COLORADO
Department of Education

Evaluation of the Connect for Success (CFS) Grant

Cohorts 3-7

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Executive Summary

The **Connect for Success (CFS)** grant, under Colorado's Empowering Action for School Improvement (EASI) application, provides schools with 2.5 years of support to adopt strategies and practices evident in high-performing schools. This evaluation analyzes the outcomes of **43 schools across Cohorts 3–7**, measuring the program's impact on accountability ratings, student achievement, and graduation rates during a period heavily impacted by the COVID-19 pandemic.

Key Findings

- **Accountability:** There was encouraging progress in the number of schools no longer being identified for support and improvement.
    - Fifteen schools were no longer identified for support and improvement under State and Federal accountability criteria Post-CFS.
    - The largest change observed was in the category of schools that were federally identified only. Pre-CFS, there were 18 schools in this category, as compared to only 9 schools in this category Post-CFS.
- **Student Achievement & Growth:** Results were mixed.
    - While immediate Post-CFS achievement scores often declined (mirroring state trends), there was some evidence of longer-term recovery. For example, Cohorts 4-6 all had additional schools showing improvement in ELA two years after the grant ended.
    - Cohort 7 showed a 100% improvement rate in CMAS Math scores.
- **Graduation:** 4-year graduation rates increased by an average of 1.6 percentage points, with non-Alternative Education Campuses (AECs) seeing the most success (83% improved).
- **School Climate:** Staff TLCC survey data that was able to be analyzed in a small subset of CFS schools showed improvements in Community Support and Involvement as well as in Student Conduct Management.

Conclusion

The CFS grant showed promising evidence of reducing the number of schools who were identified for support and improvement. However, the lack of consistent gains in outcome indicators suggests that fidelity of implementation may vary across schools. To strengthen the program, it is recommended that the CFS team consider enhancing their tracking of implementation and collect additional qualitative data on each of the schools.

Introduction

The Colorado Department of Education (CDE) uses a needs-based approach to match schools identified for support and improvement under state or federal accountability with services and funding for improvement. Through the Empowering Action for School Improvement (EASI) application, schools are matched with evidence-based strategies and resources to enhance their ability to meet Every Student Succeeds Act (ESSA) and state requirements. This evaluation examines outcomes for Cohorts 3-7 of one of the service options under EASI, the Connect for Success (CFS) grant.[1]

CFS Program Design

Started in 2016, the CFS grant gives schools the opportunity to connect with high performing schools and learn from their practices. The grant was developed as the culmination of CDE's 2014 High Achieving Schools (HAS) Study,[2] which identified common factors contributing to the schools' success overall and across groups of students. These include:

- Relationships are valued
- Time is invested and protected
- Performance monitoring is purposeful, frequent, and effectively used
- Decisions are student-centered
- Expectations are set high, made explicit, frequently expressed, and effectively used
- Learning is purposefully and meaningfully structured
- Staff intentionally uses common language for consistent messaging
- Capitalizing on available resources

Participation in the CFS grant lasts for 2.5 years, with the initial half year dedicated to planning and the remaining two years focused on implementation. Schools first attend a grant kickoff meeting in the winter, where they are introduced to the findings of the HAS Study and hear about the implementation of effective practices from a panel of leaders from high performing schools. In the spring, they receive a diagnostic visit from a CDE team and a report with recommendations for areas of improvement aligned to common practices noted in high performing schools. Additionally, CFS school leaders have the opportunity to plan a visit to at least one high performing school to observe them in action.

During the two implementation years of the grant, CFS schools execute an implementation plan that is aligned to the recommendations in their diagnostic report as well as any additional lessons learned from their school visit. A Progress Monitoring Template is used to track completed action steps and note any course corrections that are needed. School leaders also designate or hire an implementation coach to work collaboratively with a CDE Implementation Manager to refine the school's plan and set new goals and action steps as needed.

Participation in the CFS Grant

To participate in the CFS grant, schools must first be eligible for support through EASI. The eligibility criteria for CFS Cohorts 3-7 was based on an identification of Comprehensive Support and Improvement (CS) or Targeted Support and Improvement (TS) under ESSA, or through a School Performance Framework (SPF) rating with a Performance Watch status.

[1] A previous evaluation analyzed outcomes for CFS Cohorts 1-2 and preliminary data for Cohorts 3-4.

[2] The HAS Study can be found on the federal programs evaluation webpage.

Evaluation Methodology

Program Reach

This evaluation analyzes the change in performance of schools *(N = 43)* that participated in CFS Cohorts 3-7 on a variety of outcome measures. Thirteen schools were initially funded to be a part of Cohort 3, but one school did not complete the grant and one school closed. Therefore, only eleven schools are included in this evaluation for that cohort. Cohort 4 was composed of eleven schools and Cohorts 5-7 had seven schools each. Table 1 details the year that schools from each cohort were selected for the CFS grant, as well as the years in which they participated.

Table 1: Grant Year Information by CFS Cohort

Group	Number of Schools in Cohort	Year of Data Used for Pre-CFS	Selection and Planning Year	Implementation Years	Year of Data Used for Post-CFS
CFS Cohort 3	11*	2017	2017-18	2018-19, 2019-20, 2020-21**	2021
CFS Cohort 4	11	2018	2018-19	2019-20 & 2020-21	2021
CFS Cohort 5	7	2019	2019-20	2020-21 & 2021-22	2022
CFS Cohort 6	7	2019***	2020-21	2021-22 & 2022-23	2023
CFS Cohort 7	7	2021****	2021-22	2022-23 & 2023-24	2024

*Cohort 3 initially had 13 schools. One did not complete the grant and another closed, so they have been excluded.
**Due to the COVID-19 pandemic in Spring 2020, Cohort 3 was given an additional year of grant participation.
***Due to the COVID-19 pandemic, data for many indicators was not available in 2020. Therefore, data from 2019 were used for the Pre-CFS year. There was also an accountability hold for Fall 2020, so ratings/identifications from 2019 were used to identify schools for grant eligibility.
****Due to the COVID-19 pandemic, there was an accountability hold for Fall 2021, so ratings/identifications from 2019 were used to identify schools for grant eligibility.

Data and Analyses

In order to evaluate changes in performance across cohorts, “Pre” and “Post” data years were identified. As is outlined in Table 1, the Pre-CFS year corresponded to the year of data that was used to identify schools for grant eligibility. The Post-CFS data year was aligned to the year the grant concluded for each school. Due to the COVID-19 pandemic, assessments were not administered in 2020 and data for many of the indicators was not available for that year.

Demographic data from Colorado’s Student October Count was used for the descriptives of each cohort. ESSA Identification information for each school, as well as SPF ratings and percentage points earned, was compiled from the publicly available lists published in the federal and state accountability sections of the CDE website. State assessment and graduation rate data were also analyzed by school. In alignment with accountability suppression rules, outcome results were excluded when the N-size for a student group was less than 16 for achievement and graduation rates, and less than 20 for growth.

Finally, the Teaching and Learning Conditions in Colorado (TLCC) survey results were analyzed for the CFS schools for which results were available and closely matched to their Pre and Post years in the grant. The survey is administered to schools every two years, and results are published when there are at least five responses and more than 50% participation. Teachers, education support professionals, school leaders, and special service providers are given the opportunity to participate in the survey for their school, responding to questions related to topics ranging from professional development to facilities and resources. Results are intended to be used in school improvement efforts.

Descriptive Statistics

School Composition

CFS Cohorts 3-7 were comprised of a variety of school types. Eight of the 43 total schools were charter schools, and 7 were Alternative Education Campuses (AECs). While Cohorts 3-5 were mainly elementary schools, Cohorts 6 and 7 had more schools with middle and high school grade levels. Table 2 shows a breakdown of the number of schools with each grade span composition. Across all cohorts, 56% of schools were elementary only.

Table 2: Number of Schools with Each Grade Span Composition by CFS Cohort

Group	E	EM	EMH	M	MH	H	Total
CFS Cohort 3	9	0	1	1	0	0	**11**
CFS Cohort 4	6	1	0	0	1	3	**11**
CFS Cohort 5	5	0	0	0	0	2	**7**
CFS Cohort 6	2	0	0	1	1	3	**7**
CFS Cohort 7	2	3	1	0	0	1	**7**
Cohorts 3-7	**24**	**4**	**2**	**2**	**2**	**9**	**43**

Key: E = Elementary, M = Middle, H = High

School Demographics

All five cohorts had much higher percentages of minority students and students qualifying for Free- and Reduced-Meals (FRM) than the overall statewide percentages. Table 3 includes the demographic data of each cohort for the year in which they were identified for the CFS grant, and Table 4 provides the K-12 demographics for the state as a comparison. The percentages for students with disabilities (IEP) were generally comparable to the statewide percentages, whereas the percentages of multilingual learners (MLs) were higher in the cohorts than they were statewide.

Table 3: CFS Cohort Demographics

Group	Year*	Average Enrollment	Percent Minority	Percent FRM	Percent IEP	Percent ML
CFS Cohort 3	2017	512	60%	54%	11%	23%
CFS Cohort 4	2018	338	79%	68%	10%	31%
CFS Cohort 5	2019	355	66%	68%	14%	23%
CFS Cohort 6	2020	592	72%	59%	12%	26%
CFS Cohort 7	2021	444	81%	78%	10%	30%

*Demographic data is from the year in which schools were identified for the CFS grant.

