

2019 Annual Family Survey Results
Peak to Peak Charter School

Prepared by: Accountability Committee
March 2019

Table of Contents

2019 Annual Family Survey Results	i
List of Illustrations	iii
2019 Annual Family Survey	1
Preface	1
Survey Overview	1
Response Rate	2
Quality Areas	2
Yearly Comparison	2
Quality Areas Discussion	7
<i>Quality of Instruction</i>	7
<i>Quality of Relationships</i>	7
<i>Quality of Operations</i>	8
<i>Quality of Opportunities</i>	8
<i>Summary of Quality responses</i>	9
Additional Questions Discussion	9
Volunteering	9
Communication Channels	9
Finances	10
Areas Peak to Peak Does Well/Areas that Need Improvement	10
<i>Providing a Supportive Environment</i>	11
<i>Counseling</i>	11
<i>Safety & Facilities</i>	11
<i>Food Services</i>	11
<i>Front Office</i>	11
<i>Principals</i>	11
<i>Board of Directors/Executive Leadership Team</i>	12
Conclusion	12
Appendix: 5-Year Trend Charts	13
<i>Quality of Instruction:</i>	13
<i>Quality of Relationships:</i>	14
<i>Quality of Learning Environment:</i>	15
<i>Quality of Opportunities:</i>	16

List of Illustrations

Tables

1. Survey Participation	2
2. Yearly Comparison, Combined 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	9
2. What areas does Peak to Peak do well? /What areas need improvement?	10

Appendix

Five-Year Trend Charts	13
------------------------------	----

2019 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 18th thru February 3rd, 2019. This report and all survey 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 10 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 2019 survey categories and questions reflected some changes to align with the new Strategic Plan, but retained as many of the past questions as applicable in order to maintain trend data.

The Annual Family Survey was administered as an online survey accessible via an email link sent to all families or by logging into their Peak to Peak web account. The survey was available online for 17 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 four *Quality* areas (*Quality of Instruction, Quality of Relationships, Quality of Operations, and Quality of Opportunities*), 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 and will be provided to the Executive Directors and Board of Directors for review.

Response Rate

The 2019 survey response rate represents 343 families covering 505 students. This covers fewer students than the 2018 response rate (↓7%). Many factors can affect the response rate to these surveys, including communications, survey “fatigue,” controversies concerning school personnel or policies, campus improvements, and much more. 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

	2019			2018	2017
	Actual Responses	Number Enrolled	Response Rate	Response Rate	Response Rate
ES students	187	448	42%	52%	58%
MS students	158	400	40%	40%	47%
HS students	160	591	27%	36%	42%
Total students	505	1439	35%	42%	48%

	Number of Responses	Percent
New students	126	25%
Returning students	379	75%

Quality Areas

Yearly Comparison

On the following pages, Table 2—*Combined School Levels*—shows a five-year comparison (2015-2019) of responses for the four Quality areas: Instruction, Relationships, Operations, and Opportunities. 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. Overall, positive response rates continue to be very high in most categories. Comparison of data over five years reveals trends for several specific areas which will be addressed in the following sections. Trend 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					
	2015	2016	2017	2018	2019
Quality of Instruction					
My student receives the teacher and instructional support necessary to master the required coursework.	93%	93%	95%	97%	94%
Teachers differentiate levels of instruction to keep my student appropriately challenged.	91%	91%	93%	91%	90%
Instructional materials and methods used in the classroom meet the academic needs of my student.	89%	91%	94%	94%	93%
In addition to using conventional methods of tracking student achievement and growth, Peak to Peak measures my student's growth and learning in a variety of ways.					79%
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.					86%
Peak to Peak has prepared my student well for his/her current level of coursework.	93%	94%	94%	95%	
Peak to Peak prepares students so they score to the best of their ability on standardized tests.	91%	91%	90%	93%	89%
Quality of Relationships					
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	94%	91%	91%	90%	94%
I am well informed about school events and activities.	87%	88%	94%	93%	92%
I am familiar with and understand the school's Communication Pathways process.	97%	93%	94%	93%	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. (LEAVE BLANK if you have not needed to use the Communication Pathways.)	91%	86%	85%	89%	87%
Peak to Peak supports the social/emotional needs of this student.					84%
This student feels a clear sense of belonging in a supportive and inclusive school community.					87%
Based on this student's experience, I would recommend Peak to Peak to my friends and family.	98%	94%	94%	94%	93%
Quality of Operations					
The school's available technology is adequate for learning.	90%	88%	94%	94%	96%
The Peak to Peak campus and physical facilities are adequate for learning.	92%	95%	99%	96%	93%
Quality of Opportunities					
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.					90%
My student has adequate opportunities for positive extracurricular involvement through the school (MS and HS only).	87%	85%	85%	88%	87%
Peak to Peak values each student and encourages students to develop their passions, talents, and interests.	93%	92%	90%	89%	86%

