



**2022 Annual Family Survey Results**  
**Peak to Peak Charter School**

**Prepared by: Accountability Committee**  
**April 2022**

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## 2022 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 Friday, January 7<sup>th</sup> through Monday, February 7<sup>th</sup>, 2022. 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 2022 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 Accountability Committee values the trust that our board has given to us as together we strive to achieve the Strategic Plan's four pillars, in particular Pillar 4's focus on community. *"Peak to Peak actively includes students, staff, parents, and community partners. Our partners have the opportunity to engage in productive dialogue and to make a difference."*

The 2021-2022 school year marked the second year of the global pandemic and a devastating wildfire, the Marshall Fire, on December 30<sup>th</sup>, 2021, in which a number of Peak to Peak families and staff lost their homes. Directives from Boulder County Health this school year required the wearing of masks by students and staff until February 18<sup>th</sup>, 2022, as well as limiting visitors to the campus. In December and January, the area was hit by the highly transmissible Omicron variant. Students and staff were forced to miss school due to illness and/or quarantine measures. Staffing was stretched thin due to the challenges of both the virus and the ability to find substitutes, but Peak to Peak leadership was able to keep the campus open for in-person learning.

This is the first year that the Accountability Committee used the Qualtrics platform for the Annual Family Survey. This cloud-based software provides increased flexibility and analytical capabilities for our parent volunteers. The Accountability Committee appreciates the efforts of the Board of Directors, Executive Leadership Team and our K-12 Assessment, Data, and Tech Manager, Tracy Durland, to acquire the Qualtrics license and for the opportunity to use this platform for administering and analyzing the 2022 Family Survey.

## Survey Overview & Methodology

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 survey results inform KPI #11 for our Strategic Plan. 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 15 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 2022 survey categories and questions reflect some changes to align with the new Strategic Plan but retain as many of the past questions as applicable in order to maintain trend data. More information is available in the [Appendix](#).

The process for surveying our families has not changed over the last 15 years. However, through more research and learning, we now acknowledge that this survey is what is known as an “opt-in” survey. Respondents are not part of a random sample. This means that we recognize there is selection bias, respondents are frequently either very happy or very unhappy with their student’s experience at Peak to Peak. This emotion tends to cause swings in positivity rates, particularly when we have challenging circumstances to deal with, like we experienced with the pandemic. While the scientific analysis measures are slightly different based on this acknowledgment, the value of the candid feedback is no less diminished.

The other change is a new and improved data format, the Likert 5-point scale. We’ll present the data in both 5-point scale and percent positive for comparative purposes in this report. The Likert 5-point scale is a common survey best practice which gives respondents an option to be neutral and aligns with comparative external benchmark data. Because the neutral option was new this year, the percentage of neutral responses is also included in the charts for information purposes.

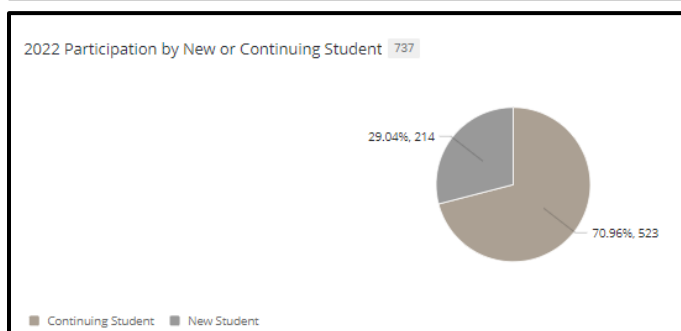
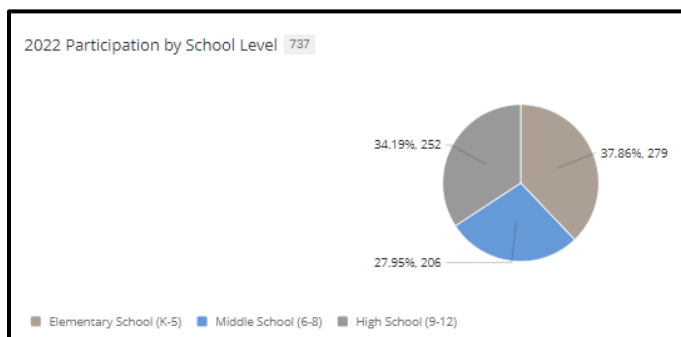
<b><i>Strongly Disagree</i></b>	<b><i>Disagree</i></b>	<b><i>Neither Agree nor Disagree</i></b>	<b><i>Agree</i></b>	<b><i>Strongly Agree</i></b>
1	2	3	4	5

The numerical Likert values used in this survey can generally be interpreted as follows:

- Very Positive: 3.75 and above
- Positive: 3.45 - 3.74
- Somewhat Positive: 3.23 - 3.44
- Neutral: 3.01 - 3.22
- Negative: Less than 3.00

## Response Rates

The 2022 survey response rate represented 488 families covering 737 students. Graph 1 displays the response rate by school level and Graph 2 displays the response rate by new or continuing students. Many factors can affect the response rate to these surveys, including communications and survey “fatigue.”



The Accountability Committee wishes to share their appreciation for the efforts of Peak to Peak staff, Traci Schoeneweis and Jennifer Dausvardis, for their help with publicizing the link to the Family Survey through the Weekly Digest, website banner, dedicated emails and text alert. Each year the Accountability Committee works with our administration to

reach the 60% response rate goal set forth in the Strategic Plan. Last year the school reached record response rates. Though we did not reach our goal of 60% this year, we recognize that the response rate is higher than the years leading up to the pandemic. We were pleased with the 50% response rate and attribute much of the success to their efforts.

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**

	2022			2021	2020
	Actual Responses	Number Enrolled	Response Rate	Response Rate	Response Rate
ES students	279	452	62%	75%	51%
MS students	206	404	51%	66%	36%
HS students	252	585	43%	50%	28%
<b>Total students</b>	<b>737</b>	<b>1,441</b>	<b>51%</b>	<b>62%</b>	<b>38%</b>

	Number of Responses	Percent
<b>New students</b>	<b>214</b>	<b>29%</b>
<b>Returning students</b>	<b>523</b>	<b>71%</b>

## Quality Areas Discussion

There are four Quality areas: Instruction, Relationships, Operations and Opportunities. Each of these categories is analyzed at the school level. Five-year comparisons in both table and graph format, used in all of our historical reports, are found in the Appendix. The percentages displayed were derived by adding *Strongly Agree* and *Agree* responses together as a portion of the total responses. Overall, positive response rates continue to be high in most categories. 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.

**Please note that Thematic Observations are not a complete list of all comments, only prevalent themes.** Comments specific to individuals, both positive and negative, will be provided directly to Executive Leadership Team (ELT) members and the Board of Directors.

### *Quality of Instruction*

The Quality of Instruction questions used in the 2021-2022 survey are as follows:

- Q1 - My student receives the teacher and instruction support necessary to master the required coursework.*
- Q2 - Teachers differentiate levels of instruction to keep my student appropriately challenged.*
- Q3 - Instructional materials and methods used in the classroom meet the academic needs of my student.*
- Q4 - 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).*
- Q5 - Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.*
- Q6 - Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.*

Overall, we saw a rebound in rates of positivity, particularly at the Elementary School level. While positivity rates are not yet at pre-pandemic levels, there has been improvement, particularly in Quality of Instruction. Thematic observations show many positive comments about specific teachers and counselors as well as general appreciation for learning progress. Areas of concern are related to standardized testing and instructional consistency. There were also several comments which mentioned unfamiliarity with instructional methods because parents haven't been allowed to visit classrooms due to COVID protocols.

## Elementary School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	4.35	90.0%	+15.7pt	4.1%
Q2	4.25	86.7%	+12.9pt	5.3%
Q3	4.17	84.1%	+18.4pt	7.8%
Q4	3.82	67.1%	+2.6pt	21.2%
Q5	3.92	75.0%	+5.2pt	12.1%
Q6	3.91	74.0%	+6.8pt	15.6%

While favorability rates are still below pre-pandemic levels, positive responses are bouncing back from the levels seen last year.

Common thematic observations include appreciation for teachers and learning progress, uncertainty on instructional methods because of COVID-related campus restrictions and concerns about iReady and standardized testing.

Thematic Observations	Quantity
Appreciation for teachers/learning progress	14
I don't know/unsure of quality of instruction due to closed campus	10
Concerns about student-specific communication/teacher feedback	10
Concerns about iReady/standardized testing/test taking	9
Concerns about support for SPED accommodations/dyslexic learners	5
Not challenged/bored	5
Concerns about P2P's COVID response/COVID learning gap	5

## Middle School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	4.15	87.1%	+5.9pt	3.5%
Q2	4.07	82.2%	+3.7pt	9.4%
Q3	4.02	79.6%	+4.6pt	9.7%
Q4	3.59	60.0%	-6.7pt	20.6%
Q5	3.78	67.2%	-3.8pt	18.0%
Q6	3.76	67.6%	-11.3pt	20.1%

It's a mixed picture for Quality of Instruction for Middle School. While we are seeing positivity rates increase in questions related to instructional support and instructional materials, Accountability Committee is noting the concerns around teaching consistency. Families mentioned in their comments the dichotomy of wanting to respond both *Strongly Agree* and *Strongly Disagree* in this section.

Thematic Observations	Quantity
Appreciation for teachers/learning progress/specific teacher kudos	13
Concerns about iReady/PSAT/standardized testing	11
Concerns about teaching consistency across subjects/grades	6
Concerns about academic rigor/desire for more writing instruction	5
Concerns about COVID learning gap	3
Desire for more innovative teaching/project-based learning/robotics	3
Concerns about support for SPED accommodations	2



## High School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	4.32	90.6%	+3.5pt	4.1%
Q2	4.07	79.6%	+2.6pt	12.2%
Q3	4.10	81.0%	+2.4pt	9.5%
Q4	3.85	69.0%	-7.8pt	19.9%
Q5	3.91	74.3%	-1.5pt	12.0%
Q6	3.96	78.3%	-1.4pt	11.5%

There appears to be a similar theme in Quality of Instruction in High School as we noticed in Middle School. Positivity is flat to down in the questions related to student tracking, innovation and standardized testing.

Similar to Middle School, there were concerns raised about SAT/standardized testing and test preparation. Concerns around instructional consistency and homework consistency was also a frequent theme.

The Accountability Committee would like to emphasize the high volume of appreciative comments for teachers and staff in a particularly challenging year. We include our thanks and appreciation. We encourage the ELT to review the comments so that the teachers mentioned specifically may receive the kudos sent.

Thematic Observations	Quantity
Appreciation for teachers/learning progress/specific teacher kudos	30
Specific teacher/course concerns	11
Desire for more innovative teaching/engaging teaching	10
Concerns about instructional consistency/homework consistency	9
Concerns about SAT/PSAT/standardized testing	7
Desire for SAT prep course either during school year or summer	5
Concerns about declining academic rigor	5
Concerns about equity/diversity emphasis	5
Concerns about differentiation/SPED accommodations	4
Concerns about COVID learning gap	2

## Quality of Relationships

The Quality of Relationships questions are as follows:

*Q1 - There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.*

*Q2 - The (ES, HS) character education program positively impacts my student. (Middle School has two questions, iROAR and House System). The House System was new in 2021-2022 so there is no historical trend for Q2b.*

*Q3 - I am well informed about (ES, MS, HS) events and activities.*

*Q3b - (High School only) Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school.*

*Q4 - I am familiar with and understand the school's Communication Pathways process.*

*Q5 - When I have used the Communication Pathways in regard to my student, the process has been effective in handling problems and addressing concerns.*

*Q6 - Peak to Peak supports the social/emotional needs of this student.*

*Q7 - This student feels a clear sense of belonging in a supportive and inclusive school community.*

We saw a declines in positivity rates surrounding questions #4 and #5 about Communications Pathways. Awareness of Communications Pathways and parent perception of its effectiveness when used, dropped 5 points and 15 points, respectively, from last year at the All School Level.

### Elementary School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	4.36	90.7%	+2.2pt	4.1%
Q2	4.26	88.0%	+7.8pt	9.3%
Q3	4.30	89.7%	+1.4pt	5.2%
Q4	3.98	78.2%	-1.0pt	12.8%
Q5	3.97	70.4%	-8.7pt	24.6%
Q6	4.12	84.4%	+8.3pt	7.4%
Q7	4.15	85.0%	+9.0pt	8.6%

Similar to other categories, there were many positive comments praising teachers, the elementary counselor and staff.

With the restrictions on parents' ability to visit campus, we saw several comments related to not knowing how to answer the question and specifically a lower awareness of Communication Pathways compared to prior years and its effectiveness when it has been used.

Thematic Observations	Quantity
Appreciation/kudos for teachers and counselor	10
Concerns about anxiety/mental health support/academic balance	8
Don't know/unsure due to closed campus	4
Student feels left out/not seen/lacks teacher connection	4
Concerns about emphasis on equity/diversity/gender pronouns	4
Concerns about consistency of student treatment	2
Concerns with past distance learning/COVID impact	2

## Middle School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	4.00	76.7%	-5.8pt	10.9%
Q2a	3.64	62.1%	-14.5pt	24.7%
Q2b	3.44	51.5%	N/A	27.2%
Q3	3.86	77.4%	-7.4pt	9.0%
Q4	3.70	59.6%	-24.3pt	7.7%
Q5	3.92	78.0%	-8.1pt	29.8%
Q6	3.83	74.5%	+4.0pt	13.3%
Q7	3.80	72.5%	-0.1pt	14.0%

The decline in positivity trends in the Middle School related to Quality of Relationships are a concern, particularly considering that the school is now back to in-person learning.

Familiarity with Communication Pathways and effectiveness when it has been used show sizeable declines compared to last year and low positivity rates overall.

Thematic Observations	Quantity
Concerns about emphasis on gender pronoun/equity	7
Appreciation for teachers/counselors/friend groups/House system	6
Desire for more social opportunities, i.e., dances, events.	5
Student doesn't feel included/experiencing bullying/lacks teacher connection	5
Concerns about student-specific communication/email response	3
Concerns around/doesn't like the iROAR and House System	3
Concerns around mental health support/academic balance	2
Concerns around past distance learning/COVID impact	2

## High School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	4.30	88.9%	+3.1pt	5.5%
Q2	4.05	77.2%	-7.1pt	13.3%
Q3a	4.07	84.0%	-6.6pt	8.2%
Q3b	3.71	68.0%	-6.3pt	15.8%
Q4	4.07	81.9%	-8.2pt	9.9%
Q5	3.83	63.7%	-16.5pt	25.7%
Q6	3.75	68.0%	-7.1pt	14.3%
Q7	3.83	70.5%	-2.5pt	15.6%

The declining trends in Quality of Relationships at the High School level are a concern. There were sizeable drops in *“I am well informed about High School events”* a drop of 6.6 points from last year and *“Peak to Peak promotes a healthy balance”* a drop of 6.3 points.

The positivity rate on *“The community service requirement positively impacts my student”* dropped 7.1 points from last year.

A desire for more school spirit/school connection has been a concern for several years, particularly at the High School level. The positivity rate on *“This student feels a clear sense of belonging in a supportive and inclusive school community”* dropped 2.5 points.

Thematic Observations	Quantity
Appreciation for teachers/counselors/friend groups	23
Concerns about emphasis on gender pronouns/equity	9
Concerns with past COVID response/mask mandates	9
Concerns about anxiety/mental health support/academic balance	7
Lack of school spirit/school connection/desire for more clubs	4
Teacher specific concerns/email response	3
Concerns around disparate student treatment/discipline	3
Concerns around community service requirements/timing	3

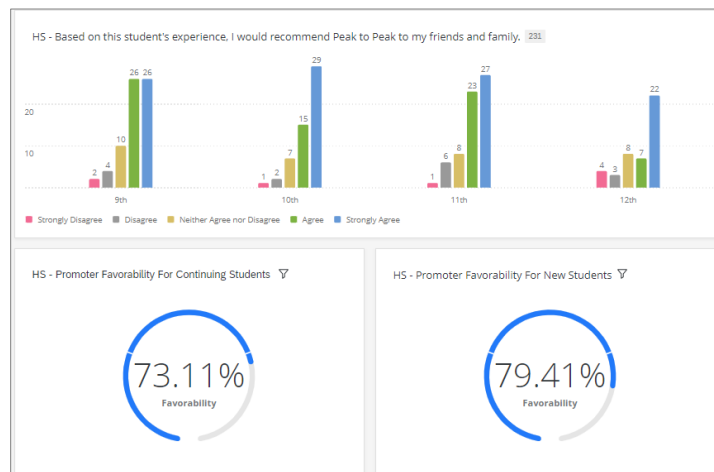
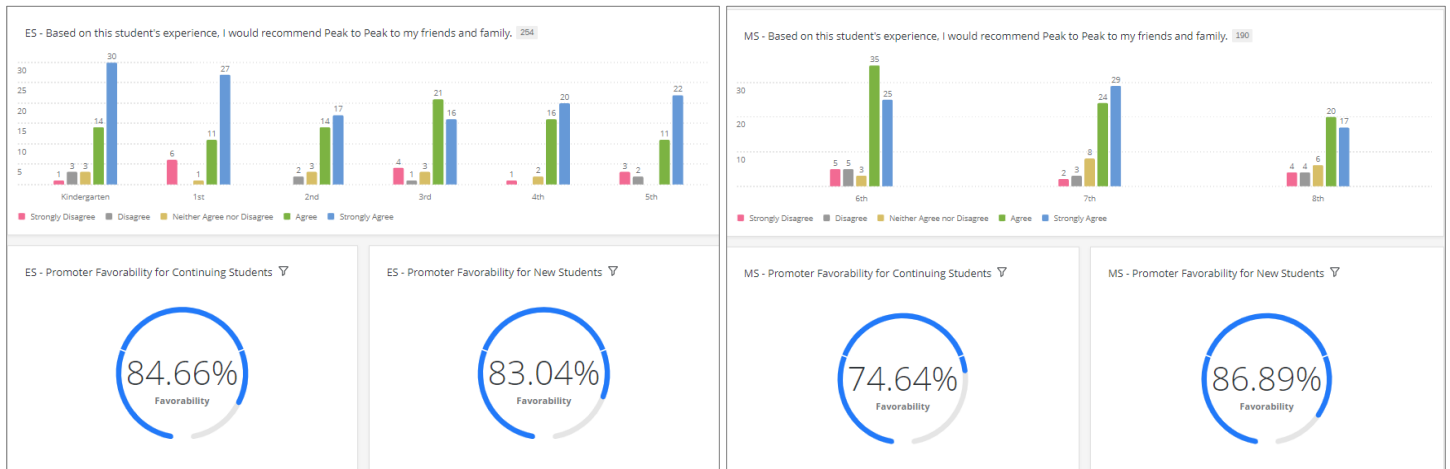
Under Quality of Relationships, the Accountability Committee includes the question “Based on this student’s experience, I would recommend Peak to Peak to my friends and family.” The data and thematic observations on this question are as follows:

School	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
ES	4.19	84.0%	+6.7pt	6.2%
MS	3.96	78.4%	-3.0pt	9.1%
HS	4.02	74.0%	-10.7pt	14.6%
All	4.07	79.0%	-2.0pt	9.9%

Overall thematic observations on this question include many positive comments, but also concerns around specific student needs and a perception that students are treated differently.

In response to “I would recommend Peak to Peak to my friends and family,” a frequent comment theme was “Peak to Peak is not one size fits all.”

Thematic Observations
Concerns about emphasis on gender pronouns/equity
Concerns around support for specific student needs/inconsistent student treatment
Concerns around COVID response/learning gaps/SEL impact



## Quality of Operations

The Quality of Operations questions are as follows:

Q1 - The school's available technology is adequate for learning.

Q2 - The campus and physical facilities are adequate for learning.

### Elementary School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	4.32	91.7%	+7.6pt	5.5%
Q2	4.35	92.6%	+3.3pt	3.5%

Data show an upward trend in positivity rates from last year and a high positivity rate in general. There were also several comments from parents expressing that they were unfamiliar with campus operations due to COVID-related campus restrictions.

Thematic Observations	Quantity
I don't know/unsure due to closed campus	6
Concerns about food quality/amount of time allowed for lunch	5
Classrooms/playgrounds are small	4
Desire for more outdoor lunches during COVID	2

### Middle School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	3.96	81.4%	-7.5pt	10.4%
Q2	4.10	88.5%	-1.5pt	4.0%

Not huge drops, but consistent declining trend since the January 2020 results. New this year are concerns about internet connection speeds/consistency.

Thematic Observations	Quantity
Desire for more outdoor space/playground space/permission to use gym/track at lunch	6
Concerns around Wi-Fi/internet connection/Chromebook issues	6
Desire for more middle school classroom/hallway space	3
Desire for new auditorium/robotics space	3

### High School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	4.11	83.8%	-8.9pt	8.7%
Q2	4.22	87.7%	-6.4pt	8.2%

The drop in positivity at the High School level in Quality of Operations is explained by thematic observations around internet speed/reliability.

Thematic observations desiring a new auditorium and increased space for STEM courses are similar to previous years.

Thematic Observations	Quantity
Concerns around Wi-Fi/internet connection/Chromebook issues	12
Desire for new auditorium/increased performing arts funding	6
Appreciation for food services/facilities/access to track	4
Desire for more STEM space/STEM courses/robotics	3

## Quality of Opportunities

The Quality of Opportunities questions are as follows:

*Q1 - My student has opportunities to engage in innovative, collaborative, and expansive endeavors.*

*Q2 - (MS and HS only) My student has adequate opportunities for positive extracurricular involvement through the school.*

*Q3 - Peak to Peak values each student and encourages students to develop their passions, talents, and interests.*

### Elementary School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	3.86	72.9%	+10.6pt	15.4%
Q3	3.98	76.6%	+2.4pt	14.7%

The data shows an upward trend in positivity rates from last year, although rates are lower overall compared to before the pandemic. Thematic observations acknowledge that COVID protocols this year have had an impact on extracurricular opportunities.

Thematic Observations	Quantity
Desire for more clubs, activities, events	12
Unsure/don't know due to COVID/COVID hasn't allowed clubs, events	8
Appreciation for teachers and tech/art/language/yearbook/special event opportunities	5
Concerns about ALPS program generally	4

### Middle School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	3.77	69.5%	+5.4pt	18.4%
Q2	3.72	68.9%	+8.1pt	14.8%
Q3	3.87	71.7%	-6.3pt	16.2%

There is a mixed picture at the Middle School level. It's difficult for the Accountability Committee to make any specific recommendations since the desire for each genre of activity is equally represented, i.e., athletic, academic, and the arts, in the thematic observations.

Thematic Observations	Quantity
Desire for more clubs, activities, events/more non-sport activities	15
Appreciation for teachers/activities/coaches/track & field/musical	7
Concerns about activity/athletics communications	3
Concerns about ALPS program generally	3

## High School

Q#	Likert	Strongly Agree/Agree	Vs 20-21	Neutral
Q1	4.04	80.9%	+3.0pt	11.9%
Q2	3.99	79.8%	+5.5pt	11.3%
Q3	3.95	77.9%	-4.2pt	10.7%

Responses to Quality of Opportunities at the High School level reflect appreciation for all that the teachers and coaches do for students as well as a more somber acknowledgement that students missed out on a number of opportunities because of COVID.

Thematic Observations	Quantity
Appreciation for teachers/coaches/extracurricular opportunities	7
Student isn't interested/doesn't fit in with current activities	4
Acknowledgement/frustration that COVID prevented many opportunities	3
Desire for more activities/club athletics/more school engagement	3
Concerns around balance between extracurriculars/academics	3

### *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. The areas that are below the 80% positive threshold as measured in our KPI #11 - Family Satisfaction, will be given additional attention and follow up.

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 ELT members and the Board of Directors.

## Additional Questions Discussion

### *Volunteering*

This year, 41% of respondents indicated they volunteer in some capacity at the school, which is below last year (50%). Of the parents who report they volunteer ( $n=202$ ), most do so at the Elementary School level (47%), with lower rates in Middle School (20%) and High School (27%). Moreover, 31% of the parents answered that they "*volunteer for Peak to Peak overall*" but not at any specific school level.

One curious result which the Board and ELT might want to explore in more detail was the difference in favorability (percent that a respondent was likely to recommend Peak to Peak) was lower for parents who volunteer versus those that don't at the High School and Middle School levels. HS: lower by 14.5 points, MS: lower by 11.3 points. Respondents who volunteer at the Elementary School level are more likely to recommend Peak to Peak than those who do not.



## Communication Channels

88% 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 77% reporting *The Peak to Peak website pages* (e.g., teachers, principals, athletics, committees, K-12 articles, leadership, etc.) are a source of information for me.

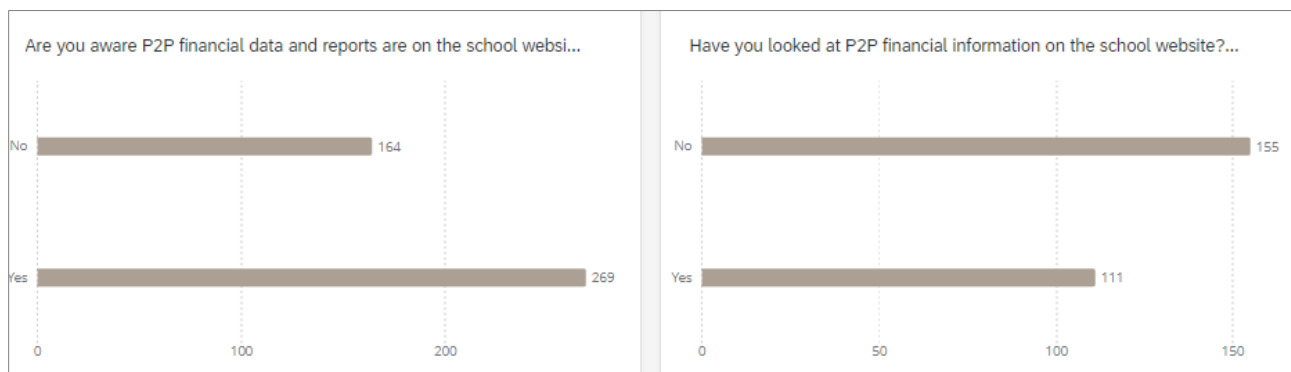
Table 6 provides an overview of parents' satisfaction with various communication channels.

<i>Table 2 – Communication Channels</i>	Effectiveness
Weekly Digest effectiveness	88%
Can find info on school website	82%
Web site pages are a source of info	77%
Communication Pathways (policy issues)	67%

Thematic Observations	Quantity
General communication concerns/acknowledgement of the overwhelming amount of information to be communicated	10
Concerns about the Weekly Digest including layout/mobile device	8
Concerns about Website layout/search functionality	8
Appreciation for teachers/administration/communication improvements	7
Concerns about sports calendar communication/search functionality/visibility	5
Don't know/unsure about Communication Pathways	4

## Finances

Nearly 61% of respondents are aware of the financial data and reports online but only 25% of the respondents have looked at them.



## Areas Peak to Peak Does Well/Areas that Need Improvement

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 followed by the three-year trend percentages for does well/needs improvement for 2020-2022:

Figure 1 - What areas does Peak to Peak do well? What areas need improvement?