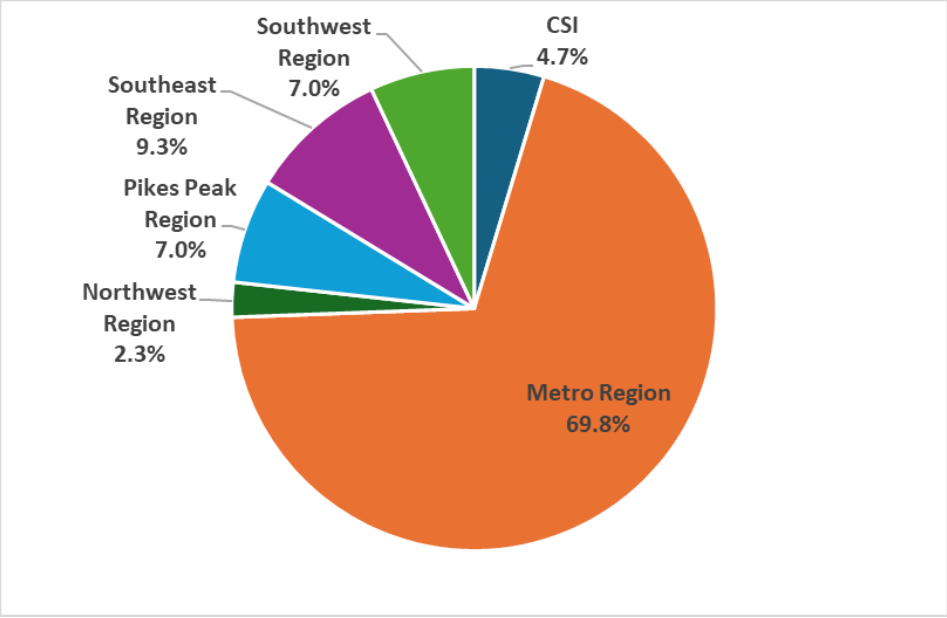
Table 4: Statewide K-12 Demographics by Year

Year	Percent Minority	Percent FRM	Percent IEP	Percent ML
2017	46%	42%	10%	15%
2018	46%	42%	10%	15%
2019	46%	41%	11%	14%
2020	47%	41%	11%	14%
2021	47%	40%	11%	13%

School Setting

The Metro Region had the highest representation of CFS schools, with 30 out of the 43 schools (69.8%), followed by the Southeast Region with 4 schools (9.3%). Figure 1 shows the distribution across regions. For a breakdown of the percentage of schools in each region by cohort, refer to Appendix Table 1. In terms of rural status, 81% of CFS schools were not in rural districts, 7% were in rural districts, and 12% were in small rural districts. Appendix Table 2 contains the percentage of schools by rural status and cohort.

Figure 1: CFS Schools by Region (N = 43)



Outcomes

Change in Federal and State Identifications

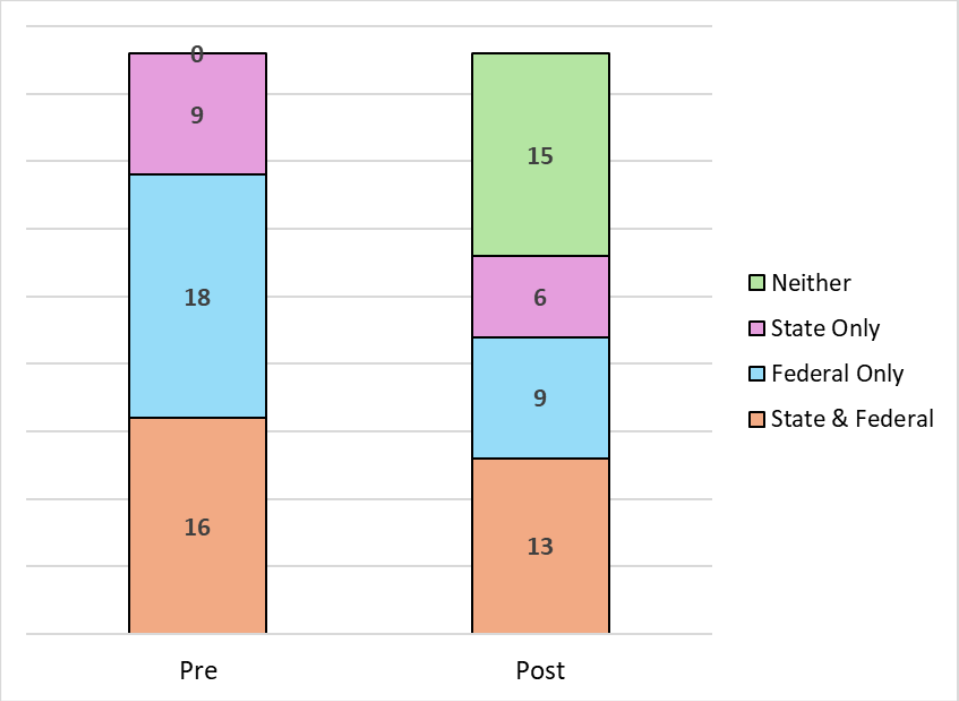
The Every Student Succeeds Act (ESSA) requires states to have a process for identifying public schools for support and improvement. To identify schools, CDE analyzes data across five indicators: academic achievement, academic progress (growth), progress in achieving English language proficiency, school quality or student success, and graduation rates (high schools only). Schools can be federally identified for support and improvement in the following categories: Comprehensive Support and Improvement (CS) Lowest 5%, CS Low Graduation Rate, Targeted Support and Improvement (TS), or Additional Targeted Support (ATS). Schools that no longer meet the identification criteria for CS but are still working to exit CS status are categorized as On Watch.

In addition to the ESSA requirements for identifying schools for support and improvement, Colorado also has a state identification system that evaluates school performance. Through the state identification system, schools receive a School Performance Framework (SPF) rating and are identified for recognition or for eligibility for additional support. Ratings are based on data across three indicators: academic achievement, academic growth, and postsecondary readiness (high schools only). Schools are then placed into one of the following rating categories, listed from highest to lowest, based on their total percentage points earned on the indicators: Performance, Improvement, Priority Improvement, or Turnaround. Schools that did not have enough data to

generate a rating are placed in an "Insufficient State Data" category. Overall, 63% of schools in Cohorts 3-7 improved in their percentage of points earned on the SPF from Pre to Post.

Figure 2 shows the number of CFS schools identified for support from the year they were selected for the CFS grant (Pre) and from the year of grant completion (Post). Schools are grouped based on whether they were identified for support under: the federal criteria only, the state criteria only, both sets of criteria, or neither. There was encouraging progress in the number of schools no longer being identified for support and improvement, which went from 0 schools Pre-CFS to 15 schools Post-CFS. The "Federal Only" category showed the largest drop in the number of schools identified. Appendix Table 3 shows a more detailed breakdown of the Pre and Post groupings.

Figure 2: Number of CFS Schools Identified for Support



Change in Achievement

Yearly statewide assessments in Colorado include the Colorado Measures of Academic Success (CMAS) for students in grades 3-8 and the PSAT/SAT for students in grades 9-11. CMAS scale scores in English Language Arts (ELA) and Math range from 650-850, and a score of 750 corresponds to the "Met Expectations" performance level. PSAT/SAT scale scores for the Evidence-Based Reading & Writing (EBRW) and Math sections have ranges that vary by grade level, from a 120-720 for the PSAT 9 to a 200-800 on the SAT (grade 11). Colorado uses the Mean Scale Scores (MSS) of the assessments to measure school-level achievement.

In addition to looking at MSS achievement for each school, Colorado also uses the Colorado Growth Model to calculate a Median Growth Percentile (MGP) that reflects student progress on each assessment from one year to the next. This normative value compares students with the same achievement history to each other to determine the amount of relative growth that students made. Generally, the state MGP is equal to 50 and represents "typical" growth.

CMAS ELA

Achievement results presented a complicated picture due to the negative impact of the COVID-19 pandemic on student learning across the state. Table 5 shows the range of CMAS ELA mean scale scores for schools in each cohort for the Pre-CFS year. Across all cohorts, those mean scale scores ranged from 710-765. For reference, statewide MSS have been provided in Table 6 for each year from 2017 to 2025, and those scores have ranged from 741-744. From Pre to Post, Cohort 4 and Cohort 5 had an average increase in MSS, in contrast to the statewide decrease in MSS during those years. Interviews with the CFS team seem to point toward a relationship between gains for schools in those cohorts and a dedicated staff member managing implementation of the grant and progress toward goals.

Across all cohorts, only 39% of schools (12 out of 31) improved Pre to Post. Cohorts 3-6 also had enough longitudinal data to compare their Pre-CFS mean scale scores to those 2 years after the end of the grant. Across those cohorts, 12 schools improved Pre to 2 Years Post. This was 3 additional schools than the 9 that improved when only looking at the difference between Pre to Post, suggesting some recovery from the drops during the pandemic as well as progress that may have taken time to appear after the grant components were implemented.

Due to the interruption in the availability of growth data because of the COVID-19 pandemic, MGPs were only able to be calculated for Cohorts 3-6 from Pre to 2 Years Post. In looking at growth above the "typical" value of 50, only 2 schools had MGPs above 50 Pre-CFS. That number increased to 9 schools at the 2 Years Post mark, demonstrating that some schools were able to positively impact student growth above what is typical. Appendix Table 4 includes a breakdown of these numbers by cohort.

Table 5: CMAS ELA Improvement by Cohort

Group	Pre-CFS Year	Pre-CFS: Range of MSS	Post-CFS Year	Pre-CFS to Post: Average MSS Difference	Pre-CFS to Post: Percentage of Schools Improving	Pre-CFS to 2 Years Post: Average MSS Difference	Pre-CFS to 2 Years Post: Percentage of Schools Improving
CFS Cohort 3	2017	710-765	2021	-3.0	30% (3/10)	0.2	30% (3/10)
CFS Cohort 4	2018	718-736	2021	1.6	38% (3/8)	2.2	50% (4/8)
CFS Cohort 5	2019	716-733	2022	1.6	50% (2/4)	1.0	75% (3/4)
CFS Cohort 6	2019	723-761	2023	-1.2	33% (1/3)	2.1	67% (2/3)
CFS Cohort 7	2021	714-737	2024	-0.9	50% (3/6)	N/A	N/A
Cohorts 3-7	**N/A**	**710-765**	**N/A**	**-0.6**	**39% (12/31)**	**N/A**	**N/A**

Table 6: Statewide CMAS ELA MSS by Year

Group	2017	2018	2019	2021	2022	2023	2024	2025
All Students	742	744	744	742	741	743	743	743

CMAS Math

Similar to the CMAS ELA results, CMAS Math results were also negatively impacted by the COVID-19 pandemic at the school level and statewide. As Table 7 shows, the range of Pre-CFS CMAS Math mean scale scores across all cohorts was 698-755. From Pre to Post, Cohort 7 had the highest average increase in MSS, and all 6 schools in that cohort improved. Three out of the 4 schools in Cohort 5 improved, as compared to the decline in the statewide average during those years. As discussed in the CMAS ELA section, Cohort 5 had notably strong implementation.

Across Cohorts 3-6, 10 schools improved Pre to 2 Years Post, which was 3 more schools than the 7 that improved when only looking at the difference between Pre to Post. For comparison, Table 8 shows statewide Math MSS, which increased from 2017 to 2019, then declined in 2021 and have been steadily increasing since then. In terms of Math growth, only 1 school had Pre-CFS MGPs above 50, but at the 2 Years Post mark, 10 schools had MGPs that were at the "typical" growth amount and above (see Appendix Table 4).

Table 7: CMAS Math Improvement by Cohort

Group	Pre-CFS Year	Pre-CFS: Range of MSS	Post-CFS Year	Pre-CFS to Post: Average MSS Difference	Pre-CFS to Post: Percentage of Schools Improving	Pre-CFS to 2 Years Post: Average MSS Difference	Pre-CFS to 2 Years Post: Percentage of Schools Improving
CFS Cohort 3	2017	699-750	2021	-7.0	10% (1/10)	-1.3	20% (2/10)
CFS Cohort 4	2018	705-733	2021	-6.0	17% (1/6)	0.3	50% (3/6)
CFS Cohort 5	2019	707-723	2022	0.4	75% (3/4)	7.6	75% (3/4)
CFS Cohort 6	2019	708-755	2023	-0.2	67% (2/3)	2.6	67% (2/3)
CFS Cohort 7	2021	698-734	2024	5.4	100% (6/6)	N/A	N/A
Cohorts 3-7	**N/A**	**698-755**	**N/A**	**-2.5**	**45% (13/29)**	**N/A**	**N/A**

Table 8: Statewide CMAS Math MSS by Year

Group	2017	2018	2019	2021	2022	2023	2024	2025
All Students	734	735	736	729	732	734	735	736

PSAT/SAT EBRW and Math

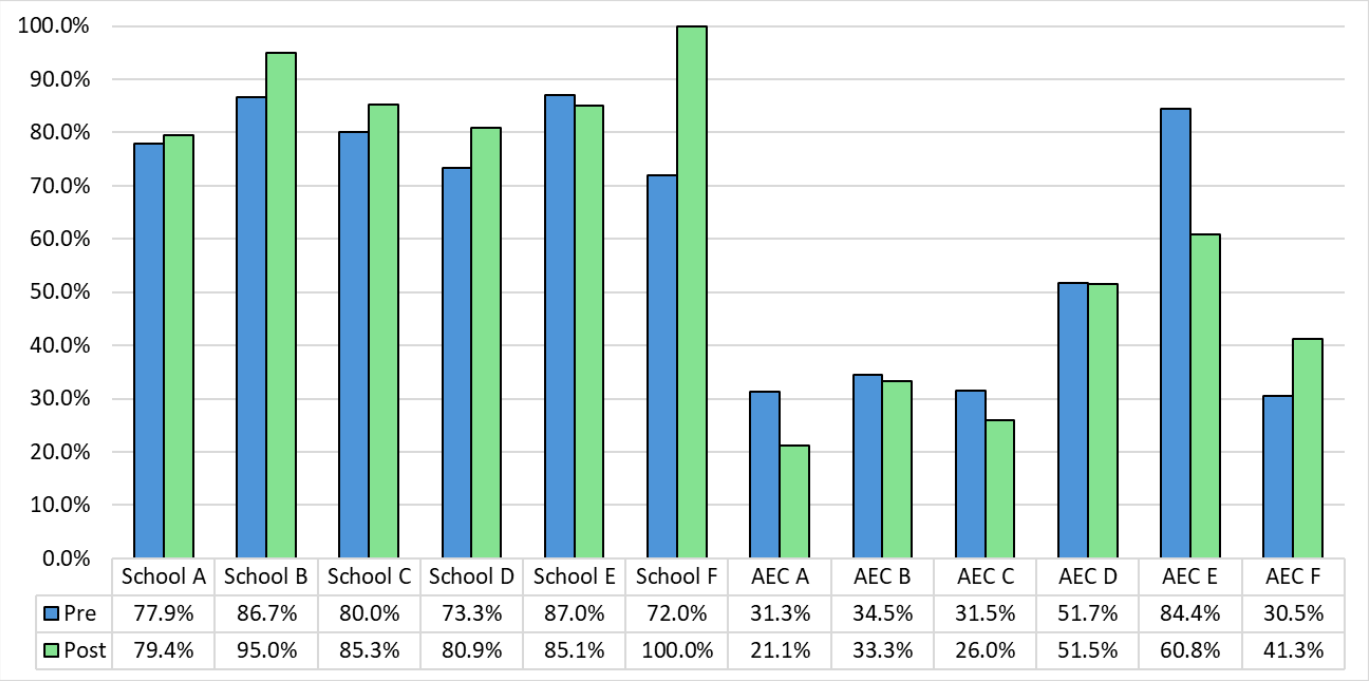
Pre and Post PSAT/SAT data was available for 8 schools. Across Cohorts 3-7, only 3 schools (38%) improved in EBRW, and no schools improved in Math. There was insufficient data available to get a clear comparison of Pre versus 2 Years Post.

Change in Graduation Rates

Pre-CFS 4-year graduation rates for Cohorts 3-7 ranged from a low of 30.5% to a high of 87.0% The average percentage point change in 4-year graduation rates from Pre to Post was 1.6 and 50% of schools (6 out of 12) demonstrated an increase. Non-Alternative Education Campuses were more likely to have increased their 4-year graduation rates from Pre to Post, with 83% (5 out of 6) improving, whereas only 1 out of 6 Alternative Education Campuses (AECs) improved from Pre to Post. Figure 3 shows the Pre and Post 4-year graduation rates by school.

Forty percent of schools (4 out of 10) demonstrated an increase in the 7-year graduation rates from Pre to Post. The Pre-CFS 7-year rates ranged from 38.9% to 95.2%. and the average percentage point change from Pre to Post was 1.9. There was no difference between AECs and Non-AECs, as each group had 2 out of 5 schools increasing rates from Pre to Post (see Appendix Figure 1).

Figure 3: Change in 4-Year Graduation Rates Across CFS Schools

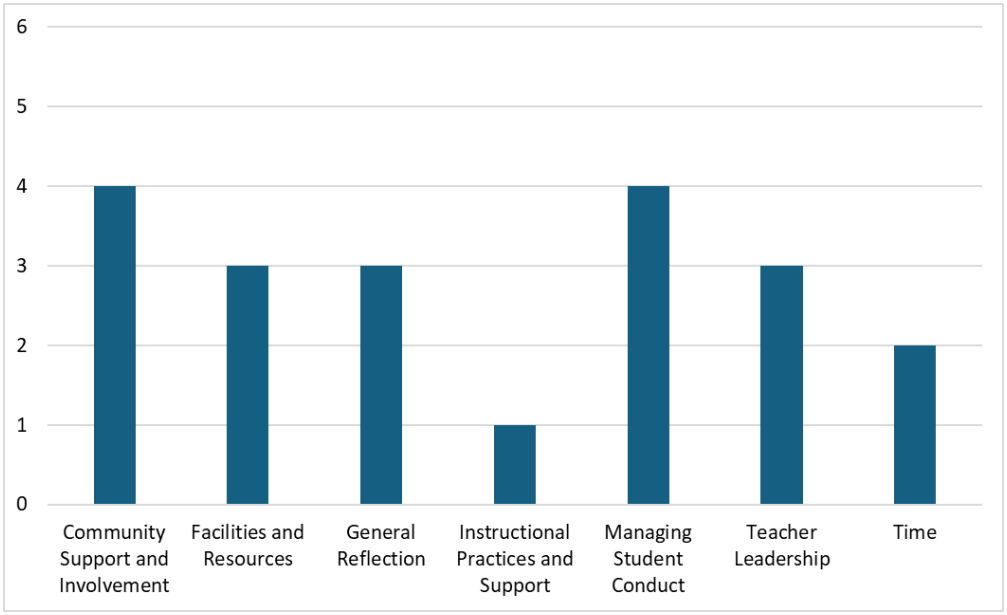


	School A	School B	School C	School D	School E	School F	AEC A	AEC B	AEC C	AEC D	AEC E	AEC F
Pre	77.9%	86.7%	80.0%	73.3%	87.0%	72.0%	31.3%	34.5%	31.5%	51.7%	84.4%	30.5%
Post	79.4%	95.0%	85.3%	80.9%	85.1%	100.0%	21.1%	33.3%	26.0%	51.5%	60.8%	41.3%

Teaching and Learning Conditions Data

In addition to the outcome indicators that were discussed, it is also valuable to look at additional measures of school improvement, such as changes to school climate and instruction. Although it was not possible to adequately analyze data related to the fidelity of grant implementation, there was an opportunity to examine staff survey data through the Teaching and Learning Conditions of Colorado (TLCC) survey. Six schools had data available for years that matched closely with their Pre and Post years in the grant, allowing for changes to be calculated and giving a glimpse at important improvements that may have taken place within each school. Seven topic areas were analyzed for the percentage of staff that gave favorable responses to the associated questions. For a description of what each topic area measured, please see Appendix Table 5. For both the Pre and Post years, the topic area around Time had the lowest average favorable responses, and the topic area around Facilities and Resources had the highest average. Five out of the six schools improved in at least two topic areas. As shown in Figure 4 below, the areas of Community Support and Involvement as well as Managing Student Conduct had the largest number of schools showing improvement, at four schools each. Instructional Practices and Support had the least number of schools showing improvement, with only one.

Figure 4: Number of CFS Schools Improving in Each TLCC Topic Area



Conclusion

The Connect for Success grant was designed to support schools for improvement using the practices of High Achieving Schools as a guide. Across the CFS cohorts, there was a mixed picture of progress that was further complicated by the negative impact of the COVID-19 pandemic. Some schools demonstrated gains across some of the indicators, while other experienced challenges. Overall, there was encouraging progress in both the ESSA Identification and SPF ratings categories, as there was a reduction in the number of schools identified/rated as needing the most support.

Fidelity of implementation was not able to be measured, but a review of progress monitoring tools and interviews with the CFS team point toward variation across schools. To strengthen future evaluations of the CFS grant, the CFS team could consider tracking completion rates of the Progress Monitoring Template that schools use, as well as the percentage of goals met. Additionally, to better capture qualitative data on the impact of the grant program and any noted challenges, Pre and Post surveys will now be administered to school leaders - a recommendation that the CFS team acted upon during the exploratory phase of this evaluation.

Appendix

Appendix Table 1: Percentage of Schools in Each Region by Cohort

Group	Metro Region	Northwest Region	Pikes Peak Region	Southeast Region	Southwest Region	CSI
CFS Cohort 3	72.7%	0%	0%	9.1%	18.2%	0%
CFS Cohort 4	81.8%	0%	0%	0%	0%	18.2%
CFS Cohort 5	42.9%	0%	28.6%	28.6%	0%	0%
CFS Cohort 6	85.7%	14.3%	0%	0%	0%	0%
CFS Cohort 7	57.1%	0%	14.3%	14.3%	14.3%	0%
Cohorts 3-7	**69.8%**	**2.3%**	**7.0%**	**9.3%**	**7.0%**	**4.7%**

Appendix Table 2: Percentage of Schools by Rural Status and Cohort

Group	Not Rural	Rural	Small Rural
CFS Cohort 3	72.7%	0%	27.3%
CFS Cohort 4	100%	0%	0%
CFS Cohort 5	71.4%	28.6%	0%
CFS Cohort 6	85.7%	14.3%	0%
CFS Cohort 7	71.4%	0%	28.6%
Cohorts 3-7	**81.4%**	**7.0%**	**11.6%**

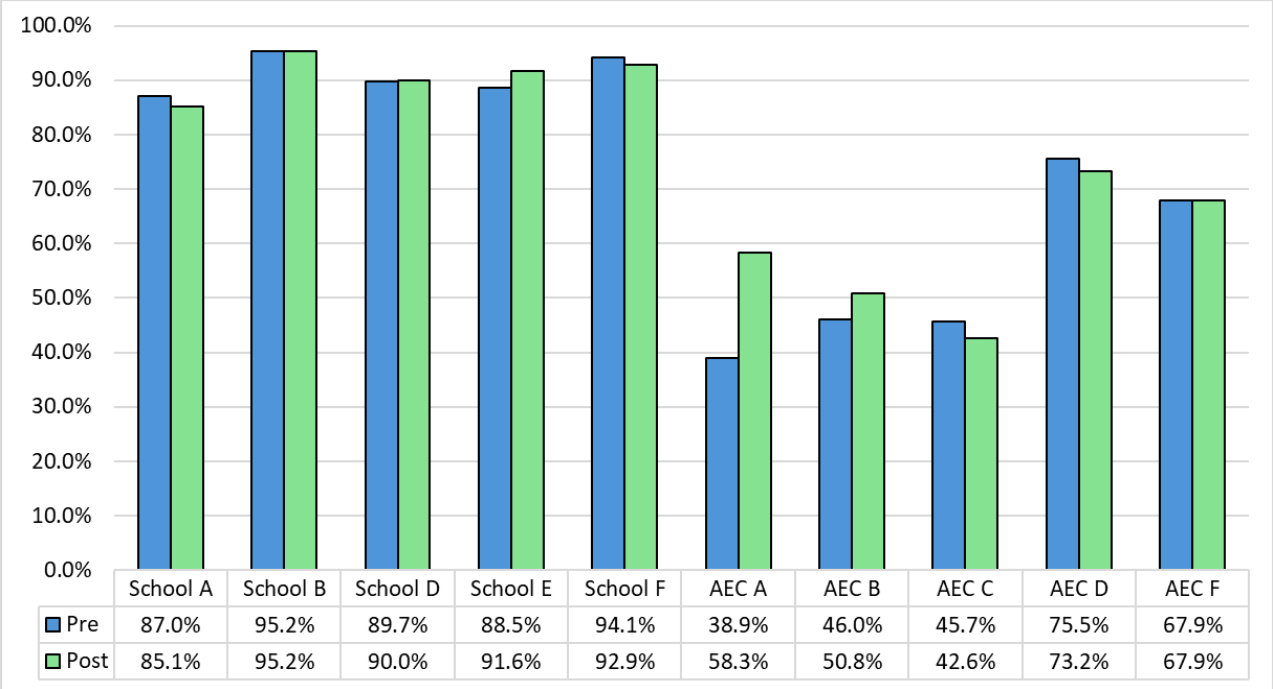
Appendix Table 3: Number of Schools in Each Identification Category Pre vs. Post

Group	Post-CFS State Identification Only	Post-CFS Federal Identification Only	Post-CFS State & Federal Identification	Post-CFS No Identification	Total
Pre-CFS State Identification Only	4	0	2	3	**9**
Pre-CFS Federal Identification Only	0	7	1	10	**18**
Pre-CFS State & Federal Identification	2	2	10	2	**16**
Total	**6**	**9**	**13**	**15**	**43**

Appendix Table 4: CMAS Growth in ELA and Math

Group	Pre-CFS: Percentage of Schools with MGP > 50 in ELA	2 Years Post: Percentage of Schools with MGP > 50 in ELA	Pre-CFS: Percentage of Schools with MGP > 50 in MATH	2 Years Post: Percentage of Schools with MGP > 50 in MATH
CFS Cohort 3	0% (0/10)	40% (4/10)	0% (0/10)	20% (2/10)
CFS Cohort 4	25% (2/8)	25% (2/8)	13% (1/8)	38% (3/8)
CFS Cohort 5	0% (0/4)	0% (0/4)	0% (0/4)	75% (3/4)
CFS Cohort 6	0% (0/3)	100% (3/3)	0% (0/3)	67% (2/3)

Appendix Figure 1: Change in 7-Year Graduation Rates Across CFS Schools



	School A	School B	School D	School E	School F	AEC A	AEC B	AEC C	AEC D	AEC F
Pre	87.0%	95.2%	89.7%	88.5%	94.1%	38.9%	46.0%	45.7%	75.5%	67.9%
Post	85.1%	95.2%	90.0%	91.6%	92.9%	58.3%	50.8%	42.6%	73.2%	67.9%

Appendix Table 5: TLCC Topic Area Descriptions

Topic Area	Description of What Each Topic Area Measures
Community Support and Involvement	School's approach to family and community support, engagement, communication
Facilities and Resources	Class size, instructional resources, physical space, safety
Instructional Practices and Support	Improvement and accountability of staff, opportunities to learn, intentional supports for various student groups
Managing Student Conduct	School safety, expectations for student behavior
Teacher Leadership	Role of teachers and support personnel as leaders within the school, level of influence that all staff hold
Time	Adequacy of time to meet expectations of position, support students, communicate with families, engage in professional learning
General Reflection	Overall impressions of the school, whether the school is a good place to work and a good place for students to learn, recognition, future employment plans