

2020 Annual Family Survey Results
Peak to Peak Charter School

Prepared by: Accountability Committee
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2020 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 9th through February 9th, 2020. 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 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 2020 survey categories and questions reflect 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 30 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 asking about volunteering, communication, and finances involving the whole K-12 school. These questions were answered once per family rather than once per child. A Spanish-language version of the survey was mailed to families who indicated they would prefer this format.

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 Leadership Team and Board of Directors for review.

Response Rates

The 2020 survey response rate represented 360 families covering 543 students. Table 1 displays the response rate by school level. 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 - Survey Participation

	2020			2019	2018
	Actual Responses	Number Enrolled	Response Rate	Response Rate	Response Rate
ES students	233	453	51%	42%	52%
MS students	146	403	36%	40%	40%
HS students	164	588	28%	27%	36%
Total students	543	1444	38%	35%	42%

	Number of Responses	Percent
New students	120	22%
Returning students	423	78%

Quality Areas

Yearly Comparison

On the following pages, Table 2—*Combined School Levels*—shows a five-year comparison (2016-2020) 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. Arrows indicate where the change in the positive response rate from the previous year is greater than the margin of error. The margin of error can differ greatly for questions with a lower number of responses and/or a high number of *Unsure* responses. For this reason, the threshold for up and down arrows will vary from question to question. Overall, positive response rates continue to be very high in most categories. Comparisons of data over five years revealed trends for several specific areas which will be addressed in the following sections. On a yearly basis, the Accountability Committee considers adding or removing questions from the survey, which is why some items do not show data for all five years. 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						
	2016	2017	2018	2019	2020	
Quality of Instruction						
My student receives the teacher and instructional support necessary to master the required coursework.	93%	95%	97%	94%	95%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	91%	93%	91%	90%	92%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	91%	94%	94%	93%	92%	
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%	86%	
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.				86%	87%	
Peak to Peak has prepared my student well for his/her 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%	89%	91%	
Quality of Relationships						
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	91%	91%	90%	94%	94%	
I am well informed about school events and activities.	88%	94%	93%	92%	92%	
I am familiar with and understand the school's Communication Pathways process.	93%	94%	93%	93%	82%	
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%	87%	89%	
Peak to Peak supports the social/emotional needs of this student.				84%	89%	
This student feels a clear sense of belonging in a supportive and inclusive school community.				87%	87%	
Based on this student's experience, I would recommend Peak to Peak to my friends and family.	94%	94%	94%	93%	91%	
Quality of Operations						
The school's available technology is adequate for learning.	88%	94%	94%	96%	95%	
The Peak to Peak campus and physical facilities are adequate for learning.	95%	99%	96%	93%	94%	
Quality of Opportunities						
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.				90%	88%	
My student has adequate opportunities for positive extracurricular involvement through the school (MS and HS only).	85%	85%	88%	87%	88%	
Peak to Peak values each student and encourages students to develop their passions, talents, and interests.	92%	90%	89%	86%	87%	
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	2019	2020	
Quality of Instruction							
My student receives the teacher and instructional support necessary to master the required coursework.	92%	97%	98%	95%	94%		
Teachers differentiate levels of instruction to keep my student appropriately challenged.	92%	97%	96%	94%	93%		
Instructional materials and methods used in the classroom meet the academic needs of my student.	91%	96%	95%	95%	91%		
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%	89%		
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.				89%	87%		
Peak to Peak has prepared my student well for his/her 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.	89%	93%	97%	92%	91%		
Quality of Relationships							
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	96%	98%	95%	99%	99%		
The Elementary School character education program positively impacts my student.	96%	97%	95%	94%	95%		
I am well informed about elementary school events and activities.	95%	96%	96%	97%	94%		
I am familiar with and understand the school's Communication Pathways process.	93%	94%	91%	92%	84%		
When I have used the Communication Pathways in regards to my elementary student, the process has been effective in handling problems and addressing concerns.	91%	91%	96%	95%	85%		
Peak to Peak supports the social/emotional needs of this student.				94%	93%		
This student feels a clear sense of belonging in a supportive and inclusive school community.				97%	92%		
Based on this student's experience, I would recommend Peak to Peak Elementary School to my friends and family.	97%	97%	97%	98%	95%		
Quality of Learning Environment							
The Elementary School's available technology is adequate for learning.	90%	96%	99%	99%	98%		
The Peak to Peak Elementary School campus and physical facilities are adequate for learning.	96%	98%	96%	95%	96%		
Quality of Opportunities							
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.				91%	87%		
Peak to Peak values each elementary student and encourages students to develop their passions, talents, and interests.	95%	99%	96%	91%	90%		
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	2019	2020	
Quality of Instruction						
My student receives the teacher and instructional support necessary to master the required coursework.	94%	95%	95%	93%	93%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	90%	88%	88%	89%	92%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	91%	92%	93%	94%	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%	82%	
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.				83%	89%	
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.	94%	89%	94%	88%	94%	
Quality of Relationships						
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	87%	84%	86%	88%	90%	
The Middle School focus on iROAR to recognize constructive behaviors positively impacts my student.	73%	78%	79%	78%	87%	
I am familiar with and understand the school's Communication Pathways process.	92%	95%	94%	91%	89%	
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.	87%	87%	77%	82%	89%	
I am well informed about middle school events and activities.	77%	92%	94%	87%	87%	
Peak to Peak supports the social/emotional needs of this student.				79%	85%	
This student feels a clear sense of belonging in a supportive and inclusive school community.				84%	88%	
Based on this student's experience, I would recommend Peak to Peak Middle School to my friends and family.	92%	91%	91%	91%	92%	
Quality of Learning Environment						
The Middle School's available technology is adequate for learning.	84%	89%	89%	96%	94%	
The Peak to Peak Middle School campus and physical facilities are adequate for learning.	90%	98%	95%	91%	92%	
Quality of Opportunities						
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.				87%	87%	
My student has adequate opportunities for positive extracurricular involvement through the school.	77%	79%	85%	83%	85%	
Peak to Peak values each middle school student and encourages students to develop their passions, talents, and interests.	85%	84%	88%	79%	87%	
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	2019	2020	
Quality of Instruction						
My student receives the teacher and instructional support necessary to master the required coursework.	94%	93%	97%	95%	96%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	89%	92%	88%	85%	90%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	91%	92%	94%	88%	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.				83%	86%	
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.				86%	86%	
Peak to Peak has prepared my student well for his/her current level of coursework.	96%	91%	95%			
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	89%	87%	88%	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.	90%	87%	88%	94%	91%	
The community service requirement positively impacts my student and the community.	91%	95%	86%	92%	93%	
I am well informed about high school events and activities.	87%	92%	89%	90%	91%	
Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school.	80%	74%	72%	70%	76%	
I am familiar with and understand the school's Communication Pathways process.	94%	94%	96%	98%	93%	
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.	80%	82%	89%	82%	84%	
Peak to Peak supports the social/emotional needs of this student.				76%	80%	
This student feels a clear sense of belonging in a supportive and inclusive school community.				79%	83%	
Based on this student's experience, I would recommend Peak to Peak High School to my friends and family.	93%	93%	92%	89%	91%	
Quality of Learning Environment						
The High School's available technology is adequate for learning.	88%	96%	92%	92%	91%	
The Peak to Peak High School campus and physical facilities are adequate for learning.	96%	99%	98%	93%	94%	
Quality of Opportunities						
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.				92%	91%	
My student has adequate opportunities for positive extracurricular involvement through the school.	91%	92%	90%	91%	90%	
Peak to Peak values each high school student and encourages students to develop their passions, talents, and interests.	93%	84%	84%	86%	88%	
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 2020 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. A closer examination within the four thematic areas offers more detail.

Quality of Instruction

Quality of Instruction continues to be one of the strong components of Peak to Peak's operation. The responses to questions that have been asked for multiple years continue to be above 90% positive for the combined school levels, consistent with the previous four years. Responses to the statement "*My student receives the teacher and instruction support necessary to master the required coursework*" continues to be one of the most positive with a 95% positive response rate.

Starting with 2019's survey, two new questions were added to this section of the survey. In the first year, these questions scored lower than other questions in this category and both had higher than typical answers of "unsure/not enough information". One of those questions, "*Peak to Peak measures my student's growth and learning in a variety of ways,*" showed an increase in positive responses from 79% in 2019 to 86% which was greater than the margin of error. The improvement can be largely attributed to a more positive response to this question at the middle school level (↑12%) and to a lesser extent in the elementary school level (↑7%). The positive response for the other newer question, "*Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas,*" remained similar to last year. There were still many unsure responses for these questions (20% and 9%, respectively), indicating that more communication and education may be helpful in improving this data in future reports.

At the elementary school level, the Committee would like to note that for all except one question, there have been no changes outside the margin of error, with actual values remaining above 90% for all questions. The only question that indicated a decreasing trend outside the margin of error was, "*Instruction material methods used in the classroom meet the academic needs of my student,*" with a decrease of four percent from 2019. This could be attributed to a growing call for additional support for special education and literary services, particularly for students with dyslexia and twice-exceptional students. The Committee urges the Board and the Executive Leadership Team (ELT) to watch this trend closely as demand has been increasing in recent years for these services. There was a concern regarding the amount testing and how specific groups of students are impacted.

At the elementary level, many of the comments were very positive, several took the opportunity to praise specific teachers. The hiring of an elementary counselor is a success we want to emphasize, as this staff addition was much desired for several years in this survey. There were also several positive comments about the technology and art programs.

Middle School data showed an increase in the positive responses for three questions with the other three remaining mostly the same. One of the new questions, *“In addition to using conventional methods of tracking student achievement and growth, Peak to Peak measures my student growth and learning in a variety of ways”* increased the most as compared to 2019 (↑12%). The other new question, *“Teachers use innovative techniques and learning opportunities to address my student’s abilities, curiosities, and passion areas,”* increased by 6% from 2019.

Survey responses indicated concerns around i-Ready testing, the need to fill the open middle school counselor position, and staff turnover. The theme of homework/class information communication continues to be prominent.

Similar to the elementary level, there were several compliments for specific teachers and staff. The Committee wants to emphasize the several positive comments for the new Transitions course as well as compliments for tech, art, math and science.

High School data remained mostly in line, with positive responses above 85%. There was an increase in positive trend for *“Instructional material and methods used in the classroom meet the academic needs of my students,”* with an increase of 6% from 2019. Similar to past years, there were overwhelming positive comments regarding Peak to Peak’s counseling staff. There were also compliments for specific staff and many thanks for the technology and art programs. Survey responses also indicated a desire to include more technology classes.

Quality of Relationships

Quality of Relationship results for the combined school were mixed for 2020. Four questions did not indicate a change in the positive responses, whereas the positive responses for two questions decreased and for one increased. One item with a decreasing trend was *“I am familiar with and understand the school’s Communication Pathways process.”* This year’s positive response of 81% was 12 points lower than the year before. The other item that showed a decline was *“Based on this student’s experience, I would recommend Peak to Peak to my friends and family.”* Positive responses here totaled 91%, a 2% decrease from 2019.

All school levels showed a decrease in the responses related to the understanding of school’s Communication Pathways, with elementary and high school levels showing a decreasing trend outside the margin of error. Ratings for effectiveness of using Communication Pathways in handling problems and addressing concerns for combined school levels remained the same. However, for the elementary school level this trend showed a decrease outside the margin of error.

There has been a slow, but steady, decline in positive responses related to recommending Peak to Peak to friends and family over the past five years. The greatest change in 2020 was seen at the elementary level, where the decrease was 3%, greater than the margin of error. Although elementary saw a decline in this area, the positive response rate (95%) was still the highest of the three school levels. The committee recommends evaluating trends in other areas of the survey that may be impacting this general indicator of overall family satisfaction.

While the percentage of families recommending Peak to Peak shows a downward trend, family satisfaction registered a 5% increase for *“Peak to Peak supports the social/emotional needs of this student.”* This item scored a positive response of 89%, attributed to a slight increase at the middle and high school levels. Praise for the new Transitions course and its ability to ease sixth graders into middle school friendships may explain this growth.

Overall, elementary families remain very satisfied with *Quality of Relationships* with most questions scoring over 90% positive, and three of the questions scoring 95% or higher. Five of the statements in this category showed a decrease larger than the margin of error. There were concerns regarding bullying incidents and fair discipline practices. Families were less satisfied than 2019 with information about events and activities, student’s sense of belonging, and inclusion. At the same time, the highest positive response in the report came in this section with 99% of responses indicating that *“There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.”* Parents offered several positive comments about Peak to Peak’s elementary counselor.

Middle School data is holding relatively steady. There was a substantial increase in positive responses to *“The Middle School focus on iROAR to recognize constructive behaviors positively impacts my student”*. At 87%, the positive response to this statement has increased 14% in the past five years. There were several positive comments about the addition of the new principal and the subsequent increase in student and staff morale. Negative comments included a desire for more clubs and having more opportunities for students to build strong friendships. Also mentioned was a desire for more mental health services.

At the high school level, most responses in this category remained steady compared to 2019 and over half of them resulted in >90% positive responses. Consistent with past years, the highest number of positive comments were received by high school counselors. The lowest positive response in the survey is found in this section, with only 75% of families agreeing that *Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school*. Although this represented a slight improvement over last year’s result of 70%, this is in line with past years, with several negative comments regarding the balance between academic challenge and testing. Responses to *“Peak to Peak supports the social/emotional needs of this student”* were at 79%. This was also reflected in comments expressing a need for more social and emotional support.

Quality of Operations

The two *Quality of Operations* questions both had over 90% positive responses at all school levels. At the middle school level, several respondents noted overcrowded hallways and need for more recreation space. At the high school level, several comments called for HVAC improvements in the North building. In all three levels, comments expressed a desire for a new theater/auditorium and for improved technology assets.

Quality of Opportunities

The questions in this category continued to score slightly lower compared to the other categories, but the Committee would like to highlight the many positives that were expressed in the comments. At all levels, there were many compliments for technology, art and other extracurricular activities. At the high school level comments expressed admiration for the new innovation courses. At the middle school level, there was an increase of 8% in positive responses to “*Peak to Peak values each middle school student and encourages students to develop their passions, talents, and interests.*” Elementary families expressed a strong desire for additional extracurricular activities in their comments, particularly STEM activities.

Summary of Quality responses

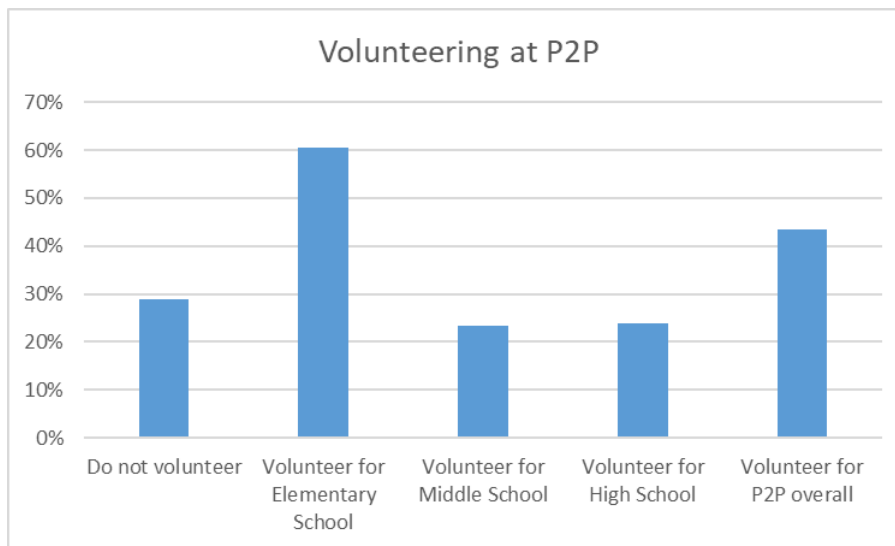
While several areas of concern were identified in the four Quality sections, it warrants repeating that the overall results are generally positive towards the school and the teachers. Many positive comments were offered in praise of particular teachers and other staff and a large majority of respondents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

Additional Questions Discussion

Volunteering

This year, 72% of respondents indicated they volunteer in some capacity at the school. This is a slight increase (15%) from last year. Of the parents who report they volunteer ($n=229$), most do so at the elementary school level (61%), with lower rates in middle school (23%) and high school (24%). Moreover, 43% of the parents answered that they “*volunteer for Peak to Peak overall*” but not at any specific school level. While a small number of comments, some respondents mentioned that their volunteer efforts didn’t always feel appreciated.

Figure 1 - Where Parents Spend their Volunteer Time



Communication Channels

93% 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 83% reporting *I am able to find the information I need on the school website* and 82% 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*. The response to the school website statement was a 6% decrease since 2019 and represented a five-year low for this statement. Positive comments were included for the Weekly Digest, but there were continued concerns for the multiple communication channels used to share school, classroom and homework information. The website was also mentioned as not being easy to navigate.

Of the 86 respondents who have “*used the Communication Pathways for a policy question*,” 85% report that the process has been effective in handling problems and concerns.

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

<i>Table 6 – Communication Channel</i>	Effectiveness*
Weekly Digest effectiveness	93%
Can find info on school website	83%
Web site pages are a source of info	82%
Communication Pathways (policy issues)	85%

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

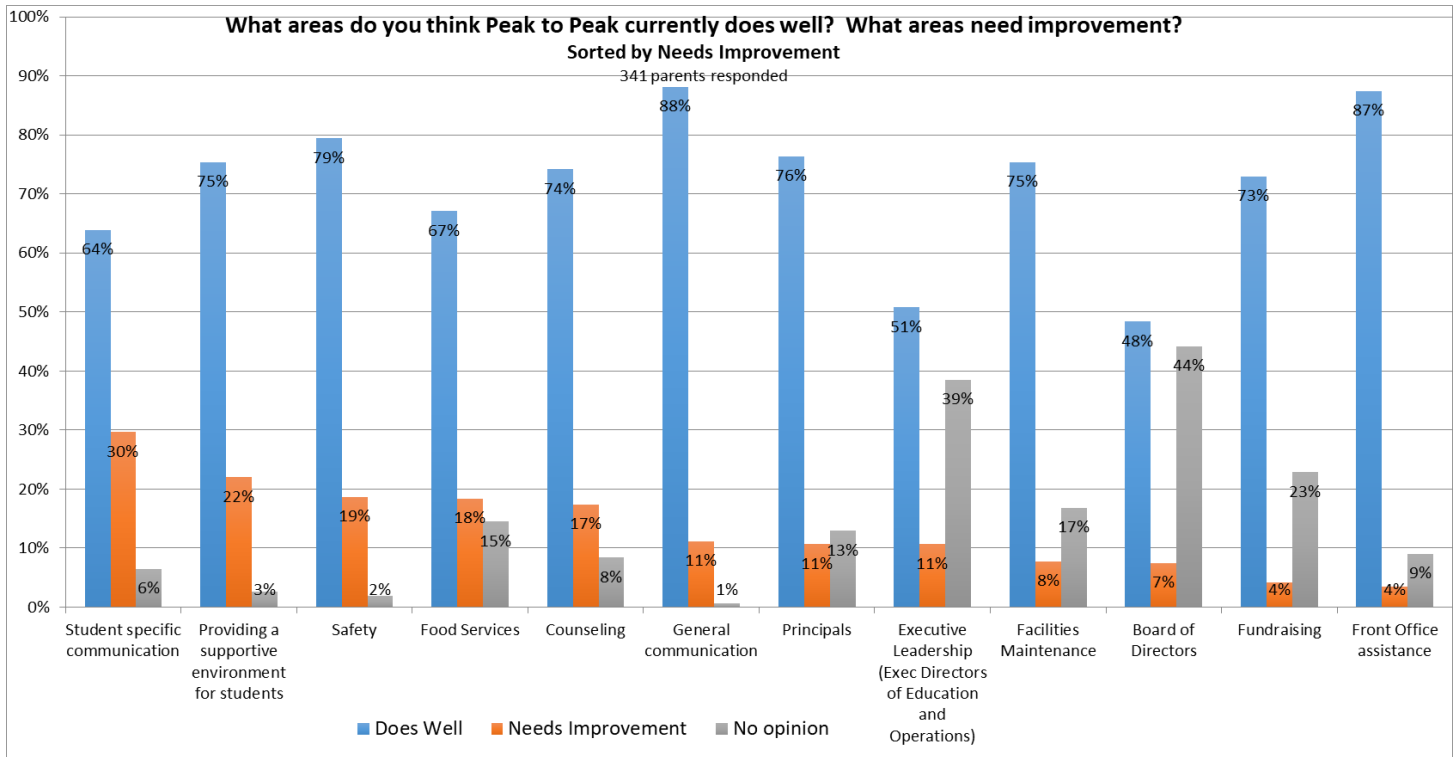
Finances

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 94% which is slightly higher than 2019 (13%). Results regarding whether *the school effectively and efficiently uses its finances* was 85% (15%). There were few comments in this area this year; the majority either expressed concerns about teacher pay or had no opinion.

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. The illustration shows that parents feel Peak to Peak does most things well. Most categories were relatively unchanged since 2019 (±0-2%). *Counseling* increased (↑6%) and *Safety* declined (↓6%) as compared to 2019. 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 specific areas of note.

Figure 2 - What areas does Peak to Peak do well? What areas need improvement?



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 several compliments to specific teachers and counselors for their efforts to create a supportive environment. There were new comments this year calling for creating spaces for students to release stress/anxiety or receive mental health care.

Counseling

The Peak to Peak counseling team continues to be a source of pride for our school with numerous positive compliments at all levels. There were a few comments of concern regarding the middle school counseling open position and a desire to fill that position.

Safety

Safety concerns centered mostly on traffic and parking, with many negative comments about the carline in the main circle.

Facilities

Facilities comments continued to focus on cleanliness, which has been a recurring theme of this category for several years, especially regarding the bathrooms. There were several comments calling for improvements to the HVAC system in the high school building.

Food Services

While there were many positive comments, there continues to be calls for more vegetarian options as well as concern about line wait times and allergies. Once again there were several comments desiring that Peak to Peak align more closely with BVSD food services.

Front Office

Comments in this area continue to be overwhelmingly positive.

Principals

The Committee would like to make special mention of the positive comments thanking middle school leadership for their hard work to improve communication and morale at the middle school level. Many of the comments in this area are specific to specific people and will be provided, along with all survey comments, to the ELT and the Board of Directors for their review.

Board of Directors/Executive Leadership Team

While there were very few comments in this area, a few expressed a desire for more diversity on the Board, while the majority were positive or had no opinion.

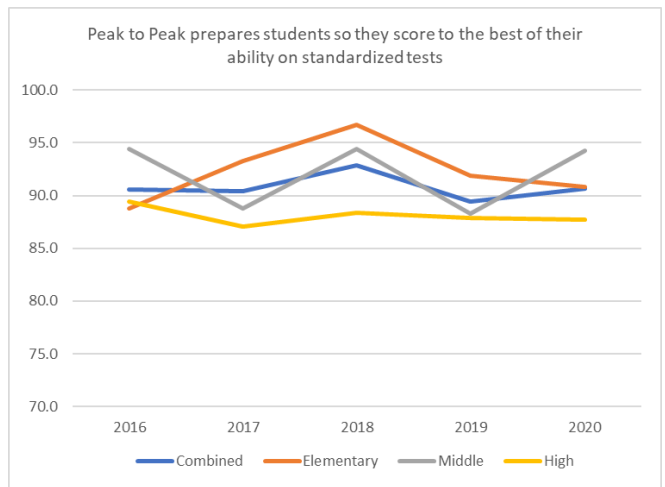
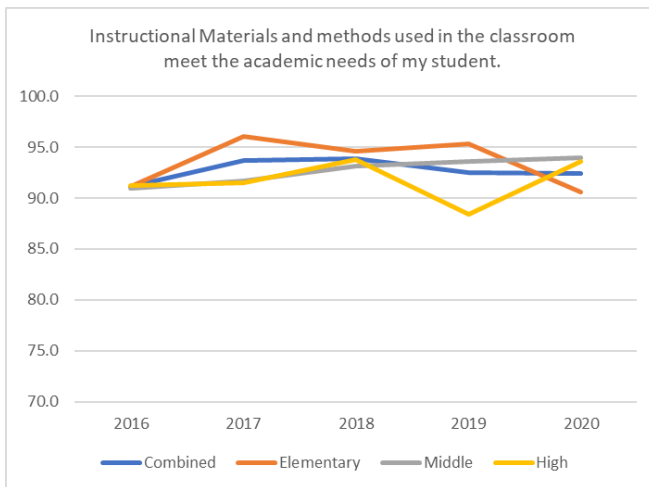
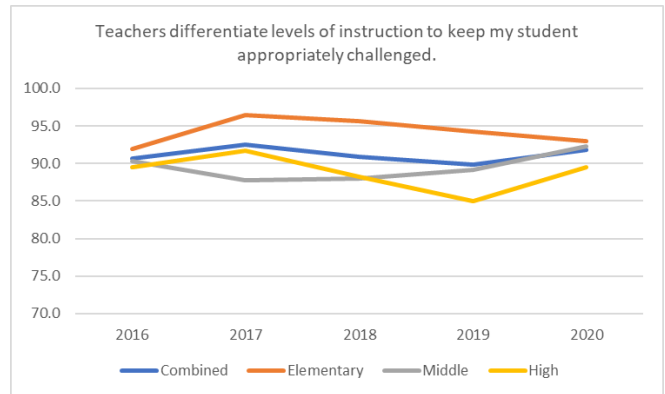
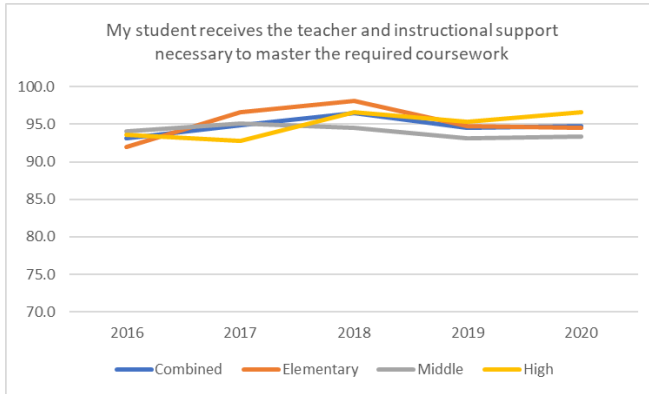
Conclusion

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. The Accountability Committee appreciates the feedback and suggestions provided through the survey because these help the school as it strives to continuously improve. 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 2020-2021 school year the Board of Directors and Executive Leadership Team 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.

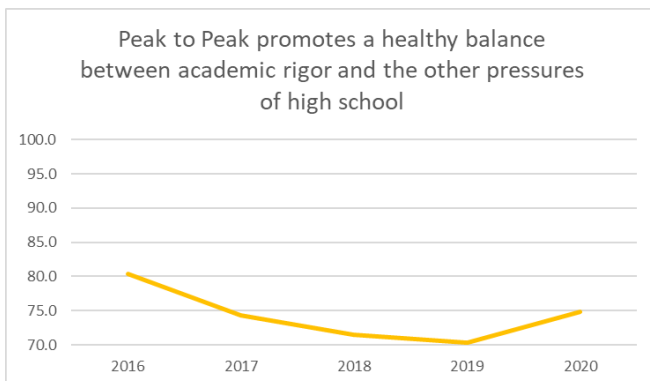
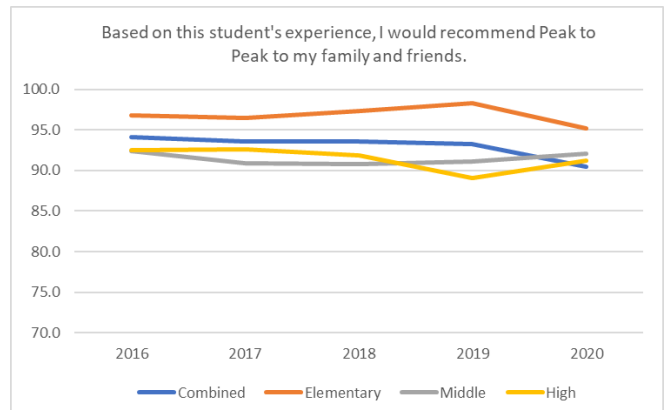
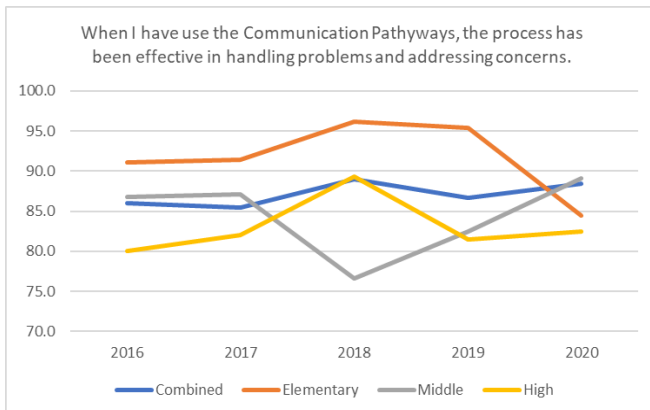
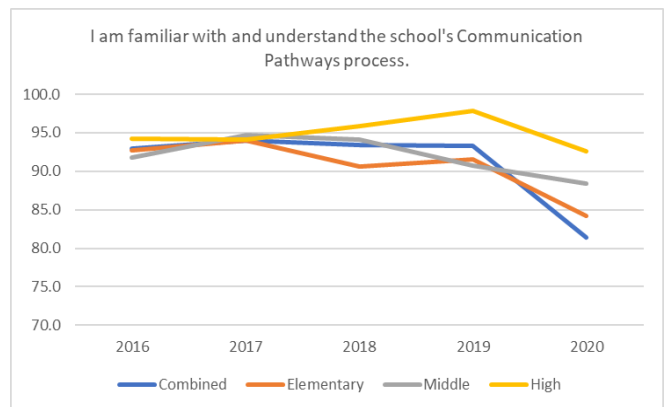
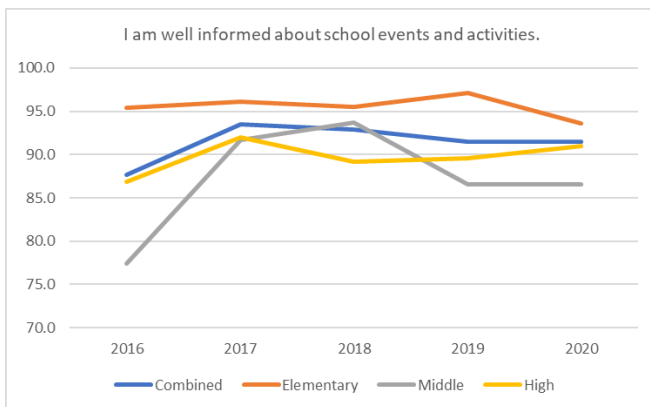
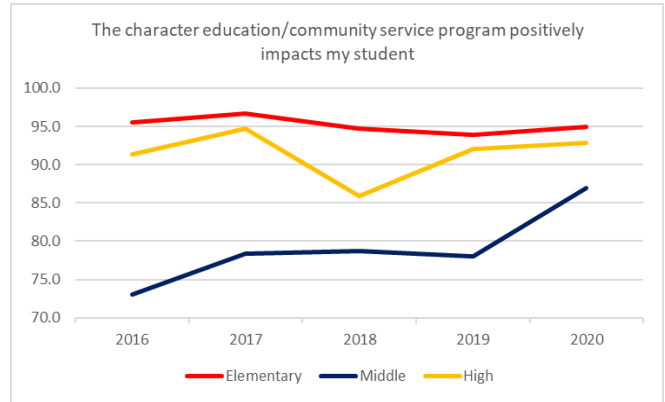
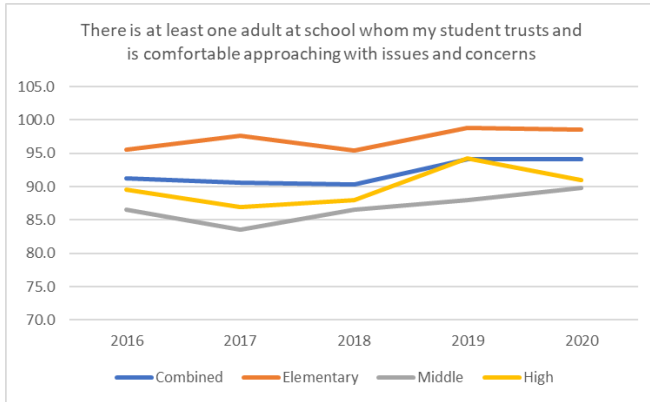
The 2019-2020 Accountability Committee

Appendix: Five-Year Trend Charts

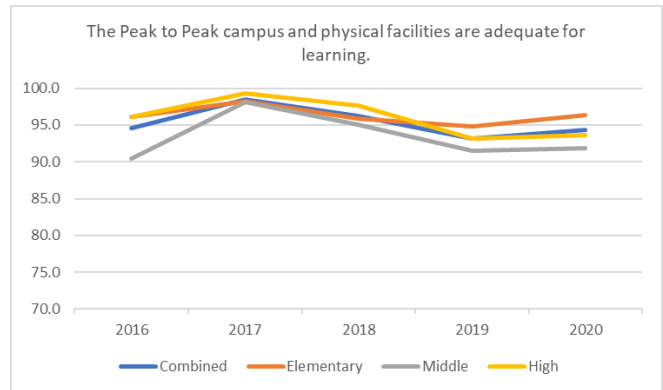
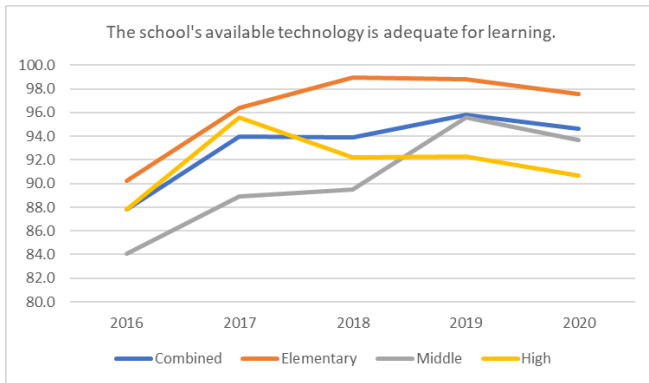
Quality of Instruction:



Quality of Relationships:



Quality of Learning Environment:



Quality of Opportunities:

