

Table of Contents

Preface	1
School Year Setting	1
New Questions in the 2024-2025 Survey	2
Survey Overview & Methodology	3
Survey Reporting	4
Response Rates	5
Quality Areas Discussion	6
Thematic Observations	7
<i>Quality of Instruction</i>	8
<i>Quality of Relationships</i>	11
<i>Quality of Operations</i>	15
<i>Quality of Opportunities</i>	18
Additional Questions Discussion	20
<i>Friends of Peak to Peak</i>	20
<i>Volunteering</i>	20
<i>Communication Channels</i>	21
<i>Finances</i>	22
<i>Peak Week</i>	23
Areas Peak to Peak Does Well/Needs Improvement	24
<i>Athletics</i>	24
<i>Activities and Clubs</i>	24
<i>Student Specific Communication</i>	24
<i>Executive Leadership (Exec Director of Education & Exec Director of Operations)</i>	24
<i>Safety</i>	25
<i>Facilities Maintenance</i>	25
<i>Board of Directors</i>	25
<i>Principals</i>	25
<i>General Communication</i>	25
<i>Counseling</i>	25
<i>Front Office Assistance</i>	25
<i>Fundraising</i>	25
Conclusion	26

List of Illustrations

Figures

- | | |
|---|----|
| 1. Survey Participation | 5 |
| 2. 5-Year Trend Chart for <i>I would recommend Peak to Peak</i> | 14 |
| 3. 3-Year Trend Percentages for <i>Does Well</i> and <i>Needs Improvement</i> | 24 |

Appendix

Survey Methodology

Survey History

5-Year Trend Charts (2021-2025)

Comment Totals by Theme

2025 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 Accountability Committee conducted the Family Survey from Friday, January 10th through Monday, February 10th, 2025.
- The survey was conducted anonymously and all answers to the survey were collected anonymously.
- The Accountability Committee will forward the report 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 2025 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 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 so grateful for the assistance of the Board of Directors, the Executive Leadership Team, James Fuller and Tracy Durland.

School Year Setting

- In the 2024-2025 school year, Jennie Klein is in her third year as Executive Director of Education and Jennifer Douglas is in her second year as Executive Director of Operations.
- The Peak to Peak campus underwent a significant remodel starting in May of 2024. Improvements include a renovated Visual and Performing Arts Center with a Grand Opening scheduled for April 16th, 2025. Other improvements included updated classrooms in the South Building and updated office space, meeting space and classrooms in the North Building.
- Peak to Peak's electric buses are in their third year of operation and provide morning pickup along three routes in addition to field trips and afternoon/evening athletic service. It is also the third year for Peak to Peak's Peak Week requirement for high school students. The Vision Statement for Peak Week can be found [here](#).

New Questions in the 2024-2025 Survey

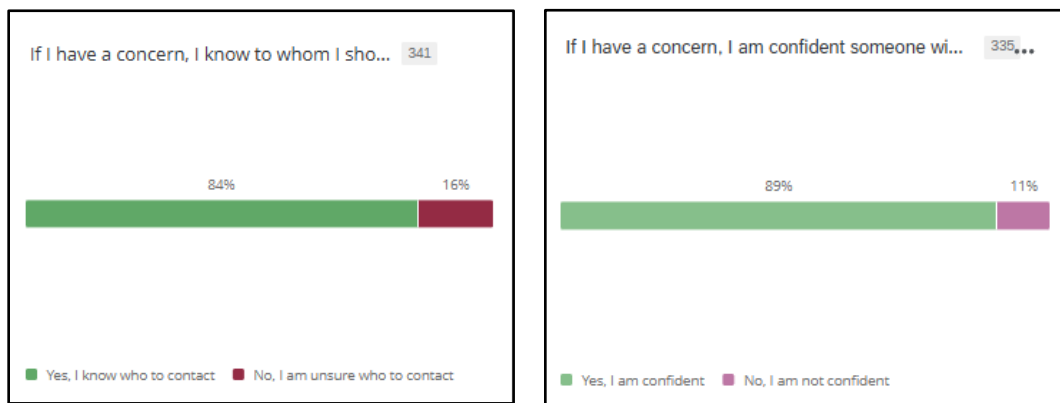
The Accountability Committee added four new questions to this year's survey. There is additional information found in the [Appendix: Survey History](#).

- 1) *Are you familiar with the events, both fundraising and social events, put on each year by the Friends of Peak to Peak? **95% responded Yes, I am familiar with all these events***
- 2) *Have you shared your time (by volunteering), expertise (by serving on a guest speaker, mentor, on a committee, etc.), or resources (through donations) with the school at least once in the last 12 months? **Out of 342 responses, 255 (75%) responded Yes***

If not, why:

- *Lack of time **80%***
- *Lack of awareness of opportunities to volunteer/give/donate **4%***
- *Financial limitations **22%***
- *Distrust/Lack of confidence in school **2%***
- *Other **13%***

The next two questions pertain to Peak to Peak's Communication Framework.



- 3) *If I have a concern, I know to whom I should reach out. **84% responded Yes.***
- 4) *If I have a concern, I am confident someone will respond to me to collaboratively seek resolution. **89% responded Yes, I am confident.***

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](#).

Results from prior years have led to improvements in areas such as technology, transportation, facilities, and communication channels to name a few. Three areas that rose to the level of major themes over the last two years have seen dramatic improvement:

- Students with Identified Needs
- Staffing
- Electric Buses

For 16 years the Accountability Committee has used the annual family survey to collect feedback relevant to the school's Mission and Strategic Plan. The 2025 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

The data is presented 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

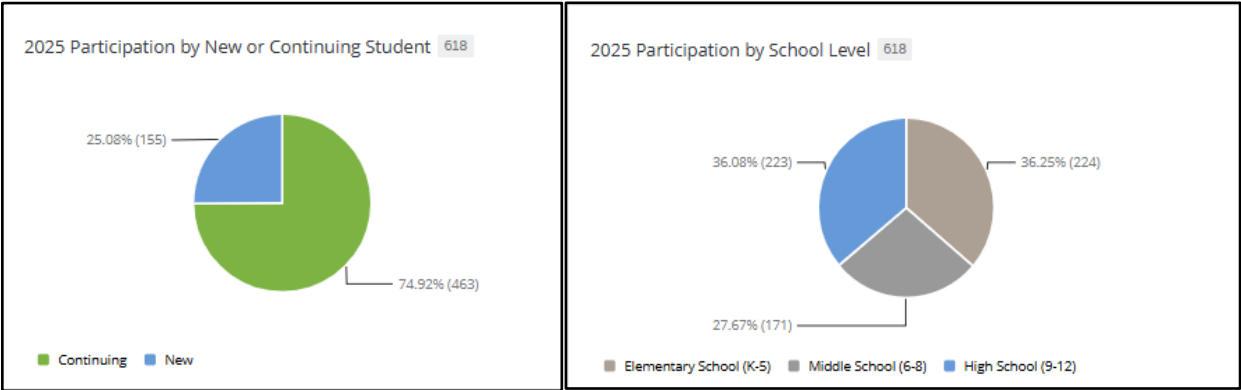
Neutral: 3.01 - 3.22

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 2024-2025 survey responses from completed surveys represented 522 students, which equals 36% of our total student population, well below our target of 60%. Below are the responses by school level.



Each year the Accountability Committee works with our administration to try to reach the 60% response rate goal. 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.

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 didn't complete survey (141 responses)

- Forgot = 41%
- Overall happy = 23%
- Survey takes too long = 8%
- Started but did not finish = 6%
- Other 22%

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 (elementary, middle school and high school). Five-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 thresholds for 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 of respondents provided positive 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 670 open-ended comments covering all school levels as well as comments providing additional feedback on the operational areas of the school. There were a 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 four major categories:

1. Facilities and Operations

This theme had the highest volume of comments. The breakdown of comments and additional detail can be found in the [Appendix: Comment Totals by Theme](#). This category includes concerns with food service, traffic/car line, electric buses, chromebooks and facility maintenance. The highest volume of negative comments was related to nutrition and portion size in the food service.

2. General Communication

The next highest volume of comments falls into a theme titled General Communication. There were twelve survey respondents with negative responses related to a recent schedule change to include a late start on Wednesday mornings. The resulting bell schedule at the secondary level raised the most concern. Survey respondents felt their voices were not heard and that communication on this issue could be improved.

3. Instruction and Testing

This third category is a combination of comments in three related areas:

- Instruction Methods
- Standards Based Grading
- Standardized Testing

The primary concerns with Instruction Methods include excessive use of video material, reliance on students to present material and lack of engaging hands-on learning opportunities. Standards Based Grading comments are centered on lack of homework grades, grade scale with a 3 equal to 85% and crowded office hours. Standardized Testing concerns mention lack of preparation or too much emphasis.

4. School Climate

School Climate has come up in previous surveys. It is a broad definition for concerns that include student behavior, perceptions that students are treated differently and concerns of bias based on religious or political beliefs.

Quality of Instruction

Elementary School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>This student receives the instructional support necessary to master the required coursework.</i>	4.39	88.37%	-3.1pt	4.88%
<i>Teachers keep this student appropriately challenged.</i>	4.41	91.22%	+4.6pt	4.88%
<i>Materials and methods used in the classroom meet the academic needs of this student.</i>	4.33	87.31%	+0.6pt	7.61%
<i>This student's growth and learning is assessed in a variety of ways.</i>	4.28	88.44%	+0.9pt	5.03%
<i>This student's abilities, curiosities, and passions are addressed using innovative techniques and learning opportunities.</i>	4.18	82.54%	+2.6pt	8.47%
<i>This student is prepared to perform well on standardized tests.</i>	3.93	71.11%	-2.5pt	15.56%

The data above shows an increase in positivity over last year, except in *This student receives the instructional support necessary to master the required coursework* and *This student is prepared to perform well on standardized tests*. Comment themes support the data. Graphical representations of the positivity data over time are found in the [Appendix: Yearly Comparison](#).

Thematic observations show many positive comments for elementary school teachers and the elementary school counselor. Multiple teachers are highlighted for going above and beyond. Many respondents report that their students are making significant progress and are happy and engaged at school.

Negative comments were mostly tied to Instruction Methods and Standardized Testing.

Instruction and Testing

- Respondents mention a decline in instructional quality and confusion about standardized testing results. More detail is found in the [Appendix](#).
- Also mentioned were concerns that students were not challenged. These comments could be related to Instruction quality but also might be connected to Students with Identified Needs and support for students identified as Talented and Gifted (TAG) who have Advanced Learning Plans (ALPs).

