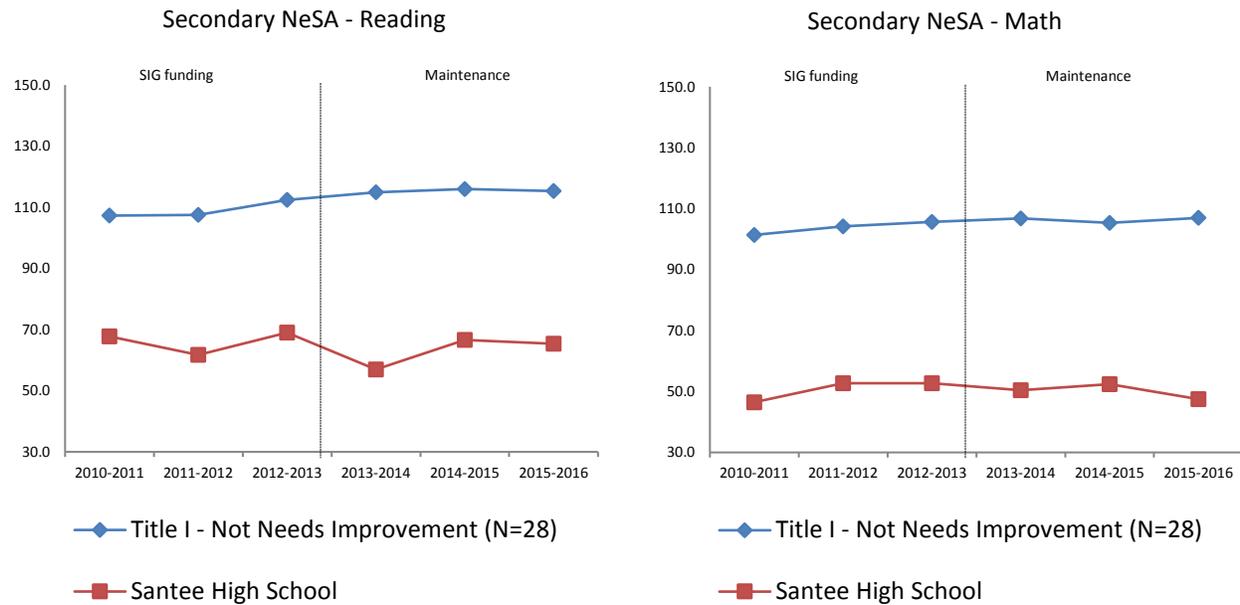


Table 8. SIG Cohort 1 Secondary (NeSA-Reading) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Not Needs Improvement (N=29)	107.3	107.6	112.4	114.9	116.0	115.3
Santee High School	67.7	61.7	69.0	57.0	66.7	65.4

Table 9. SIG Cohort 1 Secondary (NeSA-Math) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Not Needs Improvement (N=29)	101.4	104.2	105.7	106.9	105.3	107.0
Santee High School	46.5	52.7	52.7	50.5	52.4	47.5

SIG COHORT 2

As part of Nebraska SIG **Cohort 2**, 2 elementary schools, 1 middle school, and 1 high school representing 3 districts received funds prior to the beginning of the 2011-2012 school year. All of these schools were defined by NDE as Tier I Schools. *Stapleton Elementary School* Located in Stapleton, NE, a small rural community located in the Sandhills of Nebraska. The elementary school serves 116 students, where the student body is drawn primarily from Logan county although there is a significant number of option students from Lincoln county. *Walthill Public Schools* received funds to support Walthill Elementary and Walthill High School. Located in a village in Thurston County, Nebraska, within the Omaha Reservation. The student population is 99% Native American and 85% students meet the poverty guidelines for free and reduced lunch. *Madison Middle School* Located in the community of Madison, Nebraska. The community of nearly 2400 people is situated in Northeast Nebraska. Madison Middle School serves a high proportion of Hispanic students.

Table 10. **Student Race/Ethnicity** Counts for Cohort 2 SIG Schools.

School Name	HI	AI/AN	AS	BL/AA	NH/PI	WH	2+
Madison Middle	90	1	0	0	0	35	1
Stapleton Elementary	4	1	0	0	0	111	0
Walthill Elementary	0	193	0	2	0	10	0
Walthill High	0	107	1	2	0	0	1

Note: HI = Hispanic, AI/AN = American Indian or Alaskan Native, AS = Asian, BL/AA = Black or African American, NH/PI = Native Hawaiian or Pacific Islander, WH = White, 2+ = Two or more races.

Table 11. **School Characteristics** for Cohort 2 SIG Schools.

School Name	Grade Range	%FRL	%ELL	%Mobility	Membership	%Teachers with Master's	Avg. Years Experience
Madison Middle	6-8	62.2	*	17.0	127	31.6	13.7
Stapleton Elementary	PK-6	31.0	*	*	116	8.3	14.0
Walthill Elementary	PK-6	91.2	11.4	36.4	205	43.5	13.6
Walthill High	7-12	89.2	26.1	43.2	111	55.6	14.7

SIG Cohort 2 Elementary Schools

Stapleton Elementary great growth in reading and math scores over the SIG funding period but then declined slightly during the maintenance phase. Walthill Elementary showed consistent gains in reading scores but failed to close the gap with the comparison schools.

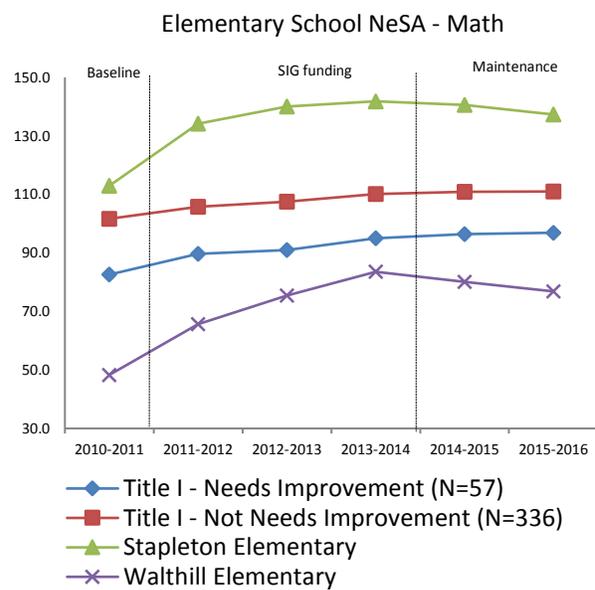
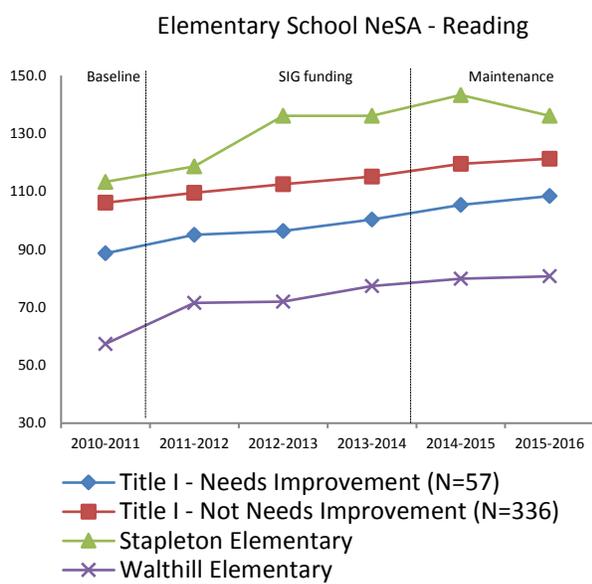


