

## Panorama Community Survey (Standard Template)

| If a friend or colleague w               | ere looking for a school di               | strict, how lik | ely is it that | ou would re    | ecommend <    | district name | >?          |
|--|---|-----------------|----------------|----------------|---------------|---------------|-------------|
| 1 2                                      | 3 4                                       | 5               | 6              | 7              | 8             | 9             | 10          |
| For <district name="">'s to l</district> | be successful over the nex                | t three years,  | how importa    | nt is it for u | s to focus on | each of thes  | e areas?    |
| Student achievement                      |   |                 |                |                |               |               |             |
| Not important at all                     | Slightly important                        | Somewhat        | important      | Quite in       | mportant      | Extremely     | / important |
| Diversity and inclusion o                | f all students                            |                 |                |                |               |               |             |
| Not important at all                     | Slightly important                        | Somewhat        | important      | Quite in       | mportant      | Extremely     | / important |
| Classroom instruction                    |   |                 |                |                |               |               |             |
| Not important at all                     | Slightly important                        | Somewhat        | important      | Quite in       | mportant      | Extremely     | / important |
| Hiring, developing and re                | etaining the best staff                   |                 |                |                |               |               |             |
| Not important at all                     | Slightly important                        | Somewhat        | important      | Quite in       | mportant      | Extremely     | / important |
| School climate and cultu                 | re  |                 |                |                |               |               |             |
| Not important at all                     | Slightly important                        | Somewhat        | important      | Quite in       | mportant      | Extremely     | / important |
| Physical Facilities                      |   |                 |                |                |               |               |             |
| Not important at all                     | Slightly important                        | Somewhat        | important      | Quite in       | nportant      | Extremel      | / important |
| Community partnerships                   | 5   |                 |                |                |               |               |             |
| Not important at all                     | Slightly important                        | Somewhat        | important      | Quite in       | nportant      | Extremely     | / important |
| School leadership                        |   |                 |                |                |               |               |             |
| Not important at all                     | Slightly important                        | Somewhat        | important      | Quite in       | mportant      | Extremely     | / important |
| Student activites and ex                 | tracurricular activities                  |                 |                |                |               |               |             |
| Not important at all                     | Slightly important                        | Somewhat        | important      | Quite in       | mportant      | Extremely     | / important |
| ) If you feel there are othe             | er areas of great important               | ce, please sha  | re them here   |                |               |               |             |
|  |   |                 |                |                |               |               |             |
| ) How well do you feel like              | e <district name=""> is curren</district> | tly doing in ea | ch of the fol  | lowing areas   | s?            |               |             |
| Student achievement                      |   |                 |                |                |               |               |             |
| Not at all well                          | Slightly well                             | Somew           | nat well       | Quit           | e well        | Extren        | nely well   |
| Diversity and inclusion o                | f all students                            |                 |                |                |               |               |             |
| Not at all well                          | Slightly well                             | Somew           | hat well       | Quit           | e well        | Extren        | nely well   |

## Classroom instruction

| Not at all well  | Slightly well   | Somewhat well   | Quite well  | Extremely well  |
|--|---|---|---|---|
| Hiring, developing and   | retaining the best staff  |   |   |   |
| Not at all well  | Slightly well   | Somewhat well   | Quite well  | Extremely well  |
| School climate and cult  | ure   |   |   |   |
| Not at all well  | Slightly well   | Somewhat well   | Quite well  | Extremely well  |
| Physical Facilities  |   |   |   |   |
| Not at all well  | Slightly well   | Somewhat well   | Quite well  | Extremely well  |
| Community partnership  | os  |   |   |   |
| Not at all well  | Slightly well   | Somewhat well   | Quite well  | Extremely well  |
| School leadership  |   |   |   |   |
| Not at all well  | Slightly well   | Somewhat well   | Quite well  | Extremely well  |
| Student activites and ex   | ktracurricular activities   |   |   |   |
|  |   |   |   |   |
|  | Slightly well  positive aspect of <district< th=""><th></th><th>Quite well</th><th>Extremely well</th></district<>  |   | Quite well  | Extremely well  |
| What is the single most  |   | name>?  | Quite well  | Extremely well  |
| What is the single most  If you could change one  sground Questions  | positive aspect of <district <district="" about="" name<="" td="" thing=""><td>name&gt;?</td><td></td><td>Extremely well</td></district>  | name>?  |   | Extremely well  |
| What is the single most  If you could change one  sground Questions  | positive aspect of <district <district="" about="" name<="" td="" thing=""><td>name&gt;?</td><td></td><td>Extremely well  Newsletters</td></district>   | name>?  |   | Extremely well  Newsletters                               |
| What is the single most  If you could change one  aground Questions  From which source do y  Email Phone   | positive aspect of <district <district="" about="" name<="" td="" thing=""><td>name&gt;?  e&gt;, what would it be?  on about the school or distri</td><td>ict?</td><td></td></district>   | name>?  e>, what would it be?  on about the school or distri  | ict?  |   |
| What is the single most  If you could change one  aground Questions  From which source do y  Email Phone   | thing about <district get="" information="" media<="" most="" name="" ou="" social="" td="" the=""><td>name&gt;?  e&gt;, what would it be?  on about the school or distri</td><td>ict?</td><td></td></district>   | name>?  e>, what would it be?  on about the school or distri  | ict?  |   |
| What is the single most  If you could change one  ground Questions  From which source do y  Email Phone  Which of the following to the staff   | thing about <district best="" connect="" describes="" get="" information="" media="" most="" name="" non-teaching="" ou="" social="" staff<="" td="" the="" your=""><td>name&gt;?  &gt;&gt;, what would it be?  on about the school or distriction to the school system?</td><td>Television  Community member</td><td>Newsletters  Administrator</td></district>  | name>?  >>, what would it be?  on about the school or distriction to the school system?   | Television  Community member                            | Newsletters  Administrator                                |
| What is the single most  If you could change one  ground Questions  From which source do y  Email Phone  Which of the following to the staff   | thing about <district best="" connect="" describes="" get="" information="" media="" most="" name="" non-teaching="" ou="" social="" staff<="" td="" the="" your=""><td>name&gt;?  s&gt;, what would it be?  on about the school or districtor to the school system?  Parent Student</td><td>Television  Community member</td><td>Newsletters  Administrator</td></district>  | name>?  s>, what would it be?  on about the school or districtor to the school system?  Parent Student                                | Television  Community member                            | Newsletters  Administrator                                |
| What is the single most  If you could change one  ground Questions  From which source do y  Email Phone  Which of the following I  Teaching staff  How many years have y  1-5  Gender  | thing about <district an="" as="" been="" best="" connect="" describes="" en<="" get="" information="" involved,="" media="" most="" name="" non-teaching="" ou="" social="" staff="" td="" the="" your=""><td>name&gt;?  s&gt;, what would it be?  on about the school or distriction to the school system?  Parent Student  nployee, parent, student, or</td><td>Television  Community member  r other stakeholder, with</td><td>Newsletters  Administrator  <district name="">?</district></td></district> | name>?  s>, what would it be?  on about the school or distriction to the school system?  Parent Student  nployee, parent, student, or | Television  Community member  r other stakeholder, with | Newsletters  Administrator <district name="">?</district> |
| What is the single most  If you could change one  If you could change o | thing about <district an="" as="" been="" best="" connect="" describes="" en<="" get="" information="" involved,="" media="" most="" name="" non-teaching="" ou="" social="" staff="" td="" the="" your=""><td>name&gt;?  s&gt;, what would it be?  on about the school or distriction to the school system?  Parent Student  nployee, parent, student, or</td><td>Television  Community member  r other stakeholder, with</td><td>Newsletters  Administrator  <district name="">?</district></td></district> | name>?  s>, what would it be?  on about the school or distriction to the school system?  Parent Student  nployee, parent, student, or | Television  Community member  r other stakeholder, with | Newsletters  Administrator <district name="">?</district> |
| What is the single most  If you could change one  ground Questions  From which source do y  Email Phone  Which of the following I  Teaching staff  How many years have y  1-5  Gender  | thing about <district an="" as="" been="" best="" connect="" describes="" en<="" get="" information="" involved,="" media="" most="" name="" non-teaching="" ou="" social="" staff="" td="" the="" your=""><td>name&gt;?  s&gt;, what would it be?  on about the school or distriction to the school system?  Parent Student  nployee, parent, student, or</td><td>Television  Community member  r other stakeholder, with</td><td>Newsletters  Administrator  <district name="">?</district></td></district> | name>?  s>, what would it be?  on about the school or distriction to the school system?  Parent Student  nployee, parent, student, or | Television  Community member  r other stakeholder, with | Newsletters  Administrator <district name="">?</district> |