

2014 Annual Family Survey Results
Peak to Peak Charter School

Prepared by: Accountability Committee
April 2014

Table of Contents

Preface	1
Survey Overview	1
Response Rates	2
Quality Areas	3
Yearly Comparison.....	3
Quality Areas Discussion	8
<i>Quality of Instruction</i>	8
<i>Quality of Relationships</i>	8
<i>Quality of Learning Environment</i>	9
Additional Questions Discussion	9
<i>Volunteering</i>	9
<i>Communication Channels</i>	10
<i>Finances</i>	10
<i>Areas Peak to Peak Does Well/Areas that Need Improvement</i>	11
Analysis of Other Comments	13
Conclusion	13

List of Illustrations

Tables

1. Survey Participation.....	2
2. Yearly Comparison, Combine School Levels	4
3. Yearly Comparison, Elementary School.....	5
4. Yearly Comparison, Middle School.....	6
5. Yearly Comparison, High School	7
6. Communication Channels	10

Figures

1. Where Parents Spend their Volunteer Time.....	9
--------------------------------------------------	---

2. Effective Use of Finances	11
3. What areas does Peak to Peak do well? What areas need improvement	12

2014 Annual Family Survey

Peak to Peak Charter School

The purpose of the Accountability Committee is to gather and analyze data to assess the school's progress toward its mission and to provide results of that analysis to the Peak to Peak Board of Directors, the administration and the rest of the Peak to Peak community.

Preface

This report provides a comprehensive summary of the results of the annual family survey developed by the Peak to Peak Accountability Committee and conducted from February 19th thru March 5th, 2014. This report and all the comments, which are anonymous, were forwarded to the Board of Directors, the Executive Director of Education, and the Executive Director of Operations. The Accountability Committee will provide a follow up report on what actions the school has taken in response to these survey results.

The Accountability Committee appreciates the time taken by Peak to Peak families to complete the survey and provide meaningful comments. This input helps Peak to Peak continue to improve.

Survey Overview

The annual Peak to Peak survey provides the school administration and the Board of Directors with an understanding of the parent/guardian view of how successfully Peak to Peak is achieving its mission. The results help drive improvements at Peak to Peak. Results from prior years have led to changes such as improvements in technology, facilities, management of volunteer needs, and have also indicated areas where improved communication was needed.

The annual family survey was administered as an online survey accessible via an email link sent to all families in the Weekly Family Digest or by logging into a fusion account. The survey was available online for fifteen days and each family was asked to complete questions once for each child enrolled at Peak to Peak. Once respondents completed child/school level specific questions, they were then directed to an additional section of questions.

The Accountability Committee has used an annual family survey for several years to collect feedback from the Peak to Peak community. The Peak to Peak mission and strategic plan were the basis for the questions. The 2014 survey used the original 2013 questions relating to the three Quality areas (Instruction, Relationships, and Learning Environment) but revised the wording slightly for greater clarity. Two questions were added to the *Quality of Instruction* section: 1) *Teachers differentiate levels of instruction to keep my student appropriately challenged*, and 2) *Instructional materials and methods used in the classroom meet the academic needs of my student*. A third question was added to the high school section: *Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school*.

Questions that were not child specific were answered once per parent rather than once for each child. Questions related to *Finances* were added to include queries regarding information on the school website, whether parents had viewed the information, and if they found it informative.

Questions related to *Volunteering* were reduced to a single question asking parents to indicate whether they volunteer at the school and in what capacity. We felt we would not gain any new knowledge by keeping the sub-questions from 2013. Questions related to the Professional Development Program including knowledge of the Center for Professional Development, were also eliminated for the same reason.

For most questions, the survey used a four-point Likert scale (*Strongly Agree, Agree, Disagree, Strongly Disagree*). Along with the four-point scale an *'I am unsure/Not enough information'* option was available for those who felt they did not have enough information to respond to the question. Respondents were given the opportunity to provide comments for each child at the end of the three Quality areas (Quality of Instruction, Quality of Relationships, and Quality of Learning Environment), after the *Communication, Finance, Does Well/Needs Improvement* sections, as well as at the end of the survey. All responses and comments are anonymous.

Response Rates

The 2014 survey had a 43 percent participation rate with 378 families completing the survey for 605 students (42% of students). This compares with 35 percent of families responding for 33 percent of the students last year. Of the 378 families that responded, 178 (47%) had more than one student, and 200 (53%) had one child. The Accountability committee members worked diligently this year to try and increase the participation rate and the effort paid off.

Below is a table detailing response rates by school level.

	2014			2013
	Actual Responses	Number Enrolled	Response Rate	Response Rate
ES students	225	446	50%	36%
MS students	170	398	43%	38%
HS students	210	591	36%	28%
Total students	605	1435	42%	33%
Families	378	882	43%	35%















	Number of Responses	Percent
Families with more than one child	178	47%
Families with one child	200	53%
New students	128	21%
Returning students	477	79%

Quality Areas

Yearly Comparison















Table 2- *Combined School Levels*, on the following page, shows a 3 year comparison (2012, 2013, and 2014) of responses for the three Quality areas: Instruction, Relationships, and Learning Environment. *I am unsure/Not Enough Information* responses were not included in calculating the percentage of *Strongly Agree* and *Agree*.

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)
















Combined School Levels	2012	2013	2014	
Quality of Instruction				
1. My student receives the teacher and instructional support necessary to master the required coursework.	92.3%	91.4%	95.1%	
2. Teachers differentiate levels of instruction to keep my student appropriately challenged.			92.4%	
3. Instructional materials and methods used in the classroom meet the academic needs of my student.			93.2%	
4. Peak to Peak has prepared my student well for his/her current level of coursework.	93.9%	92.6%	93.7%	
5. Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	93.0%	90.5%	92.9%	
Quality of Relationships				
6. My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	95.6%	94.0%	91.5%	
7. I am familiar with and understand the school's Communication Pathways process.	97.9%	95.4%	95.1%	
8. When I have used the school's Communication Pathways in regards to my student, the process has been effective in handling problems and addressing concerns. (LEAVE BLANK if you have not needed to use the Communication Pathways.)	85.7%	87.8%	81.1%	
9. Based on this student's experience, I would recommend Peak to Peak to my friends and family.	96.3%	96.2%	94.5%	
Quality of Learning Environment				
10. The school's available technology is adequate for learning.	91.0%	85.4%	85.3%	
11. The Peak to Peak campus and physical facilities are adequate for learning.	97.4%	93.4%	93.4%	
12. I am well informed about school events and activities.	94.9%	91.5%	87.4%	
13. My student has adequate opportunities for positive extracurricular involvement through the school (MS and HS only).	87.2%	86.2%	83.4%	
14. Peak to Peak values each student and encourages students to develop their passions, talents, and interests.	92.0%	89.7%	89.2%	

The bar charts show a scale of 50% to 100%.

Tables 3, 4, and 5 show yearly comparisons of positive responses for each school level respectively.

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)				
Elementary School	2012	2013	2014	
Quality of Instruction				
1. My student receives the teacher and instructional support necessary to master the required coursework.	93.9%	88.4%	95.0%	
2. Teachers differentiate levels of instruction to keep my student appropriately challenged.			93.1%	
3. Instructional materials and methods used in the classroom meet the academic needs of my student.			93.1%	
4. Peak to Peak has prepared my student well for his/her current level of coursework.	95.1%	89.0%	95.2%	
5. Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests (TCAP, grades 3-5 in March; Developmental Reading Assessment (DRA), grades K-5 in fall, winter, spring).	94.5%	89.3%	93.4%	
Quality of Relationships				
6. My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	94.8%	96.7%	94.3%	
7. The Elementary School character education program (monthly character assemblies, service learning projects, monthly character traits, and blue and yellow slips) positively impacts my student.	94.3%	92.5%	90.9%	
8. I am familiar with and understand the school's Communication Pathways process.	97.9%	92.7%	95.8%	
9. When I have used the Communication Pathways in regards to my elementary student, the process has been effective in handling problems and addressing concerns. (LEAVE BLANK if you have not needed to use the Communication Pathways.)	86.4%	88.0%	81.8%	
10. Based on this student's experience, I would recommend Peak to Peak Elementary School to my friends and family.	95.0%	94.7%	93.8%	
Quality of Learning Environment				
11. The Elementary School's available technology is adequate for learning.	88.1%	80.3%	83.3%	
12. The Peak to Peak Elementary School campus and physical facilities are adequate for learning.	97.2%	94.9%	94.5%	
13. I am well informed about elementary school events and activities.	95.2%	94.2%	94.5%	
14. Peak to Peak values each elementary student and encourages students to develop their passions, talents, and interests.	89.1%	90.3%	90.0%	
The bar charts show a scale of 50% to 100%.				

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)

Middle School	2012	2013	2014	
Quality of Instruction				
1. My student receives the teacher and instructional support necessary to master the required coursework.	91.1%	92.4%	95.8%	
2. Teachers differentiate levels of instruction to keep my student appropriately challenged.			92.6%	
3. Instructional materials and methods used in the classroom meet the academic needs of my student.			92.0%	
4. Peak to Peak has prepared my student well for his/her current level of coursework.	91.1%	93.0%	92.6%	
5. Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests (TCAP in March, EXPLORE test for grades 6 & 8 in October).	91.3%	90.2%	92.4%	
Quality of Relationships				
6. My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	91.8%	90.2%	87.3%	
7. The Middle School ROAR program positively impacts my student.	97.7%	87.0%	79.6%	
8. I am familiar with and understand the school's Communication Pathways process.	97.6%	97.0%	93.6%	
9. When I have used the Communication Pathways in regards to my middle school student, the process has been effective in handling problems and addressing concerns. (LEAVE BLANK if you have not needed to use the Communication Pathways.)	79.5%	82.5%	77.0%	
10. Based on this student's experience, I would recommend Peak to Peak Middle School to my friends and family.	96.5%	97.9%	93.9%	
Quality of Learning Environment				
11. The Middle School's available technology is adequate for learning.	91.1%	89.5%	84.7%	
12. The Peak to Peak Middle School campus and physical facilities are adequate for learning.	95.0%	92.1%	91.0%	
13. I am well informed about middle school events and activities.	91.1%	88.6%	77.7%	
14. My student has adequate opportunities for positive extracurricular involvement through the school.	84.7%	84.8%	76.1%	
15. Peak to Peak values each middle school student and encourages students to develop their passions, talents, and interests.	92.0%	90.4%	87.1%	

The bar charts show a scale of 50% to 100%.

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)

High School	2012	2013	2014	
Quality of Instruction				
1. My student receives the teacher and instructional support necessary to master the required coursework.	91.8%	93.3%	94.7%	
2. Teachers differentiate levels of instruction to keep my student appropriately challenged.			91.5%	
3. Instructional materials and methods used in the classroom meet the academic needs of my student.			94.1%	
4. Peak to Peak has prepared my student well for his/her current level of coursework.	94.9%	95.7%	93.1%	
5. Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests (TCAP, PSAT, PLAN, ACT, SAT, and AP tests).	93.1%	91.8%	92.9%	
6. My student is receiving adequate guidance through the school to choose a college that best fits him/her.	92.4%	92.5%	94.1%	
Quality of Relationships				
7. My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	99.3%	94.7%	91.6%	
8. The community service requirement positively impacts my student and the community.	93.8%	95.0%	95.9%	
9. I am familiar with and understand the school's Communication Pathways process.	98.1%	96.8%	95.4%	
10. When I have used the school's Communication Pathways in regards to my high school student, the process has been effective in handling problems and addressing concerns. (LEAVE BLANK if you have not needed to use the Communication Pathways.)	89.8%	92.0%	83.7%	
11. Based on this student's experience, I would recommend Peak to Peak High School to my friends and family.	98.0%	96.2%	95.9%	
Quality of Learning Environment				
12. The High School's available technology is adequate for learning.	93.7%	86.9%	87.8%	
13. The Peak to Peak High School campus and physical facilities are adequate for learning.	99.4%	93.1%	94.1%	
14. I am well informed about high school events and activities.	97.5%	91.3%	87.6%	
15. My student has adequate opportunities for positive extracurricular involvement through the school.	89.0%	87.4%	89.2%	
16. Peak to Peak values each high school student and encourages students to develop their passions, talents, and interests.	94.6%	88.6%	90.1%	
17. Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school.			77.3%	

The bar charts show a scale of 50% to 100%.

Quality Areas Discussion

Overall the 2014 survey results continue to show that Peak to Peak families are very positive about the school with 10 of the 14 questions having positive response rates of 89% or higher.

Quality of Instruction

Every *Quality of Instruction* measure, across all school levels, is rated 91% or higher. This is a significant achievement for any school. For the first question, 95% of all respondents feel their *student receives the teacher and instructional support necessary...* which is note-worthy. The two new questions regarding differentiated *levels of instruction* and *meeting academic needs of my student* both show more than 91% of parents *Strongly Agree* or *Agree*. Taken together, these five questions highlight the superior instruction our students receive.

It is important to note the significant, and comprehensive improvement on all measures regarding *Quality of Instruction* at the Elementary level which now show more than 90% of parents either *Strongly Agree* or *Agree*. At the Elementary level, a three year trend showed decline in all areas of *Quality of Instruction*, but this downward trend has been reversed.

Quality of Relationships

Quality of Relationship results for the Combined School are fairly consistent with last year. With positive responses greater than 90%, families say they believe their student has an adult he/she trusts, are familiar with the Communication Pathways process, and would recommend Peak to Peak to others. Positive responses did decline somewhat (88% for 2013, 81% for 2014) regarding whether Communication Pathways was effective in handling problems and addressing concerns. This decline is consistent across all school levels. There may always be parents who are unhappy with the *results* of following the process, but it is important to measure the perceived effectiveness of the *process* itself.

Positive responses to all measures regarding *Quality of Relationships* declined for Middle School, although 94% of parents would still recommend Peak to Peak Middle school to friends and family. Results regarding the impact of the Middle school ROAR program also declined – 87% in 2013, compared with 80% this year.

The Middle School ROAR program question also has a high number of *Unsure* responses. Although this is the fourth year we have asked Middle School parents about the character program, this question had the highest percentage of *Unsure* answers for the entire survey (35%). This figure is higher than last year (31%) and reflects a continual need to educate parents regarding the goals and implementation of this program.

At the high school level, the question regarding whether a *student has at least one adult whom he/she trusts*, declined slightly to 91.6%. The intent in asking this question of parents is to compare the results with a similar question answered by students in the Student Climate Survey. It is important to gauge if parents are aware of whether or not their student has at least one trusted adult at school to talk to.

Quality of Learning Environment

Results for the first question under *Quality of Learning Environment* (technology) were mixed, but consistent with previous survey results. There was no significant change in ratings for physical facilities. However, there was a decline in *being informed about events* for the middle (11%∇) and high school as well as a decline in perception of *adequate opportunities for positive extracurricular involvement* at the middle school level (8%∇). This decline, particularly at the middle school level, is a surprise given the many initiatives added this year during Access and on early release days.

Results for the question about Peak to Peak valuing each student and encouraging students to develop their passions was stable at the elementary and high school level, but declined slightly at the middle school level from 90.4% last year to 87.1% this year. While 87% is high, the 3 year trend indicates it is an area to watch.

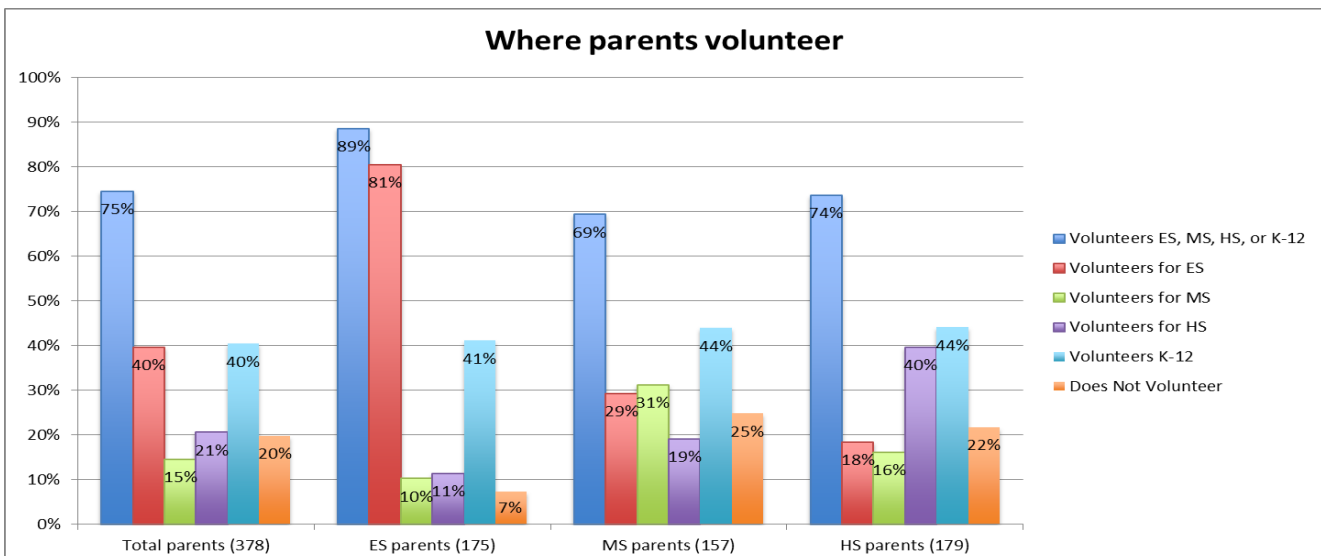
At the request of the High School principal, a new question was added to the *Quality of Learning Environment* for high schoolers pertaining to *the balance between academic rigor and the other pressures of high school*. It is encouraging to see that the high school staff recognizes the need for balance and is monitoring the climate. Seventy-seven percent of parents indicated they felt Peak to Peak struck the right balance and this becomes our baseline measurement going forward. It is important to continually track this balance given the sometimes conflicting tension between the college prep mission and the unique characteristics and talents of each individual student.

Additional Questions Discussion

Volunteering

In keeping with previous years, approximately 74% of respondents indicate they volunteer in some capacity at Peak to Peak, and this figure has not varied more than 2% in the last four years. Figure 1 shows where parents spend their volunteer time.

Figure1 -Where Parents Spend their Volunteer Time



Historically, parents report they volunteer most often at the elementary school level, and then volunteering efforts decline in middle school and high school. However, as children progress through school, parents continue to volunteer but the efforts are more widespread and not as concentrated in a specific school level.

Communication Channels

Three new questions were added regarding the sources and effectiveness of communication channels (Weekly Digest, School website, Fusion pages). The Weekly Digest was created in response to the 2013 survey results which clearly showed parents thought email was the most effective communication channel, but felt there were way too many of them. Eighty-nine percent of respondents said they *Strongly Agree* or *Agree* that the *Weekly Digest is an effective means of communication* (N=361), 82% reported they can find *needed information on the website* (N=357), and 74% say *Fusion pages* (such as those of the principals, the Exec. Director of Education, and the Board) are a source of information (N=357). Through comments that followed these questions several parents indicated they would like to see the visual design of the website improved.

Table 6 displays these percentages.

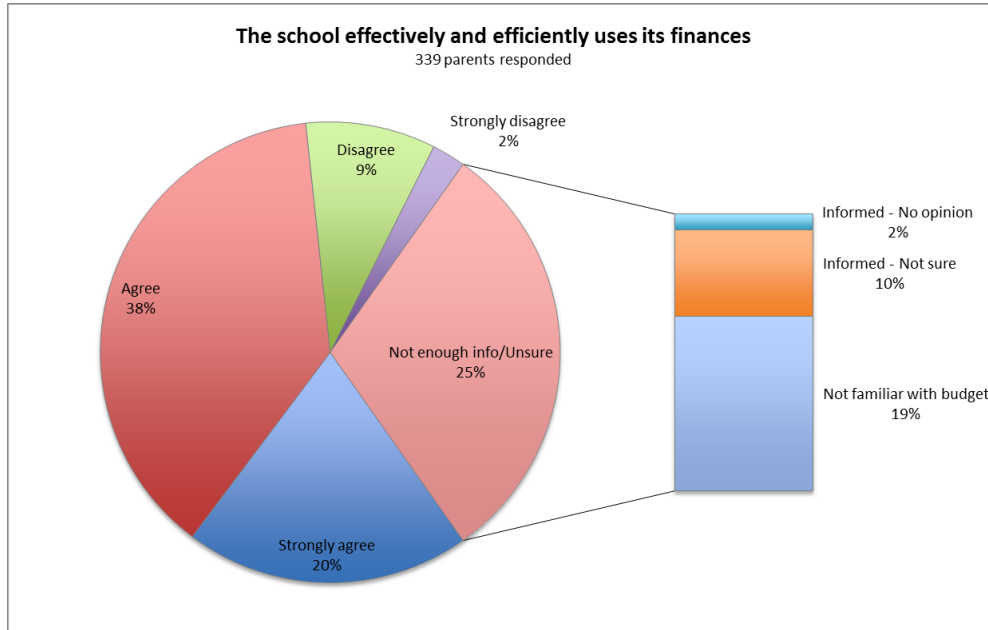
<i>Table 6 – Communication Channel</i>	Effectiveness
Weekly Digest	89%
School Website	82%
Fusion Pages	74%
Communication pathways (policy issues)	55%

For respondents who have used the *Communication Pathways for a policy question* (N=141), 55% report that *the process has been effective in handling problems and concerns*. This decline could possibly be related to recent elementary school leadership changes and subsequent recall efforts. Similar to the decline seen regarding student specific issues, this drop is possibly affected by the perceived satisfaction with the *result* of the process.

Finances

Ninety percent of families report that they *provide financial support to the school at a level which is significant or meaningful to my family*. This is very similar to last year's results of 91.2%. Results regarding whether *the school effectively and efficiently uses its finances* declined from last year (2013, 89.2%) to 83.5% this year, but the percentage of parents who were *Unsure* (N= 103, 25%) was exactly the same as 2013. Nineteen percent of the *Unsure* count came from parents who said they were not familiar with the budget and the remaining 12% indicated they are informed, but still unsure if the money is used effectively and efficiently (Figure 2).

Figure 2 – Effective Use of Finances

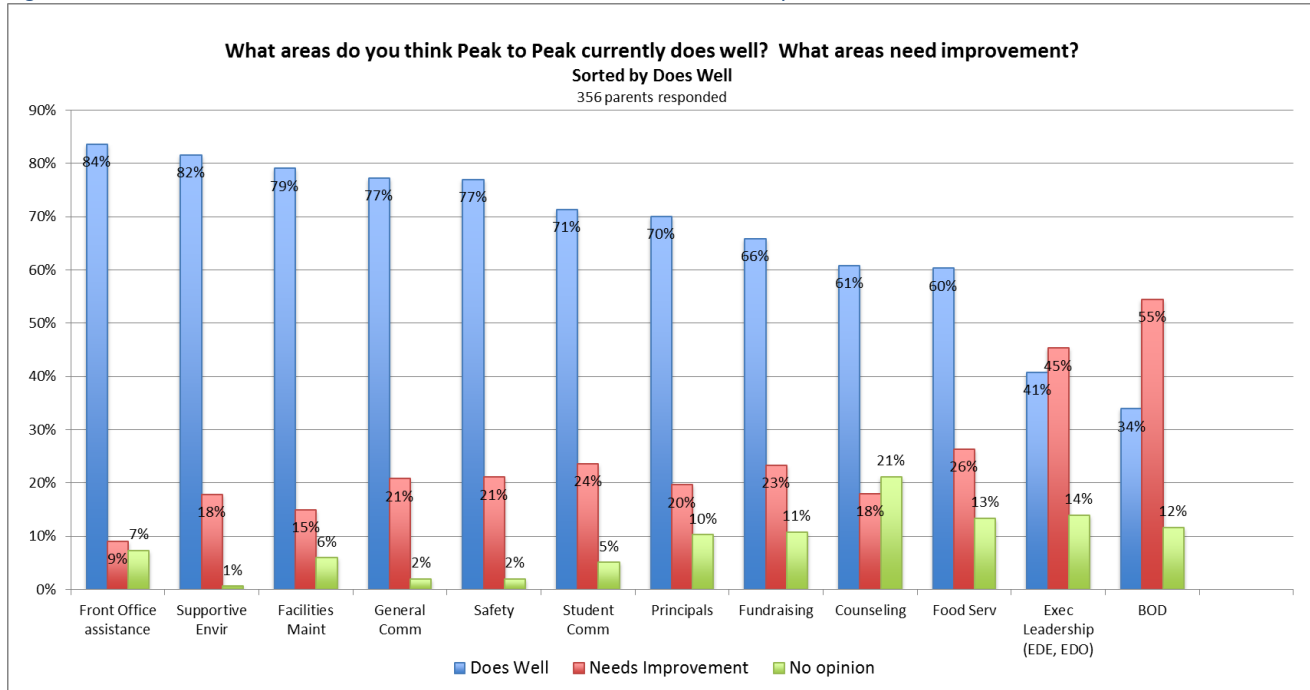


Peak to Peak has tried to increase communication and transparency regarding finances by including much of the financial information on the school website. Sixty percent of respondents (N=218) are aware that P2P financial data and reports are on the school website and 56% of those (N=122) have looked at the information. Of those who have looked at the financial information, 87% either *Strongly Agree* or *Agree* that the financial information was helpful. Many parents are still unsure of the use of finances and are not informed and may not be interested in financial information.

Areas Peak to Peak Does Well/Areas that Need Improvement

The last segment of *Additional Questions* involved parents indicating what areas Peak to Peak did well, and what areas needed improvement. *Administration* was divided into two distinct areas (*Principals and Exec. Leadership*) and *Board of Directors* was added. *Parking, Salaries* and *Professional Development* were dropped. An illustration of the results is shown in Figure 3.

Figure 3 - What areas does Peak to Peak do well? What areas need improvement?



The illustration clearly shows that parents feel Peak to Peak does most things well. Respondents who indicated *Needs Improvement* were asked for further information. Content analysis of the open-ended responses related to this question provides further insight into these areas and is offered below.

Board of Directors

The vast majority of comments in this section expressed dissatisfaction regarding the handling of the elementary school leadership change and the subsequent repercussions. More precisely, parents asked for 1) more/improved communication and public relations, 2) more openness and greater transparency, and 3) review of hiring/firing and evaluation processes and policies.

Executive Leadership

Comments regarding Executive Leadership focused primarily on the Executive Director of Education (EDE) position. There were comments from a small number of parents who questioned whether the EDE has all the qualifications for the position. Other respondents mentioned that the elementary school leadership change was not handled well and the EDE should work to improve communication.

Safety

Parents who commented on safety are concerned about security and access at school entrances and the openness of the campus. The same theme was raised in the 2013 Parent Survey and continues to be a concern.

Food Services

Comments regarding food services centered on offering healthier food options. A few parents specifically mentioned the perception that BVSD offers healthier foods and Peak to Peak should as well.

Fundraising

Comments for this category focus on the need for greater openness to new ideas in raising money for Peak to Peak.

Facilities

Comments regarding facilities clustered around three main areas: 1) general cleanliness of the buildings and campus, 2) cleanliness of the bathrooms, and 3) aging facilities, such as cracks in the concrete.

Analysis of Other Comments

In addition to rating individual questions, parents/guardians had the opportunity to offer comments in two other sections of the survey: 1) child specific Quality areas and 2) at the end of the survey (N=433). Parents commented that they love the school, value the caring and supportive environment, and offered many positive remarks about teachers and how hard they work.

Some of the most common themes to note are:

- Curriculum – parents would like more technology instruction, i.e., keyboarding, computer programming, pre-engineering classes and suggest introducing technology to younger students.
- Elementary School math – parents are concerned with ability grouping and flexible movement between these groups.
- Middle School Electives – parents would like to see a greater variety of choices. Correlated with these comments, parents indicated ACCESS time did not appear to be well utilized.
- HS Expectations and Balance – parents support Peak to Peak’s high expectations, recognize the pressures of high school, and appreciate efforts to promote a healthy balance.

Thoughts conveyed in comments made at the end of the survey, regarding Executive Leadership and Board of Directors, were covered in the *Needs Improvement* section.

Conclusion

The 2014 survey showed that families continue to have a very positive view of Peak to Peak, especially in the area of instruction, and would recommend all three school levels to others. The following recommendations would help address areas of concern:

- 1) The Board of Directors should become more open and transparent and along with the Executive Director of Education, should continue efforts to improve communication and public relations.
- 2) Peak to Peak should continue to review possible additions to technology in the curriculum.

- 3) Elementary School math curriculum and its implementation warrant further examination to meet the needs of all students.
- 4) The Middle School should continue to review extracurricular activity offerings and how they are communicated to parents and students.
- 5) Food Services should continue to look for ways to offer healthier options and if possible, include more organics.

The Accountability Committee will continue to monitor and communicate progress made against these and other benchmarks set for Peak to Peak. In the fall of the 2014-2015 school year the committee will provide the community with the response to the results of this year's survey. This assures the entire community that its input is valued and does impact the school.

The 2013-2014 Accountability Committee