Table 12. SIG Cohort 2 Elementary (**NeSA-Reading**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=57)	88.6	95.0	96.4	100.3	105.3	108.4
Title I - Not Needs Improvement (N=336)	106.1	109.6	112.5	115.2	119.6	121.3
Stapleton Elementary	113.3	118.7	136.1	136.1	143.3	136.1
Walthill Elementary	57.4	71.6	72.0	77.3	79.9	80.7

Table 13. SIG Cohort 2 Elementary (**NeSA-Math**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=57)	82.6	89.6	90.9	95.0	96.4	96.9
Title I - Not Needs Improvement (N=336)	101.7	105.8	107.5	110.2	110.9	111.0
Stapleton Elementary	113.0	134.2	140.1	141.8	140.6	137.3
Walthill Elementary	48.3	65.6	75.5	83.6	80.1	76.9

SIG Cohort 2 Middle Schools

Reading and Math scores fell slightly for Madison Middle School over the funding period but showed slight increases during the maintenance phase. Overall performance is similar to the comparison groups.

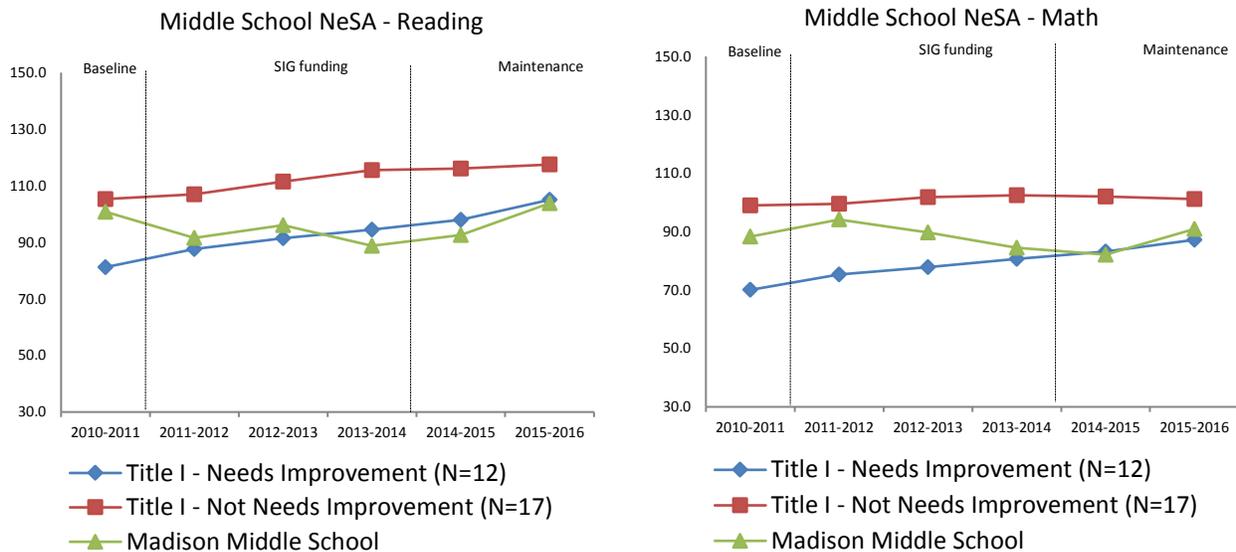


Table 14. SIG Cohort 2 Middle School (**NeSA-Reading**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=12)	81.2	87.7	91.5	94.5	98.0	105.0
Title I - Not Needs Improvement (N=17)	105.3	107.0	111.5	115.5	116.1	117.5
Madison Middle School	100.7	91.6	96.1	88.8	92.6	103.8

Table 15. SIG Cohort 2 Middle School (**NeSA-Math**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=12)	70.1	75.3	77.9	80.6	83.1	87.2
Title I - Not Needs Improvement (N=17)	99.0	99.5	101.8	102.5	102.0	101.1
Madison Middle School	88.2	94.1	89.8	84.5	82.1	90.9

SIG Cohort 2 Secondary Schools

Although Walthill High School showed some growth in reading and math over the available data years, their overall performance was still well below the comparison group. Graduation rates for Walthill have varied considerably over the years but may be due to their relatively low Membership numbers.

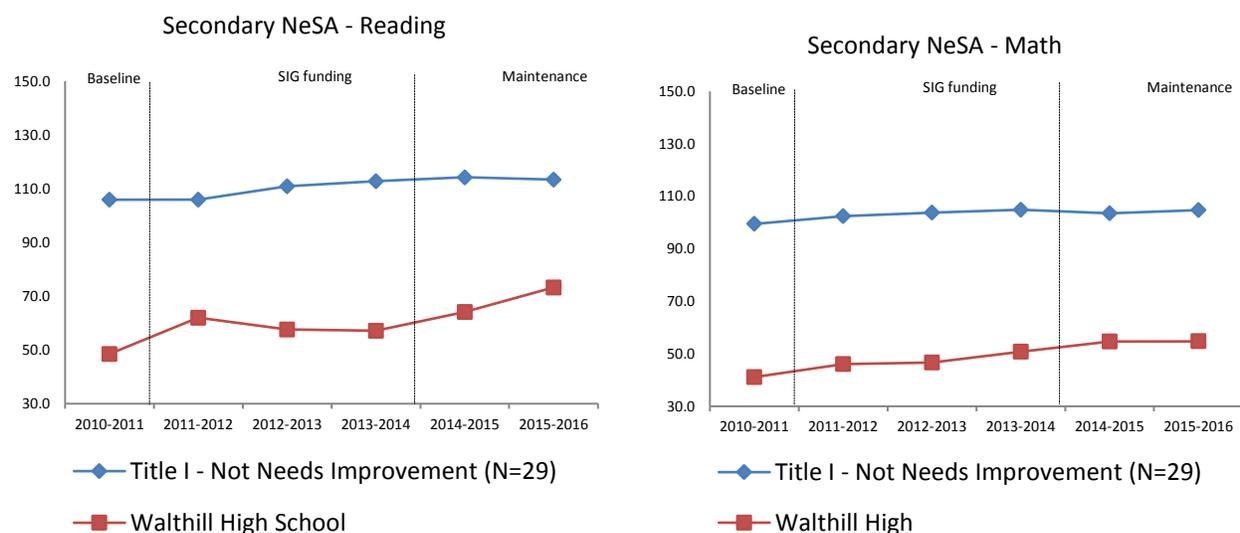


Table 16. SIG Cohort 2 Secondary (**NeSA-Reading**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Not Needs Improvement (N=29)	105.9	106.0	110.9	112.9	114.3	113.4
Walthill High School	48.5	62.0	57.6	57.2	64.1	73.3

Table 17. SIG Cohort 2 Secondary (**NeSA-Math**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Not Needs Improvement (N=29)	99.5	102.4	103.8	104.9	103.5	104.8
Walthill High School	41.1	46.1	46.7	50.8	54.7	54.7

Table 18. **Cohort Four-Year Graduation Rates.**

	2012	2013	2014	2015	2015	2016
Walthill High School	.77	.79	.75	.58	.58	.89

Note: The Cohort Four-Year Graduation Rate is calculated by dividing the number of students in a cohort who graduate with a regular high school diploma in four years or less by the number of students in the Graduation Cohort, including students who graduate in the summer of the Expected Graduation Year

SIG COHORT 3

As part of Nebraska SIG **Cohort 3**, a single district received funds prior to the beginning of the 2012-2013 school year to support their elementary, middle and high school. All of these schools were defined by NDE as Tier I Schools.. *Umo N Ho N Nation Public Schools*, known as Omaha Nation Public Schools is a PK-12 system serving a student population of approximately 500. Approximately 99% of the students are Native American with the majority being Omaha Tribal Members. Omaha Nation Public Schools is located on the Omaha Reservation in Macy, NE.

