

# The Christian School Comprehensive Survey – Prescriptive (CSCS – Rx)

## Methodology FAQs

**Are all CSCS-Rx respondents only from PK-12 (K-8, 9-12 etc.) Christian Schools?** Yes. We have some Catholic schools also, whom we happily serve.

**Is the CSCS-Rx intended for all constituent groups, including teachers and students?** Yes, we have comparison data for over 110K, 20K, and 30K parents, teachers, and students, respectively. Their scores are compared side by side.

**Why is the CSCS-Rx centered on satisfaction?** If constituents are satisfied, they give us what we need to be strong. Note the multipliers by satisfaction:

### Likelihood of Activities (vs. 0-2 baseline) N=176,691

Activity	Multipliers by Satisfaction Score				
	0-2	3-4	5-6	7-8	9-10
Donate	1.00	1.13	1.31	1.86	<b>1.80</b>
Volunteer	1.00	1.16	1.29	1.78	<b>1.63</b>
Volunteer Leader	1.00	0.89	1.28	1.79	<b>1.57</b>
WOM Referrals	1.00	0.79	4.28	21.35	<b>48.16</b>
Re-enrolling	1.00	1.53	2.29	3.29	<b>3.52</b>
All Kids Enrolled	1.00	1.20	1.53	2.29	<b>2.60</b>

### What best predicts satisfaction with a Christian School?

Program elements best predict satisfaction with PK-12 Christian Schools. Internal or external demographics such as parent education or race (even survey timing) impact the scores of program elements and overall satisfaction by up to 22%, requiring thorough national norming for apples-to-apples comparisons.

**Why report the key results of the CSCS-Rx in percentiles?** Because practically everyone in education understands them. An NPS™ is less clear to the average teacher and cannot be corrected demographically. With far less respondents for individual classrooms, the SD variability of NPS™ scores is 57% worse than just using the satisfaction means, and 79% worse than just using the referral means!

### What is the most predictive way to assess program quality?

Because the importance of program elements varies, comparing importance (IMP) and effectiveness (EFF) scores to satisfaction (SAT) is up to 50% more

predictive than using EFF scores alone for NPS™, REF, or SAT. Here are the results from all 696 schools with program element ratings (11,036,153 ratings).

Model Fit Measures

Model	R	R <sup>2</sup>
1	0.854	0.729

Note. Models estimated using sample size of N=696

Model Fit Measures

Model	R	R <sup>2</sup>
1	0.710	0.504

Note. Models estimated using sample size of N=696

Model Coefficients - Mean(SAT)

Predictor	Estimate	SE	t	p
Intercept	5.67	0.3461	16.4	<.001
Mean(ZE)	2.20	0.0520	42.3	<.001
Mean(ZI)	-1.38	0.0743	-18.6	<.001

Model Coefficients - NPS Score

Predictor	Estimate	SE	t	p
Intercept	-200.3	9.82	-20.4	<.001
Mean(ZE)	63.8	2.40	26.5	<.001

**Is there a rule of thumb, such as 0.50, on the acceptable amount of “quality gap” between average IMP and EFF?** No. Average quality gaps vary greatly by grade and type. The CSCS-Rx provides percentile ranks for each element, per grade, division, group, verifying statistical significance with **Bayesian Credible Intervals** (Morey: The fallacy of placing confidence in confidence intervals, 2015).

