

Parents Challenge

November 2023





STRONG DATA = SOUND DECISIONS

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1. Executive Summary

Parents Challenge families face economic challenges, but have higher academic success than their peers.

- 🌐 **Approximately 93.1% of Parents Challenge families are unable to afford basic monthly costs** – the cost of living in Colorado Springs is \$84,776 for a family of four. Only 7% of Parents Challenge households who entered the program in the Fall of 2022 earned a living wage.
- 🌐 **Parents Challenge students are more proficient than public school students** – 84.3% of students are proficient in Reading/ELA and 80% are proficient in math – approximately 38.7 and 46.9 points higher than their public-school counterparts (45.6% in Reading and 33.1% in math).
- 🌐 **Students had much better attendance than Colorado Springs public school students** – Parents Challenge students were less likely to be chronically absent than their peers. Approximately 4% of Parents Challenge students were absent for 10% of the academic year, compared to 31.6% of Colorado Springs public-school students.

Parents Challenge parents are more satisfied with their child's education than parents of public-school peers. As a result, children have a better experience at school, participating in the school community and in extracurricular activities more than their peers.

- 🌐 **Parents Challenge parents have better relationships with teachers** – parents reported strong relationships between themselves and their children's teachers (85.9%), 6.6 percentage points higher than the calculated relationship between public school teachers and low-income Colorado parents (79.3%).
- 🌐 **Parents are more satisfied with the quality of instruction offered** – parents reported a higher level of satisfaction for their child's education than Colorado public-school parents (76.3%, approximately 19% points higher than parents of Colorado public-school students).
- 🌐 **Homeschooling parents feel they are providing a higher quality of education** – parents score on Homeschool Quality of Instruction was 83% - over 50 points higher than other homeschooling Colorado families.
- 🌐 **Homeschool parents see their children participating in enrichment and extracurricular programs more than their homeschooled peers** – homeschool families participate more at extracurricular activities and academic programs than their counterparts by 46.5 points (73.9% to 33.4%).

Parents Challenge continues to grow.

- 🌐 **The numbers served by Parents Challenge has more than doubled since 2015** – more families and students are participating in Parents Challenge since reliable data were collected in 2015. More importantly, the numbers served have exceeded the projected expectations.



2. Parents Challenge Characteristics

The number of students served by Parents Challenge has increased 135% since 2015. Additionally, the number of families receiving assistance from Parents Challenge has nearly tripled during this time. If this trend continues, Parents Challenge should expect to fund at least an additional two dozen students and seven households. It is important to note that actual growth has routinely outpaced estimates in previous years.

Parents Challenge households are more likely to be composed of single-parent households than other Colorado Springs residents. Single-parent households are more likely to be in poverty and less likely to be engaged with their children's education (Amato et al., 2015; Bageron, 2021). Parents Challenge helps to correct this situation through programming aimed at teaching parents to become engaged consumers of education. Having engaged parents translates into better performance at school with higher test scores, greater chance of graduating on time and a far lower drop-out rate compared to children of low-income households with less-engaged parents (Jeynes, 2005; Redding, 2004). That said, it is up

to the school to reciprocate parent engagement. Situations that encourage communication between the home and the school are more successful than those situations where an expert-client relationship exists between educators and parents (Axford, et al., 2019; Hornby and Lafaele, 2011).

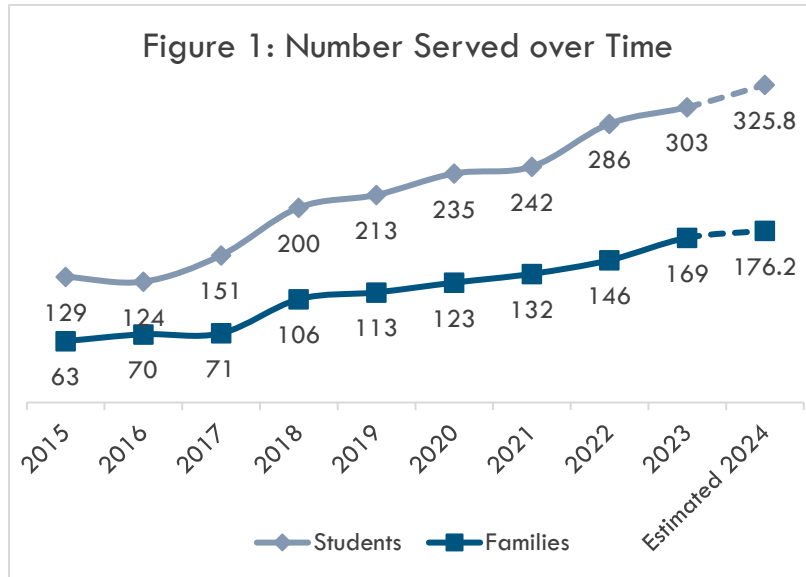


Figure 2: Household Type

Type	Parents Challenge	Colorado Springs
Two Parent Family	64.9%	71.0%
Single-Parent	35.1%	28.9%
Guardian/ Grandparent	8.6%	2.5%
Active Military	3.4%	3.5%
Retired Military	5.7%	5.6%

Figure 3: Income Ranges

Income	Fall	Spring	Percent of Private School Cost
0 - \$32,227	27.6%	25.0%	39.9%
\$32,227 - \$40,626	21.3%	20.7%	5.3%
\$40,626 - \$49,025	11.5%	14.6%	26.2%
\$49,025 - \$57,424	10.9%	9.8%	22.4%
\$57,424 - \$65,823	13.2%	5.5%	19.5%
\$65,823 - \$74,222	8.6%	13.4%	17.3%
\$74,222 and above	6.9%	11.0%	11.5%



3. Academic Comparisons

On spring standardized testing,¹ Parents Challenge students outperformed all public-school students in Colorado Springs by significant margins (38.7 points in Reading/ELA, 46.9 points in Math). They also outperformed low-income public-school students by 55.1 points in Reading/ELA, and 61.6 points in Math. The Nation's Report Card (National Assessment of Educational Progress or NAEP) reported national test scores dropped for all students since the pandemic closures, with larger declines for low-income students. In 2022, NAEP conducted a special testing project that marked the long-term trend for nine-year students. Declines were present in both math and reading, but were greatest for minorities and students qualifying for the National School Lunch Program (a proxy variable for poverty; NAEP 2023, LTT Assessment).²

Figure 4: Academic Comparisons

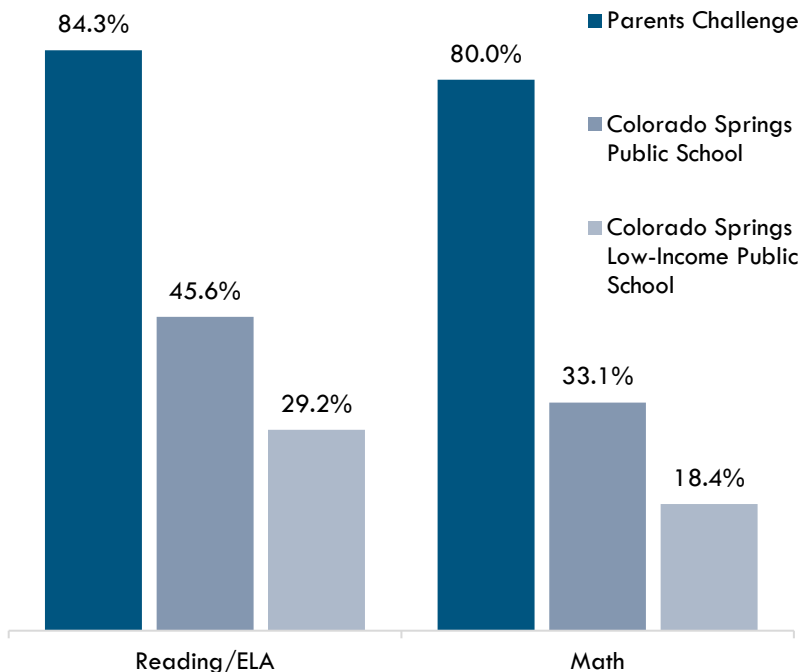
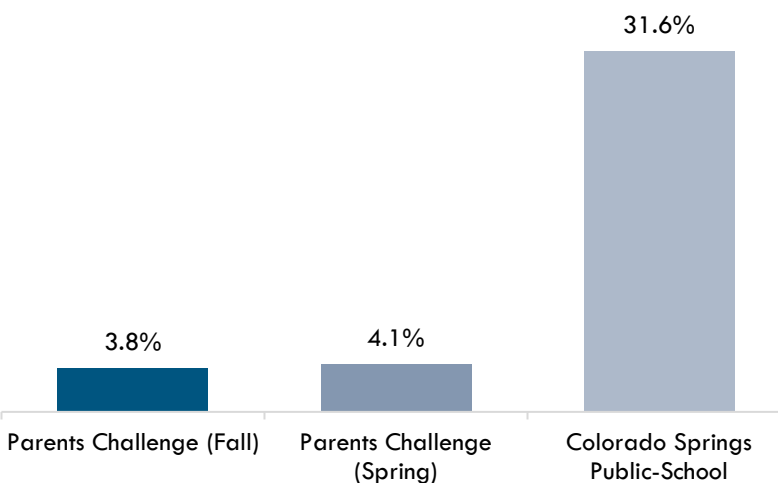


Figure 5: Chronic Absenteeism



¹ While Parents Challenge students collect data in both Fall and Spring, public schools test in the Spring, so comparisons to public school students use the Spring test results.

² Link to the special report: <https://www.nationsreportcard.gov/highlights/ltt/2022/>



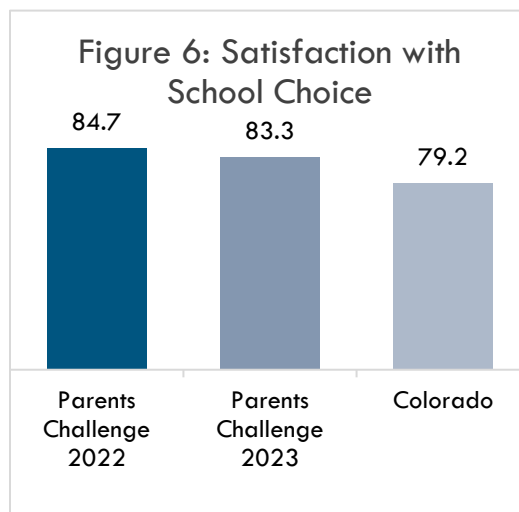
Figure 5 (previous page) compares the chronic absenteeism of Parents Challenge students to public school-reported data for Colorado Springs. Chronic absenteeism – missing more than 10% of school days – is a powerful predictor for lower test scores, disciplinary issues and dropping out of school entirely. Students who routinely miss school have a more difficult time catching up to their peers and fall further and further behind in their studies. NCES reports that chronic absenteeism increased as NAEP scores decreased (NCES, 2023). Parents Challenge students had better attendance than Colorado Springs students, and the data indicate their attendance improved since the 2020-21 academic year.³ As seen in Figure 5, Parents Challenge students’ chronic absenteeism has decreased since the pandemic closures, while their peers have increased.

Chronic absenteeism impedes academic success; however, it also has lifelong consequences. A landmark study from American Family Physicians finds that school absenteeism is a complex issue that is driven by a wide range of physical and mental health concerns; social-emotional well-being, income inequality and overall anxiety (Allen, et al., 2018). The link between low educational attainment and poor health has been well-documented (Ross, 1995). Lower incomes translate into untimely health care, unstable working situations, exposure to environmental toxins, etc., ultimately lead to poor health outcomes and increased mortality (Shaozhe and Xiang, 2019). However, it is the social-emotional toll that is perhaps a more immediate impact. Children who are chronically absent demonstrate more behavioral issues with formal disciplinary consequences, are more likely to be victims of bullying, and are more likely to drop out of school altogether (Allisson, et al, 2019).

4. Parents Perspectives on Schools

3.1 Parents School Choice Satisfaction

Parents’ satisfaction with their child’s school remains high. Overall satisfaction is correlated with a higher level of confidence in their school’s curriculum and more extracurricular activities. Having programs for Special Needs students is a shared-priority for all parents (Figure 7, next page) and public schools are bound by law to offer specific programs for special needs students. Private schools, on the other hand, meet the need of special needs students without formal programs and are often tooled to fit the need of the student (Nwoko et al., 2022).⁴



³ Chronic absenteeism is defined as having missed 20 or more days in the past school year. The Chronic absenteeism rate for Parents Challenge students was 0.0% for both the Fall and Spring semesters. Reported are the rate of students who were absent 15 or more days.

⁴ The differences between Parents Challenge Spring 2022 to 2023 results were not found to be statistically significant, but the Parents Challenge 2023 results and Colorado results were statistically significant at $p < .01$ using an independent t-test.



Figure 7: School Choice Satisfaction Items

	Spring 2022	Spring 2023	Colorado
Provides sound academic curriculum	91.6%	90.0%	86.2%
Offers extracurricular activities	81.7%	80.6%	73.1%
Offers programs for Special Needs students	70.0%	68.6%	69.5%

Schools that foster a collaborative relationship with parents are more likely to have parents who are engaged with the school, and as a result, have students that perform better (Axford, et al., 2019; Hornby and Lafaele, 2011). As seen in Figure 8, Parents Challenge parents have a better relationship with their child's teacher, driven by a greater percentage of Parents Challenge parents being kept informed of what their child needs. While most parents feel that their child's teachers are accessible and hear good things about their child, knowing what the child needs is indicative of a more collaborative relationship: teachers are confident that parents can help.⁵

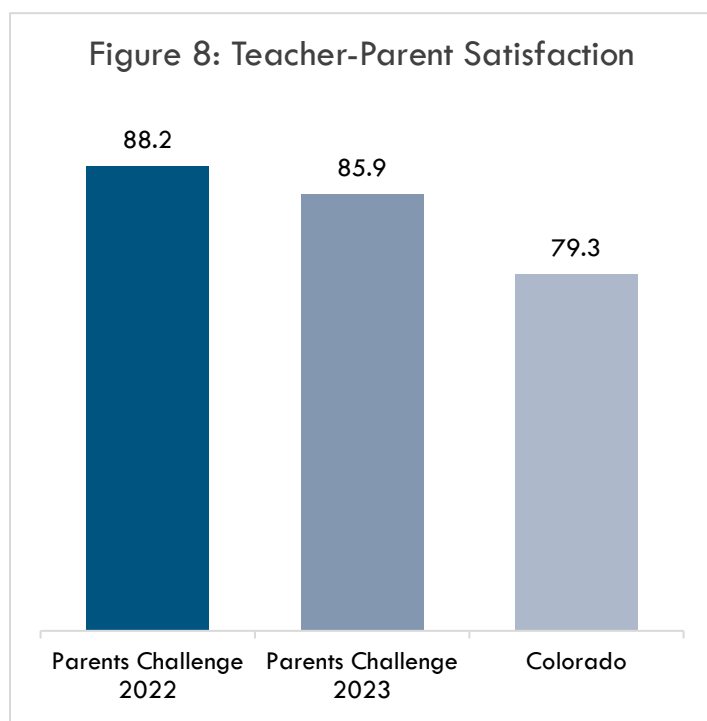


Figure 9: Items on Teachers

Item	Spring 2022	Spring 2023	Colorado
My child's teachers are accessible	88.1%	85.5%	87.1%
School administrators provide good leadership	83.6%	83.1%	83.5%
The teachers keep me informed of what my child needs	77.1%	76.6%	60.1%
The teacher contacts me when my child is doing well	74.8%	71.8%	82.7%

⁵ The differences between Parents Challenge 2023 spring results and Colorado low-income public-school attitudes were statistically significant at $p < .01$ using an independent t-test. There were no statistically significant differences between the Parents Challenge results between 2022 and 2023.



Figure 10: School Characteristics

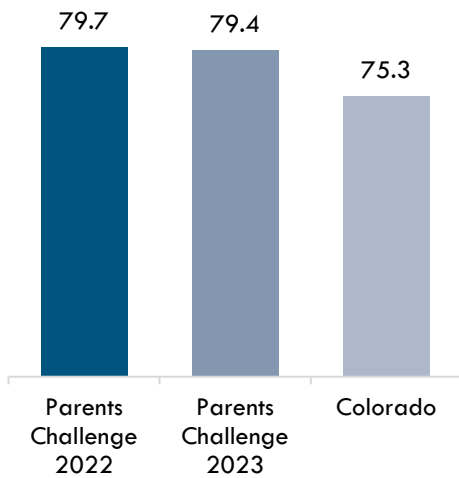


Figure 12: Quality of Instruction

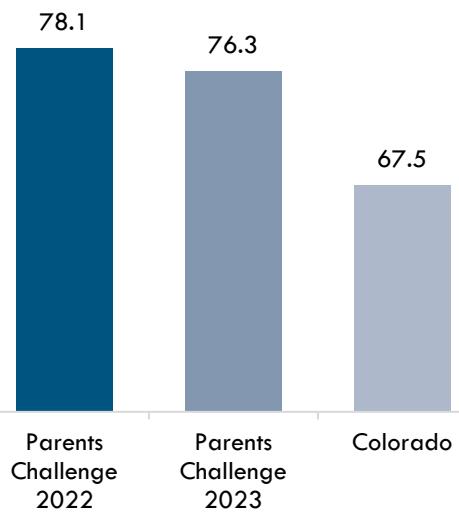


Figure 11: Items on School Characteristics

	Spring 2022	Spring 2023	Colorado
School is safe	87.0%	85.9%	90.3%
School encourages parental involvement, i.e. PTO, PTA	82.1%	82.6%	78.4%
School has a Building/School Accountability Committee	71.0%	73.8%	26.2%
Class sizes are small	78.3%	77.6%	85.7%
Diversity of school	75.4%	54.3%	58.7%

Parents maintained their high satisfaction in the characteristics of their child's school. Researchers have found parents who choose their child's school with a priority on accountability tended to be more engaged with the school community. Additionally, they were more comfortable attending events and conferences (Hausman and Goldring, 2000; Coleman and Hoffer, 1987; Murnane and Reardon, 2018). Compared to their peers, Parents Challenge parents participate more with their child's education and are better informed about parent-leadership (National Center for Education Statistics, 2023).⁶

Parents Challenge parents remain satisfied with the quality of instruction offered at their child's school. Compared to their state peers, Parents Challenge parents are extremely satisfied with their child receiving college preparatory curriculum. This is a positive indicator of parents' interest in their children attending a post-secondary institution. Next to a college preparatory curriculum, parents are

⁶ There were no statistically significant differences between the Parents Challenge results between 2022 and 2023 or between the 2023 Parents Challenge results and the Colorado results. For School Accountability, the difference between Parents Challenge 2023 results and Colorado low-income public-school attitudes were statistically significant at $p < .01$ using an independent t-test.

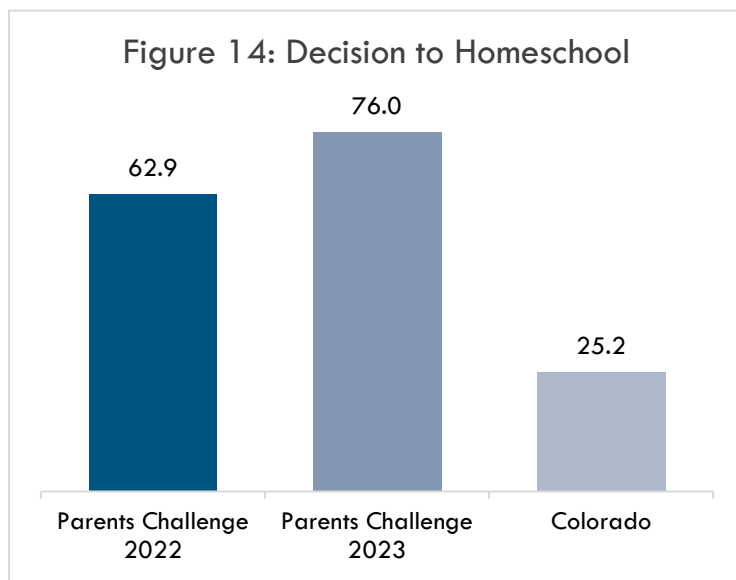
satisfied with the religious education their children are receiving and that the school offers supports for non-English speaking students (see Figure 13).⁷

Figure 13: Items on Quality of Instruction

	Spring 2022	Spring 2023	Colorado
Provides college preparatory curriculum	82.0%	82.5%	72.7%
Provides classical instruction	79.9%	80.0%	85.7%
Provides religious instruction	79.9%	71.4%	54.4%
Offers extracurricular activities	81.7%	80.6%	73.1%
Provides ELL or ELS support	68.6%	63.1%	40.3%

3.2 Homeschool Characteristics

The pandemic-related school closures had a profound impact on how children are educated. While private school attendance increased in areas where remote learning was dominant, in communities where more schools remained open and provided in-person instruction, homeschooling rates increased (Musaddiq, et al., 2022). Like public schools across the country, Colorado school districts presented parents with a myriad of in-person, temporary closures, limited access and remote learning options for parents. As



a result, public school enrollment continued to drop across the state (CDE, 2023). In 2023, Parents Challenge families opted to homeschool their children by a considerable increase from 2022 (13 percentage points). The trend also shows that more and more parents participating in the Parents Challenge program are deciding to home school based on the environment of the school (Figure 14).⁸

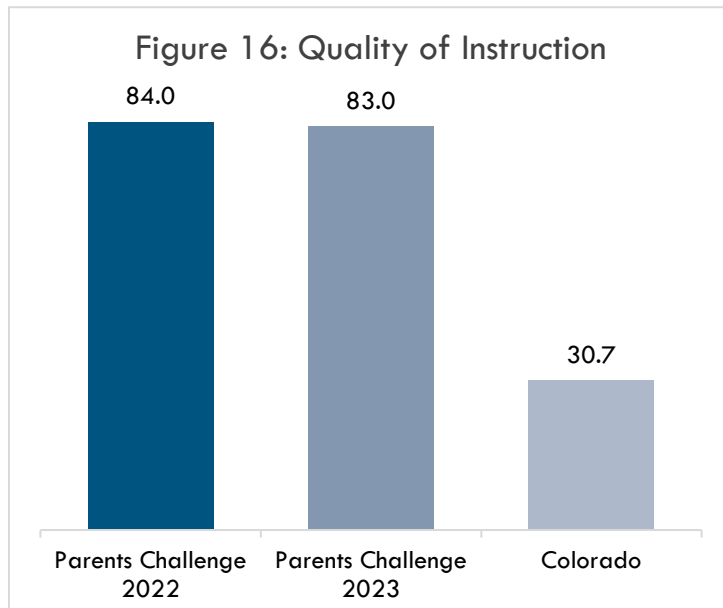
⁷ The differences between Parents Challenge 2023 spring results and Colorado low-income public-school attitudes were statistically significant at $p < .01$ using an independent t-test. There were no statistically significant differences between the Parents Challenge results between 2022 and 2023.

⁸ The differences between Parents Challenge 2023 results and Colorado were statistically significant at $p < .01$ using an ANOVA, and the differences between the 2022 and 2023 results among Parents Challenge households were statistically significant at $p < .01$ using a Chi-Square Goodness of Fit.



Figure 15: Items on Decision to Homeschool

	Spring 2022	Spring 2023	Colorado
To provide religious or moral instruction	85.4%	93.8%	40.3%
Concern about environment of schools	57.3%	68.8%	13.8%
Dissatisfaction with academic instruction in schools	46.2%	54.2%	14.3%
Myself or my family members were homeschooled	29.0%	41.7%	6.8%



One of the primary reasons for deciding to homeschool is the increasing dissatisfaction with the curricula offered through traditional public schools (Neuman, 2019). Compared to their peers, Parents Challenge parents are very happy with the quality of instruction through their homeschooling efforts (Figure 16). Parents Challenge parents use the local library as a resource at over three times the rate of their peers across the state. They also value a kinesthetic approach (Figure 17).⁹

Figure 17: Items on Quality of Instruction

	Spring 2022	Spring 2023	Colorado
The library is a source of instructional resources	85.4%	85.4%	26.5%
Academic calendar requires at least four days a week	98.0%	97.9%	43.9%
My instruction is totally hands-on with text books	77.0%	77.1%	21.4%
Fifty percent of student instruction is computer-led	38.5%	20.8%	19.5%

⁹ The differences between Parents Challenge 2023 results and Colorado were statistically significant at $p < .01$ using an ANOVA, and the differences between the 2022 and 2023 results among Parents Challenge households were statistically significant at $p < .01$ using a Chi-Square Goodness of Fit.



It is a common misperception that participating in extra-curricular and enrichment programs is limited for homeschooling parents. In Colorado, about one-third of all homeschooling parents enroll their child in supplementary or extracurricular activities available in their communities (Figure 18). While all homeschooling parents enroll their children in enrichment programs, only about one-fourth of all parents enroll their children in a local sports' program, compared to well over one-third of Parents Challenge parents (Figure 19).¹⁰

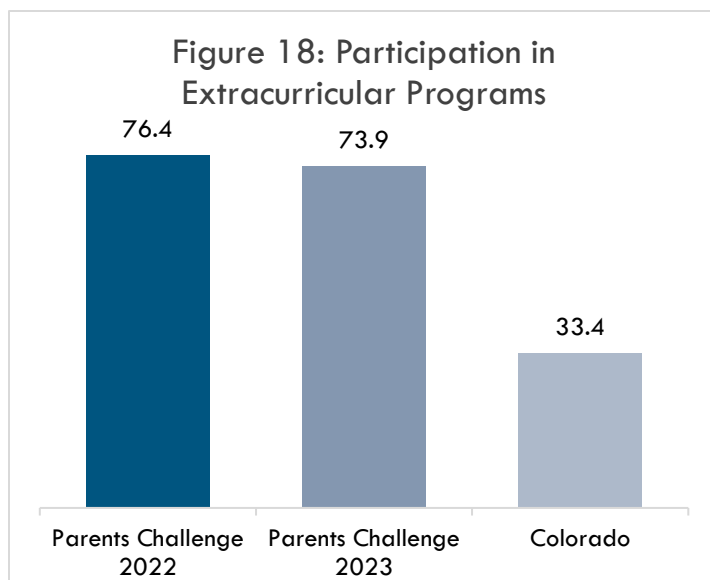
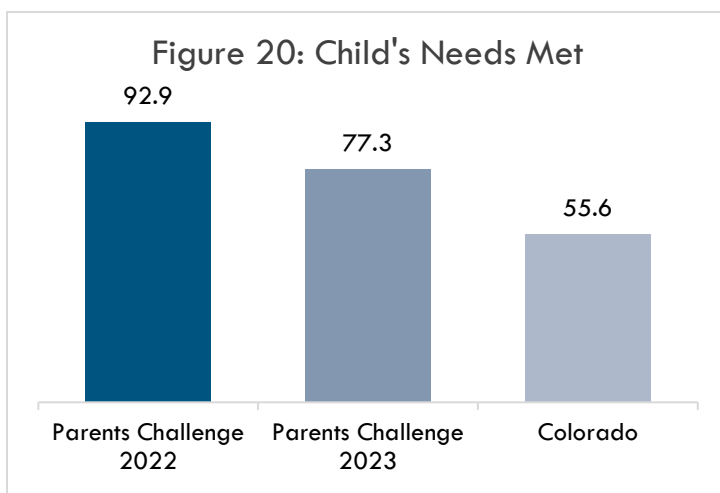


Figure 19: Items on Participation

	Spring 2022	Spring 2023	Colorado
Student participates in home school enrichment programs	39.6%	66.7%	77.5%
Student is involved in sports program	53.5%	35.4%	23.6%
Student participates in public/charter school academic programs	34.5%	18.8%	11.7%

For parents who homeschool, this form of instruction is a far better fit compared to their peers living in Colorado. As seen in Figure 20, important logistics such as scheduling or safety or meeting special needs were a consideration. However, the choice to homeschool was largely the result of the desire of the child with over half of parents indicating that their child wished to be homeschooled.¹¹



¹⁰ The differences between Parents Challenge 2023 results and Colorado were statistically significant at $p < .01$ using an ANOVA, and the differences between the 2022 and 2023 results among Parents Challenge households were statistically significant at $p < .01$ using a Chi-Square Goodness of Fit.

¹¹ The differences between Parents Challenge 2023 results and Colorado were statistically significant at $p < .01$ using an ANOVA, and the differences between the 2022 and 2023 results among Parents Challenge households were statistically significant at $p < .01$ using a Chi-Square Goodness of Fit.



Figure 21: Child's Needs

	Spring 2022	Spring 2023	Colorado
It was my child's choice	71.4%	52.1%	11.4%
Schedules were not flexible	30.8%	8.3%	N/A
Child has special needs	11.2%	10.4%	7.5%
Child has a physical or mental disability	7.1%	10.4%	7.5%
Child experienced bullying or disciplinary issues	22.7%	16.7%	6.6%

5. Parents Comments

Parents highlighted their children's social-emotional and mental health concerns. Based on their comments, there were slight increases in parents noting their children had mental health and/or social-emotional health concerns, but many were proactive and had taken steps to address and treat their children's health issues. However, a smaller number demonstrated action was needed, but highlighted barriers to attaining their child's treatment.

Parents also learned to become better advocates for their children's education, with many citing the information and resources Parents Challenge provided, along with new opportunities for their child to learn throughout the year. Most parents spoke highly of Parents Challenge, remarking they had no changes to make to the program. Among those who made recommendations, they desired more or different classes, and changes to an app Parents Challenge used, citing confusion with messages received and a preference for email (communication).

Figure 22: Health Concerns

Item	Fall	Spring
Social-Emotional	12.9%	14.5%
Mental Health	11.6%	15.2%
Action Taken by Parents	59.5%	63.9%
Action Needed	10.8%	13.9%

Figure 23: Become Better Advocates

Item	Fall	Spring
Information and Resources	43.9%	50.0%
Opportunities	20.4%	27.6%
Financial Assistance	13.4%	19.7%
Support	19.7%	17.8%
Self-Confidence	19.7%	11.8%
Educational Assistance	17.4%	7.2%

Figure 24: Recommendations

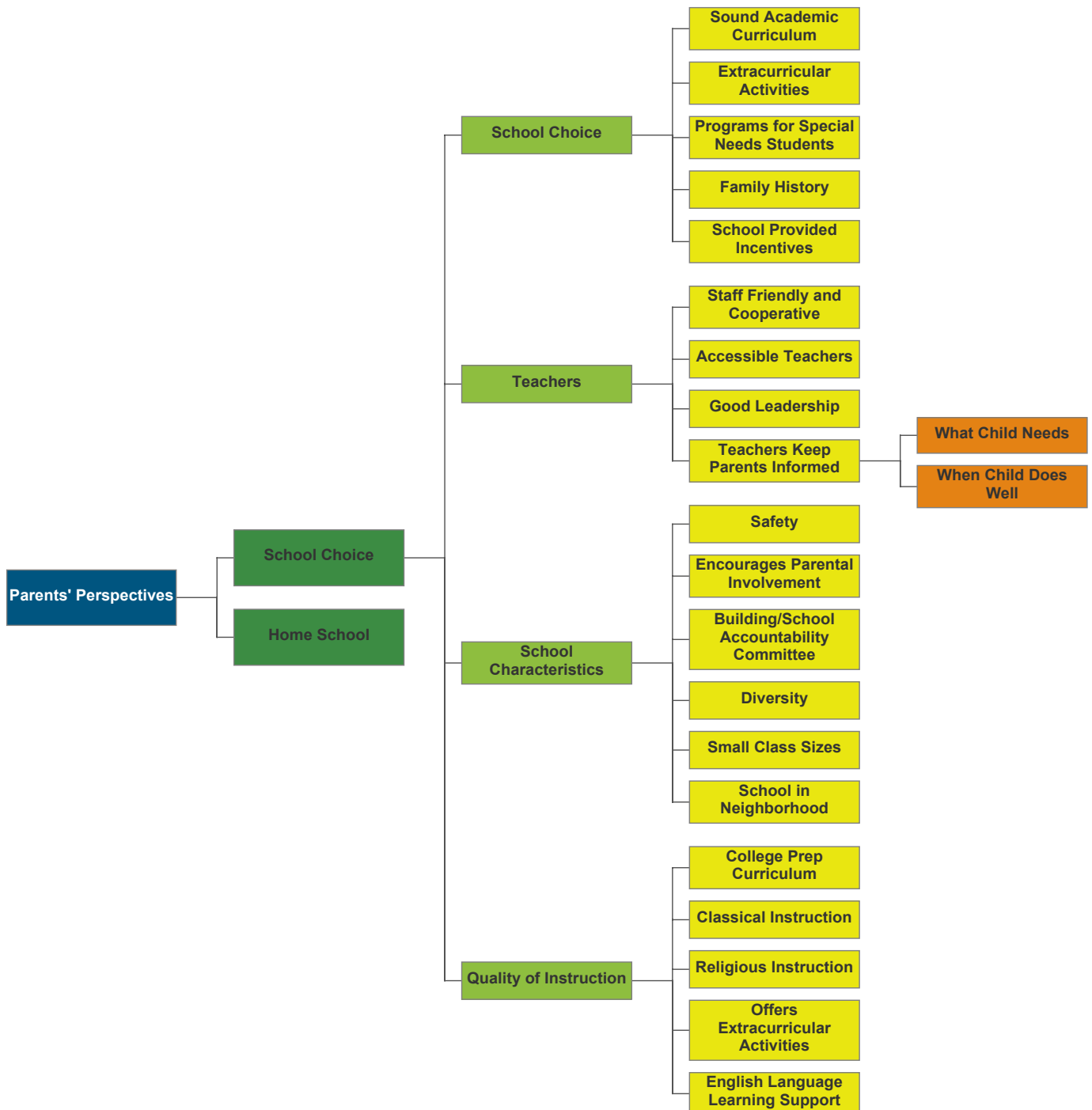
Item	Fall	Spring
Positive/No Change	70.9%	66.7%
Classes	15.1%	12.1%
Support	5.6%	2.9%
Communication	5.0%	12.1%
Other	3.4%	6.3%

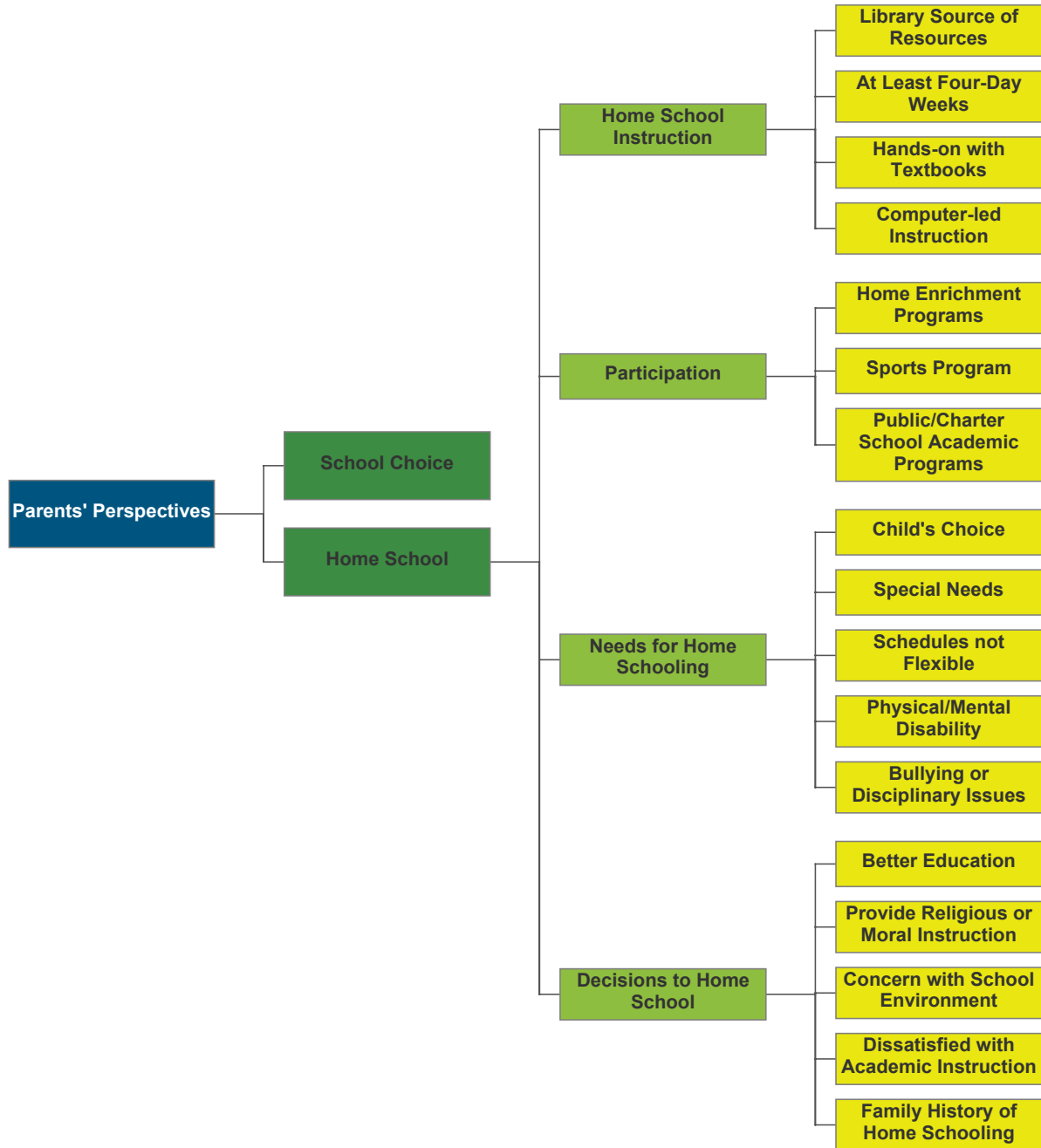


6. Appendices

A. Mind Map

This is a map of the features that helped define the constructs built to assess parents' perspectives.





B. Methodology

Parent and student data were collected by Parents Challenge utilizing surveys and other data collection methods. The bulk of the data were collected from a survey conducted by Parents Challenge for its families during the fall and spring terms. Data were collected by Parents Challenge on parent attitudes, how they perceived their child's schools, and how Parents Challenge assisted them with the coronavirus outbreak. These data were used to create constructs to measure parents' attitudes towards their child's school, instruction, participation, etc. (see Appendix A). Scores were created from these constructs (out of a maximum of 100) to quantify parents' educational views.

All individual identifiers were masked and no master lists are maintained, with only aggregate data being reported. All comparative data were derived from open-access data sets, available at the National Center of Education Statistics, the US Census, Bureau of Labor Statistics, and the Colorado Department of Education. All data collected remain the property of Parents Challenge and were analyzed according to the ethics and standards outlined and promoted by the American Evaluation Association.

Analysis utilized non-parametric techniques, as most of the comparative data focused on attitudes and perspectives – fluid concepts with no concrete means. Typically, all statistical tests focused on comparing the end of year data, to ascertain the impact of the program on these stakeholders as they would have at least one year of experience in the program. All data were analyzed utilizing parametric tests (ANOVAs, and t-tests), along with non-parametric tests (e.g., Chi-Square Goodness of Fit tests). All data were analyzed using R statistical software to determine any statistically significant differences between Colorado level data to Spring 2023 data, and any differences between the Spring 2022 and 2023 results of Parents Challenge students only.

The data from the National Center for Education Statistics (NCES) were updated using the most recent findings from the National Household Education Survey. Social science criteria for comparison were met, as research allows for the comparison across categorical lines (gender, ethnicity, etc.) with a minimum sample size of 30 (Hair, Anderson, Tatham & Black, 1998).



C. Survey Results

Figure C1: Grade Level

Grades	Number	Percent
Kindergarten	15	5.0%
First	23	7.6%
Second	18	5.9%
Third	24	7.9%
Fourth	26	8.6%
Fifth	19	6.3%
Sixth	30	9.9%
Seventh	30	9.9%
Eighth	28	9.2%
Ninth	35	11.6%
Tenth	19	6.3%
Eleventh	21	6.9%
Twelfth	15	5.0%

Figure C2: Ethnicity

Ethnic Breakdown	Parents Challenge	Colorado Springs Low-Income
African-American	19.50%	11.25%
Hispanic	24.80%	34.52%
Asian	4.00%	1.99%
Caucasian	49.80%	45.70%
Pacific-Islander	0.30%	N/A
Native American	1.70%	N/A

Figure C3: School Level by Year

Level	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	40.9%	41.4%	45.2%	47.7%	47.7%	43.8%	42.5%	41.3%
Middle	23.6%	29.3%	30.6%	29.4%	26.4%	28.1%	29.7%	29.0%
High	35.5%	29.3%	24.2%	22.8%	25.9%	28.1%	27.8%	29.7%



Figure C4: Current School Type

Schools	Number	Percent
Private	153	50.5%
Traditional Public	49	16.2%
Charter Public	48	15.8%
Homeschool	53	17.5%

Figure C5: Type of School Attended by Year

Type of School	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Private School*	61.5%	59.1%	53.3%	49.3%	52.0%	49.6%	56.1%	50.5%
Traditional Public	12.8%	17.3%	15.0%	23.5%	18.8%	18.7%	12.3%	16.2%
Charter Public Schools	17.1%	13.4%	19.4%	18.3%	17.9%	19.1%	17.5%	15.8%
Homeschool ^o	8.5%	10.2%	12.2%	8.9%	12.6%	11.0%	14.1%	17.5%

* This category includes students who attended a private school and a hybrid private/home school.

^o This category includes students who were enrolled exclusively at home school or an online school.

Figure C6: Services Needed

Services Needed	Fall	Spring
Special Needs	5.5%	6.7%
IEP/IEL	13.4%	12.9%
English Language Learner	2.5%	2.1%
504B Services	5.9%	8.2%

Figure C7: Parent Educational Attainment

Degree	Fall	Spring
Did not graduate high school	3.7%	3.5%
Certification or Trade School	7.8%	8.7%
High School Diploma	14.4%	12.6%
Some College	24.7%	23.9%
Associate's Degree	9.5%	12.6%
Bachelor's Degree	26.7%	26.1%
Master's Degree	11.9%	11.3%
Ph.D./Professional Degree	1.2%	1.3%



Figure C8: Parent Educational Attainment Comparison

Degree	Fall	Spring	Colorado Springs Below Poverty	Colorado Springs Above Poverty
Did not graduate high school	5.17%	2.80%	16.52%	3.49%
High School Diploma	20.11%	14.40%	31.18%	19.21%
Some College, Associate's Degree	47.70%	37.20%	31.97%	31.14%
Bachelor's Degree or Higher	36.40%	35.30%	20.32%	46.16%

Figure C9: Colorado Native

Year	Percent
2015	34.4%
2016	45.7%
2017	47.9%
2018	30.2%
2019	36.0%
2020	36.6%
2021	40.2%
2022	33.6%
2023	29.9%

Figure C10: Extra-Curricular Activities

Item	Fall	Spring	Colorado
Sports	56.4%	59.6%	12.5%
Band/Choir/Dance/Drama	42.2%	44.4%	22.0%
Clubs	36.3%	38.2%	10.7%
Participates in self-defense programs	7.6%	7.3%	13.6%
Student Government	5.6%	8.1%	7.2%
ROTC, military programs	0.3%	1.1%	12.0%



Figure C11: Community Involvement

Item	Fall	Spring	Colorado
Volunteers in the Community	57.1%	58.9%	32.0%
Volunteers at School	40.0%	38.2%	32.0%
Has a job after school/weekends	17.8%	17.5%	33.4%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	19.1%	18.9%	13.6%
Loves to draw or make crafts	74.3%	75.3%	72.6%
Loves to Read (please list books)	72.9%	72.0%	59.7%

Figure C12: Annual Change

Item	Fall	Spring	Change
ROTC	0.3%	1.1%	266.7%
Student Government	5.6%	8.1%	44.6%
Sports	56.4%	59.6%	5.7%
Clubs	36.3%	38.2%	5.2%
Band/Choir/Dance/Drama	42.2%	44.4%	5.2%
Volunteers in the Community	57.1%	58.9%	3.2%
Loves to draw or make crafts	74.3%	75.3%	1.3%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	19.1%	18.9%	-1.0%
Loves to Read (please list books)	72.9%	72.0%	-1.2%
Has a job after school/weekends	17.8%	17.5%	-1.7%
Participates in self-defense programs, i.e. karate, kids power, judo	7.6%	7.3%	-3.9%
Volunteers at School	40.0%	38.2%	-4.5%

Figure C13: Parents Volunteer Hours

Year	1 to 5 hours	10 to 20 hours	Over 20 hours
2015	1.7%	66.7%	31.7%
2016	1.4%	69.6%	29.0%
2017	2.8%	50.7%	46.5%
2018	6.7%	50.5%	42.9%
2019	1.9%	40.4%	57.7%
2020	20.2%	46.2%	33.6%
2021	11.0%	45.8%	43.2%
2022	4.1%	40.0%	55.9%
2023	8.5%	48.5%	43.0%



Figure C14: Parental Involvement

Activity	Fall 2022	Spring 2023
School Board Member	0.6%	0.0%
Participated in the development of the Strategic Plan, UIP, or other strategy plan for school and/or district	4.8%	3.7%
SAC - School Accountability Committee	2.4%	3.0%
Home School District Programs, i.e. Classical Connections, Rocky Mountain Digital Academy, Falcon Homeschool Program	6.1%	7.3%
Participated in field trip opportunities with the school	52.7%	45.7%
Home School Co-op i.e., Mindfulness, High Country Home Educators, Collegium Study Center	8.7%	9.8%
Classroom/School Monitor Volunteer	45.5%	40.9%
BAC - Building Accountability Committee	0.0%	0.6%
Participated in Home School Strategy Meetings	11.0%	4.9%
PTO or PTA	17.7%	15.9%
Served on Principal or Superintendent Advisory Committee	0.0%	0.6%

D. Long-Term Attitudes

Figure D1: Fall Term: School Choice

Choice Students	2017-18	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Choice	83.1	83.5	83.2	83.2	84.0	81.4
Teachers	90.0	88.6	88.9	88.9	87.8	85.9
School Characteristics	81.9	81.5	80.6	80.6	81.2	79.2
Quality of Instruction	78.3	78.3	78.0	78.0	77.7	74.6

Figure D2: Fall Term: Homeschool

Choice Students	2017-18	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Decision to Homeschool	83.1	83.5	83.2	74.8	61.5	71.8
Homeschool Instruction	90	88.6	88.9	85	78.6	84.6
Participation	81.9	81.5	80.6	80.4	77.1	83.5
Child's Needs	78.3	78.3	78	86.9	88.1	91.8



Figure D3: Spring Term: School Choice

Choice Students	2017-18	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Choice	83.1	85.5	83.4	80.4	84.7	83.3
Teachers	90	89.3	90.2	86.6	88.2	85.9
School Characteristics	81.9	81.8	80.9	79.7	79.7	79.4
Quality of Instruction	78.3	79.8	78.4	74.8	78.1	76.3

Figure D4: Spring Term: Homeschool

Choice Students	2017-18	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Decision to Homeschool	74.2	79.6	60	55.7	62.9	76.0
Homeschool Instruction	74.2	85	84.7	76.5	84.0	83.0
Participation	83.8	68.6	80.1	57.9	76.4	73.9
Child's Needs	85.9	78.9	81.5	69.5	92.9	95.6

Figure D5: Satisfaction Items

	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Colorado
Provides sound academic curriculum	89.7%	91.6%	88.5%	90.0%	86.2%
Offers extracurricular activities	80.7%	81.7%	77.3%	80.6%	73.1%
Offers programs for Special Needs students	72.8%	70.0%	67.6%	68.6%	69.5%



Figure D6: Items on Teachers

Item	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Colorado
My child's teachers are accessible	88.2%	88.1%	85.2%	85.5%	87.1%
School administrators provide good leadership	85.6%	83.6%	83.0%	83.1%	83.5%
The teachers keep me informed of what my child needs	76.5%	77.1%	77.3%	76.6%	60.1%
The teacher contacts me when my child is doing well	72.7%	74.8%	71.4%	71.8%	82.7%

Figure D7: Items on School Characteristics

	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Colorado
School is safe	87.7%	87.0%	87.5%	85.9%	90.3%
School encourages parental involvement, i.e. PTO, PTA	84.6%	82.1%	79.2%	82.6%	78.4%
School has a Building/School Accountability Committee	75.8%	71.0%	70.8%	73.8%	26.2%
Class sizes are small	79.8%	78.3%	78.4%	77.6%	85.7%
Diversity of school	75.4%	75.4%	56.0%	54.3%	58.7%

Figure D8: Items on Quality of Instruction

	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Colorado
Provides college preparatory curriculum	83.4%	82.0%	78.9%	82.5%	72.7%
Provides classical instruction	82.5%	79.9%	77.5%	80.0%	85.7%
Provides religious instruction	82.5%	79.9%	73.6%	71.4%	54.4%
Offers extracurricular activities	80.7%	81.7%	77.3%	80.6%	73.1%
Provides ELL or ELS support	64.7%	68.6%	64.6%	63.1%	40.3%



Figure D9: Items on Decision to Homeschool

	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Colorado
To provide religious or moral instruction	90.7%	85.4%	96.9%	93.8%	40.3%
Concern about environment of schools	51.4%	57.3%	58.5%	68.8%	13.8%
Dissatisfaction with academic instruction in schools	37.5%	46.2%	43.1%	54.2%	14.3%
I or family members were homeschooled	27.3%	29.0%	35.4%	41.7%	6.8%

Figure D10: Items on Quality of Instruction

	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Colorado
The library is a source of instructional resources	77.1%	85.4%	84.6%	85.4%	26.5%
Academic calendar requires at least four days a week	94.5%	98.0%	98.5%	97.9%	43.9%
My instruction is totally hands-on with text books	70.7%	77.0%	81.5%	77.1%	21.4%
Fifty percent of student instruction is computer-led	34.8%	38.5%	16.9%	20.8%	19.5%

Figure D11: Items on Participation

	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Colorado
Student participates in home school enrichment programs	43.3%	39.6%	72.3%	66.7%	77.5%
Student is involved in sports program	64.0%	53.5%	46.2%	35.4%	23.6%
Student participates in public/charter school academic programs	24.2%	34.5%	15.4%	18.8%	11.7%



Figure D12: Child's Needs

	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Colorado
It was my child's choice	67.6%	71.4%	44.6%	52.1%	11.4%
Schedules were not flexible	35.9%	30.8%	26.2%	8.3%	N/A
Child has special needs	6.8%	11.2%	9.2%	10.4%	7.5%
Child has a physical or mental disability	5.5%	7.1%	10.8%	10.4%	7.5%
Child experienced bullying or disciplinary issues	17.4%	22.7%	12.5%	16.7%	6.6%

Figure D13: Estimates for School Choice

Choice Students	Fall 2023	Spring 2024
Choice	82.0	82.5
Teachers	86.1	85.4
School Characteristics	79.4	78.5
Quality of Instruction	75.0	75.3

Figure D14: Estimates for Homeschooling

Homeschool	Fall 2023	Spring 2024
Decision to Homeschool	61.4	65.6
Homeschool Instruction	79.7	81.2
Participation	80.8	73.5
Child's Needs	95.8	97.1



E. Parent Courses

Figure E1: Fall Facilitator Sessions

Event Name	Satisfaction	Attendance
Dr. Regina Lewis: August 8th - Connection & Involvement (Veteran Families)	93.94%	35.26%
Dr. MelindaJoy Mingo: August 15th - Your Past is not an Indicator of Your Future (Returning Families)	91.18%	43.59%
Dr. Wendy Birhanzel: August 16th - How to Prepare for Parent Teacher Conferences (New Families)	87.30%	13.46%
Yvonne Strachan & Tiffany Taylor: August 18th - Homeschooling	86.42%	17.31%
Leona M. Abdullah-Ward: September 1st - Family Yoga	84.85%	7.05%
Sandra Kwesell: September 12th - Oct 24th - Strategies for Success, Parenting Series	90.20%	10.90%
Jessie Henderson: September 13th - Cooking Matters	92.75%	14.74%
James Divine: September 20th - Dealing with People	87.50%	25.64%
Rick Weaver: September 22nd - Reading Struggles & Dyslexia	88.51%	18.59%
Kristi Smith: September 24th - College & Career Success	86.67%	9.62%
Leona M. Abdullah-Ward: October 6th - Exercise Sneakers	79.17%	5.13%
Lois Butler & Marilyn Reese: October 10th - Mental Health	90.15%	28.21%
Jessie Henderson: October 11th - Cooking Matters	90.00%	12.82%
Jennifer Marinelarena: October 20th - Cultivating Healthy Minds & Bodies	81.30%	26.28%
Belenda Cornelius & Andreanna Trujillo: October 22nd - College Tours	84.44%	9.62%
Eliza M. Love: November 1st - Emotional Intelligence for Students	86.99%	26.28%
Leona M. Abdullah-Ward: November 3rd - Zumba	77.78%	5.77%
Jessie Henderson: November 8th - Cooking Matters	94.87%	8.33%
Shelby West: November 10th - Reading Resources	83.66%	32.69%
Dedrick Sims: November 15th - The Male Brain	92.16%	32.69%
Dedrick Sims: November 16th - Helping Boys Learn	94.70%	24.40%

Figure E2: Fall Sessions

Event Name	Satisfaction	Attendance
August 8th - Connection & Involvement (Veteran Families)	90.22%	30.67%
August 15th - Your Past is not an Indicator of Your Future (Returning Families)	90.77%	43.62%
August 16th - How to Prepare for Parent Teacher Conferences (New Families)	78.26%	14.84%
August 18th - Homeschooling	85.42%	15.89%



Figure E2: Fall Sessions

Event Name	Satisfaction	Attendance
September 1st - Family Yoga	84.09%	7.10%
September 12th - Oct 24th - Strategies for Success, Parenting Series	91.67%	11.69%
September 13th - Cooking Matters	90.00%	12.99%
September 20th - Dealing with People	89.58%	23.38%
September 22nd - Reading Struggles & Dyslexia	91.35%	16.88%
September 24th - College & Career Success	93.33%	9.80%
October 6th - Exercise Sneakers	91.67%	3.87%
October 10th - Mental Health	86.54%	25.49%
October 11th - Cooking Matters	92.65%	11.11%
October 20th - Cultivating Healthy Minds & Bodies	84.21%	24.68%
October 22nd - College Tours	92.31%	8.50%
November 1st - Emotional Intelligence for Students	90.13%	24.84%
November 3rd - Zumba	83.33%	5.88%
November 8th - Cooking Matters	92.86%	9.09%
November 10th - Reading Resources	85.85%	34.87%
November 15th - The Male Brain	92.61%	29.33%
November 16th - Helping Boys Learn	93.60%	23.20%

Figure E3: Spring Facilitator Series

Facilitator	Satisfaction	Attendance
Joi Miller: Jan. 17th - Mandatory Session (Mental Health)	90.9%	82.1%
Lisa Jenkins: Jan. 17th - Mandatory Session (Relational Health)	91.5%	72.8%
Victoria Jeffs: Jan. 23 - Mar. 20 - Core Purpose (8-week series)	96.7%	6.6%
Mary Ann Hubl: Jan. 26th - Let's Figure It Out	97.9%	10.6%
Dr. Tiko Hardy: Jan - April - Survival Skills (monthly series)	87.9%	7.3%
Holly Van Wieren: Feb. 2nd - Learning to Read (virtual)	95.9%	32.5%
Colorado Springs Police Department: Feb. 7th - Child Internet Safety	100.0%	11.3%
Eliza Love: Feb. 9th - People Skills (virtual)	90.4%	48.3%
Mary Ann Hubl: Feb. 16th - Geometry Topics	92.3%	8.6%
Zach Matheny: Feb. 21st - Financial Literacy	98.2%	12.6%
Cindy Bernal: Mar. 7th - Parents; A Child's First & Most Important Teacher	92.5%	20.5%



Figure E3: Spring Facilitator Series

Facilitator	Satisfaction	Attendance
Betsy Brown: Mar. 14th - Character & Leadership Development	91.4%	20.5%
Mary Ann Hubl: Mar. 23rd - Working with Money	91.7%	15.9%
Danielle Hendrix: Apr. 4th - Stress, Using Positive Coping Skills (virtual)	94.4%	39.7%
Eliza Love: April 18th - People Skills 2 (virtual)	93.3%	23.2%

Figure E4: Spring Class Ratings

Event Name	Satisfaction	Attendance
It's All About Health (mandatory session) - Jan. 17th	89.3%	85.4%
Core Purpose Series - Jan. 23rd - Mar. 20th	92.1%	12.6%
Let's Figure It Out - Jan. 26th	95.0%	9.9%
Survival Skills Series - Jan. - Apr.	95.0%	9.9%
Learning to Read - Feb. 2nd	90.6%	31.8%
Child Internet Safety - Feb. 7th	96.6%	14.6%
People Skills - Feb. 9th	87.5%	42.4%
Geometry Topics - Feb. 16th	91.1%	9.3%
Financial Literacy - Feb. 21st	91.7%	11.9%
Parents; A Child's First and Most Important Teacher - Mar. 7th	88.3%	21.2%
Character & Leadership Development - Mar. 14th	91.7%	17.9%
Working with Money - Mar. 23rd	92.0%	16.6%
Stress; Using Positive Coping Skills - Mar. 23rd	93.4%	35.1%
People Skills 2 - Apr. 18th	90.0%	26.5%

F. Public School Data

Figure F1: Public School Characteristics

Population	Minority	FRL Eligible
2018	44.5%	40.5%
2019	46.4%	40.1%
2020	44.4%	37.3%
2022	45.4%	32.7%
2023	45.4%	32.7%



Figure F2: Services Needed

Year	2018	2019	2020	2022	2023
Special Education	10.7%	11.0%	10.7%	10.8%	11.5%
Online	5.7%	6.4%	6.7%	6.9%	7.7%
Gifted & Talented	5.8%	5.7%	6.2%	5.8%	5.8%
ELL	6.3%	6.1%	5.2%	4.8%	4.7%

Figure F3: Public School Characteristics

Proficiency Rates	ELA	Math
Parents Challenge (Fall)	83.7%	80.5%
Parents Challenge (Spring)	84.3%	80.0%
Not Low-Income	55.0%	40.4%
Low-Income	29.7%	17.1%
Total	46.4%	32.5%

Figure F4: Performance by Grade Level

Grade Level	ELA/Reading		Math	
	Total Students	Low-Income	Total Students	Low-Income
Third	38.3%	24.5%	41.6%	26.7%
Fourth	43.5%	27.9%	32.6%	17.6%
Fifth	51.8%	35.2%	38.1%	22.1%
Sixth	45.1%	28.2%	27.7%	13.7%
Seventh	48.4%	29.9%	26.2%	12.3%
Eighth	46.7%	29.5%	31.7%	16.8%
PSAT 9	64.2%	46.8%	42.6%	20.5%
PSAT 10	63.7%	45.7%	33.2%	17.0%
SAT	55.6%	35.1%	29.3%	13.3%

Figure F5: Graduation Rates

Group	2018	2019	2020	2022
Not Low-Income	86.5%	86.6%	87.4%	89.2%
Low-Income	62.3%	58.7%	61.5%	57.4%
Total	74.0%	72.4%	75.2%	74.3%



Figure F6: Dropout Rates










Group	2018	2019	2020	2022
Not Low-Income	2.8%	2.5%	2.3%	2.0%
Low-Income	4.2%	4.0%	4.6%	3.0%
Total	3.3%	3.1%	3.1%	5.3%

Figure F7: Student School Attendance

Status	Fall	Spring
Perfect Attendance	27.7%	17.5%
Less than 5 days	54.6%	53.6%
Less than 10 days	13.9%	24.7%
More than 15 days	3.8%	4.1%
More than 20 days	0.0%	0.0%



H. Data Sources

-  American Community Survey
-  Colorado Department of Education
-  Current Household Pulse Survey
-  Current Population Survey
-  Glasmair & Massachusetts Institute of Technology
-  Institute for Health Metrics and Evaluation
-  National Center for Education Statistics
-  Private School Review
-  U.S. Census Bureau

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