

Parents Challenge

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QREM
STRONG DATA = SOUND DECISIONS
6295 Greenwood Plaza Blvd., Suite 100,
Greenwood Village, CO 80111
720.724.7736

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1. Executive Summary

Students receiving services from Parents Challenge outperform all Colorado Springs public-school students and their low-income peers academically.

- 🌐 **Parents Challenge students are more proficient in Reading and Math than public school students** – almost 86% of Parents Challenge students are proficient in Reading/ELA and 82% are proficient in Math. These rates are 35.6 and 46.5 points higher than the proficiency rate of all public-school students in Colorado Springs.
- 🌐 **Parents Challenge students attend school more often** – approximately 3.5% of Parents Challenge students were chronically absent (where they were absent at least 10% of the academic year). More than one-third of low-income public school students in Colorado Springs were chronically absent, as were 24.9% of all public school students.

Parents Challenge respondents reported greater satisfaction with their children's school than other low-income parents across the nation.

- 🌐 **Parents have growing satisfaction with the characteristics of their children's schools** – nearly 86% of parents in 2025 were satisfied with key qualities of their children's school. Parents were more satisfied with school safety, smaller class sizes, and school diversity. Parent satisfaction also grew by 3.3 points from the previous year (82.2%).
- 🌐 **Parents maintain a strong level of satisfaction with their children's teachers** – parents reported a higher level of satisfaction for their child's education (91%); 29 points higher than low-income parents whose children attend public schools (62%).

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

- 🌐 **Parents Challenge satisfaction with the quality of instruction is stronger than other homeschooling families** – homeschooling families had a greater level of satisfaction than their peers (87.4% to 31.4%). Parents Challenge families' satisfaction grew by 3.7 points over the past year.
- 🌐 **Parents Challenge parents said their children's needs were better met when compared to other homeschooling parents** – parents felt homeschooling their child met their children's needs better than other homeschooling households across the country by 89.3% to 27.1%.

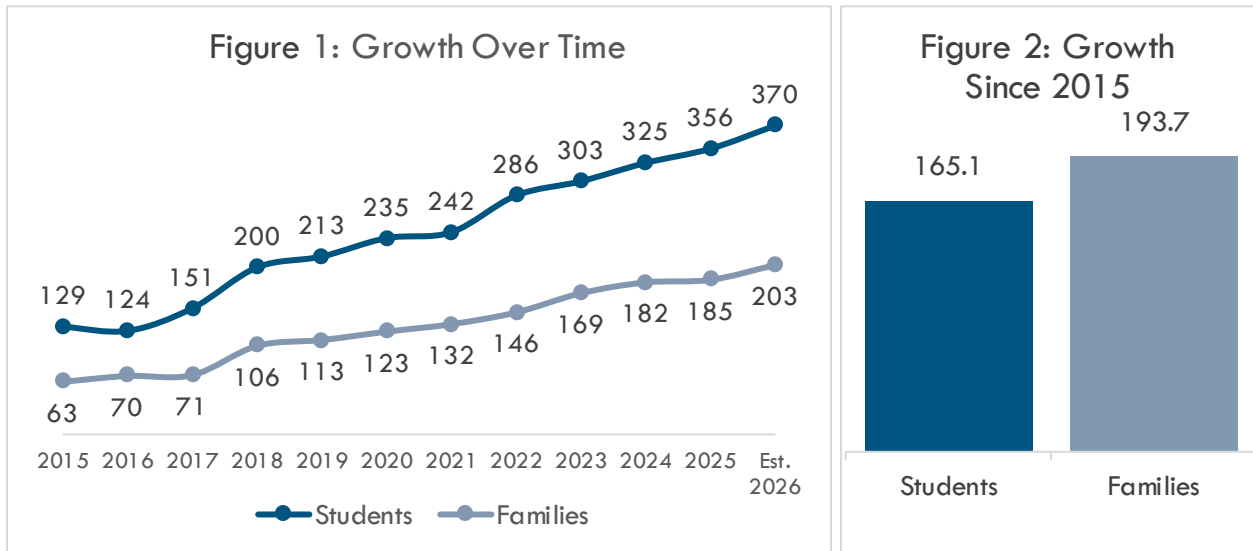
Finally, here are two results that demonstrate the value of Parents Challenge.

- 🌐 **The number of families and students served continues to grow** – Parents Challenge served 356 students and 185 families this year, an increase of 165% and 194% respectively since 2015.
- 🌐 **Most households earn \$49,000 less than the living wage for Colorado Springs** – 56% of Parents Challenge families earn less than \$55,500 per year, far less than the living wage needed for a family of three (two parents who work and one child), in Colorado Springs (\$104,202).



2. Parents Challenge Characteristics

In 2025, 356 students and 185 families received services from Parents Challenge, representing a 176% increase in students and a nearly 194% increase in families since 2015 (Figure 1 and 2).



A higher proportion of Parents Challenge families are in two-parent households when compared to families with school-aged children in Colorado Springs (American Community Survey, 2025). Two-parent households are more likely to live above the poverty line and subsequently have more resources to spend on their children (U.S. Census Bureau, 2025). However, Parents Challenge serves more lower income families. 56% of Parents Challenge families earn less than \$55,500 per year, which is \$49,000

Figure 3: Household Type

Type	Parents Challenge	Colorado Springs
Two-Parent Family	65.9%	55.6%
Single-Parent	32.4%	44.4%
Guardian/ Grandparent	1.6%	38.5%
Active Military	2.7%	6.2%
Retired Military	3.8%	15.3%

Figure 4: Income Ranges

Income Range	Parents Challenge	Percent of Private School Cost
\$0 to \$36,492	28.6%	81.1%
\$36,463 to \$45,991	16.2%	35.8%
\$45,992 to \$55,500	10.8%	19.1%
\$55,501 to \$65,009	16.2%	24.5%
\$65,010 to \$74,518	14.1%	21.2%
\$74,519 to \$84,028	10.3%	18.6%
\$84,029 & Higher	3.8%	17.6%

less than the wage needed for a family of three to survive in Colorado Springs (Glasmeier and Massachusetts Institute of Technology, 2025). The Private School Review (2025) reported the average cost of a private school is \$14,779, and without assistance, fees account between 17.6% to 81.1% of the income of a Parents Challenge household. Taken together—school fees and household income—indicates that Parent Challenge families would have to give up spending on key components (e.g., healthcare, transportation, housing or food) in order to afford a private school on



their own (Glasmeier & Massachusetts Institute of Technology, 2025).

In addition to placing extraordinary pressure on household budgets, lower socioeconomic status harms students’ educational experiences. A meta-analysis conducted by the American Psychological Association (2014) found children who lived in low-income households were less likely to have developed basic reading skills and did not have access to learning materials when compared to their more affluent peers (Buckingham et al., 2013; Aikens & Barbarin, 2008; Bradley et al., 2001). Furthermore, families in low-income neighborhoods are also more likely to attend lower quality schools, and subsequently their children would have poorer academic outcomes (Gimbert et al., 2007; Muijs et al., 2009; Colorado Department of Education, 2025; U.S. Department of Education, 2025). Without the assistance provided by Parents Challenge, the outlook for their children is discouraging.

3. Academic Comparisons

A higher proportion of Parents Challenge students are proficient in ELA/Reading and Math than low-income students and all public school students in Colorado Springs. Parents Challenge students outperformed low-income students by 55.9 points in ELA/Reading and 60.6 points in Math (Figure 5). They also outperformed all students by 38.6 points and 46.5 points in both subjects (Colorado Department of Education, 2025). These academic differences are not likely associated with the negative impacts of the pandemic. Overall, public-school students have recovered from the academic losses incurred by the COVID-19 pandemic (Kuhfeld & Lewis, 2025; U.S. Department of Education, 2025).