Middle School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>This student receives the instructional support necessary to master the required coursework.</i>	4.22	87.18%	+1.5pt	5.13%
<i>Teachers keep this student appropriately challenged.</i>	4.23	88.54%	+7.5pt	8.28%
<i>Materials and methods used in the classroom meet the academic needs of this student.</i>	4.15	86.18%	+5.4pt	7.89%
<i>This student's growth and learning is assessed in a variety of ways.</i>	4.14	84.62%	+8.2pt	11.89%
<i>This student's abilities, curiosities, and passions are addressed using innovative techniques and learning opportunities.</i>	3.97	74.51%	+7.5pt	17.65%
<i>This student is prepared to perform well on standardized tests.</i>	3.93	74.15%	+8.7pt	6.80%

The data above shows increased positivity at the middle school level. Positive comments include the Transitions class, which has been praised in previous years.

Concerns at the middle school level which largely fall under **Instruction and Testing** include:

- A few comments mention concerns with instruction quality and lack of academic rigor. Several comments also mentioned not knowing enough about instructional methods to answer the survey.
- An equal number of comments mentioned too much homework or not enough homework.
- Similarly, related to Standardized Testing, an almost equal number of comments referenced middle school needing more preparation for standardized tests as feeling there was too much emphasis on standardized tests.

High School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>This student receives the instructional support necessary to master the required coursework.</i>	4.30	88.78%	+2.5pt	5.85%
<i>Teachers keep this student appropriately challenged.</i>	4.24	87.25%	+5.1pt	7.35%
<i>Materials and methods used in the classroom meet the academic needs of this student.</i>	4.24	87.00%	+3.1pt	7.50%
<i>This student's growth and learning is assessed in a variety of ways.</i>	4.25	86.91%	+10.8pt	9.95%
<i>This student's abilities, curiosities, and passions are addressed using innovative techniques and learning opportunities.</i>	3.97	76.41%	+1.5pt	13.33%
<i>This student is prepared to perform well on standardized tests.</i>	3.92	70.68%	+4.9pt	19.90%

Similar to middle school, the data show increased positivity versus last year.

Thematic observations show many positive comments and appreciation for teachers, principals and counselors. Respondents with experience at other area high schools mention that their experience at Peak to Peak far exceeds their expectations. Additional detail is found in the [Appendix](#).

Concerns at the high school level include all three areas of **Instruction and Testing**:

- Survey respondents express frustration with instructional video lessons during class time and that overall instructional quality is inconsistent.
- Standards Based Grading is a source of concern with some respondents mentioning homework not being graded and frustration with a "3" on grading rubrics being equal to 85%.
- Standardized Testing is a continual source of stress, with some mentioning a lack of preparation for AP tests and some concerned with poor test performance and too much emphasis on scores.

Quality of Relationships

Elementary School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>This student has at least one adult at Peak to Peak whom they trust and can approach with issues or concerns.</i>	4.55	94.21%	+0.9pt	3.68%
<i>This student is positively impacted by efforts at the school level to teach about character.</i>	4.17	93.37%	+4.8pt	12.92%
<i>For this student I am well-informed about school-level activities.</i>	4.54	94.92%	+0.6pt	4.06%
<i>Peak to Peak supports the social/emotional needs of this student.</i>	4.41	91.67%	+9.6pt	5.73%
<i>This student feels a clear sense of belonging in a supportive and inclusive school community.</i>	4.42	90.82%	+2.6pt	5.10%

The Accountability Committee is pleased to see large increases in positivity versus last year, particularly to the question: *Peak to Peak supports the social/emotional needs of this student.*

The comment themes support the data outlined above. Positive comments report that many students have strong, positive relationships with their teachers and enjoy attending school. There are several specific teacher recognitions for building authentic connections with students. The elementary school team is described as engaged, responsive and involved.

Negative comments are mostly connected to School Climate.

School Climate

- Comments mention that families do not feel their voices are valued in decision-making.
- Poor student behavior, inconsistent discipline and a perception that students are treated differently are also mentioned.

Middle School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>This student has at least one adult at Peak to Peak whom they trust and can approach with issues or concerns.</i>	4.24	82.00%	+1.9pt	12.67%
<i>This student is positively impacted by efforts at the school level to teach about character.</i>	4.14	79.05%	+5.1pt	18.92%
<i>For this student I am well-informed about school-level activities.</i>	4.25	85.53%	+3.5pt	9.21%
<i>Peak to Peak supports the social/emotional needs of this student.</i>	4.07	79.19%	+10.1pt	14.77%
<i>This student feels a clear sense of belonging in a supportive and inclusive school community.</i>	4.12	80.39%	+0.05pt	13.73%

Middle school also experienced increases in positivity versus last year. The comment themes support the data.

Positive comments mention many specific thanks to teachers and counselors as well as appreciation for friend groups. One comment mentioned their appreciation to the middle school principal for their support of the student's [Individualized Education Program](#) (IEP). The theater program is highlighted as an essential and well-loved aspect of student life. The Transitions class is mentioned as being valuable for students. Despite concerns, families acknowledge the school's strong academics and talented teaching staff.

Negative comments fall mostly within **General Communication** and **School Climate**.

- Respondents want clearer communication, particularly around schedule changes and grading policies.
- Concerns with student behavior, students struggling to find a friend group and perceptions of political or religious bias fall under School Climate.

High School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>This student has at least one adult at Peak to Peak whom they trust and can approach with issues or concerns.</i>	4.30	86.08%	+1.2pt	9.79%
<i>This student is positively impacted by efforts at the school level to teach about character.</i>	3.95	75.26%	+1.3pt	16.84%
<i>For this student I am well-informed about school-level activities.</i>	4.28	90.00%	+1.0pt	5.00%
<i>Peak to Peak supports the social/emotional needs of this student.</i>	4.03	77.49%	+4.1pt	16.23%
<i>This student feels a clear sense of belonging in a supportive and inclusive school community.</i>	4.06	77.00%	-1.3pt	16.50%

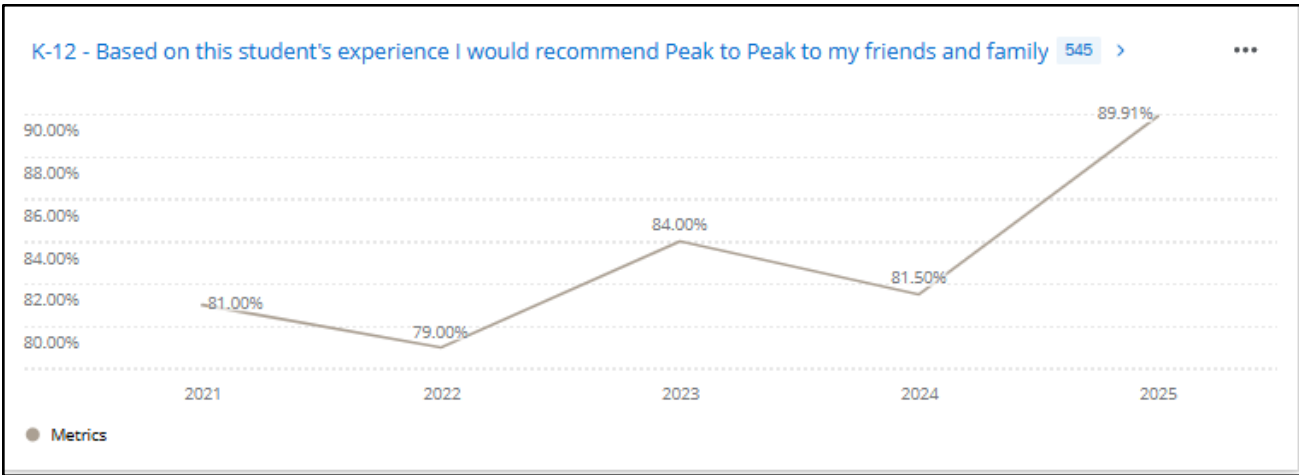
The high school data show increases in positivity except under the question *This student feels a clear sense of belonging in a supportive and inclusive school community* which fell 1.3 points from last year.

Many positive comments showing appreciation for teachers, counselors, friend groups and coaches.

At the high school level, the primary areas of concern fall under **School Climate**. As we've seen in past years, negative comments mention online bullying, poor student behavior, cliques that are difficult to break into, and too much focus on academics and not enough on finding healthy balance.

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	Change in Percent Positive from 2023-2024	Neutral
Elementary School	4.53	92.35%	+8.4pt	4.59%
Middle School	4.37	88.24%	+7.2pt	7.84%
High School	4.29	88.78%	+7.3pt	6.63%
K-12	4.40	89.91%	+8.4pt	6.24%



Positivity on this question has reached nearly 90%.

Areas of concern mention that Peak to Peak is not seen as being a good fit for all students, that only students with strong academic or athletic skills thrive at the school. While there were fewer of these comments compared to previous years, we still see families mention that they would not recommend Peak to Peak for all students or that neurodiverse students might not find the school to be a good fit.

Quality of Operations

Elementary School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>The school's available technology is adequate for learning.</i>	4.35	89.89%	-1.9pt	7.87%
<i>The campus and physical facilities are adequate for learning.</i>	4.38	95.29%	+6.3pt	3.66%
<i>This school's food service program meets my student's nutritional needs during the school day.</i>	3.82	72.25%	+2.5pt	8.38%
<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>	4.20	76.67%	+0.0pt	21.11%

Negative sentiments fall under **Facilities and Operations** and are about nutritional quality and portion size of school meals, with multiple mentions asking for healthier food options.

The other major area of concern is traffic safety. There is a concern that elementary students dropped off by the bus in the morning lack supervision, particularly kindergarteners walking to the elementary school playground. The car line can also be hazardous if drivers are using phones while waiting in line.

Middle School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>The school's available technology is adequate for learning.</i>	4.20	87.16%	+2.9pt	8.11%
<i>The campus and physical facilities are adequate for learning.</i>	4.14	86.49%	+0.4pt	6.76%
<i>This school's food service program meets my student's nutritional needs during the school day.</i>	3.89	73.15%	-5.1pt	10.74%
<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>	4.11	82.26%	+10.8pt	16.13%

It is exciting to see the large jump in positivity for the bus service after the challenges the school has faced in the last two years. Comment themes support the data.

There were several general positive comments and specific kudos for Executive Leadership.

The negative comments related to **Facilities and Operations** mostly fell under the food service with respondents wanting leadership to look for more nutritious options and to eliminate Izze fruit drinks. Larger portion sizes and more diverse menu options are also mentioned. Under facilities, comments include wanting a new bike rack and better bike paths.

