

2015 Annual Family Survey Results
Peak to Peak Charter School



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2015 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 vision 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 January 15th thru January 29th, 2015. This report and all 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 in the fall on what actions the school has taken in response to these survey results (2014 Response can be found at http://www.peaktopeak.org/files/_5XEwp_/f94c29e4e35c3ddf3745a49013852ec4/2014_Annual_Survey_Response.pdf).

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 improvements in areas such as technology, facilities, and communication channels to name a few.

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 an Edline 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 2015 survey used the original 201 questions relating to the three Quality areas (Instruction, Relationships, and Learning Environment) but revised the wording slightly for clarification. At the request of various stakeholders across school levels, questions related to the amount and appropriateness of homework were added to the *Quality of Instruction* section. Results for these questions are presented in the *Quality of Instruction* section summary.

Questions that were not child specific were answered once per family rather than once for each child. These questions address issues related to the whole school, such as in what capacity parents volunteer and how they view the schools finances.

For most questions, the survey used a four-point Likert response 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 2015 survey had a 20 percent participation rate with 179 families completing the survey for 285 students (20% of students). This compares with 43 percent of families responding for 42 percent of the students in 2014. The response rate was very low for 2015, particularly when compared to the response rate for 2014. Several factors likely contributed to the reduced response rate, including the revised website and login requirements. The Accountability Committee recognizes this problem and will consider additional strategies to increase participation.

Below is a table detailing response rates by school level.

	2015			2014	2013
	Actual Responses	Number Enrolled	Response Rate	Response Rate	Response Rate
ES students	120	457	26%	50%	36%
MS students	79	402	20%	43%	38%
HS students	86	574	15%	36%	28%
Total students	285	1433	20%	42%	33%
Families	179	887	20%	43%	35%















	Number of Responses	Percent
New students	67	24%
Returning students	218	76%

Quality Areas

Yearly Comparison

On the following pages, Table 2- *Combined School Levels* shows a 3 year comparison (2013, 2014, and 2015) of responses for the three *Quality* areas: *Instruction, Relationships, and Learning Environment*. The percentages displayed were derived by adding *Strongly Agree* and *Agree* responses together as a portion of the total responses. *Unsure* responses were not included in the displayed data.

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

Combined School Levels		2013	2014	2015	
Quality of Instruction					
My student receives the teacher and instructional support necessary to master the required coursework.	91.4%	95.1%	92.6%		→
Teachers differentiate levels of instruction to keep my student appropriately challenged.		92.4%	91.3%		→
Instructional materials and methods used in the classroom meet the academic needs of my student.		93.2%	89.4%		↓
Peak to Peak has prepared my student well for his/her current level of coursework.	92.6%	93.7%	93.4%		→
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	90.5%	92.9%	90.7%		→
Quality of Relationships					
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	94.0%	91.5%	94.1%		→
I am familiar with and understand the school's Communication Pathways process.	95.4%	95.1%	96.6%		→
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.)	87.8%	81.1%	90.6%		↑
Based on this student's experience, I would recommend Peak to Peak to my friends and family.	96.2%	94.5%	97.8%		↑
Quality of Learning Environment					
The school's available technology is adequate for learning.	85.4%	85.3%	89.6%		↑
The Peak to Peak campus and physical facilities are adequate for learning.	93.4%	93.4%	92.0%		→
I am well informed about school events and activities.	91.5%	87.4%	86.9%		→
My student has adequate opportunities for positive extracurricular involvement through the school (MS and HS only).	86.2%	83.4%	86.6%		→
Peak to Peak values each student and encourages students to develop their passions, talents, and interests.	89.7%	89.2%	92.6%		↑















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

For the purpose of this graph, "unsure/not enough information" responses were not included.

Up and down arrows indicate change from prior year of more than the calculated margin of error.

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	2013	2014	2015	
Quality of Instruction				
My student receives the teacher and instructional support necessary to master the required coursework.	88.4%	95.0%	92.4%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.		93.1%	91.5%	
Instructional materials and methods used in the classroom meet the academic needs of my student.		93.1%	88.7%	
Peak to Peak has prepared my student well for his/her current level of coursework.	89.0%	95.2%	94.0%	
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).	89.3%	93.4%	87.7%	
Quality of Relationships				
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	96.7%	94.3%	93.7%	
The Elementary School character education program (monthly character assemblies, service learning projects, monthly character traits, and blue and yellow slips) positively impacts my student.	92.5%	90.9%	88.9%	
I am familiar with and understand the school's Communication Pathways process.	92.7%	95.8%	96.5%	
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.)	88.0%	81.8%	98.3%	
Based on this student's experience, I would recommend Peak to Peak Elementary School to my friends and family.	94.7%	93.8%	98.2%	
Quality of Learning Environment				
The Elementary School's available technology is adequate for learning.	80.3%	83.3%	89.3%	
The Peak to Peak Elementary School campus and physical facilities are adequate for learning.	94.9%	94.5%	94.1%	
I am well informed about elementary school events and activities.	94.2%	94.5%	91.5%	
Peak to Peak values each elementary student and encourages students to develop their passions, talents, and interests.	90.3%	90.0%	96.3%	
The bar charts show a scale of 50% to 100%.				
For the purpose of this graph, "unsure/not enough information" responses were not included.				
Up and down arrows indicate change from prior year of more than the calculated margin of error.				

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


















Middle School	2013	2014	2015	
Quality of Instruction				
My student receives the teacher and instructional support necessary to master the required coursework.	92.4%	95.8%	93.6%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.		92.6%	91.0%	
Instructional materials and methods used in the classroom meet the academic needs of my student.		92.0%	90.7%	
Peak to Peak has prepared my student well for his/her current level of coursework.	93.0%	92.6%	93.2%	
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).	90.2%	92.4%	93.9%	
Quality of Relationships				
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	90.2%	87.3%	95.5%	
The Middle School ROAR program positively impacts my student.	87.0%	79.6%	86.0%	
I am familiar with and understand the school's Communication Pathways process.	97.0%	93.6%	95.8%	
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.)	82.5%	77.0%	91.4%	
Based on this student's experience, I would recommend Peak to Peak Middle School to my friends and family.	97.9%	93.9%	98.6%	
Quality of Learning Environment				
The Middle School's available technology is adequate for learning.	89.5%	84.7%	90.4%	
The Peak to Peak Middle School campus and physical facilities are adequate for learning.	92.1%	91.0%	88.9%	
I am well informed about middle school events and activities.	88.6%	77.7%	76.7%	
My student has adequate opportunities for positive extracurricular involvement through the school.	84.8%	76.1%	83.6%	
Peak to Peak values each middle school student and encourages students to develop their passions, talents, and interests.	90.4%	87.1%	86.8%	

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

For the purpose of this graph, "unsure/not enough information" responses were not included.

Up and down arrows indicate change from prior year of more than the calculated margin of error.

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

High School	2013	2014	2015	
Quality of Instruction				
My student receives the teacher and instructional support necessary to master the required coursework.	93.3%	94.7%	91.8%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.		91.5%	91.4%	
Instructional materials and methods used in the classroom meet the academic needs of my student.		94.1%	89.2%	
Peak to Peak has prepared my student well for his/her current level of coursework.	95.7%	93.1%	92.8%	
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).	91.8%	92.9%	91.3%	
My student is receiving adequate guidance through the school to choose a college that best fits him/her.	92.5%	94.1%	95.6%	
Quality of Relationships				
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	94.7%	91.6%	93.6%	
The community service requirement positively impacts my student and the community.	95.0%	95.9%	91.4%	
I am familiar with and understand the school's Communication Pathways process.	96.8%	95.4%	97.5%	
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.)	92.0%	83.7%	79.1%	
Based on this student's experience, I would recommend Peak to Peak High School to my friends and family.	96.2%	95.9%	96.3%	
Quality of Learning Environment				
The High School's available technology is adequate for learning.	86.9%	87.8%	89.2%	
The Peak to Peak High School campus and physical facilities are adequate for learning.	93.1%	94.1%	91.8%	
I am well informed about high school events and activities.	91.3%	87.6%	89.3%	
My student has adequate opportunities for positive extracurricular involvement through the school.	87.4%	89.2%	89.3%	
Peak to Peak values each high school student and encourages students to develop their passions, talents, and interests.	88.6%	90.1%	92.5%	
Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school.		77.3%	80.2%	

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

For the purpose of this graph, "unsure/not enough information" responses were not included.

Up and down arrows indicate change from prior year of more than the calculated margin of error.

Quality Areas Discussion

Overall the 2015 survey results continue to show that Peak to Peak families are very positive about the school with 12 of the 14 questions having positive response rates of 89% or higher.

Quality of Instruction

Regarding the *Quality of Instruction* section, four of the 5 questions, are rated 90% or higher, and the remaining question, *Instructional materials and methods used in the classroom meet the academic needs of my student*, is very close to 90% (89.4%).

Three questions related to homework were added this year. Based on respondents' answers to the initial homework question, follow up questions were included regarding:

- 1) whether the amount of homework was too much or too little
- 2) whether homework was a source of stress in the household
- 3) what factors contributed to homework stress

The Elementary and Middle school wording was:

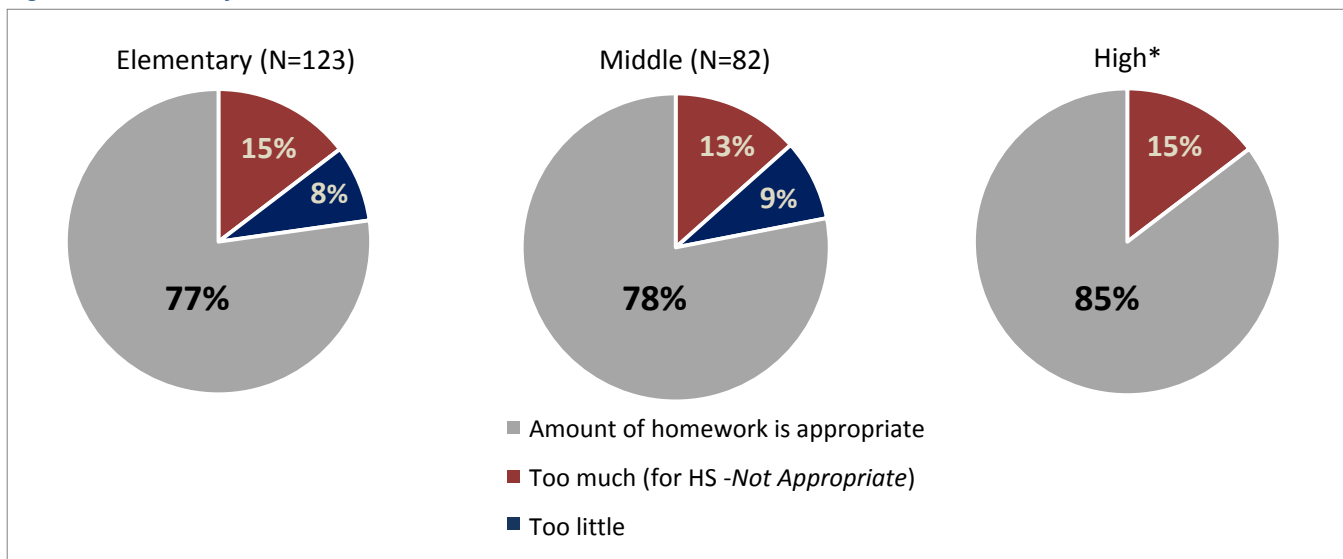
Considering my child's age and grade level, I feel the amount of homework assigned is appropriate.

The High school version was slightly different:

The amount of homework is appropriate (generally the right amount, right challenge) for my student's chosen course load.

