Intensely Focused on the Best Predictor of Satisfaction and Willingness to Refer: **Program Element Quality Gaps.** Our extensive research clearly shows that QUALITY GAPS of individual program elements - not IMPORTANCE, not EFFECTIVENESS - best predicts constituent satisfaction with your school.

Program Element Performance is Now Measured by Quality Gaps, which replace the importance and effectiveness ranks. The smaller the quality gap, the higher the percentile rank as shown in the horizontal of the quadrant pages.

More Precise Definition of What Constitutes a Problem. The >0.50 rule is gone. Instead, we calculate percentile ranks based on the average quality gap (and standard deviation) for every program element. Any percentile rank below a 40th percentile rank is a problem. Over 60th percentile is a strength.

Quality Gap Percentile Ranks are Determined by Division, Grade, Group, and School as a Whole. This is a separate calculation done for each program element. *Note that average quality gaps vary by both program element and by grade level or group*. Our percentile rank system takes both into account. Every quadrant page in this report is based on a separate table, 23 at present totaling out at about 1 gigabyte.

Appropriate Adjustments for 135+ Bias Factors – **Demographic, Environment, Survey Timing**. In-depth regression analysis of 143,000 responses shows that 86% of all variables in this survey – or likely any other - are subject to biases of 10% or more. One-fifth are subject to biases of 20% or more.

Through tens of thousands of stepwise regressions, we determined which bias corrections were appropriate – and to what degree-for each individual variable. Even the bias corrections for the importance and effectiveness of the same variable are individually calculated. The regressions eliminated collinearity issues, and two tests of statistical significance test if a given correction is appropriate.

The correction degree reflects the relative proportion of any given bias factor (e.g., parents with master's Degrees) in your data versus all our data for that item. Besides school as a whole, this relative proportion is calculated for every grade, division, or group in the report – separately, one at a time.

In general, these corrections change percentile ranks within a range of +10 to -10, although larger is possible. All 865+ Christian schools in our database have also been bias-corrected according to these very same rules, taking into account their relative proportions for each bias factor. The same rules apply to all comparison schools, subject to their relative proportions of respondents as well as environment and timing factors.

You can request an unadjusted version of this report if you like. The goal of these corrections was to account for all differences based on environmental factors such as region of the country, size or type of school, economics of the area, as well as internal demographics, such as race, income, and education of parents. We do make adjustments for time of year when the survey is taken, but our extensive regression research shows that demographic and environmental biases are far more important. We did norm Canadian respondents as well.

Exact Match is No Longer Required for Rich Comparison Data Analysis. Before, "Principal (Dan Krause) Leadership" could not be compared to "Principal Leadership". That is no longer the case. Within the bounds of good judgment, this allows for slight modification of standard program elements.

Internal Experts Report. With this degree of precision, it is now possible to identify teachers by grade level preforming at the 80th percentile or better for all teacher-related variables. These internal experts can be trainers, coaches or mentors for other teachers who need help in that area.

To order a Christian School Comprehensive Survey, contact Elisabeth O'Neill, elisabeth@gwmin.com or (719) 278-9600, ext. 200.