High School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>The school's available technology is adequate for learning.</i>	4.06	86.60%	+1.1pt	8.99%
<i>The campus and physical facilities are adequate for learning.</i>	4.04	85.79%	+2.4pt	8.12%
<i>This school's food service program meets my student's nutritional needs during the school day.</i>	3.72	68.95%	-0.4pt	14.21%
<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>	3.87	68.97%	+11.5pt	20.69%

Like middle school, we see a significant increase in positivity for the bus service.

Positive comments under Quality of Operations at the high school level include general and specific appreciation. Concerns at this school level also include negative comments about Chromebooks, in addition to concerns with the food service and bus service. One respondent also expressed a desire for a designated space for high school students to hang out.

Quality of Opportunities

Elementary School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>This student has opportunities to engage in innovative, collaborative, and expansive endeavors in the classroom.</i>	4.28	86.63%	+0.5pt	9.30%
<i>Peak to Peak values each student and encourages all students to develop their passions, talents, and interests.</i>	4.32	87.78%	+4.5pt	7.78%

There were not many comments either positive or negative for this category. The amount of effort put into providing after-school activities, however, has been noted. Hopefully, we will continue to see increases in positivity in this area in coming years.

Middle School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>This student has opportunities to engage in innovative, collaborative, and expansive endeavors in the classroom.</i>	4.06	78.42%	-2.8pt	10.11%
<i>This student has adequate opportunities for positive extracurricular involvement through the school.</i>	3.97	82.31%	+8.3pt	4.76%
<i>Peak to Peak values each student and encourages all students to develop their passions, talents, and interests.</i>	3.99	74.83%	-2.8pt	16.78%

Comments at the middle school level mention wanting more support for athletics as well as a request for more non-athletic clubs, such as a Current Affairs club. More detail on all comments can be found in the [Appendix](#).

High School

Question	Likert	Percent Positive	Change in Percent Positive from 2023-2024	Neutral
<i>This student has opportunities to engage in innovative, collaborative, and expansive endeavors in the classroom.</i>	4.11	85.11%	+1.2pt	10.11%
<i>This student has adequate opportunities for positive extracurricular involvement through the school.</i>	4.08	82.90%	+4.9pt	8.59%
<i>Peak to Peak values each student and encourages all students to develop their passions, talents, and interests.</i>	4.08	80.95%	+0.8pt	13.23%

Comment themes at the high school level include many positive comments and appreciation for the wide variety of options for students. Specific thanks go to the teacher sponsors for Innovations, Physics Club, Hack Club, Science National Honor Society, Computer Science Honor Society and Science Olympiad. Respondents showed appreciation for Peak Week and all the creative programming that goes into this endeavor.

Respondents also mentioned their thanks to coaches for several athletic teams. Comments also showed appreciation for the variety of opportunities available to Peak to Peak students.

Negative comments include a desire for more clubs and more inclusiveness for neurodiverse students.

Additional Questions Discussion

Friends of Peak to Peak

As mentioned in the Introduction, this was the first year that Friends of Peak to Peak had a dedicated question.

Are you familiar with the events, both fundraising and social events, put on each year by the Friends of Peak to Peak?

Out of 339 responses, 321 (95%) responded **Yes, I am familiar with all of these events.**

Volunteering

The next question in this section was related to volunteering and replaced the previous *Do you volunteer in any capacity?*

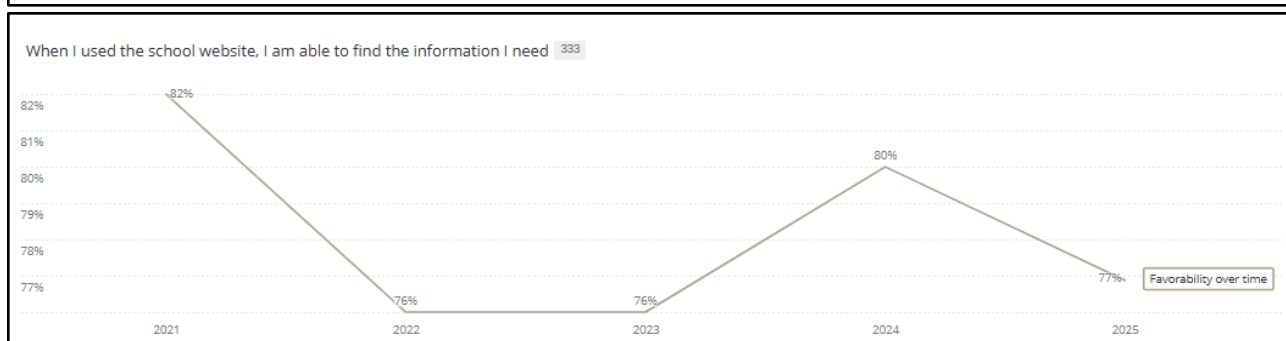
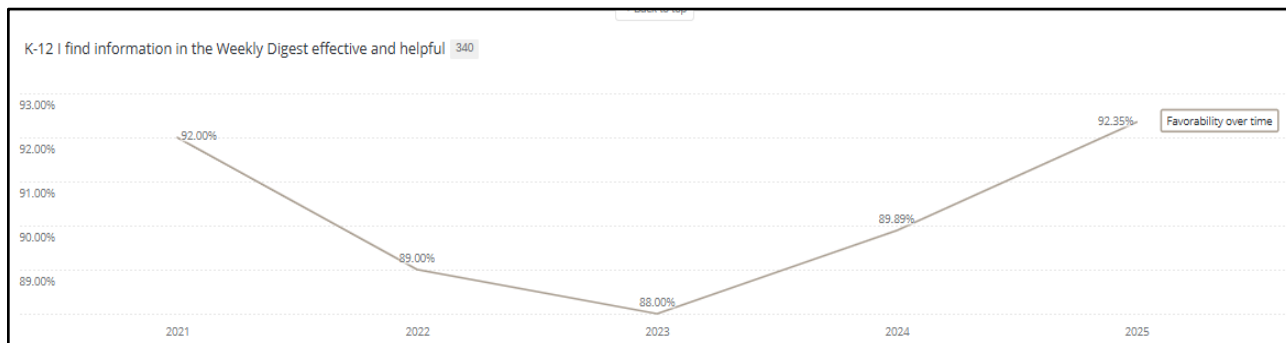
*Have you shared your time (by volunteering), expertise (by serving on a guest speaker, mentor, on a committee, etc.), or resources (through donations) with the school at least once in the last 12 months? **Out of 342 responses, 255 (75%) responded Yes***

If not, why:

- *Lack of time **80%***
- *Lack of awareness of opportunities to volunteer/give/donate **4%***
- *Financial limitations **22%***
- *Distrust/Lack of confidence in school **2%***
- *Other **13%***

Communication Channels

The Accountability Committee is pleased to see another year of increases in favorability in response to the question: *I find information in the Weekly Digest effective and helpful*. Positive comments also support what we see in the data. Appreciation goes to Tracy Durland, Peak to Peak Communications Director, for her hard work and dedication to making these improvements.



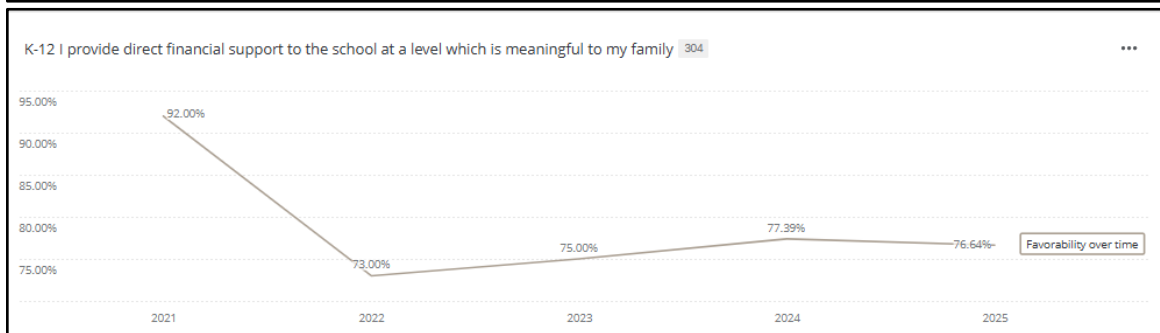
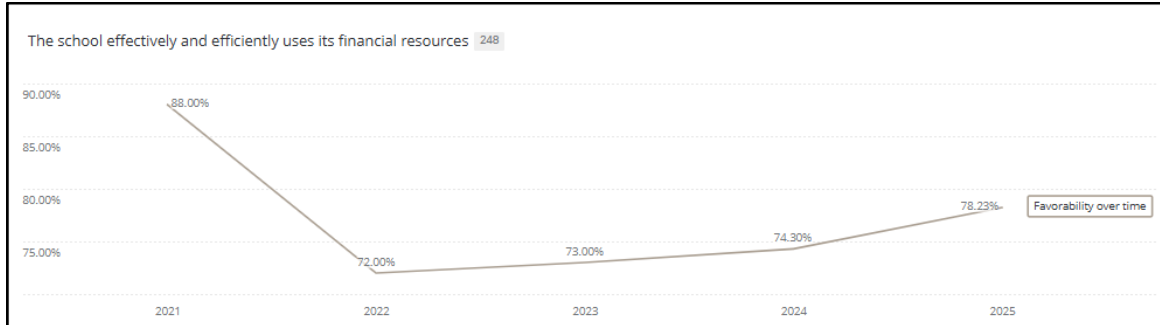
Positive comment themes indicate that the *Weekly Digest* is appreciated for its attempt to communicate important information. The Board of Directors summary is particularly appreciated. Separately, the Counselor Update emailed by Ms. Holmes-Fuller also received positive feedback.

Negative comments about the *Weekly Digest* seem more connected to General Communication, such as wanting to know more about upcoming issues that haven't been decided yet and how to be involved in the decision-making process. The Accountability Committee appreciates that the *Weekly Digest* and website continue to evolve based on feedback from the school community. Suggestions from this year's survey include:

- *The Parent Hub and Community Bulletin Board on the website are valuable resources.*
- *I wish key words would bring up topics that are deeply embedded in areas like the Weekly Digest.*
- *The school athletics information and pages do not always seem to be updated on the website.*

Finances

Favorability is flat to slightly higher 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*.