Seventy seven percent of elementary parents, 78% of middle school parents, and 85% high school parents indicate that the amount of homework is appropriate (Figure 1), although many still indicate it is still a source of stress in the household.

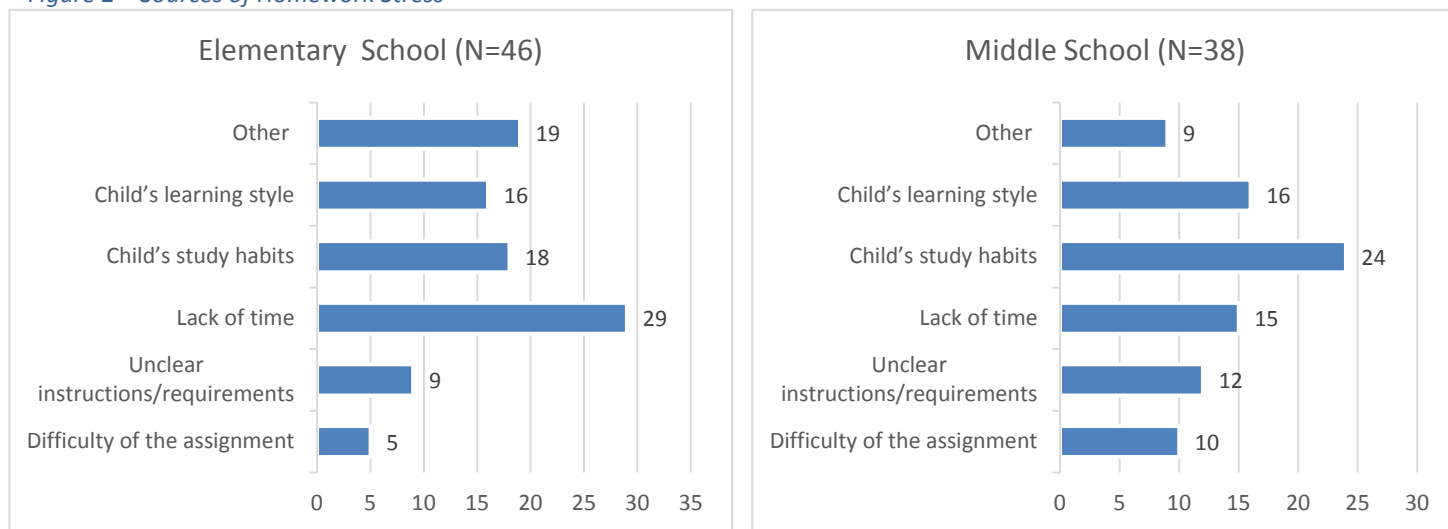
Figure 1 – Amount of Homework



*HS question wording is slightly different

Parents of 43% of elementary students and 49% of middle school students indicated that, even though the amount of homework was appropriate, it was still a source of stress in their household. Possible sources of the stress were offered and parents were instructed to select any that applied to their child. The results were fairly consistent across both Elementary and Middle school (Figure 2).

Figure 2 – Sources of Homework Stress



Another significant piece of information relates to parents' perception that their students were prepared for grade level tests. The *Unsure* count was high for ES (38%), which is understandable given the recent changes in Elementary School testing instruments. This high *Unsure* total may indicate the need to communicate more information about testing to Elementary school parents. It may also indicate some parents' lack of emphasis on standardized testing at this level.

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. Regarding whether Communication Pathways was effective in handling problems and addressing concerns, positive responses increased more than 12% at both the Elementary and Middle school levels.

Positive responses to all measures regarding *Quality of Relationships* improved in this year's survey for Middle School, and 97% of parents would recommend Peak to Peak Middle school to friends and family. All stakeholders at the Middle School level (Administration, teachers, counselors, and parents) have been working very hard to improve this area for students and their efforts are clearly paying dividends.

The Middle School ROAR program question also had 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 third highest percentage of *Unsure* answers for the entire survey (25%). This figure is lower than last year (35%) but reflects a continual need to educate parents regarding the goals and implementation of this program.

Quality of Learning Environment

Results for the first question under *Quality of Learning Environment* (technology) showed improvement across all school levels. There has been a focused effort to improve the technology available to our students as well as to embed more technology into the curriculum and these results indicate parents are taking notice. Results for the other questions are consistent with previous survey data.

Results for the question about Peak to Peak valuing each student and encouraging students to develop their passions were stable at the middle school level, but improved at the elementary and high school levels.

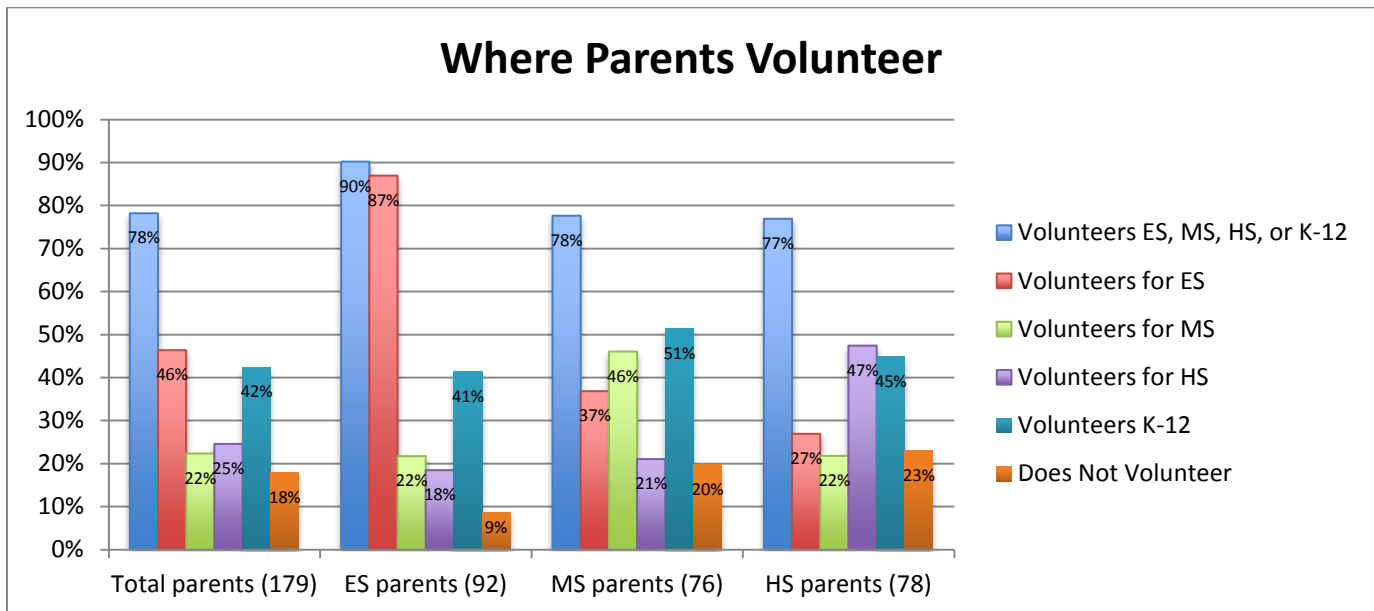
At the high school level, the question pertaining to *the balance between academic rigor and the other pressures of high school* increased by 3% from last year (77% in 2014, 80% in 2015). Efforts to teach high school students strategies to help them manage this balance are ongoing.

Additional Questions Discussion

Volunteering

In keeping with previous years, approximately 78% of respondents indicate they volunteer in some capacity at Peak to Peak, which is a slight increase over 2014 (74%), but similar to past years' data. Figure 3 shows where parents spend their volunteer time.

Figure 3 - 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 activities are more widespread and not as concentrated in a specific school level.

Communication Channels

Ninety percent of respondents said they *Strongly Agree* or *Agree* that the *Weekly Digest* is an effective means of communication (N=176). A small number of parents offered comments on the communication channels and almost as many parents think the *Weekly Digest* is too long and/or wordy (N=9) as think the *Weekly Digest* is great (N=11), so views are definitely mixed. Regarding the newly redesigned website, 77% of parents can find the information they need, but this is a 7% decrease from 2014.

Sixty-seven percent of parents say *Edline pages* (such as those of the principals, the Exec. Director of Education, and the Board) are a source of information (7%←, N=148). *Edline pages* replaced *Fusion pages* which is a second likely source of the confusion that is revealed in the comments.

For respondents who have used the *Communication Pathways for a policy question* (N=53), 81% report that *the process has been effective in handling problems and concerns*. This is a substantial increase from previous years and hopefully indicates satisfaction with how the process is executed. Table 6 provides an overview of parents' satisfaction with various communication channels.

<i>Table 6 – Communication Channel</i>	Effectiveness
Weekly Digest	90%
School Website	77%
Edline Pages*	67%
Communication Pathways (policy issues)	81%

* Formerly known as *Fusion Pages*

Finances

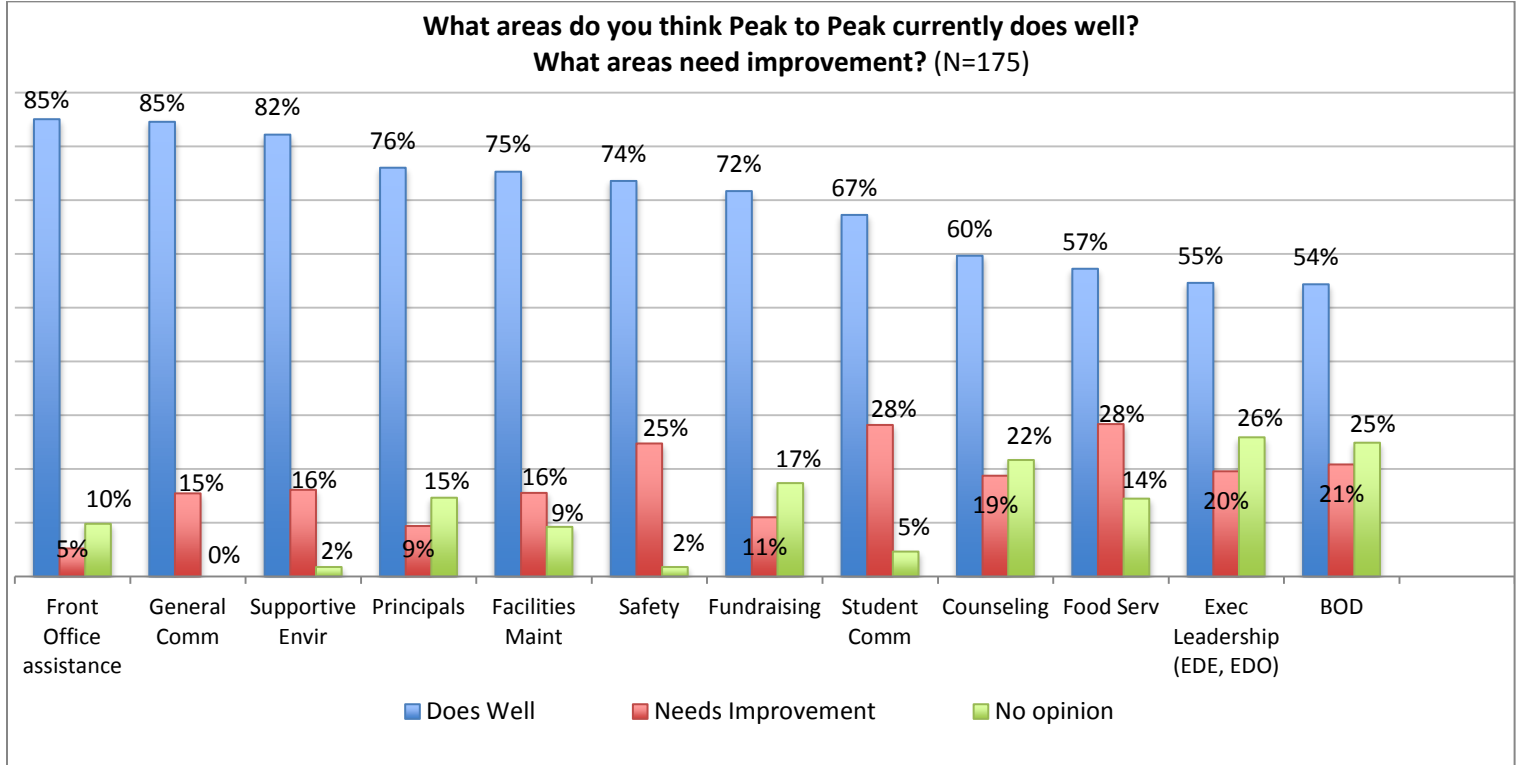
Ninety three percent of families report that they *provide financial support to the school at a level which is significant or meaningful to my family*. This is very similar to last year's results of 90.4%. Results regarding whether *the school effectively and efficiently uses its finances* increased (8.5%↔) from last year to 94.3% (N=171) this year, and likely reflects the continued efforts to make financial information available and easy to find. However, the percentage of parents who were *Unsure* (29%) was not significantly different than in 2014 (31%). 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.

For parents who indicate that they have looked at the financial information on the website (N=118), 90% 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. An illustration of the results is shown in Figure 4.

Figure 4 - 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* in any area 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.

Safety

Similar to the 2014 Survey results, parents are concerned about campus safety, specifically about security and access at school entrances and the openness of the campus. This is further clarified by comments suggesting that the current system (Raptor/DL scanning) is a good start, but inadequate.

Food Services

Comments regarding food services centered on offering healthier, and more organic, food options. This issue was also raised in 2014 and, as a result *The Food Services Parent Advisory Committee* was created in response. This group continues to work with the food services department to act as advisors, assistants, and champions for food service.

Facilities

As with 2014, 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. In addition to the stated concerns, parents are definitely looking forward to the build-out and anticipating that it will help alleviate many of these issues.

Communication

Communication was also indicated as an area in need of improvement, but most comments focused on, or reiterated, issues previously addressed (Weekly Digest, Website). This year, a higher percentage of respondents rated General Communication as something the school does well (7%↔). A significant number of comments related to communication overload and that middle and high school P/T conferences were ineffective and indicated a strong desire for more student specific communication.

Executive Leadership and Board of Directors

The executive leadership and Board of Directors (BOD) were the two lowest rated categories, but they were also the two areas that showed that greatest increase in positive responses from 2014. There was an increase of 14% in *Does Well* responses for the executive leadership and a 20% increase for the BOD. This may reflect the efforts made by both to improve communication and trust within the community.

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=104). 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:

- ◆ Kudos – Many parents are very satisfied with Peak to Peak and positive about the school, administrators and staff.
- ◆ Athletics – several comments related to improving Athletics – both with the coaching personnel and training.
- ◆ Curriculum – a small number of comments focused on expanding STEM course options and further clarifying the role of TAG.
- ◆ Elem School Counselor– Parents feel that elementary school students need more social/emotional support and would benefit from a counselor dedicated to this level.

Conclusion

The 2015 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. A summary of the overarching concerns are:

- 1) Safety – Campus still feels very open and students and staff are vulnerable.
- 2) Food Services –Parents are unhappy about the current food options. They want more organic/healthier options that still taste good.

- 3) Communication – Parents indicate they do not like the new website and generally experience information overload, but would really like more student specific information.
- 4) Teacher/Counselor Specific – Comments were mixed and highlighted specific issues. Comments specific to individuals, both positive and negative, will be provided directly to executive leadership and the Board of Directors.

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 2015-2016 school year the Board of Directors and Executive Leadership will provide the community with the responses to the results of this year's survey. This assures the entire community that its input is valued and does impact the school.

The 2014-2015 Accountability Committee