Table 19. Student Race/Ethnicity Counts for Cohort 3 SIG Schools.

School Name	HI	AI/AN	AS	BL/AA	NH/PI	WH	2+
Umo N Ho N Nation Elem	2	370	0	0	0	3	0
Umo N Ho N Nation Middle	0	51	0	0	0	0	2
Umo N Ho N Nation High	5	78	0	0	0	0	0

Note: HI = Hispanic, AI/AN = American Indian or Alaskan Native, AS = Asian, BL/AA = Black or African American, NH/PI = Native Hawaiian or Pacific Islander, WH = White, 2+ = Two or more races.

Table 20. School Characteristics for Cohort 3 SIG Schools.

School Name	Grade Range	%FRL	%ELL	%Mobility	Membership	% Teachers with Master's	% Avg Years Experience
Umo N Ho N Nation Elem	PK-6	94.4	*	24.7	375	25.0	12.4
Umo N Ho N Nation Middle	7-8	84.9	*	37.7	53	26.7	14.3
Umo N Ho N Nation High	9-12	86.8	*	71.1	83	29.4	15.2

SIG Cohort 3 Elementary Schools

Umo N Ho Elementary showed some growth in both reading and math but overall achievement was well below the comparison groups.

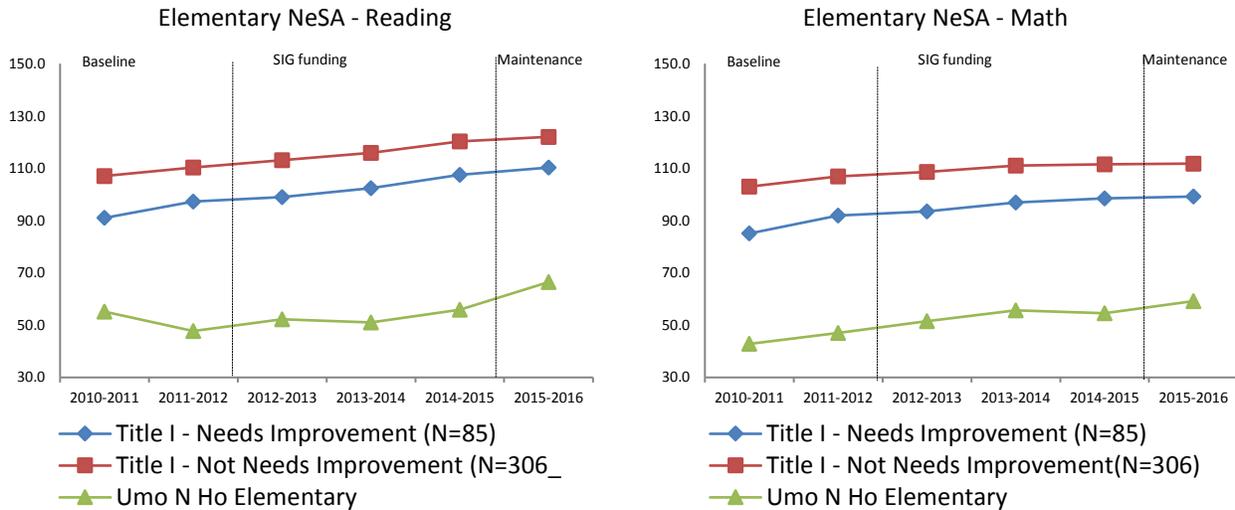


Table 21. SIG Cohort 3 Elementary (**NeSA-Reading**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=85)	91.0	97.3	98.9	102.4	107.5	110.3
Title I - Not Needs Improvement (N=306)	107.0	110.3	113.1	115.9	120.2	122.0
Umo N Ho Elementary	55.1	47.7	52.2	51.1	55.9	66.5

Table 22. SIG Cohort 3 Elementary (**NeSA-Math**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=85)	85.0	91.9	93.4	97.0	98.4	99.2
Title I - Not Needs Improvement (N=306)	103.0	106.8	108.6	111.0	111.5	111.8
Umo N Ho Elementary	42.8	47.0	51.6	55.6	54.5	59.2

SIG Cohort 3 Middle Schools

Umo N Ho Middle School also showed some improvement in reading and math but not enough to close the achievement gaps with the comparison schools.

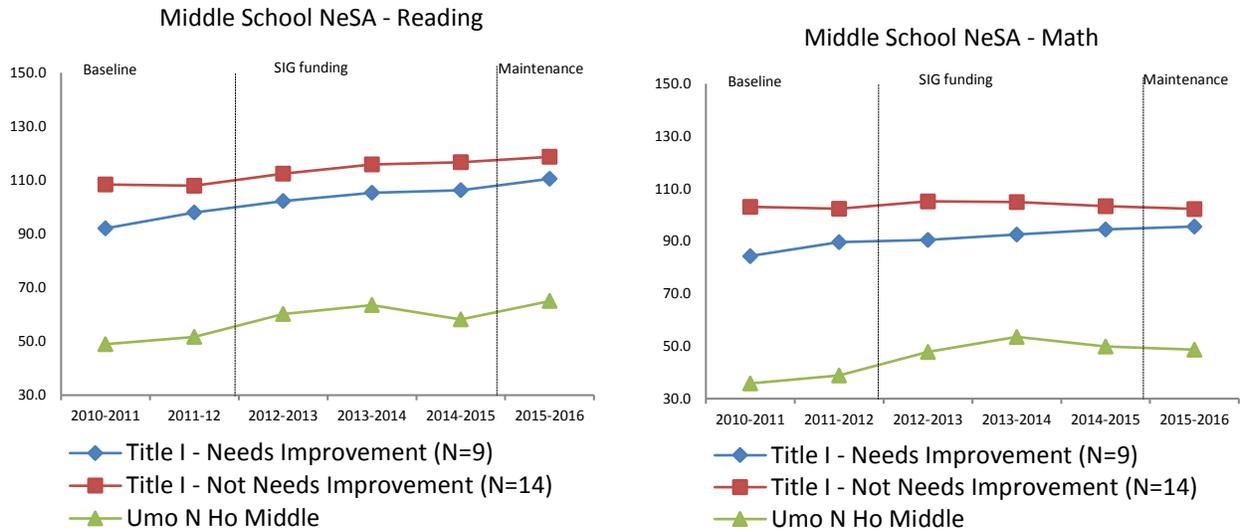


Table 23. SIG Cohort 3 Middle School (**NeSA-Reading**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=9)	92.1	97.9	102.2	105.3	106.2	110.5
Title I - Not Needs Improvement (N=14)	108.4	108.0	112.4	115.9	116.7	118.7
Umo N Ho Middle	49.0	51.7	60.3	63.5	58.2	65.0

Table 24. SIG Cohort 3 Middle School (**NeSA-Math**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=9)	84.4	89.6	90.5	92.6	94.5	95.6
Title I - Not Needs Improvement (N=14)	103.1	102.4	105.2	105.0	103.3	102.3
Umo N Ho Middle	35.8	38.8	47.8	53.6	49.9	48.7

SIG Cohort 3 High Schools

The reading scores for Umo N Ho High school have been highly variable from year to year. After a low scale score average of 25.9 in 2011-2012, scores rose to 67.9 in 2012-2013. A rise in math scores was also seen in 2015-2016.

