

2013 Parent/Guardian Annual Survey Results
Peak to Peak Charter School

Prepared by: Accountability Committee
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2013 Parent/Guardian 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 Parent/Guardian survey developed by the Peak to Peak Accountability Committee and conducted from February 5 thru February 22, 2013. This report and all the comments, which are anonymous, were forwarded to the Board of Directors, including the principals, 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 parent/guardian survey was administered as an online survey and accessed via a link in an email sent to all families in the p2pfamilies email group. The survey was available online for eighteen 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 addition section of *questions*.

The Accountability Committee has used an annual parent/guardian 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 2013 survey used the original 14 questions relating to the three Quality areas (Instruction, Relationships, and Learning Environment), but revised the wording slightly to more accurately reflect the intended school level of the student being answered for. Questions that were not child specific (volunteering, financial support, and knowledge of finances) were moved to an end section to be answered once per parent rather than once for each child. The volunteer question and the knowledge of finance question were modified and expanded this year to provide additional information. New questions were also added regarding:

- Peak to Peak's Professional Development Program including knowledge of the Center for Professional Development
- Communication Methods
- Various areas of Peak to Peak to determine what parents think the school does well and what areas they think need improvement

For most questions, the survey used a four-point Likert scale (*Strongly Agree, Agree, Disagree, Strongly Disagree*). Along with the four-point scale there was an *'I am unsure/Not enough information'* option for those who felt they did not have enough information to respond to the question. Respondents were given the opportunity to provide comments after each group of questions within a quality area (Quality of Instruction, Quality of Relationships, and Quality of Learning Environment), after most of the new questions, and at the completion of the survey. All responses and comments are anonymous.

Results

Response Rates

The 2013 survey had a 35 percent participation rate with 303 families completing the survey for 477 students (33% of students). This compares with 33 percent of families responding for 31 percent of the students last year. Of the 303 families that responded, 136 (45%) had more than one student, and 167 (55%) had one child. Below is a table detailing response rates by school level.

	Actual Responses	Number Enrolled	Response Rate	2012 Response Rate
ES students	159	444	36%	34%
MS students	152	399	38%	32%
HS students	166	592	28%	27%
Total students	477	1435	33%	31%
Families	303	~855	35%	33%


















	Actual Responses	Percent
Families with more than one child	136	45%
Families with one child	167	55%
New students	84	18%
Returning students	393	82%

Quality Areas

Yearly Comparison

Table 2- *Combined School Levels*, on the following page, shows a 3 year comparison (2011, 2012, and 2013) 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	2011	2012	2013	
Quality of Instruction				
My student receives the teacher and tutoring help necessary to master the required coursework.	94.7%	92.3%	91.4%	
Peak to Peak has prepared my student well for his/her current level of coursework.	96.0%	93.9%	92.6%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	93.6%	93.0%	90.5%	
My student is receiving adequate guidance through the school to choose a college that best fits him/her. (HS only)	85.6%	92.4%	92.5%	
Quality of Relationships				
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	94.2%	95.6%	94.0%	
The community service requirement positively impacts my student and the community. (HS data only)	93.4%	94.7%	95.0%	
I am familiar with and understand the school's Communication Pathways process	98.6%	97.9%	95.4%	
When I have used the 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.) **	88.9%	85.7%	87.8%	
I would encourage my friends and family to seriously consider enrolling their children at Peak to Peak	97.4%	96.3%	96.2%	
I volunteer for the ES, MS, HS, or K-12. (I am involved in meaningful ways volunteering for the school.) *	75.1%	75.4%	74.0%	
Quality of Learning Environment				
The school's available technology is adequate for learning.	91.0%	91.0%	85.4%	
The Peak to Peak campus and physical facilities are adequate for learning.	96.9%	97.4%	93.4%	
I am well informed about school events and activities.	95.3%	94.9%	91.5%	
My student has adequate opportunities for positive extracurricular involvement through the school. (MS & HS only)	91.4%	87.2%	86.2%	
Peak to Peak values each student and encourages students to develop their passions, talents and interests.	93.5%	92.0%	89.7%	
I provide financial support directly to the school at a level which is significant to my family. *	86.3%	86.0%	91.2%	
The school effectively and efficiently uses its finances.*	96.4%	90.7%	89.2%	

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

Up and down arrows indicate change from prior year of more than two percentage points.















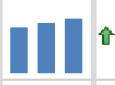

* This year these questions were answered once by each parent. Prior to 2013 these questions were answered once for each student.

** This year's survey had a separate question regarding use of the communication pathways for a policy question.

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	2011	2012	2013	
Quality of Instruction				
My student receives the teacher and tutoring help necessary to master the required coursework.	96.8%	93.9%	88.4%	
Peak to Peak has prepared my student well for his/her current level of coursework.	96.8%	95.1%	89.0%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests (TCAP/CSAP, grades 3-5 in March; Galileo Math Assessment, grades 3-5; Developmental Reading Assessment (DRA), grades K-5 in fall, winter, spring). ***	96.0%	94.5%	89.3%	
Quality of Relationships				
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	97.3%	94.8%	96.7%	
The Elementary School character education program (monthly character assemblies, service learning projects, monthly character traits, and blue and yellow slips) positively impacts my student. ***	92.3%	94.3%	92.5%	
I am familiar with and understand the school's Communication Pathways process.	99.4%	97.9%	92.7%	
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.) **	88.9%	86.4%	88.0%	
I would encourage my friends and family to seriously consider enrolling their children at Peak to Peak Elementary School.	98.7%	95.0%	94.7%	
I volunteer for the ES, MS, HS, or K-12. (I am involved in meaningful ways volunteering for the school.) *	93.4%	92.3%	87.3%	
Quality of Learning Environment				
The Elementary School's available technology is adequate for learning.	91.4%	88.1%	80.3%	
The Peak to Peak Elementary School campus and physical facilities are adequate for learning.	98.0%	97.2%	94.9%	
I am well informed about elementary school events and activities.	94.2%	95.2%	94.2%	
Peak to Peak values each elementary student and encourages students to develop their passions, talents, and interests.	94.5%	89.1%	90.3%	
I provide financial support directly to the school at a level which is significant to my family. *	91.9%	91.4%	90.8%	
The school effectively and efficiently uses its finances.*	97.7%	91.2%	87.2%	
The bar charts show a scale of 50% to 100%.				
Up and down arrows indicate change from prior year of more than two percentage points.				
* This year these questions were answered once by each parent. Prior to 2013 these questions were answered once for each student.				
** This year's survey had a separate question regarding use of the communication pathways for a policy question.				
*** Examples more specific to Elementary school were added to these questions this year.				

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

Middle School	2011	2012	2013	
Quality of Instruction				
My student receives the teacher and tutoring help necessary to master the required coursework.	96.0%	91.1%	92.4%	
Peak to Peak has prepared my student well for his/her current level of coursework.	98.0%	91.1%	93.0%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests (TCAP/CSAP in March, EXPLORE test for grades 6 & 8 in October). ***	96.0%	91.3%	90.2%	
Quality of Relationships				
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	90.4%	91.8%	90.2%	
The Middle School ROAR program positively impacts my student. ****	86.2%	97.7%	87.0%	
I am familiar with and understand the school's Communication Pathways process.	98.0%	97.6%	97.0%	
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.) **	86.4%	79.5%	82.5%	
I would encourage my friends and family to seriously consider enrolling their children at Peak to Peak Middle School.	96.4%	96.5%	97.9%	
I volunteer for the ES, MS, HS, or K-12. (I am involved in meaningful ways volunteering for the school.) *	63.1%	64.7%	72.7%	
Quality of Learning Environment				
The Middle School's available technology is adequate for learning.	89.1%	91.1%	89.5%	
The Peak to Peak Middle School campus and physical facilities are adequate for learning.	97.9%	95.0%	92.1%	
I am well informed about middle school events and activities.	94.6%	91.1%	88.6%	
My student has adequate opportunities for positive extracurricular involvement through the school.	86.3%	84.7%	84.8%	
Peak to Peak values each middle school student and encourages students to develop their passions, talents, and interests.	92.1%	92.0%	90.4%	
I provide financial support directly to the school at a level which is significant to my family. *	81.3%	84.5%	87.7%	
The school effectively and efficiently uses its finances.*	97.6%	90.6%	90.9%	

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

Up and down arrows indicate change from prior year of more than two percentage points.


















* This year these questions were answered once by each parent. Prior to 2013 these questions were answered once for each student.

** This year's survey had a separate question regarding use of the communication pathways for a policy question.

*** Examples more specific to Middle school were added to this question this year.

**** Year to year comparisons are difficult for this question since the wording has changed each year.

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

High School	2011	2012	2013	
Quality of Instruction				
My student receives the teacher and tutoring help necessary to master the required coursework.	92.2%	91.8%	93.3%	
Peak to Peak has prepared my student well for his/her current level of coursework.	94.1%	94.9%	95.7%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests (TCAP/CSAP, PSAT, PLAN, ACT, SAT, and AP tests).	90.7%	93.1%	91.8%	
My student is receiving adequate guidance through the school to choose a college that best fits him/her.	85.6%	92.4%	92.5%	
Quality of Relationships				
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	94.2%	99.3%	94.7%	
The community service requirement positively impacts my student and the community.	93.4%	93.8%	95.0%	
I am familiar with and understand the school's Communication Pathways process.	98.6%	98.1%	96.8%	
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.) **	90.5%	89.8%	92.0%	
I would encourage my friends and family to seriously consider enrolling their children at Peak to Peak High School.	97.2%	98.0%	96.2%	
I volunteer for the ES, MS, HS, or K-12. (I am involved in meaningful ways volunteering for the school.) *	69.8%	68.2%	67.6%	
Quality of Learning Environment				
The High School's available technology is adequate for learning.	92.2%	93.7%	86.9%	
The Peak to Peak High School campus and physical facilities are adequate for learning.	95.2%	99.4%	93.1%	
I am well informed about high school events and activities.	96.7%	97.5%	91.3%	
My student has adequate opportunities for positive extracurricular involvement through the school.	94.7%	89.0%	87.4%	
Peak to Peak values each high school student and encourages students to develop their passions, talents, and interests.	93.8%	94.6%	88.6%	
I provide financial support directly to the school at a level which is significant to my family.*	85.6%	82.0%	92.3%	
The school effectively and efficiently uses its finances.*	94.7%	90.5%	88.1%	

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

Up and down arrows indicate change from prior year of more than two percentage points.

* This year these questions were answered once by each parent. Prior to 2013 these questions were answered once for each student.

** This year's survey had a separate question regarding use of the communication pathways for a policy question.

Quality Areas Discussion

Overall the 2013 survey results continue to show that Peak to Peak families are very positive about the school with 13 of the 17 questions having positive response rates of 89 percent or higher.

Quality of Instruction

The data for the combined school levels shows a decline in positivity on the third question regarding preparation for standardized testing, and this drop can largely be contributed to responses from Elementary School parents. Just over 89% of Elementary school parents rated this area as positive, compared with 94.5% positive in 2012. Although still very high, this is a decrease of five percentage points. For both the Middle and High school levels, there was no significant change.

Seventeen percent of Elementary School parents answered *Unsure* when asked about preparation for standardized tests which is lower than last year (25%). Middle School *Unsure*s also dropped from 17% last year to 10% this year. Part of this drop is likely due to the more precise wording of the questions which offered grade specific examples and administration dates of standardized tests. Ninety-two percent of high school parents think their student is receiving adequate college counseling. This is consistent with 2012 and reflects positively on the changes in counseling structure and communication.

Looking at the individual school levels also shows a decline in all three Quality of Instruction questions at the Elementary level. The positive responses for each question are 88-89%. That is still a high level, but since the percentages have been declining it is something to watch.

Quality of Relationships

Quality of Relationship results for the Combined School are fairly consistent with last year. With positive responses greater than 95%, families say they are familiar with the communication pathways process, would encourage others to enroll at Peak to Peak and believe their student has an adult he/she trusts. However, school level data warrants a closer examination, particularly in two specific areas - the Middle School ROAR program, and High School parents who feel positively that their student has at least one trusted adult they can talk to.

The decline in responses for the question regarding the Middle School ROAR program can largely be attributed to two factors: a change in the question wording, and the high number of *Unsure* responses. This is the third year we have asked Middle School parents about the character program. ROAR was not fully implemented two years ago and the wording of the survey question has changed each year. This question had the highest percentage of *Unsure* answers for the entire survey (31%) and that does indicate there is still much work to do to educate parents regarding the goals and implementation of this program.

The second area, *high schoolers having one adult they trust*, received a 94.7% positive rating, which is a decline of almost five percentage points. Since this number was 99.3% in 2012 (which was extraordinarily high), there was really no direction to move other than downward. At almost

95%, this is still a very high positive rating.

In 2012, there was a slight drop in positive responses to the *effectiveness* of the Communication Pathways process, but this has improved in 2013, most notably at the Middle school level where positive responses increased three percentage points (from 79.5 to 82.5%). This may reflect continuing efforts to explain this process. It may also be due to a change in the wording of the question which made the question more specific to the student.

Note: Questions regarding volunteering were moved to the *Additional Questions* section, but results are included in Tables 2-5 for yearly comparison.

Quality of Learning Environment

The first three questions under Quality of Learning Environment (technology, physical facilities and informed about school events) all declined from last year, most significantly regarding technology at the Elementary school level. A review of open ended comments at the end of this section indicates a desire for more technology (iPads, tablets) to be used in the classroom. The focus of the school auction in February this year was technology and iPads and that may have had an effect on the survey comments. The decline in *being well informed about school events* was most significant at the high school level (97.5 to 91.3%), but there was also a slight drop at the middle school level (91.1% to 88.6%).

Responses concerning adequate opportunities for extracurricular involvement were consistent with 2012.

The question about use of school finances was worded the same as last year, but a new question was added in an attempt to understand last year's high *Unsure* count of 27%. This year, the question had the 2nd highest *Unsure* count in the survey at 25%. Half of the *Unsure* count was from parents who said they are informed about the school's budget, but are still unsure if the money is used effectively and efficiently. The other half say they are not familiar with the budget. Although Peak to Peak has continually tried to increase communication regarding finances, many parents are still unsure of the use of finances and many are not informed and may not be interested in being informed.

Results for the question about Peak to Peak valuing each student and encouraging students to develop their passions was stable at the Elementary and Middle school level, but declined significantly at the High school level from 94.6 last year to 88.6% this year. Several end of survey comments (from High school parents) reiterated this concern. While 88% is high, the decline indicates it is an area to watch.

