



# Monitoring Report 1.1

## September 30, 2025

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# Assessment Literacy

## Understanding State Assessments

- [ACCESS for ELLs](#)
- [CMAS](#)
- [CoAlt/DLM](#)
- [PSAT/SAT](#)

## Understanding District Assessments

- [CogAT](#)
- [DIBELS 8/Lectura](#)
- [KEA](#)
- [MAP](#)

## Use Cases for School and Student Progress Monitoring Dashboards

- New analytics this year:
  - Off-track to graduate warning
  - Under or over performing expected achievement
- Weekly D and F lists
- Daily updates for absences
- State and district performance trends



# Overview

- Board Ends
- Interpretation
- Context
- Data
- Compliance Statement





# Board Ends: 1.1

*Every student will demonstrate significant and appropriate academic growth using a body of evidence that includes classroom and standardized summative assessments.*

## Interpretation:

*Every student will demonstrate appropriate growth from year to year on annual state assessments as well as between the beginning of the year and mid-year assessments and mid-year to end of year assessments. Average growth is measured at the 50th percentile. Further, students in 9th grade will be on track to graduate by earning at least 6 credits toward graduation requirements.*

## To Be Measured By:

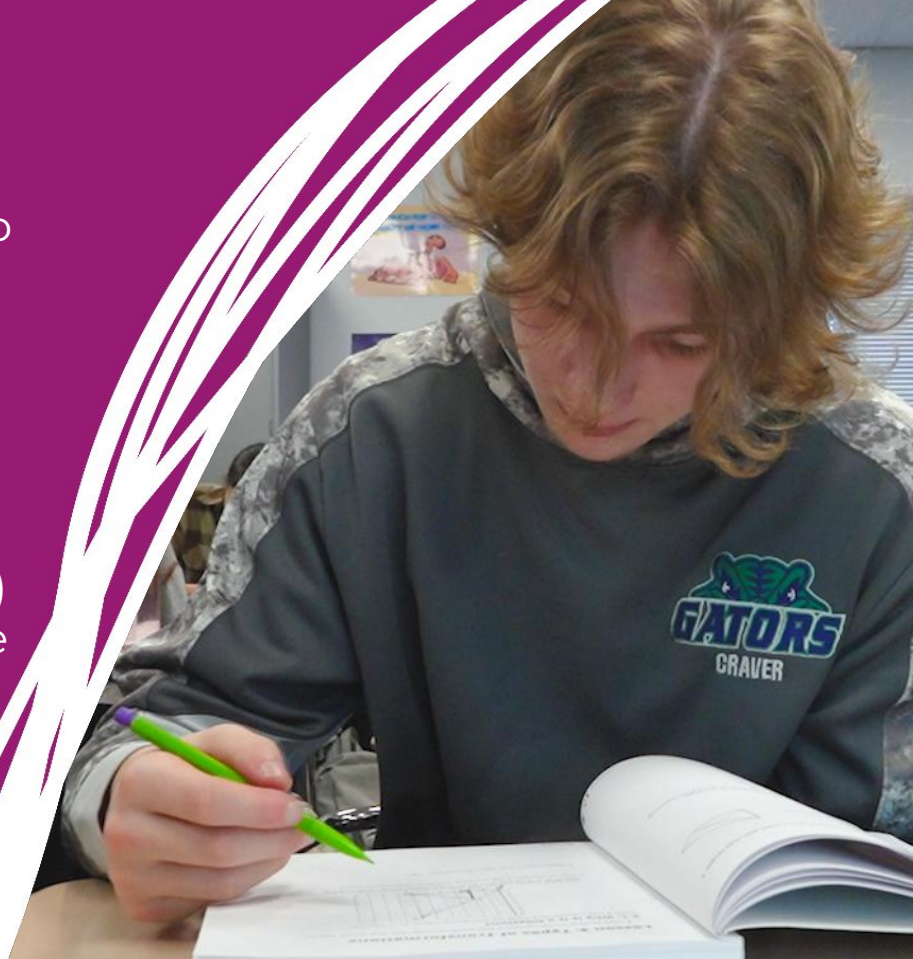
- CMAS grades 3-10 English language arts and math
- PSAT & SAT reading/writing and math
- DIBELS 8: K-3 district literacy assessment
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) grades 3-10 in reading and mathematics
- Credits earned by current 9th grade students
- Graduation demonstration for 12th grade students



# Context

In addition to state CMAS and SAT tests, Jeffco Public Schools administers two districtwide interim assessments to monitor academic achievement throughout the school year.

These data inform progress on strategic plan and District Unified Improvement Plan (DUIP) goals for 3rd grade reading, 5th and 8th grade mathematics, as well as high school success indicators.





# Celebrations and Bright Spots

- 2025 CMAS Math for grades 3 through 6 improved from the prior year
- All 2025 CMAS Math grades improved compared to 2023 (2 years ago)
- All grades have met/exceeded math pre-pandemic performance
- 2025 CMAS Reading
  - Grades 5 through 7 improved from 2024
  - All grades increased except grade 4 from 2023
- Grades 3, 5, 6, and 7 have met/exceeded ELA pre-pandemic performance







Grade	CMAS MATH - %Met/Exceeded				
	2023 %M+E	2024 %M+E	2025 %M+E	$\Delta$ from 2024	$\Delta$ from 2023
3	48	49	50	+1	+2
4	40	41	44	+3	+4
5	42	43	45	+2	+3
6	32	33	38	+5	+6
7	31	37	36	-1	+5
8	39	42	42	No change	+3

%M+E =  
percent met/  
exceeded

$\Delta$  =  
percentage  
pt. difference

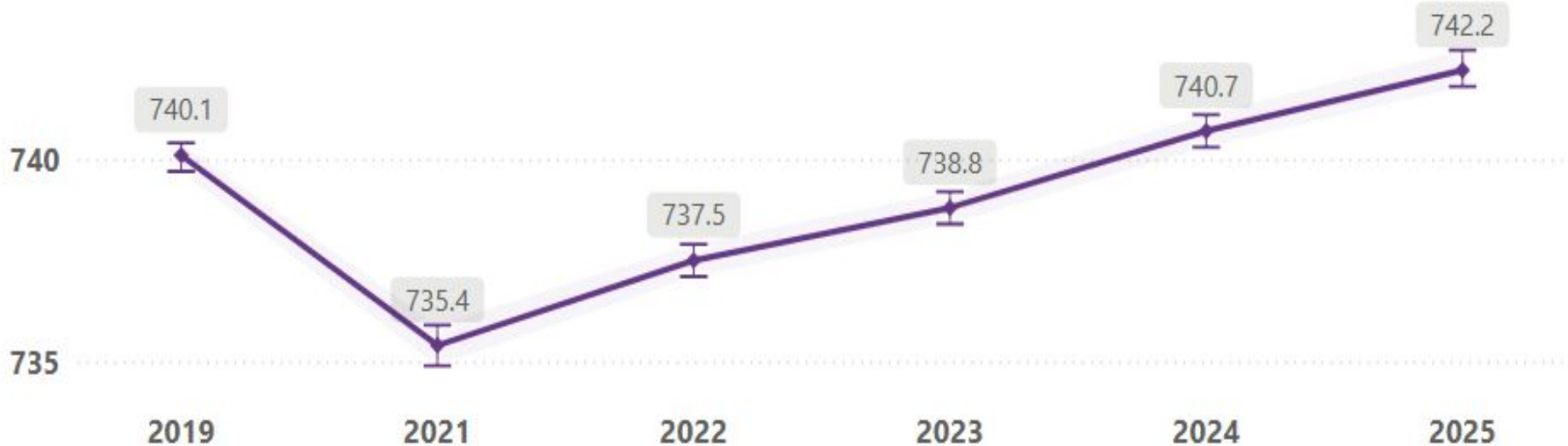
	<b>CMAS English Language Arts - %Met/Exceeded</b>				
<b>Grade</b>	<b>2023 %M+E</b>	<b>2024 %M+E</b>	<b>2025 %M+E</b>	<b>Δ from 2024</b>	<b>Δ from 2023</b>
3	48	51	50	-1	+2
4	53	51	51	No change	-2
5	56	57	58	+1	+2
6	49	50	52	+2	+3
7	50	51	53	+2	+3
8	48	49	49	No change	+1

%M+E = percent met/exceeded; Δ = percentage pt. difference

# CMAS Math: Mean Scale Score Over Time (Grades 3-8)

CMAS

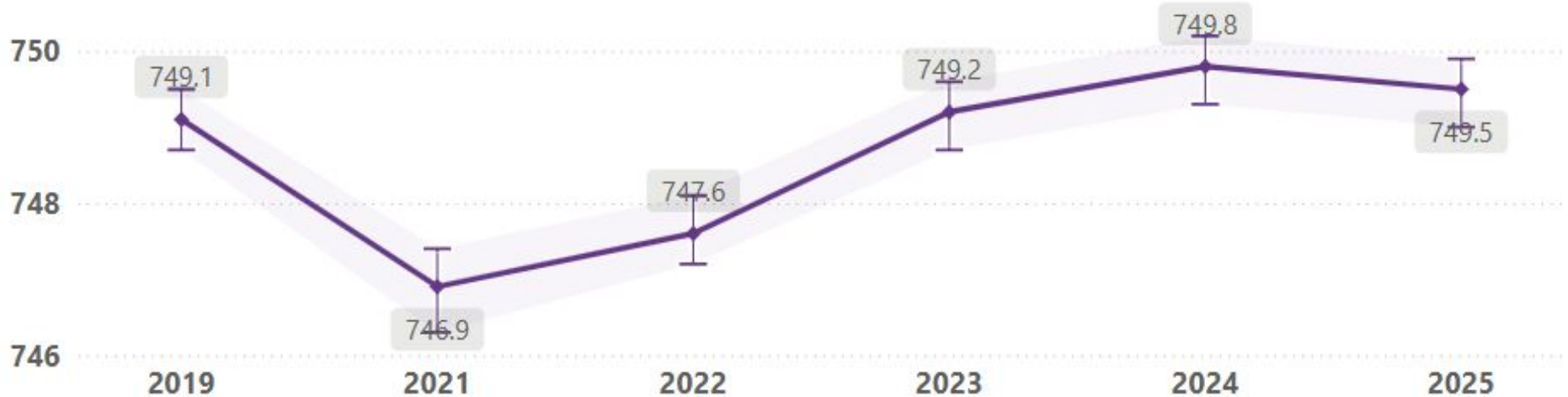
Student Group ◆ All students



# CMAS ELA: Mean Scale Score Over Time (Grades 3-8)

CMAS

Student Group ◆ All students



# CMAS and PSAT/SAT Growth Data

Grade Level	ELA/RW*	Math
4	55	52
5	50	48
6	46	51
7	44	50
8	48	51
9	N/A	57
10	51	51
11	53	54

\*ELA - CMAS English language arts; RW - P/SAT Reading & Writing

- CDE does not calculate growth from 8th grade CMAS to 9th grade PSAT for English language arts

Grade	PSAT/SAT Reading/Writing Mean Score				
	2023	2024*	2025	Δ from 2024	Δ from 2023
9	466	475	472	-3	+6
10	497	497	492	-5	-5
11	530	525	531	+6	+1
Grade	PSAT/SAT Math Mean Score				
	2023	2024*	2025	Δ from 2024	Δ from 2023
9	462	454	451	-3	-11
10	474	467	475	+8	+1
11	512	502	506	+4	-6

Δ = scale score difference

\* Beginning with Spring 2024 testing, the SAT Suite transitioned to shorter, multi-stage adaptive online assessments. Instructional leaders should not attribute changes in scores from prior years (2023 and before) solely to student performance.

# Celebrations and Successes - MAP Reading Growth

Fall to Spring MAP Reading - Median Growth Percentile					
Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
1	-	-	60	59	63
2	-	-	69	64	69
3	47	59	61	57	59
4	45	58	57	54	56
5	47	53	51	50	49
6	40	46	49	42	46
7	40	48	49	44	49
8	44	50	52	44	53
9	44	51	55	47	53
10	44	50	52	45	54

# Celebrations and Successes - MAP Math Growth

Fall to Spring MAP Math - Median Growth Percentile					
Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
3	50	64	59	60	63
4	55	63	52	57	62
5	46	54	52	52	52
6	42	54	49	49	49
7	41	53	47	53	47
8	42	55	55	55	55
9	47*	58*	52*	60*	59*
10	43*	55*	58*	58*	59*

\* All students enrolled in Algebra I, Geometry, or equivalent course take MAP Math



# On Track

- Norming on Instructional Excellence
  - Calibrate school and district leadership around effective instructional practices
  - Build a culture of trust and collaboration between school leadership and district leadership
  - Enhance collective leader efficacy
  - Provide schools with instructional feedback
  - Identify district-wide trends in instruction
  - Promote continuous improvement toward shared district goals
- Data Dashboards and Data Literacy



# Challenges

- Closing Achievement Gaps
- Prioritizing Strong Attendance
- Focusing on the fifth to sixth grade transition as well as the middle school experience
- Right size and refocus elementary summer literacy program
- Alignment of the Instructional Core and strengthening School Leadership focus



# QUESTIONS





# Appendix:

## Jeffco CMAS Achievement and Growth Trends

### Disaggregated by Student Group

# Appendix Index

- High-level summary of student group performance for CMAS ELA and Math
- CMAS ELA and Math mean scale score history (2019-2025) for priority student groups
- CMAS median growth percentile history (2021-2025) for priority student groups
- CMAS performance comparisons to students not identified as part of each specific student group
- Performance gap slides for strategic plan focus areas: grade 3 CMAS ELA, grades 5 & 8 CMAS math



## Priority Student Groups

- Free/ Reduced Lunch Eligible (FRL) students
- Students with disabilities
- Multilingual Learners (ML's)\*
- Students of Color

\*MLs include Non-English Proficient (NEP), Limited English Proficient (LEP) and Fluent English Proficient (FEP)

# Math Student Group Summary



- The following slides display the CMAS Math mean scale score for grades 3-8 combined since 2019 for disaggregated student groups
  - Slides 24 and 26 show steady improvement for overall students and students with disabilities, exceeding pre-pandemic performance
  - Slides 25 and 28 show improvement for free/reduced eligible students and students of color since 2021, but not yet to pre-pandemic performance
  - In slide 27, multilingual learner performance has seen a slower recovery from the pandemic
- Slide 29 displays the aggregate CMAS median growth percentile trends for grades 3-8
- Slides 30-31 show performance gaps by student group for grades 5 & 8 CMAS Math from the July Leadership Launch

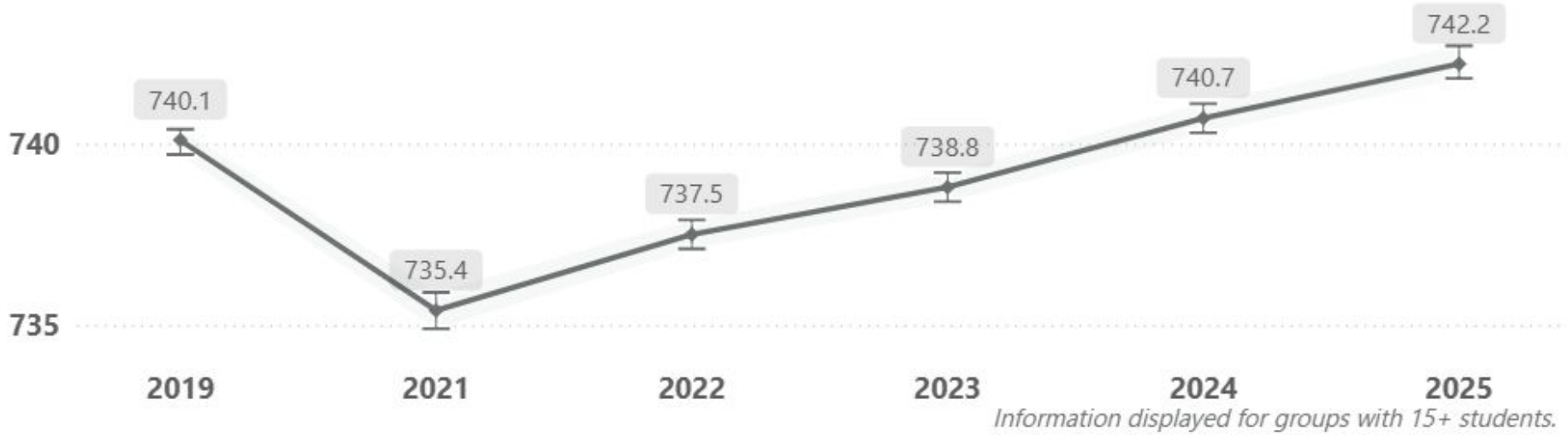
# Math: All Students



## Mean Scale Score: Math

CMAS

Student Group ♦ All students



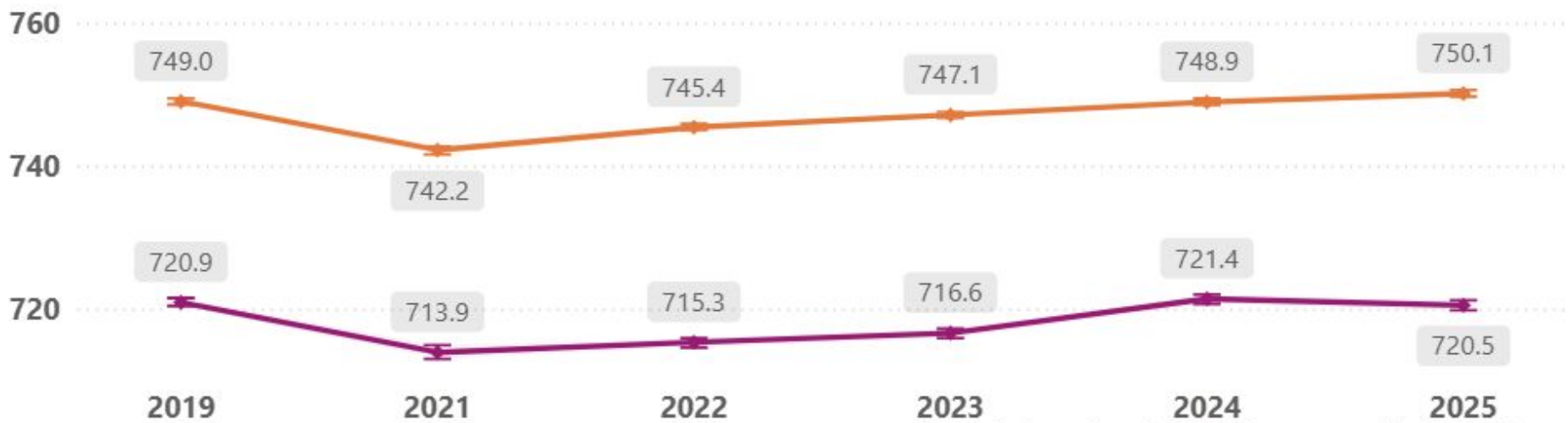
# Math: Free/Reduced Lunch Eligible



## Mean Scale Score: Math

CMAS

Student Group ◆ FRL ◆ Not FRL



*Information displayed for groups with 15+ students.*

# Math: Students with Disabilities



## Mean Scale Score: Math

CMAS

Student Group ◆ IEP ◆ No IEP



*Information displayed for groups with 15+ students.*

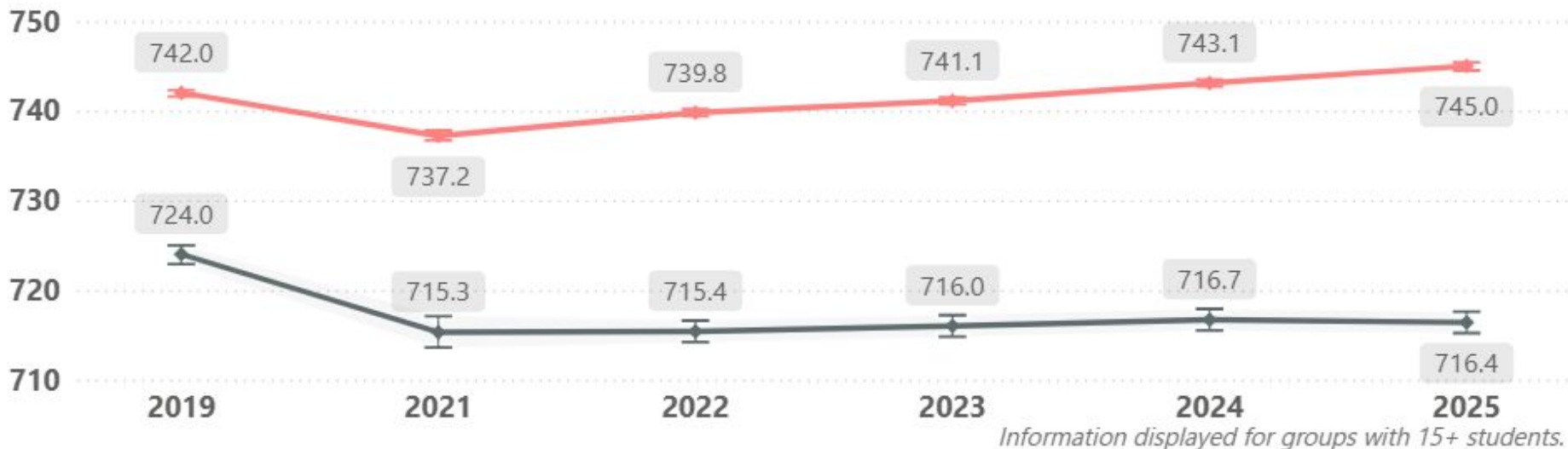
# Math: Multilingual Learners



## Mean Scale Score: Math

CMAS

Student Group ◆ ML ◆ Not ML



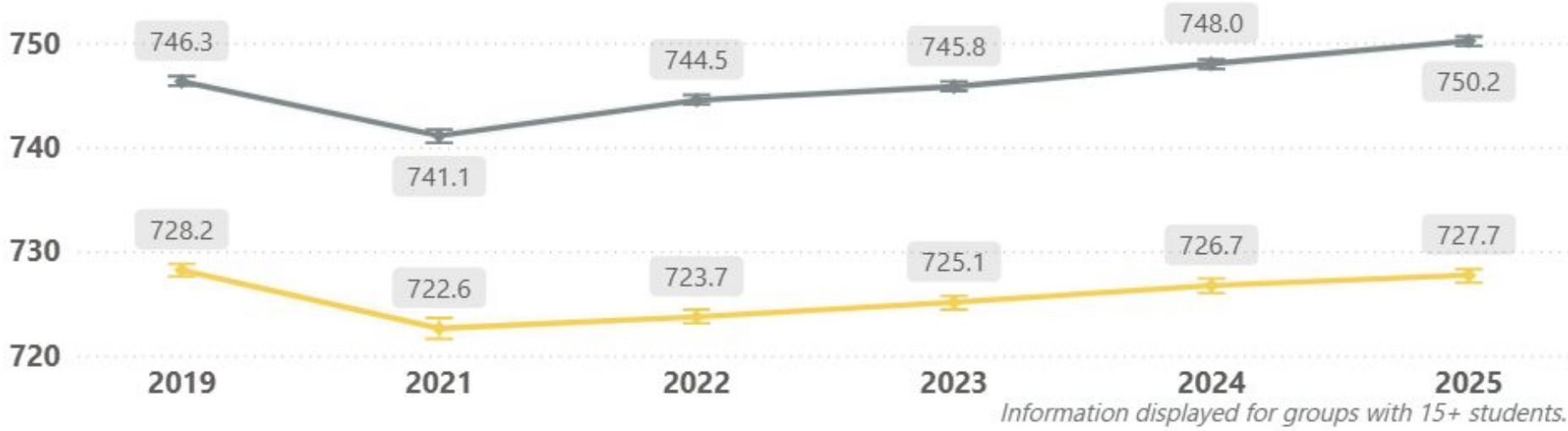
# Math: Race/Ethnicity



## Mean Scale Score: Math

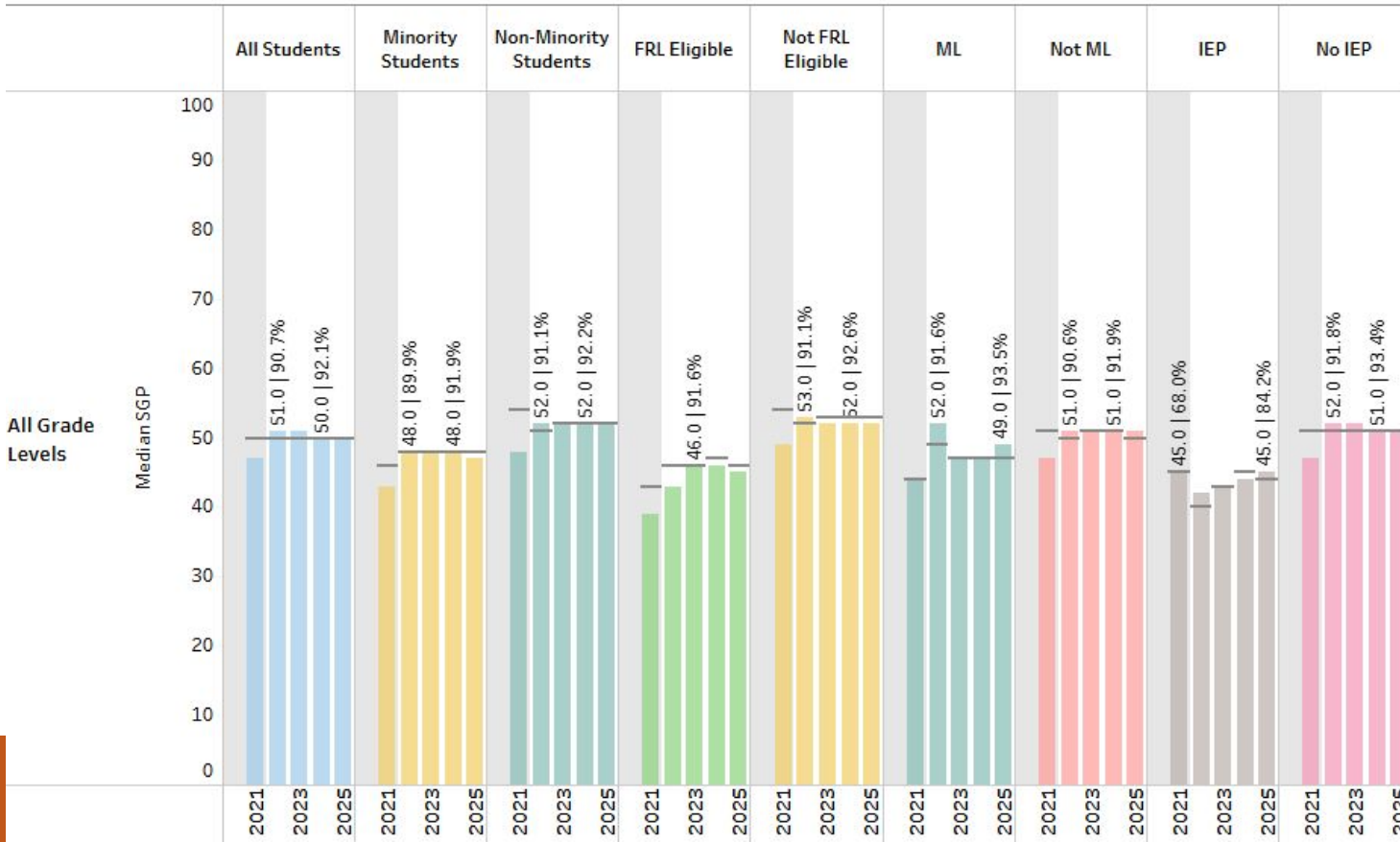
CMAS

Student Group ◆ Students of Color or Hispanic ◆ White students



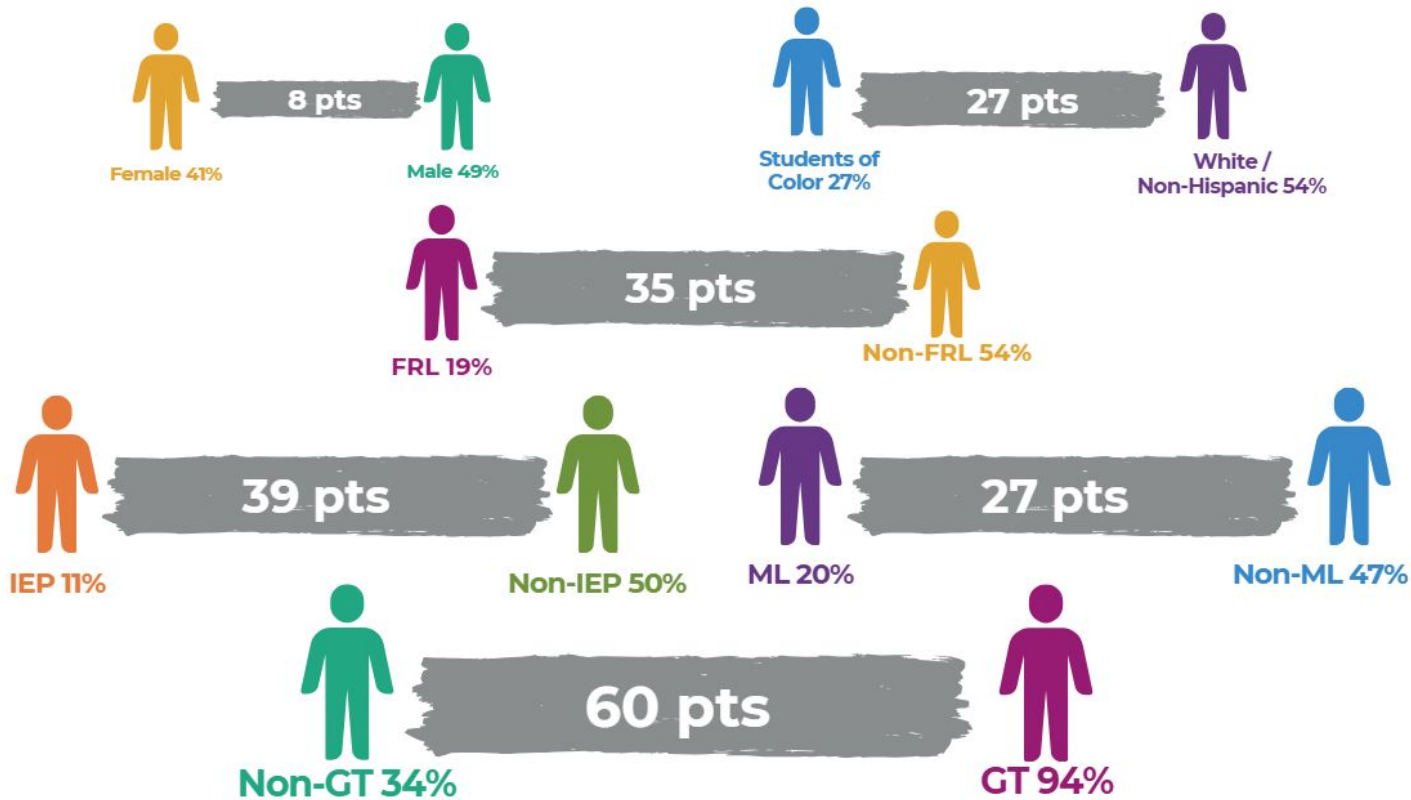
# Math: Median Growth by Student Group

CMAS - Math  
Cohort-Referenced Growth



Dark gray horizontal lines indicate state median growth percentiles

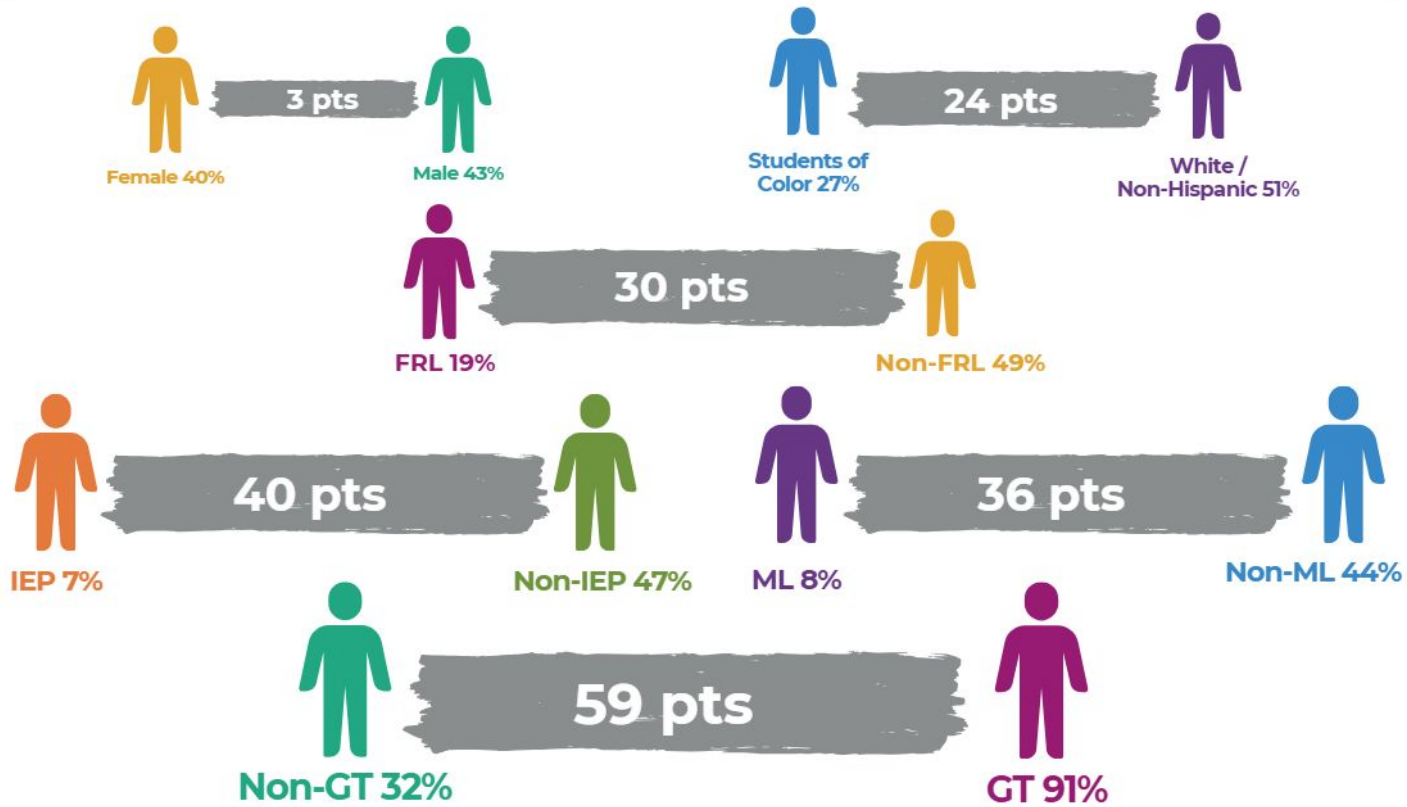
Light gray shading indicates testing years significantly impacted by the COVID pandemic (reduced participation and alternate-grade testing by content)



# 2025 CMAS GRADE 5 MATH

ML=NEP, LEP & FEP

% Met/Exceeded shown for each student group, along with the gap in achievement



# 2025 CMAS GRADE 8 MATH

ML=NEP, LEP & FEP

% Met/Exceeded shown for each student group, along with the gap in achievement

# English Language Arts (ELA) Student Group Summary



- The following slides display the CMAS ELA mean scale score for grades 3-8 combined since 2019 for disaggregated student groups
  - Slides 33 and 35 show improvement for overall students and students with disabilities, exceeding pre-pandemic performance, though not as steady as the increases observed in Math
  - Slides 34 and 37 show improvement for free/reduced eligible students and students of color since 2021, but not yet to pre-pandemic performance
  - In slide 36, multilingual learner performance has seen a continued decline since the pandemic
- Slide 38 displays the aggregate CMAS ELA median growth percentile trends for grades 3-8
- Slide 39 shows performance gaps by student group for grade 3 CMAS ELA from the July Leadership Launch

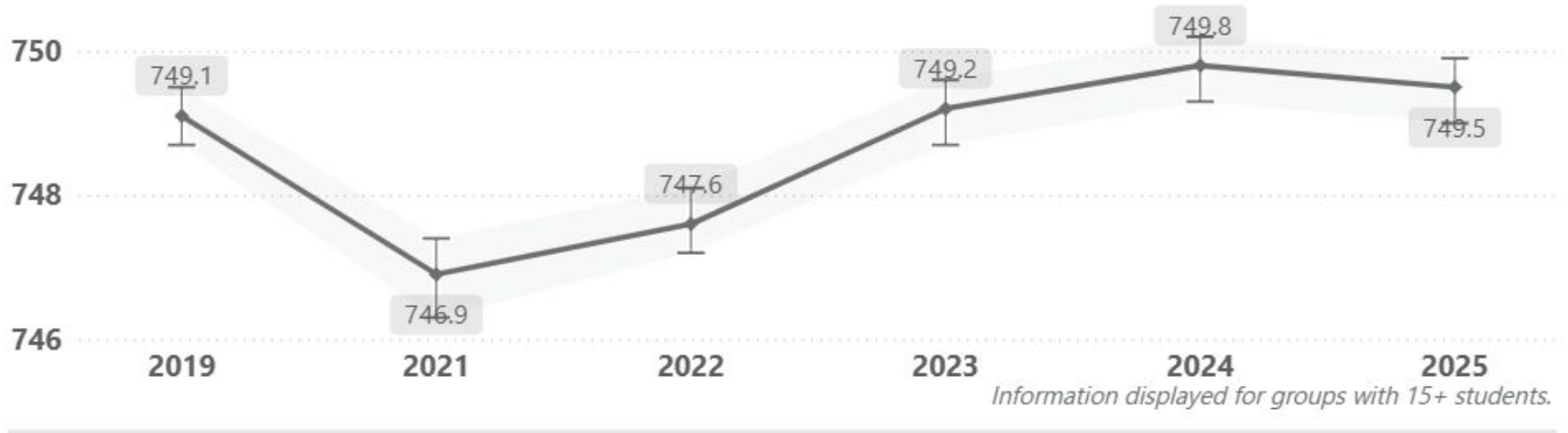
# ELA: All Students



## Mean Scale Score: Language Arts/ EBRW

CMAS

Student Group ◆ All students



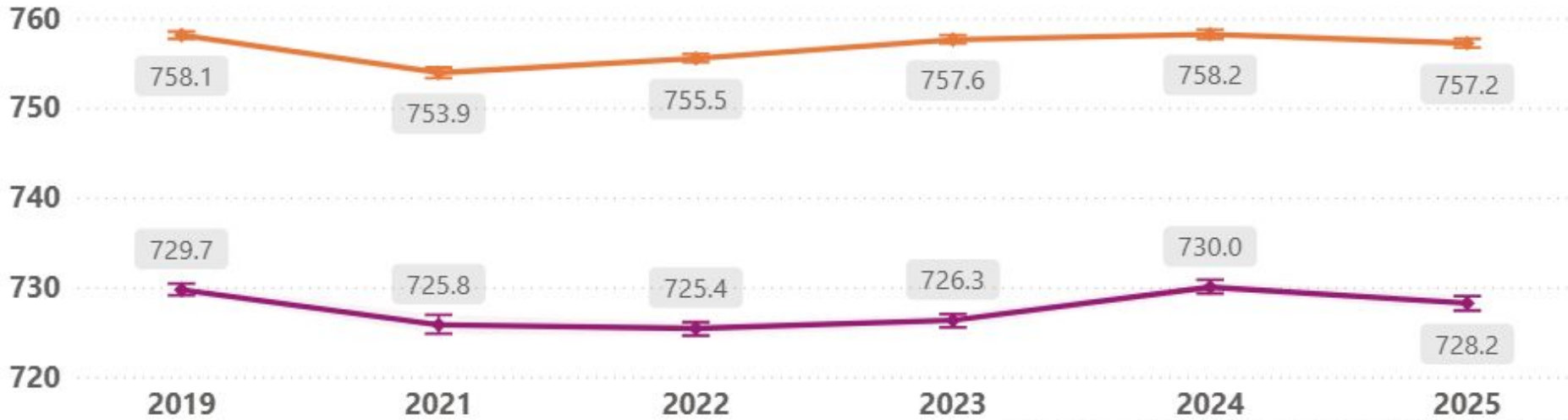
# ELA: Free/Reduced Lunch Eligible



## Mean Scale Score: Language Arts/ EBRW

CMAS

Student Group ◆ FRL ◆ Not FRL



*Information displayed for groups with 15+ students.*

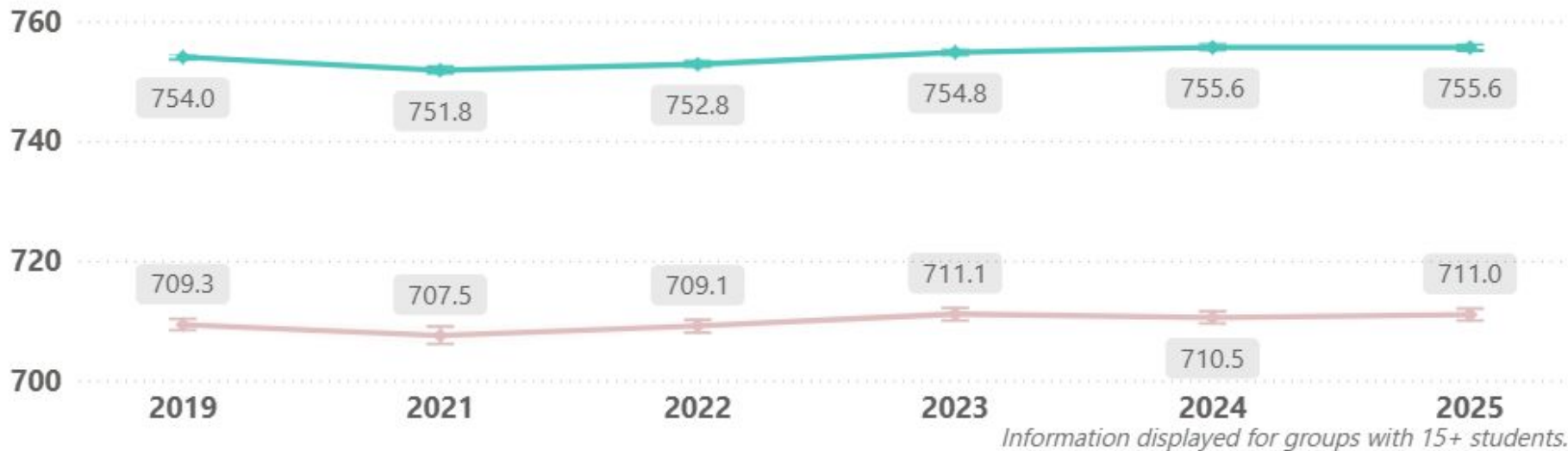
# ELA: Students with Disabilities

DATA INFORMS  
ACTIONS

## Mean Scale Score: Language Arts/ EBRW

CMAS

Student Group ◆ IEP ◆ No IEP



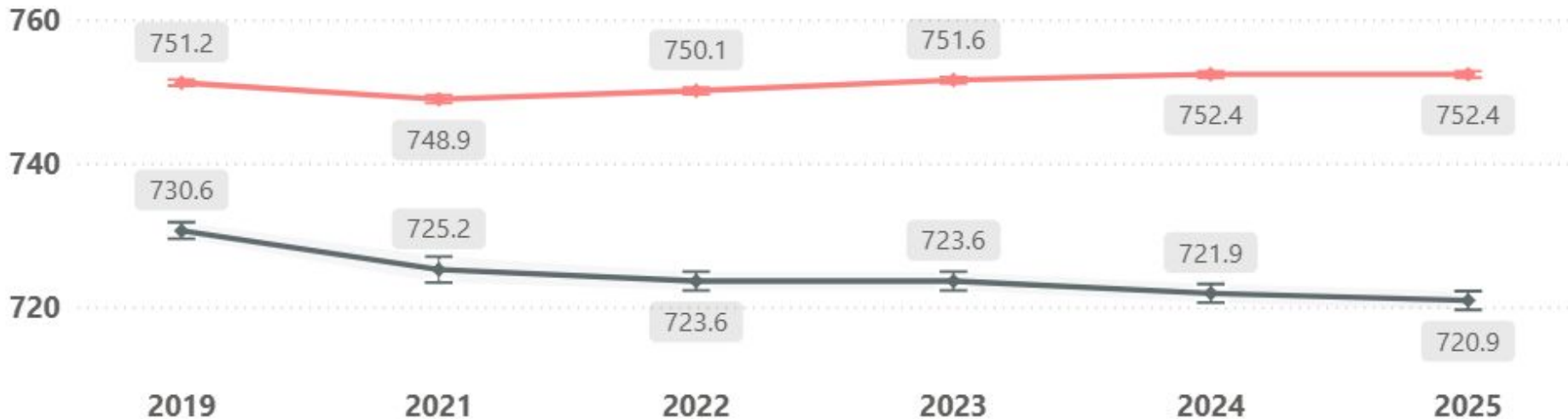
# ELA: Multilingual Learners



## Mean Scale Score: Language Arts/ EBRW

CMAS

Student Group ◆ ML ◆ Not ML



*Information displayed for groups with 15+ students.*

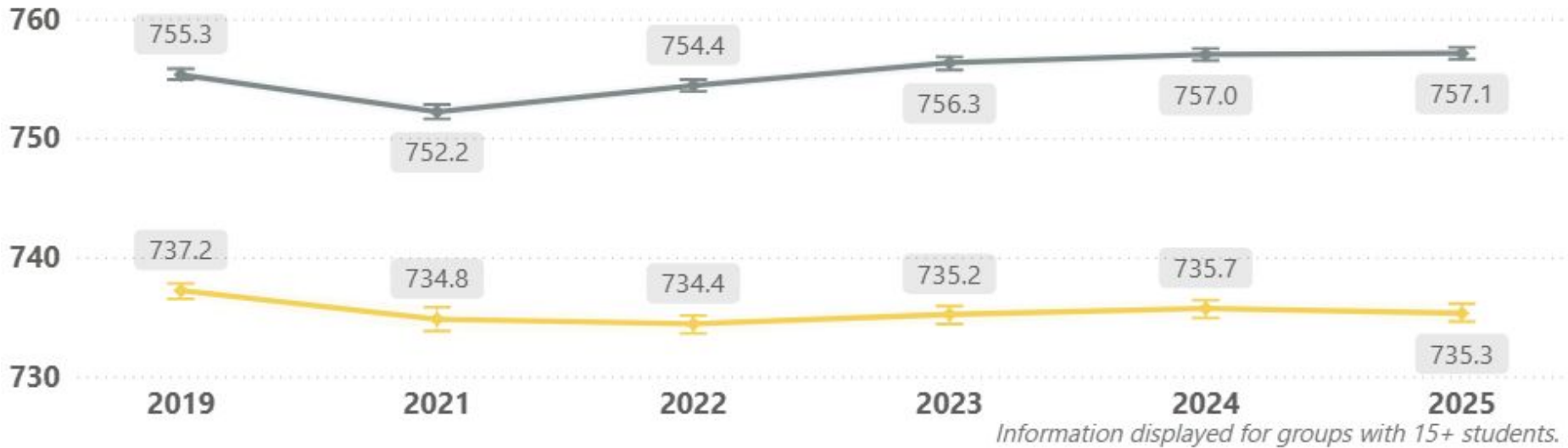
# ELA: Race/Ethnicity



## Mean Scale Score: Language Arts/ EBRW

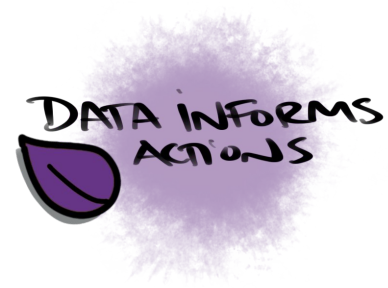
CMAS

**Student Group** ◆ Students of Color or Hispanic ◆ White students

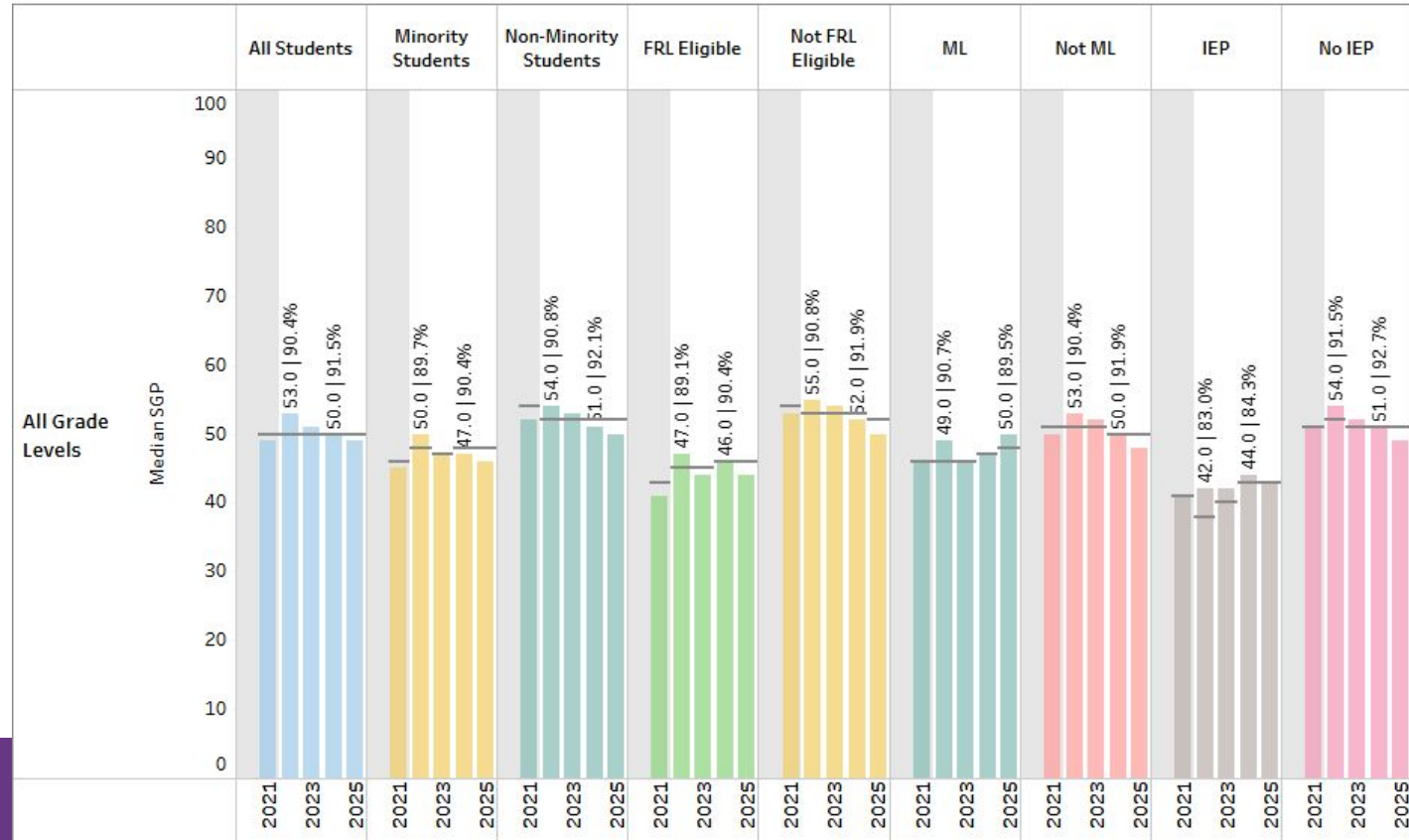


*Information displayed for groups with 15+ students.*

# ELA: Median Growth by Student Group



CMAS - English Language Arts  
Cohort-Referenced Growth



Dark gray horizontal lines indicate state median growth percentiles

Light gray shading indicates testing years significantly impacted by the COVID pandemic (reduced participation and alternate-grade testing by content)



Male 49%

3 pts



Female 52%



Students of Color 36%

21 pts



White / Non-Hispanic 57%



FRL 28%

30 pts



Non-FRL 58%



IEP 15%

42 pts



Non-IEP 57%



ML 24%

29 pts



Non-ML 53%



Non-GT 42%

51 pts



GT 93%

# 2025 CMAS GRADE 3 ELA

ML=NEP, LEP & FEP

% Met/Exceeded shown for each student group, along with the gap in achievement

# ROOTED to THRIVE



Illustrated by KARINA BRANSON CONVERSKETCH.COM