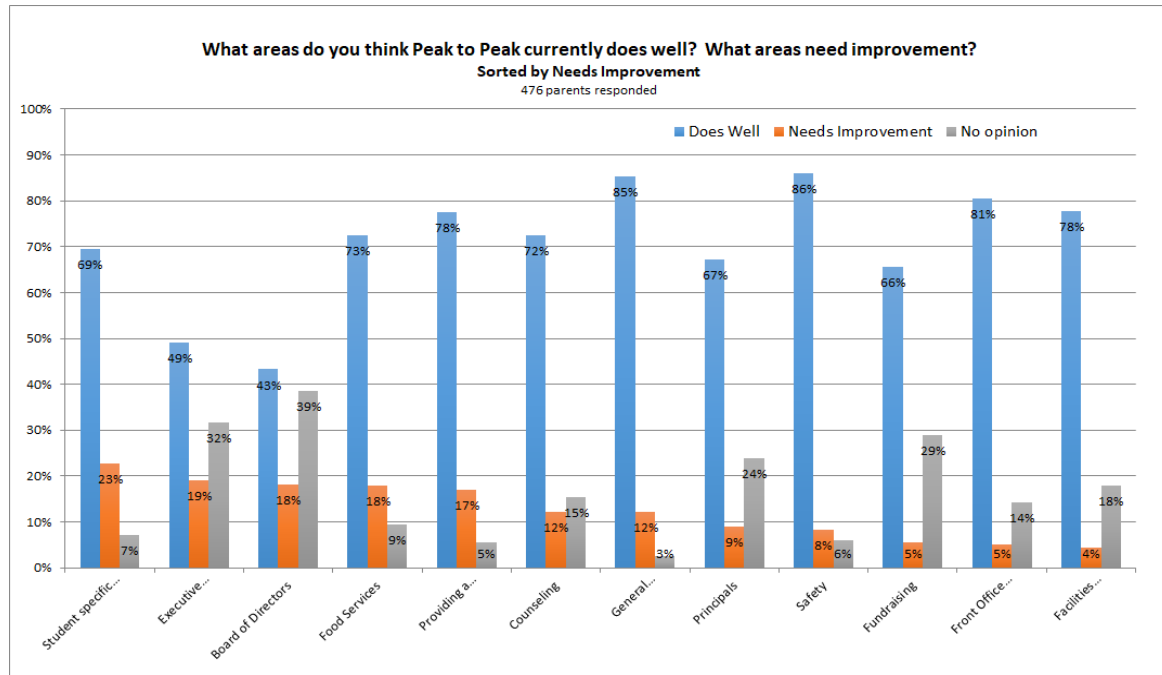


Figure 2 - What areas does Peak to Peak do well? What areas need improvement?

CATEGORY	DOES WELL			NEEDS IMPROVEMENT			NO OPINION		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Supportive Environment	75%	64%	78%	22%	30%	17%	3%	6%	6%
Safety	79%	80%	86%	11%	9%	8%	2%	19%	6%
General Communication	88%	83%	85%	11%	15%	12%	1%	2%	3%
Student Specific communication	64%	66%	69%	30%	27%	23%	6%	6%	8%
Front Office Assistance	87%	74%	81%	4%	6%	5%	9%	20%	14%
Counseling	74%	70%	72%	17%	16%	12%	8%	14%	15%
Principals	76%	63%	67%	11%	18%	9%	13%	18%	24%
Executive Leadership (EDE, EDO)	51%	44%	49%	11%	22%	19%	39%	34%	32%
Board of Directors	48%	40%	43%	7%	21%	18%	44%	39%	39%
Fundraising	73%	64%	66%	4%	6%	6%	20%	30%	29%
Food Services	67%	63%	73%	18%	8%	18%	15%	29%	10%
Facilities Maintenance	75%	66%	78%	8%	5%	4%	17%	28%	18%

The above illustrations 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 question provides further insight into some of these areas and is offered below:

### *Providing a supportive environment*

This area is rebounding from the low of last year to be more in line with the pre-pandemic results.

### *Safety*

Safety is showing an upward trend as we start to move out of COVID protocols. Thematic observations of the comments include concerns over COVID response and masking requirements.

### *General Communication*

General Communication ranks as one of the highest *Does Well* categories and feedback on Communication Channels is covered in more detail in the previous section.

### *Student Specific Communication*

Student Specific Communication has a lower *Does Well* and higher *Needs Improvement* than other categories. Student Specific Communication covers a wide spectrum of topics from a general desire for more feedback on student performance to more individual needs.

### *Front Office Assistance*

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

## *Counseling*

The Peak to Peak counseling team continues to be a source of pride for our school with numerous positive compliments at all levels. The Accountability Committee is appreciative of the counseling team's efforts to communicate with impacted families after the Marshall Fire.

## *Principals*

The Accountability Committee would like to express its appreciation to the principals for their leadership in a challenging environment all while dealing with staffing issues due to COVID variants and the Marshall Fire impact. *Does Well* is higher than last year and *Needs Improvement* is lower.

## *Executive Leadership Team (ELT)/Board of Directors*

While the ELT/BOD categories showed an improvement over last year in *Does Well* and decline in *Needs Improvement*, this is the second year where respondents expressed concerns about Peak to Peak's implementation and communication of DEI initiatives. The Accountability Committee offers to work with the ELT and Board of Directors on an expanded family survey of equity topics.

## *Fundraising*

Fundraising shows very low levels of *Needs Improvement*. There were also very few comments related to fundraising efforts.

## *Food Services*

Food Services was strenuously challenged this year due to the high volume of students utilizing food services, which was free for all students this year made possible by federal grants. Peak to Peak's operations staff also had to deal with on-going labor shortages due to the pandemic. Thematic observations that come from the food services comments include a desire for healthier choices and concerns about food quality and selection. Additional review and planning are advised in the event federal grants are extended next year to avoid a repeat of problems experienced this year.

## *Facilities Maintenance*

On a positive note, Facilities Maintenance shows in the three-year trend a steady drop in *Needs Improvement*. Comment themes related to facilities are predominantly related to concerns with WiFi availability and a desire for a new auditorium. There were also several appreciative comments for all of the hard work this past year.

## Conclusion

As we write the conclusion to this report almost exactly two years after the start of the pandemic, Boulder County Public Health has announced it is lifting its mask order for public schools. The pandemic has had an impact on our educational system and most importantly, the emotional well-being of our students and staff.

The observations in this report are based on data and informed by the comments provided by survey respondents. The comments indicate the need to:

- Upgrade internet campus technology as part of the 1:Web initiative, which was approved by the Peak to Peak Board of Directors on January 19<sup>th</sup> of 2022.
- Address communication concerns raised about the Weekly Digest and website.
- Address concerns raised about DEI policy implementation and communication.
- Provide additional information on Communication Pathways and review the efficacy of the current process.
- Review Food Services plans and procedures to avoid future food quality concerns.
- Continue to strive to make every student feel known and valued.
- Continue to strive for instructional excellence.

The Accountability Committee will continue to monitor and communicate progress on these and other benchmarks. In the fall of 2022-2023 school year, the Committee will provide the community with the response from school leadership to the results of this year's survey. The Committee wishes to thank the Peak to Peak Community for their continued participation in the Annual Family Survey.

***The 2021-2022 Accountability Committee***

## Appendix: Survey Methodology

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 (January 7<sup>th</sup> – February 7<sup>th</sup>, 2022) 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 Questions section asking questions about volunteering, communication, finances, and what areas we do well/need 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. Qualtrics software allows automatic translation into a number of languages. The Accountability Committee prepared for the survey to be available in English, Spanish, Nepali, Mandarin, Hindi and Tamil, the languages used most frequently by Peak to Peak families.

Participants were asked to rate items using a 5-point scale (strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree).

Favorability is calculated by taking the item frequency of responses from strongly disagree to strongly agree and creating a percentage for negative and positive statements as follows:

- Favorable (green): Strongly Agree to Agree
- Neutral (yellow): Neither Agree nor Disagree
- Unfavorable (red): Disagree to Strongly Disagree

Example: If an item has a 71.22% favorable response, then 71.22% of the responses were either *Strongly Agree* or *Agree*. This feature takes the place of item frequency reports and provides a better platform for action planning.

The numerical values used in this survey can generally be interpreted as follows:

- Very Positive: 3.75 and above
- Positive: 3.45 - 3.74
- Somewhat Positive: 3.23 - 3.44
- Neutral: 3.01 - 3.22
- Negative: Less than 3.00

In previous years, a 4-point scale was used which renders comparison of averages difficult and creates an arguable nuance with comparing favorability percentages. This will be alleviated as we move forward collecting annual data.

## Appendix: Yearly Comparison

On the next series of pages, Table 2: *Combined School Levels*, shows a five-year comparison (2018-2022) of responses for the four Quality areas: Instruction, Relationships, Operations, and Opportunities. Table 4: *Elementary School*, Table 5: *Middle School*, and Table 6: *High School*, show each school level's five-year comparison and can be found on the subsequent pages. The percentages displayed were derived by adding *Strongly Agree* and *Agree* responses together as a portion of the total responses.

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.

# Appendix: Five-Year Trend Charts (2018-2022)

Table 3- All School Levels

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)						
Combined School Levels						
	2018	2019	2020	2021	2022	
<b>Quality of Instruction</b>						
My student receives the teacher and instructional support necessary to master the required coursework.	97%	94%	95%	81%	89%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	91%	90%	92%	76%	83%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	94%	93%	92%	73%	82%	
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%	66%	
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.		86%	87%	72%	73%	
Peak to Peak prepares students so they score to the best of their ability on standardized tests.	93%	89%	91%	75%	74%	
<b>Quality of Relationships</b>						
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	90%	94%	94%	86%	86%	
The character education/iROAR focuses/community service requirement positively impacts my student.			92%	81%	77%	
I am well informed about school events and activities.	93%	92%	91%	88%	85%	
I am familiar with and understand the school's Communication Pathways process.	93%	93%	88%	85%	79%	
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.	89%	87%	85%	81%	65%	
Peak to Peak supports the social/emotional needs of this student.		84%	87%	74%	76%	
This student feels a clear sense of belonging in a supportive and inclusive school community.		87%	88%	74%	77%	
Based on this student's experience, I would recommend Peak to Peak to my friends and family.	94%	93%	93%	81%	79%	
<b>Quality of Operations</b>						
The school's available technology is adequate for learning.	94%	96%	95%	88%	86%	
The Peak to Peak campus and physical facilities are adequate for learning.	96%	93%	94%	91%	90%	
<b>Quality of Opportunities</b>						
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.		90%	88%	68%	75%	
Peak to Peak values each student and encourages students to develop their passions, talents, and interests.	89%	86%	87%	78%	76%	
My student has adequate opportunities for positive extracurricular involvement through the school (MS and HS only).	88%	87%	88%	68%	75%	
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- Elementary School Level

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)						
Elementary School						
	2018	2019	2020	2021	2022	
<b>Quality of Instruction</b>						
My student receives the teacher and instructional support necessary to master the required coursework.	98%	95%	94%	74%	90%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	96%	94%	93%	74%	87%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	95%	95%	91%	66%	84%	
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%	67%	
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.		89%	87%	70%	75%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	97%	92%	91%	67%	74%	
<b>Quality of Relationships</b>						
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	95%	99%	99%	89%	91%	
The Elementary School character education program positively impacts my student.	95%	94%	95%	80%	88%	
I am well informed about elementary school events and activities.	96%	97%	94%	88%	90%	
I am familiar with and understand the school's Communication Pathways process.	91%	92%	84%	79%	78%	
When I have used the Communication Pathways in regards to my elementary student, the process has been effective in handling problems and addressing concerns.	96%	95%	85%	79%	70%	
Peak to Peak supports the social/emotional needs of this student.		94%	93%	76%	84%	
This student feels a clear sense of belonging in a supportive and inclusive school community.		97%	92%	76%	85%	
Based on this student's experience, I would recommend Peak to Peak Elementary School to my friends and family.	97%	98%	95%	77%	84%	
<b>Quality of Operations</b>						
The Elementary School's available technology is adequate for learning.	99%	99%	98%	84%	92%	
The Peak to Peak Elementary School campus and physical facilities are adequate for learning.	96%	95%	96%	89%	93%	
<b>Quality of Opportunities</b>						
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.		91%	87%	62%	73%	
Peak to Peak values each elementary student and encourages students to develop their passions, talents, and interests.	96%	91%	90%	74%	77%	
<p>The bar charts show a scale of 50% to 100%.</p> <p>For the purpose of this graph, "unsure/not enough information" responses were not included.</p> <p>Up and down arrows indicate change from prior year of more than the calculated margin of error.</p>						

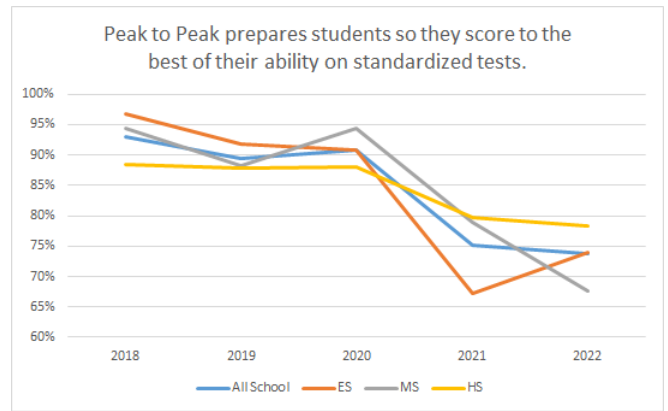
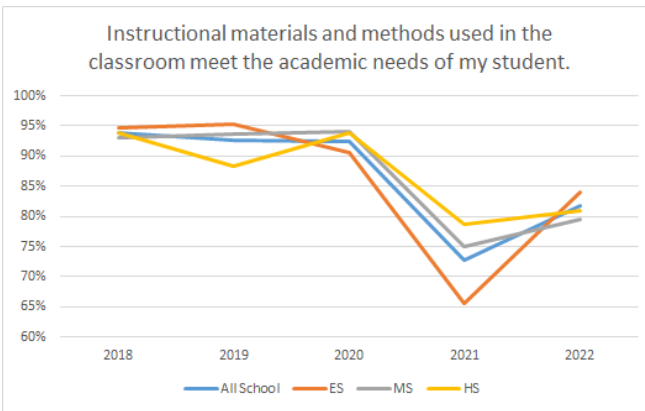
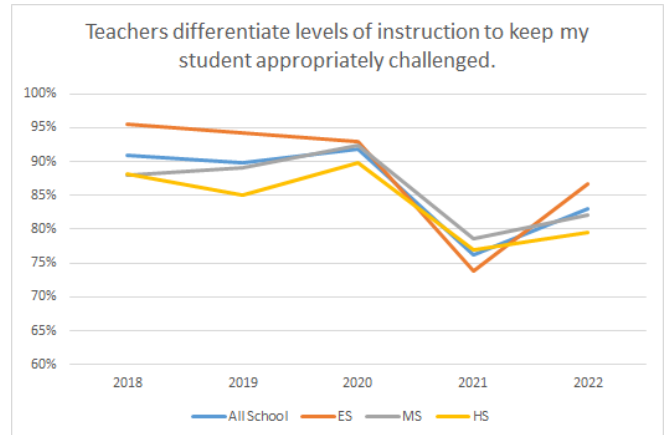
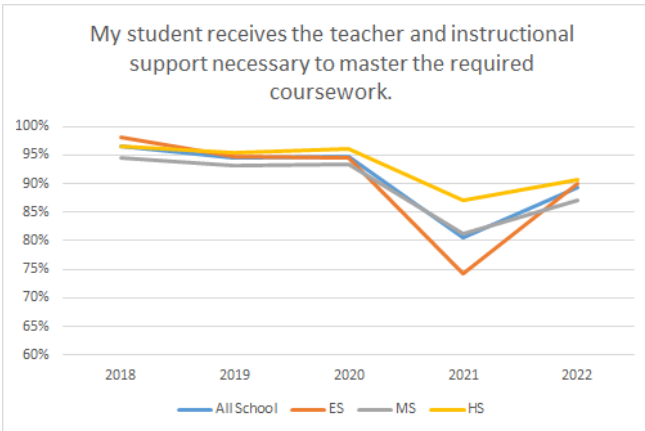
Table 5- Middle School Level

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)						
Middle School	2018	2019	2020	2021	2022	
<b>Quality of Instruction</b>						
My student receives the teacher and instructional support necessary to master the required coursework.	95%	93%	93%	81%	87%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	88%	89%	92%	79%	82%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	93%	94%	94%	75%	80%	
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%	60%	
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.		83%	89%	71%	67%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	94%	88%	94%	79%	68%	
<b>Quality of Relationships</b>						
My student has at least one adult at school whom she/he trusts and is comfortable approaching with issues and concerns.	86%	88%	90%	82%	77%	
The Middle School focus on iROAR to recognize constructive behaviors positively impacts my student.	79%	78%	87%	77%	62%	
The Middle School's new House System positively impacts my student's sense of community within the Middle School.					51%	
I am familiar with and understand the school's Communication Pathways process.	94%	91%	89%	85%	77%	
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.	77%	82%	89%	84%	60%	
I am well informed about middle school events and activities.	94%	87%	87%	86%	78%	
Peak to Peak supports the social/emotional needs of this student.		79%	85%	71%	74%	
This student feels a clear sense of belonging in a supportive and inclusive school community.		84%	88%	73%	73%	
Based on this student's experience, I would recommend Peak to Peak Middle School to my friends and family.	91%	91%	92%	81%	78%	
<b>Quality of Operations</b>						
The Middle School's available technology is adequate for learning.	89%	96%	94%	89%	81%	
The Peak to Peak Middle School campus and physical facilities are adequate for learning.	95%	91%	92%	90%	89%	
<b>Quality of Opportunities</b>						
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.		87%	87%	64%	69%	
My student has adequate opportunities for positive extracurricular involvement through the school.	85%	83%	85%	61%	69%	
Peak to Peak values each middle school student and encourages students to develop their passions, talents, and interests.	88%	79%	87%	78%	72%	
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.						

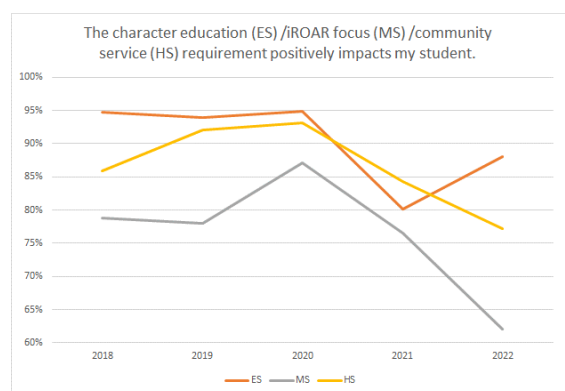
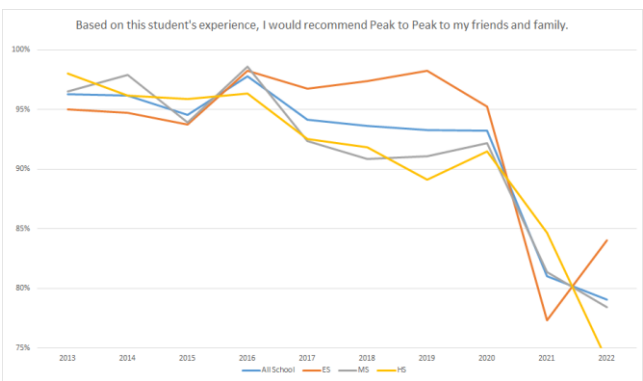
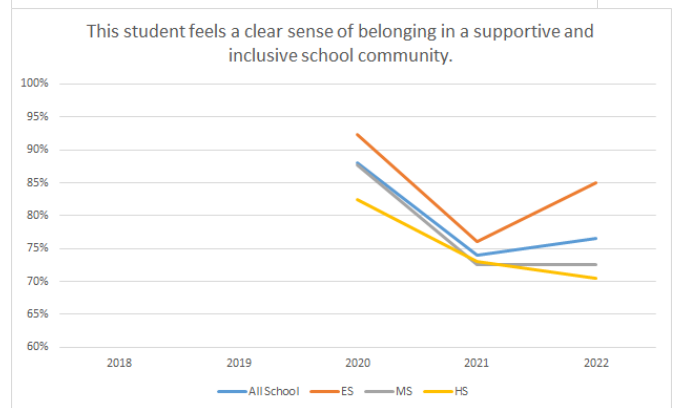
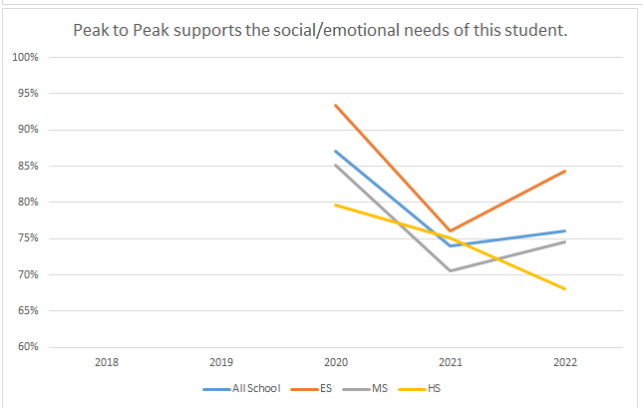
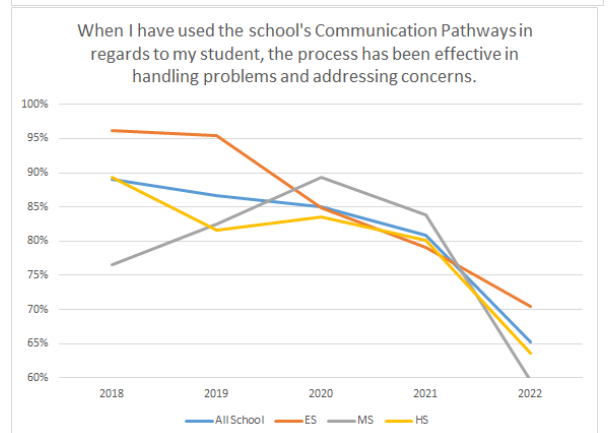
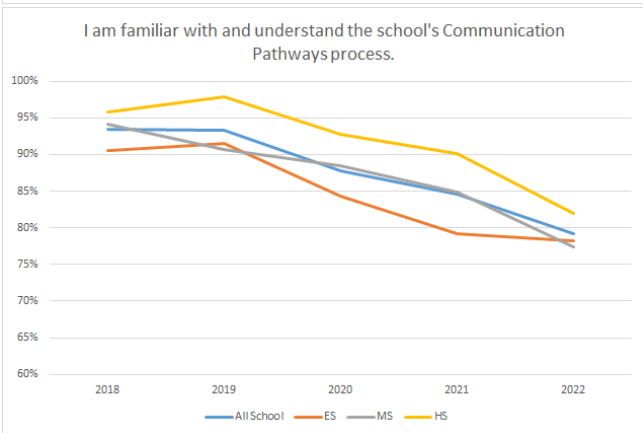
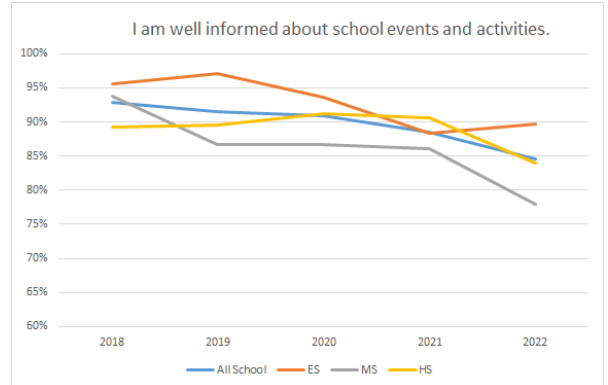
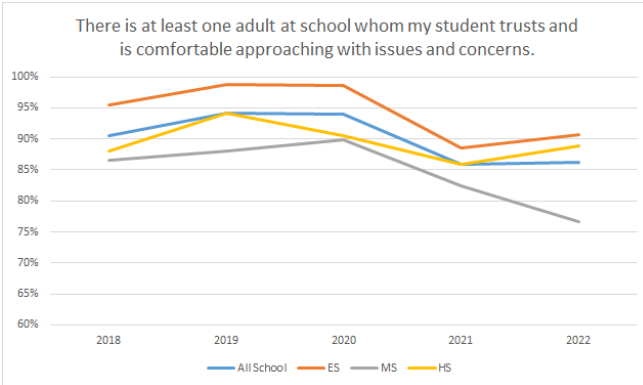
Table 6- High School Level

Year to Year Comparison of Positive Responses (Strongly Agree and Agree)						
High School	2018	2019	2020	2021	2022	
<b>Quality of Instruction</b>						
My student receives the teacher and instructional support necessary to master the required coursework.	97%	95%	96%	87%	91%	
Teachers differentiate levels of instruction to keep my student appropriately challenged.	88%	85%	90%	77%	80%	
Instructional materials and methods used in the classroom meet the academic needs of my student.	94%	88%	94%	79%	81%	
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%	69%	
Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.		86%	86%	76%	74%	
Peak to Peak prepares my student so he/she scores to the best of his/her ability on standardized tests.	88%	88%	88%	80%	78%	
<b>Quality of Relationships</b>						
There is at least one adult at school whom my student trusts and is comfortable approaching with issues and concerns.	88%	94%	91%	86%	89%	
The community service requirement positively impacts my student and the community.	86%	92%	93%	84%	77%	
I am well informed about high school events and activities.	89%	90%	91%	91%	84%	
Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school.	72%	70%	76%	74%	68%	
I am familiar with and understand the school's Communication Pathways process.	96%	98%	93%	90%	82%	
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.	89%	82%	84%	80%	64%	
Peak to Peak supports the social/emotional needs of this student.		76%	80%	75%	68%	
This student feels a clear sense of belonging in a supportive and inclusive school community.		79%	83%	73%	70%	
Based on this student's experience, I would recommend Peak to Peak High School to my friends and family.	92%	89%	91%	85%	74%	
<b>Quality of Operations</b>						
The High School's available technology is adequate for learning.	92%	92%	91%	93%	84%	
The Peak to Peak High School campus and physical facilities are adequate for learning.	98%	93%	94%	94%	88%	
<b>Quality of Opportunities</b>						
My student has opportunities to engage in innovative, collaborative, and expansive endeavors.		92%	91%	78%	81%	
My student has adequate opportunities for positive extracurricular involvement through the school.	90%	91%	90%	74%	80%	
Peak to Peak values each high school student and encourages students to develop their passions, talents, and interests.	84%	86%	88%	82%	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.						

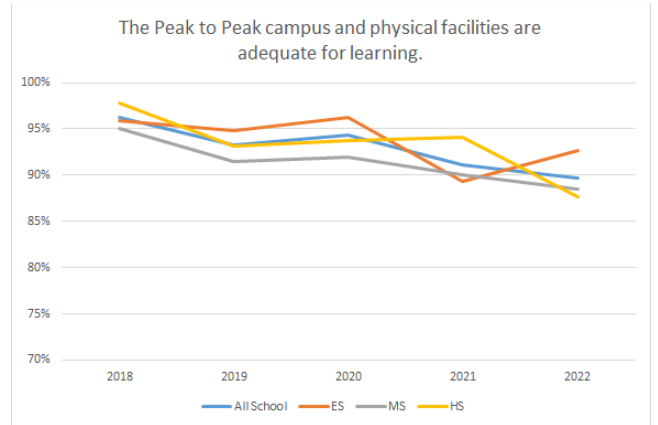
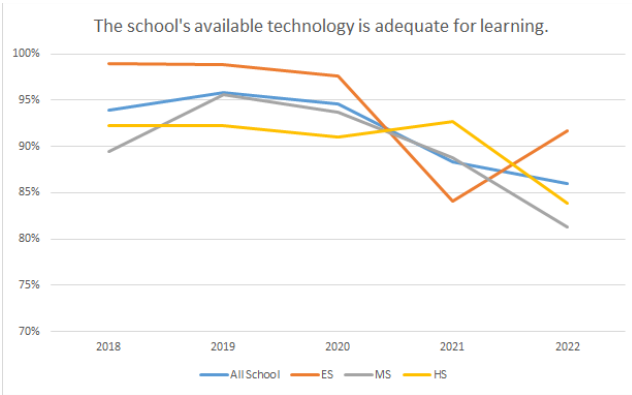
## Quality of Instruction:



## Quality of Relationships:



## Quality of Operations:



## Quality of Opportunities:

