

**2018 Annual Family Survey Results**  
**Peak to Peak Charter School**

**Prepared by: Accountability Committee**  
**March 2018**

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# 2018 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 19<sup>th</sup> thru February 2<sup>nd</sup>, 2018. 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 2018 survey uses the original questions relating to the three Quality areas (Instruction, Relationships, and Learning Environment) but several questions were moved to align with the new Strategic Plan.

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. A Spanish-language version of the survey was mailed to families who indicated they would prefer this method to complete the survey.

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 2018 survey response rate was slightly lower than 2017 (72%), and represented 559 students (40% of enrolled students). The Accountability Committee continues to work to improve response rates 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*

	2018			2017	2016
	Actual Responses	Number Enrolled	Response Rate	Response Rate	Response Rate
ES students	212	444	48%	52%	58%
MS students	164	404	41%	40%	47%
HS students	183	584	31%	36%	42%
Total students	559	1434	40%	42%	48%

	Number of Responses	Percent
New students	126	23%
Returning students	433	77%

## Quality Areas

### Yearly Comparison

On the following pages, Tables 2, 3, 4, and 5 show a 3-year comparison (2016, 2017, and 2018) 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. Comparisons of data for the previous five years revealed trends for several specific areas which will be addressed in the following sections. All graphs are included in the Appendix.

Table 2- Combined School Levels






Year to Year Comparison of Positive Responses (Strongly Agree and Agree)				
Combined School Levels	2016	2017	2018	
<b>Quality of Instruction</b>				
My student receives the teacher and instructional support necessary to master the required coursework.	93%	95%	97%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	91%	93%	91%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	91%	94%	94%	
Peak to Peak prepares students well for their current level of coursework.	94%	94%	95%	
Peak to Peak prepares students so they score to the best of their ability on standardized tests.	91%	90%	93%	
<b>Quality of Relationships</b>				
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	91%	91%	90%	
I am well informed about school events and activities.	88%	94%	93%	
My student has adequate opportunities for positive extracurricular involvement through the school (MS and HS only).	85%	85%	88%	
I am familiar with and understand the school's Communication Pathways process.	93%	94%	93%	
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.	86%	85%	89%	
Peak to Peak values each student and encourages students to develop their passions, talents, and interests.	92%	90%	89%	
Based on this student's experience, I would recommend Peak to Peak to my friends and family.	94%	94%	94%	
<b>Quality of Learning Environment</b>				
The school's available technology is adequate for learning.	88%	94%	94%	
The Peak to Peak campus and physical facilities are adequate for learning.	95%	99%	96%	
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.				

Table 3- Elementary School Level

















Year to Year Comparison of Positive Responses (Strongly Agree and Agree)				
Elementary School	2016	2017	2018	
<b>Quality of Instruction</b>				
My student receives the teacher and instructional support necessary to master the required coursework.	92%	97%	98%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	92%	97%	96%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	91%	96%	95%	
Peak to Peak prepares students well for their current level of coursework.	92%	97%	98%	
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).	89%	93%	97%	
<b>Quality of Relationships</b>				
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	96%	98%	95%	
The Elementary School character education program (monthly character assemblies, service learning projects, monthly character traits, and blue and yellow slips) positively impacts my student.	96%	97%	95%	
I am well informed about elementary school events and activities.	95%	96%	96%	
I am familiar with and understand the school's Communication Pathways process.	93%	94%	91%	
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.)	91%	91%	96%	
Peak to Peak values each elementary student and encourages students to develop their passions, talents, and interests.	95%	99%	96%	
Based on this student's experience, I would recommend Peak to Peak Elementary School to my friends and family.	97%	97%	97%	
<b>Quality of Learning Environment</b>				
The Elementary School's available technology is adequate for learning.	90%	96%	99%	
The Peak to Peak Elementary School campus and physical facilities are adequate for learning.	96%	98%	96%	
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.				

Table 4 - Middle School Level

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)				
Middle School	2016	2017	2018	
<b>Quality of Instruction</b>				
My student receives the teacher and instructional support necessary to master the required coursework.	94%	95%	95%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	90%	88%	88%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	91%	92%	93%	
Peak to Peak has prepared my student well for his/her current level of coursework.	94%	93%	92%	
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).	94%	89%	94%	
<b>Quality of Relationships</b>				
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	87%	84%	86%	
The Middle School focus on iROAR to recognize constructive behaviors positively impacts my student.	73%	78%	79%	
I am familiar with and understand the school's Communication Pathways process.	92%	95%	94%	
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.)	87%	87%	77%	
I am well informed about middle school events and activities.	77%	92%	94%	
My student has adequate opportunities for positive extracurricular involvement through the school.	77%	79%	85%	
Peak to Peak values each middle school student and encourages students to develop their passions, talents, and interests.	85%	84%	88%	
Based on this student's experience, I would recommend Peak to Peak Middle School to my friends and family.	92%	91%	91%	
<b>Quality of Learning Environment</b>				
The Middle School's available technology is adequate for learning.	84%	89%	89%	
The Peak to Peak Middle School campus and physical facilities are adequate for learning.	90%	98%	95%	
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.				



Table 5- High School Level

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)				
High School	2016	2017	2018	
<b>Quality of Instruction</b>				
My student receives the teacher and instructional support necessary to master the required coursework.	94%	93%	97%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	89%	92%	88%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	91%	92%	94%	
Peak to Peak prepares students well for their current level of coursework.	96%	91%	95%	
Peak to Peak prepares students so they score to the best of their ability on standardized tests (i.e., iReady, PARCC, CMAS, PSAT, SAT, and AP tests).	89%	87%	88%	
<b>Quality of Relationships</b>				
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	90%	87%	88%	
The community service requirement positively impacts my student and the community.	91%	95%	86%	
I am well informed about high school events and activities.	87%	92%	89%	
My student has adequate opportunities for positive extracurricular involvement through the school.	91%	92%	90%	
Peak to Peak values each high school student and encourages students to develop their passions, talents, and interests.	93%	84%	84%	
Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school.	80%	74%	72%	
I am familiar with and understand the school's Communication Pathways process.	94%	94%	96%	
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.)	80%	82%	89%	
Based on this student's experience, I would recommend Peak to Peak High School to my friends and family.	93%	93%	92%	
<b>Quality of Learning Environment</b>				
The High School's available technology is adequate for learning.	88%	96%	92%	
The Peak to Peak High School campus and physical facilities are adequate for learning.	96%	99%	98%	
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 2018 survey results continue to show that Peak to Peak families are very positive about the school with all questions having positive responses of 88% or higher. Results suggest that the vast majority of respondents are pleased with the school. A closer examine within the three thematic areas offers 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 for the combined schools over the past five years. Specifically, at the elementary and middle school levels the question related to test preparation showed significant improvement from 2017 and the other four questions were relatively unchanged. Additionally, for both the elementary and middle school, fewer parents indicated they were *Unsure* about their answer to this question than previous years (*Unsure* -ES: ▽10%, MS: ▽4%).

At the elementary school level, responses were overwhelmingly positive regarding this quality area with many compliments to the dedicated teachers and staff. A few other comments demonstrated appreciation for the revised ability groupings in math and literacy, but perceived benefits were mixed depending on individual students.

Middle School parents continue to express concerns regarding a misalignment between student needs and instruction and a few parents requested a wider variety of options for electives and extracurricular activities.

High school parents offered strong positive reviews for the instructional support their student receives (Δ4%) and indicate that students are *prepared for their current level of coursework* (Δ4%). However, comments in this section mirror those from 2017 and 2016 and articulated concerns with homework at the high school level, specifically assigning homework over breaks and holidays, and they requested more alternative instruction to address different learning styles.

### *Quality of Relationships*

*Quality of Relationship* results for the combined school was steady across all grade levels from 2017. Looking more closely at each school level reveals more specific areas for more detailed analysis.

At the elementary school level, there was a slight decrease in positive responses regarding whether parents feel *Peak to Peak values each elementary student and encourages students to develop their passions talents, and interests* (3%▽), although the value still remains quite high (96%).

At the Middle School level, there was a significant increase in positive responses to the question related to opportunities for *positive extracurricular activities* (Δ6%) as well as a significant improvement in the past two years (Δ16%) in how well-informed families feel about school events and activities. There was a decrease in positive responses for the question related to the effectiveness of the Communication Pathways process (▽10%), which continues a three-year downward trend. Additionally, as with last year, responses

suggest parents feel “iROAR” is not meaningful to the majority of kids and may actually overlook students who are doing quite well. In fact, the iROAR program received the lowest number of positive responses in the Middle School section (79%). The program has received consistently lower support than character education/community service efforts at other levels.

At the high school level, responses related to the effectiveness of the Communication Pathways process improved significantly ( $\Delta 7\%$ ). However, positive responses to the question about promoting a “healthy balance” has decreased over the past two years ( $\nabla 9\%$  since 2016). There has been a similar trend in whether families feel *Peak to Peak values each high school student and encourages students to develop their passions talents, and interests* ( $\nabla 9\%$  since 2016).

Finally, it is reassuring to see that the combined school indicators remain very high, including the question related to *recommend[ing] Peak to Peak to my friends and family*. This indicator (and all others) will continue to be closely monitored across a longer time span, to more quickly identify potential issues.

### *Quality of Learning Environment*

*Quality of Learning Environment* question set was reduced to only two questions (the others were moved to the *Quality of Relationships* section). The first question, related to technology, improved somewhat at the elementary school level and was stable for middle and high school. Responses for the second question, regarding physical facilities, showed a slight decrease across the combined grade level but still remains quite high (96%). Specifically, for the elementary school, a substantial number of respondents highlighted the need for a new or updated elementary school playground.

## **Summary of Quality Responses**

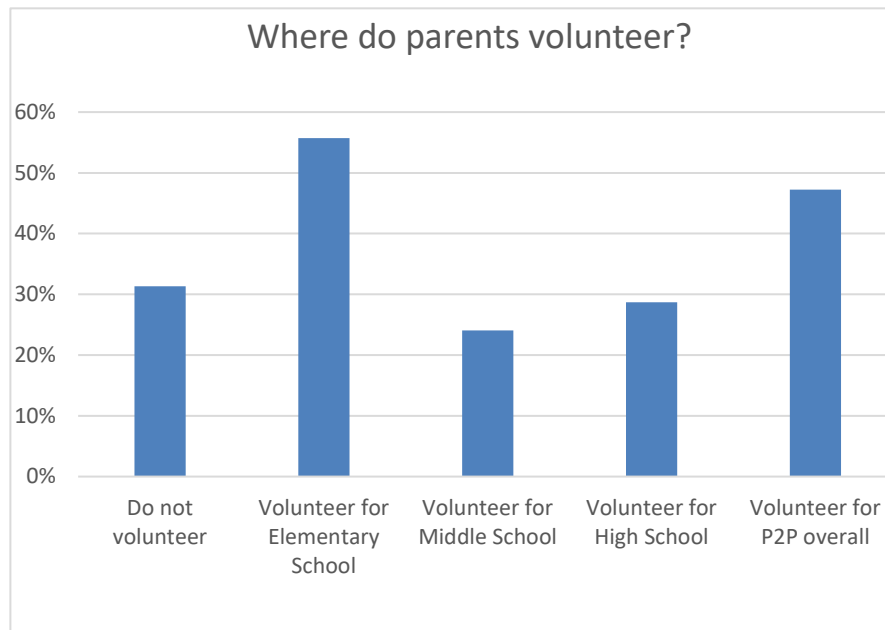
While several areas of concern were identified in the Quality sections, it warrants repeating that the overall results are extremely positive towards the school and the teachers. Many positive comments were offered in praise of particular teachers and other staff and the vast majority of parents are 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. All data and comments are anonymous.

## **Additional Questions Discussion**

### **Volunteering**

Similar to 2017, 70% of responding parents indicated they volunteer in some capacity which is a slight decrease ( $4\% \nabla$ ). Parents who report they volunteer ( $n=240$ ), most do so at the elementary school level (56%), and then volunteering efforts decline in middle school (24%) and high school (29%). However, 47% of the parents answered that they *volunteer for Peak to Peak overall* but not at any specific school level ( $5\% \Delta$ ). Analysis of the open-ended comments indicates a significant number of parents cannot volunteer due to time constraints related to employment. Several parents alluded to the paperwork and fingerprint requirement as a barrier. 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=329). While parents appreciate the Weekly Digest, some express it can often be too long and the amount of information can be overwhelming.

Eighty one percent of parents say the *website pages* (such as those of the principals, the ELT, and the Board) are a source of information, which is a 15% increase from 2017. A small number of comments requested that teachers be more consistent in their use of the website pages and update them more regularly.

Despite multiple strategies to publicize the Communication Pathways process, several comments indicated that parents are unfamiliar with this procedure. For respondents who have used the *Communication Pathways for a policy question* (n=111), 85% report that *the process has been effective in handling problems and concerns*, a rate which is slightly higher than 2017. This question also reveals a high *Unsure* (33%) count. Table 6 provides an overview of parents’ satisfaction with various communication channels.

<i>Table 6 – Communication Channel</i>	Effectiveness*
Weekly Digest	96%
School Website	89%
Peak to Peak website pages	86% (20%Δ)
Communication Pathways (policy issues)	88%

\*NOTE: *UNSURE* responses were not included in these calculations.

### Finances

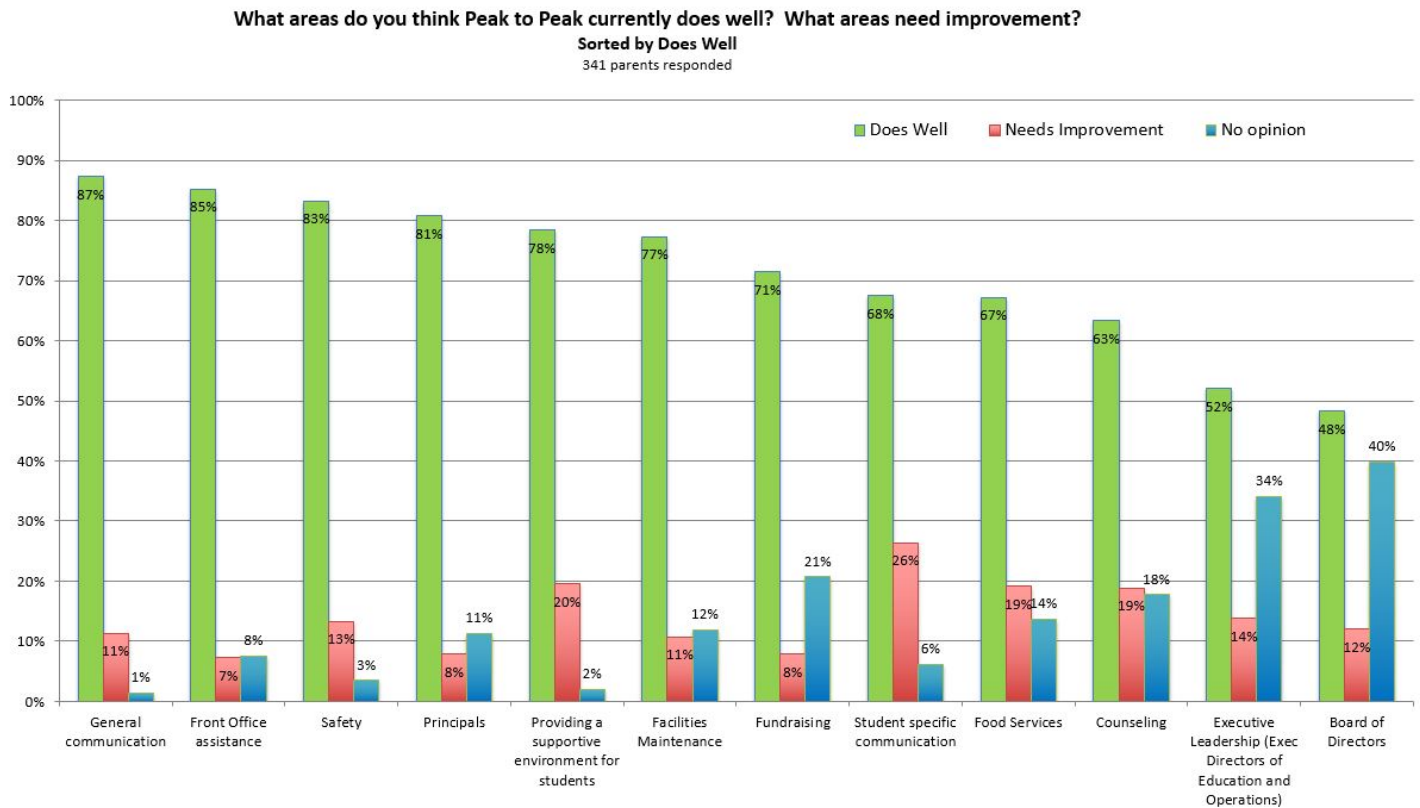
Positive responses to the question *I provide financial support to the school at a level that is significant or meaningful to my family* were at 92% which is slightly higher than 2017 (4%Δ). Results regarding whether *the school effectively and efficiently uses its finances* was essentially the same (90%, n=329) as 2017. There

were only 12 comments in this section which were varied but focused on fundraising activities and recommendations for future expenditures.

## 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 shows that parents feel Peak to Peak does most things well. Several categories were slightly higher or relatively unchanged since 2017. Five categories decreased somewhat including: *Safety* (∇3%), *Providing a Supportive Environment* (∇4%), *Fundraising* (∇3%), *Student Specific Communication* (∇3%), and *Counseling* (∇3%).

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.

### Safety

Parents expressed some concerns related to traffic flow and ease of access to buildings, even with the improved restrictions. Several additional comments called for improvements to sidewalks and paths.

## Facilities

Although the *Facilities* category was relatively unchanged from 2017, comments in this section reiterated many of the issues related to safety including traffic concerns. Other remarks focused on general cleanliness of the campus area and called for updates to the playground equipment. Cleanliness has been a reoccurring theme of this category for several years especially regarding the bathrooms.

## Providing a supportive environment

There were a number of comments in multiple sections of the survey about the need to address bullying and enforce rules more consistently at all school levels. This came up more frequently than in the past several years, and as there are no questions on the survey specifically about bullying, it bears further investigation.

Related to the comments around student-specific communications, several parents mentioned a need to improve support for individual learning styles.

Finally, while several parents noted that students whose behavior has improved, or who have achieved spectacular results, are somehow recognized, there also needs to be a way to recognize kids who are always behaving well and working hard to achieve their potential.

## Student Specific Communication

Mirroring comments from 2017, parents asked for more direct, student specific communication.

## Counseling

The area of counseling received a significant number of comments which centered on three themes: 1) the need for a dedicated counselor at the elementary school level, 2) the perception that counselors are too busy to talk to students which inhibits relationship development, and 3) a desire for counselors to communicate sensitive topic discussions with parents before any such curriculum is taught. Specifically, at the middle school level, parents expressed a desire for more intentional, proactive relationship-building activities between counselors and their students.

## Board of Directors/Executive Leadership Team

Positive responses related to the Board of Directors (BOD) improved slightly from 2017. No themes emerged from the comments, but the data indicates a significant lack of opinion related to the Board of Directors and Leadership team. This may provide an opportunity for more education/communication regarding the role of these teams.

## Conclusion

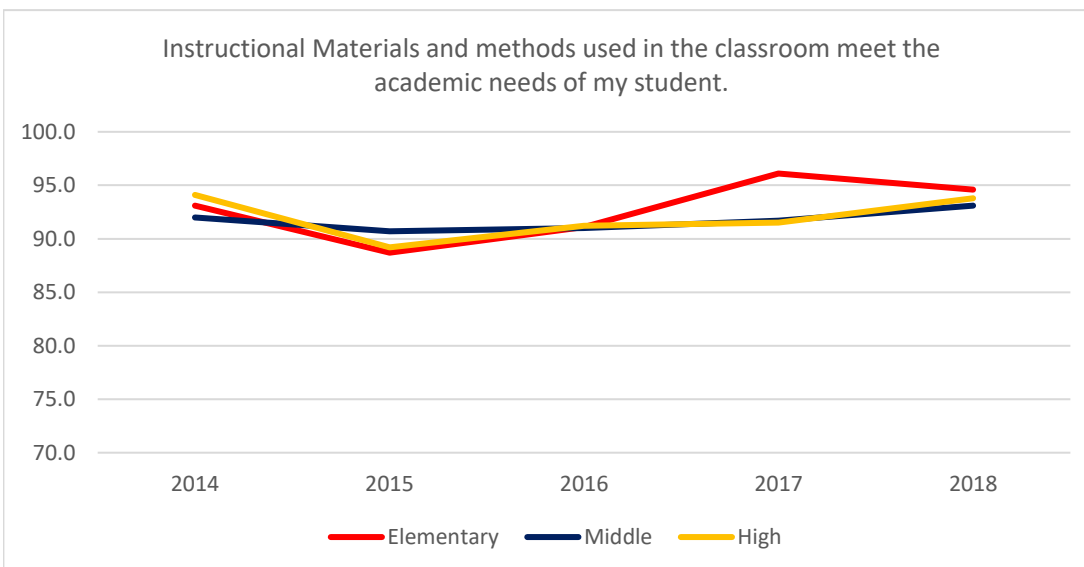
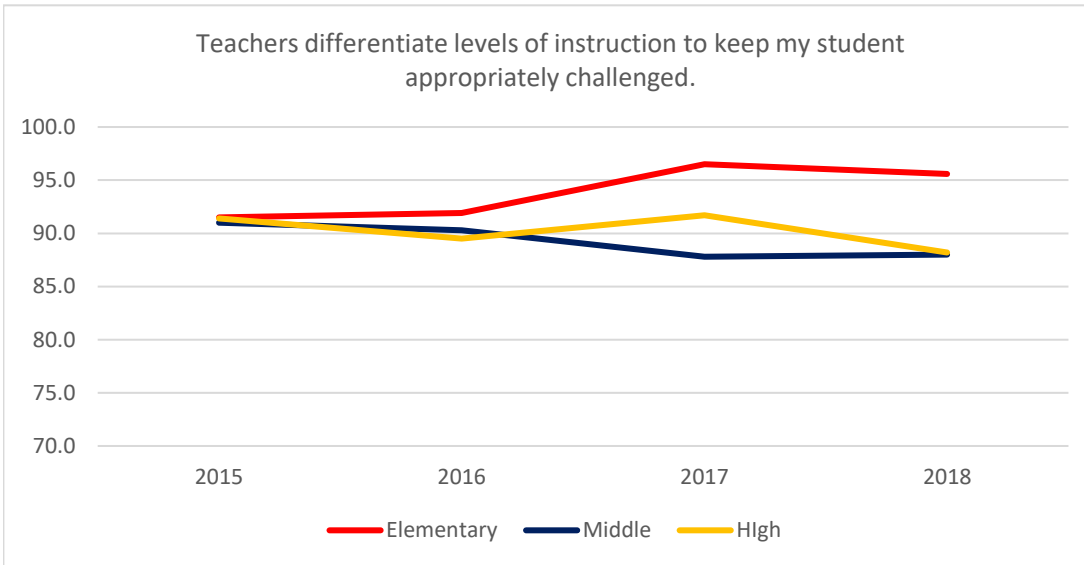
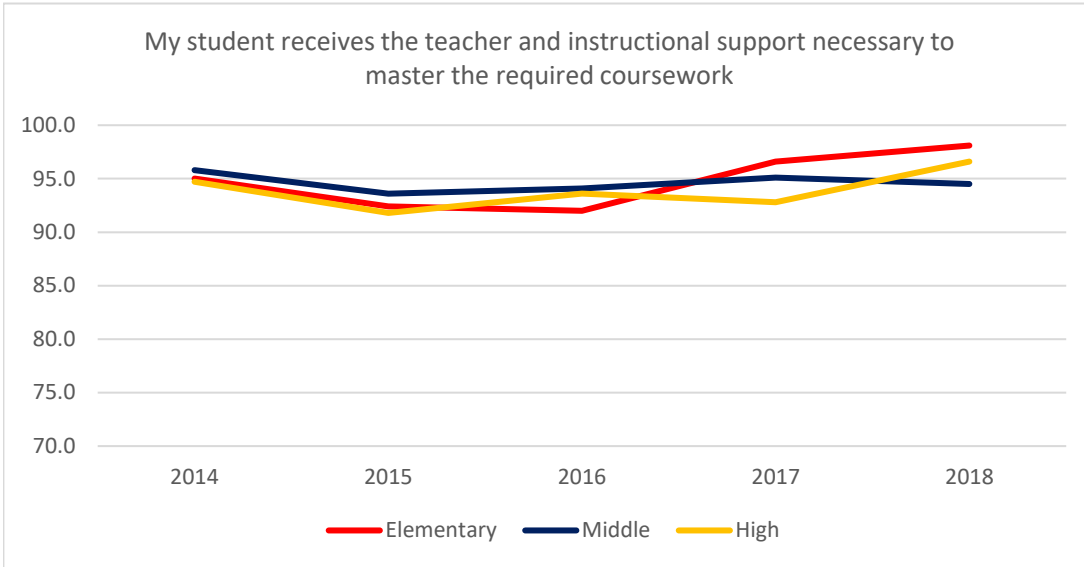
A holistic view of the survey results shows that a majority of respondents are very satisfied with their child's experience at Peak to Peak. Parents commented that they love the school, value the caring and supportive environment, and offered many positive remarks about teachers and counselors and how hard they work. As a community that strives to continuously improve, we appreciate the feedback and suggestions provided through the survey. All comments and detailed data from the report will be provided directly to the Executive Director of Education, the Executive Director of Operations, and the Board of Directors.

The Accountability Committee will continue to monitor and communicate progress made towards these and other benchmarks set for Peak to Peak. In the fall of the 2018-2019 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 2017-2018 Accountability Committee

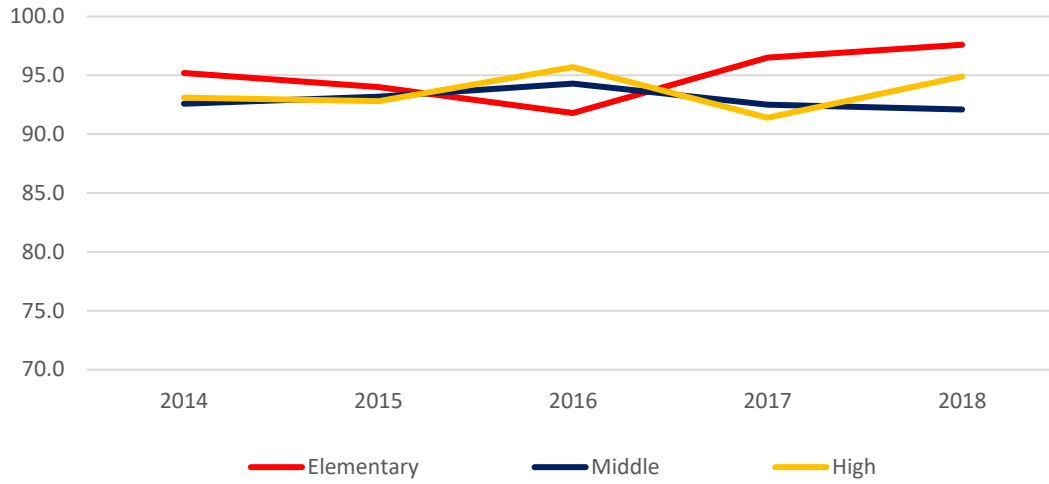
# Appendix

## Quality of Instruction

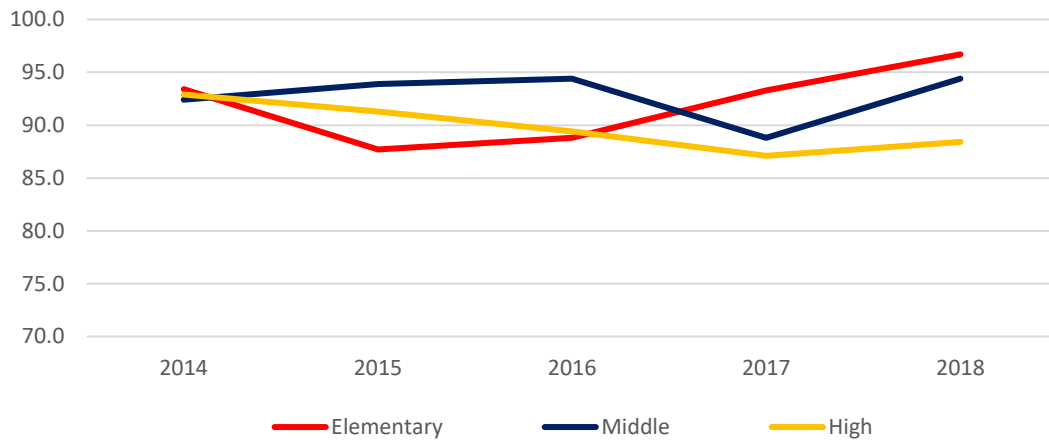




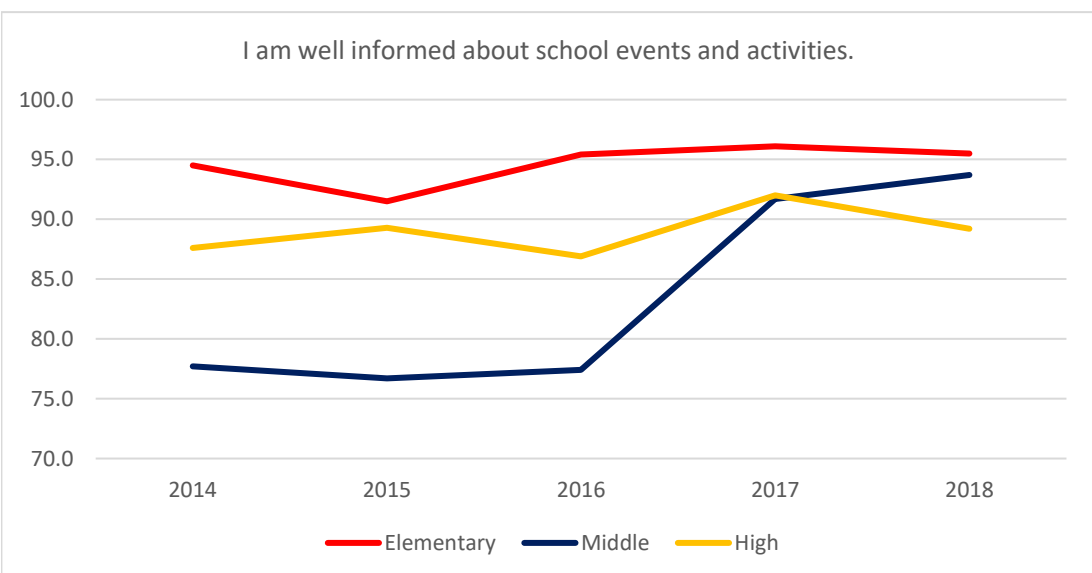
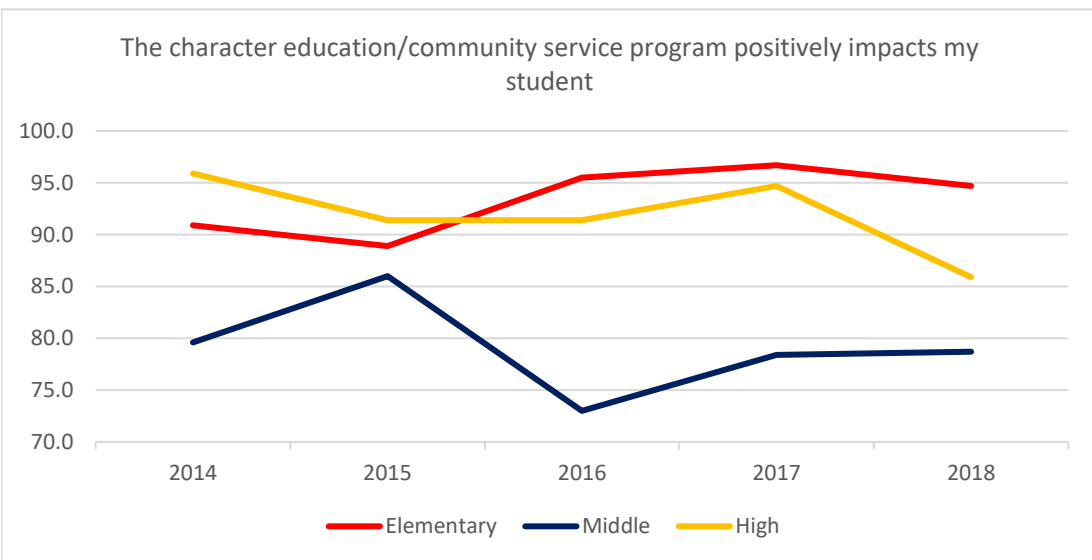
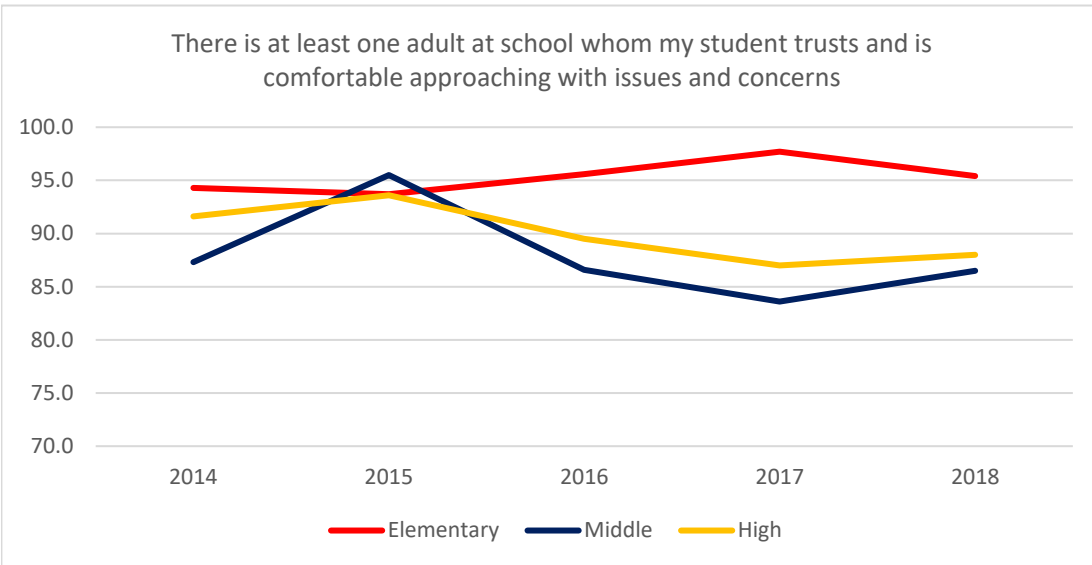
Peak to Peak prepares students well for their current level of coursework.



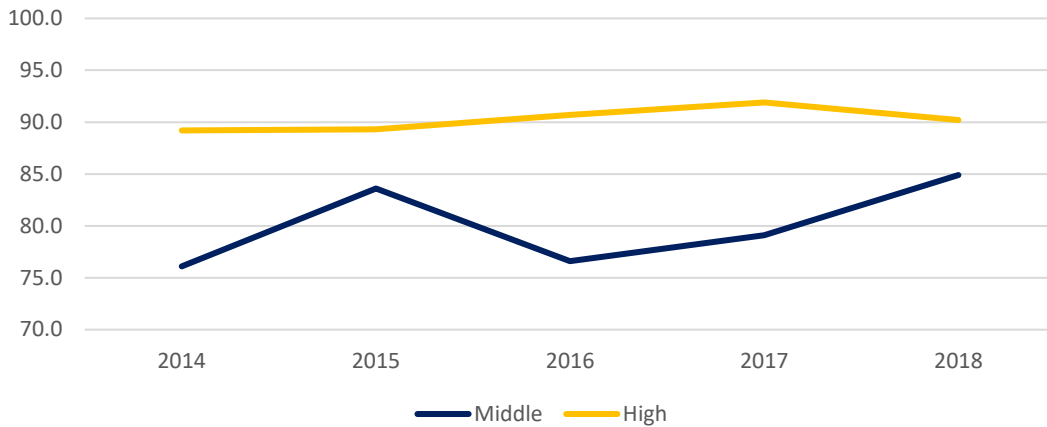
Peak to Peak prepares students so they score to the best of their ability on standardized tests



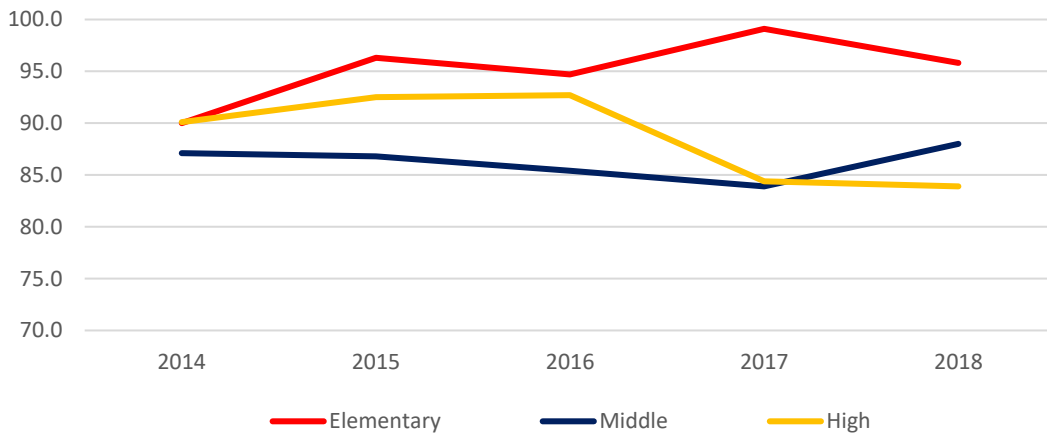
## Quality of Relationships



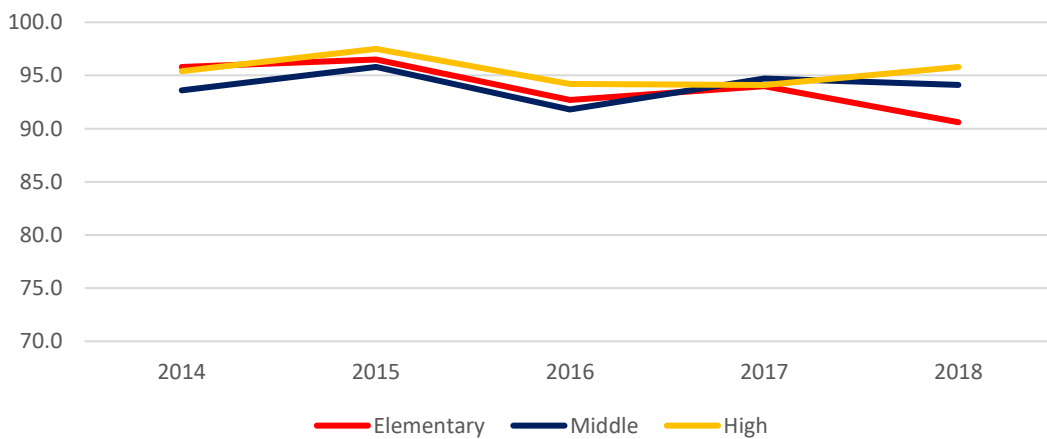
My student has adequate opportunities for positive extracurricular involvement through the school.



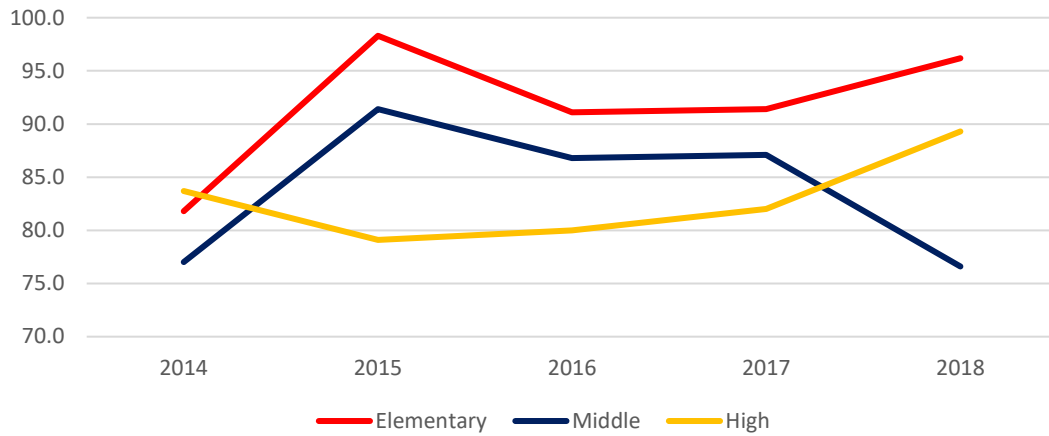
Peak to Peak values each student and encourages students to develop their passions, talents, and interests.



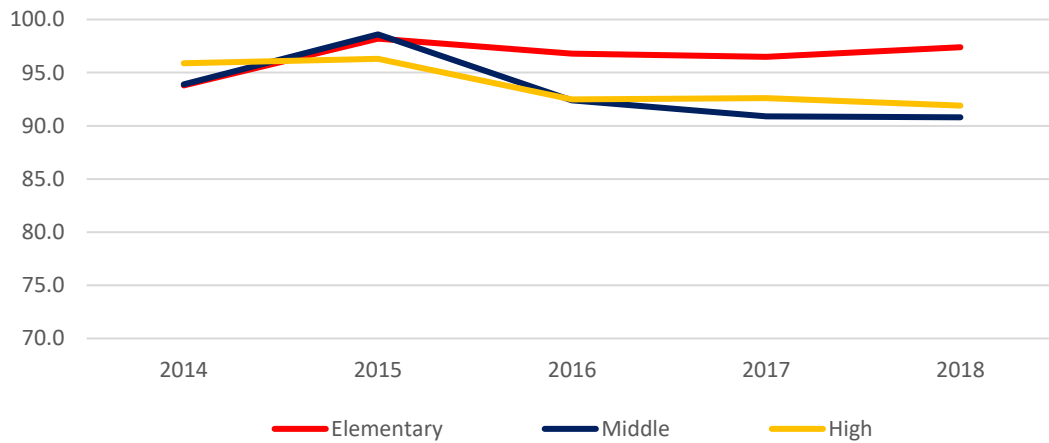
I am familiar with and understand the school's Communication Pathways process.



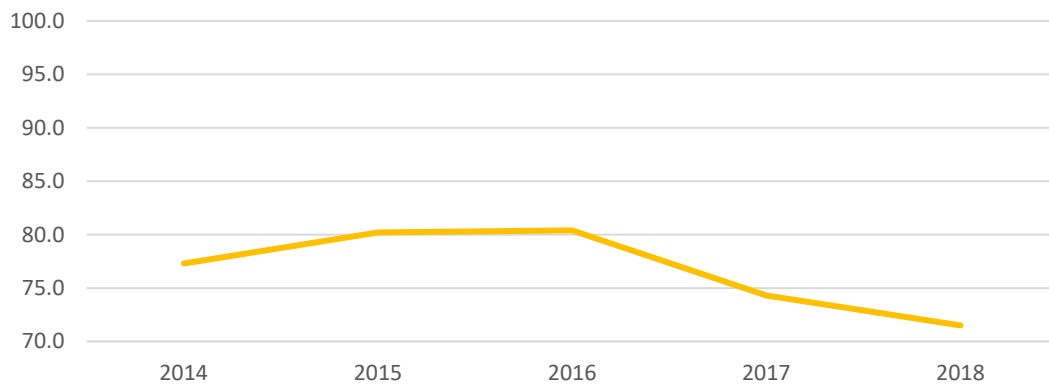
When I have use the Communication Pathways, the process has been effective in handling problems and addressing concerns.



Based on this student's experience, I would recommend Peak to Peak to my family and friends.



Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school



## Quality of Learning Environment

