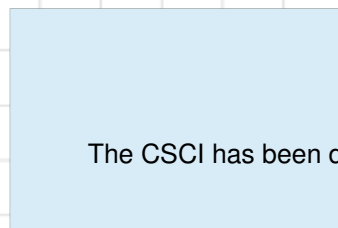


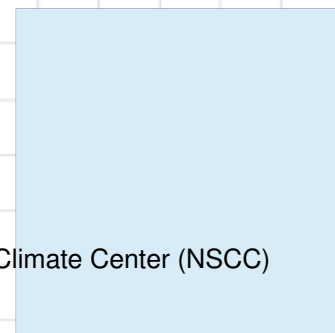
Burlington School District

District Report

Comprehensive School Climate Inventory



The CSCI has been developed by the National School Climate Center (NSCC)
schoolclimate.org



Who developed the CSCI?

- The CSCI is a tool developed by the National School Climate Center (NSCC), a non-profit organization dedicated to measuring and improving the climate for learning in schools, that measures each school's unique climate. NSCC's mission is to help schools integrate crucial social, emotional, and ethical learning with academic instruction to enhance student performance, prevent dropouts, reduce violence, and develop healthy and positively engaged adults.

What is school climate?

- School climate refers to the quality of school life as it relates to norms and values, interpersonal relationships and social interactions, as well as organizational processes and structures.
- School climate sets the tone for all the learning and teaching done in the school environment and is predictive of students' ability to learn and develop in healthy ways.
- All schools, like all people, have a range of strengths and weaknesses, as well as a distinctive vision for the kind of school they aspire to be.

Measuring school climate with the CSCI

- The CSCI (Comprehensive School Climate Inventory) is a scientifically developed survey based on research and theory defining what contributes to positive climates for learning.
- The CSCI measures the shared perceptions of the school community and reveals how the populations whose perceptions were measured (e.g. students, staff, and parents/ guardians) feel about the school environment.

The y-axis in the district report graphs depict the “Factor Median.” This is the median score for the school climate dimension.

The below thresholds/ ranges provide context on what the Factor Median scores mean. These ranges are also applicable to the median scores found in the CSCI Reports for each school site.

median rating in the negative range (scores lower than 2.5 on a 5-point scale)
median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
median rating in the positive range (scores above 3.5 on a 5-point scale)

The 13 Dimensions of School Climate Measured by the CSCI

Dimension	Major Indicators
Safety	
1. Rules and Norms	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2. Sense of Physical Security	Sense that students and adults feel safe from physical harm in the school.
3. Sense of Social-Emotional Security	Sense that students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4. Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialogue and questioning; academic challenge; and individual attention.
5. Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6. Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school-student-student; adult-student; adult-adult and overall norms for tolerance.
7. Social Support-Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
8. Social Support-Students	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9. School Connectedness / Engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10. Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Social Media	
11. Social Media	Sense that students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices for example, facebook, twitter, and other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
12. Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
13. Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

This report is intended to provide overall school climate trends for Burlington School District. Please refer to the individual school reports for more in-depth information on particular school-level trends including areas for potential improvement, as well as strengths.

This report will analyze district trends among the student, staff and parent/guardian populations. It is organized around the following sections: (1) differences among the populations by school site, (2) aggregate data by school level and population group, (3) student and staff sub-group data, (4) relative rankings of the dimensions, (5) concluding thoughts and probing questions.

The purpose of this report is to identify meaningful trends across the district. Incomplete or inadequate data due to population size have been omitted. This includes district-wide charts on activity participation, since participation rates vary widely among different schools. In order to protect anonymity, we only share sub-group information when the sub-group contains 10 or more constituents.

District-wide Response Rates

The chart on the next page shows the response rates for each population by school. The survey responses are most valuable when they capture the perceptions of all school community members. Where response rates are particularly low, it is important to note that the voice represented may be skewed or reflect a particular sub-set of your overall community. In these cases, it is critical to be careful when interpreting findings or making decisions regarding next steps. For schools where the response rates are low, it will be important to review the demographic profile of the respondents in the individual school report and compare that to your school's profile. Please keep in mind that even where response rates are low, the overall findings can be used to engage the community in collaborative efforts for school climate improvement. Additionally, future survey efforts can include specific plans to reach out to groups that appear to have been underrepresented here.

The ideal thresholds for response rates are:

- Aim for as close to 100% completion as possible from all students and staff. The goal should not be lower than 85%.
- Aim for at least 40% from parents/ guardians. The goal should not be lower than 30%. If parent/ guardian response rates are on the lower end and fall outside of this threshold, we strongly recommend taking their data with a "grain of salt" as it may not be the most representative sample of the school's parent/ guardian population. Refer to the demographic section in the CSCI Report in order to review which sub-groups are not represented or underrepresented.

School	Student Response #/Total (%)	Staff Response #/Total (%)	Parent Response #/Total (%)
Burlington Early Education	0/0* (0.00%)	16/60* (26.67%)	8/175* (4.57%)
Burlington High School	51/883* (5.78%)	111/264* (42.05%)	165/684* (24.12%)
Burlington Tech Center	3/100* (3.00%)	10/28* (35.71%)	0/90* (0.00%)
C P Smith Elementary School	39/130* (30.00%)	25/57* (43.86%)	57/116* (49.14%)
Champlain Elementary School	128/143* (89.51%)	42/66* (63.64%)	74/133* (55.64%)
Edmunds Elementary School	69/156* (44.23%)	37/58* (63.79%)	71/138* (51.45%)
Edmunds Middle School	38/403* (9.43%)	31/75* (41.33%)	84/349* (24.07%)
Hunt Middle School	310/391* (79.28%)	65/80* (81.25%)	73/359* (20.33%)
Integrated Arts Academy	116/146* (79.45%)	44/53* (83.02%)	69/131* (52.67%)
J J Flynn Elementary School	139/153* (90.85%)	48/78* (61.54%)	25/141* (17.73%)
Sustainability Academy	49/70* (70.00%)	26/54* (48.15%)	28/67* (41.79%)

*Figure received from school to represent potential number of respondents.

Engagement levels/ response rates may be impacted by the following factors:

- Timing of administration
- Family perception of current climate (positive)
- Involvement of staff and families in follow-up action planning and awareness meetings
- Lack of understanding the cyclical nature of school climate

The graph on the following page shows the differences in student perceptions by school site within Burlington School District.

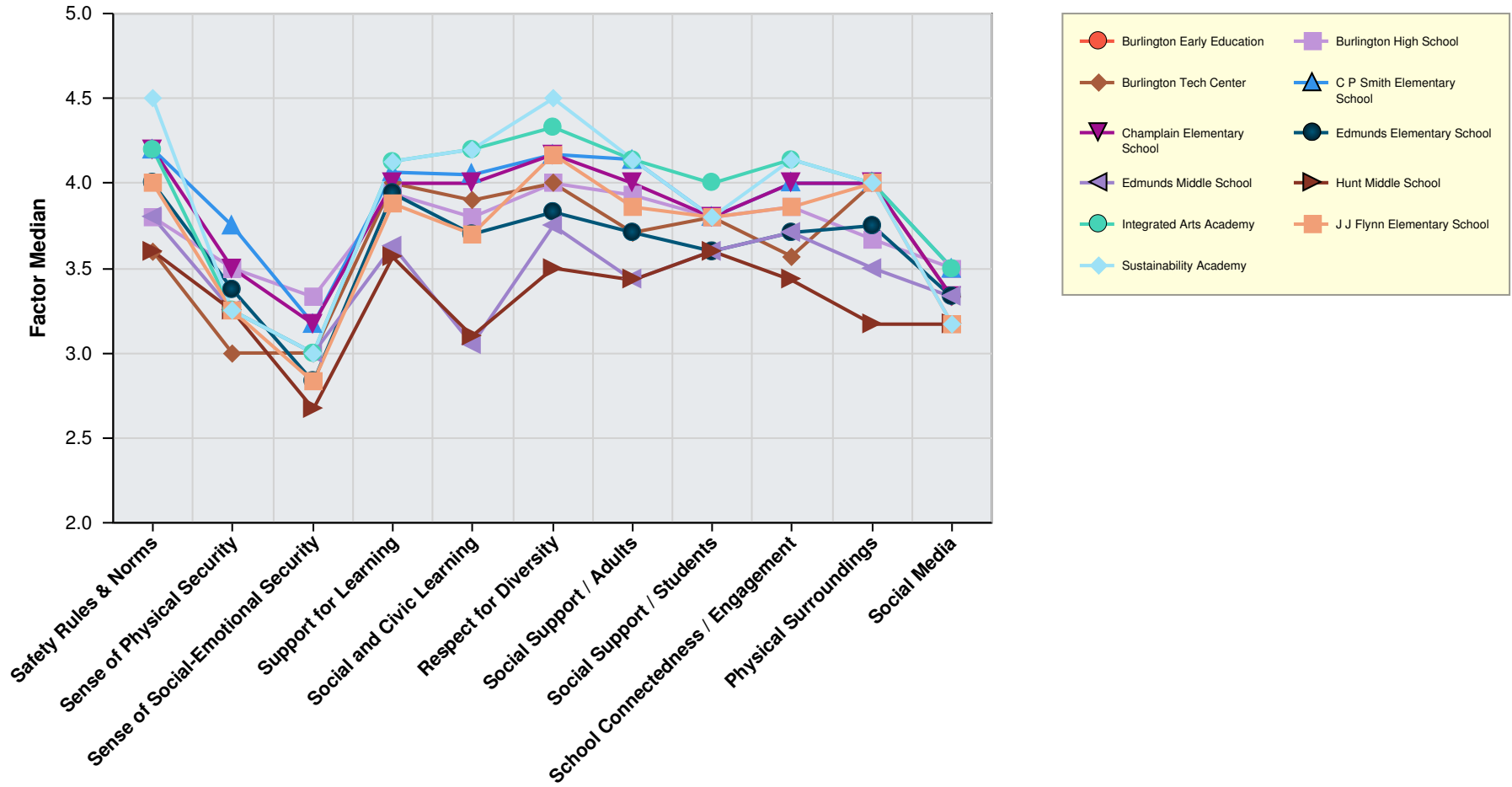
Common Patterns

- Safety Rules and Norms is typically rated high by students. Sense of Social-Emotional Security, on the other hand, tends to be a lower-scoring dimension.
- Students in elementary school are typically more positive in terms of their perceptions compared to middle and high school students. Student scores tend to dip as students move up in grade level.

Probing Questions

- Do you notice closely overlapping, high-scoring dimensions on the graph? This indicates a convergence in students' perceptions around strengths. Conversely, do you notice any data points where students at different schools are noticeably spread out? Be mindful of these points as they indicate divergences in students' perceptions of climate across the district.
- Are there dimensions of school climate that are easily discernible as areas for potential improvement and strengths as perceived by students? How do perceptions compare for students across the district depending on their school level and location?
- Do any schools emerge as outliers? For example, are there noticeably higher or lower points on the graph with respect to other schools in the district?
- Do you notice points of convergence around lower rated dimensions? Be cognizant of this as these dimensions indicate what students are reporting as area(s) for potential improvement.

Student Climate Scores by School



The following table presents student's median scores by school building. These scores are pulled directly from the "Overall Profile" graph found on page 14 of the CSCI Report.

Dimensions

	For Students	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Schools	Burlington Early Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Burlington High School	3.80	3.50	3.33	3.94	3.80	4.00	3.93	3.80	3.86	3.67	3.50
	Burlington Tech Center	3.60	3.00	3.00	4.00	3.90	4.00	3.71	3.80	3.57	4.00	3.33
	C P Smith Elementary School	4.20	3.75	3.17	4.07	4.05	4.17	4.14	3.80	4.00	4.00	3.50
	Champlain Elementary School	4.20	3.50	3.17	4.00	4.00	4.17	4.00	3.80	4.00	4.00	3.33
	Edmunds Elementary School	4.00	3.38	2.83	3.94	3.70	3.83	3.71	3.60	3.71	3.75	3.33

The following table presents student's median scores by school building. These scores are pulled directly from the "Overall Profile" graph found on page 14 of the CSCI Report.

Dimensions

	For Students	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Schools	Edmunds Middle School	3.80	3.25	3.00	3.63	3.05	3.75	3.43	3.60	3.71	3.50	3.33
	Hunt Middle School	3.60	3.25	2.67	3.57	3.10	3.50	3.43	3.60	3.43	3.17	3.17
	Integrated Arts Academy	4.20	3.25	3.00	4.13	4.20	4.33	4.14	4.00	4.14	4.00	3.50
	J J Flynn Elementary School	4.00	3.25	2.83	3.88	3.70	4.17	3.86	3.80	3.86	4.00	3.17
	Sustainability Academy	4.50	3.25	3.00	4.13	4.20	4.50	4.14	3.80	4.14	4.00	3.17

The graph on the following page shows the differences in staff perceptions by school site within Burlington School District.

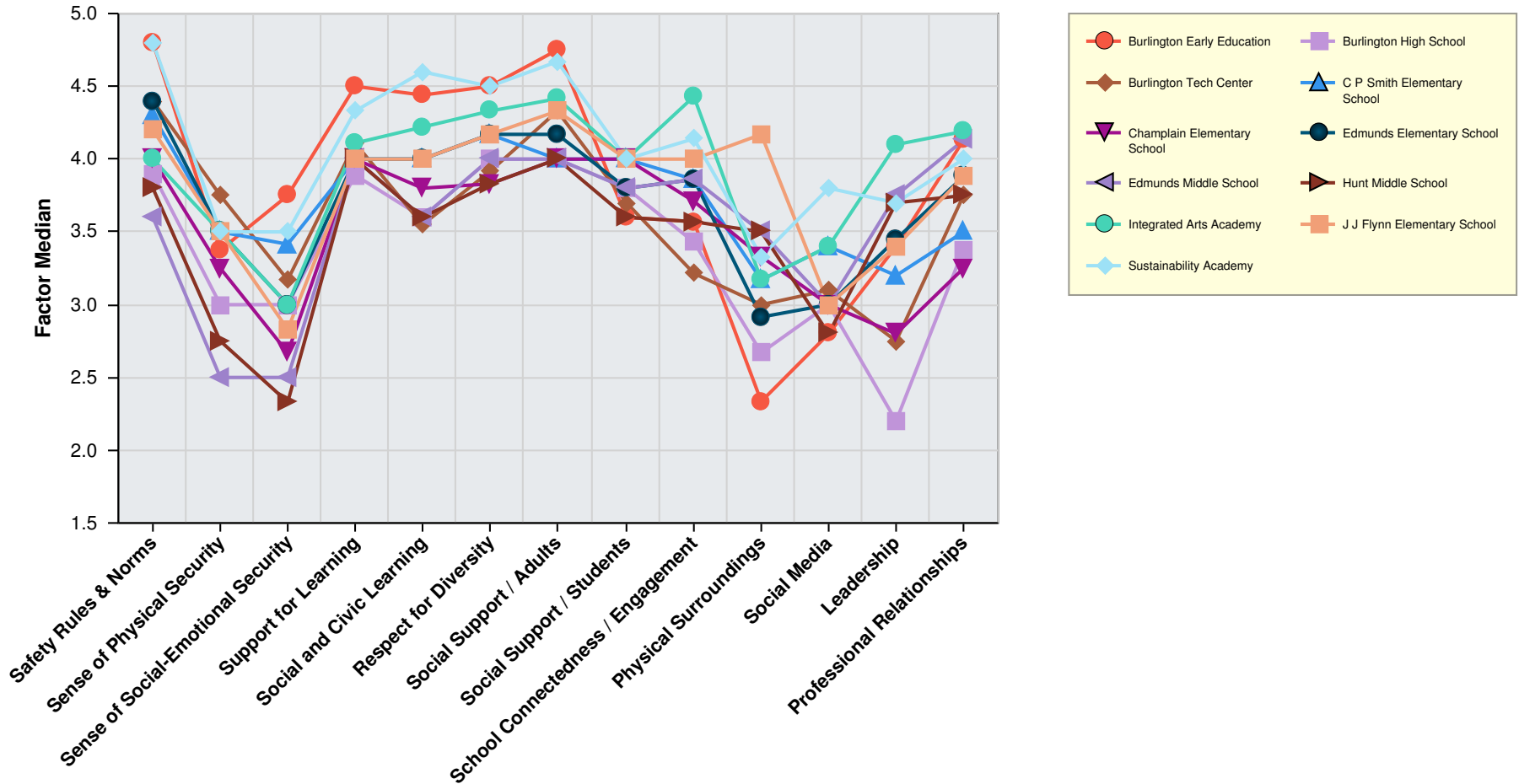
Common Patterns

- Staff are usually the most positive about Social Support- Adults, Support for Learning, and Social and Civic Learning.
- Staff tend to report lower scores for Social Media and Sense of Social-Emotional Security.
- Staff perceptions are usually the least variable and most consistent; they oftentimes display higher scores across all dimensions compared to students and parents/ guardians.

Probing Questions

- Look for dimensions where staff across the district are clustered around low, as well as high points on the graph. Conversely, are there dimensions in which the data points are noticeably spread out? Be mindful of these gaps as it indicates divergence(s) in perception.
- Take school level into account. For example, do you observe whether staff that work in elementary schools report higher scores across the dimensions compared to staff working at middle and high schools or vice versa?
- How do areas for potential improvement and strengths compare for staff across the district depending on their school level and location? How do these strengths and areas for potential improvement compare to student perceptions?
- Be cognizant of divergences and convergences in perception around the two staff only dimensions: Leadership and Professional Relationships. What is the range of factor medians for these dimensions?

Staff Climate Scores by School



The following table presents staff's median scores by school building. These scores are pulled directly from the "Overall Profile" graph found on page 14 of the CSCI Report.

Dimensions

S c h o o l s	For Staff	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media	Leadership	Professional Relationships
	Burlington Early Education	4.80	3.38	3.75	4.50	4.44	4.50	4.75	3.60	3.57	2.34	2.80	3.40	4.13
	Burlington High School	3.90	3.00	3.00	3.89	3.60	4.00	4.00	3.80	3.43	2.67	3.00	2.20	3.38
	Burlington Tech Center	4.40	3.75	3.17	4.11	3.55	3.92	4.33	3.70	3.22	3.00	3.10	2.75	3.75
	C P Smith Elementary School	4.30	3.50	3.42	4.00	4.00	4.17	4.00	4.00	3.86	3.17	3.40	3.20	3.50
	Champlain Elementary School	4.00	3.25	2.67	4.00	3.80	3.83	4.00	4.00	3.71	3.33	3.00	2.80	3.25
	Edmunds Elementary School	4.40	3.50	3.00	4.00	4.00	4.17	4.17	3.80	3.86	2.92	3.00	3.45	3.88

The following table presents staff's median scores by school building. These scores are pulled directly from the "Overall Profile" graph found on page 14 of the CSCI Report.

Dimensions

S c h o o l s	For Staff	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media	Leadership	Professional Relationships
	Edmunds Middle School	3.60	2.50	2.50	4.00	3.60	4.00	4.00	3.80	3.86	3.50	3.00	3.75	4.13
	Hunt Middle School	3.80	2.75	2.33	4.00	3.60	3.83	4.00	3.60	3.57	3.50	2.80	3.70	3.75
	Integrated Arts Academy	4.00	3.50	3.00	4.11	4.22	4.33	4.42	4.00	4.43	3.17	3.40	4.10	4.19
	J J Flynn Elementary School	4.20	3.50	2.83	4.00	4.00	4.17	4.33	4.00	4.00	4.17	3.00	3.40	3.88
	Sustainability Academy	4.80	3.50	3.50	4.33	4.60	4.50	4.67	4.00	4.14	3.33	3.80	3.70	4.00

The graph on the following page shows the differences in parent/ guardian perceptions by school site within Burlington School District. Please note: we do not disaggregate parent/ guardian data by sub-groups in the later sections of the district report. These sub-group graphs can be found in the schools' CSCI Reports.

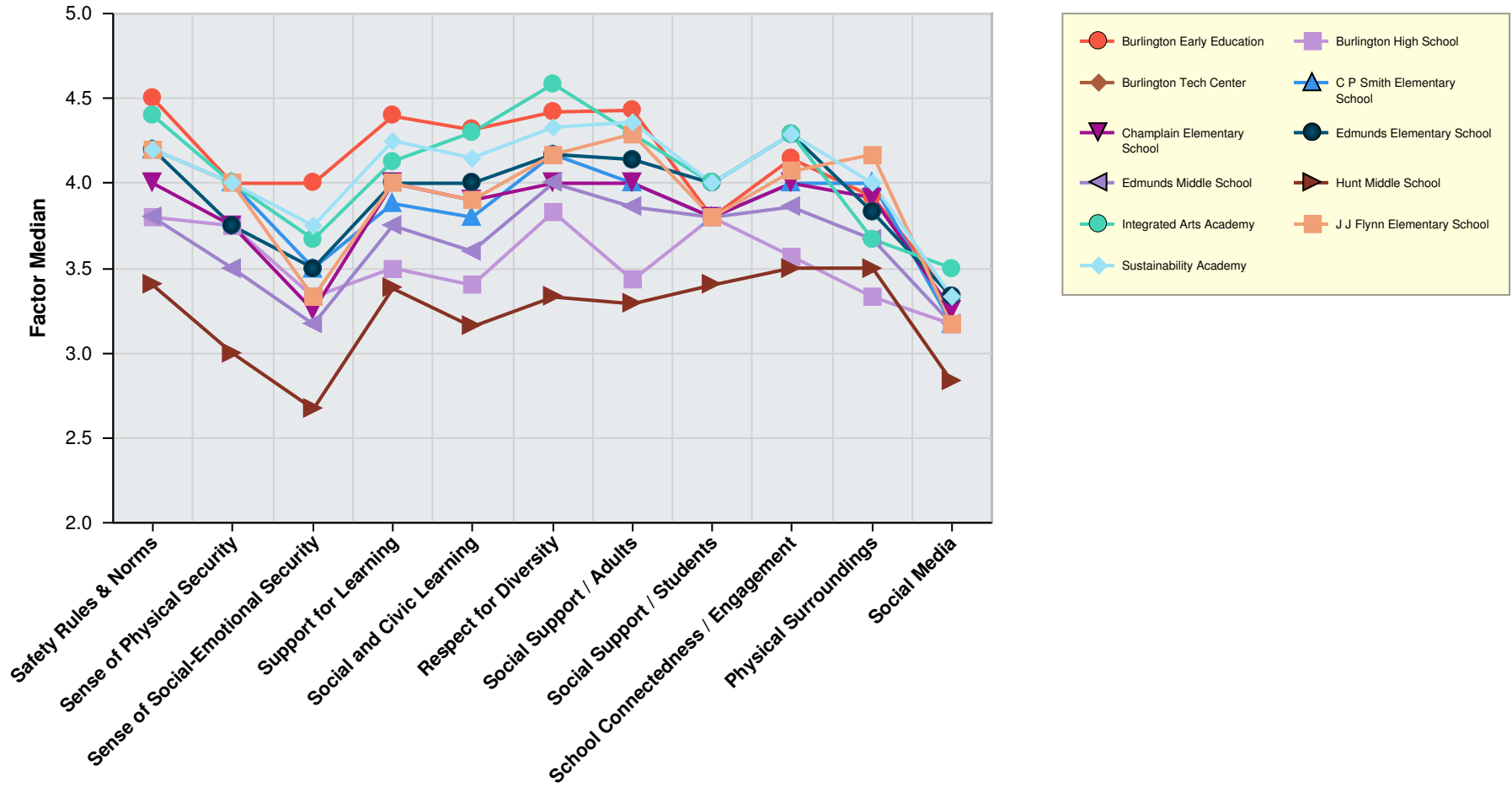
Common Patterns

- Safety Rules and Norms is usually a high-rated dimension among parents/ guardians. School Connectedness/ Engagement is usually another high-rated dimension by the parent/ guardian population.
- Parents/ guardians typically report lower scores for Sense of Social-Emotional Security and Social Media.

Probing Questions

- Are there data points at different schools that are noticeably spread out for some of the dimensions? This may indicate a divergence in parents'/ guardians' perceptions. Look for points of convergence around lower rated dimensions as this indicates what parents/ guardians are reporting as areas for potential improvement.
- Analyze the student, staff, and parent/ guardian school climate scores side by side to see whether they are exhibiting similar trends. Do all three population groups point to similar strengths and areas for potential improvement? Conversely, do they display noticeable divergences in perception?
- Take school level into account. Do you notice a trend of parents/ guardians with children in elementary school being more positive compared to parents/ guardians of children attending middle and/ or high school?
- How do these areas for potential improvement and strengths compare for parents/ guardians across the district depending on their school level and location?

Parents / Guardians Climate Scores by School



The following table presents parent's/ guardian's median scores by school building. These scores are pulled directly from the "Overall Profile" graph found on page 14 of the CSCI Report.

Dimensions

	For Parents / Guardians	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Schools	Burlington Early Education	4.50	4.00	4.00	4.40	4.32	4.42	4.43	3.80	4.15	3.92	3.33
	Burlington High School	3.80	3.75	3.33	3.50	3.40	3.83	3.43	3.80	3.57	3.33	3.17
	Burlington Tech Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	C P Smith Elementary School	4.20	4.00	3.50	3.88	3.80	4.17	4.00	3.80	4.00	4.00	3.17
	Champlain Elementary School	4.00	3.75	3.25	4.00	3.90	4.00	4.00	3.80	4.00	3.92	3.25
	Edmunds Elementary School	4.20	3.75	3.50	4.00	4.00	4.17	4.14	4.00	4.29	3.83	3.33

The following table presents parent's/ guardian's median scores by school building. These scores are pulled directly from the "Overall Profile" graph found on page 14 of the CSCI Report.

Dimensions

	For Parents / Guardians	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Schools	Edmunds Middle School	3.80	3.50	3.17	3.75	3.60	4.00	3.86	3.80	3.86	3.67	3.17
	Hunt Middle School	3.40	3.00	2.67	3.38	3.16	3.33	3.29	3.40	3.50	3.50	2.83
	Integrated Arts Academy	4.40	4.00	3.67	4.13	4.30	4.59	4.29	4.00	4.29	3.67	3.50
	J J Flynn Elementary School	4.20	4.00	3.33	4.00	3.90	4.17	4.29	3.80	4.07	4.17	3.17
	Sustainability Academy	4.20	4.00	3.75	4.25	4.15	4.33	4.36	4.00	4.29	4.00	3.33

The graph on the following page aggregates climate scores by population group across Burlington School District. Aggregate data may obscure trends particular to school level. For this reason, we present data aggregated by population *and* school level on the subsequent pages, which should be viewed in tandem with the "Climate Scores Aggregated by Population Group" graph.

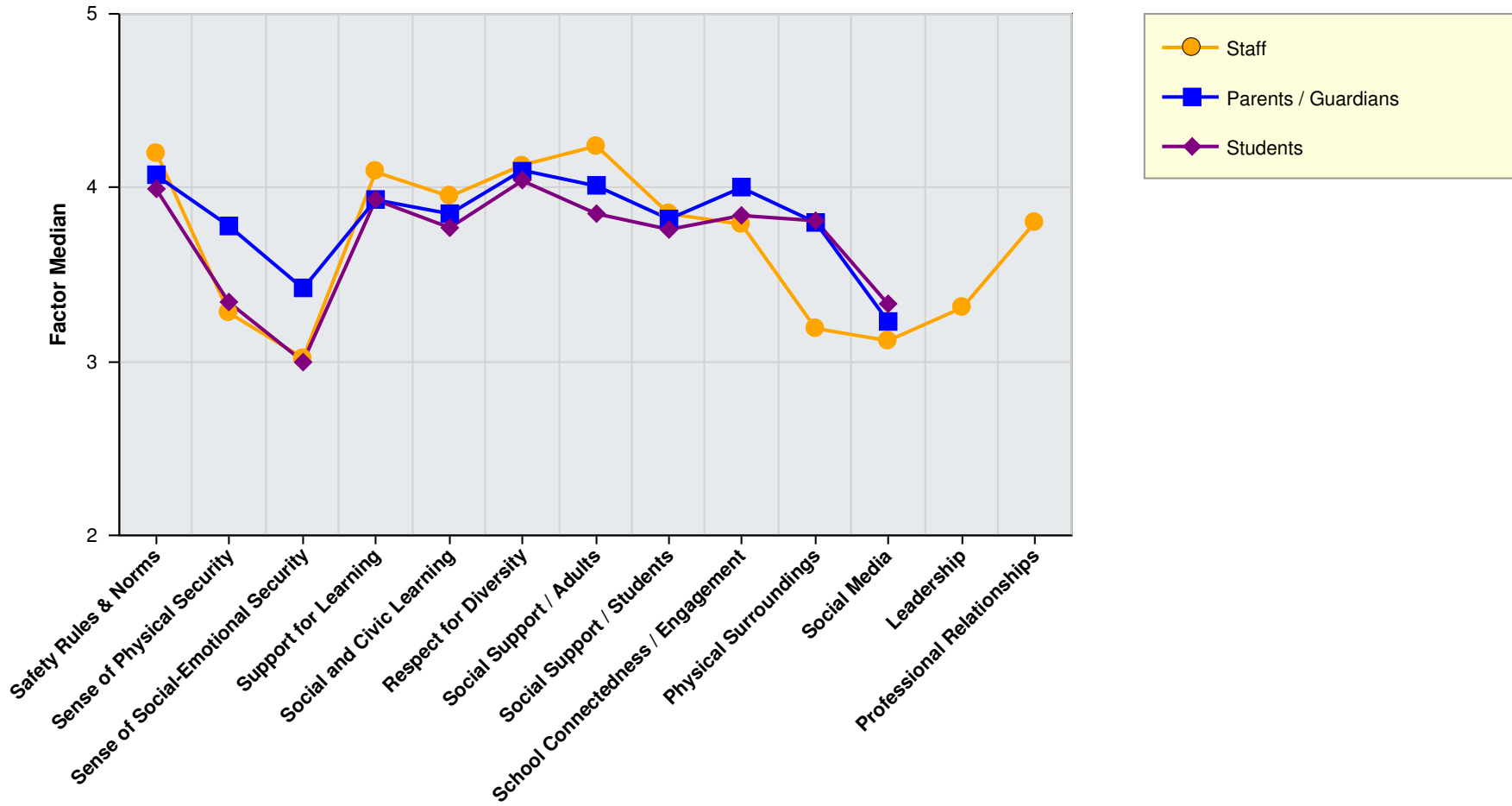
Common Patterns

- Students, staff, and parents/ guardians typically feel the least positive about Sense of Social-Emotional Security. [A potential area for improvement noted by students across the district is Sense of Social-Emotional Security dimension.](#) [A potential area for improvement noted by staff across the district is Sense of Social-Emotional Security dimension.](#) [A potential area for improvement noted by parents/ guardians across the district is Social Media dimension.](#)
- Safety Rules and Norms is typically the highest scoring dimension among students, staff, and parents/ guardians. [A strength noted by students across the district is Respect for Diversity dimension.](#) [A strength noted by staff across the district is Social Support / Adults dimension.](#) [A strength noted by parents/ guardians across the district is Respect for Diversity dimension.](#)

Probing Questions

- Be cognizant of points of convergence and divergence in perception across student, staff, and parent/ guardian population groups. Consider where points overlap and are spread out for all stakeholder groups. Does the school community agree on key strengths and areas for potential improvement across the district?

Aggregate Climate Scores by Population Group



The following table presents the mean aggregate of the median scores for each population group district-wide. These scores are the numerical values for the data points from the "Climate Scores Aggregated by Population Group" graph found on the previous page in this District Report.

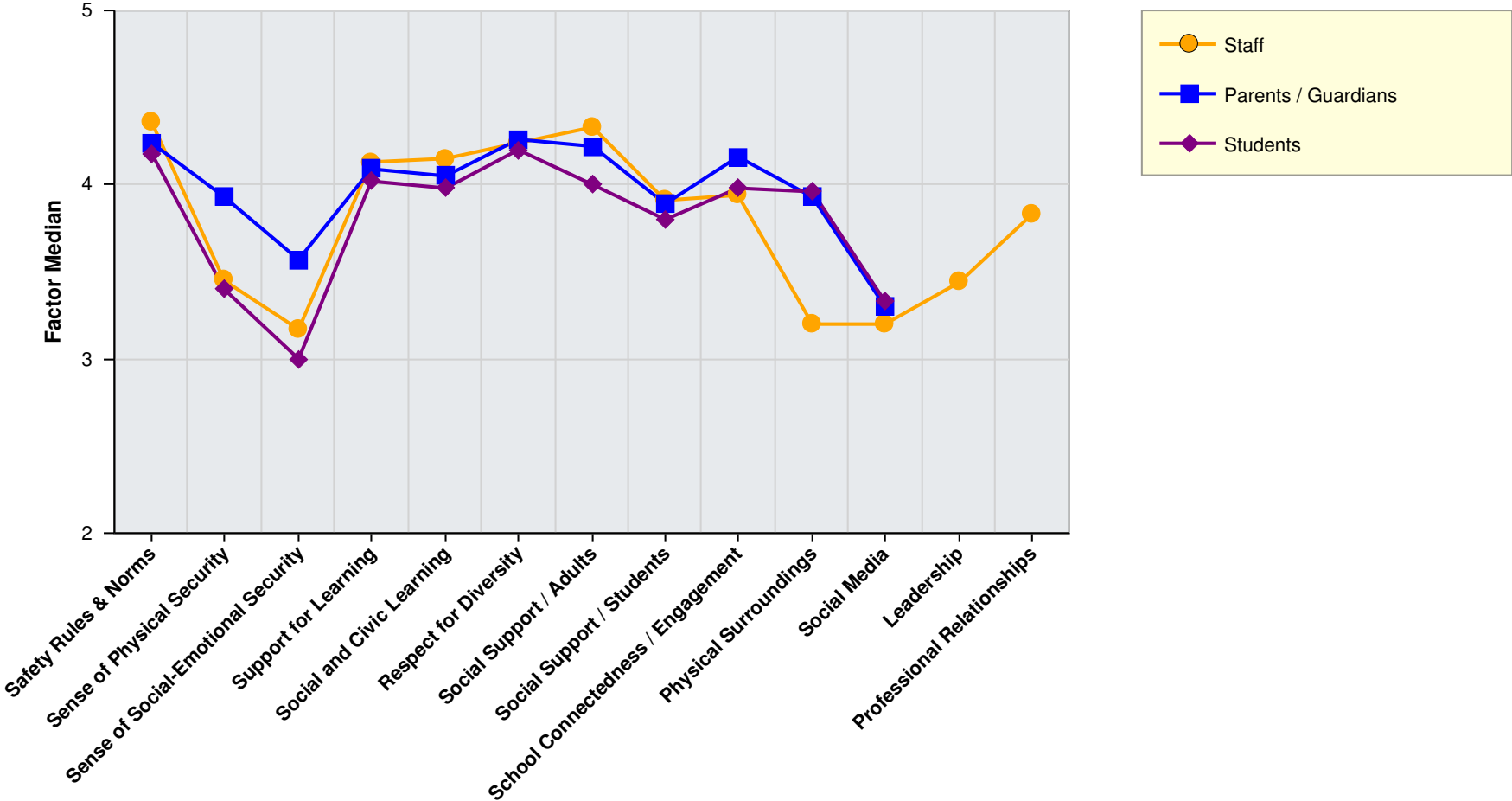
Dimensions

	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media	Leadership	Professional Relationships
Students	3.99	3.34	3.00	3.93	3.77	4.04	3.85	3.76	3.84	3.81	3.33	N/A	N/A
Staff	4.20	3.28	3.02	4.09	3.95	4.13	4.24	3.85	3.79	3.19	3.12	3.31	3.80
Parents / Guardians	4.07	3.78	3.42	3.93	3.85	4.10	4.01	3.82	4.00	3.80	3.23	N/A	N/A

Please note: Data is missing for students and parents/ guardians under "Leadership" and "Professional Relationships" because these are two staff only dimensions.



Aggregate Climate Scores by Elementary School Level



The following table presents the mean aggregate of the median scores for elementary schools district-wide: Burlington Early Education, C P Smith Elementary School, Champlain Elementary School, Edmunds Elementary School, Integrated Arts Academy, J J Flynn Elementary School, Sustainability Academy. These scores are the numerical values for the data points from the "Aggregate Climate Scores- Elementary School Level" graph found on the previous page in this District Report.

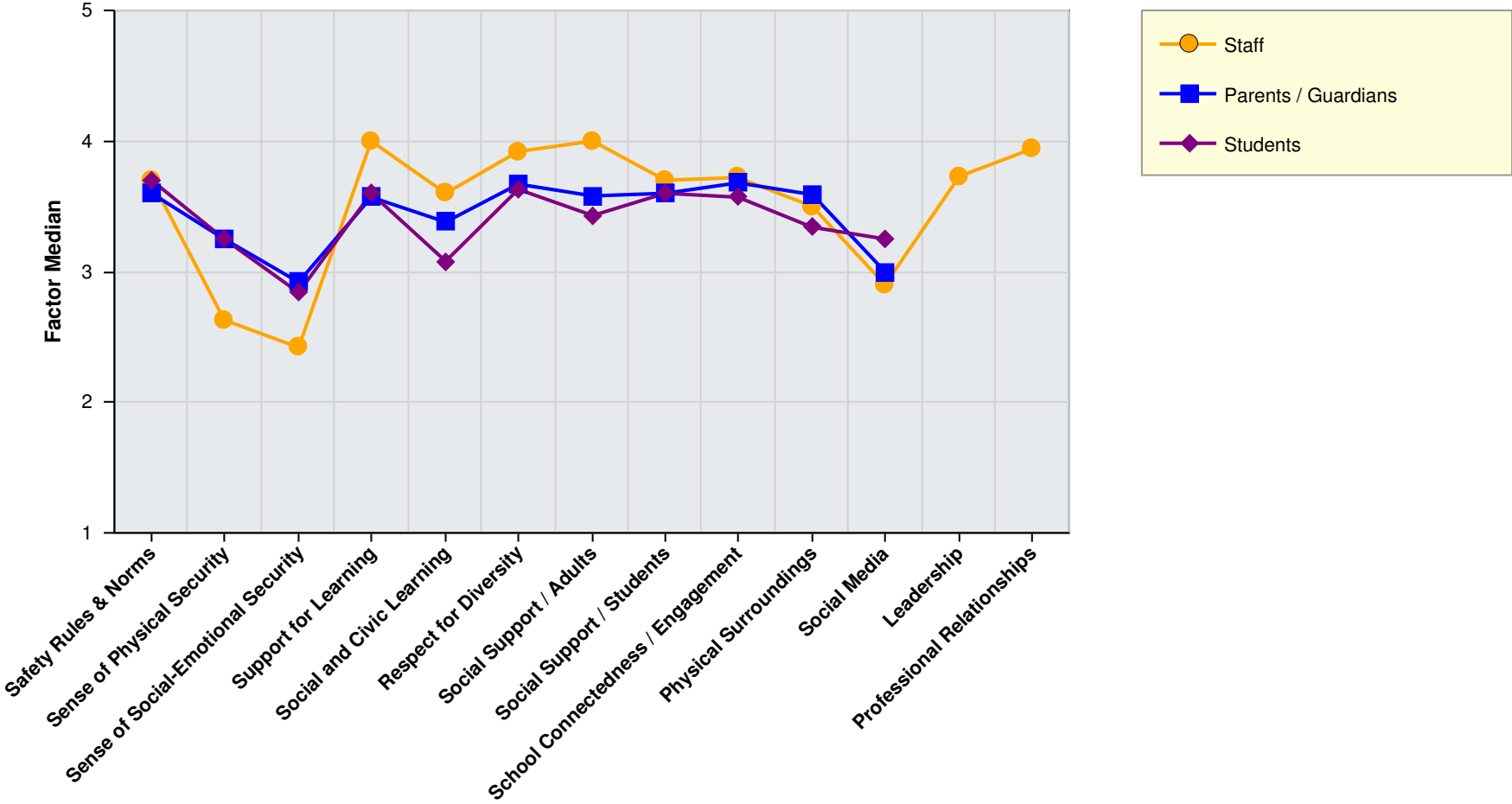
Dimensions

	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media	Leadership	Professional Relationships
Students	4.18	3.40	3.00	4.02	3.98	4.20	4.00	3.80	3.98	3.96	3.33	N/A	N/A
Staff	4.36	3.45	3.17	4.13	4.15	4.24	4.33	3.91	3.94	3.20	3.20	3.44	3.83
Parents / Guardians	4.24	3.93	3.57	4.09	4.05	4.26	4.22	3.89	4.16	3.93	3.30	N/A	N/A

Please note: Data is missing for students and parents/ guardians under "Leadership" and "Professional Relationships" because these are two staff only dimensions.



Aggregate Climate Scores by Middle School Level



The following table presents the mean aggregate of the median scores for middle schools district-wide: Edmunds Middle School, Hunt Middle School. These scores are the numerical values for the data points from the "Aggregate Climate Scores- Middle School Level" graph found on the previous page in this District Report.

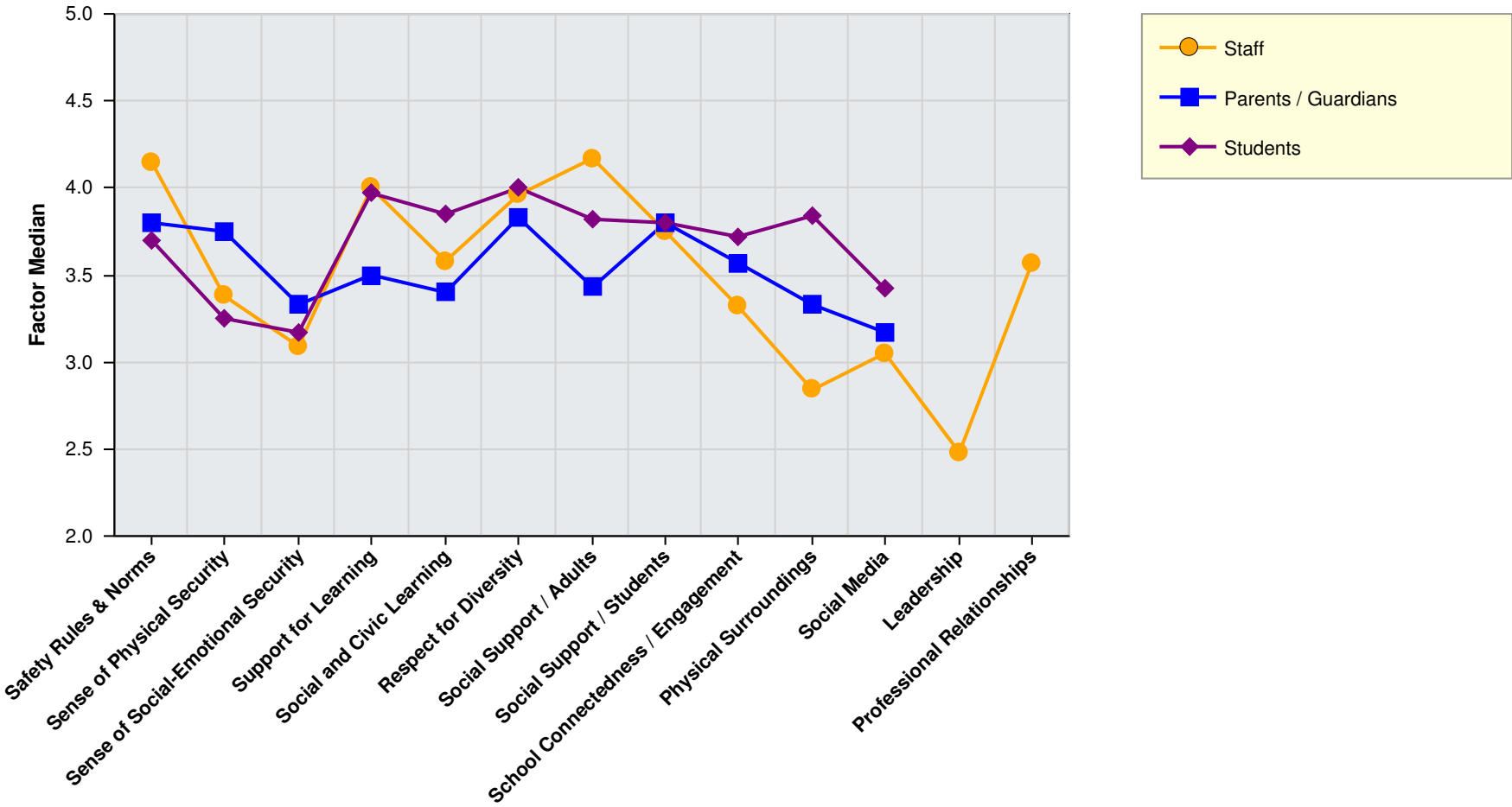
Dimensions

	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media	Leadership	Professional Relationships
Students	3.70	3.25	2.84	3.60	3.08	3.63	3.43	3.60	3.57	3.34	3.25	N/A	N/A
Staff	3.70	2.63	2.42	4.00	3.60	3.92	4.00	3.70	3.72	3.50	2.90	3.73	3.94
Parents / Guardians	3.60	3.25	2.92	3.57	3.38	3.67	3.58	3.60	3.68	3.59	3.00	N/A	N/A

Please note: Data is missing for students and parents/ guardians under "Leadership" and "Professional Relationships" because these are two staff only dimensions.



Aggregate Climate Scores by High School Level



The following table presents the mean aggregate of the median scores for high schools district-wide: Burlington High School, Burlington Tech Center. These scores are the numerical values for the data points from the "Aggregate Climate Scores- High School Level" graph found on the previous page in this District Report.

Dimensions

	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media	Leadership	Professional Relationships
Students	3.70	3.25	3.17	3.97	3.85	4.00	3.82	3.80	3.72	3.84	3.42	N/A	N/A
Staff	4.15	3.38	3.09	4.00	3.58	3.96	4.17	3.75	3.32	2.84	3.05	2.48	3.57
Parents / Guardians	3.80	3.75	3.33	3.50	3.40	3.83	3.43	3.80	3.57	3.33	3.17	N/A	N/A

Please note: Data is missing for students and parents/ guardians under "Leadership" and "Professional Relationships" because these are two staff only dimensions.

The following table displays the precise factor median scores for students by school, in addition to the student aggregate scores by school level (elementary, middle, and high school).

Students											
	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Elementary School Average	4.18	3.40	3.00	4.02	3.98	4.20	4.00	3.80	3.98	3.96	3.33
Burlington Early Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
C P Smith Elementary School	4.20	3.75	3.17	4.07	4.05	4.17	4.14	3.80	4.00	4.00	3.50
Champlain Elementary School	4.20	3.50	3.17	4.00	4.00	4.17	4.00	3.80	4.00	4.00	3.33
Edmunds Elementary School	4.00	3.38	2.83	3.94	3.70	3.83	3.71	3.60	3.71	3.75	3.33
Integrated Arts Academy	4.20	3.25	3.00	4.13	4.20	4.33	4.14	4.00	4.14	4.00	3.50

The following table displays the precise factor median scores for students by school, in addition to the student aggregate scores by school level (elementary, middle, and high school).

Students											
	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
J J Flynn Elementary School	4.00	3.25	2.83	3.88	3.70	4.17	3.86	3.80	3.86	4.00	3.17
Sustainability Academy	4.50	3.25	3.00	4.13	4.20	4.50	4.14	3.80	4.14	4.00	3.17
Middle School Average	3.70	3.25	2.84	3.60	3.08	3.63	3.43	3.60	3.57	3.34	3.25
Edmunds Middle School	3.80	3.25	3.00	3.63	3.05	3.75	3.43	3.60	3.71	3.50	3.33
Hunt Middle School	3.60	3.25	2.67	3.57	3.10	3.50	3.43	3.60	3.43	3.17	3.17
High School Average	3.70	3.25	3.17	3.97	3.85	4.00	3.82	3.80	3.72	3.84	3.42
Burlington High School	3.80	3.50	3.33	3.94	3.80	4.00	3.93	3.80	3.86	3.67	3.50



The following table displays the precise factor median scores for students by school, in addition to the student aggregate scores by school level (elementary, middle, and high school).

Students											
	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Burlington Tech Center	3.60	3.00	3.00	4.00	3.90	4.00	3.71	3.80	3.57	4.00	3.33

The following table displays the precise factor median scores for staff by school, in addition to the staff aggregate scores by school level (elementary, middle, and high school).

Staff													
	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media	Leadership	Professional Relationships
Elementary School Average	4.36	3.45	3.17	4.13	4.15	4.24	4.33	3.91	3.94	3.20	3.20	3.44	3.83
Burlington Early Education	4.80	3.38	3.75	4.50	4.44	4.50	4.75	3.60	3.57	2.34	2.80	3.40	4.13
C P Smith Elementary School	4.30	3.50	3.42	4.00	4.00	4.17	4.00	4.00	3.86	3.17	3.40	3.20	3.50
Champlain Elementary School	4.00	3.25	2.67	4.00	3.80	3.83	4.00	4.00	3.71	3.33	3.00	2.80	3.25
Edmunds Elementary School	4.40	3.50	3.00	4.00	4.00	4.17	4.17	3.80	3.86	2.92	3.00	3.45	3.88
Integrated Arts Academy	4.00	3.50	3.00	4.11	4.22	4.33	4.42	4.00	4.43	3.17	3.40	4.10	4.19

The following table displays the precise factor median scores for staff by school, in addition to the staff aggregate scores by school level (elementary, middle, and high school).

Staff													
	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media	Leadership	Professional Relationships
J J Flynn Elementary School	4.20	3.50	2.83	4.00	4.00	4.17	4.33	4.00	4.00	4.17	3.00	3.40	3.88
Sustainability Academy	4.80	3.50	3.50	4.33	4.60	4.50	4.67	4.00	4.14	3.33	3.80	3.70	4.00
Middle School Average	3.70	2.63	2.42	4.00	3.60	3.92	4.00	3.70	3.72	3.50	2.90	3.73	3.94
Edmunds Middle School	3.60	2.50	2.50	4.00	3.60	4.00	4.00	3.80	3.86	3.50	3.00	3.75	4.13
Hunt Middle School	3.80	2.75	2.33	4.00	3.60	3.83	4.00	3.60	3.57	3.50	2.80	3.70	3.75
High School Average	4.15	3.38	3.09	4.00	3.58	3.96	4.17	3.75	3.32	2.84	3.05	2.48	3.57
Burlington High School	3.90	3.00	3.00	3.89	3.60	4.00	4.00	3.80	3.43	2.67	3.00	2.20	3.38

The following table displays the precise factor median scores for staff by school, in addition to the staff aggregate scores by school level (elementary, middle, and high school).

Staff													
	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media	Leadership	Professional Relationships
Burlington Tech Center	4.40	3.75	3.17	4.11	3.55	3.92	4.33	3.70	3.22	3.00	3.10	2.75	3.75

The following table displays the precise factor median scores for parents/ guardians by school, in addition to the parent/ guardian aggregate scores by school level (elementary, middle, and high school).

Parents / Guardians											
	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Elementary School Average	4.24	3.93	3.57	4.09	4.05	4.26	4.22	3.89	4.16	3.93	3.30
Burlington Early Education	4.50	4.00	4.00	4.40	4.32	4.42	4.43	3.80	4.15	3.92	3.33
C P Smith Elementary School	4.20	4.00	3.50	3.88	3.80	4.17	4.00	3.80	4.00	4.00	3.17
Champlain Elementary School	4.00	3.75	3.25	4.00	3.90	4.00	4.00	3.80	4.00	3.92	3.25
Edmunds Elementary School	4.20	3.75	3.50	4.00	4.00	4.17	4.14	4.00	4.29	3.83	3.33
Integrated Arts Academy	4.40	4.00	3.67	4.13	4.30	4.59	4.29	4.00	4.29	3.67	3.50

The following table displays the precise factor median scores for parents/ guardians by school, in addition to the parent/ guardian aggregate scores by school level (elementary, middle, and high school).

Parents / Guardians											
	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
J J Flynn Elementary School	4.20	4.00	3.33	4.00	3.90	4.17	4.29	3.80	4.07	4.17	3.17
Sustainability Academy	4.20	4.00	3.75	4.25	4.15	4.33	4.36	4.00	4.29	4.00	3.33
Middle School Average	3.60	3.25	2.92	3.57	3.38	3.67	3.58	3.60	3.68	3.59	3.00
Edmunds Middle School	3.80	3.50	3.17	3.75	3.60	4.00	3.86	3.80	3.86	3.67	3.17
Hunt Middle School	3.40	3.00	2.67	3.38	3.16	3.33	3.29	3.40	3.50	3.50	2.83
High School Average	3.80	3.75	3.33	3.50	3.40	3.83	3.43	3.80	3.57	3.33	3.17
Burlington High School	3.80	3.75	3.33	3.50	3.40	3.83	3.43	3.80	3.57	3.33	3.17



The following table displays the precise factor median scores for parents/ guardians by school, in addition to the parent/ guardian aggregate scores by school level (elementary, middle, and high school).

Parents / Guardians											
	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Burlington Tech Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

The graphs on the following pages display aggregate student data by sub-groups. Student climate scores are broken down by grade, gender, and race/ ethnicity in this District Report. Please note: In order to protect anonymity, data will not be shown for particular sub-groups where the aggregate data for that group is less than 10 respondents.

Common Patterns

Gender:

- Male students typically report lower scores for Sense of Physical Security compared to their female peers. Female students, on the other hand, tend to report lower scores for Sense of Social-Emotional Security.

Grade:

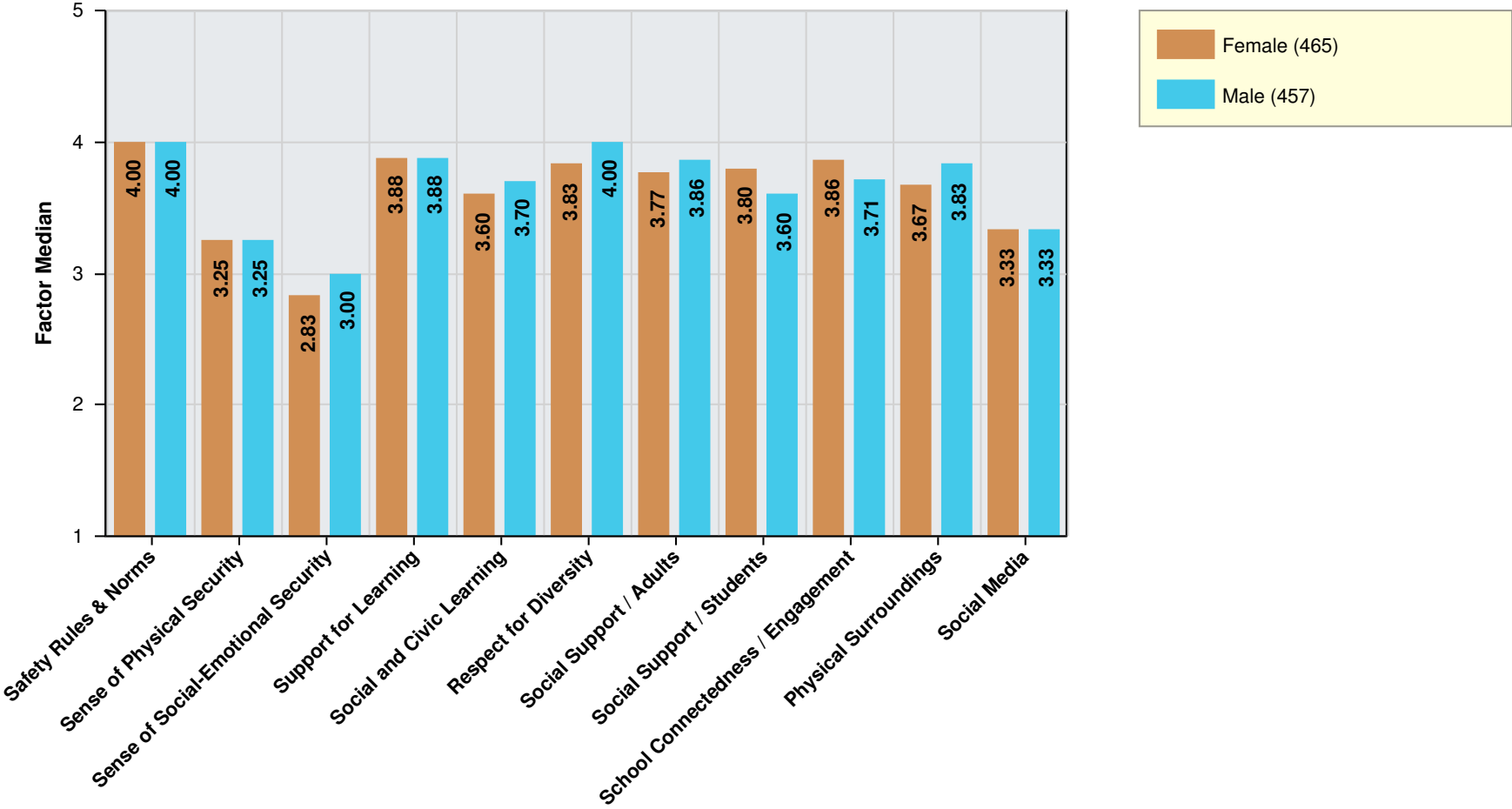
- Students' scores typically dip as they advance through the grade levels. It is common for students in elementary school to be more positive about school climate with respect to their peers in higher grades.

Probing Questions

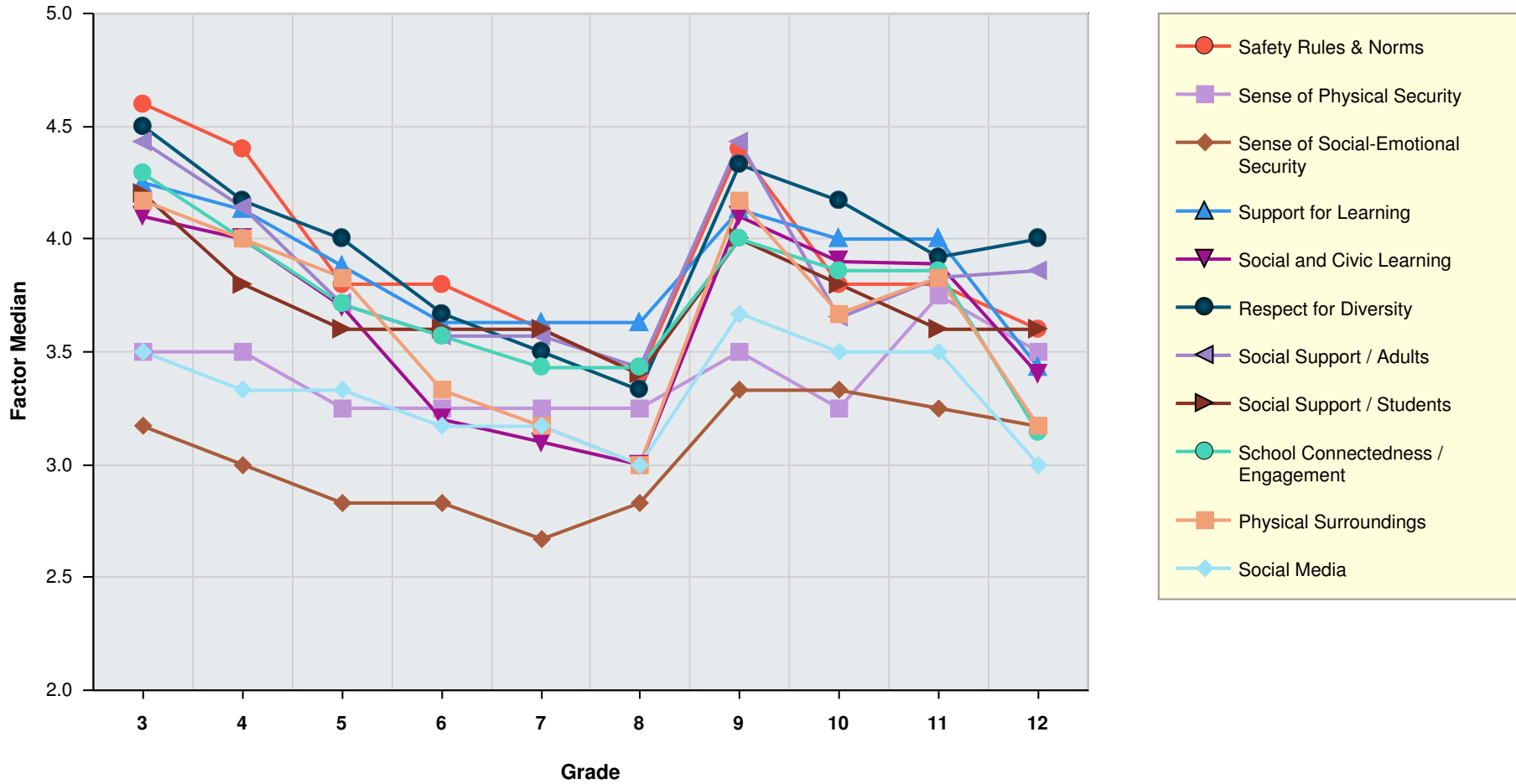
- Do student sub-groups exhibit similar patterns in terms of what they note as strengths and areas for potential improvement? Are there certain dimensions in which student sub-groups display variability?
- Do the scores for certain dimensions dip or experience an uptick as students advance through the grade levels?
- Which dimensions consistently emerge at the top and bottom of the graphs? Does this pattern consistently emerge across student sub-groups?
- Be mindful of points of convergence and divergence in the student sub-group data. How does this align or diverge with the overall student data in the CSCI Reports and the aggregate student data in this District Report?



Student Climate Scores by Gender

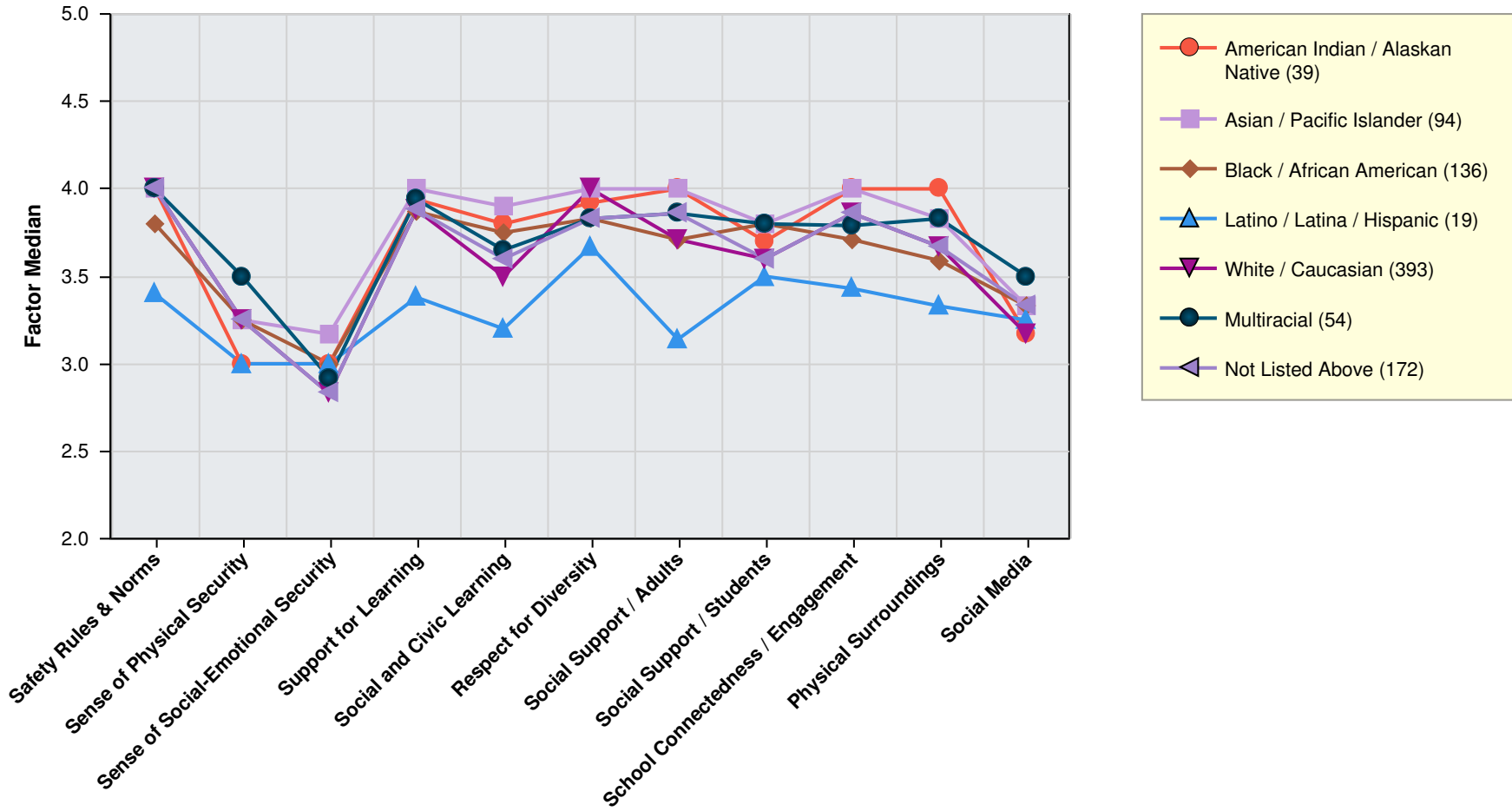


Student Climate Scores by Grade



Student Climate Scores by Grade										
Dimensions	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Safety Rules & Norms	4.60	4.40	3.80	3.80	3.60	3.40	4.40	3.80	3.80	3.60
Sense of Physical Security	3.50	3.50	3.25	3.25	3.25	3.25	3.50	3.25	3.75	3.50
Sense of Social-Emotional Security	3.17	3.00	2.83	2.83	2.67	2.83	3.33	3.33	3.25	3.17
Support for Learning	4.25	4.13	3.88	3.63	3.63	3.63	4.13	4.00	4.00	3.43
Social and Civic Learning	4.10	4.00	3.70	3.20	3.10	3.00	4.10	3.90	3.89	3.40
Respect for Diversity	4.50	4.17	4.00	3.67	3.50	3.33	4.33	4.17	3.92	4.00
Social Support / Adults	4.43	4.14	3.71	3.57	3.57	3.43	4.43	3.65	3.83	3.86
Social Support / Students	4.20	3.80	3.60	3.60	3.60	3.40	4.00	3.80	3.60	3.60
School Connectedness / Engagement	4.29	4.00	3.71	3.57	3.43	3.43	4.00	3.86	3.86	3.14
Physical Surroundings	4.17	4.00	3.83	3.33	3.17	3.00	4.17	3.67	3.83	3.17
Social Media	3.50	3.33	3.33	3.17	3.17	3.00	3.67	3.50	3.50	3.00

Student Climate Scores by Race/Ethnicity



Student Climate Scores by Race/Ethnicity

Dimensions	American Indian / Alaskan Native	Asian / Pacific Islander	Black / African American	Latino / Latina / Hispanic	White / Caucasian	Multiracial	Not Listed Above
Safety Rules & Norms	4.00	4.00	3.80	3.40	4.00	4.00	4.00
Sense of Physical Security	3.00	3.25	3.25	3.00	3.25	3.50	3.25
Sense of Social-Emotional Security	3.00	3.17	3.00	3.00	2.83	2.92	2.83
Support for Learning	3.94	4.00	3.87	3.38	3.88	3.94	3.88
Social and Civic Learning	3.80	3.90	3.75	3.20	3.50	3.65	3.60
Respect for Diversity	3.92	4.00	3.83	3.67	4.00	3.83	3.83
Social Support / Adults	4.00	4.00	3.71	3.14	3.71	3.86	3.86
Social Support / Students	3.70	3.80	3.80	3.50	3.60	3.80	3.60
School Connectedness / Engagement	4.00	4.00	3.71	3.43	3.86	3.79	3.86
Physical Surroundings	4.00	3.83	3.59	3.33	3.67	3.83	3.67
Social Media	3.17	3.33	3.33	3.25	3.17	3.50	3.33



The graphs on the following pages display aggregate staff data by sub-groups. Please note: In order to protect anonymity, data will not be shown for particular sub-groups where the aggregate data for that group is less than 10 respondents.

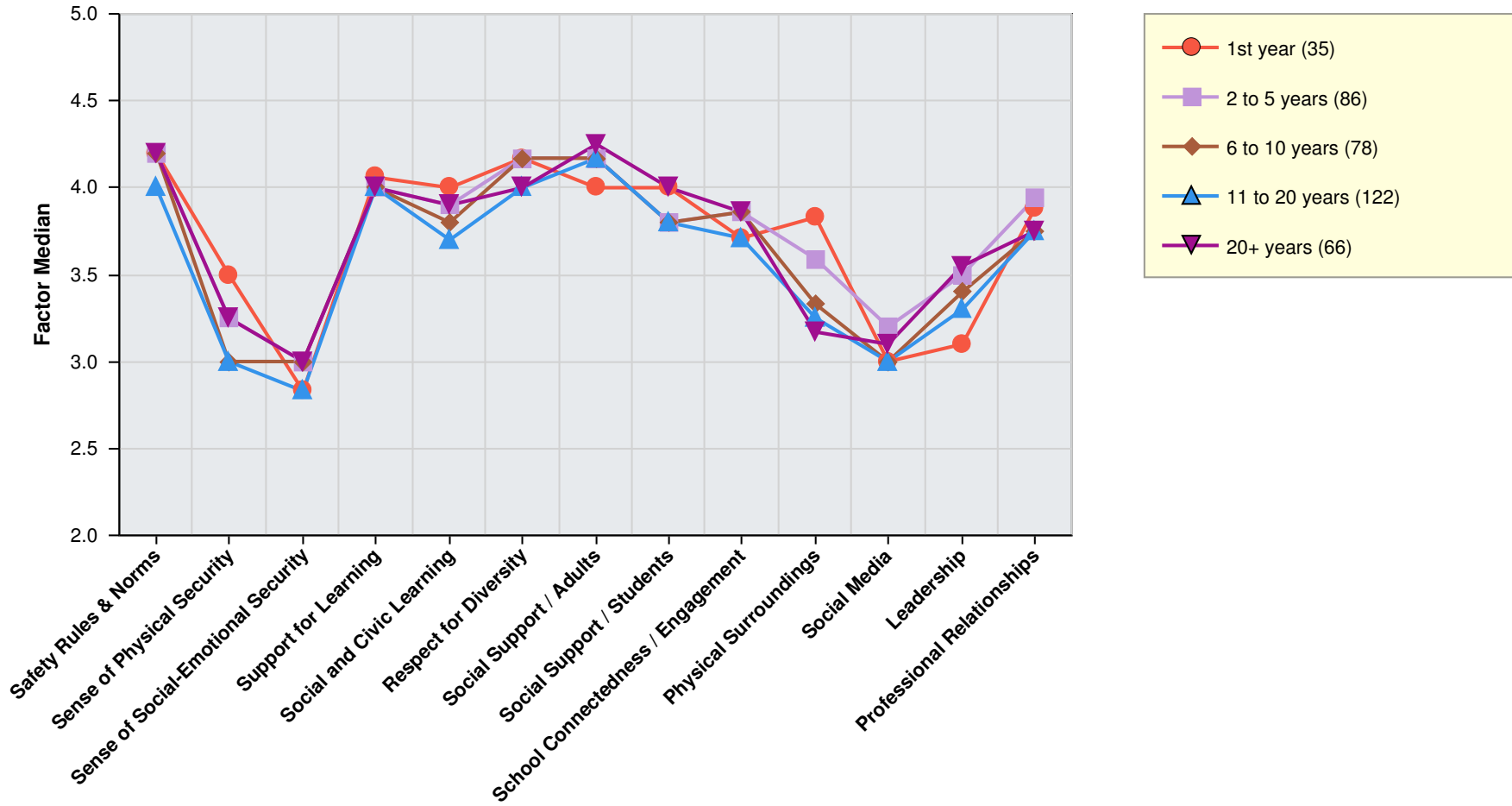
Common Patterns

- First year staff tend to be the most positive. Scores will typically dip as the length of staff's tenure increases.
- Overall, staff tend to be consistent in terms of their perceptions of the school climate dimensions, regardless of their years working at the school and their years working in the position more broadly.

Probing Questions

- Do you notice any variability depending on staff's length of tenure at their school and years of experience in their position?
- Be mindful of dimensions where there are instances of overlap in the data points as this indicates convergence around potential areas for improvement and strengths across the district. Conversely, make note of dimensions where scores were noticeably spread out as this indicates divergence in perception and area(s) for further exploration in the school and district community.

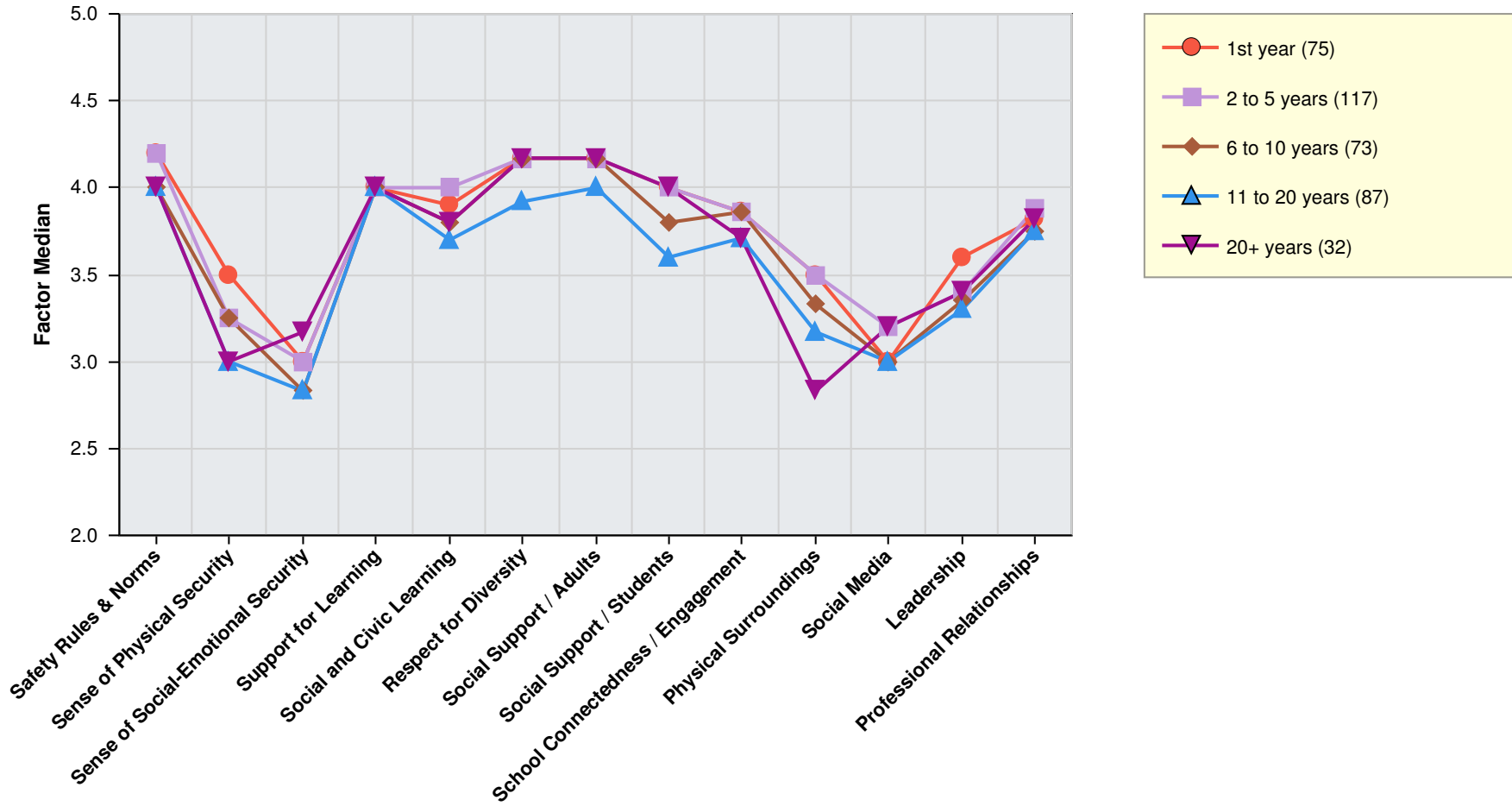
Staff Climate Scores by Years Experience in this Position



Staff Climate Scores by Years Experience in this Position

Dimensions	1st year	2 to 5 years	6 to 10 years	11 to 20 years	20+ years
Safety Rules & Norms	4.20	4.20	4.20	4.00	4.20
Sense of Physical Security	3.50	3.25	3.00	3.00	3.25
Sense of Social-Emotional Security	2.83	3.00	3.00	2.83	3.00
Support for Learning	4.06	4.00	4.00	4.00	4.00
Social and Civic Learning	4.00	3.90	3.80	3.70	3.90
Respect for Diversity	4.17	4.17	4.17	4.00	4.00
Social Support / Adults	4.00	4.17	4.17	4.17	4.25
Social Support / Students	4.00	3.80	3.80	3.80	4.00
School Connectedness / Engagement	3.71	3.86	3.86	3.71	3.86
Physical Surroundings	3.83	3.59	3.33	3.25	3.17
Social Media	3.00	3.20	3.00	3.00	3.10
Leadership	3.10	3.50	3.40	3.30	3.55
Professional Relationships	3.88	3.94	3.75	3.75	3.75

Staff Climate Scores by Years at the School



Staff Climate Scores by Years at the School

Dimensions	1st year	2 to 5 years	6 to 10 years	11 to 20 years	20+ years
Safety Rules & Norms	4.20	4.20	4.00	4.00	4.00
Sense of Physical Security	3.50	3.25	3.25	3.00	3.00
Sense of Social-Emotional Security	3.00	3.00	2.83	2.83	3.17
Support for Learning	4.00	4.00	4.00	4.00	4.00
Social and Civic Learning	3.90	4.00	3.80	3.70	3.80
Respect for Diversity	4.17	4.17	4.17	3.92	4.17
Social Support / Adults	4.17	4.17	4.17	4.00	4.17
Social Support / Students	4.00	4.00	3.80	3.60	4.00
School Connectedness / Engagement	3.86	3.86	3.86	3.71	3.71
Physical Surroundings	3.50	3.50	3.33	3.17	2.83
Social Media	3.00	3.20	3.00	3.00	3.20
Leadership	3.60	3.40	3.35	3.30	3.40
Professional Relationships	3.82	3.88	3.75	3.75	3.82

The table on the following page depicts the aggregate relative rankings of the dimensions by population group district-wide.

Probing Questions

- Which dimensions are ranked at the bottom and top for each population group? Is there alignment across population groups?
- Is there a pattern in terms what emerged as the three highest and lowest ranked dimensions for each population group? Do these dimensions fall under the same broader school climate category (for example, Safety, Interpersonal Relationships, etc.)?
- Make note of divergences/ convergences in perception across population groups and within population groups across different schools within the district.

Relative Factor Ranking by Population - District-Wide

Dimensions	Students	Staff	Parents / Guardians
Safety Rules & Norms	2	2	2
Sense of Physical Security	9	8	9
Sense of Social-Emotional Security	11	11	10
Support for Learning	3	4	5
Social and Civic Learning	7	5	6
Respect for Diversity	1	3	1
Social Support / Adults	4	1	3
Social Support / Students	8	6	7
School Connectedness / Engagement	5	7	4
Physical Surroundings	6	9	8
Social Media	10	10	11

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

Relative Factor Ranking by Students - School

Schools / Dimensions	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Burlington Early Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Burlington High School	5	9	11	2	5	1	3	5	4	8	9
Burlington Tech Center	7	10	10	1	4	1	6	5	8	1	9
C P Smith Elementary School	1	9	11	4	5	2	3	8	6	6	10
Champlain Elementary School	1	9	11	3	3	2	3	8	3	3	10
Edmunds Elementary School	1	9	11	2	7	3	5	8	5	4	10
Edmunds Middle School	1	9	11	4	10	2	7	5	3	6	8

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

Relative Factor Ranking by Students - School

Schools / Dimensions	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Hunt Middle School	1	7	11	3	10	4	5	1	5	8	8
Integrated Arts Academy	2	10	11	6	2	1	4	7	4	7	9
J J Flynn Elementary School	2	9	11	4	8	1	5	7	5	2	10
Sustainability Academy	1	9	11	6	3	1	4	8	4	7	10

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

Relative Factor Ranking by Staff - School

Schools / Dimensions	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media	Leadership	Professional Relationships
Burlington Early Education	1	11	7	3	5	3	2	8	9	13	12	10	6
Burlington High School	3	9	9	4	6	1	1	5	7	12	9	13	8
Burlington Tech Center	1	5	10	3	8	4	2	7	9	12	11	13	5
C P Smith Elementary School	1	8	10	3	3	2	3	3	7	13	11	12	8
Champlain Elementary School	1	9	13	1	6	5	1	1	7	8	11	12	9
Edmunds Elementary School	1	9	11	4	4	2	2	8	7	13	11	10	6
Edmunds Middle School	8	12	12	2	8	2	2	6	5	10	11	7	1

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

Relative Factor Ranking by Staff - School

Schools / Dimensions	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media	Leadership	Professional Relationships
Hunt Middle School	4	12	13	1	7	3	1	7	9	10	11	6	5
Integrated Arts Academy	8	10	13	6	4	3	2	8	1	12	11	7	5
J J Flynn Elementary School	2	10	13	5	5	3	1	5	5	3	12	11	9
Sustainability Academy	1	11	11	5	3	4	2	7	6	13	9	10	7

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

Relative Factor Ranking by Parents / Guardians - School

Schools / Dimensions	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Burlington Early Education	1	7	7	4	5	3	2	10	6	9	11
Burlington High School	2	4	9	6	8	1	7	2	5	9	11
Burlington Tech Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
C P Smith Elementary School	1	3	10	7	8	2	3	8	3	3	11
Champlain Elementary School	1	9	10	1	7	1	1	8	1	6	10
Edmunds Elementary School	2	9	10	5	5	3	4	5	1	8	11
Edmunds Middle School	4	9	10	6	8	1	2	4	2	7	10

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

Relative Factor Ranking by Parents / Guardians - School

Schools / Dimensions	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Social Media
Hunt Middle School	3	9	11	5	8	6	7	3	1	1	10
Integrated Arts Academy	2	7	9	6	3	1	4	7	4	9	11
J J Flynn Elementary School	2	6	10	6	8	3	1	9	5	3	11
Sustainability Academy	5	7	10	4	6	2	1	7	3	7	11

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

Safety:

- Safety Rules and Norms is typically a high rated dimension across all population groups regardless of school level. The ability to develop well-communicated and understood rules and norms about physical violence, verbal abuse, and harassment can be used to leverage linked areas for improvement such as Sense of Social-Emotional Security.
- Sense of Social-Emotional Security is a very common area for potential improvement across schools and districts. Research has shown that cultivating upstanders is a powerful way to drastically reduce bullying and harassment in a visible, high-impact, and long-term way.

Probing Questions:

- Are the rules and guidelines consistent for both physical and social-emotional safety? Are there practices and policies that have been instituted to ensure physical safety that can be usefully adapted for social-emotional safety? How can the rules be modified to more explicitly target verbal harassment and bullying?
- Are there specific sub-groups that feel particularly negative compared to others with regards to Sense of Social-Emotional Security? If so, what initiatives can be implemented or further research done to address their concerns and improve the overall climate?
- How can the success of "upstander behavior" be harnessed and cultivated?

Teaching & Learning:

- Typically, these dimensions are high among students and staff at the elementary school level. These dimensions are often more explicit to staff than they are to students, especially in the higher grades as Social and Civic Learning becomes a more implicit aspect of the curricula.
- Parents/ guardians usually have the highest scores at the elementary school level. This indicates that they feel like their children are getting varied opportunities to demonstrate their skills, are supported for independent thinking, receive academic challenge, support, as well as individual attention.

Probing Questions:

- Is there consistency in the mission and structure of the school at the classroom level vs. the school level? Is there consistency across the schools that supports a smooth transition for students? When you dig deeper into school CSCI Reports, do you see how this impacts schools, grades, and sub-groups?
- What are the goals for Social and Civic Learning across the district? In what specific ways are students experiencing Social and Civic Learning and Support for Learning differently than teachers?
- How is Social and Civic Learning incorporated into the curriculum?
- Is there a potential disconnect between implicit vs. explicit teaching? How can Social and Civic Learning concepts be conveyed in a way that resonates with students and parents/ guardians as much as it does with staff members?

Interpersonal Relationships:

- Social Support- Adults and Social Support- Students are typically high rated dimensions, especially at the elementary school level.

Probing Questions:

- How is Respect for Diversity underscored and reflected in adult-to-adult, student-to- student, and adult-to-student relationships within the school?
- Why may some student sub-group ratings of Respect for Diversity be higher than others? What can be done to boost respect among groups with lower ratings?
- How can a strong sense of social support among students be extended to create a stronger sense of community and respect?

Institutional Environment:

- Parents/ guardians are usually positive about School Connectedness/ Engagement.
- Student ratings for the School Connectedness/ Engagement are usually very positive at the elementary school level, and more oftentimes than not the ratings slightly decline, as is the tendency for all ratings to decline as students advance through the grade levels.

Probing Questions:

- How can a strong sense of School Connectedness/Engagement among parents/ guardians be extended to create an even stronger sense of community among students and staff? How does the school engage parents/ guardians and what efforts can enhance this relationship?

Social Media:

- Staff and parents/ guardians tend to rate Social Media lower with respect to students.

Probing Questions:

- How do perceptions of Social Media overlap with the other Safety dimensions?
- Is there a noticeable difference in terms of how adults and students perceive Social Media within the school community? ◦ How does or doesn't school and district-level policy address safety, responsible cyber citizenship, and social media?

Staff Only Dimensions:

- Professional Relationships can be leveraged for improvement in other school climate dimensions, such as Social and Civic Learning and Respect for Diversity.
- Staff members sometimes reflect varying perceptions of the Leadership dimension; it may be useful to review the individual CSCI Reports for more details on how this is reflected at the school-level.

Probing Questions:

- How do perceptions of the two staff only dimensions vary from building to building? How does staff's perceptions of the other school climate dimensions further enrich your understanding of ratings for the staff only dimensions?
- Are there opportunities present for leadership teams across different school sites within the district to collaborate and learn from each other?



Burlington School District

**District Report has been
developed by the National School Climate Center (NSCC)**