ISACS

SCHOOL COMMUNITY SURVEY

SURVEY PLANNING GUIDE

The Independent Schools Association of Central States
Chicago, Illinois

&

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Indianapolis, Indiana

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INTRODUCTION

The **ISACS School Community Survey** was initially launched in 1994. Since then, independent schools throughout the country have used the ISACS School Community Survey for accreditation and self-study purposes, strategic planning, and/or marketing. With more than 500,000 surveys in its database, ISACS offers one of the best resources for benchmarking data on virtually every element of a school's operations.

School Community Survey components

The ISACS School Community Survey consists of two major components:

- Standard survey closed-end questions for all types of day and boarding schools: versions for Montessori and Waldorf schools are available
- Custom questions: the standard survey package includes ten closed-end custom questions, designed by the school, and three narrative open-ended questions

School Community Survey reports

As part of the standard package, ISACS School Community Survey reports include:

- Tables of summary and detailed survey responses organized by response groups
- Charts of key survey results
- Board/administration overview presentation
- Statistical comparisons among internal respondents (e.g., students, faculty, parents/guardians)
- Statistical comparison of the school's responses with a benchmark group of similar types of schools
- Correlation and regression analysis of parent/guardian responses related to quality of education

Tracking Survey

The **ISACS Tracking Survey**, a companion survey tool, may be used to identify trends over time in constituent perceptions and areas targeted for improvement. To use the streamlined ISACS Tracking Survey, the school must have used the ISACS School Community Survey within the past five years. Compared to the ISACS School Community Survey, the Tracking Survey offers the standard survey questions, three narrative open-ended questions, a comparative year report, and internal and benchmark comparisons.

General survey features

Both the School Community Survey and the Tracking Survey include the following:

- Skip logic directing questions toward the designated group(s) (illustrated in the Survey Question Review)
- E-survey design that is accessible on any size and type of device
- Survey records dating back to 1994 for historical comparison and custom question retrieval

SURVEY ESSENTIALS

The ISACS Survey Team (IST)

The **ISACS Survey Team (IST)** will support you throughout the survey process. Please include all four members of the team in email communication. Contact the IST whenever you have questions.

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Preliminary planning for the school community survey

Consider the following as part of the initial survey planning:

When the survey results are needed. Typically, it takes two months from the date the survey is ordered until receiving the final reports. After receiving the reports, the school should set aside one month to review the survey responses before sharing them with the entire community.

When to order the survey. After placing the order, it takes approximately three weeks to program the survey. It is advisable to complete the survey order form well in advance of launching the survey. Once programming is complete, the school can decide when to launch the survey.

Survey response groups. The survey is designed to include any or all of the following constituent groups. The survey uses skip logic to direct questions to the designated group. The survey question review section illustrates the skip logic.
- Parents/guardians
- Faculty
- Administration/staff
- Board of Trustees
- Students (typically Grade 6 and above)
- Alumni
- Alumni parents

Benchmark comparisons. The school's responses from each survey group are compared with those in a similar benchmark group consisting of ten years of survey responses from similar types of schools. The benchmark groups include:
- Whole school grade levels (e.g., Lower/Middle, Middle/High, K-12)
- Boarding schools
- Faith-based schools
- Montessori schools
- Specific student population (e.g., gifted, learning differences, twice-exceptional)

The school selects its primary benchmark group as part of the standard school community survey package. Additional benchmark comparisons are available for an additional fee.

Banners. The survey banner organizes survey results by response groups for statistical comparison. Two banners are included as part of the standard survey package. The **Internal** banner displays the school's response groups (e.g., students, faculty, trustees) in columns for side-by-side comparison. The **Benchmark** banner displays each of the school's survey response groups next to the responses from a benchmark group of similar types of schools.

Custom banners are available for an additional fee. Commonly requested custom banners include:
- Division banner: compares responses at the division level for parents/guardians, faculty, and students
- Comparative Year banner: compares current survey responses to survey(s) from previous year(s)
- Alumni banner: compares responses for young alumni (23 years or younger) and old alumni (older than 23)

If the school wishes to identify specific groups for a custom banner, a closed-end question can be used to create the grouping, either from the standard survey questions or by a custom question. For example, the school might wish to compare groups that have been associated with the school for less than five years or more than five years.

Response group size. It is important to elicit as many responses as possible from each survey group. For statistical comparisons, a group must include at least 30 responses. This is especially important for the correlation and regression analysis involving the parent/guardian group. Results from groups including fewer than 30 responses are reported without statistical comparison.

Communication strategy. Communication about the survey is critical to success. Be creative in promoting the survey to the school community and develop a communications plan to inform response groups about the importance of the survey prior to launch and encourage participation during the response period.

Varied and frequent communication prompts increased response rates. Examples of successful strategies include:
- Creating a student video explaining the importance of participating in the survey
- Announcing the survey online and in school newsletters
- Sending an email invitation from the head of school to adult respondents about the survey's importance
- Promoting responses with QR codes, reminders in carpool lines, etc.
- Eliciting participation with the help of parent/guardian, athletic, and/or alumni associations
- Providing time for survey responses during gatherings (e.g., family, board, and faculty/staff meetings)

General school community survey timetable

Action/Output	Timeline	Comments
Project authorization: School submits online order form	Day 1	• Support materials shared with school
School sends logo and draft of custom questions for review	Week 1	• IST tests and inserts school logo into survey
Promote importance of survey to the school community	Week 1-2	• Use a variety of methods to communicate the survey's importance to the school community
Revise and finalize custom questions	Week 1-2	• IST reviews and provides custom question feedback*
Submit final custom questions for programming	Week 2-3	• IST programs survey links and sends to school (7-10 days) • School reviews and approves survey links
Survey launch	Week 3	• Recommend launch on Tuesday, Wednesday, or Thursday for greater participation
Reminder communication to encourage participation	Week 4	• Promote participation one or more times after survey launch • IST sends survey status update (consider extension)
Survey soft close	Week 5	• Soft close at end of week
Survey hard close	Week 6	• Hard close on following Monday
Standard reports	Week 7-8	• Receive easy to read standard reports (summary, detail, charts, open-ended comments) and analysis guidance
Custom reports (if ordered)	Week 8	• Receive additional reports as ordered (division, alumni, comparative year, or other custom reports). These may be ordered after the survey closes.
Board/administration Overview and Survey Models	Week 8	• Presentation: Board/administration summary of results • Parent/guardian correlation and regression models

* The School Community Survey package includes 10 closed-end custom questions and 3 open-ended questions for all participants. Additional questions and/or changes to the survey will incur additional costs based on number and type of questions.

Step-by-step survey planning

Step 1	Complete the online survey order form

	• The survey order form requests the following information:
	   o the projected survey start date
	   o approximate numbers of respondents for each survey response group
	   o identification of a benchmark comparison group
	   o requests for custom banners
	
	• Additional benchmark comparisons and/or custom banners may be requested at any time.
	
	• After receiving the completed order form, the IST will share information about survey planning.

Step 2	Send school logo/Review standard closed-end survey questions
	• To maintain survey integrity for benchmark comparisons, it is important to use the standard closed-end survey questions "as is." Custom questions are best used for your school's purposes. • Send the school's logo to IST as a JPG/JPEG file to customize the survey's front page. • Evaluate your constituent base to determine if some (e.g., parents/guardians) might not be fluent in English. If so, consider using the School Community Survey in Spanish or Mandarin. If this is the case, contact the IST about the need to offer additional language survey options. • Familiarize yourself with the survey questions in the Survey Question Review section and/or one of the online survey demonstration versions. **Standard Survey Questions Demo Links** Adult Demo Link Student Demo Link **Montessori School Demo Links** Adult Demo Link Student Demo link **Waldorf School Demo Links** Adult Demo Link Student Demo link

Step 3	Create custom questions
	• The school community survey package includes a single set of 10 closed-end custom questions that apply to the entire school community. Variations can be accommodated (e.g., additional custom questions, questions for select audiences) with a small additional charge for programming and processing. • The survey also includes three open-ended custom questions. The three standard open-ended questions can be reviewed in the Survey Question Review or the survey links. You may change the wording of these three questions to better meet your needs at no cost. Additional open-ended questions can be added for $50 per question.

	• Develop and send 10 closed-end custom questions along with three open-ended questions to IST for review and programming. Please note that the closed-end custom questions **MUST** be submitted using the Microsoft word form provided by the IST. The team will review the questions and offer suggestions for your review and approval. Please ensure that the wording and instructions are exact and reflect the questions that you prefer. • Once the custom questions are final and sent to the IST, allow approximately 10 business days for survey link programming. You will then test the links and approve the final version of the survey and custom questions before the official launch.

Step 4	Determine the sample frame for adult respondents
	• The sample frame defines how you want to collect the survey information from adult respondents. Complexities arise when individuals have multiple connections with the school, either as the parent/guardian of children in different grades or when people have multiple roles, for example, an employee who is a school alumnus(-a), as well as a parent/guardian. For strict statistical purposes, the school might want individuals to respond to the survey once for each connection, which would require some adults to complete the survey multiple times from different perspectives. This approach can quickly become unwieldy. Therefore, IST recommends that the most practical method is to request one survey per adult respondent, keeping in mind that a person's survey responses may include a combination of perspectives. Survey responses from individuals with multiple school connections will be included in each identified response group. For example, the survey responses from a person who is a parent/guardian, school administrator, and school alumnus(-a) will appear in all three response groups for comparison. Please contact IST if you want to discuss the details and implications of these various approaches.

Step 5	Create distribution list/approach to distributing the survey
	There are two versions of the survey: one for adults and one for students. Once programming is complete, the school receives the adult and student survey links to distribute. **Adults**. The most efficient method is to send an email invitation that contains the survey link. Create email distribution groups that match the sample frame determined in Step 4. The school decides: - Whether each student's household receives one link or a link for each parent/guardian. In situations where parents/guardians are separated or divorced, each parent/guardian should receive the survey link. - Whether the school wants each person to complete separate surveys based on each connection to the school or for each person to complete only one survey. In the first case, the school would create multiple distribution groups and send survey invitations to each group at different times. In the latter case, the school could create a single distribution group for the adults. To increase survey participation rates, try to provide dedicated time for parents/guardians, employees, and board members to complete the survey during meetings or other settings.

Students. Students should complete the survey under supervision by a school employee (not a substitute teacher). A core subject class or advisory period is an ideal setting. This approach will result in the greatest number of student responses and can prevent students from completing the survey more than once. Schools will determine how to provide the link and control survey access at the designated time via email or website link, QR code, or other method. Consult with the IST if you would like to limit access to the student link for a specific time period.

Grade/Age levels to survey. Students in grades 6 or higher (or the age equivalent) are typically asked to complete the survey. Some schools will involve students in grade 5 to complete the survey. For these students, taking the survey is best viewed as an educational moment with the teacher discussing the survey questions and scales with students while they complete the survey.

Final thoughts. One additional option is to provide the survey link via the school's website, social media, text message, or in a postal service invitation. These approaches may be considered when email addresses are not available (e.g., for older alumni). These alternatives are not optimum since there is often no control over who completes the survey and/or how many times someone completes the survey. These methods also are open to corruption and should be used only as a last resort. Please discuss the details of these options with the IST since additional costs might be involved.

Step 6	Stopping and re-starting the survey
	• Typically, it takes someone less than 10 minutes to complete the survey. A stop/start feature is an available option. Contact the IST for more details.

Step 7	Survey invitation
	• Create a survey invitation that the school will send to the various school constituents. We suggest that the invitation come from the head of school, emphasize the survey's importance, remind participants that the survey is anonymous and confidential, include the mission statement, and offer specific instructions related to the survey (e.g., deadlines, answering custom questions). A sample invitation can be found at the end of this section. • Consider other methods to inform school response groups of the importance of the survey.

Step 8	Final survey approval
	• You will be notified by email that your custom questions have been programmed and that your survey links are ready for your final review and approval. Please review the custom questions and email changes or approval to the IST.

Step 9	Survey launch
	Send email invitations to constituents. We recommend a mid-week launch with adults. A Monday or Friday launch will probably result in a lower response rate. You will receive periodic status reports via email on the number of complete surveys by constituent group. Based on the response rate, the survey window may be extended if needed. **Adults**. Make the survey available for constituents for at least two weeks and include at least two weekends. Send regular reminders to complete the survey until the end of the survey period. A sample reminder can be found at the end of this section. **Students**. Determine the ideal day(s) for students to complete the survey. Use of a core subject class/advisory period provides the optimum response for most schools. Faculty (not substitute teachers) should be present to proctor the environment while students complete the survey.

Step 10	Reports

	• After the survey is closed, you will begin to receive reports containing the survey responses. You will receive the following documents during the following two weeks:
	   - Summary and detail tables of survey responses organized by banners
	   - Statistical response comparisons among internal groups and with the benchmark group of similar schools
	   - Narrative response detail
	   - Charts of key survey results
	   - Board/administration overview presentation
	   - Correlation and Regression Survey Models
	
	In addition, you will receive other custom reports (e.g., Division banner, Alumni banner, Comparative Year banner, etc.) that have been ordered. Reference the general survey timetable for estimated timing.
	
	• Additional assistance with the review, analysis, and presentation of results is available on a custom basis. Contact the IST to discuss your needs.

School Community Survey package pricing

Usage options and pricing	Pricing
ISACS Member	$2,400 plus $ .50/completed survey
All other schools	$2,900 plus $ .50/completed survey
Standard Banners (internal and benchmark)	Included
Additional options and pricing	**Pricing**
Division Banner	$350
Alumni Banner	$200
Custom Banner (1)	$350 (1)
Custom questions – 10 closed-end questions	Assumptions (2)
Additional custom questions	Programming (3)
In-school workshop/custom analysis and presentation	Available for schools (4)

(1) The typical cost of a custom banner is $350. This could include a banner that compares the results from the last survey to this survey (comparative year banner). Or it could include a banner that captures the opinions of parents/guardians who are new to the school, or who answer a question in a specific manner, etc. The $350 estimated cost for a custom banner covers most requests. However, each custom banner request will be reviewed before finalizing the pricing.

(2) The basic assumptions associated with the School Community Survey package for the survey includes a single set of 10 closed-end custom questions that involve: single or multiple responses, limited skip logic, and group filtering.

(3) Additional closed-end or open-ended questions can be added to the survey beyond the School Community Survey package of a single set of 10 closed-end custom questions. Any type of custom question can be included for an additional programming and processing charge. Email the IST to discuss possibilities and pricing. For example, an additional set of 10 closed-end questions (beyond the initial 10 custom questions that are included) would cost approximately $450.

(4) On-site workshops about the survey and self-study process as well as an analysis of your data and presentations to the school community are available from the IST for an additional fee. Please email the IST with specific needs and/or to request a workshop or presentation at your school to support your self-study and/or strategic planning efforts.

Tracking Survey features

The ISACS Tracking Survey is designed to be used after the ISACS School Community Survey to track data on topics the school has identified for school improvement. It also is useful to track trends in perception over time by comparing the tracking survey results with the previous survey results. To use the Tracking Survey, schools must have used the School Community Survey within the past five years.

Compared to the ISACS School Community Survey, the streamlined Tracking Survey includes the standard survey questions, three narrative open-ended questions, a comparative year report, and internal and benchmark comparisons. Other features are available for an additional cost.

The base price for the Tracking Survey is $1600. Programming time is approximately one week for initial configuration and one week to generate survey reports after the survey closes.

Comparison: school community and tracking survey features

Survey Comparison	School Community	Tracking
Survey components	(Self-study process)	(Annual/semiannual review)
Standard survey questions	✓	✓
3 narrative open-ended questions	✓	✓
10 closed-end custom questions	✓	*
Additional custom questions	*	*
Survey changes/modifications	*	*
Survey output		
Internal comparisons	✓	✓
Benchmark comparisons	✓	✓
Narrative open-ended comments	✓	✓
Comparative year report	*	✓**
Correlation and regression models	✓	*
Board/administration presentation	✓	*
Charts/graphs	✓	*
Division and other custom comparisons	*	*
Customized support	*	*
Survey features		
Skip logic directing questions toward the designated group(s)	✓	✓
E-survey design accessible on any size device	✓	✓
Survey records dating back to 1994 for historical comparison and custom question retrieval	✓	✓
Base price (ISACS Members)	$2,400 plus $.50 per complete survey	$1,600
Programming time	One month for initial configuration; two weeks for survey results	One week for initial configuration; one week for survey results

✓ – Included in base price

* Additional cost/timing

** Comparison between current and most recent survey results

Sample survey invitation

Dear _____

You are an integral part of our school community, and we would like your opinions. As part of our periodic accreditation self-study process, we are conducting a formal survey of our constituents. The survey should take less than ten minutes to complete. Please note the following.

• Please review the school's mission statement and reflect on the school's success in its implementation prior to completing the survey.

[INSERT MISSION STATEMENT]

• Use the link provided to access the online survey.

• Your answers are **anonymous** and **confidential,** so please provide your honest opinion. We are using a third party (ISACS survey team) to process the survey and we will not know the identity of any survey participant.

• You will be able to provide written or narrative comments about your views of our school along with answers to specific questions.

• Please complete the survey as soon as possible. The deadline for completing the survey is _____.

• Please contact _____ if you have technical difficulties with the survey.

[INSERT SURVEY LINK]

Thank you for your time and effort with this important initiative. We look forward to learning more about how our constituents view our school community. Your responses will help to enhance the school and plan for our future. Thank you.

Regards,
[INSERT NAME]
Head of School

Sample email reminder

Dear _____

A few days ago, we sent you an email requesting your assistance as an important part of our school community assessment. Our request involved completing a survey about the school. If you have completed the survey, thank you! Your views and opinions will help direct the future of the school. If you have not had time to complete the survey, we encourage you to use the link below to provide us with your views. The survey will take approximately ten minutes to complete. Please note the following.

• Please review the school's mission statement and reflect on the school's success in its implementation prior to completing the survey.

[INSERT MISSION STATEMENT]

• Select the link provided below to access the online survey.

• Your answers are **anonymous** and **confidential,** so please provide your honest opinion. We are using a third party (ISACS survey team) to process the survey and we will not know the identity of any survey participant.

• You will be able to provide written or narrative comments about your views of our school along with answers to specific questions.

• Please contact _____ if you have technical difficulties with the survey.

[INSERT SURVEY LINK]

Thank you for your time and effort with this important initiative.

Regards,
[INSERT NAME]
Head of School

SURVEY QUESTION REVIEW

Updates to the ISACS School Community Survey in 2020 included minor wording changes, addition of new questions, and adjustments to question flow. Major updates included:

- **Academic Skill Development (Question 6)**: A multi-part question for all schools (Question 6 a-l) and additional academic skill sections developed specifically for **Montessori** (Question 6 m-q) and **Waldorf** schools (Question 6 r-w)
- **School Communication (Question 12)**: A multi-part question about the mode and content of various types of school communication
- **Demographics (formerly Question 18):** No longer included in the standard survey. Pertinent demographic questions can be added as custom questions.

We discourage any changes to the standard survey questions. These questions are designed to be applicable to a great variety of schools. Uniformity of language, question order, and content maintains consistency and provides schools with reliable benchmark group comparisons. While you may find topics in the standard questions that are not applicable to your school, the survey offers options to bypass these questions:

- With the exception of Question 1, responding to each question is optional.
- Where applicable, each survey question includes a Don't know/Does not apply response option.

Please review the survey questions and contact a member of the ISACS School Community Survey Team (IST) for additional information.

Standard closed-end survey questions

Questions	Response	Survey Skip Logic* (*Questions that apply/are to be answered by specific individuals/audiences)			
		Student	Adult	Young Alumni	Older Alumni
1. **Background**					
a. Role/relationship with the school	Parent/Guardian, Faculty, Admin., Staff, Trustee, Alumnus/a, Student, Parent of Alumni	S	A	YA	OA
b. Which of the following best describes the length of your relationship with the school?	Less than 2 years, 2 – 5 years, 6 – 10 years, 11 – 15 years, 16 years or more	S	A		
c. Parents/Guardians – As a parent/guardian, please indicate the specific grade(s) of your student(s) at the school. Students – Please indicate your grade. Q. 1c NOTE: not asked of Montessori Schools	Parent/guardian version - Infant/toddler (birth – age 2). Early Childhood I (ages 2 - 3), Early Childhood II/Junior Kindergarten (ages 3 - 4), Kindergarten (ages 5 - 6), 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, PG Student version - 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, PG	S	A		
d. Parents/Guardians – As a parent/guardian, please indicate	Parent /guardian version - Birth – Age 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 12, 13, 14 , 15 , 16 ,17, 18+	S	A		

		S	A	YA	OA
the specific age(s) of your student(s) at the school. Students – Please indicate your age.	Student version – Age 9, 10, 11 12, 13, 14 , 15 , 16 ,17, 18+				
e. Faculty/staff/administration – As an employee, please indicate the specific grade(s) that you teach or in which you are involved.	Infant/toddler (birth – age 2/3). Early Childhood/Kindergarten (age 3/4 - 5/6), 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, PG		A		
f. Alumnus/Alumna – Are you:	YA = 23 or under, OA = over 23 years of age			YA	OA
g. Which of the following best represents your educational experiences up to age 18? (Indicate all that apply)	US public school education, US private/independent school education, School not located in the US, Home schooled		A		
2. General Attitude and Perceptions about the school	Strongly Agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree				
a. Positive school spirit is evident		S	A	YA	OA
b. All students have an equal opportunity for success		S	A	YA	OA
c. The student dress code is appropriate		S	A	YA	OA
d. The school has a commitment to moral values and character development		S	A	YA	OA
e. The school requires the right amount of homework		S	A	YA	OA
f. The school has a commitment to a racially, culturally, and economically diverse enrollment		S	A	YA	OA
g. The school has the right emphasis on grades and student evaluation		S	A	YA	OA
h. The school has the right number of administrators		S	A	YA	OA
i. The school encourages professional development of the faculty and staff		S	A	YA	OA
j. The school supports academic achievement		S	A	YA	OA
k. Each student feels well known by the school		S	A	YA	OA
l. The school is adequately funded		S	A	YA	OA
m. The school is innovative in its educational offerings		S	A	YA	OA
n. The school encourages faculty leadership		S	A	YA	OA

		S	A	YA	OA
o. The school has a caring community environment		S	A	YA	OA
p. The school's mission is widely known and endorsed		S	A	YA	OA
q. The school's mission is largely achieved		S	A	YA	OA
r. Alumni are valued members of the extended school community				YA	OA
s. The school places a priority on its relationship with alumni				YA	OA
t. Alumni input to the school is valued				YA	OA
u. Communication with alumni is appropriate				YA	OA
v. The school provides adequate opportunities for alumni involvement				YA	OA
3. School Related Groups	Excellent, Very Good, Good, Fair, Poor				
a. Board of Trustees (strategic, fiduciary, involved, informed, professional)		S	A	YA	
b. Parents/Guardians (involvement, relationship with faculty and administration)		S	A	YA	
c. Students (respect for self, others, and property; enthusiasm, spirit, commitment)		S	A	YA	
d. Faculty (teaching skills, student management, professionalism, collegiality, relationship with administration, students, families)		S	A	YA	
e. Administration/staff (approachability, leadership, problem solving, responsiveness)		S	A	YA	
4. Academic Areas	Excellent, Very Good, Good, Fair, Poor				
a. Academic Program Overall (class size, teaching styles, technology, match of students & programs)		S	A	YA	
b. Visual/Performing Arts (instructional programs in the visual arts, drama, dance, music, etc.)		S	A	YA	
c. Computer science (programming, coding, etc.)		S	A	YA	
d. English/Language Arts		S	A	YA	
e. World Language(s)		S	A	YA	

f. Geography		S	A	YA	
g. History/Social Studies		S	A	YA	
h. Health/PE		S	A	YA	
i. Math		S	A	YA	
j. Public Speaking		S	A	YA	
k. Religion/Ethics		S	A	YA	
l. Science		S	A	YA	
m. Academic Areas Overall		S	A	YA	
5. Student Development	Excellent, Very Good, Good, Fair, Poor				
a. Social/Emotional development		S	A		
b. Character/Ethical development		S	A		
c. Leadership development		S	A		
d. Behavior (honesty, civility, inclusivity, avoiding inappropriate activities)		S	A		
e. Student Development Overall		S	A		
6. Skill Development	Excellent, Very Good, Good, Fair, Poor				
How would you rate the school in helping students develop these skills as age-appropriate?		S	A	YA	OA
a. Oral communication (presentation skills, discussion, debate, speech, acting, etc.)		S	A	YA	OA
b. Written communication (grammar, spelling, composition, etc.)		S	A	YA	OA
c. Collaboration (working in teams, cooperating with others, supporting class initiatives, etc.)		S	A	YA	OA
d. Critical thinking (reasoning, rational decision-making, problem solving, evaluating alternatives, creativity, and innovation, etc.)		S	A	YA	OA
e. Creativity and Innovation (flexible thinking, novel problem-solving approaches, fresh perspectives, etc.)		S	A	YA	OA
f. Cultural competency (understanding other perspectives and cultures, empathy, conflict resolution, etc.)		S	A	YA	OA
g. Information literacy (research skills, online safety, digital citizenship, etc.)		S	A	YA	OA
h. Technology (variety of technology tools used for learning,		S	A	YA	OA

communicating, demonstrating learning outcomes, etc.)				
i. Social-emotional skills (dealing with others, coping skills, empathy, conflict resolution, etc.)		S	A	YA	OA
j. Life skills (organization, goal setting, planning, persistence, resilience, personal accountability, self-advocacy, etc.)		S	A	YA	OA
k. Leadership (leading others, managing objectives, supporting teams, etc.)		S	A	YA	OA
l. Skill development overall**		S	A	YA	OA
Montessori (only included in survey for Montessori schools)		S	A	YA	OA
m. Practical life (care of self, environment, respect for others, etc.)		S	A	YA	OA
n. Sensorial (visual, touch, smell, taste, sound, etc.)		S	A	YA	OA
o. Language (reading, writing, presentation, discussion, etc.)		S	A	YA	OA
p. Mathematics (numbers, adding, subtraction, multiplication, etc.)		S	A	YA	OA
q. Culture (geography, science, history, etc.)		S	A	YA	OA
** Q. 6l will appear after Q. 6q					
Waldorf (only included in survey for Waldorf schools)		S	A	YA	OA
r. Developing student capacity to think, reason, and hold intellectual concepts		S	A	YA	OA
s. Supporting student feeling and emotional life development		S	A	YA	OA
t. Nurturing student physical coordination and capacities		S	A	YA	OA
u. Academic skill development (language arts, mathematics, science, world languages, etc.)		S	A	YA	OA
v. Artistic skill development (painting, clay, eurythmy, etc.)		S	A	YA	OA
w. Practical skill development (handwork, woodwork, gardening/farming, etc.)		S	A	YA	OA
** Q. 6l will appear after Q. 6w					

7. Academic Services	Excellent, Very Good, Good, Fair, Poor				
a. Classroom Facilities		S	A		
b. Library/Information Services		S	A		
c. Technology Services		S	A		
d. Counseling/Guidance Services		S	A		
e. School Placement/College Counseling		S	A		
f. Special Needs Services (for students with learning differences)		S	A		
g. Health Services		S	A		
h. Academic Services Overall		S	A		
8. Extracurricular Activities	Excellent, Very Good, Good, Fair, Poor				
a. Athletic Program (emphasis on coaching, variety, emphasis on participation, success)		S	A	YA	
b. Community Service (emphasis on participation, variety of activities)		S	A	YA	
c. Extracurricular Visual/Performing Arts (emphasis on arts, variety, emphasis on participation)		S	A	YA	
d. Other Extracurricular Activities (clubs, interest groups, other activities)		S	A	YA	
9. Auxiliary Services	Excellent, Very Good, Good, Fair, Poor				
a. Transportation Services		S	A		
b. Extended Day Program (before/after school schedule, supervision, overall program success)		S	A		
c. Summer Program(s) (variety of activities, participation, overall success of program)		S	A		
d. School Security		S	A		
e. Residential Life (Boarding School) (supervision, quality of activities, overall quality of dorm life)		S	A		
10. Administrative Departments	Excellent, Very Good, Good, Fair, Poor				
a. Admissions/Enrollment (welcoming attitude, materials, contact, success in recruiting and retention)		S	A		

b. Business Office (helpfulness, policy/procedures, financial management)		S	A		
c. Development/Advancement (fund raising, events/campaigns, success in fund raising)		S	A	YA	OA
d. Food Service (nutritious meals, presentation, quality of food, policies/procedures)		S	A		
e. Building and Grounds (cleanliness, safety, maintenance, professionalism, quality)		S	A		
11. Alumni Relations	Excellent, Very Good, Good, Fair, Poor				
a. Alumni Relations (communications with alumni, alumni events, general public relations)		S	A	YA	OA
b. Communications with alumni				YA	OA
c. Alumni events				YA	OA
d. Alumni staff/personnel				YA	OA
e. Alumni services				YA	OA
f. Alumni policies/practices				YA	OA
g. Alumni Association				YA	OA
h. Alumni Relations Overall				YA	OA
i. Preferred alumni communications method	Email, Letter, Newsletter, Magazine, Website, Social media, Text message			YA	OA
Alumni connections					
j. Visit in the past year as an alumnus/a of the school?	Please select all that apply			YA	OA
School campus					
School website					
Reunion(s) on campus					
Homecoming					
School alumni event <u>on</u> campus					
School alumni event <u>off</u> campus					
School event <u>on</u> campus (play, lecture, etc.)					
School event <u>off</u> campus (athletics, concerts, art shows, etc.)					
Alumni personal contact					
k. Have you had contact with:	Please select all that apply			YA	OA
A school representative in past year (faculty, admin., etc.)					
Other alumni in past year					
Alumni future contact					

As an alumnus/a, what is your likelihood to attend in next 12 months …	Extremely likely, Very likely, Somewhat likely, Not very likely, Not at all likely				
l. Reunion (if your year)				YA	OA
m. Homecoming				YA	OA
n. School sponsored off-campus <u>alumni</u> event				YA	OA
o. School sponsored off-campus <u>school</u> event (athletics, concerts, art shows, etc.)				YA	OA
Alumni reasons for attendance					
p. If you were to attend an alumni event, which of the following reasons best describes the rationale for attending such an event?	Please select all that apply			YA	OA
Value experience/education					
Interest in event					
Fun/enjoyable					
Like to visit/see the school/campus					
Like to see other alumni/classmates					
Like to see faculty, administrators, coaches					
Networking (e.g., business)					
Like to support the school					
Activities include family					
Activities do not include family					
Other reasons					
Alumni reasons for non-attendance					
q. If you were NOT able to attend an alumni event, such as reunion, which of the following reasons best describes the rationale for not attending such an event?	Please select all that apply			YA	OA
No interest in event/activity					
No reason to attend such an event					
No desire to revisit the school					
No connection to the school					
No connection with other alumni					
Distance/too far away					
Do not know who would be there					
Do not have transportation					
Had unhappy school experience					
Schedule conflict/too busy					
Too expensive					

School groups too cliquey					
I stay in contact with school/people when I prefer					
Activities include family					
Activities do not include family					
Nothing to talk about					
Others brag too much					
Other reasons					
Alumni background					
r. Highest level of formal education	High school degree, Some college, College degree,Graduate/Master's degree, Postgraduate degree, Other			YA	OA
s. Indicate the year that you graduated or last attended the school	Fill in year			YA	OA
t. Distance from your current residence to the school	Within 50 miles, within 100 miles, within 200 miles, within 300 miles, more than 300 miles from the school			YA	OA
12. School Communications	Excellent, Very Good, Good, Fair, Poor				
a. How would you rate the overall content of general communications from the school?		S	A	YA	OA
b. Overall, how would you rate the mode of general communications from the school?		S	A	YA	OA
c. Overall, how would you rate the school for keeping you informed of important school information?		S	A	YA	OA
d. Overall, how would you rate the mode of communicating important school information?		S	A	YA	OA
e. How would you rate the overall student specific communications from teachers, faculty, staff or administration?		S	A		
f. Overall, how would you rate the mode of specific student communications from teachers, faculty, staff or administration?		S	A		
13. Financial/Educational Value					
a. Overall cost and educational expenses	Very expensive, Somewhat expensive, Not at all expensive	S	A	YA	OA
b. Overall cost comparison for comparable schools	Much higher, Somewhat higher, About the same, Somewhat lower, Much lower	S	A	YA	OA

c. Considering cost, value of school education/degree	Excellent, Very Good, Good, Marginal, Poor	S	A	YA	OA

14. Quality of education					
a. Overall quality of education	Excellent, Very Good, Good, Fair, Poor	S	A	YA	OA
b. Educational comparison to comparable schools	Much better, Somewhat better, About the same, Somewhat worse, Much worse	S	A	YA	OA
c. Preparation for future academic studies (high school, college, etc.)	Excellent, Very Good, Good, Fair, Poor			YA	OA
d. Preparation for life				YA	OA
e. Foundation for work/career				YA	OA

15. Overall Relationship with the school	Extremely likely, Very likely, Somewhat likely, Not very likely, Not at all likely				
a. Likelihood to recommend the school to a friend, neighbor, or colleague		S	A	YA	OA
b. Likelihood to continue attending/ supporting the school		S	A	YA	OA
c. Likelihood to increase your support of the school		S	A	YA	OA
d. Hypothetically, if you were in the position, how likely you would be to attend the school (do it all over again)				YA	OA

16. Support of School					
a. Priority to support/give to the school	Very high, High, Average, Low, Very low		A	YA	OA
b. Priority to support the school compared to other charitable endeavors	Much higher, Somewhat higher, About the same, Somewhat lower, Much lower		A	YA	OA
Likelihood to support the school (if asked) in the next 12 months . . .	Extremely likely, Very likely, Somewhat likely, Not very likely, Not at all likely				
c. Monetary (make a contribution)			A	YA	OA
d. Volunteer your talent/skill			A	YA	OA
e. Volunteer your time			A	YA	OA

17. School Custom Questions					
Insert school custom questions*		S	A	YA	OA

*Background or demographic questions have been eliminated from the survey but can be inserted in the custom question section. A total of 10 closed-end custom questions are included in the ISACS School Community Survey package. Please contact an IST member if you have questions or need to discuss additional closed-end custom questions.

Open-ended custom questions

Three open-ended narrative questions are included in the full survey package. The following three questions are standard in the survey. You can change the wording of these standard open-ended questions at no cost. In addition, you can include more than three open-ended questions in the survey. Each additional open-ended question will cost $50 for programming and processing. Examples of custom open-ended questions are provided below.

Standard open-ended questions

1. What are the strengths or positive aspects of the school?

2. What are the weaknesses or your concerns about the school?

3. Where should the school focus its efforts in the future? What suggestions do you have for improving the school?

Sample custom open-ended questions

1. If you believe there is pressure to succeed academically, please describe how it is impacting your child's emotional well-being or connection with other students.

2. Like a garden, communities need constant tending to remain healthy. Please share your suggestions on how the school can continue to build and strengthen our sense of community.

3. What values are most important to you in the school's educational program?

CLOSED-END CUSTOM QUESTIONS

The ISACS School Community Survey package allows for one set of 10 closed-end custom questions for all constituents. More than one set, additional custom questions, or separate sets of custom questions for different constituents can be accommodated. Please contact the IST for details about the options and additional costs involved for programming and processing.

We are often asked to provide input regarding custom questions that have been developed and/or have been used by schools in the past. We have provided sample questions to stimulate your thinking about potential questions for your school. Some are general while others are specific to a particular type of school and might or might not fit with your school, culture, or situation. Please feel free to alter the wording to better fit your school. Also, you might want to include a 'Don't know/Does not apply' response, as appropriate, to some questions.

Special note for submitting custom questions
The IST provides a Microsoft Word document template for the school's use. All custom questions **MUST** use the table format in the document. Using this template helps to control programming costs.

Table Format Example:

Q. 1 Participants								
All	All Adults	Parents/ Guardians	Faculty	Admin/Staff	Trustees	Alumni	Alumni Parents	Students
( )	( )	( )	( )	( )	( )	( )	( )	( )

Question 1.
a.   Response a
b.   Response b
c.   Response c
d.
e.
f.
g.
h.
i.

Please note that you can add more responses than that the nine available response categories for a question. However, there might be an additional cost involved. Contact the ISACS Survey Team for more details.

• On the template document, please indicate the specific audience/group for each question. Select the group(s) from the response group list: Parents/Guardians, Faculty, Administration/Staff, Board of Trustees, Alumni, Alumni Parents, Students (typically Grade 6 and above).

• If you choose to use one of the sample custom questions, simply copy and paste the question into the table format template for your school.

Tips for designing custom questions

- Focus on what you really need to know - what are your core objectives?
- Consider the question flow. It is helpful to begin with questions about existing school programs or mission, follow with questions that seek input about school improvement, and end with financial support and demographic questions if you choose to use them.
- Prioritize the question order to ask more important questions near the beginning, while trying to avoid questions early on that might influence or impact a question later in the series.
- You may pose the same question to different response groups and use slightly different wording for each group (See Section 2, #11, etc.).
- Scales - use what is familiar - like those in survey. We recommend:
  - Excellent, Very Good, Good, Fair, Poor
  - Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree
- Scale - determine if you want single or multiple responses (e.g., select two , select top three from a list).
- Include the option "Don't know/Does not apply" where applicable.
- You can offer the option of 'Other (Please specify)' for applicable questions to include a text box for a comment. This option is considered an open-ended response and will cost $50 for programming and processing.
- To avoid confusion for survey respondents and interpreting answers, avoid the use of "and" and "or" phrases in the question or a response, especially if words in the phrase are unrelated.
- Keep the question wording simple. Avoid complex sentence structures and jargon.
- Give very specific directions.
- Ensure that participants are qualified to answer the question being asked. For example, do parents/guardians have sufficient background or information to address the objective of the question? For example, they should not be asked a question that is really directed toward school employees.
- Check context . . . from the participant's perspective.
- Pre-test with another individual and then revise.
- Walk away and read the questions again later before finalizing.

Sample custom question types

1. School selection
2. School community
3. Employees
4. Mission/Core Values
5. Academics
6. Student development
7. Diversity/inclusivity
8. Communications
9. Financial/value/support
10. Background/demographics
11. Custom questions that require additional programming

NOTE: We have used sample language in the following questions. You should evaluate your school's goals, mission, vision, and values to determine the appropriate topics for responses.

1. School selection

1. What is the primary reason that you chose **[insert school name]**? Select the three most important to you.
a. World languages
b. IB curriculum
c. Small class size
d. STEM program
e. Classroom facilities
f. Location
g. Athletics
h. Quality of faculty
i. School reputation/performance compared to others

2. What are the primary reasons that attracted you to **[insert school name]**? Select the **three** most important to you.
a. School reputation
b. Academic programs
c. Small class size / individual attention
d. Justice, Equity, and Inclusion
e. Quality of facilities
f. Character/moral development
g. Spiritual development
h. Location
i. Quality of faculty
j. Other [or Other (Please specify)*]

* Note that you can offer the option of 'Other (Please specify)' for this or other questions to include a text box for a comment. The 'Other (Please specify)' option is considered an open-ended response and will cost $50 for programming and processing.

3. What are the primary reasons that you or your child(ren) enrolled at **[insert school name]**? Select up to three.
a. Strength of academic program
b. College guidance/placement
c. The culture of the school
d. Small class size/individual attention
e. Classroom facilities
f. Location
g. Athletic program
h. Fine Arts program
i. School community

4. What would be the primary reason you/your student would choose to leave **[insert school name]** before graduation?

a.	I am not planning on leaving
b.	Financial
c.	Distance from school
d.	Academic opportunities elsewhere
e.	Extracurricular programs
f.	Athletic program
g.	Student life
h.	Family history/loyalty to another school
i.	Faculty
j.	School community
k.	Move from the area

5. Please answer the following question as if you had a child ready to enter **[insert - lower/middle/upper]** school. How interested would you be in sending your child to a **[insert specific type of program]** **[lower/middle/upper]** school program?

a.	Extremely interested
b.	Very interested
c.	Somewhat interested
d.	Not very interested
e.	Not at all interested

6. Which of the following are you most inclined to share or discuss with others about the school? Select two areas.

a.	Academic Reputation
b.	Quality of faculty
c.	Campus/Facilities
d.	Diversity
e.	Extracurricular activities
f.	Athletic program
g.	School community
h.	Class size
i.	Global initiatives
j.	Fine Arts
k.	Other [or Other (Please specify)*]

* Note that you can offer the option of 'Other (Please specify)' for this or other questions to include a text box for a comment. The 'Other (Please specify)' option is considered an open-ended response and will cost $50 for programming and processing.

2. School Community

1. How would you rate the number of opportunities to connect with other parents/guardians in the school community?
a.	Much too many
b.	Somewhat too many
c.	About right
d.	Somewhat too few
e.	Much too few

2. As a parent/guardian, how involved are you in school activities?
a.	More than 10 activities a *month*
b.	5 - 9 activities a *month*
c.	1 - 4 activities a *month*
d.	1 - 4 activities a *semester*
e.	Have never attended an activity at the school

3. The school's expectations for family involvement are appropriate.
a.	Strongly agree
b.	Agree
c.	Neither agree nor disagree
d.	Disagree
e.	Strongly disagree

4. The school consistently applies disciplinary decisions.
a.	Strongly agree
b.	Agree
c.	Neither agree nor disagree
d.	Disagree
e.	Strongly disagree

5. How would you rate the quality of the school's **[insert specific policy - e.g., discipline, cell phone]** policy?
a.	Excellent
b.	Very good
c.	Good
d.	Fair
e.	Poor

6. How much do you agree with the following statement?
The school strengthened my Jewish identity.
a.	Strongly agree
b.	Agree
c.	Neither agree nor disagree
d.	Disagree
e.	Strongly disagree
f.	Don't know/Does not apply

7. How would you rate the amount of time devoted to **[insert area]** related activities?
a.   Much too much
b.   Somewhat too much
c.   About right
d.   Somewhat too little
e.   Much too little
f.   Don't know/Does not apply

8. Which safety/security initiatives make you most confident in campus safety? Select up to three responses.
a.   Photo ID requirement
b.   Front desk receptionist
c.   Locked doors around campus
d.   Security cameras
e.   Visitor sign-in procedures
f.   All-school safety drills
g.   Security personnel presence on campus
h.   School safety and crisis plans
i.   Faculty awareness of students' well-being

9. If you have reached out to the school administration with a concern, have they addressed the issue satisfactorily?
a.   Yes
b.   No
c.   Not applicable, I have not reached out to administration with a problem.

10. Students are prepared for the transition to the next grade level.
a.   Strongly agree
b.   Agree
c.   Neither agree nor disagree
d.   Disagree
e.   Strongly disagree

11. Please consider the following categories of colleges and universities and answer the question below based on your relationship with **[insert school name]**: Student - Please select the top two types of colleges and universities you prefer. Parents/Guardians - Please select the top two types of colleges and universities that best suit your student(s). Faculty/staff - Please select the two types of colleges and universities that should be preferred by **[insert school name]** graduates. Alumni - Please select the two types of colleges and universities that should be preferred by **[insert school name]** graduates. Trustees - Please select the two types of colleges and universities that should be preferred by **[insert school name]** graduates.
a.   An in-state public university
b.   An in-state private, liberal arts college
c.   An out-of-state public university
d.   An out-of-state private, liberal arts college
e.   A highly selective national university (Duke, Stanford, Notre Dame, US Naval Academy, Emory, Northwestern, University of Chicago, Vanderbilt, etc.)
f.   A religious college/university (Boston College, MSU, Brigham Young, Davidson, Georgetown, Loyola-Chicago, Xavier, Santa Clara, etc.)
g.   An Ivy League university (Harvard, Princeton, Yale, Cornell, Dartmouth, etc.)
h.   Do not know/not sure

3. Employees

1. Why do you work at **[insert school name]**? Select up to two reasons.
a.   Small class sizes
b.   Pay/benefits
c.   Professional development opportunities
d.   Education model
e.   Family reasons
f.   Curriculum/block schedule
g.   Teaching flexibility/classroom control
h.   Working with and mentoring students
i.   Coaching athletics
l.   Other [or Other (Please specify)*]

* Note that you can offer the option of 'Other (Please specify)' for this or other questions to include a text box for a comment. The 'Other (Please specify)' option is considered an open-ended response and will cost $50 for programming and processing.

2. As an employee, the school's professional expectations afford me the opportunity for a healthy work/life balance.
a.   Strongly agree
b.   Agree
c.   Neither agree nor disagree
d.   Disagree
e.   Strongly disagree

3. As an employee, the workplace environment allows me to perform up to my potential.
a.   Strongly agree
b.   Agree
c.   Neither agree nor disagree
d.   Disagree
e.   Strongly disagree

4. Mission/Core Values

1. How much would you agree or disagree with the following statement? **[Insert specific phrases and/or elements from the mission/vision/values of the school]**
a.   Strongly agree
b.   Agree
c.   Neither agree nor disagree
d.   Disagree
e.   Strongly disagree

2. Which 3 of the following goals do we best achieve? **(List up to 9 goals – examples are listed below)**
a.   Prepare students to become lifelong learners
b.   Create a student-centered community
c.   Offer a caring faculty that recognizes each student as an individual
d.   Balance traditional academics with other programs including arts, technology, community service and physical education
e.   Create an environment of excellence
f.   Provide faculty who serve as positive role models for students
g.   Provide a strong evaluation process that encourages continual growth
h.   Help students to develop our core values of respect, integrity, and accountability
i.   Be committed to the larger community

3. Which 3 of the following goals need more emphasis? **(List up to 9 goals – examples are listed below)**

a.	Prepare students to become lifelong learners
b.	Create a student-centered community
c.	Offer a caring faculty that recognizes each student as an individual
d.	Balance traditional academics with other programs including arts, technology, community service and physical education
e.	Create an environment of excellence
f.	Provide faculty who serve as positive role models for students
g.	Provide a strong evaluation process that encourages continual growth
h.	Help students to develop our core values of respect, integrity, and accountability
i.	Be committed to the larger community

4. Which of the following should the school focus on or enhance during the next five years? Select two.

a.	Athletic program
b.	Academic program
c.	World Language program
d.	Extracurricular activities
e.	Arts program
f.	STEM program
g.	Facilities
h.	Communication
i.	School community

5. Which two (2) of the following school mission-focused areas do we best achieve? [**Insert individual items that define the mission statement/academic program]**

a.	Innovative programs for academic excellence
b.	Emphasis on developing creative talents
c.	Students learn to respect others
d.	Students value . . . ??
e.	Students learn to . . . ??
f.	Students . . . ??
g.	Engaged school community
h.	School community is inclusive

6. Which two (2) of the following school mission-focused areas need more emphasis? [**Insert individual items that define the mission statement/academic program]**

a.	Innovative programs for academic excellence
b.	Emphasis on developing creative talents
c.	Students learn to respect others
d.	Students value . . .
e.	Students learn to . . .
f.	Students . . .
g.	Engaged school community
h.	School community is inclusive

7. How important are our core values **[insert or list values – e.g., respect, empathy]** to your family?
a.   Extremely important
b.   Very important
c.   Somewhat important
d.   Not very important
e.   Not at all important
f.   Don't know/not apply

Please note that the following question is not a standard closed-end question. Extra programming charges would apply to this type of question.

8. We would like to understand the importance of five elements of the school mission. Please allocate 100 importance points across these five elements. You can allocate the points in any manner that best fits your perspective. The more points you allocate, the more important the element; fewer points indicates less importance. In other words, you can allocate '0' points to an element or place all points on a single element. The only rule is that you have to use all 100 points.	
[Insert 5 or so elements based on the school mission statement]	Number of Points
a. Prepared for a healthy life	
b. Prepared for a productive life	
c. Prepared for intellectual exploration	
d. Prepared with character and values	
e. Prepared for social responsibility	
	Total must = 100

5. Academics

1. How would you rate the academic demands of the school?
a.   Much too much
b.   Somewhat too much
c.   About right
d.   Somewhat too little
e.   Much too little
f.   Don't know/Does not apply

2. How would you rate the school's academic support system?
a.   Much too much
b.   Somewhat too much
c.   About right
d.   Somewhat too little
e.   Much too little

3. How much do you agree or disagree with the following statement? The school [**insert specific attitude or dimension of the academic program**]?

a.	Strongly agree
b.	Agree
c.	Neither agree nor disagree
d.	Disagree
e.	Strongly disagree

4. Which of the following should **[insert school name]** focus on or work to improve? Select up to three.

a.	Athletic programs
b.	Academic programs
c.	English as a Second Language programs
d.	Extracurricular and recreational activities
e.	Fine Arts programs
f.	Science, technology, engineering, art, and math (STEAM) programs
g.	Technology
h.	College classes/college prep
i.	Facilities improvement

5. Overall, how would you rate our remote/distance learning program?

a.	Excellent
b.	Very good
c.	Good
d.	Fair
e.	Poor
f.	Don't know/not apply

6. Based on your observations or personal opinion, do you believe students/you have been inspired to learn while engaged in remote/distance learning?

a.	At a much greater level than while in-school
b.	At a somewhat greater level than while in-school
c.	At a level similar to learning while in-school
d.	At a somewhat lower level than while in-school
e.	At a much lower level than while in-school

7. Based on your observations or personal opinion, do you believe students/you have demonstrated academic progress while engaged in remote/distance learning?

a.	All of the time
b.	Most of the time
c.	Some of the time
d.	Infrequently
e.	None of the time

6. Student Development

1. Which of the following skills is the school best at developing? Select two.
a. Critical thinking
b. Creativity
c. Communication
d. Collaboration
e. Application of real-life skills
f. Leadership
g. Awareness of current local and global issues
h. Cross-cultural understanding
i. Literacy (reading, writing, critical viewing) across the curriculum

2. Which of the following skills need more emphasis? Select two.
a. Critical thinking
b. Creativity
c. Communication
d. Collaboration
e. Application of real-life skills
f. Leadership
g. Awareness of current local and global issues
h. Cross-cultural understanding
i. Literacy (reading, writing, critical viewing) across the curriculum

3. What core skills would you like to see all students, faculty, and members of the school community embrace? Select up to three.
a. Achievement
b. Citizenship
c. Creativity
d. Compassion
e. Empathy
f. Integrity
g. Justice
h. Knowledge
i. Perseverance
j. Respect
k. Responsibility
l. Other [or Other (Please specify)*]

* Note that you can offer the option of 'Other (Please specify)' for this or other questions to include a text box for a comment. The 'Other (Please specify)' option is considered an open-ended response and will cost $50 for programming and processing.

4. Which of the following areas should **[insert school name]** emphasize more? Select up to three.

a. Critical thinking
b. Creativity
c. Conflict resolution
d. Perseverance/never-quit attitude
e. Resilience
f. Character development
g. Problem solving
h. Physical fitness
i. Communication

5. Which **three** of the following areas should **[insert school name]** focus on or improve?

a. Academics
b. Physicial well-being
c. Emotional well-being
d. Justice, Equity, and Inclusion
e. Spiritual development
f. Character/moral development
g. Appreciation of the arts
h. Positive student self-concept
i. Family commitment

* Note that you can offer the option of 'Other (Please specify)' for this or other questions to include a text box for a comment. The 'Other (Please specify)' option is considered an open-ended response and will cost $50 for programming and processing.

6. Parent/guardian version - My child was inspired to do their personal best because of a meaningful relationship with the following people. Select up to three responses.

Student version - I was inspired to do my personal best because of a meaningful relationship with the following people. Select up to three responses.

a. Lower School Teacher
b. Middle School Teacher
c. Upper School Teacher
d. Mentor/Advisor/Family Group Leader
e. Coach/Club Sponsor
f. College Counselor
g. School Psychologist
h. Other School Employee (administrator, staff member, etc. or alumnus/a)
i. None

7. Parent/guardian version - In what areas of life does the school have the greatest impact on your child's future? Select up to three responses. Student version - In what areas of life does the school have the greatest impact on your future? Select up to three responses.
a.   Academic preparation
b.   Relationships with faculty/school staff
c.   Developing friends
d.   Dealing with faculty/staff
e.   Critical thinking/problem solving skills
f.   Creativity/self-expression
g.   Leadership opportunities
h.   Pursuing goals
i.   Character development

7. Diversity/Inclusivity

1. How much would you agree or disagree with the following statement? The school provides an inclusive environment where I feel valued based on the ways in which I identify (e.g., race, ethnicity, gender, gender identity, sexual orientation, socioeconomic status, religious beliefs, nationality, or other aspects of personal identity).
a.   Strongly agree
b.   Agree
c.   Neither agree nor disagree
d.   Disagree
e.   Strongly disagree

2. How important is enhancing diversity to the future of the school?
a.   Extremely important
b.   Very important
c.   Somewhat important
d.   Not very important
e.   Not at all important

3. How important is enhancing the sense of belonging to the future of the school?
a.   Extremely important
b.   Very important
c.   Somewhat important
d.   Not very important
e.   Not at all important

4. While all elements of diversity are important, which of the following areas should be the focus for further development at the school? Select two.
a.   Ethnicity/cultural identity
b.   Nationality/nation of origin
c.   Socioeconomic diversity
d.   Sexual orientation
e.   Gender identity
f.   Religious beliefs
g.   Age
h.   Political viewpoints
i.   Physical disabilities
j.   Learning differences
k.   Mental health differences
l.   Other [or Other (Please specify)*]

* Note that you can offer the option of 'Other (Please specify)' for this or other questions to include a text box for a comment. The 'Other (Please specify)' option is considered an open-ended response and will cost $50 for programming and processing.

8. Communications

Evaluate your school's communications approach to identify more specific responses for questions in this category.

1. How would you rate the amount of communication from the school to you?
a.   Much too much
b.   Somewhat too much
c.   About right
d.   Somewhat too little
e.   Much too little

2. How would you rate the ease/accessibility with which parents/guardians can communicate with the school administration?
a.   Excellent
b.   Very good
c.   Good
d.   Fair
e.   Poor

3. How would you rate the ease/accessibility with which parents/guardians can communicate with faculty?
a.   Excellent
b.   Very good
c.   Good
d.   Fair
e.   Poor

4. How would you rate the overall relevance of the information communicated by the school?
a. Excellent
b. Very good
c. Good
d. Fair
e. Poor

5. How would you rate the timeliness of information communicated by the school?
a. Excellent
b. Very good
c. Good
d. Fair
e. Poor

6. How would you rate the overall quantity of information communicated by the school?
a. Excellent
b. Very good
c. Good
d. Fair
e. Poor

7. How would you rate the amount of email (e.g., classroom newsletters, division head notes, faculty, coaches, etc.) communication that you receive from **[insert school name]**?
a. Much too much
b. Somewhat too much
c. About right
d. Somewhat too little
e. Much too little

8. What is your preferred method of communication for **[insert type: general communications, specific student communications, extracurricular activities, or another option]** with the school? Select up to three responses.
a. Email
b. Facebook/Instagram
c. Text message
d. Student delivered – printed newsletter
e. US Mail
f. Telephone
g. Events (e.g., parent/guardian meeting, athletic meeting, etc.)
h. Social media
i. Other

9. What is your preferred method to communicate with faculty about your student? Select up to two.
a. Email
b. Telephone
c. In person, at events on campus
d. Video chat/virtual meeting
e. Text message

10. For Alumni: Which two of the following best represent how you prefer to stay engaged and continue to learn about what's happening at the school?
a. Receive the alumni e-newsletter via email
b. Attend local alumni events held off-campus (e.g., Trivia Night, small gatherings)
c. Attend school community events (e.g., plays, athletic competitions)
d. Receive the school magazine
e. Attend Reunion Weekend
f. Follow social media channels

9. Financial/Value/Support

1. I feel compelled to give money to the school in the following circumstances. Choose up to two.
a. I see it as part of my stewardship of the school.
b. I see a tangible need.
c. I know the money is going toward something to increase the school's sustainability (e.g., scholarships, an endowment).
d. I see factually how my money will help the school.
e. My gift will be matched (e.g., challenge grants, corporate gift match programs).
f. Everyone else is giving (faculty/families/alumni participation levels announced).
g. Because I feel my tuition should cover the cost of my child's education, I do not feel compelled to give to the school.

2. Please indicate if your student receives financial aid from the school. (Special note: all survey answers are confidential and the identity of each individual is not associated with any specific response to the survey.)
a. Yes – my student receives financial aid
b. No – my student does not receive financial aid
c. I am unsure if my student receives financial aid
d. Don't know/not apply

3. How likely would you be to continue to attend the school if your student did not receive financial aid?
a. Extremely likely
b. Very likely
c. Somewhat likely
d. Not very likely
e. Not at all likely

4. Which of the following initiatives do you believe add the most value to the school? Select up to three areas. **[NOTE: Use topics relevant to your school.]**

d.	Student services
e.	Extensive use of the campus
f.	College counseling
g.	Global initiatives
h.	Fine Arts
i.	Science
j.	??
k.	??
l.	??

5. How likely would you be to support an increase in tuition to help fund **[insert: special program, facility, expansion, etc.]**?

a.	Extremely likely to support
b.	Very likely to support
c.	Somewhat likely to support
d.	Not very likely to support
e.	Not at all likely to support

6. Which of the following would you support an increase in tuition to help fund? Select two. **[NOTE: Use topics relevant to your school.]**

a.	Improved technology
b.	More educational trips and experiences
c.	Learning resource center with tutorial services
d.	Additional athletic options
e.	More/stronger arts option
f.	Higher quality food/dining room
g.	Paying down the debt
h.	New facility/building
i.	Enhanced professional development for faculty

10. Background/demographics

Consider one or more of the following background questions. This could be especially important if you intend to separate your data into various groups or segments to run a custom banner to analyze segments. This type of banner can be used to divide the results by various background or demographic groups.

Question 1 has been updated to reflect the OMB/US Census categories for the 2030 census.

1. What is your race and/or ethnicity? Select all that apply.
a.   American Indian or Alaska Native
b.   Asian
c.   Black or African American
d.   Hispanic or Latino
e.   Middle Eastern or North African
f.   Native Hawaiian or Pacific Islander
g.   White
h.   Other [or Other (Please specify)*]
i.   Prefer not to answer

* Note that you can offer the option of 'Other (Please specify)' for this or other questions to include a text box for a comment. The 'Other (Please specify)' option is considered an open-ended response and will cost $50 for programming and processing.

2. How would you best describe your heritage? Select all that apply.
a.   Asian (Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.)
b.   Black or African American (African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc.)
c.   Hispanic and/or Latino origin (Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.)
d.   Indigenous North, Central, or South American (Navajo nation, Blackfeet tribe, Mayan, Aztec, Native Village or Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.)
e.   Middle Eastern or North African (Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.)
f.   Native Hawaiian or Other Pacific Islander (Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, etc.)
g.   White (German, Irish, English, Italian, Polish, French, etc.)
h.   Prefer not to say
i.   Some other heritage (Please specify)

3. Please indicate your gender.
a.   Male
b.   Female
c.   Nonbinary
d.   Other
e.   Prefer not to answer

4. Do you consider yourself?
a.   Male
b.   Female
c.   Nonbinary
d.   Not listed
e.   Prefer not to answer

5. Gender of the student(s) currently enrolled in the school
a.   Male
b.   Female
c.   Nonbinary
d.   Prefer not to answer

6. What is your marital status?
a.   Married
b.   Single
c.   Widowed
d.   Separated/Divorced
e.   Other

7. What is the highest level of education completed in your household?
a.   High School
b.   Vocational Program
c.   Some college
d.   Associate degree (2 years)
e.   Bachelor's degree (4 years)
f.   Master's degree
g.   PhD/Doctoral degree
h.   Other

8. Annual household income. Please indicate the one response that best fits your situation.
a.   Less than $75,000
b.   Less than $100,000
c.   Less than $150,000
d.   Less than $200,000
e.   Less than $400,000
f.   More than $400,000
g.   Don't know
h.   Prefer not to answer

9. Does your student live at home or board at school?
a.   Lives at home
b.   Boards at school (5 or 7 days)

11. Custom Questions That Require Additional Programming

- **Adding the "Other (Please specify)" option to a closed-end question**. In some situations, it may be appropriate to add an 'Other (Please specify)' response option to a closed-end question. The cost for adding the 'other' comment text box is $50 for programming and processing. Simply include this response option at the end of the closed-end responses when drafting the custom questions.

- **The following question is not a standard closed-end question. Extra programming charges would apply to this type of question.**

We would like to understand the importance that should be placed on the following core elements of our program. Please allocate 100 importance points across the core elements. You can allocate the points in any manner that best fits your perspective. The more points you allocate, the more importance of that element; fewer points indicate less importance. In other words, you can allocate '0' points to an element or place all points on a single element. The only rule is that you have to use all 100 points.	
[Insert 5 or so elements based on your school]	Number of Points
a. Academic program	
b. Athletic program	
c. Extracurricular program	
d. Fine-arts program	
e. Community Service program	
	Total must = 100