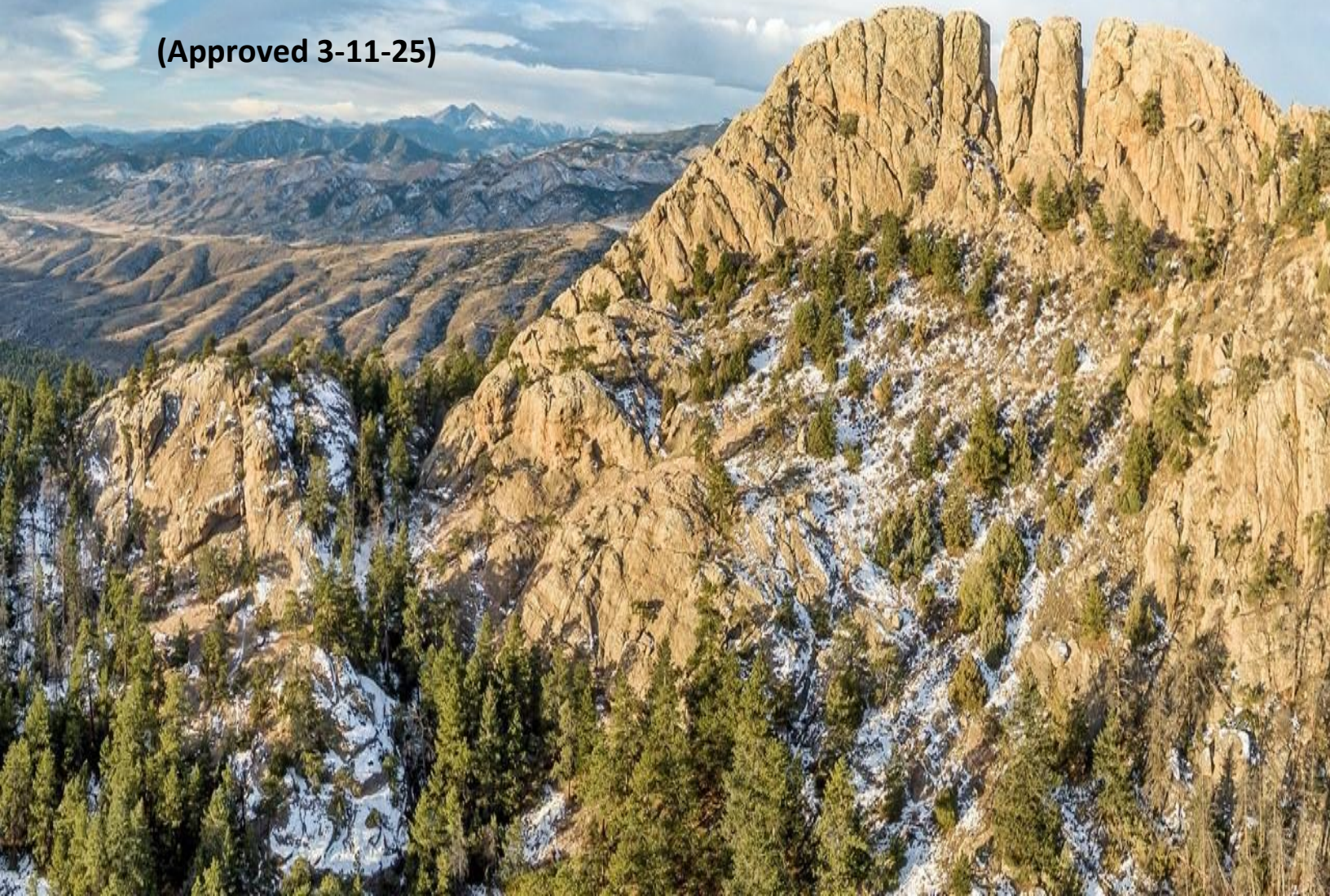


District Ends 1.0

MONITORING REPORT - FEBRUARY 2025

(Approved 3-11-25)



Poudre School District – BOE

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EXECUTIVE SUMMARY

Young learners in the district successfully achieved learning readiness and early literacy targets, demonstrating **strong foundational skills**. However, while many students met math readiness benchmarks, overall performance in this area lagged other learning readiness measures. The district's target of 85% proficiency in math readiness was not met, indicating a need for focused support in early mathematics development.

PSD met its literacy achievement goals for early elementary students (K-3), meeting the district's 0.25 effect size target and demonstrating a 0.13-unit improvement from the previous year. Additionally, **K-3 students met the early literacy growth target** by exceeding national academic peers in annual gains.

PSD non-charter **K-5 students show consistent reading gains over the past three years** (+0.09 in 2023/24, +0.04 in 2022/23, and +0.06 in 2021/22). Importantly, **all student subgroups shared in this 2023/24 growth**, reinforcing the **effectiveness of the district's literacy initiatives**. Recall that PSD is in the process of implementing new K-5 literacy curricula, adopted in 2022/23. According to the November 2024 Curriculum Implementation Pulse Survey, 69% of literacy teachers reported strong engagement, and 92% indicated a robust implementation process with Amplify CKLA (Core Knowledge schools) and EL Education.

PSD students in grades 3-11 continue to demonstrate **strong academic achievement** across CMAS, PSAT, and SAT assessments in both reading and math. Student achievement aligns with district expectations and exceeds statewide and national peers by approximately 1/3 of a standard deviation, equating to a **13-percentile-unit shift in the positive direction**. This places the **typical PSD student at the 63rd percentile** nationally and statewide, reinforcing what our community recognizes as the **PSD performance advantage**. This consistently high academic performance reflects the district's **commitment to high academic standards** and student achievement. However, achievement gaps persist based on socio-economic status, multilingual learner status, disability status, and ethnicity.

Student growth in grades 4-11 reading and math as measured by CMAS, PSAT, and SAT fell short of PSD targets, with a slight decline in math growth during 2023/24. MAP math growth grades 2-8 met the PSD target (0.08), while MAP reading growth grades 2-8 did not (0.0) and decreased slightly from 2022/23 (0.05). Based on MAP results, **students supported with Individualized Education Plans (IEPs) and English language learners showed positive growth-effect sizes, outpacing their state and national peers in both reading and math**.

Students identified as good candidates for additional support have consistently demonstrated higher levels of academic growth than their national and state academic peers in math and literacy yet have shown declining trends in literacy growth over the most recent two years (0.17 growth effect size in 2021/22 to 0.10 in 2023/24). Math growth has held steady over the past two years at a 0.06 growth effect size across grade levels and assessment programs. Recall that the PSD target growth for students that are good candidates for additional support is 0.20, which if attained for multiple consecutive years can be considered "catch-up growth". Many individual PSD schools are meeting catch-up growth targets.

During the fall 2024 Student Connections Survey, 14,998 students (81% response rate) participated, with **85% reporting a positive connection to school**. Students felt the strongest connection to adults (91%), followed by peers (86%), and interests (77%), with connections to interests showing steady gains since 2020—a 9 percentage-point increase from 2020. The Social-Emotional Learning (SEL) subscale of the Student Connections Survey had 12,800 responses (69.5% response rate), with 73.5% indicating agreement with SEL competency indicators—an 8.2 percentage-point decline from the prior year. While looking into the Healthy Kids Colorado Survey (HKCS), **2023 mental health outcomes are more favorable than 2021 outcomes, although many areas of concern remain evident in the HKCS data**. A prominent feature of the data highlights ongoing concerns for **genderqueer and gay/lesbian students, who report significantly higher levels of self-harm, stress, hopelessness, and suicidal thoughts and behaviors**.

PSD's four-year graduation rate increased to 87.3% in 2024, the highest in over a decade, surpassing the state average of 84.2%. While PSD continues to improve graduation rate outcomes, gaps remain, and students supported with an individualized education plan (IEP) and those eligible for free or reduced meals have graduated at lower rates than their respective statewide peers for at least five consecutive years. PSD English language learners graduated at higher rates than their state peers for the second consecutive year. The Board has set a new graduation rate target of 90% for the Class of 2025. PSD's dropout rate was 1.1%, slightly missing the goal of less than 1%, but remains lower than the state average of 1.9%. **PSD high school students (grades 9-12) continue accessing Concurrent Enrollment and CTE options at higher rates year over year, building career and college readiness while in high school**.

Statewide enrollment declined significantly in 2020/21 due to the pandemic, rebounded slightly in 2021/22, and has since continued to decline. PSD followed a similar pattern, peaking in 2021/22 before beginning to decline in 2023/24. **From 2022/23 to 2024/25, PSD PreK-12 enrollment decreased by 561 students (1.9%)**. Home education in PSD declined annually from 2020/21 to 2023/24 but spiked in 2024/25, surpassing comparison districts.

The percentage of students receiving IEP or 504 Plan support continues to rise in PSD and statewide. However, PSD's IEP identification rate remains lower than the state average and its comparison districts.

PSD's attendance increased to 90% in 2023/24 (0.8 percentage-point increase from 2022/23). **Increased attendance rates were realized at each grade level for PSD non-charter schools**. PSD's attendance rate remains 1.5% below the state average (91.5%) and lower than comparison districts. Unexcused absences (truancy) dropped to 3.1%, lower than the state average (3.4%) but higher than comparison districts.

SUMMARY LIST OF TARGETS AND OUTCOMES

- 1) School Readiness: $\geq 85\%$ of PSD Early Childhood and PreK students will meet or exceed End-of-Year TS Gold school readiness benchmarks. (Met 6 of 7 Targets)
- 2) Early Literacy: K-3 performance significantly higher than state/nation; growth exceeds academic peers (Achievement Effect Size ≥ 0.25 , Growth Effect Size > 0). (Met 2 of 2 Targets)
- 3) Achievement/Growth: Grades 3-11, performance significantly higher than state; growth exceeds academic peers. (Achievement Effect Size ≥ 0.25 , Growth Effect Size > 0). (Met 3 of 6 Targets)
- 4) Additional Support: Growth effect size ≥ 0.20 (catch-up growth). (Met 0 of 5 Targets)
- 5) Mental Health & Belonging: Outcomes more favorable than state on the Healthy Kids Colorado Survey Mental Health Subscale. PSD Student Connections composite score exceeds 90%. Social-Emotional Learning (SEL) composite score exceeds 80%. (Met 0 of 3 Targets)
- 6) Graduate with Options: 100% students successfully complete PreK-12 education. As a leading indicator toward this completion target, $\geq 85\%$ of PSD students will graduate within 4 years of transition into 9th grade. Concurrent Enrollment $\geq 40\%$ grades 9-12, CTE participation rates $\geq 50\%$ grades 9-12, and key postsecondary outcomes exceed state. (Met 2 of 4 Targets) 1 N/A

#	Key Indicator	Measure	Target	2023/24 Outcome	Met Target?	Prior Year Outcome	Progress
1	School Readiness	a) 0-3 Social/Emotional Development	$\geq 85\%$	95%	Yes	90%	↑
		b) 0-3 Oral Language Development	$\geq 85\%$	88%	Yes	84%	↑
		c) 0-3 Cognitive Benchmarks	$\geq 85\%$	97%	Yes	90%	↑
		d) PreK Social/Emotional Development	$\geq 85\%$	87%	Yes	91%	↓
		e) PreK Oral Language Development	$\geq 85\%$	91%	Yes	90%	↑
		f) PreK Met EOY Literacy	$\geq 85\%$	94%	Yes	89%	↑
		g) PreK Met EOY Math	$\geq 85\%$	83%	No	83%	↔
2	Early Literacy	b) K-3 Reading Ach. Effect Size DIBELS 8/ MAP/ CMAS	≥ 0.25	0.29	Yes	0.16	↑
		b) K-3 Reading Growth Effect Size DIBELS 8/ MAP/ CMAS	> 0	0.08	Yes	0.08	↔
3	Achievement & Growth	a) Reading Ach. Effect Size CMAS/PSAT/SAT 3rd-11th	≥ 0.25	0.35	Yes	0.33	↑
		b) Math Ach. Effect Size CMAS/PSAT/SAT 3rd-11th	≥ 0.25	0.3	Yes	0.32	↓
		c) Reading Growth Effect Size CMAS/PSAT/SAT 4th-11th	> 0	-0.01	No	-0.01	↔
		d) Math Growth Effect Size CMAS/PSAT/SAT 4th-11th	> 0	-0.07	No	-0.05	↓
		e) Reading Growth Effect Size MAP 2nd-8th	> 0	0	No	0.05	↓
		f) Math Growth Effect Size MAP 2nd-8th	> 0	0.06	Yes	0.05	↑
4	Additional Support	a) Reading Growth Effect Size Acadience 1st-5th	≥ 0.20	0.11	No	0.21	↓
		b) Reading Growth Effect Size MAP 2nd-8th	≥ 0.20	0.1	No	0.14	↓
		c) Reading Growth Effect Size CMAS/PSAT/SAT	≥ 0.20	0.1	No	0.12	↓
		d) Math Growth Effect Size MAP 2nd-8th	≥ 0.20	0.03	No	0.03	↔
		e) Math Growth Effect Size CMAS/PSAT/SAT 4th-11th	≥ 0.20	0.09	No	0.09	↔
5	Mental Health & Belonging	a) Connections Composite Score	$\geq 90\%$	84.8%	No	84.2%	↑
		b) SEL Composite Score	$\geq 80\%$	73.5%	No	81.7%	↓
		c) HKCS Mental Health Subscale (High School)	Exceed State	5 of 8 items	No	3 of 9 items (1/3)	↑
6	Graduate with Options	a) 4-Year Graduation Rate $\geq 85\%$	$\geq 85\%$	87.3%	Yes	86.9%	↑
		b) Concurrent Enrollment Participation (9th-12th)	$\geq 40\%$	41.2%	Yes	34.8%	↑
		c) CTE Participation Rates (9th-12th)	$\geq 50\%$	49.20%	No	42.3%	↑
		d) Postsecondary Outcomes	Exceed State	Not Avlb.	N/A	All Exceed State	N/A

INTRODUCTION AND BACKGROUND

The Poudre School District Board of Education (BOE) adopted the policy governance model. In this system of governance, the Board of Education sets broad policy that establishes the vision and direction of Poudre School District (PSD) for the Superintendent to implement. The [District Ends 1.0](#) identifies aspirational and visionary goals for the district from which the Superintendent can create opportunities for students that align with the community's values.

"Ends policies define what results an organization holds itself accountable for producing in the world, for which people, and at what cost. Ends policies, thus, are distinctive statements. They are not vague generalizations about improving the quality of life. They are not about what an organization does (that is, the activities it engages in) but about the impact it intends to have. As a result, no matter how broadly stated, Ends are ultimately measurable" (The Policy Governance Field book, p81).

In June 2014, the Board of Education provided the Superintendent with a substantially revised set of Ends for which an initial interpretation, with measures and targets, was subsequently developed. **The following Ends and related outcomes for 2023/24 are the subject of this report.**

- 1.1 **Foundations for Success:** PSD students attain milestones to ensure long-term academic success. PSD measures and monitors individual student progress against these milestones.
- 1.2 **Success in a Changing World:** PSD students are prepared for college and workforce success. PSD ensures access and encourages participation in a wide range of experiences that reflect expectations of a changing world.
- 1.3 **Above and Beyond:** PSD students are challenged, motivated, and inspired to reach their personal level of excellence. PSD offers students a broad and diverse set of opportunities that cultivate their talents and offer multiple pathways to high levels of success.
- 1.4 **Connections:** PSD students feel academically and socially connected to their school and community. PSD provides engaging opportunities to support students' individual pursuits and interests.

To promote and support movement toward optimal outcomes system-wide, decisions regarding metrics and data sources/displays have been made while considering school team access to similar school and student-level metrics. An example of this is the use, wherever possible, of data visualization tools provided by the Colorado Department of Education (CDE) and PSD. **PSD-developed data visualization tools are collectively referred to as the PSD Analytics Platform.** The three levels of the PSD Analytics Platform (Student Insight, Staff Insight, and System Insight) are heavily utilized through the DE 1.0 Monitoring Report. Providing views pulled directly from the data analytic tools and then providing context for interpretation within this Monitoring Report should promote wide use and increase understanding among the many district/school leadership teams and our community partners. Promoting shared understandings, uncovering longitudinal patterns that have leadership value, empirically testing intuition-based assumptions, and thereby promoting data-informed leadership actions are the intended outcomes of maintaining the PSD Analytics Platform. Utilizing the Analytics Platform in the DE 1.0 Monitoring Report should aid in furthering all these intended outcomes and ultimately contribute to higher levels of student outcomes and improved student experiences.

The Monitoring Report contains norm-referenced interpretations of outcomes and a criterion-referenced interpretations of outcomes. There are reasons to understand how students perform compared to others (norm-referenced), and there are reasons to understand how students are performing compared to an objective standard (criterion-referenced). An example is to monitor what we

commonly call “closing the gap.” PSD endeavors to close the achievement gap by raising achievement levels for any group of students historically performing below any other group of students (a norm-referenced view of the achievement gap). PSD also endeavors to close the gap between individual performance and grade level expectations for each individual student and groups of students currently performing below grade level expectations (a criterion-referenced view of the achievement gap). Regarding the role the Monitoring Report plays in the grand scheme of system accountability and improvement, efforts to close gaps benefit from both criterion-referenced interpretations and norm-referenced interpretations of student outcome data. **PSD has referred to “disrupting disproportionality” to indicate “closing the gap”; a key aim of many system improvement efforts that support all students.**

This report helps inform the district's annual work on the [Unified Improvement Plan](#) (UIP). The UIP is a companion document to the DE 1.0 Monitor Report, and it is where the district annually documents root-cause analyses, major improvement strategies, action steps, and related timelines. These two documents form the basis of the Poudre School District’s annual cycle of system improvement and accountability. **The successful implementation of UIP action steps and strategic planning processes impact key student outcomes highlighted in this report.** To provide context for the outcomes evidenced in this report, information on longitudinal demographic changes and other background information such as attendance rates are provided in Appendix A.

This annual report to the Board of Education provides a comprehensive overview of key student outcomes across the district. **We recognize that outcome gaps persist among student groups based on ethnicity, socio-economic status, multilingual learner status, and other characteristics.** These disparities reflect broader systemic challenges and underscore the importance of continued efforts to promote equity and access for all students. **While this report highlights district-wide trends, we encourage deeper exploration of outcome variations through the many embedded links that lead to the Poudre School District Analytics Platform as well as the Colorado Department of Education (CDE) data visualization tools, reports, and data sources.**

The analytics platform offers interactive data tools that allow stakeholders to examine student achievement, growth, and other critical measures in greater detail. By leveraging these resources, users can analyze disparities, identify patterns, and inform discussions on how best to support all students, including historically underserved students. **PSD remains committed to using data-driven insights to advance policies and practices that close achievement gaps, disrupt disproportionalities, and ensure success for every learner.**

FOUNDATION FOR SUCCESS

PSD students attain milestones to ensure long-term academic success. PSD measures and monitors individual student progress against these milestones.



Foundations for success contain many specific, measurable outcomes that educators and the public we serve have traditionally associated with the academic aspect of the school experience. We have much to be proud of regarding the work of our students, the PSD staff, and our community partners. The hyperlinks to the PSD Analytics Platform throughout this report can be used to explore student outcomes related to school readiness, attendance, early literacy, achievement, academic growth, graduation rates, postsecondary outcomes, and other key outcomes.

School Readiness

Poudre School District’s Early Childhood Education (ECE) Program uses multiple funding sources to provide critical educational services to expectant mothers and children from birth to kindergarten across the District and Larimer County. Services include academic, vision and hearing screenings, home visits, socialization opportunities, parenting classes, and more. The PSD ECE Program has adopted Teaching Strategies GOLD as its assessment tool since 2013. This assessment tool can be used from birth through kindergarten and aligns with the Colorado Academic Preschool Standards.

School Readiness Targets: ≥ 85% of PSD Early Childhood and PreK students will meet or exceed End-of-Year TS Gold school readiness benchmarks. (Met 6 of 7 Targets)

Key student outcomes are detailed in the tables below, accompanied by significant findings. Please note that in the tables, the Key Indicators highlighted in green indicate the target has been met, while those in red indicate the target has not been met. Under “% of Met Benchmark” or “Effect Size,” the numbers in parenthesis are prior year outcomes.

School Readiness (0 to 3-Year-Old)

KEY INDICATORS (MET OR NOT)	ASSESSMENT	% MET BENCHMARK	TARGET
1A. % OF 0 TO 3-YEAR-OLD STUDENTS MET EOY SOCIAL/EMOTIONAL DEVELOPMENT BENCHMARKS	TS-Gold	95% (90%)	≥ 85%
1B. % OF 0 TO 3-YEAR-OLD STUDENTS MET EOY ORAL LANGUAGE DEVELOPMENT BENCHMARKS	TS-Gold	88% (84%)	≥ 85%
1C. % OF 0 TO 3-YEAR-OLD STUDENTS MET EOY COGNITIVE BENCHMARKS	TS-Gold	97% (90%)	≥ 85%

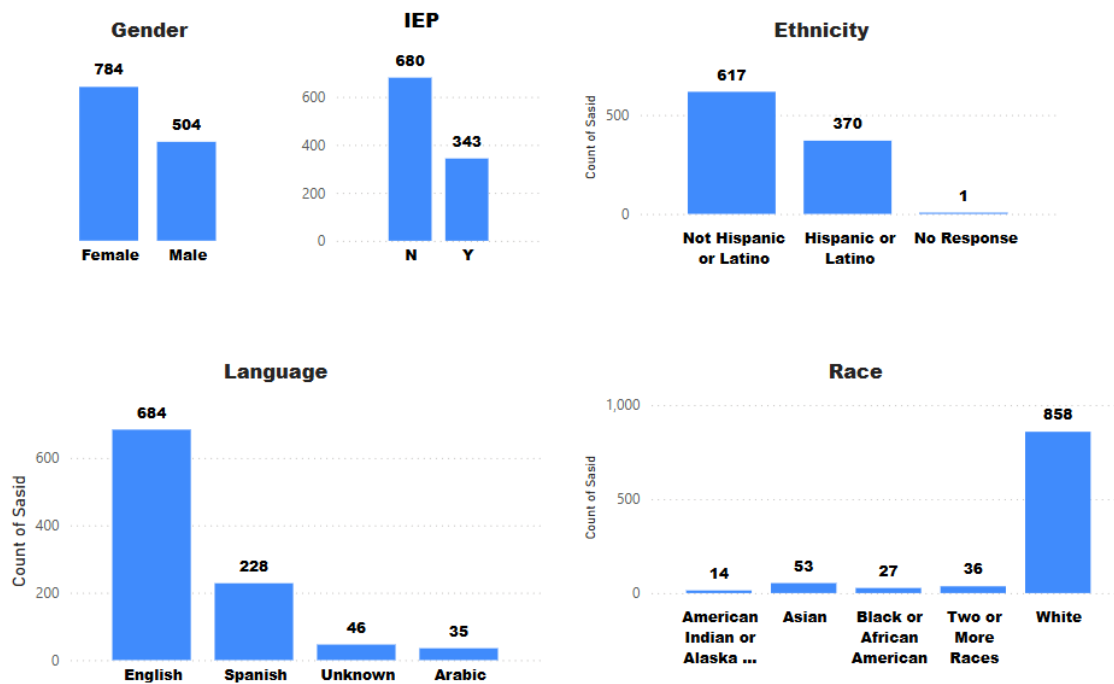
Young learners successfully met district learning targets in all three subscale competencies. Positive changes from beginning-of-year (BOY) to the end-of-year (EOY) 2023/24 are evident for these three learning competency subscales, indicating growth as well as achievement is evident for these young learners.

School Readiness (PreK)

KEY INDICATORS (MET OR NOT)	ASSESSMENT	% MET BENCHMARK	TARGET
1D. % OF PREK MET EOY SOCIAL/EMOTIONAL DEVELOPMENT BENCHMARKS	TS-Gold	87% (91%)	≥ 85%
1E. % OF PREK MET EOY ORAL LANGUAGE DEVELOPMENT BENCHMARKS	TS-Gold	91% (90%)	≥ 85%
1F. % OF PREK MET EOY LITERACY BENCHMARKS	TS-Gold	94% (89%)	≥ 85%
1G. % OF PREK MET EOY MATH BENCHMARKS	TS-Gold	83% (83%)	≥ 85%

Young learners successfully met the district's learning readiness and early literacy targets. Math readiness benchmarks are met by many young learners, yet the outcomes are lower than we see for other learning readiness benchmarks. The PSD target of 85% or higher was not met for math benchmarks.

ECE Demographics Summary (0 to 5-Year-Old)



Systemwide success in this area of school readiness supports our early literacy target and the continued journey of our youngest learners as they progress through our schools and toward their bright future. To interact with a data visualization tool that displays PSD school readiness data, please click [EARLY CHILDHOOD LEARNING – TS GOLD](#).

Early Literacy

The “**achievement effect size**” is the difference between the mean grade-level outcome, national or state depending on the assessment, and the PSD mean outcome. The difference is provided in "standard deviation units." **Achievement effect sizes of -0.25, 0, 0.25, and 0.50 are approximately equivalent to the 40th, 50th, 60th, and 70th percentiles, respectively.** Effect size comparisons across different assessment programs are valid, and this is a crucial attribute and reason PSD utilizes this metric to interrogate our outcomes when seeking valid and reliable insights gathered across a body of evidence.

The “**Growth effect size**” utilized throughout this Monitoring Report (referred to as a “Z gain” for an individual student) is the difference between the beginning-of-year and end-of-year achievement effect sizes. Positive growth-effect-sizes reflect gaining ground on “academic peers” (same grade level and initial achievement level) nationwide/statewide; a zero Z gain indicates holding your achievement position relative to academic peers over time. A good definition of a year’s growth in a year’s time.

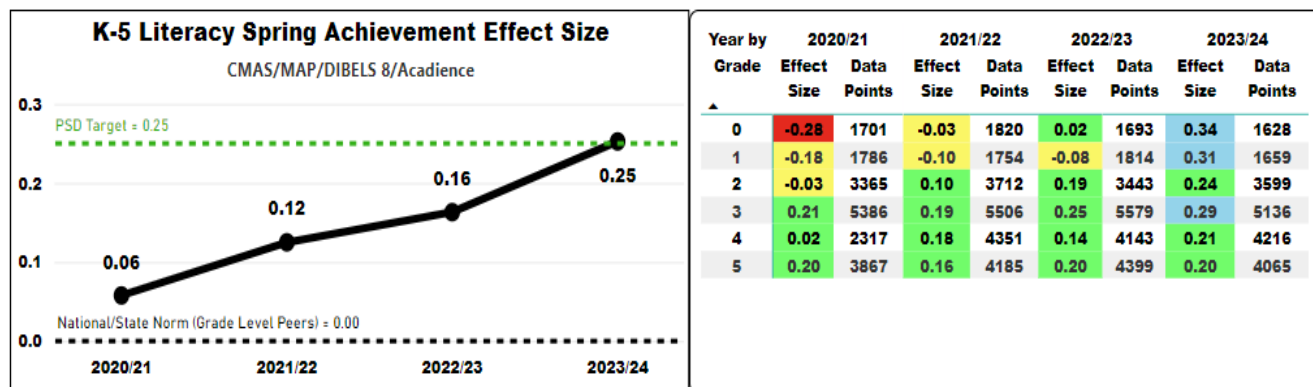
Early Literacy Targets: K-3 performance significantly higher than state/nation; growth exceeds academic peers (Achievement Effect Size ≥ 0.25 , Growth Effect Size > 0). (Met 2 of 2 Targets)

Early Literacy Achievement (Grades K-3)

KEY INDICATORS (MET OR NOT)	ASSESSMENT	EFFECT SIZE	TARGET
2A. K-3 READING ACHIEVEMENT EFFECT SIZE	DIBELS 8	0.29 (0.16)	≥ 0.25
2B. K-3 READING GROWTH EFFECT SIZE	DIBELS 8	0.08 (0.08)	≥ 0

The PSD achievement target of 0.25 effect size or higher was achieved for kindergarten through third-grade students, and there was a 0.13-unit improvement from last year. The PSD early literacy growth target of exceeding national academic peers was achieved. PSD replaced Acadience with DIBELS 8 to assess the reading skills in the 2023/24 school year.

PSD implemented a new K-5 literacy curricula (adopted in 2022/23 and implemented in 2023/24). According to the “Curriculum Implementation Pulse Survey” conducted in November 2024, literacy teachers reported strong engagement (69%) and a robust implementation process (92%). The graph below highlights relatively large 2023/24 improvements (0.09 up in 2023/24, 0.04 up in 2022/23, and 0.06 up in 2021/22) in reading scores for PSD non-charter K-5 students. **All subgroups share in these 2023/24 gains.** This is a big celebration for PSD families and staff.



Achievement and Growth

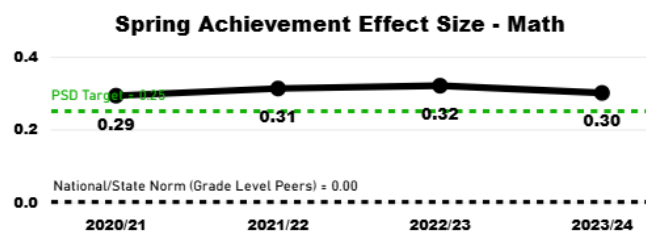
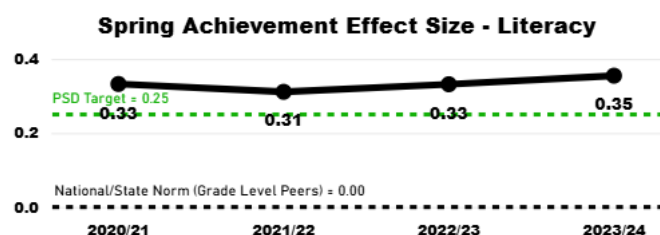
Across all assessment programs and grade levels taken collectively, we see high levels of achievement.

Achievement/Growth Targets: Grades 3-11, performance significantly higher than state; growth exceeds academic peers. (Achievement Effect Size ≥ 0.25 , Growth Effect Size > 0). (Met 3 of 6 Targets)

Literacy & Math Achievement (Grades 3-11)

KEY INDICATORS (MET OR NOT)	ASSESSMENT	EFFECT SIZE	TARGET
3A. 3 RD – 11 TH READING ACHIEVEMENT	CMAS, PSAT, SAT	0.35 (0.33)	≥ 0.25
3B. 3 RD – 11 TH MATH ACHIEVEMENT	CMAS, PSAT, SAT	0.30 (0.32)	≥ 0.25

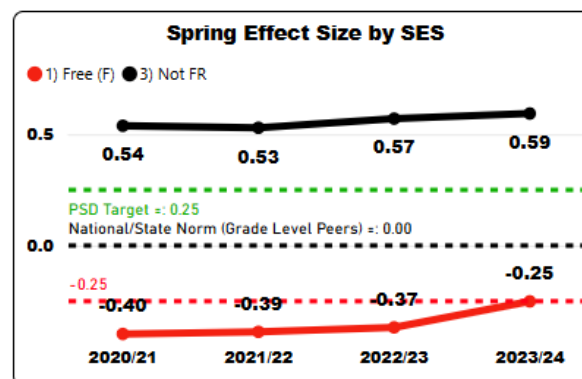
Student performance across CMAS, PSAT, and SAT, in both reading and math exceeded statewide peers by approximately 1/3 of a standard deviation unit. This is equivalent to a 13-percentile-unit advantage, indicating the typical PSD student is performing at about the 63rd percentile statewide.



Year by Grade	2021/22		2022/23		2023/24	
	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
3	0.22	1789	0.30	1801	0.31	1676
4	0.33	1885	0.32	1776	0.37	1814
5	0.33	1852	0.38	1933	0.38	1776
6	0.26	1686	0.26	1755	0.27	1722
7	0.25	1677	0.29	1552	0.32	1578
8	0.29	1448	0.32	1507	0.25	1325
9	0.43	1606	0.47	1738	0.53	1715
10	0.44	1727	0.43	1629	0.48	1725
11	0.25	1717	0.22	1779	0.25	1762

Year by Grade	2021/22		2022/23		2023/24	
	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
3	0.28	1818	0.31	1831	0.30	1705
4	0.40	1912	0.35	1791	0.37	1818
5	0.41	1861	0.38	1940	0.39	1795
6	0.35	1679	0.38	1751	0.34	1718
7	0.35	1669	0.37	1553	0.37	1584
8	0.48	1433	0.47	1504	0.34	1339
9	0.31	1606	0.40	1738	0.36	1715
10	0.21	1727	0.19	1629	0.22	1725
11	0.05	1717	0.04	1779	0.03	1757

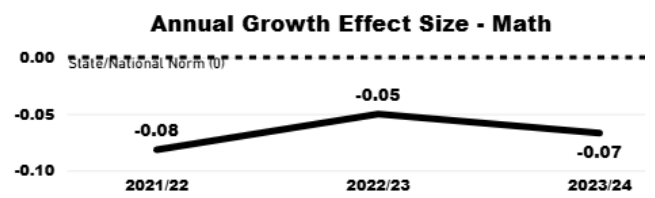
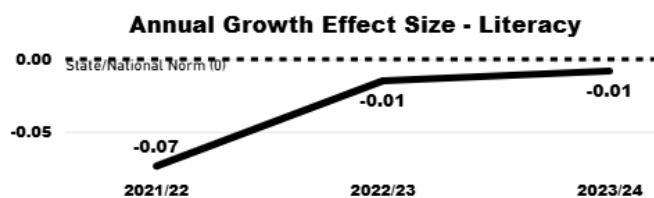
Achievement gaps persist by socio-economic levels, multilingual learner status, disability status, and ethnicity. To interact with a data visualization tool that displays PSD achievement data, please click [ACHIEVEMENT and GROWTH](#). The graphs above and to the right are available on the report page called “SPRING Achievement Effect Size”. The interested reader can quickly explore achievement outcomes, including gaps, by any number of combinations of student characteristic factors using the convenient filters.



Literacy and Math Growth (Grades 2-11)

KEY INDICATORS (MET OR NOT)	ASSESSMENT	EFFECT SIZE	TARGET
3C. 4 TH – 11 TH READING GROWTH	CMAS, PSAT, SAT	-0.01 (-0.01)	> 0
3D. 4 TH – 11 TH MATH GROWTH	CMAS, PSAT, SAT	-0.07 (-0.05)	> 0
3E. 2 ND – 8 TH READING GROWTH	MAP	0.00 (0.05)	> 0
3F. 2 ND – 8 TH MATH GROWTH	MAP	0.06 (0.05)	> 0

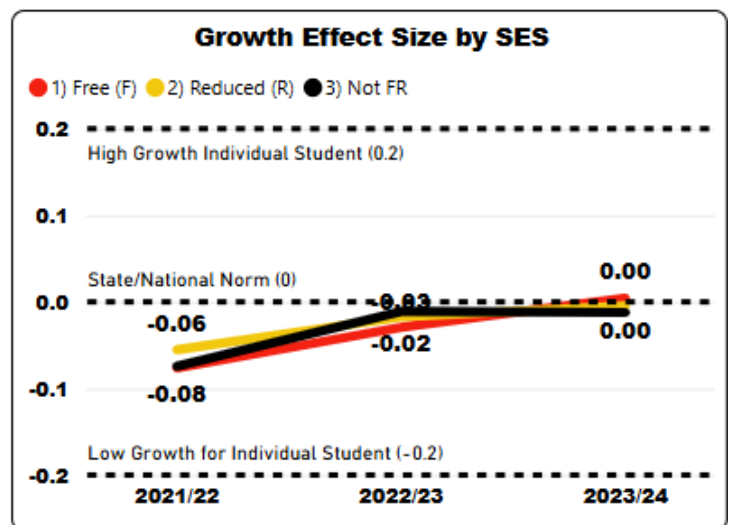
Reading and math growth on CMAS, PSAT, and SAT fell short of PSD's targets and math growth declined slightly. MAP math growth met the PSD target. MAP reading growth did not meet the PSD target and decreased by 0.05 units compared to the 2022/23 outcome. **The following illustrations display state assessment data (CMAS, PSAT, SAT).**



Year by Grade	2021/22		2022/23		2023/24	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4	0.07	1462	0.10	1592	0.09	1646
5			0.06	1694	0.07	1626
6	-0.13	1341	-0.14	1532	-0.17	1553
7	-0.47	1	-0.01	1341	-0.02	1438
8	-0.02	1131	0.02	1302	-0.07	1167
9			0.09	1168	0.17	1252
10	-0.08	1383	-0.02	1320	-0.02	1460
11	-0.20	1433	-0.20	1504	-0.12	1443

Year by Grade	2021/22		2022/23		2023/24	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4			0.06	1620	0.07	1665
5	0.05	1456	-0.03	1720	0.05	1641
6			-0.11	1532	-0.10	1551
7	-0.05	1348	-0.02	1340	-0.09	1430
8	-0.20	1	0.07	1298	-0.06	1165
9	-0.16	1064	-0.11	1163	-0.13	1252
10	-0.11	1383	-0.16	1320	-0.20	1461
11	-0.16	1433	-0.12	1504	-0.11	1442

Students supported with IEPs and multilingual learners have positive growth-effect-sizes in both reading and math, indicating they grew more than their state and national academic peers. Gains in literacy growth have been realized by all socio-economic status (SES) levels. To interact with a data visualization tool that displays PSD growth data, please click [ACHIEVEMENT and GROWTH](#). The graphs above and to the right are available on the report page called "Growth Effect Size (ANNUAL)". The interested reader can quickly explore outcomes, including gaps, by any number of combinations of student characteristic factors using the convenient filters.



Additional Support

PSD has developed a data visualization tool, “Levels of Support,” which allows for a shared understanding districtwide of which PSD students most need additional academic support in English/Language Arts and Math. This shared understanding is based on a body of evidence from each returning student's prior academic year standardized assessment scores.

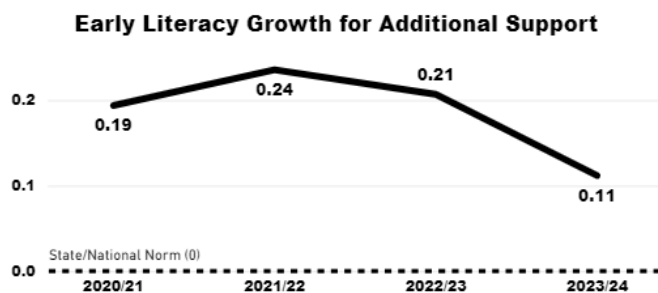
The “Additional Support” group consists of students grades 1-12 who scored below the 35th percentile on each district/state assessment (DIBELS 8, MAP, CMAS, PSAT, SAT) and each assessment occasion (Fall, Winter, Spring) during the prior school year in either math or in English/reading. These students are supported by each school’s best efforts to help accelerate academic gains relative to national and statewide academic peers. To interact with a data visualization tool that displays PSD academic growth data by Level of Support category, please click [ACHIEVEMENT and GROWTH](#).

Additional Support Target: Growth effect size ≥ 0.20 (catch-up growth). (Met 0 of 5 Targets)

Additional Support Growth (Grades 1-11)

KEY INDICATORS (MET OR NOT)	ASSESSMENT	EFFECT SIZE	TARGET
4A) READING GROWTH EFFECT SIZE 1ST - 5TH	DIBELS 8	0.11 (0.21)	≥ 0.20
4B) READING GROWTH EFFECT SIZE 2ND - 8TH	MAP	0.10 (0.14)	≥ 0.20
4C) READING GROWTH EFFECT SIZE 3RD - 11TH	CMAS/PSAT/SAT	0.10 (0.12)	≥ 0.20
4D) MATH GROWTH EFFECT SIZE 2ND - 8TH	MAP	0.03 (0.03)	≥ 0.20
4E) MATH GROWTH EFFECT SIZE 3RD - 11TH	CMAS/PSAT/SAT	0.09 (0.10)	≥ 0.20

The 'DIBELS 8 Reading Growth for Additional Support' data below fell short of the 0.20 target in the 2023/24 school year. This reflects a significant downward trend from the 2021/22 to the 2023/24 school year, particularly in grades 2 and 3. **Note that all growth effect sizes are positive numbers.**

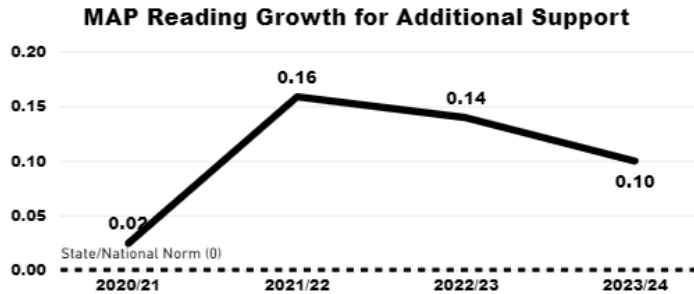


Academic Year School	2023/24	
	Zgain	Data Points
BAUDER ES	0.20	78
CLP ES	0.23	54
KRUSE ES	0.21	44
LINTON ES	0.31	74
PSD GLOBAL ACADEMY	0.33	6
TAVELLI ES	0.22	46
TRAUT CORE ES	0.25	23

Year by Grade	2020/21		2021/22		2022/23		2023/24	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
1	0.33	214	0.20	318	0.18	310	0.12	210
2	0.20	339	0.29	584	0.33	388	0.09	409
3	0.15	375	0.27	476	0.23	333	0.16	297
4	0.15	272	0.15	237	0.07	237	0.08	242
5	0.16	193	0.17	214	0.11	196	0.12	221

PSD Schools that met the 0.20 target for the Additional Support DIBELS 8 reading growth this year are listed above. The number of schools decreased from 24 in 2021/22 to 18 in 2022/23 and further down to 7 in the 2023/24 school year.

The 'MAP Reading Growth for Additional Support' data below shows that elementary schools have higher average Z-gains than middle schools. Note that the 6th grade reading growth effect size over the past four years has been below zero. This indicates students not meeting or exceeding the growth realized by national academic peers or sliding further behind nationwide academic peers.



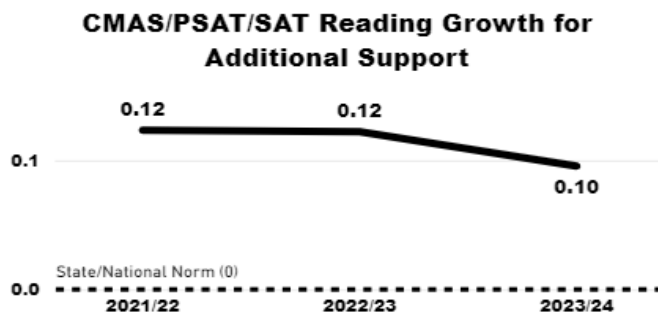
Year by Grade	2020/21		2021/22		2022/23		2023/24	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
2			0.42	558	0.31	354	0.21	373
3	0.11	352	0.24	463	0.14	305	0.19	288
4	0.09	264	0.17	268	0.21	261	0.15	263
5	0.08	253	0.01	319	0.09	235	0.06	261
6	-0.03	231	-0.18	227	-0.03	202	-0.10	210
7	-0.06	250	0.05	291	0.07	210	0.05	246
8	-0.10	232	0.03	251	0.05	235	0.02	214

Academic Year School	2023/24	
	Zgain	Data Points
BAUDER ES	0.33	69
CLP ES	0.28	50
KRUSE ES	0.20	36
PSD Mountain Schools	0.47	19
PUTNAM ES	0.24	37
RIFFENBURGH ES	0.21	46
SHEPARDSON ES	0.24	45
TAVELLI ES	0.26	38
TIMNATH ES	0.21	37
TRAUT CORE ES	0.29	18
WERNER ES	0.39	33
ZACH ES	0.29	12

The number of PSD schools that met the 0.20 target for Additional Support MAP reading growth decreased by one school from last year to this year.

The 'CMAS/PSAT/SAT Reading Growth for Additional Support' data shows that 10th and 11th grades have declines from prior years. PSD schools that met the 0.20 target for Additional Support based on

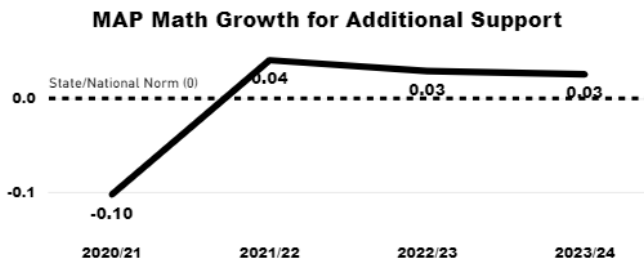
CMAS/PSAT/SAT reading growth are provided in the table below. As in the previous year, 14 schools in 2023/24 met the target of ≥ 0.20 .



Year by Grade	2021/22		2022/23		2023/24	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4	0.14	198	0.16	203	0.15	209
5			0.16	180	0.18	211
6	0.01	173	0.04	167	-0.04	155
7	-0.47	1	0.13	150	0.19	157
8	0.08	159	0.10	144	0.10	118
9			0.19	98	0.13	99
10	0.28	176	0.30	100	0.03	83
11	0.10	145	-0.10	111	-0.14	97
Total	0.12	852	0.12	1153	0.10	1129

Year by School (Spring/EOY)	2023/24	
	Zgain	Data Points
BAUDER ES	0.41	20
BENNETT ES	0.21	22
BETHKE ES	0.24	8
KINARD MS	0.28	21
KRUSE ES	0.25	15
PCA	0.35	11
POLARIS	0.38	27
PSD MOUNTAIN SCHOOLS	0.27	3
PUTNAM ES	0.46	16
RIFFENBURGH ES	0.63	19
SHEPARDSON ES	0.49	8
TAVELLI ES	0.27	14
TIMNATH ES	0.55	11
WERNER ES	0.47	10

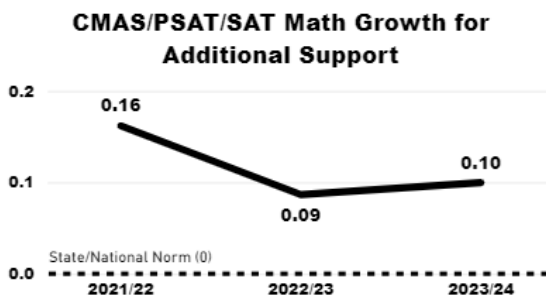
The 'MAP Math Growth for Additional Support' data below shows two PSD schools met the 0.20 target for Additional Support in 2023/24, down by eight schools since the 2022/23 school year.



Academic Year	2023/24	
School	Zgain	Data Points
BEATTIE ES	0.26	29
DUNN ES	0.21	9

Year by Grade	2020/21		2021/22		2022/23		2023/24	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
2					1.38	1		
3	-0.13	421	0.03	1	0.12	330	0.12	296
4	-0.04	374	0.14	383	0.10	339	0.07	287
5	-0.09	348	0.14	299	0.04	318	0.04	304
6	-0.09	330	-0.02	357	-0.06	289	-0.08	293
7	-0.14	376	-0.06	326	-0.01	266	-0.01	285
8	-0.13	355	0.02	292	-0.06	279	0.02	266

The 'CMAS/PSAT/SAT Math Growth for Additional Support' data shows that the 4th grade experienced significant growth in the 2023/24 school year, whereas the 10th grade experienced a negative shift in the trend, with a growth decrease of 0.26 units. A celebration is that 20 schools met the growth target, an increase of 12 schools from the previous year.



Year by Grade	2021/22		2022/23		2023/24	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4			0.07	295	0.24	245
5	0.23	237	0.15	280	0.23	259
6			0.03	232	0.07	219
7	0.20	200	0.17	177	0.10	176
8			0.11	147	0.06	118
9	-0.06	102	-0.05	118	-0.03	109
10	0.21	243	0.24	117	-0.02	110
11	0.09	214	-0.04	141	-0.16	103
Total	0.16	996	0.09	1507	0.10	1339

Year by School (Spring/EOY)	2023/24	
	Zgain	Data Points
BACON ES	0.32	10
BAMFORD ES	0.33	11
BAUDER ES	0.42	23
BEATTIE ES	0.47	15
BETHKE ES	0.32	12
DUNN ES	0.89	6
HARRIS BILINGUAL ES	0.41	27
IRISH ES	0.21	29
KRUSE ES	0.39	18
LAUREL ES	0.31	41
LESHER MS	0.21	63
LOPEZ ES	0.27	15
MCGRAW ES	0.24	9
ODEA ES	0.43	18
PSD GLOBAL ACADEMY	0.41	20
PUTNAM ES	0.32	22
RIFFENBURGH ES	0.23	15
SHEPARDSON ES	0.26	9
TIMNATH ES	0.41	15
ZACH ES	0.34	4

It is important for PSD schools to be recognized for these high levels of growth related to the students identified as good candidates for additional support. **The results of these schools remind all PSD educators that catch-up growth is a challenging, but attainable outcome.**

Mental Health and Belonging

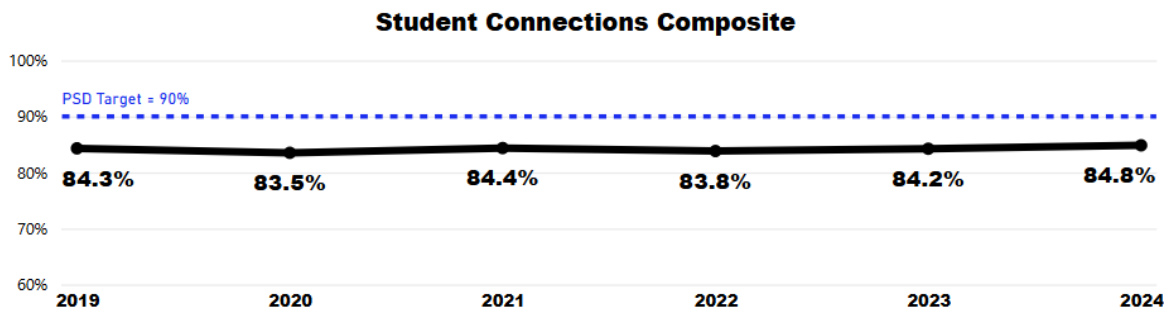
Students’ mental health and sense of belonging positively impacts students’ abilities to learn and grow. PSD uses data from two key sources to monitor student mental health and belonging outcomes: (1) the Healthy Kids Colorado biannual survey and (2) the PSD Student Connections Survey.

Mental Health & Belonging Targets: Outcomes more favorable than state on the Healthy Kids Colorado Survey Mental Health Subscale. PSD Student Connections composite score exceeds 90%. Social-Emotional Learning (SEL) subscale composite score exceeds 80%. (Met 0 of 3 Targets)

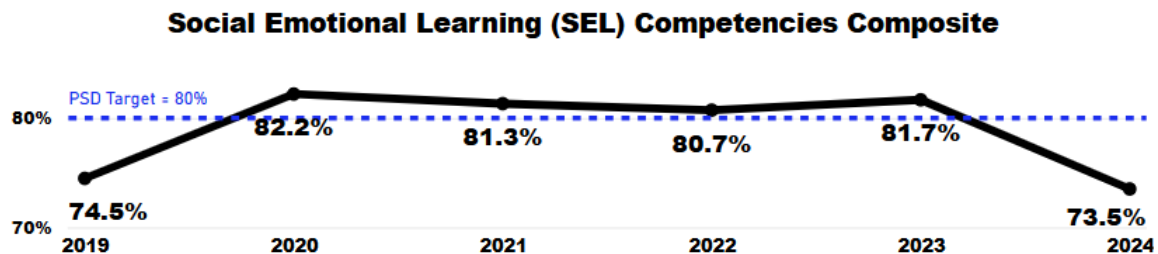
Mental Health and Belonging

KEY INDICATORS (MET OR NOT)	OUTCOME	TARGET
5A. CONNECTIONS COMPOSITE SCORE	84.8% (84.2%)	≥ 90%
5B. SEL COMPOSITE SCORE	73.5% (81.7%)	≥ 80%
5C. HEALTHY KIDS COLORADO MENTAL HEALTH	5 of 8 Items	Exceed State

In the fall of 2024, 14,998 students responded to the Student Connections Survey (an 81% response rate). Eighty-five percent of students reported positive feelings of connection to school. Students report the strongest connections to other adults (91%), followed by connections to other students (86%), with connections to interests the least strongly endorsed (77%). Connections to interests have increased, showing a 9% overall growth since 2020.



Also based on the fall of 2024 Student Connections Survey, 12,800 students responded to the Social-Emotional Learning (SEL) competency items (a 69.5% response rate). 73.5% of student responses indicate agreement with SEL competency indicators. This is an 8.2 percentage-unit decline from the prior year.



The **Healthy Kids Colorado Survey (HKCS)** collects self-reported health and well-being information from Colorado public school students every other year. The HKCS Fall of 2023/24 PSD high school response rate was 67% (6,003 respondents), and the 2021/22 response rate was 66% (5,870 respondents). HKCS is supported by the Colorado Department of Public Health and Environment (CDPHE), the Colorado Department of Education (CDE), and the Colorado Department of Human Services (CDHS). Please click [Healthy Kids Colorado Survey](#) to find additional information about the survey.

The HKCS data provided below are pulled from the high school data sets and utilized to illustrate patterns in the data that are evident for both middle and high school populations. Individual items are provided using red text where the statement agreed to can be considered a negative experience or sentiment. The items written to reflect a positive experience or sentiment are provided using green text.

In the table of HKCS data provided below, the second column provides the PSD 2023 sample size, and the remaining columns provide the percentage of students that answered in the affirmative, followed, in parenthesis, by the upper and lower boundaries of a 95% confidence interval around that sample estimate. Shaded cells indicate significant differences from the PSD 2023 outcome. Blue-shaded cells indicate a significantly more favorable outcome. Yellow-shaded cells indicate a significantly less favorable outcome. The first table highlights differences between the state, current PSD, and past PSD results. The second table highlights differences between different student groups within the PSD.

Healthy Kids Colorado Survey Key Items Related to Mental Health				
Percentage of students who...	PSD 2023 Respondents	PSD 2023	PSD 2021	State 2023
Purposefully hurt themselves without wanting to die in the past 12 months	5559	15.3 (14.1 - 16.6)	26.4 (24.8 - 28.0)*	13.1 (12.0 - 14.1)
Agree or strongly agree their stress level is manageable most days	5639	63.3 (62.2 - 64.4)	54.8 (52.7 - 56.8)*	57.7 (56.0 - 59.3)*
Take two or fewer days to feel fully recovered after a stressful situation (bad item)				
Felt so sad or hopeless almost every day for two weeks or more in a row during the past 12 months that they stopped doing some usual activities	5555	25.2 (23.4 - 27.0)	43.3 (40.5 - 46.1)*	25.7 (24.8 - 26.7)
Seriously considered attempting suicide during the past 12 months	5567	11.1 (9.9 - 12.3)	21.4 (20.0 - 22.9)*	11.1 (10.2 - 12.1)
Made a plan about how they would attempt suicide during the past 12 months	5558	9.6 (8.8 - 10.3)	15.2 (13.8 - 16.7)*	9.3 (8.6 - 9.9)
Attempted suicide one or more times during the past 12 months	5564	5.4 (5.0 - 5.8)	8.1 (7.3 - 8.8)*	5.5 (4.9 - 6.0)
Have an adult to go to for help with a serious problem	5566	79.6 (78.6 - 80.6)	76.1 (74.1 - 78.2)*	75.4 (74.2 - 76.6)*
Most of the time or always could talk to a friend about feelings during their life	5570	63.0 (61.2 - 64.8)	58.2 (55.7 - 60.7)*	57.6 (56.3 - 58.9)*

*Significantly different from PSD 2023 outcome; blue/yellow more/less favorable

PSD 2023 outcomes were more favorable than PSD 2021 outcomes on all items of the Mental Health subscale. **The percentage of PSD students indicating mental health challenges underscores the importance of PSD and our community promoting mental health and belonging for our youth.**

Healthy Kids Colorado Survey Key Items Related to Mental Health

Percentage of students who...	PSD 2023	Gender			Black/ African American	Asian
		Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx		
Purposefully hurt themselves without wanting to die in the past 12 months	15.3 (14.1 - 16.6)	43.2 (38.0 - 48.5)*	31.3 (26.2 - 36.5)*	11.1 (9.1 - 13.1)*	16.9 (10.6 - 23.1)	16.2 (11.1 - 21.2)
Agree or strongly agree their stress level is manageable most days	63.3 (62.2 - 64.4)	41.2 (29.2 - 53.1)*	43.0 (37.4 - 48.6)*	61.4 (58.1 - 64.6)	63.2 (54.3 - 72.1)	58.2 (54.0 - 62.5)
Take two or fewer days to feel fully recovered after a stressful situation (bad item)						
Felt so sad or hopeless almost every day for two weeks or more in a row during the past 12 months that they stopped doing some usual activities	25.2 (23.4 - 27.0)	47.5 (39.2 - 55.7)*	45.2 (38.9 - 51.6)*	29.9 (27.2 - 32.6)*	32.6 (22.5 - 42.8)	27.8 (24.5 - 31.0)
Seriously considered attempting suicide during the past 12 months	11.1 (9.9 - 12.3)	24.9 (18.8 - 31.0)*	20.1 (15.0 - 25.2)*	10.3 (8.0 - 12.5)	13.4 (9.6 - 17.3)	14.7 (12.4 - 17.0)*
Made a plan about how they would attempt suicide during the past 12 months	9.6 (8.8 - 10.3)	24.1 (18.7 - 29.5)*	18.1 (14.8 - 21.4)*	7.4 (6.0 - 8.8)	17.8 (11.1 - 24.4)*	16.3 (10.5 - 22.1)*
Attempted suicide one or more times during the past 12 months	5.4 (5.0 - 5.8)	13.1 (9.0 - 17.2)*	10.9 (8.2 - 13.6)*	6.2 (5.1 - 7.3)	6.2 (4.0 - 8.4)	7.5 (4.6 - 10.4)
Have an adult to go to for help with a serious problem	79.6 (78.6 - 80.6)	79.9 (76.5 - 83.3)	79.3 (73.6 - 84.9)	74.1 (71.9 - 76.3)*	71.8 (64.2 - 79.5)	74.4 (70.7 - 78.2)*
Most of the time or always could talk to a friend about feelings during their life	63.0 (61.2 - 64.8)	54.3 (46.7 - 61.9)	60.9 (55.3 - 66.5)	55.4 (52.4 - 58.4)*	54.2 (48.1 - 60.3)*	59.8 (56.0 - 63.6)

**Significantly different from PSD 2023 outcome; blue/yellow more/less favorable*

The pattern of yellow shading in the table above indicates significantly less favorable responses from PSD’s genderqueer and gay/lesbian population. Put more directly, genderqueer/nonbinary and gay/lesbian students are experiencing significantly higher levels of self-harm, unmanageable daily stress, avoiding usual activities due to sadness or hopelessness, considering suicide, planning for suicide, and attempting suicide.

Multiple national studies indicate that genderqueer and gay/lesbian populations are at higher risk of suicidal behavior, mental disorder, and substance misuse/dependence than heterosexual people. Suicide risks are approximately 2 to 4 times higher among gay and lesbian populations. Similarly, depression, anxiety, alcohol, and substance misuse are approximately 1.5 times more common in gay/lesbian/bisexual people. Findings are similar in men and women, but lesbian/bisexual women are at particular risk of substance dependence, while the lifetime risk of suicide attempts was especially high in gay/bisexual men. It is likely that the social hostility, stigma, and discrimination that most genderqueer and gay/lesbian people experience is at least part of the reason for these significant differences in mental health and belonging outcomes.¹

Hispanic and Asian students self-report significantly less access to adults to talk to about serious problems, and Hispanic and African American students are significantly less likely to have a friend to talk to about their feelings.

¹ King, M., Semlyen, J., Tai, S.S. *et al.* A systematic review of mental disorder, suicide, and deliberate self-harm in lesbian, gay and bisexual people. *BMC Psychiatry* 8, 70 (2008). <https://doi.org/10.1186/1471-244X-8-70>

Graduate with Options

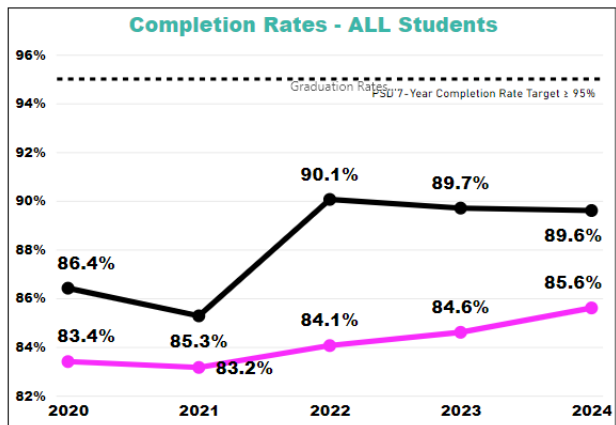
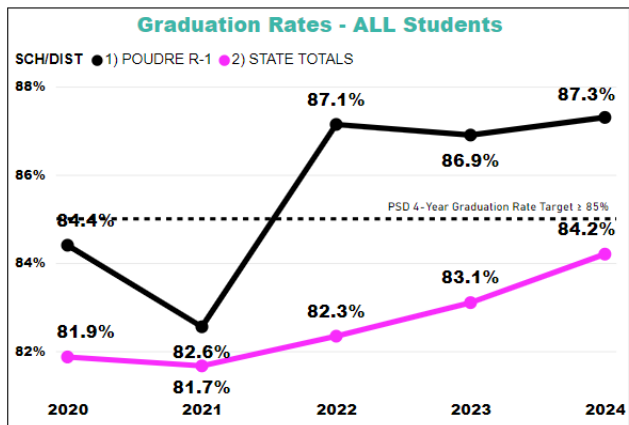
A high school diploma representing strong academic and career preparation allows students to choose between entering the workforce, pursuing vocational training, or attending college. Graduating with options ensures that students are not limited in their choices and can build a future aligned with their goals and aspirations. Students with more options can pursue higher education or skilled trades, which typically lead to better-paying jobs. **Whether a student chooses college, military service, or a trade, having options allows them to follow their interests and passions, leading to a more satisfying life.**

Graduate with Options Targets: 100% students successfully complete PreK-12 education. As a leading indicator toward this completion target, $\geq 85\%$ of PSD students will graduate within 4 years of transition into 9th grade. Concurrent Enrollment $\geq 40\%$ grades 9-12, CTE participation rates $\geq 50\%$ grades 9-12, and six key postsecondary outcomes exceed state. (Met 4 of 4 Targets)

Graduate with Options

KEY INDICATORS (MET OR NOT)	OUTCOME	TARGET
6A. 4-YEAR GRADUATION RATE	87.3% (86.9%)	$\geq 85\%$
6B. CONCURRENT ENROLLMENT %	41.2% (34.8%)	$\geq 40\%$
6C. CTE PARTICIPATION %	49.2% (42.3%)	$\geq 50\%$
6D. POSTSECONDARY OUTCOMES		
• ENROLLMENT RATES	N/A (YES)	Exceed State
• FIRST YEAR GPA	N/A (YES)	Exceed State
• LOW REMEDIATION RATES - MATH	N/A (YES)	Exceed State
• LOW REMEDIATION RATES - ENGLISH	N/A (YES)	Exceed State
• PERSISTENCE INTO 2 ND YEAR	N/A (YES)	Exceed State
• COLLEGE 4 YEAR GRADUATION	N/A (YES)	Exceed State

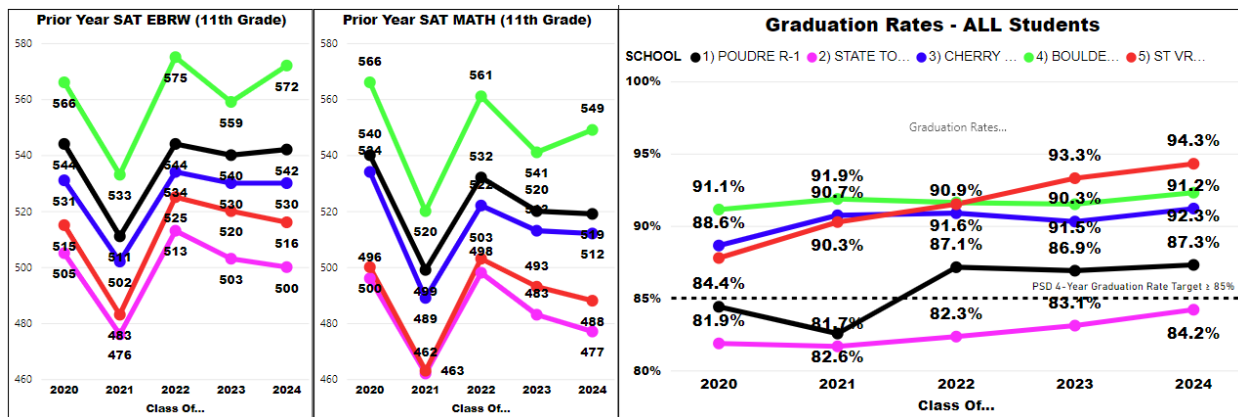
Graduation rates are at 87% for three years in a row following decades of lower rates and dramatic year-to-year variability. **Graduation rate gaps within PSD exist and several historically underserved populations have graduation rates that lag state outcomes for like-peers.**



The PSD 4-year graduation rate increased by 0.4 percentage points from 86.9% in 2023 to 87.3% in 2024. The 2024 graduation rate is above the statewide graduation rate of 84.2% (up 1.1 percentage points from 2023) and is the highest PSD graduation rate in more than a decade. Likewise, the 2024 completion rate of 89.6% is the third highest attained by PSD in more than a decade. PSD will continue to push toward better graduation outcomes until all students share equally high graduation rates and subsequent access to powerful post-secondary opportunities.

To interact with a graduation rate data visualization tool that provides greater detail, please click [GRADUATION RATES](#). Please [click here for information on PSD graduation requirements](#).

The following graphs illustrate that PSD is a leader in 11th-grade SAT scores year after year, indicating postsecondary and workforce readiness levels that support high graduation rate expectations. The Board of Education and Superintendent are increasing the four-year graduation rate target to 90% or higher as of the Class of 2025.



Content	GRADUATION REQUIREMENTS BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
Language Arts	40	40	40	40
Mathematics	30	30	20	30
Science	30	30	20	30
Social Studies	25	30	30	30
World Language	10		10	
Physical Education	15	20	15	15
Health		5	5	5
Fine & Applied Arts	10	5	5	15
Practical Arts (Applied Arts)		5	5	
Humanities*	5			
Financial Literacy*	5			
Economics*	5			
Electives	65	80	75	55
Core Electives				
TOTAL REQUIRED CREDITS	240	245	225	220
# REQUIRED CONTENT AREAS	10	8	9	7

2023/2024	STUDENT ENROLLMENT BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
K12 ENROLLMENT	29,914	32,506	28,362	52,419
F/R MEAL %	33.3%	31.1%	25.5%	38.0%
ASIAN %	2.7%	3.8%	5.8%	8.8%
BLACK %	1.3%	1.0%	1.1%	11.5%
LATINX %	20.2%	30.4%	20.4%	23.1%
WHITE %	70.5%	61.0%	65.7%	46.6%
ENGLISH LEARNER %	4.8%	8.3%	5.9%	11.6%



We celebrate the recent graduation rate increases associated with the Classes of 2022, 2023, and 2024. PSD has work to do regarding credit accumulation and graduation rates relative to our overall student population and in support of multiple subgroups of students. When PSD asked currently enrolled seniors (2023/24) what the barriers are to their completion of high school, we heard the following responses. The intention of providing the remarks below is to inform educators and more deeply understand the challenges students face in successfully completing their PreK-12 education.

STUDENT #1: “I am not confident in my own ability’s and often doubt or fear the future. I feel I may give up on school or lack the information needed to graduate”

STUDENT #2: “I don’t make the smartest choice.”

STUDENT #3: “I have bad attendance and don’t come half of the time.”

STUDENT #4: “If I fail a class this year, I’m dropping out.”

STUDENT #5: “My mental health is out of control, sometimes, I just have an uncontrollable mini range and violate visions, and I am worried I one day will lose it and go on a rampage.”

STUDENT #6: “Motivation or stress”

STUDENT #7: “Some teachers are not being accommodating to my disability.”

STUDENT #8: “My math credits are low, and I’m not confident in graduating because of that.”

These comments reflect a broad spectrum of issues including academic performance, challenges with engagement/motivation, and self-confidence. These insights suggest a need for comprehensive support systems in schools that address not just academic learning but also emotional, social, and psychological well-being. High school students who are uncertain about whether they will graduate from high school as indicated on the annual Student Connections Survey report significantly lower connections to adults and lower feelings of safety and food security at school. They also report lower awareness of the Individual Career and Academic Plan (ICAP) and other career exploration tools like Xello. Students who express uncertainty about graduation self-report less competence with Social Emotional Competencies (SEL) than their peers (a difference of 30 percentage points in the Fall of 2024).

Currently, PSD students supported with an Individualized Education Program (PSD 64.4% vs State 71.9%) and students eligible for free or reduced meal prices (PSD 74.7% vs State 76.4%) have graduation rates that lag the state’s graduation rate of like-peers and have lagged the comparable state rates for five or more consecutive years. For the Class of 2024, PSD English Language Learners (78.2%) attained a graduation rate above that of statewide like-peers (70.7%) for a second consecutive year.

In support of the PSD graduation/completion target, PSD monitors our goal that less than 1% of PSD students drop out. The PSD dropout rate was 1.1% (169/15,344) in 2023/24, so PSD failed to meet this target. This represents an approximately 0.2 percentage increase from 2022/23. PSD dropout rates remain well below the states (1.9%) and travel in the range associated with our comparison districts. To interact with a data visualization tool that displays dropout rate information, click [DROPOUT RATES](#).

Concurrent Enrollment provides high school students with the opportunity to enroll in college-level courses and earn high school and college credit tuition free. Credits earned are guaranteed to transfer within the Colorado higher education system. Dual Enrollment is an additional option for taking college classes while in high school, but there may be tuition costs and credits earned are not guaranteed to transfer. Click here to learn more (<https://www.cde.state.co.us/concurrentenrollment/options>).

Concurrent Enrollment



- Take a college course while in high school
- No tuition cost**, but you may be responsible for books, supplies or fees
- Course guaranteed to transfer

Explore Concurrent Enrollment

Dual Enrollment

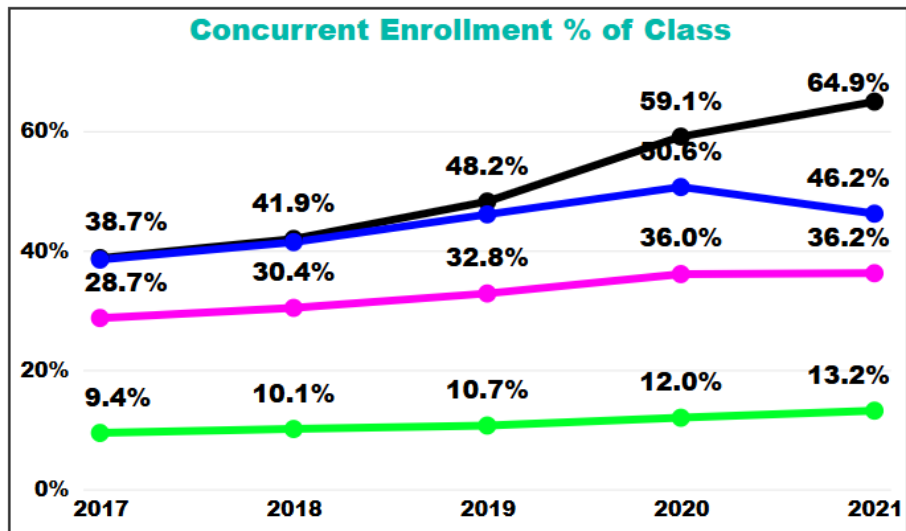


- Take a college course while in high school
- May have to pay for tuition and be responsible for books, supplies or fees
- Courses not guaranteed to transfer

Explore Dual Enrollment

A few Concurrent Enrollment highlights are provided below. To interact with a data visualization tool that displays data associated with Concurrent Enrollment, Dual Enrollment, Career and Technical Education (CTE), and other postsecondary outcomes please click [POSTSECONDARY OUTCOMES](#). To find data available from the highered.colorado.gov website [CLICK HERE](#).

● 1) **POUDRE R-1** ● 2) **STATE TOTALS** ● 3) **CHERRY CREEK 5** ● 4) **BOULDER VALLEY RE 2**



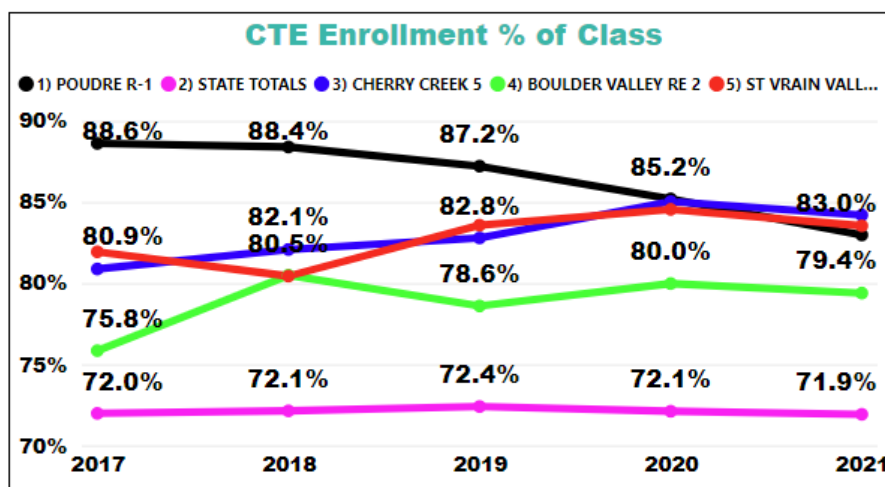
PSD graduating classes have grown in their concurrent enrollment numbers at a faster rate than the state overall and at a faster rate than our comparison districts over the most recent 5 years for which data is available. Comparison data is attained from the Colorado Department of Higher Education, and these data have not been updated since the Class of 2021. The DE 1.0 Monitoring Report will use local Concurrent Enrollment and CTE participation data to set targets and monitor progress while the CDHE struggles to provide timely updates of comparable data statewide and by comparison district.

PSD high school students continue accessing concurrent enrollment options at increasing rates. To provide a more updated look into the growth of concurrent enrollment in PSD, the following local data on student counts are being provided. Concurrent enrollment counts below include students participating in ASCENT, TREP, PTECH, Campus Select, and High School Select. Participants in 2023/24 included 338 grade 9 (8.6%), 892 grade 10 (22.6%), 1,216 grade 11 (30.9%), 1,493 grade 12 (37.9%) students for an unduplicated count of 3,939 participants.

Recent PSD Concurrent Enrollment (Local Data: Aims and FRCC)

2023/24 – 41.2% (3,939 of 9,566 students 9th-12th)
 2022/23 – 34.8% (3,297 of 9,472 students 9th-12th)
 2021/22 – 31.6% (2,963 of 9,377 students 9th-12th)

Career and Technical Education (CTE) bridges the gap between high school and postsecondary plans. CTE programs include career skills training that helps students become ready for college or work. CTE curriculum focuses students on academic, employability, and technical skills used in specific occupations. Work-Based Learning is a component of Career and Technical Education (CTE).



PSD graduating classes had decreased in their CTE Enrollment numbers during the span of years from 2017 through 2021 as can be seen in the illustration above. In recent years, **PSD students are accessing CTE career and college readiness options at increasing rates.** In the data displayed below, students who counted as a participant took two or more CTE courses. Participants in 2023/24 included 533 grade 9 (11.3%), 1,259 grade 10 (26.7%), 1,490 grade 11 (31.6%), 1,428 grade 12 (30.3%) students for an unduplicated count of 4,710 participants.

Recent PSD CTE Enrollment Data

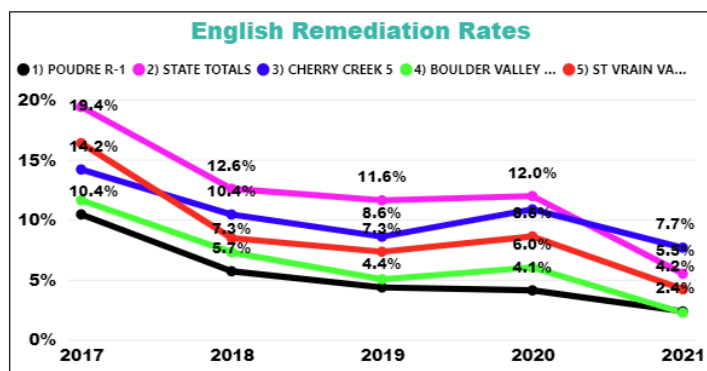
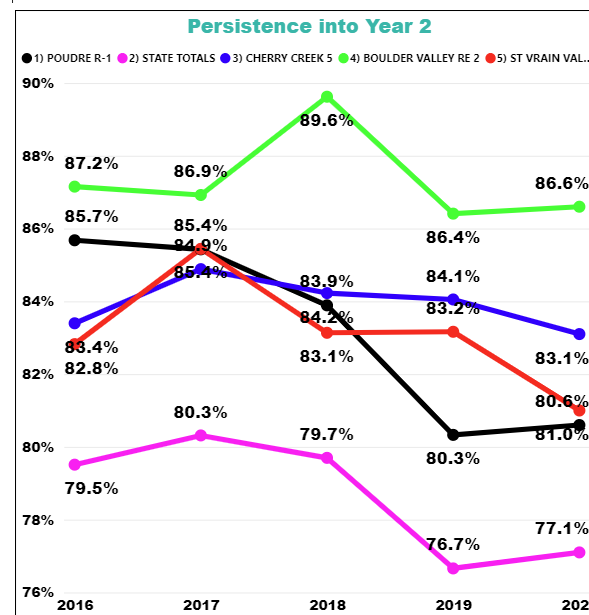
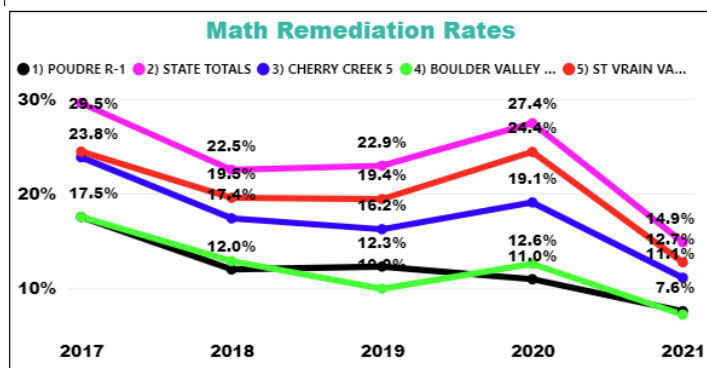
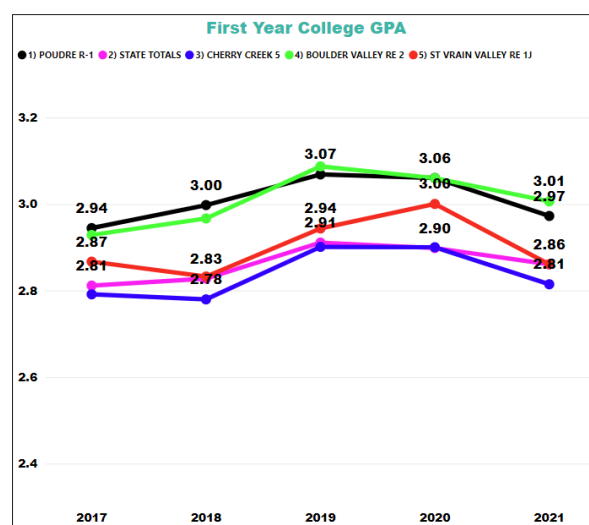
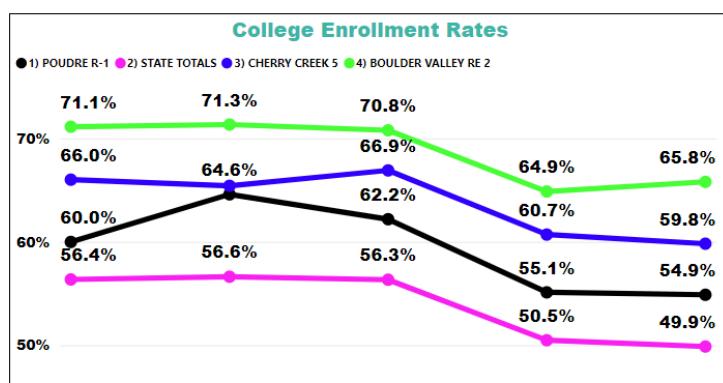
2023/24 – 49.2% (4,710 of 9,566 students 9th-12th)

2022/23 – 42.3% (4,004 of 9,472 students 9th-12th)

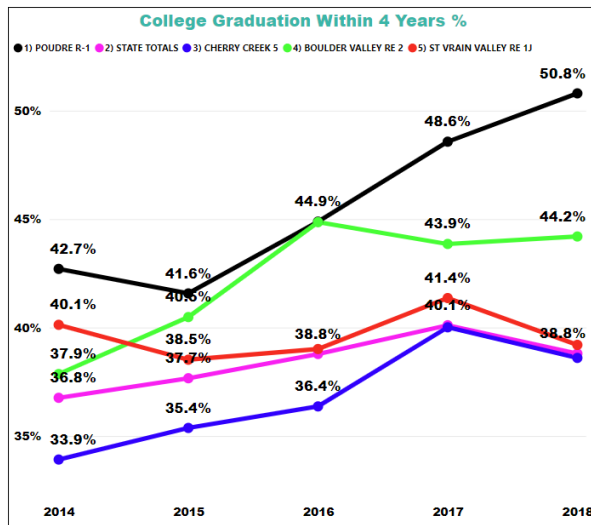
2021/22 – 42.1% (3,950 of 9,377 students 9th-12th)

CTE programs prepare students for a range of in demand, high-skill and high-wage careers. Each pathway has college credit, industry certifications, and work-based learning opportunities embedded. PSD invites our families and students to start exploring by providing school specific guidance resources on our Future Ready website (<https://www.psdfutureready.org/careerpathways/>), at our individual school counselor offices, and at the **Future Ready Center** at the Foothills Mall in Fort Collins, **215 E Foothills pkwy suite 510 Fort Collins Co 80525**.

Six key postsecondary outcomes are provided below.



Low remediation rates indicated above align with the high SAT score averages that PSD 11th grade students earn year after year. Note that PSD graduation classes earn high first-year college GPA averages relative to our comparison districts over the past five years for which data are available. High first-year GPA data aligns with the indicators of high SAT score averages, and low remediation rates. It appears from all indicators that PSD students are well prepared for postsecondary success and do in fact graduate with options. College graduation within four years of starting aligns with other postsecondary indicators in the sense that PSD is a leader among our comparison districts and the state overall.



In past years PSD has reported out on the percentage of seniors that have filed a [FAFSA form](#). The FAFSA form is used to apply for financial aid for college, career school, or graduate school. Colleges and career schools use the FAFSA form to determine how much financial aid a student is eligible to receive, which could include grants, scholarships, work-study funds, and loans. The data below indicates that PSD has a completion rate that exceeds the overall state percentage at the time of authoring this Monitoring Report.

Name	# Cohort	# Submitted	% Submitted	# Complete	% Complete
State	74,721	20,011	26.8%	19,393	26.0%
PSD (ALL)	2656	957	36.0%	939	35.4%
PSD Non-Charter	2520	889	35.3%	872	34.6%

FAFSA Data updated 2/8/2025 4:21:19 PM

<https://fafsa.highered.colorado.gov/Reports/Summary>

CONNECTIONS

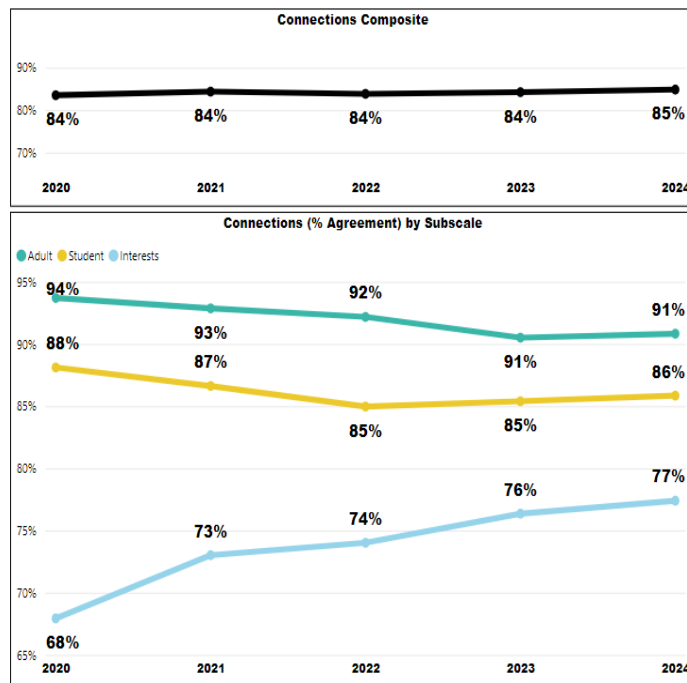
PSD students are academically and socially connected to their school and community. PSD provides engaging opportunities to support students' pursuits and interests.



A few connections data highlights are provided below. To interact with a data visualization tool that displays composite scores and other data gathered with the annual Student Connection Survey, please click [STUDENT CONNECTIONS with SEL MEASURES](#).

In the fall of 2024, 14,998 students responded to the Student Connections Survey (an 81% response rate). Overall, the percentage of students reporting positive feelings of connection to school remained stable at 85%. Students report the strongest connections to adults (91%), followed by connections to other students (86%), with connections to interests the least strongly endorsed (77%).

Connections to interests have increased, showing a 9% overall growth since 2020. Examining three main subscales of the Connections Survey reveals that students' connections to adults and peers remained consistent, while connections to their interests have shown a continuous upward trend since 2020.



Surveys are like conversations, and in the fall of 2024, exactly 10,713 students from 6th-12th grades shared their perceptions of connections, safety, and graduation expectations on the PSD Connections Survey. This data provides leaders an opportunity to hear from students who are confident in their graduation potential and those who are uncertain. Graduation expectation data are then analyzed relative to school-based connections and perceptions of safety, as well as student needs regarding social-emotional learning.

PSD shares responses indicating perceived barriers to graduation with principals. School building leaders are provided responses to open-ended questions so educators can appropriately address student concerns and increase support toward an optimal school experience and successful completion of their PreK-12 journey. This is very actionable data at the school level and provides principals with student suggestions on how PSD leaders can improve experiences and graduation rates. The following tables provide some insight into how responses differ between those students that anticipate graduating and those that are less sure. These data are available for 6th through 12th grade students.

Fall 2024 Middle School Connections by Graduation Expectation

Connections Data	I Will Graduate	I Am Uncertain
Total	4,760	398
Food security at school	84.0%	74.6%
Safe at school	91.2%	66.0%
Connected to adults at school	91.4%	66.3%
Listened to, cared about, helped	94.5%	73.6%
Did anyone play a role in exploring the future	99.1%	97.0%
Did teacher/coach play a role in exploring the future	65.7%	43.2%
Has the ICAP process helped you	No (29%): Yes (54%)	No (27%): Yes (33%)
Unsure about ICAP or Xello	17%	40%

Top Three Responses of Middle Schoolers: *“I would like my school to help me learn about...”*

I Will Graduate		I Am Uncertain	
School activities	2,521	Stress management	180
Stress management	1,837	School activities	163
Healthy relationships	1,248	Mental health	141

Fall 2024 High School Connections by Graduation Expectation

Connections Data	I Will Graduate	I Am Uncertain
Total Answering	5,351	204
Food security at school	83.2%	64.7%
Safe at school	90.7%	60.5%
Connected to adults at school	91.6%	66.8%
Listened to, cared about, helped	95.1%	72.8%
Did anyone play a role in exploring the future	98.9%	97.5%
Did teacher/coach play a role in exploring the future	66.1%	44.6%
Has the ICAP process helped you	No (37%): Yes (53%)	No (39%): Yes (34%)
Unsure what ICAP or Xello are	10%	27%

Top Three Responses of High Schoolers: *“I would like my school to help me learn about...”*

I Will Graduate		I Am Uncertain	
Stress management	2,292	Stress management	82
School activities	2,022	Mental health	70
Healthy relationship	1,348	Healthy relationships	63

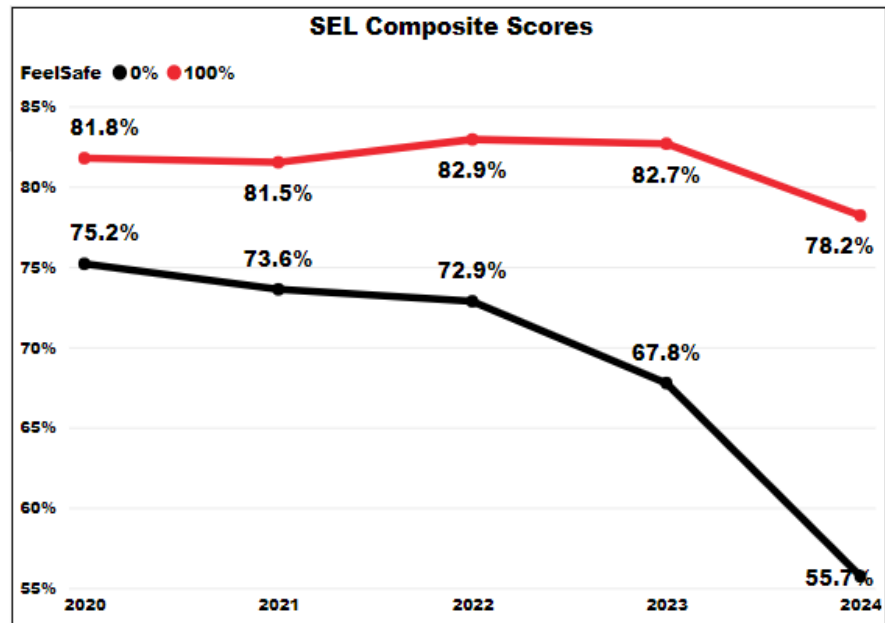
Middle and high school students who are uncertain whether they will graduate report **lower levels of food security, feeling of safety, and connection to adults at school**. In addition, students who are uncertain about graduation report **lower awareness about the Individual Career and Academic Plan (ICAP) process and tools** and other career exploration tools like Xello. **Stress management** is among the top two topics students would like to learn more about.

Feelings of connection vary by group based on student attributes and academic needs. Students eligible for free and reduced meals consistently indicate lower connections to adults, peers, and their interests than those not eligible for this support. However, the students eligible for reduced meals reported a higher connection to interests than students not eligible for free or reduced meal prices.

Connections also vary by race and ethnicity, with students identifying as Hispanic, African American, or Native American consistently reporting lower levels of connection compared to their Asian and White peers. Among Black/African American students, the percentage of connections dropped significantly in 2023 but showed a notable rebound in 2024. This recovery is particularly evident in connections to adults (an increase of 2.6%) and interests (an increase of 6.3%). The connection to interests among Black/African American students is slightly higher than among Hispanic students in 2024. Students supported with an IEP and those experiencing homelessness also report lower levels of connection in comparison to other students. Both IEP-supported and McKinney Vento students report increased connections at school to their interests.

The student connections survey also includes questions related to feeling safe at school. Self-reported feelings of safety declined from 93% in 2020 to 85% in 2023 but rebounded to 90% in 2024. All racial and ethnic groups experienced an increase in reported safety in 2024, with the most significant improvement observed among Black/African American respondents, rising from 78.5% to 88.2%.

Feeling safe is a significant factor influencing Social Emotional Learning (SEL) skills. Students' feelings of safety support students in building their social skills, such as self-awareness, self-management, social awareness, and comfort with relationships. Students who do not feel safe experienced greater decline in their SEL composite scores as shown in the chart on the right.



These findings of connection and safety are signals confirmed in the Healthy Kids Colorado Survey. School leaders can act upon these patterns in the data by elevating awareness of student feelings and supporting interventions that are evidence-based and shown to positively contribute to a climate of inclusion and safety.

SUCCESS IN A CHANGING WORLD

PSD students are prepared for college and workforce success. PSD ensures access and encourages participation in a wide range of experiences that reflect expectations of a changing world.

As the Poudre School District equips students for success in an evolving global landscape, we foster an understanding of promising opportunities through career exploration and the provision of innovative learning environments. The "Foundations for Success" section of this Monitoring Report outlines various metrics indicative of readiness for college and career achievements, including Concurrent Enrollment and CTE participation, SAT results, and postsecondary outcomes. The following focus on Work-Based Learning in PSD highlights initiatives that prepare students for the challenges and opportunities of a changing world.



PSD Work-Based Learning (WBL) in PSD

In PSD, Work-Based Learning (WBL) serves as a cornerstone for high school students to develop the vital skills necessary for thriving in various professional environments. This initiative emphasizes the cultivation of workforce-ready competencies, including communication, problem-solving, teamwork, understanding interpersonal dynamics, self-management, and mastering organizational skills.



PSD offers a structured, yet flexible WBL program that accommodates the schedules and preferences of students, allowing them to choose between paid or volunteer experiences. PSD Students participate in WBL in middle school, beginning with career exploration in Xello. High school students gain workforce readiness skills by participating in career tours, internships, apprenticeships, capstone projects, or paid part-time work experiences. For every 15 hours of work or volunteer activities, students earn 1 credit, with the possibility of accumulating up to 5 credits per quarter (equivalent to 75 work hours) and a total of 45 credits. Each school within the district supports

this educational pathway with a dedicated Work-Based Learning Coordinator, who assists students in finding and securing paid jobs, internships, and apprenticeships, enhancing their learning journey through practical experience. Graduation rates for students involved in these various career-connected experiences far exceed that of the overall student population.

There are so many diverse pathways to success within the PSD experience that we cannot capture them all in this section of the DE 1.0 Monitoring Report. Thus, we will provide a sampling and hope the stories below represent the diversity of opportunities our students explore and engage with every day in PSD.



PSD Students Show Their Passion for the Automotive Pathway

The Career Tech Center (formerly the Futures Lab) is a PSD program for high school students to explore careers, develop in-demand skills, and earn industry-recognized credentials and college credit. Students enrolled across ten preparation programs (e.g., audio production, automotive services, aviation and drones, behavioral health, computer science, construction, early childhood education, medical assistant, and manufacturing) showcased their projects and shared insights about their programs. Each pathway highlights unique opportunities for students to explore hands-on learning, develop practical skills, and prepare for diverse career possibilities.



Judah Noland, a sophomore at **Poudre High School**, was in the automotive services program. Passionate about working on cars and trucks, he values the skills he's gaining to handle his maintenance and repairs, saving money in the process. He doesn't see himself pursuing a career as an auto technician or mechanic, but he appreciates having it as an alternative, saying it's *"something to have on the backburner."*

PSD offers an automotive services program this year in partnership with Aims Community College through

concurrent enrollment. Daryle Solomon, the site director, mentioned that Aims also donated five vehicles for the students to work on in a single-bay automotive shop at the Career Tech Center. The shop includes donated vehicle lifts and a full Snap-on automotive toolbox that allows students to perform the same work as mechanics in a professional automotive service center.

Students learn the basics of various automotive systems and repairs in the classroom, reviewing the associated math, science, and technology. Then, they head out to the automotive service bay to perform the work on the donated vehicles. *"I like how hands-on it is,"* said Jade Pointer, a junior at **Rocky Mountain High School**. *"Our teachers let us do the work ourselves and make the mistakes ourselves and figure stuff out by ourselves. I learn better when not just sitting in a classroom, figuring it out by myself."*

Poudre High junior Evan Moore said, *"We learned a lot about the industry and what different jobs there are and all of that. We also learned about how to get a job in the industry and how to make sure we learn about calibration and all this stuff, which is important as a mechanic to know."*

PSD Students Connect with Interests and Prepare Them for Real-world

PSD High School students earned **wildland firefighting certification** after completing 40 hours of required training to become wildland firefighters and already accepted jobs for seasonal work. They spent three days in a classroom at the PSD Future Ready Center at Foothills Mall and two days in the field at DFPC's training site on Colorado State University's Foothills Campus in northwest Fort Collins, where they learned how to load their backpacks, work fire hoses, dig containment lines, use drip torches to light back burns and protect themselves while fighting wildfires, among other skills.



Poudre High senior Cody Bradley has applied for wildland firefighting jobs with Larimer County Emergency Services that could begin as soon as he graduates in May.

"There were a lot of motivated individuals in that class, and I think that's what made it a great experience," said Connor Clark, a **Fort Collins High School** senior.

"For a few years, I've been wanting to get into firefighting after high school, and this seemed like a step in the right direction, to get me on the right track," said Kylie Scheidt, a senior at **Timnath Middle-High School**. *"Initially, I was thinking just structure firefighting, but I think I might dabble in the wildland firefighting a bit more, because it's a lot more interesting than I thought it was initially."*



Fossil Ridge students Nathan Temple (11th grade), Luke Brochard (12th grade), and Kayden Bry (12th grade) were celebrated in November for their participation in **Broadcom's Apprenticeship program**. Broadcom apprentices learn while they earn, getting a head start in the highly competitive semiconductor industry.

Poudre School District currently has 6 interns with UHealth's Radiology Department and 7 interns with UHealth's Blood Lab. UHealth interns research, observe, and present on key modalities within their content area, gaining important experience as they look ahead to medical careers. Garyie Wu, **Fort Collins High School** 11th grade, presents at **UHealth** Poudre Valley Hospital as part of her Radiology Department internship.

Naomi Witty, a senior student at **Rocky Mountain High School**, shared her portfolio of the Early Childhood Education Pathway. She said this experience helped her step into a professional role by building upon her social skills and giving her a head start after graduation.



“Not only is this giving me college credits, but I get a certificate at the end of this for early childhood,” said Witty. “Basically, it’ll allow me to go into most jobs that require some level of understanding of childhood development.”

Whether students explore the world of early childhood education, learn about how the brain works in behavioral health, or participate in any other pathway, these projects represent months of growth and demonstrate a mastery of skills and knowledge, proving that hands-on learning can create endless possibilities for students.

Jay Reich, a **Poudre High School** sophomore, already knows he wants to be a counselor or psychologist after graduating. Reich described that throughout the semester, students in this pathway have learned about the brain, how to help connect with other people, and went out into the community to use their new skills. Behavioral Health Pathway students have hosted counseling groups at middle schools, interviewed industry professionals, and learned about possible careers while earning college credit this school year.



“It’s strengthened my knowledge, and by connecting with my classmates and getting new perspectives on things, it has made me want to go into psychology even more,” Reich said.

Cedar Jones, a junior at **Polaris Expeditionary Learning School**, showed examples of wood products and tools used in forestry while explaining how the Natural Resources Pathway opened a world of new possibilities.



“I was actually planning to go into the medical field and become a diagnostic radiologist, but I always had this passion and love for trees and I’m really happy that I got to explore one of my passions,” said Jones. “I feel like the field work aspect of it was super important because you don’t get a lot of opportunities to actually practice a career that you might be looking into.”

ABOVE AND BEYOND

PSD students are challenged, motivated, and inspired to reach their personal level of excellence. PSD offers students a broad and diverse set of opportunities that cultivate their talents and offer multiple pathways to high levels of success.



The PSD Family Engagement Survey is provided to all K-12 PSD families every other year. The next survey data will be collected in 2026/27. The Family Engagement Survey includes a key item that asks: *Has PSD and/or this school provided one or more opportunities for your children to strive toward their personal "Above and Beyond" as described above?* The table below shows that 86% of 1,180 parent/guardian respondents indicate some, or all, of their kids had above and beyond opportunities in PSD as reported in the 2024/25 Family Engagement Survey. Note that the number of families responding to the Family Engagement Survey peaked during the global pandemic when outcome percentages were at their lowest. Recent response rates, based on a two-week window, are dramatically lower than past years three-week windows.

Percent of Families that agree All or Some Students Experienced "Above & Beyond"

Level	2024/25	2022/23	2020/21	2018/19
Elementary School	88.0%	82.8%	73.9%	85.5%
Middle School	83.1%	80.4%	76.8%	86.1%
High School	86.1%	83.2%	78.2%	86.8%
Combined	86.3%	82.3%	75.8%	86.0%

Number of Families that that responded to the "Above & Beyond" subscale

Level	2024/25	2022/23	2020/21	2018/19
Elementary School	592	2,148	3,154	2,194
Middle School	308	1,166	1,645	1,154
High School	280	1,350	1,969	1,186
Combined	1,180	4,664	6,768	4,534

To interact with a data visualization tool that displays results from the biennial Family Engagement Survey, including PSD Above and Beyond feedback, please click [FAMILY ENGAGEMENT SURVEY](#).

The following exemplars demonstrate that PSD students are experiencing opportunities that cultivate their talents, and many are experiencing high levels of success. There are many examples of students, teachers, coaches, counselors, principals, other school staff, parents, guardians, and community partners working together to create extraordinary experiences and support the successes of our community's young people. The following are selected examples that celebrate accomplishments experienced during the 2023/24 school year. We hope that the sharing of these stories inspires our staff and the communities we serve toward continued and expanded partnership in supporting all students toward their personal "Above and Beyond" experiences. Each year, in this section of the DE 1.0 Monitor Report, we will move this "spotlight" around to highlight the diversity of extraordinary experiences and success students are having in performing arts, intellectual competitions, athletics, and all other expressions of students' interests and passions.

PSD Teams Win Regional Science Bowl Championships, Compete in Nationals

The **Fossil Ridge High School** Science Bowl team continues to showcase excellence, securing its third consecutive state title at the National Renewable Energy Laboratory in Golden. Their hard work, dedication, and teamwork set them apart as they competed against 13 other top high school teams across Colorado. In a thrilling final match, the team—Kary Fang, Sophie Wang, Jackson Dryg, Colin Magelky, and Quentin Perez-Wahl—coached by Bryan Riedel, triumphed over Fairview to claim the championship.



Preston Middle School is also celebrating a major win! Just a week earlier, its Science Bowl team earned an all-expenses-paid trip to the 2023 National Science Bowl Finals after an outstanding performance at regionals. This remarkable accomplishment speaks to the strength of Preston’s academic programs and the dedication of students and coaches alike.

These students exemplify perseverance, curiosity, and a commitment to going above and beyond in their pursuit of knowledge. Their achievements not only reflect their individual talents but also highlight the strength of the community that supports and nurtures young scholars.

FCFS Marching Band Wins 6th State Title in 12 Years

The **Fossil Ridge High School** marching band wins the Colorado Class 5A state championship for the second consecutive year, and an incredible sixth time in 12 years! Competing in a snowstorm at the U.S. Air Force Academy’s Falcon Stadium, the SaberCats dominated the field, earning the highest scores in all three judging categories: music performance, visual performance, and general effect. The program has finished in the top two in its classification every year since 2012, with championship victories in 2012, 2013, 2018, 2019, 2022, and now 2023.

Earlier this month, the SaberCats made waves on the national stage, winning the Class AAA title at the prestigious Bands of America regional championships in Flagstaff, Arizona. Competing against top programs from across the western United States, Fossil Ridge placed fourth overall. Notably, Fossil Ridge had beaten Clovis, New Mexico, in preliminaries to claim the AAA title, continuing their tradition of excellence at the national level.

As the only high school in Poudre School District with a competitive marching band, Fossil Ridge continues to lead the way, inspiring musicians and performers to push beyond limits and achieve new heights. Their talent, passion, and relentless dedication are truly above and beyond—and they are a force to be reckoned with in the world of high school marching bands.

Highlighting Student Accomplishments and Champions

Every year PSD students, their teammates, coaches, and families are honored by the display of superb performance needed to become a recognized champion. The following students and their teams brought home the gold for the Poudre family. We all recognize that these accomplishments embody the End called Above and Beyond. The accomplishments these young people achieved required dedication, focus, maturity, perseverance, strength, speed, and intelligence. Many, if not all, of these young people often provide an example to their peers regarding personality characteristics that lead to great accomplishment. Based on the accomplishments of all the PSD students highlighted in this report and the support of teachers, coaches, counselors, administrators, families, friends, and community partners that are important parts of these success stories; there appears to be evidence that the PSD community is reaching above and beyond to attain high-level experiences, accomplishments, and public recognition.



2023-24 Achievements

Graduating from high school is a huge accomplishment and milestone. Congratulations to all PSD graduates! [2024 School Lists of Graduates](#). The Class of 2024 has excelled academically and earned notable scholarships and endorsed diplomas.

- **Numerous scholarship awards** from local organizations like the Rotary and Elks Clubs, Poudre Education Association, PSD Association of Classified Employees and Community Foundation scholarships.
- **Advanced Placement or Academic Merit endorsed diplomas - 402 students** who fulfilled requirements for an AP-endorsed diploma or received a 3.6 or higher cumulative GPA for academic merit.
- **International Baccalaureate graduates – 70 graduates** (80%) of the students earned an IB diploma through Poudre High School's IB program
- **Seal of Biliteracy diplomas - 370 graduates** who are highly proficient in another language and earned the credential of having a Seal of Biliteracy on their diploma
- **Other endorsed diplomas - 81 graduates** have fulfilled the requirements in a specific area of focus to receive an endorsement on their diploma. Areas may include:
 - *Science, Technology, Engineering and Mathematics (STEM)*
 - *Advancement Via Individual Determination (AVID)*
 - *Biosciences Career Academy*
 - *Gifted and Talented Academy*

U.S. Military Academy appointments and ROTC scholarships

- Leo Cole, Fort Collins High School, U.S. Naval Academy
- Eli Williams, Fossil Ridge High School, U.S. Air Force Academy
- Orian Hunter, Fossil Ridge High School, U.S. Naval Academy
- Easton Miller, Fossil Ridge High School, U.S. Air Force Academy
- Keira Leistikow, Fossil Ridge High School, ROTC scholarship recipient
- Jack Rickart, Polaris Expeditionary Learning School, Navy
- Josephine DeMaret, Rocky Mountain High School, Army ROTC scholarship, Oregon State University
- Daniel McBride, Rocky Mountain High School, Air Force ROTC scholarship, Montana State University

Daniels Fund Scholarship

PSD seniors who have demonstrated strong character and a determination to succeed in life have been named Daniels Scholars and receive funding to attend the college or university of their choice. The Daniels Scholarship is a supplemental scholarship to all other financial resources, including the family contribution, available to the student.

- Asher Black, Liberty Common High School

National Hispanic Scholar

The College Board's National Hispanic Recognition Program recognizes about 5,000 of the 250,000 Hispanic/Latino juniors who take college board tests. The recognition is an exceptional academic honor.

- Citlalic Sanchez Snow, Poudre High School
- Natalia Mellizo Kroll, Poudre High School

National African American Recognition Award

- Kinsey Myrick, Poudre High School

National Merit Scholar Program

National Merit Scholars score in the top 1% academically. National Merit Scholars earn this elite designation through a two-year testing and application process. This list includes National Merit Scholar Finalists and Scholars: National Merit Scholars are selected from the finalists group. It is updated as high schools notify us of students selected.

- Quinn Blumenthal, Poudre High School
- Dylan Pallickara, Poudre High School
- Owen Johnson, Poudre High School
- Ruth Karan, Poudre High School
- Kinsey Myrick, Poudre High School

2023-24 Outstanding Accomplishments

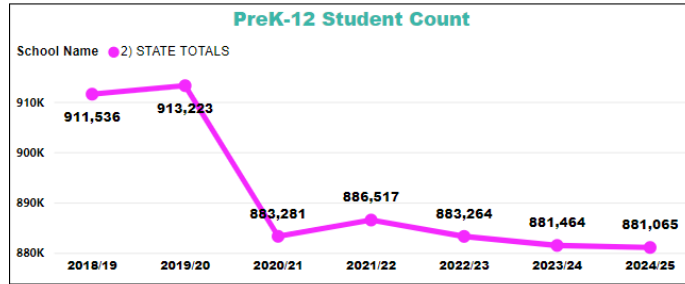
- [More than 430 PSD students earn AP scholar awards](#)
- [PHS International Baccalaureate graduates excel – 80% earn IB diplomas](#)
- [More than 35 dedicated students earned diplomas or GEDs through the PSD Opportunities Unlimited program](#)
- [PSD students exceed state averages on the 2024 CMAS and PSAT/SAT exams](#)

2023 – 2024 Athletic Champions and Awards

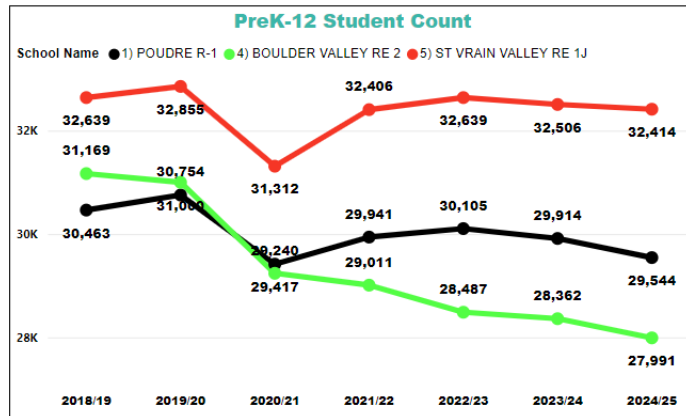
- Girls Cross Country - **Fossil Ridge High School**
- Girls Volleyball - **Fossil Ridge High School**
- 5A Golf State Champions - **Fossil Ridge High School Boys Golf Team**
- State champion in Diving, Class 5A
 - Sydney Ovesen (**Fossil Ridge High School**)
- State wrestling champions, Class 5A
 - Billy Greenwood (**Poudre High School**)
 - Banks Norby (**Poudre High School**)
- State champion in 5K Skate Race
 - Cade Shortridge (**Poudre High School**)
- Girls Swimming State championship in 200 Freestyle, Class 3A
 - Ella Grace Thiele (**Fossil Ridge High School**)
 - Cody Monajjem (**Wellington Middle High**)
- Boys Swimming State Championship
 - Brennan O’Neil **Fossil Ridge High School** (200 Yard IM)
 - Samuel Lofstrom **Fossil Ridge High School** (50 Yard Freestyle)
- Track and Field - **Timnath Middle High**
 - Girls 4x100m Relay, Class 2A
 - Girls 4x200m Relay, Class 2A
 - Girls 4x400m Relay, Class 2A
 - Girls 4x800m Relay, Class 2A
 - Emili Voelker
 - Natalie Washburn
 - Izzy Schimmelpfen
 - Addison Geraets
- Track and Field - **Fossil Ridge High School**
 - Luke Garvin (High Jump), Class 5A
 - Marcus Mozer (Boys Long Jump), Class 5A
 - Girls 4x800m Relay in Class 5A

APPENDIX 1: CONTEXTUAL INFORMATION

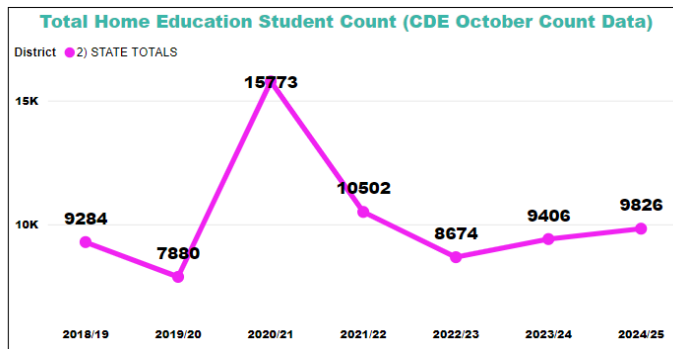
Statewide enrollment declined substantially in 2020/21 due to the global pandemic and then rebounded somewhat in 2021/22, but not to pre-pandemic levels. Statewide enrollment has steadily declined since.



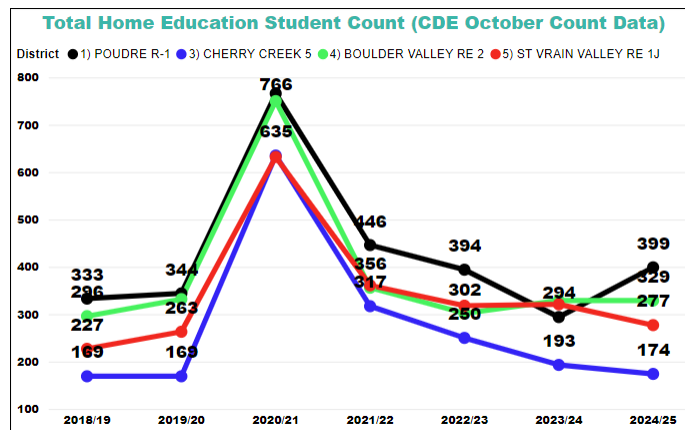
PSD saw a similar rebound but peaked in 2021/22 and began declining in 2023/24. PSD PreK-12 counts have declined by 561 students (or 1.9%) from 2022/23 (30,105) to 2024/25 (29,544).

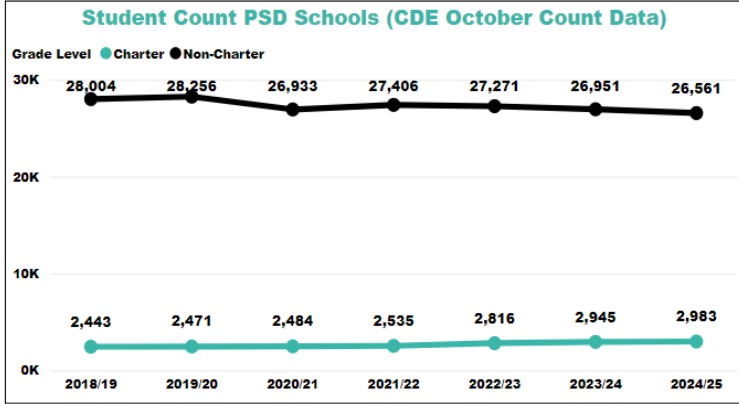


Home-education enrollment statewide experienced a significant decline in 2020/21 and began to rise again in 2023/24.



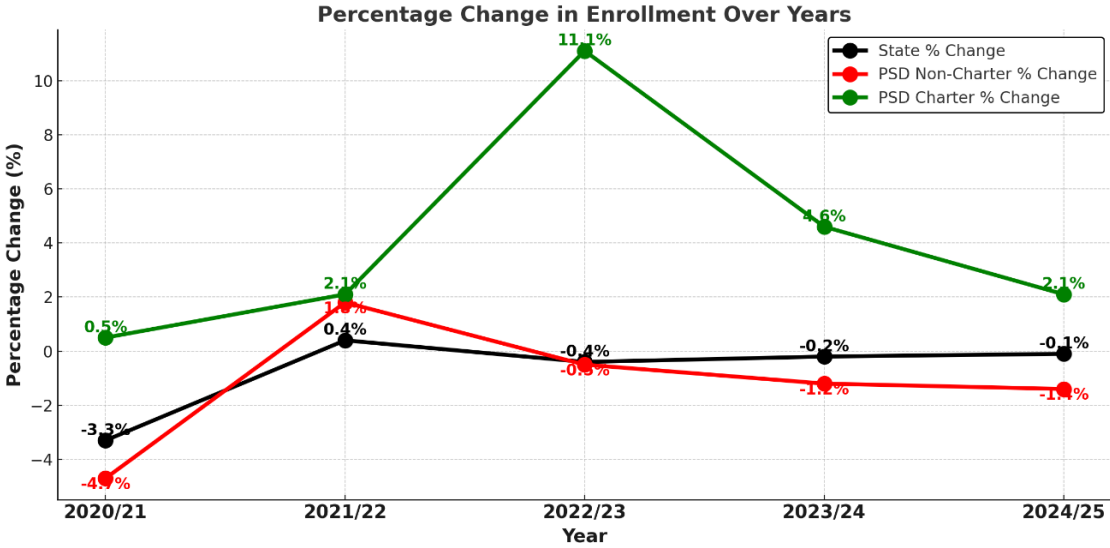
PSD home-education counts steadily declined each year from 2020/21 to 2023/24, but then spiked in 2024/25, surpassing our comparison districts in 2024/25. Note that Cherry Creek is a much larger district than PSD while Saint Vrain and Boulder are much more similar in total enrollment counts.





PSD charter school enrollment increased from 2018/19 through 2024/25, while PSD non-charter enrollment mirrors the statewide overall declining enrollment pattern. This pattern indicates a large decline in 2020/21 due to the global pandemic, accompanied by a sharp increase in home education during 2020/21, followed by three consecutive years of declining enrollment.

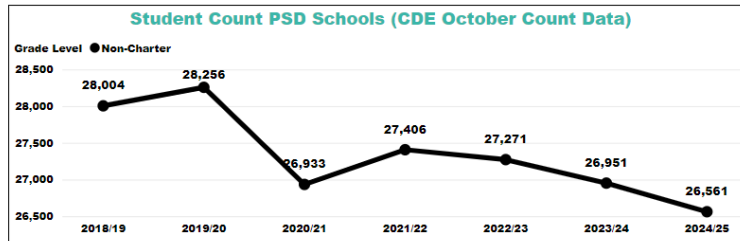
An analysis of the annual percent change in enrollment patterns can illustrate the variability between overall statewide enrollment and PSD non-charter enrollment. The graph and table show that PSD non-charter schools and state-wide enrollment experienced a significant drop in percentage change in 2020/21, followed by a modest rebound in 2021/22. However, state-wide enrollment has remained relatively stable since then, and PSD non-charter schools have continued to show a declining trend. Considering the slowing percent-change for PSD charter schools after 2022/23, both charter and non-charter schools in PSD display evidence of slowing or declining enrollment trends.



Year	State Enrollment	State Change	State % Change	PSD Non-Charter Change	PSD Non-Charter % Change	PSD Charter Enrollment	PSD Charter Change	PSD Charter % Change
2020/21	883,199	(30,024)	-3.3%	(1323)	-4.7%	2,484	13	0.5%
2021/22	886,517	3,318	0.4%	473	1.8%	2,535	51	2.1%
2022/23	883,264	(3,253)	-0.4%	(135)	-0.5%	2,816	281	11.1%
2023/24	881,464	(1,800)	-0.2%	(320)	-1.2%	2,945	129	4.6%
2024/25	881,065	(399)	-0.1%	(390)	-1.4%	2,983	38	2.1%

When looking at charter and non-charter enrollment patterns within PSD, there are differences by level (elementary, middle, high) and by specific schools. Enrollment data for PSD non-charter and charter schools, broken down by grade level, highlights differences across levels.

Twelve PSD non-charter schools demonstrated a positive change in 2024/25, an increase from six schools in 2023/24. Eight schools shifted from a declining change percentage to a positive percentage.



School	22/23	23/24	24/25	% Change 22/23	% Change 23/24	% Change 24/25	Change 24/25
Werner Elementary School	392	350	374	-0.3%	-10.7%	6.9%	24
Zach Elementary School	475	470	492	-3.7%	-1.1%	4.7%	22
Johnson Elementary School	369	334	348	-1.3%	-9.5%	4.2%	14
Polaris Expeditionary Learning School	386	390	406	-0.8%	1.0%	4.1%	16
Preston Middle School	545	549	568	-44.5%	0.7%	3.5%	19
Bamford Elementary School	294	301	310	11.8%	2.4%	3.0%	9
Irish Elementary School	341	355	365	-10.0%	4.1%	2.8%	10
Lopez Elementary School	355	353	361	-1.9%	-0.6%	2.3%	8
Tavelli Elementary School	555	511	519	-3.0%	-7.9%	1.6%	8
Harris Bilingual Elementary School	315	308	311	0.3%	-2.2%	1.0%	3
Webber Middle School	729	726	729	-1.4%	-0.4%	0.4%	3
Lincoln Middle School	541	550	552	0.4%	1.7%	0.4%	2
Linton Elementary School	347	307	307	-7.5%	-11.5%	0.0%	0

Grade	20/21	21/22	22/23	23/24	24/25	Change 24/25	% Change 24/25
1st	1,833	1,777	1,849	1,689	1,662	-27	-1.6%
2nd	1,837	1,920	1,756	1,861	1,714	-147	-7.9%
3rd	1,961	1,913	1,954	1,790	1,913	123	6.9%
4th	1,955	2,013	1,910	1,962	1,827	-135	-6.9%
5th	1,939	1,967	2,058	1,906	2,006	100	5.2%
Total	9,525	9,590	9,527	9,208	9,122	-86	-0.9%

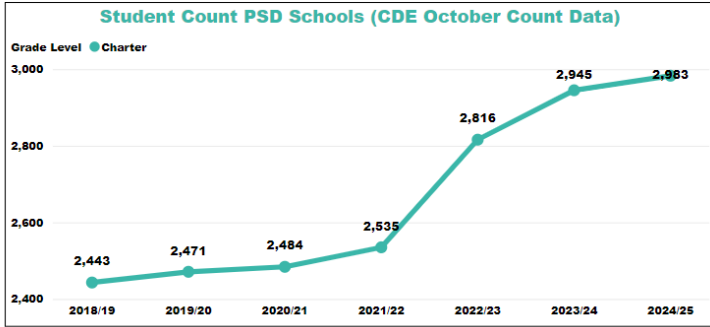
Grade	20/21	21/22	22/23	23/24	24/25	Change 24/25	% Change 24/25
6th	2,092	1,960	2,028	2,073	1,940	-133	-6.4%
7th	2,085	2,098	1,964	2,039	2,074	35	1.7%
8th	2,112	2,108	2,141	1,985	2,049	64	3.2%
Total	6,289	6,166	6,133	6,097	6,063	-34	-0.6%

Grade	20/21	21/22	22/23	23/24	24/25	Change 24/25	% Change 24/25
9th	2,242	2,268	2,309	2,290	2,143	-147	-6.4%
12th	2,272	2,404	2,329	2,480	2,520	40	1.6%
11th	2,155	2,141	2,209	2,229	2,218	-11	-0.5%
10th	2,137	2,221	2,236	2,268	2,253	-15	-0.7%
Total	8,806	9,034	9,083	9,267	9,134	-133	-1.4%

The decrease in non-charter high school enrollment is largely driven by a smaller 9th-grade cohort.

This cohort has been the smallest cohort over multiple years as can be seen by inspecting the cells in the table above along the diagonal that corresponds to this cohort from 2020/21 to 2024/25.

Non-charter schools saw enrollment declines in 2024/25, with decreases of 0.9% in elementary schools, 0.6% in middle schools, and 1.4% in high schools. In contrast, **charter schools** showed a 1% increase in elementary enrollment, a 9.5% rise in middle school enrollment, and a 3.3% **decrease** in high school enrollment.



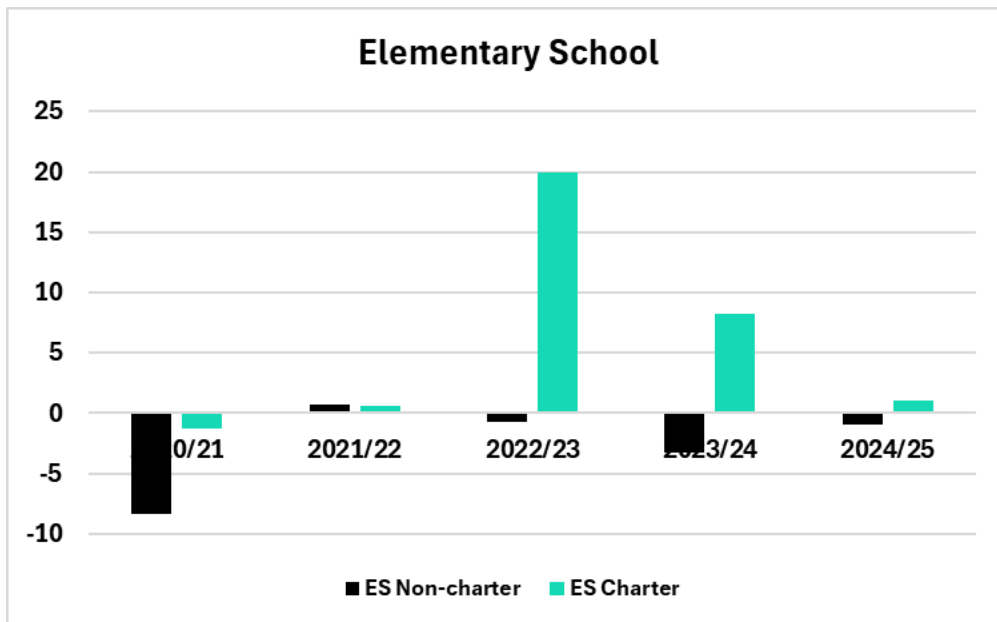
School	22/23	23/24	24/25	% Change 22/23	% Change 23/24	% Change 24/25	Change 24/25
Compass Community Collaborative School	174	163	179	0.6%	-6.3%	9.8%	16
Fort Collins Montessori School	241	257	278	10.0%	6.6%	8.2%	21
Liberty Common Charter School	1,359	1,475	1516	18.2%	8.5%	2.8%	41
Ridgeview Classical Charter Schools	736	735	723	4.2%	-0.1%	-1.6%	-12
Mountain Sage Community School	306	315	287	6.6%	2.9%	-8.9%	-28

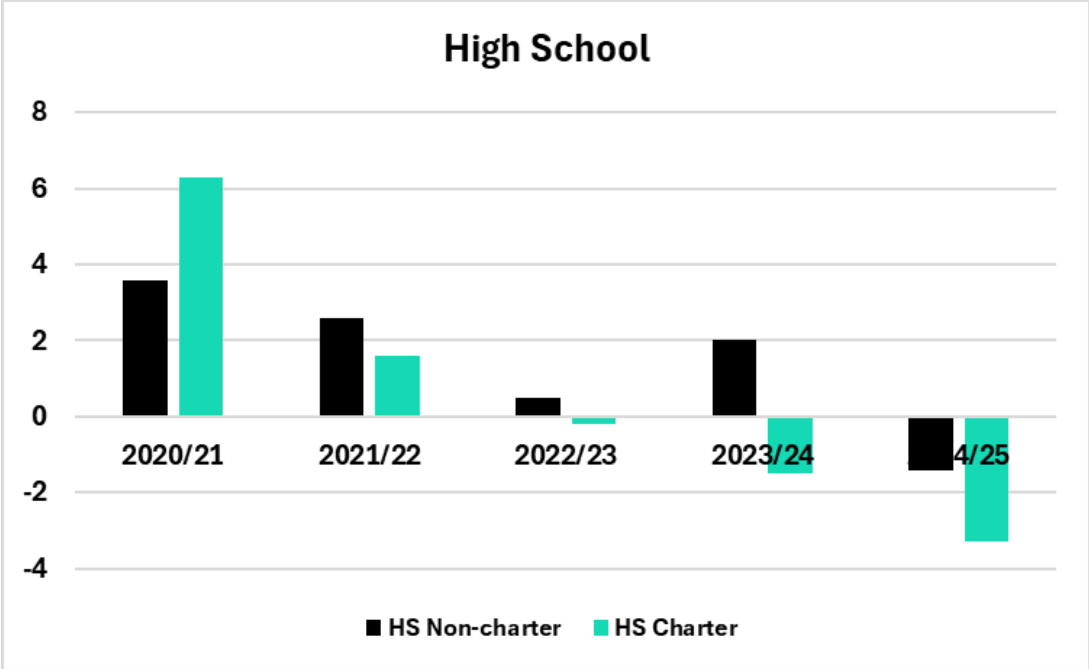
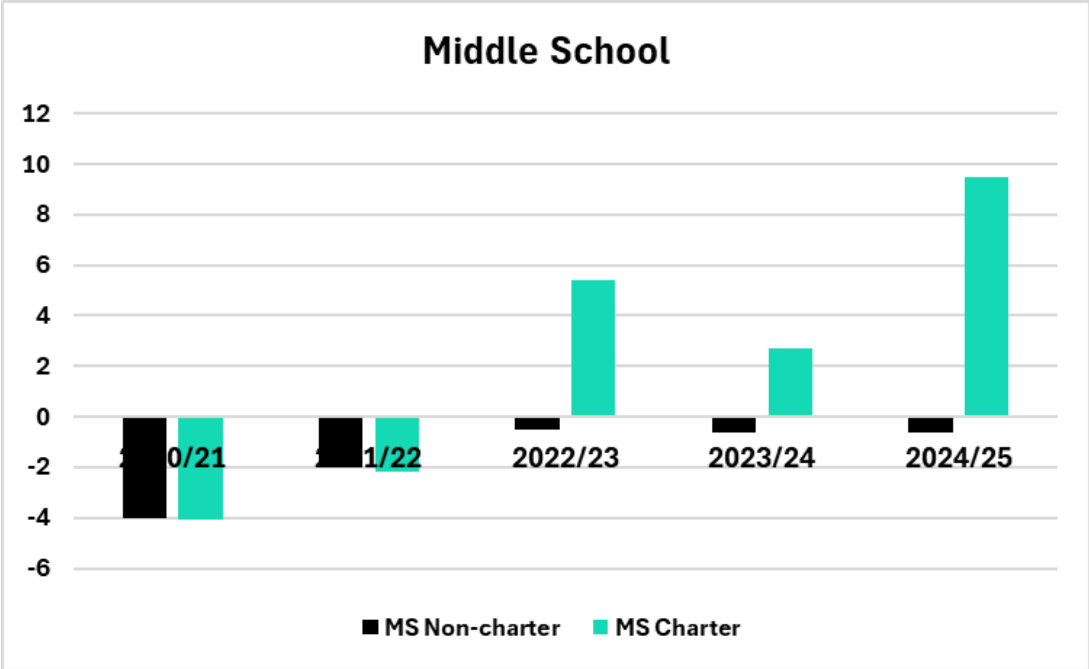
Grade	20/21	21/22	22/23	23/24	24/25	Change 24/25	% Change 24/25
1st	201	205	286	263	283	20	7.6%
2nd	217	198	243	294	269	-25	-8.5%
3rd	194	218	240	240	293	53	22.1%
4th	200	185	261	250	241	-9	-3.6%
5th	198	210	189	272	246	-26	-9.6%
Total	1,010	1,016	1,219	1,319	1332	13	1.0%

Grade	20/21	21/22	22/23	23/24	24/25	Change 24/25	% Change 24/25
6th	191	223	239	216	298	82	38.0%
7th	236	185	239	239	223	-16	-6.7%
8th	221	226	190	231	230	-1	-0.4%
Total	648	634	668	686	751	65	9.5%

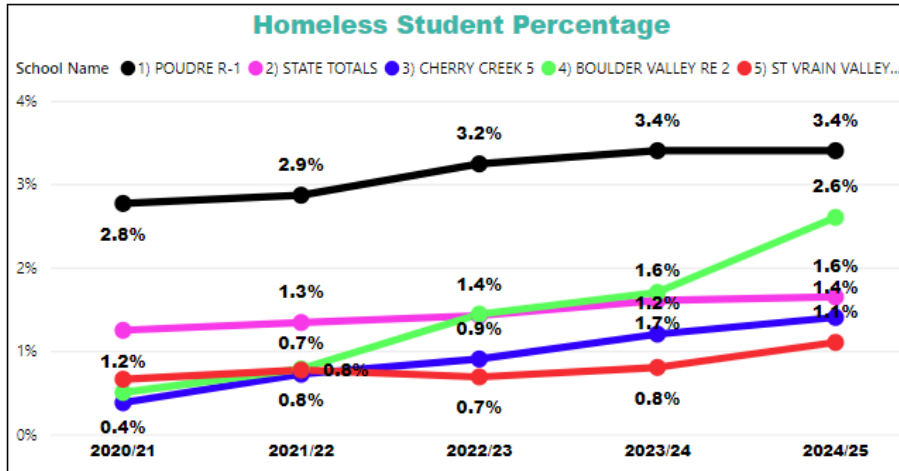
Grade	20/21	21/22	22/23	23/24	24/25	Change 24/25	% Change 24/25
9th	168	187	166	161	166	5	3.1%
12th	116	137	121	121	136	15	12.4%
11th	148	122	136	146	117	-29	-19.9%
10th	146	141	163	149	139	-10	-6.7%
Total	578	587	586	577	558	-19	-3.3%

As shown in the percentage change across years by school level graphs below, the declines in non-charter enrollment are most pronounced at the elementary and middle school levels within our school system in 2024/25. While non-charter high school enrollment had been steadily increasing year over year, it recently decreased in 2024/25.



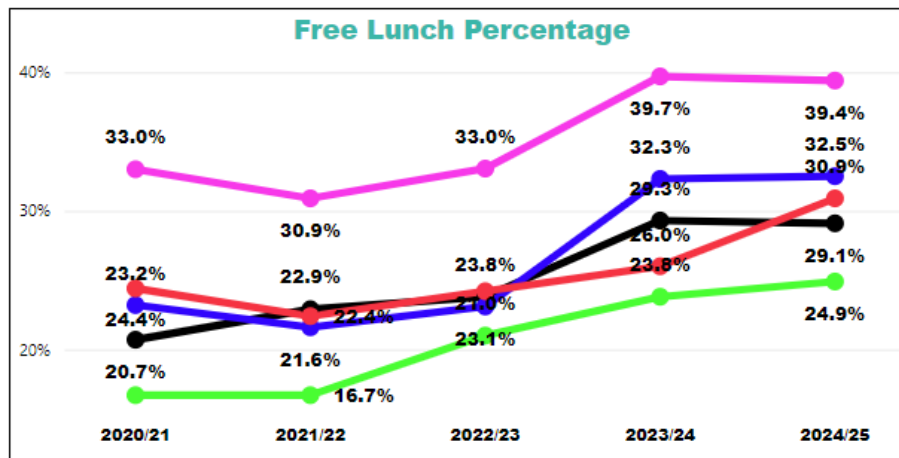


The percentage of homeless students in the Poudre School District has remained consistent, continuing to exceed the state average and the percentages of our comparison districts.



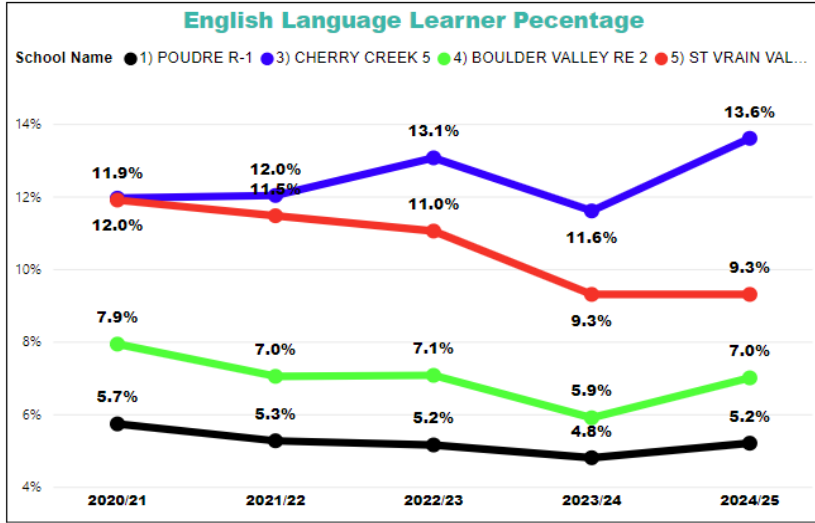
Year	Homeless_Pct	Homeless Student Count
2020/21	2.8%	814
2021/22	2.9%	858
2022/23	3.2%	976
2023/24	3.4%	1022
2024/25	3.4%	998

The percentage of students eligible for free meals remained steady and the percentage of students eligible for reduced meal price has decreased statewide and locally in the 2024/25 school year. The statewide availability of free meals for all students has lowered the reliability of meal price data .

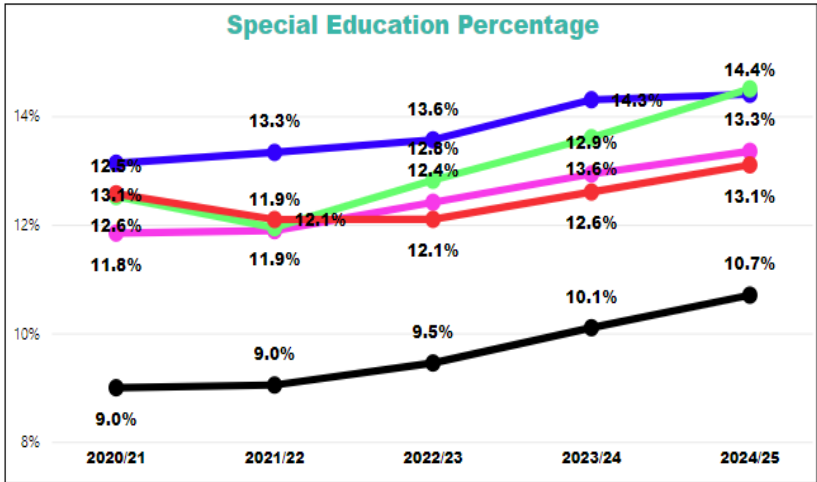


Year	Pct_Free	FREElunch Count
2020/21	20.7%	6089
2021/22	22.9%	6861
2022/23	23.8%	7158
2023/24	29.3%	8778
2024/25	29.1%	8592

Based on official October Count data used to determine district funding levels, the number of English language learners has decreased statewide and within PSD over recent years. Still, it has slightly increased in 2024/25. A portion of the English language learner population is considered newcomers. According to the U.S. Department of Education, newcomers refer to K-12 students born outside the United States who have arrived in the country in the last three years and are still learning English. Note that newcomers who have arrived after the October Count are not reflected in the graph, and PSD has not received per-pupil funding to provide services for students who arrive after the October Count.



Year	EL_Pct	EL_Count
2020/21	5.7%	1686
2021/22	5.3%	1577
2022/23	5.2%	1551
2023/24	4.8%	1446
2024/25	5.2%	1535

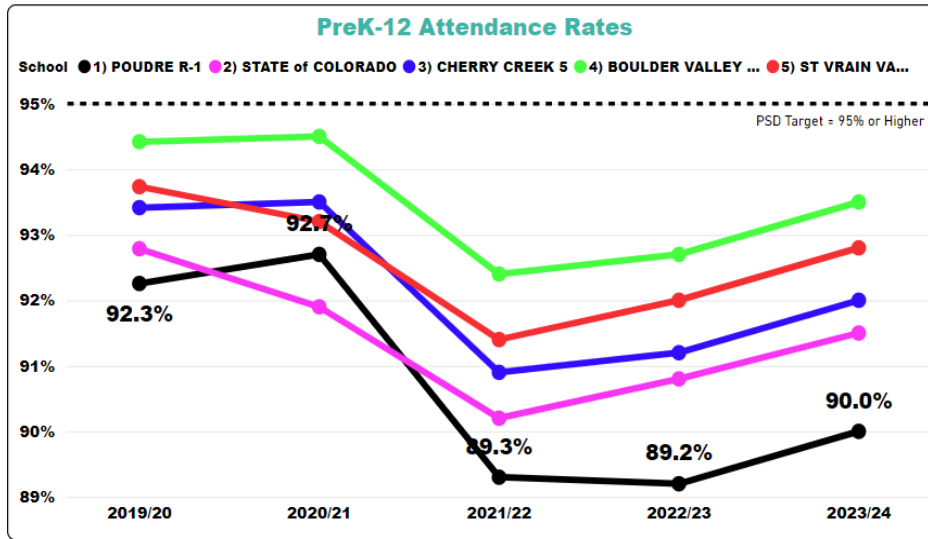


The percentage of students identified for support with an IEP or 504 Plan continues to rise for Poudre School District and statewide. The percentage of students identified for support with an IEP continues to be lower for PSD than statewide or across our comparison districts.

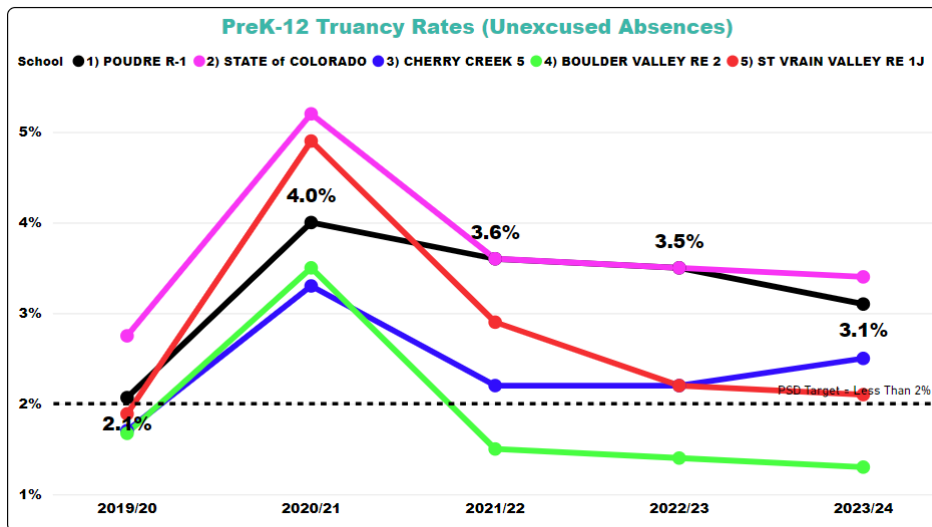
Year	SPED_Pct	SPED_Count	Section504_Pct	Section504_Count	PK12 Count
2020/21	9.0%	2646	4.9%	1439	29,417
2021/22	9.0%	2708	5.1%	1532	29,941
2022/23	9.5%	2845	5.7%	1714	30,105
2023/24	10.1%	3033	6.3%	1881	29,914
2024/25	10.7%	3171	6.9%	2051	29,544

To interact with a data visualization tool that displays PSD enrollment and student characteristic data, please click [PUPIL CHARACTERISTICS](#).

PSD has an attendance goal of $\geq 95\%$ for all student attendance rates. In 2023/24, PSD had an attendance rate of 90% (including charter schools), up 0.8 percentage points from 89.2% in 2022/23. Attendance rates vary by grade level and are generally not comparable with great confidence between different educational settings, as rules for what is counted as an absence are locally determined. A few attendance highlights are provided below. Note that the 2019/20 attendance data reported to CDE represents attendance from the start of school to the start of remote-learning for districts due to COVID-19. To interact with a data visualization tool that displays PSD attendance rates, please click [ATTENDANCE RATES](#).



The attendance rate increased from 2022/23 to 2023/24. It aligned with the state-increasing trends but was 1.5% lower than the state average (91.5%) and our comparison districts (reported by the Colorado Department of Education). **Unexcused absence rates (truancy) have decreased** to 3.1%, lower than the state average (3.4%) in 2023/24 but higher than our comparison districts.



The fall semester (August – December) attendance rate was slightly higher than in the spring semester (January – May). **The attendance rates for PSD non-charter schools improved in 2023/24 compared to 2022/23 at every grade level.** The tables below present a breakdown of attendance rates for PSD non-charter schools. Please note the slight discrepancy between the data in the tables below and the graphs above. This difference is due to the table data excluding charter schools and inactive students (e.g., students who transferred-out).

PSD Attendance Rates by Gender

2023/24

Gender	Attended%	Attended% Status	Excused%	Unexcused%
Female	88.3%	●	7.1%	4.5%
Male	88.2%	●	6.7%	5.0%
Nonbinary	86.7%	●	10.5%	2.8%

2022/23

Gender	Attended%	Attended% Status	Excused%	Unexcused%
Female	88.2%	●	7.3%	4.5%
Male	88.2%	●	7.1%	4.7%
Nonbinary	87.7%	●	8.4%	3.9%

PSD Attendance Rates by Ethnicity

2023/24

Ethnicity	Attended%	Attended% Status	Excused%	Unexcused%
Asian	90.9%	●	7.0%	2.1%
Black	84.9%	●	6.4%	8.8%
Hawaiian / Pacific	84.5%	●	5.7%	9.9%
Hispanic	84.2%	●	7.1%	8.7%
Indian / Alaskan	82.6%	●	8.1%	9.3%
Multi Race	88.2%	●	7.1%	4.7%
White	89.5%	●	6.9%	3.6%

2022/23

Ethnicity	Attended%	Attended% Status	Excused%	Unexcused%
Asian	91.7%	●	6.4%	1.9%
Black	86.1%	●	6.6%	7.3%
Hawaiian / Pacific	85.1%	●	8.7%	6.1%
Hispanic	83.6%	●	7.8%	8.6%
Indian / Alaskan	81.7%	●	8.3%	10.0%
Multi Race	88.8%	●	7.3%	3.8%
White	89.5%	●	7.0%	3.5%

PSD Attendance by Grade Level

2023/24

Grade	Attended%	Attended% Status	Excused%	Unexcused%
K	91.9%	●	6.9%	1.2%
1	92.3%	●	6.7%	1.0%
2	92.6%	●	6.3%	1.0%
3	92.9%	●	6.2%	1.0%
4	92.9%	●	6.1%	1.0%
5	92.8%	●	6.2%	1.0%
6	91.8%	●	5.9%	2.3%
7	90.3%	●	6.8%	2.8%
8	88.6%	●	7.5%	3.9%
9	87.5%	●	6.4%	6.1%
10	86.6%	●	6.7%	6.7%
11	84.0%	●	7.6%	8.5%
12	80.4%	●	8.8%	10.8%

2022/23

Grade	Attended%	Attended% Status	Excused%	Unexcused%
K	90.8%	●	8.2%	1.1%
1	91.4%	●	7.5%	1.1%
2	92.1%	●	6.9%	1.0%
3	92.3%	●	6.7%	1.0%
4	92.3%	●	6.7%	1.0%
5	91.9%	●	6.9%	1.1%
6	91.4%	●	6.3%	2.3%
7	89.6%	●	7.1%	3.3%
8	88.4%	●	7.7%	3.9%
9	85.9%	●	6.6%	7.5%
10	84.2%	●	7.1%	8.8%
11	81.9%	●	7.6%	10.5%
12	81.5%	●	7.8%	10.7%