COLORADO
Department of Education

Evaluation of the Connect for Success (CFS) Grant

Cohorts 1-4

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Introduction

In 2014, the Colorado Department of Education (CDE) conducted a study of five high achieving elementary schools identified based on their overall performance, as well as the performance of their historically underserved populations, specifically English learners, students with disabilities, students experiencing poverty, and students of minority racial and ethnic groups. School and district leadership, personnel, families, and students participated in surveys, focus groups, and interviews to help identify the factors contributing to the schools' success. The High Achieving Schools (HAS) study report, available on the CDE Federal Programs Unit webpage for Program Evaluation (http://www.cde.state.co.us/fedprograms/dper/evalrpts), summarizes the study purpose and methods, overall findings highlighting effective strategies common among the five schools in the 2014 study, and effective strategies unique within each school.

In 2018, CDE added four new high achieving schools to the study: a rural elementary school, a middle school, a high school, and an alternative education campus[1] (AEC). The schools were identified as high achieving schools based on criteria that varied for each type of school. The rural elementary school was identified based on high overall performance on the school performance frameworks (SPFs). The middle and high schools were also identified based on high overall performance, in addition to high academic achievement and growth for the same targeted student groups from the first study. The alternative education campus was identified based on high graduation rates. The same methodology was used to identify practices contributing to the success of the newly identified schools. Although three of the four schools were secondary schools, many of the same trends were noted across the second round of HAS.

The HAS study findings were used to develop the Connect for Success (CFS) grant, which enables grantees to connect with and learn from the HAS and to implement the practices and strategies aligned with those noted in HAS.

Connect for Success Program Design

The CFS grant is comprised of three key components: (1) An external review process focused on eight standards and indicators (common factors of success); (2) an implementation plan development process and progress monitoring of implementation facilitated by coaches; and (3) a collaborative networking process focused on research-based practices identified in the HAS study. Each CFS cohort participates in the grant for 2.5 years, with an initial planning year (the first half year) which includes a diagnostic review of the schools' current practices in comparison to practices in HAS, opportunities to connect with and visit the HAS campuses, and development of an implementation plan that aligns with the school's diagnostic report and the lessons learned from connecting with the HAS. Each year of funding after the first year is contingent upon implementing grant requirements.

[1] Schools may be designated as Alternative Education Campuses (AECs) if at least 90% of students meet criteria that classify them as high-risk, if they serve students who have severe limitations precluding appropriate administration of state assessments, or if they serve students who attend on a part-time basis, coming from other public schools. High-risk students include those students meeting one of more of the following criteria: juvenile delinquent, dropped out of school, expelled from school, history of drug or alcohol use, history of street gang involvement, history of child abuse or neglect, has a parent or guardian in prison, has an IEP, family history of domestic violence, repeated school suspensions, parent or pregnant woman, migrant child, homeless child, history of a serious psychiatric or behavioral disorder, or is over traditional school age for his or her grade level and lacks adequate credit hours. Additional information regarding AECs can be found on the CDE Accountability and Data Analysis Unit's webpage for State Accountability – Alternative Education Campuses (www.cde.state.co.us/accountability/stateaccountabilityaecs).

Schools Participating in the CFS Grant

To date, six cohorts of schools (*N* = 66) have been awarded the CFS grant. In January 2016, the first cohort of CFS was awarded based on the eligibility criteria of having earned a School Performance Framework (SPF) rating of Priority Improvement or Turnaround, based on the most recent SPFs. Twenty elementary schools participated in the first cohort, completing the grant in June 2018. A second cohort was awarded in January 2017, based on the same eligibility criteria, initially consisting of eight schools. Cohort 2 schools completed grant activities in June 2019.

Beginning with the third cohort, schools identified for Comprehensive Support (CS) or Targeted Support (TS) and Improvement under the Every Student Succeeds Act (ESSA), as well as schools on Performance Watch (those with an SPF rating of Priority Improvement or Turnaround), were eligible to apply for CFS. Thirteen schools (ten elementary, one middle, one K-8, and one K-12) began participation in the third cohort in January 2018. Although these schools were initially expected to complete the grant in June 2020, participation was extended through 2020-21 because of school closures resulting from COVID-19. Eleven additional schools (six elementary, one K-8, three one 6-12, and three high) began participation in the fourth cohort in January 2019 and are expected to complete grant activities in June 2021. This report describes the progress of first four cohorts (*N* = 52) and the performance of the schools that completed the program (*N* = 47).

Evaluation Methodology

Program Reach: CFS Schools Included in Analyses

The purpose of this evaluation is to determine the impact of CFS on improving student and school performance. Therefore, only schools that were still open in the 2019-20 school year (corresponding to the most recent year of data utilized) and that fully implemented the grant are included in the first series of analyses. The second set of analyses are presented for the third and fourth cohorts to show preliminary trends during their initial implementation of the grant.

Twenty schools were funded as part of Cohort 1, but one school closed prior to their final year of funding and one school closed following the completion of the CFS grant. As a result, the two closed schools are excluded, and the remaining open schools (*N* = 18) are included in this evaluation. Eight schools were funded in Cohort 2, but one school terminated participation in the grant after year 2. That school is excluded, and the remaining open schools (*N* = 7) are included in this evaluation. Thirteen schools were funded as part of Cohort 3, but one school closed and participation in the grant for one school was terminated after year 2. Therefore, those schools are excluded, and the remaining open schools (*N* = 11) are included in this evaluation. All eleven schools (*N* = 11) funded as part of Cohort 4 are included in this evaluation.

High-Progress Schools

In addition to looking at the performance of all Cohort 1 through Cohort 4 schools, a subset of Cohort 1 and Cohort 2 schools were categorized as high-progress CFS schools based on the consistent progress they made across the years of the grant on several relevant indicators. The purpose of categorizing schools as high-progress is to determine the focus areas, activities, and strategies that have contributed to the success of these schools through future qualitative studies, consisting of in-depth reviews of the grant funded activities, program monitoring reports, and follow-up interviews with school leaders.

For each school, CDE evaluated the change (from baseline to the end of grant[2]) in School Performance Framework (SPF) ratings, SPF total percentage points earned, SPF achievement indicator percentage points earned, and SPF growth indicator percentage points earned. CDE also evaluated the change in mean scale scores on the English language arts (ELA), math, and science assessments, as well as the change in median growth percentiles on the ELA and math assessments. Schools were assigned points based on whether they demonstrated an increase, decrease, or no change for each indicator.

Based on the total points assigned, schools earning at least 75% points were identified as having made high progress in relevant outcomes. CDE then excluded any schools currently identified for support and improvement under ESSA, as well as any schools demonstrating a decrease on any of the following indicators: SPF rating, SPF total percentage points earned, and ELA and math mean scale scores. The resulting eight schools (four in Cohort 1 and four in Cohort 2) were categorized as high-progress schools.

Comparison Groups

In order to conduct quasi-experimental studies of the impact of the program, this evaluation includes statewide and cohort-specific comparison group data. The Cohort 1 comparison group reflects all schools that were eligible to participate in the first cohort (i.e., they had earned a Priority Improvement or Turnaround SPF rating), excluding schools that participated in CFS or any other supports/services offered as part of Section 1003 of the Elementary and Secondary Education Act (ESEA) between the 2015-16 and 2018-19 school years. In addition, schools that are no longer open were excluded, resulting in nine schools in the Cohort 1 comparison group.

The same process was used for the Cohort 2 comparison group, with the exception that schools were excluded if they received any supports/services between the 2016-17 and 2018-19 school years, and schools were also excluded if they were part of the Cohort 1 comparison group. The Cohort 2 comparison group includes a total of 20 schools.

Comparison groups for CFS Cohort 3 and 4 schools will be identified in future analyses, once the cohorts have completed implementation of the grant.

Data Analyses

All data reported within this evaluation reflect accountability inclusion and exclusion rules. In addition to the exclusion of students without a valid assessment score, students who tested off-grade and students for whom grade level information is not consistent with the grade level information listed in the official directory are excluded. Home-schooled students and records with invalid district/school associations are also excluded. Furthermore, special exemptions apply to English learners who have been enrolled in a U.S. public school for less than one year at the time of the assessment.

Data for the CFS Cohort 1, 2, 3, and 4 schools, and the cohort-specific comparison groups, also reflect school-level accountability rules, which exclude students who were expelled during the assessment window and students who were not continuously enrolled from October Count through the testing window. For an in-depth explanation of the exclusion and exemptions rules used for accountability purposes, refer to the CDE Accountability Analytics Unit District and School Performance Framework Calculation Guidebook (http://www.cde.state.co.us/accountability/district-and-school-performance-framework-calculation-guidebook-2019).

[2] For Cohort 1 schools, CDE also evaluated change from baseline to current (2018-19) performance.

Years of Data

In order to compare current school performance with the performance of schools prior to the implementation of the CFS grant, a baseline (pre-grant) year, aligned across cohorts, was determined based on the first year of implementation. For example, for Cohort 1 (first funded in 2015-16), the baseline year corresponds to the 2014-15 school year. Because of the transition in state assessments in Spring 2015, however, assessment data for the 2014-15 school year is not included. As a result, 2015-16 assessment data was used as the baseline for both Cohorts 1 and 2 for the purposes of evaluating impact on mean scale scores and median growth percentiles. Because Cohort 1 schools were eligible for CFS based on their 2014 School Performance Framework rating, the 2014 SPF (based on 2013-14 data) was used as a baseline for Cohort 1 for the SPF analyses, whereas the 2016 SPF (based on 2015-16 data) was used as a baseline for Cohort 2. Whenever possible, a black vertical line is included on the figures within this report to denote the beginning of grant implementation for the respective cohort.

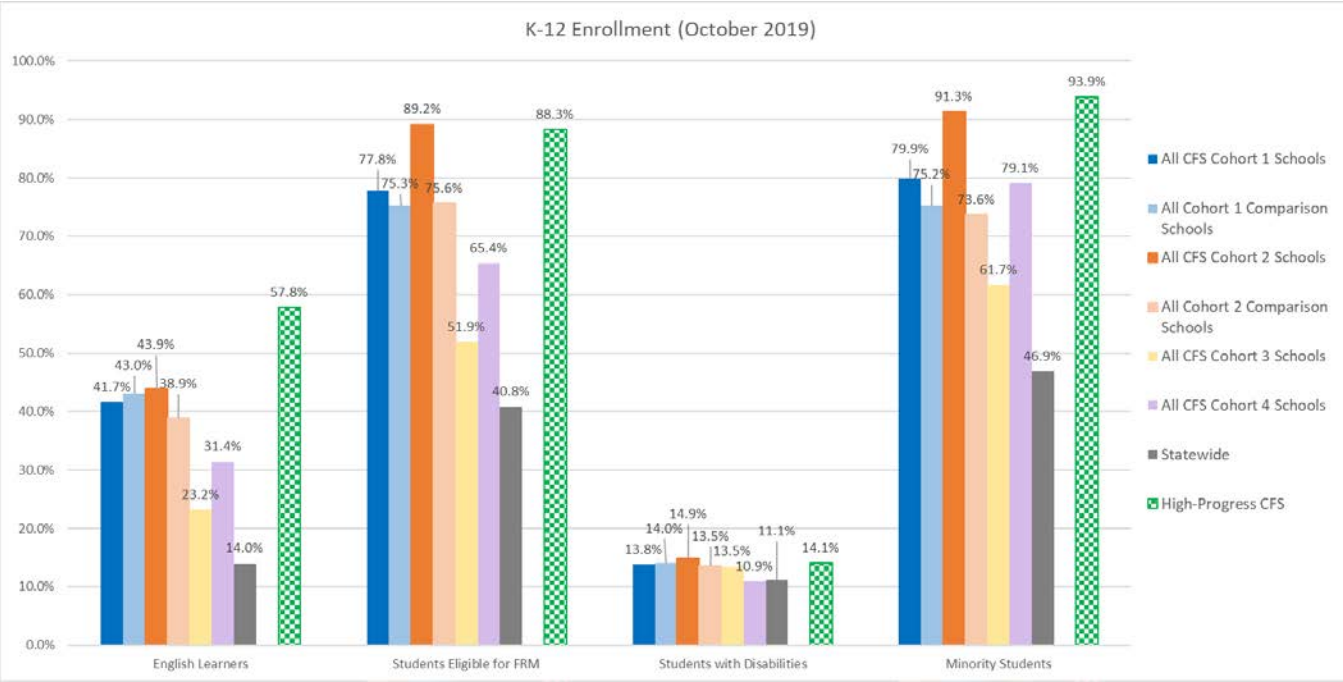
Results of CDE Study of CFS Impact

Descriptive Data on Participating and Comparison Schools

School Demographics

Based on demographic information from the 2019-20 school year, within Cohort 1 schools, 41.7% of all K-12 students were English learners, 77.8% were eligible for free/reduced meals, 13.8% were students with disabilities, and 79.9% were minority students (Figure 1). Cohort 1 comparison schools had a similar distribution of students (43.0%, 75.3%, 14.0%, and 75.2%, respectively). Cohort 2 schools had higher proportions of students within each group, with 43.9% English learners, 89.2% eligible for free/reduced meals, 14.9% students with disabilities, and 91.3% minority students. The percentages of students within the Cohort 2 comparison schools were slightly lower (38.9%, 75.6%, 13.5%, and 73.6%, respectively).

Figure 1. K-12 Enrollment Information for School Year 2019-20, by Student Group



Within Cohort 3 schools, 23.2% of all K-12 students were English learners, 51.9% were students eligible for free/reduced meals, 13.5% were students with disabilities, and 61.7% were minority students. Within Cohort 4 schools, 31.4% were English learners, 65.4% were students eligible for free/reduced meals, 10.9% were students with disabilities, and 79.1% were minority students.

Overall, statewide demographics reflect substantially lower percentages of students within each group. Only 14.0% of all K-12 students were English learners, 40.8% were eligible for free/reduced meals, 11.1% were students with disabilities, and 46.9% were minority students.

Figure 1 also includes demographic information for the high-progress schools. Overall, the high-progress schools were comprised of 57.8% English learners, 88.3% students eligible for free/reduced meals, 14.1% students with disabilities, and 93.9% minority students.

School Location

Cohort 1 schools are located within eight different districts, with most of the schools (83.3%, *N* = 15) residing within the Denver metro area. The remaining three schools (16.7%) are in rural districts located in outlying cities/towns. Cohort 2 schools are located within three different districts, with most of the schools (85.7%, *N* = 6) located in the Denver metro area. One school (14.3%) is in a rural district located in an outlying town.

Schools in the Cohort 1 comparison group are located within eight different districts, in the Denver metro area (55.6%, *N* = 5), urban-suburban areas (11.1%, *N* = 1), or outlying towns (33.3%, *N* = 3). Three schools (33.3%) are part of rural districts. Schools in the Cohort 2 comparison group are located within 12 districts, in the Denver metro area (50.0%, *N* = 10), urban-suburban areas (25.0%, *N* = 5), or outlying towns or remote areas (25.0%, *N* = 5). Four schools (20.0%) are part of rural districts and one school (5.0%) is part of a small rural district.

All eight (100%) of the high-progress CFS schools were located within the Denver metro area. Statewide, approximately 45.9% of schools are located in the Denver metro area, 24.7% in urban-suburban areas, and 28.9% in outlying cities, outlying towns, or remote areas. Approximately 27.2% of all schools statewide are in rural or small rural districts.

Cohort 3 schools are located within six different districts, with most of the schools (72.7%, *N* = 8) residing within the Denver metro area. The remaining three schools (27.3%) are in small rural districts located in remote areas. Cohort 4 schools are located within three different districts, with most of the schools (81.8%, *N* = 9) residing within the Denver metro area. The other two schools (18.2%) reside within urban-suburban areas.

Change in Overall School Performance Framework Ratings

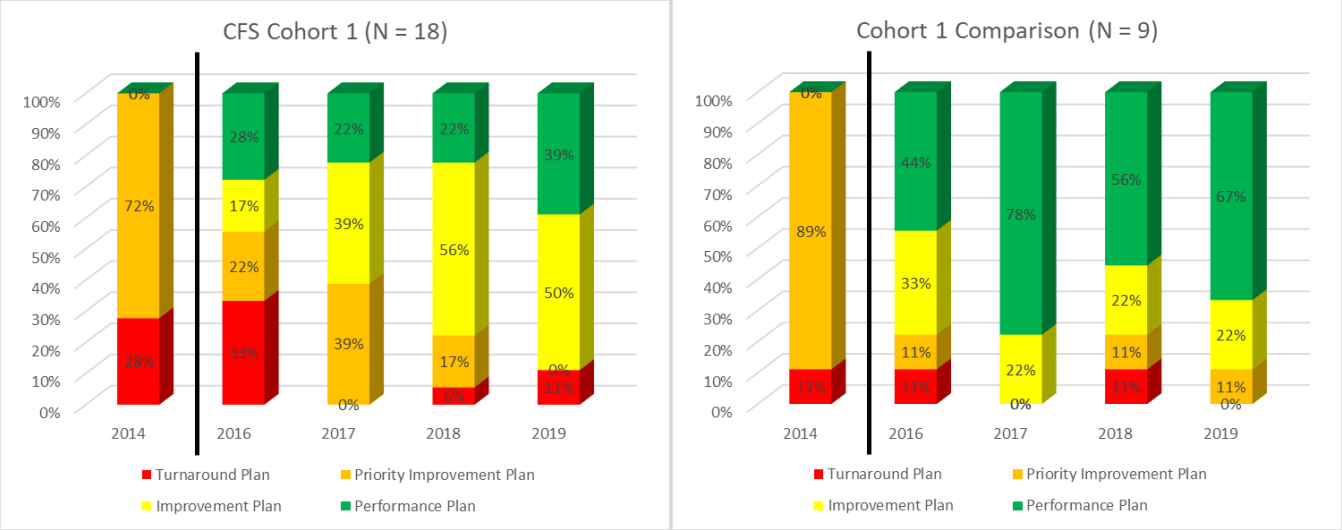
Colorado schools earn a rating of Turnaround (lowest), Priority Improvement, Improvement, or Performance (highest), on the School Performance Frameworks (SPFs), based on the total percentage points earned on three indicators: academic achievement, academic growth, and postsecondary and workforce readiness (high schools only). For more information about the SPFs, please visit the District and School Performance Frameworks webpage (http://www.cde.state.co.us/accountability/performanceframeworks).

Based on the eligibility criteria used for the first two cohorts, all Cohort 1 and 2 CFS schools, as well as all Cohort 1 and 2 comparison schools, had baseline SPF ratings of Priority Improvement or Turnaround.

Immediately following completion of the grant (end of 2017-18 school year), only 22.2% (*N* = 4) of the Cohort 1 CFS schools remained on Priority Improvement or Turnaround on the 2018 SPF. On the most recent (2019) frameworks, 88.9% of the Cohort 1 schools had improved to a rating of Improvement or Performance, and only 2 schools (11.1%) remained on a Turnaround plan type (Figure 2). Similarly, for the Cohort 1 comparison group, 22.2% of schools remained on Priority Improvement or Turnaround on the 2018 SPF and 11.1% remained on the 2019 SPF. Although similar distributions were observed for CFS Cohort 1 and the comparison group on the 2018 and 2019 frameworks, it is worth noting that 27.8% of CFS Cohort 1 schools had a baseline SPF rating of Turnaround (lowest possible rating), compared to only 11.1% of the Cohort 1 comparison schools.

All four of the High-Progress CFS schools in Cohort 1 earned an Improvement (25.0%) or Performance (75.0%) rating on the 2019 SPF.

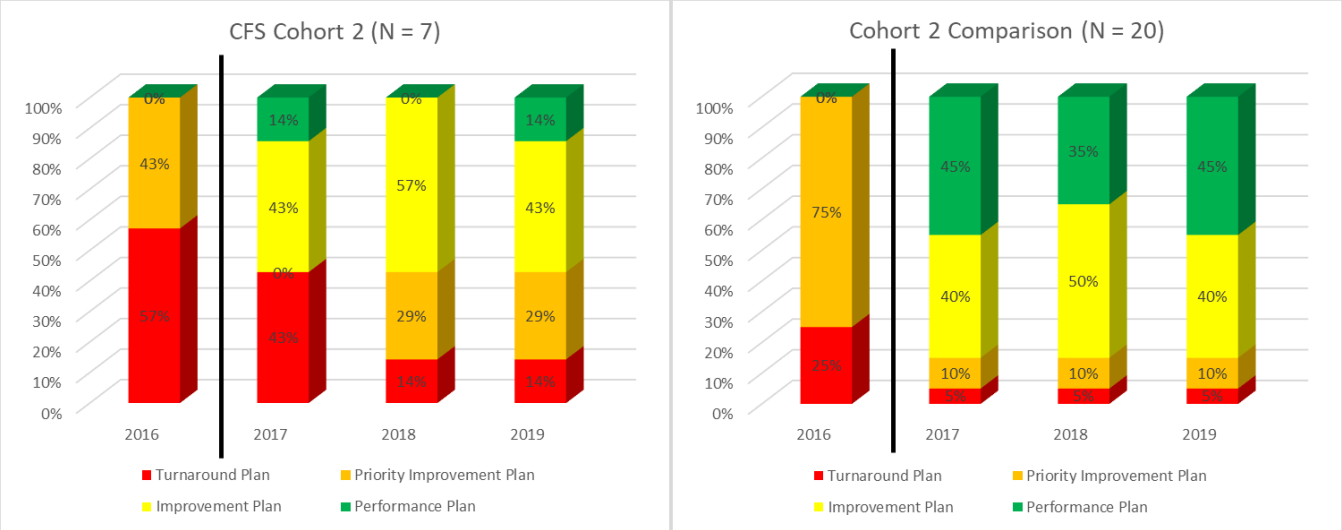
Figure 2. Distribution of SPF Ratings from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools



Immediately following completion of the grant (end of 2018-19 school year), only 42.9% (*N* = 3) of the Cohort 2 CFS schools remained on a Priority Improvement or Turnaround plan type on the 2019 SPF (Figure 3). For the Cohort 2 comparison group, 15.0% of schools remained on Priority Improvement or Turnaround on the 2019 SPF. Although fewer schools in the comparison group remained on Priority Improvement or Turnaround, it is again worth noting that more than half (57.1%) of CFS Cohort 2 schools had a baseline SPF rating of Turnaround, compared to only 25.0% of the Cohort 2 comparison schools. Only one CFS Cohort 2 school had a Turnaround plan type on the most recent SPF.

All four of the High-Progress CFS schools in Cohort 2 earned an Improvement (75.0%) or Performance (25.0%) rating on the 2019 SPF.

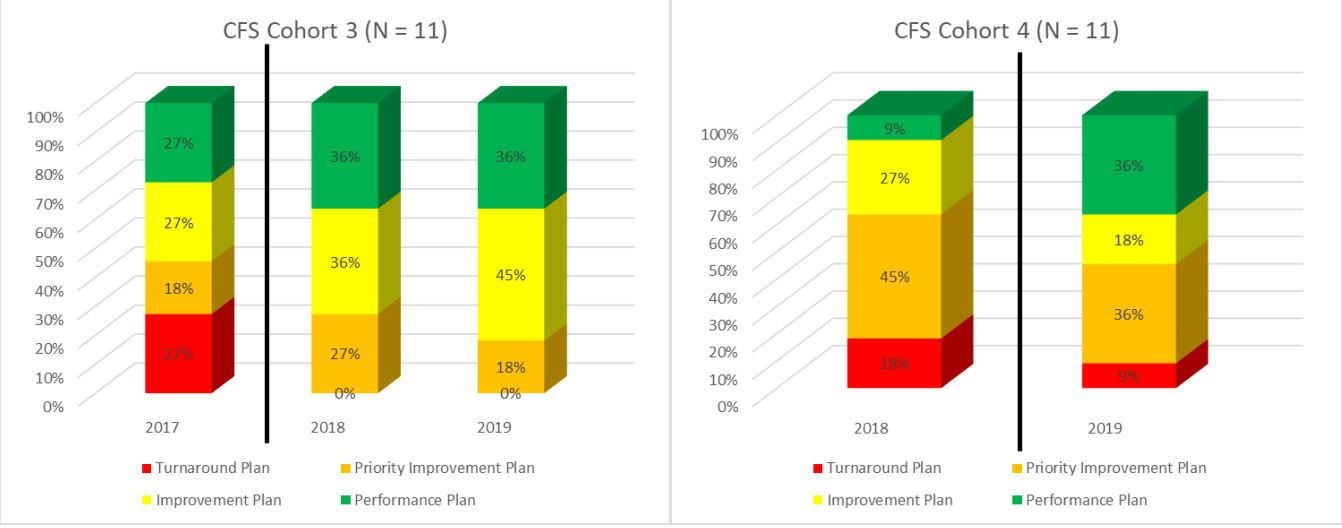
Figure 3. Distribution of SPF Ratings from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools



Although Cohort 3 and 4 schools were still participating in the CFS grant at the time the 2019 SPF ratings were assigned, preliminary data is presented for both cohorts below. As mentioned previously, beginning with the third cohort, schools identified for Comprehensive Support (CS) or Targeted Support (TS) and Improvement under the Every Student Succeeds Act (ESSA), as well as schools on Performance Watch (those with an SPF rating of Priority Improvement or Turnaround), were eligible to apply for CFS. Therefore, not all Cohort 3 and 4 schools had a baseline SPF rating of Turnaround or Priority Improvement.

Approximately 45.5% (*N* = 5) of the 11 Cohort 3 schools had baseline SPF ratings of Priority Improvement or Turnaround. After the second year of implementation, only 18.2% (*N* = 2) of the schools remained on a Priority Improvement or Turnaround plan type on the 2019 SPF (Figure 4). Of the 11 Cohort 4 schools, more than half (63.6%, *N* = 7) had baseline SPF ratings of Priority Improvement or Turnaround. After just the first year of implementation, 45.5% (*N* = 5) remained on a Priority Improvement or Turnaround play type on the 2019 SPF.

Figure 4. Distribution of SPF Ratings from Baseline to Current, Separately for CFS Cohort 3 and Cohort 4 Schools



Change in Mean Scale Scores

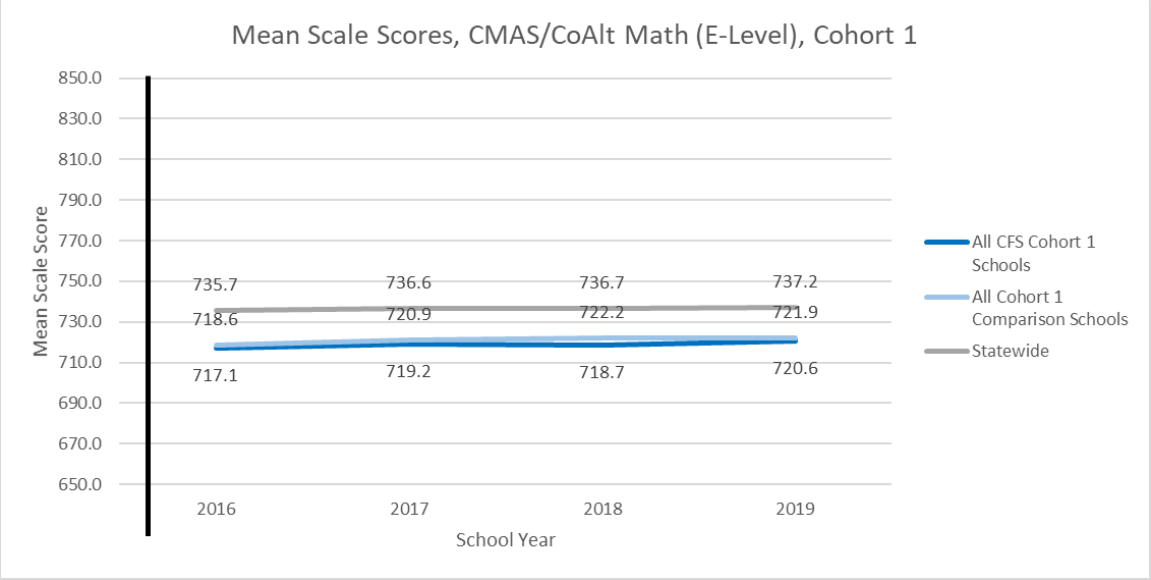
Students in grades 3 through 8 are administered the Colorado Measures of Academic Success (CMAS) assessments in mathematics and English language arts (ELA), and students in grade 11 are administered the SAT assessment in mathematics and evidence-based reading and writing. Students with significant cognitive disabilities are eligible to take the Colorado Alternate (CoAlt) assessments instead. Colorado uses mean scale scores (MSS), across the CMAS, SAT, and CoAlt assessments, to measure progress in academic achievement. CMAS scale scores range from 650 to 850, whereas SAT scale scores range from 200 to 800. For Cohort 1 and 2 schools, information in this section reflects mean scale scores at the elementary level only. For Cohort 3 and 4 schools, the information is reflective of the grade span(s) enrolled at the participating schools. For more information on the state assessments, please visit the CDE Assessment Unit webpage (www.cde.state.co.us/assessment).

This evaluation report currently reflects descriptive analyses only, but tests for statistical significance will be explored in future evaluations to better understand the impact of the CFS grant.

Overall Performance (All Students)

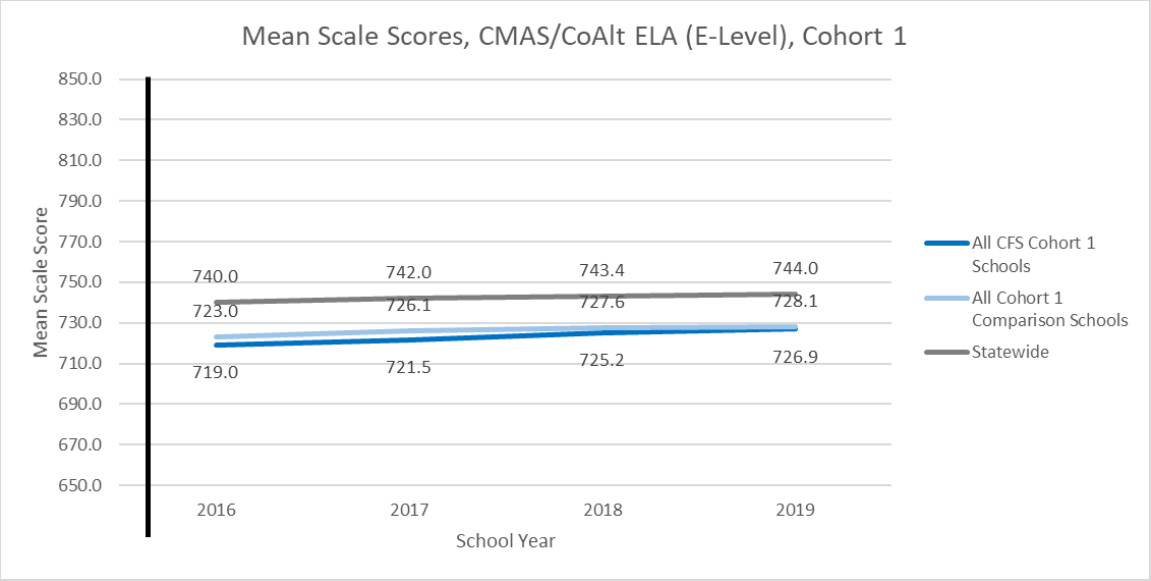
Cohort 1 schools had a mean scale score of 717.1 on the math assessment during their baseline year (2015-16). Mean scale scores increased to 718.7 during the final year of implementation (2017-18) and increased again to 720.6 during the most recent testing window (2018-19). Although these mean scale scores remain below the statewide average (Figure 5), Cohort 1 schools demonstrated greater improvement over time (increase of 3.5 points from baseline to 2018-19) than the Cohort 1 comparison group (increase of 3.3 points; 718.6 to 721.9) and the state as a whole (increase of 1.5 points; 735.7 to 737.2).

Figure 5. Mean Scale Scores from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS/CoAlt Math Assessment



Cohort 1 schools demonstrated even greater improvement on the ELA assessment (Figure 6), increasing 7.9 points from baseline (719.0) to 2018-19 (726.9), compared to only a 5.1-point increase from the Cohort 1 comparison group (723.0 to 728.1) and a 4.0-point increase statewide (740.0 to 744.0).

Figure 6. Mean Scale Scores from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS/CoAlt ELA Assessment



High-progress schools within Cohort 1 demonstrated even greater improvement, increasing 5.1 points on the math assessment (718.4 at baseline to 723.5 in 2018-19) and 12.2 points on the ELA assessment (714.8 at baseline to 727.0 in 2018-19). Figures 7 and 8 show the mean scale scores for the Cohort 1 high-progress schools, overlaid on the previous graphs.

Figure 7. Mean Scale Scores from Baseline to Current, for CFS Cohort 1 High-Progress Schools, on the CMAS/CoAlt Math Assessment

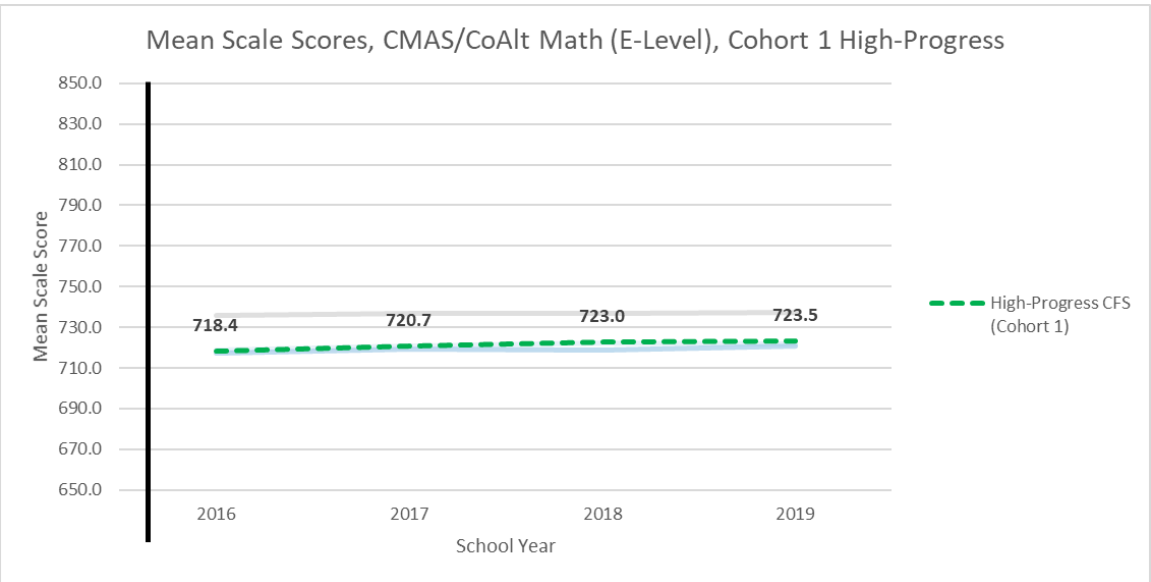
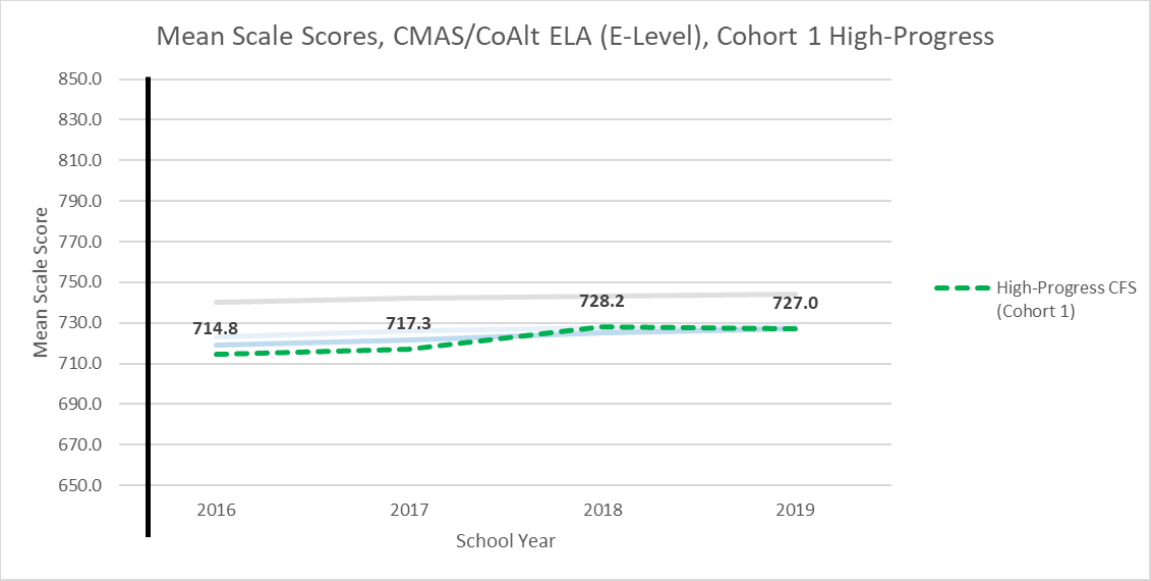
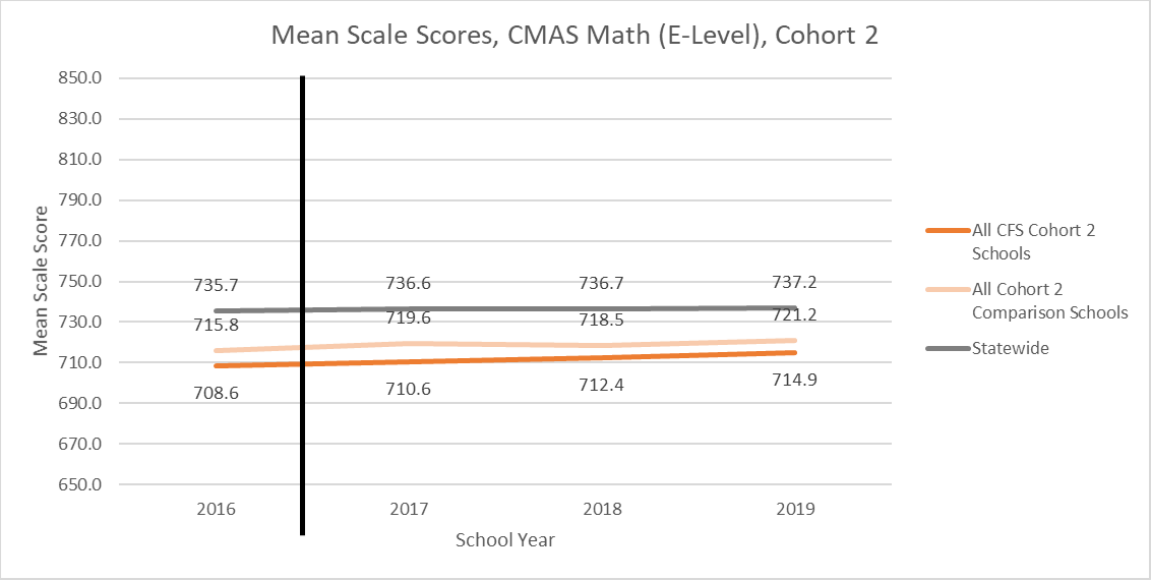


Figure 8. Mean Scale Scores from Baseline to Current, for CFS Cohort 1 High-Progress Schools, on the CMAS/CoAlt ELA Assessment



Cohort 2 schools had a mean scale score of 708.6 on the math assessment during their baseline year (2015-16). Mean scale scores increased to 714.9 during the final year of implementation (2018-19). Although these mean scale scores remain below the statewide average (Figure 9), Cohort 2 schools demonstrated greater improvement over time (increase of 6.3 points from baseline to 2018-19) than the Cohort 2 comparison group (increase of 5.4 points; 715.8 to 721.2) and the state as a whole (increase of 1.5 points).

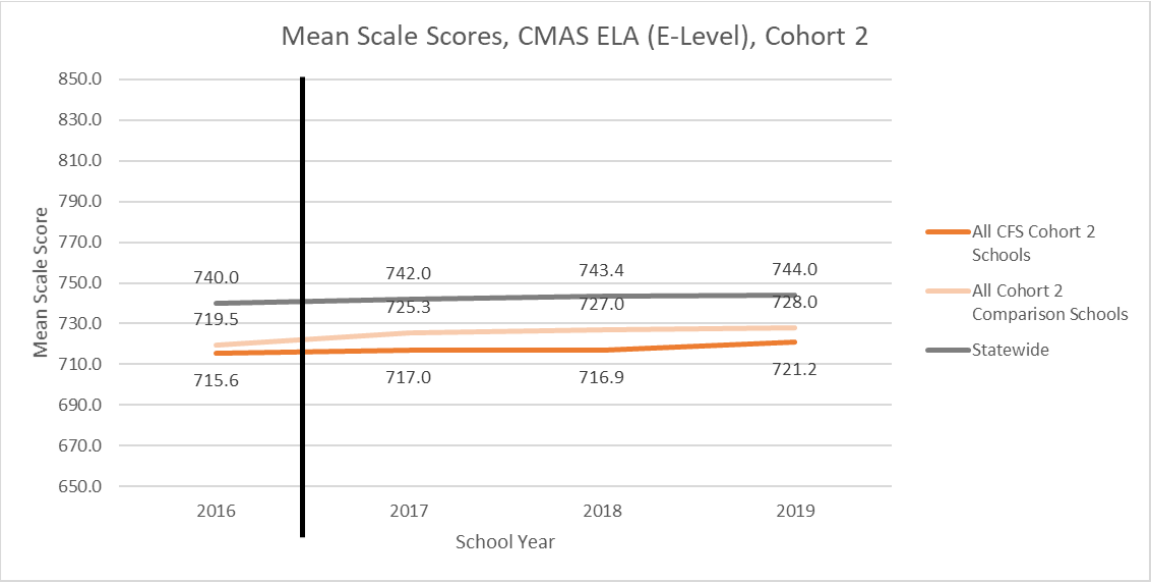
Figure 9. Mean Scale Scores from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS/CoAlt Math Assessment



Cohort 2 schools demonstrated smaller gains on the ELA assessment (Figure 10), increasing 5.6 points from baseline (715.6) to 2018-19 (721.2). Although these improvements are smaller than those demonstrated by the Cohort 2 comparison group (8.5-point increase; 719.5 to 728.0), they exceed the 4.0-point increase statewide.

Within Cohort 2, two schools demonstrated decreases in their mean scale scores, but the remaining five schools demonstrated increases, ranging from a 2.1-point increase to a 16.7-point increase at the school-level.

