

District Ends 1.0

MONITORING REPORT - FEBRUARY 2026



Poudre School District – BOE

Brian Kingsley
Superintendent

Dwayne Schmitz, Ph.D.
Chief Institutional Effectiveness Officer



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EXECUTIVE SUMMARY

Young learners in the district successfully achieved learning readiness, early literacy, and math readiness targets, **demonstrating strong foundational skills**. The district's target of 85% proficiency was met in six of seven indicators, missing the target by 1% in the area of PreK social/emotional 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 0.03-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** (+0.03 in 2024/25, +0.09 in 2023/24, and +0.04 in 2022/23) based on DIBELS 8 data. Importantly, **all student subgroups shared in this growth** over the past three years, reinforcing the **effectiveness of the district's literacy initiatives**. Recall that PSD is in the process of implementing K-5 literacy curricula adopted in 2022/23. **Achievement gaps narrow for K-5 students supported with READ Plans.**

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 positive shift. 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 the PSD target (-0.01 and -0.05 respectively). MAP reading and math growth grades 2-8 both increased and met the PSD target in 2024/25 (0.04 and 0.07 respectively). Based on MAP results, **students supported with Individualized Education Programs (IEPs), English language learners, and economically disadvantaged students 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 literacy and math (positive growth effect sizes across all assessment programs and years). Declines in literacy growth are evident over the most recent four years based on DIBELS 8 and MAP data. State assessment literacy data remained steady over the same four years. Math growth has remained steady over the past four years. It is important to note that **9th grade candidates for additional support (a pivotal transition year) have been consistently attaining math growth below that of their academic peers statewide and nationwide.** Note that this pattern of deficient 9th grade math growth among candidates for additional support is not evident in 9th grade reading outcomes of students identified for additional support. 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 2025 Student Connections Survey, 14,770 students (79% response rate) participated, with **86% reporting a positive connection to school**. This represents the **third year in a row that self-reported feelings of connection have increased among PSD students**. Students felt the strongest connection to adults (91%), followed by peers (87%), and interests (78%), with connections to interests showing steady gains since 2020—a 10 percentage-point increase from 2020. The Social-Emotional Learning (SEL) subscale of the Student Connections Survey had 13,022 responses (69.9% response rate), with 74.8% indicating agreement with SEL competency indicators—a 1.3 percentage-point increase 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 1.7 units to 89.0% for the Class of 2025. This PSD four-year graduation rate is the highest in PSD history and is accompanied by a **91.8% Completion Rate**. Class of 2025 State rates are 85.6% and 86.9% respectively. While PSD continues to improve graduation rate outcomes, gaps remain, and **students supported with an Individualized Education Program (IEP) and those eligible for free or reduced meals have graduated at lower rates than their respective statewide peers for multiple years**. PSD English language learners graduated at higher rates than their state peers for the third consecutive year. The Board has set a new graduation rate target of 90% for the Class of 2025 indicating their confidence that PSD will continue to make progress as measured by this key indicator. PSD's dropout rate (7th-12th grades) was 0.9%, meeting the PSD goal of less than 1%, and remains lower than the state average of 1.6%. **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. **FAFSA completers increased by 25.5% in 2024/25**.

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 (10.7%) remains 2.6 percent units lower than the State average (13.3%) and lower than comparison districts (13.1%-15.0%). Rates for 504 plans (7.1%) are 2.4 percentage units higher than the State (4.7%) and are within the same range as comparison districts (7.1%-8.9%).

PSD's attendance increased to 90.6% in 2024/25 (0.6 unit increase from 2023/24 which was a 0.8 percentage-point increase from 2022/23). **These increased attendance rates are being realized at each grade level except 3rd (remained 92.9%) and 7th grade (down 0.3 %-units)**. PSD's attendance rate remains 0.8% below the state average (91.4%) and lower than comparison districts (92% to 93.5%). Unexcused absences (truancy) remained steady at 3.1%, lower than the state average (3.6%) but higher than comparison districts (1.4% to 2.9%).

SUMMARY LIST OF TARGETS AND OUTCOMES

- 1) School Readiness: ≥ 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 4 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, ≥ 90% of PSD students will graduate within 4 years of transition into 9th grade. Concurrent Enrollment ≥ 40% grades 9-12, CTE participation rates ≥ 50% grades 9-12, and key postsecondary outcomes exceed state. (Met 3 of 4 Targets)

#	Key Indicator	Measure	Target	2024/25 Outcome	Met Target?	Prior Year Outcome	Progress
1	School Readiness	a) 0-3 Social/Emotional Development (items 1a & 2a)	≥ 85%	93%	Yes	95%	↓
		b) 0-3 Oral Language Development (items 8b & 9a)	≥ 85%	85%	Yes	88%	↓
		c) 0-3 Cognitive Benchmarks (items 11a & 11d)	≥ 85%	96%	Yes	97%	↓
		d) PreK Social/Emotional Development (items 1a & 3b)	≥ 85%	84%	No	87%	↓
		e) PreK Oral Language Development (items 8a, 9a, 12b)	≥ 85%	95%	Yes	91%	↑
		f) PreK Met EOY Literacy (item 15c)	≥ 85%	91%	Yes	94%	↓
		g) PreK Met EOY Math (item 20b)	≥ 85%	90%	Yes	83%	↑
2	Early Literacy	b) K-3 Reading Ach. Effect Size DIBELS 8/ MAP/ CMAS	≥ 0.25	0.32	Yes	0.29	↑
		b) K-3 Reading Growth Effect Size DIBELS 8/ MAP	> 0	0.12	Yes	0.11	↑
3	Achievement & Growth	a) Reading Ach. Effect Size CMAS/PSAT/SAT 3rd-11th	≥ 0.25	0.37	Yes	0.35	↑
		b) Math Ach. Effect Size CMAS/PSAT/SAT 3rd-11th	≥ 0.25	0.3	Yes	0.3	↔
		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	-0.05	No	-0.07	↑
		e) Reading Growth Effect Size MAP 2nd-8th	> 0	0.04	Yes	0	↑
		f) Math Growth Effect Size MAP 2nd-8th	> 0	0.07	Yes	0.06	↑
4	Additional Support	a) Reading Growth Effect Size Acadience 1st-5th	≥ 0.20	0.06	No	0.11	↓
		b) Reading Growth Effect Size MAP 2nd-8th	≥ 0.20	0.1	No	0.1	↔
		c) Reading Growth Effect Size CMAS/PSAT/SAT 4th-11th	≥ 0.20	0.11	No	0.1	↑
		d) Math Growth Effect Size MAP 2nd-8th	≥ 0.20	0.04	No	0.03	↑
		e) Math Growth Effect Size CMAS/PSAT/SAT 4th-11th	≥ 0.20	0.07	No	0.1	↓
5	Mental Health & Belonging	a) Connections Composite Score	≥ 90%	85.6%	No	84.8%	↑
		b) SEL Composite Score	≥ 80%	74.8%	No	73.5%	↑
		c) HKCS Mental Health Subscale (High School)	Exceed State	5 of 8 items	No	5 of 8 items	↔
6	Graduate with Options	a) 4-Year Graduation Rate ≥ 90% (85% pre Class of 2025)	≥ 90%	89.0%	No	87.3%	↑
		b) Concurrent Enrollment Participation (9th-12th)	≥ 40%	48.6%	Yes	41.2%	↑
		c) CTE Participation Rates (9th-12th)	≥ 50%	51.1%	Yes	49.20%	↑
		d) Postsecondary Outcomes (Class of 2022 latest avlb.)	Exceed State	2 of 2	Yes	6 of 6	↔

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 2024/25 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 student enrollment changes up through 2024/25 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	93% (95%)	≥ 85%
1B. % OF 0 TO 3-YEAR-OLD STUDENTS MET EOY ORAL LANGUAGE DEVELOPMENT BENCHMARKS	TS-Gold	85% (88%)	≥ 85%
1C. % OF 0 TO 3-YEAR-OLD STUDENTS MET EOY COGNITIVE BENCHMARKS	TS-Gold	96% (97%)	≥ 85%

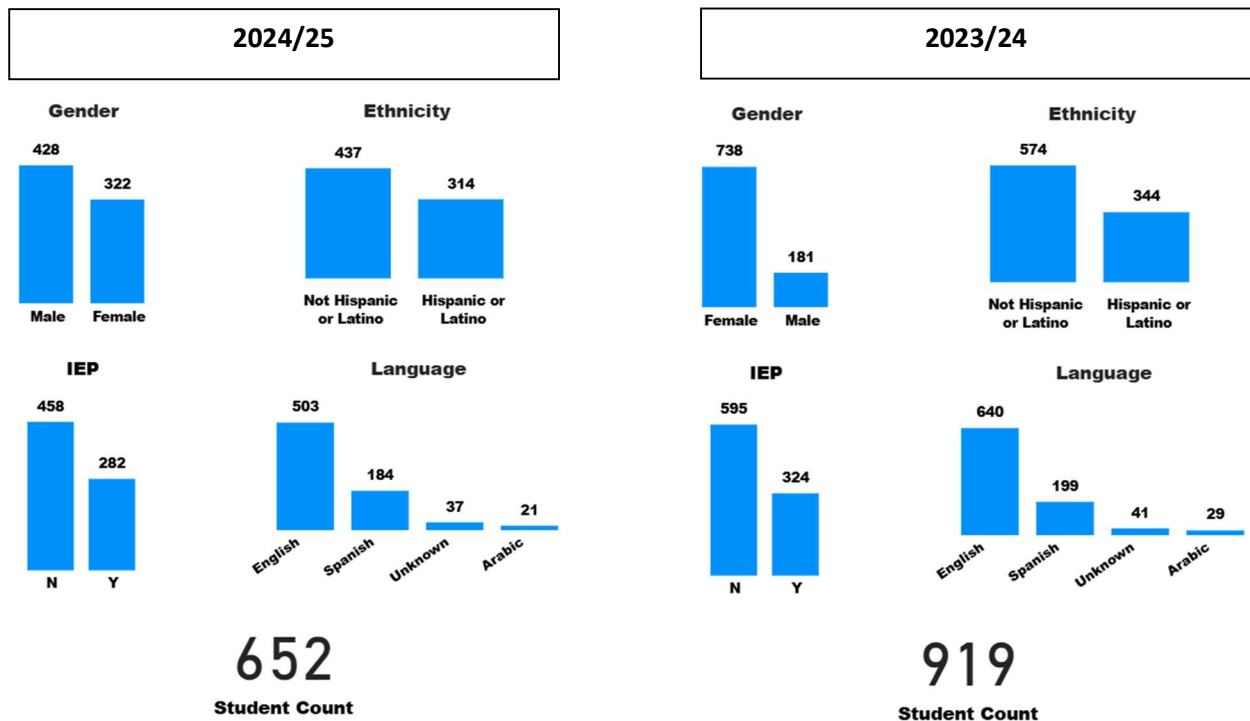
Young learners successfully met district learning targets in all three subscale competencies. Positive changes from beginning-of-year (BOY) to the end-of-year (EOY) 2024/25 are evident for these three learning competency subscales, indicating growth as well as achievement is evident for these young learners.

School Readiness (PreK)

KEY INDICATORS (MET OR NOT)	ASSESSMENT	% MET BENCHMARK	TARGET
1D. % OF PREK MET EOY SOCIAL/EMOTIONAL DEVELOPMENT BENCHMARKS	TS-Gold	84% (87%)	≥ 85%
1E. % OF PREK MET EOY ORAL LANGUAGE DEVELOPMENT BENCHMARKS	TS-Gold	95% (91%)	≥ 85%
1F. % OF PREK MET EOY LITERACY BENCHMARKS	TS-Gold	91% (94%)	≥ 85%
1G. % OF PREK MET EOY MATH BENCHMARKS	TS-Gold	90% (83%)	≥ 85%

Young learners successfully met learning readiness, early literacy, and math readiness targets. The PSD target of 85% or higher was not met for social/emotional development benchmarks.

Early Childhood Education (ECE) Demographics Summary from EOY (Birth-PreK):



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.

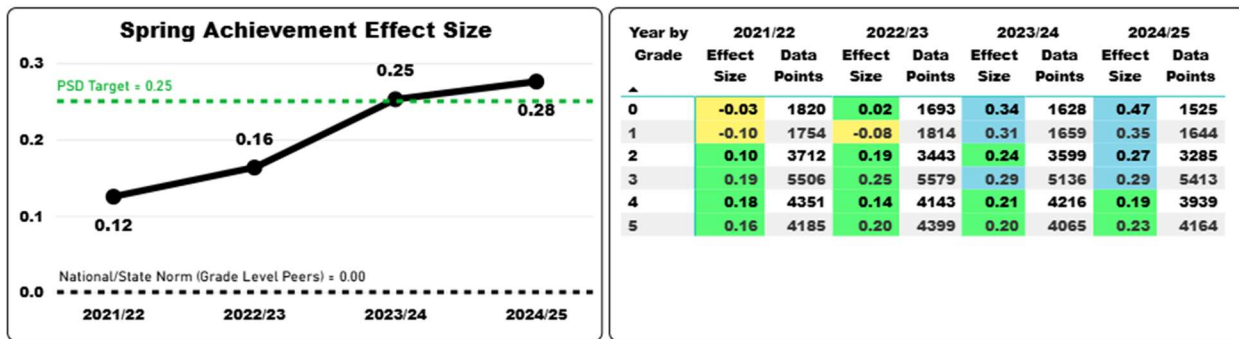
Early Literacy Targets: K-3 performance significantly higher than state/nation; growth exceeds academic peers (Achievement Effect Size ≥ 0.25 , Growth Effect Size > 0). (Met 2 of 2 Targets)

Early Literacy Achievement (Grades K-3)

KEY INDICATORS (MET OR NOT)	ASSESSMENT	EFFECT SIZE	TARGET
2A. K-3 READING ACHIEVEMENT EFFECT SIZE	DIBELS 8	0.32 (0.29)	≥ 0.25
2B. K-3 READING GROWTH EFFECT SIZE	DIBELS 8	0.12 (0.11)	≥ 0

The PSD achievement target of 0.25 effect size or higher was achieved for kindergarten through third-grade students, and there was a 0.03-unit improvement from last year. The PSD early literacy growth target of exceeding national academic peers was achieved, and there was a 0.01-unit improvement from last year. 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) followed by 2024/25 improvements (up 0.03 units) in reading scores for PSD non-charter K-5 students. **All subgroups (e.g., students supported with IEPs, multilingual learners, etc.) share in these measurable academic gains.**



Achievement and Growth

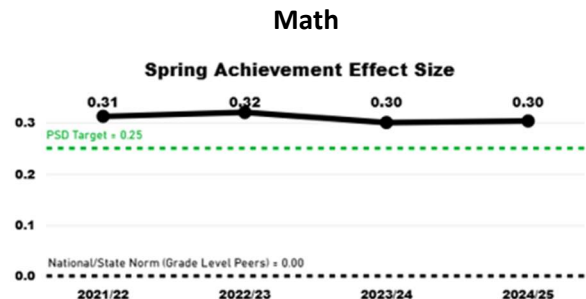
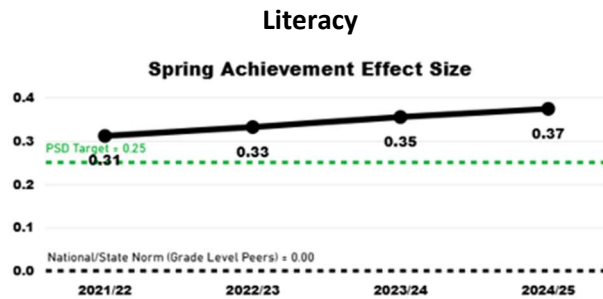
Across all assessment programs and grade levels taken collectively, we see high levels of achievement.

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 4 of 6 Targets)

Literacy & Math Achievement (Grades 3-11)

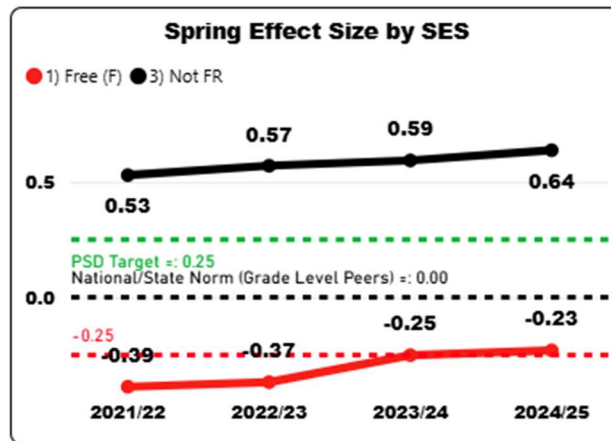
KEY INDICATORS (MET OR NOT)	ASSESSMENT	EFFECT SIZE	TARGET
3A. 3 RD – 11 TH READING ACHIEVEMENT	CMAS, PSAT, SAT	0.37 (0.35)	≥ 0.25
3B. 3 RD – 11 TH MATH ACHIEVEMENT	CMAS, PSAT, SAT	0.30 (0.30)	≥ 0.25

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.



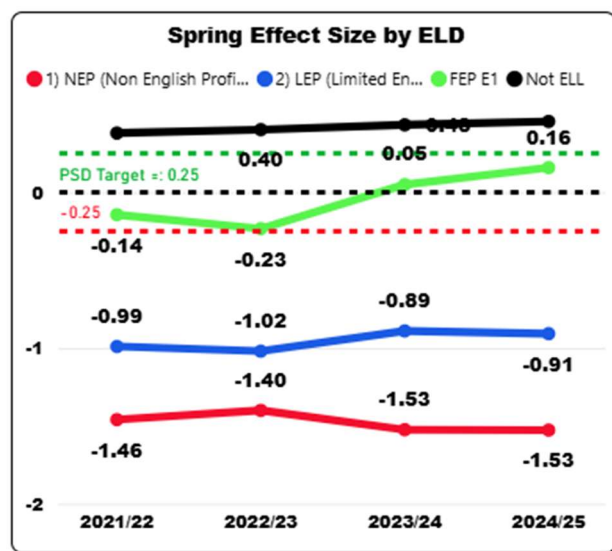
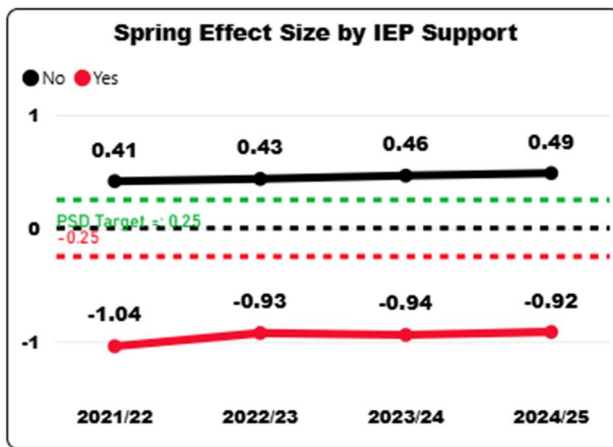
Year by Grade	2021/22		2022/23		2023/24		2024/25	
	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
3	0.22	1789	0.30	1801	0.31	1676	0.31	1738
4	0.33	1885	0.32	1776	0.37	1814	0.34	1675
5	0.33	1852	0.38	1933	0.38	1776	0.42	1839
6	0.26	1686	0.26	1755	0.27	1722	0.28	1672
7	0.25	1677	0.29	1552	0.32	1578	0.30	1614
8	0.29	1448	0.32	1507	0.25	1325	0.29	1462
9	0.43	1606	0.47	1738	0.53	1715	0.57	1626
10	0.44	1727	0.43	1629	0.48	1725	0.47	1698
11	0.25	1717	0.22	1779	0.25	1762	0.37	1813

Year by Grade	2021/22		2022/23		2023/24		2024/25	
	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
3	0.28	1818	0.31	1831	0.30	1705	0.31	1779
4	0.40	1912	0.35	1791	0.37	1818	0.30	1701
5	0.41	1861	0.38	1940	0.39	1795	0.39	1832
6	0.35	1679	0.38	1751	0.34	1718	0.31	1688
7	0.35	1669	0.37	1553	0.37	1584	0.35	1624
8	0.48	1433	0.47	1504	0.34	1339	0.45	1504
9	0.31	1606	0.40	1738	0.36	1715	0.30	1626
10	0.21	1727	0.19	1629	0.22	1725	0.26	1697
11	0.05	1717	0.04	1779	0.03	1757	0.08	1813

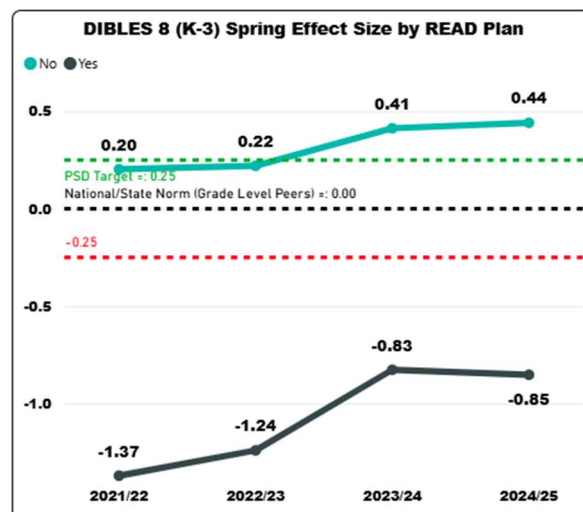


Achievement gaps persist by socio-economic levels (SES), multilingual learner status, disability status, and ethnicity. To interact with a data visualization tool that displays PSD achievement data, please click [ACHIEVEMENT and GROWTH](#). The graphs above and to the right are available on the report 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. The graph to the left displays CMAS, PSAT, and SAT literacy data by SES levels.

The graphs below display CMAS, PSAT, and SAT literacy data for students supported with an Individualized Education Program (IEP) for Multilingual Learners of various levels. NEP (Non-English Proficient), LEP (Limited English Proficient), and FEP (Fluent English Proficient) are terms used, particularly for English Language Learners (ELLs) or Multilingual Learners (MLs), to classify a student's English language ability, progressing from needing significant support (NEP/LEP) to demonstrating proficiency (FEP), with FEP students often entering a monitoring period before exiting services. NEP is the lowest level of English language ability, LEP shows some English proficiency but still needs support, and FEP means comparable to native English speakers, often benefiting from monitoring for a few years after reclassification. The Colorado Department of Education monitors English Language Development (ELD) programs meant to support Multilingual Learners toward accessing grade-level content. Persistent achievement gap patterns also exist within mathematics data.



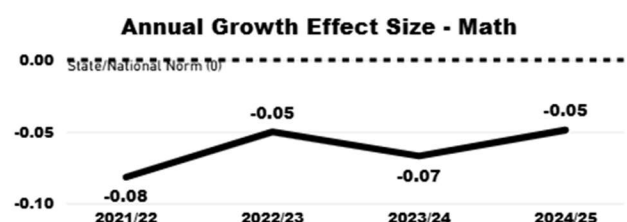
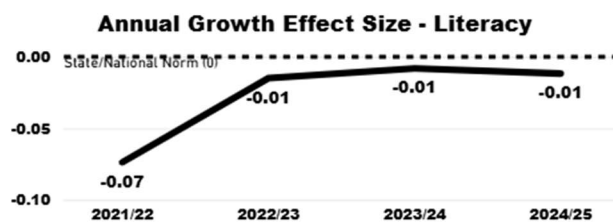
Recall that PSD is in the process of implementing K-5 literacy curricula adopted in 2022/23. The K-3 DIBELS 8 literacy data displayed to the right indicate that **achievement gaps associated with elementary students supported with READ Plans are narrowing**. PSD does not see evidence of this same narrowing of achievement gaps for students supported with READ Plans in middle school or high school.



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	-0.05 (-0.07)	> 0
3E. 2 ND – 8 TH READING GROWTH	MAP	0.04 (0.00)	> 0
3F. 2 ND – 8 TH MATH GROWTH	MAP	0.07 (0.06)	> 0

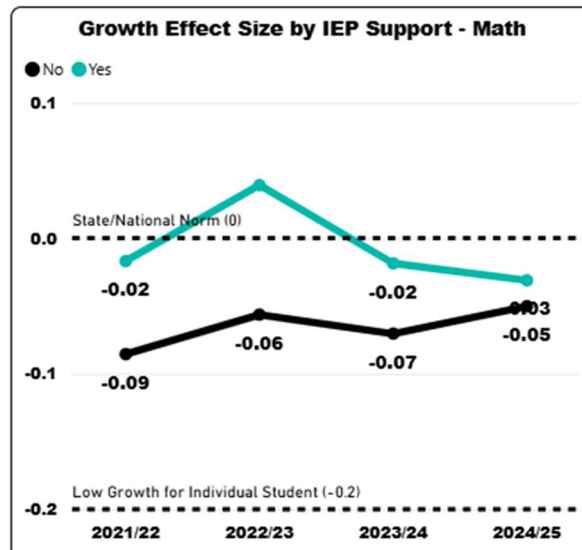
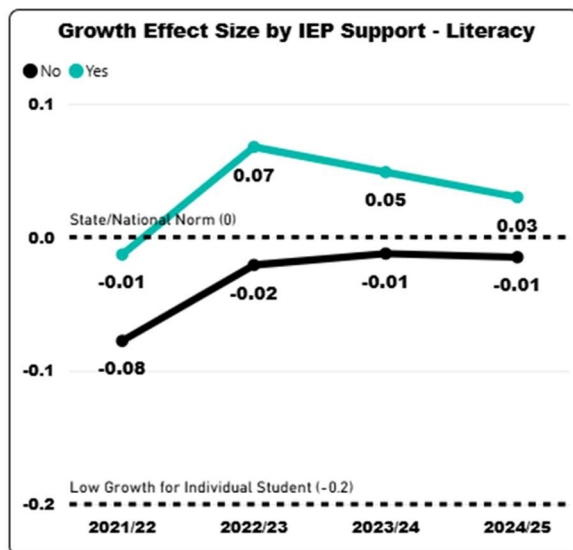
Reading and math growth on CMAS, PSAT, and SAT fell short of PSD's targets. MAP math growth met the PSD target. MAP reading and math growth met the PSD target and increased by 0.04 to 0.01 units respectively compared to the 2023/24 outcomes. **The following illustrations display state assessment data (CMAS, PSAT, SAT).**



Year by Grade	2021/22		2022/23		2023/24		2024/25	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4	0.07	1462	0.10	1592	0.09	1646	0.03	1514
5			0.06	1694	0.07	1626	0.04	1678
6	-0.13	1341	-0.14	1532	-0.17	1553	-0.13	1472
7	-0.47	1	-0.01	1341	-0.02	1438	0.00	1433
8	-0.02	1131	0.02	1302	-0.07	1167	-0.07	1309
9			0.09	1168	0.17	1252	0.24	1139
10	-0.08	1383	-0.02	1320	-0.02	1460	-0.07	1466
11	-0.20	1433	-0.20	1504	-0.12	1443	-0.08	1543

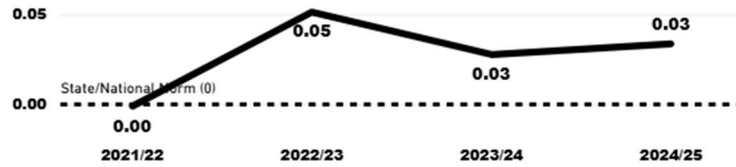
Year by Grade	2021/22		2022/23		2023/24		2024/25	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4			0.06	1620	0.07	1665	0.00	1553
5	0.05	1456	-0.03	1720	0.05	1641	0.01	1673
6			-0.11	1532	-0.10	1551	-0.10	1488
7	-0.05	1348	-0.02	1340	-0.09	1430	-0.02	1430
8	-0.20	1	0.07	1298	-0.06	1165	0.05	1338
9	-0.16	1064	-0.11	1163	-0.13	1252	-0.08	1140
10	-0.11	1383	-0.16	1320	-0.20	1461	-0.14	1466
11	-0.16	1433	-0.12	1504	-0.11	1442	-0.11	1543

Students supported with an IEP have positive, growth-effect-sizes in reading, indicating they grew more than their state and national academic peers. The same is not true in math three of the past four years.



Multilingual Learners (NEP, LEP, FEP) have positive growth-effect-sizes in reading and math, indicating they grew more than their state and national academic peers.

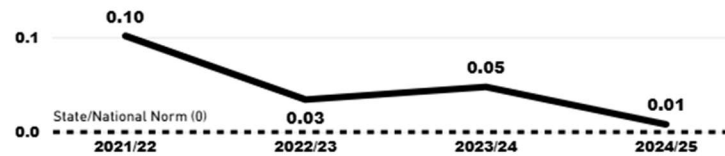
Annual Growth Effect Size - Literacy - Multilingual Learners



Year by Grade	2021/22		2022/23		2023/24		2024/25	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4	0.07	154	0.14	131	0.03	118	-0.13	148
5			0.12	152	0.15	133	0.21	141
6	0.00	146	-0.08	154	-0.07	142	-0.09	107
7	-0.47	1	-0.02	103	0.04	93	0.11	113
8	-0.13	79	0.12	72	0.23	61	0.09	66
9			0.08	48	0.04	34	-0.06	33
10	0.03	36	0.51	19	-0.25	21	0.11	28
11	-0.04	41	-0.24	30	-0.35	24	0.01	22

We can see that growth effect sizes associated with Multilingual Learners have decreased in mathematics to 0.01 in 2024/25.

Annual Growth Effect Size - Math - Multilingual Learners



Year by Grade	2021/22		2022/23		2023/24		2024/25	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4			0.14	158	0.24	143	0.09	187
5	0.21	175	0.06	175	0.18	148	0.00	146
6			-0.04	162	-0.08	147	-0.18	117
7	0.11	104	0.13	109	-0.03	98	0.06	118
8			0.04	68	-0.04	63	0.15	73
9	-0.24	46	-0.19	48	-0.18	32	-0.31	34
10	0.03	36	-0.04	19	0.07	21	0.11	28
11	0.07	41	-0.20	30	-0.30	24	-0.07	22

Based on MAP results, students supported with Individualized Education Programs (IEPs), English language learners, and economically disadvantaged students showed positive growth-effect sizes, outpacing their state and national peers in both reading and math.

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.

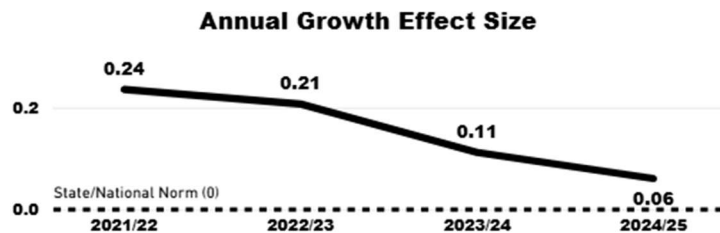
The “Additional Support” group consists of students grades 1-12 who scored below the 35th percentile on each district/state assessment (DIBELS 8, MAP, CMAS, PSAT, SAT) and each assessment occasion (Fall, Winter, Spring) during the prior school year in either math or in English/reading. These students 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 1 ST - 5 TH	DIBELS 8	0.06 (0.11)	≥ 0.20
4B) READING GROWTH EFFECT SIZE 2 ND – 8 TH	MAP	0.10 (0.10)	≥ 0.20
4C) READING GROWTH EFFECT SIZE 4 TH – 11 TH	CMAS/PSAT/SAT	0.11 (0.10)	≥ 0.20
4D) MATH GROWTH EFFECT SIZE 2 ND – 8 TH	MAP	0.04 (0.03)	≥ 0.20
4E) MATH GROWTH EFFECT SIZE 3 RD – 11 TH	CMAS/PSAT/SAT	0.07 (0.10)	≥ 0.20

The 'DIBELS 8 Reading Growth for Additional Support' data below fell short of the 0.20 target in the 2024/25 school year. This reflects a significant downward trend from 2021/22 to 2024/25, particularly in grades 1-3. **Note that all growth effect sizes are non-negative (growth exceeds academic peers).**

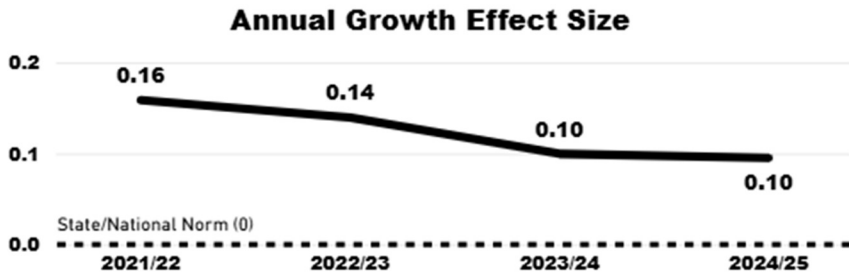


Year by Grade	2021/22		2022/23		2023/24		2024/25	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
1	0.20	318	0.18	310	0.12	210	0.06	183
2	0.29	584	0.33	388	0.09	409	0.00	227
3	0.27	476	0.23	333	0.16	297	0.10	270
4	0.15	237	0.07	237	0.08	242	0.05	190
5	0.17	214	0.11	196	0.12	221	0.10	177

School (Spring/EOY)	Zgain	Data Points
ZACH ES	0.31	9
PSD GLOBAL ACADEMY	0.28	3
TAVELLI ES	0.28	36
PSD MOUNTAIN SCHOOLS	0.21	17

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, down to 7 in 2023/24, and 4 in the 2024/25 school year.

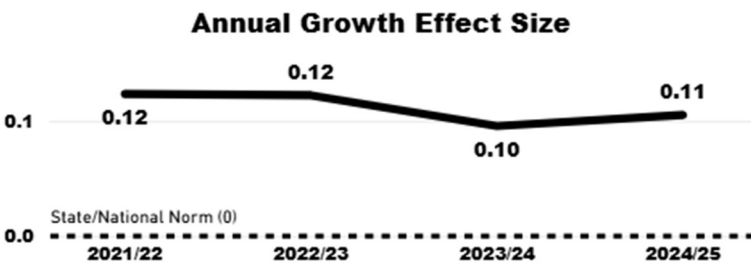
The 'MAP Reading Growth for Additional Support' data below shows that elementary schools have higher average Z-gains than middle schools. Note that the 6th grade reading growth effect size in 2024/25 is positive for the first time in four years. Negative growth effect sizes indicate students not meeting or exceeding the growth realized by national academic peers or sliding further behind nationwide academic peers. The number of PSD schools that met the 0.20 target for Additional Support MAP reading growth (13) increased by one school compared to last year (2023/24).



Year by Grade	2021/22		2022/23		2023/24		2024/25	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
2	0.42	558	0.31	354	0.21	373	0.13	191
3	0.24	463	0.14	305	0.19	288	0.10	248
4	0.17	268	0.21	261	0.15	263	0.21	200
5	0.01	319	0.09	235	0.06	261	0.12	222
6	-0.18	227	-0.03	202	-0.10	210	0.04	207
7	0.05	291	0.07	210	0.05	246	0.05	283
8	0.03	251	0.05	235	0.02	214	0.05	261

School (Spring/EOY)	Zgain	Data Points
PSD MOUNTAIN SCHOOLS	0.69	15
BETHKE ES	0.52	11
SHEPARDSON ES	0.45	22
KRUSE ES	0.40	19
PUTNAM ES	0.39	20
ZACH ES	0.38	10
CLP ES	0.36	45
JOHNSON ES	0.26	22
PSD GLOBAL ACADEMY	0.25	16
BEATTIE ES	0.23	29
EYESTONE ES	0.22	60
BAUDER ES	0.20	48
WERNER ES	0.20	16

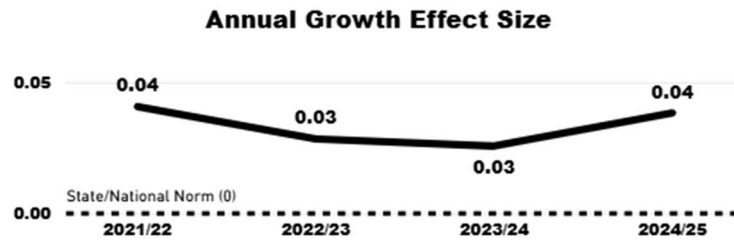
The 'CMAS/PSAT/SAT Reading Growth for Additional Support' data below shows that 9th - 11th grades increased from the prior year. PSD schools that met the 0.20 target for Additional Support based on CMAS/PSAT/SAT reading growth are provided in the table to the right below. Ten schools met the growth target of ≥ 0.20 in 2024/25 versus 14 schools in each of the prior two years.



Year by Grade	2021/22		2022/23		2023/24		2024/25	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4	0.14	198	0.16	203	0.15	209	0.05	153
5			0.16	180	0.18	211	0.11	176
6	0.01	173	0.04	167	-0.04	155	0.03	148
7	-0.47	1	0.13	150	0.19	157	0.14	174
8	0.08	159	0.10	144	0.10	118	0.04	132
9			0.19	98	0.13	99	0.22	95
10	0.28	176	0.30	100	0.03	83	0.17	117
11	0.10	145	-0.10	111	-0.14	97	0.12	120

School (Spring/EOY)	Zgain	Data Points
SHEPARDSON ES	0.91	2
ZACH ES	0.68	3
JOHNSON ES	0.40	14
TIMNATH ES	0.36	12
PUTNAM ES	0.26	13
BAUDER ES	0.23	13
POUDRE HS	0.23	50
FOSSIL RIDGE HS	0.21	26
ODEA ES	0.20	11
BEATTIE ES	0.20	9

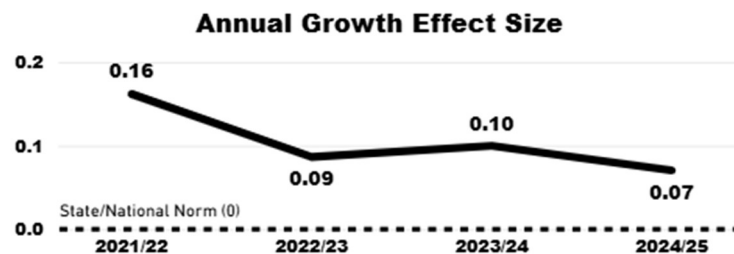
The 'MAP Math Growth for Additional Support' data below shows four PSD schools met the 0.20 target for Additional Support in 2024/25, up from two schools in 2023/24. Note Levels of Support Math identification begins in grade 3 due to needing grade 2 scores to make these determinations.



Year by Grade	2021/22		2022/23		2023/24		2024/25	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
3	0.03	1	0.12	330	0.12	296	0.09	296
4	0.14	383	0.10	339	0.07	287	0.14	252
5	0.14	299	0.04	318	0.04	304	0.05	261
6	-0.02	357	-0.06	289	-0.08	293	-0.05	287
7	-0.06	326	-0.01	266	-0.01	285	0.00	312
8	0.02	292	-0.06	279	0.02	266	0.02	306

School (Spring/EOY)	Zgain	Data Points
PCA	0.35	6
TIMNATH ES	0.23	37
TAVELLI ES	0.22	31
CLP ES	0.21	38

The 'CMAS/PSAT/SAT Math Growth for Additional Support' data below shows that 9th grade students (a pivotal transition year) have been consistently attaining growth below that of their Academic peers statewide and nationwide. Note that this pattern in math growth for 9th grade is distinct from the pattern in 9th grade reading seen above. Thirteen PSD schools met the growth target, a decrease from 20 schools in the previous year (2023/24).



Year by Grade	2021/22		2022/23		2023/24		2024/25	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4			0.07	295	0.24	245	0.11	227
5	0.23	237	0.15	280	0.23	259	0.11	203
6			0.03	232	0.07	219	0.03	228
7	0.20	200	0.17	177	0.10	176	0.12	186
8			0.11	147	0.06	118	0.16	157
9	-0.06	102	-0.05	118	-0.03	109	-0.05	104
10	0.21	243	0.24	117	-0.02	110	-0.05	141
11	0.09	214	-0.04	141	-0.16	103	0.06	207

School (Spring/EOY)	Zgain	Data Points
TRAUT ES	0.47	1
MCGRAW ES	0.45	6
BAMFORD ES	0.40	12
BAUDER ES	0.37	21
ZACH ES	0.32	3
BETHKE ES	0.32	6
LAUREL ES	0.27	38
HARRIS BILINGUAL ES	0.24	16
BACON ES	0.22	11
RICE ES	0.21	15
CLP ES	0.21	17
ODEA ES	0.21	13
LINTON ES	0.20	33

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

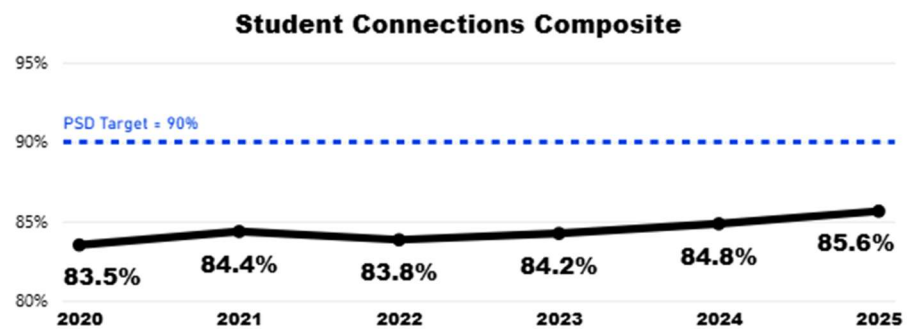
Students’ mental health and sense of belonging positively impacts students’ abilities to learn and grow. PSD uses data from two key sources to monitor student mental health and belonging outcomes: (1) the Healthy Kids Colorado (HKCS) biannual survey and (2) the PSD Student Connections Survey. **Fall 2024 HKCS is the most recent HKCS available at the time of writing this report.**

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)

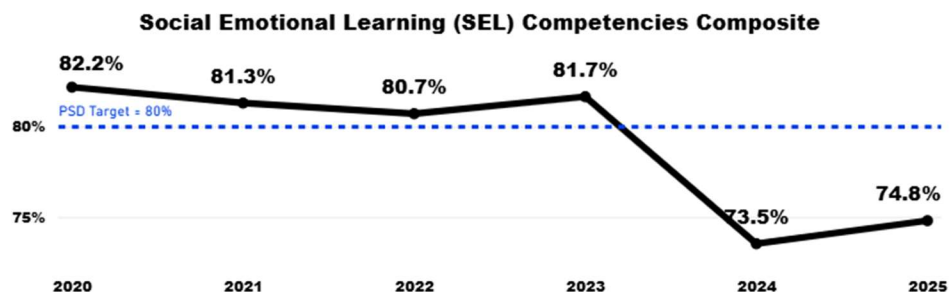
Mental Health and Belonging

KEY INDICATORS (MET OR NOT)	OUTCOME	TARGET
5A. CONNECTIONS COMPOSITE SCORE	85.6% (84.8%)	≥ 90%
5B. SEL COMPOSITE SCORE	74.8% (73.5%)	≥ 80%
5C. HEALTHY KIDS COLORADO MENTAL HEALTH	5 of 8 Items	Exceed State

In the fall of 2025, 14,770 students responded to the Student Connections Survey (a 79% response rate). Eighty-six 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 (87%), with connections to interests the least strongly endorsed (78%). Connections to interests have increased, showing a 10% improvement since 2020.



Also based on the fall of 2025 Student Connections Survey, 13,022 students responded to the Social-Emotional Learning (SEL) competency items (a 69.9% response rate). 74.8% of student responses indicate agreement with SEL competency indicators. This is an 1.3 percentage-unit increase 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 Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
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.**

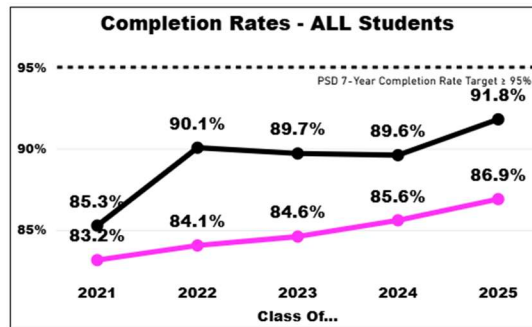
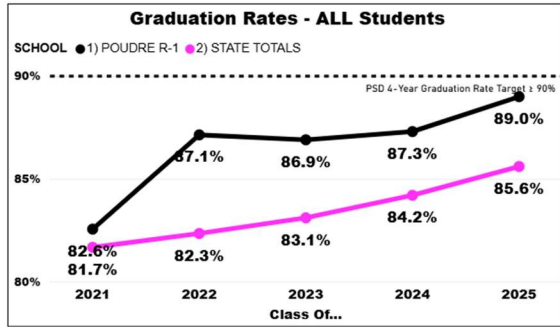
Graduate with Options Targets: 100% students successfully complete PreK-12 education. As a leading indicator toward this completion target, ≥ 90% of PSD students will graduate within 4 years of transition into 9th grade. Concurrent Enrollment ≥ 40% grades 9-12, CTE participation rates ≥ 50% grades 9-12, 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	89.0% (87.3%)	≥ 90%
6B. CONCURRENT ENROLLMENT %	48.6% (41.2%)	≥ 40%
6C. CTE PARTICIPATION %	51.1% (49.2%)	≥ 50%
6D. POSTSECONDARY OUTCOMES (CLASS OF 2022)		
• ENROLLMENT RATES	N/A	Exceed State
• FIRST YEAR GPA (CLASS 2022)	3.0 (YES)	Exceed State (2.89)
• LOW REMEDIATION RATES - MATH	N/A	Exceed State
• LOW REMEDIATION RATES - ENGLISH	N/A	Exceed State
• PERSISTENCE INTO 2 ND YEAR (CLASS 2022)	78% (YES)	Exceed State (76%)
• COLLEGE 4 YEAR GRADUATION	N/A	Exceed State

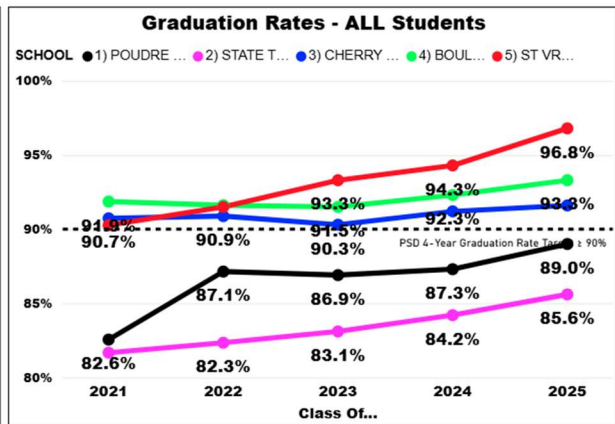
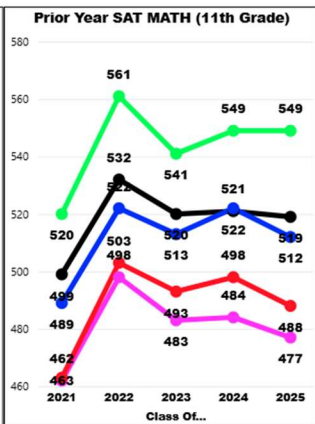
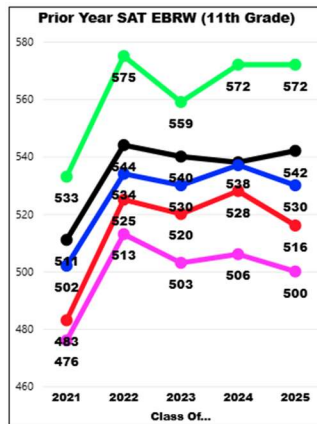
NOTE: Class of 2022 is the latest postsecondary data available from the Colorado Department of Higher Education and only a subset of the historically available data is currently available.

PSD's four-year graduation rate increased 1.7 units to 89.0% for the Class of 2025. This PSD four-year graduation rate is the highest in PSD history and is accompanied by a **91.8% Completion Rate**. Class of 2025 State rates are 85.6% and 86.9% respectively. While PSD continues to improve graduation rate outcomes, gaps remain, and students supported with an Individualized Education Program (IEP) and those eligible for free or reduced meals have graduated at lower rates than their respective statewide peers for multiple years. PSD English language learners graduated at higher rates than their state peers for the third consecutive year. The Board has set a new graduation rate target of 90% for the Class of 2025, up from 85%, indicating their confidence that PSD will continue to make progress as measured by this key indicator. PSD will continue to push until all students share equally in high graduation rates and 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. This is the basis for the Board of Education and Superintendent increasing the four-year graduation rate target to 90% or higher as of the Class of 2025.



We celebrate the recent graduation rate increase associated with the Classes of 2025, as well as the Classes of 2022, 2023, and 2024 collectively. PSD looks forward to continually supporting increases in credit accumulation and graduation rates for all students. When PSD asked currently enrolled juniors (2025/26) 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 definitely plan to finish high school, but I never really took some of my classes seriously until later in sophomore year. I failed classes which is why I think that, but I will do anything to graduate even if it means doing summer school so I can pursue a career in nursing."

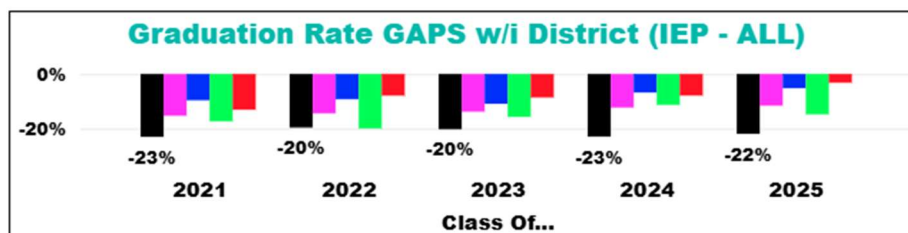
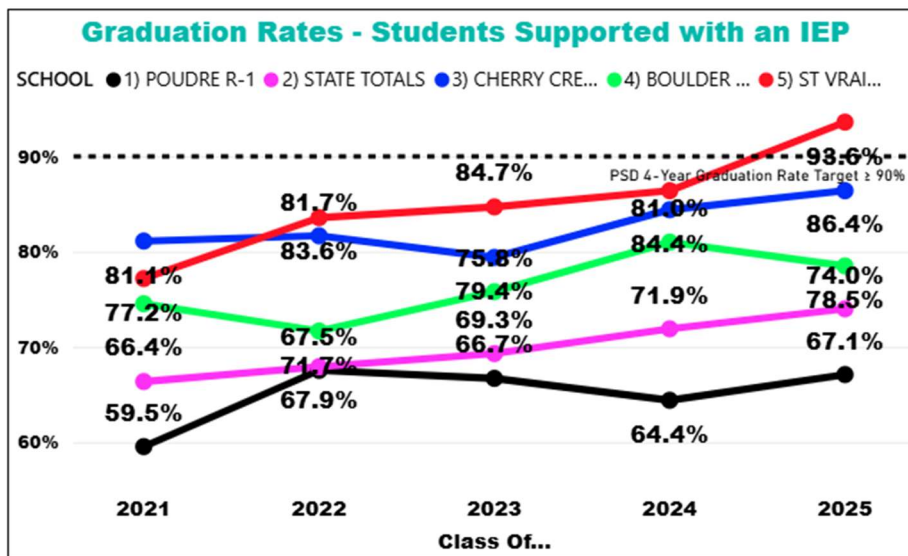
STUDENT #2: "I'm trying really hard this year to get grades above an F and and I'm 90% sure I'll graduate but I'm worried I'll get off track because I always do."

STUDENT #3: "School causes me stress, and it gets overwhelming and exhausting."

STUDENT #4: "Sometimes peer disagreements get the best of me and throw me into a bad mentality."

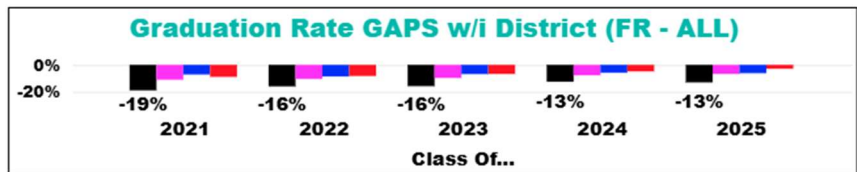
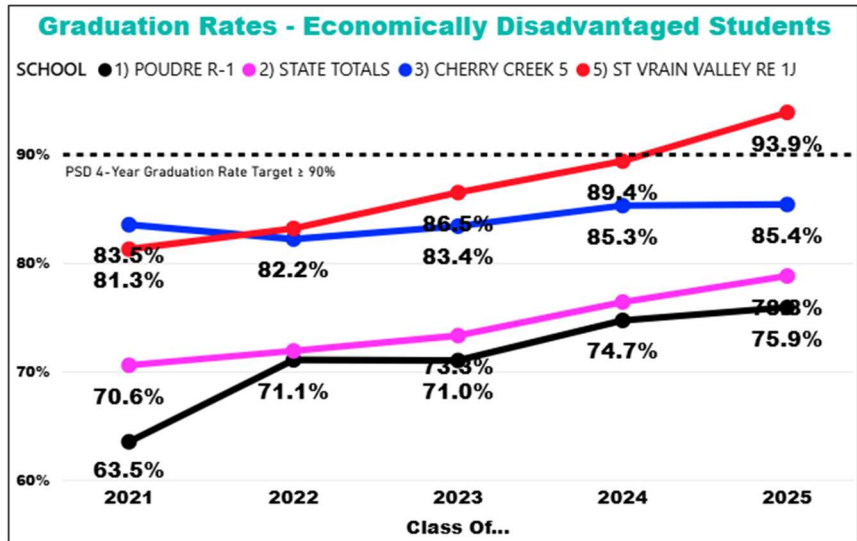
These comments reflect a broad spectrum of issues including academic performance, challenges with engagement/motivation, and self-confidence. These insights suggest a need for comprehensive support systems in schools that address not just academic learning but also emotional, social, and psychological 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 (46.1% versus 77.8%, a difference of 31.7 percentage points in the Fall of 2025).**

PSD students supported with an Individualized Education Program (IEP) have graduation rates lagging the State overall and our comparison districts (PSD 67.1% vs State 74.0%). PSD graduation rate gap between students supported with an IEP and the overall student population are consistently larger than seen statewide or in comparison districts. The top half of the illustration below visualizes “external gaps” or the differences between PSD and other educational settings for like-student groups. The bottom half of the illustration below visualizes “internal gaps” or the differences between two different student groups within each specific district (e.g., PSD students supported with an IEP versus the overall population of PSD students represented by the black “bars”). **We see clear and persistent patterns of PSD graduation rates for students supported with IEPs falling below other districts graduation rates for students supported with IEPs (external gaps) and larger differences between PSD students supported with IEPs and the overall population in PSD (internal gaps) relative to the State and comparison districts.**

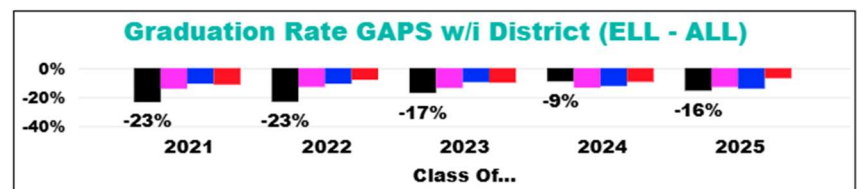
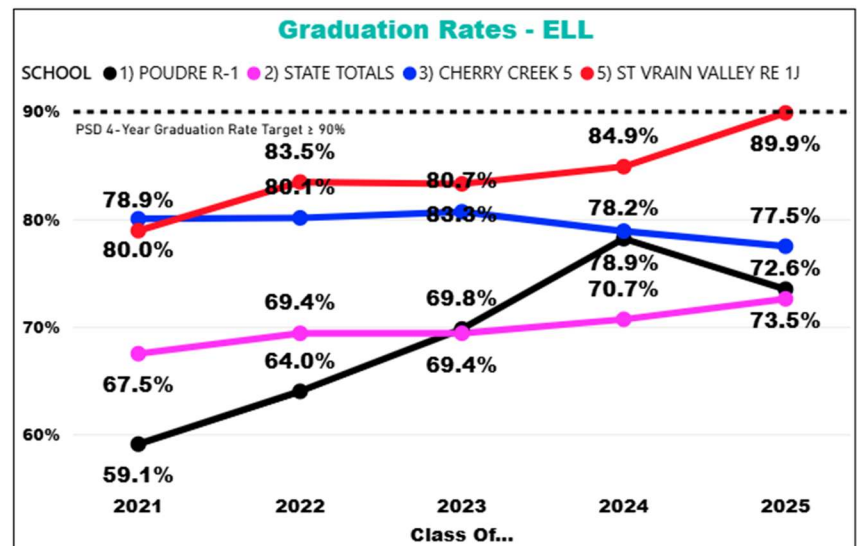


PSD students eligible for free or reduced meal prices have graduation rates that lag State graduation rates for like-peers and have lagged our comparison districts' rates for five or more consecutive years. For the Class of 2025, PSD's rate is 75.9% while the State's rate is 78.8%.

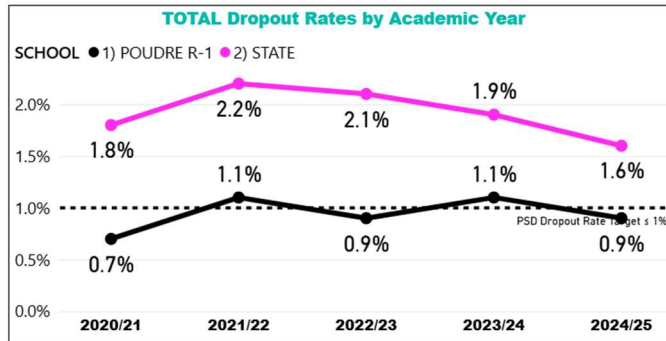
PSD graduation rate gap between students eligible for free or reduced meal prices and the overall student population are consistently larger than seen statewide or in comparison districts.



PSD English Language Learners attained graduation rates above that of statewide like-peers for three consecutive years. The 2025 rate (73.5%) represents a decline from the prior year, is below our three comparison districts, and is close to the State rate (72.6%).




In support of the PSD graduation/completion target, PSD monitors our goal that less than 1% of PSD students drop out. The 2024/25 PSD dropout rate (7th-12th grades) declined to 0.9% from 1.1% in the prior year. The PSD rate of 0.9% in 2024/25 is below State rate in 2024/25 of 1.6%. PSD dropout rates travel in a range typical for comparison districts. In 2024/25, the Cherry Creek dropout rate is 1.1%, and Boulder as well as Saint Vrain have dropout rates at or below 0.5%. To interact with a data visualization tool that displays dropout rate information, click [DROPOUT RATES](#).



PSD is a state leader in postsecondary and workforce readiness. During the 2024/25 school year, Poudre School District (PSD) strengthened its position as a state leader in postsecondary and workforce readiness by expanding access, elevating program quality, and deepening community partnerships. Nearly half of PSD high school students earned college credit through concurrent or dual enrollment, with college credit courses available in seven of our ten high schools in addition to the PSD Career Tech Center. In May 2025, we proudly celebrated our first Advanced Manufacturing P-TECH graduates at Poudre High School.

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 transfer within the Colorado higher education system. Dual Enrollment is an additional option for taking college classes while in high school, but there are tuition costs associated 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

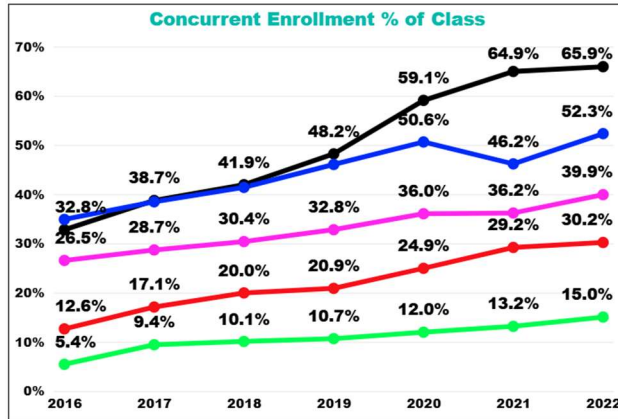


- Take a college course while in high school
- May have to pay for tuition and be responsible for books, supplies or fees
- Courses not guaranteed to transfer

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 higher.ed.colorado.gov website [CLICK HERE](#). The Colorado Department of Higher Education (CDHE) has been challenged in keeping their data visualization tool and their publicly available raw data file availability up to date. The Class of 2021 is the latest class with full data available. Some data for the Class of 2022, including Concurrent Enrollment percentages, has been released.

● 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 (CDHE), and these data have not been updated since the Class of 2021. The DE 1.0 Monitoring Report augments CDHE data with 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.

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 include students participating in PTECH, Campus Select, High School Select, ASCENT, and TREP. The ASCENT and TREP programs (5th year seniors) are funded by the State of Colorado up through the 2025/26 school year. ASCENT will no longer be funded by the State as of the 2026/27 school year. We are unsure of TREP funding as of the 2026/27 school year. Participants in 2024/25 included 395 grade 9 students (17.9% up from 8.6%), 1,007 grade 10 students (43.4% up from 22.6%), 1,388 grade 11 students (61.25% up from 30.9%), and 1,770 grade 12 students (68.3% up from 37.9%) for an unduplicated count of 4,560 participants (up from 3,939 in 2023/24).

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

- 2024/25 – 48.6% (4,560 of 9,119 students 9th-12th)
- 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) bridge 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).

In Career & Technical Education, PSD strengthened early and equitable access through a universal 8th grade college and career exploration day at Colorado State University, where students explored career pathways to make informed course choices for high school. Alternative Cooperative Education (ACE) programming expanded to include nine high schools, giving students with IEPs real-world work experiences that build independence, employability, and postsecondary readiness. The PSD Career Tech Center (CTC) expanded pathway options and launched new pathways in Manufacturing, Medical Assistant, and Automotive.

These efforts were amplified through strong community partnerships, including a network of more than 500 employers providing work-based learning opportunities for PSD high school students through our regional platform, Xello. In addition, Leadership PSD and the Educator Externship Program continued to grow, strengthening connections between PSD, local industry, and the broader workforce—ensuring learning stays aligned to real-world needs.

In recent years, **PSD students are accessing CTE career and college readiness options at increasing rates.** In the data displayed below, students counted as participants took two or more CTE courses. Participants in 2024/25 included 390 grade 9 students (17.6%), 1,044 grade 10 students (45.0%), 1,425 grade 11 students (62.9%), 2,007 grade 12 students (86.5%) for an unduplicated count of 4,866 participants. These participant rates are increases from 2023/24 at each grade level as can be seen by the following data for 2023/24: 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.

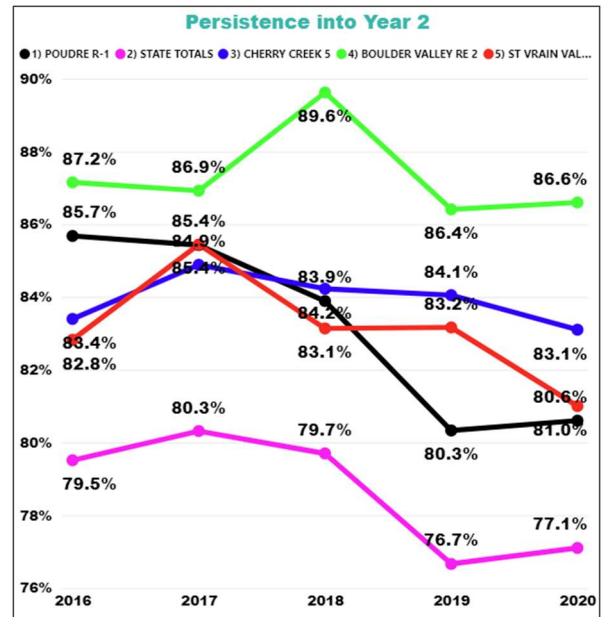
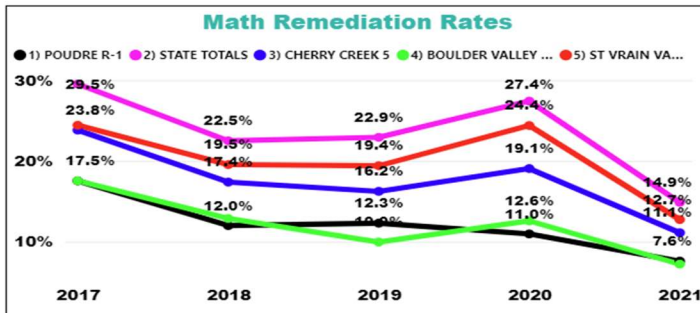
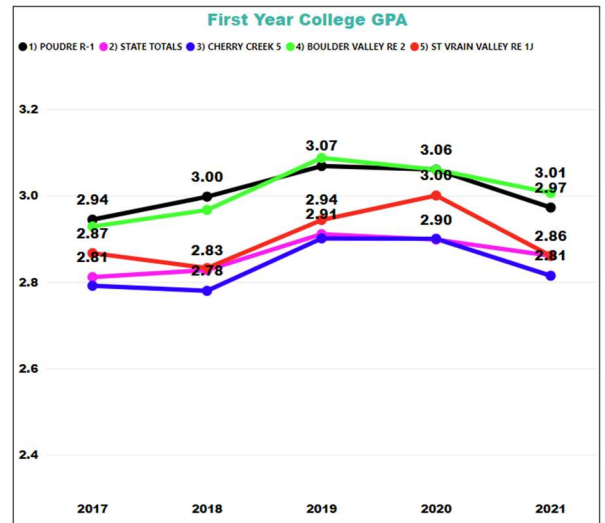
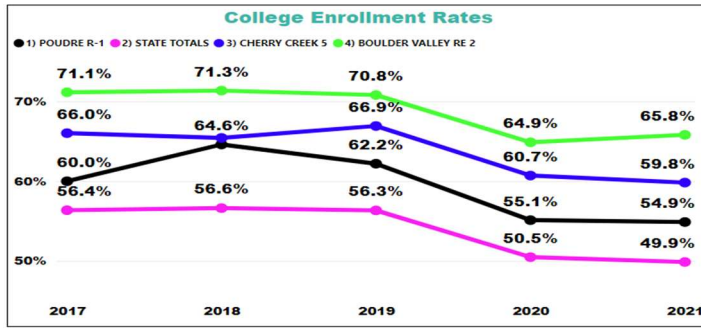
Recent PSD CTE Enrollment Data

2024/25 - 51.1% (4,866 of 9,526 students 9th-12th)
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.**

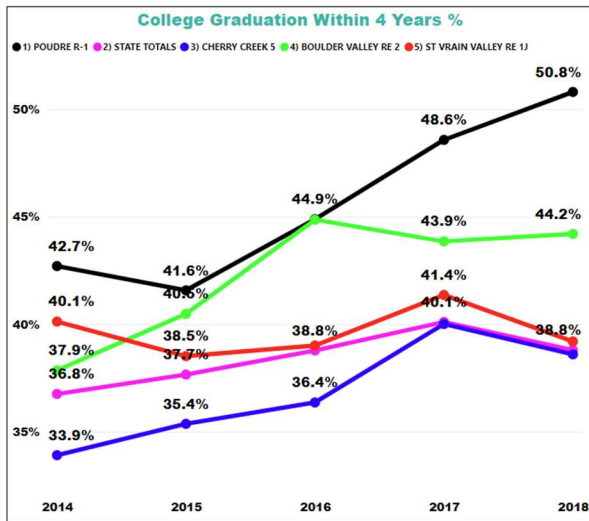
To further explore, and provide evidence regarding graduating with options, this report tracks post-secondary outcome data related to graduating classes once they enter colleges and universities. We rely on data from the Colorado Department of Higher Education (CDHE) for the State overall and for our comparison districts.

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.

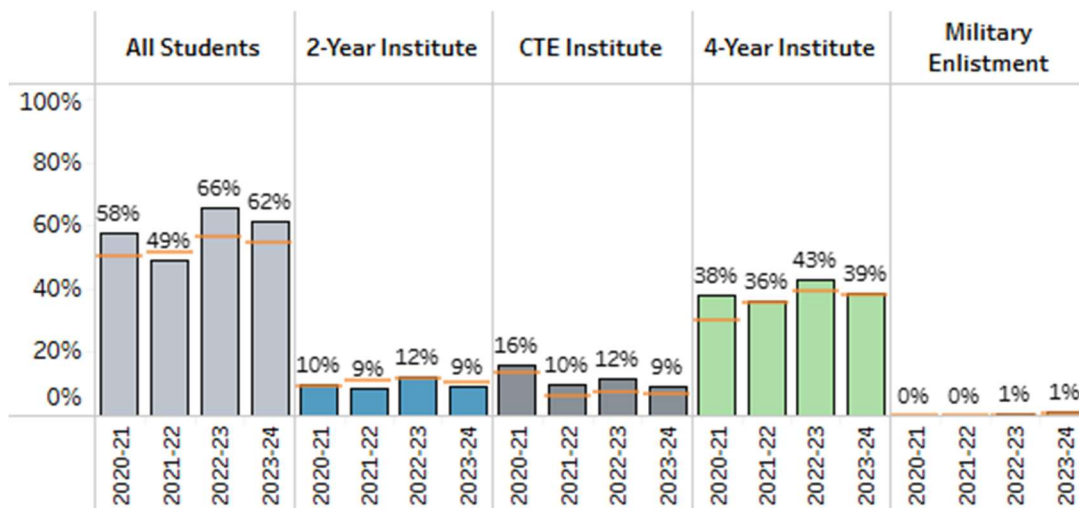
High first-year GPA data aligns with the indicators of high SAT score averages, and low remediation rates. It appears from all indicators that PSD students are well prepared for postsecondary success and do in fact graduate with options. College graduation within four years of starting aligns with other postsecondary indicators in the sense that **PSD is a leader among our comparison districts and the state overall.**



Of the six postsecondary indicators provided above, the Colorado Department of Higher Education (CDHE) did release a limited amount of information for the Class of 2022. The following information for the Class of 2022 indicates PSD remains a leader in student postsecondary success indicators. **Among first-year college GPA outcomes, PSD is ranked number one among our comparison districts and the State overall at 3.00% (Boulder 2.95, Saint Vrain and Cherry Creek both at 2.88, and the State at 2.89).** Among college enrollees, 79.6% of PSD Class of 2022 persisted into year 2 of college. This outcome was second only to Boulder at 87.7%.

The CDHE Deputy Chief Policy and Research Officer announced to superintendents that “next year, we’ll likely resume our practice of a more in-depth report which will include postsecondary outcomes data for the Colorado High School Classes of 2023 and 2024.” PSD is hopeful that the 2026/27 Monitor Report DE 1.0 will include data for these graduating classes.

Matriculation rates reflect the percentage of students who received a CTE credential, higher education diploma (i.e., 2-year or 4-year degree), enlisted in the military, or enrolled in a postsecondary program at any time during high school through the fall following graduation. The Colorado Department of Higher Education provides the following matriculation information for PSD on their [District Dashboard](#).



In past years PSD has reported 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 increased the number of FAFSA completers from 2023/24 to 2024/25 by 25.5%.**

Free Application for Federal Student Aid (FAFSA) Submissions by High School				
School Name	2025/ 2026 Cycle		2024/ 2025 Cycle	
	Through July 31, 2025		Through July 31, 2024	
	Applications Submitted Jul31 2025	Applications Complete Jul31 2025	Applications Submitted Jul31 2024	Applications Complete Jul31 2024
CENTENNIAL HIGH SCHOOL	10	10	7	7
FORT COLLINS HIGH SCHOOL	269	265	222	212
FOSSIL RIDGE HIGH SCHOOL	324	319	331	325
POLARIS EXPEDITIONARY LEARNING SCHOOL	19	19	14	14
POUDRE COMMUNITY ACADEMY	15	15	13	12
POUDRE HIGH SCHOOL	209	203	179	174
PSD GLOBAL ACADEMY	14	14	18	15
ROCKY MOUNTAIN HIGH SCHOOL	308	302	250	243
TIMNATH MIDDLE-HIGH SCHOOL	68	68		
WELLINGTON MIDDLE-HIGH SCHOOL	46	43		
TOTALS	1,282	1,258	1,034	1,002

<https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school>

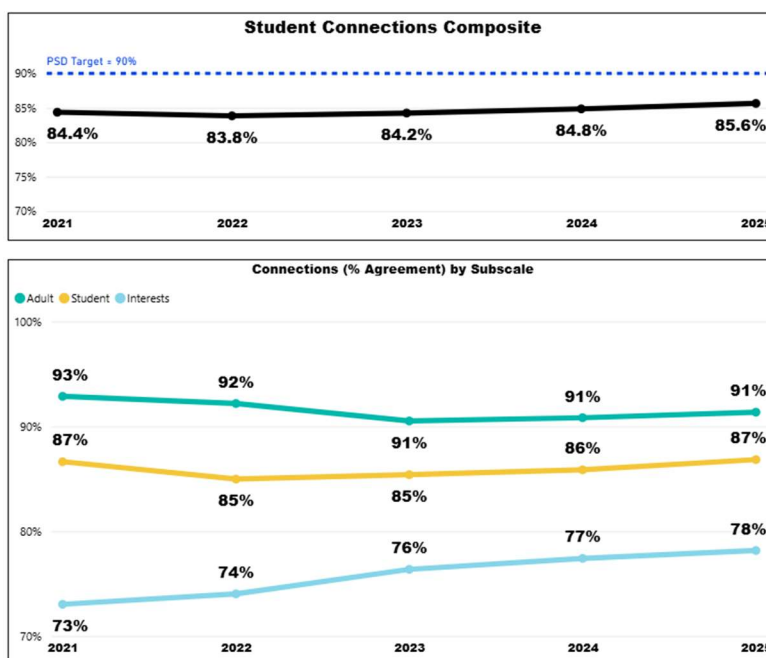
CONNECTIONS

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 2025, 14,770 students responded to the Student Connections Survey (79.3% response rate). Overall, the percentage of students reporting positive feelings of connection to school increased to 86%. Students report the strongest connections to adults (91%), followed by connections to other students (87%), with connections to interests the least strongly endorsed (78%). Connections to interests have increased, showing a 5% overall growth since 2021. 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 2025, exactly **11,203 students from 6th-12th grades** shared their perceptions of connections, safety, and **graduation expectations** on the PSD Connections Survey. These data provide leaders with 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 with responses to open-ended questions, so educators 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 2025 Middle School Connections by Graduation Expectation

Connections Data	I Will Graduate	I Am Uncertain
Total	4,866	424
Food security at school	85.6.0%	72.7%
Safe at school	92.2%	66.2%
Connected to adults at school	91.7%	64.7%
Listened to, cared about, helped	95.0%	75.5%
Did anyone play a role in exploring the future	99.4%	96.5%
Did teacher/coach play a role in exploring the future	64.4%	44.0%
Has the ICAP process helped you	No (23%): Yes (56%)	No (27%): Yes (38%)
Unsure about ICAP or Xello	21%	35%

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

I Will Graduate		I Am Uncertain	
School activities	2,621	Stress management	190
Stress management	1,899	School activities	168
Healthy relationships	1,322	Healthy relationships	126

Fall 2025 High School Connections by Graduation Expectation

Connections Data	I Will Graduate	I Am Uncertain
Total Answering	5,313	189
Food security at school	84.8%	60.4%
Safe at school	92.0%	65.1%
Connected to adults at school	92.7%	59.4%
Listened to, cared about, helped	95.8%	67.9%
Did anyone play a role in exploring the future	99.0%	86.3%
Did teacher/coach play a role in exploring the future	67.7%	40.2%
Has the ICAP process helped you	No (38%): Yes (55%)	No (42%): Yes (35%)
Unsure what ICAP or Xello are	8%	23%

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

I Will Graduate		I Am Uncertain	
Stress management	2,157	Stress management	87
School activities	2,075	Substance Prevention	63
Healthy relationship	1,321	School Activities	61

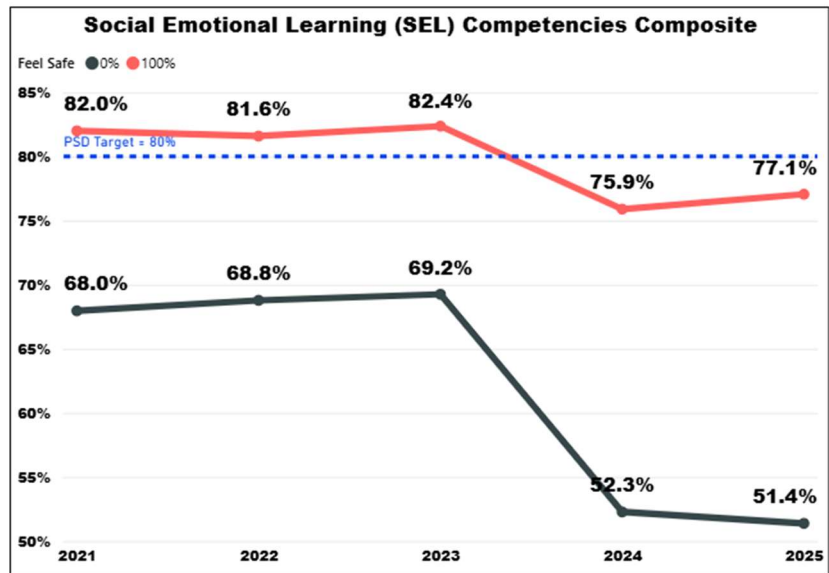
Middle and high school students who are uncertain whether they will graduate report **lower levels of food security, feeling of safety, and connection to adults at school**. In addition, students who are uncertain about graduation report **lower awareness about the Individual Career and Academic Plan (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 which continued into 2025. This recovery is particularly evident in connections to adults (an increase of 3.8%) and interests (an increase of 9.9%). The connection to interests among Black/African American students is higher than among Hispanic students in 2024 and 2025. Students supported with an IEP and those experiencing homelessness also report lower levels of connection in comparison to other students. Students supported with an IEP had reported increased connections in 2024 but have declined in 2025, yet remain above 2023 levels.

The Student Connections Survey also includes questions related to feeling safe at school. Self-reported **feelings of safety continue to increase from 81.6% in 2023 to 84.5% in 2024 to 85.6% in 2025**. Increases in safety are reported for each ethnicity except Black and Native American students which both decreased in 2025.

Feeling safe is associated with 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. Having strong SEL competencies may likewise increase feelings of safety. Students who do not feel safe experienced greater decline in their SEL composite scores as shown in the chart on the right.



Associations between student connections, social-emotional learning, and feelings of safety mentioned in this report are confirmed in the Healthy Kids Colorado Survey data. 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

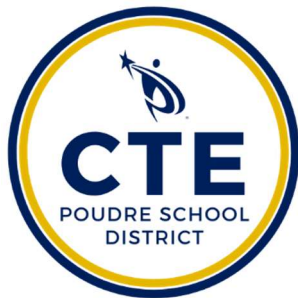
PSD students are prepared for college and workforce success. PSD ensures access and encourages participation in a wide range of experiences that reflect expectations of a changing world.

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.



Projects and career readiness at CTC Exhibition of Learning

The Foothills Mall became a hub of learning and innovation as Poudre School District students shared real-world projects at the annual Career Tech Center (CTC) Exhibition of Learning. The CTC provides high school students opportunities to explore careers, develop in-demand skills, and earn industry credentials and college credit. Through hands-on learning across multiple career pathways, students demonstrated how classroom learning connects directly to future careers.

Projects on display reflected months of skill development and growth, from early childhood education to behavioral health and natural resources. Students explained their work, answered questions, and shared how their learning extended beyond the classroom into community settings. For many, the experience clarified career goals while building communication, problem-solving, and technical skills essential for success after graduation.



For some students, the CTC experience even reshaped future plans. A Poudre High School sophomore shared how studying behavioral health strengthened his interest in becoming a counselor, while a Polaris Expeditionary Learning School junior described discovering a passion for forestry through field-based learning. Together, these stories illustrate how PSD students are preparing to thrive in a changing world—by exploring interests, gaining practical experience, and building confidence in their paths forward.



Olander's Eco Experience Film Fest shares tales of challenge and triumph

At Olander Elementary, fifth-grade classrooms transformed into film theaters as students premiered original movies inspired by their Eco Experience at Colorado State University's Mountain Campus. Eco Experience, a 50-year partnership between Poudre School District and CSU, immerses students in outdoor learning that builds independence, resilience, and connection to the natural world. This year, students extended that experience through Project-Based Learning (PBL), using storytelling and technology to reflect on moments when they stepped outside their comfort zones.

Guided by a driving question—*How can we inspire others to challenge themselves?*—students developed narrative writing, collaboration, and presentation skills as they turned personal experiences into short films. Their stories captured a wide range of challenges, from navigating ropes courses and mountain hikes to spending time away from family for the first time. By sharing their work with families and community members, students practiced communication, creativity, and problem-solving skills essential for success in a changing world.



The project also highlighted Olander's commitment to inclusive learning. One student's film documented her experience using a new adaptive climbing harness, ensuring full participation in the ropes course alongside her peers. This moment of courage and teamwork resonated throughout the community and underscored the power of inclusive design. Together, Olander students demonstrated that meaningful learning happens when students are empowered to take risks, reflect on growth, and share their voices—skills that will serve them well far beyond elementary school.



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

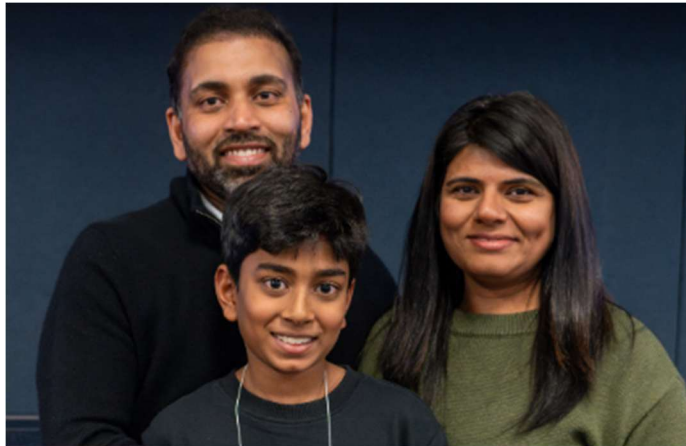
Level	2024/25	2022/23	2020/21	2018/19
Elementary School	592	2,148	3,154	2,194
Middle School	308	1,166	1,645	1,154
High School	280	1,350	1,969	1,186
Combined	1,180	4,664	6,768	4,534

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 2024/25 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.

Traut Student Repeats as Spelling Bee Champ; 11 Students Move on to State

For the third year in a row, fifth-grader Nikhil Ganta is the champion of the Poudre School District Spelling Bee. The Traut Elementary School student successfully spelled "ancillary" to win the 2025 title. Congratulations to these students moving on to the Colorado State Spelling Bee.



- **First place: Nikhil Ganta**, Traut Elementary School
- **Second place: Olivia MacLeod**, Kinard Middle School
- **Shawn James Campbell**, Poudre Global Academy
- **Maeve Cullen**, Shepardson Elementary
- **Lex Hutcheson**, McGraw Elementary
- **Royce Merrell**, Cache La Poudre Middle School
- **Beckett Perroni**, Webber Middle School
- **Bo Yates**, Ridgeview Classical Schools
- **Bruce Zhou**, Liberty Common High School
- **Jameson Garnier**, Liberty Common Elementary
- **Sophia Spink**, Leshar Middle School



Mighty Math Minds Tournament Celebrates Achievement and Teamwork

More than 20 elementary schools gathered at Olander Elementary School for the 2025 Poudre School District Mighty Math Minds Tournament, a Math Olympiad competition hosted by the PSD Gifted and Talented district office. Now in its 10th year, the tournament challenges students in individual and team rounds, celebrating problem-solving, collaboration and mathematical thinking.

Congratulations to the top three teams this year:

- First place: Werner Elementary School
- Second place: Zach Elementary School
- Third place: Olander Elementary School



Werner Elementary first place winners.

Introduced in 2024, the Sigma Award recognizes the team that exemplifies all the qualities of a well-rounded mathematician: perseverance, collaboration, curiosity and critical thinking. Nominated by coaches and staff from the curriculum department, each student on the winning team receives a medal. Congratulations to all the students and coaches who participated in this year's tournament!

The 2025 Sigma Award Winner was the Kruse Elementary School team.



Kruse Elementary receives the Sigma Award.

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.



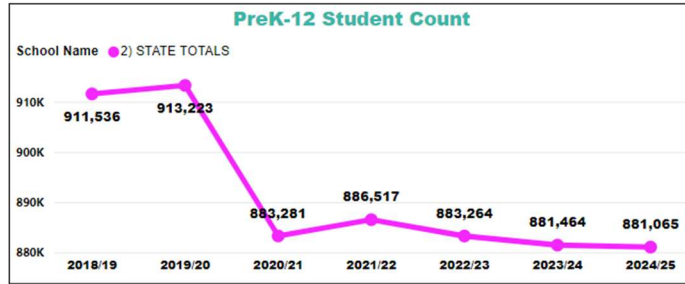
2024-25 Achievements

Graduating from high school is a huge accomplishment and milestone. Congratulations to all PSD graduates! The Class of 2025 has excelled academically and earned notable scholarships, awards and accolades. Please visit the PSD webpage on [Student Accomplishments](#) for an up-to-date set of student achievement acknowledgements.

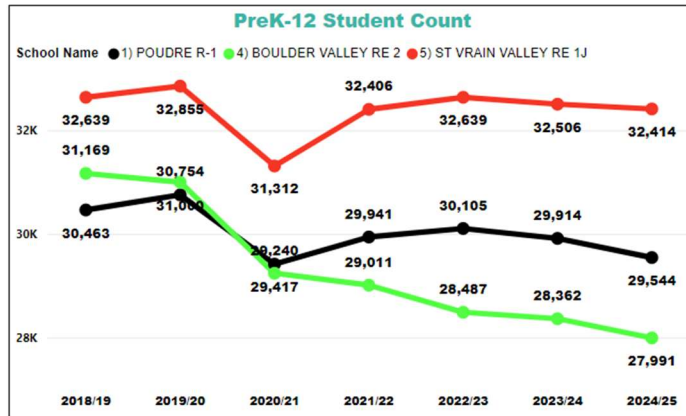
- **Numerous scholarship awards** from local organizations like the Rotary and Elks Clubs, Poudre Education Association, PSD Association of Classified Employees and Community Foundation scholarships.
- **Numerous athletic awards and championships** include individual student accomplishments and team accomplishments.
- **International Baccalaureate graduates – 41 graduates** (82%) of the students earned an IB diploma through Poudre High School's IB program. (Up from 80% Class of 2024)
- **Seal of Biliteracy diplomas – 417 graduates** who are highly proficient in another language and earned the credential of having a Seal of Biliteracy on their diploma. (Up from 370 Class of 2024)
- **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.*
 - Zoe Anderson, Fort Collins High School
 - Tyson Bhalla, Rocky Mountain High School
 - Owen Johnson, Poudre High School
 - Logan Guggemos, Fort Collins High School
 - Ia Reistad, Fossil Ridge High School

APPENDIX 1: CONTEXTUAL INFORMATION

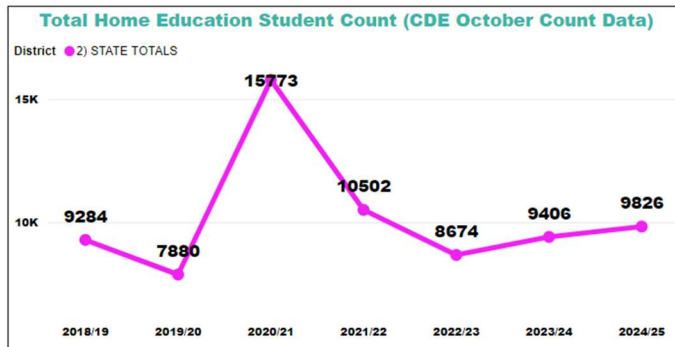
Statewide enrollment declined substantially in 2020/21 due to the global pandemic and then rebounded somewhat in 2021/22, but not to pre-pandemic levels. Statewide enrollment has steadily declined since.



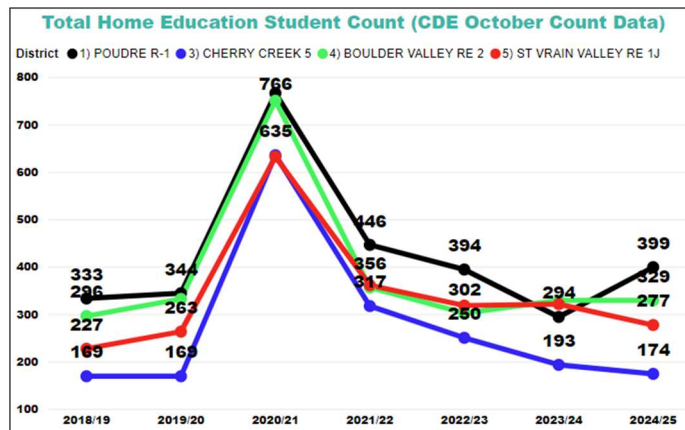
PSD saw a similar rebound but peaked in 2021/22 and began declining in 2023/24. PSD PreK-12 counts have declined by 561 students (or 1.9%) from 2022/23 (30,105) to 2024/25 (29,544).

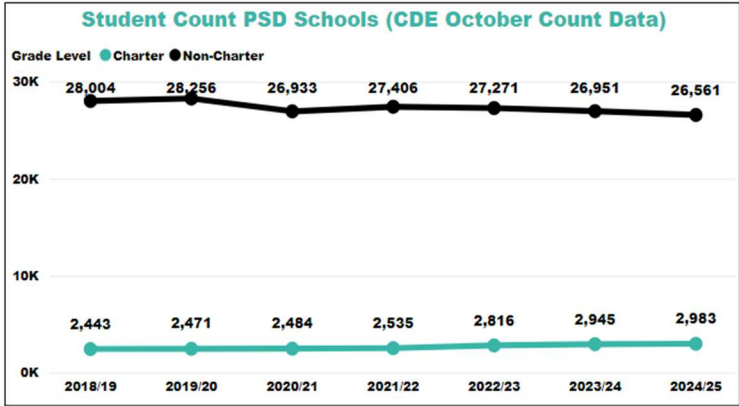


Home-education enrollment statewide experienced a significant decline in 2020/21 and began to rise again in 2023/24.



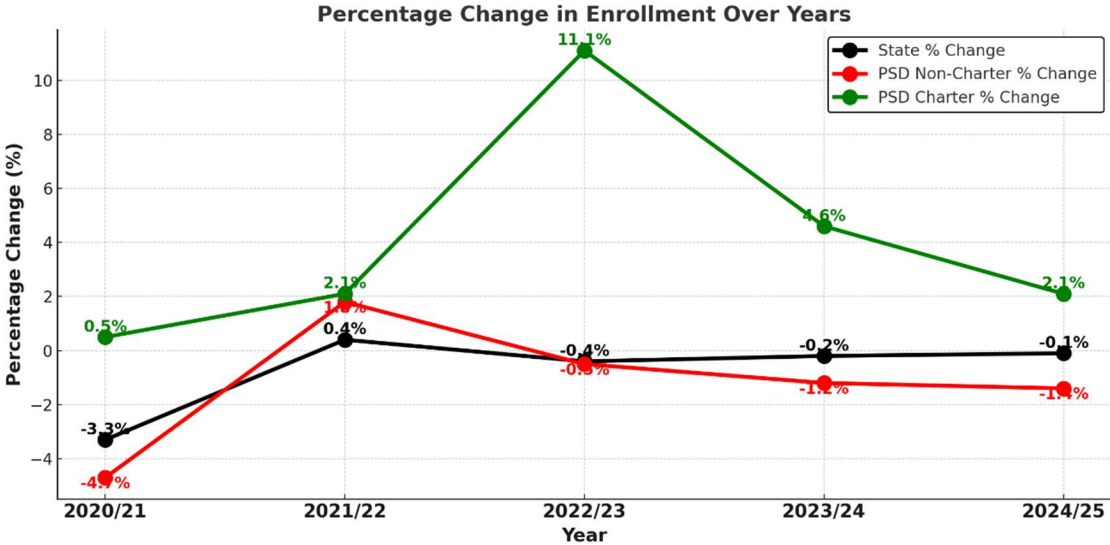
PSD home-education counts steadily declined each year from 2020/21 to 2023/24, but then spiked in 2024/25, surpassing our comparison districts in 2024/25. Note that Cherry Creek is a much larger district than PSD while Saint Vrain and Boulder are much more similar in total enrollment counts.





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.

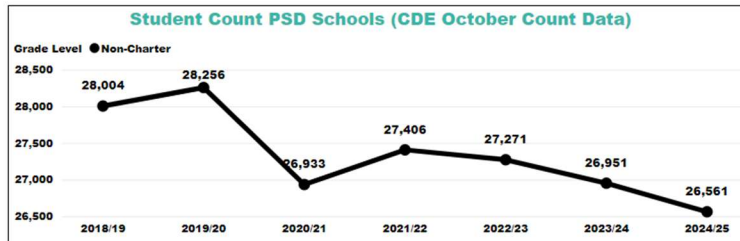
An analysis of the annual percent change in enrollment patterns can illustrate the variability between overall statewide enrollment and PSD non-charter enrollment. The graph and table show that PSD non-charter schools and state-wide enrollment experienced a significant drop in percentage change in 2020/21, 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%

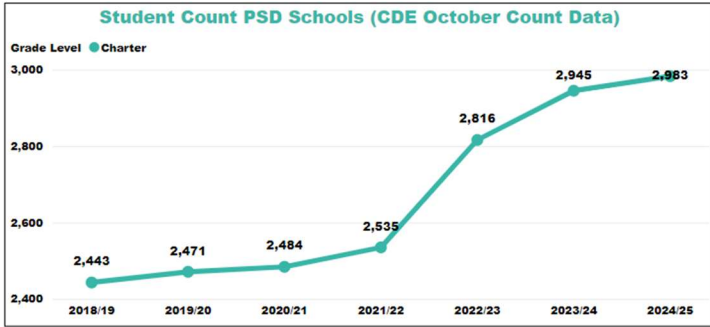
Grade	20/21	21/22	22/23	23/24	24/25	Change 24/25	% Change 24/25
6th	2,092	1,960	2,028	2,073	1,940	-133	-6.4%
7th	2,085	2,098	1,964	2,039	2,074	35	1.7%
8th	2,112	2,108	2,141	1,985	2,049	64	3.2%
Total	6,289	6,166	6,133	6,097	6,063	-34	-0.6%

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.



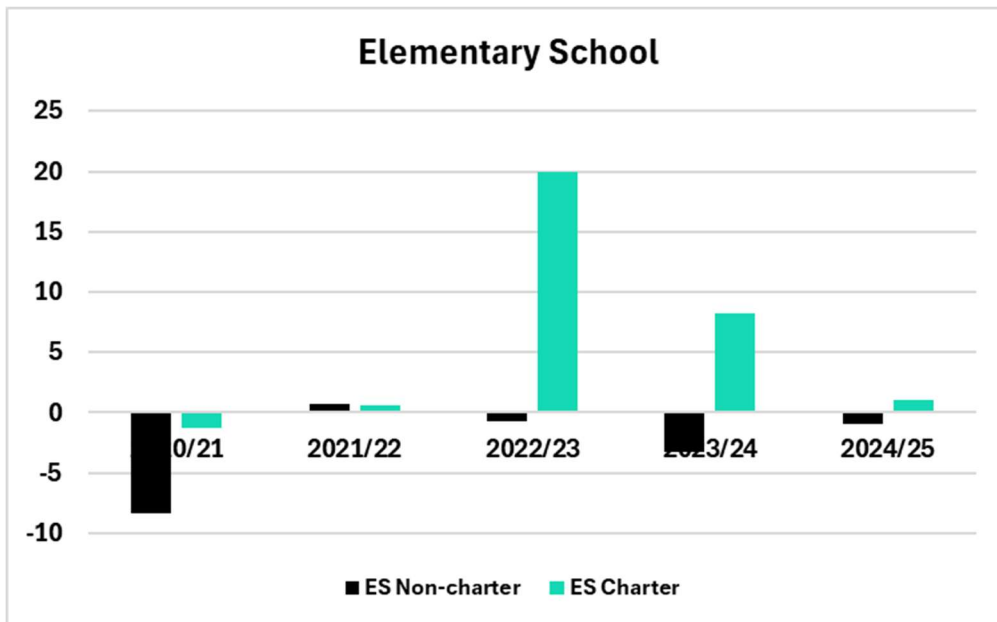
School	22/23	23/24	24/25	% Change 22/23	% Change 23/24	% Change 24/25	Change 24/25
Compass Community Collaborative School	174	163	179	0.6%	-6.3%	9.8%	16
Fort Collins Montessori School	241	257	278	10.0%	6.6%	8.2%	21
Liberty Common Charter School	1,359	1,475	1516	18.2%	8.5%	2.8%	41
Ridgeview Classical 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

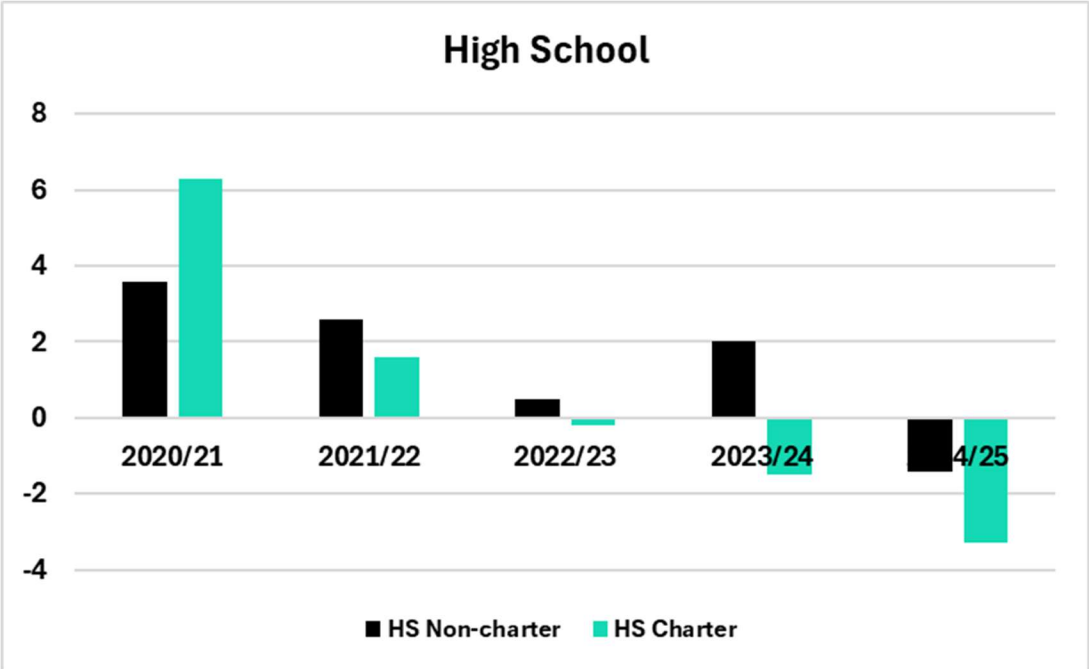
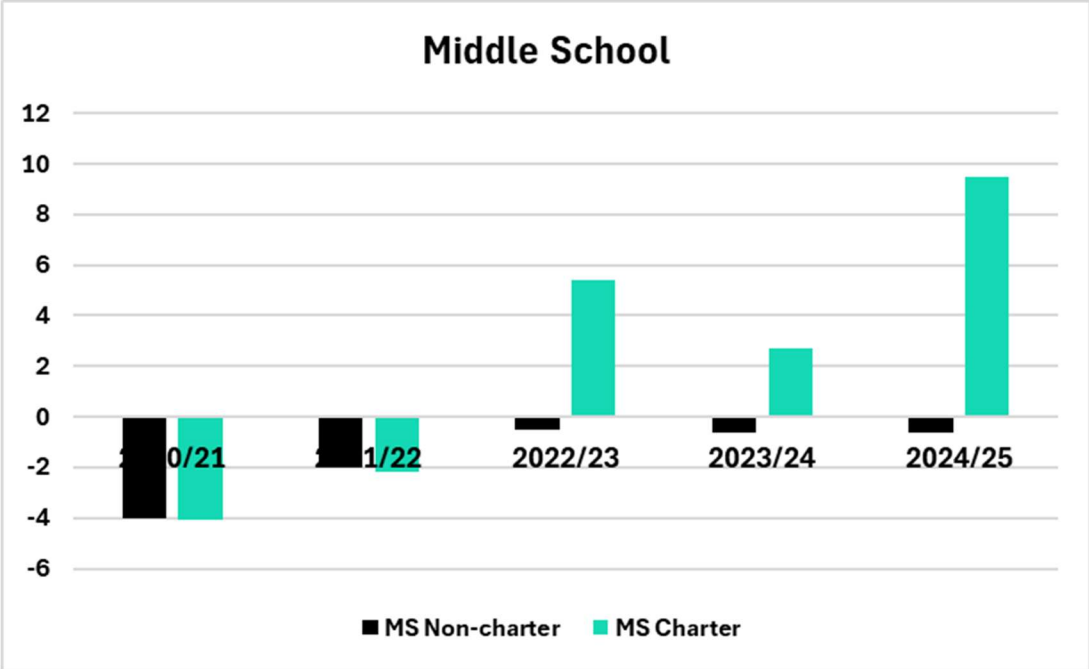
Grade	20/21	21/22	22/23	23/24	24/25	Change 24/25	% Change 24/25
1st	201	205	286	263	283	20	7.6%
2nd	217	198	243	294	269	-25	-8.5%
3rd	194	218	240	240	293	53	22.1%
4th	200	185	261	250	241	-9	-3.6%
5th	198	210	189	272	246	-26	-9.6%
Total	1,010	1,016	1,219	1,319	1332	13	1.0%

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%

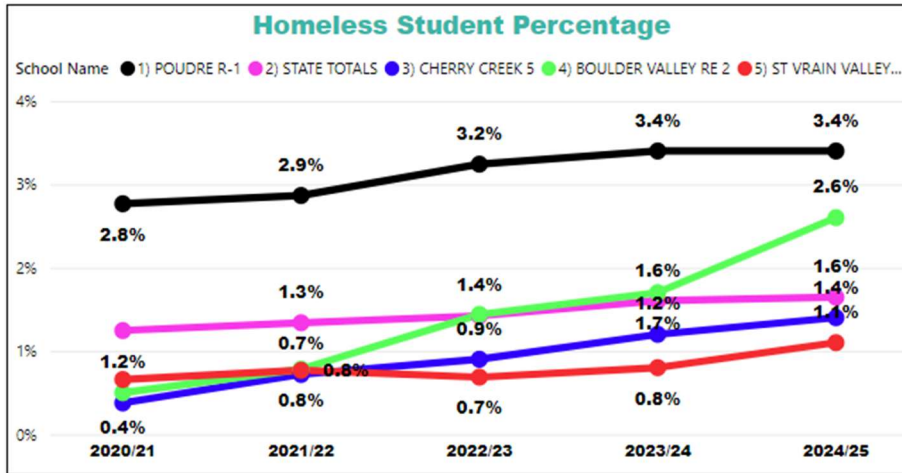
Grade	20/21	21/22	22/23	23/24	24/25	Change 24/25	% Change 24/25
9th	168	187	166	161	166	5	3.1%
12th	116	137	121	121	136	15	12.4%
11th	148	122	136	146	117	-29	-19.9%
10th	146	141	163	149	139	-10	-6.7%
Total	578	587	586	577	558	-19	-3.3%

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.



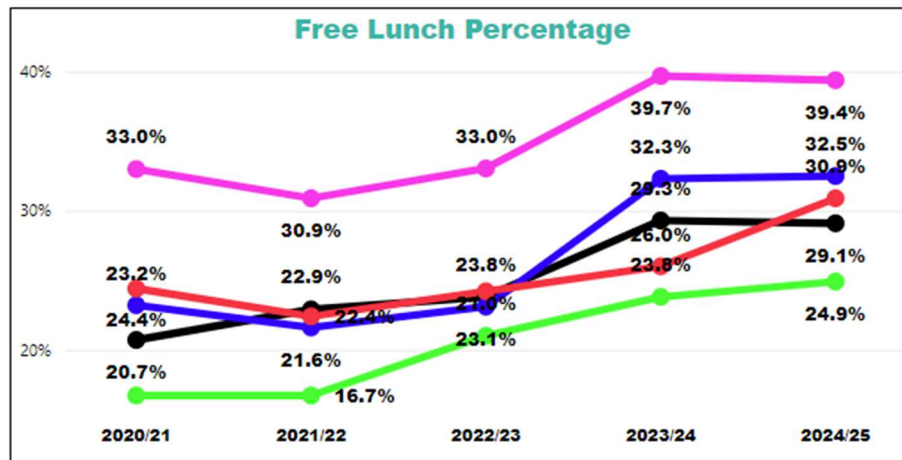


The percentage of homeless students in the Poudre School District has remained consistent, continuing to exceed the state average and the percentages of our comparison districts.



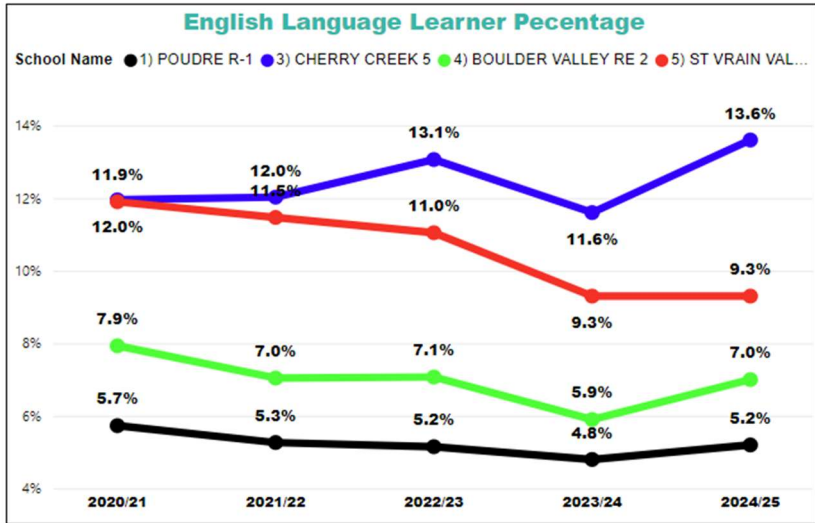
Year	Homeless_Pct	Homeless Student Count
2020/21	2.8%	814
2021/22	2.9%	858
2022/23	3.2%	976
2023/24	3.4%	1022
2024/25	3.4%	998

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 .

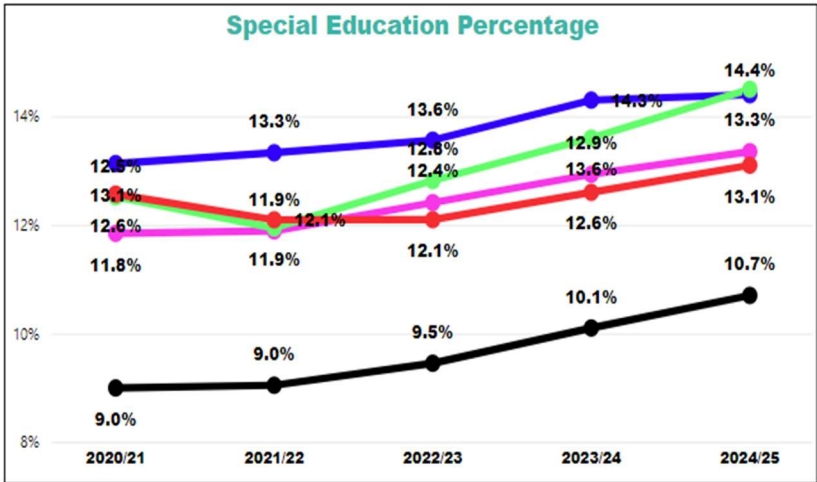


Year	Pct_Free	FREElunch Count
2020/21	20.7%	6089
2021/22	22.9%	6861
2022/23	23.8%	7158
2023/24	29.3%	8778
2024/25	29.1%	8592

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



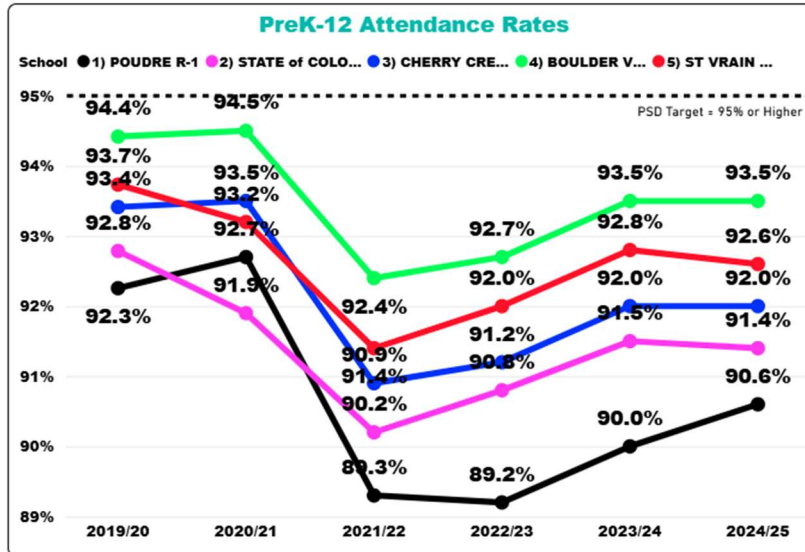
The percentage of students identified for support with an IEP or 504 Plan continues to rise for Poudre School District and statewide. The percentage of students identified for support with an IEP continues to be lower for PSD than statewide or across our comparison districts.

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

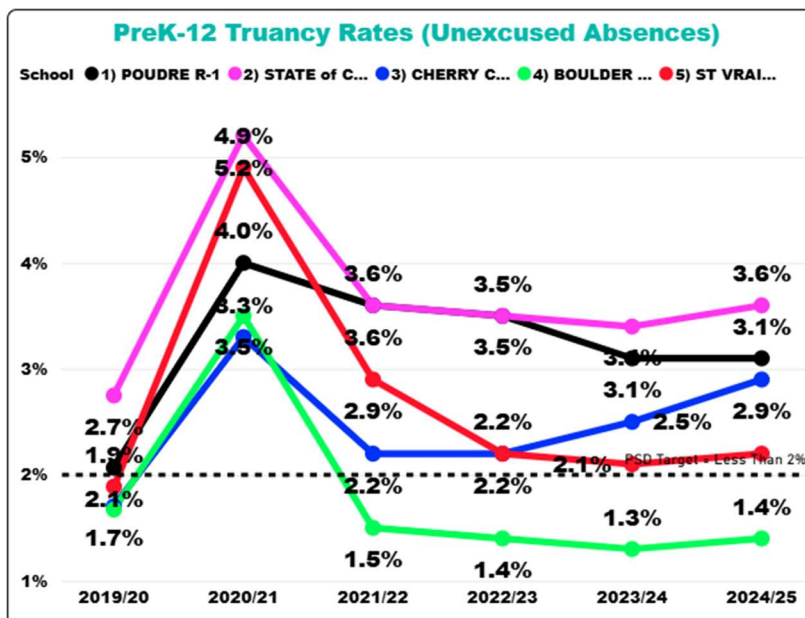
To interact with a data visualization tool that displays PSD enrollment and student characteristic data, please click [PUPIL CHARACTERISTICS](#). For up-to-date information on PSD enrollment trends, please visit the PSD Enrollment Trends webpage (<https://www.psdschools.org/district/about-psd/poudre-school-district-enrollment-trends>)

PSD has an attendance goal of $\geq 95\%$ for all student attendance rates. 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 2023/24 to 2024/25. PSD attendance continues to rise (90.6%) while state and comparison districts level off. PSD remains about 0.8% lower than the state average (91.4%) and our comparison districts. **Unexcused absence rates (truancy)** remain at 3.1%, lower than the state average (3.6%) in 2024/25 but higher than our comparison districts.



The attendance rates for PSD non-charter schools improved in 2024/25 at every grade level except 3rd (remained 92.9%) and 7th grade (down 0.3 %-units). 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

2024/25

Gender	Attended%	Attended% Status	Excused%	Unexcused%
Female	89.0%	●	6.7%	4.3%
Male	88.8%	●	6.3%	4.9%
Nonbinary	87.9%	●	7.6%	4.5%

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%

PSD Attendance Rates by Ethnicity

2024/25

Ethnicity	Attended%	Attended% Status	Excused%	Unexcused%
Asian	92.4%	●	5.5%	2.1%
Black	86.0%	●	5.7%	8.2%
Hawaiian / Pacific	83.3%	●	7.4%	9.3%
Hispanic	84.4%	●	6.7%	8.8%
Indian / Alaskan	86.0%	●	7.8%	6.1%
Multi Race	89.0%	●	6.7%	4.3%
White	90.2%	●	6.4%	3.4%

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%

PSD Attendance by Grade Level

2024/25

Grade	Attended%	Attended% Status	Excused%	Unexcused%
K	92.2%	●	6.3%	1.5%
1	92.9%	●	5.8%	1.3%
2	92.9%	●	5.7%	1.3%
3	92.9%	●	5.8%	1.4%
4	93.1%	●	5.7%	1.2%
5	92.9%	●	5.9%	1.2%
6	91.9%	●	5.7%	2.4%
7	90.0%	●	6.9%	3.1%
8	89.3%	●	7.2%	3.5%
9	88.3%	●	6.1%	5.6%
10	86.7%	●	6.5%	6.8%
11	85.5%	●	7.0%	7.5%
12	82.1%	●	7.8%	10.2%

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%