Additional Questions Discussion

The Accountability Committee decided to expand the 2013 Parent survey to explore areas for future survey questions, and try to determine the level of knowledge or understanding of various overall Peak to Peak operational issues. Previous surveys included one question related to

volunteering and one for finances, but both questions were embedded in the child specific questions related to the Quality Areas. This year they were moved to a section called *Additional Questions*, which appeared after parents had answered all child/school specific questions. Additionally, several questions were added to further uncover related issues. The *Additional Questions* section covered four distinct categories: Professional Development, Volunteering, Finances, and Communication Methods. Results from each section are presented below.

Professional Development

This category, and subsequent questions, was created in response to feedback from parents regarding the Center for Professional Development and its implementation at Peak to Peak. Feedback from parents indicated there was a negative perception of this program among the general community. Committee members wanted to try and determine both knowledge of, and attitudes toward this program, to discern how much parents actually knew about the program. After much discussion among the committee members, we determined that questions regarding CPD could not logically be asked separate from the professional development framework of which it is a part.

Ultimately, four questions were devised and the results are displayed below. Figure 1, illustrates results from the 1st question in this category – *Please indicate your level of knowledge regarding the professional development program at Peak to Peak.* It shows that 52% of respondents are aware of Peak to Peak’s Professional Development programs, but are not familiar with its components.

Figure 1 - Knowledge of Peak to Peak's Professional Development Program

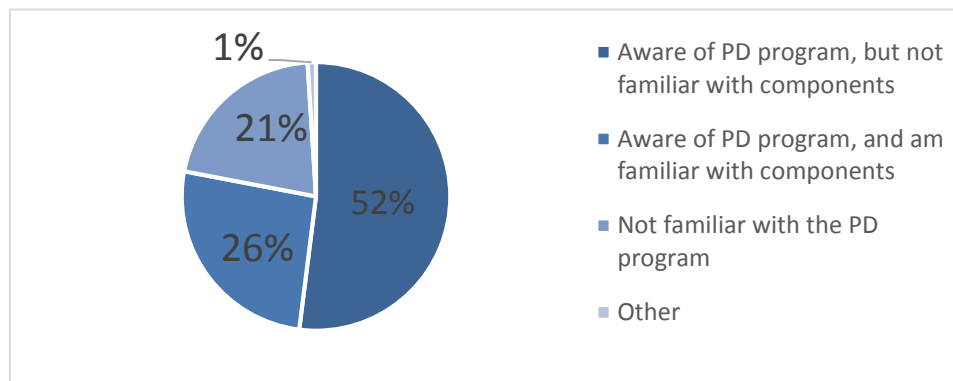


Figure 2 shows responses regarding knowledge of the Center for Professional Development. Almost half (49%) are not familiar with the Center for Professional Development, and another 26% may have heard the name used, but do not understand what CPD is or how it is implemented. This supports our hypothesis that many parents are not aware of CPD and its purpose and function at Peak to Peak.

Figure 2 - Knowledge about the Center for Professional Development (CPD)

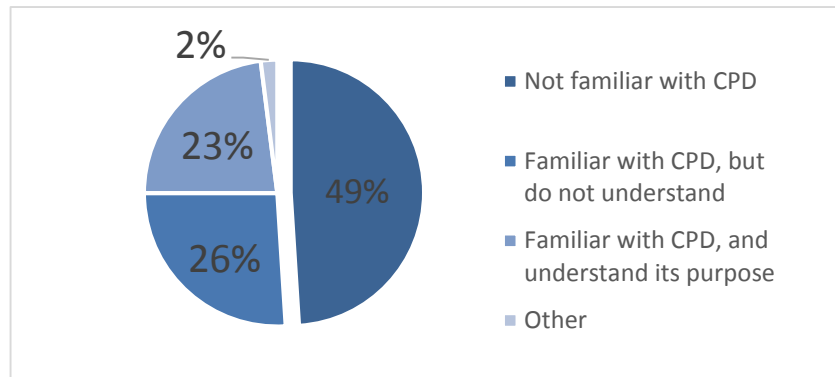
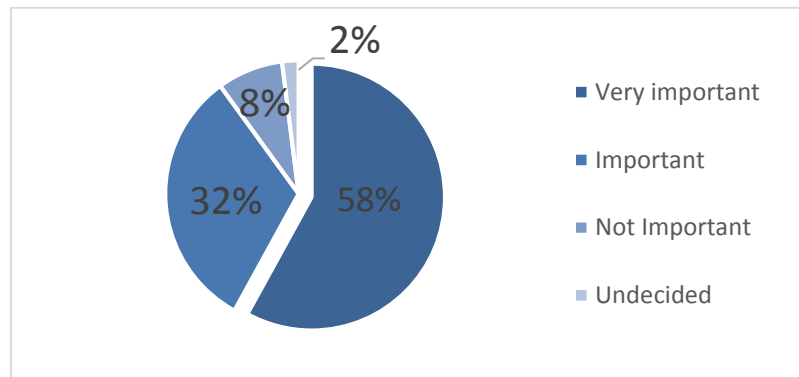


Figure 3 displays respondents' opinions on the importance of professional development opportunities for Peak to Peak staff. Ninety percent think staff professional development is important or very important.

Figure 3 - Opinions regarding staff Professional Development



A fourth question was offered to allow open-ended comments regarding professional development and the Center for Professional Development. Analysis of those 57 comments (from 45 parents), indicates that parents feel positively about the need for staff professional development, but many have specific concerns regarding CPD and the balance between the time spent in the classroom versus time, effort, and resources spent on things external to Peak to Peak.

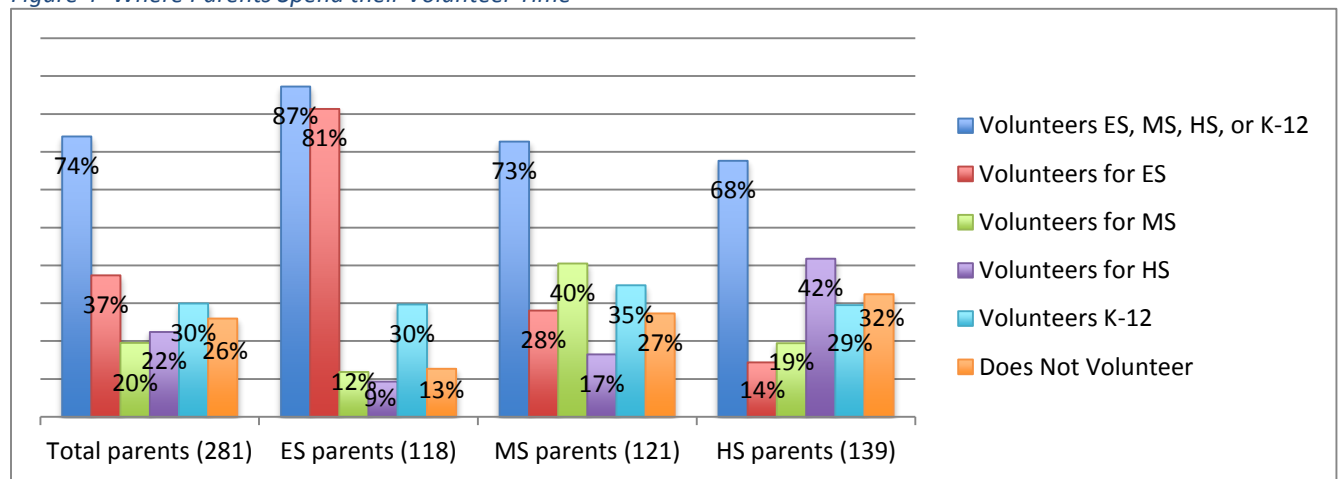
Communication Pathways - Policy

In the *Quality of Relationships* section, parents answered a question about use of Communication Pathways in regards to their student. A similar question was asked again in the *Additional Questions* section to gather information related to the effectiveness of the pathways process when dealing with a policy issue (N=113). Results indicate that, after removing the *Unsure* responses (N=23), 81% of parents answered either *Strongly Agree*, or *Agree*, that the process has been effective when addressing policy issues. Separating policy issues from student specific issues may be part of the reason there was an increase in the positive response for resolving student specific issues.

Volunteering

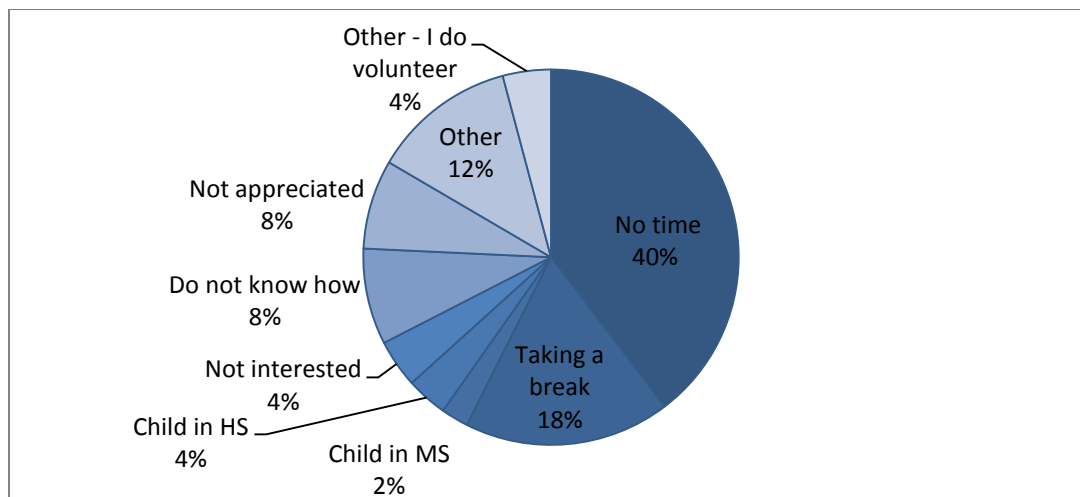
Previous surveys included a question about volunteering but this year we added more precise questions to examine where parents volunteer their time, and why they might not be volunteering. Historically, parents report they volunteer most often at the elementary school level, and then volunteering efforts decline in middle school, and even more so in high school. As presented in the *Quality Areas*, this year's data is consistent with previous data and supports this trend of declining volunteer rates as children progress through school. Figure 4 shows where parents spend their volunteer time.

Figure 4 -Where Parents Spend their Volunteer Time



We asked additional questions to try and uncover any potential issues that might inhibit people from volunteering more often. One hundred forty five parents responded, choosing multiple options. Figure 5 shows that parents don't have time or have their own personal reasons for not volunteering.

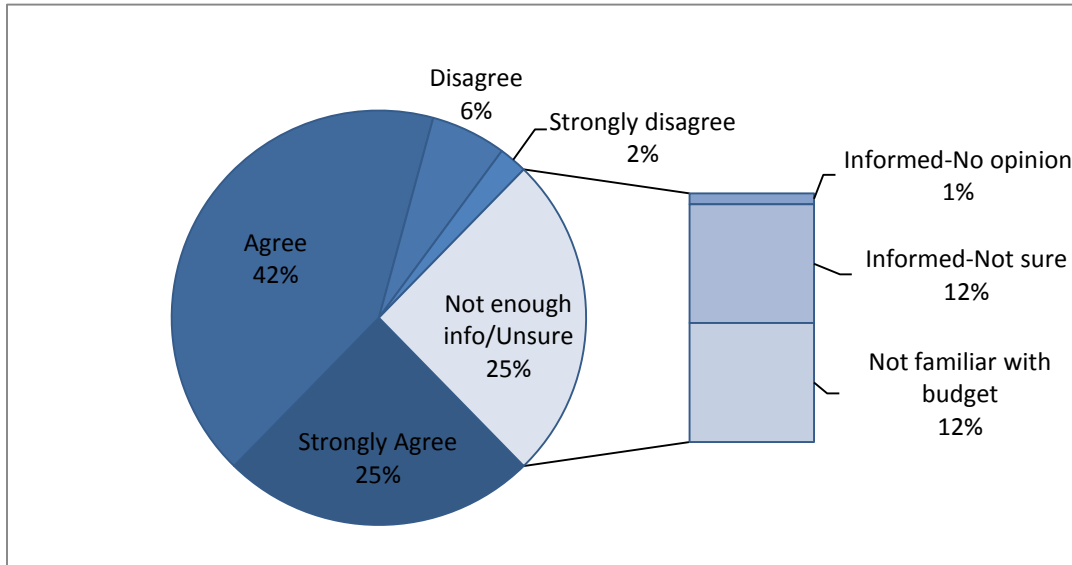
Figure 5 - Why Parents Don't Volunteer



Finances

The third set of *Additional Questions* asked about opinions regarding how money was spent and knowledge of the Peak to Peak budget. Figure 6 shows that a vast majority of parents (67%) *Strongly Agree* or *Agree* with the statement - *The school effectively and efficiently uses its finances*. We asked for further information from any respondent who answered *Unsure* (25%) to this question. Of that 25%, approximately half (12%) were not informed about the budget, 12% knew about the budget, but still weren't sure, and 1% had no opinion.

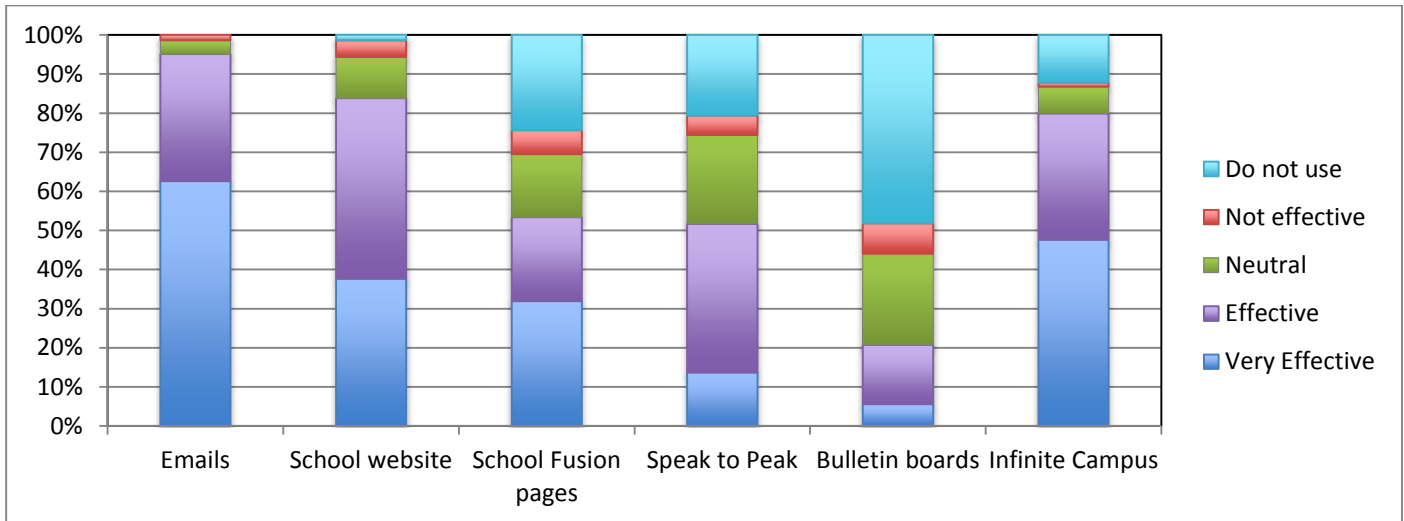
Figure 6 Effective Use of Finances



Communication Methods

A last set of questions was added to determine how parents received, and wanted to receive, information from the school. We were trying to determine what methods and channels were most effective and which channels were not utilized. Figure 7 shows the overall effectiveness ratings of the top six choices for receiving information from Peak to Peak (N=286). Specific school level data is also available. Emails tend to be most effective, followed by Infinite Campus.

Figure 7 - Effectiveness of Communication Methods



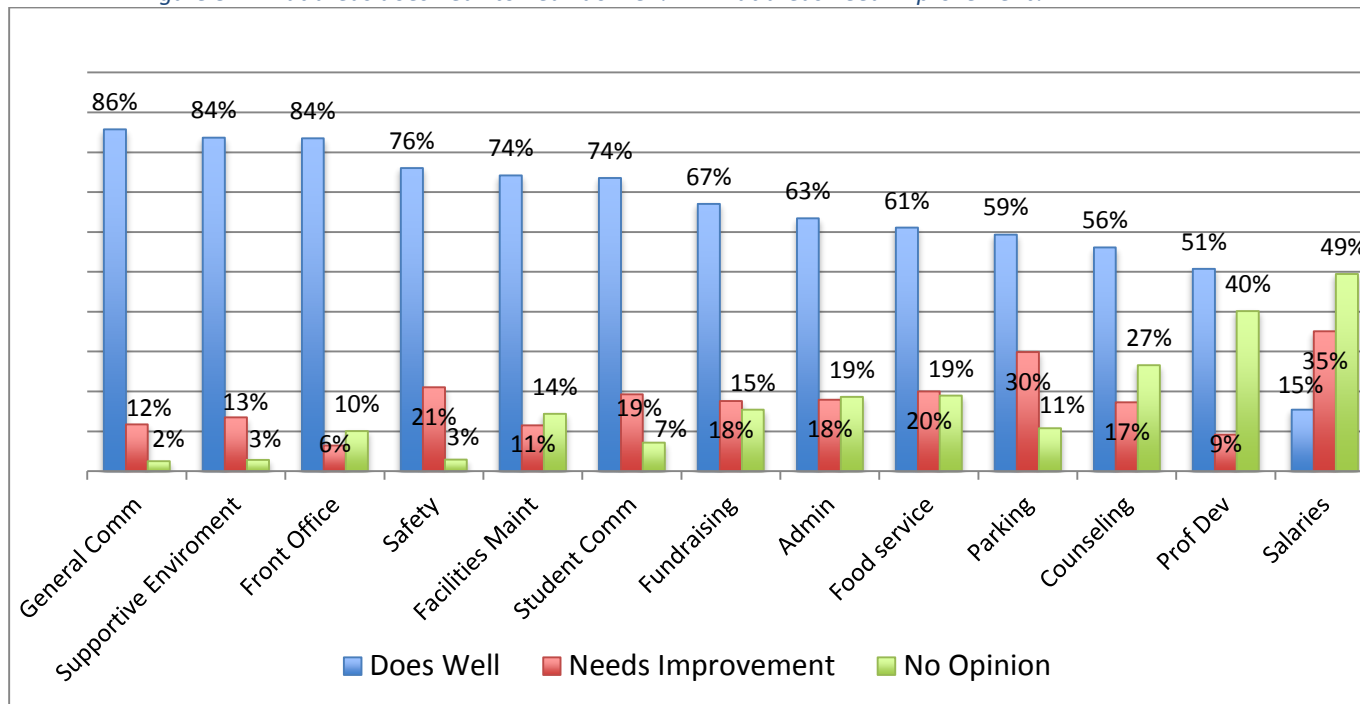
This data is supported further by the responses from a 2nd question that specifically asked about parents' preferred communication method (N=179). By far, the number one choice to receive information (N=150; 84%) was Email, and the 2nd choice (N=13; 7%) was the school website. Open ended responses indicate that although parents clearly prefer email, they would like to see fewer of them.

A third question asked parents to offer comments regarding communication channels they would like Peak to Peak to use or suggestions to improve use of current methods. Thematic analysis of these responses (N=45) revealed that parents would like information on the website to be updated more frequently, and student reporting tools (IC and classroom pages) should be used more consistently across grades.

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. Categorization of these responses (N=282) is shown in Figure 8.

Figure 8 - 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. Responses indicating *Needs Improvement* only appeared higher than 20% (of the 282 responses) in four of the thirteen areas: Salaries, Safety, Parking, and Food Services. Content analysis of the open-ended responses related to this question provides further insight into these four areas and is offered below.

Salaries

Comments related to salaries demonstrate that parents are very supportive and appreciative of Peak to Peak teachers, and want to make sure the teachers are paid accordingly. Several comments specifically mentioned that we should try to be competitive with current BVSD salaries, and that this is important for retention. Note however, that results also show this category had the highest level of *No opinion* responses of any question on the entire survey (49%) which indicates many parents don't have any specific input regarding staff salaries.

Safety/Parking

Safety and Parking have been combined for discussion purposes because many of the comments overlapped categories. Much of the feedback regarding safety centered on campus security and access to buildings. These concerns may be correlated with recent school shootings which resulted in parents examining school security procedures more closely.

Parking concerns focused on the number of parking spots available and on safety within the student and visitor lots. Parents are concerned about the safety of elementary students walking through the front lot while high school drivers are arriving at and leaving from school. One

specific suggestion for improvement was to designate a different lot for high school student parking thus potentially alleviating the problem.

Food Services

Comments about food services centered on two specific areas: food taste and long lines. Almost half of the comments were about the food not being as “delicious” as it could be. Other responses focused on the long lines which didn’t give students enough time to eat, and that the cafeteria was too crowded.

Analysis of Comments

In addition to rating the questions, parents/guardians had the opportunity to offer comments. With the additional questions this year there were many more opportunities for feedback and the survey yielded 814 open ended responses. Open ended responses to specific questions (*Does Well/Needs Improvement, Communication Methods, Professional Development, and Volunteering*) have been discussed above. The remaining comments (N=384) from the Quality area questions, the policy and finance questions, and the request for comments at the end of the survey have been categorized.

Comments that contained multiple areas of feedback pertaining to different categories were split for analysis yielding 545 total comments. The General Kudos category contains comments that are favorable for the school in general. All other categories may contain positive, negative, and/or neutral comments. Table 6 displays a cumulative count of these comments for each category.

<i>Table 6 - Remaining Comments (Quality areas, Policy, Finances, Final)</i>		
Category	Count	Percent
Teacher specific	73	13.4%
Academic Challenge/Expectations	54	9.9%
Curriculum	45	8.3%
Communication	43	7.9%
Other	43	7.9%
General Kudos	42	7.7%
Athletics/Extracurricular	39	7.2%
Technology	38	7.0%
Climate	35	6.4%
Admin/Staff	33	6.1%
Fundraising/Finances	24	4.4%
Counseling	21	3.9%
Facilities/Traffic	17	3.1%
Developing passions	9	1.7%
Community Service	8	1.5%
Discipline	7	1.3%
BOD	6	1.1%
Schedule/Calendar	6	1.1%
Volunteering	2	0.4%
TOTAL	N=545	

Parents made many positive remarks about the teaching staff at all school levels. The majority stated that they love the school and are very grateful to the teachers and staff that make it a great place and feel very fortunate that their child/children are at Peak to Peak. Parents also said there is room for improvement and they want the school to keep sight of the mission and vision. The data show that parents would encourage others to enroll in Peak to Peak, but note that it is not a school for everyone.

Some of the most common concerns worth emphasizing are:

- Technology
 - Outdated hardware and software, students need more access
 - More technology training for students and teachers
- Climate/Environment
 - Middle School atmosphere comes across as rigid and disapproving instead of curious and encouraging
 - Academic expectations, college planning, and push for AP classes make for a

- stressful High School climate
- Parents would like to feel their voices are heard and would like a stronger sense of community
- Finances – Funding priorities are not well understood. For example, there is much confusion and misunderstanding regarding the role of CPD and its value to the school
- Communication – parents would like more consistent use of IC, classroom web pages, and fusion pages
- Mandarin program
 - Instruction has historically been inconsistent and led to gaps in knowledge
 - Limited progression of courses to fully learn the language

Whether these issues are the result of misperception or legitimate concerns, each should be investigated further. The school may find that some changes are necessary and in some instances better communication may be all that's needed.

Conclusion

The 2013 survey showed that families continue to have a very positive view of Peak to Peak, especially in the area of instruction. However, review of the survey results reveals several overarching areas of concern – 1) Middle and High school climate, 2) integration of up-to-date technology, 3) examination of long-term objectives for Mandarin, 3) continued communication regarding budgets and school priorities, and 5) more consistent use of student specific reporting tools.

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 2013-2014 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 2012-2013 Accountability Committee