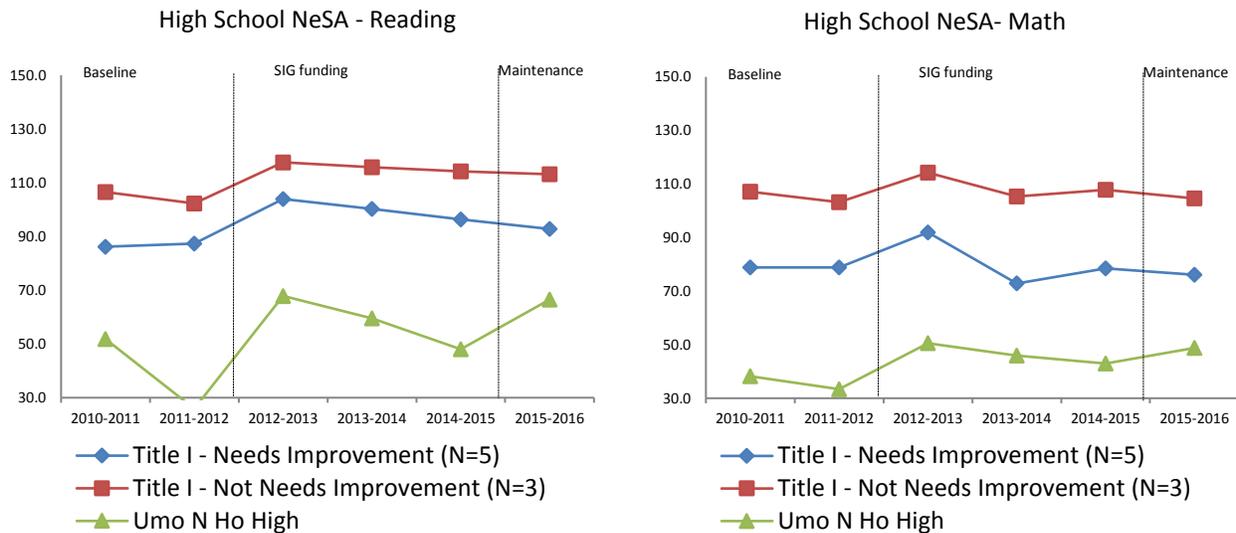


Table 25. SIG Cohort 3 High School (NeSA-Reading) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=5)	86.2	87.4	104.0	100.3	96.4	92.9
Title I - Not Needs Improvement (N=3)	106.6	102.3	117.6	115.8	114.3	113.1
Umo N Ho High	51.8	25.9	67.9	59.5	48.1	66.5

Table 26. SIG Cohort 3 High School (NeSA-Math) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=5)	78.8	78.8	91.9	72.8	78.5	76.1
Title I - Not Needs Improvement (N=3)	107.2	103.2	114.2	105.3	107.9	104.7
Umo N Ho High	38.2	33.4	50.5	45.9	43.0	48.8

Table 27. Cohort Four-Year Graduation Rates.

	2012	2013	2014	2015	2015	2016
Umo N Ho High	.49	.48	.52	.60	.60	.60

Note: The Cohort Four-Year Graduation Rate is calculated by dividing the number of students in a cohort who graduate with a regular high school diploma in four years or less by the number of students in the Graduation Cohort, including students who graduate in the summer of the Expected Graduation Year.

SIG COHORT 4

As part of Nebraska SIG Cohort 4, 2 elementary schools representing 2 district received funds prior to the beginning of the 2013-2014 school year. Shelton Elementary was defined as a Tier I school while Winnebago Elementary was defined as a Tier III school. *Shelton Elementary School* located in south central Nebraska and serves students PK-6. About 49% of the students participate in the free/reduced lunch program and has the benefit of small class sizes. *Winnebago Elementary School* K-8 school located in northeastern Nebraska. The K-8 Membership averages 370 elementary students. The student population is 99% American Indian. The majority of the students are members of the Winnebago Tribe of Nebraska.

Table 28. **Student Race/Ethnicity** for Cohort 4 SIG Schools.

School Name	HI	AI/AN	AS	BL/AA	NH/PI	WH	2+
Shelton Elementary	31	1	0	5	0	115	0
Winnebago Elementary	28	364	0	0	1	4	19

Note: HI = Hispanic, AI/AN = American Indian or Alaskan Native, AS = Asian, BL/AA = Black or African American, NH/PI = Native Hawaiian or Pacific Islander, WH = White, 2+ = Two or more races.

Table 29. **School Characteristics** for Cohort 4 SIG Schools.

School Name	Grade Range	%FRL	%ELL	%Mobility	Membership	%Teachers with Master's	Avg. Years Experience
Shelton Elementary	PK-6	48.7	6.7	17.5	152	12.5	10.6
Winnebago Elementary	PK-8	86.5	*	18.2	416	46.7	11.2

SIG Cohort 4 Elementary Schools

Reading and math scores for Shelton Elementary are consistent with the comparison groups. The scores for Winnebago Elementary show some improvement but still fall below the average scores for the comparison schools.

