



2024 Annual
Family
SURVEY

Information collected and
analyzed by the school
Accountability Committee



PEAK TO PEAK
CHARTER SCHOOL

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- Survey Methodology
- 6-Year Trend Charts (2019-2024)
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2024 Annual Family Survey Overview

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

- The survey was conducted from Friday, January 12th through Monday, February 12th, 2024.
- The survey and all comments are anonymous.
- This report will be 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 2024 on what actions the school has taken in response to these survey results.
- Data was collected using the Qualtrics platform. This cloud-based software provides increased flexibility and analytical capabilities for our parent volunteers.

The Accountability Committee would like to thank Peak to Peak families for completing the survey and providing meaningful comments. This input helps Peak to Peak to continue to evolve and improve. We are also grateful for the assistance of the Board of Directors, Executive Leadership Team, James Fuller and Tracy Durland. Additionally, the promotion of the Family Survey could not have happened without the assistance of Ileana Peterson and Alison Cross.

School Year Setting

- In the 2023-2024 school year, Peak to Peak embraced Jennie Klein's second year as the Executive Director of Education and welcomed Jennifer Douglas as Executive Director of Operations. Ms. Douglas' [bio](#) can be found on the school website.
- We also welcome a new Communications Director, Tracy Durland, new Data, Assessment & Technology Manager, James Fuller, and Office Director, Alison Cross.
- The school is preparing for an eventful several months of construction after the approval of the 2022 BVSD [Critical Needs Bond](#). Much needed upgrades to the auditorium, as well as several classroom and office renovations and other infrastructure upgrades will take place over the summer and into the 2024-25 school year.

New Questions in the 2023-2024 Survey

Under the Quality of Operations portion of the survey we added 2 new questions. For each question participants were asked to rate items using a 5-point scale (strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree).

- *This school's food service program meets my student's nutritional needs during the school day.*
- *For families of students who have experience with the school's transportation program, either through morning routes and/or field trips and athletic events: The bus service serves my student's transportation needs in a safe and consistent manner.*

The Accountability Committee added a new section to the final portion of the survey which asked three questions:

- *I am aware of Peak to Peak's Peak Week requirement for High School students? (Yes or No)*
- *In my family's experience, the Peak Week experiential learning experience is in alignment with Peak to Peak's mission, vision and goals. (5 point scale)*
- *In my family's experience, Peak Week is something that will help differentiate Peak to Peak from other local high schools in a positive way. (5 point scale)*

Other changes from last year include pausing the questions related to Communication Pathways as school leadership spends time reviewing and upgrading this messaging.

Survey Overview & Methodology

- The 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 survey results inform [KPI #11](#) for our Strategic Plan.
- Results from [prior years](#) have led to improvements in areas such as technology, transportation, facilities, and communication channels to name a few.
- Offering the survey each year is part of the school commitment to Strategic Pillar #4



For 16 years the Accountability Committee has used the annual family survey to collect feedback using the school's Mission and Strategic Plan as a foundation. The 2024 survey categories and questions reflect language changes on most questions to provide clarity as well as brevity to the survey. This was done to ensure higher participation rates. More information is available in the [Appendix](#).

Though the process for surveying our families has not changed over the last 16 years, we acknowledge that this survey is what is known as an "opt-in" survey. Respondents are not part of a random sample. This creates 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, depending on the events surrounding the survey collection dates. While the scientific analysis measures are slightly different based on this acknowledgment, the value of the candid feedback is no less diminished.

Survey Reporting

We'll present the data in both 5-point scale and percent positive for comparative purposes in this report. Below is an example of what each family is asked as they take the survey.



English

Please rate the following items related to **Quality of Instruction** with your specific student in mind.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't have enough information to answer
This student receives instructional support necessary to master the required coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Each category of response is assigned a number.

Strongly Disagree=1

Disagree=2

Neither Agree nor Disagree=3

Agree=4

Strongly Agree=5

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.

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

Very Positive: 3.75 and above

Positive: 3.45 - 3.74

Somewhat Positive: 3.23 - 3.44

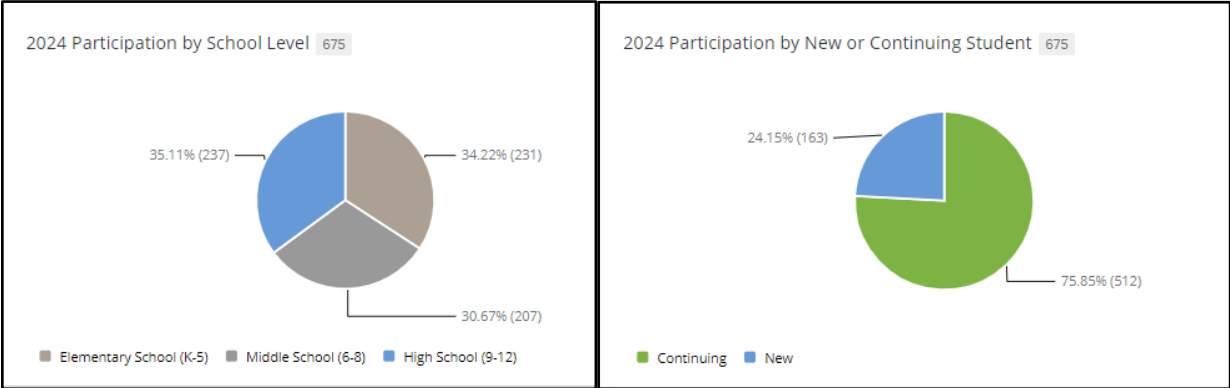
Neutral: 3.01 - 3.22

Negative: Less than 3.00

For **Percent Positive** we have measured the percent of respondents who have selected a "Agree" or "Strongly Agree." For our KPI threshold, the goal is that **overall, 80% of responses are in the positive range.**

Response Rates

The 2023-2024 survey responses represented 675 students. Below you can see the response by school level.



Each year the Accountability Committee works with our administration to reach the 60% response rate goal set forth in the Strategic Plan. We were discouraged that the response rate goal was not met this year and we will work to improve the response rate next year. We did seek to understand the lower response rate. Tracy Durland aided the committee by adding a pop up question to the Weekly Digest regarding the survey. That response is provided below. We hypothesized that our community was highly engaged during our recent EDE and EDO (2021-2022 and 2022-2023) hires which may have provided a bump in survey engagement in those years. We explored whether family satisfaction could be reflected in the percentage of families giving to our annual fund (Rachel Hirt shared that it is roughly the same).

Reasons why families didn't fill out the survey this year, according to pop-up question on the Weekly Digest after the Family Survey closed:

Reason (95 responses)

- Overall happy 25%
- Survey takes too long 8%
- Forgot 50%
- Other 17%

Quality Areas Discussion

The Family Survey has historically been built around four areas of discussion:

Instruction

Relationships

Operations

Opportunities

Each of these categories is analyzed at the school level. Six-year comparisons in both table and graph format, used in all 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.

This year the Accountability Committee decided to focus on creating objective measures of strength and concern using Percent Positive to questions, as well as continuing the review of Thematic Observations.

Strengths and Concerns Defined - We determined that school strengths are areas where 85% or more respondents felt positive in response to the question. An area of concern was defined by falling below the 80% threshold or having five years of continuous decline.

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.

A full list of questions, Likert Scale, Percent Positive and historical data can be found in the Appendix of this report.

Thematic Observations

The Accountability Committee reviewed over 640 open-ended comments covering all school levels as well as comments providing additional feedback in all operational areas of the school. We were pleased and grateful for the high number of positive comments, many for specific teachers, counselors, coaches and the administration.

Where we saw concerns, we've summarized these thematic observations into three major categories:

1. **Staffing**

This includes comments about open teaching and coaching positions, teacher turnover/reassignments, requests for additional para-educators, hiring process concerns and teacher pay.

2. **Standards Based Grading**

This theme includes comments about process, consistency, implementation and communication related to Standards Based Grading.

3. **Facility and Operations**

This category includes concerns about the electric buses, parking/car line, facility maintenance and food services. The Accountability Committee hopes to assist the Board and ELT with addressing these concerns with additional communication and analysis efforts and helping build pride and ownership in our facilities among our students and families.

In addition to the above major themes, the Accountability Committee also recommends that the Board look at the overall list of comments where some familiar minor themes continue to surface including:

- Peak to Peak's School Climate, with some families sharing that they perceive students either don't feel welcome or have trouble finding a trusted adult they can turn to. Some families also report that they feel students are not all treated or valued equally.
- Athletics concerns, including wanting better communication, more sports options and increased recognition for achievements.
- Website concerns (*Please note that the website is being reworked between now and August.*)
- General concerns that the campus/buildings are dirty, crowded or unsafe.
- General concerns about Chromebooks, math curriculum (elementary) and requests for PSAT/SAT prep (high school).

Quality of Instruction
Elementary School

Question	Likert	Percent Positive	VS 22-23	Neutral
<i>This student receives the instructional support necessary to master the required coursework.</i>	4.37	91.43%	+2.4pt	5.71%
<i>Teachers keep this student appropriately challenged.</i>	4.21	86.67%	+1.7pt	7.14%
<i>Materials and methods used in the classroom meet the academic needs of this student.</i>	4.22	86.76%	-0.2pt	7.35%
<i>This student's growth and learning is assessed in a variety of ways.</i>	4.23	87.56%	+2.6pt	6.22%
<i>This student's abilities, curiosities, and passions are addressed using innovative techniques and learning opportunities.</i>	4.05	79.90%	+3.9pt	8.54%
<i>This student is prepared to perform well on standardized tests.</i>	3.96	73.63%	-0.4pt	20.33%

Thematic observations show many positive comments for elementary school teachers and the elementary school counselor. There were also comments showing appreciation for various curriculum choices, such as *Writing Rubrics*.

Thematic observations of negative comments included:

- Requests for more math and science extensions and ALPS needs not being met had the highest volume of comments followed by concerns about iReady and test anxiety in general.
- **Staffing Concerns** had the next highest number of comments.

Middle School

Question	Likert	Percent Positive	VS 22-23	Neutral
<i>This student receives the instructional support necessary to master the required coursework.</i>	4.06	85.64%	-2.4pt	4.42%
<i>Teachers keep this student appropriately challenged.</i>	3.97	81.08%	-8.9pt	7.03%
<i>Materials and methods used in the classroom meet the academic needs of this student.</i>	3.93	80.79%	-6.2pt	6.21%
<i>This student's growth and learning is assessed in a variety of ways.</i>	3.97	76.47%	-0.5pt	16.47%
<i>This student's abilities, curiosities, and passions are addressed using innovative techniques and learning opportunities.</i>	3.75	67.05%	-6.0pt	16.76%
<i>This student is prepared to perform well on standardized tests.</i>	3.65	65.48%	-2.5pt	18.45%

Thematic observations show many positive comments and appreciation for teachers, principals and counselors.

Concerns at the middle school level were from the following categories:

- **Staffing Concerns** had the highest level of comments, followed by **Standards Based Grading**.
- The perception that students are not feeling challenged had the next highest. This theme is confirmed in the data above, which shows a drop of almost 9 percentage points versus last year in *"Teachers keep this student appropriately challenged."*

High School

Question	Likert	Percent Positive	VS 22-23	Neutral
<i>This student receives the instructional support necessary to master the required coursework.</i>	4.24	86.32%	-3.7pt	6.13%
<i>Teachers keep this student appropriately challenged.</i>	4.17	82.16%	-6.8pt	8.45%
<i>Materials and methods used in the classroom meet the academic needs of this student.</i>	4.07	83.90%	-1.1pt	4.88%
<i>This student's growth and learning is assessed in a variety of ways.</i>	3.99	76.12%	-8.9pt	16.42%
<i>This student's abilities, curiosities, and passions are addressed using innovative techniques and learning opportunities.</i>	3.88	74.88%	-3.1pt	14.01%
<i>This student is prepared to perform well on standardized tests.</i>	3.73	65.83%	-6.2%	20.10%

Thematic observations show many positive comments and appreciation for teachers, principals and counselors.

Concerns at the high school level were from the following categories:

- **Staffing Concerns** had the highest level of comments.
- **Standards Based Grading** had the next highest level of comments.
- The high school level is where we see requests for PSAT/SAT prep in the comments and general concerns about preparation for standardized tests. This theme is confirmed in the data above where we see a 6 point drop in *"This student is prepared to perform well on standardized tests"* versus last year.

Quality of Relationships

Elementary School

Question	Likert	Percent Positive	VS 22-23	Neutral
<i>This student has at least one adult at Peak to Peak whom they trust and can approach with issues or concerns.</i>	4.41	93.33%	+0.3pt	3.81%
<i>This student is positively impacted by efforts at the school level to teach about character.</i>	4.10	88.57%	-3.4pt	13.34%
<i>For this student I am well-informed about school-level activities.</i>	4.38	94.34%	+2.3pt	3.30%
<i>Peak to Peak supports the social/emotional needs of this student.</i>	4.23	82.08%	-4.9pt	14.15%
<i>This student feels a clear sense of belonging in a supportive and inclusive school community.</i>	4.25	88.21%	+3.2pt	8.02%

Thematic observations show many positive comments, including several applauding the efforts to address incidents of bullying.

- The most common concerns included the perception that students were treated differently and that students were struggling to build relationships with a trusted adult at the school. **School Climate** has been a thematic observation the last few years.

Middle School

Question	Likert	Percent Positive	VS 22-23	Neutral
<i>This student has at least one adult at Peak to Peak whom they trust and can approach with issues or concerns.</i>	4.03	80.12%	+1.1pt	10.84%
<i>This student is positively impacted by efforts at the school level to teach about character.</i>	3.92	73.94%	-3.1pt	18.18%
<i>For this student I am well-informed about school-level activities.</i>	4.07	82.02%	-0.8pt	10.11%
<i>Peak to Peak supports the social/emotional needs of this student.</i>	3.78	69.14%	-2.9pt	21.14%
<i>This student feels a clear sense of belonging in a supportive and inclusive school community.</i>	3.97	80.34%	+1.3pt	11.24%

Thematic observations show many positive comments for teachers as well as appreciation for positive athletic experiences and great coaches.

Thematic observations of areas of concerns include:

- While the data shows Peak to Peak is making improvements in this area versus last year, the highest volume of comments in this category related to not having a trusted adult for a student to turn to. **School Climate** concerns also included the perception that Peak to Peak is not welcoming to new students.
- The next highest category was concerns about **Staffing**.

High School

Question	Likert	Percent Positive	VS 22-23	Neutral
<i>This student has at least one adult at Peak to Peak whom they trust and can approach with issues or concerns.</i>	4.25	84.88%	-2.1pt	8.78%
<i>This student is positively impacted by efforts at the school level to teach about character.</i>	4.02	78.22%	-0.2pt	14.36%
<i>For this student I am well-informed about school-level activities.</i>	4.28	89.05%	+1.1pt	4.29%
<i>Peak to Peak supports the social/emotional needs of this student.</i>	3.86	73.43%	+3.4pt	14.01%
<i>This student feels a clear sense of belonging in a supportive and inclusive school community.</i>	4.00	78.26%	+2.3pt	13.04%

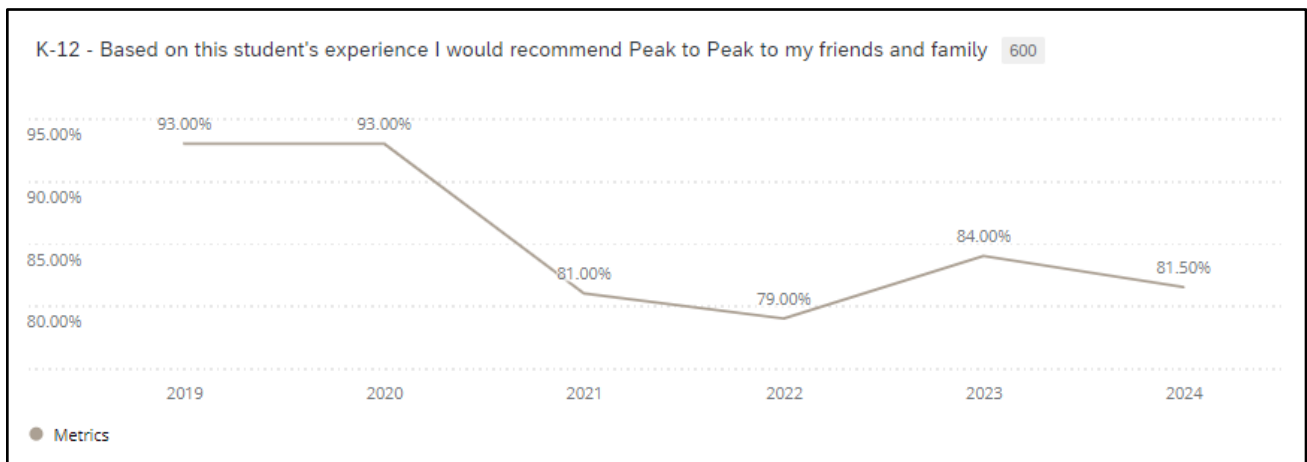
Thematic observations show many positive comments and appreciation for teachers, principals and counselors. There is also appreciation for Peak to Peak’s character development curriculum and our wonderful PAC leaders.

Areas of concern include:

- The highest volume of negative comments was related to **School Climate**. These comments included the perception that students did not feel welcome or did not have a trusted adult to turn to. Mixed in with this theme are several comments related to a perception that students are treated differently and/or that Peak to Peak is not a fit for all students.
- The next highest volume of comments is related to **Standards Based Grading**.

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:

	Likert	Percent Positive	Vs 22-23	Neutral
Elementary School	4.36	84.36%	-1.6pt	12.80%
Middle School	4.12	81.01%	-2.0pt	12.85%
High School	4.17	81.50%	-0.5pt	15.24%
K-12	4.22	81.50%	-2.5pt	13.67%



Quality of Operations

Elementary School

Question	Likert	Percent Positive	VS 22-23	Neutral
<i>The school's available technology is adequate for learning.</i>	4.32	91.79%	+4.8pt	5.13%
<i>The campus and physical facilities are adequate for learning.</i>	4.33	89.00%	-1.0pt	5.26%
<i>This school's food service program meets my student's nutritional needs during the school day.</i>	3.77	69.71%	NA	15.38%
<i>For families of students who have experience with the school's transportation program, either through morning routes and/or field trips and athletic events: The bus service serves my student's transportation needs in a safe and consistent manner.</i>	4.01	76.67%	NA	14.44%

There are two new questions under *Quality of Operations* related to food service and transportation. This may be a contributing factor to the high number of comments related to food service and transportation.

- The highest number of negative comments related to the **Food Service**, with equal numbers requesting healthier food and beverage choices and larger portion sizes.
- The second area of concern related to the **Electric Buses**, primarily due to the perception that the bus service has limitations during cold weather and that the seating is crowded.

Middle School

Question	Likert	Percent Positive	VS 22-23	Neutral
<i>The school's available technology is adequate for learning.</i>	4.05	84.03%	-1.7pt	7.56%
<i>The campus and physical facilities are adequate for learning.</i>	4.06	86.13%	-1.9pt	6.94%
<i>This school's food service program meets my student's nutritional needs during the school day.</i>	3.91	78.24%	NA	9.41%

<i>For families of students who have experience with the school's transportation program, either through morning routes and/or field trips and athletic events: The bus service serves my student's transportation needs in a safe and consistent manner.</i>	3.89	71.43%	NA	20.00%
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Thematic observations show many positive comments and appreciation for our bus drivers!

- Similar to the elementary school, the highest volume of negative responses related to **Food Service**, with requests for healthier options, longer lunch period and larger portions.
- The next highest volume of responses was general concerns about the middle school facility space and functionality.

High School

Question	Likert	Percent Positive	VS 22-23	Neutral
<i>The school's available technology is adequate for learning.</i>	4.07	85.46%	-4.5pt	12.75%
<i>The campus and physical facilities are adequate for learning.</i>	4.06	83.41%	-7.6pt	8.78%
<i>This school's food service program meets my student's nutritional needs during the school day.</i>	3.72	69.35%	NA	13.07%
<i>For families of students who have experience with the school's transportation program, either through morning routes and/or field trips and athletic events: The bus service serves my student's transportation needs in a safe and consistent manner.</i>	3.61	57.45%	NA	23.40%

Thematic observations show many positive comments.

- At the high school level, the **Electric Buses** and **Chromebooks** were top areas of concern followed by **Food Services**.
- At the high school level, there were a wider variety of needs and wants, including interest in adding a STEM lab, new classroom furniture and more water fountains.

Quality of Opportunities

Elementary School

Question	Likert	Percent Positive	VS 22-23	Neutral
<i>This student has opportunities to engage in innovative, collaborative, and expansive endeavors in the classroom.</i>	4.21	86.10%	+3.1pt	10.16%
<i>Peak to Peak values each student and encourages all students to develop their passions, talents, and interests.</i>	4.15	83.33%	+0.3pt	9.60%

Thematic observations show many positive comments and appreciation for opportunities like Ms. Ball's Character Club and afterschool programs.

Survey responses request more opportunities inside the classroom to explore passions and interests.

Middle School

Question	Likert	Percent Positive	VS 22-23	Neutral
<i>This student has opportunities to engage in innovative, collaborative, and expansive endeavors in the classroom.</i>	3.99	81.25%	+0.3pt	11.87%
<i>This student has adequate opportunities for positive extracurricular involvement through the school.</i>	3.86	73.99%	-0.3pt	12.14%
<i>Peak to Peak values each student and encourages all students to develop their passions, talents, and interests.</i>	3.97	77.58%	-0.4pt	14.55%

The biggest concerns listed at the middle school level are that there are limited sports and other activities available.

High School

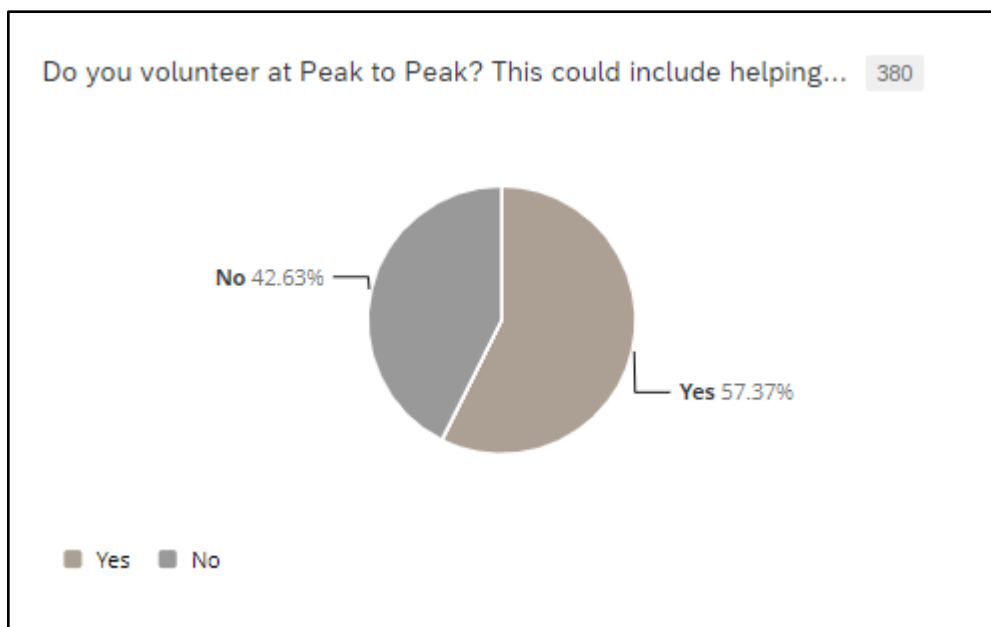
Question	Likert	Percent Positive	VS 22-23	Neutral
<i>This student has opportunities to engage in innovative, collaborative, and expansive endeavors in the classroom.</i>	4.15	83.92%	-1.1pt	11.06%
<i>This student has adequate opportunities for positive extracurricular involvement through the school.</i>	4.11	78.01%	-5.0pt	11.00%
<i>Peak to Peak values each student and encourages all students to develop their passions, talents, and interests.</i>	4.11	80.19%	-4.8pt	11.59%

Comment themes at the High School level include concerns about the **School Climate** at Peak to Peak and several concerns about the **Athletics** program.

Additional Questions Discussion

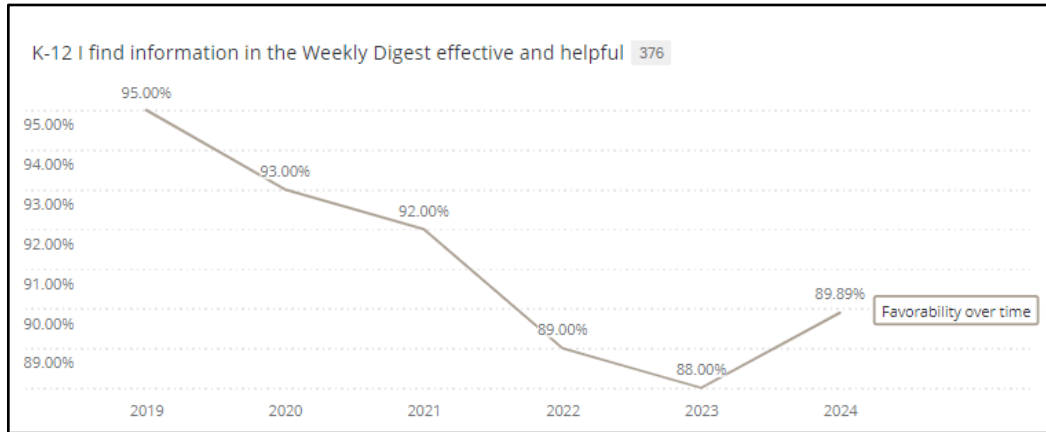
Volunteering

This year, 57.37% of respondents indicated they volunteer in some capacity at the school, which is increased from last year (49%). Of the parents who report they volunteer ($n=218$), most do so at the elementary school level (55%), with lower rates in middle school (20%) and high school (33%). Moreover, 26% of the parents answered that they “volunteer for Peak to Peak overall”.



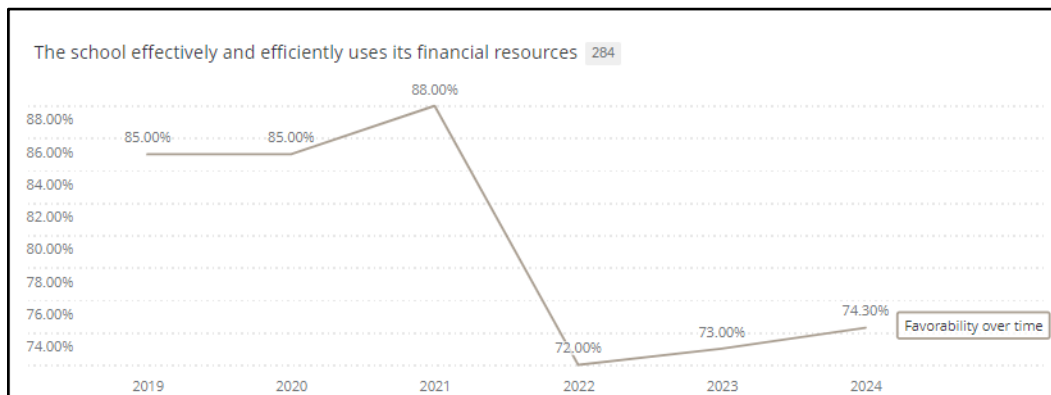
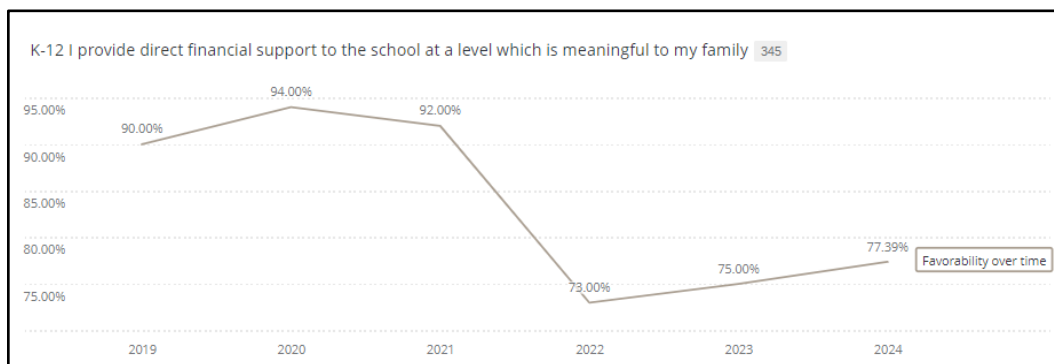
Communication Channels

The Accountability Committee is pleased to see an increase in favorability in response to the question: *I find information in the Weekly Digest effective and helpful*. Positive comments also support what we are seeing in the data. Appreciation goes to Tracy Durland, Peak to Peak Communications Director, for her hard work and dedication to making these improvements. The Accountability Committee recognizes that most comments regarding the Weekly Digest were in favor of the updates made to the format this year.