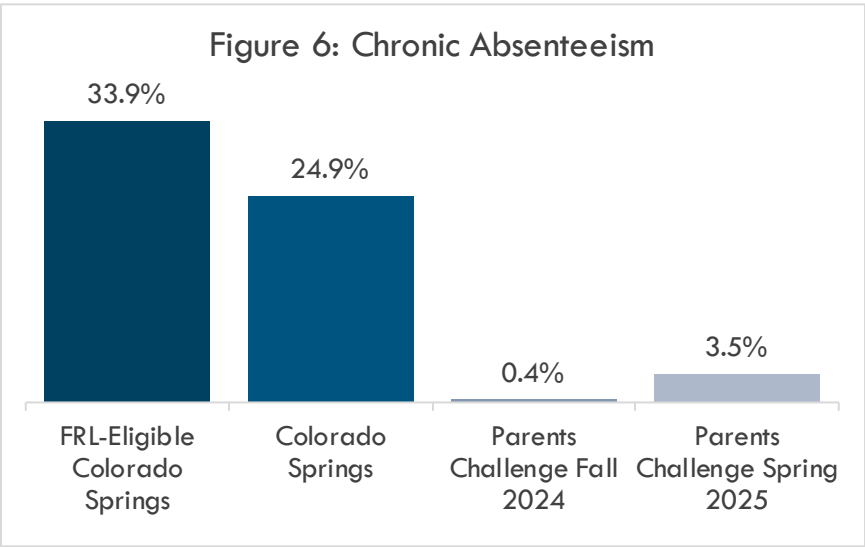
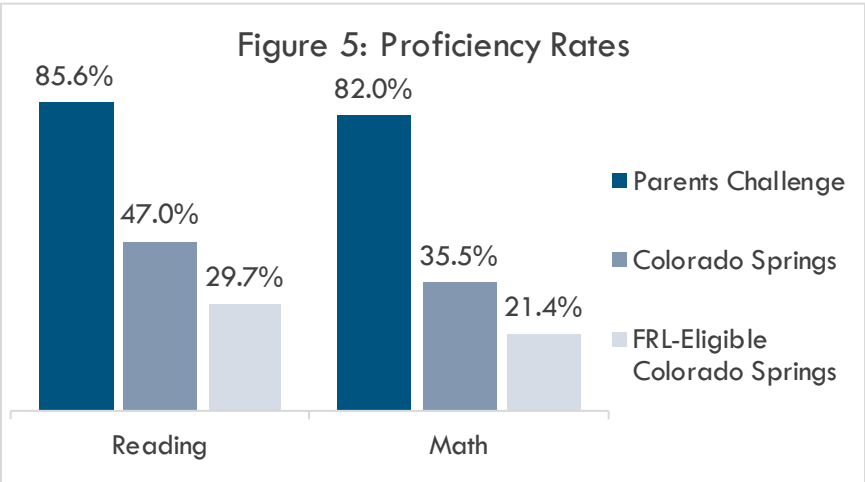


Figure 6 shows that Parents Challenge students have lower chronically absent rates than public-school students, which has become a significant issue as a high proportion of public-school students are

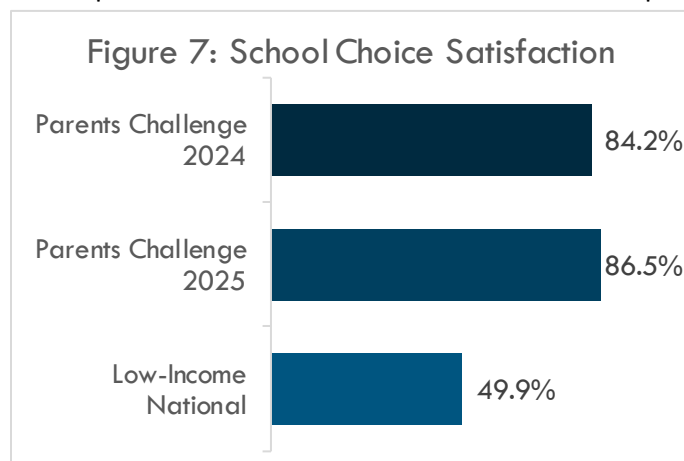


chronically absent (Jacobsen, 2025). Typically, younger students are more likely to experience chronic absenteeism, and those who do are more likely to continue this pattern throughout their academic careers (Nairn, 2022). The reasons for higher Chronic Absenteeism range from lack of family or student support in schools to personal health factors to student disengagement (U.S. Department of Education, 2025). There are several consequences to being absent from school. Lower academic achievement and a higher probability of not graduating from high school are two of the greatest concerns. Each can result in poorer life outcomes and weaker economic security (lower lifetime wages and greater likelihood of experiencing unemployment) (Bureau of Labor Statistics, 2025; U.S. Census Bureau, 2025; Nairn, 2022).

4. Parents Perspectives on Schools

4.1 Parents School Choice Satisfaction

Figure 7 shows that parents with Parents Challenge are more satisfied with their children's school than parents whose children attend public schools, according to the most recent data published by the National Center for Education Statistics; 2025). A higher rate of Parents Challenge families said their school provides extracurricular activities and offers special needs programs compared to parents



sending their child to public school. This aligns with national research as 19% of private schools surveyed by NCES present a specific emphasis compared to 12% of all public schools. Specifically, 7% of private schools focus on special education, 5% were Montessori Schools, and 3% were alternative schools. Together, private schools with specific emphases are slightly higher than 12% of public schools with a specific emphasis (Taie & Lewis, 2022).

Figure 8: School Choice Satisfaction Items

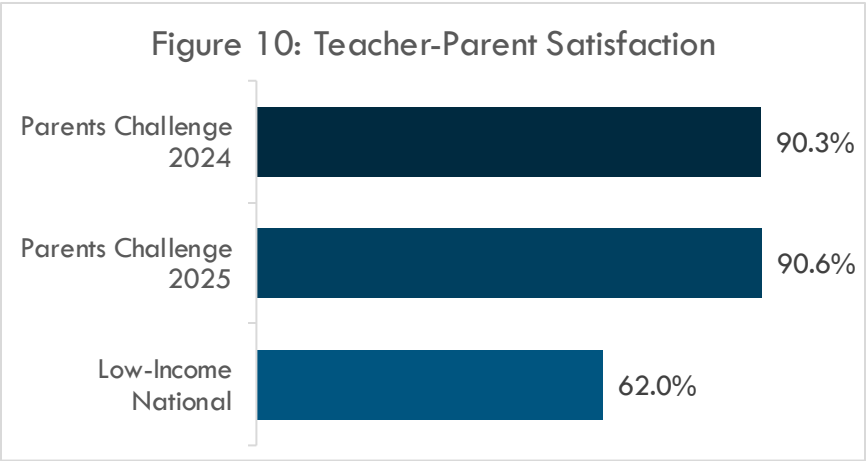
Choice	Spring 2024	Spring 2025	Low-Income National
Provides sound academic curriculum	91.4%	93.6%	59.0%
Offers extracurricular activities	82.8%	84.1%	44.0%
Offers programs for Special Need students	65.9%	69.4%	40.0%

Parents Challenge parents are also more likely to say their school provided a sound academic curriculum than parents of children attending public schools (NCES, 2025). This difference is related to the growing dissatisfaction towards public schools, which can be attributed to unpopular school policies implemented during the COVID-19 pandemic (Pondiscio, 2022) such as school closures (McDonald, 2022). There is also a growing lack of confidence Americans have in our public





educational system. Gallup (2025) reported Americans' confidence in public schools is at a fifty year low (29%), a significant decline from a 62% confidence level reported in 1975 (Figure 9).¹



Parents were more satisfied with their children's teachers than parents at public schools (Figure 10). Reasons for greater satisfaction can be attributed to a higher proportion of respondents saying their children's teachers were more accessible than in public schools. A greater percentage of Parents Challenge parents also said their children's teachers kept them informed about what their children needed, or were doing well compared to their peers (NCES, 2025).

Figure 11: Items on Teachers

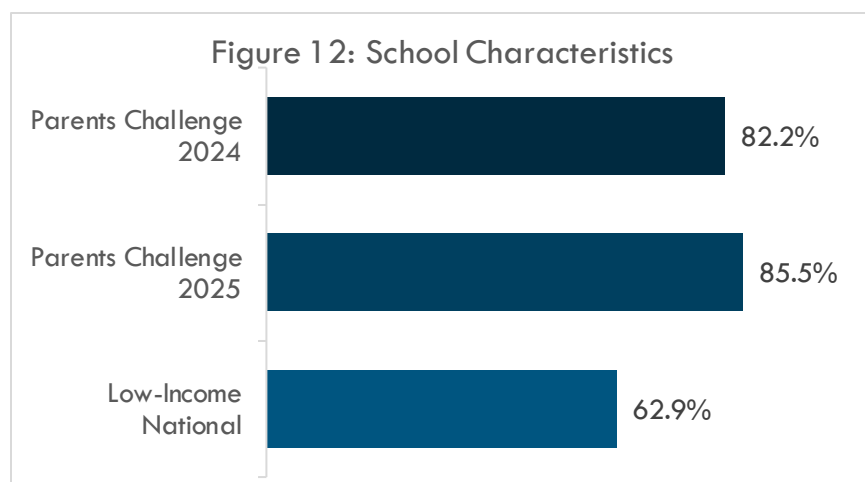
Item	Spring 2024	Spring 2025	Low-Income National
My child's teachers are accessible	87.8%	90.2%	61.0%
School Administrators provide good leadership	84.8%	87.4%	54.0%
The teachers keep me informed of what my child needs	81.6%	81.9%	58.0%
The teacher contacts me when my child is doing well	77.4%	78.4%	55.0%

Better communication translates into stronger levels of trust between both parents and teachers (Figure 11). Higher levels of trust between teachers and parents often result in students performing better academically (Smith, 2020;

Darling-Hammond & Cook-Harvey, 2018; Lerkkanaen & Pakarinen, 2022).² Higher teacher satisfaction is

¹ Only the differences between Spring 2025 and Low-Income National results were found to be statistically significant at $p < .01$ using a t-test and an ANOVA.

² The differences between Parents Challenge 2025 results and the national results were statistically significant at $p < .01$.



also associated with teacher retention, as parent satisfaction and teacher retention are strongly related. Teachers who stay at their schools tend to be in a stronger school climate (Tsuyuguchi, 2023).

Parents' satisfaction with school characteristics is significantly higher than that of public-school parents

(Figure 12). This satisfaction has grown by 3.3 points over the past year. These parents felt their children's school was safe, and their school encouraged parental involvement at a higher rate than public schools (NCES, 2025).

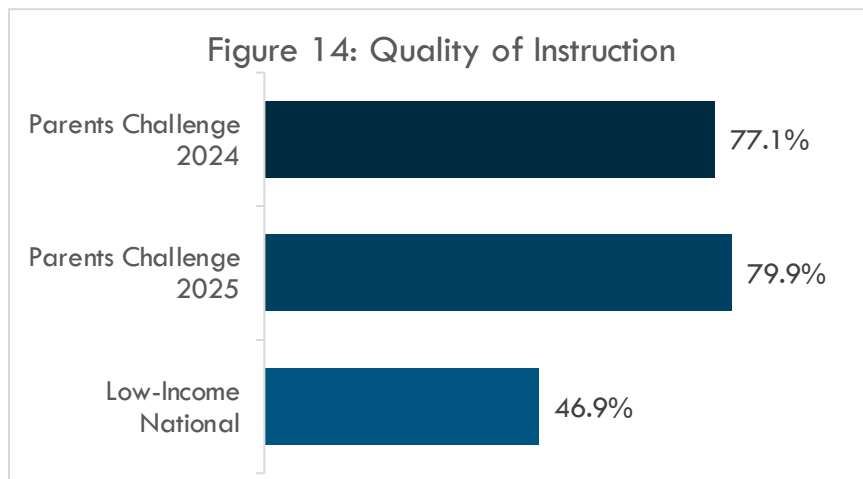
The greater sense of safety among Parents Challenge respondents may stem from school environments, as private schools were less likely to have a police presence at their school, or use physical security measures, than public schools (Figure 13; NCES, 2025). Safety was cited as a key reason behind choosing a school, followed by teachers and academics, according to Shannon-Baker et al. (2020). Additionally, Safety is a key driver behind teachers leaving their current school. An editorial from the Navigate 360 Editorial Team (2025) reported that teachers were more likely to leave when they felt unsafe, a finding confirmed by Doughty (2024), who stated school safety and unsupportive environments were key factors contributing to teacher turnover. These respondents also indicated their child fit into the school's community, as implied by the proportion of families highlighting their school's smaller class sizes, encouraging parental involvement, and school diversity. Pendergast et al., (2018) reported students who felt they were not a part of the school community were less likely to succeed academically.³

Figure 13: School Characteristics Items

Item	Spring 2024	Spring 2025	Low-Income National
School is safe	90.3%	91.8%	75.0%
School encourages parental involvement, i.e. PTO, PTA	85.6%	87.5%	74.0%
Class sizes are small	79.9%	81.3%	38.0%
School has a Building/School Accountability Committee	79.6%	78.3%	22.0%
The school is diverse	74.6%	77.7%	39.0%

³ The differences between Parents Challenge Spring 2025 results and the national low-income results were statistically significant at $p < .01$. The differences between Parents Challenge 2024 and 2025 results were statistically significant at $p < .10$.





Parents continued to be far more satisfied with the quality of instruction at their children's school than low-income parents at public schools (Figure 14). The factors contributing to these differences include the different types of courses offered and an emphasis on a college preparatory curriculum at Parents

Challenge schools compared to public schools (Figure 15; NCES, 2025). Williams (2022) found that private schools offered a better education and more college preparation opportunities than public schools, even when the same factors exist at both public and private high schools. Private school students have more opportunities to learn about potential careers and new educational paths because a higher proportion have access to college preparatory classes (Jimenez, 2020). There was also a change in how private school families viewed quality instruction during the pandemic, as a higher value is placed on in-person learning over online instruction. During the pandemic, private schools were more likely to provide in-person opportunities than public schools, leading many to believe private schools provided higher-quality education (Musaddiq et al., 2022), a factor that became paramount due to concerns about learning losses caused by the COVID-19 Pandemic at public schools (Cowen, 2023).⁴

Figure 15: Items in Private School Quality of Instruction

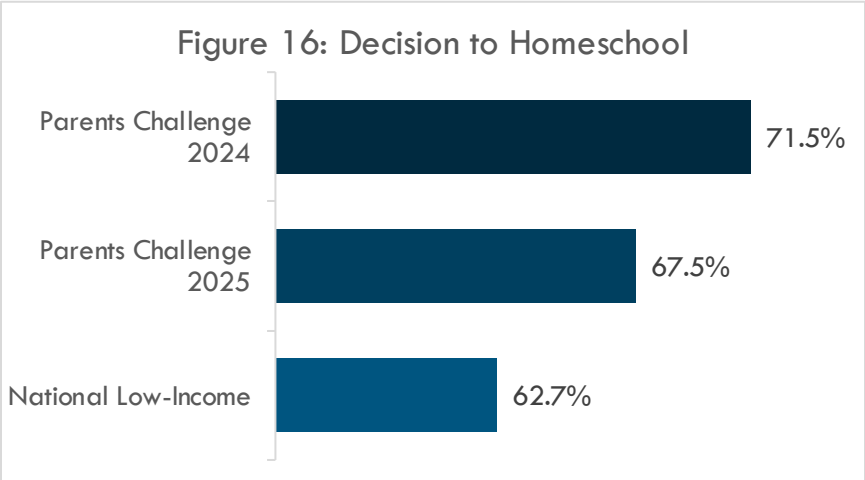
Item	Spring 2024	Spring 2025	Low-Income National
Provides college preparatory curriculum	82.9%	86.6%	52.0%
Offers extracurricular activities	82.8%	84.1%	44.0%
Provides classical instruction	76.8%	81.5%	63.0%
Provides religious instruction	72.9%	75.2%	15.0%
Provides ELL or ESL support	63.6%	66.5%	49.0%

⁴ The differences between Parents Challenge 2025 spring results and national low-income public-school attitudes were statistically significant at $p < .001$ using an independent t-test and ANOVA.



4.2 Homeschool Characteristics

The decision to homeschool score declined by four points between 2024 and 2025 (Figure 16). This decline is directly related to Parents Challenge homeschooling families being less concerned about school environments. A notable difference is the proportion of Parents Challenge families with at-home education experience,



compared to the national rate (27.5% to 10.4%). At the same time, fewer respondents said they experienced homeschooling this year than last (27.5% to 35.2%, respectively), which contributed to the decline between 2024 and 2025 (NCES, 2025). These declines indicate parents are homeschooling for additional reasons. Articles published by Newsweek and Homeschooling Connections reported the primary reasons families homeschooled were to meet children’s learning disabilities, maintaining an emphasis on family life, cultural issues, and concerns about school environments (Homeschool Connections, 2024; Fink & Blake, 2024; Pula, 2025). However, the educational decline in public schools remains a key driver behind homeschooling (Musaddiq et al., 2022). Parents also feel homeschooling was safer and had a positive influence on their children’s mental health (Figure 17; Conway, 2025; Watson, 2024). Interestingly, more homeschooling families are in the lower-income brackets, as 49% of homeschooling families earn less than \$100,000 (U.S. Census Bureau, 2024; Smith & Watson, 2025).⁵

Figure 17: Decision to Homeschool

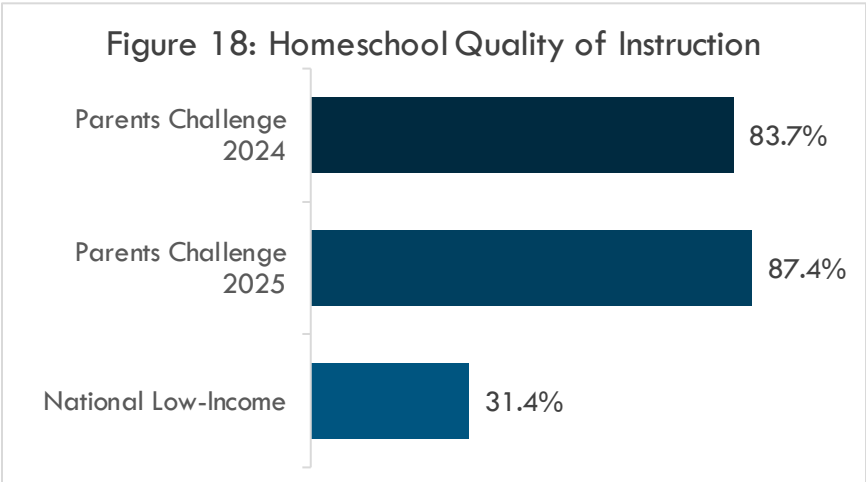
Item	Spring 2024	Spring 2025	Low-Income National
To provide religious or moral instruction	66.2%	58.8%	75.0%
Concern about environment of schools	59.2%	45.0%	83.0%
Dissatisfaction with academic instruction in schools	50.7%	37.5%	72.0%
I or family member were home schooled/online instruction	35.2%	27.5%	10.4%

⁵ The differences between Spring 2024 and Spring 2025 were statistically significant at $p < .01$, and the differences between the Parents Challenge 2025 results and the national rate were statistically significant at $p < .10$.

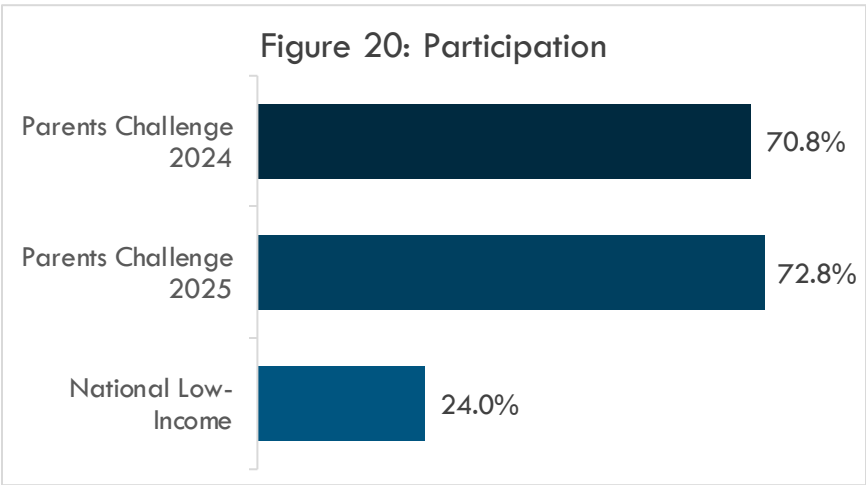


Families reported a greater level of satisfaction in the quality of instruction than the previous year and the national average. Key factors contributing to these differences were regular library use and the use of hands-on instruction (NCES, 2025). Homeschool students utilized various technologies for their learning, and their learning was more likely to be self-directed and incorporate real-world experiences

(Morris & Pannone, 2024).⁶ An item that should be explored in future research is whether these homeschool students are learning in a microschool. Microschooling is a new type of education that has emerged in response to the pandemic. These schools serve less than 15 students and can serve a range of students at one small location. Microschools have experienced a growing demand likely due to their small and flexible environments (Ohls, Covelli & Schweig, 2025; Bedrick & Ladner, 2020); Daramola & Doss, 2022).



Item	Spring 2024	Spring 2025	National Low-Income
Regular School Schedule	94.4%	86.0%	43.9%
Use of Library	78.9%	82.0%	26.5%
Instruction hands-on	44.4%	62.5%	21.4%
Computer-Led Instruction	41.7%	39.0%	19.5%



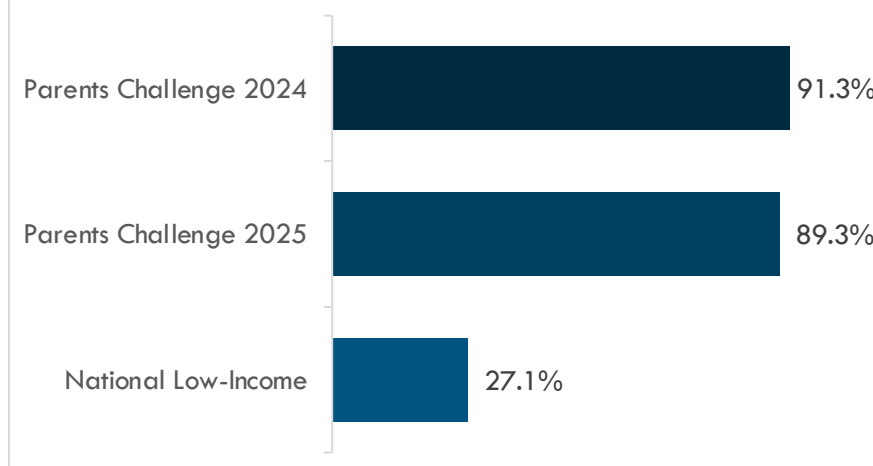
Parents Challenge homeschooling families participate at a higher rate in extracurricular programs than other homeschooling families across the country (Figure 20 and 21). Additionally, Figure 21 shows that Parents Challenge homeschooling households increased their level of participation from the previous year, notably by

⁶ The differences between Parents Challenge 2025 and the national rate were found to be statistically significant at $p < .01$. The differences between Parents Challenge results by year were statistically significant as well at $p < .05$.

Figure 21: Items on Participation

Item	Spring 2024	Spring 2025	National Low-Income
Did your scholar participate in a home school enrichment program?	51.9%	64.0%	11.0%
Did your scholar participate in sports?	47.1%	52.0%	23.6%
Did your student participate in public/charter school academic programs for a portion of the day?	15.5%	20.0%	11.4%

Figure 22: Child's Needs



participating in homeschool enrichment programs, which grew by 12.1 points over the past year (NCES, 2025).⁷

Parents Challenge parents feel their children's needs were met, when compared to their peers across the country. Parents Challenge families emphasized more flexible schedules and were more likely to cite their children's needs or

disabilities as reasons for opting to homeschool (Figure 23). This reflects the same reasoning many families across the country choose to homeschool their children (Homeschool Connections, 2024; Fink & Blake, 2024; Pula, 2025; NCES, 2025).⁸

Figure 23: Items on Child's Needs

Item	Spring 2024	Spring 2025	National
Schedules were not flexible	32.4%	63.0%	12.0%
Family has always homeschooled	35.2%	27.5%	11.4%
Child has special needs or disability	19.2%	23.0%	7.5%
Child has a physical or mental disability	19.7%	19.7%	7.5%
Child experienced bullying or disciplinary issues	15.5%	8.0%	6.6%

⁷ The differences between Parents Challenge 2025 results and National Low-Income were statistically significant at $p < .01$ using an independent t-test and ANOVA, and the differences in participation between Parents Challenge 2024 and 2025 results were statistically significant at $p < .05$.

⁸ The differences between Parents Challenge 2025 results and the national results are statistically significant at $p < .01$ using an ANOVA and independent t-test.



5. Parents Comments

Figure 24: Health Concerns

Item	Fall	Spring
Social-Emotional	15.1%	15.2%
Mental Health	13.3%	12.4%
Action Taken by Parents	59.7%	43.4%
Action Needed	16.4%	21.9%

Throughout the academic year, parents commented about all aspects of their children's health (Figure 24). While there was a slight decline in mental health concerns, there is a significant decline in action taken by families.⁹

When asked about how their choice impacted their students (Figure 25), more parents cited better instruction in the fall (61%) compared to 42.3% in the Spring. As the year progressed, a higher proportion reported that their child's needs were met (13.9% to 31.9%). Parents also stated a benefit in their choice was witnessing their child's personal growth (e.g., greater confidence) in the Fall. A higher proportion of families also highlighted access to extracurricular activities in the Spring (1.5% to 4.8%).

Figure 25: How Choice Impacted Student's Outcomes

Item	Fall	Spring
Better instruction	60.8%	42.3%
Needs met	13.9%	31.9%
Positive Impact on Academic Outcomes	5.4%	7.2%
Personal growth	9.8%	6.0%
Extracurriculars	1.5%	4.8%
Difficulties	1.3%	3.4%
None	2.6%	2.2%
Social skills	4.6%	2.2%

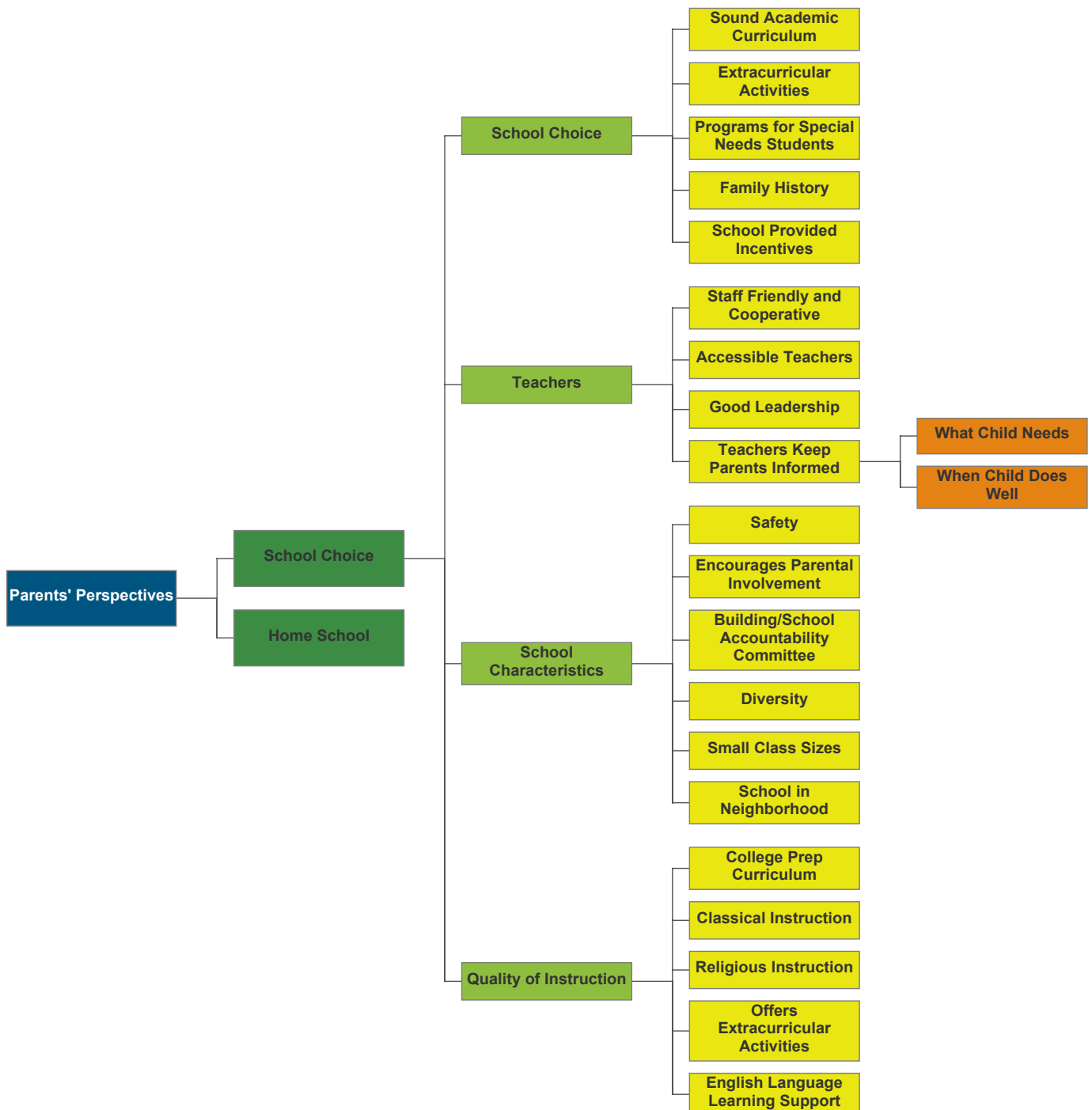
⁹ Fall to spring differences are statistically significant at $p < .01$ using an independent t-test.

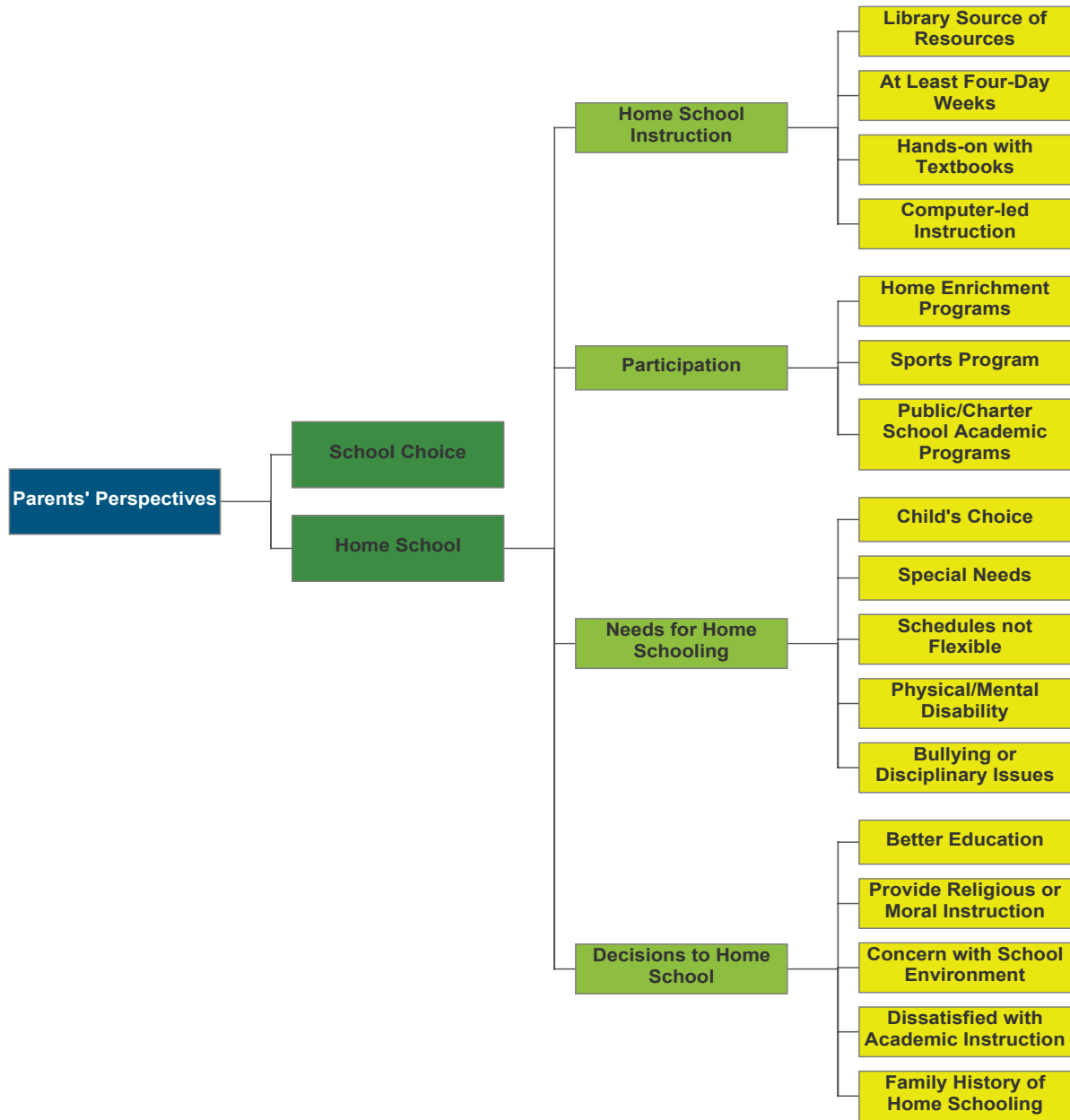


6. Appendices

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 Data Map in Appendix A). Scores were weighted from parents' answers, and all scores are set on a scale of 0 to 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. There were some limitations in the data, as some data collected in 2023 were published this year, but only preliminary results for the nation were provided, limiting the ability to make statewide comparisons. 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 national data and Spring 2025 data and any differences between the Spring 2024 and 2025 results of Parents Challenge parents. Questions changed during the Spring data collection period were matched to similar questions asked during the Fall and Spring to maintain the continuity of responses year by year.

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. Demographics

Figure C1: Grade Level

Grades	Number	Percent
Kindergarten	12	3.6%
First	16	4.8%
Second	18	5.4%
Third	23	6.9%
Fourth	17	5.1%
Fifth	23	6.9%
Sixth	37	11.2%
Seventh	21	6.3%
Eighth	41	12.4%
Ninth	37	11.2%
Tenth	35	10.6%
Eleventh	31	9.4%
Twelfth	20	6.0%

Figure C2: Ethnicity

Ethnic Breakdown	Total Parents Challenge	Colorado Springs Low Income
African-American	11.54%	5.42%
Hispanic	23.27%	17.44%
Asian	3.04%	2.89%
Caucasian	70.35%	66.41%
Pacific-Islander	1.28%	0.37%
Native American	2.08%	0.52%

Figure C3: School Level by Year

Level	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Elementary	45.2%	47.7%	47.7%	43.8%	42.5%	41.3%	39.4%	32.9%
Middle	30.6%	29.4%	26.4%	28.1%	29.7%	29.0%	28.3%	29.9%
High	24.2%	22.8%	25.9%	28.1%	27.8%	29.7%	32.3%	37.2%



Figure C4: Current School Type

Schools	Number	Percent
Private	163	49.2%
Traditional Public	55	16.6%
Charter Public	50	15.1%
Homeschool	63	19.0%

Figure C5: Type of School Attended by Year

Type of School	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Private School*	53.3%	49.3%	52.0%	49.6%	56.1%	50.5%	48.3%	49.2%
Traditional Public	15.0%	23.5%	18.8%	18.7%	12.3%	16.2%	18.8%	16.6%
Charter Public Schools	19.4%	18.3%	17.9%	19.1%	17.5%	15.8%	13.5%	15.1%
Homeschool ^o	12.2%	8.9%	12.6%	11.0%	14.1%	17.5%	19.4%	19.0%

* 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	8.40%	5.80%
IEP/IEL	8.10%	8.50%
English Language Learner	1.70%	2.30%
504B Services	4.60%	5.80%

Figure C7: Parent Educational Attainment

Degree	Fall	Spring
Did not graduate high school	4.9%	4.6%
Certification or Trade School	7.5%	8.8%
High School Diploma	12.8%	13.0%
Some College	22.3%	22.5%
Associate's Degree	13.2%	12.6%
Bachelor's Degree	25.7%	25.2%
Master's Degree	12.1%	12.2%
Ph.D./Professional Degree	1.5%	1.1%



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%	14.7%	3.9%
High School Diploma	20.7%	20.0%	24.4%	17.9%
Some College, Associate's Degree	36.2%	35.9%	40.6%	32.2%
Bachelor's Degree or Higher	37.8%	39.5%	20.3%	46.0%

Figure C9: Colorado-Born

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%
2025	6.5%

Figure C10: Extra-Curricular Activities

Item	Fall	Spring	Colorado
Sports	63.7%	63.4%	12.5%
Band/Choir/Dance/Drama	43.8%	40.8%	22.0%
Clubs	39.3%	36.6%	10.7%
Participates in self-defense programs	11.8%	11.8%	13.6%
Student Government	4.8%	4.8%	7.2%
ROTC, military programs	0.9%	1.5%	12.0%



Figure C1 1: Community Involvement

Item	Fall	Spring	Colorado
Volunteers in the Community	67.1%	66.2%	32.0%
Volunteers at School	45.0%	43.5%	32.0%
Has a job after school/weekends	17.2%	17.8%	33.4%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	17.8%	20.2%	13.6%
Loves to draw or make crafts	71.9%	69.8%	72.6%
Loves to Read	67.7%	65.9%	59.7%

Figure C1 2: Annual Change

Item	Fall	Spring	Change
Sports	63.7%	63.4%	-0.5%
Band/Choir/Dance/Drama	43.8%	40.8%	-6.8%
Clubs	39.3%	36.6%	-6.8%
Participates in self-defense programs	11.8%	11.8%	0.2%
Student Government	4.8%	4.8%	0.0%
ROTC, military programs	0.9%	1.5%	66.7%
Volunteers in the Community	67.1%	66.2%	-1.3%
Volunteers at School	45.0%	43.5%	-3.3%
Has a job after school/weekends	17.2%	17.8%	3.5%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	17.8%	20.2%	13.5%
Loves to draw or make crafts	71.9%	69.8%	-2.9%
Loves to Read	67.7%	65.9%	-2.7%