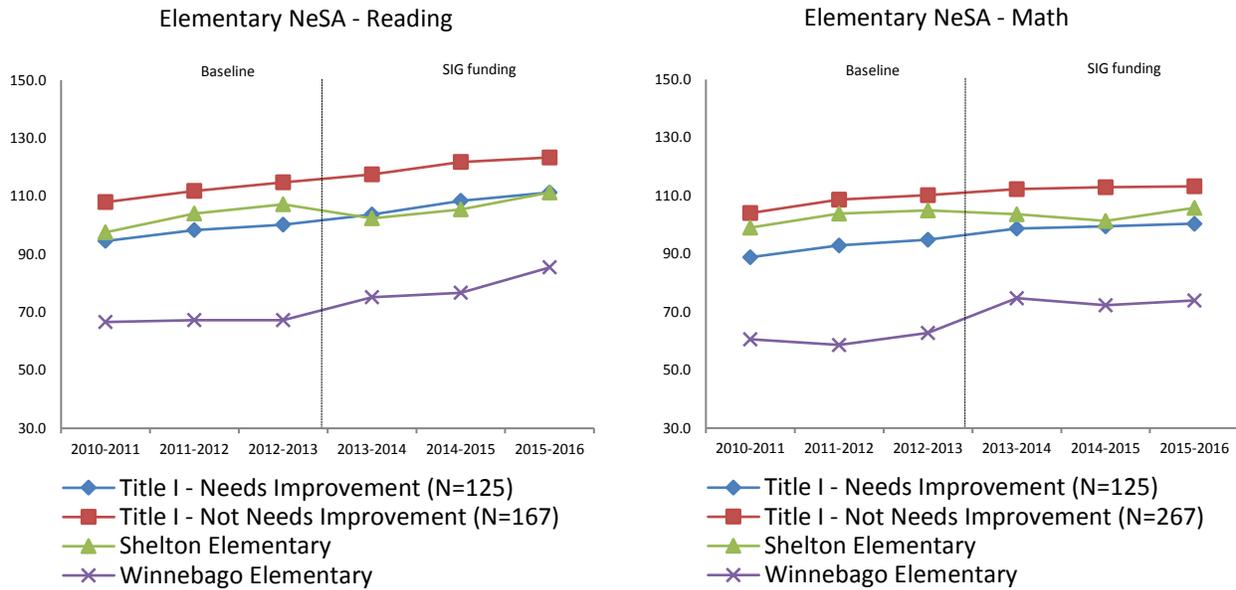


Table 30. SIG Cohort 4 Elementary (**NeSA-Reading**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=125)	94.6	98.3	100.2	103.7	108.5	111.3
Title I - Not Needs Improvement (N=167)	108.0	111.8	114.7	117.5	121.8	123.4
Shelton Elementary	97.6	104.0	107.3	102.4	105.5	111.3
Winnebago Elementary	66.6	67.2	67.3	75.2	76.7	85.4

Table 31. SIG Cohort 4 Elementary (**NeSA-Math**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=125)	88.8	92.9	94.8	98.7	99.4	100.4
Title I - Not Needs Improvement (N=267)	104.0	108.7	110.2	112.3	113.0	113.2
Shelton Elementary	99.0	103.8	104.9	103.6	101.4	105.8
Winnebago Elementary	60.6	58.6	62.8	74.7	72.3	73.9

SIG COHORT 5

As part of Nebraska SIG **Cohort 5**, an elementary, middle and high school from 3 separate districts received funds prior to the beginning of the 2014-2015 school year. Schuyler Middle School was defined as a Tier I school while Madison High School and Westbrook Elementary School were defined as Tier III schools. *Madison High School* Located in the community of Madison, Nebraska. The community of nearly 2400 people is situated in Northeast Nebraska. Madison High School serves a high proportion of Hispanic students. *Schuyler Middle School* Houses students in grade 6 -8 and currently serves approximately 350 students. Nearly 80% of the students are Hispanic, close to 18% are Caucasian and the rest are split between Native Americans and African Americans. About 81% of the students at Schuyler Middle School qualify for free or reduced price lunch. It is served by a Title 1 Schoolwide Plan. *Westbrook Elementary School* A K-6 elementary school in Westside Community Schools. Westbrook has about 40 percent of students qualifying for free and reduced lunch, which qualifies it as a Title I school. They have a Boy's and Girl's Club on-site for student afterschool programming.

Table 32. Student Race/Ethnicity Counts for Cohort 5 SIG Schools.

School Name	HI	AI/AN	AS	BL/AA	NH/PI	WH	2+
Madison High	124	2	0	0	0	51	1
Schuyler Middle	298	10	0	7	0	39	1
Westbrook Elementary	48	5	21	90	0	304	41

Note: HI = Hispanic, AI/AN = American Indian or Alaskan Native, AS = Asian, BL/AA = Black or African American, NH/PI = Native Hawaiian or Pacific Islander, WH = White, 2+ = Two or more races.

Table 33. School Characteristics for Cohort 5 SIG Schools.

School Name	Grade Range	%FRL	%ELL	%Mobility	Membership	% Teachers with Master's	Avg. Years Experience
Madison High	9-12	61.8	*	8.3	178	30.0	11.7
Schuyler Middle	6-8	84.8	10.7	8.2	355	34.4	14.6
Westbrook Elementary	PK-6	52.3	3.6	13.2	509	69.2	10.8

SIG Cohort 5 Elementary Schools

The reading and math scores for Westbrook elementary are consistent with those for the comparison groups, however, a slight drop in scores was observed in 2013-2014.

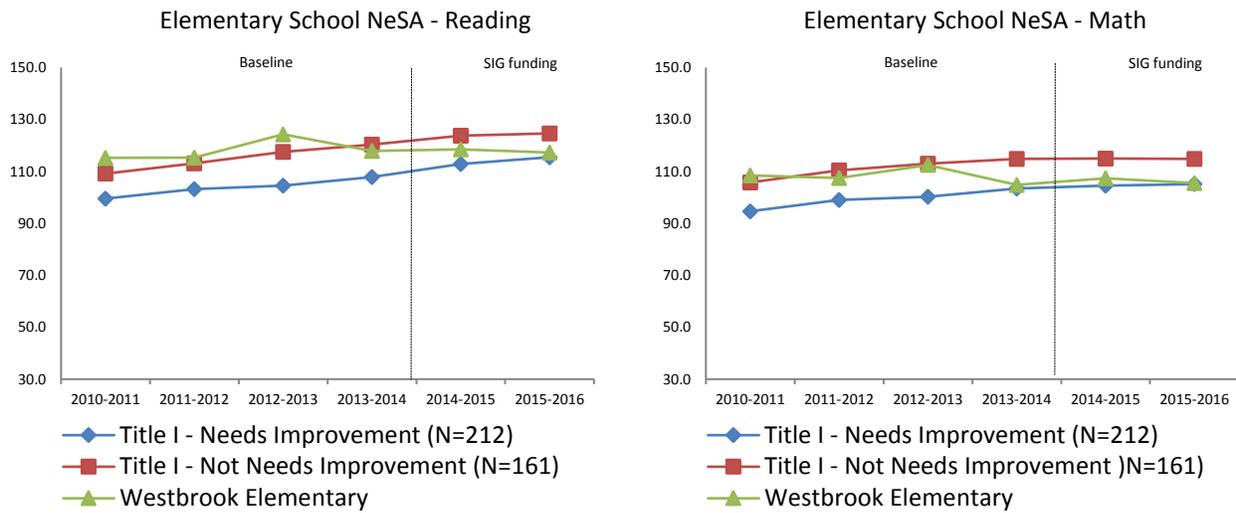


Table 34. SIG Cohort 5 Elementary (**NeSA-Reading**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=212)	99.5	103.2	104.6	107.9	112.8	115.5
Title I - Not Needs Improvement (N=161)	109.1	113.1	117.5	120.3	123.8	124.7
Westbrook Elementary	115.2	115.3	124.3	117.8	118.5	117.3

Table 35. SIG Cohort 5 Elementary (**NeSA-Math**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=212)	94.7	99.0	100.2	103.5	104.5	105.1
Title I - Not Needs Improvement (N=161)	105.8	110.4	112.9	114.8	115.0	114.8
Westbrook Elementary	108.5	107.5	112.5	104.8	107.4	105.5

SIG Cohort 5 Middle Schools

The reading and math scores for Schuyler Middle School show a slight trend upwards with overall performance similar to the comparison groups.

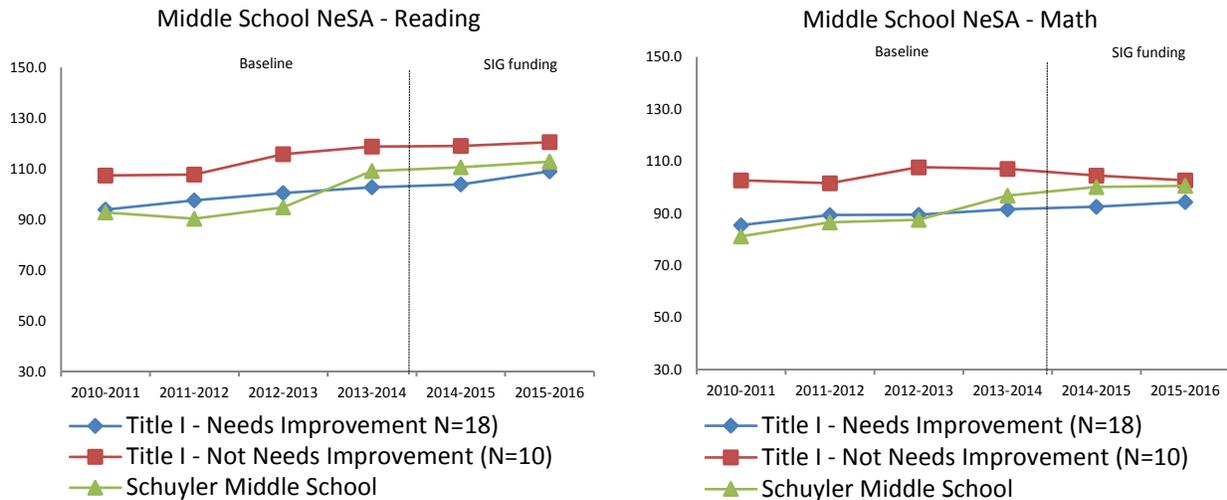


Table 36. SIG Cohort 5 Middle School (NeSA-Reading) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement N=18)	93.9	97.6	100.4	102.7	103.9	109.0
Title I - Not Needs Improvement (N=10)	107.4	107.7	115.7	118.7	119.1	120.5
Schuyler Middle School	92.8	90.3	94.7	109.2	110.6	112.8

Table 37. SIG Cohort 5 Middle School (NeSA-Math) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=18)	85.4	89.3	89.4	91.5	92.5	94.3
Title I - Not Needs Improvement (N=10)	102.7	101.5	107.7	107.0	104.4	102.7
Schuyler Middle School	81.2	86.5	87.6	96.8	100.1	100.5

SIG Cohort 5 High Schools

The reading scores for Madison High School remained relatively stable with the exception of 2012-2013 when they scored above both comparison groups. Madison's math scores have also remained stable over time with overall performance similar to the Title I – Not Needs Improvement comparison group. A decrease in math scores was observed in 2013-2014 but rebounded in the following year, corresponding with the first year of SIG funding.

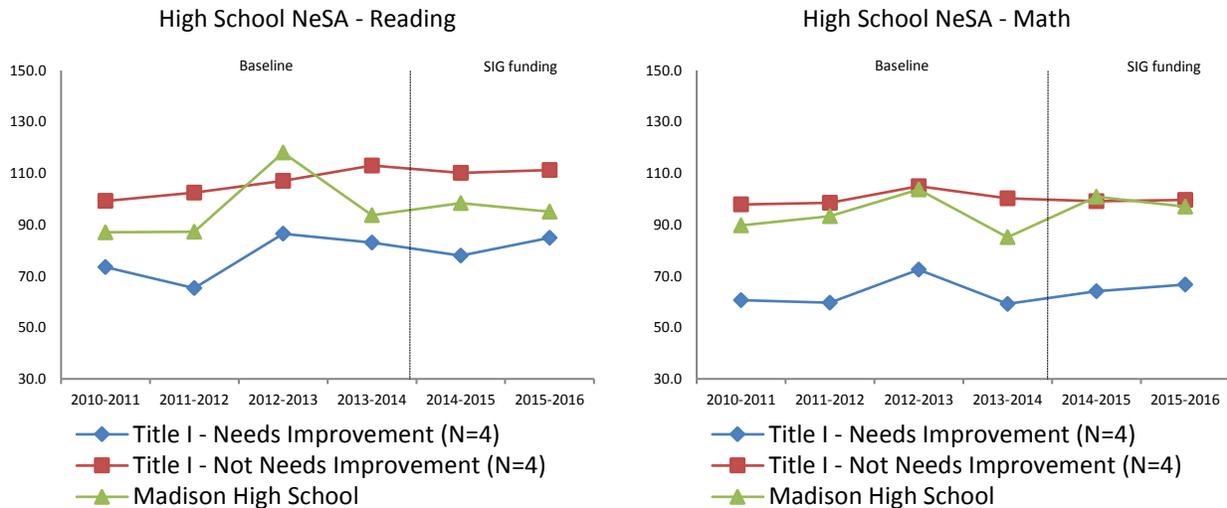


Table 38. SIG Cohort 5 High School (NeSA-Reading) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=4)	73.5	65.3	86.5	83.1	78.0	84.9
Title I - Not Needs Improvement (N=4)	99.2	102.5	107.1	113.0	110.2	111.2
Madison High School	87.1	87.3	118.1	93.6	98.4	95.0

Table 39. SIG Cohort 5 High School (NeSA-Math) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=4)	60.7	59.7	72.5	59.2	64.2	66.7
Title I - Not Needs Improvement (N=4)	97.9	98.6	105.0	100.3	99.2	99.7
Madison High School	89.7	93.4	103.7	85.1	100.9	97.0

Table 40. Cohort Four-Year Graduation Rates

	2012	2013	2014	2015	2015	2016
Madison High School	.79	.84	.91	.91	.91	.93

Note: The Cohort Four-Year Graduation Rate is calculated by dividing the number of students in a cohort who graduate with a regular high school diploma in four years or less by the number of students in the Graduation Cohort, including students who graduate in the summer of the Expected Graduation Year.

SIG COHORT 6

As part of Nebraska SIG Cohort 6, an elementary and a high school from separate districts received funds prior to the beginning of the 2015-2016 school year. Lincoln High School was defined as a Tier II school while Wakonda Elementary School was defined as a Tier I school. *Lincoln High School* The oldest high school in Lincoln, tracing its history to 1871. It serves grades 9-12 and has a diverse student body of approximately 1600. Over 35% of the students live in other attendance areas and choose to attend Lincoln High School. *Wakonda Elementary School* A part of the Omaha Public School District and serves a diverse population of students PK-6. Nearly 90% of the students participate in the free/reduced lunch program. Wakonda gets its name from a Native American word which refers to the “Great Spirit.”

Table 41. **Student Race/Ethnicity** Counts for Cohort 6 SIG Schools.

School Name	HI	AI/AN	AS	BL/AA	NH/PI	WH	2+
Wakonda Elementary	37	6	25	251	1	49	21
Lincoln High School	371	33	200	233	1	840	161

Note: HI = Hispanic, AI/AN = American Indian or Alaskan Native, AS = Asian, BL/AA = Black or African American, NH/PI = Native Hawaiian or Pacific Islander, WH = White, 2+ = Two or more races.

Table 42. **School Characteristics** for Cohort 6 SIG Schools.

School Name	Grade Range	%FRL	%ELL	%Mobility	Membership	%Teachers with Master’s	Avg. Years Experience
Wakonda Elementary	PK-6	94.1	7.5	NA	390	NA	NA
Lincoln High	9-12	56.3	10.8	NA	1839	NA	NA

SIG Cohort 6 Elementary Schools

The reading and math scores for Wakonda elementary show a trend of improvement consistent with the trend observed in the comparison groups, however overall performance is below them.

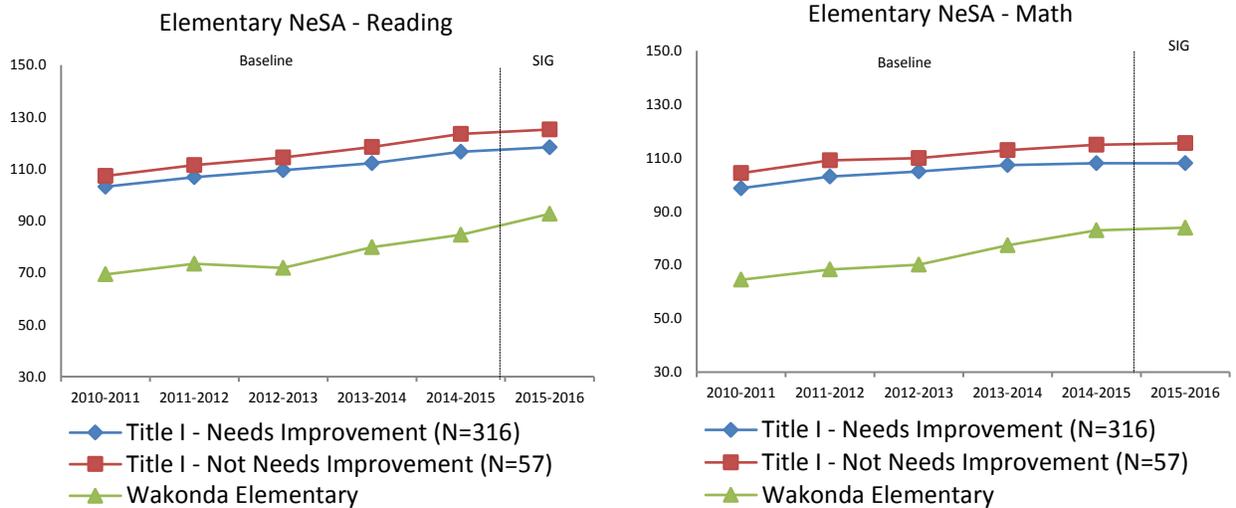


Table 43. SIG Cohort 6 Elementary (**NeSA-Reading**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=316)	103.2	106.8	109.5	112.2	116.6	118.3
Title I - Not Needs Improvement (N=57)	107.3	111.5	114.4	118.5	123.5	125.2
Wakonda Elementary	69.4	73.5	71.9	79.9	84.6	92.7

Table 44. SIG Cohort 6 Elementary (**NeSA-Math**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=316)	98.7	103.0	104.9	107.3	108.0	108.0
Title I - Not Needs Improvement (N=57)	104.3	109.0	109.9	112.9	114.9	115.5
Wakonda Elementary	64.5	68.3	70.1	77.3	82.9	83.9

SIG Cohort 6 High Schools

Reading and math scores for Lincoln High School have remained relatively stable over time and display similar trends to the comparison schools. The graduation rate for 2016 was 72%, up from 64% for the previous two years.

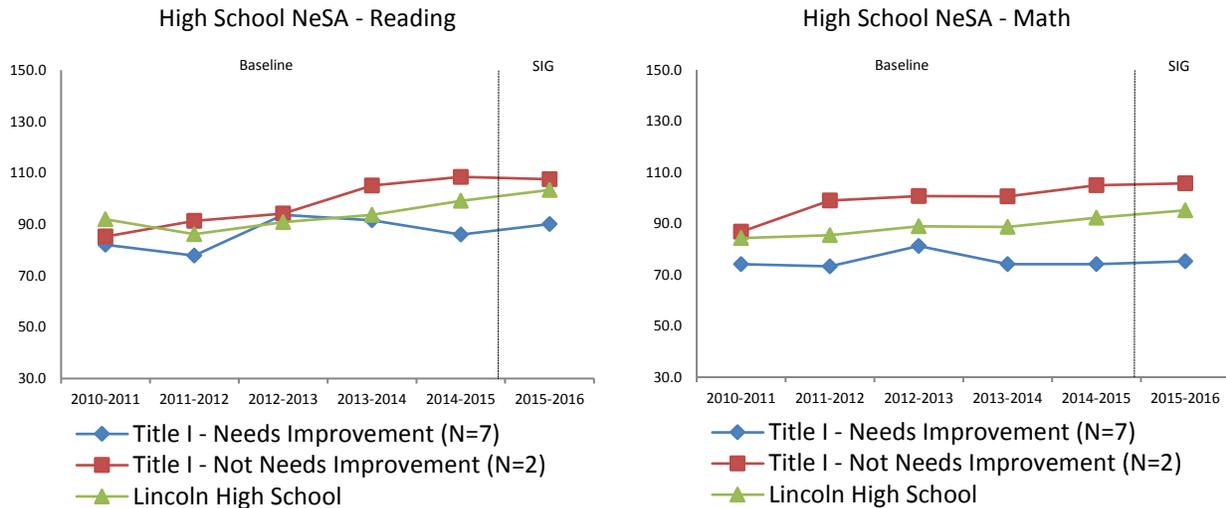


Table 45. SIG Cohort 6 High School (NeSA-Reading) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=7)	82.1	77.8	93.7	91.6	86.0	90.1
Title I - Not Needs Improvement (N=2)	85.2	91.3	94.2	105.1	108.5	107.6
Lincoln High School	91.9	86.2	90.9	93.7	99.1	103.4

Table 46. SIG Cohort 6 High School (NeSA-Math) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=7)	74.2	73.3	81.2	74.1	74.1	75.3
Title I - Not Needs Improvement (N=2)	86.8	99.0	100.8	100.6	105.0	105.7
Lincoln High School	84.3	85.5	88.9	88.6	92.2	95.2

Table 47. 4-Year Cohort Graduation Rates.

	2012	2013	2014	2015	2015	2016
Lincoln High School	.69	.69	.67	.64	.64	.72

Note: The Cohort Four-Year Graduation Rate is calculated by dividing the number of students in a cohort who graduate with a regular high school diploma in four years or less by the number of students in the Graduation Cohort, including students who graduate in the summer of the Expected Graduation Year.

SIG COHORT 7

*Note: The following Cohort 7 schools were funded in previous cohorts also, please refer to the graphs and information on the preceding pages: Madison Middle School, Umo N Ho Elementary, and Walthill Elementary.

As part of Nebraska SIG **Cohort 7**, one new elementary and one new high school from separate districts received funds prior to the beginning of the 2016-2017 school year. *Schuyler Central High School* receives students from three attendance centers, one in the community of Schuyler and two in rural Colfax County. Schuyler continues to see increases in the proportion of Latino students it serves. *Paddock Road Elementary*, part of Westside Community Schools, serves approximately 280 students in grades K-6.

Table 48. **Student Race/Ethnicity** Counts for Cohort 7 SIG Schools.

School Name	HI	AI/AN	AS	BL/AA	NH/PI	WH	2+
Paddock Elementary	26	2	1	20	0	211	23
Schuyler Central High	406	5	0	14	0	75	1

Note: HI = Hispanic, AI/AN = American Indian or Alaskan Native, AS = Asian, BL/AA = Black or African American, NH/PI = Native Hawaiian or Pacific Islander, WH = White, 2+ = Two or more races.

Table 49. **School Characteristics** for Cohort 7 SIG Schools.

School Name	Grade Range	%FRL	%ELL	%Mobility	Membership	%Teachers with Master's	Avg. Years Experience
Paddock Elementary	PK-6	38.5	*	9.2	283	NA	NA
Schuyler Central High	9-12	80.2	19.8	14.2	501	NA	NA

SIG Cohort 7 Elementary Schools

The reading and math scores for Paddock elementary show similar baseline trends to the two comparison groups. An increase in math scores was seen in 2015-2016, up to 126.8 from 110.3 in the previous year.

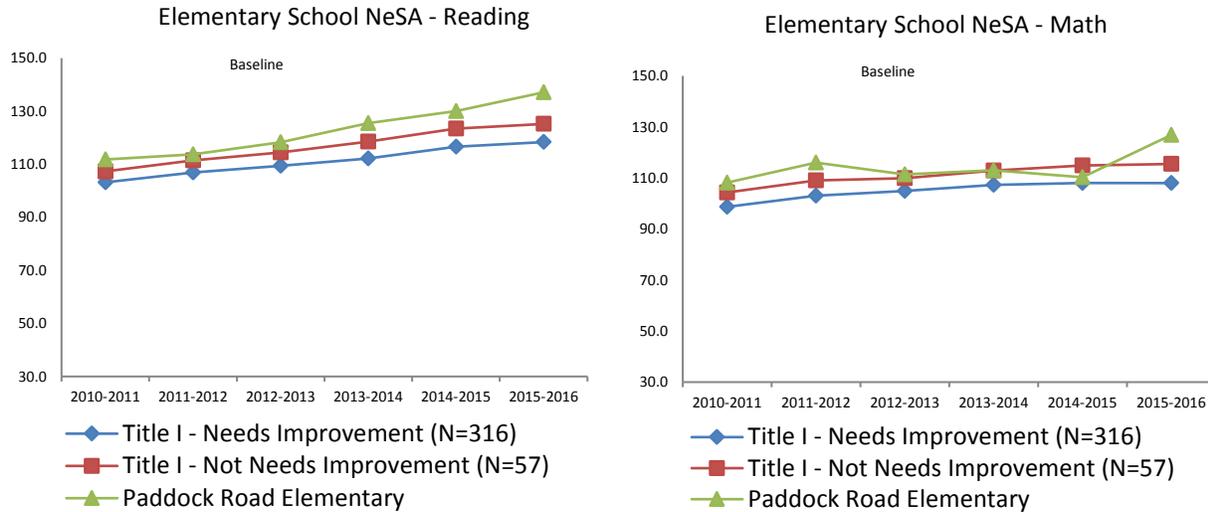


Table 50. SIG Cohort 7 Elementary (**NeSA-Reading**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=316)	103.2	106.8	109.5	112.2	116.6	118.3
Title I - Not Needs Improvement (N=57)	107.3	111.5	114.4	118.5	123.5	125.2
Paddock Road Elementary	111.8	113.8	118.3	125.5	130.0	137.1

Table 51. SIG Cohort 7 Elementary (**NeSA-Math**) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=316)	98.7	103.0	104.9	107.3	108.0	108.0
Title I - Not Needs Improvement (N=57)	104.3	109.0	109.9	112.9	114.9	115.5
Paddock Road Elementary	108.2	116.0	111.4	113.0	110.3	126.8

SIG Cohort 7 High Schools

Reading and math scores for Schuyler Central High School are similar to those for the comparison schools but do not show a discernable trend of improvement.

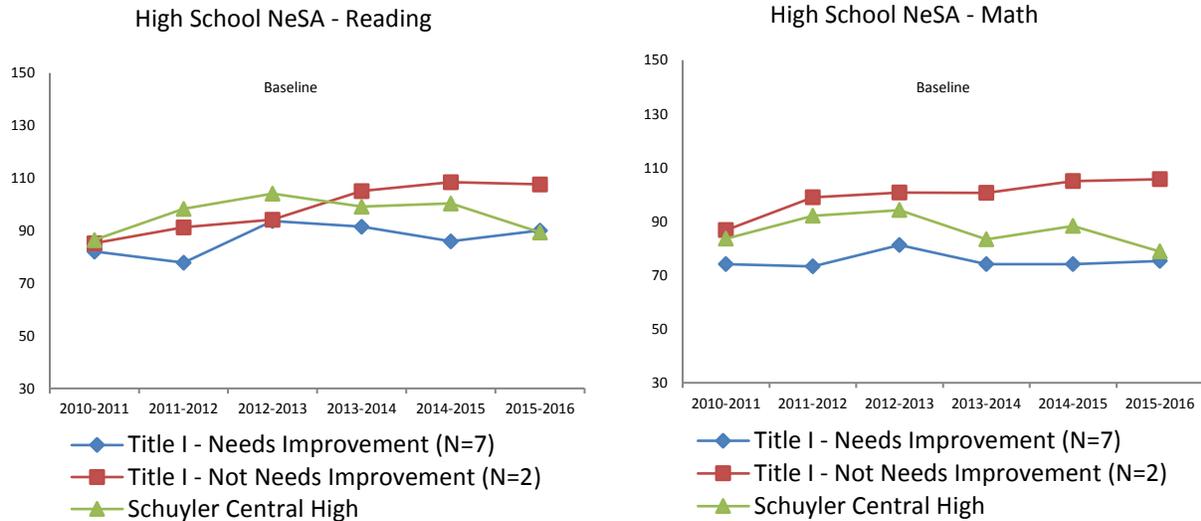


Table 52. SIG Cohort 7 High School (NeSA-Reading) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=7)	82.1	77.8	93.7	91.6	86.0	90.1
Title I - Not Needs Improvement (N=2)	85.2	91.3	94.2	105.1	108.5	107.6
Schuyler Central High	86.5	98.3	104.1	99.2	100.4	89.4

Table 53. SIG Cohort 6 High School (NeSA-Math) Average Scale Scores.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Title I - Needs Improvement (N=7)	74.2	73.3	81.2	74.1	74.1	75.3
Title I - Not Needs Improvement (N=2)	86.8	99.0	100.8	100.6	105.0	105.7
Schuyler Central High	83.6	92.1	94.2	83.4	88.3	78.8

Table 54. 4-Year Cohort Graduation Rates.

	2012	2013	2014	2015	2015	2016
Schuyler Central High	.90	.80	.82	.92	.92	.83

Note: The Cohort Four-Year Graduation Rate is calculated by dividing the number of students in a cohort who graduate with a regular high school diploma in four years or less by the number of students in the Graduation Cohort, including students who graduate in the summer of the Expected Graduation Year.

References

Redding, S., Dunn, L., & McCauley, C. (2015). *School Improvement Grants: Guidance and tools for the 2015 amended regulations: Maximizing the optional planning/pre-implementation year*. San Francisco: WestEd.