Figure 10. Mean Scale Scores from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS/CoAlt ELA Assessment



High-progress schools within Cohort 2 demonstrated even greater improvement, increasing 7.8 points on the math assessment (706.4 at baseline to 714.2 in 2018-19) and 8.3 points on the ELA assessment (713.0 at baseline to 721.3 in 2018-19). The Cohort 2 high-progress schools exceeded the improvements demonstrated by the Cohort 2 comparison group in math (7.8-point increase compared to 6.3) but displayed slightly lower improvements in ELA (8.3-point increase compare to 8.5). Figures 11 and 12 show the mean scale scores for the Cohort 2 high-progress schools, overlaid on the previous graphs.

Figure 11. Mean Scale Scores from Baseline to Current, for CFS Cohort 2 High-Progress Schools, on the CMAS/CoAlt Math Assessment

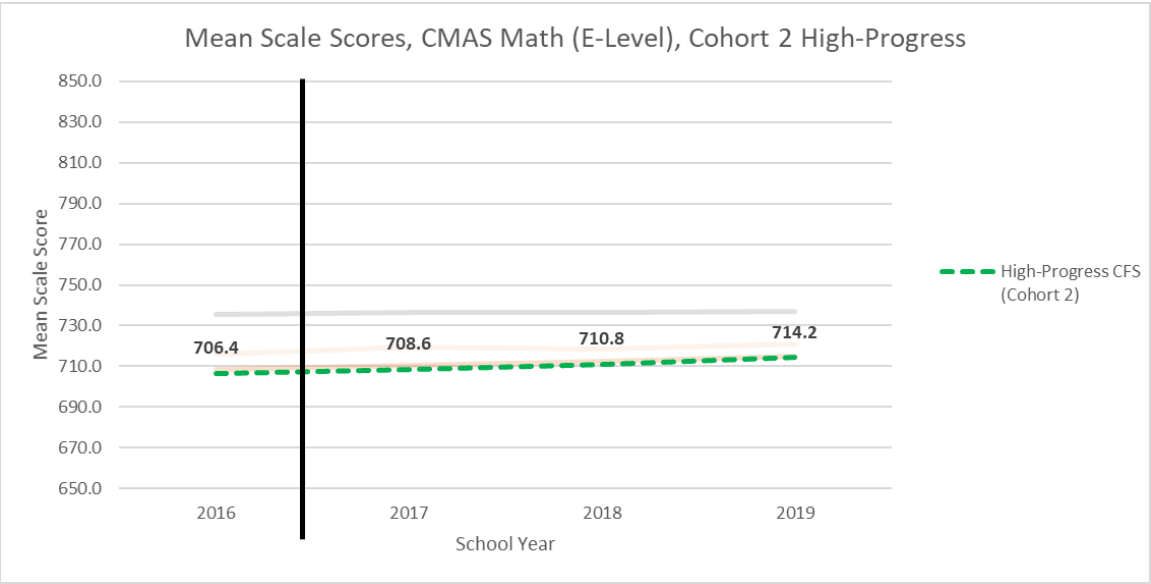
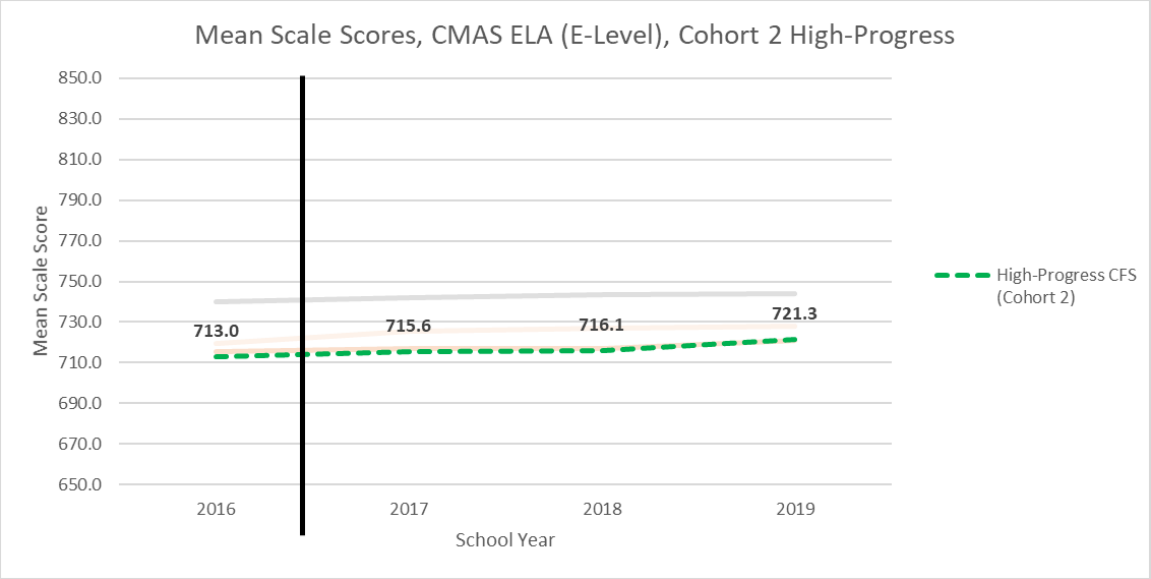
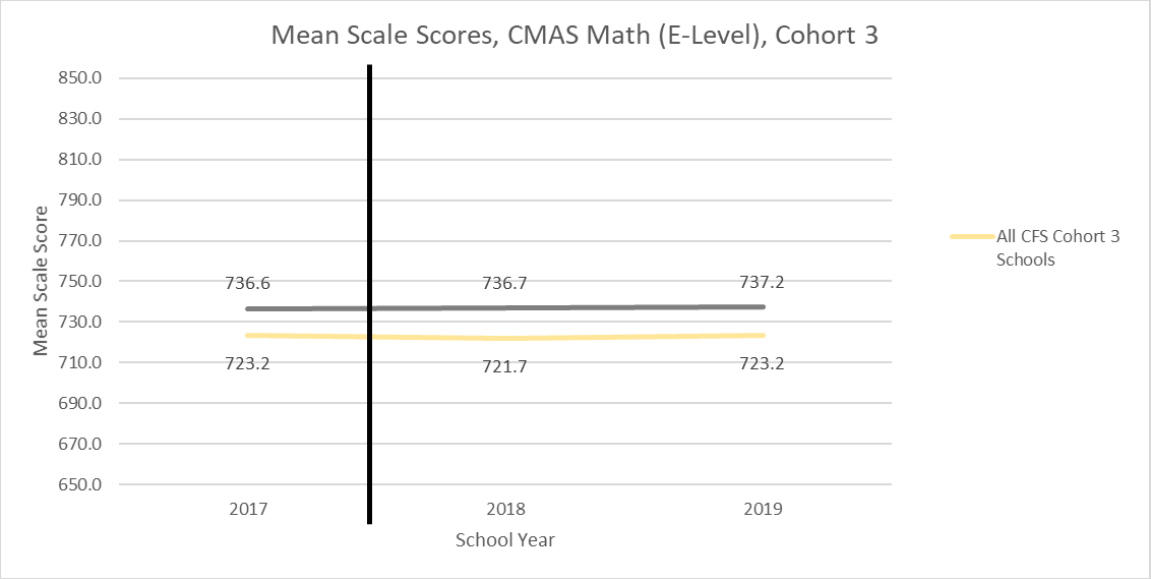


Figure 12. Mean Scale Scores from Baseline to Current, for CFS Cohort 2 High-Progress Schools, on the CMAS/CoAlt ELA Assessment



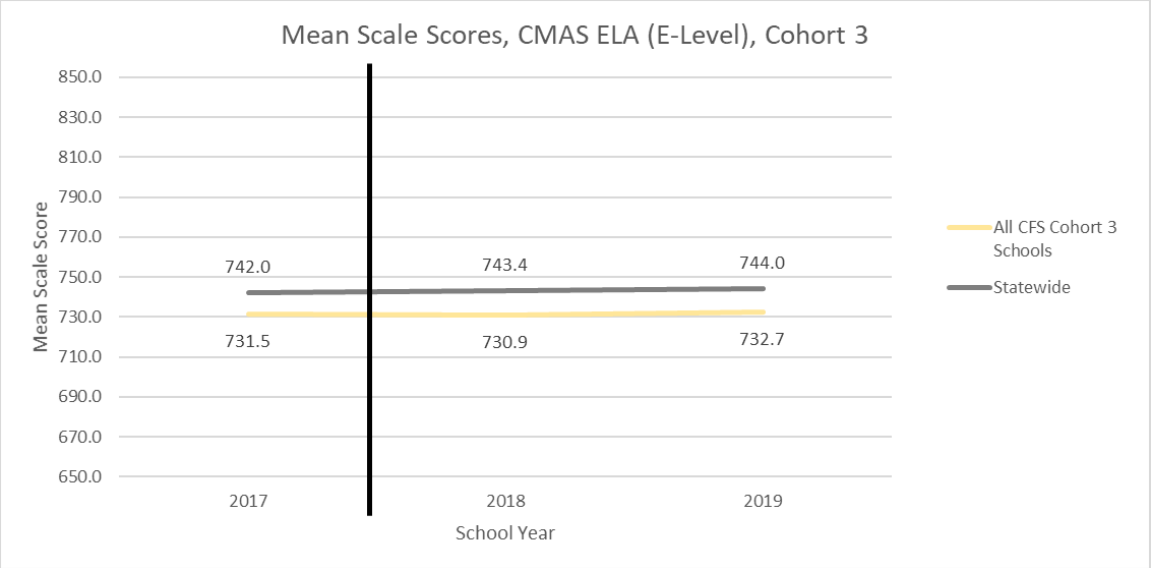
At the elementary level, Cohort 3 schools (*N* = 10) had a mean scale score of 723.2 on the math assessment during their baseline year (2016-17). Mean scale scores remained unchanged during the second year of implementation (2018-19). These mean scale scores remain below the statewide average (Figure 13), which increased from 736.6 during baseline to 737.2 in 2018-19 (increase of 0.6 points).

Figure 13. Mean Scale Scores from Baseline to Current, for CFS Cohort 3 Schools, on the CMAS/CoAlt Math Assessment (Elementary)



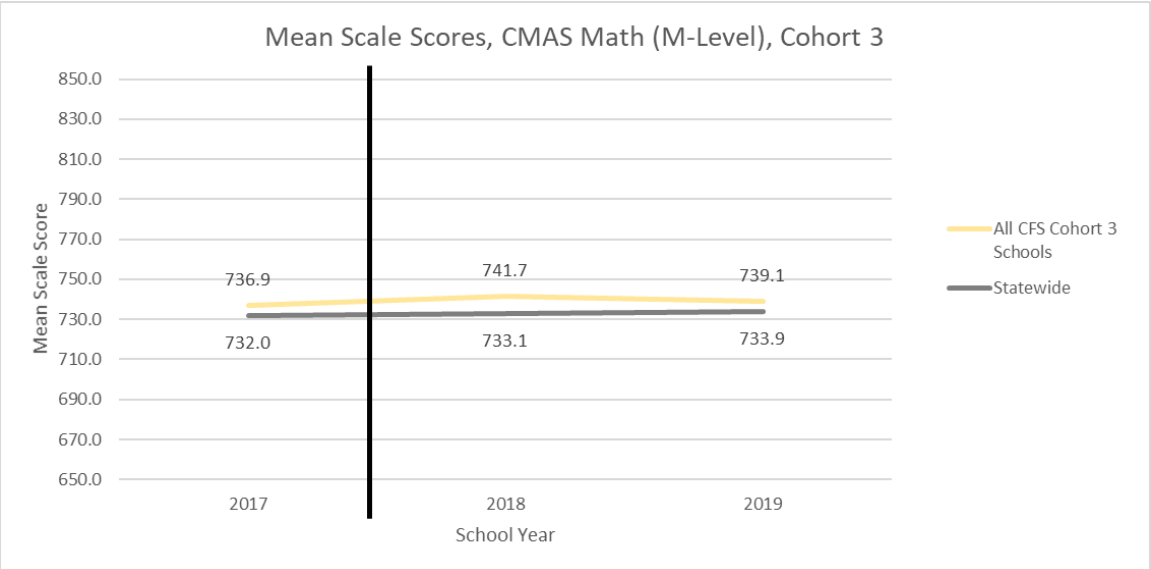
Similar trends were observed on the ELA assessment, with Cohort 3 schools having a mean scale score of 731.5 during their baseline year (2016-17), which increased slightly to 732.7 during the second year of implementation (2018-19). Mean scale scores remain below the statewide average (Figure 14) and only increased 1.2 points compared to a statewide increase of 2.0 points (mean scale of 742.0 during baseline to 744.0 in 2018-19).

Figure 14. Mean Scale Scores from Baseline to Current, for CFS Cohort 3 Schools, on the CMAS/CoAlt ELA Assessment (Elementary)



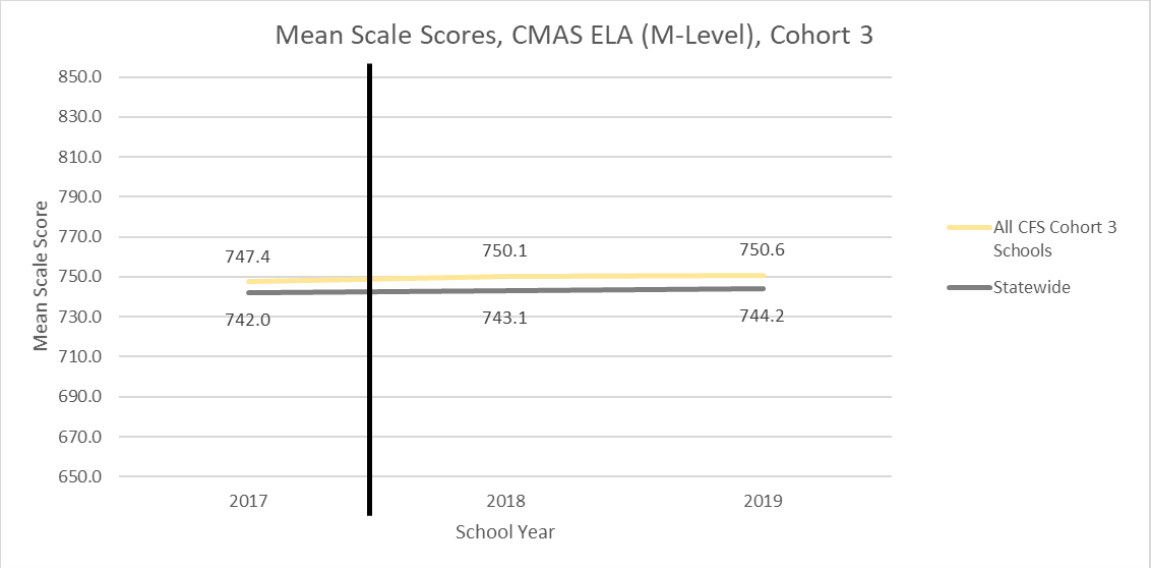
At the middle level, Cohort 3 schools (*N* = 2) had a mean scale score of 736.9 on the math assessment during their baseline year (2016-17). Mean scale scores increased to 739.1 during the second year of implementation (2018-19), representing an increase of 2.2 points. These mean scale scores were above the statewide average (Figure 15), which increased from 732.0 during baseline to 733.9 in 2018-19 (increase of 1.9 points).

Figure 15. Mean Scale Scores from Baseline to Current, for CFS Cohort 3 Schools, on the CMAS/CoAlt Math Assessment (Middle)



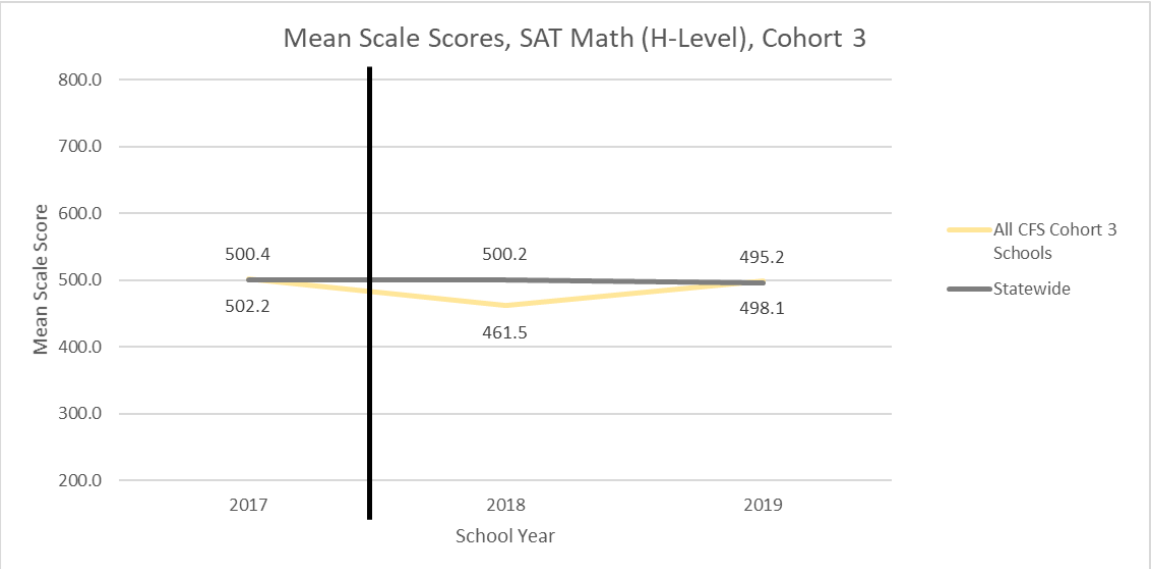
Similar trends were observed on the ELA assessment, with Cohort 3 schools having a mean scale score of 747.4 during their baseline year (2016-17), which increased to 750.6 during the second year of implementation. These mean scale scores were above the statewide average (Figure 16) and increased 3.2 points compared to the statewide increase of 2.2 points (mean scale of 742.0 during baseline to 744.2 in 2018-19).

Figure 16. Mean Scale Scores from Baseline to Current, for CFS Cohort 3 Schools, on the CMAS/CoAlt ELA Assessment (Middle)



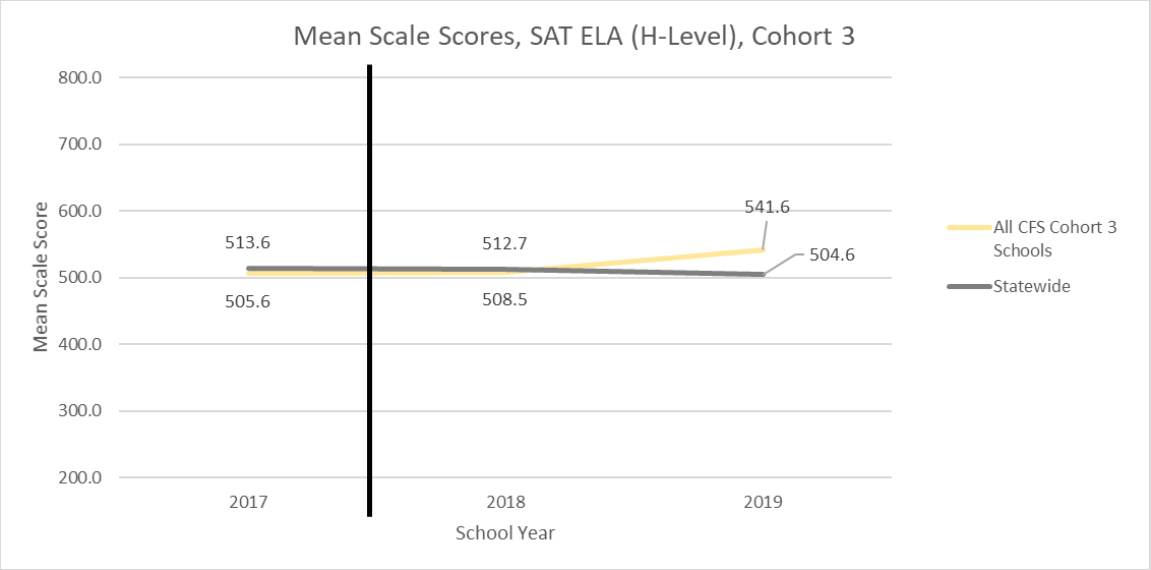
Only one Cohort 3 school enrolled students in the high school grade span. They had a mean scale score of 502.2 on the SAT math assessment during their baseline year (2016-17), which decreased (4.1 points) to 498.1 during the second year of implementation (2018-19). These mean scale scores are slightly above the statewide average (Figure 17), which decreased from 500.4 during baseline to 495.2 in 2018-19 (decrease of 5.2 points).

Figure 17. Mean Scale Scores from Baseline to Current, for CFS Cohort 3 Schools, on the SAT/CoAlt Math Assessment (High)



This school demonstrated a large increase (36.0 points) in their mean scale scores on the SAT ELA assessment, which increased from 505.6 during baseline (2016-17) to 541.6 during the second year of implementation (2018-19). The statewide average (Figure 18), on the contrary, decreased (9.0 points) from 513.6 during baseline to 504.6 in 2018-19.

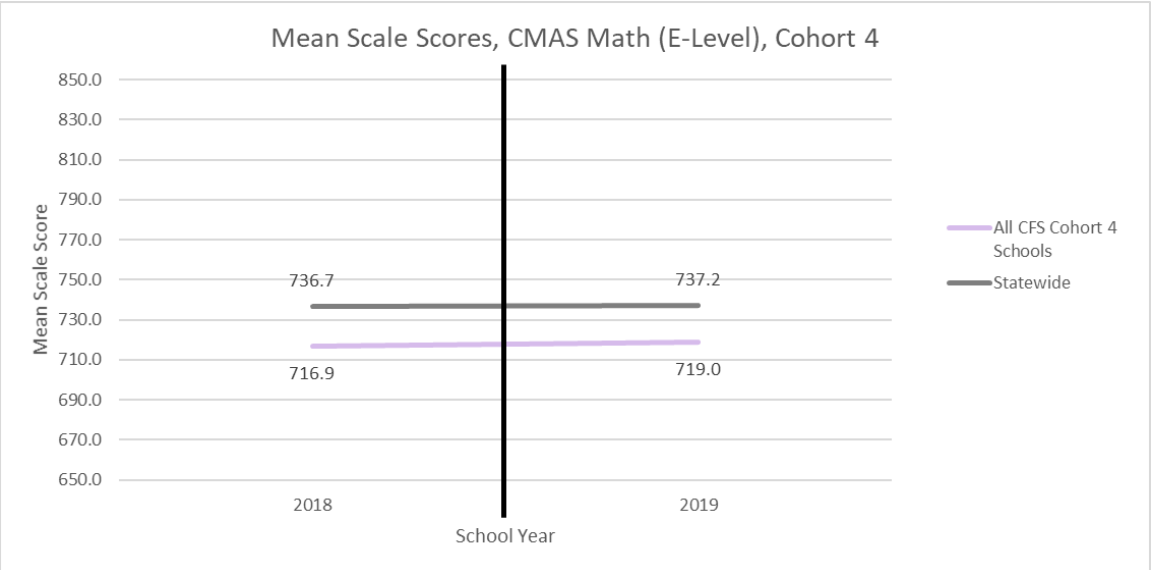
Figure 18. Mean Scale Scores from Baseline to Current, for CFS Cohort 3 Schools, on the SAT/CoAlt ELA Assessment (High)



These trends warrant further investigation into the demonstrated academic performance of students in the Cohort 3 schools, once the schools have finished implementation of the CFS grant and once additional academic achievement data is available.

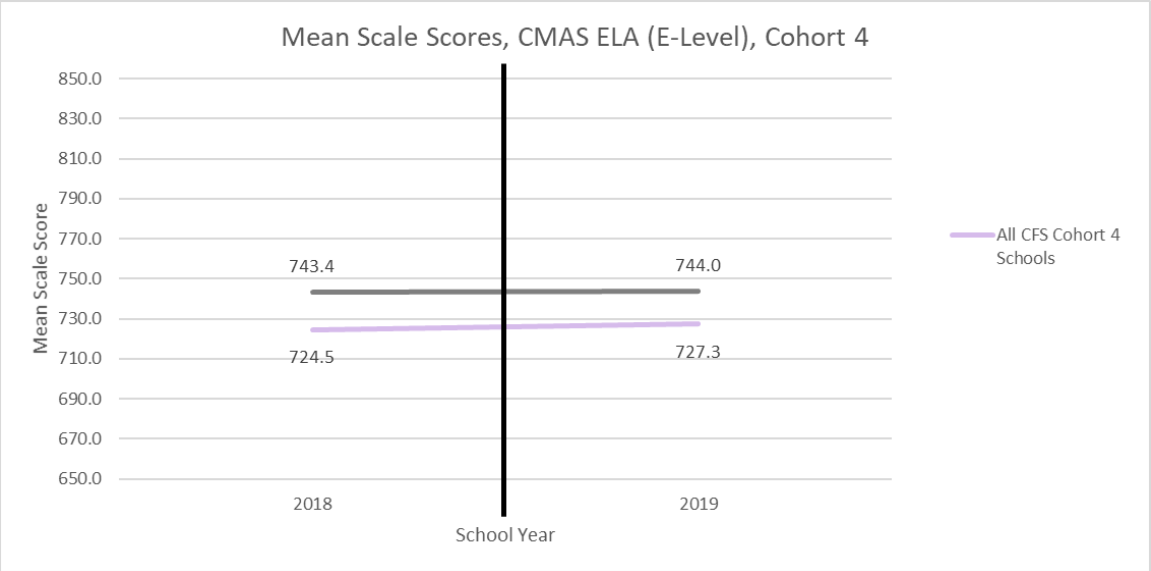
At the elementary level, Cohort 4 schools (*N* = 7) had a mean scale score of 716.9 on the math assessment during their baseline year (2017-18). The mean scale score increased (2.1 points) to 719.0 during the first year of implementation (2018-19). These mean scale scores remain below the statewide average (Figure 19), which increased from 736.7 during baseline to 737.2 in 2018-19 (increase of 0.5 points).

Figure 19. Mean Scale Scores from Baseline to Current, for CFS Cohort 4 Schools, on the CMAS/CoAlt Math Assessment (Elementary)



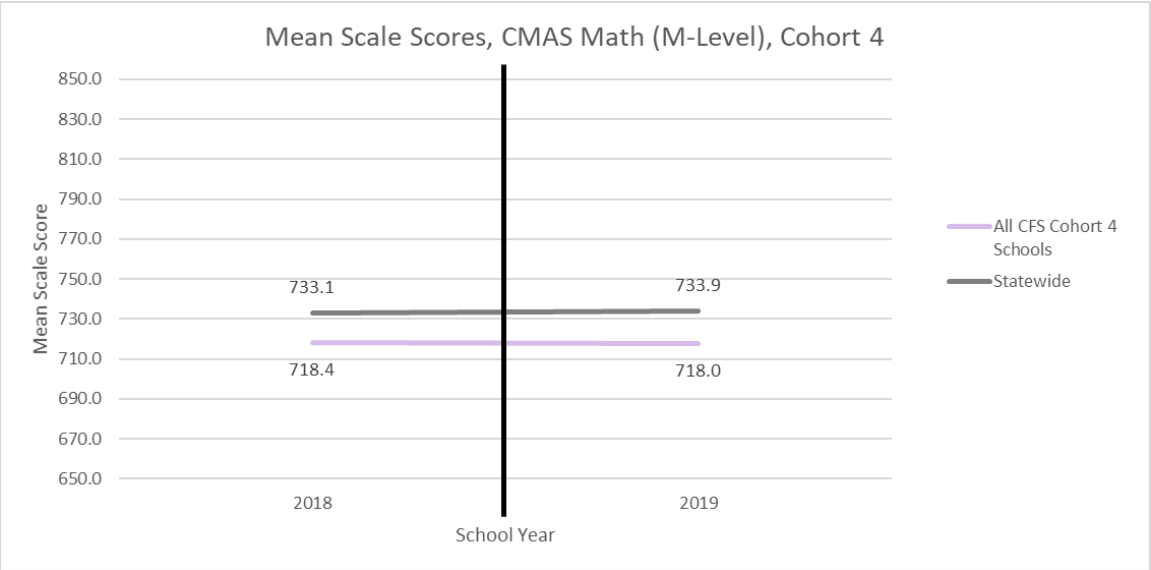
Similar trends were observed on the ELA assessment, with Cohort 4 schools having a mean scale score of 724.5 during their baseline year (2017-18), which increased to 727.3 during the first year of implementation (2018-19). Mean scale scores remain below the statewide average (Figure 20) but increased 2.8 points compared to a statewide increase of only 0.6 points (mean scale of 743.4 during baseline to 744.0 in 2018-19).

Figure 20. Mean Scale Scores from Baseline to Current, for CFS Cohort 4 Schools, on the CMAS/CoAlt ELA Assessment (Elementary)



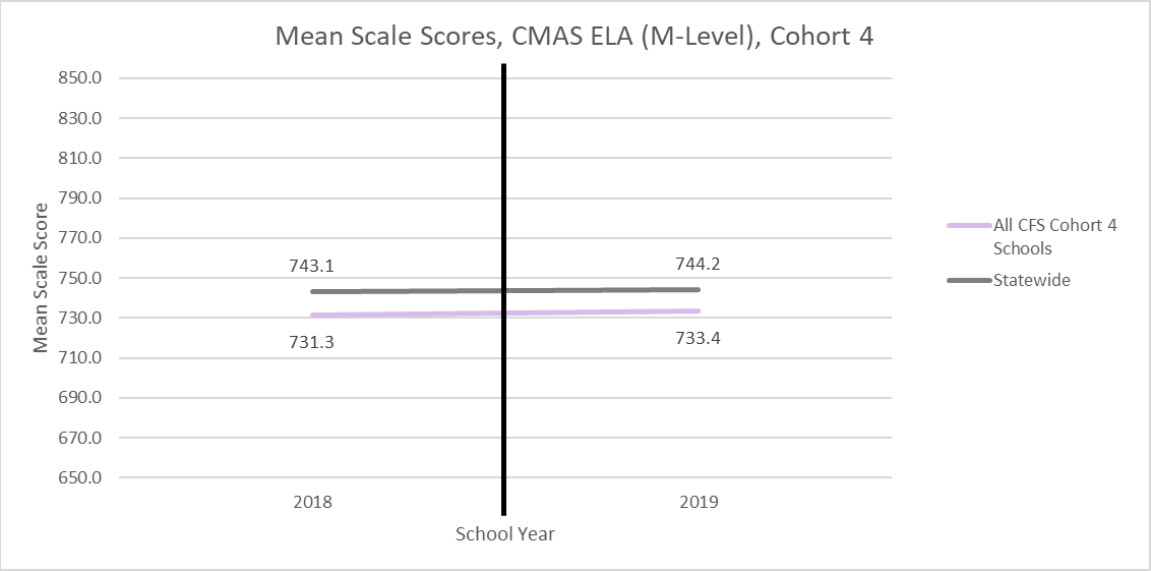
At the middle level, Cohort 4 schools (*N* = 2) had a mean scale score of 718.4 on the math assessment during their baseline year (2017-18). Mean scale scores decreased slightly to 718.0 during the first year of implementation (2018-19), representing a decrease of 0.4 points. These mean scale scores remained below the state average (Figure 21), which increased from 733.1 at baseline to 733.9 in 2018-19 (increased 0.8 points).

Figure 21. Mean Scale Scores from Baseline to Current, for CFS Cohort 4 Schools, on the CMAS/CoAlt Math Assessment (Middle)



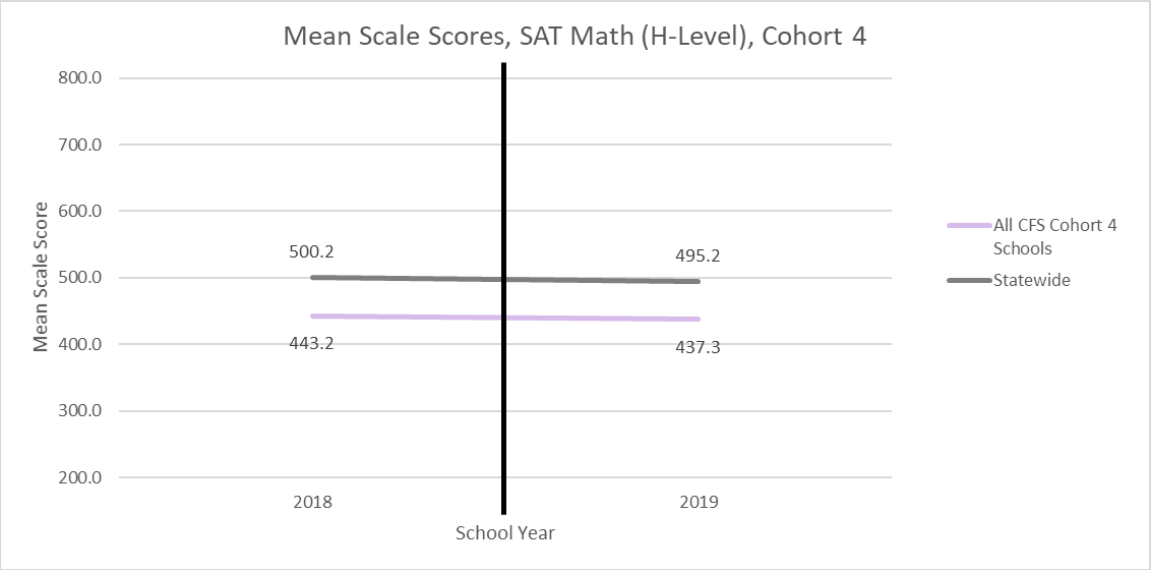
On the ELA assessment, Cohort 4 schools had a mean scale score of 731.3 during their baseline year (2017-18), which increased to 733.4 during the first year of implementation. These mean scale scores were again below the statewide average (Figure 22) and increased 2.1 points compared to the statewide increase of 1.1 points (mean scale of 743.1 during baseline to 744.2 in 2018-19).

Figure 22. Mean Scale Scores from Baseline to Current, for CFS Cohort 4 Schools, on the CMAS/CoAlt ELA Assessment (Middle)



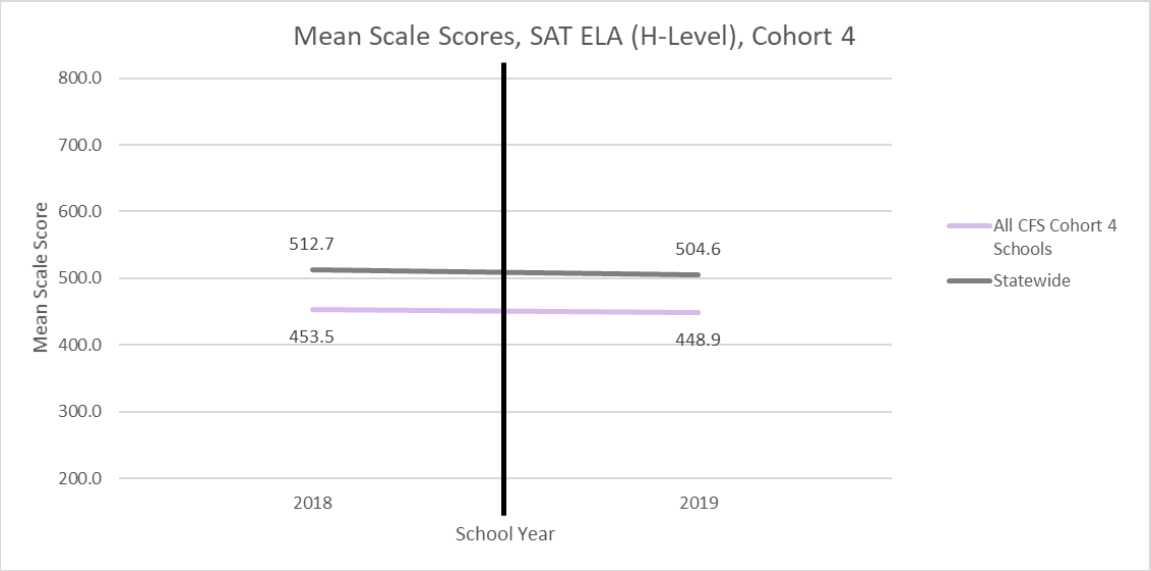
Four Cohort 4 schools enrolled students in the high school grade span. They had a mean scale score of 443.2 on the SAT math assessment during their baseline year (2017-18), which decreased (5.9 points) to 437.3 during the first year of implementation (2018-19). These mean scale scores remain below the statewide average (Figure 23), which decreased from 500.2 during baseline to 495.2 in 2018-19 (decrease of 5.0 points).

Figure 23. Mean Scale Scores from Baseline to Current, for CFS Cohort 4 Schools, on the SAT/CoAlt Math Assessment (High)



Similar trends were noted on the SAT ELA assessment, with the mean scale scores for these schools decreasing (4.6 points) from 453.5 during baseline (2017-18) to 448.9 during the first year of implementation (2018-19). The statewide average (Figure 24) also decreased (8.1 points) from 512.7 during baseline to 504.6 in 2018-19.

Figure 24. Mean Scale Scores from Baseline to Current, for CFS Cohort 4 Schools, on the SAT/CoAlt ELA Assessment (High)



Similar to the Cohort 3 trends, these trends warrant further investigation once the Cohort 4 schools have finished implementation of the CFS grant and once additional academic achievement data is available.

Disaggregated Student Groups

In addition to looking at the overall performance of all students within the CFS schools, this evaluation also examines outcomes for four disaggregated student groups: English learners, students eligible for free/reduced meals, students with disabilities, and minority students. Information in this section is presented for Cohort 1 and 2 schools only, as well as their respective comparison groups. Future evaluations of Cohort 3 and 4 schools will examine the results for the specific student groups which led to a school's eligibility for this grant.

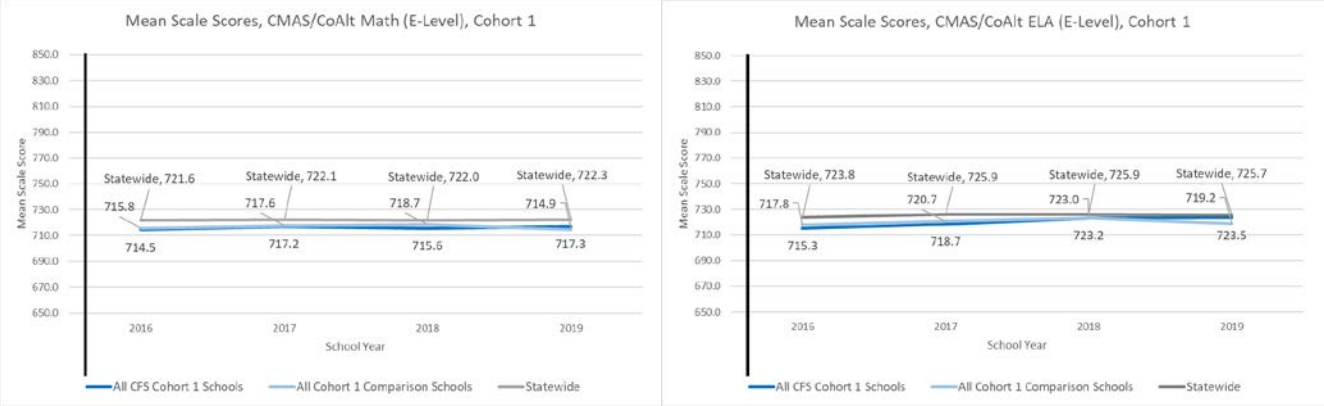
English Learners. Cohort 1 schools demonstrated a 2.8-point increase on the math assessment (714.5 at baseline to 717.3 in 2018-19) and 8.2-point increase on the ELA assessment (715.3 to 723.5) for their English learners (Figure 25). In comparison, the Cohort 1 comparison group demonstrated a 0.9-point *decrease* (715.8 to 714.9) on the math assessment and only a 1.4-point increase (717.8 to 719.2) on the ELA assessment. Statewide, mean scale scores for English learners only increased 0.7 points on the math assessment (721.6 to 722.3) and 1.9 points on the ELA assessment (723.8 to 725.7).

Cohort 1 high-progress schools demonstrated a 3.4-point increase on the math assessment (720.2 to 723.6), 13.1-point increase on the ELA assessment (716.2 to 729.3), and are now exceeding the statewide average for English learners in both content areas.

Within Colorado's ESSA State Plan, long-term goals and measures of interim progress have been established for the performance of English learners. For the English learner group, interim targets for 2018-19 were set at 724.0 in math and 729.6 in ELA. These targets reflect a yearly increase of 1.4 points in math and 1.1 points in ELA.

Although Cohort 1 schools are not yet meeting these targets for their English learners, they demonstrated an average yearly increase of 2.7 points on the ELA assessment, which exceeds the yearly increase expected at the statewide level.

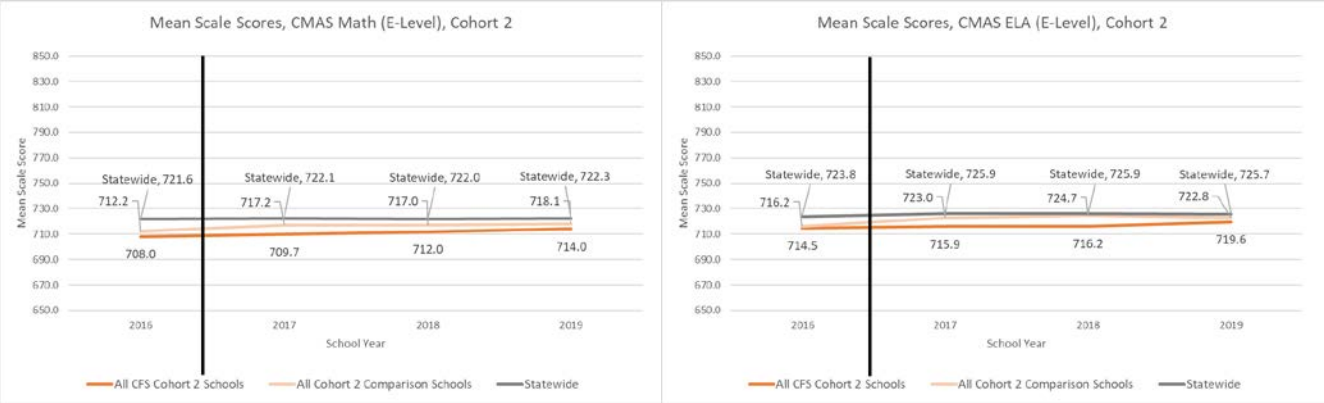
Figure 25. Mean Scale Scores for English Learners from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS/CoAlt Math (Left) and ELA (Right) Assessments



Cohort 2 schools demonstrated a 6.0-point increase on the math assessment (708.0 at baseline to 714.0 in 2018-19) and 5.1-point increase on the ELA assessment (714.5 to 719.6) for their English learners (Figure 26), which exceeded statewide progress (increase of 0.7 points in math and 1.9 points in ELA). The Cohort 2 comparison group demonstrated a 5.9-point increase (712.2 to 718.1) on the math assessment and 6.6-point increase (716.2 to 722.8) on the ELA assessment. Cohort 2 high-progress schools demonstrated a 6.6-point increase on the math assessment (707.3 to 713.9) and 6.2-point increase on the ELA assessment (713.7 to 719.9).

Cohort 2 schools are not yet meeting interim targets for their English learners (724.0 in math and 729.6 in ELA), but they demonstrated an average yearly increase of 2.0 points on the math assessment and 1.7 points on the ELA assessment, which exceed the yearly increases expected at the statewide level.

Figure 26. Mean Scale Scores for English Learners from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS/CoAlt Math (Left) and ELA (Right) Assessments



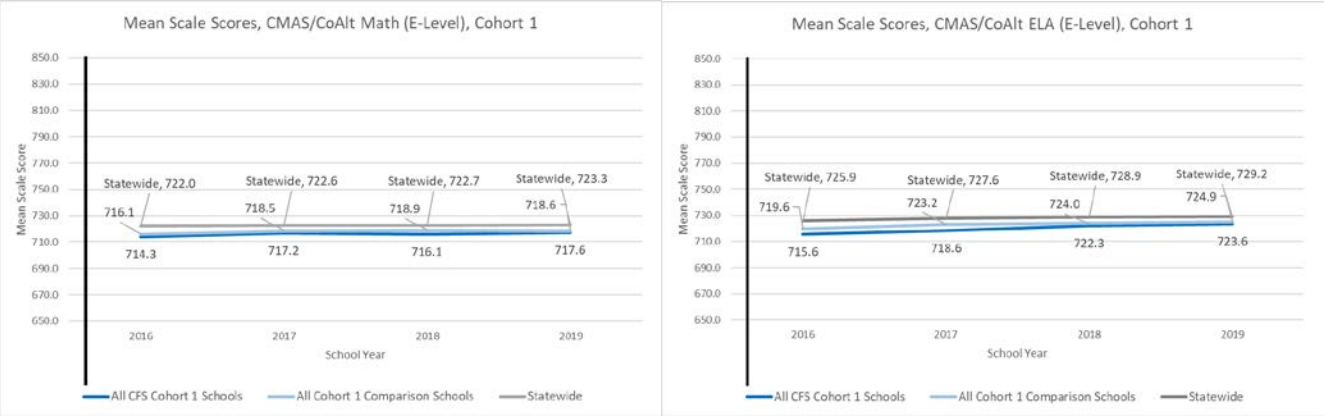
Students Experiencing Poverty (Eligible for Free/Reduced Meals). Cohort 1 schools demonstrated a 3.3-point increase on the math assessment (714.3 at baseline to 717.6 in 2018-19) and 8.0-point increase on the ELA assessment (715.6 to 723.6) for their students eligible for free and/or reduced meals (Figure 27). In comparison,

the Cohort 1 comparison group demonstrated only a 2.5-point increase (716.1 to 718.6) on the math assessment and a 5.3-point increase (719.6 to 724.9) on the ELA assessment. Statewide, mean scale scores for students experiencing poverty only increased 1.3 points on the math assessment (722.0 to 723.3) and 3.3 points on the ELA assessment (725.9 to 729.2).

Cohort 1 high-progress schools demonstrated a 6.6-point increase on the math assessment (717.6 to 724.2), 13.3-point increase on the ELA assessment (714.0 to 727.3), and are now exceeding the statewide average in math for students eligible for free/reduced meals.

Within Colorado's ESSA State Plan, long-term goals and measures of interim progress have been established for the performance of students eligible for free/reduced meals. For this student group, interim targets for 2018-19 were set at 724.0 in math and 730.4 in ELA. These targets reflect a yearly increase of 1.4 points in math and 1.1 points in ELA. Although Cohort 1 schools are not yet meeting these targets for their students eligible for free/reduced meals, they demonstrated an average yearly increase of 2.7 points on the ELA assessment, which exceeds the yearly increase expected at the statewide level.

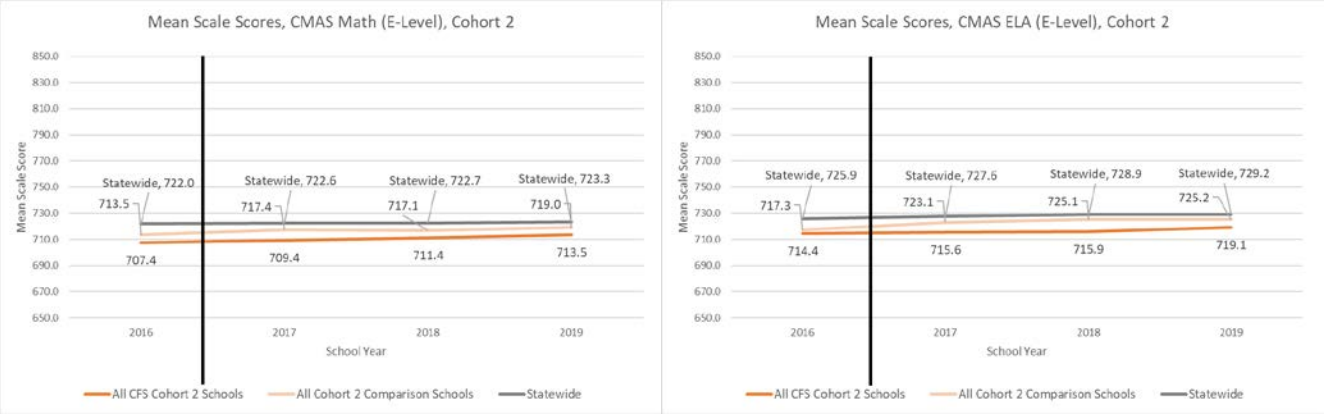
Figure 27. Mean Scale Scores for Students Eligible for Free/Reduced Meals from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS/CoAlt Math (Left) and ELA (Right) Assessments



Cohort 2 schools demonstrated a 6.1-point increase on the math assessment (707.4 at baseline to 713.5 in 2018-19) and 4.7-point increase on the ELA assessment (714.4 to 719.1) for their students eligible for free and/or reduced meals (Figure 28), which exceeded statewide progress (increase of 1.3 points in math and 3.3 points in ELA). The Cohort 2 comparison group demonstrated a 5.5-point increase (713.5 to 719.0) on the math assessment and 7.9-point increase (717.3 to 725.2) on the ELA assessment. Cohort 2 high-progress schools demonstrated an 8.3-point increase on the math assessment (705.6 to 713.9) and 8.0-point increase on the ELA assessment (712.3 to 720.3).

Cohort 2 schools are not yet meeting interim targets for their students with disabilities (724.0 in math and 730.4 in ELA), but they demonstrated an average yearly increase of 2.0 points on the math assessment and 1.6 points on the ELA assessment, which exceed the yearly increases expected at the statewide level.

Figure 28. Mean Scale Scores for Students Eligible for Free/Reduced Meals from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS/CoAlt Math (Left) and ELA (Right) Assessments

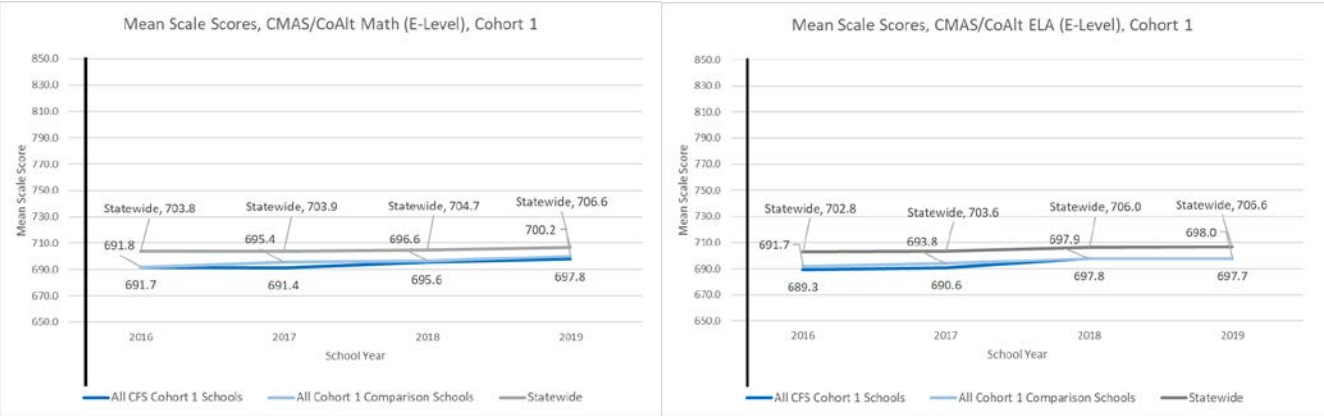


Students with Disabilities. The largest increases in mean scale scores for schools participating in the Connect for Success grant were noted for their students with disabilities (compared to overall performance and other student groups). Cohort 1 schools demonstrated a 6.1-point increase on the math assessment (691.7 at baseline to 697.8 in 2018-19) and 8.4-point increase on the ELA assessment (689.3 to 697.7) for their students with disabilities (Figure 29). In comparison, the Cohort 1 comparison group demonstrated an 8.4-point increase (691.8 to 700.2) on the math assessment and a 6.3-point increase (691.7 to 698.0) on the ELA assessment. Statewide, mean scale scores for students with disabilities only increased 2.8 points on the math assessment (703.8 to 706.6) and 3.8 points on the ELA assessment (702.8 to 706.6).

Cohort 1 high-progress schools only demonstrated a 3.8-point increase on the math assessment (694.6 to 698.4), but an 11.5-point increase on the ELA assessment (688.2 to 699.7).

Within Colorado's ESSA State Plan, long-term goals and measures of interim progress have been established for the performance of students with disabilities. For this student group, interim targets for 2018-19 were set at 707.2 in math and 708.8 in ELA. These targets reflect a yearly increase of 2.4 points in math and 2.3 points in ELA. Although Cohort 1 schools are not yet meeting these targets for their students with disabilities, they demonstrated an average yearly increase of 2.8 points on the ELA assessment, which exceeds the yearly increase expected at the statewide level.

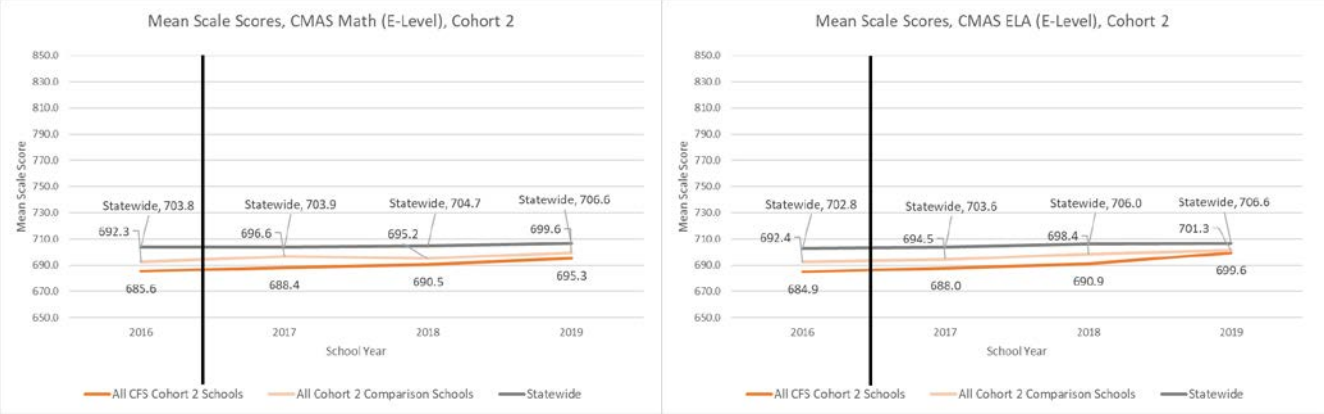
Figure 29. Mean Scale Scores for Students with Disabilities from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS/CoAlt Math (Left) and ELA (Right) Assessments



Cohort 2 schools demonstrated a 9.7-point increase on the math assessment (685.6 at baseline to 695.3 in 2018-19) and 14.7-point increase on the ELA assessment (684.9 to 699.6) for their students with disabilities (Figure 30), which exceeded progress made by the Cohort 2 comparison group (increase of 7.3 points in math and 8.9 points in ELA), as well as statewide progress (increase of 2.8 points in math and 3.8 points in ELA). Students with disabilities in Cohort 2 high-progress schools demonstrated a 10.5-point increase on the math assessment (684.8 to 695.3) and 15.7-point increase on the ELA assessment (685.1 to 700.8).

Cohort 2 schools are not yet meeting interim targets for their students with disabilities 707.2 in math and 708.8 in ELA), but they demonstrated an average yearly increase of 3.2 points on the math assessment and 4.9 points on the ELA assessment, which exceed the yearly increases expected at the statewide level.

Figure 30. Mean Scale Scores for Students with Disabilities from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS/CoAlt Math (Left) and ELA (Right) Assessments

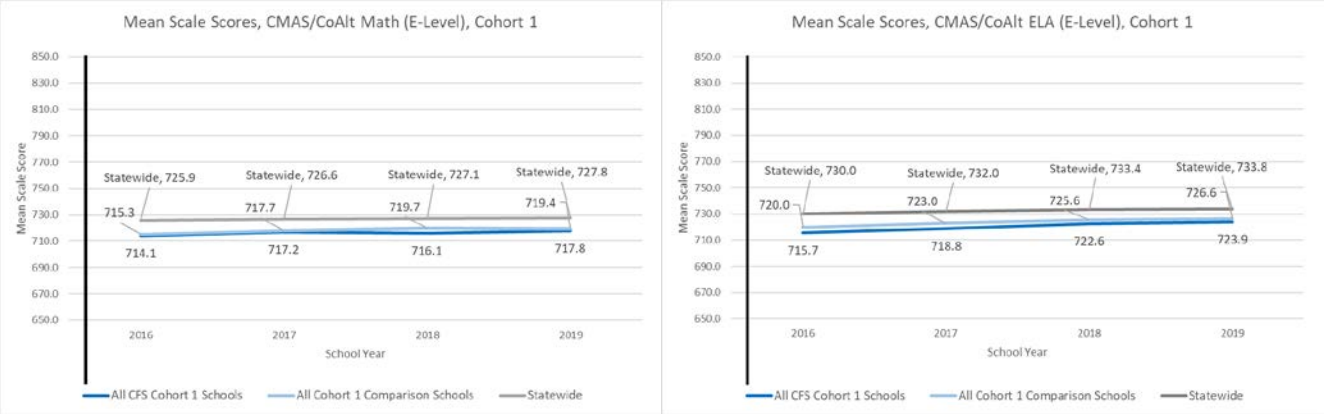


Minority Students. Cohort 1 schools demonstrated a 3.7-point increase on the math assessment (714.1 at baseline to 717.8 in 2018-19) and 8.2-point increase on the ELA assessment (715.7 to 723.9) for their minority students (Figure 31). In comparison, the Cohort 1 comparison group demonstrated a 4.1-point increase (715.3 to 719.4) on the math assessment and a 6.6-point increase (720.0 to 726.6) on the ELA assessment. Statewide, mean scale scores for minority students only increased 1.9 points on the math assessment (725.9 to 727.8) and 3.8 points on the ELA assessment (730.0 to 733.8).

Cohort 1 high-progress schools demonstrated a 5.0-point increase on the math assessment (718.5 to 723.5) and 11.8-point increase on the ELA assessment (715.0 to 726.8).

Within Colorado's ESSA State Plan, long-term goals and measures of interim progress have been established for the performance of minority students. For this student group, interim targets for 2018-19 were set at 727.8 in math and 734.9 in ELA. These targets reflect a yearly increase of 1.2 points in math and 1.0 points in ELA. Although Cohort 1 schools are not yet meeting these targets for their English learners, they demonstrated an average yearly increase of 1.2 points on the math assessment and 2.7 points on the ELA assessment, which meets and/or exceeds the yearly increase expected at the statewide level.

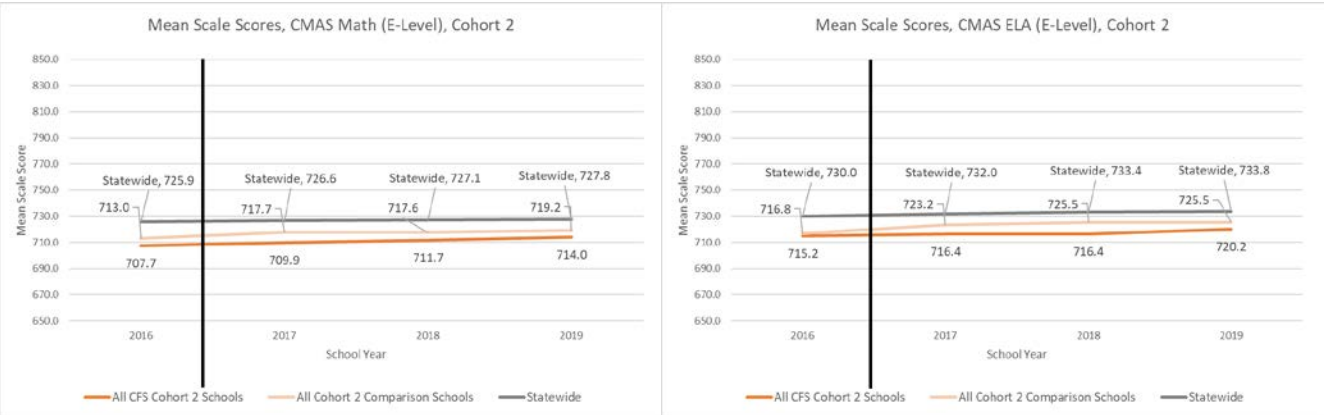
Figure 31. Mean Scale Scores for Minority Students from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS/CoAlt Math (Left) and ELA (Right) Assessments



Cohort 2 schools demonstrated a 6.3-point increase on the math assessment (707.7 at baseline to 714.0 in 2018-19) and 5.0-point increase on the ELA assessment (715.2 to 720.2) for their minority students learners (Figure 32), which exceeded statewide progress (increase of 1.9 points in math and 3.8 points in ELA). The Cohort 2 comparison group demonstrated a 6.2-point increase (713.0 to 719.2) on the math assessment and 8.7-point increase (716.8 to 725.5) on the ELA assessment. Cohort 2 high-progress schools demonstrated an 8.1-point increase on the math assessment (706.1 to 714.2) and 7.9-point increase on the ELA assessment (712.9 to 720.8).

Cohort 2 schools are not yet meeting interim targets for their minority students (727.8 in math and 734.9 in ELA), but they demonstrated an average yearly increase of 2.1 points on the math assessment and 1.7 points on the ELA assessment, which exceed the yearly increases expected at the statewide level.

Figure 32. Mean Scale Scores for Minority Students from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS/CoAlt Math (Left) and ELA (Right) Assessments



Median Growth Percentiles Over Time

Colorado calculates student growth for the CMAS and SAT math and English language arts assessments. A student growth percentile (SGP) defines how much relative growth a student made, compared to that student's academic peers. The Colorado Growth Model essentially compares each student's current achievement to students in the same grade throughout the state who had similar scores in past years. A student growth percentile of 60, for example, indicates a student grew as well as or better than 60% of his/her academic peers.

The median is then calculated by taking the individual student growth percentiles of all the students in the group being analyzed, ranking them from lowest to highest, and identifying the middle score. Medians are more appropriate to use than averages when summarizing a collection of percentile scores. Similar to the section on mean scale scores, information in this section reflects median growth percentiles at the elementary level only for Cohort 1 and 2 schools. For Cohort 3 and 4 schools, the information is reflective of the grade span(s) enrolled at the participating schools. For more information regarding median growth percentiles (MGPs), please visit the Colorado Growth Model FAQs (www.cde.state.co.us/schoolview/generalgrowthmodelfaq#q22).

Comparisons were also evaluated based on median growth percentiles. Variability in growth was noted across content areas when comparing CFS schools to the state and comparison groups. There are no discernable trends using growth results. To conserve space in this report, median growth percentile analyses and graphs are included in Appendix A.

Conclusion and Next Steps

The Connect for Success grant has been awarded to lower-performing schools in need of support and improvement. Although some of the schools are still performing below state expectations and/or statewide averages after implementation of the grant, the Cohort 1 and 2 schools have made considerable gains in their overall SPF ratings and mean scale scores, for students overall as well as disaggregated student groups. Although there is variability in improvements across cohorts and content areas, there is support for greater improvements by CFS schools in English language arts. Substantial progress was made by English learners, students experiencing poverty, and students with disabilities in CFS schools, in comparison to these student groups across the state and in many cases in comparison to the schools in the comparison group. Increases in mean scale scores exceeded statewide progress, suggesting the closing of achievement gaps between the Connect for Success schools and the average performance of elementary schools across the state, particularly in English language arts.

Given their baseline starting performance, and the criteria used to determine eligibility for the grant, the current performance of some of the Cohort 1 and 2 schools is commendable and warrants further qualitative studying of the practices that contributed to their success. The Colorado Department of Education will further explore the high-progress schools noted in this evaluation, looking to identify strategies and/or action steps supported with grant funds that may have contributed to the increased success of those schools.

In addition to more in-depth analyses of the Cohort 1 and 2 schools, including qualitative analysis and tests of statistical significance, future evaluations will also further explore impacts on Cohort 3 and 4 schools once grant implementation has been complete. Cohort-specific comparison groups will be developed for Cohort 3 and 4 schools to evaluate the significance of these impacts, and additional data points aligned to a school's identification within Colorado's accountability system will be explored.

Appendix A. Median Growth Percentile Analyses and Graphs

Overall Median Growth Percentiles (All Students)

Due to the way in which student growth percentiles are calculated, the statewide median growth percentile (MGP) for all students falls around 50.0. Median growth percentiles for the CFS Cohorts and the comparison groups fluctuated across the years, but, in general, CFS schools displayed increases in MGPs from baseline to the most recent (2018-19) testing window. Cohort 1 MGPs increased from 45.0 to 46.0 in math (Figure A-1), and from 40.0 to 49.0 in ELA (Figure A-2). Cohort 1 comparison group MGPs *decreased* from 47.0 to 44.0 in math and increased from 49.0 to 51.0 in ELA.

Figure A-1. Median Growth Percentiles from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS Math Assessment

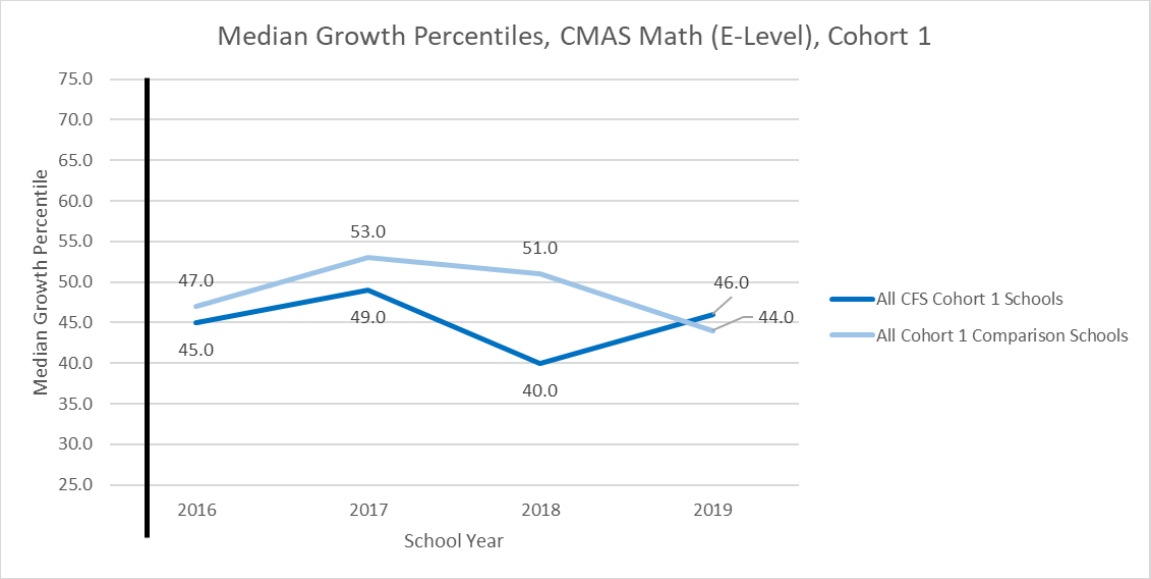
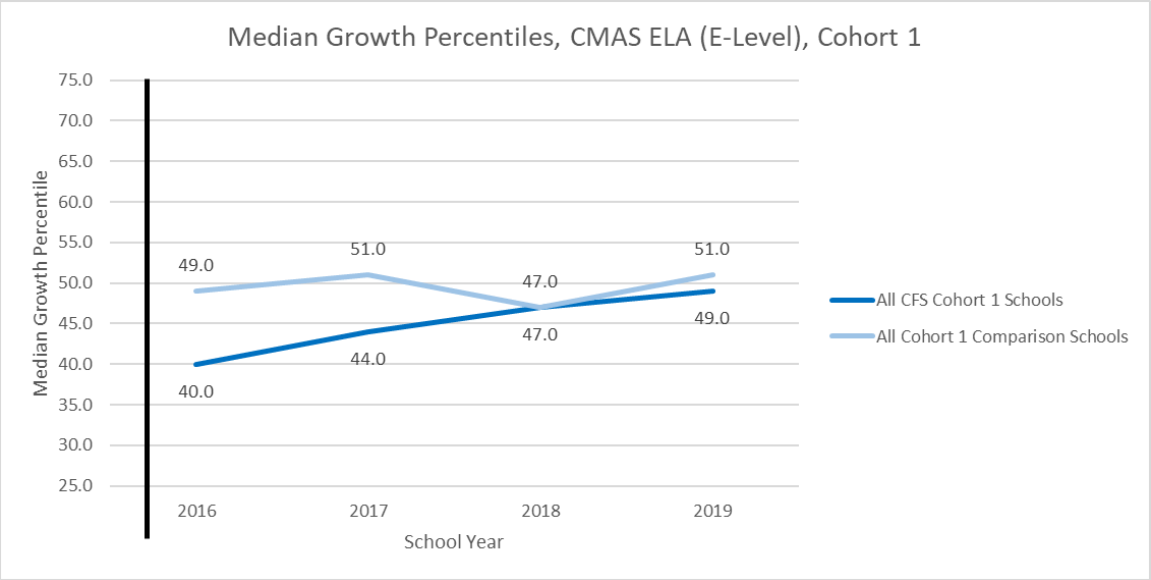


Figure A-2. Median Growth Percentiles from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS ELA Assessment



High-progress schools within Cohort 1 demonstrated similar trends, increasing from an MGP of 47.0 to 48.0 in math and from an MGP of 32.0 to 53.0 in ELA. Figures A-3 and A-4 show the median growth percentiles for the Cohort 1 high-progress schools, overlaid on the previous graphs.

Figure A-3. Median Growth Percentiles from Baseline to Current, for CFS Cohort 1 High-Progress Schools, on the CMAS Math Assessment

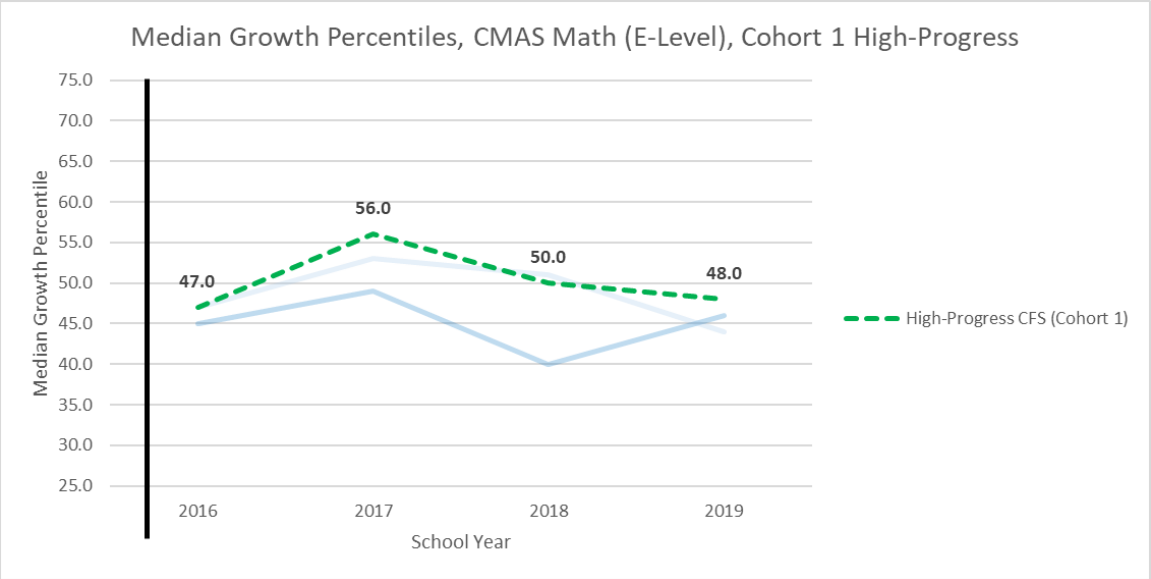
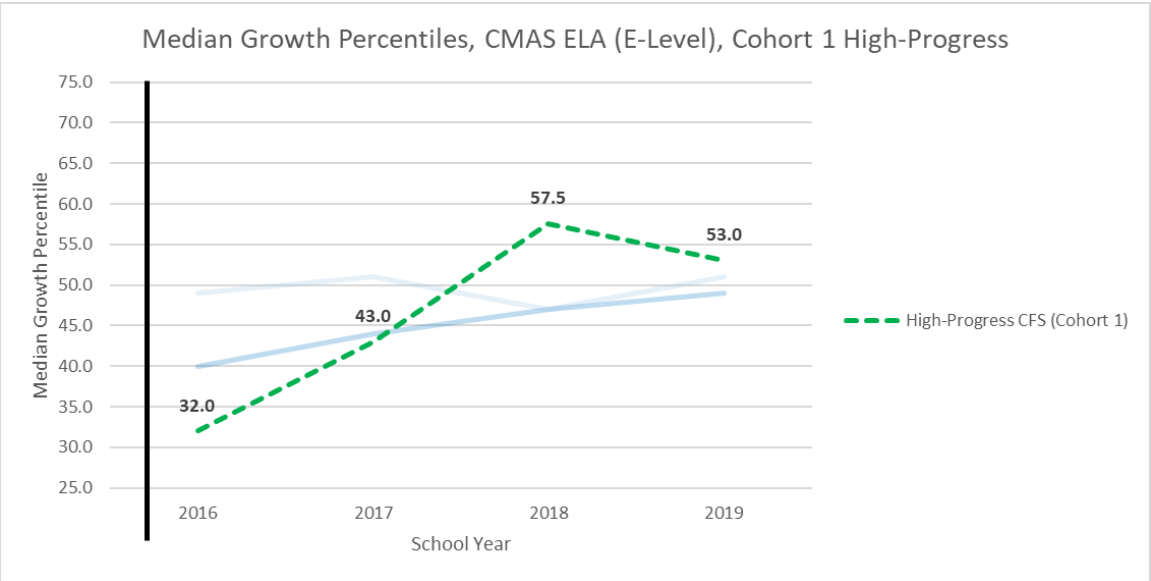


Figure A-4. Median Growth Percentiles from Baseline to Current, for CFS Cohort 1 High-Progress Schools, on the CMAS ELA Assessment



Cohort 2 MGPs increased from 35.0 to 44.0 in math (Figure A-5), and from 43.0 to 46.0 in ELA (Figure A-6). Cohort 2 comparison group MGPs increased from 31.0 to 47.0 in math and from 36.0 to 51.0 in ELA.

Figure A-5. Median Growth Percentiles from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS Math Assessment

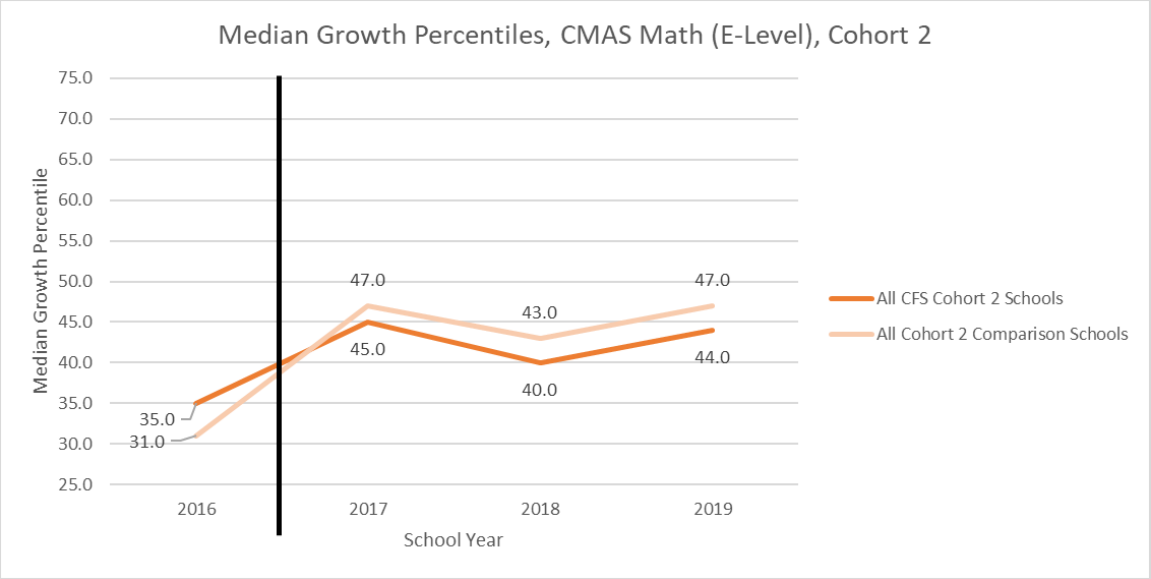
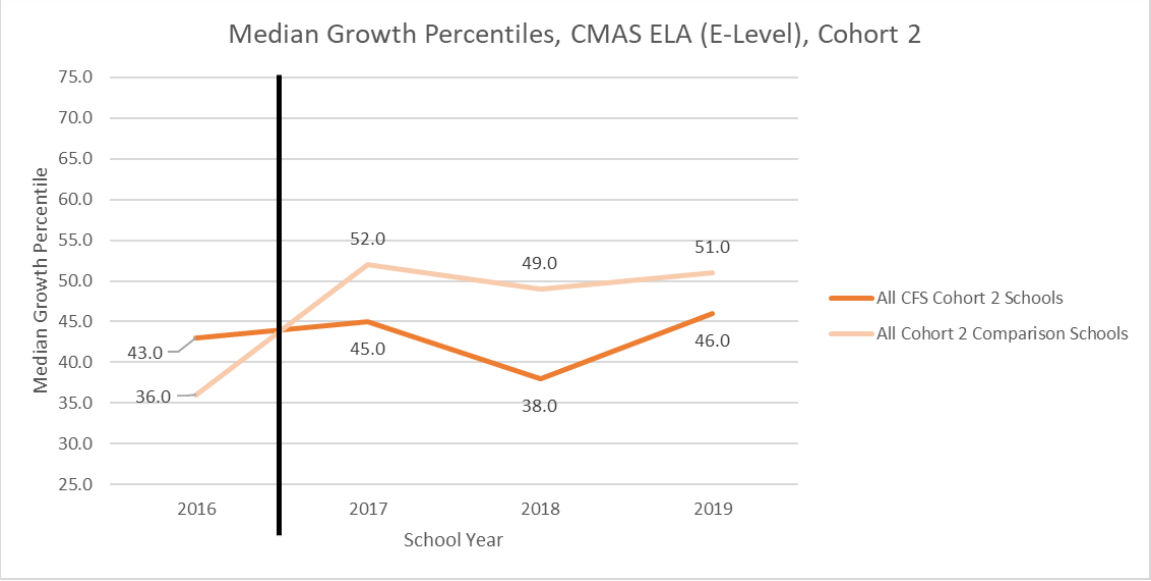


Figure A-6. Median Growth Percentiles from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS ELA Assessment



High-progress schools within Cohort 2 demonstrated similar trends, increasing from an MGP of 36.0 to 50.0 in math and from an MGP of 44.0 to 49.0 in ELA. Figures A-7 and A-8 show the median growth percentiles for the Cohort 2 high-progress schools, overlaid on the previous graphs.

Figure A-7. Median Growth Percentiles from Baseline to Current, for CFS Cohort 2 High-Progress Schools, on the CMAS Math Assessment

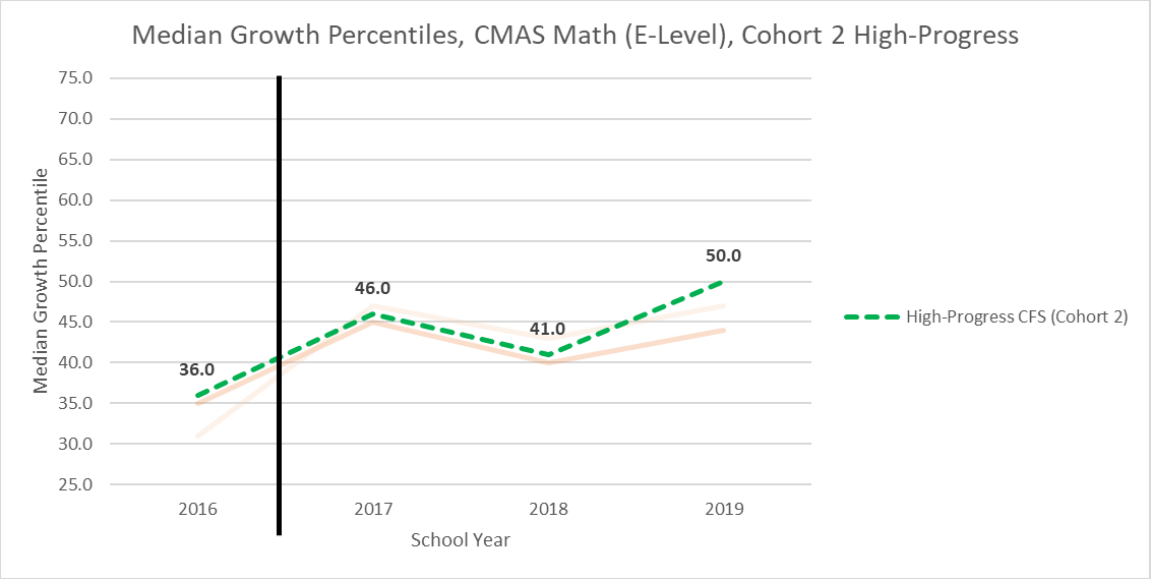
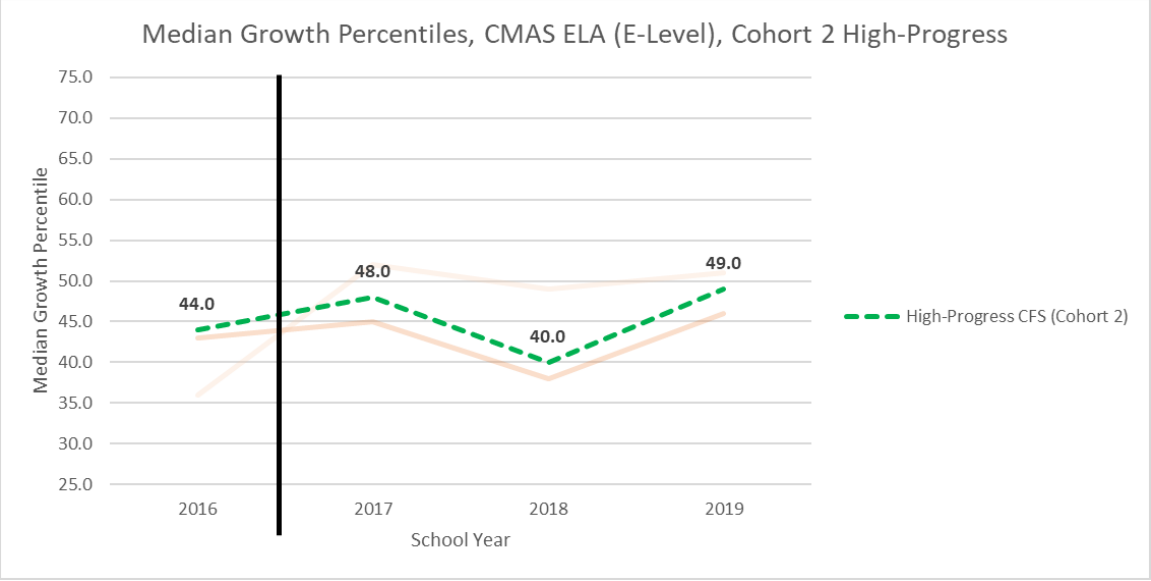


Figure A-8. Median Growth Percentiles from Baseline to Current, for CFS Cohort 2 High-Progress Schools, on the CMAS ELA Assessment



At the elementary level (*N* = 10 schools), Cohort 3 MGPs in math increased from 37.0 at baseline to 45.0 after two years of implementation (2018-19; Figure A-9), and from 41.0 to 48.0 in ELA (Figure A-10).

Figure A-9. Median Growth Percentiles from Baseline to Current, for CFS Cohort 3 Schools, on the CMAS Math Assessment (Elementary)

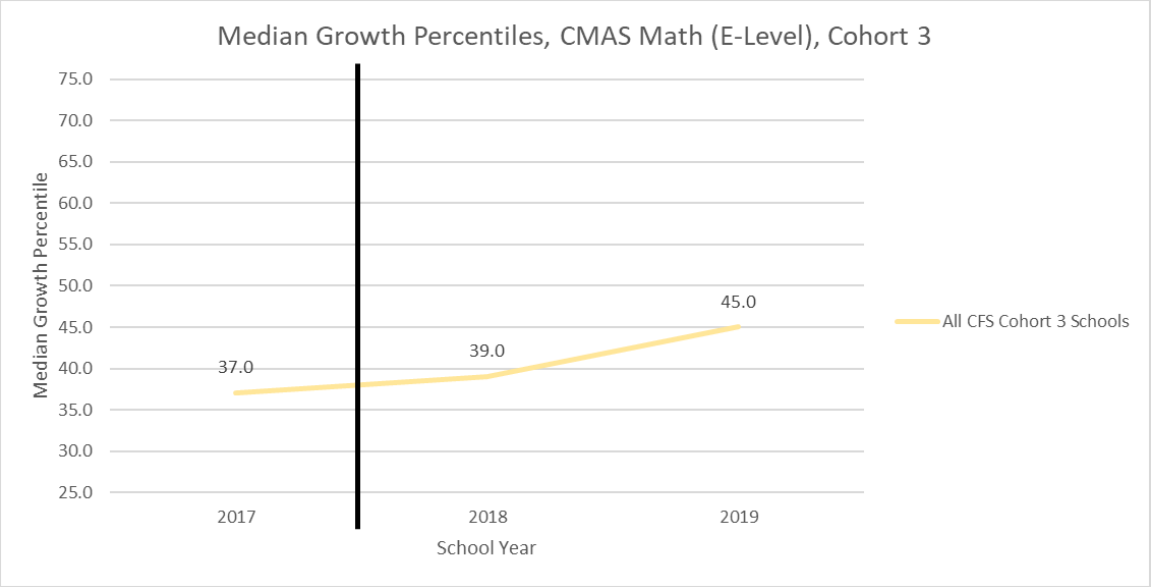
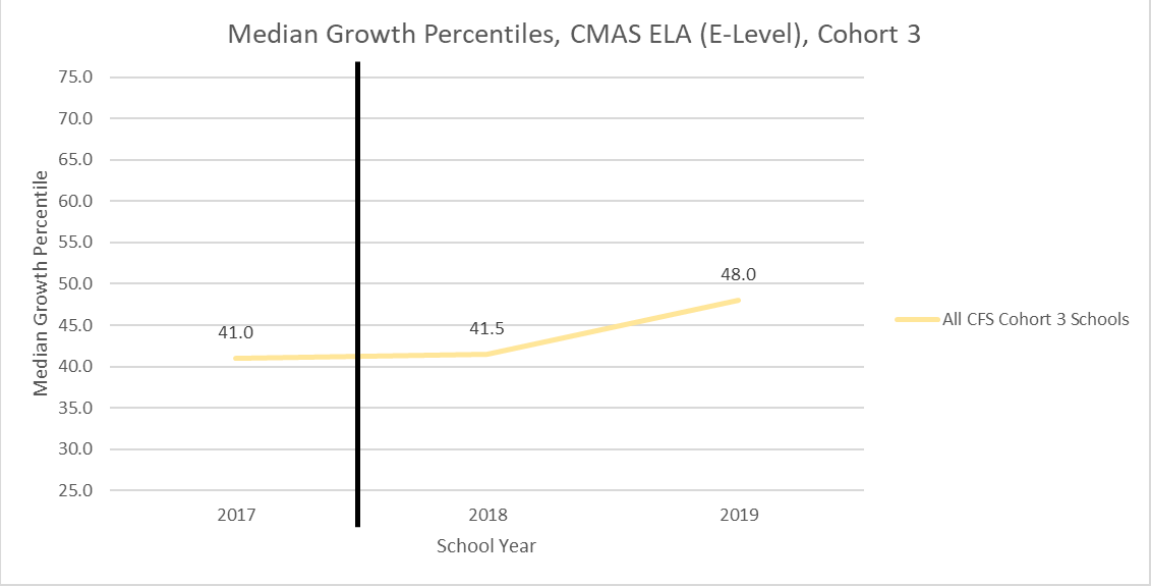


Figure A-10. Median Growth Percentiles from Baseline to Current, for CFS Cohort 3 Schools, on the CMAS ELA Assessment (Elementary)



At the middle level (*N* = 2 schools), Cohort 3 MGPs in math decreased from 45.0 at baseline to 43.0 after two years of implementation (2018-19; Figure A-11), although it is worth noting that the median growth percentile reached 57.0 in 2017-18. In ELA, Cohort 3 MGPs increased from 45.5 to 50.0 (Figure A-12).

Figure A-11. Median Growth Percentiles from Baseline to Current, for CFS Cohort 3 Schools, on the CMAS Math Assessment (Middle)

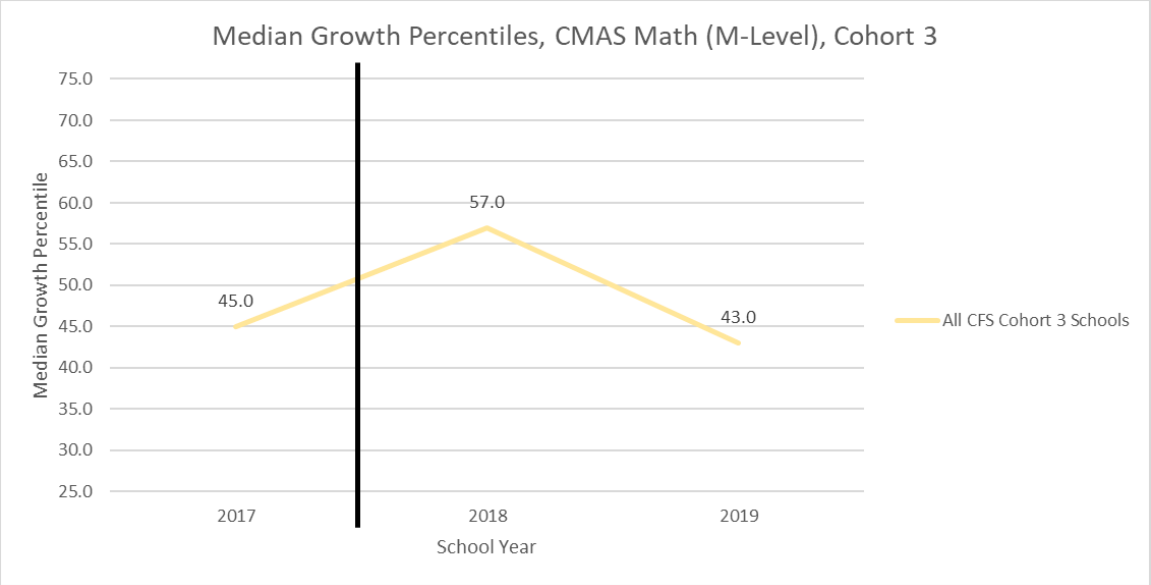
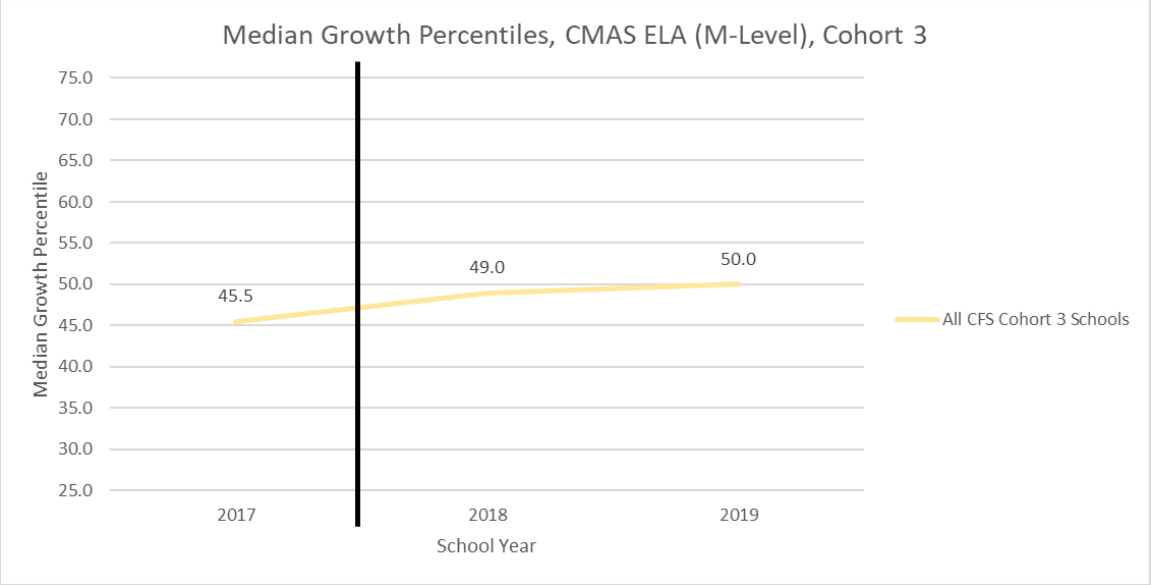


Figure A-12. Median Growth Percentiles from Baseline to Current, for CFS Cohort 3 Schools, on the CMAS ELA Assessment (Middle)



Data is not presented at the high school level due to the small number of students (fewer than 20 in 2018-19) represented.

For Cohort 4, at the elementary level (*N* = 7 schools), MGPs in math remained steady at 41.0 (Figure A-13) while MGPs in ELA decreased from 46.0 at baseline to 44.0 after one year of implementation (2018-19; Figure A-14).

Figure A-13. Median Growth Percentiles from Baseline to Current, for CFS Cohort 4 Schools, on the CMAS Math Assessment (Elementary)

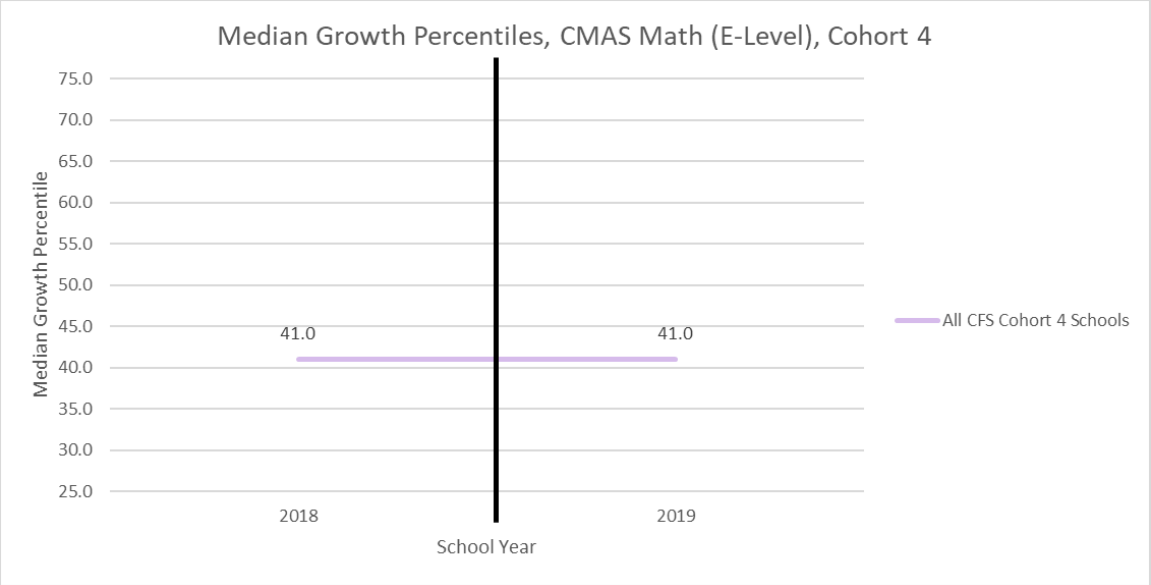
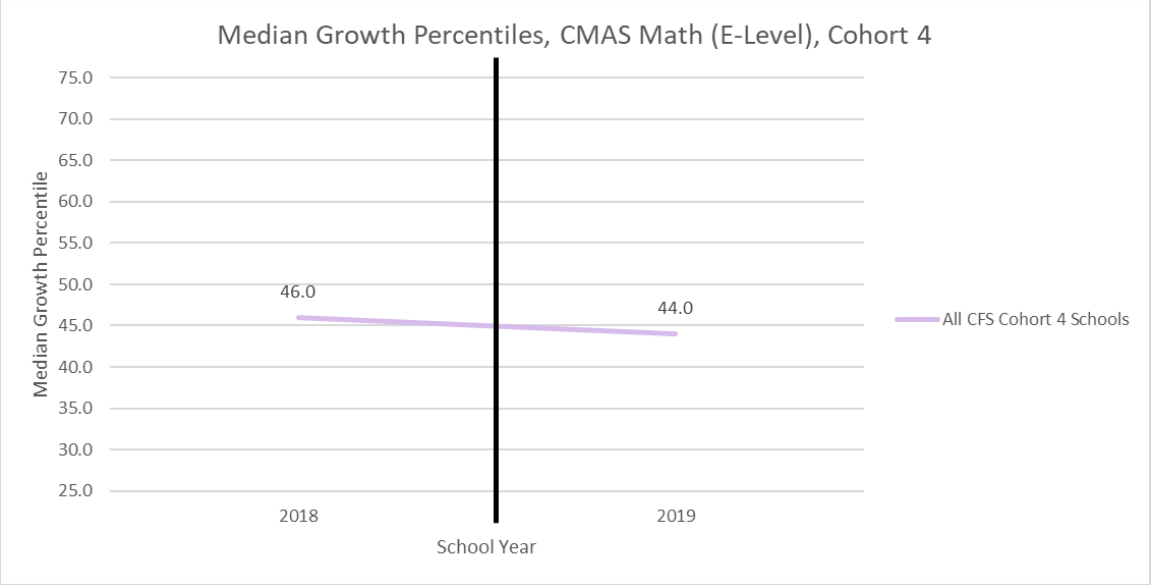


Figure A-14. Median Growth Percentiles from Baseline to Current, for CFS Cohort 4 Schools, on the CMAS ELA Assessment (Elementary)



At the middle level (*N* = 2 schools), Cohort 4 MGPs in math increased slightly from 44.5 at baseline to 46.0 after one year of implementation (2018-19; Figure A-15), while MGPs in ELA increased from 41.0 to 47.0 (Figure A-16).

Figure A-15. Median Growth Percentiles from Baseline to Current, for CFS Cohort 4 Schools, on the CMAS Math Assessment (Middle)

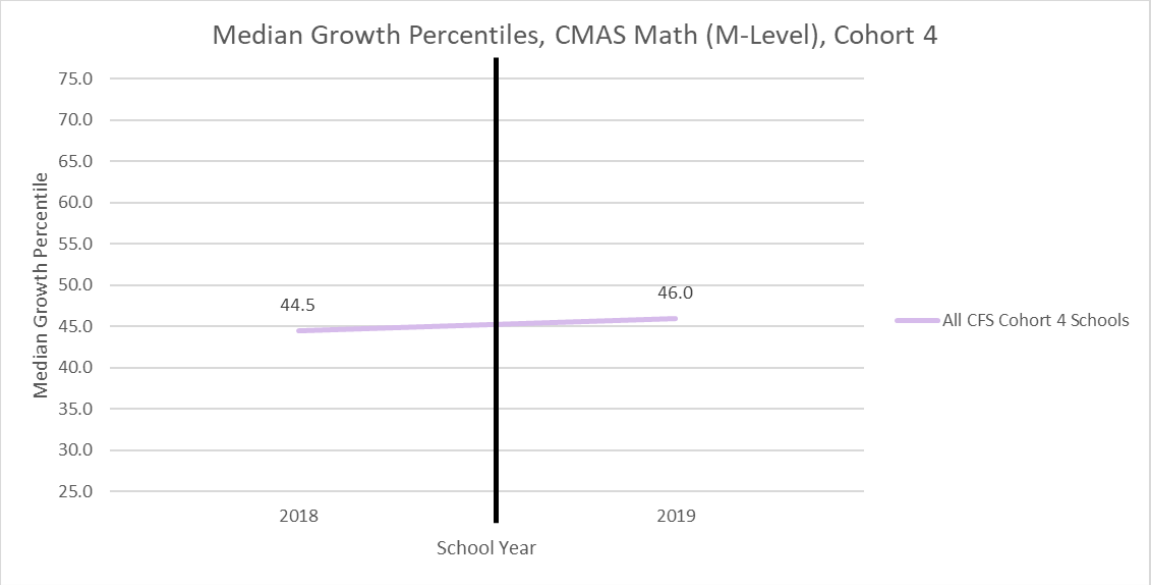
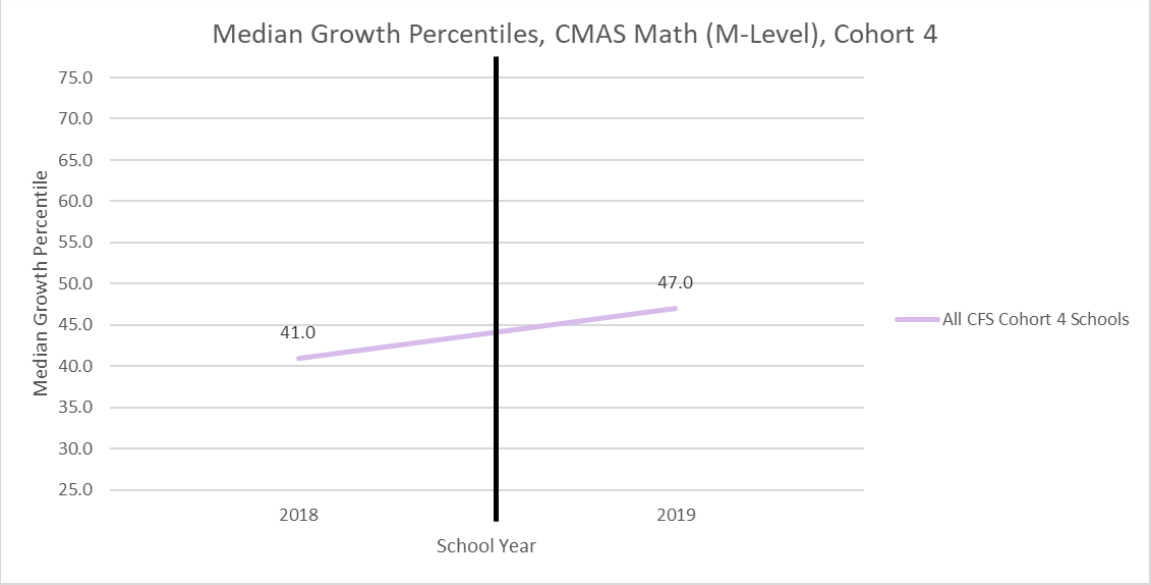


Figure A-16. Median Growth Percentiles from Baseline to Current, for CFS Cohort 4 Schools, on the CMAS ELA Assessment (Middle)



At the high level (*N* = 4 schools), Cohort 4 MGPs in math increased from 41.0 at baseline to 52.0 after one year of implementation (2018-19; Figure A-17), while MGPs in ELA decreased from 43.5 to 42.0 (Figure A-18).

Figure A-17. Median Growth Percentiles from Baseline to Current, for CFS Cohort 4 Schools, on the SAT Math Assessment (High)

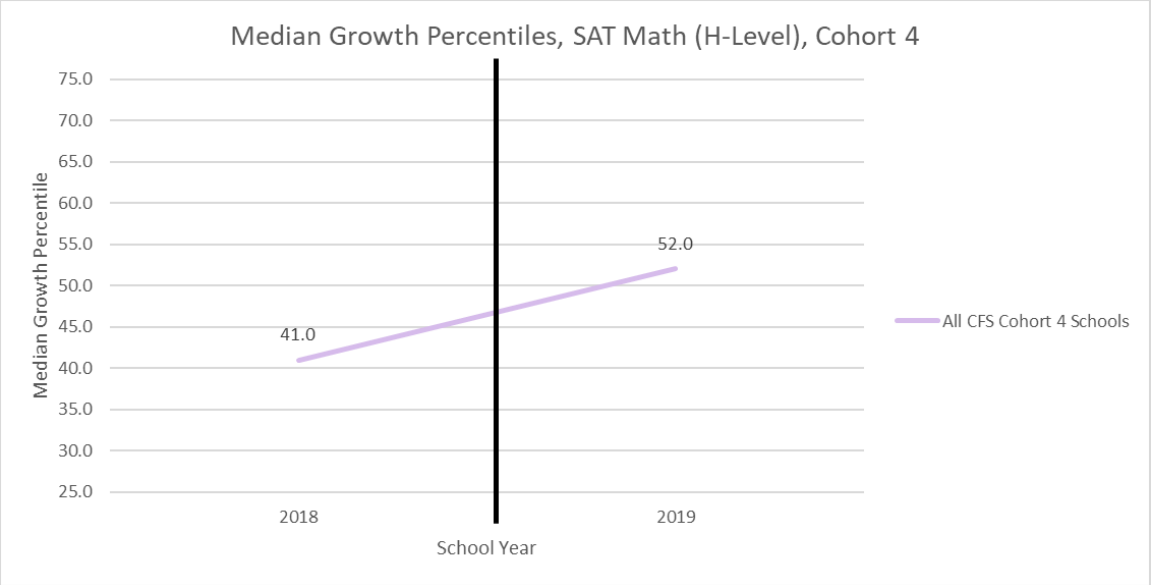
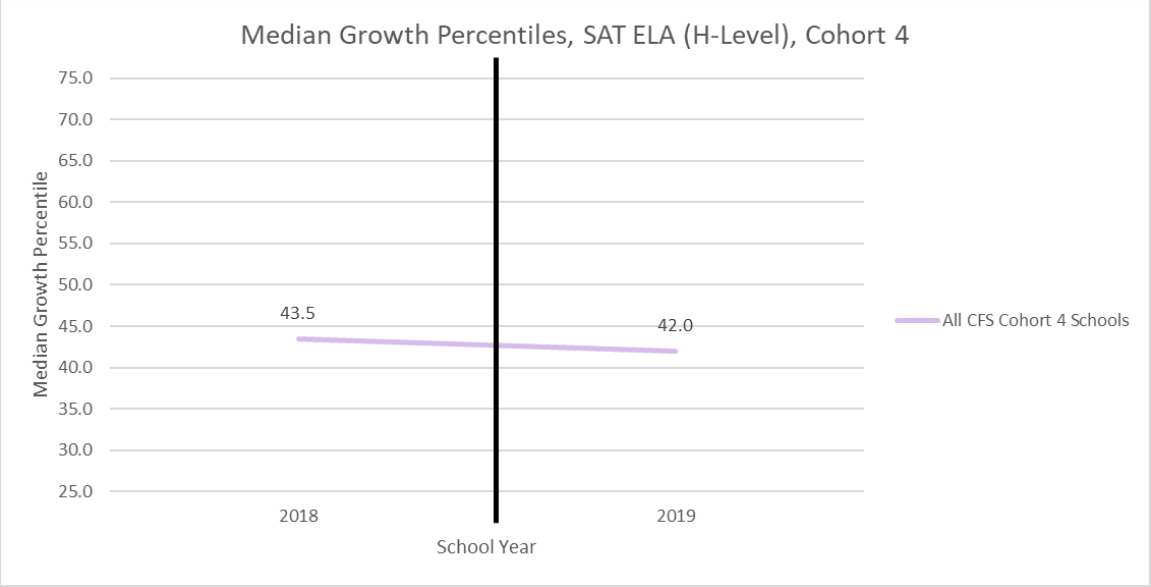


Figure A-18. Median Growth Percentiles from Baseline to Current, for CFS Cohort 4 Schools, on the SAT ELA Assessment (High)



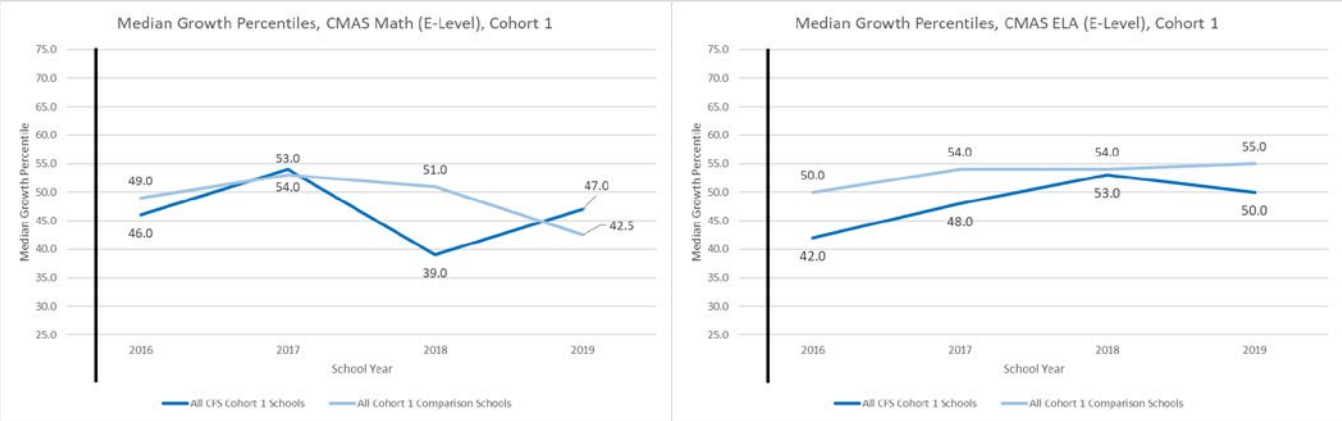
Disaggregated Student Groups

Information in this section is presented for Cohort 1 and 2 schools only, as well as their respective comparison groups. Future evaluations of Cohort 3 and 4 schools will examine the results for the specific student groups which led to a school's eligibility for this grant.

English Learners. Cohort 1 schools increased from an MGP of 46.0 at baseline to an MGP of 47.0 in 2018-19 on the math assessment, and from 42.0 to 50.0 on the ELA assessment for their English learners (Figure A-19). In comparison, the median growth percentiles for the Cohort 1 comparison group *decreased* from 49.0 to 42.5 in

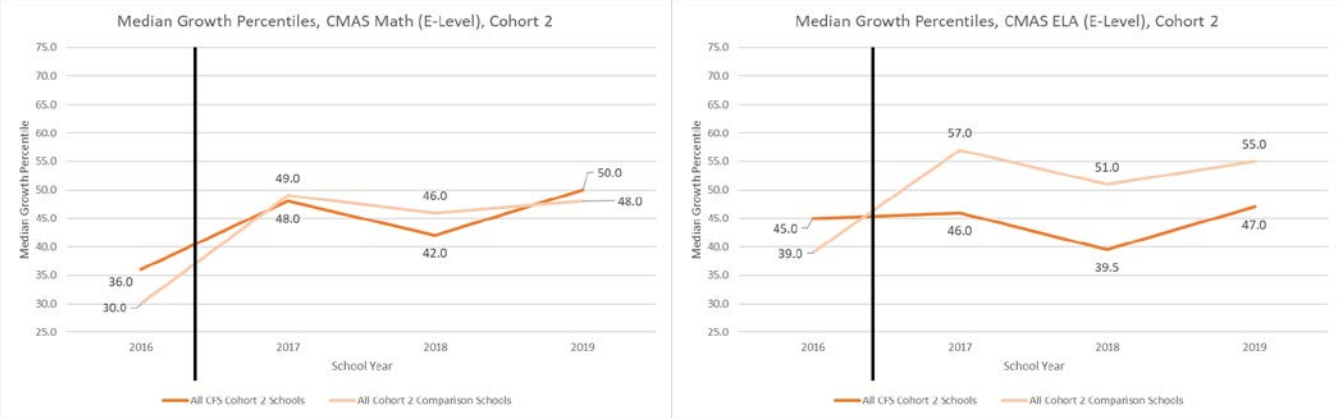
math and increased from 50.0 to 55.0 in ELA. Statewide, median growth percentiles for English learners were 47.0 at baseline and 50.0 in 2018-19 on the math assessment, and 50.0 at baseline and in 2018-19 on the ELA assessment. Median growth percentiles for the Cohort 1 high-progress schools increased from 48.0 to 52.0 on the math assessment and from 36.0 to 62.0 on the ELA assessment.

Figure A-19. Median Growth Percentiles for English Learners from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS Math (Left) and ELA (Right) Assessments



Cohort 2 schools increased from an MGP of 36.0 at baseline to an MGP of 50.0 in 2018-19 on the math assessment, and from 45.0 to 47.0 on the ELA assessment for their English learners (Figure A-20). In comparison, the median growth percentiles for the Cohort 2 comparison group increased from 30.0 to 48.0 in math and from 39.0 to 55.0 in ELA. Median growth percentiles for the Cohort 2 high-progress schools increased from 38.0 to 52.0 on the math assessment and from 45.0 to 49.0 on the ELA assessment.

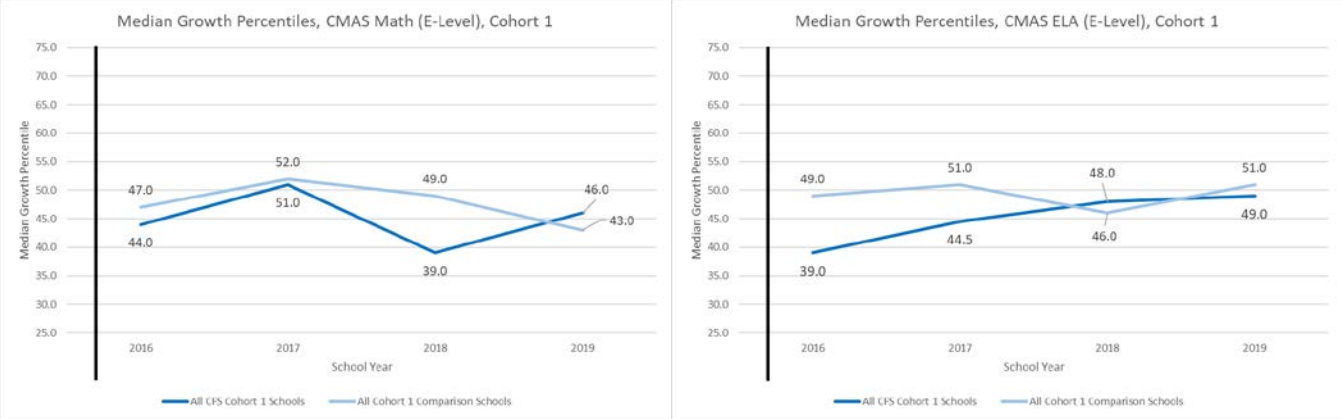
Figure A-20. Median Growth Percentiles for English Learners from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS Math (Left) and ELA (Right) Assessments



Students Experiencing Poverty (Eligible for Free/Reduced Meals). Cohort 1 schools increased from an MGP of 44.0 at baseline to an MGP of 46.0 in 2018-19 on the math assessment, and from 39.0 to 49.0 on the ELA assessment for their students eligible for free and/or reduced meals (Figure A-21). In comparison, the median growth percentiles for the Cohort 1 comparison group *decreased* from 47.0 to 43.0 in math and increased from 49.0 to 51.0 in ELA. Statewide, median growth percentiles for students experiencing poverty were 46.0 at baseline and 47.0 in 2018-19 on the math assessment, and 47.0 at baseline and in 2018-19 on the ELA

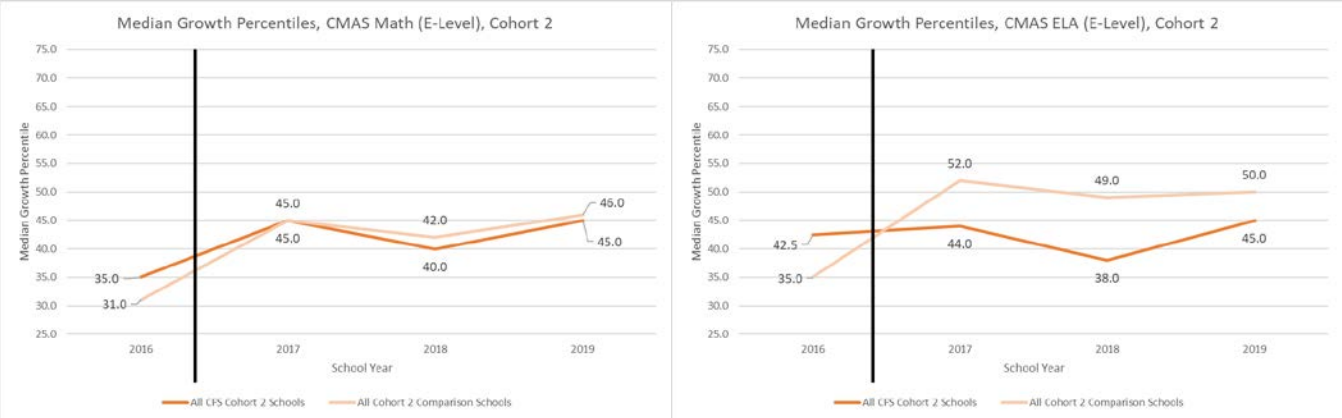
assessment. Median growth percentiles for the Cohort 1 high-progress schools increased from 47.0 to 50.0 on the math assessment and from 32.0 to 53.0 on the ELA assessment.

Figure A-21. Median Growth Percentiles for Students Eligible for Free/Reduced Meals from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS Math (Left) and ELA (Right) Assessments



Cohort 2 schools increased from an MGP of 35.0 at baseline to an MGP of 45.0 in 2018-19 on the math assessment, and from 42.5 to 45.0 on the ELA assessment for their students eligible for free/reduced meals (Figure A-22). In comparison, the median growth percentiles for the Cohort 2 comparison group increased from 31.0 to 46.0 in math and from 35.0 to 50.0 in ELA. Median growth percentiles for the Cohort 2 high-progress schools increased from 36.0 to 50.0 on the math assessment and from 43.0 to 48.0 on the ELA assessment.

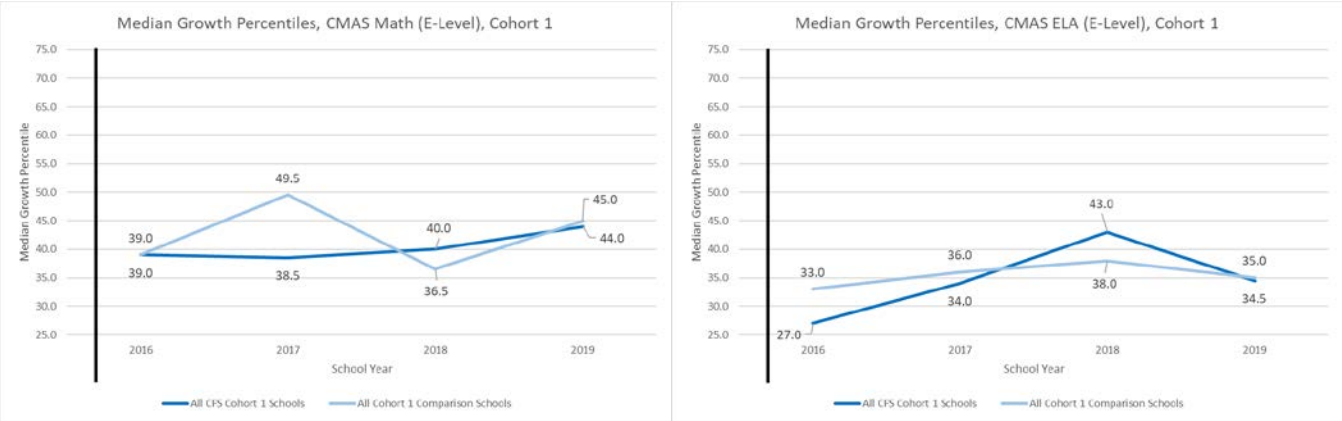
Figure A-22. Median Growth Percentiles for Students Eligible for Free/Reduced Meals from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS Math (Left) and ELA (Right) Assessments



Students with Disabilities. Cohort 1 schools increased from an MGP of 39.0 at baseline to an MGP of 44.0 in 2018-19 on the math assessment, and from 27.0 to 34.5 on the ELA assessment for their students with disabilities (Figure A-23). In comparison, the median growth percentiles for the Cohort 1 comparison group increased from 39.0 to 45.0 in math and increased from 33.0 to 35.0 in ELA. Statewide, median growth percentiles for students with disabilities were 41.0 at baseline and 44.0 in 2018-19 on the math assessment, and 37.0 at baseline and 41.0 in 2018-19 on the ELA assessment. Median growth percentiles for the Cohort 1 high-

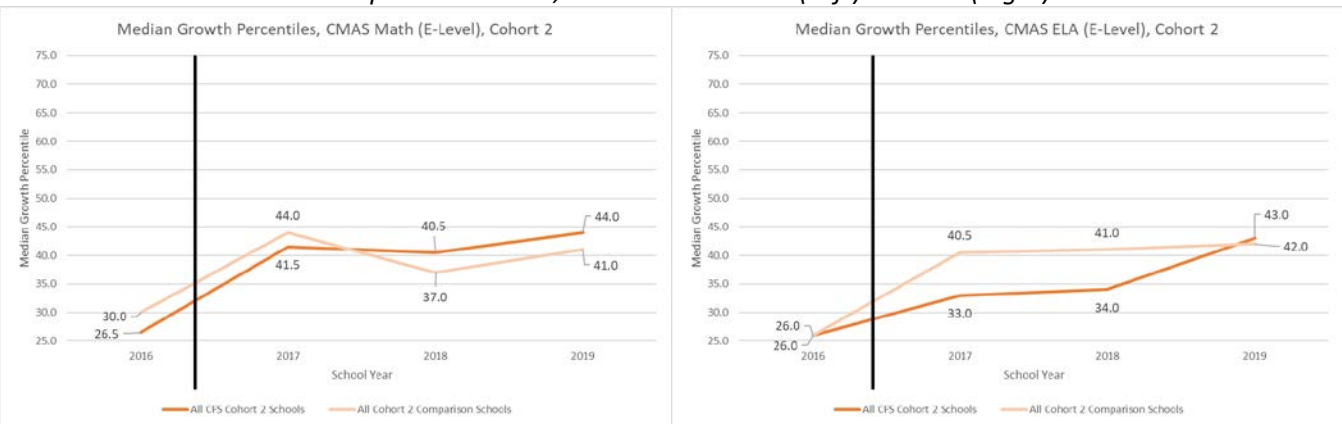
progress schools increased from 44.0 to 47.5 on the math assessment and from 26.0 to 35.0 on the ELA assessment.

Figure A-23. Median Growth Percentiles for Students with Disabilities from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS Math (Left) and ELA (Right) Assessments



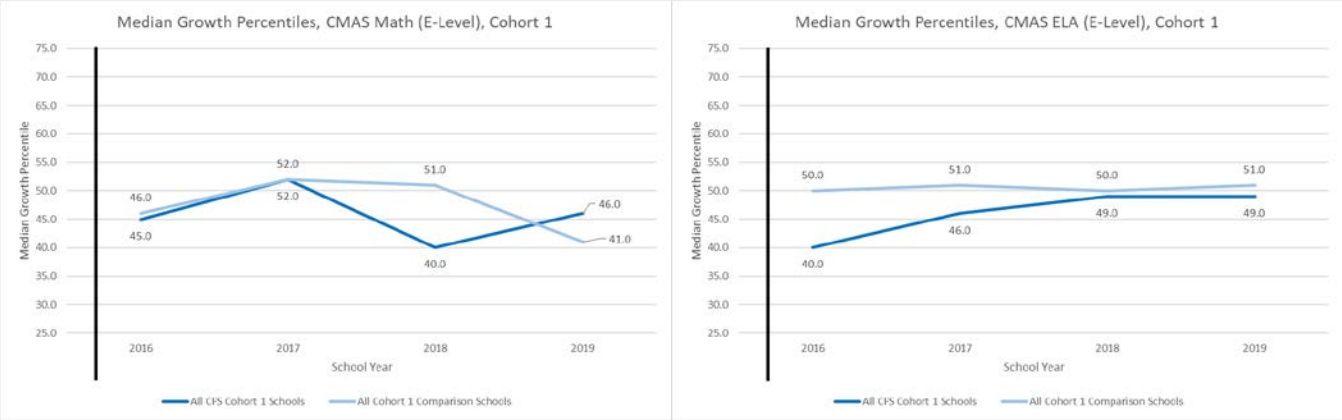
Cohort 2 schools increased from an MGP of 26.5 at baseline to an MGP of 44.0 in 2018-19 on the math assessment, and from 26.0 to 43.0 on the ELA assessment for their students with disabilities (Figure A-24). In comparison, the median growth percentiles for the Cohort 2 comparison group increased from 30.0 to 41.0 in math and from 26.0 to 42.0 in ELA. Median growth percentiles for the Cohort 2 high-progress schools increased from 32.0 to 48.5 on the math assessment and from 25.0 to 46.5 on the ELA assessment.

Figure A-24. Median Growth Percentiles for Students with Disabilities from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS Math (Left) and ELA (Right) Assessments



Minority Students. Cohort 1 schools increased from an MGP of 45.0 at baseline to an MGP of 46.0 in 2018-19 on the math assessment, and from 40.0 to 49.0 on the ELA assessment for their minority students (Figure A-25). In comparison, the median growth percentiles for the Cohort 1 comparison group *decreased* from 46.0 to 41.0 in math and increased from 50.0 to 51.0 in ELA. Statewide, median growth percentiles for minority students were 47.0 at baseline and 49.0 in 2018-19 on the math assessment, and 49.0 at baseline and 48.0 in 2018-19 on the ELA assessment. Median growth percentiles for the Cohort 1 high-progress schools increased from 47.0 to 50.0 on the math assessment and from 32.0 to 53.5 on the ELA assessment.

Figure A-25. Median Growth Percentiles for Minority Students from Baseline to Current, Separately for CFS Cohort 1 and Cohort 1 Comparison Schools, on the CMAS Math (Left) and ELA (Right) Assessments



Cohort 2 schools increased from an MGP of 35.0 at baseline to an MGP of 45.0 in 2018-19 on the math assessment, and from 43.0 to 45.0 on the ELA assessment for their minority students (Figure A-26). In comparison, the median growth percentiles for the Cohort 2 comparison group increased from 31.0 to 46.0 in math and from 35.0 to 51.0 in ELA. Median growth percentiles for the Cohort 2 high-progress schools increased from 36.5 to 50.0 on the math assessment and from 43.5 to 49.0 on the ELA assessment.

Figure A-26. Median Growth Percentiles for Minority Students from Baseline to Current, Separately for CFS Cohort 2 and Cohort 2 Comparison Schools, on the CMAS Math (Left) and ELA (Right) Assessments