Figure C1 3: 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%
2024	7.3%	43.1%	49.6%
2025	6.5%	40.0%	53.5%



Figure C1 4: Parental Involvement

Activity	Fall	Spring
School Board Member	1.1%	1.1%
Participated in the development of the Strategic Plan, UIP, or other strategy plan for school and/or district	3.8%	4.3%
SAC - School Accountability Committee	4.9%	4.3%
Home School District Programs, i.e. Classical Connections, Rocky Mountain Digital Academy, Falcon Homeschool Program	7.6%	7.6%
Participated in field trip opportunities with the school	43.8%	46.5%
Home School Co-op i.e., Mindfulness, High Country Home Educators, Collegium Study Center	16.2%	17.3%
Classroom/School Monitor Volunteer	43.2%	42.2%
BAC - Building Accountability Committee	0.0%	0.5%
Participated in Home School Strategy Meetings	8.6%	9.2%
PTO or PTA	16.8%	15.1%
Served on Principal or Superintendent Advisory Committee	1.6%	1.6%

D. Long-Term Attitudes

Figure D1 : Fall Term: School Choice

Choice Students	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Choice	83.2	83.2	84	81.4	83.9	85.9
Teachers	88.9	88.9	87.8	85.9	88.9	89.9
School Characteristics	80.6	80.6	81.2	79.2	80.6	85.9
Quality of Instruction	78	78	77.7	74.6	76.6	79.8

Figure D2: Fall Term: Homeschool

Choice Students	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Decision to Homeschool	83.2	74.8	61.5	71.8	82.4	79.1
Homeschool Instruction	88.9	85	78.6	84.6	93.4	83.8
Participation	80.6	80.4	77.1	83.5	78.1	76.1
Child's Needs	78	86.9	88.1	91.8	87.5	82.3



Figure D3: Spring Term: School Choice

Choice Students	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Choice	83.4	80.4	84.7	83.3	85.8	86.5
Teachers	90.2	86.6	88.2	85.9	90.3	90.6
School Characteristics	80.9	79.7	79.7	79.4	82.3	85.5
Quality of Instruction	78.4	74.8	78.1	76.3	77.1	79.9

Figure D4: Spring Term: Homeschool

Choice Students	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Decision to Homeschool	60	55.7	62.9	76	71.5	56.2
Homeschool Instruction	84.7	76.5	84	83	82.7	87.4
Participation	80.1	57.9	76.4	73.9	70.8	72.8
Child's Needs	81.5	69.5	92.9	95.6	91.3	89.3

Figure D5: Satisfaction Items

	Fall 2023	Spring 2024	Fall 2024	Spring 2025	National
Provides sound academic curriculum	90.1%	90.0%	91.2%	93.6%	59.0%
Offers extracurricular activities	83.0%	80.6%	84.6%	84.1%	44.0%
Offers programs for Special Needs students	67.4%	68.6%	73.4%	69.4%	40.0%

Figure D6: Items on Teachers

Item	Fall 2023	Spring 2024	Fall 2024	Spring 2025	National
My child's teachers are accessible	86.1%	85.5%	90.1%	90.2%	61.0%
School administrators provide good leadership	84.9%	83.1%	89.4%	87.4%	54.0%
The teachers keep me informed of what my child needs	80.6%	76.6%	81.3%	81.9%	58.0%
The teacher contacts me when my child is doing well	75.3%	71.8%	76.7%	78.4%	55.0%



Figure D7: Items on School Characteristics

Item	Fall 2023	Spring 2024	Fall 2024	Spring 2025	National
School is safe	88.1%	85.9%	91.8%	91.8%	75.0%
School encourages parental involvement, i.e. PTO, PTA	84.3%	82.6%	86.8%	87.5%	74.0%
School has a Building/School Accountability Committee	72.6%	73.8%	84.0%	81.3%	38.0%
Class sizes are small	77.5%	77.6%	79.6%	78.3%	22.0%
Diversity of school	73.7%	74.3%	80.6%	77.7%	39.0%

Figure D8: Items on Quality of Instruction

Item	Fall 2023	Spring 2024	Fall 2024	Spring 2025	National
Provides college preparatory curriculum	81.8%	82.5%	85.1%	86.6%	52.0%
Provides classical instruction	78.5%	80.0%	84.6%	84.1%	44.0%
Provides religious instruction	71.9%	71.4%	79.1%	81.5%	63.0%
Offers extracurricular activities	83.0%	80.6%	73.1%	75.2%	15.0%
Provides ELL or ELS support	62.9%	63.1%	69.0%	66.5%	49.0%

Figure D9: Items on Decision to Homeschool

Item	Fall 2023	Spring 2024	Fall 2024	Spring 2025	National
To provide religious or moral instruction	91.4%	66.2%	51.6%	52.0%	75.0%
Concern about environment of schools	58.1%	59.2%	54.9%	43.0%	83.0%
Dissatisfaction with academic instruction in schools	37.6%	50.7%	44.0%	34.0%	72.0%
I or family members were homeschooled	38.7%	35.2%	27.5%	15.0%	10.4%



Figure D10: Items on Quality of Instruction Homeschool

Item	Fall 2023	Spring 2024	Fall 2024	Spring 2025	National
The library is a source of instructional resources	83.9%	78.9%	89.3%	86.0%	43.9%
Academic calendar requires at least four days a week	93.5%	94.4%	78.9%	82.0%	26.5%
My instruction is totally hands-on with text books	80.6%	44.4%	54.9%	62.5%	21.4%
Fifty percent of student instruction is computer-led	25.8%	41.7%	50.5%	39.0%	19.5%

Figure D11: Items on Participation Homeschool

Item	Fall 2023	Spring 2024	Fall 2024	Spring 2025	National
Student participates in home school enrichment programs	50.5%	51.9%	64.4%	64.0%	11.0%
Student is involved in sports program	48.4%	47.1%	55.6%	52.0%	23.6%
Student participates in public/charter school academic programs	24.7%	15.5%	22.2%	20.0%	11.4%

Figure D12: Child's Needs Homeschool

Item	Fall 2023	Spring 2024	Fall 2024	Spring 2025	National
It was my child's choice	57.0%	35.2%	64.8%	63.0%	12.0%
Schedules were not flexible	22.6%	32.4%	38.2%	27.5%	11.4%
Child has special needs	6.5%	19.7%	22.0%	23.0%	7.5%
Child has a physical or mental disability	9.7%	19.7%	6.5%	19.7%	7.5%
Child experienced bullying or disciplinary issues	18.3%	15.5%	18.7%	8.0%	6.6%



E. Parent Courses

Figure E1: Fall Facilitator Sessions

Event Name	Satisfaction	Attendance
8/5 - Deborah Hendrix (Dr. Wendy Birhanzel): New Families Mandatory - In-Person	94.50%	52.43%
8/8 - Debra Nelson (Panel): Homeschool Mandatory - In-Person	93.16%	21.08%
8/15 - Tom Coverly - Dignity Revolution: All Family Mandatory - In-Person	91.60%	72.97%
9/10 - Dr. Regina Lewis: Pivot: Shift from ES to MS and MS to HS - Virtual	90.74%	19.46%
9/16 - Dr. MelindaJoy Mingo: Emotional Intelligence - In-person	95.56%	24.32%
9/19 - Eliza M. Love: How to Cook in Middle School & Leave No Crumbs - Virtual	92.59%	9.73%
9/21 - Kristi Smith: College and Career Success - In-Person	93.65%	11.35%
9/21 - TRADE/VOCATIONAL SCHOOL FAIR: - In-Person	94.20%	12.43%
9/24 - Mary Ann Hubl: Elementary Math - Conquering Word Problems - In-Person	97.92%	8.65%
9/25 - Sandra Kwesell: Parenting, Pillars for Success: Communication - Lunch & Learn	87.30%	22.70%
9/26 - Victoria Jeffs - Core Purpose: The Growth Mindset - Virtual	95.48%	31.89%
10/1 - Jessie Henderson & Cooking Matters: Let's Cook Together - In-Person	89.74%	7.03%
10/7 - Holly Van Wieren: Suspect Your Child is Not Reading at Grade Level - Virtual	95.65%	12.43%
10/10 - Dr. Regina Lewis: Etiquette: The Silent Side of Communication - Lunch & Learn	97.98%	17.84%
10/15 - Victoria Jeffs - Core Purpose: Healthy Relationships - Virtual	90.91%	29.73%
10/16 - Mary Ann Hubl: High School Math: Graphing on a Coordinate Plane - In-Person	93.33%	2.70%
10/24 - Justine Westervelt & Jennifer Burst: Autism Spectrum Disorder - Virtual	90.00%	10.81%
10/28 - Victoria Jeffs - Core Purpose: Personal Growth - Virtual	88.89%	21.08%
10/29 - Sandra Kwesell: Parenting, Pillars for Success: Action, Reaction, Interaction - Steps to Effective Communication - Lunch & Learn	86.90%	15.14%
11/4 - Dr. Regina Lewis: Your Success Sidekick - Lunch & Learn	92.98%	10.27%
11/7 - Pikes Peak Chapter of Credit Unions: Financial Fraud: Avoiding Scams & Identity Theft - Virtual	88.33%	10.81%
11/12 - Victoria Jeffs - Core Kids: The Truth Detective in You - Virtual	86.42%	14.59%
11/14 - Jessie Henderson & Cooking Matters: Making Recipes Work for You - In-Person	87.72%	10.27%
11/16 - Brink Literacy Project - Valerie, Soni & Jaron: Frames Youth Workshop - Using Comics to Unlock Student Potential - In-Person	68.89%	8.11%
11/21 - Colin Hueston: Nurturing Fathers: Molding a Life of Belief & Expectancy - In-Person	84.13%	11.35%



Figure E2: Spring Facilitator Series

Facilitator	Satisfaction	Attendance
Bob Lenz & AJ The Illusionist: Mandatory Spring - In-Person	94.1%	80.3%
Saadia Dumas: Building Bridges: Home to School Connection - Virtual Jan. 30th	89.9%	18.0%
Victoria Jeffs: Core Kids 1.0 - In-Person Series	88.9%	9.8%
Deborah Hendrix: Team Building- Family - In-Person Feb. 4th	96.7%	27.9%
Dr. Regina Lewis: The "Clean Your Closet" Effect -Virtual L&L Feb. 5th	97.3%	33.3%
Care n Share: Cooking Matters: Store Tour - In-Person Feb. 5th	87.0%	12.6%
Colin Hueston: Nurturing Fathers - In-Person Series	92.3%	7.1%
Mary Ann Hubl: Math: Middle Schoolers- In-Person Feb. 11th	97.0%	12.0%
James Devine: Dealing With People - Virtual L&L Feb. 13th	91.5%	21.3%
Pikes Peak Chapter of Credit Unions: Financial Wellness - Virtual Mar. 5th	91.0%	14.2%
Dr. Dedrick Sims: The Male Brain and How Boys Learn - In-Person Feb. 13th	97.9%	17.5%
Deborah Hendrix: Parenting Pillars - In-Person Series	92.6%	14.8%
Lisa Jenkins: Explore Relationships - In-Person Feb. 20th	94.2%	12.6%
Dr. Regina Lewis: The Pivot Point - Virtual L&L Feb. 25th	96.1%	23.5%
Laura Straub: Money Mapping - Virtual Feb. 26th	93.6%	25.7%
James Devine: How to Become a Millionaire - Virtual L&L Feb 27th	92.0%	13.7%
Dr. Regna Lewis: Stress Busters 2025 - Virtual L&L March 5th	96.3%	24.6%
Care n Share: Cooking Matters: Hack Your Snack - In-Person March 5th	92.2%	9.3%
Dr. Bridgitt Mitchell: Kindergarten and Beyond - Virtual March 13th	90.5%	15.3%
Mary Ann Hubl: Math: Battle of the Skills - In-Person March 18th	89.9%	12.6%
Dr. Regina Lewis: Just for the Health of It - Virtual L&L March 19th	95.5%	20.2%
Dr. Dedrick Sims: Boys and Their Education - Virtual March 20th	87.1%	16.9%
Care n Share: Cooking Matters: The Power of Planning - In-Person April 2nd	94.4%	9.8%
Volunteer Event: United Way - In-Person April 5th	94.8%	24.6%



F. Public School Data

Figure F1: Public School Characteristics

Population	Minority	FRL Eligible
2018	44.50%	40.50%
2019	46.40%	40.10%
2020	44.40%	37.30%
2022	45.40%	32.70%
2023	45.40%	32.70%
2024	49.50%	44.10%
2025	48.60%	41.10%

Figure F2: Services Needed

Year	2019	2020	2022	2023	2024	2025
Special Education	11.00%	10.70%	10.80%	11.50%	11.50%	12.4%
Online	6.40%	6.70%	6.90%	7.70%	8.20%	8.1%
Gifted & Talented	5.70%	6.20%	5.80%	5.80%	6.30%	6.8%
ELL	6.10%	5.20%	4.80%	4.70%	5.00%	5.4%

Figure F3: Public School Characteristics

Proficiency Rates	ELA	Math
Parents Challenge (Fall)	84.7%	82.5%
Parents Challenge (Spring)	85.6%	82.0%
Low-Income	29.7%	21.4%
Total	47.0%	35.5%

Figure F4: Performance by Grade Level

Grade Level	ELA/Reading		Math	
	Total Students	Low-Income	Total Students	Low-Income
Third	42.60%	28.50%	42.80%	27.50%
Fourth	43.40%	28.50%	35.00%	22.00%
Fifth	50.10%	36.90%	39.20%	24.90%
Sixth	47.60%	32.50%	29.70%	16.40%
Seventh	50.30%	35.40%	31.20%	18.40%
Eighth	48.40%	32.40%	34.60%	18.50%
PSAT 9	67.00%	52.10%	37.80%	21.40%



PSAT 10	67.00%	49.70%	30.10%	13.60%
SAT	57.00%	39.20%	26.70%	13.10%

Figure F5: Graduation Rates

Group	2018	2019	2020	2022	2023	2024
Not Low-Income	86.50%	86.60%	87.40%	89.20%	87.50%	89.1%
Low-Income	62.30%	58.70%	61.50%	57.40%	60.30%	65.7%
Total	74.00%	72.40%	75.20%	74.30%	73.80%	77.3%

Figure F6: Dropout Rates

Group	2018	2019	2020	2022	2023	2024
Not Low-Income	2.80%	2.50%	2.30%	2.00%	2.70%	1.40%
Low-Income	4.20%	4.00%	4.60%	3.00%	5.70%	2.60%
Total	3.30%	3.10%	3.10%	2.30%	3.80%	1.90%

Figure F7: Student School Attendance

Status	Fall	Spring
Perfect Attendance	31.50%	20.40%
Fewer than 5 days	55.30%	60.00%
Fewer than 10 days	12.80%	16.20%
Greater than 15 days	0.40%	3.50%
Greater than 20 days	0.00%	0.00%

G. Data Sources Used & Consulted

-  American Community Survey
-  Bureau of Labor Statistics
-  Colorado Department of Education
-  Current Household Pulse Survey
-  Current Population Survey
-  EdChoice
-  Gallup, Inc.
-  General Social Survey
-  Glasmair & Massachusetts Institute of Technology
-  National Center for Education Statistics
-  Private School Review



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