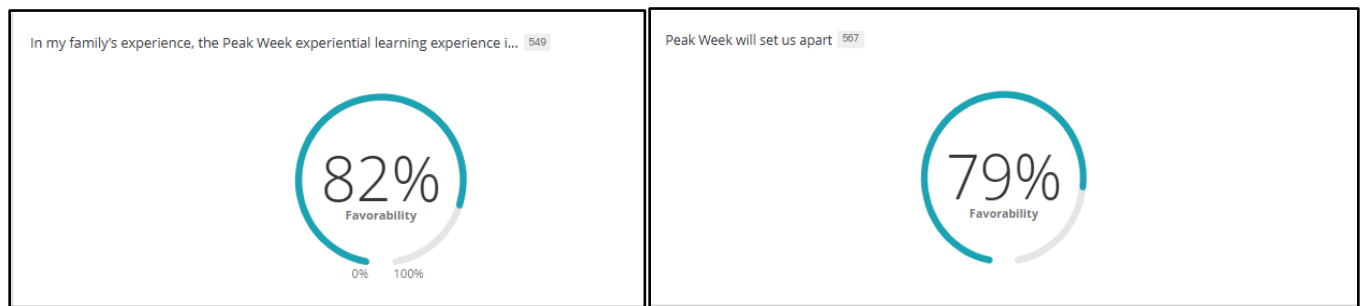
Peak Week

This is the second year that the Accountability Committee included questions about Peak Week, Peak to Peak's experiential learning opportunity for high school students.

The Peak Week questions come in 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)*

66.63% of respondents said they were aware of Peak Week.



82% 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.

79% 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 2023-2025:

CATEGORY	DOES WELL			NEEDS IMPROVEMENT			NO OPINION		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Athletics	53%	56%	53%	19%	18%	21%	28%	26%	26%
Activities and Clubs	57%	63%	66%	22%	20%	18%	20%	17%	15%
Student Specific Communication	67%	71%	75%	17%	17%	11%	17%	13%	14%
Executive Leadership (EDE, EDO)	54%	62%	58%	8%	10%	10%	38%	28%	32%
Safety	81%	80%	80%	10%	10%	10%	9%	10%	10%
Facilities Maintenance	75%	69%	74%	9%	15%	9%	16%	16%	16%
Board of Directors	44%	50%	55%	8%	6%	8%	48%	44%	38%
Principals	76%	70%	80%	9%	14%	7%	15%	16%	13%
General Communication	85%	85%	88%	8%	10%	7%	7%	5%	6%
Counseling	73%	73%	79%	12%	15%	7%	15%	13%	15%
Front Office Assistance	84%	79%	81%	4%	9%	6%	13%	12%	13%
Fundraising	68%	70%	66%	4%	5%	6%	28%	25%	28%

Athletics

The Athletics program at Peak to Peak received several concerns in the 2023-2024 Family Survey and is listed at the top of the *Needs Improvement* in this year's survey. School leadership is addressing concerns in several ways and recently formed a focus group to gather additional feedback. Negative comments in this year's survey included concerns about athletic program communication, coaches and program leadership.

Activities and Clubs

Peak to Peak leadership focused on providing additional extracurricular opportunities based on feedback from the 2023-2024 Family Survey, particularly at the elementary school level. We do see an uptick in the *Does Well* category. Positive comments include kudos to many clubs and activities: Theater, Speech & Debate, Hack Club, Science Olympiad, Science National Honor Society, and Computer Science Honor Society.

Student Specific Communication

Student specific communication shows improvement over last year. Most concerns in this area are raised at the elementary and middle school levels.

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

Peak to Peak's Executive Leaders show a slight decline in *Does Well* versus last year. Many appreciative comments listed both Executive Leaders tied to the facility improvements and charter renegotiation. Negative comments were mostly tied to communication around the Late Start Wednesday decision.

Safety

Safety stayed at the same *Does Well/Needs Improvement* level as last year. The major area of safety concern is tied with school traffic. Non-safe traffic conditions include drivers on cell phones, near-accidents involving young students at pick-up and drop-off and lack of courtesy among drivers.

Facilities Maintenance

Facilities maintenance saw a nice bump versus last year in *Does Well/Needs Improvement*. Many appreciative comments mentioned looking forward to the new Visual and Performing Arts Center. Negative comments mentioned concerns with campus cleanliness and a need to update some of the classrooms. This area also includes concerns with Chromebooks and school technology in general.

Board of Directors

While many respondents don't have an opinion in this category, most concerns are tied to the Late Start Wednesday decision and subsequent bell changes at the secondary level.

Principals

Peak to Peak's wonderful principals and vice-principals received many positive comments and appreciation for their hard work. General communication and timeliness of email response concerns were some of the few complaints raised in the comments.

General Communication

The uptick in *Does Well* for General Communication is a bit of a surprise given the comments surrounding the Late Start Wednesday decision and some of the related concerns attached to Athletics, Volunteering and Fundraising communications. However, we also see increased positivity surrounding the *Weekly Digest*, pop-up surveys and all the improvements that Tracy Durland, Communications Director, has implemented; we see these improvements paying off.

Counseling

The counselors at Peak to Peak are consistently a source of pride and appreciation at the school and this year appears to be no different with many positive comments at all school levels. The relatively few negative comments are being reviewed by leadership to see if there are areas for improvement.

Front Office Assistance

Our front office administration also consistently rates high in the *Does Well* feedback. A small number of negative comments have been passed along to be addressed by the leadership team.

Fundraising

Rachel Hirt and her team received many positive comments again this year. The volume of fundraising requests appeared to be the rare negative sentiment.

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 the family commitment 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 with nutrition, portion size and time allotment for food service.
- Address concerns with communication around the late start Wednesday and subsequent secondary bell schedule changes.
- Help families understand the benefits and challenges surrounding instructional methods, grading processes and standardized testing.
- Continue the work to improve Peak to Peak's school climate, where all families and students feel seen and valued.

The Accountability Committee will continue to monitor and communicate progress on these and other benchmarks. In the fall of the 2025-2026 school year, the Committee will provide the community with the response from school leadership to the results of this year's survey. The Committee wants to thank the Peak to Peak Community for their continued participation in the Annual Family Survey.

The 2024-2025 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 10th – February 10th, 2025, 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 several 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 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

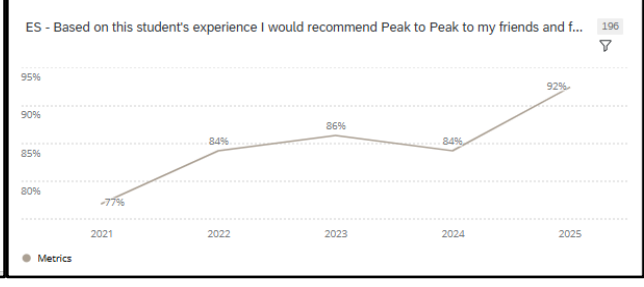
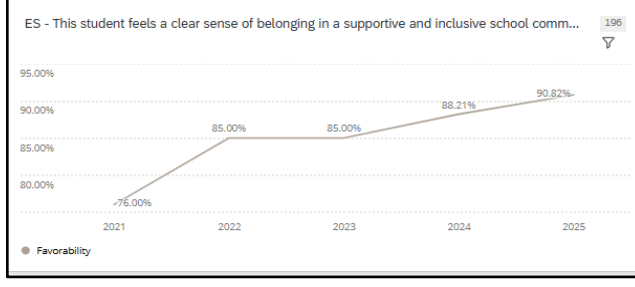
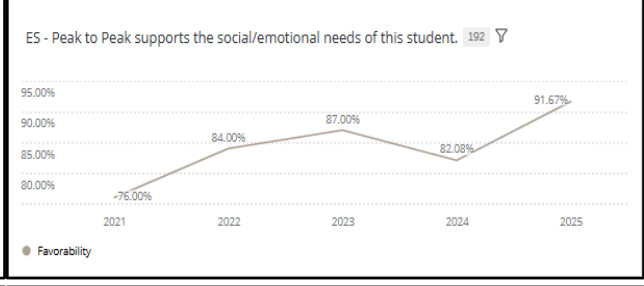
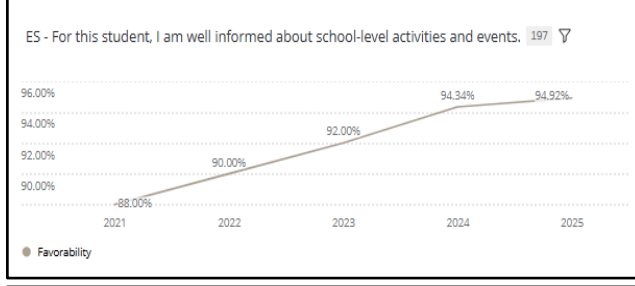
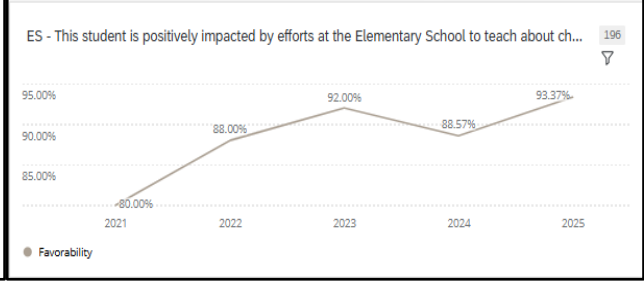
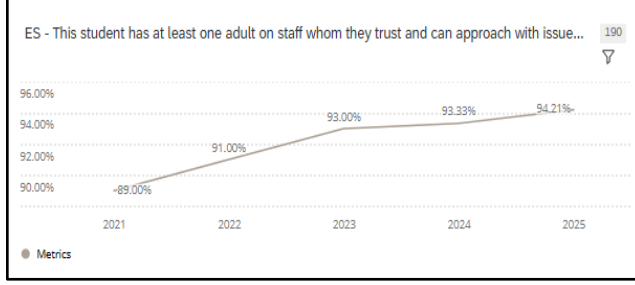
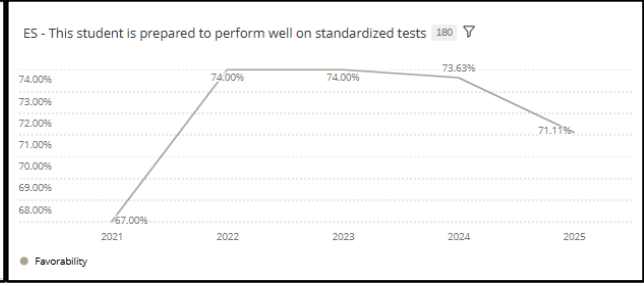
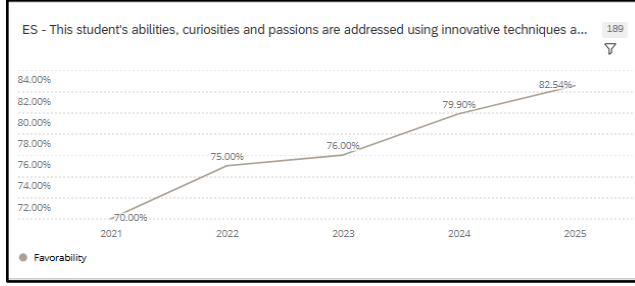
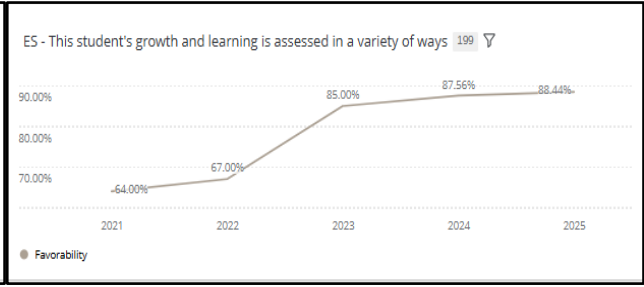
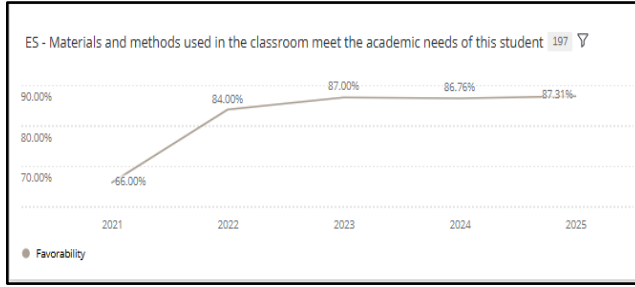
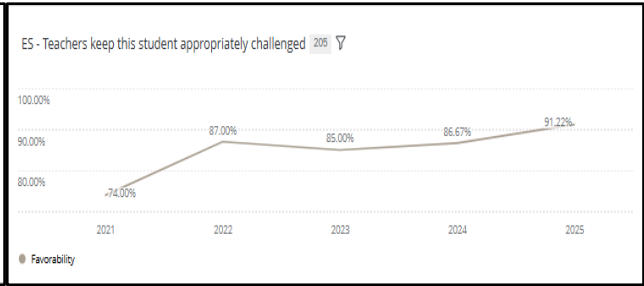
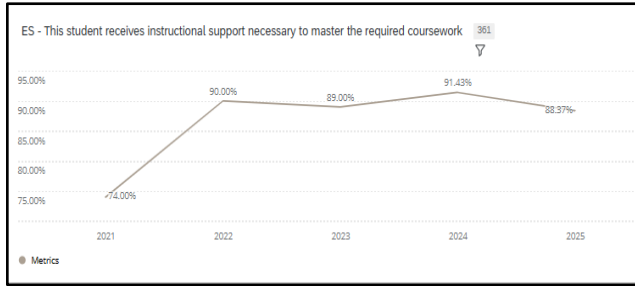
In previous years, a 4-point scale was used which renders comparison of averages difficult and creates an arguable nuance with comparing favorability percentages. This will be alleviated as we move forward collecting annual data.

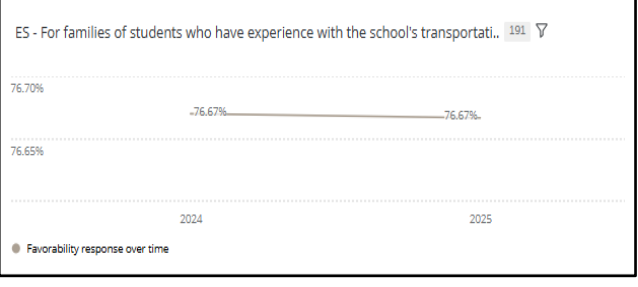
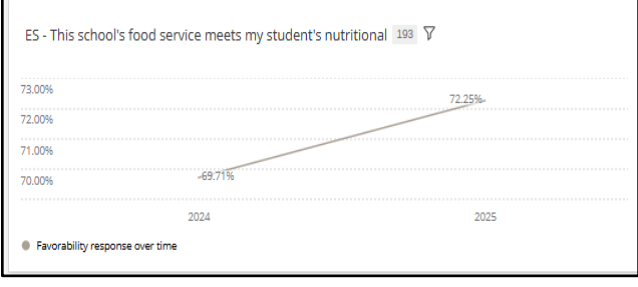
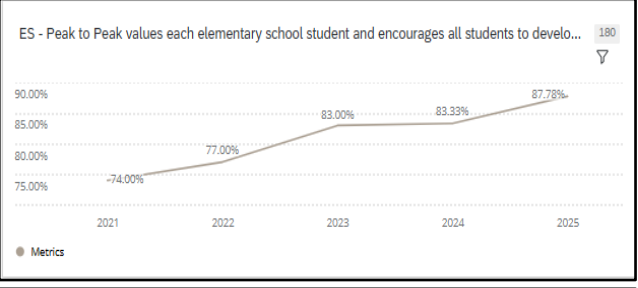
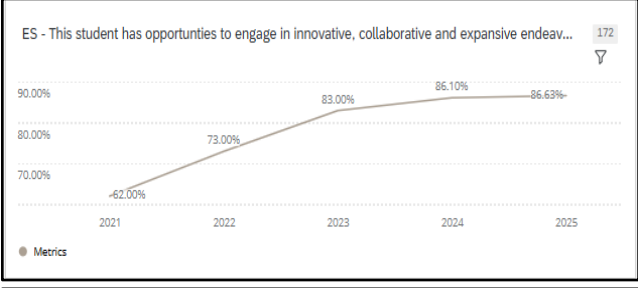
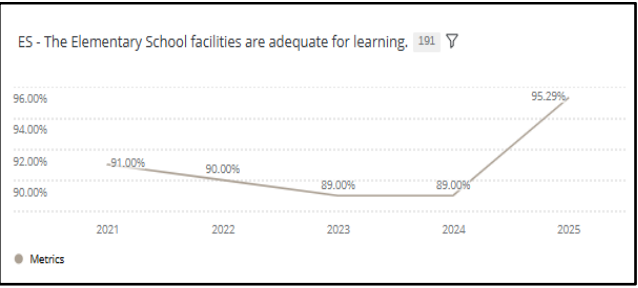
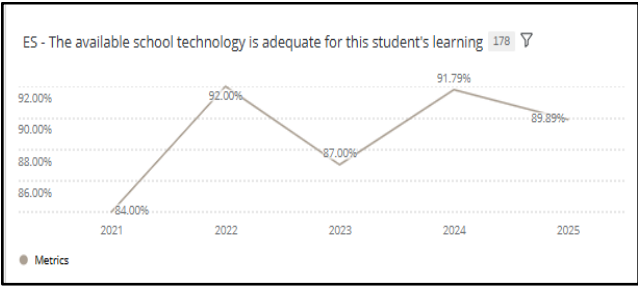
Appendix: Survey History

Year	Changes or Additions
2024-2025	<p>Added: <i>Are you aware of the events put on by Friends of Peak to Peak?</i></p> <p>Revised volunteering question: <i>Have you shared your time (by volunteering), expertise (by serving on a guest speaker, mentor, on a committee, etc.), or resources (through donations) with the school at least once in the last 12 months?</i></p> <p>Revised Communication Pathways questions: <i>If I have a concern, I know to whom I should reach out.</i> <i>If I have a concern, I am confident someone will respond to me to collaboratively seek resolution.</i></p>
2023-2024	<p>Paused question on Communication Pathways; Added questions about food service and transportation under <i>Quality of Operations</i>. Added three questions related to Peak Week.</p>
2022-2023	<p>Added <i>Athletics</i> and <i>Activities & Clubs</i> as categories under Does Well/Needs Improvement Section. The survey was promoted via text, email, website and QR codes on flyers</p>
2021-2022	<p>First year that Qualtrics platform was used to administer the survey. First year Likert 5-point scale replaced 4-point scale + <i>Unsure</i>.</p>
2020-2021	<p>Added question under Quality of Instruction in response to Covid: <i>Peak to Peak's implementation of distance learning has been effective for my child.</i></p>
2019-2020	<p>No change.</p>
2018-2019	<p>Ended: <i>Peak to Peak has prepared my student well for his/her current level of coursework.</i></p> <p>Added: <i>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).</i></p> <p><i>Teachers use innovative techniques and learning opportunities to address my student's abilities, curiosities, and passion areas.</i></p> <p><i>Peak to Peak supports the social/emotional needs of this student.</i></p> <p><i>This student feels a clear sense of belonging in a supportive and inclusive school community.</i></p> <p><i>My student has opportunities to engage in innovative, collaborative, and expansive endeavors.</i></p>

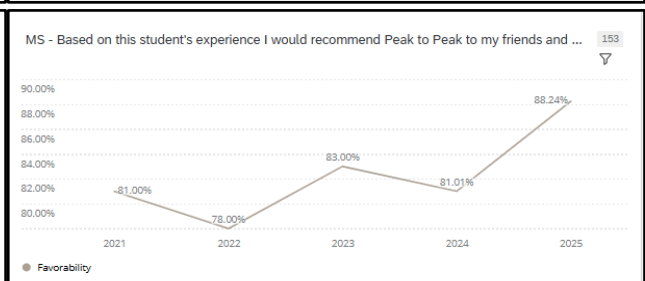
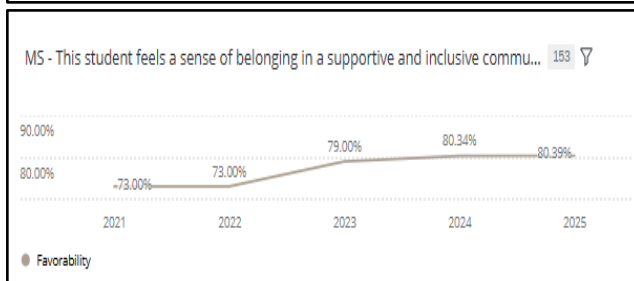
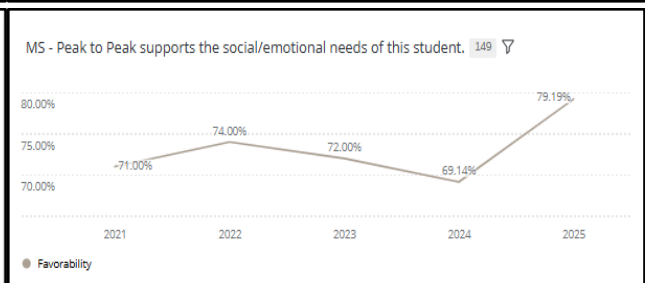
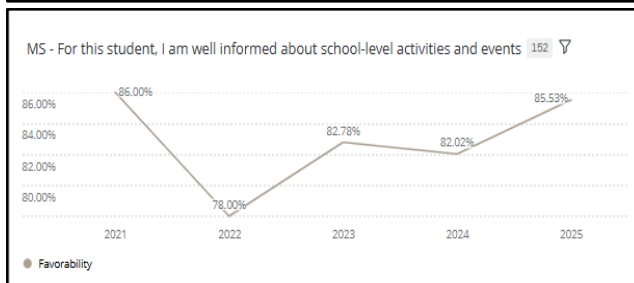
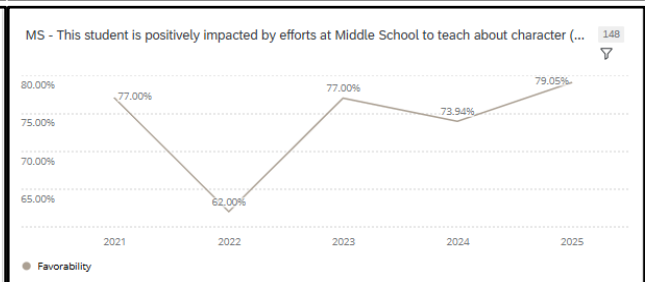
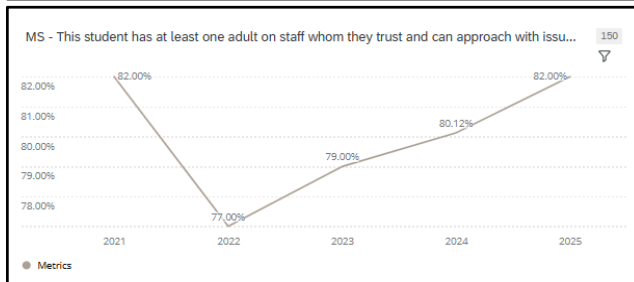
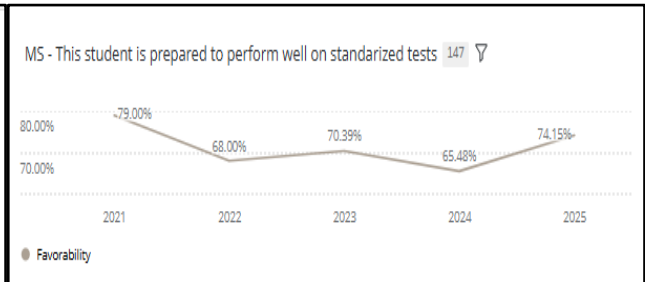
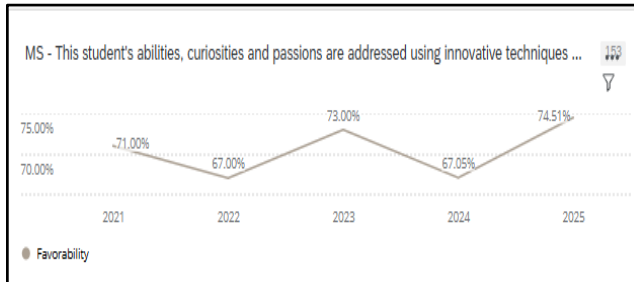
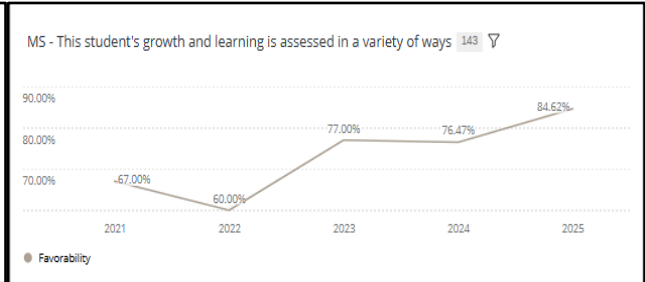
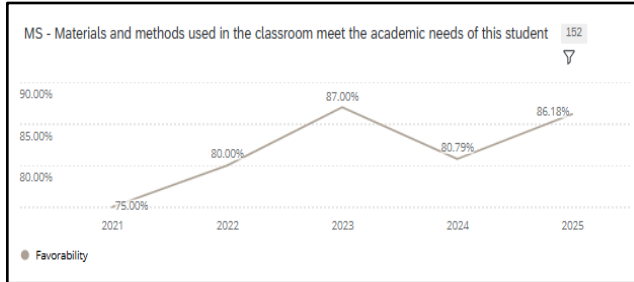
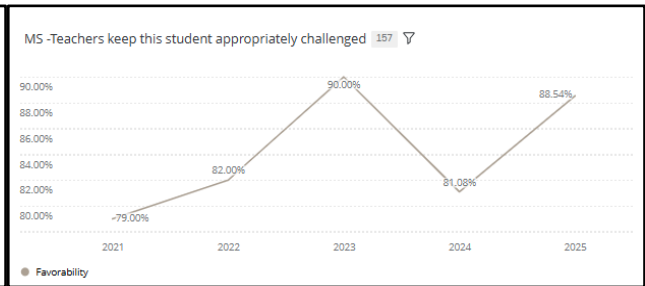
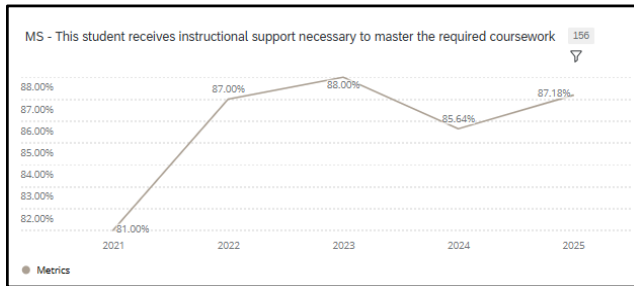
Appendix: Yearly Comparison

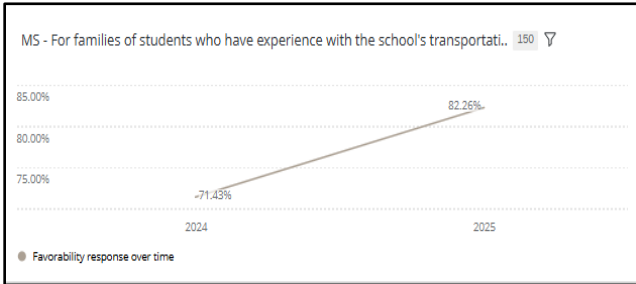
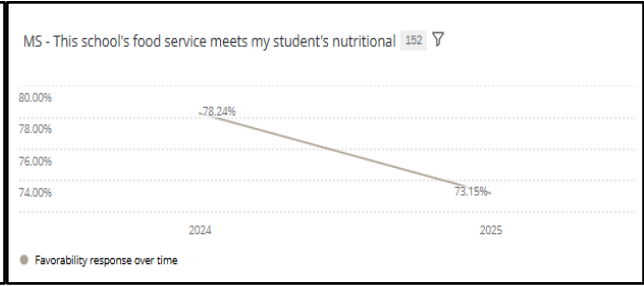
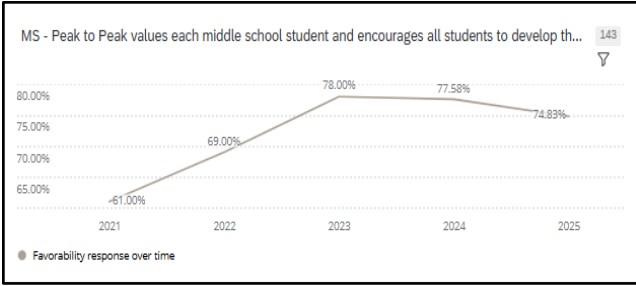
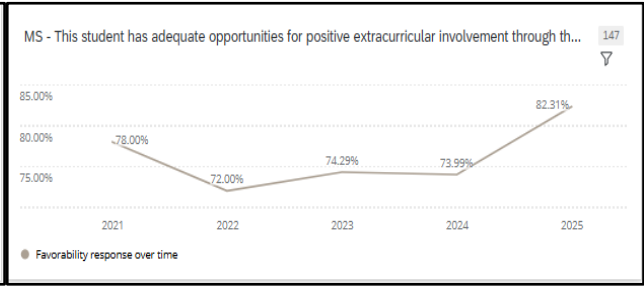
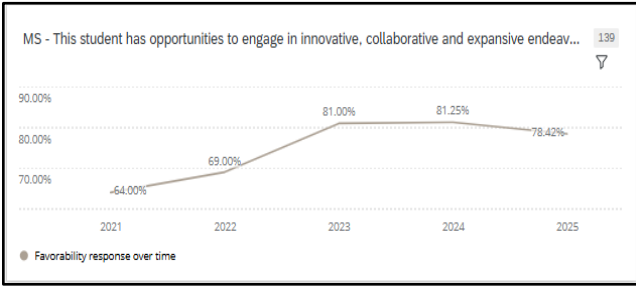
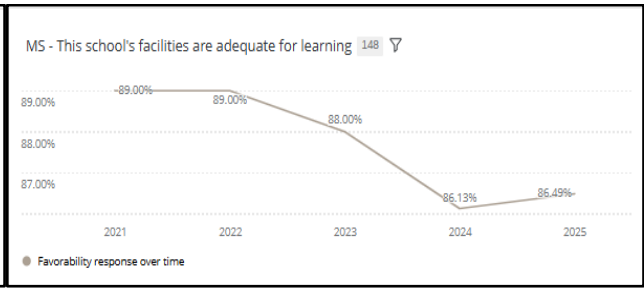
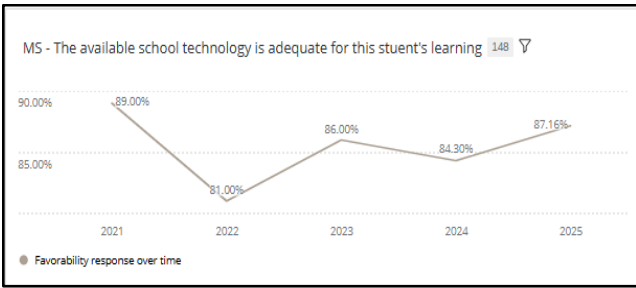
Elementary School Level



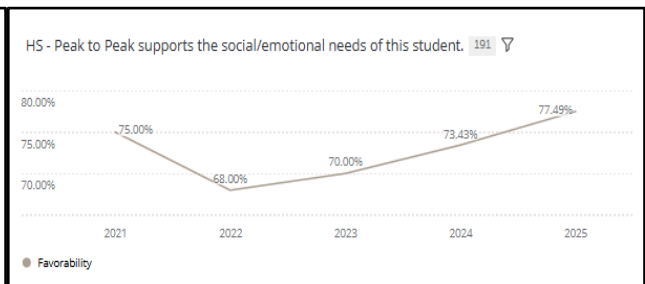
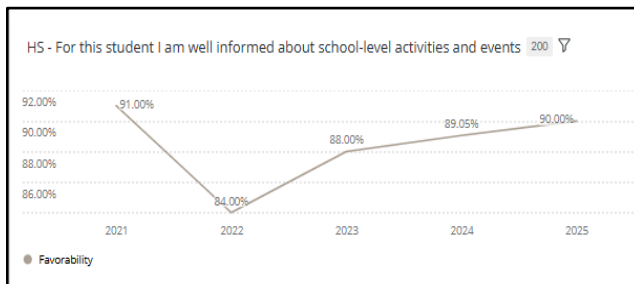
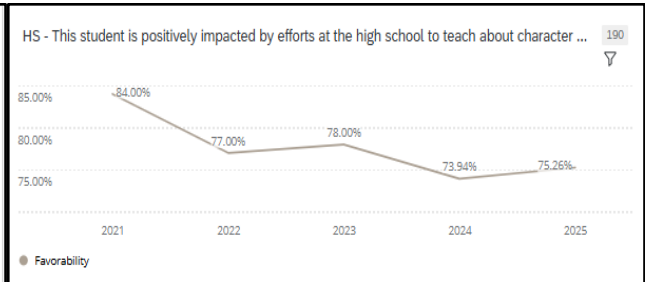
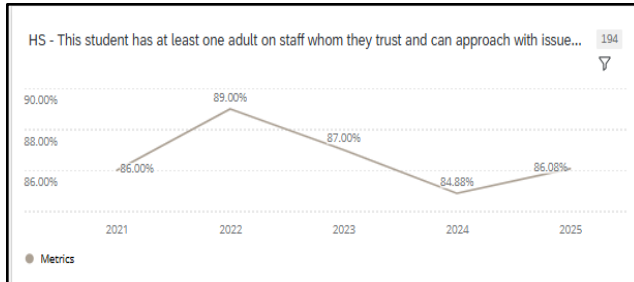
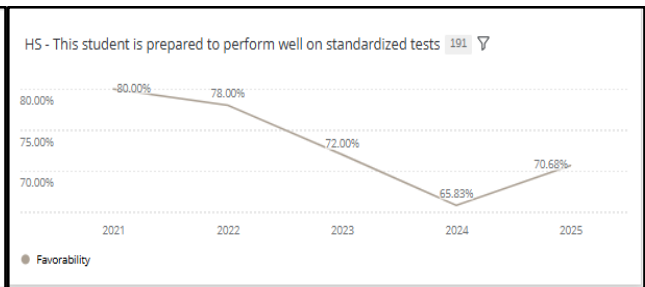
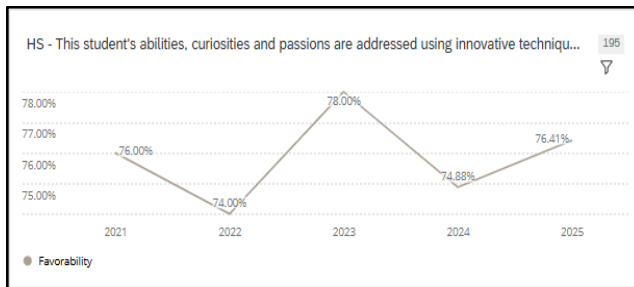
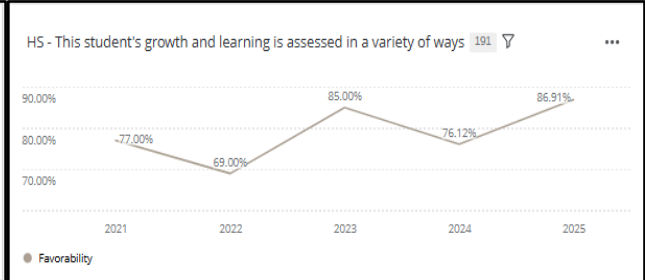
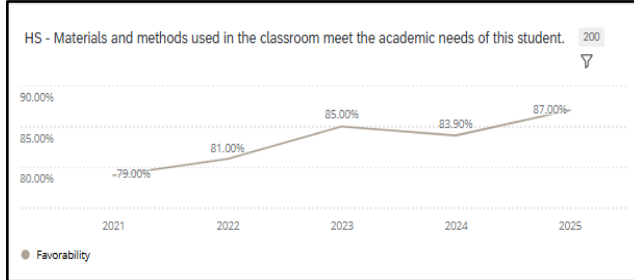
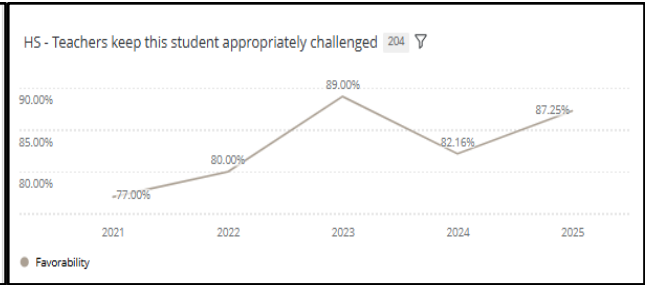
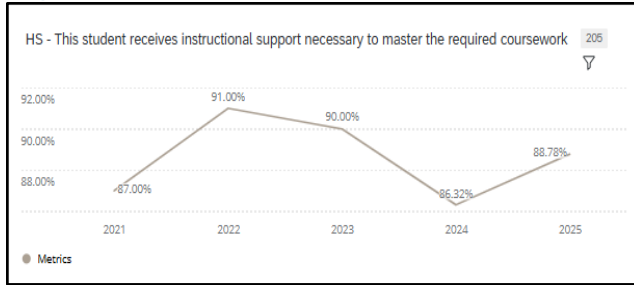


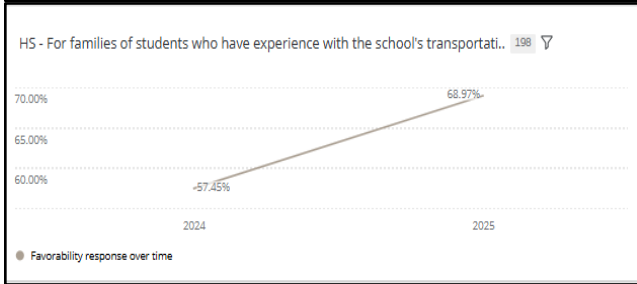
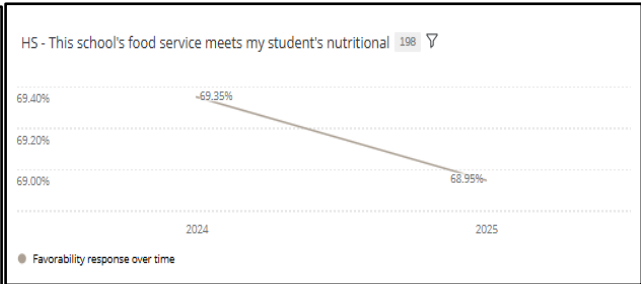
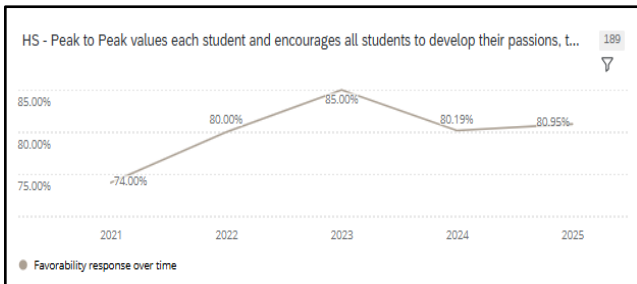
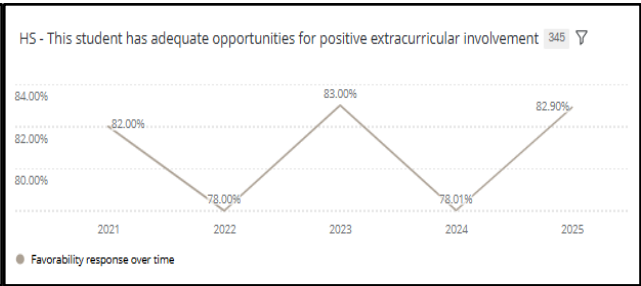
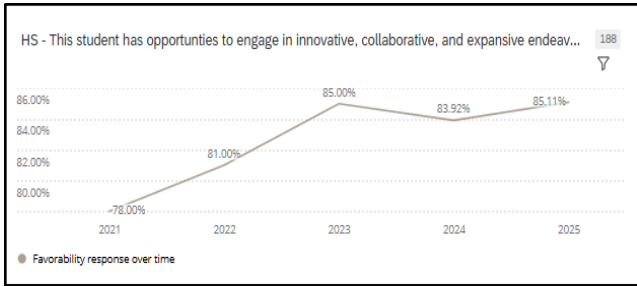
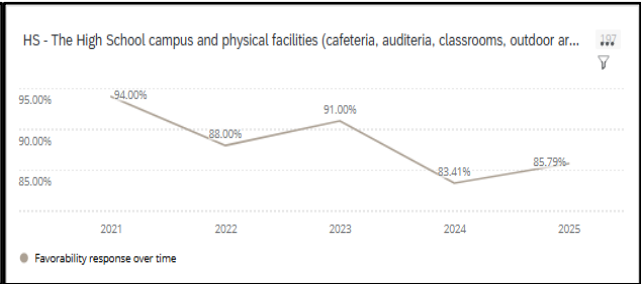
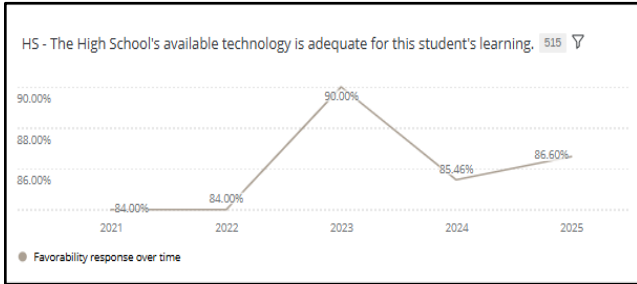
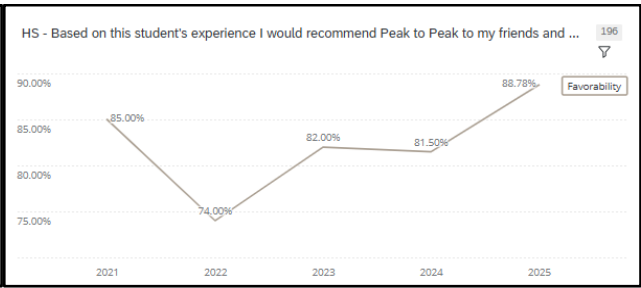
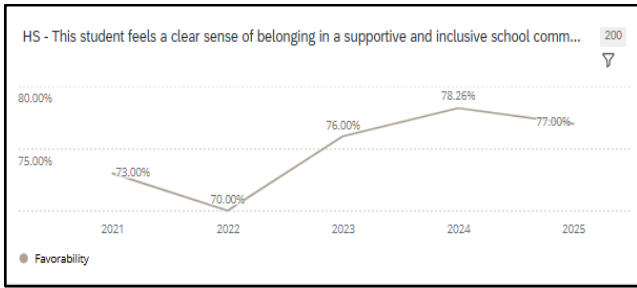
Middle School Level





High School Level





Appendix: Comment Totals by Theme

Elementary School Level

Thematic Observations - ES Quality of Instruction	Quantity
Positive Comments: - General positive (6) - Teacher specific kudos (5)	11
Negative Comments: - Student Specific Communication (4) - Standardized Testing (5) - Student not challenged (2) - Instruction methods and materials concerns (2)	13
Don't Know	1

Thematic Observations - ES Quality of Relationships	Quantity
Positive Comments: - General positive (5) - Teacher specific kudos (2) - Counselor specific kudos (3) - Appreciation for Social Emotional Learning curriculum (2) - Appreciation for school connections/K-12 interaction (2)	14
Negative Comments: - Student behavior (3) - Specific teacher concern (1) - General communication concern (1) - Perception that student treated differently (1) - Concerns that SEL not enforced/Individual character award concern (2) - Parent doesn't feel heard (1)	9
Don't Know	1

Thematic Observations - ES Quality of Operations	Quantity
Positive Comments: - General positive (1)	1
Negative Comments: - Food Service: concerns with nutrition/Izze/Smucker's PB&j (10) - Food Service: concern with portion size (2); want dairy-free options (1) - Bus service: drop off area not safe (1); want Erie pickup (1); Gen neg (1) - Facilities: ES needs more space (1); classroom needs projector (1)	18

Thematic Observations - ES Quality of Opportunities	Quantity
Negative Comments: - Perception that student treated differently (1) - Opportunity didn't pan out (dance) (1) - Want more ALPS opportunities (1)	3

Middle School Level

Thematic Observations - MS Quality of Instruction	Quantity
Positive Comments: - General positive (3)	3
Negative Comments: - Specific teacher concerns (3) - Instruction methods: Flipped classroom not effective (1) - Instruction methods: Too much online material (1); study guides (1) - Student not challenged (3), academic rigor decline (1) - Standards Based Grading, no homework/not graded (3) - Standardized Tests: not prepared (1); too much emphasis (1) - Gaps in math curriculum (1) - ALPS concern: not valuable (1) - School Climate: perception of bias due to religion/political belief (1) - General negative, student addicted to video games (1)	19
Don't Know	5
Thematic Observations - MS Quality of Relationships	Quantity
Positive Comments: - General positive (1), specific teacher kudos (1) - Specific principal kudos for IEP support (1) - Appreciation for student friendships (3) - Specific appreciation for Transitions class (1), House system (1)	8
Negative Comments: - Specific counselor concern (1) - Student behavior (3); can't find friend group (1); not engaged (1) - Social Emotional Learning: too much emphasis (1) - Standards Based Grading: no homework (1) - Too much emphasis on building expansion (1) - General communication concern (1) - Want Christian-based club (1) - Hard to connect with other parents (1)	12
Don't Know	1
Thematic Observations - MS Quality of Operations	Quantity
Positive Comments: - General positive (1), food service positive (1), bus service positive (1) - Specific kudos - Jen Douglas (1)	4
Negative Comments: - Food Service: nutrition concerns/lzze not a fruit (8) - Food Service: want more options (2); larger portions (2) - Food Service: want longer lunch period (1); lunch options sold out (1) - Bus service: route changed, understood (1); want afternoon service (1) - Facilities: MS building crowded, understood (1); litter (1), bike rack (1) - Want coding class, hands-on lab, science fair (1)	20

Thematic Observations - MS Quality of Opportunities	Quantity
Positive Comments: - General positive (2)	2
Negative Comments: - Specific coach concern (1) - Want more non-athletic clubs (6), Current Affairs club (1) - Want more support for athletics (4); year-round boys soccer (1) - Want more space for athletics (2), want MS tennis (1) - Want more notice on signing up for art programs (1) - Club meetings at lunch is not ideal (1); opportunities seem traditional (1)	13
Don't Know	1

High School Level

Thematic Observations - HS Quality of Instruction	Quantity
Positive Comments: - General positive (9) - Specific teacher kudos (1)	10
Negative Comments: - Specific teacher/course concerns (6) - Instruction quality not consistent (5), not rigorous (4) - Standardized Tests: Student not prepared, AP (2) - Standardized Tests: Too much emphasis (3) - Standards Based Grading: Homework not graded (1), Gen neg (1) - Standards Based Grading: Office hours, not clear/crowded (2) - Students with Identified Needs: 504 not supported (1)	25

Thematic Observations - HS Quality of Relationships	Quantity
Positive Comments: - General positive (8) - Appreciation for counselors (5), teachers (9), friend group (3), coach (1) - Character education positive (1)	27
Negative Comments: - No academic balance, too much homework (3) - General counselor concern (2), teacher accessibility concern (1) - School Climate: not for every student (2), online bullying (1), self-segregating (1), cliques (1), perception of bias (3) - Want more community events/social events for students (2)	16

Thematic Observations - HS Quality of Operations	Quantity
Positive Comments: - General positive (2) - Specific kudos for Jen Douglas (2) - Bus service (1) - Looking forward to new theater, art rooms (2)	7
Negative Comments: - Food Service: want more nutrition (4); larger portions (4); gluten-free(1) - Food Service: want longer lunch period (1); more options (2) - Bus Service: Want for athletics (2); not practical (2); no space (1) - Bus Service: Want stop at 287 & Good Sam (1); want more info (1) - Parking/Drive line: general negative (1) - Technology concerns (4) - Facilities: want HS hangout space (1); need outdoor lighting (1)	26

Thematic Observations - HS Quality of Opportunities	Quantity
Positive Comments: - General positive (1), there are plenty of opportunities (4) - Teacher/course specific (4); Coaches (1), Clubs (2) - Peak Week (1), would like to see more service trips (1)	13
Negative Comments: - Want more opportunities: general (3); social (2); Christian (1); STEM (1); more sports options (1) - Course specific (1); Leadership specific (1); Peak Week value (1) - Student unaware of opportunities (1); not interested (1); Neurodiverse not welcomed (1) - ALPS concerns (1) - Being in a sport doesn't allow flexibility to do other clubs (1)	16

Thematic Observations - Volunteer/Fundraising	Quantity
Positive Comments: - General positive (5) - Specific kudos for Rachel Hirt and team (5) - Enjoyed working on the volleyball banquet (1) - Appreciated the Holiday Craft and Bake Sale (1)	12
Negative Comments: - Fundraising: Too many requests (3), Should be regularly promoted, marketed (2), Fundraise outside P2P community (1), Promote Colorado Gives Day (1); Elitist (1), not needed (1), not familiar (1) - Volunteering: Not appreciated (2). There was a limit of volunteers for 2 nd grade field trip (1), tennis team confusing (1); Fewer MS opportunities (1); Communicate needs earlier (1)	16

Thematic Observations - Communication	Quantity
Positive Comments: - General positive (5) - Website navigation has improved (7) - Weekly Digest improved (3) - Appreciate Board of Director summaries (1)	16
Negative Comments: - Website hard to navigate (13), can't find: Revtrak (1), Curriculum (1), Spirit Week info (1), Athletic info hard to find (4) - Prefer Counselors email (1) - Prefer Weekly Digest email to text (2) - Too much information (1) - Would like weekly newsletter from teachers (1)	25

Thematic Observations - Does Well/Needs Improvement	Quantity
Positive Comments: - General positive (2) - Teacher specific (4), Counselor specific (3) - Appreciate communication from Exec Leadership (1)	10
Negative Comments: - General negative (2) - Not happy with late start decision (4) - Counselor specific concerns (1); Athletic Director concerns (4) - Athletic program concerns: Not enough support/student turnout (2), Buses not consistent (1), poor communication (1), low pay for coaches, hard to find (2), basketball court surface is slippery (1) - Traffic/Car line (3); Front Office (3) - SEL: Too much emphasis (1), poor student behavior (1) - More opportunities: Robotics (1), Athletic options (3), Gen more (3) - Facility: Cleanliness (2), water filters (1), bike paths (1) - Standards Based Grading negative (1) - Gala elitist (1); Safety, need metal detectors (1)	40

Thematic Observations - ELT/Board	Quantity
Positive Comments: <ul style="list-style-type: none"> - General positive (38) - Specific teacher appreciation (28) - Specific counselor appreciation (6) - Specific principal appreciation (10) - Specific kudos - Douglas (1); Hirt (1); Peterson (1) - Appreciation for friend groups (1); coaches (3), Champions (1) - Gratitude for Integrated Math (1); New theater (1), theater program (1) - Kudos for Puma Soccer (1); Coffee Chats (1); MS Dance (1) - Kudos for crossing guards (1) bus service (1) food service (1) - Appreciation for Peak Week (2); 5th grade newsletter (1); Pledge of Allegiance (1); ES assessments (1) 	104
Negative Comments: <ul style="list-style-type: none"> - General negative (3) - Late start Wed/secondary schedule (9), general communication (1) - Traffic/car line (7), Food service: poor nutrition (2) - Standardized tests: too much emphasis (1), not prepared-AP (1) - Standards Based Grading: 3=85% (1); Office hours crowded (1) - Specific teacher (1); specific counselor (1), specific Board (2) - Peak Week elitist (2); perception of political/gender/general bias (4); - Want more parent voice (2); higher teacher pay (1) - Want less fundraising (1); more hands-on learning (1) - Concerns with Elementary music and PE (1); Google classroom (1) - Want general later start (1); better outdoor lighting (1) - Want more community (1); new parent meet/greet (1) - Align bell/calendar w/BVSD (1); want sidewalk on Puma Dr (1) - Want Equity Committee to meet another time (1); more academic competitions (1); more security (1); alumni success stories (1) - Want music class wo/performance (1); return to academic focus (1) - Want more volunteer appreciation (1); enforce no cell phone rule (1) 	57