Finances

The Accountability Committee is also pleased to see a slight increase in favorability in response to both questions: *I provide direct financial support to the school at a level which is meaningful to my family* and *The school effectively and efficiently uses its financial resources*.

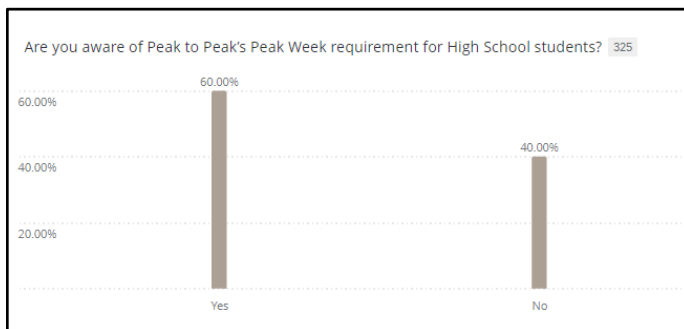


Peak Week

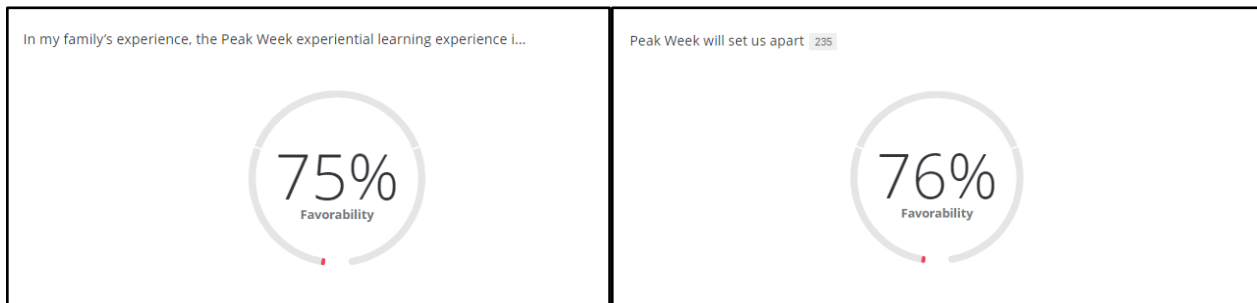
New in this year's survey were three questions pertaining to Peak Week, Peak to Peak's new opportunity for real-world connections and experiences. More information on [Peak Week](#) can be found on the school website.

The Accountability Committee added a new section to the final portion of the survey which asked three questions:

- *I am aware of Peak to Peak's Peak Week requirement for High School students? (Yes or No)*
- *In my family's experience, the Peak Week experiential learning experience is in alignment with Peak to Peak's mission, vision and goals. (5 point scale)*
- *In my family's experience, Peak Week is something that will help differentiate Peak to Peak from other local high schools in a positive way. (5 point scale)*



60% of respondents said they were aware of Peak Week.



75% of respondents either *Agreed* or *Strongly Agreed* with the statement:

In my family's experience, the Peak Week experiential learning experience is in alignment with Peak to Peak's mission, vision and goals.

76% of respondents either *Agreed* or *Strongly Agreed* with the statement:

In my family's experience, Peak Week is something that will help differentiate Peak to Peak from other local high schools in a positive way.

Areas Peak to Peak Does Well/Needs 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 2022-2024:

CATEGORY	DOES WELL			NEEDS IMPROVEMENT			NO OPINION		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Activities and Clubs	*	57%	63%	*	22%	20%	*	20%	17%
Athletics	*	53%	56%	*	19%	18%	*	28%	26%
Student Specific Communication	69%	67%	71%	23%	17%	17%	8%	17%	13%
Facilities Maintenance	78%	75%	69%	4%	9%	15%	18%	16%	16%
Counseling	72%	73%	73%	12%	12%	15%	15%	15%	13%
Principals	67%	76%	70%	9%	9%	14%	24%	15%	16%
Safety	86%	81%	80%	8%	10%	10%	6%	9%	10%
General Communication	85%	85%	85%	12%	8%	10%	3%	7%	5%
Executive Leadership (EDE, EDO)	49%	54%	62%	19%	8%	10%	32%	38%	28%
Front Office Assistance	81%	84%	79%	5%	4%	9%	14%	13%	12%
Board of Directors	43%	44%	50%	18%	8%	6%	39%	48%	44%
Fundraising	66%	68%	70%	6%	4%	5%	29%	28%	25%

Activities and Clubs

As a reminder, Activities and Clubs and Athletics were added to the survey in 2023, so the column for 2022 is blank. Activities and Clubs had the highest level of Needs Improvement at 20% of respondents. Comments mentioned an interest in adding more opportunities for students to pursue their passions and interests with more school-based clubs. The Accountability Committee is pleased to see many more activities being offered this year, particularly at the elementary school level.

Athletics

Negative comments mentioned concerns about open coaching positions, confusion about dates and times for tryouts and practices, transportation issues and a desire for more sports options at Peak to Peak in general.

Student Specific Communication

While Student Specific Communication improved to 71% *Does Well* from 67% last year, this category remains a common area of concern for families. Each year, the Accountability Committee sees 4-5 comments at each school level requesting more feedback on their student's performance and behavior at school.

Facilities Maintenance

Facilities Maintenance had the next highest *Needs Improvement* score (+6 points from last year to 15%). Comment themes reflect concerns about campus cleanliness and the condition of the wall in the front of campus. After reviewing quotes to fix the tiles, school leadership determined that the best course of action was to take down the wall. This removal happened just prior to survey launch, so some respondents might not have been aware of the change. Negative comments related to HVAC, traffic, parking and Chromebooks were also included in Facilities and Operations, which impacted the *Needs Improvement* score.

Counseling

Respondents provided many positive comments about the Peak to Peak counseling team at all school levels. For the second year, concerns were brought up about the counseling load at the elementary school level, with respondents mentioning that they thought the current counselor was very effective but spread thin with the high number of students needing support.

Principals

The *Needs Improvement* level went up slightly over last year for the Principals category. It appears approachability at the elementary and high school levels was the most common concern.

Safety

While the Safety *Does Well/Needs Improvement* scores stayed very close to last year, there were a fair number of comments requesting a School Resource Officer as well as safer bike paths and crosswalks.

General Communication

85% of survey respondents said that Peak to Peak *Does Well* with General Communication, which is equal to previous years. Comment themes show appreciation for the redesign of the Weekly Digest. The website layout and functionality has been a concern for several years and plans are in the works to redesign the website between now and August of this year.

Executive Leadership (Exec Director of Education & Exec Director of Operations)

The Executive Leadership category showed a significant improvement over last year. The Accountability Committee appreciates the hard work of the ELT for their time and leadership.

Front Office Assistance

Unfortunately, there were a few comments of concern pertaining to the Front Office, which historically has been a very positive area of school operations.

Board of Directors

This category showed a strong improvement over last year in *Does Well* and a decline in *Needs Improvement*.

Fundraising

As in previous years, Fundraising shows very low levels of *Needs Improvement*. Rachel Hirt and her amazing team were mentioned for the stellar events they coordinate each year.

Conclusion

The Accountability Committee would like to thank the teachers, counselors, facilities staff and school leadership for making Peak to Peak the wonderful school that it is. We appreciate all the family engagement in this year's Family Survey and look forward to building on the improvements we saw this year.

The comments indicate the need to:

- Address concerns raised by families related to Staffing Issues.
- Address concerns related to Standards Based Grading.
- Address concerns related to Facilities and Operations, including potential adjustments to lunch timing and portion sizes, traffic policies and bus service.

The Accountability Committee will continue to monitor and communicate progress on these and other benchmarks. In the fall of the 2024-2025 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 2023-2024 Accountability Committee

Appendix: Survey Methodology

The Annual Family Survey was administered as an online survey accessible via an email link sent to all families and via direct links from text messages and QR codes. The survey was available from January 12th – February 12th, 2024, 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.

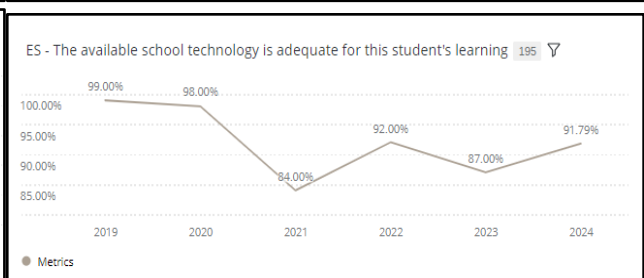
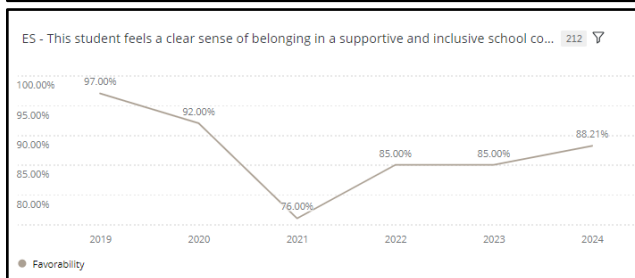
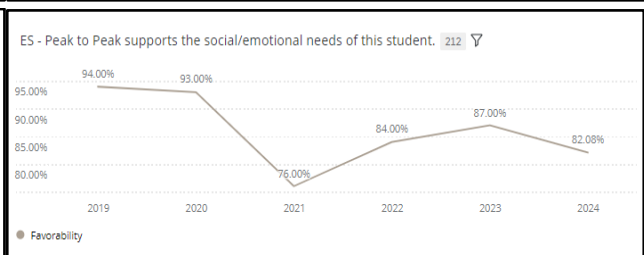
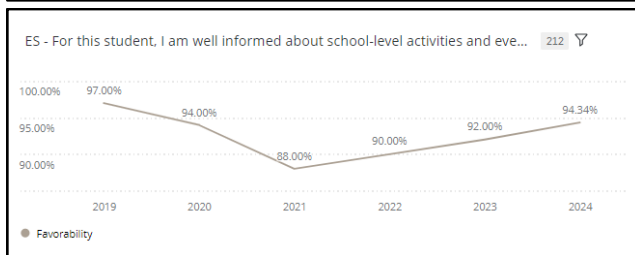
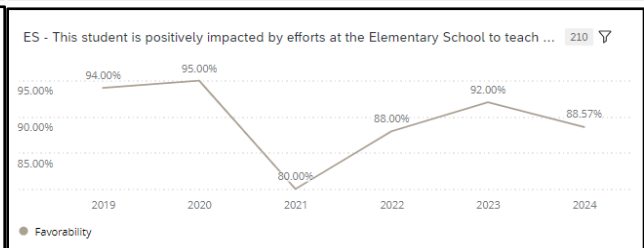
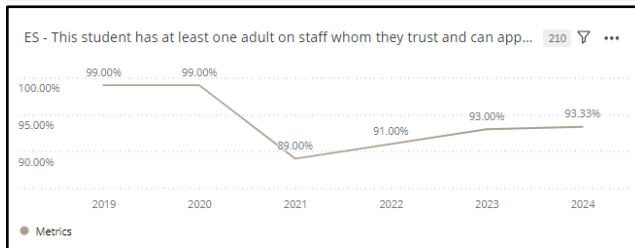
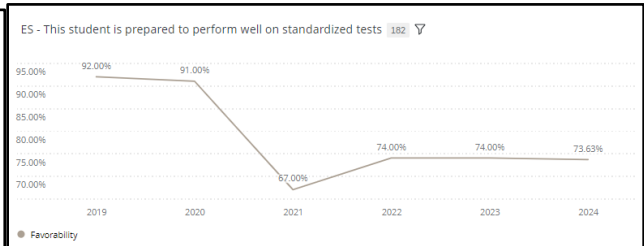
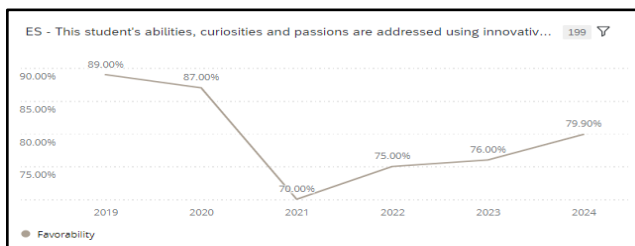
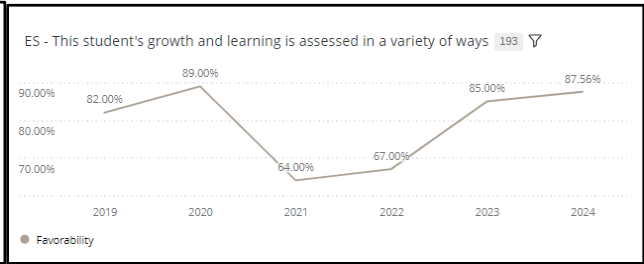
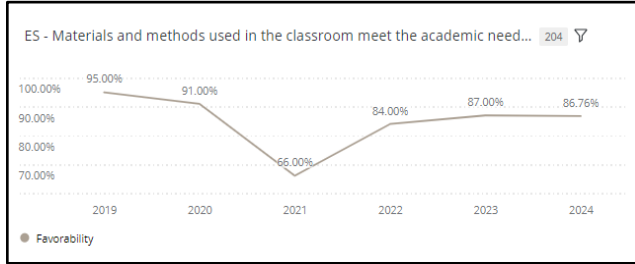
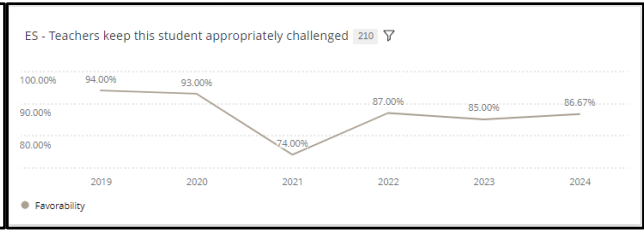
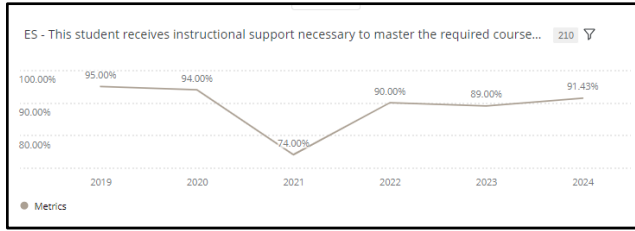
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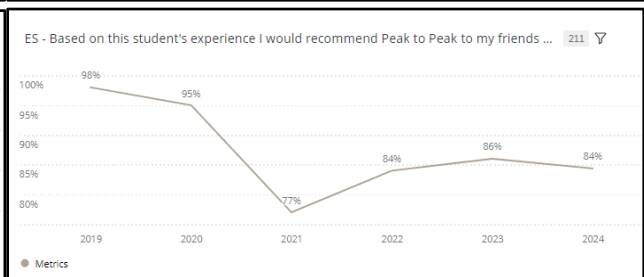
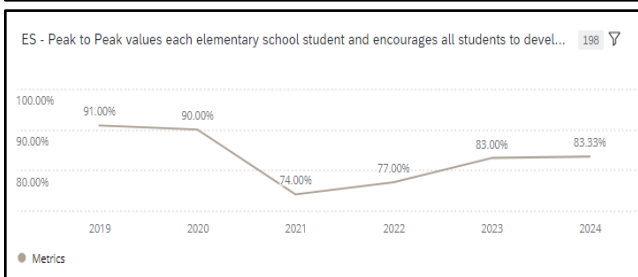
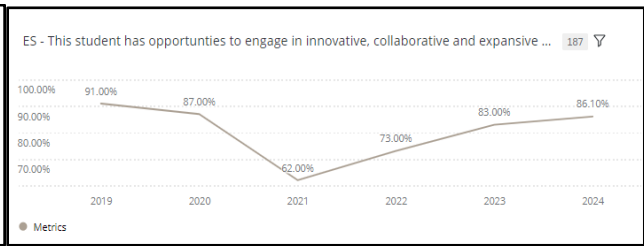
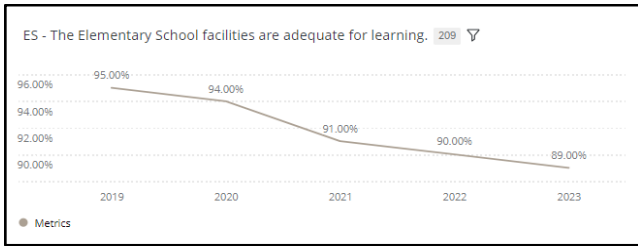
- Very Positive: 3.75 and above
- Positive: 3.45 - 3.74
- Somewhat Positive: 3.23 - 3.44
- Neutral: 3.01 - 3.22
- Negative: Less than 3.00

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.

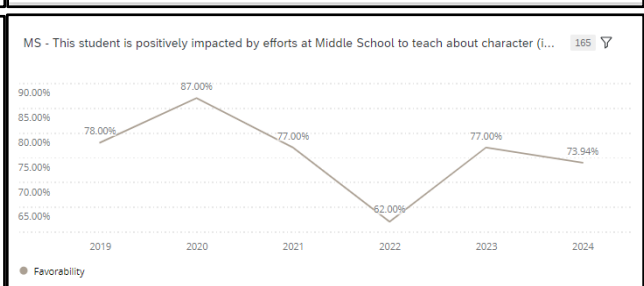
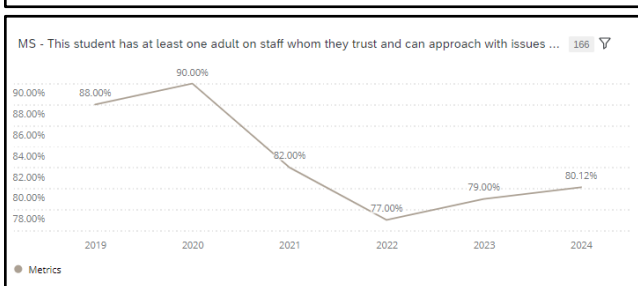
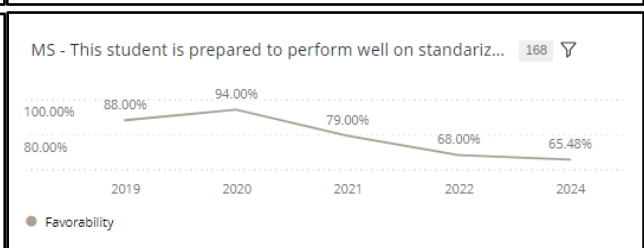
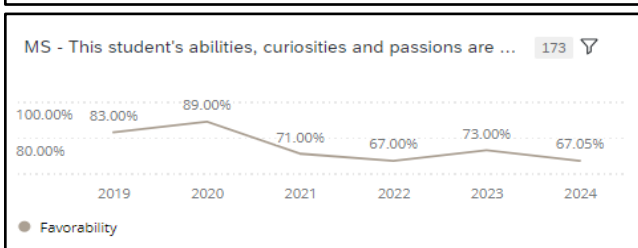
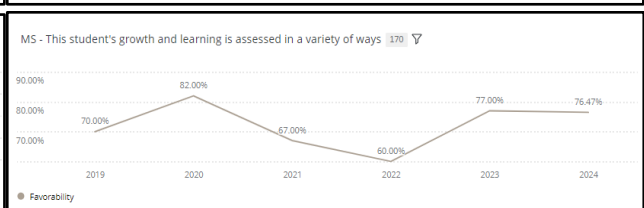
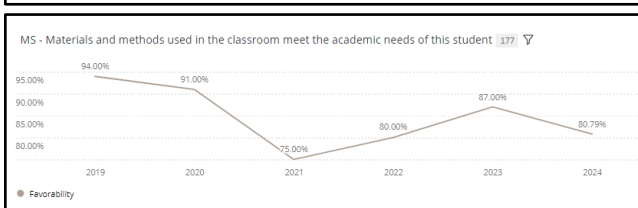
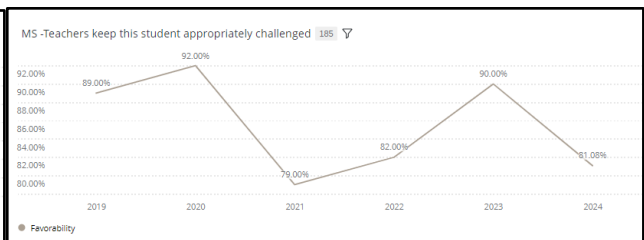
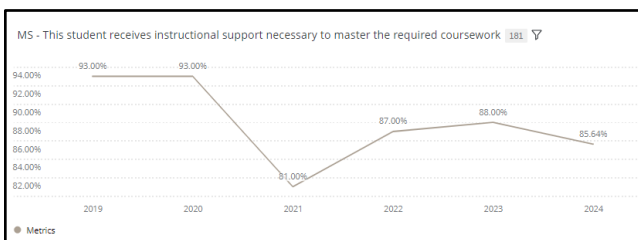
Appendix: Yearly Comparison

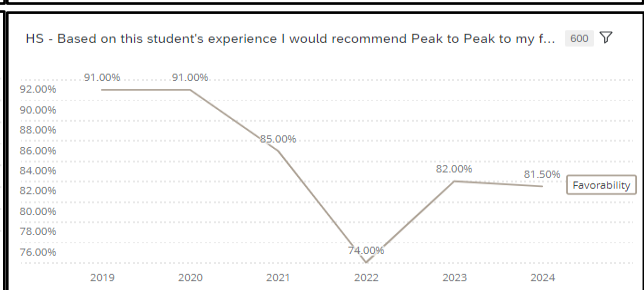
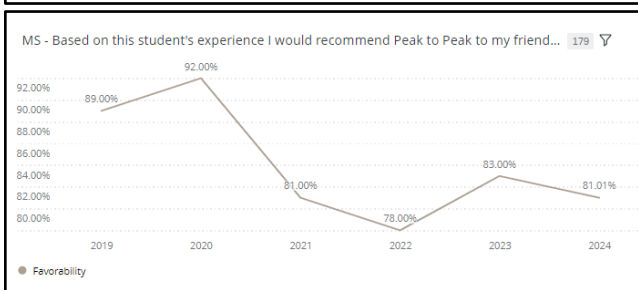
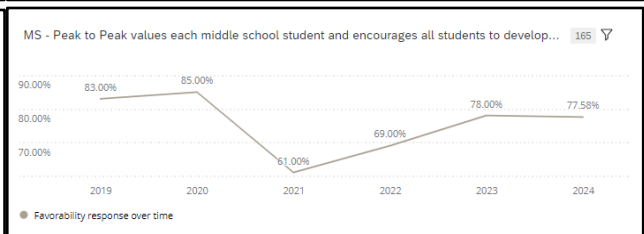
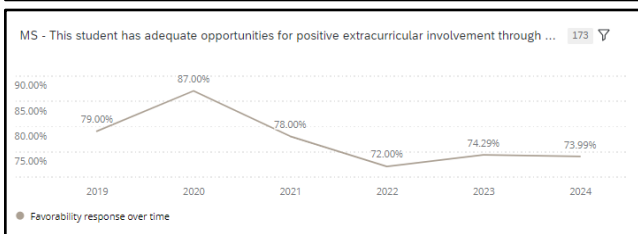
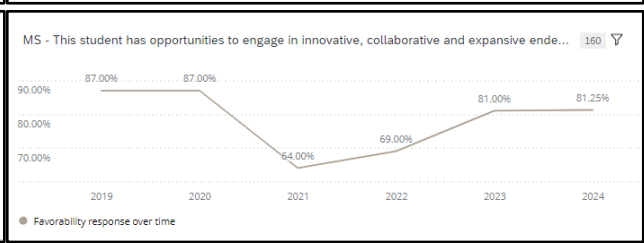
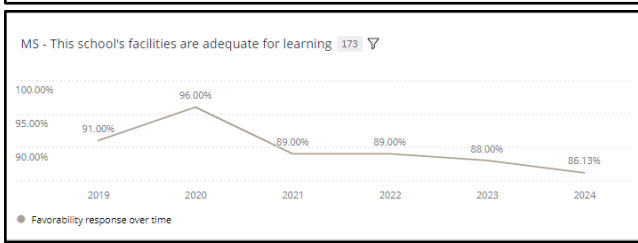
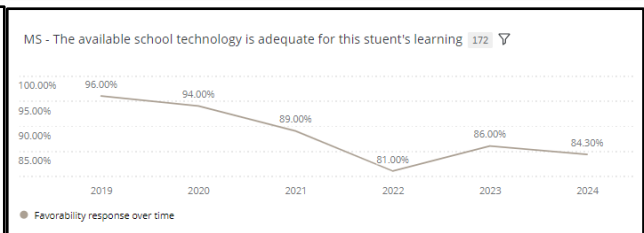
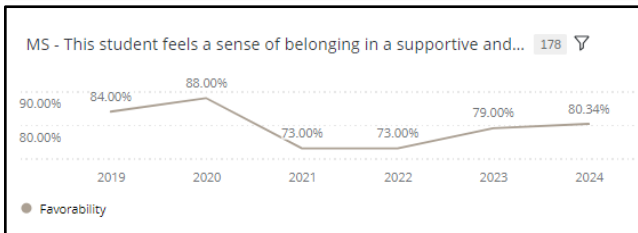
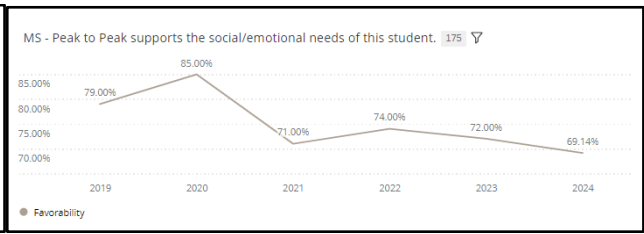
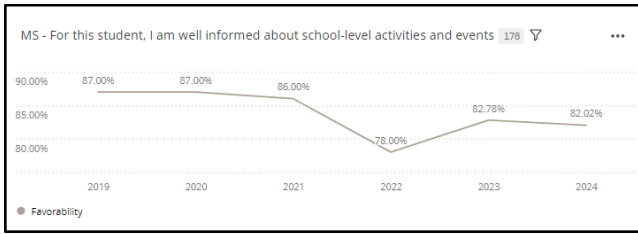
Elementary School Level



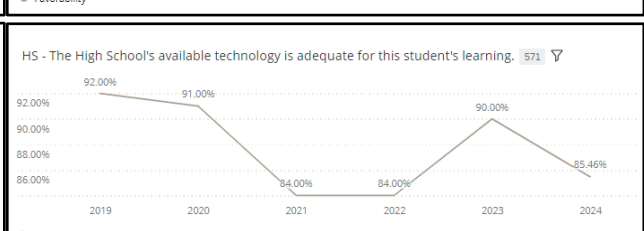
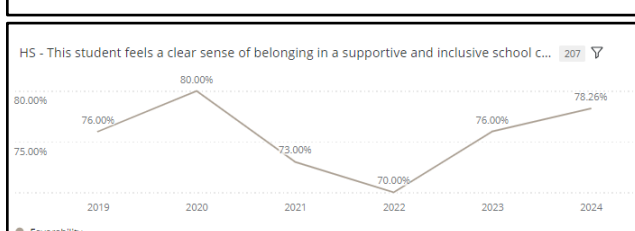
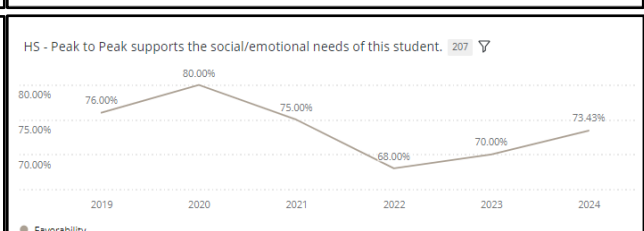
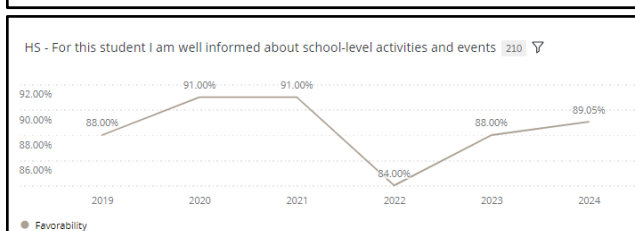
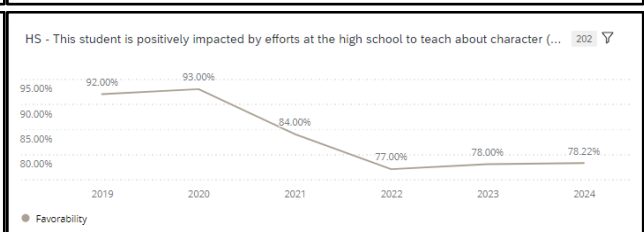
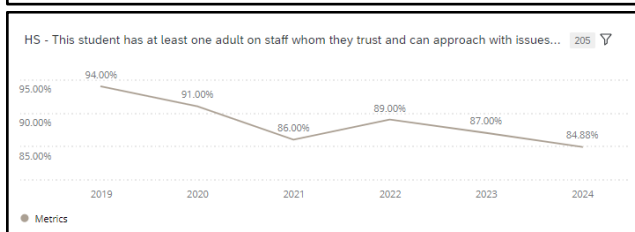
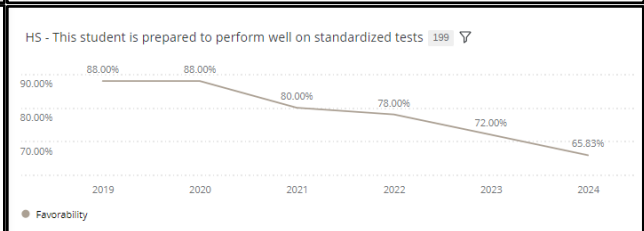
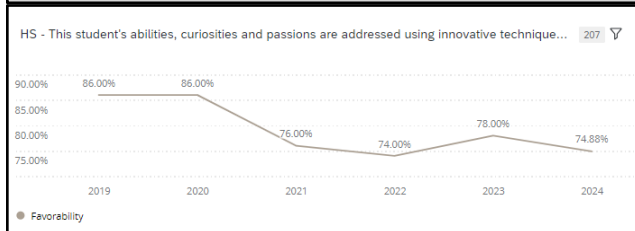
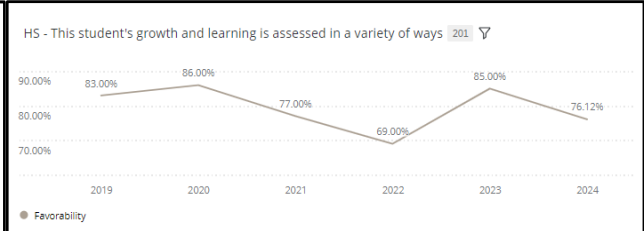
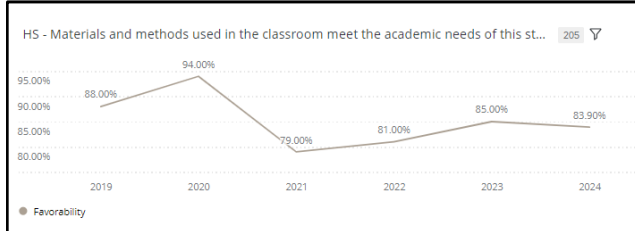
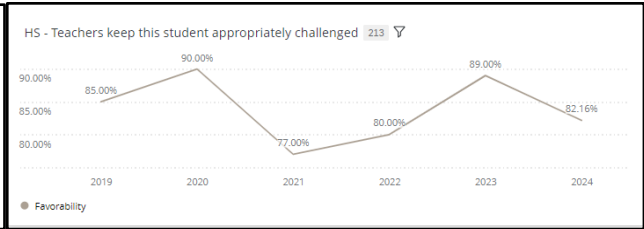
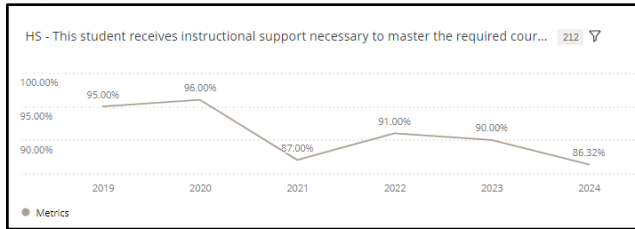


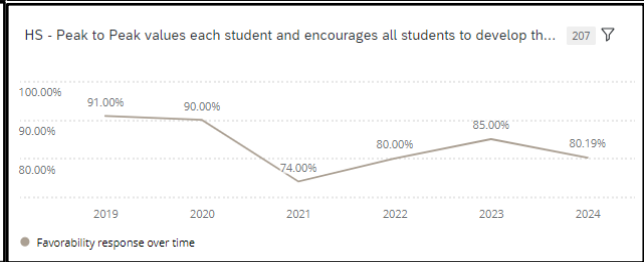
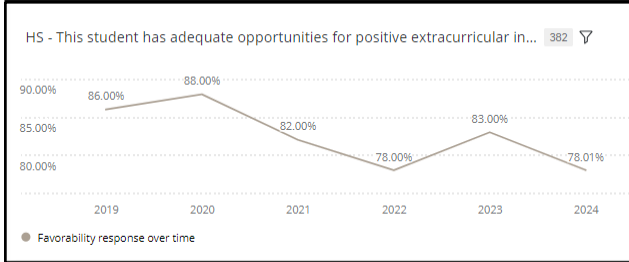
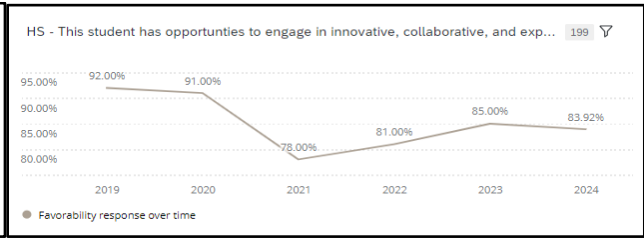
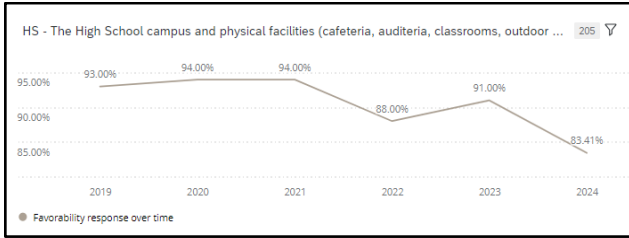
Middle School Level





High School Level





Appendix: Comment Totals by Theme

Elementary School Level

Thematic Observations - ES Quality of Instruction	Quantity
Positive comments: - General appreciation for teachers/counselor; learning progress (9) - Specific teacher kudos (4) - Love Writing Rubrics; Well-Managed Schools; different assessments (3)	16
Staffing concerns: - Teacher turnover concerns (1) - Not enough para educators (2)	3
Students with Identified Needs: - ALPS needs not being met; bored, not challenged (5) - Dyslexia needs not being met (1) - Student not reaching potential, academic performance decline (3)	9
Student specific communication concerns (3)	3
Other concerns: - Math curriculum concerns (4) - iReady; test anxiety concerns (3) - Not innovative (1) - Too much computer-based learning (2) - Want more hands-on, outdoor classroom projects (1)	11
Don't know (2)	2

Thematic Observations - ES Quality of Relationships	Quantity
Positive comments: - General appreciation, specific staff kudos (15) - Good peer group (1) - Appreciate bullying being addressed/thrilled with SEI work (3)	19
Staffing concerns: Teacher absence/long-term sub concerns (1)	1
School Climate concerns: - More effort needed to build trusting adult relationships (3) - Students not treated/valued the same (2) - Bullying, poor student behavior, not welcoming (3) - Specific teacher/counselor concerns (2) - Too much emphasis on social/cultural agendas (1)	11
Student specific communication concerns (3)	3
Other concerns: Improve General Communication (2)	2
Don't know (4)	4

Thematic Observations - ES Quality of Operations	Quantity
Positive comments: - General campus appreciation (2) - Electric bus appreciation, want afternoon drop off (3) - Halal food options (1) - Appreciation for food service workers, bus drivers (2)	8
Food Service concerns: - Allow seconds, larger portion (5) - Reduce number of spicy foods (3) - Increase number of healthy options, salad bar, no Izze (18) - General negative (2) - Increase variety of vegetarian options (2) - Want longer lunch time (2)	32
Other concerns: - Electric buses expensive, crowded, not for long trips, heating issues (7) - Safety should be a priority (1); traffic safety concerns (1) - School calendar, too many days off (1) - Need more tech opportunities (1); more field trips (2) - Facilities seem crowded, dirty (2) - Chromebooks, inappropriate technology use (2)	17

Thematic Observations - ES Quality of Opportunities	Quantity
Positive comments: - General positive (3) - ALPS positive (1) - New clubs (2), Character club (1)	7
School Climate concerns: - Parents don't feel heard (1) - Perception that some students are treated/valued differently (2)	3
Other concerns: - Specific teacher/principal concerns (1) - More non-academic clubs/opportunities (3), choir (1) - More gifted ALPS opportunities/programming (1) - Too many worksheets (2), not innovative (2)	10

Thematic Observations - MS Quality of Instruction	Quantity
Positive comments: - General Positive (7) - Teacher specific kudos (2)	9
Staffing concerns: open positions/teacher changes/not consistent (13)	13
Standards Based Grading concerns: - Reassessment not consistently enforced/confusing (3) - Office hours crowded/confusing (4) - Homework should be enforced by teachers (1)	8
Other concerns: - General negative, too many assessments/busywork (6) - Students bored/not challenged (5) - IEP/Differentiated Learning not supported (3) - Performance decline on standardized tests, math concerns (3) - Teacher specific (6) - Too much online learning, want physical textbook (2) - Student specific communication (3) - Student doesn't feel seen, shy (1) - Materials/space concerns (1) - Don't know (2)	32

Thematic Observations - MS Quality of Relationships	Quantity
Positive comments: - General Positive, specific teacher kudos (8) - Positive athletic experience, great coaches (1) - Positive peer group (1)	10
Staffing concerns: open positions/teacher changes/counselor need (5)	5
School Climate concerns: - Students not finding trusted adult, too shy (3) - Peak to Peak not welcoming, negative/biased/faith prejudice (7) - Poor student behavior (2), House System negative (1) - P2P not a good fit for all students (1) - Work needs to be done to address racism (1)	15
Other concerns: - General negative (4), no time to meet with counselor (1) - Need space to pray (1) - IEP not supported (1) - Need more social time, more events (2)	9

Thematic Observations - MS Quality of Operations	Quantity
Positive comments: - Morning bus service (6), kudos to bus drivers (1) - School lunches (2) - Looking forward to new performing arts facility (1)	10
Food Service concerns: - General negative (1), not enough time/staff (2) - Allow seconds, larger portion (2) - Healthier options, no uncrustables, no Izze, want salad bar (9) - More vegetarian options (1), dairy-free cheese (2)	17
Other concerns: - Parking (1), Bus general negative (1) - Chromebooks not dependable (1), internet issues (1) - Restrooms, cleanliness (1) - Want more tech options (2), more theater options (1) - MS space should be more welcoming (1), more functional (3) - Bus service provided to athletic game, but not the return trip (2) - Theater should be free for students to attend (1) - Want afternoon bus service and bike paths (3) - More gender neutral bathrooms (1) - Want cooking lab for kitchen chemistry (1)	20

Thematic Observations - MS Quality of Opportunities	Quantity
Positive comments: - General positive (1) - Specific teacher/coach kudos (1) - Appreciation for theater options/musical (2)	4
School Climate concerns: - Students not treated/valued the same (1)	1
Other concerns: - General negative (1), need more social events/overnight trip (2) - More athletics options (3), sports schedules (1) - Not enough extracurriculars/clubs (11) - Need more academic balance (1) - Need more reading time/current events discussion (1) - More real world opportunities (1)	21

Thematic Observations - HS Quality of Instruction	Quantity
Positive comments: - General Positive, specific teacher kudos (16) - Peak Week (1), Field trips (1)	18
Staffing concerns: open positions/teacher changes/counselor need (18)	18
Standards Based Grading concerns: - Reduces rigor (2), Confusing/Afraid to reassess (2) - Demotivating (1) - Homework should count (3), hard to achieve an A (3)	11
School Climate concerns: - Too much emphasis on social/cultural agendas/bias (4) - Parents don't have a voice (1)	5
Other concerns: - General negative (3), materials concerns (1) - Teacher specific concerns (5) - PSAT/SAT prep class wanted (1) - Too much emphasis on standardized tests (2) - Student bored/not challenged (3) - Not prepared for standardized test (5), AP (3), PSAT (1), test anxiety (2) - Teaching not consistent across school (2), want more innovation (1) - Innovations should be an elective (2) - More reading should be required (1) - Want ASL for language option (1), human model for Anatomy (1) - Don't know (1)	35

Thematic Observations - HS Quality of Relationships	Quantity
Positive comments: - General Positive (11), specific teachers (7) - Character development curriculum (1), PAC Leaders (1)	20
Staffing concerns: open positions/teacher changes/counselor need (1)	1
Standards Based Grading concerns: - Concerns about homework consistency (1) - Office hours/grading concerns (1) - Loss of rigor (2) - Too hard to achieve an A (1)	5
School Climate concerns: - Student needs more support from trusted adult/counselor/coach (8) - P2P doesn't feel welcoming (4), doesn't feel known (2), faith bias (2) - Too much emphasis on social/culture agenda (2) - Concerns about academic balance/well being/mental health (2) - Perception that students are treated/valued differently (6) - P2P not a fit for every student (4)	30
Other concerns: - Specific teacher concerns (1), principal concerns (1) - Want late start (1) - CRS lack of information (1) - Website concerns: club info incorrect (1), not user friendly (1) - More social events (2), athletics needs more recognition (1) - Safety should be priority (1) - Too much emphasis on AP classes (1)	11

Thematic Observations - HS Quality of Operations	Quantity
Positive comments: - General facilities positive (1) - Food service positive (1); Vegetarian options (1), gluten-free options (1) - Bus service positive (9), desire afternoon service - Looking forward to new performing arts center (1)	14
Bus Service concerns: - Electric buses too expensive (6), not for long trips (5), not in cold (1) - Bus service for athletics is sporadic (5)	17
Food Service concerns: - General negative (2), not enough time/staff (1) - Allow seconds, larger portion (5) - Healthier options, no lzze, want salad bar (5) - More vegetarian options/quantity (2)	15
Other concerns: - Want more water fountains (1) - Want outdoor bathrooms at the fields (1), gender neutral bathrooms(1) - Bees/wasps are a problem (1) - Chromebooks negative (5), Wifi negative (1) - Facilities/athletic fields negative (3), HVAC issues (1), dirty (1) - Want STEM lab/robotics (2), more tech programs (1) - Classroom furniture negative (1) - Parking negative (1) - Safety needs to be priority (1)	20

Thematic Observations - HS Quality of Opportunities	Quantity
Positive comments: - General positive (2), specific kudos for teachers/coaches (2) - Peak Week positive (1) - Theater positive (1)	6
School Climate concerns: - Too much emphasis on social/political agendas (1) - Perception that some students treated/valued differently (6)	7
Other concerns: - Peak Week negative (1) - Want conference areas/more meeting space for students (1) - Want PSAT/SAT prep class (1) - Too much emphasis on academics, want more extracurriculars (4) - More activities, not just athletics (4), add faith-based club (1) - More electives (1), more STEM opportunities (1) - Expand athletics to include intramural (1), accept outside athletics (2) - Athletic programs need more support (2), AD concerns (2) - More social events/school spirit (1) - Don't know (1)	24

Thematic Observations - Volunteer	Quantity
Positive comments: - General positive (24)	24
Other concerns: - Don't know process (3), unclear of needs at secondary level (7) - Want better school signage (1) - Don't feel appreciated (2), time not well used (1) - Personal conflicts (2) - Want booster club/email (3), can only volunteer to bring food (1) - Need dates for field trips sooner (1)	21

Thematic Observations - Communication	Quantity
Positive comments: - General positive (3) - Weekly Digest positive(28) - Counseling Digest positive (1) - Google Classroom positive (1)	33
Other concerns: - Weekly Digest negative, new layout (6), Athletics (1), missing events (3) - Website negative (19), want elementary newsletters on website (1) - Wish teachers would enter Puma Spotlight info (1) - Too much info (1), too many platforms (1), not posted long enough (1) - Want middle school assignments linked (1) - General negative, involve parents more (1)	36

Thematic Observations - Does Well/Needs Improvement	Quantity
Positive comments: <ul style="list-style-type: none"> - General positive (4) - Specific teacher/counselor kudos (4) - EDE/EDO positive (1), front office positive (2), principals positive (4) - Weekly Digest positive (3) - Janitor positive (1) 	<i>19</i>
Staffing concerns: <ul style="list-style-type: none"> - Counselors/teachers spread thin (4) - Open teaching/coaching positions (4) - Hiring practice, coaches (1) 	<i>9</i>
Standards Based Grading concerns: (3)	<i>3</i>
Other concerns: <ul style="list-style-type: none"> - Specific teacher/principal/coach/AD concerns (15), front office staff (7) - Peak Week equity (1) - Perception that not all students treated/valued equally (3) - Bullying (1), student behavior (1), school spirit (1) - Food service general negative (1) - Athletics communications (1), more support for athletics (3) - Fundraising (3) - Parking/traffic (1), want more crosswalks (1) - Safety, back door elementary (1), doors held open (1), hire SRO (3) - School calendar, too many days off (1) - IEP support (2), twice exceptional support (1) - Parents don't feel heard (2), Board of Directors (2) - Want covered e-bike parking (1) - Student specific communication (2), general communication (1) - Restrooms dirty (2), campus litter (3), new auditorium (1), signage (1) - Want more non-academic clubs (1) - Loss of rigor (1) 	<i>60</i>

Thematic Observations - ELT/Board	Quantity
Positive comments: <ul style="list-style-type: none"> - General positive (58) - Teacher/counselor/principal/EDE/EDO specific positive (54) - Athletics positive (2), theater positive (1). Puma Spotlight (1) - Office hours positive (1) - Cafeteria workers/custodian positive (3) - Peak Week positive (4), academic rigor (1), volunteer hours (1) 	126
School Climate concerns: <ul style="list-style-type: none"> - Parents don't feel heard (2), different views on neurodiversity (1) - Perception that students are treated/valued differently (5) - Too much emphasis on social/political agendas (8) faith bias (3) - Want more SEL space (1), add diverse staff (1), more DEI (4) - Want more bully prevention in MS/counselor support (2) - Not a fit for every student (1) 	28
Staffing concerns: <ul style="list-style-type: none"> - Open teaching/coaching positions (8), Hiring committee (4) - Teacher turnover/reassignment (5) - Add Educational Recruiter (1) - Add more part-time teachers (1) - Address teachers pay (3) 	22
Standards Based Grading concerns: (9)	9
Other concerns: <ul style="list-style-type: none"> - Teacher/coach/AD/class/front office/nurse specific (7) - Athletics not supported (1), coaching concerns (1), add booster club (2) - Gifted Talented opportunities (1) - Testing fatigue (1) - Student specific communication (1), behavior feedback (1) - Food service general (2), food runs out (1) - Traffic/carline/parking negative (8), add bike path (1) - More textbook hard copies (1) - Peak Week (1), PW expense (1) - Electric bus (2) - School calendar, too many days off (2), absences (1), registration (1) - SPED support (1) - In-person conferences (1) - Facilities maintenance (2), cleanliness (3), auditoria seating (1) - More field trips (1), more music options (1), more extracurriculars (2) - Loss of academic rigor (1) - Chromebooks, misused for games (1) - Safety needs to be a priority (1) - Fundraising too much (2) - Don't know (1) 	53