



# State Performance Report

November 2024



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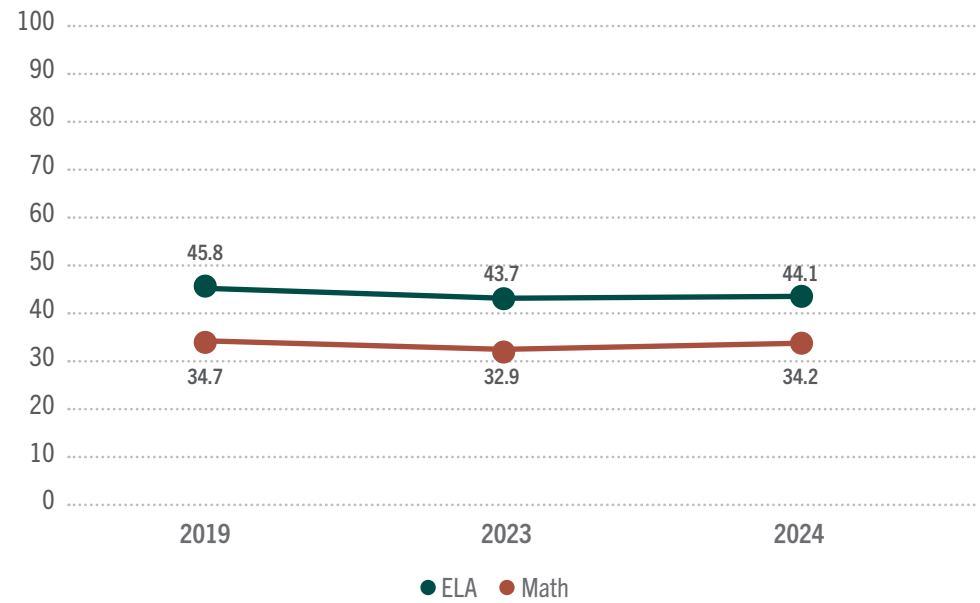
### Introduction

Students in Colorado and across the nation were impacted by the COVID-19 pandemic in a wide range of ways from mental health to social skill development to mastery of academic content. While all of these are critical to long-term success, this report will look at progress students have made in academic content relative to pre-COVID levels. National data indicates that while some progress has been made, many places are still below pre-COVID levels of mastery of grade level skills despite massive federal, state and local investment in interventions such as high dosage tutoring during this time. 2024 state test results in Colorado indicate similar trends, though there is variation across the state.

### Statewide Proficiency Shifts Since COVID

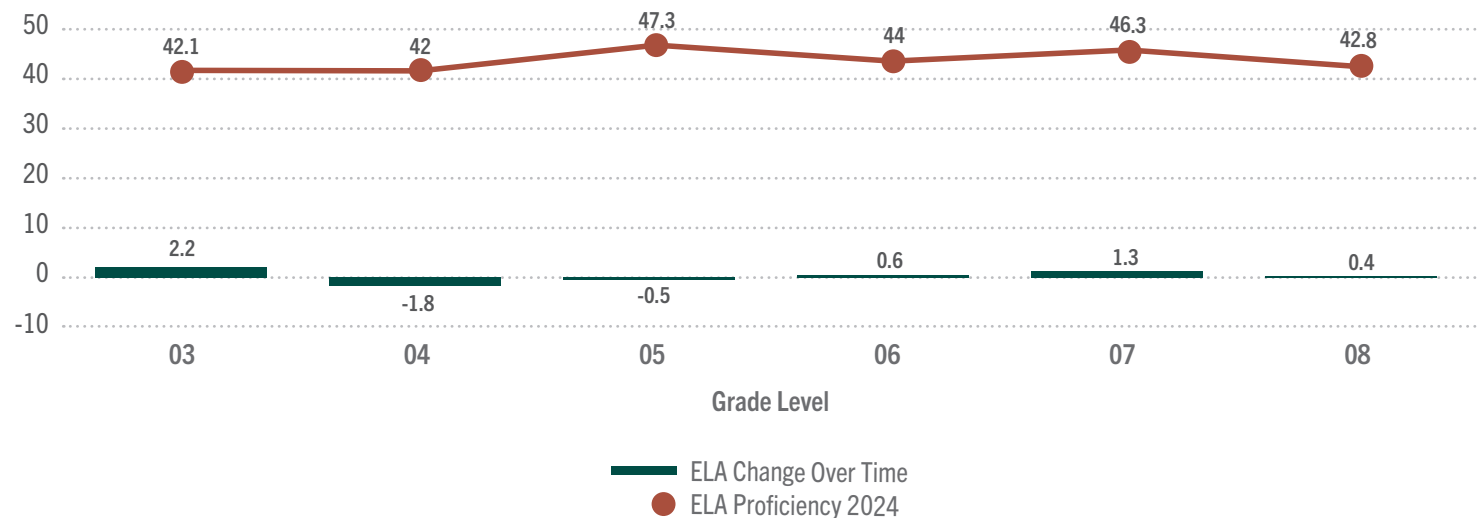
2024 data in Colorado shows slight improvements over 2023 as students continue to recover from the impacts of the pandemic. However, proficiency rates still lag 2019 by a slight margin. Regardless of this, proficiency rates in both subject still indicate that the majority of Colorado students are not mastering grade level content; more than 5 in 10 students are not reading and writing at grade level and over 6 in 10 are not doing math at grade level.

**CMAS PROFICIENCY OVER TIME**



Additionally, when looking at grade level performance we can see that some grades have seen proficiency rates increase from 2019 while others have seen larger declines. Proficiency rates increase for students over their elementary school careers, but then decline again in middle school. This suggests a need for focus on ensuring students are acquiring higher level literacy skills as grade level standards shift from "learning to read" to "reading to learn."

**CMAS ELA PROFICIENCY**

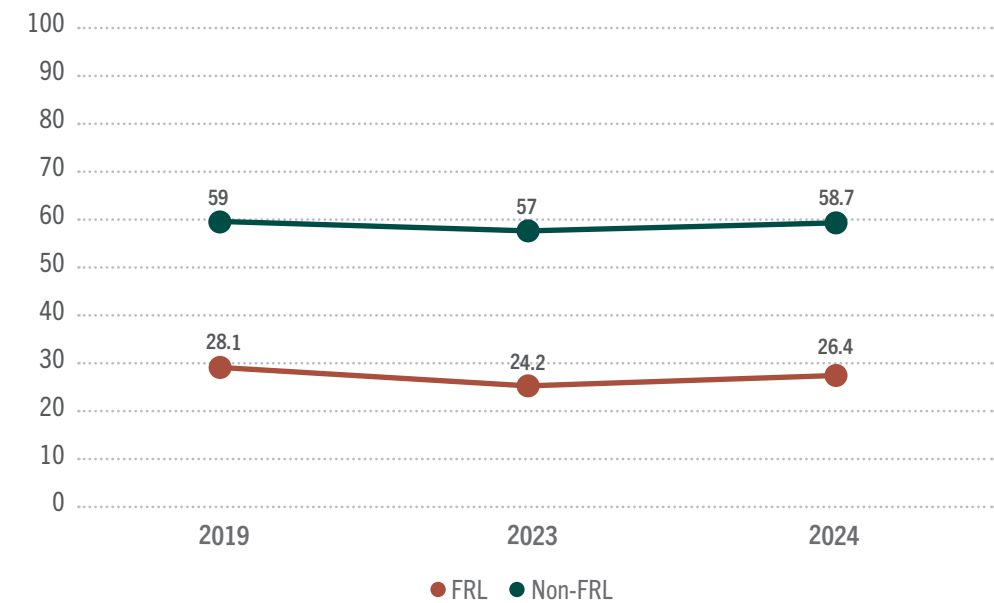


### Significant Gaps Continue

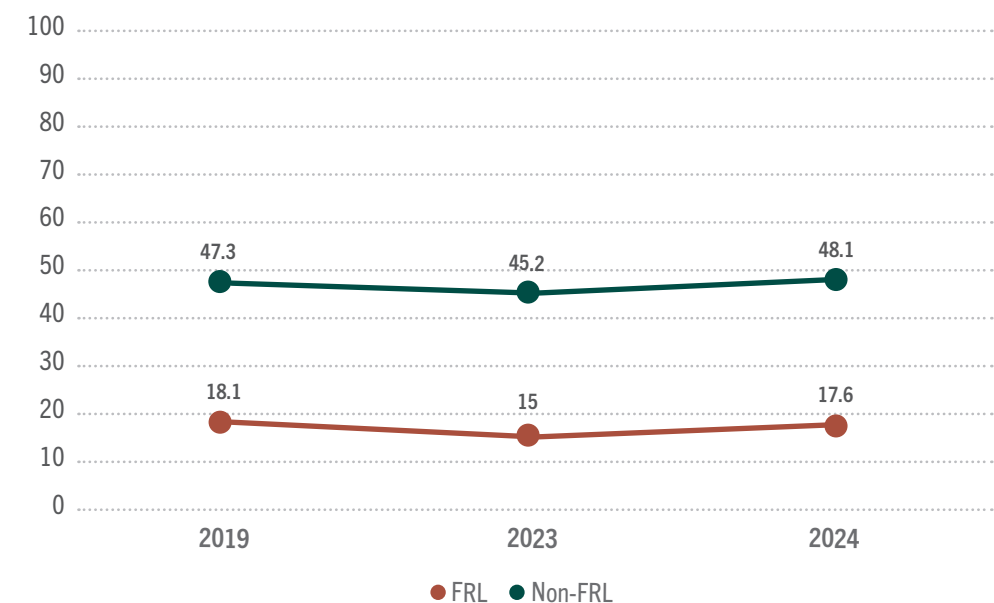
In addition to variations by grade, we see that there is wide variation across student groups and large gaps remain between students based on demographic characteristics. The graphics below look at variation by household income, but similar gaps also exist by race and language proficiency.

When looking at literacy performance, there is a gap of over 40 percentage points between students from low-income households and their peers from non-low-income households. This gap is larger than it was prior to the pandemic, although both groups have proficiency rates below those of 2019. Most importantly, more than 7 in 10 students from low-income households are not reading and writing at grade level; more than 8 in 10 are not doing math at grade level.

**CMAS ELA PROFICIENCY BY INCOME**



**CMAS MATH PROFICIENCY BY INCOME**

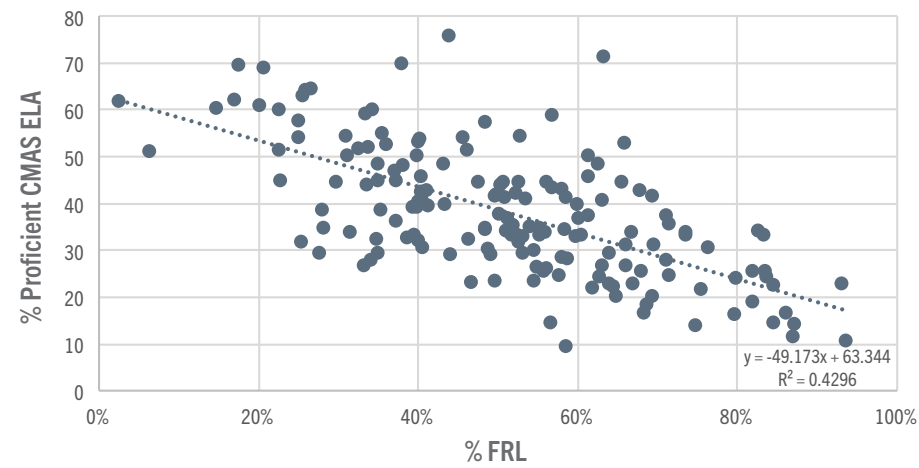




### Performance Continues to be Strongly Correlated with Demographics

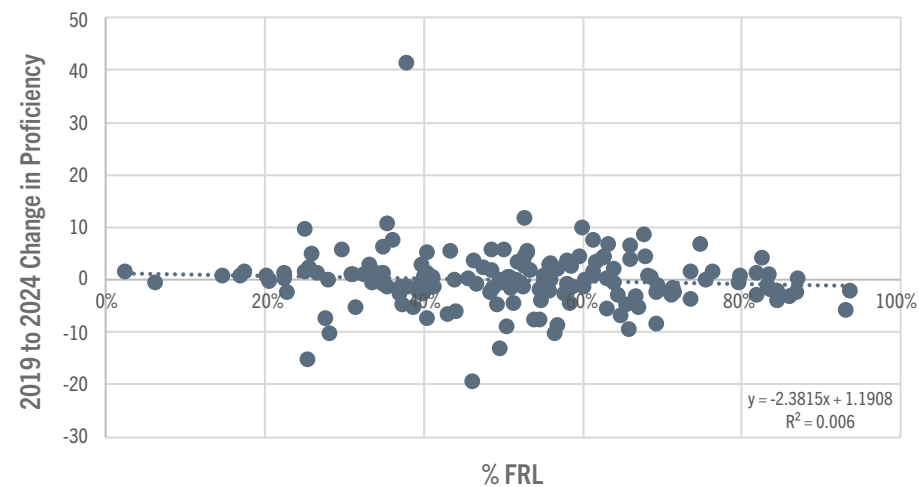
In addition to these gaps when looking at proficiency rates of student subgroups, we can also look at district performance and its relationship to district demographics. As the below visual illustrates there is an extremely strong correlation between the percentage of students from low-income households served by a district and their proficiency rates. Additionally, while there are a small number of districts that outperform expected performance based on this relationship, there are fewer districts with high percentages of students from low-income households that perform higher than expected.

**CMAS ELA PROFICIENCY AND FRL POPULATION**



Interestingly, while overall performance was strongly correlated with demographics AND students from low-income households have seen the gap between them and their peers widen since the pandemic, districts' recovery to pre-pandemic proficiency levels is not strongly correlated with district demographics.

**CMAS ELA PROFICIENCY AND FRL POPULATION**



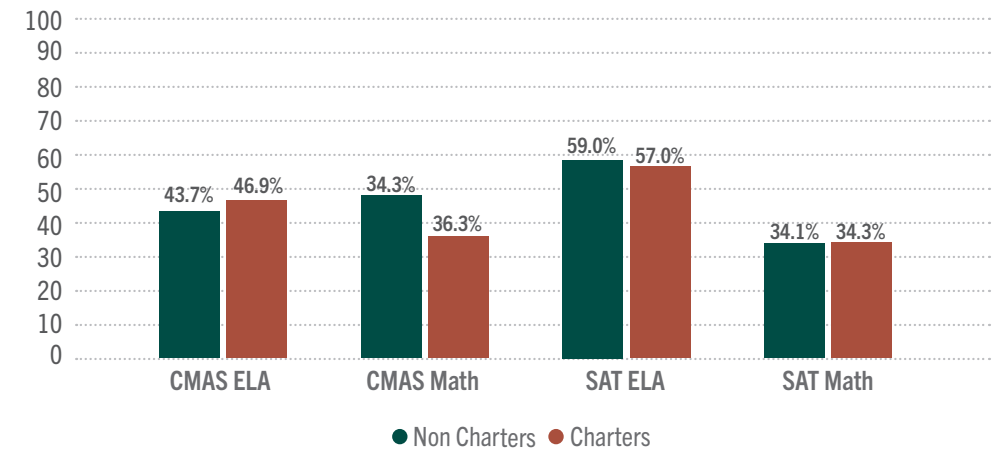
### District Performance Varies Widely

As the scatter plots above illustrate, in addition to the relationships with demographics, district performance generally varies widely. Overall proficiency rates for CMAS ELA vary from 10% to 76% with a median of 35%. Similarly, proficiency rates for students qualifying for free and reduced-price lunch vary from 9% to 71% with a median of 28.4%.

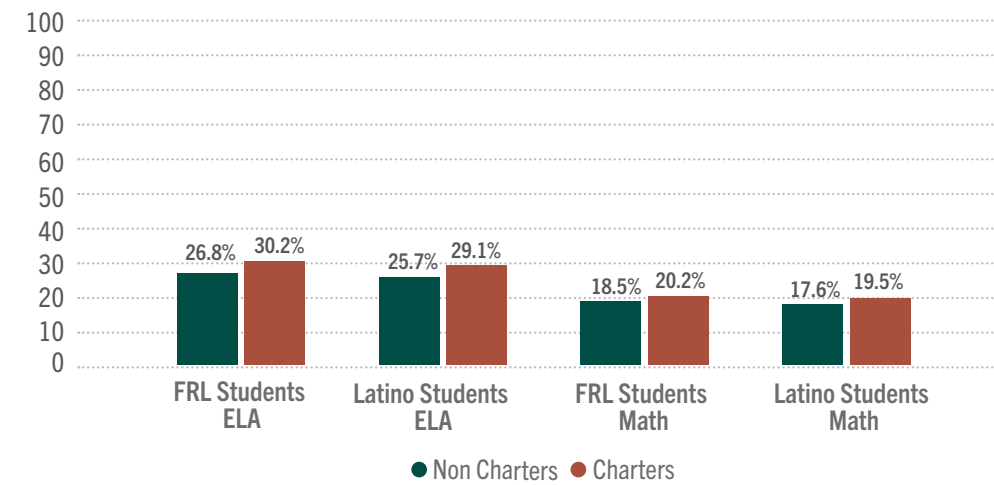
### Performance By School Governance Type

In addition to looking at variation amongst districts, looking at different school types can be a useful exercise in understanding what is working. Charter schools outperform non-charters in both ELA and math in grades 3-8, although by relatively small margins. When looking only at the performance of FRL students and Latino students in grades 3-8 charters still outperform non charters. Additionally, these margins are higher in ELA than for the overall population and similar in math.

**2024 PROFICIENCY**



**2024 SUBGROUP PROFICIENCY**



## Conclusion

This brief focuses on CMAS literacy results but many of the same trends persist in math as well as for high school students taking the PSAT and SAT. While some areas have seen recovery to pre-pandemic levels many areas still lag 2019 performance. Regardless, overall proficiency rates in Colorado are still low across most groups—particularly low-income students of color—suggesting that more must be done to support students and communities. This includes learning from schools and districts getting strong results as well as being willing to try new things and rigorously study them to determine how to best support students. This historical investments in our schools since COVID have not drastically changed outcomes for kids but we must continue to work towards that goal.

## Acknowledgments

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