Table 3- Elementary School Level

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)					
Elementary School	2015	2016	2017	2018	2019
Quality of Instruction					
My student receives the teacher and instructional support necessary to master the required coursework.	92%	92%	97%	98%	95%
Teachers differentiate levels of instruction to keep my student appropriately challenged.	91%	92%	97%	96%	94%
Instructional materials and methods used in the classroom meet the academic needs of my student.	89%	91%	96%	95%	95%
In addition to using conventional methods of tracking student achievement and growth, Peak to Peak measures my student's growth and learning in a variety of ways (for example: civic engagement, integrated opportunities, and interdisciplinary portfolios of work).					82%
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.					89%
Peak to Peak has prepared my student well for his/her current level of coursework.	94%	92%	97%	98%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	88%	89%	93%	97%	92%
Quality of Relationships					
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	94%	96%	98%	95%	99%
The Elementary School character education program positively impacts my student.	89%	96%	97%	95%	94%
I am well informed about elementary school events and activities.	92%	95%	96%	96%	97%
I am familiar with and understand the school's Communication Pathways process.	96%	93%	94%	91%	92%
When I have used the Communication Pathways in regards to my elementary student, the process has been effective in handling problems and addressing concerns.	98%	91%	91%	96%	95%
Peak to Peak supports the social/emotional needs of this student.					94%
This student feels a clear sense of belonging in a supportive and inclusive school community.					97%
Based on this student's experience, I would recommend Peak to Peak Elementary School to my friends and family.	98%	97%	97%	97%	98%
Quality of Learning Environment					
The Elementary School's available technology is adequate for learning.	89%	90%	96%	99%	99%
The Peak to Peak Elementary School campus and physical facilities are adequate for learning.	94%	96%	98%	96%	95%
Quality of Opportunities					
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.					91%
Peak to Peak values each elementary student and encourages students to develop their passions, talents, and interests.	96%	95%	99%	96%	91%

Table 4- Middle School Level

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)					
Middle School	2015	2016	2017	2018	2019
Quality of Instruction					
My student receives the teacher and instructional support necessary to master the required coursework.	94%	94%	95%	95%	93%
Teachers differentiate levels of instruction to keep my student appropriately challenged.	91%	90%	88%	88%	89%
Instructional materials and methods used in the classroom meet the academic needs of my student.	91%	91%	92%	93%	94%
In addition to using conventional methods of tracking student achievement and growth, Peak to Peak measures my student's growth and learning in a variety of ways.					70%
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.					83%
Peak to Peak has prepared my student well for his/her current level of coursework.	93%	94%	93%	92%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	94%	94%	89%	94%	88%
Quality of Relationships					
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	96%	87%	84%	86%	88%
The Middle School focus on iROAR to recognize constructive behaviors positively impacts my student.	86%	73%	78%	79%	78%
I am familiar with and understand the school's Communication Pathways process.	96%	92%	95%	94%	91%
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.	91%	87%	87%	77%	82%
I am well informed about middle school events and activities.	77%	77%	92%	94%	87%
Peak to Peak supports the social/emotional needs of this student.					79%
This student feels a clear sense of belonging in a supportive and inclusive school community.					84%
Based on this student's experience, I would recommend Peak to Peak Middle School to my friends and family.	99%	92%	91%	91%	91%
Quality of Learning Environment					
The Middle School's available technology is adequate for learning.	90%	84%	89%	89%	96%
The Peak to Peak Middle School campus and physical facilities are adequate for learning.	89%	90%	98%	95%	91%
Quality of Opportunities					
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.					87%
My student has adequate opportunities for positive extracurricular involvement through the school.	84%	77%	79%	85%	83%
Peak to Peak values each middle school student and encourages students to develop their passions, talents, and interests.	87%	85%	84%	88%	79%

Table 5- High School Level

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)					
High School	2015	2016	2017	2018	2019
Quality of Instruction					
My student receives the teacher and instructional support necessary to master the required coursework.	92%	94%	93%	97%	95%
Teachers differentiate levels of instruction to keep my student appropriately challenged.	91%	89%	92%	88%	85%
Instructional materials and methods used in the classroom meet the academic needs of my student.	89%	91%	92%	94%	88%
In addition to using conventional methods of tracking student achievement and growth, Peak to Peak measures my student's growth and learning in a variety of ways.					83%
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.					86%
Peak to Peak has prepared my student well for his/her current level of coursework.	93%	96%	91%	95%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	91%	89%	87%	88%	88%
Quality of Relationships					
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	94%	90%	87%	88%	94%
The community service requirement positively impacts my student and the community.	91%	91%	95%	86%	92%
I am well informed about high school events and activities.	89%	87%	92%	89%	90%
Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school.	80%	80%	74%	72%	70%
I am familiar with and understand the school's Communication Pathways process.	98%	94%	94%	96%	98%
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.	79%	80%	82%	89%	82%
Peak to Peak supports the social/emotional needs of this student.					76%
This student feels a clear sense of belonging in a supportive and inclusive school community.					79%
Based on this student's experience, I would recommend Peak to Peak High School to my friends and family.	96%	93%	93%	92%	89%
Quality of Learning Environment					
The High School's available technology is adequate for learning.	89%	88%	96%	92%	92%
The Peak to Peak High School campus and physical facilities are adequate for learning.	92%	96%	99%	98%	93%
Quality of Opportunities					
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.					92%
My student has adequate opportunities for positive extracurricular involvement through the school.	89%	91%	92%	90%	91%
Peak to Peak values each high school student and encourages students to develop their passions, talents, and interests.	93%	93%	84%	84%	86%

Quality Areas Discussion

Overall the 2019 survey results continue to show that Peak to Peak families are positive about the school with most questions having positive responses of 80% or higher. The lower-scoring areas tend to be in response to new questions added to reflect the new Strategic Plan approved in 2018, where there may be less awareness and/or newer initiatives that have not yet matured. A closer examination within the four thematic areas offers more detail.

Quality of Instruction

Quality of Instruction continues to be a strong component of Peak to Peak's operation. The responses to our ongoing questions continue to hover around 90% positive for the combined school levels, consistent with the previous four years. The two new questions added score somewhat lower, with 79% agreeing that *Peak to Peak measures my student's growth and learning in a variety of ways* and 86% agreeing that *Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas*. There were many "unsures" for these new questions (21% and 10% respectively), indicating that more communication and education might be needed.

At the Elementary School level, the score for the 5 ongoing questions were all well above 90%. There was a decline in the score for *Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests* versus last year (↓5%), but last year was high versus trend, and the score of 92% indicates a high level of agreement. There were many positive comments in this area, including compliments to the dedicated teachers and staff. One area of concern emerged regarding the focus on iReady, questioning the applicability, value, and communication of the testing and process.

Middle School data remained mostly in line with ongoing trends. There was a decline in the score for *Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests* versus last year (↓6%), with a high level of "unsures" (17%). Comments indicated concerns with iReady, need for more differentiated instruction, and lack of communication regarding student performance. They included many compliments for specific teachers and some concern about teacher turnover.

High School data was somewhat inconsistent: Despite quite high ratings for *My student receives the teacher and instructional support necessary to master the required coursework* (95% agreement), all other *Quality of Instruction* scores for High School were in the 80's this year. Comments this year were quite different from last year, with less focus on homework issues and more on need for some students to be more challenged and a need for some students to receive more support, especially in AP classes.

Quality of Relationships

Quality of Relationships results for the combined school are steady from 2018, with upticks for all schools in students having an adult they trust. Two new questions were added to this category to reflect their importance in the Strategic Plan. The combined school score for *Peak to Peak supports the social/emotional needs of this student* was 84% positive, while the combined school score for *This student feels a clear sense of belonging in a supportive and inclusive school community* was 87%.

Elementary families are very satisfied with this overall Relationships category, with all questions scoring over 90% positive, and four of the questions scoring over 95%. Elementary families also scored the two

new questions noted above quite high, at 94% and 97% respectively. There were several positive comments about the addition of the new elementary counselor.

Middle School data held relatively steady from last year on most questions, with an increase in positive responses for the Communications Pathways process (↑15%), and a decrease about being well-informed about activities (↓7%). The iROAR scores continue to lag, once again garnering the lowest number of positive responses for Middle School (78%), and continuing to score lower than character education/community service efforts at other school levels. There were also a high number of “unsure” responses to this question (26%). Comments regarding iROAR indicate many respondents think it is either ineffective or unfair or both. The two new questions scored 79% and 84% respectively.

At the High School level, responses related to the understanding of the Communication Pathways process improved significantly (↑16%), as did perception of the Community Service program, recovering to 92% positive (↑6%) after a dip last year. Two areas continue to exhibit steady declines and merit additional scrutiny: *Peak to Peak promotes a healthy balance between academic rigor and the other pressures of High School* scored 70%, and the question about whether *I would recommend Peak to Peak High School to my friends and family* fell to 89%. Some respondents noted they would only recommend the school for certain types of students. The High School scores for the two new questions (social/emotional support and sense of belonging) were the lowest among the three levels, at 75% and 78% respectively. Several comments addressed concerns with these two categories.

Quality of Operations

The two *Quality of Operations* questions both had over 90% positive responses at all school levels. The first question, related to technology, improved significantly at the Middle School level to 96% (↑17%) after 3 years in the 80's. Responses for the second question, regarding physical facilities, decreased somewhat at all school levels (↓3% combined), after all-time highs two years ago when the campus buildout was completed. Based on the comments, there may also be some effect on the facilities perception following this year's Listening Campaign, when many ideas emerged for improving school facilities to support innovation and program improvements. At the Elementary level, a substantial number of respondents again highlighted the need for a new or updated Elementary School playground, a continuing theme from the past several years. At the Middle School level, several respondents noted overcrowded hallways and lack of space.

Quality of Opportunities

The *Quality of Opportunities* category continues to score relatively low compared to the other categories. The positive responses for combined levels on the question whether *Peak to Peak values each student and encourages students to develop their passions, talents, and interests* continued the downward trend of the past several years (↓4%). The declines were particularly significant in Elementary (↓5%) and Middle School (↓9%). The question about extracurricular opportunities in Middle and High Schools held steady at 83% and 91%, respectively. Middle School comments heavily skewed toward concerns about lack of extracurricular activities. The new question about *opportunities to engage in innovative, collaborative, and expansive endeavors* scored 90% positive at a combined school level, with no large variations between schools. At all school levels, comments reflected an appreciation for recent class additions and an appetite for even more.

Summary of Quality responses

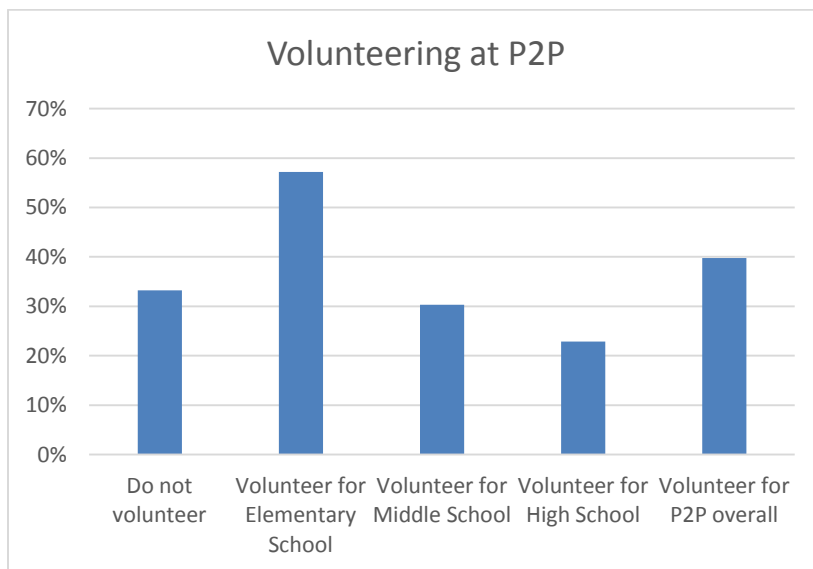
While several areas of concern were identified in the four Quality sections, it warrants repeating that the overall results are generally positive towards the school and the teachers. Many positive comments were offered in praise of particular teachers and other staff and a large majority of respondents are very satisfied with their student’s experience at Peak to Peak. Comments specific to individuals, both positive and negative, along with all comments will be provided directly to Executive Directors and the Board of Directors.

Additional Questions Discussion

Volunteering

This year, 67% of respondents indicated they volunteer in some capacity at the school. This is a slight decrease (↓3%) from last year, and last year was down from the previous year (↓4%). Of the parents who report they volunteer ($n=203$), most do so at the Elementary School level (57%), with lower rates in Middle School (30%) and High School (23%). Moreover, 40% of the parents answered that they *volunteer for Peak to Peak overall* but not at any specific school level. Analysis of the comments in this area indicates many parents cannot volunteer due to time constraints related to employment, or waning interest over time for a variety of reasons. Figure 1 illustrates where parents spend their volunteer time.

Figure 1 - Where Parents Spend their Volunteer Time



Communication Channels

95% of respondents feel that the *Weekly Digest* is an effective means to communicate school information, and this was supported in the comments section. The satisfaction numbers were significantly lower for the web, with 87% reporting *I am able to find the information I need on the school website* and 68% reporting *The Peak to Peak website pages (e.g., teachers, principals, athletics, committees, K-12 articles, the Board, etc.) are a source of information for me*. There were many comments about difficulty navigating the new website, lack of updates on many teacher pages, and disparate means of communicating information about

classwork and schedules. It should be noted that the new website and much of its functionality were launched in August.

Respondents who have used the *Communication Pathways for a policy question* (n=110), 80% report that *the process has been effective in handling problems and concerns*, a rate which is slightly lower than 2018. This question also reveals a high *Unsure* (27%) count.

Table 6 provides an overview of parents’ satisfaction with various communication channels.

<i>Table 6 – Communication Channel</i>	Effectiveness*
Weekly Digest effectiveness	95%
Can find info on school web site	87%
Website pages are a source of info	68%
Communication Pathways (policy issues)	80%

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

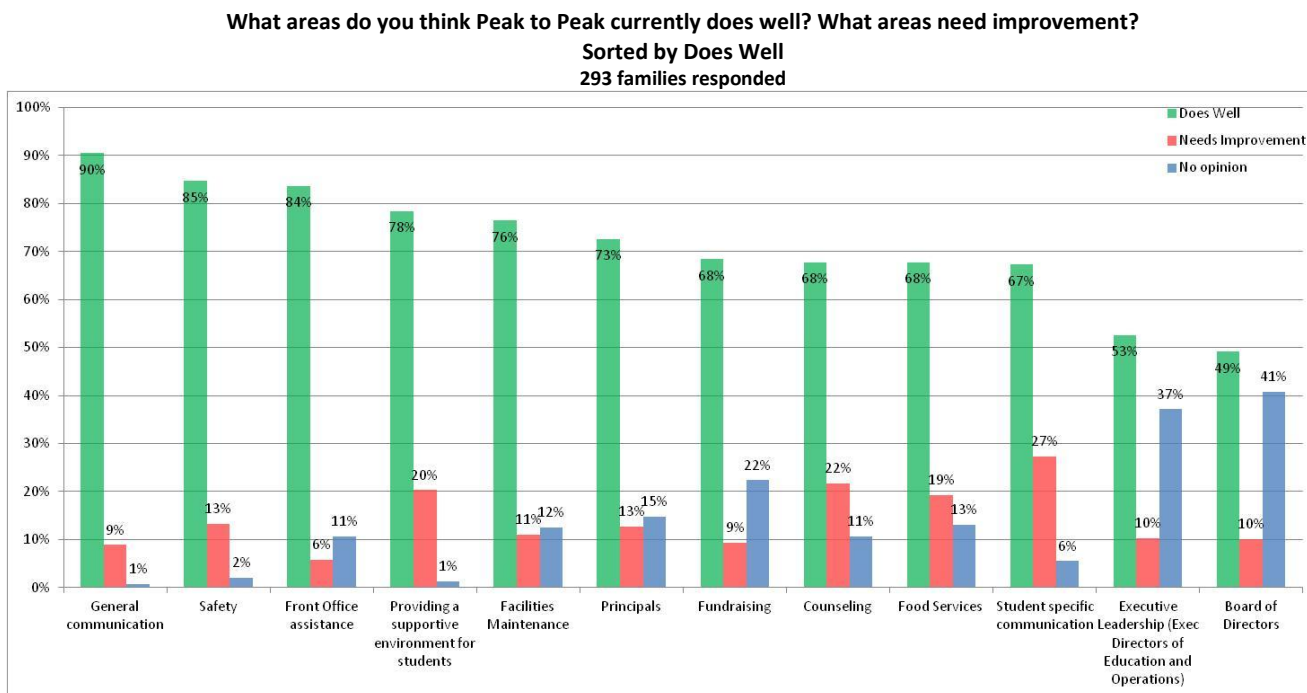
Finances

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 90% which is slightly lower than 2018 (↓2%). Results regarding whether *the school effectively and efficiently uses its finances* was 85% (↓5%). There were many more comments in this section than last year (59 vs.12), with two themes emerging: desire by respondents to pay teachers more (especially before spending on other items), and concern about the tone and content of the fundraising letter sent out earlier in the year.

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. Most categories were relatively unchanged since 2018 ($\pm 0-2\%$). *General Communications* improved slightly ($\uparrow 3\%$) and *Fundraising* declined slightly ($\downarrow 3\%$). Two areas changed more significantly versus last year: *Counseling* Does Well was higher ($\uparrow 15\%$) and *Principals* Does Well rating was lower ($\downarrow 8\%$).

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.

Providing a Supportive Environment

Comments in this section were quite evenly mixed between positive and negative. The positive comments centered on students who felt happy and well-supported. The negative comments called for more social/emotional support, especially in Middle School. There were fewer comments about bullying than in recent years, though it still shows up. Related to the comments around student-specific communications, several parents mentioned a desire for more direct communication from teachers, particularly when a student is struggling.

Counseling

While this area received a significant number of comments, there were no dominant themes. There was general satisfaction with High School counseling, gratefulness for the new Elementary counselor, and a few calls for more Middle School counseling services.

Safety & Facilities

These ratings in these areas were relatively unchanged from last year. Comments regarding safety were deeply split between respondents who believe the school is quite safe and those who have concerns about ease of access and traffic issues. Facilities comments continue to focus on cleanliness, which has been a reoccurring theme of this category for several years, especially regarding the bathrooms. There were also several comments regarding need for better snow/ice removal.

Food Services

Many strong feelings were expressed about the food services. While a number of respondents expressed satisfaction, there were many more negative comments about quality and desire for more vegetarian options.

Front Office

Comments in this area were overwhelmingly positive this year.

Principals

Many of the comments in this area are specific to named people and will be provided, along with all survey comments, to the Executive Directors and Board of Directors for their review.

Board of Directors/Executive Leadership Team

There were several comments this year questioning the interaction between the Board of Directors and the school administration. As in past years, the data indicate 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

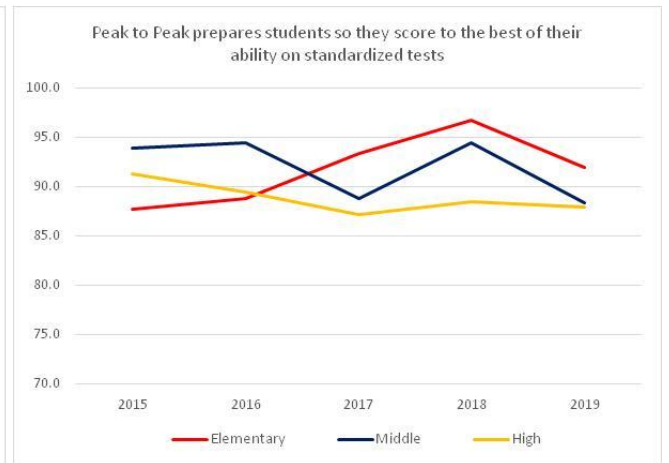
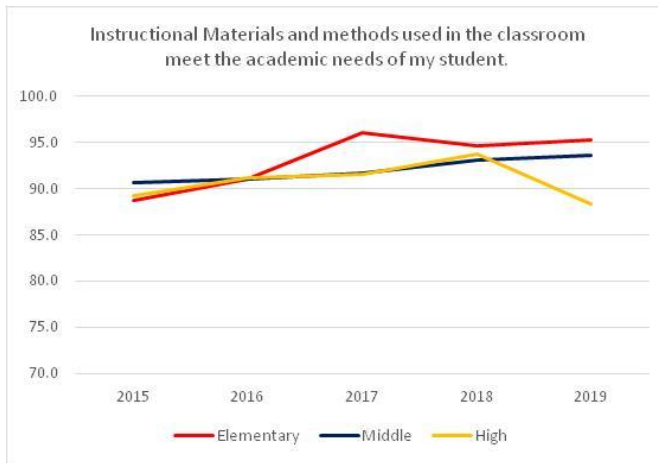
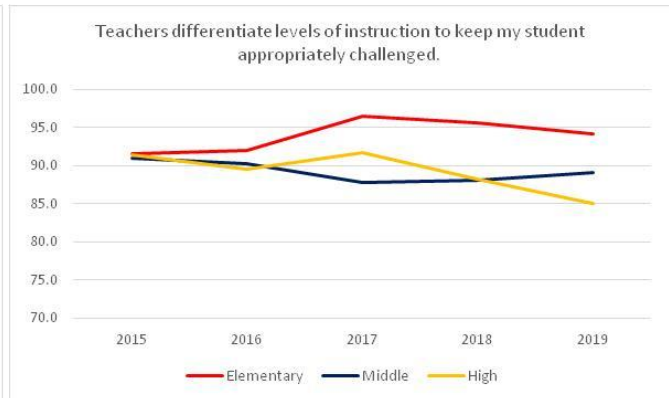
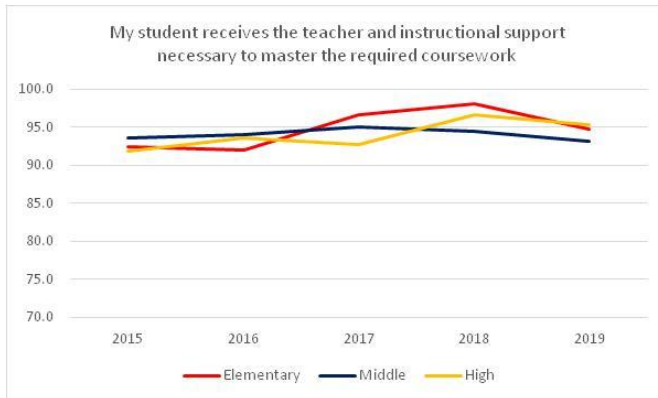
A holistic view of the survey results shows that a majority of respondents are very satisfied with their child's classroom experience. Parents commented that they love the school, value the caring and supportive environment, and offered many positive remarks about teachers and counselors and how hard they work. 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 2019-2020 school year the Board of Directors and school administration 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.

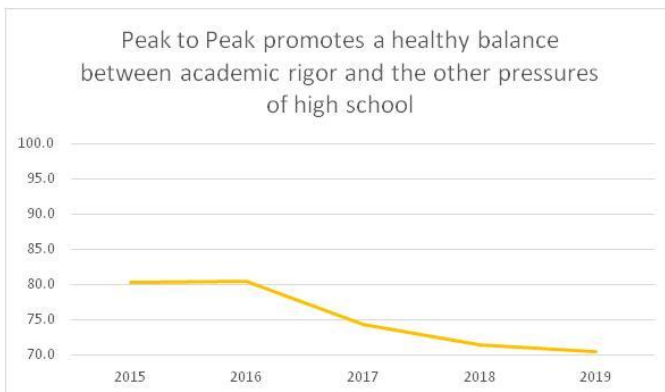
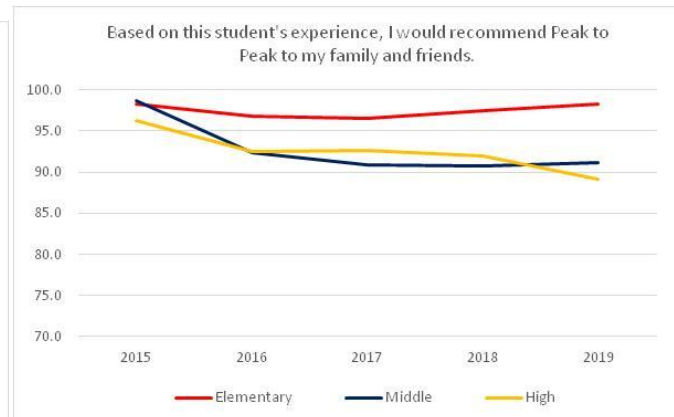
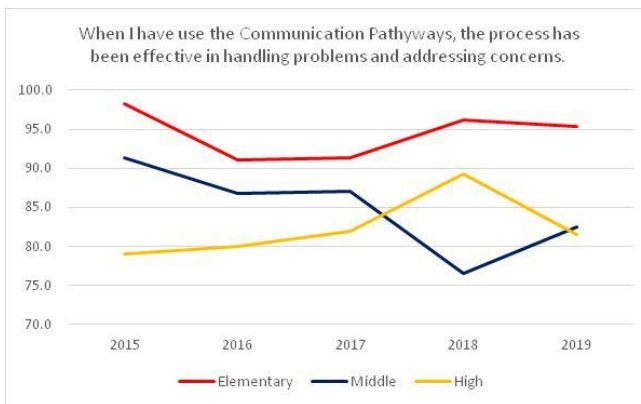
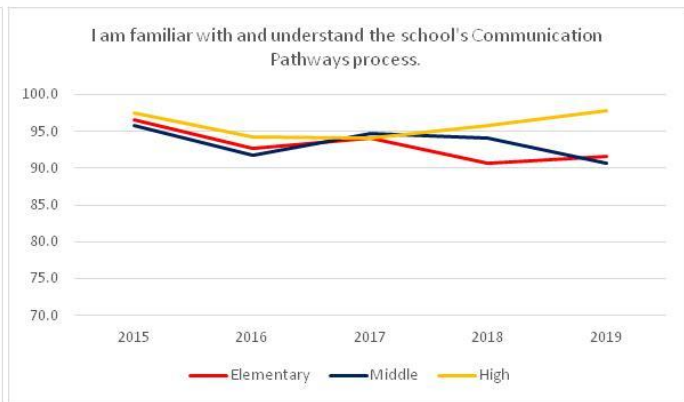
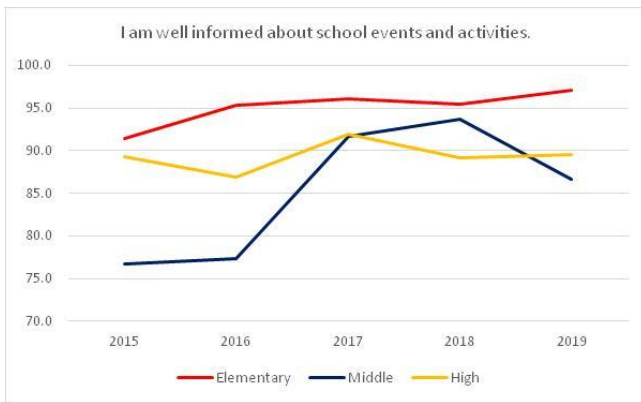
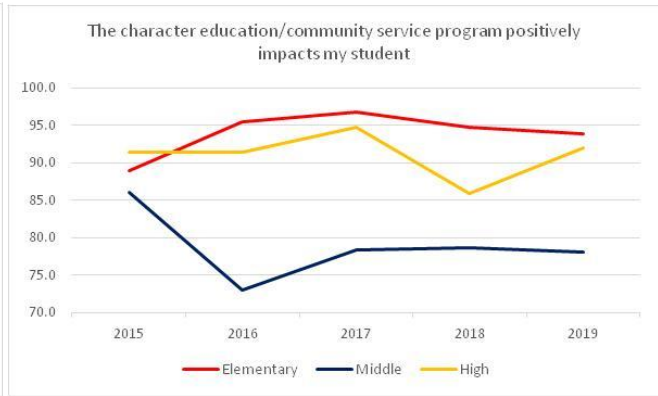
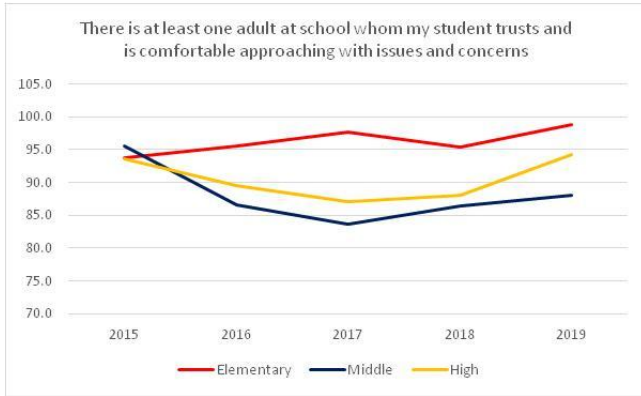
The 2018-2019 Accountability Committee

Appendix: Five-Year Trend Charts

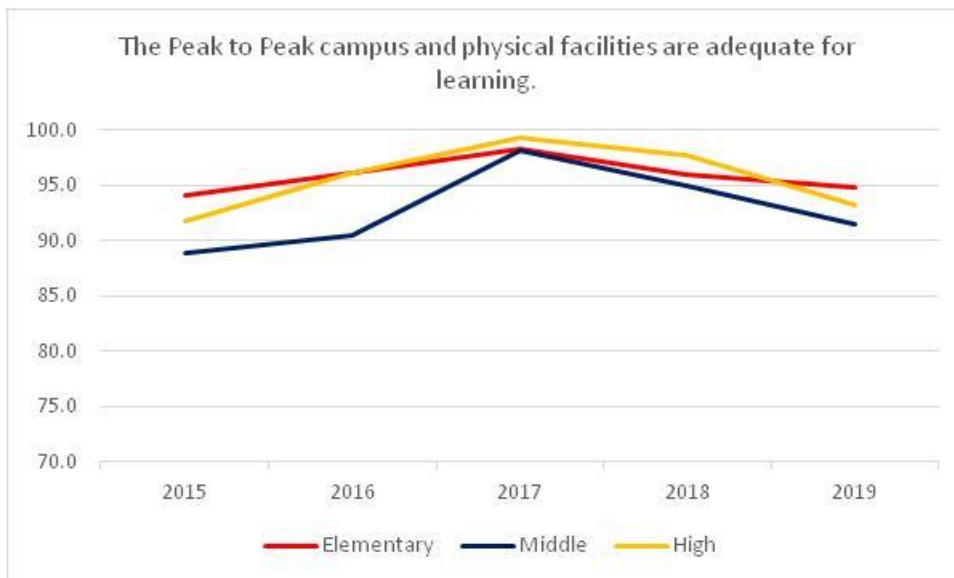
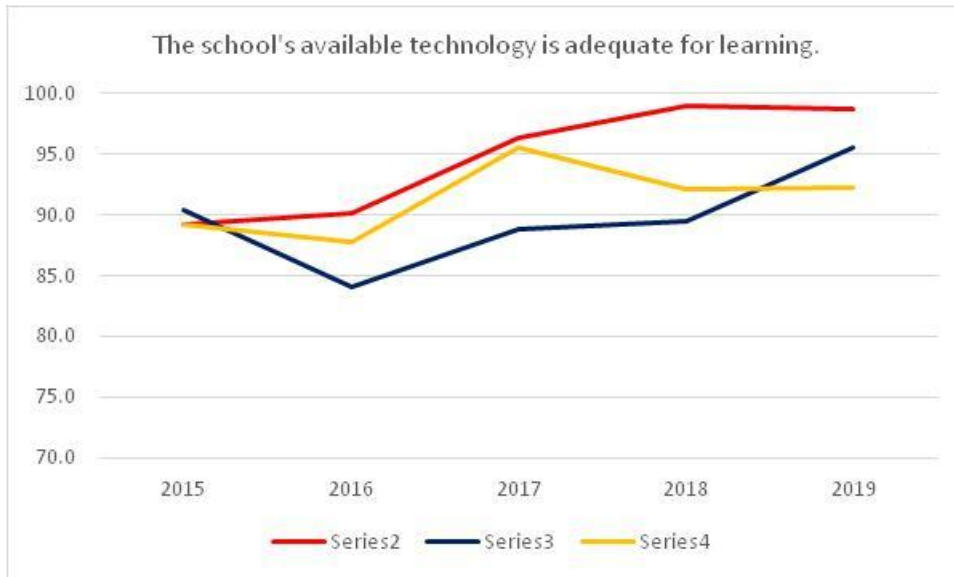
Quality of Instruction:



Quality of Relationships:



Quality of Learning Environment:



Quality of Opportunities:

