Community Priorities Survey:

Final Report of Results

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COLUMBUS CITY SCHOOLS

EXECUTIVE SUMMARY

This districtwide survey gathered feedback from more than 1,000 respondents, including CCS parents and guardians, students, staff, and community members, to understand priorities related to budget reductions, school consolidation, transportation, academic programming, and building reuse. Respondents consistently prioritized **student-facing services**, such as classroom staffing, support staff, safe buildings, and reliable transportation. They also expressed strong interest in maintaining access to **career-technical education (CTE), academy programs**, and specialized academic pathways, even when personal participation levels were lower.

Participants voiced concerns about how reductions in transportation, extracurricular costs, or program offerings could affect attendance, equity, and the overall student experience. Many urged the district to protect essential support and avoid decisions that could limit opportunities for students in historically underserved neighborhoods. At the same time, respondents identified opportunities to reduce administrative costs, consolidate underutilized schools, strengthen community partnerships, and repurpose unused buildings to meet family and neighborhood needs.

Across groups, there was broad agreement on the importance of **transparent communication**, continued engagement of families and staff, and thoughtful planning that prioritizes student well-being.

Limitations

While the results offer useful insights, there are several limitations to keep in mind.

- **Voluntary Participation:** The survey was open to anyone who chose to respond, meaning the results may not fully represent all CCS families, staff, or students.
- **Uneven Participation Across Roles:** Parents and staff made up most respondents, while community members and outside-CCS respondents were smaller groups. Certain findings may therefore be weighed more heavily toward parent and staff perspectives.
- **Variation in Question Routing:** Due to survey branching, not all respondents answered every question. As a result, **sample sizes differ across items**, and comparisons between groups should be interpreted with caution.
- **Open-Ended Data:** Open-ended responses were coded for themes, but individual comments may be subjective, incomplete, or reflect personal opinions rather than generalizable trends.
- **Geographic Variation:** Zip code responses were unevenly distributed across neighborhoods, with some areas more heavily represented than others, limiting the ability to make precise geographic comparisons.

INTRODUCTION

This report summarizes findings from the Columbus City Schools Community Priorities Survey, which gathered input from families, students, staff, and community members to inform district planning and decision-making. As CCS evaluates future needs related to transportation, school facilities, academic programming, staffing, and resource allocation, these decisions must reflect the perspectives of those most affected.

A total of **more than 1,000 respondents** participated in the survey, providing a broad and diverse set of perspectives from across the Columbus City Schools community. The results presented in this report combine high-level insights with detailed question-by-question analysis. Responses highlight clear priorities around school safety, transportation access, high-quality academic programs, and equitable opportunities for all students. These findings offer a comprehensive understanding of community sentiment and serve as a valuable guide for strategic planning, budget alignment, and policy development.

SURVEY ADMINISTRATION

The Community Priorities Survey was administered through ThoughtExchange, which supports real-time translation into more than **120 languages**, ensuring accessibility for the full Columbus City Schools community (see Appendix A for full instrument). The survey opened on **October 27** during the *Our Future, Our CCS* Community Workshop Series, where QR codes and live links were shared with participants.

Following the workshops, the survey was promoted broadly through district and school communication channels, including:

- School newsletters and family emails
- Principal and building-level communication platforms
- District website and social media
- Community engagement events and Town Halls

The survey remained open for **three weeks** and officially **closed on November 19 at midnight**. Respondents could participate on any device, with automatic translation allowing participants to complete the survey in the language most comfortable to them.

Survey Design, Branching Logic, and Varying Sample Sizes

The Community Priorities Survey included a combination of universal questions asked of all participants and targeted questions that were only shown to specific respondent groups. This design allowed the district to collect more relevant and meaningful feedback by tailoring items to each participant's role, experiences, and relationship to Columbus City Schools.

Branching Logic

Several questions used **branching logic**, meaning that respondents were shown different questions based on earlier answers. Examples include:

- **Students vs. adults:**
  Students received questions about getting to school, extracurricular participation, and event ticket pricing, while adults received related questions about their child's experiences.

- **Parents vs. staff vs. community members:**
  Questions about school selection, lottery participation, and child grade level were only shown to parents/guardians. Staff and community members without school-aged children skipped these items automatically.

- **Families with children outside CCS:**
  Respondents who indicated their child attends a school outside CCS received follow-up questions about their likelihood of returning and what changes might influence their decision.

- **Select all that apply items:**
  Several resource or facility questions included multiple-item indicators that appeared only for respondents selecting certain categories.

Because of this branching, **not all respondents viewed or answered every question**, resulting in different response totals across items.

Varied Sample Sizes (n-sizes)

Due to the structure of the survey, **the number of responses (n)** varies by question. This variation can be attributed to several factors:

- **Role-specific visibility:**
  Some questions were only shown to certain respondent groups (e.g., students, parents, staff). As a result, these questions have smaller sample sizes.

- **Branching or skip patterns:**
  Respondents were automatically routed past questions that did not apply to them, leading to lower n-sizes on follow-up items.

- **Optional questions:**
  All survey questions were voluntary, and respondents could skip any item. This also contributes to natural variations in response counts.

- **Select-all-that-apply format:**
  For multi-select items, each option is counted independently. As a result, the number of selections may exceed the number of respondents.

- **Open-ended vs. closed-ended differences:**
  Open-ended narrative items typically have fewer total responses than rating-scale questions, as some participants chose not to provide written feedback.

Interpretation Note

Because the number of respondents differs across items, percentages should always be interpreted relative to each question's **specific n-size**, which is noted beside the results. Variation in n-size is expected in a branched survey and does not indicate missing data or errors.

SURVEY TOPICS

The Community Priorities Survey gathered input across several areas that are central to district planning. Respondents first shared basic demographic information about their role and connection to CCS, which helped contextualize patterns across families, staff, students, and community members.

The survey examined **school choice and enrollment**, including why families select schools, their use of the lottery system, and how potential changes might influence future decisions. It also explored **transportation**, focusing on how students get to school, potential impacts of service changes, and the importance of safe and efficient bus routes.

Participants rated the importance of key **district resources** such as teachers, support staff, technology, building safety, and extracurricular access. Questions about **activity costs** and fees helped identify financial barriers that may reduce student participation.

To support long-term district planning, the survey included items on **budget and levy considerations**, inviting respondents to share spending priorities and open-ended advice. Additional questions addressed **academic programs and CTE pathways**, reflecting community interest in expanding college- and career-readiness opportunities.

Several questions focused specifically on **school realignment considerations**, including priorities related to **diversity and equity, keeping schools close to where students live, ensuring access to strong academic programs, and balancing enrollment across buildings**. Respondents also provided input on **facilities and building reuse**, such as interest in community partnerships, recreation spaces, and affordable housing.
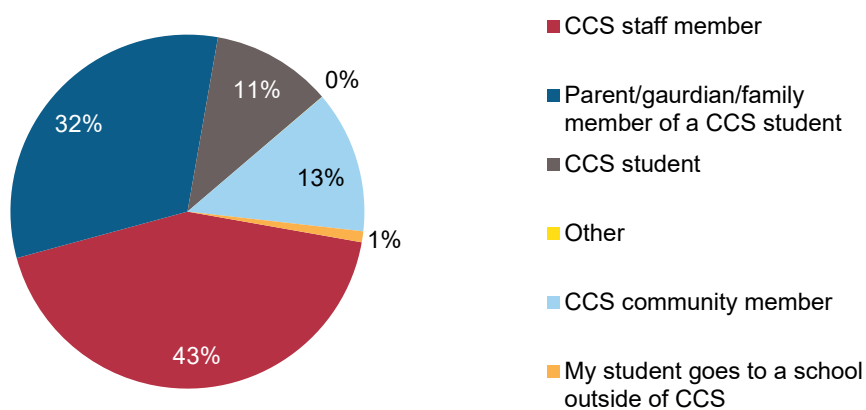
Finally, ZIP code data allowed the district to examine geographic representation across Columbus. Together, these topics provide a clear picture of the community's priorities to guide future district decisions.

FINDINGS

Respondent Roles

A total of **1,256 individuals** completed the Community Priorities Survey, representing a broad range of stakeholder groups across Columbus City Schools. The largest portion of respondents were **CCS staff members** (**43%, n = 538**), followed by **parents and guardians** (**32%, n = 402**). **Students** accounted for **11% (n = 133)**, and **community members without children in CCS** represented **13% (n = 163)**. A smaller share included **families whose children attend schools outside CCS** (**1%, n = 17**) and **those in the "Other" category** (**<1%, n = 3**)[1]. **(See Figure 1 for full role distribution.)**

FIGURE 1. SURVEY PARTICIPATION BY RESPONDENTS' ROLE

- CCS staff member
- Parent/gaurdian/family member of a CCS student
- CCS student
- Other
- CCS community member
- My student goes to a school outside of CCS

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[1] Note those that selected their role as "Other" were not included in analyses due to low sample size.
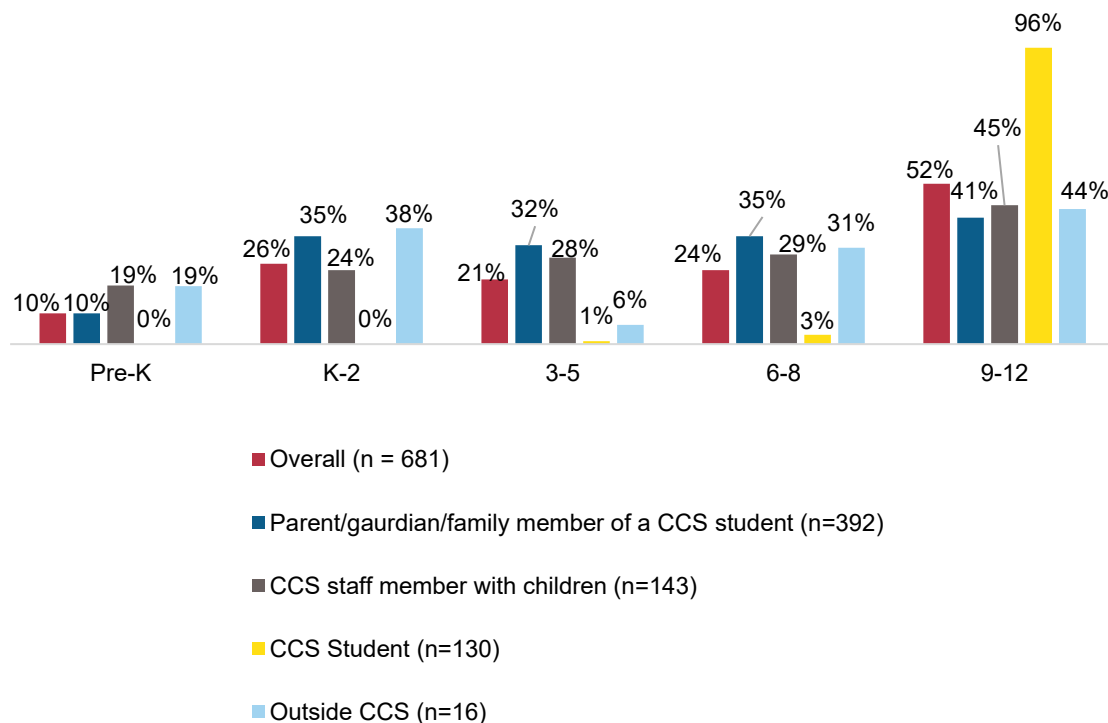
Student Grade Level

A total of **681 respondents** indicated the grade level of the CCS student(s) in their household. Responses reflect a broad spread across grade bands, though representation differs by role.

Overall, respondents most frequently selected **grades 9–12 (52%)**, followed by representation in **grades K–2 (26%)** and **grades 6–8 (24%)**. Early elementary (3–5) accounted for **21%**, while **Pre-K** represented the smallest group at **10%**.

Parents and guardians most reported having students in **K–2 (35%)**, **3–5 (32%)**, and **6–8 (35%)**, showing the strongest representation among elementary and middle grades. Staff with children also reported higher rates of **students in grades 9–12 (45%)** and **6–8 (29%)**, suggesting many have older students.

As expected, CCS student respondents overwhelmingly selected **9–12 (96%)**, consistent with older students being more likely to complete surveys independently. Respondents with students outside CCS showed varied representation across grade bands, with notable presence in **K–2 (38%)**, **6–8 (31%)**, and **9–12 (44%)**, reflecting families who may be comparing CCS to other school options.

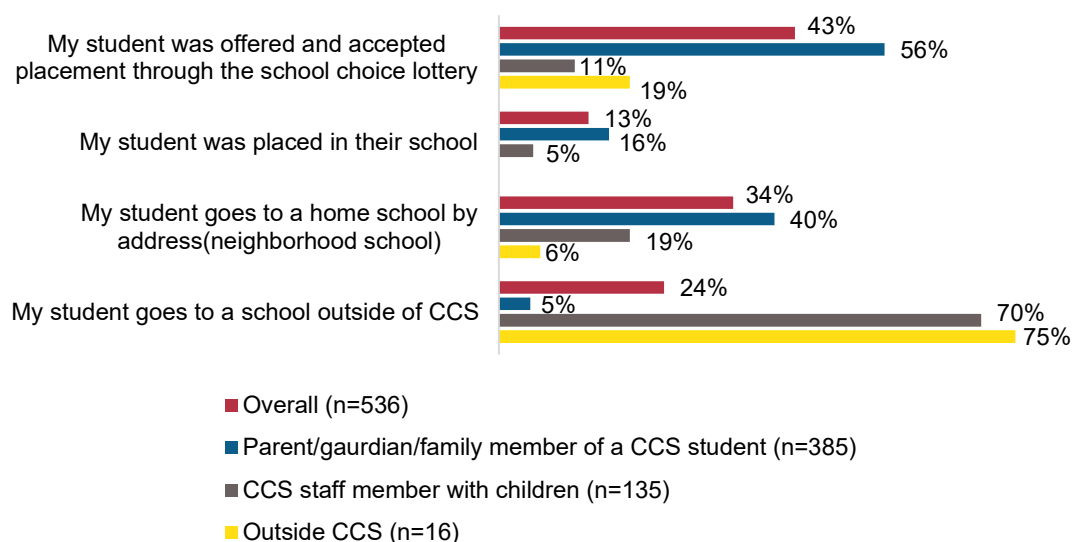FIGURE 2. REPORTED STUDENT GRADE LEVELS BY ROLE

- ■ Overall (n = 681)
- ■ Parent/gaurdian/family member of a CCS student (n=392)
- ■ CCS staff member with children (n=143)
- ■ CCS Student (n=130)
- ■ Outside CCS (n=16)

School Choice and School Enrollment

Among the **536 respondents** who answered the question about their students' school experiences varied widely across roles. Overall, the largest share of students, **43%**, attended a school where they were **offered and accepted placement through the school choice lottery**. This option was especially common among **parents and guardians** (**56%, n = 385**), highlighting strong family engagement in the district's choice process. In contrast, only **11%** of **CCS staff with school-aged children** (**n = 135**) and **19%** of **outside-CCS families** (**n = 16**) reported using the lottery.

About **34% overall** indicated that their students attend their **home school by address**. This pathway was selected most often by parents (**40%**) and less frequently by staff with children (**18%**) or families outside CCS (**6%**). A smaller share,**13% overall**, reported that their student was **placed in their school**, with slightly higher selection among parents (**16%**) and lower among staff (**5%**).

As expected, families whose children attend **schools outside CCS** responded very differently. **Seventy-five percent** of this group selected "My student goes to a school outside of CCS," compared with **24% overall**, underscoring the unique experiences and needs of families who have opted out of the district.

FIGURE 3. REPORTED SCHOOL PLACEMENT BY ROLE

- Overall (n=536)
- Parent/gaurdian/family member of a CCS student (n=385)
- CCS staff member with children (n=135)
- Outside CCS (n=16)

Reasons Families Choose Their Students' School

Families identified a wide range of factors influencing their school selection decisions, with notable differences by respondent role. Across all respondents, the most common driving factors were **school atmosphere or environment (49%)**, **academic performance (43%)**, and attending the **home school by address (40%)**.
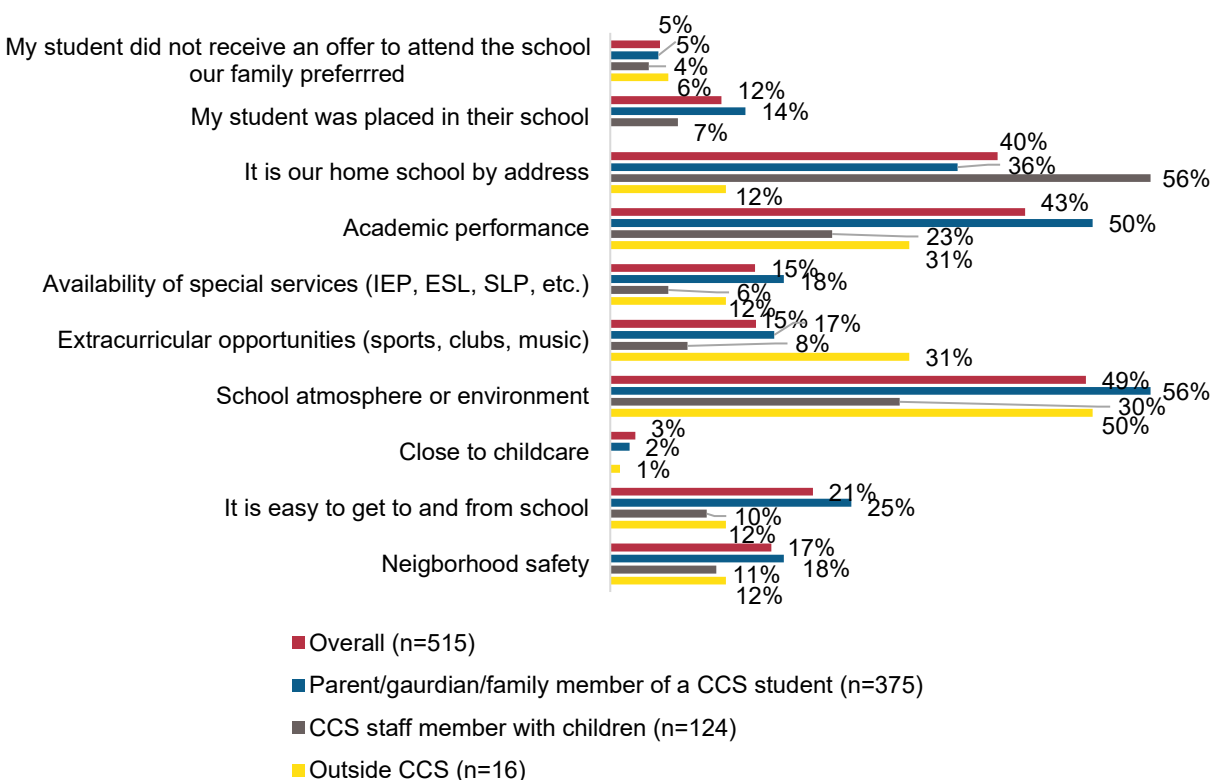
Parents placed the greatest emphasis on **school climate (56%)** and **academic performance (50%)**, highlighting the importance of supportive environments and strong instructional quality. Staff members with children were most likely to cite the **home school by address (56%)**, suggesting convenience and neighborhood alignment play a more prominent role in their decisions.

Extracurricular opportunities, while selected by **15% overall**, were far more influential for families outside CCS (31%), who also cited academics (31%) and school environment (50%) as factors behind their current school choice. The availability of special services (IEP, ESL, SLP) influenced **15% overall**, though this was less common among staff with children (6%).

Only a small share of families chose their school because their student **did not receive their preferred placement (5%)** or due to **proximity to childcare (3%)**. Ease of transportation mattered for **21% overall**, with parents more likely to rely on convenience (25%). Neighborhood safety was a consideration for **17% overall**, particularly among parents (18%) and those outside CCS (12%).

Overall, results show that families prioritize **school climate, academic quality, and neighborhood-based assignment**, while specialized programming and extracurricular opportunities are more influential for specific groups.

FIGURE 4. REPORTED SCHOOL PLACEMENT BY ROLE

- ■ Overall (n=515)
- ■ Parent/gaurdian/family member of a CCS student (n=375)
- ■ CCS staff member with children (n=124)
- ■ Outside CCS (n=16)

Likelihood of Staying in CCS if the Lottery Process Changed

A total of **611 respondents** answered the question about how changes to the school lottery process might influence their likelihood of staying in Columbus City Schools. Overall, responses were mixed, with no single category dominating, reflecting uncertainty about how changes to school choice could affect families' long-term decisions.
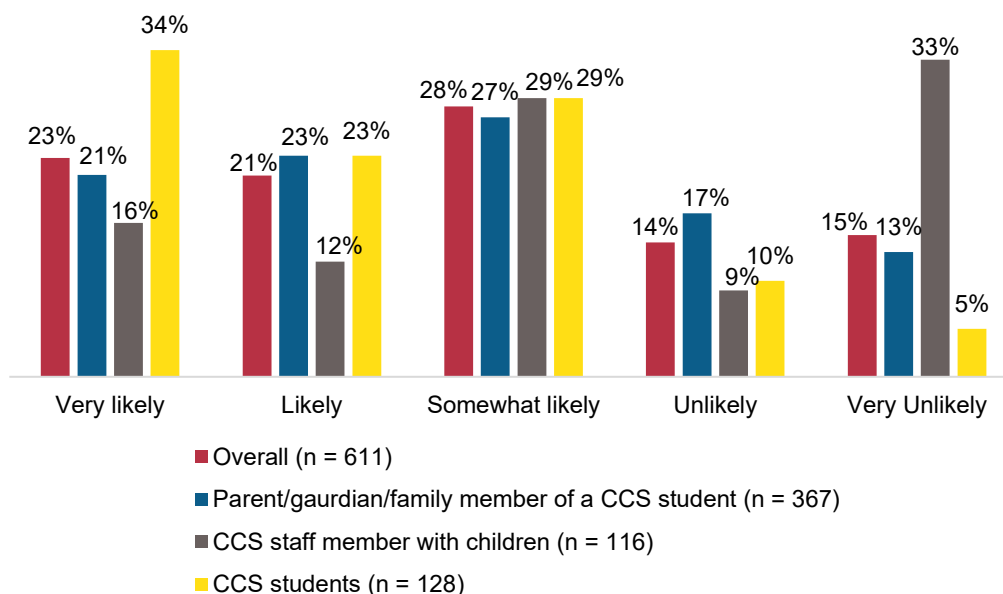
Across all respondents, **23%** said they would be **very likely** to stay, and **21%** said **likely**, while **28%** selected **somewhat likely**, indicating a moderate level of stability for many families. However, **13%** said they would be **unlikely** to remain, and **15%** reported being **very unlikely**, suggesting that school choice policies play a meaningful role in retention.

Among **parents and guardians** (**n = 367**), responses closely mirror the overall pattern: **21% very likely**, **23% likely**, and **27% somewhat likely**. About **29% combined** indicated they would be unlikely or very unlikely to remain, showing that a sizable portion of families view the lottery as an important factor in whether they stay with the district.

Responses from **CCS staff members with children (n = 116)** reveal a different pattern. Staff were less likely to say they would remain if the lottery changed, only **16% very likely** and **12% likely**, and significantly more likely to say they would be **very unlikely to stay (33%)**. This suggests that staff with school-aged children may rely more heavily on the predictability or flexibility of the current choice system.

Lastly, **CCS students** were most likely to report that they would **likely or very likely** remain in CCS (**58%**). Nearly 30% of students reported a moderate likelihood of remaining in CCS and **15%** reported that they were **unlikely or very unlikely** to stay in CCS following changes to school choice.

FIGURE 5. REPORTED LIKELIHOOD OF STAYING IN CCS AFTER CHANGES TO SCHOOL CHOICE

- Overall (n = 611)
- Parent/gaurdian/family member of a CCS student (n = 367)
- CCS staff member with children (n = 116)
- CCS students (n = 128)

Likelihood of Returning to CCS Among Families Outside the District

Among the **16 families** whose students currently attend a school outside CCS, most indicated they are **unlikely** to return. Only **6%** (**n = 1**) said they would be *very likely* to re-enroll, and **13%** (**n = 2**) said *likely*. A quarter of respondents (**25%, n = 4**) were *somewhat likely*, suggesting some openness if key issues were addressed.

However, the majority leaned negative: **31%** (**n = 5**) reported being *unlikely* to return, and **25%** (**n = 4**) said *very unlikely*. These responses highlight that families who have left CCS generally cite significant concerns, and re-engagement would require meaningful improvements in areas such as safety, academic quality, and program availability.

Open-ended responses from families currently outside CCS (**n =12**) highlight several areas where improvements could influence their likelihood of returning. Many comments reflect concerns about **teacher effectiveness**, **academic rigor**, and the **availability of programs**, particularly **gifted services** and specialized support. Families also frequently referenced **safety** and the overall **school environment**, noting that a stronger culture, clearer expectations, and a greater sense of care and school pride would make CCS more appealing.

Some respondents expressed the need for improvements in **class sizes**, **athletics**, **aftercare availability**, and **transportation services**, especially busing. A few mentioned that experiences with private or Catholic schools currently feel more consistent or supportive, often citing disappointing school tours or lack of engagement in CCS as reasons they left.

Overall, these responses suggest that families who have opted out of CCS are looking for clearer academic quality, stronger school culture, reliable services, and visible improvements in classroom and program offerings.

FIGURE 5. REPORTED LIKELIHOOD OF RETURNING TO CCS AMONG FAMILIES OUTSIDE THE DISTRICT

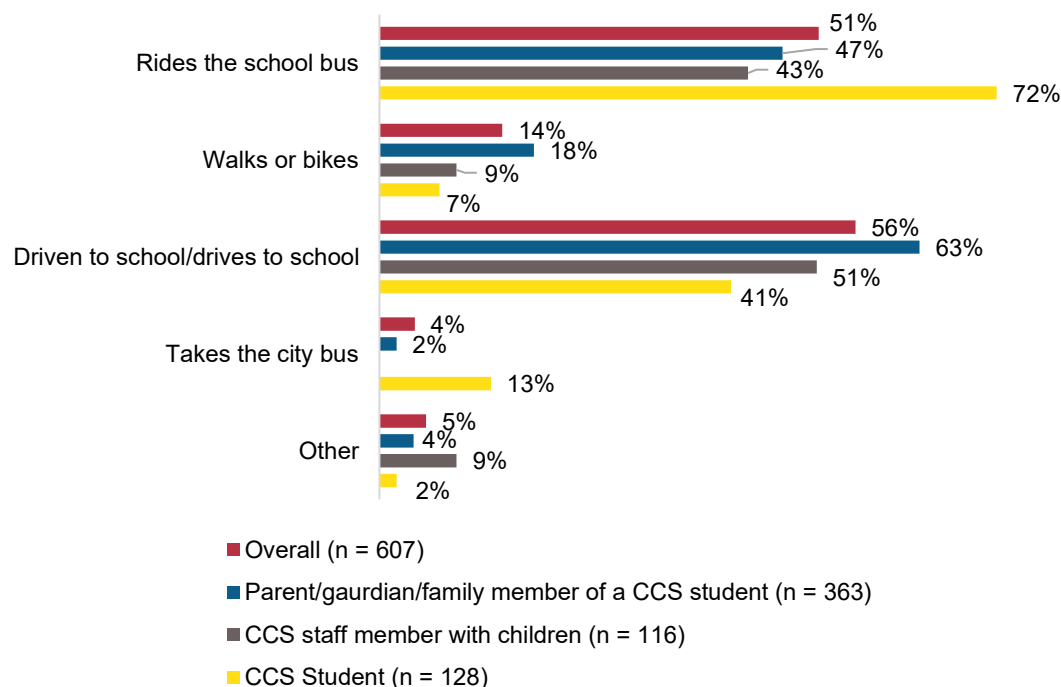Legend: ■ Very likely ■ Likely ■ Somewhat likely ■ Unlikely ■ Very Unlikely
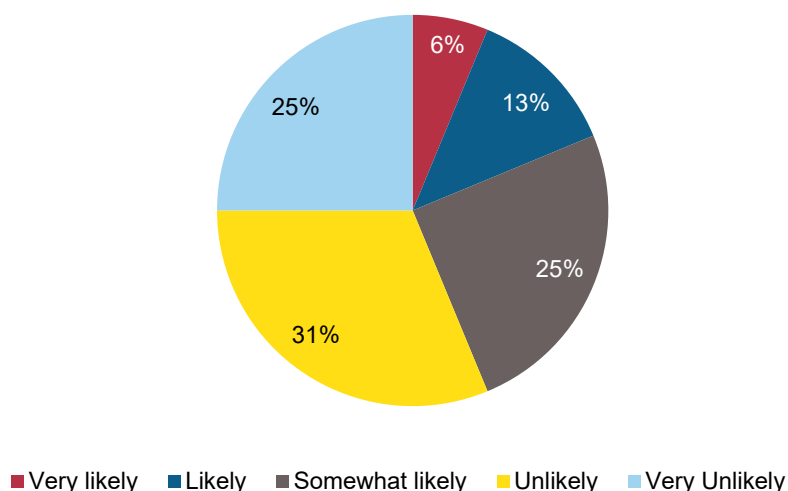
How Students Get to School

A total of **607 respondents** (479 adults with children and 128 students) reported how they or their students typically get to school, revealing distinct patterns across families, staff, and student respondents (See Figure 6). Overall, **51%** indicated that their student **rides the school bus**, though this varied significantly by group. Nearly **three-quarters of CCS students (72%, n = 128)** reported riding the school bus, compared with **47% of parents (n = 363)** and **43% of staff with school-aged children (n = 116)**. Most respondents rely on **car transportation**, with **63% overall** saying their student is **driven to school or drives themselves**. This was most common among parents (**63%**) and staff (**51%**), and less common among students (**41%**).

Active transportation, **walking or biking**, was selected by **14% overall**, but was much lower among staff (**9%**) and students (**7%**). Use of the **city bus** was minimal overall (**4%**), but more common among students (**13%**), reflecting their greater independence and access to public transit. A small share of respondents selected **"Other"** (**5% overall**), including varied arrangements such as carpooling, shared family responsibilities, or alternating weekly transportation plans.

These results show that **busing and car transportation are the dominant transportation modes across CCS**, with student respondents relying most heavily on the school bus, while families and staff lean more toward driving.

FIGURE 6. REPORTED METHODS OF GETTING TO SCHOOL

- ■ Overall (n = 607)
- ■ Parent/gaurdian/family member of a CCS student (n = 363)
- ■ CCS staff member with children (n = 116)
- ■ CCS Student (n = 128)

Transportation Trade-Offs

When asked which transportation trade-off they would prefer if the district needed to reduce busing costs (**n = 928**), respondents were divided, and clear differences emerged across stakeholder groups. Overall, families were almost evenly split between preferring **longer bus rides with fewer routes (36%)** and **eliminating bus service to lottery/citywide schools (37%)**. However, these preferences varied substantially by role.

CCS staff members were the group most likely to support ending service to lottery schools (**52%**), reflecting concerns about route complexity and operational inefficiency. In contrast, **parents and guardians** were more likely to choose longer bus rides (**38%**) rather than losing access to busing for lottery programs, which many rely on for school choice. **Students** overwhelmingly favored keeping lottery school transportation: only **15%** supported ending service. Instead, **58%** indicated they would prefer longer rides if necessary. Across all groups, there was limited support for eliminating high school busing (**13% overall**).
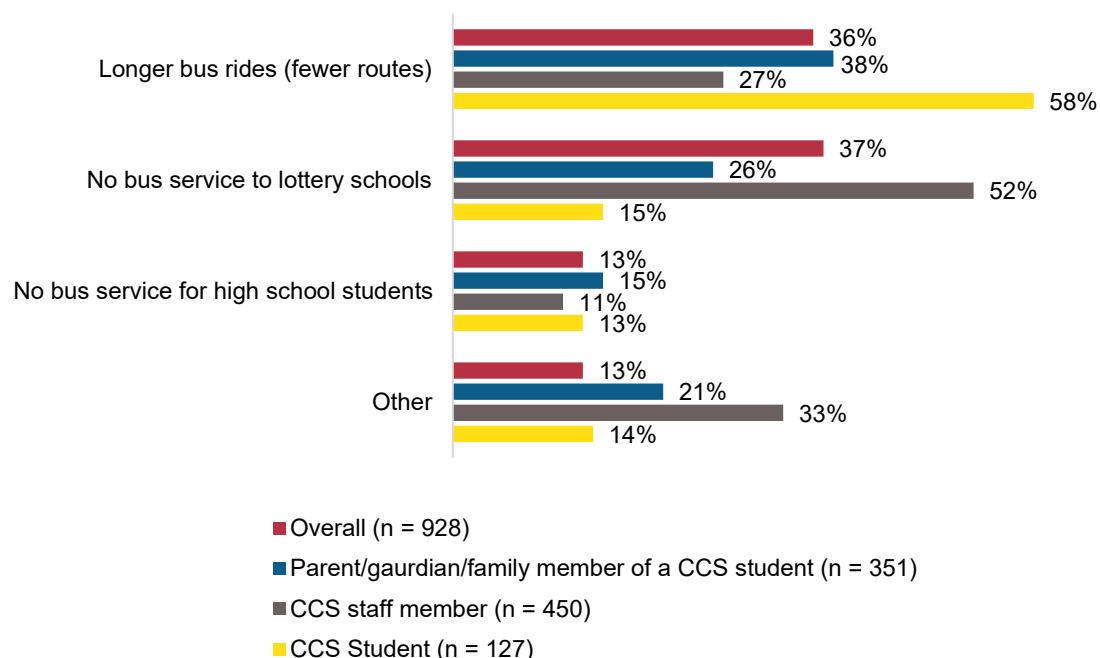
A meaningful share, **13% overall** (**n = 121**), with **21%** of parents selected **"Other."** These respondents generally rejected all the options provided. As summarized in the open-ended analysis, parents and community members often viewed the entire set of trade-offs as harmful, inequitable, or unworkable.

Their comments clustered around several strong themes:

- **Stop transporting private, charter, and voucher school students** before reducing service for CCS students (**~35 mentions**).

- **Protect busing for high school and lottery/citywide programs**, which families said are essential for equitable access (**~25 mentions**).

- **Oppose longer routes**, noting that many students already experience long commute times (**~20 mentions**).

- **Pursue efficiency improvements**—such as combining routes, consolidating stops, or adjusting bell schedules—rather than cutting service (**~15 mentions**).

- **Consider COTA as a supplement**, not a replacement, for high school transportation (**~10 mentions**).

- **State that none of the listed options were acceptable**, with strong concerns about impacts on attendance, safety, and access (**~15 mentions**).

Taken together, these responses highlight that families and staff see transportation as a foundational service central to school access, attendance, and equity. While opinions differ on which trade-offs are least disruptive, there is broad agreement that transportation reductions should not come at the expense of CCS-enrolled students, especially those in high school, attending citywide programs, or living in neighborhoods with limited transit options.

FIGURE 7. PREFERRED CHANGE TO CCS BUSING SERVICES

FIGURE 7. PREFERRED CHANGE TO CCS BUSING SERVICES

Longer bus rides (fewer routes)
- 36%
- 38%
- 27%
- 58%

No bus service to lottery schools
- 37%
- 26%
- 52%
- 15%

No bus service for high school students
- 13%
- 15%
- 11%
- 13%

Other
- 13%
- 21%
- 33%
- 14%

- ■ Overall (n = 928)
- ■ Parent/gaurdian/family member of a CCS student (n = 351)
- ■ CCS staff member (n = 450)
- ■ CCS Student (n = 127)

Family Responses to Potential Changes in Bus Service

A total of **582 respondents** described how they would adjust if the bus service changed, revealing substantial concerns about the impact transportation reductions could have on family routines, school access, and district enrollment (see Figure 8).

The most common response, selected by **59% of respondents overall**, was that they would **drive their child to school**. This option was especially prevalent among parents and guardians (**64%**) and CCS staff with school-aged children (**55%**). In contrast, just **51%** of CCS student respondents said they would rely on family transportation, suggesting fewer resources or flexibility among student-led households.

Active transportation options were less common. Only **10% overall** said they would have their child **walk or bike** to school, with staff and students reporting the lowest likelihood (**6% each**). Switching to **the public bus service (COTA)** was chosen by **15% overall**, though CCS students were far more likely to select this option (**30%**) than parents (**11%**) or staff (**9%**).

Importantly, transportation changes may influence families' school enrollment decisions. About **14%** of respondents overall said they would **consider switching schools within CCS**, but CCS students were notably more likely to indicate this (**19%**). More concerning, **29% of respondents** said they would **consider leaving the district altogether** if transportation services were reduced. This percentage was even higher among parents and guardians (**34%**), reinforcing concerns that cuts to busing may result in enrollment loss.

Lastly, **13%-14%** selected **"Other"** (80 comments). Themes generated from these comments are discussed in the next section.

FIGURE 8. RESPONSE TO PROPOSED CHANGES TO CCS BUSING SERVICES

Drive my child to school
- 59%
- 64%
- 56%
- 54%

Have my child walk or bike to school
- 10%
- 13%
- 6%
- 6%

Switch to public bus service
- 15%
- 11%
- 9%
- 30%

Consider switching schools (within CCS)
- 14%
- 13%
- 11%
- 18%

Consider leaving the district
- 29%
- 34%
- 27%
- 21%

Other
- 13%
- 14%
- 13%
- 14%

- Overall (n = 582)
- Parent/gaurdian/family member of a CCS student (n=350)
- CCS staff member (n=106)
- CCS Student (n=126)
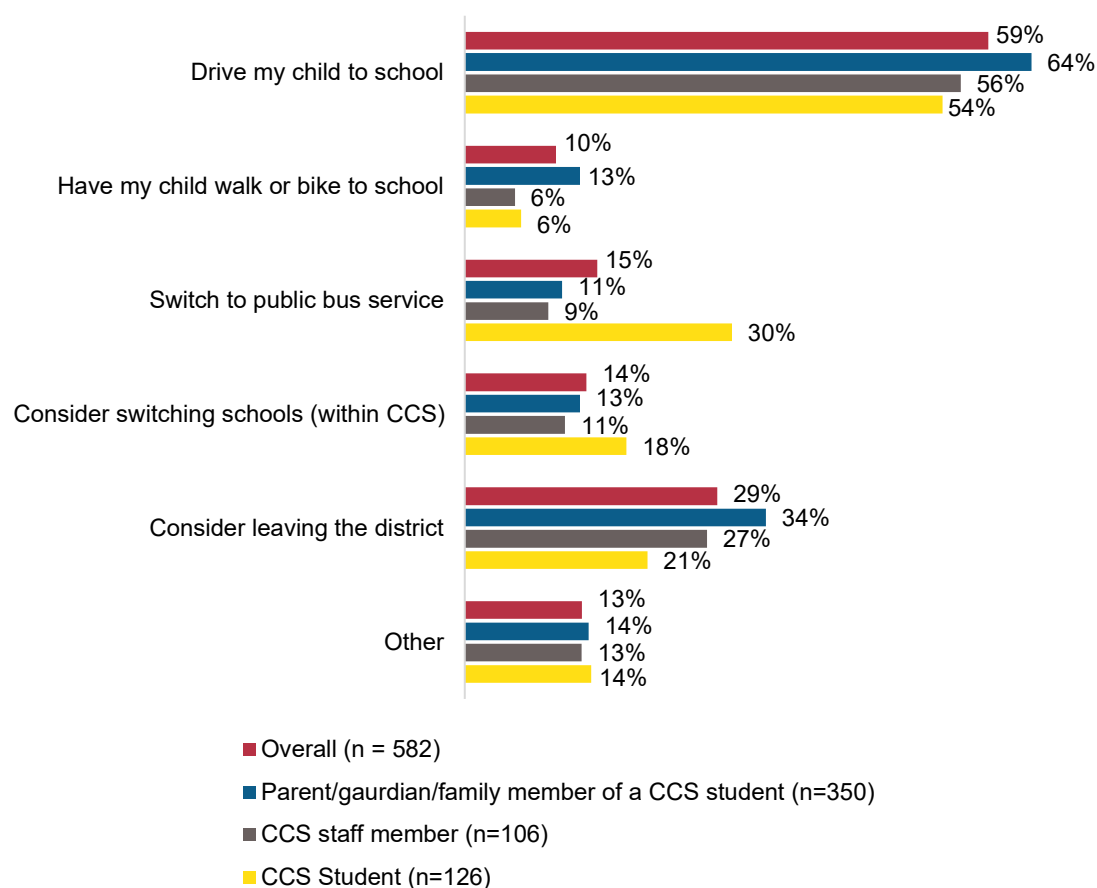
Open-ended Responses to Potential Bus Service Changes

Respondents offered a range of additional reactions beyond the listed options (**n = 80**). Many described significant hardships if the bus service changed at their child's school (see Table 1). The most common theme (**18 mentions**) reflected students' inability to reliably attend school without yellow-bus service; many stated directly that they **would not be able to get to school**, would miss school frequently, or would "stop coming altogether." Another sizable group (**10 mentions**) reported that they would attempt to adjust by **driving their children or forming carpools**, though several noted that this would require major scheduling or employment sacrifices.

Concerns about **COTA safety, reliability, and multi-transfer routes** appeared in **9 comments**, particularly from students and families who felt public transit was not a safe or realistic substitute for school transportation. Some respondents (**8 mentions**) indicated they were already unaffected, either because they currently drive, walk, or attend school virtually.

Some families (**6 mentions**) said they would consider **leaving CCS altogether**, through homeschooling, online schooling, or transferring districts. Work-related constraints were also noted (**5 mentions**), with caregivers explaining they cannot adjust work schedules enough to transport children daily. Families of students with disabilities (**3 mentions**) emphasized that

their child requires specialized or IEP-mandated transportation. Finally, a smaller group expressed concerns about **unsafe neighborhood conditions** (**3 mentions**) or uncertainty about what alternative would even be possible (**2 mentions**).

TABLE 1. "OTHER" RESPONSES TO POTENTIAL BUS SERVICE CHANGES: TOP 5 THEMES

Theme	Example Quotes
Impact on Student Attendance (n = 18)	- "I wouldn't be able to get to school." - "I wouldn't come as often" - "I just wouldn't come to school."
Does Not Rely on Bus / Unaffected (n = 12)	- "COTA is dangerous." - "Not reliable enough - "My child cannot ride COTA
COTA Safety Concerns (n = 8)	- "Does not pertain to us." - "Already walk/drive." - "My child doesn't ride the school bus."
Reliance on Carpooling (n = 6)	- "Carpool." - "Carpool with families." - "Try to form a carpool."
Work and Family Hardship (n = 6)	- "Would cause hardship for my job, - "It's already difficult as a single parent. Bussing gives me more time to work." - "Need flexibility at work."

Budget Balancing Priorities

Across **1,089 respondents**, there is strong agreement that certain areas should remain high priorities even as the district reduces spending. **Teachers and classroom staff** stand out as the top priority, with **92%** of respondents rating this area as *important* or *very important*. Parents/guardians (95%) and CCS staff (94%) are especially aligned on the need to protect instructional roles, while students show somewhat lower—yet still strong—support (79%). Similarly, **support staff**, including counselors, social workers, and nurses, are viewed as essential. Nearly **nine in ten respondents (89%)** say these positions should remain highly prioritized, with the strongest support coming from parents (91%) and staff (91%). Opinions diverge slightly on **busing services**. Overall, **72%** consider transportation important to maintain, though this varies by group. CCS students show the highest concern (81%), reflecting the direct impact of transportation on school access, while CCS staff report the lowest prioritization (67%).

School safety and building updates remain a significant concern for the community. **78%** of respondents rate this area as important. Students again show the strongest preference (84%), while community members fall slightly below the overall average (72%). Views on **afterschool arts, sports, and clubs** demonstrate more variability. A little more than half of respondents (51%) believe these programs should remain a priority, with students expressing the strongest interest (62%). Parents and staff show moderate support (57%). Finally, **technology and classroom materials** are considered important by **70%** of respondents overall. Students (79%) and CCS staff (70%) emphasize this area more strongly, while community members (68%) and those outside CCS (57%) express lower levels of concern.

FIGURE 8. TOP-RATED FUNDING PRIORITIES BY ROLE

Legend:
- Overall (n = 1089)
- Parent/Gaurdian/Family Member of CCS Student (n = 344)
- CCS Staff Member (n = 458)
- Community Member (n = 149)
- CCS Student (n = 124)
- Outside CCS (n = 14)
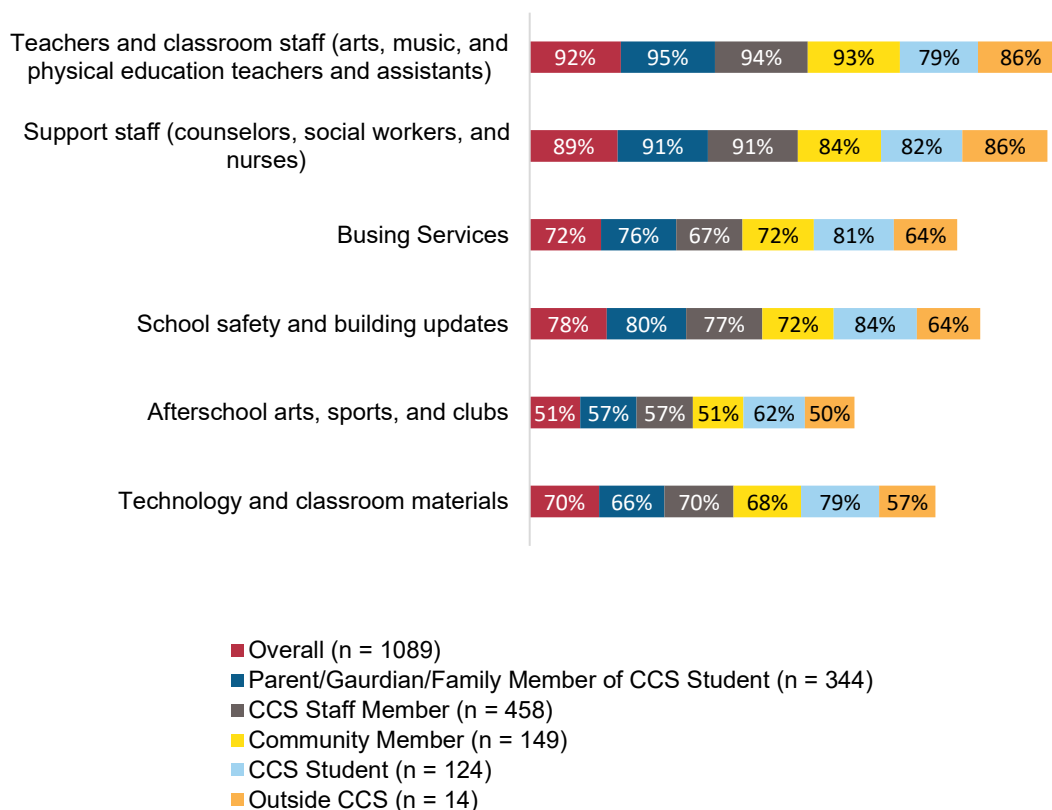
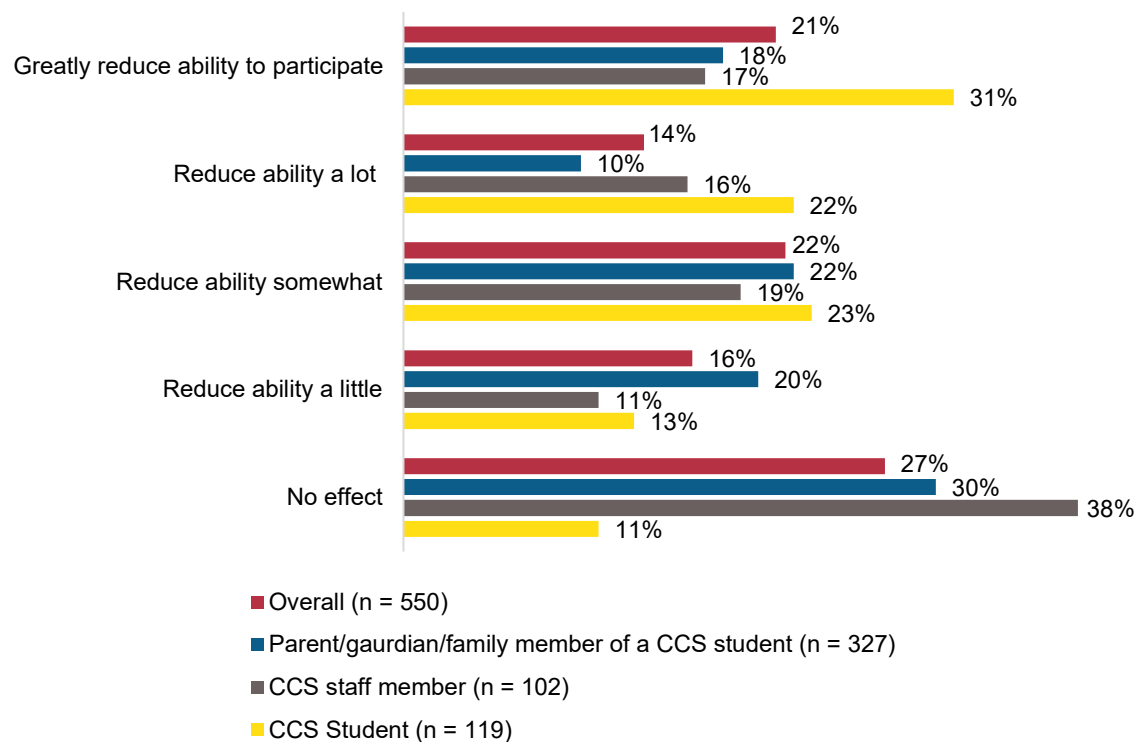## *Impact of Activity Fees on Student Participation*

Survey responses show that requiring families to pay for participation in sports, music, or other extracurricular activities would significantly affect student involvement, particularly among CCS students themselves (see Figure 9).

Across 550 **respondents**, nearly **75%** indicated that activity fees would reduce their child's ability to participate to some degree. Specifically, **21%** said it would *greatly* reduce their child's ability to participate, and **14%** said it would *reduce their ability a lot*. Another **22%** reported it would *somewhat* reduce participation, and **16%** said it would reduce participation *a little*. Only **27%** indicated that fees would have **no effect**.

Parents and guardians (n = 327) follow a similar pattern, with **50%** reporting at least some reductions and **18%** indicating a great reduction. Staff responses (n = 102) were somewhat less impacted, with **38%** indicating no effect. In contrast, CCS students (n = 119) reported the strongest concerns; **31%** said fees would greatly reduce their ability to participate, and an additional **22%** said it would reduce their ability a lot.

Overall, the data suggest that introducing fees for extracurricular activities would likely limit access for a substantial portion of students, with the greatest impact among high school students and families already managing financial challenges.

FIGURE 9. IMPACT OF PROPOSED EXTRACURRICULAR ACTIVITY FEES

Greatly reduce ability to participate
- 21%
- 18%
- 17%
- 31%

Reduce ability a lot
- 14%
- 10%
- 16%
- 22%

Reduce ability somewhat
- 22%
- 22%
- 19%
- 23%

Reduce ability a little
- 16%
- 20%
- 11%
- 13%

No effect
- 27%
- 30%
- 38%
- 11%

- Overall (n = 550)
- Parent/gaurdian/family member of a CCS student (n = 327)
- CCS staff member (n = 102)
- CCS Student (n = 119)

Impact of Increased School Event Ticket Prices

Across **1,061 respondents**, most reported that an increase in school event ticket prices would have **little to no impact** on their ability to attend (see Figure 10). Just over half (**53%**) said price increases would not affect their participation.

However, parents and guardians showed greater sensitivity to potential cost increases. Among this group, only **42%** said price changes would have no effect, while the remaining majority indicated that higher prices would reduce their ability to attend to varying degrees. CCS staff were the least impacted, with **67%** reporting no effect.

Students expressed their greatest concern. Only **10%** of CCS students said rising ticket prices would have no impact, while large shares reported that it would greatly reduce (**23%**), reduce a lot (**25%**), or somewhat reduce (**29%**) their ability to attend events. This suggests that increased costs may disproportionately affect student engagement.

Community members, by contrast, were largely unaffected (**72%** reported no effect), while respondents outside CCS were more mixed, with **36%** saying ticket price increases would have no impact and another **36%** saying it would reduce their ability to attend a little.

Overall, while most adults appear minimally affected by potential price increases, the findings suggest that **students and families with school-aged children are more vulnerable to rising costs**, which may influence participation in school events.

FIGURE 10. IMPACT OF THE PROPOSED INCREASE IN SCHOOL EVENT TICKET PRICES
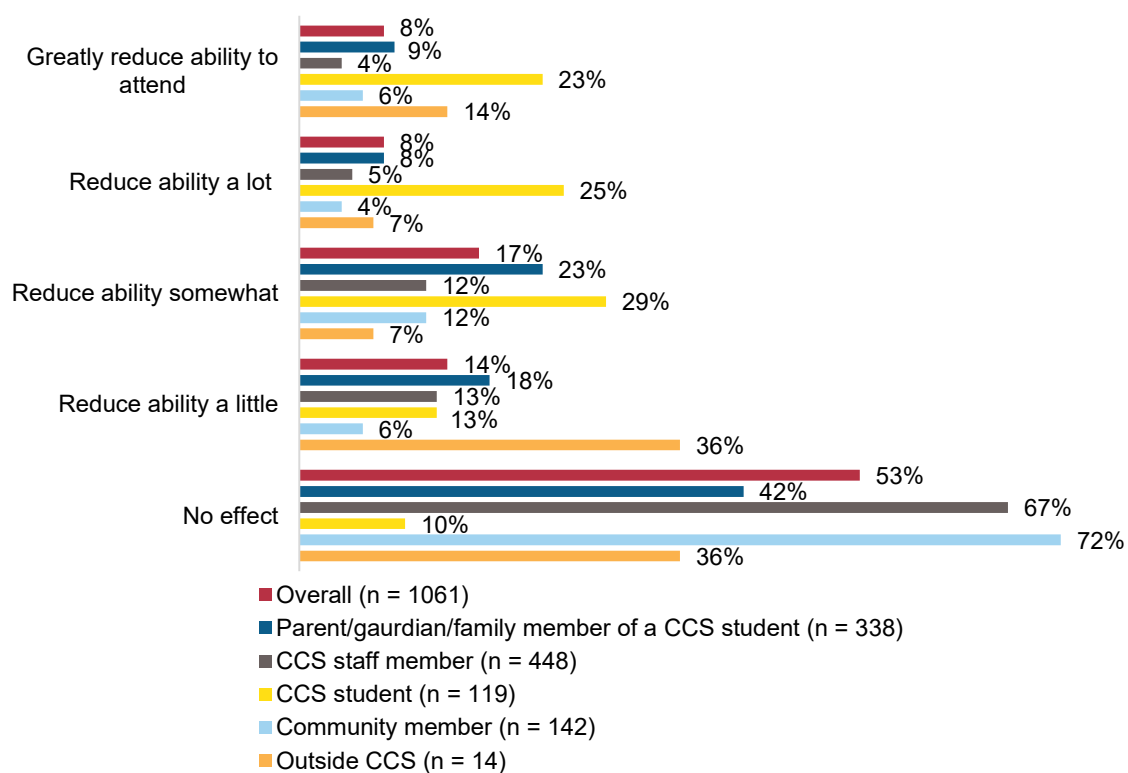
Student Participation in CTE/Academy Programs

Across the **432 respondents** who answered this question, families reported high levels of student engagement in Career-Technical Education (CTE) and Academy programs (see Figure 11). Nearly three-quarters of respondents (**72%**) indicated that their student does *not* currently participate, while 16% reported that their students do participate. Another **13%** selected "Unsure," most commonly indicating that their student is too young, not yet eligible, or unsure of whether the program applies to them.

Patterns were similar across respondent groups. Among **parents and guardians** (**n = 331**), **69%** said their student does not participate, and **17%** said their student does. For **CCS staff with school-aged children** (**n = 101**), **78%** reported non-participation and **13%** reported participation, with "Other" again reflecting age or eligibility issues.

These responses highlight that while interest in CTE and Academy pathways exists, many students are not yet engaged, often simply because they are not old enough or are uncertain about available options. This suggests an opportunity for CCS to strengthen communication about program offerings, eligibility, and pathways earlier in students' educational journeys.

FIGURE 11. REPORTED STUDENT PARTICIPATION IN CTE/ACADEMY PROGRAMS BY ROLE
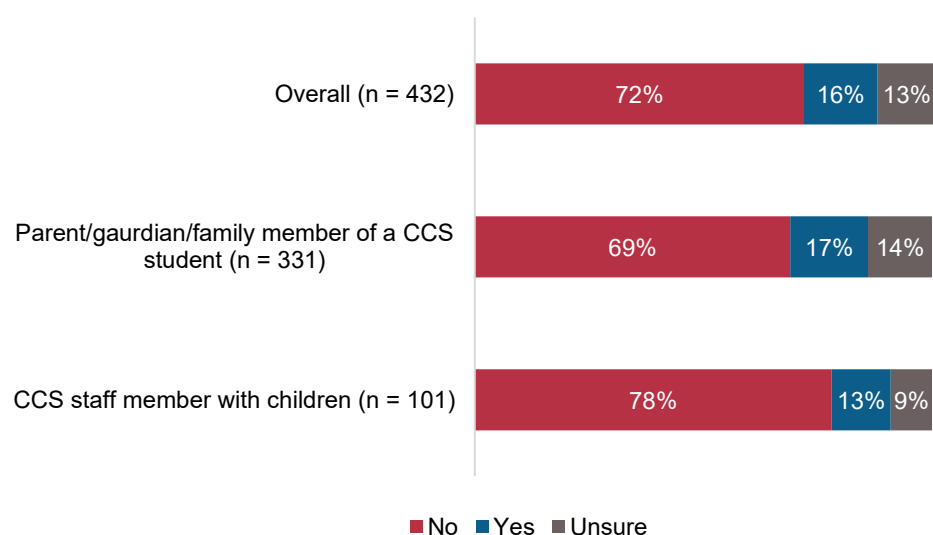
Student Participation in CTE/Academy Programs

Across respondents, there is **strong support for CCS continuing to prioritize and expand CTE and Academy programs** (see Figure 12), even though earlier responses showed **uncertainty and mixed participation rates** among families.

Most respondents rated CTE/Academies as either a **very high** or **high priority** (**73% overall**, n = 1,057). Parents and guardians expressed the strongest support, with **77%** rating this as a high or very high priority. CCS staff also showed substantial alignment (**71%**), reflecting recognition of the programs' value in preparing students for postsecondary pathways. Community members were similarly supportive (**77%**), suggesting broader public confidence in these programs.

Students demonstrated notable interest as well: **65%** rated CTE/Academies as a high or very high priority, despite previously indicating **lower levels of direct participation or awareness**. This gap suggests that many students see the value of these programs—even if they have not yet had access or opportunity to enroll.

Outside-CCS respondents were more divided, though still leaning positive, with **50%** rating CTE/Academies as a high or very high priority.

Overall, the data indicate that **CTE and Academy programs are widely viewed as essential district investments**, and support remains high **even among groups with limited current participation**, highlighting strong potential for future growth and expanded access.

FIGURE 12. REPORTED INTEREST IN CONTINUED CTE/ACADEMY PROGRAM INVESTMENT BY ROLE
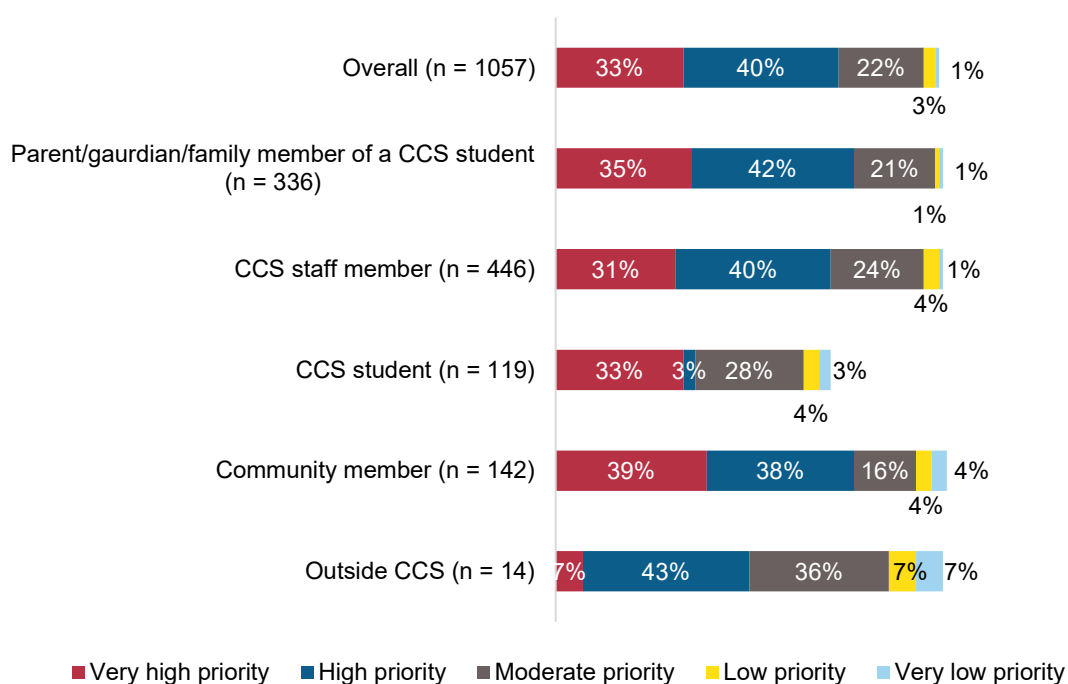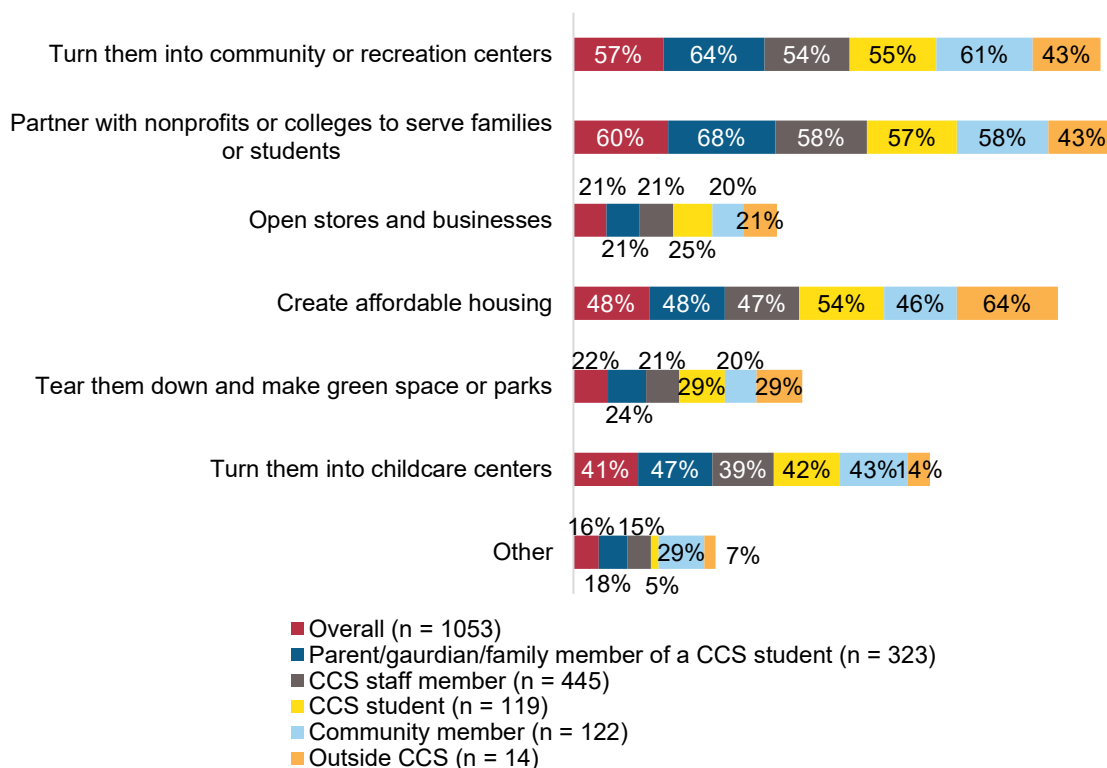
Building Reuse Priorities

Across **1,053 respondents**, there is a strong interest in repurposing unused CCS buildings in ways that continue to benefit students, families, and surrounding neighborhoods (see Figure 13). The most widely supported options involve **community-serving uses**, with majorities favoring partnerships and public-facing services.

The top priority identified was **partnering with nonprofits or colleges** to provide programs or services for families and students (**60% overall**). Support for this approach was highest among parents (**68%**) and remained strong among staff (58%) and students (57%). Similarly, **57% overall** supported converting buildings into **community or recreation centers**, with particularly high interest among families (64%).

Nearly half of respondents (**48% overall**) also endorsed **creating affordable housing**, with CCS students (54%) and outside-CCS respondents (64%) expressing the strongest support. Converting buildings into **childcare centers** received meaningful interest as well (**41% overall**), especially among parents (47%).

Less frequently endorsed but still notable options included demolishing buildings for **green space or parks** (**22% overall**) and **opening stores or businesses** (**21% overall**). These options saw modest variation by group, with students slightly more open to commercial use (25%). Finally, **16% (n = 166)** of respondents selected "Other," offering suggestions ranging from mixed-use redevelopment to concerns about safety, neighborhood needs, and fiscal impact (discussed in the next section).

FIGURE 13. BUILDING REUSE PRIORITIES BY ROLE

- ■ Overall (n = 1053)
- ■ Parent/gaurdian/family member of a CCS student (n = 323)
- ■ CCS staff member (n = 445)
- ■ CCS student (n = 119)
- ■ Community member (n = 122)
- ■ Outside CCS (n = 14)

Open-Ended Responses on Building Reuse

Participants offered a range of ideas for how CCS should repurpose unused school buildings (n = 166; see Table 2). The most common suggestion was to **sell the buildings or land** to generate district revenue (**51 mentions**). Many also emphasized **community-centered uses**—including recreation centers, wraparound service hubs, childcare, health services, or affordable housing (**23 mentions**).

Several respondents (**9 mentions**) voiced strong opposition to **selling buildings to charter schools**, arguing that doing so would undermine CCS enrollment and long-term sustainability. Others recommended transforming buildings into **career, vocational, or workforce learning centers** (**10 mentions**). Respondents also stressed that decisions should be based on **community needs and community input** (**8 mentions**), underscoring the importance of transparency and engagement as CCS determines future uses for these facilities.

TABLE 2. "OTHER" PRIORITIES FOR SCHOOL BUILDING REUSE

Theme	Example Quotes
Sell the Buildings/Land (n = 51)	- "Sell them and use the money instead of asking homeowners for money." - "Sell them to offset budget shortfall." - "Sell the buildings and land for revenue at market rates."
Community Use (n = 23)	- "Space for the Community School model and wrap-around services." - "Childcare, especially under age 4, is a high need." - "Convert into affordable housing—most are on bus lines."
Career and Vocational Programs (n = 10)	- "Turn them into simulated work-based learning buildings." - "More career tech like CDHS and Fort Hayes—we need MORE." - "Offer financial literacy, homeownership, and job training."
Do Not Sell to Charter Schools (n = 9)	- "Do NOT sell the properties to charter schools." - "Don't give them to charter schools siphoning off public school students." - "Do not sell buildings to predatory charter schools."
Community Input / Needs (n = 9)	- "Depends on the location—get input from that community." - "Ask the community what they need." - "Neighborhoods should lead decision-making."

Top Priorities When Consolidating Schools

Across all respondents (**n = 1,065**), several clear priorities emerged regarding what should guide school consolidation decisions (see Figure 14). **Maintaining access to strong and specialized academic programs** was one of the highest-rated considerations (**79%**), closely following **ensuring safe and efficient transportation routes** (**82%**). **Keeping schools close** to where students live was also important (**70%**), as was **promoting diversity and equity across schools** (**67%**) and **using newer or well-maintained buildings** (**65%**).

Parents and guardians (n = 339) placed especially strong emphasis on **academic program access** (**87%**) and **transportation routes** (**82%**), while **staff members** (n = 448) were more likely to prioritize **balancing enrollment** to use space efficiently (**68%**). **Community members** (n = 143) emphasized **keeping schools close** to students (**79%**) and maintaining **transportation safety and efficiency** (**79%**). Students (n = 121) stood out for rating **transportation** routes as their top priority (**91%**).

FIGURE 14. TOP PRIORITIES WHEN CONSOLIDATING SCHOOLS BY ROLE

- Overall (n = 1065)
- Parent/Gaurdian/Family Member of CCS Student (n = 339)
- CCS Staff Member (n = 448)
- Community Member (n = 143)
- CCS Student (n = 121)
- Outside CCS (n = 14)
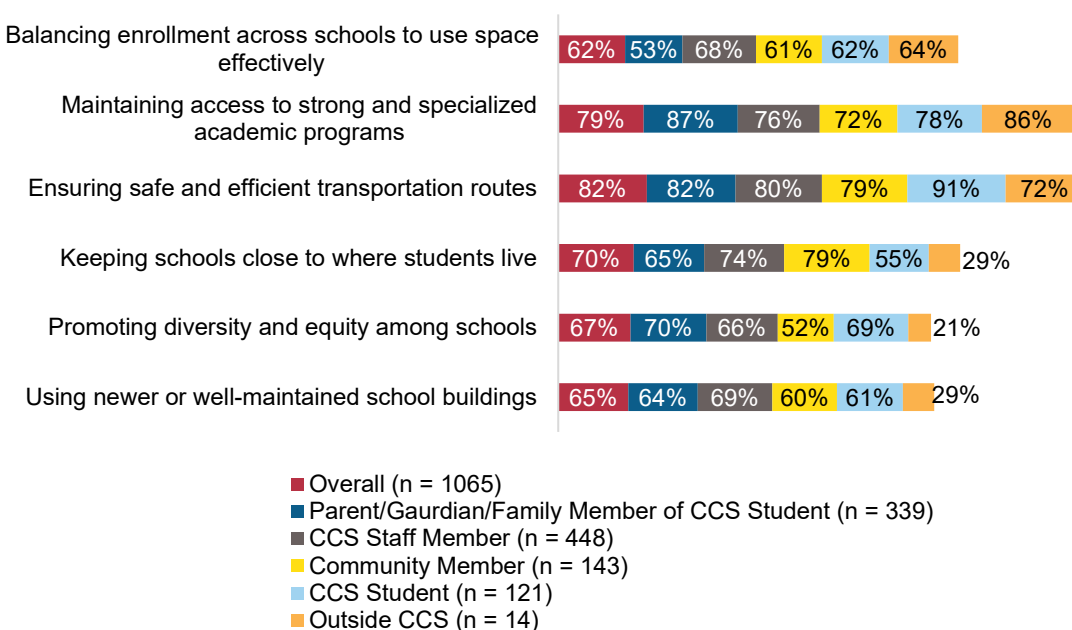
Support for Future Levy to Balance the District Budget

Across all respondents (**n = 940**), **62%** said they would support a levy to help the district balance the budget, while **23%** said *No*, and **15%** selected *Other* (see Figure 15). Support levels, however, varied meaningfully by stakeholder group.

Parents and guardians (**n = 338**) showed the strongest support, with **65%** saying *Yes* and only **17%** saying *No*. CCS staff (**n = 446**) also leaned supportive, though at slightly lower levels—**63% Yes** and **26% No**, with fewer staff selecting *Other* (**11%**) than any other group.

Community members (**n = 142**) and individuals outside CCS (**n = 14**) expressed more mixed views. Only **50%** of community members said *Yes*, and a notably higher **30%** said *No*, the highest rate of opposition among groups. Respondents outside CCS also showed split opinions, with **50% Yes**, **21% No**, and the largest share selecting *Other* (**29%**)—suggesting more uncertainty or conditional support.

Overall, while a majority across groups indicate support for a levy, community members and those outside CCS are more hesitant, showing either increased opposition or greater uncertainty compared to parents and staff.

FIGURE 15. SUPPORT FOR FUTURE LEVY BY ROLE
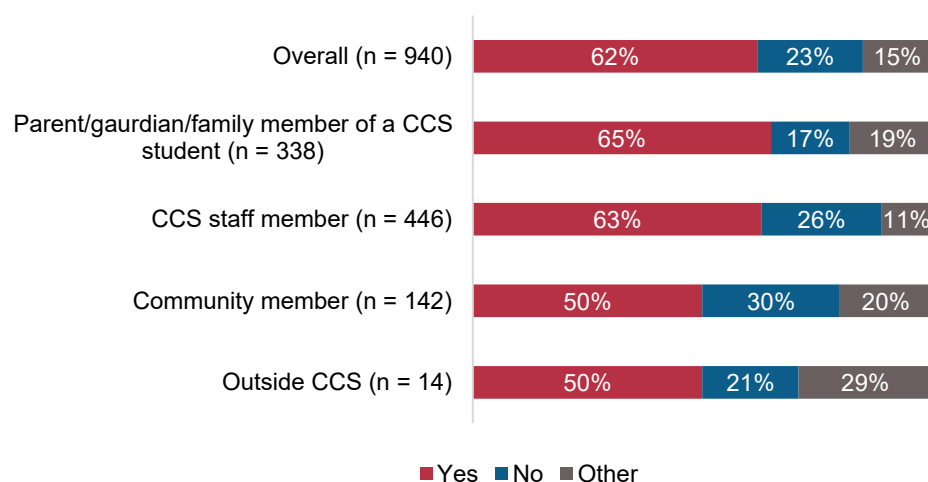
Open-Ended Responses on Future Levy Support

Across the 142 open-ended comments about potential levy support, respondents expressed a wide range of perspectives (see Table 3 for direct quotations). The largest group (**68 mentions**) voiced **strong support**, emphasizing that additional funding is necessary to maintain programs and protect student opportunities. Another sizable group (**34 mentions**) indicated **conditional support**, noting they could back a levy if the district provides clear plans, accountability, and evidence of responsible spending.

Concerns about **previous levies** appeared in **27 comments**, with respondents questioning whether past funds were well managed. Related to this, **budget transparency** (**23 mentions**) and **administrative costs** (**17 mentions**) were recurring themes, as many urged the district to reduce central office expenses and offer clearer explanations of how dollars are allocated.

Financial strain was also evident: **23 respondents** raised **tax load concerns**, highlighting worries about rising property taxes. Others (**21 mentions**) focused on **district spending**, suggesting audits, cost-savings, and prioritizing needs before asking for new revenue. A smaller group (**12 mentions**) expressed **opposition to cuts**, arguing that further reductions would harm students and the district should find ways to avoid shrinking programs.

Some respondents (**14 mentions**) said their support depends on the district's **future plans**, wanting assurance that new funds would be invested strategically. Finally, **11 comments** reflected a **location-dependent** barrier, noting that they cannot vote on a levy because they live outside district boundaries.

TABLE 3. "OTHER" RESPONSES TO FUTURE LEVY SUPPORT: TOP 5 THEMES

Theme	Example Quotes
Strong Support **(n = 68)**	- "Yes, I support the levy to maintain programs." - "Yes, the schools need this funding." - "Absolutely, I support investing in education."
Conditional Support **(n = 34)**	- "Yes, if it clearly and transparently outlines the dollar items..." - "Only if the funds are allocated appropriately."
Previous Levy Concerns **(n = 27)**	- "Just passed a very high levy a couple of years ago." - "We just approved a levy." - "Didn't we JUST raise $100 MILLION on the last levy?"
Budget Transparency **(n = 23)**	- " The public is not going to go for it until spending at the admin level is taken care of." - "If they are transparent and detailed why the Levy is needed."
Program Preservation **(n=63)**	- "Keep Columbus Downtown High School open! It is a vital space for learning in a central location." - "Priority should be on keeping career centers open because it's very beneficial for students." - "Need more information."
Tax Load Concerns **(n = 23)**	- "A levy with MILLIONS of dollars JUST passed two years ago & my property taxes DOUBLED!" - "The cost of property taxes has skyrocketed in our communities." - "It would depend on how much our property taxes would go up."

Participant Advice on District Budget Reductions

Across **770 open-ended comments**, several clear themes emerged regarding district budget cuts and priorities (see Table 4 for direct quotations). The most frequently mentioned issue was **administrative reduction** (157 mentions), with respondents across roles arguing that the district is "top-heavy" and should reduce or restructure administrative positions before cutting student-facing services. Other major concerns included **transportation** (77 mentions), especially maintaining high school transportation to preserve access and attendance, and **school consolidation/building usage** (64 mentions), with participants recommending closing underutilized buildings and repurposing or selling properties to generate revenue or support community needs.

Two themes—**prioritizing student needs** and **program preservation**—each received 63 mentions, reflecting strong emphasis on protecting programs that directly serve students, such as career-technical education, gifted programming, language immersion, and support services like counseling, social work, and nursing. Respondents also emphasized the importance of maintaining equitable access to high-quality schools across neighborhoods (**24 mentions**) and called for greater **community involvement and transparency** (**31 mentions**) in financial decisions, communication, and planning.

Common Ground Across Roles

All respondent groups—parents, staff, students, community members, and outside-CCS participants—shared several concerns:

- **Keep student-facing services whole**, especially safety, transportation, and academic supports.

- **Reduce administrative overhead** rather than cutting classrooms or programs.

- **Preserve key programs**, including CTE, lottery options, immersion, and gifted services.

- **Maintain student transportation** to ensure access and prevent attendance declines.

Role-Based Differences

- **Parents/Guardians** placed stronger emphasis on safety, transportation reliability, and preserving school choice options.

- **Staff members** highlighted administrative inefficiencies, staffing shortages, and impacts on daily operations.

- **Students** emphasized transportation and program availability, particularly in CTE and extracurricular access.

- **Community members** focused more on facility reuse, transparency, and equity across neighborhoods.

Overall, responses show strong alignment on protecting students' access to education and services while calling for administrative restructuring and clearer communication as the district navigates budget challenges

TABLE 4. SUGGESTIONS FOR BUDGET REDUCTION: TOP 5 THEMES

Theme	Example Quotes
Administrative Reduction (n=157)	- "Cut from the top. Why do we need area superintendents?" - "Get rid of the fluff staff."
Transportation (n=77)	- "Cut from the top. Why do we need area superintendents?" - "Get rid of the fluff staff."
School Consolidation/Building Usage (n=64)	- "Sell unused buildings and stop flying in costly trainers for ineffective professional development." - "Turn empty buildings into CCS childcare centers or something to make a profit."
Prioritizing Student Needs (n=63)	- "Prioritize the students' best interests, not administrators." - "Put the students first above all else."
Program Preservation (n=63)	- "Keep Columbus Downtown High School open! It is a vital space for learning in a central location." - "Priority should be on keeping career centers open because it's very beneficial for students."

Geographic Distribution of Participants

Respondents were distributed across the Columbus region with notable geographic concentrations (n~1010, see also Table 5). The largest share of participants came from **Northeast Columbus ZIP codes** (43214, 43229, 43224), representing **23%** of all responses. This region includes densely populated neighborhoods and areas with high CCS enrollment, which likely contributed to stronger response rates.

Significant participation also came from the **North (12%)**, **Central/Near East (12%)**, and **South Columbus (12%)** clusters. These regions represent a mix of long-established neighborhoods and areas undergoing demographic change, suggesting broad community engagement across diverse contexts.

The **East Columbus** cluster contributed **11%**, with strong representation from ZIPs such as 43227 and 43232. These areas include larger family populations and historically high engagement in CCS surveys.

Responses from **West Columbus** accounted for **7%**, while suburban communities—including Dublin, Hilliard, New Albany, Gahanna, and Lewis Center—collectively contributed only **8%**, reflecting lower participation among families living outside CCS boundaries.

Only a small portion of ZIP codes (~2%) came from **outside the Columbus metropolitan area**, indicating that nearly all respondents maintain some direct connection to CCS or the city.

Overall, the data reflects a wide geographic distribution, with strong engagement from neighborhoods most directly served by CCS and more modest participation from surrounding suburban areas.

Overall Insight

The geographic distribution shows **broad representation across the entire city**, with particularly high engagement from **North/Northeast Columbus**, areas with historically high student density and significant community investment in district decisions. The presence of responses from suburban ZIP codes indicates that the survey reached **both CCS families and broader stakeholders** connected to district operations.

TABLE 5. ZIP CODE BY COLUMBUS REGION

Cluster	ZIP Codes Included	Total Count	% of Sample
Northeast Columbus	43214, 43229, 43224, 43231, 43081	**226**	**23%**
East Columbus	43219, 43227, 43232, 43068	**111**	**11%**
North Columbus	43202, 43220, 43221, 43235, 43085	**118**	**12%**
Central / Near East / Near North	43201, 43203, 43205, 43209, 43215, 43211, 43212	**118**	**12%**
South Columbus	43206, 43207, 43223	**116**	**12%**
West Columbus	43204, 43228, 43123	**72**	**7%**

Cluster	ZIP Codes Included	Total Count	% of Sample
Suburban Communities	43016, 43230, 43212, 43026, 43068, 43147, 43082, 43035, 43054	**82**	**8%**
Outside the Columbus Metro Area	All ZIPs not in the above regions	**17**	**~2%**

CONCLUSION

The community feedback gathered through this districtwide engagement effort reflects a clear and consistent message: families, students, staff, and community members want Columbus City Schools to make decisions that protect student opportunities, maintain equitable access, and preserve the core services that allow students to attend school safely and succeed academically. Across nearly every topic explored, school consolidation, budget priorities, program offerings, transportation, building reuse, and district operations, participants emphasized the importance of centering students' needs when making budget and structural decisions.

Respondents strongly support maintaining high-quality instruction, specialized programs, and support services while expressing concern about any reductions that could limit access, particularly for students who rely on transportation, citywide programs, or school-based extracurricular activities. At the same time, many believe the district can reduce costs through administrative restructuring, more efficient use of facilities, and reconsideration of services provided to external organizations. Input on future building use highlights interest in partnerships, community-serving spaces, and revenue-generating strategies that benefit neighborhoods while minimizing waste.

Across roles, a shared desire emerged for transparency, communication, and meaningful community involvement. Participants want decision-makers to communicate clearly about financial realities, timelines, and implications, and to engage families, educators, and students as active partners in shaping the district's future.

APPENDIX A: FULL SURVEY INSTRUMENT

Survey Introduction:

Columbus City Schools must make important decisions about the future. The district faces a **$50 million budget gap**, meaning it must carefully balance limited resources to continue serving students and families well. These decisions may affect several areas, including:

- **Balancing District Resources:** Choosing how to use limited funds to support students, classrooms, and operations in fair and effective ways.

- **Bus Services**: The district may need to make changes to the bus service. This could mean longer bus rides or adjusting service for some grade levels.

- **Re-Use of School Buildings/Land:** Some buildings are empty and unused, and the district must decide how these buildings or land should be used in the future.

- **School Choice:** Families may apply to certain schools through a lottery process. We want to understand how this process affects family decisions and experiences.

- **CTE and Academy Programs:** The district offers programs that prepare students for college and careers after graduation. We want to know how important these opportunities are and where they should be offered.

We want to hear from parents, guardians, students, staff, and community members. Your answers will help the Board of Education make these tough choices.

Responses to this survey will remain anonymous.

Block – Parent/Guardian/Family of CCS student

Question 1:

Which best describes you? (Choose one) *

- ☐ *Parent/guardian/family member of a CCS student*
- ☐ *CCS staff member*
- ☐ *Community member without children in CCS*
- ☐ *CCS student*
- ☐ *My student goes to school outside of CCS*
- ☐ *Other*

Question 2:

What grade level is your student in? (Select all that apply if you have more than one student) *

- ☐ *Pre-K (ages 3–4)*
- ☐ *K-2 (ages 5–7)*
- ☐ *3-5 (ages 8–10)*
- ☐ *6-8 (ages 11–13)*
- ☐ *9-12 (ages 14–18)*

Question 3:

Which best describes your student's school? (Select all that apply if you have more than one student) *

- ☐ *My student was offered and accepted placement through the school choice lottery.*
- ☐ *My student goes to a home school by address (neighborhood school).*
- ☐ *My student was placed in their school.*
- ☐ *My student goes to school outside of CCS.*

Question 4:

What is the main reason your family chose your student's current school? (Select all that apply) *

- ☐ *My student did not receive an offer to attend the school our family preferred.*
- ☐ *My student was placed in their school.*
- ☐ *It is our home school by address (neighborhood school).*
- ☐ *Academic performance*
- ☐ *Availability of special services (for example: IEP, ESL, or speech/language support)*
- ☐ *Extracurricular opportunities (sports, clubs, music)*
- ☐ *School atmosphere or environment*
- ☐ *Close to childcare*
- ☐ *It is easy to get to and from school*

Question 5:

If the school lottery process changed or was reduced, how would that affect your family's ability to find a school that fits your child? (Choose one) *

- ☐ *(5) Make it much harder*
- ☐ *(4) Make it harder*
- ☐ *(3) Make it somewhat harder*
- ☐ *(2) Make it a little harder*
- ☐ *(1) No difference*

Question 6:

If the school lottery process changed, how likely would your family be to stay in Columbus City Schools? (Choose one) *

- ☐ *(5) Very Likely*
- ☐ *(4) Likely*
- ☐ *(3) Somewhat likely*
- ☐ *(2) Unlikely*
- ☐ *(1) Very unlikely*

Question 7:

How does your child usually get to school? (Select all that apply) *

- ☐ *Rides the school bus*
- ☐ *Walks or bikes*
- ☐ *Driven to school*
- ☐ *Takes the city bus (COTA)*
- ☐ *Other*

Question 8:

If changes to bus service are needed, which option do you think would have the least negative impact on families? (Choose one) *

- ☐ *Longer bus rides (fewer bus routes)*
- ☐ *No bus service to lottery schools (students must attend their home school by address to ride the bus)*
- ☐ *No bus service for high school students*
- ☐ *Other (Please specify)*

Question 9:

If bus service was changed at your child's school, what would your family most likely do? (Select all that apply) *

- ☐ *Drive my child to school*
- ☐ *Have my child walk or bike to school*
- ☐ *Switch to public bus service (COTA)*
- ☐ *Consider switching schools (within CCS)*

- ☐ *Consider leaving the district*
- ☐ *Other (Please specify)*

Question 10-15:

As the district reduces spending, how much priority should each of the following areas receive? (Rate each; 1 = Very low priority, 5 = Very high priority)

	(1) Very low priority	(2) Low priority	(3) Moderate priority	(4) High priority	(5) Very high priority
Teachers and classroom staff (arts, music, and physical education teachers and assistants)	☐	☐	☐	☐	☐
Support staff (counselors, social workers, and nurses)	☐	☐	☐	☐	☐
Busing services	☐	☐	☐	☐	☐
School safety and building updates					
After-school arts, sports, and clubs	☐	☐	☐	☐	☐
Technology and classroom materials	☐	☐	☐	☐	☐

Question 16:

If families had to pay for sports, music, or other activities, how would that affect your child's ability to participate?

- ☐ (5) Greatly reduce ability to participate
- ☐ (4) Reduce ability a lot
- ☐ (3) Reduce ability somewhat
- ☐ (2) Reduce ability a little
- ☐ (1) No effect

Question 17:

If school event ticket prices increase in the future, how would that affect your ability to attend? (Choose one) *

- ☐ (5) Greatly reduce ability to attend
- ☐ (4) Reduce ability a lot
- ☐ (3) Reduce ability somewhat
- ☐ (2) Reduce ability a little
- ☐ (1) No effect

Question 18:

Would you support CCS putting a levy on the ballot in the next few years to help balance the budget? (Choose one) *

- ☐ Yes
- ☐ No
- ☐ It depends

Question 19:

Is your student involved in an Academy or CTE program? (Choose one) *

- ☐ Yes
- ☐ No
- ☐ Usure

Question 20:

CCS currently has a 3-star rating on the state report card for preparing students for jobs and college. How much priority should the district give to expanding these opportunities? (Choose one) *

- ☐ (5) Very high priority
- ☐ (4) High priority
- ☐ (3) Moderate priority
- ☐ (2) Low priority
- ☐ (1) Very low priority

Question 21:

When the district re-uses school buildings that are not in use, what are the best options? (Select all that apply) *

- ☐ Turn them into a community or recreation centers
- ☐ Partner with nonprofits or colleges to serve families or students
- ☐ Open stores and businesses (like restaurants, shops, grocery stores, or offices)
- ☐ Create affordable housing
- ☐ Tear them down and make green space or a parks
- ☐ Turn them into childcare centers
- ☐ Other

Question 22:

The district is reducing spending by about $50 million. As leaders plan for the future, what advice do you have to help them make the best decisions for students and the community? (Comment box)

Question 23:

Please share your 5-digit zip code. (Example: 43207) * (Comment box)

Block – CCS Staff Member/Staff with School-aged Children

Question 1:

Which best describes you? (Choose one) *

- ☐ *Parent/guardian/family member of a CCS student*
- ☐ *CCS staff member*
- ☐ *Community member without children in CCS*
- ☐ *CCS student*
- ☐ *My student goes to school outside of CCS*
- ☐ *Other*

Question 2:

Which grade level(s) do you serve? (Select all that apply) *

- ☐ *Elementary school*
- ☐ *Middle school*
- ☐ *High school*
- ☐ *I am not in a school building daily / I am a district administrator.*

Question 3:

Do you have school-aged children (Pre-K through 12th grade)? *

- ☐ *Yes* (CONTINUE TO Q4)
- ☐ *No* (SKIP TO Q12)

Question 4: (SHOWN IF Q3 = Yes)

What grade level is your student in? (Select all that apply if you have more than one student) *

- ☐ *Pre-K (ages 3–4)*
- ☐ *K-2 (ages 5–7)*
- ☐ *3-5 (ages 8–10)*
- ☐ *6-8 (ages 11–13)*
- ☐ *9-12 (ages 14–18)*

Question 5: (SHOWN IF Q3 = Yes)

What grade level is your student in? (Select all that apply if you have more than one student) *

- ☐ *Pre-K (ages 3–4)*
- ☐ *K-2 (ages 5–7)*
- ☐ *3-5 (ages 8–10)*
- ☐ *6-8 (ages 11–13)*
- ☐ *9-12 (ages 14–18)*

Question 6:

Which best describes your student's school? (Select all that apply if you have more than one student) *

☐ *My student was offered and accepted placement through the school choice lottery.*

☐ *My student goes to a home school by address (neighborhood school).*

☐ *My student was placed in their school.*

☐ *My student goes to school outside of CCS.*

Question 7:

What is the main reason your family chose your student's current school? (Select all that apply) *

☐ *My student did not receive an offer to attend the school our family preferred.*

☐ *My student was placed in their school.*

☐ *It is our home school by address (neighborhood school).*

☐ *Academic performance*

☐ *Availability of special services (for example: IEP, ESL, or speech/language support)*

☐ *Extracurricular opportunities (sports, clubs, music)*

☐ *School atmosphere or environment*

☐ *Close to childcare*

☐ *It is easy to get to and from school*

Question 8:

If the school lottery process changed or was reduced, how would that affect your family's ability to find a school that fits your child? (Choose one) *

☐ *(5) Make it much harder*

☐ *(4) Make it harder*

☐ *(3) Make it somewhat harder*

☐ *(2) Make it a little harder*

☐ *(1) No difference*

Question 9:

If the school lottery process changed, how likely would your family be to stay in Columbus City Schools? (Choose one) *

☐ *(5) Very Likely*

☐ *(4) Likely*

☐ *(3) Somewhat likely*

☐ *(2) Unlikely*

☐ *(1) Very unlikely*

Question 10:

How does your child usually get to school? (Select all that apply) *

☐ *Rides the school bus*

☐ *Walks or bikes*
☐ *Driven to school*
☐ *Takes the city bus (COTA)*
☐ *Other*

Question 11: (SHOWN IF Q3 = Yes)

If bus service was changed at your child's school, what would your family most likely do? (Select all that apply) *

☐ *Drive my child to school*
☐ *Have my child walk or bike to school*
☐ *Switch to public bus service (COTA)*
☐ *Consider switching schools (within CCS)*
☐ *Consider leaving the district*
☐ *Other (Please specify)*

Question 12:

If changes to bus service are needed, which option do you think would have the least negative impact on families? (Choose one) *

☐ *Longer bus rides (fewer bus routes)*
☐ *No bus service to lottery schools (students must attend their home school by address to ride the bus)*
☐ *No bus service for high school students*
☐ *Other (Please specify)*

Question 13-18:

As the district reduces spending, how much priority should each of the following areas receive? (Rate each; 1 = Very low priority, 5 = Very high priority)

	(1) Very low priority	*(2) Low priority*	*(3) Moderate priority*	*(4) High priority*	*(5) Very high priority*
Teachers and classroom staff (arts, music, and physical education teachers and assistants)	☐	☐	☐	☐	☐
Support staff (counselors, social workers, and nurses)	☐	☐	☐	☐	☐
Busing services	☐	☐	☐	☐	☐
School safety and building updates					
After-school arts, sports, and clubs	☐	☐	☐	☐	☐
Technology and classroom materials	☐	☐	☐	☐	☐

Question 19:

If families had to pay for sports, music, or other activities, how would that affect your child's ability to participate?

- ☐ *(5) Greatly reduce ability to participate*
- ☐ *(4) Reduce ability a lot*
- ☐ *(3) Reduce ability somewhat*
- ☐ *(2) Reduce ability a little*
- ☐ *(1) No effect*

Question 20:

If school event ticket prices increase in the future, how would that affect your ability to attend? (Choose one) *

- ☐ (5) Greatly reduce ability to attend
- ☐ (4) Reduce ability a lot
- ☐ (3) Reduce ability somewhat
- ☐ (2) Reduce ability a little
- ☐ (1) No effect

Question 21:

Would you support CCS putting a levy on the ballot in the next few years to help balance the budget? (Choose one) *

- ☐ Yes
- ☐ No
- ☐ It depends

Question 22:

Is your student involved in an Academy or CTE program? (Choose one) *

- ☐ Yes
- ☐ No
- ☐ Usure

Question 23:

CCS currently has a 3-star rating on the state report card for preparing students for jobs and college. How much priority should the district give to expanding these opportunities? (Choose one) *

- ☐ (5) Very high priority
- ☐ (4) High priority
- ☐ (3) Moderate priority
- ☐ (2) Low priority
- ☐ (1) Very low priority

Question 24:

As the district plans how to re-use school buildings that are not in use, which options should be given the highest priority? (Select all that apply) *

- ☐ Turn them into a community or recreation centers
- ☐ Partner with nonprofits or colleges to serve families or students
- ☐ Open stores and businesses (like restaurants, shops, grocery stores, or offices)
- ☐ Create affordable housing
- ☐ Tear them down and make green space or a parks
- ☐ Turn them into childcare centers
- ☐ Other

Question 25:

The district is reducing spending by about $50 million. As leaders plan for the future, what advice do you have to help them make the best decisions for students and the community? (Comment box)

Question 26:

Please share your 5-digit zip code. (Example: 43207) * (Comment box)

Block – Community Member

Question 1:

Which best describes you? (Choose one) *

☐ *Parent/guardian/family member of a CCS student*
☐ *CCS staff member*
☐ *Community member without children in CCS*
☐ *CCS student*
☐ *My student goes to school outside of CCS*
☐ *Other*

Question 2:

If changes to bus service are needed, which option do you think would have the least negative impact on families? (Choose one) *

☐ *Longer bus rides (fewer bus routes)*
☐ *No bus service to lottery schools (students must attend their home school by address to ride the bus)*
☐ *No bus service for high school students*
☐ *Other (Please specify)*

Question 3-8:

As the district reduces spending, how much priority should each of the following areas receive? (Rate each; 1 = Very low priority, 5 = Very high priority)

	(1) Very low priority	*(2) Low priority*	*(3) Moderate priority*	*(4) High priority*	*(5) Very high priority*
Teachers and classroom staff (arts, music, and physical education teachers and assistants)	☐	☐	☐	☐	☐
Support staff (counselors, social workers, and nurses)	☐	☐	☐	☐	☐
Busing services	☐	☐	☐	☐	☐
School safety and building updates					
After-school arts, sports, and clubs	☐	☐	☐	☐	☐
Technology and classroom materials	☐	☐	☐	☐	☐

Question 9:

If school event ticket prices increase in the future, how would that affect your ability to attend? (Choose one) *

☐ *(5) Greatly reduce ability to attend*

☐ *(4) Reduce ability a lot*
☐ *(3) Reduce ability somewhat*
☐ *(2) Reduce ability a little*
☐ *(1) No effect*

Question 10:

Would you support CCS putting a levy on the ballot in the next few years to help balance the budget? (Choose one) *

☐ *Yes*
☐ *No*
☐ *It depends*

Question 11

CCS currently has a 3-star rating on the state report card for preparing students for jobs and college. How much priority should the district give to expanding these opportunities? (Choose one) *

☐ *(5) Very high priority*
☐ *(4) High priority*
☐ *(3) Moderate priority*
☐ *(2) Low priority*
☐ *(1) Very low priority*

Question 12:

As the district plans how to re-use school buildings that are not in use, which options should be given the highest priority? (Select all that apply) *

☐ Turn them into a community or recreation centers
☐ Partner with nonprofits or colleges to serve families or students
☐ Open stores and businesses (like restaurants, shops, grocery stores, or offices)
☐ Create affordable housing
☐ Tear them down and make green space or a parks
☐ Turn them into childcare centers
☐ Other

Question 13:

The district is reducing spending by about $50 million. As leaders plan for the future, what advice do you have to help them make the best decisions for students and the community? (Comment box)

Question 14:

Please share your 5-digit zip code. (Example: 43207) * (Comment box)

Block – CCS Student

Question 1:

Which best describes you? (Choose one) *

- ☐ *Parent/guardian/family member of a CCS student*
- ☐ *CCS staff member*
- ☐ *Community member without children in CCS*
- ☐ *CCS student*
- ☐ *My student goes to a school outside of CCS*
- ☐ *Other*

Question 2:

What grade are you in? (Choose one) *

- ☐ *4th*
- ☐ *5th*
- ☐ *6th*
- ☐ *7th*
- ☐ *8th*
- ☐ *9th*
- ☐ *10th*
- ☐ *11th*
- ☐ *12th*

Question 3:

If the school lottery process changed, how likely would your family be to stay in Columbus City Schools? (Choose one) *

- ☐ *(5) Very Likely*
- ☐ *(4) Likely*
- ☐ *(3) Somewhat likely*
- ☐ *(2) Unlikely*
- ☐ *(1) Very unlikely*

Question 4:

How do you usually get to school? (Select all that apply) *

- ☐ *I ride the school bus*
- ☐ *I walk or bike*
- ☐ *Someone drives me*
- ☐ *I take the city bus (COTA)*
- ☐ *Other (Please specify)*

Question 5:

If changes to bus service are needed, which option do you think would have the least negative impact on families? (Choose one) *

- ☐ *Longer bus rides (fewer bus routes)*

- ☐ *No bus service to lottery schools (students must attend their home school by address to ride the bus)*
- ☐ *No bus service for high school students*
- ☐ *Other (Please specify)*

Question 6:

If the bus service were changed at your school, what would you most likely do? (Select all that apply) *

- ☐ *I would be driven to school*
- ☐ *I would walk or bike to school*
- ☐ *I would use the public bus (COTA)*
- ☐ *I would switch to another CCS school*
- ☐ *I would leave CCS and go somewhere else*
- ☐ *Other*

Question 7-12:

As the district reduces spending, how much priority should each of the following areas receive? (Rate each; 1 = Very low priority, 5 = Very high priority) *

	(1) Very low priority	*(2) Low priority*	*(3) Moderate priority*	*(4) High priority*	*(5) Very high priority*
Teachers and classroom staff	☐	☐	☐	☐	☐
Support staff (counselors, aides, specialists)	☐	☐	☐	☐	☐
Bus and transportation services	☐	☐	☐	☐	☐
School safety and building updates					
Arts, sports, and clubs	☐	☐	☐	☐	☐
Student wellness and mental health supports	☐	☐	☐	☐	☐
Technology and classroom materials	☐	☐	☐	☐	☐

Question 13:

If students had to pay for sports, music, or other activities, how would that affect your ability to participate? *

- ☐ *(5) It would make it much harder for me to participate*
- ☐ *(4) It would make it harder for me to participate*
- ☐ *(3) It would make it somewhat harder for me to participate*
- ☐ *(2) It would make it a little harder for me to participate*
- ☐ *(1) It would not make a difference*

Question 14:

If school event ticket prices increase in the future, how would that affect your ability to attend? (Choose one) *

- ☐ *(5) Greatly reduce ability to attend*
- ☐ *(4) Reduce ability a lot*
- ☐ *(3) Reduce ability somewhat*
- ☐ *(2) Reduce ability a little*
- ☐ *(1) No effect*

Question 15:

CCS currently has a 3-star rating on the state report card for preparing students for jobs and college. How much priority should the district give to expanding these opportunities? (Choose one) *

- ☐ *(5) Very high priority*
- ☐ *(4) High priority*
- ☐ *(3) Moderate priority*
- ☐ *(2) Low priority*
- ☐ *(1) Very low priority*

Question 16:

As the district plans how to re-use school buildings that are not in use, which options should be given the highest priority? (Select all that apply) *

- ☐ *Turn them into a community or recreation centers*
- ☐ *Partner with nonprofits or colleges to serve families or students*
- ☐ *Open stores and businesses (like restaurants, shops, grocery stores, or offices)*
- ☐ *Create affordable housing*
- ☐ *Tear them down and make green space or a parks*
- ☐ *Turn them into childcare centers*
- ☐ *Other*

Question 17:

The district is reducing spending by about $50 million. As leaders plan for the future, what advice do you have to help them make the best decisions for students and the community? (Comment box)

Question 18:

Please share your 5-digit zip code. (Example: 43207) * (Comment box)

Block – Parent Outside CCS

Question 1:

Which best describes you? (Choose one) *

- ☐ *Parent/guardian/family member of a CCS student*
- ☐ *CCS staff member*
- ☐ *Community member without children in CCS*
- ☐ *CCS student*
- ☐ *My student goes to school outside of CCS*
- ☐ *Other*

Question 2:

What grade level is your student in? (Select all that apply if you have more than one student) *

- ☐ *Pre-K (ages 3–4)*
- ☐ *K-2 (ages 5–7)*
- ☐ *3-5 (ages 8–10)*
- ☐ *6-8 (ages 11–13)*
- ☐ *9-12 (ages 14–18)*

Question 3:

Which best describes your student's school? (Select all that apply if you have more than one student) *

- ☐ *My student was offered and accepted placement through the school choice lottery.*
- ☐ *My student goes to a home school by address (neighborhood school).*
- ☐ *My student was placed in their school.*
- ☐ *My student goes to school outside of CCS.*

Question 4:

What is the main reason your family chose your student's current school? (Select all that apply) *

- ☐ *My student did not receive an offer to attend the school our family preferred.*
- ☐ *My student was placed in their school.*
- ☐ *It is our home school by address (neighborhood school).*
- ☐ *Academic performance*
- ☐ *Availability of special services (for example: IEP, ESL, or speech/language support)*
- ☐ *Extracurricular opportunities (sports, clubs, music)*
- ☐ *School atmosphere or environment*
- ☐ *Close to childcare*
- ☐ *It is easy to get to and from school*

Question 5:

If your student currently attends a school outside of Columbus City Schools, how likely would your family be to return to CCS in the future? (Choose one) *

☐ *(5) Very likely*
☐ *(4) Likely*
☐ *(3) Somewhat likely*
☐ *(2) Unlikely*
☐ *(1) Very unlikely*

Question 6:

What would make your family more likely to return to CCS? (Comment box)

Question 7-12:

As the district reduces spending, how much priority should each of the following areas receive? (Rate each; 1 = Very low priority, 5 = Very high priority)

	(1) Very low priority	(2) Low priority	(3) Moderate priority	(4) High priority	(5) Very high priority
Teachers and classroom staff (arts, music, and physical education teachers and assistants)	☐	☐	☐	☐	☐
Support staff (counselors, social workers, and nurses)	☐	☐	☐	☐	☐
Busing services	☐	☐	☐	☐	☐
School safety and building updates					
After-school arts, sports, and clubs	☐	☐	☐	☐	☐
Technology and classroom materials	☐	☐	☐	☐	☐

Question 13:

If school event ticket prices increase in the future, how would that affect your ability to attend? (Choose one) *
☐ *(5) Greatly reduce ability to attend*
☐ *(4) Reduce ability a lot*
☐ *(3) Reduce ability somewhat*
☐ *(2) Reduce ability a little*
☐ *(1) No effect*

Question 14:

Would you support CCS putting a levy on the ballot in the next few years to help balance the budget? (Choose one) *

☐ Yes
☐ No
☐ It depends

Question 15:

CCS currently has a 3-star rating on the state report card for preparing students for jobs and college. How much priority should the district give to expanding these opportunities? (Choose one) *

☐ (5) Very high priority
☐ (4) High priority
☐ (3) Moderate priority
☐ (2) Low priority
☐ (1) Very low priority

Question 16:

As the district plans how to re-use school buildings that are not in use, which options should be given the highest priority? (Select all that apply) *

☐ Turn them into a community or recreation centers
☐ Partner with nonprofits or colleges to serve families or students
☐ Open stores and businesses (like restaurants, shops, grocery stores, or offices)
☐ Create affordable housing
☐ Tear them down and make green space or a parks
☐ Turn them into childcare centers
☐ Other

Question 17:

The district is reducing spending by about $50 million. As leaders plan for the future, what advice do you have to help them make the best decisions for students and the community? (Comment box)

Question 18:

Please share your 5-digit zip code. (Example: 43207) * (Comment box)

Block – Other Question 1:

Which best describes you? (Choose one) *

- ☐ *Parent/guardian/family member of a CCS student*
- ☐ *CCS staff member*
- ☐ *Community member without children in CCS*
- ☐ *CCS student*
- ☐ *My student goes to school outside of CCS*
- ☐ *Other*

Question 2:

If changes to bus service are needed, which option do you think would have the least negative impact on families? (Choose one) *

- ☐ *Longer bus rides (fewer bus routes)*
- ☐ *No bus service to lottery schools (students must attend their home school by address to ride the bus)*
- ☐ *No bus service for high school students*
- ☐ *Other (Please specify)*

Question 3-8:

As the district reduces spending, how much priority should each of the following areas receive? (Rate each; 1 = Very low priority, 5 = Very high priority)

	(1) Very low priority	(2) Low priority	(3) Moderate priority	(4) High priority	(5) Very high priority
Teachers and classroom staff (arts, music, and physical education teachers and assistants)	☐	☐	☐	☐	☐
Support staff (counselors, social workers, and nurses)	☐	☐	☐	☐	☐
Busing services	☐	☐	☐	☐	☐
School safety and building updates					
After-school arts, sports, and clubs	☐	☐	☐	☐	☐
Technology and classroom materials	☐	☐	☐	☐	☐

Question 9:

If school event ticket prices increase in the future, how would that affect your ability to attend? (Choose one) *

- ☐ *(5) Greatly reduce ability to attend*
- ☐ *(4) Reduce ability a lot*
- ☐ *(3) Reduce ability somewhat*
- ☐ *(2) Reduce ability a little*
- ☐ *(1) No effect*

Question 10:

Would you support CCS putting a levy on the ballot in the next few years to help balance the budget? (Choose one) *

- ☐ *Yes*
- ☐ *No*
- ☐ *It depends*

Question 11

CCS currently has a 3-star rating on the state report card for preparing students for jobs and college. How much priority should the district give to expanding these opportunities? (Choose one) *

- ☐ *(5) Very high priority*
- ☐ *(4) High priority*
- ☐ *(3) Moderate priority*
- ☐ *(2) Low priority*
- ☐ *(1) Very low priority*

Question 12:

As the district plans how to re-use school buildings that are not in use, which options should be given the highest priority? (Select all that apply) *

- ☐ Turn them into a community or recreation centers
- ☐ Partner with nonprofits or colleges to serve families or students
- ☐ Open stores and businesses (like restaurants, shops, grocery stores, or offices)
- ☐ Create affordable housing
- ☐ Tear them down and make green space or a parks
- ☐ Turn them into childcare centers
- ☐ Other

Question 13:

The district is reducing spending by about $50 million. As leaders plan for the future, what advice do you have to help them make the best decisions for students and the community? (Comment box)

Question 14:

Please share your 5-digit zip code. (Example: 43207) * (Comment box)