

2021 Annual Family Survey Results
Peak to Peak Charter School

Prepared by: Accountability Committee
April 2021

Table of Contents

2021 Annual Family Survey Results	i
Table of Contents.....	ii
List of Illustrations	iii
2020 Annual Family Survey	1
Preface	1
Survey Overview & Methodology	2
Response Rates.....	3
Quality Areas	3
Yearly Comparison	3
Quality Areas Discussion	9
<i>Quality of Instruction</i>	<i>9</i>
<i>Quality of Relationships</i>	<i>122</i>
<i>Quality of Operations.....</i>	<i>15</i>
<i>Quality of Opportunities</i>	<i>15</i>
<i>Summary of Quality responses</i>	<i>16</i>
Additional Questions Discussion.....	16
Volunteering.....	16
Communication Channels.....	16
Finances	17
Areas Peak to Peak Does Well/Needs Improvement	17
<i>Providing a supportive environment.....</i>	<i>19</i>
<i>Counseling.....</i>	<i>20</i>
<i>Safety</i>	<i>20</i>
<i>Facilities</i>	<i>20</i>
<i>Food Services.....</i>	<i>20</i>
<i>Front Office</i>	<i>20</i>
<i>Principals.....</i>	<i>20</i>
<i>Board of Directors/Executive Leadership Team.....</i>	<i>21</i>
Conclusion	21
Appendix: Five-Year Trend Charts.....	23

List of Illustrations

Tables

1. Survey Participation	3
2. Yearly Comparison, Combined School Levels	5
3. Yearly Comparison, Elementary School	6
4. Yearly Comparison, Middle School	7
5. Yearly Comparison, High School	8
6. Communication Channels	16

Figures

1. Ten Year Trend Graph: I would recommend my friends and family to Peak to Peak	13
2. What areas does Peak to Peak do well? What areas need improvement?	18
3. Five Year Trend Chart: Does Well/Needs Improvement	18
4. Five Year Trend Graph: Does Well/Needs Improvement	19

Appendix

5 Year Trend Charts to Quality Questions (2017-2021)	23
--	----

2021 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 Thursday, January 7th through Friday, January 29th, 2021. 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 of 2021 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 to continue to evolve and improve.

The 2020-2021 school year coincided with the global Covid-19 pandemic. It has been a year unlike any others in our lifetime. Professor Allan Brandt from Harvard University stated, "Pandemics create what some people have called a kind of stress test for all of the weaknesses and vulnerabilities and fault lines of societies."¹ Our school is its own society of sorts, its own community of charter school education. It is imperative we take this valuable information and data, provided in record numbers from our community, as critical feedback to highlight both what we do well and what areas need improvement.

While the pandemic has impacted our school and community at large, the Accountability Committee has strived to provide meaningful analysis despite this unprecedented public health event. Therefore, we are confident the findings here are material, impactful, and should not be discounted despite this once in a century event. While circumstances caused by the pandemic and distance learning may make some items appear less relevant or immaterial than they have compared to past years, the Accountability Committee chose to preserve these items as part of showing trends over time and supporting long-range planning. Keep in mind that the entire survey and responses are seen through the lens of distance and/or hybrid learning in this unprecedented year. It is affecting us all as a community therefore it will impact how we answer the vast majority of these survey questions, which is the primary reason we as a Committee chose to keep many of the questions the

¹ <https://www.npr.org/sections/health-shots/2021/03/24/976146368/the-future-of-the-pandemic-in-the-u-s-experts-look-ahead>

same. For more detailed information on Peak to Peak's Reintroduction Plan, Distance Learning, and Synchronous or Asynchronous learning, please refer [here](#).

Survey Overview & Methodology

The Peak to Peak Annual Family 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 conducted this survey for more than 13 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 2021 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. Because we were limited in how we publicized the survey this year (no post-its or car line advertising due to Covid-19), we relied more heavily on the Weekly Digest, email blasts to our families, Peak to Peak "Class of" and "Volunteer" pages on Facebook, and word of mouth. The survey was available online for 23 days (January 7-29, 2021) and each family was asked to complete questions once for each child enrolled at Peak to Peak. A Spanish-language version of the survey was mailed to families who indicated they would prefer this format, delivered back, and included in these results.

Once respondents completed child/school-level specific questions, they were then directed to an Additional Questions section with items about volunteering, communication, finances, and what the school does well versus needs improvement. These questions were answered once per family rather than once per child. These additional 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 those four choices, '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 *Volunteering, Communication, Finance, and the Does Well/Needs Improvement* sections, as well as the

comments categories at the end of the survey. All responses and comments are anonymous and will be provided, along with this report, to the Executive Director of Education, the Executive Director of Operations, and Board of Directors for review.

Response Rates

The 2021 survey response rate counted 698 families representing 882 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 especially in this year, the pandemic, and strong feelings on distance learning. The Accountability Committee continues to work to improve response rates with frequent email reminders, more communication around anonymity, and increased publicity. Response rate tracking consistently indicates an uptick in responses on days when a reminder email was sent. This year we received the most responses ever in the history of the Annual Survey at Peak to Peak.

<i>Table 1 - Survey Participation</i>					
	2021			2020	2019
	Actual Responses	Number Enrolled	Response Rate	Response Rate	Response Rate
ES students	320	429	75%	51%	42%
MS students	267	402	66%	36%	40%
HS students	295	589	50%	28%	27%
Total /Avg	882	1420	62%	38%	35%

	Number of Responses	Percent
New students	194	22%
Returning students	688	78%

Quality Areas

Yearly Comparison

Tables on the next pages show data trends over time. Table 2: *Combined School Levels*, shows a five-year comparison (2017-2021) of responses for the four Quality areas: Instruction, Relationships, Operations, and Opportunities. Table 3: *Elementary School*, Table 4: *Middle School*, and Table 5: *High School*, show each school level’s five-year comparison. 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 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 per question in each of the four Quality categories are included in the Appendix.

While reading each Quality section in this report, referring back to Tables 2-5 in the the next four pages and the trend graphs located in the Appendix for reference is recommended:

Table 2- Combined School Levels

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)						
Combined School Levels						
	2017	2018	2019	2020	2021	
Quality of Instruction						
My student receives the teacher and instructional support necessary to master the required coursework.	95%	97%	94%	95%	81%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	93%	91%	90%	92%	76%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	94%	94%	93%	92%	73%	
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%	69%	
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.			86%	87%	72%	
Peak to Peak has prepared my student well for his/her current level of coursework.	94%	95%				
Peak to Peak prepares students so they score to the best of their ability on standardized tests.	90%	93%	89%	91%	75%	
Peak to Peak's implementation of distance learning has been effective for my child.					63%	
Quality of Relationships						
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	91%	90%	94%	94%	86%	
I am well informed about school events and activities.	94%	93%	92%	91%	88%	
I am familiar with and understand the school's Communication Pathways process.	94%	93%	93%	88%	85%	
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.	85%	89%	87%	85%	81%	
Peak to Peak supports the social/emotional needs of this student.			84%	87%	74%	
This student feels a clear sense of belonging in a supportive and inclusive school community.			87%	88%	74%	
Based on this student's experience, I would recommend Peak to Peak to my friends and family.	94%	94%	93%	93%	81%	
Quality of Operations						
The school's available technology is adequate for learning.	94%	94%	96%	95%	88%	
The Peak to Peak campus and physical facilities are adequate for learning.	99%	96%	93%	94%	91%	
Quality of Opportunities						
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.			90%	88%	68%	
Peak to Peak values each student and encourages students to develop their passions, talents, and interests.	90%	89%	86%	87%	78%	
My student has adequate opportunities for positive extracurricular involvement through the school (MS and HS only).	85%	88%	87%	88%	68%	
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						
	2017	2018	2019	2020	2021	
Quality of Instruction						
My student receives the teacher and instructional support necessary to master the required coursework.	97%	98%	95%	94%	74%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	97%	96%	94%	93%	74%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	96%	95%	95%	91%	66%	
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%	64%	
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.			89%	87%	70%	
Peak to Peak has prepared my student well for his/her current level of coursework.	97%	98%				
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	93%	97%	92%	91%	67%	
Peak to Peak's implementation of distance learning has been effective for my child.					55%	
Quality of Relationships						
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	98%	95%	99%	99%	89%	
The Elementary School character education program positively impacts my student.	97%	95%	94%	95%	80%	
I am well informed about elementary school events and activities.	96%	96%	97%	94%	88%	
I am familiar with and understand the school's Communication Pathways process.	94%	91%	92%	84%	79%	
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%	96%	95%	85%	79%	
Peak to Peak supports the social/emotional needs of this student.			94%	93%	76%	
This student feels a clear sense of belonging in a supportive and inclusive school community.			97%	92%	76%	
Based on this student's experience, I would recommend Peak to Peak Elementary School to my friends and family.	97%	97%	98%	95%	77%	
Quality of Operations						
The Elementary School's available technology is adequate for learning.	96%	99%	99%	98%	84%	
The Peak to Peak Elementary School campus and physical facilities are adequate for learning.	98%	96%	95%	96%	89%	
Quality of Opportunities						
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.			91%	87%	62%	
Peak to Peak values each elementary student and encourages students to develop their passions, talents, and interests.	99%	96%	91%	90%	74%	
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	2017	2018	2019	2020	2021	
Quality of Instruction						
My student receives the teacher and instructional support necessary to master the required coursework.	95%	95%	93%	93%	81%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	88%	88%	89%	92%	79%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	92%	93%	94%	94%	75%	
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%	67%	
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.			83%	89%	71%	
Peak to Peak has prepared my student well for his/her current level of coursework.	93%	92%				
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	89%	94%	88%	94%	79%	
Peak to Peak's implementation of distance learning has been effective for my child.					63%	
Quality of Relationships						
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	84%	86%	88%	90%	82%	
The Middle School focus on iROAR to recognize constructive behaviors positively impacts my student.	78%	79%	78%	87%	77%	
I am familiar with and understand the school's Communication Pathways process.	95%	94%	91%	89%	85%	
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%	77%	82%	89%	84%	
I am well informed about middle school events and activities.	92%	94%	87%	87%	86%	
Peak to Peak supports the social/emotional needs of this student.			79%	85%	71%	
This student feels a clear sense of belonging in a supportive and inclusive school community.			84%	88%	73%	
Based on this student's experience, I would recommend Peak to Peak Middle School to my friends and family.	91%	91%	91%	92%	81%	
Quality of Operations						
The Middle School's available technology is adequate for learning.	89%	89%	96%	94%	89%	
The Peak to Peak Middle School campus and physical facilities are adequate for learning.	98%	95%	91%	92%	90%	
Quality of Opportunities						
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.			87%	87%	64%	
My student has adequate opportunities for positive extracurricular involvement through the school.	79%	85%	83%	85%	61%	
Peak to Peak values each middle school student and encourages students to develop their passions, talents, and interests.	84%	88%	79%	87%	78%	
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	2017	2018	2019	2020	2021	
Quality of Instruction						
My student receives the teacher and instructional support necessary to master the required coursework.	93%	97%	95%	96%	87%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	92%	88%	85%	90%	77%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	92%	94%	88%	94%	79%	
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%	77%	
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.			86%	86%	76%	
Peak to Peak has prepared my student well for his/her current level of coursework.	91%	95%				
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	87%	88%	88%	88%	80%	
Peak to Peak's implementation of distance learning has been effective for my child.					70%	
Quality of Relationships						
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	87%	88%	94%	91%	86%	
The community service requirement positively impacts my student and the community.	95%	86%	92%	93%	84%	
I am well informed about high school events and activities.	92%	89%	90%	91%	91%	
Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school.	74%	72%	70%	76%	74%	
I am familiar with and understand the school's Communication Pathways process.	94%	96%	98%	93%	90%	
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.	82%	89%	82%	84%	80%	
Peak to Peak supports the social/emotional needs of this student.			76%	80%	75%	
This student feels a clear sense of belonging in a supportive and inclusive school community.			79%	83%	73%	
Based on this student's experience, I would recommend Peak to Peak High School to my friends and family.	93%	92%	89%	91%	85%	
Quality of Operations						
The High School's available technology is adequate for learning.	96%	92%	92%	91%	93%	
The Peak to Peak High School campus and physical facilities are adequate for learning.	99%	98%	93%	94%	94%	
Quality of Opportunities						
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.			92%	91%	78%	
My student has adequate opportunities for positive extracurricular involvement through the school.	92%	90%	91%	90%	74%	
Peak to Peak values each high school student and encourages students to develop their passions, talents, and interests.	84%	84%	86%	88%	82%	
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 2021 survey results show that Peak to Peak families are divided about the school with less than half (only 39%) of the categories having positive responses of 80% or higher, a significant change from past years' trend data. Overall, High School had the most categories of positive responses of 80% or higher (11 out of 21, or 50%), next Middle School had the second highest (8 out of 20, or 40%) followed by Elementary School, with the lowest number of positive responses 80% or higher (4 out of 19, or 21%). It is important to note that the margin of error for all categories in the combined school levels ranged from 1.9% to 4.0% with the vast majority of categories hovering around a 3% margin of error. A closer examination within the four thematic areas offers more detail. Please refer to the trend graphs on pages 23-26 in the Appendix of this report for further details on each Quality Area.

Quality of Instruction

Quality of Instruction, one of the stronger components of Peak to Peak's operation overall, fell below 90% for the first time in multiple years for the combined school levels. Responses to the statement *'My student receives the teacher and instruction support necessary to master the required coursework'* fell 14 points from 95% last year to 81%. The remainder of the Quality of Instruction questions for combined school levels all fell below 80%. The next two questions, *'Teachers differentiate levels of instruction to keep my student appropriately challenged'* and *'Instructional materials and methods used in the classroom meet the academic needs of my student'* were 76% and 73%, respectively, both down from 92% the previous year.

We are in the third year of two newer questions added to the Quality of Instruction section of the survey in 2019. 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 the first two years, from 79% in 2019 to 86% in 2020. This year it dropped 17 points to 69%, with Elementary School having the lowest rating (64%) followed by Middle School (67%), then High School (77%). The other newer question, *'Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas,'* dropped 10 points this year from last year for the combined school levels, to 72%. There were the most unsure responses for this question (21%), of any in the Quality of Instruction category, indicating that more communication and education may be helpful in improving this data in future reports.

The question asking *if 'Peak to Peak prepares students so they score to the best of their ability on standardized tests'* has been a steady data point for the last four years, varying very little in the low nineties (90%, 93%, 89%, and 91% in 2020). This year it dropped to 75%. It is worth noting this year some of the standardized tests have been optional in some grades and waived altogether in others.

Finally, the Accountability Committee added one question this year (and hopefully only needed just

this year) to Quality of Instruction: *'Peak to Peak's implementation of distance learning has been effective for my child.'* The combined school level's result is 63%, with High School responding 70%, Middle School at 63%, and Elementary School at the lowest ranking of 55%. The fact that the High School response is higher in effectiveness is supported in comments received, as High School students are more independent in their work, whereas Elementary students often need additional parent/guardian support and are less independent in navigating online programs in distance learning.

We will address distance learning throughout this report in reference to each school level, however, now is a good time to note some observations on distance learning from comments school-wide:

Thematic Observations on Distance Learning (School-Wide):

- Around half of our respondents school-wide are understanding that we are not fully back in person and appreciate the efforts teachers and the school have made. Conversely, the other half is extremely unsatisfied and disappointed more efforts have not been made to be back in person and back sooner, like other BVSD or neighboring schools.
- Many requests for more synchronous learning
- Many comments on not enough work provided and/or requests for a longer school day
- Several requests for better working Chromebooks
- Some concerns of not meeting minimum district requirements

At the **Elementary School** level, the Quality of Instruction categories all fell between 17 to 25 points from the results of 2020. The margin of error was between 4.8% and 5.2%. As mentioned before, distance learning has been especially challenging for our youngest students and their families, with respondents often citing difficulty navigating the material online, the need for adult guidance to locate and complete work, and an overall dissatisfaction with not being back in person like neighboring or other BVSD schools. Conversely, we received many positive comments praising several teachers, counselors and staff, showing gratitude for all that teachers have done to reimagine the coursework for the Elementary level and support their students. It also appeared in general that the challenges were greater for the younger students (K and 1st) and challenges seemed to lessen for those in higher grades.

There were some comments reflecting disappointment in the brief amount of time dedicated to Lit Lab in distance learning or different learners needing more support than they were given in the current circumstances. Since last year noted a growing call for additional support for special education and literacy services, the Committee urges the Board and the Executive Leadership Team (ELT) to monitor this support when the school fully returns to in-person learning, as demand in our survey has been increasing in recent years for these services. Some other themes in Quality of Instruction included concerns on meeting learning requirements, indifference or dislike to the iReady standardized test and its effectiveness (67% thought the school prepared their student for

standardized tests, like iReady), and desire to move from distance learning with more time in person. The Committee recommends these are investigated further once full time in-person learning returns.

Middle School data, like Elementary School, showed that all Quality of Instruction categories fell between 12 to 19 points from those of 2020. The margin of error was between 4.7% and 5.7%. The largest drop was in *'Instructional materials and methods used in the classroom meet the academic needs of my student,'* falling from 94% to 75%, a category once steadily in the mid 90's for several years. It should be noted the Middle School level is where the most respondents out of all school levels commented on the lack of work or concerns on the amount and scope of material covered.

Among the themes identified from comment analysis, were dislike of the quarter system in distance learning, with a preference for the semester system, concerns with core topics including Math and Language Arts being taught every other 9 weeks, and concern as to whether or not learning requirements were being met. Middle School also was the largest group of respondents in all school levels saying there was not enough work given to their student(s). Concurrently, there were many comments of praise and appreciation for several teachers, counselors and staff helping their student during this time. Like last year, survey responses also indicated concerns around iReady testing, Principal turnover and staff turnover. The Committee urges the ELT and the Board to monitor this data and the overall quality of instruction, including maintaining a stable leadership structure at the Middle School.

High School data, as mentioned earlier, had the most positive responses overall in Quality of Instruction. The margin of error was 4.7% to 5.7%. While all category percentages dropped, the point spread was less, ranging between a 5% to 13% decline in the instruction categories. The largest drop was in *'Teachers differentiate levels of instruction to keep my student appropriately challenged,'* dropping from 90% to 77%. It was evident from the High School respondents that comments touch on the nuances of distance learning in three distinct ways:

1. Efforts made to launch distance learning, though imperfect and while appreciated, there still remains a need for greater effort to return High School students to in-person opportunities.
2. Distance learning is not working and returning to school must be a priority as it has been in neighboring schools.
3. Distance learning is sufficient and/or superior to other schools, yet returning to school as soon as public health orders permit will be optimal.

Respondents' comments contained many positive comments regarding Peak to Peak's High School counseling staff. There were also compliments for specific staff and teachers who went above and beyond to help their student(s). There were also some comments from respondents whose students were able to focus better on their schoolwork without some of the in-person social pressures found in High School. Some reported that all teachers should require cameras on Google

Meet calls to encourage interaction and camaraderie, as those were limited this year. The Committee encourages the ELT and the Board to continue to monitor progress in these Quality of Instruction findings once full time in-person commences, and in the meantime, find ways for the High School students to connect with both teachers and peers in distance/hybrid learning. More of these themes will be discussed in the next section, Quality of Relationships.

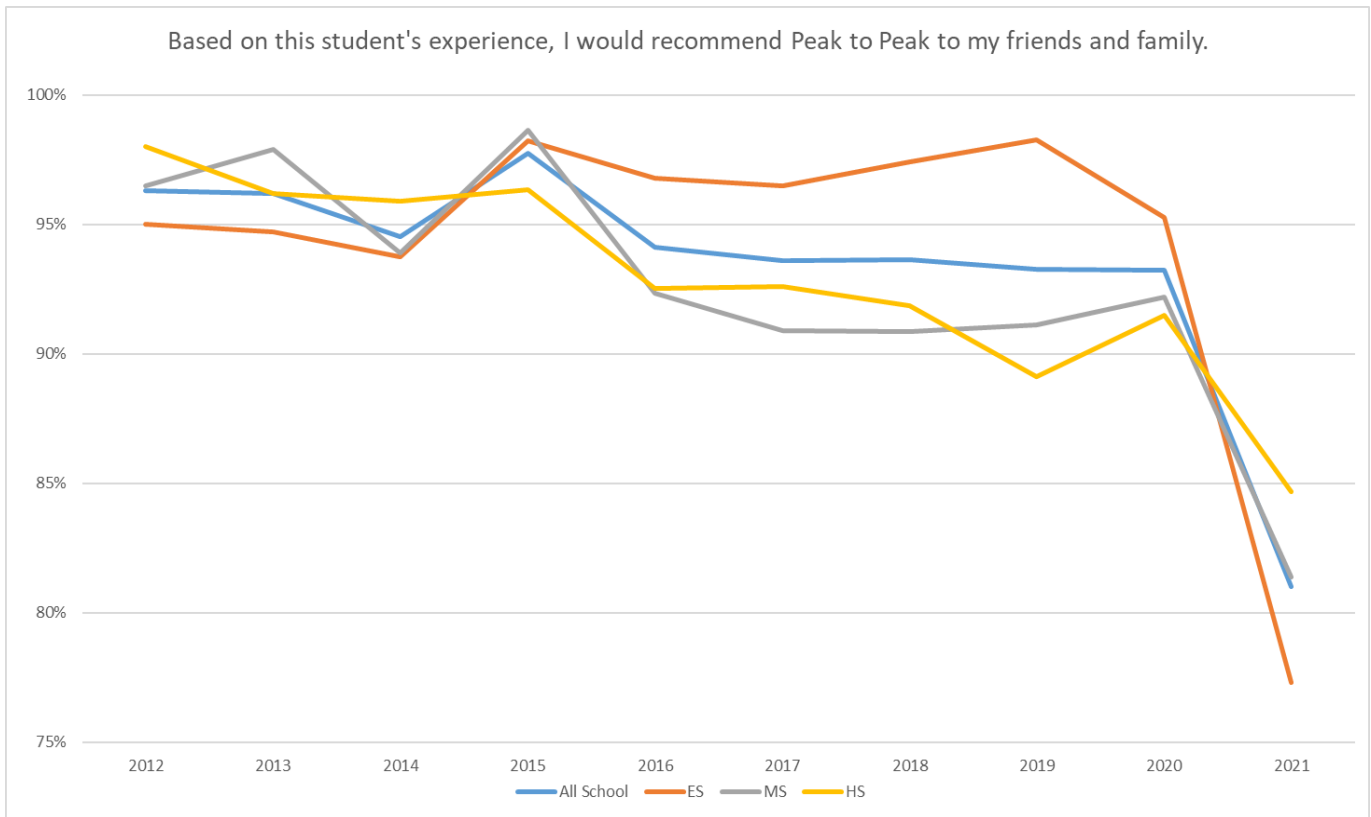
Quality of Relationships

Quality of Relationships results for the combined school levels were again mixed for 2021 in comparison to last year, however only two of the seven categories fell under 80% this year. Those two categories are *'Peak to Peak supports the social/emotional needs of this student'* and *'This student feels a clear sense of belonging in a supportive and inclusive school community'*, with each category receiving a 74% rating. Quality of Relationships for the combined school levels dropped in a range of 3% to 14%. The two questions with the least amount of change are *'I am well informed about school events and activities,'* falling from 91% to 88%, and *'I am familiar with and understand the school's Communication Pathways process'* falling from 88% to 85%. Further in-depth discussion around communication will be addressed in the Communication Channels section.

It is important to highlight that the amount of change in the Quality of Relationships was greatest at the Elementary School level and diminished, relatively speaking, at the Middle and High School levels. For example, only one category in Quality of Relationships was unchanged from the previous year for Elementary, three categories were a push for Middle School, and five categories were a push for High School. This tells us that the change from last year to this year was less impactful in High School than in Elementary because, despite the results dropping overall, they were not outside of the calculated margin of error. Many comments from new families to the school this year stated across the school levels that it was difficult in this time of distance learning to make friends or new contacts, and several requested more opportunities to grow those relationships.

As last year's report demonstrated, there has been a small, but steady, decline in positive responses related to *recommending Peak to Peak to friends and family* over the past several years, and this year is no different. The following page provides a ten year trend graph plotting this response data:

Figure 1 – Ten Year Trend Graph: I would recommend Peak to Peak to my family and friends



We also highlight a feedback theme primarily connected to the two lowest scoring categories in this section, *'Peak to Peak supports the social/emotional needs of this student'* and *'This student feels a clear sense of belonging in a supportive and inclusive school community.'* (Please refer to the trend graphs on page 24 in the Appendix of this report for further details.) There are some comments across all school levels specifically mentioning the new equity initiatives, how both the presentation of this work and the effects on students may be inadvertently excluding some in an effort to include all. In contrast, there are some comments fully supportive of the new initiatives on equity and expressing gratitude for the efforts made by the school on this topic.

The Committee encourages the ELT and the Board to make efforts to proactively message on all pending or revised policies and initiatives to the community and develop a standard process to actively solicit community input, creating ample opportunity for all members of our community to participate in providing constructive feedback before adoption. The Committee also recommends the ELT and the Board continue evaluating how to improve on this and other areas of the survey regarding school climate, instruction, and curriculum that may be impacting this general indicator of overall family satisfaction going forward. To conclude the Quality of Relationships section on a high note, there was continued praise for the Transitions course and its ability to ease sixth graders into middle school friendships, especially during distance learning. There was also good feedback on Monday Advisory groups for the secondary, as some would like that to see that continue once

in-person learning resumes. Moreover, there are many comments giving individual praises for many teachers, counselors, and support staff who have made a positive impact on their student.

Overall, **Elementary School** had three of its eight categories scoring over 80%, including *'There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns'* (86%); *'The character education program positively impacts my student'* (88%); and *'I am well informed about elementary school events and activities'* (85%). While all category percentages dropped, the range they fell was between a 5% to 18% decline in the relationship categories. The margin of error was between 3.5% and 6.1%. The lowest drop this year was that the school *'supports the social/emotional needs of this student,'* down from 93% in 2020 to 76% in 2021. Understanding the inherent difficulties of engaging our youngest learners in distance learning and the increased demands for social/emotional support in these unusual circumstances, including non-school stressors, the drop this year is not surprising.

Middle School data for Quality of Relationships saw five of its categories remain within their calculated margin of error from last year to this year. Only three questions fell below 80%: *'The Middle School focus on iROAR to recognize constructive behaviors positively impacts my student'* (77%); *'Peak to Peak supports the social/emotional needs of this student'* (71%); and *'This student feels a clear sense of belonging in a supportive and inclusive school community'* (73%). While all category percentages fell, the range they fell was between 1% to 15% decline in the relationship categories. The margin of error for all categories in Quality of Relationship was between 4.2% and 6.2%.

Despite the substantial increase in positive responses to *'The Middle School focus on iROAR to recognize constructive behaviors positively impacts my student'* to 87% last year, the positive responses fell 10 points this year to 77%, with respondents claiming relevancy in this year of distance learning. The vast majority of reasons for negative responses stems from distance learning and a desire to be back to school in person, even when the family was choosing to stay remote. As we can all relate, this year has been isolating for so many of us, and our students are no exception. Some comments offered notes of welcome to the new Principal and also included feedback about the impact of the continued turnover or leadership change for overall student, parent, and staff morale. The Committee encourages the ELT and the board to monitor these trends and reassess once full time in-person learning returns, ensuring the Middle School is provided the support it needs to succeed and that its needs are prioritized as much as the lower and upper levels.

At the **High School** level, only three categories within the Quality of Relationships had responses below 80%, *'Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school'* (74%), *'Peak to Peak supports the social/emotional needs of this student'* (75%), and *'This student feels a clear sense of belonging in a supportive and inclusive school community'* (73%). The percentage point drop in categories ranges from 2% to 10% and the margin of error range is 4.2% to 6.2%.

Consistent with past years, many positive comments were received for the high school counselors. Concurrently, the trend of stagnant social/emotional support, perceived pressures of High School, and desires to develop a clear sense of belonging need to remain priorities at the High School level. This is also reflected in comments expressing a need for more social and emotional support, compounded during distance learning. It is the recommendation of this Committee that the ELT and the Board, in conjunction with the High School Principal, continue to monitor this trend, which appears to be static.

Quality of Operations

The two *Quality of Operations* questions both had positive response rates over 80%. For the combined school levels, *'The school's available technology is adequate for learning'* received 88% positive responses and *'The Peak to Peak campus and physical facilities are adequate for learning'* received 91% positive responses. The margin of error is between 2.1% and 1.9%. 88% was the highest positive rating in each school level.

At the Elementary School level, several noted some frustration with the online programs for distance learning, and these families in Elementary had the most responses of all grade levels expressing frustration with the quality of the Chromebooks. At the Middle School level, several respondents maintain the desire for more outdoor play space and more overall classroom space for their school level. At the High School level there were some comments encouraging the REVAS camera system in distance learning and expressing disappointment in the delay of its implementation.

In all three levels, especially in secondary, many comments expressed a desire for a new theater/auditorium and to have a dedicated performing arts space, a reoccurring theme from previous years' surveys. Every grade level spoke to the inconsistent quality of the Chromebooks the school provided. Because so little of the campus has been utilized by students this year, many made comments on being asked this seemingly irrelevant question. However, the improvements made to the HVAC system with the bi-polar ionization is an improvement addressed last year in this report, and our community is looking forward to returning to in-person to utilize our facilities as soon as possible. It must be noted that the *singular* category that showed an increase out of all the positive responses in the entirety of this report was for *'The High School's available technology is adequate for learning,'* which jumped two points to 93%.

Quality of Opportunities

The *Quality of Opportunities* section, like the previous sections in this report, also saw a drop in positive responses. For the combined school levels, *'My student has opportunities to engage in innovative, collaborative, and expansive endeavors'* and *'My student has adequate opportunities for positive extracurricular involvement through the school (MS and HS Only)'* both dropped 20% from

88% in 2020 to 68% in 2021. The other category, *'Peak to Peak values each student and encourages students to develop their passions, talents, and interests,'* fell the least, from 87% in 2020 to 78% in 2021. The margin of error was between 2.8% to 4.0%.

While the primary reason for the drop in these positive ratings is the result of distance learning, the comments provided by the respondents offer some actionable steps that can be taken in the future. Across all school levels, many are requesting fresher and more current extracurriculars with a boost in creativity and scope. Several mentioned a desire for a Robotics class for all levels, but especially in secondary. There were many positive comments on the sports and extracurriculars that were offered this year, though some suggested Peak to Peak explore new sports the school can add. Moreover, there were many comments of praise and thanks for many of the coaches and their leadership school-wide.

Summary of Quality responses

While several areas of concern were identified in the four Quality sections, and despite these unprecedented times in our community, 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 who have made a positive difference in students' lives. Comments specific to individuals, both positive and negative, will be provided directly to The EDE, EDO, and voting members and the Board of Directors.

Additional Questions Discussion

Volunteering

This year, 50% of respondents indicated they volunteer in some capacity at the school. This is a 22% decrease from last year. Of the parents who report they volunteer ($n=398$), most do so at the Elementary School level (51%), with lower rates in Middle School (26%) and High School (26%). Moreover, 42% of the parents answered that they *'volunteer for Peak to Peak overall'* in a capacity that benefits the whole K-12 community. These school level numbers mirror the same volunteer rates for grade level as last year, despite the significant drop in volunteering. Especially in this year of distance learning, many respondents stated they could not volunteer due to the pandemic and would like to volunteer again once their students are back in school.

Communication Channels

92% 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 website, with 82% reporting *'I am able to find the information I need on the school website'* and 84% 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 positive response to the school website statement was only a 1% decrease since 2020 and represented a five-year low for this statement. Positive comments were included for the Weekly Digest, but there were some comments that it is too congested and hard to read. The comments also reflected continued concerns for the multiple communication channels used to share school, classroom, and homework information. The website continues to be mentioned as not being easy to navigate.

Of the 218 respondents (a 154% increase from last year's 86 respondents) who have '*used the Communication Pathways for a policy question,*' 79% report that the process has been effective in handling problems and concerns, down 6% from last year's response. 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. The Committee recommends the ELT and the Board look for ways to improve effectiveness of resolving issues upon return to in-person learning.

Table 6 provides an overview of parents' satisfaction with various communication channels:

<i>Table 6 – Communication Channel</i>	Effectiveness*
Weekly Digest effectiveness	92%
Can find info on school website	82%
Web site pages are a source of info	82%
Communication Pathways (policy issues)	79%

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

Finances

Nearly 70% of respondents are aware of the financial data and reports online but only 33% of the respondents have looked at it. 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 lower than 2020's 94%. Results regarding whether '*the school effectively and efficiently uses its finances*' was 88% (up 3% from 2020). Many comments were positive or supportive of the financial management and use of funds at the school. Comments also indicated that some families were withholding typical donations due to lack of return to in-person or made requests for funding to be directed to efforts to return to in-person activities. Others acknowledged there were impacts from the pandemic preventing them from participating in fundraising efforts as they did previously. The Committee encourages the ELT and the Board to continue transparency regarding the financial management of the school and commends these efforts.

Areas Peak to Peak Does Well/Needs Improvement

The last segment of *Additional Questions* involved respondents' thoughts about areas Peak to Peak does well, and what areas needs improvement. An illustration of the results is shown in Figure 1. These results also mirror the collective drop in positive responses in this year's survey. The

illustration shows that parents feel Peak to Peak does some things well. Last year 8 of the 12 categories scored over 70%, this year just 4 of the 12 categories scored 70% or higher, including *General Communication, Safety, Front Office, and Counseling*. 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. Below is the bar chart for the 12 categories of does well/needs improvement for 2021 followed by the five-year trend percentages for does well/needs improvement for 2017-2021 in chart and graph form:

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

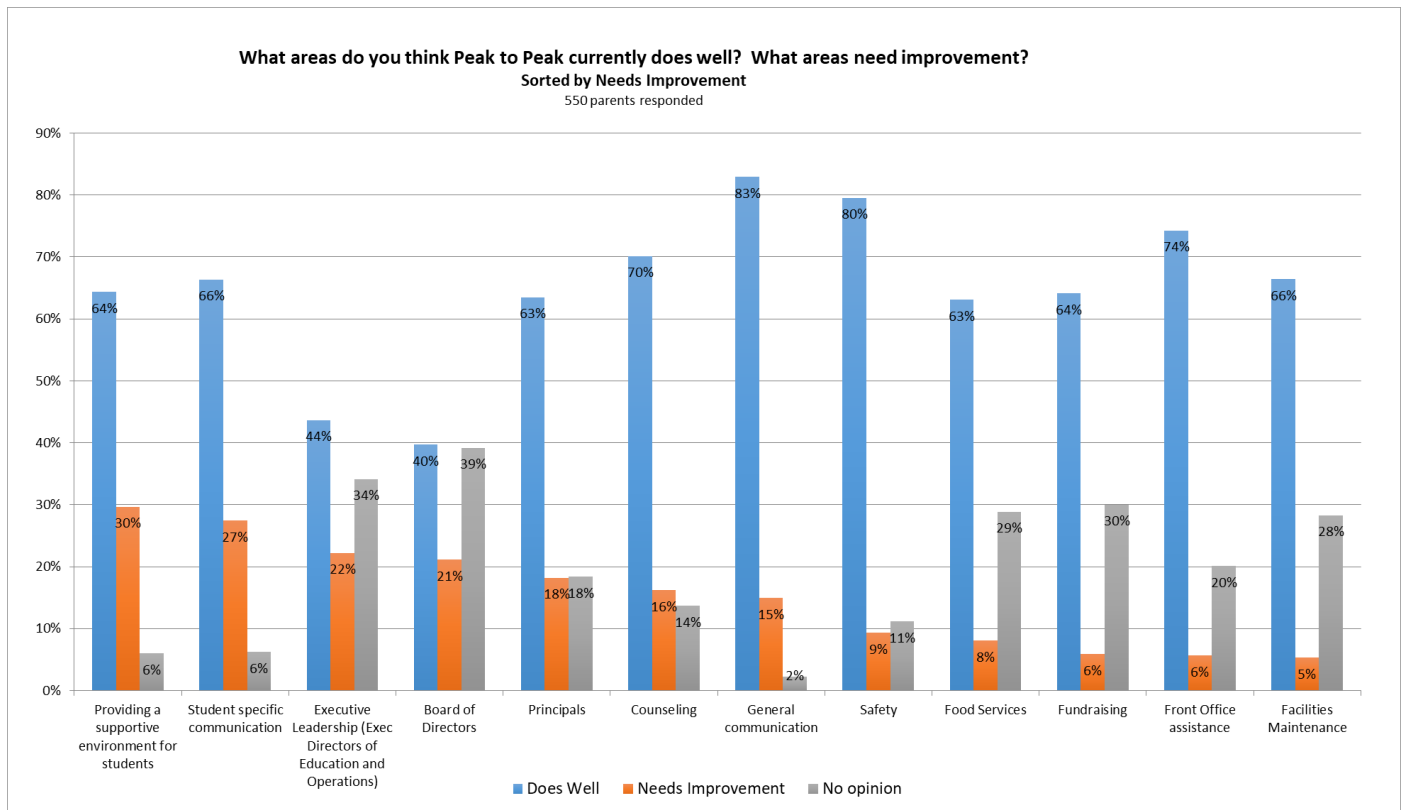
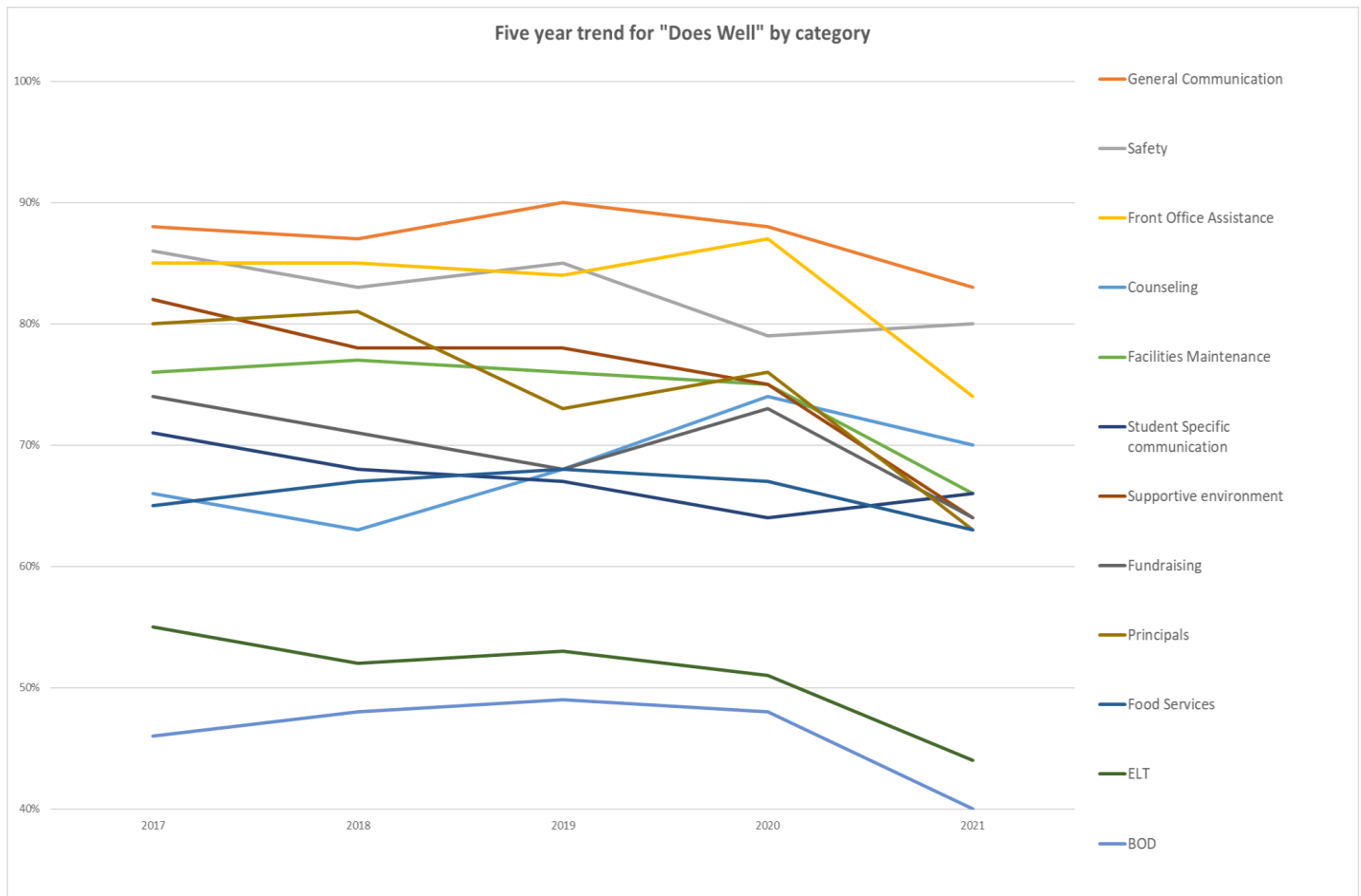


Figure 3 – Five Year Trend Chart: Does Well/Needs Improvement

CATEGORY	DOES WELL					NEEDS IMPROVEMENT					NO OPINION				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
General Communication	88%	87%	90%	88%	83%	11%	11%	9%	11%	15%	1%	1%	1%	1%	2%
Safety	86%	83%	85%	79%	80%	12%	13%	13%	11%	9%	2%	3%	2%	2%	19%
Front Office Assistance	85%	85%	84%	87%	74%	7%	7%	6%	4%	6%	9%	8%	11%	9%	20%
Counseling	66%	63%	68%	74%	70%	14%	19%	22%	17%	16%	20%	18%	11%	8%	14%
Facilities Maintenance	76%	77%	76%	75%	66%	13%	11%	11%	8%	5%	12%	12%	12%	17%	28%
Student Specific communication	71%	68%	67%	64%	66%	25%	26%	27%	30%	27%	4%	6%	6%	6%	6%
Supportive environment	82%	78%	78%	75%	64%	16%	20%	20%	22%	30%	2%	2%	1%	3%	6%
Fundraising	74%	71%	68%	73%	64%	6%	8%	9%	4%	6%	20%	21%	22%	20%	30%
Principals	80%	81%	73%	76%	63%	6%	8%	13%	11%	18%	13%	11%	15%	13%	18%
Food Services	65%	67%	68%	67%	63%	18%	19%	19%	18%	8%	17%	14%	13%	15%	29%
ELT	55%	52%	53%	51%	44%	12%	14%	10%	11%	22%	35%	34%	37%	39%	34%
BOD	46%	48%	49%	48%	40%	14%	12%	10%	7%	21%	40%	40%	41%	44%	39%

Figure 4 – Five Year Trend Graph: Does Well/Needs Improvement



Figures 2, 3, and 4 show that parents believe Peak to Peak does many things well. The respondents who indicated *Needs Improvement* were asked for further information. Content analysis of the responses related to the correlating item provides further insight into these areas and is offered below:

Providing a supportive environment

Comments in this section were quite evenly mixed between positive and negative and the vast majority mentioned distance learning and how it was impacting their student. The positive comments centered on students who despite not being in-person felt happy and well-supported. The negative comments called for more social/emotional support, especially in Middle and High School. There were compliments to specific teachers and counselors for their efforts to create a supportive environment. Looking at the five year trend data, this category is one which has consistently fallen in *does well* and increased in *needs improvement*.

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 many kudos to the entire counseling staff and appreciation for hiring the new counselor in Middle School. Because of distance learning and the added need for help in this area this year for our students, several families continue to appreciate their services. This category is trending positively in the five year trend data.

Safety

Safety concerns centered mostly around Covid-19 and remain steady as a long term trend. Many comments included gratitude for making an effort to keep our community safe during the pandemic, though there were also comments expressing concern about the mental and social impact on students caused by not returning sooner to in-person learning. There were fewer school-related safety concerns this year due to distance learning and less of the community utilizing the campus. Safety remains one of the highest rated categories in the five year trend data.

Facilities/Maintenance

Facilities shows a drop in the five year trend data in *Needs Improvement*, partly due to the improvements like the Elementary playground and the new HVAC bipolar ionization system. Some comments continued to focus on cleanliness in bathrooms, which has been a recurring theme of this category for several years. However, most of the comments were very neutral this year since there was less use of the campus due to distance learning.

Food Services

There were several kudos to our Food Services in this year's survey and the improvements they have made, some stating they look forward to returning to school for school lunch. Many comments continue to request more vegetarian options, concerns about line wait times and/or requesting a longer lunch, and addressing food allergies. As in past years, there were comments desiring that Peak to Peak align more closely with BVSD food services. But, like *Facilities*, this topic was less relevant this particular year because of distance learning.

Front Office

Comments in this area continue to be very positive and include appreciation for their assistance this year. This category remains reliably steady in the five year trend chart.

Principals

The Committee would like to make special mention of the positive comments thanking all Principals school wide for the efforts they made this year to provide a distance learning/hybrid model of instruction. Many of the comments in this area are specific to individual people and will be provided, along with all survey comments, to the ELT and the Board of Directors for their review.

Executive Leadership Team (ELT)/Board of Directors

Contrary to last year, both the ELT and the Board of Directors were the focus of many comments from our survey respondents. The vast majority of those comments expressed concern regarding the transparency of the school's leadership. There is disappointment on the return to in-person learning efforts for the part of our community who would like to have returned sooner than we have. Several comments both here and in *Last Comments* indicate many parents do not feel heard by leadership. These comments also indicate strong feelings regarding the implementation and subsequent communication around equity initiatives. This category is one which has consistently fallen in *Does Well* and increased in *Needs Improvement* in the five year trend chart.

Conclusion

The 2021 Annual Family Survey provided us a snapshot into an unprecedented year of education. As evidenced by the data, there are still valuable takeaways from the detailed analysis despite the effects of the pandemic. The Committee sees this as an excellent opportunity for Peak to Peak's leadership to face these challenges head on, to not just focus on a "return to normal", but to also take this opportunity to "return and rise."

The observations in this report are based on data and informed by the comments provided by survey respondents. They group into three categories, reflecting areas for attention year after year: *Leadership*, *Communication*, and a *Supportive Environment*. Comments indicate the need to:

- Provide more leadership transparency and listening to all voices
- Improve communication systems to make them more proactive
- Focus on more social/emotional avenues of support
- Continue to strive for instructional excellence

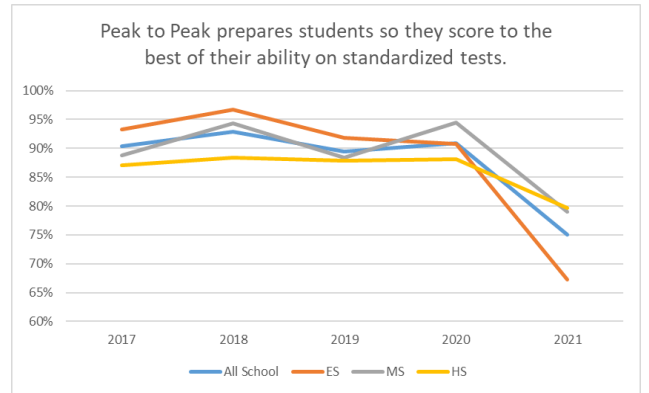
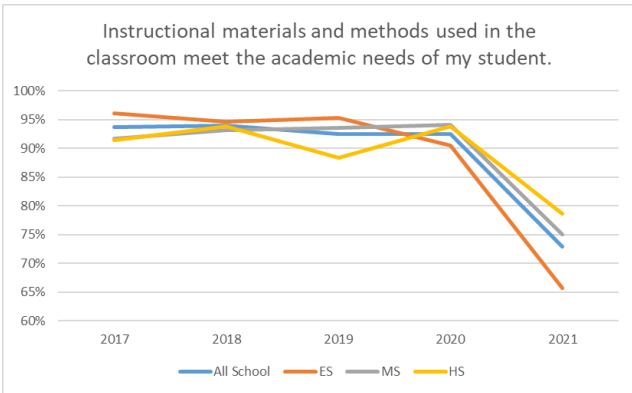
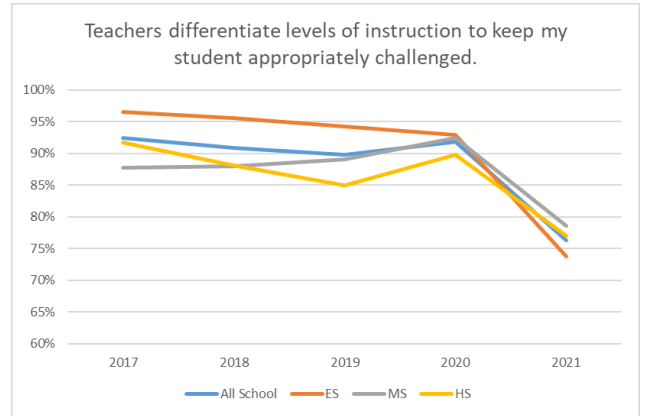
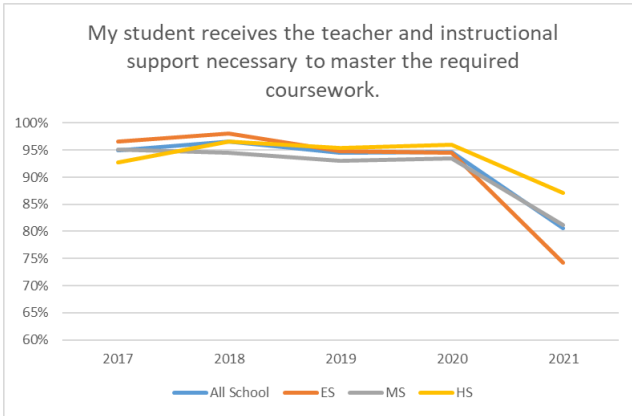
Furthermore, the Committee believes that the vast majority of the perceived tension between the parent community and leadership could be avoided or alleviated with timely, adequate, and transparent communication efforts. If we truly want to be a school that values and welcomes all our community members, it is imperative to listen to what they are saying. We have a dedicated group of students, families, teachers, and staff who are committed to work together as a community and are here to help and support the school in its pursuit of academic achievement.

The Accountability Committee will continue to monitor and communicate progress made against these and other benchmarks set for Peak to Peak. In the fall of the 2021-2022 school year, the Committee will provide the community with the response from school leadership to the results of this year's survey. This assures the entire community that its input is valued and does impact the school.

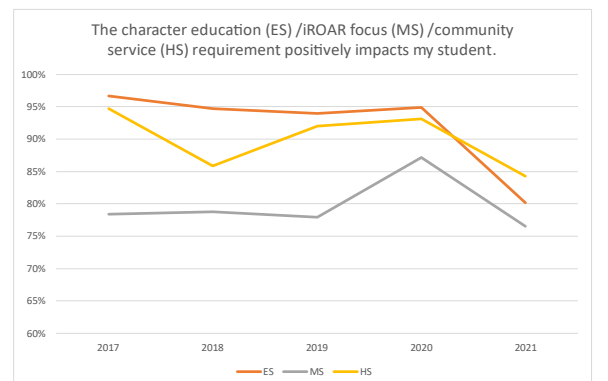
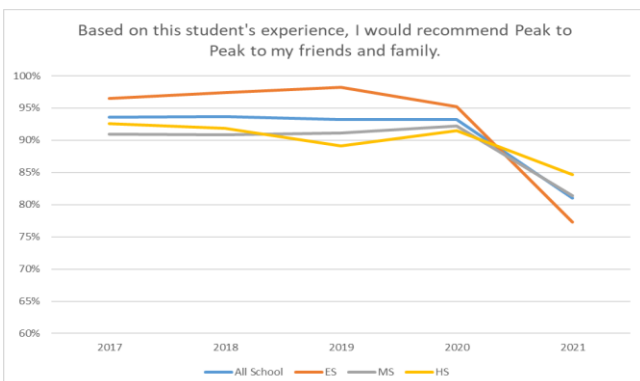
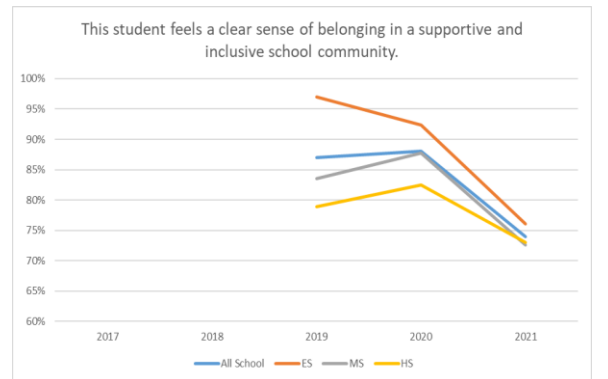
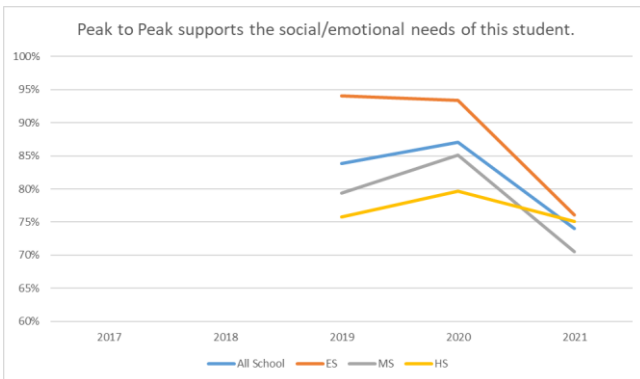
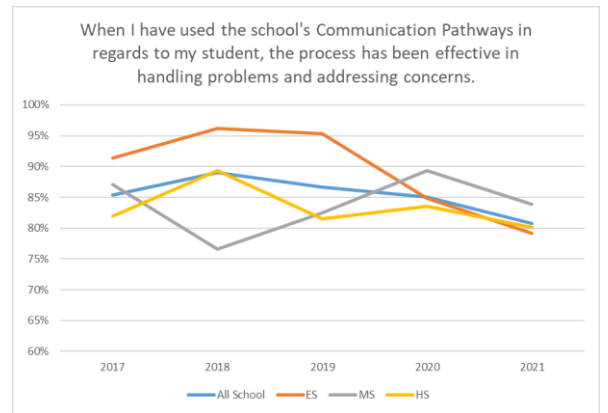
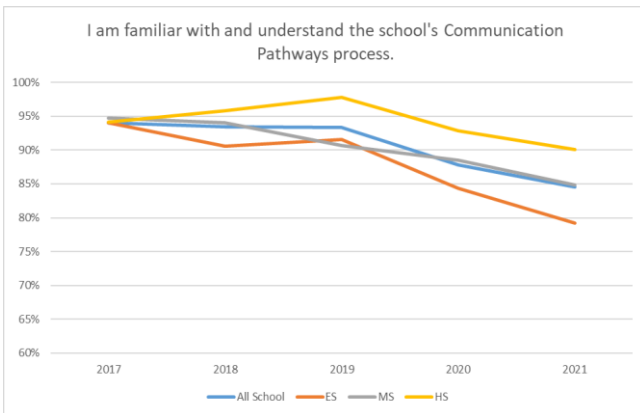
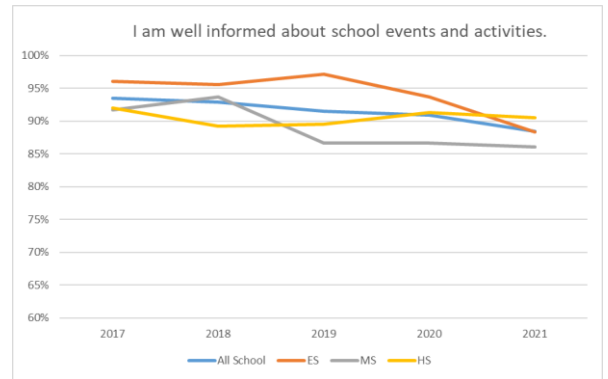
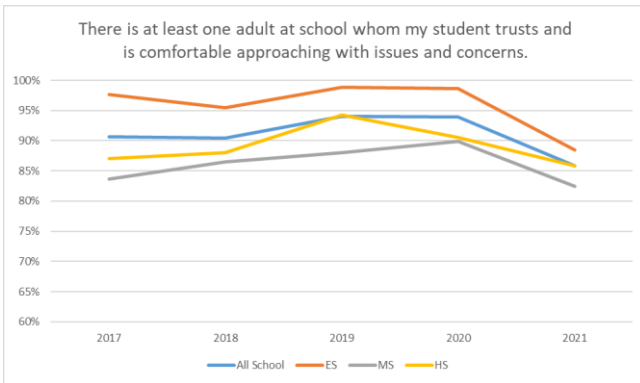
The 2020-2021 Accountability Committee

Appendix: Five-Year Trend Charts (2017-2021)

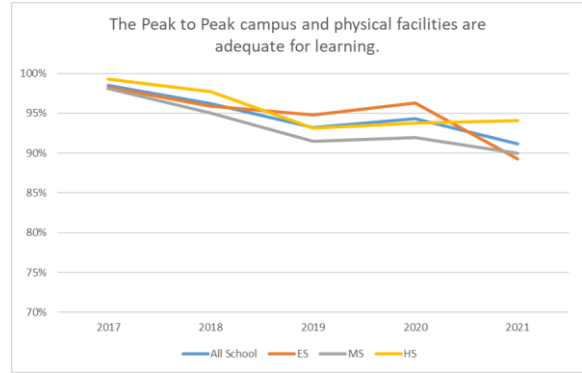
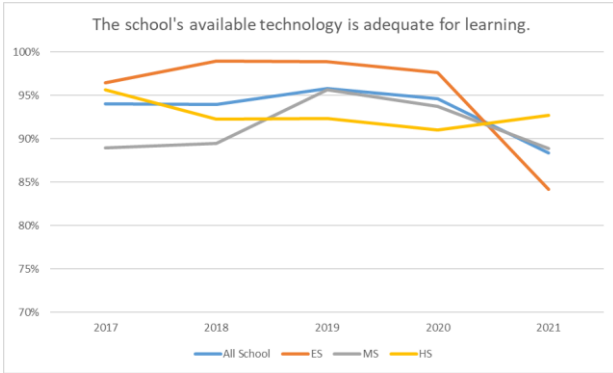
Quality of Instruction:



Quality of Relationships:



Quality of Operations:



Quality of Opportunities:

