Mississippi Math Outcomes Analysis 2014/15

Grade Levels: 3, 4, 5
ST Math Program: Gen-4
Analysis Type: Three-Year
Treatment-Years: 2014/15
Baseline-Year: 2011/12

Subgroup: All Students

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Abstract

This analysis evaluates grades using ST Math in Mississippi in 2014/15. It identifies those grades with nominal or better implementation of the ST Math program, and matches them to randomly selected, similar math-performance comparison grades. The nominal ST Math users are an aggregation of 21 grades, consisting of grades 3, 4, and 5 at 8 schools, with an average baseline of 62% in Proficient or Advanced proficiency levels (refer to Figures 2 and 3 to see how your schools compare to those analyzed in this report).They were matched to 21 similar, randomly selected control grades at 20 schools that never used ST Math. Grade-wise growth in math proficiency was evaluated (i.e. growth in same grade, same school, from 2011/12 to 2014/15) on the percentage proficient and accompanying z-scores (see Section 3.1). Grades 3, 4, and 5 aggregated showed an ST Math effect of 11.54 points at the Proficient or Advanced levels, 10.48 points at the Proficient Level, 1.06 points at the Advanced Level, and Z-score of 0.72.

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1 Introduction

1.1 Background

This is a quasi-experimental analysis at the grade-mean level. Entire grades represent the units of analysis, and outcome measures are the 1-year changes in grade-mean MCT Proficient or Advanced percentages. The treatment grades used the ST Math program for 1 year, beginning in the 2014/15 school year. The study hypothesis is treatment grades using ST Math will outperform similar matched control grades, using their "business as usual" conditions of instructional content and professional development. The control grades were selected to have similar demographic, math, and economically disadvantaged attributes to the treatment grades during the baseline year (2011/12), and did not use ST Math in 2014/15, and 2014/15. The treatment grades' selection pool was all schools using ST Math in grades 3, 4, and 5 in Mississippi. The control grades' pool was all schools not using ST Math in grades 3, 4, and 5 in Mississippi. This study method measures effectiveness of the ST Math program when nominally implemented.

1.2 Program Description

The ST Math program is a supplemental math program covering grade-level Mississippi math standards. The ST Math content consists of visual representations of math standards, concepts, and procedures, presented to students as "Puzzles" of virtual manipulatives, with which they interact to pose solutions. Each time the student poses a solution, the computer visually animates the Puzzle, diagram, or symbols to show why the posed solution correctly solves, or why it does not solve, the math problem (puzzle). The Puzzles are arranged into sequential groups, called "Levels". To proceed to the next Level in sequence, the student needs to master his/her current Level. Mastering a Level requires solving 100% of the math problems, or Puzzles correctly. In this way, the program is self-paced. Students must correctly solve approximately 4-12 Puzzles, with only 1 failure and retry allowed, to proceed. Levels are sequenced together into Games and, again, the student must master each Game to get to the next Game in sequence. Games are sequenced into "Learning Objectives" (e.g. 'Fractions Concepts'). The ST Math curriculum of approximately 20-25 Learning Objectives can be rearranged in a year-long, grade-level syllabus to match district math pacing through the school year.

The Puzzles typically start with concrete representations of the math, without abstract symbols, math vocabulary, or even English words. Gradually, through subsequent Levels or Games, abstractions are introduced. For example, a Puzzle might start with "n" green blocks on the screen, and then at a subsequent Level may represent the quantity with the numeral for "n" (no green blocks anymore). In this way, three things are accomplished: i) language proficiency prerequisites to engage with the program are minimal, ii) non-mathematical distractions (e.g. back-stories for word problems) are minimized or eliminated – thereby reducing load on working memory, and iii) the actual math in the problem can be represented clearly, simply, and unambiguously.

Besides the self-paced progress made by students in their one-to-one environment, the program is designed to be referenced by teachers during their regular math instruction. It is supplemental to core or basal math instruction and instructional materials. As the great majority of grade-level math standards are covered in the ST Math digital curriculum, completion of 100% of the entire ST Math curriculum (i.e. completing every Game) is required to cover all grade-level math standards.

Teachers receive initial training, either face to face or through self-guided online instruction. The training covers account startup, as well as math learning and growth mindset goals, the pedagogical

approach to learning in a visual experiential game, monitoring and intervention of the student 1:1 game play, and connecting of ST Math content to classroom content and pacing.

To achieve nominal progress through the program, there is a time-on-task requirement. While student progress rates through the program vary, MIND Research Institute has found that consistent application of 90 minutes per week throughout the school year is sufficient to get most students through at least half of the ST Math Learning Objectives. Students are recommended to use the program in school for at least two 45-minute sessions per week, or 90 minutes per week, over about 35 weeks. Analyses of ST Math usage have shown that consistently following this schedule throughout the school year is usually sufficient to achieve 50% or more Progress through ST Math content. Progress is a percentage of ST Math content coverage, and is defined as Levels completed by the student, divided by the total number of Levels in the curriculum. In addition, MIND's historical analyses have shown that it is necessary to complete at least 50% of the program in order to expect significantly higher performance compared to non-users.

2 Data Collection

Since this analysis uses grades as the unit of analysis, and states publish grade-mean state standardized test scores, the data for student math outcomes is collected from each state education agency's research files (retrieved from state websites). The treatment students use ST Math student accounts served by MIND. Student ST Math usage data is aggregated to grade-level means by MIND.

2.1 Proficiency Levels Definition

The following (Tables 1 and 2) is Mississippi's proficiency level descriptions:

Proficiency Level	State Proficiency Level Name
L1	Minimal
L2	Basic
L3	Proficient
L4	Advanced

Table 1: MCT: Proficiency Level Naming (2011/12)

Proficiency Level	State Proficiency Level Name
L1	Did Not Yet Meet Expectations
L2	Partially Met Expectations
L3	Approached Expectations
L4	Met Expectations
L5	Exceeded Expectations

Table 2: PARCC: Proficiency Level Naming (2014/15)

In order to compare changes in proficiency levels over time, this analysis maps the five new PARCC proficiency levels into the four old MCT proficiency levels. Based on their definitions, for 2014/15, the new L1 (Minimal, MCT) is equal to the sum of L1 (Not Yet Meeting Expectations, PARCC) and L2 (Partially Meeting Expectations, PARCC). Subsequently, the new L2 (Basic, MCT) for 2014/15 is equal to L3 (Approaching Expectations, PARCC), the new L3 (Proficient, MCT) is equal to L4 (Meeting Expectations, PARCC) and the new L4 (Advanced, MCT) is equal to L5 (Exceeding Expectations, PARCC). Moving forward, this analysis will only be comparing proficiency levels L1, L2, L3, L4 as defined by MCT.

2.2 Treatment Grades Pool and Selection

The Treatment grades pool originated with all schools and grades using ST Math in Mississippi. From these schools, every grade that had used the ST Math program only for the year 2014/15 was identified. They comprise the Treatment grades pool for this evaluation of 1-year usage.

Because the analysis uses grade-mean data, such as grade-mean scale scores or grade-mean proficiency level percentages, it is necessary that the program also be a grade-wide treatment, with the great majority of students in each grade receiving treatment. Otherwise, the grade-means

reported by the state of 100% of *tested* students would not be valid measures of a smaller fraction of *treatment* students. MIND's site implementation requirement is that an entire grade, including all teachers and all classes within that grade, use the ST Math program. We validate how closely this is the case for each individual treatment grade by comparing the number of ST Math student accounts at a grade level to the Mississippi's reported enrollment at that grade level. We discard from the Treatment pool any grade with a ratio of ST Math student accounts to reported grade enrollment lower than 85%.

Furthermore, the outcomes measure is a summative year-end test, i.e. Mississippi's standardized math assessment (MCT). The math assessment thus covers all the math standards for that entire grade level. Meanwhile, the ST Math program curriculum (arranged into Learning Objectives) is also aligned to Mississippi math standards. To infer that the ST Math content is having a valid effect on student outcomes on the summative assessment, we discard any grade with grade-mean of ST Math Progress for its students lower than 50% by year-end.

Progress is a percentage, and is defined as Levels completed by the student, divided by the total number of Levels in the grade-level curriculum. Note that student achievement of at least 50% progress in ST Math is accomplished primarily by teacher assignment of computer session time to students. With sufficient time on task, students make progress. The program helps them self-pace through providing real-time informative feedback for each puzzle.

2.3   Control Grades Pool and Selection

The control grades are randomly selected from a control pool of schools in Mississippi. Though they are randomly selected, they are also matched to be similar to the Treatment grades' math attributes and demographics during the baseline 2011/12 year. The matched attributes include:

- scale score

- student percentages at each math proficiency level

- percentage of students receiving free or reduced lunch (using the demographic data from MDR).

To mitigate the risk of randomly picking a set of Control grades that generates an outlier for effect, a Monte Carlo approach is used to perform many random picks. The control pool's size is large enough that there are many possible "picks" of closely matched control grades.

One hundred randomly matched picks are made and sets of matched control grades are generated. For each set, the quality of the match as well as the math growth of the potential control set is evaluated. Some picked sets have high average math growth, some have low average math growth. From the set of all picks, a median pick is chosen. This avoids either an unlikely overestimate, or underestimate, of the Control grades' growth. When multiple median picks exist, the control set with the minimal math score differences in the baseline year is chosen.

3   Data Analysis

The set of all schools and grades using ST Math in Mississippi is evaluated for Enrollment percentage and Progress percentage parameters. A filtered Treatment set (TRT) of all ST Math grades with $\geq 85\%$ Enrollment and $\geq 50\%$ Progress is identified. State math assessment data is tabulated. A matching set of Control grades based on baseline year state math assessment is selected.

Changes in math performance, i.e. the difference in math performance of a grade from a baseline year to the final year, are evaluated and tabulated. Statistical tests of the significance of the difference in math performance changes between Treatment grades and Control grades are performed. Finally, a grade-by-grade disaggregation is performed.

3.1   Z-scores

In order to analyze across all states with different math assessments, a new z-score of that test's math proficiency is calculated. For each year being analyzed, by grade, a z-score takes the difference of the grade mean percent proficient and the mean of all percent proficient statewide for that year, and then divides it by the standard deviation of all percent proficient statewide for that year. Here is a fictional example to illustrate the calculation of a z-score for the 2015/16 exam:

School A, Grade 3, Percent Proficient: 70
Average across all schools statewide, Grade 3: 50
Standard deviation across all schools statewide, Grade 3: 20
Z-score=((School A, Grade 3, Percent Proficient)-(Average across all schools, Grade 3))/(Standard deviation across all schools, Grade 3)

$$\text{Z-score}=\frac{70-50}{20}=1$$

The z-score is calculated for every grade across all years being analyzed, using the full state data set of schools for the averages and standard deviations. The use of z-scores is a valid statistical method to normalize any dataset and to enable analysis across otherwise uncomparable exams. In this report, we only analyze z-scores.

3.2   Percentile Ranking

These newly calculated z-scores can then be converted into a percentile ranking. Each percentile ranking shows the grade's performance relative to the others in that year and grade. For example, for a specific grade 3, a percentile ranking of 50 shows that this grade 3 performed at the average of all third grades in the state for that testing year.

3.3 Final Treatment and Control

3.3.1 ST Math Grade-Aggregated Implementation ($\geq 85\%$ Enrollment Grades Only)

ST Math Percent Grade Mean Progress Distribution – 2014/15
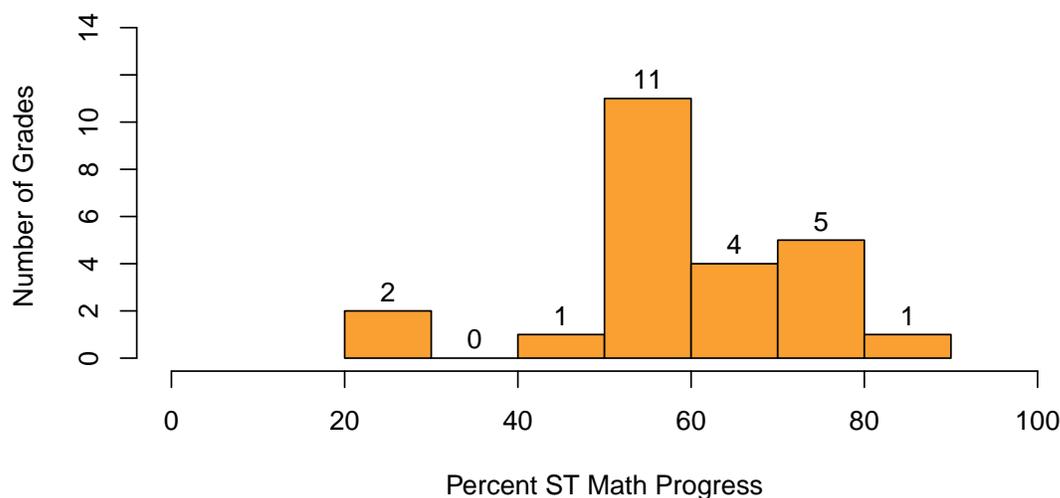
Figure 1: Histogram of ST Math Percent Progress for $\geq 85\%$ Enrollment Grades 2014/15

For all ST Math grades with Enrollment $\geq 85\%$, Figure 1 shows the frequency distribution of grade-average Progress percentage through the program. Note that we will only be using grades with $\geq 50\%$ Progress as the Treatment Group.

Table 3 provides descriptive statistics of the Progress distribution. Table 4 shows the number of remaining treatment grades after applying enrollment and progress filters.

	Min.	Max.	Average	S.D.
ST Math % Progress	26.9	84.4	59.2	13.8

Table 3: Descriptive Statistics of ST Math Percent Progress for $>= 85$ percent Enrollment Grades

Grades with $>= 85\%$ Enrollment:	24
Grades with in addition $>= 50\%$ Progress:	21

Table 4: Number of ST Math Grades with $>= 85$ percent Enrollment and with $>= 50$ percent progress

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3.3.2   Filtering Treatment and Controls

Table 5 shows the total number of grades in the Treatment pool, the number of grades that exceeded the 85% Enrollment figure, and also the 50% Progress filter. Other rows in the table indicate counts of numbers of students (2014/15 from state testing count) and counts of number of schools represented. The number of matched Control (CTRL) grades, students, and schools is also shown.

	Grade 3	Grade 4	Grade 5	Total
ST Math Using Grades	8	8	8	24
ST Math Using Schools	8	8	8	8
ST Math Students	575	502	555	1632
ST Math Grades (Enroll >= 85%)	8	8	8	24
TRT Grades (Enroll >= 85% & Prog >= 50%)	6	7	8	21
TRT Schools (Enroll >= 85% & Prog >= 50%)	6	7	8	8
TRT Students (Enroll >= 85% & Prog >= 50%)	530	535	680	1745
CTRL Grades	6	7	8	21
CTRL Schools	6	7	8	20
CTRL Students	562	355	676	1593

Table 5: Treatment Pool Filtering and Controls: Counts of Grades, Schools, and Students

3.3.3 Match of Controls to Treatment

Figure 2 shows the density plot of the baseline MCT Math scale scores (left plot) and baseline percent students at MCT Proficient or Advanced (right plot) for treatment grades overlayed on control grades, showing the closeness of the match obtained between Treatment and Control sets of grades in the baseline year, 2011/12. It is important to keep in mind that we only have a small number of treatment and control grades (21) and that the Control set was arrived at through a Monte Carlo process (see Section 2.3) rather than a closest math performance match.
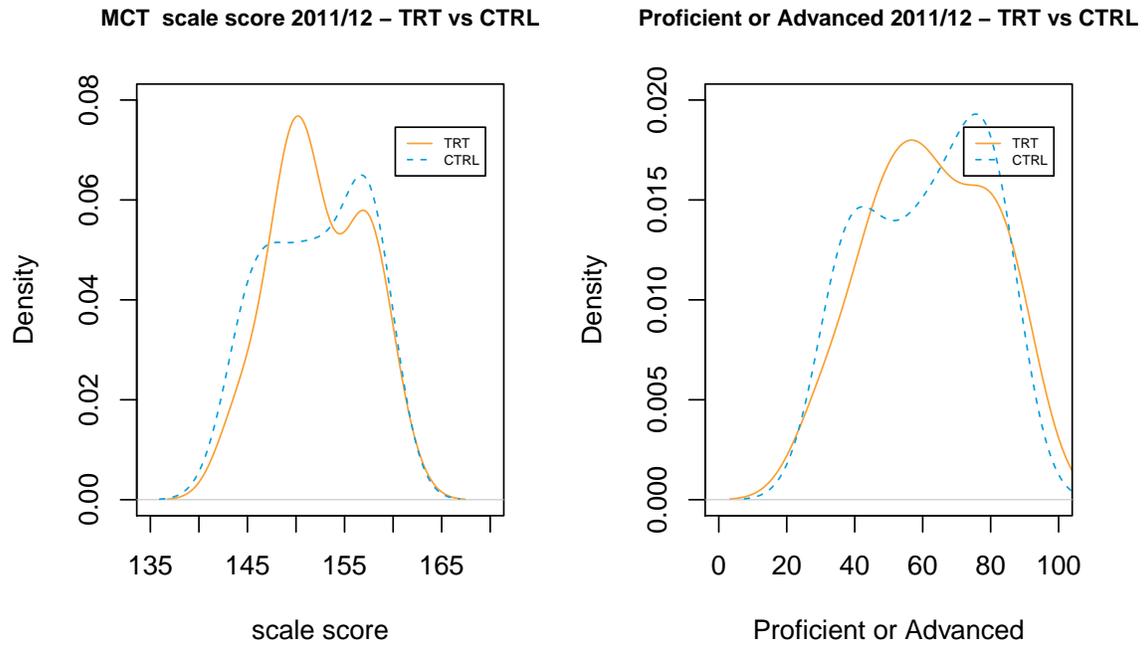
Figure 2: Baseline Year Density Plots Showing Math Scores Match between TRT and CTRL - 2011/12

Similarly, figure 3 shows the density plot of the percentage of students needing free or reduced lunch for treatment grades overlayed on control grades, showing the closeness of the match obtained between Treatment and Control sets of grades.

% Student Need – TRT vs CTRL
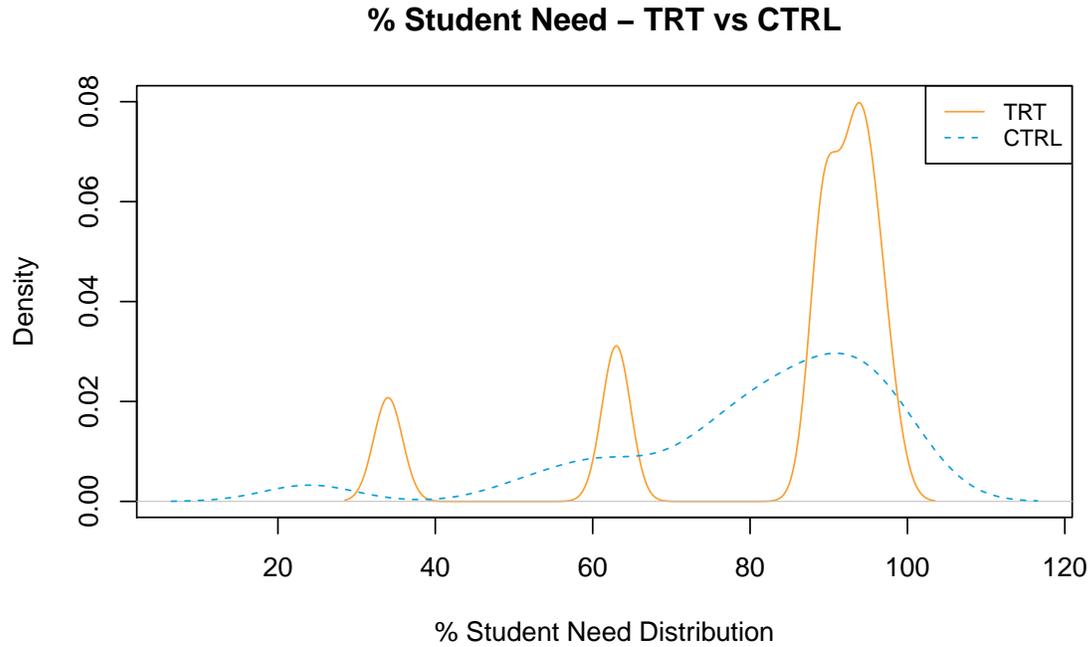
Figure 3: Baseline Year Density Plot Showing Student Need Match between TRT and CTRL

Table 6 shows the difference of the means of Treatment versus Control in the baseline year, with accompanying p-values, for percent Proficient or Advanced, for mean scale score, and for percent of students receiving free or reduced lunch. The large p-values show the differences between the Treatment and Control grades are not statistically significant.

	Mean(TRT)	SD(TRT)	Mean(CTRL)	SD(CTRL)	Estimate	P-Value
Proficient or Advanced - 2011/12	62.18	17.99	60.89	17.53	1.30	0.81
Scale score - 2011/12	152.31	4.71	152.13	5.13	0.18	0.91
Percent Free or Reduced Lunch	82.90	19.56	80.19	18.42	2.71	0.65

Table 6: Matching TRT and CTRL

3.4   Grade-Aggregated Analysis

Table 7 shows for both Treatment (TRT) and Control (CTRL) aggregation across grades of scale scores, Z-scores, and proficiency level distributions. The far right column also shows the average ST Math Progress for the TRT set.

	# Grades	# Schools	# Students	L1	L2	L3	L4	Proficient or Advanced	Z-score	Percentile	ST Math Per Comp.
TRT.11.12	21	8	1311	12.36	25.46	47.84	14.34	62.18	0.07	51.90	–
TRT.14.15	21	8	1416	27.28	35.47	34.39	2.85	37.24	0.76	68.52	62.99
TRT.Delta	–	–	–	14.92	10.00	-13.45	-11.50	-24.94	0.69	16.62	–
CTRL.11.12	21	20	1786	13.12	25.99	47.34	13.54	60.89	0.00	50.62	–
CTRL.14.15	21	20	1593	39.91	35.68	23.41	0.99	24.40	-0.03	45.62	–
CTRL.Delta	–	–	–	26.80	9.69	-23.93	-12.55	-36.48	-0.03	-5.00	–

Table 7: All Grades Together Growth

The following chart (Figure 4) shows the changes in percentage of students at each math proficiency level for the grade-aggregated Treatment and Control sets (TRT.delta and CTRL.delta).
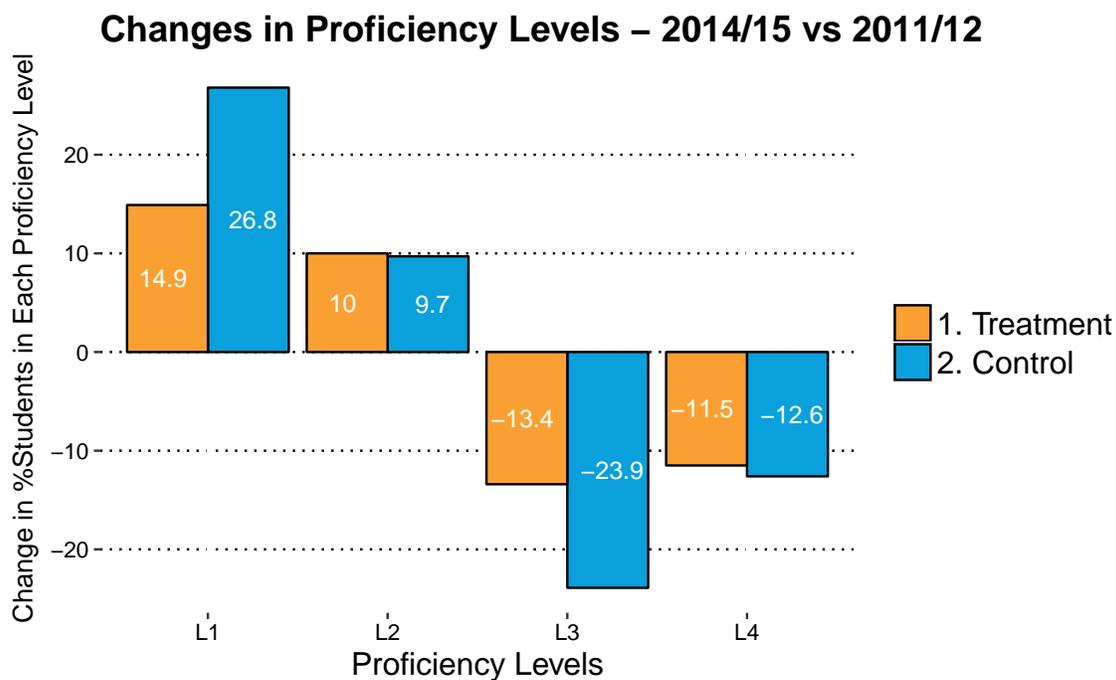
Figure 4: Change at each Proficiency Level for Grade-Aggregated TRT and CTRL Datasets between 2011/12 and 2014/15

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Similarly, Figure 5 shows the changes in percent of students at MCT Proficient or Advanced and accompanying z-scores for the grade-aggregated Treatment and Control sets.
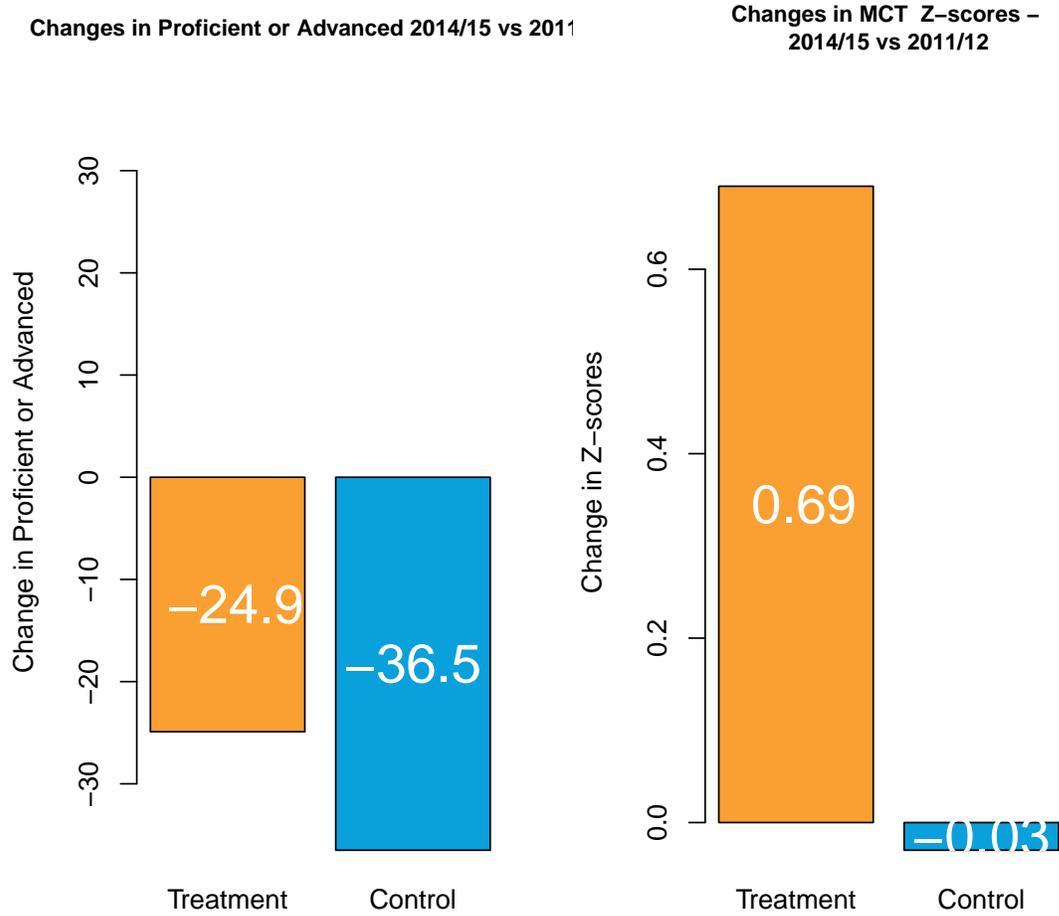
Figure 5: Changes in Proficient or Advanced for Grade-Aggregated TRT and CTRL datasets between 2011/12 and 2014/15

Further, Table 8 shows the statistics for the *differences* in changes between TRT and CTRL (Treatment - Control) for these same MCT math proficiency and scale score changes as in the above figures. [1]

	Estimate	P-Value	Int.Low	Int.High
Proficient or Advanced	11.54	0.02*	2.19	20.89
Z-score	0.72	0.01*	0.17	1.27
L1	-11.88	0.01*	-20.84	-2.91
L2	0.31	0.93	-6.87	7.50
L3	10.48	0.02*	1.55	19.41
L4	1.06	0.73	-5.12	7.24

Table 8: Statistics for the Differential Changes in Math Scores Growth (TRT - CTRL)

Finally, Figure 6 shows the changes in mean percentile ranking between TRT and CTRL.

Figure 6: Changes in Percentile Ranking for TRT and CTRL Datasets between 2011/12 and 2014/15

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[1] * statistically significant p<0.05

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3.5 Grade-Level Analysis

3.5.1 Grade Level Result Tables

The following tables (Table 9, 10, and 11) present a disaggregation of results by grade level. The far right column in each table also shows the average ST Math Progress for the TRT set.

	# Grades	# Schools	# Students	L1	L2	L3	L4	Proficient or Advanced	Z-score	Percentile	ST Math Per Prog.
TRT.11.12	6	6	367	10.98	30.73	46.32	11.95	58.27	-0.33	42.17	–
TRT.14.15	6	6	416	24.00	34.82	37.77	3.42	41.18	0.63	67.17	57.44
TRT.Delta	–	–	–	13.02	4.08	-8.55	-8.53	-17.08	0.97	25.00	–
CTRL.11.12	6	6	584	11.47	27.62	44.32	16.57	60.88	-0.18	46.67	–
CTRL.14.15	6	6	562	38.98	32.73	27.37	0.93	28.30	-0.09	47.17	–
CTRL.Delta	–	–	–	27.52	5.12	-16.95	-15.63	-32.58	0.09	0.50	–

Table 9: Grade 3 - Yearly Math Performance and Counts for TRT and CTRL Datasets

	# Grades	# Schools	# Students	L1	L2	L3	L4	Proficient or Advanced	Z-score	Percentile	ST Math Per Prog.
TRT.11.12	7	7	443	9.63	24.37	52.23	13.77	66.00	0.34	57.57	–
TRT.14.15	7	7	445	27.66	35.84	34.89	1.59	36.47	0.78	68.57	62.2
TRT.Delta	–	–	–	18.03	11.47	-17.34	-12.19	-29.53	0.44	11.00	–
CTRL.11.12	7	7	458	12.53	27.10	51.74	8.66	60.40	0.02	51.14	–
CTRL.14.15	7	7	355	41.41	33.86	24.10	0.61	24.71	0.05	45.00	–
CTRL.Delta	–	–	–	28.89	6.76	-27.64	-8.04	-35.69	0.03	-6.14	–

Table 10: Grade 4 - Yearly Math Performance and Counts for TRT and CTRL Datasets

	# Grades	# Schools	# Students	L1	L2	L3	L4	Proficient or Advanced	Z-score	Percentile	ST Math Per Prog.
TRT.11.12	8	8	501	15.78	22.46	45.14	16.64	61.77	0.13	54.25	–
TRT.14.15	8	8	555	29.40	35.62	31.43	3.52	34.95	0.83	69.50	67.84
TRT.Delta	–	–	–	13.62	13.16	-13.71	-13.11	-26.82	0.70	15.25	–
CTRL.11.12	8	8	744	14.88	23.79	45.76	15.55	61.31	0.10	53.12	–
CTRL.14.15	8	8	676	39.30	39.48	19.85	1.36	21.21	-0.06	45.00	–
CTRL.Delta	–	–	–	24.42	15.69	-25.91	-14.19	-40.10	-0.17	-8.12	–

Table 11: Grade 5 - Yearly Math Performance and Counts for TRT and CTRL Datasets

3.5.2 Grade-Level Analysis of Changes in Math Proficient or Advanced

Figure 7 shows the difference in the growth of percentages of students at math Proficient or Advanced, for the TRT and CTRL datasets, disaggregated by grade:

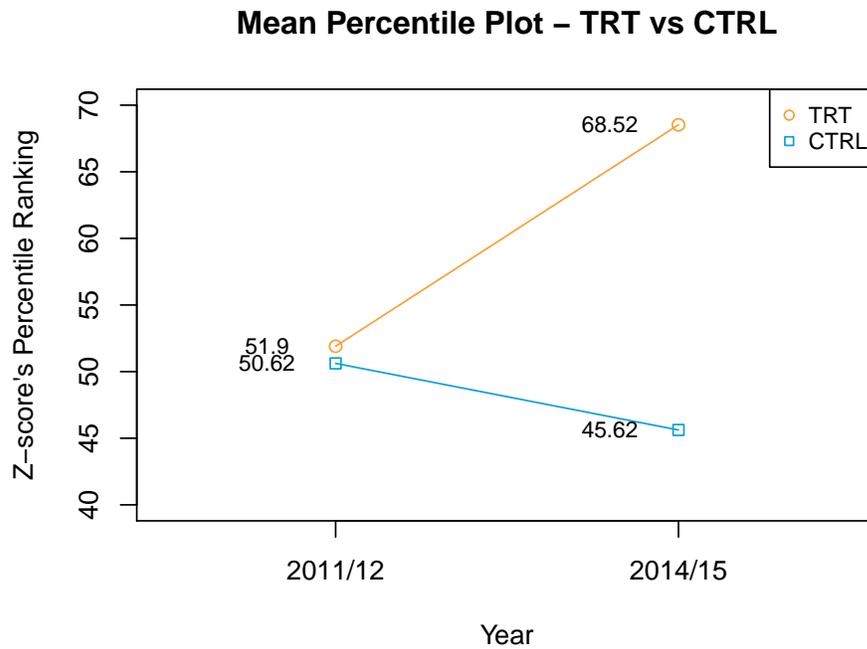**Changes in Percent Proficient or Advanced – 2014/15 vs 2011/12**
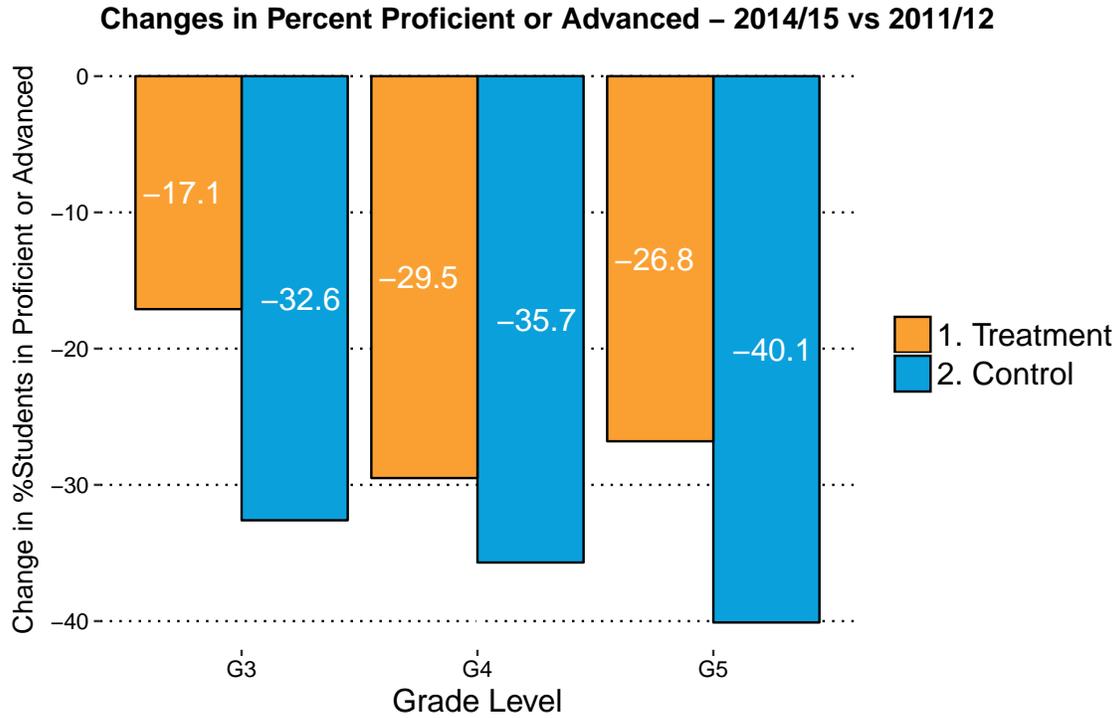
Figure 7: Changes in Percent of Students at Proficient or Advanced for TRT and CTRL Datasets between 2011/12 and 2014/15

Table 12 shows the statistics for the *differences* in changes between TRT and CTRL (Treatment - Control) for these same Proficient or Advanced math proficiency changes as shown in Figure 7.

	Estimate	P-Value	Int.Low	Int.High
Grade 3	15.50	0.07	-1.37	32.37
Grade 4	6.16	0.54	-15.60	27.92
Grade 5	13.27	0.08	-1.90	28.45

Table 12: Statistics for the Differential Changes in Proficient or Advanced, (TRT - CTRL)

3.5.3 Grade-Level Analysis of Changes in MCT Z-scores

Figure 8 shows the changes in the grade-mean Z-scores of students for the TRT and CTRL datasets, disaggregated by grade:
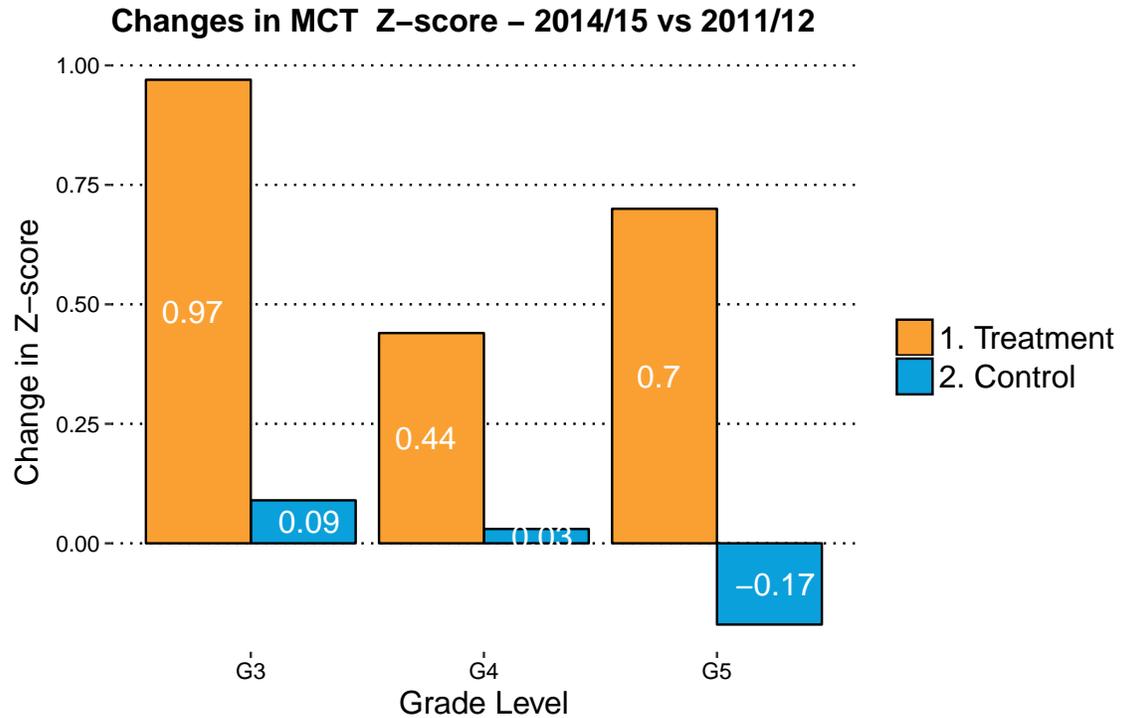
Figure 8: Changes in Grade-Mean MCT Z-score (See Section 3.1) for TRT and CTRL Datasets between 2011/12 and 2014/15

Table 13 shows the statistics for the differences between TRT and CTRL (Treatment - Control) for these same MCT Z-score changes as shown in Figure 8.

	Estimate	P-Value	Int.Low	Int.High
Grade 3	0.88	0.07	-0.10	1.86
Grade 4	0.41	0.50	-0.91	1.73
Grade 5	0.87	0.07	-0.07	1.80

Table 13: Statistics for the Differential Changes in MCT Z-scores (See Section 3.1) Growth, (TRT - CTRL)

4   Effect Size

The following table shows the effect sizes for Proficient or Advanced, MCT scale score, and accompanying Z-score.

	Z-score Effect Size	Proficient or Advanced Effect Size
Grade 3	0.82	0.87
Grade 4	0.37	0.32
Grade 5	0.85	0.73
All Grades	0.71	0.66

Table 14: Cohen's d Effect Size

5   Findings Summary

Mississippi grades 3, 4, and 5 using ST Math for the year 2014/15 averaged 59.2% ST Math Progress. 21/24 grades (88%) averaged covering more than 50% of ST Math content. Statistically significant differences were found in this analysis for grade-aggregated results. Looking at Table 7, statistically significant differences were found for grade-aggregated Z-score, with an estimate of 0.72 points favorable for the ST Math treatment set, as well as for grade-aggregated Proficient or Advanced proficiency levels, with a 11.54 point favorable differential for the ST Math treatment set. Further, in Table 7, grade-aggregated ST Math treatment set outperformed their matched controls at the Proficient level, with a statistically significant difference of 10.48.

6   Confounders

Despite best efforts in minimizing confounders to the results of this analysis, there still remain a few input variables that could be significant in affecting differences of state test score outcomes between the Treatment and Control sets. One issue is the lack of randomization of grades chosen to receive the ST Math treatment. Instead of randomized selection, Treatment grades are self-selected. Self-selection can be an indication of districts or schools with a focus on math, an appetite for change, and with a spotlight on math training. Furthermore, not all grades using the ST Math program are chosen for analysis. Each grade must pass two specific filters to be considered for the Treatment set: the first being an enrollment filter of at least 85% of students in each grade using the program, and the second being a progress filter of at least 50% of the program completed on average by students in that grade. These filters might indicate relatively high-functioning schools with a team of relatively effective teachers in that grade, thus resulting in better instruction overall. A mitigation of this possible confounder is our selection of treatment groups on the grade level, rather than the teacher level, so there is no cherry picking of teachers: the full range of teachers in each grade is included. Moreover, the specific teachers may often be the same in the baseline year as in the current year, so the Treatment growth is not due to teacher differences. Finally, a possible confounder lies in the "business as usual" conditions at the matched control grades chosen for each analysis. It's unknown whether these control grades used other programs that could affect the comparison of the two sets of grades. The Monte Carlo Method is used to mitigate the possibility of control picks being favorable or unfavorable (see Section 2.3).

7   Reference Tables Grouped By School Year

The following tables show grade-level details, grouped by school year and for treatment (Table 15) and controls (Table 16) separately.

	# Grades	# Schools	# Students	L1	L2	L3	L4	Proficient or Advanced	Z-score	Percentile	ST Math Per Comp.
Grade 3 (11.12)	6	6	367	10.98	30.73	46.32	11.95	58.27	-0.33	42.17	–
Grade 4 (11.12)	7	7	443	9.63	24.37	52.23	13.77	66.00	0.34	57.57	–
Grade 5 (11.12)	8	8	501	15.78	22.46	45.14	16.64	61.77	0.13	54.25	–
All Grades (11.12)	21	8	1311	12.36	25.46	47.84	14.34	62.18	0.07	51.90	–
Grade 3 (14.15)	6	6	416	24.00	34.82	37.77	3.42	41.18	0.63	67.17	57.44
Grade 4 (14.15)	7	7	445	27.66	35.84	34.89	1.59	36.47	0.78	68.57	62.2
Grade 5 (14.15)	8	8	555	29.40	35.62	31.43	3.52	34.95	0.83	69.50	67.84
All Grades (14.15)	21	8	1416	27.28	35.47	34.39	2.85	37.24	0.76	68.52	62.99

Table 15: TRT Grades Detail Sorted by Year

	# Grades	# Schools	# Students	L1	L2	L3	L4	Proficient or Advanced	Z-score	Percentile	ST Math Per Comp.
Grade 3 (11.12)	6	6	584	11.47	27.62	44.32	16.57	60.88	-0.18	46.67	–
Grade 4 (11.12)	7	7	458	12.53	27.10	51.74	8.66	60.40	0.02	51.14	–
Grade 5 (11.12)	8	8	744	14.88	23.79	45.76	15.55	61.31	0.10	53.12	–
All Grades (11.12)	21	20	1786	13.12	25.99	47.34	13.54	60.89	0.00	50.62	–
Grade 3 (14.15)	6	6	562	38.98	32.73	27.37	0.93	28.30	-0.09	47.17	–
Grade 4 (14.15)	7	7	355	41.41	33.86	24.10	0.61	24.71	0.05	45.00	–
Grade 5 (14.15)	8	8	676	39.30	39.48	19.85	1.36	21.21	-0.06	45.00	–
All Grades (14.15)	21	20	1593	39.91	35.68	23.41	0.99	24.40	-0.03	45.62	–

Table 16: CTRL Grades Detail Sorted by Year

8 Lists of Schools

8.1 Treatment Schools

The following table lists the treatment schools and grades (after 85% enrollment and 50% progress filtering) used in the analysis.

PID	IID	District	School Name	GRADE
11554084	TWE31Q	GULFPORT SCHOOL DISTRICT	28TH STREET ELEMENTARY	3, 4, 5
590328	ANN31Q	GULFPORT SCHOOL DISTRICT	ANNISTON AVE. ELEMENTARY	3, 4, 5
1285631	BAY31Q	GULFPORT SCHOOL DISTRICT	BAYOU VIEW ELEMENTARY	4, 5
1542398	CEN31Q	GULFPORT SCHOOL DISTRICT	CENTRAL ELEMENTARY	3, 4, 5
590366	GAS31Q	GULFPORT SCHOOL DISTRICT	GASTON POINT ELEMENTARY	3, 4, 5
590421	PAS31Q	GULFPORT SCHOOL DISTRICT	PASS ROAD ELEMENTARY	3, 4, 5
1542415	WES31Q	GULFPORT SCHOOL DISTRICT	WEST ELEMENTARY	3, 4, 5
589721	ROW31G	HATTIESBURG PUBLIC SCHOOLS	ROWAN ELEMENTARY	5

Table 17: Treatment Schools (TRT Dataset)

8.2 Control Schools

The following table lists the control schools and grades (matched control grades to treatment grades) used in the analysis.

PID	District	School Name	GRADE
588466	CLEVELAND SCHOOL DISTRICT	PEARMAN ELEMENTARY	5
589147	COAHOMA COUNTY SCHOOLS	FRIARS POINT ELEMENTARY SCHOOL	4
589276	COPIAH COUNTY SCHOOLS	WESSON ATT CENTER	5
4867654	DESOTO COUNTY SCHOOLS	DESOTO CENTRAL ELEMENTARY	5
589599	FORREST COUNTY SCHOOLS	EARL TRAVILLION ATTENDANCE CENTER	3
4810194	JACKSON COUNTY SCHOOLS	EAST CENTRAL UPPER	3
1847605	JACKSON PUBLIC SCHOOLS	WILKINS	4
594271	LINCOLN COUNTY SCHOOLS	BOGUE CHITTO	5
593370	LUMBERTON PUBLIC SCHOOLS	LUMBERTON ELEM	4
594697	MADISON COUNTY SCHOOLS	CAMDEN ELEMENTARY	4
3317735	NEWTON MUNICIPAL SCHOOL DISTRICT	N H PILATE MIDDLE	5
592558	PASCAGOULA MUNICIPAL SEPARATE SCHOO	CHEROKEE ELEMENTARY SCHOOL	3
595902	PERRY COUNTY SCHOOLS	BEAUMONT ELEMENTARY	5
596803	SIMPSON COUNTY SCHOOL DISTRICT	MENDENHALL ELEMENTARY	3
597522	TISHOMINGO CO. SPECIAL MUN. SEP. SC	TISHOMINGO ELEM	4, 5
4939142	TUNICA COUNTY SCHOOL DISTRICT	ROBINSONVILLE ELEMENTARY SCHOOL	4
593954	TUPELO PUBLIC SCHOOL DISTRICT	RANKIN ELEMENTARY	4
4876356	VICKSBURG-WARREN SCHOOL DISTRICT	VICKSBURG INTERMEDIATE	3
4876332	VICKSBURG-WARREN SCHOOL DISTRICT	WARREN CENTRAL INTERMEDIATE	5
598239	WESTERN LINE SCHOOL DISTRICT	RIVERSIDE ELEMENTARY	3

Table 18: Matched Control Schools (CTRL Dataset)