

2017 Annual Family Survey Results
Peak to Peak Charter School

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Table of Contents

Preface	1
Survey Overview.....	1
Response Rates	2
Quality Areas	2
Yearly Comparison	2
Quality Areas Discussion	7
Quality of Instruction.....	7
Quality of Relationships.....	7
Quality of Learning Environment.....	8
Additional Questions Discussion.....	8
Volunteering.....	8
Communication Channels	9
Finances	9
Areas Peak to Peak Does Well/Areas that Need Improvement	10
Communication.....	10
Safety	11
Front Office	11
Facilities	11
Counseling.....	11
Food Services	11
Board of Directors/ELT.....	11
Conclusion	12

List of Illustrations

Tables

1. Survey Participation.....	2
2. Yearly Comparison, Combine School Levels.....	3
3. Yearly Comparison, Elementary School	4
4. Yearly Comparison, Middle School.....	5
5. Yearly Comparison, High School	6
6. Communication Channels.....	9

Figures

1. Where Parents Spend their Volunteer Time 8

2. What areas does Peak to Peak do well? What areas need improvement? 10

2017 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 13th thru January 29th, 2017. This report and all comments, which are anonymous, are 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.

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 direct improvement efforts 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 Accountability Committee has used an annual family survey for more than ten years to collect feedback from the Peak to Peak community. The Peak to Peak mission and strategic plan are the basis for the questions. The 2017 survey uses the original questions relating to the three Quality areas (Instruction, Relationships, and Learning Environment) but revises the wording slightly for clarification.

The Annual Family Survey was administered as an online survey accessible via an email link sent to all families or by logging into an Edline account. The survey was available online for nineteen 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.

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, how they receive communication from the school, and how they view the school's finances.

Most questions were structured to use a four-point Likert response scale (*Strongly Agree, Agree, Disagree, Strongly Disagree*). Along with the four-point scale, *'I am unsure/Not enough information'* was available as an option 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 each of 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 2017 survey response rate was the second highest in the last five years with 407 responses covering 606 students, which represents 42% of enrolled students. This was slight decrease from the 692 students represented in the 2016 survey data. The Accountability Committee continues to work to improve response rate with frequent email reminders, more communication around anonymity, and increased publicity. Response rate tracking indicates a consistent uptick in responses on days in which a reminder email was sent. Table 1 displays the response rate by school level.

Table 1 - Survey Participation

	2017			2016	2015
	Actual Responses	Number Enrolled	Response Rate	Response Rate	Response Rate
ES students	235	452	52%	58%	26%
MS students	162	406	40%	47%	20%
HS students	209	584	36%	42%	15%
Total students	606	1442	42%	48%	20%

	Number of Responses	Percent
New students	121	20%
Returning students	485	80%

Quality Areas

Yearly Comparison

On the following pages, Table 2- *Combined School Levels* shows a 3-year comparison (2015, 2016, and 2017) 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. Arrows indicate where the change in the positive response rate from the previous year is greater than the margin of error. Overall, positive response rates continue to be very high in most categories. However, the five-year trend is slightly downward for several specific areas which will be addressed in the following sections.

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)















Combined School Levels	2015	2016	2017	
Quality of Instruction				
My student receives the teacher and instructional support necessary to master the required coursework.	92.6%	93.1%	94.9%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	91.3%	90.7%	92.5%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	89.4%	91.1%	93.7%	
Peak to Peak has prepared my student well for his/her current level of coursework.	93.4%	93.8%	93.9%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	90.7%	90.6%	90.4%	
Quality of Relationships				
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	94.1%	91.2%	90.6%	
I am familiar with and understand the school's Communication Pathways process.	96.6%	93.0%	94.0%	
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.)	90.6%	86.0%	85.4%	
Based on this student's experience, I would recommend Peak to Peak to my friends and family.	97.8%	94.1%	93.6%	
Quality of Learning Environment				
The school's available technology is adequate for learning.	89.6%	87.8%	94.0%	
The Peak to Peak campus and physical facilities are adequate for learning.	92.0%	94.6%	98.5%	
I am well informed about school events and activities.	86.9%	87.7%	93.5%	
My student has adequate opportunities for positive extracurricular involvement through the school (MS and HS only).	86.6%	84.8%	85.2%	
Peak to Peak values each student and encourages students to develop their passions, talents, and interests.	92.6%	91.6%	89.9%	

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)

Elementary School	2015	2016	2017	
Quality of Instruction				
My student receives the teacher and instructional support necessary to master the required coursework.	92.4%	92.0%	96.6%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	91.5%	91.9%	96.5%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	88.7%	91.1%	96.1%	
Peak to Peak has prepared my student well for his/her current level of coursework.	94.0%	91.8%	96.5%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests (i.e., PARCC, CMAS, iReady).	87.7%	88.8%	93.3%	
Quality of Relationships				
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	93.7%	95.6%	97.7%	
The Elementary School character education program (monthly character assemblies, service learning projects, monthly character traits, and blue and yellow slips) positively impacts my student.	88.9%	95.5%	96.7%	
I am familiar with and understand the school's Communication Pathways process.	96.5%	92.7%	94.0%	
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.)	98.3%	91.1%	91.4%	
Based on this student's experience, I would recommend Peak to Peak Elementary School to my friends and family.	98.2%	96.8%	96.5%	
Quality of Learning Environment				
The Elementary School's available technology is adequate for learning.	89.3%	90.2%	96.4%	
The Peak to Peak Elementary School campus and physical facilities are adequate for learning.	94.1%	96.1%	98.3%	
I am well informed about elementary school events and activities.	91.5%	95.4%	96.1%	
Peak to Peak values each elementary student and encourages students to develop their passions, talents, and interests.	96.3%	94.7%	99.1%	

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	2015	2016	2017	
Quality of Instruction				
My student receives the teacher and instructional support necessary to master the required coursework.	93.6%	94.1%	95.1%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	91.0%	90.3%	87.8%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	90.7%	91.0%	91.7%	
Peak to Peak has prepared my student well for his/her current level of coursework.	93.2%	94.3%	92.5%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests (i.e., PARCC, CMAS, ACT Aspire).	93.9%	94.4%	88.8%	
Quality of Relationships				
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	95.5%	86.6%	83.6%	
The Middle School ROAR program positively impacts my student.	86.0%	73.0%	78.4%	
I am familiar with and understand the school's Communication Pathways process.	95.8%	91.8%	94.7%	
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.)	91.4%	86.8%	87.1%	
Based on this student's experience, I would recommend Peak to Peak Middle School to my friends and family.	98.6%	92.4%	90.9%	
Quality of Learning Environment				
The Middle School's available technology is adequate for learning.	90.4%	84.1%	88.9%	
The Peak to Peak Middle School campus and physical facilities are adequate for learning.	88.9%	90.4%	98.1%	
I am well informed about middle school events and activities.	76.7%	77.4%	91.7%	
My student has adequate opportunities for positive extracurricular involvement through the school.	83.6%	76.6%	79.1%	
Peak to Peak values each middle school student and encourages students to develop their passions, talents, and interests.	86.8%	85.4%	83.9%	

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	2015	2016	2017	
Quality of Instruction				
My student receives the teacher and instructional support necessary to master the required coursework.	91.8%	93.6%	92.8%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	91.4%	89.5%	91.7%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	89.2%	91.2%	91.5%	
Peak to Peak has prepared my student well for his/her current level of coursework.	92.8%	95.7%	91.4%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests (i.e., PARCC, CMAS, PSAT, ACT, and AP tests).	91.3%	89.4%	87.1%	
Quality of Relationships				
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	93.6%	89.5%	87.0%	
The community service requirement positively impacts my student and the community.	91.4%	91.4%	94.7%	
I am familiar with and understand the school's Communication Pathways process.	97.5%	94.2%	94.1%	
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.)	79.1%	80.0%	82.0%	
Based on this student's experience, I would recommend Peak to Peak High School to my friends and family.	96.3%	92.5%	92.6%	
Quality of Learning Environment				
The High School's available technology is adequate for learning.	89.2%	87.8%	95.6%	
The Peak to Peak High School campus and physical facilities are adequate for learning.	91.8%	96.1%	99.3%	
I am well informed about high school events and activities.	89.3%	86.9%	92.0%	
My student has adequate opportunities for positive extracurricular involvement through the school.	89.3%	90.7%	91.9%	
Peak to Peak values each high school student and encourages students to develop their passions, talents, and interests.	92.5%	92.7%	84.4%	
Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school.	80.2%	80.4%	74.3%	

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.

Quality Areas Discussion

Overall the 2017 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. Although most questions are rated very highly, looking more closely within the three thematic areas does offer more detail.

Quality of Instruction

Quality of Instruction continues to be a strong component of Peak to Peak's operation with all five questions indicating 90% or higher agreement. Specifically, at the elementary level, all five questions showed significant increase from 2016. The only decrease in any single question was related to preparation of testing at the middle school level which is understandable given the multiple changes related to testing in the past few years. In fact, for both the elementary and middle school, many parents indicated they were *Unsure* about their answer to this question (*Unsure* - ES: 36%, MS: 28%).

Elementary school parents appreciate the clarifications regarding homework policies and the communication of these expectations to students and families. Multiple comments also commended elementary school teachers for their efforts in the classroom to personalize each students' experience. Middle School parents are pleased with the new principal and look forward to continuing improvements. However, concerns surfaced regarding a misalignment between student needs and instruction. Comments were mixed and indicated both more differentiated support while at the same time calling for greater challenge.

Several high school parents took issue with homework at the high school level, specifically over breaks and holidays, which mirrors similar comments from last year. Additionally, parents indicated that the communication and expectations regarding homework during school breaks was confusing.

Many parents, at both the middle and high school level, commented on the political nature of classroom discussion. While several teachers were commended for their handling of political topics, other comments indicated parents were disturbed by obvious political bias in the classroom and felt it was inappropriate.

Quality of Relationships

Quality of Relationship results for the combined school was steady across all grade levels from last year. While it is reassuring to see that these indicators have stabilized, the trend line is slightly downward, especially for the question related to *recommend[ing] Peak to Peak to my friends and family*. This trend is more pronounced at the middle and high school level and should continue to be closely monitored to ensure the decline does not continue even if year to year results are stable.

Further analysis of comments highlighted concerns from middle school parents regarding instances of bullying and perceived inconsistent methods to address the issue. Specifically, parents would like to see more proactive programs to combat the issue. Responses suggest parents feel some students are overlooked by the "ROAR" approach, specifically those kids who may be introverts or "in the middle" of the behavioral spectrum. These students may feel somewhat disenfranchised and question how "ROAR" accolades are awarded. The ROAR program received the lowest number of positive responses in the Middle School section (78%).

Quality of Learning Environment

Quality of Learning Environment questions were stable across all three grade levels and actually increased regarding campus and physical facilities. A majority of respondents expressed delight with the buildout – both the process and outcome. Statements about the adequacy of facilities for learning rated the highest number of positive responses in both the middle and high school levels (MS: 98%, HS: 99%).

The only area that showed a decline in this section was at the high school level regarding whether parents feel *Peak to Peak values each high school student and encourages students to develop their passions talents, and interests* (8% ∇). This data is supported by comments offering appreciation for the school's academic challenge but coupled with concern about a lack of opportunities for social interaction and/or developing passions. Some parents said the school sends mixed messages on this topic. More specifically, parents feel that opportunities to foster relationships (both student to adult and peer to peer) are often sacrificed as a result of academic demands to keep up with homework. Relatedly, comments regarding balancing the homework load with other priorities seems to be a recurring theme and offers a challenge for teachers as well as students and families. This is supported by the lowest number of positive responses for the high school level regarding whether *Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school* (74%).

A few middle school responses expressed a desire for more extracurricular opportunities, particularly at the Middle School level. While the data indicate more families felt well informed about events and activities, some comments still suggest this is an area of frustration for some.

The other school levels showed different trends in response to the statement about whether *Peak to Peak values each student and encourages students to develop their passions, talents, and interests*. For Middle School families, the positive response rate appeared steady compared to 2016, but comparison of the past five years shows a slight but gradual decline. Conversely, the Elementary School showed a significant increase in this area with the highest number of positive responses for this school level on this question (99%).

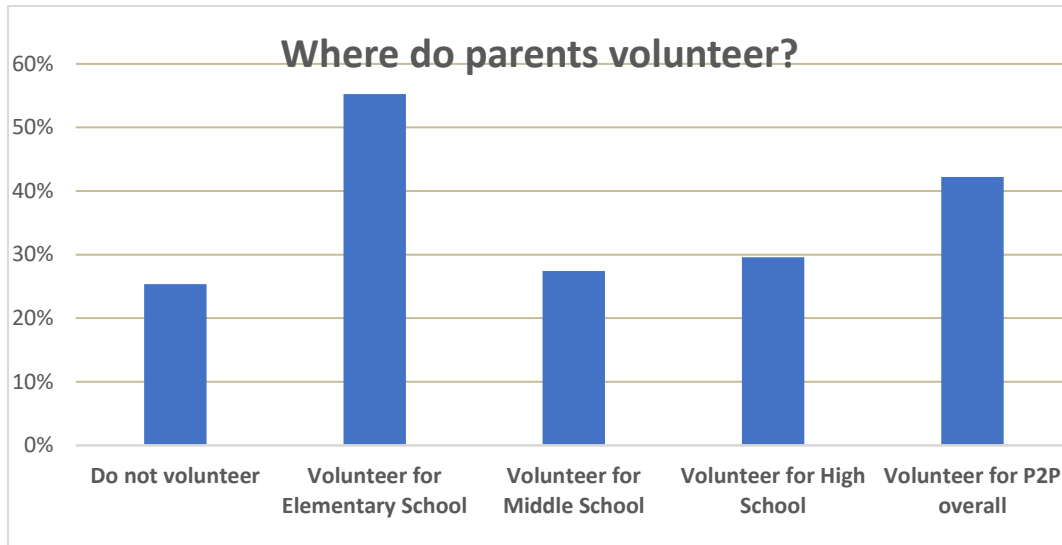
While this section identifies areas of concerns, it warrants repeating that the overall results are extremely positive towards the school and the teachers. Many positive comments were offered in praise of particular teachers and other staff and the vast majority of parents are very satisfied with their child's experience at Peak to Peak. Comments specific to individuals, both positive and negative, will be provided directly to executive leadership and the Board of Directors.

Additional Questions Discussion

Volunteering

In contrast to 2016, parents indicating they volunteer in some capacity increased from 65% (2016) to 74% (9% Δ). In keeping with previous years, of the parents who report they volunteer ($n=277$), most do so at the elementary school level (55%), and then volunteering efforts decline in middle school (27%) and high school (30%). However, 42% of the parents answered that they *volunteer for Peak to Peak overall* but not at any specific school level. Analysis of the open-ended comments indicates a significant number of parents cannot volunteer due to time constraints related to employment. Additionally, a small number of parents suggested that they were not encouraged to volunteer or their efforts were somewhat underappreciated. Approximately five parents alluded to the background check requirements as potential barriers. Figure 1 illustrates where parents spend their volunteer time.

Figure 1 - Where Parents Spend their Volunteer Time



Communication Channels

Ninety five percent of respondents said they *Strongly Agree* or *Agree* that the *Weekly Digest is an effective means to communicate school information* (n=374). While parents appreciate the Weekly Digest, some express it can often be too long and the amount of information can be overwhelming. A small number of parent comments indicated the website was difficult to navigate, but 86% say they can find the information they need, which is essentially the same as 2016.

Sixty-six percent of parents say *Edline pages* (such as those of the principals, the ELT, and the Board) are a source of information, which is relatively unchanged from 2016. A small number of comments indicate a desire for teachers to be more consistent in their use of Edline pages and update them more regularly.

For respondents who have used the *Communication Pathways for a policy question* (n=120), 85% report that *the process has been effective in handling problems and concerns*, a rate which is slightly higher than 2016 (Δ4%). Table 6 provides an overview of parents’ satisfaction with various communication channels.

<i>Table 6 – Communication Channel</i>	Effectiveness
Weekly Digest	95%
School Website	86%
Edline Pages	66%
Communication Pathways (policy issues)	85%

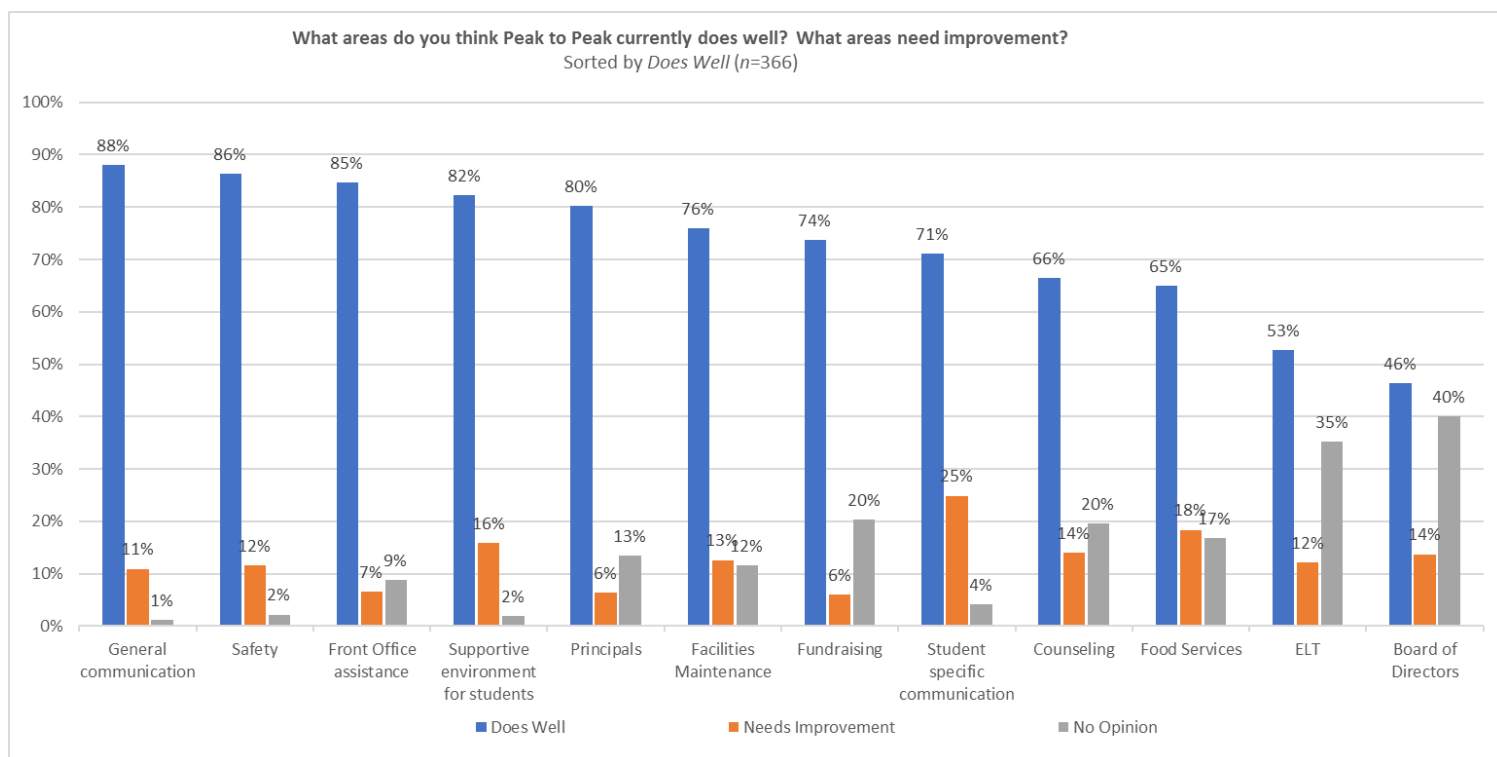
Finances

Positive responses to the question *I provide financial support to the school at a level that is significant or meaningful to my family* were at 88% which is statistically unchanged from 2016. Results regarding whether *the school effectively and efficiently uses its finances* was also essentially the same (92%, n=348) as 2016. Two main themes in this section reflect concerns regarding the transparency of scholarship funds and allocation of resources. A few parents felt that too much of the budget was directed to administrative costs and that this should be redirected to other areas more closely related to teacher/student needs.

Areas Peak to Peak Does Well/Areas that Need Improvement

The last segment of *Additional Questions* involved parents' thoughts about areas Peak to Peak did well, and what areas needed improvement. An illustration of the results is shown in Figure 2.

Figure 2 - 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. In fact, significant improvements were seen in five categories: *Principals* ($\Delta 12\%$), *Safety* ($\Delta 9\%$), *Counseling* ($\Delta 6\%$), *Food Services* ($\Delta 6\%$), and *Student Specific Communication* ($\Delta 5\%$). The two lowest scoring categories (Executive Leadership and Board of Directors) were relatively unchanged from 2016, and both reveal a substantially high number of *Unsure* responses which could skew results. Comments directed to the board of directors ($n=98$) were much more varied and significant themes will be addressed both here and in the *Final Comments* section.

Respondents who indicated *Does Well/Needs Improvement* in any area were asked for further information. Content analysis of the open-ended responses related to this question is offered below, providing further insight into these areas.

Communication

Mirroring comments from 2016, parents articulated a desire for more student specific communication. Responses from this section point to a need for additional channels for parent/teacher communication about their child, in addition to parent teacher conferences.

Safety

Comments from this section indicated parents are pleased with the safety improvements, specifically the airlocks. However, several parents expressed frustration with how access to the buildings has been made more difficult by the door locks. Others have suggested that strangers still have a bit too much access outside of buildings including playground areas. There were also a number of comments related to traffic flow during busy drop-off and pick up times.

K-12 Front Office Assistance

Survey results show that 85% of respondents feel positively about interactions with office staff, and recognize the importance of an office staff that welcomes everyone. However, a few respondents stated that they had unfriendly experiences with office personnel. Families would appreciate any effort to recognize the significance of these interactions in building a positive perception of the school.

Facilities

Parent comments regarding facilities were extremely positive concerning the buildout and resulting new spaces. However, as with 2016, comments regarding facilities centered on general lack of cleanliness of the buildings and campus. Cleanliness has been a reoccurring theme of this category for several years especially regarding the bathrooms. Many comments suggested that the campus is dirty, and bathroom facilities should be upgraded. A few additional comments called for new elementary school playground equipment as well as classroom upgrades.

Counseling

Positive responses to counseling improved 6% from 2016. At the middle school level, a small number of families expressed a desire for more opportunities to build individual, trust-filled relationships with counselors, with some acknowledging more resources may be necessary to achieve this. At the high school level, comments were mixed but primarily centered on concerns as to whether the counseling resources were sufficient to meet the needs of all high school students.

Food Services

Although questions specific to Food Services were not included in this year's survey, parents offered comments in the *Does Well/Need Improvement* section. Responses show that parents have mixed feelings about the general quality of food being served, with some requesting healthier options and others indicating that we have enough. Similar to 2016, a number of parents suggested that Peak to Peak explore the possibility of working within the existing BVSD food program.

Board of Directors/Executive Leadership Team

Comments related to the Board of Directors (BOD) and Executive Leadership Team (ELT) uncovered various issues, but several themes were apparent. One specific theme focused on a request that the BOD focus on the vision and mission of the school and not try to micromanage operational details. A second focus was related to a call for the board of directors and school administrators to increase efforts to work together more collaboratively. Several comments also showed parents recognized improvement in board functioning from previous years.

Conclusion

A holistic view of the survey results shows that a majority of respondents are very satisfied with their child's classroom experience. Parents commented that they love the school, value the caring and supportive environment, and offered many positive remarks about teachers and counselors and how hard they work.

However, the data also reveal divisions in several areas including 1) the balance between academic challenge and opportunities for interaction to foster student passions and interests, as well as 2) services and support for special needs students vs. calls for greater attention for the "middle of the road student". Both of these dichotomies highlight the central challenge for all stakeholders - to promote an environment of success in multiple areas that does not come at the expense of any other area. These results call for continuous efforts by everyone to empower students to excel across a wide spectrum of gifts and talents in fulfillment of the school's mission and vision.

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 2017-2018 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 2016-2017 Accountability Committee