



2025 *5Essentials* Survey: Chicago Public Schools

Details & Data Use Guidance

As of January 2026

UCHICAGO **Impact**

UCHICAGO **Consortium**
on School Research



Contents

1. 2025 Unavailable Data

- Affected ratings, Essentials & Measures (p. 4)
- Guidance for data use (p. 13)
 - School example: Ambitious Instruction (p. 21)
 - School example: Supportive Environment (p. 30)

2. Re-benchmarking

- Background (p. 38)
- Effects on scores & data use (p. 41)



2025 Unavailable Data

Missed Student Survey Measures

The University of Chicago (UChicago) Impact and Consortium on School Research administer and report the *5Essentials* Survey each year.

Due to our programming error, **Chicago Public Schools (CPS) students did not receive the questions for six Measures on 2025 spring surveys.** This error was identified after the survey closed.

In consultation with CPS, we suppressed scoring and reporting for **overall school ratings, two Essentials, and six Measures for SY25 school reports.**

This decision maintains the integrity of the survey and ensures comparability of available scores over time.

Reporting Effects: Essentials

On CPS school reports, this means:

All schools: There is no reported overall organizational level rating (ex: “moderately organized”).

Elementary schools: Two (2) Essentials scores are unavailable and are displayed with blue bars for partial data:

- Ambitious Instruction
- Supportive Environment

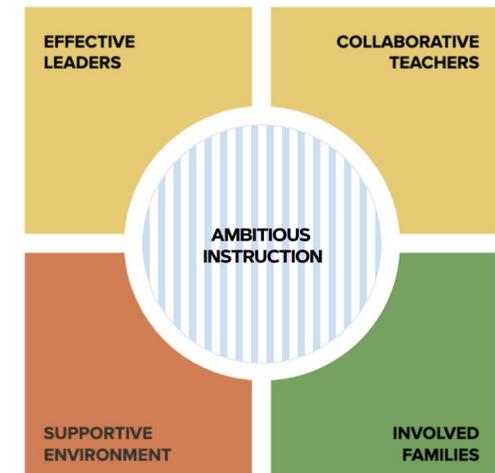
High schools: One (1) Essential score is unavailable and is displayed with blue bars:

- Ambitious Instruction

Elementary schools:



High schools:



Reporting Effects: Measures & Essentials

Measures and Essentials with missing 2025 data and scores:

Measure	Elementary School Essential / Category	High School Essential / Category
Academic Press	Ambitious Instruction	Ambitious Instruction
Academic Personalism	Supportive Environment	Supplemental
Peer Support for Academic Work	Supportive Environment	n/a
Course Clarity	Supplemental	Supplemental
Academic Engagement	Supplemental	Supplemental
Classroom Rigor	Supplemental	Supplemental



See how this appears on school reports on p.8–10.

School Reports: Data

In the Ambitious Instruction and Supportive Environment Essentials:

- **All Measures with available data will be reported;** these can be reviewed and used by schools.
- **All missing Measures will be shown in white.**

All available data and scores are reported using updated benchmarks, and can be compared to re-scored SY24 data within the SY25 school reports, as planned.

SY22 & SY23 data has been re-benchmarked & added to reports to provide schools with additional trends-over-time data.

School Reports: Ambitious Instruction

Affects:

All schools

Missing Measure:

- **Academic Press**

Essential	Performance
Ambitious Instruction	Partial Data

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

Note: Due to a programming error, questions associated with the Academic Press Measure were not included in the 2025 CPS 5Essentials Survey. This error affects all CPS schools.

Measures	Performance 	Respondent 
English Instruction	62 Strong	Student
Quality of Student Discussion	56 Neutral	Teacher
Math Instruction	52 Neutral	Student
Academic Press	No Report	Student

School Reports: Supportive Environment

Affects:

Elementary, primary, & middle schools*

Missing Measures:

- **Academic Personalism**
- **Peer Support for Academic Work**

**High schools' Supportive Environment Essential is comprised of Measures fully surveyed in 2025:*

- *Safety*
- *Student-Teacher Trust*
- *School-Wide Future Orientation*
- *Expectations for Post-Secondary Education*

Essential	Performance
Supportive Environment	Partial Data

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- all students value hard work, and
- teachers push all students toward high academic performance.

Note: Due to a programming error, questions associated with the Academic Personalism and Peer Support for Academic Work Measures in all elementary, middle and primary schools' Supportive Environment Essential were not included in the 2025 CPS 5Essentials Survey. (These Measures are not included in high schools' Supportive Environment Essential; high schools have complete and fully reported data.)

Measures	Performance ↓↑	Respondent
Safety	61 Strong	Student
Student-Teacher Trust	58 Neutral	Student
Academic Personalism	No Report	Student
Peer Support for Academic Work	No Report	Student

Supplemental Measures

Affects:

All schools

Missing Measures (all):

- **Academic Engagement**
- **Classroom Rigor**
- **Course Clarity**

* High schools also have **Academic Personalism** as a supplemental measure

Measures ↓	Performance	Essential	Respondent
Academic Engagement	No Report	<input type="checkbox"/> Supplemental Measures	Student
* Academic Personalism	No Report	<input type="checkbox"/> Supplemental Measures	Student
Classroom Disruptions	69 Strong	<input checked="" type="checkbox"/> Supplemental Measures	Teacher
Classroom Rigor	No Report	<input type="checkbox"/> Supplemental Measures	Student
Course Clarity	No Report	<input type="checkbox"/> Supplemental Measures	Student
Emotional Health	87 Very Strong	<input checked="" type="checkbox"/> Supplemental Measures	Student
Human & Social Resources in the Community	50 Neutral	<input checked="" type="checkbox"/> Supplemental Measures	Student
Importance of High School for the Future	80 Very Strong	<input checked="" type="checkbox"/> Supplemental Measures	Student

Fully Reported Essentials



The three Essentials assessed by teacher/staff survey questions were fully administered:

- **Effective Leaders**
- **Collaborative Teachers**
- **Involved Families**

Data and scores for those Essentials and the Measures within them are available on school reports.

Unique Reporting Cases



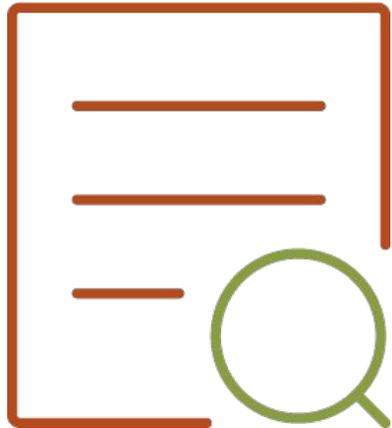
In rare cases, CPS schools did not have teacher response rates above 50%. Per standard reporting practices, they therefore do not have teacher Measures scored and reported in **Effective Leaders, Collaborative Teachers, and Involved Families.**

As long as these schools have met the reporting thresholds, these schools do have student data available in Ambitious Instruction, Supportive Environment, and in supplemental Measures, as shown on p. 8–10.



Guidance for Data Use

“What can we do with the data we have?”



There is not a perfect replacement data point for the unavailable data.

School leaders and communities can consider:

1. How the missing data points provide input toward the school’s **goals and priorities**
2. What additional data points may offer **related insights** to help gauge progress to a goal—and its intended impact on students’ experiences, development, and learning

Supplemental Data

What supplemental resources can schools use to gain insights and estimate progress to goals?

1. *5Essentials* Survey available measures
 - Highly-correlated Measures
 - Any additional Measures within the Essential with SY25 data
2. Supplemental resources

5Essentials: Correlated Measures

Schools can consider correlated Measures:

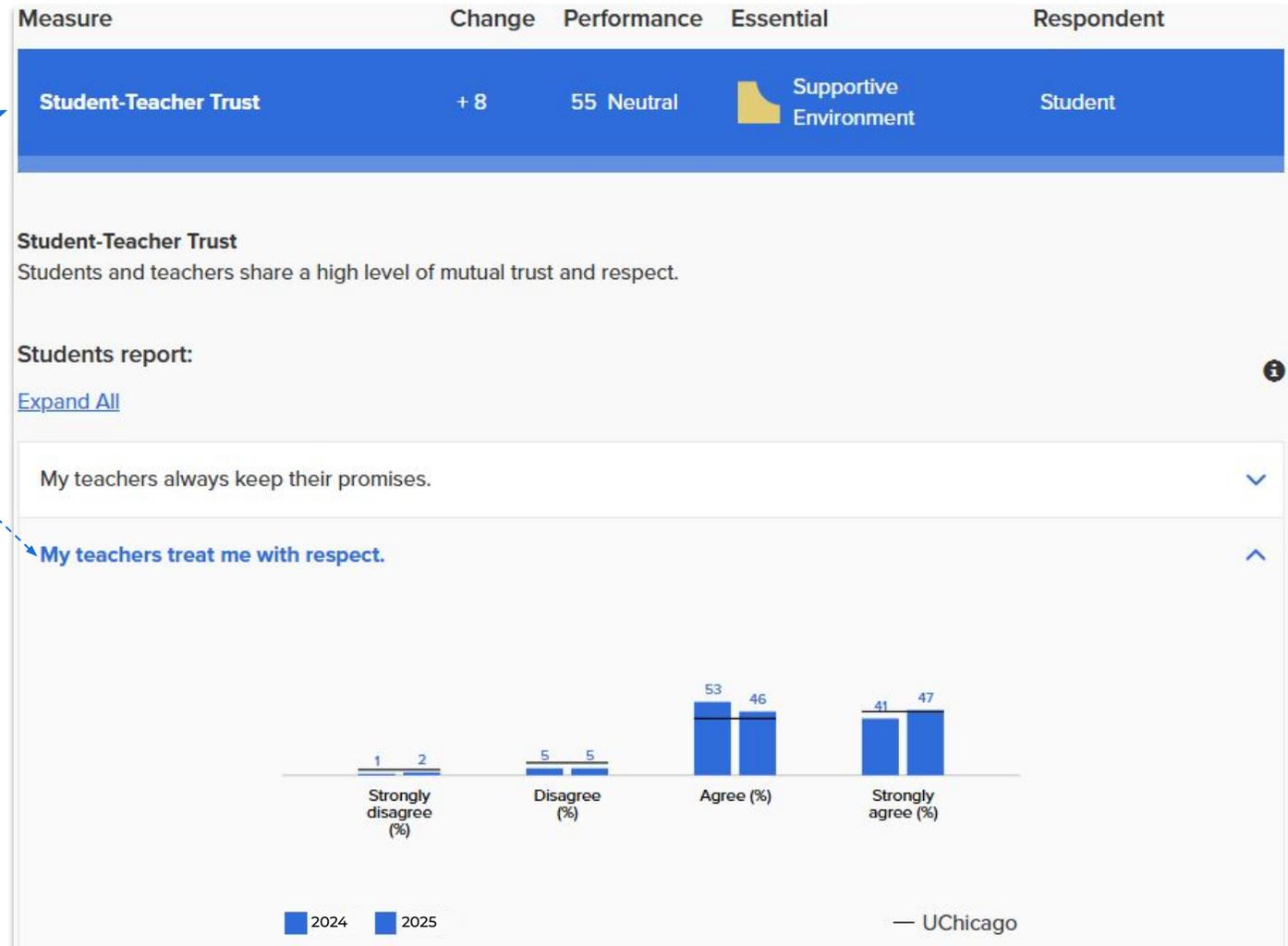
- **Scores** for SY25
- **Trends** from last year(s)
- **Responses** to questions within Measures

Unavailable measure(s)	Highly correlated, available measure(s)
Academic Press	<ul style="list-style-type: none"> • English Instruction (<i>also in Ambitious Instruction</i>) • Math Instruction (<i>also in Ambitious Instruction</i>)
Peer Support for Academic Work	<ul style="list-style-type: none"> • Student-Teacher Trust (<i>also in Supportive Environment</i>) • Rigorous Study Habits (<i>supplemental measure</i>) • School Connectedness (<i>supplemental measure</i>)
Academic Personalism	<ul style="list-style-type: none"> • Student-Teacher Trust (<i>also in Supportive Environment</i>) • Rigorous Study Habits (<i>supplemental measure</i>)
Course Clarity, Classroom Rigor & Academic Engagement	<ul style="list-style-type: none"> • School Connectedness (<i>supplemental measure</i>) • School-Wide Future Orientation (<i>supplemental HS measure</i>) • Importance of High School for the Future (<i>supplemental HS measure</i>)

5Essentials: Correlated Measures' Questions

Within a **correlated measure**, schools can consider **individual questions** that may provide key insights on progress:

- This year
- How it compares to prior year(s)



5Essentials: Best Practices for Data Use

When using supplemental Measure and question data, best practices still apply:



- What are the strongest responses?
- What are the lowest responses?
- What do student & teacher responses look like for items within Measures?
- How are different groups of students experiencing their class/school?
- Trends:
 - What is increasing? What increased most?
 - What is dropping? What dropped most?

Supplemental Resources

What is your school trying to understand and improve?

Additional sources of information about students' classroom experiences may shed light on those questions, including:

1. *Cultivate* Survey data
 - See p. 20 for details
2. Focus groups
 - Using missing survey questions and/or open-ended questions connected to survey topics
3. Empathy interviews, rigor walks, learning walks, etc.

Cultivate & *5Essentials* Survey Data

Cultivate Survey Measures and questions can help inform schools' understanding of rigor and relationships in their classrooms.

- Consider exploring *Cultivate* Survey **question-level data**, and focusing on **within-year growth**.
- Explore cross-survey questions or measures with similar multi-year trends for your school.

A note on cross-survey data use:

After 3 years of *Cultivate* Survey administration in CPS, the UChicago Consortium is now able to begin a rigorous research process to better understand the relationships between *Cultivate* and *5Essentials* Survey Measures and data use.

- For example, we want to know how Measures are correlated across surveys over time, and the extent to which these relationships vary by characteristics of schools or students' backgrounds.
- Preliminary findings suggest that *Cultivate* and *5Essentials* Survey Measures are not a 1-to-1 substitute—and offer complementary, rather than redundant, information.
- We will share research findings as soon as they are available to support effective data use in schools.



School A: Ambitious Instruction Data Use

School A: Ambitious Instruction Data Use Example

If a school's goal was to see an increase in Ambitious Instruction. . .

What can they do now, given missing data & re-benchmarking?

Performance Goals							
Performance Goal	Can this metric be frequently monitored?	Metric	Student Groups	Baseline	SY24	SY25	SY26
We will be able to see an increase in ambitious instruction on the 5Essentials for student responses. - Other (5Es Ambitious Instruction)	Yes	Other	Overall	0.55	0.6	0.65	0.7

Report Landing Page

Partial data will be displayed as blue bars.

The phrase “has results for X measures” indicates how many Measures a school has received results for.

The paragraph text clarifies that the overall rating was not calculated due to a UChicago admin error, **not** a school’s nonresponse. Schools should explore available Measure data.

For 2025, [School Name] has results for 34 measures.

In a typical year, the overall performance score is comprised of each of the 5Essentials scores. Schools that are at or above benchmark on 3 or more Essentials are 10 times more likely to improve than schools that are below the benchmark. **For 2025**, CPS schools will not receive an overall rating due to missing measure data for two Essentials due to a **UChicago administrative error**: Ambitious Instruction (all schools) and Supportive Environment (elementary, middle and primary schools). The 5Essentials puzzle graphic has been updated to distinguish partial data availability, which is represented by blue bars.

However, schools who met the reporting thresholds for the student survey are encouraged to review the available Measure scores within these Essentials, as well as Supplemental Measures. Click the link below to download the data use guidance.

[2025 CPS 5Essentials Survey Report Guidance](#)
[About the Survey](#)

THE 5ESSENTIALS

How is [School Name] performing on each of the 5Essentials?

ALL MEASURES

How is [School Name] performing across all measures?

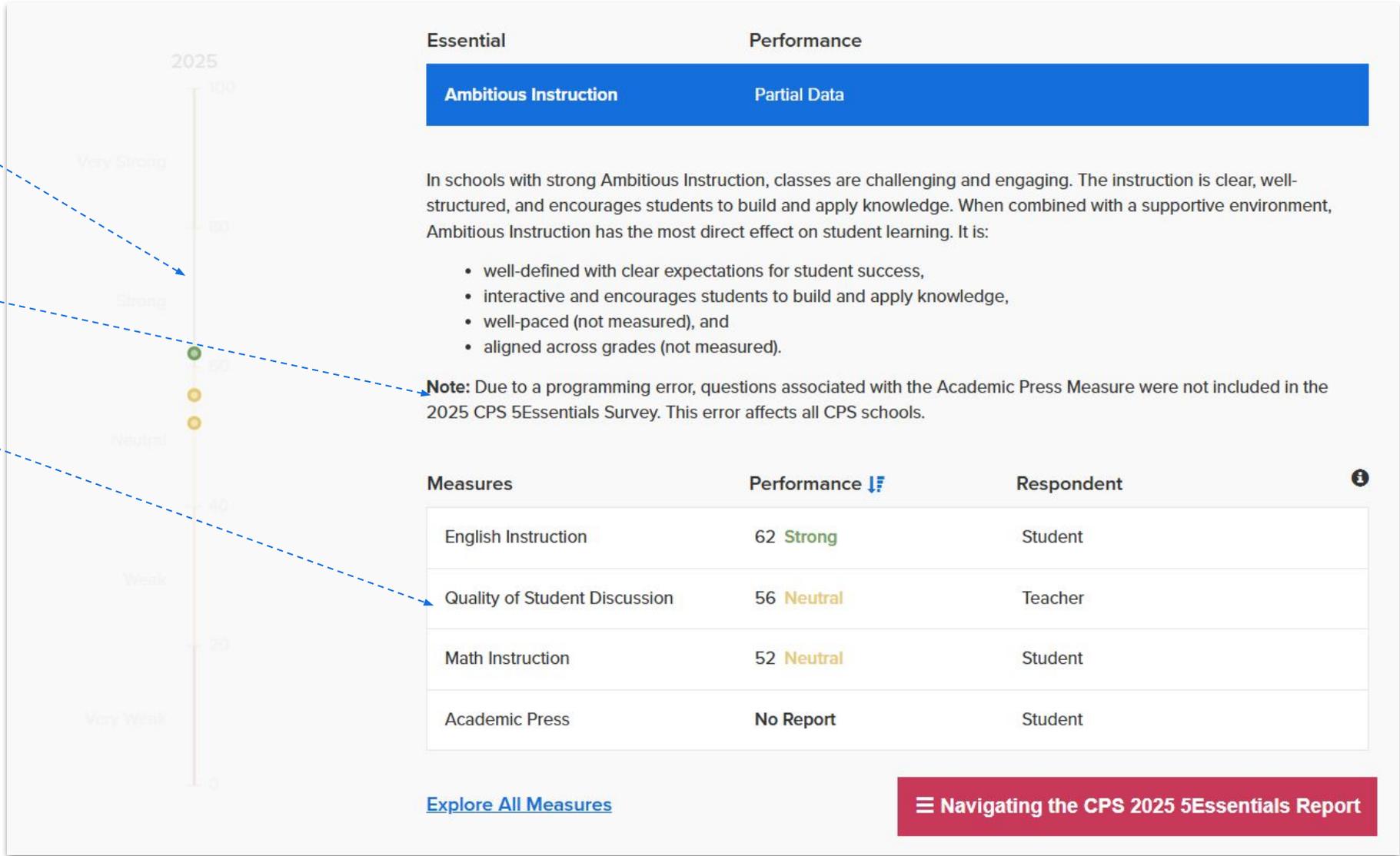
Ambitious Instruction Essential Details

Because the Essential is not calculated, the vertical bar is gray.

Description text explains missing data.

All Measures are listed.

Academic Press says "No Report."



Ambitious Instruction: Trend Data

Schools can reflect on year-to-year trends* with intact measures.

Clicking on Academic Press will show the questions within this Measure.

*SY24 data is rescored with new benchmarks in SY25 reports. See p.37 for details.

How has performance changed since the last survey?

Essential	Change	Performance
Ambitious Instruction	N/A	Partial Data

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

Note: Due to a programming error, questions associated with the Academic Press Measure were not included in the 2025 CPS 5Essentials Survey. This error affects all CPS schools.

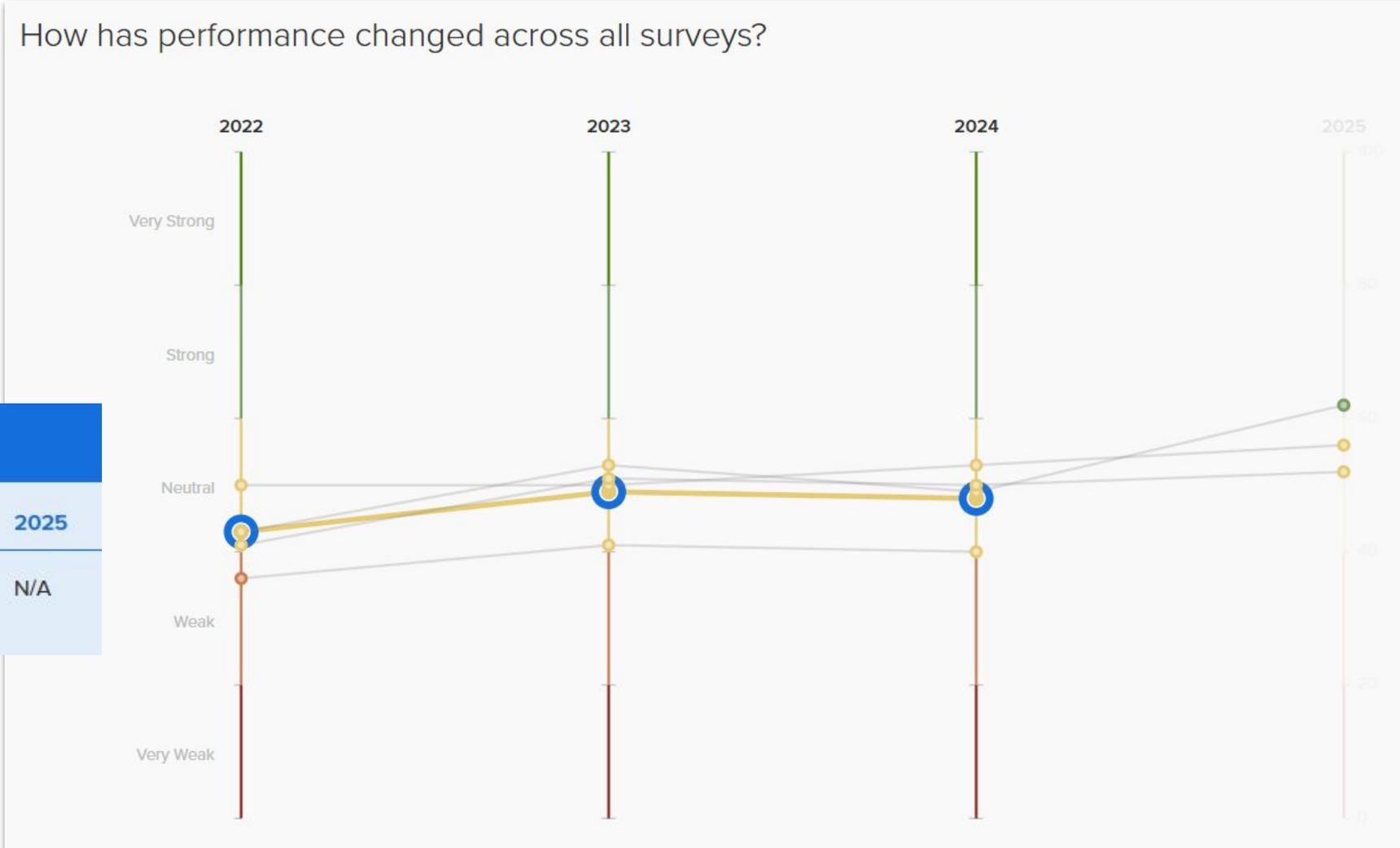
Measures	Change ↓	Performance	Respondent
English Instruction	+ 13	62 Strong	Student
+ NOTE DETAILS			
Quality of Student Discussion	+ 3	56 Neutral	Teacher
Math Instruction	+ 2	52 Neutral	Student
Academic Press	N/A	No Report	Student

[Explore All Measures](#)

Ambitious Instruction: Trend Data

The SY22 & SY23 survey data has been re-benchmarked & added to reports for longer-term trends.

Ambitious Instruction				
	2022	2023	2024	2025
	43	49	48	N/A



See p.37 for more information regarding new benchmarks in 5Essentials reports..

Academic Press: Survey Questions

Academic Press questions can be viewed within the reporting site—though there will not be response data for SY25.

Academic Press
Teachers expect students to do their best and to meet academic demands.

Students report the following about one specific class: i

[Expand All](#)

The teacher expects me to do my best all the time	▼
The teacher expects everyone to work hard	▼
This class really makes me think.	▼
This class challenges me	▼
The teacher asks difficult questions on tests	▼
The teacher asks difficult questions in class	▼
This class requires me to work hard to do well	▼
I really learn a lot in this class	▼
The teacher wants us to become better thinkers, not just memorize things	▼

Academic Press: Correlated Measures

Schools can consider correlated Measures:

- **Scores** for SY25
- **Trends** from last year(s)
- **Responses** to questions within Measures

Unavailable measure(s)	Highly correlated, available measure(s)
Academic Press	<ul style="list-style-type: none"> • English Instruction (<i>also in Ambitious Instruction</i>) • Math Instruction (<i>also in Ambitious Instruction</i>)
Peer Support for Academic Work	<ul style="list-style-type: none"> • Student-Teacher Trust (<i>also in Supportive Environment</i>) • Rigorous Study Habits (<i>supplemental measure</i>) • School Connectedness (<i>supplemental measure</i>)
Academic Personalism	<ul style="list-style-type: none"> • Student-Teacher Trust (<i>also in Supportive Environment</i>) • Rigorous Study Habits (<i>supplemental measure</i>)
Course Clarity, Classroom Rigor & Academic Engagement	<ul style="list-style-type: none"> • School Connectedness (<i>supplemental measure</i>) • School-Wide Future Orientation (<i>supplemental HS measure</i>) • Importance of High School for the Future (<i>supplemental HS measure</i>)

Cultivate & *5Essentials* Survey Data

Cultivate Survey Measures and questions can help inform schools' understanding of rigor and relationships in their classrooms.

- Consider exploring *Cultivate* Survey **question-level data**, and focusing on **within-year growth**.
- Explore cross-survey questions or measures with similar multi-year trends for your school.

A note on cross-survey data use:

After three years of *Cultivate* Survey administration in CPS, the UChicago Consortium is now able to begin a rigorous research process to better understand the relationships between *Cultivate* and *5Essentials* Survey Measures and data use.

- For example, we want to know how Measures are correlated across surveys over time, and the extent to which these relationships vary by characteristics of schools or students' backgrounds.
- Preliminary findings suggest that *Cultivate* and *5Essentials* Survey Measures are not a 1-to-1 substitute—and offer complementary, rather than redundant, information.
- We will share research findings as soon as they are available to support effective data use in schools.



School B: Elementary Schools' Supportive Environment Data Use

School B: Supportive Environment Data Use Example

If a school's goal was to see an increase in the Academic Personalism Measure and in the Supportive Environment Essential...

What can they do now, given missing data & re-benchmarking?

Goal	School Year 1 Target	School Year 2 Target	School Year 3 Target
Earn a rating of Very Strong on 5Essentials survey data in the area of Academic Personalism and Strong or Very Strong on 5Essentials survey data in the area of Supportive Environment.	AP: Weak (23) SE: Neutral (50)	AP: Weak (31) SE: Neutral (55)	AP: Neutral (40) SE: Strong (60)

Report Landing Page

Missing information will appear in gray.

The phrase “has results for X measures” indicates how many Measures a school has received results for.

The paragraph text clarifies that the overall rating was not calculated due to a UChicago admin error, **not** a school’s nonresponse. Schools should explore available Measure data.

For 2025, [School Name] has results for 31 measures.

In a typical year, the overall performance score is comprised of each of the 5Essentials scores. Schools that are at or above benchmark on 3 or more Essentials are 10 times more likely to improve than schools that are below the benchmark. **For 2025**, CPS schools will not receive an overall rating due to missing measure data for two Essentials due to a **UChicago administrative error**: Ambitious Instruction (all schools) and Supportive Environment (elementary, middle and primary schools). The 5Essentials puzzle graphic has been updated to distinguish partial data availability, which is represented by blue bars.

However, schools who met the reporting thresholds for the student survey are encouraged to review the available Measure scores within these Essentials, as well as Supplemental Measures. Click the link below to download the data use guidance.

[2025 CPS 5Essentials Survey Report Guidance](#)
[About the Survey](#)

THE 5ESSENTIALS

How is [School Name] performing on each of the 5Essentials?

ALL MEASURES

How is [School Name] performing across all measures?

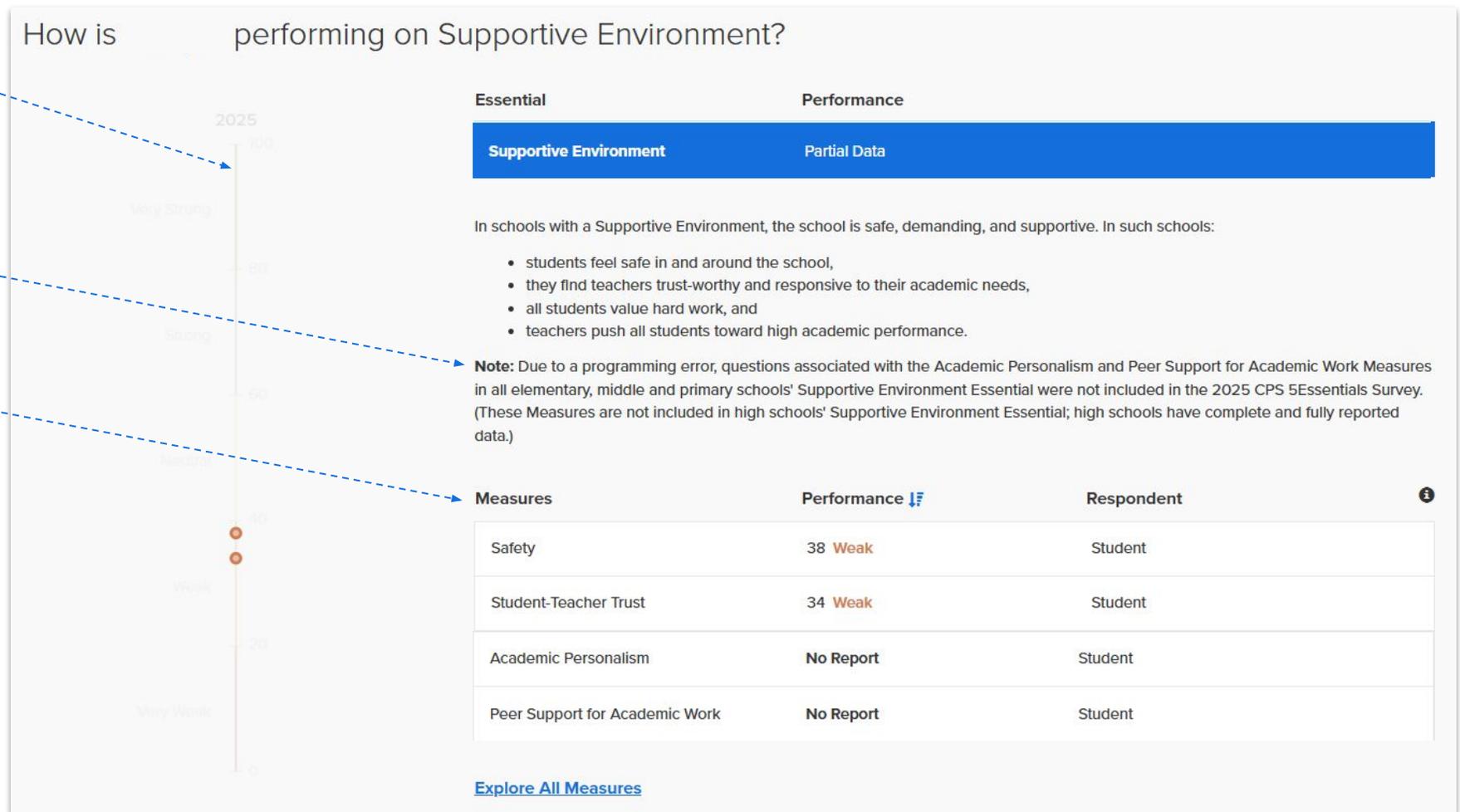
Supportive Environment Essential Details

Because the Essential is not calculated, the vertical bar is gray.

Description text explains missing data.

All Measures are listed.

Academic Personalism & Peer Response for Academic Work say "No Report."



Supportive Environment: Trend Data

Schools can reflect on year-to-year trends with intact measures.

Clicking on gray Measures will show the questions within the Measures.

*SY24 data is rescored with new benchmarks in SY25 reports. See p.37 for details.

How has performance changed since the last survey?

Essential	Change	Performance
Supportive Environment	N/A	Partial Data

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- all students value hard work, and
- teachers push all students toward high academic performance.

Note: Due to a programming error, questions associated with the Academic Personalism and Peer Support for Academic Work Measures in all elementary, middle and primary schools' Supportive Environment Essential were not included in the 2025 CPS 5Essentials Survey. (These Measures are not included in high schools' Supportive Environment Essential; high schools have complete and fully reported data.)

Measures	Change	Performance	Respondent
Academic Personalism	N/A	No Report	Student
Peer Support for Academic Work	N/A	No Report	Student
Safety	- 3	38 Weak	Student
+ NOTE DETAILS			
Student-Teacher Trust	- 9	34 Weak	Student

[Explore All Measures](#)

Supportive Environment: Survey Questions

Academic Personalism & Peer Support for Academic Work questions are included within the reporting site—though there will not be response data for SY25.

Academic Personalism

Teachers connect with students in the classroom and support them in achieving academic goals.

Students report that their teacher:

[Expand All](#)

Notices if I have trouble learning something. 

Is willing to give extra help on schoolwork if I need it. 

Helps me catch up if I am behind. 

Gives me specific suggestions about how I can improve my work in this class. 

Explains things in a different way if I don't understand something in class. 

Peer Support for Academic Work

Students demonstrate behaviors that lead to academic achievement.

Students report that their classroom peers:

[Expand All](#)

Think doing homework is important? 

Feel it is important to pay attention in class? 

Feel it is important to attend school every day? 

Try hard to get good grades? 

Supportive Environment: Correlated Measures

Schools can consider correlated Measures:

- **Scores** for SY25
- **Trends** from last year(s)
- **Responses** to questions within Measures

Unavailable measure(s)	Highly correlated, available measure(s)
Academic Press	<ul style="list-style-type: none"> • English Instruction (<i>also in Ambitious Instruction</i>) • Math Instruction (<i>also in Ambitious Instruction</i>)
Peer Support for Academic Work	<ul style="list-style-type: none"> • Student-Teacher Trust (<i>also in Supportive Environment</i>) • Rigorous Study Habits (<i>supplemental measure</i>) • School Connectedness (<i>supplemental measure</i>)
Academic Personalism	<ul style="list-style-type: none"> • Student-Teacher Trust (<i>also in Supportive Environment</i>) • Rigorous Study Habits (<i>supplemental measure</i>)
Course Clarity, Classroom Rigor & Academic Engagement	<ul style="list-style-type: none"> • School Connectedness (<i>supplemental measure</i>) • School-Wide Future Orientation (<i>supplemental HS measure</i>) • Importance of High School for the Future (<i>supplemental HS measure</i>)

Cultivate & *5Essentials* Survey Data

Cultivate Survey Measures and questions can help inform schools' understanding of rigor and relationships in their classrooms.

- Consider exploring *Cultivate* Survey **question-level data**, and focusing on **within-year growth**.
- Explore cross-survey questions or measures with similar multi-year trends for your school.

A note on cross-survey data use:

After three years of *Cultivate* Survey administration in CPS, the UChicago Consortium is now able to begin a rigorous research process to better understand the relationships between *Cultivate* and *5Essentials* Survey Measures and data use.

- For example, we want to know how Measures are correlated across surveys over time, and the extent to which these relationships vary by characteristics of schools or students' backgrounds.
- Preliminary findings suggest that *Cultivate* and *5Essentials* Survey Measures are not a 1-to-1 substitute—and offer complementary, rather than redundant, information.
- We will share research findings as soon as they are available to support effective data use in schools.



Re-benchmarking

In spring 2025, benchmarks were updated for *5Essentials* Survey scores and ratings in Illinois and CPS.

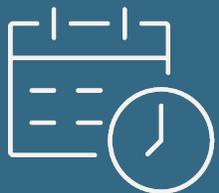
Benchmarks are updated to...

Reflect current practice

Given changes over time in educational practices and policies, and even historical and cultural shifts, “norms” must be periodically adjusted.

Ensure useful comparisons

The norm group evolves over time.* Updating benchmarks ensures that everyone currently surveyed is included in the norm group—so that comparisons across schools are relevant.



*Spring 2025 survey report scores are now comparisons to schools across Illinois in 2024—not schools in 2013.

Key Takeaways: Re-benchmarking

1) Some schools will change ratings categories

- More schools' Measure & Essential scores will **fall into the average**, "Moderately Organized" category.



School leaders can understand & communicate that change to their community.

2) Year-to-year trends offer helpful data and insights

- In SY25 reports, **SY22-24 data is rescored** with new benchmarks to provide trend data.
 - Improvement is still improvement; drops are still drops.

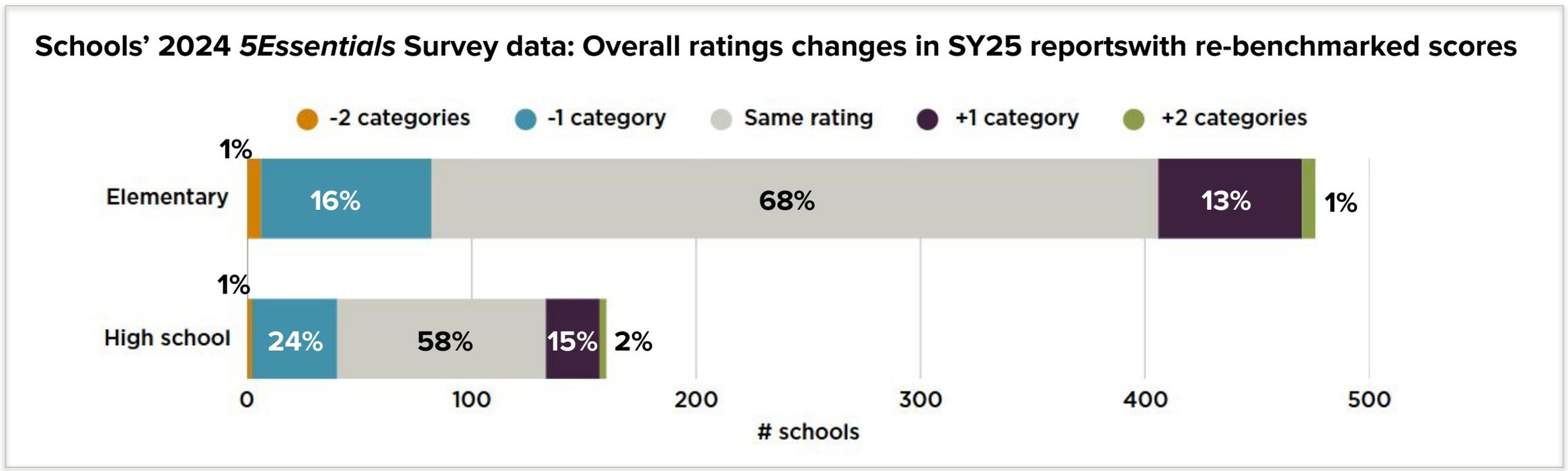


School leaders can focus on trends and data for inquiry & improvement, like in any year.

1) Some schools will change ratings categories

Overall ratings for 68% of elementary schools & 58% of high schools stayed same when looking at SY24 school reports vs. SY25 school reports with SY24 scores re-benchmarked for year-to-year comparisons.

- Many schools with different SY24 ratings with re-benchmarked scores are clustered closer to the middle & now fall within “average” ranges.



2) Year-to-year trends offer helpful data and insights

Schools can focus on trends and data for inquiry and improvement, like in any year:

- What are the **strongest** responses? **Lowest** responses?
- What do **student & teacher responses** look like for items within Measures?
- How are **different groups of students** experiencing their class/school?
- How does data **compare to CPS** averages?
- Trends:
 - What is **increasing**? What increased most?
 - What is **dropping**? What dropped most?



See where to find this data within school reports on p. 44–46.

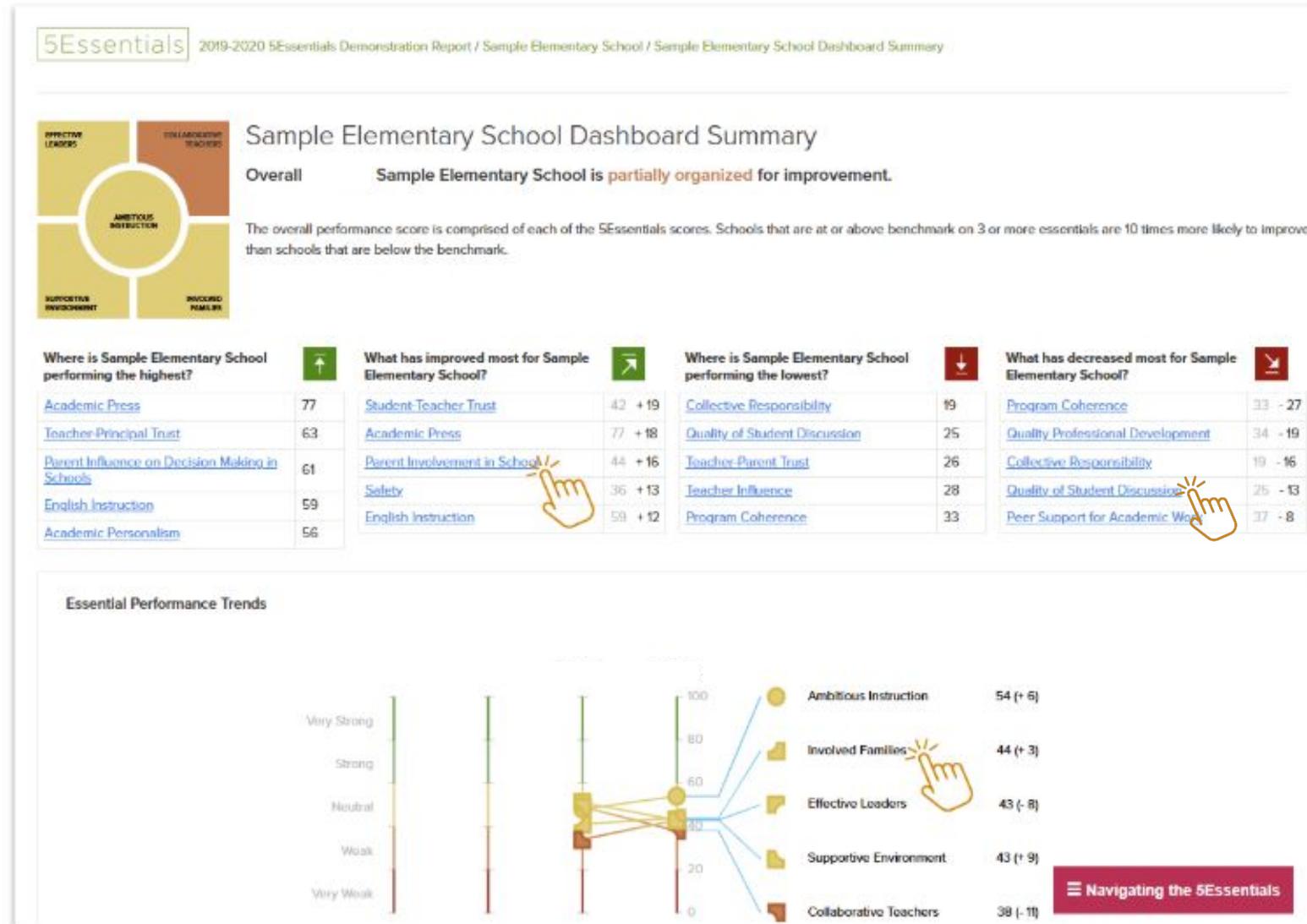
School Reports: Dashboard Summary

The top of the Dashboard Summary shows which Measures have improved & declined the most since last year.

Click on any Measure to see the questions asked & response data.

The bottom Essential Performance Trends timeline shows how Essentials scores have changed over time.

Click on an Essential for additional details.



School Reports: Trends & Response Data

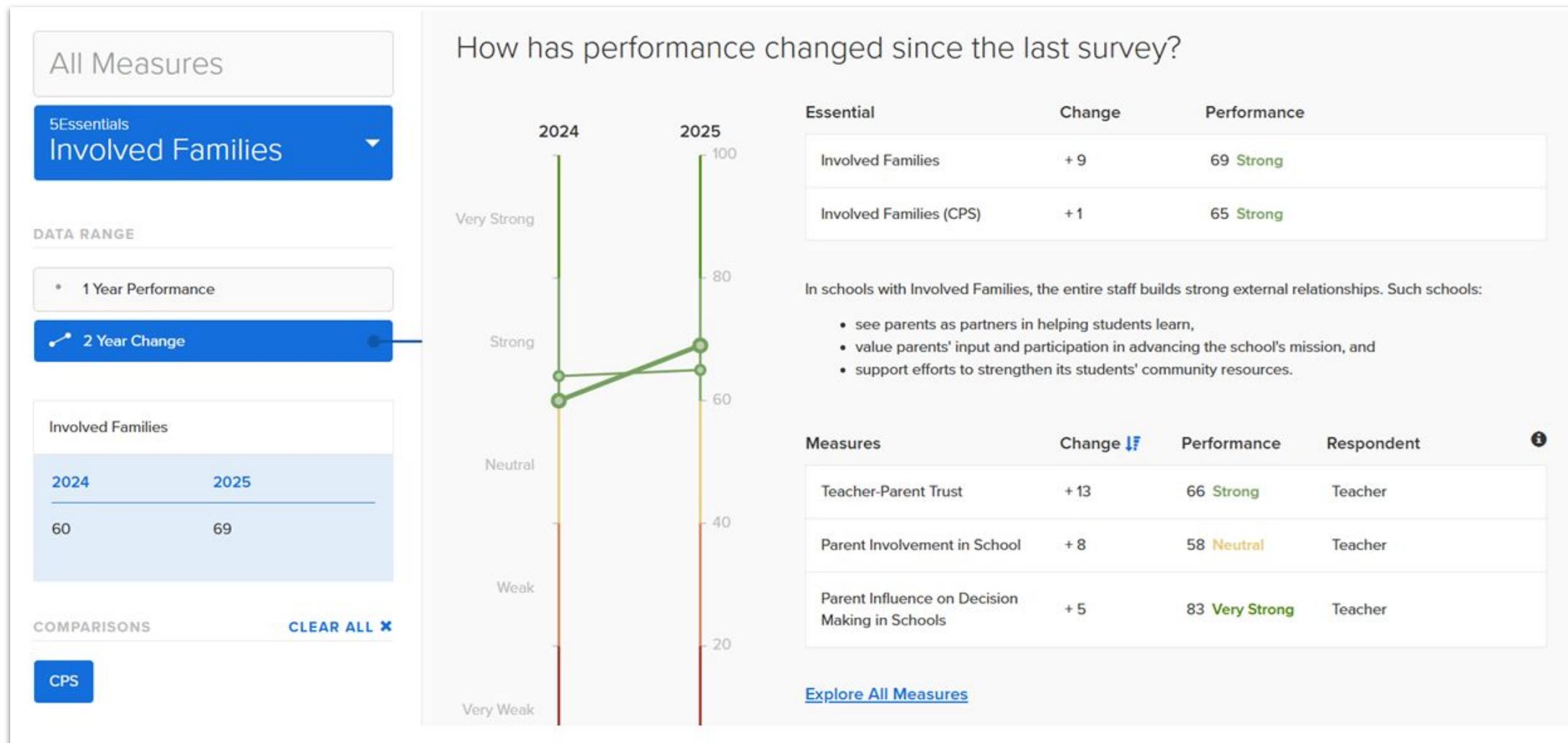
In SY25 reports, SY22-24 data is rescored with new benchmarks to provide schools with additional trends-over-time data.

The screenshot displays the 5Essentials dashboard for 'Sample Elementary School' (Overall: Partially Organized). The main section is titled 'How is Sample Elementary School performing on Involved Families?'. It features a vertical scale from 0 to 100, with 'Very Strong' at 100, 'Strong' at 80, 'Neutral' at 60, and 'Weak' at 20. The current performance is 44, marked as 'Neutral'. A table below lists specific measures:

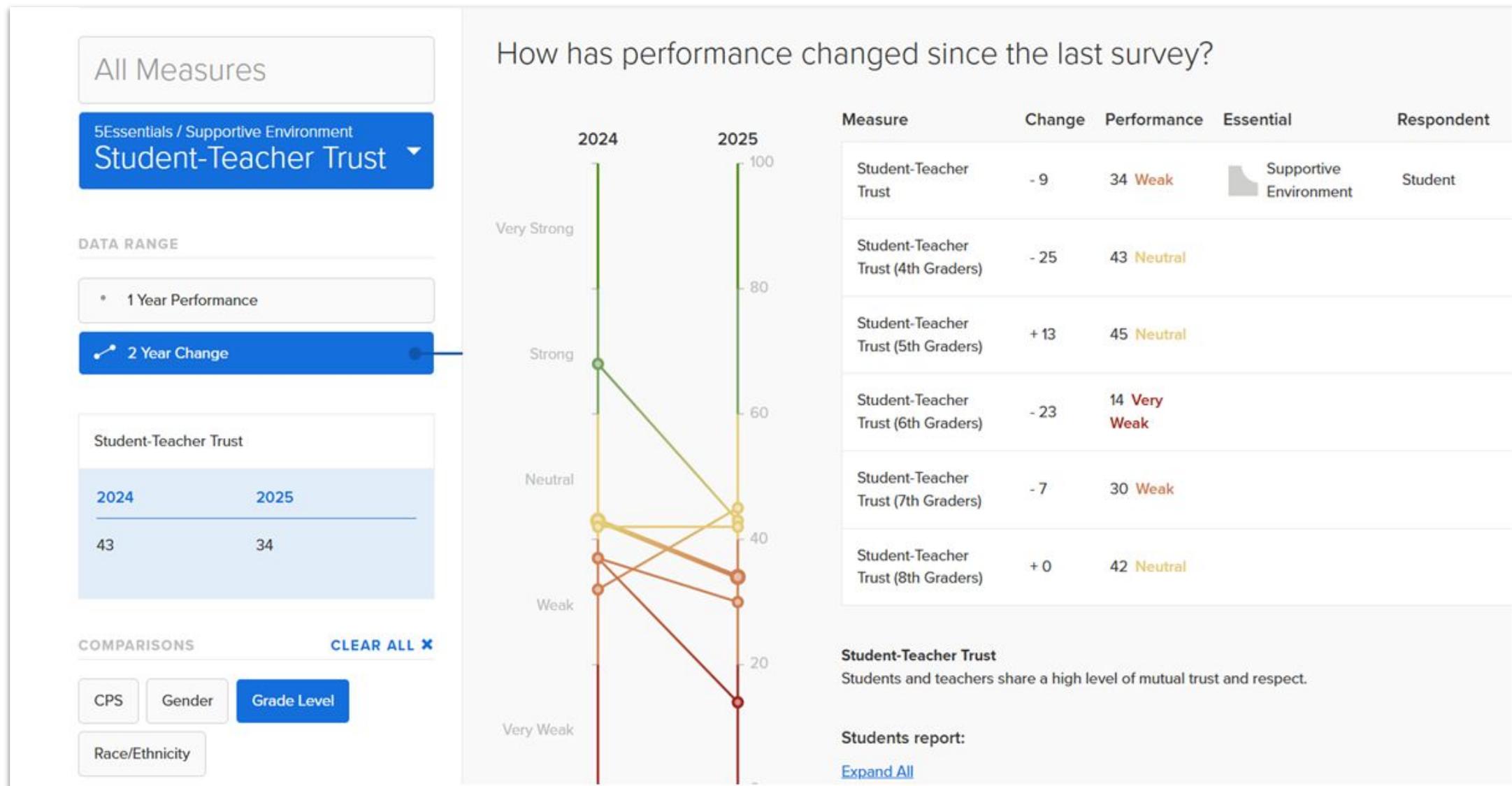
Measures	Performance	Respondent
Parent Influence on Decision Making in Schools	61 Strong	Teacher
Parent Involvement in School	44 Neutral	Teacher
Teacher-Parent Trust	26 Weak	Teacher

Additional features include a 'DATA RANGE' section with 'All Year Trends' selected, and a 'COMPARISONS' section with 'Demo' selected. A 'How has performance changed across all surveys?' chart is shown at the bottom left, and a 'How is performance on Involved Families?' chart is shown at the bottom right. A red button at the bottom right says 'Navigating the 5Essentials'.

School Reports: CPS Average Comparisons



School Reports: Student Disaggregation Comparisons





Questions?

We will continue to support school and district leaders' data use with SY25 survey reports.

If you have questions or need additional support, please email impact-surveys@uchicago.edu.