

Parents Challenge

August 2024





QREM

STRONG DATA = SOUND DECISIONS

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1. Executive Summary

Students receiving services from Parents Challenge have higher academic success than their peers.

- 🌐 **Parents Challenge students are more proficient in Reading and Math compared to their public-school peers** – 85.1% of Parents Challenge students are proficient in Reading/ELA while 81.1% are proficient in Math – approximately 39.5 and 48 points higher than their public-school counterparts (45.6% in Reading/ELA and 33.1% in Math).
- 🌐 **Students are less likely to be chronically absent** – Only 4.2% of Parents Challenge students were chronically absent (10% of the academic year), 27.4 points less than the 31.6% of Colorado Springs public-school students who are chronically absent.

Parents Challenge parents are more satisfied with the quality of education compared to low-income parents whose children attend public schools.

- 🌐 **Parents are more satisfied with their children's teachers** – parents reported stronger relationships with their child's teachers (90.3%), 16.8 points higher than Colorado, low-income parents. Furthermore, parents' satisfaction with teachers grew by 4.4 points over the past year.
- 🌐 **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 (77.1%) – 23.2 points higher than parents whose children attend public schools (53.9%).

There were notable differences between Parents Challenge families who homeschooled and other homeschooling families.

- 🌐 **Parents Challenge families who homeschooled feel they are providing a higher quality of education** – homeschooling parents are more satisfied with the quality of instruction provided than other homeschooling parents in Colorado (82.7% to 35.2%).
- 🌐 **Homeschool parents feel their children's academic needs are being met compared to Colorado homeschooling families** – most Parents Challenge parents felt their children's needs were met (91.3%), considerably higher (55.5 points) than other Colorado homeschooling parents.

Parents Challenge has experienced substantial growth over the past decade, and the number of families and students served is predicted to continue growing.

- 🌐 **The number of families served has nearly tripled over the past ten years** – in 2015, Parents Challenge served 63 families, growing to 182 families by 2024. Likewise, the number of students served has grown from 129 in 2015 to 325 in 2024. Current projections suggest that the demand for families will grow to 349 students and 192 families by 2025.



2. Parents Challenge Characteristics

The number of students served by Parents Challenge has increased 152% since 2015, with the number of families served growing slightly faster (189%). Should the current trend remain, Parents Challenge will need funding for 24 more students and 10 additional families in 2025 (Figure 1).

Single-parent households are more common among Parents Challenge households than Colorado Springs residents (Figure 2). Research has shown that single-parent households are more likely to live beneath the poverty line – hindering parents’ capacity to provide extra resources for education. Figure 3 shows the average cost of private school tuition by income range. Without assistance, the costs of tuition places a private school education far outside the reach of lower income families.

Other research found children from single-parent households are at higher risk to drop out of school and were less likely to complete college than children from two-parent households (Amato et al., 2015; Bageron, 2021; Ziol-Guest et al., 2023).

Time is also a valuable resource. Another byproduct of single-parent households is the reduced amount of time some parents can spend with their children, which inadvertently leads to some children experiencing poorer mental and physical health (Jeynes, 2005; Redding, 2004; Chavda & Nisarga, 2023).

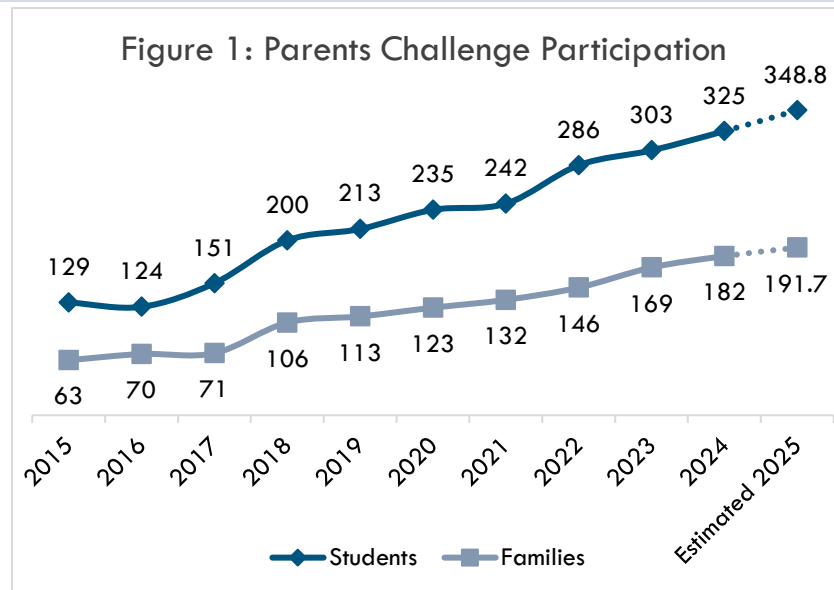


Figure 2: Household Type

Type	Parents Challenge	Colorado Springs
Two Parent Family	62.4%	73.8%
Single-Parent	34.8%	25.9%
Guardian/ Grandparent	2.8%	6.4%
Active Military	3.3%	5.9%
Retired Military	1.7%	18.9%

Figure 3: Income Ranges

Income Range	Fall	Spring	Percent of Private School Cost
\$0 - \$32,227	24.3%	24.7%	81.4%
\$32,227 - \$40,626	19.3%	15.7%	59.7%
\$40,626 - \$49,025	13.3%	10.1%	29.2%
\$49,025 - \$57,424	13.8%	12.9%	24.6%
\$57,424 - \$65,823	9.9%	10.7%	21.3%
\$65,823 - \$74,222	11.0%	13.5%	18.7%
\$74,222 & above	8.3%	12.4%	11.7%



3. Academic Comparisons

Parents Challenge students outperformed all public-school students in Colorado Springs on spring standardized testing by substantial margins (39.5 points in Reading/ELA, 48 points in Math). Figure 4 shows that these same students also outperformed FRL-eligible students in Colorado Springs by almost 56 points in ELA/Reading and 63 points in Math.

Parents Challenge students were less likely to be chronically absent defined as ten percent or more of the school year (Figure 5). Chronic absenteeism has become more emphasized lately, as student chronic absenteeism increased between the 2018-19 and 2021-22 school years and is likely attributed to the COVID-19 pandemic. Chronic absenteeism has been found to negatively

correlate to critical learning outcomes, as those who are chronically absent are more likely to have poor academic performance and are less likely to graduate from high school. Low academic success as a child often translates to poorer economic security when they are older. Working adults with lower educational attainment are more likely to earn less money than their peers and more likely to experience unemployment and poorer health (Allen et al., 2018; Allisson et al., 2019; McNeely et al., 2023; The National Center for Education Statistics, 2023; Shaozhe and Xiang, 2019; Ross, 1995; American Community Survey, 2024; Bureau of Labor Statistics, 2024).

Figure 4: Academic Comparisons

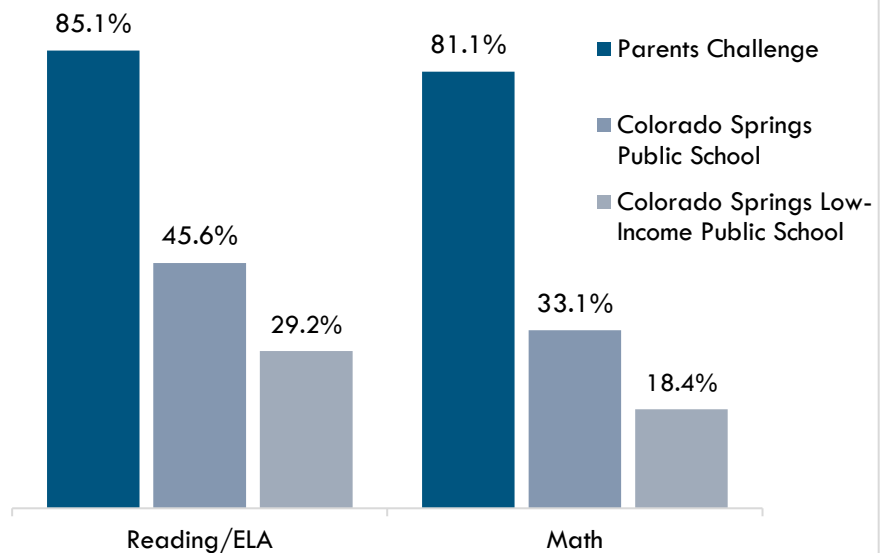
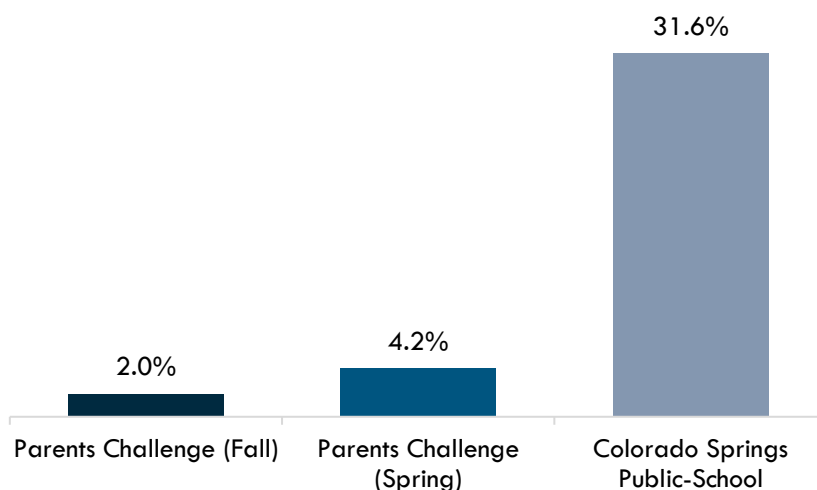


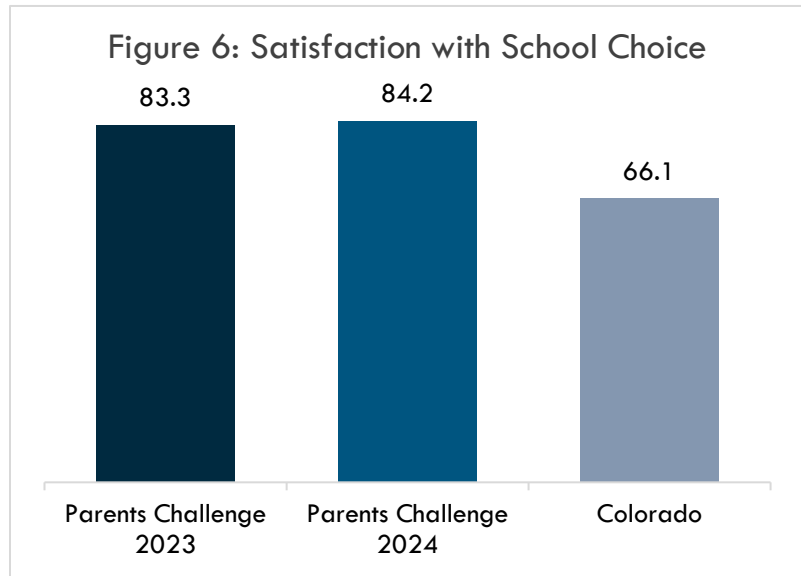
Figure 5: Chronic Absenteeism



4. Parents Perspectives on Schools

4.1 Parents School Choice Satisfaction

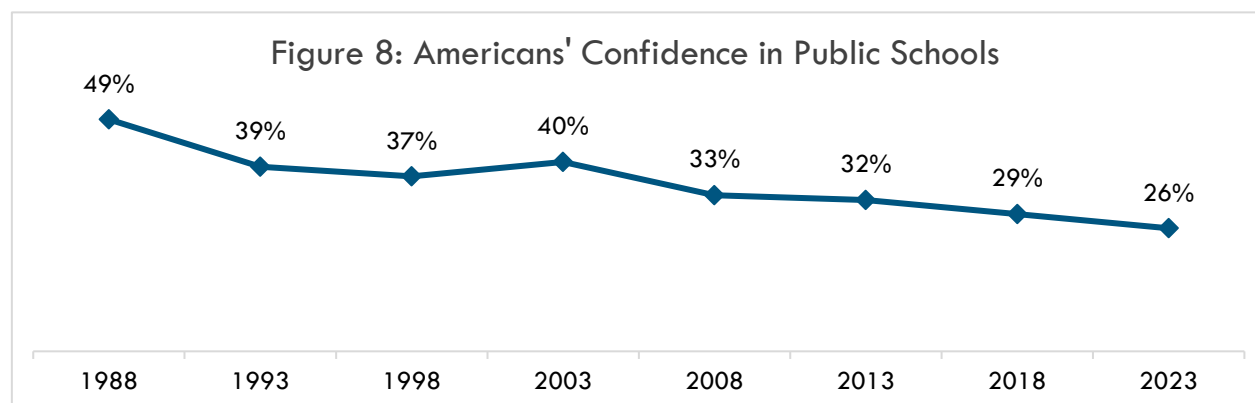
Parents are more satisfied with their children's school compared to parents whose children attend public schools (Figure 6). The higher satisfaction stems from better academics and more access to special needs programming (Figure 7). Research has shown that private schools are more nimble in their ability to provide services tailored to students' needs (Nwoko et al., 2022). The difference in satisfaction between Parents Challenge and other



Colorado parents may also reflect the deterioration of confidence in public education. Since 1988, confidence in public schools has fallen from 49% of the public to 26% in 2023 (Figure 8; National Center for Education Statistics, 2024; Kutsyruba et al., 2015; Murnane & Reardon, 2018; Sheras & Bradshaw, 2016; Gallup, 2024).¹

Figure 7: School Choice Satisfaction Items

Item	Spring 2023	Spring 2024	Colorado
Provides sound academic curriculum	90.0%	91.4%	85.7%
Offers extracurricular activities	80.6%	82.8%	65.3%
Offers programs for Special Needs students	68.6%	65.9%	10.9%



¹ The differences between Parents Challenge Spring and the national results were found to be statistically significant at $p < .001$ using both an independent t-test and ANOVA.



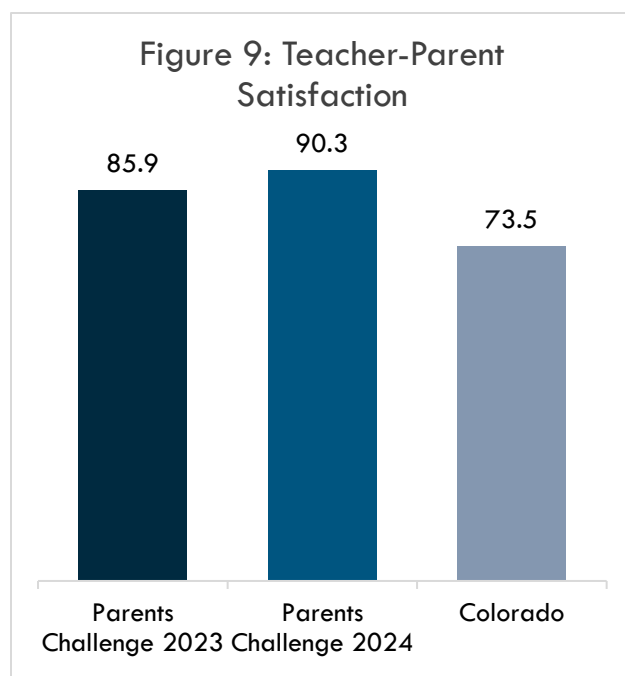
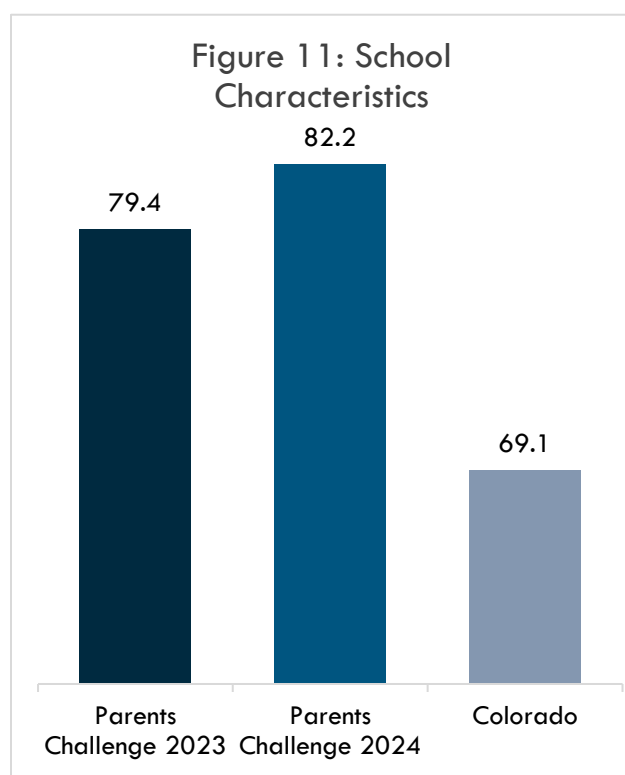


Figure 10: Items on Teachers

Item	Spring 2023	Spring 2024	Colorado
My child's teachers are accessible	85.5%	87.8%	85.6%
School administrators provide good leadership	83.1%	84.8%	65.5%
The teachers keep me informed of what my child needs	76.6%	81.6%	63.4%
The teacher contacts me when my child is doing well	71.8%	77.4%	60.1%



In addition to being satisfied with the quality of their children's educations, Parents Challenge parents were more satisfied with their children's teachers compared to parents sending their children to public schools in Colorado (Figure 9). The higher level of satisfaction is a sign of a positive school culture and a higher degree of trust between parents and teachers (Figure 10). Schools that foster a collaborative relationship with parents are more likely to have parents who are more engaged with the school and are better engaged with their child's learning, resulting in students performing better academically. Research also shows that parent engagement results in children with better social skills, and who are less likely to pursue unhealthy behaviors, such as substance abuse (Axford, et al., 2019; Hornby and Lafaele, 2011; Paccaud et al., 2021; Centers for Disease Control and Prevention, 2024;

Nja et al., 2022; National Center for Education Statistics, 2024).²

² The differences between Parents Challenge 2024 spring results and Colorado low-income public-school attitudes were statistically significant at $p < .001$ using an independent t-test and ANOVA, and the differences between Parents Challenge Spring 2023 and 2024 results were significant at $p < .10$ using an ANOVA.



Parents' satisfaction with school characteristics increased by 3.5% between 2023 and 2024 and remains significantly higher than parents whose children attend public school. A significant contributor to the higher satisfaction is the sense of safety at their child's school – a full 15 points higher than public schools this past spring (Figure 12). Safer school environments are aligned with robust academic performance and trust between adult stakeholders. While both Parents Challenge parents and public school parents are encouraged to participate at equal levels, Parent Challenge parents are more aware of the leadership/parent input processes as exemplified by a far higher level of awareness of school accountability committees than public-school parents (74% to 6%, respectively).

A higher rate of Parents Challenge parents also felt their child's schools were more diverse. Schools with a diverse student population teach students how to interact with others, a skill essential for the workplace (American University, 2019; Chingos & Whitehurst, 2011; Hausman and Goldring, 2000; Coleman and Hoffer, 1987; Murnane and Reardon, 2018;

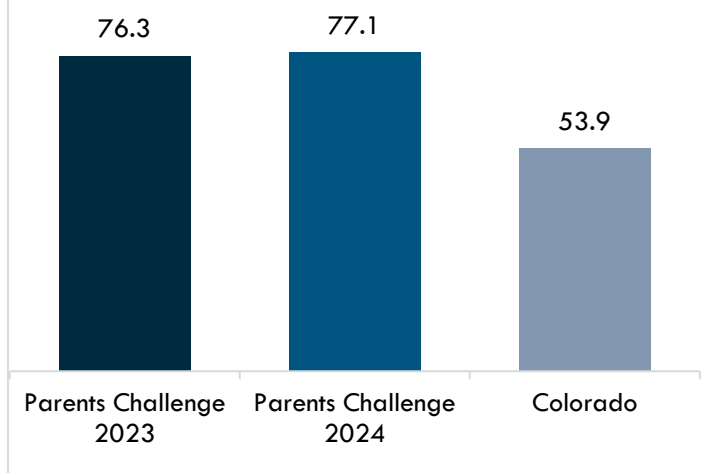
Kutsyruba et al., 2015; Murnane & Reardon, 2018; Sheras & Bradshaw, 2016; Brantlinger, 2021; Taie and Lewis, 2023; National Center for Education Statistics, 2023; National Center for Education Statistics, 2024).³

Finally, Parents Challenge parents continue to be highly satisfied with the quality of instruction offered at their child's school (Figure 13). Schools where Parent Challenge parents send their children have a college preparatory curriculum, offer extra-curricular activities and provide support for English language learners (Figure 14, top of next page). College and career preparation classes have multiple benefits, especially for younger students as they often learn about possible career and educational paths.

Figure 12: Items on School Characteristics

Item	Spring 2023	Spring 2024	Colorado
School is safe	85.9%	90.3%	75.3%
School encourages parental involvement, i.e. PTO, PTA	82.6%	85.6%	82.6%
School has a Building/School Accountability Committee	73.8%	74.5%	6.4%
Class sizes are small	77.6%	79.9%	75.6%
Diversity of school	54.3%	74.6%	71.1%

Figure 13: Private School Quality of Instruction



³ The differences between 2023 and 2024 Parents Challenge result for school characteristics and between the 2024 and national results were statistically significant at $p < .01$ using both an independent t-test and ANOVA.

Research has also found that college preparatory schools foster students to become more active citizens (Jimenez, 2020; National Center for Education Statistics, 2024).⁴

Figure 14: Items in Private School Quality of Instruction

Item	Spring 2023	Spring 2024	Colorado
Provides college preparatory curriculum	82.5%	82.9%	72.7%
Provides classical instruction	80.0%	76.8%	85.7%
Provides religious instruction	71.4%	72.9%	47.5%
Offers extracurricular activities	80.6%	82.8%	65.3%
Provides ELL or ELS support	63.1%	63.6%	7.5%

4.2 Homeschool Characteristics

There was a slight decline between 2023 and 2024 in the decision to homeschool by Parents Challenge parents opting to homeschool their children (Figure 15). This drop can be attributed to a desire for their child to receive religious or moral instruction (93.8% in 2023 to 66.2% in 2024) and concern about the environment of schools (68.8% to 59.2%; Figure 16). A contributing factor include fewer respondents being homeschooled in their youth in 2024 than the previous year. Research indicates that family experiences during the COVID-19 pandemic profoundly impacted how children were educated. Homeschooling rates increased by 197% nationally during the pandemic shut downs, giving families an experience of what homeschooling looked like. During this time, some parents grew

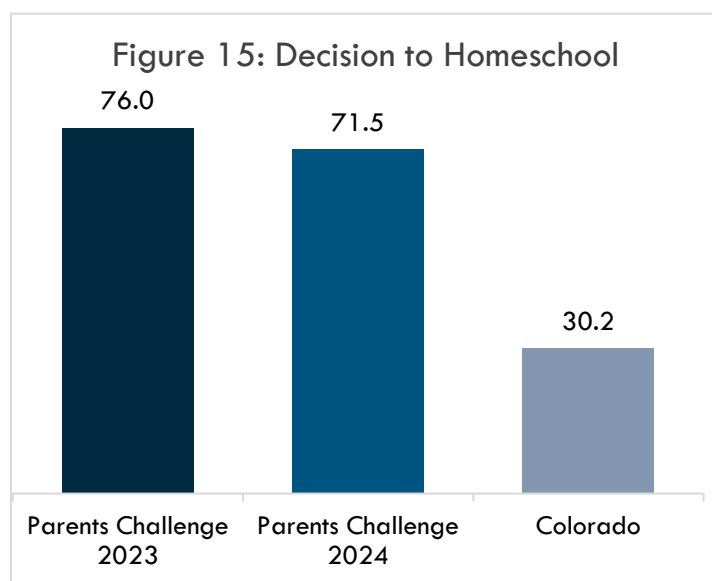


Figure 16: Items on Decision to Homeschool

Item	Spring 2023	Spring 2024	Colorado
To provide religious or moral instruction	93.8%	66.2%	40.3%
Concern about environment of schools	68.8%	59.2%	13.8%
Dissatisfaction with academic instruction in schools	54.2%	50.7%	9.9%
Myself or my family members were homeschooled	41.7%	35.2%	11.0%

⁴ The differences between Parents Challenge 2024 spring results and Colorado low-income public-school attitudes were statistically significant at $p < .001$ using an independent t-test and ANOVA.



more dissatisfied with their public schools (NYC Public Schools, 2024), prompting some families to consider homeschool as a viable option for their children. This finding correlates with the significant decline in confidence in public schools over the past thirty years (see Figure 8, page 5) (Gallup, 2024; Musaddiq et al., 2022; Schueler & Miller, 2022; Goulas & Pula, 2024; New York City Public Schools, 2024; National Center for Education Statistics, 2024; U.S. Census Bureau, 2024).⁵

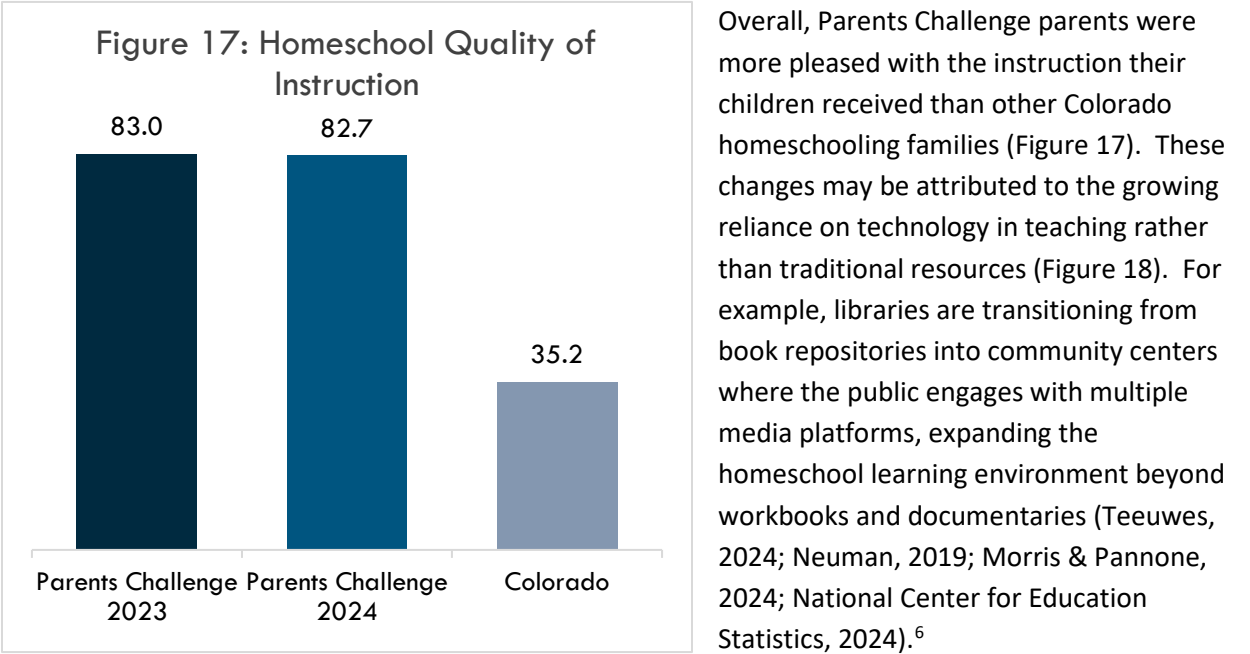
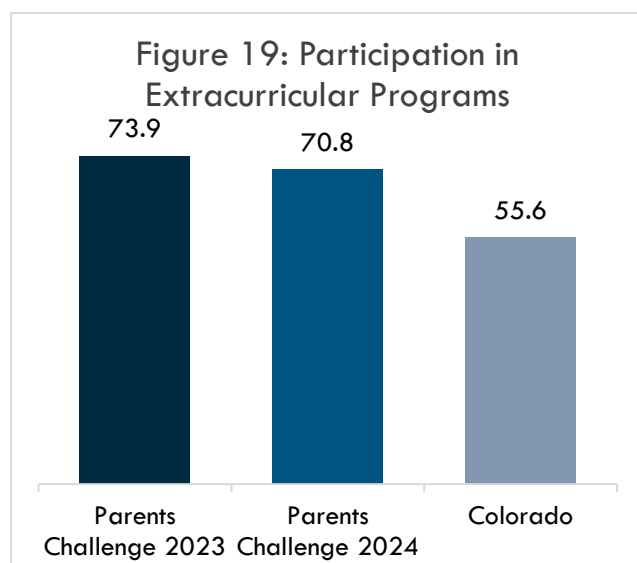


Figure 18: Items in Homeschool Quality of Instruction			
Item	Spring 2023	Spring 2024	Colorado
Use of libraries	85.4%	78.9%	26.5%
Calendar attendance	97.9%	94.4%	43.9%
Use of textbooks	77.1%	44.4%	21.4%
Reliance on computers	20.8%	41.7%	19.5%

⁵ The differences between Parents Challenge 2024 results and Colorado were statistically significant at $p < .001$ using an independent t-test and ANOVA, while the differences between the 2023 and 2024 results among Parents Challenge households were not found to be statistically significant.

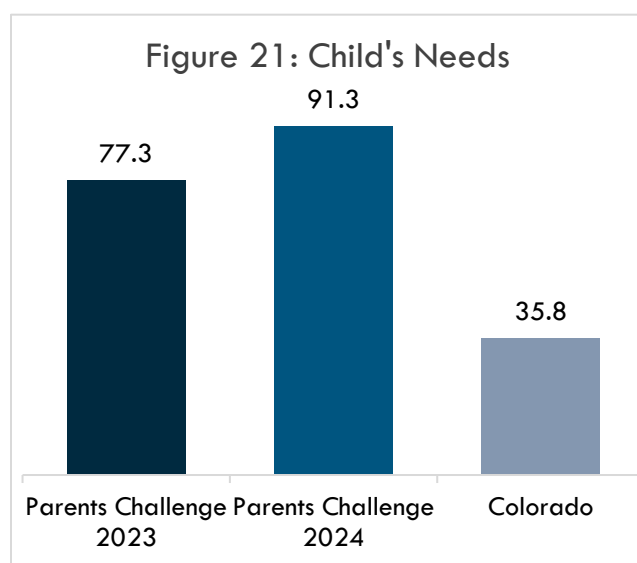
⁶ Items asked during the Fall and Spring semesters changed for some questions, so abbreviated items were kept to match the context of questions asked from prior years. The differences between Parents Challenge 2024 results and Colorado were statistically significant at $p < .001$ using an independent t-test and an ANOVA.



Parents Challenge homeschooling families participate in extracurricular programs at a higher rate than other Colorado, homeschooling families (Figure 19 and Figure 20). The participation rate for Parents Challenge families dropped from the year before, which can be attributed to lower participation in homeschool enrichment programs in 2024 than the previous year (51.9% to 66.7%). At the same time, a higher rate of homeschooling parents enrolled their children in sports programs in 2024 than in 2023 (47.1% to 35.4%; National Center for Education Statistics, 2023).⁷

Figure 20: Items on Participation

Item	Spring 2023	Spring 2024	Colorado
Student participates in home school enrichment programs	66.7%	51.9%	11.0%
Student is involved in sports program	35.4%	47.1%	23.6%
Student participates in public/charter school academic programs	18.8%	15.5%	11.4%



Parents felt their child's needs were met at a statistically significantly higher rate than their homeschooling counterparts (Figure 21). Parents Challenge parents indicated their homeschool best fit their child's needs as the child had a special need requirement, there was an issue with scheduling, or the child had experienced bullying (National Center for Education Statistics, 2024; U.S. Census Bureau, 2024).⁸

⁷ The differences between Parents Challenge 2024 results and Colorado were statistically significant at $p < .001$ using an independent t-test and ANOVA.

⁸ The differences between Parents Challenge 2024 results and Colorado were statistically significant at $p < .001$ using an ANOVA and independent t-test, and the differences between the 2023 and 2024 results among Parents Challenge households were statistically significant at $p < .05$ using an ANOVA.



Figure 22: Child's Needs

Item	Spring 2023	Spring 2024	Colorado
It was my child's choice	52.1%	35.2%	11.4%
Schedules were not flexible	8.3%	32.4%	12.0%
Child has special needs	10.4%	19.7%	7.5%
Child has a physical or mental disability	10.4%	19.7%	7.5%
Child experienced bullying or disciplinary issues	16.7%	15.5%	6.6%

5. Parents Comments

Throughout the academic year, parents were asked to comment about a variety of concerns they encountered. While there was a slight increase in Mental Health concerns, parents took actions when needed. By the end of the school year, more parents had taken appropriate actions and fewer actions were required (Figure 23).

Parents also gained confidence and were able to recognize opportunities as the year progressed. Predictably, information and supports are needed more when the school year begins, compared to the end of the year (Figure 24). This was confirmed when parents were asked about the greatest benefit of Parents Challenge. At the beginning of the school year, parents value the information and resources they received. By spring, half of parents responded that the finances and scholarships provided by Parents Challenge were one of the most significant benefits they received (Figure 25).

The vast majority of parents spoke highly of Parents Challenge, providing either a positive review or stating that no changes were needed to improve the program. Those who made recommendations desired more or different classes, and changes to the method of communications (i.e. the Parents Challenge app, citing confusion with messages received and a preference for email; Figure 26).

Figure 23: Health Concerns

Item	Fall	Spring
Social-Emotional	15.1%	12.8%
Mental Health	8.9%	9.8%
Action Taken by Parents	57.4%	60.3%
Action Needed	30.6%	15.9%

Figure 24: Become Better Advocates

Item	Fall	Spring
Information & Resources	53.5%	45.6%
Opportunities	18.6%	21.0%
Financial Assistance	15.1%	19.8%
Support	19.2%	14.8%
Self-Confidence	12.2%	14.2%
Educational Assistance	21.5%	21.6%

Figure 25: Greatest Benefit

Item	Fall	Spring
Choice	10.9%	11.1%
Finances	17.2%	50.0%
Information & Resources	48.4%	11.1%
Support	23.4%	27.8%

Figure 26: Recommendations

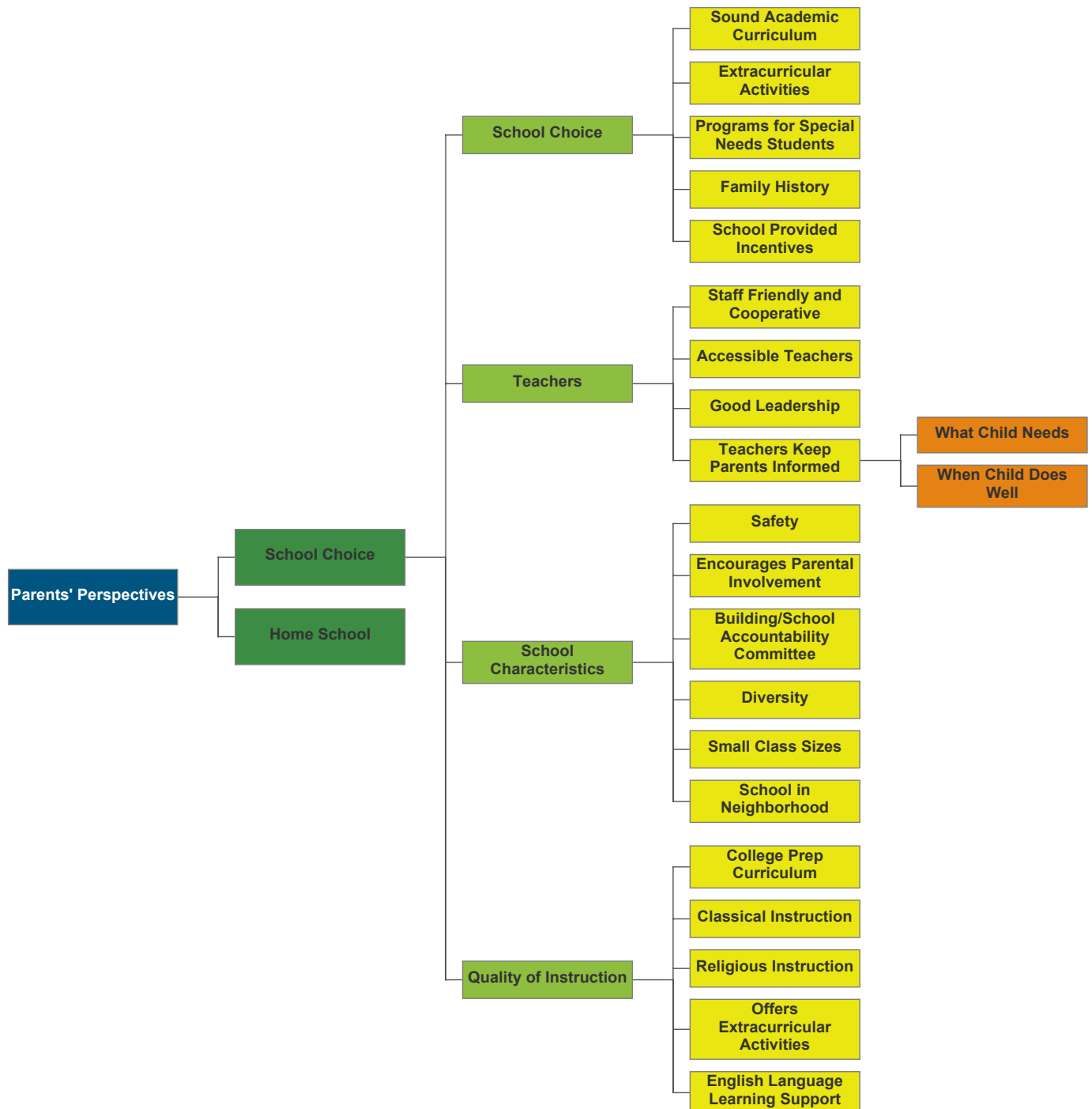
Item	Fall	Spring
Positive/No Change	76.3%	71.1%
Classes	17.9%	26.5%
Support	2.9%	7.2%
Communication	4.0%	7.2%
Other	2.9%	1.8%

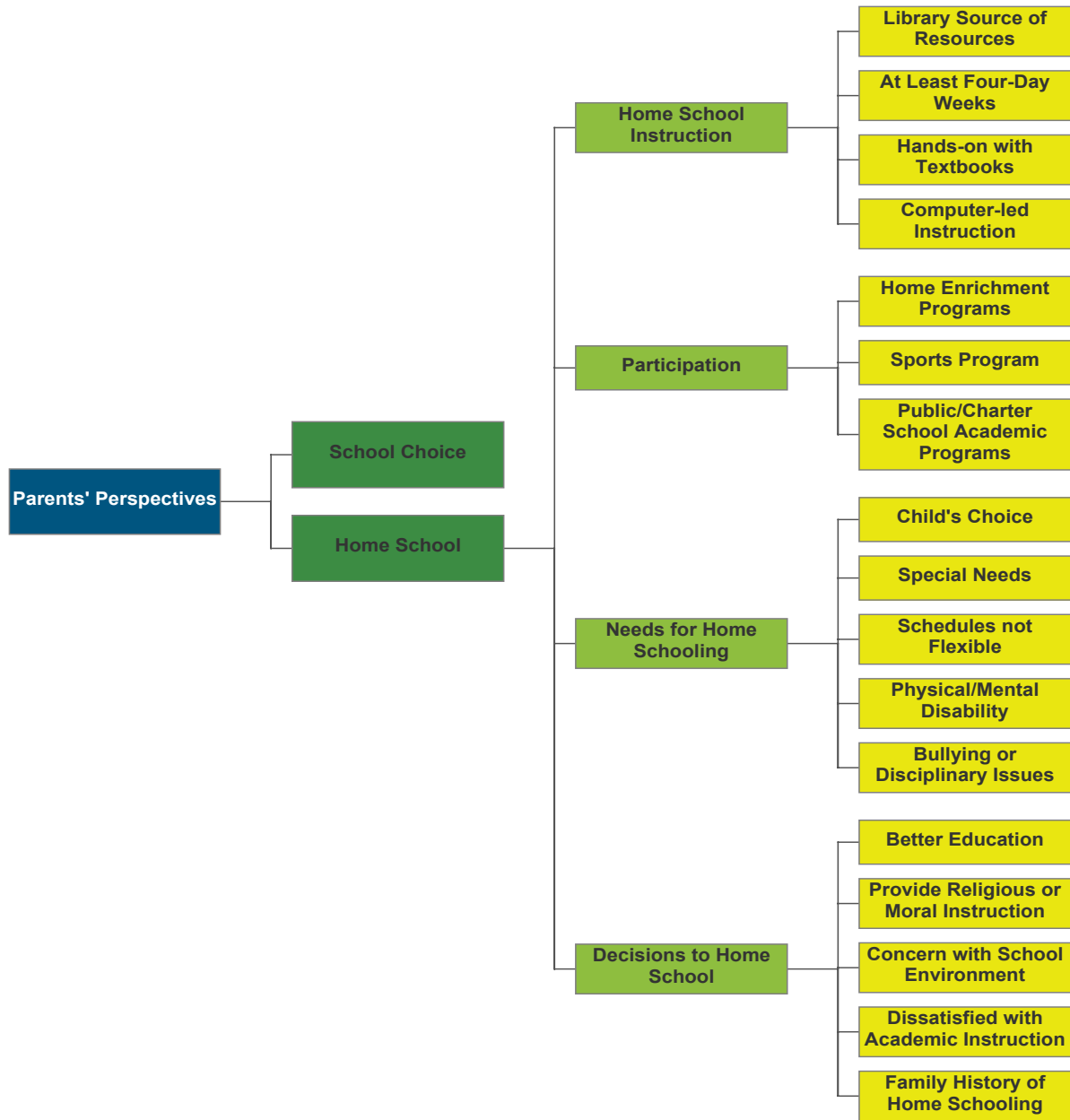


6. Appendices

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 through surveys, applications, attendance trackers, and other data collection processes. Most of the data presented in this report were collected from a survey conducted by Parents Challenge during both the fall and spring terms. Parents Challenge collected data on parent attitudes, how they perceived their child's schools, and how Parents Challenge assisted them over the past year, including their perceptions on how Parents Challenge made them better advocates for their children, evaluations of courses, and recommended changes. These data were used to create constructs to measure parents' attitudes toward 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 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 U.S. Census, the 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.

All statistical tests focused on comparing the end-of-year data to ascertain the program's impact on these stakeholders as they would have at least one year of experience in the program. All data were analyzed utilizing parametric tests (ANOVAs, t-tests) and 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 and Spring 2024 data and any differences between the Spring 2023 and 2024 results of Parents Challenge parents. Questions changed during the Spring data collection period were matched to similar questions asked during the Fall and Spring of 2023 to maintain the continuity of responses year by year.

The most recent comparative available data collected in Colorado were from the National Center for Education Statistics (NCES) and the U.S. Census Bureau Household Pulse 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	16	4.9%
First	22	6.8%
Second	14	4.3%
Third	21	6.5%
Fourth	22	6.8%
Fifth	33	10.2%
Sixth	22	6.8%
Seventh	38	11.7%
Eighth	32	9.8%
Ninth	36	11.1%
Tenth	38	11.7%
Eleventh	17	5.2%
Twelfth	14	4.3%

Figure C2: Ethnicity

Ethnic Breakdown	Total Parents Challenge	Colorado Springs Total Low Income
African-American	9.1%	5.4%
Hispanic	29.2%	17.4%
Asian	2.4%	2.9%
Caucasian	53.4%	66.4%
Pacific-Islander	0.6%	0.4%
Native American	0.7%	0.5%

Figure C3: School Level by Year

Level	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Elementary	41.4%	45.2%	47.7%	47.7%	43.8%	42.5%	41.3%	39.4%
Middle	29.3%	30.6%	29.4%	26.4%	28.1%	29.7%	29.0%	28.3%
High	29.3%	24.2%	22.8%	25.9%	28.1%	27.8%	29.7%	32.3%



Figure C4: Current School Type

Schools	Number	Percent
Private	157	48.3%
Traditional Public	61	18.8%
Charter Public	44	13.5%
Homeschool	63	19.4%

Figure C5: Type of School Attended by Year

Type of School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Private School*	59.1%	53.3%	49.3%	52.0%	49.6%	56.1%	50.5%	48.3%
Traditional Public	17.3%	15.0%	23.5%	18.8%	18.7%	12.3%	16.2%	18.8%
Charter Public Schools	13.4%	19.4%	18.3%	17.9%	19.1%	17.5%	15.8%	13.5%
Homeschool ^o	10.2%	12.2%	8.9%	12.6%	11.0%	14.1%	17.5%	19.4%

* 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	6.5%	5.0%
IEP/IEL	13.8%	12.0%
English Language Learner	5.8%	4.2%
504B Services	6.2%	4.2%

Figure C7: Parent Educational Attainment

Degree	Fall	Spring
Did not graduate high school	5.3%	4.5%
Certification or Trade School	7.7%	7.3%
High School Diploma	13.0%	12.7%
Some College	23.2%	23.7%
Associate's Degree	13.0%	12.2%
Bachelor's Degree	24.8%	26.5%
Master's Degree	11.4%	11.4%
Ph.D./Professional Degree	1.6%	1.6%



Figure C8: Parent Educational Attainment Comparison

Degree	Fall	Spring	Colorado Springs Below Poverty	Colorado Springs Above Poverty
Did not graduate high school	5.3%	4.5%	14.3%	3.9%
High School Diploma	20.7%	20.0%	32.0%	18.7%
Some College, Associate's Degree	36.2%	35.9%	33.2%	33.2%
Bachelor's Degree or Higher	37.8%	39.5%	20.5%	44.2%

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%
2024	11.6%

Figure C10: Extra-Curricular Activities

Item	Fall	Spring	Colorado
Sports	58.8%	63.4%	12.5%
Band/Choir/Dance/Drama	50.3%	48.0%	22.0%
Clubs	39.5%	40.9%	10.7%
Participates in self-defense programs	10.1%	9.7%	13.6%
Student Government	6.2%	6.4%	7.2%
ROTC, military programs	1.6%	1.3%	12.0%



Figure C11: Community Involvement

Item	Fall	Spring	Colorado
Volunteers in the Community	60.1%	62.8%	32.0%
Volunteers at School	41.5%	47.3%	32.0%
Has a job after school/weekends	15.4%	18.5%	33.4%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	19.9%	19.5%	13.6%
Loves to draw or make crafts	73.2%	73.2%	72.6%
Loves to Read	68.0%	66.4%	59.7%

Figure C12: Annual Change

Item	Fall	Spring	Change
Has a job after school/weekends	15.4%	18.5%	19.9%
Volunteers at School	41.5%	47.3%	14.0%
Sports	58.8%	63.4%	7.8%
Volunteers in the Community	60.1%	62.8%	4.4%
Clubs	39.5%	40.9%	3.4%
Student Government	6.2%	6.4%	3.2%
Loves to draw or make crafts	73.2%	73.2%	-0.1%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	19.9%	19.5%	-2.2%
Loves to Read	68.0%	66.4%	-2.3%
Participates in self-defense programs	10.1%	9.7%	-4.2%
Band/Choir/Dance/Drama	50.3%	48.0%	-4.6%
ROTC, military programs	1.6%	1.3%	-18.8%

Figure C13: Parents Volunteer Hours

Year	1 to 5 hours	10 to 20 hours	Over 20 hours
2015	1.70%	66.70%	31.7%
2016	1.40%	69.60%	29.0%
2017	2.80%	50.70%	46.5%
2018	6.70%	50.50%	42.9%
2019	1.90%	40.40%	57.7%
2020	20.20%	46.20%	33.6%
2021	11.00%	45.80%	43.2%
2022	4.10%	40.00%	55.9%
2023	8.50%	48.50%	43.0%
2024	7.30%	43.10%	49.6%



Figure C14: Parental Involvement

Activity	Fall	Spring
School Board Member	0.60%	0.0%
Participated in the development of the Strategic Plan, UIP, or other strategy plan for school and/or district	4.40%	3.7%
SAC - School Accountability Committee	2.20%	1.7%
Home School District Programs, i.e. Classical Connections, Rocky Mountain Digital Academy, Falcon Homeschool Program	5.00%	5.7%
Participated in field trip opportunities with the school	39.52%	50.0%
Home School Co-op i.e., Mindfulness, High Country Home Educators, Collegium Study Center	13.30%	13.8%
Classroom/School Monitor Volunteer	37.00%	42.5%
BAC - Building Accountability Committee	0.00%	1.1%
Participated in Home School Strategy Meetings	8.30%	8.6%
PTO or PTA	14.90%	14.4%
Served on Principal or Superintendent Advisory Committee	0.60%	1.1%

D. Long-Term Attitudes

Figure D1: Fall Term: School Choice

Choice Students	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Choice	83.5	83.2	83.2	84.0	81.4	83.9
Teachers	88.6	88.9	88.9	87.8	85.9	88.9
School Characteristics	81.5	80.6	80.6	81.2	79.2	80.6
Quality of Instruction	78.3	78	78	77.7	74.6	76.6

Figure D2: Fall Term: Homeschool

Choice Students	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Decision to Homeschool	83.5	83.2	74.8	61.5	71.8	82.4
Homeschool Instruction	88.6	88.9	85	78.6	84.6	93.4
Participation	81.5	80.6	80.4	77.1	83.5	78.1
Child's Needs	78.3	78	86.9	88.1	91.8	87.5



Figure D3: Spring Term: School Choice

Choice Students	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Choice	85.5	83.4	80.4	84.7	83.3	85.8
Teachers	89.3	90.2	86.6	88.2	85.9	90.3
School Characteristics	81.8	80.9	79.7	79.7	79.4	82.3
Quality of Instruction	79.8	78.4	74.8	78.1	76.3	77.1

Figure D4: Spring Term: Homeschool

Choice Students	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Decision to Homeschool	79.6	60	55.7	62.9	76	71.5
Homeschool Instruction	85	84.7	76.5	84	83	89.6
Participation	68.6	80.1	57.9	76.4	73.9	70.8
Child's Needs	78.9	81.5	69.5	92.9	95.6	91.3

Figure D5: Satisfaction Items

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Colorado
Provides sound academic curriculum	88.50%	90.00%	90.10%	90.00%	85.70%
Offers extracurricular activities	77.30%	80.60%	83.00%	80.60%	65.30%
Offers programs for Special Needs students	67.60%	68.60%	67.40%	68.60%	10.90%

Figure D6: Items on Teachers

Item	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Colorado
My child's teachers are accessible	85.20%	85.50%	86.10%	85.50%	85.60%
School administrators provide good leadership	83.00%	83.10%	84.90%	83.10%	65.60%
The teachers keep me informed of what my child needs	77.30%	76.60%	80.60%	76.60%	63.40%
The teacher contacts me when my child is doing well	71.40%	71.80%	75.30%	71.80%	60.10%



Figure D7: Items on School Characteristics

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Colorado
School is safe	87.50%	85.90%	88.10%	85.90%	92.30%
School encourages parental involvement, i.e. PTO, PTA	79.20%	82.60%	84.30%	82.60%	78.40%
School has a Building/School Accountability Committee	70.80%	73.80%	72.60%	73.80%	6.40%
Class sizes are small	78.40%	77.60%	77.50%	77.60%	75.60%
Diversity of school	56.00%	54.30%	73.70%	74.30%	76.30%

Figure D8: Items on Quality of Instruction

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Colorado
Provides college preparatory curriculum	78.90%	82.50%	81.80%	82.50%	72.70%
Provides classical instruction	77.50%	80.00%	78.50%	80.00%	85.70%
Provides religious instruction	73.60%	71.40%	71.90%	71.40%	47.50%
Offers extracurricular activities	77.30%	80.60%	83.00%	80.60%	65.30%
Provides ELL or ELS support	64.60%	63.10%	62.90%	63.10%	7.50%

Figure D9: Items on Decision to Homeschool

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Colorado
To provide religious or moral instruction	96.90%	93.80%	91.40%	66.20%	40.30%
Concern about environment of schools	58.50%	68.80%	58.10%	59.20%	13.80%
Dissatisfaction with academic instruction in schools	43.10%	54.20%	37.60%	50.70%	9.90%
I or family members were homeschooled	35.40%	41.70%	38.70%	35.20%	11.00%

Figure D10: Items on Quality of Instruction

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Colorado
The library is a source of instructional resources	84.60%	85.40%	83.90%	78.90%	26.50%
Academic calendar requires at least four days a week	98.50%	97.90%	93.50%	94.40%	43.90%
My instruction is totally hands-on with text books	81.50%	77.10%	80.60%	44.40%	21.40%
Fifty percent of student instruction is computer-led	16.90%	20.80%	25.80%	41.70%	19.50%



Figure D11: Items on Participation

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Colorado
Student participates in home school enrichment programs	72.30%	66.70%	50.50%	51.90%	11.00%
Student is involved in sports program	46.20%	35.40%	48.40%	47.10%	23.60%
Student participates in public/charter school academic programs	15.40%	18.80%	24.70%	15.50%	11.40%

Figure D12: Child's Needs

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Colorado
It was my child's choice	67.60%	71.40%	57.00%	35.20%	11.40%
Schedules were not flexible	35.90%	30.80%	22.60%	32.40%	12
Child has special needs	6.80%	11.20%	6.50%	19.70%	7.50%
Child has a physical or mental disability	5.50%	7.10%	9.70%	19.70%	7.50%
Child experienced bullying or disciplinary issues	17.40%	22.70%	18.30%	15.50%	6.60%

Figure D13: Estimates for School Choice

Choice Students	Fall 2024	Spring 2025
Choice	82.9	84.4
Teachers	87.3	87.8
School Characteristics	79.8	80.4
Quality of Instruction	75.3	75.8

Figure D14: Estimates for Homeschooling

Homeschool	Fall 2024	Spring 2025
Decision to Homeschool	70.9	69.1
Homeschool Instruction	87.0	86.3
Participation	79.0	72.4
Child's Needs	94.0	97.7



E. Parent Courses

Figure E1: Fall Facilitator Sessions

Event Name	Satisfaction	Attendance
Deborah Nelson: August 14th - Homeschool	95.96%	19.08%
Deborah Hendrix: August 15th - How to Prepare for Parent Teacher Conferences (New Families)	96.91%	31.21%
Dr. Regina Lewis: August 17th - Become Your Child's Superhero (Gold Families)	93.22%	34.10%
Dr. Regina Lewis: August 21st - Reignite, Reengage & Reunite (Platinum Families)	96.30%	26.01%
Peter Droege: August 29th - Scholarships & Grants	90.00%	23.12%
Eliza M. Love: September 7th - Teen People Skills	91.67%	20.81%
Mary Ann Hubl: September 12th - Let's Figure It Out Part 2 (High School Math)	91.67%	4.62%
Kristi Smith & Zach Lebsock: September 16th - College & Career Success	88.10%	8.09%
Jessie Henderson: September 19th - Cooking Matters, Hack Your Snack	92.98%	10.98%
Deborah Hendrix: September 21st - Organizational & Time Management	94.87%	22.54%
Steven Pittz & Alexasandria Dazlich: September 23rd - Learning the Law (UCCS)	84.62%	7.51%
Sandra Kwesell: October 2nd - November 13th - Parenting, Pillars For Success Series	100.00%	6.36%
Pikes Peak Chapter of Credit Unions: October 3rd - Financial Wellness, Budgeting & Saving	88.89%	12.14%
Rick Weaver: October 5th - Dyslexia & Reading Struggles	90.48%	8.09%
Leona M. Abdullah-Ward: October 10th - Yoga	82.05%	7.51%
Jessie Henderson: October 17th - Cooking Matters, Drink to Your Health	93.75%	9.25%
Dr. Bridgitt Mitchell: October 19th - Color Personality	90.32%	17.92%
Danielle Hendrix: October 24th - Suicide Prevention	93.83%	15.61%
Bridget Mosley: October 26th - Reading Strategies	94.62%	17.92%
Leona M. Abdullah-Ward: November 2nd - Zumba	95.83%	4.62%
Joi Miller: November 7th - Trauma & Mental Health	93.48%	26.59%
Mary Ann Hubl: November 15th - All About Percent	88.89%	8.67%
Self Defense Academy: November 16th - Self Defense & Empowerment	87.62%	20.23%
Deborah Hendrix: December 6th - Leadership	96.43%	16.18%
Colin Huestion: December 7th - Nurturing Fathers	90.00%	11.56%



Figure E2: Spring Facilitator Series

Facilitator	Satisfaction	Attendance
Dr. Jacque Franklin: Mandatory Spring - In-Person	93.06%	86.75%
Colin Hueston: Nurturing Fathers - In-Person Series	90.91%	6.63%
Victoria Jeffs: Core Purpose 2.0 - In-Person Series	92.06%	12.65%
Dr. Tiko Hardy: Survival Skills - In-Person Series	90.74%	10.84%
Anna Timmins-DeGregory: Autism Awareness - Virtual Feb. 6th	89.43%	24.70%
Eliza M. Love: Middle School- Musings -Virtual Feb. 13th	91.23%	22.89%
Melvin Grier: Alcohol & Drug Prevention - In-Person Feb. 15th	83.33%	13.25%
Jessie Henderson & Cooking Matters: The Family Kitchen - In-Person Feb. 20th	86.11%	14.46%
Holly Van Wieren: Helping the Young Reader - Virtual Feb. 29th	92.75%	27.71%
Pikes Peak Chapter of Credit Unions: Financial Wellness - Virtual Mar. 5th	93.86%	22.89%
Dr. Dedrick Sims: The Real Causes of Male Violence - Virtual Mar. 12th	91.67%	21.69%
Jessie Henderson & Cooking Matters: Money Saver Alert - In-Person Mar. 19th	88.89%	14.46%
Deborah Hendrix: How to Make Teams Work - In-Person Mar. 21st	98.20%	22.29%
Randee Van Ness: Educational Challenges & Learning Disabilities - In-Person Apr. 2nd	85.42%	19.28%
Mary Ann Hubl: Math at Home - In-Person Apr. 3rd	92.59%	16.27%
Dr. Bridgitt Mitchell: You Are Your Child's First Teacher - In-Person Apr. 4th	92.71%	19.28%

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%
2024	49.5%	44.1%



Figure F2: Services Needed

Year	2019	2020	2022	2023	2024
Special Education	11.0%	10.7%	10.8%	11.5%	11.5%
Online	6.4%	6.7%	6.9%	7.7%	8.2%
Gifted & Talented	5.7%	6.2%	5.8%	5.8%	6.3%
ELL	6.1%	5.2%	4.8%	4.7%	5.0%

Figure F3: Public School Characteristics

Proficiency Rates	ELA	Math
Parents Challenge (Fall)	83.70%	79.30%
Parents Challenge (Spring)	85.10%	81.10%
Not Low-Income	50.10%	47.00%
Low-Income	29.20%	18.40%
Total	45.60%	33.10%

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	2023
Not Low-Income	86.5%	86.6%	87.4%	89.2%	87.5%
Low-Income	62.3%	58.7%	61.5%	57.4%	60.3%
Total	74.0%	72.4%	75.2%	74.3%	73.8%



Figure F6: Dropout Rates










Group	2018	2019	2020	2022	2023
Not Low-Income	2.8%	2.5%	2.3%	2.0%	2.7%
Low-Income	4.2%	4.0%	4.6%	3.0%	5.7%
Total	3.3%	3.1%	3.1%	5.3%	3.8%

Figure F7: Student School Attendance

Status	Fall	Spring
Perfect Attendance	26.2%	15.2%
Fewer than 5 days	59.9%	54.0%
Fewer than 10 days	11.9%	26.6%
Greater than 15 days	1.6%	4.2%
Greater than 20 days	0.4%	0.0%

Note: no data for 11 to 14 days

H. Data Sources

-  American Community Survey
-  Bureau of Labor Statistics
-  Colorado Department of Education
-  Current Household Pulse Survey
-  Current Population Survey
-  Gallup, Inc.
-  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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